



Hispanic Advocacy and Community Empowerment through Research

# STAND UP PARTICIPATE PROGRAM EVALUATION

Final Report



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## **About Hispanic Advocacy and Community Empowerment through Research (HACER):**

HACER's mission is to provide the Minnesota Latino community the ability to create and control information about itself to affect critical institutional decision-making and public policy. General support for HACER has been provided by the Minnesota Council of Nonprofits (MCN), and Minnesota-based philanthropic organizations.

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## EXECUTIVE SUMMARY

The following report presents the results of the final evaluation performed to assess the Stand Up Participate (SUP) program lead by Asian Media Access (AMA). Initially, we explain the program context considering racial breakdown in the corresponding sites. We then explain the SUP program's intended outcomes, our evaluation methods, and project results. Lastly, we will discuss the dissemination plan and the lessons that were learned through collected qualitative data, following up with recommendations based on the results of our assessment, and a sustainability plan to aid in towards continuing the work of SUP.

The SUP program was conducted in North Minneapolis, Brooklyn Park, and Brooklyn Center based on demographic characteristics, educational disparities and criminality rates. In these areas, there is a large representation of minority groups - populations of color comprise nearly 50% of the populations. These locations have educational disparities by race that are evident when looking at the educational attainment and the Minnesota Report Card (MRC) results segregated in different racial minority groups. In regards to criminality, the sites chosen for the SUP program have crime rates that exceed the state ones considerably. Additionally, it was determined that victims and offenders of homicide in Minnesota are very young, which highlights the importance of working with youth.

The intended outcomes for the SUP program was to form a network where various community organizations and stakeholders could create strong partnerships to collaborate, communicate, exchange resources and knowledge to better assist minority communities, even after the grant period. Next, SUP created a program to support minority youth in building skills,

and bridging communication between parents, staff, and community members. Another activity that the SUP focused on was building relationships between the community and law enforcement agencies to reduce youth violence and crime, and create a mutual understanding of community residents and law enforcement officers.

Through the evaluation framework, we intend to demonstrate the effectiveness of integrating public health and community policing approaches to reduce disparities in access to public health services and violent crimes, and improve the health and wellbeing of communities of color in Hennepin County. We used methodologies derived from a community-based participatory evaluation approach, where we included pre-surveys and post-surveys for participants of the programs, surveys for teachers, group interviews with participants from the AMA and LVY Foundation programs, and individual interviews with the directors of AMA and LVY Foundation.

The program results fall into three categories (1) Improvement in criminal justice outcomes, (2) improvement in health outcomes, and (3) Improvement in educational outcomes. First, improvement in criminal justice outcomes analyze the improvement on participants' relationship with law enforcement before and after the program, and improvement on criminal rates on SUP sites. Second, improvements in health outcomes shows an increase of access to public health and/or social services. Third, improvement in educational outcomes considers improvement in school attendance and in school performance according to teachers' perspective and the development of leadership skills among participants.

The dissemination plan of the Stand Up Participate program is also noted in the report regarding the past three years of the project. The dissemination of our products included presentations at different forums, and national and regional academic conferences. Past reports have already been published but we intend to publish some of our further findings by submitting proposals to different national journals.

In regards to the barriers and lessons learned we found that throughout the program, youth participants identified that the program lacked youth representation in key planning processes, lack of funding for various projects, difficulty to balance school and program activities, and noticed lack of motivation from other peers. As for the program director's standpoint, both found that the biggest barriers included taking more time to build partnerships directly in the community, institutional obstacles when engaging with law enforcement, and some parents expressing dissatisfaction with program activities as they felt uninvolved and unaware of the programs incentives. Recommendations were provided for each barrier stated above; providing opportunity for feedback from youth towards program structure, communicating and collaborating with other community-based organizations, providing study times and areas for youth to focus on homework, engaging parents by newsletters, house visits, social media, and creating more opportunities for law enforcement officers and youth to build relationships to break down stigmas, as well as research strategies to engage more youth to attend and participate in the program.

The SUP program directors, wishes to continue the SUP program even after funding has concluded. Thus, training other agencies and partner organizations on the primary strategy of

bicultural healthy living will be passed on. The program also heavily focuses on providing practical and transferable tools and skills that hone in on leadership. With the SUP program continuing, it will surely be enhanced and developed to provide more effective and impactful results throughout the youth and communities.



## INTRODUCTION/PURPOSE



## I. INTRODUCTION/PURPOSE

Stand Up Participate was a three year community-based program that contained a number of after school activities designed for minority youth from the ages of ten to eighteen. It aimed to provide support and resources in the development of youth and simultaneously reduce violent activity perpetuated by and against youth. Through a number of culturally relevant activities and income-generating projects, SUP served as a space for young people to create meaningful relationships, develop leadership skills, and learn productive ways to positively contribute to their community. AMA collaborated with many other key community and governmental agencies which served in the expansion of the program’s influence and contributed to its far-reaching effects.

The program focused on at-risk minority youth in North Minneapolis, Brooklyn Park, and Brooklyn Center based on demographic characteristics, educational disparities and criminality rates. In these areas, there is a large representation of minority groups with populations of color comprising nearly 50% of the total population, mainly African Americans and Southeast Asian Americans (See Table 1)

<b>Race</b>	<b>Minneapolis</b>		<b>Brooklyn Center</b>		<b>Brooklyn Park</b>	
White alone	260,331	63.4%	15,475	50.3%	40,093	50.7%
Black or African American Alone	80,984	19.7%	8,866	28.8%	21,333	27.0%
American Indian and Alaska Native alone	3,687	0.9%	-	0.0%	625	0.8%
Asian alone	27,086	6.6%	2,784	9.0%	13,432	17.0%
Native Hawaiian and Other Pacific Islander alone	-	0.0%	-	0.0%	-	0.0%
Some other race alone	19,613	4.8%	2,466	8.0%	1,130	1.4%
Two or more races	19,234	4.7%	1,179	3.8%	2,537	3.2%
<b>Total</b>	<b>410,935</b>		<b>30,770</b>		<b>79,150</b>	

Source: 2015 American Community Survey 1-Year

*Table 1 Racial Breakdown in the cites of the SUP program*

These locations have educational disparities by race that are evident when looking at the educational attainment and the Minnesota Report Card (MRC) results segregated by different racial minority groups.

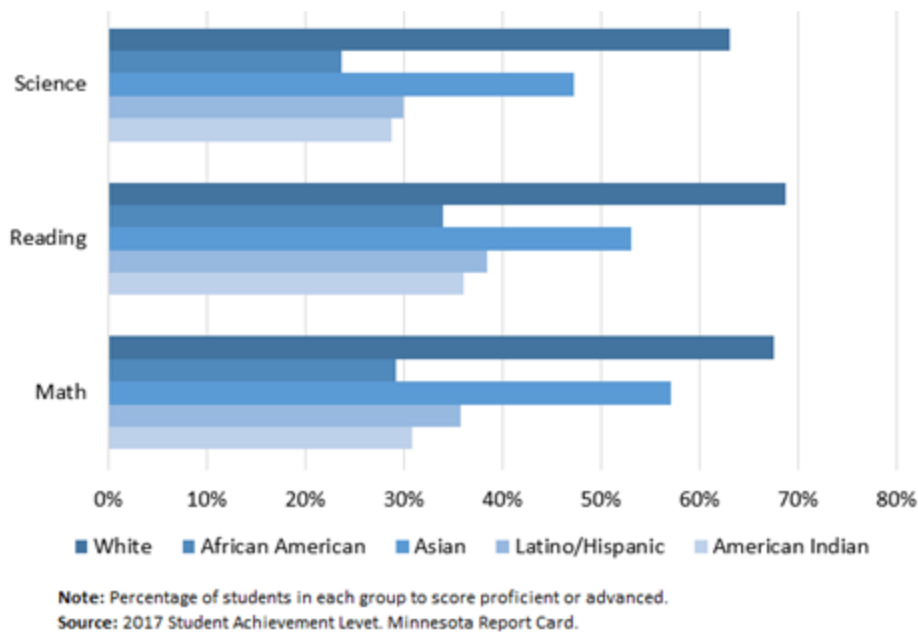
At the state level, almost 95% of the white population have a high school diploma. Nevertheless, for African Americans, Asian Americans and Latinos, the proportion of individuals with high school diplomas decreases considerably with figures of 80.6%, 79.5% and 65% respectively. Table 2 illustrates the intense disparity in education based on race and how this particularly affects the neighborhoods in which the SUP program operated.

	Minnesota	Minneapolis	Brooklyn Center	Brooklyn Park
<b>White alone (not Hispanic or Latino)</b>				
High school graduate or higher	94.9%	96.7%	93.3%	96.6%
Bachelor's degree or higher	35.0%	59.1%	25.9%	35.8%
<b>Black alone</b>				
High school graduate or higher	80.6%	73.8%	80.2%	86.6%
Bachelor's degree or higher	19.3%	15.0%	13.4%	17.3%
<b>Asian alone</b>				
High school graduate or higher	79.5%	77.6%	63.2%	78.0%
Bachelor's degree or higher	43.1%	49.1%	15.4%	23.7%
<b>Hispanic or Latino Origin</b>				
High school graduate or higher	65.0%	55.4%	51.0%	64.9%
Bachelor's degree or higher	16.3%	15.8%	7.9%	8.3%

Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates

*Table 2 Educational Attainment by Race*

Educational disparities are also evident in math, reading, and science test scores on the Minnesota Report Card (Figure 1). White and Asian students far outperformed students of other races while African Americans were the most disadvantaged (they failed 2017 tests at twice the rate of White students).



*Figure 1 Proficiency in Math, Reading, and Science (2017)*

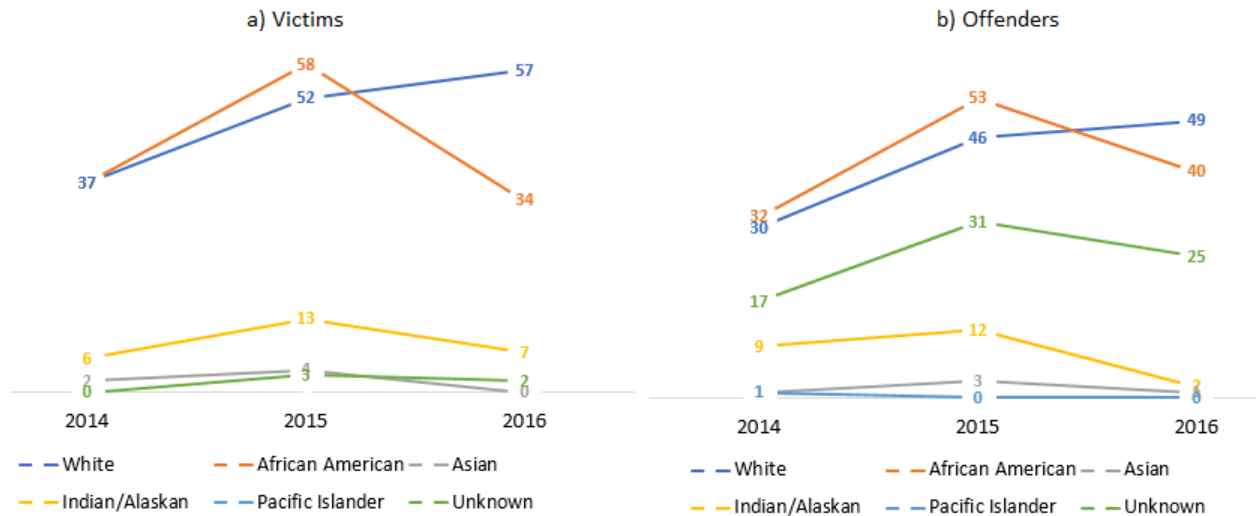
In regards to criminality, the neighborhoods chosen for the SUP program have a crime rate that exceeds the state crime rate considerably. Violent crimes include homicide, rape, armed robbery and aggravated assault.<sup>1</sup> In Minnesota the violent crime rate per 100,000 residents is 2.43, lower than the national median of 3.8. When looking at each of the SUP sites, their rates exceed the state rate considerably. Minneapolis increases to 10.73 (with 4,410 violent crimes annually), 3.93 in Brooklyn Center (with 121 violent crimes annually) and 3.74 in Brooklyn Park (with 296 violent crimes annually).

Additionally, it was determined that victims and offenders of homicide in Minnesota are very young (Figure 2). When looking at White victims, 33.3% were between 20 and 35 years old;

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<sup>1</sup> Neighborhood Scout. Crime Data. Information retrieved from <https://www.neighborhoodscout.com/about-the-data/crime-rates>

while of African American victims, 70.6% were between 18 and 35 years old. For both cases, more than 75% of offenders were between 18 and 40 years old.



Source: Department of Public Safety, State of Minnesota (2016). Uniform Crime Report.

Figure 2 Homicide Victims and Offenders by Race 2014-2016

Due to high rates of violent crime and large disparities in education within these neighborhoods, AMA started the Stand Up Participate program and served as the leading organization in its development and implementation throughout the three years it was running. AMA is a Minneapolis-based nonprofit organization that provides comprehensive educational services in community media arts and supports creative solutions for problems faced by the Asian American & Pacific Islander (AAPI) community through education, production,

information technology, and community organizing<sup>2</sup>. Together with key partners<sup>3</sup>, AMA initiated the SUP program with a grant from the Office of Minority Health (OMH) in 2013 as part of the Minority Youth Violence Prevention (MYVP) Initiative<sup>4</sup>.

Based on the expectations of this grant and in alignment with the mission of OMH, the goal of the SUP program was to effectively integrate public health and community policing approaches to reduce disparities in access to public health services and violent crimes and to improve the health and well-being of communities of color. More specifically the goals were as follows:

1. To improve coordination, collaboration, and linkages among state and/or local law enforcement, public health, social services, and private entities to address youth violence and crime prevention
2. To improve academic outcomes among participants of the MYVP Initiative
3. To reduce negative encounters with law enforcement
4. To increase access to needed public health and/or social services
5. To reduce community violence and crimes perpetrated by minority youth
6. To reduce violent crimes against minority youth

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<sup>2</sup> United States Department of Justice, Federal Bureau of Investigation, Criminal Justice Information Services Division (online, 07/25/2017). Retrieved from <https://ucr.fbi.gov/crime-in-the-u.s/2011/crime-in-the-u.s.-2011/violent-crime/violent-crime>

<sup>3</sup> Key partners include: Asian Media Access, Iny Asian Dance Theater, LVY Foundation, HACER, Minneapolis Health Department, Minneapolis Police Department, Brooklyn Park Health Department, Brooklyn Park Police Department, Brooklyn Center Police Department, Hennepin County Sheriff's Office and Center for Court Innovation.

<sup>4</sup> Minority Youth Violence Prevention is an initiative of the Office of Minority Health at the U.S. Department of Health and Human Services, and the Office of Community Oriented Policing Services at the U.S. Department of Justice. The initiative seeks to engage public health organizations, law enforcement agencies, and community-based groups in an effort to curb violence and reduce disparities in access to public health among at-risk minority youth.

