

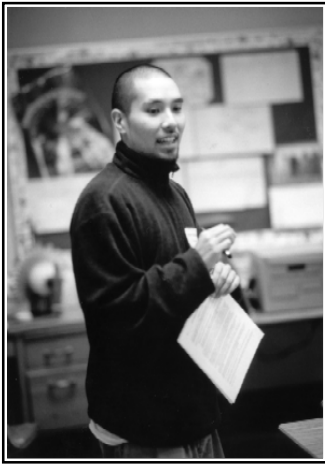


# WHAT DO WE WANT TO CHANGE?

THE WHITE CENTER AND BOULEVARD PARK  
NOVEMBER 17<sup>TH</sup>, 2001  
COMMUNITY DECISION GROUP REPORT



April 2002



# **WHAT DO WE WANT TO CHANGE?**

## **The White Center and Boulevard Park November 17<sup>th</sup>, 2001 Community Decision Group Report**

Elizabeth Kohlenberg, Ph.D., Director  
Research and Data Analysis Division

Annie Laurie Armstrong, MPA, CEO  
Business Government Community Connections

April 2002

**Annie E. Casey Foundation's  
Seattle King County  
Making Connections Initiative**

*Bob Giloth, Site Team Leader*

*Theresa Fujiwara, Site Liaison*

**Department of Social and  
Health Services**

*Dennis Braddock, Secretary*

**Management Services Administration**

*Kennith Harden, Assistant Secretary*

**Research and Data Analysis Division**

*Elizabeth Kohlenberg, Ph.D., Director*

**Partnership Group**

*Dennis Braddock, Department of Social & Health Services*

*Major Bill Dickinson, King County Sheriff's Office*

*Judy Duff, North Highline Unincorporated Area Council*

*Jon Fine, United Way of King County*

*Bob Giloth, Annie E. Casey Foundation*

*Ngy Hul, Refugee Federation*

*Steve Leahy, Greater Seattle Chamber of Commerce*

*Terry Lindquist, Educational Service District*

*Joe McGeehan, Highline School District*

*Ken Miller, Office of the Governor*

*Steve Norman, King County Housing Authority*

*Paul Trause, Employment Security Department*

*Stephanie Warden, King County Executive's Office*

*Bob Watt, Boeing Company*

When ordering this report, please refer to:

Report Number 11.105

**RDA Web Site:** [www-app2.wa.gov/dshs/rda](http://www-app2.wa.gov/dshs/rda)

## ACKNOWLEDGEMENTS

**The Participants:** The most thanks go to the neighborhood residents who spent five hours on a sunny Saturday morning, and so thoughtfully and insightfully discussed their community's needs and their hopes. They grace their community with strength, commitment, hope, and care.

**The Facilitators who led the Community Decision Groups and their Recorders:**

(TRAINERS): Judy DeBarros and Linda of the NonProfit Assistance Center. The wonderful facilitators were Ignacio Ayala, Sandra Bazan, George Clark, Jim Eckhoudt, Seng Nguon Eng, Patricia Glazer, Abdikarim Hajimuse, Ngy Hul, Sgt. Sydney Jackson, Hava Jazvin, Kory Kumasaka, Lan-Huong Le, Seang Lim Leng, Joe Lewis, Edgar Lopez, Mabel and Dan Magalei, Ramon Mota, Peter Prisayane, Ninfa Quiroz, Sophorn Sim, Oanh Tran, Wally Vlasak, Rhonda Simmons, Robin Sullivan, Sara Swan, Pat Thompson, Mengustab Tzaigai, and David Whitling. Special thanks is owed to the bilingual facilitators who had to translate as they went. And much thanks is also owed to the recorders, who faithfully noted each groups comments.

**The principal of Cascade Middle School:** Pat Larson helped us get ready for these meetings after a 14 hour work day on Friday. She was there on Saturday before 6 a.m., helping to ready rooms, unlock doors, make announcements, and helped clean up afterwards. Her dedication to her students and their families awed and inspired us!

**Data was suggested by the Research Work Group and gathered by the Project Team:**

(CHAIR) Liz Kohlenberg of the Department of Social and Health Services (DSHS). Vicki Asakura of the NonProfit Assistance Center; Nancy Ashley of the Annie E. Casey Foundation; Linda Becker, Department of Social and Health Services; Judy Duff of the North Highline Unincorporated Area Council; Bob Hamilton of the Highline School District; Ngy Hul of the Refugee Federation; Curtis Mack of the Department of Social and Health Services; Wendy Morgan of the King County Housing Authority; Russ Pritchard of the North Highline Unincorporated Area Council; Maija Sandberg of DSHS; David Solet of the King County Department of Public Health; Greg Weeks of the Employment Security Department, and Rebecca Yette of DSHS.

**Fact Sheet structure and meeting format was planned by the Meeting Planning Work Group:**

(CHAIR) Frances Carr, DSHS. Annie Laurie Armstrong of Business Government Communications; Vicki Asakura of the Non Profit Assistance Center, Emma Catague; Liz Kohlenberg of DSHS, Ed Hidano of the Seattle King County Chamber of Commerce; Ngy Hul of the Refugee Federation; Steve Kibler of DSHS Refugee Assistance.

**Data Providers:** In addition to the outstanding help provided by the research committee members, the team gratefully acknowledges the data and assistance provided by Tim Norris of the Employment Security Department, Don Gutmann of the state Department of Revenue, Jim

Hilmar of the King County Sheriff's Office, Laurie Cawthon (MD, MPH) and Peter Woodcox of the DSHS First Steps Database; and Ann Lima of the Washington State Department of Health.

**Support Team:** This report was beautifully laid out by Nora Ellsworth of the DSHS Research and Data Analysis Division. Her formatting work was eased by an earlier version prepared by Pyramid Communications. Pyramid also took the photographs on November 17<sup>th</sup>.

# TABLE OF CONTENTS

Executive Summary	1
Chapter 1: Community Decision Group Context	3
Chapter 2: Action Priorities for the Partnership	9
Chapter 3: Celebrate and Support Diversity	21
Chapter 4: Partnership Activity Suggestions	27
Chapter 5: Resident Evaluation of Groups	37
Chapter 6: Using Data in Decision-Making	51
Chapter 7: The Community Discussions	55
Neighborhood Safety	57
Work and Earnings	67
Schools	77
Family-Centered Social Services	89
Community Participation	101
Healthy Teenage Behavior	113
Home Ownership	121
Healthy Mothers and Babies	129





# EXECUTIVE SUMMARY

The Community Decision Groups were held on November 17<sup>th</sup>, 2001. There were 28 small groups containing a total of 188 participants. Seventeen of the groups were conducted in a language other than English (Spanish, Tigrigna, Vietnamese, Amharic, Cambodian, Oromo, Somali, Bosnian, and Lao) or with refugee youth. The remaining eleven were conducted in English. Six of the groups were from Boulevard Park; the remaining 22 were from White Center. Details concerning the groups and their context are discussed in Chapter 1.

## PARTICIPANT PRIORITIES

*“I would like for this not to stay only on paper and that something will really change.”  
(Evaluation form comment)*

Chapter 2 summarizes the priorities chosen by the residents. The group participants were asked to cast three votes for those life aspects they wished the partnerships to work on immediately. The resulting priorities are shown in Table 1, below.

**TABLE 1: NUMBER OF VOTES FOR PARTNERSHIP PRIORITIES, ALL GROUPS**

Safe neighborhoods (129 votes)
Work and earnings (94 votes)
Schools (93 votes)
Social services (58 votes)
Community participation (54 votes)
Healthy behavior of teenagers (45 votes)
Home ownership (32 votes)
Infant and mother health (23 votes)

As Table 2 shows, there was very little difference between Boulevard Park and White Center groups in the immediate action priorities.

**TABLE 2: PARTNERSHIP PRIORITIES, WHITE CENTER & BOULEVARD PARK COMPARED**

WHITE CENTER RESIDENTS	BOULEVARD PARK RESIDENTS	ALL PARTICIPANTS
Safe neighborhoods (106)	Safe neighborhoods (23)	Safe neighborhoods (129)
Schools (74)	Work and Earnings (22)	Work and earnings (94)
Work and Earnings (72)	Schools (19)	Schools (93)
Social Services (52)	Community participat'n (9)	Social services (58)
Community Participat'n (45)	Teenage Behavior (7)	Community participat'n (54)
Teenage Behavior (38)	Social Services (6)	Teenage Behavior (45)
Home ownership (31)	Infant/mother health (4)	Home ownership (32)
Infant/mother health (19)	Home ownership (1)	Infant/mother health (23)

Groups composed of refugees and immigrants were conducted mostly in primary language of the group members (Bilingual Residents). Those groups and those conducted only in English agreed that safe neighborhoods were most important, and work and earnings and schools were in the next cluster. Social services were in the next tier for both groups. However, as Table 3 shows, they differed in the importance placed on home ownership, teenage behavior, and community participation. The bilingual groups were more interested in home ownership than the English-only groups, and they were somewhat more concerned about teenage behavior. The English-only groups were much more concerned about community participation.

**TABLE 3: PARTNERSHIP PRIORITIES, BILINGUAL AND ENGLISH-ONLY GROUPS COMPARED**

<b>Bilingual Groups</b>	<b>English-only Groups</b>	<b>All Participants</b>
Safe neighborhoods (70)	Safe neighborhoods (59)	Safe neighborhoods (129)
Work and Earnings (60)	Schools (45)	Work and earnings (94)
Schools (48)	Community Participat'n (37)	Schools (93)
Social Services (30)	Work and Earnings (34)	Social services (58)
Teenage Behavior (28)	Social Services (28)	Community participat'n (54)
Home ownership (25)	Teenage Behavior (17)	Teenage Behavior (45)
Community Participat'n (17)	Infant/mother health (13)	Home ownership (32)
Infant/mother health (10)	Home ownership (7)	Infant/mother health (23)

## **CELEBRATING AND SUPPORTING CULTURAL DIVERSITY**

*“Make our neighborhood a place to encourage people of different cultures to have pride in their own backgrounds and to appreciate learning about each other’s cultures.” (Local residents)*

A theme that emerged in many of the groups was the desire to share with each other the many cultures that exist in this community. Chapter 3 summarizes the group discussions on this topic – the sense that the deep cultural diversity is an untapped resource, hidden behind barriers of fear, language, privacy, and cultural miscomprehension.

## **SUGGESTED ACTIONS**

*“Language barrier limits relation with neighbors.” (Vietnamese)*

*“Someone who knows my language and the system.” (Boulevard Park Laotian)*

Given the concerns about cultural diversity expressed in Chapter 3, it is probably not surprising that the most common set of partnership actions suggested by the groups were those that would bridge and support cultural diversity. Actions related to this theme were suggested in relation to six of the eight life aspects. They included interpretation, translation, English classes, and cultural support in dealing with life in the United States. There were 63 different comments related to these themes; all are summarized in Chapter 4.

*“Build a family community center that offers programs to support the families...build it and they will come!” (Local residents)*

A second action set was mentioned in relation to four life aspects: the need for a community center with activities for children and parents, and after school activities for teenagers. There was a strong subtheme that such a center should support the diversity of the neighborhood. 46 action suggestions were connected to this theme.

## **PARTICIPANT EVALUATION OF THE DECISION GROUPS**

*“Good job in bringing together a large, diverse and authentic community grouping together to discuss important local issues.” (Evaluation form comment)*

*“This was a GREAT meeting. I learned a lot. Thanks!!” (Evaluation form comment)*

*“I felt very proud to be part of this meeting and finding ways to help my community.” (Evaluation form comment)*



Almost all the participants heartily approved of this event! 122 evaluation forms were turned in, 81 from refugee groups and 41 from English speaking groups.

- 100% (122) answered “yes” to the question “Did you have the opportunity to talk about the issues that are important to you and your community?”
- 97% (118) answered “yes” to the question: “Did you learn some useful facts about your community today?”
- 98% (120) said “yes” to the question: “Will you participate in a future work group with other community members?”

The evaluation forms were also filled with glowing comments (along with a few criticisms). These comments are included in Chapter 5. Chapter 5 also contains a more in-depth analysis of participant responses to the meetings, based on 55 one-on-one brief interviews with participants, conducted during the luncheon.

## USING DATA

*“This morning has made me think about how information is collected and used. We should have more say as a community in what kinds of information we need in order to help our community.” (Comment made in an interview during lunch)*

The groups had no trouble fitting the data presented into their discussions. They used it, questioned it, and – clearly – thought about it. Chapter 6 summarizes their reactions to the data and their suggestions for data needed during the work groups which are to follow this process.



## CHAPTER 1: COMMUNITY DECISION GROUP CONTEXT

*"I am here for many reasons. I am new (to the United States). I want to know what is data."*

*"Numbers are only part of the lives of us. The other part is what we see during our lives. I want to share some of that."*

*"I am curious. I want to see what this workshop will be. My hope is it will be something that tells me more about where I live."*



### WHITE CENTER AND BOULEVARD PARK

White Center and Boulevard Park are two unincorporated King County suburban neighborhoods, surrounded by larger incorporated cities (Seattle to the north and west, Burien to the south, Tukwila and Seatac to the east). They are adjacent on the map, but separated physically by a steep ridge and Highway 509. For planning, both neighborhoods are represented by an elected group of volunteer, mostly long-time residents called the "North Highline Unincorporated Area Council."

According to the U.S. Census, in 2000 White Center had 20,975 residents; and Boulevard Park has 11,018 residents. Many of the children in these neighborhoods live in lower-income families. Toward the end of June 2000, DSHS was providing medical insurance, welfare and other services to almost seven out of ten children and youth in White Center (66%), and six out of ten in Boulevard Park (59%).

Ethnically, these neighborhoods are diverse. According to the U.S. Census, in 2000 White Center was composed of 23% residents with some Asian ancestry, 12% Hispanic, 8% African American, 4% American Indian, and 3% Native Hawaiian or Pacific Islander. About 55% were "only" Caucasian. Boulevard Park's ethnic balance was similar: 20% with some Asian background, 13% Hispanic, 9% African American, 3% Asian and 3% Native Hawaiian or other Pacific Islander. About 61% were "only" Caucasian. (These categories add up to more than 100% because many people reported more than one ethnic background).

Cultural diversity is even more pronounced. Many families in these two neighborhoods are recent immigrants to the United States. In 2000, 22% of all households in White Center receiving economic or medical assistance needed translators into 25 different languages. These families have come from all over the world: Asia (Vietnam, Cambodia, Laos), Africa (Somalia, Eritrea-

Tigrigna, Ethiopia-Amharic, Oromo); Eastern Europe (Russia, Bosnia, Ukraine); Latin America (Mexico, Guatemala, el Salvador, Brazil); Pacific Islands (Hawaii, Samoa). Some groups move in and through, but others seem to be settling in these neighborhoods -- particularly Central and South Americans, Cambodian and Vietnamese groups.

This cultural and ethnic variety is rich and offers much of value to the two communities. However, the multiple cultures and languages complicate community planning. There is great willingness -- indeed hunger -- to work together. To involve everyone, the planning process needs interpretation, translation, and organizational processes founded in cross-cultural respect.

## THE MAKING CONNECTIONS INITIATIVE

The Annie E. Casey Foundation's Making Connections Initiative is designed to improve the future well-being of children and young people, by improving family connections to employment, economic assets, informal social support, and social services that prevent as well as treat family problems. The Foundation's approach is to stimulate and support a local movement that mobilizes people around **a common vision that reflects the community's voice**, and to help align various levels of government and the private sector with that vision. The Foundation will provide technical assistance, help with assessment, and make flexible dollars available to seed innovative approaches. And, the Foundation will work to improve the community capacity to gather and use data effectively -- both to advocate for change and monitor effectiveness of change efforts.

White Center is one of a number of Making Connections sites nationwide. Here in White Center and Boulevard Park, alignment with government agencies and the private sector has produced the "partnership." When these meetings were planned, this group included:

- the Governor's office
- the King County Executive's office
- the Department of Social and Health Services
- the Employment Security Department
- the King County Housing Authority
- the Highline School District
- the King County Sheriff
- the Refugee Federation
- the Non-Profit Assistance Center
- the Greater Seattle Chamber of Commerce
- the White Center Chamber of Commerce
- the North Highline Unincorporated Area Council
- the Annie E. Casey Foundation

On November 17<sup>th</sup>, 2001, the partnership sponsored a community decision-making event. That event was designed to bring community members together to make some decisions about priorities planned around a common set of data on community outcomes.

The partnership began planning this event by setting up two work groups: the Research Work Group and the Event Planning Work Group. The Research Work Group and project team were tasked to develop a set of community fact sheets for White Center and Boulevard Park, with comparisons to King County or Washington State. The Event Planning Work Group was tasked with developing a community meeting plan and script for those meetings, using material from the community fact sheets.

## **DEVELOPING THE COMMUNITY FACT SHEETS**

The Research Work Group consisted of a project team of two people, and a steering committee of research staff from all the partner agencies, plus members of the Refugee Federation, the Nonprofit Assistance Foundation, the AECF Learning Partnership and the White Center community. They were charged to suggest and develop fact sheets that were clear, readable, and precisely reflected the community boundaries. The data was to represent outcomes – ends, not means - that the communities might wish to change through this project. The outcomes needed to reflect the AECF Making Connections goal areas of improving family connections to jobs, income and assets; informal community support; improved social services and improved youth outcomes. The outcomes also needed to build in some of the things community members had indicated that they wanted changed in earlier planning efforts.

The Research Work Group met eight times over the summer of 2001 and put together a set of almost sixty possible indicators which the project team began to research and compile. The list was still far too many to present in a two to three hour meeting. In late August, the Event Planning Work Group reduced the number of indicators to 25, concentrating on those that represented outcomes (ends) rather than strategies to achieve outcomes (means). The project team also worked closely with the Events Planning Work Group in developing a script for the small group part of the community meetings.

The partnership's original intention was to translate the community fact sheets and scripts into all the languages used by the groups. However, some of the data came in very late, and the sheets and script were being revised until the last two weeks before the meeting. There was not time to translate and back-translate the scripts and fact sheets, and still train the facilitators and interviewers with the translated materials. So the facilitators worked from the English versions and prepared their own translations and interpretations of the material prior to the meeting.

The Community Fact Sheets used in the meetings are available from the DSHS Research and Data Analysis Division website ( [www-app2.wa.gov/dshs/rda](http://www-app2.wa.gov/dshs/rda) ).

## PLANNING THE COMMUNITY DECISION GROUPS

The Event Planning Work Group also consisted of staff from all the member agencies, with representation from the Refugee Federation, the Non Profit Assistance Center, the Samoan Pacific Islander community, AECF, SeaMar, and community residents. The group was charged to plan a meeting or a series of meetings that would allow community residents to help shape the Making Connections initiative by setting some action priorities, after reviewing the community fact sheets (outcomes). They were designing this for a community divided by language barriers into many small subgroups that do not know one another well.

The work group designed a process that brought the subgroups of White Center and Boulevard Park together in a common setting on Saturday November 17<sup>th</sup>, from 8:00 a.m. until 1:30. There were two common sessions for all participants:

- The introduction, in which various government, foundation and resident members of the partnership explained why the groups were here and how the results would be used.
- The buffet luncheon from 12:30 to 1:30, catered by neighborhood restaurants and including food from the various neighborhood ethnic groups.

For most of the morning, participants were in small groups that spoke a single language and facts had some characteristics in common. They were viewing and discussing a common set of data about their neighborhood, in a group with other members sharing some of their characteristics. The groups were chosen to reflect various neighborhood subgroups (based on language, culture, age, gender and economic characteristics), and to allow those groups to speak freely among themselves about their view of their neighborhood. In these small groups, intense discussion of ideas was possible.

Each group had a local sponsor who had recruited the other participants. There were 28 groups in all, with a total of 188 participants who cast votes. The groups ranged in size from 2 to 17 participants. Most groups had between 5 and 10 people participating. Table 1 below shows the groups and the number of participants in each.

Each group had a facilitator and recorder who spoke the language of the group. The facilitators were all experienced in small group work. However, they also received between four and eight hours of special training on a very complex group script, which required timely adherence to a schedule with only 15 to 20 minutes for discussing each topic. The facilitators for the bilingual groups put in many additional hours readying translations of the fact sheets and the scripts.



**TABLE 1: GROUPS, LANGUAGES AND NUMBERS OF PARTICIPANTS**

**WHITE CENTER**

<b>Bilingual Groups</b>	<b># of Participants</b>	<b>English only Groups,</b>	<b># of Participants</b>
Eritrean	5	Business	5
Vietnamese	10	Local Residents	8
Ethiopian	7	Local Residents	12
Cambodian	8	Park Lake Homes	11
Hispanic Adult	7	African-American	5
Hispanic Youth	7	American Indian	2
Oromo	3	Faith	4
Youth Refugee	7	Youth	11
Somali	8		
Women-Vietnamese	5		
Women-Cambodian	6		
Bosnian	10		
Pacific Islanders	8		
Hispanic Elders	6		

**BOULEVARD PARK**

<b>Bilingual Groups</b>	<b># of Participants</b>	<b>English only Groups</b>	<b># of Participants</b>
Cambodian	7	Youth	19
Hispanic Adult	5	Local Residents	5
Laotian	3	Local Residents	4



## PARTICIPANT EXPECTATIONS

The partnership engaged Annie Laurie Armstrong to observe the events, and talk to people about their expectations and experiences. As people gathered before the meeting, drinking coffee and tea and eating pastries, getting settled, she and her team asked fourteen people “What are your hopes and expectations for the workshop?” Some of their responses follow:

*“I was hoping to learn more about our schools and how well our children are doing.”*

*“I expect a chance to learn more about our community and to make our community safer.”*

*“I don’t know. I hope it is more than talk but I want to get more jobs to the community.”*

*“I am here for many reasons. I am new (to the United States). I want to know what is data.”*

*“Numbers are only part of the lives of us. The other part is what we see during our lives. I want to share some of that.”*

*“My hope is that I will meet other people who want to make this a safer community.”*

*“I am curious. I want to see what this workshop will be. My hope is it will be something that tells me more about where I live.”*

*“My neighbor asked me to come because I work with many programs here in White Center. I thought I would help people know the issues here that this community faces.”*

*“I never trust numbers but I want to know them. My hope is to see what information is possible to get.”*



## Chapter 2: Action Priorities for the Partnership

*"I hope that everything we have spoken about come to pass for the good of the community."*

### INTRODUCTION

The community decision groups reviewed and discussed data around eight life aspects drawn from Making Connections goals and prior neighborhood discussions. These aspects and outcome indicators were as follows:

#### Neighborhood Safety

- Outcome indicators were arrest rates and self-reported rates of perceived safety among public school students at different grade levels.

#### Healthy Teenage Behavior

- Outcome indicators were juvenile arrest rates and self-reported rates of alcohol, marijuana and tobacco use among public school students.

#### Schools

- Outcome indicators were self-reported school commitment scale, self-reported homework help, school district dropout rates, and state fourth grade WASL scores.

#### Community Participation

- Outcome indicators were rates of voter registration and participation, self-reported participation in after-school events by public school students, and information on places where the communities can gather.

#### Family-Centered Social Services

- Outcome indicators were rates of child abuse and neglect services and domestic violence occurrences, and a map of social service offices.

#### Healthy Babies and Mothers

- Outcome indicators were the rate of low birth weight babies, rates of births to young teens, and the rate of low-income mothers who did not see a doctor during their first trimester of pregnancy.

#### Home Ownership

- Outcome indicators were changes in average home prices, and percent of families that did not own their own homes

#### Work and Earnings

- Outcome indicators were rates of single proprietorships with no annual real income increases, and the rates of low-income DSHS clients with no real annual increase in wages.

This chapter describes how these eight life aspects were ranked as targets for partnership activities. It draws on votes and comments collected at three different points in the process.

- 1) How many people “voted” for each life aspect, when asked which areas the partnership should work on first. These votes were made near the end of the meeting, after all the life aspects had been discussed and all data reviewed. Each group participant had three votes.
- 2) Comments drawn from group discussions about the importance of each life aspect. In the script, these comments were intended to be independent of the data, but it is clear from viewing the group worksheets that some comments on importance were added as the data were viewed. All the comments, grouped by content, are presented in Chapter Six of this paper. This chapter draws a few of those comments forward to give some of the flavor of those intense discussions.
- 3) How many people said that the partnership should put a “whole, whole lot of effort” into that life aspect. These votes were made as each life aspect was discussed, rather than at the end. There was no effort to force choice – individuals could have ranked all aspects as equally important. The similarities and differences between these rankings and the priority votes are interesting.

Vote and effort counts are presented for all groups together and for two subsets of the groups:

- Neighborhood (White Center and Boulevard Park)
- Language Type (English-only and all the bilingual groups taken together).



Comments are attributed to specific groups (e.g. Bosnian or Cambodian or Local Resident or Business or American Indian).

## RESIDENT PRIORITIES FOR IMMEDIATE PARTNERSHIP ACTION

Toward the end of the community decision groups, after residents had discussed each life aspect and reviewed all the data, they were asked to prioritize. Facilitators gave each resident three votes, and asked them to cast those three votes for the life aspects they wanted to see the partnership work on first.

### IMMEDIATE ACTION PRIORITIES (ALL GROUPS)

Table 2 shows the number of “votes” each life aspect received, summed across all the groups.

**TABLE 2: NUMBER OF VOTES FOR PARTNERSHIP PRIORITIES, ALL GROUPS**

Safe neighborhoods (129)
Work and earnings (94)
Schools (93 votes)
Social services (58)
Community participation (54)
Healthy behavior of teenagers (45)
Home ownership (32)
Infant and mother health (23)

**1** **Neighborhood safety** is clearly the first priority, with 129 votes across all groups. Comments from the discussion show why safety is important for the young people and the neighborhood, both now and in the future.

*“We are teaching kids they are not important if we don’t protect them.” (Faith-based)*

*“Hard to dream of improved education if they get shouted at in the street. Don’t want to live here.” (Pacific Islander)*

*“Safety is important so kids could normally and freely play, get around, go to school, go home, and go to the store.” (Bosnian)*

*“If you don’t feel safe growing up, it affects you later.” (Local Resident)*

*“If they feel safe, they will want to come back, raise family here.” (American Indian)*

*“We want our kids to be good drug free children.” (Oromo)*

*“If not safe, kids join gangs to feel safe.” (BP Local Residents)*

*“If it isn’t safe, no one will want to live here -- only people here will be those who are forced to live here” (Local Resident)*

*“There is no safety for cars, because mine was stolen within a month.” (Somali)*

*“No trust between neighbors, cannot live happily” (Eritrean)*

*“Not afraid to leave house and go outside.” (Eritrean)*

**2 Improvements in work and earnings** was the second priority, with 94 votes across all groups. Group discussions brought out the importance of earning enough money for security, family stability, providing for home ownership, children’s education and just keeping up with the cost of living. Residents also highlighted connections between business earnings and family income: businesses provide jobs, and local residents are the customers for the businesses.

*“More income alleviates all other problems we discussed.”  
(Local residents)*

*“It is very important to have more earning every year, so that I can afford the expenses that go up every year.”  
(Oromo)*

*“What made this country! Worked for themselves, small businesses were important.” (Park Lake)*

*“Self esteem. You earn more, you feel better about yourself.”  
(Local resident)*

*“For your school needs and go to college/university.” (Youth Hispanic)*

*“Money recycles through community.” (Youth Refugee)*

*“Creates more family stability.” (Local residents)*

*“Meets the future needs of the children.” (Vietnamese women)*

*“Helps to buy a house.” (Hispanic adults)*



**3 School improvement** was viewed as almost equally important, with 93 votes across all groups. The importance of schools was eloquently stated many times in the discussion groups.

*“School is a field to plant youths for knowledge, well behaved, well qualified, and as good citizen in the future.” (Cambodian Boulevard Park)*

*“They need to learn if they want to have a very good job for the future.” (Oromo)*

*“It is where kids learn skills, behavior they need as adults.” (Local residents)*

*“Prepares them for the world! “ (Park Lake)*

*“To have knowledge from the past, and prepare for the future.” (Hispanic youth)*

*“To expand children’s horizons and options.” (Local residents)*

*“So child would learn what is right and what is wrong, and he/she would stay away from bad things.” (Bosnian)*

**4 Social service improvements** led the third cluster with 58 votes across all the groups. Community residents wanted services that could reach troubled families.

*“This is where this partnership can make the biggest contribution.” (Faith-based)*

*“So they will have the place to talk, and there will be no abyss between parents and children.” (Bosnian)*

*“To strengthen the family and keep it free of domestic violence.” (Ethiopian)*

*“Gives people a chance to be heard and taken care of.” (Local residents)*

The groups voiced some concerns whether social services centered on families, and with how available and accessible they were.

*“Agencies/resources need to be checked on. Ensure they are being run with the families best interest kept in mind.” (Business)*

*“Difficult to find services, don’t know where to look.” (Local resident)*

*“Funding for services up and down. Limited resources.” (Business)*

Both language and culture in social services were concerns for the bilingual groups.

*“To have the social services in the language I speak for me and my family.” (Oromo)*

*“Social services that have someone who knows our cultures that can serve our community.” (Pacific Islander)*

**5 Community participation improvements** received 54 votes across all groups. This topic was almost as important as social services.

*“Participation = responsibility, self expression, leads to hope and power.” (Faith-based)*

*“To strengthen local ability to make positive changes.” (Local residents)*

*“Community take responsibility and ownership!” (African American)*

*“So when there is a problem we could have a place to come out and discuss how to solve the problem.” (Bosnian)*

*“Working together can solve problems easily.” (Ethiopian)*

*“The educated people should help the weak – mutual assistance.” (Cambodian)*

All groups were eloquent in their desire to learn about and share each other’s cultures.

*“Making a place to encourage people of different cultures to have pride in their own backgrounds and to appreciate learning about each other’s cultures.” (Local residents)*

*“Building our understanding about other ethnic groups around us.” (Pacific Islander)*

**6 Teenage behavior improvements** were the next priority, with 45 votes across all groups. Across all groups, this was important for the young people themselves, for their parents and siblings, and for the community. All of these were seen as affected by unhealthy behavior in teenagers.

*“So they could grow up to be civilized persons (professional, creative, businesslike).” (Bosnian)*

*“They will be the next leaders, teachers and parents.” (Pacific Islander).*

*“Need to develop good habits and have them in the future.” (Youth, Boulevard Park)*

*“Teach young people to understand about his/her future.” (Cambodian, Boulevard Park)*

*“Affects entire neighborhood when kids do not behave.” (Eritrean)*

*“A lot of teenagers do not feel important.” (Youth)*

*“Smoking and drinking affect community culture.” (Vietnamese)*

*“Kids need to be accountable for their actions.” (Local residents)*

*“We need support for kids who want to attend college.” (Youth Hispanic)*



Some groups commented that the community, not only the parents, is needed to help shape teenage behavior.

