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Evaluation and Needs Assessment of H.E.A.L's Summer Youth Program

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Evaluation and Needs Assessment of H.E.A.L's Summer Youth Program



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SUNY at Buffalo State

December 2015

Abstract

This is an evaluation of the Help Everyone Achieve Livelihood (H.E.A.L.) summer youth program for refugees between the ages of 14 and 21. Research into the issue of refugee youth not having sufficient public service programs available to aid in the transition to life in the US was examined in the literature review. Previous research suggests summer programs help form the bridge between the home culture and new culture of refugee youth. The H.E.A.L. program offers a variety of services to their clients which includes cultural orientation, job building, and ESL classes. The program runs six weeks during the summer and is looking for an evaluation to see what their strengths, weaknesses, and opportunities are. This evaluation will seek to answer H.E.A.L.'s questions and see if the program is making a viable difference in the lives of its participants. Through the use of one on one interviews with program leaders, and results of focus groups with the target audience and their parents, this study evaluated the H.E.A.L summer youth program. Although there are programs available to help refugee youth when they arrive to Buffalo, there is a gap over the summer time. The study showed that most of the students who attended the H.E.A.L. program would not have had a positive or meaningful alternative. The impact of H.E.A.L. on these youth is positive as all participants and parents claimed there was a noticeable improvement in school and work search activities from attending the program. Previous studies have proven that refugee youth face many obstacles in education, employment, and cultural assimilation. The results show that the program is positively impacting its target audience but that it has some weaknesses that can be addressed.

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Chapter I: Introduction

Introduction

The city of Buffalo is a region of Western NY that receives immigrants from all over the world. In addition to its large immigrant population, Buffalo also serves as a new start to 22% of the refugees who come to New York State (Rossi, 2009). The foreign-born population of the Buffalo Niagara region has grown rapidly in the past decade. This is helping the area which has been suffering from an overall population decline in the past years. The impact of the growing refugee population is also showing up on the local business landscape. Refugees generally come with very little money and personal belongings. Many have experienced considerable trauma; they have often been forced to flee their homes because of exposure to war or combat, and have witnessed violence, torture, and losses of close family and friends (Fazel, Fazel, & Stein, 2002). This results in a need for education, jobs, healthcare, and youth services. The needs present an opportunity for Buffalo by creating an energetic atmosphere in the community and a dedicated work force. After all the US was built on the American dream, and while it may mean different things to different people, there is a constant theme: One looking to better their situation and the situation of their loved ones. To foster this atmosphere, the city of Buffalo will need to be able to provide initial and continuing support services to refugee families, especially to youth of these families. Refugee youth have increased vulnerability to certain pitfalls due to their lack of education, low income, exposure to trauma, and the cultural differences between their country of origin and their host country (Couch, 2011). Juvenile delinquency, homelessness, dropping out of school, and gangs are all examples of the pitfalls that refugee youth must avoid.

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In Buffalo, NY, H.E.A.L. International Inc. provides services to refugee youth to help them to achieve and prosper in the community. This study looks to see if the services H.E.A.L. provides are enough to support the number of refugee youth in the Buffalo area and if the services cover a broad enough spectrum to help the youth adapt and be successful members of the community.

Statement of Problem

The refugee youth that are coming to the Buffalo area face an abundance of social, economic, educational, mental, and physical challenges. The H.E.A.L. program is designed to help meet these challenges; however it is unknown whether their summer program is offering enough support to accomplish this task. Is the H.E.A.L. summer program meeting the program's objectives of introducing refugee youth to many concepts including entrepreneurship, social entrepreneurship, community building, civic responsibility, post-secondary education, community service, and non-traditional post-secondary opportunities? If the program is meeting their objectives, does this training help refugees overcome the above mentioned challenges?

Youth programs are especially important because it is the youth who are often victimized and targeted due to the vulnerability of their circumstances. Often refugee youth are recruited by gangs to be involved in dealing drugs, robbery, and many other criminal acts. Refugee youth are vulnerable because they often have little to no knowledge of their new land and culture. They do not speak the language or do not speak it well, and they are looking for a way to fit into their new home. There are often many children in a single parent home, and they often have been exposed to emotionally damaging situations. This desire for acceptance can lead them to follow those looking to exploit them and their situation. Many refugee women come to Buffalo with 7-10

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children as single mothers; unfortunately they are often unaware of their children's activities while out of school or while the parents are at work.

Purpose Statement

Buffalo is currently serving as a new beginning for the refugees of many troubled nations; however, when refugees first arrive here in Buffalo, many do not speak English, have a formal education, or the tools to adapt to the Buffalo culture. H.E.A.L.-International Inc. is a community-based, nonprofit organization. In Buffalo this organization predominantly serves the Westside area of the Grant and Ferry Plaza, and offers various services to the refugee community. H.E.A.L. offers services in female empowerment, education, youth, community service, and conflict resolution, along with a variety of workshops in cultural integration, health, and leadership development. The organization also provides referrals to other resources readily available in the Buffalo area. Evaluating and assessing HEAL's efforts and common desire to support arriving refugee individuals and families of the Westside of Buffalo, especially the youth programs during summer time, can help identify programs that are working and possible areas of need. Among H.E.A.L. programming is a summer youth program that provides job readiness skills, ESL classes, soccer, and community service and integration.

H.E.A.L. indicated a need for a professional program evaluation of its summer youth program. The purpose of this study is to provide such an evaluation.

Chapter II: Review or Related literature

Key Terms:

Child Soldier: A person under the age of 18 forced or coerced into joining a nation's armed forces or to fight in an organized group (Lustig, Kia-Keating, Knight, & Geltman, 2004).

Immigrant: Merriam Webster Dictionary defines immigrant as a person who comes to a country to take up permanent residence

Refugee: Geneva Convention Dictionary defines a refugee as a person who owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it.

Revitalize: Merriam Webster Dictionary defines "revitalize" as to make someone or something active, healthy, or energetic again

Unaccompanied minor: A person under the age of 18 who comes into the US as a refugee, immigrant (illegal or legal), or a person seeking asylum (Olivas, 1990).

Introduction

When a country makes the decision to open their doors to refugees, they take on the social responsibility to help the refugees build a new life. This responsibility includes providing support in many capacities so that the refugee can adjust to their new home and in turn become a

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productive member of the society that welcomed them. The primary resources for refugees in the Buffalo area are Catholic Charities and Journey's End (Best, 2009). These two not-for-profit organizations help refugees find the resources they need to be successful members of society. They focus specifically on helping refugees find jobs, learn English, and learn to find their place in their new home. Couch (2011) noted some of the same problems, such as a lack of income and ability to find and keep employment, lack of understanding English which causes confusion in understanding rules and policies, mental health issues, and family problems, also plague refugee youth who settle in Australia. Many studies show that the most important areas young refugees need help in is mental health and education. Refugee children often are traumatized by the circumstances that result in them becoming refugees, the journey to their new country of asylum, and having to adapt to a new culture. Many refugee children have little or no access to primary education and global wide only about 31% have the opportunity to attend secondary school (Dryden-Peterson, 2010).

