SUP Program Evaluation Report

Year II

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Date: October, 2016

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Executive Summary

This report evaluates the Stand Up Participate (SUP) program for its performance and outcomes of the second program year (September, 2015- August, 2016). SUP program is a three-year community-based program focuses on at-risk minority youth in North Minneapolis, Brooklyn Park, and Brooklyn Center. With the changing demographic characteristics in the state of Minnesota, especially fast rising African American and Southeast Asian American population, makes the issues of minority educational disparities, youth violence prevention, and bicultural healthy living conditions increasingly critical in these minority-concentrated areas.

Asian Media Access (AMA) is a Minneapolis-based nonprofit organization which provides comprehensive community media arts education services, and supports creative solutions for problems faced by Asian American & Pacific Islander (AAPI) community through education, production, information technology, and community organizing[2]. Together with ten key partners[3], AMA initiated this program with the grant from the Office of Minority Health (OMH) in 2013, as part of Minority Youth Violence Prevention (MYVP) Initiative[4]. Based on the expectation of this grant and aligned with the mission of OMH, SUP program was designed to realize the following goals: 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 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) and to reduce violent crimes against minority youth. At the end of the second program year, the evaluation report will go over the process of the SUP program during this year, and evaluate the extent to which these goals has been realized.

Hispanic Advocacy and Community Empowerment through Research (HACER)[5] is accountable for the evaluation and research part of this program. HACER cooperates with AMA in a community-based participatory manner. On the basis of previously created logic model and program theory, we used survey and observation as the main tools for this year's evaluation, assisted by program documents review and analysis of statistical data released by government departments. This evaluation report is important to show SUP program partners' efforts throughout the past year, to have a comparison of performance and outcomes gained by youth participants between the first and the second year, and to make recommendations for further development of this program. Restricted by limitation in personnel and timeline, there should have been more diversified instruments used for a more comprehensive inquiry that were not implied in the end, which we will try to improve in the following year.

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[2] Organizational introduction refers to Asian Media Access's official website: http://ww2.amamedia.org/.

[3] 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.

[4] Minority Youth Violence Prevention is initiated by 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, which 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.

[5] Organizational introduction refers to HACER's official website: http://www.hacer-mn.org/.

Background

The following section provides a detailed overview of the demographic characteristics and multilevel criminality situation in North Minneapolis, Brooklyn Park, and Brooklyn Center. There is going to be city-level statistics and a comparison to the overall state of Minnesota. A description of the minority educational disparity issue in Minnesota is also about to enrich the value of this program. The discussion will cover these aspects: 1) relevant conceptualization of the terms that we are using in this program, such as "youth", "violent crimes", "educational disparities", etc.; 2) highlighting how the demographic makeups and change in target cities and the state are concerning; 3) the prevalence of racial disparities in relation to crimes and policing in the areas; and 4) the how educational gaps on all levels make this program significant.

Definition of Relative Concepts in the Program and this Report

Conceptualization of relevant terms is provided here in order to eliminate misunderstandings and ensure clarity of terms in the following sections of this report:

- Youth

SUP program engages kids, teens, and young adults aged six to twenty-six years old. Though providing services for participants of wide range of ages, the concept of "youth participants" mainly refers to those elementary school and high school students, usually aged ten to twenty-one years old. Many activities/events provided by community partners are also target the group of population of this age range.

- Violent Crimes

According to the definition from FBI's Uniform Crime Reporting (UCR) Program[6], violent crimes are defined in the UCR Program as those offenses which involve force or threat of force. By this meaning, and in accordance with online statistics, we define this term to include these four activities: murder, rape, robbery, and assault.

- Youth Violence Prevention

Violent crimes involving young people make minority youth at high risk in places they are concentrated. Youth violence prevention efforts include the actions of protecting youth from being hurt from violent crimes, as well as prevent them from perpetrating criminals. Youth violence has been treated as both a social safety issue and a public health issue, which requires the cooperation of law enforcement, public health departments, and community members. SUP program takes a comprehensive method to prevent youth violence, and there are several youth violence prevention specialists from police departments getting involved as consultants.

- Minority Communities

Minority communities are those communities with higher than average percentage of minority population. In Minneapolis, communities in the north part, such as Camden, Near North, and Northeast are the ones have concentrated minority population. High-risk neighborhoods in these communities include Jordan, Sheridan, Hawthorne, Near North, Willard Hay, Victory, etc.

- Race vs. Ethnicity

Race is a broader concept of ideology that is used for basic classifying human of different physical traits or of specific geographical backgrounds. The United States Census Bureau

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[6] FBI's definition of Violent Crimes refers to: https://ucr.fbi.gov/crime-in-the-u.s/2011/crime-in-the-u.s.-2011/violent-crime/violent-crime

officially recognizes six racial categories: White American, Black or African American, Native American and Alaska Native, Asian American, Native Hawaiian and Other Pacific Islander, and people of two or more races[7]. Ethnicity has a wider standard, and is usually defined by individuals according to their own perception of self-identity. In SUP program, participants are sometimes recognized in sub-groups of Southeast Asian Americans based on the original place of birth. The most often used ethnic term is Hmong, originated from Vietnam, Laos, and Thailand, and resettled in the United States since 1970s due to political unrest.

- Disparities in Education/Educational Disparities

Data from Minnesota Department of Education and many other reports of Minnesota educational gaps suggest that there are discrepancies on all levels between minority youth and white youth, including opportunity gap, academic performance gap, graduation rate gap, teacher diversity gap, etc. We take all of these gaps relevant towards education issue into consideration when discuss the background of SUP program, using disparities in education as the umbrella expression.

- Community Partners

AMA and key partners are working with each other as well as expanding partnership by engaging other community-based projects and organizations with aligned mission, and these organizations are called community partners. They are selected and cooperated on rolling bases, depending on project schedule and the timeline of SUP program.

Demographic Makeup and Change in SUP Program Communities[8]

Minnesota is still a predominantly white state (85 percent of population are Whites alone). Minorities of color make up respectively small percentages (7 percent African Americans/Blacks, 5 percent Latinos/Hispanics, and 5 percent Asian Americans), and the Twin Cities metro area has one of the lowest shares of people of color (22 percent), ranking twenty-fourth of the top twenty-five metros[9]. However, vertical statistics show that the population of color is growing rapidly in Minnesota. Refugees from Southeastern Asia (Laos, Hmong, Cambodia, and Vietnam) arrived and settled in Minnesota starting from late 1970s, and African refugees and immigrants (from Somalia, Ethiopia, and Liberia) have been settling here since 1990s, making Minnesota increasingly diverse. The population of color is expected to break the line of 1.5 million by 2035, and to make up at least 40 percent of the region's overall population by 2040[10]. Particularly, Minnesota has the second-largest Hmong population in the United States, which ranks 4th among all states by the total Southeast Asian American population. This group of population is distinctively originated. St. Paul has the largest population of Asian American while Minneapolis houses most of the Black and Hispanic communities. These minority groups are often concentrated in specific areas, and few white people live within them.

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[7] Population Profile of the United States: 2000 (Internet Release), Chapter 16, U.S. Census Bureau: http://www.census.gov/population/pop-profile/2000/chap16.pdf

[8] Demographic data in this part is from 2010-2014 American Community Survey, 5-year estimates

[9] Wilder Research, 2015: http://www.mncompass.org/demographics/overview

[10] *Demographic Overview,* Minnesota Compass: http://www.mncompass.org/demographics/overview

Table 1. Population of Minnesota Southeast Asian Americans by Ethnicity[11]

Cambodian	9,543
Hmong	66,181
Laotian	12,009
Vietnamese	27,096
Total	**114,810**

The population of dominant cultural background has changed much more from aging issue than minority groups. Amidst all people over 65 years old, 95 percent are White. Although 72 percent of Minnesotan children under 18 years old are also White alone, percentage that is about 5 percent lower than the population of that age. Almost 30 percent of enrolled Minnesotan students are non-white, with 8 percent English Language Learners[12]. Minnesota's households, schools, and labor market will quickly be made up of people of color.

North Minneapolis, Brooklyn Park, and Brooklyn Center are areas of concentrated minority population, namely African Americans and Southeast Asian Americans. Minneapolis is composed of 61 percent of White population, while the percentage for Brooklyn Park and Brooklyn Center is below 50 percent. Within this, Brooklyn Park and Brooklyn Center have more than five times the amount of Black and Africans Americans, and almost four times the amount of Asian populations than other parts of the state. Almost 90 percent of families in the state of Minnesota cited English as the only language spoken at home. Comparing this to SUP program cities – Minneapolis slightly resembles Minnesota in that 80 percent of families speak only English. However, Brooklyn Park and Brooklyn Center depart more significantly at 74 percent and 72 percent respectively. Brooklyn Park and Brooklyn Center demonstrate their cultural diversity by having more than four times the amount of Asian spoken languages and twice as many Spanish speakers as the state of Minnesota.

Staying at the family level, the composition of families also differs across communities. Family demographic statistics are particularly important when evaluating the importance of the SUP program. As SUP is a youth-based, family-oriented program, it is important to verify that the areas where the program is implemented possess appropriate demographic levels to speak to its relevance. When considering the number of children under 18 in a household, about 48 percent of Minnesota families have at least one such child. These numbers rise when analyzing families that reside in the SUP cities. In Minneapolis, 54 percent of families have at least one child under 18 residing in the household. In Brooklyn Park, it is 57 percent. In Brooklyn Park, it is 55 percent. These numbers show that SUP cities are a home to families that fit the demographic composition that the program targets. Racial, ethnic, and cultural differences are significant because of how they relate to the percentage of families below the poverty line. In the SUP cites,

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[11] Data source: American Community Survey, 2010

[12] The Minnesota Department of Education

95 percent of families below the poverty line are families of color, which specifically addresses the challenges that arise when youth of color live in disenfranchised homes[13].

The concentration of disadvantaged families and changing demographic characteristics in the state of Minnesota and the SUP program cities demonstrate the demands of concerning about youth development within that area, and helping the misrepresented population to gain resources for better living, in order to prevent the state from creating inequalities and segregation. SUP program gathers community resources mainly focus on education success and violence prevention for youth of color and their families. The following two parts depicts why these two concentrations worth specific concern.

Educational Disparity Issue

According to many educational scoring resources, the state of Minnesota has always been ranked on the top of lists[14]. Minnesota's outstanding educational achievements and performances do not conceal issues behind. Although Minneapolis-St. Paul-Bloomington was the 7th top area considering overall education level, it fell to the 59th in Quality of Education & Attainment Gap Rank among 150 major cities in the US[15]. The gaps exist on all levels regarding minority education, including gaps of pre-school education, education resources' accessibility, the graduation rate, the achievement in mathematics and reading of disparate grades, SAT scores, etc. Education equity is restrained by opportunity gap, achievement gap, discrepancy in high-school graduation rate, and the diversity gap in teaching resources. A great number of research and community projects have been conducted to address multicultural education challenges in the context of demographic changes (Sarraj, et al, 2015; Endo, 2015; Amos, 2010; Passel and Cohn, 2008; Howard, 2010; Aceves, 2014), while most of them focused on states with higher-than-average percentage of non-white population, less concerned about comparison among white states like Minnesota. The changing demographic characteristics make the educational disparities between minority students and their white counterparts much more severe than expected. Generally, the issue is performed in four aspects: the opportunity gap, high-school graduation gap, achievement gaps, and the lack of teacher diversity.

The latest released report *The Opportunity-Gap Defined* issued by IFF Research Department analyzed the inconsistency between educational supply and demand in Minneapolis during the school year 2013-2014, based on the Minnesota Department of Education's scoring system (Multiple Measurement Rating, MMR) *[16]*. In Minneapolis public school district, the average MMR score for all public schools was 39 percent and 33 percent for FR (Functional Requirements)[17] calculation in 2015. Those schools which had lower than average MMR scores

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[13] Refer to SUP Program Evaluation Report, Year I for more demographic information and graphs.

[14] The Quality Counts 2016 conducted by *Education Week* shows that Minnesota ranked 5th and 6th respectively in the categories of "Chance-for-success" and "K-12 Achievement", which kept the overall ranking of the State as tenth in the nation, the same as the previous year. Another analysis done by *WalletHub* compared the quality of school systems in the fifty U.S. states and the District of Columbia in 2015, Minnesota ranked 9th among all. Minnesota students also scored the 3rd highest overall in math test scores and the 5th highest in average SAT scores.

[15] WalletHub Posts: https://wallethub.com/edu/most-and-least-educated-cities/6656/

[16] IFF Report: http://www.iff.org/resources/content/3/0/documents/IFF_MINN_report_final.pdf

[17] The definition and calculation methods refer to Minnesota Department of Education:

and FR calculations were all concentrated in central, northwest, and southeast part of
Minneapolis, where population of color were housing.

Figure 1. Housing segregation and Average MMR Scores of Minneapolis Public School Attendance Areas[18]
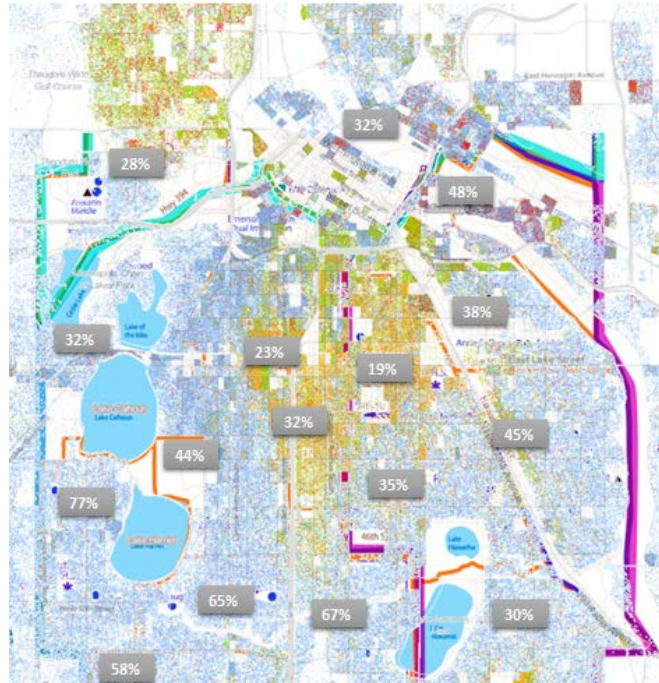
Through recent decades, the overall enrollment of minority students in Minneapolis public
schools has increased from 40 percent to around 70 percent, which reached the top in 2002. After
that year, the enrollment of Hispanic students keeps growing, while the proportions of minority
students of other race/ethnicity are slightly falling.

Figure 2. Percentage of Minneapolis Public School Student Enrollment by Race/Ethnicity, 1985-2015[19]

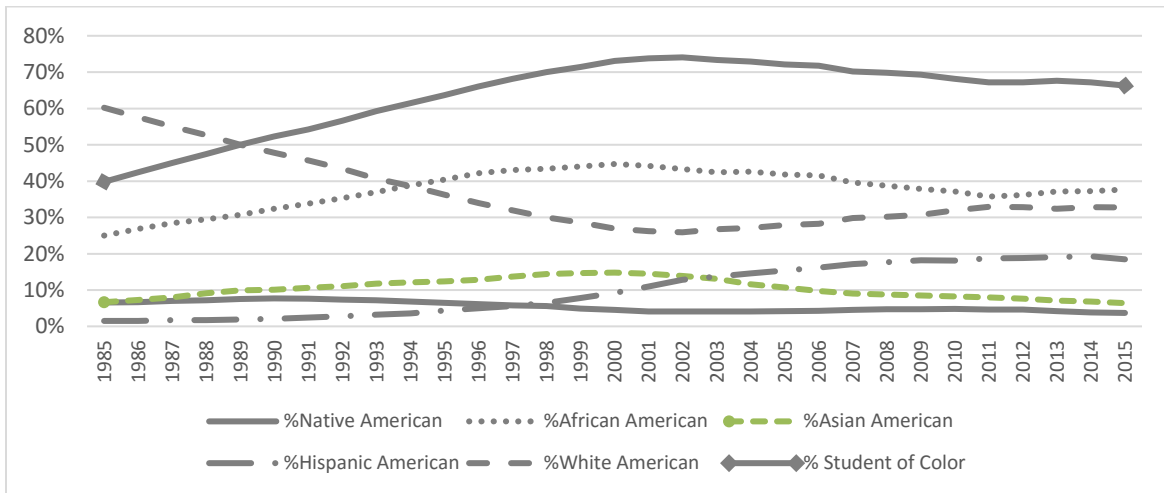With more students of color getting enrolled, the issue of segregation gets more concerning in the meanwhile. One in fifth Minneapolis public schools is made up of one kind of dominant minority group. There are schools set up serving specific students of color, such as Hmong International Academy for Southeast Asian immigrants, American Indian OIC for Native Americans, and Emerson Spanish Immersion Learning Center for native Spanish speaking students. Due to geographic location, some schools enroll a much larger percentage of African American students (Heritage Science and Technology: over 99 percent; Harrison Recreation Center: 90 percent; Lucy Laney at Cleveland Park Elementary School: 87 percent; etc.), and some schools have less than 2 percent or even no white students at all. Those schools with less white students also have higher rate of students living in poverty.

