



DEMYSTIFYING THE MODEL MINORITY

THE IMPORTANCE OF DISAGGREGATING SUBGROUP DATA TO
PROMOTE SUCCESS FOR SOUTHEAST ASIAN YOUTH

July 2012

Soua Xiong, M.S., *Research Assistant*
Central California Children's Institute

Cassandra Joubert, Sc.D., *Director*
Central California Children's Institute

FRESNO  **STATE**
Central California Children's Institute

ACKNOWLEDGEMENTS

We would like to express our sincere thanks to the Lucile Packard Foundation for Children’s Health for supporting this work.

We also extend thanks to our Project Planning Team: MaiKa Yang (Stone Soup Fresno), Jonathan Tran (Southeast Asia Resource Action Center), Cyndee Loryang (Fresno Center for New Americans), and Vincent Harris and Dave Calhoun (Fresno Unified School District), who were instrumental in every step of the project from beginning to completion, including attendance at the planning meetings and community convenings, supporting quantitative data collection and coordinating the parent focus groups, reviewing drafts of this report, and providing important insights and suggestions.

Suggested Citation:

Xiong, S. & Joubert, C. (2012). *Demystifying the model minority: The importance of disaggregating subgroup data to promote success for Southeast Asian youth*. Fresno, CA: California State University, Fresno.

This report may be downloaded from www.centralcaliforniachildren.org.

BACKGROUND

In the San Joaquin Valley, there is an urgent need to better understand the culture, values, traditions and challenges of the growing Asian population. Advocacy groups and non-profit organizations have long indicated the importance of Asian ethnic subgroup information to assist in planning more responsive programs and services. For the first time in its history, Fresno Unified School District (FUSD) began collecting enrollment data for Asian subgroups in the fall of 2010; thereby making data available that distinguishes nine Asian ethnic groups. Although there continues to be a scarcity of gender-specific information, particularly data that can also be analyzed both by racial/ethnic subgroup and gender simultaneously, the information that is available is extremely valuable for understanding the needs of Southeast Asian (SE Asian) youth. The current project was designed to heighten awareness of the value and need for race/ethnicity data cross-tabulated by gender for Asian ethnic groups, and to share data collection approaches that can be replicated in school districts with substantial SE Asian populations.

To support this work, the Central California Children's Institute (CCCI) received a grant from the Lucile Packard Foundation for Children's Health. This work builds upon prior efforts of the CCCI to examine educational, health, socioeconomic and safety disparities among boys and men of color (supported by The California Endowment), and supports the mission of CCCI to conduct applied research, and facilitate policies and practices that promote the well-being of children and families.

THE NEED FOR DISAGGREGATED DATA

Data disaggregated by Asian subgroups is important to obtain an accurate picture of the needs and disparities that are typically hidden in aggregated data (Asian Pacific American Legal Center & Asian American Justice Center, 2011; Chang et al., 2010). This is especially true for SE Asian Americans. For the purpose of this report, individuals identifying as Cambodian, Laotian, Hmong, and Vietnamese are considered SE Asian Americans (Phetchareun, 2012). For years, SE Asian Americans were labeled under the umbrella classification "Asian Americans," commonly portrayed as the model minority, which has led to an underestimation of their challenges and needs (Hune, 2002; Suzuki, 2002; Yang, 2004).

In analyzing available national disaggregated data, Asian Pacific American Legal Center & Asian American Justice Center (2011) found that barriers for SE Asian Americans are higher than other Asian subgroups, for example:

- 1) over 80% of SE Asian Americans speak a language other than English at home, whereas this is true for only 65% of Malaysian, 57% of Filipino, and 36% of Japanese;
- 2) over 40% of SE Asian Americans are limited-English proficient, whereas this is so for only 22% of Indian, 19% of Filipino, and 18% of Japanese;
- 3) SE Asian Americans have the lowest attainment of Bachelor's degrees among all Asian American ethnic groups, i.e., Laotian (12%), Hmong (14%), and Cambodian (14%), compared to 46% of Japanese, 47% of Indonesian, and 73% of Taiwanese.