Dryden-Peterson explains the conditions under which many refugee children come to Buffalo's Westside. First, it can be difficult for refugee families to obtain the healthcare they need here in Buffalo. For one, cultural differences and language barriers produce an obstacle for refugees. A large population of Somali refugees on Buffalo's Westside are not having their healthcare needs met (Eisenhauer, Mosher, Lamson, Wolf, & Schwartz, 2012). Second, the effects of post-traumatic stress may not be immediately evident, especially in children and youth (Ellis et al., 2013). In many cultures what is the norm for Buffalo natives, seems strange to refugees. A study on cultural difference found there is a large gap between what is considered developmentally appropriate teaching in America and the cultural norms for African refugees (Tadesse, Hoot, & Watson-Thompson, 2009). Cultural understanding is important in assessing

refugee children because behavior is such a big part of assessing a child. If one does not understand a child's behavior within their cultural context, then one would not be able to properly assess the child. It is important to understand the culture contexts in order for aid programs to effectively communicate with refugees (Rowe & Paterson, 2010). The bottom line is, when refugee youth come to Buffalo, their areas of need fall in the following categories: education; lack of cultural understanding; and both mental and physical health.

Review and Critique of Literature

Education

The first area of need is education. In the US, children are entitled to an education and are required to attend school. Programs such as Catholic Charities and Journey's End are the primary resources refugee families receive when they arrive in Buffalo (Best, 2009). These programs inform refugee families of the requirement to send their children to school. The schools then have the responsibility to find ways to educate the children. This is often a challenge due to communication problems, lack of education, and social emotional issues caused from trauma (Szente, Hoot, & Taylor, 2006). Communication is difficult because refugee children usually know little or no English, the parents do not know English either, and the teachers do not speak their language (Szente et al., 2006). The children typically have had little to no previous education due to experiences prior to coming to the US. When young children experience horrific and traumatizing events it often causes mental, social, and/or emotional issues (Szente et al., 2006). Lack of formal education can prevent young refugees from successfully adjusting to a new life in a new country (Bond et al., 2007). Providing appropriate mental health screening and tools, developmental learning tools, and offering training can help overcome these obstacles (Bond et al., 2007). Education provides the foundation for a successful

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life here in the US. Doing well in secondary school, increases one's chance of going to and financing higher education. Participating in higher education will increase the likelihood of refugees becoming positive and productive members in the society of their new country (Cassity & Gow, 2005). For Buffalo, this is positive news, but first a plan to reach refugee children educationally must be followed.

Catholic Charities and Journey's End provide some help linking refugee's with resources to do well in school, but these resources are limited for children. Most resources are focused on making the adults employable and teaching the adults English (Best, 2009). Elementary teachers are often left to teach very young refugee children without the child knowing English, having little to no previous education, having no background on the child's past, and having little knowledge of the child's family culture (Szente et al., 2006). This is a difficult task and currently there are no programs designed to help and little research available to help teachers accomplish this task. Hoot (2011) suggests that teachers can better assist refugee children by giving support academically, socially, and emotionally and that teachers can also assist by building strong home and school relationships. However, there is little guidance as to where the teacher can go to get the support they need. This can be even more difficult because of the language barrier between the teacher and the parent. Interviews with refugee parents (Tadesse et al., 2009) showed that parents feel teachers do not understand their child's culture and hold preconceived notions of their children's capabilities. These parents explained that they would like the teachers to make more of an effort to become familiar with their child's culture. Some suggestions in building the aforementioned relationships involve communicating effectively with the family by using sign language or basic ESL strategies and translating policy into the families' native languages (Hoot, 2011).

Another issue is that parents may find it difficult to help children with their education because they do not understand the language or they do not have an education themselves. For older youth, adapting to school norms can present a challenge (Rumbaut & Ima, 1988). High school is a difficult time for many teens and coming from a different culture, not speaking the native language, and having no support can make coping that much more difficult. Refugee parents often have to work leaving teenaged children with little supervision. This makes the child vulnerable to negative peer influences, and leaves no one available for support. The risk of juvenile delinquency increases during school breaks, such as summer break (Dwyer & McCloskey, 2013). Youth programs, summer camps, and summer programs can help take the burden off refugee parents and help keep refugee youth from regressing (Dwyer & McCloskey, 2013).

Education is a building block upon which young adults build their life. This block is extremely important in the case of refugee youth because they are often missing other important blocks. Identifying possible problems and addressing them will increase the likelihood of success in school and in building the life skills necessary to build a new life in a new land (Bond et al., 2007).

Lack of Cultural Understanding

Understanding a culture plays a huge role in adjusting to that culture, when moving to a new country. Immigrants often plan their move to a new country before arriving, while refugees often have to leave their country abruptly and move several places before resettling in a new country (Bond et al., 2007). Immigrants have the opportunity to pick the country they move to and therefore, they can study the culture and language before they make their journey. Refugees have

to leave their home because of political turmoil, threat of harm, war, or ethnic discrimination (Gallagher Vongkhamphra, Davis, & Adem, 2011). Often they have lived through periods of turmoil in their home countries before leaving, and then spend months or even years in refugee camps before arriving here in the US. Due to the conditions of their travel they do not have the time to prepare themselves for life in another country. Once refugees arrive in their new home they are faced with the difficult task of resettling and a big part of that is learning the culture.

This includes learning all the little things that people in the US do without thinking, such as shake hands when meeting someone new or that a red octagon usually means stop. US natives take these little things for granted and may not understand why refugees do not know them. While learning the above mentioned things may seem unimportant, not learning them can have a huge impact of refugees. In Australia, many refugee youth find that because they do not know the culture it is difficult to keep employment, housing, and even finish school (Couch, 2011). In the case of the Australian refugee youth, these problems lead to a high rate of homelessness. Refugee parents explained that in the case of their young children, teachers often misread the children's behavior for learning problems or mental disabilities because of cultural differences (Tadesse et al., 2009). In the study done by Tadesse et al.,(2009) one mother explained that in her culture it is impolite for a child to look an adult in the eye, but the child's teacher thought the child was autistic because of this and other behavior differences.

Youth are under greater pressure to adjust to American culture than adults because of peer influences in school (Matsuoka, 1990). To be accepted by their peers, refugee youth learn that they have to adapt and adjust to US cultural norms. However, when youth adapt and their parents do not this can cause conflict in the home or even within the youth (Matsuoka, 1990). Many African, Somali, and Asian refugees come from a culture where living with extended family is the

norm (Johnson, 1998). When moving to the US refugees have to get used to a new norm where a nuclear family is the norm and extended family often lives in a different place. For example, Johnson (1998) found that Bostonian landlords often forbid refugees from having multiple families living in the same apartment (Johnson, 1998). Culture shock can occur when families have to deal with all these changes while still coping with the circumstances that brought them here.

Culture shock is an obstacle to adjusting to life in the US, especially the difference in family structure (Johnson, 1998). Relatives can help ease the transition to US culture and severing that connection may not always be the best way to help refugees adjust. When there is an established cultural presence in a metropolitan area refugees adapt better if placed within areas with their peers (Montgomery, 1996). Some refugee youth that came to US as unaccompanied minors explained that the things that helped them adapt to life in the US was: remembering where they came from, learning how to fit in with their American peers, and having a desire to make a better future for themselves (Qin et al., 2014). This shows that learning how to fit in and adapt to a culture should not be mistaken for changing or giving up one's own culture. In one study of Sudanese refugees, the researchers reported these youth found comfort and strength in remembering who they were culturally. Some common problems the youth faced were: alcohol and drugs, staying isolated within peer groups, not being willing to get out of their comfort zone, and a lack of knowledge of the English language (Qin et al., 2014). These problems reinforce the importance of learning culture because one big problem these youth faced was staying among their own cultural groups and not learning how to fit in with their American peers.

