

**Arranging Suitable Employment for Immigrants
From the Africa Great Lakes Region
Living in Portland, Maine**

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I have to acknowledge and thank other immigrants in Portland who, like the people from the Great Lakes Region of Africa, work very hard to be economically successful and assimilate into American life. Mostly, like all employees wherever they are born, this target population wants good jobs – jobs that reflect and reward one's education level, special abilities, and work experience.

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Abstract

This project is established to teach 120 African immigrants English, financial literacy, American workplace culture, and to provide advice and networking for improved pathways to better employment. The focus of the work is Africans from the Great Lakes region of Central Africa, those who come from Burundi, Rwanda, and DR Congo. The Great Lakes people represent almost 800 people new to Portland in just the last 8 or 9 years. This project is important to the people of Portland and to the business owners and employers of Portland because these people are highly motivated to integrate into society, to speak English well, and to advance in their careers in their new home.

The general problem for this community is that there are few who meet the requirements for early job success and even these 150 or so adults are unable to gain stable, well paying jobs and they lack an understanding of finances so they do not manage their money well. These people do not understand the American workplace culture and do not understand fully the various types of jobs available to them. As a result most families in this community are low income.

The project focuses on 120 men and women chosen on the basis of their readiness for better employment and their motivation to succeed. The participants engaged in a series of courses, prepared themselves for interviews, engaged in networking with area employers, and began applying for higher level jobs with more confidence. The major outcomes to date are the completion of the coursework and the relationships developed with the business and financial community. The major challenges remain however as no one has taken a better job as a result of the project. The recommendations are to continue the program with more financing. Time is of the essence as more people are arriving and the economy begins to turn around. The people of the Great Lakes must be ready to take advantage of a better labor market, not just for themselves, but for their families and the whole community.

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List of Abbreviations and Definitions

AJPH	America Journal of Public Health
CAV	Central African Vision
DHS	Department of Human Services
ESL/ELL	English as a Second L/English Language Learner
GDP	Gross Domestic Product
RAN	Rise above network
Refugee	A person designated by the UNHCR as a refugee who is sent to the USA to live. The refugee must repay the US government for airfare.
Asylum-Seeker	A person self-identified who comes to the USA because he or she is in fear of their life if they return or they will be persecuted or otherwise abused if they stay. An asylum-seeker must state his or her purpose upon entry into the USA and they have ten months from that date to file for permanent asylum in the US.

I. COMMUNITY CONTEXT

a. Community Profile

It is estimated that the immigrant population in Maine is between 50,000 and 60,000 people who originate from almost 100 countries (ILAP, 2010). Immigrants have long appreciated living in Maine because of the manufacturing jobs, the fishing industry, the food growing and packaging companies. Unfortunately, due to the effects of competition, Maine experience a general downturn in its manufacturing sector in the 1980's and has never recovered. Immigrants appreciate the gentler lifestyle, the good schools, and the low crime rate. Maine has always been known as a “great place to raise a family” (Maine State website, 2010).

Since 1980, Portland and Lewiston have been designated “refugee resettlement cities” and Maine has welcomed more than 10,000 immigrants as a result, including asylum seekers, refugees and other immigrants (Catholic Charities Maine, 2011). Being so designated means that there are support mechanisms in place to help refugees and other immigrants coming under hardship conditions that help them get settled and situated in their new life.

Prior to 2000 the vast majority of immigrants came from Canada, the Caribbean Basin, the former Soviet Union, and the Asian nations of China, Vietnam, Cambodia, and Laos. Since 2000, however, the vast majority of immigrants come from Africa and the Near East including Iran, Iraq, Afghanistan, and Pakistan. The African “Diaspora” that began in earnest in 2001 encompasses people from the Sub-Saharan Region, including Eritrea, Somalia, Sudan, Chad, DR Congo, Burundi, Nigeria, Rwanda, Sierra Leone, Uganda, and Liberia.

In Portland, it is estimated that there are approximately 4,500 immigrants from Africa, including 2,500 school age children and 2,000 adults. The vast majority of these people are from Somalia (est. 2,000), Sudan (est. 1,500), the peoples from the Great Lakes

Region of Burundi, Rwanda and DR Congo (est. 800), and peoples from all other African countries named above (est. 200) (Living With Peace Immigrant Assessment Project, 2009). The estimate finds the Great Lakes population from Rwanda, Burundi and the Democratic Republic of Congo in Portland represents about 5% of all immigrants in Portland.

The following examines the demographics, gender relations, literacy, education, and employment, religion, language and cultural organizations of this population.

Demographics

Portland, Maine is a relatively small city of about 63,000 people, a number that has not moved significantly up or down in the last thirty years. Many families used to live ten to an apartment. Then, families moved to the suburbs and were replaced with single professionals and young families with one or two children. The city changed in the sixties, seventies, eighties, and throughout the nineties. Somalis, Sudanese, Kenyans, Ugandans and peoples from many other African nations starting settling in Maine beginning in 2001. They came first to Portland and to the Lewiston/Auburn area. From a small number in 2001, it is now estimated that recent immigrants make up almost 10% of the population in both metropolitan areas.

The Migration Policy Institute reports Census Bureau data that Maine's foreign born population topped out at almost 44,000 people in 2009 with almost 20% of the increase coming in the years 2000 to 2009. Of these foreign born residents in 2009, Africans represented a relatively small share at 15.3% while Europeans, principally the British, represent 25%, Asians represent 22.6%, North Americans, principally the Canadians, represent 28%, with only 8% of the residents born originally in Latin America. Of these foreign born, 60% reported their race as white alone, 18% Asian and 17% self-reported as black or African American. To show how small the immigrant population is in Maine, it is interesting to note from the data that these residents make up only 3.3% of the population and of the 3.3%, 1.8% or more than half are naturalized citizens.

Finally, with respect to the impact of immigration on the workforce, the data show that 52% of the immigrant population in 2009 were working age from 18 to 54 but only represented 3.5% of the working age adults in the general Maine population. The burden falls on the immigrants to speak English, to be educated and then vie for jobs in a tight market as a tiny player. For those 60% who are classified as white, their predominant language is English which means for them, the job market is open immediately. The Project seeks to raise the level of the people from the Great Lakes Region to become successful despite their small share of the market and the great challenges facing them.

Portland and Maine, in general, has been a welcoming place for immigrants but now it appears to be overcrowded by immigrants from every part in the world. Among these immigrants, the Great Lakes community continues to expand day by day. The biggest difference, however, for immigrants in 2011 is that the budget is being cut drastically. Legal non citizens will not be able to apply for or receive social services such as food stamps, Temporary Assistance for Needy Families, or housing assistance for the first five years they are resident in the state. Worse, all non-emergency health care (Mainecare) is being denied to non citizens. This makes the life of the immigrant much more difficult as he or she may come seeking asylum that takes at least one year and then by law, the immigrant must wait a full five years in the USA before he or she can apply for citizenship. So the very time when he needs help is the time it is being denied.

The table below summarizes the Great Lakes population residing in Portland and how they are classified according to their original country of origin.

Table 1: Great Lakes Population

County of origin	Population	Percentage
Rwanda	292	37.62%
Burundi	198	23.76%
Democratic Republic of Congo	295	38.61%
Total	785	100%

Source: ICF Report 2010

According to the ICF study conducted in April 2010, people from Rwanda are nearly 300 people, which represents 37.62%, people from Burundi are 198 at 23.76% while those from DRC are 295 at about 38.61% of the population. Some estimate that at least fifty more people have become new residents in the city since the report was presented.

Age Distribution

As mentioned above, ICF (International Christian Fellowship) Church sponsored a survey in April 2010 among the Great Lakes community living in Portland Maine. This community is composed of Rwandese, Burundians, and Congolese peoples. They number about 800 hundred and they are increasing every day both because of the benefits given by the local, state and federal governments and local charities and churches but because of the gentle and respectful life they are able to lead.

This table below presents the age distribution of the community of immigrants and refugees from Burundi, Rwanda and the Democratic Republic of Congo. The Table shows that 53% of the Great Lakes people are under 20 and only 13% are older than 40. The age distribution makes it difficult for adult job seekers because they have to maintain relatively large households. There is a significant minority of people who have two jobs and both parents are working and trying to go to school.

Table 2: Age and Distribution of Population

Age	Percentage
0-5years	15%
5-10 years	15%
11-15 years	10%
16-20 years	13%
21-30 years	22 %
31-40 years	12 %
41-50 years	10%
51 years and older	3%

(Source: ICF Report, 2010)

According to the ICF census, forty percent (40%) of the immigrant population from these three countries are children under the age of 16 while 57% are between the ages of 16 and 50 and only 3% of this population is older than 50. The children have very few grandparents. The working age population, those between 21 and 50, represent 44% of the community.

In 2000, few immigrants to Maine were from Central Africa. There were only 28 people here at that time. By 2009, the number of Great Lakes people in Portland increased to more than 800. In the one year between 2008 and 2009, it is estimated that 120 new people arrived in Portland who originated in the Great Lakes region. From this increase, we can understand the needs for better methods and practices for effective cultural integration-- 120 new people in one year just from three of the more than 29 African countries represented in Portland is a large number. Some are newcomers directly from Africa and others come here from other states because there is a good, solid infrastructure here among the Great Lakes community that is known throughout the USA. Among the current community of almost 800, men represent 57.47% and women represent 42.53% of the population.

Gender Equality and Literacy

African countries are characterized by inequality in gender. The men are very powerful both in their own home and in their community. African culture had clearly-stipulated roles for men and women in every community. The community from the Great Lakes came to Portland with these well-defined roles. The communities have learned a lot of things since then about the laws and customs of the US with respect to gender equality and appropriate roles. It was not easy for the men to understand that they are equal and have the same rights and responsibilities as the women; even the women did not expect this situation.

Table 3: Description of Great Lakes Community by Gender, Education, English Proficiency, and Refugee Status

Classification or background	Percentage	
1. Gender		
• Male	57.47%	
• Female	42.53%	
2. Education		
• None	9%	
• Elementary School	73%	
• High School	34%	
• College and University	12%	9% in their original Countries 3% in US
• Masters	0.6%	
3. English fluency		
• None	35%	
• Poor	10%	
• Fair	25%	
• Good	22%	
4. Refugee type and status		
• Asylum seekers	25%	
• Refugees	24%	
• Reunification	51%	

Source: ICF Report, 2010

Men and women alike took classes and learned from a variety of different organizations about human rights, individual rights protected by the Constitution, and the normal practices that exist in this country today. Violence against women is a crime the world over. In Africa, we are powerless to stop it because the conditions and the widespread abuse among roving bands of rebels, militia and armed gangs make peace and stability impossible. There, women are used as instruments of war. Community members were satisfied that the authorities here mean business and that all forms of violence against women and children are serious matters and will be dealt with as serious matters.

