Reducing K-12 Anti-Asian Hate Incidents in California

Prepared By Steve Hahn for Stop AAPI Hate

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Acknowledgements

Honor Statement

On my honor as a student, I have neither given nor received unauthorized aid on this assignment.

Disclaimer

The author conducted this study as part of the program of professional education at the Frank Batten School of Leadership and Public Policy, University of Virginia. This paper is submitted in partial fulfillment of the course requirements for the Master of Public Policy degree. The judgments and conclusions are solely those of the author, and are not necessarily endorsed by the Batten School, by the University of Virginia, or by any other agency and/or organization.

Executive Summary

1 in 4 Asian American youth experienced being a target of racism according to Stop AAPI Hate (Wang C., 2020), a major concern because many studies cite strong links between racism and both long-term negative mental and physical health outcomes such as anxiety, depression, and lower life-expectancy according to the American Psychological Association (Pieterse, Todd, Neville, & Carter, 2011).

Issues affecting Asian-Americans require greater attention from policymakers as Asian-Americans are the fastest growing racial/ethnic group in the U.S. (Budiman & Ruiz., 2021). Secondly, anti-Asian hate incidents and crime will likely subsist due to increasing tensions between China and the U.S. as both countries are locked in strategic competition (Evans, 2022). Unfortunately, surges of violence against marginalized groups are also lasting longer (Cineas, 2023).

Using the criteria of effectiveness, cost, feasibility, and equity, this report evaluates three evidence supported alternatives to reduce racially motivated incidents against Asians in the K-12. These alternatives are:

> 1) Zero Tolerance – mandating severe predetermined suspensions/expulsions for those who commit racially motivated acts
> 2) Holistic School Wide Intervention – targeting the school environment to change the community culture beyond focusing on just the perpetrator and victim
> 3) Online Parental Monitoring – parents would monitor the online behavior of their children to limit online racially motivated bullying

I recommend the Holistic School Wide Intervention approach because it would be about 5x more cost-effective than online parental monitoring although it would be less feasible. However, the Systemic Anti-Bullying Approach also incorporates skill and leadership development, an important priority for Stop AAPI Hate.

Introduction
In the midst of the pandemic as COVID-19 was taking its global toll, former President Donald Trump repeatedly labeled the virus as "kung-flu" and the "Chinese virus", despite medical historians and public health experts emphasizing that pandemics have no ethnicity and that associating them with an ethnic group could lead to discrimination (Rogers, Jakes, & Swanson, 2020). Since 2020, Stop AAPI Hate, began collecting data on incidents against Asian Americans and Pacific Islanders during the pandemic, has received more than 11,000 complaints involving hate, including assaults, racial slurs, and acts of discrimination (Nakamura, 2023). Unfortunately, for many Asian-Americans, COVID-19 reaffirmed the idea that xenophobia remains prevalent.

From the initial wave of Asian immigrants who first stepped foot here, anti-Asian sentiment is hardly a new phenomenon in American history (Lee, 2022). In a 2022 survey conducted by The Asian-American Foundation to assess attitudes and stereotypes of Asian Americans, "1 in 5 Americans believe that Asian Americans are partially responsible for COVID-19 and 1 in 3 Americans believe that Asian Americans are more loyal to their country of origin than to the US" (The Asian American Foundation, 2022). This interestingly stands in stark contrast to the claims and praise given to Asian-Americans as a "model minority", generalized assumptions that Asian-Americans are model citizens who work hard, play by the rules, and achieve great success (Jin, 2021)

In one study, only 19% of Asian-Americans of 18-24 year olds completely agreed that they feel included in the US, compared with 51% of those over 65 years old (LAAUNCH, 2022). Furthermore, the same study cites that "Asian Americans are least likely among all racial groups to feel we belong and are accepted in the U.S., even if born in the U.S" (LAAUNCH, 2022). Some may dismiss the problems of Asian-Americans caused by racism and discrimination as a foregone blip of a former presidential administration or not worth of political capital because Asians constitute a small percentage of the population. However, the fact that Asian-Americans are the fastest growing racial/ethnic group in the U.S. (Budiman & Ruiz, 2021) and there are increasing tensions between China and the U.S. as both countries are locked in strategic competition (Evans, 2022), may spell further trouble for Asian-Americans. Additionally, as part of a larger trend, surges of violence against marginalized groups are lasting longer (Cineas, 2023). One possible explanation is that politicians, social media influencers, and TV hosts are circulating stereotypes longer, thus increasing the cycle and intensity of potential conflict (Cineas, 2023).

Despite the challenges, this report explores how Stop AAPI Hate may lower hate incidents against Asian-American youth in the context of schools in California although findings and recommendations may also be generalizable nationwide. It first gives an overview of the problem, briefly explains the problem in the context of Stop AAPI Hate and talk about potential consequences for different sets of solutions. After analyzing the evidence-based solutions, it will then provide a recommendation and guide for implementation.

Problem Statement

1 in 4 Asian American youth experienced being a target of racism according to Stop AAPI Hate (Wang C, 2020), a major concern given that many studies have found strong links between racism and both long-term negative mental and physical health outcomes such as anxiety, depression, and lower life-expectancy according to the American Psychological Association (Pieterse, Todd, Neville, & Carter, 2011). Asian-Americans are less likely to report mental health concerns due to stigma and cultural attitudes. and among those with any mental illness, also less likely to utilize mental health services (Artiga & Panchal, 2023). Adolescence is a crucial period of mental and social development for teens (World Health Oganization, 2021) and according to the US Surgeon General, young people are facing an unprecedented mental health crisis where social media use and other online activities can amplify an adolescent's existing mental state which causes young people to feel more distress (Richtel, 2021). Because Asian-American youth experience the compounding impacts of discrimination which affects their mental health, are in an environment where social media use may amplify such distress caused by racism, and less likely to utilize mental health services, Asian-American youth are a particularly vulnerable and at-risk segment of the population.

Client Overview

Stop AAPI Hate, was formed by Asian-American activists in response to the rising violence directed toward the Asian-American community during the initial days of COVID-19 (Namkung, 2021). After asking the California Attorney General to track hate incidents against the Asian community and then hearing the government would not be able to help, they decided to start their own organization (Namkung, 2021).

The founders created a website that was non-English friendly for reporting and the group launched on March 19, 2020 (Namkung, 2021). The founders believe if they didn't document these incidents, government leaders would minimize these incidents and not take the issue seriously. Combining data and activism, Stop AAPI Hate's mission is to "advance equity, justice, and power by dismantling systemic racism and building a multiracial movement to end anti-Asian American and Pacific Islander (AAPI) hate" and their approach "recognizes that in order to effectively address anti-Asian racism, we must work to end all forms of structural racism leveled at Black, Indigenous, and other communities of color" (Stop AAPI Hate, n.d.). By focusing on Asian-American youth and their development, Stop AAPI Hate wants to encourage activism in AAPI communities and create future leaders of change.