Having programs, social workers, and counseling to help families and youth adjust is important for assimilation to be successful. However, there is very little information on

programs that help teach culture to refugees. This leads to the assumption that they are left to accomplish this task on their own.

Mental and Physical Health

Refugees often experience horrific events before reaching the country they resettle in. When young children experience horrific and traumatizing events it often causes mental, social, and/or emotional issues (Szente et al., 2006). If these issues are not properly addressed they can cause lasting effects on the children. In addition to the traumas experienced in their country of origin, refugees experience trauma while in flight, in refugee camps, and then they experience the trauma of adapting to a new culture. These traumas generally occur continuously without an opportunity for healing until the refugee reaches their final destination.

The process of adapting to life in a new country is stressful and threatens the physiological health, mental health, and overall well-being of refugees (Rowe & Paterson, 2010). The stresses to which most refugee children are exposed can be understood as occurring at three different phases:

- While in their country of origin: In their native countries many refugees have experienced considerable trauma. They have often been forced to flee their homes because of exposure to war or combat and hence witnessed violence, torture, and experienced losses of close family and friends. Refugee children might have no memory of a period of stability; their school education, if any, is likely to have been disrupted; and parental distress and general insecurity are common experiences

- During the flight to safety: The journey to a country of refuge can also be a time of further stress. It can take many months and expose the refugees to more life threatening dangers. Refugee children at these times can experience separation from parents, either by accident or as a strategy to ensure their safety. As international immigration controls tighten, more children are being placed in the hands of smugglers to ensure their escape, either as the only representative their family can afford to send away or in the hope that the child alone would have better chances of gaining refugee status.
- When having to settle in a country of refuge: The final stage of finding respite in another country can be a time of additional difficulty as many have to prove their asylum claims and also try to integrate in a new society (Fazel et al., 2002).

These three stages show the impact of displacement on children's mental health, and then explain how these stages help others assess risk factors. Each of the three stages of trauma create a multidimensional impact on refugee children and their families; however, children are at greater risk for mental issues as a result of the trauma because they have greater dependence on outside sources for their protection, care, and having their own specific social/emotional needs met (Fazel et al., 2002). The three stages are especially useful to health care providers because it is important to understand that the trauma these children experience does not necessarily end when they reach the refugee camps, or even their final country of refuge. They often are still

being affected by all the changes and events going on around them while trying to adjust to their new lives.

Children and youth who are given up by their parents in an effort to get them to safety or whom are separated from their parents are more likely to suffer from mental health issues as a result of their trauma. Adolescent refugees exposed to traumatic migratory experiences, including prolonged confinement in refugee camps are at risk for developing psychiatric psychopathology. These experiences are likely to have an effect not only on their adolescent development but on their adult life as well (Rothe, Castillo-Matos, & Busquets, 2002). In order for mental health professionals to reach these youth they need to be able to form a connection with them. Rowe & Paterson (2010) explain how building trust and a relationship with each individual is necessary to fulfill the health needs of refugees. Children who reach the US without parents can be detained in camps or even regarded as illegal immigrants (Olivas, 1990). In a study done on Central American unaccompanied minors, the children and adolescence come by themselves into the US and are detained as illegal immigrants in camps until they are processed by our legal system (Olivas, 1990). Another study conducted on the three stages of trauma that affect a child refugee's mental health looks at these stages among different types of refugees such as unaccompanied minors, child soldiers, and those seeking asylum. The study finds that further research is needed in the area of how to treat mental issues caused by trauma, especially in the importance of understanding cultural background when providing treatment (Lustig et al., 2004).

Treating mental health issues can pose a challenge due to cultural differences. For example some refugees may view receiving consoling and mental help as taboo. They may think it is unacceptable to seek such help. One research project sought to find if using a specific

mental health approach, the SHIFA (Supporting the Health of Immigrant Families and Adolescent) method, to treating Somalia refugee children would produce better results than traditional methods (Ellis et al., 2013). After conducting a study on 30 Somalian refugees the authors found that students across all tiers of the program demonstrated improvements in mental health and resources.

They also found the common problems the children faced stemmed from symptoms of posttraumatic stress disorder. Post-traumatic stress disorder occurs when the child has reoccurring fears or anxieties about their past experiences. Even adult refugees suffer from the events they witnessed. A study done to examine the lasting effects refugees experience as a result of the trauma they endured showed that nightmares of past traumas are a common result of the trauma for refugee adults (Weaver & Burns, 2001). Health professionals, case workers, teachers and social workers need to understand how trauma can negatively affect the health of refugee children. Weaver & Burns suggested that social workers should familiarize themselves with the stories of refugees and the effects of their trauma; because they will likely come in contact with refugees during the span of their career (Weaver & Burns, 2001).

In addition to mental health being a challenge for refugees, they often come to the US with poor physical health as well. Malnutrition is one of the biggest health problems faced by refugee youth that come to the US. A research project studied the nutritional and medical condition of all refugee children entering DeKalb County, Georgia between October 2010 and July 2011. In this study, refugee children were grouped as African, Bhutanese, Burmese from Thailand, or Burmese from Malaysia. The results of the study were as follows: approximately one in five refugees were anemic or malnourished, while a quarter had stool parasites, and nearly half had dental cavities. African refugees had the highest anemia, but the lowest underweight

prevalence. Compared to Burmese resettling from Malaysia, Burmese children from Thailand had a higher prevalence of anemia, underweight, and stool parasites (Shah et al., 2014). This is so important because children need to be as healthy as possible in order to reach their full potential. The study concluded that these children should receive follow up care (Shah et al., 2014).

Ailments other than malnutrition affect refugees, such as diabetes, cancer, and other diseases and illnesses. A Bantu woman, the head of her family, is a single mother who came with her five young children, and her biggest challenges were poor health, finding income, and childcare (Gallagher Vongkhamphra et al., 2011). In this woman's case, she could not keep gainful employment because of her illness; her condition was so bad she had to be put on kidney dialysis and eventually disability (Gallagher Vongkhamphra et al., 2011). In the case of diseases such as diabetes, refugees often have gone for long periods without medical care for their problem. This can either be because they did not know they had the problem, could not afford to seek medical care for their problem, or could not afford the medication for their problem (Kahn et al., 2013). While refugees have access to medical care here in Buffalo, they still face obstacles to receiving proper care. Communication problems are at the forefront of these obstacles.

Eisenhower et al. (2012) noticed that a large population of Somali refugees on Buffalo's Westside were not having their healthcare needs met. Eisenhower et al. also claimed, The Buffalo Partnership project was extended to address this problem: the result, they aimed to raise awareness, especially among health and social service providers, of the Somali Bantu refugee population's presence, culture and information needs (Eisenhauer et al., 2012). By making the local healthcare institutions, social service departments, and support services aware of the

problems this group faced, they indirectly helped the group. These groups then provided very basic health and hygiene education via home visits to Somali Bantu mothers in an effort to improve the lives of their children living in poverty (Eisenhauer et al., 2012). The education helped the mothers learn how to receive the care they and their children needed. Learning how to effectively communicate with refugee families is essential to providing good healthcare because the doctor has to be sure the patient is able to communicate their issues and follow through with treatment suggestions. Rossi (2009) explained the importance of communication, especially between refugees and their health care providers, during her research.