Now, this community is improving and the pattern and practice of gender discrimination is being eliminated slowly but surely, year by year. Women attend school just as the men; they get different jobs as the men; and, they have equal say in their homes, in their community, and in the Church just as the men. The population from the Great Lakes has a relatively high rate of literacy compared to other immigrant communities. The statistics below show the level of literacy reached by the people from Great Lakes community and it shows also their status.

- Elementary school: 73% of students finished elementary school,
- High school: 34% of students finished high school, College: 12 % of people finished college among them 9 % graduated from the original countries, 3% graduated in the US.
- Masters Program: 0.6% of students finished a master's program, Among them 50% of 0.6% finished at SNHU. No one has finished a PhD program but there are 2 people who are expecting to start. These data are encouraging.

In comparing the Great Lakes community in Portland with the same community in Concord, NH, the Portland literacy rate is higher, especially among young people between 10 and 20 years. A key reason for the lower literacy rate in Concord is that the community came predominantly from refugee camps, where they passed several years without going to school at all. The community living in Portland came here as asylum seekers with a richer educational background. This is an important consideration for the expectations of success for this Project.

Employment

Economically, this community is relatively poor because everyone has begun a new life in recent years. No one came with riches. People begin to acculturate to life in Portland by obtaining the necessary papers to live here legally. The lack of language proficiency is a major obstacle to finding good jobs even for educated people. For others, it becomes impossible to find and keep stable employment. As a result, unemployment is

the main problem in the community. It is estimated that only 0.75 % of the population has a qualified job, meaning that their job is equivalent to their skills and educational level. This means less than 5 people feel they are in a suitable position.

Table 4: Rate of Employment for Adults in the Great Lakes Community

Classification	Have Work (%)	Have No Work (%)
<i>Gender</i>		
• Males	60%	40%
• Females	41%	59%
<i>Original country</i>		
• Rwanda	57%	43%
• Burundi	51%	49%
• Congo	59%	41%

Source: ICF Report, 2010

Almost 60% of the men are working. They are employed in three key areas: manufacturing companies (80% of them), nonprofit organizations, and in direct support services with developmentally disabled and the elderly. Forty one percent (41%) of the women are working and almost 95% of them work in manufacturing, with the remaining 5% organized into home based businesses, mostly taking care of children.

As a result of the findings from the first survey, people believe that unemployment is a significant issue that needs to be solved. Those who completed and graduated from school and work in manufacturing companies and those who do not qualify for employment at all have different levels of problems. So the answers to their problems are different. Some stated that even if they finished school, they still have long way to go in speaking English because of their bad accents and because of their limited ability to write English, which is necessary for all jobs. America is a written society; we come from oral societies. Poor English is a major competitive disadvantage in the US labor market.

Others mentioned problems being hired in family businesses of which there are many in Portland. Only two people mentioned employment related difficulties because of racial tension or discrimination.

As a result of their language disadvantages, people take whatever jobs they can find whether suitable, enjoyable, or with potential for advancement. There is little choice; they work where they can. These kinds of jobs are often short-term because of the current economic situation and because it is difficult to keep working at a hard job especially when the environment is undesirable and the job is unsuitable.

Only one person in this community has an annual income above \$75,000. The range of annual incomes for community members is between \$12,000 and \$25,000, relatively low compared to the average earnings of males employed full time in the USA which is \$43,317. In 2008, the median annual household income in Maine ranked 36th in the country at \$46,581. The real median household income in the USA was \$50,233 in 2008.

The average American makes \$27,590.16 a year or \$13.26 an hour. However, this is the median, not the average income. The average is closer to \$35,000. In contrast, the average salary of wage earners in the Great Lakes community in Portland is about \$16,000 per year or \$ 8.25/hour. As the data shows, this particular community of people is adjusting to life with distinct challenges confronting them—poverty, lack of English, and not the right or enough education for the American job market.

Religion, Language and Culture

This community now has three churches. The overwhelming majority of people from the Great Lakes region have a deep faith in God. The percentage of Protestants is in the majority at 55%; Catholics are almost 38%, Muslims 2%, and those who do not claim a religion is 5%. This community has six pastors and they use different languages simultaneous with English during the worship services. English, French, Swahili, Rwandese and the Burundian language are spoken in church and outside of the church.

Speaking their native languages is a problem as they do not learn English; on the other hand, speaking their own language helps keep close to their culture. Swahili is the only language spoken by people from all three countries of Rwanda, Burundi, and Congo; the language of Rwanda-Kinyarwanda-and the language of Burundi-Kirundi-are very similar and most people from one country can dialogue with people from the other country easily.

In this population each group has its own community organization and the leaders meet regularly as one Great Lakes organization. They discuss general issues in the community and especially come together when there are newcomers arriving from one of the countries, or when there is a death of a community member. The largest Association is called Gakondo which includes people from Rwanda and Congo. The aim of this organization is to help newcomers physically, socially, economically and spiritually and help promote a strong economy in order to be able to help families back home.

Table 5: Description of Languages Spoken and Religion in the Great Lakes Community Living in Portland, Maine

Classification	Number and Percentage
<i>Language</i>	
• Rwandese	220 (40%)
• Congolese	231 (42%)
• Burundian	209 (38%)
• Swahili	355 (65%)
• French	340 (62%)
• Lingala	65 (12%)
<i>Religion</i>	
• Protestant	304 (55%)
• Catholic	210 (38%)
• Muslims	11 (2%)
• Non religion	32 (5%)

Source: ICF Report, 2010

b. Community Needs Assessment

The first attempt to undertake primary research about the needs of the Great Lakes community in Portland started on October 14, 2009. Four leaders from these 3 countries met at the church to discuss how to organize, focus and plan the research so they could understand current problems and place them in priority order.

It was noted that this was the first study involving all three countries at the same time. In the past some people did specific surveys about one of the countries but never before all three at the same time. That seemed difficult because it was not only the first time acting as one community, but also because many of them complained that they did not have the results of the past survey which could and should guide them as a baseline to this effort.

They held a second meeting and tried to establish survey criteria and some common characteristics for the survey research, such as:

- A pre-set list of questions to be answered;
- A determination of the number and the types of people to answer the questions;
- A decision to use phone and email as survey channels rather than face to face because the face to face method had not worked to anyone's satisfaction in the first effort; and,
- The results of the survey must be tabulated, discussed and summarized and be able to be used in the future for reference before implementing any project.

According to Wikipedia, the Primary research (also called field research) involves “the collection of data that does not already exist.” This data can be gathered by different means such as (e)mailed questionnaires, through mass media like magazines, and by interviews held face to face and via the telephone or email.

To undertake primary research about African adult immigrants, we needed to determine who the participants should be. The focus group met and decided:

- To survey all males and females over 18 years who lived in Portland for at least 6 months;
- The Great Lakes community is relatively small with 800 people, children included, so the focus group chose to ask all adults to participate—estimated to be about 350;
- To identify and then prioritize the first, second and the third most important needs in the community;
- They decided to use both qualitative and open-ended questions and in some cases, they used quantitative questions, closed-ended, or multiple choice questions wherein the respondents are asked to choose among a few given options;
- They decided to give responsibilities to the leaders of each country to ask the questions of the people of that country. It was felt that this strategy could give the focus group the chance to get accessibility to many respondents in a relatively easy way;
- They created the draft of the full survey with instructions;
- They appointed a small group of people to judge the questions and instructions to be sure of their accuracy.

The primary research started in October. In the beginning, people had a tendency to resist the effort because of the lack of adequate information about what the data was for, but also people wanted to be involved in the decision-making processes.

That first survey was very important because it helped the group members

- To know more definitely about what the community needs are. The committee members used their observations and experience to make judgments for some answers given without precision; and,
- To get the true picture of the most important community needs. There was much talked about and many issues in the community were raised, but of the ideas collected, not all are necessarily prevalent or significant for further study.

The focus group sent the three leaders to their communities. They started their work by contacting everyone in their own heritage culture group and by making appointments with some who wanted to be contacted in person or to take door-to-doors surveys.

During this first survey, the main goal was to identify all the needs of the community regardless of their priority. The focus group/planning committee tried to collect the possible data by using the surveys or evaluations with the leaders of the three communities. The first survey helped the focus group know the opinions, ideas and knowledge of the community and identify the problems this community is facing.

At the end of this survey, the focus group was able to quantify and qualify all identified needs of this community in ascending order by focusing on the issues collectively and individually as addressed by community members. After having identified the conditions, issues or problems of this community, the focus group indicated and ranked the data obtained following the magnitude and seriousness of the problem as identified by the respondents.

During this survey twelve (12) categories were identified and these 12 were reduced to nine (9) needs categories as a result of the Second Survey. In priority order, the respondents placed the issues as follows:

1. Lack of Employment,
2. Lack of Education,
3. Lack of Housing,
4. Lack of Health Care,
5. Sustaining our Culture and Religion,
6. Lack of Transportation,
7. Lack of public facilities, child care,
8. Lack of opportunity to create their own businesses, or
9. Lack of resources to be self-sufficient.

The second survey was easier to complete in comparison to the first survey. People understood the process and were more willing to fill in the gaps from the first survey and explain their reasoning. They actively participated by answering questions and respecting the appointment times given by their leaders. They were well aware of the difficulties they face in the labor market, in school placements and, frankly, in all domains of life. The focus group members were involved with great energy because the main objective of this second survey was to evaluate the wishes of the community and prioritize the problems in order to implement the solutions which could satisfy needs throughout the community.

Table 6: Top Concerns Assessed by the Great Lakes Community in Portland, Maine

Classification	Number*	First priority	Second priority	Third priority	Fourth priority
Age		<i>Lack of</i>	<i>Lack of</i>	<i>Lack of</i>	<i>Improving</i>
15-20	45	Education	Employment	Transportation	Culture
20-25	55	Employment	Education	Transportation	Public facilities
25-30	67	Employment	Education	Housing	Child care
30-40	96	Employment (40)	Housing (20)	Child care (14)	Heath care (10)
40-70	78	Employment	Housing	Child care	Heath care
Gender					
Male	191	Employment	Education	Housing	Heath care
Female	140	Employment	Childcare	Education	Heath care

Source: ICF Report, 2010

**Criteria fixed by the focus group: 1st Priority= 10 points 2nd priority=8 points 3rd priority = 6 points 4th priority =4 points*

After the survey, the results and statistics showed that, the biggest issue this community faces is unemployment. Of 323 people interviewed, half of them claimed the lack of work as the biggest problem that people of this community suffer. Below is the list of the 5 top issues. After the survey results, the solutions are addressed by the community.