Based on this set of goals, the specific objectives of the SUP program were:

**Objective 1:** Reduce homicide rate, firearm violence injuries, and other violent crime perpetrated by/against minority youth by 5% at August 30<sup>th</sup>, 2017.

**Objective 2:** Improve academic outcomes among 250 youth participants and increase their access to needed public health and/or social services per year.

**Objective 3:** Improve relationships with public health and law enforcement entities through the “Bicultural Healthy Living” public campaign for 5,000 people of color in Hennepin County per year.

Objective 4: Improve coordination, collaboration, and linkages among 30 county and/or local law enforcement, public health, and community-based agencies to address youth violence and crime prevention from a comprehensive approach at August 30<sup>th</sup>, 2017.

Given the nature of program objectives where each objective is composed of series of “sub-objectives” it is difficult to establish if objectives were completely met or not. However, according to the evaluation results, we concluded that all objectives were accomplished to some extent. Objective 1 was met in terms of a reduction in homicide rates in the SUP sites - although there is not enough information to attribute this reduction particularly to the SUP program. Other information included in the Objective 1 was not possible to track as it wasn’t available to the public. In regards Objective 2, we can conclude that educational outcomes improved for several of the participants according to teachers who stated that 56.3% of student had improved their academic performance and 38.4% their attendance to class. Regarding the subsection of Objective 2 that makes reference to increase youth’s access to needed public

health and/or social services, we could conclude that the program contributed to this goal by referring more than 132 youth to public health and social services according to their particular needs. In regards, Objective 3 the program improve relationships with public health and law enforcement entities through different program activities that focused on a mutual understanding and relationship building among parties. Finally, regarding Objective 4, we established that the program achieved improvements in coordination, collaboration, and linkages among state and/or local law enforcement, public health, social services and private entities to address youth violence and crime prevention, as the SUP program increased its collaboration with partners an average of 47% annually.

For this program, AMA collaborated with a diverse group of organizations and individuals to achieve its stated goals and objectives. Key partners included the LVY Foundation, Hmong International Academy and Iny Asian Dance Theater. Other key partners included the Departments of Health and the Police Departments of Minneapolis, Brooklyn Park, and Brooklyn Center, as well as the Center for Court Innovation. Health Services (state, local and tribal governments) were accountable for delivering a variety of health programs and were partially responsible for the “Bicultural Healthy Living” training. Police Departments were responsible for referrals and joint training for Community Policing strategies and the SARA model.<sup>5</sup>

Community partners were primarily non-profit organizations who coordinated with SUP program’s key partners as service providers. These partnerships provided the program with

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<sup>5</sup> It is a commonly used problem-solving method, especially in policing and risk management. SARA Model includes the following sessions: Scanning, Analysis, Response and Assessment.

networks and connections with community members, school districts, and funders to strengthen networks and to expand their reach in youth development and violence prevention. Partnerships with community organizations were on rotation and project-based which means that partners were involved when timelines and project schedules worked for both parties. Moreover, Hispanic Advocacy and Community Empowerment through Research (HACER) was accountable for the evaluation and research aspects of this program. This organization cooperated with AMA in a community-based participatory manner.

Partnering with many organizations and departments was a key factor in SUP attaining many of their goals. These collaborations created a link between the community and higher level organizations and provided avenues for youth to access health services. Moreover, the involvement of criminal justice entities was critical in addressing some of the conflicts within the target communities by increasing a mutual understanding and building a stronger relationships between participants and law enforcement.



## INTENDED OUTCOMES

**RESPECT  
THE  
LOCALS**

REGENERATION NOT GENTRIFICATION

## II. INTENDED OUTCOMES

In order to improve coordination, collaboration, and linkages among local law enforcement, public health, social services and private entities to address youth violence and crime prevention AMA and LVY Foundation worked on building relationships with different stakeholders that had public influence or direct contact with the communities. First, AMA and LVY foundation first focused on wide-spread networking of community partners and key partners to exchange resources and knowledge for a shared mission. This network expanded geographically and categorically during the three years of the program by maintaining flexibility according to program activities. Second, AMA, LVY Foundation, and HACER worked closely embracing a community-based participatory approach to engage community residents and organizations in evaluations. During the SUP program, there was a particular interest in considering the community opinions, their changing environment, and the disadvantaged populations among them. This program emphasized engagement and commitment of participants, partners, and residents. Lastly, the program maintained a consistency of partnerships which strengthened the sustainability of the program itself. AMA and the program's key partners built up strong cooperation with each other via regular meetings, project implementations, frequent communication, and shared values. The SUP program team had wide connection with over a hundred community projects and organizations. Although the partnerships varied according to program activities, the ideas and methods for youth violence prevention were preserved in each organization and future opportunities for collaboration are expected after the grant period.

Additionally, in order to improve academic outcomes among MYVP participants, the SUP program designed a series of activities that focused on increasing participants' leadership, planning, teamwork, and communication skills. The program focused on a comprehensive and holistic approach that created a safe and supporting environment for minority youth including a culturally healthy living framework for youth development. By providing a supportive and consistent environment that enhanced the soft-skills of participants the program intended to stimulate the creation of avenues for preventing crises and conflicts at school. Furthermore, through a "Bicultural Parenting Training" and the "Mother and Daughter Club," the SUP program encouraged parents to work with the youth and to raise their concerns to school staff and to the community — these activities provided parents with information about how to support their children and how to communicate with them effectively.

In order to reduce in negative encounters with law enforcement, the SUP program focused on fostering relationships between the community and the law enforcement agencies through dialogues, site visits, and recreational activities. During the three-year period, the program engaged youth violence prevention specialists from the Police Departments of the City of Minneapolis, Brooklyn Park, and Brooklyn Center. There were plenty of activities and events together with police officers and other community partners for the purpose of improving relationships and mutual understanding between law enforcement officers and community residents. The background research of the SUP program showed that there were intense stereotypes about police officers among minority youth in target communities. Many of them had experiences of being stopped by police officers on the street with no specific reason. They

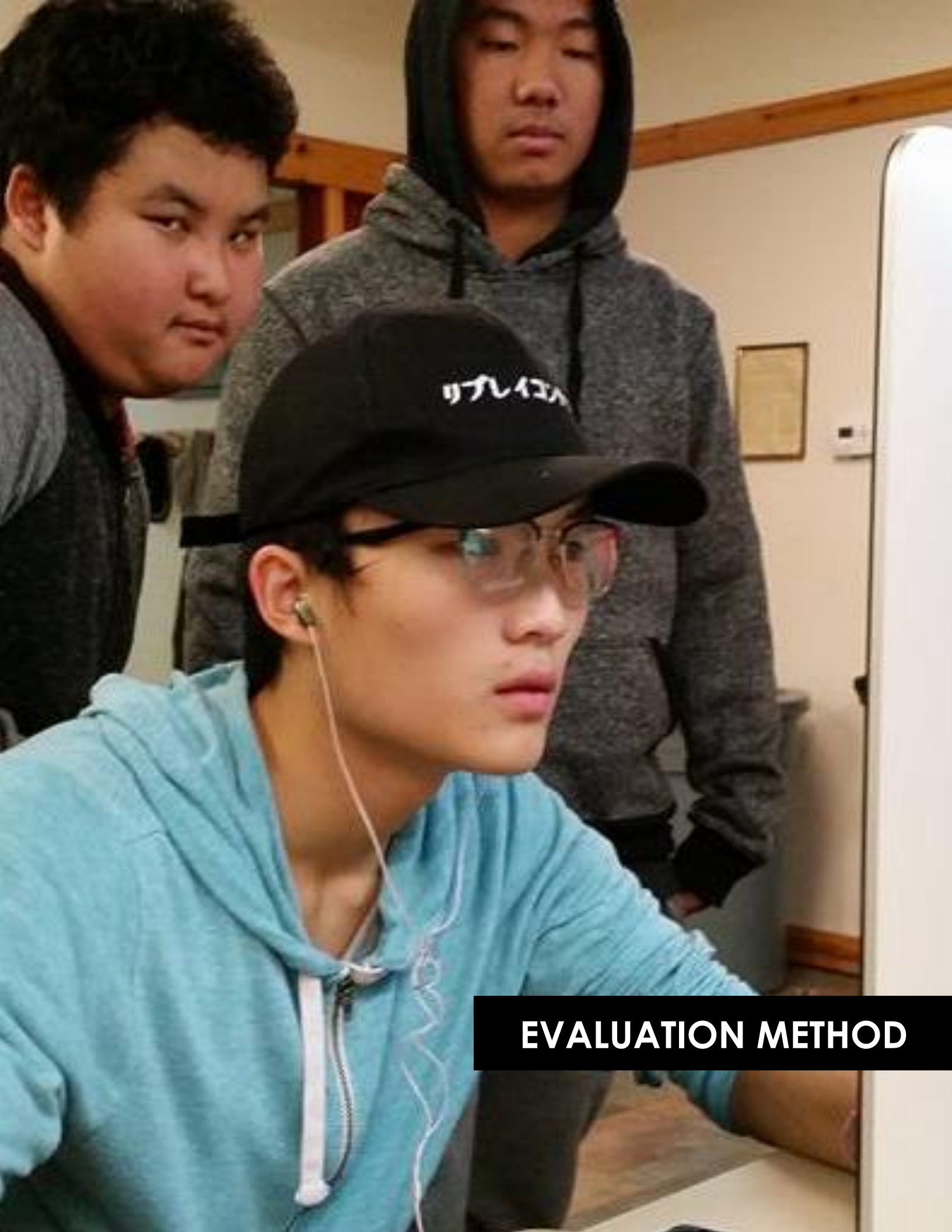
were also dissatisfied with police officers' attitudes of superiority, even when attempting an open dialogue with youth. Youth had the opportunity to frankly express their feelings and have a closer conversation with these adults. There were events and lectures that created awareness about the dangers and challenges that police officers face. For example, in the event "Appreciate the Police" through communication materials it was noted that police officers risk their lives once every 22 minutes for residents' safety. This awareness enabled the youth to have a more complete picture of this group of people serving the community day and night. Through these events there was enhanced a mutual understanding of both parties as police officers were required to recognize residents' diverse cultural backgrounds and behavioral habits and residents were required to understand aspects that inform police officers' behaviors.

To increase access to needed public health and/or social services, the SUP program provided participants with resources within the community according to their particular needs. The "Bicultural Active Living Lifestyle" campaign contained several activities and events to advocate a healthy lifestyle as a combination of eastern and western cultures. Each year, several large-scale outreach events were held during traditional Asian festivals. These usually attracted over a thousand people from around the state. Asian Media Access instructed youth participants to use media devices and guided them in posting healthy living information, community events, and advocacy blogs ran by the youth. The SUP program built up a wide connection with many public health and social service providers that accepted referrals from the SUP program according to participants' specific needs.

To reduce community violence and crimes perpetrated by minority youth, the SUP program focused on creating substantial behavioral changes in participants. This was done using two different approaches aimed at keeping youth participants from violent behaviors and activities. The LVY Foundation provided youth and young adults with business trainings and entrepreneurial opportunities, so that they would have the capacity to earn an income for them and their families. The presumption behind enhancing entrepreneurial development among the youth was that if the youth had housing and food security, they would be less prone to street violence and gang involvement. Additionally, youth get inspired by positive influence from group members and instructors through discovering meaning in life, establishing goals, and working for their personal and professional purposes. AMA also provided youth participants with dancing classes, tutoring, trips abroad for cultural exchange, and media training in order to enrich their after-school life, expand their vision about the world, improve their skills in filming, and connect them with diverse arts.

The SUP program provided youth participants with opportunities to participate in a variety of anti-bullying forums, conferences, and advocacies. These were avenues to gain tools in self-protection and self-discipline. They also provided opportunities to communicate with people working on youth violence prevention around the country. Some of SUP's youth were also invited to make speeches and express their opinions from their point of view as representatives and members of a minority community. These approaches and program designs worked to change youth's mindsets from violence, drugs, cigarettes, and bullying to a more positive focus on a healthy lifestyle.

To reduce violent crimes against minority groups, the SUP program created awareness in the community via community educational events and cooperation with community partners. The reduction of crimes perpetrated against youth required a systematic change because of its dependence on the collaboration of youth, parents, schools, law enforcements, and community residents. The SUP program took advantage of existing actions taken by community partners, joined in their efforts, and made contributions in connecting the at-risk youth to community resources. Some of the activities conducted for this purpose included: (1) a student council of anti-bullying in some middle schools, (2) youth guidance and awareness around potential violence and support to others in need, (3) parents' and community residents' engagement in conferences and forums, and (4) law enforcement and health partners involvement in most activities to provide technical support.



**EVALUATION METHOD**

### III. EVALUATION METHOD

In order to demonstrate the effectiveness of integrating public health and community policing approaches to reduce disparities in access to public health services and violent crimes and improve the health and wellbeing of communities of color in Hennepin County, HACER and AMA created the logic model for (See Appendix A) understanding the theory of change. The assumptions behind the logic model include:

- Disparities exist between majority and minority groups as well as among ethnic minorities regarding access to health resources, social violence occurrence, and opportunity in education. There is a larger gap in low-income minority concentration areas such as in the cities that were targeted by the program
- The cultures associated with the distinctive ethnic groups impact views on healthy living and how people act upon them; thus bilingual/culturally-sensitive approaches should be taken into consideration when designing and planning initiatives among such groups
- Improvement of academic performance will positively contribute to the reduction of violent crimes by youth since guiding them to properly use after-school time and providing them opportunities for self-improvement and income generation will reduce youth's propensity for violence as well as decrease their exposure to a degenerate environment
- The goals and objectives of the SUP program will not be attained without the effort of the communities. The success of this program requires a solid and flexible network among community partners since societal issues are seen at every level



- Word of mouth and social media are both good methods for expanding influence. The SUP program should spread information through existing media methods as well as make creative media products and channels to actively and accurately disseminate culturally sensitive information towards targeted audiences.

A detailed list of activities and strategies was compiled and updated annually based on these assumptions and network of partners (see Appendix B).

Qualitative methods were used for the evaluation of the SUP program. Assessing the questions in this evaluation required conducting a multi-model qualitative project that relies on a combination of surveys, observations, document reviews, literature reviews, and individual and group interviews.

The team designed surveys for youth who participated in the Positively Healthy U Network (P.H.U.N.)<sup>6</sup> project based on the instruction of the 21<sup>st</sup> Century Community Learning Center (CCLC)<sup>7</sup>'s Survey of Academic Youth Outcomes (SAYO)<sup>8</sup>. There were 29 questions for participants in middle-school, and 33 questions for participants in high-school. The questionnaire covered three main topics and several subtopics under each domain (see Table 3). Basic demographic information was included in the survey such as gender, grade, and student ID.

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<sup>6</sup> The P.H.U.N. Project is one of the core parts of the SUP program. This project contains all afterschool activities, including mentoring, dancing, youth video groups, etc.

<sup>7</sup> The CCLC program is initiated by the U.S. Department of Education to support the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students attending high-poverty and low-performing schools.

<sup>8</sup> SAYO Surveys are part of the A Program Assessment System, which aims at helping programs measure and link their program quality and youth outcomes. This survey is available for youth and teachers.