Summary

In Buffalo there are several organizations in place to help refugees with the problems they face while resettling. Catholic Charities and Journey's End are the two main services that help refugees in Buffalo right from their arrival. They get the refugee families settled in houses and teach them how to obtain things for their immediate needs, such as food. They also provide referrals to other services such as H.E.A.L. and social services (Best, 2009). Dwyer & McCloskey (2013) conducted a summer literacy program with some success; their results show that summer literacy programs can prevent regression and keep refugee youth out of trouble.

New and current technologies such as skype have made it possible to communicate with family and friends in one's home country for little to no cost. A study done by Flemming (2011), shows using the internet and other technology has made coming to a new land less frightening for many refugees especially for children. This study concludes that being able to stay connected to one's roots, culture, and family help refugees adjust to life in the US faster and more successfully (Flemming, 2011). The West Side Bazaar is organized by WEDI and is helping many immigrants and refugee in Buffalo become successful by starting their own

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businesses, which is also helping to grow the community (Sapong, (Aug. 17, 2014)). Basically, the WEDI is a one stop shop to helping refugees start, run, and be successful with their businesses here in Buffalo. This service is especially important because owning one's own businesses give them security, a source of income, and stability. Income, security, and stability are things that refugees need more than most because of the past traumas they have faced. This impacts refugee youth because when their families are secure and stable, they can begin the healing process.

These findings will help the researcher design the study by offering key points to focus on during the interview. For example, the researcher will ask each participant how well they feel their teachers are able to connect with them and do cultural differences interfere with learning.

Chapter III: Methodology and Data analysis

Research Design

This project is an evaluation of the H.E.A.L. International Inc. summer program for refugee youth in the Buffalo area. The researcher explored all of the services provided by the H.E.A.L. summer program to refugee youth. Most refugees, when they arrive in the United States, do not speak English and have different backgrounds, different cultures, and beliefs. Guidance and orientation to be successful is often necessary. This organization was chosen because it offers programs and services specifically to refugee youth, with the understanding that when the youth receives the support they need they will be able to be productive members of the Buffalo community. The summer program was chosen due to its intense social integration, job readiness, and education workshops. H.E.A.L. was in need of a program evaluation because the short length of the program was making it difficult for administrators to judge its effectiveness.

Sample Selection

This project's population is the 48 participants of the H.E.A.L. summer program. H.E.A.L. International Inc. is a nonprofit, charitable organization run and managed by former refugees to help new arrivals in the country adapt to the challenges that arise from leaving a region of conflict and violence, and arriving to a new life in the US. H.E.A.L. offers culturally competent assistance for refugees who need access to healthcare, housing, legal services and education. They provide educational programs for adults and youth to help with learning English, navigating social services, and conflict resolution ("H.E.A.L. International, Inc.," 2014). The

summer program provides job readiness skills, soccer, cultural adaptation, ESL services, and community service opportunities. The researcher used 3 focus groups and 3 one-on-one leader interviews to evaluate the program. The focus groups were comprised of refugee youth attending the summer program from the ages of 14 – 17; refugee youth attending the summer program from the ages of 18 – 21; and parents of summer program participants. Three, one on one interviews were conducted with program leaders.

The researcher chose members of the focus groups based on availability, interest in participating with the evaluation, and recommendations from program administrators. The participants were separated into 3 focus groups based on age and whether or not they were parents or participants. Participants are between the ages of 14 and 21. There were 18 refugee youth participants, 10 parental participants, and 3 administrators. Data were collected and analyzed in order to determine the effectiveness of H.E.A.L's youth programs in relation to meeting the organization's goals and objectives for the program. The focus group methodology was chosen in part to put the participants at ease. The researcher feels that allowing the youth to be interviewed in a group discussion format will allow for the most open and objective information.

Data Collection & Instrumentation

The data collection phase took approximately 4 weeks to complete.

- 1. Interviews:** Through semi-structured interviews, the researcher was able to gain a greater understanding of the services/programs H.E.A.L. summer program is expected to provide refugee youth and their families living on Buffalo's Westside. The researcher was also able to inquire about the program's goals and objectives and what the leaders would like

to gain from the evaluation. Views of how well program administrators feel the services are helping their clients’ needs were also discussed.

2. **Focus groups:** Through semi-structured group interviews, the researcher was able to gain a greater understanding of the services/programs available to refugee youth and their families living on Buffalo’s Westside. The researcher also had members of the group fill out a questionnaire and used that to begin some of the group conversation. The researcher also was able to inquire about the subjects’ views of how well they feel the services are helping their needs. The researcher was able to observe how individual participants reacted in a group and gauge social interactions between members.

Data Analysis

The sample selection was 38 percent of population. 18 out of the 48 youth in the program participated in the interview. Moreover, focus groups interviews were used for youth, parents and a one-on-one for summer program’s youth leaders. The following tables cover the answers posed and summaries of the results.

Interview Questions for the Youth Refugees and Answers

Table 1 Q.1.1 - How long have you been in Buffalo?			
#	Answer	Response	%
1	0-6 months	1	5.56%
2	7-11 months	6	33.33%
3	1-3 years	9	50.00%
4	4-6 years	2	11.11%
total:		18	100.00%

50% of the participants have been in Buffalo from 1-3 years. 89% have been here 3 years or less so most of the refugee youth participating in this program are still in the period of adjustment according to the Rowe and Paterson study (2010).

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Table 2 Q.1.2a - Do you attend school?			
#	Answer	Response	%
1	yes	14	77.78%
2	no	4	22.22%
Total		18	100.00%

14 out of the 18 participants are still going to school. 10 out the 18 are still working on completing a high school education. Being successful in this endeavor will be a precursor to their success in becoming employable.

Table 3 Q.1.2b - If so what grade?			
#	Answer	Response	%
1	8th grade	1	5.56%
2	9th grade	0	0.00%
3	10th grade	4	22.22%
4	11th grade	1	5.56%
5	12th grade	4	22.22%
6	college	4	22.22%
7	n/a	4	22.22%
Total		18	100.00%

It is important to note that 56% of the participants are still working on secondary education completion.

Table 4 Q.1.3 - Which option is closest to your current living situation?			
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EVALUATION AND NEEDS ASSESSMENT 25

#	Answer	Response	%
1	a.) living in a two parent household	6	33.33%
2	b.) living in a single parent household	7	38.89%
3	c.) living with relatives (not parents)	3	16.67%
4	d.) live with close family friends	2	11.11%
5	e.) live with foster parents or non-relatives	0	0.00%
6	f.) live in group home or juvenile center	0	0.00%
total		18	100.00%

All of the participants live with relatives or close family friends. 11% are living with non-relatives, 17% live with relatives other than their parents, 39% live in a single parent household and 33% live with both parents.

#	Answer	Response	%
1	yes	15	83.33%
2	no	3	16.67%
total		18	100.00%

#	Answer	Response	%
1	1	1	5.56%
2	2	1	5.56%
3	3	2	11.11%
4	4	3	16.67%
5	5	4	22.22%
6	6	5	27.78%
7	n/a	2	11.11%
total		18	100.00%

83% of participants have siblings that are currently living in the household with them only 17% do not. The mode for number of siblings living in the house was 6.

