



Promising Approaches

*a nationwide resource guide to
Asian/Pacific Islander youth organizations & programs*



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29) Hmong American Partnership	
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- 34) La Crosse Area Hmong Mutual Assistance Association, Inc.
- 35) Lao Family Community of Minnesota
- 36) New York Asian Women's Center (NYAWC)
- 37) Oakland Asian Student Education Services (OASES)
- 38) Orange County API Community Alliance (OCAPICA)
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Submit Your Youth Program/Organization

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Introduction, Methodology and Acknowledgments

Introduction

From 2000 to 2005, the Asian/Pacific Islander Youth Violence Prevention Center (API Center) was a collaborative effort of the University of Hawaii at Manoa and the National Council on Crime and Delinquency (NCCD), based in Oakland, California. Funded by the Centers for Disease Control and Prevention, the goal of the API Center was to prevent and reduce youth violence among the API population and to position communities to become proactive in creating a safe and healthy environment for themselves. The API Center also served as a gathering place for researchers and community members to engage in dialogue about issues relevant to violence prevention in API communities.¹

In collaboration with community based organizations, the API Center produced comprehensive profiles of API youth in Oakland (*Under the Microscope: Asian and Pacific Islander Youth in Oakland, Needs-Issues-Solutions*) and San Francisco (*Moving Beyond Exclusion: Focusing on the Needs of Asian/Pacific Islander Youth in San Francisco*), each of which provided education, behavioral health, and juvenile justice data disaggregated by API ethnicity.² The reports document the challenges of immigrant and refugee youth and families in becoming familiar with and accessing social service systems. Without adequate support to succeed in school or get help with mental health issues, API youth are at risk for involvement in the juvenile justice system.

Both reports had two overarching recommendations: disaggregate (or break out) data by ethnic group and increase language access. Disaggregating data brings to light the unique issues specific API ethnicities face and allows for the development and delivery of services targeted to these issues and ethnicities. Similarly, improved language access helps parents and youth communicate their needs and advocate for appropriate services.

Methodology

The idea for a national resource guide grew out of the lack of comprehensive knowledge about programs working to address the specific needs of API groups. API Center staff began by researching existing resource guides of API youth programs and found a scarcity of such guides. An evaluation on API youth violence prevention programs by clinical psychologist Larke Huang served as a starting point for this resource directory, as did the existing API Center community network.

A nationwide list of 113 organizations was compiled. Contact was initiated with all 113 organizations; the approximately 50 organizations that were willing to participate are profiled in the pages that follow. Regrettably, some organizations and programs that initially agreed to participate when this project began in 2003 have since been discontinued due to lack of funding, and are not included in this guide.

One of the challenges of the project is determining which programs work. Most organizations contacted had minimal methods of evaluation, especially in the way of quantitative data. For most, the lack of data was due to funding constraints. Programs are included in this guide regardless of evaluation methods. Another aspect examined was the role that culture plays in programs and organizations targeted to API youth.

This resource guide is a work in progress. While we realize this is not a comprehensive national listing of all organizations and programs serving API youth, our hope is that it highlights some of the innovative services

¹ The API Center has evolved into the Center on Culture, Immigration and Youth Violence Prevention (www.yvpcenter.org), funded by the Centers for Disease Control and Prevention. The Center is a partnership of the National Council on Crime and Delinquency; Institute for the Study of Social Change and School of Law (Boalt Hall), both at UC Berkeley; and UC San Francisco.

² Both reports are available online at www.yvpcenter.org/publications.

available, provides useful information for communities wishing to develop similar programs, and builds a foundation on which to base future resource guides.

At the end of this guide you will find a form that allows you to submit a write up of your program or organization serving API youth or to recommend an organization. Submissions and recommendations will be considered for inclusion in future online versions of this guide.

Acknowledgments

This project was spearheaded by Sharan Dhanoa, a former NCCD research associate. It was completed by Caroline Glesmann, NCCD research associate, with editing assistance by Isami Arifuku, NCCD's coordinator of research.

Many thanks to all participating organizations. Omissions or errors will be corrected in the online version of this publication (available at www.yvpcenter.org/publications); please email cglesmann@sf.nccd-crc.org with corrections.

How to Use This Guide: Key Words Directory

All programs are described in depth and arranged alphabetically starting on page 5.³ Each organization is assigned a number; a list of all organizations and their assigned number is located in the table of contents.

If you are looking for a program with particular characteristics, you may wish to refer to the list below. The assigned number of the organization is listed rather than the organization name. While this key word listing may not encompass all programs and services offered by an organization, this guide will help point you in the right direction.

Characteristics and key words (listed alphabetically) used in this guide

- **Academic/tutoring:** 1, 3, 8, 15, 16, 19, 21, 22, 24, 25, 26, 29, 31, 33, 34, 35, 36, 37, 38, 41, 42, 43, 44, 45, 46, 47, 48
- **After school:** 3, 4, 6, 11, 16, 19, 22, 24, 25, 26, 27, 32, 33, 35, 37, 38, 40, 43, 45, 46, 47, 48
- **Arts** (includes programs that incorporate art in any form, including performing and visual arts): 2, 3, 5, 6, 8, 12, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 32, 38, 40, 45, 46, 47, 48
- **Case management:** 3, 4, 6, 8, 14, 21, 24, 25, 29, 34, 35, 39, 43, 44, 46, 47
- **Community service** (includes programs that involve youth in community service, or in giving back to the community): 4, 10, 12, 13, 16, 17, 20, 21, 22, 23, 24, 25, 30, 33, 44, 46, 48
- **Counseling/mental health services:** 4, 5, 6, 8, 9, 14, 19, 22, 23, 24, 31, 33, 35, 36, 39, 42, 43, 45, 47
- **Crisis intervention** (includes 24 hour hotlines): 8, 9, 14
- **Development:** 1, 3, 4, 6, 12, 13, 14, 15, 21, 23, 24, 25, 26, 27, 29, 31, 32, 35, 37, 38, 39, 41, 42, 44, 45, 47, 48
- **Disabled services:** 8
- **Employment service/vocational training:** 2, 3, 8, 18, 22, 23, 24, 25, 30, 31, 33, 44, 45, 47
- **Ethnic specific**
 - **Cambodian:** 1, 21, 42
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 - **Hmong:** 18, 29, 34, 35
 - **Korean:** 32
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 - **Pacific Islander:** 28, 40
 - **South Asian:** 45
 - **Southeast Asian:** 20, 34, 44, 47
 - **Thai:** 6
 - **Vietnamese:** 1, 3, 6, 30
- **Family involvement/reunification:** 3, 6, 8, 14, 18, 24, 25, 29, 33, 43, 47
- **Gang related** (includes programs that focus on working with youth who are involved with gangs, or in preventing high-risk youth from joining gangs): 4, 14, 16, 34, 39, 44
- **Gender specific** (includes programs with an all-girl or all-boy program that focuses on gender issues and cultural gender roles): 16
 - **Female:** 4, 5, 7, 9, 19, 23, 24, 36, 45, 46
 - **Male:** 5, 6, 19

³ In most cases, varying terms – including Asian Pacific American or Asian American – have been replaced in this guide by the term *Asian/Pacific Islander* or its abbreviation, *API*. This was an editing decision designed to promote consistency among entries.

- **Health services** (includes programs offering physical health services, such as clinics): 1, 8, 10, 14, 25, 43
- **Immigrant/English learner:** 3, 7, 11, 19, 20, 22, 27, 37, 39, 41, 42, 43, 47
- **Intergenerational** (includes programs focusing on the generational gap many Asian families are affected by): 1, 3, 11, 14, 29, 32, 35, 40, 46
- **Intervention:** 4, 5, 6, 8, 14, 24, 29, 33, 35, 39, 43, 44, 47, 48
- **Juvenile justice/probation** (includes programs that either work with the probation department, or with youth who have been involved with the system): 4, 6, 20, 24, 25, 29, 43, 44, 46, 47
- **Leadership training:** 1, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 30, 31, 32, 33, 34, 38, 40, 44, 45, 47, 48
- **Lesbian gay bisexual transgender and queer or questioning youth (LGBTQ) support:** 5, 6, 23, 26
- **Mentoring:** 1, 2, 3, 9, 15, 26, 27, 29, 36, 37, 38, 42, 43, 46, 47, 48
- **Multicultural** (includes programs that explicitly have multicultural programs): 15, 23, 25, 34, 43, 48
 - **Multicultural Asian** (includes programs that target all Asians; youth of all ethnicities may be admitted, but the focus is on Asians): 5, 6, 8, 9, 12, 13, 14, 15, 17, 24, 27, 37, 38
- **Parent training** (includes programs that train youth who are new parents, or train parents on how to deal with their youth): 1, 16, 24, 35, 39, 43
- **Prevention:** 1, 4, 5, 6, 13, 14, 22, 23, 27, 31, 33, 35, 39, 41, 43, 44, 47, 48
- **Refugee:** 7, 18, 20, 22, 42, 47
- **Reproductive/sexual health and/or sexual abuse or assault:** 2, 4, 5, 6, 7, 9, 10, 14, 18, 23, 27, 28, 33, 34, 35, 39, 45
- **School collaboration** (includes programs that work closely with their school district; programs may be run onsite at a school): 2, 4, 8, 14, 16, 24, 25, 38, 39, 41, 43, 46, 48
- **Sports/recreational activities:** 2, 3, 4, 6, 15, 16, 17, 18, 19, 21, 24, 25, 26, 29, 33, 36, 38, 40, 45, 46, 47,
- **Substance abuse:** 1, 2, 4, 8, 12, 13, 14, 18, 22, 23, 24, 27, 28, 31, 33, 47
- **Support/discussion group** (includes general talk or discussion groups): 2, 5, 6, 8, 9, 10, 14, 22, 23, 24, 27, 32, 34, 35, 38, 39, 43
- **Technology** (includes programs that incorporate and develop skills in computers such as website design, or general computer classes): 28, 30, 32, 33, 37, 41, 44, 46
- **Third-party evaluations** (includes programs that have been evaluated by an outside agency): 8, 9, 11, 35, 40, 46
- **Violence/delinquency:** 24, 27, 33, 35, 39, 48
 - **Domestic violence:** 4, 9, 10, 14, 30, 34, 36
- **Youth-led advocacy** (programs that give youth the tools to take advocacy into their own hands): 5, 6, 7, 9, 11, 12, 13, 14, 20, 21, 23, 24, 27, 30, 32, 34, 37, 38, 40, 45, 48

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- **Northern California:** 4, 6, 7, 8, 10, 11, 12, 13, 14, 17, 21, 24, 25, 27, 30, 31, 32, 37, 40, 42, 43, 46, 47, 48
- **Southern California:** 16, 28, 33, 38, 39

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1) Organization: Asian American Community Services (AACS)

Program: Multiple youth programs

Website: www.aacsohio.org

Address: 4100 N. High Street, Ste. 301; Columbus, OH 43214

Phone: (614) 220-4023

Mission statement: To improve the well-being and quality of life of Asians in central Ohio by empowering them through education and training. Promotes community ownership in all programs and strives to mobilize grassroots involvement and cultivate programs that are community-driven.

Target client: Asian youth, ages 5-21.

Number of clients: 200 children and youth, 190 parents (from 1/1/03 to 6/30/03).

Language capabilities: No other languages available.

Background: AACS is a nonprofit community based organization that has served the diverse and ever-changing needs of the Asian community of central Ohio since 1976. AACS is divided into three departments, which work independently as well as communally, to more efficiently serve its diverse client population.

Staff and volunteers: 12 full-time staff, five part-time staff, and 70 volunteers.

Description of programs

1. Healthy Asian Youth (HAY)

- Weekly tutoring and mentoring program serving Columbus' Asian American youth.
- HAY 1 caters primarily to youth of the Cambodian refugee population in the western section of Columbus known as the Hilltop area.
- HAY 2 caters primarily to youth of the new immigrant Chinese population in the Columbus Northside area; the program also serves a small Vietnamese population which the youth department intends to grow into HAY 3.
- Youth are mentored by college students and focus on positive reinforcement.
- Helps participants with academic performance and juvenile delinquency prevention by tutoring them each week in math and reading.
- Workshops cover life skills such as drug and violence prevention, goal-setting, familial communication, and career exploration.
- Also offers activities such as arts and crafts sessions, scavenger hunts, and potlucks.
- Includes summer program.

2. GenerAsian neXt Youth Leadership Conference

- Asian youth leadership program in summer for middle school and high school students.
- One day statewide conference designed to educate, motivate, and empower Ohio Asian American youth to become successful through taking action in the community and in their own personal development.

Role of culture: AACS emphasizes cultural sensitivity in all aspects of service.

Parent and community involvement: The HAY program includes parenting sessions for participants' parents wanting to learn more English or about how to better communicate and assist with their child's development in Western society.

Recruitment

- Applicants should be committed, have experiences in implementing youth programs, and be willing to do home visits.
- Sometimes staff are selected from committed volunteers.
- Applicant is interviewed by executive director and department directors.

Staff development and training

- Weekly meeting and coaching.
- Monthly training.
- Annual retreat.

- Periodic seminars on subjects including teaching methodology, communication, motivational skills training, helping students set and achieve goals.

Measurable outcomes

- School report cards and teachers' observations help judge success of program.

Other programs: asthma prevention program; health clinic with information and screenings; parenting classes; interpreting services for private and public systems; ESOL (English for Speakers of Other Languages) and citizenship classes; tobacco use prevention program; traffic safety education; and multilingual and multicultural library and resource center.

Key words: academic/tutoring, development, ethnic specific-Cambodian, Chinese, and Vietnamese, health services, intergenerational, leadership training, mentoring, parent training, prevention, substance abuse.

2) Organization: Asian American Family Services (AAFS)

Program: Multiple youth programs

Address: 6220 Westpark Drive, Suite 228; Houston, TX 77057

Contact: Kim Szeto, Executive Director

Website: www.aafstexas.org

Email: kimszeto@aafstexas.org

Phone: (713) 339-3688

Mission statement: To enhance the mental health and social well-being of Asian Americans in the greater Houston area.

Target client: Males and females ages 13 to 20. Youth are recruited through word-of-mouth, flyers, and school personnel.

Number of clients: More than 2,600 (from 1/05 to 12/05).

Language capabilities: Cantonese, Hindi, Japanese, Korean, Mandarin, and Vietnamese provided by staff and volunteers.

Background: In 1999, an analysis of AAFS counseling clientele showed 40% were under age 21. These clients were all referrals from school counselors or the Juvenile Probation Department. As such, AAFS' executive leadership team created this youth program to afford Asian youth the opportunity to explore issues of ethnic identity and pride, self-esteem, and acculturation in mainstream American society, among other topics. The goal was to provide an outlet to express frustrations, concern, and struggles, as well as a forum to explore healthy solutions to these issues.

Staff and volunteers: Five full time staff, eight contracted therapists, two interns, and three volunteers.

Description of programs

1. Youth Education & Advancement (Project YEA)

- Weekly workshops with varying themes or topics including self-esteem, sex and drug education, communication, self identity, and counseling on any youth issue.
 - Games, videos, and guest speakers are catalysts for discussion.
- Bimonthly workshops on cultural competency.
- Project YEA's program is integrated into the normal school hours of three local high schools that have high Asian populations. Project YEA has developed a strong rapport with each school and their staff often looks to AAFS for assistance with students they have had difficulties reaching due to language and cultural gaps.
- Field trips to museums, conferences, and plays.

2. SEEK Mentorship Program

- At-risk youth ages 13-18 are paired with young Asian professionals over the summer.
- Mentors are recruited from two Houston organizations that stress mentorship and are comprised primarily of Asian American professionals.
- Youth shadow professionals in their workplace and make outings to cultural, educational, and recreational events.

Role of culture: Through discussions and activities, Project YEA hopes to encourage students to embrace their ancestral culture and see how it can be combined with the new American culture in which they find themselves. All of this is taken in the light of the common culture of being an adolescent. In the mentoring program API professionals relate to young people who may be struggling with issues similar to ones they too experienced and provide a positive example of how to overcome those struggles.

Parent and community involvement: Parents are generally not involved unless the student is referred to one of AAFS' licensed clinicians for family counseling.

Recruitment

- Recruit persons with a general understanding of the Asian American experience, especially that of new immigrants.
- Applicants should have a basic knowledge of community social/human service agencies and organizations, especially for various Asian groups.

- Applicant's level of knowledge of Asian Americans, recent immigrants, and community resources is determined through interviews.
- Three-month probationary period.

Staff development and training

- AAFS collaborates with many local agencies through meetings and seminars to learn from their expertise. This is an economical way to enhance staff sensitivity to cultural issues.

Measurable outcomes

- Reduction in truancy and school dropout rates are measured by attendance records.
- Improved conduct is determined through conduct evaluations by AAFS staff and school personnel as recorded in student files.
- Improved life skills are measured by pre and post tests.
 - The test is a compilation of questions pulled from the Rosenberg Self-Esteem Scale, Self-Concept Scale for Children, Peer and Self-Rating Scale, and Family Acculturation Scale.
 - The test is under review and may be revised for future testing.

Other programs: mental health services, case management, psychological and educational testing, seminars and community outreach. From 2004-2006, AAFS conducted substance prevention programs, funded by the Substance Abuse and Mental Health Services Administration, aimed at Asian American youth; AAFS also conducts activities related to national "Recovery Month."

Key words: arts, employment service/vocational training, mentoring, reproductive/sexual health, school collaboration, sports/recreational activities, substance abuse, support/discussion group.

3) Organization: Asian American LEAD (AALEAD)

Program: Multiple youth programs

Address: 1323 Girard Street NW; Washington, DC 20009

Website: www.aalead.org

Contact: Sandy Dang, Exec. Director

Phone: (202) 884-0322

Email: sdang@aalead.org

Mission statement: To promote the well-being of Asian American children and families through education, leadership development, and community building.

Target client: Primarily Chinese and Vietnamese youth ages 6-19, referred by public schools and through word-of-mouth.

Number of clients: 100 (from 1/1/03 to 6/30/03).

Language capabilities: Cantonese and Vietnamese provided by staff and volunteers.

Background: There was an influx of Vietnamese refugees to the District of Columbia in the 1990s. No services were available to treat those youth. Founded in 1998, AALEAD focuses on the Vietnamese, Amerasian, and Chinese immigrant and refugee communities in the Mt. Pleasant, Columbia Heights, and Shaw neighborhoods of Washington, D.C. and in the Glenmont, Silver Spring and Wheaton areas of Montgomery County, Maryland.

Staff and volunteers: Ten full-time staff, six part-time staff, and 60 volunteers.

Description of programs

1. Elementary After School Academic Enrichment Program (ASAE)

- Provides academic enrichment, homework support, arts classes, and recreational activities to elementary school students each weekday.
- Youth also participate in group projects and field trips.
- Includes six-week Summer Enrichment Program.

2. Academic, Leadership and Resiliency Secondary School Program

- Serves middle school and high school students.
- Offers multimedia projects, one-on-one tutoring, ESL, SAT/college prep classes, community service, recreational and leadership building activities, guidance, and homework support.
- High school seniors receive individual assistance in completing college and scholarship applications, financial aid forms, and fee waiver requests.
- In the summer, provides employment opportunities for youth through the District of Columbia Summer Youth Employment Program.

3. Mentoring

- Program goal is to develop mentoring relationships that address key risk factors, provide positive role models, and increase the likelihood that each child becomes a successful, self-reliant adult.
- AALEAD recruits, selects, matches, and trains adult volunteers to mentor students one-on-one, helping them to develop the academic and life skills necessary to succeed in school.

4. Family Strengthening Program

- Provides case management services to families to increase their access to services, manage family crises, and increase parents' knowledge and use of appropriate parenting practices.
- Uses educational advocacy to increase parental involvement in their children's education and to increase parents' awareness of available school choices.

Role of culture: Vietnamese speaking staff are available to work with parents. Staff develop culturally appropriate curriculum to work with young people.

Parent and community involvement: Parents volunteer their time in the program, attend meetings and events, and participate in fundraising and community outreach. AA LEAD works with other Asian American nonprofits and participates in a coalition to influence policy changes.

Recruitment

- Recruits staff with ability to speak Vietnamese and an understanding of and commitment to working with refugee youth and families.

- Applicants are assessed on their level of knowledge about community and clients by reviewing their education, background, and volunteer experiences. Additionally, they are asked questions about race and ethnicity.
- Interview process consists of two interviews before hiring.
- Six-month probationary period

Staff development and training

- Workshops, conferences, and in-house coaching and mentoring.

Measurable outcomes

- Quantitative
 - Educational achievement and educational attainment determined through standardized test scores, grades, attendance, graduation rate, case studies, and reading tests.
 - Programs are refined based on outcomes.
- “Efforts to Outcomes,” a web-based system, was recently installed in order to make performance tracking more accurate.

Key words: academic/tutoring, after school, arts, case management, development, employment service/vocational training, ethnic specific-Chinese and Vietnamese, family involvement/reunification, immigrant/English learner, intergenerational, leadership training, mentoring, sports/recreational activities.

4) Organization: Asian American Recovery Services (AARS)

Program: Multiple youth programs

Website: www.aars-inc.org

Address: 965 Mission Street, Suite 325; San Francisco, CA 94103

Phone: (415) 541-9285

Mission statement: To decrease the incidence and impact of substance abuse in API communities in the San Francisco Bay Area.

Target client: Asian youth ages 12-17.

Number of clients: 400 annually.

Language capabilities: Cantonese, Hindi, Japanese, Khmer, Korean, Tagalog, and Vietnamese.

Background: Asian American Recovery Services, Inc. was established in 1985 by the communitywide, grassroots efforts of the Asian American Substance Abuse Task Force, in response to rising substance abuse rates among San Francisco's API population. It was created as a culturally responsive alternative to existing treatment programs that offered little or no programming specific to Asians with substance abuse problems.

Staff and volunteers: Unavailable.

Description of programs

San Mateo

- Project LAKAS
 - Collaborates with school districts to provide prevention services to Daly City middle and high schools.
 - Curricula based on life skills and youth development models.
 - Outpatient substance abuse counseling services offered to youth referred through San Mateo County Office of Juvenile Probation.
 - Developmental project involves training the community on the 40 Developmental Assets model.
 - Involves positive interactions between youth, their families, their teachers, school administrators, support staff at their schools, and community peace officers.
- Project Stay Safe
 - Provides after school youth prevention and mentoring services to students in elementary schools.
 - Outpatient substance abuse counseling services are offered to youth referred through San Mateo County Office of Juvenile Probation.
 - Operates on strength-based principles that emphasize and reinforce positive talents, attitudes, and possibilities in order to develop healthy behaviors that include the prevention of substance use and abuse and violence.
 - After school activities involve educational and life skills workshops based on the Competence Through Transitions model. Involve improving communication skills, decision making skills, refusal skills, and cultural awareness.
 - Work based on the life skills groups are translated into youth development program activities. For example, youth compiled a photo novella based on the theme of current youth experiences and trends.
 - Also engages youth who are transitioning into high school, coordinating visits to the new high school and establishing mentorship pairs for first year high school students.

Santa Clara

- Sister to Sister: A Celebration of Asian/Pacific Islander Women of Tomorrow
 - For at-risk females.
 - Weaves aspects of culture and identity into the workshops.
- Project Reconnect and Aftercare
 - Targets API youth ages 13-20.
 - Focuses on assisting youth transitioning from incarceration back into society, providing an adequate support system for these youth.
 - Youth work with an individual case manager, who assists youth in finding appropriate services as well as with an aftercare probation officer who does further follow-up.

- Services include tattoo removal, domestic violence, gang awareness, job assistance, mental health, and substance abuse.
- Youth engage with these services in educational settings, social/recreational activities, and individual, family, and group counseling.
- Outreach and engagement, education, information and referral, intake and assessment, individual counseling, psycho-educational groups, family support, case management, and social/recreational/community service activities.
- One component is a leadership group in which youth learn leadership skills, educational/vocational skills, peer counseling, and Asian history.
- Services are provided directly in the community: at teen centers, youth hangouts, schools, and juvenile hall.
- Project Choices
 - Pregnancy prevention program. Provides outreach, education, support, and referral services.
 - Target population is API youth ages 12-18, who are at risk for engaging in unhealthy and unsafe sexual practices.
 - Education on pregnancy prevention, safe sex, sexually transmitted diseases, substance abuse prevention, alternatives, and options.

Role of culture: Unavailable.

Parent and community involvement: Unavailable.

Recruitment

- Applicants should have a desire to help others, the ability to problem solve, and be a team player who can work unsupervised.
- A degree is preferred and languages to meet the needs of the community are preferred.
- Previous experience working with youth and community based organizations preferred.
- Interview process includes presenting scenarios and seeing how applicant deals with scenario.

Staff development and training

- Staff are encouraged to attend seminars, workshops, conferences, and trainings pertinent to the field they work in.
- AARS is part of various collaborations which include presentations and in-house trainings.

Measurable outcomes

- Quantitative data is collected through CSAS on a quarterly basis (to fulfill contractual obligations)
- Data is also examined with AARS' MIS system and CSAS city stats.

Other programs: Comprehensive Outreach Program for Pacific Islander and Asian Substance Abusers, varying adult treatment programs.

Key words: after school, case management, community service, counseling/mental health, development, gang related, gender specific-female, intervention, juvenile justice/probation, leadership training, prevention, reproductive/sexual health, school collaboration, sports/recreational activities, substance abuse, violence/delinquency-domestic violence.

5) Organization: Asian and Pacific Islander Coalition on HIV/AIDS, Inc. (APICHA)

Program: Young People's Project

Address: 150 Lafayette Street, 6th Flr; New York, NY 10013

Contact: Diana Roygulchareon, Project Coordinator

Website: www.apicha.org

Email: droygulchareon@apicha.org

Phone: (212) 334-7940, ext. 221

Mission statement: To combat AIDS-related discrimination and to support, empower, and enhance the quality of life of APIs in the New York City area – particularly community members living with AIDS and HIV infection – through client services, education, training and technical assistance, community organizing, coalition building, policy analysis, and research.

Target client: APIs ages 14-24.

Number of clients: Not available.

Language capabilities: Oral communication and written materials in Bengali, Chinese, Japanese, Korean, Tagalog and Urdu provided. Additionally, oral communication in Mandarin and Thai is provided by staff.

Background: Inspired by the People of Color AIDS Conference in fall 1989, six Japanese American women activists founded APICHA as a volunteer organization that same year. There was a need to provide HIV prevention services to API youth to address the increase in number of youth getting infected with HIV.

Staff and volunteers: Three full-time staff and 15 part-time peer educator interns.

Description of programs

1. Young Men who have Sex with Men (YMSM)

- YMSM is a gender specific program within this model.
- Youth peer educators do outreach to young lesbian, gay, bisexual, transgender, questioning, and heterosexual API community members.
- Youth gain leadership training and attend workshops on facilitation skills, HIV/AIDS, self-defense, counseling, community organizing, and other important life skills.
- Young men, under age 22, outreach to other young men in the API community.
- YMSM hosts a community coalition composed of youth service providers who work with young people through schools or school-based services.

