

Community Needs Assessment Key Findings

Los Angeles | Sacramento Valley | San Francisco | San Diego Regions

Afghan Refugee School Impact (ARSI) & Afghan Youth Mentoring (AYM) Program

December 2022

UC San Diego | Center for
Altman Clinical & Translational Research Institute | Community Health



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PROGRAM OVERVIEW

The **Afghan Refugee School Impact (ARSI) & Afghan Youth Mentoring (AYM) Program** is a statewide program that will provide a range of direct services and support to newly arrived youth and families from Afghanistan. The program is funded by the **California Department of Social Services (CDSS)** using federal resources from the **Office of Refugee Resettlement (ORR)**, with the objective to *engage and connect youth and families with available resources and provide them with the academic and social support they need to integrate into their communities*. Service provision will be culturally responsive, integrate trauma-informed practices, and be based on the regional and local needs of Afghan newcomers across four key program areas:

1. **Early Childhood Development (ECD)** - Expansion of early childhood development programming, including in-home support
2. **Family Engagement (FE)** - Focus on “whole of family” support, include targeted programs for mothers; childcare support; new parent education; and intimate partner violence prevention
3. **Mental Health and Well Being (MHWB)** - Expansion of youth mentorship programs; socialization of culturally and linguistically appropriate mental health resources; and anti-bullying campaigns/education
4. **School Enrollment and Support (SES)** - Expansion of tutoring support to compensate for time out of school; school supplies; translation, school navigation, and trauma-informed in-school support; and education for parents on U.S. school system

Statewide implementation of the ARSI-AYM program is being overseen by the **University of California San Diego – Altman Clinical and Translational Research Institute (ACTRI) Center for Community Health (CCH)**. UCSD-CCH will oversee coordination with Regional Lead (RL) agencies and local community-based organizations providing direct services for Afghan newcomers across four key regions:

1. **Los Angeles Region**
2. **Sacramento Valley Region**
3. **San Francisco Region**
4. **San Diego Region**

COMMUNITY NEEDS ASSESSMENT (CNA) METHODS AND PROCESS

As part of the ARSI-AYM Program’s community-informed approach, a **community needs assessment survey** was developed and implemented with representatives from the Afghan newcomer community to inform allocation of local direct service resources by region in accordance with community-identified needs and priorities. Domains assessed through the survey included:

- Demographic information including respondent age, children’s ages, and length of time in the U.S.
- Opinions and lived experiences regarding local priorities and concerns for Afghan families
- Service needs for Afghan parents of school-aged children
- Service needs for Afghan new parents with children ages 0 to 5
- Service needs for Afghan children and youth
- Future hopes and concerns Afghan parents have for their children

Throughout the survey, space was also provided for respondents to share optional comments and examples from their experience as related to local service needs, concerns, and priorities. All survey responses were anonymous, with no identifying information such as names or contact information collected from respondents.

Survey administration took place from **late October to mid-November 2022**, led by the following identified Regional Lead (RL) agencies across each of the four program regions:

- **Council on American-Islamic Relations (CAIR) California (Los Angeles, Sacramento Valley, San Francisco Regions):** CAIR is currently America’s largest Islamic civil liberties group, with the vision and mission of enhancing understanding of Islam, protecting civil liberties, promoting justice, empowering American Muslims,

and being a leading advocate for justice and mutual understanding. CAIR offices located in the Los Angeles, Sacramento Valley, and San Francisco coordinated administration in their respective regions.

- **United Women of East Africa Support Team (UWEAST) (San Diego Region):** UWEAST is a San Diego-based nonprofit agency providing health services, education and advocacy for the well-being of the East African community, women, and families. UWEAST also serves as the lead agency for the San Diego Refugee Communities Coalition (SDRCC), a collective of ethnic community-based organizations (ECBOs) on the frontlines of providing essential services to low-income refugee families locally.

In accordance with the language needs of the population, surveys were translated and distributed in three languages: **Dari, Pashto, and English.** Surveys were administered by RL agency representatives via two primary survey methods:

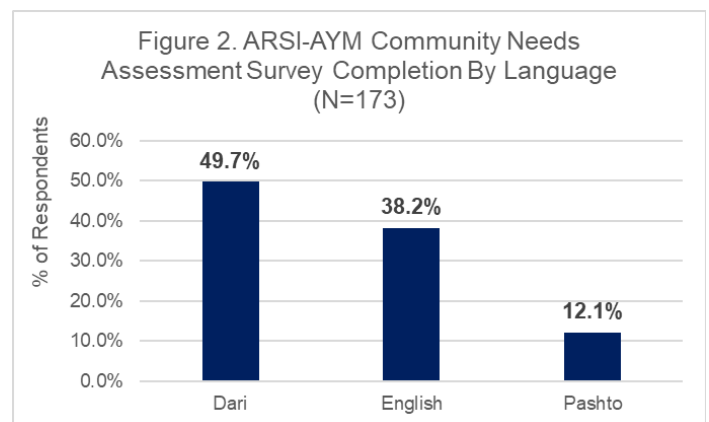
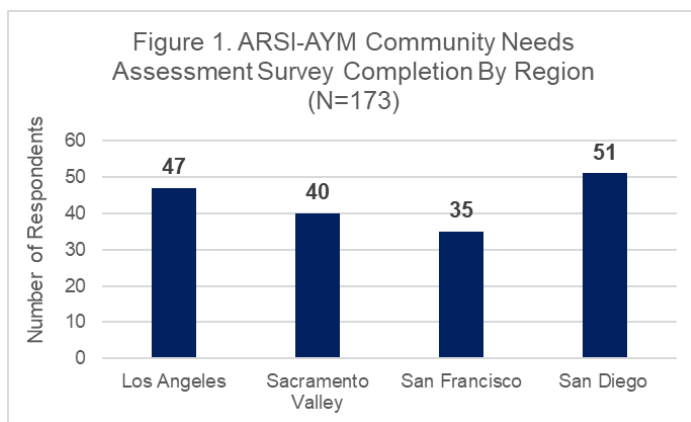
1. *Respondent-Completed Surveys:* Respondents completed the survey on their own, on-paper or electronically in Google forms.
2. *Interview-Style Staff-Assisted Surveys:* Survey completed with assistance from an agency representative (e.g., for respondents with literacy barriers). Agency representative read the survey questions/response options to the respondent and entered their responses to complete the survey on their behalf.

Survey administration took place through a combination of individual outreach with Afghan families as well as administration during community outreach events in each region aimed at engaging the local Afghan community. For families where more than one person was interested in completing the survey, survey completion was limited to no more than 3 respondents per family to allow for increased diversity and representativeness of responses.

Following data collection, survey responses were data-entered in Google Forms, with comments provided in a language other than English translated prior to analysis. Analyses were conducted by region, including descriptive analysis of rating-scale questions as well as content analysis of open-ended responses to identify key themes.

CNA PARTICIPATION ACROSS REGIONS

Across all four regions, the ARSI-AYM CAN survey was completed by a **total of 173 respondents** representing Afghan refugee youth and families. Survey respondents by region are shown in *Figure 1* below, and included **more than 60% of respondents completing in Dari or Pashto** (*Figure 2*).



Of note, 11 respondents reported being current employees of an organization serving their local Afghan community.

Key findings across regions are presented in the region-specific sections to follow, with a cross-region comparisons summary included at the end of the report.

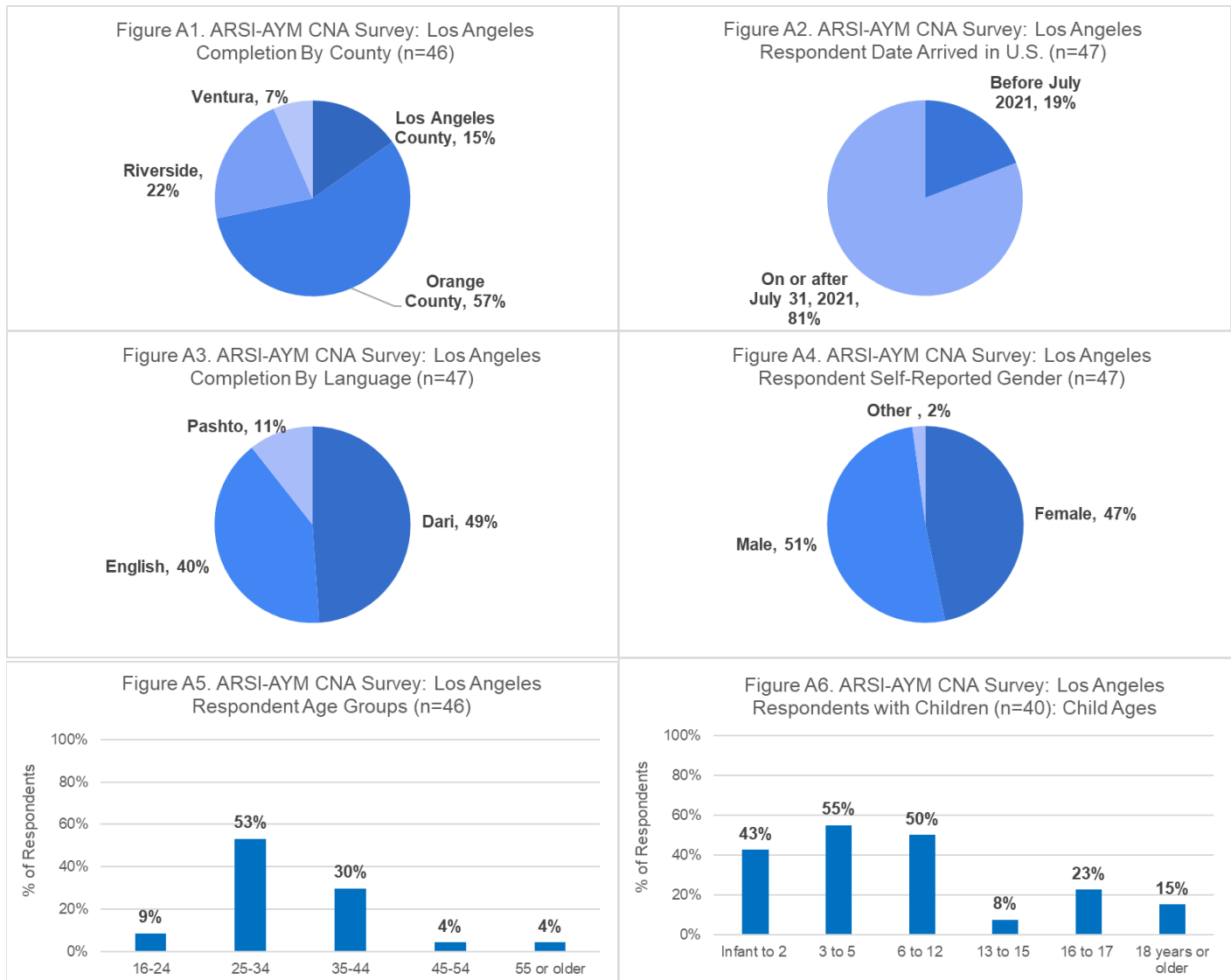
ARSI/AYM CNA KEY FINDINGS: LOS ANGELES REGION

Respondent Profile

The Afghan Refugee School Impact (ARSI) & Afghan Youth Mentoring (AYM) Program Community Needs Assessment Survey for the **Los Angeles Region** was completed by **n=47 respondents** from Afghan families across the region, including 2 who reported being current employees of a local organization that serves the Afghan community.

Survey respondent demographics included the following (Figures A1-A6):

- Respondents were distributed across 4 Los Angeles region counties (Orange, LA, Ventura, Riverside), with **more than half in Orange County**
- **Most participants (81%) indicated being newly arrived from Afghanistan**, on or after July 31, 2021
- **Dari was the preferred language of close half** of respondents, with others completing in English or Pashto
- Respondent gender identification was **approximately half male and half female**
- Respondent age groups ranged from teens and young adults to elderly, with the largest age group - **more than half ages 25 to 34**
- **85% reported being a parent or guardian**
 - Most parents reported having **multiple children across age groups** ranging from infants to adult children
 - Most parents reported having young/school-age children: **over half with children ages 3 to 5 (early childhood)** or **6 to 12 (school-age)**, and **close to half with infants**



Service Needs: Afghan Parents of School-Aged Children

Survey respondents were asked to rate different possible service offerings for parents of school-aged children on a scale from least to most needed. On average, all service areas were rated as at least somewhat needed, with respondents rating the following as most in need of school-related services locally (Figure A7):

1. Support accessing **basic information about school services**
2. Support for parents of **children with learning difficulties**
3. Help getting **educational transcripts/documents**
4. Workshops for parents to **learn their rights about education**
5. School-related **translation support**

Respondents also identified a high need for **basic needs support including food, school supplies, and clothing**.

Two respondents also provided additional comments, reinforcing needs related to *helping parents navigate U.S. systems that are new to them*, and having educational resources that are *culturally/ religiously appropriate and in their native language*.

Respondents were also asked their opinions on a 3-point agreement scale regarding knowledge and understanding of how to navigate school and other systems in the U.S. (Figure A8), echoing needs related to **school navigation support**:

- *Less than 1 in 4* agreed that Afghan parents *understand how U.S. schools work and what is expected of them*
- *Only 1 in 5* agreed Afghan parents *know what school support services are available*
- *Less than 1 in 3* agreed Afghan parents have a *good understanding of U.S. parenting/child treatment laws*

Figure A7. ARSI-AYM CNA Survey: Los Angeles Ranked Service Needs for Parents of School-Aged Children (n=47)

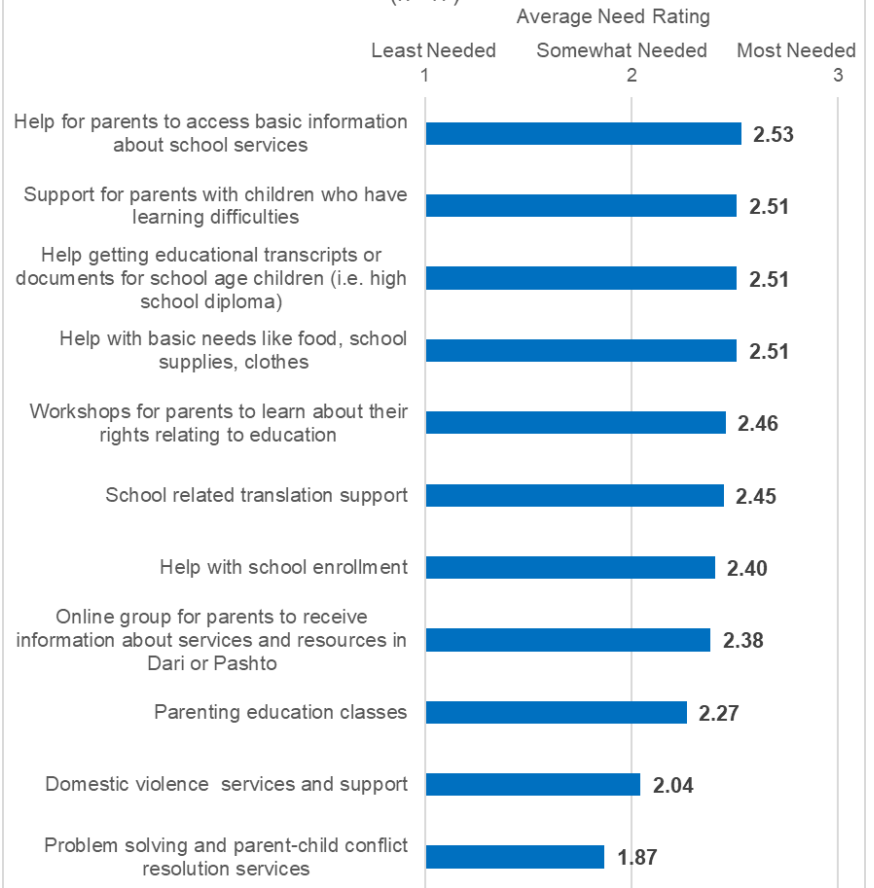
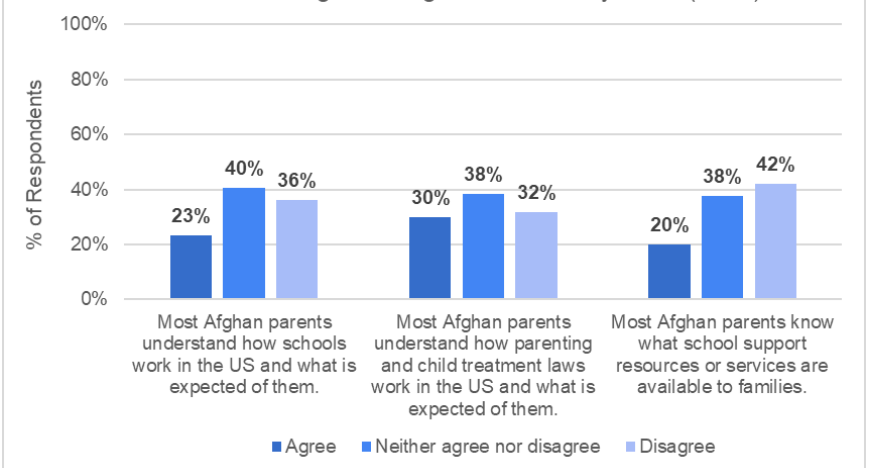


Figure A8. ARSI-AYM CNA Survey: Los Angeles Knowledge & Navigation of U.S. Systems (n=47)



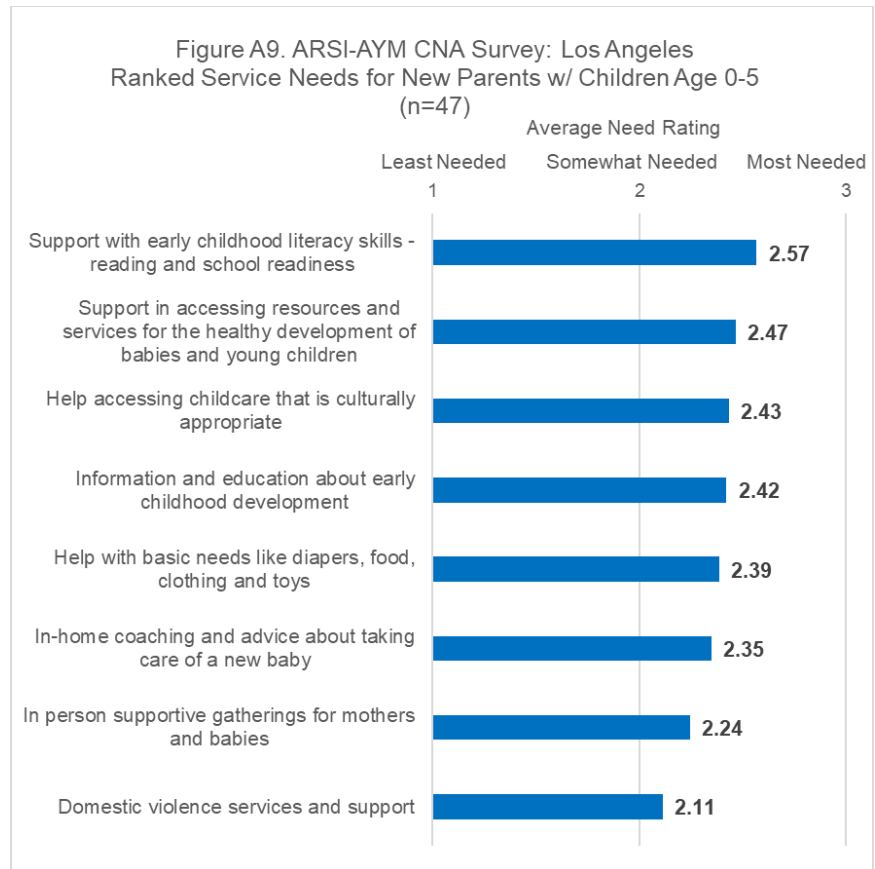
“Coming from a different society where we practiced a different culture and way of living, I think it’s extremely important to provide continued education programs] on key rules, responsibilities and expectations for the parents, children and school instructors to make this transition in a more positive and smooth manner.” - Survey Respondent

Service Needs: Afghan New Parents with Children Ages 0 to 5

Survey respondents were asked to rate different possible service offerings for new parents with children ages 0 to 5 on a scale from least to most needed. On average, all service areas were rated as at least somewhat needed, with respondents rating the following as most in need of services locally (Figure A9):

1. Support related to **school readiness including early childhood literacy and reading**
2. Support accessing services and resources as well as information/education **related to healthy early child development**
3. **Culturally appropriate childcare services**

Respondents also identified a high need for **basic needs resources including diapers, food, clothing and toys**. One respondent also provided additional comments, reinforcing a need for *basic needs support for parents*.



