

Cambodia Town's Final Summary Report Healing Through Dance for South East Asian Youth (SEAY) Project

**By
Mariko Kahn
June 30, 2025**

I. PROGRAM DESCRIPTION

The Asian Pacific Islander (API) Underserved Cultural Communities (UsCC) subcommittee was established under the Mental Health Services Act (MHSA), with the goal of reducing disparities and increasing mental health access for the API Community in the County of Los Angeles. This group works closely with community partners and consumers in order to increase the capacity of the public mental health system to develop culturally competent recovery-oriented services specific to the API community as well as to develop capacity building projects.

Cambodia Town was granted a capacity building award from the Los Angeles County DMH to provide South East Asian youths (SEAY) with a platform where youth would have the opportunity to learn and participate in multicultural South East Asian classical and folk dances combined with a weekly psychoeducational lecture. Its goal was to combine culturally grounded history and dance movement with education about appropriate behavioral health practices to address the stigma of mental illness and explore effective ways to deal with multigenerational trauma.

1) Staffing

The lead agency was Cambodia Town, a 501 c(3) non-profit in Long Beach whose mission is to promote Khmer culture, customs, and traditions to advance the social and economic well-being of low- and moderate-income communities. It creates a thriving and peaceful community by increasing health access, revitalizing neighborhoods, promoting local businesses, and educating youth. It was established in 2005 and has produced the annual Cambodia Town Parade and Culture Festival in Long Beach since then. Under the leadership of its board members, on July 3, 2007 the City of Long Beach officially designated a section of Anaheim Street as the Cambodia Town Business and Cultural District. It was the first officially designated Cambodia Town in the United States.

- a) Mariko Kahn, LMFT – SEAY Program Coordinator
- b) Rida Teng – SEAY Assistant Program Coordinator
- c) Mea Lath – SEAY Dance Coordinator and choreographer, founder of Modern Apsara Company
- d) Dawnsavann Phom and Chakravatin Sokhomsan – SEAY Assistant Dance Coordinators from Modern Apsara Company
- e) Richer San – volunteer photographer
- f) Sithea San – volunteer coordinator

2) The SEAY Project contract was from October 1, 2024 through June 30, 2025.

Recruitment began in December 2024. Flyers were distributed through CT Facebook, Instagram, and other social media, student organizations such as the Cambodian Student Society and Long Beach high schools, and dance schools/ groups such as the Modern Apsara Company. (Flyer attached)

a) Recruitment specified South East Asian students ages 14 to 24 years old, both male and female, and no specified dance experience. Enrollment was limited to the first 30 registrants. The program would be free with a stipend of \$400 for all students who completed the course. No language restrictions. The project would be from January 11, 2025 through April 7, 2025. Classes would be from 2 pm to 5 pm on consecutive Saturdays at 5555 Stearns St., Long Beach, CA 90815. No more than two absences would be allowed in order to graduate from the program.

3) Student Demographics

a) By January 11, 2025, 37 students registered. One was turned down as he was only 5 years old. Two students were 13 but accepted as their birthdays would occur during the program. However, they would not be selected as performers. The program began with 36 students.

i) 15 students – ages 13 to 16

ii) 11 students – ages 17 to 20

iii) 10 students – ages 21 to 24

b) Ethnicity: 28 Cambodians, 5 Filipino, 2 Thai and 1 Cambodian Filipino

4) Psychoeducational Program

Date	Title	Lecturer
1/11/25	Anti-Bullying Training	Heidi Lau and Ray Corpus
1/18/15	Growing Together	Pastor James Dok
1/25/25	Why Are Cambodians in the U.S.	Sitheia and Richer San
2/1/25	Domestic Violence – Love Shouldn't Hurt	Hui Qi Liew, AMFT
2/8/25	Trauma Informed Practices for Youth & Families	Carol Chung, LCSW
2/15/25	Hmong History and Dance Art	Gorlia Ziong, MPH
2/22/25	Filipino History and Dance Art – Balangay	Peter de Guzman
3/1/25	Depression – You're not Lazy!	Jonathan Suh, LCSW
3/8/25	Anxiety – What's Behind the Worry?	Hui Qi Liew & Jonathan Suh
3/15/25	Substance Abuse and Vaping	Marielle Reataza, M.D.