Main Topics	Sub Topics
Youth's Program Experiences	Supportive Social Environment Supportive Adult Leadership and Responsibility
Youth's Sense of Competence	Learner's Perspective Social Skills Program's Influence
Youth's Future Planning and Expectations	Seeking Support from Adults Success in High-School College Planning
Retrospective Questions (Does this program help you to...?)	Feel good about Self Discover Interests and Confidence Make New Friends

*Table 3 Survey Structure*

Surveys were provided online for participants to complete after enrollment (pre-survey) and before they completed the program (post-survey). These surveys helped us to understand the extent to which the program influenced the youth. An additional survey, known as the Teacher Survey, was created to assess the academic improvements of students from teachers' perspective. The survey only included eight questions to be completed online after the program ended. The total number of pre and post survey respondents during the program was 518, with a noticeable increase in Year 3 in comparison to the other years (See Table 4).

		<b>Pre</b>	<b>Post</b>	<b>Total</b>
Year I	Middle	41	28	<b>69</b>
	High	45	55	<b>100</b>
	<b>Total</b>	<b>86</b>	<b>83</b>	<b>169</b>
Year II	Middle	81	50	<b>131</b>
	High	74	73	<b>147</b>
	<b>Total</b>	<b>155</b>	<b>123</b>	<b>278</b>
Year III	Middle	43	49	<b>92</b>
	High	74	93	<b>167</b>
	<b>Total</b>	<b>117</b>	<b>142</b>	<b>259</b>

Source: Asian Media Access

*Table 4 SAYO Survey Participation*

Moreover, towards the end of the program, we conducted individual interviews with the program directors of AMA and LVY Foundation in order to understand matters such as: motivations, program expectations, individual roles, program effects (changes, benefits, and challenges), program cultural relevance, partner collaboration, program sustainability and recommendations. Additionally, we conducted group interviews with some youth that participated in the SUP program. We interviewed two youth that participated in the LVY Foundation programming and eight youth that participated in AMA's programming. The group interviews with the youth intended to shed light on how effective the program was from the youth's perspectives on the changes, benefits, challenges and cultural relevance of the program. The questions intended to find out possible ways which the program could be improved looking at the program activities and youth's motivations and recommendations. In order to conduct the interview, the program recruited youth participants from 4th to 12th grade who were involved in after-school activities.

Lastly, we relied on basic statistical software to perform the evaluation. For the survey analysis we used Tableaus software. Also, to conduct the qualitative analysis of the individual and group interviews we didn't use any particular software. Qualitative analysis was done by HACER members by extracting themes and codes from the transcripts of the interviews that were conducted.

There were four limitations identified during the development of this evaluation. First, assessing every program activity by performing data collection for cross comparison, particularly focus groups and interviews, was not possible due to limited resources of funding, time and personnel. Secondly, the SUP program addressed a problem that is influenced by many other circumstances aside from program participation. Program facilitators have no control over external factors that affect participants and that could generate different outcomes among them. Third, there was not a control group to measure the contribution of the SUP program to changes in participants and community members, so the evaluation relied on qualitative methods generating mainly descriptive results. Finally, the lagged data released from government agencies restricted this evaluation as some program outcomes such as criminal rates and education outcomes, might be reflected at least a year after the program termination while this evaluation is done immediately after the end of the program.



**PROJECT RESULTS**

## IV. PROJECT RESULTS

As part of the program outcomes it is important to consider the number of youth that participated in SUP. The program served 357 youth during the three years of implementation, and had an outstanding retention rate as several of the participants recruited for Y1 continued in the program year after year (see Table 5)

	Year 1	Year 2	Years 3	Total
Total Participants	252	297	357	906
New Participants	252	45	60	357

*Table 5. Number of Program Participants*

Also, as mentioned previously, the SUP program didn't have a baseline group to measure the contribution of the program to changes in participants and community members. As a consequence, the evaluation relied on qualitative methods generating mainly descriptive results. Below are the program results by (1) Improvement in criminal justice outcomes, (2) improvement in health outcomes, (3) Improvement in educational outcomes and (4) Improvement in fostering collaboration among public health and law enforcement entities.

### **1. Improvement in Criminal Justice Outcomes**

In order to evaluate the program criminal justice outcomes, we analyzed the homicide data in the SUP sites, assessed improvement on participants' relationship with law enforcement before and after the program and evaluated participants' perceptions of their social environment.

The most recent criminal justice data available<sup>9</sup> contained information of 2016. This data show us that there were improvements in the indicator of murders per 100,000 population in all of SUP sites from the year before the program started to 2016 (See Table 6). In overall, all SUP participate sites have reduced this indicator by 41% on average. However, there is not enough information to attribute to SUP program this improvements.

	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>Δ 2013 vs 2016</b>	<b>Δ% 2013 vs 2016</b>
<b>Brookly Center</b>	6.5	N/A	3.2	3.2	-3.3	-51%
<b>Brooklyn Park</b>	3.8	1.3	2.5	1.3	-2.5	-66%
<b>Minneapolis</b>	9.1	7.7	11.4	8.4	-0.7	-8%

*Table 6. Murders per 100,000 population*

Regarding relationships with law enforcement, Tyree Lawrence from LVY Foundation - one of the organizations that supported the outreach and program activities for African American youth - mentioned he intentionally engaged the police as part of the SUP program. One of the activities to engage law enforcement was to encourage dialogues with police where the youth were allowed to express themselves in a straightforward manner, which to some officers was uncomfortable to some extent. Despite the fact that some officers had a difficult time letting go their authority, there were other officers who were receptive and supportive towards engaging with the youth. According to one of the program directors, these dialogues intended to allow both parties to explore changes in their behavior and cognitive processes. When interviewing youth about their perspectives on law enforcement there were themes

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<sup>9</sup> Retrieve online on November 16, 2017 from: <http://www.city-data.com/crime/crime-Brooklyn-Park-Minnesota.html>

related to distrust, power abuse and a generally unfair system based on their previous encounters with law enforcement which included unjustified detentions and unwillingness to involve their family members. However, through our interviews the youth stated that their trust in law enforcement improved with the interaction that they had during the SUP program which included familiarized themselves with the law enforcement department, having dialogues with police officers, meeting the department chief and engaging in recreational activities with police officers. One of the program directors identified that there is a need to set aside time for building partnerships with the Minneapolis Police Department and the Brooklyn Park Police Department. The SUP program was only able to involve a small number of police officers rather than large-scale engagement of institutions at the department level since these higher-level entities struggled to see the benefit of lower level community programming. Moreover, there have been several tense moments between law enforcement and residents in the past three years. According to the statistical data, Minnesota police officers have fatally shot 13 people in 2016, this being the most since the state began keeping records 38 years ago, and the 2015 record was only 1 less than 2016. At the same time, assaults against police officers is also growing rapidly. The dialogues and open communication were intended to find out a way to keep both sides safe.

On the other hand, we looked at youth's social environment based on the assumption that by providing a supportive environment youth's propensity to be exposed to a degenerate environment will be reduced. In order to analyze this aspect, we analyzed the "Supportive Social Environment" domain studied in the SAYO survey. Overall, youth felt they had a positive



supportive environment. When asking the youth about their perceptions of their peers' behavior (whether it was friendly and respectful), 99.3% and 97.2% of the youth respectively answered positively post-survey versus 98.1% and 97.5 pre-survey. One of the statements with the greatest improvement from pre-survey to post-survey asked if the youth felt support from their peers when they felt upset. In the pre-survey 89.3% responded positively while in the post-survey it had increased to 97.9%, an overall increase in 8.6pp. Finally, in regards to unwanted teasing, we asked the youth if they perceived a lot of unwanted teasing. The survey results showed an increase of 1.9pp for this statement, meaning that more youth perceived unwanted teasing after participating in the program (See Figure 3). Overall, these results indicate that participants perceived a supportive environment, which based in our assumption, would translate to improvements in violent prevention and reduction of youth exposure to hostile environments.

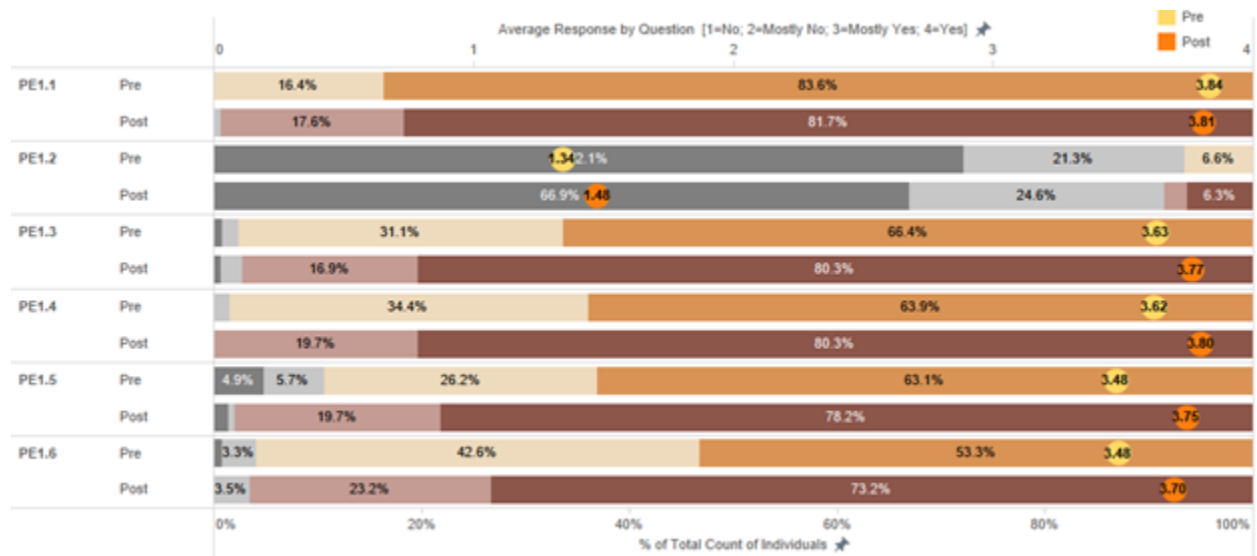


Figure 3 Supportive Social Environment<sup>10</sup>

## 2. Improvements in Health Outcomes

In regards improvement in health outcome the program contributed to increase access to needed public health and/or social services by referring participants to these services according to their particular needs. We reviewed the implementation plans provided by AMA to identify the number of participants that were referred to public health services or social services during the three years of the program, in total 132 participants were referred (see Table 7). However, we didn't find information for certain periods of the program, which means that the beneficiaries of the SUP referrals could be even greater.

	Q1	Q2	Q3	Q4	Total
Y1	43	16	23		82
Y2		4	5	8	17
Y3		28	5		33
Total					132

Table 7. Referrals to Public Health and/or Social Services

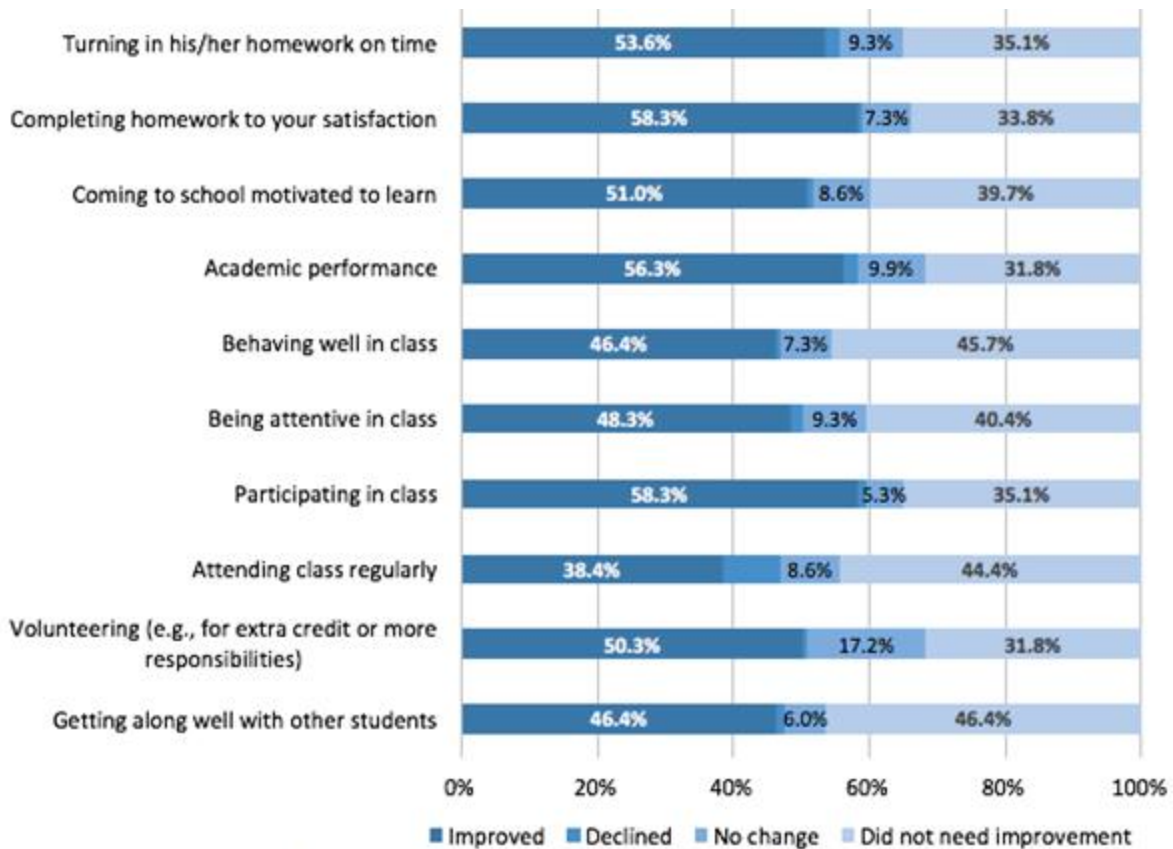
Other outcomes such as lower rates of hospital admissions for injuries related to violence and reduction in the use of school-based discipline (e.g. suspensions, expulsions) were not possible to calculate based on the evaluation methods, and the lack of a comparison group.

## 3. Improvements in educational outcomes

Improvement in educational outcomes consider improvement in school attendance, school performance and leadership skills. Using the SAYO survey we identified teachers' perception on

<sup>10</sup> Note: PE1.1. Are teens here friendly with each other? PE1.2. Does a lot of unwanted teasing go on here? PE1.3. Do teens here treat each other with respect? PE1.4. Do you have a lot of good friends here? PE1.5. If you were upset, would other teens here try to help you? PE1.6. Do the other teens here listen to you? Source: Asian Media AccesS

educational performance of the SUP participants (see Figure 4). Overall, participants' experience in afterschool projects helped them improve performance in academic settings. For instance, teachers found that 58.3% of program participants improved in in-class participation. Teachers also perceived improvements, not only in turning homework in on time, but also in completing it to teachers' satisfaction. Nevertheless, despite the positive results, more research has to be done to improve regular class attendance among participants. This will provide valuable information to properly address lack of class attendance by learning about how to mitigate this phenomenon. Class attendance could interfere not only with the completion of a school year but also with the quality of education that the young person is receiving which could have negative impacts on his/her future education.