*“Community used to help guide/discipline kids going astray -- reward kids doing good. Not anymore.” (Local residents)*

*“First formation of how they belong to a community -- as citizens ... Teen years are preparation for adult stage ... Input of elders helps to shape teens.” (American Indians)*

**7 Home ownership** and **8 Mother/Infant Health:** In the last cluster were home ownership (32 votes) and mother/infant health (23 votes). English speaking and bilingual groups differed on the relative importance of these two life aspects, so they will be discussed later.



**IMMEDIATE ACTION PRIORITIES BY NEIGHBORHOOD: NO MAJOR DIFFERENCES**

As Table 3 below shows, White Center and Boulevard Park residents expressed very similar priorities for immediate partnership action. Safe neighborhoods were first. The next cluster was schools and work/earnings (ordered differently across neighborhoods). Social services, community participation and teenage behavior were in next cluster for all groups. Home ownership was a higher priority for White Center residents than for Boulevard Park.

**TABLE 3: PARTNERSHIP PRIORITIES, WHITE CENTER & BOULEVARD PARK COMPARED**

<b>White Center Residents</b>	<b>Boulevard Park Residents</b>	<b>All Participants</b>
Safe neighborhoods (106)	Safe neighborhoods (23)	Safe neighborhoods (129)
Schools (74)	Work and Earnings (22)	Work and earnings (94)
Work and Earnings (72)	Schools (19)	Schools (93)
Social Services (52)	Community participat'n (9)	Social services (58)
Community Participat'n (45)	Teenage Behavior (7)	Community participat'n (54)
Teenage Behavior (38)	Social Services (6)	Teenage Behavior (45)
Home ownership (31)	Infant/mother health (4)	Home ownership (32)
Infant/mother health (19)	Home ownership (1)	Infant/mother health (23)

**IMMEDIATE ACTION PRIORITIES BY BILINGUAL VERSUS ENGLISH-SPEAKING GROUPS**

Many of the community decision groups were composed of people who came to this country as immigrants or refugees. These groups were conducted primarily in the native languages of the participants. Did participants in those bilingual groups have different priorities for immediate action when compared to the preferences of the groups only in English?

In most respects, the two sets of groups had similar priority preferences, as Table 4 below shows. Both types agreed that safe neighborhoods were most important, and work and earnings and schools were in the next cluster. However, they differed in the importance placed on home ownership, community participation, and social services.

**TABLE 4: PARTNERSHIP PRIORITIES, BILINGUAL AND ENGLISH-ONLY GROUPS COMPARED**

<b>Bilingual Groups</b>	<b>English-only Groups</b>	<b>All Participants</b>
Safe neighborhoods (70)	Safe neighborhoods (59)	Safe neighborhoods (129)
Work and Earnings (60)	Schools (45)	Work and earnings (94)
Schools (48)	Community Participat'n (37)	Schools (93)
Social Services (30)	Work and Earnings (34)	Social services (58)
Teenage Behavior (28)	Social Services (28)	Community participat'n (54)
Home ownership (25)	Teenage Behavior (17)	Teenage Behavior (45)
Community Participat'n (17)	Infant/mother health (13)	Home ownership (32)
Infant/mother health (10)	Home ownership (7)	Infant/mother health (23)

**Home Ownership:** The residents in the bilingual groups placed much more priority on home ownership than did those in the English-only groups.

*"Buying means stability." (Vietnamese women)*

*"A place to establish ROOTS." (Pacific Islander)*

*"To feel a sense of ownership." (Ethiopian)*

*"Back in our country we all had our own houses and we are used to that freedom." (Bosnian)*

*"What is the low income? We only have enough to buy food and pay rent. Not enough for deposit or down payment. We want real help from the government in buying a home." (Laotian, Boulevard Park)*

**Community Participation:** English-only groups placed more priority on community participation than did the bilingual groups. They wished for a community more accepting of ethnic diversity, in which all groups worked together for community betterment. They were glad for the efforts of the partnership to bring all groups out, working together.

*"Create more acceptance of ethnic diversity." (Local residents)*

*"Some groups work within their own groups, but they need the whole community." (Park Lake)*

*"Keep it up! Continue at this level until goals are accomplished!" (Faith-based)*

**Social Services:** Bilingual groups were particularly and deeply concerned about child abuse reporting and investigation and its potential to divide families and set children against their parents.

*"The difference between the two cultures affects the education of the children and the conflict in the family." (Vietnamese)*

*"Child abuse -- not a big problem for us. Most of us are not spanking our kids anymore. We hope that law enforcement can distinguish between spanking and abusing. (Laotian, Boulevard Park)*

*"All I know is there is a service for children to complain about parents. I think the school is teaching them not to obey their parents. Every time we tell our kids it is not good what they do... they tell us they will call 911!" (Bosnian)*

## LEVEL OF EFFORT PARTNERSHIP SHOULD PUT INTO EACH LIFE ASPECT

Earlier in the morning, as participants in the community discussion groups discussed and reviewed data covering a single life aspect, they were asked to decide the amount of effort the partnership should put into changing it. In answering that question, they were asked to keep in mind their discussion, the data, and the overall mission of improving the future of young people. They had five choices, ranging from “no effort” to a “whole, whole lot of effort.”

There were differences between these decisions and the prioritization step. This process was not designed to force choices: participants could have said that every area deserved the utmost effort. When people answered this question, they had not reviewed data on all life aspects (until they answered it for work and earnings which was presented last). And this question did not focus on the near future.

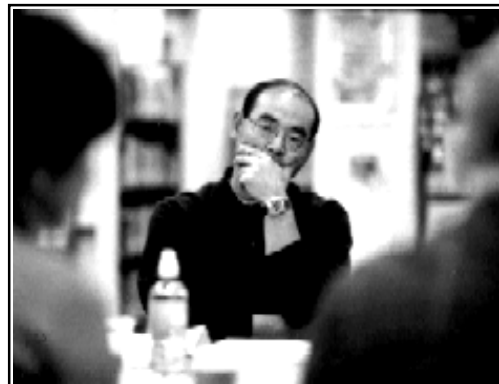
Nonetheless, people varied their answers to these questions. They did not give every aspect the highest score. Their answers also suggest a set of preference for partnership actions, without the explicit focus on the near future. The similarities and differences between these two sets of choices -- one taken at the end of the meeting, and one as the participants went through each aspect -- are interesting.

### HIGH EFFORT RANKINGS ACROSS ALL GROUPS

Table 5 below shows the number of participants across all groups who said the partnership should put a “whole, whole lot “ of effort into changing each life aspect. Schools led the list. Neighborhood safety, teenage behavior, and social services clustered together in the next rank. Home ownership and work/earnings comprised the next cluster. Last was community participation and infant/mother health.

**TABLE 5: NUMBER OF “WHOLE, WHOLE LOT OF EFFORT” VOTES, ALL GROUPS**

Schools (130)
Safe neighborhoods (102)
Healthy behavior of teenagers (101)
Social services (96)
Home ownership (82)
Work and earnings (82)
Community participation (66)
Infant and mother health (65)



**HIGH EFFORT COMPARED TO IMMEDIATE PRIORITIES, ALL GROUPS**

As Table 6 below shows, there are many similarities between the highest effort votes and the immediate priorities. Schools and safety are still among the highest priorities. However, schools become more of a focus than public safety, teenage behavior moves up, and the work/earnings aspect moves down a little. Social services remains in the middle; home ownership moves up.

**TABLE 6: COMPARING IMMEDIATE PRIORITIES WITH HIGHEST EFFORT SCORES, ALL PARTICIPANTS**

<b>Highest Effort Needed</b>	<b>Immediate Partnership Priorities</b>
Schools (130)	Safe Neighborhoods (129)
Safe Neighborhoods (102)	Work and Earnings (94)
Healthy Behavior of Teenagers (101)	Schools (93)
Social Services (96)	Social Services (58)
Home ownership (82)	Community participation (54)
Work and earnings (82)	Healthy Behavior of Teenagers (45)
Community participation (66)	Home Ownership (32)
Infant and mother health (65)	Infant and Mother Health (23)

**HIGH EFFORT RANKINGS BY NEIGHBORHOOD**

Table 7 below shows that residents of both communities felt the schools deserved the most effort, and included safe neighborhoods and social services in the second cluster. White Center participants wanted to put more effort in improving teenage behavior than did Boulevard Park residents. Boulevard Park residents wanted to put more effort into infant and mother health. In the third cluster, both groups included home ownership and work and earnings.

**TABLE 7: MOST EFFORT, WHITE CENTER AND BOULEVARD PARK COMPARED**

<b>White Center Residents</b>	<b>Boulevard Park Residents</b>	<b>All Participants</b>
Schools (104)	Schools (26)	Schools (130)
Teenage Behavior (89)	Safe neighborhoods (25)	Safe Neighborhoods (102)
Social services (78)	Social Services (18)	Teenage Behavior (101)
Safe neighborhoods (77)	Infant/ mother health (17)	Social services (96)
Home ownership (68)	Work and earnings (15)	Home ownership (82)
Work and earnings (67)	Home ownership (14)	Work and earnings (82)
Community participat'n (60)	Teenage Behavior (12)	Community participat'n (66)
Infant/mother health (48)	Community participat'n (6)	Infant/ mother health (65)

**HIGH EFFORT SCORES BY BILINGUAL AND ENGLISH-ONLY GROUPS**

As Table 8 below shows, all groups agree that maximum effort is needed in some areas. Schools, safe neighborhoods and work and earnings were among the top five in both sets. However, differences between the groups were also striking.

**Improving teenage behavior** was worth the **most** effort to the bilingual residents, while for English-only residents it was second from the bottom! Two comments from the bilingual groups summarize this concern.

*“Parents have sacrificed so much, only to see youth here getting involved in very unhealthy behavior. Families lose hope for the future, and families deteriorate.” (Eritrean)*

*“So children would understand their parents, and they would be more successful in school, they would be the pride of our society, and parents would not regret they came here, and parents would be happy with their kids.” (Bosnian)*

**TABLE 8: MOST EFFORT, BILINGUAL COMPARED TO ENGLISH-ONLY GROUPS**

<b>Bilingual Residents</b>	<b>English Only Residents</b>	<b>All Residents</b>
Teenage Behavior (87)	Schools (49)	Schools (130)
Schools (81)	Safe Neighborhoods (36)	Safe Neighborhoods (102)
Social services (77)	Infant/ mother health (20)	Teenage Behavior (101)
Home ownership (67)	Social Services (19)	Social services (96)
Safe neighborhoods (66)	Work and earnings (18)	Home ownership (82)
Work and earnings (64)	Home ownership (15)	Work and earnings (82)
Community participat’ n (54)	Teenage Behavior (14)	Community participat’ n (66)
Infant/mother health (45)	Community participat’ n (12)	Infant/ mother health (65)

**Improving infant mother health** was quite important to the English-only residents, while for the bilingual residents it was the next-to-last aspect. Some of this focus came from the young people’s groups, who spoke eloquently on the importance of mothers to children.

*“Moms are the first person you bond with.” (Youth)*

*“You need someone who is good, not a crack head.” (Youth)*



The adults in the English-only groups spoke about their concerns about developmental delays, infant mortality and lifelong health problems.

*“Make sure babies are healthy and not born dead.” (Hispanic adults)*

*“Fetal alcohol syndrome - permanent problem for society.” (Local residents, Boulevard Park)*

Again, the residents in the English speaking groups also thought community participation was more important than did the bilingual groups.



## CHAPTER 3: CELEBRATE AND SUPPORT DIVERSITY

*“Make our neighborhood a place to encourage people of different cultures to have pride in their own backgrounds and to appreciate learning about each other’s cultures.” (Local residents)*

### INTRODUCTION: DIVERSITY AND COMMUNITY

In White Center and Boulevard Park, there is more than one kind of community to recognize, improve and support. Many residents have an ethnic, linguistic or racial community within which they feel safe, recognized, protected, and understood.

*“What kind of community – community as a whole [residential community], or native community [cultural community]? There is a difference. Native communities know each other better and that affects feelings of safety. We need a little of both. The sense of PLACE is important.” (American Indian).*

Immigrants and refugees, and persons who are ethnic minorities, do not feel as safe or as welcome outside those groups as they feel within them.

*“We fear to be rejected by Americans.” (Hispanic)*

*“Discrimination is part of the reason the neighborhood feels unsafe.” (Hispanic).*

*“Maybe some groups are victimized more.” (Park Lake Homes)*

*“Kids feel discriminated against in school, not be dealt fairly by teachers.” (Boulevard Park Laotian)*

*“Educate young children not to discriminate.” (Cambodian)*

*“Some teacher attitudes not so sensitive to other culture.” (Pacific Islander)*



## THE VISION

Many participants spoke of their desire to create a neighborhood where all cultures are celebrated and respected, and where the experiences of each group can be shared.

*“Making a place to encourage people of different cultures to have pride in their own backgrounds and to appreciate learning about each other’s cultures.” (Local residents)*

*“Encourage activities, sharing of experiences and concerns of the ethnic communities in the local area.” (Vietnamese women)*

*“To show or invite American people to participate in Cambodian Traditional Celebrations.” (Cambodian)*

*“Very important to share our culture.” (Youth Hispanic)*

*“Provide opportunities to celebrate diversity.” (American Indians)*

*“Create more acceptance of ethnic diversity.” (Local residents)*

*“Because not everyone thinks alike. (Boulevard Park Hispanic)*

All participants spoke of the need to build interaction that will allow neighbors of different ethnic backgrounds to meet, work together and get to know one another while working on issues of concern to all.

*“When you meet and interact with people of different cultures you come to know them.” (Somali)*

*“To unite into one voice so we can be heard. One safe community is a strong community; to take part and to be heard, because we can’t expect the government to do everything. To focus and support each other and take interest in our comrades.” (Boulevard Park Hispanic)*

*“Building our understanding about other ethnic groups around us.” (Pacific Islander)*

*“Get to know the community.” (Hispanic Adult)*

*“Race is not important. To be together is.” (Boulevard Park Hispanic)*

*“To establish better cultural and communicational relationships with the world around consisting of different cultures.” (Bosnian)*

*“To learn to understand different cultures and to love and understand each other.” (Bosnian)*

*“Safety is important for every nationality and ethnic group.” (Cambodian)*

*“Some groups work within their own groups, but they need the whole community.” (Park Lake)*



## BARRIERS TO THE VISION

Linguistic barriers stand in the way of interaction.

*“Language barrier limits relation with neighbors.” (Vietnamese)*

*“Parents don’t know the language – shy.” (Cambodian)*

*“Cannot participate due to language problem.” (Vietnamese women)*

*“Language is a barrier.” (Eritrean)*

*“Not able to participate in voting very often due to language difficulty.” (Cambodian)*

*“No -- because limited English.” (Boulevard Park Laotian)*



Differences in group cultures and customs also affect interaction.

*“Ethnic diversity can be isolating to the subgroup.” (Local Resident)*

*“Our neighborhood is very diverse -- therefore, they stay inside.” (Youth)*

*“Culture plays a big role in whether people participate.” (Local residents, Boulevard Park)*

*“I am not [able to participate as much as I like], because I don’t think I know enough about their culture and their way of communication.” (Bosnian)*

*“Strategize to deal with language barrier among neighbors.” (Park Lake)*

*“Different culture and customs.” (Boulevard Park Laotian)*

Differences in expectations between parents and children affect interaction in ways that are very important to the Making Connections goals. Immigrant parents need help in learning American parental expectations while still maintaining their own expectations of the relationship between them and their children. This topic came up in several different groups. The following summaries provide the clearest examples from the point of view of the immigrant groups.

*“Parents must be more open-minded with children. The Vietnamese culture is a bit stricter. The difference between the two cultures affects the education of the children and the conflict in the family. Parents need to have someone to educate them about the new culture. The enforcement agencies need to know about the education in our culture.” (Vietnamese)*

*“All I know is that there is a service for children to complain about parents. I think the school is teaching them how to control their parents, and not how to obey them. Every time we tell our kids it is not good what they do because they copy American kids, they tell us they will call 911!. I think we should have right to raise our kids the way my parents raised me up. To have the right to punish our kids the way our parents punished us. I think we should fully control our kids until they are legal age. I think we are afraid of our kids now. Our children control our lives and we don’t control theirs.” (Bosnian)*

*“Child abuse is not a big problem for us. Most of us are not spanking our kids anymore. We hope that law enforcement can distinguish between spanking and abusing. I spank my child as a last method of teaching my child.” (Boulevard Park Laotian)*

## **PARTNERSHIP ACTIONS TO BRIDGE CULTURAL AND LANGUAGE BARRIERS**

To strengthen families, all participants agreed that it was critical to provide translations, interpreters and people who can do “cultural translations” for parents as they deal with schools and social services.

*“Parent-teacher conferences -- someone who speaks my language to go with me.” (Oromo)*

*“Help parents participate and cooperate with the school (interpreters!)” (Vietnamese women)*

*“Government agencies should hire more Vietnamese speaking staff to help the community.” (Vietnamese)*

*“To have the social services in the language that I speak for me and my family.” (Oromo)*

*“There should be someone who can speak our native language.” (Bosnian)*

*“Not registering to vote – there should be a meeting in each ethnic group before each time to vote. The big problem for us is that we don’t understand the issues.” (Boulevard Park Laotian)*

*“70 languages – the schools send notes home with only two languages.” (Boulevard Park local residents)*

*“Someone who knows my language and the system.” (Boulevard Park Laotian)*

*“Parents need to have someone to educate them about the new culture. Asian groups need to be educated and informed. The enforcement agencies need to know about the education in our culture.” (Vietnamese)*

*“If we have Samoan person in some social services, our community can access and get resources.” (Pacific Islander)*

*“We also need to have leaders representing the community and speak for the community -- need someone to mediate any conflict in the community.” (Vietnamese)*

In addition to translations, all groups felt it was critical to provide more English and ESL classes.

*“There are 140 people on the ESL waiting list at Highline Community College.” (Local resident)*

*“More English language classes.” (Eritrean)*

*“Huge demand for ESL, but no money. Long waiting lists, and people can’t afford to pay themselves.” (Local resident)*

*“Not enough English classes that are free, close to home. Do not have to be formal, certified classes. Need conversation groups too.” (Local resident)*

Some issues led to specific suggestions that were group/language/culture based. For example:

*“Not registering to vote – there should be a meeting in each ethnic group before each time to vote. The big problem for us is that we don’t understand the issues.” (Boulevard Park Laotian)*

*“After school programs where someone speaks our language.” (Oromo)*

*“We need mentoring programs, so kids can identify with ... their own culture.” (Local resident)*

*“There are problems with transportation, money and lack of education regarding our culture.” (Hispanic)*

*“We want a community center with a room for Laotian groups” (Boulevard Park Laotian)*

Most important was the partnership community involvement process! Several participants suggested that the partnership sponsor mixed work groups, with interpreters, as part of the Making Connections initiative.

*“Too many groups – seem to be overlapping projects.” (Boulevard Park youth)*

*“We need to reach out across cultural and language boundaries to strengthen the community ... community is diverse (action groups are not!). Next time have diverse groups with interpreters.” (Local resident)*

*“We need more bilingual groups ... I love working with the Americans; I would like to be able to participate. I have not felt racism; we must make the Americans understand that we can contribute something to their country and that we want for our community to live better” (Hispanic adult).*

*“I would like to see more activities of this nature in the community, as it gives all the community residents a place to get together and share their concerns. But next time, we need mixed group with interpreters.” (Comment on evaluation form).*





## CHAPTER 4: PARTNERSHIP ACTIVITY SUGGESTIONS

*"I want changes toward better tomorrow and better safety." (Evaluation from Comments)*

*"I would like for this not to stay only on paper and that something will really change." (Evaluation from Comments)*

*"I expect a chance to learn more about our community and to make our community safer." (Evaluation from Comments)*

*"I hope it is more than talk but I want to get more jobs to the community." (Evaluation from Comments)*

### THE BEGINNING OF ACTION PLANNING

The community decision groups had some time towards the end of their three hours to "brainstorm" some possible partnership actions to improve the outcome indicators they had reviewed. These suggestions were to be handed as starting points to the workgroups planning for each life aspect.

During this last phase, there was not time to propose actions for all life aspects. Therefore, during the last half hour, the groups explicitly "brainstormed" lists of possible partnership actions for the one or two aspects they had prioritized the most highly. However, most groups also proposed actions as they went through the discussion. This chapter summarizes all those proposed actions, organized by life aspect. The discussion is more complete for the life aspects that were prioritized by the groups in their second votes.

It is important that action workgroup members also read the entire body of discussion on their particular life aspect. During the discussion, the groups talked about why the aspect mattered, discussed and questioned the data, proposed and discussed reasons why the indicators were high or low, and discussed possible actions to change them. Those actions are summarized in this chapter.

For deeper understanding of what the decision groups were suggesting, work groups should read the section of Chapter 7 that summarizes group discussions around the life aspects they are trying to change. Chapter 7 includes all comments recorded on the flip charts for each group, organized by content area and listed under summary statements. A few of those group comments are included in the introductions to this chapter, but there are many more in Chapter 7.



## **WHICH ACTIONS ARE PROPOSED FOR MORE THAN ONE ASPECT?**

Three possible sorts of partnership activities were discussed in relation to more than one life aspect. They are listed below, with the number of times they were listed on the flip charts where group comments were recorded.

### **INTERPRETATION, TRANSLATION, MORE ENGLISH CLASSES, AND BI-CULTURAL SUPPORT**

- Work and Earnings (25 mentions)
- Schools (18 mentions)
- Family Social Services (6 mentions)
- Community Participation (10 mentions)
- Teenage Behavior (11 mentions)
- Mother and Baby Health (3 mentions)

### **A COMMUNITY CENTER WITH ACTIVITIES FOR CHILDREN AND PARENTS, AND AFTER SCHOOL ACTIVITIES FOR TEENAGERS**

- Neighborhood Safety (14 mentions)
- Family Social Services (3 mentions)
- Community Participation (22 mentions)
- Teenage Behavior (7 mentions)

### **ORGANIZING TO INCREASE SAFETY AND REDUCE BULLYING**

- Safety (20 mentions)
- Schools (4 mentions)

## WHAT PARTNERSHIP ACTIONS WOULD IMPROVE NEIGHBORHOOD SAFETY?

*"Crime rate is better than previous years thanks to presence of a police station in the area."  
(Vietnamese)*

*"Provide youth centers for kids where they can socialize with other ethnicities and get to know value of each other." (Bosnian)*

*"Set up police store fronts in every neighborhood, volunteers there from 3 to 5" (Boulevard Park local resident)*

*"Know each other in the block watch and protect everyone, scare off drug dealers." (Pacific Islander)*

*"Many kids are picked on at school and on their way home. But there is no punishment to bullies and if you complain and someone finds out you pay. The schools don't care enough and the police can't punish people who just want to scare you. The only thing to do is help little kids learn not to be bullies." (Hispanic Youth)*

### ACTION SUMMARIES

- More and improved police presence, better funding for police (17 comments)
- Community centers, more healthy activities and places for kids to hang out after school (14 comments)
- Improve sidewalks and streetlights (13 comments).
- Block watches and citizen patrols (12 comments)
- Community organizing to decrease violence, bullying and intimidation (10 comments)
- Community organizing around safety and increasing importance of safety (10 comments)
- Communicate better about crime and safety issues (7 comments).
- More police storefronts with community/volunteer/police involvement (6 comments).
- Enforce laws more strictly (5 comments).
- Educate on safety issues (4 comments).
- Increase crime reporting (4 comments).
- Clean up the public environment (litter, grafitti, etc) (4 comments).



## WHAT PARTNERSHIP ACTIONS WOULD IMPROVE EARNING PROGRESSION FOR LOCAL RESIDENTS AND BUSINESSES?

*“Should create a vocational skills center to train people for higher paying jobs.” (Cambodian)*

*“Be realistic and accept the job that fits your skills to get more experience.” (Vietnamese)*

*“Need education, training on how to create business.” (Pacific Islander)*

*“Develop job training for other languages and cultures.” (Youth refugee)*

*“Support cottage industry.” (Business)*

*“Have a farmer’s market.” (Business)*

*“Market White Center as a shopping district.” (Youth)*

*“Not enough ESL classes that are free, close to home. Do not have to be formal, certified classes. Need conversation groups too.” (Local residents)*

*“Need more English classes – waiting lists in most places.” (Business)*

### ACTION SUMMARIES

- More ESL, more access to good local English classes. (16 mentions)
- Economic development; we need to add more local jobs! (16 mentions)
- Help people find better jobs (10 mentions)
- Invest in more job training (9 mentions)
- Support English classes for working people; there are conflicts between working and learning English (7 mentions)
- Help people start or improve their own small businesses (6 mentions)
- Help develop more or better paying jobs (5 mentions)
- Help people find the first job (3 mentions)
- More childcare close to work (2 mentions)
- DSHS should support saving (2 mentions)
- Better public transportation (2 mentions)





## WHAT PARTNERSHIP ACTIONS WOULD IMPROVE SCHOOLS?

*"If there is something preventing him from attending school we should work together to resolve the problem." (Somali)*

*"Help bilingual parents participate and connect with school (interpreters) (Vietnamese women)*

*"Evergreen High School has no toilet seats...no stall doors...the ceiling leaks ... there is litter all over the EHS campus." (Youth refugee)*

*"Encourage more internships." (Business)*

*"Place where kids can get help in homework and tutoring." (Pacific Islander)*

*"Parent support also needed ' Do your homework!' " (Local residents)*

### ACTION SUMMARIES

- Schools need more parent involvement (19 mentions)
- Schools need to support bilingual parents and kids more (18 mentions)
- Schools need better facilities (11 mentions)
- Schools need more tutoring, homework help (10 mentions)
- Schools need better teachers (8 mentions)
- More adults in the classroom – volunteers, parents, elders (7 mentions).
- Schools need broader academic programs (5 mentions)
- Parents need to help their children at home (5 mentions)
- Schools need to inform parents of needs (5 mentions)
- Teachers need more support and help (4 mentions)
- Schools need work-related programs (4 mentions)
- We must do something about bullying and school safety (4 mentions)
- Schools need more counseling, sooner (3 mentions)
- More school accountability is needed (3 mentions)
- We should consider school uniforms (3 mentions).
- Schools need to focus on improving the WASL test scores (3 mentions).
- Community needs to support levies and bond issues (2 mentions)
- Dropout programs are needed (2 mentions)
- Better transportation is needed (2 mentions)

## WHAT PARTNERSHIP ACTIONS WOULD IMPROVE FAMILY SOCIAL SERVICES?

*"People aren't aware of services; they don't know where to turn." (Business)*

*"Need place to look for services you need." (Local residents)*

*"Faith based organizations provide a lot of counseling, parenting training, etc." (American Indian)*

*"There are no centers for social development ... We need one. With activities for parents and children (football, sports, painting workshops. It is important for all, children and parent, so they can develop at a social level and as friends. Teach the children how to nourish their souls, and how to progress in developing. Center of support for youth and for community development." (Hispanic, Boulevard Park)*

*"Mother and baby classes needed." (American Indian)*

*"To have the social services I need in the language that I speak for me and my family." (Oromo).*

### ACTION SUMMARIES

- People need to know what services exist and where, and who is eligible to use them. (24 mentions)
- Faith groups are alternatives to professional services (11 mentions)
- We need a community center with family and teen activities and services (10 mentions)
- Families need emergency services (8 mentions).
- Families need more training on parenting, child development (8 mentions).
- Families need to use extended families, elders (8 mentions)
- Immigrant and refugee families need services that are connected to their own culture as well as American culture (6 mentions)
- Families need home-buying programs for low-income people (6 mentions)
- Families need child care (5 mentions)
- Families need senior services (3 mentions)
- Families need citizenship classes (3 mentions).
- More funding needed for services! (3 mentions)
- Communities need after school activities for kids, to keep them busy productively.(3 mentions)

## WHAT PARTNERSHIP ACTIONS WOULD IMPROVE COMMUNITY PARTICIPATION?

*“Build a family community center that offers programs to support the families...build it and they will come!” (Local resident)*

*“Cannot have events if there are no places to have them.” (Youth Refugee)*

*“Place for celebrations – birthdays and other celebrations.” (Oromo)*

*“Need to restructure groups – people aren’t identifying with existing groups.” (Business)*

*“Make a place to encourage people of different cultures to have pride in their backgrounds and to appreciate learning about each other’s cultures.” (Local residents)*

*“Not enough access to information about community events – need more outreach. Nobody knows what, where, when.” (Local residents)*

*“People need to meet to discuss community.” (Youth refugee)*

*“Translation and interpretation services” (Vietnamese women)*

### ACTION SUMMARIES

- A community center with spaces for events, meetings, and subgroups – with childcare! (15 mentions)
- Some outreach and group changes to connect more people to existing groups (9 mentions)
- Places for groups to meet (8 mentions)
- A place for kids to go after school (7 mentions)
- Block watch and safety issues get good participation (7 mentions)
- Translation and interpretation are needed! (6 mentions)
- We need to meet and exchange ideas with each other (6 mentions)
- People need to know the possibilities – what groups need help? (6 mentions)
- We need better groups, with more inclusive styles (6 mentions)
- We need leaders to help organize us (5 mentions)
- We need to encourage voting and citizenship (5 mentions)
- We need to celebrate our ethnic diversity by sharing it! (4 mentions)
- We need to get to know each other better by working together on action plans (3 mentions)

## WHAT PARTNERSHIP ACTIONS WOULD IMPROVE TEEN BEHAVIOR?

*“Good things happen to you if you do good things” (White Center youth)*

*“Need to develop good habits now to have them in the future.” (Boulevard Park youth)*

*“We want our young people to have a good future. We should continue to be strict with them.” (Boulevard Park Laotian)*

*“Parents need to listen to their kids more.” (Business)*

*“Provide opportunities to celebrate diversity.” (American Indian)*

*“A lot of teenagers do not feel important.” (Youth Refugee)*

*“Create more opportunities to entertain children such as sports, music, etc...to reduce their free time for loitering, doing drugs.” (Vietnamese)*

*“Teen years are preparation for adult stage of life ... age of responsibility, backbone, the warrior. Input of elders is needed to shape teens.” (American Indian)*

*“Community used to help guide/discipline kids going astray – reward kids doing good.” (Local residents)*

### ACTION SUMMARIES

- Teenagers need to know consequences so they will make good choices (18 comments)
- Teens need better relationships with community elders and adults other than their families (12 comments)
- More community help and influence over kids is needed (11 comments)
- Diversity needs to be respected and bridged in programs; language barriers need to be addressed (11 comments)
- Better family control over kids (10 comments)
- Parents need to pay more attention to their kids (10 comments)
- Community centers and more youth activities are needed (7 comments)
- Adults need to change their attitude towards teenagers (6 comments)
- Schools have a variety of roles (5 comments)
- Parenting training and help is needed (4 comments)
- Schools and parents need to work together better (4 comments)
- Information and education is needed (4 comments)
- Teenagers need recognition and support when they do good things (3 comments)
- Welfare rules need to be changed (3 comments)

## WHAT PARTNERSHIP ACTIONS WOULD IMPROVE FAMILY HOME OWNERSHIP?

*“Create an easy loan program and lower interest rate to allow people to have a house of their own.” (Vietnamese)*

*“More education on how to buy a home – economics and privacy discourage people from buying.” (Local residents)*

*“We have low incomes. No money to buy a home. We will need real help from the government in buying a home...we only have enough money to buy food and pay rent. Not enough for deposit or down payment.” (Boulevard Park Laotian).*

*“There is subsidized housing, but it is too expensive and you can’t get out of it.” (Park Lake)*

*“At old age one should not have a house – too much debt.” (Vietnamese women)*

*“To afford a home requires multiple jobs. Has effect on other issues.” (Local residents)*

*“Rezoning to multi-family happens without community input.” (Local residents)*

*“No vacant land – hard to convert rentals into owner-occupied homes.” (Local residents)*

### ACTION SUMMARIES

- Low income families need home-buying assistance programs!!! (18 mentions)
- Home ownership programs need to be carefully shaped, not everyone needs/can afford to own a home (12 mentions)
- Too many apartments, and community does not get the opportunity to “refuse” multi-family (5 mentions)
- Too many apartments -- could some be converted to condominiums? (3 mentions)
- Home ownership needs to be one goal, not the only goal (3 mentions).



