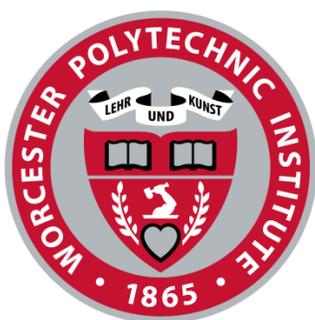


# Newcomer Issues at the YMCA

An Interactive Qualifying Project  
submitted to the Faculty of  
WORCESTER POLYTECHNIC INSTITUTE  
in partial fulfillment of the requirements for the  
degree of Bachelor of Science



# WPI

by  
Dan Campbell  
Nithin Das  
Mitch Greene  
Patricia Swierk

Date:  
4 May 2015

Report Submitted to:

David Connell  
Regional Executive Director of the YMCA

John F. Zeugner  
Worcester Polytechnic Institute

*This report represents work of WPI undergraduate students submitted to the faculty as evidence of a degree requirement. WPI routinely publishes these reports on its web site without editorial or peer review. For more information about the projects program at WPI, see <http://www.wpi.edu/Academics/Projects>.*

## **ABSTRACT**

Worcester, Massachusetts is home to thousands of immigrants that have struggled to make a better life for themselves in the United States. This study is aimed at identifying ways the YMCA in downtown Worcester can reach out to these newcomers. Using surveys, interviews, and engaging with the Y and Worcester communities, this study concludes that the YMCA should offer soccer as a regular program as well as other global sports. Additionally the Y could export many of their services directly to these new residents in places where they gather.

## **ACKNOWLEDGEMENTS**

Our Interactive Qualifying Project team would like to give a special thanks to advisor Professor John Zeugner for his expertise and never ending support.

We would also like to thank the staff at the YMCA for supporting us throughout the entire process. We want to thank especially our sponsor Mr. David Connell for providing us with all the assistance and resources we needed for this project. We also want to thank Pam Suprenant for her assistance, positive attitude and constant enthusiasm. Special thanks to Sara Levy for her constant effort in helping us obtain data. And finally to Shereen Fahey for always being there to guide us, encouraging us in times of difficulties and giving us advice.

Lastly, we would like to thank the countless number of people, organizations, and businesses that helped us along the way to complete our study. Without them we would not have been able to gather the information and data we needed.

## EXECUTIVE SUMMARY

Worcester is a melting pot of all ethnic groups, with it becoming more diverse by the year. Each group has its own unique culture and celebrates its own tradition. These groups have encountered many different obstacles in coming to the United States. Often times their needs and interests are overlooked leading to isolation and depression. There are many organizations whose goal is to assist these immigrant groups and make sure they are cared for. An organization that is determined to have a positive impact in successful immigrant integration is the YMCA. We have been working with the YMCA Central Community branch located at 766 Main Street Worcester MA, which has been designated a Global Center of Excellence for their extensive work with people of all ethnic groups. The Y approached us with the purpose of defining who the newcomers are to the Worcester Community, identifying ways to interact with these groups so we can discover their needs and figure out points of entry to get them involved in Y activities.

After preliminary research we concluded that we would focus on Iraqis, Vietnamese and Brazilians. We began by calling various charitable organizations around the city that are known for working with immigrants. As we progressed, we were able to set up interviews with directors of some of these organizations to ask questions based on our project and see if we could come back to interview and survey the populations that they work with. We discovered there were businesses that were run by these immigrant groups, and we interviewed the owners. We were allowed to come back to interview and survey their customers.

By the end of the project we changed our targeted groups to Burmese, Vietnamese, Ghanaians and Iraqis based on the results that we were receiving. Through our interviews and surveys with these ethnic groups, the response to our inquiry of their favorite activity was soccer. Each person that we interviewed had the option to give us their top three favorite activities. Soccer was an overwhelmingly the majority choice, accounting for more than twenty percent. The second and third choices were for general exercise which would be working out or weight lifting; and swimming. Responses that received only one vote were grouped together in a section itself, since it would not have much meaning for the overall recommendations that we are relaying to the Y.

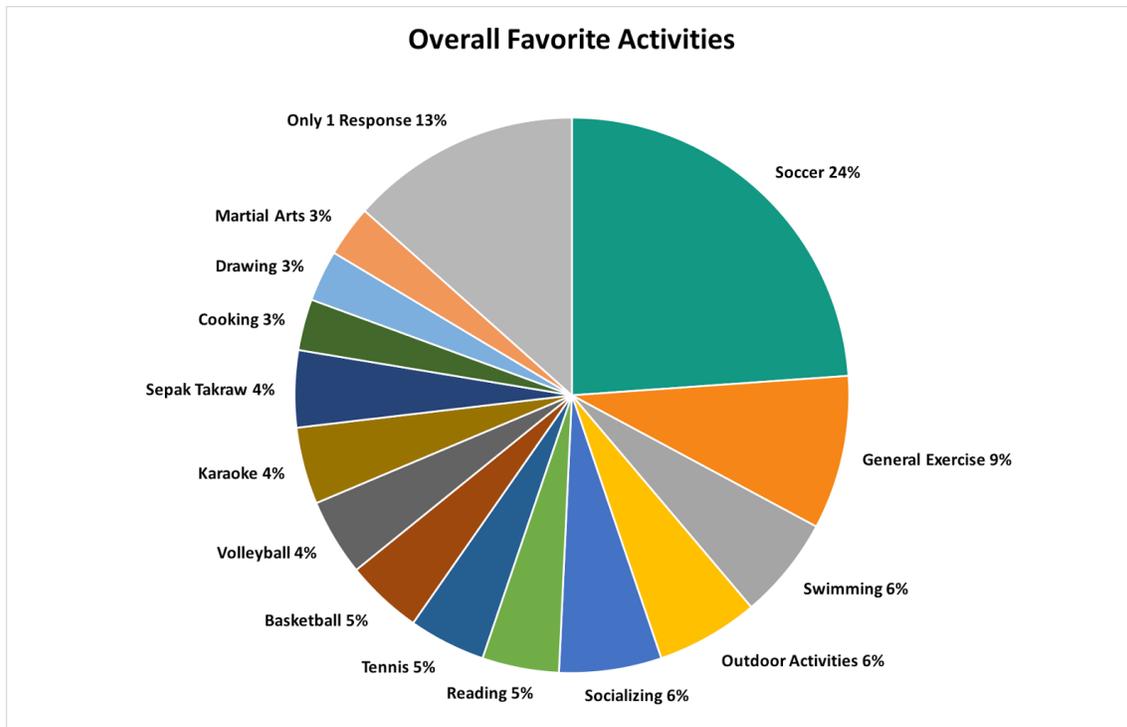


Figure 1: Overall Favorite Activities

From our findings we have formulated several recommendations for the YMCA that they can begin to implement in the near future as well as suggestions for how to handle the continuation of this study in the future. In terms of what the Y can do in the near future, we recommend that they begin to offer a soccer program for people of all ages, skills and ethnicities. The implementation of a soccer program can be handled in many different ways; either at the Y in the gym, across the street in the park, or at their Camp Blanchard in Sutton, MA. However, each option has pros and cons associated with it. Some considerations that need to be made are cost, transportation, and participation.

We also recommend that the Y redirects their resources to the various ethnic organizations around Worcester by going to these new constituents rather than having them come to the Y. In speaking with directors of these organizations, we learned that many of these ethnic groups are hesitant to leave the comfort of their own culture and often have most of what they need at these locations. If the Y were to bring their programs to these places, we believe that it would raise awareness of the Y while making these ethnic groups more comfortable and familiar with what the Y offers. The Y could offer easily transportable services such as yoga and plyometrics as group activities at places like the Southeast Asian Coalition where large numbers of Vietnamese gather in the evening. The Y could also offer such a gathering place to the other ethnic communities that lack a common meeting space. In general, we believe that these partnerships will benefit both the Y and other organizations by bringing together their knowledge and resources.

For future projects we have many recommendations that will allow for more effective usage of the project time. Such suggestions include beginning organization contacts during ID 2050 so that the target groups can be solidified before the project begins. This recommendation allows for the maximum amount of time for data collection during the project; a lack of time was an issue that we ran into during our study.

## **AUTHORSHIP**

Our project was completed as a combined effort from literature review to final report. Each section of the report was written and reviewed equally by all four members of the team. Input for this project was consistent and collaborative for the entirety of this project.

## TABLE OF CONTENTS

ABSTRACT.....	i
ACKNOWLEDGEMENTS .....	ii
EXECUTIVE SUMMARY .....	iii
AUTHORSHIP .....	v
LIST OF FIGURES .....	xi
LIST OF TABLES.....	xii
INTRODUCTION .....	1
BACKGROUND .....	2
Immigrant and Refugee Information .....	2
Historical Demographics of Worcester, Massachusetts .....	3
Current Demographics of Worcester City .....	5
History of the YMCA of Central Massachusetts .....	7
Target Populations .....	7
Burmese .....	7
Vietnamese.....	8
Ghanaian .....	9
Iraqi.....	11
Brazilian .....	13
Immigrant Integration.....	15
Integration Framework.....	19
METHODS.....	20
Goals and Objectives .....	20
“Newcomer” Groups.....	20
Drivers of Interaction.....	20

Required Services.....	21
Interactions around Key Dimensions.....	21
Partnership Opportunities.....	22
Acquiring Information from Outside Sources.....	22
Methods for Questioning Target Groups.....	22
Methods for Interacting with Target Groups.....	23
Surveys.....	23
Focus Groups.....	25
Interviews.....	26
Data Acquisition.....	26
Results/Findings.....	28
Child's Focus Group Analysis.....	28
Y Member Survey.....	30
Results by Ethnicity.....	30
Burmese.....	30
Vietnamese.....	34
Ghanaian.....	38
Iraqi.....	43
Brazilian.....	44
Comparisons Between Groups.....	45
CONCLUSIONS/ RECOMMENDATIONS.....	47
Introduction.....	47
Programs.....	47
Soccer.....	47
Sepak Takraw.....	48
Self-Defense Classes.....	48
Services.....	49
Export Y Services.....	49
Transportation.....	49
Immigrant and Refugee Programs.....	49
Strategies.....	49
Promotion Outside of YMCA.....	50

Partnerships with Organizations.....	50
Targeting Second Generation Immigrants.....	50
Future Projects .....	51
During ID 2050.....	51
During IQP .....	52
WORKS CITED.....	53
APPENDIX A: ORGANIZATION DESCRIPTIONS .....	56
A-1    YMCA .....	56
YMCA Central Community Branch.....	56
A-2    Worcester Polytechnic Institute.....	58
A-3    African Community Education (ACE) .....	58
A-4    Anokye Krom .....	58
A-5    Catholic Charities.....	58
A-6    Mekong Market .....	58
A-7    Olu’s Barber and Hair Beauty Salon .....	59
A-8    Refugee & Immigrant Assistance Center .....	59
A-9    Southeast Asian Coalition (SEAC) .....	59
A-10   Urban Missionaries of our Lady of Hope.....	59
A-11   Worcester Refugee and Assistance Project.....	60
A-12   The Worcester Regional Research Bureau .....	60
APPENDIX B: CONTACT INFORMATION.....	61
B-1    Team Contact Information.....	61
B-2    Community Contacts.....	61
B-3    Organization Contact Information.....	62
APPENDIX C: IMPORTANT FORMS.....	63
C-1    Guest Passes .....	63
Iraqi Guest Pass (Black Y Logo) .....	63
Vietnamese Guest Pass (Purple and Red Y Logo).....	63
Brazilian Guest Pass (Blue and Green Y Logo).....	64
Ghanaian Guest Pass (Yellow and Red Y Logo).....	64
After School Consent Form .....	64

APPENDIX D: INTERVIEW/SURVEY QUESTIONS .....	66
D-1 Confidentiality Clause .....	66
D-2 Director Interview Questions .....	66
Introduction .....	66
Research Questions .....	66
Ending Questions.....	66
D-3 Interview/ Surveys.....	66
Quick Interview .....	67
Quick Interview (Vietnamese Translation) .....	68
YMCA Member Survey .....	69
Parent Survey .....	70
APPENDIX E: CONTACT WITH OUTSIDE ORGANIZATIONS .....	71
E-1 Phone Script .....	71
E-2 Project Description to Organizations .....	71
E-3 Project Description On Y Bulletin Board.....	71
E-4 Permission to Use Name Email.....	72
E-5 Contact Spreadsheet .....	73
E-6 Personal Contacts Spreadsheet.....	74
E-7 Possible Contacts Spreadsheet .....	74
APPENDIX F: Calendar .....	77
APPENDIX G: AFRICAN FESTIVAL FLYER .....	81
APPENDIX H: INTERVIEW RESULTS .....	82
H-1 Refugee and Immigrant Assistance Center (RIAC) .....	82
H-2 Anh Vu Sawyer- Southeast Asian Coalition (SEAC).....	82
H-3 Professor Anita Fabos- Clark University.....	83
H-4 Jonathan Vo- WPI Alumni .....	83
H-5 Kaska Yawo- Catholic Charities/ African Community Education.....	83
H-6 Al Huda Academy .....	84
H-7 Mr. Olu- Olu’s Barber & Beauty Salon.....	84
H-8 Walter Doyle- Urban Missionaries of Our Lady of Hope .....	85

APPENDIX I: DATA .....	86
YMCA Member Survey Data .....	86
Quick Interview Data .....	91
WRAP Interviews .....	91
Anokye Krom Interviews .....	92
Olu’s Barbershop Interviews .....	93
Mekong Market Interviews .....	94
Quick Interview Data from Various Organizations .....	96
Child Focus Group Answers .....	98
APPENDIX J: SPONSOR PROJECT DESCRIPTION FORM .....	101

# LIST OF FIGURES

Figure 1: Overall Favorite Activities ..... iv

Figure 2: Ethnicity Percentage Distribution ..... 6

Figure 3: Iraqi Refugees to Worcester 2002-2013 ..... 11

Figure 4: Language Capabilities of YMCA after School Program Students ..... 28

Figure 5: Languages Spoken by Multilingual Students ..... 29

Figure 6: Native Language of Burmese Interviewees ..... 31

Figure 7: Confidence in English Language Skills ..... 32

Figure 8: Burmese Activities ..... 33

Figure 9: Burmese Y Knowledge ..... 34

Figure 10: Age Distribution of Vietnamese Interviewees ..... 35

Figure 11: Confidence in English Language Skills ..... 36

Figure 12: Vietnamese Activities ..... 37

Figure 13: Vietnamese Y Knowledge ..... 38

Figure 14: Age Distribution of Ghanaian Interviewees ..... 39

Figure 15: Native Language of Ghanaian Interviewees ..... 40

Figure 16: Confidence in English Language Skills ..... 41

Figure 17: Ghanaian Activities ..... 42

Figure 18: Ghanaian Y Knowledge ..... 43

Figure 19: Iraqi Guest Pass ..... 63

Figure 20: Vietnamese Guest Pass ..... 63

Figure 21: Brazilian Guest Pass ..... 64

Figure 22: Ghanaian Guest Pass ..... 64

Figure 23: After School Consent Form ..... 65

**LIST OF TABLES**

**Table 1: Ethnicities of Children after School Program .....29**

**Table 2: Contact Spreadsheet .....73**

**Table 3: Personal Contact Spreadsheet .....74**

**Table 4: Possible Contact Spreadsheet .....75**

**Table 5: WRAP Interview Data .....91**

**Table 6: Anokye Krom Interviews Data .....92**

**Table 7: Olu's Barbershop Interview Data .....93**

**Table 8: Mekong Market Interview Data.....94**

**Table 9: Interview Data from Various Other Organizations.....96**

**Table 10: Child Focus Groups Data .....98**

## INTRODUCTION

Immigrants have always had a major influence on the culture of Worcester. They are always working to find their place in their new environment; however, the struggles that each group in Worcester has faced have not been extensively chronicled. Yet, today's newcomer groups in Worcester face the same issues that plague immigrants everywhere. They face language barriers, cultural barriers, as well as lack of capital, adequate housing, and community support. Without proper education, a sense of community and a positive environment these groups often fall on hard times. The combination of these factors could lead them down a dangerous path and failure to maximize their potential.

Organizations such as the YMCA, more commonly known as "The Y", have been working to provide these immigrants with the resources and services that they need to thrive. The YMCA Central Community Branch on Main Street in Worcester has been designated as a Global Center of Excellence for its outstanding work in integrating the various newcomer groups into its community. This Y has become a model organization in providing such services as community programs, education, and a healthy atmosphere. The Y offers programs such as preschool, after school programs, and various sporting activities for children and teens. There are also various classes for middle aged adults, and the elderly offered at the Y. The Y is a welcoming place for people of all ages and ethnicities.

The goals for this project include identifying a small set of newcomer groups and understanding their culture so that the Y can develop programs that appeal to their needs. The small set of newcomer groups that we initially targeted were the Iraqis, Brazilians, and Vietnamese. As the project progressed we decided to target Burmese, Vietnamese, Ghanaians and Iraqis. We identified these groups by researching the local immigrant and refugee populations, along with contacting and meeting with local charitable organizations that assist in immigrant and refugee integration. We were also provided information from our sponsor at the Y, the Regional Executive Director, Mr. David Connell and his staff. These populations offer different challenges and require specific points of entry into the Y.

We used interviews and surveys to conduct this research with the incentive of free family Day Guest Passes to the Y. While not all newcomers responded positively to our attempts at learning about their backgrounds and interests, it is important to make this opportunity known to all. The WPI project team hopes the recommendations that we deliver to the Y so they can greatly contribute to the development of programs to provide services to these newcomer groups and those to come. Such services can provide a starting point for these groups to integrate themselves into the Y and the greater Worcester community.

## **BACKGROUND**

As background to this project it is important to start with the definition of often used terms: immigrant, refugee, and asylee. Refugees and asylees are defined as aliens who are either unable or unwilling to return to their native country because they are persecuted or they fear that they will be persecuted. The main difference between these two groups is that asylees come to the United States and then request protection while refugees request permission to come to the United States before arrival. On the other hand, an immigrant is a person who comes to live permanently in another country. Immigrants require a visa while refugees and asylees do not require one to live in the United States; rather they need to be permitted to enter. In this project we will be working with immigrants and other newcomers.

### **Immigrant and Refugee Information**

To be considered an asylee under the United States immigration law, one must fit the requirements, similar to a refugee in the way that they must be living under threat of persecution. The difference between an asylee and a refugee is that an asylee is already present in the United States. Another difference lies in the fact that an asylee does not have to have a legal immigration status to apply for protection (Hayes, 2013).

To be considered a refugee under United States immigration law that person must apply for refugee status while they are still outside of the United States. Once they have entered the United States they cannot apply to be a refugee. Refugees can submit a request for asylum affirmatively or defensively. Submitting a request affirmatively means that they submit a request when they reach a United States port of entry. Submitting a request defensively refers to submitting a request from the United States during the removal proceedings. Once that request is approved the refugee is allowed to seek asylum in the United States. After being in the United States for one year, refugees must apply for a LPR or Lawful Permanent Resident (Burt & Batalova, 2014).

The section of the government in charge of admitting refugees is the Department of Homeland Security (DHS). The admission process for each refugee differs depending on where they fall in the three-tiered priorities schedule. The first tier is for individual refugee cases. To be considered in this tier, a refugee must be a person that is outside of their country for certain reasons that require them to have a need for resettlement. For the case of an individual, a Resettlement Support Center (RSC) helps to determine if the applicant is eligible for resettlement. An RSC is also in charge of helping that applicant complete the document requirements as well as helping to schedule interviews with the United States Citizenship and Immigration Services (USCIS) (Burt & Batalova, 2014).

The second tier or Priority 2 cases includes specific groups that have apparent need for resettlement. Professional Risk Managers are in charge of group referrals to the refugee admissions program (Burt & Batalova, 2014).

The last tier or the Priority 3 cases are cases that are filed for the purpose of family reunion. To be considered as Priority 3 case, the applicant must have a family member in the United States

who is a refugee. Family members include spouses, unmarried children that are under the age of 21, and parents of a refugee that is already in the United States (Burt & Batalova, 2014).

No matter the Priority level that the refugee was admitted in, after one year of settling into the US, the refugee is required to apply to become a lawful permanent resident. If the refugees were granted the privilege of becoming a lawful permanent resident and they have been in the United States under that status for five years, then they are allowed to apply for United States citizenship (Burt & Batalova, 2014).

In order for immigrants to enter and settle into the United States, they must apply for an immigrant visa. In general, a foreign citizen can be sponsored by a U.S citizen who is a relative, a U.S permanent resident, or by a prospective employer. In some cases, the foreign citizen can be the beneficiary of an approved petition but this method is far less common (U.S. Citizenship and Immigration Service, 2015).

There are two types of visas. One type of visa is a nonimmigrant visa and the other is an immigrant visa. There are many steps to obtaining a visa. The first step is to submit a petition. The type of petition depends on the level of priority that the immigrant is given. If and when the petition is approved, the immigrant is then given a priority level similar to refugees. The National Visa Center (NVC) then begins processing the request. The immigrant then chooses an agent that will help them through the rest of the process. Once an agent has been chosen, the fees for processing must be paid. The agent helps the immigrant submit all the necessary forms and documents to the NVC. Then the immigrant must prepare for an interview. To prepare for this interview, the applicant must have all the required forms translated into English. They also must have a complete medical examination (U.S. Visas, 2015).

Asylees, refugees, and immigrants all have to go through this time consuming and difficult process when they arrive at the United States. They go through this entire process and then face many more difficulties such as a language barrier and less than ideal living situations. This experience directly related to our project because we plan on helping these immigrants and refugees to feel more comfortable in the environment they worked so hard to come into.

## **Historical Demographics of Worcester, Massachusetts**

Since its founding, Worcester, Massachusetts has always been a hub for immigrants from all over the globe. The Paleo-Indians arrived in the Blackstone Valley over twelve thousand years ago. This group was the ancestor to the Narragansett, the Nipmuc and the Wampanoag tribes. They lived in this area following a nomadic lifestyle with agriculture and hunting (National Heritage Corridor). The first immigrants that arrived were the English, who formed the settlement called the Plantation of Quinsigamond in 1673. The settlement was abandoned and resettled multiple times due to hostilities with the native tribes. After King Philip's War (1675-1676), the natives began to lose control of the region. In 1713 the plantation was finally a permanent settlement and the Town of Worcester was fully incorporated in 1722 (Rushford).

The town itself was established by immigrants with their hard work and new ideas. Different ethnic groups started to arrive in search of opportunities for land, work, and freedom. The first major ethnic group to assimilate into the population was the Irish. The Irish first arrived in Worcester in 1718, but it was not until the building of the Blackstone Canal began, did the greater numbers arrive. The construction of the canal was done almost exclusively by Irish laborers beginning in 1826 and the canal opened in 1828. By 1826, the population was beginning to rise with one in twenty Worcester citizens being Irish (Benoit, 2014).

The Irish had a substantial impact on the town. They worked as coal miners, entrepreneurs, brick makers, street builders and railroad workers. They were involved in the paving of Main Street, which led to a more lively downtown area. Perhaps their most valuable contribution was their involvement in the construction of the railroad which connected Worcester to Boston, giving Worcester its first railway in 1835 (Benoit, 2014).

When the Potato Famine struck Ireland in 1845, the Irish began to flood the United States and Worcester was a hotspot for them. They came with families in search of work and new homes. By 1852, one in every five Worcester citizens was Irish. Their influence was increasing and by the beginning of the twentieth century, the Irish population accounted for 35.3% or 41,000 out of the total 118,425 citizens. In 1901, Worcester elected its first Irish Catholic Mayor, Philip J. O'Donnell. The Irish proved themselves to be a very valuable addition to Worcester through their hard work and culture (Benoit, 2014).

The Irish were not the only immigrant group that proved to be a valuable asset to the city of Worcester. Italians began to flood the United States by 1880. Their situation overseas was similar to that of the Irish; they lived in poverty and dreamed of coming to America to find work and make enough money to buy land back in Italy. They lived in terrible conditions in their native land consisting of unsteady employment, low wages and high rents. The majority of Italians lived an agricultural life working on farms that were owned by landlords. Once the nineteenth century agricultural crisis struck Italy, moving to America seemed like the best option they had. Many arrived and began to get to work. Although most Italian immigrants were used to agricultural work, many skilled workers arrived including carpenters, bricklayers, masons, tailors and barbers. They continued with these occupations, while the majority went into the mining, textiles and clothing manufacturing industries. A great number of Italians were employed by mills in Worcester and all over Massachusetts (Molnar, 2010).

The mills and plants in Worcester were attracting people of all ethnicities to the city. Irish immigration began to dwindle toward the end of the nineteenth century. More factories were being built due to the rise in steam power, and factories no longer needed to be stationed alongside a river. As a result factory owners needed more workers to keep up with increasing demands. In the 1870's, French-Canadians began to emigrate from their northern native lands. Mill agents would travel up to Canada to actively recruit French-Canadians, the majority of whom farmed for a living. They were deeply connected to their native culture and sought to preserve that in their new home (Daily).

