



East Bay Asian Youth Center Local Evaluation Report

IPP: East Bay Asian Youth Center

CDEP: EBAYC Sacramento Program

Priority Population: Asian/Pacific Islanders (API)

Evaluation Time Period: June 2017 - June 2021

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Hatchuel Tabernik & Associates



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About East Bay Asian Youth Center

Founded in 1976, the East Bay Asian Youth Center's (EBAYC) guiding vision is to create spaces that affirm the cultural identities of Asian youth and guide their personal growth. EBAYC builds strategic partnerships with schools, city and county governments, and community organizations, and establishes trusting relationships with families to provide seamless services to support our youth. Our diverse menu of services includes youth violence prevention, expanded learning, and civic and community engagement. <https://ebayc.org/>



About Hatchuel Tabernik & Associates

Hatchuel Tabernik & Associates' (HTA) mission is to support and empower organizations to create a more educated, healthy, equitable, and just society. From our experiences as social service practitioners and as researchers, planners, and evaluators, we understand that complex social issues require collaborative and comprehensive solutions to move the needle and create lasting social change. HTA has been designing and conducting evaluations since 1996.

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Table of Contents

Executive Summary	5
Description of Program	5
Population Served	5
Evaluation	6
Evaluation Questions & Research Design	6
Key Findings	6
Recommendations	8
Introduction	10
Overview of the Report	12
CDEP Purpose, Description & Implementation	12
Purpose	12
Description of EBAYC’s Program Implementation	13
CDEP Components & Activities	13
1. Needs and Strengths Assessment:	13
2. Individual Mentoring and Counseling:	14
3. Service Access and Monitoring:	14
4. Group Work:	15
5. Staff Cultural Competence:	15
CDEP Delivery	16
Demographics served	17
Significant Changes to Delivery Before and During COVID-19	18
Local Evaluation Questions	20
Evaluation Design & Methods	20
Analysis Approach	22
Sampling Methods and Size	23
Program Outreach and Recruitment	23
Program Exit	24
Results	25
EQ 1: What interventions were put into place by the program to address the specific needs of API youth in Sacramento?	25
Assessment and Life Map Goals	26

Service Access and Monitoring; Individual Mentoring and Counseling; and Group Work...	27
EQ 2: What aspects of the program did participants find gave the greatest benefit?.....	29
Satisfaction with EBAYC program	29
Satisfaction with EBAYC Counselors/Staff	30
Student Interviews.	31
Parent interviews.	33
EQ3: To what extent did the program succeed in strengthening youth protective factors? ...	34
Cultural Identity & Spirituality	34
Relationships with Caring Adults	35
Youth interviews.	37
EQ4: To what extent did the program succeed in helping reduce youth risk factors?	38
Other Outcomes: Academic Achievement	40
Key Findings and Recommendations.....	41
References	45
Appendix A: Cohort 1 SWE Pre-Survey	46
Appendix B: Cohort 1 SWE Post-Survey	49
Appendix C: Cohort 2 SWE Pre-Survey	52
Appendix D: Cohort 2 SWE Post-Survey	60
Appendix E: Counselor Interview Protocols	65
Appendix F: Parent Interview Protocol	69
Appendix G: Youth Focus Group Protocol	71

Executive Summary

The mental health needs of Asian and Pacific Islander (API) youth are uniquely overlooked and misunderstood within local public education agencies. Across geographic regions, public school professionals' direct and indirect engagement of API youth, including school health professionals, is impacted by an implicit bias toward API youth as being “model minorities” – members of a non-white racial group who are perceived to be academically successful and emotionally healthy with no targeted intervention necessary. Therefore, the East Bay Asian Youth Center's (hereafter referred to as EBAYC) aims to better support Asian American youth by addressing the stigma and lack of awareness and education on mental health services, and the availability of culturally appropriate services by destigmatizing and demystifying the concept and nature of mental health among youth and their families through a consistent, reliable, and culturally-responsive process of relationship-building, mental health education, advocacy, and community outreach and education.

Description of Program

EBAYC Sacramento is a pilot program expanding and building on EBAYC's substantial work with Asian American youth in Oakland and Berkeley over the past four decades. The program pairs two youth counselors (one female and one male) to youth of the same gender. The program is now in its fifth year of funding by the California Office of Health Equity (OHE), California Reducing Disparities Project (CRDP). In this gender-based program, a male youth counselor worked one-on-one with approximately 20 male youth, and a female youth counselor worked one-on-one with about 20 female youth. The male director of the program also worked with a caseload of 5 youth. The goal is to have a student-to-counselor ratio of 20:1. However, this number fluctuates based on referrals and program exits. The program utilizes a culturally sensitive strategy of employing youth counselors who are personally familiar with these expectations from their own life experiences, thereby adding another level of trust and identification for youth. The program is school-based with a physical location at Luther Burbank High School. In addition to continuing their site-based presence at Luther Burbank High School as the program continued, counselors expanded the program's service area to include youth at Hiram Johnson High School, Grant High School, Valley High School, Florin High School, and Will C. Wood Junior High School.

Population Served

There were a total of 64 youth in Cohort 1, 69 youth in Cohort 2. However, there were **110 unique students** served by the program; 23 students were in both Cohorts. Overall, the program served a slightly greater percentage of male youth (54.5%) than female youth (45.5%). At intake, ages ranged from 13 to 18 years and averaged 15.5 years. The overwhelming majority were ethnically Hmong (71%). Most participants came from Luther Burbank High School (61%), though there was representation from many other high schools and some middle schools. Roughly two-thirds of participants speak Hmong and English at home. Most participants reside with at least one of their parents. Approximately 11% of youth participants were known to have had gang affiliation at some point.

Evaluation

Hatchuel Tabernik and Associates (HTA) was contracted in the Spring of 2017 to conduct the multi-year local evaluation of EBAYC's Sacramento pilot program. The local evaluation examined youth impacts at the individual and program levels. Grantees also participate in the statewide evaluation (SWE) overseen by Psychology Applied Research Center (PARC) at Loyola Marymount. To streamline the evaluation, HTA incorporated SWE core measures as part of the local evaluation. This report serves as the final local evaluation report comprised of data collected over the past four years of the project. HTA has also produced two internal evaluation reports for EBAYC, one covering each 18-month cohort of youth, and will produce a third for data collected in the fifth and final year of the grant.

Evaluation Questions & Research Design

The evaluation questions below guided the analysis for this report.

1. What interventions were put into place by the program to address the specific needs of API youth in Sacramento?
2. What aspects of the program did participants find gave the greatest benefit?
3. To what extent did the program succeed in strengthening youth protective factors?
4. To what extent did the program succeed in helping reduce youth risk factors?

HTA utilized a mixed-methods approach, combining qualitative data collected from interviews and focus groups with quantitative data collected from the program service database, school records, surveys, and assessments to answer the evaluation questions. Data sources included program documents, program service data, pre- and post-SWE surveys, and interviews.

Key Findings

Below are some of the notable findings in understanding the program's impact on Southeast Asian youth.

- Almost half of the program youth reported having received psychological or emotional counseling from a community-based professional (e.g., health worker, peer counselor) or from someone at school (e.g., school counselor, psychologist, social worker) in the twelve months prior to program participation. In addition, girls were more likely than boys to report having received such services.
- The Child and Adolescent Needs and Strengths (CANS) assessment with the youth counselors revealed that school and academic-related life domains were areas in which immediate and/or intensive action was needed for the youth.
- When creating their Life Map goals, the plurality of youth had one or more goals related to education, social and emotional health, and family relationships.
- Youth counselors spent an average of 29 hours with each youth engaged in individual mentoring and counseling, service access, and monitoring. Most of this time was spent discussing topics of social and emotional health, education, and logistics (e.g., transportation).

- Approximately 8 in 10 youth were satisfied with the services at EBAYC, got the help they wanted, received services that were right for them, at a convenient location, and nearly 9 in 10 students relayed that EBAYC counselors “stuck with me no matter what.”
- As a result of participating in EBAYC programming, 91% of youth reported feeling like they are better able to do things they want to do.
- Nearly three-quarters of youth felt their counselor cares about them, that they can talk to their counselor about anything, and that they had fun with their counselor.
- There were few significant changes in cultural identity and spirituality among the program youth before and after program participation.
 - About half of youth felt a strong identity with their culture at program intake and had not changed their perspective at the program exit.
 - One exception, a significant proportion of Cohort 2 youth felt less connected to their culture’s spiritual/religious traditions following program participation (63% to 46%, $p<.05$).
- In most cases, two-thirds of youth reported they had a relationship with a caring adult at school or at home at program intake.
 - The same proportion of youth (both cohorts) reported they had a relationship with a caring adult at home at program exit.
 - However, there was a significant decrease in the proportion of Cohort 2 youth who reported they had a relationship with a caring adult at school at program exit (67% to 50%, $p<.05$).
- In youth interviews, most youth reported they did not feel comfortable opening up about their personal lives with their teachers like they did with their EBAYC counselors.
- There were few significant changes in symptoms of social isolation, depression, and anxiety among the program youth from before and after program participation.
 - No more than a third of youth reported significant symptoms of social isolation, depression, and anxiety at program intake.
 - One exception, there was a significant reduction in the percentage of Cohort 2 youth who felt so depressed that nothing could cheer them up (29% to 14%, $p<.05$).
 - Moreover, youth who received a high “program dose” reported significant increases in feeling nervous all or most of the time from pre- to post-survey, but also reported experiencing decreasing levels of fears and worries that they had messed things a lot with school and homework from pre- to post-survey.
- Over three-quarters of youth had positive educational outcomes at program exit – a large number had graduated from high school, matriculated into college, or had remained in high school. Few reportedly dropped out of school.
- Cohort 1 youth showed significant increases in their GPAs from before and after program participation (2.3 to 2.7, $p<.05$). Unfortunately, similar data could not be collected for Cohort 2 youth.

- Cohort 1 showed increases in school day attendance, although this was not statistically significant (88.8% to 90.9%, $p > .05$).
- The COVID-19 pandemic dramatically impacted programming for Cohort 2 youth and likely affected outcomes. During the onset of the pandemic, EBAYC programming quickly pivoted programming from an in-person model to a virtual one and focused on meeting families' immediate needs. EBAYC staff struggled to connect with youth despite their best efforts. Consequently, youth outcomes were likely affected by the COVID-19 outbreak.

Recommendations

Although the vast majority of findings from this evaluation are quite positive, there are some areas where improvements could be made. Below we provide a handful of recommendations that EBAYC could consider as the program moves forward:

- **Explore why females are more likely than males to report needing and seeking help for emotional and/or mental health concerns.** Cohort 2 pre-surveys showed that a significantly higher percentage of females than males reported that they thought they needed help for emotional or mental health concerns. It would be interesting to explore this finding further to understand if it is true that the males in this program really do not need as much help, or if they are much more hesitant to ask for help, and therefore, less likely to receive it from certain sources.
- **Further support youth in defining goals that are realistic and achievable.** Only 61% of surveyed youth felt that they had made progress on achieving their goals. Although this could just be related to negative self-perceptions, this could also mean that the goals students are setting for themselves are too lofty; or it could mean that small steps are not being celebrated enough.
- **Emphasize continued academic support.** Academics are very important to EBAYC students. Education-related goals were among the top Life Map goals for both Cohort 1 and Cohort 2 (held by 91% and 60% of participants, respectively). Even so, only about half (54%) of Cohort 2 post-survey respondents agreed/strongly agreed that they were doing better in school and/or work, there was a decline in the percentage of Cohort 2 students from pre- to post-survey who felt that there was an adult at home who cared about their school work; and there was an increase in the percentage of Cohort 2 students from pre- to post-survey who felt that their fears and worries had messed things up 'a lot' with school and homework.
- **Explore ways EBAYC programming can be more culturally sensitive and/or help students feel more connected to their cultural community.** Although students expressed high levels of satisfaction overall, when asked if "staff were sensitive to my cultural/ethnic background," only 58% of respondents 'agreed' or 'strongly agreed.' This was among the lowest-rated satisfaction items. Furthermore, for Cohort 2, there was a statistically significant decrease in the percentage of students who reported that they "felt connected to your culture's spiritual/religious traditions" from pre- to post-survey. EBAYC could achieve this by soliciting youth input on how staff could be more culturally sensitive and/or help youth feel more connected to their cultural community. Another way could be by formally training staff

on how to be more culturally sensitive to the needs of youth. For example, counselors could receive training on psychoeducation to help youth understand the historical and systemic factors to avoid internalized racism and impostor syndrome. This practice focuses on providing information to the client/youth to normalize stressors, highlight consequences of unaddressed trauma and paths to recovery, and emphasize that recovery is possible.

- **Encourage and promote additional healthy coping skills to help strengthen social and emotional health.** Social and emotional health was also very important to EBAYC participants. Among Cohort 2 post-survey respondents, only 60% agreed that they were “better able to cope when things go wrong; and there was little to no change from pre- to post-Survey in the percentage of students from both cohorts who reported that they felt “balanced in mind, body, spirit and soul” most or all of the time.
- **Monitor whether students have access to a caring adult at school (e.g., teacher), especially as schools reopen for in-person instruction.** There were statistically significant decreases from pre- to post-survey in relation to the percentage of students who reported that it was ‘pretty much’ or ‘very much’ true that a teacher at their school really cared about them or noticed when they were in a bad mood. Granted, Cohort 2 primarily took their surveys during COVID-19 and distance learning, and much of this could resolve itself. However, this should be watched and addressed in the future, especially if findings do not improve.
- **Plan and prepare for potential challenges ahead.** EBAYC staff could plan and prepare for potential challenges, including disruptions in youths’ academics, grief and loss experienced by youth and their families, and anti-Asian hate and harassment, even after the COVID-19 outbreak has subsided. For example, EBAYC counselors could work with school staff to coordinate supportive services for youth so that s/he gains access to additional services that meet their needs.
- **Solicit input from students for ways EBAYC programming and staff could better support them.** While there were high levels of program satisfaction overall, among Cohort 2 post-survey respondents, only 66% agreed/strongly agreed that they had a solid bond with their counselor, only 68% felt understood by their counselor, and only 69% felt that they had someone to talk to when they were troubled. Although this represents the majority of participants, some students are falling through the cracks.
- **Continue to evaluate program outcomes by administering shorter surveys and collecting secondary data to inform programming.** Most of our outcome-related findings relied on Cohort 2 surveys. Conversely, some interesting outcome-related data was available from the school district for Cohort 1, but due to COVID-19, it could not be secured for Cohort 2. This left some of our findings incomplete or not fully addressed. However, what findings we do have are very interesting and merit further exploration. We encourage EBAYC to continue with program evaluation in the future. Perhaps shorter, more frequent student surveys and more secondary outcome data from the school district and other community partners could be collected and analyzed more frequently to help more thoroughly assess program and student outcomes over time.

Introduction

EBAYC Sacramento is funded through a five-year grant from the California Reducing Disparities Project (CRDP), an innovative program from the California Department of Public Health's Office of Health Equity to support providers of existing community-based, promising mental health interventions to operate Implementation Pilot Projects (IPPs). In 2017, CRDP funded thirty-five IPPs within five priority populations: African American; Asian Pacific Islander (API); Latino; Lesbian, Gay, Bisexual, Transgender and Queer/Questioning (LGBTQ); and Native American. EBAYC Sacramento is one of seven API IPP programs funded in the State of California.



EBAYC's Sacramento program targets underserved Southeast Asian (Hmong, Vietnamese, Laotian, Cambodian, Iu-Mien, Thai, Burmese, and Malaysian) youth in Sacramento, a city with relatively large populations of Southeast Asian families. Southeast Asian youth are more likely than other API groups in California to live in

impoverished, linguistically isolated households. Their parents tend to have lower educational attainment and be less likely to work in management or professional positions, and there are higher rates of mental disability among elders in their families than those from other groups.¹

Researchers describe the cultural divide typical between Southeast Asian parents and their children. The Hmong youth interviewed feel uncomfortable speaking about their problems with their parents because they're "not Americanized." As a result, youth feel frustration, stress, and depression caught between two conflicting worlds.²

The mental health needs of API youth are uniquely overlooked and misunderstood within local public education agencies. Across geographic regions, public school professionals' direct and indirect engagement of API youth, including school health professionals, is impacted by an implicit bias toward API youth as being "model minorities" – members of a non-white racial group who are perceived to be academically successful and emotionally healthy with no targeted intervention necessary. Factors contributing to the sustained vitality of such implicit bias among education

¹ For more information on the mental health needs of the Southeast Asian community in the US, see: <https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1085&context=psychfacpub>

² Elliott, K., Sribney, W. M., Giordano, C., Deeb-Sossa, N., Sala, M., and Aguilar-Gaxiola, S. (2009). *Building partnerships: Conversations with the Hmong about mental health needs and community strengths*. UC Davis Center for Reducing Health Disparities. Sacramento, CA: UC Davis.

professionals include observed classroom and other on-campus behavior (compliant to authority, not acting out); lack of disaggregated API ethnic group data that typically demonstrate significant disparities between API ethnic groups on standard school performance outcomes; minimal to no representation of key API ethnic groups (e.g., Iu-Mien, Hmong, Cambodian, Samoan, Tongan) in the instructional and administrative leadership of schools; and lack of pre-service and in-service professional learning about the experiences of APIs in the United States.

Within the “model minority” social construct, withdrawal from peers and non-participation in the classroom are interpreted as obedience, respect for authority, and self-regulation, not as potential early warning signs for depression, anxiety, or substance abuse. For example, racially and culturally-based harassment and bullying toward API youth, a common social phenomenon on most campuses, is too often either ignored or deemed an insignificant problem in schools. Such systemic reaction directly contributes to an escalation of API youth's internalized stress, conflict, and desperation.

