

# EAST BAY ASIAN YOUTH CENTER

## LOCAL EVALUATION REPORT



IPP: East Bay Asian Youth Center  
CDEP: EBAYC GroundWork Program  
Priority Population: Asian/Pacific Islanders (API)  
Evaluation Time Period: January 2023 - June 2025

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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 HTA Consulting**

HTA Consulting's (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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# Executive Summary

## Project Background

Many Southeast Asian male and female youth experience ongoing trauma and violence, including mental health disorders within families resulting from war and refugee experience, persistent poverty, among other stressors. These conditions are exacerbated by the lack of and poor access to culturally and linguistically appropriate programs, particularly in California's high-poverty Central Valley region. To address the needs of Southeast Asian youth in Sacramento, the East Bay Asian Youth Center (EBAYC) offers a life coaching program that provides wrap-around support services. The Sacramento program offers a highly tailored, one-on-one life coaching model in which two counselors, one female and one male, are paired with youth of the same gender. Counselors anticipate working with youth for roughly 18 months, but this may be longer or shorter depending on the youth's personal situation.

In 2022, the California Reducing Disparities Project (CRDP), an initiative focused on addressing mental health disparities, extended funding to 35 Implementation Pilot Projects (IPPs) as part of its Phase II Extension grant. The IPPs, including EBAYC's Sacramento program, provide community-driven solutions to address behavioral health disparities and fill existing gaps in resources. The Sacramento program, like other IPPs, is now in its final year of funding from CRDP.

Participants of the Sacramento program included 58 youth. The program served a slightly higher share of male youth (55%) than female youth (45%). The average age of youth at intake was 16.1 years (range 13.5 to 18 years). More than half (52%) self-identified as Hmong. Over one-third of participants came from Luther Burbank High School (38%), while others were from Hiram Johnson High School (24%), Florin High School (12%), and Valley High School (12%).

## About the Local Evaluation

EBAYC renewed its contract with Hatchuel Tabernik and Associates (HTA) in the fall of 2022 to conduct the local evaluation of the Sacramento program. IPPs also participated in the statewide evaluation (SWE) overseen by the Psychology Applied Research Center at Loyola Marymount University. To streamline the local and statewide evaluation, HTA incorporated SWE core measures as part of the local evaluation. This report serves as the final local evaluation report consisting of data collected over the past three years of the project.

## Local Evaluation Questions & Design

The local evaluation answered the three overarching questions below:

- EQ 1. To what extent was programming delivered as planned
- EQ 2. What strengths and challenges surfaced in implementing the program model and working with youth?
- EQ 3. What was the impact of programming on participants?

HTA utilized a mixed-methods approach, combining qualitative data collected from interviews with quantitative data collected from the program service database (Apricot), pre- and post- surveys, and assessments to answer the evaluation questions.

## Key Findings

Below are some of the notable findings from the evaluation.

- Community outreach expanded this year. Referrals were received from six high schools, three middle schools, the local Probation Department, and community-based organizations. All combined, 119 referrals were received during the first two and a half years of phase two programming.
- Counselors logged 28.5 hours of case-specific recruitment and outreach efforts, 54 hours of contact on behalf of participants (e.g., meeting with family members, school professionals, and others), and 1,284 hours of direct contact with participants after enrollment.
- Nearly 250 days of group activities were offered for participants, of which 58% attended at least one. On average, youth spent 82 hours engaged in group activities.
- Child and Adolescent Needs and Strengths (CANS) assessments were completed in a timely manner for the majority of participants.
- Among eligible participants, 98% developed at least one Life Map goal. 100% of Life Map goals were linked to CANS items.
- Keys to program success included:
  - Strong collaboration with school staff;
  - Leveraging presence at schools as an effective strategy for outreach and recruitment;
  - Recruiting and hiring counselors whose background reflected youth served;
  - Robust training of EBAYC counselors to ensure programming was delivered as intended;
  - A long-standing commitment to evaluating services internally; and
  - An individualized and responsive approach to counseling.
- Key program challenges included:
  - Outreach efforts to engage youth were sometimes undermined by mental health stigma among parents/caregivers;
  - Staffing turnover. During the grant period the male counselor position turned over twice, and the female counselor position turned over once. Only once was this due to poor performance (the other cases were related to personal reasons or promotions), but because the strong counselor relationship is key to program success, frequent turnover was an issue.
  - It was difficult to maintain weekly contact with youth. There was a lot of variability with youth engagement, and no predictable patterns.
  - Counselors demonstrated some challenges with prioritizing CANS areas of highest need (requiring immediate, intensive action) over lower needs areas for Life Map



Goals. Overall Life Map goal setting lacked consistency. This did improve with time, but remained a challenge throughout.

- Family relationships, feelings of loneliness, and school, in general, remain among the areas of greatest need for EBAYC youth (corroborated by surveys, case studies and CANS data). As these have consistently surfaced as youth's biggest concerns, more intensive supports in these areas could be beneficial (e.g., family engagement, tutoring, planning for more school day/extracurricular school engagement, etc.).
- Those who did not complete the program were significantly more likely than those who did to report having trouble keeping up with school and feeling lonely. They were also assessed as having significantly higher needs at intake. This finding suggests that participants who start the program with the highest needs, especially in the areas of academics and social isolation, are at higher risk of disengaging from EBAYC programming.
- Based on CANS assessments, overall youth needs decreased significantly from Initial to Dismissal/Exit assessments. There were statistically significant decreases in Life Domain Functioning, Youth Risk Behaviors, and Cultural Factors needs. There were also significant decreases in strengths subtotals. All of these findings are positive.
- Based on Dismissal/Exit CANS assessments, there was statistically significant improvement in all of the most prevalent needs that surfaced at intake.
- Based on participant surveys, there was significant improvement in participants' coping strategies and help-seeking behaviors from the time they enrolled in the program to when they exited. There was also significant improvement in social functioning.
- Nearly all participant survey respondents (97%) reported that they get along better with their friends after participating in the EBAYC program. Most reported that they are better able to deal with conflicts (94%) and get along better with other people in general (90%).
- 100% of participant survey respondents agreed/strongly agreed that their counselor is a positive role model, is consistent in their follow through, gives them good advice, helped them to set and achieve goals, talks to them about their feelings, cares about them, and respects them. 100% of respondents agreed/strongly agreed that they are comfortable with their counselor.

## Recommendations

As with the prior evaluation, the vast majority of findings from this evaluation are very positive. However, there remain some areas for improvement. Below we provide a handful of recommendations for consideration as EBAYC programming moves forward.

- **Continue to build and maintain strong partnerships with schools.** It was evident that schools played a vital role during the outreach and recruitment of program participants. Not only were they a good source of referrals, but they also helped establish the legitimacy of the Sacramento program for parents who were hesitant about their child enrolling in the program. In these cases, EBAYC counselors utilized their partnerships with school counselors to connect with parents and address any questions or concerns. Additionally,

because school can be an issue for non-completers, school staff/ counselors can serve as allies for those at risk of disengaging from the Sacramento program.

- **Encourage and promote ways to alleviate feelings of loneliness among participants.** We know from surveys, case studies, and CANS data that loneliness is one of the biggest presenting issues for program participants. Even though the majority of participants engaged in at least one of the numerous group activities that were offered, 42% of enrollees did not engage in any group activities. Find ways to engage more youth in groups, perhaps by offering a greater variety of activities, or different options for more introverted youth such as smaller groups or virtual engagement.
- **Improve the quality of alignment between CANS assessments and Life Map Goals.** Although promising youth outcomes were achieved even without perfect alignment between CANS assessments and Life Map Goals, to achieve greater fidelity to the program model the quality of alignment must be improved. On the back end, continuing audits of Life Map Goal alignment, and enforcement of non-negotiable guidelines such as always prioritizing level 3 needs, are some measures that can be taken. On the individual level, referencing prior CANS assessments and progress over time should be an ongoing practice when goal setting, so as to take into account long-term concerns and unresolved needs. Furthermore, we recommend more frequent, formalized case conferencing and meetings between counselors to help promote a culture of cross-team collaboration and accountability.
- **Promote career growth opportunities for EBAYC counselors.** Staffing turnover can disrupt service delivery and lead to increased organizational costs and time associated with hiring and onboarding new staff. The Sacramento program experienced two separate instances of turnover in their male counselor role and one in their female counselor role during the grant period. While this turnover was typically circumstantial and beyond the control of the program, EBAYC could benefit from efforts to recruit and retain counseling staff. For example, the development of a career ladder (e.g., junior counselors, senior counselors, supervisors, etc.) for the counselor position could attract more high-quality applicants seeking long-term, stable employment. Other strategies to attract top talent and increase retention include periodic bonuses, retirement plans, non-monetary compensation such as fitness classes, team-building activities, flexibility with schedules, ongoing professional development and support for continuing education.



# Introduction

In 2016, the East Bay Asian Youth Center (EBAYC) Sacramento life coaching program (hereafter referred to as the EBAYC Sacramento program) received a five-year grant through the California Reducing Disparities Project (CRDP). This innovative project is managed by the California Department of Public Health's Office of Health Equity and supports providers of existing community-defined and community-driven, behavioral health interventions in addressing mental health disparities, also known as community-defined evidence practices or CDEPs.

CRDP funded 35 Implementation Pilot Projects (IPPs) across the state, focusing on five priority populations: African American/ Black; Asian Pacific Islander (API); Latino/ Latinx; Lesbian, Gay, Bisexual, Transgender and Queer/Questioning (LGBTQ+); and Native American. EBAYC Sacramento is one of seven API IPPs funded by CRDP, and the only IPP in the CRDP network serving API youth. In 2022, CRDP allocated an additional four years of funding, as part of its Phase II Extension, enabling the same IPPs to continue delivering services through 2026. The Sacramento program, like other IPPs, is now in its final year of funding from the CRDP Phase II Extension.

EBAYC's Sacramento program targets underserved Southeast Asian (i.e., Hmong, Vietnamese, Laotian, Cambodian, Iu-Mien, Thai, Burmese, and Malaysian) female and male youth in Sacramento, a county with relatively large populations of Southeast Asian families. According to the 2020 Census data, approximately 336,343 Asian Americans reside in Sacramento County, representing roughly 21% of the county's population. Among Southeast Asians in the County, some of the most common languages spoken at home – other than English – include Hmong, Vietnamese, and Laotian.<sup>1</sup>

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.<sup>2</sup>

Researchers describe the cultural divide typical between Southeast Asian parents and their children. The Hmong youth interviewed said they 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.<sup>3</sup>

The mental health needs of API youth have been 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

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<sup>1</sup> A Community of Contrasts. Data Dashboard. Sacramento County. October 2025.

<https://www.communityofcontrasts.org/counties/sacramento-county-ca>

<sup>2</sup> 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>

<sup>3</sup> 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.

necessary<sup>4</sup>. Factors contributing to the sustained vitality of such implicit bias among education 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<sup>5</sup>. 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. A 2024 report on the mental health experiences of Asian Americans revealed that 19% of Southeast Asian adults in California report needing mental health support.<sup>6</sup> The same report found that roughly 53% of Southeast Asian adults who seek mental health resources encounter challenges accessing care. Some of these challenges include language barriers, distrust of health care services, and high costs of services or a lack of health insurance.

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.

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 over 40 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:

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<sup>4</sup> Chen, S. Y., Chang, T. F., & Shih, K. Y. (2021). Model Minority Stereotype: Addressing Impacts of Racism and Inequities on Asian American Adolescents Development. *Journal of Child and Adolescent Counseling*, 7(2), 118–131. <https://doi.org/10.1080/23727810.2021.1955544>

<sup>5</sup> Gee, K., Cooc, N., Jost, G., & Hang, S. (2024). Bullying of California's Asian American and Pacific Islander Youth: Who is Most at Risk and What Can Schools Do? *UC Davis*. Retrieved from <https://escholarship.org/uc/item/0sp2x3bk>

<sup>6</sup> Tan, C., Lo, F., Ocampo, C., Galán, M. & Ponce, N. A. 2024. Piecing the Puzzle of AANHPI Mental Health: A Community Analysis of Mental Health Experiences of Asian Americans, Native Hawaiians and Pacific Islanders in California. Los Angeles, CA: AAPI Data and UCLA Center for Health Policy Research.

1. Inadequate bi-cultural and cross-cultural navigation skills.
2. Family conflict and poor/inconsistent family management practices.
3. Transgenerational trauma and complex trauma.
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 four main sections as follows:

1. CDEP Purpose, Description & Implementation describes EBAYC's mission, components of EBAYC's Sacramento program, and demographics of participants.
2. Evaluation Design & Methods specifies the local evaluation questions and defines this evaluation approach, summarizing data sources and analysis approach for the evaluation.
3. The Results section presents evaluation findings and is organized by the four evaluation questions.
4. The Key Findings/Recommendations 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 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. Staff conduct outreach and recruitment throughout the community, including local middle schools and high schools, and accept referrals from community-based organizations and the Sacramento County probation department. The target population is comprised of Hmong, Iu-Mien, and Lao youth.

EBAYC Sacramento's mission is to empower Southeast Asian youth to lead healthy, safe, 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, advocacy (i.e., Service Access and Monitoring), and community outreach and education. Through this process, EBAYC helps Southeast Asian youth build critical protective factors, particularly the development of positive bicultural identity, relationships with caregiving adults, and healthy self-management skills, while reducing risk factors. EBAYC's culturally-responsive, non-stigmatizing intervention directly addresses the social determinants of mental health among Southeast Asian youth.

## Description of EBAYC's Program

EBAYC Sacramento is a pilot program expanding and building upon EBAYC's substantial work with Asian American youth in Oakland and Berkeley over the last 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, depending on their personal situation. The program pairs two youth counselors (one female and one male) to youth of the same gender. Based on a youth's circumstances, counselors reach out to family members, school staff, and other relevant parties to coordinate service delivery.

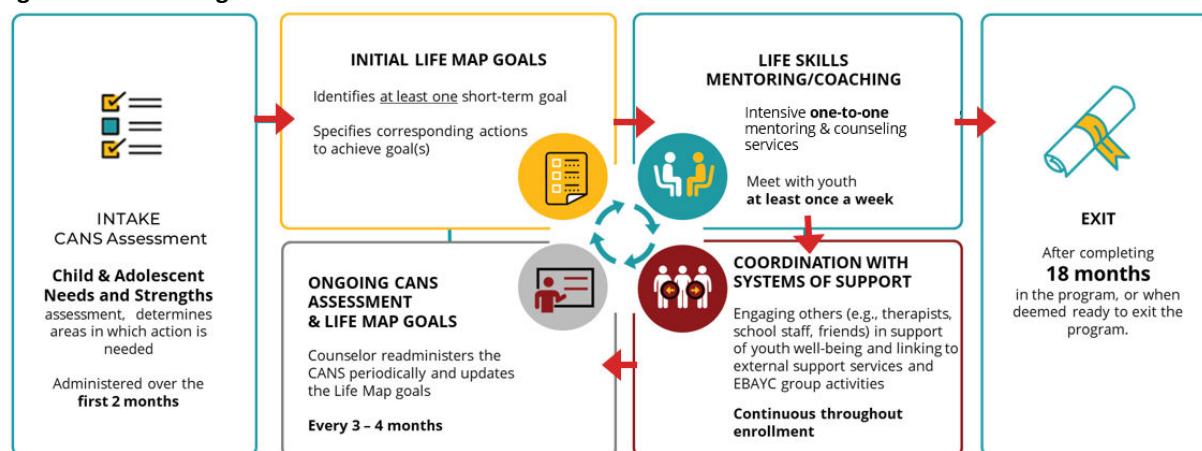
In this gender-based program, a male youth counselor works one-on-one with male youth, and a female youth counselor works one-on-one with female youth. The goal is to have a youth-to-counselor ratio of 15:1. However, this number fluctuates based on referrals and program exits. Many Southeast Asian communities, 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, EBAYC continues to expand their presence at other high schools in the area. While the Sacramento program primarily serves high school youth, middle school students have been referred and enrolled on a case-by-case basis.

## CDEP Components & Activities

Figure 1 visually illustrates the program's core components as originally designed and conceptualized. Below the figure, there is a description of the key program components and the flow of a youth's journey in programming from enrollment to exit.

**Figure 1. EBAYC Program Model**



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 multi-purpose tool used nationally by 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 establish rapport with each youth and garner their trust, which is essential to obtain an accurate assessment. Results from the CANS help 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 three to four 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 at least once 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. In some cases, youth may be deemed ready to exit before or after the 18 months. Mentoring and counseling services are conducted in various settings, including 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. 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 can include 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 groups<sup>7</sup> (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?"
5. **Staff Cultural Competence:** EBAYC counselors have extensive knowledge and experience working and living among the Southeast Asian population they serve.

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<sup>7</sup> 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/](http://brl-inc.org/youth_services/)

- 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 15-to-1 caseload 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.

## Baseline Characteristics of Participants

### Demographics

EBAYC Sacramento staff served a total of 58 youth between January 1, 2023 and June 30, 2025.<sup>8</sup> As shown in Table 1, the program served a slightly greater percentage of male youth (55%) than female youth (45%). At program intake, ages ranged from 13.5 to 18 years, with an average of 16.1 years. More than half of enrolled youth (52%) self-identified as Hmong. Over one-third of participants came from Luther Burbank High School (38%), while others were from Hiram Johnson High School (24%), Florin High School (12%), and Valley High School (12%). Among the participants for whom we have data, two-thirds speak only English at home. Roughly one quarter (23%) speak English and another language at home (e.g., Hmong, Vietnamese, Cantonese). Additionally, 11% speak a language other than English at home. Less than half (46%) of the participants for whom we have data come from a single-parent household.

Given that only 32 of the 58 youth completed a pre- and post-survey, we conducted t-tests to assess if there were any significant demographic differences between the individuals with a matched pre- and post-survey and those without (Table 2). There was only one significant difference between participants with and without matched survey data. Specifically, youth with pre- and post-survey data

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<sup>8</sup> At the time this report was written, EBAYC's CDEP was continuing to enroll youth in programming. Thus, the final number of youth served by the end of the CRDP Phase 2 Extension will likely exceed 58.



were slightly older than those who did not have matched survey data. Otherwise, the groups were very similar. This gives us some assurance that survey results are representative of all participants.

**Table 1: Enrolled Youth Demographics at Intake**

Demographics	Total (N=58)	
	n	%
<b>Gender</b>		
<i>Female</i>	26	45%
<i>Male</i>	32	55%
<b>Age (mean)</b>	58	16.1 years
<b>Ethnicity</b>		
<i>Hmong</i>	30	53%
<i>Other (i.e., Chinese, Cambodian, Laotian, Mien, Multiple Ethnicities, Pacific Islander, Samoan, Vietnamese)</i>	28	47%
<b>Languages Spoken at Home (N=35)</b>		
English Only	23	66%
English & Another Language	8	23%
Non-English (i.e., Hmong and Vietnamese)	4	11%
<b>Lives With (N=35)</b>		
<i>One parent</i>	16	46%
<i>Both parents</i>	17	49%
<i>Other family, other non-family adults</i>	2	6%
<b>School Attended</b>		
<i>Florin High School</i>	7	12%
<i>Hiram W. Johnson High School</i>	14	24%
<i>Luther Burbank High School</i>	22	38%
<i>Valley High School</i>	7	12%
<i>Other middle and high schools in the Sacramento metro region</i>	4	14%

Source: EBAYC Intake records

**Table 2: Demographics: Comparison of Youth with Matched Pre- and Post-Survey and those without<sup>9</sup>**

Demographics	N=32		N=26	
	n	%	n	%
<b>Gender</b>				
<i>Female</i>	12	37.5%	14	54%
<i>Male</i>	20	62.5%	12	46%
<b>Age (mean)*</b>	32	16.5 yrs.	26	15.7 yrs.
<b>Ethnicity (N=57)</b>				
<i>Hmong</i>	14	45%	16	61.5%
<i>Other (i.e., Chinese, Cambodian, Laotian, Mien, Multiple Ethnicities, Vietnamese)</i>	17	55%	10	38.5%
<b>Languages Spoken at Home (N=35)</b>				

<sup>9</sup> 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.