Swedes were also beginning to immigrate to the city and many found work in the steel and wire industries. They were actively recruited for the wire mills by Ichabod Washburn and Phillip Moen, who were very involved in the industry. Moen studied in Sweden in his younger years. He admired the Swedes' work ethic and thought they were the ideal workers. Unlike most immigrant groups, the Swedes overall assimilated without many issues. The highest percentage of Swedish population was concentrated in Quinsigamond Village, deemed "Little Sweden", which was home to Washburn and Moen's wire mill. They had similar values, similar skin color, and religious backgrounds to the native Yankees. They wanted to learn English as quickly as possible and get involved in local politics. The majority were hard working, sober and literate people who did not approve of tobacco use, drinking or dirty books. Due to their desire to assimilate quickly, some of their culture was beginning to get lost, but in the more densely populated regions Swedish culture was rich and vibrant (Ricciardi & Mahoney).

Once the twentieth century began new waves of Eastern Europeans began to arrive. The majority of these refugees came from Poland and the Ukraine. Similar to earlier European

immigrants, lack of farmland was a key driver for emigrating from homeland. Neither Poland nor Ukraine was an independent nation during this time period. Both were divided between the Tsar ruling Russia and the Austro-Hungarian Empire. This lack of nationality also may have promoted immigration to America. Also, like the others that came before them, they found work in the textile mills, the lowest paying jobs. They too established their ethnic group clubs and built churches that would be very influential in the community (National Heritage Corridor).

During this time period, Worcester reached its peak as a manufacturing center. Other groups such as Greeks, Fins, Syrians, Armenians, Lithuanians and many more were filling the Worcester streets. It was a glorious time for the city until the Great Depression which forced a decline in industry across New England, and Worcester was no exception. The need for workers was dwindling. But World War II re-invigorated many Worcester based companies. The war recharged the steel and wire companies in Worcester as America asserted its dominance on the world. However, this surge couldn't be sustained, and after the war, the industries began to move out to answer global competition. With the industries gone, the waves of immigrants began to change and so did the culture of Worcester. Many different groups came into Worcester with the same hopes and dreams and each left its own unique footprint on the city that has been a melting pot for all ethnic groups (Museum, 2013).

## **Current Demographics of Worcester City**

Worcester, like in its past, is still a culturally vibrant city with a range of racial and ethnic groups that inhabit various parts of the city. This aspect of Worcester can be partially attributed to the Immigration and Naturalization Act of 1965, or the Hart-Celler Act. This act replaced an earlier system that was based on the number of immigrants that have the same national origin, with a policy that was based on reuniting immigrant families and attracting skilled labor to the United States. Since this act, the demographics of the United States and therefore Worcester changed drastically (History, 2015).

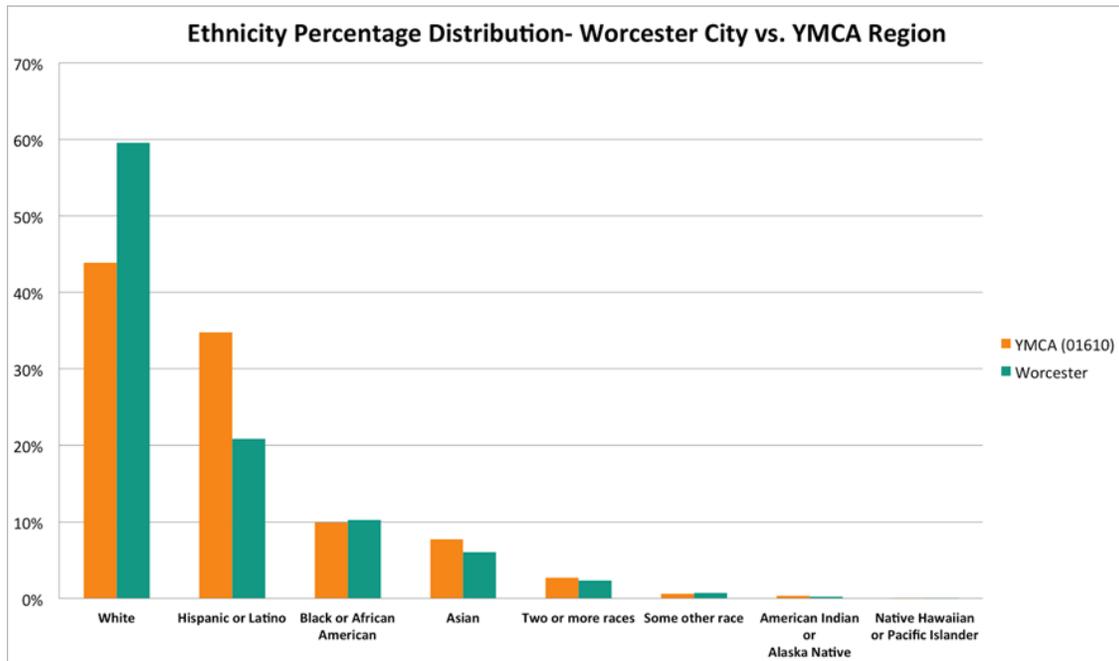
We studied the various minority groups that are prominent in the Worcester City as well as the ethnicities of the people in the area around the YMCA on Main Street. This information is crucial for the project because it provided the basis for further research into the groups that will be working with.

The data from the past two censuses, 2000 and 2010, gives an appropriate approximation for the racial representations in the city of Worcester as well as how they have changed in the last ten years. Though very informative, a shortcoming of the census data exists as it is not able to show small minority groups such as West Africans or Iraqis, of which the city has a sizable population. The census is only useful for large minority groups such as the Hispanics and blacks, while other races are combined into the larger "some other race" category.

The 2010 census of Worcester City showed that Caucasians accounted for 59.5% of the population and the major minorities were Hispanics at 20.9%, blacks at 10.2% and Asians at 6.1% with Native Hawaiian, Native Alaskan, and some other races comprising less than 1% of the population (U.S. Census Bureau, 2010). The census also provided data on the different ethnicities within each race. In particular, the Asians are divided into Vietnamese (3%), Chinese (0.9%), Asian Indian (0.8%), and other less numerous groups (U.S. Census Bureau, 2010).

However, this ethnic distribution is juxtaposed (Figure 1) to that of the area around the Y (ZIP 01610). The population of the area around the Y is comprised of 43.88% Caucasians, 34.78% Hispanics, 9.90% Black/ African American, 7.74% Asian, 2.71% two or more races at and other

less numerous groups (U.S. Census Bureau, 2010). The data shows almost a doubling in the Hispanic population, as well as a more dense Asian population. The difference between the two regions is striking because the YMCA is inside of the first region, Worcester City. This information is crucial to understanding the area we study, because it tells us that the Asian population is represented in proportion to that of Worcester City's, but ethnicities such as Brazilian and Iraqi are underrepresented, simply because of their size in comparison to the whole of the city.



**Figure 2: Ethnicity Percentage Distribution**

On a more local scale, the demographics of the area around the YMCA should be taken into consideration. The YMCA is in the 01610 zip code of Worcester, which was used to reference with the United States Census. Within the 01610 zip code a noticeable differences between the City of Worcester and the local area, there is a 10.6% difference in the white population of the areas. The City of Worcester is 69.4% white while the local area of the YMCA is 58.8%. Other trends include a slightly denser Black/African American population, as well as a more dense Asian population. The most striking change between the two areas is the increased Hispanic population. In Worcester City, Hispanics account for 20.9% of the total population while they account for 34.8% of the population in the area around the YMCA (U.S. Census Bureau, 2010). The local demographics help us see the groups that we will be dealing with at the YMCA.

The word newcomers does not necessarily imply immigrants alone, it also includes the refugee population of Worcester. Due to previous living situations, refugees are more likely to be in fear of their new world and experience severe culture shock and struggle to integrate into the community. Refugee Council USA, which provides the number of refugees into each town of every state, Worcester, MA received 3,198 of the 16,040, or approximately 20% of the total refugees into the state of Massachusetts (Refugee Council USA, 2013). Broken down by the specific country of origin for the refugees, the City of Worcester's largest refugee population is Iraqi with 1146 in total or 35.8% (Refugee Council USA, 2013). Close behind the Iraqis are

refugees from Bhutan (22.4%), Burma (8.8%), Liberia (7.9%), and Somalia (7.5%) forming an even smaller percentage (Refugee Council USA, 2013).

There has been a gradual increase the number of refugees and there was a spike in 2008 that lasted until 2011. The number sharply decreased from 2010 to 2011 until the numbers started to rise again around 2012.

This information goes in hand with the suggestion of our liaison David Connell. Both refugee and immigrant groups offer unique challenges that we need to understand fully and consider in our methodology.

## **History of the YMCA of Central Massachusetts**

In 1844, George Williams founded the first YMCA in London, England as a way for the young men of London to escape the hazardous life on the streets. Later, in 1851, sailor Thomas Sullivan founded the first YMCA in America at the Old South Church in Boston. Since its founding, no matter where the YMCA is, the Y has been open and accepting to people of all types (YMCA, 2015g).

The YMCA in Worcester began in 1864 by renting space on the second floor of Mechanics Hall for bible classes, religious meetings, visiting the sick, and aiding the poor (YMCA, 2015g). Today the Central Community Branch found at 766 Main Street in downtown Worcester, offers programs for youth development, healthy living and social responsibility. Businessmen and women can be seen exercising alongside high schoolers, single moms and other local residents (YMCA, 2015a). The YMCA of Central Community Branch has come to represent the rich diversity of the area that it serves and has become a refuge for many residents of the area.

## **Target Populations**

### Burmese

#### Introduction

Between the years of 2007 and 2012 Burmese were the third highest incoming refugee population in Worcester MA, with about 272 refugees settling in the city. In fact, Burmese accounted for 30% of the refugees that came into the United States during the same time period. The Burmese refugee population peaked in 2009 alongside the overall refugee population of the United States (Fabos, 2014).

#### Population Profile

Burma was formed in the 19th century as a colony of the British Empire. This colony consisted of many previously independent groups that were forced to form a union even though there were many discrepancies between them. When the British receded control in 1948 civil war broke out as each group tried to claim power. In 1962 the military seized power and still holds it today. Since this time Burma has been one of the poorest countries in the world with nearly half of the population living below the poverty line.

Recently there has been a large influx of Burmese immigrants and refugees coming to the United States and neighboring countries. This influx can be attributed to the fact that the country has been plagued by disastrous economic policies and numerous human right violations. These violations have led to demonstrations against government rule which are brutally dealt with and suppressed. Meanwhile, campaigns of ethnic oppression are conducted through torture, forced

relocation, forced labor and execution. There are over 135 different ethnic groups within Burma with many being historical enemies. These groups do not associate with one another and try to avoid contact.

As of 2012 some two million Burmese have fled to neighboring countries due to persecution from the government. About 600,000 to one million are displaced within the country. Thailand in particular is home to many of these displaced Burmese. Thailand has not signed the UN Convention of Refugees of 1951 so officially there are not refugee or refugee camps in the country. Instead they use the term “Persons of Concern” (POC) and “temporary shelters”. These shelters provide basic necessities such as food, shelter, healthcare and basic education. The facilities are very basic and electricity is scarce. Often Burmese troops will cross the border and attack the camps that are nearby.

Traditional Burmese families consists of grandparents, aunts, uncles and even relatives as distant as seventh cousins. Children live in their parents’ house until they are married yet must always obey their parents command for their whole life. Marriage is widely respected but the ceremonies are minor. Arranged marriages are still practiced in some degree but they are not always definite. Interracial marriages do occur in Burma and are widely accepted. Men and women do not display public affection for one another and the women traditionally take a lesser more confined role.

With 85% of the Burmese practicing, Buddhism, is the largest religion in Burma. They believe that good deeds will result in rewards and bad deeds will yield punishment. Buddhist thoughts are also influenced by animistic beliefs, superstitions and astrology. There is a small portion of the population that also practices Christianity.

Education is also highly valued in Burma, even though the quality of education is so low that the schools in the “temporary shelters” are considered better. In fact, students learn English skills that pertain to grammar and reading but have never had to practice speaking this language (Worcester Refugee Assistance Project, 2012)

### Resettlement Challenges

Upon arrival to the United States, Burmese are faced with difficult resettlement issues. The largest issues are the language and the cultural barrier. Regarding their education, Burmese may know how to read and write in English but may not be able to speak or understand when spoken to. These circumstances make it hard for Burmese to find work and for their youth to succeed in school. The culture here is much different than culture in Burma. While there are many traditional enemies in Burma, the United States is a melting pot of all races and ethnicities around the world. Religion is not as widely coveted here as it is in Burma and the gender roles are much more equal here. (Worcester Refugee Assistance Program, 2012)

## Vietnamese

### Introduction

Vietnamese began to immigrate to the United States at the end of the Vietnam War in 1975. A large population of Vietnamese were forced out of their country once the Northern Vietnamese won the war. Rumors began to circulate throughout the country that the Northern Government was going to send troops to execute anyone that assisted the United States in the War. Many left any way they could with the majority leaving by boats and therefore gaining the nickname “boat people”. In recent years immigration from Vietnam has been much easier than it was. There are not as many Vietnamese arriving to the United States today as back in the late 70’s and early 80’s, however there is still a steady population of Vietnamese all around the country. As of 2010, there

was 3,356 foreign born Vietnamese living in Worcester (The Research Bureau, 2013). This number only accounts for immigrants, which does not include the amount that are not registered.

### Population Profile

Vietnamese are known to place great value in their families. Vietnamese often go back to Vietnam to visit family members and also will send money to their relatives while they are living in the United States (Vo, 2015). A large population of Vietnamese are Buddhist even though Vietnam was declared an atheist country when Communism was established (Rkasnuam, 2014). The majority of Vietnamese speak Vietnamese and have service occupations. Other occupations include management, business, or art.

### Resettlement Issues

The trials that Vietnamese refugees faced did not end once they escaped Vietnam, more problems began to arise once they arrived in the United States. In a similar pattern to previous immigrant groups to enter the country, the majority of existing Americans did not want the Vietnamese in their country. They believed that there would be a large culture clash and saw them as an economic competitor and a reminder of a grueling war. Americans that were toward the bottom of the economic scale were extremely prejudiced against the Vietnamese and saw them as a threat. This led to outbreaks of violence and resulted in many unnecessary Vietnamese deaths. Most Vietnamese refugees had no control of where they would have an opportunity to resettle. Many immigrants were sponsored by their families or employers and would know where their destination would be, but refugees did not. They were directed by the government or volunteer agencies which did not give them the option to choose where to settle. They were scattered throughout the country and often isolated in neighborhoods consisting of Vietnamese people who lacked resources, education, well-paying jobs, and a safe environment. Most began life in the U.S. on welfare which they were heavily dependent on (Zhou, 2001).

As hard as life was for the refugees that had left everything in search of a new, better life; an argument can be made that their children had just as hard if not harder of a time adapting. Since their parents had low socioeconomic statuses it placed the children in more difficult conditions than a middle-class American child. They lacked a positive, nurturing environment, instead having an environment that was isolated, confined, and overpopulated. A lack of resources for the elders was a hindrance to improving the school system for their children. Many were swallowed up into the street life by joining gangs and abusing drugs. They were exposed to the popular American culture and had much higher expectations about what their life should be than the initial population of refugees. These greater expectations led many Vietnamese youths to resent their parents for their occupations. Since they desired what they could not obtain due to their lack of education and skills, it led some to avoid taking the opportunities presented to them, (Zhou, 2001).

## Ghanaian

### Introduction

Ghanaians have been immigrating to the United States since it became an independent nation in 1957. At the time, the country was in disarray with various people and parties trying to seize power. During this time, many fled to the United States to escape the government as well as to find opportunities for jobs and educations. Another wave of immigrants came in the 1990's due to the United States Diversity Immigrant Visa Lottery. The lottery was aimed at diversifying the immigrant population in the United States by allotting a certain number of green cards to immigrants from various nations around the world (Agbemabiese, 2015).

As of the 2000 U.S Census there were roughly 881,300 native born Africans that were settled in the United States. By the 2010 Census there was over 1.6 million foreign born Africans that lived in the United States. Of the 1.6 million Africans, 124,696 of them were from Ghana, making this African country the fourth highest in terms of migration rates to the United States (Immigration Policy Center, 2015). More specifically, in Worcester, Ghanaians make up the third largest foreign born population with 3,049, just slightly behind Brazilians and Vietnamese (The Research Bureau, 2013).

### Population Profile

Typically, Ghanaians are capable of speaking multiple languages because of the many dialects they're exposed to in their everyday lives. Since the English controlled Ghana, the country's official language today is English. According to our interview with a Ghanaian immigrant, all of his classes in Ghana were taught in English and not in a Ghanaian language (Olu, 2015). Although English is the official language, there are over seventy other languages spoken by the vast array of tribes throughout the country. Many of these languages are dialects of a broader language. An example of this is Twi, which is a dialect of the Akan language. With such a broad spectrum of languages, many Ghanaians are multilingual and their heritage is often associated with the language that they speak. Their multilingual abilities pay dividends when they move to the United States because they can communicate easily with American to get the information they require.

Since Ghanaians typically have strong English capabilities they can fairly easily find jobs in Worcester, although they may be low wage jobs. According to our interview, many Ghanaians find work in nursing care facilities since they are familiar with that field back in Ghana. A key factor in the Ghanaian employment situation is that many follow other Ghanaians in their job searches; this means that they find it more comfortable to work with other Ghanaians due to language and other familiarities. Because of this, their population is typically concentrated in a few specific occupations.

Christianity is the most prevalent religion in Ghana with about 71% followed by Muslim with 18%. Within Ghana, religion does not create divides between people that cause conflict such as it does in many other countries. In fact some families have multiple religions within them and this does not raise issues (Olu, 2015). This gives the people more harmony with one another and helps to avoid unnecessary conflicts.

### Resettlement Challenges

The Ghanaian population in the United States faces many struggles on a regular basis. The struggles of Ghanaians can be grouped into two major categories; occupational issues and isolation issues. The first group, occupational issues, pertain to the struggles of Ghanaians to find well-paying jobs in America along with the extra issues associated with them. Many of these issues stem from the language barrier that is between them and the native born population. Without adequate language abilities, many Ghanaians are forced to work low paying jobs that offer no upward mobility from a career perspective. This major issue leads to further struggles such as the inability to find safe and affordable housing, as well as the struggle to build relationships since many are working solitary jobs and not learning the language.

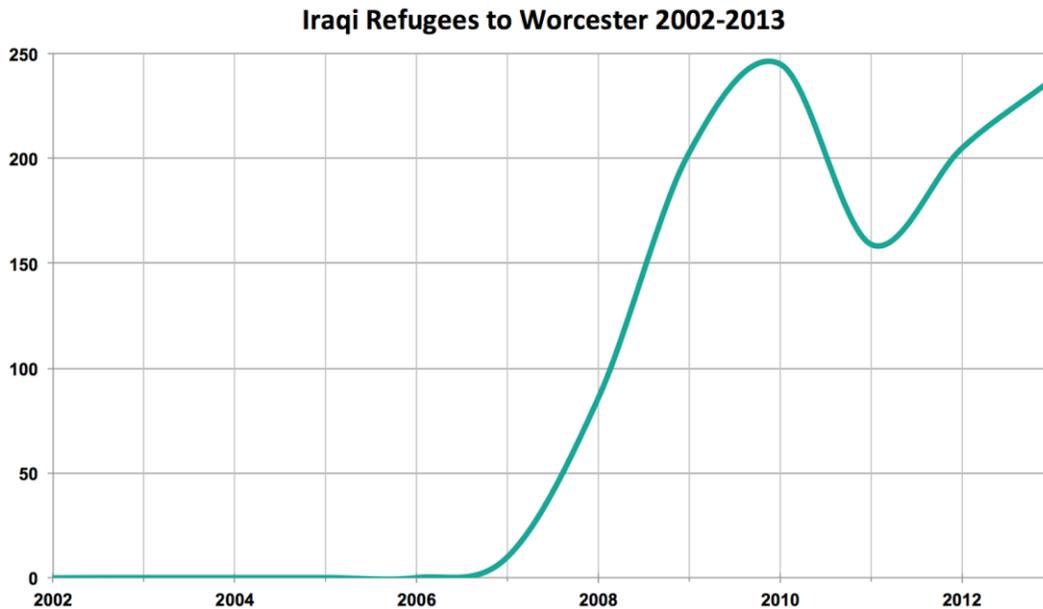
These issues spinoff into a larger group of isolation issues that are prevalent through many refugee and immigrants groups. Since the language barrier is a struggle for many, Ghanaians often spend a majority of their time with other Ghanaians since they share the same culture and language. These isolated communities frequently remain hidden from the general public because they don't

reach out for help with assimilation. On the flip side, the Ghanaian population fails to learn about the nuances of American culture as well as laws and their rights. Ghanaians deal with these resettlement challenges with other African immigrants. An example of this unity can be seen in the African Festival that is put on by African Community Education. (See Appendix G for more information.) At this year's annual Spring Festival, Africans celebrate their heritage, the year's accomplishments, and tell stories. African dances and African styles of drumming were displayed during the show. This event helps both the host community and immigrant community get to know each other through art, food, and socializing.

## Iraqi

### Introduction

Between the years of 2004 and 2013 there was a total of 93,333 Iraqi refugees that came to the United States, as seen in Figure 2. Of the 93,333 Iraqi refugees that came to the United States, 1,146 of those Iraqi immigrants settled in Worcester. The total number of asylees that came to the United States from Iraq over those nine years was 5,199. Of the 5,199 refugees 3,314 came affirmatively and 1,885 came defensively. From the data, a total of 6,345 Iraqis came to the United States between 2003 and 2013. According to Figure 2, there was a huge spike in Iraqi refugees between 2008 and 2010. This spike was mainly due to neighboring Syria closing its doors to Iraqi refugees after letting in about 2 million refugees in (Reuters, 2007).



**Figure 3: Iraqi Refugees to Worcester 2002-2013**

### Population Profile

As a whole, Iraqi newcomers typically have a formal education and professional work experience (Cultural Orientation Resource Center). In fact, many Iraqi refugees have a Bachelor's degree if not a Master's degree. Although the official language of Iraq is Arabic, most Iraqis have better English skills than most other refugees that come to the United States the official religion of Iraq is Islam, though two major sects of the religion exist; Shiites and Sunnis. Shiites make up

about three fifths of the Muslim population while Sunnis make up the remaining two fifths (Blake, 2015).

### Resettlement Strengths and Challenges

When Iraqi immigrants settle in the United States, resettlement agencies have described these newcomers as knowledgeable about western culture and open-minded toward American culture. Iraqis that have joined the workforce have been described as well-regarded employees. This aspect can be attributed to the fact that most Iraqi refugees have relatives or friends already living in the United States that are willing to help them. For this reason many Iraqis tend to settle in places where other Iraqis have already settled, creating tight-knit communities. These little communities allow for the newcomers to have familiar food in grocery stores and retain a large portion of their culture. It is important to note, however, that due to cultural and religious differences not all new Iraqi arrivals will mesh with the current community (Cultural Orientation Resource Center).

Although the Iraqi newcomer groups as a whole seem to be open to Western culture, this group does face some challenges when adjusting to life in America. One such challenge is that some Iraqi refugees arrive in the United States with unrealistic expectations regarding housing, resettlement services, and employment opportunities. There is evidence that suggests that some refugees expect higher level jobs than they are usually offered because many Iraqis are highly educated and they refuse to take entry level jobs. They refuse these entry level jobs in the hopes of being offered a job that is worthy of their education level. These hopes are especially true for Iraqis that worked in the government of their native land (Cultural Orientation Resource Center).

Another resettlement challenge that Iraqi refugees and immigrants face is that many resettlement agencies have observed symptoms of Posttraumatic Stress Disorder (PTSD). Some of the refugees have experienced war and other stressful experiences which can cause headaches, depression, and inability to sleep. It is extremely difficult for these refugees to receive help for this mental disorder and often times keep them from getting higher level jobs and functioning in society (Cultural Orientation Resource Center).

Another challenge that these refugees face actually comes from a strength that these newcomers as a group seem to possess. The fact that most Iraqis have a higher proficiency in English is typically viewed as a strength but it can also pose a challenge. Most resettlement agency services provide English classes but those classes are often geared toward refugees that possess little or no English skills. Iraqi refugees need to acquire more advanced English skills and some business language in order to succeed in America. These advanced classes are more beneficial than the Basic English classes that are typically offered. This aspect makes it difficult for Iraqis to expand their language skills which in turn causes them to take entry level jobs (Cultural Orientation Resource Center).

Beyond just resettlement issues Iraqi refugees also experience cross cultural issues with Western civilization. One aspect of American society that they are confused by is the abundance Americans who do have a strong religious faith. What puzzles them even more is that those Americans vocalize their feelings and are still accepted members of society. This aspect of culture puzzles them because religion plays such an important role especially in the lives of Iraqi Muslims (Cultural Orientation Resource Center).

Another cultural aspect that puzzles Iraqi refugees is that Americans need invitations and advanced notice before visiting. In Iraqi culture it is typical to extend a general invitation. The

invitation will not specify a time or place. Iraqis expect that Americans will drop by since an invitation has been extended. Since a specific time and place was not given Americans will never come. This cultural difference will make Americans think that the Iraqis are antisocial and the Iraqis will think that Americans are being antisocial because they never accepted their invitation (Cultural Orientation Resource Center).

