



AFRICAN COMMUNITY EMPOWERMENT PROJECT

By

Mohammed Ibrahim

Southern New Hampshire University

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Melissa L. Nemon

Associate Dean

Melissa L. Nemon, PhD

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ABSTRACT

African Community Empowerment (ACE) is a community economic development project for the African immigrant community on Staten Island's north shore. The project is designed to correct lack of computer literacy, English proficiency, employment skills, and employment opportunity within the community. In depth literature review, surveys and community focus groups were performed in order to better understand the community, the issue and ways to correct them. The project therefore, is introducing a comprehensive CED programs that provide access to computer literacy, English as a second language (ESL), computer recycle and repair, and job skills and readiness. A project logic model and well as activity timelines were designed to facilitate project implementation. The project has applied for grant money, although; not yet approved, received in-kind donations of ten computers, support from community volunteers to provide tutorship and mentorship to students. The project is still looking for a suitable host location or organization. This project if successful could provide enormous benefit to the African community as it becomes savvy computer user with skills needed in order to become gainfully employed. It will also help the community toward self-sufficiency, they city and state to save money as immigrants come off public assistance.

Keywords: African Community Empowerment, Center for Human Rights Commission, Temporary Protective Status.

COMMUNITY CONTEXT

Community Profile

The African immigrant community on Staten Island is a hardworking low to moderate income community of diverse educational background. From college graduates to those who have never stepped into a classroom. Some in the community work two to three jobs in order to put food on the table regardless of their educational background. These immigrants gain employment in various labor markets when they arrive in the US such as security officer, fast food restaurants, home health aide, nursing, bank teller, taxi driver just to name a few. Those with financial capital start their own small businesses such as African restaurant, African clothing, hair braiding saloon etc. Most live in housing projects when they arrive as they try to settle down. They eventually go on to become homeowners, sometimes with tenants.

African culture demands that children take care of their parents, therefore; each immigrant has two obligations. One here in the U.S. and another in Africa towards the parents and family left behind. The first issue facing African immigrants is the language barrier. Although most are educated, their strong African accent makes it difficult to be understood by others. Conversely, they also have difficulty understanding the American way of speaking. This issue is however, temporary as they acclimate and settle down.

Davis (2007) did write about how young immigrant students were looked upon as stupid by their peers because of their cultural differences. "Participants reported that they had experienced racism outside school and that they had also encountered antisocial behavior from peers that could be construed as discrimination based on color, even among peers from minority groups. They also reported that they had been ridiculed by

other students on account of their clothes and their accent. Students from other groups would refuse to work with them on projects because of the misguided notion that African students are stupid” (Davis, 2007). If the very young are looked upon as stupid, how are their parents being looked upon?

According to the US Census Bureau (2005-2009), out of Staten Island’s population of 483,168, blacks account for 47,962 out of which 6,363 is from sub-Saharan Africa or 1.3% of Staten Island’s population. The median income for the community is \$41,000. My research of Center for Human Right Commission revealed that “the African American population grew 41% in the last decade on Staten Island. “One out of every four blacks on Staten Island is from Africa and the African American population grew 41% in the last decade” (CHRC, 2010).

There is approximately 15,000 African immigrant population on Staten Island. About 6,000 are from Liberia, 4,000 from Sierra Leone, 3,000 from Nigeria and 2,000 from Ghana. 70% of which are refugees. The computer illiterates are unable to take advantage of jobs that require computer knowledge and online job application, thus, limiting the scope of job opportunities available to them. It also leaves them marginalized and left behind in the fast paced information technology age.

Ludwig (2010) revealed in his research that Africa’s average computer availability is one user per every 190 people. Africa is 12% of World’s population but accounts for only 1% of the World’s internet users. Conversely, North America and Europe average one computer user per every two people. By contrast, America is only 10% of world’s population but accounts for 50% of the world’s internet users.

“The largest Liberian community outside Liberia is on Staten Island in the Park Hill neighborhood and one out of every four blacks on Staten Island is from Africa” (CHRC, 2010). Although Liberians are the largest African immigrant population on Staten Island; many may be forced to go back due to their Temporary Protective Status (TPS). The war in Liberia is over and their status requires that they go back home.

“The infrastructure and security in Liberia has been improving since last year. President Bush signed a Memorandum for the Secretary of Homeland Security last September, authorizing "deferred enforced departure" for 18 months (from Oct. 1, 2007, through March 31, 2009) for Liberians who had TPS as of Sept. 30, 2007. The memorandum was enacted after Liberian President Ellen Johnson Sirleaf appealed to Congress to permit Liberians living in the U.S. to remain longer to allow more time for the country to recover from the civil war” (Paulos, 2008).

Even among the educated, not all were exposed to computer literacy in Africa let alone the illiterates and the elderly. Most of the elderly in the community are not computer literate as computer is viewed as modern phenomenon. This project is going to target those who have not been exposed to computers until now, those who lack English proficiency, those who are under employed, and immigrant professionals whose qualifications are not recognized by the American institutions.

Tables 1 and 2 show demographic comparisons in New York, Staten Island, and Staten Island’s north shore where most of the African immigrants reside. The disparity can easily be construed as marginalization of the African immigrant community. Liberian’s are the largest African immigrant group on Staten Island (CHRC, 2010).

Table 1: Demographic comparisons: American Community Survey (ACS)

	North Shore (ACS) 2005-2007	Staten Island (ACS) 2006- 2008	New York City (ACS) 2006- 2008
Race/Ethnicity			
White	43.8%	66.7%	35.1%
Black or African American	22.5%	9.4%	23.4%
Hispanic	23.9%	15.2%	27.5%
Asian	8.2%	7.5%	11.7%
Other/Native American/Multiracial	1.6%	1.2%	2.3%
Foreign-Born	24.6%	21.0%	36.7%
Annual Median Household Income	\$56,600.00	\$71,843.00	\$50,403.00
All Families	12.5%	7.2%	15.7%
Female headed household, no husband present and related children under 18 years	39.1%	30.9%	39.0%

Table 2: Liberian Refugee Initial Arrivals: New York State and Total for U.S. (Fiscal Year 2000-2009)

Year	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
U.S.	2,615	3,413	561	2,915	7,047	4,221	2,366	1,576	959	1,539
NY	583	569	73	319	587	434	246	89	79	23
NY %	22%	17%	13%	11%	8%	10%	10%	6%	8%	2%

Community Needs Assessment (CNA)

The community needs assessment matrix in table 3 illustrates the need for the African community empowerment project being introducing to the community. Statistical data from various researches shows that 23% of immigrants in New York City does not speak English very well, while 10% does not speak English at all. These findings underscore the need to educate and empower the African immigrant community on Staten Island's north shore.

Table 3: Community Needs Matrix

Community Needs Assessment (CNA)					
Source	Document	Nature and Extent of problem	Causes	Effect	Intervention
NY YMCA	Strategic Plan 2009-2011	23% of immigrant population in NYC does not speak English well and about 10% do not speak English at all. Many are in need of computer literacy program	Many come from developing, non-English speaking countries. Some have not been exposed to computers in their home countries.	They find it difficult to understand people and to be understood. They are unable to take advantage of computer related job application and the like.	Offer English as a second language (ESL) classes, computer literacy classes, citizenship preparation and job readiness classes
Staten Island African Refuge	Conference organized by International Rescue Committee (IRC) for immigrants on Staten Island.	About 8,000 Liberian refugees live in the Park Hill area with diverse socio-economic problems. Teen Pregnancy, high school drop outs, gangs, drugs, literacy and computer literacy issues.	Cultural deference, education interruption due to civil war, change in environment, peer pressure, illiteracy, and many parents do not attend parent/teacher conference for diverse reasons.	Lack of job opportunities, increase high school dropout rate, gang and drug related issues, teen pregnancies, family dysfunction due to parents working 2 to 3 jobs thus, not being around the children.	IRC's survey of 15 agencies show that more could be done to improve the lives of immigrants, after school programs keep youths of the street, promote self-esteem and mutual respect among youth, Teachers claim that some existing programs are poorly attended, computer literacy classes, "Future Leaders" group as an alternate to gangs.

Opportunities and Path to Self Sufficiency

The computer literacy initiative attempts to help those in the community with little or no computer knowledge in order to bridge the gap. The computer recycle and repair program attempts to bring immediate employment opportunity to the community,

contribute to cleaner environment and promote computer literacy in sub-Saharan Africa by donating recycled computers to schools. The job readiness program could assist those who recently graduated from the program but also those immigrant professionals whose qualifications are not recognized by American institutions.

Many job applications nowadays can only be completed online such as Home Depot which employs many of the African immigrants. The US green card lottery application is another one that requires online application. An immigrant that is not able complete this application could be marginalized and left behind. Of course, one can get it done by someone else for a fee, although; this raises confidentiality issues when giving personal information to strangers who may or may not be trustworthy.

Target Community for the Project

African Community Empowerment (ACE) as the project is called targets the African immigrant community in Staten Island's north shore. It comprises a variety of social and educational programs that will help the African immigrant community attain some level of self-sufficiency. It will provide a computer lab for those who do not have personal computers in their household and basic tutorials for those in need. It will provide multilingual tutors and mentors in order to facilitate the teaching and learning process. The ESL program is targeting primarily, immigrants from French speaking African countries and elderly while the computer recycle and repair program targets those individuals in the community who are unemployed or underemployed, for immediate job opportunity after graduation. Finally, the job readiness program will assist recent

program graduates and immigrant professionals whose qualifications are not recognized by American institutions.

With certified A+ computer technician and certified Computer Network engineer background, there countless opportunities to help troubleshoot basic and complex computer issues for the community. Many offer to pay a fee in exchange for computer tutorials. Based on this experience, one can argue that some of the proposed programs have been offered already to the community, albeit, on a smaller scale. This project seeks to uncover qualified professionals in the community to contribute in tutorship or mentorship capacity. Community participation therefore will be essential to the success of the project.

The project will be greatly enhanced if a small niche is carved for children of participants to occupy them with perhaps video games and the likes so that the parents could concentrate on their studies. Over the years since the Green Card Lottery started, many African immigrants sought assistance in submit the online applications. Computer literate community members would be able to perform this and countless other tasks without seeking assistance or paying a fee for what is supposedly free application.

Providing multi-lingual tutors could enhance the efficiency of the project since many among the community are not proficient in English language. What the project needs in order to start implementation is an office with at least half a dozen computers, a printer and a scanner and one dedicated staff member. Partnering with an existing non-profit organization such as NHS of Staten Island who already has established relationship with the community could be the easiest and perhaps cheapest way to put in place such a project. The project may be able to partner with local colleges so as to allow computer

students to volunteer their time and knowledge by tutoring the community as they build their resume for future employment. Another way to get tutors is through time bank exchanges.

PROBLEM ANALYSIS

Problem

About 30% of African immigrants on Staten Island's north shore are unable to take advantage of computer related and other good paying job opportunities in order to improve earnings and become self-sufficient.

Causes

This is due to lack of resources and guidance in the community toward better employment opportunities, thus, keeping the community in low paying jobs and continued dependency on public assistance. Secondly, lack of education and understanding of English language reduces access to good job opportunities. Thirdly, many in the community were not exposed to computers back in Africa which ultimately, resulted in high number of computer illiterates. Fourthly, lack of specific job skills in order to increase employment marketability keeps many in low paying jobs and continued dependency on public assistance. Finally, lack of computer equipped labs in Sub-Saharan Africa's schools increases the potential for having computer illiterate immigrant population.

Effects

African immigrants without computer knowledge are susceptible to identity theft as they rely sometimes on others who may or may not be reliable to assist with computer related activities such as online applications, shopping and bill payment. Many will remain in low paying jobs without clear opportunity for self-sufficiency. They become

marginalized and out of the touch with modern advances in information technology and the internet. Dependency on government assistance particularly by refugees will continue without the skills necessary to gain employment as many job opportunities require computer knowledge.

About 43 percent of refugees receive some form of cash assistance, and 24 percent are on Aid to Families with Dependent Children (AFDC), 5 percent on refugee cash assistance, 7 percent on Supplemental Security Income (SSI), and 7 percent on general State and local assistance programs and 50 percent reported that their medical coverage was provided through Medicaid. All these are related to lack of job skills and qualifications in order to secure good paying jobs.

Table 4 illustrates the community issue that this project is attempting to address through African community empowerment. It shows the problem at hand, the causes, and the effects they will continue to have on the community if not properly addressed.