Service Needs: Afghan Children and Youth

Survey respondents were asked to rate different possible service offerings for children and youth on a scale from least to most needed. On average, 11 of 12 possible service areas listed were rated as at least somewhat needed, with respondents rating the following as most in need of services locally (Figure A10):

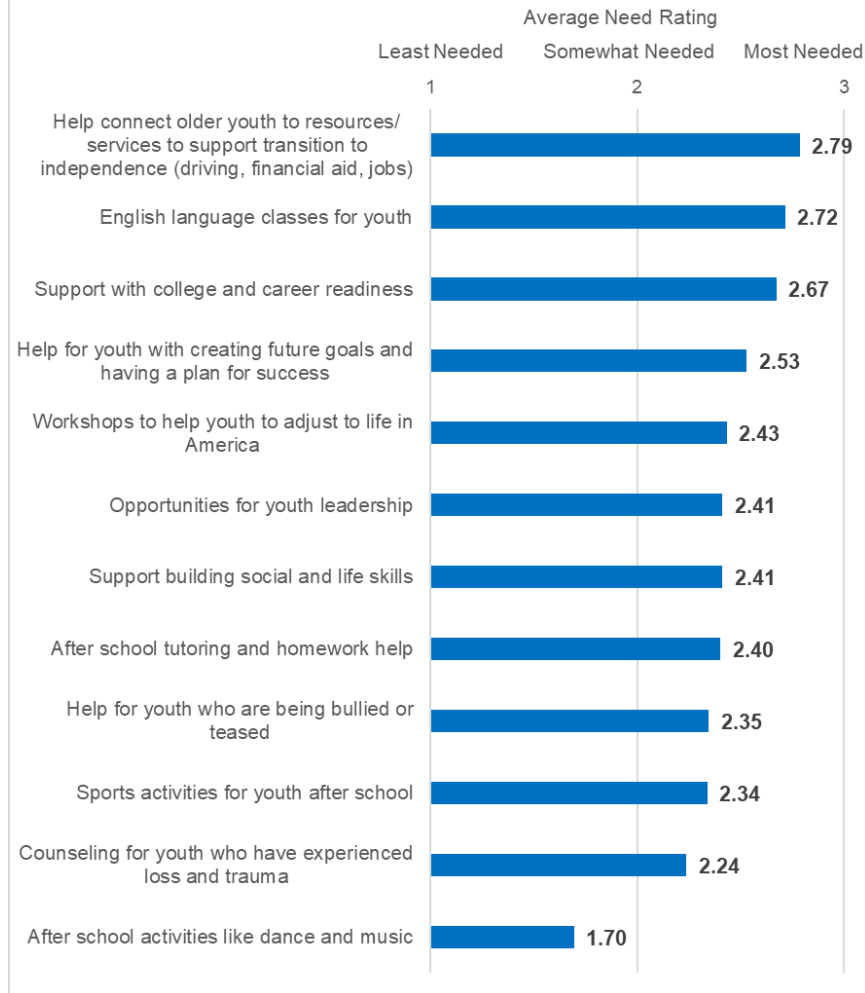
1. Help connecting older youth to **resources supporting transition to independence**, such as driving classes and help applying for financial aid and jobs
2. **English language classes** for youth
3. **College and career readiness** support
4. Help for youth with **future goal-setting and creating a plan for success**
5. Support **adjusting to life in the U.S.**

Six respondents also provided additional comments. A need for *English language support* was the most common theme across these responses, especially to help their children at school. Several responses requested support in *understanding rules and responsibilities in U.S. society* to help them adapt and navigate socially. Parents also noted children need help dealing with *bullying or discrimination at school*, and there is a need for *after school activities* available for their children to allow them to destress from school.

“For sports, music and art after school, yes, it is important for kids to have free time to destress in addition to the academic support and language support that they need.”
- Survey Respondent

One respondent also addressed the lack of support available for single women without children – specified her situation was unique in that she went against her own culture in coming to the US on her own, and that there are not many resources aimed at helping those in her situation in particular relating to financial support.

Figure A10. ARSI-AYM CNA Survey: Los Angeles
Ranked Service Needs Children and Youth
(n=47)

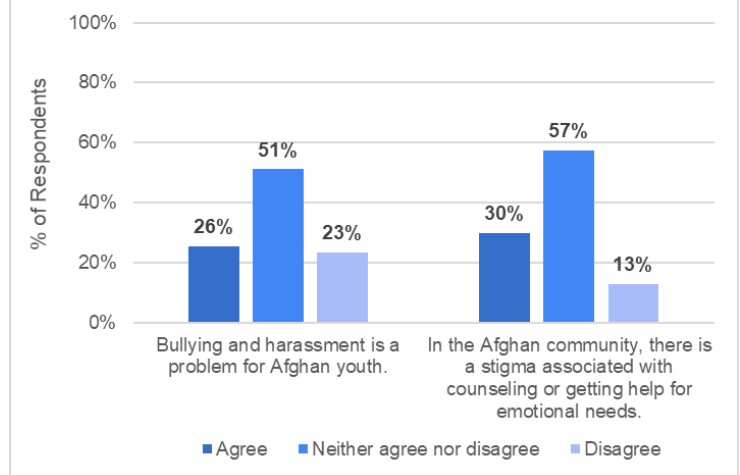


Respondents were also asked their opinions on a 3-point agreement scale regarding how big of a problem bullying/harassment are for Afghan youth, and about accessing mental health services (Figure A11):

- Responses were divided regarding whether bullying and harassment are a problem for Afghan youth, with about *a quarter agreeing, a quarter disagreeing and half neither*.
- *About a third* agreed that there is *stigma associated with accessing mental health services* in the Afghan community.

“One boy in the school told [my son] something bad about Islam and he was very upset when he came to me, I told him not to react and to tell the teacher and help is very much needed.” - Survey Respondent

Figure A11. ARSI-AYM CNA Survey: Los Angeles
Bullying & Mental Health Opinions (n=47)



Looking Towards the Future: Hopes, Worries and Opportunities for Support

Afghan parents completing the survey were asked to share comments regarding their hopes, dreams, worries, and concerns for their children, now and in the future.

23 respondents provided comments regarding their future hopes for their child. Key themes included hoping their child would be able to:

1. Get a **good education** (19)
2. Make an **impact in their society, community, and/or family** (11)
3. **Be successful** generally (10)
4. Be **ready to establish a career** (9)
5. Hold onto their **culture or religion** (8)
6. Successfully **adjust to U.S. culture** (7)
7. Maintain their **safety, mental, and physical wellbeing** (3)

Putting in strong effort, focus, and care for their education, and attaining higher education was the number one theme across responses. Additionally, responses stated that their children finding their own career, and succeeding in living independent and impactful lives while maintaining their culture, and understanding U.S. culture were also strong themes. Numerous parents expressed that they wanted their children to be able to grow up in peace, and be mentally and physically healthy. Other responses highlighted wanting their children to be independent/self-sufficient (one respondent), and maintain respect for their parents/elders (one respondent).

"I hope they will be able to integrate [into a] new society while preserving key [cultural] and religious values, [and] be able to get an education [at the] highest level and become a good example of Afghan-American immigrants [in their] community." - Survey Respondent

"We hope that our children can study in school, can go to college and be able to study and succeed in the future and help us too." - Survey Respondent

"They can solve their own problems, preserve [their] Afghan culture, gain education, and serve their country." - Survey Respondent

30 respondents provided comments regarding their concerns or worries for their child. Key themes mirrored future hopes noted above, included being concerned about their child:

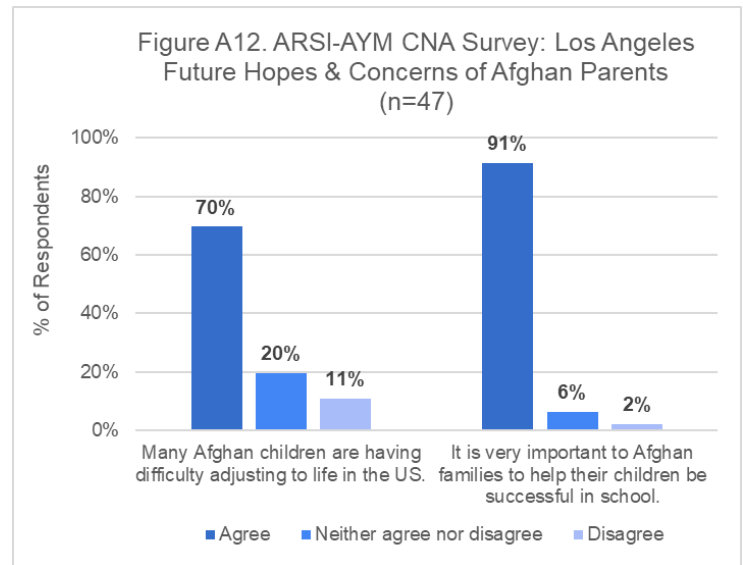
1. **Not being able to access or get the most out of their education** (10)
2. **Losing their culture or religion** (e.g., not being able to fit their religious practice into U.S. life/schedule) (7)
3. Experiencing **financial insecurity** including not being able to afford college/university (4)
4. Being **unable to adapt to U.S. society** (4)
5. **Not being successful/self-sufficient** (3)
6. Experiencing **communication/language challenges** related to English language proficiency (3)
7. Experiencing **challenges related to mental health, happiness, and overall well-being** (3)
8. Experiencing **bullying and discrimination** (2)
9. Experiencing **difficulties related to immigration/asylum status or deportation** (2)

There were a lot of concerns regarding education, specifically that their children do not understand what they are learning because of language comprehension challenges, and that this along with life changes would cause them to lose their motivation and happiness at school. Further, many expressed concerns regarding the ability to afford college or university for their child. Another recurring theme in the responses were that their children will be hindered by communication challenges because of language and cultural differences.

"I have concerns that [my children] will be treated as second-class citizens and face discrimination because of their identity, race and religion. I have concerns about their religious beliefs whether this environment would instill a secular belief on them, or if they would remain faithful Muslims. I have concerns whether they would keep the Afghan culture of collectivism versus individualism." - Survey Respondent

Respondents were also asked their opinions on a 3-point agreement scale regarding how Afghan children are adjusting to life in the U.S., and the importance of educational success for Afghan families (Figure A12):

- Almost all respondents (90%) agreed that **it is very important to Afghan families to be able to help their children succeed in school.**
- Most respondents (70%) agreed that **many Afghan children experience difficulties adjusting to life in the U.S.**



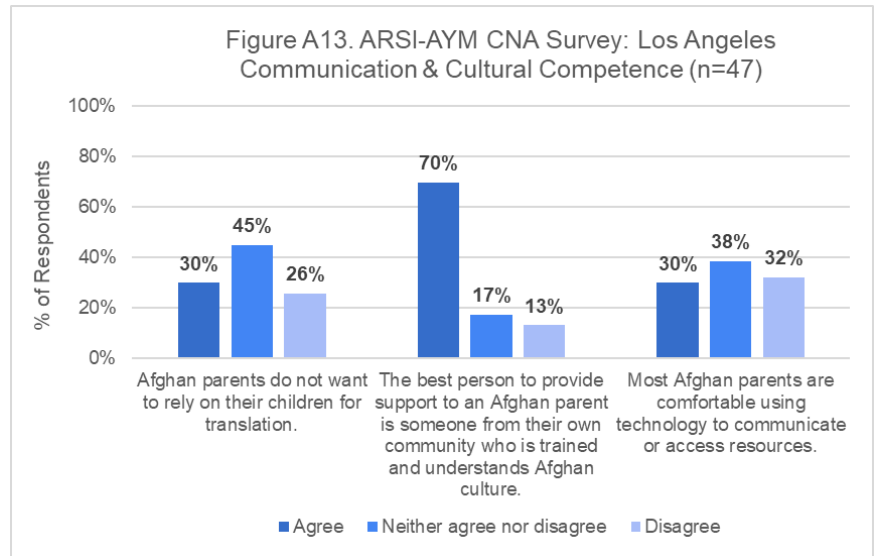
Communication & Cultural Competence with Afghan Families

Across qualitative comments, a key theme was related to the **importance of cultural competence and English language/linguistic support for accessing and navigating educational-related services.** Respondents emphasized the importance of their culture and religion for themselves and their children, the differences between Afghan and U.S. culture, and the need for services that respect Afghan newcomer culture as well as help Afghan families understand and navigate cultural differences.

“As far as I know the U.S. culture and education are quite different from Afghanistan. I saw the majority of Afghans do not have an understanding of school and its method of teaching and other related topics that are mentioned above.”
- Survey Respondent

Asked their opinions/agreement level on several statements related to communication and cultural competence (Figure A13):

- 70% agree **the best person to provide support to Afghan families is someone from their own community** who is trained and understands Afghan culture.
- Responses varied regarding whether or not Afghan families want to have to rely on their children for translation, however qualitative comments noted that **many families do rely on children for translation and children cannot always provide this translation for parents.**
- Responses also varied regarding comfort level using technology for communication/accessing resources, pointing to a **need for varied communication platforms** as part of services provided.



“Parents don't know the system here and don't know the language so [we] need accompaniment and support to navigate.” - Survey Respondent

“Translation [is] important. Most kids have language issues too and can't translate.” - Survey Respondent

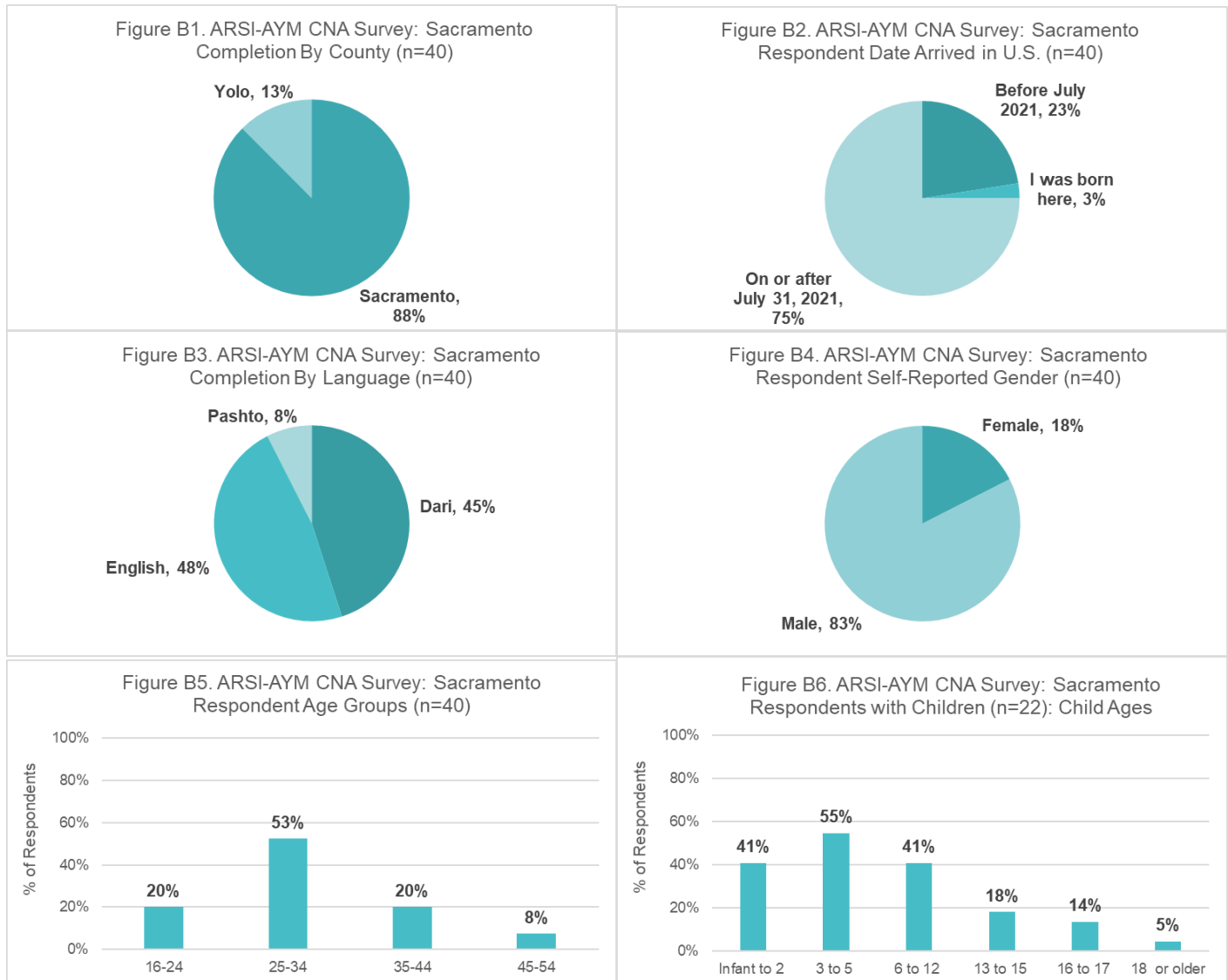
ARSI/AYM CNA KEY FINDINGS: SACRAMENTO VALLEY REGION

Respondent Profile

The Afghan Refugee School Impact (ARSI) & Afghan Youth Mentoring (AYM) Program Community Needs Assessment Survey for the **Sacramento Valley Region** was completed by **n=40 respondents** from Afghan families across the region, including 1 who reported being a current employee of a local organization that serves the Afghan community.

