BRINGING COMMUNITIES TOGETHER

STRENGTHENING INCLUSION
Engaging Asian and Pacific Islander Communities in Your YMCA

YMCA OF THE USA

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INTRODUCTION

The Y is a diverse organization made up of people of all ages and backgrounds, joined together by a shared commitment to strengthening community. At the Y, we believe that we are stronger when our doors are open to all, and when we understand and welcome the various dimensions of diversity that each of us embodies.

By 2065, one in five people in the United States will be an immigrant, the majority of the U.S. population will be made up of groups who are minorities today, and non-Hispanic whites will make up less than half (46%) of the total U.S. population (Pew Research Center, 2015). As the U.S. population grows ever more diverse (U.S. Census Bureau, 2012a), delivering on our promise to strengthen community means working to ensure that all people can access the resources, find the support, and build the relationships they need to be healthy, confident, and secure. In doing so, we can strengthen our impact, community relevance, and sustainability.

Including both long-standing communities that have been established for generations and newcomer and immigrant communities that have recently settled in the United States, Asian and Pacific Islander communities represent a significant and growing segment of society. These diverse communities contribute to the rich linguistic, faith, and cultural tapestry of our nation. Consider these statistics (Pew Research Center, 2015):

• As of September 2015, Asians had surpassed Latinos as the fastest growing newcomer/immigrant group in the United States.

• The number of Americans who self-identify as Asian or Pacific Islander more than quintupled (from less than 1% to 6%) between 1965 and 2015. This number is expected to more than double (growing from 6% to 14% of the total U.S. population) between 2015 and 2055. Much of this growth will come from new immigrants and their descendants.

Despite these growing numbers, in many neighborhoods, cities, and towns, Asian and Pacific Islander communities remain underserved and underrepresented within the Y and other organizations. Effectively connecting with, engaging, and serving Asian and Pacific Islander communities is critical to achieving our goal of advancing inclusion to ensure that everyone has access to the Y.
What does this mean for the Y Movement? First, it compels us to consider whether our Ys reflect the communities that we serve. Second, it motivates us to determine how we can ensure that our staff and volunteer teams (including boards) possess the necessary knowledge, cultural competencies, and awareness that will enable us to grow and remain relevant as our communities change. Asking ourselves questions such as the following can provide insight into the opportunities before us:

- Does my Y reflect the makeup of my community?
- What proportion of my community’s population identifies as Asian or Pacific Islander, and is that diversity represented in my Y’s senior management, its staff, its members, its board, or its volunteers?
- Of those in my Y’s service area who identify as Asian or Pacific Islander community members, how many are newcomers or immigrants? How many are members of long-standing Asian or Pacific Islander communities?
- What are the countries of origin or ancestry of Asian and Pacific Islander community members? How do individuals self-identify when given an opportunity? What values are important to those of us who identify as Asian or Pacific Islander, and what kinds of programs or services are we interested in or do we need?
- Has my Y identified or adopted strategies that can help us ensure that Asian and Pacific Islander community members feel genuinely welcome and included at every level and are able to fully benefit from and contribute to our shared cause of strengthening communities?
- Does my Y understand, address, and strengthen the diversity of Asian or Pacific Islander groups, needs, and assets in our community?

By proactively engaging Asian and Pacific Islander communities, Ys have the opportunity to add diversity and relevance to programs that will benefit everyone and to ensure that everyone has an opportunity to learn, grow, and thrive.
ABOUT THIS RESOURCE

Diversity, Inclusion, and Global Engagement (DIG) strategies put into action our core belief that we are stronger when we are inclusive, and our doors are open to all. The skills, abilities, knowledge, and behaviors that promote inclusion and relationship building are critical components of being a successful Y professional, while global competencies—from language proficiency to cultural knowledge—strengthen our capacity to bring people together and achieve greater impact. Through training, resources, consultation, and knowledge building and sharing, YMCA of the USA (Y-USA) strives to help Ys achieve and sustain the inclusive, supportive environments that help everyone attain health, confidence, connections, security, and their fullest potential.

**Strengthening Inclusion: Engaging Asian and Pacific Islander Communities in Your** Y** helps you get to know and actively engage Asian and Pacific Islander community members at all levels in your Y. The strategies outlined in this guide come from YMCAs around the nation that have developed successful approaches to engaging Asian and Pacific Islander groups in their areas. The purpose of presenting their experiences and advice is to foster discussion and reflection, as well as provide tangible ideas for action and change. Because the makeup of each Y and each community is unique, this guide also explains how your Y can tailor its strategies to respond to the history, dynamics, and diversity within your service area.

You can find nationwide information on Asian and Pacific Islander populations in the opening section of this guide, “A Population in Perspective.” This profile draws on the latest data from the 2010 Census and, if available, more recent community surveys conducted by the U.S. Census Bureau and other trusted sources. Later sections of the guide point you to tools you can use to create a more detailed picture of Asian and Pacific Islander communities in your area.

In late 2009, Y-USA created an earlier version of this guide, following similar resources designed to support engaging Hispanic/Latino communities and newcomer/immigrant communities. Thousands of local Y staff and volunteers have used these resources and the corresponding workshops to successfully respond to the changing demographics in their communities. We encourage you to tap into the network of support, knowledge, and resources both across the Y Movement and among the Y-USA team to help your Y strengthen its inclusion efforts.

WANT MORE INFORMATION?

Two key goals in Y-USA’S strategic plan for 2019–2021, **Committing to Community Change**, are to make social inclusion, cultural intelligence, and global responsibility business imperatives, and to increase perception of the Y as an innovative, diverse, inclusive, and global organization that strengthens community. You can access the plan through Link: [https://link.ymca.net/mlink/file/NzQ0NTY](https://link.ymca.net/mlink/file/NzQ0NTY).
Note: Although the foundation of all effective community engagement strategies is the same—getting to know the specific groups in your service area—the strategies themselves are most successful when they are built on and show sensitivity toward each group’s unique needs, interests, traditions, self-identities, and so on. Therefore, while many countries in the Middle East (Iraq, Syria, Afghanistan, etc.) are geographically located on the continent of Asia, this manual does not include engagement strategies related to these communities, which have their own experiences, histories, and cultures. Instead, it mainly focuses on U.S. census data, which identifies as Asian and Pacific Islander those from countries largely in East, Southeast, and South Asia, as well as the Pacific Islands. For information and guidance on engaging communities from countries in the Middle East and/or parts of Africa, contact Y-USA’s Diversity & Inclusion Department and International Group: dig@ymca.net

UNDERSTANDING THE TERMINOLOGY

Ethnicity or country of origin (if known) is often very important in the self-identities of many Asians and Pacific Islanders. But when we talk about Asian and Pacific Islander communities, who are we talking about? That question has no single answer.

DEFINING THE TERM “ASIAN”

For the U.S. Census Bureau, the racial group category Asian includes anyone whose heritage or ancestry traces back to the original people of

- the Far East (China, Japan, Korea, Mongolia, etc.);
- Southeast Asia (Burma, Thailand, Cambodia, Vietnam, the Philippines, etc.); or
- the Indian subcontinent (India, Pakistan, Bangladesh, Sri Lanka, etc.).

Many nongovernmental research and advocacy groups, such as the Asian American Justice Center and the Migration Policy Institute, adopt the census definition so that they can use public data to analyze the status of Asians and Pacific Islanders and advocate on their behalf.

The Asian Pacific Island Leadership Network (APILN)—composed of Asian and Pacific Islander YMCA leaders from across the United States and one of Y-USA’s six nationally recognized and supported employee resource groups (ERGs)—uses a still broader definition of the term Asian. Its definition expands on the U.S. Census Bureau’s definition but also includes U.S. residents who trace their roots to Russia and the Caucasus, Australasia, and the Middle East (Western Asia). (For more information on APILN and how to get involved, see the later section “Resources and Links.”)

FAST FACTS

The U.S. Census Bureau uses the following terms:

- “Asian (alone)” refers to those who self-identify as Asian only.
- “Asian (overall)” refers to those who self-identify as Asian only, as well as those who self-identify as Asian in combination with one or more other races.
- “Pacific Islander” refers to those whose self-identity, heritage, or ancestry traces back to the original peoples of Hawaii, Guam, Samoa, or the other Pacific Islands in the regions of Polynesia, Micronesia, and Melanesia.
DEFINING THE TERM “PACIFIC ISLANDER”

For Pacific Islander populations, the Census Bureau uses the classification **Native Hawaiian and Other Pacific Islander**, which includes those whose self-identity, heritage, or ancestry traces back to the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands: native Hawaiians, Guamanians, Chamorro, Polynesians (Tongan, Tahitian, etc.), Micronesians (Marshallese, Palauan, etc.), and Melanesians (Fijian, Guinean, etc.).

Beyond these official definitions, the terms **Asian** and **Pacific Islander** may refer to different ethnic or national origin groups in your community, depending on your community’s unique history, customs, languages, etc., and, more importantly, on how individuals, families, and other groups choose to self-identify.

With an appreciation for the diversity within Asian and Pacific Islander communities, this guide focuses on the largest Asian and Pacific Islander groups in the United States today and those with whom YMCAs have experience and expertise.

GETTING STARTED

**Strengthening Inclusion: Engaging Asian and Pacific Islander Communities in Your Y** can help your YMCA better understand, reach out to, and engage members of Asian and Pacific Islander communities in your service area. The information in this guide and the rich experiences of Ys across the country are best understood when accompanied by a tailored, hands-on, participatory workshop available from Y-USA. Together, the two help cause-driven Ys ensure that all segments of society feel welcome as participants, members, staff, and volunteers.

Because dialogue and shared learning are critical to the process of building cultural competency and awareness and fostering empathy across diverse communities, we also encourage you to connect with Y colleagues at other associations across the country to learn more about what they’re doing and to continue the dialogue.

For more information on the workshop that accompanies this guide or for other resources on engagement and building diverse, inclusive, and global communities, see the “Resources and Links” section or contact Y-USA’s Diversity & Inclusion department and International Group at dig@ymca.net.
A POPULATION IN PERSPECTIVE

This section provides an overview of Asian and Pacific Islander communities in the United States. It looks at the histories, countries of origin and ancestry, family composition, health, education attainment, economic well-being, religious affiliations, and common cultural values of these growing communities.

As you read this section, keep in mind that Asian and Pacific Islander communities in the United States are incredibly diverse. They vary significantly from one another in family and household characteristics, age profiles, English proficiency, education attainment, income levels, poverty rates, and religious practices. Getting to know Asian and Pacific Islander communities means understanding the unique characteristics and realities of the individuals within them.

Also be aware that national statistics may not accurately reflect Asian and Pacific Islander community members in your service area. An Asian or Pacific Islander group that makes up only a small percentage of the national population may be a sizable or growing part of your own community. Your Y’s service area may include several different Asian or Pacific Islander groups, each of which may have unique resources, interests, and unmet needs. Understanding this complex picture is vital to connecting with, welcoming, and serving the needs of Asian and Pacific Islander community members in your area.

WANT MORE INFORMATION?

For more information on the demographics and trends of Asian and Pacific Islander communities, explore these resources:

U.S. Census Bureau: www.census.gov

Asian-Nation: www.asian-nation.org/population.shtml

Pew Research Center: www.pewsocialtrends.org/asiannation/graphics/

Advancing Justice: www.advancingjustice-aajc.org/report/community-contrasts-aanhp-west

White House Initiative on Asian Americans and Pacific Islanders: https://sites.ed.gov/aapi/data/
A GROWING POPULATION

Together, Asian and Pacific Islander communities are the fastest growing populations in the United States. Between 2000 and 2010, the overall Asian population grew by nearly 5.5 million—more than four times faster than the total U.S. population—and it is expected to grow from nearly 18.5 million in 2010 to more than 51 million by 2060 (Hoeffel, Rastogi, Kim, & Shahid, 2012; U.S. Census Bureau, 2014b, 2014c). In that same time period, the total Pacific Islander population grew by 326,000—three times faster than the U.S. population growth rate—to 1.2 million (Hixon, Hepler, & Kim, 2012).

Though many Asian and Pacific Islander communities are quite long-standing, Asian and Pacific Islander immigrants make up the second largest foreign-born population in the United States, after the Hispanic/Latino community (26% to 47%, respectively). By 2055, Asian and Pacific Islander communities will have surpassed Hispanic/Latino communities as the largest immigrant group (38% to 31%, respectively; Pew Research Center, 2015).

Though more than half of all Asians in the United States were born elsewhere, many Asian communities established a home in the United States generations ago. Asian roots in the United States precede the American Revolution, beginning in the 1760s when a small Filipino community moved into the area that is now Louisiana (Ding, 2001), and immigrants from China played a vital role in the westward expansion of the United States during the 19th century.

Today Asian and Pacific Islander immigrants come to the United States for a variety of reasons. Some come to establish new and more promising lives for their families; others come to be reunited with family members already here. Some come to study or to work. Others have fled persecution and seek protection, freedom, opportunity for economic advancement, and renewal in the United States.
Nearly half of all Asian Americans live in just three states (California, New York, and Texas), and slightly more than half of Pacific Islanders in the United States live in Hawaii and California (Asian & Pacific Islander American Health Forum [APIAHF], 2011). Asian and Pacific Islander populations continue to expand in these areas, but growth is most dramatic in states with typically smaller Asian and Pacific Islander populations. Since 2000, the total Asian population has grown fastest in Nevada, Arizona, and North Carolina (Hoeffel et al., 2012), and the total Pacific Islander population has grown fastest in Arkansas, Nevada, and Alaska (Hixon et al., 2012). Tables 1 and 2 list the states with the largest Asian and Pacific Islander populations, as well as those that have seen the greatest percentage of growth.

### TABLE 1—STATES WITH THE LARGEST ASIAN AND PACIFIC ISLANDER POPULATIONS

<table>
<thead>
<tr>
<th>Ranking</th>
<th>Asian population</th>
<th>Pacific Islander population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>California</td>
<td>Hawaii</td>
</tr>
<tr>
<td>2</td>
<td>New York</td>
<td>California</td>
</tr>
<tr>
<td>3</td>
<td>Texas</td>
<td>Washington</td>
</tr>
<tr>
<td>4</td>
<td>New Jersey</td>
<td>Texas</td>
</tr>
<tr>
<td>5</td>
<td>Hawaii</td>
<td>Florida</td>
</tr>
</tbody>
</table>

Source: APIAHF, 2011

### TABLE 2—STATES WITH THE GREATEST GROWTH IN ASIAN AND PACIFIC ISLANDER POPULATIONS

<table>
<thead>
<tr>
<th>Ranking</th>
<th>Asian population</th>
<th>Pacific Islander population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Nevada</td>
<td>Arkansas</td>
</tr>
<tr>
<td>2</td>
<td>Arizona</td>
<td>Nevada</td>
</tr>
<tr>
<td>3</td>
<td>North Carolina</td>
<td>Alaska</td>
</tr>
<tr>
<td>4</td>
<td>North Dakota</td>
<td>Arizona</td>
</tr>
<tr>
<td>5</td>
<td>Georgia</td>
<td>Alabama</td>
</tr>
</tbody>
</table>

Source: Hoeffel et al., 2012; Hixon et al., 2012
CONSIDERATIONS FOR YS

The population projections for Asian and Pacific Islander communities underscore the importance of strengthening Asian and Pacific Islander inclusion and community engagement on a consistent basis. The future of many local Ys depends on their ability to engage the rapidly changing populations in their areas. Growing Asian and Pacific Islander communities present an opportunity for Ys to expand membership; recruit and develop, at all levels, staff and volunteers (including board members) with unique perspectives, beliefs, and life experiences; diversify a YMCA’s donor base; and introduce innovative, culturally relevant, and inclusive programming and services. The opportunities—and challenges—will be greatest for Ys in states where Asian and Pacific Islander communities are growing the fastest (refer to Table 2). Reaching out to and building solid relationships with Asian and Pacific Islander community associations, organizations, and leaders are critical for cultivating and strengthening opportunities, as is learning from other Ys with expertise serving Asian and Pacific Islander communities.

FAST FACTS

Today, 1 in every 20 people in the United States identifies as Asian or Pacific Islander. By 2060, 1 in every 9 people in the United States will identify as Asian or Pacific Islander (U.S. Census Bureau, 2014b, 2014c).