Figure 3. The Correlation between the Enrollment of White Student and the Percentage of Students Living in Poverty[20]
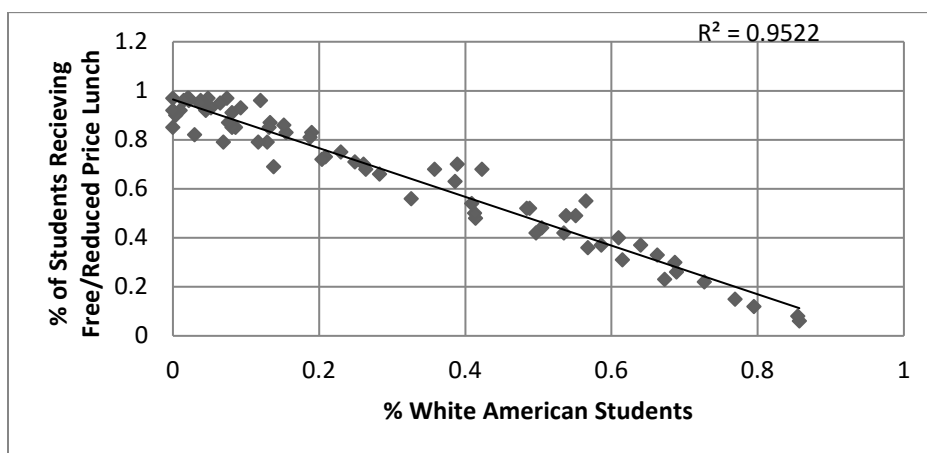
The national program Building a Grad Nation's 2016 report[21] has demonstrated a great progress in raising the high school graduation rate and ending high school dropout rate, and a new high record is achieved in 2015-2016 school year (82.3 percent). However, Minnesota is one of the states that are off-pace to the 90 percent goal, and minority youth still face barriers towards success in Minnesota. According to the report released by Minnesota Alliance with Youth, approximately 53,524 students in Minnesota graduated from public high schools in 2014, but 5,164 youth dropped out from schools, or had an "unknown" status at the time of graduation. From 2011 to 2015, Minnesota's overall graduation rate increased from 77 percent to 82 percent, but the gap between white students and students of color has always been one of the worst in the country. Although the gap between the White/Asian and the Black/Hispanic is narrowing from over 30 percent to around 23 percent in the past five years, the discrepancy was still ranked one of the highest in the U.S.

Dominated by white population, it would be more appropriate to compare the situation among states that are whiter than average, with a non-Hispanic white population over 80 percent. When looking at enrollment and graduation rates for low-income and minority students in these states, Minnesota appears to perform poorly. White students' graduation rates ranked the second to the lowest in 2015, only higher than Ohio. Although Minnesota had comparatively less low-income students enrolled, their graduation rate was about 66 percent, 15 percent lower than the average of all students', and 20 percent lower than the graduation rate of Indiana students of similar family income. Minnesota's minority students, including Black, Hispanic, and AAPI, were all near the bottom on the ranking. Minnesota's minority groups dragged the average graduation rate down by 5 percent from the White's.

Areas with the highest population of people of color also have the school districts that students preform the worst in math and reading. St. Paul public school district reported a 37 percent proficiency in math for all grades, compared to the state wide average of 60 percent (2015). Minneapolis public school district reported a 45 percent proficiency in math for all grades (2015), a school district where only 34 percent of the student body is white. St. Paul Public school district also has a disproportionately high minority population, with 32 percent of the school district being Asian. Majority of the worst preforming school districts in the state in math and reading scores are located within the twin cities, particularly in areas that have a higher than average population of students of color. These schools are also disproportionally located in areas that house almost exclusively families of color.

With more diversified students, the educational achievement gap among Minneapolis students is enlarged when compared with the overall situation of the state of Minnesota. Especially in reading tests, only white students in Grade 7 had better scores in the City than in the State. All minority student groups fell back at least 10 percent in percent proficient. Results of English language learners, free/reduced priced lunch receivers, and students of special education were more concerning on all levels in math, reading and science. MCA-III test[22] results of these groups of students have not changed much in the past five years.

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[21] Build a Grand Nation, 2016 Annual Update, P9, P18
[22] Data source: Minnesota Comprehensive Assessment Test information. Refer to Minnesota Department of Education for full measurement description.

Table 2. Percent of Students Meets and Exceeds MCA-III Test Specifications by Student Group, 2015[23]

	Free/Reduced Lunch	English Language Learners	Special Education
Math, Grade 11	27%	7%	11%
Math, Grade 3-8	42%	26%	29%
Reading, Grades 3-8 and 10	40%	17%	26%
Science, Grade 5, 8 and HS	32%	8%	23%

Research shows that education school students often return to their home states to start their teaching careers[24], which makes a white states' teaching force whiter. In 2016, 30 percent of Minnesota's schoolchildren were Native American, Asian or Pacific Islander, African American, or Hispanic. In contrast, roughly 3 percent of Minnesota's teachers were people of color[25]. Minnesota's teacher shortage has been growing for decades. In some geographic, curricular or demographic areas, this shortage has become a crisis. In classrooms throughout the state, there are individuals at the helm who have no background or preparation[26]. Minnesota's student body is not as diverse as national averages, but the lack of diversity among the state's teaching ranks is relatively much more severe.

Criminality of SUP Program Neighborhoods

According to longitudinal statistical data from local police departments, Brooklyn Park is a major pocket for weapons violations in the region, and the North and Downtown Minneapolis are areas that have suffered homicides. The two predominantly concentrated areas for marijuana arrests are in Downtown and in North Minneapolis[27]. Racial disparity also exists in youth violence. Among juvenile homicides registered from 2009-2014, 87 percent of the total were Black Americans. At this time, the extreme disproportionality in youth policing is a particular problem for communities of large percentage of young Black Americans. Black arrest rates from 2004-2012 have averaged at least ten times the amount of White arrest rates[28].

SUP program has been taking efforts to reduce youth violence and violent crimes perpetrated against youth of color in these areas for two years. However, it is still a tough objective to realize lower-down violent crime rate since many factors are affecting the rates in an opposite way, such as weather, demographic change, density of police actions, etc.. Figure 3 demonstrates the fluctuation of the number of violent crimes happened in the City of Minneapolis during the past program year. In the first quarter of 2016, 55 people (at least) were shot in north Minneapolis compared with 21 in that same period in 2015, and more crimes were perpetrated in the summertime. Within the total 38 homicides occurred, 23 (61 percent) were in the north part.

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[23] Table credit: HACER; data source: Minnesota Department of Education. The average percent proficiency in each category for white students is always above 60 percent.

[24] *Smart Solutions to Minnesota's Teacher Shortage: Developing and Sustaining a Diverse and Valued Educator Workforce* by Educator Policy and Innovation Center, 2016

[25] Minnesota Department of Education, Teacher Supply, 2015

[26] EPIC Report, 2016, p10

[27] Community crime maps by categories can be generated by RAIDS ONLINE.

[28] Data source: FBI/Uniform Crime Reporting Program and U.S. Census

Figure 4 and Figure 5 shows that in the year of 2015, North Minneapolis was increasingly suffered by shootings and all other kinds of violent crimes, especially in Camden community and Near North community, which contains neighborhoods such as Camden Industrial Area, Hawthorn, Jordan, Folwell, McKinley, which had darker color in both of the figures.

Figure 3. The Trend of Minneapolis Violent Crimes Occurred in the Period of SUP's Second Year[29]
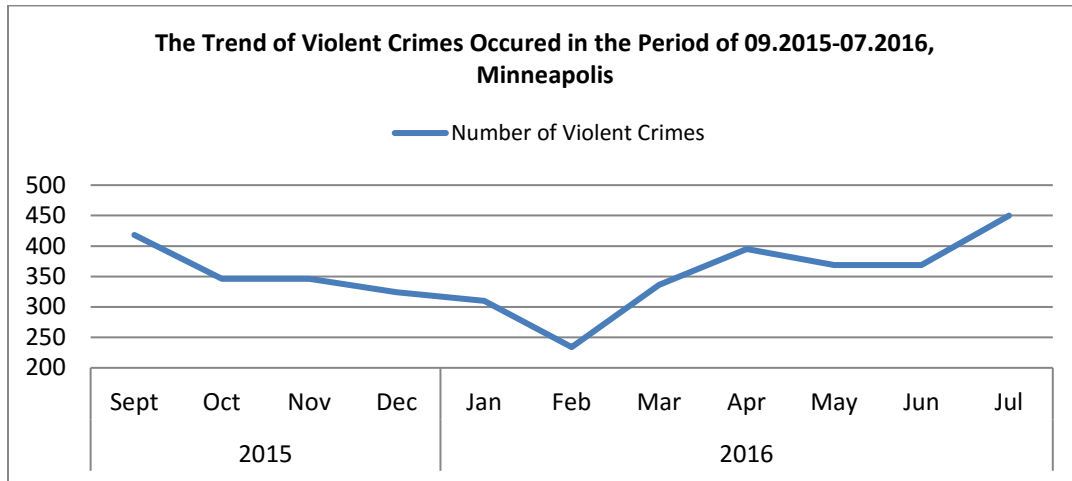
Figure 4. 2015-2016 Year-to-Date Percent Change in Shootings & Figure 5. Percent change in violent crime in 2015 compared to 5-year average[30]
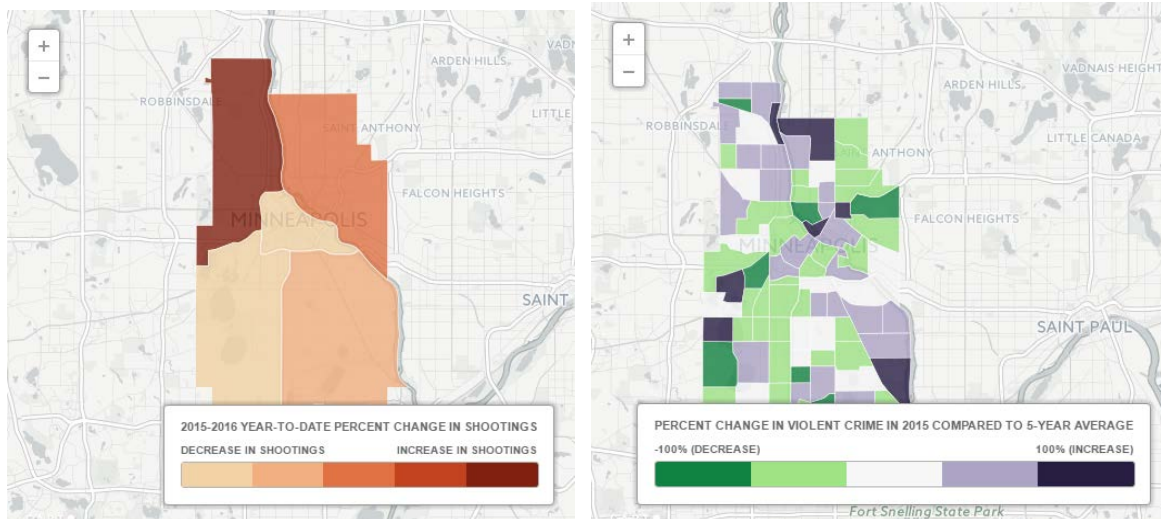
At the state level, comparing the age of Minnesota homicide victims and offenders in the period of 2011-2015, as Figures 5 and 6 suggest, the number of victims under 18 years old kept rising up, and the number of offenders of that age experienced a trend of reduction between 2011 and 2014, but it sharply went up in the year of 2015.

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[29] Figure credit: HACER; data source: Police Department of the City of Minneapolis.
[30] Figure credit: StarTribune's online article: *Minneapolis shootings up sharply, particularly on North Side,* April 16, 2016

Figure 5 & 6. Homicide Victims and Offenders by Age in Minnesota, 2011-2015[31]
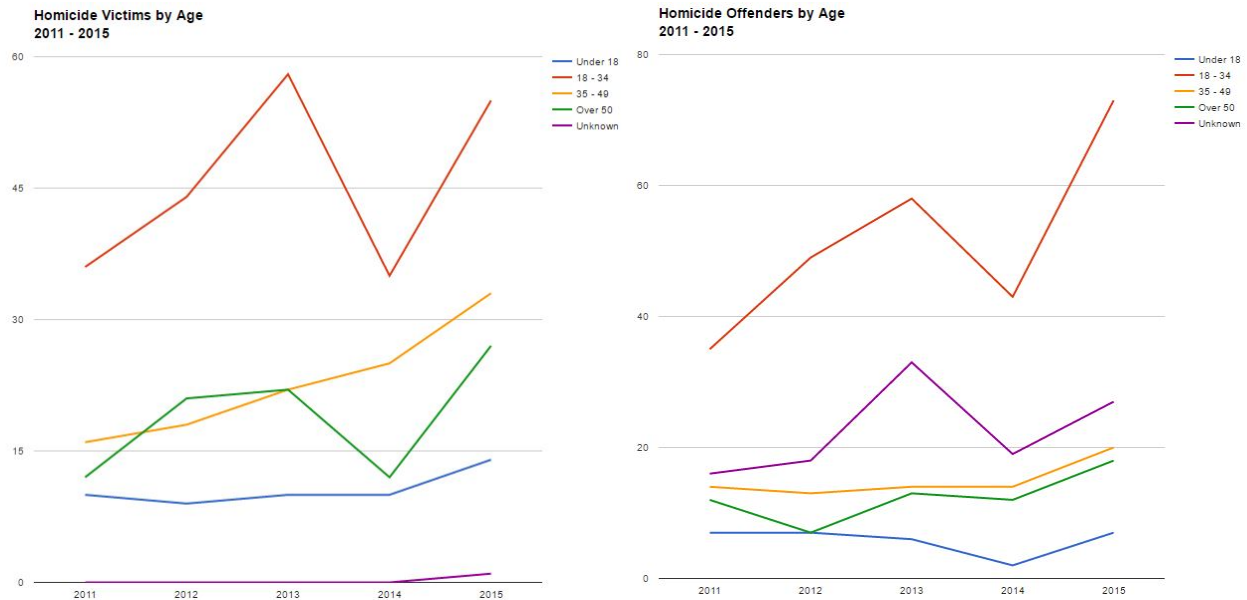
All these cities were taking actions to prevent youth violence. The Broader Urban Involvement and Leadership Development (BUILD) curriculum has been implemented by Minneapolis Health Department and the City of Brooklyn Park[32], a model recommended by the Office of Juvenile Justice and Delinquency Prevention, targeted youth of age 12-17 and aimed to reduce youth's exposure to gangs through after-school activities. SUP program has also been one of the community partners of BUILD program. Community policing is also an important part of that effort, along with Youth Violence Prevention Initiative and Youth Coordinating Board's actions. The city of Minneapolis is currently providing funding and training to eight youth serving agencies in Minneapolis communities most impacted by violence. Seven of the eight agencies are in North Minneapolis[33]. It seems that these efforts made a difference in 2014, but the rebound in 2015 made it tougher to effectively realize the objective of youth violence prevention.