Background

According to the CDC, "bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems" (Centers for Disease Control and Prevention, n.d.). Relatedly, "racial bullying occurs when a victim is belittled, mocked, or shamed because of their: physical appearance, ethnic background, religious or cultural practices, and way of dress" (Victoria Department of Education, n.d.). It can take shape in many forms, and one common form is discrimination which has shown to significantly increase levels of stress. Before diving into the consequences of and solutions to race-based discrimination in schools, it is helpful to understand what psychology says about racism. Understanding the theory of change of combatting racism and group attitudes helps understand the mechanisms of how certain policies function. Students in US public schools have experienced racial discrimination which is strongly associated with significantly higher chances of having mental health problems such as depression, anxiety, and behavioral problems (Sullivan & Weeks, 2019). Because youth spend a considerable amount of their time in schools and outside of a business location/pubic street, schools are the most popular site of discrimination for Asian-American youth (STOP AAPI HATE, 2021), I will be reviewing the current literature on school-based prejudice reductions. There is ample research on prejudice-reduction interventions and its diverse methods have been summarized using systemic and meta-analytic reviews (e.g., Beelman & Heinemann, 2014; Ülger, Dette-Hagenmeyer, Reichle, & Gaertner, 2018; Paluck & Green, 2009; Aboud, Tredoux, Tropp, Brown, & Niens, 2012). Tackling the problem of negative mental health outcomes and possible solutions, we can think of three classically oriented theoretical frameworks from the fields of psychology: intergroup-contact, socialization theory, and social-cognitive development (Beelman & Heinemann, 2014). One thing to note is that many interventions rely on combined theoretical approaches rather than singular approaches, complicating efficacy of interventions (Grapin, Griffin, Proctor, Naser, & Brown, 2019).

Intergroup-contact hypothesis suggests that under optimal conditions, prejudice between majority and minority group members can be reduced when two groups are aligned on common goals, have equal status, lack competition, and have established support from authorities (Allport, 1954). Incorporating 'cooperative learning', interventions focus around developing dependence between the two groups as they work together. (Grapin, Griffin, Proctor, Naser, & Brown, 2019). For example, the "jigsaw classroom" is a classic exercise where students receive different pieces of a puzzle but must collaborate toward a common goal of solving the puzzle. (Aronson, 2000).

The intergroup contact hypothesis is the most prominent of these approaches with the most available literature focusing on cooperative learning (Paluck & Green, 2009). Paluck & Green reviewed 985 field and laboratory-based studies and summarized the interventions looking at critical features and results of prejudice reduction. The interventions were broad, including racism and homophobia prejudice reduction. 107 of these studies were randomized field

experiments of which 88% took place in school settings. 36 of the 107 focused on cooperative learning, which the review noted relative to other intervention approaches as the "most outstanding example of theoretically driven, programmatic laboratory and field research" (Paluck & Green, 2009). Similarly, a meta-analysis that looked at 50 interventions and only in schools (62% addressed ethnic outgroups), also found intergroup intervention to be highly effective for younger students and less so for middle-high school aged youth (Ülger, Dette-Hagenmeyer, Reichle, & Gaertner, 2018).

The second theoretical framework, socialization theory, operates on the assumption that people learn through social experiences and by observing others (Beelman & Heinemann, 2014). This approach assumes that teaching concepts such as anti-bias training, the value of democratic ideals, and social norms may improve how one group feels toward another (Paluck & Green, 2009). Depending on coding of the intervention approach (purely socialization or mixed), different results occurred (Beelman & Heinemann, 2014) with mixed coding showing significant results and singular socialization nonsignificant outcomes. However, another study notes that as a component piece, anti-bias interventions had a moderate effect size (Ülger, Dette-Hagenmeyer, Reichle, & Gaertner, 2018).

The third method, social-cognitive development theory, assumes that the way children feel about other groups is reflective of their sociocognitive development and increasing this development will lead to decreased biased attitude (Beelman & Heinemann, 2014). Examples of this third approach are conflict resolution, perspective taking, and social categorization. Social categorization schemes which emphasize individual over group identity (decategorization) or encouraging participants to see themselves and other group as part of a bigger group (recategorization) (Grapin, Griffin, Proctor, Naser, & Brown, 2019). Likewise, cross-categorization is a variant of social categorization where members two opposing groups acknowledge being in separate groups but also realize they share membership in a third group. In contrast to intergroup contact interventions which were shown to be effective in elementary school kids but less so for those in middle and high-school, categorization schemes showed opposite results (Ülger, Dette-Hagenmeyer, Reichle, & Gaertner, 2018). However, another study found categorization schemes to have a nonsignificant effect size (Beelman & Heinemann, 2014) although this study found empathy training to be highly statistically significant.

Despite the longstanding literature, there lacks a clear consensus on which interventions work best due to the great diversity of intervention programs (Beelman & Heinemann, 2014). Although there is stronger support for interventions based on intergroup-contact theory, research also shows that interventions became less effective as participant size grew and were implemented by teachers rather than researchers (Grapin, Griffin, Proctor, Naser, & Brown, 2019). Another problem of the current existing literature is that many are 'one-shot', lacking longitudinal depth and lacking outcomes focused outside of school (Paluck & Green, 2009). Because youth spend time outside of school, further studies need to be coordinated that are harmonized between school-based and outside the school. Even if overall the findings are positive that interventions effects range from small to moderate, one common finding amongst

authors who have conducted systemic and meta-analytic reviews is that many of the studies analyzed lack analytic and empirical rigor due to small sample sizes and difficulty of implementation and funding. It is also very important to note that these frameworks don't explicitly say whether racism is a born or learned trait. People may naturally prefer their own groups (in-group bias), but doing so does not necessarily lead to discrimination (Davis, 20202). This report operates on the strong assumption that on minimum, discrimination is a set of behaviors that are a function of some learned environmental output but also acknowledges that further research on this complex and difficult question of whether racism is learned or genetic is needed.

Having discussed the psychological frameworks and underpinnings of discrimination, it's also important to note the scale and trend of the problem. Under the Hate Crime Statistics Act of 1990, the FBI is required by law to annually report crime statistics, but the data is compiled from voluntary submissions from local law enforcement agencies (Southern Poverty Law Center, 2022). Tracking hate crimes and incidents is difficult because it's hard to prove whether an incident was racially motivated. (Cineas, 2023). Less than half of hate crimes are reported and for those that are reported, variations in state law in categorization, lack of funding and training, additional burden of paperwork, and the possibility of the department looking worse are obstacles for agencies (Schwencke, 2017). Criminologists disagree whether there is enough data to draw a hard conclusion regarding how pervasive the depth of hate crimes is in the US, but using the FBI's data along with other data sources, many believe that hate crimes overall, and not just against Asian-Americans, have been increasing in recent years (Cineas, 2023). In 2021, Asian hate-crimes jumped 339% nationwide (Yam, 2021) and in California, that figure was 177% (Alvarez, 2022).
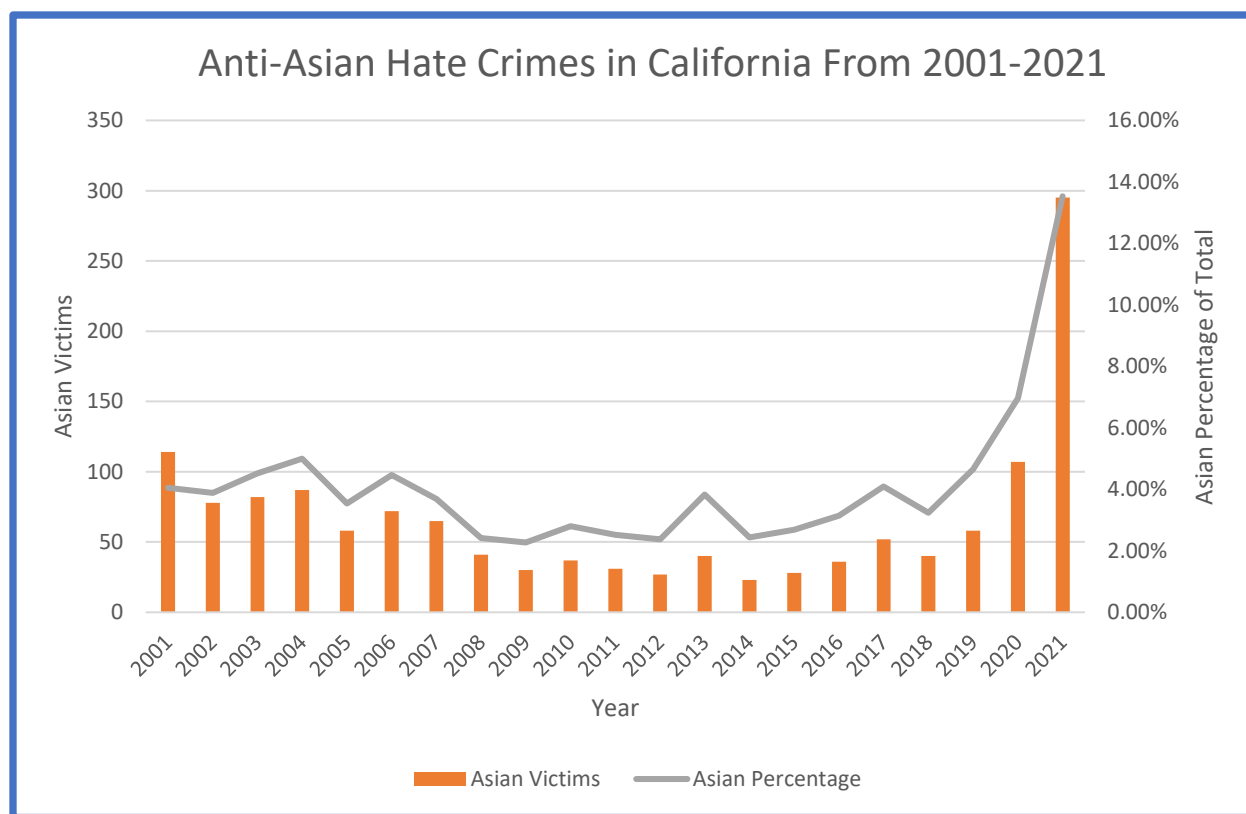
Anti-Asian Hate Crimes in California From 2001-2021

