

RAISING AAPI YOUTH VISIBILITY

**Findings from a survey with Asian American
and Pacific Islander Youth in Oakland, CA**



ASIAN HEALTH SERVICES



Building Asian & Pacific Islander Community Power



Banteay Trei

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Building Asian & Pacific Islander Community Power



Banteay Srei

Raising AAPI Youth Visibility

Participating Organizations

Asian Health Services Youth Program at The Spot
AYPAL: Building API Community Power
Banteay Srei

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Table of Contents

- Executive Summary** 1
- Introduction..... 1
- Key Findings..... 1
- Impact and Future Steps..... 2

- Introduction**..... 3
- Background..... 3
- Methods..... 5
- List of tables and figures in this section*
- Table 1: Ethnic Distribution of Survey Participations*..... 6

- Section 1: School Culture and Climate**..... 7
- List of tables and figures in this section*
- Figure 1: Learn about Asian history, culture, and identity*..... 7
- Table 2: School Culture and Climate*..... 8

- Section 2: Personal Culture and Climate**..... 9
- List of tables and figures in this section*
- Figure 2: Generally Happy*..... 9
- Table 3: Personal Culture and Climate*..... 10

- Section 3: Neighborhood Culture and Climate**..... 11
- List of tables and figures in this section*
- Table 4: Neighborhood Culture and Climate*..... 11
- Figure 3: My family can buy fresh and affordable food in my neighborhood*..... 11

- Section 4: Economic Culture and Climate**..... 13
- List of tables and figures in this section*
- Table 5: Economic Culture and Climate*..... 13
- Figure 4: Finding a job that pays well*..... 14

- Section 5: Conclusions and Recommendations**..... 15

- References**..... 16

- Appendix**..... 17

Executive Summary

Introduction

Data plays a substantial role in guiding decisions by leaders and policy makers. Currently, limited data collection and reporting practices point to Asian Americans and Pacific Islanders (AAPI) as having both the highest percentage of bachelor's degree attainment and the highest median income among all racial groups. However, this data and the overall view of Asian Americans as a "Model Minority" do not capture the stories and struggles of the immensely diverse AAPI community. The misconceptions about the health and well-being of AAPI youth are caused by both a lack of research about AAPIs overall and a lack of disaggregation of existing data to identify hidden disparities. To address this problem, our three youth-focused organizations, AYPAL, Banteay Srei, and Asian Health Services Youth Program, set out to collect and analyze data about the AAPI youth community in Oakland to get a more robust picture of their experiences.

This mixed-method study examines the implications of the experiences of AAPI youth enrolled in Oakland public schools through surveys and focus groups and utilizing the experiences of organizations that work on the ground with AAPI youth in Oakland everyday. A survey was developed in collaboration with our youth participants that covered culture and climate in the following domains: School, Economic, Personal, and Neighborhood. Nearly four hundred youth completed this self-administered survey. Data was also collected from a focus group of five youth attending a high school in Oakland. Importantly, this data was disaggregated into the following AAPI ethnicities: Cambodian, Chinese, Filipino, Mien/Lao, and Vietnamese. Given the dearth of disaggregated AAPI data, this ethnic-specific data provided important insights into the needs of different AAPI youth.

Key Findings

School Culture and Climate

When asked if Oakland AAPI youth felt college- and career-ready, 71% said yes. However, only 59% of Cambodian students responded yes, compared to 81% of Filipino students. These results highlight disparities in college readiness between ethnic groups and the need that a large proportion of the students do not feel ready, despite the misleading narrative that AAPI youth do well in school and are college-bound.

Personal Culture and Climate

One in ten responded that they have thought about joining a gang, and approximately one-third have used drugs and/or alcohol in the last six months. These results show the prevalence and potential for high-risk behaviors for these youth.

Neighborhood Culture and Climate

Only 38.4% responded that they feel safe and supported by the police. Approximately one-third to half of the participants reported having been robbed in their neighborhood. Furthermore, issues of access to fresh and affordable food in their neighborhood were prevalent among Cambodian students, with only 57.7% reporting they have access.

Economic Culture and Climate:

38% of students surveyed said it was easy for their family members to find a job, with Cambodians reporting at 25%. These findings underscore the lack of economic opportunities for AAPI families in the local area.

Impact and Future Steps

The findings of this report illustrate the importance of both collecting data on AAPI youth and disaggregating the data. The data collected and analyzed by the youth, with support from our youth-based programs, helped to empower the youth to raise these issues with policy-makers to advocate for change. Outcomes of this study have led to policy changes within the Oakland Unified School District (OUSD), including a resolution to publish disaggregated data about Asian Americans and Pacific Islanders and adding “Mien” and “Tongan” as categories that were previously missing from OUSD enrollment forms. Youth leaders from the three organizations have also presented this data to city and county officials in hopes of creating similar policies.