Table 4: Problem Analysis Matrix

Effects	<ul style="list-style-type: none"> • African immigrants without computer knowledge are susceptible to identity theft as they rely sometimes on others who may or may not be reliable to assist with computer related activities such as online applications, shopping and bill payment. • Many will remain in low paying jobs without clear opportunity for self-sufficiency. They become marginalized and out of the touch with modern advances in information technology and the internet. • Dependency on government assistance particularly by refugees will continue without the skills necessary to gain employment as many job opportunities require computer knowledge in order to become self-sufficient. • About 43 percent of refugees receive some form of cash assistance, and 24 percent are on Aid to Families with Dependent Children (AFDC), 5 percent on refugee cash assistance, 7 percent on Supplemental Security Income (SSI), and 7 percent on general State and local assistance programs and 50 percent reported that their medical coverage was provided through Medicaid.
Problem	About 30% of African immigrants on Staten Island's north shore is unable to take advantage of computer related and other good paying job opportunities in order to improve earnings and become self-sufficient.

Causes	Lack of resources and guidance in the community toward better employment opportunities, thus, keeping the community in low paying jobs and continued dependency on public assistance.	Lack of education and understanding of English language reduces access to good job opportunities.	Lack of specific job skills in order to increase employment marketability, thus, keeping many in low paying jobs and continued dependency on public assistance.	Lack of computer equipped labs in Sub-Saharan Africa's schools increases the potential for having computer illiterate immigrant population.
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Problem Statement

About 30% of African immigrants on Staten Island's north shore is unable to take advantage of computer related and other good paying job opportunities in order to improve earnings and become self-sufficient.

Stakeholders

The project attempts to improve computer illiteracy, under employment, and lack of job readiness training among grownups in the African immigrant community on Staten Island's north shore. (Job readiness, immediate employment opportunity, computer literacy, self-sufficiency) are among the advantages of the project. The project intends to provide a place where African immigrants can get basic computer skills in multilingual setting which will increase employment and other opportunities and also bring them wealth of information via the power of the internet. A computer recycling program can also help provide personal computer's to those in need both in the US and in Africa where the problem acute. Tables 5 and 6 present stakeholder analysis of the project as well as some of the challenges being anticipated.

Table 5: Stakeholder Analysis

Team Member Name	Affiliation and/or Relationship to Planned Project
Alfred Gill	Director of Neighborhood housing services of Staten Island. He has been very supportive of our project idea. He encourages this project not to hesitate to approach him with any ideas that could help reach out to the constituents since NHS has established good reputation and community relationship on the Island. A funding partnership could be forged with NHS in order to get the project off the ground. NHS can also provide guidance and location for the project.
Samuel Owusu-Sekyere	Leader of the Ghanaian Association on Staten Island. This association helps members with social and cultural issues, organizes events such as funerals, weddings, graduation, immigration, etc. They do not have any computer literacy program in place and are like to be receptive to our outreach efforts. The group is not regarded as a threat to the project. On the contrary, if the project is presented to them in a convincing manner, it could generate great interest from this group.
Eugene Presco	Board member of NHS and Board chair of African Refuge, Inc. This organization deals with Liberian and Sierra Leonean refugee issues on Staten Island. They do have a similar program to this project. The difference is that it caters for Liberian and Sierra Leonean refugees only and not all African immigrants. The program runs as an after school project for youth. This project on the other hand is targeting people of all ages not just the youth. This project could learn from their computer literacy and other programs, conversely; they could learn from the new ideas from this project rather than being viewed as competition, therefore, a threat.
Debbie Rose	Mrs. Debbie Rose is a Staten Island council woman who has actively participated in programs that affects her constituents. She has contributed financially when possible to the success of many activities on Staten Island. Conversely, she has invited NHS to sit on a panel during a foreclosure prevention seminar. Her office could be of great assistance to the project morally and financially if she is convinced of the importance of the project. The same goes with all elected officials on the Island.
College of Staten Island	The college of Staten Island and for that matter, all the colleges on Staten Island could be positive stakeholders for the project. The project can count on their collaboration to provide volunteer computer major students to act as tutors in the computer literacy classes. NHS of Staten Island has collaborated with colleges in the past in order launch other programs. Colleges do not hesitate to be part of such a project.

Table 6: Stakeholder Analysis Impact Assessment

Stakeholder	Stakeholder Interest(s) in the Project	Assessment of Impact	Potential Strategies for Obtaining Support or Reducing Obstacles
Alfred Gill	Director of Neighborhood housing services of Staten Island. NHS can share the location and share cost. NHS can also provide guidance and location for the project.	A	Forge a funding partnership with NHS in order to get the project off the ground. Clients of the computer literacy program can become potential clients to NHS as homebuyers or other service area.
Samuel Owusu-Sekyere	Leader of the Ghanaian Association on Staten Island. This association helps members with social and cultural issues. Members can take advantage of services the association does not provide.	A	Becoming a member of the association can foster a sense of belonging. It in turn gives the group an opportunity to be able to provide human capital and have a sense of belonging to the project.
Eugene Presco	Board chair of African Refuge, Inc. They do have a similar program to the one we are proposing. The project may help reduce their case load should they become overwhelmed.	B	Carters for Liberian refugees not all African immigrants. Convince them of not coming in as a competition. This project will target the remaining Africans not being served by them. Put them in their comfort zone by seeking advice from them as pioneers.
Debbie Rose	Mrs. Debbie Rose is a Staten Island council woman who has actively participated in programs that affects her constituents. It could enhance employment opportunities. Another opportunity to serve her constituents.	A	She has invited NHS to sit on a panel during a foreclosure prevention seminar. The program can educate and improve the life of her constituents. A happy constituent is a potential vote for the elected official. Potential ribbon cutter of the project launch.
College of Staten Island	The college of Staten Island and for that matter, all the colleges on Staten Island could be positive stakeholders for the project. It provides an opportunity for the college to give back to the community in a form	A	Provides opportunity for volunteer computer major students to sharpen their skills via mentorship. Refer to previous successful partnership in the community. A great opportunity for community service.

	community reinvestment. An advertisement for the college in the community.		
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SWOT Analysis

The SWOT analysis examines the strength, weaknesses, opportunities, and threats of the project. It provides a vehicle for analysis and reflection as the project find ways to utilize its strengths to compensate for potential weaknesses and capitalize on the opportunities while countering potential threats.

Table 7: SWOT Analysis

<p style="text-align: center;"><u>STRENGTHS</u></p> <ul style="list-style-type: none"> • Having the expertise in the program being proposed is a plus • Possibility for more expertise from stakeholders like NHS of Staten Island • Partnership and support from existing non-profit organization • Capacity to communicate with African immigrant community in their own languages • Existing healthy relationship with community leaders • Encouragement from the director of an existing non-profit organization and willingness to partner in the proposed project 	<p style="text-align: center;"><u>WEAKNESSES</u></p> <ul style="list-style-type: none"> • Lack of experience running such a program • Providing further opportunities for the program graduates • Dependency on outside funding in order to get the program started • Inability to predict success or failure of the project • Must conduct more research in the community to ascertain the level of community readiness and awareness • Lack of time to dedicate to the project due to other obligations • How to accommodate an immigrant community that often work two to three jobs with regard to program scheduling
<p style="text-align: center;"><u>OPPORTUNITIES</u></p> <ul style="list-style-type: none"> • Provide local businesses with opportunity to show their community reinvestment potential and give back to the community • Partner with an existing organization to secure funding for the project • NHS of Staten Island may provide a location and support for the project • Create other programs that work alongside computer literacy, like job corp., job interview training, job placement and introduction to green technology • Possibility to unearth talents within the community to make the project a success • Educate and improve the life African immigrants through better job opportunities and self-sustainability 	<p style="text-align: center;"><u>THREATS</u></p> <ul style="list-style-type: none"> • Competition from other non-profit organization for available funding • People who are in denial of their computer illiteracy status for fear of being ridiculed could be difficult to reach • How to gain the trust and participation of the African immigrant community • A similar project being run by the African Refugee, Inc. • How to secure the initial funding and insure sustainability • Dwindling overall funding sources for non-profit organizations • Finding the expertise for other program areas being initiated such as introduction to green technology

“CEDness” of the Project

Community

Poverty, lack of resources and exposure to computer literacy is the reason approximately 30% African immigrants on Staten Island is unable to take advantage of computer related job opportunities in order to improve earnings and become self-sufficient.

African Community Empowerment is a computer literacy project that targets the African immigrant community on Staten Island's north shore. Staten Island is home to many African immigrants. This community constitutes the "C" of the project as it participates and provides potential students and other stakeholders to the project.

Economic

Due to lack of education and skills, many in the community hold two to three menial jobs as a way to make ends meet. This type of wage earning reduces quality of life as people have little time for their children and family. If successful, the project could provide opportunity for better paying jobs. When residents get good jobs, they make good money. When they make money, they spend it which stimulates the "E" economy. The computer repair program could provide immediate employment opportunity for the graduates; this is also an "E" economic development of the community. The recycling part of the program could generate cash flow for the program's sustainability by selling the recycled computers. The program can also donate some of the recycled computers to African schools in order to promote computer literacy. It also helps the community with the effort to have cleaner environment through proper disposals. The community becomes stronger and self-sufficient. This is how the computer literacy program will make an impact on the economy.

Development

Many in the community live in the housing projects as renters. Becoming self-sufficient via this initiative could empower the renters to become homeowners

and landlords. Additionally, having more time for their children could help reduce truancy, drugs, teenage pregnancy and reduced crime rate in the community. A safe and vibrant community is where every business aspires to invest in. This, therefore, increases the potential for “D” development and more job opportunities.

LITERATURE REVIEW

The project is a computer repair, recycling and literacy programs for African immigrant community on Staten Island's north shore. With approximately 15,000 African immigrant populations on Staten Island, those without any job skills are unable to take advantage of job opportunities that require basic computer knowledge and other job skills, thus, limiting the scope of job opportunities available to them. It also leaves them marginalized and left behind in the fast paced information technology age. The program will not succeed however, without the community's blessing and participation. Many of the non-profits that we researched and reviewed revealed that they all relied on the community's participants as volunteers, mentors, financial contributors and board members in order to achieve success. This project, therefore; intends to engage the community in similar fashion in order to succeed.

The purpose of this literature review is to find similar projects undertaken in other immigrant communities, study the solutions and methodology employed in order to remedy the problem being addressed. Therefore, the literatures reviewed are instrumental in how this project is shaped.

Pan-African Association (2008) is a non-profit organization in Chicago that offers diverse services to the African immigrant community. Among their services is a computer vocational training which teaches basic and intermediate Microsoft office skills along with how to surf the internet and utilize the wealth of information on the World Wide Web. Graduates of the program are encouraged to return for brush-ups or to act as mentors to new students. The program thrives through community participation in the form of volunteering and financial contribution. "The program enables African

immigrants and refugees gain valuable skills they need in order to achieve self-sufficiency through employment”. (Pan-African Association, 2008).

The idea of providing multilingual tutors and mentors in order to facilitate the teaching and learning process was obtained from Horn of Africa Services (HOAS) project approach as they cater for East African communities in the Greater Seattle area. Like many other immigrant non-profit organization, they have among other services, a computer based training aimed at bringing the community up to speed in information technology with the basic computer knowledge. They believe a computer literate East African immigrant will have a much greater chance to better employment opportunity which leads to self-sufficiency. HOAS has four different offices in Greater Seattle area with assistance from a multi-lingual staff and volunteers.

University of Minnesota’s study on African immigrants revealed an important fact that, African community has a verbal culture that prefers face-to-face communications. It influenced how this conducts its own surveys in the community, knowing the preferred method of communication; a focus group becomes more efficient. Although, other forms of surveys are not totally discounted.

Limon’s testimony clearly indicates that African immigrants are hardworking people who immediately stop dependency on public assistance as soon as they attain self-sufficiency. Limon’s (1996) testimony on use of welfare by immigrants revealed that 57 percent of refugees surveyed were self-sufficient, 43 percent receive some form of cash assistance, and 24 percent are on Aid to Families with Dependent Children (AFDC), 5 percent on refugee cash assistance, 7 percent on Supplemental Security Income (SSI), and 7 percent on general State and local assistance programs. Additionally, slightly more

than 50 percent reported that their medical coverage was provided through Medicaid. Many refugees move out of the program as they settle down and become self-sufficient. Based on this statistics, one can conclude that refugees that become self-sufficient through computer literacy program by obtaining a more lucrative employment opportunity will no longer need government assistances, thus; saving tax payers a significant amount of money.