The Asian population overall
- is the fastest growing population in the U.S. (Hoeffel et al., 2012); and
- is expected to more than double, from nearly 21 million in 2015 to more than 48 million in 2060 (U.S. Census Bureau, 2014b, 2014c).

The Pacific Islander population overall
- was the third fastest growing population in the U.S. (40.1%) behind Asian (43.3%) and Hispanic (43%) populations, between 2000 and 2010 (Hixon et al., 2012; Humes, Jones, & Ramirez, 2011); and
- is expected to grow from almost 1.5 million in 2015 to more than 2.9 million in 2060 (U.S. Census Bureau, 2014b, 2014c).
The countries of origin and ancestry of those who identify as Asian and Pacific Islander include a vast geographic area made up of dozens of countries, nationalities, and ethnicities. More than 80 percent of those in the United States who identify as Asian or Pacific Islander were born in or trace their ancestry to China, India, the Philippines, Vietnam, and Korea (see Table 3).

More than half of those in the United States who self-identify as Asian or Pacific Islander are newcomers (born outside of the country). The total Asian and Pacific Islander newcomer population accounts for 28 percent of the total newcomer population in the United States and is second only to the newcomer population of those born in Latin America (Grieco et al., 2012; U.S. Census Bureau, 2014a).
TABLE 3—ASIAN AND PACIFIC ISLANDER GROUPS AS A PERCENTAGE OF THE U.S. ASIAN AND PACIFIC ISLANDER POPULATION

<table>
<thead>
<tr>
<th>Group</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese (including Taiwanese)</td>
<td>23.0%</td>
</tr>
<tr>
<td>Filipino</td>
<td>19.7%</td>
</tr>
<tr>
<td>Indian</td>
<td>18.2%</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>10.0%</td>
</tr>
<tr>
<td>Korean</td>
<td>10.1%</td>
</tr>
<tr>
<td>Japanese</td>
<td>7.5%</td>
</tr>
<tr>
<td>Pakistani</td>
<td>2.4%</td>
</tr>
<tr>
<td>Cambodian</td>
<td>1.6%</td>
</tr>
<tr>
<td>Hmong</td>
<td>1.5%</td>
</tr>
<tr>
<td>Thai</td>
<td>1.4%</td>
</tr>
<tr>
<td>Laotian</td>
<td>1.3%</td>
</tr>
<tr>
<td>Thai</td>
<td>1.4%</td>
</tr>
<tr>
<td>Laotian</td>
<td>1.3%</td>
</tr>
<tr>
<td>Burmese</td>
<td>0.6%</td>
</tr>
<tr>
<td>Indonesian</td>
<td>0.6%</td>
</tr>
<tr>
<td>Nepalese</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

Source: APIAHF, 2011; Hoeffel et al., 2012

Seventy-six percent of all Asians in the United States and 87 percent of all Pacific Islanders (including native born and foreign born) are citizens (U.S. Census Bureau, 2014d). At the same time, Asian and Pacific Islander populations make up roughly 10 percent of the total undocumented newcomer population. An estimated 1.3 million Asian and Pacific Islander newcomers in the United States are undocumented, and they are most likely to be Chinese (22%), Filipino (21%), Korean (18%), or Indian (18%; Hoefer, Rytina, & Baker, 2012).
CONSIDERATIONS FOR YS

Ancestry and country of origin are often very important elements of identity for both newcomers and members of long-standing Asian and Pacific Islander communities. Although census data can be an entry point to understanding the populations that make up your community, understanding how local groups and individuals self-identify is a continual journey. Distinct Asian and Pacific Islander populations may not think of themselves as a single, cohesive community, so targeting your inclusion efforts to such broad groups as Asians or Asian Americans may lead you to miss the very groups your Y is trying to reach. Also be aware of and sensitive to the unique barriers and concerns facing individual groups within these communities, especially in your marketing efforts, in your development trainings, during the registration process, and in your programming. Doing so will help you strengthen your outreach to immigrant and newcomer populations in your area.

FAST FACTS

- Of the 10.6 million Asians in the United States who were born elsewhere, 58 percent are U.S. citizens (Grieco et al., 2012).
- Thirty-four percent of foreign-born Pacific Islanders are citizens (U.S. Census Bureau, 2014d).
- The Japanese community has the highest proportion of U.S.-born natives (60%) followed by the Hmong community (57%; Ramakrishnan & Ahmad, 2014).
- People from South and Southeast Asia—Malaysia, Sri Lanka, Thailand, Indonesia, and Bangladesh—have the largest foreign-born populations (Ramakrishnan & Ahmad, 2014).
- Burma (#2), Bhutan (#3), and Vietnam (#8) were among the top 10 countries of origin for refugees and asylum seekers in the United States in 2010 (Li & Batalova, 2011).
REACHING OUT TO REFUGEE COMMUNITIES

Many newcomers—whether immigrants or refugees—face real challenges as they acclimate to life in the United States. Refugees—those who leave their home countries not from choice but from necessity, to escape war, famine, persecution, etc.—face additional hurdles. Many experience trauma, not only from the conditions that prompted their leaving, but also from their experiences as refugees. Many stay in contained camps for extended periods of time—often years—having first sought temporary shelter in the hopes that they would be able to return home and then remaining in these camps (or others) as they await assignment to a host country. Refugees are also often resettled in host countries with little preparation for what life will be like and with limited and often insufficient services to help them acclimate (Asian & Pacific Islander American Scholarship Fund & Association for Asian American Studies, 2014).

These challenges are increasingly relevant for Asian and Pacific Islander refugees and immigrants. Also, for some, limited English proficiency, cultural differences, and newcomer status may

• impact the type and quality of jobs often available to them and may lead to poor or overcrowded housing;
• impact the type, relevance, and quality of education available to their children, as well as the children’s success in school (falling behind is especially likely for refugee children, many of whom experienced inconsistent schooling in their home countries or in the refugee camps);
• isolate them from needed social, health care, and mental health services; and
• expose them to prejudice and discrimination (Robert Wood Johnson Foundation [RWJF], 2006).

Ways to help newcomers—including Asian and Pacific Islander newcomers—overcome these barriers include making existing programs easier to find and access; directly targeting newcomers’ needs, especially related to education, health care, and mental health services; creating new services that focus on overcoming language barriers and that involve young people; and providing greater access to information on their legal rights, how to become a citizen, and small business ownership (RWJF, 2006).

For information and guidance related to newcomer inclusion, contact Y-USA’s Diversity & Inclusion department and International Group: dig@ymca.net.
FAMILY, HOUSEHOLD SIZE, AND AGE

In many Asian and Pacific Islander cultures, family is extremely important, as are family values—family unity and harmony, respect for and inclusion of elders, interdependence, and loyalty and support, for example. Family often extends beyond the nuclear family to include grandparents, aunts and uncles, neighbors, and close friends, making extended family and kinship networks important as well.

Because Asian and Pacific Islander families more frequently include grandparents and other relatives, Asian and Pacific Islander households are 16 percent larger than the average U.S. household (U.S. Census Bureau, 2012b). Those in Hmong, Cambodian, Bangladeshi, and Laotian communities have the largest households. Almost 30 percent of Hmong households, for example, have seven or more family members. Japanese households (72%), Malaysian and Korean households (62%), and Chinese and Thai households (61%) tend to be smaller, having two to three people. Only 21 percent of Hmong households and between 35 percent and 40 percent of Bangladeshi, Cambodian, Laotian, and Pakistani households have fewer than four family members (U.S. Census Bureau, 2011a).

Hmong and Bangladeshi households also tend to have the most members. Thirty-two percent of Hmong and 24 percent of Bangladeshi households have more than one occupant per room, compared to 3 percent of U.S. households overall and 7 percent of all Asian and Pacific Islander households (Asian Pacific American Legal Center, & Asian American Justice Center, 2011).
On average, the median age of Asian and Pacific Islander populations in the United States (32.8 years) is somewhat younger than the total U.S. population (37.3 years; U.S. Census Bureau, 2014a, 2014e). But age profiles differ significantly among different Asian and Pacific Islander groups. For Hmong, for example, the median age is 22 years, and over 40 percent of the population is under age 18; in contrast, only about 10 percent of the Japanese population is under 18 years, and the community’s median age is 49 (U.S. Census Bureau, 2014e).

### AGE PROFILES OF ASIAN/PACIFIC ISLANDER COMMUNITIES

<table>
<thead>
<tr>
<th>Community</th>
<th>Median Age</th>
<th>% Under 18 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total population</td>
<td>37</td>
<td>23</td>
</tr>
<tr>
<td>Asian/Pacific Islander (overall)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bangladeshi</td>
<td>35</td>
<td>22</td>
</tr>
<tr>
<td>Cambodian</td>
<td>31</td>
<td>30</td>
</tr>
<tr>
<td>Chinese (including Taiwanese)</td>
<td>37</td>
<td>16</td>
</tr>
<tr>
<td>Filipino</td>
<td>40</td>
<td>22</td>
</tr>
<tr>
<td>Hmong</td>
<td>33</td>
<td>24</td>
</tr>
<tr>
<td>Indian</td>
<td>36</td>
<td>24</td>
</tr>
<tr>
<td>Indonesian</td>
<td>49</td>
<td>19</td>
</tr>
<tr>
<td>Japanese</td>
<td>38</td>
<td>10</td>
</tr>
<tr>
<td>Korean</td>
<td>33</td>
<td>18</td>
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<td>Laotian</td>
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<td>19</td>
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<tr>
<td>Pakistani</td>
<td>30</td>
<td>24</td>
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<tr>
<td>Sri Lankan</td>
<td>39</td>
<td>14</td>
</tr>
<tr>
<td>Thai</td>
<td>37</td>
<td>24</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>37</td>
<td>24</td>
</tr>
</tbody>
</table>

Data from U.S. Census Bureau, 2014a

### CONSIDERATIONS FOR YS

Because the Y’s commitment to helping families be healthy, secure, and connected often resonates with the family values shared by many Asian and Pacific Islander communities, marketing and engagement efforts that emphasize and connect these values to Y programming may be more effective than efforts that focus on programming alone. The Y’s efforts to close the academic achievement gap may also resonate with the strongly held value across some Asian and Pacific Islander communities of the importance of education and academic achievement. Also, larger newcomer households may be home to extended relations who are an integral part of the family. Offering flexible and inclusive Y membership policies that are designed with diverse family structures in mind can be a way to welcome families of all kinds to participate in the Y together.
A large percentage of those who identify as Asian and Pacific Islander are multilingual: seven out of ten Asians and three out of ten Pacific Islanders in the United States speak a language other than English at home, compared to two out of ten in the total U.S. population (Asian Pacific American Legal Center, & Asian American Justice Center, 2011). In addition, a majority (65%) are English proficient (Ramakrishnan & Ahmad, 2014). These overall numbers, however, may not provide an accurate view of the English proficiency of specific Asian and Pacific Islander communities in your Y’s service area because of differences that exist among age and cultural groups.

Overall, a large majority (74%) of children and youth (ages 5–17) and slightly over half (52%) of adults ages 18–64 speak English very well, but only 28 percent of those over the age of 65 do (U.S. Census Bureau, 2014a). In addition, overall rates of English proficiency differ among different cultural groups: A majority in Guamanian/Chamorro (92%), Samoan (84%), Indian (78%), Filipino (78%), Tongan (78%), Japanese (76%), and Hmong (59%) communities speak English very well. In contrast, more than half of those in the Vietnamese (53%) community and significant proportions of Chinese (46%), Korean (45%), Thai (45%), Cambodian (44%), and Micronesian (40%) communities speak English less than “very well.”

“A few months ago, the Chinatown Y started offering Adult English as a Second Language classes twice a week. Although I took English classes at City College a while back, it’s been a long time, and I don’t feel very comfortable with English. So now, every Wednesday and Friday, I come for a few hours to class. When we go out on class field trips to test our new language skills in real situations, it feels like I’m out with family. It’s a lot of fun but also very helpful, and I believe that this time around, I will be able to remember more and speak English more often.”

— Monica Lai
Membership and Communications Director
Chinatown YMCA
San Francisco, Calif.
A sizeable number of households are also linguistically isolated (i.e., no one in the household speaks English either exclusively or "very well"). The groups with the greatest number of linguistically isolated households tend to be in Vietnamese, Chinese, Korean, Thai, and Micronesian communities (Ramakrishnan & Ahmad, 2014).

**CONSIDERATIONS FOR YS**

English proficiency directly impacts the ability of newcomers and immigrants to connect with their new communities in the United States and to access basic services, such as health care, education, and social services. Limited English proficiency leads some Asian and Pacific Islander populations to live in tight-knit immigrant enclaves. Although these enclaves have businesses, houses of worship, and community centers that serve community members’ needs, they may make it more difficult for those members to engage in the broader community.
Ys can reduce the isolation that may result from limited English proficiency. Offering English for Speakers of Other Languages (ESOL) programs is one way; another is creating bridges that connect diverse community members to one another and that connect community members to service providers. Ys also can offer Asian language classes, thereby lifting up the skills and talents of staff, volunteers, and members. And as many business sectors experience a growing need for those who speak languages such as Mandarin and Hindi, Asian language classes help prepare community members for careers in our increasingly global world. Asian and Pacific Islander youth who have language skills and community connections can be a rich resource as you seek to develop your Y’s cultural competence.

**TONAL LANGUAGES**

Many languages spoken across Asia and the Pacific Islands are remarkably complex and use pitch to convey meaning and/or grammatical function (verb tense, for example). In these tonal languages, the meaning of a word or phrase is altered by the tone used (high, medium, or low, for example); whether the pitch rises, falls, or changes more elaborately; and other parameters. For single-syllable words, tone alone can change the meaning. The Thai word *na*, for example, means “rice paddy,” “face,” “aunt/uncle/younger than,” and “thick,” depending on whether the tone is high, middle, or low, and rising or falling. The complexity—and subtlety—increases as the number of syllables in the word or expression rises.

In stressed languages such as English, a change in tone may turn a word into a question or an exclamation, but it does not change the actual meaning of the word. (Okay? Okay.) For this reason, it may not be surprising that, in the U.S. Foreign Services Institute’s categorization of languages by difficulty, four of the five most difficult languages for a native-English speaker to learn are Asian languages: Cantonese, Mandarin, Japanese, and Korean.
Taken as a whole, Asian and Pacific Islander populations rank high in education attainment, graduating from high school at roughly the same rate as the total U.S. population (86%). However, a much higher proportion of the overall Asian population has a bachelor’s degree or higher. As a group, nearly half of all Asian community members have a university degree (51% compared to 30% in the total U.S. population), and nearly one in five has a graduate or professional degree (compared to one in ten in the total U.S. population). In the overall Pacific Islander population, 16 percent have a bachelor’s degree and 4 percent have a graduate or professional degree (U.S. Census Bureau, 2015).

Although factual, these statistics obscure significant differences among groups and conceal potential areas of need. Four out of ten Hmong and Cambodians and one-third of Laotians have not graduated from high school; only one out of ten Hmong and Cambodians has a university degree (Ramakrishnan & Ahmad, 2014). Less education among these groups is reflected in lower household income (see the later section “Employment, Entrepreneurship, and Economic Well-Being”). In addition, of the 2.1 million undocumented youth who qualify for and would benefit from the DREAM Act—a U.S. law that enables undocumented children who have grown up in the United States to pursue higher education and a path to citizenship—10 percent are of Asian origin (Kieu, 2013).
CONSIDERATIONS FOR YS

Education attainment varies widely among Asian and Pacific Islander communities. The expertise YMCAs bring to early learning and afterschool programs, academic enrichment, vocational training, high school equivalency programs, and college readiness programs uniquely positions them to improve educational outcomes of youth who belong to communities with lower levels of educational attainment. By understanding each group’s unique needs and interests, Ys can ensure that Asian and Pacific Islander students most in need have access to the Achievement Gap program, for example, or they can leverage partnerships with schools and other educational organizations to identify students from Asian and Pacific Islander communities who are most in need of additional support.
Members of Asian and Pacific Islander communities actively contribute to the economy. As a group, Asians participate in the labor force at roughly the same rate as the total U.S. population (approximately 65%); Pacific Islanders participate at a higher rate (70%; U.S. Bureau of Labor Statistics, 2011). Nearly half of the overall Asian population (47%) is involved in management, professional, and related occupations, a significantly higher rate than the total U.S. population (34%; Asian Pacific American Legal Center & Asian American Justice Center, 2011). A quarter (25%) of Pacific Islanders are involved in management, professional, and related occupations (U.S. Census Bureau, 2015). In addition, the number of businesses owned by Asians grew by 40 percent between 2002 and 2007 (the latest data available)—almost twice as fast as the national average. These businesses generated revenues of more than $455 billion and employed more than 2.8 million people (Ramakrishnan & Ahmad, 2014).