## WHAT PARTNERSHIP ACTIONS WOULD IMPROVE THE HEALTH OF MOTHERS AND THEIR BABIES?

*“Plain Talk: good program, should be funded, come back. Got funding, then lost it. Broke barriers. Community felt lost.” (Park Lake)*

*“We need counselors from the same culture to talk to families about this early pregnancy.” (Boulevard Park, Laotian).*

*“Counsel mothers not to do drugs when pregnant.” (Youth)*

*“A program for mothers to become better mothers – Mentor Mothers” (Youth)*

*“Nutrition classes are needed for pregnant women and their babies and toddlers.” (Hispanic, Boulevard Park)*

### ACTION SUMMARIES

- Get good health care services in community (10 mentions)
- Educate on health care issues, particularly nutrition, prenatal care, drugs (9 mentions)
- Support programs (e.g. Plain Talk) that reduce teen pregnancy (7 mentions)
- Invest in prevention! (4 mentions)
- Young teen mothers need to finish school and get help (4 mentions)
- Single moms need financial help – mostly from dads (4 mentions)
- Develop culturally and linguistically “competent” health care services (3 mentions)
- Parents need to watch their daughters (3 mentions)
- Organize around these issues (3 mentions)
- Parenting programs – “Mentor Mothers” and guides (2 mentions)

## CHAPTER 5: RESIDENT EVALUATION OF GROUPS

*“Good job in bringing together a large, diverse and authentic community grouping together to discuss important local issues.”*

*“Good start for change. You must stay consistent to make the people believers.”*

*“I hope that they let us know periodically how the topics we have previously treated are being affected or being ignored.”*

*“This was a GREAT meeting. I learned a lot. This was great! Thanks!!”*

*“This meeting was fabulous. I hope that soon we truly notice results.”*

### IMPACT OF THE DATA AND DISCUSSIONS ON PRIORITIES

To evaluate the impact of the group process on the prioritizations themselves, each group was asked to rank the life aspects twice: once before the discussion began, and once near the end, when all the data had been reviewed and each life aspect discussed. The table below shows the differences in the number of votes received across all groups, between the initial and final votes.

Table 9 below shows that for some life aspects, the group process had a large impact on the number of votes cast; while for other aspects, the group process had little impact. Work and earnings, home ownership and the health of babies and mothers got more votes in the final than the initial rankings. The healthy behavior of teens got considerably less. And the groups didn't change their ranking of the importance of schools, safety, community participation, and social services.

**TABLE 9: COMPARISON OF FINAL WITH INITIAL IMPORTANCE VOTES**

	<b>Final Votes</b>	<b>Initial Votes</b>	<b>Percent Change</b>
Safe Neighborhoods	129	137	- 6 %
Healthy Behavior of Teens	45	62	- 27 %
Schools	93	89	+ 5 %
Community Participation	54	58	- 7 %
Social Services	58	60	- 3 %
Health of Babies and Mothers	23	16	+ 44%
Home Ownership	32	25	+ 28%
Work and Earnings	94	60	+ 57%

## VERY POSITIVE RATINGS ON THE EVALUATION FORMS

All of the bilingual groups, and most of the groups conducted in English, were given an evaluation form to fill out at the end of the meeting. (A few of the English speaking groups did not receive their packet of evaluations). 122 evaluation forms were turned in after the meetings. These forms include 81 from refugee or foreign-language groups, and 41 from English speaking groups.

It is quite clear that the participants found the group useful and were willing to participate in similar groups in the future.

- 100% (122) answered “yes” to the question “did you have the opportunity to talk about the issues that are important to you and your community?”
- 97% (118) answered “yes” to the question: “Did you learn some useful facts about your community today?”
- 98% (120) said “yes” to the question: “Will you participate in a future work group with other community members?”

Some groups that did not get the evaluation forms in time signed people up on the “flip charts” if they wanted to participate in future groups. When those signups were cross-referenced with the evaluation forms, there were apparently 140 people who found a way to sign up for future work groups.





## THOUGHTFUL COMMENTS FROM PARTICIPANT INTERVIEWS DURING LUNCH

The partnership asked a seasoned ethnographic researcher (Annie Laurie Armstrong) to observe the event and interview participants. She conducted one-to-one interviews with 55 persons during the luncheon following the community decision making sessions. People were asked three questions, and their answers were recorded verbatim (using speed writing).

- 1) What did you think of the morning meeting?
- 2) Are there any other community facts or information (in the topics you discussed) you'd like to know more about?
- 3) Do you have any suggestions for how data can be used to help communities?

### GENERAL OBSERVATIONS

Using data to prompt the discussions was regarded as positive by most people. Many persons offered poignant comments about the relevance of certain data to their lives. One person, for example, said that data regarding "home owning" seemed "too far in the future". Instead he would have preferred information about "good or bad landlords." Another person was less concerned about healthy babies than they were about health services to elders. This man said he had an elderly relative that encountered language/cultural problems at a local pharmacy that had resulted in his grandfather taking too much medication. He wanted a list of bilingual pharmacies.

It seemed that many people were taking the data they received to broaden and form their own questions about school, home ownership, health and other topics. Some recognized that the data represented information that was "available and accurate" as one person said, "though it might not be data I necessarily care about". Another added, "I have lots of questions about the community that I would like answered but I don't think the answers would be easy to get." Another said, "This morning has made me think about how information is collected and used. We should have more say as a community in what kinds of information we need in order to help our community."

The main suggestions made were that:

- 1) a better "system" for getting important data in front of the public "on a regular basis" was needed;
- 2) community members needed to have a way to ask for and get data that was important to them; and
- 3) community members needed a central place to "get data" - suggestions made included: libraries, schools, and churches.

Also, several people asked questions about how to know if the data is "accurate or not" and how to know what "good or bad outcomes" are. As one person said, "there is crime everywhere - when should we be overly concerned?" Another person pointed out, "It may be that comparing this

*information is important from on year to the next. Will we have a chance to do that?"* When a friend heard this comment he suggested, *"Let's do this next year too."*

## **WORKSHOP INTRODUCTION**

The introduction to the workshop was criticized by ten of the 55 persons. Some comments follow:

*"You should have had community people speak."*

*"Ron Sims should have shown up."*

*"The groups should not have been decided by ethnicity unless you have an explanation why."*

*"The speakers were good but if the workshops were about data then a discussion should have occurred explaining the reasons for this approach."*

*"The group facilitators should have spoken instead because they were the people we were going to listen to."*

*"I think that some form of entertainment - singing or something should have occurred, maybe highlighting different cultures (if not at the introduction at least at lunch)."*

*"The introduction could have been more celebratory and less formal – maybe a brochure or pin could have been handed out thanking people and saying that this is an important meeting."*

## **LUNCH CELEBRATION**

The lunch was praised by all.

*"This was a great idea because people got a chance to be appreciated and to continue talking."*

*"People got a chance to meet with and talk to their neighbors."*

*"There was a good opportunity to get ideas from other people about what will happen after this workshop."*

*"This was a happy event. I felt lucky to be here."*

## **WHAT COMES NEXT**

Many of the persons interviewed had different notions of what would occur after the workshops. Their comments suggest a need to develop a formal "Next Steps – Thank You" letter to persons who attended the Community Decision Making event.

*"Will someone call me?"*

*"Will we receive summaries of our comments?"*

*"Will our decisions affect the funding from Annie E. Casey?"*

*"Will local politicians get copies of our comments?"*

## RESIDENT COMMENTS ON THE DATA

Virtually every person interviewed had comments to make about one or more of the data areas. Their comments follow, grouped by topic.

### SAFETY

*“When I hear that children don’t feel safe that makes me sad. But I feel we can do things like citizen watches and ask police to be around more when they leave schools.” (Vietnamese man)*

*“Sometimes when I see arrest data I get confused because does this mean that people are charged with crimes or just accused? There is a big difference.” (African American man)*

*“Does data show that children get hurt when they are on the way home from school? Is it because they are going home to places where there are lots of unsupervised youth? Are they getting beat up? This kind of data frustrates me because it leaves me wanting to know more. Is it just a feeling that kids have (which is still important, I know)? Is it only kids who live in certain areas of White Center?” (White Center Cambodian Business person)*

*“When I heard about the safety data I was not surprised. Many kids are picked on at school and on their way home. But there is no punishment to bullies and if you complain and someone finds out you pay. The schools don’t care enough and the police can’t punish people who just want to scare you. The only thing to do is help little kids learn not to be bullies.” (Hispanic Youth)*

### WORK AND EARNINGS

*“The work and earnings sections was the hardest for me. I guess what I want to know most is what kinds of businesses does White Center have? How well do these businesses do? What kinds of businesses do we still need to be a more attractive community?” (African American Man)*

*“I want to know if White Center welfare recipients who go to work are able to survive or whether they return to welfare. I have to get a job soon and I know I will barely be able to support my family. I want to know where they are getting jobs, which jobs pay the best and how I can apply for these jobs.” (African American Woman)*

*“I think what lots of people want to know is where do White Center families work? Are we a community of underpaid low-wage workers? Do we have to drive far away to get work? Because I know I do.” (Business Man)*

### SCHOOLS

*“I want to know all the places my son can get homework help.” (Cambodian woman)*

*“I am most interested in knowing why so many children drop out and I want to know what happens to them.” (Oromo woman)*

*“Do schools have practice tests for state tests?” (African American Man)*

*“When a parent wants to know what to do about their child’s low test scores where should they turn?” (Laotian-Hmong)*

*“When I was a child I studied because I wanted to learn but now children study to take a test – my way was better.” (Bosnian Man)*

## **FAMILY SOCIAL SERVICES**

*“For me, I do not care to know if families have problems (with abuse) because it is their problem. But I do want to know where I can get advice about parenting and if my teenager is staying out late I want to know perhaps if there might be help for me.” (Somali man)*

*“When families have problems sometimes they want to keep it a secret because they are embarrassed or because they will have to move out of their subsidized housing. I am so fearful sometimes of this because my husband yells so I would never report him. For this reason I think the number is much higher than the number I hear in the workshop (for domestic violence incidents).” (Vietnamese woman)*

*“I was surprised to hear that domestic violence was a social service because I thought it was a legal service.” (Oromo Woman)*

*“I did not understand what state care means in my data book. My neighbor has a child who was abused by her boyfriend but her child goes to a place (Childhaven) where she gets help and comes home everyday. Is that State care?” (Cambodian Man)*

## **COMMUNITY PARTICIPATION**

*“I am not eligible to vote but someday I will be and I would like to learn more about the voting process. Are your votes known to people?” (Pacific Islander woman)*

*“More important to me than voting is learning where I can say my feelings. I need a list of places and times where people can go to speak (or learn) about important things like schools, crimes etc.” (Vietnamese Man)*

*“Voting does not seem as important to me as learning about how the place you live works. I do not understand why my garbage is sometimes not picked up.” (Vietnamese Youth)*

*“The most interesting thing to me was the information about after school activities. I think every month there should be a community sign-up event for activities where parents learn about what is going on and fill out permission slips.” (Hispanic Man)*

## **TEEN BEHAVIOR**

*“The teen data didn’t seem right to me. I guess because arrests don’t often happen the numbers are low but my feeling is that many teens are in trouble.” (Bosnian man)*

*“Our teens do not have any healthy opportunities here. I was not surprised to see that smoking was high. What we need is data or information on healthy activities for elementary school kids. If there was more of a focus on health and sports for young children they would not be so likely to develop bad habits. Unfortunately, only the kids who have parents to drive them go to after school sports, so poorer kids don’t get that chance. I don’t have a car and I am home with a baby so my eight year old misses out.” (Hispanic adult)*

*“Many teens, even young ones, are outside during the day, just hanging around. What I want to know is, are they truant? Is there truancy data? Can I call someone to help truants?” (Pacific Islander woman)*

*“Teens think they are never going to die. If more visited places with sick people they could learn about cancer and things like that. Also, more youth could work in hospitals. I am trying to find out about those types of jobs. Do you know if there are health clinics or hospitals in White Center?” (Hispanic youth)*

*“I think the teenager data was the most interesting because it dealt with a subject we all care about. But what I would like to see is positive teenager information too. How many kids do well in school? How many graduates go to college? The kind of data I’d also like to see is where people can find scholarship assistance for teens and where teens could maybe sign up for exercise classes, yoga, swimming and maybe some sports we don’t have around here (like sailing, horseback riding, skiing). Some of my (3) kids can’t do this stuff because it is too expensive but I think if they could it would make a difference in their health and happiness.” (American Indian)*

## **OUR HOMES**

*“Owning a home seems far away in my future. Everything is hard about renting and owning homes. Credit is hard. What to do when things break down in an apartment is another problem. Do you have data about bad landlords?” (Local Resident)*

*“When I rented my apartment I wanted to start saving for a house. But this is practically impossible on my salary. I want to see data on how much money you need to save to apply for a house.” (African American Man)*

*“Where someone lives is important. I ended up moving because I didn’t live near a bus stop. My sister lives in an area where the people are always moving. I would like to see data on which neighborhoods are the closest to Metro and which neighborhoods are where people stay. I want my sister to be able to make friends because she is new to this country.” (Vietnamese)*

## **HEALTHY MOTHERS AND BABIES**

*“I am so sad when I see young girls who are raising children. These girls need advice about getting pregnant. Do the schools provide this advice? My husband would never let me talk about such a thing.” (Local resident)*

*“I think health is so important but around here there seems to be more problems with people being sad because they miss their home. This is as bad as any sickness.” (Ethiopian Man)*

*“Many people don’t think about health care because they do not feel close to the doctors who do not speak their own language.” (Cambodian Man)*

*“The worse are the pharmacists. I would like to see a list of pharmacists who speak Cambodian. My grandfather almost died taking too many pills.” (Vietnamese Man)*

## COMMENTS ON THE EVALUATION FORMS

The pages below include a complete list of all comments made on the 122 evaluation forms turned in after the meetings. These forms include 81 from refugee or foreign-language groups, and 41 from English speaking groups.

It is clear from the comments that most of the participants really liked the experience, found the data useful and interesting and have high hopes for the partnership.

### THESE PEOPLE COMMENTED ON WHAT THEY LEARNED IN THE GROUPS

- *I was very pleased with what I learned today and what was said.*
- *This was a great way for me to show my opinion. It also changed some of my images.*
- *I am more aware.*
- *I learned a lot, and it was very important. I didn't know any of the things that were explained today.*
- *We need more meetings like this one. So we can get more valuable ideas to perform a better idea or evaluation.*
- *Learning more about some of my neighbors.*
- *Learned a lot about how others view the community.*
- *Today's community meeting helped me understand better about the area where I live, and the need to do better in the future.*
- *I found the meeting very good, it helped me to understand better, I will do my best to help if possible.*
- *I want to continue to have my knowledge grow about these things...*
- *It was a great learning experience, which made me more aware of really important things in our daily life.*
- *That I have learned how important it is to have discussion in a group.*
- *This was a GREAT meeting. I learned a lot. This was great! Thanks!!*
- *Thank you for the information on children.*
- *Great notebook!*
- *I understand the material very well.*
- *I learned so much new.*
- *I understand very well and I am willing to participate in the future meetings.*
- *The meeting and data helped me to understand the community better.*

### THESE PEOPLE LIKED THE DISCUSSION TOPICS

- *Good job in bringing together a large, diverse and authentic community grouping together to discuss important local issues.*
- *Discussed good topics.*

- *It was well explained; everything covered today was important.*
- *It was of wide scope and important.*

**THESE PEOPLE REALLY LIKED IT!**

- *I enjoyed very much to have participated in this program. My grandchildren would have liked to have heard this. Thank you for everything.*
- *The responses were thoughtful, open and honest.*
- *I had lots of fun giving my comments, opinions, and it makes me think about what's going on in our community. And our mistakes (teenagers especially) we should recognize them, especially when it affects others.*
- *I think this program on getting people and teenagers' opinion on the community is good.*
- *Thank you for coming together to do this! Thank you for going to the community to ask what we think, need, etc.*
- *I am glad that people care about the community.*
- *I am happy to know that people care about my opinion.*
- *It was good occasion and I would like that it should continue and I will participate if Allah wishes.*
- *Good group of people with lots to talk about and comment on. I am very pleased.*
- *I felt very proud to be part of this meeting and finding ways to help my community.*
- *This was a wonderful opportunity – thank you!*
- *This meeting was very interesting and realistic.*
- *Realistic, complete, joyful.*
- *Great to listen to different views.*
- *I have enjoyed today and I hope/like this idea/meeting! Thank you.*
- *This meeting is beneficial to families, community and the society.*
- *This meeting is very good for everybody.*
- *Nice friendship and it is good that something is changing for the better.*
- *Wonderful friendship, I learned so much new and I met new people.*
- *Today's meeting was beneficial.*
- *You did something great for us today.*
- *It is good to have a meeting like this.*
- *It's really good to participate in the community meetings.*
- *This was very interesting. I liked it!*
- *I really liked this meeting!*
- *Happy to be taken into account.*
- *It was interesting and fun.*



- *Thank you for adding Park Lake homes to the group*
- *Thank you (4 times)*
- *It was fun.*
- *Excellent!*
- *Very positive. (2 times)*
- *Very good (2 times)*
- *Good! (4 times)*

**THESE PEOPLE WANT TO DO IT AGAIN!**

- *Do this meeting more often!*
- *I just want to do it again!*
- *I wish there were more meetings like this!*
- *It was a great program, extremely well coordinated. Please, please do it again!*
- *Need to have more meetings like this.*
- *It should continue forever.*

**THESE PEOPLE HOPE THIS MEETING WILL NOT BE FORGOTTEN AND WANT FEEDBACK.**

- *I hope everything we talk about happens soon.*
- *I would like for this not to stay only on paper and that something will really change.*
- *Hope this will be done and be evaluated each year.*
- *That we be heard and that this meeting is not forgotten.*
- *Good start for change. You must stay consistent to make the people believers.*
- *Well, I really hope that something can be done with all of our opinions.*
- *I hope that everything we have spoken about come to pass for the good of the community*
- *That they let us know periodically how the topics we have previously treated are being affected or being ignored.*
- *This meeting was fabulous. I hope that soon we truly notice results.*
- *Today's meeting gave everybody the opportunity to speak up their feelings and people's daily needs. Then, the government will have plans to take care of the people more effectively.*
- *This meeting was very realistic. Please honor our inputs to the plans to be realized. We really need it and are looking for it.*
- *Please continue – all these suggestions are important for people.*
- *I think this will be done.*
- *I would be happy if this work gets finished well.*
- *I hope that there will be more people to represent us and to help us with our problems.*
- *I want changes toward better tomorrow and better safety.*
- *I think I came here with reason, and I think something will change.*



- *I think this will change and it will be better.*
- *That everything that was discussed take effect.*
- *I am very happy that Latin people are beginning to be heard, and they can tell the people who did not take part, and let them know that its important to be united.*

#### **COMMENTS ABOUT FACILIATORS AND RECORDERS**

- *The facilitator was great; everything was well explained.*
- *Facilitator and recorder were very welcoming and encouraging of ideas.*
- *I am very impressed with our leader and recorder.*
- *The facilitator and recorder worked well with our group.*
- *My facilitator was great. All is well explained. Also the assistant was excellent.*
- *Our facilitator was kind of boring. She treated us like we were in first grade.*

#### **THESE PEOPLE WANTED MORE TIME.**

- *Many comments – not enough time!*
- *Sometimes I would have like to stay on the topic longer.*
- *Too lengthy and tiring.*

#### **THESE PEOPLE WANTED MORE COMMUNITY INVOLVEMENT.**

- *There just needs to be more parent and community involvement.*
- *Need more hands-on community work.*
- *Would have wanted to see more business people.*
- *More participation in this process by business owners and corporations in White Center.*
- *We should bring this program into the schools.*
- *I think we should keep doing this, and have more people participating.*
- *I think we need to have groups of teenagers.*
- *I feel we need to have more groups to get a better base of reference. Or several to discuss one or two topics at a time.*
- *I would like to see more activities of this nature in the community, as it gives the community residents a place where they can share their common concerns.*
- *I think we have to work together and build our city.*
- *It is very important to contact neighborhood and discuss what we can do for our people.*
- *Community organizations need to inform people living in the White Center area about the results of today's meeting.*
- *Through today's meeting, I understood very well that the community would like to make White Center better. This is very important to people living in this area.*
- *I really am looking for useful meetings and concern for this country.*

## **THESE PEOPLE INCLUDED THEIR IDEAS ABOUT NEEDED SERVICES ON THE EVALUATIONS**

- *I have lived here all my life and I never hear about a place to go and just hang out. I would really like it if there was a place to hang out.*
- *I think there should be more programs teenagers can get into, for example, participating in working together picking up garbage on streets, help homeless people, have a community that we wouldn't be afraid to go to, like to go hang out, have fun. Stuff like that!*
- *I wish there was more help or data for buying my own home!*
- *Need for greater support services to help people earn more for their families – childcare, transportation, education, training, ESL classes.*
- *Block watches and ESL classes.*
- *Let's clean up the lake for the children!*
- *Information on seniors, disabled people.*
- *Talk more about senior services. Most of our community are aging.*
- *I did – safer neighborhoods.*
- *Neighborhood safety more and more.*
- *We need more bilingual support in this community.*
- *After school program.*
- *Special focus in developing work areas with a salary for youth, such as workshops (low rides), tournaments, instruction as to how utilize tools.*
- *We need to inform the White Center area people about the services available.*
- *Please help with finding jobs for a living.*
- *I wish there were more work offered.*
- *Increase the police network to protect the community.*
- *Please think about low income people who need a house to live in.*

## **THESE PEOPLE WANTED MORE, BETTER, CLEARER INFORMATION OR HARDER QUESTIONS.**

- *The facts were pretty predictable facts – but not knowing the source of the stats makes them more questionable. I also think people have a misconception of the responsibilities of governments vs. private grants vs. personal responsibilities.*
- *Clearer wording of the questions would be helpful.*
- *Difficulty in separating behavioral measurement and promoting better attitude. I think there should have been a list of jobs or health services or anything helpful that is available.*
- *We would like to have had the questions of the survey included in the notebook*
- *Very positive. For our group it seemed the questions had obvious answers. Were we really expected to answer them other than obvious ways (I was in business group).*
- *I would have been interested in how the groups were selected and organized – just a brief comment during the opening remarks.*

## OTHER COMMENTS

- *If all meetings were conducted in Spanish we would have more participants.*
- *Motivation to be pursued by these meetings*
- *I suggest that they take effect closer*
- *I would like to get a job this working in office or social work. I got AAS degree in business info, technology at South Seattle Community College in March 2001.*



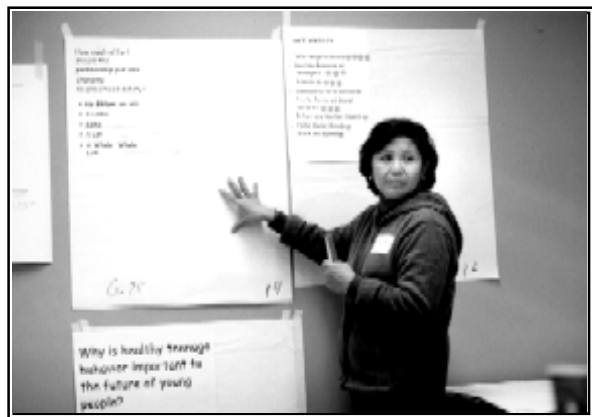


## CHAPTER 6: USING DATA IN DECISION-MAKING

*“This morning has made me think about how information is collected and used. We should have more say as a community in what kinds of information we need in order to help our community.” (Comment made in an interview during lunch)*

### USING DATA IN COMMUNITY GROUP DISCUSSIONS

Some of the people working with or advising the partnership were very skeptical about the ability of community groups brought together in a single event such as this one to deal with outcome data in a meaningful way. They felt that the groups would not understand the material, or that they would react to it naively, with complete faith in its meaning. They felt that the groups needed much more time, and a “softer” introduction, to use the data presented in a meaningful way.



The “event script” did not ask participants any questions about the data presented. However, from the interviews after the event, and the comments on the flip charts as the groups discussed the issues, it seems clear that the partnership’s faith in the community’s ability to use data as part of their decision-making process is justified. As the ethnographic accounts described in the previous chapter make clear, the community groups reacted to, questioned and probed the data presented to them. They **used** the data and continued to think about it after the meeting.

While the comments on the flip charts are not as revealing as the ethnographic accounts, they also show participants engaging these indicators, and really thinking about them. That is what the partnership hoped would happen.

#### **SOME PARTICIPANTS AND GROUPS REACTED STRONGLY TO THE IMPLICATIONS OF HIGH RATES OF PROBLEM BEHAVIORS.**

*“Smoking is already disturbing fact, more so smoking marijuana. It is scary to know the statistics, wakeup call, losing many kids to drugs.” (Pacific Islander)*

*“35% dropping out -- UNBELIEVABLE!!!” (Boulevard Park Laotian)*

*“Drop out rate is alarming.” (Pacific Islander)*

*“34% low school commitment is definitely too high!!!” (Boulevard Park Laotian)*

*“55% no homework help in BP is TOO HIGH.” (Boulevard Park Laotian)*

*"Domestic violence rate is disheartening." (Eritrean)*

#### **SOME GROUPS QUESTIONED WHETHER SOME INDICATORS REALLY FIT THE CONCEPTS.**

*"Crimes happened frequently and not many criminals are arrested" (Vietnamese)*

*"Low birth weight -- 5.5 lbs might be okay for Asian babies. Not a problem weight for us." (Boulevard Park Laotian)*

*"Arrests are not good measure of safety -- opinions are." (Local residents)*

*"One-owner business: the area is low-income, therefore the businesses here do not prosper." (Boulevard Park Laotian)*



*"Arrest rates are low in WC and BP because police resources are very low, not because crime is low." (Local residents)*

*"Some domestic violence may be exaggerated to support divorce claims." (Local residents)*

#### **SOME GROUPS QUESTIONED THE VALIDITY OF PARTICULAR OUTCOMES.**

*"8th grade kids are rarely committed to school." (Local residents)*

*"People have different definitions of one drink versus five." (Youth Refugee)*

*"Drop out rate is higher, really." (Park Lake)*

*"WASL may not be testing the right things." (Local residents)*

*"The WASL is not culturally relevant!!!" (African-American)*

#### **SOME GROUPS USED THE DATA TO SUGGEST NEW QUESTIONS.**

*"Older kids feel less safe -- do adults? Other kids? Why do these young people feel that they are not safe?" (Local residents)*

*"Number of smokers goes up on entering high school. Why?" (Youth refugee)*

*"Does data show that children get hurt when they are on the way home from school? Is it because they are going home to places where there are lots of unsupervised youth? Are they getting beat up? This kind of data frustrates me because it leaves me wanting to know more. Is it just a feeling that kids have (which is still important, I know)? Is it only kids who live in certain areas of White Center?" (White Center Cambodian Business person interviewed after the meeting)*

## OTHER DATA FOR THE WORK GROUPS

Just at the end of the meeting, the groups were asked to provide some suggestions for other data that might be useful to workgroups that meeting on these topics. Their suggestions were:

### ETHNIC BREAKDOWNS FOR ALL DATA

- *Better diversity info.*
- *How diversity compares with stats presented.*
- *Breakdown of ethnicity.*
- *Data on minorities and immigrants.*
- *Breakdown White Center statistics by Pacific Islanders.*

### MORE EXPLANATIONS OF THE DATA

- *More explanation on how data got there.*
- *Where does data come from?*
- *What do parents know about students input?*
- *Breakdown of school numbers.*



### MORE HOUSING DATA

- *Ownership versus rental -- owner occupied homes.*
- *Absentee landlords.*

### WHAT HAS WORKED ELSEWHERE, PROGRAMMATICALLY?

- *How have other communities successfully addressed these problems?*

### OTHER OUTCOMES OF INTEREST

- *Respect and trust between teenagers and adults need to be measured*
- *Data on success of kids – e.g. percent that go to college and graduate.*
- *Transitions in and out of community --Ask how long lived here, how recently moved.*
- *Data on socio economics.*
- *Kids between babies and teens.*
- *School transfers versus dropouts.*
- *Data on seniors and disabled.*
- *More data needed on mom/child health.*
- *Healthy behavior for teens should include/address suicide.*
- *Amount of abortions.*
- *Why are the stores so far away -- more stores in neighborhood*
- *Other health indicators of interest: asbestos, spraying, mildew.*

## COMPARISON NEIGHBORHOODS

- *Compare these neighborhoods with a good one to have a better idea for comparison.*





## CHAPTER 7: COMMUNITY DISCUSSIONS

*“This meeting was a great way for me to say my opinion. It also changed some of my images.” (Evaluation from Comments)*

*“Good group of people with lots to talk about and comment on. I am very pleased.” (Evaluation from Comments)*

*“I felt very proud to be part of this meeting and finding ways to help my community.” (Evaluation from Comments)*

*“I hope that everything we have spoken about come to pass for the good of the community.” (Evaluation from Comments)*

*“Today’s meeting gave everybody the opportunity to speak up their feelings and people’s daily needs. Then, the government will have plans to take care of the people more effectively.” (Evaluation from Comments)*

*“This meeting was very realistic. Please honor our inputs to the plans to be realized. We really need it and are looking for it.” (Evaluation from Comments)*

### **“READING” THE GROUP DISCUSSIONS**

This chapter includes every comment listed on flip charts by each discussion group. Comments are reported under summary statements derived from content analysis.