The AAPI community is reported to be the fastest growing population in California and in the United States. We are at a critical time to capture and reflect the diverse experiences, as well as identify targeted needs and resources for the AAPI population. In collaboration, the youth of Asian Health Services, AYPAL, and Banteay Srei developed **the following recommendations:**

- Public agencies, such as school districts, should collect, monitor, and report disaggregated data on AAPIs to identify and address issues that have historically been understudied and “invisible.”
- Public agencies should strive to establish partnerships with organizations and programs serving underrepresented AAPI populations to more coordinated and comprehensive services to AAPIs.
- Public agencies should increase support and resources for mental health services and programs serving underrepresented AAPI populations.
- There should be larger (e.g., statewide or national) needs assessments on AAPI youth conducted to identify geographical differences and increase the sample size.

Introduction

Background

The Asian American and Pacific Islanders (AAPI) population is the fastest-growing in the nation, yet it remains the most understudied racial/ethnic population. Despite the fact that the AAPI population is composed of numerous, diverse ethnic groups that have originated from 50 different countries and use over 100 languages, the dominant research literature tends to aggregate these groups together, often masking important differences and disparities within and between groups.

As the AAPI population has bimodal distributions of education, income, and health, it is unfortunate that AAPIs are continually portrayed as being a successful minority, a misleading narrative that ignores their diversity and complexity. The “Model Minority” stereotype racializes AAPIs, rendering them as the “Invisible American” even though they are among the largest racial/ethnic minority groups in the U.S.¹ As a result, data on AAPIs is scarce and often problematic. This is exacerbated by the lack of disaggregated data to capture the unique experiences of the

multitude of different AAPI ethnic groups. The limited disaggregated data that is available shows a different reality, including economic, health, and educational disparities.^{2,3}

When it comes to **AAPI youth** (ages 24 and younger) even less is empirically known about this age group. Limited studies and anecdotal stories highlight issues of youth delinquency and violence.^{4,5} In Oakland, AAPI youth have had very high arrest rates, especially in specific ethnic groups such as the Samoans (140 per 1000); Cambodians (63 per 1000), and Laotians (52 per 1000).⁶ Asian American juveniles in California were more than twice as likely to be tried as adults, as compared to white juveniles who committed similar crimes⁷ largely because of the Model Minority Myth that casts a bias against Asian American juveniles as being intelligent; thus, their crimes are considered as calculated and not just “mistakes” committed by an underage individual. Furthermore, issues of bullying, while not unique to AAPIs, are of great concern for AAPIs. AAPIs often face bullying and harassment based on their immigration status,



Background

the way they look, and/or their English language skills. Much more granular data is needed to bring light to the many risks, challenges, and even opportunities for the AAPI youth.

Community organizations serving primarily Asian American youth from the ages of 12-24, such as AYPAL Building API Community Power, Banteay Srei, and The Spot Youth Center at Asian Health Services (AHS), have been increasingly concerned as they observed the many youth falling through the cracks, yet there was little attention from public service organizations to address this rising issue. This is due in large part to the **Model Minority Myth**, which is based on the assumptions that the entire AAPI student population come from well-educated middle-class families, receive strong support for educational achievement through their parents and ethnic communities, and have no serious academic problems.⁸ The Model Minority Myth is pervasive, and results in many of these youth feeling that their struggles and experiences are not fully understood and acknowledged, and that their population is not appropriately prioritized for support services.

Driven by the ongoing lack of Asian American and Pacific Islander youth data and the disaggregation of data, [AYPAL](#), [Banteay Srei](#), and [AHS Youth Program at The Spot](#) Youth Center collaboratively conducted an Asian American and Pacific Islander youth assessment in order to collect granular data by ethnicity and analyze the disaggregated data as

a way of identifying and documenting the issues faced by AAPI youth in the Oakland, California area. **The information gathered from the youth assessment was intended to:**

- 1) Create visibility for Asian youth and their families' struggles, in order to advance an agenda to address these issues across the different disciplines (e.g., education and health);
- 2) Advocate for services that address the specific needs of the large AAPI student population within the Oakland Unified School District (OUSD);
- 3) Develop a public report to highlight key findings to contribute to the scarce literature on the AAPI youth population.
- 4) Promote efforts to address data and service gaps for AAPI youth.



Methods

During the 2014-2015 academic calendar, AYPAL, Banteay Srei and AHS' Youth Program collected data from Asian American and Pacific Islander youth and young adults between the ages 12 and 24. In total, over 400 surveys were collected, the majority of which were from high school students, with a sample of middle school and community college students. We were able to work with Oakland High School and its school-based wellness center to collect over 250 surveys from the AAPI youth population. In addition, to give more texture to the survey data, we also conducted one focus group at Oakland High School with five AAPI students.

Surveys were disseminated at local AAPI-focused events, including but not limited to cultural fairs. In addition, the surveys were disseminated at community colleges and Oakland High School. Program staff would distribute the surveys to AAPI students. The survey was available online (via Survey



Monkey) and on paper. Each person who completed the survey was entered into a drawing to win \$100.

In addition to the survey, we conducted one focus group with five AAPI students recruited from Oakland High School. Students were referred to program staff by school-based staff and recruited during lunch. Each participant received \$20.

Survey questions were originally developed by AYPAL youth, who identified key areas of concern in an earlier version of the survey. The three youth programs later modified and expanded on the survey. Youth were involved at all stages of the survey development, from AYPAL's original survey development to the revised version used for the final survey instrument (See Appendix).