1. Lack of employment,
2. Lack of education

3. Housing
4. Child care
5. Health care

Table 7: Summary of the second survey (4 top priorities) of the Great Lakes community in Portland, Maine

Priorities	Numbers of people	Points
Lack of employment	151	68
Lack of education	75	40
Lack of housing	60	28
Lack child care	45	18

Source: ICF Report, 2010

As a result of this second survey, it became clear that employment is the first priority of this community based on the established criteria and according to the total points obtained by the employment priority. *Example:* the population between 30-40 years was 96 people who participated to the survey. Among them, 41 people choose lack of employment as the priority needs in the community while 20 people choose the lack of housing, 14 people choose child care, 10 health care, 9 education, 2 losing culture. The leaders, focus group members and some members of community regrouped and began to discuss how to identify the possible causes and effects of unemployment as well as the possible solution or solutions.

c. Target Community for the Project

The target community for the project is immigrants and refugees from Burundi, DR Congo, and Rwanda who live in Portland, Maine and who are candidates for basic employment or advancement in their field of specialization.

Map: the Downtown of Portland



II. PROBLEM ANALYSIS

From brainstorming to written surveys, the people of the Great Lakes Region of Central Africa have assessed their level of economic adaptation into the labor market of Portland, Maine. They believe that the low level of economic adaptation is because of lack of English proficiency, low level of re-credentialing of skills and education, and the absence of any intermediaries to help them customize their particular approach to the labor market in order to raise the level of suitable employment.

a. Problem Statement

Figure 1 represents the Problem Tree that identifies the causes of unemployment in this community, and it shows also how it could affect the community members on social exclusion, increasing violence and weakening the economy in the state of Maine.

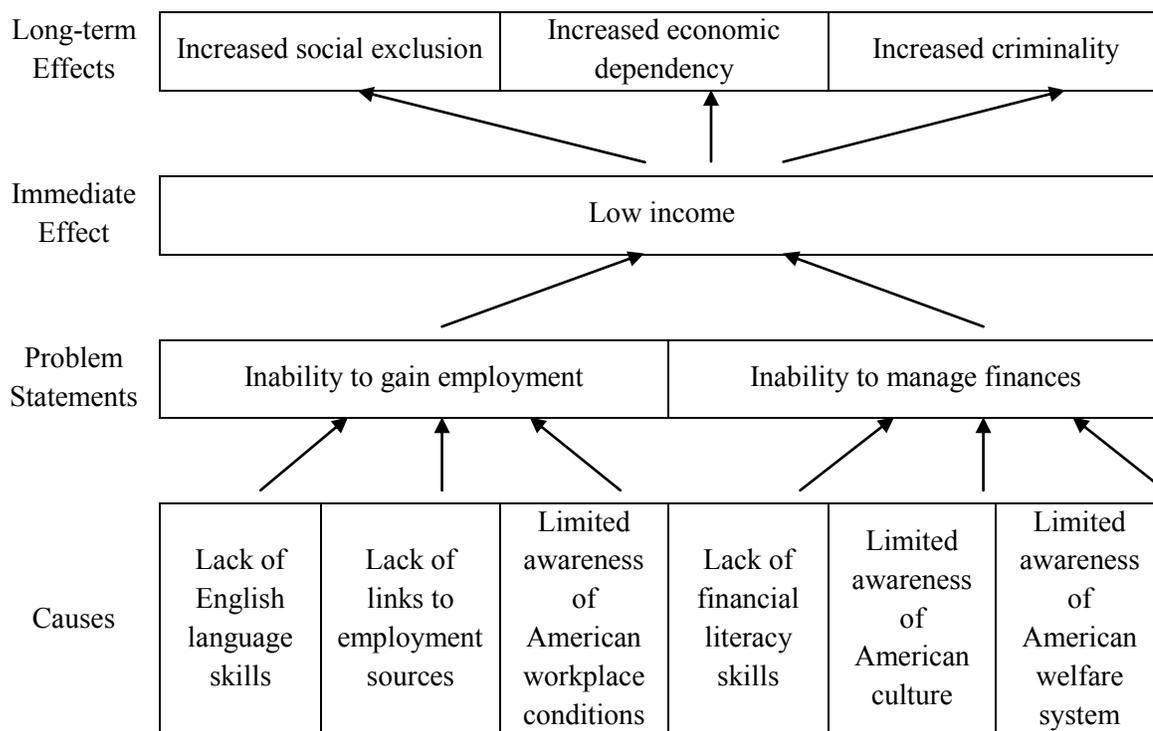


Figure 1 Problem Tree

Major Causes

There are eight major obstacles facing immigrants, and the first is language proficiency. It is difficult for people who do not speak English well to find, apply, get and keep employment. Because so many people are looking for jobs at the same time, employers have the choice to hire someone who understands English very well, and often employers choose someone with whom it is easier to communicate. Also, although refugees have many skills and experiences, sometimes interview questions and job applications are designed by Americans for Americans without consideration for the circumstances of newly-arrived refugees. For instance, it is not useful for Africans to list prior employment references or educational attainment in their home countries because potential employers have neither the time nor the resources to contact these reference sources.

In the Great Lakes community, people have difficulty learning English for several reasons:

- People speak their native language most of the time whether at home, at church, in their community and in their own businesses—they do not practice English enough and with a wide array of others, including members of the host community. When they greet other Africans, they may all speak Swahili, French or even Arabic but not English; and,
- The integration rate with the host community and society is low. People in the community stay in their community despite the evidence that shows social integration and interactions with the host community improves economic adaptation as well as assimilation into the dominant culture.

Few of the estimated 350 adult people from the Great Lakes Region involve themselves with other immigrant communities, which tends to reduce the ability to network, to speak English, and to take advantage of opportunities. By keeping to themselves and not reaching out to other communities also gives them a reputation that they want to stay apart.

The second obstacle is the inability to use their earned credentials from their home country. Most of people in this community do not have the basic qualifications for many jobs, even if they have the schooling. Because of lack of work experience in this country, job references are important.

The third obstacle is the relatively low educational attainment compared to the typical American adult. Most people completed elementary school but half of them did not graduate from high school, especially the women. From statistics generated by the Office of Minority Health in Portland, Dr. Bankole reports that 32% of Congolese and 42% of Rwandese in Portland have less than a high school education. Furthermore, 47% of the Congolese and 59% of the Rwandese are unable to read and write in English (Minority Health Assessment, 2009).

Education in the US demands both money and time. For many refugees and asylum-seekers, they have neither. They are working one or two jobs and have a family and simply do not have the time to gain further education.

The fourth obstacle is the low likelihood of working for a family-owned business or starting one of their own. Maine has a relatively high number of family-owned businesses. Family businesses tend to hire family members and friends and people from ethnic enclaves who can communicate together to comprehend instructions (). It is our belief that people from the Great Lakes Region of Africa will need special help to gain employment in family owned businesses. One exception to this concern is Barber Foods, which has hired immigrants for a long time. But even here, there is little if any progression in job status.

The fifth obstacle is the incidence of racism or discrimination. There is evidence that despite English language proficiency, educational attainment and skill level, Africans face discrimination in hiring. It is difficult to understand how to overcome this particular barrier, but it is believed that it remains a cause for low level economic adaptation.

The sixth obstacle identified in the discussion was the lack of understanding about accessing the job market. Some of the community members understand how to search for job openings, how to apply for them, and how to follow up in a professional manner. But most are unable to search for jobs by themselves. In these cases, they need individual assistance to find suitable employment. These people represent the largest group of job searchers in the community estimated at around 200 people.

The seventh obstacle is the toll unsuitable work takes on people. The work performed in America and the types of jobs available to perform this work is largely unknown for African people. Many of the men left good, professional jobs in their home country. In the Great Lakes community, 80% of people interviewed said that they had a professional job in their original country, including working in professional offices, insurance companies, banks, and government. When they arrive here and find that their work and educational experience is not useful, they are left to find processing, lifting, cleaning, laundry and others menial jobs. It is not that the industries run differently; it is because of the big difference in the use of technology. And technology runs on the English language.

The final obstacle is the provision of social services. Maine is among a few states that provide extensive social assistance to immigrant people. When people become discouraged and cannot find suitable work or any work, there is a possibility that they will stop searching and simply remain on social assistance for as long as possible. Our community does not want this situation to continue. They want to support themselves and their families.

Major Effects

The effects of these obstacles or barriers are often negative, not only for individual, but for the family and the community as well. The survey participants identified seven (7) short to long range negative effects on the people, including:

- Emotional effects on family relationships due to loss of gainful employment. The Great Lakes Community is a strong one and we serve to assist each other in such situations. It is not about the money as much as it is a loss of face especially if the person had a professional job in his home country and is considered an elder or leader of the community. In the end frustration and embarrassment over the situation can have a deleterious effect on the family structure and their relationships within the community. It is important that we help them stay active seeking employment. An employment agency suited to the particular needs of the adult immigrant community would improve relations, communications and outcomes.
- Unemployment can cause physical and psychological effects like depression and anxiety as well as unhealthy physical conditions due to hunger and malnourishment. In a detailed prospective study which focused directly on the worker facing unemployment, Kasl examined a variety of indicators of health and economic strain over a two-year period. He found elevated depression, anxiety, and somatic symptoms occurring only as brief initial responses from some workers; for others the emotional strain did not abate even when unemployment ended. It is possible, then, that for some of the unemployed, psychiatric symptoms were chronic. The Work and Unemployment Project, a panel study looking at the effects of involuntary loss of jobs by husbands, showed that being without work was strongly associated with higher levels of psychiatric symptoms. Once reemployed, the strain observed during the unemployment period diminished to levels below those of the control group (those persons not experiencing unemployment during the study period). Other investigations dealing with psychological consequences of unemployment have shown that inpatient first admissions to hospitals in a state system are significantly related to economic downturn for low status occupational groups, and that there are significant relationships between hospital readmission rates for psychiatric reasons and unemployment. (Kasl 1985, 502)
- Anti-social behavior in the community happens when unemployment flares up conflicts between neighbors, within the family, and among teen agers.

