ASSET BUILDING FOR COMMUNITIES AND YOUTH

by

JESSICA FOUCH

A REPORT

submitted in partial fulfillment of the requirements for the degree

MASTER OF REGIONAL AND COMMUNITY PLANNING

Department of Landscape Architecture/ Regional & Community Planning

College of Architecture, Planning, and Design

KANSAS STATE UNIVERISTY

Manhattan, Kansas

2011

Approved by

Dr. John Keller

Major Professor

Abstract

This report reviews asset building for communities to promote youth healthy development. It addresses a comprehensive approach to youth development by engaging all members and sectors of a community. Bellevue, Washington is a community nationally recognized for its collective approach to tackling issues faced by their youth. The Search Institute's 40 Developmental Assets 1997 Survey showed Bellevue youth possessed less than 50% of the developmental assets necessary to become responsible adults. Since receiving these results, Bellevue has continued working to improve the lives of youth in their community by utilizing the knowledge and resources of community members, organizations, and institutions. For this report, Bellevue's collective engagement was analyzed to identify which developmental assets youth could obtain through participation, support, and engagement in various community sectors. Bellevue was used as a case study for an asset building community for youth, to determine what makes a great community for youth to live and thrive.

Table of Contents

List of Figures

List of Tables

Dedication

To God, first and foremost, thank you for stretching throughout the completion of this report. Additionally, to my family, friends, and educators, your prayers, support, and encouragement constantly reminded me that I can do all things through Christ who strengthens me.

Chapter 1: Introduction

In recent years community social concerns have been integrated with community youth development to create research templates and literature on a comprehensive approach to youth development. This report describes the integration of assets essential to positive youth development into asset building practices for community development. More specifically by suggesting that implementing a positive youth development approach increases civic engagement and constructive interactions between community members and youth in order to create great communities for young people.

Background

According to a United Nations Population Fund 2004 Report almost half of the world's population was under the age of 25. Hence, youth development, particularly within local communities, should be further studied and better understood. Very often, adult community members have a misperception of youth, seeing them as troublemakers rather than valuable assets to their community (Benson, 2006). Typically communities with youth problems lack the resources to provide adequately the economic, educational, and social resources for their youth, those between the ages of 15-24. These insufficiencies can be detrimental to development by placing youth at risk, which may begin to engage in destructive behaviors. Such behaviors not only place youth at risk but also their community; these behaviors may include vandalism, drug use, violence, and failing or dropping out of school, all of which deteriorate a community or city. An asset building community is created when physical, financial, and social resources are

coordinated in current or revised community development practices with youth in mind.

Importance of Research

There are numerous literature sources on youth development and community development, but only few of those focus on community youth development. For example, research done by Benson (2006), for the Search Institute, on "what communities must do to raise caring and responsible children and adolescents" (p. xii). Research by McKnight and Kretzmann (1993) on asset-based community development focuses on certain aspects of a community. Asset-based community development requires communities to utilize skills, opportunities, and resources already available, and therefore creating a stronger sense of community among residents (Northwestern University, 2009). Benson's research focuses on developmental assets, which are "40 common sense, positive experiences and qualities that help influence choices young people make and help them become caring, responsible adults" (Search Institute, 2011, para. 1). Therefore, as part of this study, understanding community asset building methods, as well as developmental assets for youth, was the foundation for answering the question, How do we create communities that promote positive youth development to help youth to become competent, connected, and contributing citizens of character?

Incorporating Benson's and McKnight and Kretzmann's research to study community development in relation to youth development provided essential data to compile in this report that will be beneficial to both planning and youth development practitioners. This was achieved by studying a city that promotes positive youth development. The city of Bellevue, Washington is a good example of an asset-building

community. It was essential to study Bellevue's community resources and assets that are available to youth and their families in order to provide an efficient argument about how communities through American can help youth development into successful adults.

While the Search Institute does provide information on the number assets obtained by Bellevue's youth in the years of 1996 and 2000, it was more important to study the opportunities youth have to obtain the assets rather than to study the number of assets. Social and developmental opportunities include interactions with adult community members, participation in programs and access to services that promote positive development, and schools that provide them with an adequate education.

Format

The following chapters include a literature review, methodological approach, and a case study on Bellevue. The literature review chapter discusses specific literature sources that identify comprehensive approaches to youth development as well as community asset building. These approaches create a background and argument for the research within this report. Likewise, the literature reviewed help to create a methodological approach to analyzing the city of Bellevue and its youth as a case study. This research required identifying community organizations and associations, financial institutions, quality of education, demographics of the community, employers, and other community assets. Every asset discussed plays a vital role in youth development whether they impact youth direct, or their families as well as their future opportunities and achievements.

Chapter 2: Literature Review

Historically, communities have focused their efforts in prevention programs that counter deficiencies for youth and at-risk behaviors. These were isolated program efforts of youth-focused organizations, schools, governing bodies' policies and other institutions (Pittman, 2000). Once programs appeared to achieve their goal or fixed a problem, they were discontinued and efforts were focused on the next issue that a community was faced with in youth development. This deficit or risk approach was continuously funded at the federal, national, or state level and promoted an isolated effort of programs and services rather than collaborative efforts that promoted positive youth development. Positive youth development "promotes the idea that all youth can grow up to make positive contributions to their families, schools and communities if given guidance and support from caring adults" (National Clearinghouse on Families and Youth, 2010, para. 1). In addition, this traditional deficit approach did not allow youth to take part in their own development, and their parents were in charge of raising them, with little communication between teachers, other community member, and parents. Families who are isolated in their community tend not to invest in their community through civic engagement and social ties or relationships (Benson, 2006). This chapter includes a discussion of literature on current and past research done in the field of community-youth development. Each piece of literature focuses on social environments or networks youth encounter throughout their development and how to improve them.

Developmental Assets

      In the book, *All Kids are Our Kids*, Dr. Peter Benson presents the developmental assets for youth that lay the foundation for this report. He explains that developmental assets for youth are the necessary social interactions, opportunities, and programs that should be available to them. Benson and his colleagues at the Search Institute complied their research to create a list of 40 developmental assets, based on previous youth development literature and studies. The developmental assets present a comprehensive checklist and strategy to taking a positive youth developmental approach. These 40 youth developmental assets are divided in two groups and eight categories, which are shown in Table 1.

Table 1

External and Internal Assets of Youth Development

| External assets	Internal assets
Support	Commitment to learning
Empowerment	Positive values
Boundaries and expectations	Social competencies
Constructive use of time	Positive identity

Note. Source: Benson (2006).

These assets appear to be missing from the American community, where the majority of America's youth have experienced less than half of the developmental assets. The lack of resources and access to programs, guidance, parental interaction and involvement, and positive interaction with community member can lead to developmental deficiencies for some youth. The external assets are environmental factors that impact youth development. The support asset entails youth feeling supported by their family, educators, and non-parent adults, peers, in schools, their neighborhoods, and community. The empowerment asset allows youth to work and to volunteer within their community and to be used as a resource, so that their input and abilities are valued in their community and they feel safe in their community (Benson, 2006).

The boundaries and expectations asset suggest that parents teach their children good behavior and establish consequences for bad or poor behavior, and school policies are followed by youth. Constructive use of time asset involves access to after-school programs, and participation in the faith-based organizations: youth should be spending time at home, as well as being able to take part in creative community activities such as the local theater, art and music groups (Benson, 2006).

The internal assets are interpersonal skills and competencies. These include a commitment to learning, positive values, social competencies, and positive identity. The commitment to learning asset includes youth reading in their free time, doing homework, establishing a bond to their school this discourages vandalism or damage school property as well as youth being engaged in learning as active participants in their own education. In terms of positive values, young people are "caring, honest, responsible, promote equality and social justice, integrity," and refrain from risky behavior (alcohol and drug

use, sexual activity; Benson, 2006, p. 52). Social competencies include "conflict

resolution, planning and decision making, interpersonal competence, cultural

competence, and resistance skills" (Benson, 2006, p. 55). Positive identity asset consists

of "personal power, self-esteem, sense of purpose, and positive view of personal future"