In America, friendships between men and women are common. This part of American culture confuses most Iraqis because they assume that friendliness from a woman is a sign of romantic or sexual interest. Cross- gender friendships are often scary to Iraqi women because in traditional Iraqi society, women are very shy and hesitant to go out alone (Cultural Orientation Resource Center).

After interviewing with a case worker, there were other resettlement challenges that were brought to our attention. One main issue discussed was that the degrees that they obtained in Iraq do not transfer to an American equivalent. In order to get a Bachelor's degree in they have to go back to school which costs both time and money. Neither of these resources are readily available to refugees. Another main issue that was brought up was that many refugees lack knowledge about the laws in the United States. This issue can lead to many problems that can cause refugees to get in trouble with the law unintentionally which can cause a delay in obtaining a citizenship (RIAC, 2015).

## Brazilian

### Introduction

During the 20th century Brazil started to become a melting pot with immigrants coming in from many countries (Lima & Siqueira, 2007). This community has learned to live with each other and have formed a new identity that is recognizable today as Brazilian. In a census conducted in 2000, the state of Massachusetts held 17% of the Brazilian immigrants in the United States (Lima & Siqueira, 2007). Framingham, MA has 6.6% of its population of Brazilian descent (Citytoplists, 2015).

### Population Profile

The majority of Brazilians follow a form of Christian Religion. Roman Catholic is the highest percentage with various other forms being minority. Most Brazilians speak Portuguese but due to the large influence of the foreign born populations in Brazil, Spanish, German, Italian, Japanese and English are all widely used as well. The Brazilian population primarily works in service jobs with others working in management, sales, construction or self employed by their own businesses.

### Resettlement Challenges

Many Brazilian immigrants often become homesick in the United States even though there is a strong community in this country. Many immigrants lived in villages or rural areas where the economies were primarily agricultural. The income these immigrants received from these jobs was not nearly enough for them to support their families and prompted many to leave in search of work with higher wages.

Not every job in the United States runs from Monday to Friday. There are a variety of jobs that require the employee to work weekends along with the weekdays. Brazilian immigrants have not been accustomed to this and may have spent their weekends in a more enjoyable fashion. A majority of Brazilians seemed to have had higher expectations of the realities in the United States. In New England for example, the majority live in very tight living arrangements and have

had no exposure to the harsh winter weather. In Brazil they were used to living in spacious neighborhoods and being able to enjoy the warm weather by socializing outside. The clash in cultures has had an effect on Brazilians and how they can conduct themselves. Another problem they have encountered is the transferring of their professional licenses or educational degrees. Even though many Brazilians have graduated college or gained professional licenses in Brazil, they are categorized with every other immigrant since they cannot be transferred to a United States equivalent. It is difficult and embarrassing for them to take lower level jobs since they can be very intelligent and have much experience in their field. The language barrier has also imposed problems with finding work since they might not understand the jargon that would be necessary to succeed in their former field of work (Lowe, Vasconcelos, Velasco, & Benicio, 2007).

Marcia Tracy, a Ph.D. candidate in the Sociology Department of Boston University conducted a study on immigrant adolescents and how they adjust to higher education in the United States. Even though the cultural adjustments to daily life are hard for the middle aged and elderly immigrants, it was clear through her research that the adjustments were substantially harder for the adolescent immigrants who have to adjust to high school or college. This group is expected to keep their native traditions alive while also becoming successful Americans. Higher education can be very stressful for social financial, and legal reasons. Barriers such as language and culture can take a toll on the mental health of these students and could lead to isolation and other problems. Many immigrants that arrive do not have a strong financial backing and the price of tuition at colleges and universities around the country have only been increasing. Money is a huge concern and many have to work relentlessly just too barely make ends meet. There are many immigrants that are undocumented making it even harder to obtain a higher education since they are technically illegally in this country (Tracy, 2009).

Tracy gained insight into what problems the immigrant students faced through interviews with students from a wide variety of countries outside of the United States. She observed that each group faced many similar challenges. As a controlled variable she also interviewed a group of nonimmigrant students and discovered that none of those students faced any of the same problems the immigrants faced. Immigrant students are not eligible for many of the financial aids that native born students have access to. They have to pay more than double the in-state tuition for certain schools and some are not able to obtain student loans. Once enrolled, some of the professors lacked cultural sensitivity and openness especially with regard to new languages, accents, and cultures. All of the immigrant students in her studies said that they experienced communication problems and awkwardness due to others stereotyping them. One student also commented that “Students...from different cultures are made to feel dumb. This makes the school experience very difficult, frustrating, and unenjoyable” (Tracy, 2009).

Tracy also noted that those immigrants who did well in grade school, obtained outstanding grades on the Massachusetts Comprehensive Assessment System (MCAS). Many also gained recognitions in high school by qualifying for scholarships such as the John and Abigail Adams scholarship. Even though these achievements were valuable, many were not able to use these scholarships due to that person’s undocumented status or fraudulent entry to the United States. Many take jobs that pay under the table so they would not get spotted by the authorities; however, these jobs are usually yield low wages. This can be a big problem when supporting an undocumented family while trying to pay tuition. Tracy continues to explain how colleges are no exception as rigid regulations do not allow the employment of undocumented workers. As a result, some students resolve to forge social security numbers in fear of missing out on opportunities of higher education. Students in these situations will be in a nervous state and fear being caught,

rather than focusing their efforts towards educating themselves. Knowledge of these occurrences is important to our research because there has been a steady flow of illegal Brazilian immigrants, with 100,000 illegal immigrants in the year 2000, 170,000 persons in 2005 and 180,000 persons in 2008 (Hoefer, Rytina, & Baker, 2009).

Emigration from Brazil and into the United States is a relatively new phenomenon. Brazilians began to immigrate to the United States around 1964 when Brazil was under a military coup (Lima & Siqueira, 2007). Since then, many other reasons such as the search of better work opportunities has caused an increase in emigration in recent years. Most of these emigrants come from states located in the southeastern part of Brazil. In 1995, Brazil had become an emigrant country (Lima & Siqueira, 2007).

## **Immigrant Integration**

According to Jeffrey Reitz, there are two different kinds of immigrant assimilation into society; one is structural and the other is cultural. Structural assimilation is described as immigrants entering into the organizations and social groups of the host society in which they have moved to. Cultural assimilation is best described as the gradual change that one makes to its cultural patterns in order to unify cultural patterns of the host society (Reitz, 1980).

The Organization for Economic Co-Operation and Development discusses many methods to assist with the assimilation of immigrants into society. The methods discussed included activities such as job searching, education training, and career counseling. In America, the process of applying for jobs may be something that they have never experienced before. A majority of jobs are not advertised in ways that are accessible, impeding foreigners in understanding how employment works. There are several techniques that can be used to combat this obstacle, which are applicable in our project. An example of such technique can be found in London, England. An organization called Refugee Education and Training Advisory Service (RETAS) offers courses that teach an overview of the job market and individual career assessments. This organization also provides access to the internet and newspaper which helps to make some job openings available. In addition, advice is given on self-presentation techniques. Self-presentation techniques used include how to write cover letters, resumes, and offer help for interviews. Lastly, they provide links to establishments that can help further obtain employment opportunities (OECD, 2006).

A method of cultural assimilation that has gained particular support in the United States is employers realizing the skills and talents that these immigrants have gained overseas. The Building New American Communities Initiative (BNAC) is a key player in helping to ensure that employers take advantage of the previous skill sets and knowledge that may have been obtained in their native country (OECD, 2006). This initiative focuses on the integration as being a two way process, meaning that the community needs to welcome the newcomers just as much as the newcomers need to want to be integrated into the community. In other words, the community needs to implement conditions and opportunities that allow the immigrants to become successful. More importantly, the newcomers need to learn to take the opportunities that are presented (Ray & Morse, 2004).

Michael Fix acknowledges this by saying that “integration is not simply a function of the traits and efforts of the immigrant family” (Fix, Zimmermann, & Passel, 2001). Immigrants are largely reliant on the integration infrastructure already in place in a community for them to be successful. Integration of immigrants and refugees is a symbiotic relationship between the immigrant or refugee and the receiving community. For the immigrant to be successful he or she

must first be willing to find the avenues for success and the receiving community must be proactive in creating and supporting these avenues. The acceptance of the community is a major barrier preventing many immigrants from successfully integrating. In a study of the acceptance of immigrant children in Switzerland, Renate von Grünigen shows that the foreign children were *clearly* less accepted than the native children (von Grunigen, Perren, Nagele, & Alsaker, 2010). She says this occurrence is due to three major barriers; language, culture, and having to spend time with children who are not prepared to meet the special needs of immigrant children. This example of children in Swiss schools can be related to many immigrant groups in a variety of locations. Many of them face the same challenges of language, culture, and a receiving population that is unprepared to meet their needs.

The struggles of these immigrants provides context for the integration status of second generation immigrants. Second generation immigrants have a distinct advantage over their predecessors because they are able to be raised in the culture and there is no “culture shock”. In his work, Fix references studies that show second generation immigrants overall end up doing better than third generation non-Hispanic, white natives in many categories such as educational attainment, labor force participation, wages, and household income (Fix et al., 2001). While there is variation among races, it shows that immigrant families can quickly find success in the new community. These second generation immigrants have the benefit of growing up while being exposed to the language and culture of the receiving community.

Methods for integrating immigrants can take many various forms. One of these forms is through organized physical activities or sports. In a survey of young refugees in Australia about their reasons for participating in sport, respondents that have been in Australia less than two years overall said that their three main reasons were to learn English, hang out with others from the community, and that a coach/captain helps them out with other stuff (Olliff, 2008). For respondents that had been in Australia for more than two years said that their reasons for playing were fitness, fun, and learning new skills. This change in responses over time shows how the role of sports can be important to an immigrant or refugee. In the first two years, sports plays the role of building relationships within the community and to have a forum to speak a new language if it is not spoken at home. As time passes the immigrant uses sport for fun and fitness. Olliff says “Sport and recreation is a practical and accessible entry point for addressing the needs of young people from refugee and migrant backgrounds and for providing links between and within communities” (Olliff, 2008).

Olliff continues to explain the benefits that sport can have on the integration process of a young immigrant. She first says that sport can act as a site of trust building. In the process of integration, immigrant youth typically do not trust anyone enough yet to guide them through the difficult process. Olliff says that building trust early on significantly affects the youth’s help-seeking behavior as they age. Along with trust, she also provides insight as to how sport and recreation can facilitate settlement and transitional support. In the familiar and comfortable environment of sports and recreation, a sharing of information of other services can take place. Since the immigrants have common experiences in the past, and now share a common activity, they are likely to exchange information which may improve each other's lives.

Lastly, Olliff comments on the benefits of sports and recreation to the physical, mental, and behavioral health of the immigrant youths. For obvious reasons, sports and recreation provide a great benefit to the physical health of anyone, not just the younger population. However, it is wise to encourage youths to be active so they can be healthier later in life. From a mental health aspect, sports can be therapeutic for an immigrant youth. Many immigrants come from war torn

nations or from countries with serious ongoing issues. The youths from these nations can take advantage of sports and recreation in their new environment and allow it to be an outlet to escape the possible traumatic memories of their former environment.

“The opportunity to play - an important activity in the formative years of a person’s life - is an opportunity for young people to form connections and take some time out from the stress of negotiating resettlement and recovering from the impact of trauma” (Olliff, 2008).

Olliff finally says that sports and recreation can serve as a diversion strategy for young people. In many cases, young people from migrant backgrounds feel disconnected from their family, community, and peers as they attempt to find their sense of place. In some cases, this search can lead these youths into risk taking behaviors. Sports can help these young people avoid risk taking behaviors and give them a sense of belonging to a group (Olliff, 2008).

Despite all of these potential benefits to the implementation of sports and recreation programs, there are limitations. Sports should not be declared the “end all” for solving the issues for immigrants. It can only succeed in a society that addresses the other issues of migrating to a new environment. Some issues that Olliff outlines for sports are, not sustaining programs, inconsistent referral by settlement services, and access to transport and facilities.

Another method that helps to assimilate immigrants into society is to provide them with training courses that teach basic abilities such as IT skills to add to their resume. In an attempt to make these classes successful, they are offered during the evening and at other available times. This timing is to ensure that immigrants that take “survival jobs” can also attend the courses, since those immigrants are the ones that would benefit from the course the most. In special situations, childcare is also provided to allow maximum attendance. Some areas have tried teaching certain trades or skills to groups in order to help them succeed in a certain field that plays to their strengths (OECD, 2006). Again, one of the major barriers that immigrants face when trying to conform to the culture of their host society is language. In 2006, the United States Senate passed a bill stating that the “national language” of the United States is English. Proclaiming English the national language means that the United States does not need to communicate, provide services or materials in any language other than English (Young-In, 2012).

To overcome this barrier, languages can be taught as part of the training courses that that are taken to build resume skills. However, one limitation is that many employers are looking for advanced English skills whereas the courses are only for basic level English. In Canada, there are courses for immigrants called ELT or Enhanced Language Training. These intensive classes provide a curriculum that consists of the language skills they need to grow in the fields of nursing, engineering and medicine. Special courses are offered to teach language that is required of an accountant or of call center staff. In certain cases, immigrants can attend entire programs that teach language in conjunction with adaptation courses which are aimed at getting immigrants employed into certain occupations. These programs are sponsored by the Citizenship and Immigration Canada (OECD, 2006). The equivalent of that organization in the United States is the U.S. Citizenship and Immigration Services, which in 2014 announced that it would award \$10 million dollars in grants to 40 different organizations that would help permanent residents of the United States to gain their citizenship (U.S. Citizenship and Immigration Services, 2014).

Another common barrier that prevents immigrants from obtaining work is that most employers look for applicants that have local work experience. Having local work experience shows that the potential employee has the generic skills sets which one would need for most basic jobs. To combat this barrier in Canada, immigrants apply to join TRIEC (Toronto Region Immigrant Employment Council). TRIEC is a council that creates solutions to “better integrate

immigrants into the Toronto Region Labour market” (TRIEC, 2011). This council assesses immigrant’s qualifications, ability to be employed, and their language level. Once the immigrants are assessed, employers must pay a flat fee to get access to this pool of immigrants. The employer can then hire that immigrant for up to twelve months to work for that company. Although this idea has gained a good reputation, in the beginning, the council had a hard time getting some big companies to be okay with the idea of hiring immigrant workers as temporary hires (OECD, 2006).

Social interactions are key for successful integration of immigrants and refugees. Sheldon Cohen of Carnegie Mellon University conducted a study focusing on the effects of social integration on overall health and well-being. Social integration is defined in this study as the participation in a wide range of social relationships. People with high levels of social integration possess a sense of community and identity of one’s self. These people are generally positive and feel like they have purpose and self-worth. The concern about these different newcomer groups is that they have little if any social interactions. They are placed into a new environment with the majority being clueless of the social norms. The lack of understanding and fear of something new and different can lead to isolation of a group. In the past, different immigrant and refugee groups tend to settle in neighborhoods that contain members of their own culture and ethnicity in order to socialize and gain that sense of purpose and belonging. Not everyone would be that fortunate to be in the same neighborhoods, leaving many lost, alone and at a much higher risk of poor mental and physical health (Cohen, 2004).

Integration into groups makes people susceptible to social controls and peer pressures which can be positive. Depending on the people in the group, habits such as diets, drug use or physical activities can be influenced to better or worse the individual. A majority of the time, social integration conjures compassionate feelings towards group members, and in turn, increases the motivation for an individual to take care of one’s self and be responsible for the well-being of others. Most of these people are forced to live in low income neighborhoods or city slums since it is all they can afford. The peer pressures that could influence healthy eating or increased physical activities could now be targeted at drug use and abuse. Older members may pressure younger ones to pick up drinking alcohol or using drugs which could result in addictions and a life of problems. Violence is often an issue that plagues these communities as well due to gangs controlling the streets. Younger members of the neighborhood could be prompted to join these gangs, which could ruin their lives and chances of a successful life. The feelings of compassion towards members in a group and the sense of responsibility for their well-being would apply in a very negative sense in a gang. If one member is hurt or killed by someone it is very likely for members to retaliate by hurting or killing whoever did that to their member which would lead the other group to come back at the original group. This creates a never ending circle of violence and death with no positive outcome. It is very important that from a young age positive peer pressure is apply building a sense of morals against these negative possibilities (Cohen, 2004).

In these groups every member has a role. For example, in a household consisting of a father, mother, and two children; each would have a different role in the house dynamics. Each person would know their role and by achieving expectations for such role individuals will gain that sense of identity and purpose. These groups also provide a support system which can be of assistance when negative or stressful situations occur. Having this system can help control the level of intensity of a negative situation and the affects it has on the well-being of the individual. Often these groups do not have extensive support systems and when a negative event unfolds they could have a much greater impact than those that have it. A situation that started negatively could result in a positive lesson learned for one with the support system could lead to a snowball effect of

negative results for one who did not have that support(Cohen, 2004). It has been noted that many Iraqi refugees that have come to the United States have developed PTSD. This is cause by traumatic life experiences and without a support system it would be very difficult to overcome the events that haunt them (Cultural Orientation Resource Center).

In a study conducted by Berkman and Syme in 1979 on the residents of Alameda County, California, results indicate that both men and women with more social integration had a much higher chance of returning to a nine year follow-up alive than those who did not have as much social integration. It was also determined that those with more social integration have a better chance of surviving a heart attack, less risk for cancer recurrence, less depression and anxiety as well as less severe cognitive decline in aging. Since newcomer groups are more isolated than those already integrated into the community, higher mortality rates would be applicable (Cohen, 2004).

## **Integration Framework**

Fix supplies some guiding principle on how to frame an integration policy. First, he says that the policy must promote the social and economic mobility of immigrants, especially refugees and limited English speaking immigrants. He also says that the policy must advance antidiscrimination principles that treat immigrants as a citizen. These two policies say that the immigrants should be given the same opportunities as anyone else to succeed in order for them to be well integrated in a community. He then moves on to talk about the support of the community. He states that integration policies should ensure that sponsors play a “central but equitable” role in supporting immigrant families and that the policy should leverage the support of the private sector (Fix et al., 2001). The focus on sponsors and the private sector is important because: I) sponsors are valuable to immigrants because they can connect them with the services they need to be comfortable and II) the private sector can supply the funding necessary to keep these services operational.

# METHODS

## Goals and Objectives

Our overarching goal for this project was to make newcomer groups feel more welcomed into the Y and help build a strong bond between them and the community. Incorporating newcomers into the community is not an easily accomplished goal and in order to reach it we had to implement smaller objectives. These objectives as laid out by the Y of Central Massachusetts included:

1. Identify 1-3 newcomer groups
2. Identify key drivers to interact with selected groups
3. Identify types of services needed by ‘newcomer’ group members
4. Identify interactions around key dimensions (i.e.: lack of trust, conflict, commitment, and accountability)
5. Identify partnership opportunities for partnership opportunities.

This chapter will go through the methodology that was used to obtain the data that was required for us to achieve our stated objectives.

### “Newcomer” Groups

For many years, the Y has been a place for newcomer groups to feel safe and welcomed. The Y of Central Massachusetts has had success in the past with welcoming these new ethnic groups into the community. In recent years, there have been waves of new ethnic groups that the Y was not prepared to accommodate. To be defined as a newcomer group at the Y, certain qualifications had to be met. After discussing this topic with David Connell, the Regional Executive Director of the Y of Central Massachusetts, he gave us a list of possible newcomer groups that we will be working with. Mr. Connell directed our attention to the Iraqi, Brazilian, and Vietnamese immigrants and refugees. He specifically discussed Iraqis as a rapidly growing population in Worcester and suggested that we research their culture and the best ways to interact with them. We knew that the aim of this project was to help the Y of Central Massachusetts understand the newcomer populations so that new custom-built activities could be designed for their enjoyment at the Y. This project was primarily completed by understanding the interests of various newcomer groups. Therefore we hypothesized that the meaningful use of research, surveys, and interaction would have a positive effect in our effort to understand the social, educational, and financial situations and desires of the newcomers.

### Drivers of Interaction

From the outset of this project, we understood that there are major differences between us and the newcomer groups and that we needed to find similarities to solidify communication, interaction, and trust. The biggest challenges that we faced were the cultural and language differences between us and the groups that we interacted with. To overcome these differences we had to research their individual cultures to discover cultural norms and behavioral nuances, so that we could tailor our strategies to each new group. Our strategies needed to be coherent with the norms of each respective culture so as to not cross any lines in terms of disrespect.

To overcome the language barrier, the use of a translator was key. The surveys and posters that we used to gain information were translated into the languages of the groups that we wanted

to target. For interviews, if one interviewee was more proficient in English than the other, then that interviewee was asked to translate for the other. For our interviews at Mekong Market, we had the assistance of the Vietnamese Students Association in translating our questions for the interview. Our research investigated these cultural norms, behaviors, and languages so that our work could be implemented with ease at other Y's.

One method we used for interacting with organizations was called participatory research. Participatory research is a form of research that focuses on being useful and not just taking from a target population but also giving back as well (Randy Stoecker, 2005). We engaged in this form of research in several ways. One of the last questions that the team always asked in an interview with a contact or an organization was if they wanted a copy of our findings. In most cases they were interested in our study and wanted a copy of our findings. Certain organizations and contact that provided us with a lot of useful information were invited to our presentation at the end of the term. Beyond supplying these organizations with our results we decided that volunteering at some of the organizations would allow us to both give back to the community and allow us access to target populations that we could not access otherwise. By interacting with the people that we requested information from, we did more than just obtain useful information, we gained a network of contacts that could further help us with the project. One example of this phenomenon is when we volunteered at Urban Missionaries of Our Lady of Hope. Through volunteering we got to know some of the other volunteers help out there as well as some of the customers that this organization helps to serve. In return we gained some useful information that helped us to move forward in our project.

#### Required Services

We reached out to the newcomer groups on an individual level as well as a on a group basis. We conducted interviews and focus groups to get a hands-on feel of what types of services they needed for a better experience at the Y. Not only did we reach out to the newcomers that were already members at the Y, but those that were not. Along with questioning, we planned to identify points of entry for our team into the groups that we considered. Points of entry for us are ways in which we can meet with various ethnic populations and be able to have free and open discussions about their backgrounds and needs.

Points of entry for the newcomers are way in which the Y can provide a service for the newcomers that they may not be able to find elsewhere. This information is important to identify since the point of entry might not be the same in one community as in another. For example, if one community's child care was the responsibility of the grandparents, then our point of entry would not be child care for this group. However, if for another community childcare *was* a need that was *not* satisfied, then our point of entry could be childcare.

#### Interactions around Key Dimensions

The main purpose of this project was to help ensure a positive experience for newcomer groups. We needed to know about the Y's present and past services, to ensure coherence with their goals when we design our programs. After discussing the Y's services with David Connell as well as going around and talking to their staff and regular volunteers, we discovered that they had success in integrating the Hispanic community into the Y. Their experience with Hispanics may be valuable as we design plans to incorporate new groups. Salsa, Sabor y Salud is a program that focuses on healthy eating and physical activity for Hispanic families. We used the framework of this program as a guide to developing our own services.

## **Partnership Opportunities**

The Y is involved with many other organizations in the community. We incorporated appropriate organizations to better integrate the newcomer groups. These organizations serve a variety of purposes such as the handling of immigrants and refugees, teaching language and trade skills, and providing a common place for the community to gather.

### Acquiring Information from Outside Sources

In the preliminary meeting with Mr. Connell, he identified several external sources that we may be able to utilize to work with in our research of our newcomer groups. These sources are mainly local agencies that work with immigrants and refugees to find them work transportation, monetary aid, etc. Preliminarily, these agencies have been beneficial in pinpointing the newcomer populations in the area so that we could further research them. The agencies have also been useful for understanding the cultures of these groups and how to interact with them. Our interactions have been critical in our attempt to work with the newcomers to understand their needs and desires from the Y and the local community.

We began by contacting organizations via email, after which they were contacted by phone. (More information on this can be found in Appendix B.) The phone script that was used included a brief description of our project and important details that we wanted to include in our conversation. The script can be found in Appendix E-1 and E-2. Notes were taken on each call and the outcome of the call was recorded on the Contact Spreadsheet, which is also located in Appendix E-5.

Some other organizations in Worcester that were involved with included the Research Bureau, Immigration Advocates, Urban Missionaries of Our Lady of Hope, Southeast Asian Coalition, Refugee & Immigrant Assistance Center and Catholic Charities. Some of these organizations gave us insight on the unique cultures of each group along with ways to approach and interact with them. (For more information about when we meet with these groups is located in Appendix F.)

## **Methods for Questioning Target Groups**

When coming up with questions, we planned to focus on two aspects, one being the content and wording of the question, and the other being the sequence of questioning. We first had to test the clarity and comprehensibility of the questions. With potential gaps in literacy and educational background, we had to format our questions in such a way that anyone can read them without stumbling over burdensome language. We also had to supply the questions in multiple languages in the likely case that they don't understand English. Another wording consideration was that the questions should be phrased in a positive manner. Asking a question in a negative fashion can make it seem as though the question is attempting to bias the respondent. We had to avoid questions such as, "Do you **NOT** feel welcomed into the community?" It was crucial that we avoid such questions.