Demographics	N=32		N=26	
English Only	12	75%	11	58%
English & Another Language	4	25%	4	21%
Non-English (i.e., Hmong and Vietnamese)	0	0%	4	21%
<b>Lives With (N=33)</b>				
One parent	6	40%	10	56%
Both parents	9	60%	8	44%
<b>School Attended</b>				
Florin High School	5	16%	2	8%
Hiram W. Johnson High School	9	28%	5	19%
Luther Burbank High School	11	34%	11	42%
Valley High School	4	13%	3	12%
Other middle and high schools in the Sacramento metro region	3	9%	5	19%

Source: EBAYC Intake records

\*=p<.05

## Traumatic/Adverse Childhood Experiences

An important component of program intake involves the implementation of the Child and Adolescent Needs and Strengths tool (CANS). The tool helps to identify youth needs and strengths to inform treatment planning and goal setting. CANS Needs and Strengths data is presented later in the Outcomes section of this report. However, one additional subset of the CANS measures traumatic/adverse childhood experiences. It is not expected that these scores will change much over time, so they are not included in our reporting of youth outcomes. Nonetheless, baseline information about participants' traumatic/adverse childhood experiences can be quite useful, as it can shed light onto what youth are dealing with and what factors may influence their response to treatment. Although this is not “demographic data” in its purest sense, the decision was made to share information about youths' baseline traumatic/adverse childhood experiences in this section.

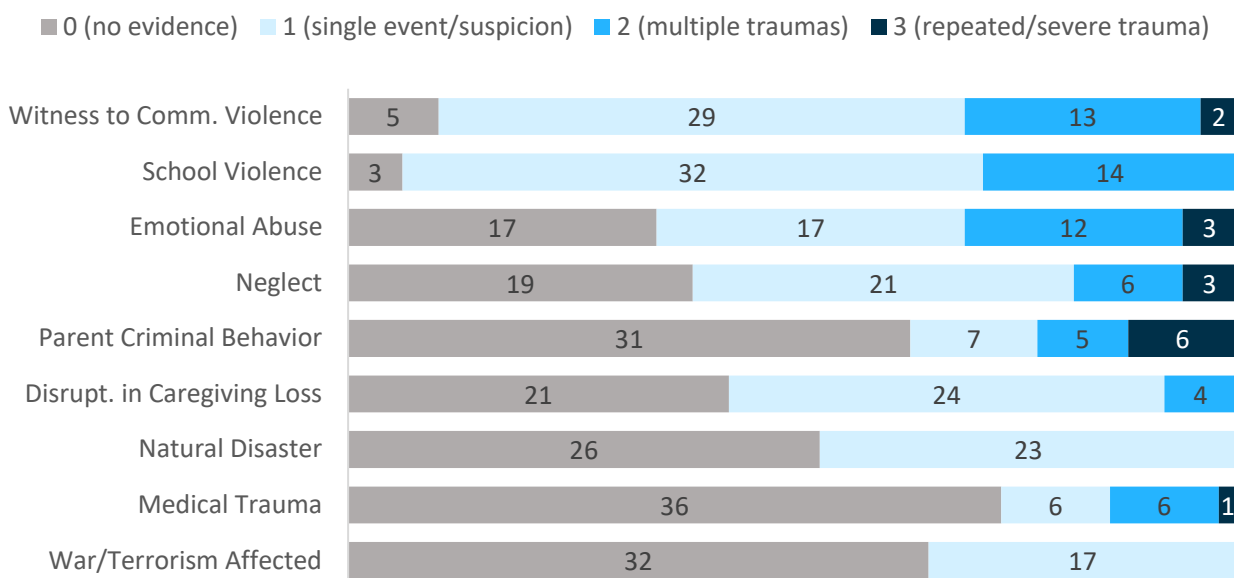
The CANS assesses nine Traumatic/Adverse Childhood Experiences on a 4-point scale (0=No evidence of trauma, 1=Single event/suspicion, 2=multiple traumas experienced, 3=Repeated/severe trauma). Adding all traumatic events together, the lowest possible score for any one youth would be 0, indicating that they have had no traumatic experiences. The highest possible score would be 27, indicating that they have experienced repeated/severe trauma across all nine areas.

During the course of the grant, 49 youth received CANS intake assessments. For this sample, total trauma scores ranged from 1 to 15 and averaged 6.96. All 49 youth in the sample have experienced (or are suspected to have experienced) at least one traumatic event. Thirty-three of the youth experienced multiple traumas in at least one area. Twelve of the youth experienced at least one level three (repeated/severe) trauma.

As shown in Figure 2, Community Violence has impacted all but five participants in our sample (two repeatedly/severely), and School Violence has impacted all but three. More than half of the youth in our sample have been impacted by Emotional Abuse, Neglect, and/or Disruptions in Caregiving Loss. Just under half of the youth have been impacted by a Natural Disaster. Six of the youth in our sample have been impacted repeatedly/severely by Parental Criminal Behavior. Medical Trauma and

War/Terrorism were the least common experiences but had each impacted more than one fourth of participants to some degree.

**Figure 2. Summary of Baseline Traumatic/Adverse Childhood Experiences for Our Youth Subset**



Source: CANS Assessment Data, EBAYC Sacramento

## Program Retention and Exits

During the Phase II Extension grant (January 2023 – June 2025), there were 58 enrollees in the EBAYC Sacramento program. As shown in Table 3, as of June 2025, 16 youth were still active participants. Among the 42 youth who were no longer active, 21 completed the program and were successfully exited; three following short-term intervention, and the rest remaining engaged for between 3 and 22 months of programming (n=18). The remaining 21 youth did not complete the program either because they moved out of the Sacramento area (n=4) or because they declined services or disengaged from the program altogether (n=17). These data demonstrate that the program attrition rate is identical to the program retention rate. Half of the exited youth were successful with programming, and half did not complete programming.

**Table 3: Program Retention and Exits**

	N	% of enrollees
<b>Enrolled</b>	<b>58</b>	<b>100%</b>
<b>Still active as of June 2025</b>	<b>16</b>	<b>28%</b>
<b>Program completion (N=21)</b>		
Short term intervention only	3	5%
Full program completion	18	31%
<b>Non-completers (N=21)</b>		
Inactive or declined services	17	29%
Moved	4	7%

Source: EBAYC Service Data

## Interim Survey Findings Correlated with Program Retention and Exits

Given that youth who disengaged from programming did not provide any outcome data, we leveraged their Interim Survey data to examine differences between program completers and non-completers. Specifically, we analyzed Interim Survey 1 data, collected from each youth roughly 3 months after their Pre-Survey was taken. This analysis provides insights into whether there were any statistically significant differences between program completers and non-completers and, if so, how they differed. This data was available for 17 program completers and 8 program non-completers.

We ran independent sample t-tests and found two statistically significant differences between those who completed the program and those who did not. First, those who did not complete the program were significantly more likely than those who did to have trouble keeping up with school and homework. Second, those who did not complete the program were also significantly more likely to feel lonely than those who did. These differences suggest that those who entered the program struggling with school and/or feeling lonely might be at higher risk for dropping out or disengaging from EBAYC programming.

## CANS Intake Assessments Correlated with Program Retention and Exits

We also examined CANS intake assessments to determine if there were any significant differences between those who completed the program and those who did not at program intake. CANS Intake assessments were available for 33 of the 42 youth who were no longer active with the program<sup>10</sup>.

Independent samples t-tests were used to compare Traumatic/Adverse Childhood Experiences and Needs across all categories. There were no significant differences found in relation to Traumatic/Adverse Childhood Experiences. However, the Total Needs Score was significantly higher for the 14 non-completers ( $M=79.3$ ,  $SD=10.3$ ) than the 19 program completers ( $M=64.5$ ,  $SD=15.1$ ),  $p=.004$ . This suggests that youth who entered the program with higher overall needs were less likely to complete the program successfully.

Non-completers had significantly higher Life Domain Functioning subtotals ( $M=22.0$ ,  $SD=3.8$ ) than completers ( $M=16.6$ ,  $SD=5.5$ ),  $p=.003$ , and significantly higher Caregiver Needs subtotals ( $M=7.8$ ,  $SD=5.1$ ) than completers ( $M=4.3$ ,  $SD=4.1$ ),  $p=0.37$ . A few significant differences surfaced at the item level as well. Non-completers had significantly higher needs than completers for the following Life Domain items: Medical, School Attendance, and Decision-Making Skills. Non-completers had significantly higher needs than completers for the following Caregiver Needs items: Supervision, Involvement with Care, Organization, and Social Resources.

Some of these findings are similar to those that surfaced in the interim survey analysis (i.e., school attendance and social resources were higher needs areas for non-completers). Honing in on these areas early could potentially help with program retention.

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<sup>10</sup> For this analysis, youth who moved were not included in the sample of non-completers, as lack of completion was circumstantial and likely not attributable to any participant characteristics.

# Evaluation Design & Methods

In the fall of 2022, EBAYC renewed its contract with HTA Consulting (hereafter called HTA) to lead its local evaluation for the CRDP Phase II Extension. Similar to CRDP Phase II, the goal for the evaluation was to document progress with program implementation and anticipated program- and participant-level outcomes and lessons learned to share widely with other mental-health-related programs serving API youth.

EBAYC leadership and HTA engaged in several conversations during the program's startup period for the Phase II Extension to discuss the evaluation purpose, design and determine the feasibility of evaluation components. Building off what was found in Phase II, EBAYC and HTA began by collaboratively developing a program logic model to hone in on specific areas that best captured the work its CDEP aimed to accomplish. This showed that, specifically, at the program level, EBAYC wanted to see activities implemented with fidelity. At the participant level, the expectation was that youth would develop strengthened protective factors and reduced risk factors. See Appendix A for a copy of the program logic model.

Following the development of the logic model, and based on initial discussions, HTA planned to utilize a mixed-methods approach to evaluate the process and outcomes of programming implemented under this CRDP Extension grant, starting with the first program enrollment in January 2023 and ending in June 2025 (to align with the conclusion of data collection for the statewide CRDP evaluation).

## Local Evaluation Questions

In the fall of 2022, HTA, working in partnership with EBAYC leadership and the API Technical Assistance Providers (TAP), developed a comprehensive evaluation plan for the local evaluation. The plan included three primary evaluation questions along with seven highly detailed sub-questions designed to track and document progress with program implementation and outcomes.

While all of the questions and sub-questions informed instrument design, data collection, and the analysis plan for the evaluation, during the summer of 2025, in preparation for the local evaluation report, revisions were made to the evaluation questions purely for the purposes of simplification and clarity in reporting. The intent of the evaluation questions remained the same, to document progress with program implementation and outcomes. The revised evaluation questions (EQ) are as follows:

### Process Evaluation Questions

EQ1. To what extent was programming delivered as planned

EQ2. What strengths and challenges surfaced in implementing the program model and working with youth?

### Outcome Evaluation Question

EQ3. What was the impact of programming on participants?

These revised evaluation questions were submitted to the Office of Health Equity (OHE) in August 2025. No other changes were made to the evaluation plan.

## Evaluation Measures & Data Collection Procedures

Data collection procedures involved both administrative program records and participant surveys/interviews. To collect administrative data, HTA worked with EBAYC's Director of Data & Evaluation to identify variables relevant to the evaluation that could be pulled from the organization's Apricot case management system. Once identified, HTA prepared formal data requests on an annual basis to support interim and final reporting. Data was shared via secure, password protected spreadsheets. Most data were individual level. EBAYC assigned a study ID to participants to protect their identities.

To collect primary data, HTA worked with the EBAYC team at the beginning of the evaluation to develop a timeline for evaluation activities such as survey data collection, interviews and case studies. Once developed, the EBAYC team took responsibility for survey data collection with HTA monitoring progress on a regular basis using a shared Google Sheet for tracking. Completed surveys were scanned and emailed to HTA shortly after completion to support submission to the state and the ongoing development of a survey database for the local evaluation. Qualitative data was collected periodically throughout the grant period in adherence to the evaluation timeline.

Table 4 outlines all of the data sources that were used to answer each evaluation question.

**Table 4. Evaluation Data Sources**

	Background Data/Context	EQ1 (Process)	EQ2 (Process)	EQ3 (Outcome)
<b>Administrative data</b>				
Program Referral and Outreach records	x	x		
Demographics	x			
Probation Status	x			
Life Map Goals		x	x	x
Case Logs		x	x	
CANS Assessments	x	x	x	x
Group Activity logs		x	x	
<b>Qualitative data</b>				
Ongoing check-ins with Program Leadership	x	x	x	
Counselor interviews	x	x	x	
Youth Case Study journals/interviews	x		x	x
<b>Quantitative data</b>				
CRDP SWE Pre- and Post-Surveys	x			x
Local Evaluation Surveys (Pre and Interim)	x			x

The time period for data collection was January 2023 – June 2025 unless otherwise noted. Further details about each of the data sources, including notes about sample sizes, timing, and formats are presented in Table 5.

Table 5. Evaluation Data Source Details

Data Source	Details
<b>Program Referral and Outreach records</b>	Pulled from EBAYC's Apricot Case Management system; episodic data encompassing 18 variables; 518 entries for 119 unduplicated youth.
<b>Demographics</b>	Pulled from EBAYC's Apricot Case Management system; individual level data encompassing 23 variables; 58 unduplicated records.
<b>Probation Status</b>	Pulled from EBAYC's Apricot Case Management system; individual level data encompassing 32 variables; 58 unduplicated records.
<b>Life Map Goals</b>	Pulled from EBAYC's Apricot Case Management system; episodic data encompassing 16 variables; 285 entries for 57 unduplicated program enrollees.
<b>Case Logs</b>	Pulled from EBAYC's Apricot Case Management system; episodic data encompassing 36 variables; 2,258 entries for 57 unduplicated program enrollees.
<b>CANS Assessments</b>	Pulled from EBAYC's Apricot Case Management system; episodic data encompassing 95 variables; 194 entries for 49 unduplicated program enrollees, including intake, check-in and dismissal/exit assessments. 27 youth had both intake and dismissal/exit assessments.
<b>Group Activity logs</b>	Pulled from EBAYC's Apricot Case Management system; episodic data encompassing 5 variables; 993 entries for 33 unduplicated program enrollees.
<b>Ongoing check-ins with Program Leadership</b>	Ongoing, semi-structured interviews conducted with program leadership during monthly check-ins (n=2).
<b>Counselor interviews</b>	Semi-structured interviews conducted with youth counselors (one male, one female). Conducted in summer, 2023 (n=2).  See Appendix B for the protocol.
<b>Youth Case Study journals/interviews</b>	Semi-structured interviews and journaling assignments conducted with a sampling of youth participants. Baseline data collected in August, 2024 (n=5); follow-up in August, 2025 (n=1).  See Appendix C for the protocols and prompts.
<b>Local Evaluation Pre-survey</b>	Designed by HTA, and utilized while the CRDP statewide evaluation survey (SWE) was pending IRB approval. Administered upon enrollment in the program.  Included <b>43</b> items covering demographics, bicultural identity, relationships with caring adults, relationships with peers and family, mental health and well-being, stigma, life skills, and sense of belonging.  25 surveys completed.  See Appendix D for the survey instrument.



Data Source	Details
<b>CRDP SWE Pre-survey</b>	<p>Designed as part of the PARC/LMU statewide evaluation.</p> <p>Included <b>60</b> items covering demographics, bicultural identity, relationships with caring adults, relationships with peers and family, mental health and well-being, stigma, life skills, and sense of belonging. Some local evaluation questions were folded in for continuity.</p> <p>PARC/LMU received IRB approval to use this survey in January 2024. Local pre-surveys, administered upon enrollment in the program, were replaced from this point forward. N=29</p> <p>When combined with the Local Survey, 93% of program enrollees (54/58) completed a pre-survey.</p> <p>See Appendix E for the survey instrument.</p>
<b>Local Evaluation Interim survey</b>	<p>Designed by HTA to allow for more frequent feedback from youth (every 3 months) and capture information from those who may not complete post-surveys due to inactivity or unexpected exit.</p> <p>Included <b>36</b> items covering satisfaction, bicultural identity, relationships with caring adults, relationships with peers and family, mental health and well-being, stigma, life skills, and sense of belonging.</p> <p>Interim Survey 1 (N=36) Interim Survey 2 (N=23) Interim Survey 3 (N=17) Interim Survey 4 (N=18)</p> <p>See Appendix F for the survey instrument.</p>
<b>Local Evaluation Post-survey</b>	<p>Designed by HTA and utilized while the CRDP statewide evaluation survey (SWE) was pending IRB approval. To be completed upon program exit, regardless of length of time in the program.</p> <p>Included <b>61</b> items covering bicultural identity, relationships with caring adults, relationships with peers and family, mental health and well-being, stigma, life skills, sense of belonging, and program satisfaction.</p> <p>6 surveys completed.</p> <p>See Appendix G for the survey instrument.</p>

Data Source	Details
<b>CRDP SWE Post-survey</b>	<p>Designed as part of the PARC/LMU statewide evaluation.</p> <p>Included <b>73</b> items covering bicultural identity, relationships with caring adults, relationships with peers and family, mental health and well-being, stigma, life skills, sense of belonging, and program satisfaction. Some local evaluation questions were folded in for continuity.</p> <p>PARC/LMU received IRB approval to use this survey in January 2024. Local post-surveys, administered at program exit, were replaced from this point forward. N=26</p> <p>When combined with the Local Survey, 55% of program enrollees (32/58) completed a post-survey.</p> <p>See Appendix H for the survey instrument.</p>

## Sampling Methods and Size

There were 58 total enrollees in the EBAYC program during the grant funded period. Because the total number of enrollees was relatively small, most of the data for the evaluation was collected using a census method, or Complete Enumeration, of the entire population of participants. Some youth exited the program early or were not engaged long enough to contribute information to all data sources. Therefore, the final sample size varied by data source, but all available data for all participants was analyzed. In addition, for some aspects of the evaluation, such as case studies, we used convenience sampling by which participants were included based on counselors' recommendation, and their ability and agreement to participate. Additional details and sample sizes are provided as relevant throughout the remainder of this report. As this evaluation was used for internal program improvements and to meet the funder's requirement, EBAYC did not seek IRB approval because this was not considered a research study. However, EBAYC data were included in the Statewide Evaluator's sample and thus EBAYC fell under PARC LMU's IRB documentation.

## Analysis Approach

HTA utilized a mixed-methods approach for the local evaluation, combining existing administrative data collected from the program service database (Apricot) and primary qualitative and quantitative data collected specifically for the evaluation to answer the guiding questions.

Qualitative analysis relied upon grounded theory to identify themes and topics revealed in program check-ins, counselor interviews, and journal entries from/interviews with youth participants. These data were transcribed and coded systematically using Excel. Analysis consisted of identifying themes across respondents (i.e., youth 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 perspectives on EBAYC programming.

Quantitative analysis primarily relied upon non-experimental pre-and post-test design with no comparison group, plus some additional descriptive and exploratory analysis as relevant to address each evaluation question. All quantitative data for this evaluation (e.g., pre- and post-survey data and program service data) was imported into IBM SPSS v31, a data management software, for analysis. Descriptive and exploratory analyses were conducted, including frequencies, descriptives (minimum, maximum, mean), chi-squares, and t-tests on pre- and post-survey data and CANS data to measure change and impact on program participants. Some quantitative data was also analyzed directly in Excel if simple frequencies or counts were part of the analysis plan.

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.

## Results

### EQ 1: To what extent was programming delivered as planned?

#### Program Delivery

One objective of our local evaluation is to explore the extent to which programming was delivered as planned. The program logic model clearly outlines the planned program activities. EBAYC leadership have also established certain standards for service delivery expected of all EBAYC counselors that correspond with several of these activities. These activities and standards as presented in Table 6 were used to guide our exploration of program delivery.

**Table 6. Planned Activities and Standards for EBAYC Programming**

Planned Program Activities	Corresponding Standards for Service Delivery
<ul style="list-style-type: none"> <li>• Outreach and recruitment of youth</li> </ul>	
<ul style="list-style-type: none"> <li>• Individual Mentoring and counseling</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting once a week with youth</li> <li>• Building a level of trust with youth</li> </ul>
<ul style="list-style-type: none"> <li>• Service, access, and monitoring (e.g., linkages to resources, including employment, mental health, and crisis intervention)</li> </ul>	
<ul style="list-style-type: none"> <li>• Family engagement</li> </ul>	
<ul style="list-style-type: none"> <li>• Social and educational activities (e.g., field trips)</li> </ul>	
<ul style="list-style-type: none"> <li>• Childhood &amp; Adolescent Needs and Strengths (CANS) assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Administering a Childhood &amp; Adolescent Needs and Strengths (CANS) assessment with participants every three months</li> </ul>
<ul style="list-style-type: none"> <li>• Development of short-term (three-month) Life Map goals</li> </ul>	<ul style="list-style-type: none"> <li>• Aligning individual participant Life Map goals with CANS Needs and Strength items</li> </ul>
<ul style="list-style-type: none"> <li>• And Local Evaluation<sup>11</sup></li> </ul>	

Source: EBAYC Logic Model; Interviews with program leadership

<sup>11</sup> This report is evidence that a local evaluation was conducted.