Each session was: 2 pm to 3 pm – a psychoeducational lecture, a short break with refreshments. 3:05 pm to 4 pm – Cambodian dance exercises, short break with refreshments, and 4:05 pm to 5 pm – dance rehearsal for the public performances in April. A schedule of the psychoeducational lectures were sent out in January 2025. Attendance at the lectures were mandatory but planned as engaging, interesting and interactive. If a student missed more than two workshop sessions, they would not qualify to graduate from the program nor perform.

Students were instructed to bring a smart phone or a laptop. Check in was online at the beginning of each psychoeducational lecture and the post- and pre-questionnaire was filled out at the end of each lecture. Tardiness was not acceptable.

Samples of workshop curriculum (flyer and full curriculum schedule attached):

GROWING TOGETHER

By

Pastor James C. Dok

Human beings are complicated. Each one of us is unique; we come from various backgrounds and have different personalities. Christians believe that God created us, and that we're all the same. The Bible tells us in 1 Thessalonians 5:23, that we were all created with three parts—a spirit, a soul, and a body.

"The God of peace Himself sanctify you completely; and may your whole spirit, soul, and body be preserved blameless at the coming of our Lord Jesus Christ." – 1 Thessalonians 5:23, NKJV

According to the Bible, growing together in this sense strongly indicates that man is of three parts: spirit, soul, and body. The Spirit is our inmost part is the inner organ, possessing God-consciousness, that we may contact God (John 4:24; Romans 1:9)

So, Growing Together (spirit, soul, and body), is a spiritual journey, seeking to help individuals build their awareness and enrich their life in many ways, including: their personal qualities, strength /resilience, sense of purpose, relationships, compassion, hope and community.

- **Personal Qualities:** Spiritual growth can help individuals improve their personal qualities.
 - a. **Communication:** Practice clear and effective communication, both verbally and in writing.
 - b. **Self-discipline/Reflection:** Understand your strengths/ weaknesses may help identify areas for improvement.
 - c. **Goal Setting:** Define specific goals related to personal qualities you want to develop.
 - d. **Practice and Application:** Actively incorporate those qualities into your daily life and interactions.
 - e. **Self-assessment and Feedback:** Go through your daily activities and ask for constructive feedback from others to identify areas for growth.

- **Strength/Resilience:** Spiritual growth can help individuals develop resilience and strength to deal with life's difficulties.
 - a. Develop strategies to bounce back from setbacks and challenges.
 - b. Plan A, B, or C

- **Sense of Purpose:** Spiritual growth can help individuals develop a sense of purpose and meaning.
 - a. Find activities and pursuits that you are genuinely enthusiastic about.
 - b. Believe in your abilities and willing to take calculated risks.

- **Relationships:** Spiritual growth can help individuals improve their relationships with yourself and others.
 - a. Try to understand other people's perspectives and emotions and respond with compassion.
 - b. Take initiative and inspire others to achieve goals.

- **Compassion:** Spiritual growth can help individuals develop compassion and understanding for self and others.
 - a. Acknowledge your mistakes
 - b. Accept your imperfections
 - c. Approach challenges with a kinder, more understanding attitude

- **Hope:** Spiritual growth may help individuals develop a sense of hope and optimism.
 - a. Recognize who you are, where you come from, what you can become.
 - b. Accept. Maintain a positive attitude even during challenging times.

- **Community:** Spiritual growth may help individuals contribute positively to the larger community in which they live.
 - a. Collaborate effectively with others and contribute to the success of a group.

STAND STRONG,
SPEAK UP,
STOP BULLYING!



AYC'S ANTI-BULLYING TRAINING

What is Bullying?

Bullying is unwanted, aggressive behavior that involves a real or perceived power imbalance. It can happen in person or online and has lasting effects on everyone involved.

What you'll learn:

- Understanding Bullying: Types, impact, and how it affects communities.
- Emotional Intelligence: Recognize emotions, manage conflict, and empathize with others.
- Addressing Implicit Bias: Challenge biases to promote fairness and inclusion.
- Practical Tools: Develop strategies for fostering inclusivity and resolving conflicts constructively.
- Promoting Allyship: Take actionable steps to stand against bullying and create a safe environment.