We designed our questions so that they were easily understood, bias-free, and easily translatable and are relatively quick. Ambiguous wording would cause variation in interpretations. Such an instance could cause data to be skewed because people did not answer the way they actually felt. These questions could cause large data variation, depending on the accuracy of the

question. Biased and value-laden wording also needed to be avoided in our questioning. Studies have shown that people respond more positively to certain words. Designing our questions accurately was crucial since it was from the responses that we based the activities at the Y, not to mention the newcomers frequently knew English only as a second language if any at all.

One last rule we followed was asking questions that would get us the desired information, even if it was worded poorly. Some other rules that we followed were avoiding “double barreled” questions (questions with both a negative and positive response) and generalized questions. Generalized questions leave too much room for interpretation from the respondent, such as asking, “Did you like the book?” There is an array of influences that go into making the book subjectively good to a reader. It is more effective to ask the respondent specific questions about the plot or characters, or whether they would recommend it to someone else. Asking “double barreled” questions can mislead a respondent. If they are given such a question in the form “Do you like this **AND** this?” they may only agree with one half of the statement. This confusion creates a bias in the sample due to respondents not knowing how to answer.

Another aspect that was considered in the formulation of questions was the ease in which the questions could be translated. To make the questions easy to translate, slang phrases and expressions were avoided so that there would be less confusion during translation. If the interviewee had a moderate understanding of the English language then the questions were worded in a very clear manner to avoid misunderstanding. For example, some interviewees had a difficult time understanding what it means to socialize outside of the home. To avoid such confusion follow up questions were asked and clarifications were made when needed. With questions that proved too confusing to clarify the questions were reworded. To ensure that our questions were precise and not time consuming, the interview that we came up with were shortened to allow for quicker and easier interviews.

Another aspect of questioning that we considered was the sequence in which the questions were asked. We started out with non-threatening questions in the pre- interview survey that can be easily answered and not address serious issues. The starter questions were not open ended; instead they have definitive answers. Examples of questions that were included asked about age, hobbies, and demographics. After asking the introductory questions, the topics switched to more sensitive issues. Once the participants were comfortable, more specific questions could then be asked. The most sensitive questions were saved for the end so the participants felt more comfortable and were more likely to give specific answers.

To test that our questions were clear and understandable, we pretested all the questions by asking people to review our questions. Concerns shown by any of the respondents about the questions or any questions that were answered in the manner other than the desired were re-examined and amended. Once that pretest was done, we asked our advisor, Professor John Zeugner, and sponsor David Connell, for their opinions. Only upon the qualification of the above pretests, did we feel confident that we can use these questions to get the information needed. A list of questions that the team used is included in Appendix D.

## **Methods for Interacting with Target Groups**

### Surveys

In this project, surveys proved to be useful tools to collect data about a large group of our target newcomer groups at the Y. We conducted multiple surveys targeting various groups of people around the community. Each survey served a different purpose that we could utilize to

report our findings. The various surveys conducted included questions for Y members as well as newcomers from the community; these surveys were also given out to a wide range of locations around the city so that the immigrants had access to them. We also used a survey before our interviews that we used to gather basic information about the people that we talked with. This provided us with data that we could use to relate to our discussions with them. Surveys proved useful in gathering data quickly for the project that would have taken longer together through personal interviews.

This section lays out the thinking behind the design of our surveys and the many considerations that we had to account for in the process which includes consent, participation, testing, and wording of questions.

Informed consent forms clearly describe to the respondents their right to not participate and right to withdraw, before their responses in the study can be recorded (Bhattacharjee & Open Textbook, 2012). It should clearly lay out the study's purpose, methods and what the data will be used for, as well as the benefits and risks that the respondent will see. Two important factors of informed consent are anonymity and confidentiality. In an anonymous survey, such as a mail-in survey, anonymity assures that neither the researcher nor the readers will be able to attach a response to a specific person. Confidentiality applies to face-to-face interviews where the researcher agrees not to divulge the personal information of the respondent in any paper, or public forum (Bhattacharjee & Open Textbook, 2012). The security of personal information is crucial to create a safe environment where respondents are encouraged to respond truthfully and aid in the research.

Our pre-interview survey included a confidentiality clause. This clause outlined that the interview was voluntary and answers did not need to be provided to questions that made the interviewee feel uncomfortable. The clause is located below:

“Your participation in the survey is completely voluntary and all of your responses will be kept confidential. No personally identifiable information will be associated with your responses to any reports of these data. The WPI Institutional Review Board has approved this survey. Should you have any comments or questions, please feel free to contact us at [ymca@wpi.edu](mailto:ymca@wpi.edu).”

Some of the focus groups and interviews conducted were done with children. We were allowed interaction with the children that take part in the afterschool program because part of the consent form that the parents of these children sign states:

“I have been informed that occasionally there will be observers from local colleges and school age programs” By initiating this part of the form the parents allow the children to interact with our project group.

A major requirement of our survey was participation. For our research, it was crucial that we got a large enough sample size so to make a general consensus. As mentioned, confidentiality is very important in surveying and a strong confidentiality plan will result in a higher participation rate since respondents are confident that personal information will not be given away. The foundation of our confidentiality policy was outlined above and will be fortified with the help of our sponsor and advisor. The other side of participation is the enticement of completing the survey. Lastly, it was important that our survey was relatively short in order to keep participation high. Respondents do not typically enjoy spending more than 10 minutes taking a survey no matter how

important it may be. Longer survey times tend to drastically reduce participation rates (Bhattacharjee & Open Textbook, 2012).

Once we have our participating group informed of the survey goals and aware of their choice to participate or not, we can then begin with the actual survey. Anol Bhattacharjee lays out very specific rules for creating a survey and how to formulate questions properly so that the survey operates smoothly. We need to take these rules and apply each one to our specific goals for the project to get the information that we need.

### Focus Groups

One type of research method we implemented was focus groups. Focus groups involve bringing together between four and ten people in one location and having them discuss a subject of interest for a certain amount of time. One person called a facilitator or moderator, leads the discussion and sets an agenda which usually contains a set of related questions. The facilitator attempts to make sure that all the ideas and experiences of all the participants are heard. The main goal is to leave with a complete understanding of the problem by listening to the participants problems and experiences (Bhattacharjee & Open Textbook, 2012).

The facilitator should prepare a guide that has everything listed in it, in order to keep the focus group on task. Our guide for focus groups is located in Appendix D-3. The first part of the guide includes an introduction and introductory activities. During this phase, we explained the basics of the project in order for them to have an understanding. We then explained how the focus group will operate, stated the confidentiality clause and answered any questions that the participants have. The next part of the introduction included an activity to make everyone in the focus group to introduce themselves. This activity made the participants of the focus group feel more comfortable. To build on that, we asked about hobbies that the members of the focus group enjoy. These questions were two-folded because they provided us with valuable data that we used to plan activities in the future while also getting the participants to talk about themselves.

After the introductory phase, we stated all the basic rules or guidelines for the focus group. The guidelines allow all the members to speak and have their voice be heard. If needed, rules can be created to make sure that one dominant personality doesn't dominate the entire conversation. The function of this stage was to eliminate fear of the unknown. By establishing rules, the majority of the aspects of the focus group became known and therefore there won't be any questions (Berg & Lune, 2012).

After establishing rules, the next phase of the guide included question and answer discussions. Our script for the questions we asked during focus groups is located in Appendix D. Intentional probes were written down and used to keep the conversation going (Berg & Lune, 2012).

The age of the participants in the focus group will be taken into consideration. For our project we decided to use children that were below teen aged. To engage these children, we used the after school program at the Y. Part of the after school program includes children picking the activities that they want to partake in for the evening. The team decided to make the focus group an activity that the children can chose to partake in. In order to engage the children in the focus group special activities or exercises were used (Berg & Lune, 2012). One exercise that was used was to ask them to draw or color something. Most children are better able to communicate using drawings and then explaining those drawings. These drawings allowed the children to communicate subconscious ideas that they may not have talked about unless they are asked directly. Another exercise that we can utilize is role-playing if we see fit. Role-playing allowed us

to get more information than talking did. These exercises were geared toward younger children to both maximize the information that we wanted to receive about certain topics, and to keep the children engaged so that they remain interested. Located in Appendix D-3 are questions for the focus groups that are geared more toward children. For more information on interviewing children please see Appendix C.

### Interviews

We also held face-to-face interviews with individual newcomers. This method was most useful simply because it will allow us to be in the physical presence of the interviewees and gauge things other than just responses on a paper, such as body language. It allowed us to gain a much more realistic insight into the life of the newcomers; including aspects of their culture, attitudes, outlook, financial situation, social life, and much more. The face-to-face interview also benefited those interviewees who prefer a one on one discussion rather than a group discussion.

The first step began with the formulation of questions that we used for the interviews. It is to be noted here, that the interviewees were people age thirteen and older. The questions were framed so that we could obtain clues about where, why, and if they are lagging in terms of leading a wholesome life. For example, given the fact that most of the Iraqi populations in this region are refugees, it isn't surprising that most of them have bad memories of the past, especially the adults and teens in the population. It would then be logical to create programs that are engaging enough to bring relief, happiness, and new hope to their lives. And a good place to begin would be to address the need to socialize, which is paramount for human beings, followed by creating a sense of being a part of the community and lastly ensuring a steady income.

To pretest our questions we asked our advisor and some children to review our questions to make sure the questions were understandable. After obtaining an "ok" from WPI's Institutional Review Board, we arranged for actual contacts to interview with, through contacts within the Y, local schools, or the refugee and immigrant services. The interviewees might not know English and so it would be important to have a translator for the initial stages of getting to know the newcomers, especially when visiting their houses. The interview should either be video or audio recorded which will be done through informed consent.

### **Data Acquisition**

The data collected through surveys, focus groups, and interviews, will give us a good basis to formulate methods of better integrating the newcomer groups. This information will give us details on the ethnic breakdown of the Y and local area as well as the "newcomer's" experiences with moving to and adapting to a new country.

The demographic information acquired will give us initial insight into the makeup of the Y and allow us to identify potential newcomer groups. Our first source of demographic data is the US Census, particularly the data for the City of Worcester. This data will give us an overview of the ethnicities that occupy Worcester and will serve as an overview for what we will be dealing with at the Y. However, the census data will not be used for determining our newcomer groups due to its inefficiency to account for very small groups of people. The census is only good for breaking down the population based on large groups such as whites, Hispanics, blacks, etc. We also believe that the target demographics will not be targeted fully through surveys, interviews, and focus groups at the Y. Doing so at the Y will lead us to find the already existing demographics that frequent the Y. Instead, we will inquire about the ethnic breakdown of the area with various

other sources in Worcester. Our sponsor, David Connell, mentioned that the Iraqi population in Worcester has been identified by the Y as a target population for their services.

After we have used the demographic data to resolve what groups we are planning to focus on, we then need to construct questions to get the information that we need. The questions in our surveys primarily focused on activities for both Y members as well as minority populations outside of the Y. The questions were phrased in a short manner in an effort to make them easily translatable while also being understandable for people with rudimentary English abilities.

Separate from our prior evaluation of the demographics, we will evaluate the ethnicities in the Y and community through our surveys. The surveys that we conduct will help us acquire quantitative and qualitative data on major topics such as country of origin, year of arrival, and favorite activities. Such data was useful in determining a scale for the project as well as understanding some of the finer details of the newcomer group's society.

The next major piece of our questioning will be used to determine some of the activities that these newcomer groups enjoy to participate in. We will use this information to build methods that can be used to engage the groups and to serve as a point of entry. The Y is looking for ways to get these groups into the facility, and these activities can help facilitate that. Another aspect of this is to discover what these new people may wish to learn through the Y; things such as sports, games, languages, cooking, etc. The questioning of these people will hopefully yield crucial information on potential point of entry for the Y.

Later in the questioning, we made an attempt to uncover more sensitive information from the newcomer groups such as their experiences in their homeland and their experience with moving to the Worcester area. These immigrants and refugees each have such unique experiences with their relocation which made it vital for us to have personal interactions with them to understand their stories. From their stories, we were able to piece together the common challenges they've faced and the services that they need, to settle comfortably. These services also need to be derived from the family values of each of these newcomer groups. If child care is handled by an elder family member in a culture, then the Y does not see child care as a point of entry for this ethnicity. This is why the questioning of these groups is crucial to the development of our methodology.

## Results/Findings

### Child's Focus Group Analysis

The first course of action that had to be taken before conducting these focus groups was assuring that we had the consent of their parents to do so. We learned that when children are signed up to participate in the afterschool program their parents have to sign a packet. In that packet there is a phrase that states that university students may come in to interact with their children. The exact wording is shown in Appendix C. This phrase allows us to talk to the children without concern of permission forms having to be signed.

Focus groups and interviews were conducted on March 31st with children that take part in the after school program at the YMCA of Central Massachusetts. 38 children were surveyed out of the 190 that participate in this program regularly; therefore 20% of the population was contained in this survey. The children were asked the focus group questions that are located in Appendix D-3.

The first questions asked pertained to the languages that the children speak. According to Figure 3, shown below, 29% of the children speak only English while 63% of the children are bilingual and 8% of the children are trilingual.

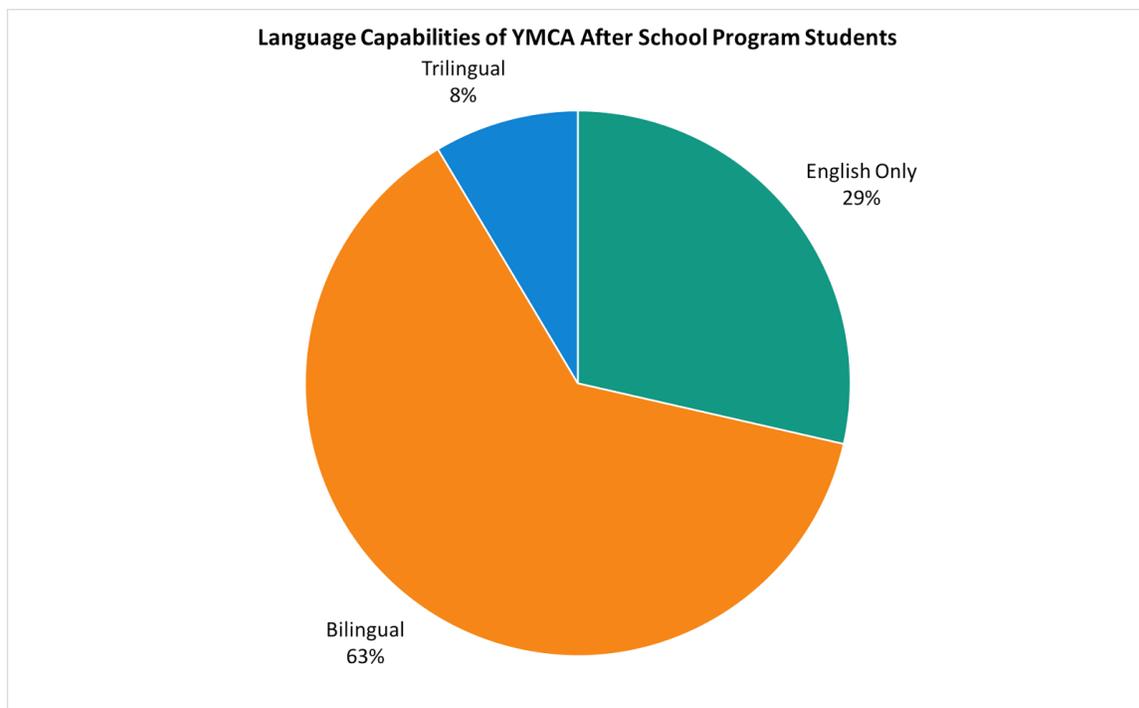


Figure 4: Language Capabilities of YMCA after School Program Students

According to Figure 4, shown below, 15 of the children that are bilingual or trilingual speak Spanish, 1 child speaks Portuguese, 1 child speaks Ghanaian, 1 child speaks Antiguan Creole, 1 child speaks Jamaican Creole, 1 child speaks Vietnamese, and 1 child speaks Japanese. After some research it was concluded that there are several different languages that are spoken in Ghana. Each

tribal group has its own language, however many Ghanaians are said to be multilingual so that they can communicate with many different tribes. The most common languages that are spoken are Ga, Dagomba, Akan, and Ewe; therefore we are unsure of what specific language that child spoke in particular. Therefore, we decided to label the language as Ghanaian even though that is not an actual language (Ghana Embassy, 2015).

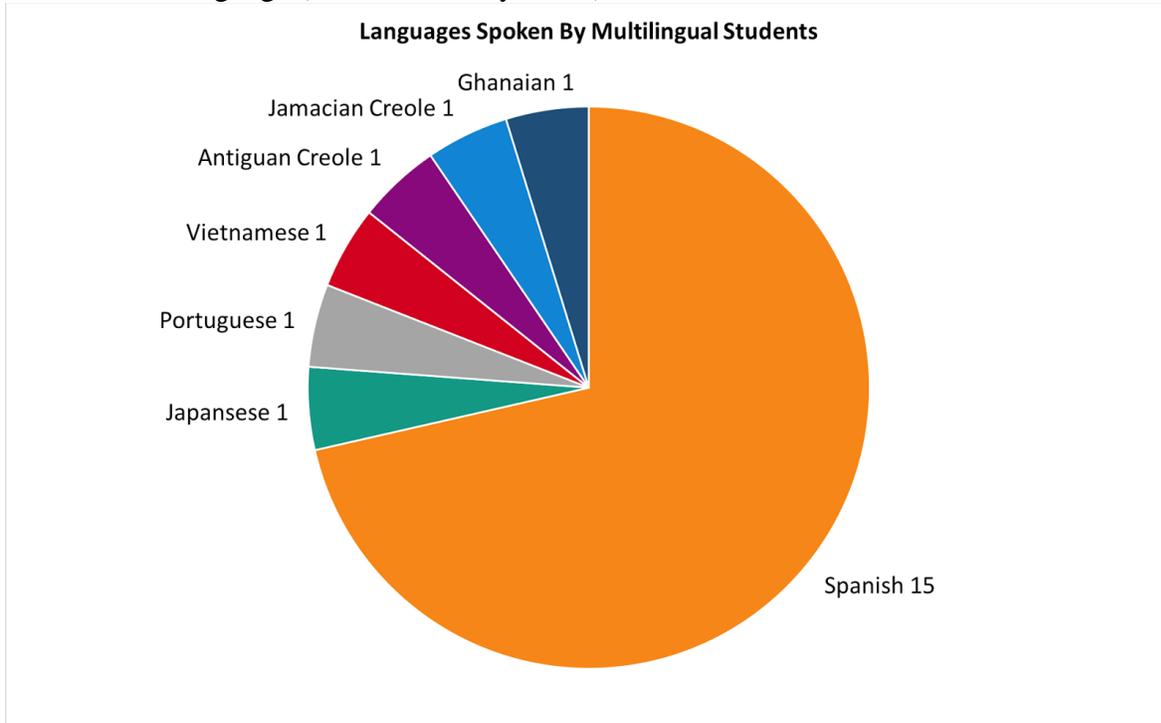


Figure 5: Languages Spoken by Multilingual Students

From this study, we concluded that we were correct in not choosing the Hispanic or Latino population as an underrepresented group. The above data shows the Spanish speaking population is already heavily integrated into the Y. The groups that we considered underrepresented at the outset of the project were Vietnamese, Ghanaian, Iraqi, and Brazilian. This data supports our original hypothesis of choosing these groups because each one of these groups has one child that speaks the language of those countries, except for Iraqi.

Table 1: Ethnicities of Children after School Program

Ethnicity	Percentage
African American	32%
Caucasian	25%
Hispanic Latino	41%
Asian	2%

The above table contains information that was obtained from the Y afterschool program on the demographics of the children that are currently enrolled. When comparing this data to the data that we collected, we can see that these data sets generally align. For example, our study showed that the most commonly spoken language besides English was Spanish. The data given to us from the afterschool program showed that the most common ethnicity was Hispanic Latino. It can be assumed that the Hispanic Latino population speaks Spanish. However, one discrepancy that is shown between the two data sets is that we only reported one child that spoke an African language but African American was the second highest ethnicity that was reported. This disparity can be due to the fact that many people that self-identify as African American even though they are not from Africa. Another minor discrepancy that was found when comparing the two data sets was that Table 1 shows that Caucasian was the third highest ethnic group while our data showed that most children spoke English. This variation can also be explained by the fact that many children speak English regardless of their ethnicity. Overall, both these sets of data gave us a snapshot into the demographics of the afterschool program at the Y from different perspectives.

## **Y Member Survey**

From our YMCA member survey that we displayed at both the front entrance as well as in the wellness center, we saw some interesting trends. Our survey was filled out by 53 of the roughly 1500 member so the data is not definitively representative of the entire Y population with the first questions on the survey we asked the age and gender of the members. Our results indicate that the average age and mode of the respondents being 51 years old, with ages ranging from 16 to 80. The mode of the ages was 57. The respondents were approximately equal male and female as well. Our results also showed that the majority of the respondents were Caucasian with 67% of the Y population. However, this number does not account for the 7 respondents that chose not to respond. The most important trend that we saw in this survey was that about 26% of the members wish they some form of self-defense classes. As we will later investigate, this coincides with the culture of the Vietnamese and Burmese where martial arts is major part of daily life.

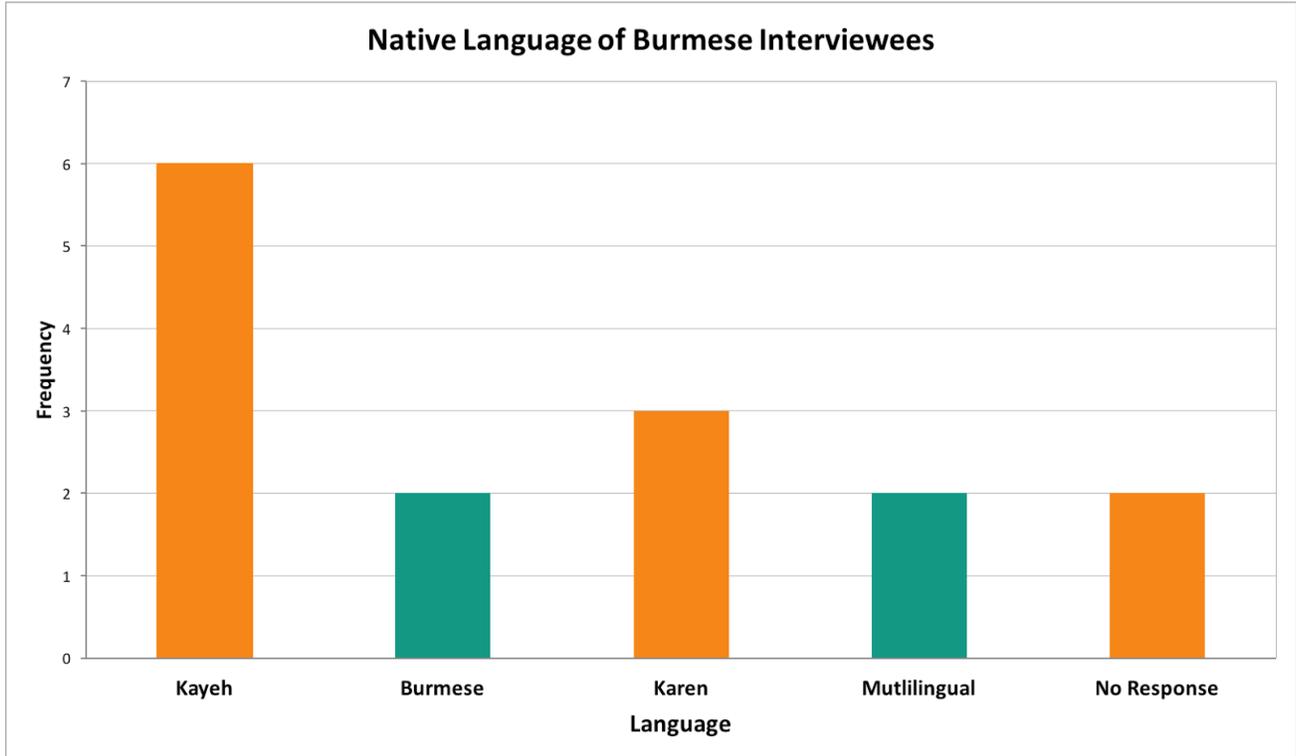
Parent surveys were distributed by Sara Levy to the students in the after school program. After no responses were received, the paper was sent out again in a second attempt. A few days after, parents were asked to fill out the survey when they were picking up their children. Only one parent's survey was filled out after several attempts. Due to the lack of response, we are not using the data.

## **Results by Ethnicity**

### Burmese

All of the results for the Burmese population were obtained from interviews that were done at WRAP, therefore; all the information in the following sections were based off data collected from these interviews. It is important to note that some people we interviewed said that they were from Thailand and not Burma. This distinction is hard to make because many Burmese people live in refugee camps in Thailand. When asked their country of origin the people in this situation may have answered that they are from Thailand even though they may be Burmese. Their parents are Burmese and they may follow Burmese traditions because they were brought up in a refugee camp that was occupied by Burmese.