Many Southeast Asian male and female youth experience ongoing trauma and violence, including instability and pain caused by mental health disorders within families resulting from war and refugee experiences; alcohol, drug, and opiate addiction; gambling addiction; domestic violence; racially-motivated violence in neighborhoods and schools; cross-generational gang involvement; and persistent poverty. Compounding these conditions are the lack of and poor access to culturally and linguistically appropriate trauma-informed supports for this population, particularly in California's high-poverty Central Valley region. Southeast Asian youth are uniquely underserved and a very high-need population. In California, Cambodian, Hmong, and Iu-Mien young men are arrested and serve probation at disproportionately higher rates per capita within their respective ethnic populations than white young men.

Historically, the Hmong are known as fiercely and defiantly independent. In *The Spirit Catches You and You Fall Down*, an account of the cultural challenges between Western doctors and Hmong refugees, the author describes lessons from the Hmong people's centuries-long clashes with China: “the Hmong do not like to take orders... would rather fight, flee, or die than surrender, are not intimidated by being outnumbered...and are rarely persuaded that the customs of others cultures, even those more powerful than their own, are superior.” The author continues, “those who have tried to defeat, deceive, govern, regulate, constrain, assimilate, intimidate, or patronize the Hmong have, as a rule, disliked them intensely.”³

EBAYC has continuously conducted surveys and one-to-one interviews with API youth to identify issues of most concern to them vis-à-vis their personal growth and development. Coupled with 39 years of direct service provision to API children, youth, and families, and advocating and winning strategic policy and system changes, EBAYC's ongoing engagement with API youth informs us that five risk factors, if left unaddressed, can increase the potential for API youth to develop mental illness or experience other negative life outcomes:

1. Inadequate bi-cultural and cross-cultural navigation skills.
2. Family conflict and poor/inconsistent family management practices.
3. Transgenerational trauma and complex trauma.

³ Fadiman, Anne. (1998) *The spirit catches you and you fall down :a Hmong child, her American doctors, and the collision of two cultures* New York : Noonday Press

4. Declining commitment to school.
5. Emerging aggressive problem behaviors.

Having identified these risk factors, EBAYC has designed programs to address them. EBAYC also acknowledges differences between female and male youth and is partly why the Sacramento program is gender-based.

Overview of the Report. The remainder of the report is organized into five main sections as follows:

1. CDEP Purpose, Description & Implementation describes EBAYC's mission, components of EBAYC's Sacramento program, demographics of participants served in Cohorts 1 and 2, program attrition, and major modifications to the program before and after the Covid-19 pandemic.
2. The Local Evaluation Questions section outlines the evaluation questions that this report answers.
3. Evaluation Design & Methods define this evaluation's approach, summarize data sources included in this report, and describe the analysis approach of data collected.
4. The Results section presents evaluation findings and is organized by the four evaluation questions.
5. The Discussion/Conclusion section highlights key findings in this report and provides recommendations for EBAYC to consider for the EBAYC Sacramento program.

CDEP Purpose, Description & Implementation

Purpose

EBAYC's target population is low-income API male and female youth, ages 14-18, who are falling behind in school (e.g., chronic absenteeism, behavior discipline, course failure), and at greater risk for juvenile justice system involvement (e.g., arrest, probation), or suicidal ideation. EBAYC engages the target population in the City of Sacramento. The target population is comprised of Hmong, Iu-Mien, and Lao youth. EBAYC works in formal partnership with Luther Burbank High School, Hiram Johnson High School, and the Sacramento County Probation Department to identify and access the target population.

EBAYC Sacramento's mission is to empower Southeast Asian youth to lead healthy, peaceful, and productive lives. The program de-stigmatizes and de-mystifies the concept and nature of mental health among Southeast Asian youth and their families through consistent, reliable, and culturally-responsive process of relationship-building (i.e., Assessment, Mentoring, Counseling), mental health education (i.e., Therapeutic Activity Groups), advocacy (i.e., Service Access and Monitoring), and community outreach and education. Through this process, EBAYC helps Southeast Asian youth build critical protective/resiliency factors, particularly the development of positive bicultural identity, relationships with caregiving adults, and healthy self-management skills. Moreover, the program strengthens and improves family functioning through family case management (i.e., Assessment, Service Access and Monitoring) with parents and other primary caregivers. EBAYC's culturally-responsive, non-stigmatizing intervention directly addresses the social determinants of mental health among Southeast Asian youth.

Description of EBAYC's Program Implementation

EBAYC Sacramento is a pilot program expanding and building upon EBAYC's substantial work with Asian American youth in Oakland and Berkeley over the past four decades. EBAYC Sacramento began as an 18-month cohort-based program but has transitioned to a rolling enrollment system to better meet the needs of youth who may need more or less time in the program. The program pairs two youth counselors (one female and one male) to youth of the same gender. The program is now in its third year of funding by the California Office of Health Equity (OHE), California Reducing Disparities Project (CRDP).

In this gender-based program, a male youth counselor works one-on-one with male youth, and a female youth counselor works one-on-one with female youth. The goal is to have a youth-to-counselor ratio of 20:1. However, this number fluctuates based on referrals and program exits. Many Southeast Asian communities, especially Hmong communities, are very traditional with clearly defined and distinct gender roles and expectations for males and females. Generally, males are expected to work and provide for families, and females are expected to care for the home and younger siblings, marry young, and bear children. The program utilizes a culturally sensitive strategy of employing youth counselors who are personally familiar with these expectations from their own life experiences, thereby adding another level of trust and identification for youth.

The program is school-based with a physical location at Luther Burbank High School. Youth are welcome to use the space for meeting with their youth counselor, studying, hanging out, eating lunch, socializing, and using the computer. There is also an EBAYC office within a ten-minute walk from Luther Burbank High School, where the program holds events and gatherings in the evenings and on weekends. In addition to continuing their site-based presence at Luther Burbank High School, counselors expanded the program's service area to include youth at Hiram Johnson High School, Grant High School, Valley High School, Florin High School, and Will C Wood Junior High School. A longer-term program goal is to have a site-based presence at each school, but at the time of the evaluation period, counselors focused on recruiting youth from all over Sacramento and communicating with school staff to make sure that Southeast Asian youth are getting the support they need.

CDEP Components & Activities

The program is defined by the five key components and activities.

1. **Needs and Strengths Assessment:** The EBAYC counselor makes contact with the youth and parent/guardian within 72 hours of a referral from school staff, probation, peers, and self-referrals. Upon successful contact, the counselor discusses the program with the youth and parent/guardian and secures their informed consent. Upon consent, the counselor assesses the youth's school attendance and academic transcripts. If the youth is on court-ordered probation, the counselor will review the youth's terms and conditions of probation. The counselor then works with the youth and parent/guardian to complete an initial needs/strengths assessment, adapting the interviewer-administered Child and Adolescent Needs and Strengths (CANS), a tool used nationally by local mental health, child welfare, and juvenile justice agencies. Administration of the CANS takes approximately 90 minutes. The initial CANS is administered over the first two months of the youth's engagement with the program (the "orientation") because it takes time to garner the youth's trust, which is essential to obtain an accurate assessment. Results from the CANS immediately inform the

development and implementation of a Life Map which specifies short-term goals and corresponding actions. Completion of the Life Map begins the “plan implementation” phase. The counselor readministers the CANS periodically –every two months –to update the Life Map and short-term goals, as needed. The administration of the CANS and the development of the Life Maps are generally conducted at EBAYC offices or at youths’ homes.

2. **Individual Mentoring and Counseling:** The EBAYC Counselor provides each youth with intensive one-to-one life skills mentoring and counseling services, personalized to each youth’s needs and strengths. The Counselor maintains weekly communication with each youth through text, phone, and face-to-face contacts. The Counselor meets in person with each youth once or twice a week to discuss life experiences, clarify personal values, evaluate past behaviors, and test alternative scenarios. The frequency of Counselor/Youth contact and consultation is critical in the first 12 months to promote a strong relationship built on mutual trust. While counselors make sure to adhere to these general rules regarding the frequency and duration of direct outreach out to youth, they also make themselves available to youth by text, phone, or in person, at school or at the EBAYC office, whenever and however often youth may need their involvement. The goal is to make sure youth feel safe reaching out when they are in serious danger or trouble (e.g., one youth overdosed and called their youth counselor). As the relationship between the Counselor and youth matures, contact will remain consistent, though less frequent. Eighteen months of mentoring allows for the natural development of a strong meaningful relationship. Mentoring and counseling services are conducted in various settings, including EBAYC offices, youths’ homes and schools, Youth Detention facilities, and neighborhood venues. The CANS guides the counselors and youth to develop the Life Maps goals and topics for the mentoring and counseling sessions.
3. **Service Access and Monitoring:** The EBAYC Counselor provides youth and families ongoing access to, advocacy with, and monitoring of public and private sector support services, based on needs identified through the CANS assessment process. This whole-family approach is a critical component of the model, which incorporates support/access for the whole family to other services via referral and navigation. In order for youth to succeed, the program needs to earn the support, trust, and buy-in from the entire family, especially if counselors are to bridge the youth’s bicultural identity respectfully. Standard activities of this case management system include:
 - Assisting with navigating the school system (e.g., enrollment, transfer, attendance, grades, special needs services, extra-curricular opportunities, teacher/administrator consultations, Individual Education Plan meetings, expulsion hearing process);
 - Navigating the juvenile justice system (e.g., probation terms and conditions, electronic monitoring, court appearances, probation officer consultations);
 - Connecting to drug or alcohol counseling
 - Connecting youth and families to culturally and linguistically responsive individual and family counseling services (e.g., Asian Pacific Counseling Center in Sacramento); and
 - Translation support for parents during child’s hearings/court appearances
 - Helping families with income-support resources.
 - Access and monitoring activities are conducted in various locations, including homes, schools, probation centers, youth detention facilities, and at service-provider offices.

4. **Group Work:** EBAYC counselors organize and facilitate culturally-responsive gender-based small groups with indirect discussions of their mental health. They may use cameras and video equipment to capture their stories and local struggles through clips they developed of their experiences. Groups may also be more casual “hang outs” with the goal of trying to get everyone’s participation. Outdoor activities such as bike rides, barbeques, kickball, going to the park with both genders. The goal is to get the youth to know each other, get them out of the house in a safe space where they won’t get into trouble. Counselors want youth to have fun, develop their socializing skills, get out of their comfort zones, and away from technology and their phones. This was originally designed as therapeutic activity groups⁴ (TAG) for all youth in each cohort during the summer months and regularly during the school year. TAGs are designed and grounded in research to engage youth in a self-directed exploration of the presence and impact of trauma on their lives. Thematic questions explore “What does it mean to be Southeast Asian? To be Hmong-American?” In Cohort 2, the focus on group work was more targeted. Groups were smaller and focused on activities specific to the interests of those youth (e.g., hiking, fishing, volleyball).
5. **Staff Cultural Competence:** EBAYC counselors have extensive knowledge and experience working and living among the Southeast Asian population they serve.
 - Counselors receive in-service training and ongoing professional supervision and support on prevention and early intervention strategies; up-to-date knowledge of community resources and how to access them; and strategies to effectively work with education and juvenile justice agencies to achieve positive youth outcomes. This professional training enhances EBAYC counselors’ culturally-based lived experiences and risk factors similar to those of the youth they serve.
 - Counselors have a solid understanding of and deep respect for their target communities’ historical, cultural, spiritual, and social norms, values, and practices, particularly regarding acculturation dynamics and differences. Moreover, understanding that culture is dynamic and not static or absolute, counselors practice humility in exercising their knowledge and embrace continuous listening to and learning from their families. EBAYC counselors are proficient in the home language of their target populations (i.e., Hmong, Vietnamese).
 - Counselors have maintained a track record of uniquely establishing trusting and accountable relationships with their target youth, including forging meaningful partnerships with parents and other caregivers. They are effective advocates and negotiators with public agencies to secure adequate remedies and needed resources for their youth and families.
 - The 18-month cohort period with an average 20-to-1 caseload⁵ size meaningfully responds to program leader’s experience that building a productive and transformative relationship with underserved Southeast Asian youth and their families takes significant care and time.

⁴ TAGs are loosely modeled after similar youth programs including Beats, Rhymes, and Life based on Oakland. See research article for more information:

<https://pdfs.semanticscholar.org/3b06/7224cc42764a11c93e47c1b804c8f46fb24b.pdf>
http://brl-inc.org/youth_services/

⁵ The goal is to have a caseload of 20 youth, but that number can be higher or lower based on referrals and program exits. The cohort sample size got up to 64 and 69 because some youths exited and then new ones were added throughout the cohort. Program enrollment was on a continuous basis. Even if students were only in the program for a couple of months and left early due to inactivity, short-term intervention, moved, they were included in the sample.

CDEP Delivery

Although the evaluation did not conduct a formal fidelity assessment, based on interviews with program staff and students, it was evident that EBAYC staff delivered services as close to the program design as possible – with some exceptions (Table 1). By the end of the first cohort, EBAYC leaders determined that, although the CANS was administered every six months, youth counselors did not align the identified needs and strengths with the Life Maps. While the CANS was supposed to guide the counselors and youth to develop the Life Maps goals and topics for the mentoring and counseling sessions, youth counselors often let Cohort 1 youth specify the goals the youth wanted to address in a particular session, even if there was not an identified need aligned to it. For Cohort 2, the program changed the frequency of CANS administration to every three months and incorporated CANS data into the development of the Life Maps to address these concerns. Additionally, the parental approach was formalized (e.g., parents were brought in when there were academic issues). During the second cohort, EBAYC staff emphasized the whole-family approach by increasing parents' involvement, a critical component of the model.

Table 1: EBAYCs Sacramento CDEP Program Delivery, Cohorts 1 and 2

Proposed Program Component	Cohort 1 Jul 2017-Dec 2018	Cohort 2 Jan 2019-June 2021
Cohort-Based Model		
Cohort-based enrollment	✓	✓
Program is 18 months long	✓	Youth exit when they reach goals
Needs and Strengths Assessment		
CANS administered at intake	✓	✓
CANS administered every 6 months	✓	Every 3 months
CANS used to develop Life Map goals with youth	X	✓
Individual Mentoring/Counseling		
Communication weekly (text, phone, etc.)	✓	✓
Meet in-person weekly	✓	✓
Life Map guides discussions	X	✓
Staff have 20-to-1 caseload size	✓	✓
Service Access/Monitoring		
Linkage and navigation support	✓	✓
Informal, ad-hoc parental approach	✓	Formal, intentional parental approach
Group Work		
Culturally-responsive, gender-based summer activity groups	✓	Smaller group size
Summer activity groups focus on cultural reflections, recreational activities	✓	More youth-centered
Staff Cultural Competence		
Solid understanding of historical, cultural, spiritual, and social norms, values, and practices of youth they serve	✓	✓
Proficient in the language of youth they serve	✓	✓
In-service training and ongoing professional supervision and support	✓	✓

Demographics served

There were 64 youth in Cohort 1, 69 youth in Cohort 2. However, there were **110 unique students** served by the program; 23 students were in both Cohorts (Table 2). Overall, the program served a slightly greater percentage of male youth (55%) than female youth (46%). At intake, ages ranged from 13 to 18 years and averaged 15.5 years. The overwhelming majority were ethnically Hmong (71%). Most participants came from Luther Burbank High School (61%), though there was representation from many other high schools and some middle schools. Roughly two-thirds of participants speak English at home. The same percentage speak Hmong at home. Most participants reside with at least one of their parents. Approximately 11% of youth participants were known to have had gang affiliation at some point.

There was only one significant difference when we looked at the differences between the entire cohorts and those participants for whom we had both pre- and post-surveys (Table 3). Specifically, there were significantly more Hmong in our survey sample for Cohort 1.

Table 2: Enrolled Youth Demographics (at Intake Unless Otherwise Specified)⁶

Demographics	Cohort 1 (n=64)		Cohort 2 (n=69)		Total (n=110) ⁷	
	n	%	n	%	n	%
Gender						
Female	33	52%	31	45%	50	46%
Male	31	48%	38	55%	60	55%
Age (mean)	64	15.7	69	15.2	110	15.5
Ethnicity						
Hmong	46	72%	52	75%	78	71%
Other (i.e., Burmese, Chinese, Iranian, Laotian, Marshallese, Mien, Multiple Ethnicities, Samoan, Vietnamese)	18	21%	17	25%	32	29%
English Spoken at Home	46	72%	42	61%	73	66%
Hmong Spoken at Home	40	63%	47	68%	72	66%
Lives With:						
One or both parents/guardians	49	77%	60	87%	91	83%
Other family, other non-family adults	*	*	*	*	12	11%
Family Receives Public Benefits	42	66%	51	74%	76	69%
School Attended						
Luther Burbank High School	54	84%	30	44%	67	61%
Other middle and high schools in the Sacramento metro region	10	16%	40	58%	43	39%
Gang Affiliated (at any point)	*	*	10	15%	12	11%
Homeless (at any point)	*	*	*	*	*	*
Foster Youth (at any point)	*	*	*	*	*	*
On Probation	*	*	*	*	*	*

Source: EBAYC Intake records

⁶ In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

⁷ 110 unduplicated individuals across the two cohorts.

Table 3: Demographics of Youth with a Pre- and Post-Survey⁸

Demographics	Cohort 1 (n=38)		Cohort 2 (n=42)	
	n	%	n	%
Gender				
<i>Female</i>	19	50%	21	50%
<i>Male</i>	19	50%	21	50%
Age (mean)	38	15.6	42	15.1
Ethnicity				
<i>Hmong</i>	33	87%*	34	81%
English Spoken at Home	26	68%	24	57%
Hmong Spoken at Home	29	76%	32	76%
Lives With:				
<i>One or both parents/guardians</i>	29	76%	36	86%
Family Receives Public Benefits	26	68%	31	74%
School Attended				
<i>Luther Burbank High School</i>	34	90%	21	50%
<i>Other middle and high schools in the Sacramento metro region</i>	4	11%	21	50%

Source: EBAYC Intake records

*=p<.05

Significant Changes to Delivery Before and During COVID-19

The first major change to delivery occurred before the COVID-19 pandemic. Initially, the program was going to be a cohort-based model, enrolling all youth at the start of the semester and continuing services for 18 months, at which time all youth would exit the program. However, after completing the first cohort, the program developers decided to modify the delivery of services by enrolling youth on a rolling basis and allow them to stay in programming until they reached their life map goals. They also allowed youth who had participated in the first cohort to continue receiving services in the second cohort.