Note: *Improved* includes the following categories: Significant improvement (46% of responses on average), moderate improvement (33% on average), and slight improvement (20% on average). *Declined* includes the following categories: Significant decline, moderate decline, and slight decline (being the majority of the responses in this category).  
 Source: HACER with data from Teacher Survey - AMA.

Figure 4 Teacher Survey Results

Moreover, based in the SAYO survey, youth participants improved considerably in leadership and responsibility skills (see Figure 5). According to the survey administered the last year of the program, teens felt that they had, or could have, opportunities to participate in activity-planning, rule-making, community services and leadership roles. In the post-survey results, the percentage of positive perceptions increased 7.9pp on average, and 39.7pp in total. The improvement was driven by teens in high school. When looking at the responses by gender, girls perceived that their involvement was higher —for all questions positive perceptions exceed 50%; also, two questions in particular were higher than 80%. When analyzing the results

of teens in middle school, it is noticeable that they did not feel that they were in charge of doing something to help the program (negative perception was 38.6% in the pre-survey vs. 49% in the post-survey) or helping in decision-making or rule-making (negative perception was 34.1% in the pre-survey vs. 40.8% in the post-survey). This feeling of lack of participation was mainly perceived by girls.

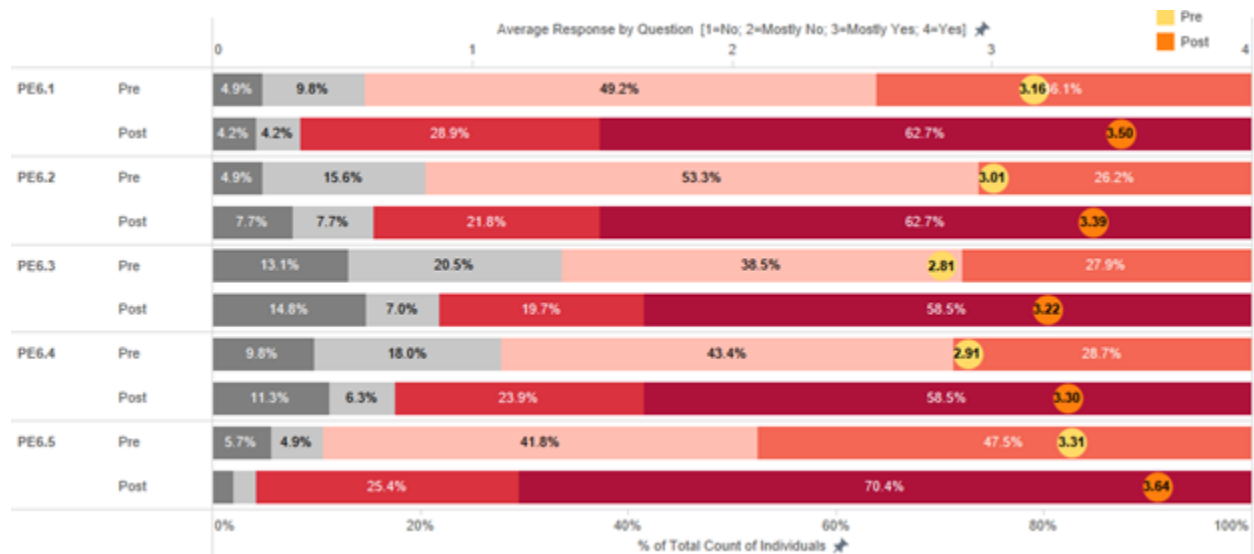


Figure 5 Leadership and Responsibility<sup>11</sup>

#### 4. Improvements in collaboration among public health and law enforcement entities

Finally, when assessing improvements in coordination, collaboration, and linkages among state and/or local law enforcement, public health, social services and private entities to address youth violence and crime prevention, we relied on the information of program directors and document reviews. Year by year the SUP program increased its collaboration with

<sup>11</sup> **Note:** PE6.1. Do you get to help plan activities for the program? PE6.2. Do you get the chance to lead an activity? PE6.3. Are you in charge of doing something to help the program? PE6.4. Do you get to help make decisions or rules for the program? PE6.5. Do you get to do things that help people in your community? **Source:** Asian Media Access

partners. Table 8 shows that the SUP program started in 2014 with an average of 26 quarterly partners and increased in Y2 to 38.8 (49% YoY) and in year 3 to 56.3 (45% YoY). This demonstrates an activate effort to engage partners in SUP programs to prevent violence in the SUP sites. For a complete list of partners see Appendix B.

	Q1	Q2	Q3	Q4	Average
<b>Y3</b>	67	50	50	58	56.3
<b>Y2</b>	29	40	31	55	38.8
<b>Y1</b>	21	27	27	29	26.0

*Table 8. Quarterly Program Partnerships<sup>12</sup>*

According to our interviews, we noted that program directors perceive a need for “more engaging dialogue between funders and the ones who receive funding to ensure that there’s an alignment with the outcomes”. Occasionally there were challenges when working with agencies due to competition for funding. One of the directors mentioned “to some people I’m an ally, to a lot of nonprofits I’m a threat because that kid that they had in their program now sees more value in [ours].” After working with a variety of partners, directors identified that there was a need to plan together earlier to strengthen collaboration among partners. One of the greatest lessons learned during the SUP program was that to have better collaboration outcomes it was important to allow some flexibility among partners’ programming. This was beneficial because it allowed partners to collaborate in the SUP program while maintaining their own autonomy in the extent to which they were engaged in program activities.

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<sup>12</sup> Partnerships could duplicate from quarter to quarter

# TTL FC

## DISSEMINATION PLAN



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## V. DISSEMINATION PLAN

Stand Up Participate was developed with the idea of improving the results from its different programs, in order to generate a replicability plan. Such plan would be based on disseminating evaluation and research products, as well as different materials generated as part of the different programs.

Dissemination of our products included presentations at different forums. We looked to participate at academic conferences, in order to receive feedback on our research and evaluation reports. Along the three years of this project, we were able of participating at three different conferences, two of them being national conferences on Public Health and Violence prevention. The third one, a regional conference, conveyed researchers from the Midwest at the University of Minnesota.

Also, we developed the poster “Bicultural Active Living Lifestyle Program’s Effect in Violence Prevention among Youth of Color in MN”, which was presented at the University of Minnesota’s Promoting Health Equity Forum, on May 2016. A previous version of the same poster was presented at the 2016 Daniel S. Blumenthal Public Health Summit, Morehouse School of Medicine, in Atlanta, on March 2016. The title of it was “Bicultural Active Living Lifestyle Program Effect in Reducing Crime Rates Among Students of Color in MN.” Both were authored by Rodolfo Gutiérrez, Yue Zhang and Ange Hwang.

As part of the team, the evaluation crew participated as well at national meetings hosted by organizations sponsoring this project, where we were able to present our findings



about the evaluation process. These were considered as part of our commitment to disseminate our findings on national forums as well.

We intend to publish our findings, and for that purpose, we have submitted proposals to different arbitrated national journals. We are still waiting for responses from some of them. Evaluation reports are available online, through AMA or HACER websites, as we intended to do it from the moment in which our work-plan was established. Quarterly and annual reports are already available in both sites.

Also, the article “Minnesota Multicultural Education Challenges from a Cultural Perspective: The Rationale of Stand Up Participate (SUP) Program”, has been submitted to the Journal of the American Public Health Association, and we are still waiting for their resolution on it. AMA and HACER submitted the article “Evaluation Research: A Progress Report of Stand Up Participate Program in Minnesota.” to the Asian American Policy Review, and was published in January 2016, number 25th. It is important to consider that different documents were generated from diverse activities, but particularly as a consequence of the collaboration established with law enforcement and public health agencies in the City of Minneapolis and the State of Minnesota.

Finally, one important set of products from SUP were those generated among participants in the program, including the production of several videos (documentaries and promos), promotional posters, printed shirts, etc. Most of them were presented at community gatherings organized under the SUP umbrella. The Bicultural Healthy Living program also

promoted different products generated by participants, usually presented at community forums, or public presentations.



## **BARRIERS AND RESOLUTIONS**

## VI. BARRIERS and RESOLUTIONS

During the individual and group interviews that were conducted as part of the evaluation process, there were a number of challenges and barriers identified. From the youth's perspectives, the most challenging aspects that interfered with attaining their goals were the lack of representation of youth in key planning processes, the lack of funding for many types of projects, and the discouragement of repeat incarceration. Additionally, youth found that the required time commitment and need to balance school work and program involvement created some difficulties. They also stated that they felt that some youth were not motivated and engaged in program projects, which affected, to some extent, other youth participating in the program. Moreover, youth felt that they had fewer after school programs due to cuts in public funding which diminished youth engagement in established programs. There is a presumption of a higher likelihood for young people to become involved in violent activity within their communities if they are not engaged in healthy after school activities.

Through the interviews held with two project directors, Ty and Ange, we discovered three primary obstacles they faced that deterred their program from expanding and running more efficiently. First, both Ange and Ty stated that more partnerships with other programs would benefit SUP by providing them with more resources and opportunities for the youth. While they understand that each partnership executes their programs differently, both Ty and Ange were hesitant about partnering with organizations whose overall objectives did not align with their own.

Second, the directors of the program noted some of same challenges as the youth, particularly the challenge of dealing with police engagement. One director noted that “some officers have a difficult way, I would say that was a problem, have a difficult time letting go of the authority of their badge.” This hindered collaboration and relationship building with law enforcement entities that was one of the program identified goals.

Third, directors were also in agreement about the negative pushback from parents. Many parents were uncomfortable with the amount of time their children were spending at the program. Many families became upset about the income opportunities the program provided for the youth because, since the youth receive a paycheck, it evidently affects their government aid. Ty emphasized that the point of the program was so that “they don’t have to rely on the system anymore”. However, parents were willing to pull their youth from the program to avoid the change in government assistance received. Lack of parental involvement and the overall fear of change in the communities hindered the full impact of some of the campaigns and awareness raising that the SUP program implemented.



**LESSONS LEARNED/RECOMMENDATIONS**

## VII. LESSONS LEARNED/RECOMMENDATIONS

From the barriers that were listed above, we've listed a few recommendations for both students and directors. Information regarding the lessons learned were obtained from the interviews with the students of the programs. Some challenges, as previously stated, dealt with lack of representation from the youth, time commitment and interference, and lack of motivation.

Regarding the lack of youth representation, we would recommend to have a student class president or representative of the youth who attend who can speak with the staff, board, committees in order to have the opportunity to have a voice of opinion for the youth. Moreover, regarding time conflict, the youth stated that it was a challenge to make time for homework and the SUP program while not skipping classes or missing other commitments (i.e. sports). Due to program participation interfering with classes and sports practices, the program schedule should align with school districts' schedules to help maintain participation while also providing a place for students to study and do schoolwork. In order to increase interest and motivation for youth to participate in the program, we recommend conducting more research to identify causes of lack of motivation. Finally, we recommend having a planning committee in the program that will be responsible for planning activities beforehand and promoting them among parents and youth. While we acknowledge that limited resources could be a constraint, we encourage recruiting parents and/or youth as volunteers in this regard.

Recommendations to break down the barriers that the directors have faced such as building partnerships, recruiting participants, law enforcement interactions, and lack of parent

involvement, have been thought out and listed below. Creating a network of organizations that have a common end goal in the community could create partnerships. Communication and collaboration are crucial in determining how a partnership could generate funding options, build credibility and become recognizable for its benefits to the community and the youth. Moreover, according to program directors, recruiting was another challenge that the program faced. They stated that it was difficult “getting more youth to join” the SUP program. To expand the organization, community outreach would be particularly beneficial to increase community awareness of the existence of the program.

Both of program directors stated that relationship building between the community and police enforcement was still challenging, thus building a relationship with officers is something they both want to heavily focus on in the future. One of the program directors mentioned that “a better relationship between police officers and community” would help ease tensions between the two groups. SUP currently has a program set in place to help bridge both communities to better understand one another and break down any barriers between the groups. The SUP program directors would like to see this initiative improve relationships outside of the program and throughout the community.

Lastly, recommendations for the SUP program regarding lack of parent involvement, as stated above, lies within communicating through newsletters, house visits, and social media to enlighten families and increase their understanding of the intentions of the program and the beneficial outcomes for youth. With increased parental understanding, one of program



directors stated that she would hope to see parents allowing the youth to remain in the program, as well as becoming involved in the program themselves.



**SUSTAINABILITY PLAN**

## VIII. SUSTAINABILITY PLAN

While the SUP program was limited by funding, key partners and program directors have intentionally looked at ways to continue the movement even after the program has ended.

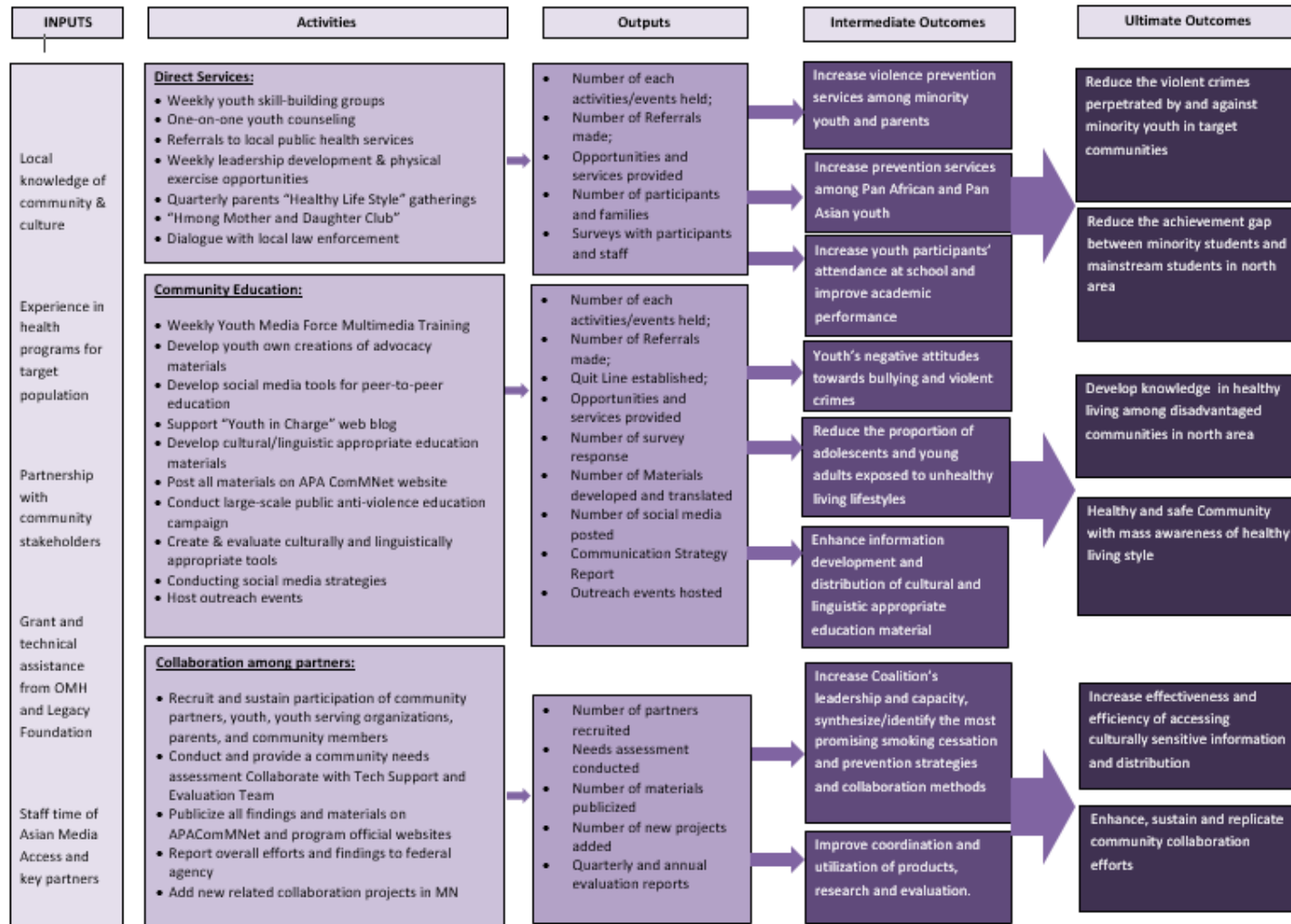
Much of this focus is on investment in the youth. As noted, the SUP program has centered on providing practical and transferable tools and skills to the youth that they can apply throughout the rest of their lives. It has been about fostering leadership within young people and teaching them ways in which to positively impact their communities. In this way, the heart of the program will continue within these areas. As one program coordinator stated “[I] put these community influencers in place (...) [so that] the movement could continue without [me]”.