(Benson, 2006, p. 55).
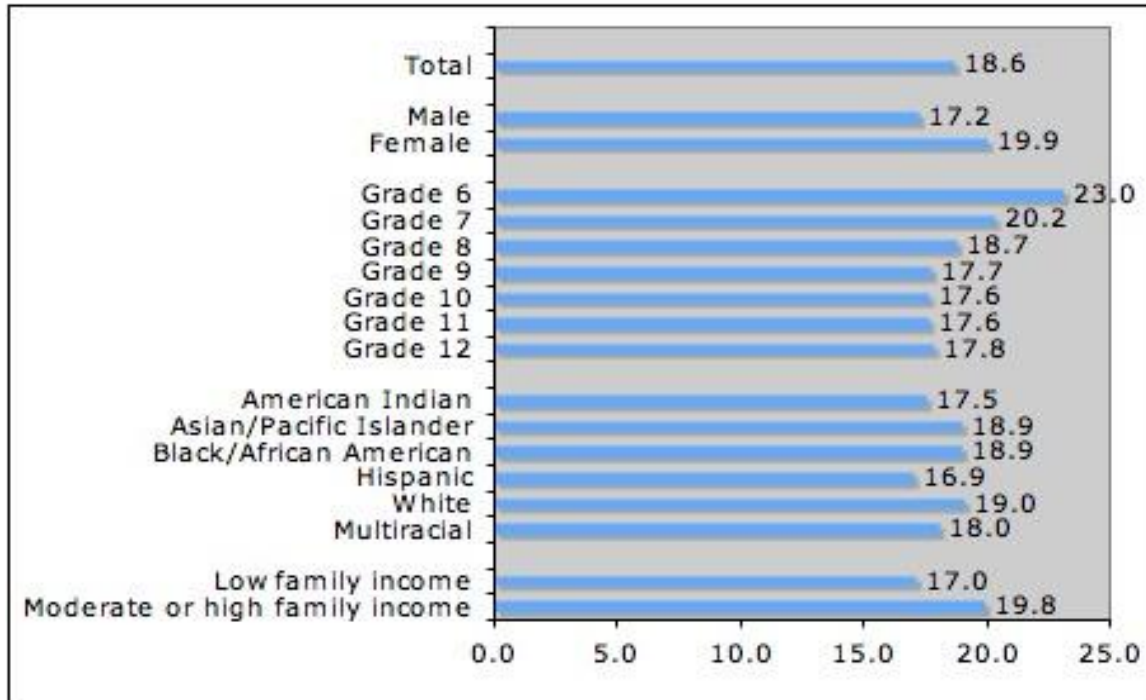
Figure 1. Average developmental assets of America's youth. (Source: Benson, 2006).

Benson suggests that the most effective way in making sure youth in any

community experiences all developmental assets is through initiatives, awareness, and

collaboration. He provides examples and suggests ways in which communities and

community members can play an active role in youth development. Bensons believes

that every member, institution, organization and association can contribute to positive

youth development. Some community based strategies are to engage key players within

the community that range from parents and schoolteachers to elderly community

7

members. Community initiatives developed by those key players help to combat "age segregation, mistrust, isolated social systems, isolation of families, and civic disengagement" (Benson, 2006, p. 100).

It takes a village to raise a child and a community parenting setting in which the community as a whole is responsible for raising its youth. Youth and their families should have stakes in the community, which allow youth to grow and develop relationships with adult community members. This will create stronger ties between youth and their community and help them feel as though their voice and abilities are valuable. It is important to change how adult community members view youth and their role in community and see them as additional community participants rather than as troublemakers.

Another piece of literature is *Supporting Children in Their Home, School, and Community*, by Sailor (2004), this work discusses the different social relationships and environments children will encounter throughout their development, in society, at home, in school and in their community. Sailor reiterates Benson's emphasis on positive social interactions for youth in their community, which helps to support research claims. Sailor examines how each environment impacts development: for example, society shapes a child's culture, education, and family's economic status. Society maintains a common culture among its population, sharing ideas, morals, and values, as well as passing this knowledge on for maintaining social customs and traditions.

Education

　　The American culture values education and requires that children attend school from ages 5 until 17 or 18 years of age depending on state education regulations (National Conference of State Legislatures, 2011). Education is important to teach the younger generation societal values, norms, and acquired knowledge, as well as developing critical thinking or problem solving skills. School creates rules and expectations for children and youth as well as establishing and enforcing consequences for not following or meeting those rules. Students are required to attend school on time, to respect their teachers, peers and school staff and faculty, and complete homework and class assignments on time. Those who do not attend school, disrespect others, and fail to complete homework are given warnings and detention. Continued misbehavior may require parental contact and intervention as well as the suspension or expulsion of a student. In schools, children and youth learn to interact with adults and peers while learning about others' norms and values. Moreover, education is also believed to help eliminate poverty and crime (Sailor, 2004).

Family

　　Families in particular can play a vital role in child development, by nurturing and teaching a child good behavior and establishing boundaries, especially those socially appropriate. Family environments influence youth development through parent and sibling interactions. More children are being raised in households where both parents are working, leaving some children and youth without adult supervision for a significant period of time. In addition, the time between leaving school to when parents get home

from work is generally unsupervised, so children and youth may spend that time watching television, surfing the Internet, or hanging out with friends.

The type of family in America is also changing, from traditional, nuclear families to single parent and blended families. "The ability of families to support the positive development of their youth varies greatly, based on a host of factors, including financial resources, available time, number of parents and youth in a family, physical and health circumstances, and special needs of a youth" (Newman, Smith, & Murphy, 2001, p. 87).

Media

The media entertains, educates, and informs society. There is recent legislation in progress that focuses on regulating media for youth. The Healthy Media for Youth 2010 Act, a proposed piece of legislation introduced in the House, focuses on how the media portrays the female body and how that impacts young girls. According to the Act, 34% of young girls are unhappy with their bodies. The Act not only focuses on young girls but also the portrayal of the female gender's impact on boys' perception of women and girls. This is a very important piece of legislation because it attempts to combat a large issue in American culture. There are a growing number of social networks and media outlets that are accessible to children and young people often send out the wrong messages to this vulnerable population.

Mainstream media can influence how youth dress, what products they purchase, the music they listen to and other areas of youth culture. Mainstream media, particularly mainstream music, can re-enforce reckless, bad, and even illegal behavior, as well as unsafe sex practices such as casual sex. The more violence, crime, or wild parties a

music artist incorporate into their music, the more their fans admire them. It promotes

dangerous actions without thinking about the consequences such as STDs, unplanned

pregnancy, alcoholism, addictions, health concerns, and partying or clubbing. Other

mediums such as the Internet, video games, and television are also used to influence

youth (Sailor, 2004).

Government

New legislation on media introduced to a congressional committee, illustrates the

role media plays in youth development. Sailor (2004) discusses government as creating

and enacting laws that citizens must follow, which help to maintain order, and sustain a

way of life. There are some ratified federal law and policies that impact youth

development; these include Federal Youth Coordination Act of 2008 (H.R. 4703), the

Juvenile Justice Delinquency and Prevention Reauthorization Act of 2008 (S.3155), and

zero tolerance policies that address youth civic role, healthy communities, bullying, and

other specific policies that relate to youth education and violence (Library of Congress,

2011). Zero tolerance policies as well as the Juvenile Justice Delinquency and

Prevention Act directly impact the education and opportunities of troubled youth.

Zero tolerance policies are enforced throughout America's elementary and

secondary schools in order to protect students and school employees from dangerous

situations where a student or students could cause harm to themselves or others.

However, these policies used in preventative measures also impact the youth, who are

suspended or expelled, and their families as well as their community. The long-term

consequences of these policies for students, who are suspended or expelled, are that they

11

may struggle to keep up with their schoolwork during their period suspension and end up failing their courses or the school year. For students who are expelled, they may have to repeat their grade due to their expulsion, which may cause them to lose interest in school or have to overcome certain stigmas attached to students who repeat a grade. Also, there is an impact on future opportunities for the young person such as attending college, joining the military, and obtaining high levels of employment and income.

According to the U.S. Census Bureau's 2009 American Community Survey, about 16% of Americans between the ages of 18 and 24 have completed education up to 12th grade, without receiving a diploma. While the percentage may not appear significantly high it is still worrisome, this segment of Americans may not have received a high diploma or obtained their General Educational Development (GED), one reason may be due to school's inflexible zero tolerance policies as well as other reasons. Such policies limit educational opportunities for some students who are suspended or expelled, which could be the case for a portion of adults between 18-24 who do not hold a high school diploma.

Not only students but also their families are impacted by zero tolerance policies because in certain situations the parent(s) for a student, who is home due to suspension or expulsion, may have to seek childcare for young child, if they are working. Furthermore, enrolling their student in alternative education that may or may not be available for their grade level and even then the quality of the alternative education is a concern for some parents. Court and attorney fees if charges are filed on the student for their unlawful behavior in school. Families have to consider what to do, with their students who were expelled or suspended, and parents may not have been informed until after the decision

was made, especially for student with no prior disciplinary offenses. "Children face greater risks of dropping out of permanently and being entangled in the courts when they are excluded from school" (Brooks & Zidenberg, 2000, p. 4).

This may not be the case if a student is old enough to drop out of school, or does not have access to alternative education programs, and they may find themselves continuing at-risk behavior, such as violence, vandalism, drug use, and gang involvement. Youth misbehavior can be detrimental for the character of their community. Communities in which these youth live may begin to see an increase in trouble for the neighborhood. "According to the survey by the National League of Cities, six of the top ten issues identified by city officials as deteriorating in the past year deal directly with youth: youth crime, gangs, drugs, school violence, quality of education, and teen pregnancy" (Benson, 1997, p. 22).

Zero tolerance impacts youth, their families, and communities. Weapons, drugs, and violence should have no place in America's schools but have become an unfortunate part of today's schooling. Education plays an important part in youth development, teaching them to be critical thinkers, about history, develop skills, and provide them with information that keep this country running. "Schools…provide knowledge and skills necessary for current and future jobs and for technological innovation" (Sailor, 2004, p. 245). While it is not the responsibility of school administrators, teachers, and other school facility to raise their school's students, they should provide them with guidance and tools that will be useful for students in the future aspirations and make positive choices.