![Asian- and Pacific Islander-own businesses chart]

Data from U.S. Census Bureau, 2011b
Median household incomes are higher among Asians ($67,065) and Pacific Islanders ($55,000) as a whole than for the total U.S. population ($51,939; DeNavas-Walt & Proctor, 2014; Ramakrishnan & Ahmad, 2014). Asian American buying power, projected to grow to $1 trillion after 2018, increased by 160 percent from 2000 to 2013. This represents a greater rate of increase than that experienced by the United States as a whole (70%) and by whites (63%), African Americans (78%), Hispanics (142%), and Native Americans (139%; Ramakrishnan & Ahmad, 2014).
Despite the generally positive portrait of higher-than-average household income and increased buying power for Asian and Pacific Islanders as a group, the economic situation differs among individual Asian and Pacific Islander communities. While, on average, the poverty rate for Asian families is less than that for the total U.S. family population—16 percent of all U.S. families live in poverty, while 13 percent of Asian families do—the poverty rate for Pacific Islanders (20%) is higher than the national average (DeNavas-Walt & Proctor, 2014). Hmong, Bangladeshi, and Tongan families also experience higher rates of poverty, far above overall Asian and general population averages, despite similar rates of employment (Ramakrishnan & Ahmad, 2014).

Bangladeshi and Hmong households—among the largest households of all Asian and Pacific Islander groups—also tend to have the lowest median incomes, well below the U.S. median. One in three Bangladeshi and Hmong children lives in poverty. A higher-than-average proportion of Asian seniors and Pacific Islander children also live in poverty (DeNavas-Walt & Proctor, 2015), and 18 percent of Asians and Pacific Islanders receive housing assistance, receive temporary assistance for needy families (TANF), or participate in the Supplemental Nutrition Assistance Program (SNAP; Irving & Loveless, 2015).
CONSIDERATIONS FOR YS

Different Asian and Pacific Islander communities have very different economic realities, each of which presents unique engagement opportunities and opportunities for impact. For communities with lower household incomes, inclusive membership and fee structures and nonculturally relevant program offerings may be barriers to inclusion. To overcome these barriers, Ys can investigate ways to adapt their membership packages and programs. Affordable family programming through open family nights and family days can provide crucial and highly valued recreational family time and space, for example. Ys can also work to ensure that community members have access to financial assistance. Additionally, recruiting Asian and Pacific Islander staff, leaders, volunteers, and donors is crucial to successfully strengthening inclusion of these communities, and Asian and Pacific Islander communities that have high numbers of professionals are prospective pools for future Y involvement.

“There are six children in this family, and four of them have special needs. The father is a single man who works long, hard hours to try and provide as best as possible for his family; however, due to language barriers and a low educational level, the father receives low wages that do not always allow for special dinners or fancy feasts.

“The father is deep-rooted in his Samoan culture and views his family as being entrusted to him to take care of, so the family also helps house the father’s younger brother, who also helps looks after the children. This family of eight may not have lots of money, but there is a great deal of love, pride for their family, and aloha.”

— Keola Taniguchi
YMCA of Honolulu
Mililani, Hawaii
Members of Asian and Pacific Islander communities, in general, lead healthy lives. In a recent Centers for Disease Control and Prevention (CDC) national health survey (CDC, 2008), 39 percent of Asian respondents reported being in excellent health, the highest among all racial groups. Compared to whites, Asians as a group have lower rates of prostate and breast cancer, obesity, and hypertension, and are less likely to smoke or to have or die from heart disease, and Asian women overall have the highest life expectancy among all racial groups (U.S. Department of Health and Human Services, Office of Minority Health [OMH], 2014).

Despite these positive statistics, however, alarming health disparities exist and represent opportunities for Ys to make a positive impact. Fourteen percent of Asians and 19 percent of Pacific Islanders lack health insurance (National Center for Health Statistics, 2013; U. S. Census Bureau, 2014d). As a group, Asians and Pacific Islanders have much higher rates of tuberculosis and viral hepatitis, as well as higher rates of liver and stomach cancers (CDC, National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention, 2012; APIAHF, 2008). Ten percent of Asians have diabetes—a rate that is almost two times higher than for the general U.S. population (5.9%; Ida, SooHoo, & Chapa, 2012), and Pacific Islanders, South Asians, and Filipinos have the highest incidence of diabetes among all racial/ethnic groups, including those that are traditionally considered at high risk (African Americans, Latinos, and Native Americans; Karter et al., 2012).

Lack of health insurance, cultural barriers, and concerns about visiting health providers because of fear of deportation are real barriers to healthier lives for the most vulnerable Asian and Pacific Islander populations (Ida, SooHoo, & Chapa, 2012). Limited English proficiency can further isolate members of these communities from needed treatment, care, and support. Of all racial/ethnic groups surveyed, for example, Asians and Pacific Islanders are the least likely to report easily understanding their doctors, the materials made available in the doctor’s office, or the instructions given for prescription medications (Ida, SooHoo, & Chapa, 2012).

Shame and stigma also pose barriers to Asians and Pacific Islanders seeking support for behavioral and mental health issues, such as domestic violence, substance abuse, and suicide. Suicide is the ninth leading cause of death for all ages of Asian and Pacific Islander communities, and Chinese women have the highest reported suicide rate among all women over age 65 in the United States. In addition, certain members of Asian and Pacific Islander communities also have high rates of depression and posttraumatic stress disorder—the latter especially among those from Southeast Asia and refugee populations (Ida, SooHoo, & Chapa, 2012).
CONSIDERATIONS FOR YS

Clearly, Ys have significant opportunity to make a positive impact on the health of Asian and Pacific Islander community members who may have limited access to health care because of factors such as limited English proficiency, immigration status, and lack of insurance. By understanding these barriers, Y staff can respond with health promotion efforts, referrals to trusted providers, and other forms of support. For example, Asians and Pacific Islanders engaged in ESOL classes at your Y may have health-related needs and interests that your Y is uniquely positioned to address.

RELIGION AND FAITH

Asian and Pacific Islander populations in the United States are the most religiously diverse of all racial groups, and members of Asian and Pacific Islander communities practice virtually every major world religion. According to a comprehensive, nationwide survey, many are Christian (42%), and other major religious affiliations among Asians and Pacific Islanders include Buddhism (14%), Hinduism (10%), Islam (4%), and Sikhism (1%), among others. Asians and Pacific Islanders are also the most likely of all racial groups to be unaffiliated with any religion (Pew Research Center, 2012).
CONSIDERATIONS FOR YS

By understanding the diversity of religions and religious practices among Asian and Pacific Islander communities, Ys are better able to recognize and transform potential barriers into engagement opportunities. For example, traditions surrounding mixed-gender activity and modest attire may prevent some Asian Muslim women from participating in aquatic programs. By implementing women-only swim time and ensuring that the aquatic facilities are not observable by male members during these times, your Y can open up new opportunities for these women to participate. Involving Asian and Pacific Islander community members and leaders and building trust with your Asian and Pacific Islander neighbors will help your Y adapt its programs and policies to strengthen engagement and inclusion for all.

WANT MORE INFORMATION?

This guide is not nearly large enough to describe all the faiths that make up the incredibly diverse religious landscape of Asian and Pacific Islander communities in the United States. If you are interested in knowing more, several excellent resources are available online:

- U.S. Religious Landscape Study (Pew), http://religions.pewforum.org
- BBC Online—Religions, www.bbc.co.uk/religion/religions/
VALUES

As you seek to get to know Asian and Pacific Islander populations in your area, try to go beyond the data and statistics. It is helpful to consider the diverse and often longstanding cultural values of the communities you want to engage. These values, learned so early and so subtly that they are often subconscious, exert a powerful influence and impact our expectations, perceptions, behaviors, and judgments about the world.

Following are four characteristics that may help you gain a better understanding of Asian and Pacific Islander communities. (Note: These descriptions are generalizations; individual communities and individuals within a community may have different beliefs and perceptions.)

COUNTRY OF ORIGIN AND REASON FOR AND TIME OF IMMIGRATION

Asian and Pacific Islander identities are often profoundly influenced by country of origin or ancestry, the time of immigration (how old the person was when he or she immigrated), and the reason for immigration.

Knowing a person’s country of origin is central to cultural competence and strengthening inclusion. We cannot understand who someone is until we understand that person’s global roots. As you get to know Asian and Pacific Islander community members, think about these questions:

- What is this person’s (or this community’s) historical background?
- How may this historical background influence this person’s (or community’s) relationship with the Y?

INDIVIDUALISM VERSUS COLLECTIVISM

Many Asian and Pacific Islander communities value collectivism over individualism. In individualism, people are expected to look after themselves, and social ties between individuals and groups are loose. In collectivism, people are integrated into and loyal to extended families and rely on strong, cohesive social groups.

As you get to know Asian and Pacific Islander community members, think about these questions:

- Does this person demonstrate “I” behaviors or “you” behaviors?
- How might your programs be viewed if examined through an individualist or collectivist lens?
- Can your programs and policies be adapted to ensure those with both collectivist and individualist worldviews can participate comfortably?
COMPETITIVE VERSUS COOPERATIVE CULTURES

Competitive cultures typically value assertiveness, ambition, and personal wealth. Cooperative cultures often value shared leadership and relationships. Some Asian and Pacific Islander communities, such as Japanese, Chinese, and Filipino communities, are more competitive; others are more cooperative. Because this lens can influence notions of privacy and modesty and attitudes toward women and gender roles, it’s important to think about where on the cooperative-competitive continuum a specific community may fall.

As you get to know Asian and Pacific Islander community members, think about these questions:

- What areas of contact may present difficulties for those who have very well-defined gender roles (having a male health and wellness staff member working with women, for example)?
- Can your programs be adapted to include accommodations to ensure inclusion of all?

COMFORT WITH HIERARCHY AND AUTHORITY

Power distance refers to the level of comfort a person or culture has with hierarchy and authority. A person from a culture with a high power distance has more difficulty interacting with people in positions of authority (police, teachers, and so on); a person from a culture with low power distance is more comfortable in these interactions. Power distance is influenced by things like socioeconomic inequalities, relationship with and access to authority, and access to education and education status.

As you get to know Asian and Pacific Islander community members, think about these questions:

- How may power distance impact Asian and Pacific Islander community members’ interactions with Y staff?
- How can your Y make discussions about potentially difficult or private topics (such as financial aid) or requests for assistance more comfortable for those in high-power distance cultures?
- What impact may power distance have in the programs your Y offers and your efforts to engage Asian and Pacific Islander communities? How can you overcome any barriers that power distance introduces?

CONSIDERATIONS FOR YS

Gaining a basic understanding of important cultural values enables you to more effectively engage and better serve Asian and Pacific Islander communities in your area. By viewing your existing programs, facilities, and processes through these lenses, you can more easily identify and resolve potential barriers. For example, to meet the needs of Asian and Pacific Islander cultures that value collectivism, you may decide to include family activities in your early learning and afterschool programs, ensure that meetings leave time for social interaction and connection, and introduce membership options that include extended family.
Data measuring income level, educational attainment, and other markers of success indicate that Asian Americans as a group—a categorization that, itself, fails to reflect the diversity within these communities—are highly successful. According to the U.S. Census Bureau and other sources, Asian Americans as a group have the highest rates of college and advanced degrees, the highest median family income, low poverty rates, and so on. The assumption that these broad and general statistics apply universally to all Asian and Pacific Islander communities perpetuates the “model minority” myth.

According to the model-minority myth, Asian Americans are universally successful because of factors such as intelligence, hard work, and patience—characteristics that, in addition to enabling some Asian Americans to attain financial and career success, have also enabled them to “overcome” prejudice and discrimination. Furthermore, this myth suggests that other racial or ethnic minorities in the United States should model their own efforts on the “example” set by Asian Americans (Chow, 2011; Le, 2015).
The label “model minority” has created inaccurate stereotypes that negate the unique, nuanced, and varied experiences of Asian and Pacific Islander communities, essentially rendering them invisible. Additionally, the myth’s effects have

- led to the belief that many of the challenges around education, health care, and other public institutions faced by other minority groups are not as pronounced for Asian and Pacific Islander communities;
- led educators, policy- and decision-makers, service providers, and others to make general assumptions about the group as a whole and to overlook the unique needs of individuals and communities they serve;
- isolated Asians and Pacific Islanders from other communities of color by implying that minority groups who have not experienced the same perceived success as Asians are “somehow at fault for their [positions] in society” (Chow, 2011, “The Model Minority,” para. 2); and
- denied experiences of discrimination that Asians and Pacific Islanders continue to face today.

**CONSIDERATIONS FOR YS**

Broad statistics like those in this guide provide snapshots of populations at certain points in time, indicate trends, and reveal potential areas of impact, but they don’t tell the whole story. As your Y seeks to ensure that all segments of society have access to the Y, remember that it is important to look past generalizations and stereotypes. By seeking to understand the unique experiences of the individuals and communities we serve, we can strengthen inclusion and engagement for all.
MAKING THE CASE

At the Y, we are committed to nurturing the potential of kids, promoting healthy living, and fostering social responsibility. We know that our ability to achieve these goals begins with understanding and partnering with all people and all communities. This is why reaching out to and engaging Asian and Pacific Islander communities is so important.

Through its long history of service, the Y Movement has witnessed enormous changes. By adapting and proactively responding to the changing needs of families and communities, the Movement has become what it is today: the leading community-based human services organization in the country. As the United States benefits from another period of rapid change, Ys must leverage their expertise as community organizations to respond to the evolving needs of the families and communities in their service areas.

Ys, as community-based organizations, are well-positioned to identify and respond to community changes. By swiftly expanding outreach to and inclusion of Asian and Pacific Islander communities, we are able to engage and support these populations as they continue to grow. Members of Asian and Pacific Islander communities whom we engage today will be the Y Movement’s link to future newcomers.

YMCA’s focus on family strengthening is a compelling entry point for many Asian and Pacific Islander communities for whom family is so central. Other areas of YMCA programming and expertise plainly dovetail with the interests and needs of a large number of Asian and Pacific Islander community members as well: afterschool programs, academic support, ESOL, youth development programs, community-building efforts, activities for seniors, and cultural programming and exchange, for example.
Strengthening Asian and Pacific Islander inclusion helps YMCAs in each of the six areas of opportunity (see the later section “Monitoring Progress and Success” for tips on measuring progress in each of these areas):

• **Leadership Development:** Serving our rapidly changing communities requires culturally competent staff and volunteers, who reflect the community, understand and embrace all dimensions of diversity, and consider the larger world when addressing local issues. A commitment to recruiting and developing such leaders guarantees the Y’s continued relevance, supports staff and volunteer retention, and strengthens our ability to address critical social issues now and in the future.

• **Member Engagement:** Understanding the diverse needs of those in the community and developing inclusive policies and membership strategies lead to member growth and retention, and establish the Y as a place people go to connect for the greater good. Culturally relevant and inclusive membership engagement strategies help us to recruit new members from diverse populations as well as transform individuals from casual members to committed volunteers and donors.

• **Program Innovations:** Supporting diverse, underserved, and isolated communities involves a commitment to offering programs that respond to their specific wants and needs. This includes developing new programs and evaluating existing ones for inclusiveness and cultural relevancy. Program benefits often extend beyond the target population and can be a powerful opportunity to build cross-cultural understanding by bringing together diverse groups. Keeping a pulse on social trends and community need, and developing responsive programs helps us increase enrollment, keep pace with the changing world, and differentiate ourselves from other service providers.