Survey respondent demographics included the following (Figures B1-B6):

- Respondents were distributed across 2 Sacramento Valley region counties (Sacramento, Yolo), with **the majority (88%) from Sacramento County**
- **Most participants (75%) indicated being newly arrived from Afghanistan**, on or after July 31, 2021
- **Close to half of respondents completed in Dari**, close to half in English, and the remainder in Pashto
- The majority of respondents were **male (83%)**
- Respondent age groups ranged from teens and young adults to those age 45-54, with the largest age group **more than half ages 25 to 34**
- **Just over half (55%) reported being a parent or guardian**
 - Most parents reported having **multiple children across age groups** ranging from infants to adult children
 - Most parents reported having young/school-age children: **over half with children ages 3 to 5 (early childhood)**, and **over 40% with children ages 6 to 12 (school-age) or infants**

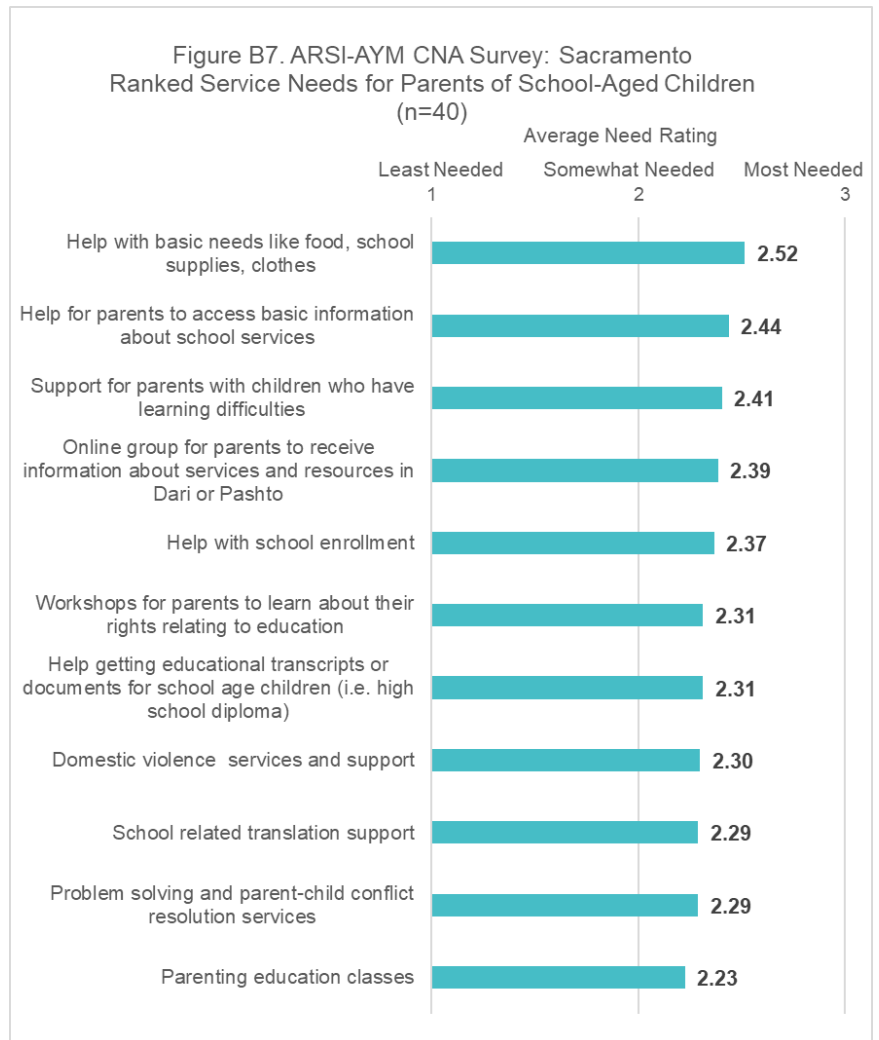


Service Needs: Afghan Parents of School-Aged Children

Survey respondents were asked to rate different possible service offerings for parents of school-aged children on a scale from least to most needed. On average, all service areas were rated as at least somewhat needed, with respondents rating the following as most in need of school-related services locally (Figure B7):

1. **Basic needs support**, e.g. for including food, school supplies, and clothing
2. Support accessing **basic information about school services**
3. Support for parents of **children with learning difficulties**
4. Having an **online group with information about services/resources in Dari or Pashto**
5. Help with **school enrollment**

Four respondents also provided additional comments, reinforcing needs related to *support understanding and navigating U.S. systems and culture*, as well as *basic needs support* including *financial support services and help with financial literacy*.

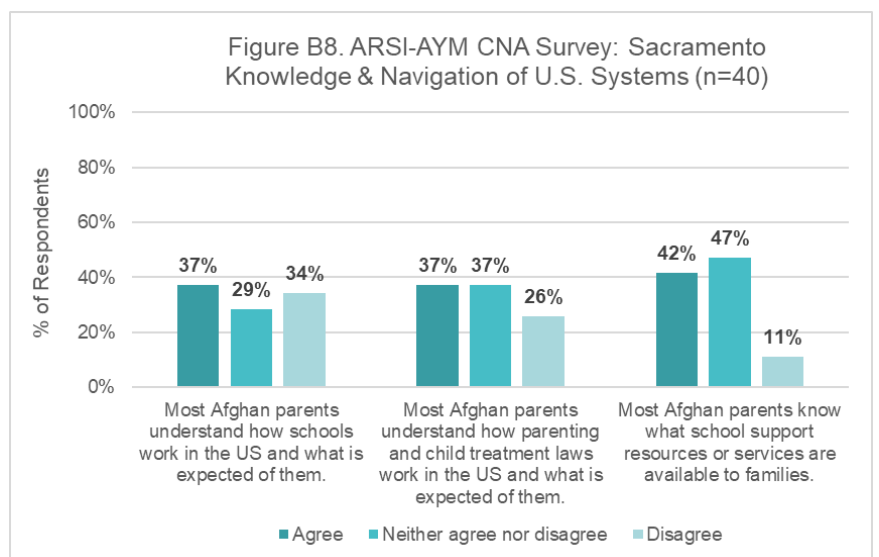


“New Afghan refugees need financial support the most because they are not used to paying bills every month and that is why most of them are already struggling with financial stress.” - Survey Respondent

“I hope the government to make the college/university free so my kids don’t have to go in tuition debt to study.” - Survey Respondent

Respondents were also asked their opinions on a 3-point agreement scale regarding knowledge and understanding of how to navigate school and other systems in the U.S. (Figure B8), echoing needs related to **school navigation support** for some families:

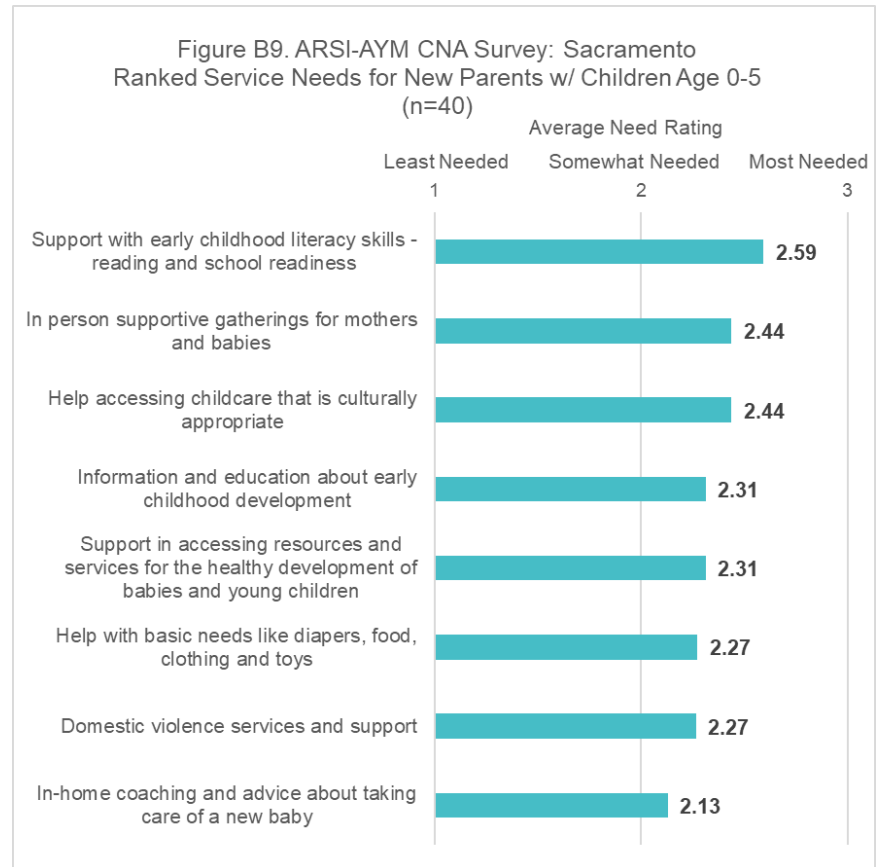
- *Less than 2 in 5* agreed that Afghan parents *understand how U.S. schools work and what is expected of them*
- *Less than half* agreed Afghan parents *know what school support services are available*
- *Less than 2 in 5* agreed Afghan parents have a *good understanding of U.S. parenting/child treatment laws*



Service Needs: Afghan New Parents with Children Ages 0 to 5

Survey respondents were asked to rate different possible service offerings for new parents with children ages 0 to 5 on a scale from least to most needed. On average, all service areas were rated as at least somewhat needed, with respondents rating the following as most in need of services locally (Figure B9):

1. Support related to **school readiness including early childhood literacy and reading**
2. In-person **supportive gatherings for new mothers and babies**
3. **Culturally appropriate childcare services**
4. **Information/education about early childhood development**, and support accessing **services and resources related to healthy early child development**



Four respondents also provided additional comments, highlighting a need for *support for children with disabilities*, as well as *basic needs support (e.g., diapers, food, clothing, toys) for parents* – e.g., concerns about their children not having enough food

One respondent also noted that *existing hospitals/medical care are already providing support with infant care*.

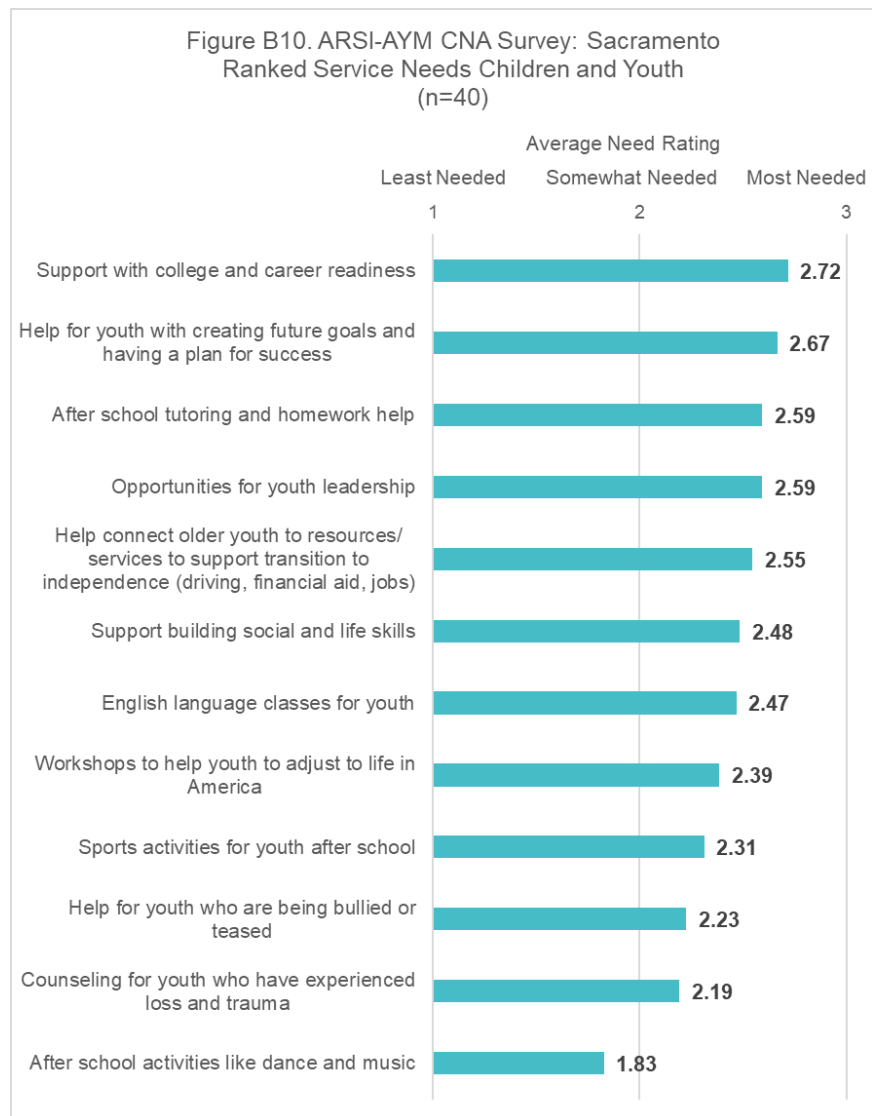
Service Needs: Afghan Children and Youth

Survey respondents were asked to rate different possible service offerings for children and youth on a scale from least to most needed. On average, 11 of 12 possible service areas listed were rated as at least somewhat needed, with respondents rating the following as most in need of services locally (Figure B10):

1. **College and career readiness** support
2. Help for youth with **future goal-setting and creating a plan for success**
3. After-school **tutoring and homework help**
4. Opportunities for **youth leadership**
5. Help connecting older youth to **resources supporting transition to independence**, such as driving classes and help applying for financial aid and jobs

Three respondents also provided additional comments, highlighting a need for *more services and support for Afghan youth generally*.

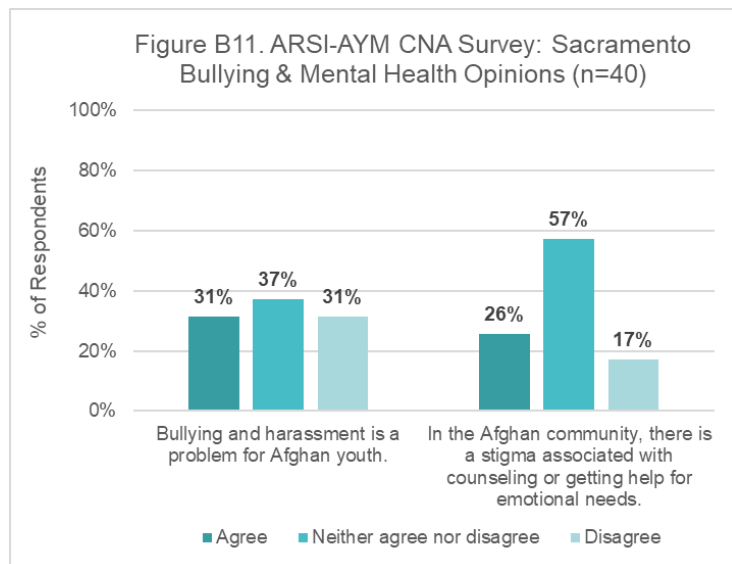
“*[There is a] need for resources and services to support [youth].*”
- Survey Respondent



Respondents were also asked their opinions on a 3-point agreement scale regarding how big of a problem bullying/harassment are for Afghan youth, and about accessing mental health services (Figure B11):

- Responses were divided regarding whether bullying/harassment are a problem for Afghan youth, with about *1 in 3 agreeing bullying/harassment is a problem for Afghan youth.*
- *About 1 in 4* agreed that there is *stigma associated with accessing mental health services* in the Afghan community, with *the majority (over half) neither agreeing nor disagreeing.*

“I want my kid to be able to adjust into American society and still practice Afghan culture with[out] the fear of getting bullied.” - Survey Respondent



Looking Towards the Future: Hopes, Worries and Opportunities for Support

Afghan parents completing the survey were asked to share comments regarding their hopes, dreams, worries, and concerns for their children, now and in the future.

15 respondents provided comments regarding their future hopes for their child. Key themes included hoping their child would be able to:

1. Make an **impact in their society, community, and/or family** (10)
2. Get a **good education** (9)
3. **Be successful** and have a good life generally (4)
4. Maintain their **safety, mental, and physical wellbeing** (3)
5. Hold onto their **culture or religion** (3)
6. Successfully **adjust to U.S. culture** (3)

This biggest theme across the responses was for their children to get a good education and be able to contribute / give back to their community and society, help others, and build a good life for themselves. There were a few mentions of adjusting to U.S. culture while maintaining their own culture. One comment specifically noted that there is a *greater challenge for older children (15+)* in getting involved in society / their community, whereas younger children are able to catch up and fit in at a faster rate.

"I hope that I can offer a good child to the community, [who] will honor himself and his father and his family and his country, and be kind to the truthful and pure-hearted to help people."
- Survey Respondent

18 respondents provided comments regarding their concerns or worries for their child. Key themes mirrored future hopes noted above, included being concerned about their child:

1. **Not being able to access/afford or get the most out of their education** (6)
2. **Losing their culture or religion** (e.g., not being able to fit their religious practice into U.S. life/schedule) (3)
3. Experiencing **difficulties related to immigration/asylum status or deportation** (2)
4. Experiencing **bullying, discrimination, and safety** (2)
5. Experiencing **financial insecurity** including not being able to afford college/university (2)

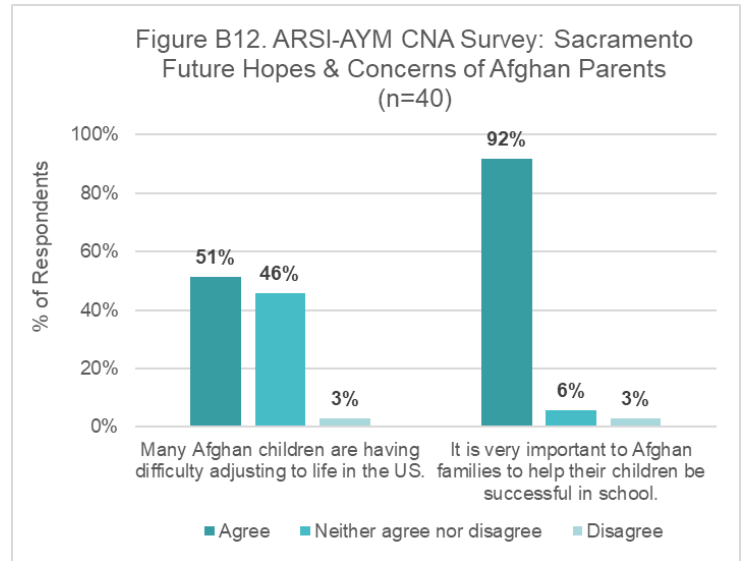
Qualitative comments highlighted *needing help with schoolwork so their children do not fall behind*, and access/affordability of college tuition. Several other comments noted concern with their children leaving their culture and religion behind as they spend more time in the United States.

"My concern as a mother is to be able to properly educate my children in a foreign society with my own culture and religion. This is a big and relatively difficult responsibility, because children in the family are faced with the culture and methods of their parents, and in the school and the environment outside the home, they are faced with completely different things and different from their culture and religion."
- Survey Respondent

"We are concerned that our children should not leave their [Afghan culture]." - Survey Respondent

Respondents were also asked their opinions on a 3-point agreement scale regarding how Afghan children are adjusting to life in the U.S., and the importance of educational success for Afghan families (Figure B12):

- Almost all respondents (92%) agreed that **it is very important to Afghan families to be able to help their children succeed in school.**
- More than half agreed that **many Afghan children experience difficulties adjusting to life in the U.S.**



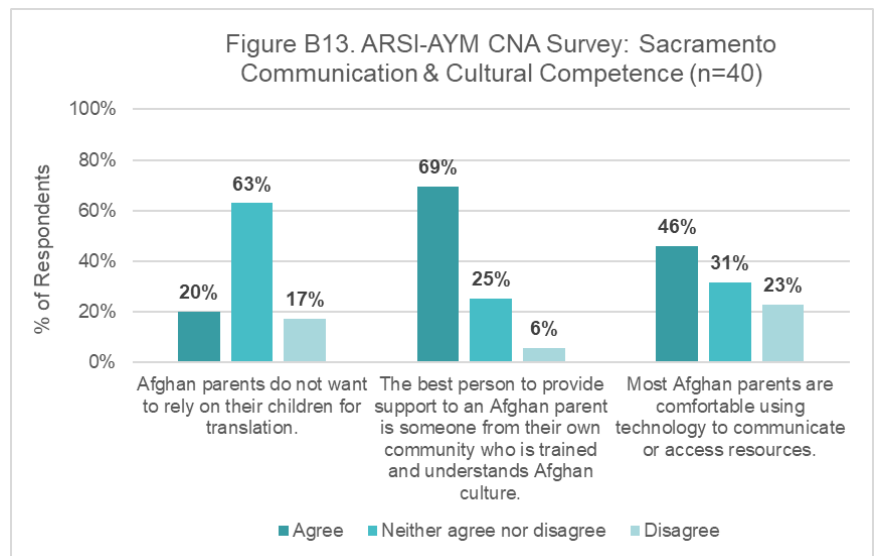
Communication & Cultural Competence with Afghan Families

Across qualitative comments, a key theme was related to the **importance of cultural competence and English language/linguistic support from someone who speaks their language/understands their culture for accessing and navigating educational-related services.** Respondents emphasized the importance of their culture and religion for themselves and their children, the differences between Afghan and U.S. culture, and the need for services that respect Afghan newcomer culture as well as help Afghan families understand and navigate cultural differences. Some also highlighted *low literacy levels amongst many Afghan newcomer parents*, and the need for *resource navigation support*.

