



Hispanic Advocacy and Community Empowerment through Research



ASIAN MEDIA ACCESS

STAND UP PARTICIPATE PROGRAM YEAR I EVALUATION REPORT

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STAND UP PARTICIPATE (SUP) PROGRAM

Year I (09.2014-08.2015)

Evaluation Report

Prepared by: HACER

with collaboration with Ange Hwang (AMA)

HACER

HACER's mission is to provide the Minnesota Latino community the ability to create and control information about itself in order to affect critical institutional decision-making and public policy. General support for HACER is provided by the Center for Urban and Regional Affairs (CURA) and Minnesota-based philanthropic organizations.

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We are grateful to all who contributed to the making of this report:

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Executive Summary

This report evaluates the ongoing process of the SUP program during the first year (September, 2014- August, 2015). SUP's target areas include: Brooklyn Park, Brooklyn Center, and North Minneapolis. All of them have higher than average violence crime rate and homicide rate, which correlates with high percentage of minority families and poverty rate in those areas. Such living environment affects youth's safety and health, as well as their behavior and performance. Therefore, the discussion will evince the necessity of the program, and its goal of effectively integrating public health and community law enforcement, in order to reduce racial disparities that prevail throughout the community.

SUP program combines internal and external evaluation resources. Monitoring and Evaluation has been continuously conducted throughout, and HACER is engaged as external evaluation consultant to guarantee the effectiveness and efficiency of the process. Asian Media Access

(AMA), with ten key partners and twenty-nine community partners, has attained achievement in six domains, which will be included into discussion: the enhancement of coordination, collaboration, and linkages among stakeholders; the improvement in academic outcome of youth participants; reduction in negative encounters with law enforcement; increment in access towards needed public health and/or social services; making impact in community violent crimes perpetrated by minority youth; and great efforts paid in reducing violence against minority youth.

Of course, there are still some issues need to be paid attention to in following two years, in order to take a larger step towards the goal that was expected from AMA and all stakeholders. HACER will work with AMA to upgrade those data collection methodologies (such as surveys, interviews, observations, etc.) thus reducing data bias and more accurately measure the outcomes and performance of youth participants.



(Pic Source: Official Website of Iny Asian Dance Theater: <http://ww2.inyasiandancetheater.org/>)



*Hmong youth participated in dancing exercises and performances. Learning and showing.
(Pic Source: Official Website of Iny Asian Dance Theater)*



Overview of SUP Program

Context Analysis

Demographic Makeup of SUP Program Communities

The demographic composition of Brooklyn Park, Brooklyn Center, and Minneapolis are unique to themselves and do not imitate the state of Minnesota as a whole. Therefore, from a public policy perspective, it is important to maintain programs that are capable of addressing the ethnic and racial makeups of a city.

Comparing the racial composition of Brooklyn Park, Brooklyn Center and Minneapolis, to the state of Minnesota, as Figure 1 demonstrates, the state of Minnesota is a predominantly “White” state (83 percent of the population), with minorities of color making up respectively small percentages. However, the SUP program cities do not resemble this ethnic makeup. Minneapolis is 61 percent White, while Brooklyn Park and Brooklyn Center are below 50 percent. Within this, Brooklyn Park and Brooklyn Center have more than five times the amount of Black Americans and Africans, and almost four times the amount of Asian populations. This demonstrates the importance of programs that target cultural differences that are inherent to smaller communities that do not ethnically resemble the broader community as a whole. However, differences in the area are not solely at an observable, skin-color level.

Figure 1

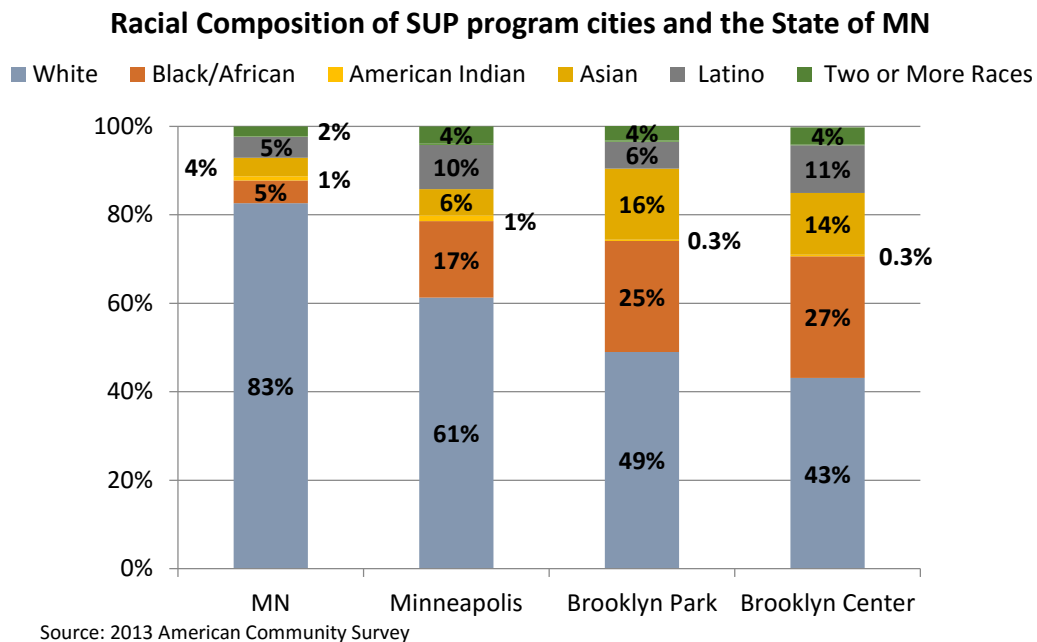
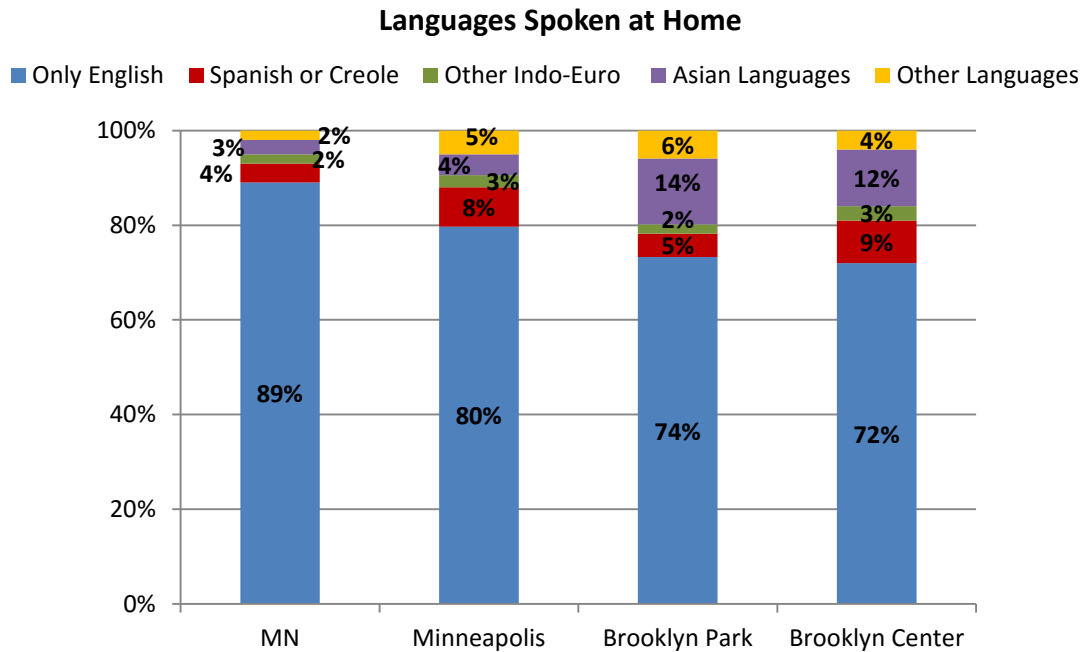


Figure 2 depicts differences at a language, and thus cultural level. Almost 90 percent of families in the state of Minnesota cited English as the only language spoken at home. Comparing this to SUP program cities: Minneapolis slightly resembles Minnesota in that 80 percent of families speak only English. 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.

Figure 2

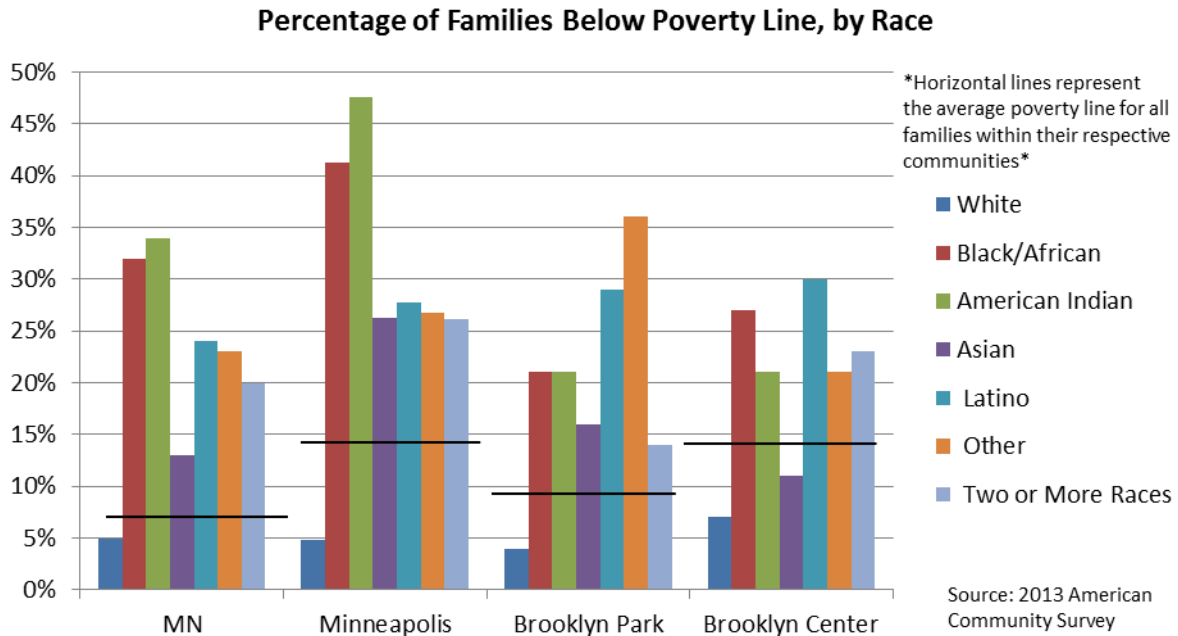


Source: 2013 American Community Survey

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. Figure 3 provides a clear detail of these inequalities. In the SUP cites, similar to the state of Minnesota, white families account for about 5 percent of all families under the poverty line. This means that 95 percent of families below the poverty line are families of color. This speaks to the importance of the SUP program because it specifically addresses the challenges that arise when youth of color live in disenfranchised homes.