The educational disparities and severe criminality issues in these program-targeted cities speak to the importance of the SUP program because it specifically addresses the challenges that arise with demographic change and when youth of color live in disenfranchised homes in those areas.

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[31] Figure and data source: Minnesota Uniform Crime Report: *State of Minnesota Department of Public Safety, 2015*, released by Minnesota Bureau of Criminal Apprehension, July 1, 2016.

[32] Program information refers to Minneapolis Health Department's website, and the pamphlet issued by the City of Brooklyn Park: *What is Brooklyn Park Doing for Youth?*

[33] Minneapolis Mayor's speech on May 26, 2015: https://mayorhodges.com/2016/05/26/preventing-gun-violence-in-minneapolis/

Overview of SUP Program

Goals and Objectives

Stand Up Participate (SUP) program aims to mobilize law enforcement agencies, public health departments, and communities of color in Hennepin County (especially North Minneapolis, Brooklyn Park, and Brooklyn Center area) to integrate public health and violence prevention approaches, to support Cultural Immersion Intervention process for minority youth. The goal of SUP program is 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. Specific objectivities are as follows:

- 5% reduction in homicide rate and firearm violence injuries and other violence crime perpetrated by/against minority youth at August 30th, 2017;
- 250 youth participants improve academic outcomes and their access to needed public health and/or social services annually;
- Improved relationships with public health and law enforcement entities through "Bicultural Healthy Living" public campaign, for 5000 people of color in Hennepin County per year;
- Improved 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 30th, 2017.

Distinctive but interrelated projects were designed and implemented to realize these objectives, through collaboration with key partners and community partners. Bicultural Healthy Living Lifestyle (B.A.L.L.) campaign and Positively Healthy U Network (P.H.U.N.) after-school project were two pillars of SUP program, of which there were some sub-projects charged by different partners, but reported to the lead organization, Asian Media Access (AMA).

Stakeholder Analysis

SUP program's key stakeholders include beneficiaries, partners, funders, and community members of interest. According to the Power/Interest Grid (see Figure 7 below), they are put into spots that show how they closely relate to and are concerned by the program, as well as how influential they are in the decision-making process.

Asian Media Access (AMA) is the leading organization of the SUP Initiative, focusing on project coordination, implementation, grant allocation, and new partnership development. Since 1992, AMA has provided comprehensive community advocacy to combat social inequality, health disparities and neighborhood crime, and to mobilize communities and inspire young people to involve in participatory decision-making process for a safe, supportive environment for all.

AMA collaborated with a diverse group of organizations and individuals, in order to attain the goal and objectives of SUP program. In the Power/Interest Grid, these partners have both high interest and influence. Key partners, such as LVY Foundation, Hmong International Academy, and Iny Asian Dance Theater, have conducted 400 sessions of activities and events directly targets youth participants and their families in the second year, and have provided culturally/linguistically-appropriated services to community members, which shapes the envision

and guides the direction of the program. Other key partners, such as Departments of Health and Police Departments of Minneapolis, Brooklyn Park, and Brooklyn Center, as well as the Center for Court Innovation, are getting involved with different functions. Health Services (state, local and tribal governments) are accountable of delivering a variety of health programs to and to be partly responsible for the "Bicultural Healthy Living" training. Police Departments are responsible for referrals and joint training for Community Policing strategies and SARA Model[34].

Community partners are usually nonprofit organizations, coordinating with SUP program's key partners as service providers, which have plenty networks and connections with community members, school districts, and funders, so as to strengthen networks and to expand the resources of youth development and violence prevention. The partnership with community organizations is on rotation and project-based, which means they are involved when timelines and project schedules are work for both sides.

Beneficiaries are not limited to youth of color in target cities, but broadly influenced low-income minority families, ethnic groups, community members living in target areas, and the society as a whole. Beneficiaries are the ones who participate into activities and events, acquire knowledge and skills, change minds and behaviors, and make a difference in collaboration. At the beginning of SUP program, they may be the group of stakeholders with high interest but low decision-making power, while they will finally move to higher power/influence level through participatory process.

Figure 7. Power-Influence Grid: SUP Program Stakeholder Analysis[35]

Program Logic

With the goal of demonstrating 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 well-being of communities of color in Hennepin County (especially the area of North Minneapolis, the City of Brooklyn Park, and the City of Brooklyn Center), HACER and AMA created the Logic Model for understanding the theory of change. The assumptions behind the logic include:

- Disparities exist between majority and minority groups, as well as among ethnic minorities, in terms of health resource accessing, social violence occurrence, and opportunity in education. There is a larger gap in low-income minority concentration areas, such as program target cities;
- There is a difference when distinctive ethnic groups think about healthy living and take actions, thus bilingual/cultural-sensitive approaches should be taken into consideration when designing and planning initiatives among such groups;
- Academic performance improvement will positively contribute to youth violent crime rate reduction, since guiding them properly use after-school time and providing them opportunities for self-improvement and fortune generation will reduce youth's propensity for violence, also decrease their exposure to degenerate environment;
- The goal and objectives will not be attained without the effort of the communities as a whole. The success of this program requires a solid and flexible network among community partners, since societal issues are entangled all the time on all levels;
- Word of mouth and social media are both good methods for expanding influence. SUP program should spread information through existing media methods, as well as making creative media products and channels, in order to actively and accurately disseminate cultural sensitive information towards target audiences.

Based on these assumptions and network of partnerships, detailed plan of activities and strategies were built up, and updated annually. See Appendix 4 for the Logic Model.

Year II Evaluation Framework

Evaluation Questions

This evaluation framework is for SUP program Year II. Since there is no change in general goal and objectives, most of evaluation questions and measurements are the same as those for the evaluation of Year I, for consideration of consistency and performance tracking and monitoring.

The evaluation questions for the second year (September, 2015- August, 2016) are around four domains, for the purpose of demonstrating how to integrate public health and community policing more effectively in order to reduce racial disparities that prevail throughout the communities:

- Stakeholder Networks and Cooperation
- Youth Violence Prevention (behavior focus)
- Youth Academic Performance
- Access of Public Health Resources and Social Services

For each domain, questions and sub-questions were built up to measure the extent to which SUP program's activities and events contribute to goals and objectives.

Q1. Efficiency and Effectiveness of Stakeholder Networks
- Do partners all remain active? Any (new) partners get involved?
- Does activities/events held per quarter directly/indirectly intervene youth violence prevention and health service access?

Q2. Impact in Reducing Community Violent Crimes Perpetrated by Minority Youth
- Are youth of color aware of the trauma caused by violent actions?
- What are the reasons for them to join in violent actions? Does SUP program provide any method to help them in terms of reducing the motivation?
- Does conflict resolution and SARA problem solving skills effectively attained by youth and parents?
- What kind of efforts does SUP program take that effectively reduce negative encounter between youth and local enforcements?

Q3. Efforts in Reducing Violence against Minority Youth
- To what extent the number of youth victims changes and in which way?
- Does SUP program provide effective and efficient methods to protect youth from being hurt?
- How do law enforcements help preventing violence against minority youth?

Q4. Changes in Youth's Academic Performance
- What are demographic characteristics of youth participants?
- How is the performance and outcome of youth participants?
- Any change occurred comparing with the result of Year I?
- Do teachers and parents satisfied with the outcome?

Q5. Changes in Access towards Needed Public Health/Social Services
- What kinds of activities/events do SUP program provide that effectively increase access to public health/social services?
- How does SUP program help minority groups get healthy living information?
- How do health services help with youth violence prevention?

Methodologies

Qualitative methods were used for the evaluation of the second year. This multi-model qualitative project relies upon a combination of surveys, observations, documents review, and literature review to assess the questions listed above.

Surveys were designed for youth who participated in P.H.U.N. (Positively Healthy U Network)[36] project based on the instruction of 21st Century Community Learning Centers (CCLC)[37]'s Survey of Academic Youth Outcomes (SAYO)[38]. There were 29 questions for middle-school student participants, and 33 questions for high-school student participants, covering three main topics and several sub-topics under each main one (see Table 3). Some basic demographic information was marked on the survey, such as gender, grade, and student ID. Other demographic and contact information could be found on the Sprockets system[39], which has been used to track and keep records of current and previous participants and their families since the beginning.

Table 3. Survey Structure

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 Expectation	Seeking Supports from Adults Success in High-school College Planning
Retrospective Questions (Does this program help you to…?)	Feel Good about Self Find out Interests and Confidence Make New Friends

Surveys were provided online for participants to complete after participants enrolled (pre-survey) and before they completed the program (post-survey), in order to understand the extent to which the program makes influence on youth. Another survey was called the Teacher Survey, which assessed the academic improvements of students from teachers' perspective. There were only

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[36] P.H.U.N. project is one of the core parts of SUP program, which contains all after-school activities, including mentoring, dancing, youth video groups, etc.

[37] CCLC program is initiated by U.S. Department of Education for the purpose of supporting the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. More information refers to the official website: http://www2.ed.gov/programs/21stcclc/index.html

[38] SAYO Surveys (for youth and for teachers) are part of the A Program Assessment System, which aims at helping programs measure and link their program quality and youth outcomes.

[39] Sprockets system is used among after-school programs in the City of St. Paul, MN. All SUP program participants' information will be restored in another Minneapolis citywide afterschool program information system, Cityspan, in the third program year.

eight questions included, also required online completion once after program ended. The analysis of these surveys will be introduced in evaluation findings.

An After-School Staff Survey was designed to get feedback from P.H.U.N. project staff in the spring of 2016, to determine how the program was perceived by those providing the Out of School Time (OST) programming. 15 staff members were asked to complete this survey, and 8 of them completed it. 12 open-ended and multiple choice questions were included, and the results provide an accurate picture of how staff perceive Project P.H.U.N. and how the Project work with youth.

Observations were conducted by HACER's evaluator when invited to participate in three SUP program's youth events held by AMA and other partners. Notes and records were collected and photos were taken by the observer. There were also professional photographers taking photos and making videos in every major event. The observer would let the person in charge of the event know his/her presence, but kept standing or sitting aside, watching and taking notes without intervening activities. The three observations were occurred in the second and the third quarters. (1) On January 30th, the youth dancing performance Every Day is a Sunny Day was presented at Ordway Concert Hall, organized by AMA in collaboration with Iny Asian Dance Theater and Pan Asian Arts Alliance. It was a deliberately designed dancing drama with diverse southeastern-Asian cultural elements, including Asian Indian, Chinese, Hmong, Laotian, and Thai costumes, music, images and dances. The events lasted two hours from 7:00pm to 9:00pm. (2) The Bridge to Manhood- A Conference for Young Man of Color was held by collaboration of Minneapolis Health Department, African-American Education Empowerment Program (AME), AMA, etc. at Minneapolis Community & Technical Collage on April 1st. The event lasted 7 hours (from 9:00am to 4:00pm), and the observation covered all activities, such as the opening speeches, workshops for youth and parents, table discussion, and panel discussion. (3) The third event observed was Urban Arts Showcase, which was held by AMA and PeaceMaker (City of MPLS Youth Violence Prevention Project) at North Community High School on April 7th (from 6:00pm to 8:00pm). This entertainment event aimed at honoring youth participants who won PeaceMaker Awards by their good job in anti-violence poetries writing, as well as showing their self-made videos Story 411[40], a series of clips documenting the 4th precinct shutdown issue happened in November 2015[41]. Observation notes were wrapped in the form of Memorandum right after the events.

Reviewed program documents were all collected from AMA. Program managerial records played as important material in this evaluation, including program activity lists, partnership lists, quarterly implementation reports, quarterly evaluation reports, Sprockets records, newsletters, and all social media posts. For each quarter, an activity list and a partnership list were prepared by AMA and the key partner LVY Foundation, and collected by HACER for report writing, which were submitted to the Office of Minority Health. These documents depicted how SUP program worked with different community organizations and all actions taken to reach the goals and objectives. Literature review was also conducted on those recently released reports by

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[40] Story 411 video clips can be found on YouTube: https://www.youtube.com/watch?v=MN8V0IO3x1I

[41] Fourth Precinct violence case information please refer to StarTribune news: http://www.startribune.com/neighbors-bring-frustrations-over-protest-to-city-hall-as-police-report-slower-response-time/360193601/

organizations which were also doing education or public health researches. Environmental-related questions (such as criminality and local education outcomes) were also answered through colleting statistics from online database on the official websites of Department of Health, Department of Education, Police Departments, etc.

Limitations

Restricted by limited personnel and staff time, there were not enough evaluative activities taken to collect more information and data that would cover the entire number of activities developed along the year. More event observations should have been conducted and it would be better to have more diversified evaluation methods applied, such as focus groups and one-on-one interviews with youth participants, family members, and program staffs. These methods could help us understand multifaceted feelings and attitudes about this program with open-ended questions and flexible inquiries. That is why we will develop a strategy to implement focus groups and one-on-one interviews for the third year, in order to have a full perspective of what have been the most important achievement of the program along the time. We also expect to build up statistical correlation between SUP activities and indicators of community safety, public health and education. However, it might not be highly significant due the too many variables that were involved and entangled. It would require a solid quasi-experiment-based design to analyze the contribution with longitudinal data in a longer term, in order to increase the validity and reliability, which is obviously not pragmatic in this evaluation contract. So we relied on qualitative methods for this evaluation, and intended to put our best work to get our methods improved year by year.

Evaluation Findings

Finding 1. The demographic composition of youth participants were more balanced.

In general, the total number of participants was 503 since the beginning of SUP program (September 1st, 2014) to the end of the second program year (August 31st, 2016), and there were 293 new members enrolled in Year II. In the second program year, the net participation fell by 28 percent. There were 312 participants enrolled in Year II, compared with 433 in Year I.

However, there were more boys getting connected with this program compared to the profiles registered one year ago; these young men should be more focused considering youth violent behaviors. The ratio of girls versus boys was about 2:1, apart from 3 percentage of missing data. The mode of the age was 10 years old (13 percent), and youth aged between 10 and 18 were still the main target of P.H.U.N. after-school project, consisting 73 percent of all, though many young adults also got involved. 14 participants had already graduated from high schools, but still enjoying this project and being with younger peers along the second year.

Figure 8. Total Number of Youth Participants by Age[42]
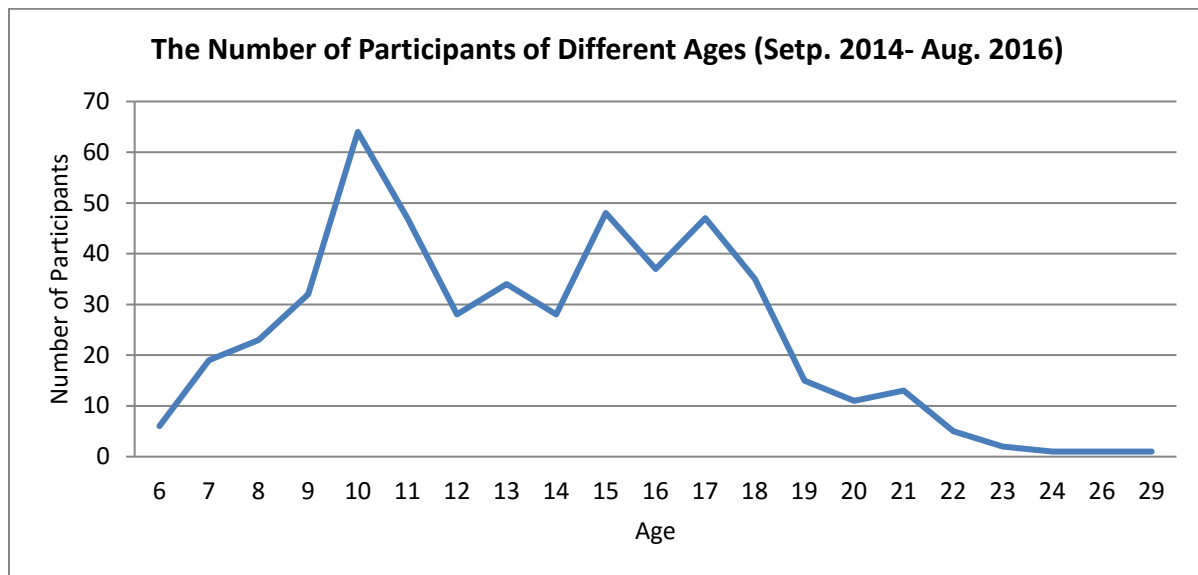
Looking at the cultural background of participants, the percentages of Asian American and African American youth were 63 percent and 12 percent respectively, though 24 percent of missing information made the composition of youth's ethnicity a bit biased. Comparing with the ethnicity composition in Year I, the percentage of Asian-originated youth was reduced by almost 10 percent, and there were more black kids and youth connected with SUP program through the efforts made by key partners.