Based on a review of program referral data, case logs and Life Map goals pulled from the program's Apricot case management system, CANS assessment data, and interviews with program leadership and counselors, all of the aforementioned activities have taken place and standards for service delivery have been achieved to at least some degree. The following pages outline findings from the past two and a half years for each of the respective activities and standards.

## Program Outreach and Recruitment

The caseload goal is 15 active youth for each counselor (one male and one female with gender-based caseloads). Referrals are accepted on a rolling basis to keep counselor caseloads full. Youth are eligible for program participation if they have one or more presenting risk factors such as social isolation, mental health concerns, a background of violence/assault (either as a victim or a perpetrator), chronic absenteeism, class failures, law enforcement contact, etc.

Between January 2023 (when the first counselors were hired and ready to begin services) and June 2025, 119 youth were formally referred to the program. The referral process typically involves the completion of a Google Form through which referring schools or agencies can indicate reasons for referrals with additional case notes, along with their own contact information for follow up.

As can be seen in Table 7, youth referred to the program were much more likely to be male than female, but females had to be enrolled at a higher rate than their referrals to maintain gender balances in the program. Roughly half of both referrals and enrollments were for Hmong youth.

Just over half of referrals (56%) were received from Luther Burbank and Hiram Johnson High Schools. A slightly greater portion of enrollments (62%) came from those two schools. EBAYC counselors have worked to expand the program service area to include youth from all over Sacramento. During this phase of the CRDP grant, nearly half of the referrals came from 4 additional high schools; 3 middle schools; the County Probation Department; and a Community-Based Organization, Hmong Youth and Parents United (HYPU). Four of the referrals were initiated directly through EBAYC.

The top two reasons for referrals were mental health concerns and two or more class failures (each cited in roughly 40% of referrals). Other common reasons included chronic absenteeism from school, social isolation, and drug/alcohol abuse. More than one in ten referrals were also initiated for peer/family violence, suspension/expulsion from school, and perpetration of violence/assault. The number of presenting risk factors per youth ranged from one to six and averaged two.

Roughly half of the documented referrals resulted in program enrollment. Among those who were not admitted into the program reasons included risk factors not being present or resolved prior to contact with EBAYC, not being able to establish contact with families, families moving out of the area, families declining services, and occasional language barriers.

**Table 7. Characteristics of Youth Referred to EBAYC compared to Program Enrollees**

Variable	Referred (n=119)		Enrolled (n=58)	
	n	%	n	%
<b>Gender</b>				
<i>Female</i>	31	26%	26	45%
<i>Male</i>	87	73%	32	55%
<i>Non-Binary</i>	1	1%	-	-

Variable	Referred (n=119)		Enrolled (n=58)	
	n	%	n	%
<b>Ethnicity</b>				
<i>Hmong only</i>	64	54%	30	53%
<i>Other (i.e., Chinese, Laotian, Marshallese, Micronesian, Mien, Tongan, Vietnamese, Multiple Ethnicities)</i>	52	44%	28	47%
<i>Unknown</i>	3	3%	-	-
<b>Referring School or Agency</b>				
<i>Luther Burbank High School</i>	40	34%	22	38%
<i>Hiram Johnson High School</i>	26	22%	14	24%
<i>Valley High School</i>	19	16%	7	12%
<i>Florin High School</i>	13	11%	7	12%
<i>Other middle and high schools in the Sacramento metro region (e.g., James Rutter, Fern Bacon, and John Still Middle Schools; JFK, and Grant High Schools)</i>	14	12%	4	14%
<i>EBAYC</i>	4	3%	-	-
<i>Probation officer/department</i>	2	2%	-	-
<i>Hmong Youth and Parents United (HYPU)</i>	1	1%	-	-
<b>Top 5 Concerns</b>				
<i>Mental Health Concerns</i>	50	42%	-	-
<i>Two or more class failures</i>	48	40%	-	-
<i>Chronic absenteeism from school</i>	34	29%	-	-
<i>Social isolation</i>	25	21%	-	-
<i>Drug/alcohol abuse</i>	22	19%	-	-

Source: EBAYC Sacramento Referral Records

## Case Logs

As youth are referred to EBAYC for different reasons and have different needs and circumstances, no two cases will be alike. However, all youth should receive individual mentoring and counseling; service, access, and monitoring; and family engagement as needed. In addition, the standard for service delivery is that counselors will maintain weekly contact with youth.

Based on a careful review of case logs, it is evident that counselors were highly engaged with participants and delivered individual mentoring and counseling; service, access, and monitoring; and family engagement as planned (Table 8). Between January 2023 and June 2025, total time spent on cases amounted to 82,046 minutes (more than 1,367 hours) and ranged from 45 to 5,413 minutes (more than 90 hours) per participant. In-person contact was, by far, the most common mode, accounting for 93% of all engagement.

**Table 8. Time Spent on Participants (in minutes) by Mode**

Mode of Contact	N	Range	Average	Total
In person	57	45-5,015	1,336	76,165
Text	51	1-162	36	1,848
Phone	37	1-890	103	3,812
Email	17	1-20	9	155
Instagram/Messenger	3	10-30	18	55

Mode of Contact	N	Range	Average	Total
Mail	1	5	5	5
Video	1	5	5	5
Infinite Campus	1	1	1	1
<b>TOTAL</b>	<b>57</b>	<b>45-5,413</b>	<b>1,439</b>	<b>82,046</b>

Source: Case Logs, EBAYC Sacramento

For earlier cases especially, outreach and recruitment was prioritized as counselors attempted to bring their caseloads to full capacity. As described by one counselor,

*“Initially, we already had a great rapport with one of our schools. When I started, the first couple of months, the biggest chunk of my time was being on site, connecting with staff again, being present. From there, the referrals started coming in.”*

Case log data (Table 9) shows that, ultimately, only 2% of counselor time (28.5 hours) was spent on cases prior to enrollment (including the day of); meeting with, phoning, texting, and emailing youth, families, friends, school personnel, and therapists in recruitment, outreach and establishing initial contact.

Once youth were fully enrolled in the program, counselors spent the majority of their time (1,285 hours) working directly with the youth (sometimes alone, sometimes with others like family members), usually in person, but also via phone, text, Instagram, and email. Numbers alone do not express the full extent of counselor engagement, but they show that counselors spent an additional 54 hours outside of direct contact with youth, working on behalf of the youth (as an advocate). This included phone/video calls (with school personnel, family members/caretakers, family friends, parole/probation, program staff, therapists, CBOs, and Child Protective Services), in-person contact (with family, family friends, program staff, and school personnel), texting (with family, friends, parole/probation and therapists), email contact (with CBOs, family, school personnel, and therapists), and one mailing (to Child Protective Services).

**Table 9. Time Spent on Cases by Task**

Task	Time Spent on Participants (in minutes)			
	N	Range	Average	Total
Pre-enrollment outreach/recruitment	38	10-90	33	1,711
Direct contact with participants	57	45-5,060	1,352	77,072
Contact on behalf of participants	38	1-490	86	3,263
<b>TOTAL</b>	<b>57</b>	<b>45-5,413</b>	<b>1,439</b>	<b>82,046</b>

Source: Case Logs, EBAYC Sacramento

### **Standard for Service Delivery**

The corresponding standard for service delivery in this area is weekly contact with youth. To measure contact with counselors, we looked at the total number of weeks each youth was enrolled in the program and divided it by the number of post-enrollment contacts recorded in Case Logs. Values of 100% or greater would show that there was at least one contact made per week in the program. Based on this criteria, weekly contact was maintained for approximately 12% of participants. However, the measure is stringent in that it does not allow for life events, holidays, etc. A more reasonable goal might be 80% or greater (meaning that weekly contact was maintained at least 80% of the time). Using this criteria, we found that regular contact with youth was maintained for approximately 46% of participants.



On an individual level, we found no discernable trends with engagement. Some youth were extremely engaged, others would come and go in unpredictable patterns. After enrollment, time between contacts with youth ranged from 1 day to 92 days. Average contact per youth ranged from every 5 days to every 29 days. Average time between contacts for all youth combined was every 9 days. Although there were some outliers for whom weekly contact was more difficult, given the variability in individuals and circumstances, it seems fair to say that this standard was achieved.

## Social and Educational Activities

Since the first program enrollment in January 2023, 243 days (amounting to 632 hours) of group activities were offered to program participants. Activities included:

- A Film Group which implemented orientations, numerous 2-to-4-hour work sessions, group activities, and film screenings at EBAYC, the Sacramento Asian Pacific Film Festival, and the Asian American Pacific Film Festival.
- Peer Advocacy Groups at two different high schools (Hiram Johnson and Luther Burbank) which implemented orientations, mental health training, public speaking, group work, talking circles, data collection and review, events, activities, and socializers.
- Participation in a City Council Meeting.
- Field trips to places such as San Francisco (for a bike ride), Sunsplash (amusement park), Folsom Lake, the Crocker Museum, and Monterey Bay Aquarium.
- Summer program activities such as talking circles about cultural identity, self-identification/self-reflection, face mask identity/team debates, life skills/finance discussions, Sushi and a Movie, Paint and Mocktails, Paint & Charcuterie, Bibim Naengmyeon and a Movie, and Korean BBQ Night.
- Boys Counseling Groups and Girls Counseling Groups which involved study sessions, days at the lake, Gingerbread House Building, and Pumpkin Patch visits.
- Holiday events such as the All EBAYC Youth Halloween Social and the End of Semester Christmas Social.



Of the 58 participants enrolled in programming between January 2023 and June 2025, just over half (57% or 33 participants) engaged in at least one group activity<sup>12</sup>. Time spent in group activities ranged from 4 hours to 319 hours per youth and averaged 82 hours.

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<sup>12</sup> It should be noted that two of the 58 youth were enrolled in the program for less than one month. One had already participated in a group activity. The other had only been enrolled for 5 days and had yet to engage. It should also be noted that later enrollees did not have as many opportunities for group activities, as many were school-based, with starting dates prior to program enrollment.



## Childhood & Adolescent Needs and Strengths (CANS) assessments

When the Phase II Extension grant first began, it was presumed that all participants would have an initial CANS assessment completed within two weeks of enrollment in the program. However, the reality is that the CANS can sometimes take up to two sessions to complete, and more time is needed for initial onboarding and rapport-building. Based on feedback from program leadership, a more realistic estimate for the completion of the initial CANS assessment is within 30 days of program intake.

As of June 30, 2025, a total of 55 participants had been engaged with the program for 30 days or more (Table 10). Of those, 49 (89%) had received an initial CANS assessment<sup>13</sup>. One third of initial assessments were completed within 30 days. Nearly all (94%) were completed within two months. Overall, time to completion of the initial assessment ranged from 16 to 117 days and averaged 40 days. Although there were some outliers that took more than two months, given the variability of individual needs and levels of engagement, the range of time to the completion of the first assessment is mostly within reason, and the average was close to the estimated 30 days<sup>14</sup>.

**Table 10. Timing of CANS Assessments**

Assessment	# eligible	# complete	#(%) complete within 31 days	Range of days to completion	Avg. days to completion
Initial	55	49 (89%)	16 (33%)	16 to 117	40

Source: CANS Assessment Data, EBAYC Sacramento

### **Standard for Service Delivery**

The standard expectation is that all subsequent CANS check-in assessments will occur every 3 to 4 months<sup>15</sup>. From the beginning of the grant through June 2025, EBAYC program staff conducted 118 check-in assessments with youth in our sample, averaging 3 check-in assessments per youth. Nearly three-fourths (73%) of these check-in assessments were completed within 3 months. Nearly all (95%) were completed within 4 months. Average time to completion overall was 95 days, or just over 3 months. Only a few outliers took longer than 4 months. It would be fair to say that EBAYC staff achieved expectations for this programmatic outcome.

### **Development of Short-Term (3 month) Life Map Goals**

Another key component of EBAYC programming is the development of Life Map goals. As of June 30, 2025 a total of 46 participants had at least one Life Map Goal on record.

Of the remaining 12 enrollees, 11 were inactive or short-term:

- 2 moved just 2 months after enrollment and had to exit the program;
- 1 declined services after less than one month in the program;
- 2 were enrolled as short-term participants only, and exited in three months or less;
- 3 were inactive participants and never fully engaged;
- 3 had not yet completed their CANS intake assessment (due to later enrollment dates).

<sup>13</sup> Of the six who did not have CANS data, all had exited after less than four months.

<sup>14</sup> Of all 55 eligible participants, 29% received a CANS intake assessment within 30 days.

<sup>15</sup> For this report, 3 months = 92 days, 4 months = 122 days, as most months are interchangeably 30 or 31 days in length.

Only one active participant completed the program without setting any Life Map Goals.

Based on this information, we can affirm that all but one (98%) of the participants who had been actively enrolled in the program long enough to develop Life Map goals had done so.

### **Standard for Service Delivery**

The corresponding standard for service delivery is that the counselors must ensure that Life Map goals are aligned with CANS items. The development of Life Map goals has been a long-standing program component, but historically, it was not always clear how the goals were related to the CANS assessment. This grant period, EBAYC leadership have made a concerted effort to develop systems and supports to ensure that there are logical connections between the two. Namely, the Apricot database now requires the identification of a corresponding CANS item when entering a Life Map Goal, and weekly supervision meetings include discussions about how Life Map goals are being set in response to the CANS.

When interviewed, counselors were fully aware of the expectation for the Life Map goals and CANS assessments to be aligned, and they expressed that efforts are made to guide youth toward goals that are related to their assessments.

*“We will work together to create Life Map Goals that are appropriate. I let them lead, but give them a supporting nudge. They come up with a goal, and I look at the CANS to see if it aligns, and if it doesn’t, I guide them around their number one issues and we turn those into goals.” -EBAYC Counselor*

Having clearly established these expectations for counselors and set up Apricot to require the linkage of Life Map goals to CANS needs and strengths, it is of no surprise that 100% of Life Map goals have been clearly mapped to CANS assessment areas this year. From the start of programming through June 2025, a total of 221 Life Map Goals spanning 134 intake and check-in assessments were set for the 46 youth in our sample. **We can confirm that all of the goals (100%) were linked to a supporting CANS item.** However, this statistic does not address the quality of linkages between the established goals and the CANS.

Logically, the next question to ask is, were the linkages of high quality?

### **Quality of Alignment**

The Center for Healthy Schools and Communities CANS Manual (August 2016) translates scores into corresponding action levels. For needs items:

- 0s mean that there is no reason to address the need
- 1s mean that you can watch the area and put preventative actions in place
- 2s mean that **action is needed**
- 3s mean that the need requires **immediate or intensive effort** to address

For strengths items:

- 0 means the strength can be used as a focus for strength-based planning
- 1 means it is a useful strength
- 2 means the strength has been identified, but requires building to be effectively used
- 3 means there is no current evidence that the strength exists

To examine the quality of linkages, we looked at the number of goals linked to various Strengths and Needs as they were rated in each of the 134 assessments. Although more information may be factored into goal setting than just the CANS assessment, if wanting to use the CANS assessment with fidelity, we believe that the following guidelines should be followed<sup>16</sup>:

- CANS Needs of 2 or 3 must be addressed
- Needs rated at 3 can be interpreted as “dangerous or disabling” and immediate action is required
- If goals are set for strengths, those which are identified to build or not yet identified should be prioritized

### **Mapping of Life Map Goals**

With the above guidelines in mind, we cross-referenced the Life Map goals that were established for youth with their corresponding CANS assessment ratings (Table 11).

**Table 11. Life Map Goals Mapped Against CANS Ratings**

Scale	Needs	Strengths
0	2 goals set	0 goals set
1	4 goals set	4 goals set
2	101 goals set	32 goals set
3	51 goals set	25 goals set
Total	158 goals set	61 goals set

\*Two of the goals, not included in this table, were set for non-changeable Traumatic/Adverse Childhood Experiences.

**Source:** CANS Assessment Data and Life Map Goals, EBAYC Sacramento

From our review, we can confirm that:

- CANS needs of 2 or 3 were addressed more often than not
- Needs rated at 3 were often addressed, but not always prioritized for immediate action
- When goals were set for strengths, those which were identified to build or not yet identified were addressed more often than not

Based on our review, we found that roughly 60% of the CANS assessments were well-aligned with Life Map Goals. Of the other assessments, misalignment was usually the result of bypassing level 3 needs in favor of lower-level or strengths-based goals (88% of the time). In three cases, there were no level 3 needs, but level 0 or 1 needs were prioritized for goals over level 2 needs; in two cases traumatic/adverse childhood experiences were prioritized for goals (once bypassing level 3 needs, and once bypassing level 2 needs); in one case a useful strength was prioritized for strengths-based planning over level 2 needs and all other strengths that needed development.

There is evidence that even without perfect alignment of CANS assessments with Life Map goals CANS assessments improve and goals are achieved. It is possible that absolute alignment is not essential to program success. However, if alignment with the CANS assessment is central to the program model, more emphasis should be placed on addressing level 3 needs when they are present. Keeping this as the focus can help to make change in priority areas more attributable to conscious program planning as opposed to chance.

<sup>16</sup> Santa Cruz County Health Services Agency. (2020, June). Child and adolescent needs and strengths (CANS) manual (ages 6-20). <https://www.santacruzhealth.org/Portals/7/Pdfs/CANS/CANS%20Manual%206-20.pdf>

It should be noted that during the course of this grant, alignment did improve. There were roughly 30 months of data in our sample. During the first 15 months, Life Map Goals were perfectly aligned with assessments roughly 50% of the time. During the last 15 months, alignment was achieved roughly 70% of the time. This indicates that, although alignment still needs improvement, progress has been made in this area.

### ***Qualitative feedback***

In speaking with EBAYC leadership about the use of CANS assessment data, it was revealed that alignment of Life Map Goals with CANS assessments has been one of the biggest challenges for counselors. It was also revealed that it has not been common practice for counselors to refer back to past assessments when setting Life Map Goals. Rather, the focus is placed on current data from each respective assessment.

Overall, when examining the quality of Life Map Goal alignment with CANS results, the potential is there for strong alignment, but there are currently some inconsistencies which, if addressed, could lead to higher levels of fidelity and consistency with goal setting. We recommend the following:

- Level 3 needs should always be prioritized for immediate action
- Higher needs should be prioritized over lower ones
- If change is not evident in areas for which goals are set, focus might best be retained in those areas, especially if they are level 3, requiring immediate or intensive action.

## Summary of Progress with Program Delivery: January 2023-June 2025

Table 12. Summary of Program Findings (FY23-25)

Activities	Standard(s)	Findings
<ul style="list-style-type: none"> <li>Outreach and recruitment of youth</li> </ul>		<ul style="list-style-type: none"> <li>✓ 119 youth were referred to the program</li> <li>✓ Counselors logged 28.5 hours of case-specific recruitment and outreach</li> </ul>
<ul style="list-style-type: none"> <li>Individual Mentoring and counseling</li> </ul>	<ul style="list-style-type: none"> <li>Meeting once a week with youth</li> <li>Building a level of trust with youth<sup>17</sup></li> </ul>	<ul style="list-style-type: none"> <li>✓ Counselors logged 1,284 hours of direct contact with participants after enrollment</li> <li>✓ Contact with youth varied, but average length between contacts was 9 days</li> </ul>
<ul style="list-style-type: none"> <li>Service, access, and monitoring</li> </ul>		<ul style="list-style-type: none"> <li>✓ Counselors logged 54 hours of contact on behalf of participants after enrollment</li> </ul>
<ul style="list-style-type: none"> <li>Family engagement</li> </ul>		<ul style="list-style-type: none"> <li>✓ Family engagement was part of individual mentoring and counseling and/or service, access and monitoring as needed</li> </ul>
<ul style="list-style-type: none"> <li>Social and educational activities</li> </ul>		<ul style="list-style-type: none"> <li>✓ 243 days of program activities were offered</li> <li>✓ Thirty-three participants (58%) attended at least one of the activities</li> </ul>
<ul style="list-style-type: none"> <li>Childhood &amp; Adolescent Needs and Strengths (CANS) assessments</li> </ul>	<ul style="list-style-type: none"> <li>Administering a Childhood &amp; Adolescent Needs and Strengths (CANS) assessment with participants every three months</li> </ul>	<ul style="list-style-type: none"> <li>✓ 29% of eligible participants received a CANS intake assessment within 30 days</li> <li>✓ 95% of eligible participants received a CANS follow-up assessment within 3 months</li> </ul>
<ul style="list-style-type: none"> <li>Development of short-term (three-month) Life Map Goals</li> </ul>	<ul style="list-style-type: none"> <li>Aligning individual participant Life Map goals with CANS Needs and Strength items</li> </ul>	<ul style="list-style-type: none"> <li>✓ 98% of eligible participants developed at least one Life Map goal</li> <li>✓ 100% of Life Map goals were linked to CANS items</li> <li>✓ Some higher need items were bypassed in goal setting in favor of lower priority needs or strengths</li> </ul>
<ul style="list-style-type: none"> <li>Local Evaluation</li> </ul>		<ul style="list-style-type: none"> <li>✓ Implementation reports completed Years 1 and 2</li> <li>✓ Local Evaluation report completed Year 3</li> </ul>

Source: EBAYC Logic Model; Interviews with program leadership

<sup>17</sup> The data source for this standard is post-surveys; information to speak to this standard is presented later in this report.