Figure 3



Criminality of SUP Program Cities

This criminality section is important because it addresses a component of the SUP program that focuses on improved interactions between communities and the police force.

Figures 4 and 5 allow for analysis of how weapons violations and homicides are concentrated throughout the region, with the SUP cities outlined within the respective maps. The Figure 4 density map shows that Brooklyn Park is a major pocket for weapons violations in the region. The Figure 5 density map highlights how the North and Downtown Minneapolis are areas that have suffered homicides in the past year. Combined, they demonstrate the prevalence of weapons violations and homicides that persist in the SUP program communities.

Figure 4 - Weapons Violation Density Map & Figure 5 - Homicides Density Map

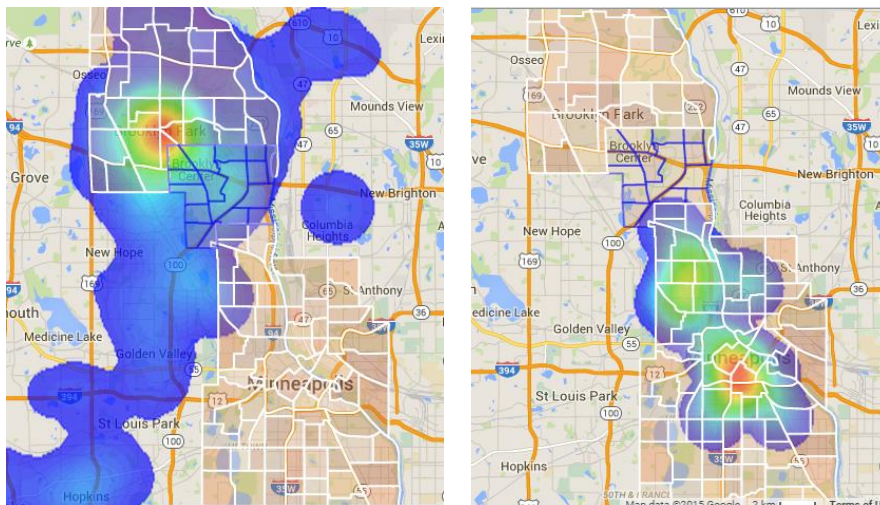
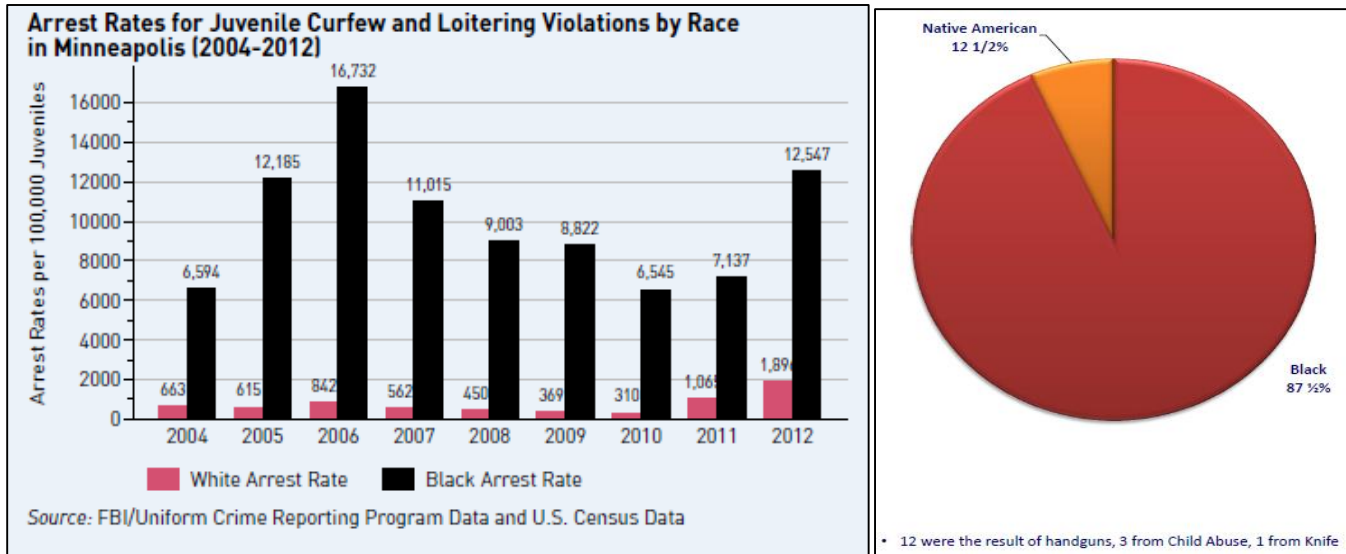


Figure 7 addresses racial disproportionality in relation to juvenile arrest rates for loitering and curfew violations in Minneapolis. Figure 7 and Figure 8 shows that 87 percent of juvenile homicides from 2009-2014 were Black Americans and the extreme disproportionalities in youth policing are a particular problem for the young Black American community. Therefore, it appears that it is racial biases, and not language limitations that adversely affect arrest disproportionalities in the SUP program communities.

Figure 7 & Figure 8 – Juvenile Victims of Homicidei



Goal and Objectivities

Stand Up Participate (SUP) Initiative aims to mobilize the law enforcement, 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 Initiative 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 improves 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**.

Stakeholder Analysis

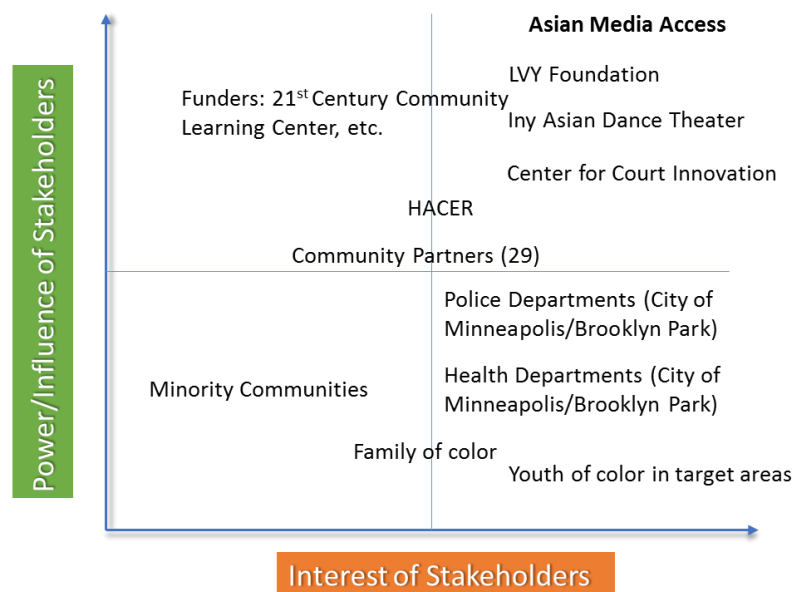
SUP program’s key stakeholders include beneficiaries, partners, funders, and community members of interest. According to the Power/Interest Grid (see Figure 9 below), they are put into spots that show how closely related and concerned by the program, as well as how influential they are in decision-making process.

Asian Media Access (AMA) is the leading organization of the SUP Initiative, focusing on project coordination, implementation, grant report, and conducting the Public Education Campaign. Since 1992, AMA has provided comprehensive community advocacy, fighting social inequality, health disparities and neighborhood crime, to mobilize communities and inspire young people to become involved in participatory decision-making process for a safe, supportive environment for all.

AMA collaborated a diverse group of organizations and individuals, in order to attain the three-year goal and objectives. 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 over 500 sessions of activities per quarter, and have provided culturally/linguistically-appropriated services to youth of color, which shapes the envision and guides the direction of the program. Community partners, such as Health and Police Departments of the cities of Minneapolis and Brooklyn Park, as well as the Center for Court Innovation, are getting involved in different capacities. Health Services (state, local and tribal governments) delivers a variety of health programs to protect residents and will be responsible for part of the “Bicultural Healthy Living” training for parents. Police Department is responsible for referrals and joint training for Community Policing strategies and SARA Model. Other nonprofit partners, coordinating with service providers, policymakers, school districts, and funders to strengthen and broaden the network of youth development.