• **Collaborations:** Working with diverse local and global partners enables us to do more than we can do alone, thereby increasing our reach and impact. Local and global partnerships with organizations such as government agencies, businesses, hospitals, foundations, nonprofits, and educational institutions help us tackle social issues more effectively while connecting us to new and changing communities. These collaborations also provide us with access to tools, resources, and competencies that complement and strengthen our programs and services—which is key for the Y’s continued growth and sustainability.

• **Resource Mobilization:** Corporations, foundations, and individuals are increasingly interested in partnering with organizations that have a strong commitment to diversity and inclusion, and competency in addressing critical social issues both locally and globally. Ys can expand their access to significant financial and technical resources by demonstrating their impact in making communities stronger and helping people from all segments of society reach their full potential. A diverse and globally minded approach to improving our communities differentiates the Y and attracts the financial, technical, and in-kind resources that help us deliver on our cause.

“When it comes to initiating community and social change, there simply is no other organization that can do this as quickly and successfully as the Y. Whether your community need is quality child care, obesity programs, or a teen center, Ys can convene leaders, cut through red tape, garner funds, and so on, to address the issue.”

— Linda Daly, CEO
The Family YMCA
Los Alamos, N.M.
• **Branding and Visibility:** To generate the resources needed to support our cause, it is important that we help people understand that the Y is a charitable organization worthy of support. By demonstrating our commitment to welcome and serve all and our impact both locally and internationally, we begin to shift perceptions and influence more people to engage with our organization. Take advantage of all opportunities (e.g., marketing and fundraising materials, staff training, environmental design, member engagement) to communicate the Y’s inclusive nature and global impact to strengthen our visibility, shape perceptions, and influence stakeholders to engage in and support our work.

Nationwide, Asian and Pacific Islander populations overall grew four times faster than the general population (Hoeffel et al., 2012). By 2060, 51 million people in the United States—one in nine—will identify as Asian or Pacific Islander (U.S. Census Bureau, 2012a, 2012b). As these communities expand, the Y Movement has an opportunity to remain true to its mission as an organization for all and to increase its relevance in communities across the United States by strengthening inclusion of Asian and Pacific Islander communities and supporting their growth and development.

Embracing these demographic trends and demonstrating both our skills and our desire to become even more relevant to Asian and Pacific Islander community members requires a strategic approach, Y leadership who are ready to forge the way, and community leaders who are willing to advise Y strategies and be a part of the transformation. Our success will ensure that, as Asian and Pacific Islander communities in our service areas grow, our Ys will continue to grow with them. This guide helps you get started on this process.

“The magic of the Y mission and Movement is meant for all and can be realized through one act of kindness or one gesture of tolerance or an embrace of acceptance that a person can receive from Y staff, volunteers, and other members.”

— Richard Chin
Community Development Director
Wang YMCA of Chinatown
YMCA of Greater Boston
STRATEGIES TO STRENGTHEN INCLUSION

The U.S. population is becoming more diverse, and communities around the nation are reflecting these changes. By engaging these new populations or engaging them more fully, you can ensure that all people in your community feel welcome and have equal access to the programs your Y offers.

Strengthening inclusion is a big undertaking and involves developing new strategies and adapting old ones. It requires rethinking how you reach out to the local community, how you design your Y’s programs and services, and how you perform internal operations, from staffing to facilities to membership policies.

Successful inclusion efforts include leadership support and vision, staff and volunteers who are passionate about and committed to the process, community involvement and direction, and, frequently, resources. Most importantly, success depends on CEOs and boards who are committed to the task, supportive of the changes that will be made, and involved in the direction your Y is taking. Whether you are a staff member or volunteer, you have a vital role to play in making your Y a place where every individual feels welcome and where people from different cultures and backgrounds can find programs that meet their own and their families’ needs.

“Be authentic, open, and welcoming. Show an interest in and an appreciation for various customs. When one of our fitness instructors came to me wanting to offer classes in her traditional North Indian dance called Kathak, I was supportive. Even though I had never heard of it and a part of me wondered if anyone would enroll, I put that thought aside and supported her endeavor. It has become such a popular class, enrolling folks from a variety of ethnicities—not just Indians. The next year we offered the traditional South Indian dance called Bharatanatyam. It is just as popular!”

— Linda Daly, CEO
The Family YMCA Los Alamos, N.M.
The goal of this guide is to help you identify and then effectively use all the resources available to strengthen inclusion of Asian and Pacific Islander communities in your area. As with any large undertaking, your efforts will be more successful if you take a strategic approach like the one outlined in this section. Here you’ll find guidance on how your YMCA can do things like:

- develop and deepen cultural awareness;
- mobilize an Asian and Pacific Islander–Inclusion Task Force;
- get to know Asian and Pacific Islander communities in your YMCA’s area;
- ensure that your Y is prepared to welcome and serve Asian and Pacific Islander community members;
- develop and adapt programs and services to meet the needs of Asian and Pacific Islander communities; and
- reach out to Asian and Pacific Islander communities.

If you have read *Strengthening Inclusion: Engaging Newcomer and Immigrant Communities in Your Y* or *Strengthening Inclusion: Engaging Hispanic/Latino Communities in Your Y*, the strategies outlined in this section will be familiar to you. Keep in mind, however, that although the steps in the process are the same across all populations, the information you glean and the strategies you implement will be unique to each population, each community, and each Y. Therefore, use the information in this guide to create and adapt your Y’s programs to best serve the people and populations in your community. Consider it as much an inspiration guide as an information guide.
**SUGGESTIONS FOR STRENGTHENING CULTURAL AWARENESS**

Altogether Asian and Pacific Islander populations represent dozens of national origin groups, ethnicities, and cultures. Fortunately, you do not have to be an expert in all the cultures that make up your community; you can begin by knowing a little and then committing to continuously learning more. You can deepen your Y’s cultural competence—the understanding, knowledge, and skills to interact effectively with diverse cultures—by doing the following:

- Participating in training opportunities, such as Dimensions of Diversity and Cultural Lenses, and checking out other resources offered by Y-USA’s Diversity & Inclusion department and International Group.
- Beginning to develop relationships with Asian and Pacific Islander community leaders and associations to deepen your understanding.

**A SAMPLING OF CULTURAL CHARACTERISTICS**

Table 4 provides a sampling of cultural characteristics and priorities shared by some Asian and Pacific Islander communities. It also offers suggestions for what these commonalities may mean for your YMCA.

These examples were drawn exclusively from the input and advice of Asian and Pacific Islander YMCA staff and leaders. Keep in mind, however, that Asian and Pacific Islander populations are some of the most diverse racial and ethnic groups, with many levels of diversity within each group (refer to the earlier section “A Population in Perspective” to get some sense of the multitude of cultures included in this general category).

Also remember that cultures are dynamic, evolving through their members’ changing practices, values, and beliefs. The characteristics and priorities you see here are not intended to imply that all Asian and Pacific Islander communities or their members are identical. Instead, this list is meant to be a starting point to inform your Y’s efforts to reach out to Asian and Pacific Islander populations in your own community. By understanding the cultural characteristics specific to the groups in your area, you can move your Y toward awareness, understanding, and culturally competent service.

**PERSPECTIVE FROM ONE ASIAN AND PACIFIC ISLANDER COMMUNITY MEMBER**

I like it when others
- learn the customs around how to speak with and greet elders;
- know even a couple of words in my language, like “hello” and “thank you”;
- know some of my cultural history and customs;
- understand that there are many different Asian cultures and groups; and
- create opportunities for and participate in celebrating my culture at the Y.

I don’t like it when others
- speak louder when there is a real or perceived language barrier;
- generalize Asian cultures;
- assume I do not speak English very well because I am Asian; and
- tell me that I speak English very well.
<table>
<thead>
<tr>
<th>A sampling of common cultural characteristics</th>
<th>What this can mean for your Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collectivism is valued over individualism.</td>
<td>Consider implications in programming, facility space setup, philanthropy, staff development, and other areas. Individuals from collectivist communities may seek opportunities to engage as a group and may desire group-based work and engagement supports.</td>
</tr>
<tr>
<td>Consider the impact on staff. Some Asian and Pacific Islander staff report feeling that without self-promotion they have fewer opportunities for advancement.</td>
<td></td>
</tr>
<tr>
<td>There is strong loyalty and orientation to one’s family. Taking care of one’s family is important, as are extended family and large family networks.</td>
<td></td>
</tr>
<tr>
<td>Consider the implications this family focus has for your definition of family membership. Demand may be high for family programming, facilities, and events that support family time.</td>
<td></td>
</tr>
<tr>
<td>Humility and modesty are valued. Self-promotion can be considered distasteful.</td>
<td></td>
</tr>
<tr>
<td>Consider the impact on staff. Some Asian and Pacific Islander staff report feeling that without self-promotion they have fewer opportunities for advancement.</td>
<td></td>
</tr>
<tr>
<td>Respect for elders is strong.</td>
<td></td>
</tr>
<tr>
<td>Understand how elders are greeted and welcomed within their cultures and practice these skills in your YMCA.</td>
<td></td>
</tr>
<tr>
<td>Cultural pride is strong.</td>
<td></td>
</tr>
<tr>
<td>Celebrate cultures during programs, through events, and through décor.</td>
<td></td>
</tr>
<tr>
<td>Academic success is very important, especially to parents.</td>
<td></td>
</tr>
<tr>
<td>Integrate an academic focus into sports and recreational programs for children and teens.</td>
<td></td>
</tr>
<tr>
<td>Concepts of and interest in health and well-being may be influenced by Eastern medicine and philosophies.</td>
<td></td>
</tr>
<tr>
<td>Include mindful activities such as yoga and tai chi in your YMCA’s portfolio. Cultivate connections and relationships with people who practice Eastern medicine.</td>
<td></td>
</tr>
<tr>
<td>Discretion and privacy are valued.</td>
<td></td>
</tr>
<tr>
<td>Handle personal issues and information discreetly. This practice is particularly important for front desk staff.</td>
<td></td>
</tr>
<tr>
<td>Family matters are considered private.</td>
<td></td>
</tr>
<tr>
<td>Recognize that members of Asian and Pacific Islander communities may be less willing to discuss or disclose family issues, including behavioral or mental health issues.</td>
<td></td>
</tr>
<tr>
<td>Saving face is important. Direct confrontation or openly contradicting, correcting, or criticizing someone in a public setting is avoided.</td>
<td></td>
</tr>
<tr>
<td>Choose a private setting when discussing certain issues (e.g., billing). Also be aware that “no” or disagreement can be communicated in different styles, and that a “yes” response may not indicate agreement; it may be an expression of active listening.</td>
<td></td>
</tr>
<tr>
<td>Communication style may not be direct.</td>
<td></td>
</tr>
<tr>
<td>Be a good listener. Listen for and observe other cues to meaning. Avoid interrupting.</td>
<td></td>
</tr>
<tr>
<td>Concepts of personal body space and customs around intimacy are sometimes more conservative.</td>
<td></td>
</tr>
<tr>
<td>Be aware that forms of physical contact (e.g., hugging) may be considered inappropriate, except between close family members.</td>
<td></td>
</tr>
<tr>
<td>Relationship building and trust building are important and may take time.</td>
<td></td>
</tr>
<tr>
<td>Cultivate relationships. In meetings with community leaders, for example, building relationships may be more important than getting through the agenda as efficiently as possible.</td>
<td></td>
</tr>
</tbody>
</table>
STRATEGY 1: MOBILIZE AN ASIAN AND PACIFIC ISLANDER–INCLUSION TASK FORCE

Strengthening community and Asian and Pacific Islander inclusion at your Y requires a strategic approach and dedicated planning, guidance, and review. One way that you can ensure that your YMCA’s Asian and Pacific Islander–inclusion efforts start and stay on track is to involve a diverse and committed task force that includes meaningful participation from Asian and Pacific Islander community members.

An Asian and Pacific Islander–Inclusion Task Force can

- provide insight on the diversity of Asian and Pacific Islander populations in your area, including each population’s needs, interests, and priorities;
- explore and offer advice on how to make your Y’s programs, services, and facilities more accessible, relevant, and attractive to Asian and Pacific Islander community members;
- build credibility, trust, and awareness among Asian and Pacific Islander communities and their leaders that your Y is genuinely committed to strengthening inclusion and is transforming words into action;

**TIP**

A task force that includes Asian and Pacific Islander participants is valuable to all Ys that want to strengthen inclusion of Asian and Pacific Islander communities, but it has even more value if your Y does not yet have significant connections within those communities. Task force members can introduce your Y to community partners and help you establish relationships that will be invaluable to you as you move forward with your inclusion efforts.

Want more information?

You can find excellent resources that provide further guidance on cultural orientation—to Asian and Pacific Islander populations as a whole as well as to specific Asian and Pacific Islander communities—in the “Resources and Links” section, later in this guide. Building Y-to-Y partnerships with YMCAs in countries of origin can also provide rich opportunities for cultural learning and exchange, in addition to strengthening your Y’s connections to immigrant communities in your area. Contact Y-USA’s International Group for more information on how international Y-to-Y partnerships can strengthen your local community engagement; the later section “International Y-to-Y Partnerships” offers a glimpse of the support that is available.
• mobilize local resources, such as community media and businesses, to support your outreach and marketing efforts; and

• connect your Y to key community partners so that you can understand their initiatives and explore opportunities for collaboration and, eventually, shared philanthropic investment that will increase support for Asian and Pacific Islander community members.

**WHO SHOULD SERVE ON THE TASK FORCE?**

An effective task force is one whose members reflect (1) a broad range of perspectives and interests and (2) the diversity of local Asian and Pacific Islander communities. Such a task force

• includes YMCA leaders, staff, volunteers (board, etc.), participants, and members;

• has external stakeholders, including Asian and Pacific Islander community partners (such participation is crucial to the success of your Y’s inclusion efforts); and

• strives to be representative of the diversity within your area’s Asian and Pacific Islander populations.

Consider recruiting existing Y members or program participants who are members of Asian and Pacific Islander communities.

**HOW CAN WE RECRUIT NEW PARTNERS?**

Where can you start if your Y does not yet have connections with partners in Asian and Pacific Islander communities? To recruit new partners, start with the business community and then move to other organizations (Appendix A lists potential community partners).

Ask these questions to identify sources of contacts:

• Do Asian and Pacific Islander–affiliated chambers of commerce exist at the local level or state level?

• Are there Asian and Pacific Islander small business owners you can approach for referrals to other community leaders?

• Is there a church, temple, or mosque where you can contact religious leaders?

• Are there specific agencies that serve members of Asian and Pacific Islander communities or newcomers in your community?

**TIP**

An effective way to ensure that your task force reflects the diversity within Asian and Pacific Islander communities in your area is to include members who reflect the many different dimensions of diversity: age, gender, ethnicity, sexual orientation, diverse abilities, new immigrants, multigenerational residents, and so on.

**TIP**

Be creative in your efforts to recruit members for your task force. Remember, your goal is to create a diverse committee. Also, if you approach community partners with a genuine interest in community collaboration, your initial contacts will often grow into a broader network of contacts and relationships.
STRATEGY 2: GET TO KNOW ASIAN AND PACIFIC ISLANDER COMMUNITIES IN YOUR YMCA’S AREA

Before you reach out to Asian and Pacific Islander communities in your area, it helps to know a little bit about them. Start with some basic questions that will provide the knowledge to help your Y build the case for strengthening Asian and Pacific Islander inclusion:

- How many community members self-identify as Asian or Pacific Islander? What national origin groups are most prevalent?
- Where do Asian and Pacific Islander community members live, and where are these populations growing fastest?
- What does a typical Asian and Pacific Islander family unit, or household, look like? (Ask this question for each Asian and Pacific Islander community in your area.)
- How do members of Asian and Pacific Islander communities compare to other groups in your community with respect to education, employment, and economic indicators? How do different Asian and Pacific Islander groups compare to one another?

To get answers to questions like these, conduct a community inventory. The information such an inventory yields informs your inclusion efforts, shapes your Y’s outreach and marketing efforts, and helps you tailor programs and services to meet the unique needs of different Asian and Pacific Islander communities in your area. It also gives you a baseline against which you can measure your progress toward full inclusion of Asian and Pacific Islander communities at your Y. (To find out more about how to gauge the progress of your inclusion efforts, see the section “Monitoring Progress and Success,” later in this guide.)