“I know many Afghan parents who are illiterate. They need someone from the community to provide the above-mentioned information.” - Survey Respondent

Asked their opinions/agreement level on several statements related to communication and cultural competence (Figure B13):

- Over 2 out of 3 agreed **the best person to provide support to Afghan families is someone from their own community** who is trained and understands Afghan culture.
- Asked whether or not Afghan families want to have to rely on their children for translation, the highest percentage of respondents (63%) neither agreed nor disagreed, with **some preferring their children’s support with translation and others preferring to not rely on their children for translation.**
- Responses also varied regarding comfort level using technology for communication/accessing resources, pointing to a *need for varied communication platforms* as part of services provided. **Less than half said they are comfortable using technology to access resources**, and qualitative comments highlighted a *need for education related to using technology.*



ARSI/AYM CNA KEY FINDINGS: SAN FRANCISCO REGION

Respondent Profile

The Afghan Refugee School Impact (ARSI) & Afghan Youth Mentoring (AYM) Program Community Needs Assessment Survey for the **San Francisco Region** was completed by **n=35 respondents** from Afghan families across the region, including 2 who reported being current employees of a local organization that serves the Afghan community.

Survey respondent demographics included the following (Figures C1-C6):

- Respondents were distributed across 4 San Francisco region counties (Alameda, Santa Clara, Contra Costa, San Francisco), with **about half from Alameda County**
- **Most participants (94%) indicated being newly arrived from Afghanistan**, on or after July 31, 2021
- Survey completion was divided across three languages, with respondents completing in **English, Dari, Pashto**
- Respondent gender identification was **approximately half female and half male**
- Respondent age groups ranged from teens and young adults to elderly, with the largest age group – **close to two-thirds ages 25 to 34**
- **86% reported being a parent or guardian**
 - Most parents reported having **multiple children across age groups** ranging from infants to adult children
 - Most parents reported having young/school-age children: **close to three-quarters with infants, close to half with children ages 3 to 5 (early childhood), half with children age 6 to 12 (school-age)**

Figure C1. ARSI-AYM CNA Survey: San Francisco Completion By County (n=35)

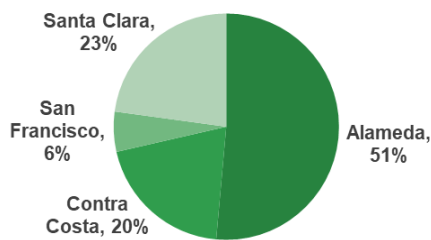


Figure C2. ARSI-AYM CNA Survey: San Francisco Respondent Date Arrived in U.S. (n=35)

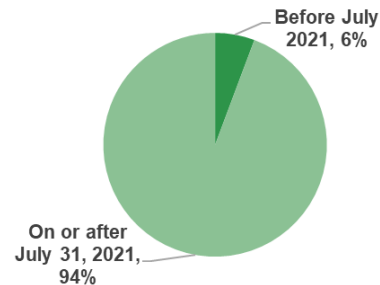


Figure C3. ARSI-AYM CNA Survey: San Francisco Completion By Language (n=35)

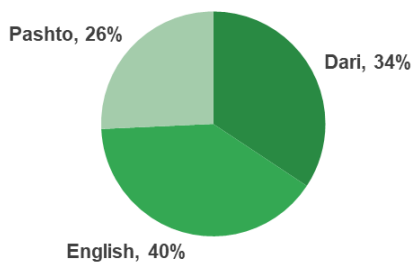


Figure C4. ARSI-AYM CNA Survey: San Francisco Respondent Self-Reported Gender (n=35)

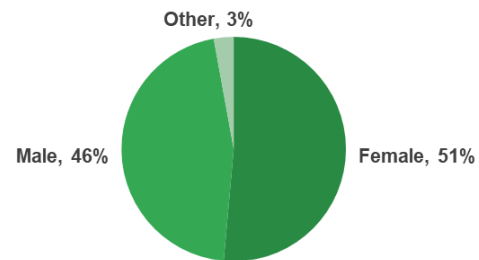


Figure C5. ARSI-AYM CNA Survey: San Francisco Respondent Age Groups (n=34)

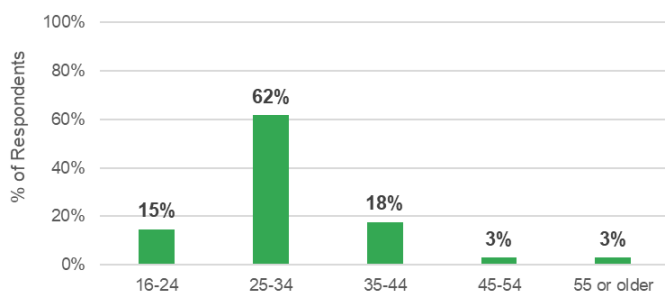
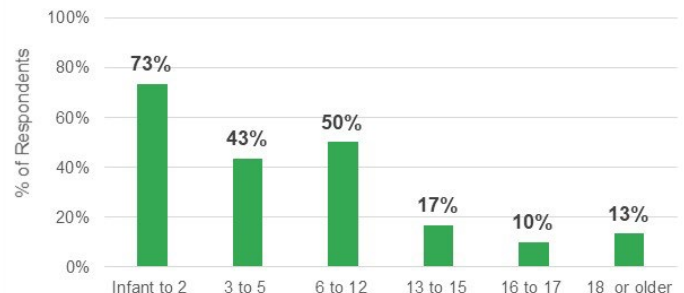


Figure C6. ARSI-AYM CNA Survey: San Francisco Respondents with Children (n=30): Child Ages



Service Needs: Afghan Parents of School-Aged Children

Survey respondents were asked to rate different possible service offerings for parents of school-aged children on a scale from least to most needed. On average, all service areas were rated as at least somewhat needed, with respondents rating the following as most in need of school-related services locally (Figure C7):

1. **Basic needs support**, e.g. for including food, school supplies, and clothing
2. **Parenting education classes**
3. Help getting **educational transcripts/documents**
4. Help with **school enrollment**
5. School-related **translation support**

Three respondents also provided additional comments, reinforcing needs related *language support*, and support in *school enrollment and navigating the school system*.

“When we arrived California, it was a complete new and different experience for us, such as lack of awareness regarding school supplies, basic information about school services, and school enrollment procedures.”

- Survey Respondent

Respondents were also asked their opinions on a 3-point agreement scale regarding knowledge and understanding of how to navigate school and other systems in the U.S. (Figure C8), echoing needs related to **school navigation support**:

- *Less than 1 in 3* agreed that Afghan parents *understand how U.S. schools work and what is expected of them*
- *Less than 1 in 3* agreed Afghan parents *know what school support services are available*
- *Less than half* agreed Afghan parents have a *good understanding of U.S. parenting/child treatment laws*

Figure C7. ARSI-AYM CNA Survey: San Francisco Ranked Service Needs for Parents of School-Aged Children (n=35)

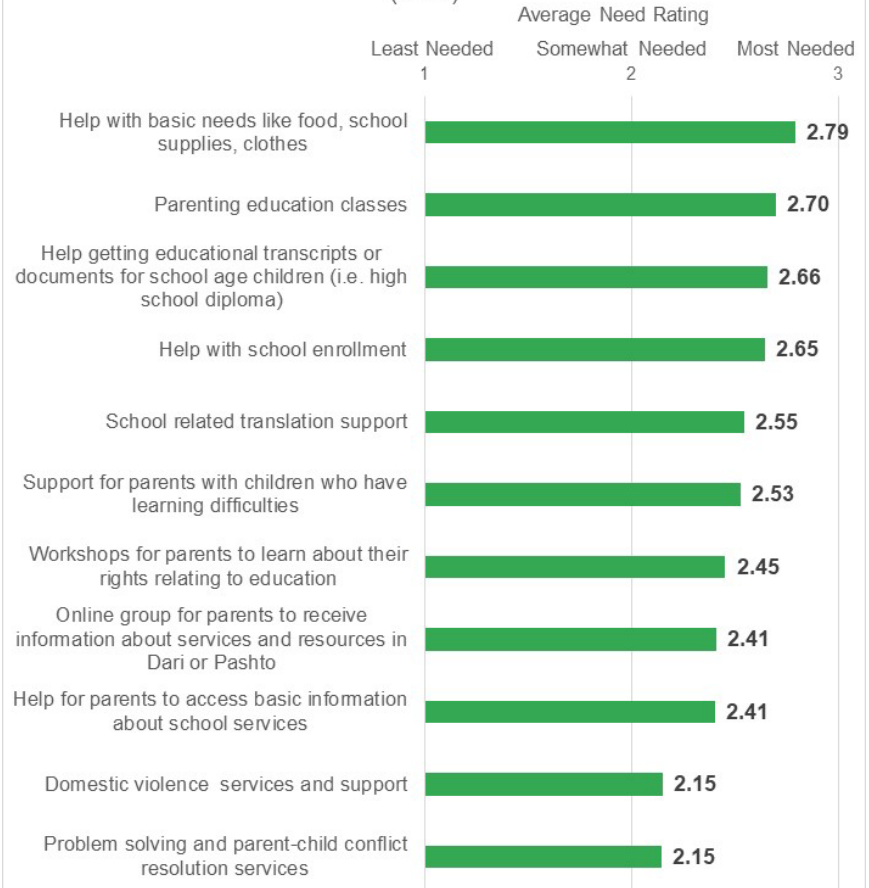
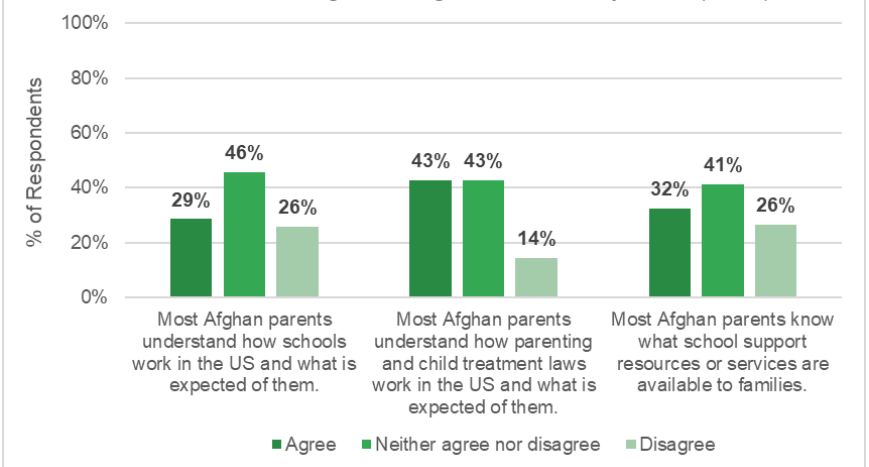


Figure C8. ARSI-AYM CNA Survey: San Francisco Knowledge & Navigation of U.S. Systems (n=35)

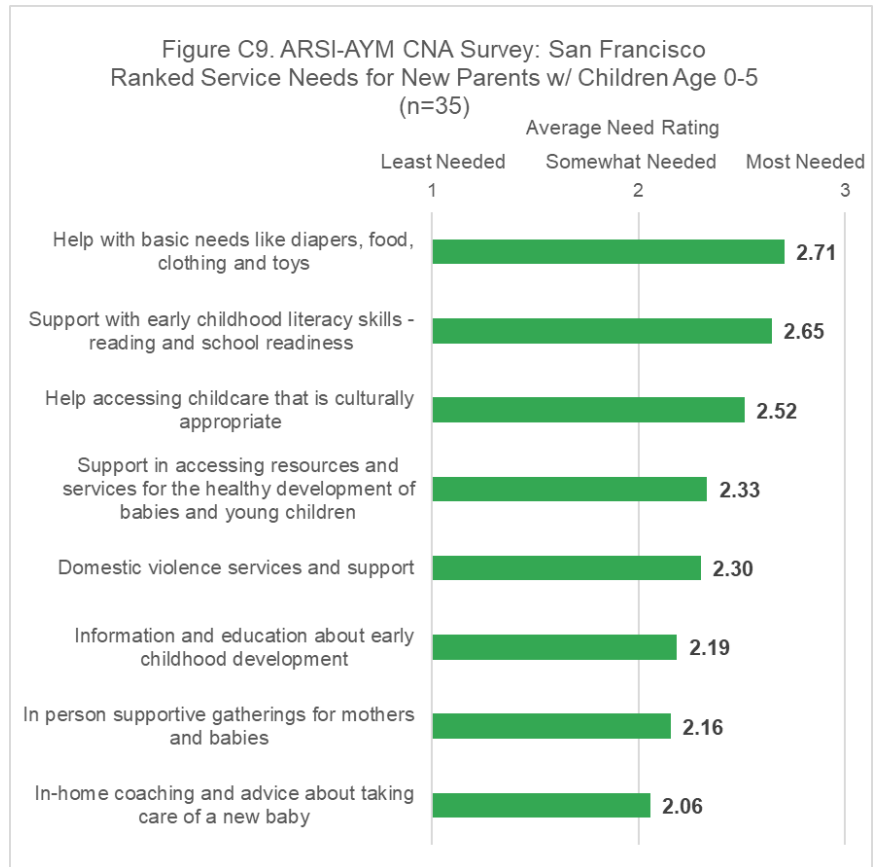


Service Needs: Afghan New Parents with Children Ages 0 to 5

Survey respondents were asked to rate different possible service offerings for new parents with children ages 0 to 5 on a scale from least to most needed. On average, all service areas were rated as at least somewhat needed, with respondents rating the following as most in need of services locally (Figure C9):

1. Support related to **school readiness including early childhood literacy and reading**
2. **Culturally appropriate childcare services**
3. Support accessing services and resources as well as information/education **related to healthy early child development**
4. **Domestic violence** services/support

Respondents also identified a high need for **basic needs resources including diapers, food, clothing and toys**.



Two respondents also provided additional comments, reinforcing a need for *basic needs support for parents* and highlighting *challenges adjusting to U.S. culture*. One respondent also noted that *parenting support services are less needed and already available elsewhere in the community*.

“As a parent of a newborn I'd like to share that, basic needs like diapers, food, clothing, and toys are the priorities.” - Survey Respondent

Service Needs: Afghan Children and Youth

Survey respondents were asked to rate different possible service offerings for children and youth on a scale from least to most needed. On average, all service areas listed were rated as at least somewhat needed, with respondents rating the following as most in need of services locally (Figure C10):

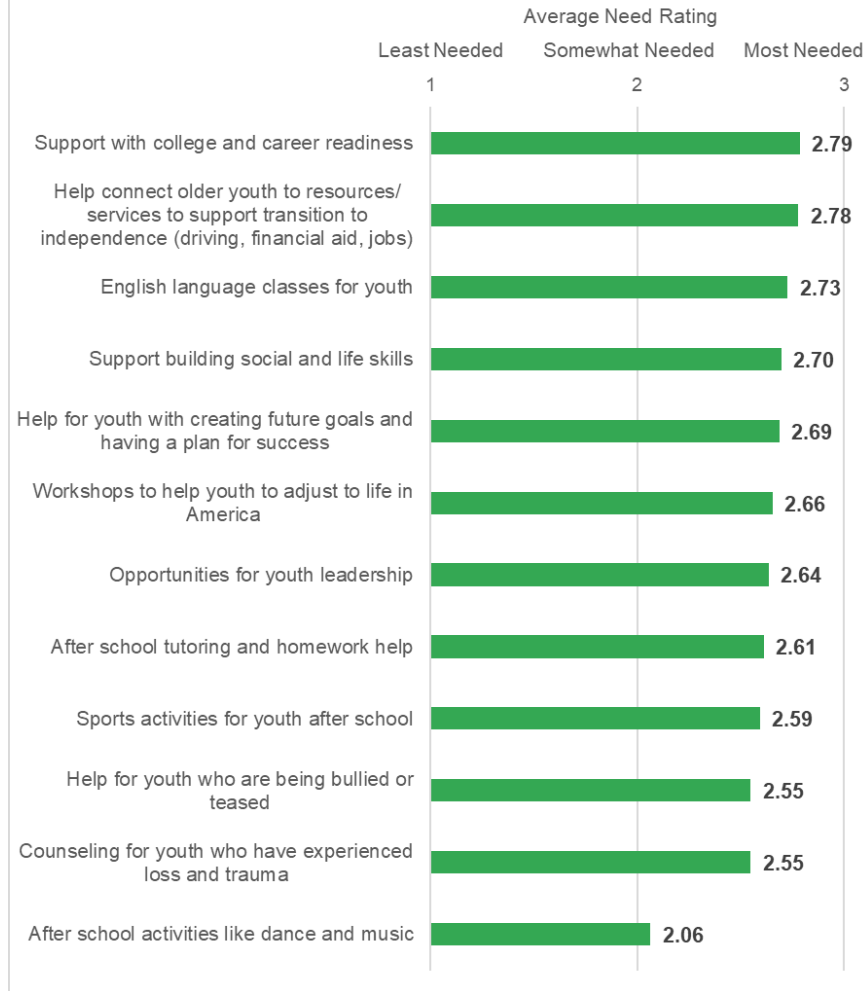
1. **College and career readiness** support
2. Help connecting older youth to **resources supporting transition to independence**, such as driving classes and help applying for financial aid and jobs
3. **English language classes** for youth
4. Support building **social and life skills**
5. Help for youth with **future goal-setting and creating a plan for success**
6. Support **adjusting to life in the U.S.**

Qualitative comments also highlighted *challenges Afghan students experience adjusting to U.S. culture*, and the benefits of having *after school activities* including *recreational activities, language classes* and general *support to prepare for a future career*.

“As a parent of a school child, my experience is that, I'm not aware of school resources properly and adjustment of my son to the US educational environment took a while.”
- Survey Respondent

“My son [needs] after school activities like sports games, learning English language, and for the long run of course career readiness is the most important of all.”
- Survey Respondent

Figure C10. ARSI-AYM CNA Survey: San Francisco
Ranked Service Needs Children and Youth
(n=35)

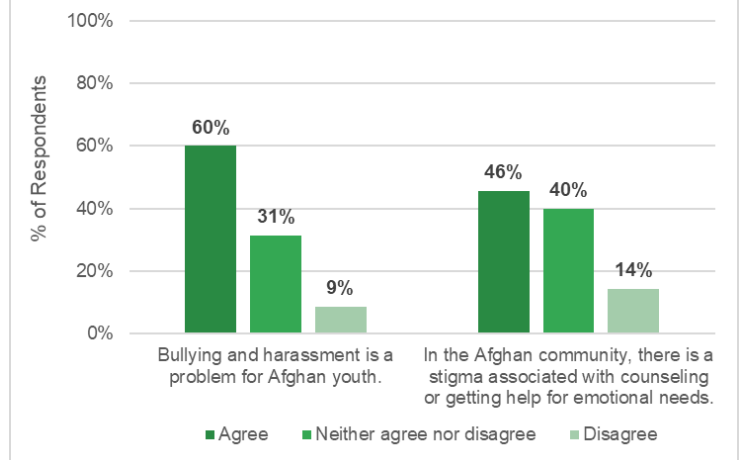


Respondents were also asked their opinions on a 3-point agreement scale regarding how big of a problem bullying/harassment are for Afghan youth, and about accessing mental health services (Figure C11):

- The majority – close to two thirds agreed *bullying and harassment are a problem for Afghan youth*, with qualitative comments also highlighting concern about youth experiencing bullying.
- *Close to half* agreed that there is *stigma associated with accessing mental health services* in the Afghan community. One qualitative comment also highlighted a need for more *counseling support for parents*.

“I hope my daughter who is in first grade right now [will] have a bully free [life] in the U.S.” - Survey Respondent

Figure C11. ARSI-AYM CNA Survey: San Francisco
Bullying & Mental Health Opinions (n=35)



Looking Towards the Future: Hopes, Worries and Opportunities for Support

Afghan parents completing the survey were asked to share comments regarding their hopes, dreams, worries, and concerns for their children, now and in the future.