There are multiple, and long term consequences of the zero tolerance policies for youth themselves, families, schools, and communities. For youth, growing up includes making mistakes as a part of learning and development. In order to make zero tolerance policies more efficient in combating inappropriate behavior in school, administrators and teachers should make disciplinary case-by-case decisions, and expulsion and suspension should be a last resort in disciplining a troubled-child. In addition, there should be programs or counseling made available for students who break the rules, such as bringing a weapon to school or physically assaulting a peer or school employee, to help them understand why their behavior is unacceptable.

Major concerns with the zero tolerance policies include the higher percentage of minority students facing suspension and expulsion than their Caucasian peers, minority students are already less likely to complete high school than peers in the first place (Boyle, 2010). In most cases, higher levels of education lead to higher levels of employment and higher income (National Center for Children in Poverty, 2010).

Criminal Activity

It is widely recognized that youth that are suspended or expelled are more likely to commit crimes. In addition, young individuals who partake in criminal activities typically lack of parental support, guidance, and are not involved in positive peer groups or activities. Children and youth who do not have access to the necessary resources and relationship for positive development are more likely to engage in at-risk behavior (Benson, 2006). In extreme cases, such behaviors can extend to criminal activities, and arrests, leading to incarceration in juvenile correctional facilities or even adult jails.

Criminal conviction has an impact on youth development; for most, adolescence is a challenging time. It is a period of finding ones identity, overcoming or caving into peer pressure, taking risk, and challenging boundaries and expectations. During this period of development, for youth, their peer groups take priority. Youth who themselves or are involved with individuals who break the law due to mental and cognitive immaturity may impact the activities and action of youth (Steinberg, 2009).

Youth who commit crimes may be arrested and incarcerated are placed in juvenile rehabilitation facilities and services, as well as case-by-case school disciplinary decisions, should be available to youth in any community as part of their developmental assets. Both Sailor and Benson stress the importance of community organizations, facilities, and services for residents especially for youth and their families. "Children need a safe and caring community with high-quality child care, schools, libraries, museums, parks, recreation opportunities, and a supportive environment to grow and develop" (Sailor, 2004, p. 418).

Community Capitals

Asset Building & Community Development, by Gary Green and Anne Haines, provides the background for general assets necessary for a community to be viable and serve as a needs assessment for improving a community, especially programs and services important to community youth. The assets mentioned in the book are human, social, physical, financial, environmental, political, and cultural capitals. While, Green and Haines do not focus on youth in their literature, their research is still important to explore the connection between community assets and the youth developmental assets.

15

The information provided within this text will be important to constructing a community profile on a city in relation to youth development.

The first capital, human capital consists of a community's available workforce, job opportunity and availability at various employment level, labor skills, and education background or school attainment. This capital also includes job training, and employment for low-income/minority laborers. When assessing a community's human capital researchers identify what would attract new businesses to a community, what jobs are being created that better match the skills of workers, the availability or access to training centers, and variety of employment opportunities. Researchers or community leaders may evaluate whether a community has specialized or diversified economy, as well as the community's median household income, and per capita income.

The social capital includes strong and weak relational ties and networks within a community that help to create a strong sense of community or a feeling of belonging rather than one of isolation. Community organizations and associations, and important civic places and space that encourage social opportunities such as recreational centers are a part of the social capital. "The most frequently used indicators of social capital are voter turnout, newspaper readership, participation in voluntary organizations, and attendance in local organizations" (Green & Haines, 2008, p. 110).

While the physical capital is comprised of infrastructure or public facilities and services, buildings such as housing units, retail and business stores, and factories. The physical capital provides buildings or structures necessary for living, work, and doing business. This capital can be more easily identified than other community capitals, and lack is more evident (Green & Haines, 2008).

16

Financial capital includes community funds, and the cost of living and doing business in a community, as well as community investment through credit unions or bank loans given within a community. Green and Haines explain the environmental capital as the air quality, land use, water, flora, fauna, and development practices of a community. In addition, political capital involves the type of governmental structure and governing of a community body, and civic engagement among citizens. Lastly, the culture of a community is considered an asset or capital includes artistic or musical activities such as festivals, dances, fairs, theater, other events and activities. "Cultural capital represents forces such as family background and educational qualifications that can be converted into economic capital and help to explain the structure and function of a community" (Green & Haines, 2008, p. 212).

Finally, *Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets*, by John P. Kretzmann and John L. McKnight, is a collection of chapters on community assets that vary from citizens to public institutions. Each chapter focuses on community capacity in areas of health, education, social and emotional development for community members and overall vitality of the community. Green and Haines' asset building relates directly to Kretzmann and McKnight community building approach. These authors provide example work plans and details for how a community can to take an inventory of their assets.

They begin by examining individual capacities such as talents, skills, knowledge, and ideas available in any community. The individual groups they discuss are youth, seniors, and people with disabilities. These groups are often overlooked in communities, and seen as those who need help rather than individuals who can help a community grow

17

and develop. In the chapter on youth, Kretzmann and McKnight explain how youth can contribute within their community, such as participating in volunteer opportunities or community service projects, through civic engagement and join local organizations and associations.

Summary

Despite their age and lack of experience, youth still have something to offer their communities whether being engaged in civic duties, and participating or volunteering in service projects that will benefit themselves and their community. Youth can also help mentor other youth in their community and voice ideas on how to improve the community and begin youth focused initiatives. Others community institutions and public servants such as the police and fire department can help community youth development. "The strength of mentoring and after-school programming is associated to a considerable degree with their capacity to reduce negative behavior [among youth]" (Walker, 2001, p. 9).

All the authors discussed in the previous literature review agree that a community, social relationships, local businesses, organizations, programs, services, and government as well as the physical aspects of a community can impact the lives residents, families, and youth. The methodology for using the previous literature would include applying it to a community, such as Bellevue, Washington, as a case study and analyzing its assets in relation to its youth. For example, reviewing the city's comprehensive plan will help to find goals and objectives that promote asset-based community development. Additional information that will be analyzed in the report is U.S. Census Bureau data for the City of

18

Bellevue, which includes the age, race, median household income, and educational attainment. Finally, compiling information on community based organization working with youth, educational, financial, business, and political institutions available within Bellevue will help find the connection between positive and negative youth development and community development.

In addition, some key terms that readers may encounter in the final proposal include the following:

Community: This term includes "three elements: territory or place, social organizations or institutions that provide regular interaction among residents, and social interactions on matters concerning a common interest" (Green & Haines, 2008, p. 2).

Developmental assets: These assets represent the relationships, opportunities, and personal qualities that young people need to avoid risks and to thrive (Search Institute, 2011).

Positive youth development: "Promotes the idea that all youth can grow up to make positive contributions to their families, schools and communities if given guidance and support from caring adults" (National Clearinghouse on Families and Youth, 2010, para. 1).

Youth: Those between the ages of 15-24 (United Nations Population Fund, 2004).

Chapter 3: Methodology

For the last 4 years, the City of Bellevue has been among the best communities for young people, recognized by America's Promise Alliance (2009). What makes Bellevue, Washington such as a great community for young people? According to America's Promise Alliance (2009), the organization recognizes communities that show "extraordinary community-wide efforts to improve the well-being of youth and end the nation's dropout crisis," as well as communities that attempt to meet the local needs through the collective efforts of citizens, institutions, and organizations, and such efforts should be focused on ensuring youth become successful adults (para. 1). The *best community for young people* should also provide facilities and resources to improve the development of youth and the communities they live in; such as encourage intergenerational relationships between youth and non-parental adults in their communities (America's Promise Alliance, 2009).

The criteria for qualifying for as a best community for young people, correlates with Dr. Benson's "Development Assets for Youth," where youth are supported, empowered, and taught positive values as well as other developmental assets. For this research, Bellevue will be used as a case study to find out the strategies and initiatives taken to meets the needs of its youth. Such strategies may include community collaboration, school system improvements, as well as social services available to Bellevue residents—especially youth and their families. The first step in collecting this information required a thorough literature review of the research on asset building in planning and youth development practices. The literature review identified the strengths

of Bellevue in meeting community youth needs. After completing a literature review on community asset building and youth development assets, the next step was to study what makes it one of the best communities for young people by looking at the demographics of the Bellevue community (America's Promise Alliance, 2009). The demographic information can be found in the 2000 U.S. Census, on the City of Bellevue's website, and the State of Washington's website.

The research findings on Bellevue, Washington are reported in the following chapter beginning with a historical overview of the city. It is important to provide the history of Bellevue to better understand current growth trends. Furthermore, the assets or capitals assessment was compiled into a community profile for the city of Bellevue. The profile includes demographic information provided in the 2000 U.S. Census on the city's population. The demographic information contains the total population and population under 18 years of age, the median income, and gender and racial characteristics. The population of Bellevue, Washington is 120,600. Bellevue's percentage of school-aged population, those 5-17 years of age, is compared to the State of Washington and the United States. The population under study here is the youth population, aged 15-24. The 15-18 years olds are likely to also be part of the school-aged population as well. This special population will be part of the focus of this research on community asset building and youth development assets.