2. EquAsian

- A support group for API queer and questioning youth.
- Helps organize an East Coast API queer youth retreat.
- Regular meetings and social events.
- Working on putting together a 'zine, a compilation of API queer writings and art.

3. Young People's Project Workshops

- Basic and advanced HIV/AIDS information on HIV in the API community.
- Reproductive rights for teens.
- Safer sex (HIV risk reduction, negotiating safer sex with your partner).
- Access to healthcare for APIs.
- Sexually transmitted infections.
- Health outreach in the API community.
- Immigrant issues and HIV (family roles, history, etc.).
- Women's issues (relationship violence, gender cultural roles, health), teen issues (ageism, development, sexuality, peer pressure, etc.), and gender issues (sexism, power, and privilege).
- Diversity and cultural sensitivity and competency.
- Gender identity as well as transgender issues.
- Communication and counseling, presentation and facilitation, translation and interpretation, and workshop development skills.

Role of culture: Providing prevention and intervention services by APIs through peer education in API languages is a key component of APICHA.

Parent and community involvement: Parents are not actively involved as confidentiality is priority. A parents' guide is being developed for questioning and queer youth who are coming out. The Young People's Advisory Committee received feedback, suggestions and advice from the community on upcoming campaigns and projects. APICHA is part of various community collaborations and is visible in the community at various events like Pride parades and the AIDS Walk.

Recruitment

- Staff and peer educators are recruited through online postings, websites, and nonprofit service periodicals.
- Peer educators should have knowledge or a willingness to learn about the API community and come to the program with an open mind.
- Applicants for staff positions who have a BA, two to three years experience in the nonprofit world, and language capability in an API language are preferred.
- Applicants for peer educator positions go through a two or three step group interview process conducted by peer educators and staff.

Staff development and training

- Staff are trained in-house by APICHA, as well as the Department of Health and the Harm Reduction Institute.
- Staff meet regularly, at least once a week. Open communication is valued.
- Staff are encouraged to attend conferences related to HIV/AIDS and youth issues.
- Staff participate in an annual retreat.

Measurable outcomes

- Multi-session Group Level Intervention workshops to gauge success of program.
- Peer educator pre and post tests gauge the increase in knowledge.
- Peer educators finish the program by creating a workshop; completion of this workshop is a sign of success.
- Peer educators should attain skills in teamwork ability, presentation skills, and negotiation and mediation skills in the way of dealing with challenges.
- Community recognition and visibility in the community is a sign of success.

Other programs: Gay, Bisexual, Transgender Project, Women's Project, Counseling Testing and Referrals, onsite Primary Healthcare Clinic, Client Services, Technical Assistance Project, and APICHA info line.

Key words: arts, gender specific-female and male, health services, intervention, leadership training, LGBTQ, multicultural-Asian, prevention, reproductive/sexual health, support/discussion group, youth-led advocacy.

6) Organization: Asian & Pacific Islander Wellness Center (A&PI Wellness Center)

Program: Multiple youth programs

Address: 730 Polk Street, 4th Floor; San Francisco, CA 94109

Contact: Max Rocha, LCSW

Website: www.apiwellness.org

Email: max@apiwellness.org

Phone: (415) 292-3420, ext. 318

Mission statement: To educate, support, empower, and advocate for Asian & Pacific Islander communities, particularly APIs living with or at-risk for HIV/AIDS.

Target client: API queer and questioning persons age 25 and younger.

Number of clients: Annually reach nearly 20,000 contacts via outreach, workshops, groups, and social events, individual risk reduction counseling, prevention case management, and community outreach.

Language capabilities: American Sign Language, Burmese, Cantonese, Gujarati, Hawaiian, Hindi, Ilokano, Ilongo, Japanese, Khmer, Lao, Malay, Mandarin, Portuguese, Samoan, Spanish, Tagalog, Thai, Urdu, Vietnamese, and Visayan.

Background: Founded in 1987 as a grassroots response to the HIV/AIDS crisis in communities of color, it is the oldest nonprofit organization in North America targeting API communities around sexual health and HIV/AIDS services.

Staff and volunteers: 32 full-time staff, six part-time staff, and over 80 volunteers.

Description of programs

1. AQU²⁵A

- A group run by and for youth 25 and younger.
- Drop-in support group meets twice a month.
- Employs a youth development framework to maximize youths' strengths and assets.
- Addresses youths' emotional, health, social, and educational needs.
- Teaches decision making skills.
- Coordinates Annual Pride Queer Youth Scholarship Award (\$16,000 per year to LGBT youth 22 and under).

2. Training and Technical Assistance

- Provided to service providers. Includes clinical training, one-on-one consultation, conferences, and sensitivity/diversity trainings.

3. Case Management and Risk Reduction Counseling

- Available for youth in AQU²⁵A program.
- Case manager uses client-centered approach to assess youth's needs and obtain appropriate services.
- Meets with youth for one-on-one session, on or off-site (includes youth in juvenile hall).
 - Weekly groups at the detention hall, with focus on reaching out to API youth.
 - Youth refer themselves or are referred by their probation officers.

4. raMen (Responsible Advocates Making Education Necessary)

- A group of Asian, Pacific Islander, and Hapa men who identify as gay, bisexual, queer or questioning. Empowered to strengthen communities and impact social change through advocacy and education. For gay/bi/down/questioning men who have sex with men, provides a safe space for open dialogue and discussions. Youth may attend.
- Covers topics and issues including coming out, sex, dating, parties, clubbing, HIV/AIDS, music, religion, community, men, politics, sexuality, STDs, and relationships with parents, teachers, friends, and each other.
- Organized activities such as ice skating, bowling, coffee, and conversation at a café.
- Occasional retreats.

5. ATE (Asian & Pacific Islander Transgender Empowerment)

- Serving transgender (MTF) population. Youth may attend.
- Risk reduction counseling, needle exchange for hormone injectors, support and social groups;
- Employment workshops and career counseling.

- Occasional retreats.

Role of culture: API queer youth are very diverse with regards to ethnicity(ies), socioeconomic level, generation, where they fall on the LGBT spectrum of identity, and the degree to which they feel supported. As a people of color CBO, A&PI Wellness Center values cultural and linguistic competency at its core. The diversity of the organization's staff provides for language and ethnic cultural capability in 18 different languages. All interventions address APIs collectively, creating and reinforcing health-promoting cultural norms, which help support behavior change at individual and community levels. All educational materials are culturally appropriate, literacy level- and language-specific, and identity sensitive.

Parent and community involvement: A&PI Wellness Center values family and access to services. Family is defined beyond the traditional definition; friends and allies of LGBT communities are counted as family. A&PI Wellness Center's client service model is strongly rooted in values that ensure that every individual served is treated as a whole person deserving of competent, sensitive, and relevant services. Staff are trained to incorporate escort assistance, advocacy, and linguistic interpretation into their work with clients. With client consent, staff will accompany clients to appropriate agencies, services, and venues as part of an overall service plan to 1) support clients, 2) provide interpretation services as necessary, and 3) advocate for API-competent and sexual health-affirming services with providers and administrators as the need arises. Clients are actively supported through an often confusing and complicated system in order to move forward on their goals. To this end, A&PI Wellness Center maintains active relationships with numerous government organizations, nonprofit agencies, and community networks.

Recruitment

- Health educators are hired from their respective target community and receive comprehensive orientation and training.
- Each health educator works with peer leaders who are representatives from the targeted population and are also trained in a similar manner.
- This hiring and recruitment practice ensures cultural and linguistic competency in providing services as well as ensuring access to the target population.
- Hiring process includes having the candidate meet with a hiring team, which consists of the hiring supervisor and staff members across the agency; thereafter, qualified candidates have a second interview with the executive director and deputy director.

Staff development and training

- All health education department staff are required to attend the following trainings shortly after hire:
 - A&PI Wellness Center 2.5-day program training and additional agency orientation.
 - ICHO five-day basic CHOW.
 - AHP five-day HIV testing certification plus two-day follow up.
 - A&PI Wellness Center three-day CSTEP.
 - Other trainings may be required depending upon the position and training needs identified by the hiring team.
- Staff are required to attend supervision sessions with their supervisors at a minimum of once every other week. Some staff attend supervision on a weekly basis. Via supervision, staff has a venue to receive support from their supervisors.
- Performances, workload, and work plans are closely monitored.
- Training needs are discussed in meetings and follow up is tracked.
- Annual performance reviews are conducted by supervisors with their staff. Additional development needs are identified and recommendations for development activities are planned.
- A budget of \$150 per staff person per fiscal year is set aside for local training and annually budgets additional funds for out of town trainings, conferences, and other development activities.
- Staff are also required to attend internal trainings and development activities on a regular basis, including:
 - Individual supervision to monitor and provide individualized professional development.

- The director of health education runs a monthly department in-service to support program staff on skills development, such as suicide assessment, and having guest speakers present on danger to others assessment and interventions.
- A bimonthly manager's meeting and training to support supervisors in organizational updates, coaching, staff development, and disciplinary action.

Measurable outcomes

- Depending on program and funding sources, services offered have various outcomes.
- AQU²⁵A is expected to reach a quantifiable number of clients, workshops, and risk reduction counseling.
 - One of the outcome objectives is to measure change in behavior from having receptive anal intercourse without condoms use to having condom use through individual risk reduction counseling services.

Other programs: care services for people living with HIV/AIDS, free health clinic, Pride parade participants, safe sex guides, ethnic specific support groups (Vietnamese, Chinese, and Lao/Thai), and gender specific support groups (transgender MTF and men who have sex with men).

Key words: after school, arts, case management, counseling/mental health services, development, ethnic specific-Vietnamese, Chinese, Lao/Thai, family involvement/reunification, gender specific-male, intervention, juvenile justice/probation, LGBTQ, leadership training, multicultural-Asian, prevention, reproductive/sexual health, sports/recreational activities, support/discussion group, youth-led advocacy.

7) Organization: Asian Communities for Reproductive Justice (ACRJ)

Program: SAFIRE (Sisters in Action for Issues of Reproductive Empowerment); Youth Advisory Council

Address: 310 8th Street, Suite 102; Oakland, CA 94607

Email: eveline@reproductivejustice.org

Contact: Eveline Shen, Executive Director

Phone: (510) 434-7900

Website: www.reproductivejustice.com

Mission statement: A social, political and economic justice organization working for the liberation of API women through the lens of reproductive justice. ACRJ asserts that if women and girls are to have true reproductive justice, they must have the economic, social, and political resources and power to make healthy decisions for themselves, their families and their communities in all areas of their lives.

Target client: South Asian immigrant and refugee girls ages 14-21.

Number of clients: About 50 girls annually. Youth recruited at schools and teen hangouts including malls, public transportation stations, high schools, etc.

Language capabilities: Chinese, Mien, and Vietnamese.

Background: ACRJ (formerly called Asians & Pacific Islanders for Reproductive Health) was founded in 1989 following the Supreme Court's decision on *Webster v. Reproductive Health Services* in order to interject an API voice into the pro-choice movement. It soon became clear that the reproductive rights movement needed to move beyond a narrow focus on abortion access in order to address the complex issues in our communities. ACRJ plays a pioneering role in defining a progressive women's reproductive rights agenda through its grassroots and advocacy work. ACRJ's vision and overarching goals, articulated through its Reproductive Justice Agenda (RJA), allow for the integration of reproductive health, women's rights, and social justice in achieving its mission. The RJA places reproductive justice at the center of the most critical social and economic justice issues facing our communities. From this vision, ACRJ developed key strategies and projects that enable the organization to have an impact on the grassroots, community, statewide, and national levels.

Staff and volunteers: Eight staff.

Description of programs

ACRJ's work toward systemic, long-term change is manifested in its two core strategies of community organizing and reproductive justice movement building.

- Community organizing reflects not only ACRJ's mission of changing power relations, but also the vision of developing grassroots leaders directly connected to the base of API women and girls.
- Grassroots organizing among API women and girls ensures: 1) ACRJ's analysis and policy work is informed by and rooted in the concerns and experiences of community members and leaders; and 2) the building of a community-led organization that is sustainable for the long term.
- The goals of ACRJ's community organizing component are to: 1) implement social change at the community, institutional, and societal levels; and 2) develop and sustain the presence, voice, and leadership of young API women in the reproductive justice and social justice movements.

Role of culture: Cultural sensitivity is a primary objective. It includes the set up of space for the programs, the composition of the staff racially and in terms of gender as well as their language capabilities, cultural food, the honoring of ancestry, and cultural dance.

Parent and community involvement: There is limited parent involvement due to the fact that most of the parents are working long hours.

Recruitment

- Recruitment is from the high schools.
- There is a three-month probationary period.

Staff development and training

- Regular staff meetings at least twice a month.

Measurable outcomes

- Unavailable.

Other programs: movement building, leadership development, community based participatory research, and community organizing.

Key words: gender specific-female, immigrant/English learner, leadership training, refugee, reproductive/sexual health, youth-led advocacy.

8) Organization: Asian Community Mental Health Services (ACMHS)

Program: Multiple youth programs

Email: info@acmhs.org

Address: 310 8th Street, Suite 201; Oakland, CA 94607

Phone: (510) 451-6729

Website: www.acmhs.org

Mission statement: To provide and advocate for multicultural, multilingual family services that empower people to lead healthy, contributing, and self-sufficient lives.

Target client: All ages; various programs have various target ages.

Number of clients: Approximately 3,000 (from 1/1/05 to 12/31/05).

Language capabilities: Cambodian, Cantonese, Japanese, Khmuu, Korean, Laotian, Mandarin, Mien, Tagalog, Toisan, and Vietnamese provided by trained staff.

Background: ACMHS was founded in 1974 in response to the growing needs of Asians in the East Bay who were unable to partake in social services due to language and cultural barriers within the existing system. What began as a tiny grassroots operation providing case management and youth programs is now a 32-year-old agency with multiple units and two sites.

Staff and volunteers: Around 100 staff members and varying numbers of interns and volunteers.

Description of programs

1. Behavioral Health Services

- **Mental Health Services**
 - Crisis intervention on a 24-hour basis.
 - Diagnostic evaluation.
 - Medication management.
 - Short term intervention to help individual establish self-directed goals and develop actions.
 - Group counseling.
 - Case management services to foster self-reliance and more independent functioning in the community. Includes coordinating consumers with vocational, academic, housing, and social services.
 - Family support groups assist families in coping with family members' mental illness.
- **Children/Youth Assessment and Treatment**
 - School-based clinicians serve students of all racial and ethnic backgrounds.
 - Case management services - to identify needs and resources needed.
 - Integrated services - work with family, community, schools, and other service agencies to develop collaboration for youth's treatment and skills development.
 - Deals with behavioral issues, academics, emotional concerns, parent-child relationship, substance abuse, anti-social behavior, and victimization.
 - Youth advocacy and leadership training.
- **Substance Abuse Treatment Program.**
 - Individual and group counseling.
 - Outpatient drug-free Medi-Cal clinic.
 - Dual diagnosis treatment for individuals suffering from mental illness and substance abuse issues.
- **Oakland Art Center**
 - Focuses on fostering the creativity of individuals with emotional/mental health issues.
 - Projects, such as Mien purses, cards, and calendars, feature works by mentally ill clients.
 - Urine analysis testing.

2. Services to the Developmentally Disabled (for all ages)

- Contracts with regional center to provide case management services to developmentally disabled clients and their families.
- Home-based and community based services provided regularly.

Role of culture: Cultural competency is factored into all of the work at ACMHS. The organization works from an understanding that interventions must be tailored to suit the needs and cultural understanding of the community and clients. It aims to be respectful of client cultures while helping them to problem solve and adjust to independent and health living. ACMHS also tries to provide education to the public of social and health challenges which create barriers for API families.

Parent and community involvement: Family support services (group therapy, family therapy, and case management) are provided. Entire families are often involved with ACMHS, and families are encouraged to be part of therapy and case management.

Recruitment

- Many interns and volunteers choose to stay on as hired staff members.
- Seeks staff committed to community level empowerment of clients, and are flexible and willing to continue their own learning.
- Preference is given to bilingual and bicultural candidates.
- Aims for staff diversity.
- New staff are subject to a six-month probationary period.

Staff development and training

- Staff encouraged to continue learning.
- Regular staff trainings within the agency, often with guest speakers.
- Weekly staff unit meetings.
- Quarterly all-staff meetings.
- Attendance and presentations at workshops and conferences is strongly encouraged.
- 40 hours of annual workshop time is allotted to each full time staff member.
- Ongoing internship programs training social work and doctoral psychology students.

Measurable outcomes

- Typically report to funding sources such as OFCY and they determine outcomes.
- Various programs report data back to funding and county sources.

Other programs: Asian American Advancement Center (time limited individual, couple, group and family treatment on a sliding scale basis).

Key words: academic/tutoring, arts, case management, counseling/mental health services, crisis intervention, disabled services, employment services/vocational training, family involvement/reunification, health services, intervention, multicultural-Asian, school collaboration, substance abuse, support/discussion group, third-party evaluations.

9) Organization: Asian Counseling and Referral Service (ACRS)

Program: Teen Peer Advocate Program (TPAP), housed in Children, Youth and Families (CYF) Program

Contact: Junko Yamazaki, MSW, Program Director of CYF

Email: junkoy@acrs.org

Address: 720 8th Avenue South, Suite 200; Seattle, WA 98104

Phone: (206) 695-7600/7538

Website: www.acrs.org

Mission statement: To promote social justice for and the well-being and empowerment of Asian Pacific American individuals, families and communities – including immigrants, refugees, and native born – by developing, providing, and advocating for innovative, community based multilingual and multicultural services.

Target client: For TPAP, high school age API females recruited via referrals from teachers, counselors, teen clinic staff, and peers.

Number of clients: Over 19,000 clients served through ACRS' 12 social service programs (in 2005). Within TPAP, 30 to 40 youth participated in API Young Women's Empowerment Groups and 20 to 30 participated in AP ADVICE.

Language capabilities: Cambodian/Khmer, Chinese dialects, Filipino dialects, French, Japanese, Hindi, Laotian, Mien, Punjabi, Urdu, and Vietnamese (within the Children, Youth and Family Program).

Background: ACRS was founded in 1973 by community activists who sought to address the unmet needs of API individuals who were not well-served by mainstream mental health systems that lacked linguistic and cultural capacity. A nationally recognized community based organization, ACRS provides culturally competent health and human services to the most vulnerable populations in the API community in King County. ACRS is uniquely qualified to address the challenges faced by its target population of largely immigrants and refugees; staff share similar experiences in transitioning from their native countries to the United States, and many are regarded as leaders within their respective ethnic communities. The CYF program was established in 1993 to promote the safe and healthy development of communities by providing culturally competent strengths-based services to children, youth, and their families. TPAP, the dating violence prevention project for API young women, was launched in 1999.

Staff and volunteers: 100 full-time staff, 70 part-time staff within ACRS; more than 300 volunteers annually.

Description of programs

The Teen Peer Advocate Program (TPAP) is a school and community based program that trains teenage girls to educate and advocate for fellow teens around issues of dating violence, family violence, sexual assault, and healthy relationships. The program has two components:

1. API Young Women's Empowerment Groups
 - Groups meet at two high schools and provide mental health support.
 - Girls discuss relationships, domestic violence, and cultural conflict.
2. AP ADVICE (Asian Pacific Americans Against Dating Violence Involving Community Education)
 - Trains young women to provide outreach, education, and referrals to youth and community members on issues surrounding relationships, healthy decision making, teen dating violence, sexual assault, and issues around gender roles and oppression.
 - Advocates receive 40 hours of training each year.

Role of culture: TPAP seeks to cultivate healthy cultural identity among its participants by discussing issues such as gender roles and cultural biases that impact dating relationships.

Parent and community involvement: Parents are aware and supportive of their daughter's participation. Parents attend graduation ceremonies at the end of the year and provide input about expanding the program. Community participation is encouraged; school administrators, social service providers, and local government officials also provide input regarding program expansion. Schools provide space to meet and offer outreach and education opportunities for the advocates during health classes and school health fairs. Girl Advocates participate in API Legislative Day, held annually in the state capital of Olympia, WA, Youth

Sexual Assault Prevention Fair, and various community events and fairs providing greater outreach and education.

Recruitment

- Recruits individuals with bilingual and bicultural skills as well as demonstrated experience working with youth of color.
- Applicants come with BA, MSW, or counseling degree(s).
- A successful applicant for TPAP has good public speaking skills, resourcefulness, knowledge of youth violence and domestic violence issues, and cultural sensitivity in regards to API cultures.
- Applicants go through a series of interviews, starting with an initial interview done by staff. In the second interview, the applicant develops and implements an activity for the youth. The second interview gives the youth a chance to ask the applicant questions. The third interview is conducted by the director of the program.
- The applicant's sensitivity to culture is assessed by responding to two hypothetical scenarios laid out by the interviewer, one a mental health situation and the other a youth development issue.

Staff development and training

- Weekly in-house supervision meetings.
- The TPAP youth counselor earns certification through the Washington Coalition Sexual Assault Program as a sexual assault provider. Certification involves 30 hours of core training and 23 additional hours of therapist training.
- Youth counselors receive annual continuing education and crisis intervention training on topics including psychopharmacology, suicide prevention, various modalities of mental health therapy, and case management.
- Minimum of 12 hours of Continuing Education in domestic violence/sexual assault trainings.

Measurable outcomes

- Many returnees to the program indicate effectiveness and success.
- Surveys are given to high school staff in order to gauge effectiveness of program.
- Between June 2000 and June 2003, surveys of community members attending presentations were administered. Survey respondents indicated the following:
 - 87% increased their knowledge about dating violence, 86% their knowledge about community resources, and 84% their knowledge about cultural issues.
- Former U.S. Attorney General Janet Reno praised TPAP as a model for the nation in a 2003 visit to Seattle.
- 40 Assets Survey.
- Recognized by Georgetown University's National Technical Assistance Center for Children's Mental Health in 2002 as a model program. Qualitative and quantitative measures were utilized in assessing the program.

Other programs: youth violence prevention/leadership; domestic violence intervention/education; job training and placement; case management, information, and assistance for elders; information and referral for services; civic/community engagement activities; substance abuse treatment and recovery; problem gambling counseling; naturalization and immigration assistance; mental health services; consultation/education to providers; food bank, nutrition, and emergency feeding

Key words: counseling/mental health services, crisis intervention, gender specific-female, leadership training, mentoring, multicultural-Asian, reproductive/sexual health, support/discussion group, third-party evaluations, violence/delinquency-domestic violence, youth-led advocacy.

10) Organization: Asian Health Services (AHS)

Program: Asian Health Services Youth Program
Address: 818 Webster Street, Ste. 309; Oakland, CA 94607
Contact: Clifford Yee

Website: www.ahschc.org
Email: cyee@ahschc.org
Phone: (510) 986-1024

Mission statement: To serve and advocate for the immigrant and refugee Asian community regarding its health rights, and to assure access to health care services regardless of income, insurance status, language, or culture.

Target client: Oakland youth ages 12-19.

Number of clients: 800 youth.

Language capabilities: Cambodian, Cantonese, Korean, Laotian, Mandarin, Mien, Tagalog, and Vietnamese provided by staff or volunteers.

Background: AHS was established in 1974 to meet the health care needs of low-income limited English speaking immigrants. It began as a one-room clinic staffed entirely by students and volunteers. It is now a comprehensive community clinic that provides services to 15,000 patients on an annual basis.

Staff and volunteers: Over 150 full-time and part-time staff. The youth program has four full-time staff, two interns, ten peer leaders, and 20 volunteers.

Description of programs

1. Youth Health Education Program

- Provides comprehensive sexual health education to local area high schools and community organizations.
- Covers topic areas such as reproductive anatomy, teen pregnancy, STIs, HIV/AIDS, healthy and unhealthy relationships, sexual decision making, and linkages to available clinical resources.

2. Peer Leadership Program

- Ten youth from local high schools make a year-long commitment to completing comprehensive training on reproductive health to become advocates for their peers and communities.
- Engaging in discussion on health topics ranging from family planning, domestic violence, STDs, HIV/AIDS, and relationship abuse, peer leaders develop skills and knowledge and the opportunity to develop outreach and education campaign efforts in their communities.

3. Teen Clinic

- Weekly clinic from 5-7 pm on Wednesday evenings.
- All services provided are free and confidentially for youth 19 and under.
- Services include birth control, pregnancy testing, screenings, peer counseling, and treatment for sexually transmitted infections.

Role of culture: Many issues impact the lives of API teens with regard to their sexual behaviors and choices they make. Pressures and conflicts that arise from acculturation pressures, intergenerational conflict, and cultural taboos with regard to sex contribute to availability of support and youth's ability to make healthy decisions about their sexual health. The AHS youth program strives to provide education to increase fundamental reproductive health knowledge and communication skills along with increasing resources to support services that are culturally appropriate, language specific, and confidential.

Parent and community involvement: Parents are not actively involved in the AHS youth program. The program conducts workshops and outreaches in area middle and high schools, at community events, and community based organizations through existing relationships. AHS also participates in the Community Challenge grant collaborative, a teen pregnancy prevention educator collective.

Recruitment

- Peer leader and volunteer recruitment is done through word of mouth, as well as through community outreaches and school-based workshops.

- Interviews for staff consist of phone and face-to-face interviews.
- The youth program seeks individuals who are comfortable with and excited about seeking a position in health education, focusing on counseling, outreach, and education of API youth in the East Bay area, with an emphasis on reproductive health issues.
- Applicants must possess knowledge of cultural, socioeconomic, and political factors affecting health in immigrant and refugee API communities, as well as strong organizational skills.

Staff development and training

- Bimonthly staff meetings are held for programmatic, client debriefing, and support purposes.
- All staff are encouraged to attend local workshops and trainings on topics such as STD/HIV prevention for non-clinicians, harm reduction strategies, and facilitating youth groups.
- Staff development is encouraged and considered a crucial element to the youth program's success.

Measurable outcomes

- Satisfaction surveys are completed by youth.
- An increase in knowledge about HIV/STDs and teen pregnancy among teens 19 and under.
- Sixty to eighty percent of participants demonstrate knowledge of benefits and methods of preventing teen pregnancy and community resources for teen pregnancy prevention.
- Identifying high-risk, sexually active female and male teens and assisting them in accessing clinical family planning services for the purpose of preventing unintended pregnancies and STIs.

Other programs: clinical services, support services (insurance counseling, patient membership meetings, translation and interpretation), health education (men's program, women's program, pedestrian safety, perinatal workshops, family planning), and special programs (community voices for immigrant health, community research, language and cultural access program).

Key words: community service, health services, leadership training, reproductive/sexual health, support/discussion, violence/delinquency-domestic violence.

11) Organization: Asian Immigrant Women Advocates (AIWA)

Program: Youth Build Immigrant Power (YBIP)

Address: 310 8th Street, Suite 301; Oakland, CA 94607

Contact: Lily Wang

Website: www.aiwa.org

Email: lilywang@aiwa.org

Phone: (510) 268-0192

Mission statement: Works to improve the living and working conditions of low-income Asian immigrant women and families through political education, leadership development, and collective-action campaigns.