## EQ 2: What strengths and challenges surfaced in implementing the program model and working with youth?

The CRDP Phase 2 Extension grant period that funded the Sacramento program began in late 2022. During the start of the grant period, grantees had the opportunity to make necessary adjustments to their program model before implementing their CDEP. Once EBAYC hired a male and female counselor, participant recruitment and program services began in January 2023. As described earlier, the local evaluation team conducted data collection activities throughout the implementation period. This included monthly OHE meetings with the contract manager and API TA provider; monthly evaluation meetings with EBAYC leadership (Executive Director and EBAYC's Director of Data & Evaluation); counselor interviews; and collecting and analyzing programmatic data.

Based on systematic review of meeting notes, interview transcripts, and programmatic data, certain themes emerged in relation to program strengths and challenges. Below, we highlight the key strengths and challenges we found that leadership and staff encountered during the implementation of the program.

### Implementation Strengths

The following strengths were documented during conversations with program stakeholders and through analysis of programmatic data (e.g., CANS and Life Map Goal participant-level data).

- **Collaboration with school staff during program outreach and recruitment efforts facilitated initial contact with youth and families.** Strategically partnering with school counselors proved to be particularly promising for building rapport with youth and their families. For example, when caregivers were reluctant to have their child participate in the Sacramento program, counselors used the legitimacy of the school to get buy-in from the caregiver.
- **Establishing a strong presence at schools was an effective strategy for outreach and recruitment.** The majority of referrals for EBAYC in year one came from four schools. While this has been the most fruitful strategy for recruiting youth into programming, building and maintaining a relationship with all schools required time from counselors – who are simultaneously focused on establishing relationships with youth in their caseload.
- **Recruiting and hiring counselors whose background reflected the youth served was a definitive program strength.** Leadership exhibited exceptional discernment in selecting counselors who not only met the role qualifications but also came from similar backgrounds as the youth in programming. For instance, program leadership sought candidates who were fluent in Hmong, Vietnamese, or Chinese. Proficiency in these languages removed communication barriers between staff and monolingual parents/ caregivers. This was an asset in obtaining parents/ caregivers consent during outreach and recruitment of youth.
- **Robust training of EBAYC counselors to ensure programming was delivered as intended.** In addition to onboarding and training counselors, the Executive Director held weekly one-on-one meetings with counselors to check in about CANS administration and Life Map Goal development on an ongoing basis. These weekly meetings provided an opportunity for counselors to reflect and bring up concerns. Conversely, the Executive Director utilized the meetings to communicate and address performance issues if present.



One of the lessons learned by staff is that this high-touch onboarding and training requires a lot of time from program staff to ensure core components get implemented adequately.

- **EBAYC's long-standing commitment to evaluating services internally was a key strength in implementing the Sacramento program.** The organization has a dedicated Director of Data & Evaluation, a position that has existed for over a decade. The Director, who has a background in social work and research, has implemented the organization's Apricot data system to accurately track referrals, case management services, CANS data, and Life Map Goals. They also conduct quality control checks on data entered in Apricot to ensure its accuracy and reliability. For the CRDP grant, the Director of Data & Evaluation collaborated with the local evaluators to help with the administration of the pre-, interim, and post-surveys and provided programmatic data.
- **Individualized approach.** While fidelity to the program model is very important, what surfaced more often as a key factor to program success was the individualized approach and strong relationships established between counselors and youth. In speaking with program stakeholders it became clear that supportive and trusting relationships with participants were essential to program success. Satisfaction data from youth surveys also made it clear that counselors were very responsive to individual needs and made youth feel heard and valued.

## Implementation Challenges

The EBAYC Sacramento program experienced four key challenges to implementing the program model. One was related to outreach and recruitment efforts of youth, and others were related to service delivery.

- **Outreach efforts to engage youth were sometimes undermined by mental health stigma among parents/ caregivers.** Interviewed counselors relayed that one of the biggest challenges in enrolling youth was obtaining parents/ caregivers' consent due to mental health stigma. One counselor shared that it took two months to get a parent's buy-in. Even though the child was interested and willing to participate in programming, the parent was adamant that their child did not need any mental health support. The EBAYC counselor reached out to the youth's school counselor and requested a meeting with the parent to discuss and address any concerns. While the youth eventually enrolled in the program, the time taken to obtain consent from the parent delayed service delivery.
- **Staffing turnover posed a challenge for program implementation.** The male counselor position had to be filled twice during the grant period. As mentioned earlier, EBAYC hired one female and one male counselor to work with youth in January 2023. The male counselor who was initially hired left their position within two months due to a family medical situation. EBAYC kept a running list of program referrals while they interviewed for the vacant counselor role. Leadership swiftly filled the position within a month. The second male counselor held the position for roughly two years before leadership made the difficult decision to terminate his employment due to ongoing performance concerns. Meanwhile, the female counselor position also experienced a change. The counselor hired in early 2023 was promoted to a program manager role within the organization. Thus, a new female counselor was onboarded in January 2025. Because this transition was anticipated, the staffing change went smoothly as the former female counselor was able to train her replacement and both were co-located in the same office.



- **Maintaining weekly contact with enrolled youth was challenging.** Counselors were able to sustain weekly contact for about half of the participants. Overall, there was a lot of variability with engagement, with some youth exceeding expectations for weekly contact, and others coming and going in unpredictable patterns. Barriers to engagement cited by counselors included summer vacation (when youth are out of school and have a less routine schedule in general), travel, and busy youth schedules.
- **Aligning Life Map goals with CANS results was not always consistent.** While counselors administered the CANS assessment and set Life Map goals with fidelity to the program model, the goals set did not always align with youths' CANS results. As described earlier, analysis of CANS data and Life Map goals revealed that CANS items rated as Level 3 needs (i.e., immediate action needs) were not always prioritized over lower rated needs.

### EQ 3: What was the impact of programming on participants?

## Youth-level outcomes

### Accomplishment of Life Map Goals

Based on the program logic model, one of the anticipated outcomes is that **youth will accomplish Life Map goals**. Between January 2023 and June 2025, a total of 221 Life Map goals were set for 46 unique youth. Looking at the goals, we found that:

- 155 (70%) were marked as “Accomplished”
- 55 (25%) were marked as “Not Accomplished”
- 7 (3%) were marked as “In Progress” or “Continuing,” although the end date had passed (often up to a year prior)
- 4 (2%) were marked as “Not started”

As shown in Table 13, 158 of the goals corresponded to CANS needs. Roughly two-thirds of these were “Accomplished.” Goals associated with urgent level 3 needs were more difficult to accomplish than lower-level needs, but the lowest rate of accomplishment was for goals associated with level 0 needs. Overall, youth were successful in achieving roughly two-thirds of their needs-based goals.

**Table 13. Accomplishment of Life Map Goals Linked to Needs**

NEEDS	# of Goals	Accomplished	In Progress or Continuing	Not Started	Not Accomplished
0 ( <i>no need</i> )	2	1 (50%)	0 (0%)	0 (0%)	1 (50%)
1 ( <i>watch</i> )	4	4 (100%)	0 (0%)	0 (0%)	0 (0%)
2 ( <i>action needed</i> )	101	70 (69%)	3 (3%)	2 (2%)	26 (26%)
3 ( <i>urgent action needed</i> )	51	33 (65%)	1 (2%)	1 (2%)	16 (31%)
<b>Total</b>	<b>158</b>	<b>108 (68%)</b>	<b>4 (3%)</b>	<b>3 (2%)</b>	<b>43 (27%)</b>

\*Two of the goals, not included in this table, were set for non-changeable Traumatic/Adverse Childhood Experiences.

Source: CANS Assessment Data and Life Map Goals, EBAYC Sacramento

As shown in Table 14, 61 goals were set for strengths. Three-quarters (75%) were “Accomplished.” Goals associated with strengths for which there was “no evidence” had the lowest rates of accomplishment. Youth were most successful in achieving goals set for strengths assessed as “useful.” Overall, youth were successful in accomplishing roughly three-fourths of their strengths-based goals.

**Table 14. Accomplishment of Life Map Goals Linked to Strengths**

STRENGTHS	# of Goals	Accomplished	In Progress or Continuing	Not Started	Not Accomplished
0 (Centerpiece)	0	N/A	N/A	N/A	N/A
1 (Useful)	4	4 (100%)	0 (0%)	0 (0%)	0 (0%)
2 (Identified; Build)	32	25 (78%)	1 (3%)	0 (0%)	6 (19%)
3 (No evidence)	25	17 (68%)	2 (8%)	1 (4%)	5 (20%)
<b>Total</b>	<b>61</b>	<b>46 (75%)</b>	<b>3 (5%)</b>	<b>1 (2%)</b>	<b>11 (18%)</b>

Source: CANS Assessment Data and Life Map Goals, EBAYC Sacramento

## CANS

The next anticipated youth-level outcome is that **there will be fewer CANS needs and more CANS strengths over time.**

### CANS Assessment Sample

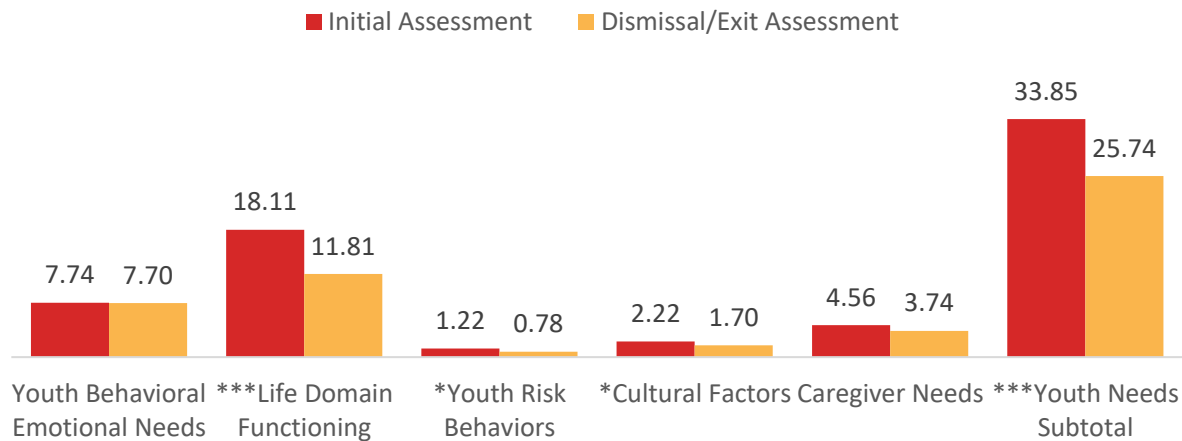
During the grant period, 194 CANS assessments were completed. Of the 58 youth enrolled in EBAYC programming, 49 youth received an initial CANS assessment. Of those 49 youth, 37 received at least one check-in assessment ranging from 1 to 8 check-ins per youth. A total of 27 youth completed dismissal/exit assessments at the conclusion of their time in programming.

CANS data served multiple purposes for this evaluation and sample sizes varied depending on the goals of the analysis. To address programmatic aspects such as timing, linkages to goals, or completion in general, all 194 assessments were included in the sample. To address youth outcomes, only youth who received both intake and exit/dismissal assessments were included in the sample (n=27). This decision was made to ensure that results were examined only for those who had completed their time in programming so as not to prematurely assess outcomes for youth who were still in the midst of intervention. Initial assessment scores were used as our baseline, and dismissal/exit assessment scores were used as our point of comparison for follow-up. There were 27 youth with both intake and exit CANS in the sample.

## Youth Outcomes

To address this outcome, we began by looking at average scores by CANS domain. Looking at needs first, higher scores indicate more needs and lower scores indicate fewer needs. Therefore, to demonstrate fewer CANS needs over time, the follow-up scores would need to be lower than initial assessment scores. Overall, Youth Needs decreased significantly from Initial to Dismissal/Exit Assessments. As shown in Figure 3, there were statistically significant decreases in Life Domain Functioning, Youth Risk Behaviors, and Cultural Factors. However, the average for Youth Behavioral Emotional Needs and Caregiver Needs decreased slightly, but these decreases were not statistically significant, suggesting that the change was just as likely due to chance as any other factor.

**Figure 3. Change in CANS Need Domain Averages (N=27)**

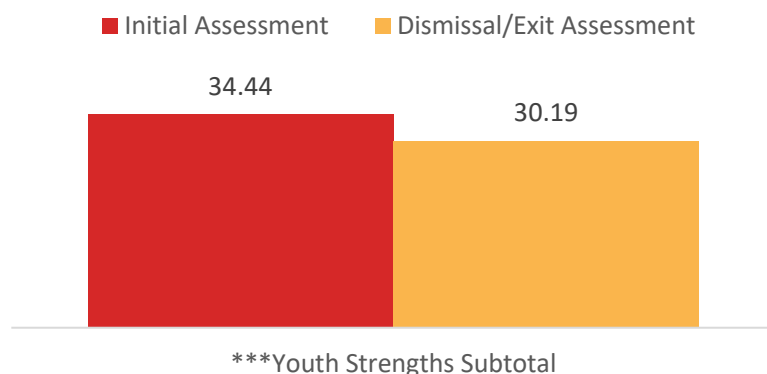


Source: CANS Assessment Data, EBAYC Sacramento

\*=p<.05; \*\*=p<.01; \*\*\*=p<.001

Looking at strengths, lower scores indicate more strengths, and higher scores indicate fewer strengths. As with needs, to demonstrate more CANS strengths over time, the follow-up scores would need to be lower than initial assessment scores. There are no sub scores for CANS strengths, but looking at the CANS strengths subtotal (Figure 4) the average decreased significantly. This suggests that youth had more strengths, or protective factors, to utilize upon program exit.

**Figure 4. Change in CANS Strength Domain Averages (N=27)**



Source: CANS Assessment Data, EBAYC Sacramento

\*=p<.05; \*\*=p<.01; \*\*\*=p<.001

## Change in Number of Actionable CANS Needs

Although the CANS looks at both needs and strengths, for our analysis, we honed in on change over time related to 47 needs items in particular (2 changeable youth behavioral/emotional needs – anger control and substance use; 23 life domain functioning needs; 5 youth risk behaviors; 5 cultural factors; and 12 caregiver needs). Although strengths are important for clinical plans, none correspond to a call for action or urgent action, and were, therefore, not the focus of our analysis.

Table 15 presents the change in scores from initial assessment to most recent follow up, focusing on the resolution of needs and overall improvement. Some of the categories in the table overlap, but from this table we can see that it was most typical, by far, for needs of 0 or 1 to stay at these lower, non-actionable levels. There were only 8 instances in which new actionable needs were identified upon the Dismissal/Exit assessment, and only 45 instances in which scores worsened to any degree (starting from 0, 1, or 2). Clinical improvement (or a change of at least 1 point) was observed for 214 items, and 138 actionable needs (starting at 2 or 3) were fully resolved (moving to 1 or 0)

**Table 15. Resolution of Needs and Overall Improvement**

Change Category	Initial Score	Follow-Up Score	Total Items
Need Resolved	2 or 3	1 or 0	138
Need Newly Identified	1 or 0	2 or 3	8
Clinical Improvement	1, 2, or 3	A difference of at least -1	214
Worsening	0, 1, or 2	A difference of at least +1	45
Maintenance	1 or 0	1 or 0	1,052

Source: CANS Assessment Data, EBAYC Sacramento

## Individual Averages

On an individual level (Table 16), from Initial to Dismissal/Exit assessment, the 27 youth in our sample made clinical improvement on an average of 7.9 needs (ranging from 0 to 14), resolved an average of 5.1 needs (ranging from 0 to 10), showed evidence of worsening on an average of 1.7 needs (ranging from 0 to 6), and identified an average of 0.3 new needs (ranging from 0 to 2). It was most common for youth to maintain 1 or 0 level needs (ranging from 33 to 46 and averaging 39.0). All combined, this suggests that there are not a lot of high needs among EBAYC participants, but when they have been identified, there has typically been clinical improvement and resolution.

**Table 16. Summary of Individual Averages**

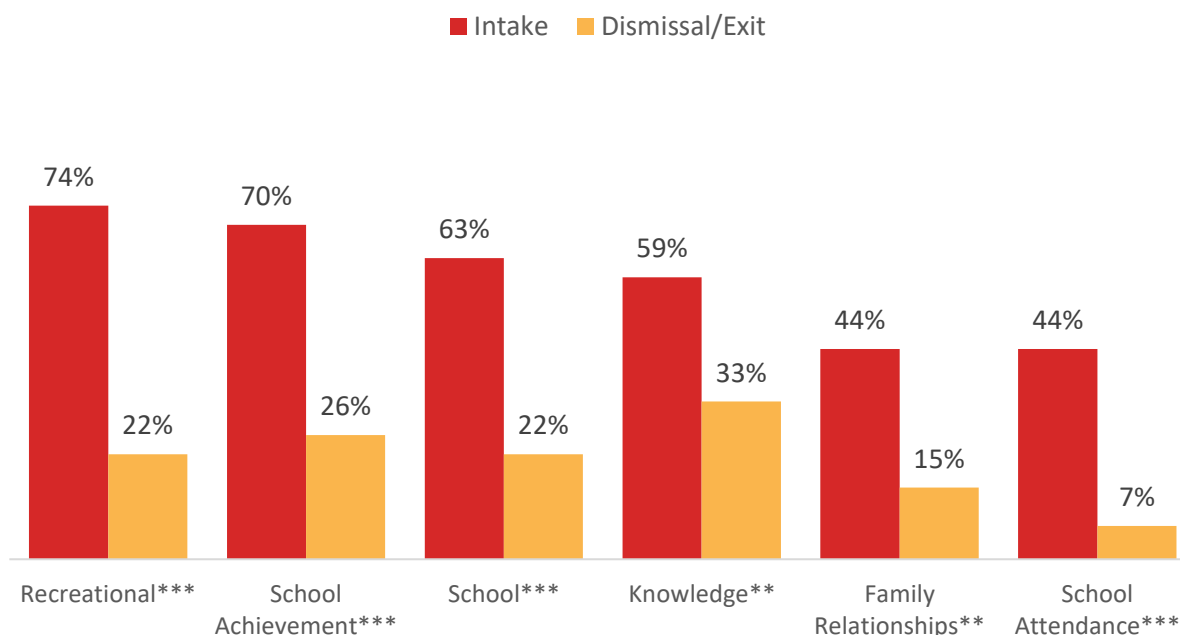
Change Category	Minimum	Maximum	Average
Maintenance	33	46	39.0
Clinical Improvement	0	14	7.9
Need Resolved	0	10	5.1
Worsening	0	6	1.7
Need Newly Identified	0	2	0.3

Source: CANS Assessment Data, EBAYC Sacramento

## Item Level Change

Looking at item level change (Figure 5), the most prevalent needs that surfaced at intake included recreational, school achievement, school, knowledge, family relationships, and school attendance. The percentage of youth experiencing these needs at Dismissal/Exit was significantly lower in every domain.

**Figure 5. Summary of Most Urgent Needs (with Change Over Time)**



Source: CANS Assessment Data, EBAYC Sacramento

\*=p<.05; \*\*=p<.01; \*\*\*=p<.001

As shown in Table 17, there were *statistically significant* decreases in the percentage of youth demonstrating (scoring 2 or 3) the most urgent needs (recreational, school achievement, school, knowledge, family relationships, and school attendance) between Intake and Exit.

There were also significant decreases in the percentage of youth demonstrating high needs for academic persistence, school discipline, ability to pay attention, sleep and self-management. The moderate and large effect sizes strengthen the findings in certain areas, suggesting that (especially in the areas of recreational, school achievement, and school) the improvement was powerful.