Although the need and importance of disaggregated data for Asian Americans has been recognized (Hune & Takeuchi, 2009), access to and dissemination of such data has been limited at the local, state, and federal levels (Asian Pacific American Legal Center & Asian American Justice Center, 2011). More disaggregated data are needed to highlight the differences and disparities among these ethnic groups (Chang et al., 2010).

PURPOSE

The purpose of this project is three-fold: 1) to analyze and report on the new Asian subpopulation enrollment data being collected by FUSD, 2) to enhance awareness of the importance of collecting disaggregated race/ethnicity data cross-tabulated by gender among Asian ethnic groups and other racial/ethnic groups, and 3) to report combined findings from focus groups with SE Asian youth and parents and the newly collected enrollment data to inform FUSD's efforts to better engage parents of Asian descent in their child's education.

METHODOLOGY

Both quantitative and qualitative methodologies were used for this project. Quantitative data included enrollment data obtained from FUSD for all enrolled students during the 2010-2011 school year. There was a total enrollment of 71,475 students in FUSD during the 2010-2011 academic year.

Qualitative data included data obtained from focus groups conducted with SE Asian youth and parents to provide insight into the educational challenges faced by SE families that may not be revealed through quantitative data. Qualitative data from two CCCI focus groups conducted in 2010 with SE Asian boys and men (as part of the Boys and Men of Color Data and Policy Project) are included in this project. Focus groups included ten Hmong youth. Their average age was 18 years old (range=14-23). The majority of the youth were currently enrolled in high school (n=4, 40.0%), community college (n=4, 40.0%), and four-year degree granting institution (n=1, 10.0%).

Two focus groups with SE Asian parents were conducted as part of the current project to explore what parents need to support their children's academic success, one with Cambodian parents (n=6) and another with Hmong parents (n=9). The Cambodian parent focus group participants were recruited by Fresno Center for New Americans and the Hmong parent focus group participants were recruited by Stone Soup Fresno. The majority of the participants in the Cambodian parent focus group were females (n=4) and the average age was 47.6 years old (range=39-54). All participants had at least one child in the educational system which included elementary school (K-5th), middle school (6th-8th), high school (9th-12th), or college (community college or university). The majority of the participants have completed no formal education (n=4), one has completed high school and another a Bachelor's degree.

There were nine participants (5 females and 4 males) in the Hmong parent focus group. The average age was 35.44 years old (range=30-42). All participants have children attending elementary school, five participants have children attending middle school, and one participant has children attending high school. The majority of the participants have completed a college education (n=8, 88.89%). In terms of highest educational level completed, one had no formal education, one completed an Associate's degree, four completed a Bachelor's degree, and three completed a Master's degree.

The parent focus groups were conducted in both English and the native language of Hmong or Cambodian, according to the preference of the participants. The Hmong parent focus group was facilitated by the first author, being a Hmong American, having previous research and work experiences with Hmong parents. The Cambodian parent focus group was co-facilitated by a staff member of Fresno Center for New Americans (FCNA) fluent in the Cambodian language. She provided direct translation of the questions and the participant's responses.

SE ASIAN YOUTH ENROLLMENT IN FUSD

Table 1 provides enrollment data for all enrolled students in FUSD during the 2010-2011 school year. Ethnicity data was available for all but four students; therefore, the data included here is based on 71,471 students. The majority of students were Hispanic students (n=45,544, 63.72%), followed by White students (n=8,663, 12.12%) and Asian students (n=8,395, 11.75%). Disaggregated enrollment data by Asian subgroups in Table 2 shows that the majority of students were Hmong (n=6,808, 81.10%), followed by Other (n=702, 8.36%), Laotian (n=368, 4.38%), Cambodian (n=329, 3.92%), and Indian (n=125, 1.49%). Chinese (n=24, 0.29%), Japanese (n=17, 0.20%), Vietnamese (n=12, 0.14%), and Koreans (n=10, 0.12%) had the lowest number of students enrolled in FUSD in 2010-2011. SE Asian students accounted for 89.54% of the total enrollment of Asian students in FUSD in 2010-2011.