Age/ Gender Distribution  
Native Languages



**Figure 6: Native Language of Burmese Interviewees**

In the quick interview we found that the most common language of our interviewees was Kayeh, followed by Burmese then Karen. It was interesting to note that most interviewees who were ethnically Burmese didn't speak Burmese, which is the official language of Myanmar or Burma. The two people that were multilingual spoke both Burmese and Karen. There were two interviewees that could not articulate what language they spoke so they were recorded in the No Response section.

English Capabilities



**Figure 7: Confidence in English Language Skills**

One of the questions on the quick interview asked them to rate their English capabilities, given the choices of very poor, poor, average, good, or very good. We then took notes on how well we thought that they spoke English. After the data was collected, each category was assigned a number 1 through 5, with 1 being very poor and 5 being very good. The data was then averaged for the Burmese interviewees. The data, shown above, reveals that as a whole the Burmese population drastically underestimated their English language capabilities.

## Activities

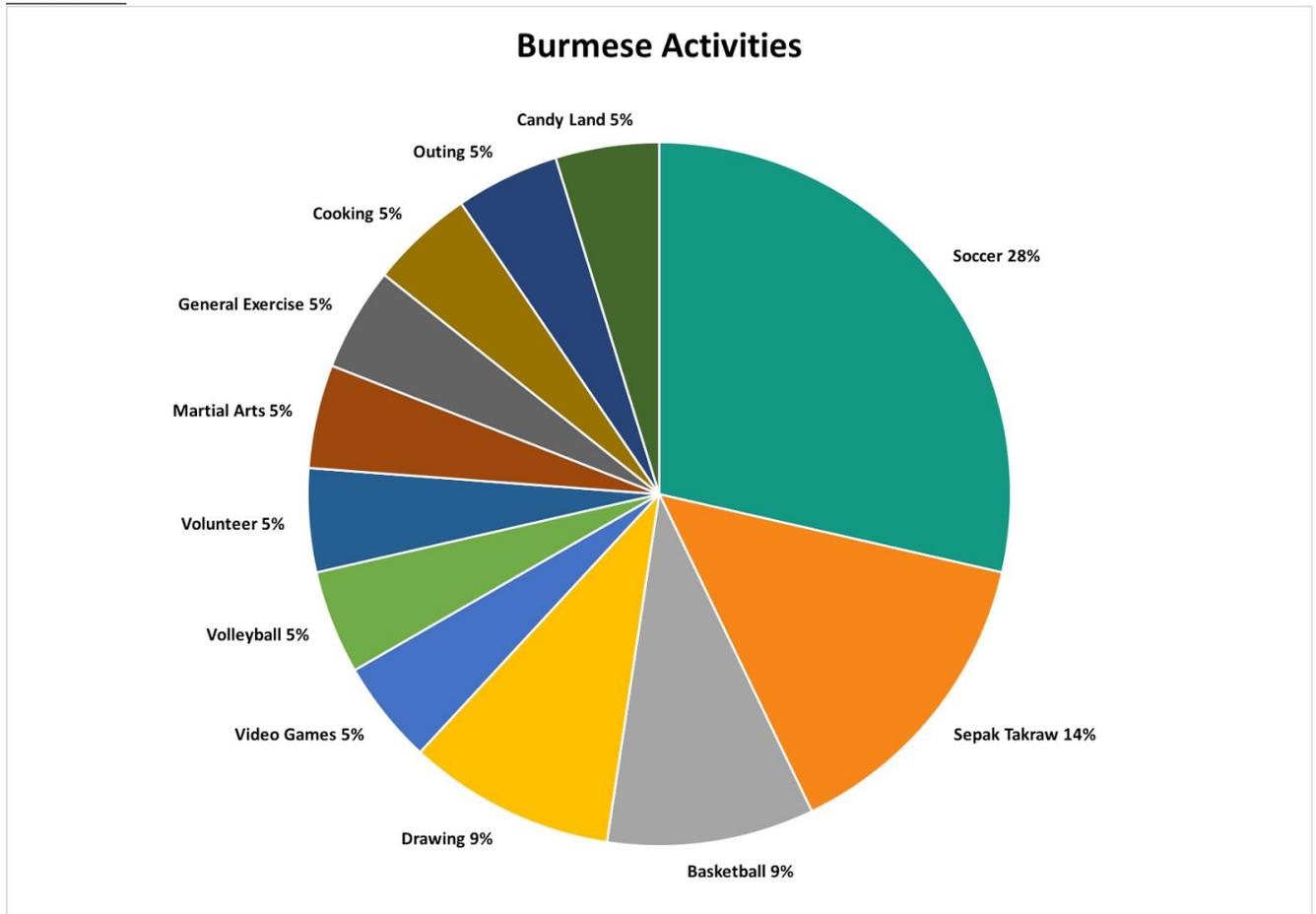


Figure 8: Burmese Activities

The Burmese people that we interviewed had a wide variety of activities that they enjoy. Each person we talked to had the opportunity to list their favorite three activities even though only 4 out of 15 did so. We had 1 out of 15 give us two choices, 8 out of 15 gave us only one activity and one person didn't give us any. During our interviews we found that many do not have time to partake in activities because they must work to support their families. The favorite activity among the Burmese we talked to was soccer. Soccer is globally popular so we were not surprised when the majority said they play or enjoy watching soccer. The second largest majority was Sepak Takraw. This activity was surprising to us because none of our group members had ever heard of the game. When we were interviewing people and they were trying to describe this game we originally thought they were talking about hacky-sack. One aspect that made this game difficult to describe was that there is no English translation of the name Sepak Takraw. We researched this game and found it was almost a combination of volleyball, soccer, gymnastics and martial arts. Players must get the ball over to the opposing team's side like volleyball; however, they must use their feet to kick the ball over. The exact date of the games origins are unknown but official rules were compiled in the 1960's. There are now official leagues and it is played in the Southeast Asian Games and the Asian Games (Sepak Takraw, 2015). Other activities included basketball, volleyball, fighting, exercise, socializing, drawing, volunteering and being outside at a park. This list of activities are all offered at the Y which shows how it is already a welcoming to different cultures. However, there isn't a place where people can cook at the Y and board games aren't

offered unless it is in the afterschool program or the preschool classrooms. These two results had one person each saying that they wanted it so it is not absolutely necessary to have them based on the Burmese population.

### Knowledge of the Y

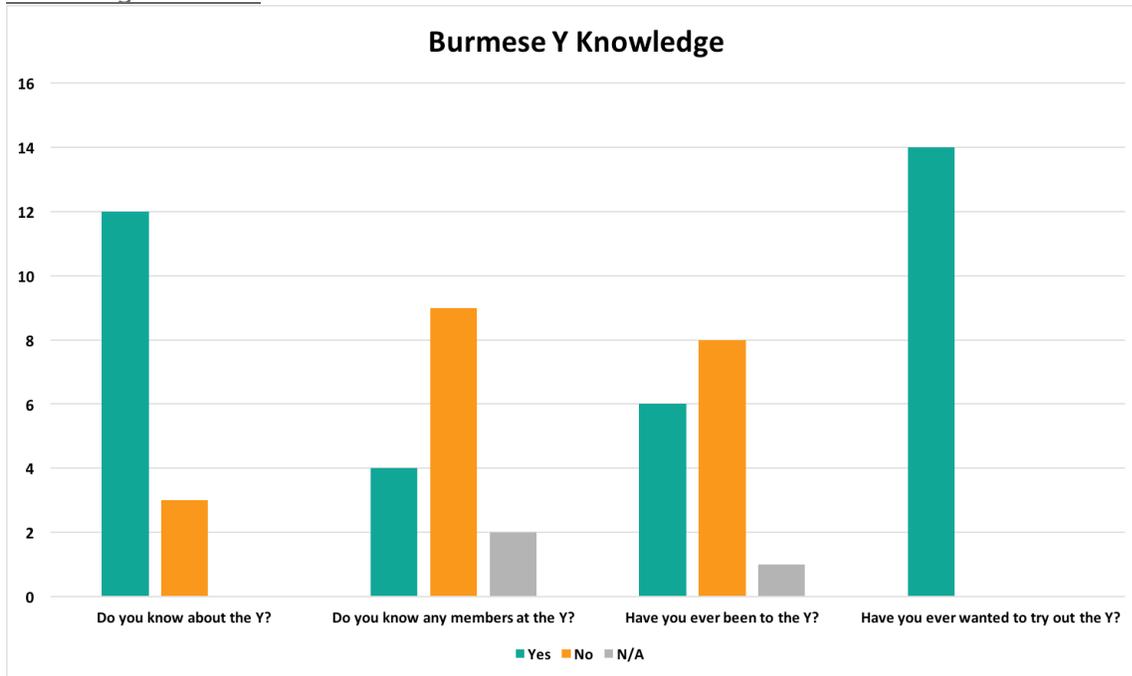


Figure 9: Burmese Y Knowledge

The last four questions we asked in our interviews were all related to their experience with the Y. The majority of Burmese we talked to said they have heard about the Y before. When asked if they knew any members the results were different. Many did not know any members even though they have heard of the Y before. Many do not have the money or time to commit to the Y. When asked if they have been there, the results were more even with 53% of them saying they have never been there and 40% saying they have. They may have gone on a promotional event since the majority did not know members and therefore could not get in on a guest pass. When asked if they wanted to try the Y all were interested. One lady told us she was not interested at first but once we conducted more interviews and they were talking about it among each other she came back to tell us she was indeed interested. We gave each person a one day guest pass for them and their family to try out the Y. One person we interviewed is a member at the Y but we also gave him a pass for his family. To date, no one has used the guest passes that we have handed out.

### Vietnamese

In our search to find data on the Vietnamese population in Worcester, we found that the Southeast Asian Coalition (SEAC) was very useful because it was a common meeting place for the Vietnamese as well as other Southeast Asians. We conducted a few interviews there (for more information see Appendix H-2) and made multiple observations about the Southeast Asian population. Another place that we obtained our data from was the Mekong Market that is located across the street from the Y. It is important to note that when conducting the interviews outside the Mekong Market we had two Vietnamese students from WPI that accompanied us to help with the interviews. We noticed that there was more of a willingness to communicate with other

Vietnamese than with us, therefore allowing for more data collection. It would have been almost impossible to collect this data without the assistance of these students.

#### Age/ Gender Distribution

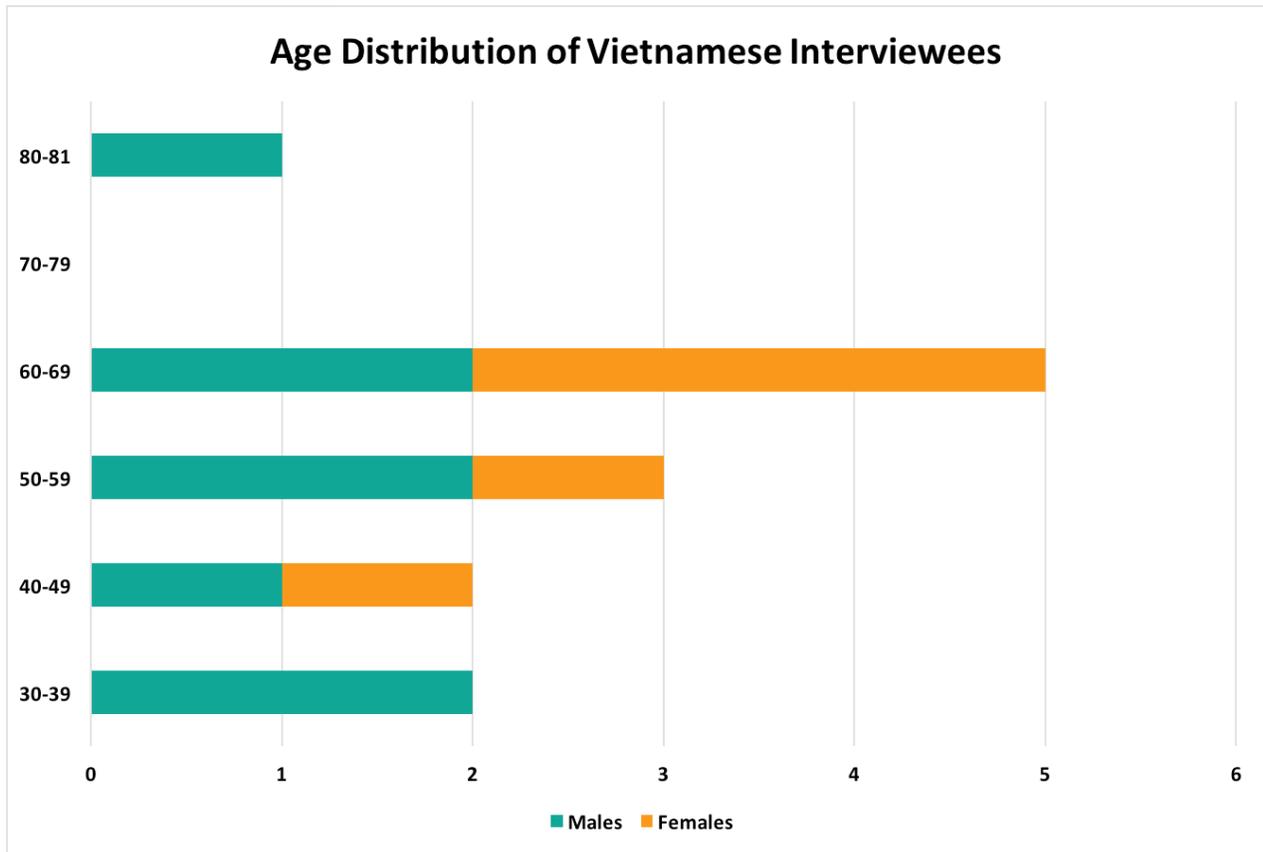


Figure 10: Age Distribution of Vietnamese Interviewees

The average age of the Vietnamese interviewees was significantly higher than any of the other groups that we interviewed. This discrepancy may be attributed to where we surveyed to get our data, but it may also skew the data on which activities the Vietnamese enjoy. As with the Burmese data, there is both men and women represented in the data set; however, for this data there are more men than women represented. Since the data we have is subject to such a small group, it is difficult to tell whether the data we obtained is or isn't skewed towards the male's opinion.

#### Native Language

When interviewing the Vietnamese population we found that Vietnamese was the only language spoken by this population.

## English Capabilities

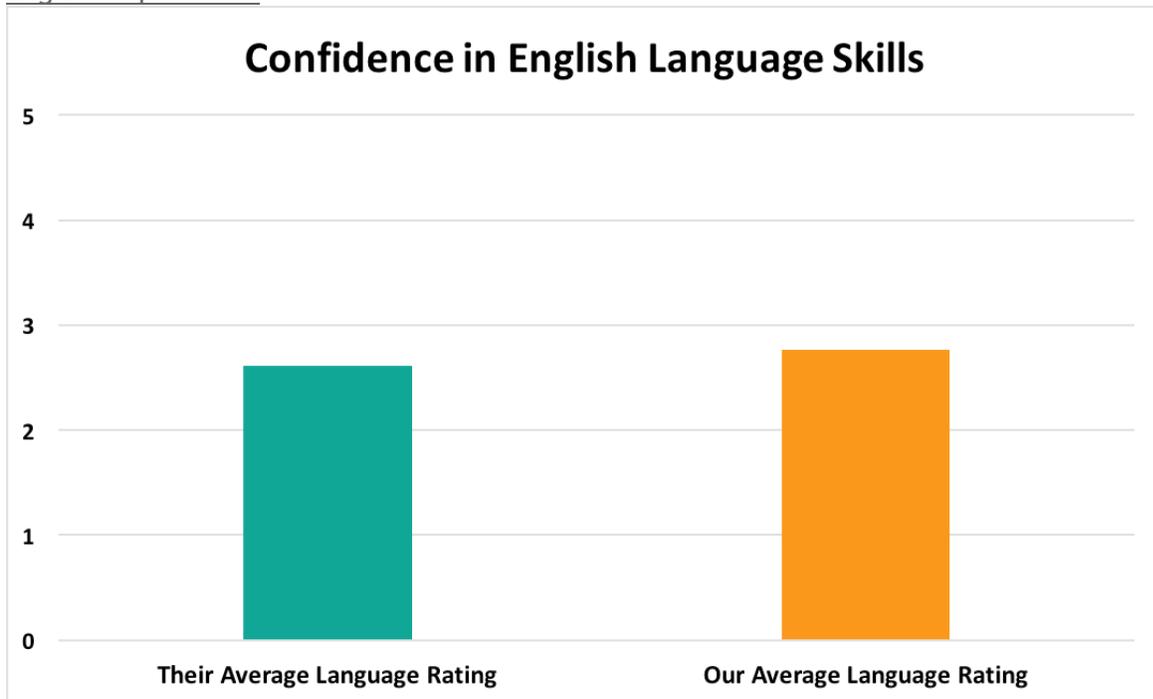
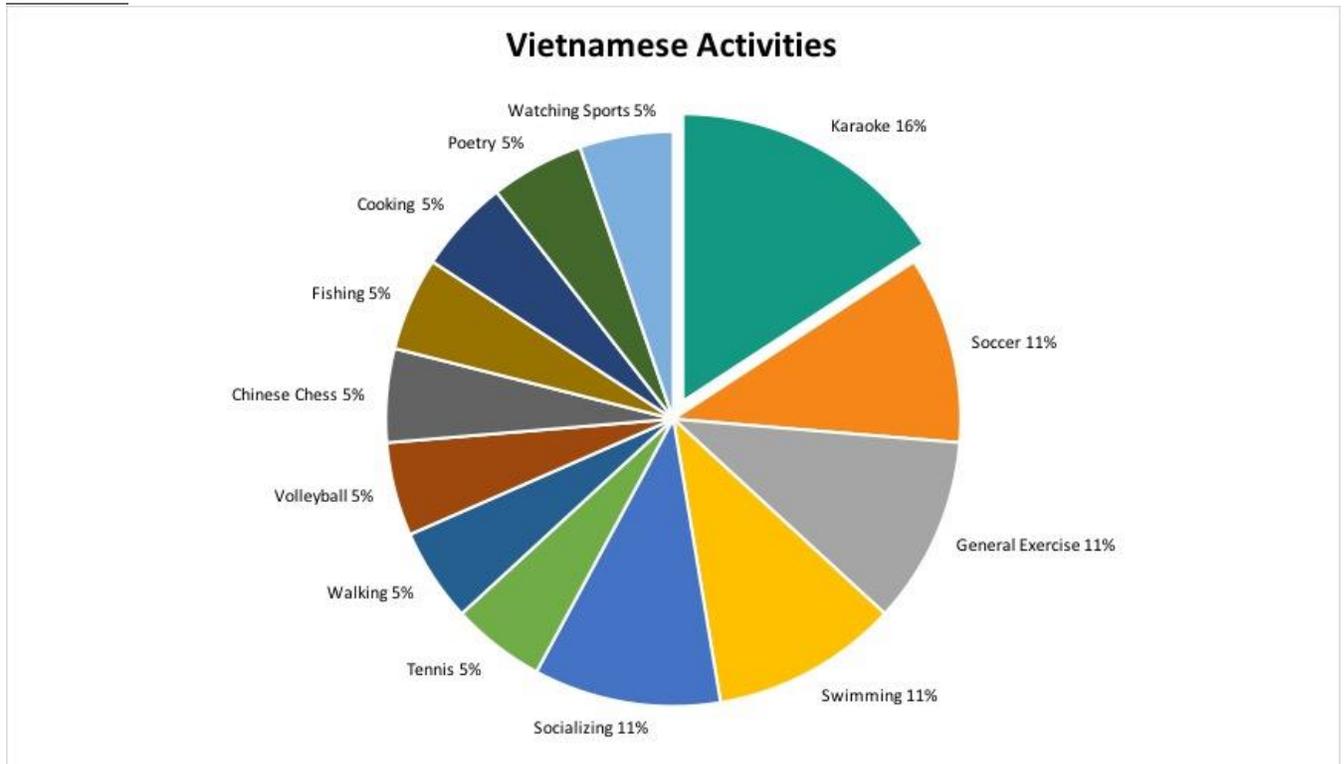


Figure 11: Confidence in English Language Skills

One of the major observations is that many of them struggle with speaking English. In fact, their rating of their English capabilities and our ratings of their English capabilities were fairly consistent. We found that it was useful to target the younger population for their English abilities and for translations if needed. This targeting helped because the younger Vietnamese were more open to talking with us. In some cases, other older Vietnamese were able to translate for their friends but this only happened once.

## Activities



**Figure 12: Vietnamese Activities**

The Vietnamese are diverse and distributed in activities that they enjoy. There was not one activity that accounted for more than 20% of the people that we interviewed. Each person we talked to have the opportunity to list their favorite three to five activities but only 4 out of 13 did so. We had 2 out of 13 give us two choices, 4 out of 13 gave us only one activity and three people didn't give us any. Based off our data, karaoke is an activity that is most enjoyed by the Vietnamese. During our visits at the SEAC we noticed that they do indeed have a karaoke machine for people to use and we have heard them using it. While we were there, we heard them singing and listening to today's top radio hits. The other four popular activities were soccer, gym, swimming and socializing. Soccer, again, emerged as one of the most popular choices due to its global popularity. If implemented at the Y, it could be useful in uniting people from different ethnic backgrounds. We were told using the gym is a favorite activity which we are interpreting as lifting weights or working out, but could mean using a gymnasium. The gym, swimming and socializing are all available at the Y and would prove to be useful in attracting the Vietnamese population. Even though they are still important to note, each of the other activities were stated by a single person and do not give us insight into what the general population enjoys.

## Knowledge of the Y

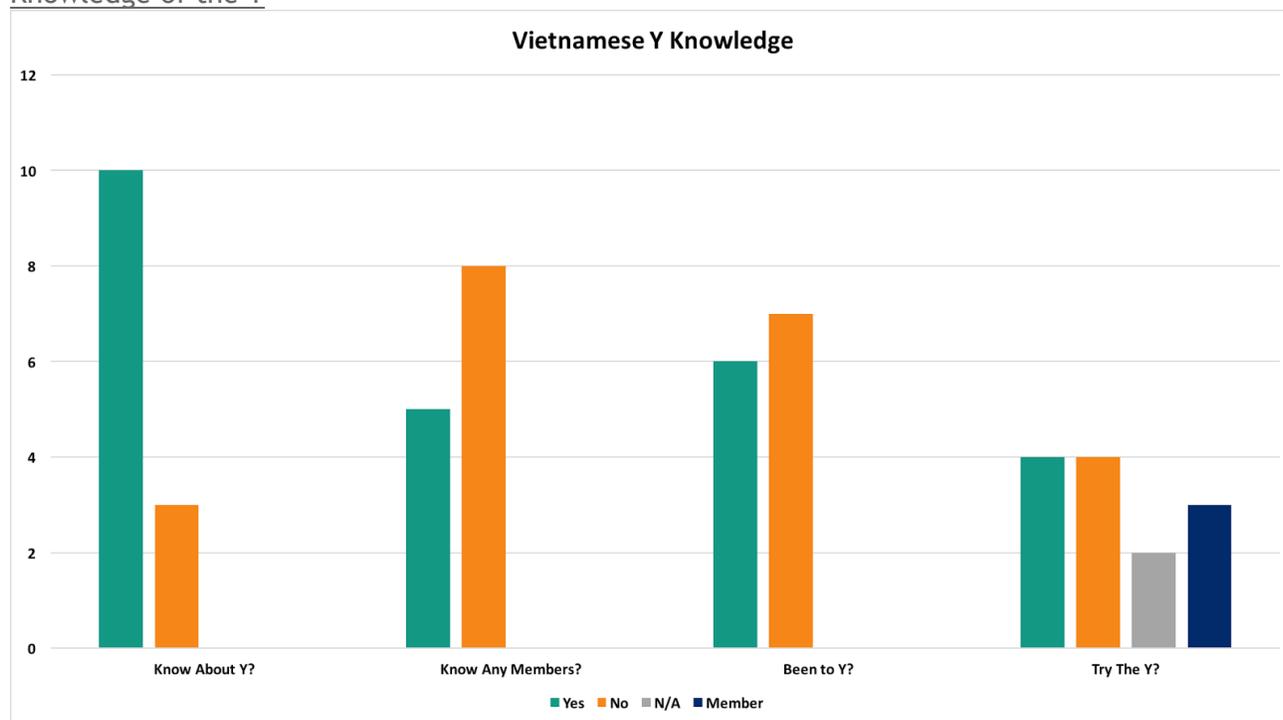


Figure 13: Vietnamese Y Knowledge

In our interviews with the Vietnamese, we found that many of them had a knowledge of the Y but very little experience with it. While 77% of Vietnamese knew about the Y, this data was likely skewed due to the fact that most of our interviews were conducted at the Mekong Market which is directly across Main St from the Y. While many know about the Y, only half of those know any members. Also, when asked if they had ever been to the Y, slightly fewer responded with “yes”. This slight increase could potentially be due to parents having their children in the after school program at the Y. Lastly, the Vietnamese positions varied on trying the Y. 4 out of 13 said they wanted to try the Y and 4 said they did not. 2 Vietnamese did not respond and 3 were already members.

## Ghanaian

Through our interactions with Olu’s Barber Shop, Anokye Krom, and reviewing census data we determined that Ghanaians were an appropriate target population for our study. One of the most important reasons that we decided to target this group was that we had heard a lot about African populations when we made our initial calls to organizations. When we asked what some of the largest groups in the city were and groups they worked with, Ghanaians were often brought up. Another reason why we wanted to focus on Ghanaians was that most Ghanaians speak English. This lack of a language barrier made our investigation of this group much easier because translation was not a problem. These findings helped to ease our investigation because once we had contact and could visit an organization, we were able to conduct many interviews.