It is important to identify the type of households in Bellevue; typically families make up the majority of households in United States. It is also important to note the percentage of children living in single-parents household in Bellevue compared to the county, State of Washington, and nation. Educational attainment can impact

opportunities available to individuals and families. For example, those who only obtain a

high school diploma are less likely to hold high employment positions, have a high

economic status, or have the tools or resources to sufficiently provide for themselves or

their family. For the city of Bellevue, the percentage of residents with a high educational

attainment will show how the education system helps to promote a commitment to

learning and how that compares to the county and nation's educational attainment levels.

Educational attainment is important when studying the development asset of youth

committed to learning. It is also important to identify the quality of education Bellevue

students are being provided at the city's educational facilities, illustrated in students'

standardized test scores compared to the state and federal test scores. Bellevue's

educational facilities include 11 elementary schools, 5 middle schools, and 5 high

schools, as well as 12 colleges and universities.

While education plays a vital role in developing youth minds and social skills,

today the majority of youth do not have access to programs or organizations that provide

them with ways to constructively use their time. After-school programs can help achieve

this; Bellevue has 15 community organizations and over 4 major youth serving

organizations with multiple locations that can provide youth with services that vary from

volunteer opportunities to tutoring or recreational activities. In addition, there are over

100 parks and recreational facilities, which include community centers within the city

limit of Bellevue. Recreational facilities and activities can help youth to learn teamwork,

provide exercise opportunities, learn healthy eating habits, and create positive

interactions with peers and adults in their community. This is important especially

because of the recent increase of obesity of children and youth in America. According to

the Centers for Disease Control and Prevention (2009), the number of obese young people has tripled since 1980; this is cause for concern due to the life-threatening health risks associated with being overweight or obese.

Additional health risks for youth can be caused by poor water and air quality. Due to increased air pollution, "among children, air pollutants are associated with increased acute respiratory disease…increased prevalence of respiratory symptoms, and infections episodes of longer duration, and lowered lung function…" (Bates, 1995, p. 49). This may be a major concern for residents of Bellevue, if the water and air quality fail to meet or exceed state and federal standards.

Other factors that impact community youth development include safety and the local economy. Therefore, it is critical to evaluate the number and types of crime committed in Bellevue by viewing the Bellevue Police Department's annual report. Likewise, studying the local economy has provided insight into the employment types and income for youth and their families as well as major business employers and the number of jobs for Bellevue residents.

After collecting the necessary data explained above, a community profile was created to analysis which assets or capitals are available and working to serve youth needs within the community. Then the city's comprehensive plan was reviewed to find goals and objectives related to community youth development. In addition, the data collected will also help to answer, what makes the city a great community for young people and if Bellevue is a great community for young people, is it also a healthy community?

This research will find the relationship between community assets and youth development (health, social, educational) as well as studying communities with great youth investment and focus in their programs, funding, and policies. Therefore, it is essential to record the connection between positive and negative youth activity, and community problems, producing a community profile that can be used as a model or example to how a community can be a great community for youth like Bellevue, Washington. The anticipated findings are that Bellevue has encourages positive youth development through community youth organizations and programs, supporting families in their community, which makes them better at meeting their youth needs than other communities that may lack the same type of resources.

Chapter 4: Results

History

  Bellevue, French for beautiful view, is located in western Washington near Lake Washington and Lake Sammish. The Salish Native American tribe was first to settle in Bellevue, Washington. William Meydenbauer founded Bellevue, Washington in 1869. The first homesteaders were Aaron and Ann Mercer. In the early 1880s people begin to settle permanently in Bellevue. Patrick Downey, Albert Burrow, and Matt and Lou Sharp were among the first permanent Bellevue settlers. As time went on the population of Bellevue continued to grow, there were 400 residents in the Bellevue area by 1900. The first industries in Bellevue, Dirigo Compass Factory and the Hewitt-Lea Mill, provided early Bellevue residents with employment. In 1950, the census records 8,000 people as residents of the greater Bellevue area. Bellevue was incorporated in 1953 with a "population of 5,940 and a five square mile land area" (Stein & HistoryLink, 2004, p. 41). The city of Bellevue today covers over 31 square miles of the state of Washington and a population of 122,363.

Figure 2. Map of Washington (Source: *Discover Our Town*, 2011)**.**

Governmental Structure

Bellevue is governed by a city council comprised of seven elected members. The city council members serve a staggered 4-year term. They are responsible for selecting a mayor and deputy mayor among themselves. The mayor appoints seven Bellevue residents to comprise the city's Planning Commission. This commission examines and suggests amendments to the Comprehensive Plan, adopted in 1993. According to Bellevue's Comprehensive Plan (2004), the city provides necessary services and plays a part in the development of residents and families. In addition, the City of Bellevue launched a Youth Court in collaboration with the county, King County, Washington. The purpose of the Bellevue Youth Court is to inform youth of the King County Juvenile Court System. The Youth Court allows juvenile court cases to be heard by peers, and empower youth to take responsibility for their offenses (Bellevue Youth Link, 2011). Furthermore, the youth court volunteers are professionally trained and mentor by

26

registered attorneys. Washington law makes educational programs available for juvenile

offenders as well as providing rehabilitation services and programs that are essential in

lowering the likelihood of repeat offenses among state minors (Washington State

Legislature, 2011).

Demographic Information

According to the U.S. 2000 Census (2010b), Bellevue's population was 109,569

residents and has grown to a current population is 122,363. The city of Bellevue's 2000

population of 109,569, 21.1% are minors, and 15% of the total population are school-

aged children, those between the ages of 5 and 17. The city's median age was 38.2 in
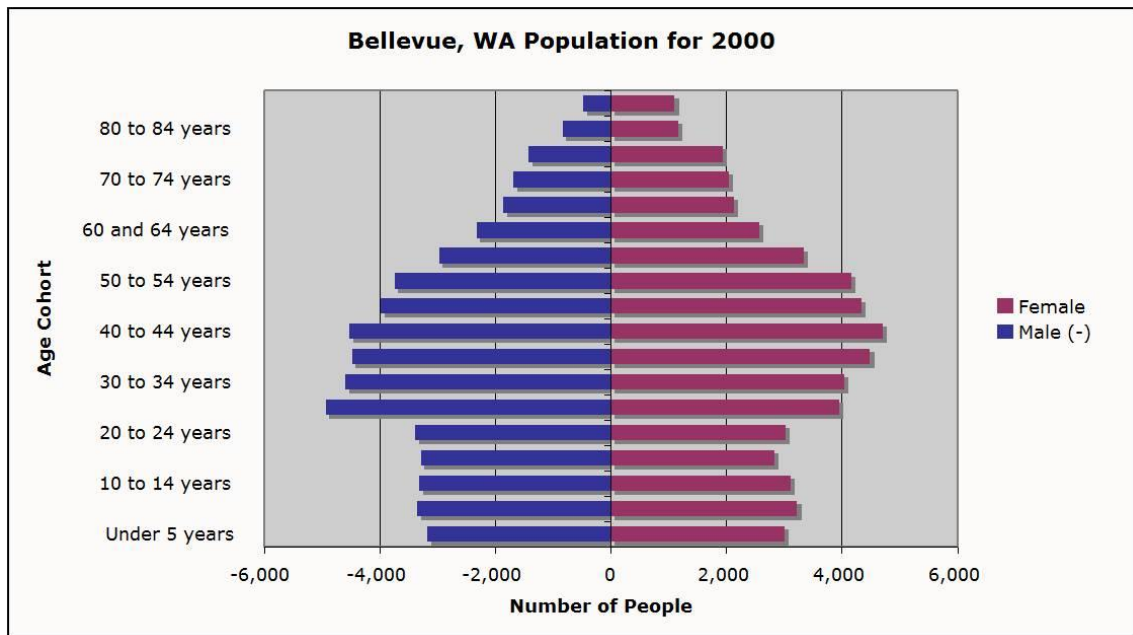
2000.

Figure 3. Bellevue 2000 population pyramid (Source: U.S. Census Bureau, 2010).

Moreover, Bellevue has a youth dependency ratio of 35.55% for males and

35.20% for females. The youth dependency ratio is number that can be derived by

dividing the number of youth (ages 0-19) by the productive cohort (ages 20-64). This

number represents the number of children that are dependent on others. In addition, there

is a slightly large male population in Bellevue.

Racial characteristics of Bellevue, seen in Figure 4, show 74.33% of Bellevue's

population as Caucasian and a high 17.39% Asian population. The high Caucasian

population of Bellevue reflects that of the nation: however Bellevue's high Asian

population is significantly higher than 3.64% the U.S. 2000 Asian population. According

to Dr. Benson, income, race, gender, and family type can impact the number of

developmental assets of a young person (2006).