Unemployment can easily cause conflicts especially among young people who are discouraged, angry and have a lot of time on their hands. We see an increase in theft and other negative activities. For example, one young woman, aged 19, went to New York because she did not have a job. She met up with unsavory people who manufactured counterfeit money and was quickly arrested.

Other young women and men meet in the evening at church, hang out on the streets or go to the movies because they do not have anything to do. There is a reported increase in substance abuse, mental health issues and sexual activity among the young which leads to incarceration and unwanted pregnancy as well as disruptions in their relations with the wider community.

- Laziness is a bad habit. Some members of this community prefer government and federal assistance and they are not trying to find employment. For others, they try hard but cannot find work. In this case, they take unemployment benefits and other assistance measures. Regardless, to the outside world it appears that these people are lazy and this attitude may contribute to discrimination. To the rest of the community, it may appear that they are not trying and conflicts arise. Again, having an employment agency serving as a conduit for these people would serve to show how hard they are trying or force them to try harder.
- There is a decreasing perceived value of an education and degree attainment. We are now seeing the long term effects of underemployment and unemployment on the Great Lakes Community. Many people went back to school and updated their credentials. But we see the evidence that almost regardless of educational advancement; people are doing the same jobs either in manufacturing or as direct support professionals. We have not taken an assessment of the increase in pay rates for people who have achieved re-education and who have stayed on the job for long periods of time. This will be a topic for a later survey.
- It becomes more difficult to prove that higher education improves one's economic adaptation. As a result, our young students are getting discouraged seeing their older brothers, uncles, aunts and cousins without good jobs even after getting their diploma. We are experiencing a higher dropout rate from high school. Many teenagers talked about this situation in the survey, and most of those who

abandoned school indicated that they did not see any correlation between schooling and better work.

- Unemployment can lead to increased births and even increased deaths. All communities of Africans have large families. It is not uncommon for African families to have ten children in a family. But when the immigrants arrive in the USA, they learn quickly about American family size and how expensive it is to raise many children. Yet, at the same time, the community, even with high rates of unemployment, is having more children. One reason may be that they have more time to take care of their children. This is another area that needs more investigation. The Great Lakes Community in Portland Maine in 2009 had 23 babies, 17 of them were born in families without employment. The extra benefits from local and state and federal government sources they receive only serves to keep them out of the labor market.

The target population is experiencing social problems in the community that are leading to violence and even death. We are experiencing a health care crisis in the community because of lack of knowledge and access to nutritious food. We are experiencing food insecurity. Further research needs to be done to ascertain the relationships between these social and health problems and economic adaptation. Between 2003 and 2008, we experienced very few deaths in the community. But in 2009, 6 people died three because of car accidents. In 2010, the community has had one murder. This has greatly upset the community.

- The result of unemployment in Portland Maine can have a negative effect on the global economy. A “requirement” for Great Lakes Community members is to send money back home on a regular basis. It is estimated that each working adult member of the community sends home anywhere between \$200 and \$450 per month. When there is such a high unemployment rate, they cannot send money home which is a terrible strain on the extended community. It causes even more stress and frustration. This is a greater problem than it seems on the surface. The level of poverty affects their strength as a community.

In the final analysis,

- Approximately 800 to 1,000 members of the community with more than 300 employable adults
- Unemployment rate could be as high as 30%
- Under-employment in suitable jobs given prior education and skills levels in home countries
- English-language proficiency at low level; perhaps 10-15% speak, write and comprehend English well
- Lack of knowledge about US job market and how to apply for and get jobs

b. Stakeholders

According to Nick Jenkins, *A Primer in Project Management*, “the Stakeholders are an integral part of a project. They are the end-users or clients, the people from whom requirements will be drawn, the people who will influence the design and, ultimately, the people who will reap the benefits of your completed project.”

As with all projects, this focus group has different local stakeholders, representing groups of people and institutions that have a big or small, negative or positive influence on the success of the project.

This focus group used the stakeholder analysis because they wanted to anticipate the negative and the positive influences and identify all groups or individuals that will influence the well-being and good outcome of the initiative.

Table 8: Stakeholders

Stakeholders	Activities
Community Members	Convening and learning new ways of assimilating
Community Leaders	Bringing people together and leading the training
Voluntary Organizations	Serve as Intermediaries between labor market & immigrants
Educational Institutions	Teaching English and skills development

Primary stakeholders are those people and groups most directly affected by the project's success or failure. This includes intended beneficiaries and those who may be negatively affected, for example, those involuntarily resettled (Overseas Development Administration, Social Development Department, July 1995).

This community has internal stakeholders who can make either a *negative* or a *positive* impact. This dual perspective started from the beginning of the project when the focus group announced the first meeting. Community members continue to discuss different issues in the community and how to enhance their community life. While the focus group was meeting and discussing their community, some people from the same community were opposed to the discussion. They organized a group by themselves and first planned to do something else and then decided to make another organization that will organize around their own interests.

Some other people refused to participate at all because they had a bad experience in the past working on these topics. They tried to work as a group in the community a long time ago but they had conflicts among themselves. This led to negative impacts with future activities and effectively served to stop all implementation of their plans and strategies.

Other people participated well and they are really engaged in the project and they are committed to the focus group. They reacted very well and shared and contributed new ideas. They are ready to work until the project ends. This group has volunteers because these same people attend and support various community meetings and events.

Secondary stakeholders are groups known as "intermediaries" who support the process of delivering services and resources to primary stakeholders. There are different types of intermediaries including funding, operations, monitoring and advocacy organizations as well as governmental, non-governmental and private sector organizations (Overseas Development Administration, Social Development Department, July 1995).

There are seven secondary stakeholders in the success of this project. They are:

- CAV 2000: Central African Vision, CAV, is an international organization. Its vision is to bring reconciliation through Christ. This organization is considered a stakeholder because the president is an active member of this community and he gives moral guidance as well as material contributions; it also helps the group gain entrance into the American system by teaching and training on a range of topics including knowing how to get to the bus station, how to buy food, connect them to adult education, and develop their skills and language competency.
- Catholic Charities Maine is a Christian organization that helps individuals from birth through old age overcome challenges and barriers that threaten their ability to take care of themselves. Their target is increasingly focused on immigrants and refugees. (Catholic Charities Maine, 2007). It is considered the biggest and most positive stakeholder. CCM supports members of this community to integrate and connects them to jobs, English skills, access to the housing, access to medical care and mental services that will facilitate them to start a new life in this country and become part of the community where they live. Also this organization helped the focus group by providing them with important information about refugee advantages in Maine.
- Gakondo organization was created by people from Rwanda and Congo. Gakondo is a non-profit organization that means “Family” and was created by people from Rwanda and Congo to help them physically, socially, economically, and spiritually. It helps promote strong economic projects in order to help their families back home. Its mission is to educate new and current Congolese and Rwandese immigrants and refugees living in Maine by helping them in social, financial and cultural integration and promoting health education, and conserving their heritage culture especially for the young generation. This organization has a strong stake in the project. The members of this organization are also important members of the Great Lakes community in Portland. It is difficult to know at this stage if the members of this organization will also participate actively in the new project that has just begun, especially if, at some point, the activities of both organizations are implemented simultaneously. Their goals have little similarity

and could cause confusion. In the future, it will be easier to know whether this organization will have a positive or negative impact on the project.

- RAN (Rise Above Network) organization, created by people from Rwanda in Portland Maine, is a new organization has a mission to promote peace and development in the Africa Great Lakes Region. This organization is a positive stakeholder insofar as their members are satisfied; they give their time and participate in the framework organized by the focus group. Even though this organization is working in Africa (in Rwanda, Burundi, and Congo), they are engaged and helpful in the strategic planning process of the project. They have a keen interest in working with this community from these three countries. In addition, they may need people with experience to go in Rwanda, Burundi and Congo in the future and this is one way to stay in touch with their future needs.
- Community Financial Literacy is an organization created by one Congolese man but now it includes all immigrants from Africa, Asia, Central America and Europe. Their mission is to enhance the lives of refugees in Maine by teaching them how to manage their financial situation in order to prepare for their future. In this community most of the people either go to adult education to learn English, or they are educated people and go to college to take ESL programs. In either event, they need specific training about savings, spending, investing and buying a house. This is a positive stakeholder because this project needs the complementary activities of financial literacy. Budgeting of the project and proper money management, debt reduction, and taxes – all the information they will need to understand the mission and vision of the project.
- Living With Peace is a 501c3 NGO that delivers social services to immigrants so that they may assimilate into Maine life and integrate into the American workforce. It focuses on education and in particular English composition, college and work applications, nutrition and food buying training, and the relationship between substance abuse and mental health issues in Maine immigrant youth. Five of the nine Board members are from the Great Lakes.
- Maine Department of Human Services is a government department that provides leadership and resources to help all low income and immigrant people with

education, food assistance, housing, health, adoption, child care, and employment assistance to improve their lives. This is a positive stakeholder because without their help, their awareness and motivation, the immigrants from the Great Lakes region would not have achieved such great strides in assimilating to life here. In this community, the people have the right to live peaceably; in addition, they have opportunities, the right to make choices, and the ability to guide their lives themselves all because of DHS support. DHS may be a negative stakeholder also—some people like to be helped and they don't provide any effort to find work because they are lazy. In this community as well as all communities in Portland, immigrant or not, there are people who receive government aid from DHS, such as food stamps, cash assistance for those who have big families without job earners, the money from unemployment, Maine care, and housing assistance from the city of Portland. Some small number of the people in the Great Lakes community could find work if they tried harder but they have become discouraged and frustrated. The benefits are enough to survive, for now.

c. Project Goals in CED Terms

The goal of the project is to raise up the life of enough people to form a critical mass that will influence the rest of the population to better educate themselves and their children, to raise their children with the ambition to graduate from high school and college and to be employed in a professional position, and in turn, raise the living standards of the whole population. Achieving the short term and midterm goals of the project will in turn serve to establish the sustainability for the whole project on an ongoing basis.

- The short terms goals of this project are to help the beneficiaries improve both their English language competency and financial literacy skills. This could help them better understand how to apply for jobs, how to interview for jobs, how to be prepared to compete against other people in the workplace for better jobs and how to make connections with many sources of employment throughout the Portland area. Most importantly, this exercise will bring together those with

education and experience in particular fields with potential employers in those same fields.