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Table 7 Q.1.5a - Have you ever been in trouble with the law or in school?			
#	Answer	Response	%
1	yes	2	11.11%
2	no	16	88.89%
	total	18	100.00%

11% of participants have been in trouble in school or with law enforcement in Buffalo due to the language barrier and not turning in their school homework. 89% claim to have not had any trouble.

Table 8 Q.1.6 - How well do you perform in school?			
#	Answer	Response	%
1	Good	15	83.33%
2	Not good	3	16.67%
	total	18	100.00%

Statistics		
Well performance in school or not		
N	Valid	18
	Missing	0
Mean		1.1667
Median		1.0000
Mode		1.00
Std. Deviation		.38348

83% of participants feel they are meeting standards at school while 17% feel they are struggling.

The unanimous reason giving for why they are struggling is language barrier.

Table 9 Q.1.7 - How did you find out about the H.E.A.L Program?			
#	Answer	Response	%
1	former youth program	10	55.56%
2	school	3	16.67%
3	neighbor	2	11.11%
4	family friend	3	16.67%
	total:	18	100.00%

83% of participants found out about the summer program through someone they have known and have at least previously made an acquaintance with. 17% found out about the program through a

EVALUATION AND NEEDS ASSESSMENT 27

school referral. It is important to note none of the participants were referred through other community resources.

Table 10 Q.1.8 - Do you like participating in program here?			
#	Answer	Response	%
1	yes	18	100.00%
2	no	0	0.00%
	total	18	100.00%

100% of participants and 100% of parents/guardians like the children participating in this program.

Table 11. Q.1.9 What would you be doing if you were not participating in the H.E.A.L. summer program?			
#	Answer	Response	%
1	a.) Stay home lonely	5	27.78%
2	b.) Trouble maker with my siblings and parents	7	38.89%
3	c.) I don't have idea what I may be doing without H.E.A.L program	3	16.67%
4	d.) Visit my friends	1	5.56%
5	e.) Shopping around looking for job but with no English is had	1	5.56%
6	f.) Summer camp	1	5.56%
	total	18	100.00%

82% of participants claim they would not have a positive alternative to the H.E.A.L summer program. 18% had something else they could do in place of the program. 39% felt they would get into trouble over the summer if they were not in the program.

Table 12 Q.11.a) - Do you know other refugee youth?			
#	Answer	Response	%
1	yes	18	100.00%
2	no	0	0.00%

EVALUATION AND NEEDS ASSESSMENT 28

total	18	100.00%
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Table 13 Q.11.b) - Would you recommend them to H.E.A.L. Program?			
#	Answer	Response	%
1	yes	18	100.00%
2	no	0	0.00%
	total	18	100.00%

100% know other refugees and are willing to recommend them to H.E.A.L. program.

Table 14 Q.12- Do you feel you learned or gained anything from participating in H.E.A.L program?			
#	Answer	Response	%
1	yes	18	100.00%
2	no	0	0.00%
	total	18	100.00%

100% feel they have gained positively from this program.

Table 15. Q.13.a) - Is there anything else you would like the H.E.A.L. program provide to refugee youth?			
#	Answer	Response	%
1	yes	16	88.89%
2	no	2	11.11%
	total	18	100.00%

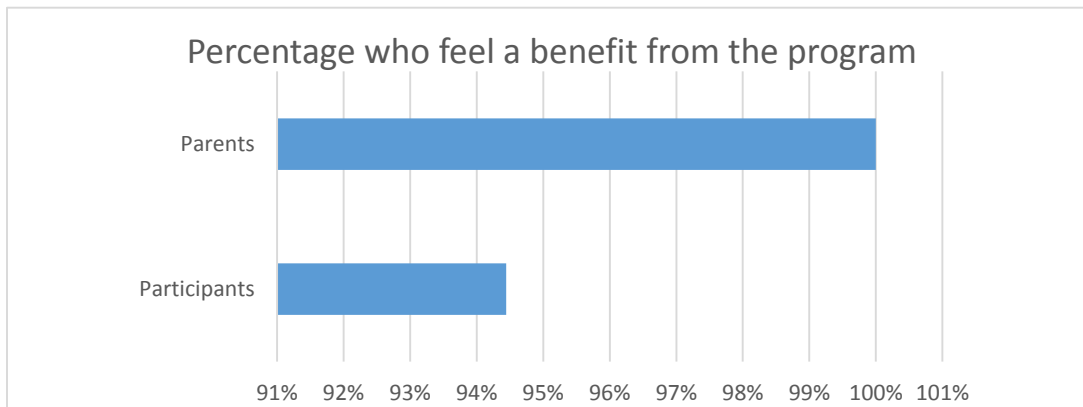
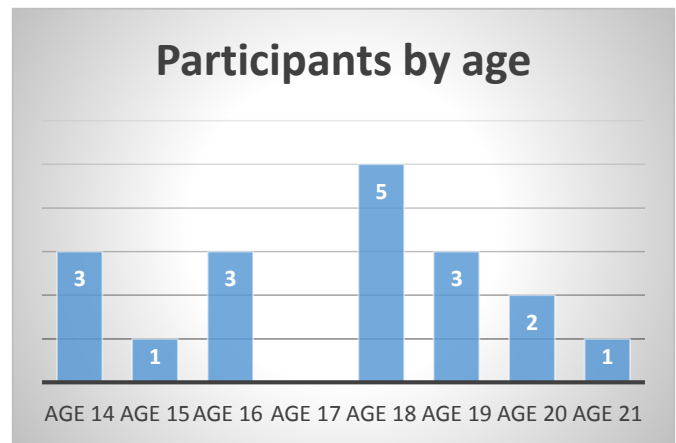
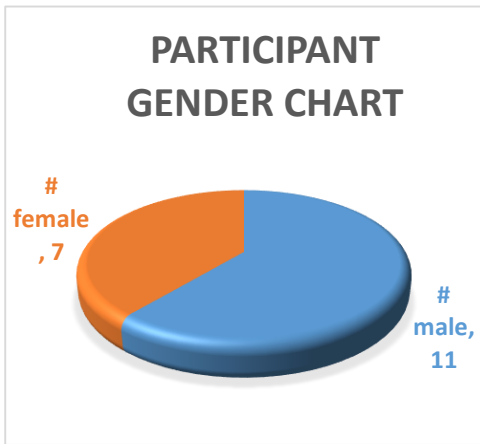
89% of participants would like further services to be offered through this program. 67% felt making the program longer would be more beneficial to them. 22% hoped the program would expand to offer activities for younger refugee youth.

Table 16 Q.13.b) - If yes explain?			
#	Answer	Response	%

EVALUATION AND NEEDS ASSESSMENT 29

1.Extending summer program	12	66.67%
2. Having younger kids summer program	4	22.22%
3. we are satisfied with program	2	11.11%
total	18	100.00%

Statistics		
Additional Assistance Needed		
N	Valid	18
	Missing	0
Mean		1.11
Median		1.00
Mode		1.00
Std. Deviation		.32



Interview questions for Parents and answers:

EVALUATION AND NEEDS ASSESSMENT 30

Table 15 Q.1.1 - How long have you been in Buffalo?			
#	Answer	Response	%
1	0-6 months	2	20.00%
2	7-11 months	5	50.00%
3	1-3 years	2	20.00%
4	4-6 years	1	10.00%
total:		10	100.00%

90% of the parents youth refugees have been in Buffalo less than years. 10% have been in buffalo over 3 years.