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[42] Figure credit: HACER; data source: Sprockets system

Figure 9. Ethnicity of SUP Program Youth Participants, Year II[43]
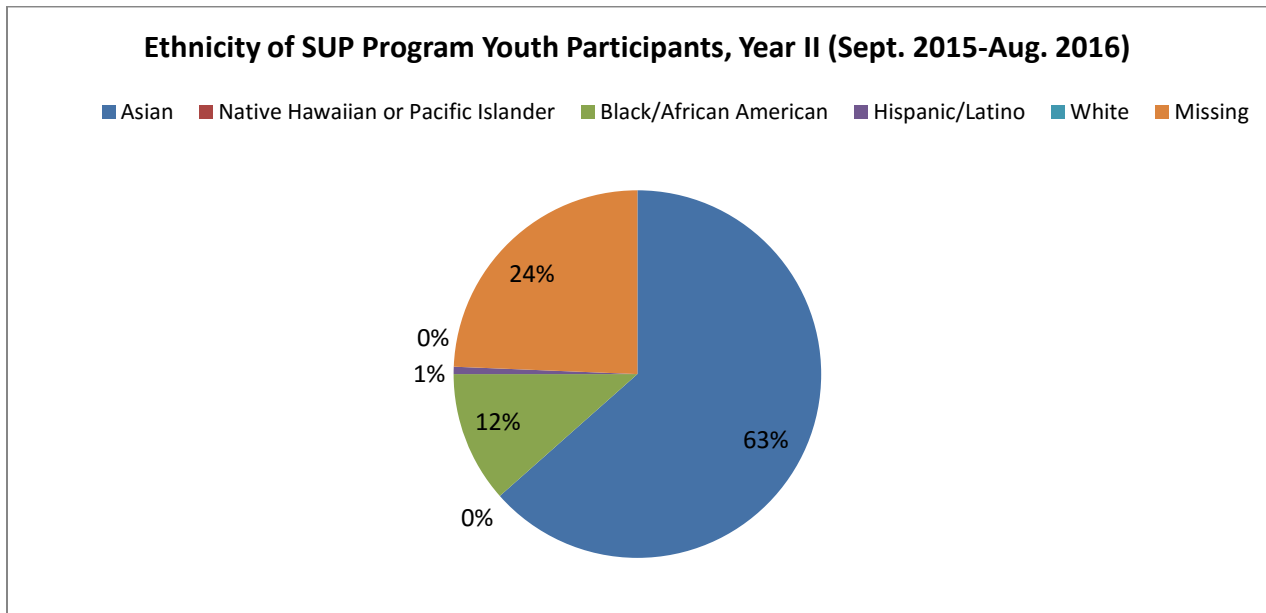
The dataset showed that 60 percent of youth participants were living in the families with eligibility to receive free/reduced price lunch, but since there was a loss of 186 cases, the rate might be even higher (the state level was 40 percent or so in the year of 2014-2015). In all, SUP program took diversity into consideration when reaching out minority families and youth participants. Due to their socioeconomic condition and historically generated disadvantages, they were usually more at risk than youth living in other areas in the City of Minneapolis and in Hennepin County.

Finding 2. Partnerships were significantly expanded, and partners were collaborated effectively.

In the first program year, community partners were reached out and taken into collaboration since the first quarter when AMA and key partners made the program structure solid, and there were 26 organizations involved, with 11 of whom working with AMA on Bicultural Violence Prevention Initiative activities. The following quarters had similar numbers of partners (27 for the second, 27 for the third, and 29 for the fourth quarter). While in Year II, SUP program's success and good reputation attracted more organizations of interest and projects with same commitments to join the efforts. Partners were selected based on current and upcoming projects. So, for each quarter, there could be completely different partnerships working with SUP program. Previous partners were kept in touch, in case there could be future cooperation opportunities when projects and time schedules fit for both sides. In Total, 235 organizations had been cooperated at least once in past two years. The number of community partners increased from 100 in Year I to 142 in Year II, with 120 new members involved, and 22 partners maintained active in both of the two years.

Figure 10. The Number of SUP Community Partners in Each Quarter, Year II[44]

The Number of SUP Community Partners in Each Quarter, Year II

Quarter	Number
Quarter 1	29
Quarter 2	40
Quarter 3	30
Quarter 4	53
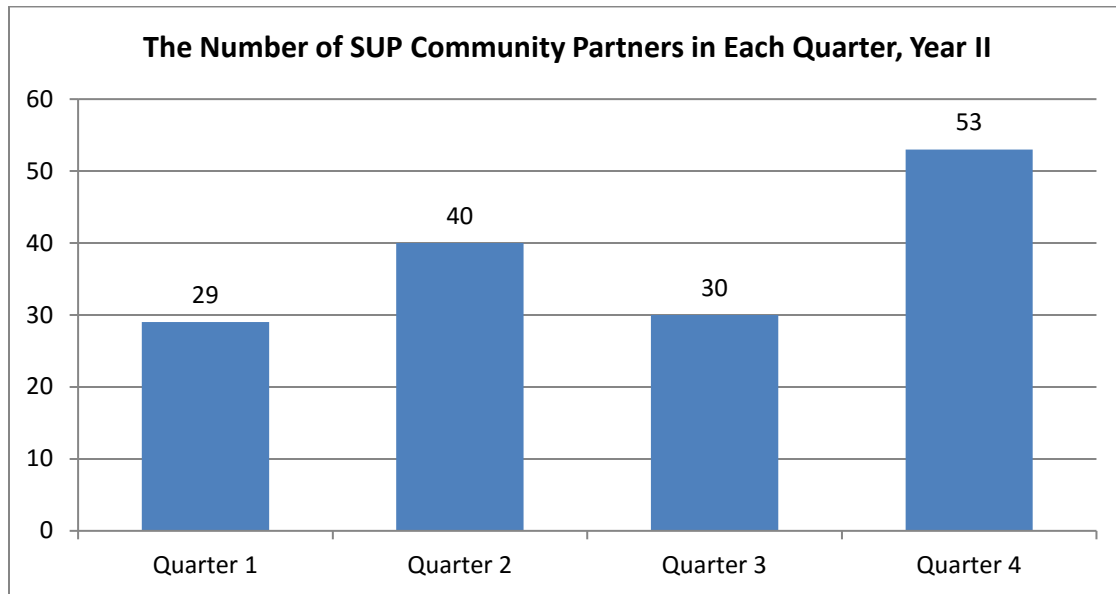
Among 142 community partners of the second year, 10 of them maintained collaboration with SUP program in more than one quarter. Generally, there were 7 types of roles considering their functions and specializations, including sustainability partnership in developing a youth entrepreneurship multimedia lab; supporting effort to combat violence; supporting youth outreach effort; supporting trouble/at-risk youth in North Minneapolis; social services referrals; human rights advocate; and supporting youth's effort in healthy living. There were also some organizations helping with evaluation, social media development, private business sponsorship, recruiting Ameriprise employees for youth mentors, etc. Of each function, there would be specific areas of proficiency, for example, Minnesota Chinese Cultural Services and One Stop China were focusing on Chinese American youth's effort in community organization to combat violence, North High and ManForward were targeting AAPI youth violence prevention, while Minneapolis Achieve was working for low income youth. These subdivisions made their work more efficiently and effectively influence specific population, and expanded and maximized the scope of services. Organizations with same roles were partly working together, but mostly directly connected with AMA and SUP's key partners.

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[44] Figure credit: HACER; data source: SUP program's partnership lists by AMA

Figure 11. Community Partners with Distinctive Functions, Year II[45]

The Number of Community Partners with Distinctive Roles, Year II

Category	Value
Supporting effort to combat violence	60
Supporting youth's effort in healthy living	26
Sustainability Partnership in developing a youth entrepreneurship multimedia lab	22
Supporting Youth Outreach Effort	14
Supporting trouble/at-risk youth in N Mpls	11
Human Rights Advocate	9
Social Services Referrals	6

During the second year, AMA and key partners were holding twenty collaborative body meetings for each quarter on average. These meetings were hosted or co-hosted to improve coordination and collaboration of partners and to address youth violence and crime prevention. It can be foreseen that there will be many more new projects and organizations absorbed into SUP partnerships in the following year according to designs of new projects and consistent contact with potential partners. In the last quarter of Year II, AMA reached out several organizations in a community networking effort which aimed at mobilizing SUP's youth participants to connect with ex-offenders, helping those ones with inappropriate behaviors fit into community environment again, and letting youth learn from each other.

There was a big move earlier this program year that AMA developed the new partnership with PRIME Digital Academy, a software development education program providing modern technologies, real world methodology, and relevant behavioral skills through hands-on experiential learning. This partnership will assist AMA in designing and planning the educational program located in the northeast area. SUP program participants can also be accessible towards PRIME's free trainings and coding curriculums, which may re-define their career paths. This cross-field cooperation between non-profit and for-profit organizations is expected to generate a new model for education, to transform students' lives by empowering them with the skills and mindset to build a meaningful career with plenty employment opportunities.

Finding 3. Youth participants were less exposed to street violence and recognized as an-violence contributors.

After-school activities helped keeping youth participants staying at safe places with adults' accompany. Homework tutoring and mentoring sessions were in progress every Tuesday,

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[45] Figure credit: HACER; data source: SUP program's partnership lists by AMA

Wednesday, and Thursday; SUP Video Group (Youth Media Force team) provided 32 sessions (60 hours) per quarter at Thursday nights (6:00pm- 9:00pm); META-MORPH Business Trainings were arranged on Tuesdays and Thursdays; Catalysis Business Enterprise Incubation had regular meetings every Saturday. SUP program staff helped children and teens with problems in their homework, as well as solving other types of questions, which increased the completion rate of school tasks. When youth participants spent more time with interest groups and less time hanging out on the street, they had less chance of being hooked by gangster and violence. Focusing on healthy activities helped them to generate better personalities. The anti-violence topics and advocates embedded in after-school activities made youth gain deeper understanding of violence, and use their own ways to combat it.

Student Voice Project allowed youth to tell their stories and experiences. Aeola Lu, one of the youth participants, chose Youth Violence Prevention topic as her service project. She hoped that her violence prevention project would help other youth to find ways to release their frustration and angers through other effective methods besides violence. She also took the lead in planning for SUP's Urban Arts Showcase event on April 7th. Her actions caught the attention of the U.S. Department of Education, and she was invited to participate in the Student Voice Project conducted by the US Department of Education, Minnesota Department of Education, and Education Foundation. Aeola expressed her opinions and thoughts on youth violence prevention on behalf of AMA and other youth participants in a series of tele-conferences.

AMA's signature project, the SUP Video Group – AMA Youth Media Force Team, also operated well in this year. There were 23 youth joined weekly meetings to produce Violence Prevention multimedia products. Their products were presented to the public through blogs (which was also running by youth participants), SUP program publications, and YouTube. These youth participants cared about the issues in their communities. After the shot-down occurred in the 4th Precinct in Minneapolis, some youth started the Story 411 project, documenting people's reaction and things happened at the protest site of Black Lives Matter demonstration in front of Minneapolis 4th Precinct. They also interviewed protesters and passers-by about their feelings and opinions on Jamar Clark's death and this whole issue. During the Bridges to Manhood Conference, they interviewed participants on their thoughts about community violence and the impacts. Finally, they produced three video clips with 8 minutes of each. These videos were showed on the Urban Arts Showcase event held by AMA on April 7th. Also on this event, 12 youth of color were awarded PeaceMaker Awards for their anti-violence poetry writings, all of whom were in 6th grade to 10th grade. They read their poetries on the stage, passing the opinions and thoughts about community violence and the prevention of more tragedies. Anti-Violence Community Forum was successfully held this year. More than 200 low-income families showed up for to discuss peaceful resolutions for the Jamar Clark incident. Minneapolis Police Department representatives also came to communicate with them and provide help.

Finding 4. Youth participants got better performance in school setting and planning for future development.

In the second year, P.H.U.N. project engaged youth participants from grades 3 to 12. They got involved in a series of after-school activities. This project intended to help youth of color attaining beneficial social relationships, personal leadership skills, and the capability and confidentiality in future planning. Pre- and post-SAYO Surveys, in accompany with Teacher's

Survey, were used to measure the influence of the project, and to collect retrospective feedback from participants.

SAYO surveys reflect three outcome areas according to 21 CCLC's standards: 1) youth's experiences in the afterschool program; 2) youth's sense of competence; 3) youth's future planning and expectation. Each area contains a series of questions with degree levels of agreement. Participants were separated into two groups on grade basis. Generally, 155 youth participants were tested in pre-surveys (81 middle-school kids and 74 high-school teens), and 122 in post-surveys (50 middle-school kids and 72 high-school teens), which almost doubled the number of respondents of Year I[46]. Among all middle-school participants, the number of girls largely exceeded the number of boys (86 percent of respondents in pre-survey and 82 percent in post-survey were girls), though it was almost even in high-school tests.

The overall feedback was quite well, with 95 percent of participants finding out their interests and talents, and 93 percent feeling good about them and making new friends. Of the testing areas in youth's program experiences, youth participants improved astonishingly in Leadership and Responsibility part (especially for middle-school students). There were five questions in regards of whether youth participated in activity-planning, rules-making, community services and activity leadership during program period. The percentage increased 30 points on average in the result of post surveys, and girls were obviously more active in the decision-making process than boys. In terms of social environment and supports from adults, nearly all kids/teens showed that they got along well with peers with mutual respect and assistance. They also got help from adults in problem-solving. 99 percent of respondents had good relationship with adults in this program, who cared about them and could be talked with.

Figure 12. Overview of Youth Participants' Program Experiences in Year II[47]
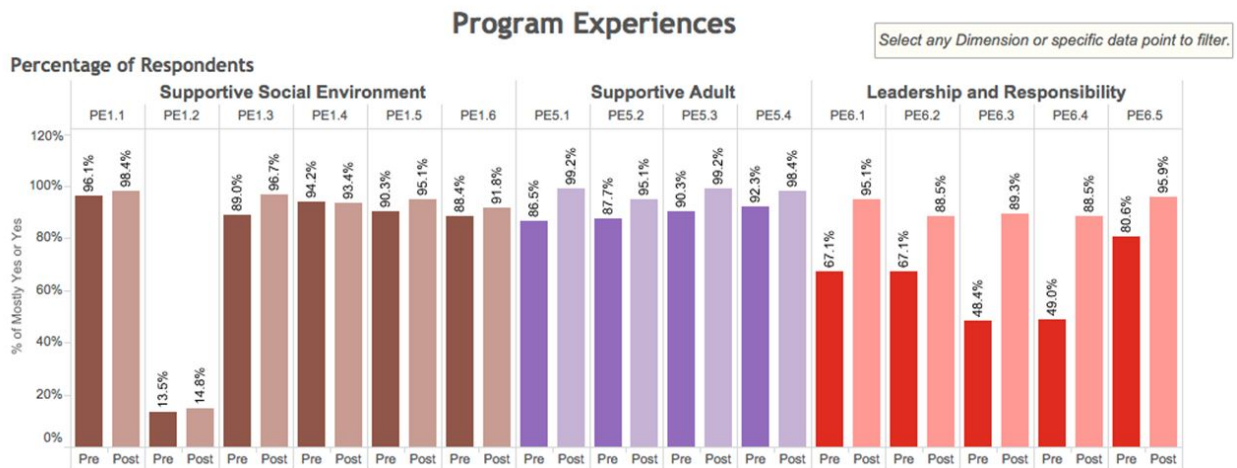
For the sense of competence area, youth participants got more confident in learning new things and competing with others at large. In the post surveys, four of five questions related to youth's attitude towards learning got over 90 percent of positive answers. 97 percent of participants felt

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[46] For the first year, there were 86 pre-surveys and 83 post-surveys completed.
[47] Figure credit: Asian Media Access

that they were as good as other kids/teens of their own age at learning new things, and 96 percent of them would love to keep trying hard on new skills until they got it.