Methods

The responses to the questions were based on a four-point Likert scale (Strongly disagree, Disagree, Agree, Strongly agree). For analysis, we collapsed the responses into two categories (agree versus disagree). As one of our main interests was to show how disaggregated data can be different from aggregated data, we also conducted chi-square tests to compare whether results of each of the ethnic groups were statistically significant in differing from the aggregate group.

This summary report includes findings from 373 surveys, which include middle and high school students but excludes community college students, and the focus groups. Table 1 shows the distribution of survey participants by ethnic group. For those who selected more than one ethnic group, we categorized them into the smaller ethnic group, except for those who selected Chinese and Vietnamese, which were categorized as “Vietnamese.” A few participants self-identified into several ethnic groups, including Native Hawaiian and/or Pacific Islander. For these individuals, we categorized them into one of the other five listed ethnic group as the sample size for Native Hawaiians and Pacific Islanders was too small to show.

Findings are briefly described in the following four sections: (1) School Culture and Climate, (2) Personal Culture and Climate, (3) Neighborhood Climate and Culture, and (4) Economic Culture and Climate.

Table 1. Ethnic distribution of survey participants

Groups	Number	Percentage (%)
Cambodian	60	16.1%
Chinese	103	27.6%
Filipino	26	7.0%
Mien/Lao	59	15.8%
Vietnamese	125	33.5%
Total (“Aggregate”)	373	100%



Section I: School Culture and Climate

Asian American students feel a sense of community at their respective schools but do not have opportunities to learn about their histories, cultures, identities, and systems of oppression. They often do not feel safe and protected. Survey results (Figure 1) indicate that in general, **Asian American students do not have many opportunities to learn about their history, culture and identity.** For the aggregated group, only 38% of the students who were surveyed reported that they learned about their history, culture and identity. Cambodian students had the lowest percentage at 25.5%.

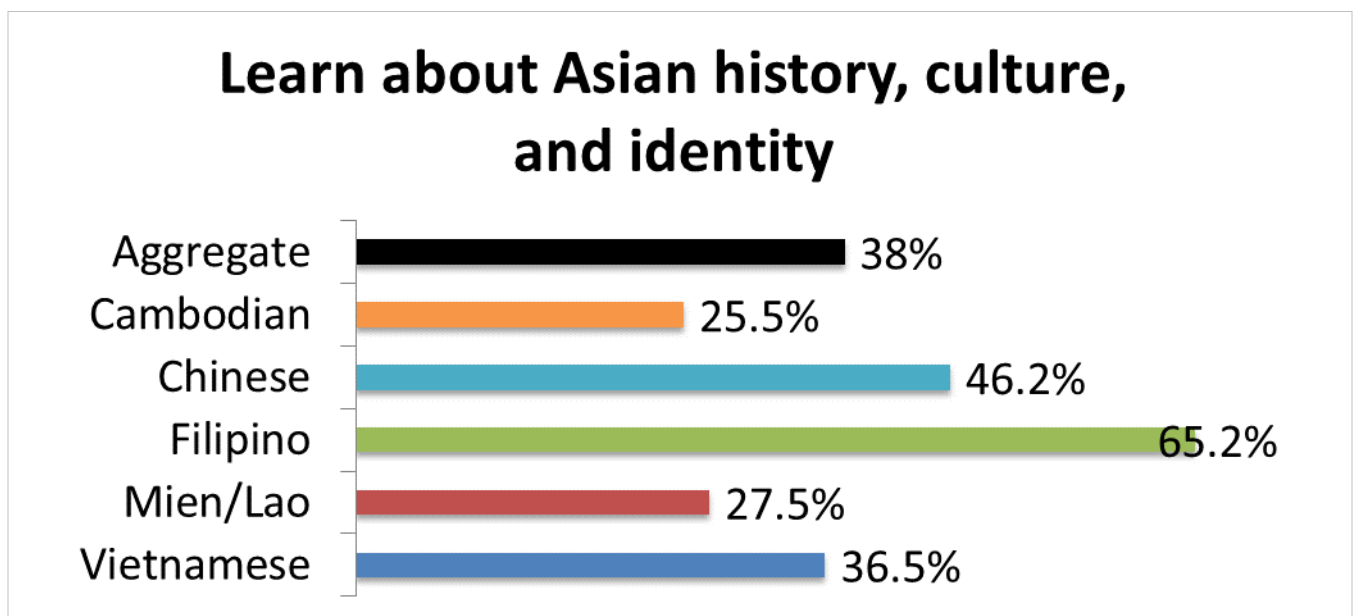
Table 2 shows results to other questions related to School Culture and Climate.

Although 81% of the Asian American student population who were surveyed indicated that they feel a sense of community at their respective schools, only 41.4% of them

indicated that they feel safe and protected. Thus, **58.5%** of the Asian American student population surveyed **do not feel safe and protected** while they are at school. Results from the California Health and Interview Survey (CHIS) show that for young people ages 12-24, 85.7% of all respondents did not fear being attacked,⁹ suggesting a big difference between AAPIs participants and that of the whole state. Alarminglly, only 58.7% of the surveyed population would report to faculty and staff that they are being bullied or harmed. This raises the concerns of the number of unreported incidents and the lack of opportunities to restore justice and address trauma. As a focus group participant states,

“Asians in particular are picked on a lot, and I feel that a lot of them don’t have a voice.”