Table 1. *Enrollment by Ethnicity, 2010 – 2011*

Ethnicity	Frequency	Percent
White	8,663	12.12%
Hispanic of Any Race	45,544	63.72%
African American	7,076	9.90%
Asian	8,395	11.75%
Native American	417	0.58%
Filipino	250	0.35%
Pacific Islander	247	0.35%
Multiple Races	879	1.23%
Total	71,471	100.00%

Table 2. *Enrollment by Asian Ethnic Groups, 2010-2011*

Ethnicity	Frequency	Percent
Cambodian	329	3.92%
Chinese	24	0.29%
Hmong	6,808	81.10%
Indian	125	1.49%
Japanese	17	0.20%
Korean	10	0.12%
Laotian	368	4.38%
Vietnamese	12	0.14%
Other*	702	8.36%
Total	8,395	100.00%

*The Other category was the second largest Asian subgroup (n=702, 8.36%). However, no further disaggregation was provided which limited additional analysis.

Table 3 provides enrollment data for all students enrolled in FUSD by gender. There was a slightly higher enrollment of male students (n=36,704, 51.35%) than female students (n=34,771, 48.65%) during the 2010-2011 school year. Similarly, disaggregated enrollment data by Asian ethnic groups in Table 4 shows that there was a slightly higher enrollment of Asian males (n=4,352, 51.84%) than Asian females (n=4,043, 48.16%). There was about an equal distribution of male to female ratio for Hmong students (males: n=3453, 50.72%; females: n=3355, 49.21%). For Cambodian, Indian, Laotian, and Other, there were more males enrolled than females while for Chinese, Japanese, Korean, and Vietnamese, there were more females enrolled than males.

Table 5 provides socioeconomic data for all students in FUSD for 2010-2011. “Socioeconomically disadvantaged” is the term used to describe a student participating in the school free or reduced lunch program. The majority of students enrolled in FUSD during 2010-2011 were socioeconomically disadvantaged (n=65,218, 91.25%) while only a small percentage were not (n=6,257, 8.75%). Table 6 shows that the majority of Asian students in FUSD were socioeconomically disadvantaged (n=8,017, 95.50%). Disaggregated data in Table 9 shows that the highest percentage of socioeconomically disadvantaged students were Cambodians (n=328, 99.70%), followed by Laotian (n=363, 98.64%), Other (n=681, 97.01%), Hmong, (n=6,494, 95.39%), and Vietnamese (n=11, 91.67%). The rest of the Asian subgroups had a lower percentage of socioeconomically disadvantaged students, including Indian (n=107, 85.60%), Chinese (n=17, 70.83%), Korean (n=7, 70.00%), and Japanese (n=9, 52.94%).

Table 3. Enrollment by Gender, 2010 – 2011

Gender	Frequency	Percent
Male	36,704	51.35%
Female	34,771	48.65%
Total	71,475	100.00%

Table 4. Enrollment: Gender by Asian Ethnic Groups Cross Tabulation, 2010 – 2011

Ethnicity	Gender				
	Male	Percent	Female	Percent	Total
Cambodian	182	55.32%	147	44.68%	329
Chinese	8	33.33%	16	66.67%	24
Hmong	3,453	50.72%	3,355	49.28%	6,808
Indian	78	62.40%	47	37.60%	125
Japanese	8	47.06%	9	52.94%	17
Korean	2	20.00%	8	80.00%	10
Laotian	195	52.99%	173	47.01%	368
Vietnamese	5	41.67%	7	58.33%	12
Other	421	59.97%	281	40.03%	702
Grand Total	4,352	51.84%	4,043	48.16%	8,395

Table 5. Socioeconomically Disadvantaged: All FUSD Students, 2010-2011

Socioeconomically Disadvantaged: Overall		
	Number	Percent
Yes	65,218	91.25%
No	6,257	8.75%
Total	71,475	100.00%

*2011 CBEDS Census

Table 6. Socioeconomically Disadvantaged: Asian Subgroups, 2010-2011

Socioeconomically Disadvantaged		
	Number	Yes
Cambodian	328	99.70%
Chinese	17	70.83%
Hmong	6,494	95.39%
Indian	107	85.60%
Japanese	9	52.94%
Korean	7	70.00%
Laotian	363	98.64%
Vietnamese	11	91.67%
Other	681	97.01%
Total	8,017	95.50%