Some identified key strategies in regards to sustainability of the program have been the focus on bicultural healthy living and the training of other agencies. From its implementation, the SUP program has operated through a cultural lens. Activities and projects consistently incorporated components related to cultural pride and education in order to empower youth and mitigate some of the identity crisis issues that contribute to violence among youth and poor academic performance. Additionally, by training other agencies in some of the tactics used in the SUP program, the community can become equipped to carry on the work even without the SUP program in place. As one of program directors stated “at the same time we can be expanding beyond just doing programs but really providing some training to change the higher level of the paradigm shift, to looking into more of the grounded cultural exercise to really going to be

enhance and support in this development". The SUP program was about far more than immediate results, but worked also to effect long-term change in the communities in which it was situated.

## IX. APPENDICES

### APPENDIX A Logic Model



## APPENDIX B: SUP Key Partners

		<b>Contact</b>	<b>Major Tasks</b>
<b>1.</b>	<b>Asian Media Access</b>	<b>Ange Hwang</b> Project Director Ange.hwang@amamedia.org (612) 376-7715	Overall Planning and Coordination Grant Management Federal Contact
<b>2.</b>	<b>Asian Media Access</b>	<b>Steve Lu</b> Director of Media Technology stevelu@amamedia.org	Bicultural Violence Prevention Public Education Campaign
<b>3.</b>	<b>Iny Asian Dance Theater</b>	<b>Julia Vang</b> Project Coordinator juliavang09@gmail.com	Asian Dance Training Community Performances Hmong Mother and Daughter Club
<b>4.</b>	<b>LVY Foundation</b>	<b>Tyree Lawrence</b> tylawren@hotmail.com	African American youth support group African American community outreach
<b>5.</b>	<b>HACER</b>	<b>Rodolfo Gutierrez</b> rodolfo@hacer-mn.org	Evaluation

6.	<p><b>City of Minneapolis Health Dept</b></p>	<p><b>Fatima Z. Muhammad</b> Afterschool Project Director</p> <p><b>Minneapolis Youth Coordinating Board</b> <a href="http://www.ycb.org">www.ycb.org</a></p> <p><b>Sasha R.Cotton</b> Senior Public Health Specialist -Youth Violence Prevention Coordinator</p>	
7.	<p><b>City of Minneapolis Police Dept</b></p>	<p><b>Officer Ka L. Yang</b> Juvenile Outreach &amp; Diversion S.R.O. Program ka.yang@minneapolismn.gov</p> <p><b>Officer Charles Adams</b> Charles.AdamsIII@minneapolismn.gov</p> <p><b>Kou Vang</b> Kou.Vang@minneapolismn.gov</p> <p><b>Luther Krueger, Crime Prevention Analyst</b> - Strategic Information/Crime Analysis Division Luther.Krueger@MinneapolisMN.gov</p> <p><b>Rowena Holmes</b> Crime Prevention Specialist rowena.holmes@minneapolismn.gov</p> <p><b>Tim Hammett</b> Crime Prevention Specialist timothy.hammett@minneapolismn.gov</p> <p><b>Richard Maas</b> Crime Prevention Specialist Richard.Maas@minneapolismn.gov</p>	<p>Police- Community Relationship</p>

8.	<p><b>City of Brooklyn Park Health Dept</b></p>	<p><b>Paula Van Avery</b> Community Liaison paula.vanavery@brooklynpark.org</p> <p><b>John T. Kinara</b> Housing &amp; Economic Development Specialist - Community Development Department john.kinara@brooklynpark.org</p>	<p>Violence Prevention from the public health perspectives</p>
9.	<p><b>City of Brooklyn Park Police Dept</b></p>	<p><b>Deputy Chief Mark Bruley</b> Investigations Commander for the Brooklyn Park mark.bruley@brooklynpark.org</p> <p><b>Greg Burstad</b> Sergeant - Community Response Unit <a href="mailto:gregory.burstad@brooklynpark.org">gregory.burstad@brooklynpark.org</a></p>	<p>Police-Community Relationship</p>
10.	<p><b>City of Brooklyn Center Police Dept</b></p>	<p><b>Monique Drier</b> Community Liaison</p> <p><b>Greg Burstad</b> Community Response Unit Gregory.burstad@brooklynpark.org</p>	<p>Police-Community Relationship</p>
11.	<p><b>Hennepin County Sheriff's Office</b></p>	<p><b>Jonathan K Tran</b> Jonathan.Tran@hennepin.us</p> <p><b>Thuan H Vuong</b> Deputy Community Engagement Team Thuan.Vuong@hennepin.us</p>	<p>Police-Community Relationship</p>



12.	<p style="text-align: center;"><b>Center for Court Innovation</b></p>	<p><b>Michela Lowry</b>  Training &amp; Technical Assistance Associate  lowrym@courtinnovation.org  <a href="http://www.courtinnovation.org">www.courtinnovation.org</a></p> <p><b>Medina Henry</b>  Project Manager and Associate Director -  Technical Assistance  Minority Youth Violence Prevention TA</p>	<p style="text-align: center;">Technical Support</p>
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## Appendix B.1 SUP 3rd YR 4Q Community Partners

**Total: 58 Partners**

1. PDI Design
2. PDI Global
3. Ground landscape
4. Lutheran Social Service of Minnesota
5. City of St. Paul
6. Greater Twin Cities United Way
7. Sundance Family Foundation
8. Minnesota Asset Building Coalition
9. West Central Minnesota Communities Action, Inc.
10. Lutheran Social Service of Minnesota
11. Pillsbury United Communities
12. Intermedia Arts
13. Minneapolis Park and Rec Board
14. Side by Side Assn.
15. City of Minneapolis – Community Planning and Economic Development
16. Urban 4H
17. Brothers EMPowered
18. West Central Minnesota Communities Action, Inc.
19. East Side Neighborhood Development Co.

20. Hmong American Partnership
21. Greater Twin Cities United Way
22. PR International
23. Republican Main Street Partnership
24. YWCA Minneapolis
25. TCI Solutions
26. StoryCorps
27. East Side Neighborhood Development Co.
28. Airport Foundation
29. City of Minneapolis – Community Planning and Economic Development
30. 2nd Harvest
31. St. Paul College
32. Ignite Afterschool
33. James J. Hill Center
34. Wells Fargo
35. Sundance Family Foundation
36. Dayton Bluff Community Council
37. Minneapolis Community & Technical College
38. Urban 4H
39. 2nd Harvest
40. Jenny Lind Community School
41. Vietnamese Lion Dance Group
42. Minneapolis Park and Rec Board
43. juxtaposition
44. EMERGE
45. Sewa-AIFW
46. Insight Formation
47. MN Internship Center
48. Minneapolis Park and Rec Board
49. Missing Children Minnesota
50. Hmong American Partnership
51. WellShare
52. Rainbow Health Initiative
53. Tobacco-Free Alliance
54. African Immigrants Community Services
55. NAMI
56. Pillsbury United
57. Todd County Health Dept
58. CLUES

## Appendix B.2 SUP 3rd YR 3Q Community Partners

### Total: 50 Partners

1. MN Public Radio (MPR)
2. Mpls Park and Rec - Girl's Conference
3. Center for Youth Development
4. National REACH Coalition
5. Minneapolis St. Paul International Film Festival
6. Amazing Thailand
7. Minneapolis Technical College
8. Rochester World Festival
9. YWCA Girls Inc.
10. Family Restoration Services
11. Ann Bancroft Foundation
12. Dunwoody College
13. US Bank
14. MPS Community Partnerships Office
15. East Side Neighborhood Services
16. STEP UP
17. Pillsbury United Communities
18. Minnesota Correctional Facility-Lino Lakes
19. Minnesota Department of Corrections
20. Minneapolis Police Department
21. Pamela Moore
22. Minneapolis Youth Board
23. Coalition of Asian American Leaders
24. Community Partnership Collaboration (CPC)
25. EDU Film Festival
26. Appetite for Change
27. NEON (Northside Economic Opportunity Network)
28. Smart Snacks Pop-up Garden
29. Concordia University
30. MN Dept of Education
31. MN Dept of Health
32. Mall of America
33. MN Dept of Education
34. IFP Minnesota
35. 48 Hours Film Festival
36. MIWRC
37. 2nd Harvest

38. Hennepin County Library
39. Twins
40. Voices for Racial Justice
41. Providence Senior Housing
42. Center for Health Equity, MN Dept of Health
43. Skilers Production
44. MN Dept of Health
45. University of Minnesota Landscape Arboretum.
46. St Paul Public School
47. City of Minneapolis – Office of the Mayor
48. City of Minneapolis – Police Department
49. Center for Hmong Arts and Talent
50. Association for Black Economic Power (ABEP)

## Appendix B.3 SUP 3rd YR 2Q Community Partners

**Toal: 50 partners**

1. Twin Cities Public TV
2. MN Employment and Economic Development
3. Voices for Racial Justice
4. Sansei Yusei Kai Japanese Dance Group
5. Midwest Performing Arts
6. Kia Dance Studio
7. City of Minneapolis - Health Dept
8. Governor's Young Women Initiative
9. UMN - China Center
10. Communities Share of MN
11. Minneapolis Dept of Health - SIM Project
12. Yoga Teacher
13. Tai Chi Teacher
14. Hmong Dance Teacher
15. Hmong/Thai Dance Teacher
16. Hmong Dance Teacher
17. Vocal Teacher - Hannah Longley
18. Saint Paul - Nagasaki Sister City Committee
19. UROC's Community Health Division
20. University of Minnesota Extension Center for Family Development
21. Right Track
22. Minneapolis - STEP UP
23. MCG-MN
24. Wellstone Center
25. 279 School District
26. Edison High School
27. University of Minnesota Extension 4H
28. The Southeast Asian Diaspora Development (SEAD)
29. Asian Pacific Endowment Fund from St. Paul Foundation
30. Northside News
31. China Insight
32. Juxtaposition Arts
33. Royal Krew
34. Great Leap for 1000 Cranes
35. World Festival 2017
36. MN FCCLA
37. Roseville Parks and Recreation

38. Amazing Thailand
39. Korean Quarterly
40. M3C
41. St Paul Public School
42. Minneapolis Public School
43. AEDA (Asian Economic Development Association)
44. MN Dept of Education
45. East Side Neighborhood Services
46. Young Women Initiative
47. Urban 4H
48. Hennepin County Library
49. East Side Neighborhood Services
50. YWCA

## Appendix B.4 SUP 3rd YR 1Q Community Partners

### Total: 67 partners

1. St Thomas University
2. The Travelers
3. Fab Lab
4. Henry CAN NEtwork meeting
5. Mpls Park and Rec
6. UMN - Center for Innovative Higher Education
7. UMN - Center for Innovative Higher Education
8. Ummah Project
9. CPED
10. APYASF
11. City of Minneapolis - Neighborhood and Community Relationships
12. MN Children's Alliance
13. The Social Justice Education Movement
14. Jordan Area Community Council (JACC)
15. Voices for Racial Justice
16. City of Minneapolis - Public Works -
17. Soap Factory
18. 2nd Harvest
19. Mahtomedi Public Schools
20. Congressman Keith Ellison (MN-5)'s office
21. Communities Share of MN
22. Hmong American Partnership
23. Wells Fargo
24. Patrick Henry High's CAN
25. Wells Fargo Community Relation
26. Bottineau Community Center
27. Minneapolis Dept of Health
28. Mahtomedi Public Schools
29. UROC's Community Division
30. Hmong American Partnership
31. Hmong College Prep
32. BALLALA
33. Wells Fargo
34. PDI Global
35. Hennepin County Environment and Energy| Environmental Education & Outreach
36. Community Power

37. Maranatha Christian Academy
  38. MPR
  39. Best Buy Foundation
  40. Asian & Pacific Islander American Scholarship Fund
  41. Clear Channel
  42. Minnesota Landscape Arboretum
  43. China Insight
  44. Somali Community
  45. MN Dept of Education
  46. Racial Justice and Health Equity Organizer
  47. Northern Spark
  48. IoT Hack Day
  49. AchieveMpls and Patrick Henry High
  50. Hal Tiffany Agency
  51. Bottineau Park Center
  52. MN Internship Center
  53. Royal Krew
  54. Hmongtown Market
  55. Hennepin County Public Health
  56. MN Women's Consortium
  57. Urban 4H
  58. Asian & Pacific Islander Scholarship Fund
  59. Center of the Hmong Studies
  60. CRF
  61. Mpls Park and Rec
  62. 2nd Harvest
  63. CPED
  64. Appetite for Change
  65. University of Minnesota Extension Center for Family Development
  66. Twin Cities Tutoring
  67. Sheltering Arms Foundation
- End of Outline







### MKF EVENT SCHEDULE

**4 : 0 0 P M**      MERCHANDISE SALE STARTS, TICKET ITEM PICKUP

**5 : 4 5 P M**      15-MINUTE REMINDER, MERCHANDISE SALE STOPS

**6 : 0 0 P M**      MAIN SHOW STARTS

I N T E R M I S I O N

**9 : 0 0 P M**      MAIN SHOW ENDS, MERCHANDISE SALE RESUMES

#### R E M I N D E R S

ARRIVE EARLY TO AVOID TRAFFIC    BRING CASH TO EXPEDITE PURCHASES

BRING YOUR PHYSICAL TICKET, YOU WILL NEED IT TO ENTER THE THEATRE

ONLY BOTTLED WATER IS ALLOWED IN THE THEATER, NO FOOD ALLOWED


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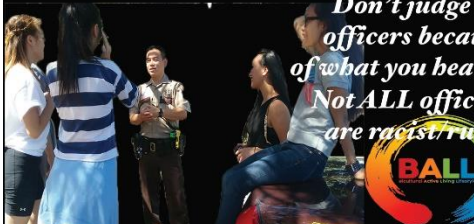

APPRECIATE  
POLICE.