21 respondents provided comments regarding their future hopes for their child. Key themes included hoping their child would be able to:

1. Get a **good education** (13)
2. Successfully **adjust to U.S. culture** (7)
3. Have a **successful, bright future** generally (4)
4. Be **ready to establish a career** (4)
5. Maintain their **safety, mental, and physical wellbeing** (4)
6. Make an **impact in their society, community, and/or family** (3)
7. Be **independent/self-sufficient** (2)
8. Maintain **respect for their parents/elders** (1)

Ensuring their children are well educated was the number one theme in all of the responses, as well as adjusting to US culture, and establishing a bright future in a safe environment. It was important to several parents that their children grow up to be able to serve and give back to their community and society in general.

"I want our children's future to be good and [for them] to be educated."

- Survey Respondent

"I hope my daughter...[will] learn English [and] adjust [to] U.S. environment."

- Survey Respondent

12 respondents provided comments regarding their concerns or worries for their child. Key themes mirrored future hopes noted above, included being concerned about their child:

1. **Losing their culture or religion** (e.g., not being able to fit their religious practice into U.S. life/schedule) (4)
2. **Not obtaining a quality education** (4)
3. Experiencing **challenges related to mental health, happiness, and overall well-being** (3)
4. Experiencing **communication/language challenges** related to English language proficiency (2)
5. Experiencing **bullying and discrimination** (1)

Many responses discussed concerns with their children losing their culture – particularly how schools lack religious teachings, and are not compatible with cultural and religious practices (i.e., children are unable to attend Friday afternoon prayer because of school). There were several comments that mentioned how English language comprehension issues can create challenges at school that lead to more personal challenges with self-confidence and motivation.

"Lack of religious teachings and Islamic School."

- Survey Respondent

"My daughter has problems with her homework and can't understand or speak English. My concern is that she may lose her self-esteem and confidence because she [can't keep] up with her other classmates."

- Survey Respondent

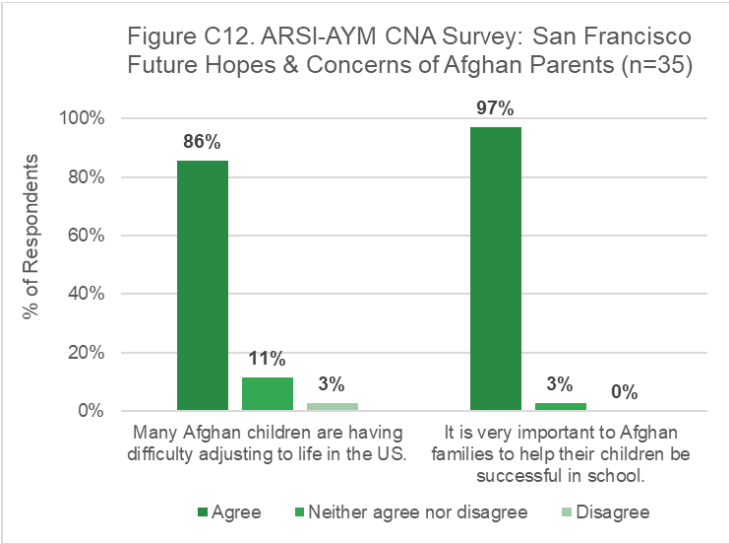
"Her self-confidence will [be] low because she can't speak and understand English and it is difficult for her to keep up with her other classmates."

- Survey Respondent

Respondents were also asked their opinions on a 3-point agreement scale regarding how Afghan children are adjusting to life in the U.S., and the importance of educational success for Afghan families (Figure C12):

- Almost all respondents (97%) agreed that **it is very important to Afghan families to be able to help their children succeed in school.**
- Most respondents (86%) agreed that **many Afghan children experience difficulties adjusting to life in the U.S.**

“Most of the Afghan students have difficulties in adopting the culture in USA.” - Survey Respondent

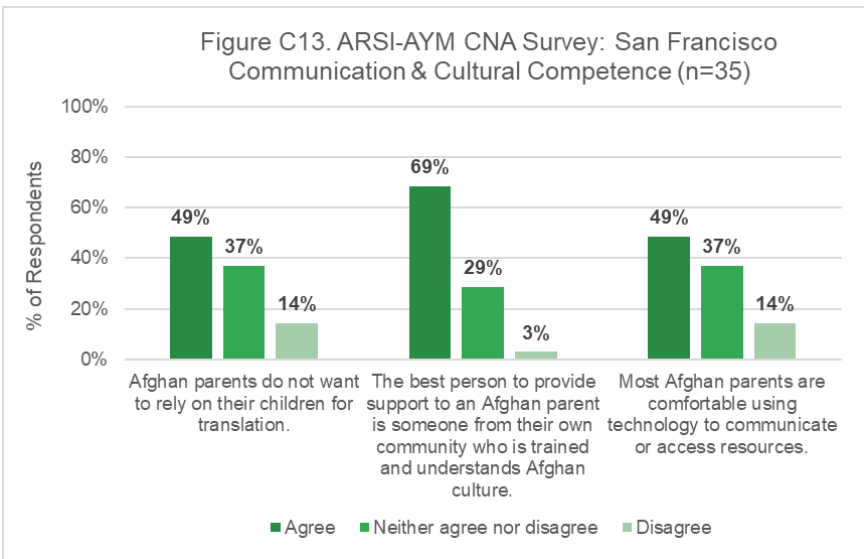


Communication & Cultural Competence with Afghan Families

Across qualitative comments, a key theme was related to the **importance of cultural competence and English language/linguistic support for accessing and navigating educational-related services.** Respondents emphasized the importance of their culture and religion for themselves and their children, the differences between Afghan and U.S. culture, and the need for services that respect Afghan newcomer culture as well as help Afghan families understand and navigate cultural differences.

Asked their opinions/agreement level on several statements related to communication and cultural competence (Figure C13):

- Over two-thirds agree **the best person to provide support to Afghan families is someone from their own community** who is trained and understands Afghan culture.
- Responses varied regarding whether or not Afghan families want to have to rely on their children for translation with **close to 50% saying they do not want to have to rely on their children for translation support.**
- Responses varied regarding comfort level using technology for communication/accessing resources, pointing to a *need for varied communication platforms* as part of services provided. **Less than half said they are comfortable using technology to access resources.** Qualitative comments also touched on the use of technology for communication, noting *familiarity with and having used certain applications that could be helpful* for accessing resources and information.



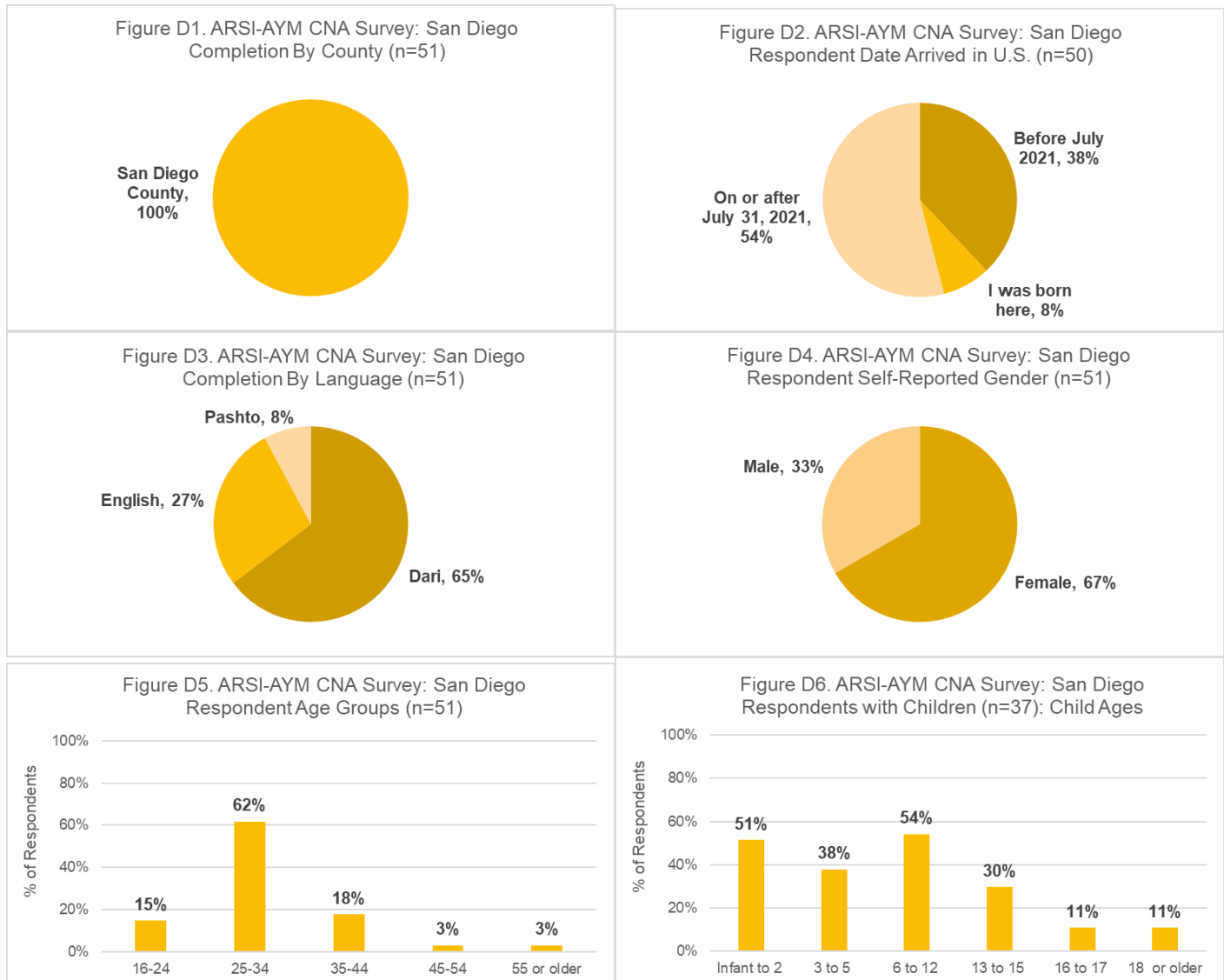
ARSI/AYM CNA KEY FINDINGS: SAN DIEGO REGION

Respondent Profile

The Afghan Refugee School Impact (ARSI) & Afghan Youth Mentoring (AYM) Program Community Needs Assessment Survey for the **San Diego Region** was completed by **n=51 respondents** from Afghan families across the region, including 2 who reported being current employees of a local organization that serves the Afghan community.

Survey respondent demographics included the following (Figures D1-D6):

- Respondents all confirmed residing in **San Diego County**
- **More than half (54%) indicated being newly arrived from Afghanistan** on or after July 31, 2021, with the remainder reporting either arriving before July 2021 (38%) or having been born in the U.S. (8%)
- **Dari was the preferred language of close 2 out of 3** respondents, with others completing in English or Pashto
- Respondents were **two-thirds female**, and one-third male
- Respondent age groups ranged from teens and young adults to elderly, with the largest age group – **close to two-thirds ages 25 to 34**
- **73% reported being a parent or guardian**
 - Most parents reported having **multiple children across age groups** ranging from infants to adult children
 - Most parents reported having young/school-age children: **about half with infants, over a third with children ages 3 to 5 (early childhood), and over half with children age 6 to 12 (school-age)**



Service Needs: Afghan Parents of School-Aged Children

Survey respondents were asked to rate different possible service offerings for parents of school-aged children on a scale from least to most needed. On average, all service areas were rated as at least somewhat needed, with respondents rating the following as most in need of school-related services locally (Figure D7):

1. **Basic needs support**, e.g. for including food, school supplies, and clothing
2. Support for parents of **children with learning difficulties**
3. School-related **translation support**
4. **Conflict resolution services** for parents and children
5. Support accessing **basic information about school services**

Seven respondents also provided additional comments, reinforcing needs related to:

- *School enrollment support* and youth motivation (5)
- Support *addressing language barriers* and *being able to access services in their native language* (2)
- *Culturally appropriate education* (2)
- *Parenting education and conflict resolution* resources (2)

Respondents noted a big challenge is that their children are not motivated to attend school because of so many changes and challenges (including learning English and accessing transportation). Some parents also need assistance in enrolling their children in school, and education on these procedures. Parenting help, in particular with conflict resolution and education on U.S. laws and rights regarding children and discipline is highly needed.



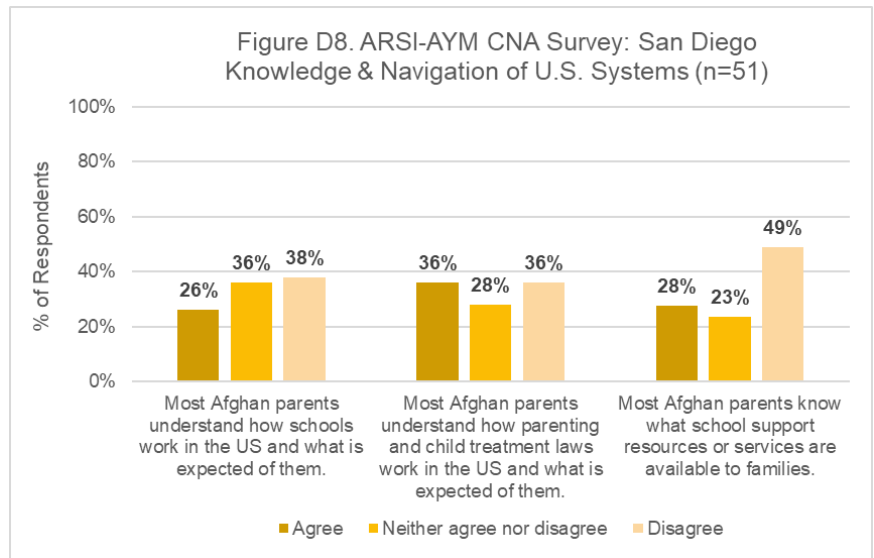
“My children need help because their school changed and the new school doesn't help a lot. Therefore, they are not interested [in going] to school. The previous school helped them a lot versus the new school they have joined.”
- Survey Respondent

“A few months from now the children have changed their school and they're not passionate about school anymore because they don't help them in this new school and they can't learn English as well, please help us.”
- Survey Respondent

“Many parents have back home mentality and take disciplining as a first resort when it comes to parenting, so they often get in trouble with CPS not knowing that's against the law.”
- Survey Respondent

Respondents were also asked their opinions on a 3-point agreement scale regarding knowledge and understanding of how to navigate school and other systems in the U.S. (Figure D8), echoing needs related to **school navigation support** and **education on U.S. child treatment laws**:

- **Only 1 in 4** agreed that Afghan parents *understand how U.S. schools work and what is expected of them*
- **Only just over 1 in 4** agreed Afghan parents *know what school support services are available*
- **Only about 1 in 3** agreed Afghan parents have a *good understanding of U.S. parenting/child treatment laws*



Service Needs: Afghan New Parents with Children Ages 0 to 5

Survey respondents were asked to rate different possible service offerings for new parents with children ages 0 to 5 on a scale from least to most needed. On average, all service areas were rated as at least somewhat needed, with respondents rating the following as most in need of services locally (Figure D9):

1. **Basic needs resources** including diapers, food, clothing and toys
2. Support related to **school readiness - early childhood literacy and reading**
3. **Domestic violence** services/support
4. Information/education **related to healthy early child development**

Five respondents also provided additional comments, reinforcing needs related to:

- **Child development education** (3)
- **Basic needs resources** (i.e., diapers, food, clothing, toys) (2)
- **Orientation to U.S. culture** (1)
- **Domestic violence programs** (1)

Child development education is a primary need: many parents are unaware of the importance of early years for children. Support is also required in accessing basic needs – specifically items like diapers rather than food. One comment also noted it would be useful to have group meetings to discuss values and important topics related to caring for children.



“The importance of a child’s early years is not stressed enough in the Afghan community and they lose out on important months and years thinking the child is too young, despite studies and doctors saying that most of their development as adults is due to their early years.”

- Survey Respondent

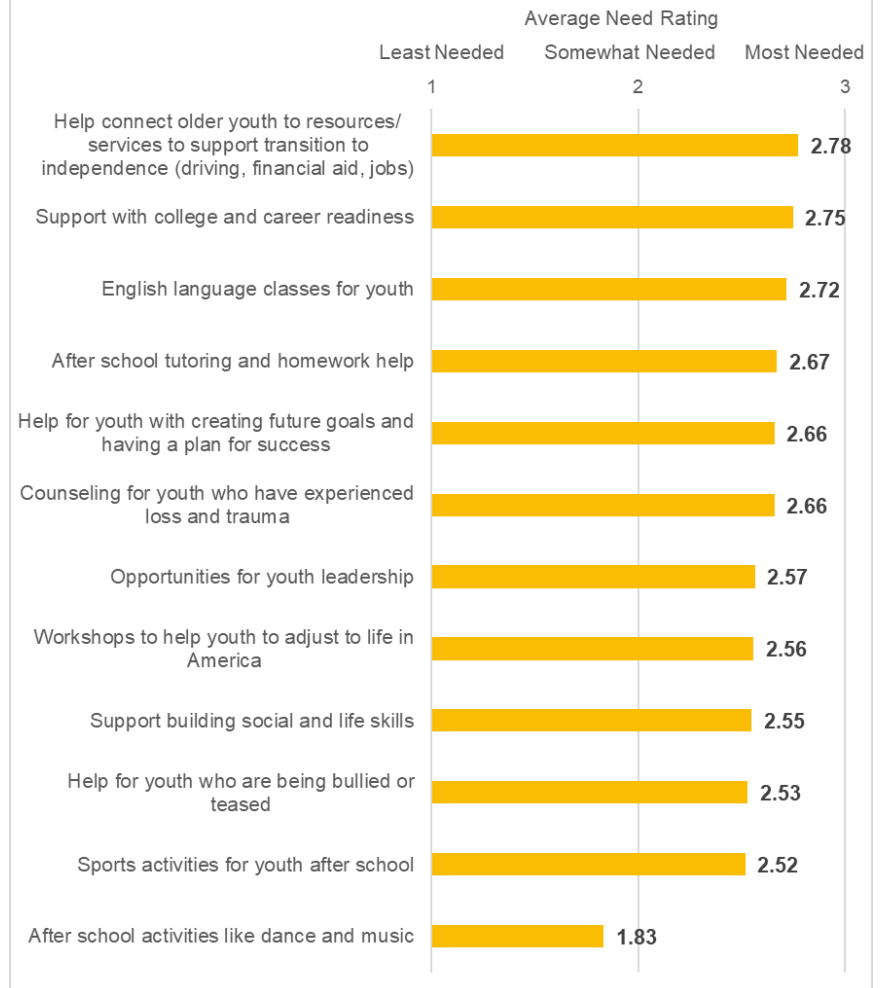
Service Needs: Afghan Children/Youth

Survey respondents were asked to rate different possible service offerings for children and youth on a scale from least to most needed. On average, 11 of 12 possible service areas listed were rated as at least somewhat needed, with respondents rating the following as most in need of services locally (*Figure D10*):

1. Help connecting older youth to **resources supporting transition to independence** such as driving classes, and support applying for financial aid and jobs
2. **College and career readiness** support
3. **English language classes** for youth
4. **After-school tutoring** and help with homework
5. Help for youth with **future goal-setting and creating a plan for success**

Four respondents also provided additional comments, noting the importance of *after-school activities helping youth build confidence, develop life skills, and prepare for the future*. Some qualitative comments also highlighted *not being aware of what services can be available* for children and youth through their school.