The stay-at-home orders issued by Sacramento County on March 19th, 2020 due to the Covid-19 outbreak was the second major change to service delivery. EBAYC programming immediately stopped all in-person meetings with youth. Counselors quickly pivoted their focus to maintain contact with youth virtually and to meet the immediate needs of youth and their families. Despite their best efforts to connect with youth, the pandemic proved to be an enormous challenge in the program's work of developing strong, trusting relationships between counselors and youth.

During the first few weeks of the stay-at-home orders, youth joined counselors in virtual group meetings (e.g., Zoom) because they were curious about it, and it was new. However, after the novelty of virtual meetings wore off, youth participation dropped. Some weeks an actively engaged group hopped on, and some weeks no one joined. One counselor reported that two or three of his youth were always challenging to reach pre-Covid, but he had no luck reaching them at all during Covid.

⁸ We used one-sample t-tests to determine whether there were any significant differences between all enrolled youth and those for whom we had pre- and post-surveys.

Youth preferred a one-on-one phone call or used Facetime, Instagram, or Facebook video to connect with counselors. While some youth appreciated the feature of sharing screens via Zoom to help with school and college forms, others did not have much to share during one-on-one meetings with their counselor. When in person, conversations would often go off topic, but youth would just get to the point during phone conversations, and there wasn't a free-flowing dialogue.

Youth counselors continued administering the CANS assessments over the phone or on Zoom with youth. The challenge over Zoom is the lack of interpreting their body language or seeing their facial expressions to make sure youth are being honest. Another youth was unresponsive for two months, so the CANS had to be completed based on the counselor's knowledge of the youth since the last administration.

Counselors also helped students reach out to school staff to get questions answered and connect them to resources. Many youths needed computers, so counselors worked quickly with Sacramento City Unified School District (SCUSD) to figure out their chrome book distribution system to get them to the students who needed them.

Another challenge counselors faced was youth who said they were doing well in school. SCUSD decided not to grade students for the remainder of the school year, and thus it was difficult for counselors to follow up with school staff to see if this was true. Some youth decided they were no longer going to do their schoolwork.

In April, counselors shopped for and delivered care packages to each EBAYC family's home with the goal of continuing deliveries monthly thereafter. The packages included groceries such as produce, meat, and pantry items that were authentic to API families based on what counselors believed they would use and not throw away. Packages also included hand sanitizer, soap, and paper towels. These deliveries also provided an opportunity to connect with youth, but counselors found that some youth were available on the day of the delivery but otherwise remained unresponsive.

Sacramento County lifted the stay-at-home orders by the end of May, and EBAYC leaders encouraged counselors to meet youth in person. Counselors picked youth up who needed help with printing a school assignment and went to the office to use the printer or would print out documents and drop them off to youth at home. Counselors also opened the office for an hour for youth who wanted to do homework because they couldn't concentrate at home.

Many female youth struggled with their mental health at home with family arguments, unhealthy dynamics, or romantic relationship issues. The counselor checked in with youth at home by bringing over food to their house. The counselor made sure to go inside first and greet the parents and family, as doing otherwise might be seen as disrespectful in Asian culture. Then they sit outside the house with some degree of privacy in socially-distanced chairs with masks and talk about the parental expectations and other stresses of being at home.

A counselor with the male youth found that as the weather was getting nicer, some male youth did not want to meet them in the middle of the day when they could be with a friend. When their conversations could involve discussing a goal in the past, youth were now eager to end the conversation.

Based on the popularity of opening the EBAYC office, EBAYC started a summer Drop-in Center at the office on June 9th. For eight hours a day, three days a week, the EBAYC offices were open for youth to drop in, hang out, watch movies, and have food while socially distanced and masked. About 12 to 15 youth attended each day, and it was well-received. Unfortunately, after a surge in cases later in the summer, they had to close it while monitoring re-opening guidelines.

Local Evaluation Questions

The following Evaluation Questions (EQ) guided the analysis for this report.

EQ1. What interventions were put into place by the program to address the specific needs of API youth in Sacramento? (Process)

EQ2. What aspects of the program did participants find gave the greatest benefit? (Process)

EQ3. To what extent did the program succeed in strengthening youth protective factors (Outcome); and

EQ4. To what extent did the program succeed in helping reduce youth risk factors? (Outcome)

Evaluation Design & Methods

HTA was contracted in the Spring of 2017 to conduct the multi-year local evaluation of EBAYC's Sacramento pilot program. The local evaluation examines youth impacts at the individual and program levels. HTA utilized a mixed-methods approach for the local evaluation, combining qualitative data collected from interviews and focus groups with quantitative data collected from the program service database, school records, surveys, and assessments to answer the guiding evaluation questions. The quantitative design was a pre- and post-test design with no comparison group. The qualitative design used was phenomenology to identify themes and topics discussed by interviewed youth, parents, and EBAYC counselors. Table 4 presents which data sources were used to answer each evaluation question.

Table 4: Data Sources by Evaluation Question

Data Sources	EQ1 (Process)	EQ2 (Process)	EQ3 (Outcome)	EQ4 (Outcome)
Qualitative Data				
Parent interviews	✓	✓	✓	✓
Program documents	✓			
Staff interviews	✓	✓	✓	
Youth interviews	✓	✓	✓	✓
Quantitative Data				
Youth pre-surveys			✓	✓
Youth post-surveys			✓	✓
Administrative Data				
Academic student data				✓
CANS assessment data	✓			
Program service data	✓		✓	

For the most part, data collected for Cohort 1 and 2 were the same, but there were some slight differences, as noted in the table below.

Table 5: Evaluation Data Sources by Cohort

Data Source	Cohort 1 Details	Cohort 2 Details
Program documents	EBAYC meeting notes, internal documents, and social media.	No changes.
Program service data	EBAYC's program database, including counseling service data, Life Maps, CANS, etc.	No changes.
Youth pre-surveys	<p>8 items on demographics, cultural identity, spirituality, relationships with caring adults, mental health symptoms (social isolation, depression, anxiety, etc.).</p> <p>Administered SY 2017-18. A total of 50 pre-surveys completed of 64 youth enrolled.</p> <p>See Appendix A.</p>	<p>70 items on demographics, cultural identity, spirituality, relationships with caring adults, mental health symptoms (social isolation, depression, anxiety, etc.); self-reported need for help with emotional problems; etc.</p> <p>Administered SY 2018-20. A total of 55 post-surveys completed of 69 youth enrolled.</p> <p>See Appendix C.</p>
Youth post-surveys	<p>8 items on demographics, cultural identity, spirituality, relationships with caring adult (<i>1 item</i>), mental health symptoms (social isolation, depression, anxiety, etc.).</p> <p>Administered SY 2018-19. A total of 38 post-surveys completed of 64 youth enrolled. A total of 38 youth had matching pre- and post-survey data.</p> <p>See Appendix B.</p>	<p>85 items on demographics, cultural identity, spirituality, relationships with caring adults (<i>8 items that were different than for Cohort 1</i>), mental health symptoms (social isolation, depression, anxiety), etc.</p> <p>Administered SY 2019-21. A total of 45 post-surveys completed of 69 youth enrolled. A total of 42 youth had matching pre- and post-survey data.</p> <p>See Appendix D.</p>
Staff interviews	<p>Semi-structured interviews conducted by phone with youth counselors. Interviews conducted Fall 2018 (n=2); and Summer 2019 (n=2).</p> <p>See Appendix E.</p>	<p>No changes. Interviews conducted in Spring 2020 (n=3); and Spring 2021 (n=2).</p> <p>See Appendix E.</p>
Youth voices	<p>Youth focus groups conducted in person in Spring 2018 with a total of 14 youth, separated into 3 groups, one all-male, one all-female, and one mixed-gender.</p> <p>See Appendix G.</p>	<p>Semi-structured interviews conducted by Zoom calls in Summer 2020 with 5 youth.</p> <p>See Appendix G.</p>

Data Source	Cohort 1 Details	Cohort 2 Details
Parent interviews	Semi-structured interviews conducted by phone by the youth counselor. Interviews conducted Fall 2018 (n=5). See Appendix F.	Semi-structured interviews conducted by phone by the youth counselor. Interviews conducted Summer 2020 (n=3). See Appendix F.
Academic student data	Student-level data collected from Sacramento City Unified School District for SY2016-19 by data MOU agreement. Data included grades, GPAs, suspensions, daily attendance, and high school courses attempted and credits earned.	Data not collected for SY2019-21.
CANS assessment data	Administered at intake and every 6 months thereafter. Data were only used at the programmatic level.	Administered at intake and every 3 months thereafter. Data were used programmatically and to develop Life Map goals with youth.

As part of the funder's requirement to assess impacts at the state level, EBAYC participates in the statewide evaluation (SWE), led by the Psychology Applied Research Center (PARC) at Loyola Marymount University, a contractor of CDPH OHE. The statewide evaluation survey covers common core mental health measures among participants across all thirty-five Implementation Pilot Projects (IPPs). PARC will report on statewide findings for the grant period up to 2021. For EBAYC, HTA oversees the local evaluation and supports the SWE reporting guidelines. The program started as a cohort-based model to be rolled out in three cohorts over the five-year program implementation (Table 6.) However, by the end of Cohort 1 (December 2018), program leaders decided to change the enrollment process to allow youth to enroll on a rolling basis. Data for this report was collected from June 2017- June 2021.

The local evaluation started in 2017. However, due to delays in state IRB approval, EBAYC postponed official SWE data collection until April 2018. This report includes both our local evaluation data and the SWE survey data.⁹

Table 6: EBAYC Sacramento Implementation Schedule, June 2017-June 2021

Proposed Timeline			Actual Timeline	
Cohorts	New Enrollments	Program Exits	New Enrollments	Program Exits
1	June 2017	December 2018	June 2017- December 2018	Start date - February 2019
2	January 2019	June 2020	December 2018- June 2020	Start date - June 2021

Source: CDEP EBAYC Evaluation Plan; EBAYC Program Records

Analysis Approach

Quantitative data (e.g., pre- and post-survey data and program service data) collected for this report were imported into IBM SPSS, a data management software, for analysis. Descriptive analyses were conducted, including frequencies and t-tests on pre- and post-SWE-survey data to measure change and impact on program participants.

⁹ Baseline statewide evaluation survey data for cohort one was not included in the statewide evaluation because PARC LMU was still in the process of obtaining Institutional Review Board (IRB) approval at this time

Qualitative data collected from open-ended survey items, interviews, and focus groups were transcribed and coded systematically using Excel. Analysis of qualitative data consisted of identifying themes across respondents (i.e., youth, parents, and staff). Throughout the coding phase, two HTA members met to review findings and discuss questions and any ambiguities in coding to better understand the program experiences of youth and staff and parents' perspectives on EBAYC programming. The identified themes from the interviews, focus groups, and open-ended surveys were based on the survey questions and interview protocols.

EBAYC staff were involved throughout the evaluation to help interpret findings on behalf of the target population. Their feedback was considered and incorporated in this report. As a next step, EBAYC staff will be involved in deciding how best to present and disseminate the findings to the community. Likewise, community leaders, partners, parents, and the youth themselves will be invited to presentations of findings at the end of the project as appropriate.

Sampling Methods and Size

HTA used purposive sampling and included all survey data collected from EBAYC youth participants in our sample. Because some youth left the program early, it was impossible to have matched pre- and post-surveys from every youth (Table 7). Some youth left the program early for different reasons, including moving out of the Sacramento area or failing to connect with their counselor, and disengaging from the program.

As noted earlier, the local evaluation started before SWE data collection due to a delay in the state IRB approval. EBAYC postponed official SWE data collection until April 2018.

Table 7: Program Enrollment and Pre- and Post-Surveys Collected by Cohort

	Cohort 1	Cohort 2
Enrolled (n)	64	69
Pre-survey (n)	50	55
Post-survey (n)	38	45
Matched pre- and post-surveys	38	42

Program Outreach and Recruitment

Based on a review of youth data near the end of Cohort 1 (September 2018), youth were identified primarily from a list of Southeast Asian youth with academic concerns at Luther Burbank High School. They were enrolled by EBAYC staff without anyone following up on whether those academic concerns were valid. Similarly, youth referred for mental health concerns or other risk factors were enrolled without confirming the risk level.

Starting in Cohort 2, program leaders designed a referral form for counselors, teachers, probation officers, etc., to refer Southeast Asian youth. The form indicated several risk factors (i.e., social isolation, drug/alcohol abuse, mental health concern, perpetrator of violence/assault, a victim of violence/assault, peer and/or family involvement in perpetration or victimization of violence/assault, chronically absent from school, two or more class failures, suspensions/expulsions, law enforcement contact, law enforcement arrest, on probation) from which the referring individual

was to check all that apply. To be enrolled in the program, youth must have a minimum of three risk factors indicated.

Two female youth counselors were responsible for recruiting youth in Cohorts 1 and 2, respectively. In addition to recruiting by reviewing grades and attendance at Luther Burbank High School, counselors expanded their recruitment to visit youth at Hiram Johnson High School, Grant High School, Valley High School, Florin High School, and Will C Wood Junior High School. The caseload goal was 20 youth for each youth counselor and five youth for the program director for a total of 45 youth. This number fluctuated throughout each cohort based on referrals, enrollment, and program exits.

In the youth interviews, respondents interviewed reported being recruited directly by EBAYC staff. One of them shared that an EBAYC counselor invited her to participate in their summer program and that she was not doing well in school at that time. Two youth participants heard about EBAYC through word of mouth. One youth was referred to EBAYC by his probation officer. He stated that he first got involved in high school but didn't really engage with EBAYC programming until recently – when he moved out of state and spent some time in jail. The other youth heard about EBAYC through his friend, who recommended that he speak with a mentor.

“My friend brought me in. In junior high...stuff happened in my life. My friend reached out and asked if I was okay to talk to a mentor. At that time, I didn't want to talk to anybody, but I said I'll go with it.”

- EBAYC Youth

Parents hope their children will have a better future and improve their school performance through EBAYC. One parent hoped that her daughter would gain confidence in herself with the support of EBAYC.

“I hope that my daughter will overcome her shyness, learn to speak up, and build her confidence.”

- Parent/Guardian

Program Exit

While the majority of youth who enrolled in each cohort stayed in the program until counselors formally exited them, some youth left the program early for different reasons. Some youth participants did not complete the program because they moved out of the Sacramento area; others failed to respond to their counselors and disengaged from the program altogether. Program attrition from the first youth cohort was 38%, and attrition from the second cohort was lower – at 25% (Table 8). When interpreting pre- and post-SWE-survey findings, these attrition rates should be kept in mind since youth who left before completing the program did not provide any outcome data. Thus, the resulting sample analyzed in this report may be different from the original cohort, which could lead to outcomes that are not a direct result of EBAYC programming, but rather differences in youth who completed the program versus those who did not.

Table 8: Program Retention and Exits¹⁰

	Cohort 1	Cohort 2
Enrolled (n)	64	69
Stayed in program until exit (n)	40	52
Program retention rate (%)	63%	75%
Left program early¹¹ (n)	24	14
Program attrition rate (%)	38%	25%

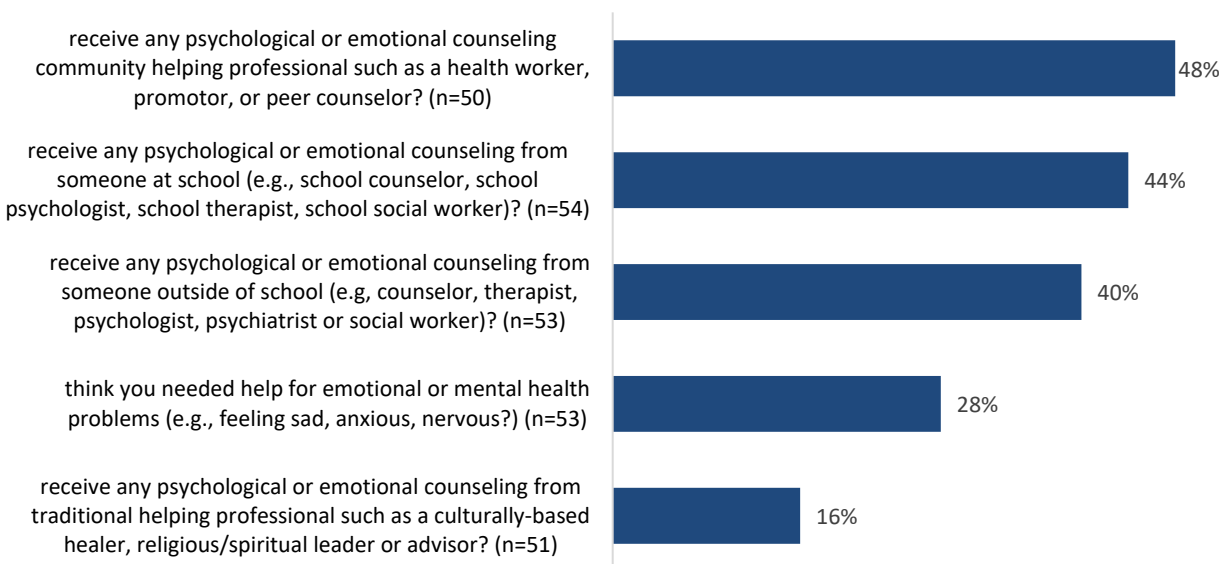
Source: EBAYC Service Data

Results

EQ 1: What interventions were put into place by the program to address the specific needs of API youth in Sacramento?

In the pre-survey, youth were asked about their current emotional and mental health support needs and any previous help received. Over a quarter (28%) of youth respondents thought they needed help for emotional or mental health problems in the past twelve months before their EBAYC involvement (Figure 1). About one in five (16%) reported receiving counseling from a traditional professional such as a cultural or spiritual healer. In comparison, almost half (48%) reported having received counseling from a community helping professional such as a health worker or peer counselor and/or almost half (44%) from a school-based professional such as a school counselor, social worker, etc.