Figure 1: Data is obtained from https://openjustice.doj.ca.gov/data. 2022 data not currently available.

Figure 1 above shows anti-Asian hate crimes were slowly increasing even before COVID-19. Another thing to note is that the scale of what gets counted as a hate-crime is far below the scale of incidents. For example, Stop AAPI Hate reported more than 11,000 incidents since the pandemic through its data collection platform although crimes in the figure above are in the low hundreds.

There have been notable state and federal level advancements Asian-American agenda. In response to the surge in anti-Asian incidents, Stop AAPI Hate received $300,000 from the state of California to support its data tracking and advocacy efforts (Namkung, 2021). In 2021, the passing of the COVID-19 Hate Crimes act that increased resources and training for state and local law enforcement to accurately identify and report hate crimes to the FBI (The White House, 2021). Although bolstering data-gathering efforts is a right step, it likely won't prevent anti-Asian hate crimes because it's reactive and not preventative, only addressing what happens after the crime already takes place. Thus, other policies and course of action must be looked at.

Consequences of the problem

Based on 2018 data from the U.S. Department of Health and Human Services Office of Minority Health, Asian-Americans are 60% less likely to have received mental health treatment as compared to non-Hispanic whites (Office of Minority Health, 2019). Asian-American families' low utilization of mental health services are often attributed to: a) stigma, b) culturally different reasons of mental illness formation, and c) logistic and perceived barriers (e.g., language difficulties, lack of community resources, and perceived discrimination in treatment) (Li & Seidman, 2010). For adolescents who are in an important stage of mental and physical development, the harms caused by discrimination may be compounded by heavy use of social media (Richtel, 2021).

Stress from exposure to discrimination is also linked to mental health issues such as anxiety and depression (American Psychological Association, 2015). Discrimination can also take many forms, whether it be being treated with less respect, and being threatened or harassed. For many adults, the experience of discrimination or even anticipation of discrimination can cause their stress levels to rise. Even microaggressions, which are not direct but refer to more indirect, subtle, or unintentional discrimination has shown to increase cortisol levels as a response to an acute social stressor (Majeno, Urizar, Halim, Nguyen-Rodriguez, & Gonzalez, 2020). For example, a microaggression against an Asian-American may take form when someone says, "You speak English quite well".

Acute stress is not necessarily bad and is the body's way of dealing with a potential for threat, loss, or harm and helps activate the nervous system in preparing for action or what is colloquially known as "fight or flight" response (Harvard Health Publishing, 2020). Although stress may have its benefits, chronic stress has shown to contribute to high blood pressure, artery-clogging deposits, anxiety, depression, addiction, and perhaps obesity. Symptoms of chronic stress may include: aches and pains, insomnia, change in social behavior (staying indoor), low energy, cloudy thinking, change in appetite, increased alcohol/drug use, and emotional withdrawal (Yale Medicine, n.d.). Adolescents exposed to long-term stress are at increased risk for anxiety and mood disorders, hypo-immune dysfunction, morbidity, structural changes in the central nervous system, weak self-control, and early death. (Shaw, 2003).

If adolescents are particularly vulnerable and stress does indeed have negative impacts on physical and psychological health, another reason Asian-American youth are at high risk is the heavy presence of social media use amongst teens and its potential impact on youth mental health. For example, recent revelations from internal Facebook documents showed that the social media company knew it's photo sharing app, Instagram, made body image issues worse for teen girls and increased their anxiety and depression (Wells, Horwitz, & Seetharaman, 2021). Self-esteem and mental health are fundamentally linked with high self-esteem seen as a strong predictor of mental health (Henriksen,, Ranøyen, Indredavik, & Stenseng, 2017). During the COVID-19 pandemic which saw a significant rise of Anti-Asian hate crime by 169% (Yam, 2021), the Asian-American community and especially youth consumed media exposure of attacks against Asian-Americans (Wang F. K.-H., 2022). This tendency to consume bad news or

known as "doomscrolling" has been linked to poor physical and mental health according to one study that looked at the mental health impact of daily news exposure during the COVID-19 pandemic (Kellerman, Hamilton, Selby, & Kleiman, 2022). Additionally, not only can racially motivated bullying affect student mental and physical health, but also school attendance and educational attainment (Victoria Department of Education, n.d.). Outside the individual, it can also affect parents and families of victims and sense of belonging to school community.

Policy Alternatives

Having discussed the psychological framework of prejudice reduction (intergroup theory, socialization theory, social-cognitive development theory), we now explore more clear-cut policy alternatives. From a policy standpoint, the question is whether to focus on recommendations that are more preventative such as decreasing racially caused stress which in turn are linked with health outcomes from bullying or responsive in nature such as coping strategies and providing counseling services to victims of discrimination. Although my client cares about the health outcomes of Asian youth, Stop AAPI also believes that it is a priority from a social justice perspective that discrimination (acts) and racism (thoughts and feelings) are challenges worth solving in themselves. Responsive strategies may also be too late to mitigate harms.

Research on preventative anti-bullying strategies is extensive but outcomes usually measure self-reported surveys of either attitudes (bullies perceive victims more favorably) or behaviors (victims reported fewer incidents of being victims). Because racial discrimination against Asian youth can be argued as a subset of bullying, I will be looking at overall anti-bullying strategies under the assumption that general anti-bullying strategies can also work in the context of racially motivated bullying.

Regarding scope and analysis of the problem statement, my findings and recommendations will focus on California schools because according to a national survey and report of incidents against Asians conducted by my client, California relative to other states, comprises the largest number of hate incidents directed towards Asian Americans (Stop AAPI Hate). This makes sense considering that California has the highest population of Asian-Americans (U.S. Department of Health & Human Services, n.d.). Furthermore, because my client is based in California albeit with a national focus, and thus has stronger connections with advocacy groups and political ties in California, recommendations would be more likely to be successfully implemented in California as well.