Community inventories use a variety of information-gathering resources and methods: census data, observations, interviews, surveys, focus group discussions, and more. Which method you use depends on the kind of information you’re seeking and the resources at your disposal. Table 5 outlines the kinds of questions you may want to ask, explains the implications the answers can have for your Y, and suggests the kinds of information-gathering tools you can use.
TABLE 5—GETTING TO KNOW ASIAN AND PACIFIC ISLANDER COMMUNITIES IN YOUR YMCA’S AREA

<table>
<thead>
<tr>
<th>Questions you’d like to answer</th>
<th>Implications</th>
<th>Community inventory tools you can use</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many people in your community self-identify as Asian or Pacific Islander?</td>
<td>Compare these numbers with your Y’s current statistics for members and program participants and staff, and then ask whether your Y reflects the makeup of the community. This information can help boost the rationale for strengthening Asian and Pacific Islander inclusion. It is also important for setting quantitative inclusion targets and measuring how well Asian and Pacific Islander community members are being engaged over time.</td>
<td>Census or municipal data</td>
</tr>
<tr>
<td>What proportion of the community’s total population do Asian and Pacific Islander communities represent?</td>
<td>Social and economic indicators for members of Asian and Pacific Islander communities in the United States often vary by national origin group, citizenship status, and how long (number of generations) a community has been in the United States.</td>
<td>Census or municipal data</td>
</tr>
<tr>
<td>Is the overall Asian and Pacific Islander population in your community growing? How quickly? Which groups are growing the fastest?</td>
<td>These answers help your Y determine where to focus its outreach efforts as well as the best locations for off-site programs and services.</td>
<td>Census or municipal data</td>
</tr>
<tr>
<td>Which national origin groups are represented?</td>
<td>These answers help your Y determine where to focus its outreach efforts as well as the best locations for off-site programs and services.</td>
<td>Census or municipal data</td>
</tr>
<tr>
<td>How long have these groups lived in the United States?</td>
<td>These answers help your Y determine where to focus its outreach efforts as well as the best locations for off-site programs and services.</td>
<td>Census or municipal data</td>
</tr>
<tr>
<td>What proportion are newcomers, and where are they from? What proportion are citizens?</td>
<td>These answers help your Y determine where to focus its outreach efforts as well as the best locations for off-site programs and services.</td>
<td>Census or municipal data</td>
</tr>
<tr>
<td>Where do members of Asian and Pacific Islander communities live?</td>
<td>These answers help your Y determine where to focus its outreach efforts as well as the best locations for off-site programs and services.</td>
<td>Census or municipal data</td>
</tr>
<tr>
<td>Do certain areas of the community have higher concentrations of Asian and Pacific Islander residents?</td>
<td>These answers help your Y determine where to focus its outreach efforts as well as the best locations for off-site programs and services.</td>
<td>Census or municipal data</td>
</tr>
<tr>
<td>Is convenient and safe public transportation available between these areas and your Y?</td>
<td>These answers help your Y determine where to focus its outreach efforts as well as the best locations for off-site programs and services.</td>
<td>Census or municipal data</td>
</tr>
<tr>
<td>What languages do members of Asian and Pacific Islander communities speak and what is their level of English proficiency?</td>
<td>This information lets you know whether and how to adapt your communication methods to reach the populations you are targeting. (Marketing and services targeted to people’s language skills are more effective.)</td>
<td>Census or municipal data</td>
</tr>
</tbody>
</table>

(Continues)
<table>
<thead>
<tr>
<th>Questions you’d like to answer</th>
<th>Implications</th>
<th>Community inventory tools you can use</th>
</tr>
</thead>
</table>
| How are Asian and Pacific Islander families structured? | This information helps you determine how to adapt programs, services, and policies to make your Y a welcoming place for Asian and Pacific Islander families, which often include multiple generations and extend beyond parents and children. You may decide to offer alternative categories for membership, for example. | Census or municipal data  
Interviews with community organizations and leaders  
Focus group discussions with Asian and Pacific Islander community members |
| How do they function? Do both parents work? What type of work do they do and at what times? Who cares for children and elders? | Consider cultural holidays or festivals that Asian and Pacific Islander communities participate in. Do these present opportunities for engagement? Visit places where members of Asian and Pacific Islander communities gather. Look for common elements and pay particular attention to any qualities that welcome and connect people. | Observation  
Interviews with community organizations and leaders  
Focus group discussions with Asian and Pacific Islander community members |
| What types of recreational, family, and cultural activities do Asian and Pacific Islander community members currently participate in? Where do these activities typically take place? | Consider core services such as grocery stores and markets, schools, health or legal clinics, and financial services. Do these present opportunities for partnership and/or outreach and marketing? Do they do things differently from the way your Y does them? Look for common elements in places where members of Asian and Pacific Islander communities gather. Pay particular attention to any qualities that welcome and connect people. | Observation  
Interviews with community organizations and leaders  
Focus group discussions with Asian and Pacific Islander community members  
Asian and Pacific Islander member survey |
| What services, businesses, institutions, or places of worship do Asians and Pacific Islander community members frequent? Do other organizations serve those who identify as Asian or Pacific Islander? What services do they offer? What unmet needs and interests, if any, do Asian and Pacific Islander community members have? | Those who lack official documentation may be intimidated about approaching the Y because of their immigration status. Your Y may need to review its registration and membership procedures to ensure accessibility to those who most need it. | Interviews with community organizations and leaders  
Focus group discussions with Asian and Pacific Islander community members |
| Do undocumented Asian and Pacific Islander community members reside in the community? | Common barriers include membership and service fees, transportation, lack of child care, lack of English proficiency, unwelcoming environment, fear of the registration process, and lack of required documents. If transportation or registration is a barrier to prospective members, consider providing services off-site in locations where members feel safe. | Interviews with community organizations and leaders  
Focus group discussions with Asian and Pacific Islander community members  
Asian and Pacific Islander member survey |
| What barriers or factors may prevent or discourage members of Asian and Pacific Islander communities from participating in the YMCA? | (Continues) |
TABLE 5—GETTING TO KNOW ASIAN AND PACIFIC ISLANDER COMMUNITIES IN YOUR YMCA’S AREA

Questions you’d like to answer | Implications | Community inventory tools you can use
--- | --- | ---
What do members of Asian and Pacific Islander communities know and think about the Y? | Knowing the impressions that Asian and Pacific Islander community members have of your Y—is it welcoming, does it offer programs and services that interest or help them or their families, for example—helps you identify areas where you can increase impact and relevance. Also, knowing the sources they go to, to find out about the Y informs your marketing and outreach efforts. | Interviews with community organizations and leaders
Focus group discussions with Asian and Pacific Islander community members
Asian and Pacific Islander member survey

The next sections outline the three basic steps involved in a community inventory. Use each step to explore and get to know your community better. As you read these sections, refer to Table 5 for recommendations on the type of information to gather.

**TIP**

The information gathered through a community inventory complements the general information outlined in the earlier section “A Population in Perspective.” Because many Asian and Pacific Islander communities are growing and changing far faster than the general population, updating your community inventory frequently—every 12 to 24 months, for example—can help ensure that your Y remains relevant as your community changes.

**STEP 1: LOOK AT LOCAL CENSUS DATA**

When you know what kind of information you need, you’re ready to begin your community inventory. Census data is free and easy to access, and it provides a surprising amount of information about your community. A good place to start is with data collected by the U.S. Census Bureau in its decennial census, conducted every 10 years. American Community Surveys—periodic Census Bureau surveys of hundreds of large and small communities across America—are another helpful source of information.

**Resources needed for this step:** One person, a little time (1 to 2 hours), and access to the Internet.
Census data can answer some of the key questions about Asian and Pacific Islander communities in your area, such as the size of populations and communities’ rates of growth or decline, whether Asian and Pacific Islander households are concentrated in certain areas, the proportion of foreign-born residents, the degree of English proficiency, household size and makeup, citizenship status, income, and more.

In addition to giving you a general understanding of Asian and Pacific Islander populations, this data can also provide insight into the kinds of programs Asian and Pacific Islander residents may be interested in or find useful, as well as potential barriers to participation. For example, if Asian and Pacific Islander households are concentrated in an area of the community where public transportation is unreliable, transportation is likely to be a barrier you will want to address in your inclusion efforts.

**WANT MORE INFORMATION?**

Local community foundations, your municipal government, and service and advocacy organizations that serve Asian and Pacific Islander communities are other potential sources of information on community demographics.

Y-USA has a number of departments—Research and Evaluation, International Group, and Diversity & Inclusion—that can support your Y in gathering and understanding demographics of your Y’s service area. Contact Y-USA at 800-872-9622.

Use the census data you gather to create a community profile (Appendix B explains how to access census data for a community profile). Doing so helps you organize seemingly unrelated data points and gives you a more complete portrait of your community and its Asian and Pacific Islander members—vital information for your inclusion efforts. Keep in mind, however, that the data gleaned from a census or survey provide only a very general picture of Asian and Pacific Islander communities in your area. What these methods offer in speed and ease comes at the expense of the detail available only through more information-rich inventory tools like observation (step 2) and interaction (step 3).

**STEP 2: OBSERVE YOUR COMMUNITY**

For this step, you get to spend time out in the community, listening and observing. The information you gather through direct observation augments the census and survey data you collected in step 1 and gives you a richer perspective of Asian and Pacific Islander communities than is possible with census data alone.

**Resources needed for this step:** Two to three people, 2 to 4 hours, and a notebook and map.
So where should you start? First, find out whether your town has any areas where higher proportions of Asian and Pacific Islander families live and do business. If your community has a Chinatown, a Little Seoul, or a Little India, for example, that may be a place to start. What about other Asian and Pacific Islander groups? Ask Asian and Pacific Islander families in your Y for advice.

After you identify areas to visit, go explore, observe, and listen. Eat at a local restaurant or food stand. Shop at the market. Take an unfamiliar route. Slow down, take your time, and soak up as much as you can. These experiences not only let you gather more information for your community inventory, but they also give you an opportunity to make connections with the people you meet.

Table 6 lists the kinds of things you can look for and provides room for your notes. Take a map, a photocopy of Table 6, and a notebook with you to jot down observations and key locations, such as community bulletin boards, schools, and places of worship. At the end of the day, summarize and record your observations so that you can share them with colleagues and your Asian and Pacific Islander–Inclusion Task Force.

TIP

Contact Asian and Pacific Islander community associations to see whether they offer orientations and tours of the community. This is a respectful way to make your first connections with Asian and Pacific Islander communities in your area and to start exploring how your Y can increase its relevance to Asian and Pacific Islander community members.

For example, Richard Chin, Community Development Director of the Wang YMCA of Chinatown (Boston), leads interested community members on semiannual “Dim Sum, Walk Some” tours of Boston’s Chinatown. After sharing a dim sum lunch, he leads the group on a tour of the area, discussing the community’s history and inviting participants to ask any questions they have about the community or Chinese culture.
### TABLE 6—COMMUNITY OBSERVATION WORKSHEET

<table>
<thead>
<tr>
<th>Examples of things to look for</th>
<th>Your notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>What types of businesses, services, and associations do you see?</td>
<td></td>
</tr>
<tr>
<td>How do they target or serve Asian and Pacific Islander community members?</td>
<td></td>
</tr>
<tr>
<td>What types of marketing or advertising styles do they use?</td>
<td></td>
</tr>
<tr>
<td>What hours are they open? What services do they provide?</td>
<td></td>
</tr>
<tr>
<td>What languages do you see on signs?</td>
<td></td>
</tr>
<tr>
<td>What languages do you hear being used?</td>
<td></td>
</tr>
<tr>
<td>At what times are the streets busiest?</td>
<td></td>
</tr>
<tr>
<td>During these times, are people commuting, shopping, exercising, or socializing?</td>
<td></td>
</tr>
<tr>
<td>Where do people congregate and socialize?</td>
<td></td>
</tr>
<tr>
<td>Is it different for men and women? What about older adults?</td>
<td></td>
</tr>
<tr>
<td>How do people greet one another?</td>
<td></td>
</tr>
<tr>
<td>Where is community information posted? Are bulletin boards on the street, at community centers, at businesses, or in places of worship?</td>
<td></td>
</tr>
<tr>
<td>What type of content is posted and in which languages?</td>
<td></td>
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<tr>
<td>Are open community spaces available for gathering and recreation?</td>
<td></td>
</tr>
<tr>
<td>If yes, are these spaces being used? Do they look family-friendly and safe?</td>
<td></td>
</tr>
<tr>
<td>What can you infer about the socioeconomic status of the community?</td>
<td></td>
</tr>
<tr>
<td>What type of housing is visible?</td>
<td></td>
</tr>
<tr>
<td>Is public transportation available between this area and your YMCA?</td>
<td></td>
</tr>
<tr>
<td>Is it reliable, convenient, and safe?</td>
<td></td>
</tr>
</tbody>
</table>
STEP 3: INTERACT WITH YOUR COMMUNITY

Listening to and speaking with Asian and Pacific Islander community members provides the richest source of information for your community inventory. The tools for this step are familiar ones and include

- meetings and interviews with community leaders and associations;
- focus group discussions; and
- member or participant surveys.

**Resources needed for this step:** Two to four people, 2 to 4 hours, and a notebook and map.

This step goes beyond simply collecting information; it enables your Y to begin establishing relationships and developing a network of community partners. Where possible, involve your leadership in order to demonstrate your Y’s commitment to strengthening inclusion. The interaction tools listed previously can help you do the following:

- Understand perceptions of your Y within Asian and Pacific Islander communities
- Identify existing service or resource gaps
- Identify unique interests, needs, and assets of Asian and Pacific Islander communities
- Start to build credibility, trust, and relationships with Asian and Pacific Islander community members

Focus group discussions are excellent opportunities to meet and listen to members of Asian and Pacific Islander communities. When you set up these discussions, consider meeting separately with different subgroups. Doing so enables you to understand and explore each group’s unique perspectives, interests, and needs. For example, parents may have different needs than older adults do, and each language or national origin group is likely to have its own unique needs and interests. It may be helpful (or necessary) to have a translator assist during these discussions.

Don’t forget to involve key resources already available to you: Asian and Pacific Islander Y members, program participants, and task force members. Community leaders on your Asian and Pacific Islander—Inclusion Task Force can assist with contacting community partners for meetings, and Y members and program participants can provide invaluable feedback and insight into how your YMCA is doing and what can be done better. For members’ perspectives and insights, consider using the sample member survey in Appendix C.

**TIP**

Stories from Y members provide a wealth of information that can round out your community inventory and help you understand the impact your Y has on the people it serves. Ask Asian and Pacific Islander community members whether they would be willing to share their stories and then start the conversation with questions like the following:

- How did you hear about this Y?
- Why (and when) did you become involved in the Y?
- How does this Y contribute to your life and to your family’s life?
- What are your priorities? How can this Y support them?
- Do members of your community face barriers to becoming part of this Y? How can we address these barriers?
- How do you—or can you—contribute to this Y?
- How can we work together to make this Y more inclusive?
Feel free to adapt the member survey to reflect areas specific to your YMCA. Invite members to complete the survey independently or through interviews with staff. Remember, the people and groups you meet during this portion of the community inventory can become resources for you later as you pursue even more opportunities for impact. For this reason, cultivate and nurture these relationships, sharing information on your Y’s efforts and seeking input, feedback, and advice as it evolves.

**STRATEGY 3: PREPARE TO SERVE BY BEING INCLUSIVE FROM THE INSIDE OUT**

Before your efforts to increase engagement can be successful, your Y must be ready to serve Asian and Pacific Islander community members. That means ensuring that volunteers (including board members) and staff reflect the diversity within the communities being served, that programs meet the needs specific to Asian and Pacific Islander community members, and that the facilities present a welcoming, inclusive atmosphere. In other words, inclusion begins from within your YMCA.

To determine how ready your Y is to serve Asian and Pacific Islander communities, ask yourself these questions:

- Do volunteers (including board members) and staff reflect the communities your YMCA is based in and seeks to engage?
- Does your Y have the competencies—linguistic and cultural—to effectively welcome and serve Asian and Pacific Islander communities?
- Are your facilities accessible and welcoming to members of Asian and Pacific Islander communities?
- Do your administrative procedures—such as membership, registration, and payment procedures—welcome and support the groups you wish to engage?