## Age/ Gender Distribution

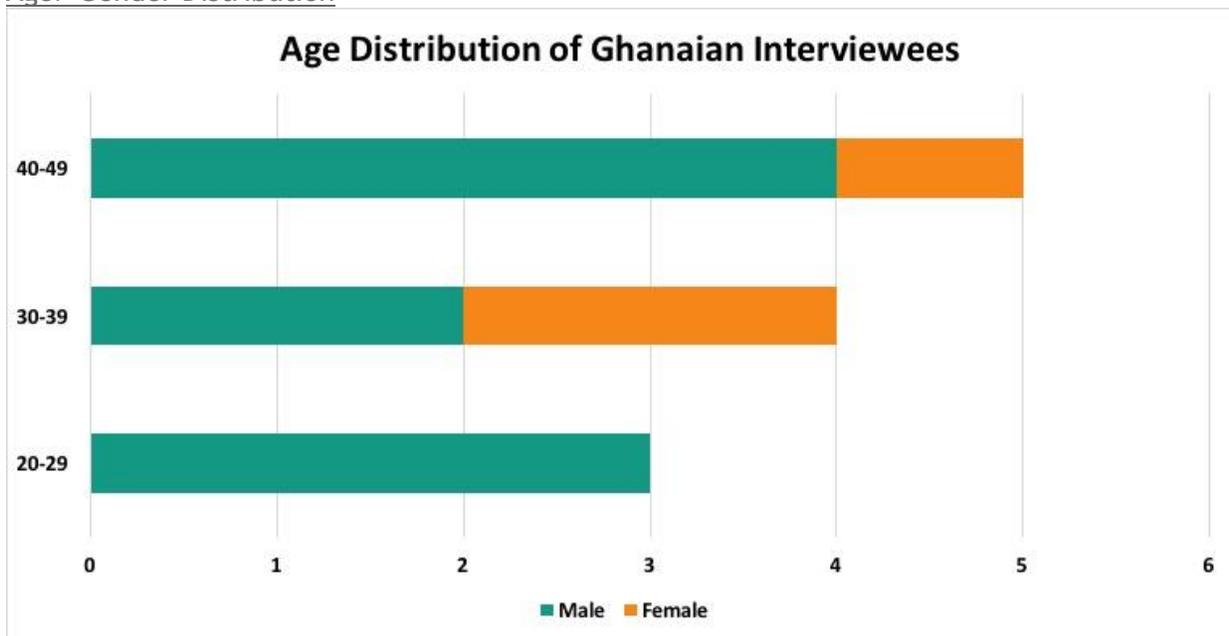


Figure 14: Age Distribution of Ghanaian Interviewees

As shown in the graph above, there were more males interviewed than females. The absence of females in our interviewing was mainly due to the fact that many of the people that were at Anokye Krom and Olu's Barber Shop were males. The dearth of females in our data potentially may have skewed our conclusions about appropriate activities for the Ghanaian population.

## Native Language

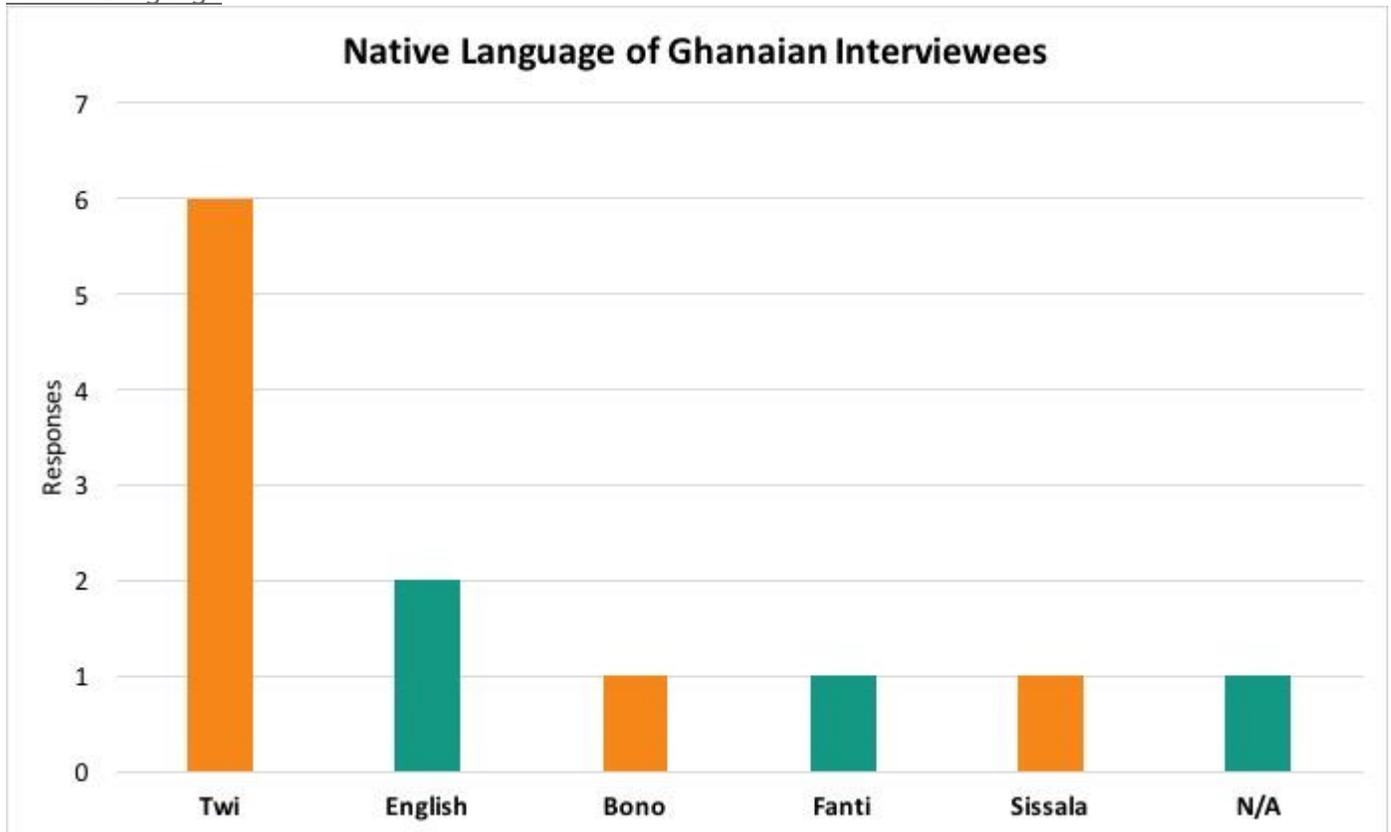


Figure 15: Native Language of Ghanaian Interviewees

From the Ghanaians that we were able to interview we found that Twi was the most prominent language spoken. We were told that there are a large number different languages that are attributed to various regions of Ghana. The fact that English is the second highest spoken native language in our data is logical since it is the national language of Ghana.

## English Capabilities



**Figure 16: Confidence in English Language Skills**

On average, this group's rating of their English capabilities was similar to our rating of their English capabilities. This group, on average, was rated as having the highest English capabilities. This observation makes sense because English is the national language of Ghana.

## Activities

The Ghanaians listed many different activities that they enjoy. The majority of Ghanaians that we talked to listed soccer as their favorite activity. Each person we talked to have the opportunity to list their favorite three activities and 6 out of 15 did so. We had 7 out of 15 give us two choices, 2 out of 15 gave us only one activity. While soccer gained the most responses, tennis, reading, socializing and outing/going to parks were all tied for the second most popular responses. This group supports the claim that the Y needs to implement soccer and tennis programs. While the Y already offers opportunities to socialize, go outdoors, play basketball and volleyball, they currently do not have soccer or tennis programs.

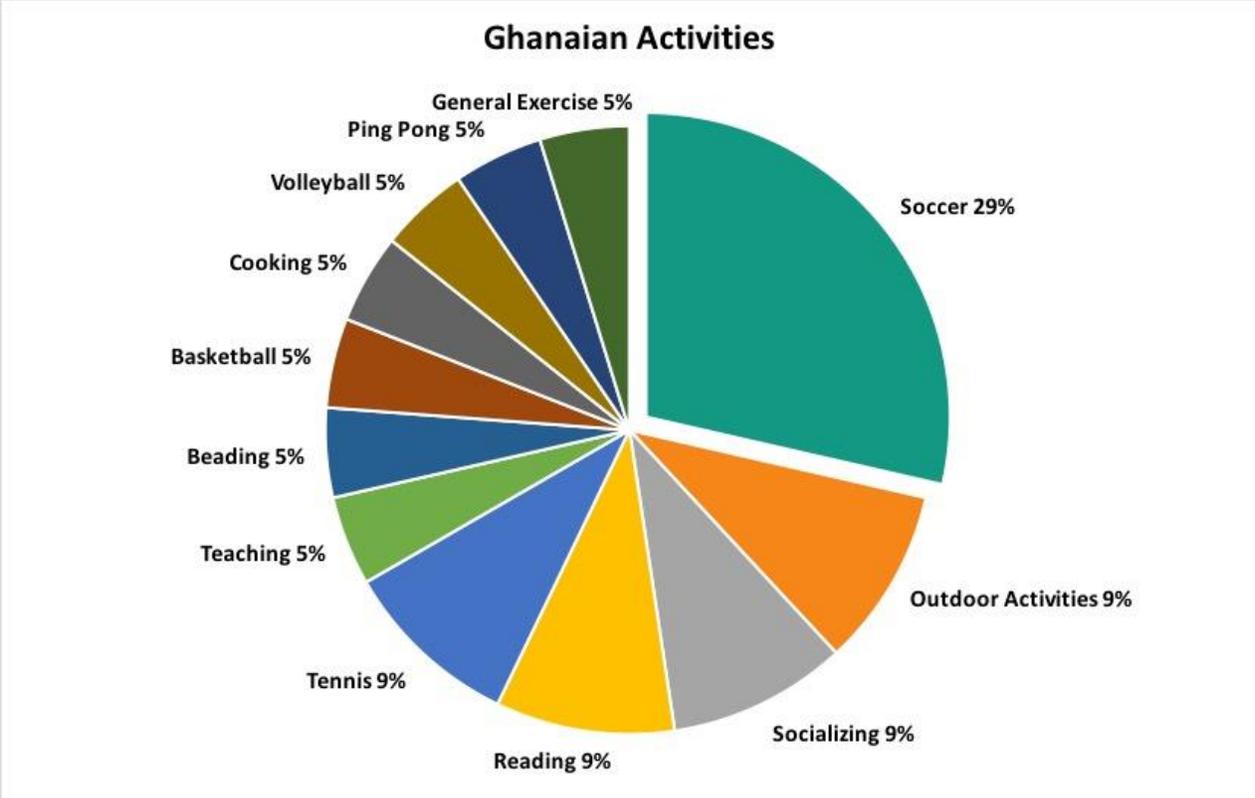


Figure 17: Ghanaian Activities

## Knowledge of the Y

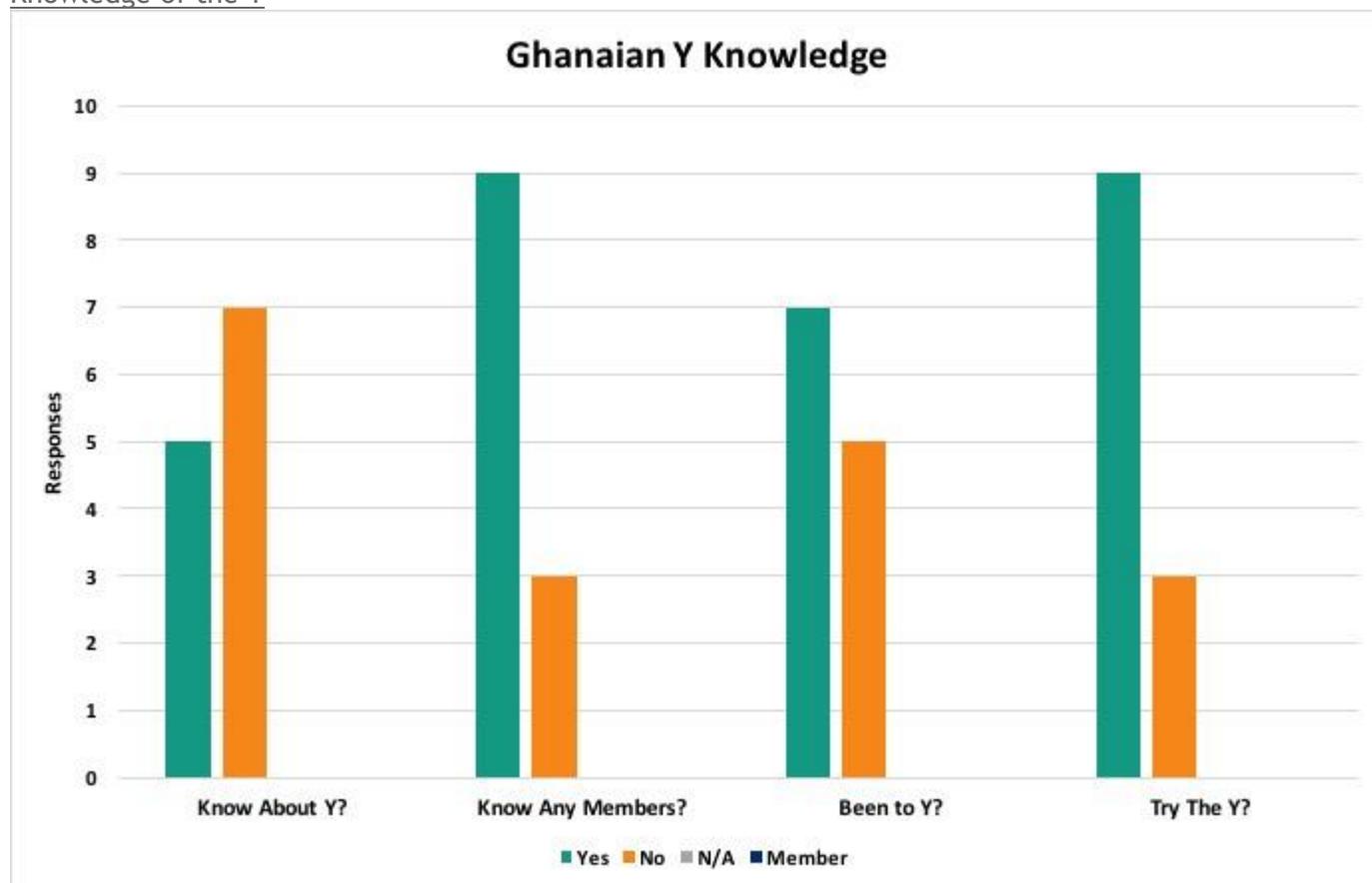


Figure 18: Ghanaian Y Knowledge

Although 5 out of 12 of the Ghanaian interviewees knew about the Y, 7 out of 12 did not. This data is influenced by the type of interviewee, because if the interviewee was a parent, there is a much higher chance that the individual has heard about the Y through the school or have children enrolled in the programs at the Y. 9 out of 12 interviewees knew someone in the Y while the remaining 3 did not. 7 out of 12 of the interviewees had been to the Y and 5 out of 12 had not. Finally, 9 out of 12 of the interviewees were interested in going to the Y and 3 out of 12 weren't.

## Iraqi

This section includes all the interviewees that identified as Iraqi. There was one interview that we got with a man that said he was born in Kuwait but identified himself as Iraqi. The data that he provided is included in this section. We obtained most these interviews during the Learn to Swim Sessions that are currently being offered at the Y for the month of April. This group has been very difficult in contact with since they are very private. Unfortunately, we were not able to obtain more than ten interviews within our short time span that we had to conduct interviews.

## Age/ Gender Distribution

All the data that we collected for this ethnic group was from males. It is important to note that many Iraqi women do not go swimming because they find it hard to find a bathing suit that covers them enough that they feel comfortable. It is also part of their culture that Iraqi women typically stay in the house and take care of the children, which would not allow them time to go to adult swim classes. This absence of females possibly skewed the data to favor male opinion.

### Native Language

Every Iraqi that we interviewed was brought up speaking Arabic.

### English Capabilities

All the Iraqis that we spoke to were fluent in English. We had no problem understanding what they were saying and they fully comprehended what we were asking them. Some of the Iraqis we talked to underestimated how well they spoke English and kept apologizing. They could not have been further from the truth and we were pleasantly surprised by the mastery they possessed of the language.

### Activities

From the few surveys that we were able to obtain we found that soccer, swimming and weightlifting/working out were the three largest activities that Iraqis enjoy. This works well in the Y's favor since they already offer swimming and have a wellness center for working out.

### Knowledge of the Y

Since most of the Iraqis that we interviewed were at the Y, their knowledge of the Y is apparent. The questions relating to Y knowledge that we asked the prior groups obviously did not apply to the Iraqi population.

### Brazilian

As our project progressed we had little luck in getting in touch with Brazilian immigrants. We contacted over twenty organizations around the city that assist in the integration of immigrants and few to no organizations mentioned Brazilian immigrants. During our background research and field research, we found that there are many Brazilian immigrants that own their own businesses and thus would not need any help from outside organizations.

We visited and dined at Pampas Steakhouse in Worcester and observed that the majority of its employees were indeed Brazilian. This observation shows that the community helps one another by hiring their own ethnicity and making sure they have work. We conducted an interview with one of their young waitresses and she confirmed that Brazilian immigrants are typically self-sufficient and do not require much outside help. She also confirmed that many Brazilians are now moving back to Brazil after living in the United States which we had also learned in our research. She said many wanted to come here to earn money but ultimately wanted to return home to Brazil.

We were fortunate enough to be able to interview a student at WPI who was born and raised in Brazil. She also touched on how Brazilian Immigrants as a whole were self-sufficient and did not feel handicapped at all even though they are in a new environment. Using this student as an example, she did an exchange student program here in the United States in high school and did not live here full time until her first year of college. She is now a member of a sorority on campus and various other clubs. She is a shining example of how many Brazilian immigrants have adapted well and how outside help isn't really required.

In both of these interviews it was clear that Brazilians seemed to have all they needed already. Both of our interviewees spoke English remarkably well, so communicating with them was never an issue. Neither mentioned a community meeting place or somewhere that Brazilians gathered. Even at Pampas Brazilian Steakhouse we were told that the majority of people who dine there are Americans. Without a center or place of gathering it has been very hard to get in touch with a large portion of the immigrant population.

One of our sponsors also visited her usual hair salon that is owned and operated by a group of Brazilian women. She inquired for us if we could set up a time to interview them and some of their clients. Despite our request, they denied us the opportunity to survey there because they did

not want us to intrude on their privacy; perhaps for reasons such as undocumented workers not wanting to be found out. Without this source of information, our opportunity for finding a substantial Brazilian population decreased.

For these reasons we decided not to focus on the Brazilian immigrants. This group does not seem like they need many services and take care of each other. In our interviews we were told that soccer is a preferred activity by the majority of Brazilians. Brazil is known worldwide for its love of soccer and as recently as the Summer of 2014, Brazil held the World Cup. Having soccer programs could attract Brazilians who might not have a place to play. Facilities during the winter months could prove valuable in attracting this group since there are very few places to play with the harsh weather conditions. Indoor leagues during the winter and outdoor leagues during the summer could prove to attract many Brazilians.

## **Comparisons Between Groups**

Throughout our many interviews with various people, organizations, and businesses, we found many similarities between the groups that we identified. Such similarities include

- Need for a common meeting place
- Lack of transportation
- Lack of free time
- Hesitant to break away from ethnic group
- Soccer as a popular sport

In multiple interviews with directors of organizations, one common sentiment was the lack of a common meeting space for the many ethnic groups around Worcester. In many cases, these ethnic groups wished they had a common space where they could practice their cultural traditions and could serve as a place to make and sell their goods. The Vietnamese and Burmese already have such a space at the Southeast Asian Coalition (Appendix A-8), where they can interact with their community and practice their traditions such as Dragon Dances and Kung Fu.

Another major issue among these groups is the lack of transportation. In many of our interviews, our interviewees discussed that many refugees have no form of transportation due to their scarce funds. These immigrants and refugees are often in danger, particularly in the winter months, of physical harm without a personal vehicle or access to other forms of transportation. Having proper transportation would allow for them to find better jobs, their kids to attend school regularly, and access various avenues of opportunity.

Lastly, these immigrants and refugees often have a lack of free time to utilize. With much of their time spent working to support their families and caring for their children, these people do not have time to exercise or go out and relax. The other side of their lack of free time is that many of these people are hesitant to break away from their ethnic group and venture into the community; whether that is due financial reasons or the language barrier. Instead of moving into the greater Worcester community, much of their free time is simply spent at home with their families. Their lack of free time is a major reason why the Y does not see these groups very often.

The factors mentioned above are a few of the qualitative responses we have recorded; however, there is quantitative data on the similarities between the groups. This data mostly pertains to the activities they enjoy and thus it is very beneficial to this study. Throughout the groups, the favorite activity was soccer. As a global game, soccer is popular among many countries around the world despite its relatively youthful state in the United States. There was also the sentiment that there is no common place in Worcester to play the game with many of these ethnic groups

finding small parks around the city to play. They wish they had a common space where they could play in larger groups in a more organized setting.

## CONCLUSIONS/ RECOMMENDATIONS

### Introduction

As mentioned earlier, in a study on immigrants in an Australian community, three main reasons for immigrant involvement in sports were to learn English, socialize with others in the community, and settlement support from those also involved. Being able to understand the basics such as the culture and language of the host country is crucial and can be accomplished easily and effectively through the environment that playing team sports provides. Moreover the Y already has access to many of the facilities that are needed for setting up these sports. Sports such as soccer and sepak takraw require little capital needed for things such as goals, nets and balls. Given the highly diverse community present in Worcester and the nearly unanimous interest in soccer by all the newcomer groups we researched, soccer is easily our first recommendation to the Y for extensive development. Neighborhood based programs such as the Cultural Exchange Through Soccer program have been running since 2003 and hold well planned games leading up the Worcester World Cup event (Rentsch, 2014). This demand for soccer is presently being recognized by the City of Worcester City Manager, Ed Augustus, who said in a Telegram and Gazette news article that the city is finishing plans to set up two full length soccer fields, one at Columbus Park and the other at Greenwood Park (McFarlane, 2015).

The following recommendations cover four major areas that the Y should consider:

- Programs
- Services
- Strategies
- Future Projects

### Programs

Through our work on this project, we generated a list of four programs that we believe would help the Y to benefit immigrant and refugee groups in the city.

- Soccer
- Sepak Takraw
- Self-Defense Classes
- Cultural Nights

These results work in the Y's favor since they already have both a wellness center, a gymnasium, and studio space. We believe that these programs would be popular among the immigrants in the city and would help to increase these group's awareness of the Y. We believe that once immigrant groups are at the Y they will become aware of the other activities that the Y already offers.

#### Soccer

One of the most prominent activities that is not currently offered at the Y is soccer. Soccer was a remarkable response for each ethnic group that we interviewed and the highest response with the combined results. The Y has multiple options it can look into to form a soccer program. The first option would be to have soccer goals set up outside at Fuller Family Park across Murray Avenue. We have seen many people kicking a soccer ball around at the park behind the Y. If the Y set up a goal in that park, it could raise awareness by bringing people close to the Y. The only problem with this option is that the park is not big enough to hold a regulation sized soccer field which is roughly 90 x 115 yards. If soccer were to be played, there would only be room for one

regulation goal or potentially a small field for small sided matches with small goals (5 vs 5). These groups are looking for quality and there are other places they could go to obtain it.

A second option would be to create a field at the Y's Camp Blanchard campgrounds in Sutton, MA. We have been told that there are spacious sports fields that could house a regulation sized soccer field. These fields would provide an ideal amount of space and could attract these newcomer groups. Issues that this idea pose are a lack of transportation and scheduling conflicts for most immigrants.

If these obstacles were to be dealt with, there would still be one major obstacle in the way of a year round soccer program, New England's winter weather which can last for upwards of five months. Many athletic organizations have been able to hurdle this problem by implementing air supported domes. These domes would shield the fields from the snow and can be climate controlled. Domes can be either permanent or seasonal depending on the need. We would advise the Y to purchase a seasonal dome if they decide to go with this strategy so they could take it down during the summer months. When discussing this on the phone with Yeadon Air Supported Structures, we were told that they could either send people out for set up and disassembling or they can teach the staff how to assemble and disassemble it.

Another form of soccer that can be offered year round is called futsal. Futsal is a type of indoor soccer that is played on a hard surface such as a basketball court and uses a ball that is slightly deflated or filled with sand. The current gymnasium at the Y can be used for this sport and the lines that are on the basketball court can be utilized for this game. The only cost to the Y would be the ball which costs between \$15 and \$20 and two small goals for each end. If the Y wanted to sponsor a league then they would have to hire a referee. The games for futsal have a running clock for two 25 minute halves with a 5 minute half time. Therefore the cost of a referee per one game would be between \$20 and \$30.