Figure D10. ARSI-AYM CNA Survey: San Diego Ranked Service Needs Children and Youth (n=51)



“To help prepare a young adult for success, workshops and activities for school and personal life help balance students’ tasks. Talking about peer pressure, mental health, and giving insight on what happens after high school does affect how a student plans their life.” - Survey Respondent

“Sports is important, parents don’t always understand soccer or basketball is a means of building confidence and social skills.” - Survey Respondent

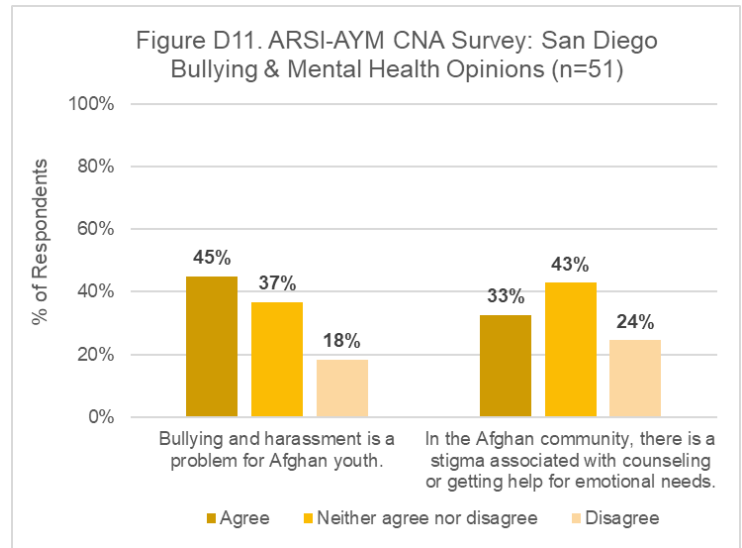
“Some parents don’t know what their schools can offer their kids.” - Survey Respondent

Respondents were also asked their opinions on a 3-point agreement scale regarding how big of a problem bullying/harassment are for Afghan youth, and about accessing mental health services (Figure D11):

- The highest percentage of respondents – close to half agreed that **bullying and harassment is a problem for Afghan youth.**
- A third agreed that there is **stigma associated with accessing mental health services** in the Afghan community.

Qualitative comments also highlighted the importance of *conversations around mental health* and a **need for more counseling services and mental health resources for youth regarding past trauma and current challenges.**

Challenges adjusting to life in the U.S. can leave children feeling uncomfortable at school, and these new pressures combined with experiences of past trauma can result in mental health challenges for youth.



“Afghan students can have a hard time adjusting, especially when they first come as refugees and are already trying to delay with loss and years of war. It’s hard for them to adjust being exposed to so many new pressures that they didn’t have back home and mentally they deal with a lot and counseling is too costly.” - Survey Respondent

Looking Towards the Future: Hopes, Worries and Opportunities for Support

Afghan parents completing the survey were asked to share comments regarding their hopes, dreams, worries, and concerns for their children, now and in the future.

33 respondents provided comments regarding their future hopes for their child. Key themes included hoping their child would be:

1. Get a **good education** (27)
2. Make an **impact in their society, community, family** (8)
3. **Be successful** generally (7)
4. Be **ready to establish a career** (7)
5. Successfully **adjust to U.S. culture** (5)
6. Hold onto their **culture or religion** (4)
7. Maintain their **safety, mental, and physical wellbeing** (2)
8. Maintain **respect for their parents/elders** (2)
9. Be **independent/self-sufficient** (1)

The most common theme across responses were for their children to be well educated and attain higher education, as well as getting a good job/career, giving back to their community and society, and generally having a good/better life. Many comments also expressed hopes for their children to maintain their religious teachings and be proud of their culture. Numerous responses noted a desire for their children to adjust to U.S. culture and establish a social life and fit in with their peers.

“We always hope that our children in the present and in the future will be able to study and become a source of service to the society, become among the future builders of the country and serve the society and always be an elite person in the society.” - Survey Respondent

“My hopes for my children are that they succeed in school, socialize with people they are around with and make connections, as well as give back to their community.” - Survey Respondent

“I hope my children will behave with kindness and respect in the community. It finishes his education to a higher level and helps everyone.” - Survey Respondent

33 respondents also provided comments regarding their concerns or worries for their child. Key themes mirrored future hopes noted above, included being concerned about their child:

1. **Losing their culture or religion** (e.g., not being able to fit their religious practice into U.S. life) (12)
2. **Not being able to access or get the most out of their education** (6)
3. Experiencing **bullying and discrimination** (5)
4. Experiencing **communication/language challenges** related to English language proficiency (5)
5. **Not being successful/self-sufficient** (3)
6. Experiencing **challenges related to mental health, happiness, and overall well-being** (3)
7. Experiencing **difficulties related to immigration/asylum status for themselves or their family** (2)
8. Being **unable to adapt to U.S. society** (2)
9. Experiencing **financial insecurity** including not being able to afford college/university (1)

Many comments expressed concerns for their children losing their cultural identity while adjusting to U.S. life/culture, but many also expressed a desire for their child to fit in with their peers and understand the culture in the United States. There were many education-related concerns, including not understanding what they are learning because of language barriers, losing interest in education as a result of language or other cultural adjustment challenges, bullying and discrimination at school, and receiving an education on matters that conflict with religious or cultural beliefs. Several parents also addressed concerns for their children maintaining their safety and wellbeing, specifically regarding drugs, bullying, and abuse.

“In the process of not understanding the school system here, whether it’s language barrier, bullying, [or] not getting the appropriate attention they might end up hating it and lose their interest [in] studies.”

- Survey Respondent

“They should not [lose] their identity as Muslim, they need to be seen, [respected], and [provided with] support for prayer place and prayer time.”

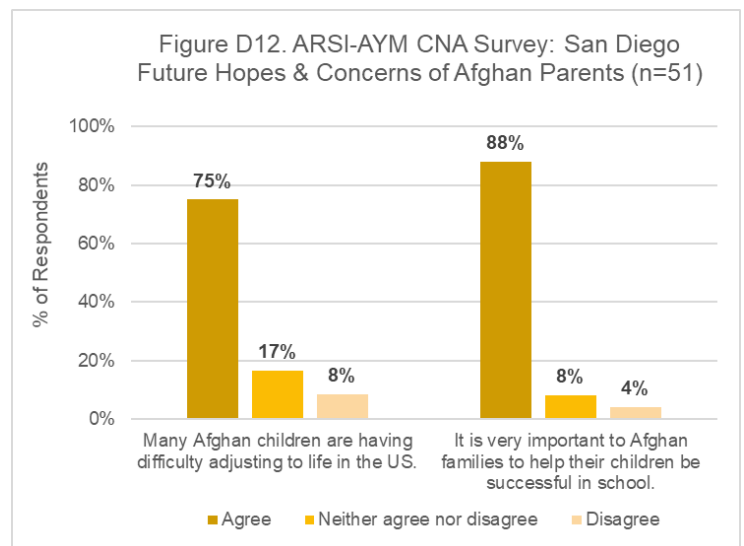
- Survey Respondent

“[I’m concerned about my child experiencing] cultural immersion to the point of losing his own cultural identity.”

- Survey Respondent

Respondents were also asked their opinions on a 3-point agreement scale regarding how Afghan children are adjusting to life in the U.S., and the importance of educational success for Afghan families (*Figure D12*):

- Almost all respondents (88%) agreed that **it is very important to Afghan families to be able to help their children succeed in school.**
- Most respondents (75%) agreed that **many Afghan children experience difficulties adjusting to life in the U.S.**



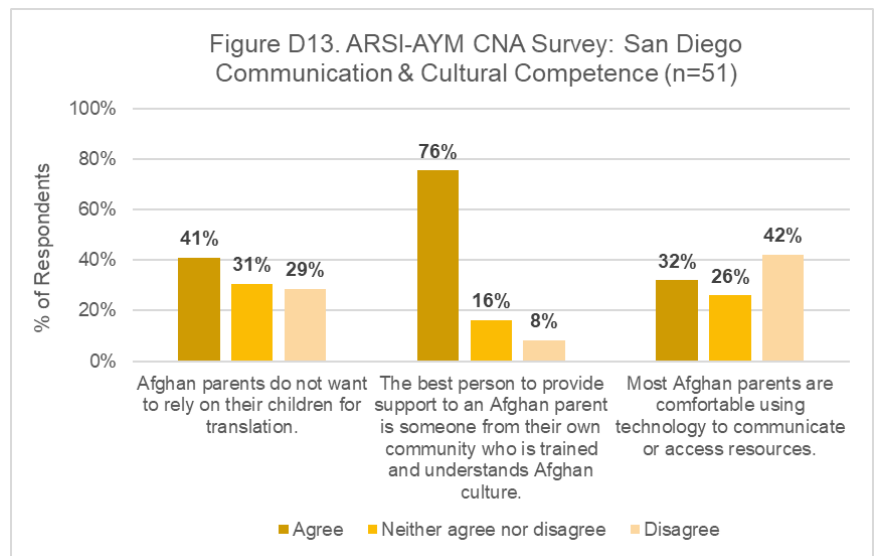
Communication & Cultural Competence with Afghan Families

Across qualitative comments, a key theme was related to the **importance of cultural competence and English language/linguistic support for accessing and navigating educational-related services**, both for **adults/parents and children/youth themselves**. Respondents emphasized the importance of their culture and religion for themselves and their children, the differences between Afghan and U.S. culture, and the need for services that respect Afghan newcomer culture as well as help Afghan families understand and navigate cultural differences.

“The English classes in school are not enough. Most students go to school but don’t understand what they are actually learning.”
- Survey Respondent

Asked their opinions/agreement level on several statements related to communication and cultural competence (Figure D13):

- 76% agree **the best person to provide support to Afghan families is someone from their own community** who is trained and understands Afghan culture.
- The highest percentage of respondents (41%) agreed **Afghan families do not want to have to rely on their children for translation support**, with one qualitative comment noting that *children consistently providing translation for parents may be traumatic* and that they hated having to do it themselves as a child. *Even though some parents may want to rely on their children for translation support, children themselves may want another option.*



“Children translating for parents can be traumatic long term, I hated it growing up.” - Survey Respondent

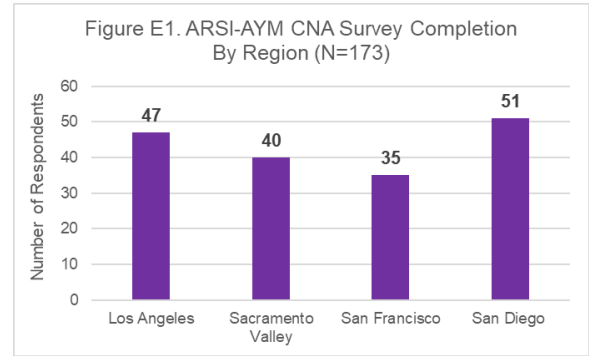
- Responses also varied regarding comfort level using technology for communication/accessing resources, pointing to a *need for varied communication platforms* as part of services provided. **Less than a third said they are comfortable using technology to access resources.**

ARSI/AYM CNA KEY FINDINGS: CROSS-REGION COMPARISON

Respondent Profile

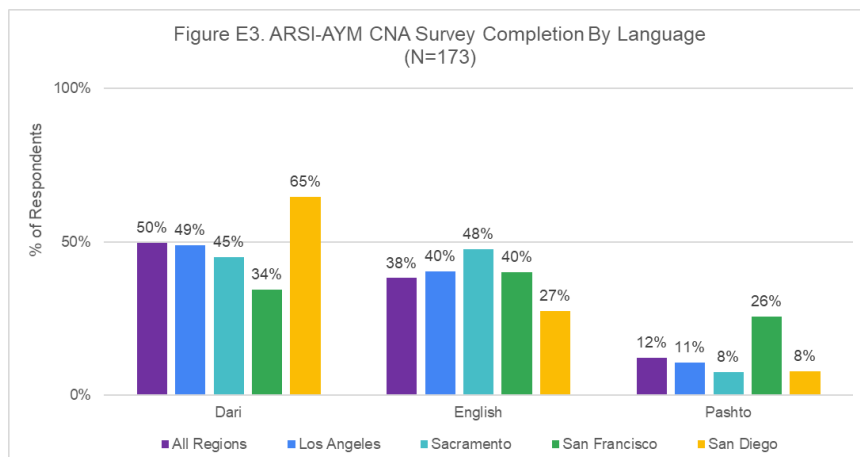
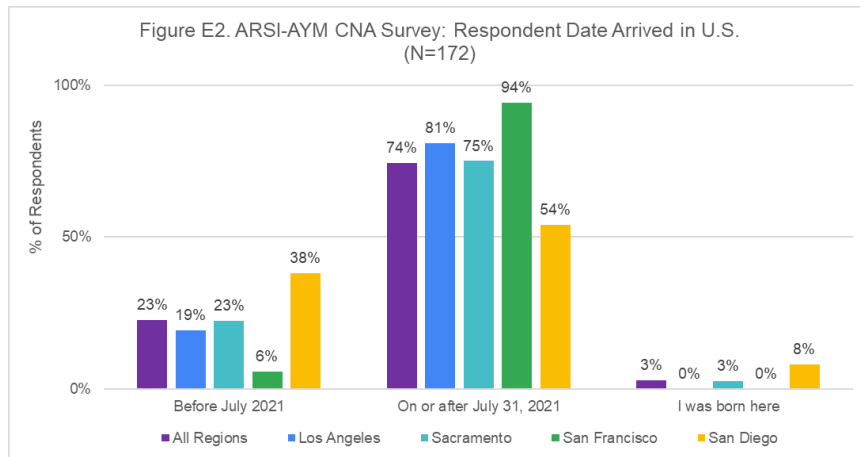
The Afghan Refugee School Impact (ARSI) & Afghan Youth Mentoring (AYM) Program Community Needs Assessment Survey was completed by **n=173 respondents** from Afghan families across all regions, including 11 individuals who reported being current employees of a local organization that serves the Afghan community.

Overall, survey completion was relatively evenly distributed across regions, with the highest number of respondents (n=51) from the San Diego region (Figure E1).

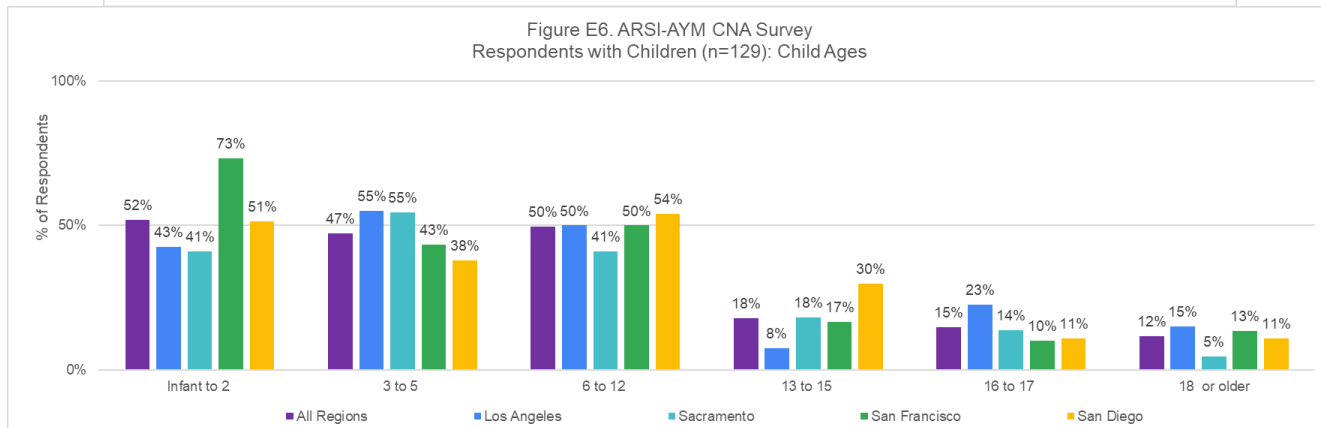
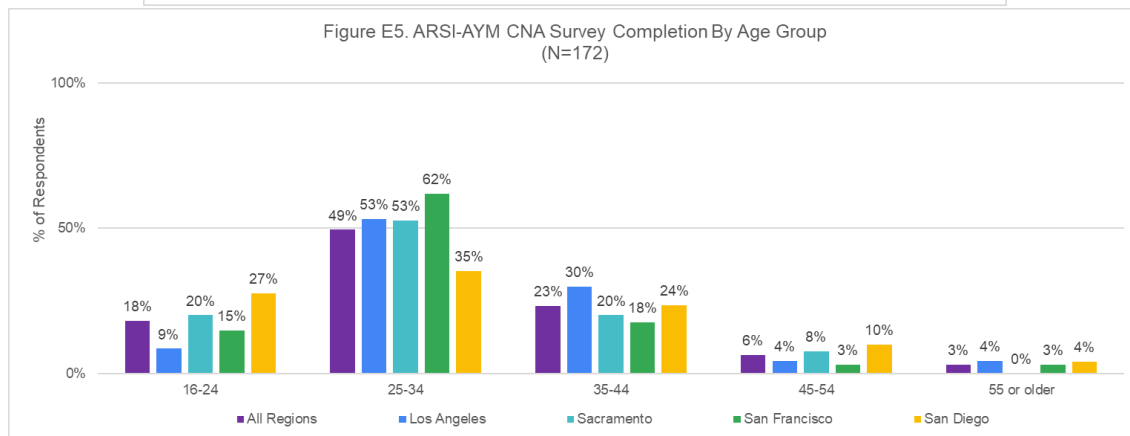
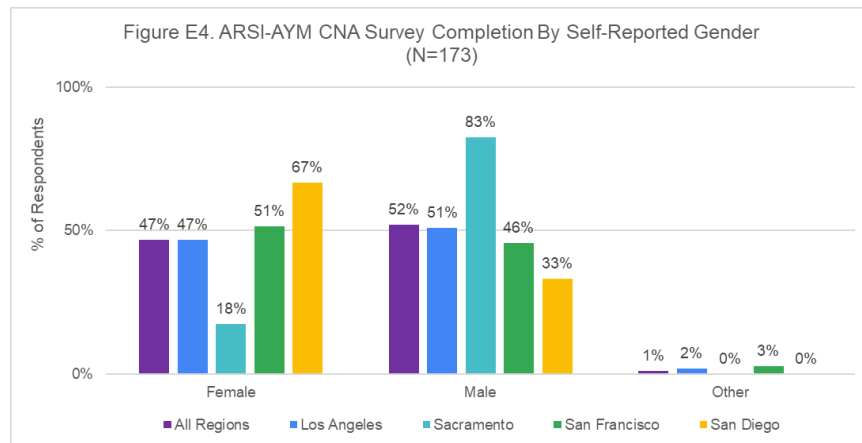


Survey respondent demographics across regions included the following

- Most participants (74%) across regions indicated being newly arrived from Afghanistan, on or after July 31, 2021 (Figure E2).**
 - San Francisco had the highest percentage of newly arrived respondents (94%), with the lowest percentage (54%) in San Diego.
- Dari was the preferred language of half of respondents across regions, with others completing the survey in English, followed by the smallest percentage completing in Pashto (Figure E3).**
 - The San Diego Region had the highest number of respondents completing in Dari (65%).
 - San Francisco respondents were most evenly distributed across the three languages, including 26% Pashto.



- Respondent gender identification overall was **slightly more than half male (52%)** (Figure E4).
 - San Diego had the highest percentage of female respondents (67%).
 - Sacramento had mostly male respondents (83%).
- Respondent age groups ranged from teens and young adults to elderly, with the largest age group - **approximately half across regions ages 25 to 34** (Figure E5).
 - Respondent age distributions were relatively evenly distributed across regions, with the highest number of youth/young adult (age 16-24) respondents in San Diego; the highest number of young adults age 25-34 in San Francisco; and the highest number of adults age 35-44 in Los Angeles.
- **75% across regions reported being a parent or guardian**
 - Most parents reported having **multiple children across age groups** ranging from infants to adult children
 - Most parents reported having young/school-age children: **over half with infants, close to half with children ages 3 to 5 (early childhood), and half with children age 6 to 12 (school-age).**
 - San Francisco parents reported the highest percentage of infants (73% of parents), Los Angeles and Sacramento the highest percentage of children ages 3-5 (55% of parents), and San Diego the highest percentages of youth age 6-12 and 13-15 (54% and 30% of parents respectively).