Figure 1: Youths' Self-Reported Need for Help with Emotional Problems (Pre-) (Cohort 2)
In the past 30 days, did you...



Source: Youth Pre-surveys, Cohort 2 only

¹⁰ In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

¹¹ Some youth either dropped out of the program, stopped talking with the youth counselors or moved out of the service area.

When analyzing this question by gender, we see that a statistically greater percentage of female youth thought they needed help for their emotional or mental health problems (44%) compared to males (14%) (Table 9). In addition, female youth were statistically more likely than male youth to report receiving counseling from a traditional professional, such as a cultural or spiritual healer, and/or from a school-based professional, such as a school counselor or school psychologist.

Table 9. Youths' Self-Reported Need for Help with Emotional Problems in Past 12 months (Pre-) by Gender

Cohort 2 Pre- (n=55)				
	Female (n=26)		Male (n=29)	
	n	%	n	%
In the past 12 months, did you think you needed help for emotional or mental health problems, such as feeling sad, anxious, or nervous? (% yes)	25	44%*	28	14%
In the past 12 months, have you received any psychological or emotional counseling from any of the following... (% yes)				
...traditional helping professional such as a culturally-based healer, religious/spiritual leader, or advisor?	22	27%*	29	7%
...community helping professional such as a health worker, promotor, or peer counselor?	22	50%	28	46%
...someone at school, such as a school counselor, school psychologist, school therapist, school social worker?	25	72%***	29	21%
...someone OUTSIDE OF SCHOOL, like a counselor, therapist, psychologist, psychiatrist, or social worker?	25	36%	28	43%

Source: Youth Pre-surveys, Cohort 2 only

*p<.05, **p<.01, ***p<.001

Assessment and Life Map Goals

Informed by the results of the CANS assessment, youth and counselors work together on their Life Map goals in the areas of social and emotional health, education, employment, probation progress, driver license/permit, independent living skills, family relationships, vocational goals, judgment, recreation, substance use, and community life. Note that each youth may have had several goals throughout their involvement with EBAYC and often several sub-goals within each category, although they may only be focused on one or two at a time. For example, one youth could have six goals related to education throughout their work with EBAYC: “go to school at least three times a week,” “bring grades up to C,” “complete all online work and hopefully bring grades up,” “keep at least all Cs in all classes,” “do all homework and classwork,” and “keep a B average for this semester.” As seen in Table 10, while the top 5 needs identified by the CANS varied slightly by cohort, school and academic-related life domains were areas in which immediate and/or intensive action was needed for the youth.

Table 10. Greatest Needs that Require Action from CANS Assessment at Intake*

% Action Needed ¹² or Immediate/ Intensive Action Needed ¹³					
	Cohort 1 (n=64)			Cohort 2 (n=69)	
Top 5 Needs	n	%	Top 5 Needs	n	%
1. School (General)	21	36%	1. School Achievement	43	67%
2. School Achievement	20	34%	2. School (General)	41	64%
3. School Attendance	14	24%	3. Judgement	35	55%
4. Recreational	10	17%	4. Decision-making Skills	35	55%
5. Academic Persistence	10	17%	5. Academic Persistence	33	52%

*Note: N's are duplicated as youth could be assessed as needing multiple actions

Source: CANS Assessment, EBAYC records

As seen in Table 11, most youth in both cohorts had one or more goals related to education (91% and 60% for Cohorts 1 and 2, respectively), followed by social and emotional health (71% and 67%). Three-quarters of Cohort 1 had goals related to family relationships; however, less than 10 youth had similar goals for Cohort 2.

Table 11. Percentage of Youth with One of More Goals in each Life Map Area¹⁴

Youth with One or More Goals*				
	Cohort 1 (n=64)		Cohort 2 (n=69)	
	n	%	n	%
All Goals	56	88%	67	97%
Education	51	91%	40	60%
Family Relationship	43	77%	*	*
Social & Emotional Health	40	71%	45	67%
Employment	28	50%	22	33%
Probation Progress	*	*	13	19%
Obtain CA DL/Permit	*	*	13	19%

*Note: Only the top five goals for each cohort were reported in this table.

Source: Service records, EBAYC Sacramento

Service Access and Monitoring; Individual Mentoring and Counseling; and Group Work

Youth counselors engage in multiple activities with youth, including individual mentoring and counseling, linking youth with supportive services, and running group sessions.

Throughout the program, youth counselors spent time individually with each youth in Cohort 1 for an average of 28.6 hours (1,718 minutes), and with Cohort 2 youth for an average of 29.4 hours

¹² “Action needed” means the need is sufficiently problematic that it is interfering in the youth or family’s life in a notable way.

¹³ “Immediate/intensive action” indicates a need that is so dangerous or disabling that it requires immediate or intensive effort to address.

¹⁴ In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

(1,766 minutes) (Table 12). Counselors and youth spent most of their time talking about social and emotional health, education, and logistics (e.g., transportation) life map areas for both cohorts.

Table 12. Time Spent and Number of Youth Counselor 1-on-1 Sessions with Youth¹⁵

Life Map Area	Cohort 1 (n=64)		Cohort 2 (n=69)	
	Average total time spent (minutes)	Average total number of sessions	Average total time spent (minutes)	Average total number of sessions
All Life Map Areas with Client	1,718	48	1,766	40
Social and Emotional Health	586	31	582	19
Education	475	28	368	17
Logistics (e.g., transportation)	236	16	335	20
Family Relationships	234	16	58	4
Employment	124	8	148	6
Probation Progress	15	1	39	2

Source: Service records, EBAYC Sacramento

Youth counselors hosted group activities, most of which were held in the summer months. In Cohort 1, youth counselors organized recreational or sports activities for the entire cohort. However, for Cohort 2, youth counselors organized the activities for small groups interested in that specific activity. For example, if a group of youth was interested in fishing, a counselor created a group trip just for those youth. The change in group formation was based on the observation some youth did not want to be around youth they did not know yet. Moreover, youth counselors offered Cohort 2 youth the opportunity to invite friends to the group activities, even those not in EBAYC, to encourage participation.

Additionally, rather than asking youth what activities they might want to do, counselors told youth that “this event is happening, you should come.” Getting youth out of their daily routines allowed counselors and youth a space to dialogue about their lives, struggles, and where youth come from. The hope was that this connection would give counselors a more substantial influence once the school year started. If youth do not want to be a part of a group, counselor might push back with, “I think this would benefit you,” or “This person could help you out.” Once there is trust between the youth and the counselor, youth would often say, “Okay, I’ll do it for you.”

In addition to meeting with youth at school and at home, EBAYC counselors also checked in with every parent to confirm what youth are telling them and make sure parents know about any major news youth share. Some are more involved with their children and with EBAYC than others. Some rely on youth counselors to talk to their children about specific issues (e.g., at home, at school, with CPS) that come up when they don’t feel their children will listen to them. One counselor reported coaching parents by reminding them of their influence at home and how much their child looks to them for approval. He emphasized focusing on the “little wins” rather than the negative. For example, if a child is not going to school but starts to go two to three days a week, praise, support, and congratulate him rather than focusing on the fact that he isn’t going every day. This counselor

¹⁵ Cohort 1 case log covers youth sessions over 26 months from 1/2017- 2/2019. Cohort 2 case log covers youth sessions over 23 months from 11/2018- 9/2020.

also encourages youth to eat dinner at the table with their parents and encourages parents to set a regular time when everyone eats together as a family.

EQ 2: What aspects of the program did participants find gave the greatest benefit?

Satisfaction with EBAYC program

EBAYC youth are generally very satisfied with EBAYC staff and what they see as the program's impact on their lives. Approximately eight in ten youth were satisfied with the services at EBAYC, got the help they wanted, received services that were right for them, at a convenient location, and nearly nine in ten students relayed that EBAYC counselors "stuck with me no matter what" (Table 13). The majority of EBAYC youth also felt treated with respect (89%), that they have a support network of people they are comfortable talking with about their problems (91%), as well as people with whom they can do enjoyable things (93%). Nine in ten youth felt they had the support they needed from family or friends in a crisis (90%).

As a result of participating in EBAYC programming, nearly all youth feel they are better able to do things they want to do (91%). The item that showed the least agreement was "I am doing better in school and/or work" (54%), but it should be noted that this data was collected during the Covid-19 pandemic when most students were in distance learning, which in and of itself presented many challenges beyond the control of EBAYC staff.

Table 13. EBAYC Program Satisfaction: Proportion who Agree or Strongly Agree (Cohort 2, Post-Survey)

	Cohort 2 (n=69)	
	n	%
Satisfaction with Program		
Services were provided in the language I prefer. (% yes)	44	96%
The people helping me stuck with me no matter what.	43	88%
Overall, I am satisfied with the services I received.	44	84%
I got the help I wanted.	45	82%
I received services that were right for me.	36	80%
Services were available at times that were convenient for me.	45	78%
The location of services was convenient for me.	44	77%
I felt I had someone to talk to when I was troubled	45	69%
Treatment by Program Staff		
Staff treated me with respect.	45	89%
Staff respected my religious / spiritual beliefs.	43	86%
Staff spoke with me in a way that I understood.	43	77%
Staff were sensitive to my cultural / ethnic background.	43	58%
Support Network		
I have people with whom I can do enjoyable things.	45	96%
I have people that I am comfortable talking with about my problem(s).	44	91%
In a crisis, I would have the support I need from family or friends.	44	82%

		Cohort 2 (n=69)	
I know people who will listen and understand me when I need to talk.		44	82%
Positive impact of Program on Participant			
I am better able to do things I want to do.		43	91%
I get along better with friends and other people.		44	86%
I get along better with family members.		44	73%
I am better at handling daily life.		45	71%
I am satisfied with my family life right now.		44	64%
I am better able to cope when things go wrong.		45	60%
I am doing better in school and/or work.		43	54%

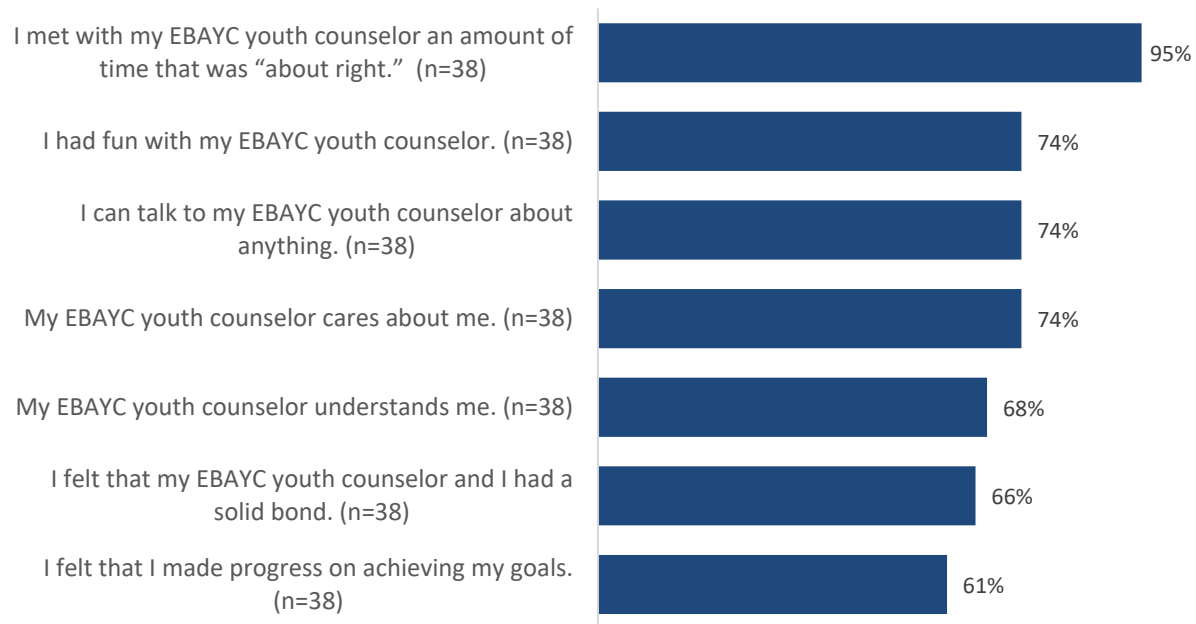
Source: Youth Post-Surveys, Cohort 2 only

Satisfaction with EBAYC Counselors/Staff

In the Cohort 2 post-survey, we asked questions specifically about youth's relationship with their counselor.¹⁶ Of the 38 youth that responded to questions about their relationship with their counselor, almost all youth felt the amount of time they met with their EBAYC counselor was about right (95%) (Figure 2). Nearly three-quarters of youth felt their counselor cares about them, that they can talk to their counselor about anything, and that they had fun with their counselor. The item with the lowest rate was youth feeling like they made progress achieving their goals – at 61%. As mentioned previously, Cohort 2 programming was impacted by the Covid-19 pandemic, which presented several challenges in service delivery for EBAYC staff.

¹⁶ Several surveys were received with blank pages that contained these questions, which explains why our sample size of 38 is lower for this set of survey questions.

Figure 2: EBAYC Counselor Relationship: Proportion who Rate the Item as Very Much True (Cohort 2, Post-) (n=69)*



Note: Our sample size of 38 is smaller for this set of survey questions because several surveys were received with blank pages that contained these questions.

Source: Youth Post- Surveys, Cohort 2 only

Student Interviews. In addition to collecting survey data, HTA conducted interviews with five youth over the phone or Zoom in the Spring of 2020 to better understand the youth experience related to EBAYC programming. An overarching theme was that youth participants view EBAYC counselors as their chosen family. They described their counselors as role models and a family they can confide in and rely on for support and helpful advice.

“He’s my older brother. He understands me because when I wanna speak up, he will be there to listen... If I have problems with paying bills or need stuff to mow the lawn, I ask him, ‘can I borrow it?’ I can also get tips on certain things.”

“I look up to her because of how helpful she is. I want to be a counselor for youth like Xiong. I’m grateful that I’m close to her as my counselor. I have a lot of love for Xiong.”

-Two EBAYC Youths

All interviewed youth share a deep affection for their youth counselors. Youth described EBAYC staff as a family that provides them a safe space to be themselves without judgment.

“He means a lot to me. He’s like family to me. He teaches me a lot of things and gives good advice. I tell him a lot about my personal life, family issues, my mom. Leesai will call my mom or the other way around. It’s good. It’s good for mom to know what I’m doing. If I’m tripping, she’s worried about

me... 'Stay in school, focus, and don't do negative stuff. If you hustle, in 10 years, you will make it.' He always says that... I'm working hard on it."

- EBAYC Youth

For one youth, his EBAYC counselors have helped him the most in his personal growth. He shared how his counselors have guided him in his journey to stay positive and focused in school.

"[My youth counselor has] helped me a lot, and I realized a lot of things. I was young and dumb. I did a lot of growing. I know about the world out there...I changed so much too, since last year. I didn't use to listen to [my youth counselors], I was so bad. Thinking about my life, I like EBAYC -it's a good thing to have. If I didn't have anybody guiding me like they have, I would have gone and done something bad. They guided me."

- EBAYC Youth

Another youth enjoyed canvassing in the community not only because he felt good about helping other youth but also because it allowed him to overcome his shyness and gain confidence in himself.

"[Canvassing for Sac Kids First] helped me open up and talk to people. Knocking on doors got me nervous. I'm shy. It let the shy face go away, and I explained what and how measure G can help kids. I did [canvassing] every time they had it... Why was I trying to talk to other people? I'm from the streets, I don't like talking to people. But I liked the other [EBAYC] kids. It was a safe zone. They said come on your own time."

- EBAYC Youth

Two other youth described how the inspirational quotes counselors send them and activities such as vision boards could be "goofy" but that they actually ended up inspiring them to change their lives.

"If you compare my grades [from before EBAYC to after], I wasn't serious. I was doing bad freshman year. By my sophomore and junior years, I had achieved my goals. I got a job. I got a 4.0... They showed quotes, and I said, 'okay, well that's just a quote.' The vision board -I didn't believe in that either. They made me do it. My wall had nothing on it, so I thought, 'okay, I'll do it.' Waking up every day and seeing that 4.0 gave me motivation."

- EBAYC Youth

Many youth described EBAYC activities, events, and field trips as safe, judgment-free spaces that get them out of their comfort zone and as the most enjoyable parts of EBAYC programming.

"[I like the] activities they have like biking. And then we're talking about life. They open our experiences to tell our story and not be judged."

"The girls that are part of EBAYC. Xiong makes it a safe environment [for us]. And EBAYC overall, I've met a whole bunch of new people. It's a community or family. We're all going through the same things."

“The trips are memorable. We go places I’ve never been like Rocklin Amusement Park. My counselor said, ‘I know you’re scared of roller coasters and heights.’ The swings were really high, I was really nervous. But something really changed there. I faced my fears.”

- Three EBAYC Youths

Parent interviews. HTA also interviewed parents of EBAYC youth participants to learn about the extent to which the EBAYC program had impacted youth participants and their families. In this section, we highlight some of the findings from these interviews.

Parents observed improvements in their relationship with their child, their child’s academic performance, and their behavior due to their involvement with EBAYC. Parents stated that it had been challenging to have a conversation with their son or daughter and to get them to share their thoughts. All three parents said that their relationship with their child had improved.

“Before EBAYC, it was hard to have conversation with him. He would just shrug things off every time I tried to connect with him. Now, I can joke around and he talks more and uses full sentences in conversation with me. Our relationship has been much more positive, closer, and he tells me what’s on his mind.”

“Before, she was not as open. Now, she’s more open and speaks more. She’s willing to help out and occasionally would ask if I need help around the house without being ask to help.”

- Two Parent/Guardians

Moreover, they all stated that EBAYC has helped address some of their child’s behavior and attitude. One parent stated that her daughter’s academic performance had improved after she signed up with EBAYC.

“His behavior and attitude changed. Before, he didn’t want to go anywhere, but now he would ask to go to the office to hang out. His attitude has been positive since I signed him up with EBAYC.”

“It’s great to have Xiong around to help out. She helped my daughter get through school, helped with improving her grades, helped with what needs to be done, make up classwork. She shares how Xiong supports her.”