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

Figure 9- Power/Interest Gridii



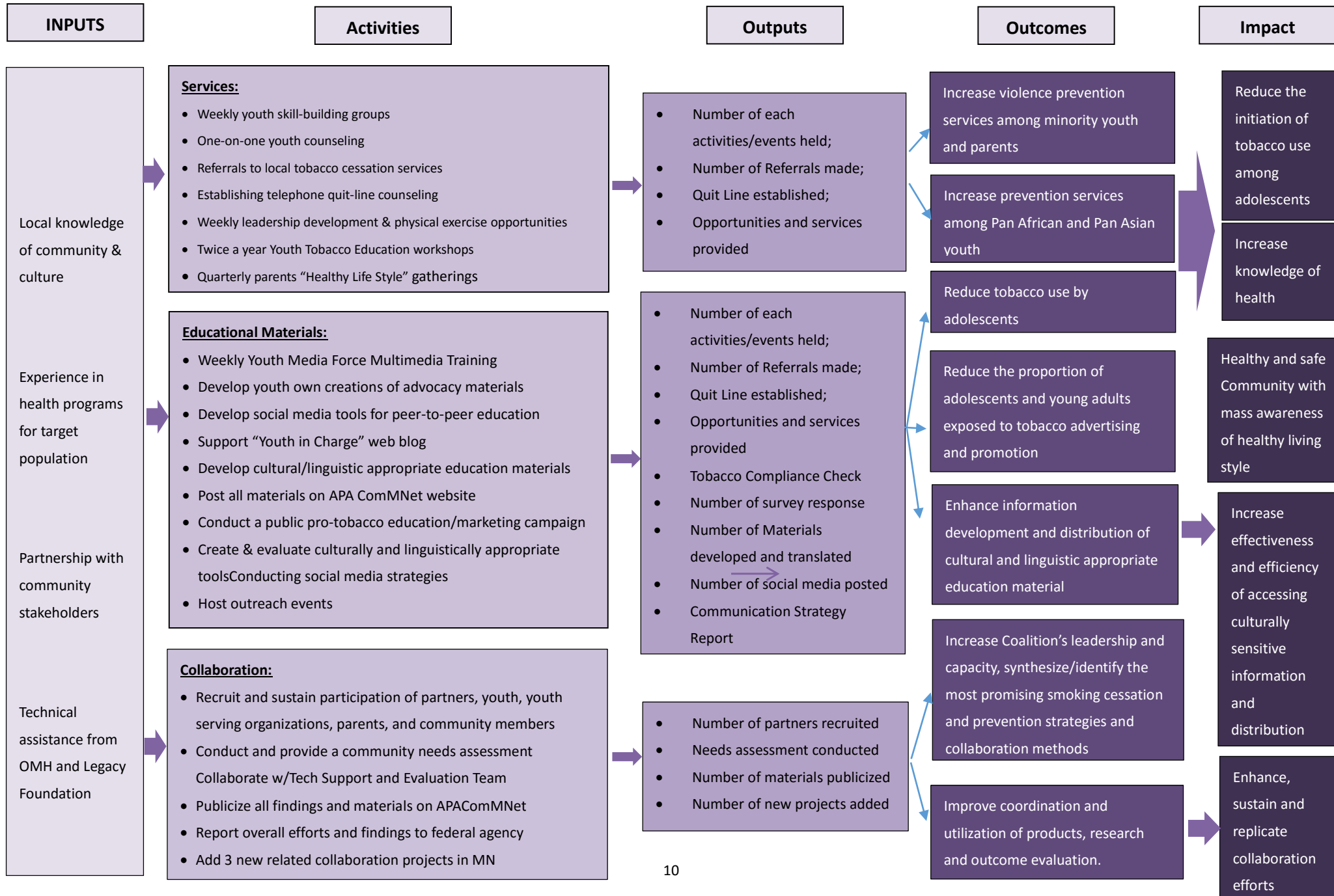
Program Logic

At the beginning of SUP program, HACER worked with AMA to create a Logic Model for understanding the theory of change. 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 Countyⁱⁱⁱ*, the assumptions behind the logic include:

- 1) Disparities exists between majority and minority groups, as well as among ethnic minorities, in terms of health resource accessing, social violence occurrence, and income level. There is a larger gap in low-income minority gathering areas, such as north Minneapolis;
- 2) There is a difference when distinctive ethnic groups think about healthy living, thus bilingual/cultural-sensitive approaches should be taken into consideration when designing and planning initiatives among such groups;
- 3) 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;
- 4) The goal and objectivities will not be attained without the effort from communities as a whole. Public sector and private sector should set up a solid network to
- 5) Word of mouth and social media are both good ways for enlarging influence. SUP program should not only spread information through existing media methods, but shall make 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. Measurement for each output also settled. This Logic Model is flexible for editing throughout the whole process in need. (for details see attached Figure 10- Logic Model)

Figure 10- Logic Model



Year I Evaluation Framework

Evaluation Questions

HACER evaluated the ongoing process of the SUP program during the first year (September, 2014- August, 2015). The discussion evinced the necessity of the program, and how to effectively integrating public health and community policing in order to reduce racial disparities that prevail throughout the community. Six domains were included into discussion:

Q 1. Effectiveness of Stakeholder Networks

- How many (new) partners get involved and remain active?
- Does the coordination and collaboration among stakeholders effective?
- Is there any improvement in increasing linkages among stakeholders?

Q 2. Changes in Youth's Academic Performance

- How many youth get involved into P.H.U.N. (Positively Healthy U Network) project?
- How is the academic performance and outcome of youth participants during the first year?
- Do teachers and family members satisfied with the outcome?

Q 3. Changes in Relationship between Law Enforcement and Youth of Color

- How is youth's attitude towards police officers and other law enforcement staff before and after participating in SUP program?
- What kind of efforts does SUP program take to reduce negative encounter between youth and local enforcement?

Q 4. Changes in Access towards Needed Public Health/Social Services

- What kind of activities/events can effectively increase access to public health/social services?
- In what ways does SUP program help minority groups get healthy living information? Does information helpful?
- How does SUP program interact with Public Health Department to improve services?

Q 5. Impact in Reducing Community Violent Crimes Perpetrated by Minority Youth

- To what extent youth violent crime rate changes? In which way?
- Do youth of color aware of the trauma caused by violent actions?
- What are the reasons for them to join in violent actions? Any method to help them in term of reducing the motivation?

Q 6. Efforts in Reducing Violence against Minority Youth

- To what extent the number of youth victims changes? In which way?
- What are effective and efficient methods to protect youth from being hurt?

Methodologies

To gather expected information of those question, qualitative and quantitative methods were using together, such as surveys, interviews, and observations, which were conducted in a timely manner. Surveys included pre/post SAYO paper surveys^{iv}designed for youth participated in P.H.U.N. (Positively Healthy U Network) project^v, which were handed out after participants enrolled and before they completed the programs. AMA chose total 39 SAYO questions on areas like: 1) Program Experience; 2) Sense of Competence; 3) Future Planning; and 4) Retrospective, which corresponding to the 1st and 2nd objectives set by the 21st Century Community Learning Center grant^{vi}. Another survey was the Teacher Survey^{vii}, which addressed the 3rd objective related to academic improvement.

HACER was invited to participate in several youth activities held by AMA and other partners. Notes and records were collected, some interviews with youth participants were conducted and kept as short videos. The most detailed records of activities and events were collected by AMA, reported quarterly to funders. Program managerial records played as important material in this evaluation.

Evaluation Process

SUP program adopts a Monitoring and Evaluation process to track and control the quality of services. Data has been collected along the project implementation, with a big collection of registries from AMA and LYV Foundation, reflecting number of participants as well as characteristics of each event. Evaluation tools are in place for long-term use, and data sets are being reviewed by internal evaluation interns and directors. Pre/post survey has been handed out after participates enrolled to the program and before the end of the program. Results are all analyzed in a timely manner.

HACER plays the role as an external evaluation consultant, to help AMA building up evaluation planning and instruments, also following up to check the information that has been gathered along the period. Evaluation reports are going to be annually prepared, and the results to be shared with SUP program stakeholders, as well as the public.



*Youth were showing their self-designed T-shirt to advocate for “No Domestic Violence”
(Pic Source: HACER photography)*

A HEALTHY ME IS DRUG FREE.



Drug abuse kills about 200,000 per year worldwide!
Think before you start



A day, Keeps the doctor away



JOCOSE
ELITE
RARE
EXOTIC
MAJESTIC
INTELEGENT
AMAZING
HEROIC



Postcards designed by SUP youth participants.
(Pic Source: Youth In Charge blog site)

Evaluation Findings

Finding I: Improved Coordination, Collaboration, and Linkages among State and/or Local Law Enforcement, Public Health, Social Services, and Private Entities

Partnerships Diversified

At the end of the last quarter, SUP project had coordinated ten key partners and twenty-nine community partners with diversified cultural background and functions. These partners shared aligned goals and mission, devoted multiple resources to engage youth participants, minority families, and community members to make a difference for their life and the context as well.

Asian Media Access, as the leading organization of SUP project, collaborated with Minneapolis youth coordinating board members and youth violence prevention coordinators from Minneapolis Public Health Department, officers from City of Minneapolis Police Departments, and Brooklyn Park Police Department/Health Department, to build up sense of trust between youth of color and public service providers. LVY Foundation helped outreaching participants and community members regionally, nationally, even internationally. Evaluation was consulted from and conducted by external evaluator from HACER. Center for Court Innovation and Iny Asian Dance Theater supported the most characteristic events with high reputation, such as Hmong Mother and Daughter club.

Community partners were more diversified, including violence prevention specialists of precincts of high crime rate, nonprofit organizations providing at-risk-youth services, community outreach specialists, and other law enforcement and public health supports (see Figure 11).

Figure 11- SUP Community Partners (29 of them in total)



Partnerships Consolidated and Expanded through Activities

It is glad to see progressively development in SUP program when looking at the changes and improvements in activities, which strengthened collaborative relationship between AMA and partners, as well as among all each other. Partner meetings were conducted on a regular basis, through with opinions and feedbacks were shared, ideas were discussed, cooperation was improved, so did the quality of services. In order to expand linkages and influence, SUP project engaged not only local and regional stakeholders, but also reached out towards youth violence prevention efforts in other states, even connected youth of color with peers from abroad.

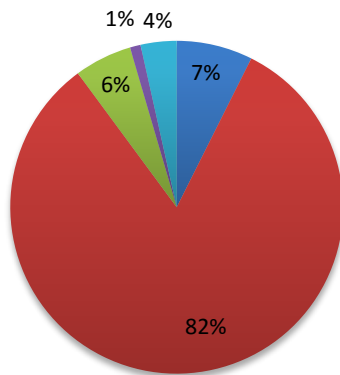
Activities were divided into five types in order to see the scope of outreaching and influence: “Organizational”, “Local”, “Regional”, “National”, and “International”. “Organizational” activities were those program managerial ones that contributed to the development of program, but not directly reaching out to target population. “Local” activities stemmed into communities, usually regular trainings with fixed time and schedules, or advocacy events occurred within nearby communities. While “Regional” referred to the activities connecting several communities that either geographically adjacent or separate. Participants should be with different demographic characteristics, or gathering from some distance away from the spot at which the event was held.