- In just a few months, the project focus group expects the people of the Great Lakes community that by increasing their language skills and their knowledge and practice of financial literacy, they will measurably improve their ability to gain employment, and learn to manage their finances no matter how meager. By taking these actions and living within their means, the people from the Great Lakes will be in a position to increase their family income. Once they are able to maintain their income over a long period of time, they will be able to pay off their bills, build up their savings and most important, they will have respect from the community for their strength. By being frugal with their spending patterns, more members will have creative ideas about living well with less money. Being responsible with their time and money brings both social inclusion because of their new status and improves their own economic independence because they have more economic choices available.

Therefore, this project connects the immigrant community, the host organizations and other stakeholders in mutual collaboration. This mutual collaboration allows all the parties involved to work together for a successful outcome. This opportunity for lasting and positive change bringing long term and suitable employment success is based on its sustainability as a value-based CED project.

III. LITERATURE REVIEW

a. Introduction

This paper examines issues related to suitable employment for immigrants from the Great Lakes Region of Central Africa. The research appears to support the view that employment counselors are useful and good ones can make a great difference in early employment.

b. Review

It is a recognized fact that a major part of the immigrant integration strategy focuses on suitable employment and that to be successful, employment initiatives must focus on capacity-building (Bloch 2008, 21). The most effective strategies, Bloch asserts, focus on individual employability and customized measures to overcome personal and structural barriers to the labor market. Research suggests that English language fluency and training are very important to labor market participants. Indeed, English language competency is foundational for immigrants to enter the mainstream of American life (Fund 2007, A23). There is a significant relationship between English language competency and the likelihood of being gainfully employed (Waxman 2001, 472). When host countries develop programs and practices to enhance immigrant economic adaptation, it is important that they focus on those services that can make the most difference. Potocky-Tripodi has identified demographic characteristics that have the greatest influence on economic adaptation, including gender, disability, education and household composition. She asserts that of these, education is the one variable that can be influenced by government intervention and the “single predictor that has consistently emerged as important across studies, populations, and varying indicators of economic adaptation” (Potocky-Tripodi 2003, 63). English-language proficiency becomes a primary requirement, then, for both gainful employment and for more advanced education that can in turn lead to higher wages and improved job advancement.

The majority of immigrants with high levels of skills and professional credentials are not working in jobs commensurate with their qualifications. This paper examines further efforts that have been made to improve the employability of immigrants and their advancement in the labor market. One important contribution to the dialogue was the research and analysis performed by the Maine Department of Labor in the Spring of 2008 regarding Somali employment patterns in Lewiston-Auburn. In a follow-up report prepared by students at Bates College, it was reported that the major perceived barriers by job seekers are 1) the need for English language skills when finding, applying and maintaining employment; 2) the GED requirement; 3) the lack of computer skills and understanding widely used software, including online job applications; 4) irrelevance of work experience in other states; and 5) a level of disrespect or even discrimination in the way they were treated, such as “no call backs.” The report ends, “Overall, communications barriers and the resulting lack of mutual understanding were the largest concerns of the job seekers in our study.” (MDOL, 2006)

According to Rob Paral & Associates (May 2009), in a report “Immigration and Native Born Unemployment Across Racial/Ethnic Groups”, recent immigrants in Maine represent only 1% of the labor force which is low compared to California with 8%, but he states that native born blacks in CA have a rate of unemployment 3% lower than native-born blacks in Maine.

Researcher Ryan Allen (September 2006) in “Employment and Earnings Outcomes for Recently Arrived Refugees in Portland, Maine” (p39), asserts that age may make a difference in employment and earning outcomes for immigrants since the young do not have work experience and the old are near the end of their valuable work life. Gender makes a difference in earnings potential as well. Immigrant women are largely responsible for running the household and taking care of the children. This condition limits their ability to work outside the home. The third demographic Allen noted was the effect of region of origin. Presumably, origination denotes placement on a technical-agricultural continuum that is a predictor for industrial knowledge-based skills. It is

conceivable that a refugee or asylum-seeker from the Great Lakes Region of Africa would have experience largely limited to an agricultural or pastoral-based economy.

Educational attainment prior to arrival in the U.S. could play a significant role in the success of finding employment and the level of wages they receive when they do find employment. His research shows that more highly educated refugees have an easier time finding jobs and find jobs that pay better wages than refugees with lower levels of education. In the Great Lakes community, further research is needed on this question.

Level of English fluency might be an important determinant of the economic success of a refugee. In Maine, where speaking English is generally expected in the workplace, refugees who speak English fluently may have an easier time finding jobs and finding jobs that pay well compared to refugees who speak English poorly. At the end he said length of time in Maine might make a difference in the employment and earnings outcomes of refugees in Portland. Generally speaking, the longer a refugee lives in Portland, the better their English skills become and the more job experience they acquire. For these reasons, refugees who have lived in Portland for a long time may find jobs more easily and find jobs that pay better than refugees who have lived in Portland for only a short time.

Another important piece of research is that conducted by Professor Vaishali Mamgain of the Department of Economics at the University of Southern Maine located in Portland. In her work entitled “Off the Boat, Now Off to Work: Refugees in the Labour Market in Portland, Maine” she writes, “In Maine, refugees with good English skills at arrival earn the highest wages irrespective of educational attainment in their home country.” Her study of the Portland labor market found that “among refugee men, the best predictor for higher wages is English proficiency, but for women education is an important factor. For both men and women, belonging to an established ethnic group yields beneficial effects in securing higher paid first jobs, but our qualitative research shows that it is social connections with the white community that translate into longer run success.”

In addition to belonging to an identified ethnic group association, it is equally important to have frequent interactions with job developers, job placement agencies, potential employers and social service agencies to be successful (Race and Masini, 1996, 87). In studying the relationship among selected demographics, job placement agencies and job placement, researchers found that “the frequency of contact with a job developer, age, and gender were indicators of early employment.” The implication is that the role employment counselors are important.

Torezani, Colic-Peisker & Fozdar in “Looking for a ‘Missing Link’: Formal Employment Services and Social Networks in Refugees’ Job Search” (2008) found that linking social capital is an important activity and serves to take the place of otherwise unavailable services. Formal employment agencies are useful as intermediaries but they reported “a mismatch between service providers’ and refugees’ perceptions and expectations of the employment services.” Consequently, it is important that employment agencies and the clients they serve thoroughly understand the services each offer.

In addition to formal employment agencies, Non Governmental Organizations and Voluntary Agencies (VOLAGS) serve a vast network of needs. In a study published in the *Journal of Cultural Geography* by Tamar E. Mott, she concludes that “Together with local social networks, and employment or educational organizations, they can enhance the likelihood that refugee in-migrations succeed. ..Conversely, ineffective VOLAG support can substantially delay the ability of new refugees to effectively integrate into local communities.”

Knowing English in America is not unique. Getting and keeping their first job requires immigrant applicants to know the host country language. In a report “The Impact of Non-Governmental Organizations and Language Skills on the Employability of Refugee Claimants: Evidence from Quebec” by Godin and Renaud, the authors found that “pre-migration knowledge of the languages customarily used in Quebec is likely to accelerate access to a first job, but what about claimants who know neither of the two languages? For these individuals, learning French or English becomes a necessity when a job

requires a skill level sufficient for communicating with co-workers, superiors, or the company's clientele. When claimants wish to overcome the language barrier preventing them from working in their profession, they can turn to educational institutions for language courses.”

Finally, in a report called “Human Capital, Acculturation and Social Identity” published in the *Journal of Community & Applied Social Psychology*” by Colic-Peisker and Walker, the report concludes that Bosnian refugees resettling in Australia are greatly impacted by the host country inhabitants receptivity. They report, “the informal every-day reaction of mainstream Australia towards this refugee group seems to be friendly and accepting, thereby discounting discrimination as a major factor in understanding their resettlement experience.”

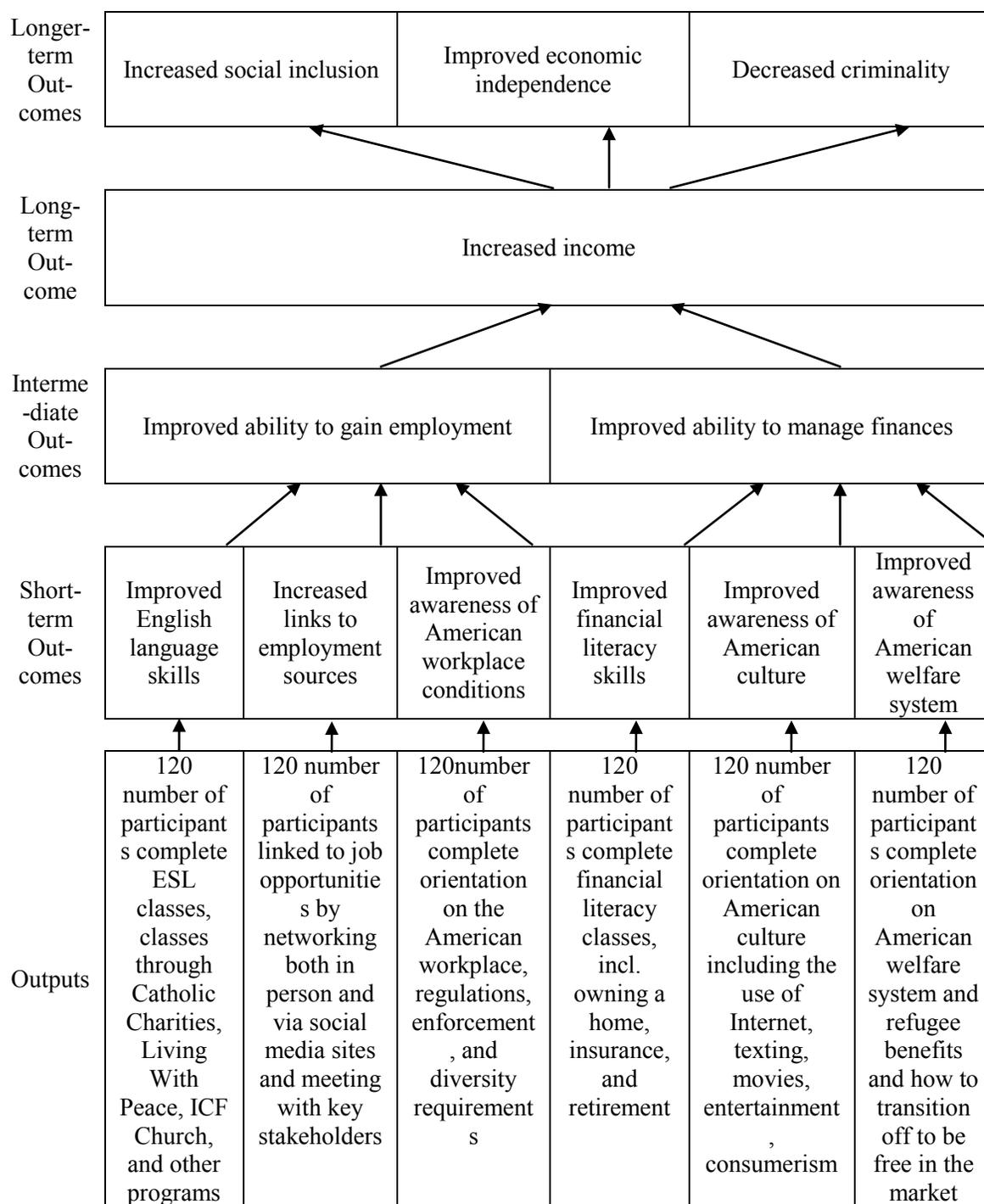
Summary: The literature suggests that host country receptivity, social networks, employment intermediaries, and English language proficiency are the key success factors for integration into the economy.