1) **Base Case – No Action**
   If no action were taken, I calculate that currently in California, about 140,450 students are bulled using data from the California Department of Education, my client report, and the Pew Research Center. To be conservative, we assume that per student bullied, there is 1 incident each year. Projecting 5 years ahead, I calculate the total incidents to be 127,123 or about a 10% decrease. This decrease can be attributed to an assumed drop in bullying rate as the COVID-19 inspired xenophobia drops even after taking into account Asian population growth which the Pew Research Center is one of the highest after Hispanic-Americans (Budiman & Ruiz, 2021).

Current State	
K-12 Asian Enrollment	561,795.00
Percentage Bullied	0.25
Asian Students Bullied	140,448
Incidents Per Student Bullied	1.00
Total Incidents	140,448

Asian Students Bullied = (K-12 Asian Enrollment) * (Percentage Bullied)

Future State in 5 Years	
Asian Yearly Growth Rate	0.03
K-12 Asian Enrollment	635,619.48
Percentage Bullied	0.20
Asian Students Bullied	127,123
Incidents Per Student Bullied	1
Total Incidents	127,123

Figure 2: Current vs Future State Analysis of Bullying Incidents. Total Enrollment and and K-12 Asian enrollment for current state is from https://www.cde.ca.gov/ds/ad/ceffingertipfacts.asp. Asian Bullying rate percentage is derived from client report https://stopaapihate.org/wp-content/uploads/2022/03/22-SAH-NationalReport-3.1.22-v9.pdf. Yearly Asian growth rate is assumed to be 2.5% https://www.pewresearch.org/fact-tank/2021/04/09/asian-americans-are-the-fastest-growing-racial-or-ethnic-group-in-the-u-s/. True bullying percentage may vary and be higher (e.g., male victims are less likely to perceive bullying as bullying *(Tianjin & Kao, 2018).* Drop in percentage bullied from .25 to .2 is assumed as anti-China tensions from COVID-19 wind down.

Alternative 1: Zero-Tolerance

Zero-tolerance policy mandates suspensions/expulsions for children who bully and has been a traditional common response to those who bully and commit other forms of school violence since the 1980s *(American Psychological Assocation, 2006)*. The historical application for zero tolerance is broad and can range from physical assault to bringing drugs to school. In our case, we can also apply zero tolerance taken from the criminal judicial system to a school setting and those who commit racially motivated verbal/physical harm on victims. More formally as a policy, zero tolerance in a report by the American Psychological Association, mandates the application of severe predetermined consequences to deter future bullying by sending a message that such behavior will not be tolerated under any circumstances *(American Psychological Assocation, 2006)*. This approach draws from social cognitive theory in that if a individuals are motivated by pleasure and pain or rewards and benefits, where individuals will more likely refrain from engaging in behavior is less rewarding *(Swearer, Wang, Berry, & Myers, 2014)*.

Since the early 1990s and inspired by the Reagan-Bush era of drug enforcement policy, zero tolerance has been a popular approach for schools to tackle issues of discipline and provide a safer environment for students. However, zero tolerance towards violence and bullying really

took off after the Columbine shootings which prompted schools to take strong action. to refrain from engaging in that behavior *(Swearer, Wang, Berry, & Myers, 2014)*.

In a survey conducted by the Rand Corporation and Brookings Institution, 62% of U.S. public schools implemented zero tolerance discipline policies in 2021-2022 (Perrera & Diliberti, 2023). However, among schools with zero-tolerance policies, most are for serious offenses such as drug and gun possession. 6% of schools include zero-tolerance for nonviolent offenses such as willful defiance, disobedience, and bullying (Perrera & Diliberti, 2023). According to Stop AAPI Hate, the major drivers of racial incidents were harassments (67%) and physical assault (16%). In the context of my client, zero-tolerance would apply when an Asian youth is physically assaulted or verbally harassed by another student resulting in automation suspension/expulsion for said student. Theoretically, this would send a message of deterrence to future would be perpetrators.

Alternative 2: Implementing Holistic Systemic School Based Intervention
Holistic school wide interventions are gaining popularity as an anti-bullying strategy (Gaffney, Ttofi, & Farrington, 2021). The whole school approach presumes that bullying is a systemic problem, and that schools should be looking beyond just bullies and victims but the entire school context. It also focuses on curriculum studies, bystander intervention, social-emotional learning skills for bullies and victims, teacher training, community, parental involvement, and strong reporting (Vreeman & Carroll, 2007). For more details, we will look at two anti-bullying programs encompassing this philosophy and their effectiveness: The Olweus Bullying Prevention Program and KiVa.

a) Olweus Bullying Prevention Program (OBBP) – Originally developed in Norway, OBBP focuses on targeting the individual bully, school, classroom, and community level and is considered as the original anti-bullying approach encompassing a systemic anti-bullying approach (Gaffney, Ttofi, & Farrington, 2021). OBBP focused on 4 key principles: "Adults at school and at home should show warm and positive interest in their students, set firm limits to unacceptable behavior, apply negative consequences consistently when rules were broken, and act as positive role models for students" (Olweus & Limber, 2010).

The original program started off with a 1-day school conference involving school staff, parents, and teachers to address to bullying. Two types of material were produced, one for teachers and one for parents. It also included: a pre-test questionnaire and CD were used to look at pro-test data, a video on bullying, and a general book on bullying information. At the school level, prominent features included: parent/teacher meetings to discuss bullying, teacher meetings to discuss ways of improving peer relations as well as staff meetings, increased supervision by staff and teachers during breaks such as recess, improving playground facilities, questionnaire surveys, and forming a coordinating committee to handle logistics. At the classroom level,

features included: students learning about bullying and participating in creating class rules and culture against bullying, classroom activities such as role-playing situations, and parent meetings. At the individual level, features included: talks with bullies and their parents regarding enforcement of nonhostile/nonphysical sanctions, talking with victims to provide support and assertiveness skills to deal with bullies as well as parents of victims, and talking bystanders to help them intervene. An interesting feature was that schools were wholly committed for a period of 18 months and training was offered to entire school staff as well as coordinators and key personnel. It also involved the work of experts and psychologists.

b) KiVa- Kiva, originally developed in Finland by the Finnish Ministry of Education and Culture, focuses on bystanders to reduce the social reward for bullies and thus reducing their behavior (Gaffney, Ttofi, & Farrington, 2021). The program provided supporting content materials for students, teachers, and parents. Uniquely, it also featured an online virtual environment that had a computer game. KiVa included 20-hour long lessons by teachers featuring group work, short films, and role-playing exercises. The computer game had 5 levels where one could proceed to the next level only after completing the prior level. In each level of the game, there were 3 components of "I know", "I can", and "I do". The "I know" component informed students of basic bullying facts. The "I can" component allowed students to move around in a virtual school and face various difficult challenges. In the "I do" component, students were encouraged to apply their knowledge and skills in real life. For teacher training, teachers were provided with highly visible vests during playtime to monitor students in the school yard to increase their visibility and signal that bullying was taken seriously. If teachers had difficulty with the program, there was an online forum to ask for help and share their experiences with other colleagues.

Peer support was another important element of the program and helped not just victims but also bullies. Peers used punitive approaches to confront bullies (what you did is wrong) as well as no blame empathy approaches (X bully is having a hard time and behaving bad, how can we understand and help him?). Lastly, parents were also sent a guide about the program.