Table 16 Q.1.2 – Please select the highest level of education completed?			
#	Answer	Response	%
1	Elementary	7	70.00%
2	Secondary	2	20.00%
3	College	1	10.00%
total:		10	100.00%

Out of all parents interviewed, only 10 percent obtained a college degree, 20 percent obtained a high school diploma and 70 percent of them never had a chance to attend high school.

Table 17 Q.1.3– Please select your current living situation			
#	Answer	Response	%
1	Rent and student	2	20.00%
2	Rent and work	2	20.00%
3	Section 8 and no job	5	50.00%
4	Own a house and job	1	10.00%
total:		10	100.00%

70 percent of parents are unemployed or in process of attaining a job and 30 percent have a steady employment.

Table 18 Q.1.4 - How many children are you currently curing for?			
#	Answer	Response	%
1	0-3 kids	2	20.00%
2	4-6 kids	4	40.00%

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3	7-8 kids	3	30.00%
4	Over 8 kids	1	10.00%
total:		10	100.00%

The numbers show that 80% of parents' refugees have 4 children and over, and only 20% have 3 kids and less.

Table 19 Q.5) - Has your child ever been in trouble?			
#	Answer	Response	%
1	yes	9	90.00%
2	no	1	10.00%
total		10	100.00%

90% of parents answered that their children have never been in trouble and 10% of parents confirm that their kids have been in trouble in school due to their absence in school.

Table 20 Q1.6) – If your child attend school how well did she/he perform?			
#	Answer	Response	%
1	Good	8	80.00%
2	Not good	2	20.00%
total		10	100.00%

Parents explain that 20% of the youth are not performing well in class because of language barrier. This is the same answer from 15% of youth who answered that their grades are low in school.

Table 21 Q.1.7 –How did you found out about H.E.A.L program?			
#	Answer	Response	%
1	Friends	3	30.00%
2	Other youth from the program	7	70.00%
Total:		10	100%

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Table 22. Q.1.9 What your child be doing if he/she were not participating in the H.E.A.L. summer program?			
#	Answer	Response	%
1	a.) Stay home watching for siblings	5	50%
2	c.) Send them to visit relatives	3	30%
3	e.) Searching for employment	2	20%
total		10	100.00%

Table 23 Q.10 – Do you feel your child has gained from summer youth program?			
#	Answer	Response	%
1	yes	10	100.00%
2	no	0	0.00%
total		10	100.00%

This question illustrates parents’ and youth’s satisfaction of the summer program.

In brief the interview conducted with parents and youth indicate direct relationship between their responses and the impact of the H.E.A.L Summer Youth Program. The youth’s experience in the summer program does not contradict with the parents’ response in regards with the results they saw from their children.

Interview questionnaire for leaders of H.E.AL. Summer program

QUESTION	RESPONSE
1. When the H.E.A.L.'s program began?	The H.E.A.L.'s program began in 2009.
2. What is the budget	Approximately \$5000 for teachers' supplies, space rentals, and other supplies.
3. What is your source of funding?	The program is funded by Office of Refugee Resettlement and the City of Buffalo.
4. How many youth have been served?	About 240 refugee youth have been served by H.E.A.L. summer youth program.
5. Do you plan on expanding the summer program?	Yes. H.E.A.L. would like to expand its youth program annually by increasing its size. Expansion of any program would only happen if addition funding was secured.
6. If yes, how do you plan on expanding: where will the funding come from and how will the program change as a result?	No current plans of expansion due to lack of availability of space and funding, which will need to be addressed before expansion takes place.
7. What are the specific goals and objectives of the HEAL program.	The goal of H.E.AL's program is to introduce refugees' youth to a number of concepts and ideas, including entrepreneurship, community building, and civic responsibilities past secondary education, community services, social entrepreneurship, and non-traditional post-secondary opportunities. Encourage them to pursue higher education.
8. How to you measure the success of your program in relation to your goals and objectives?	With such a short program it is hard to measure if goals and objectives were successfully met. Main goals are to introduce feedback and idea sharing, while analyzing each participant's feedback.

Rumbaut & Ima (1988) stated that parents of refugee children often have difficulty helping their children with school work due to an English language barrier. The results from this research shows that 100% of the participants claimed they received help in understanding the English language. Responses from the survey given to both youth and their parents, along with discussion from both focus showed that ESL and job readiness skills were the main benefit of the program. One key finding of the study was that while roughly 33% of the participants were over the age of 18, 55% of the participants are still are students in the Buffalo Public School system. 22% are college students and 22% stopped going to school. (The Buffalo Public School district allows young adults until their 21st birthday to complete their high school education.) As Dryden-Peterson explained (2010) many refugee youth do not attend primary school or have proper education prior to reaching their new home. This may be one of the reasons a high percentage of refugee youth are over 18 and still attending secondary school.

Chapter IV: Discussion

Discussion of Results

Buffalo has been a desired destination of many refugees from across the world. The children of these people have troubled backgrounds, and often have experienced trauma before arriving here. We need to understand that by helping refugees to become self-sufficient, we are helping ourselves and our communities. The prosperity of refugee youth in Buffalo is an important factor in building our community.

The major findings of this research are as follows: First, there are programs available to help refugee youth when they arrive to Buffalo; however, there is a gap in programing and

services over the summer time. Second, students who attended the H.E.A.L. program would not have had a positive or meaningful alternative. Third, the impact of H.E.A.L. on these youth is positive as all participants and parents claimed there was a noticeable improvement in school and work search success as a result of attending the program.

The purpose of this program evaluation was to expand our understanding of the impact of the H.E.A.L. program on supporting refugee youth in education, employability, and cultural adaptation. All participants reported to have been helped by the H.E.A.L. program. Three leaders from H.E.A.L were interviewed. Even though they said that they were also very satisfied with the services and programs that they are providing, they were looking for a way to evaluate their program and find opportunities to improve the program and find a way to measure the impact of the program on its participants.

Although this study may have answered important questions regarding the services being offered to refugee youth, further studies with a larger sample size are needed to explore the needs of refugee youth in the City of Buffalo.

Much is needed to help fund the H.E.A.L. program so that it may expand its services to the refugee youth of Buffalo. The results from this evaluation were able to show the H.E.A.L. summer youth administrators the programs strengths, weaknesses, and opportunities for growth and improvement. The results show that a strength of the program is its focus on job readiness and developing English skills.

Rumbaut & Ima (1988) found that many refugee teens struggle with adapting to American culture. H.E.A.L's summer program is addressing this need by offering cultural learning through their activities. Many parents and refugee youth suggested the youth would not

be engaging in any meaningful activity or participating in community functions if they were not part of the H.E.A.L summer program. Roughly 82% of the participants answered that they would not be doing anything productive if it were not for the H.E.A.L summer program. The most common replies to what the youth would be doing if not participating in H.E.A.L were staying at home or getting into trouble. Participant number 2 claimed she would be, “lonely at home,” without the summer program. A weakness of the program as pointed out by participants, administrators, and parents was the length of the program. Many parents and youth felt six weeks was not enough time and would like the program to continue. Administrators noted that the short time of the program created difficulties in tracking results and progress. Another weakness of the program was the limited focus on education. Many youth did not feel that they received information on furthering their education or support in going to school.