Rough statistics in Figure 12 showed that about 82% SUP activities were “Local”. It makes sense because the first year of the project focused on stepping into communities of color, making people understand the mission and value of this project, so that to participate in and influence out. Community-based participatory project requires in-depth appreciation and satisfaction of participants. Taking care of each individual community members and the youth at risk is the first step to change their behavior and attitudes.

Figure 12

Types of SUP Project First-Year Activities (Sept. 2014- Aug. 2015)

■ Organizational ■ Local ■ Regional ■ National ■ International



Note: The total number of activities is 486, referring to AMA program

SUP program also took opportunities to get connection with resources outside targeted communities at Brooklyn Park, Brooklyn Center, and North Minneapolis. Collaboration across Twin City area and Minnesota helped spreading SUP’s reputation and values broadly, also enhancing AMA’s capacity and assets of conducting wider-reached activities. Although there were limited “Regional”, “National” (e.g. Ohio trip), “International” (e.g. interaction with Brazilian youths) activities conducted during the first year, they would benefit knowledge generation and capacity building if there could be more in the following years.

Indeed, to some extent the border between “Local” and “Regional” was vague. As for Hmong society, there were separate local celebrations for distinctive clans holding different first names, but it would become a regional event when considering all Hmong New Year celebrations as a whole. Besides, all cultural festivals might also have attracted audiences other than community members, such as international students, visiting family members, people interested in distinctive cultures, etc. It should be considered as a regional influence in this way. The same situation went with outreach activities as well. Every community-wide outreach influenced a small group of people across a few streets and blocks. However, when putting these efforts on the map, or thinking about the communication among society, there should be a much larger scope of cooperation, linkages, and influence.

Finding II: Improved Academic Outcomes among Minority Youth Violence

Intervention Project (MYVP) Participants

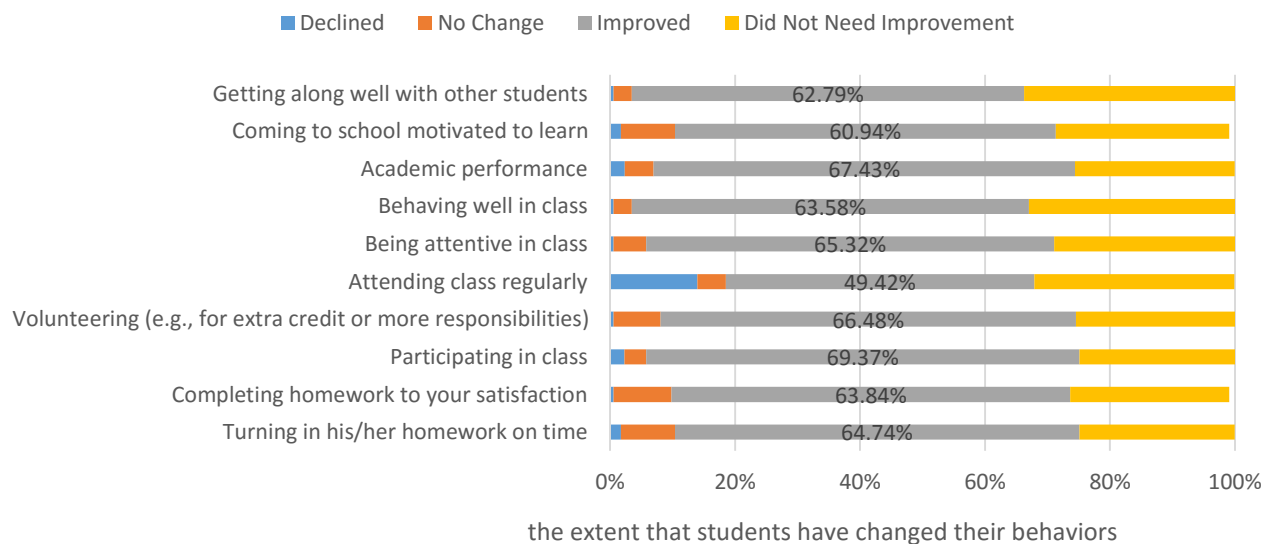
Teacher Survey (2015) Results

According to the result of Teacher Survey 2015, all categories – except class attendance – exhibited at least 60 percent improvement among program participants. However, about 30 percent of participants within all categories did not need to improve. Therefore, amongst the participants that needed to improve, about 85-90 percent showed improvement.

The category “attending class regularly” showed less improvement than the other categories. In this category, only 50 percent of participants exhibited some kind of improvement, 30 percent did not need to improve, and 20 percent declined or did not change. By a significant amount, this was the highest percentage of decline as compared to any other category (see Figure 13). This result was concerning due to the importance of class attendance. It also brought into slight question the blanket improvement seen throughout the other categories. If 1/5 of participants did not improve or even declined in attending class, it would be challenging to see such uniform improvement in categories that were dependent on class attendance.

Figure 13

Teacher's Feedback on Student's Behavioral Change in Different Categories



Overall, considering that almost 90 percent of participants that needed to improve exhibited improvement in a variety of classroom categories, the program is showing success. However, a point of concern is the relative lack of improvement in classroom attendance.

SAYO Surveys (2015) Results^{viii}: Students' Feedback

The pre/post SAYO paper survey showed how the program was perceived by youth program participants from both middle schools and high schools. Approximately 200 surveys were given to youth participants each time, and 86 pre-surveys/83 post-surveys were completed.

Corresponding to the 1st and 2nd Objectives set by the 21st Century Community Learning Center grant, survey questions covered several aspects to inquire participants' 1) Program Experience, 2) Sense of Competence, 3) Future Planning, and 4) Retrospective. Overall Asian Media Access FY14-15 Project P.H.U.N. (Positively Healthy U Network) was a great success according to the result of the "Program Experience" section, with overwhelmed 85-100 percent satisfaction rate among youth participants at all accounts, except that the involvement in program leadership, program's planning, and decision making process should be enhanced (see Figure 14 and 15^{ix}).

Figure 14

Q 7(c). Are you in charge of doing something to help the program?

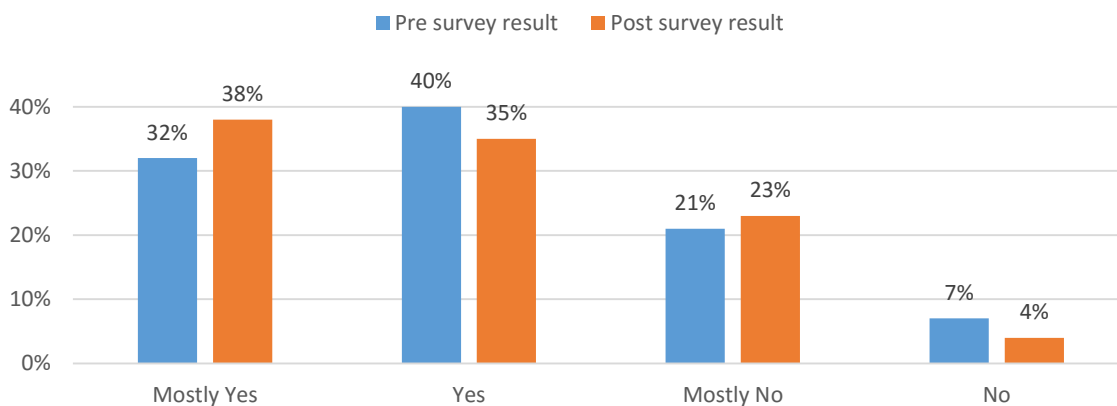
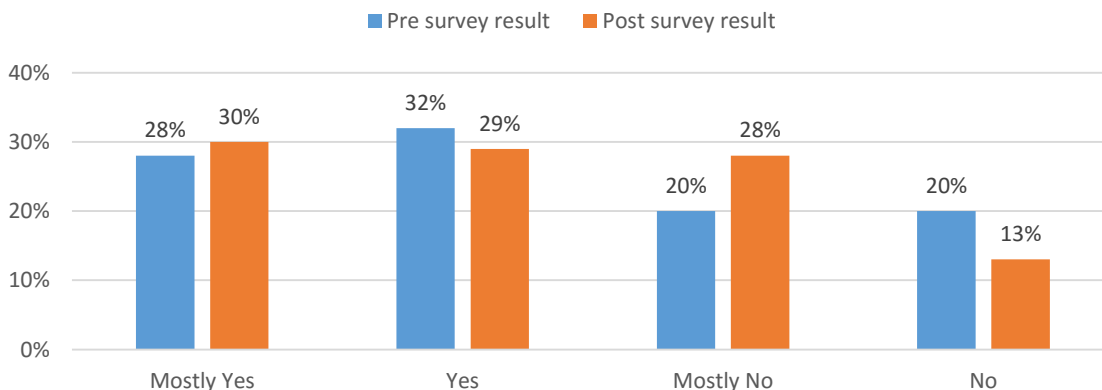


Figure 15

Q 7(d). Do you get to help make decisions or rules for the program?



For the “Sense of Competence” section, the post survey results show the youth has gained substantial 21st Century skills in: 1) Curiosity; 2) Self-esteem; 3) Problem Solving; 4) Competitiveness; and 5) Persistence/Resilience. Particularly, 7 percent higher from youth participants indicating “Mostly Yes” in the Persistence/Resilience, which showed the key approach for Project P.H.U.N. – utilizing “Bicultural Healthy Living” to build individual’s Cultural Resilience has worked out quite successfully. However, within the above five key factors, the Problem Solving had lowest satisfaction rate at 82 percent. So, there should be more activities allocated to the “Problem Solving” skills in future program design. Additionally, there was a significant decrease about 11 percent at “Mostly Yes” in post surveys, when asked “When I meet someone, I know he/ she will like me”; while 9 percent more of youth answered “Don’t Agree” or “Agree a Little” when asked “It’s easy for me to join a new group of kids”. Since collaboration and team work was highlighted in academic and work settings, future programs should focus more on how to help youths building up confidence and social skills in group setting.