Alternative 3: Increasing Parental Role of Teen Online Activities to limit Cyber Bullying

As teens spend more time online, the online environment has become a more important space to create a safe place for teens and parents are now faced with the challenge of effectively monitoring the child's behavior (Anderson, 2016). Tweens (8-12 year olds) spend on average 5 hours and 33 minutes online per day whereas teens (13-18) spend seven hours and 22 minutes (Moyer, 2022). In a 2018 Pew Research survey, 59% of U.S. teens have experienced some form of cyberbullying (Anderson, 2018). About 1 in 5 cyberbullied teens believe they were cyberbullied due to their racial/ethnic background (Vogels, 2022). 31% of teens have been bullied online believe they were targeted because of their physical appearance (Vogels, 2022). 21% of Black teens report they were a target because of their race or ethnicity compared with 4% for White teens and 11% for Hispanic teens (Vogels, 2022). Unfortunately, due to a small

sample size, the Pew Research Center could not break out percentages for Asian American teen respondents. Among students aged 12-18, about 16% of bullying took place online during the school year (National Center for Education Statistics, n.d.).

Surveying parents of 13-17 year olds, today's parents take a wide variety of actions to monitor their teens' online lives: checking which websites their teen visited, checking their social media profiles, looking through phone calls/messages, parental controls for online activities, restricting cellphone usage, used monitoring tools to track teen location (Anderson, 2018). In addition, most parents have talked with teens about acceptable and unacceptable online behavior such as as what content they can view and what they can share. Other forms of parental regulation and control may include: limiting hours spent online, knowing their children's' passwords, and following their friends on social media (Anderson, 2018). From a software standpoint, parents can adjust online privacy settings on platforms such as Microsoft, Facebook, Google, their existing phone carrier, and 3rd party apps that are available for free or purchase. By increasing their digital awareness, parents are an important stakeholder in cyberbullying. Besides cyber bullying, parental monitoring may limit other risks and harms of social media such as: strangers connecting with teens, content that includes violence/extremism/suicide/pornography, privacy to get personal informational, potential for scam, and possible addiction (U.S. Department of Health and Human Services, n.d.).

Evaluating Alternatives

Here, the three alternatives of Zero-Tolerance, Holistic School-Wide Intervention, and Online Parental Monitoring will be evaluated against the criteria of effectiveness, cost, feasibility, and equity.

Effectiveness will be defined as the number of reduced bullying incidents against Asian youth in the K-12 system. Cost will be a quantitative financial number defined as cost of implementation (materials, labor) and include opportunity cost (based on wages and salary). Feasibility will be given a qualitative score of (low, medium high) depending on political considerations, effort, and incentives of stakeholders. Equity will also be given a qualitative score of low, medium, and high and be thought of as distribution of benefits and burden on stakeholders.

Alternative 1: Zero-Tolerance

Effectiveness: In a literature review by the American Psychological Association, zero-tolerance had no effect in creating a safer space for students (American Psychological Assocation, 2006). In fact, the report cites (Tobin, George, & Geoff, 1996) who conducted a longitudinal multivariate analysis, says students who were suspended under zero-tolerance policy in the 6th grade were more likely to have problems with discipline in the next few years.

According to a UCLA Civil Rights Project Study which looked at a cohort of California 10th graders, suspended students had a 60% graduation rate compared to 83% graduation for non-suspended students (Rumberger & Losen, 2017). Controlling for common predictors of high school dropouts, the authors conclude that suspensions decrease graduation rates by 6.5 percentage points (Rumberger & Losen, 2017). Although it's not unreasonable to think that there is a relationship between suspensions and bullying behavior, one study looking at a single US district which surveyed 5391 children, found no association between suspensions and bullying behavior (Glew, Fan, & Katon, 2008). In fact, in another study, school suspensions were found to increase the likelihood of future suspensions and behavioral problems such as bullying (Raffaele Mendez & Knoff, 2003). Nonetheless, the table displays different scenarios case scenario from best case (0% change) to worst case (1-5% *increases* in bullying incidents), we can see the changes in total bullying incidents. The 1-5% increases in bullying incidents the table below reflect scenarios where bullying behavior increased due to suspension.

Scenarios	Bullying Incidents	Delta from No Action
Best Case (0%)	210,673	-
1% Increase	212,779.86	2,107
2% Increase	214,886.59	4,213
3% Increase	216,993.32	6,320
4% Increase	219,100.05	8,427
5% Increase	221,206.78	10,534

Despite widespread criticism of zero-tolerance policies on its implications and lack of effectiveness, it remains popular amongst teachers (Huang & Cornell, 2021). Asking 10,990 teachers from mostly Virginia middle schools, the authors found that 74% of teachers supported zero tolerance as a disciplinary measure. Although Virginia teachers and California teachers may not be the same and California teacher support for zero-tolerance may be lower, this approach is listed as an alternative because my client who has relationships with teachers across California school districts, may consider this approach when talking with schools.

Cost: To calculate cost of a zero-tolerance approach, I looked at the opportunity cost of implementation using percentage of time teachers, counselors, and principals. Various assumptions in the table calculation below were used. In calculating hours per week worked, I used the standard 40-hour week from a Brookings study. In a teacher survey by EdChoice, about 50% of teachers or more said they spent about an hour or more on disciplinary issues and assumed 1.5 hours. 3.75% is the percentage of time allocated to all disciplinary issues, not specifically looking at disciplinary issues on Asian related bullying. To calculate the Asian % of disciplinary time to Asian bullying, I used 12.28% which is the ethnic makeup of Asian enrollment of total student enrollment in California public schools. The financial cost came from multiplying (Total Teachers) * (Avg Yearly Teacher Salary) * (% Of Disciplinary Time of Total Hours Worked) * (% of Bullying Incidents Against Asians). This was then repeated for counselors and principals and their sums were added up to get $135,160,440. For detailed calculations, see Appendix A.

Feasibility: Implementing Zero tolerance would score Medium as popularity of zero-tolerance has gone down since the mid-2000s (George, 2011) although it is still prevalent. Due to past historical implementation, this wouldn't be difficult. Teachers want an alternative to zero-tolerance regarding disciplinary actions and in a 2017 California Teachers Association survey, and in order to dso, they need successful alternatives and more support from school psychologists and counselors in addition to training on how to handle behavioral problems such as bullying but none exist (Adams, 2017). Similarly, in a separate nationwide survey of principals by RAND, many principals don't believe zero-tolerance works but are reluctant to give them up entirely, especially in urban areas (Perrera & Diliberti, 2023). Although it is unclear why, some possible reasons include; non-punitive alternatives require significant school resources which some schools aren't equipped; zero-tolerance remains prevalent because it is what educators are accustomed to; and existing policies may limit principal actions (Perrera & Diliberti, 2023). The problem for educators then is that although zero-tolerance is acknowledged to be limited, having an ineffective disciplinary tool in preferred to having none at all.

Equity: This would score Low as research has shown that Black and Hispanic students are more likely to be suspended and punished than white students for the same incident and prior disciplinary histories (Liu, 2023). Furthermore, because suspensions are predicted to drive a 6.5

percentage point drop-in graduation rate and that over the course of a lifetime, each dropout is responsible for $163,000 in lost tax revenue and $364,000 in other social costs such as health care and criminal justice expense, resulting in an overall higher burden for taxpayers. (Rumberger & Losen, 2017). My client despite being an Asian-American advocacy group, is committed to ensuring not just anti-Asian discrimination but discrimination against all groups.

Alternative 2: Implementing Holistic Systemic School Based Intervention

<u>Effectiveness:</u> The original KiVa program in Finland reduced bullying by 150% and was evaluated using an RCT method (Gaffney, Ttofi, & Farrington, 2021). In Italy, the program using an RCT method as well found a 190% decrease in bullying (Nocentini & Menesini, 2016). In the UK however, KiVa was implemented in one study using an RCT method but found no statistically significant effect on bullying (Axford, et al., 2020). In the UK study, the authors note that there was variation in compliance among schools and the program ended shorter than the recommended length.