Areas of opportunity are expanding the program length, offering more educational components to the training and program, and offering similar programs for younger children. Parents and youth both mentioned a need for a program for younger children. A challenge H.E.A.L faces in implementing these changes would be finding the funding necessary to increase programs. At this current time H.E.A.L is restricted by their budget and dependent on federal grants which come from the Office of Refugee Resettlement and funding from the City of Buffalo.

Chapter V: Conclusions and Implications, Limitation of this study, and Recommendations

Conclusion

The purpose of this research project was to examine the impact of the H.E.A.L. summer youth program serving refugees between the ages of 14 and 21 in the City of Buffalo. H.E.A.L. was interested in an examination of this program to help measure the success of the program and to see if it is having an impact in the community. This research was important because most refugees when they arrive in Buffalo face different challenges such as language barriers, differing backgrounds, cultures, and beliefs, lack of education; therefore guidance and orientation to be successful is very necessary.

Although the sample size was small, the findings are thought provoking and can guide future research. This study not only showed the value of the program and the services it provides available to refugee youth, it also showed that those refugee youth aware of this program, are taking advantage of it. It also shows that there is a desire and need for more services. Among eighteen participants and ten parents interviewed, all of them were satisfied with the H.E.A.L. summer program.

Both youth and parents felt the program provided a safe and positive environment for the participants during the summer break. Leaders acknowledged a history of past participants claiming the same results, that without this program the youth would be getting into trouble. The leaders interviewed claimed a 65% success rate in helping the youth obtain employment. Parents of the participants were particularly pleased with the entrepreneurship services, which helped the youth learn how to start their own businesses. Another service that proved to be very helpful

was teaching the youth how to fill out applications for various things such as employment and other services.

Limitations of this study

The first limitation of this program evaluation is that only one contact was made with each focus group. The second limitation is the short duration of the program. It was difficult to measure how much of a long term impact the program had on the individual. The third limitation of this study was the relatively small sample size in comparison with the large amount of refugee youth in Buffalo. For this reason, these findings cannot be generalized to compare with other programs.

Recommendations

The researcher recommends the following to the H.E.A.L. administrators:

1. Share the results of this evaluation with the City of Buffalo
2. Collaborate with other community-based organizations
3. Apply for additional grants based on the organizations nonprofit status
4. In addition to the above recommendations the researcher suggests looking for other sources of funding within the local community. For example, raising funds by appealing to local businesses including those in the Westside Bazaar. Holding community fund raisers and holding community meetings to raise awareness of the needs and benefits of the program. H.E.A.L. should follow up with participants for feedback and progress so that they can track the results of the program better; for example, interviewing participants at three months, six months, and one-year intervals after completing the summer program.

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Appendices

Appendix A: Parental Consent



PARENTAL CONSENT

TITLE OF STUDY

Please read the information below and ask questions about anything that you do not understand before deciding if you want your child to participate. A researcher listed below will be available to answer your questions.

Name and Title of Researcher: XXX

Telephone Number: XXX

Email: XXX

Study Location(s): XXX

PURPOSE OF STUDY

The purpose of this research study is to research the influence an educational television program can have on preschool age children's ability to make important connections between letters, sounds, words, and meaning.

SUBJECTS

Inclusion Requirements

Your child is eligible to participate in this study if he or she is 7 to 9 years old and will attend Lewiston Porter during the month of July 2011.

PROCEDURES

As part of this study, students will be given a pre-assessment of their skills in letter/sound relationships, making words, rhyming words, and word meanings. After this they will be viewing 15 minute episodes of Word World, each of which focuses on a different skill that will be immediately assessed after each episode. Students will view two episodes per day for eight days. After watching eight episodes, students will be assessed as this is the midpoint comprehension assessment. After the completion of 16 episodes, students will be assessed once again on their skills in letter/sound relationships, making words, rhyming words, and word meanings. Throughout this process anecdotal notes will be kept to help determine students' apparent interest in the show and their viewing habits. Each session is estimated to last for approximately one hour and there will be eight sessions.

RISKS AND DISCOMFORTS

There are no risks or discomforts to your child beyond what they would encounter in everyday life. Identities will remain confidential and this study has no bearing on your child's relationship with Lewiston Porter.

BENEFITS

The possible benefits your child may experience from the procedures described in this study include receiving additional instruction and practice with pre-reading and emergent reading skills.

CONFIDENTIALITY

Your child's research records will be stored in the following manner: Participants' identity will remain confidential. First names only will be used during the study data collection and will be changed to protect their identity when the data is compiled into the research project report. All study data will be kept in a locked and secured location that only the authorized researcher will have access to.

All data will be retained for at least three years in compliance with federal regulations.

IF YOU HAVE QUESTIONS

If you have any comments, concerns, or questions regarding the conduct of this research, please contact the researcher at the top of this form.

If you are unable to contact the researcher and have general questions, or you have concerns or complaints about the research study, please contact Gina Game, IRB Administrator, by email at gameg@buffalostate.edu.

VOLUNTARY PARTICIPATION STATEMENT

Participation in this study is voluntary. You or your child may refuse to answer any question or discontinue their involvement at any time without penalty. Your decision will not affect your future relationship with Lewiston Porter. Your signature below indicates that you have read the information in this parental consent and have had a chance to ask any questions that you may have about this study.

SIGNATURES

Parent/Guardian's Signature

Date

Researcher's Signature

Date

Appendix B: Informed Consent of Participants under 18 years



INFORMED CONSENT

Examination and Evaluation of the H.E.A.L.'s youth programs and their effectiveness in empowering refugees within the Westside neighborhoods of the grant and ferry plaza, of the city

NAME AND TITLE OF RESEARCHER: Esperance Rwigamba, MPA student
Department/Room Number: MAP program 214
Telephone Number: 716-390-0195
Email: rwigameu01@mail.buffalostate.edu

STUDY LOCATION(S): H.E.A.L. International Inc. 233 West Ferry St. second floor, Buffalo, NY 14213.

PURPOSE OF STUDY

Evaluating and assessing HEAL's efforts and common desire to support arriving refugee individuals and families of the Westside of Buffalo, especially the youth programs during summer time, can help identify programs that are working and possible areas of need.

SUBJECTS

Inclusion Requirements

You are eligible to participate in this study if you are participating in the H.E.A.L. summer program and are between the ages of 14 years and 21 years old, and if you are a leader or a parent/guardian of a program participant.

PROCEDURES

The following procedures will occur: the data will be collected through interviews and it will take six weeks to complete, and the sample size will be approximately 20 youth participating in

the program.

The researcher is going to interview all the leaders of the H.E.A.L. summer program and will attempt to interview one guardian/parent from each participating program participant that will be interviewed during the research. The researcher is looking to interview at least 20 of the summer program participants. For the children under 18 years the researcher will need a signature permission of their parents.

Schedule:

The research I will schedule the meetings interview accordingly on the participant's availabilities from July 6th to August 14th 2015. The interviews will take place at the H.E.A.L International Inc. located at 233 West Ferry Street, Buffalo NY 14213.

RISKS AND DISCOMFORTS

The possible risks and/or discomforts associated with the procedures described in this study are minimal and no greater than those encountered in everyday life

BENEFITS

The possible benefits from this study, is to increase the awareness and the utilization of this program and its services with the refugee community.