Target client: Low-income Asian immigrant youth ages 13-20.

Number of clients: 50 youth served (in 2005).

Language capabilities: Cantonese. San Jose site also offers Korean and Vietnamese (no youth programs in San Jose).

Background: AIWA was founded in 1983 by community activists, labor organizers, and workers to address the issues facing low-income Asian immigrant women workers.

Staff and volunteers: Four full-time staff and seven part-time staff (not including part-time women and youth peer organizers).

Description of programs

1. General Meetings
 - Provides a safe place after school for immigrant youth to build the community and learn about programs that the organization offers.
2. Asian Youth United Training Program
 - Weekly political education program, offered after school for low-income Cantonese-speaking immigrant youth.
 - Peer trainers lead workshops in Cantonese on systemic oppression and issues facing low-income communities of color.
 - Youth participate in two Community Action Projects to get hands-on experience with community organizing.
3. Youth Internships
 - Campaign internship: Low-income Asian immigrant youth get hands-on training and experience organizing social justice campaigns.
 - AYU Training internship: Low-income Asian immigrant youth receive training and hands-on experience in outreaching and facilitating workshops for 20 youth.
4. Core Leaders' Program
 - Serves as the governing body for the youth program.
 - Core leaders conduct strategic planning for Youth Build Immigrant Power (YBIP) and develop campaigns in partnership with immigrant women.
 - Makes organizational decisions, such as evaluating and developing programs, making yearly work plans, etc.

Role of culture: Culture and language play an important role in the organization in that the organization is community based and works with monolingual immigrant communities.

Parent and community involvement: Focuses on intergenerational organizing – developing partnership between AIWA women and youth leaders in organizing the community for justice. Through school justice campaigns in YBIP, parents of the youth in programs were mobilized to participate in the campaign.

Recruitment

- Bilingual applicants preferred.
- Recruit staff within the community organization network as well as postings on nonprofit websites.
- Candidates for positions go through multiple interviews with staff and then with the appropriate membership for the program they are applying to (youth or adult).

Staff development and training

- Staff in different programs hold regular check-ins.
- Coordinators of programs hold biweekly meetings.
- Ongoing staff political education and/or discussions.
- Staff can request to attend workshops or conferences for development.
- Staff go through organizing trainings when they begin employment with AIWA.

Measurable outcomes

- Pre and post surveys to assess development of youth.
- Written and oral evaluation with participants and youth leaders in each program.
- Written and oral evaluation with staff and core leadership.
- Victories through organizing campaigns to make concrete impacts on the community.
- Participated in Youth Leadership Development Initiative and conducted program evaluation with Social Policy Research Associates.
 - Evaluation looked at civic activism as a form of youth development.

Other programs: women's leadership programs (train women about immigrant and worker rights, focus on organizing), workplace literacy classes (teaching low-income Asian immigrant women English and their rights at work). Currently organizationally working on a healthcare justice campaign.

Key words: after school, ethnic specific-Chinese, immigrant/English learner, intergenerational, leadership training, third-party evaluations, youth-led advocacy.

12) Organization: Asian/Pacific Islander Youth Promoting Advocacy and Leadership (AYPAL)

Program: Multiple youth programs

Address: 310 8th Street, Suite 201; Oakland, CA 94607

Contact: Jay Conui, AYPAL Co-Director

Website: www.aypalpower.org

Email: jayc@acmhs.org

Phone: (510) 869-6007

Mission statement: Aims to change the relationship of power between young people and policymakers by building and sustaining six ethnic and neighborhood based Youth Leadership Organizations (YLOs) that serve as the community organizing base for youth-identified and youth-run direct action social justice campaigns for school reform and community improvement.

Target client: API youth ages 13-19 living in Oakland/East Bay.

Number of clients: 400 (from 1/1/05 to 6/30/06).

Language capabilities: None available.

Background: AYPAL started in summer 1998 as a collaborative of six community organizations serving API youth in Oakland. Participating community organizations each host a self-directed YLO based in the community that the agency serves. These self-directed YLOs work collaboratively to identify and run citywide organizing campaigns based on common issues.

Staff and volunteers: Eight full-time staff, one part-time staff, 36 youth interns, and about ten adult ally volunteers.

Description of programs

1. Six YLOs work together on a main organizing campaign to increase young people's skills and opportunity to effect systemic change.
 - Activities include investigations; developing a strategy including demands, target(s), what power the group has over the target, tactics and timeline; surveying and interviewing students, community leaders, public officials, and bureaucrats; making presentations to ally organizations and talking to individual students one-on-one; writing letters and press releases to officials and the media; organizing and speaking at public forums where their demands are presented to their target; and engaging in negotiations with these officials.
 - Past campaigns have included:
 - Organizing immigrant parents to win three new bilingual staff in Oakland schools (6/98-12/98).
 - Leading a multiracial coalition to win implementation of an ethnic studies class in Oakland public high schools (1/99-9/00).
 - Organizing 500 students to fill out complaint forms resulting in changes including unlocking of bathrooms, mandatory written grading policies, allowing students without their ID to attend class and better notification of students and parents of their rights (10/00-9/01).
 - Getting Oakland City Council to increase programming and staff at neighborhood recreation centers (10/01-6/02).
 - Winning support from youths' Congressional representative to stop deportations of immigrants convicted of minor and/or non-violent crimes (10/02-6/04).
 - Winning support from state senate president Don Perata to shut down California Youth Authority youth prisons and replace them with rehabilitation centers (10/04-6/05).
 - Organizing students to utilize the Williams lawsuit settlement which resulted in a dozen fixes in school facilities, including hazardous conditions such as mice infestations and non-functional air systems. Textbook complaints are also being monitored (10/05-10/06).
 - Coalition campaigns (regional and statewide) where youth are on planning committees, and two to three smaller community projects per YLO per year.
2. Six YLOs help youth gain a sense of belonging and gain political and community awareness.
 - Activities include formal weekly meetings, workshops, social activities, and out of town trips.
 - Each YLO is led by leadership team made up of six interns (36 interns total) who meet three to four times a week to plan activities for their YLOs and coordinate with other YLOs.
 - Eighteen community services projects created by the YLOs.

3. Increase youth understanding and skills in arts activism and give cultural/historical context to youth's work through six to eight artists-in-residence projects per year.
 - Examples include popular theater with the San Francisco Mime Troupe, shadow puppet with Ramon Abad, Poetry in the Kitchen with storyteller and author Al Robles, and Balinese dance with Ibu Irini.
 - Ten performances/exhibits by YLO members resulting from artists-in-residence projects.
 - Arts classes meet once or twice a week and last 20-30 weeks.
 - Participants learn skills related to their art form, such as voice projection, communicating through body and posture in acting class, or how to make shadow puppets.
 - Youth learn the cultural and historical significance of the art form especially as it relates to struggle for equality and freedom and the overall culture that the art form comes from.
4. Referrals
 - AYPAL's community organizing model of grassroots/peer recruitment of program participants reaches many youth who may otherwise have "fallen through the cracks."
 - Staff and youth leaders identify youth who need more individualized services than AYPAL's group setting can offer and refer them to appropriate services (counseling, academic help, etc.).

Role of culture: Increase youth understanding and skills in arts activism and give cultural and historical context to what youth do.

Parent and community involvement: Parents plan potlucks where youth present the projects they are working on; attend the arts performances and events relating to the campaign (like rallies); and chaperone overnight trips. Community involvement through campaigns as described above, and arts projects all culminate with performances and exhibits at venues throughout the Bay Area.

Recruitment

- Each of the six partner organizations recruit and hire the staff for the youth group based at their agency. Usually involves advertising through normal outlets and word of mouth.
- Interviews involve the director of the partner agency, the AYPAL program director, youth leaders from that site and the outgoing staff person if it is not a new position.
- Qualities include demonstrated involvement with API community in East Bay; experience working with API youth and knowledge of their issues, commitment to the empowerment of historically oppressed constituents, good communications skills, and understanding of principles of community organizing.

Staff development and training

- All AYPAL staff from all partner agencies meet weekly.
- Workshops are developed in house.
- Periodically staff attend community organizing trainings conducted by other experienced organizers.

Measurable outcomes

- Pre and post surveys in various areas:
 - Youth development outcomes for the 250 active members. *Results are available if desired.*
 - Decrease in youth involved in violent incidents.
 - Decrease in youth using drugs.
 - Increase in negative attitudes toward drugs.
 - Increase in youth expressing positive relationships with adults.
 - Increase in awareness of own and other people's cultural history for 250 members.
 - Leadership skills of 36 Leadership Team interns.
 - Increase in youth who consider themselves able to address community needs.
 - Increase in ability to work with other people.
 - Increase in ability to lead groups and build inclusion.
- One change in school or local government policy resulting from youth organizing campaigns.
- 25 referrals for individualized services for AYPAL youth.

Key words: arts, community service, development, leadership training, multicultural-Asian, substance abuse, youth-led advocacy.

13) Organization: Asian Pacific Partners for Empowerment, Advocacy and Leadership (APPEAL)

Program: National APPEAL Youth Leadership Program

Email: appeal@aapcho.org

Address: 300 Frank H. Ogawa Plaza, Ste. 620; Oakland, CA 94612

Phone: (510) 272-9536

Website: www.appealforcommunities.org

Mission statement: To champion social justice and achieve parity and empowerment for Asian Americans, Native Hawaiians, and other Pacific Islanders by supporting and mobilizing community-led movements through advocacy and leadership development on critical public health issues.

Target client: API high school youth.

Number of clients: 35 youth (2004 program).

Language capabilities: None offered.

Background: APPEAL is a national social justice network of organizations and individuals working toward a tobacco-free API community. Founded in 1994, APPEAL has established itself as the only national API network providing key technical assistance and resources on tobacco control.

Staff and volunteers: Eight full-time staff and about 10 volunteers working as youth facilitators.

Description of program

1. Youth Leadership Program

- Youth (grades 9-11) apply to participate in this year-long fellowship program.
- National Summit – to develop skills and knowledge on advocacy, tobacco control issues as they affect the API community, developing and implementing action plans, public speaking, and mobilizing community participation.
- Complete one to two tobacco control activities during the fellowship year.
- Participate in quarterly conference calls and skills training calls with the other fellows, mentors, and APPEAL staff.
- Complete monthly project logs, six-month progress report, and final report.
- Tobacco Control Focus Areas:
 - Data and research, capacity building, environmental tobacco smoke, cessation, youth mobilization, countering tobacco industry, policy and advocacy, leadership development, and global tobacco.

Role of culture: The program addresses how tobacco impacts API communities, the tobacco industry's use of culture in advertising and marketing of their products, and industry sponsorship of cultural events and festivals to silence potential tobacco control advocates.

Parent and community involvement: Parents are not actively involved in program. Youth fellows are encouraged to apply with a sponsor/partner organization in the community to work with them throughout their fellowship year on one to two tobacco control projects.

Recruitment

- Unavailable.

Staff development and training

- Staff are given opportunities to attend outside trainings (local, regional, and national) to develop skills and knowledge relevant to program areas.

Measurable outcomes

- Youth provide feedback on how the National APPEAL Youth Leadership Program can be improved for future participants through key informant interviews.
- Evaluations measure self-perceived knowledge learned at the leadership summit.
- Plan to institute pre and post surveys to participants.

Key words: community service, development, leadership training, multicultural-Asian, prevention, substance abuse, youth-led advocacy.

14) Organization: Asian Pacific Psychological Services (APPS)

Program: Multiple youth programs

Address: 255 International Boulevard; Oakland, CA 94606

Contact: Sean Kirkpatrick, Prevention Director

Website: www.appsweb.org

Email: skirkpatrick@appsweb.org

Phone: (510) 233-7555, ext. 23

Mission statement: Dedicated to enhancing the quality of life for historically underserved API communities. Offering programs, services, and expertise that are sensitive to the languages, cultures, and experiences of our clients, APPS provides behavioral health care to individuals, families, and communities of API origins.

Target client: API youth of all ages, depending on program.

Number of clients: Over 300 youth (from 1/1/05 to 6/30/05).

Language capabilities: Cambodian, Cantonese, Khmu, Korean, Lao, Mandarin, Mien, Tagalog, Thai, and Vietnamese provided by staff and volunteers.

Background: Founded by four Asian mental health professionals in 1996 to address huge gaps in mental health service delivery to the API population in the East Bay. While this population exploded during the last two decades in the Bay Area, the mental health resources for Asian immigrant and refugee families, children and youth in particular, were inadequate. APPS' multilingual and multidisciplinary staff of psychiatrists, marriage, and family therapists, clinical social workers, substance abuse counselors, mental health specialists, and prevention specialists allow the organization to provide comprehensive outpatient mental health and substance abuse treatment, early intervention, and prevention services in 13 Asian languages and dialects, including Cambodian, Cantonese, Japanese, Khmu, Korean, Lao, Mandarin, Mien, Tagalog, Tai Dam, Thai, and Vietnamese. Services are divided into four major program areas: adult and children's mental health services; substance abuse treatment and prevention programs; violence treatment and prevention programs; and youth development.

Staff and volunteers: 30 staff, seven interns and four volunteers.

Description of programs

1. Children's Mental Health Services

- Annually over 2,000 children/youth and adults served at APPS' two clinics and at 17 schools in Oakland and West Contra Costa County, generating 10,000 hours of service.
- APPS' school-based system makes services accessible, as the schools are located in some of the most impoverished neighborhoods with high concentrations of API children/youth and families. In Contra Costa County wraparound services are provided for clients and families who face challenges in multiple domains.
- Modeled a pilot collaborative approach to working with high- and at-risk Southeast Asian adolescents, ages 13-19, living in Contra Costa County, called STEP/AHEAD. Funded for two years by The California Endowment, this project blended wraparound-style case management with youth development resources in addressing youth and family needs in a more age and culturally appropriate way.

2. Domestic Violence Treatment Services and Prevention Program

- Collaborates with two local agencies in Contra Costa community, Lao Family Community Development and Asian Family Resource Center, on this program.
- Offers training workshops for its partners and other community members and takes referrals for treatment of family violence.

3. Substance Abuse Treatment Program

- Works with youth in Oakland ages 12-18 whose lives have been affected negatively by involvement with alcohol or other substances.
- Staff provides individual and group counseling and pro-social and drug-free alternative activities.

4. Substance Use Prevention Program

- Serves over 100 West Contra Costa County youth per school term in weekly groups at two school sites (Helms and Lovonya Dejean Middle Schools) and at its Richmond office.

- Offers psycho-education on substance abuse, skills building, and discussions on issues such as peer pressure and family conflicts, conflict resolution, and anger management.
 - Is fiscal agent for a five-year SAMHSA/CSAP/ONDPCP Drug-Free Communities Support Program in West Contra Costa County, focusing on building community readiness and capacity for prevention work in the API community.
5. Youth Violence Prevention
- Participates in the Southeast Asian Youth & Family Alliance in Contra Costa County, Center on Culture, Immigration, and Youth Violence Prevention in Oakland/Berkeley, and through youth service provider networks.
6. Youth Development
- Instrumental in formation of a youth development group, Southeast Asian Young Leaders (SEAYL), which has been active in West County since 2003.
 - Since 2004, SEAYL has planned and hosted an annual Southeast Asian Youth Stopping Violence Summit. SEAYL youth are actively engaged in projects involving photography, music and video, college outings and other trips, community organizing, and outreach.

Role of culture: Clients come from diverse backgrounds. Many, due to their cultural backgrounds, do not have a concept of mental health as distinct from overall health and well-being. Many are not able to talk about mental health, domestic violence, or substance abuse in their families or communities due to stigma and shame. APPS believes no one should be denied access to behavioral healthcare because they can't afford it, because of their legal status, or because they can't communicate with a professional who can help. Behavioral healthcare can be offered in a respectful, inclusive, and egalitarian manner that promotes a positive problem-solving approach to improving the lives of those affected. The philosophy is that persons with a behavioral health issue obtain the life skills to take care of themselves in the community, and develop a sense of self that will help them lead healthy lives and build social, work, and rehabilitation relationships. APPS offers linguistically appropriate and culturally sensitive behavioral healthcare to API children, youth, and their families using a holistic wellness model.

Parent and community involvement: Parents are encouraged to volunteer their time in the program, attend meetings and events, give input on programming, and participate in community outreach. APPS has partnerships with various county agencies and with community collaborations.

Recruitment

- Applicants are expected to have experience or knowledge of the community being served and preferably are bilingual/bicultural in an API language.
- Applicant's cultural competency is determined through the interview process, which may include the executive director, clinical director, associate director, clinical supervisors, and program managers, and is regularly evaluated as part of an individualized professional development plan.
- APPS seeks competent professionals (i.e., marriage and family therapy, social work, etc.) and paraprofessionals to serve as therapists, case managers, and prevention staff.

Staff development and training

- Staff participate in weekly care coordination team meetings, where trainings are arranged responsive to issues arising in the course of working with clients and their families.
- Periodic staff retreats.
- Staff annually develop an individualized professional development plan with their supervisors, and set training and competency goals based on their plan. Progress is measured annually through performance evaluation.
- Staff are encouraged to pursue trainings through conferences and workshops.

Measurable outcomes

- Monitor youth attendance and grades, recidivism rates.

- For substance abuse programs, qualitative surveys looking at an increase in knowledge about substance abuse and improved coping skills.
- Improved attitudes and perceptions; improved family communication.
- Clinical (medical) outcomes are measured at six-month intervals and upon discharge.
- Self-assessment instruments and consumer satisfaction instruments.

Other programs: adult outpatient mental health services, medication support, dual diagnosis, domestic violence collaborative (Contra Costa County), Wraparound (Contra Costa County), CalWORKS (Alameda County), Juvenile Drug Court (West Contra Costa County), East Contra Costa County Children's Mental Health (MHSA-funded) Collaborative (with Familias Unidas and New Connections), Richmond's RYSE Youth Center Youth Council and Program Committee.

Key words: case management, counseling/mental health services, crisis intervention, development, family involvement/reunification, gang related, health services, intergenerational, intervention, leadership training, multicultural-Asian, prevention, reproductive/sexual health, school collaboration, substance abuse, support/discussion groups, violence/delinquency-domestic violence, youth-led advocacy.

15) Organization: Asian Professional Extension, Inc. (APEX)

Program: Academic support services and mentoring programs
Address: 352 Seventh Avenue, Suite 201; New York, NY 10001
Contact: Ron Baltazar, Outreach Coordinator/Office Manager

Website: www.apex-ny.org
Email: ron.baltazar@apex-ny.org
Phone: (212) 748-1225

Mission statement: Seeks to promote the personal development of inner-city Asian American youth by providing them with Asian American adult role models.

Target client: School aged inner-city Asian American youth.

Number of clients: 4,000 (to date).

Language capabilities: All Asian languages.

Background: APEX was founded in 1992 by five Asian professionals wanting to address the growing needs and concerns of Asian American youth.

Staff and volunteers: Two fulltime staff members, varying number of interns throughout the year, and over 120 volunteers. APEX volunteers are Asian American professionals in various fields including business, consulting, law, medicine, media, and the arts.

Description of programs

1. APEX Mentoring Program
 - Junior high and high school students.
 - One-year commitment by an adult mentor.
 - Provides schoolwork assistance and college essay writing assistance.
 - Students attend cultural events and sporting activities.
 - Attendance at APEX Group events including canoeing, camping, and ballroom dancing.
 - Aims to help students improve academically, broaden horizons, and develop interpersonal skills and a positive self image.
 - Workshops that focus on topics such as public speaking and college survival skills.
2. PS1 Reading Program
 - Elementary school students.
 - Meets every other Saturday in a library setting.
 - Volunteers work one-on-one with students.
 - Activities include read-a-louds, individual reading sessions, journal entries, and group-based activities.
3. College and Career Preparation Program
 - SAT preparation.
 - College planning.
 - College applications and career planning.

Role of culture: APEX is dedicated to helping underprivileged, inner-city Asian American youth overcome the multiple challenges they face as adolescents and as multilingual and multicultural individuals.

Parent and community involvement: Parents are aware of their child's participation in the program and keep in regular contact with APEX.

Recruitment

- Staff are recruited via internet job postings and word of mouth.
- Applicants with previous experience in similar fields are desired. Interviewing process varies.
- Three-month probationary period.

Staff development and training

- Monthly meeting with committees (volunteers).
- Staff attends occasional seminars and workshops.
- Monthly board meetings.

Measurable outcomes

- Pre and post surveys.
- Quantitative outcomes.

Other programs: ESL program for students' parents.

Key words: academic/tutoring, development, mentoring, multicultural-Asian, sports/recreational activities.

16) Organization: Asian Youth Center (AYC)

Program: Youth Services

Address: 100 W. Clary Avenue; San Gabriel, CA 91776

Contact: May To, Executive Director

Website: www.asianyouthcenter.org

Email: may.to@asianyouthcenter.org

Phone: (626) 309-0622, ext. 103

Mission statement: To meet the social service and health needs of low-income and at-risk youth and families in the greater Los Angeles area, with services that are linguistically (Chinese, English, Spanish, and Vietnamese) and culturally competent for all communities, with a special emphasis on vulnerable Asian immigrants. Philosophy is to enable clients to adapt and contribute to a multicultural society.

Target client: Youth ages 12-18.

Number of clients: 4,294 (from 1/1/05 to 12/30/05).

Language capabilities: Cantonese, Mandarin, Spanish, and Vietnamese provided by outside contractors and private resources.

Background: The Asian Youth Center (AYC) was founded in 1989 by the Asian Task Force of the United Way of Greater Los Angeles, which had identified serious unmet social service and health needs among Asian youth and families in the San Gabriel Valley.

Staff and volunteers: 15 full-time staff, 25 part-time staff, and approximately 120 volunteers.

Description of programs

1. After School and Summer School Program
 - Tutoring.
 - Leadership development.
 - Recreation.
2. School-based Supervision Program
3. Multicultural Youth Action Program
4. Middle School Program, including a gender-specific program
5. Traffic Safety Program
6. Community Services
7. Gang Intervention
8. Whitecap Parenting
9. College/Career Preparation
10. Operation Read
11. Friday Night Club
12. Home Based Supervision Program
13. LA Bridges-Nightingale

Role of culture: To enable API youth to adapt and contribute to a multicultural society.

Parent and community involvement: AYC provides parenting classes and family counseling, and communicates often with parents whose children attend after school and other youth development programs. Some programs directly serve children, youth, and family together, while others may target parents or youth more specifically. Parents participate as volunteers and sit on AYC's board of directors.

Recruitment

- AYC recruits staff through job postings on its own website, at other CBOs, in the *Los Angeles Times* and other local newspapers, and other sources.
- Bilingual/bicultural applicants who meet the requirements of each job description are preferred.
- After reviewing applications and resumes, AYC will interview selected candidates. Two staff people usually interview each applicant and use a set of interview questions specific to AYC and to each job description, along with a standard HR score sheet.
 - Candidates may be asked to complete a writing component or other activity to demonstrate a specific set of skills.
 - Each candidate is scored and some candidates may be asked to return for a second interview.

- References and job histories are checked.
- AYC's executive director makes a final decision based on recommendations from managers, scores, and reference information.
- All positions are at-will and depend on continuation of funding.

Staff development and training

- Each new employee attends an orientation and an initial training.
- Weekly supervisor trainings and monthly staff meetings.
- Six or more in-house trainings annually including supervisor training, CPR/First Aid, HIV/AIDS and other communicable diseases, child abuse reporting, etc.
- Each staff member has the opportunity to attend at least one outside training annually.

Measurable outcomes:

- Developing a database for client data collection, analysis, and reporting.
- Collects data by program for reporting purposes and includes outcome data for some programs.

Other programs: tobacco control program (advocacy with local politicians and community stakeholders for local policies that reduce youth exposure to secondhand tobacco smoke) and HIV prevention classes, testing, and counseling.

Key words: academic/tutoring, after school, community service, gang related, gender specific, leadership training, parent training, school collaboration, sports/recreational activities.

17) Organization: Asian Youth Services Committee (AYSC)

Program: Multiple youth programs

Address: 388 9th Street, Suite 259; Oakland, CA 94607

Contact: Monique Tsang

Website: www.asianyouth.org

Email: aysc@asianyouth.org

Phone: (510) 286-6883

Mission statement: Unavailable.

Target client: Asian youth ages 14-21.

Number of clients: 75-100 youth (in 2005).

Translation services: Chinese (Cantonese and Mandarin) and Vietnamese.

Background: Founded in 1992 as the result of a successful community policing concept that originated with the Asian Advisory Council on Crime and affiliated with the Oakland Police Department. The community had programs to address tutoring, job planning, and job training, but lacked an events program to meet the social needs of young people. The AYSC was formed to address those needs.

Staff and volunteers: Liaison police officer assigned as part-time advisor and adult volunteer advisors.

Description of programs

1. AYSC

- Monthly meetings keep youth informed about upcoming events.
- Seasonal dances and fundraisers.
- Youth organize events
 - Members are taught to analyze, organize, write projections, and write budgets in an effort to bring about a meaningful conclusion.
 - Youth delegate and encourage others to participate.
 - Annual awards banquet and fundraiser.
- Leadership development
 - Board members receive public speaking and meeting facilitation training at the beginning of their term.
 - Members who have accumulated the highest participation points are invited to attend an annual retreat. At retreats, members participate in skill- and team-building activities.
 - Nine board members are elected to serve as representatives for the general membership.
- An annual Mildred Chinn Picnic to honor Mildred Chinn for her dedication to AYSC and to honor graduating seniors.

2. Adopt a Park Project

- Youth meet monthly to clean up garbage at a local recreation center.

3. Lion Dance Team (www.ayscliondance.com)

- Weekly practices after school. Instruction includes basic elements of Wu Shu.
- Team performs at local and statewide events, as well as at local street festivals, weddings, inaugurations, dedications, and schools.
- Lion Dance Team members have also developed a Chinese modern dance team.
- Occasional recreational events for Lion Dance members.

Role of culture: Members of the Lion Dance Team are taught the history and symbolism behind the instruments, costumes, and movements of the lion. Retreats are structured so members can learn about each other's background and history in a safe and supportive environment.

Parent and community involvement: AYSC members are actively involved in local events such as Earth Day, Oakland Chinatown Streetfest, Lunar New Year Bazaar and community safety fairs. Advisors coordinate with nonprofit groups and the Oakland Police Department to connect youth with positive community service opportunities. AYSC supporters and extraordinary participants are invited to a year-end awards banquet to honor outstanding members.

Recruitment

- One of the founding members of AYSC (Walter Chinn) still volunteers as an advisor.
- Advisors are selected based on their history of service and ability to work and communicate with youth. New advisors are appointed by the existing set of advisors.
- There are no minimum or maximum term requirements for advisors.
- Members use the AYSC website, flyers, and word of mouth to recruit new members.
- Incentives are given to members who actively recruit.
- All members are assigned to a school outreach team to promote AYSC activities.

Staff development and training

- AYSC board members meet monthly to discuss and develop projects.
- Board members make the final decisions on selecting event coordinators.
- Advisors have a background in private business, city government, and law enforcement.