All comments for each life aspect are included under that aspect. Each life aspect section includes those comments that directly answer the questions presented to each group as well as comments around topics that arose during discussion. There are, of course, more answers to the questions that were presented to each group than to the “naturally arising” questions.

Generally, each set of statements includes the following topics in order.

- Why is this life aspect important to the future of young people? (presented to each group)
- Discussion of meaning and significance of the data presented (derived from the nature of the comments )
- Discussion of the causes of the problems or barriers to their solution (derived from the nature of the comments).
- What can the partnership do to improve on this life aspect? (presented to each group)

Three additional questions were asked of each group in relation to particular life aspects. They were:

- Are you and your neighbors and friends able to participate as much as you want in neighborhood groups? (Community Participation)
- Do you know of services that will help parents and children get along better when things are not going well? What is the name of that service (Social Services)
- Have the adults in your language group been able to attend enough English classes, at a level that helps them find a job and get connected here? (Work and Earnings)

Each group name is listed after its comments. In the interests of space, some abbreviations are used. "BP" means Boulevard Park. If "BP" is not stated, the group is a White Center group. Within each set of comments, the comments from White Center groups are placed at the beginning; Boulevard Park group comments follow the White Center comments.

English speaking groups can be distinguished by their titles: Faith, Business, Local residents, youth, Park Lake, African American, American Indian. The other groups were conducted in the languages of their members. Their comments were translated into English by the DSHS LIST team and their contractors.



## NEIGHBORHOOD SAFETY

*“We are teaching kids they are not important if we don’t protect them.” (Faith-based)*

*“No trust between neighbors, cannot live happily.” (Eritrean)*

### WHY ARE SAFE NEIGHBORHOODS IMPORTANT TO THE FUTURE OF YOUNG PEOPLE ?

#### ADULTS AND KIDS SHOULD BE AND FEEL SAFE OUTDOORS AND IN THEIR NEIGHBORHOOD.

- *People should feel safe in neighborhoods and outdoors in community. Business*
- *We want to be safe. Oromo*
- *Not feeling scared. Refugee Youth*
- *Want my child to walk to 7-11 and feel safe. Local residents BP*
- *Because we want family, neighbors and property to be safe. Local residents BP*
- *Safe environment. Youth BP*
- *Lower crime rates. Youth BP*
- *Because I wouldn’t like it if my daughter were to grow up in an environment of vandalism. BP Hispanic*

#### KIDS GOING BACK AND FORTH TO SCHOOL NEED TO FEEL SAFE.

- *Children walking to school and home in the neighborhood be safe. Pacific Islander*
- *Protect children going to and from school. Vietnamese Women*
- *Children don’t feel safe, coming back from school. Vietnamese*
- *Stories told of kids being mugged on way to school -- being afraid to go to school. Teachers and staff giving rides. Local Residents*
- *Regarding children’s safety while going to or coming from school, they face difficulties such as that of 9/11/01. We need assurance for our safety. Somali*
- *School safety -- is a big concern. BP Laotian*

#### LIVING IN A SAFE NEIGHBORHOOD GIVES PEOPLE SELF-CONFIDENCE.

- *Empowers people to be self sufficient, confident. African-American*

#### A SAFE NEIGHBORHOOD FOSTERS POSITIVE DEVELOPMENT FOR KIDS.

- *So they could grow up to be self-confident with more love for others. Bosnian*
- *If you don’t feel safe growing up, it affects you later-- examples of kids feeling bullied and having trouble later. Local residents*
- *Supports the kids on focusing on positive development. Business*
- *Young people can live better and develop mentally and physically. Bosnian*
- *Increases a chance of success. Youth*
- *To be productive. Ethiopian*
- *For kids/Teens lives. Hispanic Adult*

- *To be a good citizen. Ethiopian*
- *Influence children to be better adults. Youth BP*
- *Summary: Security is very important for a good and a brighter future of our young people. Cambodian BP*
- *Security is very important for the future of young people. Cambodian BP*

**IF THE NEIGHBORHOOD IS SAFE, PEOPLE FEEL MORE CONNECTED TO IT AND TO EACH OTHER.**

- *Greater connection. Business*
- *Fear isolates people, less community participation. Local residents*
- *Have close relationship with neighbors. Vietnamese*
- *Need to be connected with the neighborhood. Vietnamese*
- *No trust between neighbors, cannot live happily. Eritrean*
- *Empowers people to be ... supportive of community/neighborhood. African-American*
- *Social interactions of residents, drug free zone. Pacific Islander*
- *Lack of safety makes people more antisocial. Youth*
- *Need to better know each other or need the government agencies to create the opportunity for people to meet with others. Vietnamese*
- *Came from country where entire community is one big family. Everyone looks out for each other and everyone happy. Eritrean*
- *Uniting communities. Hispanic Adult*
- *Parents ideas, caring, association, taking problems from other people. Cambodian*
- *Foster more community involvement. Youth BP*
- *Educate youths to communicate and be friends with one another. Cambodian BP*
- *Make sure intervention from parents in educating young people not to disturb the neighbors. Cambodian BP*

**A SAFER NEIGHBORHOOD WOULD ALSO INVOLVE BETTER FUNCTIONING FAMILIES.**

- *Safety in the family. Vietnamese women*
- *More family attention. Youth Hispanic*
- *Keeps the family together. BP Local residents*

**IF NEIGHBORHOOD IS SAFE, PEOPLE HAVE MORE FREEDOM TO MOVE AROUND, GO WHERE THEY LIKE.**

- *Do not let children go out after 9:00 pm. Vietnamese*
- *Feel safe then they can be free to do what they want. Business*
- *Safety à children study in peace; play more freely. Vietnamese women*
- *Safety is important so kids could normally and freely play, get around, go to school, go home, and go to the store. Bosnian*
- *While going for shopping, it is usual that only some of the markets are safe. Somali*
- *Allow more freedom. Refugee Youth*
- *Cannot obtain jobs near home -- fear for safety. Eritrean*
- *Children should go straight home, not to hang around in school or other places. BP Laotian*
- *Later curfews if neighborhoods were safer. Youth BP*
- *So you don't have to worry where you go. Youth BP*

- *Without safe neighborhoods -- where do you go? Youth BP*

**IF NEIGHBORHOOD IS NOT SAFE, KIDS CANNOT CONCENTRATE ON SCHOOLWORK.**

- *If they don't feel safe, they may not show up for school. Faith*
- *Kids who don't feel safe are distracted from school work and other things. Faith*
- *Hard to dream improved education if they get shouted in the street. Don't want to live here. Pacific Islander*
- *Changes school. Cambodian*
- *Affects the children. Vietnamese women*
- *Safety is appreciated. Children who go to school don't face any problems. Somali*
- *If not safe, kids don't want to go to school (see drug deals). BP Local residents*
- *Reflects on grades. BP Local residents*
- *Insecurity make children cannot go to school. Cambodian BP*

**IF KIDS GROW UP FEELING SAFE, THEY'LL STAY IN THE NEIGHBORHOOD TO RAISE THEIR FAMILIES.**

- *Less stress and feel safe, they'll stay in neighborhood to raise their families. Business*
- *Young people need to be and feel safe, so that they'll stay in community and raise their children in the community. Pacific Islander*
- *They will want to come back, raise family here. American Indian*
- *Would want to stay in the neighborhood as adults. Youth*
- *They learn how to raise their children in a similar environment. African-American*

**A SAFE NEIGHBORHOOD HELPS KIDS STAY AWAY FROM BAD BEHAVIOR.**

- *We want our kids to be good drug free children. Oromo*
- *Young people go by example - behavioral influences. American Indian*
- *Lack of safety à more bad elements à bad influences on children. Vietnamese women*
- *So young people could play sports and other activities which could occupy them enough not to think about crime and drugs. Bosnian*
- *To have more control so kids could not get in contact with drugs, alcohol, and cigarettes. Bosnian*
- *It is easier to be a follower than a leader. American Indian*
- *If not safe, kids join gangs to feel safe. BP Local residents*
- *To educate the children and avoid that they fall under wrong influence and end up in drug addiction. BP Hispanic*
- *To have a safer life with less evil things to learn. BP Hispanic*
- *It's very important in order to distinguish good from evil. People's innocence could make evil seem good. BP Hispanic*
- *Because the children don't know how to tell one from the other yet, to place emphasis on them so they don't fall. BP Hispanic*

**PARENTS WORRY LESS ABOUT KIDS BEING OUTSIDE IN SAFE NEIGHBORHOODS.**

- *If the place you live is good you feel good about your kids. Oromo*
- *No worries while at work. Vietnamese women*

- *So the parents would not worry about youngsters when they have to finish some businesses without them (go to shopping, go to see a doctor, to visit friends, library, playgrounds). Bosnian*
- *Fear for children to play outside or leave house. Eritrean*
- *Parents won't have to worry about their kids playing in the streets. Youth BP*

**SAFETY LEADS TO BETTER HEALTH, PEACEFUL FEELINGS, LESS STRESS, A FEELING OF SECURITY.**

- *Youth feel less stressed in safe neighborhoods. Business*
- *Peace of mind -- fell better about self -- lowers stress and stress can cause illness. Local residents*
- *Important to be safe, sense of security. Pacific Islander*
- *No worries à healthier. Vietnamese women*
- *Peace of mind. Eritrean*
- *Feeling of peace and safety. Refugee Youth*
- *More security. Youth Hispanic*
- *Builds safe community for people within. Refugee Youth*
- *Survival. Youth*
- *No car vandalism à peace of mind. Vietnamese women*
- *Not afraid to leave house and go outside. Eritrean*
- *Health - physical safety. Local residents*
- *Health. Hispanic Adult*
- *More hygiene. Youth Hispanic*
- *Feel secure when we go home. Youth BP*
- *So you are not scared. Youth BP*

**IF NEIGHBORHOOD IS SAFE, PEOPLE WILL STAY THERE OR WANT TO MOVE IN.**

- *If it isn't safe, no one will want to live here -- only people here will be those who are forced to live here. Local residents*
- *If not safe, families leave neighborhood. BP Local residents*
- *We need safe neighborhoods to attract young families to affordable neighborhood. BP Local residents*

**A SAFE NEIGHBORHOOD IS A GOOD PLACE TO LIVE IN AND VISIT.**

- *Healthy relationships, profitable tour, visit, shop, great place to live for elderly and young. Pacific Islander*
- *For the communities. Cambodian*
- *Better place to live. Youth BP*

**LACK OF SAFETY COSTS US MONEY.**

- *Impossible to own cars or anything nice without getting robbed. Eritrean*
- *Economic -- costs us all. Local residents*
- *Though there is safety, yet there is the danger of car theft. Please provide us safety. Somali*
- *There is no safety for the cars, because mine was stolen within a month. Somali*

- *There are problems, though not too many, we request safety assurance, and to stop those who create problems. Somali*
- *We don't have any major problems except for car thefts. Somali*
- *It is an incentive to increased economic opportunity. BP Local residents*
- *Keeps property values up. BP Local residents*

#### **A SAFE COMMUNITY HELPS EVERYONE IN IT TO PLAN FOR THEIR FUTURE.**

- *Young people are our future; without them we are lost. Ethiopian*
- *For our future. Hispanic Adult*
- *Hard to build positive future without a safe neighborhood. Refugee Youth*
- *Less motivation to build positive future without safety. Refugee Youth*

#### **ETHNIC DIVERSITY BOTH MAKES US STRONG AND DIVIDES US: NEEDS TO BE BUILT ON AND BRIDGED.**

- *Discussion of meaning of community -- community as a whole, or native community? American Indian*
- *Difference -- native communities know each other better and that affects feelings of safety. American Indian*
- *Language barrier limits relation with neighbors. Vietnamese*
- *Ethnic diversity can be isolating to the subgroup. Local residents*
- *Discrimination is part of the reason the neighborhood feels unsafe. Hispanic Adult*
- *A need to reach out across cultural and language boundaries to strengthen community. Local residents*
- *Safety is important for every nationality (All ethnics group). Cambodian*
- *A need to blend languages and cultural barriers. Park Lake*

### **COMMENTS ON DATA; CAUSES OF PROBLEMS**

#### **THE DATA AND ITS MEANING.**

- *Crimes happened frequently and not many criminals are arrested. Vietnamese*
- *Arrests are not good measure of safety -- opinions are. Local residents*
- *Older kids feel less safe -- adults? Other kids? Local residents*
- *Arrest rates are low in WC and BP because police resources are very low, not because crime is low. Local residents*
- *Proud of this community -- feels problems are exaggerated. Local residents*
- *Best data seen. Park Lake*
- *Arrest rates are too high in BP and WC. BP Laotian*

#### **SAFETY IS A COMPLEX PROBLEM.**

- *All issues are interconnected, a vicious circle. Local residents*
- *Safety/nonsafety is a symptom of other things going on. Faith*

**CAUSES OF YOUTH FEARS: GANGS, BULLIES AND DRUG SELLING MAKE YOUTH FEEL UNSAFE.**

- *Less drugs, violence. Youth Hispanic*
- *Gang intimidation. Business*
- *Lack of adult supervision after school. Business*
- *Bullies have guns now -- level of violence is higher. Local residents*
- *Scary what is between home and middle school. Local residents*
- *In 8th and 9th grade groups pick on them. Park Lake*
- *In 8th and 9th grade drug selling. Park Lake*
- *Peer pressure. American Indian*
- *Results in anger. Faith*
- *There are too many bad people (gangs) in my neighborhood in the last couple of years. BP Laotian*
- *Evergreen has the biggest group of boy and girl gangs. BP Local residents*

**CAUSES: SCHOOLS ARE TOO BIT AND TOO FARAWAY, AND CANNOT HANDLE THE YOUTH'S PROBLEMS.**

- *Parents often cannot drive kids to school. Local residents*
- *School populations are too big to handle problems expressed by kids. Park Lake*
- *All kids crowded in one school, on busses from far away, sitting for long time on busses. Park Lake*
- *My children go to school in other areas. BP Laotian*

**CAUSES: OUR COMMUNITY LOOKS AND FEELS UNSAFE.**

- *Walking in the evening, buildings with bars, how our neighborhood LOOKS unsafe. Pacific Islander*
- *Bars on buildings (16th Avenue). Hispanic Adult*
- *Could make the neighborhood with social problems. Youth*
- *Neighborhood is judged by errors - teachers have a big responsibility. American Indian*
- *Dirty streets (no security). Hispanic Adult*
- *Younger residents negative image of WC needs to change. Local residents*

**WHAT PARTNERSHIP ACTIONS COULD HELP MAKE THE COMMUNITY SAFER?**

**SOLUTIONS: MORE HEALTHY ACTIVITIES AND PLACES FOR KIDS.**

- *More community activities. Eritrean*
- *Need more activities for kids to do. Business*
- *After school programs. Hispanic Adult*
- *Sports. Hispanic Adult*
- *Free activities. Hispanic Adult*
- *Work program for teens. Hispanic Adult*
- *Provide youth centers for kids where they can socialize with other ethnicities and get to know value of each other. Bosnian*



- *Boys & Girls Club, community center staff -- attitude, dress code, be professional, walk and talk. Pacific Islander*
- *Increase community centers workshops. Youth Hispanic*
- *Good community center so our children have some place to go ("Log cabin"). Pacific Islander*
- *More facilities for youth. Eritrean*
- *Community center. Local residents*
- *More community centers. Hispanic Adult*
- *The largest meeting facility seats 20 people. BP Local residents*

**SOLUTIONS: COMMUNITY ORGANIZING TO DECREASE VIOLENCE, BULLYING, INTIMIDATION.**

- *To have more youth groups to stop violence. Youth Hispanic*
- *Used to be community pressure to deal with bullies. Local residents*
- *Participation of parents, parental involvement. Park Lake*
- *Stop the violence. Youth*
- *SAVE (Students against Violence Everywhere). Youth*
- *MAVIA (Mothers Against Violence In America). Youth*
- *Parents should participate in school meetings. BP Laotian*
- *Kids feel unsafe and we don't know what action to take! BP Local residents*
- *Need to stop bullying and stop gangs. BP Local residents*
- *need to interact with schools and talk with the children to see what is going on. BP Local residents*

**SOLUTIONS: COMMUNITY NEEDS TO GET ORGANIZED AROUND THIS ISSUE.**

- *Need group effort to effect change. Local residents*
- *Need to take responsibility for our own community. Take pride, take control. Local residents*
- *Use schools to organize community, distribute info. Local residents*
- *Getting our people involved in different committees. Pacific Islander*
- *More community forums. Eritrean*
- *Get community involved in safety. BP Local residents*

**SOLUTIONS: MAKE SAFETY MORE IMPORTANT.**

- *Safety needs to become a highest VALUE. Faith*
- *More motivation in participating. Hispanic Adult*
- *Increase safety for MY community. Oromo*
- *Safety is a result of lack of agreement on what is right, wrong, ethnical. Faith*

**SOLUTIONS: BLOCK WATCHES, CITIZEN PATROLS.**

- *Funding is lost for programs like Block watches. Local residents*
- *Important to have safe neighborhood, block watches will know who their neighbors are. Pacific Islander*
- *Know each other in the block watch and protect everyone, scare off the drug dealers. Pacific Islander*
- *Neighborhood watch. Local residents*

- *Block watches. Local residents*
- *Citizen patrol working with police. Local residents*
- *Neighborhood Watchers. Hispanic Adult*
- *Neighborhood watch. Eritrean*
- *Block watches. Park Lake*
- *Block watches. BP Local residents*
- *Citizens patrol (walking the block). BP Local residents*
- *To designate one person per block to keep watch, but get to know each other among neighbors. BP Hispanic*

**SOLUTIONS: MORE POLICE STOREFRONTS WITH COMMUNITY/POLICE INVOLVEMENT.**

- *Need better relations with police. Local residents*
- *Bringing police precinct to decrease crime, grafitti -- need one or two more storefronts. Local residents*
- *White Center storefront has community service officers, also in BP. Local residents*
- *People of some cultures are afraid to participate with police. Local residents*
- *Community partnership with King County Sheriff's office. BP Local residents*
- *Store fronts in every neighborhood, volunteers there 3-5 pm. BP Local residents*

**SOLUTIONS: MORE AND IMPROVED POLICE PRESENCE.**

- *More police involvement. Eritrean*
- *More police. Youth Hispanic*
- *Not enough police/security. Hispanic Adult*
- *Lack of police resources inhibits other services like EMS, fire. Local residents*
- *The police network needs to be re-enforced. Vietnamese*
- *Number 1 priority is police re-enforcement. Vietnamese*
- *People need more help and guidance from the Police. Vietnamese*
- *The police do not do enough to protect people. Vietnamese*
- *Social crime rate is better than previous years thanks to the presence of a police station in the area. Vietnamese WC*
- *Park Lake II needs more police stations. Vietnamese*
- *More police patrolling and involvement in the community. Pacific Islander*
- *More police. Local residents*
- *More police/securities. Hispanic Adult*
- *More police/security. Park Lake*
- *Increase \$ for security issues. Park Lake*
- *In some cultures, police are the enemy. Cops could wave, greet, be friendly and warm. Local Residents*
- *More Security Campaign. Hispanic Adult*

**SOLUTIONS: IMPROVE STREETS AND SIDEWALKS, AND STREET LIGHTING.**

- *More street lights. Local residents*
- *Better lighting. Park Lake*
- *More lighting in streets. Hispanic Adult*

- *Not enough lights in the streets. Hispanic Adult*
- *Sidewalks. Local residents*
- *More sidewalks, crosswalks, lighting, traffic lights, signs. Pacific Islander*
- *Transportation made more accessible. Business*
- *For safe streets, fewer accidental injuries. BP Local residents*
- *Crosswalks -- like 16th Ave SW, 4th Ave SW. BP Local residents*
- *Lighting. BP Local residents*
- *Pedestrian area (painting). BP Local residents*
- *Sidewalks like 4th avenue). BP Local residents*
- *Roadways and pedestrian walks -- sidewalks and crosswalks need to be painted, and we need more. BP Local residents*

**SOLUTIONS: STRICTER LAW ENFORCEMENT.**

- *Curfew. Hispanic Adult*
- *Patrolling school hours. Hispanic Adult*
- *More strict enforcement. Hispanic Adult*
- *King County improve code enforcement, enforce existing laws. BP Local residents*
- *Crack down on drugs. Pacific Islander*

**SOLUTIONS: EDUCATION ON SAFETY ISSUES FOR ALL GROUPS.**

- *Education on safety issues (car thefts) for residents. Park Lake*
- *Cross cultural education on crime and safety issues. Park Lake*
- *Bilingual programs for youth in safety. Oromo*
- *More training for crime preventions. Pacific Islander*

**SOLUTIONS: INCREASE REPORTING OF CRIMES.**

- *Need to get over fear of retribution. Police and community leaders can help persuade and educate. Local residents*
- *Need to be able to relate ethnicity, language when making a report. Folks need reassurance of confidentiality. Local residents*
- *Increase communication about where, when, what is available (who do you call for abandonment, suspicious activity etc). Local residents*
- *Contact person or clearing-house for information. Local residents*

**SOLUTIONS: CLEAN UP PUBLIC ENVIRONMENT (LITTER, GRAFFITI, ETC).**

- *Plan for less garbage. Hispanic Adult*
- *Remove abandoned vehicles. BP Local residents*
- *Improve walkways -- cut back bushes, cleanup. BP Local residents*
- *Improve visual appearance of Boulevard Park. BP Local residents*

**SOLUTIONS: BETTER COMMUNICATIONS -- MORE INFORMATION, LESS FOCUS ON FEAR.**

- *Be informed of what's going on in community. Pacific Islander*
- *Improve communications. Local residents*
- *More communication. Hispanic Adult*

- *Guns hookers bad image. Local residents*
- *News instills fear. Put pressure on media to balance reporting. Local residents*
- *If there's more communication there could be more respect and less bad options. BP Hispanic*
- *Knowing the things could improve the neighborhoods and it's people. BP Hispanic*

**POSSIBLE OTHER ACTIONS TO IMPROVE SAFE NEIGHBORHOODS.**

- *Program like National Night Out. Pacific Islander*
- *More computers available to community. Pacific Islander*
- *It needs to start at home, then we need less government intervention. Faith*
- *Be aware of strangers.*



## WORK AND EARNINGS

*“What made this country! Worked for themselves, small businesses were important.” (Park Lake)*

*“More financial security for the children” (Vietnamese Women)*

### **WHY IS EARNING MORE EACH YEAR IMPORTANT TO THE FUTURE OF YOUNG PEOPLE?**

#### **IF BUSINESS INCOME GOES UP, MORE PEOPLE HAVE JOBS.**

- *Need to lure employers so folks can work here at more the minimum wage. Local residents*
- *You need \$12 hour minimum to live here, but you can't earn that much here. Local residents*
- *How to raise earnings is the questions. Usually we change employers, go out of area. Local residents*
- *Need family wage jobs in community. What has WC/BP been bypassed? Local residents*
- *There are businesses that thrive near airports but none come here. Local residents*
- *No one promotes WC/BP, facilitates relocation. Local residents*
- *Rent, land is cheaper on East side. Local residents*
- *Business investment to the community will create more jobs. Pacific Islanders*
- *Businesses taxed out of business e.g. casinos went from 10% to 20%. BP Local Residents*
- *Businesses employ people who would otherwise be on welfare. BP Local Residents*
- *What made this country! Worked for themselves, small businesses were important. Park Lake*

#### **IF NEIGHBORHOOD INCOME GOES UP, BUSINESS SALES WILL IMPROVE.**

- *Money recycles through community. Youth Refugee*
- *Prosperity of family and community. Pacific Islanders*
- *90% of kids get free or reduced lunch. BP Local Residents*
- *One-owner business: the area is low-income, therefore the businesses here do not prosper. BP Laotian*
- *Low-income persons: a lot of unemployed people, including retirees. BP Laotian*

#### **EARNING MORE GIVES US MORE SELF-ESTEEM.**

- *Sense of accomplishment and self worth. Pacific Islanders*
- *Feel proud of themselves. Pacific Islanders*
- *Knowing that what you do is a value to society. Business*
- *Self esteem. You earn more, you feel better about yourself. Local residents*
- *Don't want to stay at minimum wage. Youth*
- *Earning more --> better self-image, better able to take care of children. BP Local Residents*

#### **EARNING MORE LETS US BUY MORE STUFF.**

- *To buy anything you need. Youth Hispanic*
- *For vacations. Youth Hispanic*
- *To have fun. Youth Hispanic*
- *For emergencies. Youth Hispanic*
- *For funerals. Youth Hispanic*
- *To live better. Bosnian*
- *If you want to do something, you have to have money. Youth*
- *To help the needy. Youth Hispanic*
- *For a better life. Eritrean*
- *To have a better living condition. Ethiopian*
- *Want a higher standard of living than parents. Youth*
- *Don't want to struggle -- worry about bills. Youth*
- *Have a job à to better live. BP Cambodian*
- *If people were to earn well, and were well nourished, would have a better life, with dignity. BP Hispanic*

#### **EARNING MORE LETS US TAKE CARE OF OUR FAMILIES BETTER.**

- *Parents use gifts to make up for lack of time, which demands more income. Local residents*
- *To have good relationships with the kids by giving them what they want to do -- I have to make good money. Oromo*
- *Materialism isn't everything, but to do the extra things is important to families. Business*
- *To buy nicer homes, better education, healthcare. Local Residents*
- *As kids get older they take more \$ to raise. Local residents*
- *To help the family. Youth Hispanic*
- *Support family. Hispanic Adult*
- *Meet the future needs of the children. Women-Vietnamese*
- *Helps parents. Youth*
- *Makes it easier for parents when kids pitch in. Youth*
- *Pay for food and necessities. Youth Refugee*
- *Income is needed to raise a family. Youth Refugee*
- *Enable you to provide more for kids -- athletics, health care, arts, clothes. BP Local Residents*
- *Important to have job -- to have a home, to take care of family, have a computer for kids (digital divide). BP Local Residents*

#### **EARNING MORE ALLOWS US TO INVEST MORE IN EDUCATION.**

- *Better schools. Hispanic Adult*
- *Better education. Hispanic Adult*
- *Better services. Hispanic Adult*
- *School for children. Hispanic Adult*
- *Private schools. Hispanic Adult*
- *For your school needs and go to college/university. Youth Hispanic*
- *More education -- need \$ to get education and need savings. Park Lake*
- *Scholarships do not cover everything, need savings for education. Park Lake*

- *Supports children's education. Youth Refugee*
- *Participate in schools. Hispanic Adult*
- *Our young people need more education, better job to boost economy in area. BP Laotian*
- *For a better education. BP Hispanic*

**EARNING MORE CREATES MORE FAMILY SECURITY AND STABILITY.**

- *Creates more family stability. Local Residents*
- *More financial security for the children. Women-Vietnamese*
- *Inheritance for the better success of the children. Women-Vietnamese*
- *Financial stability. Eritrean*
- *Important to have job -- to have a home, to take care of family, have a computer for kids (digital divide). BP Local Residents*
- *For a better economic stability. BP Hispanic*

**EARNING MORE ALLOWS US TO BUY A HOUSE IN THE FUTURE.**

- *To buy a house à future of the children. Women-Vietnamese*
- *Higher level of ownership. Pacific Islanders*
- *Own homes. Hispanic Adult*
- *To buy a house. Hispanic Adult*
- *Higher earnings mean more money in the bank, and home ownership. Youth Refugee*
- *Hope that future will be better -buy a house, American dream. BP Local Residents*
- *Apprenticeship programs. BP Local Residents*

**EARNING MORE GIVES US HOPE IN THE FUTURE.**

- *Sense of progress. Business*
- *Sense of hope for the future. Business*
- *Make more \$ to provide security in the future. Pacific Islanders*
- *Hope -- avoids getting into a "stuck" mentality. Faith group*
- *Provides motivation to plan for future. Faith group*
- *Without opportunities, kids give up. Local residents*
- *More opportunity. Business*
- *Young people need something to look forward to -- to shoot for. BP Youth*
- *Hope and effort. BP Local Residents*

**LETS ME KEEP UP WITH THE COST OF LIVING.**

- *It is very important to have more earning every year, so that I can afford the expenses that go up every year. Oromo*
- *COLA increase every year, need to prepare for the future. Pacific Islanders*
- *Maintain a standard of living. American Indian*
- *To keep up with inflation (especially rent!). American Indian*
- *If your wages are low, you can't keep up with inflation. Local Residents*
- *Things go up in price. Hispanic Adult*
- *You have to keep up with the cost-of-living. Local residents*
- *As we get older we have more responsibilities -- more things to pay for. Youth*

- *Except for COLA, earning more isn't important. Youth*
- *Prices go up -- want to keep pace. Youth*
- *Because we're going to need more \$. BP Youth*
- *Everything gets more expensive. BP Youth*
- *Because of inflation, and minimum wage isn't enough. BP Hispanic*
- *Costs rises each year, and oftentimes income does not. BP Hispanic*

**EARNING MORE ISN'T IMPORTANT TO EVERYONE.**

- *Isn't important to everyone. Faith group*
- *It's not important. Local Residents*
- *Except for COLA, earning more isn't important. Youth*
- *I don't think it is important to young people to earn more. BP Youth*

**SUPPORTS THE WORK ETHIC.**

- *Motivates them to work more than welfare. Pacific Islanders*
- *Work ethic. Pacific Islanders*
- *The value of their community. Pacific Islanders*
- *To provide an incentive to do better. American Indian*

**IF YOUNG PEOPLE EARN MORE EVERY YEAR, THEY WILL HAVE MORE CHOICES.**

- *So they can do what they want and what they like. Bosnian*
- *So they can provide for their own education. Bosnian*
- *So they would be successful in life. Bosnian*
- *So they can start their own business. Bosnian*

**TO HELP MY RELATIVES OUT OF THEIR COUNTRY.**

- *To help relatives out of the country. Hispanic Adult*

**TO HELP BUILD UP A BUSINESS OF OUR OWN.**

- *Have a good job à can save up more money for other businesses. BP Cambodian*
- *Should create more good jobs in community. BP Cambodian*

**TO EARN ENOUGH TO GET OFF STATE ASSISTANCE.**

- *Opportunity to have more freedom and self-sufficiency. Eritrean*
- *Cannot be self-supported if not enough income. Cambodian*
- *Having a job à self-supporting, not rely on other or State assistance and can live in dignity. BP Cambodian*



#### **EARNING MORE SUPPORTS THE COMMUNITY.**

- *Support community. Business*
- *Supports community when people get paid more. Youth Refugee*
- *Improve the neighborhood. Hispanic Adult*
- *To help the economy. Hispanic Adult*
- *Less poverty/homeless. Hispanic Adult*
- *More security. Hispanic Adult*
- *Less theft. Hispanic Adult*
- *Less vandalism. Hispanic Adult*
- *Middle class is shrinking - prices go up, but not proportionate to salaries. BP Youth*
- *If people made more \$ and staying instead of moving out to other neighborhoods this would be a better place. BP Youth*

#### **EARNING MORE HELPS WITH OTHER LIFE ASPECTS.**

- *More income alleviates all other problems we discussed. Local Residents*
- *Working and not getting in trouble. Pacific Islanders*
- *Enables one to live closer to work, reduce commuting. Local residents*
- *Not enough \$\$, therefore liquor. Park Lake*
- *Poverty perpetuates crime -- makes it more attractive. BP Youth*

#### **EARNING MORE PERMITS MORE COMMUNITY PARTICIPATION.**

- *More participation. Hispanic Adult*
- *More communication with the teachers. Hispanic Adult*
- *Making more \$ releases stress and makes people more willing to get involved in community. Local Residents*
- *More participation in the community. Hispanic Adult*

#### **OTHER POINTS**

- *When you earn more money you can spend more time with children. Youth*
- *Get involved with the children. Hispanic Adult*
- *Job pay less. Cambodian*
- *Better jobs. Hispanic Adult*
- *Better income. Hispanic Adult*
- *More socialism. Hispanic Adult*
- *Learn rules of USA. Hispanic Adult*
- *Learn our rights. Hispanic Adult*
- *Stop discrimination. Hispanic Adult*
- *To become a citizen. Hispanic Adult*

## HAVE ADULTS IN YOUR LANGUAGE GROUP BEEN ABLE TO ATTEND ENOUGH ENGLISH CLASSES TO HELP THEM FIND A JOB AND GET CONNECTED HERE?