### Sepak Takraw

Sepak Takraw or kick volleyball is a popular sport in Southeast Asia that uses a ball that is made of rattan or palms. This game requires the players to use their feet, knee, and chest or head to keep the ball in the air or hit the ball over the net to the opposing team. When the ball hits the floor the opposing team gets a point. This game was a popular response among the Burmese and Vietnamese populations. Sepak Takraw would be easy to implement at the Y. The only expense to the Y would be the rattan ball and possibly a net. The game would be played in the Y gymnasium.

### Self-Defense Classes

Another activity that has been mentioned and observed in our research is a self-defense classes. In fact, 28% of the people that filled out the YMCA Member Survey said that they wanted some type of self-defense class offered at the Y. Self-defense classes were also mentioned as being a favorite activity of the Vietnamese at the SEAC. The Vietnamese typically practice Kung Fu and many of the children are successful in competitions. There could be a minor issue with competition with other martial arts/ self-defense dojos around the city. In order to ensure that the self-defense class is offered at a time where the majority of people can attend, more research would have to be done.

## Services

Many of our recommendations center on the services that the Y can offer to the ethnic communities of Worcester. These services include:

- Exporting YMCA Services to other organizations
- Providing transportation
- Providing refugee services.

### Export Y Services

From our discussions with the various immigrant and refugee organizations around the city, we learned that many of these groups do not like to venture away from their community. We have seen this trend with our use of free day passes to the Y; of the interviewees that we gave day passes to, none have been to the Y to try it out. Our suggestion to the Y is that they “export” their services to the various organizations around the city. We strongly believe that if the Y were to offer a class, such as yoga, at an organization then the clients there would be able to learn about what the Y offers. Having a staff member instruct at another organization would also allow the immigrants to slowly ease their way into the culture of the Y instead of being overwhelmed by all of the options at the Y facility. A downside to this strategy is that many of the ethnic groups do not have one common location where they gather. We have identified a few locations where such services could be exported to; the Southeast Asian Coalition (SEAC), Worcester Refugee Assistance Project (WRAP), African Community Education (ACE), as well as the various churches and religious centers around the city.

### Transportation

A major issue that these immigrants face is their lack of reliable transportation, and it is a major barrier that keeps them from coming to the Y. We recommend that the Y offer transportation to the immigrant organizations. Since the Y already has the school busses that are utilized for the after-school programs, the Y could use these busses to transport groups of people to the Y for the various programs that we have suggested.

### Immigrant and Refugee Programs

One of our main findings in our research is that many of the immigrant and refugee groups are delegated to specific organizations that are set up to help specific groups. We suggest that the Y could consider providing immigrations services to people relocating to Worcester. These services can take many different forms depending on what the Y can handle. Such services include job training, language training and meeting places for these ethnic groups. If the Y does not have the resources available to directly help the immigrants and refugees, it could serve as a directory that can direct newcomers to the appropriate organization if needed.

## Strategies

The two major strategies we suggest that should be implemented by the Y are

- Promotion outside of the YMCA
- Partnerships with organizations

- Targeting second generation immigrants

### Promotion Outside of YMCA

The Y has many bulletin boards and promotional flyers within its facilities; however, in all of our visits to outside organizations we have not seen any promotion. When we asked immigrants if they had ever heard of the Y many said yes but many did not know what the Y's purpose is and the services it offers. We suggest that the Y reach out to these groups by participating in cultural festivals and increasing their community presence. During our project we attended ACE's Spring Festival (Appendix I) where they showcased traditional activities. We believe that the presence of the Y with an informational table, flyers, and people that could explain their services, would attract many new members as well as spread the word in their respective communities. Likewise, this can be done at the Asian Festival that is scheduled for June 28, 2015 where the Y could set up an informational booth. Once some people in these groups get involved it could prompt more to join.

We also believe that promoting these programs on social media could be beneficial for the Y. The Y already has a very active Facebook page and Twitter account, but if it could connect with other organizations via social media platforms it could be beneficial. Some of the organizations that we have been in touch with have a social media presence as well with their own followers. If the Y were to add or follow these groups online it could attract some of their friends and/or followers. Someone looking at the online page of the organization that they are affiliated with might see that the Y also followed this group and they might click on the Y's page to find out more about these various programs. Since the Y is very active online, people interested would have no problem finding what they were looking for as well as discovering services that they had no prior knowledge of.

### Partnerships with Organizations

As important as an online partnership with these organizations would be for the Y, we believe a physical partnership would be more important. As stated above, the Y could export some of their resources and services to these different groups and organizations. This would give the Y exposure in an atmosphere that is already familiar to these groups and that they are comfortable in. This could also be a chance for the Y to open its doors to these organizations and let some of their staff in as well. We found that there is a lot of interest in martial arts or self-defense which is already taught at the SEAC. If the Y were to implement such programs they could offer people from the SEAC opportunities teach martial arts classes to the current Y member. These partnerships would allow for relationships to be built between the current Y members and people from the multiple ethnic communities.

### Targeting Second Generation Immigrants

A key strategy in all of these programs is that we recommend that the Y primarily focus its attention on immigrants that are second generation and beyond. Most immigrants that come here are not focused on going to the gym and participating in services that the Y offers since they need to constantly work to support their families. Since the first generation establishes the family here, teaches the language and the culture, it would make the later generations more likely to join. These

later generation people grow up accustomed to the majority of ideals and culture in the United States and they are also much more fluent in English than their first generation parents. This younger group is likely to have more time to devote to programs available at the Y and be able to spread the word to friends and family.

One issue that may arise when focusing on the second generation is the cost of a Y membership. This cost can be combated using a financial assistance program that the Y offers. Another option is for these immigrants or refugees is to be sponsored to go to the Y either by the state or another organization.

## **Future Projects**

### During ID 2050

During our preparatory course, ID 2050, and our IQP, we discovered many methods that did not work for us and many that we wished we had utilized. Reflecting on these methods, one major suggestion that we have for future groups is that they begin with more broad groups of immigrants. In our process, we defined our newcomers as Brazilians, Iraqis, and Vietnamese; however, during IQP we discovered that these groups were too specific and we had to alter our methods to fit broader groups. Groups we wished we had defined were Southeast Asians, Western Africans, and Middle Eastern. These groups give more room for research as well as a larger pool of organizations to work with. While these groups can be refined later in the project, it is wise to start broad and gather the necessary information and then decide what specific groups are to be focused on.

To refine these groups we recommend that future project teams identify organizations and contacts around the city during ID 2050. We found many useful contacts (Appendices A, B, and E) around Worcester that work with immigrants and refugees. These contacts were helpful in our project but we suggest that these connections be made earlier so that the ground work can be laid out before the project begins. In our project, the first two weeks were largely spent meeting contacts and setting up meetings. While we were successful in this, it did not leave an ample amount of time for collecting data. Also in contacting organizations, we suggest that the project team find the many ethnic businesses around the city that are ingrained in these various communities and will know the cultures and can lead to further contacts.

After these connections have been made, the groups can be mostly solidified before the project starts. Having the groups finalized, helps greatly in the process of targeting specific organizations to work with as well as smaller details such as translations. Translations proved to be a major obstacle for many reasons; one reason being with consent to interview. One example of this would be to get the permission slip translated in the languages of our target ethnic groups before the project. A major obstacle that we ran into when trying to interview certain ethnic groups was that much of the target ethnic group that was easily accessible was children. However, we could not interview anyone under 18 unless there was a signed form from their parents. We ran into an ethical issue after that concerning whether or not the parents could fully understand the permission form that they had just signed. To avoid this ethical issue, we avoided using children under 18 for most of the interviews unless a parent that understood English was there to sign a form. By doing this, we may have not obtained as much data as we could have.

Lastly, we found that it would be useful to meet with the Y during ID 2050 in order to solidify the team's goals and many other factors in the project. The fact that the Y is a local organization makes the Worcester Community Project Center special in comparison to WPI's other project centers. In hindsight, we wish that we had worked with the Y to decide what types

of data we wanted to collect much earlier. It took us until about three weeks into IQP in order to decide what combination of quantitative and qualitative information we wanted to gather. Working with the Y during ID 2050 would allow for the surveys and interview questions to be finalized and for the surveys and interviews to begin during the early stages of the project.

### During IQP

The main methods we used for obtaining data during this project were surveys and interviews. Even though we were able to obtain a great deal of information, there were some flaws in the ways that we conducted them. A major obstacle that we faced during this project was the time constraint, which we started to feel during the third week. If we had conducted these interviews during the first or second week, we would have been in a better position for data collection. We had many different forms for interviewing depending on the person, as seen in Appendix D. Questions for the directors of organizations were lengthier and more in-depth, whereas the questions for the immigrants and refugees were more precise and shorter. As we progressed through the project those forms were changed to make them simpler and more efficient. It wasn't until approximately half way through the term that we settled on a strong final product. Based on these issues, we recommend testing the questions before the course starts or within the first two weeks of the IQP.

When surveys were conducted, the forms were left with the organization's directors to set up. At the Y, tables were set up in the main lobby with a sign to attract attention. We also left some in the wellness center alongside other handouts that the Y had stationed. Though we have obtained some results from these methods, we thought we could have conducted our surveying differently to obtain better results. Such as actively asking people to fill out surveys, by being present at the station and asking the questions. This technique may have attracted more people that would have otherwise just walked past the poster and paid it no mind. A disadvantage with this method was that we weren't able to obtain data from our target population since they represented a very small fraction of the members of the Y. Another method of surveying which we thought would benefit this project was online surveys. This would make it more convenient and more easily accessible since they would be able to fill them out any time not just at the Y. The answers that they give us too could be more honest since they would not feel pressured with us being right there or someone seeing them fill out the survey.

One recommendation that was given to us was to use incentives to increase the number of surveys and interviews that were completed. In an effort to increase interview/ survey turnover rate, towards the end of the term we gave free one day family guest passes to all the people that we interviewed. This idea proved to excite the interviewees that we had. Another incentive that we used for organizations was volunteer work. We offered to help out at places such Urban Missionaries in exchange for using their bulletin board in their store to leave surveys. This act allowed the organization to see that we were thankful that they helped us with our project.

In order for another project to be completed, the Sponsor Project Description Form must be filled out. This completed form can be found in Appendix J.

## WORKS CITED

- African Community Education. (2015). About Us. from [http://acechildren.org/index.php?option=com\\_content&view=article&id=94&Itemid=53](http://acechildren.org/index.php?option=com_content&view=article&id=94&Itemid=53)
- Agbemabiese, P. (2015). The Changing 'Face' of African Immigrants and Refugees: The Case of Ghanaian immigrants in Columbus, Ohio.
- RIAC. (2015) *Meeting With Case Worker*.
- Benoit, K. (2014). Worcester's Irish Roots. *Worcester Magazine*.
- Berg, B. L., & Lune, H. (2012). *Qualitative research methods for the social sciences*. Boston: Pearson.
- Bhattacharjee, A., & Open Textbook, C. (2012). *Social Science Research: Principles, Methods, and Practices*.
- Blake, G. H. (2015). Iraq *Encyclopedia Britannica*.
- Burt, L., & Batalova, J. (2014). Refugees and Asylees in the United States. *Migration Policy Institute*. Retrieved February 11, 2015
- Catholic Charities. (2015). Mission. from <http://www.ccworc.org/about/mission/>
- Citytoplists. (2015). Top 101 cities with the most residents born in Brazil (population 500+). 2015, from <http://www.city-data.com/top2/h153.html>
- Coalition, S. A. (2015). Southeast Asian Coalition. from <http://www.seacma.org>
- Cohen, S. (2004). *Social Relationships and Health*. Retrieved from <http://www.psy.cmu.edu/~scohen/AmerPsycholpaper.pdf>
- Cultural Orientation Resource Center. Refugees From Iraq. 2015, from <http://www.culturalorientation.net/learning/populations/iraq>
- Daily, B. The Ethnicity of the Blackstone Valley. Retrieved February 1, 2015
- Fabos, A. (2014). Understanding Refugees in Worcester.
- Fix, M., Zimmermann, W., & Passel, J. S. (2001). The Integration of Immigrant Families in the United States.
- Ghana Embassy. (2015). Language and Religion.
- Hayes, L. (2013). What's the difference between U.S immigrant refugees and asylees? *Visa Now: Global Immigration*. Retrieved February 11, 2015
- History. (2015). U.S Immigration. *The History Channel*. Retrieved February 21, 2015
- Hoefler, M., Rytina, N., & Baker, B. C. (2009). *Estimates of the Unauthorized Immigrant Population Residing in the United States: January 2008*. dhs.gov: DHS Retrieved from [http://www.dhs.gov/xlibrary/assets/statistics/publications/ois\\_ill\\_pe\\_2008.pdf](http://www.dhs.gov/xlibrary/assets/statistics/publications/ois_ill_pe_2008.pdf).
- Immigration Policy Center. (2015). African Immigrants in America: A Demographic Overview.
- Lima, A., & Siqueira, C. E. (2007). Brazilians in the U.S. and Massachusetts: A Demographic and Economic Profile. *Gastón Institute Publications*(Paper 50).
- Lowe, C., Vasconcelos, F., Velasco, A., & Benicio, M. (2007). *Framingham's Brazilian Students and their Families- School, Culture, and Values: A Handbook for School Personnel*. Website: Retrieved from [http://www.framingham.k12.ma.us/equity/documents/handbook\\_noart.pdf](http://www.framingham.k12.ma.us/equity/documents/handbook_noart.pdf).
- McFarlane, C. (2015). Augustus living up to reputation. Retrieved from columnists website: <http://www.telegram.com/article/20150427/COLUMN44/304279981>
- Molnar, A. (2010). History of Italian Immigration. Retrieved February 1, 2015
- Museum, W. H. (2013). Worcester's Industrial Heritage. *Worcester Historical Museum*. Retrieved February 1, 2015

- National Heritage Corridor. Immigration and Settlers. *Blackstone River Valley*. Retrieved February
- Need Help Paying Bills. (2015). Worcester Catholic Charities Assistance Programs. from [http://www.needhelppayingbills.com/html/worcester\\_catholic\\_charities\\_a.html](http://www.needhelppayingbills.com/html/worcester_catholic_charities_a.html)
- OECD. (2006). OECD Local Economic and Employment Development (LEED) Programme.
- Olliff, L. (2008). Playing for the Future: The Role of Sport and Recreation in Supporting Refugee Young People to 'Settle Well' in Australia. *Youth Studies Australia*, 27(1), 52-60.
- Olu. (2015) *Meeting With Olu*.
- Randy Stoecker. (2005). *Research Methods for Community Change*.
- Ray, B., & Morse, A. (2004). Building the New American Community: Newcomer Integration and Inclusion Experiences in Non- Traditional Gateway Cities: Migration Policy Institute.
- Refugee & Immigrant Assistance Center. (2015). Home.
- Refugee Council USA. (2013). Refugee Arrivals by Destination City and Nationality by Calendar Year: 2002-2013. from <http://www.rcusa.org/refugee-admissions-figures>
- Reitz, J. (1980). *The Survival of Ethnic Groups*. Toronto: McGraw- Hill Ryerson.
- Rentsch, A. (2014). Worcester World Cup offers more than just soccer. *Entertainment Stories*. Retrieved from: <http://worcestermag.com/2014/08/07/worcester-world-cup-offers-just-soccer/26103>
- Reuters. (2007). <http://www.reuters.com/article/2007/10/01/idUS119126393845.CH.2400>.
- Ricciardi, D., & Mahoney, K. Washburn and Moen: Worcester's Worldwide Wire Manufacturer. *Worcester and Its People*. Retrieved February 1, 2015
- Rkasnuam, H. (2014). Vietnamese Immigrants in the United States. from <http://www.migrationpolicy.org/article/vietnamese-immigrants-united-states>
- Rushford, D. J. Historical Highlights of Worcester. *City of Worcester, Massachusetts: City Clerk Department*. Retrieved February 1, 2015
- Sepak Takraw. (2015). History and Heritage. from <http://www.sepaktakraw.org/about-istaf/sepaktakraw-heritage/>
- The Research Bureau. (2013). Worcester's Demographic Trends: 2010 Census: Worcester Regional Research Bureau, Inc.
- The Research Bureau. (2015). About Worcester Regional Research Bureau. *The Research Bureau*. Retrieved February 9, 2015
- Tracy, M. N. R. (2009). Encounters Between Immigrant Students and U.S Urban Universities. *Human Architecture: Journal of the Sociology of Self-Knowledge*, 7(1).
- TRIEC. (2011). Toronto Region immigrant Employment Council. Retrieved January 31, 2015
- U.S. Census Bureau. (2010). Profile of General Population and Housing Characteristics: 2010. from <http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk>
- U.S. Citizenship and Immigration Service. (2015). Immigration and Citizenship. *Welcome to the USA*. Retrieved February 11, 2015
- U.S. Citizenship and Immigration Services. (2014). Citizenship and Integration Grant Program. Retrieved January 31, 2015
- U.S. Visas. (2015). The Immigrant Visa Process. *U.S. Department of State, Bureau of Consular Affairs*. Retrieved February 11, 2015
- Urban Missionaries of Our Lady of Hope. (2015). Refugee and Immigrant Services.

- Vo, J. (2015) *Meeting with Jonathan Vo/Interviewer: M. Greene*.
- von Grunigen, R., Perren, S., Nagele, C., & Alsaker, F. D. (2010). Immigrant children's peer acceptance and victimization in kindergarten: The role of local language competence. *BRITISH JOURNAL OF DEVELOPMENTAL PSYCHOLOGY*, 28(3), 679-697. doi: 10.1348/026151009X470582
- Washington Times. (2010). YMCA changes its logo to just 'The Y'. from [http://www.huffingtonpost.com/2010/07/12/ymca-changes-name-to-the\\_n\\_643482.html](http://www.huffingtonpost.com/2010/07/12/ymca-changes-name-to-the_n_643482.html)
- Worcester Refugee Assistance Program. (2012). Volunteer Handbook.
- Worcester Refugee Assistance Project. (2012). WRAP Volunteer Handbook.
- WPI. (2015). Founders. 2015, from <http://www.wpi.edu/academics/library/collections/founders.html>
- YMCA. (2012). The YMCA Blue Book: World YMCA Movement in Review. *The YMCA Blue Book*. Retrieved January 25, 2015
- YMCA. (2015a). ABOUT US. *The Y*. Retrieved January 25, 2015
- YMCA. (2015g). HISTORY. Retrieved 2/1/2015, 2015
- Young-In, O. (2012). *Struggles over Immigrants' Language: Literacy Tests in the United States, 1917-1966*: LFB Scholarly Publishing LLC.
- Zhou, M. (2001). *Straddling Different Worlds: The Acculturation of Vietnamese Refugee Children*.

## APPENDIX A: ORGANIZATION DESCRIPTIONS

Within this Appendix is background information on the various organizations that we interacted with during the course of this project. These organizations serve a variety of different services but were all very helpful in our research and execution of this project.

### A-1 YMCA

The Youth Men's Christian Association (also known as the YMCA or the Y) is an internationally present community based organization, whose belief is based on investing in "empowering the youth" (YMCA, 2015a). It is a non-profit organization, supported through charitable contributions, membership dues and program fees. Any revenue made is directed back into the organization (YMCA, 2015a). At the time this organization was established in 1844, London, England was well into its Industrial Revolution (YMCA, 2015g). New opportunities lured young men and women from the rural areas to London in search of employment. A byproduct of this rapid migration was poor living standards and involvement in dangerous influences for the "newcomers" (YMCA, 2015g).

George Williams, farmer turned department store worker was troubled by what he saw. Along with 11 of his friends, he helped form the first Youth Men's Christian Association in 1844. Their objective was "improvement of the spiritual condition of the young men engaged in houses of business, by the formation of Bible classes, family and social prayer meetings, mutual improvement societies, or any other spiritual agency" (YMCA, 2015a). The organization provided the youth with a refuge from their old way of living by surrounding them in a safe environment. This idea influenced sea captain Thomas Valentine Sullivan to provide a safe haven to sailors and merchants, by establishing the second YMCA at the Old South Church in Boston on December 29, 1851 (YMCA, 2015g).

After more than two years of research, the YMCA officially rebranded itself as the Y in 2010. This change had been the first to the logo since 1967. Kate Coleman, senior vice president and chief marketing officer of the YMCA of the USA says that the change in the logo was made to better the public's understanding of their mission and a desire for a fresh look. They concluded from their research that people didn't "realize or understand why we do what we do" (Washington Times, 2010). Today the Y has 11,200 organizations in 199 countries reaching 58 Million people (YMCA, 2012). Today's Y's offer a range of activities and offerings such as yoga, leadership classes, daycare and many more. Although the activities have changed, the mission of "empowering the youth" still continues and offers a home away from home for many.

#### YMCA Central Community Branch

##### "ABOUT US

The Central Community Branch of the YMCA of Central Massachusetts is conveniently located at 766 Main Street in the heart of the city. Built in 1920 this YMCA is one of the best-kept secrets in Worcester. We (recently completed a multi-million dollar renovation to our facility and invite you to stop by for a tour or a visit.

Our Central Branch staff and membership reflect the rich diversity of our city. We are a community of members that are like friends and family to each other. The Central Branch is well known for being a safe and positive place for teens,

providing some of the best opportunities available for this tough-to-reach age group. If you have not been by to visit Central recently you do not know what you are missing” (YMCA, 2015a).

#### BRANCH AMENITIES:

- 2 Indoor Pools (one lap pool)
- State-of-the-Art Wellness Center
- Newly Renovated Full size gymnasium
- 2 Group Exercise Studios & Boxing Gym
- Indoor & Outdoor Track
- 3 Racquetball & 2 Squash Courts
- Rock Climbing Wall
- Family Locker Room
- Steam and Sauna Rooms in Locker Areas (excluding Family Locker room)

#### Leadership Branch

- **President/CEO- Kathryn Hunter**
- Vice President- Operations/Coo- Kenneth Mierzykowski
- Executive Assistant- Carol Lucke
- Vice President- Administration/ CFO- Michael Strand
- Director of Financial Planning and Analysis- Rick Crocker
- Accountant- Miriam Lamprey
- Controller- Julio-Acero Nali
- **Director of Marketing and Public Relations- Sharon Henderson**
- Director of Information Technology, Diversity and Inclusion- Doris Harrison
- Human Resources Senior Director- Suzanne Waldron
- Human Resource Director- Fabiola O'Donnell
- HR Clerk/ Assistant- Swee Ng
- Director of Institutional Advancement- Eileen Pinchuck
- Director of Capital Campaign and Managing Partnerships- Leah B. Larson
- Associate Director of Institutional Advancement- Jill Connell
- HR Assistant/ Payroll Clerk & Assistant to VP of Administration- Holly Ricard
- Accounts Payable Coordinator- Becky Brutto
- Network Administrator- David Sun
- Web Designer/ Innovator- Victoria Rivera
- **Regional Executive Director- David Connell**
- **Associate Executive Director- Pam Suprenant**
- Community Relations Director- Brenda Jenkins
- Welcome Center/ Child Watch Director- Nadline Anderson
- Teen Director- Amie Cox
- Facilities Director- David Elliot
- **School Age Child Care Director, YMCA- Alden- Sarah Levy**
- Preschool Director- Diana Rolashevich
- Lakeside, School Age Child Care Director, Lakeside- Emily Ojeda
- **Wellness Director- Andrew Sharry**
- Camp Director- Sarah Sparrow
- **Aquatics Director- Lillie Skerry**

\*\* Names in red are the people we've interacted with (YMCA, 2015a).

## **A-2 Worcester Polytechnic Institute**

Worcester Polytechnic Institute is private University in Worcester, Massachusetts founded in 1865 as one of the nation's first engineering and technology universities. It was founded by John Boynton and Ichabod Washburn with emphasis on accomplishing both theory and practice through equal emphasis (WPI, 2015).

## **A-3 African Community Education (ACE)**

The African Community Education program is a non-profit organization located on 24 Chatham Street in Worcester, Massachusetts. They help children who have moved to Worcester County, from Africa due to political/ social instability and war. ACE helps to address the lack of meaningful education in their past by providing them with extra help in a place where they can learn, participate in cultural activities, and obtain guidance for life in the United States (African Community Education, 2015).

## **A-4 Anokye Krom**

Anokye Krom is an African restaurant located at 687 Millbury Street, Worcester, MA. This restaurant is popular and specializes in Ghanaian dishes but also serves people of all ethnic groups. These dishes are placed at affordable prices and there are many to choose from.

## **A-5 Catholic Charities**

The Catholic Charities located at 10 Hammond Street Worcester, MA 01610, directs its attention and resources to the less fortunate and those who are at risk but without help. They help people in need regardless of race, ethnicity, culture, religion and developmental challenges (Catholic Charities, 2015). They offer Christmas and Thanksgiving meals for homebound seniors and those who would be alone on the holidays. Their efforts are fronted by the effort of many volunteers who spend those holiday meals with those people, give home care to the needy and assist in tutoring and teaching adults and immigrant youth. Catholic Charities also has programs in place to assist the needy in finding temporary and permanent housing (Need Help Paying Bills, 2015).

## **A-6 Mekong Market**

The Mekong Market is an international supermarket run by Vietnamese immigrants. It has all kinds of international foods along with fresh fruits and vegetables and fresh produce. The Mekong Market is located at 747 Main Street in Worcester, MA. While the market has all kinds of international foods, their selection consists of mainly Asian food.