*2011 CBEDS Census

FOCUS GROUP FINDINGS

Youth Focus Groups

The Hmong youth were asked to discuss share their best or most challenging educational experiences, experiences with discrimination, and overall how welcoming school has been for them. Key themes that emerged from the Hmong youth focus groups included (1) more support for families needed to help their youth remain engaged in schools, community and family, (2) language support services are key to positively transforming the school experience, (3) teachers that connect with and inspire youth can be inspirational and life changing; teachers that lack cultural knowledge/sensitivities can hinder educational performance and interest, (4) more educational role models are needed in racial/ethnic communities such as teachers, administrators, and professors, (5) cross-racial/ethnic conflict is a major source of marginalization and victimization in schools, (6) institutional racism and cultural devaluation in the school is an issue affecting psychological and social-emotional health, and (7) strong awareness of equity issues and the need to eliminate (race/ethnic, socio-economic status, and gender) discrimination.

Hmong youth's educational experiences were filled with triumphs and challenges; however, they expressed more challenges than triumphs. Highlights of their educational experiences included passing the California High School Exit Exam (CAHSEE) and graduating from high school. Both these educational achievements provided them with a sense of accomplishment and motivation to continue their education. High school graduation was "another step to...success" stated one youth. Another youth expressed his desire to attend college, stating "What I really want to do is actually go to college. I want to get into the business industry...do business management. It's a big part of my dream that I want to own my own business."

The youth also shared their experiences with racism, psychological abuse, name calling, marginalization, and challenges with adjustment to a new campus culture. The following are examples of the youth's stories that reflect challenges in the educational system.

"They [Latinos and African Americans] target us Hmong people only. [So] in school, we just stay in a group. We're like a fox or wolves, we [stay] like in a pack."

"During my freshmen year in high school...you know, you're walking into...a big school...surrounded by 3,000 kids, you don't want to make like one mistake. [Like] what if you go meet up with some gang members and you walk pass them...the feeling of not wanting to get jumped or not getting beat up...Like I'm not going to make eye contact with them...I felt really unwelcomed at Fresno High. My first year there I wanted to transfer."

"My English teacher, she was white and she was always picking on me...She would say you Asian kids are so lazy and you sleep all the time...Then I went to the counselor and we had a meeting. I said I was tired of her picking on me and marking me down when I was doing good. After a few weeks and I kept complaining about her and they ended up firing her. She was like in her 60's and I don't know if she was a redneck because there were only white kids in that class. So I thought she was racist."

"...when they call me chink, I don't take it serious(ly) because for me I don't like to argue so I just back off. I don't tell them you can't call me this or you can't say this to me. I just tell them I'm Hmong so I prefer to be called Hmong. Not a lot of people know Hmong...so introducing yourself as Hmong, they'll be "oh, I've never heard of that before." ...So it's kind of a good thing for them asking who you are 'cause you're introducing yourself [and] your culture to them."

Parent Focus Groups

Parents were asked what they felt were the biggest problems or barriers that interfere with their children's academic success, what they need to be able to better support their child in school, and do they agree with the need to collect disaggregated data. Common themes that emerged from both the Cambodian and Hmong parent focus groups included 1) a desire to be more actively engaged in their child's education, 2) lack of culturally and linguistically sensitive services provided by school sites, 3) communication difficulties with their children and school, 4) a need for more resources to help parents learn about the school system, and 5) a strong awareness of the need to collect disaggregated data for SE Asian Americans.

Cambodian Parents

Key themes that emerged from the Cambodian parent focus group included 1) a desire to be more involved in their child's education and decision-making process, 2) bridge the language gap between them and their child, 3) increase opportunities for their child to be actively engaged in the learning process beyond the traditional classroom environment, 4) linguistically sensitive services are key to empowering both parent and child to be active partners in the educational process, and 5) a strong awareness of the need to collect disaggregated data for SE Asian Americans.