“I have seen my son improve in behavior. He stopped hanging out with the wrong crowd and has different friends now.”

- Three Parent/Guardians

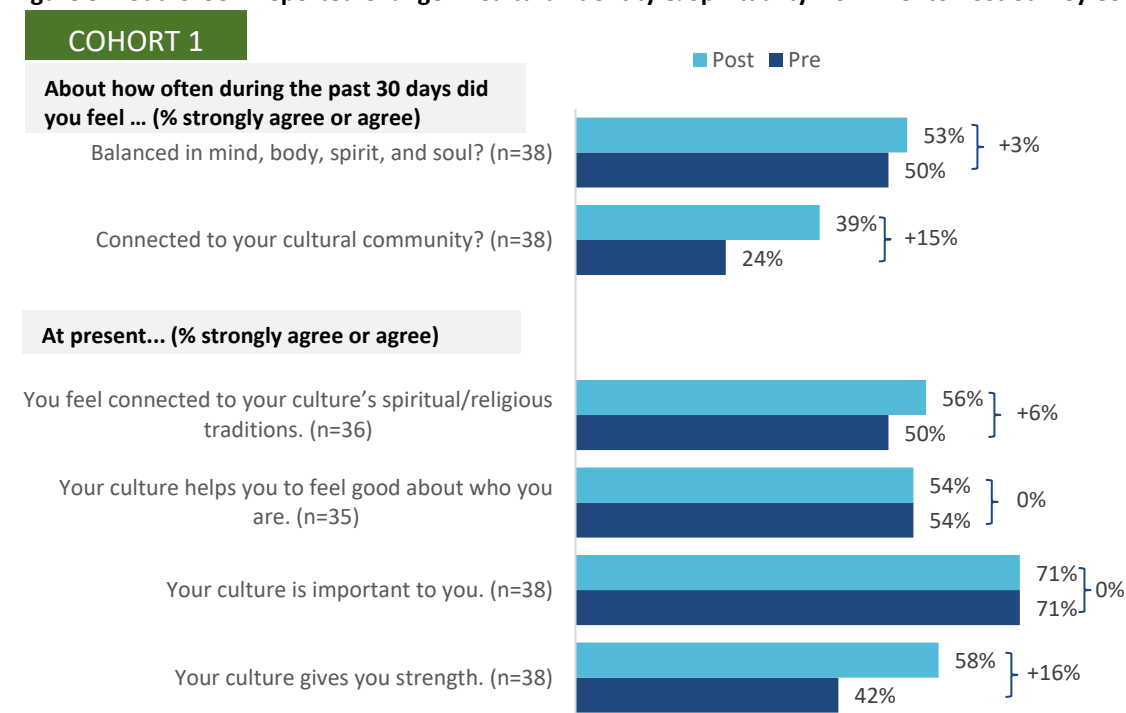
EQ3: To what extent did the program succeed in strengthening youth protective factors?

In the youth pre- and post-surveys, youth were assessed on their protective factors, which included what their culture means to them and whether they feel connected to their culture (i.e., cultural identity), whether they feel balanced in mind, body, spirit, and soul (i.e., spirituality), and their relationships with a caring adult in their lives.

Cultural Identity & Spirituality

We statistically compared the youths' pre- to post-survey responses to each survey item related to cultural identity and spirituality using paired sample t-tests¹⁷.

Figure 3: Youths' Self-Reported Change in Cultural Identity & Spirituality from Pre- to Post-Survey Cohort 1

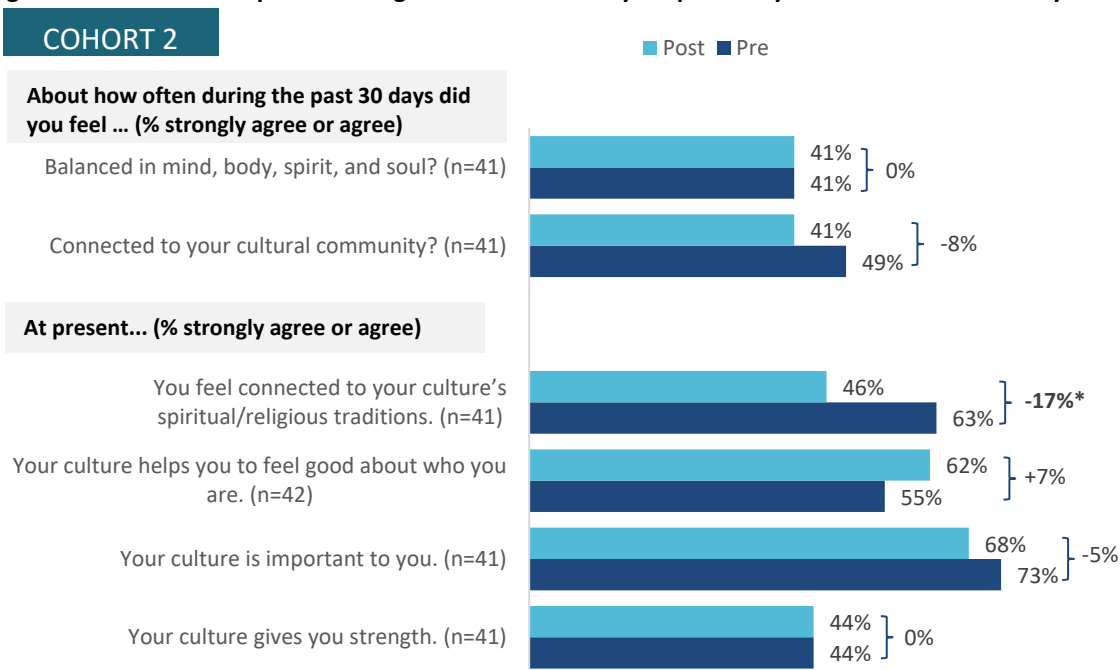


Source: Youth pre- and post-surveys

*= $p < .05$

¹⁷ Paired sample t-tests include only those youth who took both a pre- and post- survey

Figure 4: Youths' Self-Reported Change in Cultural Identity & Spirituality from Pre- to Post-Survey Cohort 2



Source: Youth pre- and post-surveys

***=p<.05**

Generally speaking, there were no statistically significant changes in how youth felt about their cultural identity and spirituality from pre- to post-survey. The one exception is that a statistically smaller proportion of Cohort 2 youth felt connected to their culture's spiritual/religious traditions on the post-survey than on the pre-survey (63% to 46%, $p < .05$).

We also examined the change in cultural identity and spirituality items by the length of time in the program (i.e., low vs. high dosage) and by gender with independent sample t-tests. Overall, we found no statistically significant differences at the .05 level by gender or length of time in the program for either Cohort 1 or Cohort 2.

Relationships with Caring Adults

We statistically compared the youths' pre- to post-survey responses to each protective factor survey item related to caring adults using paired sample t-tests. Note that for Cohort 2, the one survey item on relationship with a caring adult survey from Cohort 1 was dropped, and the 13 SWE survey items were adopted instead. Mean scores were calculated for the caring adult at home and at school items for Cohort 2 and reported in Figure 5.

Overall few items were statistically significant from pre- to post-survey. The only significant findings were seen for Cohort 2 in regards to relationships with caring adults at school. There was a statistically significant decrease in the percentage of youth who reported that there is a teacher who really cares about them (-25%) and notices when they are in a bad mood (-25%). The composite mean score of caring adults at school items showed a statistically significant decrease of 17%. There were no significant changes in relationships with caring adults at home.

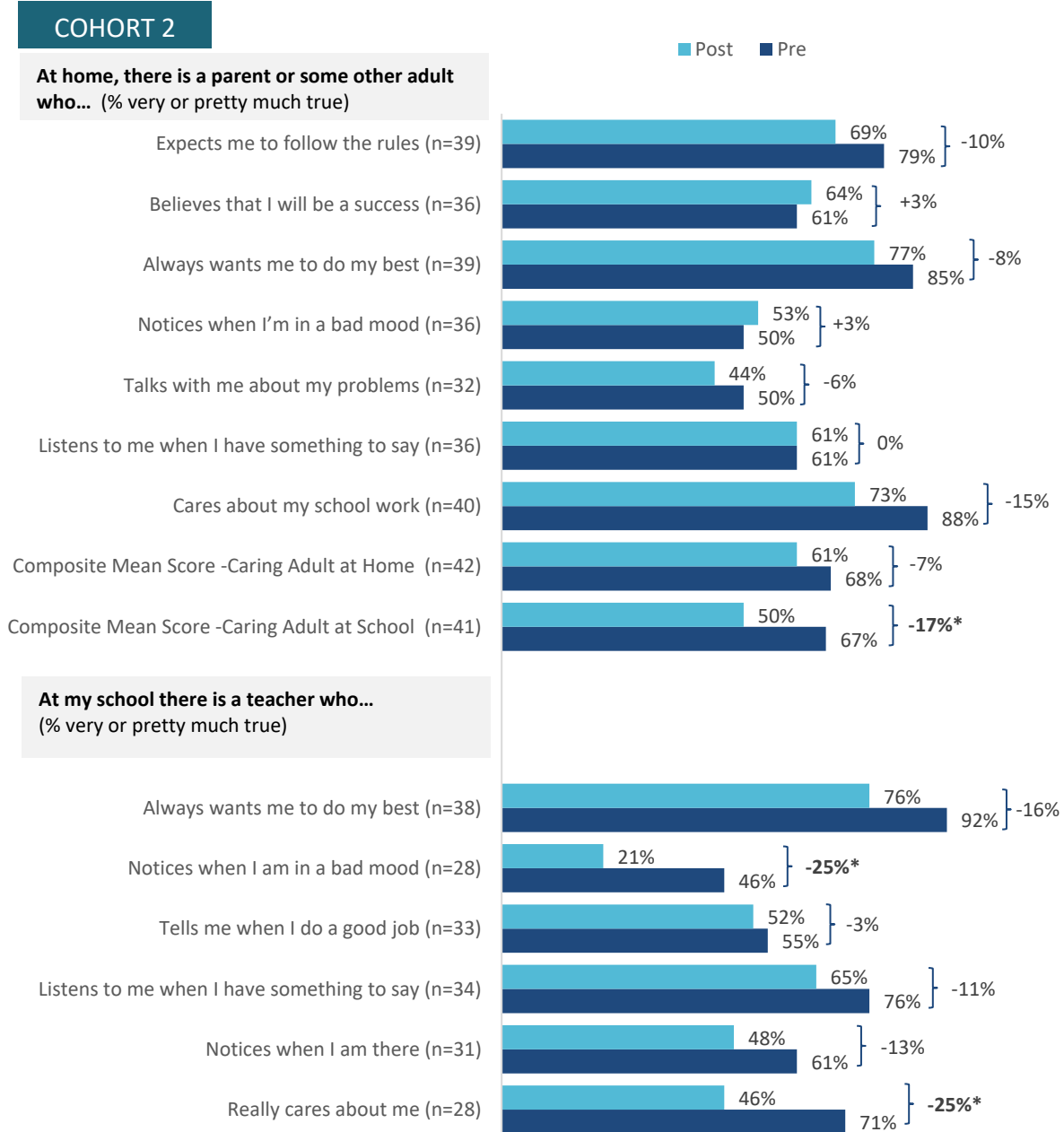
Table 14: Youths' Self-Reported Change in Relationships with Caring Adults from pre- to post (Cohort 1 only)

Cohort 1				
About how often during the past 30 days did you feel... (% all or most of the time)	n	Pre	Post	% change
...that you have an adult in your life who has your back?	38	74%	84%	+10%

Source: Youth surveys, pre- and post-survey

*=p<.05

Figure 5: Youths' Self-Reported Change in Relationships with Caring Adults from pre- to post (Cohort 2 only)



Source: Youth surveys, pre- and post-survey

*=p<.05

We also examined the relationships with caring adults by the length of time in the program (i.e., dosage) and gender. Overall, we found no statistically significant differences by gender or length of time in the program for either Cohort 1 or Cohort 2.

Youth interviews. As described, the majority of youth participants reported that they do not talk to their teachers or other adults at their school. Youth reported that they do not feel comfortable opening up about their personal lives with their teachers as they do with their youth counselors. One youth participant, for instance, shared that he cannot see himself talking to his teacher like he talks to his counselor. Only one youth participant shared that his teachers and counselors advise and encourage him to pursue his dreams. Moreover, some youth added that they could easily relate to their youth counselors because they have the same cultural background.

“I don’t usually go to mentors at school because I don’t like opening up to people I don’t know. I’m not sure why I opened up with EBAYC, maybe it’s because they’ll understand me more if they’re more the same language as we speak and culture?”

“With Kong, can be completely honest and not feel criticized. I wouldn’t talk to teachers like I do with him. Kong knows what I’m like. I can be honest and myself. He will call me, check up on me.... When I ask for advice. He’ll be honest, ‘you could go this way or that way.’ He wants me to do what’s right. ‘You could do this, but it’s your choice.’ He’s trying to help me with the right path. Sometimes I don’t do the right thing.”

“I don’t talk to teachers. I keep to myself... I don’t really go up to people. With adults --I don’t ask for help if I need help. I keep my private life to myself. EBAYC came and reached out to me. If they open up to me, I’ll open up to them.”

-Three EBAYC Youths

Most youth participants also feel that they cannot talk to their family members nor solicit their advice. Two youth participants said that even though they have siblings, they rarely connect about their personal lives. One youth participant noted that before EBAYC, she and her parents did not have a strong relationship. However, she feels that participating at EBAYC has helped her work on her relationship with her parents and improve it.

“I have no one. I have family issues. They always treat me like I’m nothing to them. That’s why I was doing bad things. Not until Leesai did I try to stop.”

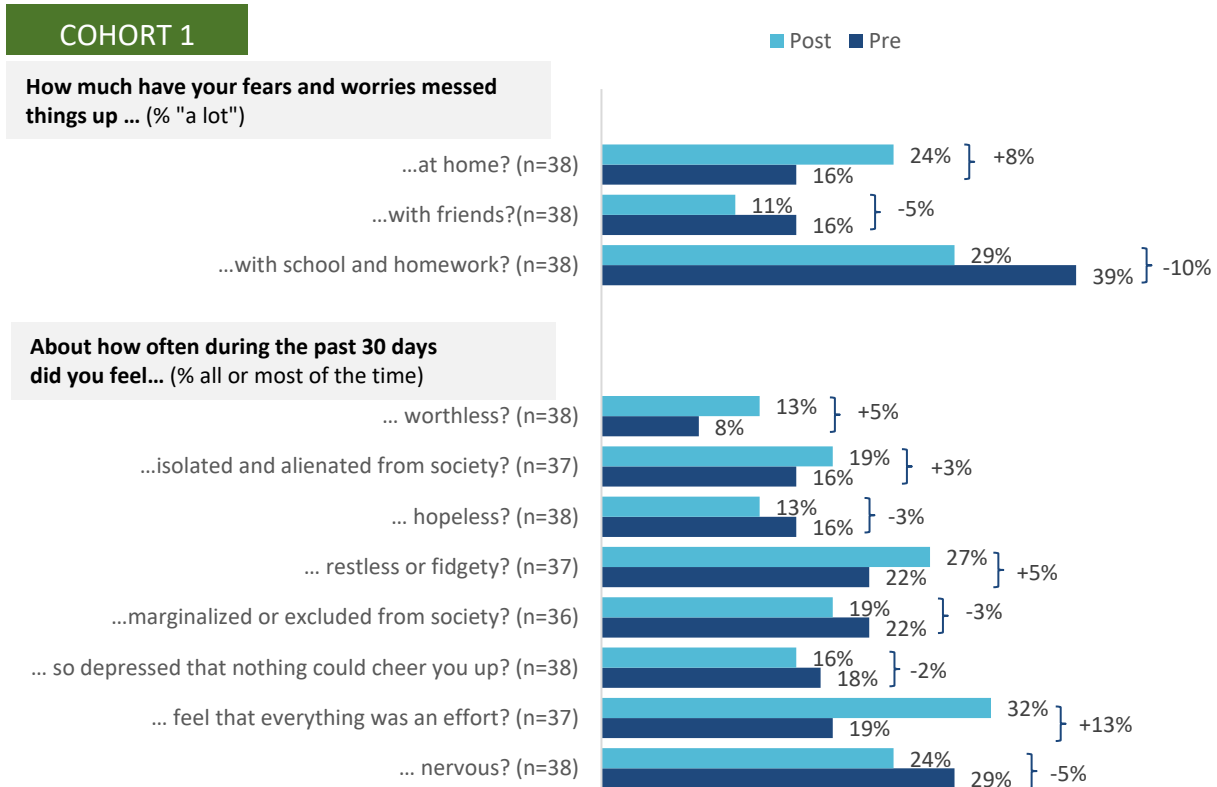
“I talk to Kong more than my own siblings. I don’t feel comfortable talking to my family like that. I don’t know why.”

-Two EBAYC Youths

EQ4: To what extent did the program succeed in helping reduce youth risk factors?

As with the protective factors above, we examined the change in the percentage of youths' self-reported mental health symptoms related to social isolation, depression, and anxiety (i.e., "risk factors") with paired sample t-tests. Figures 6 and 7 show the results of these analyses.