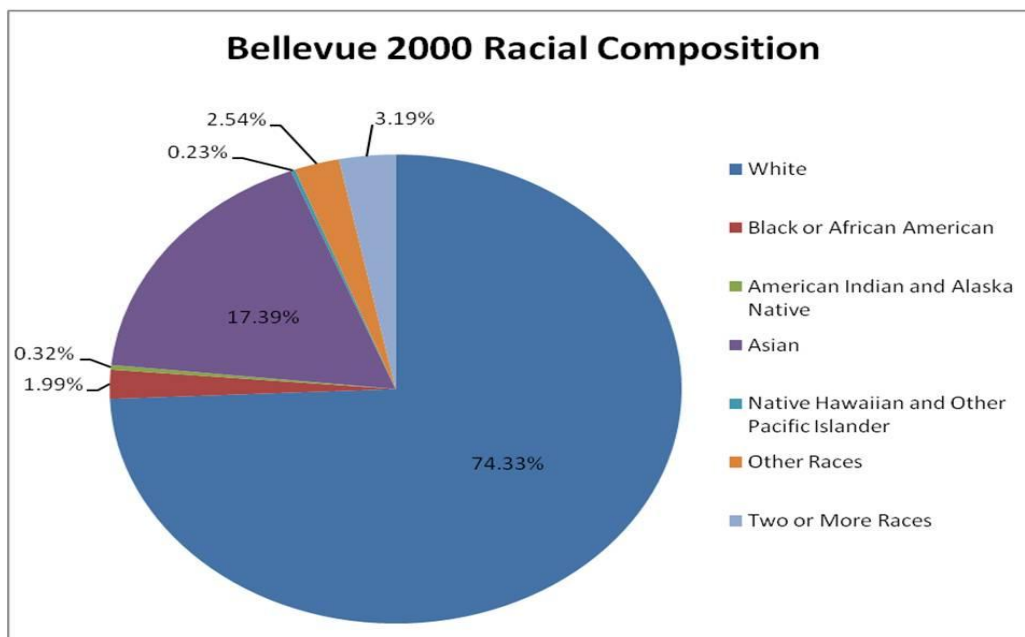*Figure 4.* Bellevue racial composition in 2000 (Source: U.S. Census Bureau, 2010).

In 2000, the total households in the community were 45, 836 and the majority of

Bellevue's households were families; they make up 63.4% of households for the city and

5% of households are single-parent households. The percentage of children living in

single-parents household in Bellevue is lower when compared to the county, State of

Washington, and nation. The types of families include two-parent households with children (10,762), single-male households with children (419), single-female households with children (1,707), and 1,120 families living below poverty level.

Educational Attainment

Educational attainment can impact opportunities available to individuals and families. For example, those who only obtain a high school diploma are less likely to hold high employment positions, have a high economic status, or have the tools or resources to sufficiently provide for themselves or their family. For the city of Bellevue, 54% of its residents 25 years of age or older have at least a bachelor's age; this percentage is significantly higher than the county and national educational attainment levels (U.S. Census Bureau, 2010b). Educational attainment is important for studying the development asset in which youth are committed to learning. It is also important to identify the quality of education Bellevue students are being provided at the city's educational facilities, illustrated in standardized test scores. The city of Bellevue's test scores in math, science, reading, and writing showed that 63.9% of students in Grades 5 through 10 were meeting state academic standards (Office of Superintendent of Public Instruction, n.d.). Bellevue's educational facilities include 11 elementary schools, 5 middle schools, and 5 high schools, as well as 12 colleges and universities. According to the Office of Washington's Superintendent, in May 2010 there were 17, 870 students enrolled in the Bellevue School District.

Quality of Education

The following indicators were used to evaluate education quality in Bellevue: dropout rates, graduation rates, test scores and school policy. Interlake High School has 1,341 students enrolled, a graduation rate of 78.3%, and a 4% dropout rate. Sammamish High School has a 91.1% graduation rate and 3.7% dropout rate, 961 students in the high school. International School had 530 students enrolled in the 2009-2010 school year. The largest number of high school student in Bellevue is Newport High School with 1,678 students in enrolled in 2009-2010. Newport also has the highest graduation rate of 96% and the lowest dropout rate of 2.2% for the Bellevue community (Bellevue School District, 2010). The state average graduation rate was 71.9% in 2007, and the national average was 68.8%, so comparing Bellevue to both state and national averages, the city has a higher percentage of students graduating for high school. The 2010 state dropout rate is 5.7% and national dropout rate in 2005 of 9.4%, both rates are higher than Bellevue's high schools dropout rates (National Center for Educational Statistics, 2010).

Bellevue's high school are among the best 100 high schools in America, International School was the 10th best high school, Newport High School's ranking was 72, and Bellevue High School was ranked at 78 (*U.S. News & World Report*, 2011). However, according to Washington's state ACT Profile Report, 36% of students in Washington met ACT Readiness scores. This readiness score indicated if high school students in Washington have obtained necessary skills to succeed beyond high school, whether in the workforce or higher education institutions (ACT, 2011). Despite a low readiness score, the average ACT score for the state was 23.0, which is higher than national average of 21. In addition, Bellevue SAT "math scores were 65 points higher

than the national average and critical reading or verbal scores were 50 points higher"

(Bellevue School District, 2008, para. 1).

Table 2

SAT Verbal or Critical Reading Scores (Source: Bellevue School District, 2008).

Area	2002	2003	2004	2005	2006	2007	2008
Bellevue	544	560	558	561	552	561	552
State	525	530	528	532	527	526	526
Nation	504	507	508	508	503	502	502

Table 3

SAT Math Scores (Source: Bellevue School District, 2008).

Area	2002	2003	2004	2005	2006	2007	2008
Bellevue	572	574	574	579	579	582	580
State	529	532	531	534	532	531	533
Nation	516	519	518	520	518	515	515

School Policy

School policy in Bellevue includes disciplinary procedures that allow students,

parents, or guardians to discuss their complaint with the principal in a conference setting.

In addition, if students, parents, or guardians are unsatisfied with the outcome of their

meeting, they can to present their grievance to the superintendent and then to the board of

directors. However, the disciplinary action will be enforced unless the principal decides

otherwise. The Bellevue School District policy also states that students who are suspended are allowed to make up their assignments and test in order to pass a course and receive course credit as well as suspended students are allowed to apply for readmission during their short-term suspension period (Bellevue School District, 2010).

In the event of a suspension, a student will be informed in writing of their misconduct, the evidence against them, what disciplinary actions will be taken, and an opportunity for the student to provide an explanation for their behavior. If the suspension period exceeds a day, parents or guardians will be informed both verbally and in writing of their student's suspension, the reason for the suspension and the length of time the student will be out of school. In the case of long-term suspension, the parents or guardians as well as the student are informed of the suspension and a hearing is allowed so parents can challenge the accusations against their student. According the Bellevue's school policy, children in kindergarten and up can be suspended; however, no student will have long-term suspension if it causes the student to lose credit or obtain failing grades. The school district prohibits any harassment, bullying, or intimidation of students, teachers, and school staff (Bellevue School District, 2010).

Furthermore, misconduct is defined as the use of possession of tobacco product, harassing, bullying, or intimidating other, profane, obscene or indecent behavior, vandalizing, damaging or destroying school property or others personal property. Additional misconducts on school ground or during school sponsored events that are defined in the school policy are gambling, drug use and/or possession, hazing, and cheating. Misconducts that will get a student long-term suspension or expulsion include action that violate local, state, and federal laws, failure to comply with directions,

32

destruction or theft of school or others property, possessions of firearms, explosives, drugs or alcohol. Students can be suspended or expelled for fighting or attempting to fight another student, a teacher, or member of staff as well as unauthorized entry into school facilities and a number of unexcused absences (Bellevue School District, 2010).

Bellevue Workforce and Employers

As research has reported, the level of education obtained can influence an individual's socioeconomic states, which includes level of employment, occupation, and income (Bellevue School District, 2010). Major business employers in Bellevue include Puget Sound Energy, Symetra Financial, Microsoft, Eddie Bauer, T-Mobile USA, Verizon, Expedia, Nordstrom, Overlake Hospital, and Bellevue Community College (City of Bellevue, 2010). These major companies provide 140,000 jobs for residents. The total working population 16 years and older was 70,085 in 2000, and the number of youth employed was 5,460 between the ages of 16-24. Community economics include a median household income of $62,338. According to the U.S. 2000 Census (2010a), this median income of $62,338 is over $20,000 higher than the state's $45,776 median income, and U.S.' median income of $41,994. Furthermore, a large portion of households have an income between $50,000-$124,999 (U.S. Census Bureau, 2010b).