Figure 1. Percentages by ethnic group for responses to the question “I have classes that teach me about my Asian history, culture, and identity.”



While 71.5% of the surveyed population feels college- and career-ready, there are differences between ethnic groups. The Cambodian and Mien/Lao population feel less ready in comparison to the aggregate group. Only 66% of the Mien/Lao population feels college- and career-ready, while only 59.6% of the Cambodian population is college- and career-ready.

School culture and climate are very important, as they can be strong predictors of behavior, including consumption of drugs and alcohol.¹⁰ These results underscore that there are **issues of safety and bullying within the school for AAPI youth**. A study reported that AAPI female adolescents experienced significantly higher rates of race-based harassment (24.2%) than white female adolescents (4.8%).¹¹ In addition, the need for classes that help students feel like they are learning about their history, culture and identity. One study found that ethnic identity is associated with lower levels of withdrawn/depressed symptoms in Asian youth.¹² Furthermore, there are concerns for some groups in **feeling prepared for college and a career** after high school. More than half of

all Hmong, 57%, Laotian, 52%, Guamanian, 56%, Native Hawaiian, 56%, and Samoan, 62%, men who attend college leave without earning a degree.¹³ These findings highlight the need to promote cultural sensitivity and integration in the school curriculum, safety, and college and career opportunities for AAPI youth. They also show the differences and identify potential disparities for some ethnic groups.



Table 2. "School Culture & Climate": percentages of students agreeing to the question on the specified topic

Topic	Aggregate (%)	Cambodian (%)	Chinese (%)	Filipino (%)	Mien/Lao (%)	Vietnamese (%)
Learn about racism, sexism, and homophobia.*	64.6	51.8	66.7	88.5	71.4	60.6
Safe and protected.	41.4	43.6	37.0	50.0	34.7	45.4
Report when bullied or harmed.	58.7	61.5	55.4	60.9	57.4	60.4
College and Career ready.	71.5	59.6	75.8	80.8	66.0	73.9

*statistically significant in difference between ethnic group and aggregated group ($p < 0.05\%$).

Section 2: Personal Culture and Climate

There are a variety of ways to measure quality of life, among which is whether one “feels happy.” Among our participants, over 60% (aggregate) responded that they are generally happy, with Cambodians having the lowest proportion (55.5%).

Examining high-risk behaviors also reflects quality of life and may be a predictor of health outcomes. Table 3 shows the distribution across ethnic groups for high-risk behaviors. From the aggregated data, 1 in 10 youth have “thought about joining a gang to protect myself from

being bullied”, yet Cambodians and Filipinos show 14.1% and 16.7%, respectively. Results also highlight that as much as 29.2% of Filipinos and 20.7% of Cambodians use drugs when they are sad and angry. The above findings show that nearly half of Cambodians and approximately 40% of other groups do not generally feel happy. In aggregate, approximately one-third have used drugs and alcohol in the last six months, with Filipinos reporting at 50%.

Figure 2. Percentages by ethnic group for responses to the question “I generally feel happy every day.”