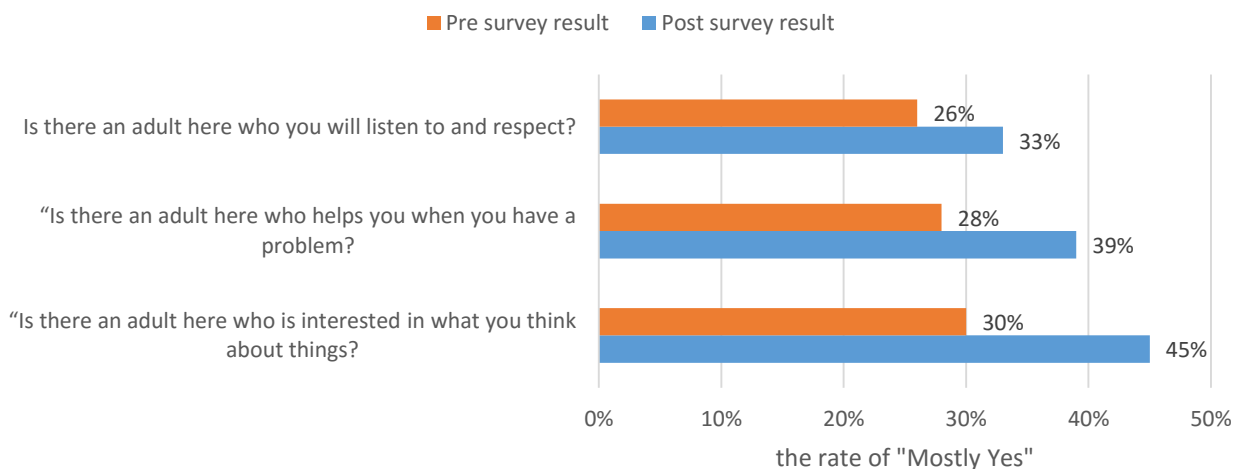
At the “Future Planning” section, received high youth satisfaction rate was ranging from 86 percent to 96 percent, not much improvements from pre to post surveys, since the project always put the youth future as the top priority, with more than 21 percent of activities dedicating to this need.

SAYO survey questions also designed to see if any relationship developed and how connected the youth were with adult mentors, and communities. 88 -100 percent satisfaction rate went to the effort of building friendship and respect with peers. Specifically, the rate of “teasing among youth participants” substantially decreased from 14 percent to 8 percent. While peer’s mutual support rate went up from 38 percent to 50 percent.

Many program youth participants who were surveyed stated that they felt cared for and treated fairly by project staff. And the youth indicated that they felt comfortable talking with an adult staff about their problems. Additional SAYO questions have indicated that Project P.H.U.N. staff and adult mentors are very supportive of youth, with substantial gains at all areas at “Mostly Yes” answers (see Figure 16). 88-92 percent of youth have engaged with trusted adults in discussing about colleges and future career paths, and how they can reach their life goals. There was a significant improvement among 9th- 12th graders who have enrolled in Project P.H.U.N., who gained better knowledge to plan for their futures.

Figure 16

The "Mostly Yes" rate of Youths' Agreement towards Teachers'/Staff's Support in the Project



Finally, looking at the “Retrospective” section, the satisfaction rate reached 93 percent in several questions in post surveys. These youth participants felt good about themselves; felt good at doing what they like; and made new friends throughout the project. The remaining 7 percent did not answer the questions, so not even one youth felt Project P.H.U.N. failed him or her. That was a tremendous accomplishment.

Finding III: Reduction in Negative Encounters with Law Enforcement

Summary of Activities and participants of the First Year

Generally, the total number of people benefit from or influenced by SUP program had a tremendous trend of growth (see Figure 17). The second quarter, as well as the third quarter, served almost ten times the number of participants of the first quarter, largely due to massive events held during traditional Hmong and Chinese festivals. The types of activities were enriched and diversified through the first year. Figure 18 and 19 revealed that the numbers of Outreach events and support groups steadily increased, so did the number of participants of all kinds.

Figure 17

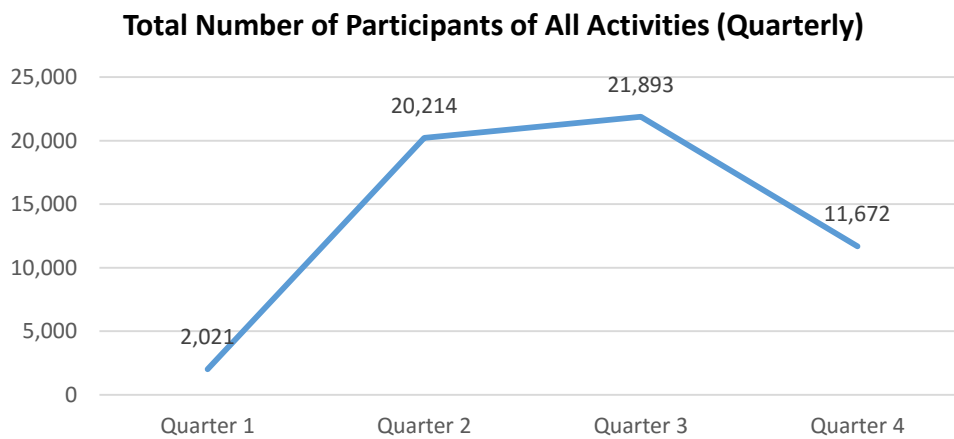


Figure 18

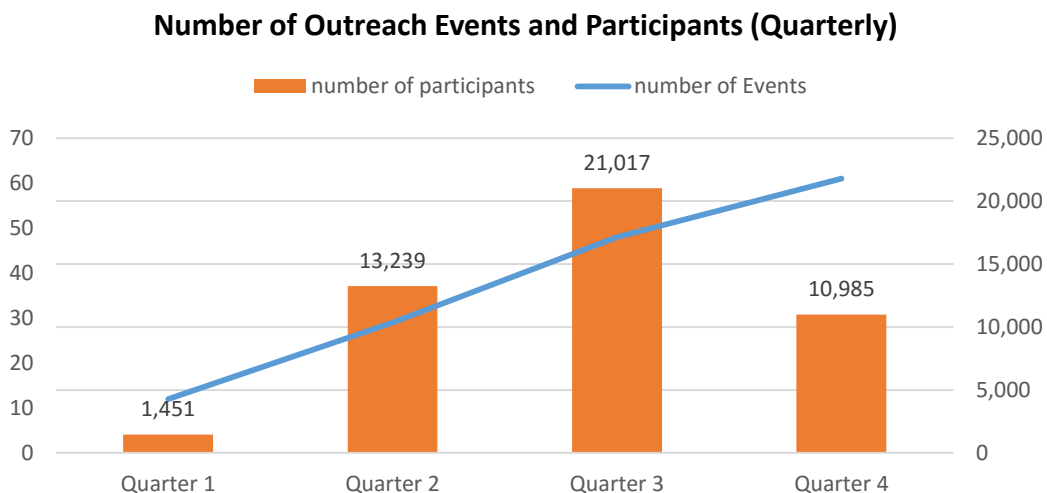
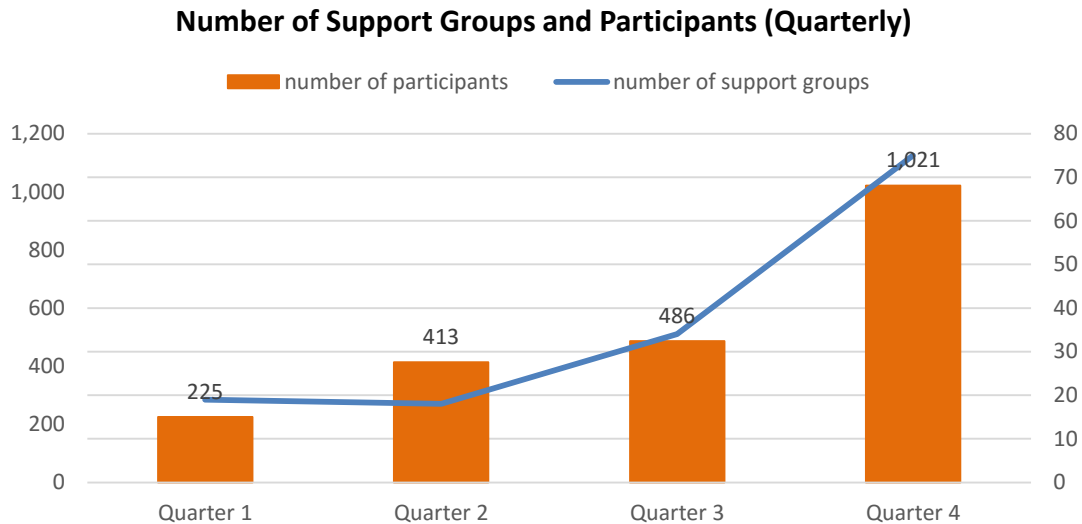


Figure 19



According to AMA’s program records, there were over 480 activities conducted throughout the project’s first year, including weekly exercises or biweekly trainings. Those activities enriched youth participants’ after-school life, and guided them to balance spare time on positive capacity building events, instead of wandering around and being exposed to violent environment.

The first quarter of the first year set the base for SUP program. Some featured events and trainings were conducted as piloting projects, while gradually got consolidated through following quarters. For instance, the bi-weekly business training was opened for 10 to14-year-old youth of color from low income families at first. However, it stated to recruit youth participants of 16-20 years old since the second quarter, considering their capacity and possibility to practically use the knowledge and skills.

Many more specialized activities were formed and fixed from the second and third quarters, such as Catalyst Event (dialogues with twin cities’ entrepreneurs), Hmong Mother and Daughter Club, FAIM Training, and Media Force (Video/Radio producing workshops). Massive events helped outreaching much larger population around Minnesota, which were usually traditional culture related, or through partnership with public schools and colleges (e.g. Rockford Elementary Arts Magnet School, University of Minnesota Asian Student Union, Central High School, etc.).

The last quarter was from June to August, 2015, which was exactly the period of summer vacation. There were usually over a hundred participants coming for one event, such as SUP Summer-end Picnic and Fun Sports Competition, SUP Back to School Celebration, and Summer-end Talent Show.