Safety

A community with higher income can be advantageous to youth whose families have access to money for higher education and after-school programs but also can make access to illegal activity easier and the community less safe. According to the Bellevue Police Department's 2009 Annual Report, 4,128 crimes were committed throughout the

city. Youth who feel safe in their communities are more likely to have a positive view of

other community members (Benson, 2006). The Bellevue Police Department is

comprised of 182 personnel with 41 staff members. The city's fire department also has

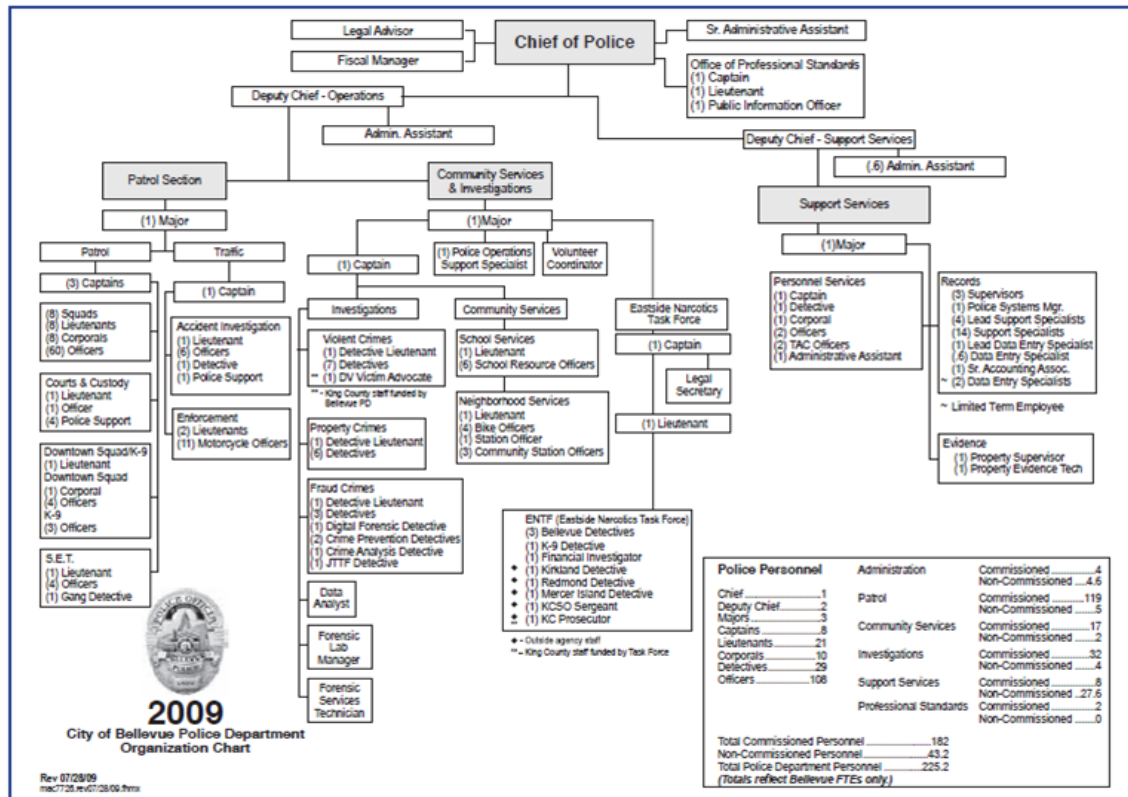247 personnel, including firefighters and staff (Figure 5).

Figure 5. Bellevue police department organization chart (Source: Bellevue Police
Department, 2010).

The types of crime committed include theft, burglary, motor vehicle theft,

aggravated assault, and robbery. The majority of crime in Bellevue in 2009 was theft,

with 3,150 thefts reported. Bellevue's police department has two units, Neighborhood

Service Unit and School Services Units as part of the community services. The School

Service Unit helps to deal progressively with issues in Bellevue's middle school and high

school facilities. In addition, there is a strong citizen and police partnership in the city, where civilians are able to volunteers their time to help improve the available police services for the city (City of Bellevue, 2006).

Community Organizations and Associations

Although safety and education play critical roles in community youth development, community organizations and associations also play a part in development. Programs or organizations offer a constructive use of their time, a developmental asset. After-school programs can help achieve this—Bellevue has 15 community organizations and over 4 major youth serving organizations with multiple locations that can provide youth with services that vary from volunteer opportunities to tutoring or recreational activities. These national youth organizations are YMCA, YWCA, Boys and Girls Club, and Girl Scouts of the USA. The 15 youth organizations in Bellevue provide a variety of activities and programs as a constructive way to use their time outside of both school and home environments.

Bellevue's YMCA and Boys and Girls Club have been nationally recognized by the America's Promise Alliance for their work in the community. Bellevue's Boys and Girls Club branch was opened there in 1952 and was "one of first of the Clubs to offer programs for girls in the 1970s" (Boys and Girls Club of Bellevue, 2011, para. 3). The Club operates 14 sites in Bellevue, providing summer programs, after-school academic help, and early child education for Bellevue's children and youth. There are several sports and physical activities available to the city's youth including baseball, basketball, dodge ball, gymnastics, martial arts, softball, football, and soccer. Furthermore, The

Club's teen center offers youth 13-19 years old with a safe and supportive environment for youth to receive help academic, build their confidence, and freely express themselves through music, theater, and sports (Boys & Girls Clubs of Bellevue, 2011).

According to the YMCA (2011), "For the last 134 years, the YMCA of Greater Seattle has been working within the Bellevue community to create a stronger sense of community among youth" (para. 3). Bellevue Family YMCA programs help educate youth as well as community members and help to meet community needs. Some youth sports/physical activities available at the Y include swimming, basketball, volleyball, soccer, baseball, and youth fitness classes. The Y has reached over 170,000 individuals, and in particular 84,000 children and youth (YMCA, 2011).

America's Promise Alliance recognized the City of Bellevue as one of the top communities for young people as well as acknowledging Bellevue Youth Link. Community members established Youth Link in 1990 as a partnership with the City, Bellevue School District and other community organizations (Bellevue Youth Link, 2011). The Bellevue Youth Council was created as part of the Bellevue Youth Link. This council consists of 80 youth members. Members take part in projects divided into Action Teams. Such projects have included "Teen Talk Radio Program, Safe Rides, Community Leadership Awards, and a Youth Involvement Conference" (Bellevue Youth Link, 2011, para. 3). For youth council members, taking part in these projects allows them leadership opportunities, community involvement, and a chance to voice what they feel is important to change in their community by making them feel that their opinion is valued (Bellevue Youth Link, 2011).

Parks and Recreational Facilities

Bellevue community youth serving organizations and associations are not the only facilities that offer young people recreational activities. There are over a 100 parks and recreational facilities, which include community centers within Bellevue that offer community members access to physical activity and encourage social interactions between residents. Moreover, the 3,000 recreational programs and 300 parks in the greater Bellevue area may improve the quality of life among residents and create a safe space for children and youth to play. Bellevue's recreational facilities are also used for holding community events such as city fairs and festivals (Bellevue Parks and Community Services, 2011).

The Highland Community Center facility includes a gym, sports programs, toddler playtime, tennis courts, a track, skate parks and an outdoor play area. Programs available at this community center for youth include tennis, cheerleading, soccer, basketball, baseball, track and field, horseback riding, martial arts, rock climbing, and skateboard. Dance classes, pottery classes, swim classes, art and science classes, as well as camps are also available at the Highland Community Center. Summer camps provide older young people with volunteer opportunities to work with and influence younger youth and children (Bellevue Parks and Community Services, 2011). These opportunities may allow volunteers to receive leadership training, give back to their community, and learn important interpersonal skills and responsibility as well as provide extracurricular activities that may be beneficial for college admission or future employment.

Environmental Quality

Parks and community open space provide more than recreational opportunities by also contributing to the city's air and water quality, through the natural filtration of both natural resources. The City of Bellevue Drinking Water Quality Report (2010) states that the city's water quality "met or surpassed all state and federal drinking water standards" (p. 1). Access to clean water and clean air are essential to the health of Bellevue residents. According to the Social and Health Indicators Across King County Report (2008), the air quality of the county, which includes the city of Bellevue, was good, and moderate air quality levels means that there is little or no risk of health concerns to the population due to hazardous air pollutants.

As discussed earlier, parks and open space can improve a community air quality: "King County had more than 25,000 acres of urban parks and open space in 2006, about 15 acres per resident. The National Recreation and Park Association recommends 10 acres of park space per thousand urban residents" (Communities Count, 2011, p. 104). Parks and open space help provide recreational opportunities as well as encourage social interactions between community members. Recreational opportunities are important to Bellevue, since 9% of its county's youth in Grades 8-12 are overweight. Recreation can improve the health of overweight and obese youth by encouraging physical activity that may improve body image and self-esteem for some youth (Brown University, 2010).

Cultural Capital

Cultural events sponsored at local museums and heritage centers connect youth to their community. The Kids Quest Children's Museum, Eastside Heritage Center, and

Bellevue Arts Museum are the cultural capital of Bellevue and offer youth and their families with opportunities to learn more about their community's history, as well as more about science, music, and art. These community amenities along with recreational facilities and community organizations can be utilized to host community activities and events for youth such as plays, 10K/5K Run, Bellevue Strawberry Festival, and art fairs or showcases. The City of Bellevue also brings its citizens together with events like Bellevue Festival of the Arts, Movies in the Park, or plays put on by Bellevue Youth Theater.