IV. LOGIC MODEL

This Logic Model is a way of assessing goals in terms of their expected outcomes as a result of taking a group of inputs, in this case immigrants, and through concerted actions related to improving English language and financial literacy skills, improving awareness of the American culture, the American entrepreneurial culture, welfare culture, and improve networking and social integration skills, turn them into more socially mature, economically independent and emotionally secure people because of their improved employment picture and ability to manage their finances.

As mentioned before, the project approach is to help Job seekers who suffer from lack of: English-language proficiency, knowledge of and access to the job market, re-credentialing requirements, and suffer from possible discrimination can become employed on a stable basis in suitable jobs by using the services of an employment counseling agency.

The long-term outcomes of this project were to increase income and social inclusion, to decrease criminality among this community and that will affect them becoming independent economically. These long outcomes will be reached through the achievement of the intermediate outcomes which were the improvement in ability to gain employment and the ability to manage their finances in their family.

Figure 2: Logic Model

Activities	<ul style="list-style-type: none"> • Meet with Adult Education agency and agree on provision of ESL classes • Meet with participants • Introduce participants to Adult Education agency • Adult Education agency conducts ESL classes • Monitor and evaluate ESL classes 	<ul style="list-style-type: none"> • Meet with and hold joint workshops and seminars on preparing yourself for applying for a job, being denied, interviewing, being hired, background investigations, references, legal documents • Bonney Staffing, Manpower Associates • Big employers 	<ul style="list-style-type: none"> • Meet with an array of service providers including attorneys, consultants, government officials, esp. the police, to understand the wide reach of the law in business affairs • OSHA, DOL, State Attorney General, City Prosecutor 	<ul style="list-style-type: none"> • Take course on Financial Literacy at Portland Adult Education • Take TD Bank course on home ownership • Understand insurance • Save for retirement • College \$\$\$ • Teaching family financial planning • Fin. Planners 	<ul style="list-style-type: none"> • Convene seminars and workshops with Portland Schools Department of Multicultural Affairs • Convene meeting with City Economic and Diversity Affairs Director • Convene meeting with professors and key figures 	<ul style="list-style-type: none"> • Convene workshop with DHHS • Convene workshop with Director of Oxford Family Shelter • Convene workshop with City Refugee and Immigrant Services • Convene workshop with Catholic Charities Maine
Inputs	<ul style="list-style-type: none"> • Immigrants • Trainers 	<ul style="list-style-type: none"> • Immigrants • Consultants 	<ul style="list-style-type: none"> • Immigrants • Lawyers/pol. 	<ul style="list-style-type: none"> • Immigrants • Finance 	<ul style="list-style-type: none"> • Immigrants • Cultural Icons 	<ul style="list-style-type: none"> • Immigrants • Serv. Prov.

V. METHODOLOGY AND IMPLEMENTATION PLAN

a. Project Beneficiaries

The targeted participants of this project are estimated to be between 900 and 1000 people from Rwanda, Burundi and DR Congo living in Portland, Maine; these participants are characterized as poor families with low income and lack of sustainable employment. The majority of these people are adults who do not speak English, but many of them have an educational background. Initially, the project was planned to focus on 200 people who participated in different school programs and trainings in the Portland area. After the project began, the project leaders received additional requests to participate from people originally from the Great Lakes countries who are living now in others cities of Maine such as Lewiston, Bangor or Saco asking if they could participate. These people are the project beneficiaries. Others who benefit from this project include social service providers as clients move off the roster of need, educational institutions as their rolls increase with new students, and most of all, area employers who receive the benefit of a fresh workforce.

This project was designed to provide the knowledge of employment services in these communities through academic institutions and organizations such as Adult Education, Living With Peace, Community Financial Literacy, and Catholic Charities Maine. The long term Outcomes of this project are to increase the income levels of the Great Lakes population living in Portland and beyond, simultaneously reducing the rate of criminality from this population, insofar as they will be busy working and benefitting from their higher wage earnings.

b. Community Role

Everybody in this community is aware that this community is among the poorest in Maine. This situation has become increasingly disturbing for the community members and all of the community is now ready to make serious changes that will improve their

life. No one wants to remain in the same situation for long periods of time. They have vision, ambition and goals to reach but they don't know how and where to start because they are still encased in their heritage life and culture. The steps to be taken in order for the project to be successful include:

The project designer along with key stakeholders will hold meetings and trainings to raise awareness about the project, the goals of the project, community participation expected, and the role of education in employment development. To be successful:

1. The leaders are organizing meetings with all the people and tell them what going on and how they must change their mentality toward gainful employment;
2. The leaders and the CED practitioners made them aware and informed the whole community about how important it is to send their children at school and keep them in school and how important it is for the adults to learn the English language;
3. They did tell them about the impact this project will have in the future if they participate willingly and fully; and,
4. They knew the importance of integrating with members of the host community and with other immigrant communities socially and culturally.

c. Host Organization/Group

There are many groups involved in organizing and training refugees and immigrants in English language skills and job seeking skills. Many of these organizations do it because they are formal institutions of learning such as Adult Education, area colleges and universities, or they are established NGOs with a stable client list and funding sources such as Catholic Charities Maine. These organizations, however, are identified for all people who need assistance and are not focused just on the Great Lakes Community. The Project Host Organization Group is comprised of three key groups whose focus is the Great Lakes Region of Africa: Living With Peace, ICF Church, and Community Financial Literacy. The host group will lead this effort in cooperation with each other and

in cooperation with the other organizations that can provide assistance such as the established groups mentioned above.

d. Project Staffing

Chart 1: Organization Structure and Responsibilities



Organizations responsibilities:

Program Director

- Planning the program activities in accordance with the mission and the goals of the organization.
- Develop and implement long-term goals and objectives to achieve the successful outcome of the program
- Develop an annual budget and operating plan to support the program
- Hiring staff
- Maintaining contact with local agencies, local government, and donors agencies .

Counselors

- Help the PD to have the better understanding of the participants and members of the community.
- Organize many sessions and meetings with participants.
- Bring new things and create different approach.
- Let the PD know if there is progress or the problem has been solved.

Advisors

- Providing advice or counsel in order to help the participants to understand better the process and expectations on the labor market.
- Play a positive role model and contributes to maintaining and reach the organization's goals.
- Be available and accessible to all members of this community by making a strong commitment to be present at all face to face schedule.
- Recognize the talents and interests of participants
- Respect confidentiality at all times.

e. Project Implementation

Implementing the Project Plan takes good planning. Below is the calendar for implementing all of the various activities that the staff is going to carry out with the participants.

Chart 2: Implementation Plan in a Gantt Chart

Activities	S	O	N	D	J	F	m	A	M	J	J	A
Develop Cadre												
Organize participation												
Assessments												
Counseling												
Presentations to potential employers												
Monitoring												
Evaluation												

f. Budget Plan and Explanation for Year 1 Start-Up Costs

Chart 3: Budget for Year 1

Budget Item	Amount	Total Funds	Percent
<i>Source of Funds:</i>			
State Govt	\$5,000		
City of Portland (CDBG)	\$ 75,000		
Grants	\$175,000	\$255,000	
<i>Use of Funds:</i>			
Direct Costs			
Office Space	\$30,000		
Personnel	\$60,000		
Computers	\$ 8,000		
Indirect Costs:			
Supplies	\$17,000		
TOTAL	\$200,000		

The budget is 70% personnel costs. This is necessary to employ the quality level counselors and advisors and the program manager. This is a serious business venture. We expect significant support through grants, the local and state government. An \$85,500 budget for first year operations is a strong statement that we care about the future of these 120 participants and we are going to work very hard to get them employed in suitable positions.

VI. MONITORING

a. Indicators

The Monitoring Plan outlines the steps that the Program Director and others will take to review and analyze the project plan as it is being implemented to be sure that the targets and outputs are met. The key to the success of the Project was largely because of the completion of activities, the timeliness of the attainment of outputs and tools used to monitor the progress toward the outcomes. Indicators are used as a concrete way to collect and organize information in order to adequately monitor progress.

The key to a successful project is planning. In this project, the leaders took time to create a project plan that could be monitored so that they can make adjustments in project plans and contribute to positive change. The plans made were used to monitor activities, to adjust the activities and keep the project schedule on track as well as meet the implementation schedule timeframe.

The success of this project was because of the rigor of its leaders, the completion of activities, and timeliness in metamorphosing the outputs into outcomes. This Monitoring was implemented and completed by the leaders of the project through the use of established monitoring methods, tools and forms.

b. Methods, Tools, Forms

Monitoring tools measure completion of the activities used to achieve the outputs. These tools monitored participation level as well as increased awareness of the programs. Such tools include attendance sheets of attendees to all events. There were several methods, tools and forms used in order to accomplish proper project monitoring because some activities were jumped or omitted, others were repeated. To avoid these kinds of problems, the project director took time to:

- Clarify participants' expectations of the process and in what way each person or group wants to contribute;
- Define the priorities for monitoring and reviewing advocacy and thinking about what changes are to be achieved;
- Identify what information is needed to best monitor actions and changes the project wants to achieve; and
- Agreed on the methods, responsibilities and timing of information collection.