Figure 13. Youth Participants' feedback in Sense of Competence Part[48]
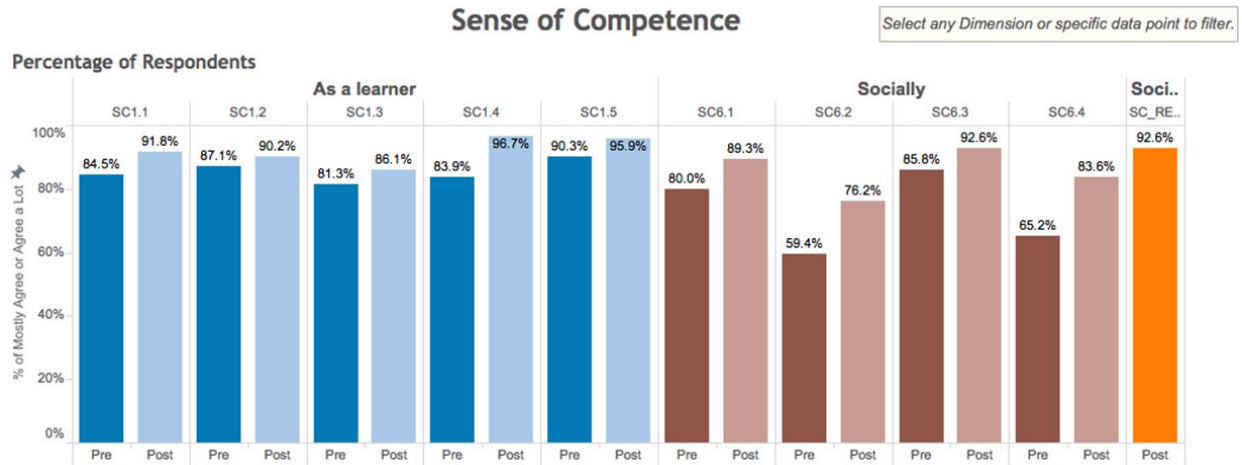
Compared with previous data in these two areas, the future planning and expectation area got lower rate of improvement in terms of communicating with adults about things benefit for their post-secondary education and future development. Although each category earned an improvement of around 10 percent, the highest rate of positive answer was no more than 80 percent. Comparatively, youth and adults shared more ideas on what kind of outside-of-school activities to do to prepare for college than how to apply for potential financial supports or what advanced placement courses to take. There were 91 percent of respondents felt pretty sure to get graduated from high schools, while only 83 percent of them believed themselves to have well-enough academic performance to pursue college degrees.

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[48] Figure credit: Asian Media Access

Figure 14. Youth Participants' feedback in Future Planning and Expectation Part[49]

The gender discrepancy still exists in middle school participants as in the first year. The number of girls largely exceeds the number of boys in both pre- and post- surveys (86 percent and 82 percent respectively). Middle school kids learned to help each other and get along well to create a supportive social environment. Before getting into this program, 12 percent of participants considered themselves not being treated respectfully by peers, while none of post-survey respondents thought so. The percentage of getting help from peers when upset increased from 89 percent to 99 percent. Girls were more sensitive than boys regarding the feelings of being cared and treated properly: though fewer participants responded "yes" and "mostly yes" when asked whether peers would listen to each other, all 6 negative responses in post survey were coming from girls; 10 out of 11 respondents were girls who observed unwanted teasing during program period. (Interestingly, the phenomenon of "unwanted teasing" doesn't decrease through program period in both first and second program years, while almost all other categories are getting improved. Actually, Boys making fun of girls is somehow a universal and natural way to express their interests in persons of the other gender, or even the way of showing admiration. It may not be a bad thing if there is a healthy interaction among kids.)

Trust got built up between middle-school youth participants and adults, and youth were comfortable with getting help from adults when they were upset and having academic troubles. It got more obviously improved amongst girls. In pre survey, two thirds of respondents lacking supportive adults were girls, while it dropped to zero in post survey. Good relationship with adults also encouraged youth to share thoughts of future planning with these adults. While only the percentage of talking about going to college dropped by 16 percent.

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[49] Figure credit: Asian Media Access

Figure 15. Middle-School Youth Participants' attitudes towards Sharing Thoughts with Adults[50]

The percentage of Middle-School Youth Who Definitely Would Share Thoughts on Listed Topics with Adults

■ Pre Survey ■ Post Survey

Topic	Pre Survey	Post Survey
Graduate from high school	83%	86%
Be successful at high school	69%	78%
What can be done to reach life goals	63%	82%
Interests and talents	64%	74%
Go to college	88%	72%
Plan for future	62%	80%
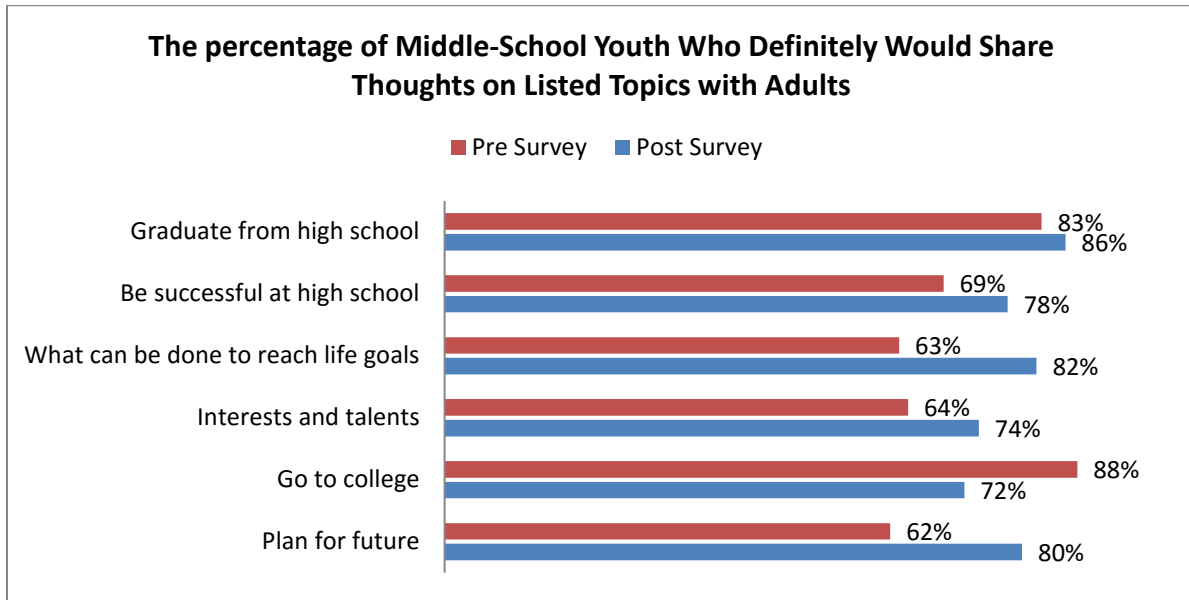
Significant improvement occurred in youth's confidence building this year. Participants were doubt about their ability to get along well with others because half of them thought people would not like them when they meet at the first time; almost half of them had trouble in joining new groups; 1/5 were afraid of trying or learning new things. However, most of these issues were solved during the P.H.U.N. project, except that the rate of "good at problem-solving" increased by 1 percent. Girls were also more sensitive than boys in this category: in pre survey, among 42 respondents who thought "people will (probably) not like me when we meet", 36 were girls, and 9 out of 11 were girls in post survey.

Figure 16. Middle-School Youth Participants' Gaining Self-Confidence in Multiple Aspects[51]
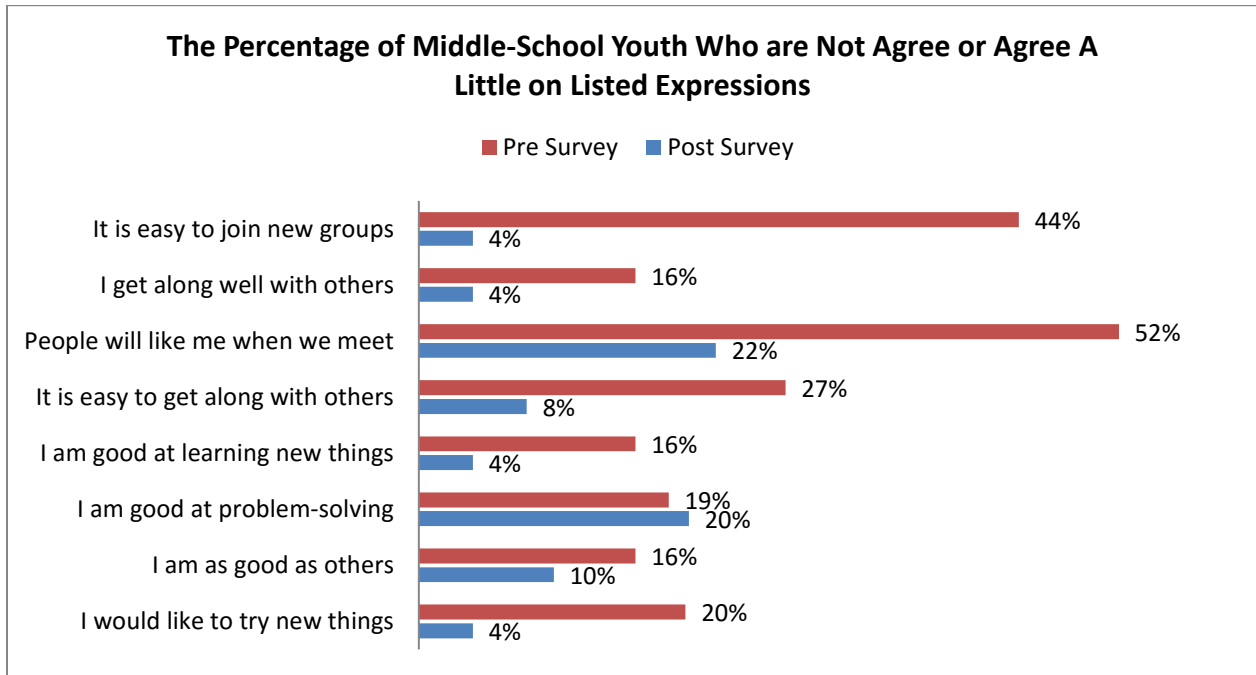
For high-school youth, less unwanted teasing happened, and youth were treating each other with respect in general. Compared with middle-school students, boys in high-school were more likely to be self-dependent, thus in the post survey, the ones who thought they did not "treated with respects" or "helped from peers when upset" were all boys; 90 percent of those who thought "they had no good friends here" or "not listened by others" were also boys.

Figures 17&18. High-School Boys were more likely to be Self-Dependent than Girls (Comparison between Pre-/Post-Survey Results)[52]
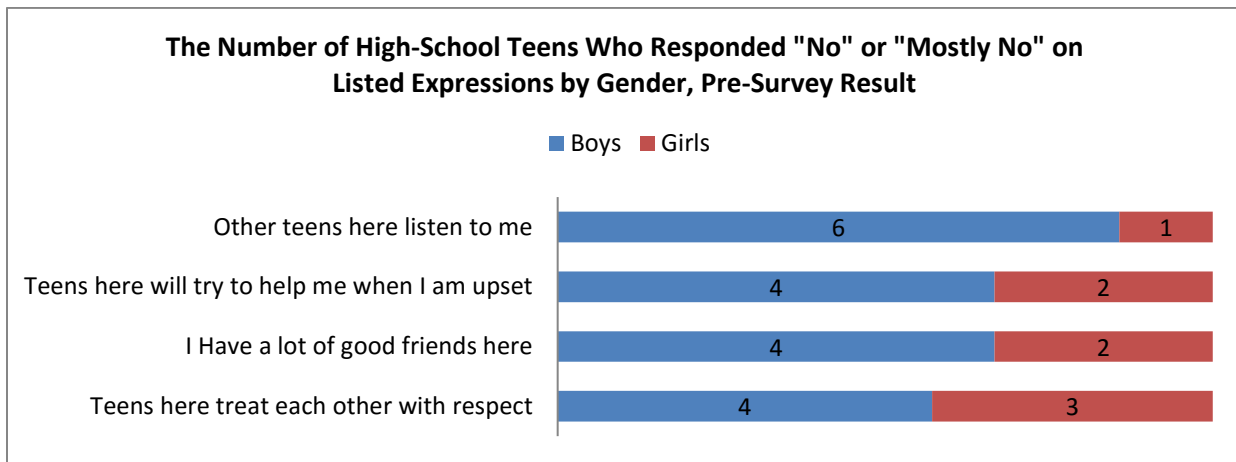
[51] Figure credit: HACER
[52] Figure credit: HACER

The Number and Gender of High-School Teens Who Responded "No" or "Mostly No" on Listed Expressions, Post-Survey Resrult

■ Boys   ■ Girls

Expression	Boys	Girls
Other teens here listen to me	3	1
Teens here will try to help me when I am upset	5	0
I Have a lot of good friends here	6	1
Teens here treat each other with respect	3	0
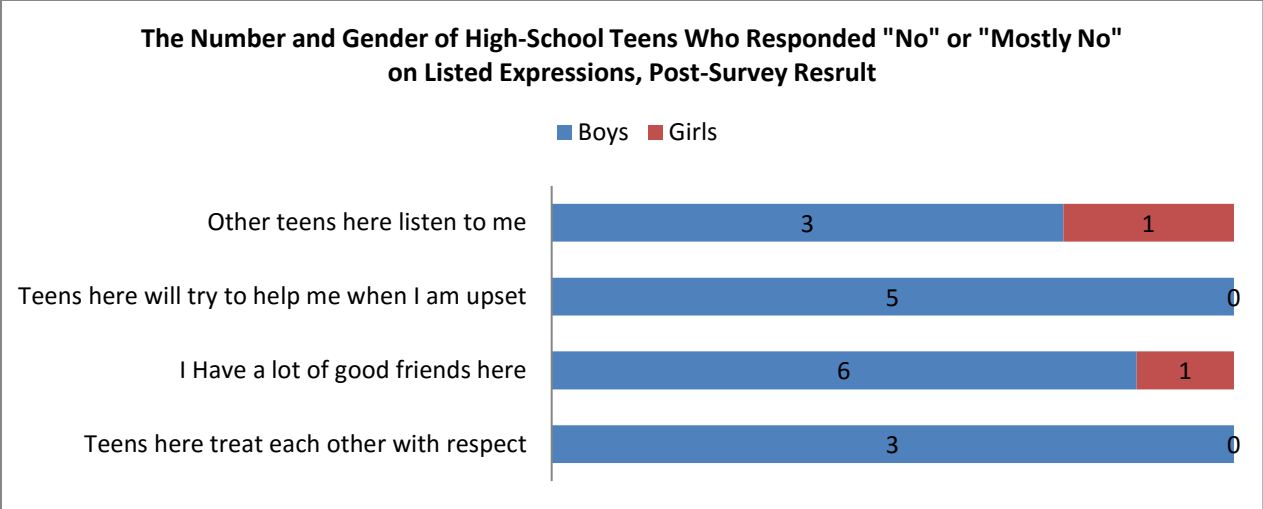
Similarly, in the Leaderships part, girls also performed more active than boys. In post survey, 2/3 of participants not helping with the activity planning, program running, or making rules were boys. Many girls were not as confident as boys before joining this program, considering themselves to be weak in problem-solving, making new friends, making good impression on others, and being preserving when learning new things. However, at the end of this program year, girls got confidence in all measurements, but boys felt more trouble in getting along with others (7 out 9 teens with negative responses were boys).