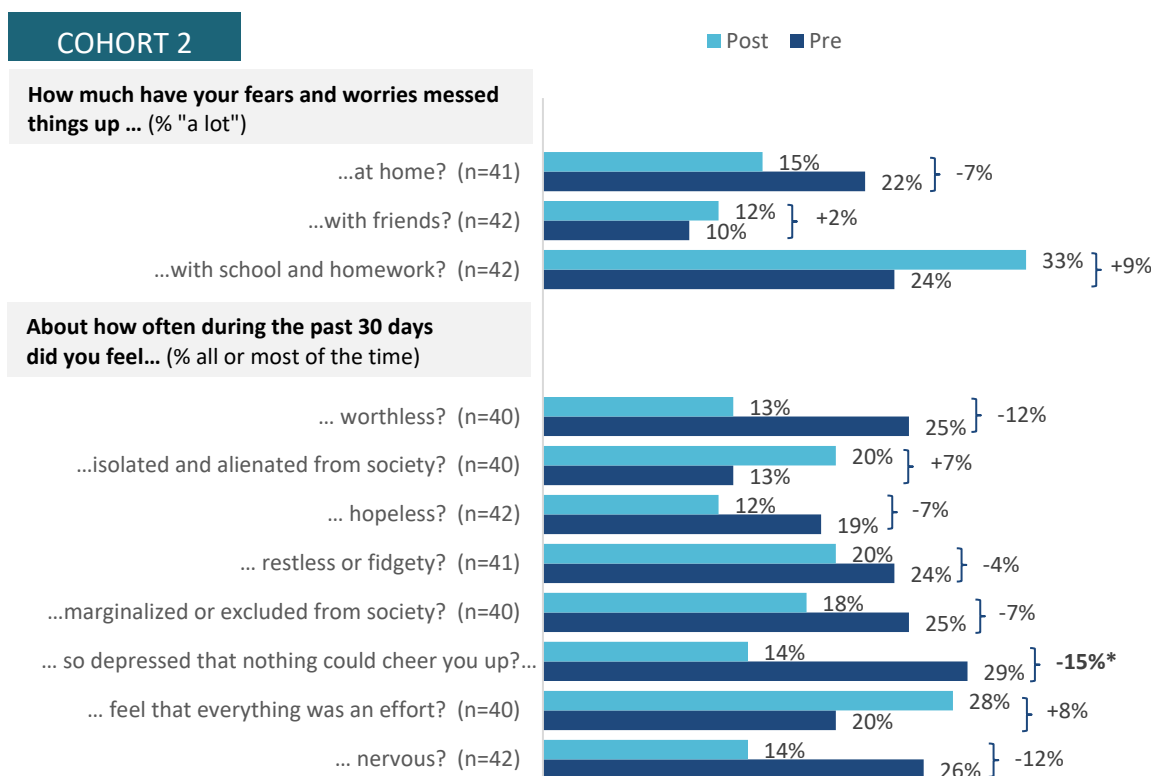
Figure 6: Youths' Self-Reported Change in Social Isolation & Depression from Pre- to Post-Survey Cohort 1



Source: Youth Pre- and Post- Surveys

*=p<.05

Figure 7: Youths' Self-Reported Change in Social Isolation & Depression from Pre- to Post-Survey Cohort 2



Source: Youth Pre- and Post- Surveys

*= $p < .05$

First, it is important to note that no more than a third of youth showed significant social isolation and depression symptoms on the pre-survey. Second, while youth showed changes from pre- to post-survey, there was only one statistically significant change – that of the proportion of youth who felt so depressed that nothing could cheer them up. On this symptom, there was a significant drop of 15% from pre- to post- for Cohort 2 only.

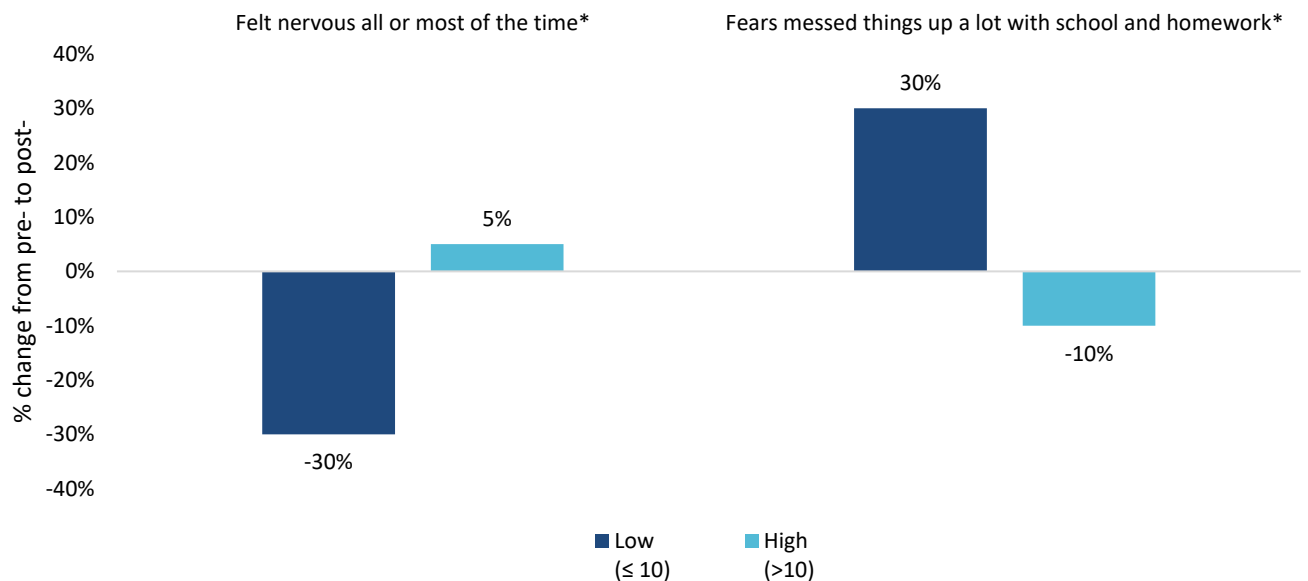
We also examined the change in mental health symptoms by the length of time in the program (i.e., dosage) and by gender. Overall, we found no statistically significant differences by gender for either Cohort 1 or Cohort 2.

However, we did find two significant differences for two anxiety-related items by the length of time in the program (Figure 8). Specifically, Cohort 2 youth who were in the program for more than 10 months demonstrated an increase in feeling nervous all or most of the time in the previous 30 days (from pre- to post-survey) by 5%, compared to youth in the program for ten months or less who showed a 30% reduction in the same survey item. However, it is important to note that youth who were in the program for longer than ten months had reported much lower levels of feeling nervous on the pre-survey (14% compared to 40% of youth in the program for ten months or less).

In addition, Cohort 2 youth who were in the program for more than 10 months showed a significant decrease in thinking that their fears or worries had messed things up a lot with school and homework (from pre- to post-survey) by 10%, compared to youth in the program for ten months or

less who showed a 30% increase in the same sentiment. Interestingly, the same proportion of youth in both dosage groups (25%) reported thinking their fears had messed things up a lot with school and homework on the pre-survey.

Figure 8: Percent Change in Proportion who feel Anxiety Symptoms from pre- to post- (Significant Cohort 2 changes only)



Source: Youth Pre- and Post- Surveys

***= $p < .05$**

It is hard to explain these seemingly contrary findings. On the one hand, youth who received a low “program dose” reported significant reductions in feeling nervous all or most of the time from pre- to post-survey, but also reported experiencing increasing levels of fears and worries that they had messed things a lot with school and homework from pre- to post-survey. Youth who received a high “program dose” seemed to have had the opposite experience.

Other Outcomes: Academic Achievement

Unfortunately, student-level data (e.g., GPA, school day attendance) was not collected for Cohort 2 from the school district. Due to changes to grading policy, attendance taking, and disciplinary tracking as a result of distance learning (due to COVID-19 stay-at-home orders), we did not collect student data as we determined there would not be meaningful findings to report. For example, the post-pandemic grading policy was changed to pass/fail, and therefore we cannot compare GPAs from baseline to follow-up. Similarly, attendance and chronic absenteeism during remote learning were not tracked in the same way as in-person learning and therefore are not comparable from baseline to follow-up.

Table 15. Youths' Educational Outcomes at Program Exit

	Cohort 1 (n=64)		Cohort 2 (n=69)	
	n	%	n	%
Positive Outcome (i.e., Still in HS, Graduated HS, and/or matriculated into college)	46	72%	66	96%
Negative Outcome (i.e., Dropped out of HS, or unable to find youth)	18	28%	3	4%

Source: EBAYC records as of June 2020

However, we compiled a summary of youths' educational outcomes from EBAYC records at the end of each cohort reported in the table below. Overall, a high proportion of youth in both cohorts graduated from high school and matriculated into college as of program exit.

Table 16: Youths' GPA from School Year Before and in Last Semester of Program Participation for Cohort 1 only

Cohort 1 (n=64)			
	n	Baseline SY 2016-17	Fall 2018
Grade Point Average (GPA)	20	2.285	2.730*
School Day Attendance	21	89%	91%

Source: Sacramento City Unified School District Data for Cohort 1 youth only

Note: *=p<.05

Similarly, upon reviewing student data from Cohort 1, we saw that youth demonstrated significant increases in their GPAs from the school year before their participation with the EBAYC Sacramento program to the fall semester at the end of their participation in Cohort 1. Youth also showed an increase in school days attended, although this was not statistically significant. We are optimistic that if similar student data is collected for future project implementations, we would see similar findings. Moreover, we consider it a positive sign that EBAYC can successfully collaborate with the school district to acquire this student-level data.

Key Findings and Recommendations

The evaluation included some limitations. First, data collected did not include matched pre- and post-surveys of every youth in Cohorts 1 and 2 because some left the program early. This limitation made it impossible to compare survey results between those who left the program early and those who completed it. Second, qualitative data collection was limited by the finite number of youth, parents, and counselors who were interviewed.

Finally, the COVID-19 pandemic profoundly disrupted EBAYC programming for Cohort 2 and evaluation efforts. EBAYC had to shift programming virtually, making it difficult for youth and staff to build strong and trusting relationships with each other. Additionally, Cohort 2 youth completed pre- and post-surveys during the COVID-19 outbreak. Thus, survey results may overstate adverse outcomes due to COVID-19.

One key takeaway from this report is that even though EBAYC leaders and counselors have a solid understanding of and respect for their target communities' cultural, spiritual, and social norms, values, and practices, survey data indicate that this is an area that could be improved. EBAYC staff could solicit input from youth on how to strengthen this area and provide formal staff training. However, because Cohort 2 survey data were collected during the pandemic, this finding could be a byproduct of COVID-19 for Cohort 2 participants.

Below are some of the notable findings in understanding the program's impact on Southeast Asian youth.

- Almost half of the program youth reported having received psychological or emotional counseling from a community-based professional (health worker, peer counselor, etc.) or someone at school (such as a school counselor, psychologist, social worker, etc.) in the twelve months prior to program participation. In addition, girls were more likely than boys to report having received such services.
- The CANS assessment with the youth counselors revealed that school and academic-related life domains were areas in which immediate and/or intensive action was needed for the youth.
- When creating their Life Map goals, the plurality of youth had one or more goals related to education, social and emotional health, and family relationships.
- Youth counselors spent an average of 29 hours with each youth engaged in individual mentoring and counseling, service access, and monitoring. Most of this time was spent discussing topics of social and emotional health, education, and logistics (e.g., transportation).
- Approximately 8 in 10 youth were satisfied with the services at EBAYC, got the help they wanted, received services that were right for them, at a convenient location, and nearly nine in ten students relayed that EBAYC counselors "stuck with me no matter what."
- As a result of participating in EBAYC programming, 91% of youth reported feeling like they are better able to do things they want to do.
- Nearly three-quarters of youth felt their counselor cares about them, that they can talk to their counselor about anything, and that they had fun with their counselor.
- There were few significant changes in cultural identity and spirituality among the program youth before and after program participation.
 - About half of the youth felt a strong identity with their culture at program intake and had not changed their perspective at the program exit.
 - One exception, a significant proportion of Cohort 2 youth felt less connected to their culture's spiritual/religious traditions following program participation (63% to 46%, $p < .05$).
- In most cases, two-thirds of youth reported they had a relationship with a caring adult at school or at home at program intake.
 - The same proportion of youth (both cohorts) reported they had a relationship with a caring adult at home at program exit.
 - However, there was a significant decrease in the proportion of Cohort 2 youth who reported they had a relationship with a caring adult at school at program exit (67% to 50%, $p < .05$).
- In youth interviews, most youth reported they did not feel comfortable opening up about their personal lives with their teachers as they do with their EBAYC youth counselors.
- There were few significant changes in symptoms of social isolation, depression, and anxiety among the program youth from before and after program participation.

- No more than a third of youth reported significant symptoms of social isolation, depression, and anxiety at program intake.
- One exception, there was a significant reduction in the percentage of Cohort 2 youth who felt so depressed that nothing could cheer them up (29% to 14%, $p < .05$).
- Moreover, youth who received a high “program dose” reported significant increases in feeling nervous all or most of the time from pre- to post-survey, but also reported experiencing decreasing levels of fears and worries that they had messed things a lot with school and homework from pre- to post-survey.
- Over three-quarters of youth had positive educational outcomes at program exit – a large number had graduated from high school, matriculated into college, or had remained in high school. Few reportedly dropped out of school.
- Cohort 1 youth showed significant increases in their GPAs from before and after program participation (2.3 to 2.7, $p < .05$). Unfortunately, similar data could not be collected for your Cohort 2 youth.
- Cohort 1 showed increases in school day attendance, although this was not statistically significant (88.8% to 90.9%, $p > .05$).
- The COVID-19 pandemic dramatically impacted programming for Cohort 2 youth and likely affected outcomes. During the onset of the pandemic, EBAYC programming quickly pivoted programming from an in-person model to a virtual one and focused on meeting families’ immediate needs. EBAYC staff struggled to connect with youth despite their best efforts. Thus, Cohort 2 youth outcomes were likely affected by the COVID-19 outbreak.

Although the vast majority of findings from this evaluation are quite positive, there are some areas where improvements could be made. Below we provide a handful of recommendations that EBAYC could consider as the program moves forward:

- **Explore why females are more likely than males to report needing and seeking help for emotional and/or mental health concerns.** Cohort 2 pre-surveys showed that a significantly higher percentage of females than males reported that they thought they needed help for emotional or mental health concerns. It would be interesting to explore this finding further to understand if it is true that the males in this program really do not need as much help, or if they are much more hesitant to ask for help, and therefore, less likely to receive it from certain sources.
- **Further support youth in defining goals that are realistic and achievable.** Only 61% of surveyed youth felt that they had made progress on achieving their goals. Although this could just be related to negative self-perceptions, this could also mean that the goals students are setting for themselves are too lofty; or it could mean that small steps are not being celebrated enough.
- **Emphasize continued academic support.** Academics are very important to EBAYC students. Education-related goals were among the top Life Map goals for both Cohort 1 and Cohort 2 (held by 91% and 60% of participants, respectively). Even so, only about half (54%) of Cohort 2 post-survey respondents agreed/strongly agreed that they were doing better in school and/or work, there was a decline in the percentage of Cohort 2 students from pre- to post-survey who felt that there was an adult at home who cared about their school work; and there was an increase in the percentage of Cohort 2 students from pre- to post-survey who felt that their fears and worries had messed things up ‘a lot’ with school and homework.
- **Explore ways EBAYC programming can be more culturally sensitive and/or help students feel more connected to their cultural community.** Although students expressed high levels of satisfaction

overall, when asked if “staff were sensitive to my cultural/ethnic background,” only 58% of respondents ‘agreed’ or ‘strongly agreed.’ This was among the lowest-rated satisfaction items. Furthermore, for Cohort 2, there was a statistically significant decrease in the percentage of students who reported that they “felt connected to your culture’s spiritual/religious traditions” from pre- to post-survey. EBAYC could achieve this by soliciting youth input on how staff could be more culturally sensitive and/or help youth feel more connected to their cultural community. Another way could be by formally training staff on how to be more culturally sensitive to the needs of youth. For example, counselors could receive training on psychoeducation to help youth understand the historical and systemic factors to avoid internalized racism and impostor syndrome. This practice focuses on providing information to the client/youth to normalize stressors, highlight consequences of unaddressed trauma and paths to recovery, and emphasize that recovery is possible.

- **Encourage and promote additional healthy coping skills to help strengthen social and emotional health.** Social and emotional health was also very important to EBAYC participants. Among Cohort 2 post-survey respondents, only 60% agreed that they were “better able to cope when things go wrong; and there was little to no change from pre- to post-Survey in the percentage of students from both cohorts who reported that they felt “balanced in mind, body, spirit and soul” most or all of the time.
- **Monitor whether students have access to a caring adult at school (e.g., teacher), especially as schools reopen for in-person instruction.** There were statistically significant decreases from pre- to post-survey in relation to the percentage of students who reported that it was ‘pretty much’ or ‘very much’ true that a teacher at their school really cared about them or noticed when they were in a bad mood. Granted, Cohort 2 primarily took their surveys during COVID-19 and distance learning, and much of this could resolve itself. However, this should be watched and addressed in the future, especially if findings do not improve.
- **Plan and prepare for potential challenges ahead.** EBAYC staff could plan and prepare for potential challenges, including disruptions in youths’ academics, grief and loss experienced by youth and their families, and anti-Asian hate and harassment, even after the COVID-19 outbreak has subsided. For example, EBAYC counselors could work with school staff to coordinate supportive services for youth so that s/he gains access to additional services that meet their needs.
- **Solicit input from students for ways EBAYC programming and staff could better support them.** While there were high levels of program satisfaction overall, among Cohort 2 post-survey respondents, only 66% agreed/strongly agreed that they had a solid bond with their counselor, only 68% felt understood by their counselor, and only 69% felt that they had someone to talk to when they were troubled. Although this represents the majority of participants, some students are falling through the cracks.
- **Continue to evaluate program outcomes by administering shorter surveys and collecting secondary data to inform programming.** Most of our outcome-related findings relied on Cohort 2 surveys. Conversely, some interesting outcome-related data was available from the school district for Cohort 1, but due to COVID-19, it could not be secured for Cohort 2. This left some of our findings incomplete or not fully addressed. However, what findings we do have are very interesting and merit further exploration. We encourage EBAYC to continue with program evaluation in the future. Perhaps shorter, more frequent student surveys and more secondary outcome data from the school district and other community partners could be collected and analyzed more frequently to help more thoroughly assess program and student outcomes over time.

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Appendix A: Cohort 1 SWE Pre-Survey

EBAYC Adolescent PRE

EBAYC is working with HTA Consulting, a program evaluator, to learn about what makes EBAYC work. We want to learn more about you, your experiences, and your feelings. We want to hear from everyone, however this survey is voluntary and you may opt out or skip any questions you do not wish to answer. Your youth counselor will not know anything you have written here. If you'd like to talk to them about anything you've shared, let them know. Thank you!