Peter Harvey (2008) shows the link between lack of clean water and poverty. The relationship is staggering. His literature looks at the relationship between lack of clean water and poverty in sub-Saharan Africa and the fact that 53% in rural sub-Saharan Africa lacked access to safe water in 2000 as opposed to only 17% of their urban counterparts. Having safer drinking water translates to the following socioeconomic improvements: Decreased morbidity and mortality, increase productive time, increase income generation opportunity, reduce healthcare expenditure and increase school attendance (particularly among girls) that require certain sanitary environment in certain periods. All of this then results in reduced poverty. Ultimately, a continent or community that is yet to remedy the lack of basic necessity need such as clean water is not likely to pursue more costly technological advances of modern times. (i.e. computer literacy that requires availability of computer equipment). It is not a priority for such community.

Jansen and Watchenkon (2004) examine the correlation between resource dependent African countries and authoritarian state versus non-resource dependent and democracy. Leaders tend to cling to power using the resource money to bribe or influence small segment of the population in an effort to stay in power. The distribution of wealth therefore, does not trickle down to the average citizens who remain in poverty while the

few elite get wealthier through corruption and embezzlement. Despite the countries abundant resources, many economic development initiatives that will benefit the population are not undertaken, thus, using the money for frivolous expenditures. This could explain why many schools do not have computer labs in Africa despite the relative wealth of the country.

Gyamfi's thesis explores why Sub-Saharan Africa lags behind in information technology and offer ideas to remedy the problem. Gyamfi (2005) takes a look at lack of exposure to computer literacy in sub Saharan Africa and what need to be done in order to close the digital divide. He contends that Sub-Saharan Africa is the least advanced region in the world when it comes to information technology. He went on to provide some ideas that he believes will help bridge the gap. Not surprising, one of his suggestions is of making computers available and the computer literacy training along with it. Language barrier was also mentioned as many do not speak the dominant western languages but can read local dialects. Availability of translated software to local languages could maximize the Sub-Saharan Africa's usage of information technology.

The Office of Refugee Resettlement (2011) gives us a snap shot of immigrant refugee arrivals in general and African refugee arrival in New York in particular. Beside the Liberians and Sierra Leoneans, it also shows which other African immigrants come to the US as refugees. Although, 65 to 70% of African immigrants on Staten Island are refugees, the remaining segment of African immigrants came to the US through regular economic immigration process.

Ludwig (2010) examines the life of African immigrants on Staten Island in general and Liberian immigrant refugees in particular. She pointed to the difficulties they

encounter on arrival and how despite all odds, they weather the storm and settle down. High school drop outs, gangs, drugs, teen pregnancy are among many problems in the community including the need for computer literacy. Residents from other part of Staten Island view Park Hill neighborhood as a scary place where one goes at his own peril but, for the immigrants; Park Hill is home away from home.

Computer for Africa inspired the computer recycling and repair program. The program can contribute toward computer literacy in Africa. Computers for Africa (n.d.) is a non-profit organization that collects used computers, refurbish, then ship to Sub-Saharan Africa for use in schools. They contend reuse of a computer is more cost effective than recycling. Most of the computers recycled were not obsolete but need repair work. They are repaired and sold or given away to friends and family here in the US as well as schools in Africa. Many Africans cannot afford the price of a new computer, therefore, sending refurbished computers is the cheapest way to afford them computer ownership and along with that, information technology and computer literacy.

Just as Computers for Africa, Develop Africa (n.d.) collects computers which are shipped to Africa in order to establish school computer labs. They go a step a further in setting up the labs, network and internet, providing the required teacher training, technological support and financial assistance for the sustainable upkeep of the labs. The internet and other technologies have made the world a global community through exchange of ideas, skills, information and technology across geographical distance with relative ease and speed. However, one cannot consciously call it a global community if a vast majority is left behind simply because of economic reasons. This initiative is intended to fill the missing link between the haves and have not. These types of initiatives

could help eliminate the need for computer literacy program that we are advocating for African immigrant community as most immigrants will arrive in the US with the required skills.

Upwardly Global Organization helps immigrant professionals to enter American workforce and to eliminate barriers to professional workplace entry for foreign-educated immigrants. “Upwardly Global is an internationally recognized nonprofit organization with a mission to eliminate barriers to professional workplace entry for foreign-educated immigrants and refugees in the United States”. (Computers, Network & Communications, 2010). This literature underscores the importance of computer literacy to all in general but, African immigrants in particular. Recognizing individuals who have positively contributed in revolutionizing information technology and computer literacy is a commendable endeavor which will go a long way in the quest to bridging the digital divide.

The study by Ono and Zavodny (2008) takes a look at what importance language barrier plays in the digital divide. It found that English speaking household is more like to own a computer compared to their Spanish speaking counterparts. While this study placed more emphasis in language barriers, for immigrants, language barrier is only one aspect of the problem, even if one speaks English, the ability to afford the purchase a computer is another issue and the third issue being the recognition of the importance of owning one. One must first realize the importance on such expenditure before investing in one even if one is financially capable.

Heacocks’s (2011) studies look at the progress made thus far in Africa regarding internet usage. Despite the progress made, Africa still accounts for only 5% of the world

internet usage. Lack of electricity in rural Africa and even some urban areas is one of the reasons Africa is lagging behind. There is also the fear of government internet filtering although there is very little evidence it is happening right now. Only in Ethiopia did they see government blocking a certain website during an election campaign. As the internet usage in Africa becomes more wide spread, she wonders whether government policies will interfere with freedom of information through filtering.

Conclusion

Since all African communities have similar cultures that are more comfortable with verbal communication as revealed from the University of Minnesota's (2004) research, this project will rely more on face-to-face interviews via focused groups in order to engage the community rather than on mail-in surveys. All the African immigrant non-profit organizations that we researched provide more than one service to the community. Since lack of access to computer is one of the causes of computer illiteracy among African immigrants, incorporate computer recycling as a parallel program where discarded computers are collected and repaired by the community through the project seems like a great idea. It will contribute to improved ecology and provide greener environment while providing computers to those in need. The repaired computers will be distributed to those in need in the community but also in Africa when possible. "The program enables African immigrants and refugees gain valuable skills they need in order to achieve self-sufficiency through good employment" (Pan-African Association, 2008).

By becoming self-sufficient through meaningful employment opportunities, an immigrant can transitioned from low to moderate and even high income tax paying

citizen. The opposite is true if nothing is done to remedy the situation, a computer illiterate African immigrant will remain in the circle of low paying jobs and out of the touch with modern technological advances. Many low income refugees depend on government assistance such as Medicaid, AFDC, Food Stamps and the likes in order to survive. Becoming self-sufficient will reduce the number of immigrants and refugees that rely on government assistance as demonstrated by Limon's (1996) testimony and enable the government to redirect these funds to other communities that need them the most.

PROJECT DESIGN / LOGIC MODEL

The project's logic model provides a framework and roadmap to project implementation. It serves as guide and reference source toward a successful project. Additionally, the logic model will help answer many questions as it relates to monitoring, reporting, and evaluation by simply analyzing data collected and comparing them to the project's short-term, intermediate and long-term outcomes in the logic model. It can also help ascertain how good or bad the project is doing with regard to implementation, community satisfaction, funder reporting requirements and so on.

The logic model presents the community problem, the causes of the problem, the solutions to remedy the problem, the effect of the problem if not addressed, the expected outcomes if addressed and the challenges to be anticipated in the process. See logic model in table 8 for more illustrations.

Table 8: Project Logic Model

Logic Model				
Long-Term Outcome	Over time, African immigrants in Staten Island's north shore will reduce their dependency on public assistance, become financially stable, and increase their workforce potential. This in turn will give the community a reliable and experienced workforce; decreased demand on social services and assistance; and create a less-isolated, more engaged, self-sufficient citizenry.			
Intermediate Outcome	30% of African immigrants in Staten Island's north shore will be able to take advantage of computer-related and other living wage jobs opportunities to improve earning and become self-sufficient.			
Short-Term Outcomes	Increase community awareness and access to resources that provide job readiness and skill development.	Provide multilingual tutors and mentors to facilitate the teaching and learning process in ESL, computer literacy, computer recycling and repair, and job readiness programs.	Increase job placement opportunities for those recently trained in computer literacy.	Promote computer literacy in African schools in order to decrease the incidence of computer illiteracy within the African immigrant community.

Outputs	<ul style="list-style-type: none"> • 1 MOU with a non-profit organization regarding partnership for grant writing and space allocation to house the project. • 1 MOU with an area college to provide volunteer students for tutorship. • 1 MOU for each tutor that will participate in the program 	<ul style="list-style-type: none"> • 1 curriculum developed • 1 assessment tool developed • 10 donated computers acquired • 300 fliers, posters and communication tools distributed for the classes • 1 registration process developed • 12 meetings with tutors annually (One a month minimally). • 50% of the graduates enrolled in our computer literacy program and 30% in our computer repair program. • 15 English as second language (ESL) student's successfully completed the pilot project with improved reading and writing skills. 	<ul style="list-style-type: none"> • 70% of the students surveyed said they have seen the outreach fliers somewhere in the community to illustrate the effectiveness of our outreach efforts. • Received about 100 phone calls in the first year requesting information on the program. • Distributed 2,000 fliers the first year. 	<ul style="list-style-type: none"> • 80% of the students scored above 90% in the final exam. • 12 staff meetings and 12 meetings with tutors and mentors during year to discuss progress. • Develop monitoring tool for the project. • Develop reporting tool for the project.
Activities	<ul style="list-style-type: none"> • Identify funding sources and donors, and then collaborate with another non-profit organization such as NHS to apply for funding and secure a space to house the project. • Seek donations of computers, equipment, and related reading and writing materials from area business. • Develop pool of multilingual tutors and mentors within the community and other stakeholders like colleges for volunteer tutors. 	<ul style="list-style-type: none"> • Have an effective accounting procedure in place to document all funds received, cash inflow, outflow and all related expenses. • Develop a curriculum with the help of other stakeholders such as the colleges and volunteer tutors. • Present curriculum, budget and number staff needed to board members for review and approval. • Meet with staff, tutors, and mentors 	<ul style="list-style-type: none"> • Develop and distribute fliers announcing the starting date and time for classes. Provide access to English as Second Language (ESL) program and consider realistic class scheduling hours to allow for more participation by working community members. • Start intake process to accept interested students application. • Start class and observe any difficulties 	<ul style="list-style-type: none"> • Develop testing methods to measure students' progress. • Periodically, test the students to ascertain the level attained. • Meet regularly with tutors, mentors and other stakeholders to discuss the programs progress. • Survey the students to find out how they feel about the program and how they feel it is helping them. • Document all findings for reporting and

	<ul style="list-style-type: none"> • Develop an outreach plan in order to reach as many stakeholders as possible. 	to ascertain each ones readiness and to address any concerns	uncounted, then correct them to improve the program	future decision making.
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METHODOLOGY AND IMPLEMENTATION PLAN

The project will collaborate with other stakeholders such as non-profit organization, area businesses and area colleges for mutual project benefits. (College students have the opportunity to polish their skills via tutorship while the college itself has an opportunity to give back to the community in which it does business.)

The project will work with the community to develop a pool of multilingual tutors and mentors both within and outside the community to promote participation and community involvement.

Develop a curriculum with the collaboration of stakeholders: colleges & volunteer tutors; develop MOUs for stakeholders that outline mutual responsibilities. Encourage individual participation in community organizing.

Develop a realistic budget that takes into account the potential for project expansion. One of the ideas behind this project is to provide immediate employment opportunity for program graduates.

Project Participants / Beneficiaries

The African Community Empowerment initiative is targeting African immigrant community of Staten Island's north shore due its socio-economic problems; lack of employment opportunities, language barriers, lack of education and public assistance dependency. African Community Empowerment was designed to bring awareness to the community, to help improve and develop the community to self-sufficiency. There are approximately 15,000 African immigrants on Staten Island. 70% of which is refugees from war thorn regions such as Liberia and Sierra Leone. Many African immigrants

arrive in the US without English language proficiency; particularly, those from French speaking countries. Most live in subsidized housing units; this is an example of community dependency on public assistance. The median income for Staten Island's north shore is \$41,000, however; the median income for the African immigrant is \$25,000. A research of Center for Human Right Commission revealed that the African American population grew 41% in the last decade on Staten Island.

Community Role

Community role is central to the project, without whose active participation, the project will not succeed. As stakeholders, the involvement of each and every one is essential to the project's success. The plan is to identify both human and material resources in the community. There are some professionals in the community whose skills and experience could be of great value in mentorship, for instance. Many of these professionals are not employed in their field of study because their credential is not recognized by American institutions. The current outreach focus is on African immigrant associations and religious institution for community involvement.

Host Organization/Group

The executive director of NHS of Staten Island has promised a space to house the project including some start-up funds. Partnership with NHS to apply for grants could enhance the chance of securing grant money. NHS's experience of 26 years could be utilized as added value to guide the project's path to success.