Service Needs: Afghan Parents of School-Aged Children

Survey respondents were asked to rate different possible service offerings for parents of school-aged children on a scale from least to most needed.

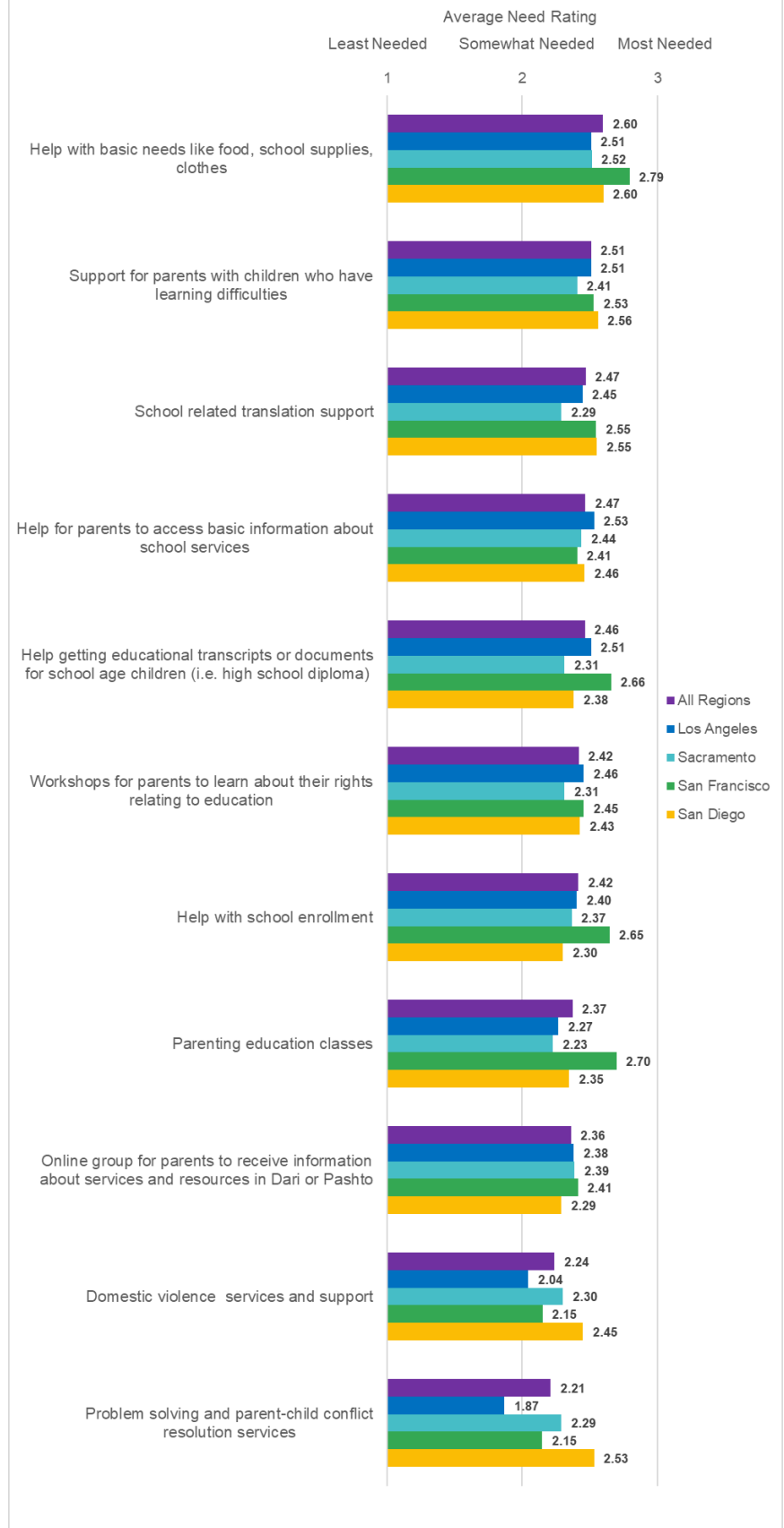
Respondents overall rated the following as most in need of school-related services in their region (Figure E7):

1. **Basic needs support including food, school supplies, and clothing**
2. Support for parents of **children experiencing learning difficulties**
3. School-related **translation support**
4. Support accessing **basic information about school services**
5. Help getting **educational transcripts/documents**

It is important to note that across regions, on average all service areas were rated as at least somewhat needed, with some regions assigning more need to certain services compared to others. Comparing across regions:

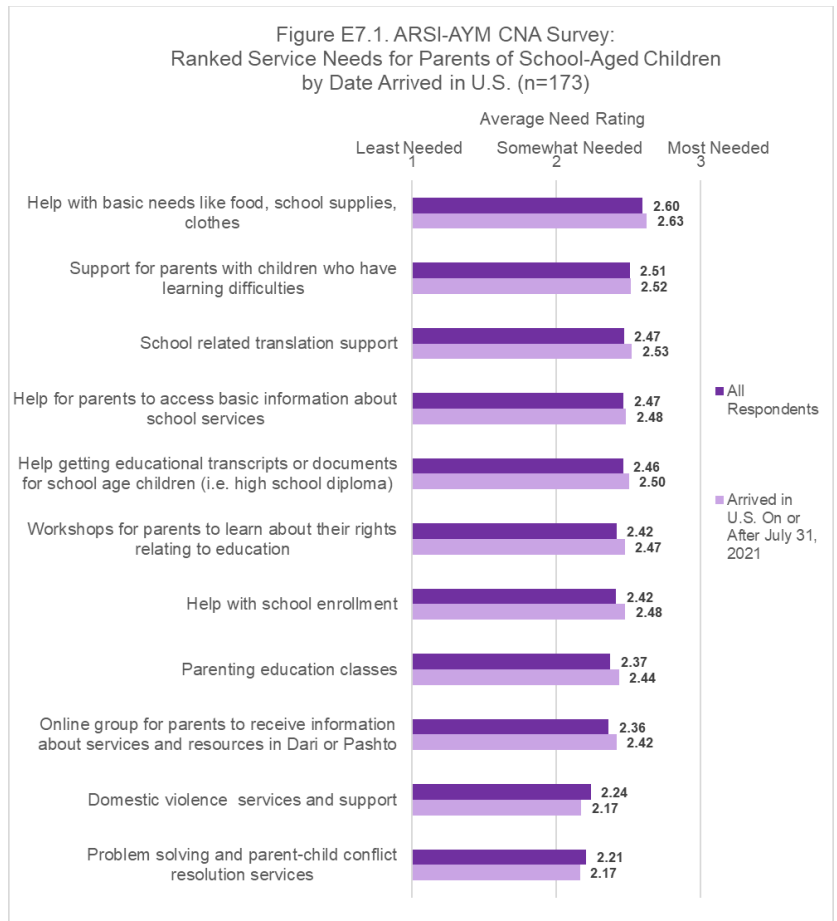
- **San Francisco respondents** assigned higher need ratings compared to other regions for *basic needs supports, help obtaining educational documents/transcripts, help with school enrollment, and parenting education classes.*
- **San Diego respondents** assigned higher need ratings compared to other regions for *support for parents with children experiencing learning difficulties, school-related translation support, domestic violence services and parent-child conflict resolution support.*
- **Los Angeles and Sacramento region respondents** reported needs fairly consistent with respondents overall.

Figure E7. ARSI-AYM CNA Survey:
Ranked Service Needs for Parents of School-Aged Children
(n=173)

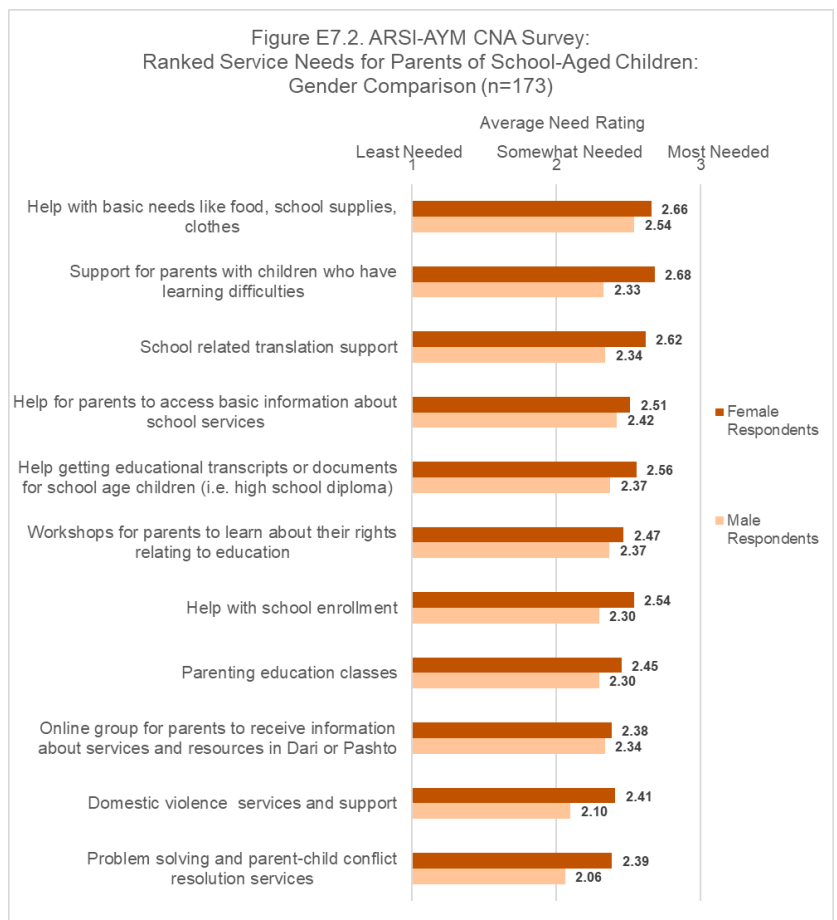


Overall (all-region) responses regarding service needs for parents of school-aged children were also compared by date of arrival in the U.S., as well as by gender to assess for differences.

Overall, 74% of respondents reported they arrived in the U.S. more recently, on or after July 31, 2021. Compared to respondents overall, those who arrived in the U.S. more recently generally assigned slightly higher need ratings across service categories, reflecting the pronounced needs of more recently arrived Afghan refugees (Figure E7.1).

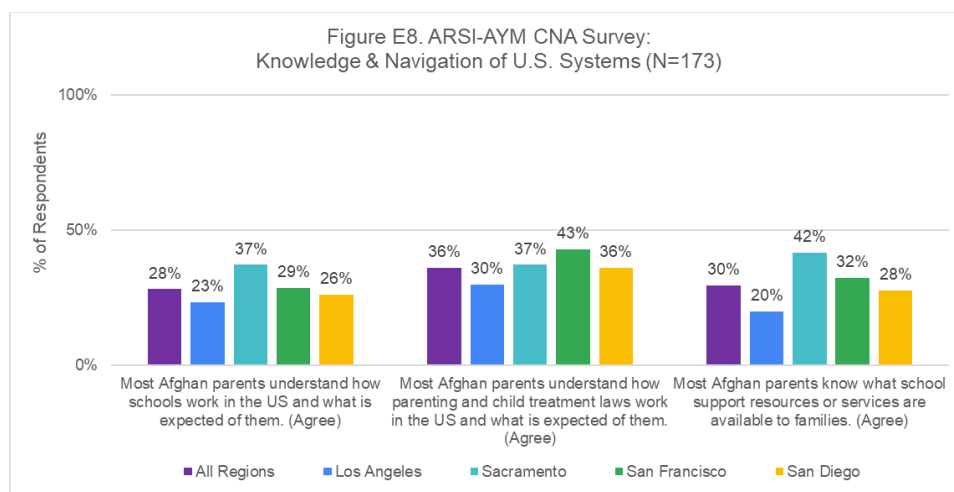


Comparing service need ratings by gender (Figure E7.2), female respondents also generally assigned slightly higher need ratings across service categories compared to male respondents – in particular regarding support for children experiencing learning difficulties, school-related translation support, domestic violence services, and parent-child conflict resolution services.



Respondents were also asked their opinions on a 3-point agreement scale regarding knowledge and understanding of how to navigate school and other systems in the U.S. (*Figure E8*), echoing needs related to **school navigation support**. Across survey respondents overall (all regions):

- **Only about 1 in 4** agreed that Afghan parents *understand how U.S. schools work and what is expected of them*.
 - Respondents in *Los Angeles and San Diego regions indicated the lowest level of agreement* that Afghan parents understand how U.S. schools work.
- **Less than 1 in 3** agreed Afghan parents *know what school support services are available*
 - Respondents in *Los Angeles and San Diego regions again indicated lowest levels of agreement* that Afghan parents know about school resources.
- **Only about 1 in 3** agreed Afghan parents have a *good understanding of U.S. parenting/child treatment laws*
 - Respondents in *Los Angeles indicated lowest levels of agreement* that Afghan parents understand U.S. parenting/child treatment laws



Service Needs: Afghan New Parents with Children Ages 0 to 5

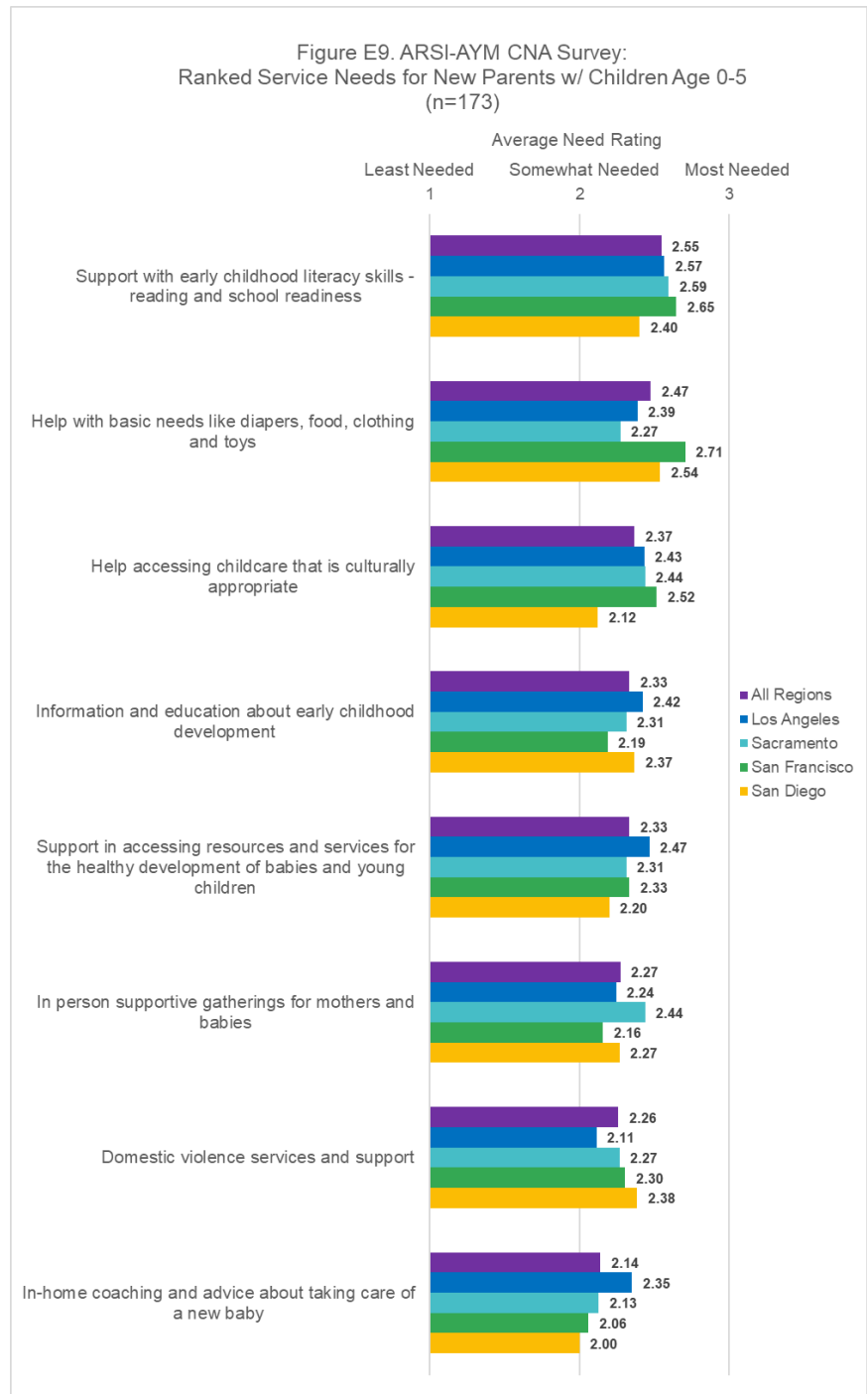
Survey respondents were asked to rate different possible service offerings for parents with children age 0 to 5 on a scale from least to most needed.

Respondents overall rated the following as most in need of school-related services in their region (Figure E9):

1. Support related to **school readiness including early childhood literacy and reading**
2. **Basic needs support including food, diapers, toys, and clothing**
3. **Culturally appropriate childcare services**
4. Support accessing services and resources as well as information/education **related to healthy early child development**

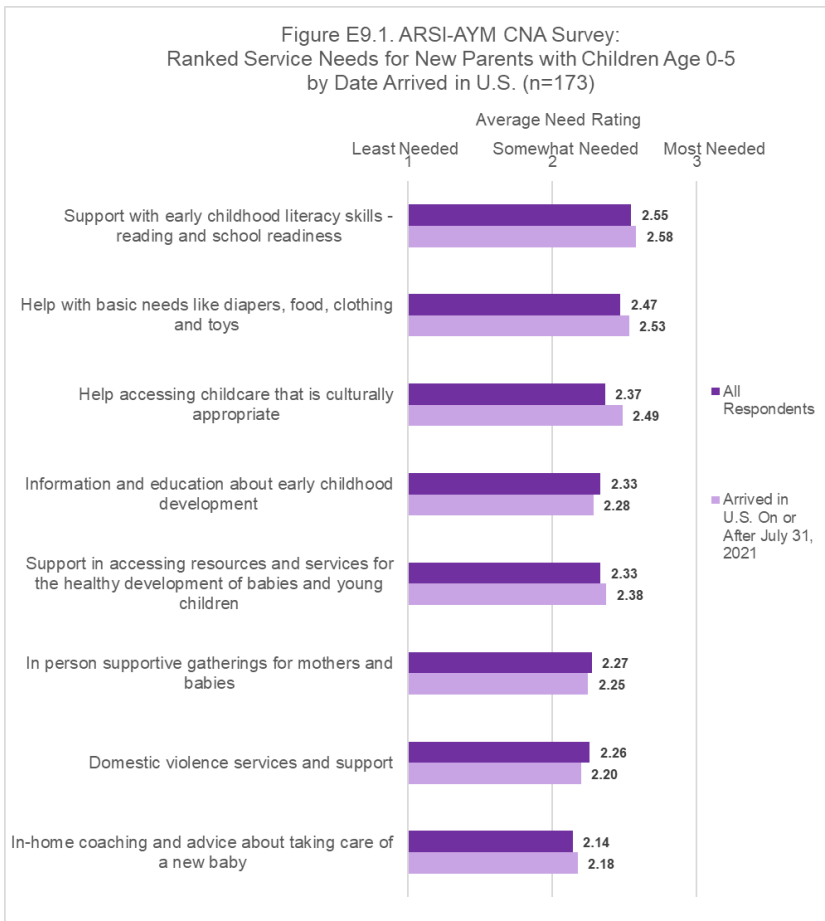
It is important to note that across regions, on average all service areas were rated as at least somewhat needed, with some regions assigning more need to certain services compared to others. Comparing across regions:

- **San Francisco respondents** assigned higher need ratings compared to other regions for support with *early childhood literacy skills and school readiness, basic needs, and help accessing culturally appropriate childcare*.
- **San Diego respondents** assigned higher need ratings compared to other regions for *information and education about early childhood development, and domestic violence support services*.
- **Los Angeles respondents** assigned higher need ratings compared to other regions for *information and education about early childhood development/healthy development of children and babies, and in-home coaching services for taking care of a new baby*.
- **Sacramento region respondents** assigned a higher need rating compared to other regions for *in-person gatherings and support for mothers and babies*.