There were decreased needs in 22 other areas, most notably social functioning, judgement, and decision making, but these changes were not statistically significant. There was no change in the percentage of youth experiencing high needs in six of the areas, but in all cases this involved 8% or fewer of youth. Eight areas were not experienced by any youth as high needs by any youth at both Intake and Exit. There were no increases in the percentage of youth experiencing high needs between Intake and Exit.

**Table 17. Summary of Most Urgent Needs (with Change Over Time)**

	Mean1	Mean2	SD	p-value	Cohen's d	Effect Size
Recreational	.74	.22	.509	<.001***	1.02	Large
School Achievement	.70	.26	.506	<.001***	0.88	Large
School Knowledge	.63	.22	.501	<.001***	0.81	Large
Family Relationships	.59	.33	.447	.006**	0.58	Moderate
School Attendance	.44	.15	.542	.009**	0.55	Moderate
Academic Persistence	.44	.07	.492	<.001***	0.75	Moderate
Social Functioning	.37	.11	.526	.017*	0.49	Small
School Discipline	.33	.19	.456	.103	--	--
Ability to Pay Attention	.33	.15	.396	.022*	0.47	Small
Judgment	.33	.11	.424	.011*	0.53	Moderate
Decision Making	.30	.11	.483	.057	--	--
Sleep	.26	.11	.456	.103	--	--
Self-Management	.19	.04	.362	.043*	0.41	Small
	.19	.04	.362	.043*	0.41	Small

Source: CANS Assessment Data, EBAYC Sacramento

## Participant Surveys

Another way to assess the impact of programming on participants is through surveys conducted at program enrollment and exit.

### Survey Sample

Data sources included a statewide evaluation (SWE) survey. As part of the funder's requirement to assess impacts at the state level, EBAYC agreed to participate 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 Implementation Pilot Projects (IPPs). For EBAYC, HTA oversees the local evaluation and supports the funder's requirement of collection and processing SWE data. Rather than overwhelming staff and students with multiple surveys, HTA worked with the PARC/LMU team to combine surveys into cohesive pre- and post-survey instruments that could be used to fulfill both statewide and local evaluation purposes.

The local evaluation was not subject to IRB approval because it was not designed to create new or generalizable knowledge. Rather it was designed to study the EBAYC program and inform local decision-making. Therefore, the local evaluation was ready to begin with the first program enrollment in January 2023. However, the statewide study was subject to IRB approval. Due to delays with the state's IRB approval process, the SWE survey instrument was not ready until one year later (January 2024).

So as not to lose the opportunity to collect pre- and post-survey data from early program participants, HTA implemented their own local evaluation surveys from the beginning, replacing their instruments with the SWE surveys once PARC/LMU secured IRB approval. Due to the longer cohorts, and switching to the combined SWE survey, six youth completed only the local evaluation pre- and post-survey; and nine youth completed the local evaluation pre-survey and the SWE version of the post-survey. There were 17 youth who completed the SWE pre- and post-survey. For the most part, survey questions were aligned, but the local evaluation survey was a bit shorter and



utilized slightly different scales for some items. For example, PARC/LMU used Kessler-6 to capture psychological distress, which has been validated among adults but not youth. During Phase 2, we asked EBAYC youth to provide feedback on the survey items, and based on recommendations we modified the Kessler-6 items (e.g., combining worthless and hopeless, adding lonely, empty, angry/aggressive). When combining the SWE version with our own version, only 3 items were similar. Thus, this limited our ability to analyze all survey items for this evaluation. However, to maximize the available data, we harmonized key variables that were available in both survey through discussion, careful re-coding and merging of variables. As a result, we have a total of 32 matched pre-post surveys for this report (Table 18).

**Table 18. Pre- and Post-Survey Sample**

		Post survey	
		Local evaluation instrument	SWE evaluation instrument
Pre survey	Local evaluation instrument	6	9
	SWE evaluation instrument	0	17

\*22 additional youth completed pre-surveys only; 4 youth did not take any surveys.

Because most items on the pre- and post-surveys consisted of closed-ended questions using 4- or 5-point Likert scales, we created binary variables by recoding positive responses as 1 (e.g., strongly agree, agree) and negative responses as 0 (e.g., strongly disagree, disagree) to simplify the interpretation of the results. Another reason for creating binary variables was to reduce the number of items into similar constructs in survey data analyses. For instance, creating binary variables enabled us to calculate a composite score for each youth by construct: help-seeking, relationships with caring adults, and social functioning. Using the composite score, we then ran paired samples t-tests to identify statistically significant differences from pre- to post-survey data. While we presented overall mean scores from pre to post, we also examined percentage changes to identify which items may have driven changes in overall means.

## Survey Findings

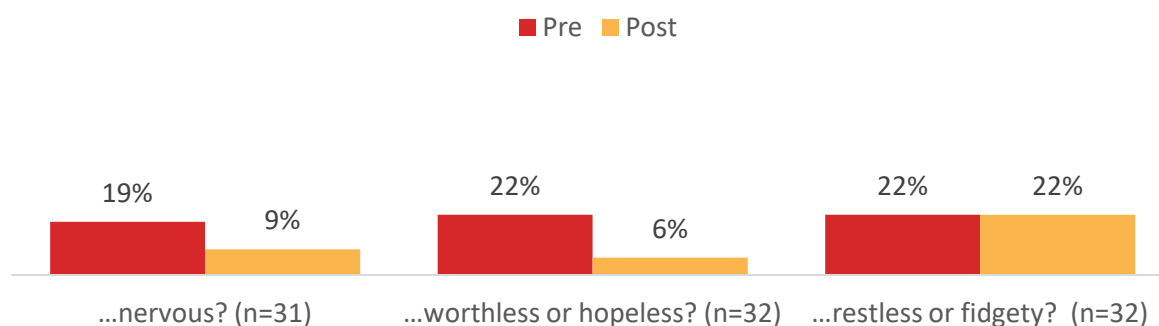
The pre- and post-surveys administered to enrolled youth included several items related to psychological distress, relationships with caring adults, and social functioning. These surveys were designed to measure changes in both risk and protective factors among enrolled youth. The sections below present findings from the surveys completed by the 32 youth with matched pre- and post-survey data.

### Psychological Distress

The pre- and post-surveys asked youth about their level of psychological distress at program intake and when they exited. These items included “how often during the past 30 days did you feel...” “...nervous?”; “...hopeless?”; and “restless or fidgety?” Youth were asked to rate these items on a 5-point Likert scale from ‘All of the time’ to ‘None of the time.’

Figure 6 presents changes in the share of youth who felt psychologically distressed all or most of the time at baseline and program exit. Among the three survey items, two showed improvements, while the third remained unchanged. From pre- to post-survey, fewer youth reported feeling nervous all or most of the time (19% versus 9%), and fewer reported feeling worthless or hopeless all or most of the time (22% versus 6%). We conducted paired-samples t-tests to compare the youth's responses from pre- and post-surveys for each item. Although there were no statistically significant findings, a larger sample size might have revealed a significant effect.

**Figure 6: Percentage of youth who said 'All of the time or Most of the time' to the following pre- and post-survey items "During the past 30 days, how often did you feel..."**



**Source:** Youth pre- and post-surveys

We also examined these items on psychological distress by gender. There were no statistically significant differences by gender for any of these three items.

### Coping Strategies and Help Seeking

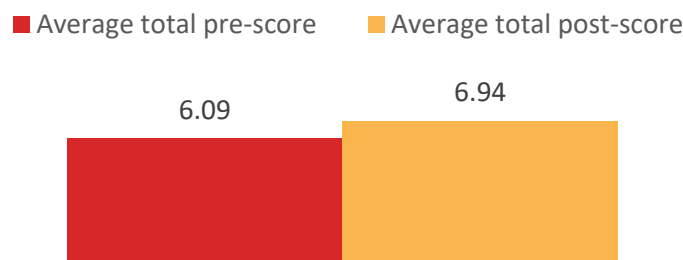
The pre- and post-surveys included nine items related to coping skills and help seeking. These items asked youth whether they felt comfortable sharing or asking parents/ caregivers for help if they had a personal problem; if they had a friend they could talk to about a personal problem; whether they had someone to talk to if they were struggling mentally; and about coping strategies. All items were rated on a 4-point Likert scale, from Strongly Agree to Strongly Disagree.

Items in this construct were recoded as binary variables (0 and 1) and then summed to create a total score (range 0 to 9) for pre- and post-survey data.<sup>18</sup> A higher score (closer to 9) means stronger coping strategies and help seeking. Using Cronbach's Alpha test, internal consistency for this scale was 0.71, indicating that the items were acceptable in capturing a similar underlying construct.

Youths' average score improved from a pre-test mean of 6.09 (SD=2.3) to a post-test mean of 6.94 (SD=2.2), representing an increase of 0.85 points. This increase was statistically significant at the less than .05 level, indicating that there was a significant improvement in participants' coping strategies and help-seeking behaviors from the time they enrolled in the program to when they exited.

<sup>18</sup> The 'Strongly Agree' and 'Agree' categories were coded as 1, while the 'Strongly Disagree' and 'Disagree' categories were coded as 0. Therefore, the lowest possible score across the items when summed was 0 and the highest score was 9.

**Figure 7: Average Total Pre- and Post-Score of Coping Strategies and Help Seeking Survey Items (n=32)\***



**Source:** Youth pre- and post-surveys

\*=p<.05

We conducted paired samples t-tests to compare youths' pre- and post-survey responses on all nine items related to coping skills and help seeking. Although there were no statistically significant results, five items moved in the desired direction (Table 19). The item with the largest percentage increase from pre- to post-survey (14%) was for the statement 'If I was struggling with something emotional... I would talk to someone about it.' However, some items moved in the undesired direction. In the post-survey, slightly fewer youth 'Strongly agreed' or 'Agreed' that they could ask parents for help if they had a personal problem, and fewer strongly agreed/agreed that they knew how to feel better if they were angry or sad at school, compared to the pre-survey data.

**Table 19: Percentage of youth who Strongly Agree/Agree to the following items at pre- and post-survey**

How much do you agree or disagree with the following statements? (% Strongly agree/ Agree)	n	Pre	Post	% Change
I feel comfortable sharing my thoughts and feelings with my family.	29	48%	55%	+7%
If I had a personal problem, I could ask my parents (or caregivers) for help.	28	50%	46%	-4%
If I had a personal problem, I have a friend I could talk to.	31	84%	90%	+6%
If I was struggling with something emotional, like depression, anxiety or thoughts of suicide, I would talk to someone about it.	29	76%	90%	+14%
I feel good about how I handle most conflicts or disagreements.	27	85%	85%	0%
When I disagree with someone, I try to talk it through with them.	30	83%	83%	0%
When I feel angry or sad at school I know what to do to feel better.	28	79%	75%	-4%
I know how to relax when I feel tense.	29	86%	93%	+7%
I can control my temper when I am angry with other people.	26	88%	96%	+8%

**Source:** Youth pre- and post-surveys

When examining the nine items on coping strategies and help seeking, we found no statistically significant differences by gender.

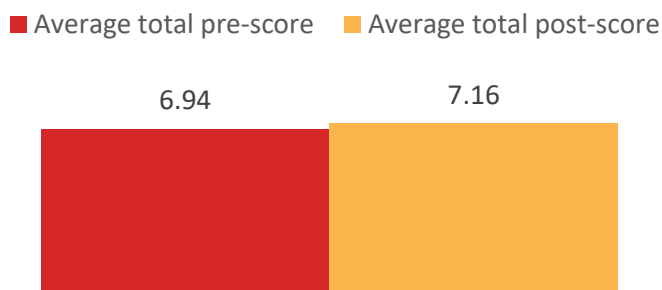
## Relationships with Caring Adults

Research studies have found that youth who have positive relationships with caring adults, such as parents and mentors, tend to experience better mental health in adulthood.<sup>19</sup> To measure connectedness with adults among program participants, the pre- and post-surveys included nine items that asked youth about the adults in their lives (e.g., “There is at least one adult in my life who really cares about me”). Surveyed youth rated these items using a 4-point Likert scale, ranging from ‘Very much true’ to ‘Not at all true.’

We recoded all nine items as binary variables (0 and 1) and then summed them to create total pre- and post-scores (range 0 to 9).<sup>20</sup> A total pre-score closer to nine means youth have strong, positive relationships with adults in their life. The internal consistency for this scale was 0.80, indicating that the items reliably measured a similar construct.

There was no statistically significant difference in the average total score from the pre- to post-survey. The mean score for items related to caring adults rose only slightly, from 6.94 (SD=2.2) at baseline to 7.16 (SD=2.6) at program exit (Figure 8). One possible explanation for this modest increase is that surveyed youth entered the program already reporting relatively strong, positive relationships with at least one caring adult in their life, leaving little room for substantial improvement.

**Figure 8: Average Total Pre- and Post-Score of Relationships with Caring Adults Survey Items (n=31)**



**Source:** Youth pre- and post-surveys

Using paired samples t-tests, we compared youths’ responses on all nine items related to caring adults from pre- to post-survey. There were no statistically significant findings. However, five items improved in the desired direction. The largest upward shift was a 10% increase for the item, “There is at least one adult in my life who notices when I’m in a bad mood.” On the other hand, the item that saw the largest percentage decrease (7%) among these items was the statement “There is at least one adult in my life who always wants me to do my best.” It is worth noting that at baseline, nearly all surveyed youth (94%) indicated this statement was ‘Very much true’ or ‘Pretty much true.’

<sup>19</sup> Cantor, C. (2024, January 17). Relationships with caring adults during childhood provide a buffer against depression, anxiety. Columbia University Department of Psychiatry. <https://www.columbiapsychiatry.org/news/positive-adult-relationships-during-childhood-lowers-risk-depression-anxiety>

<sup>20</sup> The ‘Very much true’ and ‘Pretty much true’ categories were coded as 1, and ‘A little true’ and ‘Not at all true’ were coded as 0. The lowest possible score across the nine items when summed was 0 and the highest score was 9.

**Table 20: Percentage of youth who said Very much/ Pretty much true on the below pre- and post-survey items**

How true are the following statements? There is at least one adult in my life... (% Very much true/ Pretty much true)	n	Pre	Post	% Change
...who really cares about me.	31	90%	97%	+7%
...who notices when I'm not there.	28	82%	79%	-3%
...who listens to me when I have something to say.	32	78%	84%	+6%
...who tells me when I do a good job.	30	67%	70%	+3%
...who always wants me to do my best.	31	94%	87%	-7%
...who notices when I'm in a bad mood.	28	54%	64%	+10%
... who cares about my school work.	31	94%	94%	0%
...who talks to me about my problems.	30	73%	70%	-3%
...who believes that I will be a success.	29	76%	83%	+7%

**Source:** Youth pre- and post-surveys

Analysis of the nine items related to relationships with caring adults revealed one statistically significant difference by gender. The percentage of female participants who reported having at least one adult in their life who tells them when they do a good job increased significantly from 20% on the pre-survey to 60% on the post-survey. For male participants, the percentage who said there was one caring adult who tells them when they do a good job fell from 95% to 75%, but this change was not statistically significant.

## Social Functioning

The pre- and post-survey also included eight items on social functioning. These items asked youth about their interpersonal relationships with friends, family and peers as well as their self-perception. Surveyed youth were asked to rate these items on a 5-point Likert scale, ranging from 'All of the time' to 'None of the time.'

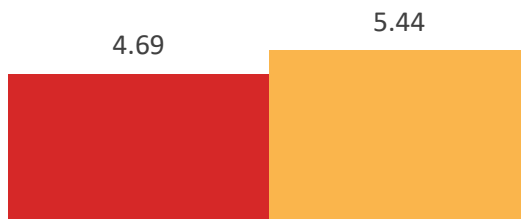
To create a total score and compare pre- and post-survey means, we first created binary variables (0 and 1) and summed all the items related to social functioning (range 0-8).<sup>21</sup> A score closer to eight indicates a stronger sense of social functioning among surveyed youth, whereas a score closer to zero reflects low social functioning. The internal consistency for this scale was 0.76, indicating that the items were acceptable in capturing items of a similar construct.

The increase in the average score from pre- to post-survey was statistically significant (Figure 9). Youths' score improved from a pre-test mean of 4.69 (SD=2.4) to a post-test mean of 5.44 (SD=2.4). This finding suggests that youth exited programming with improved social functioning than when they entered.

<sup>21</sup> The 'All of the time' and 'Most of the time' categories were coded as 1, while the 'Some of the time' 'A little of the time' and 'None of the time' categories were coded as 0. The lowest possible score across the eight items when summed was 0 and the highest score was 8.

**Figure 9: Average Total Pre- and Post-Score of Social Functioning Survey Items (n=31)\***

■ Average total pre-score ■ Average total post-score



**Source:** Youth pre- and post-surveys

\*=p<.05

We ran paired samples t-tests to compare youths' pre- to post-survey data related to social functioning. Overall, there was only one statistically significant finding among the eight survey items. There was a significant increase at the 0.05 level from pre- to post-survey in the percentage of youth who shared they felt happy at school 'All of the time' or 'Most of the time' (+ 14%). Although five items shifted in the desired direction, most were not statistically significant.

**Table 21: Percentage of youth who said All/ Most of the time on the below pre- and post-survey items**

About how often during the past 30 days did you feel... (% All of the time/ Most of the time)	n	Pre	Post	% Change
...happy at school?	29	55%*	69%	+14%
...like you really belong in your classes?	29	41%	66%	+25%
...accepted by your peers?	28	79%	75%	-4%
...close to your friends?	32	78%	78%	0%
...close to your family?	31	61%	68%	+7%
...happy spending time with your family?	31	52%	68%	+16%
...good about who you are?	29	66%	69%	-3%
...that you can safely express your whole self (e.g., race, religion, gender or gender identity, disability, sexual identity, etc.)?	30	67%	80%	+13%

**Source:** Youth pre- and post-surveys

\*=p<.05

Across these eight survey items assessing changes in functioning skills from baseline to program exit, there were three statistically significant differences by gender. Female participants showed a significant increase in the percentage who reported feeling happy at school 'All of the time' or 'Most of the time' from 22% on the pre-survey to 67% on the post-survey. However, male youth did not show a significant change on that item. The second item that showed a significant difference among female participants was the percentage who reported feeling happy spending time with their family



‘All of the time’ or ‘Most of the time’, increasing from 17% in the pre-survey to 58% in the post-survey. For male participants, the percentage remained unchanged from pre- to post-survey – at 74%, and this was not statistically significant. Only one item was statistically significant for male participants. Among male participants, the percentage who reported feeling like they belong in their classes ‘All of the time’ or ‘Most of the time’ increased significantly from pre- to post-survey (40% to 75%). In contrast, the percentage change remained unchanged for female participants – at 44%.

### Self-reported Impact of the Program

The post-survey included seven items asking youth to reflect and report changes they attributed to their engagement in the Sacramento program. As a result of participating in EBAYC programming, nearly all youth felt they got along better with friends (97%). Nearly all also felt they were better able to deal with conflicts because of participating in the program. The item that showed the least agreement was “I get along better with my family members” (75%). However, this still represents a vast majority – three of four participants agreed that this was true for them.

**Figure 10: Self-reported Impact of Program: Percentage who Strongly Agree or Agree with statements below**

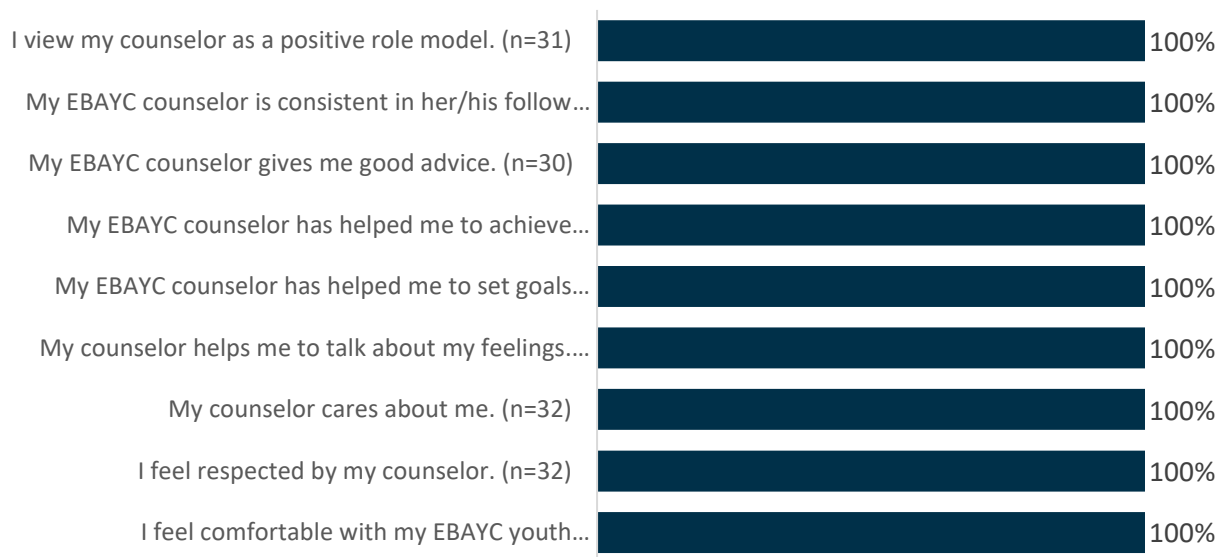


**Source:** Youth pre- and post-surveys

### Satisfaction with EBAYC program

The post-survey included several items in which youth rated their satisfaction with the Sacramento program. Overall, youth reported very high levels of satisfaction with program staff (Figure 11), with 100% strongly agreeing/ agreeing on all staff-related items. To list a few items, all youth viewed their counselors as positive role models; said that counselors were consistent in their follow-through; said that counselors gave good advice; and felt that counselor cared about them.