All participants voiced their concerns over communication difficulties between their child and themselves. There is limited communication between participants and their child about academics. The parents don't speak English and their child doesn't speak Cambodian, creating a language barrier within the home. The participants are not updated on their child's educational progress and don't know how or where to start helping their child to perform well academically. Additionally, there is a role reversal in terms of decision-making as it relates to their child's academics. Participants feared that their child would "out smart" them by obtaining more education than they did. They shared that due to their limited English proficiency and knowledge of the educational system, they typically supported decisions made by their child. Thus, the majority of the participants relied on their child to make decisions in the best interest for their own academic success.

To be able to better support their youth in school, participants suggested offering English classes for parents and classes in their native language for their child to bridge the language gap between them. Furthermore, participants expressed the need for schools to offer additional learning opportunities such as afterschool programs, summer enrichment activities; social, cultural, and educational field trips. Access to and knowledge of these programs and services were limited among the majority of the participants. However, participants noted that through these additional opportunities and exposure, attending school becomes more "enjoyable"; and therefore, "motivate them [their child] to go to school."

All participants agreed with the need to collect disaggregated data for SE Asian Americans. Disaggregated data will make it "easier to understand how each ethnicity [is] doing," "could really see who needs help," and provides them a "voice." If not, then "differences among the subgroups are not seen" and when "we seek help...it's not there." It is "not fair to lump [everybody] together."

Hmong Parents

Key themes that emerged from the Hmong parent focus group included the need for 1) culturally and linguistically sensitive services to create a more welcoming and friendly school atmosphere, 2) enhancement of communication between the school and family, 3) recognition of the diverse cultural backgrounds and experiences of SE Asians, 4) education about the school system and protocols to empower parents as a partner in their child's education, and 5) the need to collect disaggregated data for SE Asian Americans.

All participants voiced their concerns over the limited access to culturally and linguistically sensitive services provided by the school system. Many of the participants shared their experiences with difficulty in accessing school personnel who spoke their native language. One participant, who is a recent arrival to the United States and does not speak any English, expressed her frustration with her child's elementary school's inability to provide translation services. She recalls one incident in which she was at the school site and needed to speak to one of the staff members. There were no staff members who were Hmong or could communicate in the Hmong language. The school site was finally able to locate a Hmong -speaking individual to provide translation to her; however, that took a while and the participant had to communicate with the translator via phone. After this experience, she was discouraged from seeking assistance from the school site knowing the hassle and difficulty in obtaining adequate and timely translation to address her concerns.

To be able to better support their youth in school, many participants expressed the need to recognize and embrace the diverse cultures of SE Asian students. With a better understanding of the historical and cultural backgrounds of these students, participants felt that school staff can enhance and provide more culturally sensitive services. Participants would like to see a more "friendly" and "welcoming" school atmosphere for parents. Participants would also like to see parent meetings to accommodate their work schedules and have translators available for those parents who do not understand the English language. This may help to increase the turnout of Hmong parents at the meetings. Furthermore, participants would like to see an increase in Hmong staff at the school sites to bridge the language barrier between the parents and school.

All participants agreed with the need for disaggregated data for SE Asian Americans. They recognized the importance of disaggregated data when it comes to securing funding for services for the Asian subgroups, specifically the Hmong who "have their own unique history, experiences, struggles, and challenges."

DISCUSSION

The Asian students enrolled in FUSD are predominantly SE Asian Americans (89.54%) with Hmong students accounting for the largest SE Asian subgroup. This data coincides with Fresno having the second largest concentration of Hmong population in the country (Pfeifer & Lee, 2004). Furthermore, both the youth and parent focus group findings resonate with previous studies that SE Asian students do not fit neatly into the classification of the model minority (Yang, 2004) and still face various challenges in their educational pursuits (Vang, 2004-2005). Cross-racial/ethnic conflicts, racism, discrimination, and marginalization permeated both primary and secondary education for the Hmong youths. Findings from this project indicated that SE Asian students face many challenges as they navigate the American educational system.