Together, we can create a bullying-free environment! Want to learn more? Join our Anti-Bullying Training and become an ally for change!



@asianyouthcenterorg
aycla.org



For more information,
please contact: heidi.lau@aycla.org

5) Dance Program

Each session of the dance program consisted of one hour of dance stretches and strength building exercises and one hour to learn the choreography for the event performances. There was a required online survey at the end of all the dance sessions.

Dance attire

Students instructed to wear form fitting tops and comfortable pants or leggings that cover the knees. No shorts. Dancing will be done bare foot. Traditional practice costumes will be distributed in late February. Traditional costumes will be provided for the public performances in April.

The SEAY Dance Instructor selected a Cambodian folk dance and a classical dance for the performances which have been choreographed to better fit the skill level of the SEAY students. Each dance will be about 3 minutes long. Students learned the meaning of the hand gestures, history of Cambodian dance, the proper way to enter and leave the stage, how to address the instructors in Khmer and how to dress in Cambodian attire.

Robam Yike Homrong, a Cambodian dance invocation that requests the spirits of the earth, such as water, forest and the ancestors of art and performance to cleanse the event.

Robam Phuong Neary, a dance that describes the beauty of Khmer women. The melodic music and song narrate the beauty of the women and compares them to golden flowers. This dance brings out what is true about Khmer beauty.

II. PROJECT OUTCOMES

Post- and Pre- Questionnaire for SEAY Project for the lecture workshops (form attached)



HEALING THROUGH DANCE FOR SOUTH EAST ASIAN YOUTH PROJECT QUESTIONNAIRE

We ask that you take part in this questionnaire for the “Healing Through Dance for SEA Youth Project” for the Los Angeles County Department of Mental Health (LACDMH). Your responses will be kept confidential and will help to better understand and promote mental health services for South East Asian communities.

Please reflect honestly on your experience and learning in this workshop. Think about how you feel **now** after the presentation and how you felt **before** the program. It is important that you respond to each item in order – first the **now column** and then the **before column**.

Circle the one response that best represents your reactions and learning both before and after the lecture.

Title of the presentation: _____ Date: _____

1. I am knowledgeable about the subject matter of today’s presentation.

Now - after today’s event	Before today’s event
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<input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neither agree nor disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree	<input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neither agree nor disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree
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2. I know how this topic relates to my emotional well-being.

Now - after today's event	Before today's event
<input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neither agree nor disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree	<input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neither agree nor disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree

3. I feel comfortable discussing aspects of this presentation openly with my family or friends.

Now - after today's event	Before today's event
<input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neither agree nor disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree	<input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neither agree nor disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree

4. I know how to recognize the signs and symptoms in myself and others.

Now - after today's event	Before today's event
<input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neither agree nor disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree	<input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neither agree nor disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree

5. I know how to seek help on this topic.

Now - after today's event	Before today's event
<input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neither agree nor disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree	<input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neither agree nor disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree

6. If there is anything that prevents you from seeking help or support for your emotional well-being, please describe it such as health insurance, transportation, fear of being stigmatized, etc.:

7. Comments:

Dance Program

Out of the 32 students who entered the program, 29 graduated. Of the 29 graduates, 22 performed at one of the two community events. Each student performed one dance except one more experienced student, who performed both days. Students self-identified if they wished to perform and the instructors selected the final performers from that group. Performances:

1. April 5, 2025 – Sankranta at Long Beach City College by the Cambodian American Cultural Center. Sankranta is a three-day South East Asian celebration of the new year. It is a festival marking the end of the harvest season and the beginning of the new year, usually celebrated around mid-April.
2. April 6, 2025 – Cambodia Town Culture Festival at Long Beach City College. The CT Parade and Culture Festival is put on each year in Long Beach since 2005 by Cambodia Town.