Although initially developed in Norway, OBPP has been implemented in the United States as well. The first OBPP evaluation took place in South Carolina in a primarily black rural school district which saw the intervention group experience a relative reduction of bullying by 28%. (Olweus & Limber, 2010). In Washington, another study used a randomized control study (Bauer, Lozano, & Rivara, 2006) and found a 45% overall decrease in bullying rates; however, they saw no effect for students of other races suggesting there may be heterogeneity effects. However, due to possible small sample size, effects for Asian-American students were not listed.

Using a meta-analysis of 100 evaluations (45 randomized, 44 non-randomized using quasi-experimental design, and 14 age cohort design), the authors of one study computed 103 independent effect sizes anti-bullying programs (Gaffney, Ttofi, & Farrington, 2021). The authors looked at the following inclusion criteria; "a) a study described an evaluation of a program with school age participants, b) utilized operational definition of school bullying that coincides with existing definitions, c) measured school bullying using quantitative measures, and d) had an experimental or quasi-experimental design with one group receiving the treatment and another not receiving" (Gaffney, Ttofi, & Farrington, 2021). Overall, the school-based anti-bullying programs had an effect of decreasing bullying by 16%.

However, this 16% decrease represents overall bullying, not Asian-specific bullying. In one anti-bullying intervention program, there were differences in effectiveness between short and long term (Andreou, Didaskalou, & Vlachou, 2007) meaning regular upkeep is required to reap the full rewards. I assume that Asian related bullying incidents will decrease by then only 8% to get a more conservative estimate and account for racial heterogeneity effects, compliance issues

that could stem from funding, lack of buy in, varying parental involvement, and limited time. Based on this 8% decrease, we can calculate decreases using our base case scenario. Over a 5-year period, we can also assume that due to improvements in program execution from experience, the % decrease in bullying improves by .005 percentage points per year. We assume the yearly budget stays the same and all schools adopt simultaneously.

Base Case

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Asian Population Growth Rate	0.025	0.025	0.025	0.025	0.025	0.025
K-12 Asian Enrollment	561795	575840	590236	604992	620117	635619
Percentage Bullied	0.25	0.24	0.23	0.22	0.21	0.2
Asian Students Bullied	140449	138202	135754	133098	130224	127124
Incidents/Per Student Bullied	1	1	1	1	1	1
Total Asian Discrimination	140449	138202	135754	133098	130224	127124

Systemic School-Based Intervention

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
% Decrease In Bullying	8.00%	8.05%	8.10%	8.15%	8.20%	8.25%
Total Asian Discrimination	129213	127076	124758	122251	119546	116636
Change From Base Case	11236	11125	10996	10848	10678	10488

Total   **65,371**

Direct costs: According the Office of Juvenile Justice and Delinquency Prevention, an out of the box bullying prevention program (mostly material content) for K-5 may cost $8,000 whereas a hands-on bullying prevention program (materials + degrees of consultation) may cost $9,850 for a hypothetical school of 500 students (see Appendix for further details). In California, the average school size across K-12 is 599 students per school or about 20% higher enrollment per school than 500 (California Department of Education, n.d.). Adjusting for this higher cost due to increased enrollment, an out of box program will cost about $9,584 and hands on $11,800 per school or an average of $10,700. A typical kit includes: lessons materials for students, posters, program implementation guides, online training access for teachers/staff/parents, assessment tools, program certificates, scripts for staff meetings, staff meeting activities handouts, and conversation guide. Additional services may include on-site consultation services, bullying questionnaires, and other data monitoring tools.

	Year 1	Year 2	Year 3	Year 4	Year 5
Cost/Intervention Kit	$10,692.15	$1,603.82	$1,603.82	$1,603.82	$1,603.82

Number of Schools	10,558.00	10,558.00	10,558.00	10,558.00	10,558.00
Total Cost of Kits	$112,887,719.70	$16,933,157.96	$16,933,157.96	$16,933,157.96	$16,933,157.96

Total 5 Year Cost of Kits = $180,620,351.54

Labor costs

A typical program is sold as an initial one time buy with so called "refresher kits" available usually anywhere between 10-20% of the original price (Office of Justice Programs (Department of Justice), n.d.). Assuming all schools consider buying the programs (K-12), and every school decides to buy a refresher kit, the total cost over a 5 year period totals $180,000,000. This analysis does not take into opportunity cost and labor of teachers, staff, parents, and experts which would make the program cost higher. Realistically, assuming that this program isn't mandated across all schools and schools have the flexibility to buy refresher kits every other year or that some schools may not even buy the program because the bullying issue is so low, total costs may vary. To account for labor opportunity cost, we can use the cost calculation for Zero-Tolerance that looked at teachers, counselors, and principals which totaled about $135,000,000. That would increase our costs from about $180,000,000 (program kit) to $315,000,000 (kit and opportunity cost). However, because this approach is a communal effort that also requires parental involvement, parental opportunity cost would have to be factored in as well. Assuming every household is involved, the opportunity cost is quite substantial at $1.4 billion dollars per year. Summing up the kits and the opportunity cost of teachers, counselors, principals, and parents, we get a yearly cost of about $1.5B or $7.7B over 5 years.

Feasibility: Programs like KiVa were implemented by the Finnish Ministry of Education whereas many others such as Olweus (in the U.S, not Norway) were implemented by a third party. Implementation via law that mandate schools follow procedures and features would have a larger scale size effect as it is more standardized but more difficult to achieve because of resistance from school districts. Mandating statewide law would increase effectiveness but may garner higher resistance from some districts who want flexibility. It may be politically easier to provide a block grant for schools. One concern is that given the national shortage of teachers (Schmitt & deCourcy, 2022), there would be pushback from teachers who may want additional training/salary requirements per additional responsibilities that come with program implementation. Additionally, schools may not prioritize such programs and instead focus on improving their rankings, focusing instead on things such as standardized test scores, teacher-student ratio, facilities, and availability of extracurricular activities (Parents Editors, 2023). Considering the large scale required and significant financial cost, of a holistic school wide approach, it receives a low score on feasibility. Realistically, a phased approach is more feasible with select target schools (those where incidents are highest, have capacity, high buy-in) and then rolled out to other schools. This trial period would allow modifications and improvements to be made to be eventually scaled.

Equity: Funding may not be distributed equally, and schools that require more funding may receive less and schools with sufficient funding may get more. For example, analysis of primary school finances by the Economic Policy Institute shows that in districts located in high-poverty areas which serve more minority students, schools receive fewer dollars per student than schools in low-poverty areas (Allegretto, Garcia, & Weiss, 2022). Federal grants may mitigate this risk which strives to close the gap between low and high-income schools (U.S. Department of Education, n.d.) However, given than these programs will help fight racism in schools and have additional benefits of reducing overall bullying, there are high societal benefits thus earning a score of High. An important component of these programs is the emphasis on social-emotional learning skills (self-awareness, se/f-esteem, self-management, social awareness, relationship skills, responsible decision-making) which could have spillover benefits that could help participants in the labor-market by being more productive (Belfield, et al., 2015). This would score high.

Alternative 3: Increasing Parental Role of Teen Online Activities to limit Cyber Bullying

Effectiveness: In one Italian study, 4390 Italian adolescents were surveyed asking about their online behavior in conjunction with socio-demographic variables (Baldry, Sorrentino, & Farrington, 2019). There were heterogeneity between boys and girls effects but overall, parental control of online activities and supervision were associated 5-10 percentage points decrease in bullying behavior. Translating this general decrease into Asian bullying decrease, we will conservatively assume a 2-percentage point decrease. This decrease can be attributed to parents not being able to monitor children's activities all the time, possible lower parental involvement in America vs Europe, and differences in average time spent online per user geographically.