*All police officers should be able to go home at the end of the day. Get to know them instead of fighting them.*

**Appreciate Police Officers For What They Have To Go Through**

*Don't judge officers because of what you hear. Not ALL officers are racist/rude.*







*"A police officer gets dispatched to an incident over 240,000 times a year. This equates to once every 22 minutes an officer risks their life for your safety"*

*-Whole Truth Project*



LOOK AT IT FROM DIFFERENT PERSPECTIVES



*I've learned...*  
that two people can look at the exact same thing and see something totally different.



Be Open-Minded













## Appendix D: Abstract 1

### **Evaluation Research: A Progress Report of Stand Up Participate Program in North Minnesota**

Rodolfo Gutierrez, Yue Zhang, Eric Armacanqui  
Hispanic Advocacy and Community Empowerment through Research  
Ange Hwang  
Asian Media Access

#### **Abstract**

Asian Media Access (AMA) has been focused on the comprehensive development of youth of color, especially Asian American youth and those of Hmong communities, since it was established in 1992. Stand Up Participant (SUP) program is a three-year initiative led by AMA, and cooperates nearly 40 individual and organizational partners working together. It aims to reduce racial disparities in North Minnesota and increase the access towards public resources for policing, health, and education among these youth of color, as well as their family members. This evaluation is conducted at the end of the first program year, to have a look into the progress, share the fruit, and shed light on improvement in the future.

Submitted for Publication to the Asian American Policy Review, Dec 2015 and the Journal of the American Public Health Association, Aug 2017

# Appendix E: Conference Poster 1



## Bicultural Active Living Lifestyle Program's Effect in Violence Prevention among Youth of Color in MN

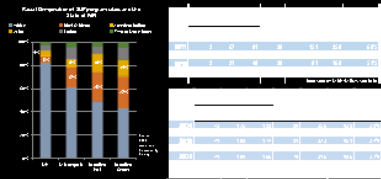
Presenters: Rodolfo Gutierrez, PhD; Yue Zhang, MPP, Ange Hwang

Promoting Health Equity: Engage. Inform. Act. Conference, May 5<sup>th</sup> 2016



### Background

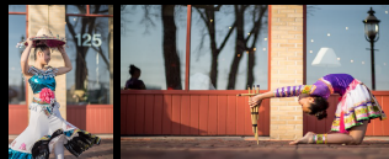
**Demographic:** Although Minnesota is still a White state (83 percent of population are White), the population of color keeps growing and is expected to make up at least 40 percent of the region's overall population by 2040. SUP program focuses on areas with higher than average minority population. Minnesota's youth suffered from kinds of violent actions, and minority has registered high rates of crime events involving young adults in the commission of criminal events.



**Program Description:** Stand-Up-Participate (SUP) Program: a comprehensive practice launched in September 2014, specifically focuses on those communities, contributing to ameliorate the situation through partnership with community members. Bicultural Healthy Living Lifestyle (BALL) is a key component of SUP program, involving different activities designed for and with youth.

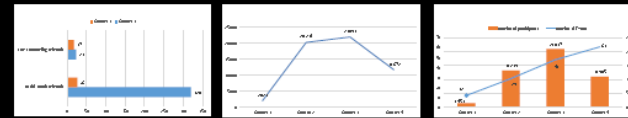
### Program Evaluation

- SUP program combines internal and external evaluation resources. Monitoring and Evaluation has been continuously conducted throughout the program, and HACER is engaged as external evaluation consultant to guarantee the effectiveness and efficiency of the process.
- Evaluation questions focus on the effectiveness of partnerships, youth participants' academic performance and behavior changes, changes in relationship between law enforcement the youth of color, improvement in access towards bicultural public health resources, and violence reductions.
- Quarterly and annually evaluation reports are prepared for program partners, funders, and the public.

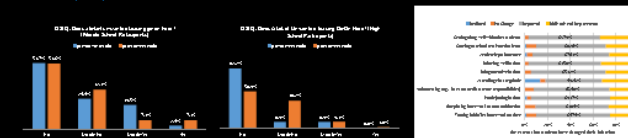


### Preliminary Findings

- Partnerships have diversified and expanded:** SUP program attracted and collaborated 30-40 organizations and projects in an ample range of cultural identities per quarter, and conversations were conducted frequently.
- Effective combined focus on education, health, art, community empowerment, etc.:** SUP team provided **Acrobatics, Asian Dance, and Martial Arts Training** to low income Asian students (in the latest quarter alone, 295 participants got involved in 168 sessions of activities, and received over 500 hours of services); **Hmong Mother-Daughter club** focused on Bicultural Healthy Living with intention to help combining two cultures-Hmong and Mainstream American cultures together through cooking; **Health promotional activities and fairs** were embedded in all other kinds of events.
- Large participation among immigrant communities and people of color.**



- Youths participants learned to recognize and avoid unfriendly behaviors, get along with peers with proper manners, and behave well in school.



# Appendix F: Conference Poster 2

## Bicultural Active Living Lifestyle Program Effect in Reducing Crime Rates Among Students of Color in MN

By Rodolfo Gutierrez<sup>1</sup>, Yue Zhang, MS<sup>1</sup>, and Ange Hwang<sup>2</sup>

Presented at the 2016 Daniel S. Blumenthal Public Health Summit, Morehouse School of Medicine, Atlanta, March 6, 2016

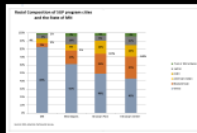
### The Stand Up Participate (SUP) Initiative

Stand-Up Participate (SUP) Program comprehensive practice launched in September 2014, specifically focuses on those communities, contributing to ameliorate the situation through partnership with community members. Bicultural Healthy Living Lifestyle (BALL) is a key component of SUP program, including different activities designed for and with youth.



### Demographic Makeup of SUP Communities

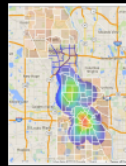
Although Minnesota is still a White state (83 percent of population are White), the population of color is large, growing and is expected to make up at least 40 percent of the state's overall population by 2040. SUP program focuses on areas with higher than average minority population. Minnesota's youth, suffered from high rates of violent crimes, and minority has reported highest rate of crime events involving young adults in the community of Minneapolis.



Year	05-14	15-24	25-34	Average	Total	Percent
2010	41	125	168	111	334	33%
2011	49	139	184	111	372	35%
2012	41	128	174	111	343	33%
2013	45	127	174	111	346	32%
2014	41	128	168	111	337	32%
2015	46	133	171	111	350	33%

### Crime Density in SUP Program Cities

Now that the discussion has underscored SUP's importance on a state-wide level, the analysis will turn to criminal statistics. These will first be a density map analysis of both homicide and weapon violence in Brooklyn Park, Brooklyn Center, and Minneapolis. What follows will be data to address racial disparity particularly implicating that youth in Minneapolis (but not to be confused to only youth in Minneapolis). This criminal/violence importance because it defines a component of the SUP program that focuses on targeted interactions between communities and the police force.



### Methodology and Measurements

#### Program Evaluation Description

- SUP program combines internal and external evaluation measures. Monitoring and Evaluation has been continuously conducted the scope of the program, and HACER is engaged as external evaluation consultant to guarantee the effectiveness and efficiency of the process.
- Evaluation questions focus on the effectiveness of partnership, youth participants' academic performance and behavior change, change in relationship between law enforcement the youth of color, improvement in access to mental health public health services, and violence reduction.

- Quarterly and annually evaluation reports are prepared for stakeholders.

#### Methodology

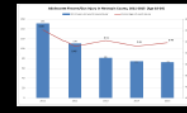
- Qualitative methods: interviews with youth participants; observations on activities and events.
- Quantitative methods: surveys conducted in a time/season (including pre/post SUP program survey, teacher surveys, and survey for parents); program needs assessment (Quarterly Activity List/Community Partnership List etc.).

### Key Findings

- Partnerships have diversified and expanded.
  - SUP program attracts the collaboration of different cultural organizations in an ample range of ethnic identities.
  - Community members public health related, related like team conducted frequently.
  - Partnership with experts were built up.
  - Health related information and resources were equipped and spread out.
- Effective combination of education, health, art, sports/exercise, community empowerment, etc.
  - Collaboration with "ImpAsian Dance Theater" providing dance studio, Asian Dance and Martial Arts Training to 15 women of color, release in the last 9 months alone, 200 participants performed in 148 events of activities, and reached over 1000 hours of service interval.
  - Having Mother-Daughter club focused on Bicultural Healthy Living with intention to help combine two cultures. Having and invite team members in culture together through cooking. Youth learned to cook traditional food in healthy ways.
  - Health promotion activities and fair were embedded in all other kinds of events.



- Large participation among immigrant communities and people of color.
- Statistics show that there has been steady lowering in the violence-related injury rate.



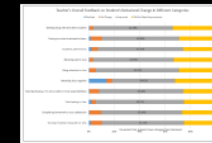
#### CONCLUSION

The five years of SUP Program and the Bicultural Active Living Lifestyle Initiative was successful in meeting several measurement above. The future will we continue with respect to combine cultural-sensitive traditional and contemporary practice with the concept of public health and behavioral science. Activities and events were designed closely connecting with community link and ethnic lead groups, which prompted the trust building with community members, thus strengthened program sustainability.

### Other Key Findings Academic Behavior Changes

- Overall improvement is shown across measured categories for those participants who needed to show improvement.
- All City goals (except class attendance) achieved 100% improvement among participants.
- Among participants that needed to improve, 83-90% showed improvement.
- The "attending class regularly" category showed the least improvement.
- Generally, a higher improvement than other categories.
- 50% of participants showed improvement.
- 30% did not need to improve.
- 20% declined or did not change.

Especially significant amount, this is the highest percentage of decline we compared to any other category. This result is concerning due to the importance of class attendance. It also brings into higher attention the shorter time span used than the other categories. If 10% of participants have not improved or declined in attending class, it would be difficult to see a significant improvement in categories that are dependent on class attendance.



#### CONCLUSION

Overall, concluding that almost 90 percent of participants that needed to improve exhibited improvement in a variety of categories, the program is showing success. However, a point of concern is the relative lack of improvement in classroom attendance. Moving forward, this category must be addressed in order to produce a stronger program evaluation package.

### Acknowledgements

The funding for Stand Up Participate was provided by the United States Department of Health and Human Services, Office of Minority Health. HACER, AWA.



HISPANIC ADVOCACY AND COMMUNITY EMPOWERMENT THROUGH RESEARCH



## Appendix G: Interviews Questionnaires

### INTRODUCTION GROUP INTERVIEW

#### STAND UP PARTICIPATE - AMA

Key points: (1) Welcome (2) Overview of the topic (3) Ground rules (4) Start  
 Good evening and welcome! Thanks for taking the time to join us to talk about Stand Up Participate program here at AMA. My name is Maria Camila, and with me is Yue. We are from an organization call HACER that helps organization to learn about their programs and determine ways to improve them. So, we would like to have your input to know more about the effect that the program has had on you and to learn about ways of improving the program for future participants. You were invited because you have participated in the Stand Up Participate program at AMA.

Please feel free to get up if you need to. We do appreciate that you silence your phone and keep it away from the table during our talk. You’ve probably noticed the recorder here. We are recording the session because we don’t want to miss any of your comments, everything that the recorded will be kept in private and confidential.

I’ve got a number of questions to ask, but my job is really to listen. We want to let you know that there are no wrong answers. It’s totally fine to have views that differ from others. This is a conversation, and we are interested in hearing from each one of you. So please feel free to talk to each other, built on what the others said or share a different point of view.

So let’s begin by getting to know more about each other. Let’s go around the table and tell us your name and the tell us ... (OPENING QUESTION)

#### AMA Youth Group Interview - 90 minutes

		⌚	Comments
<b>Opening</b>			
<b>1</b>	To begin let's go around the table and share with us your name and tell us about how did you ended up participating in the SUP program.	<b>5</b>	
<b>Motivations</b>			
<b>2</b>	Tell us about some of the reasons that motivated you to participate in the SUP program.	<b>5</b>	

<b>SUP Activities</b>			
<b>3</b>	Tell me some of the activities that you had while participating in the SUP program.	<b>5</b>	<i>Note: We can write in a flipchart or board</i>
<b>4</b>	Taking a look at the list that we just made. Please put mark with an X the activity that you liked the most, and share with us the reasons you have to choose that activity over the rest.	<b>10</b>	
<b>5</b>	Now mark with a circle the activity that you liked the less and tell us what make you choose it.	<b>10</b>	
<b>Changes</b>			
<b>6</b>	Tell us about some of the changes that you perceived in your life since you have been participating in the SUP program.  Probe:Think about your changes in the way you behave at school, home and in your neighborhood.	<b>10</b>	
<b>Youth Experiences/Program Perceptions</b>			
<b>7</b>	We would like to learn more about your experience in the SUP program. Tell us about what are the biggest benefits, or take aways, of the SUP program	<b>10</b>	<i>Note: We can use also flipchart to capture as many benefits and challenges as they can brainstorm.</i>
<b>8</b>	Now, shared with us about some of the challenges you faced. This might be related to personal aspects but also to logistics, venue, timing or others.	<b>10</b>	
<b>9</b>	What do your parents and friends think about the SUP program where you are participating?	<b>5</b>	
<b>Cultural Relevance</b>			
<b>10</b>	We will like to learn more about how this program is relevant to a diversity of cultures.  Share with us with what culture you identify with. In your opinion, how are the program activities relevant to your particular culture?	<b>5</b>	

<b>Youth Future Planning/Expectations</b>		
<b>11</b>	After being in the program tell us what are your aspirations for the future in the long-run?	<b>5</b>
<b>Recommendations</b>		
<b>12</b>	We want to learn about how does the program can improve so it could be better next time. What would you think should be done differently? <i>Probe: Recall the mentioned challenges. Do you have suggestions on how to improve them. What would make the program more appealing to other kids in the community?</i>	<b>10</b>

### AMA Program Director Interview

<b>Opening</b>	
<b>1</b>	To begin could you share with us how did you end up leading the SUP program in AMA?
<b>Motivations/Expectations</b>	
<b>2</b>	Tell us about some of the reasons that motivated you to start the SUP program in AMA
<b>3</b>	Tell us your original expectation for this project, what did you expect to accomplish? To what extent do you feel that expectation has been realized in the past three years?
<b>Role</b>	
<b>4</b>	You are for no doubt the strongest core of this initiative, and playing the roles as program manager, partner coordinator, spokesperson, service provider, etc. Tell us about how you ended up managing these multiple roles and tasks, and did each one make a difference on the whole process?
<b>Changes</b>	
<b>5</b>	Tell us about how does SUP have change the way you develop programming in the community?
<b>6</b>	What type of changes have you perceived in the community and in AMA since SUP started?
<b>Program Perceptions</b>	
<b>7</b>	What are the biggest benefits that the SUP program has generated in the community and in your organization?
<b>7</b>	What are the biggest challenges that you faced while implementing the SUP program?