Project Staffing

The computer repair, recycle and literacy project targeting the African immigrant community on Staten Island's north shore will start with four staff members, two of which are paid full time employees (Technical support and Admin). The proposed budget of \$69,800 includes the two full time staff members at a cost of (\$23,500 and \$3,000 in fringes per staff). The two staff members will cover the admin and technical support positions respectively. In addition, the project intends to rely greatly on volunteers such as myself, tutors from the colleges and mentors from the community to get the job done.

The program director is someone we look up to as a mentor. This person has a lot of management and grant writing experience. The project hopes to tap into his vast experience for guidance in starting the project and to collaborate in joint grant writing with the host organization. This person will work with the program manager in order to gain support from area business in terms of collaboration and MOU agreements to help program graduates in securing employment.

The program manager being will coordinate among all the stakeholders such as area businesses, colleges and the community through meetings and focus group sessions. The program manager is responsible for making sure that each staff both paid and volunteer is aware of his job description and provide him with the necessary resources to get the job done. This person will coordinate with both tutors and mentors who volunteer in the project. Along with the program director, they will continuously look for funding opportunities to sustain the project. This person will organize periodic meetings with staff in order to ascertain progress or the lack of it.

The technical support staff is responsible for computer repair classes, program testing, monitoring and evaluation of students. This person is also responsible for ESL classes through continues collaboration with tutors and mentors. Additionally, the technical support staff is responsible for parts inventory and computer recycling activities. Transportation incentives when possible could be provided to motivate volunteer tutors and mentors to continue providing assistance. The project's progress will be monitored through a set of well-developed scheduled timelines and make changes when necessary in order to achieve the desired results.

The admin staff is responsible for scheduling of meetings, creation of outreach materials and literatures, registration, bookkeeping and stationary procurement; class scheduling and data collection for evaluation and reporting purposes. Admin staff will have the support of program volunteers in order to alleviate the work load and produce quality performance in a timely manner.

Volunteers could be utilized in various programs areas particularly Tech Support where tutors and mentors would be in demand and Admin where they could help with creating outreach materials and data collection, monitoring and evaluation activities. Ultimately, the project will rely on everyone's dedication and input, particularly, when the going gets tough given the fact that this is a new project. The project certainly will be learning and improving with each step in order to achieve the desired result of helping the community help itself. Recycled computers could be sold for continued cash inflow; while some could be donated to communities that need them (i.e. African schools for computer labs). Student and community feedback via periodic surveys are essential in

order to better serve the community. Finally, data collection and project evaluation results will be utilized as leverage for future grant proposals and fund raising efforts.

Table 9: Organizational Chart of Project

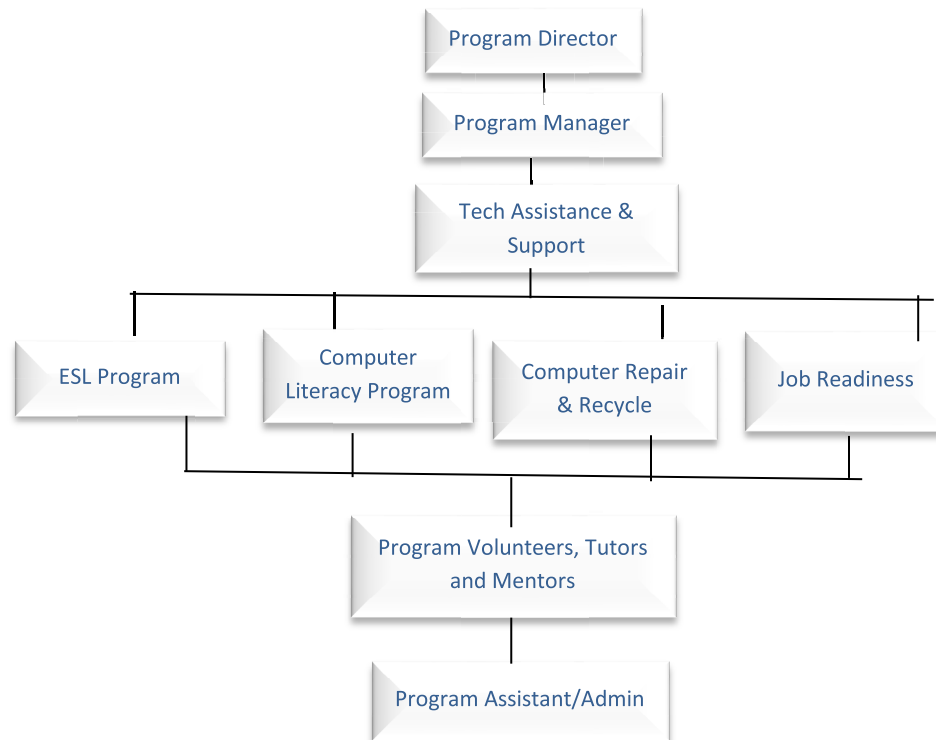


Table 10: Key Roles for Each Member

JOB TITLE	JOB DESCRIPTION
Program Director	Must have a lot of managerial and grants writing experience. The project hopes to tap into his vast experience for guidance in starting the project and help with grant writing process.
Program Manager	Responsible for making sure that each staff both paid and volunteer is aware of his job description and provide him with the necessary resources to get the job done. Coordinate with both tutors and mentors who volunteer in the project. Along with the program director, continuously looking for funding opportunities to sustain the project. Organize periodic meetings with staff in order to ascertain progress or the lack of it.
Tech Support	The technical support staff is responsible for computer repair classes, program testing, monitoring and evaluation of students. Will also be responsible for ESL classes through continues collaboration with tutors and mentors. This person is responsible for parts inventory and computer recycling activities. Provide continued support to volunteer tutors and mentors.

Program Assistant/Admin	The admin staff is responsible for scheduling of meetings, creation of outreach literatures, registration, bookkeeping and stationary procurement, class scheduling and data collection for evaluation and reporting purposes. Admin staff will have the support of program volunteers in order to alleviate the work load.
Volunteers	Volunteers could be utilized in various programs areas particularly Tech Support where tutors and mentors would be in demand and Admin where they could be used for creating outreach materials and data collection, monitoring and evaluation activities.

Project Implementation (Schedule/Timeframe)

The timelines are the measuring indicators of whether or not a particular activity was accomplished on schedule, if not, it will provide an alternative solution such as extending the scheduled timeline, or finding additional support in order to get the task accomplished. Continued testing of students will provides clear picture of their progress and serve as motivating factor to students. Graduates of ESL program will have the opportunity to register for the computer repair classes if they so desire. Certificates will be issued to all graduates to recognize their accomplishment.

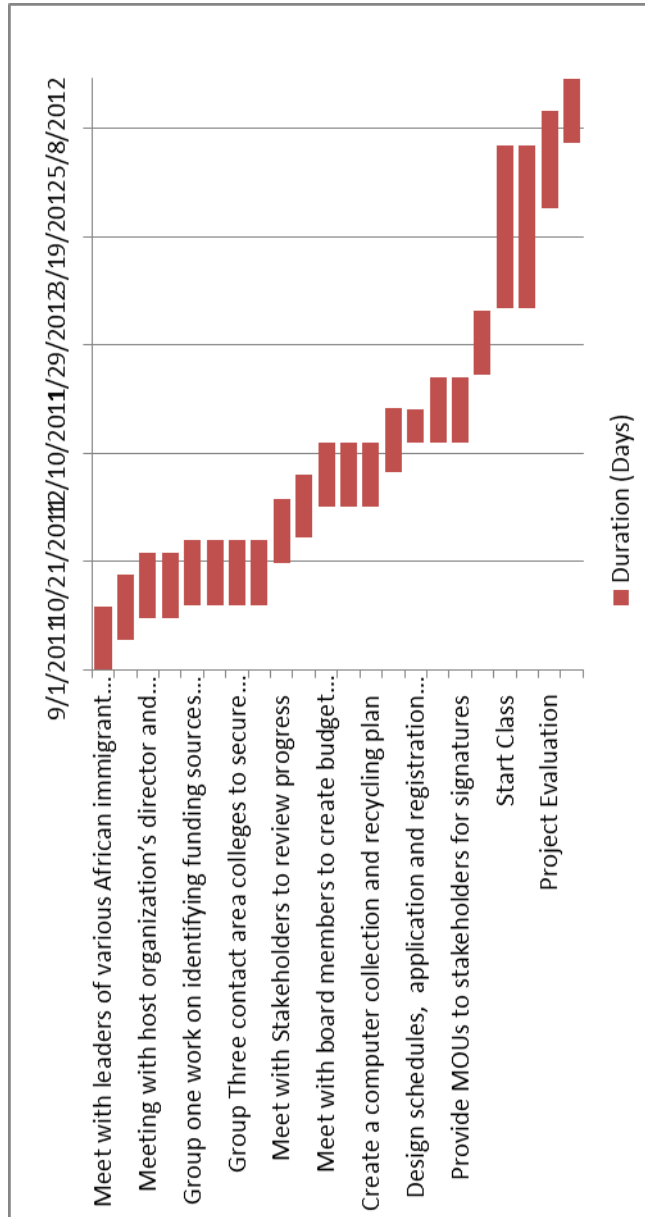
Table 11: Timeline

Program Management - Timelines			
Tasks	Start Date	Duration (Days)	End Date
Meet with leaders of various African immigrant associations to explain project	9/1/2011	29	9/30/2011
Focus group activities with various immigrant associations on Staten Island.	9/15/2011	30	10/15/2011
Meeting with host organization's director and initial stakeholders to delegate group roles	9/25/2011	30	10/25/2011
Secure a location to host the project	9/25/2011	30	10/25/2011
Group one work on identifying funding sources and grant availability	10/1/2011	30	10/31/2011
Group two contact area businesses for computer equipment donations	10/1/2011	30	10/31/2011
Group Three contact area colleges to secure partnership and tutorial availability	10/1/2011	30	10/31/2011

Group four has the task to identify community resources; human and material	10/1/2011	30	10/31/2011
Meet with Stakeholders to review progress	10/20/2011	30	11/20/2011
Create a board that represents all stakeholders and the governing bylaws	11/1/2011	29	11/30/2011
Meet with board members to create budget based on available resources	11/15/2011	30	12/15/2011
Meet with tutors and mentors to discuss strategy, curriculum design, program implementation and monitoring/evaluation methods	11/15/2011	30	12/15/2011
Create a computer collection and recycling plan	11/15/2011	30	12/15/2011
Design and distribute outreach materials to promote project.	12/1/2011	30	12/31/2011
Design schedules, application and registration process	12/15/2011	15	12/31/2011
Meet with all stakeholders to smooth all rough edges and address concerns	12/15/2011	30	1/15/2012
Provide MOUs to stakeholders for signatures	12/15/2011	30	1/15/2012
Start registration	1/15/2012	30	2/15/2012
Start Class	2/15/2012	75	4/30/2012
Project Monitoring & Reporting	2/15/2012	75	4/30/2012
Project Evaluation	4/1/2012	45	5/16/2012
Project Reporting - End of Project	5/1/2012	30	5/31/2012

The Gantt chart in table 12 below presents a graphical perspective of the tabled timeline shown above. It essentially tells the same story in a different format. Research has shown that some people are more comfortable with graphics than with numbers. Therefore, in an effort to reach every stakeholder and get out message across, we decided to include the Gantt chat.

Table 12: Program Management – Gantt Chart



Budget

The project's budget is based on 3 sources of income: \$60,000 federal grant money, \$5,000 of in-kind donation both material and time, and \$4,800 anticipated cash inflow from computer recycle and repair services for a total \$69,800 (\$23,500 and \$3,000

in fringes per staff). The biggest expense on the budget is the salary and fringes for two employees in the amount of \$53,000 or 75.93% of the budget.

This proposed budget reflects the actual amount of money needed to effectively run the project. Although, the project anticipates many in-kind contributions such as start-up cash promised by NHS's executive director, computer equipment, and volunteer tutors and mentors for the computer literacy and ESL programs, noted in the income section; the project will need this budget for sustainability and staff encouragement. The salary and fringe benefits is based on two full time employees. This number will have to be revised should the project become successful in order to employ additional staff. One of the project's objectives is to provide immediate employment opportunity to the project's computer repair program graduates. As this happens, the budget will be revised to reflect each staff addition. Travelling expense is projected on computer recycling pick-ups and other out of office assignments and activities. Supply and printing includes fliers and other outreach materials.

The computer repair program will require the purchase of replacement parts in order to repair the recycled computers that could be sold for cash inflow mentioned in the income section of the budget.