Measurable outcomes

- After every event, reflection meetings are held to discuss positive and negative outcomes from events. Suggestions are noted in event manuals designed to educate future event coordinators.

Key words: arts, community service, leadership training, multicultural-Asian, sports/recreational activities.

18) Organization: Association for the Advancement of Hmong Women in Minnesota (AAHWM)

Program: Multiple youth programs

Address: 1101 N. Snelling; St. Paul, MN 55108

Contact: Ly Vang, Executive Director

Website: www.aahwm.org

Email: lyvang@aahwm.org

Phone: (651) 255-0799

Mission statement: To strengthen Hmong families through education and leadership development and to assist Hmong women in achieving greater independence in their roles as women, wives, and mothers.

Target client: Hmong youth ages 6-18.

Number of clients: Unavailable.

Language capabilities: Hmong.

Background: Incorporated in 1981 by Hmong and non-Hmong women who believe that Hmong women needed an organization to assist them with their unique needs, and to be their voice in the community.

Staff and volunteers: Unavailable.

Description of programs

1. Education Now and Babies Later (ENABL)
 - Educates Hmong youth (ages 12-14) on alternatives to early marriage and pregnancy.
2. Youth Parent Connections
 - Provides educational and recreational activities for at-risk Hmong youth in after school programs.
 - Participants learn about Hmong heritage and culture, participate in recreational activities, and do career exploration.
 - Also includes enrichment and family activities.
3. Asian Coalition Against Tobacco
 - Educates Hmong youth (ages 12-17) on how to recognize and reject pressures to use tobacco products.
 - Youth learn about health hazards related to tobacco and smoking.
 - Self-esteem building and leadership skills.
4. Cultural Dance Program
 - Provides cultural dance classes to Hmong youth (ages 6-18) to enhance and enrich Hmong youth's knowledge, interest, and pride in their culture and heritage.
 - Youth learn Hmong, Lao, and Southeast Asian dances.
 - Public performances.

Role of culture: Unavailable.

Parent and community involvement: Unavailable.

Recruitment

- Unavailable.

Staff development and training

- Unavailable.

Measurable outcomes

- Unavailable.

Other programs: Women's Health Program (educates Hmong women on the detection and treatment of breast and cervical cancer); New Life Program (provides ongoing support services such as translation, interpretation, advocacy, and job search training to low-income Hmong individuals and families).

Key words: arts, employment service/vocational training, ethnic specific-Hmong, family involvement/reunification, leadership training, refugee, reproductive/sexual health, sports/recreational activities, substance abuse.

19) Organization: Boston Chinatown Neighborhood Center (BCNC)

Program: Oak Street Youth Center

Address: 885 Washington Street; Boston, MA 02111

Contact: Elaine Ng, Director of Programs

Website: www.bcnc.net

Email: Elaine.Ng@bcnc.net

Phone: (617) 635-5129

Mission statement: To enrich and improve the quality of life for Boston's Chinatown, South End, and South Cove communities. Provides bilingual education, childcare, cultural, social, youth, and recreational programs. All programs foster a mutual understanding and respect for diverse cultures and ethnic groups.

Target client: Chinese youth, ages 11-18. Youth are referred primarily through word-of-mouth, as well as by schools, mental health agencies, or other youth-serving agencies.

Number of clients: During 2005, after school program: 40-60; clubs: 10-30 per activity; leadership program: 20; summer program: 70-90.

Language capabilities: Cantonese, Mandarin, and Toisanese provided by staff and volunteers.

Background: The youth center opened in 1995 as a result of the lack of programs for Asian American youth, particularly middle school youth, in the community. There was also an increase in violence and family issues in the community. BCNC has a strong commitment to working with youth in the context of their community and especially their family.

Staff and volunteers: For BCNC as a whole, 100 staff and about 150 volunteers; for youth program, six staff and about 30 volunteers.

Description of programs

1. Academic After School Program

- Beginner and advanced ESL classes.
- Math classes.
- One-on-one and group tutoring.
- Test preparation classes.
- Higher education information and assistance.
- Alternative education information and assistance.

2. Youth Program

- Drop-in services.
- Counseling, advocacy, and referral services for youth and parents.
- Workshops.
- Recreation and sports.
- Field trips.
- Structured rotating clubs including:
 - Visual arts, guitar, karaoke, and arts and crafts.
 - Girls club, boys club, and teen issues club.

3. Youth Leadership

- Peer leader training.
- Plan and provide youth activities.
- Tutor younger youth.

Role of culture: Although culture is not often in the forefront of activities, it nevertheless affects and shapes programs that serve a linguistic and cultural minority by a staff that come from the same background.

Parent and community involvement: Parents attend meetings and events and participate in community outreach. BCNC participates in communitywide coalitions and collaborations and participates in national conferences with other API service providers.

Recruitment

- Youth workers are recruited for their experience, knowledge, or willingness to learn about API youth and their experiences; experience with immigrant issues; and bilingual capacity if necessary for position.

- Academic staff are recruited based on teacher certification or experience; experience with curriculum development and classroom management; experience with ESL students or language minority students; and bilingual capacity if necessary for position.
- The applicant's level of knowledge about the community is assessed during interviews.
- The applicant's biases, attitudes, and body language are assessed through the interview process.
 - Applicants are interviewed two or more times before hiring.

Staff development and training:

- Attendance at trainings.
- Biweekly staff meetings.
- Peer coaching.
- In-house workshops.

Measurable outcomes

- Quantitative
 - Pre and post tests for ESL and math classes.
- Qualitative
 - Quarterly student evaluations for parents.
 - Quarterly tutor assessment reports.
 - Tutee assessments of the tutor.
 - Tutors are regularly assessed by the tutor coordinator.
 - Attendance and satisfaction surveys.
 - Focus groups and informal evaluative discussions as well as anecdotes help to determine effective programming.
- An increase in the number and quality of structured activities and programs for all young APIs in the community, while welcoming those from other backgrounds as well.
- An increase in recreation programming for the community.

Other programs: adult ESL classes, adult technology and basic computer training, peer tutoring groups, bilingual health education resources, and employment resources.

Key words: academic/tutoring, after school, arts, counseling/mental health services, ethnic specific-Chinese, gender specific-female and male, immigrant/English learner, leadership training, sports/recreational activities.

20) Organization: CAAAV: Organizing Asian Communities

Program: Youth Leadership Project (YLP)
Address: 2473 Valentine Avenue; Bronx, NY 10458
Contact: Chhaya Chhoum

Website: www.caaav.org
Email: ylp@caaav.org
Phone: (718) 220-7391, ext. 15

Mission statement: By organizing across diverse, low-wage, and poor Asian communities in New York City, CAAAV exposes and struggles against violence with the goal of building community capacity to exercise self-determination. Building coalitions enables CAAAV to contribute to a unified strategy for a broader, multiracial, and multi-issue movement for social change.

Target client: Southeast Asian youth in the northwest Bronx.

Number of clients: 200 (from 1/1/03-6/30/03).

Language capabilities: Khmer provided by staff and volunteers and Vietnamese provided by volunteers.

Background: Founded in 1986 by Asian women as one of the first organizations in the U.S. to mobilize Asian communities to counter anti-Asian violence. CAAAV (also known as Committee Against Anti-Asian Violence) is a volunteer-driven organization, led by members of low-income Asian immigrant communities. CAAV focuses on institutional violence that affects immigrant, poor, working class communities. The youth program started in 1996 to address the many forms of poverty faced by the Southeast Asian community.

Staff and volunteers: Eight full-time staff and more than 100 volunteer members who are trained as organizers. Another 50 volunteers support certain projects or activities. (Many volunteers are Cambodian and Vietnamese youth.)

Description of programs

1. Summer Institute
 - First intake step for all youth joining the program.
 - An intensive eight-week summer program that engages youth in basic organizing skills training.
 - Workshops on oppression of all forms.
 - Youth also run a community based summer project.
2. Welfare Rights Campaign
 - A campaign begun after the welfare reform act took effect. The youth assessed the impact of the act on their communities, finding various abuses in the system. The youth then took action in fighting these abuses through legal and direct action.
 - The welfare rights campaign was documented in a film made by youth and titled *Eating Welfare*.
3. The Food and Crafts Cooperatives
 - A community-run economic justice institution which produces Southeast Asian cuisine and traditional crafts as a means of supplemental income for families.
4. Public Education Campaign
 - Youth led an accountability campaign which led to the school district hiring a parent translator for the Vietnamese and Cambodian community.
 - Youth secured funding for an after school program for Southeast Asian youth.
 - Program offers bilingual tutors as well as workshops on Southeast Asian culture and history.
5. Stop Deportation Campaign
 - Provides advocacy to Cambodian youth who face possible deportation stemming from criminal convictions.
 - Conducts a program for naturalization process (e.g., classes, fee waivers).
 - Participates in a national coalition of Southeast Asian community groups seeking to stop the deportation of Cambodians.
 - Participates in a Bronx-based coalition to pressure district attorney and judges to consider immigration issues when determining sentencing.

Role of culture: Cultural dance, music, food, and traditions are part of programming.

Parent and community involvement: Different programs/activities involve different sectors of the community. YLP is a multi-generational project and aims to include parents and youth.

Recruitment

- When a staff position opens, announcements are posted.
- Generally seeks individuals who have some background/familiarity with the issues and community involved.
- Bilingual is preferred.
- A hiring committee is set up and a first round of interviews is conducted.
 - If the committee approves the applicant, a second interview is conducted with the entire organization.
- There is a three-month probationary period.

Staff development and training

- Staff meets weekly for four hours.
- Internal trainings with members.
- Attend conferences and trainings externally.

Measurable outcomes

- Unavailable.

Other programs: Chinatown Justice Project (organizes to defend Chinatown from gentrification, which threatens to bring about large-scale displacement of low-income residents and small ethnic businesses), Women Workers Project (prepare workers for active leadership roles in ongoing campaigns for immigrant workers' rights), Racial Justice Project (seeks to document, analyze, and organize against patterns of law enforcement abuse in diverse Asian communities across the city), and Asian Resistance Media (seeks to build popular support and develop resources for Asian community organizing in NYC through cultural events, new media, and publication).

Key words: arts, community service, ethnic specific-Southeast Asian, immigrant/English learner, juvenile justice/probation, leadership training, refugee, youth-led advocacy.

21) Organization: Cambodian Community Development, Inc. (CCDI)

Programs: Tutoring Program; Cultural Education Program
Address: 1900 Fruitvale Avenue, #3B; Oakland, CA 94601
Contact: Ratha Chuon, Executive Director

Website: www.ccdi.org
Email: ccdincambo@yahoo.com
Phone: (510) 535-6120

Mission statement: To enhance the quality of life and promote the development and empowerment of Cambodians.

Target client: Cambodian youth, ages 6-21.

Number of clients: 30 clients (from January to June 2006).

Language capabilities: Khmer provided by staff and volunteers.

Background: CCDI was founded in 1997 by a group of concerned community members who recognized the void in services addressing the needs of Cambodians in the San Francisco Bay Area.

Staff and volunteers: Two full-time staff, one part-time staff, and three volunteers.

Description of programs

- Youth receive leadership development, opportunities to be involved in advocacy and civic participation, cultural classes and activities, language study, case management, and recreational activities.
- Youth meet weekly (on Monday, Tuesday, and Thursday).
- Before participation in programs, youth must complete their schoolwork (with tutoring help).
- Youth have the opportunity to learn traditional Cambodian dance taught by a qualified dance instructor and to perform at various events and gatherings.
- Cambodian language class for youth ages 4-13, taught by a monk from the local Buddhist temple, meets weekly.

Role of culture: The philosophy of the program holds that knowledge of their own culture and history provides youth with the foundation to promote intergenerational understanding, effective communication, and development of skills, leadership, and trust. CCDI staff believes they need to bridge the generation gap within the Cambodian community and educate youth about Cambodian culture and tradition, the values of their parents, what it means to be Cambodian American, and how to incorporate American values into their lives.

Parent and community involvement: Parents are involved in regards to giving approval of their children's participation in programs. CCDI has earned the respect and trust of community members to the extent that traditionally protective parents allow their children the freedom to participate in CCDI activities. CCDI encourages parent participation but recognizes the great difficulty many Cambodian parents have in giving their children the support and guidance that they need.

Recruitment

- CCDI staff is truly reflective of the community it serves in that it is the only Cambodian organization in the East Bay serving the community whose leadership and staff are all Cambodian refugees and immigrants.
- CCDI draws from the community in its recruitment of staff.
- Seeks individuals with a demonstrated interest and commitment to serve the community, are willing to help, can relate to the community, understand the history of Cambodians, and have the ability to speak basic Khmer.
- The executive director interviews applicants and asks a series of questions pertinent to job opening. After the interview applicants are usually informed of the decision within weeks.

Staff development and training

- Staff meets monthly every first Monday.
- CCDI strongly supports the professional development of its staff.
- Staff are regularly invited to various trainings, workshops, and conferences.
- Staff are able to attend activities that are appropriate to his/her duties.

- CCDI works with the staff to provide for training and development as budgeting and resources allow.

Measurable outcomes

- On an ongoing basis, participants are involved in evaluating program effectiveness through surveys to obtain qualitative information about the experiences of youth in regard to services and activities.
- Tracks quantitative information regarding participants in activities and outcomes.

Other programs: senior program (senior support services and citizenship readiness classes), employment program (job readiness and placement), citizenship initiative (assist clients in applying for citizenship), and monthly immigration clinic.

Key words: academic/tutoring, arts, case management, community service, development, ethnic specific-Cambodian, leadership training, sports/recreational activities, youth-led advocacy.

22) Organization: Center for Pan Asian Community Service, Inc. (CPACS)

Program: Multiple youth programs

Website: www.cpac.org

Address: 3760 Park Avenue; Doraville, GA 30340

Phone: (770) 936-0969

Contact: Chaiwon Kim, Exec. Dir. or Angelica Yim, Dir., Resource Development and Human Services

Email: chaiwon.kim@cpacs.org; angelica.yim@cpacs.org

Mission statement: To create a comprehensive social and health service to counteract immigrant, refugee, and minority problems in the Asian American community and to establish a multi-service community center.

Target client: Refugees and immigrants, especially APIs of all ages.

Number of clients: In all approximately 10,000 persons served (from 1/1/05 to 12/31/05); for youth programs specifically, around 200 youth served.

Language capabilities: Chinese, Japanese, Korean, Lao, Thai, and Vietnamese provided by staff.

Background: CPACS, then called the Korean Community Service Center, was initiated in 1980 by a cadre of Korean immigrants in the greater Atlanta area. Due to drastically increased service categories and demands from the Asian American community, in 1992 the organization expanded its programs and outreach to include other ethnic Asian Americans and changed its name to the Korean American Community Service Center of Greater Atlanta Inc. In 1997, the agency was renamed the Center for Pan Asian Community Service Inc. Founded under the concept that “people need people,” CPACS has served API communities in the greater Atlanta area and the rest of the U.S. southeast region for more than 25 years.

Staff and volunteers: CPACS agency – 14 full-time staff, 15 part-time staff, and 25 volunteers. Youth Programs – 3 full-time staff and 5 part-time staff.

Description of programs

1. After School Tutoring Program

- After school tutoring in various locations throughout metro Atlanta such as schools, apartment complexes, and faith-based organizations.
- Aims to improve youth reading, English, and math skills (especially youth with limited English proficiency).
- Provides youth with API college student role models/volunteers. One volunteer will often work with up to 5-6 youth.
- In addition to improving on academic achievement, CPACS also incorporates alcohol, tobacco, and other drug prevention education/activities throughout the program.
- Typically, youth at various sites meet two days per week for 1.5 hours per day.

2. Community Action Teens

- An after school team of high school youth that focuses on leadership development and community service to the Asian community. Youth choose their own projects and CPACS staff and college volunteers facilitate and assist with youth activities. Youth typically conduct 3-4 projects each semester during the school year.

3. Year-round prevention education against substance abuse and HIV/AIDS

- Programs include counseling services, focus group activities, after school program, peer/support group meetings, school outreach activities, referral services, and seminars/workshops.

4. Summer Job Training Program

- For API youth ages 14-21 and other immigrants and refugees.
- The main program entails in-class learning and on-site work experiences in areas such as nonprofit and public sector organizations.
- Youth are exposed to various career opportunities through computer sessions, professional panel discussions, and vocational and college/university visits.

Role of culture: CPACS aims to tailor its programs to specific needs in the different communities it serves. For example, methods of outreach, retention, and youth/family resources may vary in after school programs depending on the ethnic group(s) being served.

Parent and community involvement: Parents are encouraged to be involved through parent workshops and attending various events that support their child(ren) or the community. The community is involved through fundraising and volunteer opportunities. CPACS also collaborates with various Asian and other mainstream organizations in its various projects and services.

Recruitment

- Staff are recruited via internet postings, newspaper ads, and job bulletins.
- Seeks individuals with experience in community work, interest and passion to serve the Asian community, and educational background in public health, psychology, or related fields.
- The interview process begins by turning in a resume; then interviewing with one or more directors, may need second interview.
- When candidate is selected, they are provided training and have a three-month probationary period.

Staff development and training

- Staff attend seminars, workshops, conferences, and training that may occur throughout the year on specific project-related topics (i.e., strategies for positive youth development) and/or organizational development (i.e. grant writing skills, managing staff, etc.).

Measurable outcomes

- Pre and post surveys that measure increase in youth's knowledge in various topics including reading, math, and English/language arts skills as well as improved overall academic achievement.
- Program success also judged on number of youth that access services and request by community members for expansion of programs or development of new programs.
- CPACS tries to evaluate its programs by looking at program participants' self-reported satisfaction, evaluation by program instructors/volunteers, and successful accomplishment of goals and objectives.

Other programs: healthcare, aging, housing services, immigration and naturalization, domestic violence, ESL, and refugee assistance.

Key words: academic/tutoring, after school, community service, counseling/mental health, development, employment service/vocational training, immigrant/English learner, leadership training, prevention, refugees, substance abuse, support/discussion group

23) Organization: Chinese-American Planning Council, Inc. (CPC)

Programs: Youth Services, School-based, and Center-based After School Programs

Address: 150 Elizabeth Street; New York, NY 10012

Email: jhuang@cpc-nyc.org

Contact: Jenny Huang, Director of Youth Services

Phone: (212) 941-0920, ext. 122

Website: www.cpc-nyc.org

Mission statement: To improve the quality of life of Chinese Americans in New York City by providing access to services, skills, and resources toward the goal of economic self-sufficiency and integration into the American mainstream.

Target client: Youth ages 14-21, depending on program.

Number of clients: Annually around 200 youth participate in youth programs.

Language capabilities: Cantonese, Mandarin, and Spanish provided mainly by staff, with the occasional help of volunteers.

Background: Initiated as a grassroots community effort in 1965 in response to the growing number of Asian immigrants in New York City following the liberalization of the immigration law. The Chinese-American Planning Council, Inc. (CPC) has since become one of the largest providers of social services for Asian Americans in the United States.

Staff and volunteers: Seven full-time staff; part-time staff and volunteer numbers vary.

Description of programs

1. Project Reach

- A multicultural program for youth ages 12-21.
- A drop-in center offers services to all youth with an “open door” policy.
- Youth participate in a paid summer training program.
 - The training curriculum includes crisis counseling, AIDS/HIV prevention, drug use prevention, homophobia, sexism, racism, peer pressure, depression, and suicide.
 - Curriculum may vary slightly according to youth participant interests.
- During the school year, trained youth will join an issue campaign out of one of the following:
 - Women’s Space – includes a resource center, a library with information on women’s issues, and workshops held on body image, identity, and creative expressions.
 - Anti-Racism Traveling Group – conducts workshops in schools as well as in-house for visiting groups and other organizations.
 - Anti-Sexism – challenges the conventions of male behavior and power/privileges held by men. Workshops focus on redefining negative gender roles. One year the group put together a ’zine titled *Predefined Manhood*.
 - CASAA – Community AIDS Support Action Agenda.
 - Pro-Rads: A lesbian/gay support group which helps homosexual youth deal with and challenge homophobia.
 - Positive Youth: A support group for HIV positive youth and adults. Provides job opportunities for persons with HIV.
- Youth leaders conduct outreach to marginalized youth – out of school, in foster care, out-of-home, youth with AIDS/HIV, and gay and/or transgender youth.
- Community projects, which include murals, inviting writers to speak, poetry readings, and fundraisers.
- The youth leaders offer peer counseling, prevention, and focus on identity, culture, immigration experiences, and discrimination.
- Youth leaders gain skills in leadership development, decision making, empowerment and advocacy, and hands-on experience.

Role of culture: There is a focus on cultural identity and exploring how identity relates to various issues affecting youth.

Parent and community involvement: Parents are not actively involved; many work long hours and cannot afford to be involved. Community is involved in the way of outreach.

Recruitment

- Recruitment is done primarily through word of mouth.
- Applicants should have experience working with youth and youth issues.
- Applicants go through multiple interviews; youth are also involved in the interview process.

Staff development and training

- Staff development is highly valued.
- Staff attends trainings and conferences.
- Staff of individual programs meet regularly and there is an open communication policy.

Measurable outcomes

- Various funding requirements mandate specific evaluations.
- In-house assessments.
- Project Reach won the Union Square award in 2001.

Other programs: comprehensive after school programs which include academic, recreation and leadership, childcare, career preparation and college advisement programs; elderly disability services; HIV/AIDS support and awareness; senior citizen aid programs.

Key words: arts, community service, counseling/mental health, development, employment service/vocational training, gender specific-female, leadership training, LGBTQ, multicultural, prevention, reproductive/sexual health, substance abuse, support/discussion group, youth-led advocacy.

24) Organization: Community Youth Center (CYC)

Program: Multiple youth programs

Address: 1237 Van Ness Avenue, Ste. 200; San Francisco, CA 94109

Contact: Sarah Wan, Executive Director

Website: www.cycsf.org

Email: sarahw@cycsf.org

Phone: (415) 775-2636

Mission statement: To empower and strengthen high-need Asian youth and their families by providing for comprehensive youth development through education, employment training, advocacy, and other supportive services.

Target client: Youth ages 6-19 for most programs, with the exception of the employment program which targets youth ages 11-25 and the Young Adults Motivated program, serving clients up to age 24.

Number of clients: 2,500-3,000 served annually.

Language capabilities: Bahasa, Cambodian, Cantonese, Korean, Laotian, Mandarin, Tagalog, Toishanese, and Vietnamese provided by staff.

Background: Incorporated in 1970 as a result of concerns over critical issues in San Francisco's Chinatown including population density, substandard housing, language issues, unemployment, gangs, and a rising crime rate. The founders were specifically interested in how these issues affected youth in addition to youth issues of acculturation. The group has an anti-delinquency focus.

Staff and volunteers: 25 full-time staff and over 100 volunteers.

Description of programs

1. Intensive Home Based Supervision (IHBS)
 - Provides case management and intensive supervision for youth ages 11-17 on probation.
 - Enhances positive development opportunities through individual and family counseling, youth and parent education, court advocacy, information and referral service, and life and job skills training.
 - Aims to lower recidivism, motivate success, and promote healthy lifestyle.
2. Young Adults Motivated (YAM)
 - Provides comprehensive crisis intervention services to young adults, ages 18-24, in detention or on probation.
 - Assists through cognitive behavioral intervention, motivational interviewing, and solution focused strategies.
 - Offers academic and vocational support, social and life skills development, and record sealing and expunging services to assist young adults to become self-sufficient and productive members of society.
3. Life Enrichment & Development (LED)
 - Provides life skills workshops, peer support group, and counseling services to high risk juvenile populations who are longtime truants and dropouts, monolingual and newly immigrated, or having safety or risk issues.
 - Stabilizes crises and decreases recurrence through cognitive behavioral interventions and treatment plan implementations.
 - Offers personalized care, continuous services, and intensive supervision to help youth exit the juvenile justice system, avoid being rearrested, complete school program, and secure gainful employment.
4. Chinatown Beacon Center Outreach Services (CBCOS)
 - Conducts district-based outreach (Chinatown and North Beach) and improves the environment for young people to work, live, and play in.
 - Provides school-based counseling services, case management, and youth support group to monolingual, recent immigrant, and at-risk youth.
 - Enables youth to understand and navigate the school and juvenile justice system, and develops cultural enrichment and academic enhancement activities.
5. Community Assessment & Referral Center (CARC)

- Serves arrested youth ages 11-17 in San Francisco by providing assessment, service integration, referral, booking, crisis intervention, and case management.
 - Works with youth to reintegrate them into school, complete community service and probation requirements, and engage in positive social, arts, athletic, and youth development programs.
 - Provides guidance, opportunity, and support to youth and their families in order to reduce the rate of being re-arrested.
6. Asian Pacific Islander Youth Violence Prevention Network (APIYVPN)
 - Provides wrap-around services and youth development activities to young people at risk of involvement in the juvenile justice system, particularly Asian immigrants.
 - Conducts weekly support group at Youth Guidance Center for Asian male detainees.
 - Offers school-based violence prevention workshops and community based outreach to reduce violence and promote productive lifestyles.
 7. Asian Pacific Islander Community Response Network (APICRN)
 - Leads and works with six community based organizations to provide support, programs, and services in neighborhoods that have a significant API presence.
 - Focuses on crisis response, case management services, and street level outreach to prevent and reduce violent incidents.
 - Serves as a vehicle to interact and coordinate services with city departments and other CRNs to develop policy and systems improvements.
 8. CYClers (Sports Program)
 - Youth Sports Advisory Committee (YSAC) offers leadership opportunities to youth
 - Fundraising activities and events organized by YSAC.
 - Promotes healthy living and active lifestyles.
 - Primary sports teams and activities include basketball, softball, dragon boat, martial arts, badminton, volleyball, soccer, and hip hop dancing.
 9. Intel Computer Clubhouse Network (ICCN)
 - Works in partnership with Intel, Macromedia, and the Boston Museum of Science to increase technology understanding and growth to youth age 18 and under
 - Provides unique and creative learning experience for youth in computer technology.
 - Supports youth in exploring technology careers and higher education.
 10. Mayor's Youth Employment & Education Program (MYEEMP)
 - Employment training for youth ages 14-18
 - Includes job placement and on-the-job training, youth development workshops and employment supportive services.
 11. Parent Youth Empowerment Program (PYEP)
 - Mentorship program for high school and middle school youth.
 - Provides leadership trainings to youth in mentorship, social consciousness, and civic engagement.
 - Supports parent empowerment and community involvement in school reform.
 12. Young Asian Women Against Violence (YAWAV)
 - Peer leadership training to young Asian women ages 14-18
 - Campaign and advocacy against domestic, dating, and sexual violence
 - Youth presentation and education to schools and the community
 - Production of violence prevention materials and resources (PSAs, ads, etc.)
 13. Youth Employment & Training Project (YETP)
 - Career counseling for youth ages 16-25.
 - Resume and job readiness trainings, direct job placements. Internships and counseling available
 14. Asian Youth Prevention Services
 - Intended for at-risk middle and high school youth. School based support groups meet weekly.
 - Includes presentations on issues such as substance abuse prevention.
 - Groups also take field trips in an attempt to expose youth to varying indoor/outdoor activities.