The program encouraged high-school teens to think positively on the college planning, and to think in detail about getting enrolled in good ones. Except for the topic of pre-course preparation, which got 95 percent of positive responses, other topics such as financial plans, qualification, and application had a much lower average positive response rate (around 70 percent). Obviously, high-school students were more likely to be certain about getting succeeded and graduated from high schools, and having motivation to talk about further steps.

Figure 19. High-School Youth Participants were more likely to Share Future Planning with Adults[53]

The percentage of High-School Teens Who Definelity Would Share Thoughts on Listed Topics with Adults

■ Pre Survey   ■ Post Survey

Topic	Pre Survey	Post Survey
How to increase chances of getting into good college	65%	71%
Possible financial support	51%	64%
Activities to join for college preparation	59%	74%
Pre-courses to take for college	93%	95%
Graduate from high school	100%	99%
Be successful at high school	85%	86%
What can be done to reach life goals	65%	79%
Interests and talents	70%	81%
Go to college	76%	86%
Plan for future	65%	74%

The After-School Staff Survey showed that there was a high satisfaction rate among P.H.U.N. project staff in terms of program designing. Those who completed the surveys instructed and supervised youth in various Project P.H.U.N. programs including Youth Media Force (YMF), Powwow dance, Animation, Step-Up Summer Program, and Iny Asian Dance Theater (IADT). Most of the Project P.H.U.N. staff members surveyed felt they were devoted to the youth programs successfully. Most of them indicated they were encouraged to collaborate with other staff and to work with youth innovatively and creatively. 6 out of 8 agreed they have enough time to focus on youth's individual needs within the program's time frame.

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[53] Figure credit: HACER

Figure 20. P.H.U.N. Project Staff's Attitude towards Program Design[54]

The Agreement Level towards the Question: "If program activities are currently..."

■ strongly agree ■ agree ■ strongly disagree ■ disagree

	based on written plans	tied to a specific goal	meant to build upon a skill that was taught in the past	informed by youth's feedback, interests or preferences	meant to address a specific development domain
strongly agree	1	1	5	2	4
agree	5	6	1	4	2
strongly disagree	1	1	1	1	2
disagree	1		1	1	

The Staff Survey results and Teacher Survey results also affirmed youth participants' performance and ownership in after-school activities and school settings respectively. Youth participants could manage their interests through designing and planning activities of their own interests, and they felt more engaged and active in this program by collaborating with others as well as leading some activities in some ways. Their experience in after-school projects also helped them getting better performance in academic settings, completing homework on time, being attentive in class, coming to school with intention to learn, participating in class discussion more often, etc., because they know they should and could be successful in high-schools academics, which would surely guarantee their opportunity of further education.

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[54] Figure source: AMA's survey analysis

Figure 21. Youth's Engagement and Ownership in P.H.U.N. Project[55]

Youth Participants' Attitudes towards Accomplishing Goals that were Set Up by Project Staff Members

Legend: ■ I don't know ■ sometimes ■ very often ■ always

- take leadership roles in the program — 38%
- have the freedom to choose an activity or project — 75%
- work collaboratively with others in small groups — 50%
- provide feedback on the rules and guidelines of the program — 50%
- provide feedback on the content covered in the program — 50%
- make plans for what activities are offered in the program — 63%
- set goals for what theyw ant to accomplish in the program — 50%

Figure 22. Teacher Survey Results Showed Students' Improvements in Multiple Categories[56]
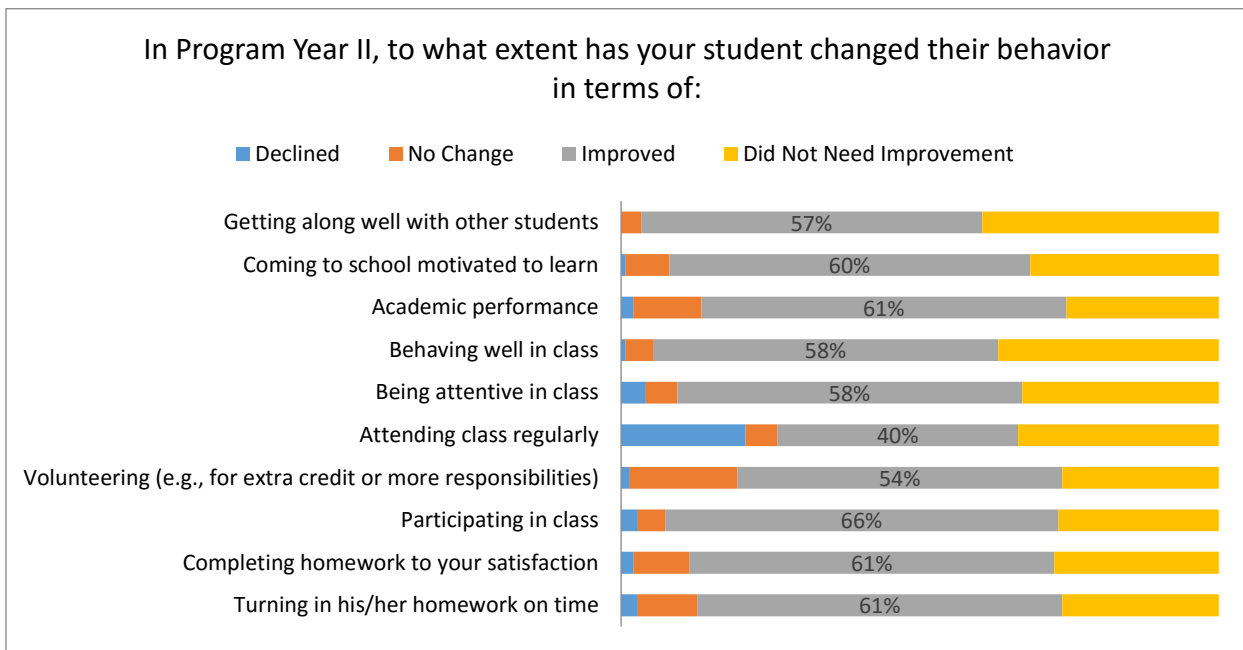
In Program Year II, to what extent has your student changed their behavior in terms of:

Legend: ■ Declined ■ No Change ■ Improved ■ Did Not Need Improvement

- Getting along well with other students — 57%
- Coming to school motivated to learn — 60%
- Academic performance — 61%
- Behaving well in class — 58%
- Being attentive in class — 58%
- Attending class regularly — 40%
- Volunteering (e.g., for extra credit or more responsibilities) — 54%
- Participating in class — 66%
- Completing homework to your satisfaction — 61%
- Turning in his/her homework on time — 61%

Finding 5. SUP program provided increased number of activities and events to families and community members to improve healthy living lifestyle.

Cultural diverseness has always been an important characteristic of SUP program, since it serves population of several cultural and ethnical backgrounds. Bicultural Active Living Lifestyle campaigns played the outreaching role as they were in the previous year. Generally, 400 sessions of direct services and events were provide for youth and families, and over 123,000 person-times received SUP program's services or participated in large scale outreaching events in Year II, which was tremendous. Figure 23 sketched the structure of B.A.L.L. program and the relationship with SUP program as a whole.

Figure 23. Structure of SUP Program and B.A.L.L. Campaign[57]
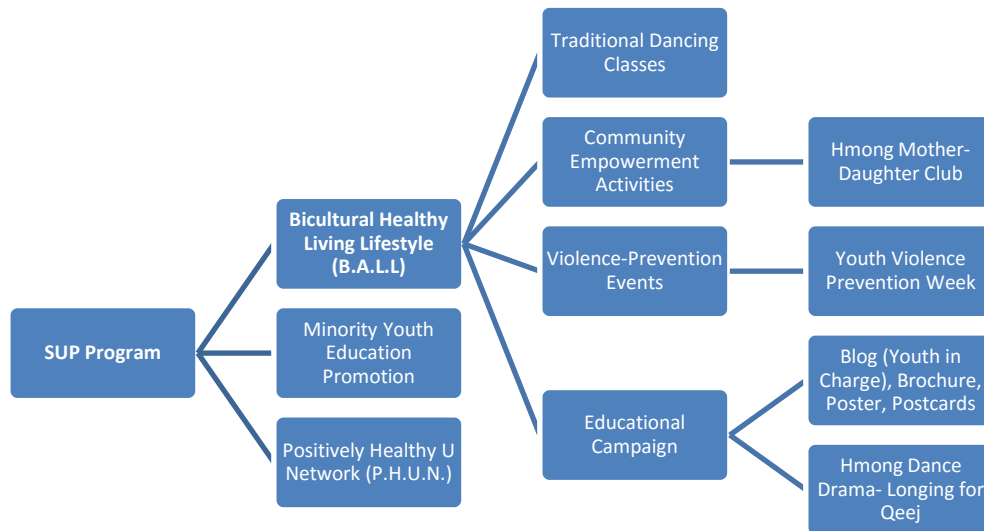
B.A.L.L. program covered all levels of services, including direct services for youth, families, and community members; referrals made to internal and external partners; larger-scale community events attached with healthy lifestyle advocates; etc. Collaborations were set up locally, as well as with nation-wide and international service providers. Program information was released through multiple social media methods, such as SUP Newsletters, YouTube, youth-running blogs, program brochures, poster presentations at academic conferences, etc.

SUP program's signature activities and direct services for youth and families such as weekly physical exercise (held every Saturday, 10 sessions per quarter), Hmong Mother and Daughter Club (12 sessions per quarter), and traditional dancing classes were continuously provided on a regular basis. Traditional dance groups, such as Snowflakes, Hmong Hero, MN Sunshine, and Rainbow, performed pretty well in competitions and event performances. Hmong Mother and Daughter Club joined the 4H State-wide Presentation with their Hmong Fusion Meal Project in February. Presentations and activities were designed to inform healthy Hmong family diets, and seeking a fusion menu for Hmong families. The club focused on Bicultural Healthy Living with intention to help combine two cultures- Hmong and Mainstream American cultures- together through cooking.

Presentations were conducted towards larger population through Bicultural Healthy Living Outreach events, and there were more events held in the time of traditional Southeast Asian's Mid-Autumn Festival. 33 events reached out a great amount of audiences from around Minnesota (See Appendix 3 for the list of B.A.L.L. events, Year II). The one held on 25th August at Twins Field got reached about 8,000 people, and the other one held on 20th August for Japanese Lantern Festival had almost 20,000 audiences involved. In total, the number of audiences being reached out was over 117,600 by these presentations in Year II, which consisted 95 percent of all service recipients during this year.

The concept and program theory had also been presented through academic conferences, newsletters, brochures, partner body meetings. SUP program manager Ange Hwang was interviewed by Minnesota Public Radio on December 16th, to highlight the Asian dance learning and performing as one of the effective way to promote cultural exercises and healthy living among immigrant/refugee communities. HACER brought this project to two public health conferences: the 8th Annual Dr. Daniel S. Blumenthal Public Health Summit in Atlanta, which was held by Morehouse School of Medicine on April 6th, and the Promoting Health Equity Conference held by the University of Minnesota in May. The poster was presented, and there was an in-depth communication around the topic of ending violence through community-based solutions. These presentations and communications brought back useful information and toolkits of ongoing endeavors made by other organizations and departments in different areas and cities, and also let more researchers, social workers, and community service providers know about SUP program and the mechanism of bicultural healthy living philosophy. It was a mutual-learning experience for program partners to advance efforts with new ideas and reference of successful practices.

Recommendations

1. Data collection should be more complete and accurate.

- Work with schools and try to collect as accurate information as possible for Asian-origin youth: to split "Asian" category into specific origins;
- To request as clear the information as possible, and to reduce the percentage of missing data. In the category of "Limited English Proficiency", only 92 out of 503 participants provided information, over 80 percent data was missing. Information like this is important for understanding participants' socioeconomic condition and cultural background, which would be really helpful with respects to improve activities delivered and outreaching plan.

2. Partnerships would better to be more stable and longer-term committed.

- There should have been a collaboration structure set up for partnership, including regular meetings, notes keepings, activity tracking, reporting, information sharing, etc.
- Among 142 new community partners in Year II, only 10 organizations had worked with SUP program for more than a quarter. Community partners rotated too frequently, and more less had in-depth influence on SUP's participants and families.
- Select and build up sustainable community partnerships to conduct highly-focused projects for a longer period.

3. Instead of dividing target youth by their cultural background, SUP program may as well think about specifying violence prevention actions according to other societal or behavioral traits.

- SUP program has been working with low-income minority families, and is going to take care of ex-offenders through potential partnerships, which are really good.
- Maybe also design services or dig-out community projects working with drop-out students, foster-care youths, highly-at-risk population, offenders, youth of mental issues, etc.
- Besides of law enforcement and teachers, try to connect with psychological counselors and consultants who have been working with school and youth and treat violence and behavior problem as a disease.

4. To strengthen the linkage between B.A.L.L. campaign, P.H.U.N. project, and other sub-projects under SUP program.

- Providing healthy food (more vegetables, fruits, less oil and sugar) instead of fast-food and desserts at entertainment events.
- Working with existing community healthy living focused programs such as community gardens to expand the types of after-school activities which address healthy living issue.

5. To minimize the schedule conflict between SUP program activities and youth participants' school time.

- Youth participants' inclination in class attendance suggested that their school time may be disturbed by some activities, even though some activities were significant to honor their success and contribution in anti-violence actions.

6. To increase the interaction and fusion of youth of different cultural backgrounds.

- Through HACER's observations, the events were usually specifically target youth and families of one cultural background (although not explicitly demonstrated). For example, 95 percent of participants of the event Bridges to Manhood were African-American youth and parents, while bicultural community health events' audiences were almost from Hmong clans or with other Asian-originated backgrounds.
- It would be better to have more activities and events that could blend participants of different cultural characteristics together, in order to let them know each other, and generate cultural competence among youth participants.