If you can answer “yes” to each of the preceding questions, you are ready to take a look at the programs and services your Y offers to ensure that they respond directly to the needs and interests you identified (see Strategy 4). If you find yourself answering “no” or “I’m not sure” to a few (or all) of these items, your Y has even more opportunities to attract, serve, and become (or remain) relevant to Asian and Pacific Islander members. The next sections provide guidance that can help you.

Once identified, barriers are often easy to change to support inclusion. Your Asian and Pacific Islander–Inclusion Task Force, as well as the findings revealed through the community inventory, can help you identify barriers to full inclusion and find solutions to overcome them.

“I would say that being Asian has been a definite plus for me and the YMCA. Because of my ethnic background, I was able to translate a lot of the cultural traditions and behaviors of a particular group to help other non-Asian YMCA staff and managers build up their cultural competencies and relationships to both communities.”

— Richard Chin
Community Development Director
Wang YMCA of Chinatown
YMCA of Greater Boston

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STAFF AND VOLUNTEERS WHO REFLECT THE COMMUNITY

KEY CONCEPT

People everywhere tend to feel more comfortable and welcome when they can identify others who look and sound like them, and when the cultural references around them are familiar. Y staff and volunteers who share the same cultural and linguistic background and live in the same communities are critical resources for connecting with, listening to, and communicating with Asian and Pacific Islander families, community partners, and leaders. Therefore, to strengthen Asian and Pacific Islander inclusion, it is important that your Y seek to be inclusive at all levels, from program staff to senior management, from the board to the front desk.

Recruiting and retaining Asian and Pacific Islander staff and volunteers becomes easier as your Y becomes more inclusive. In fact, many current Y Asian and Pacific Islander staff "grew up" at local YMCAs—often the same ones they are working at or leading now. However, if your community is one in which Asian and Pacific Islander populations are new or if you’ve had limited involvement with these communities up until now, you may find recruiting Asian and Pacific Islander staff to be a challenge. The Asian Pacific Islander Leadership Network (APILN) is devoted to strengthening the recruitment, retention, and development of Asian and Pacific Islander staff and leadership at all levels of the Y Movement and may be able to offer ideas and contacts. You can find out more about APILN and the resources it has developed by visiting the Asian Pacific Islander Leadership Network community on Link.

In addition to recruiting a diverse staff, you can also increase the competency of your existing staff and volunteers through coaching and training. Competent staff provide inclusive service, understand cultural perspectives, and are better able to recognize and overcome potential barriers. Y-USA’s Diversity and Inclusion department can help your Y develop Asian and Pacific Islander-serving competencies at all levels. Visit the Diversity, Inclusion, and Global Engagement community on Link to find out more about the Diversity & Inclusion team and its training programs.

MEMBERSHIP AND REGISTRATION

Traditional membership and registration policies—those that define family as parents and the children who live with them, or that require full-year commitments or automatic withdrawals for payment—can be barriers to inclusion for some Asian and Pacific Islander families. As you look at ways to make your Y more welcoming to all members in your community, consider adapting your policies to reflect the realities of the people you are trying to serve.

Definition of family: Supporting extended families and family strengthening are important values in many Asian and Pacific Islander communities, and multiple generations often live in the

KEY CONCEPT

Membership and registration policies that unintentionally stop families from joining or participating in your Y can hinder your inclusion efforts. By finding opportunities to adapt these policies to be inclusive, you ensure that everyone feels welcome and can take advantage of all your Y offers.
same household. A grandparent, uncle, or cousin living under the same roof is an integral part of the family. One way you can make your Y a welcoming place for these families is to offer alternative categories for membership. Many Ys with successful diversity and inclusion practices, for example, have changed their family membership to include this broader understanding of family; others have added a household membership category to their existing options. By adapting your family membership policies to be inclusive, your Y shows that it values Asian and Pacific Islander families, supports family strengthening, and seeks to increase participation across generations.

**Flexible registration and payment options:** For some Asian and Pacific Islander groups—newcomers, those who pay with cash or who are uncomfortable with formal banking options, and those who move frequently to find employment—conventional registration and payment options may be barriers. For these members, consider offering pay-per-visit, monthly, or three-month memberships, or income-based, sliding scale fees. Making sure they know about your Y’s approach to financial assistance and how to access it, if needed, is also helpful.

For example, two of San Francisco’s YMCA branches—the Chinatown YMCA and the Shih Yu-Lang Central YMCA—came up with creative solutions to eliminate financial barriers to membership. Upon realizing that its typical way of offering financial assistance wasn’t working, the Chinatown Y decided to partner with community schools to ensure that families with limited income have access to Y programming. Financial aid referrals are made by school counselors because they know who needs the support the most. Each school awards five Y camp scholarships each year. At the Shih Yu-Lang Central YMCA, youth programs are 99 percent subsidized through grants and the annual campaign, and participants pay a $35 annual membership fee. Those who are unable to pay the fee can work instead. The Central YMCA organizes “work days” for youth to give back to the Y through filing, cleaning, and other tasks.

**FACILITIES AND THE ENVIRONMENT**

Facilities are an important, and sometimes overlooked, component of reflecting and welcoming targeted communities. By making a few small changes, you can ensure that your Y is a safe, friendly, and familiar place—one where all members of the community feel welcome and comfortable. You can create a more welcoming environment for Asian and Pacific Islander communities through

- décor and photographs that reflect and celebrate diverse communities;
- printed materials and signage in key Asian and Pacific Islander languages;
- family-friendly spaces and spaces for informal socializing and congregating;
- spaces for celebrations of Asian and Pacific Islander cultures and events; and
- neat and clean facilities.
Above all, a front desk that is welcoming and friendly staff and volunteers who can greet and communicate with Asian and Pacific Islander visitors in their native languages are critical for engaging these community members beyond the front door.

**STRATEGY 4: DEVELOP AND ADAPT PROGRAMS TO SUPPORT INCLUSION**

Overcoming barriers in your membership and registration policies is a key step in strengthening inclusion. Another important step is ensuring that your Y offers programs and services that appeal to Asian and Pacific Islander groups in your community. To gauge how attractive or accessible your Y’s programs are to Asian and Pacific Islander community members, ask yourself these questions:

- Are Asian and Pacific Islander community members interested in what our Y has to offer?
- Are our Y’s programs and services relevant to the interests and needs of Asian and Pacific Islander communities?

Looking at ways to make programs relevant to Asians and Pacific Islander community members is a twofold task:

- Identifying programs that Asian and Pacific Islander community members will find interesting and beneficial
- Developing or adapting existing programs and services to meet those needs.

Determining what may appeal to and bring in Asian and Pacific Islander community members should be intentional. You can use the information you gathered through your community inventory to determine what unique needs and interests Asians and Pacific Islanders in your community have. Did you uncover any specific requests or areas of interest through your focus group discussions or member surveys? When you know the needs of the community, you can identify which of those needs are not being met by other agencies or resources.

With this information in hand, you are ready to address those areas. You can do so by developing new programs, collaborating with community leaders on joint endeavors, or adapting existing programs. Sometimes a small twist on an existing program is all that is necessary to make it relevant for a new population.
As the earlier section “A Population in Perspective” illustrates, Asian and Pacific Islander communities are very diverse, and the barriers, interests, and needs differ among the various cultures. For that reason, having a single, targeted program is not enough. To be effective, it is important that your efforts seek to address the unique needs of the specific communities in your area.

The following sections offer a sampling of program ideas and adaptations gathered from Ys. Some are untried ideas, and some are existing and successful programs. Although such a small sampling cannot do justice to the rich program details, it does give you a starting point as you think about how to strengthen inclusion as you adapt the programs your Y offers.

**CULTURAL LEARNING AND CELEBRATION**

For many Asian and Pacific Islander communities, family is important, and cultural pride is strong. You can strengthen inclusion by promoting cultural learning and interactions among generations and within families. In San Francisco, for example, elderly members of the Vietnamese community were concerned that youth were not learning about their language and culture of origin. Because Vietnamese youth were already involved in programs at the Shih Yu-Lang Central Branch of the YMCA of San Francisco, the Y was the natural place to make this connection between elders and youth.

Develop activities and programs that bring families together, strengthen parent-child communication skills, and enable community members to creatively explore the histories and stories of their families and communities. Table 7 outlines community needs related to cultural learning and celebration and lists possible programs that can meet those needs.

“Teamwork makes the dream work. It takes more than one individual to be successful in our work. We must be able to work with all to be successful and make experiences and memories that transform lives.

“I firmly believe that the only way we can accomplish our goals is to hold ourselves accountable to each other and be reliable. It’s not all about getting to the goals. It is about the journey. The differences, disagreements, and being able to work through those as a team is what makes us stronger. It builds our relationship, and we are a family. When I see a kid tell my staff they made a difference or when I see my staff grow in their current position or move up, that makes me happy, and I have done my job. We are creating memories and experiences that transform lives.”

— Buick Tuua
Sequoia Branch YMCA
Redwood City, Calif.
TABLE 7—CULTURAL LEARNING AND CELEBRATION

<table>
<thead>
<tr>
<th>Community interests and needs</th>
<th>Possible YMCA responses</th>
</tr>
</thead>
</table>
| Youth interested in learning about their languages, cultures, and countries of origin | Family or community history projects, using digital media if possible  
International service-learning and exchange with Y partners in countries of origin |
| Desire to share and celebrate Asian and Pacific Islander cultures | Celebration of important cultural days (e.g., Cambodian New Year parade) |
| Language barriers between parents, grandparents, and children | Language classes (e.g., Mandarin, Lao, Hindi) |
| Limited knowledge about Asian and Pacific Islander cultures among general public | Cultural bulletin boards profiling one culture each month  
Guided tours of Asian and Pacific Islander neighborhoods and cultural spaces |

SPORTS AND HEALTHY LIFESTYLES

Your local Y is a great place to help Asian and Pacific Islander community members achieve optimal health. And because so many areas—recreational, culinary, educational, etc.—impact overall health and well-being, you can make a positive difference through a number of avenues.

As you adapt your programs and services to address health and lifestyle issues, try to find solutions that overcome or minimize barriers—language barriers, cultural barriers, transportation barriers, and so on—and that address general health and well-being issues, as well as issues specific to the communities you are serving. Table 8 lists examples of programs that address the sports and healthy lifestyle interests of many Asian and Pacific Islander communities; it also offers opportunities for impact.

TIP

Ask Asian and Pacific Islander community members to volunteer as sports coaches. For cooking programs, consider collaborating with school districts, community-based health organizations, or local Asian and Pacific Islander restaurants. Cooking with teens supports essential life skills, is a great socializing opportunity, and provides instant rewards!
TABLE 8—SPORTS AND HEALTHY LIFESTYLES

<table>
<thead>
<tr>
<th>Community interests and needs</th>
<th>Possible Y responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional and nontraditional Y sports and physical activities</td>
<td>Basketball, baseball, cricket, soccer, tai chi, yoga, table tennis, etc.</td>
</tr>
<tr>
<td>Asian and Pacific Islander cuisines</td>
<td>International cooking classes and/or cooking classes that highlight Asian and Pacific Islander cuisines, offered after school or on weekends to engage both youth and families</td>
</tr>
<tr>
<td>Asian and Pacific Islander cuisines</td>
<td>Ethnic food festivals</td>
</tr>
<tr>
<td>Healthy cooking and food preparation techniques</td>
<td>Cooking classes that emphasize healthy ways of preparing food common in Asian and Pacific Islander cultures</td>
</tr>
<tr>
<td>Healthy cooking and food preparation techniques</td>
<td>Community gardens</td>
</tr>
<tr>
<td>Combining Eastern and Western medicines to pursue healthier lives</td>
<td>Mindful recreational activities, such as yoga and tai chi</td>
</tr>
<tr>
<td>Combining Eastern and Western medicines to pursue healthier lives</td>
<td>Collaborations with Asian and Pacific Islander community health organizations to provide relevant health information and referrals to culturally competent health providers</td>
</tr>
</tbody>
</table>

**TIP**

Ys can play a role in educating youth about career opportunities, including careers in community health centers and other nonprofit organizations. Many community service organizations, such as the Y, that offer services to Asian and Pacific Islander populations need linguistically and culturally competent professional staff and volunteers. For example, the NICOS Chinese Health Coalition (San Francisco), one of the Chinatown Y’s community partners founded by and named after five community health organizations, collaborates with the Y to encourage Asian and Pacific Islander teens to consider community health careers. Such collaborations promote youth development, healthy living, and community engagement.

**FAMILY STRENGTHENING**

The family unit—which often includes extended family and kinship networks—is very important in many Asian and Pacific Islander communities. Ys that have successful family-strengthening programs emphasize the importance of purpose and structure in family programming. Also important is addressing common participation barriers by providing transport, having meals or snacks with activities, speaking in families’ first languages, and offering a flexible schedule of events. Table 9 lists examples of programs that help support strong and healthy families in Asian and Pacific Islander communities.
TABLE 9—FAMILY STRENGTHENING

<table>
<thead>
<tr>
<th>Community interests and needs</th>
<th>Possible Y responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support on a range of parenting issues (e.g., discipline, supporting children’s learning at home, parent-child communication)</td>
<td>Parenting classes and workshops on topics requested by parents</td>
</tr>
<tr>
<td></td>
<td>Classes and workshops that enable parents to network with each other</td>
</tr>
<tr>
<td>Crisis intervention</td>
<td>Holistic family support and crisis response through staff social workers</td>
</tr>
<tr>
<td>Opportunities for families to spend time together and with other families</td>
<td>Case management approach to family support, combined with referral network</td>
</tr>
<tr>
<td></td>
<td>Free family nights or family days, including sports days, field trips, and potluck picnics</td>
</tr>
</tbody>
</table>

EDUCATION AND SKILL BUILDING

Although many Asian and Pacific Islander cultures highly value academic achievement, Asian and Pacific Islander communities vary a great deal in education attainment. As you consider your existing education and skill-building programs, you may want to think of opportunities to address the unique interests and needs of the individual Asian and Pacific Islander cultures in your community. The parents at San Francisco’s Chinatown YMCA, for example, expressed interest in academically focused programming for their children. In response, the Chinatown Y revamped its summer camp. Called “Summer School,” the camp integrates academics, sports, recreation, and other activities that build the skills and behaviors that help children become caring, responsible adults.

Another consideration may be language proficiency. If participants are beginning ESOL students, you may decide to offer programs in their language of origin. Additional student needs may include afterschool care, meals, and safe transport. If your community inventory reveals a strong interest in academically focused programming for youth, you may decide to look for ways to integrate academics with sports, recreation, and other skill-building activities. Table 10 offers other suggestions for matching programs to areas of interest and need.

TIP
If you are offering programs and services to beginner ESOL students or those who are not able to read or write in their first language, consider seeking help from other Ys with expertise in this area and tested programs that can respond to this need. Also consider engaging Asians and Pacific Islanders as tutors and ESOL instructors.
WANT MORE INFORMATION?

Asset building refers to the Search Institute’s child and youth development approach, which is based on the idea that youth who attain certain assets—skills, experiences, relationships, and so on—are more likely to do well in school; more likely to grow into responsible, caring adults; and less likely to engage in high-risk behaviors. For information about asset building and the Search Institute, visit the Search Institute website: www.search-institute.org.