15. Clubhouse College to Careers
 - Provides educational tutorial for high school students.
 - Academic case management, career exploration, and college preparedness workshops.
16. Intel/Macromedia Computer Clubhouse
 - Technology training and exploration.
 - Internet/webpage design, hardware/software skills, typing skills.
17. Visitacion Valley Afterschool Program
 - Provides academic assistance to youth grades 1 to 5.
 - Academic recreational activities.
18. Visitacion Valley Summer Program
 - Provides academic work for grades 1 to 5.
 - Indoor and outdoor recreational activities.
 - Arts and crafts, computer, science and other academic activities. Weekly fieldtrips.
19. API Youth and Family Community Support Services
 - Outreach to the API community on mental health issues.
 - Early identification and assessment, case management, and information and referral.
20. CYC General Services
 - School participation in a cultural awareness day/celebration.
 - Center participates in cultural holiday events.
 - Cultural dance classes available. Fieldtrips to Angel Island (immigration port).

Role of culture: All programs emphasize respect to others and cultural pride.

Parent and community involvement: Parents are not directly involved in youth programming. They may volunteer time to CYC and participate in events. There are other workshops for parents to participate in. Parents may also be involved with community outreach to refer other parents to CYC. CYC is involved in community events and collaborations.

Recruitment

- Staff are recruited through postings in newspapers, including ethnic media.
- Staff are also recruited through schools; postings are placed in Asian studies departments.
- Individuals with diverse backgrounds and experience with the immigrant community are preferable.
- Knowledge of community resources preferable.
- Interviews include putting forth scenarios to test cultural awareness and aptness in dealing with youth.
- Multiple step interview process; initially interviewed by staff member, then youth interview the applicant (youth rehearse interview), and final interview is with the executive director.
- Hired individuals are under a 30-day probationary period.

Staff development and training

- Monthly program meetings, guest speakers may present
- Staff are encouraged to participate in additional trainings and conferences.
- Quarterly staff development days for staff to refocus and gain skills.
- Each component program has a weekly meeting.

Measurable outcomes

- Methods of evaluating programs differ, depending on funding requirements.
- Some programs monitor academics and truancy of youth.
- Self-assurance, satisfaction surveys, pre and post tests.
- Youth on probation are monitored by their probation officer
- Focus groups meet for parents, middle, high school youth, and young adults.

Other programs: parent programs to help mitigate cultural gaps (immigrant, cultural awareness, curriculum)

Key words: academic/tutoring, after school, arts, case management, community service, counseling/mental health services, development, employment service/vocational training, family involvement/reunification, gender specific-female, intervention, juvenile justice/probation, leadership training, multicultural-Asian, parent training, prevention, school collaboration, sports/recreational activities, substance abuse, support/discussion group, violence/delinquency, youth-led advocacy.

25) Organization: East Bay Asian Youth Center (EBAYC)

Program: Multiple youth programs

Address: 2025 E. 12th Street; Oakland, CA 94606

Contact: Gianna Tran, Deputy Executive Director

Website: www.ebayc.org

Email: gianna@ebayc.org

Phone: (510) 533-1092, ext. 27

Mission statement: Dedicated to inspiring and empowering young people to be lifelong builders of a just and caring multicultural society.

Target client: All youth ages 8-17 are recruited through teacher, parent, and probation referrals as well as classroom presentations.

Number of clients: Around 1,000 served annually.

Language capabilities: Cantonese, Cambodian, Laotian, Mien, Spanish, and Vietnamese.

Background: Started in 1976 as a community club in Berkeley by Asian activists who felt Asians were growing in population but had no voice. The organization expanded to Oakland in 1990 to accommodate the needs of Southeast Asian refugees living in Oakland.

Staff and volunteers: 30 full-time and 100 part-time staff, around 100 high school interns and volunteers.

Description of programs

1. Higher Learning

- An after school academic program at Franklin, Garfield, Manzanita, Bella Vista Elementary School, Roosevelt Middle School, and Oakland High School.
- Teachers, college students, and high school seniors offer assistance with homework and academic intervention.
- Offers leadership and management skills to high school youth tutors.
 - Youth are trained two weeks prior to the start of the program.
 - Youth are also taught the organization's mission, personnel policies, and work environment.
 - Training is two hours a day for two weeks, learning to manage classrooms and conduct group activities.
 - Youth practice cultural competency and are expected to display this attitude toward the youth they tutor.

2. Sports

- Four school sites and neighborhood parks offer sports activities.
- Staff organize basketball and soccer leagues.
- Neighborhood youth are encouraged to participate even if they do not attend the nearby schools.

3. Streetside Productions

- A media literacy program for high school youth, primarily juvenile offenders.
- Youth research, direct, and act in video productions.
 - *Everyday Eastlake* was a merit award winner at the San Francisco International Film Festival.
- Provides vocational training and job search assistance for community probation youth in Alameda County.

4. East Side Arts Alliance (part of the Roosevelt Village Center)

- Art program which includes performing and visual arts.

5. Cycles of Change (part of the Roosevelt Village Center)

- Based at Roosevelt Middle School in Oakland.
- Youth repair and maintain bikes two days a week.
- Organized bike rides during the weekend.

6. Higher Learning

- Daily academic support in the way of reading instruction and homework assistance.
- Enrichment activities including performing arts, music, information technology, bike mechanics, sports, language, and community service.
- An onsite, comprehensive Health Center, visited by 80% of the student body.

7. R.I.S.E. (located at Berkeley High School)
 - After school and summer academic support.
 - Academic advising and college preparation.
 - Family case management.

Role of culture: Respect for parents, youth, staff, and community partners is one of the central philosophies of the organization. EBAYC wants to inspire the community to be more accepting of different cultures. The organization serves mostly Southeast Asian youth though it has expanded services to include African American and Latino youth. Becoming multiracial was a critical step to better the community as a whole.

Parent and community involvement: The monthly Parent Assembly meets at Higher Learning sites to discuss their children's environment, issues, and advocacy. Parent retreats and trainings are also part of this committee. The Roosevelt Parent Assembly meets monthly to discuss common challenges, identify practical solutions, and implement strategies for positive change.

Recruitment

- Bilingual staff are preferred.
- Staff generally reflect the community ethnically, culturally, and socioeconomically; most staff come from the Oakland community. Staff are encouraged to bring their own culture and experiences.
- Experience, legitimacy in the community, cultural understanding, respect for others, a focus on teamwork, and motivation are key characteristics in staff.
- For a coordinator or counselor position a BA degree is preferred, but not required.
- Most part-time staff are recruited through schools (i.e., UC Berkeley, CSU East Bay) or word of mouth.
- Two phases in the interview process. At the first interview applicants talk about their experience working with youth and parents in the community and various situations and scenarios are posed to gauge applicant's cultural competency and aptitude and skill sets for the position. The second interview focuses on commitment.

Staff development and training

- Staff attend weekly meetings.
- Staff attend seminars, workshops, conferences, and trainings periodically.
- Staff development is encouraged; staff can utilize four hours per week to go to school for development.

Measurable outcomes

- Youth fill out satisfaction surveys that express their opinions of the program and what they would like to have in the program.
- Youth workers give advice on program design and planning which is a group process.
- Qualitative aspects examined include the relationship between staff and youth, program safety for youth-physical and emotional, meaningful opportunities for youth to contribute to the program, longevity of the program, parent participation, and collaboration with schools.
- Student success is monitored by grades, standardized tests, and attendance.
- Number of youth it serves, student attendance and detention, proficiency in skills youth learn at program, indicators of anti-social behavior (arrests, suspensions, expulsions).
- A recent evaluation report on Roosevelt Middle School and Garfield Elementary School after school academic and recreational programs showed that two thirds of participants at each school increased SAT9 reading scores (70% and 60% respectively), and math scores (62% at both schools), held an average attendance rate of 95% and 97% respectively, and an average program attendance rate of 80% and 78% respectively.

Key words: academic/tutoring, after school, arts, case management, community service, development, employment services/vocational training, family involvement/reunification, health services, juvenile justice/probation, leadership training, multicultural, school collaboration, sports/recreational activities.

26) Organization: Filipino American Human Services, Inc. (FAHSI)

Program: Multiple youth programs

Address: 185-14 Hillside Avenue; Jamaica, NY 11432

Contact: Rose-Ann Ubarra, Youth Program Coordinator

Website: www.fahsi.org

Email: roseubarra@fahsi.org

Phone: (718) 883-1295

Mission statement: To improve social conditions and enhance the self-reliance of vulnerable segments of the Filipino American community in the Tri-State area by strengthening the capacity of Filipino Americans to be significant contributors to civil society; developing the potential of Filipino American youth as community leaders and organizers; and raising public awareness of the Filipino American community and the general public concerning Filipino American history – the struggle and contributions of Filipino Americans.

Target client: Filipino American youth ages 13-18.

Number of clients: 30-50 youth served (from 7/1/05 to 6/30/06).

Language capabilities: Tagalog and Spanish.

Background: In October 1997, FAHSI brought a group of high school students to Virginia Beach, VA, to participate in a youth summit entitled, “The Centennial Journey through Filipino America.” The interest generated by the conference led to a year-round, after school enrichment program serving Filipino American youth in New York City. FAHSI’s vision is an empowered Filipino American community with a strong sense of identity and commitment to citizenship participation.

Staff and volunteers: Six staff and 30 volunteers.

Description of programs:

1. Academics and tutoring
 - Peer to peer tutoring daily after school.
 - College field trips.
 - College preparation workshops including application assistance, workshops on personal statement, and SAT test taking workshops.
2. Cultural workshops
 - Filipino folk dancing.
 - Tagalog (Filipino language).
 - Venturing Crew 612 (with the Boy Scouts of America).
 - Hip hop, poetry, music, and spoken word.
 - Fashion Club (FAMA, Filipino Americans Making Apparel), theater, and arts and crafts.
 - Leadership and teambuilding workshops.
3. Mentoring
 - Activities include basketball, shopping, movies.
 - Individual advice and support.

Role of culture: Programs broaden the understanding and appreciation of youth’s ethnic identity and foster the notion of belonging to a community.

Parent and community involvement: Parents volunteer in the program. Community partners include Filipino Student Association at Columbia University, Filipino university associations, Filipino professionals, local churches, and high schools in the area.

Recruitment

- Instructors are recruited through list serves, websites, and postings in newspapers.
- Applicants should have knowledge and skills in teaching and experience working with youth.
- Many of the instructors work at FAHSI on a short term basis, just for the summer or fall.

Staff development and training

- Staff attend conferences.
- Instructors have in-house trainings.

- Staff attend workshops on youth development.

Measurable outcomes

- Satisfaction focus groups for youth and for instructors focusing on what participants or instructors have learned. Report is available upon request.

Key words: academic/tutoring, after school, arts, development, ethnic specific-Filipino, leadership training, mentoring, sports/recreational activities.

27) Organization: Filipinos for Affirmative Action (FAA)

Program: Multiple youth programs

Address: 310 8th Street, Suite 306; Oakland, CA 94607

Contact: Lillian Galedo, Executive Director

Website: www.filipinos4action.org

Phone: (510) 465-9876

Mission statement: To build community by addressing the needs of the most vulnerable through direct service and volunteerism and by strengthening the community's capacity to participate as equals in the larger society.

Target client: Filipino youth in middle and high school mostly from the Union City area, Oakland, other areas of Alameda County, and West Contra Costa County.

Number of clients: 200 youth are served annually.

Language capabilities: Visayan, Ilocano, and Tagalog provided by staff and volunteers.

Background: Founded in 1973 in response to the influx of Filipinos to the San Francisco Bay Area. Initially the focus was to address discrimination against Filipinos. FAA continues to do this and also serves as a multi-service and civil rights advocacy organization.

Staff and volunteers: Seven full-time staff, two part-time staff, and 25-40 volunteers.

Description of programs

1. KASAMA (collaborative effort with Asian/Pacific Islander Youth Promoting Advocacy and Leadership)
 - Brings Filipino, Cambodian, Chinese, Vietnamese, Korean, Mien, and Polynesian high school students together to promote social justice.
 - Engages in youth-determined political campaigns.
 - Interns recruit and organize other students in a Youth Leadership Organization where they address major problems and issues affecting Bay Area youth.
 - Develops youth leadership and empowerment.
 - Leadership development curriculum uses popular education methods to address issues of violence, alcohol/drugs, imperialism, capitalism, immigrant rights, colonialism and the impact of colonization on Filipinos/the Philippines, criminalization of youth, and other issues.
 - Performing arts and cultural projects geared toward political and cultural awareness.
 - Past campaigns include getting ethnic studies in schools, fighting against deportation, and working for education reform. Past arts projects include martial arts, guerilla theater, dance, and open space for young people to explore the strong Filipino history of resistance.
2. Building Adults Through Awareness (BATA)
 - Onsite high school program.
 - After school support groups.
 - Activities such as hosting youth-run open mic night, Kuya/Ate peer mentorship program for incoming freshmen, and an annual youth culture and health conference, "Mission Possible."
 - Youth peer educator interns and volunteers are trained in health issues such as birth control, sexually transmitted infections, HIV 101, and other issues that affect at-risk teens.
3. Pilipino Youth Coalition (Alameda County)
 - Youth group for college, middle school, and high school youth.
 - Youth develop leadership skills, find support with each other, discuss family and social issues, etc.
4. Regional Alliance for Community Empowerment (RACE)
 - Youth community organizing team that works to make positive change for youth in the Union City area.
 - Develops youth community organizing and leadership skills.
 - Interns take the initiative in creating and implementing a community campaign addressing an important issue for youth. In the past RACE has worked to get a youth policy passed and a youth center in Union City.

Role of culture: Youth learn about their history and culture as Filipinos as a way to build self-esteem and pride in being Filipino, develop their identities as Filipinos, and instill a desire to protect and promote the rights of Filipinos. They also learn about ways to use culture in their organizing; for example, youth have created skits about racism they face in the U.S., and 'zines about what it means to be Filipino.

Parent and community involvement: FAA is working to involve parents in its activities and campaigns. Parents attend events organized by youth and some attend FAA fundraisers. FAA is very involved in the community and often leads coalitions and collaborations to address communitywide issues. Examples include the Bay Area Filipino Community Collaborative to address the airport screener issue, Filipinos Against Prop 54 (and in the past, Props 21, 187, 209, 13, etc.), and Families for Youth Rights in Union City which addresses racial profiling on campus.

Recruitment

- Many staff are former clients, members, volunteers, or interns.
- All current staff and most former staff, interns, and volunteers have been Filipino.
- Recruitment focuses on candidates who have experience working in the Filipino community, are committed to FAA's social justice values, and have and/or are willing to learn skills required for the available job(s).
- Interviews are generally conducted by at least two people involved in the project or program related to the available position.
- When hiring youth counselors or organizers, youth are among the interviewers.

Staff development and training

- All-staff meetings twice a month.
- Staff are encouraged to identify workshop and conference opportunities; often speak at conferences.
- In-house trainings about three times a year on issues such as legislation impacting immigrants, grant writing, domestic violence, and referral agencies.

Measurable outcomes

- Conduct focus groups of youth and immigrant worker clients as part of strategic planning process.
- For some projects pre and post tests after trainings/workshops are conducted.
- Feedback from youth after workshop participation.

Other programs: assist recently laid-off airport screeners in finding work, advocate against discriminatory policies, employment assistance, immigration assistance, volunteer placement, homebuyer's fair, legal clinic, and small business development.

Key words: after school, arts, development, ethnic specific-Filipino, immigrant/English learner, leadership training, mentoring, multicultural-Asian, prevention, reproductive/sexual health, substance abuse, support/discussion group, violence/delinquency, youth-led advocacy.

28) Organization: Guam Communication Network (GCN)

Program: Multiple youth programs

Address: 4201 Long Beach Blvd. Ste 218; Long Beach, CA 90807

Contact: Lola Sablan-Santos, Executive Director

Email: info@guamcomnet.org; lolas@guamcomnet.org

Website: www.guamcomnet.org

Phone: (562) 989-5690

Mission statement: To facilitate increased public awareness of the issues concerning the Chamorro people and culture through education, coalition building, and advocacy.

Target client: Primarily Chamorro youth ages 10 to 24.

Number of clients: 300 youth served annually.

Language capabilities: Chamorro, French (some), and Spanish (some) provided by staff. Marshall Islander language, Samoan, Spanish, and Tongan provided by volunteers and outside contractors.

Background: In 1992 typhoons Gay and Omar hit Guam. Stateside Chamorros and other individuals, desperate for information on the status of friends and relatives on the Island, found mainland media coverage to be nearly nonexistent. Led by Lola Sablan-Santos, relief efforts were coordinated in order to provide supplies and other assistance to the people of the Island, leading to the creation of the GCN. Although the crisis on Guam passed, the need for GCN still existed. GCN expanded its focus from addressing the emergency to responding to the needs of stateside Chamorros as well as interfacing with the Island.

Staff and volunteers: Four full-time staff, six part-time staff, and hundreds of volunteers.

Description of programs

1. Youth 2 Youth Pacific Islander (Y2Y)

- Focuses on youth leadership development and on drug-free lifestyles.
- Addresses health issues such as tobacco control, HIV/AIDS, STDs, and substance abuse.
- Produced a video entitled *Leilani's Wedding* as part of a tobacco control initiative, which focuses on giving Pacific Islander youth in California the skills necessary to prevent tobacco use in their communities.
- Has also produced other educational materials on tobacco education and HIV/AIDS.
- Youth organize an annual youth conference on subjects including leadership development, communications, tobacco control, and substance abuse.

2. Chamorro Youth Tobacco Usage Research Project

- Collaboration between Asian Pacific Partners for Empowerment, Advocacy and Leadership (APPEAL) and University of California, Irvine.
- Conducted a youth research project focusing on Chamorro and Vietnamese youth to identify factors associated with tobacco usage.
- Project expanded on the 2001 American Legacy Foundation's National Youth Tobacco Survey.
 - Included 18-month pilot study; focus groups with Vietnamese American youth in Orange County and Guamanian/Chamorro youth in Long Beach.
 - Chamorro youth recruited to be focus group facilitators and survey administrators.

3. Chamorro Traditional and Folk Arts Program

- Kutturan Chamoru Performers, a community based, volunteer group of Chamorro youth and adults who promote the traditional dances of Guam from the pre-contact period to the Spanish period.

Role of culture: Culture plays a critical role in programs. GCN respects cultural and familial values when designing, recruiting for, and implementing programs and activities.

Parent and community involvement: Parents are actively involved. Parents of youth participants are encouraged to involve themselves in programs and activities. Some parents volunteer to drive kids to activities or teach workshops on computer and digital technology, cultural arts, and storytelling, while others assist with or coordinate fundraising activities. GCN hosts an annual youth Christmas luncheon. GCN provides job opportunities and conducts health education and outreach in the community. GCN also supports community events by volunteering time, donating items, purchasing advertisements, and collaborating with

community groups on various health education and cultural programs. GCN participates in cultural events and also acts as fiscal sponsor for emerging groups and organizations.

Recruitment

- Positions are grant dependent and recruit individuals from within the community who possess the qualifications as stated on job announcements.
- The interview process starts with the posting of the job announcement.
- A first interview is conducted by the project manager who reviews the resume, employment application, and job description with the interested party.
 - An interview questionnaire is completed by the project manager and submitted to the executive director for a second interview.
 - If the individual is hired then a meeting with accounting is scheduled to complete required documentations for employment. GCN is an equal opportunity employer.
- There is a 90-day probationary period.

Staff development and training

- Project meetings are held twice monthly.
- Staff is encouraged to attend seminars, workshops, conferences, and trainings that will enhance their skills.
- In-service trainings are also held on a quarterly basis.

Measurable outcomes

- Pre and post surveys, exit surveys, event attendance, and outreach numbers are all utilized in measuring the success of GCN's programs.
- For its community service, GCN has received awards from the City of Long Beach, County of Los Angeles, community based organizations, Los Angeles County Board of Supervisors, the governor of Guam, and congressional delegates.

Other programs: The Chamorro Arts and Culture Center, The Chamorro Reference Center, Chamorro Women's Breast Cancer Research Project, Care and Resource Management for Seniors (CARES), Community Partnership 4 Smoke-Free Living, Fish Contamination Education Project, Health Access for Pacific Asian Seniors (HAPAS), Healthy Families, National Asian Pacific Center on Aging - Senior Employment Program Host Site, Promoting Access to Health (PATH) for Women (breast and cervical cancer education), Tan Chong Padula Humanitarian Award (for adults and youth for their volunteerism and service to the community), Telling Our Story (increasing access to and the use of technology to the community), Workplace Partnership for Life (organ transplant information).

Key words: arts, ethnic specific-Chamorro and Pacific Islander, leadership training, reproductive/sexual health, substance abuse, technology.

29) Organization: Hmong American Partnership

Program: Multiple youth programs

Address: 1075 Arcade Street; St. Paul, MN 55106

Contact: William Yang, Executive Director

Website: www.hmong.org

Email: hapmail@hmong.org

Phone: (651) 495-9160

Mission statement: To help Hmong grow deep roots in America while preserving the strength of our culture.

Target client: All ages, depending on program.

Number of clients: Unavailable.

Language capabilities: Hmong.

Background: Founded in 1990 as a Hmong community based organization that would draw equally on the strengths of the Hmong culture and those of other American communities. The agency has grown from a small organization focused on basic refugee resettlement issues to an established provider of comprehensive, culturally appropriate social services.

Staff and volunteers: Unavailable.

Description of programs

1. Hmong Youth Pride (HYP) for youth grades 4-8
 - Students spend four hours per week in the program.
 - One hour: Youth case workers and volunteer mentors work with the student on practice tests, explaining concepts and addressing language barriers.
 - One hour: One-to-one homework assistance.
 - Two hours: Lessons on Hmong history, culture, and customs that promote life skills development.
 - There are five “Family Fun Nights” throughout the year where parents and youth play games and eat. There is also an open forum for parents to ask questions and voice concerns.
 - Monthly field trips, including trips to the Science Museum, roller skating rinks, movie theaters, and camping trips.
2. Peem Tsheej (Struggle for Success) for youth 12-18
 - Activities help youth increase their self-confidence and connection to family and community through meaningful recreational, artistic, life skills building, and cultural activities.
 - Offers a number of Hmong culture classes.
 - Classes have included Hmong instrument making and playing, and sewing.
3. Hmong Language Class
 - Once a week students meet to improve their Hmong language skills.
4. Hmong Traditional Arts Classes
 - Jewelry class.
 - Hmong dance.
5. Weekly Peer Group Meetings
 - Youth caseworkers meet with youth who are reentering the community after a correctional placement.
 - Focus on readjusting youth’s negative behaviors.
 - Occasional meetings feature guest speakers that have expertise in cultural issues, work in an interesting profession, or provide inspirational speaking.
 - Youth may also participate in other recreational programs.
6. Hmoob (Hmong) Teen Magazine
 - Publication produced five times a year by and about Hmong teens.
 - Circulation reaches roughly 11,000 Hmong teens.
 - Youth are involved in every aspect of production.

Role of culture: Unavailable.

Parent and community involvement: There are many parent programs, including programs that aim to bridge the communication gap among youth and their parents. Parents also participate in various events.

Recruitment

- Unavailable.

Staff development and training

- Unavailable.

Measurable outcomes

- Unavailable.

Other programs: summer gardening project (for parents), parent support and advocacy, parent focus groups, computer training classes, English Learner classes, job placement services.

Key words: academic/tutoring, arts, case management, development, ethnic specific-Hmong, family involvement/reunification, intergenerational, intervention, juvenile justice/probation, mentoring, sports/recreational activities.

30) Organization: International Children Assistance Network (ICAN)

Program: Multiple youth programs

Address: 1425 Clayton Road; San Jose, CA 95127

Contact: Quyen Vuong, Executive Director

Website: www.ican2.org

Email: info@ican2.org

Phone: (408) 509-8788

Mission statement: To help children realize their potential and become a quintessential member of their family and community. ICAN programs aim to create strong family and community networks to support children and provide them with skills, confidence, and opportunities to succeed.

Target client: Vietnamese children of all ages living in Northern California and in Vietnam.

Number of clients: 300 (from 1/1/03 to 6/30/03).

Language capabilities: Vietnamese provided by staff and volunteers.

Background: Founded by a group of Vietnamese professionals in 2000 to help orphans and poor children around the world. While ICAN's vision covers children of all races, the initial strategic focus is on Vietnamese children in the Bay Area and Vietnam. The Vietnamese community in the U.S. is traditionally underserved, due to language and cultural barriers. While there are some services for children and families, these are not provided in a culturally appropriate way, and thus are not effective in bringing about changes in community knowledge, beliefs, and behavior on issues such as child abuse, mental health, and youth delinquency. ICAN was organized to address the lack of culturally appropriate services for children by building strong family and community support networks. ICAN's strategy is two-fold: 1) to promote public awareness of and education on issues related to children, and 2) to encourage youth involvement in healthy activities to strengthen their self-confidence, self-esteem, and find their Vietnamese American identity.

Staff and volunteers: 12 staff.

Description of programs

1. Meals for battered homeless women and children
 - Once a month, ICAN provides hot meals to battered women and children living in homeless shelters.
 - Provides high school and college age youth an opportunity to participate in community service.
2. Tech Teens
 - A youth leadership development program.
 - Teaches high school youth how to build websites.
 - Encourages youth to contribute their talents to the community by building websites for other local nonprofit organizations.
 - Training is 6 to 8 weeks, followed by a group project where participants work together to build or revamp a website.
3. Community Participation
 - ICAN participates in many community events throughout the year such as Lunar New Year, MidAutumn Festival, and Children's Faire where youth members take the lead in deciding and carrying out activities for other children.
 - With strong ties to the Buddhist community, ICAN also participates in events organized by Lieu Quan Buddhist Cultural Center to provide children's activities at the celebration of the Birth of Lord Buddha and Le Vu Lan, the Parents' Day in Buddhist culture.
4. I Can Make a Difference
 - Led by youth and exemplifies the spirit of children helping children.
 - Youth members are in charge of fundraising to provide bicycles to poor students in rural areas of Vietnam. Bikes help students get to schools that are often miles away from their home.

Role of culture: Everyone needs a home and a sense of belonging. Culture therefore plays a crucial role in shaping who we are. One of the biggest challenges facing Vietnamese youth in America is the issue of identity: how to be "American" without losing their Vietnamese heritage and family values. ICAN aims to help Vietnamese youth establish ties with their Vietnamese roots while being active and involved in American society.

Parent and community involvement: Parent and community involvement are crucial factors in ensuring the overall well being of Vietnamese youth – hence an emphasis on community education. Child development seminars are offered to parents so that they can help their children grow up healthy and happy. Activities are offered at various community events which help create occasions for family bonding and community building.