The anticipated attorney fees, is to insure that the project is being run within the law and that all the legal requirements are and nuances are met. The project has been promised a space for start-up activities by a non-for-profit stakeholder; however, the projected rent amount in the budget is if the project were to pay for rent or should the project grow out of the initial space. Finally, the budget accounted for phone and fax

expenses as well as postage and delivery, including the cost associated with periodic meetings with staff and stakeholders.

Table 13: Budget

Project Budget for African Community Empowerment					
#	Particulars	Amount in Dollars (\$)			Budget Percentage
	Total Revenue:	Income	Expenses		
	Government Grants = \$60,000 In-Kind Contributions = \$5,000 Profit From Services = \$4,800	\$69,800			
1	Personnel Expense: (Wage and Fringe Benefits)		\$53,000	00	75.93%
2	Traveling Expense		1,000	00	1.43%
3	Supply Expense: (Printing and Copying)		300	00	0.43%
4	Computer Repair Expense: (Replacement Parts Purchase)		1,200	00	1.72%
5	Legal Fees		700	00	1%
6	Rent of Space: (\$1,000x12)		12,000	00	17.19%
7	Postage and Delivery		500	00	0.72%
8	Telephone and Fax		500	00	0.72%
9	Miscellaneous Expense: (Cost of Meetings)		600	00	0.86
10	Total Project Budget		\$69,800	00	100%

MONITORING

Monitoring Indicators

The project will monitor its progress through a set of well-developed scheduled timelines and make changes when necessary in order to achieve success. The timelines are measuring indicators of whether or not a particular activity was accomplished on schedule, if not; action taken must be explained. Alternate solution and timeline extension must be provided such as finding additional support resources in order to get the task accomplished.

Table 14: Monitoring Report

OUTCOMES	INDICATORS	DATA GATHERING METHOD(S)	SOURCE(S)	TIMEFRAME
<p>LONG-TERM OUTCOME:</p> <p>Over time, African immigrants in Staten Island's north shore will reduce their dependency on public assistance, become financially stable, and increase their workforce potential. This in turn will give the community a reliable and experienced workforce; decreased demand on social services and assistance; and create a less-isolated, more engaged, self-sufficient citizenry.</p>	<p>Number of the African community becomes self-sufficient overtime due to project implementation.</p> <p>Percentage of African community reliance on public assistance.</p> <p>Number of people that obtained immediate employment through the project.</p> <p>Percentage of crime, drug abuse, truancy, teen pregnancy rate reduction in the community.</p> <p>Percentage of increased level of community awareness due to project implementation.</p> <p>Project's budget record to show sustainability.</p>	<p>Number of people that participated in the programs.</p> <p>Number program graduates.</p> <p>Number of people that obtained better employment and increased earnings as a result of the skill acquired from the programs.</p> <p>Record other community improvement that indirectly links to the project.</p> <p>Record projects budget and cash flow potential.</p> <p>Record student's pre and posttest results.</p>	<p>Student records, City employment statistics pre and post project, City public assistance records pre and post, City crime, drug abuse, truancy, teen pregnancy statistics, community surveys, stakeholder feedbacks, partnership collaboration effectiveness records, number of community development projects that indirectly links to the project implementation.</p> <p>Record of projects budget and cash flow. Record of student's pre and posttest in order to demonstrate improvement or lack of it.</p>	<p>The project will evaluate the long-term outcome within a ten-year period.</p>
<p>INTERMEDIATE OUTCOME:</p> <p>30% of African immigrants in Staten Island's north shore will be able to take advantage of computer-related and other living wage jobs opportunities to improve earning and become self-sufficient.</p>	<p>Percent of participants that saw improvement in job opportunities and improved earning within the African community due to the project implementation.</p> <p>Number of places that will promote our services in their offices.</p>	<p>Record of many people participated in the programs.</p> <p>Record the number program graduates.</p> <p>Record how many obtained better employment and increased earnings as a result of the skill acquired from the programs.</p>	<p>Student records, City employment statistics pre and post project, City public assistance records pre and post, community surveys, stakeholder feedbacks, partnership collaboration effectiveness records, student's pre and posttest records.</p>	<p>The project will evaluate the intermediate outcome within a five-year period.</p>

<p>SHORT-TERM OUTCOME 1:</p> <p>Increase community awareness and access to resources that provide job readiness and skill development</p>	<p>Number of individuals that got involved in community organization.</p> <p>Number of students that benefited from job readiness resources and skills development.</p> <p>Percentage of people that say the project has positively impacted the community.</p>	<p>Community survey, Students survey.</p> <p>Tracking request for service numbers.</p> <p>Number of people that enhanced their employment opportunity using the services.</p>	<p>Community survey results, request for service records, pre and post community awareness records, participants satisfaction survey records.</p>	<p>The project will evaluate the short-term outcome 1 at the end of each program cycle.</p>
<p>SHORT-TERM OUTCOME 2:</p> <p>Provide multilingual tutors and mentors to facilitate the teaching and learning process in all the programs being offered.</p>	<p>Percentage of students that believe our multilingual tutors enhanced the programs.</p> <p>Number of students that attended because of multilingual settings.</p> <p>Number of students that passed mock interviews test.</p>	<p>Students survey on the advantages of the availability multilingual tutors.</p> <p>Tutors and mentors feedback on the multilingual settings.</p>	<p>Record of participant's survey responses regarding the effectiveness of multilingual settings.</p> <p>Record of feedback from tutors and mentors.</p> <p>Record of number of complaints or the lack of it.</p>	<p>We will evaluate the short-term outcome 2 at the end of each program cycle.</p>
<p>SHORT-TERM OUTCOME 3:</p> <p>Increase job placement opportunities for those recently trained in computer literacy.</p>	<p>Number of students that graduated from the programs.</p> <p>Number of graduates that are able to find employment.</p> <p>Number of graduates that found direct employment from the project.</p> <p>Number of students that passed job skills test.</p>	<p>Track student participation, graduation and job placement efforts and numbers.</p>	<p>Job placement records, records of student's individual efforts to obtain employment, record of direct employment provided or created by the project, record of project cash flow to demonstrate sustainability.</p>	<p>We will evaluate the short-term outcome 3 at the end of each program cycle.</p>
<p>SHORT-TERM OUTCOME 4:</p> <p>Promote computer literacy in African schools in order to decrease the incidence of computer illiteracy within the African immigrant community.</p>	<p>Efforts made to make contact with an African school.</p> <p>Number of computers recycled to allow us to donate some to African schools.</p> <p>Numbers of computers donated to an African school.</p>	<p>Document efforts made to contact African school/s.</p> <p>Record of donated computers.</p> <p>Record of available computers for donation.</p>	<p>Documentation of all recycling activities, record of the number of recycled computers, record of donated computers, record of available recycled computers for donation.</p>	<p>We will evaluate the short-term outcome 4 at the end of each program cycle.</p>

Monitoring and Reporting

Many of the project activity timelines have been met; such as meeting with leaders of various African immigrant associations to explain the project, Met with the Director of NHS who donated 5 computers but due to NHS's separation with the central office, the space previously promised to the project was no longer available. Therefore, a new host organization is needed. In total, 10 computers were donated to the project which is enough equipment to start the project. There are at least 5 volunteers ready to contribute in various capacities. The biggest problem currently is a host location without which other project activity timelines such preparing outreach materials will not be met. A host location is needed in order to include on all printed and outreach materials.

After learning of the unavailability of initial host location, the project submitted a project proposal to Staten Island Urban League when it became apparent that a space was available there that can potentially host this project. The proposal is being reviewed a favorable response will move the project forward. The other important missing element for the project is lack of funding. Although, a joint application for funding was submitted with NHS of Staten Island, there is no award yet. Therefore, without a donated space, the project will not be able to start since it cannot afford to rent a space.

The social return on investment (SROI) for donor of space is the opportunity they get to present to their funders and stakeholders how they utilized the empty space for the betterment of the community. Additionally, the project will enhance their performance as it relates to their mission of workforce development as the new project educate the community to become computer literate for some and computer technicians for others.

The stakeholder gets the opportunity to expand its programs as it increases the number of people it serves in the community due to the collaboration with this project.

The table below illustrates some performance measures for the African community empowerment initiatives as it works to increase community awareness and access to resources that provide job readiness, skill development, self-sufficiency and enhanced quality of life through education and support.

Methods, Tools, Forms

This project organized meetings with the leaders of various African immigrant associations and subsequently, focus group meetings with members of various organizations to explain the project and generate support and attract volunteers. The idea is to build a pool of stakeholders that have potential to help with project implementation. For long-term outcomes the project collects data on the number of people that participated in the programs, number of program graduates, number of people that obtained better employment and increased earnings as a result of the skill acquired from the programs, record of other community improvement that indirectly links to the project, improvement in income status, number of people that no longer rely on public assistance, record of projects budget and cash flow history and record of student's pre and posttest results.

For intermediate outcome the project will collect data from community surveys, students surveys, track request for service numbers, review number of people that enhanced their employment opportunity using these services as well as improvement in income status.

For short-term outcomes the project will collect data from community surveys, student surveys, track request for service numbers, number of people that enhanced their employment opportunity using these services, students input on the advantages of the availability multilingual tutors, data from tutors and mentors feedback on the multilingual settings, track student participation, graduation and job placement efforts and numbers, document efforts made to contact African school/s, record of donated computers and record of available computers for donation.

Pre and post project data collected comparison will be done such as statistics on immigrant dependency on public assistance and employment opportunities, pre and posttest student results, number of jobs offered to program graduates by area businesses, percentage of students that passed the mock job interview, feedback from area businesses that provided employment to program graduates for monitoring and reporting and evaluating. The project will rely in its performance quality indicators from project logic model in order to compare outputs to our short-term, intermediate and long-term outcomes to ascertain success, effectiveness and sustainability of the project. Table 15 below, shows output performance measures of the project.

Table 15: Output Performance

Output Performance/Quality Measures for African Community Empowerment Project.		
Short-Term Outcome	Increase community awareness and access to resources that provide job readiness and skill development.	
Outputs	1 MOU with a non-profit organization regarding partnership for grant writing and space allocation to house the project.	1 MOU with an area college to provide volunteer students for tutorship and mentorship in our programs.

<p>Output Performance/Quality Measures</p>	<ul style="list-style-type: none"> • Collaborating with another non-profit organization such as NHS to apply for funding opened the door for our first grant money and expanded funding opportunities to NHS that did not previously exist. • Collaborating with NHS helped us build our reputation faster, capitalizing on NHS's vast experience as NHS is an already established and respected organization in the community. • Collaborating with Urban League enabled us to secure a larger city owned abandoned property that is renovated and put to good use in housing our programs as we outgrew the old location. Renovating the abandoned building offered us an opportunity to develop the area. • Donated computer equipment by NHS and other non-profit organizations are put to good use in our computer literacy program rather than discarding them in landfills or recycling plants. 50 students graduated from combined programs the first year. 	<ul style="list-style-type: none"> • Students from area colleges built and sharpened their skills as they volunteered a minimum of 60 hours a month to tutor our students. It also helped them build their resumes for future employment opportunities while giving back to the community a precious human capital. • The project became so successful that it provided job opportunities to prior tutors of our programs to become fulltime staff members. It ultimately benefited both the college that offered them the tutorship opportunity for giving back to the community and the students a new employment. • The project provided skills in computer literacy and computer repair to 100% of our graduate students, direct employment opportunities to 10% and indirect employment opportunities to 50% through our collaborations with area businesses. • The computer recycling program reduced the cases of illegal dumping in parks and bushes to 80% in the community, thus, enhancing the community's quality of life and environmental protection initiatives.
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The project starts with the creation and distribution of outreach materials, registration and class scheduling by admin staff and support from project volunteers. Students will be triaged at registration depending on the program they are interested in participating and schedule them accordingly.

Class starts when a minimum number of five students is registered, this number is enough to start a class. Students are assigned tutors and mentors who will teach and guide them through the process. There will be a minimum of three classes per week to start with. This could be revised to reflect number of enrollment and community response to the programs.