Characteristics identified in prior studies such as having limited or no formal education in the U.S., limited English proficiency, speaking a language other than English at home, and living in linguistically isolated households (Asian Pacific American Legal Center & Asian American Justice Center, 2011) were also reported by the Cambodian parents in the current project. With their limited English proficiency and lack of experience with the American educational system, many Cambodian parents expressed difficulties in communicating with their child about their academics. Furthermore, the inability of their child to speak the native language also increased the language gap between the parent and child. The inability to effectively communicate in English and/or their native language also hinders their ability to be active participants in their child's education, as well as lack of familiarity and knowledge of school programs and services that their child can utilize. Offering Basic English skills courses, coupled with workshops on the American educational system, may equip limited English proficient parents with a starting point for becoming more involved in their child's education. This could also help their children see the relevance and importance of their parents as a part of their support system.

School site personnel/staff members play a crucial role in assisting parents. Our findings of Hmong parents' limited knowledge of the school system and experiences with school staff suggested that school staff and services might have been underutilized. The Hmong parents expressed an urgent need for more culturally and linguistically sensitive services. Our findings give further insights to what Hmong parents would consider as positive interactions with the school system: having adequate access to and availability of staff member(s) who spoke their native language and the ability of the school site to foster a "friendly" and "welcoming" atmosphere to parents who did not speak English. When the availability and access to linguistically and culturally sensitive staff and services were limited, Hmong parents are discouraged from engaging with the school. This may help to explain why Hmong parents, English-speaking or not, expressed the need for more Hmong staff. The lack of experience with school staff members who do not meet parents' expectations may have contributed to the underutilization and limited engagement with the schools.

Based on the findings from the parent focus groups, SE Asian American parents have a strong desire to be more actively involved in their child's education. Although there is a desire and commitment to be more involved, many of them are not equipped with the resources and knowledge to do so. Many of them have limited experience with the American educational system and are not proficient in the English language. Additionally, many of the parents are not aware of the available resources for them and their child. For example, none of the parents (neither Hmong nor Cambodian) mentioned FUSD's Parent University, an effort to educate, engage, and empower parents to become an active participant in their child's education. Parent University is an important resource for families; however, it appears to be underutilized by the parents we spoke with.

RECOMMENDATIONS

The Asian subgroup enrollment and socioeconomic data from FUSD, along with qualitative data from the youth and parent focus groups, provide insight into the educational needs and challenges facing SE Asian American youth. Findings from the Cambodian and Hmong parent focus groups indicated that SE Asian American parents have different concerns that need to be addressed in order to better assist their children to succeed academically. SE Asian youth are facing a number of obstacles and barriers to success in the educational setting. Language barriers limit their parents' ability to adequately support their youth.

Finally, our findings support an ongoing need to collect, analyze and disseminate disaggregated data. We offer the following recommendations to encourage broader disaggregation of SE Asian subgroup data moving forward:

1. Educational and social service agencies should adopt a policy regarding collection of data for Asian ethnic subgroups

In light of the differences in the needs of various Asian subgroups, schools and other agencies are encouraged to adopt a policy of collecting disaggregated data. Student data should be disaggregated by major Asian American and Pacific Islander ethnicities. Ethnicity categories from the American Community Survey and U.S. Census Bureau 2010 have been developed through rigorous research. These categories facilitate more accurate population counts. The U. S. Department of Health and Human Services (2011) also uses the same race and ethnicity categories from the American Community Survey and Census 2010 for its final standards on data collection on race, ethnicity, sex, primary language and disability status as required by Section 4302 of the Affordable Care Act. At a minimum, data could be collected for the primary Asian subgroups identified in this study: Cambodian, Chinese, Hmong, Indian, Japanese, Korean, Laotian, and Vietnamese. In addition to basic descriptive data, outcome data such as educational proficiency scores and graduation rates should be similarly collected, monitored and reported.