Recruitment

- Staff consists primarily of volunteers.
- Recruits volunteers who share the vision, values, and commitment of ICAN to better the lives of the disadvantaged and at-risk youth and help them reach their potential.
- Everyone is welcome to join the group and takes up activities based on their level of interest and commitment.

Staff development and training

- Funds are available for training and volunteers are encouraged to sign up for those training courses that would enable them to be more effective in their activities within ICAN.
- Volunteers are also encouraged to participate in conferences and skill building seminars organized by agencies dedicated to strengthening capacity of young grassroots, community based organizations like ICAN.

Measurable outcomes

- Pre and post surveys (for workshops).
- Track number of participants in activities.
- Follow-up with participants to see if they apply the knowledge they obtained.

Other programs: Nurturing Healthy and Happy Children (child development workshops for parents with children aged 0-5), programs for orphans and poor children in Vietnam to provide them with access to basic health care and education.

Key words: community service, employment service/vocational training, ethnic specific-Vietnamese, leadership training, technology, violence/delinquency-domestic violence, youth-led advocacy.

31) Organization: Japanese Community Youth Council (JCYC)

Program: Multiple youth programs

Address: 2012 Pine Street; San Francisco, CA 94115

Contact: Ramon Calubaquib, Program Director

Website: www.jcyc.org

Email: rcalubaquib@jcyc.org

Phone: (415) 563-8052

Mission statement: To support the needs of the diverse multicultural population of children, youth, and families throughout San Francisco by 1) providing a comprehensive continuum of care; 2) empowering young people to realize their full potential as self-sufficient, responsible members of the community; 3) providing leadership in collaborative efforts to foster better relationships and communication among different communities; and 4) supporting the cultural, educational, recreational, and vocational needs of children and youth.

Target client: Youth ages 2-21.

Number of clients: 5,000 annually.

Language capabilities: Cambodian, Cantonese, Japanese, Korean, Samoan, Tagalog, and Vietnamese provided by staff, volunteers, and collaborating agencies.

Background: In operation for over 35 years. The intent of JCYC is to serve as a forum for information sharing and discussion of issues impacting young people and to help reestablish Nihonmachi (a region in San Francisco) as a center of activities for Japanese American youth. While still committed to children and youth from the Japanese American community, JCYC has evolved into an organization serving young people from all socioeconomic and ethnic backgrounds.

Staff and volunteers: 84 staff.

Description of programs

1. Asian American Communities for Education (AACE) Talent Search
 - Focuses on first generation youth.
 - Counseling.
 - College preparation and financial aid advice.
2. Asian American Communities for Education (AACE) Upward Bound
 - Focuses on first generation students in 10th and 11th grade.
 - Academic tutoring program.
3. Asian Youth Prevention Services (AYPS)
 - Substance abuse education.
 - Skills development.
4. Chibi-Chan Preschool
 - Preschool development.
5. Foster Youth Support Services
 - For youth ages 14 and above in the foster care system.
 - Services include self-sufficiency training for youth preparing to leave the foster care system, employment education, and counseling.
6. JAYS (Japanese American Youth Services)
 - Leadership and counseling.
7. Mayor's Youth Employment and Education Program (MYEEP)
 - Provides subsidized employment opportunities for low-income, high school aged youth.
8. New Ways Workers
 - Youth employment program.
9. Safety Network
 - A program of Neighborhoods-In-Transition: A Multicultural Partnership, which is comprised of seven community based organizations located throughout San Francisco.
10. San Francisco College Access Center
 - College preparation information and assistance.
11. Tomodachi Summer Program

- Summer program for youth ages 5-11.

Role of culture: Unavailable.

Parent and community involvement: Parents may volunteer their time in some programs, attend meetings and events, and participate in fundraising. JCYC is involved with the larger community in various ways, including participating in both the SAAY Consortium and the Community Response Plan, which are local advocacy groups of API-serving agencies, as well as *Nikkei*, a newspaper circulated in the Japanese community.

Recruitment

- Applicants should have the ability to work with young people of various cultures, as well as experience doing so.
- Skill requirements vary by program, i.e., high risk kids versus an educational setting.
- Cultural competency is determined in the interview process.

Staff development and training

- Staff attend cultural competency trainings every other month.
- Staff have the opportunity to attend conferences and trainings.

Measurable outcomes

- Qualitative surveys are used in some programs.
- A reduction in substance abuse for AYPS participants and high numbers of youth going to college in other programs are regarded as signs of success.

Key words: academic/tutoring, counseling/mental health, development, employment service/vocational training, leadership training, prevention, substance abuse.

32) Organization: Korean Community Center of the East Bay (KCCEB)

Program: Cultural Youth Program

Address: 4390 Telegraph Avenue, Suite A; Oakland, CA 94609

Contact: Christine Lee

Website: www.kcceb.org

Email: cjlee@kcceb.org

Phone: (510) 547-2662, ext. 203

Mission statement: To empower the Korean American and other communities of the Bay Area through education, advocacy, service, and the development of community based resources.

Target client: Korean youth ages 7-20.

Number of clients: Approximately 2,000 (from 1/1/06 to 6/30/06).

Language capabilities: Korean provided by staff and volunteers.

Background: Started in 1977 to address the lack of social services available to the Korean community.

Initially focused on the needs of low-income, monolingual immigrant Koreans, the organization now focuses on the needs of the entire community, is part of multi-ethnic collaborations, and looks to help build capacity in the community.

Staff and volunteers: Nine full-time staff, 18 volunteers, and seven interns.

Description of programs

1. Young Community Leaders Program (in collaboration with Asian/Pacific Islander Youth Promoting Advocacy and Leadership, or AYPAL)
 - Leadership development program for high school youth.
 - Korean American Youth Alliance (KAYA), a weekly youth meeting where youth gather to identify and address community needs.
 - Past campaigns and conferences include:
 - A campaign to obtain quality ethnic studies courses in Oakland schools to prevent racial tension (AYPAL).
 - A campaign to address systemic discrimination and unfair treatment in Oakland high schools (AYPAL).
 - “Bridging the Gap,” a conference for parents and youth to discuss and solve problems regarding culture, language, and the generation gap between Korean American parents and youth.
 - “Youth Unrest,” a conference educating youth about the issues and lessons learned from the Los Angeles civil unrest of 1992.
 - A centennial culture night to celebrate the 100-year anniversary of Korean immigration to the U.S.
 - A youth video project (now underway) to address the cultural and linguistic generation gap and dynamics between first generation parents and second generation youth.
 - A web magazine (www.coreanism.org), dedicated to addressing social justice issues in the Korean, Asian, and broader community.
2. Han Ma Um Summer Camp
 - Korean culture camp, where youth are exposed to Korean culture and history.
3. Han Ma Um Comprehensive After School Program
 - A collaborative project incubated by KCCEB and housed at the Korean Youth Cultural Center (KYCC). The program is now fully operated by KYCC.
 - KCCEB youth are referred to this program.
 - A cultural arts program focusing on traditional Korean drumming.

Role of culture: Arts and culture play a major role in youth programming, as both create a foundation upon which youth can make a personal connection to their family, heritage, and traditional culture. Many youth describe themselves as alienated from both mainstream society – due to racism, race-based sexism, and lack of representation in the media – and their family life, which is described as too traditional and/or inconsistent with “American” society. Culture and cultural arts become a bond by which a young person can connect to their cultural heritage and begin thinking critically about their community as it relates to society at large. It is

also a medium by which youth can begin to celebrate their cultural identity while at the same time synthesizing it with youth/mainstream culture.

Parent and community involvement: Parents are involved through yearly “Generation Gap” conferences developed by youth in the program. At these conferences, youth and parents discuss the logistical and cultural barriers to effective communication and attempt to find solutions to bridge that gap. Youth in the program are also engaging their parents through the creation of a video addressing this issue.

Recruitment

- Youth interns are recruited at high schools and churches throughout the East Bay.
- Youth are trained in community organizing, advocacy, and on various social issues through KCCEB’s Young Community Leaders program (AYPAL site).

Staff development and training

- Staff undergo youth trainings and are supervised and developed by AYPAL’s director.
- Additional professional and youth development takes place onsite, through KCCEB.

Measurable outcomes

- Pre and post surveys conducted at all AYPAL sites. Surveys rate changes in attitudes toward risk taking behavior, culture, arts, community activism, and attitudes towards school.
- Youth participation logs indicate that over 80 youth consistently participate in the program yearly.

Other programs: Koryo Village Center (an immigrant small business incubator), Shimtuh (domestic violence program), citizenship and immigration services, Virtual Village (internet expansion throughout the community), parent support forum, voter registration and education, translation services, healthy families (assist families in finding healthcare), social services.

Key words: after school, arts, development, ethnic specific-Korean, intergenerational, leadership training, support/discussion group, technology, youth-led advocacy.

33) Organization: Koreatown Youth & Community Center, Inc. (KYCC)

Program name: Multiple youth programs

Website: www.kyccla.org

Address: 680 S. Wilton Place; Los Angeles, CA 90005

Email: sthomas@kyccla.org

Contact: Shonte Thomas, Youth Development Services Coordinator

Phone: (213) 365-7400, ext. 127

Mission statement: To serve the evolving needs of the Korean American population in the greater Los Angeles Area as well as the multiethnic Koreatown community.

Target client: All youth.

Number of clients: During the school year, about 1,500 youth are directly and indirectly served in Youth Development.

Language capabilities: Korean and Spanish provided by staff.

Background: Programs and services are directed toward recently immigrated, economically disadvantaged youth and families, and to promote community socioeconomic empowerment.

Staff and volunteers: Youth Development has six full-time staff.

Description of programs

1. Academic Services

- Crossroads Middle School Program
 - Tutoring and academic/social enrichment to off-track students in grades 6-8.
 - Five days per week, three hours per day. Snacks are provided.
- Elementary Tutorial Program
 - Tutoring in various academic subjects to students in grades 1-6.
- LA Bridges Berendo at Berendo Middle School
 - Tutoring and recreational activities, five days per week, three hours per day. Snacks are provided.
- Neighborhood Action Program (NAP)
 - Tutoring and academic/social enrichment to students in grades 2-5. Morning and afternoon sessions, three hours each. Snacks are provided.

2. Clinical Services

- Child abuse prevention and intervention
 - Counseling for victims and those at risk of child abuse and neglect.
- Family preservation
 - In-home services for families at risk of separation with primary focus on safety of the children.
- Juvenile delinquency prevention/intervention services
 - Counseling and support services for children and youth at risk of delinquency.
- Mental health services

3. Environmental Services

- Graffiti education
 - Educate fourth and fifth grade students within the service area on graffiti prevention.

4. Community Health

- Youth Drug Abuse Prevention Project (YDAPP)
 - For high school juniors and seniors.
 - Develops leadership skills through community service and real-world experience.

5. Employment Services

6. Leadership Development

- Korean Coalition of Students in California
 - Hosts numerous social and community service events, such as an annual high school dance, sports tournament, and beach outings.
- Crossroads Middle School Program
 - In conjunction with the academic services unit, provides anger management, computer skills, STD prevention, alcohol and drug prevention education, and more.

Role of culture: KYCC is known for supporting Korean youth in LA. Recently, however, it is making moves to include all youth in the Koreatown area, including the many Latino youth. KYCC promotes inclusion and diversity in all of its programs.

Parent and community involvement: Parent involvement varies by program; parents are actively involved in some. PACT is a committee of parents that focuses on parenting issues.

Recruitment

- Job requirements vary depending on the position.
- Familiarity with the community and bilingual skills preferred.

Staff development and training

- Unavailable.

Measurable outcomes

- Youth development: youth undergo pre and post tests in training workshops.
- Sign-in sheets indicate attendance levels; program completion is also considered a sign of success.

Key words: academic/tutoring, after school, community service, counseling/mental health services, employment service/vocational training, family involvement/reunification, intervention, leadership training, prevention, reproductive/sexual health, sports/recreational activities, substance abuse, technology, violence/delinquency.

34) Organization: La Crosse Area Hmong Mutual Assistance Association, Inc.

Program: Multiple youth programs

Website: www.lacrossehmaa.org

Address: 2613 George Street; La Crosse, WI 54603

Email: denis.tucker.lhmaa@centurytel.net

Contact: Denis Tucker, Executive Director

Phone: (608) 781-5744, ext. 26

Mission statement: To address the needs of refugees and former refugees; to assist refugees in adjusting to life in the United States through education, outreach, racism reduction, economic development, and other programs.

Target client: Hmong and Southeast Asian refugees of all ages, though not exclusive.

Number of clients: Approximately 2,000 individuals, including 410 youth (during 2003).

Language capabilities: Hmong, Laotian, and Thai provided by staff.

Background: The La Crosse Area Hmong Mutual Assistance Association (HMAA) is a nonprofit community based organization established in 1982. The language and cultural barriers that challenged mainstream agencies exemplified the need for culturally competent services that at the time did not exist in any form.

Staff and volunteers: Six full-time staff, six part-time staff, and 33 volunteers.

Description of programs

1. Caring and Accepting Relationships of Empowerment (CARE)
 - Peer education training course focusing on sexual assault prevention.
 - An eight week training program for high school students interested in gaining education on these issues and developing presentation skills.
 - Youth completing this program become presenters on sexual assault prevention to middle and high school aged youth.
2. Multicultural Youth Council (MYC)
 - Brings together youth from diverse cultures to address cultural differences and similarities as well as racism and prejudice.
 - Gives several presentations each month for schools and other agencies/institutions.
3. Southeast Asian Leadership (SEAL)
 - Weekly group discussion for high school youth on life skills, values, and gang prevention.
 - Cultural education and reconnecting with culture of origin.
 - Life skills instruction, case management, and tutoring.
4. Success Through Youth Leadership & Empowerment (STYLE)
 - Based on the SEAL program; targets middle school aged youth.
 - A 12-week program focusing on drug abuse, truancy, behavioral problems, and other at-risk characteristics.
5. Young Leaders of Tomorrow (YLT)
 - An eight week training and resource awareness program for middle school students.
 - Targets youth with leadership skills and/or youth interested in developing these skills.
 - Focuses on youth who are doing well in school and wish to pursue extracurricular skill development activities.

Role of culture: The HMAA provides a blend of traditional culture with mainstream issues in all programs. Youth programs provide specific cultural and historical education on ethnic cultures, especially Southeast Asian.

Parent and community involvement: Parents are knowledgeable of HMAA's programs for youth. For some programs, parents must sign a permission form to allow youth to participate and to acknowledge their support. Parents attend specific parent events. The HMAA is actively involved with all local middle schools and high schools and representatives serve on advisory boards and participate in community collaborative efforts.

Recruitment

- Staff recruitment is done through mainstream media, clan leaders, and Hmong radio.
- Specific positions dictate the skills and qualifications that are required.
- Depending on their position, full-time staff hold bachelor's and/or master's degrees.
- The interview is conducted based on a standard questionnaire asked of each interview candidate by a panel of interviewers from staff, board, and community organizations.
- If hired, employment is subject to successfully completing a three-month probationary period.

Staff development and training

- Monthly staff meetings are held.
- Staff attend conferences, trainings, and workshops that relate to their positions and the clientele they work with.

Measurable outcomes

- Qualitative evaluations are conducted using pre and post tests.
- Quantitative evaluations are based on numbers served and most often utilizing a logic model.

Other programs: employment and training, Family Strengthening Program (domestic violence abuse prevention program), mediation training, and cultural competency training and development for employers.

Key words: academic/tutoring, case management, ethnic specific-Hmong, ethnic specific-Southeast Asian, gang related, leadership training, multicultural, reproductive/sexual health, support/discussion group, violence/delinquency-domestic violence, youth-led advocacy.

35) Organization: Lao Family Community of Minnesota, Inc.

Program: Youth and Family Services

Address: 320 West University Avenue; St. Paul, MN 55103

Contact: Vern Xiong, Program Manager

Website: www.laofamily.org

Email: vxiong@laofamily.org

Phone: (651) 209-6808, ext. 2

Mission statement: To facilitate and promote the success of Hmong Americans in Minnesota, while also recognizing and supporting other immigrant and refugee populations.

Target client: Middle to high school age Hmong youth.

Number of clients: Unavailable.

Language capabilities: Staff are bilingual English/Hmong.

Background: Founded in 1977 as the Hmong Association of Minnesota. Its founders were Hmong refugees who fought alongside the U.S. in the “secret war” in Laos during the Vietnam War. High teen pregnancy rates in the Hmong community were the driving force behind youth program development.

Staff and volunteers: Six staff members.

Description of programs

1. Uniting Families

- Provides case management and early childhood skill-building for families at risk for abuse or neglect.
- Assists families with their adjustment to American life and expectations, while they work towards building strong families and economic self-sufficiency.
- Through contracts with the county, other components of the program include Family Support Project, Alternative Response, and intensive in-home parenting.

2. Kev Xaiv: Pregnancy Prevention and Parenting Program

- Provides abstinence-based pregnancy prevention education for Hmong youth, 2 to 3 days a week, one hour each day in the middle and high schools.
- Case management services and a support group for young Hmong parents attending AGAPE (an alternative school in St. Paul that serves pregnant/parenting girls) and Arlington High School are also available.
- Provides after school homework assistance and self-esteem building activities to middle school youth.

3. Adolescent Services Project (ASG)

- In partnership with the Wilder Southeast Asian Program, the ASG provides intensive community based mental health services to extremely high risk, aggressive youth.
- Type I (intensive services) and Type II (regular agency programming and mental health consultation) services are available.

Role of culture: Lao Family Community seeks to build relationships between youth and elders while instilling pride in Hmong culture.

Parent and community involvement: Parents volunteer their time in the programs, attend meetings, and participate in events. Lao Family Community is part of a network of agencies serving youth.

Recruitment

- Staff must have a passion for human services, experience working with youth, and a BA or BS degree.
- Applicants are given an informal test of language skills and questioned about issues facing youth and possible solutions.
 - Specifically, applicants are asked why Hmong youth face so many difficulties.

- The board of directors consists of 11 individuals who have been nominated and elected for two-year terms by LFC's adult membership. All 11 members are former Hmong refugees from Laos and active members of LFC.

Staff development and training

- Staff attend conferences and workshops.

Measurable outcomes

- Independent evaluation.
- Pre and post tests.

Key words: academic/tutoring, after school, case management, counseling/mental health services, development, ethnic specific-Hmong, intergenerational, intervention, parent training, prevention, reproductive/sexual health, support/discussion group, third-party evaluation, violence/delinquency.

36) Organization: New York Asian Women's Center (NYAWC)

Program: Children's Program

Contact: Celine Liu, Children's Program Coordinator

Address: 39 Bowery, PMB #375; New York, NY 10002

Website: www.nyawc.org

Email: Cliu@nyawc.org

Phone: (212) 732-5230

Mission statement: Works with women and children whose lives are affected by domestic violence, to enable them to live safe and independent lives.

Target client: Youth of all ages.

Number of clients: 145 (from 1/1/03-6/30/03).

Language capabilities: Cantonese and Mandarin provided by staff and volunteers. Other Asian languages may be available at any given time.

Background: The organization began more than 20 years ago in response to the need for domestic violence services for Asian immigrant women with language barriers to services. As the first domestic violence organization to serve Asian communities in New York City, and one of the first in the nation, the Center recognizes that ending violence is a systematic issue and cannot be solved on an isolated, individual level. By helping women and children end violence at home, and at the same time bringing domestic violence to the forefront of the Asian community's consciousness, the Center serves as a vehicle for placing the concerns of Asian women and children on the agenda for community change. The children's program was developed because children who witnessed domestic violence were seen to have needs and required services.

Staff and volunteers: Two full-time and one half-time staff members, one social work intern, one art therapy intern, and a varying number of volunteers.

Description of program

- Drop-In Center with academic tutoring, homework help, computer/internet access, and educational resources.
- Advocacy on school and various social services.
- Counseling for individuals, group counseling for children, and parenting counseling and workshops.
- Mentoring
 - Matched with trained university undergraduate mentors.
 - Meet eight or nine Sundays per semester for four hours each meeting.
 - Group and individual activities.
 - Tutoring.
 - Field trips to the museum, movie theater, ice skating, bowling, zoo, etc.
 - Emotional support.
- Recreational activities, including special events and field trips for various art, dance, and music activities.

Role of culture: Provides culturally-sensitive counseling and educates youth about traditions and values of different Asian cultures. For example, staff may discuss with mothers the role of culture in how people discipline their children and discuss ways in which parents of various cultures can deal with U.S. laws surrounding discipline.

Parent and community involvement: Parents attend counseling, events, meetings, and workshops. The NYAWC participates in task force committees and other meetings involving API agencies.

Recruitment

- Job announcements are posted on a variety of websites.
- Applicants should have a B.A. or M.A. in psychology, sociology, women's studies, or related field and have counseling experience working with the Asian or homeless populations.
- Most positions require that the applicant be bilingual in an Asian language.
- Interviews are one-on-one and second interviews are often requested.
- If there is a language requirement, there is a language proficiency screening.

- There is a six-month probationary period.

Staff development and training

- In-service provider.
- Workshops on cultural sensitivity and multicultural issues.

Measurable outcomes

- Qualitative:
 - Anecdotal evidence of behavioral issues.
 - Intake and termination form to measure progress.
 - Year-end evaluations in which mentors assess change in their mentees.
 - Year-end mentor evaluations.

Other programs: women's domestic violence services –counseling, legal advocacy, shelter services, translation, and more. Some work with trafficking and sexual assault victims.

Key words: academic/tutoring, counseling/mental health services, gender specific-female, mentoring, sports/recreational activities, violence/delinquency-domestic violence.

37) Organization: Oakland Asian Students Education Services (OASES)

Program: Multiple youth programs
Address: 196 10th Street; Oakland, CA 94607
Contact: H. Nhi Chau, Executive Director

Website: www.oases.org
Email: nhi@oases.org
Phone: (510) 891-9928

Mission statement: To empower youth who have limited resources, particularly those in the API communities in Oakland, to maximize their potential through educational services and social support.

Target client: Youth ages elementary to high school recruited from Oakland Chinatown neighborhood and identified by parents, instructors, and community service providers.

Number of clients: Over 300 students served annually.

Language capabilities: Cantonese, Mandarin, Tagalog, and Vietnamese provided by staff and volunteers.

Background: Began in 1983 as a community service club of the University of California, Berkeley.

Staff and volunteers: 15 full-time staff and more than 400 volunteers.

Description of programs

1. General Tutoring Program
 - 15 hours of free tutorial services per week open daily during public school year.
 - Educational events such as spelling bees.
 - Provides flexible classroom and meeting space, a state-of-the-art technology laboratory, administrative offices, and study/activity areas filled with educational reference materials.
2. New Immigrant Services
 - For high school students.
 - Homework assistance.
 - Language support.
 - Educational and enrichment activities are provided in a small group setting.
3. College Preparation and Career Exploration
 - SAT preparation workshops.
 - Financial aid info.
 - College campus visits.
 - Workplace shadowing.
 - Mentorship.
 - College application preparation.
4. Summer Learning Program
 - Hands-on learning and exploration focusing on the surrounding ecosystem and environment.
 - Youth learn about animals and their relationships in the food chain, the water cycle, and how pollution affects all living things.
 - Field trips to Alameda Crab Cove, Bay Area Discovery Museum, Oakland Zoo, and Fairyland.
5. Asian/Pacific Islander Youth Promoting Advocacy and Leadership (AYPAL)
 - For high school youth.
 - Teaches leadership, community organizing, and advocacy skills.
 - Campaign organizing to improve communities.
 - Youth participate in hands-on cultural arts projects.
6. Family Literacy Program

Role of culture: Unavailable.

Parent and community involvement: Parents are actively involved through a Healthy Start grant which prompted parent involvement on committees and boards. Additionally, there is an intergenerational Family Literacy Program. OASES puts on an end of the year showcase for parents and community. They are also involved with community collaborations. OASES attends AYPAL events, and events put on by other community organizations.

Recruitment

- AmeriCorps member site.
- Volunteers are from local colleges, with a significant representation from UC Berkeley.
- Each volunteer commits to a semester, with an average of 4-10 hours of service per week.

Staff development and training

- Receive detailed orientation and training regarding students' needs, tutorial methodology, and working with youth.
- Staff meet every week.
- Ongoing training.
- Staff attend conferences and outside trainings; professional development is promoted.

Measurable outcomes

- Various grants use external evaluators.
- Pre and post surveys are administered to youth.

Key words: academic/tutoring, after school, development, immigrant/English learner, mentoring, multicultural-Asian, sports/recreational activities, technology, youth-led advocacy.

38) Organization: Orange County API Community Alliance (OCAPICA)

Program: Multiple youth programs

Website: www.ocapica.org

Address: 12900 Garden Grove Blvd., Ste 214A; Garden Grove, CA 92843

Phone: (714) 636-9095

Contact: Jennifer Kuo, Program Coordinator

Email: ocapica@ocapica.org; jkuo@ocapica.org

Mission statement: To build a healthier and stronger community by enhancing the well-being of Asians and Pacific Islanders through inclusive partnerships in the areas of service, education, advocacy, organizing, and research. These community-driven activities seek to empower APIs in defining and controlling their lives and the future of their community.

Target client: API youth ages 5-18.

Number of clients: Roughly 900 youth are served annually (through all youth programs and workshops).

Language capabilities: Korean and Vietnamese (including a Vietnamese phone line) provided by OCAPICA staff and volunteers. Additionally, access to community groups that can assist in the translation of such languages as Cantonese, Chamorro, Hmong, Japanese, Khmer, Laotian, Mandarin, Marshallese, Samoan, Taiwanese, Thai, and Tongan.

Background: In 1997 the Orange County API Community Alliance was established as an inclusive community based organization, conceptualized to serve the community and work together with other API nonprofits.

Staff and volunteers: On average, eight full-time staff, one part-time staff, and 25 volunteers.

Description of programs

1. After School Program
 - Provides free academic tutoring and mentoring services to middle school and high school youth.
 - Offers academic success workshops such as SAT workshops, saving and paying for college, resume writing, and writing a successful college application essay.
2. API Martial Arts Program
 - Free martial arts classes every Saturday for children and teenagers from low-income households.
3. API Unity Games
 - An Olympics-style event that brings together more than 200 API high school students from throughout Orange County.
4. API Youth Coffeehouse
 - Forums to discuss issues that youth are dealing with, learn and talk about API issues, and show off their talents including spoken word, poetry, hip hop, and singing.
 - Youth discuss a variety of issues, including relationships with parents, interracial relationships, and media image of APIs.
 - Monthly meetings bring together high school and college age APIs.
5. Financial Literacy – New Economics for Teens
 - Provides training to API youth to help their families and communities out of poverty by learning about a wide range of personal finance topics.
6. TAPIOCA
 - A newspaper developed and written by API youth in Orange County that focuses upon issues of concern to and interests of API youth.
7. *Mendez v. Westminster* Curriculum
 - A project of OCAPICA and the Anaheim Union High School District BTSA/Induction Program.
 - Curriculum includes lesson plans, strategies, and a video guide for teaching civil rights in a local context by introducing *Mendez v. Westminster* into the classroom.
8. Multicultural Civil Rights Curriculum
 - A curriculum focused on the diverse history of Orange County.
 - Teaches about the history of collaboration between different ethnic groups and populations as well as individuals who have made great strides in the struggle for civil rights.