	Probe: Think about difficulties in logistics, personnel, financial resources etc.
<b>8</b>	How has been the response of parents and the community towards the SUP program? <b>Probe:</b> What type of comments have you received from the parents? Tell us about some improvement opportunities that the parents have let you know.
<b>Cultural Relevance</b>	
<b>9</b>	Tell us about some strategies that you used to make the SUP activities culturally-relevant for the participants.
<b>Partnership</b>	
<b>10</b>	After working with several partners what are your biggest lessons learned?  Probe: Think about the recruitment, communication, engagement, logistics, etc.
<b>Sustainability</b>	
<b>11</b>	Once SUP program is over, how do you think that the benefits of the program could be transfer to others in the community?  Probe: What would AMA do after the end of the program? Would it continue this type of programming?
<b>12</b>	If other nonprofits would like to replicate the SUP program in their communities what would be the main aspects that they should consider when trying to implement it?
<b>Recommendations</b>	
<b>13</b>	We want to learn about how does the program can improve so it could be better next time. What would you think should be done differently? <i>Probe: Recall the mentioned challenges. Do you have suggestions on how to improve them. What would make the program more appealing to other kids in the community?</i>

### LYV Foundation Youth Group Interview

1. How did you get involved in the program?
2. How do you know about this program? Describe your understanding on “Stand Up Participate”/”Bicultural Active Living Lifestyle”.
3. What were your expectations of the program?
  - a. Did the program meet your expectations?
4. Can you describe your experience?
  - a. What was the best part of the program?
  - b. What was the hardest part of the program?

- c. Talk about your experience specifically with local law enforcement and the organizations/people working on community safety.
- 5. What benefits did you perceive during the program?
- 6. What challenges did you perceive during the program?
- 7. How did this program impact your life?
  - a. Did you feel about any changes in your role in your class and your role as a community member?
  - b. Did you feel about any changes occurred in your community in the past three years?
- 8. What recommendations do you have that would have made this program better?
- 9. If this program were to be implemented again would you be interested?

### **LYV Foundation Program Director Interview**

- 1. How did you get involved in the program?
- 2. How long have you been as a partner in this program?
- 3. What were your expectations of the program?
  - a. Did the program meet your expectations? Probe: ask them about the changes they felt from the first program year to the third program year.
- 4. What was your role in this program?
  - a. Can you expand a little bit more on that?
- 5. What were the benefits of implementing this program?
- 6. What were the challenges of implementing this program?
- 7. How did you perceive the communication among partners? Probe: how key partners were working with come-and-go community partners; whether or not they are going to keep long-term connections; how do they consider about community partners' contribution during the program period and in a long-run
- 8. What do you highlight of your participation in this Program?
- 9. How is this model replicable in other contexts?
  - a. What challenges do you see for the implementation of a program such as this in the future?
- 10. What recommendations do you have that would have made this program better?

## Appendix H: Complete SAYO Results Year 3

**Note: This is a fragment of the Year 3 report that contain a narrative of the full results of the SAYO survey**

### 4.4.1 Program Experiences

This area refers to youth's experiences in the afterschool program and includes three categories: Leadership and Responsibility, Supportive Social Environment, and Supportive Adults.

With the afterschool program, youth participants improved considerably in Leadership and Responsibility (see Figure 7). Teens felt that they could be or had been involved in activity-planning, rule-making, community services and leadership roles during the Year III of the program. In the post-survey results, the percentage increased 7.9pp on average, and 39.7pp in total. The improvement was driven by teens in high school. When looking at the responses by gender, girls perceived that their involvement was higher —for all questions positive perceptions exceed 50%; also, two questions in particular were higher than 80%. When analyzing the results of teens in middle school, it is noticeable that they did not feel that they were in charge of doing something to help the program (negative perception was 38.6% in the pre-survey vs. 49% in the post-survey) or helping in decision-making or rule-making (negative perception was 34.1% in the pre-survey vs. 40.8% in the post-survey). This feeling of lack of participation was mainly perceived by girls.

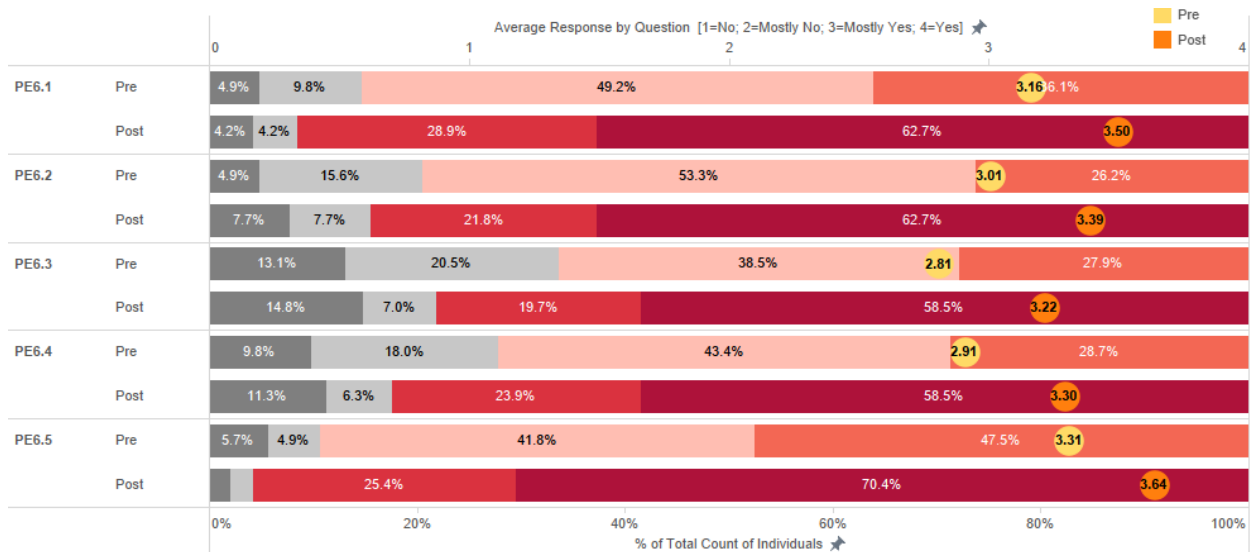


Figure 7 Leadership and Responsibility<sup>13</sup>

Regarding the social environment, nearly all teens got along well with their peers and felt mutually respected and supported (see **Figure 8**). In the post-survey results, the positive perception on a supportive social environment increased 2.3pp on average, and a total of 13.6pp. However, boys perceived more of a supportive environment than girls. Overall improvement was higher among participants in high school than those in middle school.

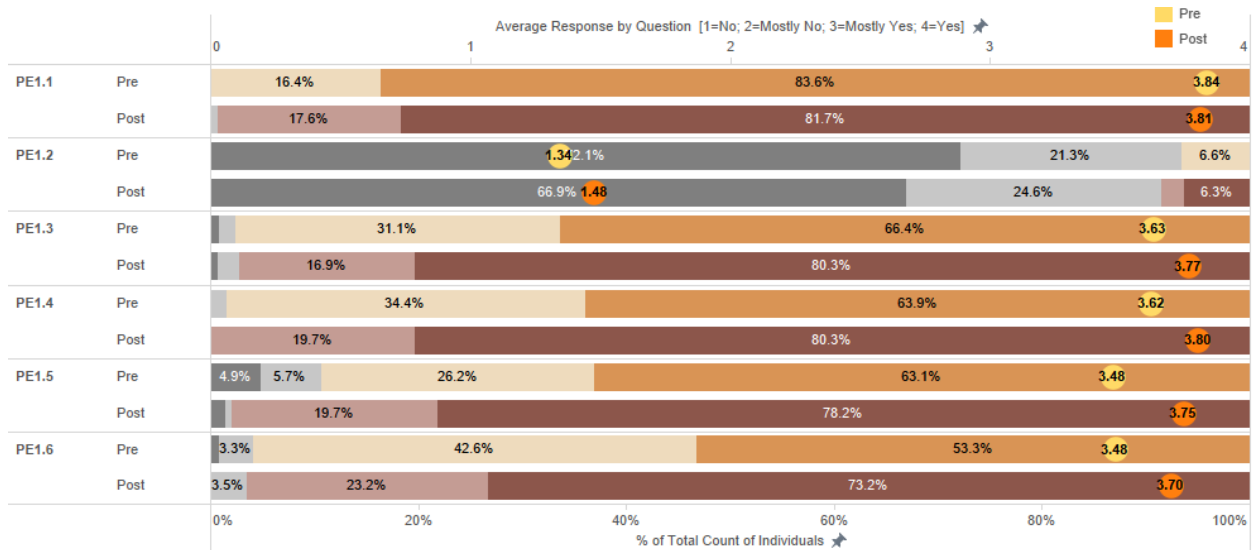


Figure 8 Supportive Social Environment<sup>14</sup>

<sup>13</sup> **Note:** PE6.1. Do you get to help plan activities for the program? PE6.2. Do you get the chance to lead an activity? PE6.3. Are you in charge of doing something to help the program? PE6.4. Do you get to help make decisions or rules for the program? PE6.5. Do you get to do things that help people in your community? **Source:** Asian Media Access

As part of this category, students were asked about unwanted teasing. Overall, 6.6% of participants noted unwanted teasing in the pre-survey and this proportion increased to 8.5% in the post-survey. Middle school males expressed experiencing this feeling more than any of the other participants. The incidence of “unwanted teasing” did not decrease throughout the three years of the program.

Last of all, trust among participants and adults went up considerably during the program (see **Figure 9**). Participants agreed completely by responding “yes” to the questionnaire when asked about having an adult interested in what they are thinking, having someone to talk to when upset, or having an adult to help them in the event of a problem. There was an average increase of 4.2pp, and a total increase of 16.6pp in this aspect by the end of the program.

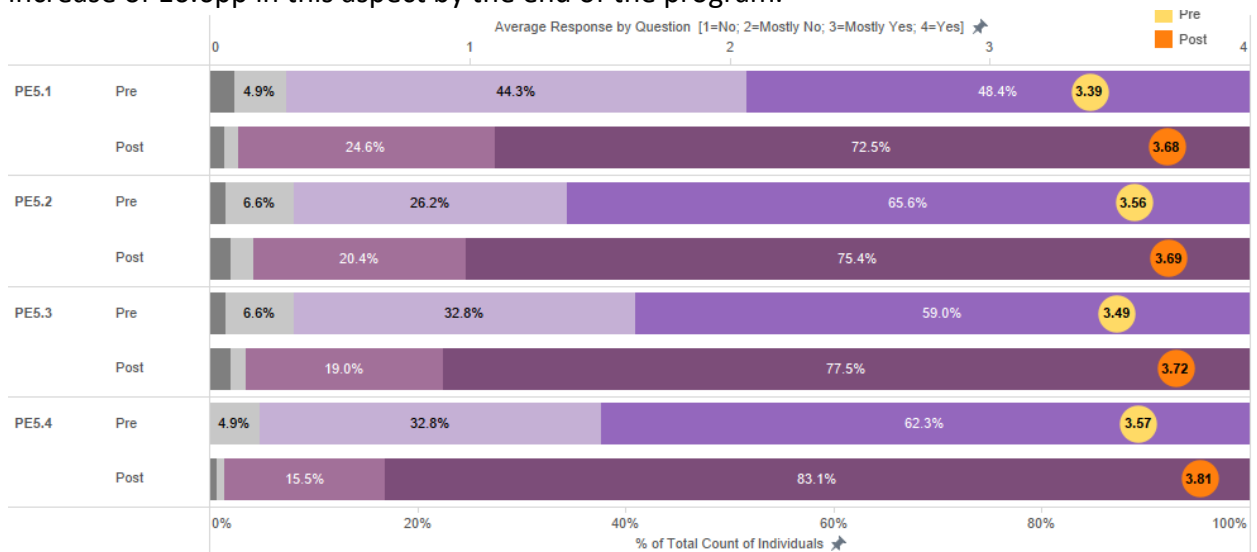


Figure 9 Supportive Adult<sup>15</sup>

Additionally, 83.1% of respondents mentioned having a good relationship with adults (in the program) who they respect and that will listen to them when needed – and additional 15.5% answered “mostly yes” for this question (PE5.4). However, only 71.4% of middle schoolers expressed this feeling as opposed to

<sup>14</sup> **Note:** PE1.1. Are teens here friendly with each other? PE1.2. Does a lot of unwanted teasing go on here? PE1.3. Do teens here treat each other with respect? PE1.4. Do you have a lot of good friends here? PE1.5. If you were upset, would other teens here try to help you? PE1.6. Do the other teens here listen to you? **Source:** Asian Media Access

<sup>15</sup> **Note:** PE5.1. Is there an adult interested in what you think about? PE5.2. Is there an adult here you can talk to when you are upset? PE5.3. Is there an adult here who helps you when you have a problem? PE5.4. Is there an adult here who you will listen to and respect? **Source:** Asian Media Access

89.2% of high schoolers. Boys tended to experience more of a supportive environment than girls.

#### 4.4.2 Sense of Competence

This second area refers to youth’s opinions and perceptions about self-competence. This area includes two categories: competence as a learner and social competence. Overall, participants were more confident in both academic and social spheres by the end of the program.

As learners, participants expressed improvement in problem-solving skills and increased persistence in completing tasks by the end of the program in 1pp and 3.5pp respectively. Problem solving was the major improvement seen in high schoolers, while middle schoolers experienced a greater increase in persistence. In both areas, boys perceived a greater improvement than girls.

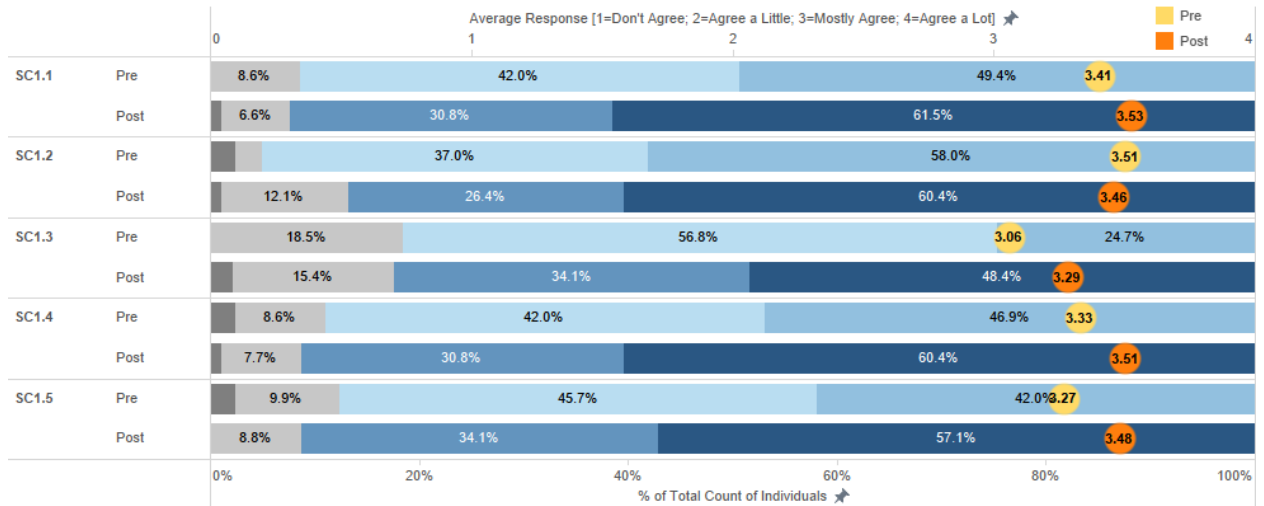


Figure 10 Self-Competency at Learning<sup>16</sup>

In the social sphere, participants improved an average of 40.3pp. Overall, participants felt that they were liked by someone they meet and that it was easier for them to join new groups increasing their positive perception in the post-survey in 20.3pp and 20.2pp respectively. In addition, it is important to note that, in the pre-survey, social interaction for girls was more difficult than for boys. When taking into account participants in middle school, there was a low improvement in the indicators. In particular, after the program, a greater proportion of middle-school participants “do not agree” or “agree a little” with

<sup>16</sup> **Note:** SC1.1. I like to give new things a try, even if they look hard. SC1.2. In school, I'm as good as other teens. SC1.3. I'm good at solving problems. SC1.4. I'm as good as other teens my age at learning new things. SC1.5. When I can't learn something right away, I keep trying until I get it.