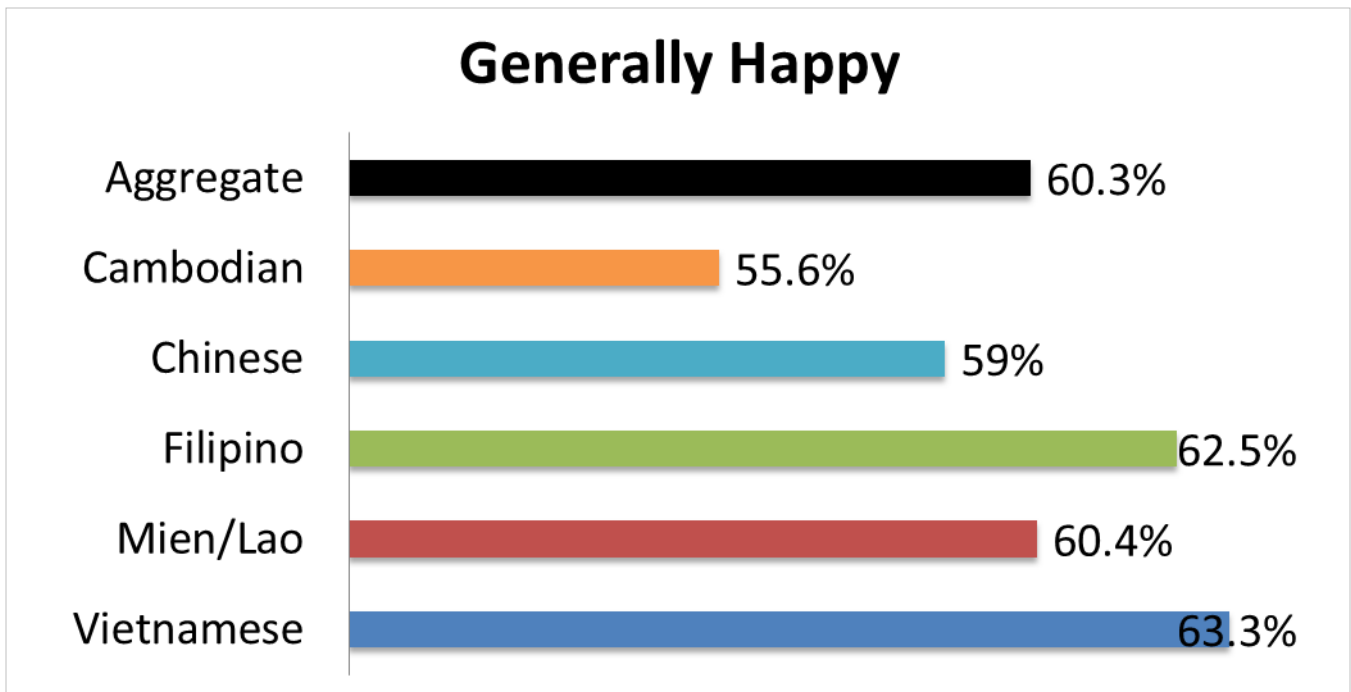


Table 3. “Personal Culture and Climate: percentages of students agreeing to the question on the specified topic

Topic	Aggregate (%)	Cambodian (%)	Chinese (%)	Filipino (%)	Mien/Lao (%)	Vietnamese (%)
Thought about joining a gang	10.1	14.1	7.2	16.7	7	10.9
Used drugs/alcohol when sad/angry	15.6	20.7	9.1	29.2	15.5	15.7
Have used drugs/alcohol in last 6 months*	29.8	35.0	18.5	50.0	27.1	33.6

*statistically significant in difference between ethnic group and aggregated group ($p < 0.05\%$).

These findings highlight some major concerns around the psychological state of AAPI youth in this local area. The National Institute of Health (NIH) released a report that highlighted that 40% of Southeast Asian refugee families suffer from depression and 70% of Southeast Asian refugee families suffer from post-traumatic stress disorder (PTSD).¹⁴

As illustrated by the quote below from one of the focus group participants, **AAPI youth are not feeling happy or supported, and engage in high-risk behaviors.**

“I have a friend, who I talked to for over 4 years and she felt like she didn’t have anyone to talk to. She didn’t have anywhere to go, and now... she’s somebody who sells themselves. She doesn’t see a way out of it, she dropped out of high school. She thinks it’s really hard to get back in school.”

The lack of support and choices in their lives makes them vulnerable to such issues as commercial sexual exploitation.¹⁵ Results from the National Survey on Drug Use and Health (2005-2008) reported that drug and alcohol use in the past year were as high as 37.0%.¹⁶ Findings for participants in this survey were overall slightly lower, but with some groups being higher (Filipinos=50.0%). This highlights the importance of disaggregated data to make visible which groups are being more impacted by drug or alcohol use in an effort to address these potential community issues.

These findings underscore the **need to examine the quality of life** for youth, with respect to mental health issues that may also be associated with high-risk behaviors.



Section 3: Neighborhood Culture and Climate

Neighborhood safety can have mental and physical health impact by directly putting individuals at risk for injury and death (e.g., gun shooting) and indirectly through health-promoting behavior (e.g., exercise). Table 4 shows results from neighborhood-related questions.

Less than half (45.8%) of the aggregated AAPI youth who were surveyed reported that they **feel safe** in their neighborhoods. Similarly,

less than half of them (48.7%) said their family members have never been robbed, with Mien/Lao reporting at the lowest at 30.4%. Although 76.3% of the students surveyed reported that they or family members would file reports of being robbed, only 38.4% of them felt safe and supported by the police. These findings suggest a sense of disconnect and distrust of the police by the AAPI community to resolve conflicts and crime prevention.

Figure 3 .
Percentages by ethnic group for responses to the question “My family can buy fresh and affordable food in my neighborhood.”