Those enrolled in the computer repair and recycling program will have additional task of collecting discarded computers from the community. The recycled computers will

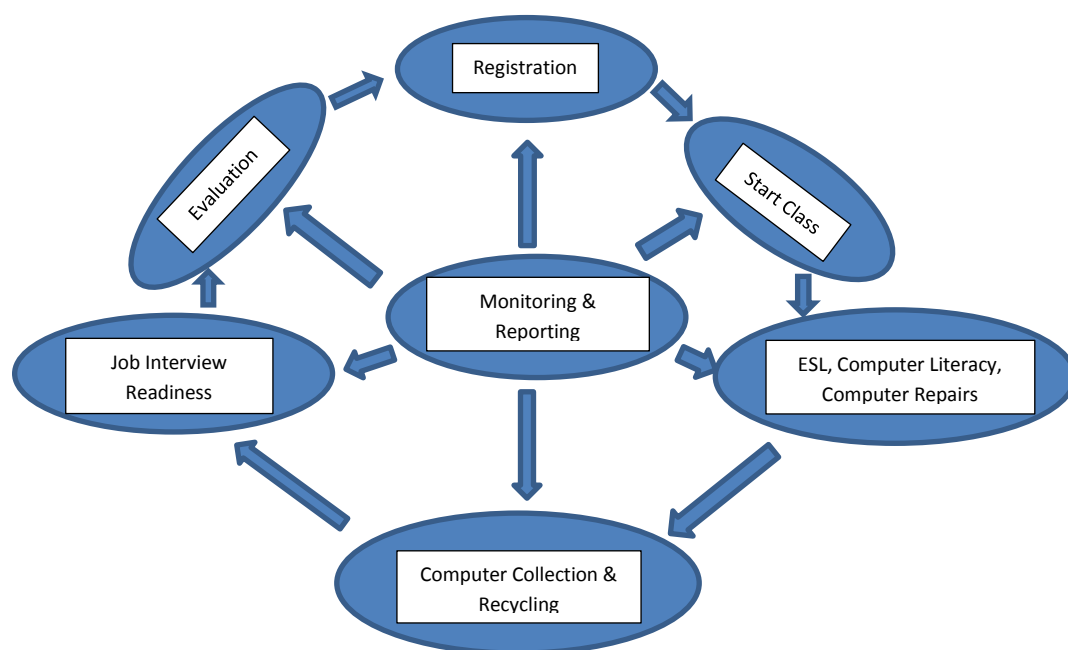
use for practical hands on lab repair work studies. Repaired computers could then be sold at bargain prices or donated to other organization and institutions that might need them such as African schools that do not have computer labs.

During this period, the project will perform continues monitoring of the programs through periodic meetings, student surveys and proficiency testing to ascertain student progress and project success or lack of it. When an issue is identified, the project will work to remedy the situation in order to ensure continued progress.

Soon to graduate students will be required to attend the job readiness training which includes resume writing and job interview preparation. The project hopes to engage area businesses in providing internship opportunity to program graduates including possible employment opportunities.

Finally, the project will perform project evaluation using data collected before and after each program. Data collected will be used for reporting to funders and grant writing purposes. It will also help the project identify its strength and weakness and ways to improve the services to the community. The flow chart below illustrates various steps in the project implementation.

Table 16: African Community Empowerment Project Flowchart



Monitoring Team/Task

The organizational charts as well as key member role table below gives us a snapshot of member responsibilities and hierarchical chain of command.

Monitoring Schedule

Based on community response, the project is going to create four groups of volunteers to take on specific tasks to accomplish within a specific timeline.

Group one will work on identifying funding sources, group two will be responsible for contacting area businesses in order to secure in-kind donations such as computer equipment and other possible collaboration such as job placement opportunities, group three will be responsible for contacting area colleges to secure partnership in the area of

curriculum and tutorial assistance. College students could polish their skills by volunteering to provide tutorials to the project while the colleges itself has an opportunity to give back to the community in which it does business, and group four will have the responsibility of identifying community resources both human and material that could help the project implementation.

Each project activity has timeline within which the task needs to be accomplished as shown in table 15. Explanation must be provided for tasks not accomplished within the specified timeline and action taken in order to complete the said task including the specific extended timeline must be documented.

EVALUATION

Evaluation Variables and Indicators

As the project implement, monitor and report on the progress of African community empowerment project, it will also develop an evaluation process that helps to ascertain the effectiveness of the project implementation, and level of successes.

Evaluation's results will guide and help the project to correct the areas discovered to be lacking and enhance its achievements.

The project will embrace the empowerment form of evaluation that will initially invite a facilitator to initiate the process in a participatory form first, and then add elements of capacity building initiative to empower the organization and stakeholders to continue the process thereafter. The idea is to eventually take control of the evaluation process as the project master the process. An example of a facilitator will be graduate students who will help to set up a measurement system, as well as proper data collection method including the types of data to be collected.

African community empowerment project will specifically be interested on questions such as; how the community responded to the project as a whole? Was the community satisfied with the projects customer service? How many participants successfully completed the program or found better employment as a result of graduating from the program?

One data of particular interest is the number of participants that graduated from the program or obtained better employment as a result of the program in order to demonstrate to stakeholders and funders alike, that the project is worth their support, both moral and financial. Additionally, it serves as a good indicator that the project is on track

to be a successful CED initiative by comparing the outcomes achieved to outcomes laid out in the project's logic model. These questions are answerable through participants' survey and other data collected throughout the project cycle.

A range of indicators has been identified specific to the project to be monitored and evaluated using the logic model activities and outcomes as benchmarks from which to draw parallel and measure success or failure. The table below illustrates a matrix showing various indicators and outcomes from which to draw comparisons and accurately apply measurements in a consistent manner for better results.

Table 17: Measuring Variables and Indicators Matrix

OUTCOMES	INDICATORS	DATA GATHERING METHOD(S)	SOURCE(S)	TIMEFRAME
<p>LONG-TERM OUTCOME:</p> <p>Over time, African immigrants in Staten Island's north shore will reduce their dependency on public assistance, become financially stable, and increase their workforce potential. This in turn will give the community a reliable and experienced workforce; decreased demand on social services and assistance; and create a less-isolated, more engaged, self-sufficient citizenry.</p>	<p>Number of the African community becomes self-sufficient overtime due to project implementation.</p> <p>Percentage of African community reliance on public assistance.</p> <p>Number of people that obtained immediate employment through the project.</p> <p>Percentage of crime, drug abuse, truancy, teen pregnancy rate reduction in the community.</p> <p>Percentage of increased level of community awareness due to project implementation.</p> <p>Project's budget record to show sustainability.</p>	<p>Number of people that participated in the programs.</p> <p>Number program graduates.</p> <p>Number of people that obtained better employment and increased earnings as a result of the skill acquired from the programs.</p> <p>Record other community improvement that indirectly links to the project.</p> <p>Record projects budget and cash flow potential.</p> <p>Record student's pre and posttest results.</p>	<p>Student records, City employment statistics pre and post project, City public assistance records pre and post, City crime, drug abuse, truancy, teen pregnancy statistics, community surveys, stakeholder feedbacks, partnership collaboration effectiveness records, number of community development projects that indirectly links to the project implementation.</p> <p>Record of projects budget and cash flow.</p> <p>Record of student's pre and posttest in order to demonstrate improvement or lack of it.</p>	<p>The project will evaluate the long-term outcome within a ten-year period.</p>

<p>INTERMEDIATE OUTCOME:</p> <p>30% of African immigrants in Staten Island's north shore will be able to take advantage of computer-related and other living wage jobs opportunities to improve earning and become self-sufficient.</p>	<p>Percent of participants that saw improvement in job opportunities and improved earning within the African community due to the project implementation. Number of places that will promote our services in their offices.</p>	<p>Record of many people participated in the programs. Record the number program graduates. Record how many obtained better employment and increased earnings as a result of the skill acquired from the programs.</p>	<p>Student records, City employment statistics pre and post project, City public assistance records pre and post, community surveys, stakeholder feedbacks, partnership collaboration effectiveness records, student's pre and posttest records.</p>	<p>The project will evaluate the intermediate outcome within a five-year period.</p>
<p>SHORT-TERM OUTCOME 1:</p> <p>Increase community awareness and access to resources that provide job readiness and skill development</p>	<p>Number of individuals that got involved in community organization. Number of students that benefited from job readiness resources and skills development. Percentage of people that say the project has positively impacted the community.</p>	<p>Community survey, Students survey. Tracking request for service numbers. Number of people that enhanced their employment opportunity using the services.</p>	<p>Community survey results, request for service records, pre and post community awareness records, participants satisfaction survey records.</p>	<p>The project will evaluate the short-term outcome 1 at the end of each program cycle.</p>
<p>SHORT-TERM OUTCOME 2:</p> <p>Provide multilingual tutors and mentors to facilitate the teaching and learning process in all the programs being offered.</p>	<p>Percentage of students that believe our multilingual tutors enhanced the programs. Number of students that attended because of multilingual settings. Number of students that passed mock interviews test.</p>	<p>Students survey on the advantages of the availability multilingual tutors. Tutors and mentors feedback on the multilingual settings.</p>	<p>Record of participant's survey responses regarding the effectiveness of multilingual settings. Record of feedback from tutors and mentors. Record of number of complaints or the lack of it.</p>	<p>We will evaluate the short-term outcome 2 at the end of each program cycle.</p>

<p>SHORT-TERM OUTCOME 3:</p> <p>Increase job placement opportunities for those recently trained in computer literacy.</p>	<p>Number of students that graduated from the programs.</p> <p>Number of graduates that are able to find employment.</p> <p>Number of graduates that found direct employment from the project.</p> <p>Number of students that passed job skills test.</p>	<p>Track student participation, graduation and job placement efforts and numbers.</p>	<p>Job placement records, records of student's individual efforts to obtain employment, record of direct employment provided or created by the project, record of project cash flow to demonstrate sustainability.</p>	<p>We will evaluate the short-term outcome 3 at the end of each program cycle.</p>
<p>SHORT-TERM OUTCOME 4:</p> <p>Promote computer literacy in African schools in order to decrease the incidence of computer illiteracy within the African immigrant community.</p>	<p>Efforts made to make contact with an African school.</p> <p>Number of computers recycled to allow us to donate some to African schools.</p> <p>Numbers of computers donated to an African school.</p>	<p>Document efforts made to contact African school/s.</p> <p>Record of donated computers.</p> <p>Record of available computers for donation.</p>	<p>Documentation of all recycling activities, record of the number of recycled computers, record of donated computers, record of available recycled computers for donation.</p>	<p>We will evaluate the short-term outcome 4 at the end of each program cycle.</p>

Data Gathering Methods, Tools, Forms

For long-term outcomes the project will collect data on number of people that participated in the programs, number of program graduates, number of people that obtained better employment and increased earnings as a result of skills acquired from the programs, record of other community improvements that indirectly relate to the project, record of projects budget and cash flow history and record of student's pre and posttest results, and finally; pre and post quality of life data for comparative analysis.

For intermediate outcome the project will collect data from community surveys, students surveys, track request for service numbers, review number of people that enhanced their employment opportunity using the services.

For short-term outcomes the project will collect data on community surveys, student surveys, track request for service numbers, number of people that enhanced their employment opportunity using these services, students input on the advantages of the availability multilingual tutors, data from tutors and mentors feedback on the multilingual settings, track student participation, graduation and job placement efforts and numbers, document efforts made to contact African school/s, record of donated computers as well as available computers for donation.

Data Analysis

The project will compare pre and post project data collected such as statistics on immigrant dependency on public assistance and employment opportunities, pre and posttest student results, number of jobs offered to program graduates by area businesses, percentage of students that passed the mock job interview, feedback from area businesses that provided employment to program graduates. The result will help discover areas of concern and correct them; it also provides tools to present to stakeholders, future stakeholders and funders alike to justify why the project should continue as it continues to seek funding for project sustainability.

Evaluation Team / Tasks

The evaluation team will consist of project staff; stakeholders such as tutors and mentors; and more importantly, a facilitator who will help initiate the empowerment evaluation process for an efficient and sustainable project where internal evaluation is just as reliable and objective. The facilitator will help set up a measurement system, as well as proper data collection method including the types of data to be collected. The team will then be responsible thereafter, for the continued data collection and analysis for evaluation purposes.

Evaluation Schedule

The project will evaluate the short-term outcomes by the end of each project cycle to ascertain progress made and areas that need enhancing. The specific indicators to be measured against the project's logic model activities and outcomes serving as benchmarks for success or failure are:

Short-term outcome one

The number of individuals that got involved in community organization, number of students that benefited from job readiness resources and skills development, percentage of people that say the project has positively impacted the community.

Short-term outcome two

The percentage of students that believe the multilingual tutors enhanced the programs, number of students that attended because of multilingual settings, number of students that passed mock interviews test.

Short-term outcome three

The number of students that graduated from the programs, number of graduates that are able to find employment, number of graduates that found direct employment from the project, number of students that passed job skills test.

Short-term outcome four

The efforts made to make contact with African schools, number of computers recycled to enable some to be donated, number of computers donated to African schools.