**Source:** Asian Media Access

the statement of getting along with friends as well as other teens of their age (11.3% in the pre-survey vs. 18.3% in the post-survey compared with).

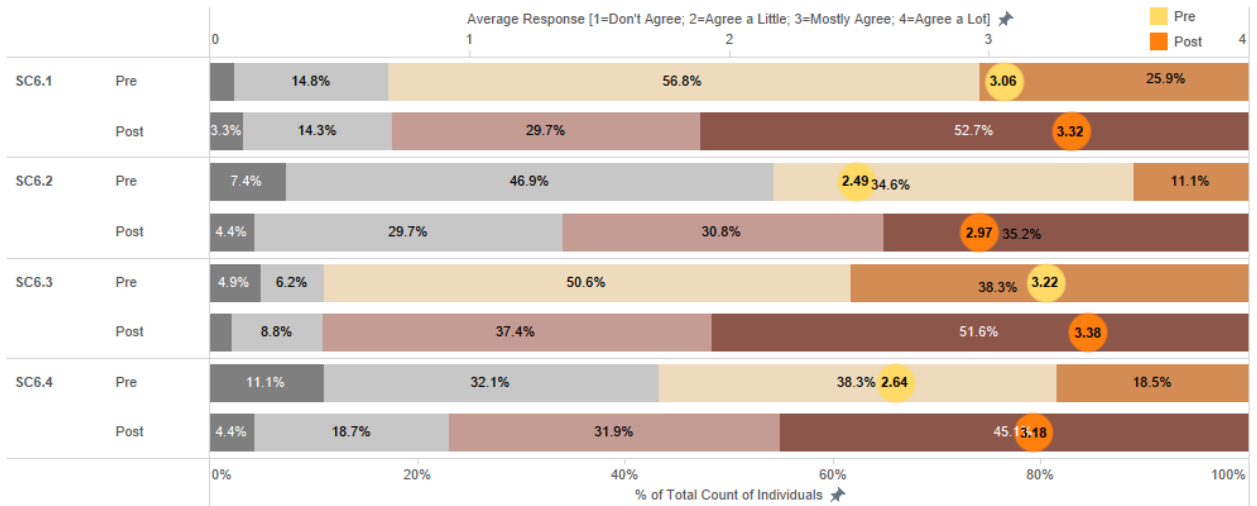


Figure 11 Social Self-Competency<sup>17</sup>

#### 4.4.3 Future Planning and Expectations

The third area refers to plans for future life, plans related to college, and expectations. In this area, building trust among participants and adults was particularly important since it encourages youth to share thoughts regarding their future. Overall, participants are more likely to talk with an adult about the future, college, special interests, particular talents, and actions to undertake now to reach life goals.

Additional questions were asked to participants in high school regarding college preparation (inside and outside school), financial aid, and how to increase the chances of getting into a good college. According to the results (see **Figure 12**), the program encouraged high-school teens to think positively about their college planning and to think carefully about their enrollment in higher education institutions.

<sup>17</sup> **Note:** SC6.1. It's very easy for me to get along with other teens. SC6.2. When I meet someone new, I know he or she will like me. SC6.3. I get along with friends as well as other teens my age. SC6.4. It's easy for me to join a new group of teens. **Source:** Asian Media Access

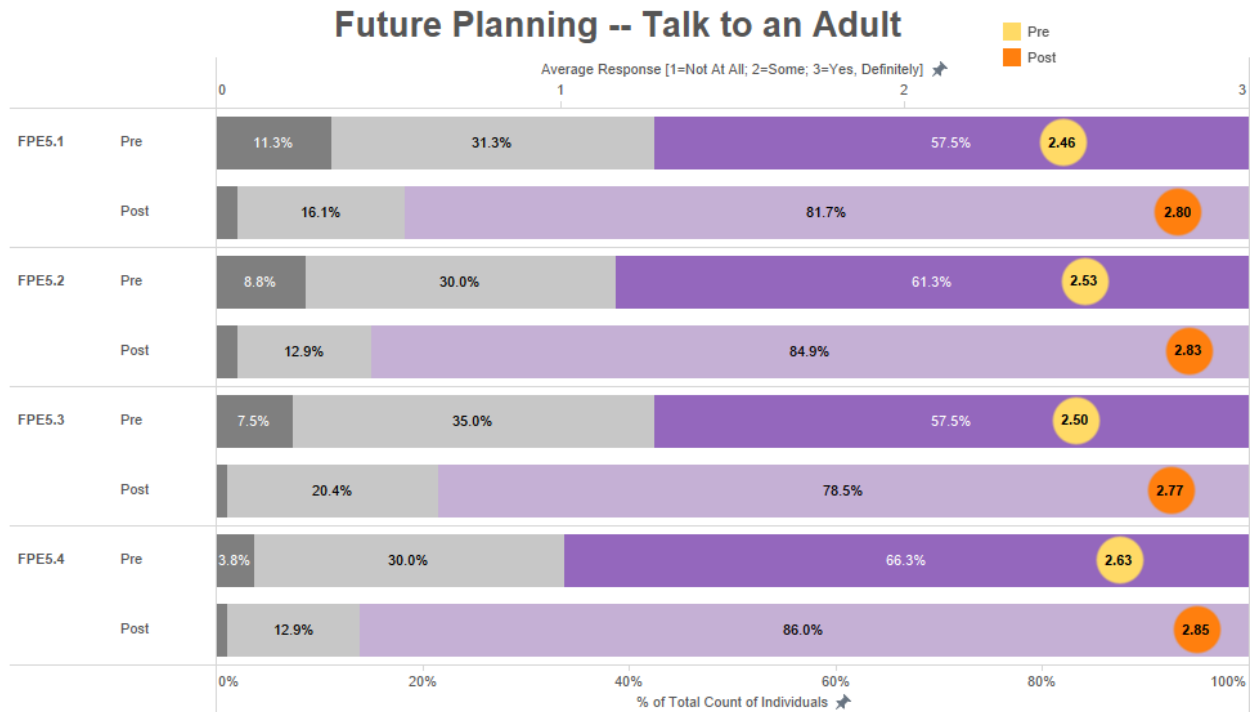


Figure 12 Future Planning<sup>18</sup>

Regarding expectations, the improvement rate was very low in general (see **Figure 13**). The largest impact of the program was in the expectation of being successful in high school which increased 9pp. Among high school participants, 95.7% think that they will graduate from high-school and 83.9% think they will go to college.<sup>19</sup> Among them, the effect on expectations was higher for boys. On the contrary, for middle-school participants, the program had a negative effect on expectations — in particular for girls. After the program, 72.5% of girls in middle-school think they will graduate from high school, and 60.0% will go to college, in comparison to 89.2% and 86.5% in the pre-survey respectively.

<sup>18</sup> **Note:** FPE5.1. Which high school courses you should be taking to prepare for college? FPE5.2. What activities you can do outside of school to help you prepare for college? FPE5.3. What financial aid might be available to help you pay for college? FPE5.4. How you can increase your chances of getting into a good college? **Source:** Asian Media Access

<sup>19</sup> Compared to 76.9% and 73.1% in the pre-survey, respectively.



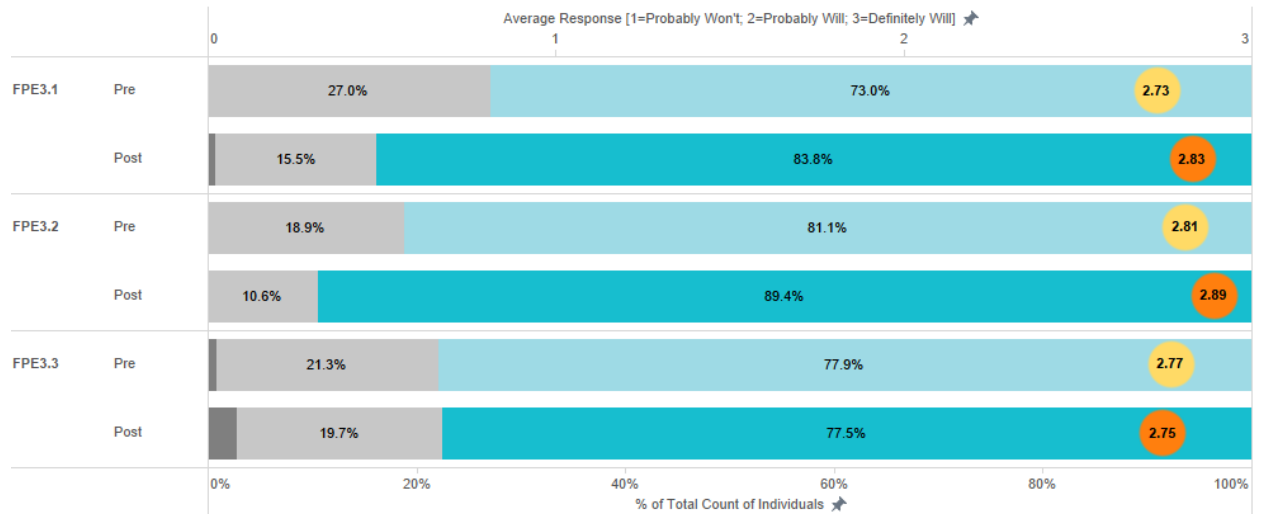
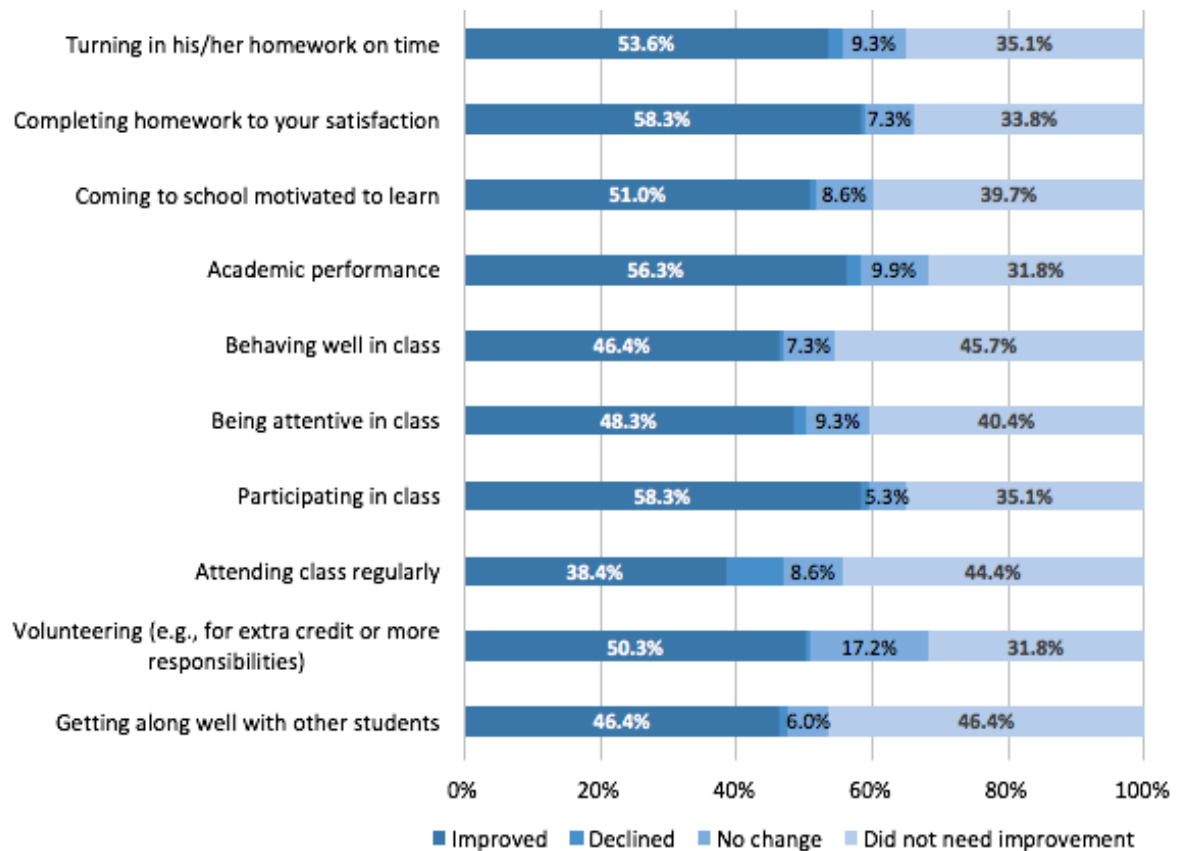


Figure 13 Future Expectations<sup>20</sup>

The teacher survey results also affirmed youth participant’s performance and ownership in school settings (see **Figure 14**). Overall, participants’ experience in afterschool projects helped them improve performance in academic settings. For instance, teachers found that 58.3% of program participants improved in in-class participation. Teachers also perceived improvements, not only in turning homework in on time, but also in completing it to teachers’ satisfaction. Nevertheless, despite the positive results, more research has to be done to improve regular class attendance among participants. It is important to know why youth miss class to properly address this aspect, and to learn how to mitigate this phenomenon. Class attendance could interfere not only with the completion of a school year but also with the quality of education that the young person is receiving which could have negative impacts on his/her future education.

<sup>20</sup> **Note:** FPE3.1. Will you be as successful in high school as you had hoped? FPE3.2. Will you graduate from high school? FPE3.3. Will you go to college? **Source:** Asian Media Access



Note: *Improved* includes the following categories: Significant improvement (46% of responses on average), moderate improvement (33% on average), and slight improvement (20% on average). *Declined* includes the following categories: Significant decline, moderate decline, and slight decline (being the majority of the responses in this category).  
 Source: HACER with data from Teacher Survey - AMA.

Figure 14 Teacher Survey Results