9. Vietnamese American Education Curriculum

- A curriculum for 7th to 12th grades in Orange County schools.
- A nationally-recognized curriculum on the Vietnamese American experience created in collaboration with the Southern Poverty Law Center.
- Helps to supplement and meet the requirements of social studies, language arts, and U.S. history.

Role of culture: Culture is at the root of the youth programs. For example, in the after school program, many tutors/mentors are either Asian American studies majors/minors or have experience working with API communities. In the financial literacy program, youth have the opportunity to meet API business owners.

Parent and community involvement: Parents are actively involved. The after school program has quarterly parent and tutor/mentor meetings; in these meetings staff is available to respond to parents' questions or concerns about their youth and OCAPICA's programs. In the API Martial Arts Program, parents must participate in order for their child(ren) to attend this program at no charge.

Recruitment

- Recruitment is done through word of mouth and advertising in local media.
- Applicants should have multitasking abilities, a commitment to serving the community, and bilingual skills.
- Interview conducted by staff.
- Probationary period of three months.
- OCAPICA does outreach to local colleges and community organizations to recruit tutors/mentors.
- Tutors/mentors are required to fulfill a minimum of 40 hours in OCAPICA's after school program.

Staff development and training

- Weekly staff meetings, annual staff retreats, usually one major conference per year, and trainings/workshops offered throughout the year.
- Tutors/mentors are required to attend a mandatory training with staff before interaction with youth.
- Tutors/mentors have monthly meetings with youth program staff.
- Guest speakers are occasionally invited to the monthly meetings. Speakers typically include staff from the Orange County Department of Education, local teachers and school staff, and psychologists. Guest speakers help give advice to the staff and volunteers.

Measurable outcomes

- Youth and their families are encouraged to submit students' report cards, on a voluntary basis, to the after school program staff.
- Tutors/mentors are required to submit monthly reports about the youth and their progress.
- During monthly after school program staff meetings, there is discussion on any issues or concerns about the youth.
- Youth submit a feedback form from which quantitative and qualitative data are gathered for evaluation.

Other programs: Achieving Cancer Control Together, API Healthy Elders Program, Health Access for Pacific Asian Seniors, Cultural Competency in Health Care, Men's Health Project, Vietnamese Breast and Cervical Cancer Program, Reach 2010-Improving Access to Health for Women, and Policy Mixer.

Key words: academic/tutoring, after school, arts, development, leadership training, mentoring, multicultural-Asian, school collaboration, sports/recreational activities, support/discussion group, youth-led advocacy.

39) Organization: Pacific Clinics–Asian Pacific Family Center East (APFC-E)

Program: Multiple youth programs

Website: www.pacificclinics.org

Address: 18623 Gale Avenue; City of Industry, CA 91748

Phone: (626) 839-0300

Contact: Rocco Cheng, Program Dir.; Hon Tran, Project Coordinator

Email: rcheng@pacificclinics.org; htran@pacificclinics.org

Mission statement: Building on people’s strengths to deliver quality behavioral and mental healthcare services. Provides multidisciplinary, multilingual, and multicultural behavioral health care services to the growing population of Asian immigrant families in the San Gabriel Valley, with the ultimate goal of facilitating these immigrants a successful adjustment to their new communities.

Target client: APIs.

Number of clients: Unavailable.

Language capabilities: Korean, Cantonese, and Mandarin.

Background: Asian Pacific Family Center East (APFC-E) is a division of Pacific Clinics, a nonprofit behavioral healthcare agency with over 32 services locations in Southern California. APFC-E is committed to providing professional and culturally competent behavioral health services to meet the psychological needs of the growing Asian Pacific populations in the greater San Gabriel Valley area of Los Angeles County.

Staff and volunteers: Unavailable.

Description of programs

1. County funded programs

- ID for Success (Important Decisions for Success)
 - Gang awareness program.
 - Funded by LA County Supervisor Knabe’s office.
 - 13-session curriculum at 16 contracted classrooms in Rowland Unified School District.
 - Target group is fourth grade students (at specific schools only).
 - Annually serves 750 to 800 youth and adults of all ethnic backgrounds.
- S.C.A.L.E. (School, Community, and Law Enforcement)
 - Gang prevention program.
 - Funded by LA County Supervisor Knabe’s office.
 - Program components include case management and skill-based short-term counseling services; youth violence prevention; safer school and community.
 - Target group is middle school students (at specific schools only).

2. Federal demonstration projects

- IMPACT (Inspire and Mobilize People to Achieve Change Together), a program of Asian CHAP (Coalition for Healthy Adolescent Project)
 - A substance abuse and HIV prevention program.
 - CSAP (Center for Substance Abuse Prevention) funding: one-year planning grant (2002-2003) and five-year service grant (2003-2008).
 - Target group is high school students at Diamond Bar, Rowland, and Wilson High Schools.
 - One of 14 projects selected by U.S. Center for Substance Abuse Prevention.
- CAFEN-East (AAFEN)
 - Family strengthening program originally funded by CSAP.
 - Currently funded by LA Supervisor Knabe’s office and from private donations.
 - Originally contracted to work with 30 families.
 - Have trained 1,000 parents in last three years.
 - Seven types of parenting classes: basic, advanced classes with guest speakers, support group facilitator training, volunteer training, parenting in the media, support group, and hobby clubs.
 - Target group is Mandarin and Korean speaking parents.

Role of culture: Unavailable.

Parent and community involvement: Unavailable.

Recruitment

- Unavailable.

Staff development and training

- Unavailable.

Measurable outcomes

- Recognized nationally as a pioneer in mental healthcare.

Other programs: day treatment, interactive family, outpatient, wrap around treatment, adult services, and homeless outreach and forensics.

Key words: case management, counseling/mental health, development, gang related, immigrant/English learner, intervention, parent training, prevention, reproductive/sexual health, school collaboration, substance abuse, violence/delinquency.

40) Organization: Pacific Islander Kie Association (PIKA) / Asian Pacific Islander Youth Promoting Advocacy and Leadership, Talking Roots Arts Collective (AYPAL TRAC)

Program: Multiple youth programs

Contact: Penina Ava Tasesali, AYPAL Artistic Director

Address: 1212 Broadway, Suite 400; Oakland, CA 94612

Website: www.arcassociates.org

Email: peninaava@aol.com

Phone: (510) 834-9455, ext. 211

Mission statement: The Pacific Islander Kie Association (PIKA) is a grassroots volunteer organization advocating and promoting the empowerment of Pacific Islander families and youth through education, parent training, and cultural and contemporary arts. PIKA members include Pan-Pacific parents, educators, artists and community organizers. Asian Pacific Islander Youth Promoting Advocacy and Leadership, Talking Roots Arts Collective (AYPAL TRAC) is a collaborative project between API artists, community organizers, parents, youth, and community organizations that seeks to create grassroots democratic social change through art and cultural activity.

Target client: Pacific Island youth ages 12 to 20.

Number of clients (1/1/06-6/30/06): About 150 youth in different programs.

Language capabilities: Tongan provided by staff, outside contractors/agencies, and volunteers.

Background: PIKA project director Penina Ava Taesali is the founder of PIKA and AYPAL TRAC. In 1998 she was hired as artistic director for Asian Pacific Islander Youth Promoting Advocacy and Leadership (AYPAL). Prior to that time AYPAL did not have Pacific Islander staff or youth members. Ms. Taesali began recruiting Pacific Island youth into AYPAL in 1999. In 2000 AYPAL officially adopted a Pacific Islander youth site.

Staff and volunteers: 1 staff member, 10 volunteers (PIKA); 1 staff member, 10 volunteers (AYPAL TRAC)

Description of programs

1. Asian Pacific Islander Youth Promoting Advocacy and Leadership, Talking Roots Arts Collective (AYPAL TRAC)

- Seeks to empower API youth through a relationship with master artists in order to 1) reconnect them to API communities' ancient artistic and cultural traditions and values as a cultural base of empowerment and 2) identify community issues and use art as a means for socio-political transformation, self-transformation, and community building.
- In each project, youth research cultural heritage and present socio-political conditions; they also share the direction of artistic production with the artist by driving the content of each art form.
- Many participating youth are recent immigrants, socially and culturally dislocated, marginalized at school, and/or seeking positive alternatives to gangs. Youth attend introductory workshops and field trips to performances and presentations that expose them to the medium used for a particular project.
- About 15-20 youth commit to a project by signing a work contract as paid interns. Depending on the project, youth participate for approximately 6-8 hours a week.
- Youth gain life and leadership skills such as public speaking, confidence, and empathy for other API cultures, struggles, and history.

• After school programs:

Poetry in the Kitchen

- Intergenerational project that includes storytelling, cooking native foods, and creative writing.
- Youth learn how to listen to featured storyteller, ask questions, learn about other people's struggles, history, and arts, learn how to cook, and learn how to read, write, and perform poetry.
- Promotes cultural arts and cross-cultural sharing and understanding.

Popular Theater

- Youth gain skills in acting, songwriting, script analysis, script development, public speaking, and movement.
- All TRAC projects perform at annual festival in May; projects include Taiwanese drumming, mural painting, graffiti, and cultural dances (Cambodian, Filipino, Mien, etc.).

2. Hip Hop Tonga (PIKA)

- An after school program that offers youth comprehensive training in both traditional and hip hop cultures. Fuses traditional African and Pacific Island music, history, dance, and culture with hip hop culture, dance, and poetry.
- Youth create a six-song CD; subject matter is taken from holistic violence prevention training, holistic drug and alcohol workshops, “ism” workshops (heterosexism, sexism, racism), and Pacific Island study workshops.
- Youth gain skills in beat and rhyme making as well as cultural knowledge and healthy living.

Role of culture: Culture plays a vital role in programs. TRAC and PIKA offer culturally competent projects and hire staff and mentors from youths’ own background. Youth learn cross-cultural understanding through after school arts programming like Poetry in the Kitchen and Popular Theater.

Parent and community involvement: Parents assist by volunteering, attending meetings and events, teaching workshops or classes, serving as advisors, and doing fundraising and community outreach. PIKA is part of AYPAL, a collaboration of six social services agencies. PIKA is involved with Asian, Southeast Asian and Pacific Island youth and communities by hosting, producing, and participating in cultural arts festivals, community campaigns, and other grassroots events in the API community. The AYPAL TRAC after school programs, arts recitals, festivals, and other productions build cross-cultural understanding between API and non-API communities.

Recruitment

- Youth are recruited using peer-to-peer methods, through PIKA interns, church activities, high school and college assemblies, and on the internet.
- Staff are recruited through a variety of methods, including email job announcements, community outreach, Pacific Island college clubs, Radio Tonga, and church gatherings.
- For staff positions, prefer applicants who are culturally competent in working with Oakland Pacific Islanders; bilingual/bicultural; and have an understanding of youth issues, struggles and challenges.
- Hiring process assesses applicant’s grassroots or community organizing experience, knowledge of culture, language, and issues that impact Pacific Islanders, knowledge of working with other communities of color, knowledge of juvenile justice systems, and experience in education advocacy and youth advocacy.
- Interview process also includes questions regarding and scenarios presented about “isms,” including heterosexism, sexism, and racism.

Staff development and training

- Staff training includes guidance on creating youth friendly workshops.
- Tribes trainings.
- Trainings on non-defensive communication.

Measurable outcomes

- For AYPAL TRAC, pre- and post-surveys show a significant increase in cultural awareness and cross-cultural competency.
- Youth report that participating in TRAC and/or PIKA programs helps improve their self esteem, assist with issues related to identity, and provide a place where they feel welcome.
- PIKA and TRAC use the Oakland Fund for Children & Youth Evaluation, which independently evaluates all programs it funds. AYPAL’s 93% satisfaction rating by youth participants compares well with an overall average for all funded programs, was the highest overall, and highest among programs that turned in more than a statistically significant number of surveys.
- In addition, an internal evaluation system includes surveys, one-on-one interviews, activity logs, and group evaluation sessions.

- During each 12-week project cycle, artists and artistic director meet every three weeks to evaluate project progress.
- At the end of each project, artists host a group evaluation session in which youth and artists brainstorm strengths and weaknesses of the projects.
- Surveys given at the start of a workshop series ask participants to rate their awareness of API arts and culture, artistic skills, and leadership/teamwork skills. For the end survey, participants rate their level of participation, sense of inclusion, how workshops related to their lives, and how workshops contribute to social change.

Key words: after school, arts, ethnic specific-Pacific Islander, intergenerational, leadership training, sports/recreational activities, third-party evaluation, youth led advocacy.

41) Organization: Pan Asian Community Alliance (PACA)

Program: Multiple youth programs

Address: 940 S. Craycroft Road; Tucson, AZ 85711

Contact: Dorothy Lew, Executive Director

Email: pacacenter@aol.com;

dorothylew@aol.com

Phone: (520) 512-0144

Mission statement: Each and every person of API heritage in Pima County will be working in unity and harmony to promote mutual respect, open and effective communication, and inclusion, cooperation and balance to build a healthy and productive community for ourselves and future generations.

Target client: At risk middle and high school age youth in the Tucson area (for NASA).

Number of clients: Varies from 30-110 youth (from 7/1/05 to 6/30/06).

Language capabilities: Chinese, Filipino, Japanese, Korean, Sri Lankan, Vietnamese, and Spanish (primarily using language dictionaries) provided by one part-time contract teacher, three tutor-mentors and volunteers.

Background: The Pan Asian Community Alliance (PACA) has served the Tucson area with a myriad of services since 1994. As an umbrella organization for API communities in Tucson, PACA helps preserve the community's native cultures and traditions and assists them in seeking services in the mainstream community. Three areas in which PACA concentrates its efforts are culture, education, and community service.

Staff and volunteers: One part-time contract teacher, 3 tutor-mentors, and 12 volunteers.

Description of programs

1. The Neighborhood After School Academy (NASA)

- An environment where at-risk, low-income students can seek stable and consistent academic and personal support.
- Resources include eight computers, research materials, and technical assistance.
- Youth use the resources, learn good study skills, and learn to be self-sufficient in pursuing academic success and achievement.
- Each student is evaluated on the subject(s) that he/she is seeking help in.
- Individual tutorial assistance is designed to help students in their individual subject(s) for school.
 - Subjects include reading, English, world history, American history, U.S. government, mathematics, sciences.
- In the past three years, an increasing number of non-English speaking students (mostly new immigrants) have come for assistance in the English language (spoken, written communication skills, and comprehension).
- Success in school allows students to build self-esteem, adjust to their environment, develop socialization skills, and mainstream into society.
- Services are also available in the summer.

2. Tucson LINKS

- Prevention and intervention for kids ages K-5.
- Emphasis on staying in school and empowerment.
- Parent resources and support to help children succeed.

Role of culture: Client culture is a part of who PACA is. Culture is included in dance groups, foods, language, customs, and celebrations. It is great to have various cultures in the organization. Through understanding and respect for each other, youth are introduced to one another's cultures.

Parent and community involvement: Parents are looking for a safe and healthy environment for their children's learning. PACA participates in cultural events including the annual Lunar New Year Celebration, Polynesian Luau, and Galaxy of Asian Cuisine event.

Recruitment

- Staff, board members, and volunteers are recruited by fellow members, referrals, word of mouth, and walk-ins.

Staff development and training

- The board meets monthly and staff development and training is on-going.

Measurable outcomes

- The Center maintains a sign-in log for all classes, meetings, seminars, and usage of the facilities. There are some records for the volunteer hours worked.
- The PACA Center staff work with TUSD school counselors and the Pan Asian American Studies department to review records to determine attendance and achievement in school.
- Youth success in NASA can be monitored by grades. Each student was successful in passing the class and some with better than average grades in the past year.

Other programs: ESL and U.S. citizenship classes for immigrants; information, interpreter and referral services; educational presentation/display of Southeast Asia; alliance with Pima Council on Aging to promote Ambassador Program and Neighbor Care Program.

Key words: academic/tutoring, development, immigrant/English learner, intervention, prevention, school collaboration, technology.

42) Organization: Refugee Transitions

Program: Bridge 2-Success Youth Development Partnership
Contact: Laura Vaudreuil, Exec. Dir.; Hiam Abbas, Youth Coord.
Address #1: 870 Market St., Ste. 1219; San Francisco, CA 94102
Address #2: 2647 International Blvd., Ste 204; Oakland, CA 94601

Website: www.reftrans.org
Email: reftrans@reftrans.org
Phone: (415) 989-2151
Phone: (510) 536-7754

Mission statement: To assist refugee and immigrant families in becoming self-sufficient in the U.S. by providing volunteer and staff-directed program services that help them attain the English language, life, and job skills they need to succeed in their new communities.

Target client: Afghan, Bosnian, and Cambodian youth ages 7-17.

Number of clients: About 60 youth annually.

Language capabilities: Clients in the recent past have been from Afghanistan, Bosnia, Burma, China, El Salvador, Eritrea, Guatemala, Iraq, Laos, Mexico, Pakistan, the former Soviet Union, Tibet, Vietnam, and Yemen. Volunteers provide translation services, as well as organizations including Cambodian Community Development, Inc., Afghan Coalition, and Jewish Children and Family Services.

Background: Began in 1982 in response to the large influx of Southeast Asian refugees into low-income San Francisco Bay Area neighborhoods such as the Tenderloin, and the alarming number of female refugees homebound by fear, lack of familiarity with the city and its services, and childcare responsibilities.

Staff and volunteers: One full-time staff, three part-time staff, and 35 volunteers.

Description of program

- Volunteer mentors provide one-on-one tutoring and mentoring for refugee youth.
- Mental health counseling.
- Improvement of social relationships.

Role of culture: The mentoring part of the program integrates the youth's original culture.

Parent and community involvement: Collaboration with community organizations facilitates community involvement. Because the program provides one-on-one tutoring for children at their homes, parents and families are involved in the program and the organization. Organized events include trips to the zoo every few months, where parents, children, volunteers, staff, and board members come together.

Recruitment

- Volunteers are recruited through online postings, word of mouth, and at community fairs at local colleges and universities.

Staff development and training

- Meetings and trainings.
- Being a small organization, staff communicate with each other regularly.
- Volunteers are trained and given a comprehensive packet, which includes resources in the East Bay and communities they are working with.

Measurable outcomes

- Conduct pre-tests to determine students' level. Volunteers speak with their student's teachers and generally students improve their grades after getting enrolled in our program.
 - For instance, an Afghan student was getting all Ds & Fs; after meeting with his volunteer, within a couple of months his grades improved to As & Bs.
- In 1994, the agency was awarded the National Award for Excellence in English by the New York based English-Speaking Union.
- The *San Francisco Chronicle* and the Volunteer Center of San Francisco honored the home-based programs of Refugee Transitions as "unusual and exceptional."
- One of the volunteers was interviewed for the cable television program *Everybody's Angels*, which honors outstanding volunteers in the Bay Area.

Other programs: ESL Civics Education and Orientation Program, Newcomers Technology Empowerment Project (onsite computer courses in the agency's community computer lab).

Key words: academic/tutoring, counseling/mental health services, development, ethnic specific-Cambodian, immigrant/English learner, mentoring, refugee.

43) Organization: Richmond Area Multi-Services, Inc. (RAMS)

Program name: Multiple youth programs

Contact: Kavous G. Bassiri, LMFT, CGP, President & CEO

Address: 3626 Balboa Street; San Francisco, CA 94121

Website: www.ramsinc.org

Email: info@ramsinc.org

Phone: (415) 668-5955

Mission statement: To provide community based, culturally competent, and consumer-guided services that meet the mental health, vocational, social, residential, and educational needs of the San Francisco community.

Target client: Adults, children, youth and families residing in San Francisco.

Number of clients: Over 5,000 adults, children, and families served annually.

Language capabilities: Russian and Asian languages/dialects (Burmese, Cambodian, Cantonese, Japanese, Korean, Mandarin, Tagalog, Taiwanese, Thai, Toishanese and Vietnamese).

Background: RAMS is a community based, comprehensive mental health agency located in the Richmond District of San Francisco. It was founded in 1974 by the Richmond Asian Caucus and originally named the Richmond Maxi-Center. Many RAMS consumers are recent immigrants and refugees who are in need of bilingual, bicultural mental health services. As the largest private, nonprofit mental health agency with an API and Russian focus in San Francisco, RAMS has the unique opportunity to meet the mental health needs of the Asian Americans who constitute more than 34% of San Francisco's population. RAMS believes in serving clients in their primary or preferred language(s) of treatment, supporting consumer choice and empowerment, and advocating for the accessibility of services.

Staff and volunteers: Approximately 200 staff members, interns, and trainees as well as several volunteers.

Description of programs

Offers over 25 programs that are integrated in seven core programs, which are:

- Adult/Older Adult Outpatient Services Clinic
- Child, Youth, & Family Services
- Bridge To Wellness Psychiatric Outpatient Services
- Broderick Street Adult Residential Facility
- Hire-Ability Vocational Services and Café Phoenix
- Asian Family Institute
- National Asian American Psychology Training Center

Through these programs, RAMS provides comprehensive services, which are:

- Adult and child, youth, and family outpatient mental health services
- Psychiatric partial hospitalization and intensive outpatient programs
- Integrated health and mental health services for adult residential facilities
- Vocational training and employment services
- Psychiatric evaluation and medication management
- Psychological assessment and testing
- Clinical practicum and psychology training program
- Mental health services and consultation onsite at 40+ schools, youth centers, and childcare sites
- Problem gambling counseling
- Group psychotherapy services
- Outreach and educational activities
- Consultation services and clinical research

Role of culture: RAMS is a multicultural agency in which a high premium is placed on providing culturally relevant and competent mental health services. RAMS has played a key role in defining and implementing culturally competent mental health services in San Francisco. Staff believe that recovery and rehabilitation are more likely to occur where the mental health systems, services, and providers have and utilize knowledge and skills that are culturally competent and compatible with the backgrounds of consumers and their families and communities. RAMS implements its commitment to cultural competence through many activities and initiatives.

Parent and community involvement: Parents are involved collaterally in the treatment of children and youth. In addition, parents in the San Francisco community are provided parent education information, whether or not their child or youth is a registered RAMS client. Parents provide feedback on a regular basis regarding satisfaction with RAMS services. RAMS is an active participant in a coalition of 12 community based partners for the Safety Network Program, which organizes and engages local community members in developing and advocating for sustainable grassroots strategies to improve public safety, making San Francisco's neighborhoods safer places to live, work, and play.

Recruitment

- Job applicants are recruited through newspaper postings, internet, internships, and word-of-mouth.
- Clinicians who have special language skills and cultural competencies may be actively recruited nationwide or worldwide.

Staff development and training

- Initial orientation to RAMS and community mental health.
- Regular clinical supervision.
- In-service trainings and seminars.
- Monthly in-depth case conferencing.
- Weekly didactic training (e.g., traditional Chinese treatment and understanding of mental disorders).
- Collaborate with inpatient psychiatric hospitals, day treatment, schools, residential treatment facilities, special education, physicians, youth probation, foster care, Department of Human Services, and group homes.

Measurable outcomes: RAMS, Inc. is committed to improving the quality of its services and to enhancing desired outcomes of service delivery. Evaluation efforts used to assess services include:

- *Annual Program Reviews.* RAMS programs that are contracted with SFDPH are evaluated on an annual basis. Program evaluation includes three major areas: program performance, program compliance, and client satisfaction. RAMS' programs have consistently received Commendable/Exceeding Standards or Acceptable/Meets Standards ratings in all areas. Additionally, in 2005, a program review was conducted on RAMS Hire-Ability Vocational Services program by the State of California, Department of Rehabilitation, which resulted in the program being highly commended for its work.
- *Consumer Satisfaction Surveys and Outcome Studies.* For two consecutive years, the consumer satisfaction survey of RAMS Outpatient Clinic yielded a rating of 3.59 and 3.63 (on a 4-point rating scale); for FY 05-06 program monitoring summary report of the Adult Outpatient Services, the program received an overall score of 4.0 in the category of Satisfaction. Furthermore, consumer satisfaction surveys are conducted on a monthly basis at Bridge To Wellness psychiatric outpatient services. For 2005, 93% of consumers reported that they were either "highly satisfied" or "satisfied" with the services they received; the response/return rate for the 2005 survey was 91% of all open cases. In 2004, 95% of consumers reported that they were either "highly satisfied" or "satisfied" with the services they received; the response/return rate for the 2004 survey was 85% of all open cases. Additionally, RAMS hired a group of consumer outcome consultants and community consultants for five Asian cultural groups to design a Consumer Report Card to be available in five languages.
- *Accreditation Visits.* The Bridge To Wellness Partial Hospitalization and Intensive Outpatient Programs received an outstanding PASS score and 100 out of 100 compliant points during the last two visits (2005 & 2002), respectively, by the Joint Commission on Accreditation of Healthcare Organizations. RAMS' National Asian American Psychology Training Center also receives regular accreditation visits and has been accredited continuously since 1980.

Key words: academic/tutoring, after school, case management, counseling/mental health services, family involvement/reunification, health services, immigrant/English learner, intervention, juvenile justice/probation, mentoring, multicultural, parent training, prevention, school collaboration, support/discussion group.

44) Organization: SafeFutures Youth Center (SFYC)

Program: Multiple youth programs

Address: 6337 35th Avenue, SW; Seattle, WA 98126

Contact: Sorya Svy, Executive Director

Website: www.sfyc.net

Email: SafeFutures@sfyc.net

Phone: (206) 938-9606

Mission statement: To create a caring, extended family atmosphere at a center that provides the highest quality services, in order to fully develop the potential of everyone who enters its doors. Dedicated to helping youth and their families stay focused on their future by offering a variety of engaging programs and activities.

Target client: Primarily Southeast Asian, East African, and neighborhood youth ages 6-24, but not exclusive to these groups. Youth are referred to the center by the court system, the juvenile justice system, school, friends, or family members.

Number of clients: Serves up to 350 youth each year.

Language capabilities: Cambodian (Khmer), Lao, Mien, and Spanish.

Background: Organization was founded in 1996. It started as an entity of the City Of Seattle Human Services but in 1999 spun off to become a nonprofit organization.

Staff and volunteers: 18 staff. The number of volunteers varies depending on types of programming; volunteers are always welcomed.

Description of programs

1. Counseling Case Management

- Work with a counselor in a supportive setting to learn positive social skills and create an individual action plan for the youth.
- Plan includes measurable goals in these areas: juvenile justice infractions, academic progress, family life, peer activities, individual growth, and other achievements.
- Plan may also monitor job training through other agencies, for example, in summer community service jobs.
- Language specific for three Southeast Asian communities for direct communication with limited English speaking parents to help foster additional support.

2. Education Services

- GED and high school credit retrieval programs.
- Academic tutoring and enrichment for teenagers.
- WASL preparation.
- Academic enrichment activities specific for 6-12 year olds.
- Technology based education programs.

3. Youth Leadership Development

- Youth leadership teams meet weekly to develop activities for their multiethnic community.