Appendix

1. SUP Program's Key Partners (12 in total)

Agency	Major Tasks
Asian Media Access	Overall Planning and Coordination Grant Management Federal Contact
Asian Media Access	Bicultural Violence Prevention Public Education Campaign
Iny Asian Dance Theater	Asian Dance Training Community Performances Hmong Mother and Daughter Club
LVY Foundation	African American youth support group African American community outreach
HACER	Evaluation
City of Minneapolis Health Department	Violence Prevention from the public health perspectives
City of Minneapolis Police Department	Police-Community Relationship
City of Brooklyn Park Health Department	Violence Prevention from the public health perspectives
City of Brooklyn Park Police Department	Police-Community Relationship
City of Brooklyn Center Police Department	Police-Community Relationship
Hennepin County Sheriff's Office	Police-Community Relationship
Center for Court Innovation	Technical Support

2. SUP Program's Community Partners of Year II (142 in total)

Organization Name	Role
Healthy Youth Development * Prevention Research Center	Assisting at risk youth to build a healthy attitudes toward life challenges
Minnesota State University, Mankato	Assisting in community performance to promote the Bicultural Healthy Living
MN State University, Mankato	Assisting in community performance to promote the Bicultural Healthy Living
Science Museum of Minnesota - Asian Fusion Day	Assisting in community performance to promote the Bicultural Healthy Living
UMN - Center for Community-Engaged Learning	Assisting in community performance to promote the Bicultural Healthy Living
Pan Asian Arts Alliance	Assisting in community performances and designing Bicultural Healthy Living messages
Bush Foundation	Assisting in designing Bicultural Healthy Living messages
Green Zone	Assisting in designing Bicultural Healthy Living messages
Kristen Haugen, LLC	Assisting in designing Bicultural Healthy Living messages
MN Dept of Education	Assisting in designing Bicultural Healthy Living messages
MN Dept of Human Services	Assisting in designing Bicultural Healthy Living messages
Pan Asian Community Development	Assisting in designing Bicultural Healthy Living messages
University of St Thomas	Assisting in designing Bicultural Healthy Living messages
Oromo Community of MN	Assisting in designing Bicultural Healthy Living messages; Supporting youth's effort in community organizing to combat violence
North High School	Expanding the Bicultural Healthy Living exercise sites
Native American Coalition	Supporting Native American youth's effort in healthy living
4H Foundation	Supporting youth's effort in healthy living
Appetite for Change	Supporting youth's effort in healthy living
Creative Cooking	Supporting youth's effort in healthy living
Hmong College Prep	Supporting youth's effort in healthy living
The College of Saint Benedict and Saint John's University	Supporting youth's effort in healthy living
University of MN Healthy Youth Development * Prevention Research Center	Supporting youth's effort in healthy living
University of MN Health & Nutrition Programs, SNAP Education	Supporting youth's effort in healthy living
Yu Ming Charter School	Supporting youth's effort in healthy living
4H	Supporting youth's effort in healthy living
University of MN, Extension	Supporting youth's effort in healthy living
East Side Neighborhood Services	Expanding the cultural exercises sites; Supporting youth's effort in community organizing to combat violence
North High	Expanding the cultural exercises sites; Supporting youth's effort in community organizing to combat violence

Vadnais Heights Elementary School	Making Violence Prevention presentation by AMA Youth
North High	Social Services Referral; Supporting trouble youth in N Mpls
ManForward	Supporting AAPI Youth Violence Prevention effort with a cultural approach
Hennepin County Library	Supporting AAPI youth's effort in community organizing to combat violence
Pathway Learning Center	Supporting African American youth's effort in community organizing to combat violence
Asian Pacific Endowment Fund	Supporting Asian American youth's effort in community organizing to combat violence
Culture Center of TECO in Chicago	Supporting Chinese American youth's effort in community organizing to combat violence
Minnesota Chinese Cultural Services Center (MCCSC)	Supporting Chinese American youth's effort in community organizing to combat violence
One Stop China	Supporting Chinese American youth's effort in community organizing to combat violence
Twin Cities Chinese Language School	Supporting Chinese American youth's effort in community organizing to combat violence
Tzu Chi Foundation	Supporting Chinese American youth's effort in community organizing to combat violence
Minnesota Women's Consortium	Supporting disadvantaged girls' effort in community organizing to combat violence
ManForward	Supporting Hmong American youth's effort in community organizing to combat violence
American Civil Liberties Union of Minnesota	Supporting inter-agency effort to combat violence
Center for Community-Engaged Learning, University of Minnesota	Supporting inter-agency effort to combat violence
Coffee House Press	Supporting inter-agency effort to combat violence
Hennepin County Jail	Supporting inter-agency effort to combat violence
North Hennepin Community College	Supporting inter-agency effort to combat violence
Northrop	Supporting inter-agency effort to combat violence
City of Minneapolis – Neighborhood and Community Relations	Supporting low income youth's effort in community organizing to combat violence
MN State University, Mankato	Supporting low income youth's effort in community organizing to combat violence
Mpls Achieve	Supporting low income youth's effort in community organizing to combat violence
City of Mpls, Dept of Health	Supporting multicultural youth's effort in community organizing to combat violence
Zintkala Luta	Supporting Native American youth's effort in community organizing to combat violence
Nigerian Resources	Supporting Nigerian American youth's effort in community organizing to combat violence
Appetite for Change	Supporting Northside youth's effort in community organizing to combat violence
Hennepin County Public Health	Supporting Northside youth's effort in community organizing to combat violence

MN Lynx	Supporting Northside youth's effort in community organizing to combat violence
NorthPoint Health and Wellness	Supporting Northside youth's effort in community organizing to combat violence
NorthPoint Health and Wellness	Supporting Northside youth's effort in community organizing to combat violence
Second Harvest Heartland	Supporting Northside youth's effort in community organizing to combat violence
UROC's Community Health Division	Supporting Northside youth's effort in community organizing to combat violence
Family Restoration Services	Supporting Northside youth's effort in community organizing to combat violence; Outreaching to inmates and ex-offenders
Oromo Community	Supporting Oromo youth's effort in community organizing to combat violence
African Information Technologist	Supporting Pan African American youth's effort in community organizing to combat violence
Unique Beginnings Foundation	Supporting Pan African youth's effort in community organizing to combat violence
Slavic Community Center	Supporting Slavic American youth's effort in community organizing to combat violence
African Immigrants Community Services	Supporting Somali American youth's effort in community organizing to combat violence
New Millennium Academy	Supporting Violence Prevention efforts
Community Share	Supporting violence prevention efforts
The Upper Midwest Regional Community Partner Forum Planning Committee	Supporting violence prevention efforts
University of MN	Supporting violence prevention efforts
Finance and Commerce, Inc.	Supporting violence prevention efforts
Urban Research and Outreach-Engagement Center	Supporting violence prevention efforts in North Minneapolis
City of Minneapolis - Health	Supporting Violence Prevention from the public health perspectives
City of Mpls, Dept of Health	Supporting Violence Prevention from the public health perspectives
MN Depart of Health	Supporting Violence Prevention from the public health perspectives
Wayzata High School	Supporting Wayzata High youth's effort in community organizing to combat violence
Emerge	Supporting youth's effort in community organizing to combat violence
Foundations, Inc.	Supporting youth's effort in community organizing to combat violence
LoveWorks Academy	Supporting youth's effort in community organizing to combat violence
Minnesota Alliance With Youth	Supporting youth's effort in community organizing to combat violence
MN Internship Center	Supporting youth's effort in community organizing to combat violence
PACER Center	Supporting youth's effort in community organizing to combat violence
Restoration Incorporated	Supporting youth's effort in community organizing to combat violence
Target	Supporting youth's effort in community organizing to combat violence
TPT/ECHO	Supporting youth's effort in community organizing to combat violence
Minnesota Department of Corrections	Supporting youth's effort in community organizing to combat violence; Outreaching to the inmates

Ad-hoc MN Human Rights Commission	Human Right Advocate
Christensen & Laue	Human Right Advocate
Divas Fair Trade	Human Right Advocate
House of Talents	Human Right Advocate
N Mpls Historian	Human Right Advocate
The Travelers Protective Association of America	Human Right Advocate
Honorary Consul for South Africa for the state of MN	International Human Right Advocate
Royal Danish Consulate	International Human Right Advocate
Sons of Norway	International Human Right Advocate
Asian Services in Action, Inc.	Social Services Referral
East Side Neighborhood Services	Social Services Referral
Korean American Association of MN	Social Services Referral
Migizi Communication	Social Services Referral
Perspectives	Social Services Referral
West Central Minnesota Communities Action, Inc.	Social Services Referral
African Immigrants Community Services (AICS)	Supporting trouble youth in N Mpls
Futuristic Management	Supporting trouble youth in N Mpls
New Salem Church	Supporting trouble youth in N Mpls
The Oromo Community of Minnesota	Supporting trouble youth in N Mpls
The Slavic Community Center (SCC)	Supporting trouble youth in N Mpls
United Deliverance Temple (U.D.T.)	Supporting trouble youth in N Mpls
Urban League	Supporting trouble youth in N Mpls
Villa Maria	Supporting trouble youth to renew the spirit, retreat from life's distractions, and reconnect with nature
Ying Zhang Studio	At risk youth programming
Learning for Leadership Charter School	Educational Institution Partner; Supporting trouble youth in N Mpls
Love Works	Educational Institution Partner; Supporting trouble youth in N Mpls
Igbo Women League of Minnesota	Supporting Muslim Youth Outreach Effort
Unique Beginnings Foundation	Supporting Muslim Youth Outreach Effort
Minneapolis Police Department at 4th Precinct	Police-Community Relationship; Supporting Minneapolis Police Precinct to reach out to the at risk youth
Senator Al Franken Office	Police-Community Relationship; Supporting Police to reach out to the at risk youth
Hennepin County's Juvenile Detention Alternatives Initiative	Assisting in ex-offenders and at risk youth outreach
China Center	Supporting Youth Outreach Effort
PRIME Academy	Supporting Youth Outreach Effort

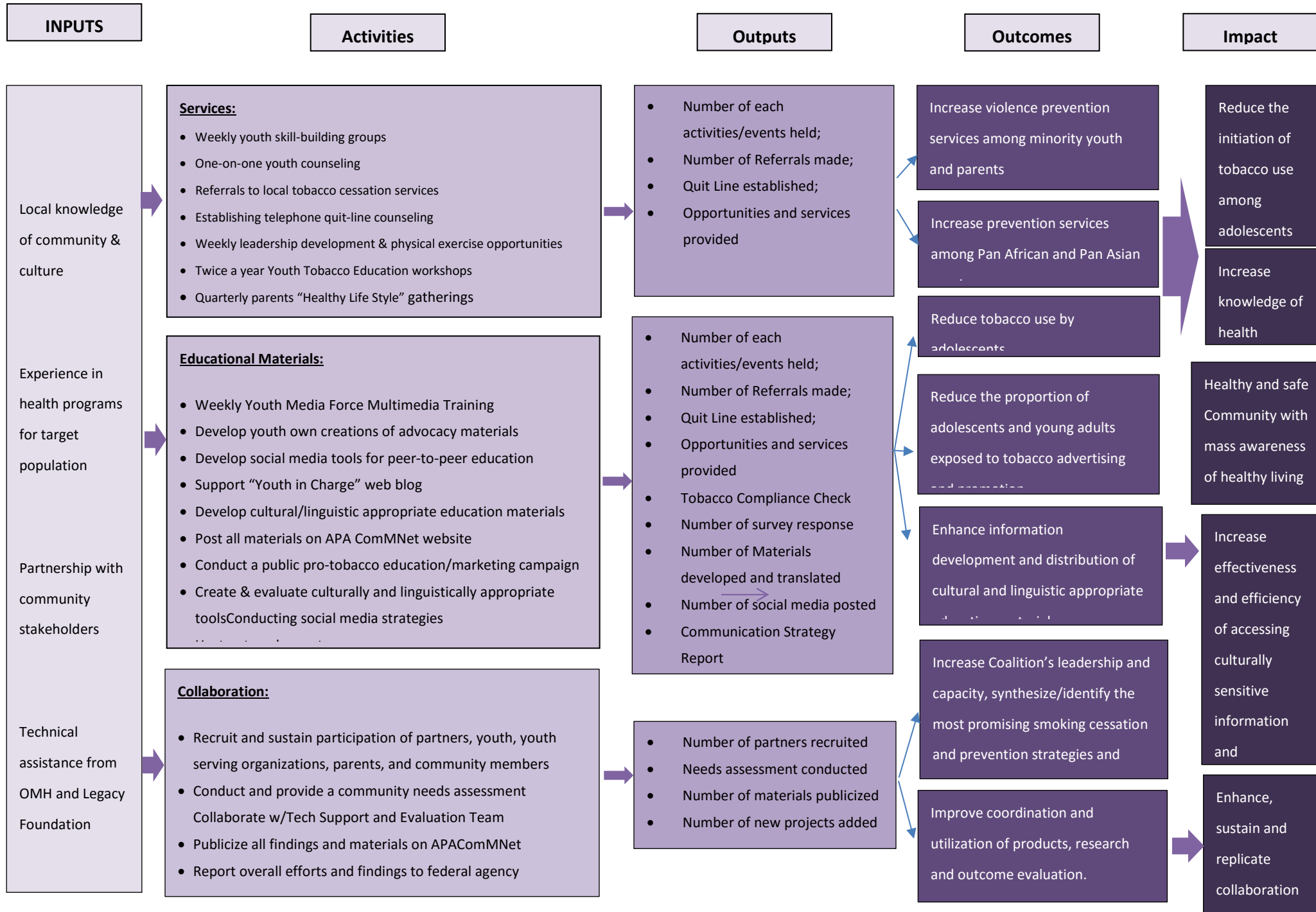|	
S.O.Y.	Supporting Youth Outreach at the GLBT Asian American and Pacific Islander communities
Asian Community Development	Supporting Youth Outreach Effort
Hennepin Theatre Trust	Supporting Youth Outreach Effort
MN Humanities Center	Supporting Youth Outreach Effort
Pillsbury House	Supporting Youth Outreach Effort
Scott County Historical Society – Stans Museum	Supporting Youth Outreach Effort
State Innovation Model	Supporting Youth Outreach Effort
Carpenter, Evert and Associates, Ltd.	Sustainability Partnership in developing a youth entrepreneurship multimedia lab
City of Minneapolis – Community Planning and Economic Development	Sustainability Partnership in developing a youth entrepreneurship multimedia lab
DEED	Sustainability Partnership in developing a youth entrepreneurship multimedia lab
DEED	Sustainability Partnership in developing a youth entrepreneurship multimedia lab
DORSEY & WHITNEY LLP	Sustainability Partnership in developing a youth entrepreneurship multimedia lab
Elpis Enterprises	Sustainability Partnership in developing a youth entrepreneurship multimedia lab
Fielding Nair International	Sustainability Partnership in developing a youth entrepreneurship multimedia lab
Global Learning Alliance	Sustainability Partnership in developing a youth entrepreneurship multimedia lab
Green Standards	Sustainability Partnership in developing a youth entrepreneurship multimedia lab
Grell Feist Prince PLC	Sustainability Partnership in developing a youth entrepreneurship multimedia lab
Hal Tiffany Agency, Inc.	Sustainability Partnership in developing a youth entrepreneurship multimedia lab
Jim's Photos	Sustainability Partnership in developing a youth entrepreneurship multimedia lab
Minnesota Children's Alliance	Sustainability Partnership in developing a youth entrepreneurship multimedia lab
MN Partnerships	Sustainability Partnership in developing a youth entrepreneurship multimedia lab
North High School	Sustainability Partnership in developing a youth entrepreneurship multimedia lab
North Minneapolis Workforce Center	Sustainability Partnership in developing a youth entrepreneurship multimedia lab
Patrick Henry High School	Sustainability Partnership in developing a youth entrepreneurship multimedia lab
The Arc Greater Twin Cities	Sustainability Partnership in developing a youth entrepreneurship multimedia lab
The Minneapolis Foundation	Sustainability Partnership in developing a youth entrepreneurship multimedia lab
The Soap Factory	Sustainability Partnership in developing a youth entrepreneurship multimedia lab
Voices for Racial Justice	Sustainability Partnership in developing a youth entrepreneurship multimedia lab

Women's Foundation of Minnesota	Sustainability Partnership in developing a youth entrepreneurship multimedia lab
Asian American Broadcasting, LLC	Media Partner
JB Realty	Private business sponsorship
Ameriprise	Recruiting Ameriprise employees for youth mentors
Konopka Institute for Best Practices in Adolescent Health & Healthy Youth Development • Prevention Research Center, University of Minnesota	Assisting in Evaluation