**Figure 11: EBAYC Program Satisfaction: Percentage who Strongly Agree or Agree with statements below**



**Source:** Youth Post-Surveys

The post-survey also included an open-ended question asking respondents if they had anything else to share and/or suggestions to improve their experience with EBAYC. While most youth left this question blank, some shared feedback.

All the written feedback was positive. One youth had this to say about their experience, *“Good program, good community to be around. Proud that I was a part of it.”* Another said, *“I like EBAYC and counselors are nice.”* One participant expressed gratitude for their counselor: *“Thank you, Felicia for being here for me. I appreciate everything you’ve done.”* Another youth said they *“Will miss this program.”*

## Case Studies

Formal assessments, surveys and other instruments can tell us a lot about participants, but as part of this evaluation we wanted to look deeper at individual stories as well. One thing we learned from the evaluation is that no two cases are the same. Although youth participants share a common culture, backgrounds vary widely in terms of strengths, needs and past experiences. Patterns of engagement with programming also varied, with some youth highly engaged, and others coming and going in an unpredictable fashion. We also learned that programming is highly responsive to individual needs and circumstances, and counselors do their best to balance program fidelity with openness and sensitivity for each participant.

In an attempt to look at youth outcomes holistically, we conducted case studies with five program participants, all of whom completed journaling assignments over the course of several weeks, and four of whom engaged in interviews while engaged in the program (one of whom also spoke with us one year after exiting the program). We wanted to hear directly from youth about what drew them to the EBAYC program and what they believed the outcomes of participation to be and the perceived impact on their lives.

From our analysis of youth journal entries and interviews, the following themes emerged:

- **Positive relationships with caring adults were central to the youth experience with programming.** All case study participants spoke of a strong relationship with their counselor. In fact, counselors were most frequently cited as the best aspect of programming. Youth were very comfortable with their counselors, describing them as role models or similar to family.

*“It might seem like I’m exaggerating, but it’s true, everyone in their program is/are great people. But one of the nicest people is [my counselor]. She’s a great listener, a great advice giver, and just an overall wonderful person to be around.”*

- **All youth perceived improvements in their overall well-being.** This was most commonly expressed as a more positive outlook on life and a deeper understanding of themselves and others. Even if life circumstances remained the same, youth expressed more optimism and better coping skills.

*“My family situation hasn’t really changed much, but there’s more things I can handle now.”*

- **While in programming, youth developed a positive outlook for the future and practical skills to help them achieve their goals.** Several spoke of working on goal setting and engaging in visioning exercises. As a result, they could picture a successful future, and believed in their ability to achieve their dreams.

*“Ever since joining EBAYC, I’ve had more to look forward to. I’ve also had more motivation to finish school and accomplish goals that I don’t think I can accomplish. I feel like my potential is being but to use.”*

- **By participating in programming, youth gained an increased sense of belonging.** Most of the case study participants were working on developing their social skills and building improved relationships. EBAYC gave them space to work through social issues and to engage in activities that built their confidence and helped them to find common ground with others in their peer group.

*“Since joining EBAYC, I feel like a lot of things have changed. I talk to a lot more people. I find myself wanting to talk and be around others, and feeling somewhat connected to others.”*

- **One youth described decreased substance use.** Most case study participants did not discuss substance use, but the one who did, expressed a decreased reliance upon it. They explicitly stated that they realized substances were not really helpful.

*“If I’m being real, I still do smoke and drink, but it’s not as bad as one year ago. It’s lessened and really at the end of the day it does not help!”*

- **All youth became more open to mental health services and more willing to engage in programming.** Youth were ultimately engaged with programming to various degrees, but all had become more receptive to program offerings over time. It was common for participants to miss early appointments or “hang outs” with their counselors, but thanks in large part to the “relentless persistence” of staff, participants found themselves letting down their guard and engaging more fully.

*“Although, I was a bit hesitant at first, not really talking and canceling on our ‘hang outs,’ but I guess that’s normal when meeting and beginning a sense of trust...On trust, I think our trust levels are pretty strong. I have told her a lot more than I have with most of the people in my life.”*

- **Regarding positive bicultural identity, there were mixed responses.** Youth seemed to struggle most with acceptance of their heritage, but have come to realize that they are not the only ones struggling with these issues through connecting with peers of the same background in EBAYC.

*“Almost my entire life, I’ve felt very disconnected from my cultures. My mom’s lack of conservation/caring has resulted in me having an identity crisis.”*

*“The majority of my peers are from the same culture and we get along really well. My culture gives me a sense of belonging. I can really be happy with who I am.”*

Overall, these case study findings are very much aligned with the intended youth outcomes outlined in the program logic model. Therefore, we believe that we have some clear evidence that the program served youth as intended and helped them to make strides toward longer term career and life success and positive mental health outcomes.

The following pages include summaries of case studies for the four youth who completed both journaling assignments and at least one interview. For more on case study methodology see Appendix D.

## Case Study 1

**Pseudonym:** Andrea

**Program Intake:** Early 2023

**Age at enrollment:** 17

**Grade at enrollment:** 12<sup>th</sup> grade

Andrea is a female from a single-parent household who self-identifies as Asian. She was raised in a single-parent household and comes from a multi-cultural background – Cambodian, Vietnamese, and Chinese. Because her mom raised her, she identifies most with her Cambodian background. That said, she has felt very disconnected from her cultures most of her life mainly because she doesn't know how to speak the language fluently.

Prior to enrolling in EBAYC, she was going through a rough patch in her life. A senior in high school, Andrea's mental health was poor, her relationship with her mother was at an all-time low, and she had decided to drop out of high school. There was a lot of uncertainty in her life. She spent most of her time indoors at home and lacked the motivation to get out of bed, much less think about her future. A few days after she stopped going to school, her EBAYC counselor visited her home and talked to her about enrolling in EBAYC. While Andrea was hesitant to join the program, she also did not want to be stuck at home feeling miserable about herself and thus enrolled in CRDP programming.

Overall, Andrea has had a positive experience at EBAYC. She spoke highly of her EBAYC counselor and appreciates her counselor's persistence and consistency that in turn keeps her engaged in programming. She leans heavily on her counselor for emotional support and views her as an older sister who she can trust." Andrea feels that her counselor is understanding of her situation and because of her she now looks forward to the future. Although she appreciates that her counselor does not push her out of her comfort zone, she acknowledges she should step out of her comfort zone for her personal growth. For example, she wishes she found it easier to befriend her peers at EBAYC. Andrea was engaged in the program for just over 2 years, receiving 71 hours of EBAYC services. She also engaged in 21 additional hours of group activities including a field trip to the Monterey Bay Aquarium and a bike ride in San Francisco. In a nutshell, the following quote highlights how she feels about EBAYC: "It means a lot to have a safe environment to express my thoughts and emotions unfiltered.

Since joining EBAYC, Andrea developed a more positive outlook on life and looks forward to accomplishing her personal goals, such as obtaining her high school diploma. Andrea has obtained her driving permit, re-enrolled in high school, and moved out of her mom's house. Had she not participated in EBAYC, she feels she would have simply continued living with her mom and felt stuck with her life. Although she was having a difficult time finding a job at the time of the interview, she was not feeling too discouraged about it, highlighting her resiliency and self-confidence to not give up on herself. She has her own life ambitions. In five years, she sees herself pursuing a bachelor's degree in psychology, maybe living with her mom and her brother, and balancing work and school.

## Case Study 2

**Pseudonym:** Nicole

**Program Intake:** Early 2023

**Age at enrollment:** 16

**Grade at enrollment:** 11<sup>th</sup> grade

Nicole is a female participant of Hmong and Mien ancestry, which to her means that she is “just an Asian person.” She calls herself “whitewashed” and is not very in tune with her cultural background. She finds Mien people to be “chill,” but does not like what she perceives as their propensity to gossip. While she has an appreciation for traditional Hmong food and clothing, she thinks it is “horrid” that forced (or arranged) marriage still exists within the Hmong culture and does not like the culture’s male-dominated orientation. Her parents had an arranged marriage, and “supposedly” came to love each other, but Nicole thinks they are only together out of attachment. They had her when they were very young, and she believes that their generation did not know better than to just follow tradition. Nicole feels burdened by her mother’s “trauma” and is averse to the traditional rules embraced by her family.

She described her life prior to EBAYC as “boring,” “shallow,” “dull,” and “miserable,” and spent most of her time with her boyfriend. Her attachment to her boyfriend was the source of many conflicts with her parents. She would sleep over at his house for extended periods of time, driving her mother to threaten to set up a “marriage meeting” with his parents. Nicole filled her days with alcohol and weed, ditched school for a few months, and lied about what she was doing. She recalls having no sense of purpose and “just existing,” her only goal being to have some type of money. She was referred to EBAYC by her school for chronic absenteeism, two or more class failures, and mental health concerns.

Nicole was engaged with the EBAYC program for approximately one and a half years during which she received 35 hours of services from her counselor, plus 185 hours in group activities including Girls Counseling, Peer Advocacy, and the Film Group. She describes her time at EBAYC as “super eventful.” Her relationship with her counselor has been a good one. She thinks of her as an older sister and a praiseworthy friend and role model. Although a bit guarded because she knows the relationship is temporary, she trusts her counselor and believes that she has had a strong impact on her life. Nicole feels inspired to be herself because her counselor expresses her own uniqueness. Since joining EBAYC Nicole believes that she has grown as a person, has found a sense of purpose and direction, has supportive people in her life, and has improved her relationship with her parents. She still smokes and drinks, but less so than in the past and she realizes that substances don’t really help her.

Having grown up in a mostly White school, Nicole craved a greater sense of belonging. One of the biggest benefits of the program has been the opportunity to be around “a lot of well-spoken” Asian youth, and EBAYC has come to feel “like home” to her. The other benefit that Nicole cited a few times was the opportunity to earn stipends through engaging in group projects. She says that the stipends are honestly what has kept her engaged with the program, and she was grateful that her goal to make money was fulfilled through her participation.

In her EBAYC Counseling Group, she worked on a vision board for her future. She has already invested much of her stipend money into a beauty business and has been busy practicing her craft. She hopes that her business will make her a lot of money, and she wants to be able to turn that into even more money through smart investments. She has no plans for college, especially if her business does well. Thinking of other aspects of the future, she expects that there will always be problems with her family, but things have gotten better. She has many hobbies that she would like to pursue including sculpting, gardening, roller skating, and guitar. She hopes that she will be surrounded by caring people, especially a true friend, which she has not had yet, but would like to find. She is proud of the woman she is becoming and already knows that she will miss the eventful time she spent at EBAYC.



### Case Study 3

**Pseudonym:** Evelyn

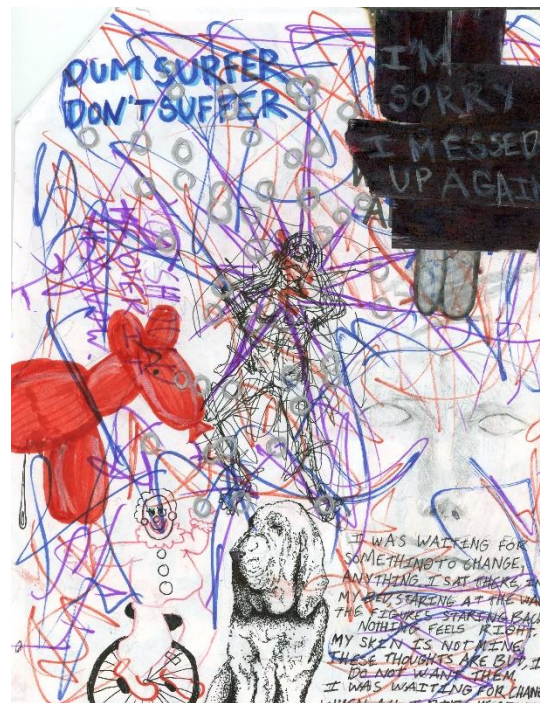
**Program Intake:** Early 2023

**Age at enrollment:** 16

**Grade at enrollment:** 10<sup>th</sup> grade

Evelyn is a female from a single-parent household. Although not entirely sure what her race/ethnicity is, her mother is Filipino, the person she calls her father is “Mexican,” and she was “raised around a lot of Hispanic people/relatives.” She views her cultural background as very significant and associates it primarily with food and religion, noting that the two cultures she relates to are similar yet different. Her culture brings her closer to her family and makes her feel connected to her ancestors. Family is very important to her, although she did mention that they “push me around a lot.”

She described her life prior to EBAYC primarily through art because “emotions are hard to explain.” The image to the right shows what she remembers feeling at the time. She does not recall exactly how she was connected to EBAYC (whether it was through school or an old counselor), but she remembers being hesitant to join. She went the first time because her mom and her old counselor made her feel that she “kind of had to go.” When asked what kept her coming, she noted that her EBAYC counselor was persistent with setting up appointments, and it eventually became routine. At first, she did not open up, but with time she became more comfortable. It helped that her counselor was “really nice and understanding” and put up with her canceling their initial “hang outs.” During early sessions they worked together on homework, and after crying in front of her once without shame Evelyn knew that her counselor could be trusted. She noted, “what I really like about her is her overwhelming (in a good way) and deep care for others and what they have to say.”



Evelyn was a highly engaged EBAYC participant. She was engaged for a little over two years, receiving over 86 hours of services from her counselor, plus over 319 hours in group activities including Girls Counseling and the Film Group. Her time at EBAYC has been wonderful. In writing about it she noticed that it might sound like she was being hyperbolic in her praise, but she is truly thankful for the program. The people were referenced as the best part, especially her counselor who was again described as really nice and “just an overall wonderful person to be around.” Although not much has changed in her life circumstances since joining EBAYC, Evelyn recognized that she talks to more people now, feels more connected to others, and can manage things better because her counselor taught her how to set goals and boundaries, which she had never done before. It was hard for Evelyn to imagine where she might be 5 years from now (maybe in college, maybe in a stable job), but in one year she is optimistic that she will still be with her family, will be more mature, will have graduated from high school, and will finally have an all-important ID/Driver’s license.

#### Case Study 4

**Pseudonym:** Matthew

**Program Intake:** Spring 2023

**Age at enrollment:** 17

**Grade at enrollment:** 11<sup>th</sup> grade

Matthew is a 17-year-old who comes from a two-parent household. Although his family is Hmong, he shared that his family isn't fully traditional and for that reason doesn't feel like he can fully embrace his culture. This sentiment is magnified by the fact that he doesn't speak the language, contributing to his lack of connection with his cultural identity.

His life was in a dark and lonely place before joining EBAYC. Matthew was struggling with depression and suicidal ideation. He described feeling "heavy emotions" and catastrophic thoughts in which he felt that there was no way out other than suicide. It is no surprise that his poor mental health was affecting his academic performance. He was also missing school every other day. His school counselor noticed he was struggling and suggested he consider joining EBAYC. The counselor then referred him to EBAYC programming, and the staff there followed up with him.

EBAYC has allowed Matthew to connect to peers with similar backgrounds and struggles as his. He drew the image to the right, while he was in programming, to capture his experience. He explained that the three figures painted in blue represent EBAYC youth to show they all are "...struggling with something." Inspired by EBAYC's logo, he added a sun directly above the youth to represent EBAYC and emphasize how it "is healing them and helping them spend time together." Another high point of programming has been his counselor. He described his counselor as being "really nice" and someone who gives off "an older sister vibe." He added that his counselor made a genuine connection with him by having small conversations to get to know him and that she didn't "push too hard" when they started working together. Matthew expressed his gratitude for his counselor's patience and guidance.



Matthew was highly engaged with the Sacramento program. He was enrolled for 15 months and logged 39 hours with his counselor and over 100 hours in group activities, such as peer advocacy and summer programming (bike rides, aquarium visit, movie nights, etc.). He submitted the painting to the left to show what his current life is like since joining EBAYC. He described it as abstract art and "instead of a subject, [he] let the colors show how [he] feels." In his own words: "The yellow represents my newfound confidence, red for the growing love for myself, blue for the power to continue, and a mix between all the colors for the acceptance of uncertainty."

A year after finishing the Sacramento program, things are going well for Matthew. He helps his family and takes care of his siblings. Though he isn't going to college yet, Matthew sees himself obtaining a bachelor's degree – possibly in zoology. When asked what kept him engaged in programming, he shared the following: "I mean personally I needed the support then and it was great support for me where I had nowhere else to go."

## Discussion and Conclusion

The evaluation results presented in this report are subject to certain limitations. One limitation was that there were two versions of the pre- and post-surveys due to balancing local evaluation activities with those of the statewide evaluators (SWE; PARC/LMU). HTA developed its own pre- and post-survey from the start of programming that utilized a youth-participatory process to gather feedback on evaluation items. However to align with PARC/LMU, we modified the instruments with a combined SWE and local evaluation surveys once PARC/LMU had received IRB approval – roughly a year into programming. As a result, HTA was unable to analyze all pre- and post-survey items for the local evaluation. To optimize matched pre- and post-survey data, HTA, with support from the API Technical Assistance Provider (TAP) team (Dr. Camillia Lui), carefully re-coded and merged variables from the local and SWE pre-surveys. Earlier discussions with statewide evaluators could have improved alignment among survey items. Another limitation was that most outcome data (including pre-post surveys, CANS assessments, and case studies) were available only for youth who persisted in the program, not for those who disengaged and exited early, introducing attrition bias. To address this, HTA implemented interim surveys to gather more frequent data from all enrolled youth, and conducted a retrospective analysis of youth who completed and did not complete programming to identify any significant differences between the two groups at baseline.

Overall, EBAYC's CDEP reached over 100 high-risk Southeast Asian youth and served 58 youth in their program from 2022-2025. Through life coaching, coordination of services, and group activities, youth improved on coping skills (e.g., controlling their temper when they're angry with other people), willingness to seek support (e.g., if they were struggling with something like depression, anxiety, or depression, they would talk to someone about it), and social functioning.

A key takeaway from this report is that program staff are central to the program's success in ensuring service delivery and, to a certain extent, influencing youth engagement. Our analysis of survey data, case studies, and staff interviews revealed that positive staff-youth relationships were critical not only for maintaining youth engagement in the program but also for supporting positive outcomes among youth who completed the program.

Another key takeaway was that the program was, by and large, implemented as originally designed and conceptualized. The core components of programming (an ongoing cycle of assessment, goal setting, and support) were solidly in place. There were some questions as to the *quality* of service delivery (which can be much harder to objectively measure and should be examined further), but there was a clear commitment among staff to stay true to the program model. Therefore, we believe that the findings from this report are reflective of programming that was delivered as intended.