Banks and Other Financial Institutions

Community investment from local banks and other financial institution can help fund and financially support these community events, organizations, businesses or facilities, and as well as an individual residents and families. Financing may be used for neighborhood outreach, or grants that create programs directed at improving the quality of life in a community. The City of Bellevue has 102 banks, the majority of which are national bank branches such as Chase, Bank of America, and Citibank (AT&T Intellectual Property, 2011). There are several ways these financial institutions invest in the Bellevue community. For example, Bellevue's Citibank branch helps fund the Be Great Graduate program of Boys and Girls Club of Bellevue. This program encourages young people in the community to complete their education by providing them with academic help and support. The Boys and Girls of Bellevue receive additional financial contributions from Banner Bank, Pacific Continental Bank, Puget Sound Bank, Umpqua Bank, U.S. Bank, Well Fargo, and Key Bank (Boys and Girls Club of Bellevue, 2011).

Their contributions are essential to continuing, expanding, and creating programs that benefit their community's youth. Similarly, financial institutions can have an active role in supporting community organizations, not only through monetary investment but also through partnerships, holding offices and membership on an organizations board of directors. The president of the Washington Trust Bank is a vice chair on the YMCA's board of directors and the vice president of Foundation Bank is a YMCA board member (YMCA, 2011).

Limitations

Financial institutions, recreation facilities, schools, organizations, and businesses create a community as much as the citizens. Although this research attempts to illustrate their connection to youth development, there are several limitations to the present research. For instance, the City of Bellevue and community organizations identify the type of programs available in their community; however, they do not specify when certain programs begin and the length of time their programs or services will run. Likewise, information on the number of developmental assets for youth surveyed in 1996 and 2000 are available, but the survey does not research youth over time to see if the number of developmental assets improved or declined for youth surveyed in 1996 as they become older.

Additionally, the number of resources, programs, and services are not included in the Search Institute's Bellevue student development asset surveys. This limitation could have been overcome by interviewing students who participated in the 1996 Search Institute Developmental Asset survey, to find out their background, education attainment,

current level of employment and past or current participation in community organizations, associations, or clubs. However, there were a large number of students surveyed and rightfully so, the results did not include student names. Since the survey presented limitation to this research, it was more important to identify the facilities, and programs and services available to Bellevue youth, offer the opportunities or chance to achieve life skills and develop healthy relationships.

Conclusion

The City of Bellevue has a variety of services, programs, projects, events, and activities that can be utilized by young people, their families, and other residents. Bellevue has created numerous initiatives, programs, and projects that seek to improve the lives of youth making certain that they develop into successful adults. Each community capital can impact community youth development. Community organizations can provide parents with support groups and parenting classes to teach them effective communication with their children. The organizations focused on youth can help build character through sports and programs that encourage them to respect others and themselves, develop relationships with nonparent adults, build self-esteem, and other developmental skills. The Bellevue Youth Link and Youth Court allow young people to take part in planning and decision making for their community and learn to do so for themselves as well as teach them about equality and social justice and that their opinion is valued and viewed themselves as a resource to the community. Employment, volunteering, and civic engagement allow youth to learn responsibility, develop a sense of purpose, provide them with opportunities to serve other and create boundaries and

expectations.

The Bellevue School District policy and good quality education provides youth with a caring school climate, creates school boundaries, and encourages positive peer interactions and influences. Based on the Bellevue's high school graduation rates and test scores, youth appear to be committed to completing their education and engaged in learning. Bellevue's schools also have parent-teacher associations which help to keep parents involved it their children's education (Bellevue School District, 2010).

Furthermore, parks and recreational facilities offer programs where families can play and interact with each other outside of the home. Community events and activities also help families and youth interact with other community members and build a sense of community among residents (Benson, 2006; Green & Haines, 2008). Financial institutions invest in the communities where their branches are located in Bellevue, which help to fund the Boys and Girls Club of Bellevue, YMCA, and sponsor community events (City of Bellevue, 2011; Boys & Girl Club of Bellevue, 2011; YMCA, 2011). Finally, the Bellevue police help to keep residents safe, educate citizens on ways to stay safe, as well as have an active role in local schools (Bellevue Police Department, 2009).

Overall, it can be concluded that Bellevue's youth have several opportunities to develop into caring and responsible adults. While they may not achieve every developmental asset, they do have chances to do so in their community (Benson, 2006). Bellevue is a great community for youth to grow, develop, learn about themselves and others as well as develop a good character that makes them an asset to their community, employers, clubs and organizations. The city also allow parents and other adult residents to participate in raising community's youth by the use of their knowledge and resources

to create tasks and agendas that focus on youth and build community networks and

encourage social interactions (City of Bellevue, 2011). In the comprehensive plan, the

city is identified as a community that meets the needs of residents as well as "promot[ing]

the healthy development of individuals and families. Bellevue is a healthy and safe for

its residents, youth, and families.

References

ACT, Inc. (2011). *2010 ACT National and State Scores: ACT High School Profile*

     Reports. Retrieved February 21, 2011 from,

     http://www.act.org/news/data/10/profilereports.html.

America's Promise Alliance (2009). *Bellevue, Washington*. Retrieved October 24, 2010

     from, http://www.americaspromise.org/Our-Work/Community-Action/100-Best-

     Communities/2010-Winners/Bellevue-WA.aspx.

AT&T Intellectual Property. (2011). *Yellow pages*. Retrieved October 20, 2010 from,

     http://www.yellowpages.com/.

Bates, D. V. (1995). The effects of air pollution on children. *Environmental Health*

     Perspectives, 103, 49-53. Retrieved February 2, 2011 from, PubMed Central

     database.

Bellevue Parks & Community Services. (2011). *Connections*. Retrieved January 19, 2011

     from, http://www.bellevuewa.gov/parks_connections.htm.

Bellevue Parks & Community Service. (2011). *Bellevue's developmental assets*.

     Retrieved December 12, 2010 from,

     http://www.bellevuewa.gov/pdf/Parks/relay_dev_assets.pdf.

Bellevue School District. (2010). *All Schools Directory.* Retrieved January 23, 2011 from
http://bsd405.org/Default.aspx?tabid=178.

Bellevue School District. (2010). *High school accountability: SAT scores*. Retrieved
January 23, 2011 from, http://www.bsd405.org/default.aspx?tabID=87.

Bellevue School District. (2010). *Student, teacher, and principal rights and
responsibilities*. Retrieved January 23, 2011 from,
http://bsd405.org/Default.aspx?tabid=806.

Bellevue Youth Link. (2011). *Bellevue youth link.* Retrieved March 1, 2011 from,
http://www.youthlink.com/mainpage.html.

Bellevue Police Department. (2010). *Bellevue police 2010 annual report*. Retrieved
November 10, 2010 from,
http://www.ci.bellevue.wa.us/pdf/Police/Annual_Rport_2010_WEB.pdf.

Benson, P. L. (1997). *All kids are our kids: What communities must do to raise caring
and responsible children and adolescents.* San Francisco, CA: Jossey-Bass.

Benson, P. L. (2006). *All kids are our kids: What communities must do to raise caring
and responsible children and adolescents* (Second Edition*). San Francisco, CA:
Jossey-Bass.

Boyle, L. K. (2010). A personal investment in public education: I pay my taxes, isn't that

    enough? *The Huffington Post*. Retrieved January 24, 2011 from,

    http://www.huffingtonpost.com/ lisa-kaas-boyle/a-personal-investment-in-

    _b_771836.html.

Boys and Girls Club of Bellevue. (2011). *Boys and girls club of Bellevue*. Retrieved

    February 2, 2011 from, http://www.bgcbellevue.org/default.html.

Brooks, K., Schiraldi, V., & Zidenberg, J. (2000). *School house hype: Two years later.*

    Justice Policy Institute/Children Law Center. Retrieved February 3, 2011 from,

    http://www.justicepolicy.org/uploads/justicepolicy/documents/school_house_hyp

    e.pdf.

Brown University. (2010). *Body image*. Retrieved November 3, 2010 from,

    http://brown.edu/

    Student_Services/Health_Services/Health_Education/nutrition_&_eating_concern

    s/body_image.php.

Center for Disease Control and Prevention. (2009). *Study estimates medical cost of*

    obesity may be as high as $147 billion annually. Retrieved December 11, 2010

    from, http://www.cdc.gov/media/pressrel/2009/r090727.hm.

City of Bellevue. (2006). *City of Bellevue, Washington comprehensive plan*. Retrieved

      November 3, 2010 from, http://www.ci.bellevue.wa.us/comprehensive_plan.htm.

Communities Count. (2011). *Social and health indicators across King County 2008*.

      Retrieved January 18, 2011 from,

      http://www.communitiescount.org/index.php?page=current.

Discover Our Town. (2011). *Washington*. Retrieved October 1, 2010 from,

      http://www.discoverourtown .com/Images/Maps/WA.gif.

Green, G. P. & Haines, A. (2008). *Asset building and community development.* Thousand

      Oaks, CA: Sage.

Kretzmann, J. P., & McKnight, J. P. (1993). *Building communities from the inside out: A

      path toward finding and mobilizing a community's assets*. Chicago, IL: ACTA.