Q1 How old are you? Write in age

--	--

Q2 What is your ethnic origin?

- ☐ Hmong ☐ Laotian ☐ Multi-Ethnic
☐ Lu-Mien ☐ Vietnamese

Other/Additional Info

[illegible]

We use terms like "male" or "female" or "trans" as a short-hand way to capture the gender of individuals. We fully understand, however, that people use a wide range of labels. To help us understand you, please tell us the term that you personally prefer to describe your gender. There are no right or wrong answers to these questions. Please be honest and answer as you really think and feel.

Q3 When it comes to my gender identity, I think of myself as: Choose all that apply.

- ☐ Man/Male
 ☐ Non-binary (not exclusively male or female)
- ☐ Woman/Female
 ☐ I am not sure about my gender identity
- ☐ Transgender/Trans
 ☐ I do not have a gender/ gender identity
- ☐ Genderqueer/Gender non-conforming

My gender identity is (please specify):

[illegible]

Everyone has a sexual orientation. Some people are straight (attracted to people of another gender) and other people are gay or lesbian (attracted to people of the same gender). Some people are attracted to people of all genders including those who do not define their gender within the binary “male or female” framework. Others are unsure about their attractions or are just not attracted to anyone.

Q4 What is your sexual orientation? Choose all that apply.

- ☐ Straight/heterosexual
 ☐ Bisexual
- ☐ Gay
 ☐ Queer
- ☐ Lesbian
 ☐ I do not wish to answer this question

Something else:

[illegible]

Culture means many different things to different people but it is something that is usually shared by a relatively large group of people. For some it refers to customs and traditions. For others, it brings to mind their heritage and way of life. It can refer to beliefs, values and attitudes, your identity, and common history and membership in a group. The next questions are about your culture.

Q5 At present...

- | | All of the time | Most of the time | Some of the time | A little of the time | None of the time |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Your culture gives you strength | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Your culture is important to you. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Your culture helps you to feel good about who you are. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. You feel connected to your culture's spiritual/religious traditions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

The next questions are about how you have been feeling the past 30 days.

Q6 About how often during the past 30 days did you feel...

	All of the time	Most of the time	Some of the time	A little of the time	None of the time
a. ...connected to your cultural community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. ...balanced in mind, body, spirit and soul?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. ...that you have an adult in your life who has your back?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. ...marginalized or excluded from society? (In other words, made to feel unimportant, or like your thoughts, feelings, opinions don't matter.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.isolated and alienated from society? (In other words, feeling alone, separated from, cut off from the world beyond your family, school, and friends.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q7 During the past 30 days, how often did you feel...

	All of the time	Most of the time	Some of the time	A little of the time	None of the time
a. nervous?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. hopeless?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. restless or fidgety?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. so depressed that nothing could cheer you up?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. feel that everything was an effort?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. worthless?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

You just told me about how you have been feeling the past 30 days. Now, how much have your fears and worries messed things up for you? In other words, how much have they stopped you from doing things you want to do?

Q8 How much have your fears and worries messed things up ...

	A Lot	Some	Not At All
a. ...with school and homework?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. ...with friends?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. ...at home?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you for talking the time to share your thoughts, feelings, and experiences. Again, if you'd like to talk to your youth counselor about anything you've shared, let them know.

Appendix B: Cohort 1 SWE Post-Survey

Part. Code:

Adolescent POST (Modified by HTA)

EBAYC is working with HTA Consulting, a program evaluator, to learn about what makes EBAYC work. We want to learn more about you, your experiences, and your feelings. We want to hear from everyone, however this survey is voluntary and you may opt out or skip any questions you do not wish to answer. Your youth counselor will not know anything you have written here. If you'd like to talk to them about anything you've shared, let them know. Thank you!

1. How old are you? (*Write in age*): _____

2. What is your ethnic origin?

☐ Hmong

☐ Lu-Mien

☐ Laotian

☐ Vietnamese

☐ Multi-Ethnic

☐ Other/Additional Info: _____

We use terms like "male" or "female" or "trans" as a short-hand way to capture the gender of individuals. We fully understand, however, that people use a wide range of labels. To help us understand you, please tell us the term that you personally prefer to describe your gender. There are no right or wrong answers to these questions. Please be honest and answer as you really think and feel.

3. When it comes to my gender identity, I think of myself as: (*Choose all that apply*).

☐ Man/Male

☐ Non-binary (not exclusively male or female)

☐ Woman/Female

☐ I am not sure about my gender identity

☐ Transgender/Trans

☐ I do not have a gender/ gender identity

☐ Genderqueer/Gender non-conforming

☐ My gender identity is (*please specify*): _____

Everyone has a sexual orientation. Some people are straight (attracted to people of another gender) and other people are gay or lesbian (attracted to people of the same gender). Some people are attracted to people of all genders including those who do not define their gender within the binary "male or female" framework. Others are unsure about their attractions or are just not attracted to anyone.

4. What is your sexual orientation? (*Choose all that apply*).

☐ Straight/heterosexual

☐ Queer

☐ Gay

☐ Something else: _____

☐ Lesbian

☐ I do not wish to answer this question

☐ Bisexual

Culture means many different things to different people but it is something that is usually shared by a relatively large group of people. For some it refers to customs and traditions. For others, it brings to mind their heritage and way of life. It can refer to beliefs, values and attitudes, your identity, and common history and membership in a group. The next questions are about your culture.

At present...

	All of the time	Most of the time	Some of the time	A little of the time	None of the time
5. Your culture gives you strength.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Your culture is important to you.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Your culture helps you to feel good about who you are.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. You feel connected to your culture's spiritual/religious traditions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The next questions are about how you have been feeling the past 30 days.***About how often during the past 30 days did you feel...***

	All of the time	Most of the time	Some of the time	A little of the time	None of the time
9. ...connected to your cultural community?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. ...balanced in mind, body, spirit and soul?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. ...that you have an adult in your life who has your back?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. ...marginalized or excluded from society? (In other words, made to feel unimportant, or like your thoughts, feelings, opinions don't matter.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. ...isolated and alienated from society? (In other words, feeling alone, separated from, cut off from the world beyond your family, school, & friends.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During the past 30 days, how often did you feel...

	All of the time	Most of the time	Some of the time	A little of the time	None of the time
14. ... nervous?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. ... hopeless?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. ... restless or fidgety?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. ... so depressed that nothing could cheer you up?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. ... feel that everything was an effort?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. ... worthless?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

You just told me about how you have been feeling the past 30 days. Now, how much have your fears and worries messed things up for you? In other words, how much have they stopped you from doing things you want to do?

How much have your fears and worries messed things up ...

A Lot

Some

Not At All

20. ...with school and homework?

☐☐☐

21. ...with friends?

☐☐☐

22. ...at home?

☐☐☐

Thank you for taking the time to share your thoughts, feelings, and experiences! Again, if you'd like to talk to your youth counselor about anything you've shared, let them know.

Appendix C: Cohort 2 SWE Pre-Survey

ID:	0 2	-	0 3	-		
Priority Pop Code	IPP Code		CDEP Participant Code			ADOLESCENT VERSION (12-17)
						PRE

Culture means many different things to different people but it is something that is usually shared by a relatively large group of people. For some it refers to customs and traditions. For others, it brings to mind their heritage and way of life. It can refer to beliefs, values and attitudes, your identity, and common history and membership in a group. The next questions are about your culture.

	Strongly Agree	Agree	I am Neutral	Disagree	Strongly Disagree
At present...					
1. Your culture gives you strength.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Your culture is important to you.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Your culture helps you to feel good about who you are.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. You feel connected to the spiritual/religious traditions of the culture you were raised in.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The next questions are about how you have been feeling during the past 30 days.

	All of the time	Most of the time	Some of the time	A little of the time	None of the time
About how often during the past 30 days did you feel...					
5. ...connected to your culture?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. ...balanced in mind, body, spirit and soul?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. ...marginalized or excluded from society? (In other words, made to feel unimportant, or like your thoughts, feelings, or opinions don't matter.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. ...isolated and alienated from society? (In other words, feeling alone, separated from, cut off from the world beyond your family, school, and friends.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Yes	No	Refused	Don't Know
9. In the past 12 months did you <u>THINK YOU NEEDED HELP</u> for emotional or mental health problems, such as feeling sad, anxious, or nervous?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. In the past 12 months, have <u>YOU RECEIVED</u> any psychological or emotional counseling from any of the following...				
a. <u>Traditional helping professional</u> such as a culturally-based healer, religious/spiritual leader or advisor?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. <u>Community helping professional</u> such as a health worker, promotor, or peer counselor?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. In the past 12 months, have YOU RECEIVED any psychological or emotional counseling from someone AT SCHOOL, such as a school counselor, school psychologist, school therapist, school social worker?

Yes	No	Refused	Don't Know
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GO TO Q12		GO TO Q14	

12. Are you still receiving psychological or emotional counseling from someone AT SCHOOL?

Yes	No	Refused	Don't Know
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GO TO Q14	GO TO Q13	GO TO Q14	

13. If not, what was the **MAIN REASON** you stopped psychological or emotional counseling AT SCHOOL?
(Please select **ONE** main reason.)

- | | | |
|---|--|---|
| <input type="radio"/> The counselor or therapist or psychologist or psychiatrist or social worker said I finished and or met my goals | <input type="radio"/> Had bad experiences with counselor or therapist or psychologist or psychiatrist or social worker | <input type="radio"/> The counselor or therapist or psychologist or psychiatrist or social worker did not understand my problem |
| <input type="radio"/> I ended it because I got better or I no longer needed services | <input type="radio"/> Couldn't get appointment | <input type="radio"/> I felt discriminated against |
| <input type="radio"/> School ended | <input type="radio"/> Not getting better | <input type="radio"/> I did not want to go anymore |
| <input type="radio"/> Hours not convenient | <input type="radio"/> Didn't have time | <input type="radio"/> Wanted to handle the problem on my own |
| <input type="radio"/> I changed schools | <input type="radio"/> Other (Specify) _____ | |

14. In the past 12 months, have YOU RECEIVED any psychological or emotional counseling from someone OUTSIDE OF SCHOOL, like a counselor, therapist, psychologist, psychiatrist or social worker?

Yes	No	Refused	Don't Know
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GO TO Q15	GO TO Q17		

15. Are you still receiving psychological or emotional counseling from someone OUTSIDE OF SCHOOL?

Yes	No	Refused	Don't Know
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GO TO Q17	GO TO Q16	GO TO Q17	

16. What was the **MAIN REASON** you stopped psychological or emotional counseling OUTSIDE OF SCHOOL?
(Please select **ONE** main reason.)

- | | | |
|---|--|---|
| <input type="radio"/> The counselor or therapist or psychologist or psychiatrist or social worker said I finished and or met my goals | <input type="radio"/> Had bad experiences with counselor or therapist or psychologist or psychiatrist or social worker | <input type="radio"/> The counselor or therapist or psychologist or psychiatrist or social worker did not understand my problem |
| <input type="radio"/> I ended it because I got better or I no longer needed services | <input type="radio"/> Couldn't get appointment | <input type="radio"/> Didn't have transportation |
| <input type="radio"/> Insurance did not cover | <input type="radio"/> Not getting better | <input type="radio"/> I felt discriminated against |
| <input type="radio"/> Too expensive | <input type="radio"/> Didn't have time | <input type="radio"/> I did not want to go anymore |
| <input type="radio"/> School ended | <input type="radio"/> I moved | <input type="radio"/> Wanted to handle the problem on my own |
| <input type="radio"/> Hours not convenient | <input type="radio"/> Other (Specify) _____ | |

	Yes	No	Refused	Don't Know
17. In the past 12 months, did you receive any professional help for your use of alcohol or drugs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. During the past 12 months, have you take any medication because of difficulties with your emotions, concentration, or behavior?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Instructions: Here are some reasons youth/teens have for NOT seeking help from a mental health professional such as a counselor, therapist, psychologist, psychiatrist or social worker, even when they think they might need it. Even if you are receiving help now, do you agree or disagree with the following reasons why you might not seek help from a mental health professional?

	Agree	Disagree	Refused	Don't Know
19. You were planning to or are already getting help from...				
a. Traditional helping professional such as a culturally-based healer, religious/spiritual leader or advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Community helping professional such as a health worker, <i>promotor</i> , peer counselor, or case manager	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. You didn't know these types of mental health professionals existed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	GO TO Q34		GO TO Q21	
	Agree	Disagree	Refused	Don't Know
21. You didn't feel comfortable talking with them about your personal problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. You didn't think you would feel safe and welcome because of your...				
a. limited English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. race/ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. religious or spiritual practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. gender identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. sexual orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. You thought you could solve your issue on your own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. You thought your issue wasn't serious enough.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. You thought your friends would find out.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. You didn't want to talk to a stranger about your issue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. You were worried that your family and others in the community may think differently about you.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. You didn't know where to go for help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. You felt embarrassed about what you were going through.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. You were worried that your peers and others in school may think differently about you.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. You didn't have time because of after-school activities and other commitments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. It was too expensive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. You didn't have transportation to get there.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Instructions: The next questions are about how you have been feeling during the past 30 days.

During the past 30 days, how often did you feel...	All of the time	Most of the time	Some of the time	A little of the time	None of the time
34. ... nervous?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. ... hopeless?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. ... restless or fidgety?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. ... so depressed that nothing could cheer you up?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. ... feel that everything was an effort?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. ... worthless?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	A Lot	Somewhat	Not At All
40. The above items are often used to describe experiences with mental or emotional distress. To what extent do the above questions (Q34-Q39) match how you would describe those experiences? (Check one)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Okay, you just told me about how you have been feeling the past 30 days. Now I want to know how much your fears and worries have messed things up for you. In other words, how much have they stopped you from doing things you want to do?

How much have your fears and worries messed things up ...	A Lot	Some	Not At All
41. ...with school and homework?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. ...with friends?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. ...at home?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	A Lot	Somewhat	Not At All
44. The above items are often used to describe how emotions affect people's lives. To what extent do the above questions (Q41-Q43) match how you would describe the negative effect of emotions on your life? (Check one)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Yes	No	Refused	Don't Know
45. In the past 6 months, have you done any volunteer work or community service that you have not been paid for?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

46. How old are you? Write in age: _____

47. What is your race and ethnic origin(s)? **Select only one race category; select your ethnic origin(s)**

☐ **Asian: Check your ethnic origin(s):**

<input type="radio"/> Afghan	<input type="radio"/> Filipino	<input type="radio"/> Korean	<input type="radio"/> Taiwanese
<input type="radio"/> Bangladeshi	<input type="radio"/> Hmong	<input type="radio"/> Laotian	<input type="radio"/> Thai
<input type="radio"/> Burmese	<input type="radio"/> Indian (India)	<input type="radio"/> Malaysian	<input type="radio"/> Vietnamese
<input type="radio"/> Cambodian	<input type="radio"/> Indonesian	<input type="radio"/> Pakistani	<input type="radio"/> Refused
<input type="radio"/> Chinese	<input type="radio"/> Japanese	<input type="radio"/> Sri Lankan	<input type="radio"/> Don't Know
<input type="radio"/> Other Asian (Please specify): _____			

☐ **Native Hawaiian or Other Pacific Islander**

☐ Samoan

☐ Tongan

☐ Refused

☐ Guamanian

☐ Fijian

☐ Don't Know

☐ Other Hawaiian or Pacific Islander (Please specify): _____

☐ **Multi-Racial: Check all that apply and specify your ethnic origin(s).**

☐ White: (Please specify): _____ ☐ Refused

☐ Black/African American (Please specify): _____ ☐ Don't Know

☐ Latino, Hispanic, or Spanish (Please specify): _____

☐ American Indian or Alaska Native (Please specify): _____

☐ Asian (Please specify): _____

☐ Native Hawaiian or Other Pacific Islander. . (Please specify): _____

☐ **Other Race: Please specify your race and ethnic origin(s):** _____

☐ **Refused**

☐ **Don't know**

48. How well can you speak the English language?

☐ Fluently

☐ Somewhat fluently; can make myself understood but have some problems with it

☐ Not very well; know a lot of words and phrases but have difficulties communicating

☐ Know some vocabulary, but can't speak in sentences

☐ Not at all

49. What is your preferred language? _____

50. Were you born:

☐ Inside the U.S.

☐ Outside the U.S.

☐ Refused

☐ Don't Know

51. What are the first 3 digits of your ZIP Code? ___ ☐ Unstable housing/ no ZIP code ☐ Refused ☐ Don't Know

52. Have you ever spent time in a temporary settlement area for refugees or displaced persons or been held at ICE facilities?

- ☐ Not Applicable
☐ Yes
☐ No
☐ Refused
☐ Don't Know

53. About how many years have you lived in the United States? [For less than a year, enter 1 year]

Number of years _____ ☐ Not Applicable

54. Thank you for taking the time to answer all these questions. We wanted to remind you that all of your responses are confidential. Did any of the previous questions upset you or make you feel uncomfortable?

- ☐ No
☐ Yes (If yes, which ones? Please specify #'s: _____)

Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) individuals encompass all races and ethnicities, religions, and social classes. Discrimination against LGBTQ persons has been associated with high rates of psychiatric disorders, substance abuse, and suicide. Yet, the LGBTQ community faces greater difficulties in accessing mental health care due to stigma.

Sexual orientation and gender identity questions are not asked on most national or State surveys, making it difficult to estimate the number of LGBT individuals and their health needs. In order to effectively address LGBT health issues, it's important to ask these questions in surveys. This will allow researchers and policy makers to accurately understand LGBT health and disparities.

As you answer, you may feel that one or more of the questions below do not apply to you or make you feel uncomfortable. If there are questions that you do not feel comfortable answering, you do not have to answer them. Your participation in this questionnaire is completely voluntary.