### NO – NEED MORE AVAILABILITY

- *No -- need more classes!*
- *No, need more availability. Business*
- *Yes but it is not big enough. Eritrean*
- *Long waiting lists. Eritrean*
- *In our group, we have many adults who would like to study English in order to find a better job. BP Cambodian*

### NO – SOME OF US ARE NOT ABLE TO ATTEND OR BENEFIT FROM THE CLASSES.

- *Material life does not allow to participate in necessary classes or additional English classes. Women-Vietnamese*
- *I am not able. Bosnian*
- *I think no one was able to do it. Bosnian*
- *Not willing to go to school. Cambodian*
- *Getting older. Cambodian*
- *No experience in studying. Cambodian*

### SOMETIMES THE CLASSES DON'T HELP MUCH

- *They don't have much help. Youth Hispanic*
- *They don't program them well. Youth Hispanic*
- *They don't explain well to them. Youth Hispanic*
- *There's discrimination against Latino people in English classes in schools. Youth Hispanic*
- *Sometimes they get confused with classes. Youth Hispanic*
- *Sometimes I feel bad with non-understanding teachers. Youth Hispanic*
- *Important for adults to get classes. BP Youth*
- *Depends on kind of encouragement they get from family/native community here. BP Youth*
- *My cousin 65 years old took English for three years but got nothing out of the class. BP Laotian*

### YES.

- *Refugee F.S. helps me get jobs. Oromo*
- *Yes, I am in ESL class. Oromo*
- *Satisfactory. Women-Vietnamese*
- *His/her mother went to classes and she's been doing fine. Youth Hispanic*
- *Yes. Ethiopian*
- *Yes, it was necessary to learn English in order to communicate with supervisors. BP Hispanic*
- *Yes; intensive English. It's necessary in order to perform better in life. BP Hispanic*
- *Yes. In Foster High School they're free. In order to obtain a job, otherwise we're treated poorly. BP Hispanic*

- *I had to take a free class near my home in order to get a job. I had to be able to understand English because there's too much abuse at work if a person doesn't know English. BP has no schools. BP Hispanic*
- *Yes, but s/he would like it if there were a school nearby. BP Hispanic*
- *I do not work, but I have taken some courses in order to comprehend. BP Hispanic*
- *I've been in U.S.A. for 30 years and had never taken a class, but I am now; I did not need to know English in order to find a job. BP Hispanic*
- *No, but he/she's going to school in order to express him/herself. BP Hispanic*
- *It's important because if we don't speak English, we're abused. BP Hispanic*

## **WHAT PARTNERSHIP ACTIONS WOULD IMPROVE EARNINGS EACH YEAR?**

### **SOMETIMES THE PROBLEM IS FINDING THE FIRST JOB!**

- *Having difficulty in finding job. Cambodian*
- *No language or employment experiences. Cambodian*
- *Some may not want to work. Youth Refugee*

### **DSHS AND OTHER GOVERNMENT PROGRAMS SHOULD SUPPORT SAVING.**

- *DSHS counts \$ saved against getting services for children. Park Lake*

### **NEED MORE HELP FINDING JOBS, BETTER JOBS.**

- *How to help us get a job. Vietnamese*
- *Create a job service office having Vietnamese worker. Vietnamese*
- *Need people telling us how to find a job. Vietnamese*
- *Must accept job within your skill capability. Vietnamese*
- *Need a stable job. Vietnamese*
- *Be realistic and accept the job that fits your skills to get more experience. Vietnamese*
- *Age and language barriers. Vietnamese*
- *Create jobs. Vietnamese*
- *Local folks should have the priority to new job openings, if any. Vietnamese*

### **OTHER SERVICES HELP SUPPORT EMPLOYMENT.**

- *BOC available. Park Lake*
- *DSHS high concentration -- highest in state - when make \$, lose benefits. Park Lake*
- *Disabled do not make \$. Park Lake*
- *Food stamps low \$. Park Lake*

### **INVEST IN MORE ENGLISH CLASSES.**

- *More English language and other adult education classes. Eritrean*
- *English classes & ESL classes FOR CREDIT. Youth Refugee*
- *Should create more ESL classes for LEP clients. BP Cambodian*
- *Language classes. BP Youth*
- *140 people on waiting lists at Highline Community College. Park Lake*

- *Not enough classes offered. Eritrean*
- *Not enough people who study English or highly educated English people. Cambodian*
- *All English speakers think not enough. BP Local Residents*
- *We need a lot of help in this area. BP Laotian*
- *Need free classes. Business*
- *Need more classes - wait lists in many places. Business*
- *Not enough yet. Women-Vietnamese*
- *There's a need for instruction in English. Youth Hispanic*
- *Huge demand for ESL, but no money. Long wait list; people can't pay themselves. Local residents*
- *Not enough ESL classes that are free, close to home. Do not have to be formal, certified classes. Need "conversation" groups too. Local residents*

#### **WORK AND LEARNING ENGLISH CONFLICT.**

- *We learn the language through our jobs, not before. Bosnian*
- *We should be able to go to school and learn the language so we could use our skills and experiences from our countries. Bosnian*
- *The money we get through Welfare is not enough to pay for rent and food. Therefore, we are forced to accept any job, very often - cleaning jobs, our skills are not utilized and we are unhappy. Bosnian*
- *Nobody cares if we learn the language or not, but to get us jobs as soon as possible and to get us off Welfare. Bosnian*
- *People cannot interview or talk to coworkers. Youth Refugee*
- *Limits what you can do. Youth Refugee*
- *Age affects employment opportunities. Youth Refugee*
- *too broad, and confusing a question. BP Local Residents*

#### **WE NEED MORE OR BETTER PAYING JOBS.**

- *More jobs for teenagers and adults. Business*
- *Better paying jobs. Business*
- *Age of employment lower (14). Business*
- *More jobs to teenagers (4 times). BP Youth*
- *Higher paying teenage jobs (4 times). BP Youth*

#### **ECONOMIC DEVELOPMENT: ADD MORE LOCAL JOBS.**

- *Bring in a large company. Business*
- *Enterprise zone. Business*
- *Cottage industry. Business*
- *Government support of growth. Business*
- *Government out of the way of personal business (more reasonable requirements). Business*
- *Farmer's market. Business*
- *Economic development, work at ability level of most local people. Women-Vietnamese*
- *Encourage big business such as investing in local area and (provide) training. Women-Vietnamese*

- *Attract job sites/employers. Eritrean*
- *More businesses. Youth Refugee*
- *Jobs for local people. Youth Refugee*
- *More businesses. BP Youth*
- *Market as shopping district. BP Youth*
- *Commercial business incentives. BP Youth*
- *Facelift for community. BP Youth*

#### **INVEST IN MORE JOB TRAINING AND JOB FINDING HELP.**

- *Job connections and follow-up services. Oromo*
- *Work training programs. Eritrean*
- *Training programs. Business*
- *Skills vocational classes. Eritrean*
- *Job training for other languages/cultures. Youth Refugee*
- *More education, money, loans. Youth Refugee*
- *It was agreed that, when they are given enough training skills, they should look for jobs to achieve better incomes. Somali*
- *Should create more Vocational Skill Center to help train people for higher paying jobs. BP Cambodian*
- *Training programs. BP Youth*

#### **HELP PEOPLE TO START THEIR OWN BUSINESSES**

- *It is important to our community to have their own business. Pacific Islanders*
- *Not much incentive for our community. Pacific Islanders*
- *Other Asians benefit on us. Pacific Islanders*
- *Encourage our people to go into the business. Pacific Islanders*
- *Need education, training how to create business. Pacific Islanders*
- *White Center will benefit from us if we begin our own business. Pacific Islanders*

#### **MORE CHILDCARE CLOSE TO WORK.**

- *More childcare centers on and off jobsites. Eritrean*
- *Need childcare and transportation -- both being cut. Park Lake*

#### **BETTER PUBLIC TRANSPORTATION.**

- *Better public transportation for low-income families. Eritrean*
- *Need childcare and transportation -- both being cut. Park Lake*

#### **OTHER COMMENTS**

- *Place for community center. Youth Refugee*
- *Legislation. BP Youth*
- *State parks. BP Youth*
- *More \$ to teachers. BP Youth*
- *Create more equality in placement of projects. BP Youth*
- *Support KD plan to break projects into subsidized, home owned (mixed use). BP Youth*

- *Place real focus on those who don't earn much. BP Hispanic*

**POSSIBLE ACTIONS TO IMPROVE TRANSPORTATION (FIRST PRIORITY)**

- *A person waits for the bus each hour, and sometimes we miss it. It should run every half hour. BP Hispanic*
- *Transportation for Hispanic children for (ESL) because in King county there isn't any. They must be Americans otherwise the bus doesn't pick them up. BP Hispanic*

**WE ALSO NEED:**

- *Better access to pharmacies. BP Hispanic*
- *More banks in our community – we need banks because we have to go too far to cash our checks. BP Hispanic*
- *Child care for low income people. BP Hispanic*



## SCHOOLS

*“School is a field to plant youths for knowledge, well behaved, well qualified, and as good citizen in the future.” (Cambodian Boulevard Park)*

*“Children spend a lot of time at school and learn their life skills and values there.” (Local residents)*

### WHY ARE SCHOOLS IMPORTANT TO THE FUTURE OF YOUNG PEOPLE?

#### IN SCHOOL, WE PREPARE OUR CHILDREN FOR FUTURE EMPLOYMENT.

- *Have to be prepared to be in the job market. Business*
- *Without education you'll go nowhere. Business*
- *Future is based on their education. Business*
- *They need to learn if they want to have a very good job for the future. Oromo*
- *For success defined in American terms. Faith*
- *We live in a technical society -- basics are not enough for kids to complete in workplace, so schools are even more important. American Indian*
- *To find a job easier. Bosnian*
- *So child would be successful in life. Bosnian*
- *Good jobs. Hispanic Adult*
- *Help with career decisions. Hispanic Adult*
- *To know what career you will chose. Youth Hispanic*
- *To obtain a better job and a good life. Youth Hispanic*
- *Prepares them for a better standard of living. African-American*
- *To have better opportunities. Youth Hispanic*
- *Forms a better life. Youth Refugee*
- *Needed for survival in work force. Youth Refugee*
- *Education leads to future and job (3 times). Youth Refugee*
- *To get a better job. Ethiopian*
- *To have a productive life. Ethiopian*
- *Education is the key to success. BP Youth*
- *Education helps your family out (you get jobs). BP Youth*
- *To have a successful life. BP Youth*
- *Schools keep kids off welfare, get good jobs. BP Local residents*
- *The future of our children, that they acquire a career, and demand them to attend school. BP Hispanic*

#### GOOD SCHOOLS HELP OUR KIDS GET INTO COLLEGE.

- *Bad schools put kids behind in college, life. Local residents*
- *Gives our kids better opportunity to compete for good jobs, and especially good colleges and university. Pacific Islanders*

- *Good schools allow for a good education -> college -> good job. Youth*
- *To support their families and have more education. Youth Hispanic*
- *So you can get a better education later (college). BP Youth*
- *To earn scholarships. BP Youth*
- *Preparation for future ed (college etc) (4 times). BP Youth*

**IN SCHOOL, CHILDREN LEARN KNOWLEDGE FROM BOOKS.**

- *To teach the love of learning. Business*
- *Knowledge is power! Business*
- *Increase book learning and less babysitting. Local Residents*
- *To expand children's horizons and options. Local Residents*
- *To have knowledge from the past, and prepare for the future. Youth Hispanic*
- *Need education to understand what is going on. African-American*
- *School is a field to plant youths for knowledge, well behaved, well qualified, and as good citizen in the future. BP Cambodian*
- *They're taken so they can learn new and good things. BP Hispanic*



**IN SCHOOL, CHILDREN LEARN MORAL BEHAVIOR AND VALUES.**

- *Children spend a lot of time at school and learn their life skills and values there. Local Residents*
- *Need of morals education (respect teachers, parents, elderly people). Vietnamese Women*
- *To learn the virtues of life. Bosnian*
- *So child would learn what is right and what is wrong, and he/she would stay away from bad things. Bosnian*
- *Teachers can be effective at turning around troubled kids. Local residents*
- *School discipline should be strictly enforced. Cambodian*
- *Schools provide moral values. BP Local residents*

**IN SCHOOL, OUR CHILDREN LEARN TO CONNECT THEIR KNOWLEDGE TO THEIR HEART AND SOUL.**

- *For personal wisdom. Hispanic Adult*
- *To be creative. Bosnian*
- *Education must have a personal meaning. American Indian*

**IN SCHOOL, OUR CHILDREN LEARN DISCIPLINE, TEAMWORK, SOCIAL SKILLS.**

- *Gives kids a place to learn responsibility, discipline, teamwork. Local Residents*
- *To learn how to be part of team and not to be selfish. Bosnian*
- *To be more flexible with other people when interacting with them. Bosnian*
- *Develop social ties and give orders. Youth*
- *Teaches responsibility. Youth*
- *Disciplinary skills learned. BP Youth*



**IN SCHOOL, OUR CHILDREN LEARN TO BE GOOD CITIZENS.**

- *To be a good citizen. Ethiopian*
- *School is a field to plant youths for knowledge, well behave, well qualify, and as good citizen in the future. BP Cambodian*
- *Learn to be good working citizens. BP Local residents*

**IN SCHOOL, OUR CHILDREN LEARN TO MAKE MORE THOUGHTFUL DECISIONS.**

- *Education makes you more aware of the world -- make good or better decisions. Youth*
- *To grow up mature person. Bosnian*
- *Gives chance to grow in ways. Youth*
- *Teaches you to be a well rounded persons. Youth*
- *Provides good problem solving, thinking skills. BP Youth*
- *Have a goal to reach and you can follow thru with it. BP Youth*

**IN SCHOOL, OUR CHILDREN DEVELOP FRIENDSHIPS.**

- *Creates friendships and bonds. Youth*
- *Helps develop social skills. BP Youth*

**IN SCHOOL, OUR CHILDREN LEARN TO GET ALONG WITH PEOPLE DIFFERENT FROM THEMSELVES/THEIR FAMILIES**

- *To meet new people and new cultures. Bosnian*
- *To establish better cultural and communicational relationships with the world around consisting of different cultures. Bosnian*
- *To learn to understand different cultures and to love and understand each other. Bosnian*
- *Diversity allows for a more rounded education -- personal talents. Youth*
- *To learn to respect others. Bosnian*
- *Schools teach how to act in community (2 times). BP Youth*

**BY SUCCEEDING IN SCHOOL, OUR CHILDREN BUILD SELF-ESTEEM AND GAIN RESPECT.**

- *Respect. Hispanic Adult*
- *More education gains respect. Youth Refugee*
- *Self esteem. Hispanic Adult*
- *Gives confidence and self esteem. BP Local residents*

**IN SCHOOL OUR FUTURE COMMUNITY LEADERS ARE EDUCATED.**

- *It is important to keep in mind they are our future leaders so they need to be well educated. Pacific Islanders*
- *How kids will become leaders in the community. Park Lake*
- *To be useful to himself/herself and community. Bosnian*
- *Without education and own own educated representatives, we lost land and treaty rights. American Indian*
- *Education is very important for your self and someone that lives around you. Help yourself and the community. Oromo*

- *Children are our future. BP Local residents*
- *They are going to be the leaders. BP Local residents*

**BEING IN SCHOOL KEEPS CHILDREN OUT OF TROUBLE.**

- *If you are in school you don't have time for bad things. Oromo*
- *Healthy behavior, to socialize, get education, partnership to devote time, energy to school, get the benefit of healthy behavior and good education. Pacific Islanders*
- *To stay busy with school and away from street. Bosnian*
- *Free of vice. Hispanic Adult*
- *To keep youth off the streets. Youth Hispanic*
- *Less vices. Hispanic Adult*
- *More habits. Hispanic Adult*
- *We want the children to be taken care of. Somali*
- *We know our children are cared for, but we need more emphasis on it. Somali*
- *We really need care for the children while at school. Somali*
- *School is a field to plant youths for knowledge, well behaved, well qualified, and as good citizen in the future. BP Cambodian*
- *It's the preparation for life, based in what the children learn. It helps them to be better and removes them from so many temptations. BP Hispanic*

**GOOD SCHOOLS PREPARE KIDS FOR THE FUTURE.**

- *A foundation for the future. Local Residents*
- *Youth future. Women-Vietnamese*
- *For the future in school. Hispanic Adult*
- *School help me to be wanna be in the future. Pacific Islanders*
- *Kids are the future. Local residents*
- *Beginning of the future. Youth*
- *schools allow a future for kids. Youth*
- *Future. Hispanic Adult*
- *It is where kids learn skills, behavior they need as adults. Local residents*
- *Prepares them for the world! School + home/begin at home!!!! Park Lake*
- *Healthy school environment can change a child's outlook and future. Local residents*
- *Need to be taught English to help support their future. Business*
- *Without an education, there is no future for them. BP Hispanic*



**GOOD SCHOOLS MAKE FOR GOOD COMMUNITIES.**

- *Good school makes the school district attractive to the outside. Pacific Islanders*
- *Low graduate rate = less educated. Eritrean*
- *Community = deterioration of community. Eritrean*
- *Education to increase community's economic strength. Local Residents*
- *Schools are a good place to affect change in a community. American Indian*
- *Schools are community centers. Local Residents*
- *Schools are an absolute basic element of the community. Local residents*

- *Helps the literacy rate. BP Youth*

#### **OTHER REASONS SCHOOLS ARE IMPORTANT.**

- *Time spent learning in school is more than in the family. Vietnamese Women*
- *Youth programs. Hispanic Adult*
- *Government cannot solve all problems, need to start at home, community. Park Lake*
- *SROs- keep SROs. BP Local residents*
- *It's like their second home. BP Hispanic*

#### **SCHOOL LEARNING NEEDS TO BE BALANCED AND INTEGRATED WITH CULTURE, COMMUNITY AND FAMILY**

- *Elders have always realized that education is valuable to getting along in society. American Indian*
- *History of education not good with native -- missionary, boarding schools, etc -- but now it is all important. American Indian*
- *Education must be in context (for self betterment, for a cause, for community). American Indian*
- *Education must be in balance -- not losing family, culture, community and a sense of place. American Indian*

#### **MULTICULTURAL BACKGROUNDS MAKE PARENT-SCHOOL-STUDENTS RELATIONSHIP COMPLICATED.**

- *Lack of language à children have no respect. Vietnamese Women*
- *Kids are more acculturated than parents, have more authority. Local residents*
- *Children important because they teach adults, if parents, if from other countries, everybody's problem. Park Lake*
- *Parents who don't speak English often can't help kids. Local residents*
- *Many languages make parent help even harder to do. Local residents*
- *Parents want to help but don't know how and language is a barrier. Eritrean*
- *Community is diverse (action groups are not!). BP Local residents*
- *Parents not speaking English can't help with homework. BP Local residents*
- *70 languages -- send notes home with only two languages. BP Local residents*
- *Kids feel discriminated in school, not be dealt fairly by teachers. BP Laotian*

#### **CAUSES OF THE PROBLEMS**

##### **PROBLEM: PARENTS ARE WORKING TOO MUCH TO SPEND TIME ON CHILDREN'S SCHOOLS.**

- *Parents have 2 or 3 jobs. Vietnamese Women*
- *Parents working two jobs cannot monitor kids. Local residents*
- *Problem at home--dispute in family. Parents with low income concentrate too much on jobs and not enough on children. BP Laotian*

- *We leave our children so we can go to work; we leave them at school, and we assume they're studying, learning rules and policies at school and learn to comply with them. BP Hispanic*

## **REACTIONS TO THE DATA**

### **PROBLEM: OUR KIDS ARE DROPPING OUT OF SCHOOL.**

- *Kids who drop out are those who have behavior problems. Local residents*
- *Programs are there for kids who drop out. Local residents*
- *Kids quit school because of peer pressure (AFRAID TO GO TO SCHOOL! GANGS). Park Lake*
- *Drop out rate is higher, really. Park Lake*
- *It is important that by sending kids to school getting foundation, going for good reasons that they can't want to go school if its not safe. Pacific Islanders*
- *35% dropping out -- UNBELIEVABLE!!! BP Laotian*

### **MAYBE THE WASL ISN'T TESTING THE RIGHT THINGS.**

- *WASL may not be testing the right things. Local residents*
- *Kids have to not just get the answer, but explain how. This is hard for parents. Local residents*
- *WASL -- how is success defined. Local residents*
- *Test is not measuring what/how kids are taught. Local residents*
- *The WASL is not culturally relevant!!! African-American*
- *WASL test - problem with quality of teaching they get, and instructions not clear. Pacific Islanders*

### **OTHER REACTIONS TO THE DATA.**

- *It is scary to know the statistics, wakeup call, losing many kids to drugs. Pacific Islanders*
- *8th grade kids are rarely committed to school. Local residents*
- *Do not fully understand the school report. Vietnamese Women*
- *Drop out rate is alarming. Pacific Islanders*
- *34% low school commitment is definitely too high!! BP Laotian*
- *55% no homework help in BP is TOO HIGH. BP Laotian*
- *35% dropping out -- UNBELIEVABLE!!! BP Laotian*

## **WHAT COULD THE PARTNERSHIP DO TO HELP THE SCHOOLS?**

### **THE SCHOOLS NEED HELP SO OUR KIDS WILL DO WELL.**

- *If environment is not good limits their future prospects. Business*
- *Kids falling through the cracks. Business*
- *System not set up for teaching all kids. Eritrean*
- *It is a place away from home that we trust, function, train and equip to meet our children's needs. Pacific Islanders*

- *Some students go outside of neighborhood for better opportunities at different schools. Youth Refugee*
- *Good school à good students. BP Cambodian*
- *Should increase more quality schools. BP Cambodian*
- *Improve school in the White Center and Boulevard Park area. BP Cambodian*
- *K-12 - not just elementary -- more accountability to teach all children. BP Local residents*

**OUR SCHOOLS NEED MORE ADULTS IN THE CLASSROOMS.**

- *Lower class size. Business*
- *Teacher assistants or aides. Business*
- *Encourage more internships. Business*
- *Recruit more part-time teachers, counselors, teacher aides. Pacific Islanders*
- *Parents in classrooms to ease increased teacher/child ratio. Local Residents*
- *Smaller classes. Youth Refugee*
- *Too many kids in the classroom. Business*

**OUR SCHOOLS NEED BROADER ACADEMIC PROGRAMS.**

- *Emphasize more academic classes, activities not sports. Pacific Islanders*
- *More summer programs. Pacific Islanders*
- *Wider, broader range of classes. Youth*
- *Schools need to do more than babysit kids. BP Local residents*
- *The school stress is too much on PE. BP Laotian*

**OUR SCHOOLS NEED WORK-RELATED PROGRAMS.**

- *Job training and workshops. Pacific Islanders*
- *More hands on type classes. Youth*
- *Apprenticeships. Youth*
- *Higher technology. Youth*

**OUR SCHOOLS NEED MORE TUTORING, HOMEWORK HELP PROGRAMS.**

- *Need more tutoring, after school programs. Pacific Islanders*
- *Place where kids can get help in homework, tutoring. Pacific Islanders*
- *After school programs. Youth Refugee*
- *An after school program with someone speaking our language. Oromo*
- *Community centers for after school. Business*
- *Not enough libraries and tutoring. Eritrean*
- *An after school program with someone speaking our language. Oromo*
- *Special help when needed (e.g. math tutoring). BP Local residents*
- *We need bilingual tutors to help our children in school. BP Laotian*
- *We need to help our youth to continue studying. BP Hispanic*

**OUR SCHOOLS NEED BETTER FACILITIES.**

- *More facilities -- need more upgrades. Business*
- *Evergreen High School has no toilet seats. Youth Refugee*

- *Evergreen High School has no stall doors. Youth Refugee*
- *Evergreen High School ceiling leaks. Youth Refugee*
- *EHS heaters do not work, if they do they make noise. Youth Refugee*
- *Litter is all over the EHS campus. Youth Refugee*
- *Cleaner school and class rooms. Vietnamese Women*
- *Better buildings. Youth*
- *Improvement in school environment. Youth Refugee*
- *Nicer schools are easier to feel good about. Youth Refugee*
- *Technology -- current books, supplies, computer -- (up to date). BP Local residents*

**OUR SCHOOLS NEED MORE SUPPORT FOR BILINGUAL KIDS AND PARENTS.**

- *Bilingual support for children. Oromo*
- *Bilingual youth program. Oromo*
- *Parent-teacher conferences -- someone who speaks my language to go with me. Oromo*
- *More cultural sensitivity training for staff. Pacific Islanders*
- *Help parents participate and cooperate with the school (interpreters!). Vietnamese Women*
- *Culturally specific education. Local residents*
- *Mentoring programs need to be culturally appropriate (e.g. ethnic mentors). Disagreement expressed. Progress may depend on contact outside one's ethnic group. Local residents*
- *Kids especially need to identify with adults of own culture. Local residents*
- *An after school program with someone speaking our language. Oromo*
- *Why do Japanese Americans do better than other ethnic groups? Local residents*
- *Some teacher attitudes, need to emphasize, not so sensitive about other culture. Get bi-culture teacher who can understand the kids. Pacific Islanders*
- *There are few percent of teachers POC or specific culture that gives attention to the students.*
- *Need to get more specific culture to teacher, counselor that can understand the needs of the student. Pacific Islanders*
- *Teachers and counselors choose, select college prospects. Pacific Islanders*
- *Facing cultural identity, children become bi-cultural. Pacific Islanders*
- *Cross cultural to all teacher, second generation who can understand our culture. Pacific Islanders*
- *We need bilingual tutors to help our children in school. BP Laotian*
- *Bilingual schools are needed for Hispanic people in King County. BP Hispanic*



**OUR SCHOOLS NEED MORE PARENT INVOLVEMENT.**

- *Liaison between parents and school. Pacific Islanders*
- *Parent involvement. Pacific Islanders*
- *Need participation by parents, grandparents. Park Lake*

- *Teachers need to have relationships with parents. Park Lake*
- *Get parents participation in schools. Local Residents*
- *Identify the role of school and the role of the parent. Make clear distinctions. Faith*
- *Establish our own PTSA. Pacific Islanders*
- *Parent involvement in student's education. Local residents*
- *Schools could require some involvement of parents. Local residents*
- *But parents often need resources in order to get involved. Local residents*
- *Resident interaction with schools. Local residents*
- *Parents and teachers must cooperate to make the child disciplined. Somali*
- *Parent should ensure that the child attends school regularly. Somali*
- *If there is something preventing him from attending school we should work together to resolve the problem. Somali*
- *Teachers and parents (linked in figure 8). BP Local residents*
- *Educate parents - parental involvement important, need more parents involved. BP Local residents*
- *Parent involvement & education. BP Local residents*
- *There is no collaboration between teachers and parents. BP Hispanic*
- *We don't know what kind of school it is, because we don't know the teachers. BP Hispanic*

#### **PARENTS NEED TO HELP THEIR CHILDREN AT HOME.**

- *The better question: why do we expect our schools to assume the role of "parent." Faith*
- *Parent support also needed "do your homework!" Local residents*
- *Kids don't tell parents; parents don't know about homework. Parents need to talk to teachers. Local residents*
- *Peer pressure, but parents can listen, help at home. Park Lake*
- *School and home work. Cambodian*

#### **SCHOOLS NEED TO INFORM PARENTS OF NEEDS.**

- *Low wage, single parent, high transient levels make it hard for kids. Local residents*
- *Miscommunications between parents and schools. Eritrean*
- *School should inform parents. Cambodian*
- *Cautiousness is necessary regarding the students who don't attend school; their parents must be informed so that they should take necessary action. Somali*

#### **SCHOOLS NEED TO FOCUS ON IMPROVING THE WASL TEST SCORES.**

- *Special help to get the kids up to the WASL standard. Pacific Islanders*
- *Need to learn, pass tests, so need good teachers and equipment. Park Lake*
- *State test -- school needs to change tactic in teaching including new curriculum and flexibility to meet parents' needs. BP Laotian*

#### **SUPPORT LEVIES AND BOND ISSUES .**

- *Not enough \$\$, levies did not pass. Park Lake*
- *More money - funding. Youth*