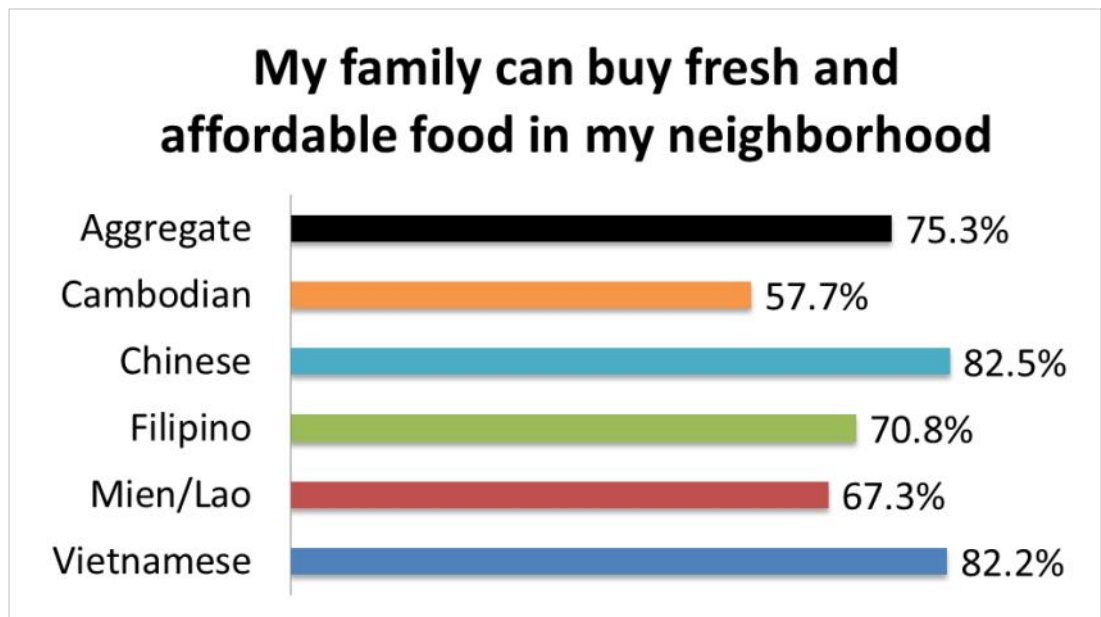


Table 4. “Neighborhood Culture and Climate”: percentages of students agreeing to the question on the specified topic

Topic	Aggregate (%)	Cambodian (%)	Chinese (%)	Filipino (%)	Mien/ Lao (%)	Vietnamese (%)
Feel very safe in my neighborhood.	45.8	52.6	39.0	56.5	47.3	45.2
My family members have never been robbed in my neighborhood.*	48.7	45.5	55.3	79.2	30.4	47.3
A family member or I are likely to make a report about being robbed.*	76.3	58	73.9	95.2	86.5	78.1
Feel safe and supported by the police.	38.4	31.3	48.2	36.8	32.7	36.6

*statistically significant in difference between ethnic group and aggregated group ($p < 0.05\%$).

Aside from the crime and safety issues, other indicators of neighborhood vital signs are some of its community assets, particularly food access. In response to the question about whether their families can buy fresh and affordable food in their neighborhood, three-quarters (75.3%) of the aggregate group responded positively; however, the Cambodian (57.7%) and the Mien/Lao (67.3%) populations reported much lower percentages compared to Chinese (83%) and Vietnamese (82%) surveyed. These results were statistically significant ($p < 0.05$).

The two quotes below from the focus group reflect some of the neighborhood safety.

“My next door neighbor got robbed by a group of three men. They came in and tied them to chairs and took all their belongings...They’re Cambodian, they don’t know how to speak English and were also old, so like they’re easily targeted so the three men invaded their house.”

“Next door [to the house that was robbed] used to be a brothel. It was like a Chinese brothel... basically there were Chinese women being transported for prostitution...One day, the person running it, he got shot...he got shot inside his own apartment so I think those are two examples of how closely crime is to me.”

In the CHIS 2007, 88.5% of the youth population (ages 12-24 years old) in California reported feeling safe most or all of the time in the neighborhood.¹⁷ In comparison, AAPIs in this survey had a much lower rate, with only approximately half feeling safe (Chinese only at 39%). Findings highlight major issues around crime, a sense of safety in the neighborhood, and protection and/or support from the police. These findings should be furthered explored with respect to both its generalizability as well as its health impacts (physical, mental, and emotional).



Section 4: Economic Culture and Climate

Despite the misleading narrative from the Model Minority Myth about the more favorable economic outcomes of AAPIs, there are **groups who are struggling economically**. Table 5 shows results pertaining to economics, and the numbers indicate that in general, Asian students are concerned about their families and their ability to afford paying bills and finding jobs.

Only less than half (**46.3%**) of all youth surveyed agreed that their families were **never worried** about having enough money to pay bills, with the Mien/Lao and Cambodian groups being the lowest at 40.7% and 43.6%, respectively. Responses to whether their families worry about having money to buy groceries were higher, with the aggregate group at 62.7%; these results highlight that over one-third of the respondents may struggle with having enough to eat or buy groceries. Results were similar with respect to having to pay for rent, with 58.3% of the aggregate agreeing that they do not have to worry about this.

Cambodians and Mien/Lao groups were among the lowest (53.5% and 54.7%, respectively). Approximately 1 in 4 of the respondents responded with concerns about being able to afford to stay in Oakland, highlighting concerns about affordable housing for this population.

With respect to jobs, the trend shows that approximately **40%** of the respondents feel it is **easy for them to find a job** in Oakland, with Cambodians reporting at only 27.7%. As one focus group participant states

“I think it’s more difficult [for youth to find jobs], which leads to them finding other alternatives...when it comes to making money. So they find easier ways to make money. And it’s not always the safest way to make money, but they do.”

The lack of job opportunities may become a hazard for these youth.

Table 5. “Economic Culture and Climate”: percentages of students agreeing to the question on the specified topic

Topic	Aggregate (%)	Cambodian (%)	Chinese (%)	Filipino (%)	Mien/ Lao (%)	Vietnamese (%)
My family is never worried that we don't have enough money to pay all our bills.	46.3	43.6	48.3	50	40.7	48.1
My family is never worried that we don't have enough money to eat or buy groceries.	62.7	55.4	65.6	64	51.9	69
My family is not worried that we can't afford to pay the rent or mortgage.	58.3	53.5	61.1	60.9	54.7	59.6
My family is not worried that we can't afford to stay in Oakland.	73.9	67.3	81	81.8	67.9	73.2
It's very easy for me to find a job in Oakland.	40.2	27.7	39.1	55.6	43.2	43.4

**statistically significant in difference between ethnic group and aggregated group (p<0.05%).*

Figure 4 shows that even a lower percentage feel it is easy for their family members to find a job that pays well, with Chinese reporting only 24.1%. These results are statistically significant (p<0.05).