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These two events were celebrated separately at the same venue over a weekend by two different community organizations. Each day drew large crowds, estimated at several thousand especially the April 6th festival due to its association with the Cambodia Town parade preceding it. It was not possible to survey the attendees during the two performances because the audience was a large, changing mass. We estimate that 90% of the audience were Cambodian

and Cambodian Americans of all ages from young children to older adults. Other audience members were a mixture of Hispanic, African American and Caucasian.

RECORDING THE PERFORMANCES

A video was made of the SEAY Project available online via YouTube.

<https://vimeo.com/1091379336/20f0ade769>

Links to the four performances of the SEAY students:

Robam Yike Hum Ruong - Sankranta

<https://youtu.be/TqBeShAi64s?si=V6D82cL82hbrUJlp>

Robam Phuong Neary - Sankranta

<https://youtu.be/DOPPCgSWA3g?si=FwvYvqjIXPQAk4q4>

Robam Yike Hum Ruong - CTCF

<https://youtu.be/8xz1V4DMbMU>

Robam Phuong Neary - CTCF

<https://youtu.be/Q2l4RvFM540?si=qQhjuf9CswadvkZC>

Post- and Pre- Questionnaire for SEAY Project for the dance workshops (form attached)

SEAY Dance Classes Post- and -Pre-Questionnaire

Post- and pre-questionnaire on the ten week dance components of the SEAY program.



LOS ANGELES COUNTY
DEPARTMENT OF
MENTAL HEALTH
hope. recovery. wellbeing.



HEALING THROUGH DANCE

FOR SOUTH EAST ASIAN YOUTH PROJECT QUESTIONNAIRE

We ask that you take part in this questionnaire for the “Healing Through Dance for SEA Youth Project” for the Los Angeles County Department of Mental Health (LACDMH). Your responses will be kept confidential and will help to better understand and promote mental health services for South East Asian communities.

Please reflect honestly on your experience and learning in this workshop. Think about how you feel **now after** the dance sessions and how you felt **before** the dance program. It is important that you respond to each item in order – first the **now column** and then the **before column**.

Circle the one response that best represents your reactions and learning both before and after the lecture.

1. Knowledge about the history, traditions and importance of dance in my culture helps my sense of identity and self-confidence

Now - after dance classes	Before dance classes
<input type="radio"/> Yes <input type="radio"/> Maybe <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> Maybe <input type="radio"/> No

2. I think psychoeducational lectures with dance sessions is a strong combination for improving mental health

Now - after dance classes	Before dance classes
<input type="radio"/> Very strongly <input type="radio"/> Strongly <input type="radio"/> Moderately <input type="radio"/> Not at all	<input type="radio"/> Very strongly <input type="radio"/> Strongly <input type="radio"/> Moderately <input type="radio"/> Not at all

3. I think dance is a way to deal with mental illness such as anxiety or depression.

Now - after dance classes	Before dance classes
<input type="radio"/> Very much <input type="radio"/> Sometimes <input type="radio"/> Maybe <input type="radio"/> Not at all	<input type="radio"/> Very much <input type="radio"/> Sometimes <input type="radio"/> Maybe <input type="radio"/> Not at all

4. I am comfortable asking for help if I have signs or symptoms of mental health issues.

Now - after today's event	Before today's event
<input type="radio"/> Very <input type="radio"/> Somehow <input type="radio"/> Maybe <input type="radio"/> Not at all	<input type="radio"/> Very <input type="radio"/> Somehow <input type="radio"/> Maybe <input type="radio"/> Not at all

5. Comments:

III. LESSONS LEARNED

- 1) Psychoeducational workshops – 258 responses. (See attached files for details and graphs on the responses to the questionnaires.)
 - a) Although the workshops were mandatory, based on the questionnaires, the students enjoyed them. There was a significant improvement in knowledge about the subject matter and a strong increase from Agree and Neither Agree nor disagree to Strongly Agree to discuss mental health, seek help and recognize mental health issues. The following are the questionnaires and key responses:
 - i) I am knowledgeable about the subject matter of today's presentation
 (1) Pre: 53.9% Agree and 15.1 % Strongly Agree; Post: 38.8 % Agree and 56.2% Strongly Agree.
 - ii) I know how this topic relates to my emotional well-being
 (1) Pre: 52.3% Agree and 21.7% Strongly Agree; Post: 38% Agree and 53.9% Strongly Agree.
 - iii) I feel comfortable discussing aspects of this presentation openly with my family or friends.
 (1) Pre: 39.9% Agree and 17.8% Strongly Agree; Post: 44.2% Agree and 36.4% Strongly Agree
 - iv) I know how to recognize the signs and symptoms in myself and others
 (1) Pre: 56.2% Agree and 16.3% Strongly Agree; Post: 44.2% Agree and 41.9% Strongly Agree
 - v) I know how to seek help on this topic
 (1) Pre: 50.4% Agree and 21.3% Strongly Agree; Post: 45.3% Agree and 45.3% Strongly Agree.