The project will utilize the same approach with similar indicators to measure the intermediate and long-term outcomes overtime, although, it will take longer period of time before this project is able to accurately evaluate these outcomes.

The intermediate outcome will be evaluated within the five year mark in order to give enough time for monitoring and evaluation as well as adequate data collection. The goal is to have about 30% of African immigrants in Staten Island's north shore be able to take advantage of computer-related and other living wage jobs opportunities to improve earning and become self-sufficient. Therefore, the will evaluate the number of employment obtained by program graduates due to the program and analyze pre and post data collected in order to determine the effect and effectiveness of the project in the community by quantifying the progress made.

The long-term outcome is to be evaluated within ten year period because it takes a long time to properly measure the long-term impact of a project in a given community. The goal here is for African immigrants in Staten Island's north shore to be able reduce their dependency on public assistance, become financially stable, and increase their workforce potential. This in turn will give the community a reliable and experienced workforce; decreased demand on social services and assistance; and create a less-isolated, more engaged, self-sufficient citizenry.

SUSTAINABILITY

Framework

The African community empowerment project's sustainability framework is to create diverse programs that are interconnected such as English as second language, computer literacy, computer repair and recycling and job readiness training. Therefore, startup funding as well as continued funding will be key to this sustainability effort. This will ensure that if one program was to lose funding, another program's funding would help sustain the project as the project continues to seek support for the non-funded program. This project wants to have the capacity to expand and the ability to generate income internally through the computer repair and recycling program to increase the chances of sustainability. More importantly, the project wants to have the opportunity to impact more than one community in a sustainable community economic project through expansion.

Vision

As the project becomes successful, the vision is to become a model that is replicated by other organizations. The project will provide expertise and support to organizations that seek to replicate the project, thus, increase funding opportunities from many funders which will help in the long-term sustainability. The project hopes to have it replicated by at least 3 other organizations in the next 10 years by demonstrating the importance of the project through proper evaluation procedures that provides convincing data and results.

Key Impacts

Socially, the reasons for African immigration to the US are changing; because of fewer wars, there are fewer refugee arrivals, and fewer asylum seekers. Regular immigration has not changed however, as Africans continue to seek greener pastures in the western world. Therefore, there will continue to be a need for these programs. Currently, those immigrants that have no legal status cannot seek employment or vote in election but this could change with a comprehensive immigration reform. That could increase demand for these services as immigrants are able to legally seek employment. However, an immigration law that seeks to deport all undocumented immigrants could have a negative effect on the project. The program could also advocate on behalf of the undocumented in demonstrating the importance of legalizing them versus deportation. This advocacy endeavor could also become a potential funding initiative with pro-immigrant stakeholders.

Politically, due to the current economic situation, this issue does not seem to be a priority unless the project is able to convince the political landscape what the social return on investment are. As immigrants become self-sufficient and contributing tax payers, they also gain citizenship and the right to vote, thus, influence election outcome with their numbers. Many African governments struggle to provide basic needs of their population, therefore, the effort to provide refurbished or recycled computers to African schools will continue to impact many African schools that benefit from the computer donations for school labs.

This project will utilize the evaluation process to its advantage by demonstrating to stakeholders, their social return on investment in order to motivate them to continue

funding the project. Naturalized immigrants can become an important voter base for elected officials that demonstrate interest in African immigrants well-being, banks could potentially increase client numbers in the community as African immigrants become more qualified for better paying jobs, area business could see spike in consumer spending due to better job opportunities for project graduates.

Action Plan

The project will capitalize on successes and use them as leverage when approaching current and future funders for continued support both monetary and in kind. The emphasis will be on the social return on investment for the potential funders. The project will have an open house policy where other non-profits organizations are invited to observe the programs at work and provide training for those organizations that need assistance and guidance in replicating the project in their communities.

Partnership with area businesses will ensure that the program graduates have internship and employment opportunities. If this partnership succeeds, it could potentially be one of the sustainability factors that ensure project relevance and longevity. The project may be able to seek funding or donations from these area businesses as they see their Social Return on Investment and the benefit to the community at large.

Although, it has been difficult to get the project off the ground, there are opportunities and potentials for sustainability. The decision to approach elected officials starting with the councilwoman with whom NHS has collaborated in prior activities is a very good idea. Finally, the computer repair and recycling program has a potential to

generate income to cover some operating expense as the program charges fees to provide repair services.

RESULTS

African Community Empowerment has four short-term outcomes in the logic model. Some results were achieved but others have not been achieved. Here is a snapshot of each outcome and the results achieved, the difficulties encountered as well as lessons learned in the process.

Short-Term Outcome One

The first short term outcome is to “Increase community awareness and access to resources that provide job readiness and skill development”. A portion of this outcome was achieved as the project was able to meet with some members of the community in order to present and explain the project.

Although, some meetings took place with African immigrants associations and religious institutions as part of the outreach campaign, the project was not able to secure the necessary funding in order to finalize preparation and launch the project. The joint grant application with NHS of Staten Island was not approved which forced the program to look for other avenues for possible grants. Initially, the project started off with a promise from NHS, the host organization for a space to launch our project.

NHS could not follow through with this promise as it separated with central office to become an independent entity. Since then, the project has continued to look for alternate host location. A proposal was submitted to Staten Urban league through the executive director of NHS of Staten Island who informed this project of the possible availability of space there. Presently, the request is still pending. This project is also exploring other avenues such as a space in a community school or religious institution.

The project has also decided to apply for as many grants as possible due to scarcity of grants lately in order to increase the chances of approval.

In the interim, what the project can do is to be patient and wait for both the grant and or the space to be offered. This also means that the project is not going to be able to meet some of its projected timelines. This project cannot finalize the outreach materials because there is no host location address to include on the materials, and the project cannot be launch in a timely manner for the same reason.

Short-Term Outcome Two

The second short-term outcome is to “provide multilingual tutors and mentors to facilitate the teaching and learning process in all of our programs; English as second language, computer literacy, computer recycling and repair, and job readiness programs”. Although, the has not been launched due to scarcity of space and funding, however, there are about four multilingual volunteer tutors and mentors including myself that were recruited following community outreach efforts, that are ready to start when the project is launched.

Additionally, there won't be a computer literacy class without computers. Therefore, having succeeded in securing the donations of 10 computers from two non-profit organizations is a positive result and a component of this outcome. These achievements are results that lead to this short-term outcome. Also, the donated computer equipment have been serviced in order to make sure they are functional and ready for when the project is launched. The drafted program curriculum for computer repairs is mostly based on hands on approach method.

Lack of adequate time dedicated to the project is one of the short falls. Therefore, based on this experience; having a couple of full time staffs dedicated to the project will increase the chances of accomplishing these goals.

Short-Term Outcome Three

The third short-term outcome is to “Increase job placement opportunities for those recently trained in computer literacy”. This project has been reaching out to area businesses in order to show them the project’s relevance and how it relates to their businesses and their social return on investment. The idea is to secure internship and employment opportunities for project graduates. Currently, there has not been any concrete agreement in this regard; however, the verbal interest shown could lead to concrete agreements when the project is launched.

It is very difficult to convince stakeholders when the project has not been launched; however, efforts are being made to secure in kind donations from them whenever possible for the long-term sustainability of the project. Realistically, the project can only expect to reach this outcome when the project starts and produce graduates.

Short-Term Outcome Four

The fourth short-term outcome is to “Promote computer literacy in African schools in order to decrease the incidence of computer illiteracy within the African immigrant community”. The computer recycling program will provide an avenue and opportunity to achieve this outcome.

Once a host location and specific location to drop-off discarded computers are ready, the project will be able to collect more computers on consistent basis to recycle and donate in a more significant manner to African schools and anyone that may need them. In order to properly refurbish computers, replacement parts are sometimes required. The project has therefore; reached out to computer outlets to obtain free or low cost spare parts.

Ultimately, lack of host location and startup funds have become major missing components to successfully start and sustain the project. The project is working hard toward achieving these goals in order to launch it.

CONCLUSIONS AND RECOMMENDATIONS

Staten Island is home to many African immigrants. Most are from Liberia, Sierra Leone, Ghana, and Nigeria, however; many other African immigrants form part of this large group. Most have chosen to settle in the north shore which is traditionally more immigrant friendly due in part to the diversity of the area. Lack of computer literacy and job skills is an issue within the community that needs addressing. This is how the idea of creating a comprehensive project in the community that provides access to computer literacy, English as a second language (ESL), computer recycling and repair, and workforce development programs came about. The intense research and literature review provided links to project precedence and demonstrated its relevance. This was followed by community outreach and surveys to attract support and understand the community's opinion. Volunteers were recruited, groups were created to handle specific tasks, project logic model and activities timeline designed. Some timelines were easily met while some stalled, but the project remained steadfast. This project we believe could provide enormous benefit to the community as it becomes savvy computer user with skills needed in order to become gainfully employed. It will also help the program graduates toward self-sufficiency as they secure better paying jobs.

Prospects of Attaining Intermediate and Long Term Outcomes

In order to expect any significant project intermediate and long-term outcomes achievements, emphasis must be on the short-term outcomes and means of sustainability. The achievements of short-term outcomes serve as foundation and catalyst to intermediate and long-term outcomes. Project monitoring, reporting and evaluation

could be used in multiple ways to ensure short-term outcomes are achieved. First, it would help to ascertain the effectiveness of the project implementation, the efficiency of the process, as well as progress made. Second, it helps to identify problem areas in order to find solutions to them. Third, it provides precious data to be presented to stakeholders and funders alike in quest for continued funding for sustainability.

Evaluation could become a competition tool for non-profit organizations as funding sources dwindle, an organization with better evaluation method could become the most convincing to funders, mainly because a good evaluation tells funders where their money went and where new funds will go without ambiguity. It is also able to highlight funder's social return on investment (SROI) which is what funders are looking for when they decide to fund a project.

The project will continually collect and analyze project related data in diverse ways. Community survey, project participants' survey, community response and participation in the project, staff performance, and student's test results are among data to be collected. These will then be compared with our short-term outcomes in our project logic model. Basically, the project's logic model will serve as our measuring benchmark during the evaluation process.

It is very important that the project does its homework to understanding exactly what it is the funders are looking for. This way, it is able to collect relative data that will produce the desired results. Additionally, it should be proactive in collecting and providing data that paint an important picture a funder might not have thought of, this goes a long way to enhance the projects credibility with funders.

Although, it has been difficult to get the project off the ground, there are opportunities and potentials for sustainability, including the computer repair and recycling program that has potential to generate income to cover some operating expense as through fees charge to provide repair services.

Personal Thoughts

It is definitely a long way from project idea, inception to implementation. However, having a clear project outline in a well-designed logic model, along with a framework that leads to timely and flawless project implementation are keys to success. This therefore underscores the importance of project implementation timelines to serve as guide, reminder and reference point.

When this project started, the two things that we thought we do not have to worry about were the space to host the project and start-up funds. As it turned out, they are the missing components today that we are struggling to achieve. Lesson learned is that we should not rest on our laurels. Had the project planning left a room for contingency, i.e. Plan B, C, etc.; this project could have been ahead of the curve when the initial plan took a hit. As NHS went through its own internal turmoil and changes, the promise of space and start-up funds to this project vanished with it. But thanks to the many dedicated volunteers who embraced the project, the determination to succeed is still alive, although; this set back did slow the project down.

Project Validation

The African community empowerment project's objective is not only to develop the community through education and job training skills; sustainability and project expansion are results that will lead the project to its intermediate and long-term goals.

Socially, the reasons for African immigration to the US are changing; because of fewer wars, there are fewer refugee arrivals, and fewer asylum seekers. However, regular immigration has not abated; as Africans continue to seek greener pastures in the western world. Therefore, there will continue to be a need for this program. Currently, those immigrants that have no legal status cannot seek employment or vote in election but this could change with a comprehensive immigration reform. That could increase demand for these services as immigrants become legally able to seek employment.

Politically, due to the current economic climate, this issue does not seem to be of a priority unless the project is able to demonstrate to the political landscape, their social return on investment as immigrants become self-sufficient and contributing tax payers. They gain citizenship and the right to vote, thus, able to influence election outcome with their numbers.

Once the project successfully achieves its short-term outcomes of providing education and better job opportunities, including sustainability and project expansion, the long-term outcome of African immigrants in Staten Island's north shore reducing their dependency on public assistance, becoming financially stable, and increasing their workforce potential; leading to a reliable and experienced community workforce; decreasing demand on social services and assistance; and creating a less-isolated, more engaged self-sufficient citizenry becomes attainable.