55. My sex at birth was...

- | | |
|---|--|
| <input type="radio"/> Male/Boy | <input type="radio"/> I am not sure about my sex assigned at birth |
| <input type="radio"/> Female/Girl | <input type="radio"/> My assigned sex at birth (please specify): _____ |
| <input type="radio"/> Intersex (they were unsure about my sex at birth) | <input type="radio"/> I do not wish to answer this question |

Gender identity is how individuals perceive themselves and what they call themselves, whether male, female, a blend of both or neither. A person's gender identity can be the same or different from their sex assigned at birth.

56. When it comes to my gender identity, I think of myself as.... (Check all that apply:)

- | | | |
|---|---|---|
| <input type="radio"/> Man/Male | <input type="radio"/> Trans woman/Trans female | <input type="radio"/> Intersex (between male and female) |
| <input type="radio"/> Woman/Female | <input type="radio"/> Genderqueer/Gender non-conforming | <input type="radio"/> I am not sure about my gender identity |
| <input type="radio"/> Transgender/Trans | <input type="radio"/> Non-binary (not exclusively male or female) | <input type="radio"/> I do not have a gender/ gender identity |
| <input type="radio"/> Trans man/Trans male | <input type="radio"/> Two Spirit | <input type="radio"/> I do not wish to answer this question |
| <input type="radio"/> My gender identity is (please specify): _____ | | |

Sexual orientation is different from gender identity and is about whom you're attracted to and want to have romantic relationships with. Examples of sexual orientation are gay, lesbian, bisexual, asexual, and heterosexual. Some people are straight and are attracted to people of another gender. Other people are gay or lesbian and are attracted to people of the same gender.

57. What is your sexual orientation? Check all that apply.

- ☐ Straight/heterosexual ☐ Queer ☐ I am not sure who I am attracted to sexually
- ☐ Gay ☐ Pansexual/Non-monosexual
(I am attracted to all genders) ☐ I am not sure who I am attracted
to romantically
- ☐ Lesbian ☐ Asexual
(I am not attracted to anyone sexually) ☐ Something else: _____
- ☐ Bisexual ☐ I am not attracted to anyone romantically ☐ I do not wish to answer this question

Thank you for taking time to complete this questionnaire. Did any of the questions above upset you? Please check one.

- ☐ Yes ☐ No

If any of the above questions upset you and you want to talk to someone about it, here is a list of referrals for support services.

Instructions: How true do you feel the next statements are about your school and things you might do there?

[illegible]

Instructions: How true do you feel the next statements are about your home?

[illegible]

Appendix D: Cohort 2 SWE Post-Survey

ID:	02__ - 03__ - __						
Priority Pop Code	IPP Code	CDEP Participant Code					
ADOLESCENT VERSION (12-17)							POST

General Instructions

The California Reducing Disparities Project (CRDP) is a statewide project that is working across five historically unserved, underserved, and/or inappropriately served population groups: the African American; Asian and Pacific Islander; Latino; Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ); and Native American. In order to collect data to address the disparities for these multiple populations, a set of standard questions have been developed for all populations. Since these are standard questions, some of the questions may not feel applicable or relevant for you to answer.

All information that you share on this questionnaire will be confidential. The data will be shared with the State, but your name will not; and whatever you share cannot be connected back to you. As you answer, you may feel that one or more of the questions below do not apply to you or make you feel uncomfortable. If there are questions that you do not feel comfortable answering, you do not have to answer them. Your participation in this questionnaire is completely voluntary. Any level of participation is appreciated, because any information that you provide will be useful in helping us understand the disparities for and across multiple populations. If you have any questions, please ask the program staff who gave you this questionnaire.

Culture means different things to different people but it is something that is usually shared by a relatively large group of people. For some it refers to customs and traditions. For others, it brings to mind their heritage and way of life. It can refer to beliefs, values and attitudes, your identity, and common history and membership in a group. The next questions are about your culture.

	Strongly Agree	Agree	I am Neutral	Disagree	Strongly Disagree
At present...					
1. Your culture gives you strength.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Your culture is important to you.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Your culture helps you to feel good about who you are.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. You feel connected to the spiritual/religious traditions of the culture you were raised in.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	All of the time	Most of the time	Some of the time	A little of the time	None of the time
About how often during the past 30 days did you feel...					
5. ...connected to your culture?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. ...balanced in mind, body, spirit and soul?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. ...marginalized or excluded from society? (In other words, made to feel unimportant, or like your thoughts, feelings, or opinions don't matter.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. ...isolated and alienated from society? (In other words, feeling alone, separated from, cut off from the world beyond your family, school, and friends.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	All of the time	Most of the time	Some of the time	A little of the time	None of the time
During the past 30 days, how often did you feel...					
9. ... nervous?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. ... hopeless?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. ... restless or fidgety?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. ... so depressed that nothing could cheer you up?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. ... feel that everything was an effort?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ADOLESCENT VERSION POST

14. ... worthless? ☐ ☐ ☐ ☐ ☐

	A Lot	Somewhat	Not At All
15. The above items are often used to describe experiences with mental or emotional distress. To what extent do the above questions (Q9-Q14) match how you would describe those experiences? (Check one)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Okay, you just told me about how you have been feeling during the past 30 days. Now I want to know how much your fears and worries have messed things up for you. In other words, how much have they stopped you from doing things you want to do?

How much have your fears and worries messed things up ...

	A Lot	Some	Not At All
16. ...with school and homework?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. ...with friends?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. ...at home?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	A Lot	Somewhat	Not At All
19. The above items are often used to describe how emotions affect people's lives. To what extent do the above questions (Q16-Q18) match how you would describe the negative effect of emotions on your life? (Check one)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Instructions: How true do you feel the next statements are about your school and things you might do there?

At my school, there is a teacher or some other adult...

	Very much true	Pretty much true	A little true	Not at all true	Refused	Don't Know
20. ...who really care about me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. ...who notices when I'm not there.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. ...who listens to me when I have something to say.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. ...who tells me when I do a good job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. ...who always wants me to do my best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. ...who notices when I'm in a bad mood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Instructions: How true do you feel the next statements are about your home?

In my home, there is a parent or some other adult...

	Very much true	Pretty much true	A little true	Not at all true	Refused	Don't Know
26. ...who cares about my school work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. ...who listens to me when I have something to say.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. ...who talks with me about my problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. ...who notices when I'm in a bad mood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. ...who always wants me to do my best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. ...who believes that I will be a success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. ...who expects me to follow the rules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ADOLESCENT VERSION POST

Instructions: Please help our make our program better by answering some questions. Please answer the questions based on the services, program or activities connected to the EBAYC Program. Indicate if you Strongly Disagree, Disagree, are Undecided, Agree, or Strongly Agree with each of the statements below. If the statement is about something you have not experienced, check the box for Not Applicable to indicate that this item does not apply to you. Please note: the word "service" stands for any program activities or events connected to the EBAYC Program

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Not Applicable
33. Overall, I am satisfied with the services I received.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. The people helping me stuck with me no matter what	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. I felt I had someone to talk to when I was troubled	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. I received services that were right for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. The location of services was convenient for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Services were available at times that were convenient for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. I got the help I wanted.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Staff treated me with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Staff respected my religious / spiritual beliefs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Staff spoke with me in a way that I understood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Staff were sensitive to my cultural / ethnic background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. I am better at handling daily life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. I get along better with family members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. I get along better with friends and other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. I am doing better in school and/or work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. I am better able to cope when things go wrong.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. I am satisfied with my family life right now.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. I am better able to do things I want to do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. I know people who will listen and understand me when I need to talk.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. I have people that I am comfortable talking with about my problem(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. In a crisis, I would have the support I need from family or friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. I have people with whom I can do enjoyable things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Yes	No
55. Were the services you received here provided in the language you prefer?	<input type="radio"/>	<input type="radio"/>
56. Was written information (e.g., brochures describing available services, your rights as a consumer, and mental health education materials) available in the language you prefer?	<input type="radio"/>	<input type="radio"/>

Thank you for taking time to complete this questionnaire. Did any of the questions above upset you? Please select one.

☐ Yes ☐ No

ADOLESCENT VERSION POST

Please answer these additional questions about your experience with EBAYC, youth counselors, and other counselors in your life. Instructions: How important is each of the following to you so that you have a good relationship with a youth counselor?

	Very important	Pretty important	A little important	Not at all important	Refused	Don't Know
A youth counselor should...						
57. Be the same ethnicity as me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58. Be the same gender as me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59. Be younger than my parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60. Have a similar childhood or life experience as me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
61. Speak the same language as my parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62. Understand my culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
63. Understand what my culture expects of me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64. Understand what my family expects of me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
65. Understand what my peers expects of me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
66. Understand what is expected of my gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
67. Meet with me one-on-one at least once a week	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
68. Meet with me one-on-one at least once a month	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
69. Text or call me at least once a week	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
70. Organize activities that support my future goals (e.g., visiting colleges, picking up job applications)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
71. Organize activities to learn a new skill/training (e.g., cooking, making videos, car maintenance)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
72. Organize activities to volunteer or get involved in the community (e.g., canvassing, phone banking, town hall meetings)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
73. Organize one-on-one activities (e.g., eating together, shopping)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
74. Organize group activities (e.g., eating together, shopping)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
75. Organize group activities where we go out of town (e.g., hiking, fishing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
76. Organize group activities where we can have discussion groups with peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
77. Talk with my parents/family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
78. Talk with my teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Instructions: How true do you feel the next statements are?

	Very much true	Pretty much true	A little true	Not at all true	Refused	Don't Know
79. My EBAYC youth counselor cares about me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
80. I felt that my EBAYC youth counselor and I had a solid bond.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
81. I had fun with my EBAYC youth counselor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
82. I can talk to my EBAYC youth counselor about anything.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
83. My EBAYC youth counselor understands me (who I am, how I think, how I feel).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
84. I felt that I made progress on achieving my goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not often enough	About right	Too often
85. I met with my EBAYC youth counselor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you have any ideas or suggestions to make your experience with EBAYC better?

Appendix E: Counselor Interview Protocols

Youth Counselor Interviews – Fall 2018

1. How was the Spring '18 semester? What did your work with EBAYC youth look like? What was your typical day? Week? (Caseload? Mtgs with youth, Case notes, meetings with manager? Staff meetings?)
2. How about now? What is different? Same? Youth continued? How many graduated? What did your work with EBAYC youth look like? What was your typical day? Week? (Caseload? Mtgs with youth, Case notes, meetings with manager? Staff meetings?)
3. Describe summer groups. What activities? Successes? Challenges? How did it compare to last year's? Same youth? Same syllabus? Did you approach it differently? Other group work? What did it cover?
4. How would you describe your relationship with your youth from the beginning of the school year to now? Where have they grown? What would you have liked to see more of? How was your relationship with their families?
5. Have you connected youth or their families with services or supports in the community? How were those needs identified and what services did you connect them to? How many youth/families? (Services could be academic, navigating the school system, extra-curricular opportunities, teacher/counselor meetings, counseling services, transportation, income support resources etc.)
6. Reflecting on year, this was brand new program, you were new youth counselor --what lessons did you learn? What will you do same/different with next Cohort 2?

EBAYC Youth Counselor Interviews – Fall 2019

1. Take me through the referral/recruitment process this year for EBAYC youth.
2. What have the first few months of this cohort been like? What does your work with EBAYC youth look like right now? How is your typical day? Week? (Caseload? Mtgs with youth, Case notes, meetings with manager? Staff meetings?)
3. What is your personal philosophy or style in working with youth? Why do you think this works?
4. How would you describe your relationship with your youth? How was your relationship with their families?
5. How are parents/families going to be involved this cohort? Are there activities/events planned?
6. What challenges are most of your youth facing right now? How have you started to address them? What problems have you run into in trying to address them?
7. Describe what you have planned for summer groups. What activities? How does it compare to last year's? Same youth? Same syllabus? Will you approach it differently? Other group work?
8. Does this program description sound accurate? (See handout.)

EBAYC Youth Counselor Interviews – Summer 2020

1. What does your work with EBAYC youth look like right now? How is your typical day? Week? (Caseload? Mtgs with youth, Case notes, meetings with manager? Staff meetings?)

Are you doing CANS? Tracking in Apricot?

Youth Technology access?

Able to reach all/most? How many and how often? Regular schedule?

Referrals

2. How is it going with new youth? Forming relationship etc.

3. New outreach/recruitment?

Going into Office?

4. How would you describe your relationship with your youth now at the end compared to the beginning?

5. How is your relationship with their families/parents?

6. What challenges are most of your youth facing right now? How have you started to address them? What problems have you run into in trying to address them? Any Hmong or SE Asian specific challenges or approaches you have taken or considered? Food, family, culture, religion etc? Now or before covid?

7. What does group work look like now?

Have you exited any youth from the program in past few months? Examples?
What is summer going to look like?

8. Best time/way to conduct youth interviews? (Zoom? 4 girls 4 boys, phone, 30 min, start with counselor, me, and youth to introduce, then counselor leaves)
9. Does this program description sound accurate?

EBAYC Youth Counselor – Spring 2021

1. What does your work with EBAYC youth look like right now? How is your typical day? Week? (Caseload? Mtgs with youth, Case notes, meetings with manager? Staff meetings?)
2. How is it going with new youth? Forming relationship etc.
3. New outreach/recruitment?
4. How would you describe your relationship with your youth now at the end compared to the beginning?
5. How is your relationship with their families/parents?
6. What challenges are most of your youth facing right now? How have you started to address them? What problems have you run into in trying to address them? Any Hmong or SE Asian specific challenges or approaches you have taken or considered? Food, family, culture, religion etc? Now or before covid?
7. What does group work look like now?
8. What is summer going to look like?
9. Does this program description sound accurate? (See handout.)

Appendix F: Parent Interview Protocol

Parent Interviews – Fall 2018

1. How did you first hear about EBAYC? (Prompts: Phone call? Flyer? Other parents?)
2. What is the main reason you signed your child up? What were you hoping to get out of it? (Prompts: Help your child's grades/attendance? Activities? Help them make friends? Something else?)
3. How is EBAYC doing so far in meeting those needs? What are the activities or offerings that you feel are most useful/beneficial for your child?
4. How is else your child involved in EBAYC? What else does he/she do? What does your child come home and tell you about what he/she does?
5. Do you think being involved in EBAYC has made a difference in your child's life? Better or worse?
 - a. Made a difference in school? How?
 - b. Made a difference at home? How?
 - c. Made a difference with friends? How?
 - d. Anything else? Positive or negative (e.g., confidence, focus, talking back, less time for family...)
6. EBAYC works to foster a "bicultural" identity that is both Asian and American (or for example, Hmong and American or Vietnamese and American.) How has your child handled these two identities? Has EBAYC been helpful for this?
7. EBAYC also works to support youth's mental health (for example. their sense of self worth, confidence, feelings of depression, hopelessness, worrying too much etc). Has EBAYC been helpful for this?
8. Would you recommend EBAYC to other parents? Why or why not? What would you like them to work on/do differently?
9. Is there anything else you would like us to know about your experience with EBAYC?

EBAYC Parent Interviews – Summer 2020

1. Tell me about your son/daughter -- why did you enroll him/her in EBAYC? What do you hope to see/expect of your son/daughter in the next few years?
2. Does your child come home and tell you about what he/she does at EBAYC? What do they tell you?
3. Tell me a little about your relationship with your son/daughter. Where are you struggling with when it comes to raising him/her?
4. Have you noticed if EBAYC has helped any of those struggles or challenges? Has your relationship with your son or daughter changed after they signed up with EBAYC?
5. Would you recommend EBAYC to other parents? Why or why not? What would you like them to work on/do differently?
6. Is there anything else you would like us to know about your experience with EBAYC?

Appendix G: Youth Focus Group Protocol

Youth Focus Group Protocol – Spring 2018

1. While some of you may already know one another, I would like to get a sense of the group. Can we go around in a circle and tell me your first name, how old you are, and a type of food you tried for the first time recently that you liked.
2. How did you first get involved with EBAYC? What or who brought you here?
3. What types of things do you do at EBAYC? Why draws you to those things?
4. What is the same or different about EBAYC from other clubs or groups, work or school, you are a part of? (Probe for culture, Asian/Hmong etc.). Why do you keep coming?
5. How would you describe your youth counselor? What do you talk to him/her about? (probe for goals, feelings).
6. We all get sad, angry, and frustrated sometimes. What do you do when you are upset, sad, angry, frustrated? Who do you talk to? What makes you feel better?
7. Tell me about who you are here at EBAYC vs who you are at school/in class vs who you are at home. Are they the same? Different? (Probe for sense of identity, bicultural identity)
8. Do you think being involved in EBAYC has made a difference in your life? In school? With family or friends? How?
9. What do you like about EBAYC? What would you change?

20 min data reflection

You may remember a survey you filled out a couple months ago. We'd like to share some of what we found and hear your thoughts about them.

10. Some youth said they often felt a **connection to their cultural community**.
How do you understand "your cultural community"? What did you have in mind when you answered this question?
11. Another question on the survey was whether "your culture gives you strength".
How do you understand that question? What did you have in mind when you answered?
We found some interesting things when we looked at this question by girls versus boys.

More girls than boys say their culture gives them strength. Does that surprise you? Why or why not?

Youth Interviews – June 2020

1. How did you first get involved with EBAYC? What or who brought you here?
2. What are the parts of EBAYC you have enjoyed the most or have helped you the most?
3. How would you describe your youth counselor? What do you talk to him/her about? (probe for goals, feelings). Does he/she understand you? Why? How?
4. How does talking to Leesai/Kong/Xiong compare to talking to your teachers? Do you tell teachers when you're stressed or upset about something? Why or why not?
5. How about compared to talking to your parents/aunts/uncles/family? Do you tell them when you're stressed about something? Why or why not? Are they helpful? Why or why not?
6. Do you belong to any other groups other than EBAYC like clubs or groups or sport or a job? What do you do there? How do you like it? Is there an adult/coach/boss who you connect with? How/Why? How is your relationship similar or different than with Leesai/Kong/Xiong? Do they understand you? (Probe for culture, Asian/Hmong etc.).
7. What do you like about EBAYC? Is there anything you wish they would do differently?