- b) Comments were specific and reflected personal learning experiences that were meaningful to the students.
 - i) Anti-Bullying Workshop: “Good experience, I agreed with a lot that was said. I’m glad we went over bullying especially being bias towards others.” and “...the exercises that we did were very well thought out.”
 - ii) Growing Together had a spiritual approach that resonated with several of the students: “It was nice to have a spiritual element for the mental health series.” and “I liked this lecture I am heavy on God and my relationship with him is very strong and loud so I enjoyed.”
 - iii) Why are Cambodians in the U.S.? – “I appreciated the presentation a lot today. I know it was a difficult topic to speak on and it was very important for me to learn, especially because my own family is unwilling to discuss these topics with me. Much appreciation for Cambodia town inc and all they do to preserve Khmer culture.’
 - c) Having a range of lectures was important for this age group because certain topics like anti-bullying were more impactful to the high school students whereas depression and anxiety resonated with all age groups.
 - d) The inclusion of Filipino and Hmong history and tradition was very well received and expanded the project to be truly South East Asian in scope. Having the lecturers teach their dance styles to the students was important to show how a dance weaves in tradition and history. They also showed how the South East Asian dances are connected to Cambodian culture and traditions.
- 2) Dance classes – 29 responses. (See attached files for details and graphs on the responses to the questionnaires.)
- a) Based on this questionnaire, learning about one’s culture significantly helps youth with a sense of identify and self-confidence which can ultimately affect one’s sense of well-being. Although there is a shift in correlating the psychoeducational work with the dance sessions for better mental health, it was not as clear based on the results of the questionnaire. However, we did not follow up with students to see if any of them needed or sought out support. Staff shared referral sources after most sessions. The following are the questionnaires and key responses:
 - i) Knowledge about the history, traditions and importance of dance in my culture helps my sense of identity and self-confidence.
(1) Pre: Yes – 51.7%, Maybe – 34.5% and No – 13.8%; Post: Yes – 100%
 - ii) I think psychoeducational lectures with dance sessions is a strong combination for improving mental health.
(1) Pre: Very Strongly – 24.1%, Strongly – 34.5%, Moderately – 31% and Not at all – 10.3%; Post: Very Strongly – 62.1%, Strongly – 24.1% and Moderately – 13.8%
 - iii) I think dance is a way to deal with mental illness such as anxiety or depression.
(1) Pre: Very much – 48.3%, Sometimes – 31% and Maybe – 20.7%; Post: Very much – 82.8% and Sometimes – 17.2%
 - iv) I am comfortable asking for help if I have signs or symptoms of mental health issues.
(1) Pre: Very – 44.8%, Somehow – 34.5% and Maybe – 20.7%; Post: Very – 75.9%, Somehow – 13.8% and Maybe – 10.3%