## Key Findings and Recommendations

Having completed an in-depth analysis of process and outcomes for the EBAYC Sacramento program and its participants, it is evident that:

- The program met its standards for service delivery including:
  - Logging over 1,284 hours of direct contact with participants after enrollment;
  - Meeting with youth, on average, close to once a week;

- Logging 54 hours of contact on behalf of participants after enrollment (including engagement with parents, school staff, and community partners);
  - Offering a wide variety of social and educational activities for participants, of whom 58% attended at least one;
  - Conducting timely Childhood & Adolescent Needs and Strengths (CANS) assessments;
  - Linking all Life Map Goals to CANS items; and
  - Conducting ongoing program evaluation.
- Keys to program success included:
    - Strong collaboration with school staff;
    - Leveraging presence at schools as an effective strategy for outreach and recruitment;
    - Recruiting and hiring counselors whose background reflected the youth served;
    - Robust training of EBAYC counselors to ensure programming was delivered as intended;
    - A long-standing commitment to evaluating services internally; and
    - An individualized and responsive approach to counseling.
  - Participants benefitted greatly from programming. Key outcomes included:
    - Successful accomplishment of the majority of individual Life Map Goals; and
    - Statistically significant improvement on overall CANS assessments including Needs and Strengths subtotals, most domain areas, and most high needs categories.
  - Surveyed youth demonstrated significant improvement in coping strategies and help-seeking behaviors from the time they enrolled in the program to when they exited.
  - From pre to post-survey, there was a significant increase in the percentage of youth who shared they felt happy at school ‘All of the time’ or ‘Most of the time.’
  - There were statistically significant differences by gender. Female participants showed a significant increase in the percentage who reported feeling happy at school from pre- to post-survey. Female participants also saw a significant increase in the share who reported feeling happy spending time with their family from pre- to post-survey. For male youth, the percentage remained unchanged. Among male participants, the percentage who reported feeling like they belong in their classes increased significantly from pre- to post-survey.
  - Overall, youth reported very high levels of satisfaction with program staff, with 100% strongly agreeing/ agreeing on all staff-related items.

The above results suggest that the Sacramento program achieved its stated programmatic- and youth-level outcomes. However, some areas did surface as challenges which EBAYC might want to take into consideration for overall program operations and sustainability.

Namely,

- Outreach efforts to engage youth were sometimes undermined by mental health stigma among parents/ caregivers. Interviewed counselors relayed that one of the biggest challenges in enrolling youth was obtaining parents/ caregivers’ consent due to mental health stigma.
- Staffing turnover posed a challenge for program implementation. Much of the positive youth feedback was tied to their positive relationship with individual counselors. Therefore, any changes in counselors could impact outcomes (e.g., program satisfaction, relationship with caring adults, mental health and well-being, etc.).



- Maintaining weekly contact with enrolled youth was challenging. Counselors were able to sustain weekly contact for about half of the participants. Overall, there was a lot of variability with engagement, with some youth exceeding expectations for weekly contact, and others coming and going in unpredictable patterns. Barriers to engagement cited by counselors included summer vacation (when youth are out of school and have a less routine schedule in general), travel, and busy youth schedules.
- Aligning Life Map goals with CANS results was not always consistent. While counselors administered the CANS assessment and set Life Map goals with fidelity to the program model, the goals set did not always align with youths' CANS results. As described earlier, analysis of CANS data and Life Map goals revealed that CANS items rated as Level 3 needs (i.e., immediate action needs) were not always prioritized over lower rated needs.
- There were some CANS needs that were resolved very quickly without any corresponding Life Map Goals; other CANS needs skyrocketed within a few months. It is not clear why such dramatic changes happen so quickly. It is possible that the interpretation of CANS criteria has been too subjective.
- Family relationships, feelings of loneliness, and school, in general, remain among the areas of greatest need for EBAYC youth (corroborated by surveys, case studies and CANS data). As these have consistently surfaced as youth's biggest concerns, more intensive supports in these areas could be beneficial (e.g., family engagement, tutoring, planning for more school day/extracurricular school engagement, etc.).
- Those who did not complete the program were significantly more likely than those who did to report having trouble keeping up with school and feeling lonely. They were also assessed as having significantly higher needs at intake. This finding suggests that participants who start the program with the highest needs, especially in the areas of academics and social isolation, are at higher risk of disengaging from EBAYC programming.

In addition to the aforementioned challenges, we noticed that at baseline, youths' responses on some pre-survey items were already in a favorable range, indicating that these domains were already strong and might not have required much improvement. This was particularly true for survey items related to relationships with caring adults. We also noticed that CANS intake assessments did not show particularly high levels of needs upon program entry. Some youth had few to no high needs requiring intensive action, and those who did seemed to resolve issues very quickly. This suggests that, while programming was clearly beneficial for participants, the degree to which we could show improvement was limited by the fact that youth were already doing pretty well at baseline.

As with the previous evaluation, the vast majority of findings from this evaluation are very positive. However, there remain some areas for improvement. Below we provide a handful of recommendations for consideration as EBAYC programming moves forward.

- **Continue to build and maintain strong partnerships with schools.** It was evident that schools played a vital role during the outreach and recruitment of program participants. Not only were they a good source of referrals, but they also helped establish the legitimacy of the Sacramento program for parents who were hesitant about their child enrolling in the program. In these cases, EBAYC counselors utilized their partnerships with school counselors to connect with parents and address any questions or concerns. Additionally,

because school can be an issue for non-completers, school staff/ counselors can serve as allies for those at risk of disengaging from the Sacramento program.

- **Encourage and promote ways to alleviate feelings of loneliness among participants.** We know from surveys, case studies, and CANS data that loneliness is one of the biggest presenting issues for program participants. Even though the majority of participants engaged in at least one of the numerous group activities that were offered, 42% of enrollees did not engage in any group activities. Find ways to engage more youth in groups, perhaps by offering a greater variety of activities, or different options for more introverted youth such as smaller groups or virtual engagement.
- **Improve the quality of alignment between CANS assessments and Life Map Goals.** Although promising youth outcomes were achieved even without perfect alignment between CANS assessments and Life Map Goals, to achieve greater fidelity to the program model the quality of alignment must be improved. On the back end, continuing audits of Life Map Goal alignment, and enforcement of non-negotiable guidelines such as always prioritizing level 3 needs, are some measures that can be taken. On the individual level, referencing prior CANS assessments and progress over time should be an ongoing practice when goal setting, so as to take into account long-term concerns and unresolved needs. Furthermore, we recommend more frequent, formalized case conferencing and meetings between counselors to help promote a culture of cross-team collaboration and accountability.
- **Promote career growth opportunities for EBAYC counselors.** Staffing turnover can disrupt service delivery and lead to increased organizational costs and time associated with hiring and onboarding new staff. The Sacramento program experienced two separate instances of turnover in their male counselor role and one in their female counselor role during the grant period. While this turnover was typically circumstantial and beyond the control of the program, EBAYC could benefit from efforts to recruit and retain counseling staff. For example, the development of a career ladder (e.g., junior counselors, senior counselors, supervisors, etc.) for the counselor position could attract more high-quality applicants seeking long-term, stable employment. Other strategies to attract top talent and increase retention include periodic bonuses, retirement plans, non-monetary compensation such as fitness classes, team-building activities, flexibility with schedules, ongoing professional development and support for continuing education.

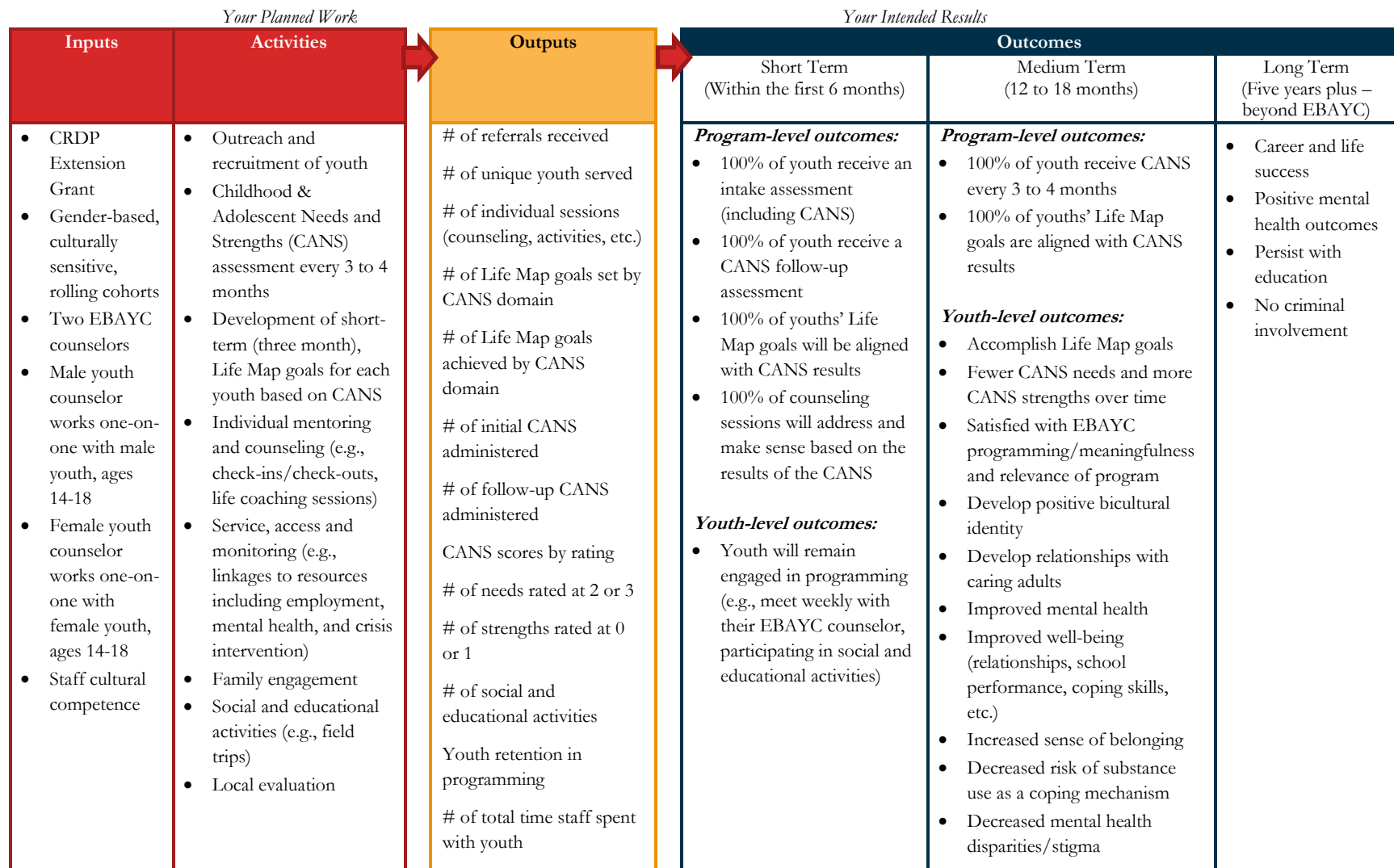
One thing that we can affirm through the evaluation process is that EBAYC takes learning very seriously and is always striving to improve programming and ensure that operations are delivered with fidelity. There is a lot of information to digest, but we are assured that it will all be used for reflection and planning for future program scalability and sustainability.



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## Appendix A: Program Logic Model



# Appendix B: Counselor Interview Protocol

## EBAYC CRDP Extension Grant

### To be read aloud:

Welcome and thank you for taking the time to meet with me. My name is [INSERT NAME], and I will facilitate today's discussion. I work for HTA Consulting, the external evaluation agency contracted by EBAYC to evaluate its California Reducing Disparities Project (CRDP) program model.

As you know, today we will talk about your work as an EBAYC counselor, specifically about what a typical day looks like for you, successes, challenges, and lessons learned to date. I will use the responses you shared today to help us evaluate and improve the implementation of the EBAYC's CRDP program.

Any comments you make will not be linked to you personally, only shared anonymously or in aggregate. Before we begin, I want to let you know that we would like to record the session so that we can effectively review any information that's shared and fill in any gaps in our notes. Is that alright with you?

*Before we start, I want to set a few group agreements and guidelines for the discussion.*

### Ground Rules:

1. There are no right or wrong answers. Please feel free to be honest and open with your opinions, whether they are positive or negative. We really want to learn from you and find out about successes and challenges.
2. If something is confusing or unclear to you at any point, please feel free to ask clarifying questions.
3. We have a great deal to discuss today and a limited time. I only have an hour, so don't be surprised if at some point, I interrupt the discussion and move on to the next question. But don't let me cut you off; if there is something important that you want to say, let me know, and you can add your thoughts before we change subjects.
4. I will summarize what is said here today but will not share feedback in an identifiable way (as I mentioned).

Any questions?

Great, let's get started

## **Intro/Onboarding at EBAYC**

- What is your name? How long have you been working as an EBAYC counselor?
- What drew you to become a counselor for EBAYC?
- What is your personal philosophy or style in working with youth? Why do you think this works?

## **Outreach and Recruitment**

- What has the onboarding process been like for you?
  - What training have you received? Please describe.
  - Do you have standing meetings with EBAYC staff? If so, please describe each standing meeting and who participates in those meetings.
- Could you walk me through the referral and recruitment process for EBAYC youth?
  - Which recruitment strategies have been the most promising/effective? Why are those strategies more effective than other ones?
- Have you had any challenges with getting parents on board for having their children work with you?

## **EBAYC Programming**

- What does your typical day look like?
  - How many youth are in your current caseload?
  - How often are you meeting with youth?
    - Where do you typically meet with youth? In-person or virtually? Do you also check in over the phone? Text messages?
- What is your typical process in developing Life Map Goals for each youth? (i.e., how do they align them with the CANS, what other info do they reference, challenges, etc.)
- What other challenges, if any, have you encountered while implementing the program model (i.e., administering CANS every three months, etc.)? How have you started to overcome these challenges?
- What about challenges supporting youth in your caseload? For example, getting youth to open up about their needs.
  - What challenges are most of your youth facing right now?
  - How have you tried addressing these challenges?
  - What problems have you run into in trying to address them?

We've talked about challenges, but we also would like to ask you about successes.

- What successes have you experienced while supporting youth? [Probes: Successes related to getting youth to open up; advocating with youth; working with school counselors, etc.]
- In your opinion, what are the best practices for establishing rapport with youth and getting them to trust you?
- In terms of summer programming, what activities have you planned for youth? David mentioned a few summer field trips, including a trip to the Monterey Aquarium.
  - How have they gone so far?

## **Data**

- As far as entering data into Apricot, what has that been like?
  - Any challenges? [For example, entering case notes, CANS assessment results, Life Map goals etc.]
  - How often are you entering data into Apricot?
  - Is there a deadline for entering data? If so, when? Is it hard to stay consistent/on time?

## **Concluding Questions**

- Are there any ways EBAYC can better support you in your work? If so, how?
- Is there anything else we haven't discussed that you would like to share?

# Appendix C: Youth Case Study Design

## Methodology

In the interest of gathering a deeper level of information, case studies were implemented this year. This involved compiling both qualitative and quantitative data to help tell a comprehensive story of a small sample of youth. Our goal was to follow their journey from before EBAYC programming to after, and to identify the way in which programming is correlated with their life outcomes, academically, socially, and otherwise.

Data sources included information that had already been collected for the program evaluation, including program referrals, demographics, probation data, life map goals, case logs, group activity logs, and CANS assessments. This data helped us to track individual levels of engagement with the program, baseline characteristics, and assessed progress over time.

Beyond these data, we collected information directly from youth so that their own voice could be heard in telling their story. Because youth may not be comfortable telling their story directly, we designed a **case study journaling project** through which youth could express themselves through art and/or writing. There were 5 assignments for this project. Additionally, we closed this component of the project with a 30-minute interview with some participating youth to discuss their experience and reflect on their journal submissions. A \$25 honorarium was provided for each completed assignment and interview.

## Evaluation Questions

These are the evaluation questions, aligned with medium-term outcomes, that we hoped to address through the case studies.

1. What are the strengths of programming?
2. What are the best practices in relationship building between counselors and youth?
3. What are the baseline characteristics of youth?
4. Which components influence the participant's level of engagement with the program?
5. To what extent did the program achieve:
  - a. satisfaction?
  - b. meaningfulness and relevance?
  - c. positive bicultural identity?
  - d. positive relationships with caring adults?
  - e. improved relationships with family?
  - f. improved mental health?
  - g. reduced mental health disparities/stigma?
  - h. decreased substance use?
  - i. improved life skills?
  - j. increased sense of belonging?

## **Journaling Project Design**

The project will take place over 5 weeks.

Youth will be asked to respond to one question each week.

HTA will develop worksheets to guide youth through each weekly assignment. The worksheets will include the weekly question, prompts to help guide them, several pages to write their response, and additional guidelines and space for artistic responses.

Youth can choose one of two response formats to answer each question:

1. Written response only: Respond to the question in writing only. Use as many pages as you like, but try to complete at least three paragraphs.
2. Artistic response: Respond to the question artistically in any medium of your choice (drawing, painting, collage, photo, video, song, poem, etc.). If youth choose this option, they must also answer the following questions.
  - a. In a couple of sentences, tell us about your creation.
  - b. How does this answer the prompt we gave you? (2 sentences minimum)
  - c. What is one thing that EBAYC can learn from this that might help them to make programming better? (2 sentences minimum)

Packets with the worksheets will be prepared for each participating youth and sent to EBAYC for distribution. Packets will include envelopes in which youth can save and seal their weekly responses. Counselors will hold on securely to all completed assignments for the duration of the project. Upon completion of all 5 assignments, they will be placed in a pre-paid envelope and sent to HTA for processing. HTA will reference completed assignments when creating interview protocols. Interviews will be scheduled for approximately two weeks after completion of the assignments.

With youth's permission, at the end of the first interview we will collect contact information. In one year we will reach out to them to see if they are available and interested in one final assignment which will include one journaling assignment, and one interview.

## **Recruitment**

Participants who are most likely to engage in a project like this will be identified by their counselors and will be personally invited to participate. Participation is completely voluntary. Although we hope that youth will complete all assignments it is not mandatory, and they can drop out at any time. There is space for up to 6 participants in this project. At a minimum, we are seeking 2 participants.

Some youth may be in the summer program, but due to project capacity there is only space for a maximum of six participants. When recruiting for the program we recommend emphasizing that space is limited and participation is on a first come first served basis.

## Journal Prompts

Question 1: Tell us about what was going on in your life before you started EBAYC programming.

Your response can (but does not have to) include:

- your relationships with family
- your relationships with peers
- school
- work
- hobbies
- goals or dreams
- your sense of wellbeing
- things you were proud of
- things you were struggling with
- anything else you want to share

Question 2: Tell us about your time in the EBAYC program so far.

Your response can (but does not have to) include:

- What you like most about it
- What you like least about it
- What keeps you engaged
- What you might change about it
- What you definitely would not change about it
- Anything else you want to share

Question 3: Tell us about your EBAYC Counselor.

Your response can (but does not have to) include:

- Your first impressions of them
- What you like most about them
- What you might not like
- Your level of trust
- How they built/are building your trust
- Questions you would like to ask them
- Anything else you want to share

Question 4: Tell us about your cultural background and what it means to you.

Your response can (but does not have to) include:

- Aspects of your culture you are most proud of
- Aspects of your culture that you do not like
- Any differences between your parent's generation and yours
- How your culture impacts your identity
- How many of your peers are from your same culture
- Does your culture give you a sense of belonging
- Anything else you want to share



Question 5: Tell us about what is going on in your life now since joining EBAYC.  
Your response can (but does not have to) include:

- your relationships with family
- your relationships with peers
- school
- work
- hobbies
- goals or dreams
- your sense of wellbeing
- things you are proud of
- things you are struggling with
- anything else you want to share

### **Interview Prompts**

30 minute interview after all journaling assignments are complete (FY24)

- Ask youth to talk about each of the assignments.
- Dig deeper into each submission, getting more details.
- Where do you think you will be in five years? (ask them again at the follow up interview)
- Remind them about the one year follow up.

Follow up interview (FY25)

- What's life like today?
- Where do you think you will be in five years? (can remind them of what they said before to see if they are surprised at any changes and to help explain what may have changed)
- Reflect on your time in EBAYC.
- Would you encourage others to participate – why or why not?

Survey ID:

Today's date: \_\_\_\_\_

## EBAYC CRDP Pre Survey

### Appendix D: Local Evaluation Pre-Survey

The California Reducing Disparities Project (CRDP) is a statewide project that is working across five historically unserved, underserved, and/or inappropriately served population groups: African American; Asian and Pacific Islander; Latino; Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ); and Native American. All information that you share on this survey will be confidential. Some of the questions may not apply to you or could make you feel uncomfortable. You do not have to answer every question. Your response is completely voluntary.