TABLE 10—EDUCATION AND SKILL BUILDING

<table>
<thead>
<tr>
<th>Community interests and needs</th>
<th>Possible Y responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved English proficiency</td>
<td>ESOL (English for Speakers of Other Languages) classes</td>
</tr>
<tr>
<td>Assistance for Asian and Pacific Islander students falling behind in school</td>
<td>Afterschool programs with homework assistance and tutoring</td>
</tr>
<tr>
<td>Academic enrichment and college preparation</td>
<td>College readiness programs for teens and parents</td>
</tr>
<tr>
<td>Ways to explore nontraditional professions and trades, including the need for Asians and Pacific Islanders in nonprofit professions</td>
<td>Mentoring program that matches professionals from Asian and Pacific Islander communities with Asian and Pacific Islander youth</td>
</tr>
<tr>
<td></td>
<td>Guest speakers on professional careers and trade opportunities</td>
</tr>
<tr>
<td>Greater exposure to other cultures to strengthen cultural competency skills</td>
<td>Field trips, mixed-group activities, exchanges with other Ys, and camps that strengthen cultural exposure and build cultural competencies</td>
</tr>
<tr>
<td>Academically focused programs for youth</td>
<td>Academic enrichment afterschool programs, Y-Scholars Program (YSP)</td>
</tr>
</tbody>
</table>

PROGRAMMING FOR OLDER ADULTS

Although aging is a complex phenomenon and everyone ages differently, many older members of Asian and Pacific Islander communities face the same challenges that most elderly U.S. residents typically face: health and mobility issues, depleted financial resources, and growing social isolation. These challenges are more pronounced for older Asian and Pacific Islander community members who immigrated to the United States after the age of 60, especially if they have limited English proficiency and little or no U.S. work experience—barriers that make it hard to access the services and programs that are available.
A key way to strengthen inclusion for these community members is to offer programs that help them stay connected, engaged, and active. As you think about programs that strengthen inclusion for older members, also think about how you can make these programs more accessible. For example, if your community has a free community bus, advocate for a stop at your local YMCA. Table 11 offers suggestions for ways your Y can address the needs and interests of older Asian and Pacific Islander residents in your community.

**TABLE 11—PROGRAMMING FOR OLDER ADULTS**

<table>
<thead>
<tr>
<th>Community interests and needs</th>
<th>Possible Y responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Convenient and comfortable social spaces</td>
<td>Welcoming and comfortable areas in your facilities where older adults can meet and socialize.</td>
</tr>
<tr>
<td></td>
<td><strong>Note:</strong> Be sure to leave adequate room for walking—some visitors may use walkers or canes—and choose seating that is easy to get into and out of.</td>
</tr>
<tr>
<td>Low-cost or free programming</td>
<td>Light aerobics, tai chi, gardening, flower arrangement, bridge, knitting, volunteering at camp opportunities, oral history project, book club, art classes</td>
</tr>
<tr>
<td>Transportation assistance and language-appropriate service</td>
<td>Arrangements with the local transit authority to offer free public transportation to and from the Y</td>
</tr>
<tr>
<td></td>
<td>Free transportation service to area doctors on regularly scheduled days</td>
</tr>
<tr>
<td>Group activities that foster social networks</td>
<td>Events, such as dances and dinners, that bring together older adults to celebrate and network</td>
</tr>
<tr>
<td>Improved English proficiency and literacy</td>
<td>Low-cost or free ESOL classes</td>
</tr>
<tr>
<td>Computer literacy classes</td>
<td>Computer skill classes tailored to older adults</td>
</tr>
</tbody>
</table>

**PARTNERING WITH OTHERS TO PROVIDE NEEDED SERVICES**

If your Y isn’t equipped to provide all the services your community members need or want—which may be the case when you’re just beginning your inclusion efforts or if your Y lacks the staff and expertise to offer new initiatives or targeted programming—you can work with other agencies that offer those services. Without significant cost, your Y may be able to offer its facilities free of charge to agencies providing services to Asian and Pacific Islander communities in your area.

In addition to the services these kinds of collaborations make possible, they also enable your Y to

- Establish a productive and mutually beneficial relationship with leading Asian and Pacific Islander-serving agencies;
- Increase your Y’s visibility and credibility in Asian and Pacific Islander communities; and
- Develop in-house expertise in new areas of programming and build institutional competencies.
STRATEGY 5: REACH OUT TO YOUR COMMUNITY

Since 1851, Ys have been reaching out to and engaging communities. You can tap into this wealth of expertise developed over the decades to help you spread the word about your Y’s inclusion efforts.

According to Ys that have successful outreach programs, word of mouth is the most effective way to reach Asian and Pacific Islander communities. The following sections tell you how you can use word of mouth to promote your Y’s programs and welcome diverse populations.

BUILD TRUSTED NETWORKS

Networking with trusted community leaders and organizations is an effective way to spread the word about your Y’s programs, services, and facilities. Although you can identify and engage members of the network on your own, you can also tap into the resources you already have: the community leaders on your Asian and Pacific Islander–Inclusion Task Force, as well as leaders, associations, and families you met with as part of the community inventory.

Using staff and volunteers to access trusted networks can be powerful. For example, after many outreach attempts, one YMCA was able to access the Cambodian community—the primary Asian and Pacific Islander community in its area—only through a Cambodian–American staff member who was also a member of that community. This same YMCA also recognized that parents involved in parent–support activities were its best marketers, so it hired these parents to reach out to other parents in the community. These examples illustrate why strengthening inclusion of Asian and Pacific Islander staff, leaders, and families is critical to your Y’s ability to engage people from all different backgrounds and cultures in your community.

USE COMMUNITY MEDIA

Another way to raise awareness about your Y’s programs is to use media—community- and language-specific radio, newspaper, television, and websites—that reach Asian and Pacific Islander populations. Members of your Asian and Pacific Islander–Inclusion Task Force can help you identify media organizations with audiences that include the people you are trying to reach; your task force can also help you make contact with these organizations.

TIP

Radio may be a particularly effective way to reach community members with low literacy skills. Radio and TV are also good ways to reach those who lack the time to sit down and read a newspaper. Also, don’t underestimate the power of social media as you look for ways to spread the news about programs your Y offers.
TRANSLATE KEY PROMOTIONAL MATERIALS

Translating your Y’s posters, brochures, and program descriptions may help you broaden your Y’s reach. The results of your community inventory and input from your task force can help you determine which languages to use. Even if English proficiency is high, translating materials into key languages shows your Y’s commitment to inclusion and cultural awareness. For tips on translating materials, contact Y-USA’s International Group at 800-872-9622.

PROVIDE SPORTS AND RECREATIONAL ACTIVITIES

Offering sports and recreational activities that appeal to members of Asian and Pacific Islander communities gives them a reason to visit your Y, where your other inclusion efforts—your diverse staff, signage in key Asian and Pacific Islander languages, and so on—will show them that they are important members of the Y family. Y staff and members have identified these activities as ones that many Asian and Pacific Islander youth, families, and older adults are interested in. Use your community inventory to determine which of these have high interest in your area:

- Badminton
- Ballroom dancing
- Basketball
- Capture the flag
- Chinese dance class
- Karate
- Kickball
- Kids yoga
- Organized sports
- Martial arts
- Media room
- Rooftop gardening
- Soccer
- Swimming
- Table tennis
- Tai chi
- Volleyball
- Yoga

“It’s the little things that make people feel at home, like being able to talk to families in Korean or relate to the struggle as they transition to a new community. Taking those intentional steps helps send a clear message that at the Y, we are truly for all.”

— Grace Ihn
Director Administration Services
El Camino Branch YMCA
Mountain View, Calif.
BECOME ACTIVE IN THE COMMUNITY

It is important for your Y’s staff and volunteers to be active and known in the communities your Y serves. Everyone, from leaders and senior managers to part-time volunteers and student interns, can participate in fairs, markets, and cultural events in Asian and Pacific Islander communities, or visit schools and places of worship. Y leaders and senior managers can also serve on boards and committees that focus on issues important to members of Asian and Pacific Islander communities.

Y-USA’s International Group offers a variety of resources and services that can help your Y maximize its global engagement. YMCA World Service (part of the International Group) raises awareness of and financial support for the powerful work of the global Y Movement. Each year, Ys in the United States play an instrumental role in mobilizing support for World Service–funded programs, including many in Asia. Hosting a World Service fundraising event is a great way to build awareness of the Y as a global organization and to strengthen the engagement of your staff, volunteers, members, partners, and community.

For more information, call 800-872-9622 or visit the Diversity, Inclusion, and Global Engagement community on Link.
INTERNATIONAL Y-TO-Y PARTNERSHIPS

Reaching out to Ys around the world can help your YMCA open doors to hard-to-reach groups in your own community. International Y-to-Y partnerships strengthen Ys by enabling learning and the exchange of ideas related to engagement strategies designed to build connections between Ys in the United States with YMCAs overseas. Staff exchanges and shared learning around topics like program or service models, outreach strategies, leadership recruitment, and philanthropy can bring geographically distant Ys together in mutually beneficial ways to strengthen inclusion efforts.

An international Y-to-Y partnership can help your Y

- better understand the cultures and histories of Asian and Pacific Islander populations in your area;
- demonstrate your Y’s commitment to understanding, serving, and forming lasting relationships in Asian and Pacific Islander communities;
- strengthen cultural competencies of all levels of Y staff, members, and volunteers;
- learn about and test different approaches to achieving the global Y Movement’s shared goals; and
- become a platform for building a global community and meaningful connections among diverse Y communities.

Y-USA’s International Group can help you access and leverage the global Y Movement to inform and shape your engagement strategies. The International Group is available to

- work with your Y to develop a plan to strengthen inclusion and measure its success over time;
- provide tips for engaging Asians and Pacific Islanders in particular Y programs;
- help your Y adapt or develop new programs and service models that are inclusive of Asian and Pacific Islander communities;
- share information about U.S. and overseas Ys with successful Asian and Pacific Islander outreach programs, and help you contact these Ys for more information;
- assist you in beginning an international program that will not only help your Y learn new outreach and service approaches but also help you see your own community from a new perspective;
• identify an overseas Y staff member or volunteer to assist you with developing a Y outreach plan for Asian and Pacific Islander communities;

• explore or initiate an international partnership or relationship to help your Y gain greater understanding of and access to a particular community;

• share information about external resources and organizations that may support your Y’s initiatives; and

• provide guidance and tips for elevating your World Service annual support strategies.

For more information, contact the International Group at 800-872-9622 or visit the Diversity, Inclusion, and Global Engagement community on Link.
MONITORING PROGRESS AND SUCCESS

Strengthening Asian and Pacific Islander inclusion will change your Y. These changes go beyond the tactics you implement—your efforts to diversify staffing and leadership, adapt existing programs or develop new ones, and engage in targeted outreach. They go to the heart of what the Y Movement is all about: strengthening communities through youth development, healthy living, and social responsibility—a goal that is achievable only when all members of a community are represented, welcomed, and valued.

Capturing and communicating your Y’s progress is critical to building support—both internal and external—for your inclusion strategy. Whereas in the past, stories alone, whether of success or opportunities for impact, may have been enough to persuade others to partner with you, today you must also have hard data. The following sections explain how to use metrics to chart your progress and offer suggestions on ways to effectively share that information.

KEY CONCEPT

Demonstrating tangible results and progress toward your goal shows others that your Y is serious about inclusion. It also helps them understand both what inclusion means and how it benefits everyone in the community.

STEP 1: DEFINE SUCCESS AND SET GOALS

The first step to monitoring progress is to define success, both quantitatively and qualitatively.

Quantitative indicators of success are numbers that can be measured. Examples of quantitative indicators include the number of Asian and Pacific Islander community members; the percentage of Asian and Pacific Islander program participants, staff, and board members; and the number of volunteer hours per month.
Qualitative measures are primarily descriptive; they are the things that can be observed but not precisely measured. To assess qualitative measures, you ask questions such as the following:

- What positions do Asian and Pacific Islander staff hold in the Y?
- Do Asians and Pacific Islanders participate in the YMCA’s decision making?
- How do Asian and Pacific Islander members and program participants feel about inclusion?
- Do Asians and Pacific Islanders community members believe the Y is as much for them as it is for others?
- What do our Asian and Pacific Islander community partners say about our efforts?

SETTING TANGIBLE GOALS

Defining success involves transforming qualitative questions, like those listed previously, into measurable indicators and setting tangible goals. Consider this example showing how you can transform a qualitative indicator into measurable data:

<table>
<thead>
<tr>
<th>Qualitative observation</th>
<th>Qualitative indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do Asians and Pacific Islanders believe the Y is as much for them as it is for others?</td>
<td>What percentage of Asian and Pacific Islanders believe that the Y is as much for them as it is for others?</td>
</tr>
</tbody>
</table>

Another way of defining success is to ask, “What would our Y look like if it were inclusive?” For example, one indicator of inclusion could be the percentage of board members who self-identify as Asian or Pacific Islander, and a target might be “at least 10 percent by 2015.”

In your indicators, strive to be as descriptive as possible about what success would look like so that you can accurately assess whether your Y is moving toward strengthened Asian and Pacific Islander inclusion. Table 12 shows sample indicators, using the International Group’s six areas of opportunity. Also remember that your Asian and Pacific Islander–Inclusion Task Force is your Y’s best resource for defining success, choosing indicators and measurements, and establishing goals.
### TABLE 12—MEASURING PROGRESS AGAINST YOUR Y’S BUSINESS CASE FOR STRENGTHENING INCLUSION

<table>
<thead>
<tr>
<th>Area of Opportunity</th>
<th>Sample quantitative indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership Development</td>
<td>Percentage of board members who self-identify as Asian and Pacific Islander</td>
</tr>
<tr>
<td></td>
<td>Percentage of senior management who self-identify as Asian or Pacific Islander</td>
</tr>
<tr>
<td></td>
<td>Percentage of senior management who speak an Asian or Pacific Island language</td>
</tr>
<tr>
<td>Member Engagement</td>
<td>Percentage of members who self-identify as Asian and Pacific Islander</td>
</tr>
<tr>
<td></td>
<td>Rate of Asian and Pacific Islander membership growth versus overall membership growth</td>
</tr>
<tr>
<td>Program Innovation</td>
<td>Number of programs and services that are new or have been adapted to strengthen Asian and Pacific Islander inclusion</td>
</tr>
<tr>
<td></td>
<td>Asian and Pacific Islander enrollment in new or adapted programs and services</td>
</tr>
<tr>
<td>Collaborations</td>
<td>Number of new and ongoing partnerships that contribute to Asian and Pacific Islander inclusion</td>
</tr>
<tr>
<td>Resource Mobilization</td>
<td>Percentage of individual donors who self-identify as Asian or Pacific Islander</td>
</tr>
<tr>
<td></td>
<td>Percentage of individual donor revenue from Asians and Pacific Islanders</td>
</tr>
<tr>
<td></td>
<td>Grant revenue as a result of or in support of Asian and Pacific Islander inclusion</td>
</tr>
<tr>
<td>Branding and Visibility</td>
<td>Improved response ratings on an Asian and Pacific Islander member survey</td>
</tr>
</tbody>
</table>

### GOING BEYOND NUMBERS: THE IMPORTANCE OF QUALITATIVE MEASURES

Monitoring progress is as much about qualitative measures as it is about numbers. Stories from Y members can help you understand your impact on individual lives and families, raise your Y’s visibility within the community, and gain the support your inclusion efforts so vitally need. So ask Asian and Pacific Islander members at your Y whether they would like to share their personal stories and experiences. The earlier section “Step 3: Interact With Your Community” offers a list of questions that can help you begin these conversations.
STEP 2: CHOOSE YOUR MEASUREMENT TOOLS

Your measurement tools can be as simple as comparing Y statistics (for example, member, participant, and staff numbers) to your area’s census figures to determine whether the number of Asian and Pacific Islander community members in your Y is equivalent to their proportion in your community. But for other measures, such as Asian and Pacific Islander community members’ attitudes about your Y, staff cultural competency, and so on, tools such as those you used in your community inventory—observation, surveys, focus group discussions, and interviews, for example—are more helpful.

Appendix C offers a sample Asian and Pacific Islander member survey; you can use this tool to measure changing experiences and attitudes over time. Your Asian and Pacific Islander–Inclusion Task Force can help you adapt these questions as necessary to get the information you need.

STEP 3: KNOW WHERE YOU STARTED AND CHART YOUR PROGRESS

Knowing where your Y started enables you to evaluate your progress toward your inclusion goals. For that reason, it is important to take baseline measurements after you and the Asian and Pacific Islander–Inclusion Task Force set your Y’s goal and select the measurement tools you will use. By comparing later metrics with these baseline results, you will be able to confidently state what progress your Y has made toward its inclusion goals.

Consider this example:

**Success or goal statement:** Our Y is the organization of choice for Asian and Pacific Islander community members.

**Indicator:** Percentage of Asian and Pacific Islander members and program participants

**Means of measurement:** Membership and program participation statistics and census figures for our area

**Target:** Asian and Pacific Islander participation and membership levels in our Y will meet or exceed their proportion of service area population by 2020.