Role of culture: Culture is appreciated and incorporated in programming when appropriate and available. Many cultural holidays (such as Khmer New Year, Lao New Year, Mien New Year, Vietnamese New Year, Cinco de Mayo, etc) of participating youth and families are supported and celebrated.

Parent and community involvement: Parents are supported through the organization's bilingual services. The organization offers parent support programming for academic support and citizenship classes in Khmer and drug and alcohol prevention programming through family strengthening models classes for parents.

Recruitment

- Through schools, courts, service providers, youth, parents, and community members.

Staff development and training

- Multiple trainings, such as "best practice" certification trainings, gang intervention, de-escalation trainings, cultural competency, communication, mental health, and other trainings as needed.

Measurable outcomes

- Outcomes vary from program to program, and are usually measured relevant to youths' baseline at the time of initial program participation and progress over time according to issues or outcomes being addressed.

Other programs: "best practice" models such as Aggression Replacement Training classes, Creating Lasting Family Connections drug and alcohol prevention classes for youth and parents, The Search Institute's 40 Developmental Assets of Youth Development leadership based programs, drug and alcohol support/treatment services through direct partnerships; community service, gender specific groups and coalition building and participation.

Key words: academic/tutoring, case management, community service, development, employment service/vocational training, ethnic specific-Southeast Asian, gang related, intervention, juvenile justice/probation, leadership training, prevention, technology.

45) Organization: South Asian Youth Action! (SAYA!)

Program: Multiple youth programs

Address: 54-05 Seabury Street; Elmhurst, NY 11373

Contact: Annetta Seecharan, Executive Director

Website: www.saya.org

Email: annetta@saya.org

Phone: (718) 651-3484

Mission statement: Creating social change and opportunities for South Asian youth to realize their fullest potential.

Target client: South Asian youth ages 11-19. During the school year, high school youth are the majority of participants; during the summer, younger youth are also served.

Number of clients: 300 annually.

Language capabilities: Bengali, Hindi, Punjabi, and Urdu provided by staff and volunteers.

Background: Founded in 1996, SAYA! is the only organization in the United States providing non-sectarian comprehensive youth development services to South Asian youth, one of the fastest growing minority groups in the United States. The organization provides young South Asians with academic support and leadership opportunities that equip them for healthy and successful lives in the United States.

Staff and volunteers: Five full-time staff, seven part-time staff, and 15 volunteers.

Description of programs

1. Desi Girls on 'da Rise
 - Leadership development and organizing program.
 - For young women only, with space to discuss issues affecting South Asian women.
 - Requires a year-long commitment (September-June) and serves approximately 15 young women.
 - First part of program is focused on skill building and comprised of informational workshops about culture, gender issues, and sexual health topics.
 - In the second part of the program the girls organize and create a project around an issue voted on unanimously. They then use this project to educate community members and peers. Past projects have been videos, performance, and a mural.
 - Program participants develop greater self-awareness and self-esteem, a stronger sense of community, and healthy alternatives to gender stereotypes.
2. ARISE
 - A co-ed leadership development and organizing program.
 - Also requires a year-long commitment (September-June) and serves approximately 20 youth.
 - Same methodology as Desi Girls on 'da Rise (see above).
 - Focus is more on social and community issues.
3. Academic Support Program
 - SAT classes.
 - Individual after school tutoring (including Regents preparation).
 - College counseling.
4. Sports
 - An indoor basketball court at the center.
 - Basketball tournaments and leagues.
 - Open-court basketball.
 - Annual Girls' sports day.
 - Badminton and volleyball are played based on interest of the youth.
5. Counseling
 - Service provided at two or three local high schools each year.
 - Professional social worker/counselor available to provide support for youth.
 - Counseling is also available at the center on an as needed basis.
6. Employment Readiness

- Program coordinator and volunteers assist youth in developing a resume and help youth with interview skills.
 - Help make a connection for youth between their education and career choices.
 - Help youth in acquiring a skill-building internship or a summer job at a professional organization.
7. Safe Space
- Drop-in short term workshop series focusing on personal talent development.
 - This is for youth who cannot make a commitment to the year-long programs.
 - Program is facilitated by volunteers.
 - Activities are determined by the youth.
 - Some examples: dance, web design, DJing, yoga, photography.
8. Technical Assistance to Schools
- Provide translation services.
 - Provide cultural competency trainings to staff, teachers, and counselors.
9. Desi Youth Growing (D.Y.G.)
- Co-ed after school program based out of Forest Park.
 - Targets the Richmond Hill community in Queens.
 - Leadership training, exploration of environmental issues, and exploration of environmental justice issues that affect the South Asian population in Richmond Hills.
 - Year-long commitment (November-June).
 - Pilot program offered for the first time in 2006.

Role of culture: Culture plays an important role in all of SAYA!'s programs and services. What makes SAYA! programs distinctive is their cultural sensitivity and relevance, thereby meeting the unique needs of South Asian youth that stem from their cultural backgrounds and immigrant experience.

Parent and community involvement: Parents are purposely not involved in order to give youth their own space during the program year. However, parents do attend end of the year performances and events as well as a beginning of the year orientation. Parents are also given the space to speak with the counselors and staff for advice.

Recruitment

- Bilingual skills, passion, commitment to, and experience with the community preferred.
- Multiple interview process, by program director and executive director as well as youth.
 - Persons being interviewed for senior positions are also interviewed by board of directors (this includes two youth members).
- A three-month probationary period for each new hire helps the organization find staff that fit the organization.

Staff development and training

- Weekly staff meetings and weekly supervisor meetings.
- Quarterly and annual reviews.
- Varying mandatory and optional trainings (i.e., mental health counseling training, diversity and sensitivity training).

Measurable outcomes

- All youth participate in pre and post program surveys.
- SAYA! is refining its existing evaluation system by testing new tools for data collection.

Key words: academic/tutoring, after school, arts, counseling/mental health services, development, employment service/vocational training, ethnic specific-South Asian, gender specific-female, leadership training, reproductive/sexual health, sports/recreational activities, youth-led advocacy.

46) Organization: Sunset Neighborhood Beacon Center (SNBC)

Program: Multiple youth programs

Website: www.snbc.org; www.bamboozled.org

Address: 3925 Noriega St.; San Francisco, CA 94122

Email: mfunk@snbc.org

Contact: Michael Funk, Executive Director

Phone: (415) 759-3690

Mission statement: To provide supports and opportunities to ensure the healthy development of children, youth, and adults in the Sunset community. Vision: Take collective action to support families and communities as they love and care for their children.

Target client: Elementary through high school age youth, as well as adults of all ages.

Number of clients: Served 1,451 youth (from 7/1/05 to 6/30/06). Average daily attendance: 655.

Language capabilities: Cantonese, Mandarin, Spanish provided by staff, volunteers, and outside agencies.

Background: In 1993 Sunset Community Development formed because there was a lack of services for youth in the Sunset district of San Francisco. Collaborations with the police and schools allowed the group to apply to become a Beacon Center in 1996.

Staff and volunteers: 22 full-time staff, 64 part-time staff, and 60 volunteers.

Description of programs

1. Free After School Learning Center for middle school youth
 - Academic tutoring component.
 - Varying enrichment classes including basketball, Urban Music Program, urban dance, flash animation, and webpage design.
 - Urban Music Program is for middle school and high school age youth in San Francisco.
 - Music club that teaches the art of DJing and music production.
 - Project Clubs – project based learning, which focuses on creativity and career development. Projects have included robotics, newsletter making, and moviemaking.
 - Opportunity for youth to participate in community service.
2. Free After School Learning Program for elementary school children
 - Operates at three elementary schools; activities and classes may differ.
 - Varying enrichment activities including Chinese dance, martial arts, origami, games, sports instruction, science, computers, drama, cooking, art and crafts, music, gardening, culture classes, and movies.
 - Literacy and math classes.
 - Homework/tutorial opportunities.
3. West Sunset Rec Connect Program
 - Partners community based organizations with the San Francisco Recreation & Park Department. SNBC is collaborating with the West Sunset Recreation Center to expand and enhance the recreational programming offered to children, youth, and families in the Sunset community.
 - Classes and activities such as flag football, parent/strollers walking club, and bowling.
4. www.bamboozled.org
 - Provides an online open forum for teen artists with the underlying mission to battle stereotypes set by television and movies about teenage life.
5. Computer Training Classes for older adults and children
 - Computer classes that range from beginning to advanced.
 - Multiple classes offered year-round.
6. Digital Video Workshops
 - Queer women of color independent filmmaking workshop.
 - Classes offered in two sessions per year.
7. Counseling Services
 - Case management and referral services.
 - Networks and resources with community based organizations and nonprofit agencies.

- Provides services such as youth forums, support groups, and skills building for the community.
8. Social Skills Groups
 - For elementary and middle school students focusing on conflict mediation, decision making skills, self-esteem and communication strategies.
 9. Youth Leadership a.k.a. SCREAM
 - Sunset Creators Reaching Every Able Mind (SCREAM) is a high school film group that engages in a wide range of youth-initiated media projects.
 - Activities include moviemaking, script writing, directing, research, conducting workshops for younger media-makers, and event planning.
 - Provide youth representatives at community forums.
 10. Case Management
 - Links at-risk youth with a mentor.
 - Collaboration with the probation department (department refers at-risk youth).
 11. Experience Corps Bay Area
 - An intergenerational volunteer program linking older adults to elementary and middle school students in San Francisco and Oakland.
 - Activities include reading one-on-one or in small groups, providing homework assistance, participating in after school enrichment activities, and leading special projects.
 - Volunteers serve on a team and are supported by an onsite volunteer coordinator.
 - Volunteers receive extensive pre-service and in-service training to develop skills, enhance knowledge, and share ideas.

Role of culture: SNBC incorporates curriculum strategies exposing youth to their own and other’s cultures. The elementary schools have enrichment activities, such as martial arts, origami, and Chinese writing, which teach children about other cultures. Middle school and high school programming intertwines traditional expressions of culture into project based learning clubs, as well as allowing youth to carve out their own definition of culture (such as the hip hop movement).

Parent and community involvement: Parents attend meetings and events and may give advice on programming, as well as drop in to discuss program success. There are several parents on the Community Council at the Sunset Neighborhood Beacon Center. SNBC also engages the community through several annual events and celebrations, and SNBC’s staff community organizer coordinates a variety of community engagement opportunities.

Recruitment

- Bilingual capabilities are preferred.
- Multiple interviews with varying staff to help find the most appropriate candidate. Specific questions and scenarios are presented to interviewee to gauge their cultural competency in dealing with API youth.

Staff development and training

- Staff are at various levels of expertise, so many workshops are optional yet encouraged.
- Staff are encouraged to participate in conferences, mentoring, and workshops.
- Staff attend workshops hosted by the San Francisco Unified School District.

Measurable outcomes

- Youth are interviewed two to three times a year by different individuals to gauge success of program.
- School attendance and grades are collected to gauge academic achievement.
- Research group (ETR) conducts evaluations which are contracted through the school district.
- Research group (RDA) tracks student safety information as well as performance and all-around success. This is contracted through the San Francisco Department of Children, Youth and Their Families.
 - Beacon Center objectives were set as the criteria (i.e., educate youth on health) to see if objectives were met (i.e., youth increased their knowledge on health issues).

- Bamboozled was nominated for a Webby Award in 2003 and featured in *YM* magazine's September 2002 issue.

Other programs: Safety Network Program (assists community members in determining priorities for the neighborhood, conducts outreach, and sets goals).

Key words: academic/tutoring, after school, arts, case management, community service, gender specific-female, intergenerational, juvenile justice/probation, leadership training, LGBTQ, mentoring, school collaboration, sports/recreational activities, technology, third-party evaluation.

47) Organization: Vietnamese Youth Development Center (VYDC)

Program: Multiple youth programs

Address: 150 Eddy Street; San Francisco, CA 94102

Contact: Judy Young, Executive Director

Website: www.vydc.org

Email: judyyoung@vydc.org

Phone: (415) 771-2600

Mission statement: To provide Southeast Asian youth with needed support and practical assistance as they adjust to and assimilate into an American culture and assume roles and identities as Asian Americans. Goals for youth: Support and value their peers, explore their strengths and talents, advocate for opportunities to be more effective leaders and contributors in society, and value and respect culture, traditions, and diversity.

Target client: Immigrant youth and youth of families from Vietnam, Cambodia, Laos, and other areas of Southeast Asia, ages 13-21, recruited through various middle schools and high schools, parents, and service providers.

Number of clients: Over 300 youth served through all programs (from 1/1/06 to 6/30/06).

Language capabilities: Cambodian, Cantonese, Laotian, and Vietnamese provided by staff and volunteers.

Background: In 1979 a group of Vietnamese refugees in San Francisco founded the Vietnamese Youth Development Center to provide neighborhood youth with urgently needed support and practical assistance as they adjusted to their new lives in America.

Staff and volunteers: Nine full-time staff, four part-time staff, and many volunteers.

Description of programs:

1. Mayor's Youth Employment and Education Program (MYEEP)
 - An after school and summer program that offers employment opportunities for youth with little or no job experience.
 - Offers academic planning, mentoring, community building, and leadership development.
2. Empowering Southeast Asian Youth (ESAY)
 - Leadership building classes which involve art, media, writing, and drama production projects.
 - Youth participate in a summer leadership program with 10-12 participants.
 - Recreational activities are offered year-round, as well as various cultural events.
3. Intensive Home Based Supervision (IHBS)
 - For pre- and post-adjudicated youth, a mandatory program for youth connected with the juvenile justice system.
 - Youth are assigned to a case worker who monitors youth and provides referrals to employment and educational services.
4. Case Management
 - For high risk youth, referred by school counselors, teachers, or service providers.
 - Each youth is assigned a case manager/counselor.
 - Individual and family therapy.
 - Youth stay in program from six months to two years.
 - Services aim to reduce recidivism, truancy, and failure rates.
5. Asian Youth Prevention Services (AYPS)
 - Provides educational mentoring, early intervention, case management, and counseling to increase awareness about drugs/alcohol/tobacco abuse and related high risk behavior.
 - Also has small group tutoring, workshops, and recreational activities.
6. Asian American Community for Education (AACE) Trio
 - Higher education program.
 - Funded by the Department of Education to train staff to provide comprehensive and competent guidance and advice to students at VYDC.
 - Staff are trained on all aspects of education including individual tutoring support, graduation support, higher education exploration, job trainings, GED training, etc.
 - In 2004, staff implemented an education program targeting specific needs of youth at VYDC.

Role of culture: Cultural understanding and appreciation play key roles at VYDC. Throughout all programs and activities, VYDC emphasizes diversity and cultural awareness. Youth are routinely immersed in different cultures at VYDC; they are encouraged to explore other cultures as well as their own.

Parent and community involvement: Parents participate in agency events throughout the year. AYPS has parent focus groups and workshops. VYDC participates in community events and collaborations.

Recruitment

- Recruit persons with bilingual capability (though not required), grassroots experience, should have a college education or be college bound, be energetic/charismatic, and be familiar with the Tenderloin community or Southeast Asian youth.

Staff development and training

- Staff may be trained in mental health, violence, substance abuse, cultural awareness and sensitivity based on which program they are involved with.
- Bimonthly staff meetings.
- Annual staff retreat.
- Multiple workshops/conference through grantors.
- Occasionally, outside consultants brought in for media art and drama art.
- The board of directors is also trained in order to stay up to date with the community and their financial responsibilities.

Measurable outcomes

- Youth program evaluations are done according to funders' requests.
 - Grant evaluations are regular and meet requirements.
 - Certain programs, such as ESAY, have pre/post surveys.
 - Program that works on truancy and failure rate can judge efficacy through school attendance and grades.
- Success is also gauged by the number of returning youth. There are multiple returning youth, including some who work at VYDC (about five).
- Recognition awards from community and peer CBOs.
- High percentage of youth in program goes on to higher education (40%).

Key words: academic/tutoring, after school, arts, case management, counseling/mental health, development, employment services/vocational training, ethnic specific-Southeast Asian, family involvement/reunification, immigrant/English learner, intervention, juvenile justice/probation, leadership training, mentoring, prevention, refugee, sports/recreational activities, substance abuse.

48) Organization: Youth Together

Program: Youth Together

Address: 1611 Telegraph Avenue, #203; Oakland, CA 94612

Contact: Kimberley Aceves, Executive Director

Website: www.youthtogether.net

Email: kaceves@youthtogether.net

Phone: (510) 645-9209 (9207)

Mission statement: Grounded in our commitment to unity, peace, and justice. Addresses the root causes of educational inequities by developing multiracial youth organizers and engaging school community alliances to promote positive social change.

Target client: High school students recruited through word of mouth, community based agents, classroom workshops, and lunchtime tabling.

Number of clients: 104 active youth participants, another 400 students receive direct services (from 1/1/03 to 6/30/03).

Language capabilities: Cantonese and Spanish provided by staff and volunteers.

Background: In the wake of Proposition 187 in 1994 and Proposition 209 in 1996, the community saw an increase in violence, especially interracial violence. Youth Together (YT) emerged as an organization following a weeklong emergency closure of Oakland's Castlemont High School due to violent race riots. Outraged and frustrated by the conditions in their school that led to these riots, students and community members came together to strategize on how young people could lead the efforts to identify solutions to the root causes of both the physical violence (e.g., fights between students, increased gang presence) and the institutional violence (locked bathrooms during the day, punitive tardy policies, less than 20% credentialed teachers) present on their school campus. Castlemont students also recognized that in order to organize for real social change there would need to be a deliberate effort to 1) ensure that students had the developmental opportunity to become leaders within a multiracial context and 2) the students' organizing efforts would need to address both personal and systemic change in order to have long-term impact on their school and on their community.

Staff and volunteers: Ten full-time staff, one part-time staff, and 20 volunteers.

Description of program: Six high school sites with varying projects. Youth Together employs a four-tiered program strategy to build youth leadership and capacity for school community change efforts across project sites:

1. Direct skill building and leadership development of a core team of 10 multiracial youth at each high school, including six youth site assistants.
 - Youth are provided with ethnic studies, violence prevention, and community organizing training and development, as well as support for their academic engagement.
 - Leadership skills development
 - Core student leaders are grounded in understanding the political history of oppression, struggle, and resistance, and thus understand their role in that continuum of history.
 - Focus on developing discipline and keeping focus to heal from the negative impact of oppression in their own lives and communities, in order to fight for principles of peace, unity, and justice for all peoples.
 - Youth actively serve their community and serve as role models. Concretely, this means they stand up for beliefs publicly, have influence over their peers and adults, and are able to move people to action or influence their thinking.
 - Organizing skills development
 - Having internalized an analysis of institutional power and people power, student organizers can articulate why they are organizers and why school-community organizing is needed.
 - Student organizers educate peers about issues of injustice in their schools. They then mobilize peers in constructive actions to address injustices that will bring about positive solutions.
 - Advocacy skills development
 - Core youth advocate by representing the needs and interests of their peers. They stand up to adult decisionmakers forcefully and respectfully to promote their agenda.

- Job skills development
 - Core youth, especially site assistants, learn basic job skills including punctuality, monitoring and submitting their own timesheets, work plan development and follow through, personal organization, time management, and communicating work schedules with site organizers.
 - Academic engagement
 - Core student organizers are required to maintain a 2.0 minimum grade point average while enrolled in YT.
 - Students learn study skills through the organizing and planning activities, monitoring of individual student success plans, and ongoing ethnic studies and violence prevention education in YT.
 - Critical thinking development. Youth gain the ability to question and analyze information, situations, and events, make linkages, and propose an explanation or solution.
 - Youth learn about histories of oppressions, common struggles, and alliances of people of color.
 - Youth are encouraged to go to class, complete homework, and plan beyond high school.
 - Youth are further encouraged to apply YT curriculum material to daily life.
2. Project site development
 - Core youth, with support of YT adult allies, lead efforts to develop an additional 30-50 affiliate youth at each project site.
 - Purpose of the affiliate group is to train next generation of YT core student organizers.
 - Group functions as the advanced student base constituency, increasing organizing capacity and policy impact per campus.
 - Youth expand their skills in areas of leadership, organizing, advocacy, and academic engagement described above.
 3. Campaign development.
 - Core and affiliate youth focus their collective efforts during the school year on youth-led school and community change campaigns that engage and involve the entire student body, including teachers, parents, and administrators and ensure the institutionalization of student voice.
 - The primary activities these youth focus on to create a positive impact on school culture and school policies are school-community change campaign(s) organizing, violence prevention education and activities, media advocacy, and policy advocacy.
 4. Summer mentoring program
 - Builds stronger peer to peer mentoring and support.
 - 60 YT core youth participate with 120 incoming ninth graders from feeder middle schools.
 - Primary activities and skills built are high school survival skills, multiracial understanding, violence prevention skills, introductory organizing skills, and art skills.

School specific campaign work:

- Castlemont High School
 - Campaign for cleaner bathrooms included student outreach to raise the respect for school bathrooms, presentations about the risks of dirty bathrooms, and petitions to the school to hire more janitors.
- Berkeley High School
 - Worked in collaboration with Cultural Unity and Raza Club (two on-campus groups).
 - Worked on a Unity Assembly, featuring dance and other performances aimed at giving marginalized youth a voice.
- Skyline High School
 - Worked on Unity Week, which included Youth and War Day, Cultural Unity/Tribute to Hip Hop Day, Student Rights Day, and History of Youth Movements Day.
 - Each day of the Unity Week had a rally with cultural performances and speakers.
- Richmond High School and Kennedy High School
 - Successful movement to get ethnic studies approved as a graduation requirement.
 - Created a youth resource guide for youth in West Contra Costa County.

- Fremont High School
 - Youth administered a 25 question survey to over 1,000 students.
- Summer program
 - High school students teach a six-week course on social justice and high school adjustment to incoming ninth graders.

Role of culture: Culture is essential. YT builds multiracial unity through learning about different cultures and common struggles.

Parent and community involvement: At some school sites, YT is actively involved with parent organizations, such as ELAC, PTSA, Parents of African Descent, etc. Parents are encouraged to be advocates and organizers for themselves as well as their students.

Recruitment

- Applicants should be young leaders who have a clear understanding of their own history and understand the need for building alliances in order to promote educational and racial justice within communities.
- Aim for staff who reflect diversity in gender, class, and sexual orientation.
- Look to leaders from the community, and support youth involvement in staff recruitment and hiring.

Staff development and training

- YT considers itself a learning organization. Staff not only learn from outside training, but also create the spaces to learn from each other.
- Staff attend two yearly retreats, two to three all-staff trainings per year, regular staff meetings, site organizer meetings, and Regional Campaign and Education Committee meetings.
- Staff are encouraged to pursue individual training opportunities.

Measurable outcomes

- Utilizes empowerment evaluation techniques which began in a longitudinal evaluation study led by Dr. Pedro Noguera (Harvard University).
 - A qualitative and quantitative approach focused on these outcomes:
 - Improved civic engagement, multiracial understanding, youth organizing, school/community relations, violence prevention, resiliency, youth leadership, and academic engagement.
 - Improved connections between youth and adults.
 - Increased capacity of youth and adults to prevent conflicts and support violence prevention efforts.
 - Increased institutional responsiveness to youth needs and solutions.
 - Increased equity of resources for youth.
 - Increased community building and empowerment among youth and adult school community members.
 - Qualitative methodology includes staff monthly documentation, staff write-ups of Individual Success Plans (ISPs) for core youth, meeting minutes documenting staff, youth, and school community member input and feedback, conducting focus groups with core youth on student teams, collecting interim reports, needs assessment data, participant feedback forms, and other products.
 - Quantitative methodology includes collecting school-wide data and YT core youths rates of dropout and seniors meeting A-G requirements for UC/CSU admissions, and survey data.

Other programs: Include Student Power campaign and leading an educational justice coalition called Organize Da B.A.Y. (Bay Area Youth). The campaign's vision is to demand a quality education on all campuses, as well as ensure a democratically elected student body that represents the needs of all students.

Key words: academic/tutoring, after school, arts, community service, development, intervention, leadership training, mentoring, multicultural, prevention, school collaboration, violence/delinquency, youth-led advocacy.

Submit Your Youth Program/Organization

Are you involved with a program or organization that serves API youth? Submissions and recommendations for future online versions of this resource guide (located at www.yvpcenter.org/publications) are welcomed.

In order for your program or organization to be considered for inclusion in future guides, please complete all items in the form below. If you would like to recommend a program, please complete *only* the box at the bottom of page 107. Once your submission is reviewed by National Council on Crime and Delinquency (NCCD) staff, you may be contacted to provide further information.

Please return completed submission/recommendation forms by mail or fax to:

NCCD
Attn: Isami/Caroline
1970 Broadway, Suite 500
Oakland, CA 94612

Fax: (510) 208-0511
Attn: Isami/Caroline

COMPLETE THIS FORM ABOUT YOUR ORGANIZATION/PROGRAM

Full Name of Organization:

Name of Youth Program(s):

Contact Person:

Address:

Phone:

Email:

Website:

Mission statement: What is your organization's mission statement?

Target client: List age, gender, and ethnicity of target client(s). How are clients recruited?

Number of clients: List approximate number of clients served during last fiscal year, calendar year, or other period (please indicate dates - for example: 100 clients served from 7/1/06-6/30/07)

Language capabilities: Other than English, what languages are available to clients, and who provides this service (staff, volunteers, outside contractor, etc.)?

Background: Briefly, provide basic background of your organization. For example, what were the circumstances or event(s) that resulted in the formation of your program/organization, and how has it evolved/grown since then? Briefly describe youth serving program/youth component.

Staff and volunteers: How many full time staff does your organization or program employ? How many part time staff? How many volunteers? (numbers can be approximate)

Description of youth program(s)/service(s) provided: Describe each youth-serving program or component that your organization offers. What activities are associated with each program? What skills do youth learn?

Role of culture: Give a brief statement about the role culture plays in your program.

Parent and community involvement: Are parents actively involved in your program/organization (for example, as volunteers, doing outreach, fundraising, etc.)? If so, describe briefly.

Recruitment: How do you recruit staff for your program/organization? What skills and experiences do you look for in applicants? What is the interview process like? Is there a probationary period?

Staff development and training: Are there weekly staff meetings? Seminars, workshops, conferences, and/or trainings for staff? Other opportunities for professional development of staff?

Measurable outcomes: How do you measure the effectiveness of your program/organization? Do you collect qualitative (pre and post surveys, focus groups, etc.) and/or quantitative data (statistics)? If so, please describe briefly.

Other programs: List other programs, if any, offered by your organization, that don't necessarily deal with youth.

<p style="text-align: center;">I would like to recommend an organization or program serving API youth. (Please fill out this box ONLY if you are making a recommendation. Do not fill out above survey.)</p> <p>My Name: _____</p> <p>My Affiliation: _____</p> <p>My Phone: _____</p> <p>My Email: _____</p> <p>Name of youth organization/program I am recommending: _____ _____</p> <p>Contact Person: _____</p> <p>Address: _____</p> <p>Phone: _____ Website: _____</p> <p>Email: _____</p>
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Thank you for your submission/recommendation!