**OUR SCHOOLS NEED BETTER TEACHERS.**

- *Better teachers-students more willing to learn. Youth Refugee*
- *Good teachers à good future. Vietnamese Women*
- *Teachers have to care. Youth Refugee*
- *Tougher screening for teachers (better personalities). Youth*
- *Better teachers (3 times!!!). Youth Refugee*
- *Better educated teachers. Youth Refugee*
- *Anger management classes for teachers. Youth Refugee*
- *Need to learn, pass tests, so we need good teachers and equipment. Park Lake*

**OUR TEACHERS NEED MORE SUPPORT AND HELP.**

- *Get more funding to make teachers get paid good. Pacific Islanders*
- *Teachers are not getting paid enough that might hinder how they teach. Pacific Islanders*
- *More support and encouragement for the teachers. Vietnamese Women*
- *Teachers need services, training. Eritrean*

**WE NEED TO DO SOMETHING ABOUT BULLYING AND SCHOOL SAFETY.**

- *Kids quit school because of peer pressure (Afraid to go to school< gangs). Park Lake*
- *Safety and security. BP Local residents*
- *Monitor bullying on playground. Playground monitors need training. BP Local residents*
- *They're afraid because of the school's bad reputation. BP Hispanic*

**OUR SCHOOLS NEED MORE COUNSELING, SOONER.**

- *Safe haven, provides counseling, support to the kids, should be part of school. Pacific Islanders*
- *Resources to teach self-esteem and leadership. Local residents*
- *More guidance counseling for all kids on a schedule. BP Local residents*

**OUR COMMUNITY NEEDS PROGRAMS FOR DROPOUTS.**

- *GED important. Park Lake homes, training in project was very important. Park Lake*
- *White center has boys and girls clubs, but BP does not. Park Lake*

**OUR SCHOOLS NEED BETTER TRANSPORTATION.**

- *Transportation availability. Business*
- *Increase school bus. Cambodian*

**OUR SCHOOLS NEED MORE ACCOUNTABILITY.**

- *More accountability -- around the board. Business*
- *Parents need to challenge teachers, school administrators to keep them focusing on important [stuff?}. -BP Local Residents*
- *Teacher and counselor accountability -- all kids not just problem kids. BP Local residents*



**WE SHOULD CONSIDER SCHOOL UNIFORMS.**

- *Uniforms. Vietnamese Women*
- *School uniform. Cambodian*
- *Because they have no uniform, anyone can enter. BP Hispanic*

**OTHER WAYS TO IMPROVE SCHOOLS.**

- *Equip the student, "sufficiently". Vietnamese Women*
- *Find out what needs are of each school. Each building is different. Local residents*
- *Better programs. Youth*
- *Have schools start later. Youth*
- *More for sports -- busses instead of carpooling. Youth*
- *Encourage school pride and self worth. BP Local residents*
- *We want nutritious food and Asian food for our children. BP Laotia*





## FAMILY-CENTERED SOCIAL SERVICES

*“Opportunity for the family to share, to demonstrate to kids that parents/community care for them.” (American Indian)*

*“Every time we tell our kids it is not good what they do ... they tell us they will call 911! “ (Bosnian)*

### **WHY ARE SOCIAL SERVICES IMPORTANT TO THE FUTURE OF YOUNG PEOPLE?**

#### **THIS IS A CRITICAL AREA AND INNOVATION IS NEEDED!**

- *Social services are very critical to the White Center. Pacific Islanders*
- *This is where this partnership can make the biggest contribution. Faith*
- *Think broadly about social services. Many can have large impact. Local residents*
- *Because schools only do part of the job. Combine schools and social services in some cases. American Indian*
- *Change the term “social services” (negative connotation) to “resources.” American Indian*
- *Agencies/resources need to be checked on. Ensure they are being run with the families best interest kept in mind. Business*
- *The people need it. Hispanic Adult*
- *Better services. Hispanic Adult*
- *Necessary and useful to people in the area. Vietnamese Women*
- *Should be a lot of effort if these services can be privately funded. BP Youth*
- *Seven people agreed that the children should be considered, cared for, and stood for their interests. Somali*

#### **FAMILY SERVICES HELP US BE LESS ALONE.**

- *They help us to socialize. Youth Hispanic*
- *So not to be alone. Youth Hispanic*
- *Gives people a chance to be heard and taken care of. Local Residents*
- *To know what they don’t know about what the outside looks like. Oromo*

#### **FAMILY SERVICES PROTECT CHILDREN FROM CHILD ABUSE AND NEGLECT.**

- *Increase child safety. Local Residents*
- *A lot of it is real. Kids are getting hurt. Local residents*
- *Need more child services (re neglect). Park Lake*
- *New Start hard to get to. Park Lake*
- *To decrease child abuse and neglect. Ethiopian*
- *Kids need to be protected from abuse. BP Youth*
- *Children abused today more likely to abuse others. BP Youth*
- *Services to reduce child abuse and domestic violence. BP Local residents*
- *Child abuse teaches lack of self worth/esteem. BP Youth*

**FAMILY SERVICES REDUCE DOMESTIC VIOLENCE & TEACH BETTER WAYS OF MANAGING ANGER.**

- *Domestic violence is disheartening. Local residents*
- *Domestic violence rate is disheartening. Eritrean*
- *Some domestic violence may be exaggerated to support divorce claims. Local residents*
- *Police are better now in responding. Park Lake*
- *To strengthen the family and keep it free of domestic violence. Ethiopian*
- *Things become overwhelming and anger is taken out on others. Youth Refugee*
- *Anger management issues. Youth Refugee*
- *DV - police response is late. Pacific Islanders*
- *Services to reduce child abuse and domestic violence. BP Local residents*
- *Lower amount of DV in homes. BP Youth*

**FAMILY SERVICES COULD HELP PARENTS AND CHILDREN DEAL WITH CULTURAL DIFFERENCES.**

- *Social services that have someone knows our cultures that can serve our community (hire our own people). Pacific Islanders*
- *So they will learn their native language. Bosnian*
- *To learn about their own culture and that of another nations. Bosnian*
- *Culture & U.S Laws. Cambodian*
- *Cambodian families don't like to divorce. Cambodian*
- *In the U.S children will take responsibility when reaching 18 years old. Cambodian*
- *Multi-ethnic. Local residents*
- *To show or invite American people to participate in Cambodian Traditional Celebrations. Cambodian*
- *Very important to share our culture. Youth Hispanic*



**FAMILY SERVICES HELP PARENTS & KIDS UNDERSTAND EACH OTHER, COMMUNICATE BETTER**

- *Provides communication between young people and adults, coming together to get some sense. Pacific Islanders*
- *So they will have the place to talk, and there will be no abyss between parents and children. Bosnian*
- *Because there is a communication gap in some cultures between parents and children. Eritrean*
- *To bring kids and parents together. Eritrean*
- *To give better understanding of whole family unit. BP Youth*
- *Live in harmony for parents and children. BP Hispanic*
- *So that the community know itself better, and to spend more time with the children. BP Hispanic*

**FAMILY SERVICES MAKE FAMILIES HEALTHIER WHICH LEADS TO BETTER COMMUNITIES.**

- *Healthy community. Hispanic Adult*
- *Healthy families = healthy community. Eritrean*

- *For health. Hispanic Adult*
- *To be able to change the future of the residents who live in the community. Oromo*
- *Healthy family, less crime, community participation, schools fall into place -- everything starts in the home. BP Youth*

**FAMILY SERVICES HELP SOLVE PROBLEMS AND PROBLEM BEHAVIOR OF KIDS.**

- *So they will be busy with something valuable and they will not have time for street. Bosnian*
- *To advise young people. Bosnian*
- *To direct them to the right path. Bosnian*
- *To direct them toward activities that will help them in life. Bosnian*
- *Gives health care and counseling to young teens. Youth*
- *Counter force to gangs and drugs. BP Local residents*
- *Help young people follow the right path - Not wasting time or doing evil things such as stealing, using drug, and alcohol etc. BP Cambodian*
- *Make young people focus on education. BP Cambodian*
- *Important to solve problems young people have. BP Youth*

**FAMILY COUNSELING SERVICES PROVIDE PROFESSIONAL HELP TO FAMILIES.**

- *To seek professional help. Youth Hispanic*
- *They are to counsel people. Youth Hispanic*
- *Counseling services. Cambodian*
- *Social workers. Eritrean*
- *Family services (but I know it professionally). Local residents*
- *Get counseling. BP Youth*
- *Counseling. BP Laotian*
- *Solving problem by a professional people. BP Cambodian*

**FAMILY SERVICES HELP FAMILIES HELP THEMSELVES AND BECOME SELF-SUFFICIENT.**

- *Helps develop work ethics. African-American*
- *To help ourselves. Youth Hispanic*
- *Better opportunities. Hispanic Adult*

**FAMILY SERVICES STRENGTHEN AND SUPPORT FAMILIES AND REINFORCE FAMILY BONDS.**

- *Provides resources for families. Business*
- *Helps families build on own strengths. Business*
- *Provides assistance, direction for families with needs. Business*
- *To be a good model to the family. Oromo*
- *It will strengthen family values and bonding. Pacific Islanders*
- *Healthy family relationship. Pacific Islanders*
- *A place where family/children can get help and education. Pacific Islanders*
- *Opportunity for the family to share, to demonstrate to kids that parents/community care for them. American Indian*
- *Expose issues in families that are unhealthy so that they can work to improve. American Indian*

- *If there were a community group whose focus it was to help parents and children. Eritrean*
- *Solving social problem for family is important for young people future. - BP Cambodian*
- *Provide help to family in crisis. BP Cambodian*
- *Lead to family strengthening. BP Cambodian*

**FAMILY SERVICES NEED TO SUPPORT CHILDREN AND YOUTH.**

- *Youth orientation. Hispanic Adult*
- *The well being of children/youth. Hispanic Adult*
- *Children to come after school for activity and counseling. Pacific Islanders*

**ALTERNATIVES/PARTNERS TO FORMAL SOCIAL SERVICES**

**EXTENDED FAMILIES AND ELDERS CAN HELP SOLVE FAMILY PROBLEMS.**

- *A negative thing to rely on services and not on family. Youth*
- *Extended families do not live nearby. Local residents*
- *The best help is to work it out in the family. Youth*
- *Natural families more important than social services. Local residents*
- *Invite families to join meal together. Cambodian*
- *Culturally solving the problem. Cambodian*
- *Domestic violence - we still use our elderly to help solve family problems. BP Laotian*

**FAITH GROUPS ARE INPORTANT AND SOMETIMES BETTER FOR FAMILIES.**

- *Church is important! Park Lake*
- *Faith gives people encouragement to come together as a family. Local Residents*
- *Catholicism, churches. Vietnamese Women*
- *!!Churches. Pacific Islanders*
- *Faith based services. Local residents*
- *They can go to their church to seek counseling. Youth Hispanic*
- *Faith based organizations provide a lot of counseling, parenting training, etc. American Indian*
- *Buddhist Temple. Cambodian*
- *Churches are better. BP Local residents*
- *Go to church. BP Youth*
- *Khmer Temple. BP Cambodian*

## CAUSES OF FAMILY PROBLEMS

### CAUSES OF FAMILY PROBLEMS.

- *This community needs these services more than others because of 1) economic necessity and 2) family dysfunction. Faith*
- *Because families are not as close or as large, social services replace extended family. Local Residents*
- *Parents work more -- too busy to raise kids. Youth Refugee*
- *Alcohol causes bad relationships -- reason to take out anger (2 votes). Youth Refugee*
- *Drug and alcohol problems all over WC/BP. Local residents*
- *Also prostitution -- more visible. Exaggerated reputation. Centrally located in one 4 block stretch. Local residents*
- *Other activities reduce amount of time spent with family. Local residents*
- *Large population of lower socioeconomic status. Local residents*
- *Closed abandoned buildings attract problems. Local residents*
- *Single family dwellings less problem than apartments. Local residents*
- *Before you can fix a problem you need to acknowledge it. Local residents*
- *For some cultures, it is harder to ask for help. Local residents*
- *Sometimes children are parents. BP Local residents*

## PROBLEMS WITH USING FAMILY SOCIAL SERVICES

### PROBLEM: IMMIGRANT AND REFUGEE PARENTS FEEL THEY ARE NOT SUPPORTED IN TRYING TO CONTROL THEIR CHILDREN

- *Parents must be more open minded with children. Vietnamese*
- *Parents need to have someone to educate them about the new culture. Vietnamese*
- *The Vietnamese culture is a bit too strict. Vietnamese*
- *The difference between the 2 cultures affects the education of the children and the conflict in the family. Vietnamese*
- *Asian groups need to be educated and informed. Vietnamese*
- *The enforcement agencies need to know about the education in our culture. Vietnamese*
- *Need to have leaders representing the community and speak for the community. Vietnamese*
- *Need someone to mediate any conflict in the community. Vietnamese*
- *Parents who want to raise their children to be good adults use corporal disciplines. Vietnamese*
- *All I know is that there is a service for children to complain about parents. Bosnian*
- *I think the school is teaching them how to control their parents, and not how to obey them. Bosnian*
- *Every time we tell our kids it is not good what they do because they copy American kids, they tell us they will call 911!. Bosnian*
- *I think we should have right to raise our kids the way my parents raised me up. Bosnian*
- *To have the right to punish our kids the way our parents punished us. Bosnian*
- *I think we should fully control our kids until they are legal age. Bosnian*

- *I think we are afraid of our kids now. Bosnian*
- *Our children control our lives and we don't control theirs. Bosnian*
- *So parents will have control over their children. Bosnian*
- *Child abuse -- not a big problem for us. Most of us are not spanking our kids anymore. BP Laotian*
- *We hope that law enforcement can distinguish between spanking and abusing. BP Laotian*
- *I spank my child as a last method of teaching my child. BP Laotian*

**WE NEED FAMILY SERVICES FROM SOMEONE WHO UNDERSTANDS EACH GROUP'S LANGUAGE AND CULTURE**

- *Communication should be in Vietnamese. Vietnamese*
- *Government agencies should hire more Vietnamese speaking staff to help the community. Vietnamese*
- *To have the social services in the language that I speak for me and my family. Oromo*
- *There should be someone who can speak our native language. Bosnian*
- *DV-same, do not discuss it openly, chief always call in emotion, feelings. Pacific Islanders*
- *Someone knows my language and the system. BP Laotian*

**PROBLEMS WITH FAMILY SERVICES: PEOPLE DON'T KNOW ABOUT THEM.**

- *People aren't aware of services. They don't know where to turn. Business*
- *Need more communication of services. Business*
- *If you don't need something, you don't look. Need place to look for services you need. Local residents*
- *Its difficult to find services, don't know much about them. Local Residents*
- *Services for children are not known in the W/C area. Vietnamese Women*
- *I don't know of any. Bosnian*
- *I have never heard anything about it. Bosnian*
- *It would be very good to have that in our neighborhood. Bosnian*
- *They weren't aware of any. Youth*
- *They are not well publicized. Youth Hispanic*
- *Parents don't know about the services at W/C – believe in what their children said. Vietnamese Women*
- *Don't know of any. Hispanic Adult*
- *The wife is in charge of finding services. Hispanic Adult*
- *Know about the programs only through "propagation" or diffusion. - Vietnamese*
- *If needed, ask friends/acquaintance/school teacher in the student assistance program. Vietnamese Women*
- *Disagree that services are not available. They exist but are outside. Park Lake*
- *Lots of services, but not many people know about them. Neighbors know sometimes. Park Lake*
- *Manual about all community services will be published. Park Lake Partnership Directory. Park Lake*
- *If there is a problem within the home community could offer help on how to overcome problem or where to seek help. Eritrean*



- *To keep parents informed about services. Eritrean*
- *Who to get hold of if don't know specific facts BP Youth*
- *What are social services? BP Local residents*
- *I don't know. BP Laotian*
- *We need more information, preferably in Laotian language. BP Laotian*

**PROBLEMS WITH FAMILY SERVICES: FUNDING IS LIMITED.**

- *Funding for services up and down. Limited resource. Business*
- *services cut because of lack of funding. Local Residents*
- *CSOs -- sheriff department home visits, neighborhood disputes - might be eliminated due to budget cuts. BP Local residents*

**PROBLEMS WITH FAMILY SERVICES: TRANSPORTATION IS NEEDED.**

- *Transportation issues. People aren't able to get to the services. Business*
- *"Consejo, Sea Mar, Centro de la Raza". Too far from here. Youth Hispanic*
- *More transportation for seniors, disabled. Park Lake*

**OTHER COMMENTS.**

- *Send money to family in Viet Nam. Vietnamese Women*
- *Need to go. Hispanic Adult*
- *Ways to increase parent involvement. Park Lake*
- *I have no experience with services. Youth*

**KINDS OF SERVICES NEEDED**

**WE NEED A COMMUNITY CENTER WITH FAMILY AND TEEN ACTIVITIES AND SERVICES.**

- *Need a community center. BP Local residents*
- *Need a hangout place. BP Local residents*
- *Build A Community Center That Offers Programs To Support Families And Children. BP Local residents*
- *The partnership should put a whole whole lot of effort into building a family community center!!!!. BP Local residents*
- *There are no centers for social development in Boulevard Park – we need one. With activities for parents and children (Football, sports, painting workshops). BP Hispanic*
- *It's important for all, children and parents, so they develop at a social level and as friends. Teach the children how to nourish their souls, and how to progress in developing. Center of support for the youth, of community development. BP Hispanic*
- *To know that the children are in a safe place. BP Hispanic*
- *To know our children better, to develop the likes and dislikes of our youth, to live in harmony, to get to know more people in centers for community development; perhaps individualism would be lost. BP Hispanic*
- *More relationships and they would get to know more people. BP Hispanic*

- *So the community gets to know itself more. To share more time with the community. BP Hispanic*

#### **AFTER SCHOOL ACTIVITIES**

- *After school activities. American Indian*
- *After school workshops. BP Hispanic*
- *More sports. BP Hispanic*

#### **FAMILIES HERE NEED EMERGENCY SERVICES.**

- *Social services give input to meeting the immediate needs. Pacific Islanders*
- *Survival to meet needs. Pacific Islanders*
- *Provides a safety net. Local Residents*
- *Emergency cases. Hispanic Adult*
- *Can be used as a safety net (e.g. women getting help for their kids). Business*
- *Survival. Youth*
- *Referred to housing, then referred to others. Park Lake*
- *Gives low-income people the opportunity to receive services. Youth*

#### **FAMILIES HERE NEED MORE TRAINING ON PARENTING.**

- *Should provide more training. Cambodian*
- *Parent education. Ethiopian*
- *Parenting classes. American Indian*
- *Mom and baby classes. American Indian*
- *Classes for young parents on parenting. BP Local residents*
- *Help when young so not repeated from one generation to another. BP Local residents*
- *Need parenting classes. BP Local residents*
- *Parenting education. BP Laotian*

#### **WE NEED CITIZENSHIP CLASSES.**

- *Neighborhood \_\_\_\_\_? for citizenship. Vietnamese Women*
- *Relocation (??) class. BP Laotian*

#### **FAMILIES HERE NEED CHILD CARE.**

- *Lack of child care day care here. Park Lake*
- *Support for parents who are working with affordable child care. Local Residents*
- *Child Care after school free. BP Hispanic*
- *Child Care (for children one year of age). BP Hispanic*
- *Breath - Respite (Child care for 3 hours) so the mother can rest and the child develops. BP Hispanic*

#### **WE NEED SENIOR SERVICES.**

- *More activities for seniors in the community. Park Lake*
- *No senior services available. Park Lake*
- *Help for the elderly. Hispanic Adult*

**WE NEED HOME BUYING PROGRAMS FOR LOWINCOME PEOPLE.**

- *Housing. Pacific Islanders*
- *Families not owning their own homes. BP Laotian*
- *We have low incomes. No money to buy a home. BP Laotian*
- *We want real help from the government in buying a home. BP Laotian*
- *What is the low income? We only have enough to buy food and pay rent. Not enough for deposit or down payment. BP Laotian*

**THE FOLLOWING NEEDED SERVICES WERE MENTIONED ONCE.**

- *Activities. BP Hispanic*
- *Before school activities. American Indian*
- *Dancing without liquor. BP Hispanic*
- *Jobs. Vietnamese Women*
- *Free clinics. Youth Refugee*
- *Career center. Youth Refugee*
- *Need support groups. BP Local residents*
- *Language class. BP Laotian*
- *History class. BP Laotian*
- *Workshops for fathers and mothers. BP Hispanic*
- *More workshops. (Painting, carpentry, mechanic, sports, manual arts, etc.) BP Hispanic*
- *More schools. BP Hispanic*

**DO YOU KNOW OF ANY SERVICES THAT WILL HELP PARENTS AND CHILDREN GET ALONG BETTER IF THINGS ARE NOT GOING WELL?**

**Asian Counseling and Referral Service.**

- *ACRS-counseling. Pacific Islanders*
- *Asian counseling. BP Laotian*
- *Asian Counseling Referral Services (ACRS). BP Cambodian*

**Boys and Girls Clubs.**

- *Boys & Girls club. Women-Vietnamese*
- *Boys and Girls Clubs (3 votes). Youth Refugee*
- *Boys and Girls Clubs (3 votes). BP Youth*

**Consejo.**

- *CONSEJO.WC Youth Hispanic*
- *Consejo - A & D, gangs. Local residents*
- *The Program (CONSEJO) of "Senor" (\*Sea Mar?), for the children (boys). BP Hispanic*

**CPS.**

- *CPS very lacking. Local Residents*
- *Child protective services. Eritrean*

**DSHS.**

- *DSHS. Business*
- *Department of Social and Health Services. Women-Vietnamese*
- *DSHS Burien (Bad Service) (Good Service). Hispanic Adult*
- *DSHS Graham (Good services). Hispanic Adult*
- *DSHS. Eritrean*

**El Centro de la Raza.**

- *EL CENTRO. Youth Hispanic*
- *Centro de la Raza. Local residents*

**Khmer community.**

- *Khmer Community. Cambodian*
- *Khmer Community. BP Cambodian*

**Library.**

- *Library. Business*
- *library - baby sitting service. BP Local Residents*

**Neighborhood House.**

- *Neighborhood House. Business*
- *Neighborhood House. Local Residents*

**New Start.**

- *New Start/Safe Features. Business*
- *Senior center in Burien -- New Start, Love Inc. Local Residents*

**Refugee Federation Services Center.**

- *RFSC. Women-Vietnamese*
- *Refugee Federation Services Center (RFSC). BP Cambodian*

**REWA.**

- *REWA. BP Laotian*
- *REWA. BP Cambodian*

**Ruth Dykeman.**

- *Ruth Dykeman. Business*
- *Ruth Dykeman-residential treatment youth. Faith group*

**School counselors, social workers and nurses.**

- *School counselors -- "culture." Pacific Islanders*
- *School counselors. American Indian*
- *School counselors, school social workers. Local Residents*
- *School nurses. Youth Refugee*

**Sea Mar.**

- *Sea Mar. Hispanic Adult*
- *SEA MAR. Youth Hispanic*

**Sheriff department home visits.**

- *Social service agencies limited, cant go into homes. BP Local Residents*
- *Boulevard park doesn't have any except thru schools or sheriff's office. BP Local Residents*
- *CSO program run by Sheriff's office. BP Youth*

**WIC.**

- *WIC. Business*
- *WIC program. Pacific Islanders*

**Specific services mentioned once.**

- *ART WORKS - art training and opportunities for recorering kids. Local residents*
- *Bridge program (Mt. Calvary Church). Faith*
- *Catholic Community services. Faith*
- *Central Area Motivation Program. Local residents*
- *Chamber of Commerce. Business*
- *County prevention programs. Faith*
- *Drug and alcohol rehab and assessment. Local residents*
- *ECAP or Head Start. BP Hispanic*
- *Eritrean Community Center of Seattle and vicinity. Eritrean*
- *Friends: they can speak with their friends. Youth Hispanic*
- *Food banks. Pacific Islanders*
- *Harborview. Hispanic Adult*
- *Indian Health Services. American Indian*
- *Other agencies in City and County. BP Cambodian*
- *Project Look. Hispanic Adult*
- *Ryther -residential treatment center. Faith group*
- *Salvation Army. Pacific Islanders*
- *Seattle and King County Health Department. Eritrean*
- *there is a teen service. BP Local Residents*

- *Union Gospel Mission. Pacific Islanders*
- *U.G.M. (Mountain View Presbyterian church). Faith group*
- *Vision Youth (IYF @ Sunrise EFC). Faith group*
- *YMCA so they can interact with each other. BP Youth*
- *Young Life. Faith group*
- *Youth Advocate foster care services. Faith group*

## COMMUNITY PARTICIPATION

*“Keep it up! Continue at this level until goals are accomplished!” (Faith group)*

*“Working together can solve problems easily.”  
(Ethiopian group)*



### WHY IS COMMUNITY PARTICIPATION IMPORTANT TO THE FUTURE OF YOUNG PEOPLE?

#### WORKING TOGETHER, WE CAN BUILD THE COMMUNITY WE WANT!

- *So when there is a problem we could have a place to come out and discuss how to solve the problem. Bosnian*
- *To strengthen local ability to make positive changes. Local Residents*
- *So community could develop the way young people want, and so they could decide what is right and what is wrong. Bosnian*
- *Working together can solve problems easily. Ethiopian*
- *So older people could have their place in our community and at the same time be role models and help when needed. Bosnian*
- *To influence others to affect entire community. Eritrean*
- *Have to work together to create changes: voting, getting involved, lobbying. Eritrean*
- *Ownership of community. Hispanic Adult*
- *Community take responsibility and ownership! African American*
- *Should establish a community. Cambodian*
- *Activities need to make contribution to community. Local residents*
- *Lack of participation, lack of resulting impact on our community. Pacific Islanders*
- *Leads to improvement of the community. BP Local residents*
- *Make an effort to help the community. BP Cambodian*
- *People need to volunteer, invest in their community (30x-youth). BP Local Residents.*
- *To support and unite in order to improve. BP Hispanic*
- *To unite into one voice so we can be heard; one safe community is a strong community; to take part to be heard, because we can't expect the government to do everything; to focus and support each other. Take interest in our comrades. BP Hispanic*
- *If they were to know the neighbors we would know if there were a problem. If we could know them we could, together, resolve problems. BP Hispanic*
- *The more the participation, the more ways to resolve the problems. BP Hispanic*
- *Help the communication among everybody, and that all help each other to improve the family. BP Hispanic*

### **WORKING TOGETHER, WE CAN GET THOSE IN POWER TO HELP US!**

- *Exercising their democratic rights. Ethiopian*
- *To be heard and get official result. Ethiopian*
- *Need to elect a panel to help the community. Vietnamese*
- *Eliminate all disputes to have a voice for the community. Vietnamese*
- *Lack participation in council elections. Local residents*
- *Participate in necessary activities of a community organization. Vietnamese Women*
- *Represents different opinions. African American*
- *Decision making. Hispanic Adult*
- *Need to participate to exhibit concern. Vietnamese Women*
- *More ideas, more experiences. Vietnamese Women*
- *To be heard. A united community will never be defeated. BP Hispanic*
- *Once united, needs are heard and known. BP Hispanic*

### **COMMUNITY WORK LEADS TO MORE FEELING OF HOPE AND POWER.**

- *Participation = responsibility, self expression, leads to hope and power. Faith*
- *Not Participating = hopelessness, anger, passivity, depression. Faith*
- *To feel useful. Bosnian*
- *If feel attachment to community, makes better community. Park Lake*
- *Part of community. Hispanic Adults*
- *Protection of community. Hispanic Adult*
- *Pride in area is boost to participate in lots of community activities. Park Lake*
- *To have more unity. Youth Hispanic*
- *The interaction is very good because you will get to know many different people. Somali*
- *The interaction is beneficial to a person. Somali*
- *Interacting with people is very good. Somali*

### **WORKING TOGETHER, WE CAN HELP THOSE IN NEED.**

- *It feels good to help your neighbors. The ethic is being lost. Local residents*
- *So that the community educate and support the youth who get involved in drugs, or the youth needing someone to talk to (counseling groups, depression, pregnancy, gangs, etc.) Youth Hispanic*
- *To help the most needy (lunch for the homeless, old people, friendship, or lonely people, to paint houses). Youth Hispanic*
- *Community rituals form habits which foster development. Business*
- *The educated people should help the weak – Mutual assistance. Cambodian*
- *With bad home situations, people depend on community. BP Youth*

### **WE CAN PRESERVE AND SHARE OUR CULTURES AS WE WORK TOGETHER TO STRENGTHEN OUR COMMUNITY**

- *Building our understanding about other ethnic groups around us. Pacific Islanders*
- *To alleviate misconceptions. Local Residents*
- *Help carry on traditions. Business*
- *An avenue to meet other residents. Local Residents*



- *Being joined with other race. Hispanic Adult*
- *Get to know the community. Hispanic Adult*
- *Create more acceptance of ethnic diversity. Local Residents*
- *Some groups work within their own groups, but they need the whole community. Park Lake*
- *Community - Indian community or White Center? American Indian*
- *Closer to a community one is, more individual success and more value to community. American Indian*
- *Need bilingual groups. Hispanic Adult*
- *When you meet and interact with people of different cultures you come to know them. Somali*

#### **COMMUNITY PARTICIPATION CAN INFORM US OF WHAT IS MOST IMPORTANT.**

- *We need to know what we're doing, and be aware of community happenings. Pacific Islanders*
- *What we are part of the community? Must have a place for our community, to be informed of what's going on. Pacific Islanders*
- *Communication is important. American Indian*
- *If participate in community, learn more about what is important. Park Lake*
- *Information isn't translated, so lack of information. Youth Refugee*
- *Creates communication that can be taken back to their families. Helps to bring them together. Business*
- *Learn what's going on in the community. BP Cambodian*
- *The interaction is very good because you will know something that you didn't know before. Somali*

#### **OUR YOUNG PEOPLE NEED TO FEEL SUPPORTED AND UNDERSTOOD BY THEIR COMMUNITY**

- *The community needs to have communication with the children to have a good community. Oromo*
- *Listening to their needs. Hispanic Adult*
- *For the future of children. Vietnamese Women*
- *Parents participate for their children. Vietnamese Women*
- *Very important for our children's sake. Eritrean*
- *Older people are afraid of us because -- we are different from them. Youth*
- *Older people are afraid of us because they only hear the worst. Youth*
- *Older people overlook us. Youth*
- *Older people stereotype us. Youth*
- *Older people don't take us seriously. Youth*
- *Not all older people are intimidated by us. Youth*
- *Brings a sense of togetherness. Youth*
- *Feel a sense of home. Youth*
- *Can go to someone. Youth*
- *Support. American Indian*
- *To have support groups for the youth. Youth Hispanic*
- *Welcoming teens. Hispanic Adult*