CONFIDENTIALITY

Data Storage

Your research records will be stored in the following manner: all data will be stored in a locked and secured location and retained for at least three years in compliance with federal regulations.

IF YOU HAVE QUESTIONS

If you have any comments, concerns, or questions regarding the conduct of this research, please contact the researcher at the top of this form.

Upon project completion, the results of this study will be available at the following URL:

http://digitalcommons.buffalostate.edu/mpa_projects/

If you are unable to contact the researcher and have general questions about your rights as a participant, please contact Gina Game, IRB Administrator, and Sponsored Programs Office/SUNY Buffalo State at gameg@buffalostate.edu.

VOLUNTARY PARTICIPATION STATEMENT

Participation in this study is voluntary. You may refuse to answer any question or discontinue your involvement at any time without penalty. Your decision will not affect your future relationship with Buffalo State. Your signature below indicates that you have read the information in this informed consent and have had a chance to ask any questions that you have about the study.

SIGNATURES

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Participant's Signature

Date

Parent or Guardian Signature (if participant is under 18)

Date

Researcher's Signature

Date

Appendix C: Assent Form of Participant over 18 years



Examination and Evaluation of the H.E.A.L.'s youth programs and their effectiveness in empowering refugees within the Westside neighborhoods of the grant and ferry plaza, of the city

Assent Form:

PURPOSE OF STUDY

Evaluating and assessing HEAL's efforts and common desire to support arriving refugee individuals and families of the Westside of Buffalo, especially the youth programs during summer time, can help identify programs that are working and possible areas of need.

SUBJECTS

Inclusion Requirements

You are eligible to participate in this study if you are participating in the H.E.A.L. summer program and are between the ages of 14 years and 21 years old, and if you are a leader or a parent/guardian of a program participant.

PROCEDURES

The following procedures will occur: the data will be collected through interviews and it will take six weeks to complete, and the sample size will be approximately 20 youth participating in the program.

The researcher is going to interview all the leaders of the H.E.A.L. summer program and will attempt to interview one guardian/parent from each participating program participant that will be interviewed during the research. The researcher is looking to interview at least 20 of the summer program participants. For the children under 18 years the researcher will need a signature permission of their parents.

Schedule:

The research I will schedule the meetings interview accordingly on the participant's availabilities from July 6th to August 14th 2015. The interviews will take place at the H.E.A.L International Inc.

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located at 233 West Ferry Street, Buffalo NY 14213.

Risks/Benefits

Potential risks: There are only minimal risks associated with this study, similar to those encountered in everyday life.

Protection Against Risks: No more than minimal risk.

Voluntary Participation: Your participation in this study is completely voluntary. You may quit at any time without penalty.

Confidentiality: The data will be stored on a password protected computer for three years in compliance with the federal regulations.

Please call Esperance Rwigamba at (716) 390-0195 with any questions concerning this study.

If you wish to participate in this study, please sign below.

Participant's signature _____ Date _____

Print name _____

Researcher's signature _____ Date _____

Appendix D: Assent Form for leaders of H.E.A.L. summer youth program



Examination and Evaluation of the H.E.A.L.'s youth programs and their effectiveness in empowering refugees within the Westside neighborhoods of the grant and ferry plaza, of the city

Assent form

PURPOSE OF STUDY

Evaluating and assessing HEAL's efforts and common desire to support arriving refugee individuals and families of the Westside of Buffalo, especially the youth programs during summer time, can help identify programs that are working and possible areas of need.

SUBJECTS

Inclusion Requirements

You are eligible to participate in this study if you are participating in the H.E.A.L. summer program and are between the ages of 14 years and 21 years old, and if you are a leader or a parent/guardian of a program participant.

PROCEDURES

The following procedures will occur: the data will be collected through interviews and it will take six weeks to complete, and the sample size will be approximately 20 youth participating in the program.

The researcher is going to interview all the leaders of the H.E.A.L. summer program and will attempt to interview one guardian/parent from each participating program participant that will be interviewed during the research. The researcher is looking to interview at least 20 of the summer program participants. For the children under 18 years the researcher will need a signature permission of their parents.

Schedule:

The research I will schedule the meetings interview accordingly on the participant's availabilities

EVALUATION AND NEEDS ASSESSMENT 51

from July 6th to August 14th 2015. The interviews will take place at the H.E.A.L International Inc. located at 233 West Ferry Street, Buffalo NY 14213.

Risks/Benefits

Potential risks: There are only minimal risks associated with this study, similar to those encountered in everyday life.

Protection Against Risks: No more than minimal risk.

Voluntary Participation: Your participation in this study is completely voluntary. You may quit at any time without penalty.

Confidentiality: The data will be stored on a password protected computer for three years in compliance with the federal regulations.

Please call Esperance Rwigamba at (716) 390-0195 with any questions concerning this study.

If you wish to participate in this study, please sign below.

Participant's signature _____ Date _____

Print name _____

Researcher's signature _____ Date _____

Appendix E: Interview questions for the refugee youth

1. How long have you been in Buffalo?
2. Do you attend school? Yes No
If yes, what grade are you in and which school do you attend?
3. Which option is closest to your current living situation?
 - a. Live in a two parent household
 - b. Live in a single parent household
 - c. Live with relatives other than your parents
 - d. Live with close family friends
 - e. Live with foster parents or non-relatives
 - f. Live in a group home/juvenile center
4. Do you have siblings? Yes No
If yes, how many live with you now?
5. Have you ever been in trouble with the law or in school? Yes No
If yes, please explain:
6. If you attend school, how well do you feel you perform?
7. How do you find out about the H.E.A.L program?
8. Do you like participating in the programs here? Yes No
9. What would you be doing if you were not participating in the H.E.A.L. summer program?
10. What services have you received from the H.E.A.L. summer program?
11. Do you know other refugee youth? Yes No

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If yes, would you recommend them to the H.E.A.L program?

If no, why not?

12. Do you feel you learned or gained anything from participating in the H.E.A.L. program?

Yes No

If yes, please explain

13. Is there anything else you would like to see the H.E.A.L. program provide to refugee youth? Yes No

If yes please explain

Appendix F: Interview questions for parents/guardian of refugee youth

1. How long have you been in Buffalo?
2. Please select the highest level of education completed?
 - a. No formal education
 - b. Elementary school
 - c. High school
 - d. Associates Degree
 - e. Bachelor's Degree
 - f. Graduate Degree
3. Please describe your current living situation?
4. How many children are you currently caring for?
How many of the children are you biological children?
5. Has your child that is participating in the H.E.A.L program ever been in trouble with the law or in school? Yes No
If yes, please explain:
6. If your child attends school, how well do they perform?
7. How did you find out about the H.E.A.L program?
8. What would your child be doing if he/she were not participating in the H.E.A.L. summer program?
9. What services has your child received from the H.E.A.L. summer program?
10. Do you feel your child has gained from participating in the H.E.A.L. program? Yes
No
If yes, please explain

Appendix G: Interview questions for Leaders of summer youth program

1. When the does H.E.A.L's summer program begin?
2. What is the budget?
3. What is your source of funding?
4. How many youth have been served since inception of the program?
5. Do you plan on expanding the summer program?
6. If yes, how do you plan on expanding: where will the funding come from and how will the program change as a result?
7. What are the specific goals and objectives of the HEAL program.
8. How to you measure the success of your program in relation to your goals and objectives?