Library of Congress (2011). *Federal Youth Coordination Act of 2008 (H.R. 4703).*

      Retrieved March 7, 2011 from, http://thomas.loc.gov/cgi-

      bin/query/z?c111:h2653:.

Library of Congress (2011). *Healthy Media for Youth Act of 2010.* Retrieved March 7,

      2011 from, http://thomas.loc.gov/cgi-bin/query/z?c111:h4925:.

Library of Congress (2011). *Juvenile Justice Delinquency and Prevention Reauthorization Act of 2008 (S.3155).* Retrieved March 7, 2011 from, http://thomas.loc.gov/cgi-bin/query/D?c110:1:./temp/~c110njkgDi::.

National Center for Children in Poverty. (2010). Parents' low education leads to low income, despite full-time employment. Retrieved December 12, 2010 from, http://www.nccp .org/publications/pub_786.html.

National Center for Education Statistics. (2011). *Dropout rates in the United States: 2005.* Retrieved January 16, 2011 from, http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007059.

National Center for Education Statistics. (2011). *Public school graduates and dropout from the common core of data: School year 2007-08.* Retrieved January 16, 2011 from, http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2010341.

National Clearinghouse on Families & Youth. (2010). *Positive youth development*. Retrieved November 1, 2010 from, http://ncfy.acf.hhs.gov/topics/positive_youth_development.

Newman, R. P., Smith, S. M., & Murphy, R. (2001). *A matter of money: The cost and financing of youth development.* Academy for Educational Development. Retrieved November 5, 2010 from, http://www.aed.org/Publications/upload/youthdevelopment.pdf.

Northwestern University's School of Education and Social Policy. (2009). *Asset-based Community Development Institute.* Retrieved November 5, 2010 from, http://www.abcdinstitute.org/.

Office of Superintendent of Public Instruction. (n.d.). *Washington State report card: Bellevue school district.* Retrieved October 13, 2010 from, http://reportcard.ospi.k12.wa.us/summary.aspx?groupLevel=District&schoolId=108&reportLevel=District&orgLinkId=108&yrs=&year=2006-07.

Pittman, K. (2000). Balancing the equation: Communities support youth, youth supporting communities. *CYD Journal, 1*, 19-24. Retrieved December 1, 2010 from, http://www.cydjournal.org/2000Winter/pittman.html.

Sailor, D. H. (2004). *Supporting children in their home, school, and community.* Boston, MA: Pearson.

Search Institute. (2011). What kids need: Developmental assets. Retrieved February 12, 2011 from, http://www.search-institute.org/developmental-assets.

Stein, A. J., & The HistoryLink Staff. (2004). *Bellevue timeline: The story of Washington's leading edge city from homesteads to high rises, 1863-2003.* Bellevue, WA: HistoryLink.

Steinberg, L. D. (2009). Adolescent development and juvenile justice. *The Annual Review of Clinical Psychology, 5,* 459-485. Retrieved January 24, 2011 from, Annual Reviews database.

United Nations Population Fund. (2005). *The unmapped journey: Adolescents, poverty and gender.* Retrieved November 13, 2010 from, http://www.unfpa.org/swp/2005/english/ ch5/index.htm.

Utilities Department. (2006). *City of Bellevue drinking water quality report.* Retrieved February 12, 2011 from, http://www.ci.bellevue.wa.us/water_quality.htm.

U.S. Department of Commerce: Census Bureau (2010a). *2009 American Community Survey: Sex by Age by Educational Attainment for the Population 18 Years and Over.* Retrieved October 3, 2010 from, http://factfinder.census.gov/servlet/DTTable?_bm=y&-ds_name=ACS_2009_1YR_G00_&-CONTEXT=dt&-mt_name=ACS_2009_1YR_G2000_B15001&-redoLog=true&-geo_id=01000US&-format=&-_lang=en&-SubjectID=18414120.

U.S. Department of Commerce: Census Bureau. (2010b). *2000 U.S. Census*. Retrieved

    October 3, 2010 from, http://factfinder.census.gov/servlet/

    DTGeoSearchByListServlet?ds_name=DEC_2000_SF3_U&_lang=en&_ts=3056

    40003630.

U.S. News & World Report. (2011). *America's best high schools: Gold medal list.*

    Retrieved February 2, 2011 from,

    http://education.usnews.rankingsandreviews.com/education/high-

    schools/articles/2009/12/09/americas-best-high-schools-gold-medal-

    list?PageNr=4.

Walker, G. (2001). *The policy climate for early adolescent inititatives.* Public/Private

    Ventures. Retrieved December 1, 2010 from,

    http://www.ppv.org/ppv/publications/assets/73_publication.pdf.

Washington State Legislature. (2011). *Title 13 RCW: Juvenile Courts and Juvenile*

    Offenders. Retrieved February 15, 2011 from,

    http://apps.leg.wa.gov/rcw/default.aspx?Cite=13.

YMCA. (2011). *YMCA of Greater Seattle*. Retrieved February 2, 2011 from,

    http://seattleymca .org/pages/Welcome.aspx.

Appendix A: Bellevue Developmental Assets Survey

ASSET TYPE		ASSET NAME	NATIONAL	BELLEVUE 1996	BELLEVUE 2000
Support	1.	Family support—Family life provides high levels of love and support.	64%	70%	67%
	2.	Positive family communication—Young person and his or her parent(s) communicate positively, and young person is willing to seek parental advice and counsel.	26%	30%	31%
	3.	Other adult relationships—Young person receives support from three or more non-parent adults.	41%	44%	47%
	4.	Caring neighborhood—Young person experiences caring neighbors.	40%	36%	36%
	5.	Caring school climate—School provides a caring, encouraging environment.	24%	25%	26%
	6.	Parent involvement in schooling—Parent(s) are actively involved in helping young person succeed in school.	29%	36%	30%
Empowerment	7.	Community values youth—Young person perceives that adults in the community value youth.	20%	18%	21%
	8.	Youth as resources—Young people are given useful roles in the community.	24%	32%	31%
	9.	Service to others—Young person serves in the community one hour or more per week.	50%	51%	48%
	10.	Safety—Young person feels safe at home, school, and in the neighborhood.	55%	48%	53%
Boundaries/ Expectations	11.	Family boundaries—Family has clear rules and consequences; monitors the young person's whereabouts.	43%	46%	44%
	12.	School boundaries—School provides clear rules and consequences.	46%	47%	52%
	13.	Neighborhood boundaries—Neighbors take responsibility for monitoring young people's behavior.	46%	42%	44%
	14.	Adult role models—Parent(s) and other adults model positive, responsible behavior.	27%	30%	30%
	15.	Positive peer influence—Young person's best friends model responsible behavior.	60%	71%	75%
	16.	High expectations—Both parent(s) and teachers encourage the young person to do well.	41%	43%	41%
Constructive Use Of Time	17.	Creative activities—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.	19%	26%	23%
	18.	Youth programs—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.	59%	62%	63%
	19.	Religious community—Young person spends one or more hours per week in activities in a religious institution.	64%	52%	52%
	20.	Time at home—Young person is out with friends "with nothing special to do" two or fewer nights per week.	50%	64%	60%
Commitment to Learning	21.	Achievement motivation--Young person is motivated to do well in school.	63%	75%	71%
	22.	School engagement—Young person is actively engaged in learning.	64%	70%	60%
	23.	Homework—Young person reports doing at least one hour of homework every school day.	45%	77%	78%
	24.	Bonding to school—Young person cares about his or her school.	51%	60%	61%
	25.	Reading for pleasure—Young person reads for pleasure three or more hours per week.	24%	32%	26%
Positive Values	26.	Caring—Young person places high value on helping other people.	43%	47%	47%
	27.	Equality and social justice—Young person places high value on promoting equality and reducing hunger and poverty.	45%	51%	51%
	28.	Integrity—Young person acts on convictions and stands up for his or her beliefs.	63%	67%	68%
	29.	Honesty—Young person tells the truth even when it is not easy.	63%	65%	66%
	30.	Responsibility—Young person accepts and takes personal responsibility.	60%	60%	59%
	31.	Restraint—Young person believes it is important not to be sexually active or to use alcohol or other drugs.	42%	53%	54%
Social Competencies	32.	Planning and decision-making—Young person knows how to plan ahead and make choices.	29%	35%	33%
	33.	Interpersonal competence—Young person has empathy, sensitivity, and friendship skills.	43%	50%	47%
	34.	Cultural competence—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.	35%	53%	56%
	35.	Resistance skills—Young person can resist negative peer pressure and dangerous situations.	37%	47%	47%
	36.	Peaceful conflict resolution—Young person seeks to resolve conflict non-violently.	44%	53%	54%
Positive Identity	37.	Personal power—Young person feels he or she has control over "things that happen to me."	45%	44%	45%
	38.	Self-esteem—Young person reports having a high self-esteem.	47%	51%	50%
	39.	Sense of purpose—Young person feels that "my life has a purpose."	55%	57%	60%
	40.	Positive view of personal future—Young person is optimistic about his or her personal future.	70%	71%	72%

Figure A-1. (Source: Bellevue Parks & Community Services, 2011).

52