As one focus group participant shares: *“My dad, since he doesn’t have much of an education... All he knows how to do is construction work stuff, because back where he’s from, there’s not much jobs either because it’s very impoverished. So I watched him beg people, like he’d walk up to the doorstep asking if he could cut their trees or cut their lawn or do the cement or whatever. Sometimes he had to call us out the car because he didn’t know how to speak with them, so like we had to talk to them over at the house, and try to translate it...trying to be a messenger.”*

As shown in these results, there is a **lack of job**

opportunities for parents and adults in the family, due to language barriers and limited education, which can place stress on both the adults and the youth.

The **Model Minority Myth incorrectly projects** that AAPIs are significantly more economically stable than other communities. Our survey results in conjunction with recent, yet limited, existing data shows a different story. According to self-reported income data from California Health Interview Survey (2014),¹⁸ 21.3% of families of all races have incomes up to 100% of the federal poverty level (FPL). In comparison, 38.4% Vietnamese, 30.4% Latino, and 19.7% African American have incomes up to 100% of the FPL. A recent report released by the U.S. Department of Labor on economic status of AAPIs that show that while the aggregate data tell a largely positive story, the disaggregated data highlight substantial differences and disparities for some ethnic groups in education and employment.¹⁹ Further research showing disaggregated economic status across AAPI communities is needed.

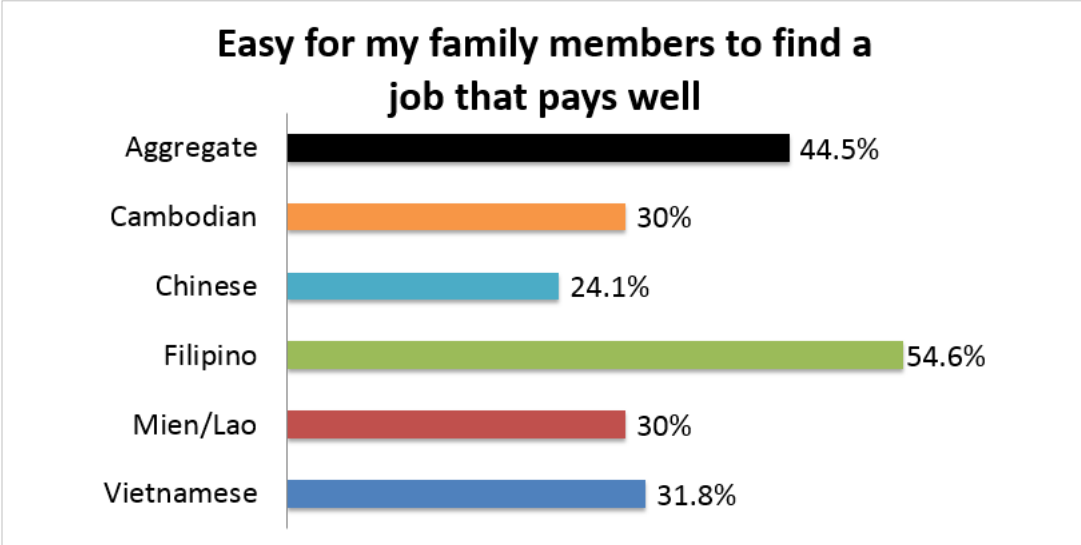


Figure 4. Percentages by ethnic group for responses to the question “It’s easy for my family members to find a job that pays well.”

Section 5: Conclusions and Recommendations

This report illustrates the importance of not only collecting data on AAPI youth, but also disaggregating the data. The results make visible a number of gaps in the experiences of AAPI youth in Oakland, CA. As wisely noted by Oakland Mayor Libby Schaaf, “We don’t fix what we don’t know.”

The data collected and analyzed by the youth, with support from our youth-based organizations, helped to empower the youth to raise these issues with policy-makers to advocate for change. **Outcomes of this study** have led to policy changes within Oakland Unified School District (OUSD), including a resolution to publish disaggregated data about AAPIs and adding “Mien” and “Tongan” as categories that were previously missing from OUSD enrollment forms. Youth leaders from the three organizations have also presented this data to city and county officials in hopes of creating similar policies.

There were some **limitations** to our report. First, we did not collect data on sex and were not able to examine differences by this variable. Moreover, given the ethnic differences, our sample size is limited. We had some Pacific Islanders participate in the survey and focus groups, but the numbers were very small (<5), so we were not able to do any disaggregated analyses. Yet, we recognize the importance of engaging the diverse Pacific Islander

communities in future research to inform our collective and specific community-based actions. Albeit with limitations, this report is unprecedented as there currently does not exist disaggregated data focusing on AAPIs with respect to these five areas, especially in urban areas like Oakland, California.