Base Case

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Asian Population Growth Rate	0.025	0.025	0.025	0.025	0.025	0.025
K-12 Asian Enrollment	561795	575840	590236	604992	620117	635619
Percentage Bullied	0.25	0.24	0.23	0.22	0.21	0.2
Asian Students Bullied	140449	138202	135754	133098	130224	127124
Incidents/Per Student Bullied	1	1	1	1	1	1
Total Asian Discrimination	140449	138202	135754	133098	130224	127124

Parental Monitoring

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Base Case Discrimination	210673	207302	203631	199647	195337	190686

Percentage Point Decrease	0.02	0.02	0.02	0.02	0.02	0.02
Total Asian Discrimination	137640	135438	133039	130436	127620	124581
Decrease in Bullying	2809	2764	2715	2662	2604	2542

Total	16097

Cost: To calculate cost, we factor opportunity cost of parental monitoring and do a similar analysis that we used for parental cost of school-wide approach. The median household income in California is $87,355 *(United States Census, n.d.)* and there are 1.94 kids under 18 per family in the U.S. *(statista, n.d.)*. The total opportunity cost comes out to about $5.7 billion. The more hours parents spend, we can assume greater effectiveness but at the tradeoff less hours available to work. I did not include ongoing social media company cost that goes into the apps that teens. In that case, the cost would be higher. For example, social media companies spend billions on content moderation per year although what percentage of that dedicated to bullying is unknown *(CNBC, 2021)*. I also assume that all households will engage although in reality the true number would be lower. Furthermore, because the tools for monitoring have already been created, we will assume minimal variable cost for ongoing monitoring. An additional cost would be the cost of third-party software monitoring apps which range from free to $16/month *(Modglin, 2023)*. Furthermore, free apps aren't necessarily free in that they gather personal data to sell for advertising purposes. On a yearly basis, this would be $1.9 B and over 5 years, $9.5B.

Feasibility: This would score medium as parents already do this to some degree. Assuming a two-parent household, the work can be split 50/50. School districts can give guidance on best practices for parents to follow. It can be implemented swiftly and scaled as well. It doesn't involve much administrative work other then guidelines for parents to follow. Parents are generally curious about their children and wouldn't see this a burden and thus gets a High score.

For educators, an additional benefit of having parents monitoring teen activity is that it could strengthen parent/family engagements with schools. Teachers can better understand what teens are going through outside the classroom and relate that information to broader context of student performance and behavior. Research shows that parental engagement in teen school activity is linked with: higher academic achievement, enhanced social skills, better student behavior, and less likelihood of risky teen behavior and substance use (Centers for Disease Control and Prevention, n.d.)

A difficulty of parental monitoring is that not all parents are technologically adept, and teens may find workarounds to elude monitoring attempts. Another disadvantage would be potential for undermining trust between parent and child and for teens to perceive parents as "over-bearing" or "controlling" which could lead to long-term problems such as difficulty developing autonomy (UC San Diego Health, n.d.)

<u>Equity:</u> For parents who are technologically challenged, have language barriers, are too busy, or for even single-parent households, this would be a challenge. This would receive a medium score.

Final Recommendation and Evaluation Matrix

We see that there is an inverse relationship between feasibility and cost-effectiveness. I recommend Systemic Anti-Bullying approach. There are positive spillover benefits of systemic anti-bullying not captured in effectiveness. Creating a more positive school culture that decreases overall bullying and not exclusively Asian discrimination is not captured in the table.

	Effectiveness	Cost	Cost Effectiveness (Dollar Per Reduced Incident)	Feasibility	Equity/Justice
Zero Tolerance	0	$675,802,204	None	High	Low
Systemic Anti-Bullying	63571	$7,678,881,250	$120,792	Low	High
Parental Monitoring	16097	$9,502,972,209	$590,356	Medium	Medium

Next Steps: Implementation

Successful implementation of a statewide anti-bullying program that takes a systemic approach to bullying by targeting the individual bully, school, classroom, and community level would require overcoming several challenges. Beyond dedicated time, staff, funding, and other resources, perhaps most challenging would be a shift in mindset and culture.

Framing of Funding & Resources
Currently, in California, there are 5,892,240 students enrolled in K-12 education. From our base case analysis, we estimated that 140,450 Asian students are bullied each year or about 2.4% of all students. We also estimated that the cost of a school wide anti-bullying approach totals to be about $850M (program kit + educator opportunity cost) or $7.7B (including parental opportunity cost) over a 5-year period to reduce 98,000 Asian-related bullying incidents for cost-effectiveness of $120,792 per victim reduction. This is not an insignificant amount, and any reasonable lawmaker would be hesitant to endorse such legislation.

Stop AAPI Hate should not focus solely on Asian-related racially motived bullying incidents but also frame the legislation to limit all racially motivated bullying. Doing this, cost may stay the same, but effectiveness goes up and cost-effectiveness would go down because the school-wide approach is originally focused on bullying as a whole. This would be politically easier to pass as well for lawmakers to seem equitable.

Priorities
Although schools may believe that students should not be bullied due to their race/ethnicity, they may prioritize other initiatives as more important. Understandably, schools may be incentivized to increase their ranking which place a heavier weight on variables such as standardized testing scores, graduation rate, teacher to student ratio, nice facilities, and extra-curriculars such as sports programs. Thus, they would rather use funding and resources to hire more teachers, focus more on academic curriculum, efforts to promote students to apply to college, and football coaches. Rather than say a fancy expensive football program is not important, Stop AAPI Hate can make the argument that an improved community school culture where students feel safer can lead to higher graduation rates, test scores, and student satisfaction which are also tied with rankings.

Teacher Objection/Shortage
Teachers may object to the school-wide approach because it entails more involvement (work) on their end. Given that teachers believe they are underpaid and may resist taking on additional work without an associated increase in salary bump, Stop AAPI can argue how the school-wide approach can increase parental-school engagement, allowing for stronger teacher-student-parent relationships and improve job satisfaction. We know that students achieve more when parents are involved and when students are more successful, teachers are more

motivated and feel like they are making a difference. Furthermore, Stop AAPI Hate can highlight how disciplinary issues can decrease and make their job easier, that teachers can devote more time to teaching and less on administrative behavioral/bullying issues.

Issue of Scale/Quality

There are 5,892,240 K-12 students across 10,558 public schools in California. How do you implement statewide without compromising quality? It would be difficult to scale all at once initially and make more practical sense to take a phased approach, where certain schools are targeted first. These schools can be picked based on need, capacity, buy-in, and financial constraints. After a trial period, schools can figure out what works best for each district because schools might differ demographically, have different bullying rates, etc. Although the original inspiring program was based in Norway, a one-size fit all approach would be ill advised because Norway is a much more homogenous society and is culturally different. What might make sense is offering several program variants as guidance, for example: urban vs non-urban, 3rd party implemented vs in-house, or some combination. A post-mortem would have to take place to refine and improve the pilot program and then scaled for it to be successful. This phased approach means it will take more time but also reduce complications of implementation.

Commitment, Time, and Coordination

A successful program implementation requires a high degree of coordination and time. The original program in Norway ran for 18 months and anything shorter could mean less effective results. Schools and parents would have to be patient to see results. Another related problem is that once schools see success, they decide the program is no longer needed but from the Findings & Recommendations, we know consistency is required. The most difficult aspect might be shifting the mindset of bullying is a problem specific to just the parties involved to one of communal responsibility and action. Something that's difficult to measure but impactful is the idea of "it takes a village". If everyone (parents, students, educators) all believed they had an important role to play, it would be more successful.

Transparency/Honesty/Data Monitoring and Sharing

Data must be properly tracked and monitored. School officials might be hesitant to share bullying details to avoid spreading bad news, embarrassment, defamation, and/or legal issues pertaining to incidents.