It is critical that the groups currently listed only in the Census' write-in options under "Other Pacific Islander" (Fijian and Tongan) and "Other Asian" (Hmong, Laotian, Thai, Pakistani and Cambodian) be provided separate ethnicity categories. Among other reasons, these groups have the lowest educational achievement of all Asian groups, and are precisely the communities that need better data to describe their needs. For example, the U.S. Census 2010 finds that each of the ethnic groups listed in "Other Pacific Islander" and "Other Asian" (with the exception of Pakistanis) have between 57%-66% of adults with no high school degree (National Commission on Asian American and Pacific Islander Research in Education, 2011). In order for data disaggregation to be useful, specific outcome data (education, health, etc.) for subgroups must also be available. All of the listed ethnicity categories can be aggregated to the Asian and Native Hawaiian or Other Pacific Islander race categories as defined by the 1997 OMB Revised Standards and the Department's 2007 Guidance.

2. Standardized definitions and methodologies for subgroup data collection

The use of standard categories of Asian ethnic subgroups would facilitate comparability across programs and services, making this data more useful. It is also recommended that a systematic data collection methodology be developed for consistency in the collection, reporting, and dissemination of disaggregated data on Asian ethnic subgroups.

3. Improve accessibility of disaggregated data of Asian ethnic subgroups

The dissemination of disaggregated data is needed to paint an accurate picture of the diverse needs of each Asian ethnic subgroup. Although disaggregated data may currently be collected on various levels, the publication and dissemination of these data has been limited. Disseminating disaggregated data will help to inform policy makers as well as community-based organizations and other agencies regarding where program priorities and funding should be targeted.

REFERENCES

- Asia Pacific American Legal Center, & Asian American Justice Center (2011). A community of contrasts: Asian Americans in the United States: 2011. Retrieved from www.apalc.org/pdffiles/Community_of_Contrast.pdf
- Chang, M., Fung, G., Nakanishi, D., Ogawa, R., Um, K., Takahashi, L., De La Cruz-Viesca, M., Shek, Y. L., Kuo, A., & Russ, L. (2010). The state of Asian American, Native Hawaiian, and Pacific Islander Education in California. Retrieved from <http://www.calstate.edu/externalrelations/documents/API-Education-MRP-Report.pdf>.
- Hune, S. (2002). Demographics and diversity of Asian American college students. *New Directions for Student Services*, 97, 11-20.
- Hune, S., & Takeuchi, D. (2008). Asian Americans in Washington State: Closing their hidden achievement gaps. A report submitted to The Washington State Commission on Asian Pacific American Affairs. Seattle, WA: University of Washington.
- National Commission on Asian American and Pacific Islander Research in Education. (2011). The relevance of Asian Americans & Pacific Islanders in the college completion agenda. Retrieved from http://www.nyu.edu/projects/care/docs/2011_CARE_Report.pdf
- Pfeifer, M. E., & Lee, S. (2004). Hmong population, demographic, socioeconomic, and educational trends in the 2000 Census. In *Hmong 2000 Census Publication: Data and Analysis*. Washington, D.C. and St. Paul, MN: Hmong National Development, Inc. and the Hmong Cultural and Resource Center.
- Phetchareun, R. (2012). Encouraging economic empowerment: A report on the financial and banking capabilities of Southeast Asian American communities in California. Washington, DC: Southeast Asia Resource Action Center (SEARAC).
- Suzuki, B. H. (2002). Revisiting the model minority stereotype: Implications for student affairs practice and higher education. *New Directions for Student Services*, 97, 21-32.
- Vang, C. T. (2004-2005). Hmong-American K-12 students and the academic skills needed for a college education: A review of the existing literature and suggestions for future research. *Hmong Studies Journal*, 5, 1-31. Retrieved from <http://www.hmongstudies.org/HmongStudiesJournal.html>.
- Yang, K. (2004). Southeast Asian American children: Not the "model minority." *The Future of Children*, 14, 127-133.
- U.S. Department of Health & Human Services. (2011). Final data collection standards for race, ethnicity, primary language, sex, and disability status required by Section 4302 of the Affordable Care Act. Retrieved from <http://minorityhealth.hhs.gov/templates/browse.aspx?lvl=2&lvlid=208>.

This project and publication was made possible by a grant from



Community Partners



FRESNO  **STATE**

Central California Children's Institute

Central California Children's Institute

California State University, Fresno

1625 East Shaw Avenue, Suite 146

Fresno, CA 93710-8106

Phone: 559-228-2150 Fax: 559-228-2168

www.centralcaliforniachildren.org