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	Don't know/ Prefer not to Answer
1. ...happy at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. ...like you really belong in your classes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. ...accepted by your peers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. ...close to your friends?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. ...close to your family?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. ...happy spending time with your family?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. ...good about who you are?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. ...that you can safely express your whole self (e.g., race, religion, gender or gender identity, disability, sexual identity, etc.)?	<input type="radio"/>	<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	Don't know/ Prefer not to Answer
9. ... nervous?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. ... worthless or hopeless?	<input type="radio"/>	<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"/>	<input type="radio"/>
12. ... lonely?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. ...empty?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. ...angry or aggressive?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. ...worried about other things?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During the past 30 days, how often did you...	Almost Every Day	2 to 3 times a week	1 to 2 times a week	1 to 3 times a month	Never	Don't know/ Prefer not to Answer
16. ... have trouble going to sleep, wake up often, or have trouble getting back to sleep?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. ... have trouble controlling your eating (e.g., eating too little, eating too much, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. ...have trouble keeping up with school and homework?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. ...have conflicts with friends?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. ...have conflicts with other youth?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. ...have conflicts with family members?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Survey ID:

Today's date: \_\_\_\_\_

## EBAYC CRDP Pre Survey

*How much do you agree or disagree with the following statements.*

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know/ Prefer not to Answer
22. I feel comfortable sharing my thoughts and feelings with my family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. If I had a personal problem, I could ask my parents (or caregivers) for help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. If I had a personal problem, I have a friend I could talk to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. If I was struggling with something emotional, like depression, anxiety or thoughts of suicide, I would talk to someone about it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. I feel good about how I handle most conflicts or disagreements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. When I disagree with someone, I try to talk it through with them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Please mark an answer for each row below.*

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know/ Prefer not to Answer
28. When I feel angry or sad at school I know what to do to feel better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. I know how to relax when I feel tense.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. I can control my temper when I am angry with other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*How true are the following statements?*

There is at least one adult in my life...	Very much true	Pretty much true	A little true	Not at all true	Don't know/ Prefer not to Answer
31. ...who really cares about me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. ...who notices when I'm not there.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. ...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"/>
34. ...who tells me when I do a good job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. ...who always wants me to do my best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. ...who notices when I'm in a bad mood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. ...who cares about my school work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. ...who talks with me about my problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. ...who believes that I will be a success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Survey ID:

Today's date: \_\_\_\_\_

## EBAYC CRDP Pre Survey

40. How old are you? Write in age: \_\_\_\_\_

41. What is the language you speak most often at home? Please specify here: \_\_\_\_\_

	Yes	No	Don't know/ Prefer not to Answer
42. Are you a member of the LGBTQIA+ community?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

43. What is your race and ethnic origin(s)? **Mark all that apply.**

<input type="radio"/> American Indian or Alaska Native	<input type="radio"/> Chinese	<input type="radio"/> Latino, Hispanic, or Spanish	<input type="radio"/> White
<input type="radio"/> Black or African American	<input type="radio"/> Filipino	<input type="radio"/> Mien	<input type="radio"/> Don't Know
<input type="radio"/> Burmese	<input type="radio"/> Hmong	<input type="radio"/> Native Hawaiian or Pacific Islander	<input type="radio"/> Prefer not to Answer
<input type="radio"/> Cambodian	<input type="radio"/> Laotian	<input type="radio"/> Vietnamese	
<input type="radio"/> Other (please specify): _____			

Thank you for taking our survey!

Survey ID:

Today's date: \_\_\_\_\_

**EBAYC CRDP Pre Survey**

## **Appendix E: CRDP SWE Pre-survey**

### **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 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 the primary culture you identify with, specifically the culture that influences your beliefs and values and how you act.

At present...	Strongly Agree	Agree	I am Neutral	Disagree	Strongly Disagree
22. Your culture gives you strength.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Your culture is important to you.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. 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"/>
25. 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.

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
26. ...connected to your culture?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. ...balanced in mind, body, spirit, and soul?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. ...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"/>
29. ...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"/>

30. In the past 12 months, did you <b>THINK YOU NEEDED HELP</b> for emotional or mental health problems, such as feeling sad, anxious, or nervous?					
<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Refuse	<input type="radio"/> Don't know		

31. In the past 12 months, <b>HAVE YOU RECEIVED</b> any psychological or emotional counseling from any of the following?					
	Yes	No	Refuse	Don't know	
a. Traditional helping professional such as 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> , or peer counselor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

32. In the past 12 months, <b>HAVE YOU RECEIVED</b> any psychological or emotional counseling from someone <b>AT SCHOOL</b> , such as a school counselor, school psychologist, psychiatrist or social worker?					
<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Refuse	<input type="radio"/> Don't know		

33. In the past 12 months, <b>HAVE YOU RECEIVED</b> any psychological or emotional counseling from someone <b>OUTSIDE OF SCHOOL</b> , like a counselor, therapist, psychologist, psychiatrist or social worker?					
<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Refuse	<input type="radio"/> Don't know		

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. ...that everything was an effort (in other words, everything feels like it's too much or too hard)?	<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"/>

The next question is about your health during the past 30 days.

40. Would you say that in general your health is?					
<input type="radio"/> Excellent	<input type="radio"/> Very good	<input type="radio"/> Good	<input type="radio"/> Fair	<input type="radio"/> Poor	

41. Now thinking about your *physical health*, which includes physical illness and injury, for how many days during the past 30 days was your physical health not good?

Number of days  None  Don't know/Not sure

42. Now thinking about your *mental health*, which includes stress, depression, and problems with emotions, for how many days during the past 30 days was your mental health not good?

Number of days  None  Don't know/Not sure

43. During the past 30 days, for about how many days did *poor physical or mental health* keep you from doing your usual activities, such as self-care, work, or recreation?

Number of days  None  Don't know/Not sure

44. In the past 6 months, have you done any volunteer work or community service that you have not been paid for?

Yes  No  Refuse  Don't know

About how often during the past 30 days did you ...	All of the time	Most of the time	Some of the time	A little of the time	None of the time
45. ...feel happy at school?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
46. ...feel like you really belong in your classes?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
47. ...feel accepted by your peers?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
48. ...feel close to your friends?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
49. ...feel close to your family?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
50. ...feel happy spending time with your family?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
51. ...feel good about who you are?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
52. ...feel that you can safely express your whole self (e.g., race, religion, gender or gender identity, disability, sexual identity, etc.)?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

*How much do you agree or disagree with the following statements.*

	Strongly Agree	Agree	Disagree	Strongly Disagree
28. I feel comfortable sharing my thoughts and feelings with my family.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
29. If I had a personal problem, I could ask my parents (or caregivers) for help.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
30. If I had a personal problem, I have a friend I could talk to.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
31. If I was struggling with something emotional, like depression, anxiety or thoughts of suicide, I would talk to someone about it.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
32. I feel good about how I handle most conflicts or disagreements.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
33. When I disagree with someone, I try to talk it through with them.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

*Please mark an answer for each row below.*

	Strongly Agree	Agree	Disagree	Strongly Disagree
40. When I feel angry or sad at school, I know what to do to feel better.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
41. I know how to relax when I feel tense.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
42. I can control my temper when I am angry with other people.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

*How true are the following statements?*

There is at least one adult in my life...	Very much true	Pretty much true	A little true	Not at all true
43. ...who really cares about me.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
44. ...who notices when I'm not there.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
45. ...who listens to me when I have something to say.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
46. ...who tells me when I do a good job.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
47. ...who always wants me to do my best.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
48. ...who notices when I'm in a bad mood.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
49. ...who cares about my school work.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
50. ...who talks with me about my problems.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
51. ...who believes that I will be a success.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>



53. What is your race and ethnic origin? *Select only one race category and specify your ethnic origin.*

☐ American Indian or Alaska Native

☐ Black or African American: Please specify your ethnic origin(s): \_\_\_\_\_

☐ Latino, Hispanic, or Spanish: Please specify your ethnic origin(s): \_\_\_\_\_

☐ Asian: Please specify your ethnic origin(s): \_\_\_\_\_

☐ Native Hawaiian or Other Pacific Islander: Please specify your ethnic origin(s): \_\_\_\_\_

☐ White: Please specify your ethnic origin(s): \_\_\_\_\_

☐ Other Race: Please specify your race and ethnic origin(s): \_\_\_\_\_

☐ Multi-Racial: Please specify your origin(s) \_\_\_\_\_

☐ Refused

☐ Don't Know

54. 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

55. What is your preferred language? Please write in your answer below.

56. Were you born:

☐ Inside the U.S.

☐ Outside the U.S.

☐ Refuse

☐ Don't know

57. 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

☐ Refuse

☐ Don't know

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

☐ I have lived in the United States for about \_\_\_\_\_ year(s).

☐ Not applicable

*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 – some prefer other terms such as Genderfluid, Agender, Enby, Androgynous, etc. To help us understand you personally, 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.*

59. When I was born, the person who delivered me (e.g., doctor, nurse/midwife, family members) thought I was a...  
Please write in your answer below.

60. When it comes to my gender identity, I think of myself as... Please write in your answer below.

*Everyone has a sexual orientation. Some people are straight and are attracted to people of another gender. For example, a straight woman is attracted to men and prefers to date or have sex with men. Other people are gay or lesbian and are attracted to people of the same gender. For example, a gay man is attracted to other men and prefers to date or have sex with other men. Still other people are bisexual and are attracted to both men and women. 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. Just to be clear, who you are attracted to and prefer to date or have sex with is called sexual orientation.*

61. What is your sexual orientation? Please write in your answer below.

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, please let your EBAYC counselor know and they can follow up with resources and support.

# Appendix F: Local Evaluation Interim Survey

Survey ID:

Today's date: \_\_\_\_\_

## EBAYC CRDP Interim Survey 1

The California Reducing Disparities Project (CRDP) is a statewide project that is working across five historically unserved, underserved, and/or inappropriately served population groups: African American; Asian and Pacific Islander; Latino; Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ); and Native American. All information that you share on this survey will be confidential. Some of the questions may not apply to you or could make you feel uncomfortable. You do not have to answer every question. Your response is completely voluntary.

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	Don't know/ Prefer not to Answer
62. ...happy at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
63. ...like you really belong in your classes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64. ...accepted by your peers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
65. ...close to your friends?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
66. ...close to your family?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
67. ...happy spending time with your family?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
68. ...good about who you are?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
69. ...that you can safely express your whole self (e.g., race, religion, gender or gender identity, disability, sexual identity, etc.)?	<input type="radio"/>	<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	Don't know/ Prefer not to Answer
70. ... nervous?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
71. ... worthless or hopeless?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
72. ... restless or fidgety?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
73. ... lonely?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
74. ...empty?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
75. ...angry or aggressive?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
76. ...worried about other things?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During the past 30 days, how often did you...	Almost Every Day	2 to 3 times a week	1 to 2 times a week	1 to 3 times a month	Never	Don't know/ Prefer not to Answer
77. ... have trouble going to sleep, wake up often, or have trouble getting back to sleep?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
78. ... have trouble controlling your eating (e.g., eating too little, eating too much, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
79. ...have trouble keeping up with school and homework?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
80. ...have conflicts with friends?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
81. ...have conflicts with other youth?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
82. ...have conflicts with family members?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*How true do you feel the next statements are?*

	Very much true	Pretty much true	A little true	Not at all true	Don't know/ Prefer not to Answer
52. I feel comfortable with my EBAYC youth counselor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. I feel respected by my counselor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. My counselor cares about me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55. My EBAYC counselor listens to what I have to say.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56. 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"/>
57. I feel comfortable talking with my counselor about my culture or background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58. My counselor helps me to talk about my feelings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59. My EBAYC counselor has helped me to <b>set</b> goals for myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60. My EBAYC counselor has helped me to <b>achieve</b> goals I set for myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
61. My EBAYC counselor gives me good advice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62. My EBAYC youth counselor has been accessible to me when I needed them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
63. My EBAYC counselor is consistent in her/his follow through with me (even if I'm not).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64. I view my counselor as a positive role model.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
65. Overall, I am satisfied with EBAYC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

66. Do you have anything else to share and/or any suggestions to make your experience with EBAYC better?

Thank you for taking our survey!

Survey ID:

Today's date: \_\_\_\_\_

## EBAYC CRDP Post Survey

### Appendix G: Local Evaluation Post-Survey

The California Reducing Disparities Project (CRDP) is a statewide project that is working across five historically unserved, underserved, and/or inappropriately served population groups: African American; Asian and Pacific Islander; Latino; Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ); and Native American. All information that you share on this survey will be confidential. Some of the questions may not apply to you or could make you feel uncomfortable. You do not have to answer every question. Your response is completely voluntary.

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	Don't know/ Prefer not to Answer
83. ...happy at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
84. ...like you really belong in your classes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
85. ...accepted by your peers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
86. ...close to your friends?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
87. ...close to your family?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
88. ...happy spending time with your family?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
89. ...good about who you are?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
90. ...that you can safely express your whole self (e.g., race, religion, gender or gender identity, disability, sexual identity, etc.)?	<input type="radio"/>	<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	Don't know/ Prefer not to Answer
91. ... nervous?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
92. ... worthless or hopeless?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
93. ... restless or fidgety?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
94. ... lonely?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
95. ...empty?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
96. ...angry or aggressive?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
97. ...worried about other things?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During the past 30 days, how often did you...	Almost Every Day	2 to 3 times a week	1 to 2 times a week	1 to 3 times a month	Never	Don't know/ Prefer not to Answer
98. ... have trouble going to sleep, wake up often, or have trouble getting back to sleep?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
99. ... have trouble controlling your eating (e.g., eating too little, eating too much, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
100....have trouble keeping up with school and homework?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
101....have conflicts with friends?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
102....have conflicts with other youth?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
103....have conflicts with family members?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Survey ID:

## EBAYC CRDP Post Survey

*How much do you agree or disagree with the following statements.*

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know/ Prefer not to Answer
34. I feel comfortable sharing my thoughts and feelings with my family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. If I had a personal problem, I could ask my parents (or caregivers) for help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. If I had a personal problem, I have a friend I could talk to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. If I was struggling with something emotional, like depression, anxiety or thoughts of suicide, I would talk to someone about it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. I feel good about how I handle most conflicts or disagreements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. When I disagree with someone, I try to talk it through with them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Please mark an answer for each row below.*

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know/ Prefer not to Answer
67. When I feel angry or sad at school I know what to do to feel better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
68. I know how to relax when I feel tense.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
69. I can control my temper when I am angry with other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*How true are the following statements?*

	Very much true	Pretty much true	A little true	Not at all true	Don't know/ Prefer not to Answer
<b>There is at least one adult in my life...</b>					
70. ...who really cares about me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
71. ...who notices when I'm not there.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
72. ...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"/>
73. ...who tells me when I do a good job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
74. ...who always wants me to do my best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
75. ...who notices when I'm in a bad mood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
76. ...who cares about my school work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
77. ...who talks with me about my problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
78. ...who believes that I will be a success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**How much do you agree with the following statements?**

Since starting the EBAYC program...	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ Prefer not to Answer
79. I get along better with family members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
80. I get along better with my friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
81. I get along better with other people in general.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
82. I am doing better in school and/or work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
83. I am better able to cope with disappointments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
84. I am better able to cope with negative feelings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
85. I am better able to deal with conflicts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**How true do you feel the next statements are?**

	Very much true	Pretty much true	A little true	Not at all true	Don't know/ Prefer not to Answer
86. I feel comfortable with my EBAYC youth counselor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
87. I feel respected by my counselor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
88. My counselor cares about me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
89. My EBAYC counselor listens to what I have to say.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
90. 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"/>
91. I feel comfortable talking with my counselor about my culture or background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
92. My counselor helps me to talk about my feelings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
93. My EBAYC counselor has helped me to <b>set</b> goals for myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
94. My EBAYC counselor has helped me to <b>achieve</b> goals I set for myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
95. My EBAYC counselor gives me good advice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
96. My EBAYC youth counselor has been accessible to me when I needed them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
97. My EBAYC counselor is consistent in her/his follow through with me (even if I'm not).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
98. I view my counselor as a positive role model.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
99. Overall, I am satisfied with EBAYC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

100. Do you have anything else to share and/or any suggestions to make your experience with EBAYC better?

Survey ID:

Today's date: \_\_\_\_\_

## EBAYC CRDP Post Survey

## Appendix H: CRDP SWE Post-survey

*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 the primary culture you identify with, specifically the culture that influences your beliefs and values and how you act.*

At present...	Strongly Agree	Agree	I am Neutral	Disagree	Strongly Disagree
104. Your culture gives you strength.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
105. Your culture is important to you.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
106. 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"/>
107. 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.*

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
108. ...connected to your culture?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
109. ...balanced in mind, body, spirit, and soul?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
110. ...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"/>
111. ...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"/>

*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
112. ... nervous?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
113. ... hopeless?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
114. ... restless or fidgety?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
115. ...so depressed that nothing could cheer you up?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
116. ...that everything was an effort (in other words, everything feels like it's too much or too hard)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
117. ...worthless?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*The next question is about your health during the past 30 days.*

118. Would you say that in general your health is?	<input type="radio"/> Excellent	<input type="radio"/> Very good	<input type="radio"/> Good	<input type="radio"/> Fair	<input type="radio"/> Poor
119. Now thinking about your <i>physical health</i> , which includes physical illness and injury, for how many days during the past 30 days was your physical health not good?	<input type="radio"/> Number of days _____	<input type="radio"/> None	<input type="radio"/> Don't know/Not sure		
120. Now thinking about your <i>mental health</i> , which includes stress, depression, and problems with emotions, for how many days during the past 30 days was your mental health not good?	<input type="radio"/> Number of days _____	<input type="radio"/> None	<input type="radio"/> Don't know/Not sure		
121. During the past 30 days, for about how many days did <i>poor physical or mental health</i> keep you from doing your usual activities, such as self-care, work, or recreation?	<input type="radio"/> Number of days _____	<input type="radio"/> None	<input type="radio"/> Don't know/Not sure		



Survey ID:

Today's date: \_\_\_\_\_

## EBAYC CRDP Post Survey

About how often during the past 30 days did you ...	All of the time	Most of the time	Some of the time	A little of the time	None of the time
122. ...feel happy at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
123. ...feel like you really belong in your classes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
124. ...feel accepted by your peers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
125. ...feel close to your friends?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
126. ...feel close to your family?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
127. ...feel happy spending time with your family?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
128. ...feel good about who you are?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
129. ...feel that you can safely express your whole self (e.g., race, religion, gender or gender identity, disability, sexual identity, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*How much do you agree or disagree with the following statements.*

	Strongly Agree	Agree	Disagree	Strongly Disagree
40. I feel comfortable sharing my thoughts and feelings with my family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. If I had a personal problem, I could ask my parents (or caregivers) for help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. If I had a personal problem, I have a friend I could talk to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. If I was struggling with something emotional, like depression, anxiety or thoughts of suicide, I would talk to someone about it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. I feel good about how I handle most conflicts or disagreements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. When I disagree with someone, I try to talk it through with them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Please mark an answer for each row below.*

	Strongly Agree	Agree	Disagree	Strongly Disagree
101. When I feel angry or sad at school I know what to do to feel better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
102. I know how to relax when I feel tense.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
103. I can control my temper when I am angry with other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*How true are the following statements?*

There is at least one adult in my life...	Very much true	Pretty much true	A little true	Not at all true
104. ...who really cares about me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
105. ...who notices when I'm not there.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
106. ...who listens to me when I have something to say.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
107. ...who tells me when I do a good job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
108. ...who always wants me to do my best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
109. ...who notices when I'm in a bad mood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
110. ...who cares about my school work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
111. ...who talks with me about my problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
112. ...who believes that I will be a success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*How much do you agree with the following statements?*

Since starting the EBAYC program...	Strongly Agree	Agree	Disagree	Strongly Disagree
113. I get along better with my family members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
114. I get along better with my friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
115. I get along better with other people in general.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
116. I am doing better in school and/or work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
117. I am better able to cope with disappointments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
118. I am better able to cope with negative feelings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
119. I am better able to deal with conflicts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Survey ID:

Today's date: \_\_\_\_\_

## EBAYC CRDP Post Survey

*Please help us make our program better by answering some questions. Please answer the questions based on the services, program or activities connected to EBAYC. 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 EBAYC.*

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Not Applicable
120. 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"/>
121. 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"/>
122. 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"/>
123. 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"/>
124. I got the help I wanted.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
125. Staff respected my religious/spiritual beliefs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
126. 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"/>
127. 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"/>
128. I am better at handling my daily life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
129. I am better able to do the things I want to do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
130. 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"/>
131. I feel comfortable with my EBAYC youth counselor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
132. I feel respected by my counselor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
133. My counselor cares about me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
134. My counselor helps me to talk about my feelings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
135. My EBAYC counselor has helped me to <b>set</b> goals for myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
136. My EBAYC counselor has helped me to <b>achieve</b> goals I set for myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
137. My EBAYC counselor gives me good advice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
138. My EBAYC counselor is consistent in her/his follow through with me (even if I'm not).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
139. I view my counselor as a positive role model.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

140. Do you have anything else to share and/or any suggestions to make your experience with EBAYC better?

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, please let your EBAYC counselor know and they can follow up with resources and support.