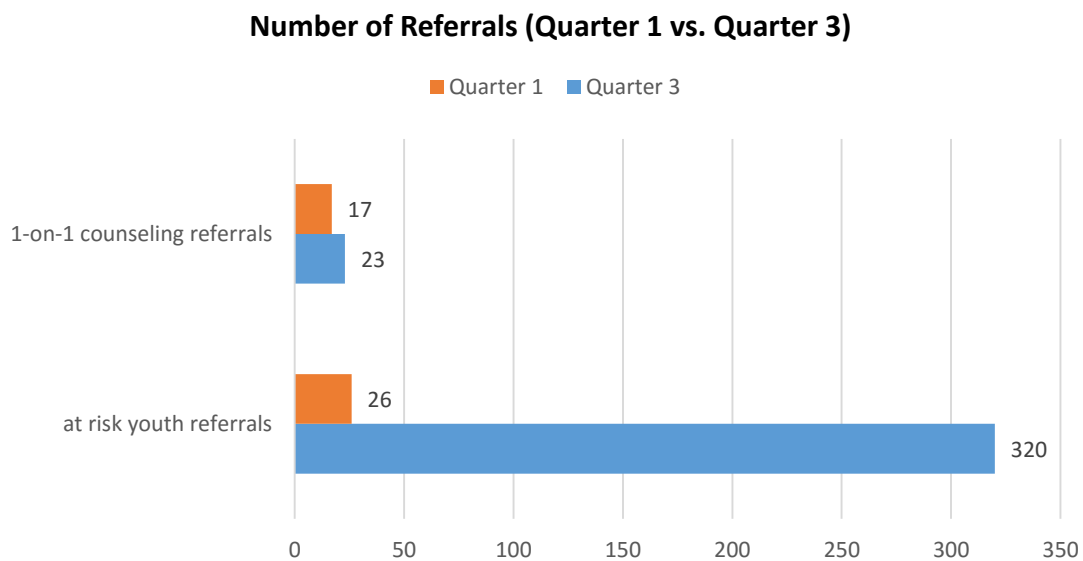
Activities Directly Aiming at Youth Violent Crimes Prevention

Since one of prioritized objectives of SUP program was to reduce violent crimes among youth of color, nearly 1/5 events and activities directly emphasized violence prevention and targeted youth at risk, not including community-wide outreaching events and program managerial activities that strengthened partnership and supported linkages (committee meetings, project planning, evaluative activities, etc.). During the fourth quarter, SUP program focused much more on reducing negative encounters with law enforcement and public health promotion among youth of color. Dialogues between youth of color and Minneapolis police department was held on a regular basis for mutual understanding and

trust building. Usually 35 participants would get involved in per time. A creative initiative called Shop with A Cop was conducted in the summertime. 84 youth participated in the project at the end of August, 2015, to purchase school supplies with a police officer at Target before school days. A group of youth participants recorded the whole journey using devices provided by AMA, and the video was uploaded on YouTube for public review^x. Youth were interviewed randomly. Some of them were shy in front of camera, while some of them laughed out with great joy. That was the first time that youth participants felt extremely safe beside a police, having a one-on-one fireplace conversation with persons in uniform that most of them might never turn to before while can be relied on henceforward.

Moreover, there was a credible referral system in SUP program, through which more information of youth at risk would be shared for the purpose of outreach and in-depth connection. At the first quarter, there were only 17 one-on-one counseling referrals and 26 at-risk-youth referrals. While at the end of the third quarter, over 300 referrals were made (see Figure 20), on account of successful outreaching efforts. The increment replies that SUP program earned a good reputation among colored communities. People enjoyed and benefitted from it, thus would like to introduce friends and neighbors into SUP activities.

Figure 20



Finding IV: Increased access to needed public health and/or social services

Public Health Network Development

Networks and solid partnerships were developed during the first year in order to continuously offer options for better access towards public health and social services to participants. Plenty of activities were focused on health promotion among participants and members of the communities, as well as supporting at-risk-youth with Bicultural Living Framework.

Conversation among public health related stakeholders were conducted frequently. For example, LVY Foundation held monthly Community Health Meetings with Hennepin County Medical Center and Brooklyn Park/Brooklyn Center leaders who organized community feedback about the initiative. Though these conversations, partnership with Public Health

Departments of targeted areas was expanded; relationships with expertise were built up; and health-related information and resources were equipped which would help SUP's health promotion to be more professional.

Embedded Health Promotion in Most Events

Health promotional activities and fairs were embedded in all other kinds of events. For instance, according to SUP's Activities List, there were 51 health fairs in total held with other massive events during last year, and at festivals, AMA and IADT outreached communities at health fairs, with the target of LEP members to whom looking to engage in violence prevention programs; during family day events, such as African American Family Day, healthcare screening, presentations, and information booths in relationship to health and family well-beings were provided; Weekly Physical Exercises were conducted continuously with Iny Asian Dance Theater, at which youth participants were taught about Asian cultural dance, and over 100 participants enjoyed the opportunity of exercising regularly.

Also, health initiatives also supported sports activities along the summer among the youth of color. Sports activities promoted interchange with other ethnic and cultural groups. That was the case of the soccer training offered by a Brazilian youth team who engaged in the Summer International Junior Entrepreneur Collaboration, led by LUY. Brazilian youth visitors bonded with SUP's youth participants over the world most popular sport, Fútbol (Soccer). Not only did youth from both sides enjoy the game, but also expanded the border of SUP program's influence.

Information Distribution through Mess Media

Cultural sensitive healthy living information and knowledge was disseminated through multiple mess media methods. Youth learnt to make radio and video products at Bi-weekly Youth Media Force workshops, and they would put health-related content into their works, then bring those vivid products back to home and community; Bicultural Healthy Living Web Blogs^{xi} shared online resources for community health, provided knowledge of bicultural healthy living, reminded people of world days (World Stroke Day, Walk to School Day, etc.), and encouraged people of color getting involved in exercises and health living; in Bicultural Healthy Living Newsletter initiative, an e-Newsletter to inform healthy living habits among youth was published, publicized, and distributed among people of color monthly. Bicultural approach was approved to be a success.

Context Establishment through Research

In order to establish the context in which the initiative is working, HACER gathered information related to public health indicators in the areas where SUP initiative has presence. Topics analyzed include behavioral problems and violence, benefits of school sports and activities, birth outcome reports, health equity, HIV cases in Minneapolis, Homegrown Minneapolis (local food program), and many other. This would contextualize the impact that SUP initiative has along the communities where it has presence.

Finding V: Impact in Community Violent Crimes Perpetrated by Minority Youth

Attend to Ethnic Diversity and Cultural Heritage

As mentioned earlier, massive cultural events played as great catalyst for reaching out larger target population, because culture elements were the strongest glue that bounded ethnic groups together. SUP program took the advantage of cultural festival celebrations to disseminate violence prevention advocacy, which definitely arouse resonance and support from minority communities.

According to activities records, there were about 25 Hmong/Chinese New Year celebrations held last year at public schools, clans, and River Center of Twin Cities, reaching out 55,300 people-time. The most important message conveyed from cultural activities was that people living in the community were just like family members to each other. Lunar New Year was a significant annual moment for Asian and Southeast Asian people. The core value of this festival was getting together with families. Such cultural heritage reminded people of traditional virtue which constrained people's behaviors in a way that even rigorously than law did. Youth would feel about the warmth and interdependence among people sharing with the same ethnic background, as well as the inner spirit of being nice and kind to others, instead of hurting each other.

Other ethnic or cultural holiday events also received great response. Such as the bicultural community-wide outreach held on World Refugee Day at the end of June, which attracted around 400 people with refugee background and those who cared about this issue and group of people; Thai Festival celebrations was held twice, gathered 240 participants; Asian Festival was celebrated with Ohio Police Department... Such efforts were effective and efficient. Information was rapidly shared through crowd, and a harmonious community atmosphere would positively affect youth's mental health and behavior.

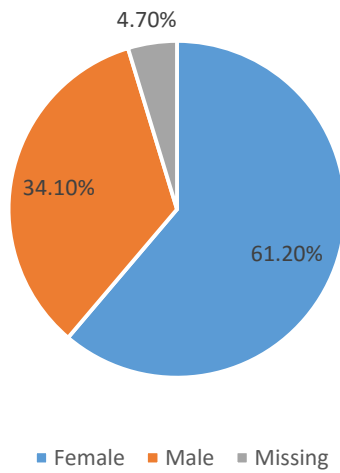
Demographic Characteristics of Youth Participants

There were 484 youth participants enrolled into Project P.H.U.N during last year (September 2014- August 2015). These youths and their families were actively involved into different kinds of SUP activities, getting along with peers and mentors. Here are some statistical findings of demographic characteristics of these youths, according to the personal information gathered through program monitoring process (see Figure 21-23^{xii}). These findings are in accordance with Project P.H.U.N's objectives and activities.

There were 296 girls, almost two times the number of boys, which was 165 (except for 23 missing data). To some extent, P.H.U.N activities attracted more girls in that some activities' content, such as cooking and painting, would be more appealing to girls. In addition, females are at higher risk of being exposed at violence crimes, also more vulnerable in situations of assault, sexual assault, and domestic violence. SUP, aiming at reducing violence rate, provided much help and coaching in self-protection and assault defense for girls, which prepared them when encountering dangers.