- *“Little hero” nights to recognize contributions. Helped bring community together. Local residents*
- *Kids need community as much as they need parents. BP Local residents*
- *Security. BP Cambodian*

**IF KIDS FEEL CONNECTED, THEY WILL WANT TO REMAIN IN THE AREA.**

- *If kids feel safe and connected to the community then they’ll want to stay here in the community. Business*
- *They will stay healthy. Business*
- *Community involvement will make the kids feel important and prepared them for real world experiences. Business*
- *Fills gaps that are left by family and schools. Business*

**DOING COMMUNITY WORK TEACHES KIDS TO HAVE A SAY, TO SERVE OTHERS, TO WORK TOGETHER**

- *Teaches citizenship. Business*
- *Teaches kids to serve others. Faith*
- *Makes young people feel they are a part of community -- have a say in it. American Indian*
- *Forming habits for how they will be as adults. Business*
- *Encourage them to do the same. Ethiopian*
- *More likely to participate as an adult if participating now. Youth*
- *Youth participation is an example and inspiration to others to participate. Youth*
- *So the young people could develop in positive direction. Bosnian*
- *So we could direct young people to the right path. Bosnian*
- *Helps establish the behavior expected. African American*
- *Need to have leaders in the communities. Vietnamese*
- *Good for college applications. Youth Refugee*
- *Set by example! BP Local residents*
- *Skills learned helping community apply to other parts of life. BP Youth*
- *Encourages outstanding behavior. BP Youth*
- *When everyone participates, enthusiasm spreads. BP Youth*
- *Strong country starts with strong communities. BP Youth*

**PARTICIPATING IN COMMUNITY KEEPS KIDS OUT OF TROUBLE!.**

- *If they are involved in community activities they will be good children. No time for other activities outside. Oromo*
- *So better parental supervision would be provided. Bosnian*
- *So the kids would not smoke, use drugs, hang out with bad company; so they would be busy with something beneficial, and they would not waste their time. Bosnian*
- *Peer pressure affects kids. Community participation counteracts. Local residents*
- *It’s important in order to have an opinion about having a place to go and not end up in trouble. Youth Hispanic*
- *Youth bored turn to unhealthy behaviors. Eritrean*
- *Kids need rewards for participation (tangible and intangible). Local residents*

- *Gives positive things for kids to do. BP Youth*
- *Without stake in your community -- you are less likely to follow rules, norms. BP Youth*
- *To show interest in our youth in order to guide them into the right path. BP Hispanic*
- *Because the children can see, and we don't want them to follow that example. BP Hispanic*
- *To check where to live, because in some communities there is no safety; so they grow up in a place where there isn't vandalism. BP Hispanic*

**SCHOOLS COULD CREATE A SENSE OF COMMUNITY, BUT THEY ARE FAR AWAY AND DISRUPTED.**

- *School is very far away (116-188). BP Local residents*
- *3 grade schools, 2 different middle/high schools. BP Local residents*
- *Schools moved due to airport issues. BP Local residents*

**PARTICIPATION IS FUN, BUILDS SOCIAL SKILLS.**

- *Getting along with others. Hispanic Adult*
- *Build our social skills to relate to others in the community. Pacific Islanders*

**ARE YOU AND YOUR NEIGHBORS AND FRIENDS ABLE TO PARTICIPATE AS MUCH AS YOU WANT IN NEIGHBORHOOD GROUPS?**

**YES -- AS MUCH AS I WANT TO!**

- *Yes! Faith*
- *I participate a lot and have good communication with neighbors. Eritrean*
- *Yes! BP Local residents*
- *More than I want! BP Local residents*
- *Yes its up to individual. BP Local residents*
- *Yes I can but neighbors have trouble (day care, language barriers. BP Local residents*
- *Participate very often in community celebrations, funeral services, wedding, and other National Celebrations. BP Cambodian*
- *Yes . BP Youth*

**NO.**

- *No! Ethiopian*
- *Many after school activities for some kids. Youth Refugee*
- *Cannot find something they like. Youth Refugee*
- *There are none. Local residents*
- *N O!!!. Local residents*
- *I think we are not as much as we should. Bosnian*
- *I don't know much about this. Bosnian*
- *need to get involved Pacific Islanders*
- *No. BP Youth*
- *I'm not interested in a lot of them. BP Youth*
- *A couple of years ago I wanted to participate and did, but I don't want to anymore. BP Youth*

- *No. BP Hispanic*
- *Partly, yes. But we don't know whether the neighbors would be willing to participate. BP Hispanic*
- *I would participate, but if my neighbors would too; this way I would be available in any way. BP Hispanic*
- *Yes, I am, but I don't know whether I would have to knock our neighbors' doors. BP Hispanic*

## CAUSES OF LOW PARTICIPATION

### **BARRIERS TO PARTICIPATION: VOTING DIFFICULTIES.**

- *Inconvenient places to vote (in BP especially). Park Lake*
- *Voting: not enough time, but absentee voting can help. Park Lake*
- *Lack information on voting. Pacific Islanders*
- *Non voters - many of us do not know about the "vote by mail. BP Laotian*

### **BARRIERS TO PARTICIPATION: PARENTS WANT THE KIDS AT HOME.**

- *Families don't allow children to participate in community activities. Vietnamese*
- *Kids have to take care of younger kids. Local residents*
- *Kids don't/cant make time commitment for organized sports. Local residents*
- *We like our children to come home right away because we don't trust them that they will stay in the activity but go to somewhere else. BP Laotian*

### **BARRIERS TO PARTICIPATION: NOT HAVING FAITH IN GOVERNMENT OR COMMUNITY PROCESSES**

- *Vietnamese families don't trust their community organizations. Vietnamese*
- *How can we eradicate the bad impression toward the associations from the parents. Vietnamese*
- *Nothing causes people to pay attention to what is going on in community. Local residents*
- *Report: 60% of people on my block not registered. Frustrated with government. "Votes don't matter." Local residents*
- *Rules re voting frustrate voters. (e.g. supermajorities). Local residents*
- *Contrarian attitude. Hate govt; believe in schools, but don't want to pay for them. Local residents*
- *Feel that vote will not count. Youth Refugee*
- *Very often there are only words; nothing is being done. Bosnian*
- *No visual results. Hispanic Adult*

### **BARRIERS TO PARTICIPATION: NO INTERPRETATION OR TRANSLATIONS.**

- *Same language à help voice concerns. Vietnamese Women*
- *Interpreters. Vietnamese Women*
- *Parents don't know the language – shy. Cambodian*
- *Cannot participate due to language problem. Vietnamese Women*

- *Bilingual people (Spanish). Hispanic Adult*
- *Language is a barrier. Eritrean*
- *Not voting could be because of language barriers. Youth*
- *Not able to participate in voting very often due to language difficulty. BP Cambodian*
- *No -- because limited English. BP Laotian*
- *Not registering to vote -- there should be a meeting in each ethnic group before each time to vote. The big problem for us is that we do not understand the issues. BP Laotian*
- *Place - We need letters or pamphlets mailed to us preferably in Laotian to let us know about the resources available to us. BP Laotian*
- *To be patience because we don't speak English. BP Hispanic*
- *People must understand that there are language differences, and not be racist. BP Hispanic*
- *We are not apt to participate (we don't understand English) unless they can train us in Spanish regarding programs we don't know about. We fear to be rejected by the Americans. BP Hispanic*

#### **BARRIERS TO PARTICIPATION: TOO BUSY WORKING; NO TIME.**

- *Too busy working. Youth Refugee*
- *People are working more, lack of time, too much stress. Business*
- *Parents don't have time. Cambodian*
- *People are Too tired. Business*
- *Working inhibits participation. Local Residents*
- *Creating after-work activities. Local Residents*
- *Not enough time / care for family (feeding, cooking taking care of children). Vietnamese Women*
- *I work too much, I only wear my pajama and my working clothes, I have no time for anything else, and I don't know who is in my neighborhood. Bosnian*
- *My living conditions and my job don't give me the time to express my opinion. Bosnian*
- *People work after school (2 times). Youth Refugee*
- *Family responsibility. Youth Refugee*
- *No child care. Vietnamese Women*
- *Students that go outside district to be involved in activity. Youth Refugee*
- *Students need sleep -- school is too early. Youth Refugee*
- *Life is a routine. BP Hispanic*

#### **BARRIERS: WE DON'T CARE.**

- *Parents don't care much. Cambodian*
- *Haven't experienced any -- don't know. Youth*
- *No motivation. Hispanic Adult*
- *No effort. Hispanic Adult*
- *Neighbors unwilling to participate when effort is put out. Eritrean*
- *When large amount of effort is put out some progress is made but very hard to communicate with neighbors. Eritrean*
- *Excuses. Hispanic Adult*
- *Older people had to work harder for things. Youth*

- *Old people don't do anything. Youth*

**BARRIERS: WE DON'T KNOW EACH OTHER VERY WELL.**

- *We are isolated. Youth Hispanic*
- *There isn't much trust/communication. Youth Hispanic*
- *Do not support each other. Eritrean*
- *No, because they are all strangers. Youth Hispanic*
- *I have lived in my home for 11 years and do not know the neighbors very well. Youth Hispanic*
- *No neighborhood groups. Eritrean*
- *No neighborhood groups. Youth*
- *"Not in my neighborhood" - I wish people talk to each other more. Youth*
- *People have private lives -- we don't know all our neighbors. Youth*
- *There are no real neighborhood groups. BP Youth*
- *No sense of community. BP Local residents*
- *Neighbors don't know neighbors. BP Hispanic*
- *No because I don't know my neighbors, I would still like to participate. BP Hispanic*

**BARRIERS TO PARTICIPATION: COST.**

- *Parents can insist on kids participating. Needs to be cheap. Local residents*
- *\$\$, lack of resources, parents cant participate. Pacific Islanders*
- *No money to buy equipment. BP Laotian*

**BARRIERS TO PARTICIPATION: DON'T KNOW THE ISSUES, NO DATA ON ISSUES.**

- *Not aware of the issues. Pacific Islanders*
- *Need to be informed of issues that affect us. Pacific Islanders*
- *Need to inform. Youth Refugee*
- *Lack of participation is a result of not good data? There's no impact in the community, not aware of the issues. Pacific Islanders*

**BARRIERS TO PARTICIPATION: FEAR OF REJECTION.**

- *Fear to be rejected. BP Hispanic*

**BARRIERS TO PARTICIPATION: PEOPLE DON'T THINK THEY HAVE ANYTHING USEFUL TO ADD**

- *People don't get involved because they don't feel confident that they can contribute something. Business*
- *We came here not too long ago, we don't have anything to say. Oromo*
- *I have not been in America that long. Bosnian*
- *I still don't have the right to voice my opinion. Bosnian*

**CULTURAL DIFFERENCES MAKE COMMUNITY PARTICIPATION MORE COMPLEX.**

- *Cultural background. Pacific Islanders*
- *All ethnicities equally. Bosnian*

- *I am not, because I don't think I know enough about their culture and their way of communication. Bosnian*
- *Our neighborhood is very diverse -- therefore, they stay inside. Youth*
- *Samoan kids always push to a certain sports. Pacific Islanders*
- *Culture plays a big role in whether people participate. BP Local residents*
- *Different culture and customs. BP Laotian*
- *Don't participate because of racism. BP Hispanic*
- *Because not everyone thinks alike. BP Hispanic*
- *I love working with the Americans; I would like to be able to participate; I have not felt racism; we must make the Americans understand that we can contribute something to their country and that we want for our community to live better; but in general I could say that we are not prepared; I don't know my neighbors because they are Americans. BP Hispanic*
- *Race is not important. To be together is. BP Hispanic*

## **WHAT PARTNERSHIP ACTIONS WOULD IMPROVE COMMUNITY PARTICIPATION?**

### **WE NEED PLACES FOR GROUPS TO MEET.**

- *Should be more meeting places -- it isn't easy -- more close, accessible. American Indian*
- *Zoning change to create or reflect need for larger meetings. American Indian*
- *Cannot have events if there are no places to have them. Youth Refugee*
- *If room is too small, people will not feel welcome. Youth Refugee*
- *Place / no place. Vietnamese Women*
- *No place to meet (more than 20). BP Local residents*
- *No chance without place to meet. BP Local residents*
- *Are there adequate places to meet? (rewrite the question). BP Local residents*

### **WE NEED A COMMUNITY CENTER WITH SPACE FOR EVENTS, MEETINGS, AND SUBGROUPS, AND WITH CHILDCARE**

- *Place for celebrations -- birthdays or other celebrations. Oromo*
- *Need a center. Park Lake*
- *Type of space is important (reflect who you are as a group). American Indian*
- *Big community center is necessary for discussion within community. Youth Refugee*
- *There is no place targeted to our people/community. Funds available, space available to us. Pacific Islanders*
- *A place for our community, same interests and get along. Pacific Islanders*
- *Core center in order to achieve community success and goals. African American*
- *A community center would not bring our neighbors together. Youth*
- *We want a community center with a room for Laotian groups. BP Laotian*
- *Need space for day care at community center. BP Local residents*
- *Build a family community center that offers programs to support the families in Boulevard Park! BP Local residents*
- *No teen center. BP Local residents*

- *No community center. BP Local residents*
- *Build it and they will come. BP Local residents*
- *Build a community center in BP -- elderly (screening, nurse once month) and all other ages. BP Local residents*

**WE NEED A PLACE FOR OUR KIDS TO GO AFTER SCHOOL.**

- *No covered facilities, insufficient sporting activities. Costs are too high. Local residents*
- *Kids need more after school activities and facilities. Eritrean*
- *After school activities not available in community and there are access, transportation problems. Park Lake*
- *To give kids a place to congregate and share ideas. Local Residents*
- *After school activities are being cut. Local residents*
- *Need a special place for youth to meet. American Indian*
- *No place for kids to go after school (there is a grant funded after school program at Chinook Tyee). BP Local residents*

**WE NEED SOME OUTREACH AND CHANGES TO CONNECT PEOPLE TO EXISTING GROUPS.**

- *Groups are there but participation is not. Business*
- *Need to restructure groups. Business*
- *People aren't identifying with groups. Business*
- *Feels left out because of group's lack of flexibility. Local Residents*
- *Some groups are not found interesting. Youth Refugee*
- *Need more outreach from community groups. Business*
- *Not invited. Hispanic Adult*
- *Once a month – ready to participate, willing to participate. Vietnamese Women*
- *Too many groups -- seem to be overlapping projects. BP Youth*

**WE NEED TO KNOW THE POSSIBILITIES.**

- *Hard to find out when, where. Local residents*
- *Not enough access to information about community events -- need more outreach. Local Residents*
- *Nobody knows what, where, when. Local residents*
- *Inform us of the projects. Women-Vietnamese*
- *Not informed about anything happening. BP Youth*
- *Advertise activities currently available. BP Local residents*

**WE NEED TO MEET AND EXCHANGE IDEAS.**

- *People need to meet to discuss community. Youth Refugee*
- *Should establish a community. Cambodian*
- *Should meet and exchange ideas. Cambodian*
- *Everyone should have a chance to be heard. Bosnian*
- *Need for town meeting. Youth Refugee*
- *Community organizing. Youth Refugee*



**WE NEED TO PROVIDE TRANSLATION AND INTERPRETATION.**

- *Someone speaking my language to let me know the changes that happen in the U.S. or this community. Oromo*
- *After school programs where someone speaks our language. Oromo*
- *Strategize to deal with language barrier among neighbors. Park Lake*
- *Translation, interpretations services. Women-Vietnamese*
- *Next time have diverse groups with interpreters. BP Local Residents*
- *That there's more communication, in both languages. BP Hispanic*

**WE NEED TO CELEBRATE OUR ETHNIC DIVERSITY BY SHARING IT.**

- *Encourage activities, sharing of experiences and concerns of the ethnic communities in the local area. Women-Vietnamese.*
- *Making a place to encourage people of different cultures to have pride in their own backgrounds and to appreciate learning about each other's cultures. Local Residents*
- *Again, cultural community versus residential community. American Indian*
- *Need a little of both: sense of PLACE is important. American Indian*

**GOOD PARTICIPATION: BLOCK WATCH & SAFETY ISSUES.**

- *Block watch is working very well (people look out for each other's house). Pacific Islanders*
- *Had a neighborhood watch in complex area. Youth*
- *If people feel safe, participation goes up, then everything else goes up. BP Local residents*
- *Support block watch activities. BP Local residents*
- *Thru sheriff's dept (newsletter, block watch, sex offenders). BP Local residents*
- *Block watch is working very well (people look out for each other's house). BP Local residents*
- *Support for block watch activities. BP Local Residents.*

**WE NEED LEADERS TO HELP ORGANIZE US.**

- *Lack of good leadership. Pacific Islanders*
- *Lack of vision, lack of structured services to help. Pacific Islanders*
- *Lack of accountability to our community leaders who get \$\$\$. Pacific Islanders*
- *Need community leaders with integrity, credibility and truth. Pacific Islanders*
- *If we have Samoan person in some social services our community can access and get resources. Pacific Islanders*

**WE NEED BETTER GROUPS, WITH A MORE INCLUSIVE STYLE.**

- *Lack of good leadership. Pacific Islanders*
- *Lack of vision, lack of structured services to help. Pacific Islanders*
- *Better groups. Hispanic Adult*
- *Feel unappreciated -- leaders need to change attitudes toward community volunteers. Local Residents*
- *More events & places = more people. Youth Refugee*
- *Need to restructure the communities view. Business*

#### **WE NEED TO ENCOURAGE VOTING AND CITIZENSHIP**

- *Voting responsibility -- encourage to vote. Pacific Islanders*
- *Most Samoan are not citizens, so can't vote. Pacific Islanders*
- *Voting important, to be encouraged. - Park Lake*
- *Teach a civics class. BP Local Residents*
- *Teach about laws and regulations. BP Cambodian*

#### **WE NEED TO GET TO KNOW EACH OTHER BETTER**

- *Form groups, go to knock on neighbors' doors. To get to know each other in the neighborhood, and create only one voice, support each other so our needs are heard. BP Hispanic*
- *We need to know our neighbors in order to carry out the action programs. BP Hispanic*

#### **OTHER COMMENTS.**

- *People need to prioritize more. Spend more time with families. Business*
- *Helping families learn to function better together. Business*
- *Give them chance in their knowledge. Hispanic Adult*
- *The community has what we don't have at home like computers. Oromo*
- *We have more opportunity like technology like jobs \$. Youth*
- *Level of community participation is a reflection of how the school system is working. American Indian*
- *Socialism. Hispanic Adult*
- *Church groups are important. Park Lake*
- *More self participation. Hispanic Adult*
- *Group came together through hardship and the new neighborhood is outgoing. Youth*
- *To live healthy lives Eritrean*
- *Communities are basic unit of society at large. BP Youth*
- *Foster policy that encourages English speaking. BP Local Residents*

# HEALTHY TEENAGE BEHAVIOR

*“So they could grow up to be civilized persons (professional, creative, businesslike)” (Bosnian)*

*“Easy to make bad decisions. Many choices... Bad decisions can affect you for a long time.  
Examples: drinking, partying, delinquency.” (Local Residents)*

## WHY IS HEALTHY TEENAGE BEHAVIOR IMPORTANT TO THE FUTURE OF YOUNG PEOPLE?

### SO THEY WILL GROW UP TO BE HEALTHY, PRODUCTIVE ADULTS.

- *So they could grow up to be civilized persons (professional, creative, businesslike). Bosnian*
- *To have a healthy productive life. Ethiopian*
- *To live a healthy long life. Ethiopian*
- *Longer, stronger, healthier life. Youth Refugee*
- *Need healthy behavior to get good jobs and stay out of trouble. Youth*
- *To have a good future. Oromo*
- *We want a better future. Youth Hispanic*
- *For a better future. Hispanic Adults*
- *Good foundation for future. Youth*
- *Adult age & need of a healthy life. Vietnamese Women*
- *Develops moral values. Youth*
- *They will be the next leaders, teachers and parents. Pacific Islanders*
- *Need more good, strong leaders. Pacific Islanders*
- *Because the decisions made regarding youth will affect our future. Youth Hispanic*
- *Teenagers become adults and have direct part on future of young people. BP Youth*
- *Effects learning and growth. BP Local residents*
- *Health - general health affected. BP Local residents*
- *Pregnancy - negative effects if pregnant women smoke, do drugs. BP Local residents*
- *They're most important. BP Hispanic*
- *Nutrition is important to be healthy. BP Hispanic*
- *Healthy from every angle (life, nutrition, exercise, no drugs). -BP Hispanic*
- *Healthy body, healthy mind. BP Hispanic*

### SO THEY WILL BE GOOD CITIZENS.

- *To be able to finish school and help the community. Oromo*
- *Good citizens. Ethiopian*
- *It is important that they are citizens and register to vote. Pacific Islanders*
- *Effects good citizenship. BP Local residents*
- *Educate young children to love his/her country. BP Cambodian*

**SO THEY WILL BE CONFIDENT, RESPECTED YOUNG PEOPLE WHO ARE SUCCEEDING IN SCHOOL AND LIFE.**

- *For youth health. Hispanic Adults*
- *The way people carry themselves - confidence. Youth Refugee*
- *Self esteem. Youth Refugee*

**BECAUSE BAD BEHAVIOR IS VERY BAD FOR THE TEENAGER.**

- *Easy to make bad decisions. Many choices... Bad decisions can affect you for a long time. Examples: drinking, partying, delinquency. Local residents*
- *Wrong things happen when you do wrong things. Youth*
- *Break point - consequences of unhealthy behaviors are life threatening. Business*
- *If their behavior is not healthy, they will not make it to the future. Pacific Islanders*
- *Affects future stability of person. Faith*
- *All agreed that more effort have to be made in order to help children well behaved and well disciplined. BP Cambodian*
- *Fewer stupid mistakes now more likely to be alive later! BP Youth*
- *If not healthy they die. BP Local residents*
- *Keep kids out of trouble. BP Local residents*
- *We are very worried about the children who have not reaching puberty. Sometimes they fight with their schoolmates, but they reconcile later. Somali*
- *Not to let themselves be influenced by drugs. To be able to improve. BP Hispanic*

**SO THEIR PARENTS WILL BE PROUD, AND FEEL THAT THEIR SACRIFICES IN GETTING HERE WERE WORTHWHILE.**

- *Have sacrificed so much, only to see youth here getting involved in very unhealthy behavior. Families lose hope for future, and families deteriorate. Eritrean*
- *So children would understand their parents, and they would be more successful in school, they would be pride of our society, and parents would not regret they came here, and parents would be happy with their kids. Bosnian*

**SO THEIR EDUCATION WILL CONTINUE TO BE THEIR MOST IMPORTANT FOCUS.**

- *In order to not being delayed in the schools we must have good programs. Youth Hispanic*
- *Going to school helps us to stay on track. Youth*
- *Better schooling/wisdom. Hispanic Adults*
- *To be able to finish school and help the community. Oromo*
- *Educate young people to love study, family, community, and employment. BP Cambodian*
- *Education affected. BP Local residents*
- *Financial burden -- takes money from education. BP Local residents*
- *To get good education. BP Youth*

**SO THEY WILL BE GOOD REPRESENTATIVES OF THEIR CULTURE.**

- *So people don't speak evil of the Hispanics. Youth Hispanic*
- *Parents don't know how to preserve the culture (different cultures). Vietnamese Women*
- *Want young people knows his/her own culture. BP Cambodian*

### **PROBLEM TEEN BEHAVIOR AFFECTS ENTIRE COMMUNITY (SAFETY, CRIME...).**

- *Affects entire neighborhood when kids do not behave. Eritrean*
- *Teenagers commit many crimes stealing cars, vandalizing, harassing people. Eritrean*
- *Crimes of kids: car thefts high in Park Lake Homes. Park Lake*
- *Reduces crime. African American*
- *Home thefts and vandalism. Park Lake*
- *Smoking -- lots of underage smoking. Park Lake*
- *Lots of drinking and crack in the evenings, groups puffing, in home too. Park Lake*
- *Smoking and drinking affect community culture. Vietnamese*
- *Includes safety issues: violence, bullying, vandalism. Local residents*
- *Children are the future. If deck is stacked early, community will suffer. Local residents*
- *Each person impacts community. Youth Refugee*
- *Future of community - safer if more people remain. Youth Refugee*
- *Provides for a safe community, neighborhood to group up in. African American*
- *Support the idea of safe neighborhoods. Pacific Islanders*
- *So community would be more successful. Bosnian*
- *Young children are the future! Park Lake*
- *So there wouldn't be as much violence in schools. BP Youth*

### **TEENS NEED TO BE GOOD ROLE MODELS FOR THE YOUNGER CHILDREN IN THEIR COMMUNITY.**

- *They are the role models for our younger children, be a mentor to listen. Pacific Islanders*
- *With their behavior they would be role models for others. Bosnian*
- *They are role models for younger children. Park Lake*
- *Influences younger kids (2 times). BP Youth*
- *If teens don't show good behavior might put younger kids at risk. BP Youth*
- *Children imitate each other in the consumption of drugs, but in the case of Somali people, their religion doesn't allow them to do so, however we need efforts on your part. Somali*

## **CAUSES OF THE PROBLEMS**

### **CAUSES OF DRINKING AND DRUGS: EASY AVAILABILITY.**

- *Drugs are easy to obtain. Youth*
- *It is easier to get weed than alcohol. Youth Refugee*

### **CAUSES OF PROBLEM TEEN BEHAVIOR: PEER PRESSURE.**

- *Teenagers easily influence each other. Have to help each other maintaining control because it affects us all. Eritrean*
- *Strong influence of peers. Business*
- *Peer pressure. Pacific Islanders*
- *Kids smoke/chew when peer leaders do. Have to teach kids they don't have to follow. Local residents*

- *Peers and peer influence (2 times). Youth Refugee*
- *More influences from friends/society. Vietnamese Women*
- *People smoke because of older siblings. Youth Refugee*

## REACTIONS TO THE DATA

- *People have different definitions of one drink versus five. Youth Refugee*
- *Number of smokers goes up on entering high school. Youth Refugee*
- *NOTE: Indicators different than group thought they would be -- felt respect and trust were healthy behaviors. American Indian*
- *Smoking is already disturbing fact more so smoking marijuana. Pacific Islanders*
- *Juvenile arrests are up. Pacific Islanders*
- *WC and BP should have lower rates. BP Laotian*

## WHAT PARTNERSHIP ACTIONS COULD INCREASE HEALTHY TEENAGE BEHAVIOR?

### SOLUTIONS: TEENS NEED TO KNOW CONSEQUENCES, MAKE GOOD CHOICES.

- *So they would not go out with bad company, they would not use drugs. Bosnian*
- *Important to know safe sex, drinking, drugs. Pacific Islanders*
- *WC/BP like everywhere. They will experiment. Have to be told it is wrong. Local residents*
- *Need to change gang and other habits before they become adults. Local Residents*
- *Kids need to be accountable for their actions. Local residents*
- *They need to be responsible and accountable to the law of the land. Pacific Islanders*
- *Good things happen to you if you do good things. Youth*
- *Make right decisions to last forever. Business*
- *Learn good habits. Vietnamese Women*
- *Sets patterns for life. Faith*
- *If not they move towards bad behavior (drugs and gangs). BP Local residents*
- *Need to develop good habits now to have them in future (2 times). BP Youth*
- *Young people should learn about code of conduct. BP Cambodian*
- *Teach young people to understand about his/her future. BP Cambodian*
- *To avoid making bad decisions. BP Youth*
- *Stats show that small crimes now lead to big crimes later. BP Youth*
- *Not to allow themselves to be influenced by other people. BP Hispanic*



### SOLUTIONS: BETTER FAMILY CONTROL OVER KIDS.

- *Children need family education. Vietnamese*
- *Excessive freedom made children unresponsive to family education. Vietnamese*

- *The most important thing is that families must try their best in helping their children with homework. Vietnamese*
- *Parents should spend time to take care of their children (check their homework, encourage them to study). Vietnamese*
- *Check student back pack when he/she comes back from school. Cambodian*
- *Discipline and prohibit children from smoking. Vietnamese*
- *Parents have less right than the children. Cambodian*
- *Takes strong families to raise children. Local residents*
- *We want our young people to have a good future. We should continue to be strict with them. BP Laotian*
- *Supervision of children (communication). BP Hispanic*

**SOLUTIONS: PARENTS NEED TO PAY MORE ATTENTION TO THEIR KIDS.**

- *Parents need to listen more to their kids. Business*
- *Starts at home: how much care, attention kids get at home. Local residents*
- *Parents are busy working & do not take good care of children. Vietnamese Women*
- *Parents should pay attention to children's friends. Vietnamese Women*
- *Parents should take good care of their children. Cambodian*
- *If parents deny kid problems, authorities can't do much. Local residents*
- *More parental involvement (stipend for mileage or to go on an event ticket). American Indian*
- *Money (Be vigilant of the children when you give them money)*
- *Communication with the children, and to know their friends. BP Hispanic*
- *Place priority in the family so they don't fall prey of bad influences. BP Hispanic*

**SOLUTIONS: PARENTING TRAINING OR HELP.**

- *Family dysfunction/lack of parent skills early on changed teenage behavior. Local Residents*
- *Parents aren't adapted to the American culture. Vietnamese Women*
- *Educate parents how to raise their children. Vietnamese Women*
- *Provide opportunities for home ownership -- budget, credit, benefits. American Indian*

**SOLUTIONS: MORE COMMUNITY HELP AND INFLUENCE OVER KIDS.**

- *Takes a village to raise a child. Local residents*
- *Community used to help guide/discipline kids going astray -- reward kids doing good. Not anymore. Local residents*
- *Everybody needs to contribute. Local residents*
- *We are taking \$from education and giving it to prisons. Local residents*
- *Transition period of adolescence is crucial. Local Residents*
- *Don't write off "bad" kids; they can still change. Local Residents*
- *Need to promote churches and other community programs. Business*
- *More interaction with private and faith-based groups. American Indian*
- *Should be more preventive programs in juvenile court and detention. A lot of what we do now is too late. Local residents*
- *Need to do things NOW, not wait. Park Lake*
- *Business associations mentorship with teens. American Indian*

**SOLUTIONS: TEENS NEED BETTER RELATIONSHIPS WITH COMMUNITY ELDERS/ADULTS.**

- *First formation of how they belong to a community -- as citizens. American Indian*
- *Draw a circle divided into four quadrants, with life stage in each. Child -teen-adult "warrior" - elder. American Indian*
- *Teen years are preparation for adult stage -- the warrior quadrant, age of responsibility, backbone. American Indian*
- *Input of adult/elders helps to shape teens/children. American Indian*
- *Adults shouldn't help children buy cigarettes. Vietnamese*
- *Healthy adult models equals productive healthy young adults. Business*
- *Parents are role models too (self respect). Park Lake*
- *Parents must be children's role models. Vietnamese*
- *What you know is how you behave, set good examples. Youth*
- *Needs of leaders to guide them. Vietnamese*
- *Older people are important too (elders). Park Lake*
- *Connection with elders. American Indian*