- b) Comments: These were more generalized and appreciative of the experience rather than specific about dance and mental health.
 - i) “Hi, thank you very much for giving me this opportunity to re-connect with my roots. It’s very vital that young people keep in touch and appreciate their culture.”
 - ii) “Thank you to all the teachers and Mariko and Rida for organizing. This was a great experience and I feel very lucky to have been a part of it!”
 - iii) “I love it. Thank you and I appreciate your hard work for us.”
 - iv) “This was such a great experience!”
- 3) Miscellaneous lessons learned
 - a) Outreach to youth and young adults was more effective using their social networks and groups like student societies. If one person likes it, they tend to spread it among themselves to others as this age group likes to go as a group.
 - b) As with many dance programs and activities, it is difficult to recruit males. Future recruitment needs to consider this challenge. We started with two male teenagers but they dropped out as the dance moves became more difficult.
 - c) This age group needs clear explanations on the program requirements and spelled out consequences when they are not met. Built in breaks between the workshop and dance sessions were important as well as keeping to the schedule. The coordinators and dance instructors created a friendly, but united front on the requirements.
 - d) Releases and other documentation needed for minors need to go through parents/guardians which can create delays. It was important for the coordinators to contact the parents directly rather than through the student.
 - e) Use of Google and QR codes for check-in, registration, tracking questionnaires, releases, etc. was efficient and did away with tracking a lot of papers.
 - f) Having transportation be the responsibility of the student or their parent/guardian was a good requirement.
 - g) We were fortunate to have excellent lecturers who engaged with the students through questions, exercises, Q and A, and personal sharing. Financial incentives helped but it was not the primary motivation. Many students felt they were learning important information about themselves.

IV. RECOMMENDATIONS

- 1) Based on research findings combined with the positive response and outcomes from the SEAY project, it is recommended that DMH continue to support and expand dance programs for all underserved communities as part of an evidence based approach to improving emotional well-being, especially for adolescents and young people. (Both articles attached)
 - a) Tao D, et al. The Physiological and Psychological Benefits of Dance and its Effects on Children and Adolescents: A Systematic Review. *Frontiers in Physiology*. June 2022. Vol. 13. Article 925958
 - b) Yan A, et al. The Effectiveness of Dance Interventions on Psychological and Cognitive Health Outcomes Compared with Other Forms of Physical Activity: A Systematic Review with Meta-analysis. *Sports Medicine*. 2024; 54:11179-1205.

Yan's review concluded "Undertaking structured dance of any genre is generally equally and occasionally more effective than other types of structured exercise for improving a range of psychological and cognitive outcomes." For 16 years old and younger, dance is better at decreasing the impact of psychological distress through physical symptoms (somatization) and hostility.

Other findings included: structured dance can improve psychological outcomes such as emotional well-being, depression, motivation, social cognition and some aspects of memory. These findings were also seen in younger populations. Six of the studies for people under 55 years, suggested that dancing improves psychological health, not just the social benefits of partner dancing.

Tao's review found that dance can provide benefits to healthy and unhealthy populations. He recommends that these dance programs be considered for schools by policy makers because of dance's benefits. Dance may be easier to maintain as it is enjoyable and it requires no major equipment and few venue restrictions.

His review of the literature for children and adolescents did not find high quality studies that prove that dance helps this target population with emotional problems. However, there were some notable findings. For example, 80% of the adolescent population especially females in the world do not have sufficient physical activity. This has long-term impact on one's health. Another study showed that 15-24 year olds have more daytime fatigue which can cause sleep disturbance and subsequent mental health issues that could result in negative attitudes, poor self-esteem, and low school achievement. An 8 month dance intervention program with African American girls showed a decrease in daytime fatigue. Duberg's 2020 study concluded that dance could increase self-esteem, self-trust and self-expression in children and adolescents.

The continuance and expansion of healing through dance projects would benefit many underserved communities because most ethnic communities have traditional, folkloric and/or classical dance traditions. There is a built in acceptance of dance in those cultures and this could be used to recruit adolescents and young people into the program. It would also be acceptable by their parents because of tradition. Our project showed that combining psychoeducational workshops with the dance classes strengthened the students' knowledge of mental health issues and increased their appreciation of their culture. It is a project that can address the needs of young people to seek help before they develop severe mental health issues.

- 2) One challenge, noted earlier, is improving the recruitment of young men into psychoeducational and dance programs. This needs to be explored and special incentives might be needed as well as more targeted recruitment. Early interventions like this could improve the well-being of this group.
- 3) If there were funding, follow-up with the students who completed the project to see if

they subsequently asked for mental health services or referred family or friends for services. This would be a way to measure the impact of the project.

- 4) The healing through dance concept is an excellent way to reach young people. Future projects may look at how to increase the number of students by modifying the curriculum. Opening this concept up to other API communities is highly recommended.