Figure 21

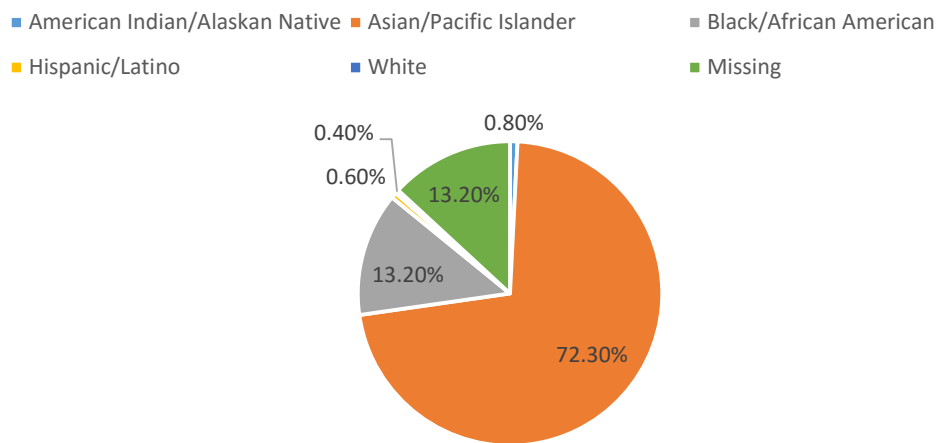
Gender Distribution Among Youth Participants of Project P.H.U.N



As for the ethnicity distribution, most of youth participants were Asian/Pacific Islander, consisting about 72 percent of all. Only 64 out of 484 Black/African-American youths participated in during last year. In Asian countries, youths were used to participate in after-school mentoring or tutoring activities, which were supported by parents as well. In combine with observation result of SUP activities situation, Asian/Pacific Islanders got involved in more workshops and other entertainment activities. Although there were African Fest and other event with African-American communities, these activities occupied not a large portion in all community educational events.

Figure 22

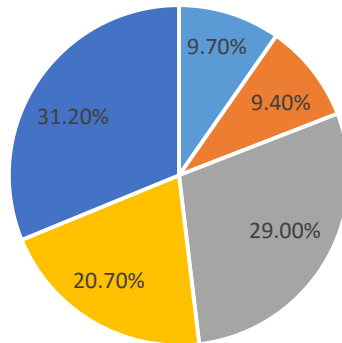
Ethnicity Distribution Among Youth Participan of Project P.H.U.N



Since Project P.H.U.N. targeted at Brooklyn Park, Brooklyn Center and north Minneapolis area, enrolled or unenrolled youth participants were mostly coming from sites around. The number of youths lived in Minneapolis was around twice the sum of youths lived in Brooklyn Park and Brooklyn Center. It makes sense considering the scale of city and higher density of population. Although there was 20.7 percent participants lived in “Other” area, these area were right nearby, according to zip codes information.

Location Distribution Among Youth Participants of Project P.H.U.N

■ Brooklyn Centre ■ Brooklyn Park ■ Minneapolis ■ Other ■ Missing



In all, Project P.H.U.N. took both diversity and concentration into account when reaching out minority families and youth participants. However, in order to focus on and contribute to the objective to reduce minority arrest rate and violent crime rate in these areas, there is a space for improvement. According to demographic analysis ahead, Brooklyn Park and Brooklyn Centre were consist of 25 percent and 27 percent Black/African-American respectively, more than the percentages of Asian (16 percent and 14 percent). The arrest rate of Black/African-American in Minnesota was much larger than the other races, which was 62 percent. So, it is increasingly important to educate these young males of color, especially Black/African-American youths to be responsible for themselves, families and the society as a whole.

Finding VI: Reducing Violence against Minority Youth from Minor Steps

Getting Along Well with Peers

“To be nice” is the first step getting away from irritating people and suffering from accompanying violence. Youth need to learn how to get along with peers, not teasing others, and protect themselves from being hurt. Referring to Figure 13, 62.79% participants improved in “getting along well with other students”, with another 33.72% participants “do not need improvement”. Looking at youth’s feedback in SAYO Surveys, all high-school participants answered “yes” or “mostly yes” to the question “Do teens here treat each other with respect?” and “Are teens here friendly with each other?” Among middle-school participants, 4 youth (9.76%) felt unfriendly atmosphere in peers originally, but no negative feedback in the pro-survey any more.

However, there was an unexpected increase in the feeling of unwanted teasing (see Figure 24 and 25), both among high-school and middle-school participants. Part of the reason could be that many students had increased awareness about such issue through the project, understood that violence also included (even started from) those verbal assaults, and became more sensitive to such actions from peers. It could be a good sign, because only after noticing that teasing is wrong can youth take care of each other and reducing disrespectful behaviors.

Figure 24

Q 3(b). Does A Lot of Unwanted Teasing Go On Here? (High School Participants)

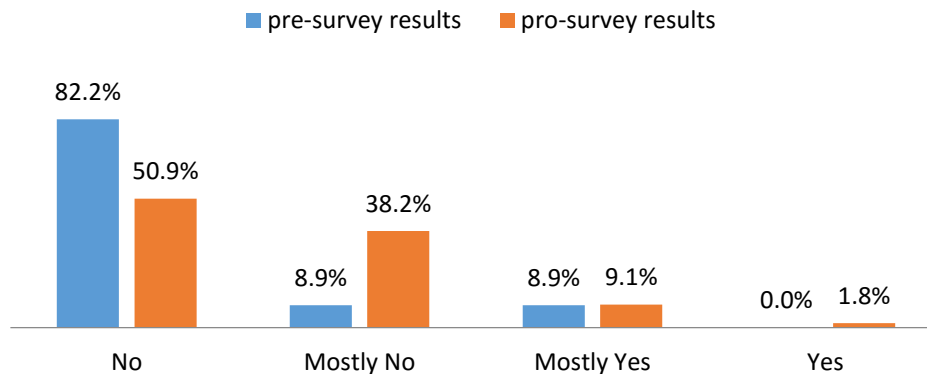
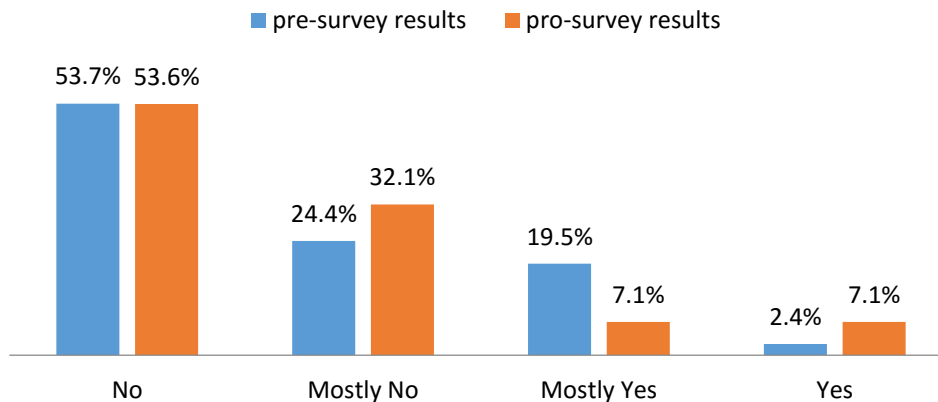


Figure 25

Q 3(b). Does a lot of unwanted teasing go on here? (Middle School Participants)



Feedback from Youth Participants

HACER was invited to several SUP workshops and activities which were for violence prevention. HACER observed youth's attendance and performance, communicated with participants, and shared their outcomes through SUP program. Five Asian boys and girls formed a music band, showed a popular song on stage in a performance event; a group of African-American youths designed a violence prevention T-shirt with SUP logo and slogan at the front; a Muslim girl presented her design of a postcard, with anti-violence slogan and words of resisting domestic violence... These activities were seemed tiny separately, but they spread knowledge and energetic spirit among minority youths in all creative forms. Youth participants learnt about concepts and forms of distinctive kinds of violence, avoiding making violence towards others, and how to protect themselves from getting hurt.

After a Saturday community workshop for Asian girls aged between 8 to 15 years old, HACER interviewed some of the participants about their feelings and opinions towards the workshop and SUP program as a whole. After brief

self-introduction, girls answered two easy questions: “What is the best part of today’s workshop?” and “What is the thing that is good about workshops?” All girls were excited about cooking self-made Mangonada, a traditional Mexican icy drink, and most importantly, learning about bullying. Those were the main topic for that workshop. Regarding to the second question, 13-year-old Jacqueline said, “We learn from mistakes and teach each other (from these workshops).” Chandra, 11 years old, said that she liked the part of leaning culture and history. Teaching through lively activities makes SUP’s community education success. As for the topic of bullying, Fina, an 8-year-old girl, said, “I learnt do not bully the others”. Many other girls demonstrated that bullying was wrong, and everyone should be nice to others, no bullying at all.



*“Shop with A Cop” event sponsored by Target.
(Pic Source: Lakeville Patch post)*

Youth In Charge is a blog site operating by SUP youth participants. They keep posting health related information and knowledge regularly, (usually two posts per month), also sharing SUP experiences. (Pic Source: Youth In Charge blog site: <http://www.youthincharge.org/>)



Conclusion and Recommendations

In all, SUP has successfully reached and surpassed 80% participants' satisfactory rate generally. In many cases the satisfactory rates was reaching 100% in certain activities. "Bicultural Healthy Living" public education/marketing campaign was successfully held in different forums and with diversified audiences, and over 5000 people of color has been reached out and received messages delivered by SUP program. There is no doubt that AMA and all SUP program partners has paid great efforts and done a significant job in partnership and cooperation Strengthening, youth's improvement in academic outcomes, expansion in access towards public health and other social services resources, reducing negative encounter with law enforcement, and youth violence and crime prevention. Much larger targeted population got involved in every scope of activities and events; strong referral system and partnership network established; positive feedback from minority youth, families, and communities encouraged further development in SUP project. Year I trial explored a path for following years' practice, but before getting further, AMA and partners may need to pay attention to following issues:

North Minneapolis Violent Criminology is still serious

To analyze the situation in North Minneapolis communities, let's define "North Communities" as the district including these communities: Camden, Northeast, and four neighborhoods of Near North (Jordan, Near North, Willard-Hay, and Hawthorn), which were all in SUP project's target area. These communities contained larger percentage of families and individuals under poverty line, families of color, as well as higher criminal rates in all kinds than other parts of Minneapolis.

Generally, looking at the number and trend, the violent crime and homicide situations in North Minneapolis were still serious during the project period of SUP program. Actually, the numbers were fluctuated monthly, and it is hard to conclude that there has either been a positive or a negative change in violent crime/homicide.

Comparing data throughout last four years (September 2011- August 2015), the total number of homicide cases in Minneapolis and North Minneapolis were both increased for around 30% from 2014 to 2015. During the period September 2012- August 2013, 49% of Minneapolis homicide cases were happened in North communities, while the percentage increased to 55.8% in the project period (see Figure 26 and Table 1 below).