For the program to work successfully, everyone will have to be committed. Just having the funding and materials isn't enough. It's often said that "Culture eats strategy for breakfast". All stakeholders will have to believe this program will make a difference and live by these values

Conclusion

Being a victim of racially motivated bullying has strong negative potential health and physical implications such as anxiety, depression, and lower life-expectancy according to the American Psychological Association (Pieterse, Todd, Neville, & Carter, 2011). Although COVID-19 saw a huge dramatic spike in the increase of anti-Asian hate crimes, such trend was already increasing prior, suggesting the problem is structural.

This report analyzed 3 policy alternatives of Zero Tolerance, System Wide Anti-Bullying, and Online Parental Monitoring and recommended System Wide Anti-Bullying. As part of Next Step implementation, we recommend aligning policy goals to convince lawmakers, teachers, and other educational players. We strongly suggest doing pilot testing before committing to a wide rollout.

Appendix

A (Zero-Tolerance Cost)

Avg Yearly Teacher Salary in California	$85,856	
Avg Yearly Counselor Salary in California	$61,651	
Avg Yearly Principal Salary in California	$135,064	
Days Worked/Year	180	
Hours Worked/Week	40	
Hours Per Week on Discipline	1.5	
% of Disciplinary Time of Total Hours Worked	3.75%	
% of bullying issues related to Asian students	12.28%	*Asian student population
% of Disciplinary Time focused on Asian students	0.46%	*3.75% times 12.28%
Days Spent on Disciplinary Issues To Asian Bullying	0.8289	*days worked/year (180) times .46%
Total Amount of Teachers	319,004	
Total Amount of Counselors	10,602	
Total Amount of Principals	9,690	
Financial Cost of Discipline for Teachers	**$126,123,616.19**	** ($85,856) * .46% *319,004
Financial Cost of Discipline for Counselors	**$3,009,938.07**	** ($61,651) * .46% *319,004
Financial Cost of Discipline for Principals	**$6,026,886.59**	** ($135,064) * .46% *319,004
Total Financial Cost of Teachers/Counselors/Principals	**$135,160,440.84**	**Sum of (.8289*teacher employed) + (.8289*employed principals) + (.8289*counselors employed)
Total Days Devoted to Discipline	281,242.45	**Sum of (.8289*teacher employed) + (.8289*employed principals) + (.8289*counselors employed)

Financial Cost of Zero-Tolerance Implementation

Teacher/principal salary figure is used from https://www.cde.ca.gov/fg/fr/sa/cefavgsalaries.asp. *School counselor salary from https://www.salary.com/research/salary/listing/high-school-guidance-counselor-salary/ca. Days worked per year from https://nces.ed.gov/programs/statereform/tab5_14.asp. Average hours worked per week* https://www.brookings.edu/blog/brown-center-chalkboard/2019/06/12/do-teachers-work-long-hours/. *Hours spent per week on disciplinary issues from a survey conducted by EdChoice* https://www.edchoice.org/media/new-edchoice-report-reveals-how-teachers-manage-time-distractions-and-discipline-issues-in-school/. *Total teachers employed is from* https://www.cde.ca.gov/ds/ad/ceffingertipfacts.asp.

B (Office of Juvenile Justice Anti-Bullying Example Budget)

Example Budgets of Bullying Prevention Programs

Out-of-the-Box Bullying Prevention Program

Item	Description of Item	Cost	Approx. Costs per K-5 Elementary School
Program Package for Grades K-5	1 set for each grade level: lesson materials for 30 students, classroom posters, DVD of supplemental lesson materials, program implementation guide for 1 teacher, access to online training for teachers and staff, family materials to email home, and assessment tools.	$2,500.00	$7,500
Principal Toolkit	Includes script for all-staff orientation, staff meeting activities, weekly morning announcements, scripts for monthly school assemblies, staff handouts to highlight key concepts, office referral conversation guide, and access to program Web site.	$200.00	$200
Program Certificates	Certificates for 30 students to award and reinforce positive behavior.	$15.00	$255
Hallway Poster Set	3 posters that can reinforce some of the program's components in the hallways.	$45.00	$45
			Total = $8,000

Hands-On Bullying Prevention Program

Item	Description of Item	Cost	Approx. Costs per K-5 Elementary School
Bullying Questionnaire	Packet of 30 bullying surveys for students, to gauge bullying problem in school.	$50.00	$850.00
Program Materials for Grades K-5	Student workbooks for 30 students, 100 stickers, 1 poster, copies of program guides for families, 1 copy of bullying overview book for teachers.	$100.00	$1,700.00
Teacher Guide	Implementation guide for teachers, with DVD/CD-ROM of class materials.	$50.00	$900.00
Schoolwide Guide	Guide to help members of implementation team with schoolwide implementation.	$90.00	$450.00
In-Person Training	A certified trainer from the program comes for a 2-day, in-person training for one school building.	$2,750.00	$2,750.00
Travel Costs for Trainer	For in-person trainer, including airfare, lodging, meals, and transportation for 2 days.	Variable	$2,000.00
Continued Training Consultation	Monthly consultation, by telephone or email, for each school for 8 months.	$150/session	$1,200.00
			Total = $9,850

Source: https://ojjdp.ojp.gov/sites/g/files/xyckuh176/files/mpg-iguides/topics/bullying/budget-example.pdf

C (Opportunity Cost of School-Wide Approach)

CA K-12 Student Enrollment	5,892,240	
# of Kids under 19 per family (U.S Average)	1.94	
# Of California Households with Children Under 18	3037237	*student enrollment / 1.94
Median Household Income	87355	
Household Hours Worked Per Week	70	*not 80 because some students live in single family households
Working Weeks/Year	50	
Total Household Hours Worked/Year	3500	*hours worked per week times working weeks per year
Household Income Per Hour Per Week	$24.96	*median household income / total household hours worked per year
Household Hours Spent Per Week Involved w/ Anti-Bullying Efforts	0.5	
# Weeks Spent Involved Per Year	36	*school weeks in a year
Household Hours Spent Per Year Involved w/ Anti-Bullying Efforts	18	*.5 times 36
Household Opportunity Cost Per Household	$449.25	*18 times $24.96
Total California Household Opportunity	$1,364,491,739	*opportunity cost per household times # of CA households

Opportunity Cost of School Wide Approach

D (Parental-Monitoring Costs)

CA K-12 Student Enrollment	5,892,240	
# of Kids under 19 per family (U.S Average)	1.94	
# Of California Households with Children Under 18	3037237	*student enrollment / 1.94

Median Household Income	87355	
Household Hours Worked Per Week	70	*not 80 because some students live in single family households
Working Weeks/Year	50	
Total Household Hours Worked/Year	3500	*hours worked per week times working weeks per year
Household Income Per Hour Per Week	$24.96	*median household income / total household hours worked per year
3rd Party Yearly App Cost	$60.00	*$5/month * 12 months
% of Households That Pay For Apps	3%	
Number of Households That Pay For Apps	91,117	*3% times 3037237
Total Household App Cost	$5,467,027	*$60 times 91,117 households
Household Hours Spent Per Week Monitoring	0.5	
# Weeks Spent Monitoring Per Year	50	*assume parents monitor every week despite summer school except during holiday
Household Hours Spent Per Year Monitoring	25	**.5 times 52
Household Opportunity Cost Per Household	$623.96	**75 times $24.96
Total California Household Opportunity	$1,895,127,415	*opportunity cost per household times # of CA households
Total Cost (Opportunity + App)	$1,900,594,442	**5467027 + 18951274115

Online Monitoring Costs
Median CA Household income for two earners from Census Bureau. See appendix for further details. CA Student Enrollment data obtained from CA Department of Education

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