To ensure uniformity with the implementation plan and logic model, the monitoring tools were identified for use by both project facilitators and participants. These tools include attendance sheets forms and records, student enrollment forms, surveys, new members or volunteer lists, and the project manager's reports which are filed weekly, monthly, and by semester.

The Activity Progress Report includes the following components: Activities, Start Date, Anticipated End Date, and Status (on schedule or not), Discussion of Challenges that have impacted status, (and any additional assistance needed), and output. In addition, the report asks for the names of the persons/agencies involved in the completion of the activity and the "owner" of the report. The report includes both qualitative and quantitative elements.

Activity Progress Reports together make up the bulk of the Program Monitoring Reports. Monitoring Reports are key tools for assessing whether activities are leading to expected outcomes on time and on budget. Weekly and/or monthly Activity Progress Reports and Monthly Monitoring Reports capture additional information such as student's general attitude toward applying for jobs and assertiveness in getting an interview and landing a job filed by his or her coach/mentor. These reports will cover the following items:

- Employment applications filed;
- Participations agreement forms;
- Monthly activity report forms;
- Evaluation forms (coach, mentor, participant)

c. Team and Tasks

As mentioned early, the project staffs were responsible for collecting and analyzing forms submitted by the program manager and volunteers. The focus group had the responsibility for collecting information from their staff, stakeholders and community partners and to bring them to a group discussion for review.

Before the project started, it was requested that the focus group, project leaders and all the staff will meet regularly and share the report at the end of each month.

d. Monitoring Schedule

Table 9 Schedule of Activities

ACTIVITIES	DATES
Developed cadre of Advisors And councilors	Start: Sept 7 End: Sept 15
Organized 120 participants	Start: Sept 15 End: Sept 25
Met with participants	Start: Sept 20 End: Sept 30
Introduced 120 participants to Adult agencies	Start: Oct 1 End: Dec 19
Take classes with Agencies, Adult and refugees Agencies (Adult Education, Living with peace, catholic charities, community financial literacy, woman work and Community)	Start: Sept 25 End: Dec 20
Take classes with Adult agencies Adult Education, Living with peace and community financial literacy.	Start: Sept 25 End: Dec 20
Counseling	Start: Dec 5 End: April 10
Presentations to potential employers	Start: March 2,2011 End: Jun 5,2011
Monitoring	Start: Mar 2011 End: August 2011
Evaluation	Start: May 2011 End: August 2011

VII. EVALUATION

a. Evaluation variables and indicators

The leaders of the project made an agreement with Catholic Charities Maine for the evaluation. This agency is the only one that is authorized to administer the federal program that helps the refugees in this state, such as: learning English with the express purpose of connecting them to the job market and others services.

They also finalized agreement with two local agencies (Manpower and Boney Staffing). These agencies are among the biggest agencies in Maine that operate full service employment services connecting job seekers with the majority of companies and working with them in long term. The project will continue to collaborate with the Labor Department in Maine and the City of Portland in order to maintain transparency in data collection and the project evaluation process.

The Evaluation Team will evaluate long term, intermediate and short term outcomes and use indicators related directly to the outcome. For instance, a short term outcome that relates to job seeking will use an indicator directly related to the number of times they logged into the computer to find a job, where they went online, how many job opportunities they looked at and how many they applied for.

b. Data gathering methods, tools, forms

The tools these agencies use to gather data in order to evaluate the effectiveness of the program are well established and recognized by evaluation experts as standard in the field. These tools include surveys, interviews, attendance records, participation records, exam and quiz results, feedback forms, and suggestions and comments made by participants, volunteers, program staff, and donors. All feedback is recorded and analyzed at regular times to keep current on successes to be rewarded and problems to be solved.

c. Data Analysis

The project leaders, two experts from the Great Lakes community, and advisors will be involved together with Manpower Staffing and Boney Staffing and responsible for the evaluation and analysis of all data collected.

The leaders of the project, the focus group and advisors assisted with the survey tools and the interview forms to ensure that the correct information was collected to evaluate the success of the project. They received all requested data and analyzed the data quarterly, prepared a comprehensive evaluation report and provided electronic and hard copies to members of the Host Organizations, community, residents and city and state staff.

The leaders of the project continue to evaluate all outcomes from the project.

d. Evaluation Team/Tasks

The project leaders are responsible to take care of attendance sheet forms as well as all forms such as surveys forms, student enrollment application, monthly reports and all kind of papers work which is related to the project and that has been done. Employment agencies are responsible to providers information of the employees engaged by submitting the weekly, monthly and semester report to the project staff. The project staffs are responsible to organize all information received from employment agencies and provide the weekly and monthly report to the project leaders.

The project leaders are in turn required to provide feedback to the Host Organizations, academic institutions, sponsors and collaborators.

e. Evaluation Schedule

Table 10: Timeframes for Outcomes

Outcomes	Indicators	Data gathering methods	Source(s)	Time-frame
Long term Outcome 1: Increased social inclusion	-Change in behavior. -Number of people who has good jobs or are participating in different businesses	Survey Document review	Project participants Catholic Charities and employment agencies	24 & 36 months
Long term outcome 2: Improved economic independence	Increase the number of people who have jobs	Survey	Project participants	24 & 36 months
Long term outcome 3: Decreased criminality	Number of arrests Number of 911 calls	Document Review	Participants Police Department	3 years
Intermediate outcome 1: Improved ability to gain employment	Number of people who speak English Number of people who are connected to employment sources	Survey Document review	Project participants Boney stuffing, Manpower and Catholic charities	1 year
Intermediate outcome 2: Improved ability to manage finances	Number of people capable to manager money and save.	Document review survey	Community Financial Literacy program participants	6 months ,1 year
Short term outcome 1: Improved English language skills	Number of people who are able to speak proper English	Document review Survey	Adult education USM SMCC Survey Participants	8months
Short term outcome 2a: Increased links to employment sources	Number of people applied	Survey	Project participants	3 months
Short term outcome 2b: Improved awareness of American workplace conditions	Number of people who completed the training related to the American work place conditions	Document review	Catholic Charities	3 months
Short term outcome 3: Improved financial literacy skills	Number of people who completed financial literacy classes	Document review	Community Financial Literacy	3 months
Short term outcome 4: Improved awareness of American culture	Number of people who completed trainings with Living with Peace	Document review	Living with Peace	3 months
Short term outcome 5: Improved awareness of American welfare system	Number of people who completed trainings with counselors	Document review	Counselors	3 months

VIII. SUSTAINABILITY PLAN

a. Sustainability Elements

During the planning and design phases, the leaders of this project discussed how the project affects the sustainability of the facility throughout its entire life cycle. They considered environmental issues, social issues, cultural and religious issues that might affect this project in the long run.

First, they considered their approach to the project. They agreed they could not do it all themselves. They established linkages with such program partners as Catholic Charities, Maine, Living With Peace, Manpower and Boney Staffing agencies, Portland Adult Education, the University of Southern Maine, Southern Maine Community College, as well as the city of Portland Office of Refugee and Immigrant Services.

These programs have established roots in this community and have accepted to collaborate with us in the long term. Working with these partner programs brought additional motivation to members of the Great Lakes community. Everyone realized that through academic institutions, agencies, organizations and the city of Portland, they can reach their dreams and vision.

Second, the Project Director and the focus group for the project have contacted many funders to determine the level of collaboration possible in the future in order to anticipate the future when the project will extend into other cities of Maine such as Lewiston, Bangor, Augusta and Brunswick. The Project Director continues to identify public and private stakeholders who are committed to the strategy of supporting and improving employment of immigrants in the state of Maine and elsewhere. Newspaper articles have been written and expressions of interest and support are beginning to be made by general members of the public.

b. Sustainability of Benefits

The long-term outcome of this project, to increase income of this community, increase social inclusion, improve economic independence of its members and to reduce crime, are the main objectives for this project. The city of Portland understands and accepts and supports this action. The city knows that our success will bring development not only in this community but in other communities whether immigrants or not.

Finally, the project staff will continue to represent the project by promoting the benefits of this project to the community. The Project Manager and staffs will continue to make contact with the city of Portland in order to promote the program and to update them on progress.

IX. RESULTS

Short-term Outcomes

- Improved English language skills
- Increased links to employment sources
- Improved awareness of American workplace conditions
- Improved financial literacy skills
- Improved awareness of American culture
- Improved awareness of American welfare system

This excerpt above outlines the short-term outcomes of the Project. As was outlined in the Logic Model in Section IV of this document, the long term outcome of the Project was to have 120 people achieve economic independence by increasing their income through better employment and language capabilities, by enhancing social inclusion through learning American ways and customs particularly the culture, the welfare system, and the workforce. The long outcome will be reached through the achievement of the intermediate outcomes which were the improvement in ability to gain employment and the ability to manage their finances in their family.

On Short Term Outcome 1 and 4:

- Improved English Language Skills
- Improved Financial Literacy Skills.

Output: 90% (108 adults) of participants completed English language and financial literacy skills training.

Achievements: The commitment to this level of English language conversation and presentation skills development was impressive. The women appeared to have a better overall grasp of the English language in terms of their responses and expressions. From the monitoring reports, we see that attendance rates were high and volunteers reported

that participants were highly engaged throughout the learning process. This group of adults was highly motivated to succeed.

Challenges: The challenges were three-fold. First, transportation is difficult in Portland. Attendance rates were high because we offered food and beverages and childcare. The feedback forms indicated this. They also indicated that we need to provide transportation if we expect to continue to offer long-term classes. Second, these adults have children and parents living with them making the need for higher wage income jobs more acute. Third, the knowledge gained about financial affairs was only a small part of what they need to know to build their assets and maintain a healthy bank account. The feedback forms from the classes indicate that most participants were especially pleased with the training and felt they learned a lot of important information that they could immediately apply.

On Short Term Outcome 2 and 3:

- Increased Links to Employment Sources
- Improved Awareness of Workplace Culture and Conditions.

Output: 100% of participants completed Workplace Awareness Trainings and were successfully introduced to employment links and connections.

Achievements: Just the introductions alone served to get interest from the staffing agencies for more than 15 people to come in for further interviews and skills testing.

Challenges: people were too self-conscious, expressed feelings of inadequacy and were shy and hung-back from being able to easily and forcefully promote themselves. As a result, it is apparent that they need more coaching and preparation for these networking events.

Learnings: It is really important to prepare, test, and practice for these types of encounters.

On Short Term Outcome 5 and 6:

- Improved Awareness of American Culture
- Improved Awareness of Requirements for welfare system.