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APPENDIX

Community Needs Assessment Matrix

Community Needs Assessment (CNA)					
Source	Document	Nature and Extent of problem	Causes	Effect	Intervention
NY YMCA	Strategic Plan 2009-2011	23% of immigrant population in NYC does not speak English well and about 10% do not speak English at all. Many are in need of computer literacy program	Many come from developing, non-English speaking countries. Some have not been exposed to computers in their home countries.	They find it difficult to understand people and to be understood. They are unable to take advantage of computer related job application and the like.	Offer English as a second language (ESL) classes, computer literacy classes, citizenship preparation and job readiness classes
Staten Island African Refuge	Conference organized by International Rescue Committee (IRC) for immigrants on Staten Island.	About 8,000 Liberian refugees live in the Park Hill area with diverse socio-economic problems. Teen Pregnancy, high school drop outs, gangs, drugs, literacy and computer literacy issues.	Cultural deference, education interruption due to civil war, change in environment, peer pressure, illiteracy, and many parents do not attend parent/teacher conference for diverse reasons.	Lack of job opportunities, increase high school dropout rate, gang and drug related issues, teen pregnancies, family dysfunction due to parents working 2 to 3 jobs thus, not being around the children.	IRC's survey of 15 agencies show that more could be done to improve the lives of immigrants, after school programs keep youths of the street, promote self-esteem and mutual respect among youth, Teachers claim that some existing programs are poorly attended, computer literacy classes, "Future Leaders" group as an alternate to gangs.

Project Proposed Budget

Project Budget for African Community Empowerment					
#	Particulars	Amount in Dollars (\$)			Budget Percentage
	Total Revenue:	Income	Expenses		
	Government Grants = \$60,000 In-Kind Contributions = \$5,000 Profit From Services = \$4,800	\$69,800			
1	Personnel Expense: (Wage and Fringe Benefits)		\$53,000	00	75.93%
2	Traveling Expense		1,000	00	1.43%
3	Supply Expense: (Printing and Copying)		300	00	0.43%
4	Computer Repair Expense: (Replacement Parts Purchase)		1,200	00	1.72%
5	Legal Fees		700	00	1%
6	Rent of Space: (\$1,000x12)		12,000	00	17.19%
7	Postage and Delivery		500	00	0.72%
8	Telephone and Fax		500	00	0.72%
9	Miscellaneous Expense: (Cost of Meetings)		600	00	0.86
10	Total Project Budget		\$69,800	00	100%

Monitoring Reports

September, 2011

ACTIVITIES	DATES	STATUS	TIMELINESS	EXPLANATION, IF DELAYED	ALTERNATIVE ACTION, IF DELAYED	ATTAINMENT OF OUTPUT
Meet with leaders of various African immigrant associations to explain project	Start: 9/1/2011 End: 9/30/2011	Met with different associations leaders to explain my project.	This was done within the projected time period.			<p>OUTPUT 1</p> <p>Target: Bring awareness to the community and encourage their participation. Recruit at least 10 dedicated volunteers to help with project implementation.</p> <p>To date: 5 NHS's executive director, the leader of Islamic Center, The board president of African Refugees organization, my program assistant and office manager.</p>
Focus group activities with various immigrant associations on Staten Island.	Start: 9/15/2011 End: 10/15/2011	The project met with two groups from the Ghanaian Civic Association, and the Islamic Center.	The meeting was productive.			
Meeting with host organization's director and initial stakeholders to delegate group roles	Start: 9/25/2011 End: 10/25/2011	The project met with the Director of NHS who donated 5 computers but due to NHS separation with central office, the space will be used for other programs. Therefore we have to find a new host organization.	Timeline was met, although, the project did not get the number of volunteers needed.			
Secure a location to host the project	Start: 9/25/2011 End: 10/25/2011	The initial location is not available; however, NHS's ED has	Timeline not met. It is still a work in progress.	Still looking for a space to house the project. The Staten Island urban league seems like a good	Waiting for an answer by mid-February.	<p>OUTPUT 2</p> <p>Target: Secure a space to house the project and prepare</p>

		informed us about space availability at Staten Island Urban League. This project is looking into the possibility of securing the space.		alternative.		such space for program implementation. To date: The space promised by the executive director of NHS of Staten Island did not materialize.

October 2011

ACTIVITIES	DATES	STATUS	TIMELINESS	EXPLANATION, IF DELAYED	ALTERNATIVE ACTION, IF DELAYED	ATTAINMENT OF OUTPUT
Group one work on identifying funding sources and grant availability.	Start: 10/1/2011 End: 10/31/2011	The group meetings did not yield the number of people expected, however, NHS and this project applied for joint funding.	Application for grant is still pending. The \$5,000 promised to by NHS is also pending due to budget constraints.		This project is also looking at the possibility of collaborating with African refugees to provide those services that they do not have such as the computer repair and recycling initiatives.	OUTPUT 3 Target: Identify funding sources and apply for available grants. Contact area businesses for computer equipment and other in-kind donations. Seek partnership with area colleges to secure tutorship opportunities. Identify community resources and utilize
Group two contact area businesses for computer equipment donations	Start: 10/1/2011 End: 10/31/2011	Secured 10 computers thus far. This is enough to start the project.	Timeline has been met.		Working to make sure that each computer is functional and to secure any additional software.	
Group Three contact area colleges to secure partnership and tutorial	Start: 10/1/2011 End: 10/31/2011	This has been delayed due to shortage of volunteers		When at least one program starts, it will serve as motivation for others to volunteer or	One retired teacher has volunteered to tutor in our ESL program.	

availability				contribute.		them accordingly.
Group four has the task to identify community resources; human and material	Start: 10/1/2011 End: 10/31/2011	Staten Island urban league is our target host organization but the African Refugee has the same potential.			Continuously working to identify potential resources.	To date: Secured 10 computers and recruited 6 volunteers including myself.
Meet with Stakeholders to review progress.	Start: 10/20/2011 End: 11/20/2011	Met with stakeholders to review progress.			The project will not be able to be launched as planned. Project launch date will be reviewed at a later date.	OUTPUT 4 Target: Review progress made thus far and addresses any difficulties encountered. To date: Project does not have a space to house the project yet.

November 2011

ACTIVITIES	DATES	STATUS	TIMELINESS	EXPLANATION, IF DELAYED	ALTERNATIVE ACTION, IF DELAYED	ATTAINMENT OF OUTPUT
Create a board that represents all stakeholders and the governing bylaws	Start: 11/1/2011 End: 11/30/2011	The project will run in collaboration with NHS of Staten Island rather start as an individual organization.			Project will follow NHS bylaws and rules to start with.	OUTPUT 5 Target: Establish a board and create bylaws. Create a project budget based on available resources and elect a treasurer.
Meet with board members to create budget based on available resources	Start: 11/15/2011	Although, The project created a tentative	Grants Pending		A realistic Budget will be subject to both the anticipated	

	End: 12/15/2011	budget, there is no grant money or funds available to create a realistic budget.			and available funds.	Meeting with tutors and mentors to discuss logistics and design curriculum . Including
Meet with tutors and mentors to discuss strategy, curriculum design, program implementation and monitoring/evaluation methods	Start: 11/15/2011 End: 12/15/2011 Extended to 2/28/2012	This has been delayed due to lack of volunteers.	Project has 6 volunteer tutors thus far.		Program curriculums partially completed. Computer collection and recycling plan completed.	monitoring and evaluation methods. Create a computer recycling pick-up and drop-off strategy.
Create a computer collection and recycling plan.	Start: 11/15/2011 End: 12/15/2011	Computer collection and recycling plan completed.	Timeline met.			To date: Computer collection and recycling plan completed . Project will operate under NHS's bylaws for the time being until this project has enough stakeholders to create its own board.

December 2011 & January 2012

ACTIVITIES	DATES	STATUS	TIMELINESS	EXPLANATION , IF DELAYED	ALTERNATIVE ACTION, IF DELAYED	ATTAINMENT OF OUTPUT
Design and distribute	Start: 12/1/2011	Outreach materials		Project does not have host	Outreach materials to be	OUTPUT 6

outreach materials to promote project.	End: 12/31/2011 Extended to 2/28/2012	designed but not distributed . Due to missing host location.		location address to place on outreach materials yet. Meetings set up with the leader of African Refugee to discuss the possibility of using part of their space to launch our project in case the space at with Urban League is not available. Meanwhile, Urban League's meeting was moved from last week Wednesday to next week Wednesday. This is when the proposal will be reviewed.	printed and distributed once the host location is known.	Target: Design and distribute outreach materials to the community. Prepare scheduling, application and registration forms and process. Review progress made and addresses any concerns. Prepare and present MOUs to stakeholders . Start student application and registration process
Design schedules, application and registration process	Start: 12/15/2011 End: 12/31/2011 Extended to 2/28/2012	This has been delayed until host location is found.		Still waiting for a response from Staten Island urban league regarding the use of their space. After NHS's ED presented the project to them, they had a concern on insurance coverage for the volunteers. They promised to get back to us with the final decision.		To date: Designed outreach materials but not yet distributed. Kickoff event date set and flyers designed.
Meet with all stakeholders to smooth all rough edges and address concerns	Start: 12/15/2011 End: 1/15/2012 Extended to 2/28/2012	Delayed due to prior timelines not met.		Attended first board meeting with African Refugee, Inc. Introduced the project briefly. Although, they are interested in the project idea, they are not sure if their space is large enough to host. The director		

				suggested a tour of the space sometime next week to determine the feasibility of the project there. Appointment will be set up to have a tour of the space as suggested.		
Provide MOUs to stakeholders for signatures	Start: 12/15/2011 End: 1/15/2012 Extended to 3/15/2012	Delayed due to prior timelines not met.		The space at African Refuge is not that big but if the project is approved, it could serve as startup host location and perhaps relocate once more resources are available.		
Start registration	Start: 1/15/2011 End: 2/15/2012 Extended to 3/15/2012	Delayed due to prior timelines not met.		In the interim, the project will have to be patient and wait for both the grant and or the space to be offered. This also means that the project is not going to be able to meet its projected timelines.		

February, March, April & May 2012

ACTIVITIES	DATES	STATUS	TIMELINESS	EXPLANATION, IF DELAYED	ALTERNATIVE ACTION, IF DELAYED	ATTAINMENT OF OUTPUT
Start Class	Start: 3/20/2012 End: 5/30/2012	Class start is still delayed due to lack of money and space to host the project.		The project has decided to apply for as many grant money as possible. The project is currently working on the grant applications. The		OUTPUT 7 Target: Class start with all programs scheduled accordingly. Monitor

				idea is that this project would not have to rely on donated space if it has funds to rent one. The joint grant application with NHS was not approved. Nevertheless, the project is still waiting for the response of Urban League regarding their space.		project progress through periodic stakeholders meeting, community response, student attendance and tutoring efficiency; remedy any potential pitfalls. Determine
Project Monitoring	Start: 3/20/2012 End: 5/30/2012	Although project monitoring is ongoing, the second phase could only start when the programs start.		Still no confirmation from Urban League for the use of their space.	Exploring other locations such as area schools or churches for space.	projects success by evaluating student's progress with periodic testing, number of students enrolled
Project Evaluation	Start: 5/30/2012 End: 6/16/2012	Class start is still delayed due to lack of money and space to host the project.		Still missing a host location.	Exploring other locations such as area schools or churches for space.	students and community satisfaction via surveys. Compile data collected for
Project Reporting - End of Project	Start: 5/31/2012 End: 6/30/2012	Class start is still delayed due to lack of money and space to host the project.		Still missing a host location.	Exploring other locations such as area schools or churches for space.	reporting and future decision making. To date: Project start is delayed due to lack of host location.

Join Us to Kickoff the African community empowerment job readiness project for sustainable Staten Island's North Shore African immigrants.



The project will provide job readiness opportunity through computer literacy, English as a second language, computer repair and recycling programs as well as interview preparation.

Honorary MC: Trudy Dinkins, Office Manager of NHS!

Speakers will include: Mr. Mohammed Ibrahim, Project Director
Mr. Alfred Gill, ED of NHS of Staten Island
A representative of Staten Island Urban League

Light food and refreshments will be provided!

Date: February 15th, 2012

**Location: NHS of Staten Island, 770 Castleton Ave.,
Staten Island, NY 10310**

Time: 6:30 pm - 8:30 pm

To get involved, for directions, or questions, call:
Mohammed Ibrahim (718)-732-8088

Picture of Five Donated Computers



Images of Staten Island's North Shore



Map showing Staten Island's North Shore



Staten Island's North Shore



9/11 Memorial at St. George Terminal



The Staten Island Ferry



The Verrazano Bridge leads to Brooklyn



Park Hill housing project home to the largest Liberian community outside Liberia.