**ADULTS IN THE COMMUNITY NEED TO CHANGE THEIR ATTITUDES TOWARDS TEENAGERS**

- *Provide opportunities to celebrate what teens are doing right. American Indian*
- *Adults need to think like kids. Local Residents*
- *Adult attitudes toward kids need to change. Local Residents*
- *As a society, we don't ever see the positive things teens do. Would like to see more positive reports of teen activity. Local Residents*
- *Afraid of teenage violence. Local Residents*
- *So young people won't continue to get a bad rep. BP Youth*



**TEENAGERS NEED RECOGNITION AND SUPPORT.**

- *A lot of teenagers do not feel important. Youth Refugee*
- *Self esteem is fragile in kids. Have to continuously maintain it. Local residents*
- *Time of physical/psychological changes. Business*

**SCHOOLS AND PARENTS NEED TO WORK TOGETHER BETTER TO HELP KIDS.**

- *Relationship between school and families. Vietnamese*
- *The cooperation between school and family. Vietnamese*
- *Parents have to help schools. Local residents*
- *Better connection between schools and community. American Indian*



### **SCHOOLS HAVE A ROLE (ONLY WE AREN'T SURE EXACTLY WHAT IT IS...).**

- *Incorporate practical education (e.g. no required parent classes but there is driver's ed). American Indian*
- *Focus on taking care of themselves. American Indian*
- *School (Harder disciplinary action). Cambodian*
- *Should not expect schools to be moral enforcers. We all have responsibility. Local residents*
- *School smoking policy doesn't stop kids from smoking (go one block then smoke). BP Local residents*

### **COMMUNITY CENTERS AND MORE YOUTH ACTIVITIES ARE NEEDED (IMPROVE SUPERVISION, GIVE GOOD STUFF TO DO)**

- *More community centers for youth. Hispanic Adults*
- *Create more opportunities to entertain children such as sports, music etc... to reduce their free time for loitering, doing drugs. Vietnamese*
- *Not to have time for negative things. Hispanic Adults*
- *To improve physical education (gymnastics) – It's necessary to maintain the young people busy. Youth Hispanic*
- *Not enough positive community involvement for teens. Local Residents*
- *The Skate Park is a good community activity for teens. Local Residents*
- *Teen clubs – after school, social activities. American Indian*

### **WELFARE RULES NEED TO BE CHANGED**

- *Without parents' consent there shouldn't be support for pregnant young women. Youth Hispanic*
- *We need the support for youngsters who want to attend college. Youth Hispanic*
- *Welfare time limits. BP Local residents*

### **DIVERSITY NEEDS TO BE RESPECTED -- AND BRIDGED.**

- *Provide opportunities to celebrate diversity. American Indian*
- *Do not only do something for some kids (Asian) -- don't single out some and not others. Park Lake*
- *Some groups take care of their own. If white English speaking do not have activities (separate housing now). Park Lake*
- *Priority to have other groups participate in community associations. Park Lake*
- *Maybe some groups are being victimized more. Park Lake*
- *There are too few programs for the Hispanic youth. Youth Hispanic*
- *There is a need for having a supervised Latino Activity Center. Youth Hispanic*
- *There are problems with transportation, money, and lack of education regarding our culture. Youth Hispanic*
- *Parents don't speak English. Cambodian*
- *The Vietnamese community does not have any representative, does not have a voice in its city and state. Vietnamese*
- *Educate young children not to discriminate. BP Cambodian*

#### **INFORMATION AND EDUCATION.**

- *The partnership plays an indirect role. It cannot change behavior -- only offer information and resources to assist the process. Faith*
- *Information centers. Hispanic Adults*
- *Education about diseases. BP Hispanic*
- *Communication with sex education. BP Hispanic*

#### **OTHER COMMENTS.**

- *Frustrated because want to help but do not know how. Eritrean*
- *Increase the value. Cambodian*
- *Get influence from outside. Cambodian*
- *Make notation if it is different than usual. Cambodian*
- *Transition period of the child before birth. Vietnamese Women*
- *Helps us with social and communication skills. Youth*
- *Our own ethnic group has no problem with teenagers. BP Laotian*
- *Heavy drinking is no problem with our teenagers. BP Laotian*
- *Marijuana is not a problem with our teenagers. BP Laotian*
- *Smoking is not a problem either. BP Laotian*
- *Trouble comes with some businesses. BP Laotian*
- *There are no problems at present, but we hope that we get health assurance. Somali*
- *We don't have problems but we expect your best efforts for the health assurance of the children below the puberty age. Somali*
- *There aren't any major problems. We believe that something should be done towards improvement. Somali*

# HOME OWNERSHIP

*"Place to establish ROOTS." (Pacific Islanders)*

*"Not having his/her own home causes instability- One learns to love even the little tree, and having to move from the house causes the children to lose control" (BP Hispanic)*

*"Equity building. Rent is throwing \$ away." (Local Residents)*

## WHY IS FAMILY HOME OWNERSHIP IMPORTANT TO THE FUTURE OF YOUNG PEOPLE?

### STABILITY, SENSE OF SECURITY, ROOTS.

- *Sense of security. Business*
- *Stability. Business*
- *Sense of stability. Pacific Islanders*
- *Security. Pacific Islanders*
- *Place to establish ROOTS. Pacific Islanders*
- *Stability, safety, security. Local Residents*
- *Buying means stability. Women-Vietnamese*
- *To have more security in your home. Youth Hispanic*
- *Stability for the children. Hispanic Adult*
- *Stability - people don't like change. They do better without many transitions. Local residents*
- *Question: what is stability issue to other cultures? Local residents*
- *Stability Youth Refugee*
- *Sense of security. Youth Refugee*
- *Stable living, happy carrier. Women-Vietnamese*
- *Sense of belonging. Ethiopian*
- *Reduce stress. Hispanic Adult*
- *Feel like you have a place to go. Youth*
- *More stability. BP Local Residents*
- *Not having his/her own home causes instability- One learns to love even the little tree, and having to move from the house causes the children to lose control. BP Hispanic*
- *If there is no home, there is no stability. BP Hispanic*
- *To have more security, the future seems easier. BP Hispanic*
- *When one has his/her own home, we feel safer; that helps mentally. BP Hispanic*



**OWN HOME MEANS FAMILY MORE LIKELY TO STAY PUT -- SAME SCHOOL, GET TO KNOW NEIGHBORS**

- *Home ownership gives stability, allows folks to make friends, get to know neighbors. Local residents*
- *More stable, non-transitory - same school is good for kids. American Indian*
- *Someone is there for you longer than rentals. Youth*
- *Need to know your neighbors. BP Local Residents*
- *Owning a house can help stabilize the family. BP Cambodian*
- *When family owns home -- more stability, financial stability and influences the kids to have stable lives. BP Youth*
- *Wont move as much. BP Local Residents*
- *Less transience. BP Local Residents*
- *Some kids in 3 schools this year. BP Local Residents*
- *Self esteem suffers and other issues when you are new kid in school. BP Local Residents*
- *For them to have patrimony, to be in a stable place, to have a school nearby in their community.*
- *Because the rent we pay is too high and we have to move constantly. So the children don't have to move from school to school; so the children have a stable place. BP Hispanic*
- *Not to be changing schools. BP Hispanic*

**MORE INVOLVEMENT IN NEIGHBORHOOD AND COMMUNITY.**

- *Get involved in the community more. Business*
- *Strengthen sense of community. Business*
- *Build the community. Pacific Islanders*
- *Invested in the community. Pacific Islanders*
- *Gives people more stake in community and helps develop relationships. Faith group*
- *Helps to become part of community, more likely to participate. American Indian*
- *Creates more respectful, involved and responsible community members. Local Residents*
- *Need to recognize that it woth strengthen community if more people own homes, but also force some people out. Faith group*
- *Gives people more stake in community and helps develop relationships. Faith group*
- *Who the neighbors are, how they behave is important. Local residents*
- *To feel part of the community. Hispanic Adult*
- *To improve the community. Hispanic Adult*
- *Pride in the community. African-American*

**OWNED HOUSES GET BETTER UPKEEP.**

- *Take good care, keep it look better + àsafer, prettier neighbor hood , more value. Women-Vietnamese*
- *If you own it, you take care of it! African-American*
- *Ownership of homes means people keep it up better. Local residents*
- *If it is your investment, you will maintain it. Local residents*
- *Teaches kids value of caring for home. Local residents*
- *Neighborhood of rentals in worse shape than owned. Youth*

- *A cleaner area. Hispanic Adult*
- *For better cleanliness, or health/hygiene. Youth Hispanic*
- *Better environment. Hispanic Adult*

**MORE LIKELY TO PASS SCHOOL BONDS AND LEVIES.**

- *Creates more political participation. Local Residents*
- *This improves stakeholders in community – i.e. School closed because no one stood up to save it -- not enough stakeholders. Faith group*
- *Not able to pass school bond if too many apartments (not a permanent population). BP Local Residents*

**PRIDE.**

- *Pride, ownership of community. Local Residents*
- *Pride. Business*
- *Proud to be an owner. Pacific Islanders*
- *To feel a sense of ownership. Ethiopian*
- *Feels good to own the home -- its yours. Youth*
- *Good foundation. Eritrean*
- *Sense of ownership and worth. Eritrean*
- *Rewarding. Pacific Islanders*
- *American dream. Business*
- *Pride of home ownership. BP Youth*
- *Irresponsibility -- more pride if people own their own homes. BP Local Residents*

**NEIGHBORHOODS HAVE LESS TRANSIENCE, PEOPLE STAY AROUND.**

- *Decrease mobility. Business*
- *So neighborhood is less crowded with business and more with families. Eritrean*
- *Stable versus transient neighborhood. BP Local Residents*

**FINANCIALLY BETTER -- HOUSE IS AN INVESTMENT.**

- *Financial security. Local Residents*
- *Offers a power of entitlement and ability to save \$ (not paying rent). Faith group*
- *Builds equity. Faith group*
- *Financial benefits, an investment. Pacific Islanders*
- *To have their own property. Youth Hispanic*
- *Not to waste money in rent. Hispanic Adult*
- *Equity building. Rent is throwing \$ away. Local residents*
- *It's important to have a home in order to have financial security. Youth Hispanic*
- *It is an investment. Youth*
- *Ownership. Hispanic Adult*
- *Paying for ownership, not rental. Youth Refugee*
- *When you own a home you can take the money and spend it somewhere else. Youth*
- *Cheaper than renting -- better investment. Youth*
- *It is independence, equity! Park Lake*

- *Waste of money renting an apartment. Youth*
- *Need to own, have stable place. Park Lake*
- *An inheritance -- passed on to kids - stable home. Youth*
- *Owning a house à qualify for credit. BP Cambodian*
- *Owning a house can make you qualify to buy more houses. BP Cambodian*
- *To be renting is to waste money. To own our home helps us ensure our children. BP Hispanic*
- *It's important because to rent is to throw money away. BP Hispanic*
- *So not to pay too high for rent, to where the job doesn't provide enough. BP Hispanic*

#### **HOUSES GENERALLY HAVE MORE ROOM THAN RENTAL APARTMENTS.**

- *In apartment complexes they cannot play, there is not enough space inside the apartment. Bosnian*
- *Most of them live in one bedroom apartment although they need three-bedroom but they cannot pay for bigger. Bosnian*
- *They pay rent, and they work all the time, but they do not improve living conditions. Bosnian*
- *More personal space. Hispanic Adult*
- *To have more space with a family. Youth Hispanic*
- *To be more comfortable. Youth Hispanic*
- *To be with the family and keep good memories. Youth Hispanic*
- *Single family dwelling is more comfortable, quite spacious than apartments. Local residents*
- *More space, own space. Youth Refugee*
- *Peace and quiet. Youth Refugee*
- *children will be safer in own homes. BP Local Residents*
- *Owning a house make it easier raising a family. BP Cambodian*

#### **WHEN YOU OWN A HOME YOU HAVE MORE FREEDOM TO DECIDE WHAT YOU WANT TO DO WITH AND IN IT**

- *Allows more privacy, freedom (three time). Youth Refugee*
- *Back in our country we all had our own houses and we are used to that freedom. Bosnian*
- *When renting a home you have restrictions -- no pets. Youth Refugee*
- *Your house – your freedom. Bosnian*
- *Privacy; have more freedom. Cambodian*
- *To have privacy. Youth Hispanic*
- *You can remodel the way you want to. Youth Hispanic*
- *More freedom. Hispanic Adult*
- *In apartment complexes they are not able to express themselves positively. Bosnian*

#### **OWNING A HOUSE IS PLANNING FOR THE FUTURE.**

- *Plan for the future. Faith group*
- *For the future. Youth Refugee*
- *Gives people something to work toward -- appreciate -- be proud of. Youth*
- *Goal to own home is something to work towards. Youth*

### **IT ISN'T NECESSARY TO OWN A HOME TO HAVE A GOOD FAMILY.**

- *You can be a very successful parent without owned your own home. - "home is where the heart is." Faith group*
- *I don't think it is important. Youth*
- *Not important because it's not about owning a home, it is where the heart is -- family quality is important. Youth*

### **HELPS CHILD'S CONFIDENCE AND SELF-ESTEEM.**

- *To be a good model for the child. Oromo*
- *Confident, knowing they have a place to go. Pacific Islanders*
- *Help young people with their self esteem. Pacific Islanders*
- *For the children. Hispanic Adult*
- *Children have more hope and be proud for themselves. Cambodian*

### **TEACH CHILDREN ABOUT RESPONSIBILITY OF HOME OWNERSHIP.**

- *To give the responsibility of that house to the young child in the future. Oromo*
- *To let him know how hard the ownership of the house is. Oromo*
- *Responsible children care more. Women-Vietnamese*



### **OWNING A HOUSE GETS YOU INTO A NICER HOUSE AND NEIGHBORHOOD..**

- *Older houses and neighborhoods are not as nice. Youth Refugee*
- *More options for homes when you own (Homes all look the same in BP). Youth Refugee*
- *Housing shortage overall -- not just owning, also renting. American Indian*
- *Housing prices going up close to Boeing. BP Local Residents*
- *Get out of bad housing. BP Youth*

## **POSSIBLE SOLUTIONS**

### **LOW-INCOME FAMILIES NEED HOME-BUYING ASSISTANCE.**

- *I think that house buying requirements should be better. Bosnian*
- *How to access low-income programs. Local residents*
- *It is hard to save enough for down payment. Local residents*
- *We need financial help to own a house. Youth Hispanic*
- *For low income people, this is a good opportunity for those who cannot have an opportunity (afford) to buy a house (out of the program). Vietnamese*
- *Easy loan program and lower interest rate to allow people to have a house of their choice.. Vietnamese*
- *Need to diffuse clearly this house-buying program. Vietnamese*
- *Economic help. Hispanic Adult*
- *Buy a house with government subsidies. Women-Vietnamese*

- *Programs - first time buyers etc. People in community don't know about them. Local residents*
- *Lack of money. Youth Refugee*
- *More education on how to buy a home. Local residents*
- *Economics, privacy discourage people from buying. Local residents*
- *We have low incomes. No money to buy a home. BP Laotian*
- *We want real help from the government in buying a home. BP Laotian*
- *What is the low income? We only have enough to buy food and pay rent. Not enough for deposit or down payment. BP Laotian*
- *We all agreed, that we need accommodation and we should find one. Somali*
- *It was agreed that, when they are given enough training skills, they should look for jobs to achieve better incomes. Somali*

#### **HOME OWNERSHIP PROGRAMS NEED TO BE SHAPED; NOT EVERYONE CAN AFFORD A HOUSE**

- *There is subsidized housing, but too expensive, can't get out of it. Park Lake*
- *What is the goal of the program? Financial or just changing the look of White Center? Vietnamese*
- *The miscalculation of the program is to sell houses to low income people. Vietnamese*
- *At old age one should not have a house à too much debt. Women-Vietnamese*
- *Problem for seniors and disabled. Park Lake*
- *Many strings attached when buying a house. Women-Vietnamese*
- *Exact same house is worth more or less, depending which side of 35th it is on. Local residents*
- *Some people lose homes or lease, but some manage to recover. Park Lake*
- *Young people work a lot and they are not paid enough to buy a house. Bosnian*
- *More money would help single parents. Youth*
- *Level of involvement by partnership depends on gov't involvement -- less government is better. BP Youth*



#### **CONCENTRATING ONLY ON OWNERSHIP CAN HURT OTHER ASPECTS OF FAMILY LIFE.**

- *To afford a home, requires multiple jobs. Has effect on other issues. Local residents*
- *Family values influence home ownership. Local residents*
- *All issues community etc. are tied together. BP Local Residents*

#### **COMMUNITIES HAVE LOT OF APARTMENTS NOW; HARD TO CHANGE HOME OWNERSHIP RATES**

- *Few vacant lots, no big homes in WC/BP. Local residents*
- *Rezoning happens (to multifamily) without community input. Local residents*
- *No vacant land -- hard to convert rentals into owner-occupied homes. Local residents*
- *Permitting -- too many apartment buildings with no place for people to go, park, play, no parks. BP Local Residents*
- *High concentration of apartments. BP Local Residents*



# HEALTHY MOTHERS AND BABIES

*“Moms are someone you can turn to. -- You need someone who is good, not a crack head.” (Youth)*

*“Beginning is important.” American Indian Group*

## **WHY IS THE HEALTH OF BABIES AND THEIR MOTHERS IMPORTANT TO THE FUTURE OF YOUNG PEOPLE?**

### **MOTHERS AND BABIES EMBODY OUR FUTURE.**

- *Its where it ALL starts. Business*
- *Beginning is important. American Indian*
- *One thing it is very important to have healthy mom and baby to have a good healthy future for the children. Oromo*
- *Early health is always good for long range future. Oromo*
- *Healthy babies and moms help the domino aspect in their life. Pacific Islanders*
- *Good health of babies is necessary to a good life. American Indian*
- *Physical and mental health begins in the home. American Indian*
- *Child health affects society’s health. Local Residents*
- *They are our next government. Youth Refugee*
- *Healthier community. Hispanic Adult*
- *Health is important because without that they can die – and there would be no future. Youth Hispanic*
- *Negative birthrate means need to keep every baby alive. BP Youth*
- *Either they take care of us or us of them. BP Local Residents*
- *If babies not healthy, next generation not healthy. BP Youth*
- *Babies are the future young people. BP Youth*
- *They are our future. BP Local Residents*

### **HEALTHY BABIES MEAN HEALTHY FAMILIES.**

- *To create a healthy and productive family. Ethiopian*
- *Mother/child healthy = less a burden to the community and family. Women-Vietnamese*
- *Parents (grand parent) help to take care. Cambodian*
- *Important to health of family (a child puts strain on family). BP Local Residents*

### **HEALTHY CHILDREN DO WELL IN SCHOOL AND IN THEIR FUTURE LIFE.**

- *When you are healthy you will be good in school and other things too. Oromo*
- *Healthy mother – healthy spirit – good and certain future. Bosnian*

- *Their early [need for]medical attention impacts their health and development all through life. Faith group*
- *Unhealthy babies can't grow up healthy. Local residents*
- *When you are sick you have a lot of problems. Business*
- *Babies don't survive and thrive. BP Local Residents*
- *Healthy babies live longer. BP Youth*
- *Learning disabilities. .BP Local Residents*

**FOR ETHNIC GROUPS UNDER ATTACK, EVERY CHILD RAISED TO ADULTHOOD HELPS TO PRESERVE THE CULTURE**

- *In order not to disappear. Youth Hispanic*
- *To pass our culture. Youth Hispanic*

**BABIES AND YOUNG CHILDREN NEED THEIR MOTHER'S LOVE AND ATTENTION.**

- *First five years are most important. Local residents*
- *Mothers are focus of kids under five. Local residents*
- *Moms are the first person you bond with. Youth*
- *Moms are someone you can turn to. Youth*
- *You need someone who is good, not a crack head. Youth*
- *Provides emotional stability. Youth*
- *Family stability for normal life. Youth*
- *Mothers who aren't emotionally stable may not want to keep (give birth) to their baby. Youth*
- *Having support, mom will have less stress and will provide a more secure upbringing. Local Residents*
- *One-parent families work harder and have less time at home. Youth Refugee*
- *To reduce stress. Hispanic Adult*
- *Maternal skills brought by moms to community are essential pieces of community. BP Youth*

**NUTRITION IS VERY IMPORTANT FOR THE HEALTHY DEVELOPMENT OF BABIES.**

- *Nutrition is critical to their development. Pacific Islanders*
- *early pregnancy -- genetic, nutrition, nuturing problems. Local residents*
- *First years of life most important -- need nourishment. BP Youth*
- *Because since the babies are in the mother's womb, we need to talk to them, show them love, and good nourishment for the mother. BP Hispanic*

**IF MOTHERS ARE NOT HEALTHY AND GETTING GOOD MEDICAL CARE, THEIR BABIES WON'T BE HEALTHY**

- *Unhealthy mothers have kids with developmental problems. Local residents*
- *Make sure babies are healthy and not dead. Hispanic Adult*
- *Healthier children. Hispanic Adult*
- *To ensure the mother's care, doctor should be contacted. Somali*
- *To prevent a bad pregnancy or infection. Hispanic Adult*
- *If the mother is healthy, the future of the baby will be better. Women-Vietnamese*
- *Healthy mother – healthy child. Bosnian*

- *Mom's health affects child's health. Local Residents*
- *To prevent malformation. Hispanic Adult*
- *Mother needs to be healthy to help grow the children. Pacific Islanders*
- *For children to be healthy, mother has to be healthy. Eritrean*
- *Babies grow up, healthy mothers help take care of the baby. Pacific Islanders*
- *The pregnant mother is neglected. Somali*
- *The child's weight depends on the attention given to the mother. Somali*
- *We agreed that problem is the result of lack of care. Somali*
- *Healthier the mothers, the healthier the babies. BP Youth*
- *Healthy mother healthy baby. BP Cambodian*
- *Babies are little sponges that absorb everything; the mother must have the patience so the baby can have good physical, as well as good mental health. BP Hispanic*
- *To grow up healthy and strong. BP Hispanic*
- *To keep in good health. BP Hispanic*
- *To care for self, starting from pregnancy. BP Hispanic*
- *So babies grow up problem free, so the mother never has to worry, they must keep themselves in good health. BP Hispanic*

#### **OTHER HEALTH ISSUES THAT ARE IMPORTANT IN OUR COMMUNITY.**

- *Asbestos. Park Lake*
- *Spraying. Park Lake*
- *Mildew. Park Lake*

## **DATA COMMENTS AND REACTIONS**

#### **REACTIONS TO THE DATA.**

- *We have highest birth rate and highest teenage birth rate. Park Lake*
- *Low birth weight -- 5.5 lbs might be okay for Asian babies. Not a problem weight for us. BP Laotian*
- *Births to Young teens - this is quite common for us. Mothers should teach their daughters and fathers teach their sons about birth control, culture. BP Laotian*
- *Surprised (everyone) by the data. BP Local Residents*

## **CAUSES FOR MOM AND BABY HEALTH PROBLEMS**

#### **DRINKING, SMOKING OR USING OTHER DRUGS WHILE PREGNANT**

- *Think of how substance abuse by young mothers affects babies (cognitive, behavioral, development later in life) - hard to change effects. American Indian*
- *Drug, alcohol, cigarette smoking during pregnancy. Local residents*
- *Babies are having babies - drinking. Youth Refugee*
- *smoking. Youth Refugee*
- *Fetal alcohol syndrome - permanent problem for society. BP Local Residents*
- *Health issues (drug and alcohol) so severe they can't be corrected. BP Local Residents*

- *Lack of knowledge of the young women. (In drugs, alcohol.) BP Hispanic*

#### **REASONS FOR HIGH RATE OF TEEN PREGNANCY.**

- *It was a "fad" once for girls to have babies. It has changed. Local residents*
- *Is it more acceptable in some cultures to have babies early? Local residents*
- *Early motherhood is a consequence of other things (loneliness, isolation, poverty, lack of love and inclusion) that may vary by culture. Local residents*
- *Early pregnancy -- genetic, nutrition, nurturing problems. Local residents*
- *A lot of young women deny pregnancy or don't understand until it is undeniable. Local residents*
- *Socioeconomic factors are biggest reasons, plus high numbers of immigrants. Local residents*
- *Is teen pregnancy is a problem for all cultures? Many culture do NOT like this, or approve, but accept the baby, keep it in family. Park Lake*
- *Babies are having babies. Youth Refugee*
- *Kids have too much time on their hands. Park Lake*
- *No money. Youth Refugee*
- *Don't know they are pregnant - denial. Youth Refugee*
- *Scared of telling parents. Youth Refugee*
- *Don't know to see a doctor. Youth Refugee*

#### **YOUNG MOTHERS LOSE TRACK SPIRITUALLY**

- *The young women become pregnant and lose their spiritual health, and it has an effect on the babies. We need special attention for our young women because sometimes their babies are born too small because they aren't healthy; they're malnourished. BP Hispanic*

#### **MOTHERS ARE TOO BUSY AT WORK TO HAVE TIME TO TAKE CARE OF THEIR CHILDREN'S HEALTH**

- *A healthy child gets sick because s/he is taken care of by someone who does not know how to do it, while his/her mom has to work. Bosnian*
- *Mothers are too busy, they don't have time to healthy raise their kids. Bosnian*

#### **BARRIERS TO SERVICE: TRANSPORT TO HEALTH CARE.**

- *Transportation is a problem. Eritrean*
- *Transportation and education problem for prenatal services (cultural). Park Lake*
- *Less services [for preventing and/or supporting young teen mothers] in BP than in WC and King County. Youth Refugee*
- *People in BP can't know about services in White Center or have much ability to get there. BP Local Residents*

#### **BARRIERS TO SERVICE: FUNDING.**

- *Problem: if funding, will it go away after project? Park Lake*
- *Plain Talk: good program, should be funded, come back. Got funding, then lost it. Broke barriers. Community felt lost. Park Lake*

#### **BARRIERS TO SERVICE: KNOWLEDGE ABOUT HEALTH AND HEALTH CARE MAY BE A PROBLEM.**

- Prenatal care - information re diet, behavior. Local residents
- Immigrants don't have access to information we all take for granted. Local residents
- Afraid, nervous, and shy. Cambodian
- Medical problems. Cambodian
- No prenatal care - there are still many people who do not know, lack of information. BP Laotian
- We don't know the resource or service. BP Laotian
- People in BP con't know about services in White Center or have much ability to get there. BP Local Residents
- Achieve good nourishment for the mother as well as for the child. Not smoking so as to teach good habits to the child, from the time he's a baby as they start learning when they're still babies. BP Hispanic

## **WHAT CAN THE PARTNERSHIP DO TO IMPROVE ON MOTHER AND INFANT HEALTH?**

### **REDUCING THE TEEN PREGNANCY RATE.**

- Due to conservative culture and ideas, children having babies before 17 years old are having some complex in the face of their community. Vietnamese
- Mothers should be over 18 years old. Vietnamese
- Plain Talk: good program, should be funded, come back. Got funding, then lost it. Broke barriers. Community felt lost. Park Lake
- Teen pregnancy coming around now, improving -- lots of teen clinics in WC, but not in BP. Park Lake
- Contraceptives more readily available. Youth
- Educate young people about "Teen Pregnancy Prevention". BP Cambodian
- High teen pregnancy rate in this area -- should have more adoption agencies. BP Youth

### **HEALTH CARE SERVICES NEED TO BE CULTURALLY AND LINGUISTICALLY COMPETENT.**

- Community needs to support ethnic groups. Business
- Do new immigrants have a cultural barrier to prenatal care? Local residents
- We need counselors from the same culture to talk to family about this early pregnancy. BP Laotian

### **GET GOOD HEALTH CARE SERVICES FOR MOMS AND BABIES IN COMMUNITY.**

- Adequate health care important. Eritrean
- Insurance financial support important. Eritrean
- Not adequate emergency services nearby for children or mothers. Eritrean
- Not enough clinics. Eritrean
- No child hospital near by. Eritrean
- Counselor and community. Cambodian
- Prenatal care more available. Youth
- Pregnant women should have regular medical exam. BP Cambodian

- *Obey physician advice. BP Cambodian*
- *Takes newborn baby to see doctor regularly. BP Cambodian*

**EDUCATION ON HEALTH CARE ISSUES WOULD BE HELPFUL.**

- *Education. Business*
- *Family education. Vietnamese*
- *Children needs more guidance in sex education to avoid social problems. Vietnamese*
- *School program (not show/teaching). Cambodian*
- *Educate on health issue. Youth*
- *Better communication. Business*
- *Allow women participate in health education. BP Cambodian*
- *Nutrition classes are needed for pregnant women babies, and toddlers. BP Hispanic*
- *Counsel mothers not to do drugs when pregnant. Youth*

**TO AVOID TEEN PREGNANCY, MOTHERS NEED TO ADVISE AND CHAPERONE THEIR DAUGHTERS.**

- *Mothers should advise their younger daughter(s). Somali*
- *The younger daughter(s) should obey their mothers. Somali*
- *Her mother should always accompany her. Somali*

**PREVENTION IS IMPORTANT.**

- *If good help earlier has less problems in future. Eritrean*
- *[Important to end the ] Cycle of poverty. Youth Refugee*
- *Preventative health care - cheaper and more effective in long run. Business*
- *Contraceptives more readily available. Youth*

**YOUNG TEEN MOMS NEED TO FINISH SCHOOL AND THEY NEED CARE AND HELP.**

- *More programs for young girls so they can still go to school. Youth*
- *Quitting school. Park Lake*
- *Need to get care for young girls and their babies. Business*
- *Early support for babies. Business*

**SINGLE MOMS NEED FINANCIAL HELP -- PARTLY FROM DADS.**

- *Affect mostly their financial situation. Vietnamese*
- *Funding for single mother. Youth*
- *More fathers pay child support. Youth*
- *Easier to pusue child support. Youth*

**WE MAY NEED TO ORGANIZE AROUND THESE ISSUES.**

- *To awake the conscience about their kids future. Bosnian*
- *Community involvement important. Eritrean*
- *How is the partnership going to try and change this? BP Youth*

**PARENTING PROGRAMS.**

- *A program for mothers to become better mothers -- "Mentor Mothers. Youth*
- *Guides to know how to be parents, mothers. BP Hispanic*





**Research and Data Analysis**  
**Report Number 11.105**