Achievements: 100% of participants attended training sessions.

Challenges: people are conflicted about maintaining and strengthening their cultural traditions particularly in the face of “losing” their children to American culture. Many challenges related to proper behavior and dress codes in society and in the workplace.

Learnings: Africans are not aware of the opportunity to both maintain their own culture and accept those parts of the American culture that helps integration and assimilation in the workforce. Africans need to have more confidence in themselves as uniquely gifted participants in the American workplace.

X. CONCLUSION AND RECOMMENDATIONS

a.1. Chief conclusion: when a group of individuals understand their challenges, work together to plan and execute a good strategy, and control the implementation of actions that will define their future success, then we have positive change, an influential critical mass of people to show others how to make positive change, and we will be able to develop a commercial venture and/or fundraising strategy to partner more closely with key organizations to sustain the venture.

a.2. Chief Recommendations: There are four recommendations to improve upon the program and its effective implementation.

1. Approved participants need more support during the learning process than they are now getting. Because of home responsibilities, both men and women found it increasingly difficult to attend class. We solved the challenge by having child care available in an adjoining room for 2 hours every evening.
2. Approved participants need better and more reliable transportation to get to class.
3. Approved participants need to handle and use actual books in their discussions rather than printout from the Internet. There is an astonishingly lack of book reading going on in the group. We need to solve this problem. Our chief Partner called Living With Peace is kicking off a new program called “Making the Case for Books.” Volunteers will build, paint and sell wooden bookcases and install them in every home and then fill them with age appropriate books. If we want the parents to read, we need to get the kids to read.
4. Project leadership needs to be more stable, focused, and funded to be effective. All project management and volunteers are stressed for time. They are no different than the participants. They need support in their work as well.

b. Prospects of Attaining Intermediate and Long-Term Outcomes:

Despite the challenges related to setting up and delivering classes on so many different topics to so many individuals, it went well. The fact that 100% of project participants

attended and were active in three of the five classes with 90% participation in the other two are very rewarding. We believe the project is well on its way toward attaining the intermediate and long term outcomes. Based on the feedback gleaned from anecdotal evidence as well as quantitative survey forms, the challenge for these particular adults is finding the time to go to school, do their school papers, study for exams, take care of their families, and maintain some control over their lives at the same time. There is fear of discrimination apparently based on reading the survey forms although no one in the Workplace Culture training openly raised the issue.

c. Personal Thoughts

This project has been good for me and for my community of people from Africa. I feel good about what I was able to accomplish both as a person and as a project leader. It was great to hand out so many test booklets and disc drives, so many chicken sandwiches and bowls of vanilla ice cream. We have a lot of partners and the volunteer base is growing. Like in any community of poor people, each thought to himself or herself, what is in this for me and my family here in this very strange and even crazy country?

Immigrants do not and cannot see the US like people born here see it. It is a strange and even horrifying culture in some respects. We find it difficult to raise our children here because African “it takes a village” discipline no longer works, our elderly parents do not know English even after ten years here. We feel lost as new Americans. Being in command of the language is essential to finding our way.

However, we are very strong in some key areas: 1) we are a community that has suffered deeply, tragically – our tribe originally of more than 60,000 people spread out in many villages across the province of South Kivu—is now decimated and ruined. We live in many other countries in a permanent Diaspora—we have a collective memory that can never fade; 2) we are a community of Jesus Christ. Our tribe, the Banyamulenge, was saved in the early sixties at a time of great unrest. As a result, we are very close spiritually and that helps all of us; 3) we have a collective desire to “prove” our value to

the American system and be successful Americans. Of course, we want to be wealthy enough to live the American Dream, but more than anything we want to keep our heritage intact and work together to forge our collective future.

XI. APPENDICES

a. Bibliography

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b. Monitoring Schedule

Activities	Dates	Status	Time-Liness	Explan- Tion For Delay	Alter- Native Action	Attainment Of Output
Developed cadre of Advisors And councilors	Start: Sept 7 End: Sept 15	Full completed	As planned	N/A	N/A	Target: 120 job seekers will be able to receive appropriate knowledge and counseling
Organized 120 participants	Start: Sept 15 End: Sept 25	Full completed	As planned	N/A	N/A	120 participants identified and welcomed into program and participants understand they will complete ESL Classes, financial literacy classes, orientation on American culture, orientation on welfare system and refugees, and being linked to job opportunities.
Met with participants	Start: Sept 20 End: Sept 30	Full completed	As planned	N/A	N/A	120 Participants met together with program manager and small cadre of advisers and councilors to solidify their commitment to increasing ability and readiness to enter the job market.
Introduced 120 participants to Adult agencies	Start: Oct 1 End: Dec 19	Full completed	As planned	N/a	N/A	120 participants complete successfully training and meetings with Adult Education, Living with Peace, Catholic Charities, Community Financial Literacy, Women, Work and Community
Take classes with Agencies ,Adult and refugees Agencies (Adult Education, Living with peace, catholic	Sept 25 Dec 20	Full completed	As planned	N/A	N/A	All 120 participants complete training, meetings, and introductions to the work place and to the American culture and have reached out to apply for new jobs and community opportunities to increase their knowledge and access.

charities, community financial literacy, woman work and Community)						
Take classes with Adult agencies Adult Education, Living with peace and community financial literacy.	Sept 25 Dec 20	Full completed	As planned	N/a	N/a	120 participants have completed training, meetings, and introductions to the work place and to the American culture and have reached out to apply for new jobs and community opportunities to increase their knowledge and acces
Counseling	Dec 5 April 10	Partially completed	As planned	N/A	N/A	120 participants have understand better the process and expectations on the labor market and play a positive role model and contribute to maintained and reach organization goal's
Presentations to potential employers	March 2,2011 Jun 5,2011	Partially completed	As planned	N/A	N/A	120 participants have meet employers agencies, they have completed application forms and they have found a better job or simply a job.
Monitoring	Mar 2011 August 2011	Partially completed	As planned	N/a	N/a	120 participants have increase English skills, have gain knowledge in American work place, they have found jobs and got promotions.
Evaluation	May 2011 August 2011	No started	As planned	N/a	N/a	120 participants have increase English skills, have gain knowledge in American work place, they have found jobs and got promotions.

c. Community Needs Survey

Survey of people from Great Lakes Region October, 2009 by ICF Church

1. Which country are you come from?
2. When did you arrive?
3. Did you speak English when you arrived? Yes _____ No _____
4. Did you graduate from:

Elementary school	Yes _____	No _____
Middle school	Yes _____	No _____
High school	Yes _____	No _____
College or University	Yes _____	No _____
Post-graduate work	Yes _____	No _____
5. Since arriving in the US, have you gone to school?
Yes _____ No _____

If yes, what courses or programs have you taken?

Course /Program	Year	School Name
-----	-----	-----
-----	-----	-----
-----	-----	-----

6. Who lives with you in your Household?

Relationship to you	Age.....

7. What are your primary and secondary ways to travel? Circle the top two ways.

car, bus, walk, bicycle, get rides from others, taxi

8. Are you now working?

Yes _____ No _____

If yes, Part-time _____ Full time _____ Temporary _____

9. If you have a job, are you working in your field or Specialization?

Yes _____ No _____

10. What is your field or specialization? _____ How many years have you been in this field or specialization _____

11. If you are not now working, why not? _____

12. If not your chosen field, what field are you now in? _____

13. What field do you plan to enter in the United States? _____

14. How many years of English language study have you completed? _____ years

15. Do you speak English on your job? _____

Explain:

16. Do you speak English at home?

Explain:

17. Do you have children in your household who speak only English?

Yes _____ No _____ If yes, what are the ages? _____

18. Do you like speaking English? _____ Is it hard for you to understand English? _____ Which part is harder: speaking, understanding, or reading?

Why or why not?

19. Do you think that focused English language comprehension and high level mastery would improve your job prospects or job promotion? If yes, why? Please explain in detail and use examples:

20. In your own words, what has been the most difficult part of finding, obtaining, and keeping a job: _____

d. Application Form: Volunteers**International Learning Center, Portland, ME 04101**

Course/ program _____

1. Name:
2. Address:
3. Telephone Number:
4. Email address:
5. Country of Original:
6. Level of Education:
7. Statement regarding reason for applying to be a volunteer:

8. Have you volunteered in an ELL or ESL class/program before? Where, how long, and are you certified? _____

9. Statement regarding expectations of students, program managers, and other volunteers:

e. Application Form: Participants

International Learning Center, Portland, ME 04101

Course/Program: circle courses you wish to take

English Financial Literacy Workplace Culture Getting a Job

- 1. Name:
- 2. Address:
- 3. Telephone Number:
- 4. Email address:
- 5. Country of Original:
- 6. Level of Education:
- 7. Statement regarding reason for applying for this course or program:

- 8. Statement regarding job expectations following graduation:

f. Monthly Monitoring Report Form (for teachers and administrators)

Title of class

Report from..... (Name/Position)

Date of Reporting Period: From: To:

(monthly only)

Date of this submission:

1. Number of students participating:

Week 1:

Week 2:

Week 3:

Week 4:

2. Did you give a test/exam/ or quiz?

Yes.....No.....

3. If yes, attach written test/exam/quiz to this report and indicate week given.

4. Did the students do any special project this reporting period?

Yes.....No.....

5. If yes, describe the project and attach any written presentation made or submitted
(power point, documents, photos).6. How do you feel about overall progress made toward the goals of the program or
your own professional development during this reporting period?

Month-----

g. Evaluation Report Form

1. What job applications did you apply for during the period?

Company Names

How

.....
.....
.....
.....

2. Please attach at least two printouts on your online job applications.

3. Did you have any face to face interviews as a result of your applications for employment, regardless of method of application? Yes or no. Please Explain.

4. Have you received any job offers as a result of your participation in this program?

Yes_____ No_____ If yes, from whom? _____.

How can we be more helpful? _____.

5. Did you feel that you were well prepared to present your resume and yourself to potential employers online or by letters or face to face?

	<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Excellent</i>
<i>Resume</i>
<i>Letter</i>
<i>Interview</i>

6. How can we improve this program? _____.

h. Photos:

1. International Learning Center site at 75 Washington Avenue, Portland, ME



Under construction



40 x 20 space ready by April 15, 2011.



← Midheap Market

International Learning Center

2. Financial literacy Classes



Participants got certificate (December, 17, 2010)



December classes (second level) December 13, 2010



November 22, 2010



January 2011 classes (1/10/2011)