You can set interim dates for assessing your progress, based on your Y’s goals and capacity. If, for example, your goal is to increase within 24 months the percentage of members who identify as Asian or Pacific Islander, you may decide to assess your progress every 6 to 12 months.

**TIP**

When setting a baseline, make it as comprehensive as possible so that, as new information needs emerge, your Y is equipped to respond (e.g., a prospective major donor who is interested in supporting your inclusion efforts asks whether more female Asian and Pacific Islander youth are participating in Y programs than did so a year ago).
Remember, monitoring progress and success does not need to be complicated. Simple measures and systems can generate the answers you need to evaluate your progress and assess your efforts. Good monitoring simply involves taking the time to listen, understand, and reflect on how your YMCA is doing and what it can do better.

**STEP 4: DISSEMINATE YOUR FINDINGS**

Put your monitoring results to work: communicate your progress to internal stakeholders, as well as to the broader community—to Asian and Pacific Islander community members, community partners, and leaders. Providing evidence of positive change helps you

- build broad-based support for strengthening inclusion;
- reiterate that your Y is a leader in community engagement; and
- demonstrate that your Y is committed to inclusion of Asian and Pacific Islander communities.
RESOURCES AND LINKS

YMCA OF THE USA RESOURCES

Y-USA aims to help its member associations effectively carry out the Y mission in their communities and partner with all Ys to achieve the Movement’s collective goals and priorities.

**Link** ([https://ymca.link.net](https://ymca.link.net)) is an online resource that Y staff and volunteers can access for Y news, knowledge, and tools from across the Movement.

**Diversity & Inclusion department** ([https://link.ymca.net/mlink/group/diversityinclusionandglobalengagement](https://link.ymca.net/mlink/group/diversityinclusionandglobalengagement)) helps Ys as they strive to ensure that everyone, regardless of gender, income, faith, sexual orientation, or cultural background, has the opportunity to live life to its fullest; has access to the Y; and feels welcome and fully engaged as participants, members, staff, and volunteers.

**International Group** ([https://link.ymca.net/mlink/group/diversityinclusionandglobalengagement](https://link.ymca.net/mlink/group/diversityinclusionandglobalengagement)) supports local and international Y leaders as they address local, national, and international issues. Through YMCA World Service ([www.ymca.net/world-service/](http://www.ymca.net/world-service/)), the International Group promotes global education and raises awareness of and financial support for the work of the worldwide Y Movement. The International Group also builds the Y Movement’s capacity to engage and serve diverse populations and enhance impact in underserved communities in the United States and abroad by offering training and workshops; Y-to-Y partnership collaboration and facilitation; World Service fundraising tips; global engagement assessment, consulting, and strategic planning; and newcomer and immigrant outreach strategy and training. For more information, visit the Global Y Movement page on Link ([https://link.ymca.net/mlink/site_page/NTky](https://link.ymca.net/mlink/site_page/NTky)) or call 800-872-9622.

**Brand Resource Center** ([www.theybrand.org](http://www.theybrand.org)) is a free online resource for member associations, providing access to marketing materials such as logos, images, and templates.

The **Asian Pacific Islander Leadership Network** (APILN; [https://link.ymca.net/mlink/group/asianpacificislanderleadershipnetwork](https://link.ymca.net/mlink/group/asianpacificislanderleadershipnetwork)), a volunteer Affinity Group under Y-USA’s Diversity & Inclusion department strategy, represents staff who self-identify as Asian and Pacific Islander. The group works to support the professional development of its members, to identify and overcome organizational barriers to inclusion and productive performance of members, and to create a forum to address diversity and inclusion issues within individual associations and the communities they serve.
OTHER RESOURCES

Ancestors in the Americas (www.pbs.org/ancestorsintheamericas/) is the companion website to the groundbreaking PBS series on Asian Americans. It includes individual stories, a historical timeline, classroom guides, a discussion forum, and links to history websites.

Asian Americans Advancing Justice (formerly the Asian American Institute; www.advancingjustice-chicago.org), is a pan-Asian, nonprofit organization dedicated to empowering Asian Pacific American communities through advocacy, research, education, and coalition building. Resources include classroom guides and research reports on key policy issues.

Asian Americans Advancing Justice–LA (www.apalc.org), an affiliate of Asian Americans Advancing Justice, is the nation’s largest legal organization serving Asian and Pacific Islander communities. It advocates for civil rights, provides legal services and education, and builds coalitions to positively influence and impact Asian Pacific Americans and create a more equitable and harmonious society. Resources include information, tools, and reports on key policy issues.

The Asian American Justice Center (www.advancingequality.org), an affiliate of Asian Americans Advancing Justice, works to advance human and civil rights for Asian Americans, as well as to build and promote a fair and equitable society for all. It is a leading expert on issues important to Asian American communities, including affirmative action, anti-Asian violence prevention, race relations, census, immigration, language access, television diversity, and voting rights. Resources include information, tools, and reports on key policy issues.

The Asian Law Caucus (www.asianlawcaucus.org), an affiliate of Asian Americans Advancing Justice, promotes and advances legal and civil rights of Asian and Pacific Islander communities. It pursues equality and justice for all, with an emphasis on the needs of low-income, immigrant, and underserved Asians and Pacific Islanders. Resources include information, tools, and reports on key policy issues.

Asian-Nation (www.asian-nation.org/index.shtml) is an online information resource that provides an overview of historical, demographic, political, and cultural issues affecting Asian Americans. It is written by a professor from the University of Massachusetts, Amherst.

AsiaSociety.org (www.asiasociety.org), an educational website for students and teachers, covers 30 Asian countries, offering materials related to everything from early civilizations to current events. Resources include lesson plans, background essays, maps, and images for teachers, as well as stories, games, and art for kids.

Center for New North Carolinians (CNNC; https://cnnc.uncg.edu/), provides resources, including overviews of the cultural practices of several groups in Guilford County, North Carolina, as well as background information on immigrants and refugees from Bhutan, Burma, and Vietnam.

The Cultural Orientation Center (www.culturalorientation.net) provides orientation resources for refugee newcomers and service providers, including cultural profiles of refugee populations.
Grantmakers Concerned with Immigrants and Refugees (GCIR; www.gcir.org) seeks to influence the philanthropic field to address the needs of the United States’ growing and increasingly diverse immigrant and refugee populations. The organization provides resources, including fast facts and reports on key policy issues that funders need to know as they address the challenges facing newcomers and local communities.

The Migration Policy Institute (www.migrationinformation.org), a nonpartisan, nonprofit think tank, studies the movement of people. The institute’s Migration Information Source page features data and research reports on domestic and international immigration issues, including analysis of immigrant census and survey data.

New Routes to Community Health (www.rwjf.org/content/dam/farm/reports/program_results_reports/2012/rwjf72091) provides links to immigrant-created media and resources on key policy issues that support improved immigrant health.

SPIRAL (Selected Patient Information in Asian Languages; http://spiral.tufts.edu/asian_health.shtml) aims to increase access to Asian-language health information for consumers and health care providers. The site includes links to Asian-language patient care documents and Asian health advocacy organizations.

The UCLA Asian American Studies Center (www.aasc.ucla.edu) provides information on the intellectual, cultural, and political diversity of the Asian American and Pacific Islander experience.

The U.S. Census Bureau (www.census.gov) publishes census and survey data, as well as extensive analyses and research reports, on demographic trends, including briefs on Asian and Pacific Islander populations. See Appendix B for tips on accessing census data.
RESOURCES FOR INTERPRETING DATA AND TRENDS IN POPULATIONS


The Asian Population in the United States: Results from the 2010 Census (www.ssa.gov/people/aapi/materials/pdfs/2010census-data.pdf) is a census report that provides geographic, social, and economic information about Asian populations in the United States.


Note: Additional resources related to Asian populations are in the Works Cited section.
### APPENDIX A: POTENTIAL COMMUNITY PARTNERS

<table>
<thead>
<tr>
<th>Category</th>
<th>Potential community partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business organizations and groups</td>
<td>Neighborhood business associations, trade groups, and businesses that serve or employ Asian and Pacific Islander community members</td>
</tr>
<tr>
<td>Civic groups</td>
<td>Chambers of commerce, neighborhood associations, school boards, town committees, League of Women Voters, Kiwanis, Rotary Clubs</td>
</tr>
<tr>
<td>Community organizations</td>
<td>Community-based agencies serving Asian and Pacific Islander communities, Asian- or Pacific Islander-language schools, afterschool tutoring and mentorship programs</td>
</tr>
<tr>
<td>Cultural and artistic groups</td>
<td>Asian and Pacific Islander cultural centers, musical groups, libraries, dance troupes, community theaters, museums</td>
</tr>
<tr>
<td>Faith-based organizations</td>
<td>Churches, temples, mosques, other places of worship</td>
</tr>
<tr>
<td>Health service organizations</td>
<td>Clinics, hospitals, medical and dental offices, Asian and Pacific Islander medical practitioners, government health agencies</td>
</tr>
<tr>
<td>Local media</td>
<td>Radio stations, newspapers, TV stations, local cable TV, local websites</td>
</tr>
<tr>
<td>Outdoor, sports, and recreation organizations</td>
<td>Youth sports leagues, martial arts studios</td>
</tr>
<tr>
<td>Political organizations</td>
<td>Political parties, caucuses, political action groups</td>
</tr>
<tr>
<td>Schools and universities</td>
<td>Parent-teacher associations or organizations (PTAs or PTOs), school-associated clubs, afterschool programs, yearbook clubs, alumni associations</td>
</tr>
<tr>
<td>Senior citizen groups</td>
<td>Senior community centers</td>
</tr>
<tr>
<td>Social issues groups</td>
<td>Volunteer organizations, immigrants’ rights groups, United Way</td>
</tr>
<tr>
<td>Veterans groups</td>
<td>Veterans of Foreign Wars, American Legion</td>
</tr>
<tr>
<td>Youth groups</td>
<td>4-H, Boys &amp; Girls Clubs, Boy Scouts, Girl Scouts</td>
</tr>
</tbody>
</table>
APPENDIX B: ACCESSING CENSUS DATA FOR A COMMUNITY PROFILE

Finding census data can be challenging to those who are new to the Census Bureau website. There are two ways, however, that you can access most of the information you need for your community profile: by using the QuickFacts link and by using the American FactFinder feature.

- To use QuickFacts, simply go to the QuickFacts page and enter the state, county, city, town, or zip code for which you want information. QuickFacts provides an overview of key data points for the selected region: population, age and sex, race and ethnic origin, and so on. www.census.gov/quickfacts/table/PST045214/00

- To use American FactFinder, go to the FactFinder page. For information about your community, in the Community Facts field, indicate the area you want information for and then click Go. The Community Facts page appears, showing population statistics for the region selected. You can find other information—age, business and industry, education, and so on—by selecting from the data options listed on the left side of the page. To see tables containing the data for the selected community, click the Popular Tables for this Geography link. Advanced and guided searches are also available. http://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml

As you create your community profile, look for information that will give you a good overview of Asian and Pacific Islander populations in your area. Of particular importance are the following statistics:

- The number and percentage of people who identify as Asian and Pacific Islander in your area
- The number of foreign-born residents in your community
- How many members of Asian and Pacific Islander communities in your area have been in the United States for less than 10 years at the time of the census and how many do not have U.S. citizenship status
- The number and percentage of people who speak a language other than English at home, as well as the proportion who speak English less than “very well”
- The number of Asians and Pacific Islanders who moved to your community from another county, state, or country within the last few years (information that gives you an idea of the degree of mobility to and from your community)

Additional statistics that may be of interest to your YMCA, include the following:

- Median age
- Average household size
- Renter-occupied housing units
- High school diploma or higher
- Bachelor’s degree or higher
- Median household income
- Per capita income
- Families below poverty level
- Individuals below poverty level
- Participation in labor force
APPENDIX C: SAMPLE SURVEY FOR ASIAN AND PACIFIC ISLANDER MEMBERS

Current Y members who are Asian or Pacific Islander are great sources of information about your YMCA’s services and the needs of Asian and Pacific Islander communities. These members can provide insight into the Y’s reputation in Asian and Pacific Islander communities and about the market or demand for programs and services.

Current Y members can complete this member survey independently and anonymously, or through one-on-one or small-group interviews conducted with Y staff or volunteers.

Adapt the questions as needed to suit your Y’s context. Although the majority of these sample questions are designed to be answerable in a way that facilitates easy compilation and analysis of responses, it is equally as important to ask open-ended questions to hear what members want to say. Ideas for probing questions to broaden your conversations are provided in the Comments column. Also consider asking Asian and Pacific Islander members additional questions from Table 5, “Getting to Know Asian and Pacific Islander Communities in Your YMCA’s Area,” earlier in this guide. Doing so enables you to gather more information about Asian and Pacific Islander communities as a whole.

As you plan this survey, consider your target audience’s level of English proficiency and whether this survey should be made available (in print or online) in both English and in members’ first languages. If you have volunteers or staff who speak these languages, consider having them reach out to Asian and Pacific Islander community members.
SAMPLE ASIAN AND PACIFIC ISLANDER MEMBER SURVEY

INTRODUCTORY QUESTIONS

What is your relationship to this Y (member, participant, volunteer, staff, other)? For how long?

How would you describe your background or community?

Do you consider yourself a newcomer or immigrant?

What language(s) do you speak? What language do you speak at home?

Please describe your household (for example, number of members, immediate and/or extended family, nonrelated household members). Are the other people in your household members of the Y? Would they like to be? Are there barriers to joining?

<table>
<thead>
<tr>
<th>SURVEY QUESTIONS</th>
<th>RATING*</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 What is the level of knowledge of this Y within your community?</td>
<td>[How can we improve this?]</td>
<td></td>
</tr>
<tr>
<td>2 How is this Y viewed within Asian and Pacific Islander communities?</td>
<td>[How can we improve this?]</td>
<td></td>
</tr>
<tr>
<td>3 How is this Y viewed within your family?</td>
<td>[How can we improve this?]</td>
<td></td>
</tr>
<tr>
<td>4 How is this Y viewed among your peers?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 To what extent do this Y's staff and leadership reflect the community?</td>
<td>[Who is missing?]</td>
<td></td>
</tr>
<tr>
<td>6 To what extent do this Y's communications and facilities reflect the images and cultures of the people in this community?</td>
<td>[Who is missing?]</td>
<td></td>
</tr>
<tr>
<td>7 Does this Y have a reputation for valuing diversity and inclusion?</td>
<td>[Can you name an organization, business, or service in this area that has a strong reputation?]</td>
<td></td>
</tr>
<tr>
<td>8 To what extent do you feel you belong when you come to this Y—that this is your Y?</td>
<td>[What would strengthen your feeling of belonging?]</td>
<td></td>
</tr>
</tbody>
</table>

*Use a simple number rating, such as 1 (low) to 5 (high).
<table>
<thead>
<tr>
<th>SURVEY QUESTIONS</th>
<th>RATING</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>9  To what extent do this Y’s programs and services meet your needs?</td>
<td></td>
<td>[What could we add or change? Are there barriers stopping you from accessing what you need?]</td>
</tr>
<tr>
<td>10 To what extent do this Y’s programs and services meet your family’s needs?</td>
<td></td>
<td>[What could we add or change? Are there barriers stopping your family members from accessing what they need?]</td>
</tr>
<tr>
<td>11 To what extent do this Y’s programs and services meet your community’s needs?</td>
<td></td>
<td>[What could we add or change? Are there barriers stopping community members from accessing what they need?]</td>
</tr>
<tr>
<td>12 How well does this Y understand the needs and interests of your community?</td>
<td></td>
<td>[How can we understand this better?]</td>
</tr>
<tr>
<td>13 Are you aware that we have an Asian and Pacific Islander–Inclusion Task Force? Do you know anyone on it?</td>
<td></td>
<td>[Is this something you would be interested participating in?]</td>
</tr>
<tr>
<td>14 What kinds of programs, services, facilities, or institutional changes would you like to see at this Y?</td>
<td></td>
<td>[Are there services from other providers that you would like to see hosted at this Y?]</td>
</tr>
<tr>
<td>15 Is there anything we forgot to ask?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
WORKS CITED