The AAPI community is reported to be the fastest growing population in California and the United States. We are at a critical time to capture and reflect the diverse experiences, as well as identify targeted needs and resources for the AAPI population. In collaboration, the youth of Asian Health Services, AYPAL, and Banteay Srei developed the following **recommendations**:

- Public agencies, such as school districts, should collect, monitor, and report disaggregated data on AAPIs as ways of identifying and addressing issues that have historically been understudied and “invisible.”
- Public agencies should strive to establish partnerships with organizations and programs serving underrepresented AAPI populations to more coordinated and comprehensive services to AAPIs.
- Public agencies should increase support and resources for mental health services and programs serving underrepresented AAPI populations.
- There should be larger (e.g., statewide or national) needs assessments on AAPI youth conducted to identify geographical differences and increase the sample size.



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Appendix

*****We request that if/when the following materials and survey questions are used, proper credit be given to AYPAL, Asian Health Services and Banteay Srei.***

YOUTH ASSESSMENT CLIMATE AND CULTURE SURVEY 2014

PLEASE FILL THIS OUT BREH!

WE,

AYPAL

SERVE THE PEOPLE

THE SPOT,

CARE ABOUT YOU

WE WANNA KNOW WHAT'S UP

SO WE CAN BETTER SERVE THE PEOPLE!

Please read the statements below & circle the answer that best applies to you.

SCHOOL CULTURE & CLIMATE

1. I feel a sense of community and belonging in my school.

A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) I Don't Know

2. Teachers and other school staff support my needs and interest.

A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) I Don't Know

3. Teachers and other school staff respect my Asian identity.

A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) I Don't Know

4. Students from different racial backgrounds respect my Asian identity.

A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) I Don't Know

5. I have classes that teach me about my Asian history, culture, and identity.

A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) I Don't Know

6. I have classes that help me become aware of different issues, such as racism, sexism, and homophobia, that harm communities.

A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) I Don't Know

7. I feel safe and protected from violence in my school.

A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) I Don't Know

8. I have not been bullied by Asian students at my school.

A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) I Don't Know

SCHOOL CLIMATE & CULTURE CONTINUED...

9. I have not been bullied by Black students at my school.

A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) I Don't Know

10. I have not been bullied by Latino students at my school.

A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) I Don't Know

11. I am mostly likely to report to a teacher or other school staff that I am being bullied or physically harmed.

A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) I Don't Know

12. My school's learning environment has made me feel confident that I will graduate on time, get into a good college, or find a good job after I graduate.

NEIGHBORHOOD CULTURE & CLIMATE

13. I feel very safe in my neighborhood.
A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) I Don't Know
14. I am never harassed or bullied in my neighborhood.
A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) I Don't Know
15. My family members are never harassed in my neighborhood.
A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) I Don't Know

NEIGHBORHOOD CULTURE & CLIMATE CONTINUED...

16. I have never been robbed in my neighborhood.
A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) I Don't Know
17. My family members have never been robbed in my neighborhood.
A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) I Don't Know
18. I or a family member is likely to make a report to the police about being robbed.
A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) I Don't Know
19. I feel safe and supported by the police.
A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) I Don't Know
20. My family can buy fresh and affordable food in my neighborhood.
A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) I Don't Know

ECONOMIC CLIMATE & CULTURE

21. It's very easy for me to find a job in Oakland.
A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) I Don't Know
22. It's very easy for my family members to find a job.
A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) I Don't Know
23. It's very easy for my family members to find a job that pays well.
A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) I Don't Know

ECONOMIC CLIMATE & CULTURE CONTINUED...

24. My family is never worried that we don't have enough money to pay all our bills.
A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) I Don't Know
25. My family is never worried that we don't have enough money to eat or buy groceries.
A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) I Don't Know
26. My family is not worried that we can't afford to pay the rent or mortgage.
A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) I Don't Know
27. My family is not worried that we can't afford to stay in Oakland.
A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) I Don't Know

PERSONAL CULTURE & CLIMATE

28. I generally feel happy every day.
A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) I Don't Know
29. I have adults in my life that support and mentor me when I'm having problems.
A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) I Don't Know
30. I have thought about joining a gang to protect myself from being bullied.
A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) I Don't Know
31. When feeling sad or angry, I have used drugs and/or alcohol to feel better.
A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) I Don't Know
32. In the last six months, I have used drugs and/or alcohol. (Y/N)

33. What is your ethnicity?

- | | | |
|----------------|---------------------|--------------------------|
| (A) Chinese | (G) Samoan | (M) Mongolian |
| (B) Filipino | (H) Tongan | (O) Tibetan |
| (C) Vietnamese | (I) Native Hawaiian | (P) Mixed Ethnicity/Race |
| (D) Cambodian | (J) Chamorro | (Q) Other |
| (E) Laotian | (K) Burmese | |
| (F) Lu Mien | (L) Bhutanese | |

34. What is your age?

35. What is your zip code?

- (A) 94601 B) 94602 C) 94603 D) 94605
E) 94609 F) 94610 G) 94612 H) 94619

36. What school do you go to?

- A) Fremont B) Life Academy C) McClymonds D) MetWest
E) Oakland High F) Oakland Tech G) Skyline H) Laney
I) Bret Harte J) Edna Brewer K) Roosevelt L) Westlake
M) Other: _____

37. Do you have a job? A) YES B) NO

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ASIAN HEALTH SERVICES



Building Asian & Pacific Islander Community Power



Banteay Srei