3. Bicultural Active Living Lifestyle Events List, Year II

B.A.L.L. Outreach Events	Date	# of Audiences
St Paul Hmong New Year at the RiverCentre	2015/11/26-2015/11/28	60,000
Eau Claire Hmong New Year	2015/11/14-2015/11/15	800
Asian New Year	11/14/2015	300
Wausau New Year	2015/10/31-2015/11/01	5,000
Lee Clan's Hmong New Year	10/24/2015	300
Southeast Asian Cultural Celebration	10/24/2015	300
Vang Clan's Hmong New Year	10/17/2015	300
Lor Clan's New Year	10/3/2015	300
International Collaboration on Bicultural Healthy Living	9/24/2015	52
Cultural Dance Demo at Brooklyn Park's Central Park	9/19/2015	1,500
Bloomington Heritage Day	9/19/2015	200
MN K-pop Festival 2015	9/12/2015	1,000
Indian Day Bicultural Healthy Living Outreach Event	5/14/2016	200
Pan Asian Bicultural Healthy Living Outreach Event	5/14/2016	5,000
Asian Heritage Day Bicultural Healthy Living Outreach Event	5/6/2016	400
Multicultural Festival Bicultural Healthy Living Outreach Event	4/10/2016	5000
Multicultural Heritage Day Bicultural Healthy Living Outreach Event	4/10/2016	300
Bicultural Healthy Living Outreach Event for Hmong American	4/1/2016	500
Bicultural Healthy Living Outreach Event with Pan Asian Arts Alliance	6/8/2016	23
Bicultural Healthy Living Outreach Event at Boom Island for Youthline	6/10/2016	120
Bicultural Healthy Living Outreach Event at Logan Park	6/12/2016	70
Bicultural Healthy Living Outreach Event at Hennepin County Fair with Hmong Mother and Daughter Club	6/16/2016	300
Bicultural Healthy Living Outreach Event at Brooklyn Park High School for Yang Family history celebration	7/9/2016	500
Bicultural Healthy Living Outreach Event at the Dragon Festival, at Phalen Lake, St. Paul	7/9/2016	3,000
Bicultural Healthy Living Outreach Event at Downtown East Commons Park	7/21/2016	300
Bicultural Healthy Living Outreach Event at Plymouth FLOW	7/28/2016	300
Bicultural Healthy Living Outreach Event at Broadway FLOW	7/30/2016	120
Bicultural Healthy Living Outreach Event at Roseville Central Park	7/31/2016	200
Bicultural Healthy Living Outreach Event at Japanese Lantern Festival	8/20/2016	20,000
Bicultural Healthy Living Outreach Event: Diversity Day at Twins Field	8/25/2016	8,000

Bicultural Healthy Living Outreach Event at the Loring Greenway at Humboldt and Loring at North Minneapolis	8/27/2016	80
Bicultural Healthy Living Outreach Event at Urban League's Family Day at Plymouth and Penn	8/27/2016	3,000
Bicultural Healthy Living Outreach Event at State Fair Carousel Stage	8/29/2016	200

4. Logic Model for SUP Program

INPUTS	Activities	Outputs	Outcomes	Impact

INPUTS

Local knowledge of community & culture

Experience in health programs for target population

Partnership with community stakeholders

Technical assistance from OMH and Legacy Foundation

Activities

Services:
- Weekly youth skill-building groups
- One-on-one youth counseling
- Referrals to local tobacco cessation services
- Establishing telephone quit-line counseling
- Weekly leadership development & physical exercise opportunities
- Twice a year Youth Tobacco Education workshops
- Quarterly parents "Healthy Life Style" gatherings

Educational Materials:
- Weekly Youth Media Force Multimedia Training
- Develop youth own creations of advocacy materials
- Develop social media tools for peer-to-peer education
- Support "Youth in Charge" web blog
- Develop cultural/linguistic appropriate education materials
- Post all materials on APA ComMNet website
- Conduct a public pro-tobacco education/marketing campaign
- Create & evaluate culturally and linguistically appropriate toolsConducting social media strategies

Collaboration:
- Recruit and sustain participation of partners, youth, youth serving organizations, parents, and community members
- Conduct and provide a community needs assessment Collaborate w/Tech Support and Evaluation Team
- Publicize all findings and materials on APAComMNet
- Report overall efforts and findings to federal agency

Outputs

- Number of each activities/events held;
- Number of Referrals made;
- Quit Line established;
- Opportunities and services provided

- Number of each activities/events held;
- Number of Referrals made;
- Quit Line established;
- Opportunities and services provided
- Tobacco Compliance Check
- Number of survey response
- Number of Materials developed and translated
- Number of social media posted
- Communication Strategy Report

- Number of partners recruited
- Needs assessment conducted
- Number of materials publicized
- Number of new projects added

Outcomes

Increase violence prevention services among minority youth and parents

Increase prevention services among Pan African and Pan Asian .

Reduce tobacco use by adolescents

Reduce the proportion of adolescents and young adults exposed to tobacco advertising and promotion

Enhance information development and distribution of cultural and linguistic appropriate education materials

Increase Coalition's leadership and capacity, synthesize/identify the most promising smoking cessation and prevention strategies and

Improve coordination and utilization of products, research and outcome evaluation.

Impact

Reduce the initiation of tobacco use among adolescents

Increase knowledge of health

Healthy and safe Community with mass awareness of healthy living

Increase effectiveness and efficiency of accessing culturally sensitive information and

Enhance, sustain and replicate collaboration

5. SAYO Survey Sample, Year II

This is NOT a test!
This survey is private.
Please say what you really think!

1. What is your Youth ID number?

2. What is your Site ID number?

This is NOT a TEST!
This survey is private.
Please say what you really think!

What I think about our teen program...

1. At this teen program, how do teens get along?

	No	Mostly No	Mostly Yes	Yes
a. Are teens here friendly with each other?	◯	◯	◯	◯
b. Does a lot of unwanted teasing go on here?	◯	◯	◯	◯
c. Do teens here treat each other with respect?	◯	◯	◯	◯

2. What is it like for you at this teen program?

	No	Mostly No	Mostly Yes	Yes
d. Do you have a lot of good friends here?	◯	◯	◯	◯
e. If you were upset, would other teens here try to help you?	◯	◯	◯	◯
f. Do the other teens here listen to you?	◯	◯	◯	◯

This is NOT a TEST!
This survey is private.
Please say what you really think!

Please answer the question. Don't worry about spelling!

1. What is your favorite thing to do here?

This is NOT a TEST!
This survey is private.
Please say what you really think!

1. What are the teachers and staff members like at this teen program?

	No	Mostly No	Mostly Yes	Yes
a. Is there an adult here who is interested in what you think about things?	○	○	○	○
b. Is there an adult here you can talk to when you are upset?	○	○	○	○
c. Is there an adult here who helps you when you have a problem?	○	○	○	○
d. Is there an adult here who you will listen to and respect?	○	○	○	○

This is NOT a TEST!
This survey is private.
Please say what you really think!

1. When you are at this teen program...

	No	Mostly No	Mostly Yes	Yes
a. Do you get help to plan activities for the program?	○	○	○	○
b. Do you get the chance to lead an activity?	○	○	○	○
c. Are you in charge of doing something to help the program?	○	○	○	○
d. Do you get to help make decisions or rules for the program?	○	○	○	○
e. Do you get to do things that help people in your community?	○	○	○	○

This is NOT a TEST!
This survey is private.
Please say what you really think!

1. What are you like as a learner? Read each sentence. Do you agree?

	Don't Agree	Agree a little	Mostly Agree	Agree a lot
a. I like to give new things a try, even if they look hard.	○	○	○	○
b. In school, I'm as good as other teens.	○	○	○	○
c. I'm good at solving problems.	○	○	○	○
d. I'm as good as other teens my age at learning new things.	○	○	○	○
e. When I can't learn something right away, I keep trying until I get it.	○	○	○	○

This is NOT a TEST!
This survey is private.
Please say what you really think!

1. How do you get along with others? Read each sentence. Do you agree?

	Don't Agree	Agree a little	Mostly Agree	Agree a lot
a. It's very easy for me to get along with other teens.	◯	◯	◯	◯
b. When I meet someone new, I know he or she will like me.	◯	◯	◯	◯
c. I get along with friends as well as other teens my age.	◯	◯	◯	◯
d. It's easy for me to join a new group of teens.	◯	◯	◯	◯

This is NOT a TEST!
This survey is private.
Please say what you really think!

Now a few questions about you...

1. Are you:

◯ Female

◯ Male

2. What grade are you in?

◯ 9th

◯ 10th

◯ 11th

◯ 12th

◯ Other

This is NOT a TEST!
This survey is private.
Please say what you really think!

Thinking about your future...

1. Have you ever talked with an <u>adult</u> about...

	Not at all	Some	Yes, Definitely
a. What you would like to do when you get older?	○	○	○
b. Whether you should go to college?	○	○	○
c. Your special interests and talents (what things you are good at)?	○	○	○
d. What you can be doing **now** to make sure you reach your life goals?	○	○	○

This is NOT a TEST!
This survey is private.
Please say what you really think!

Thinking ahead to your future, what do you think will happen?

1. Will you...

	Probably Won't	Probably Will	Definitely will
a. Be as successful in high school as you had hoped?	○	○	○
b. Graduate from high school?	○	○	○
c. Go to college?	○	○	○

This is NOT a TEST!
This survey is private.
Please say what you really think!

1. Have you talked to an adult about getting into college?

	Not at all	Some	Yes, Definitely
a. Which high school courses you should be taking to prepare for college?	○	○	○
b. What activities you can do outside of school to help you prepare for college?	○	○	○
c. What financial aid might be available to help you pay for college?	○	○	○
d. How you can increase your chances of getting into a good college?	○	○	○

Thank you for taking this survey. Please tell a staff member you have finished.

6. Observation Note (1)

Event Name: Bridges to Manhood- A Conference for Young Man of Color
Key Organizers: Minneapolis Health Department, African-American Education Empowerment Program (AME) - Minneapolis Community & Technical Collage, SUP Program
Location: Minneapolis Community & Technical Collage
Time: April 1st, 2016   9:00 am- 3:30 pm
Participants: over 200 kids, parents, and partners (around 90% are African-Americans)
*1/3 kids indicate that they are growing up with no accompany of fathers
Preparation: 4 display tables, including reception desk, conference material desk (16+, 16- take different folders, every kid take a bag with T-shirts), tie desk (every kid/youth grab one for the activity to learn how to tie), and a showing table
Processing: Opening ceremony (short speeches, performances of Hmong instrument and African-American drum, cultural leader speech) —— workshops (10 for youth of 14-24 years old) and for adults —— wrapping up (lottery, 5 performances) —— table discussion —— Panel discussion

Asian Media Access's youth are making videos and interviewing people on their thoughts about community violence and the influence.

People were inspired by the speeches made by cultural leaders (Native American, African Americans) and enjoyed traditional performances (Hmong dancing, Hip-hop and raps, pieces sharing, storytelling, etc.) Many youth were interested in the workshop with the topic of Hip-Hop music, and they learned that they need to mind their words when rapping, because words are powerful, which may lead to violence and offence. (Workshop topics and introductions refer to photos)

This event connects youth, families, and community leaders all together. It takes care of multi-cultural community members with different ethnicity and cultural background. It concerned not only about youth development, but also parents' influence in children's growth. Table discussion and panel discussion collect and share ideas and opinions, under table holders' guide and host. This is both an educational and an advocacy event for improving minority health and reducing community violence.

7. Observation Note (2)

Event Name: Urban Arts Showcase
Key Organizers: AMA, PeaceMaker (City of MPLS Youth Violence Prevention Project)
Location: North Community High School
Time: April 7th, 2016   6:00 pm-8:00 pm
Participants: Youth Media Access staff, youth participants, parents with kids, PeaceMaker project executive director (30-40 in total)
Preparation: Food Table (roasted chicken wings, pizzas, mineral water, fruits, fried spring rolls, and desserts.); Reception Table (sign-up sheet, program introductory materials)
Processing:
1) African-American host (Victoria)'s opening speech;
2) Youth's performances (African-American girls' modern dance, Hmong girls' modern dance);
3) 3 video clips of interviews made by AMA youth. 8-9 minutes for each one. (The first two was about the 4th precinct shutdown issue happened in Nov. 2015 http://www.startribune.com/neighbors-bring-frustrations-over-protest-to-city-hall-as-police-report-slower-response-time/360193601/, and the final one was a Q&A interview, asking interviewees' opinions on three questions related to community violence);
4) An African-American boy rapped a self-made song;
5) PeaceMaker Awards: there were 12 youth awarded for their anti-violence poetry writings issued; E.D. made a short speech;
6) Youth read their poetries no the stage (Victoria rapped her poet, some youth were shy, but most of them shared their thoughts and beautiful words.)
Other notes:
1. It was raining outside, while everyone was so high. They cheered, applauded and even screamed for every performance and awarded youth. Youth and AMA staff looked like a big family.
2. Asian Media Access's youth are making videos and interviewing people on their thoughts about community violence and the influence. They named this series Story 411. Through camera, they recorded the conflict between law enforcement and community members, people's doubts, people's lacking trust towards the police, and anti-police-brutality. Interviewees were with multicultural backgrounds and different occupations. One woman mentioned that "it feels more unsafe with police".
3. AMA youth hold cameras and shooting each other before event. Camera has become part of their life. It's a way of communication no matter where they are.
4. Awarded youth aged from 6th grade to 10th grade (5 Africa-American youth, and 7 AAPI youth).

8. Conference Presentation Poster

Bicultural Active Living Lifestyle Program's Effect in Violence Prevention among Youth of Color in MN
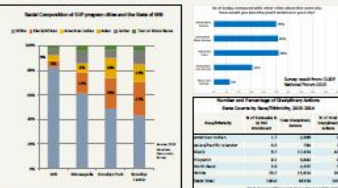
Presenters: Rodolfo Gutierrez, PhD[1]; Yue Zhang, MPP[1]; Ange Hwang[2]

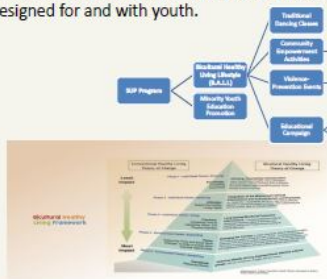[1]Hispanic Advocacy and Community Empowerment through Research; [2]Asian Media Access

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. Minnesota's youth have been suffered from kinds of violent actions, and young minority adults has registered higher rate of commission in criminal events than white counterparts. North Minneapolis and nearby areas usually have higher than average minority population, which are also areas with more violent cases.

Program Description: Stand-Up-Participate (SUP) Program is a comprehensive practice launched in September 2014, specifically focusing on those minority communities in north Minneapolis, Brooklyn Park, Brooklyn Center. It contributes to amelioration of the situation through partnership with community members, law enforcements, and public health departments. Bicultural Healthy Living Lifestyle (BALL) is a key component of SUP program, involving different activities designed for and with youth.
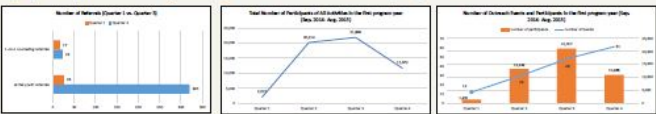
Program Evaluation

- 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.
- Evaluation questions focused on the effectiveness of partnerships, youth participants' 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.
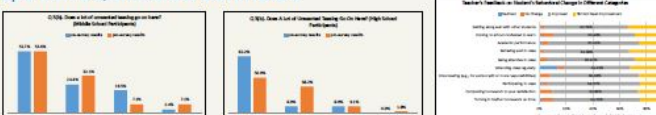
Methodology

- Qualitative methods: interviews with youth participants; observations on activities and events;
- Quantitative methods: surveys conducted in a timely manner (including pre/post SAYO paper surveys and teachers' surveys); program data tracked and recorded through SPROCKETS; retrospective and prospective data collection.

Conclusion

Until now, SUP Program and the B.A.L.L. Initiative is successful on behalf of several measurements. The framework was creative with respects to the combination of cultural-sensitive traditional art and living-style practices with the concepts of public health and behavior norms. Activities and events were designed closely connecting with community life and ethnic backgrounds, which prompted the trust-building between community members and service providers, thus strengthened program's sustainability. However, there are still enormous gaps when comparing violence crimes among racial groups, which are expected to be narrowed down though consistent actions.

Key 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.
- there was a slight reduction in firearm/gun injury among youth in Hennepin County: The average adolescent injury per quarter was decreased from 20 in 2013 to 18 in the first half year of 2015, and there was zero cases occurred on youth aged 10-14 during the same period. The percentage of firearm/gun injury among youth versus injury among all Hennepin population was also dropped by 2 percent.

Acknowledgment: Grant for SUP Program is provided by Office of Minority Health Minority Youth Violence Prevention Initiative; Program activities and events are conducted through collaboration of 12 key partners and all community members.