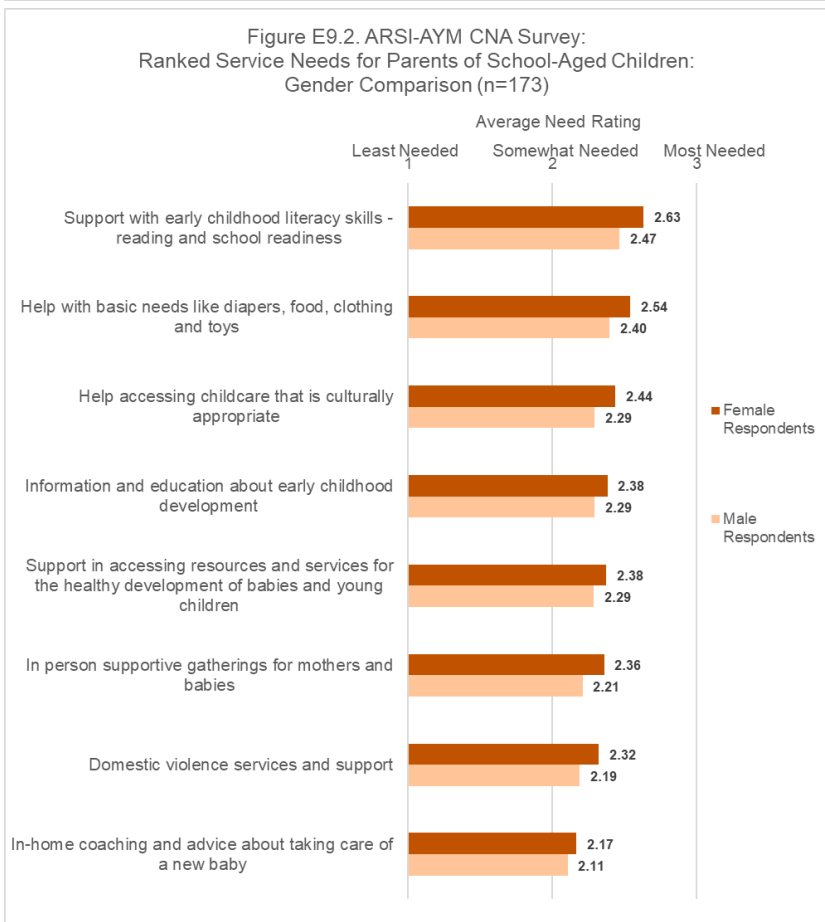


Overall (all-region) responses regarding service needs for parents of children age 0 to 5 were also compared by date of arrival in the U.S., as well as by gender to assess for differences.

Overall, 74% of respondents reported they arrived in the U.S. more recently, on or after July 31, 2021. Compared to respondents overall, those who arrived in the U.S. more recently generally assigned slightly higher need ratings across most service categories – in particular regarding basic needs support and help accessing culturally appropriate childcare - reflecting the pronounced needs in this area for more recently arrived Afghan refugees (Figure E9.1).



Comparing service need ratings by gender (Figure E9.2), female respondents also assigned higher need ratings across service categories compared to male respondents, reflecting a high need for services that engage and support mothers.



Service Needs: Afghan Children and Youth

Survey respondents were asked to rate different possible service offerings children and youth on a scale from least to most needed.

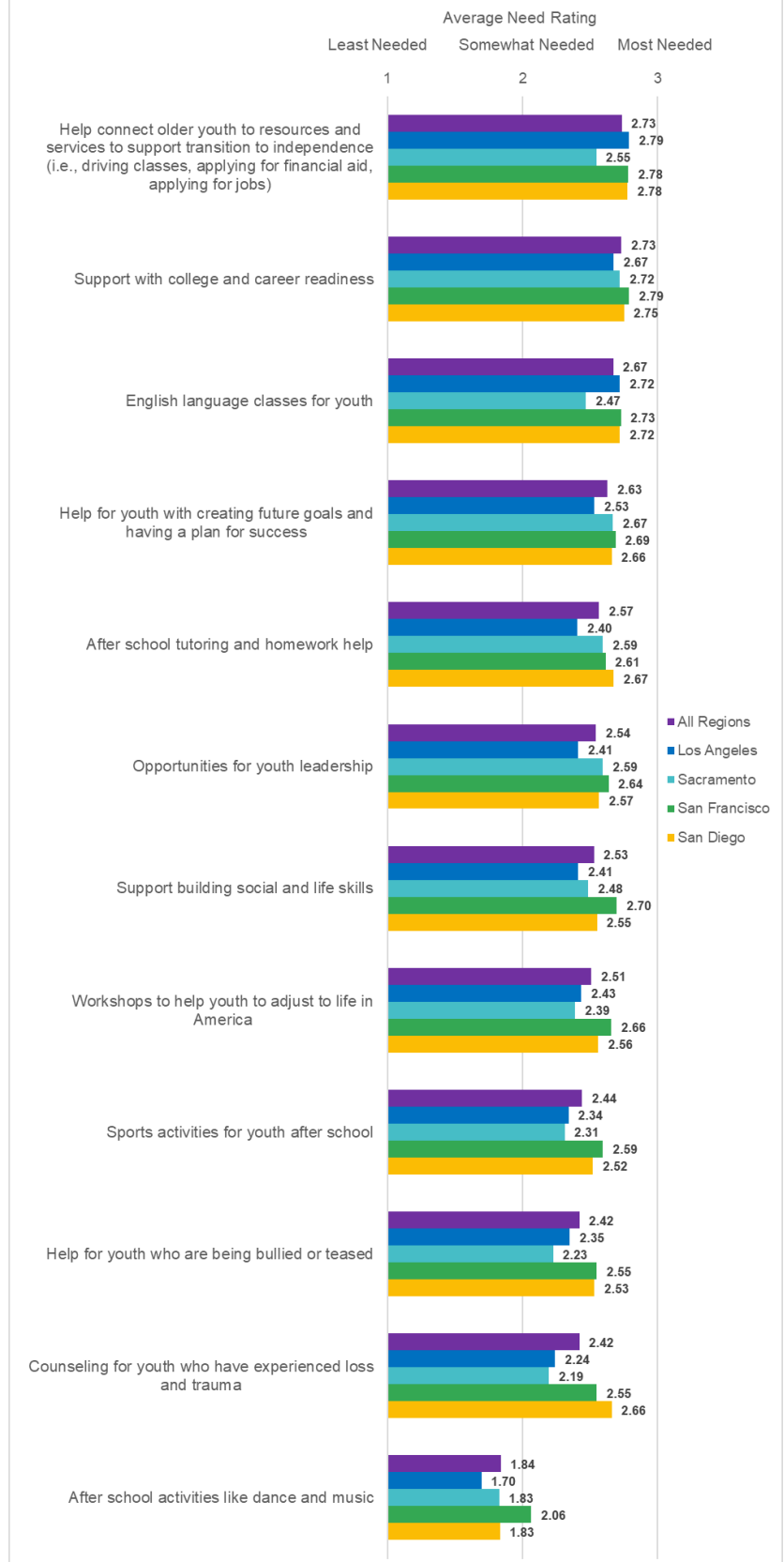
Respondents overall rated the following as most in need of school-related services in their region (Figure E10):

1. Help connecting older youth to **resources supporting transition to independence**, such as driving classes and help applying for financial aid and jobs
2. **College and career readiness** support
3. **English language classes** for youth
4. Help for youth with **future goal-setting and creating a plan for success**
5. **After-school tutoring and homework help**

It is important to note that across regions, on average 11 of 12 possible services listed were rated as at least somewhat needed, with some regions assigning more need to certain services compared to others. Comparing across regions:

- **San Francisco respondents** assigned higher need ratings compared to other regions for support with *college/career readiness, future goal setting, leadership opportunities, support building social/life skills, adjusting to life in America, and after-school and sports activities.*
- **San Diego respondents** assigned higher need ratings compared to other regions for *after school tutoring/homework help, and counseling services for youth who experienced loss or trauma.*
- **Los Angeles respondents** assigned higher need ratings compared to other regions for *transition to independence resources, and English language classes for youth.*
- **Sacramento region respondents** reported needs relatively consistent with those of respondents overall.

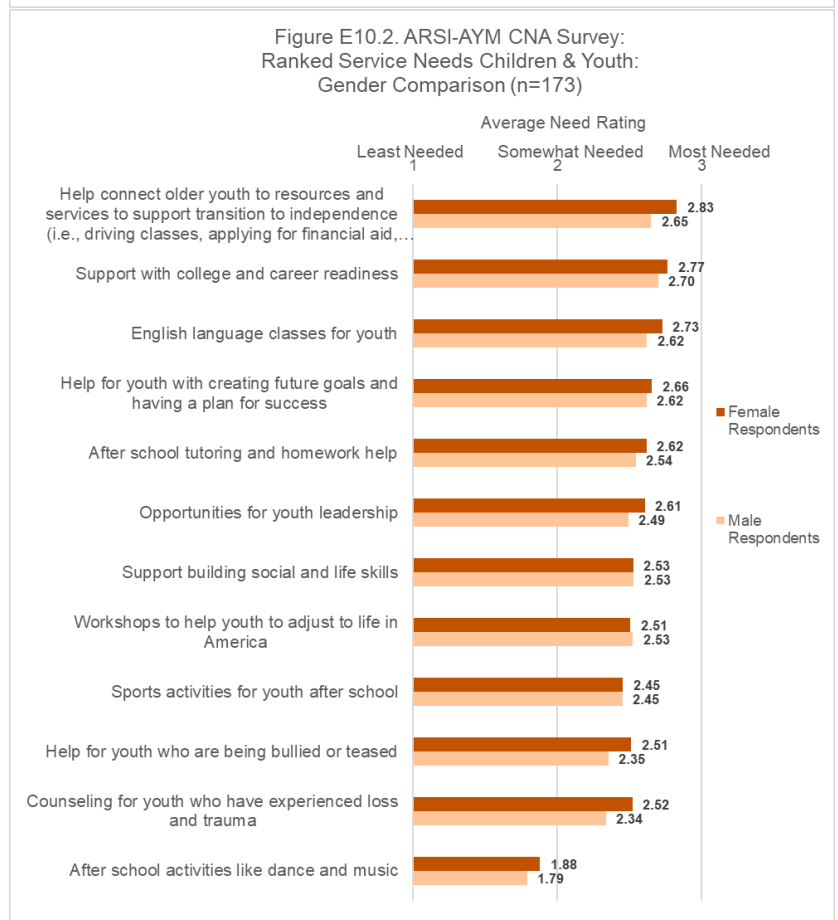
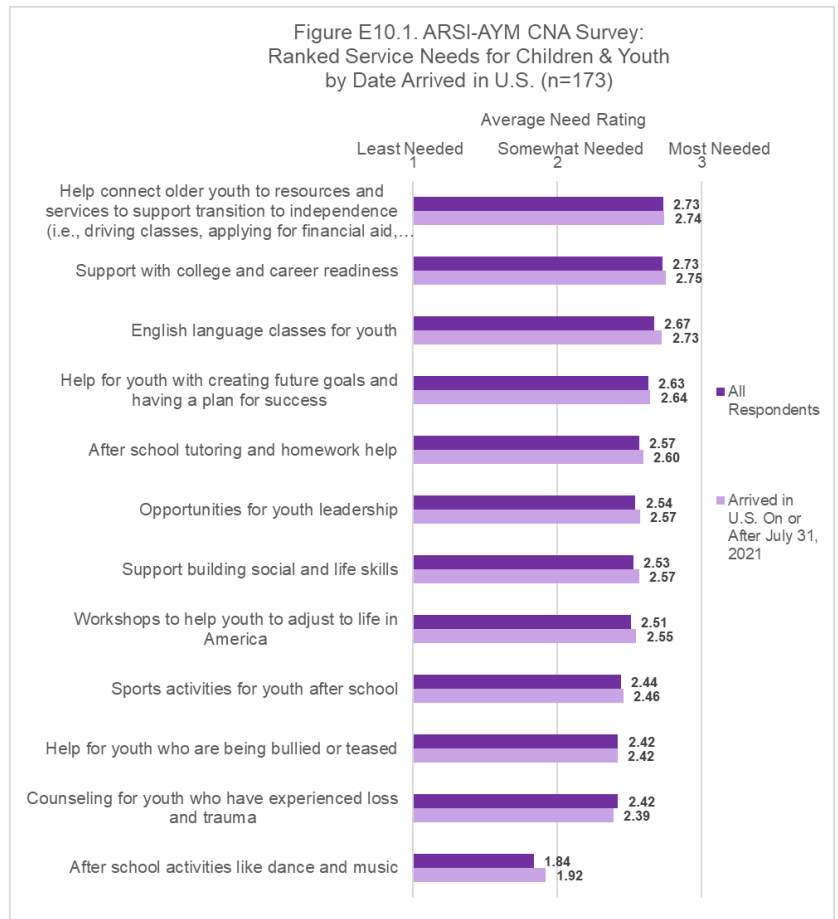
Figure E10. ARSI-AYM CNA Survey:
Ranked Service Needs for Children and Youth
(n=173)



Overall (all-region) responses regarding service needs for children and youth were also compared by date of arrival in the U.S., as well as by gender to assess for differences.

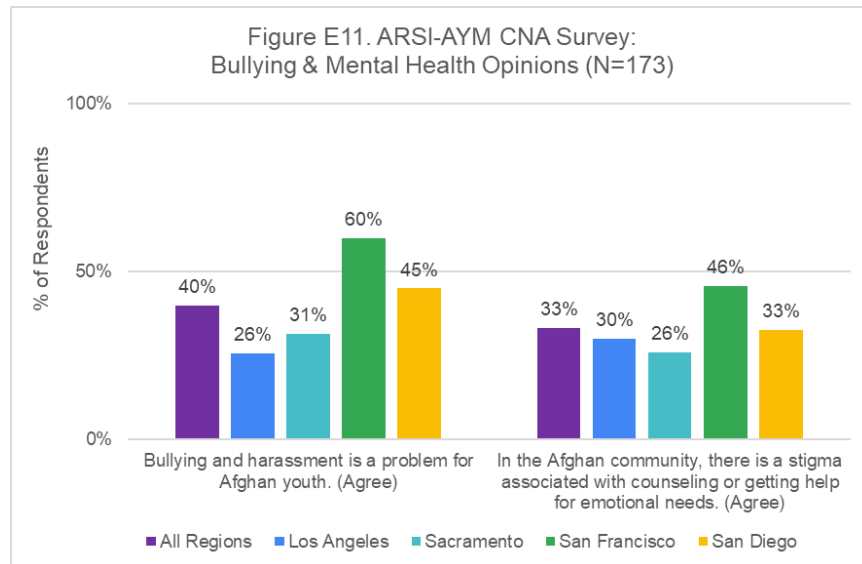
Overall, 74% of respondents reported they arrived in the U.S. more recently, on or after July 31, 2021. Compared to respondents overall, those who arrived in the U.S. more recently generally assigned similar or slightly higher need ratings across most service categories, in particular regarding English language classes for youth - reflecting the pronounced needs in this area for more recently arrived Afghan refugees (Figure E10.1).

Comparing service need ratings by gender (Figure E10.2), female respondents also assigned higher need ratings across service categories compared to male respondents, in particular regarding support helping youth transition to independence, support with college/career readiness, English language classes for youth, youth leadership opportunities, and mental health resources including counseling for youth who experienced loss, trauma, or bullying.



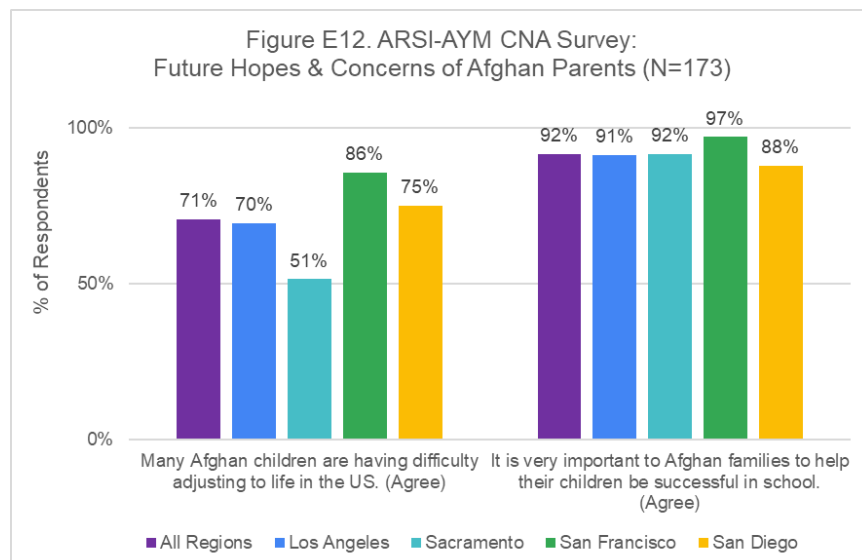
Respondents were asked their opinions on a 3-point agreement scale regarding how big of a problem bullying/harassment are for Afghan youth, and about accessing mental health services (*Figure E11*):

- Across regions, 40% of respondents overall agreed that bullying/ harassment are a problem for Afghan youth.
 - **A higher percentage of respondents in San Francisco (60%) and San Diego (45%) identified bullying and harassment as a problem for Afghan youth.**
- Across regions, a third (33%) of respondents agreed there is stigma associated with accessing mental health services in the Afghan community.
 - **A higher percentage of respondents in San Francisco (46%) identified stigma accessing mental health services** compared to those in other regions.



Respondents were also asked their opinions on a 3-point agreement scale regarding how Afghan children are adjusting to life in the U.S., and the importance of educational success for Afghan families (*Figure E12*):

- Across regions, the majority of respondents (92%) overall agreed **it is very important to Afghan families to be able to help their children succeed in school.** This was consistent across regions.
- Across region, most respondents (70%) agreed that **many Afghan children experience difficulties adjusting to life in the U.S.**
 - **A higher percentage of respondents in San Francisco (86%) and San Diego (75%) expressed this concern** compared to other regions.



Communication & Cultural Competence with Afghan Families

A key theme across survey respondents from all regions was related to the **importance of cultural competence and English language/linguistic support for accessing and navigating educational-related services**. Respondents emphasized the importance of their culture and religion for themselves and their children, the differences between Afghan and U.S. culture, and the need for services that respect Afghan newcomer culture as well as help Afghan families understand and navigate cultural differences.

Asked their opinions/agreement level on several statements related to communication and cultural competence (Figure E13):

- 71% of participants overall agree **the best person to provide support to Afghan families is someone from their own community** who is trained and understands Afghan culture. This was fairly consistent across regions.
- Responses varied regarding whether or not Afghan families want to have to rely on their children for translation, with **about a third (35%) of overall respondents expressing Afghan families do not want to have to rely on their children for translation**.
 - This sentiment was most pronounced across San Francisco and San Diego region respondents, **with 49% in San Francisco and 41% in San Diego expressing not wanting to rely on children for translation**.
 - It is also important to note that qualitative comments throughout the survey noted that *many families do rely on children for translation and children cannot always provide this translation for parents*.
- Responses also varied regarding comfort level using technology for communication/accessing resources, pointing to a **need for varied communication platforms** as part of services provided.
 - *38% of overall respondents agreed Afghan parents are comfortable using technology to access resources, with the highest percentages in the San Francisco (49%) and Sacramento (46%) regions.*