Figure 26

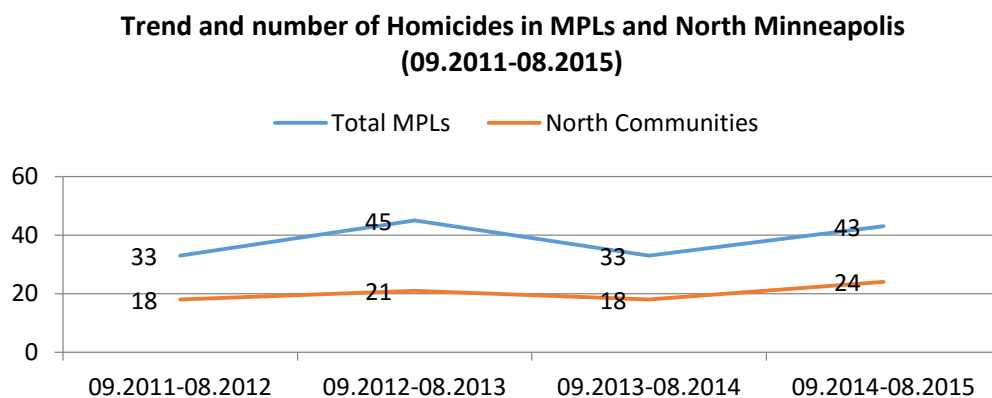


Table 1

**Number and Change Rate of Homicides in MPLs and North Minneapolis
(09.2011-08.2015)**

	09.2011-08.2012	09.2012-08.2013	09.2013-08.2014	09.2014-08.2015
Total MPLs	33	45	33	43
Change Rate	-	36.36%	-26.67%	30.30%
North Communities	18	21	18	24
Change Rate	-	16.67%	-14.29%	33.33%

In the year September 2014- September 2015, the north neighborhoods with highest crime rates and case numbers were: Jordan, Folwell, McKinley, Hawthorn, Willard-Hay, and Near North. The line graph below (Figure 27) showed that summer time was a peak of violent crimes and homicides. Violent Cases in North communities consisted 1/3 of total cases in Minneapolis (see Figure 38), sometimes even reached to 48% (November, 2014).

Figure 27

Monthly Violent Crime statistics in MPLs and North Minneapolis (Sept. 2014- Sept. 2015)

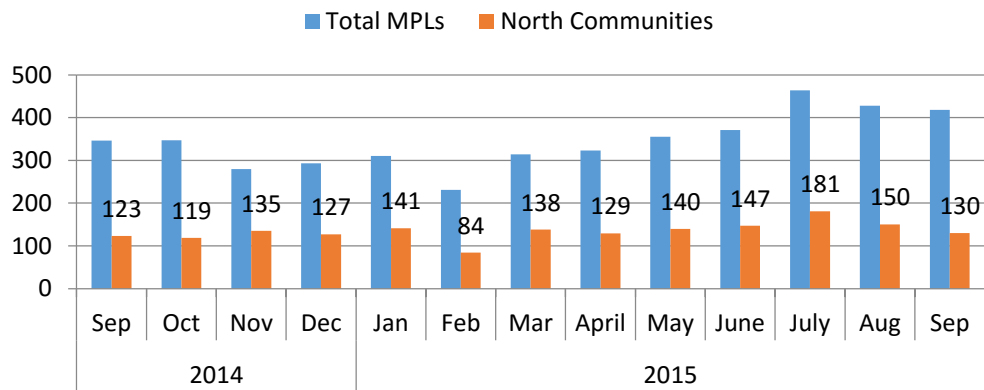
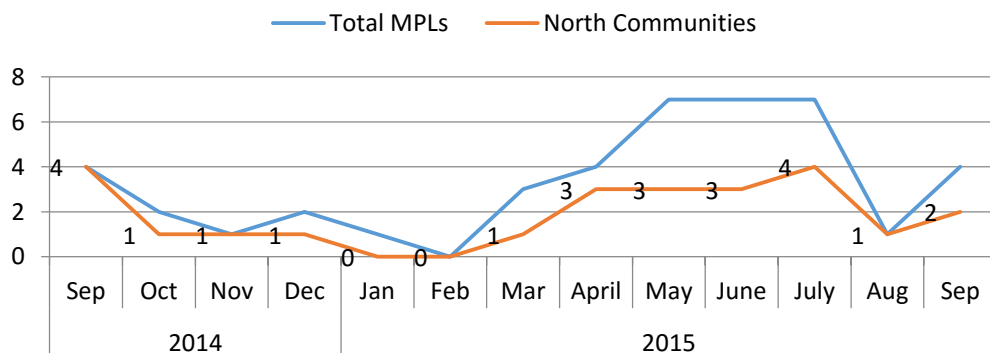


Figure 28

Monthly Homicide Statistics in MPLs and North Minneapolis (Sept. 2014- Sept. 2015)



However, things were not getting better enough doesn't mean that SUP program had no positive contribution. More lagged data and information should be collected from law enforcement partners later on, who will have updated records to show how many suspects/offenders were juveniles, what was the race distribution of those arrested, and whether SUP targeted youths turned to them for help, etc. The increased violent criminal rate/homicide cases would probably be caused from so many other reasons, and by people with diversified demographic characteristics.

Data Bias

Survey was a critical measurement tool for this evaluation and SUP program management. It directly reveals youth's attitude and behavior change through project. However, the response rate of pre SAYO survey and post SAYO survey was about 86/200 (43%) and 83/200 (41.5%) respectively, which was comparatively not high enough. Among middle school youth participants, nearly 1/3 less post-survey respondents than pre-survey takers, creating some bias when comparing pre and post results. Potential respondent bias also exists in that well-performed students and project enjoyers would probably get involved in survey session more actively, so that raised satisfaction rate slightly higher. Besides, among four or five options for some questions, there was only one negative assessment. For example, question 8(a) asked students' agreement about "I'd like to give new things a try, even if they look hard", and the options were: "Don't agree", "Agree a little", "Mostly agree", and "Agree a lot". Those 10 percent who picked "Agree a little" in post survey might be with more negative attitudes towards this expression. It could be translated into: "I think I should, but I may not give them a try". So, future program design should care more about these "swing participants", instead of treating them as 100 percent successful cases. The situation also goes to those "no answers".

Recommendations

Based on the concerns above, recommendations are provided as follows for AMA and partners' consideration, which may help with further improvement in effectiveness of measuring the outcome and impact of SUP project:

- 1) Focus on Youth participants'/family members'/community members' changes in attitude and behavior towards youth violence and crimes, instead of caring about the exact percentage reduced in violence crime rate.
 - For a utilization-focused evaluation, "human being" is the most important unit of concern. We hope minority youth and can all grow up in a healthy and safe environment, and the creator of such environment is not only their parents, public service departments, or organizations around them, but themselves. When they really be aware of crime issue, they will learn to protect themselves; when they generate sympathy towards others, they control themselves not to hurt people around; when they get better education and get access to a good future and living condition, they get away from violence.
 - To evaluate or measure the contribution of SUP project in city violence reduction is not easy. Many interventions conducted aiming such issue. Also, a great deal of element and factors make crime rate fluctuated frequently. A solid reeducation rate is a good hope for conducting the project, but from the perspective of evaluability, it would not be a SMART goal.
- 2) Diversify and combine measurement tools
 - SAYO Survey is a great way to get the information about youth participants' academic performance and feelings, but the reliability and credibility depends heavily on sample size and respondent rate. The scale of answer to be odd or even is also critical to each question, according to the intention of survey makers.

- Survey data bias could also be reduced through carefully considering the information behind choices. Interviews could be conducted according to the answers of some questions, such as the story of teasing, or the reason why youth felt not enough support from adults. There could be some difference in youth's understanding of some concept and behaviors, which would not be told from "yes" or "no" choices.
- For many other activities and events, there should also be surveys, interviews, or focus groups conducted. Although there were a huge number of people outreached through mass events, not all of them would finally have connection with SUP project. The quality of outreaching should also be considered other than the quantity.



*Youth get video/radio skills with AMA's workshops.
(Pic Source: Youth In Charge blog site)*

Endnotes

ⁱ Source: “Initial Data Assessment - Crime: Victims, Suspects, and Arrests 2009-2014” Minneapolis Police Department

ⁱⁱ This Power/Interest Grid generally contains key stakeholders and those with distinctive characteristics. Some nonprofit organizations and concerned individuals are summarized as “community partners”.

ⁱⁱⁱ Refer to original Logic Model document.

^{iv} SAYO Survey is designed to measure after-school youth outcomes. SAYO questions and assessment process were developed by Wendy Surr and Allison J. Tracy in 2009, in partnership with the Massachusetts Department of Elementary and Secondary Education and 21st Century Community Learning Center Program.

Teacher Survey

^v P.H.U.N. (Positively Healthy U Network) project is a critical part of SUP program, conducted by Asian Media Access. It is an after-school project aiming at improving academic performance and outcomes of youth of color, and preparing them with skills and knowledge fit for the fast changing society.

^{vi} The three objectives set by the 21st Century Community Learning Center grant: (1) Increasing opportunities to develop and apply 21st Century Skills; (2) Increase school and community connectedness of participants; (3) Increase academic performance of low performing or at risk of failure students. (US Department of Education, 2015)

^{vii} Teacher Survey is designed to collect information about changes in a particular student’s behavior during the school year. The template is provided by 21st Century Community Learning Center

^{viii} Detailed Q&A information refers to AMA SAYO Survey Analysis document.

^{ix} Note: 1. the total number of pre survey respondents is 86, and 83 students took the post survey. 2. The decrease in total “Yes” in these two questions above showed that more attention should be paid on youth participants’ independent leadership and decision-making skills, although youth participants indicated a significant gain in leading/serving the community. When asked “Do you get to do things that help people in your community?” the post survey showed a 21% gain from youth answered “Mostly Yes.”

^x YouTube link: <https://youtu.be/KyuYqDC1ERA>

^{xi} Blog Link: <http://biculturalhealth.apacommnet.org/>

^{xii} Data Source: P.H.U.N program records from Sprokets information management system.