### **A-7 Olu's Barber and Hair Beauty Salon**

Olu's Barber and Hair Beauty Salon is a barbershop and a beauty salon located on 687 Millbury St. in Worcester, MA. It was started in 2010 by Mr. Olu who was an immigrant from Ghana himself. He helped us gain an in-depth understanding of the Ghanaian immigrant experience.

### **A-8 Refugee & Immigrant Assistance Center**

The Refugee & Immigrant Assistance Center (RIAC), formerly known as the Somali Women and Children's Association, was established in 1993. It is a community-based, grassroots organization dedicated to promoting educational and socio-economic development in the Massachusetts refugee and immigrant communities. RIAC began its resettlement program in 2001 and has since successfully resettled refugees from various countries. This organization offers a variety of services to these refugees and immigrants such as refugee resettlement services, post-resettlement support services, community education & outreach, and counseling services (Refugee & Immigrant Assistance Center, 2015).

### **A-9 Southeast Asian Coalition (SEAC)**

The South East Asian Coalition of Central Massachusetts (SEAC) was founded in 1999 and became a non-profit organization in 2001. Since its founding the SEAC has been helping in successful integration of the South East Asian Population in Worcester while also giving them a place to retain their unique cultural traditions. The groups they serve include Vietnamese, Laotians, Cambodians and many more. Even though Vietnamese is their largest population, there are seventeen different languages that are spoken in their building. The SEAC has programs including ESL, cooking classes, and martial art classes. This organization also provides space for their community to enjoy activities such as karaoke, ping pong, exercise and relaxing/socializing. They have many connections with other organizations in the community that work with other minority/immigrant groups so that they can hold joint programs to help bring the community together and help with integration. Their staff consists mainly of volunteers and they accept donations. The SEAC is located on the fourth floor at 484 Main Street, Worcester MA (Coalition, 2015).

### **A-10 Urban Missionaries of our Lady of Hope**

The Urban Missionaries of our Lady of Hope is a nonprofit organization founded in 1979 to assist immigrants and refugee in need. This organization sponsors immigrant families that have just arrived to the United States and provide housing and services for them until they are self-sufficient. The Urban Missionaries also operates the "Little Store," located at 242 Canterbury Street. They sell a variety of donated goods at inexpensive prices and operates as a food bank for immigrants. These goods include clothing, shoes, furniture, and other necessities. Urban Missionaries offers many classes for the immigrants that educates and empowers them to improve their lives. All of the programs are heavily reliant on donations as well as volunteers (Urban Missionaries of Our Lady of Hope, 2015).

## **A-11 Worcester Refugee and Assistance Project**

The Worcester Refugee and Assistance Project (WRAP) is a non-profit organization that is committed to helping local refugees primarily from Burma. This organization works to ensure that these refugees become self-reliant, economically independent, establish a true community, and learn how to access services that could assist them. WRAP holds activities at the Southeast Asian Coalition at the Denholm Building at 484 Main Street Worcester, MA in Suite 400.

## **A-12 The Worcester Regional Research Bureau**

The Worcester Regional Research Bureau is a non-profit organization that conducts independent and nonpartisan research and analysis of public policy issues. They hope to promote good governance informed public debate. Since its establishment, The Worcester Research Bureau has prepared over 220 reports and held over 200 forums. The topics of these reports and forums range from public administration to education to public safety. The reports and forums hope to address two audiences; one audience is the citizens of the region who are responsible for identifying issues of importance and electing political leadership. The other audience that the reports and forums hope to address are the public officials that are both elected and appointed, that are responsible for public policy through government programs. This organization regularly participates in task forces and commissions (The Research Bureau, 2015).

## APPENDIX B: CONTACT INFORMATION

Within this Appendix are the contact information for our project team, helpful people in the community, as well as the organizations that we worked with.

### B-1 Team Contact Information

**Daniel Campbell**

100 Institute Road WPI Box 3920  
Worcester, MA 01609  
[djcampbell@wpi.edu](mailto:djcampbell@wpi.edu)

**Nithin Das**

100 Institute Road WPI Box 2882  
Worcester, MA 01609  
ndas@wpi.edu

**Mitchell Greene**

100 Institute Road WPI Box 2966  
Worcester, MA 01609  
[mgreene2@wpi.edu](mailto:mgreene2@wpi.edu)

**Tricia Swierk**

100 Institute Road WPI Box 1370  
Worcester, MA 01609  
[paswierk@wpi.edu](mailto:paswierk@wpi.edu)

### B-2 Community Contacts

**Dr. Anita Fábos**

Clark University  
508-421-3826  
Office Hours:10:30 am-12:00 pm

**Kaska Yawo**

Catholic Charities and ACE  
[kyawo@ccworc.org](mailto:kyawo@ccworc.org)  
508-860-2234

**Olu**

Owner of Olu's Barber Shop  
687 Millbury Street, Worcester MA  
508-926-8026  
Hours 9am-9pm Mon-Sun

**Jonathan Vo**

jonvo99@gmail.com  
Work: 508-754-4085

**Al-Huda Academy**

248 East Mountain Street  
Worcester, MA, 01606

**Meredith Walsh**

Worcester Refugee Assistance Project  
[meredith@worcesterrefugees.org](mailto:meredith@worcesterrefugees.org)

## **B-3 Organization Contact Information**

### **African Community Education**

24 Chatham Street  
Worcester, MA 01609  
508-799-3653

### **Mekong Market**

747 Main Street  
Worcester, MA 01610  
508-304-1437

### **Southeast Asian Coalition**

484 Main Street Suite 400  
Worcester, MA 01608  
info@seacma.org  
508-791-4373

### **Worcester Refugee Assistance Program**

484 Main Street Suite 400  
Worcester, MA 01608  
info@worcesterrefugees.org  
508-791-4373

### **Anokye Krom**

687 Millbury Street  
Worcester, MA, 01607  
508-753-8471

### **Refugee and Immigrant Assistance Center**

340 Main Street, Suite #802  
Worcester, MA 01608  
riac@riacboston.org  
508-756-7557

### **Urban Missionaries of Our Lady of Hope**

242 Canterbury Street  
Worcester, MA 01603  
508-831-7455

### **Worcester Regional Research Bureau**

500 Salisbury Street  
Worcester, Massachusetts 01609  
ma.burke@assumption.edu  
508-799-7169

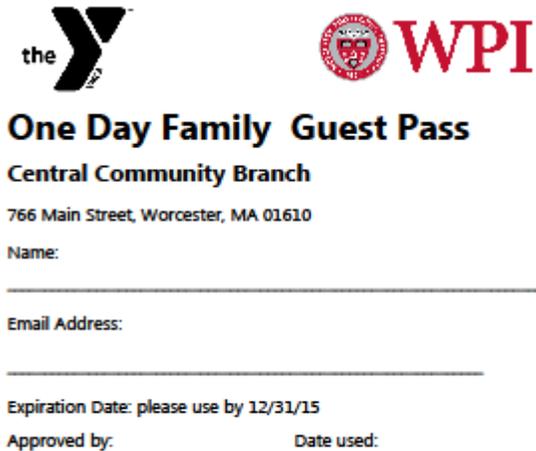
## APPENDIX C: IMPORTANT FORMS

Appendix C contains the useful documents pertaining to the YMCA. The documents include guest passes for those that we interviewed as well as the consent form that the YMCA uses for their after school program.

### C-1 Guest Passes

The YMCA passes allowed a holder to explore the YMCA offerings and facilities for one day with family members. This pass was used as an incentive to encourage participation in our interviews

#### Iraqi Guest Pass (Black Y Logo)



The image shows a guest pass form for the Central Community Branch of the YMCA. It features the black 'the Y' logo and the WPI logo. The form includes fields for Name and Email Address, and a section for Expiration Date and Date used.

**the Y** 

**One Day Family Guest Pass**  
**Central Community Branch**  
766 Main Street, Worcester, MA 01610

Name: \_\_\_\_\_

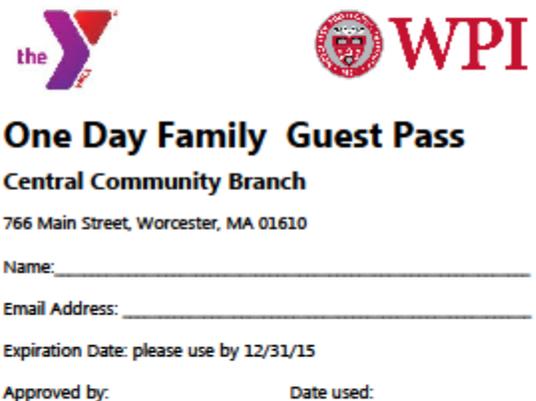
Email Address: \_\_\_\_\_

Expiration Date: please use by 12/31/15

Approved by: \_\_\_\_\_ Date used: \_\_\_\_\_

Figure 19: Iraqi Guest Pass

#### Vietnamese Guest Pass (Purple and Red Y Logo)



The image shows a guest pass form for the Central Community Branch of the YMCA. It features the purple and red 'the Y' logo and the WPI logo. The form includes fields for Name and Email Address, and a section for Expiration Date and Date used.

**the Y** 

**One Day Family Guest Pass**  
**Central Community Branch**  
766 Main Street, Worcester, MA 01610

Name: \_\_\_\_\_

Email Address: \_\_\_\_\_

Expiration Date: please use by 12/31/15

Approved by: \_\_\_\_\_ Date used: \_\_\_\_\_

Figure 20: Vietnamese Guest Pass

Brazilian Guest Pass (Blue and Green Y Logo)



**One Day Family Guest Pass**  
**Central Community Branch**  
766 Main Street, Worcester, MA 01610

Name: \_\_\_\_\_

Email Address: \_\_\_\_\_

Expiration Date: please use by 12/31/15

Approved by: \_\_\_\_\_ Date used: \_\_\_\_\_

**Figure 21: Brazilian Guest Pass**

Ghanaian Guest Pass (Yellow and Red Y Logo)



**One Day Family Guest Pass**  
**Central Community Branch**  
766 Main Street, Worcester, MA 01610

Name: \_\_\_\_\_

Email Address: \_\_\_\_\_

Expiration Date: please use by 12/31/15

Approved by: \_\_\_\_\_ Date used: \_\_\_\_\_

**Figure 22: Ghanaian Guest Pass**

**After School Consent Form**

This form was used to ensure that the parents of the children in the YMCA's School's Out program consented to allow their children to be observed by college students and school age programs, among other activities.

**Authorization and Consent Form**

**Child's Name** \_\_\_\_\_ **DOB** \_\_\_\_\_

**Please read and initial each area of consent, then sign and date the bottom.**

\_\_\_\_\_ I consent to the enrollment of my child in the YMCA School's Out Program and agree to abide by the rules and regulations of the program. I agree to pay fees according to the fee schedule, update and submit all required forms and make changes as they occur.

\_\_\_\_\_ I give permission for candid photographs and videos to be taken of my child while engaged in activities / programs at the YMCA. I understand that these pictures may be used in a variety of ways: i.e. to record daily routines and special events, to help staff observe and record children's progress. These pictures are available to parents.

\_\_\_\_\_ I have been informed that occasionally there will be observers from local colleges and school age programs.

\_\_\_\_\_ I give consent for my child to participate in swimming activities in the YMCA pool while attending the School's Out Program.

\_\_\_\_\_ I give consent for my child to participate in activities at the Jacob Hiatt playground and the YMCA Family Park while attending the School's Out Program.

\_\_\_\_\_  
**Parent / Guardian Signature**

\_\_\_\_\_  
**Date**

Figure 23: After School Consent Form

## APPENDIX D: INTERVIEW/SURVEY QUESTIONS

Appendix D contains the questions that we used when interviewing the directors for the various organizations. It also contains the questions that we used when talking with the children in the after school program. These scripts were useful for keeping the conversations on topic and so that we got the information we needed.

### D-1 Confidentiality Clause

Your participation in the survey is completely voluntary and all of your responses will be kept confidential. No personally identifiable information will be associated with your responses to any reports of these data. The WPI Institutional Review Board has approved this survey. Should you have any comments or questions, please feel free to contact us at [ymca@wpi.edu](mailto:ymca@wpi.edu).

### D-2 Director Interview Questions

#### Introduction

- Introduce ourselves and our project
- Do you have any questions for us before we begin?
- State the IRB clause (voluntary....etc.)

#### Research Questions

1. What did you expect when you arrived to Worcester?
2. What troubles did you face when you came here?
3. Do you socialize with people of the same ethnicity?
  - a. Do you socialize with people of the different ethnicity?
4. What did you do in your free time that you enjoyed doing in your native country?  
. Are those activities available here?
5. Are there activities that your general population greatly enjoys?
6. What is your education level?
7. Are there any skills you would like to learn?
8. Do you often do things with family outside of your home? Friends? Coworkers?
9. Do you want to get more involved in the Worcester community as a whole?  
. Can you tell us about any barriers that stop you from being part of it?

#### Ending Questions

1. Is there anything you wish to know about us and our project?
2. Can you think of any ways that we could help your community as a whole?

### D-3 Interview/ Surveys

Quick Interview



**Quick Interview**



1. Age: \_\_\_\_\_
2. Gender:      M      F
3. What is your country of origin? Example: Vietnam, Ghana, Mexico, etc  
\_\_\_\_\_
4. What ethnicity do you identify yourself as?  
\_\_\_\_\_
5. What is your native language?  
\_\_\_\_\_
6. How would you rate your English abilities? (Circle One)  
                Very Poor      Poor      Average      Good      Very Good
7. What activities do you enjoy when you are not working or in school? Example: Soccer,  
Cooking Classes, Social Gatherings  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. Are these activities available in Worcester? If yes, where?  
Yes          No          Where?: \_\_\_\_\_
9. Do you know what the YMCA is?  
Yes          No
10. Do know any members?  
Yes          No
11. Have you ever been to a YMCA?  
Yes          No
12. If not, are you interested in trying it?  
Yes          No
13. Is there anything else you want us to know?

Quick Interview (Vietnamese Translation)



WORCESTER DEPARTMENT OF  
PUBLIC HEALTH  
COMMUNITY & EMPLOYMENT

Phông Vấn Nhanh



WPI

1. Tuổi: \_\_\_\_\_
2. Tỉnh: Nam Nữ
3. Bạn đến từ nước nào? **Thí dụ: Việt Nam, Ghana, Mexico, etc.**  
\_\_\_\_\_
4. Bạn thuộc dân tộc nào  
\_\_\_\_\_
5. Ngôn ngữ mẹ đẻ của bạn là gì?  
\_\_\_\_\_
6. Bạn đánh giá khả năng tiếng Anh của bạn như thế nào? (Chọn một)  
Rất kém      Kém      Trung bình      Tốt      Rất tốt
7. Bạn hay thường thức những hoạt động nào ở nước bạn? **Thí dụ: Bóng đá, Lớp học nấu ăn, Karaoke...**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. Những hoạt động đó có sẵn ở Worcester không?  
Có              Không              Ở đâu?: \_\_\_\_\_
9. Bạn có biết về YMCA?  
Có              Không
10. Bạn có quen thành viên nào của YMCA?  
Có              Không
11. Bạn đã bao giờ từng đến YMCA?  
Có              Không
12. Nếu không, bạn có muốn thử không??  
Có              Không
13. Có điều gì khác bạn muốn chúng tôi biết?

YMCA Member Survey



**YMCA Member Survey**



1. Age: \_\_\_\_\_
2. Gender (Circle One):    M    F
3. Approximately how many times a week do you visit the Y? \_\_\_\_\_
4. What time do you typically come to the Y? (Check one)  
  
 Early Morning     Late Morning     Midday     Early Evening     Evening
5. What are your 3 favorite activities offered at this Y? (Pick 3)  
  

<input type="checkbox"/> Aqua Fit	<input type="checkbox"/> Lunch Boot Camp	<input type="checkbox"/> Squash
<input type="checkbox"/> Aquatics	<input type="checkbox"/> Personal Training	<input type="checkbox"/> Swim Strong
<input type="checkbox"/> Fitness Blast	<input type="checkbox"/> Pilates	<input type="checkbox"/> Total Body Burn
<input type="checkbox"/> Hit for Fit	<input type="checkbox"/> Racquetball	<input type="checkbox"/> Yoga
<input type="checkbox"/> Indoor Cycling	<input type="checkbox"/> Rock Climbing	<input type="checkbox"/> Youth Basketball
<input type="checkbox"/> Learn to Box	<input type="checkbox"/> Silversneakers Circuit	<input type="checkbox"/> Zumba
<input type="checkbox"/> Learn to Swim Classes	<input type="checkbox"/> Silversneakers Classic	<input type="checkbox"/> Other: _____

6. What activities would you like to partake in that are not currently offered at this Y? (List 1-3)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Optional Questions:**

7. Ethnicity: \_\_\_\_\_

## Parent Survey



### Surveys for Parents



#### **Instructions:**

1. What is your country of origin? **Example: Vietnam, Ghana, Mexico, etc**
2. \_\_\_\_\_  
What ethnicity do you identify yourself as?
3. \_\_\_\_\_  
What activities did you enjoy in your country of origin? **Example: Soccer, Cooking Classes, Social Gatherings**

\_\_\_\_\_  
\_\_\_\_\_

4. Are these activities available in Worcester?

Yes          No

5. Are you a member of the YMCA?

Yes          No

If not why: \_\_\_\_\_

## **APPENDIX E: CONTACT WITH OUTSIDE ORGANIZATIONS**

This Appendix contains scripts that were used in phone calls, project descriptions, and permission for using names in our project. It also contains the entire contact spreadsheet.

### **E-1 Phone Script**

Hello my name is \_\_\_\_\_ and I am calling on behalf of my project team at WPI. Our project is based on integrating immigrants in Worcester. Do you know who we could talk to in regard to a partnership on this project?

We were hoping we might be able to interview you or your staff about specific needs these groups have and any possible ideas you would have about how to better implement programs at the YMCA. Our goal is that through our work these groups will be better integrated into the entire Worcester community while also providing a space for them to enjoy their free time and be involved.

### **E-2 Project Description to Organizations**

For our project we are looking to better understand the needs and interests of different immigrant groups. The groups that we are focusing on are smaller groups that aren't fully represented in the community. We are hoping to obtain a list of different activities that these groups enjoy that might not be offered here, but something that they enjoyed in their native country. We are hoping to gain this information through surveys, interviews and focus groups or non-formal social events. Once we have obtained a list we will then relay our information to the YMCA so they can better accommodate their programs to the specific needs and interests of those living in the surrounding community. It is important to let you know that we are not recruiting people for membership to the YMCA, rather trying to help the YMCA better serve the community. This YMCA has already began to become very diverse but they want to make sure that they are being as welcoming and useful as possible.

#### Important Questions to touch on:

- What ethnic groups do you think make up the majority of immigrants in Worcester?
- Do you know of any particular activities that they enjoy doing?
- Have any other contacts that you think we should reach out to in regards to this project?
- Do you want a copy of our finished paper and our findings?
- Any suggestions about interacting with the ethnic groups that are in contact with?

### **E-3 Project Description On Y Bulletin Board**

For our project we are looking to better understand the needs and interests of different immigrant groups throughout the city. The groups that we are focusing on are smaller groups that aren't fully represented in the community. We are hoping to obtain a list of different activities that these groups enjoy that might not be offered here, or something that they enjoyed in their native country. We are hoping to gain additional information through these surveys. Once we have obtained a list we will then relay our information to the YMCA so they can better accommodate to the specific needs and interests. This YMCA has already began to become very diverse but they want to make sure that they are being as welcoming and inclusive as possible.

#### **E-4 Permission to Use Name Email**

[Name],

I hope all is well and thank you for all of your help with our project. In writing our paper, we are referencing much of the information that you gave us. Do we have your permission to use your contact information (name/email/work phone number) in our paper so that students working on continuing this project will be able to get in touch with you? Your information has been very valuable to us and we wish that future students have the same access to you, your knowledge, and your resources.

Sincerely,

The YMCA Project Team

## E-5 Contact Spreadsheet

Table 2: Contact Spreadsheet

Organizations	Contact Info	Email	Call	Visit	Notes
<b>African Community Education</b>	508-799-3653				This program helps children who are new immigrants and refugees from Africa to learn English and catch up in school.
<b>Anokye Krom</b>	508-753-8471		Called Set up Visits on 4/2	4/2 at 12:00 pm	
<b>Catholic Charities</b>	508-798-0191, immigration services 508 860 2234, refugee resettlement program 508 860 2226	No Response	called and left a message		Newcomers to the Worcester County region (in particular asylees, refugees and immigrants)
<b>Mekong Market</b>	(508) 304-1437				Vietnamese
<b>Olu's Barber &amp; Beauty Salon</b>	508-410-5850 508-926-8025		Called Set up Visits on 3/30	3/30 at 11:00 am	Barber Shop in Worcester that is Ghanise owned that serves a high percentage of the Ghanise population in the city
<b>Refugee Immigrant Assistant Center</b>	508- 926-8969 <a href="mailto:riac@riacboston.org">riac@riacboston.org</a>	Contact with case worker	gave number and said they would call back	4/3 at 2:00 pm	Refugee Resettlement, Refugee Employment Services
<b>South East Asian Coalition</b>	508-791-4373, Anh Vu Sawyer	Contact with Anh Vu Sawyer	Called, set up visit for 3/23	3/23 at 1pm	Vietnamese
<b>Urban Missionaries of our Lady of Hope</b>	508-831-7455		Called going to visit Thursday 3/19	3/19 at 10:00am 3/30 at 12:30pm	All Newcomer
<b>Worcester Refugee Assistance Project</b>	508 791 4373	Response on 4/1			Vietnamese

<b>Worcester Regional Research Bureau</b>	508-799-7169, <a href="mailto:ma.burke@assumption.edu">ma.burke@assumption.edu</a>	No Response	Called, gave list of different sources of interest to us		Demographic Information
---	---	-------------	--	--	-------------------------

## E-6 Personal Contacts Spreadsheet

Table 3: Personal Contact Spreadsheet

People	Affiliation	Number	Email	Wants Results	Invite to Presentation	Emailed to ask permission	Use Name/Contacts?
<b>Amhad Al-Rubaye</b>	RIAC		aalrubaye@riacboston.org	Yes			
<b>Anh Vu Sawyer</b>	SEAC	Office: 508-459-5284	avsawyer@seacma.org	-	-		
<b>Dr. Anita Fábos</b>	Dr. Anita Fábos	508-421-3826	afabos@clarku.edu	Yes	Yes	Yes	
<b>Johnathan Vo</b>	WPI Contact via Connell	Work: 508-754-4085	jonvo99@gmail.com	No		Yes	Yes
<b>Kaska Yawo</b>	ACE	508- 860-2234	kyawo@ccworc.org			Yes	
<b>Meredith Walsh</b>	WRAP		meredith@worcesterrefugees.org			Yes	
<b>Mr. Olu</b>	Olu's Barber Shop	508-926-8025		Yes			
<b>Walter Doyle</b>	Urban Missionaries		wfd@urbanmissionaries.com	Yes	Yes	Yes	Yes

## E-7 Possible Contacts Spreadsheet

**Table 4: Possible Contact Spreadsheet**

<b>Organizations</b>	<b>Contact Info</b>	<b>Email</b>	<b>Call</b>	<b>Visit</b>	<b>Notes</b>
<b>7th Day Adventist Church</b>	(508) 797-5009				
<b>Ascentria Care Alliance</b>	774-243-3900,				All Newcomers
<b>Ascentria Refugee &amp; Immigrant Services</b>	774-243-3100, Erin Morrell, Devi Adhikari, or Emil Farjo		called and didnt get through		
<b>Centro Las Americas</b>	508 798 1900, <a href="mailto:info@centrolasamericas.org">info@centrolasamericas.org</a>		Called, didn't get through		Latinos and possibly Brazilians
<b>City Hall</b>	508 929 1300- Main Number 508-799-1186- Human Rights Department				may have information and numbers on immigrants and refugees in the city
<b>East African Community Outreach</b>	(508) 754-1176				
<b>Joan of Arc Church</b>	(508) 852-3232				
<b>New Citizens Center</b>	508 799 3494		Left a message with the secretary said we would get a call back		grades 3-12, 19 languages, after schoolprograms
<b>Quinsigamond Community College</b>	508.854.4257 (Registrars Office)				teach English as a second language, classes are funded by the state
<b>St Joseph's Church</b>	508 754 6722 (Rectory), 508.770.1053 (MSGR. Ducharme Social Centre)				have a large Spanish community
<b>St Pauls Church</b>	(508) 799-4193				spanish, domincan republic peeps
<b>St Peters Church</b>	(508) 752-4674				african community- liberians, nigerians, colombian
<b>St. Johns</b>	(508) 756-7165				heard about in presentation that large vetnamese population exists south of the church
<b>The Fairbridge Project</b>	508 340 1669		Called, didn't leave a message		provides awareness training, mainly Africans

<b>The Martin Luther King, Jr. Business Empowerment Center</b>	(508) 756-6330			referred to by Urban Missionaries
<b>United Way</b>	508 757 5631, <a href="mailto:hpaluk@unitedwaycm.org">hpaluk@unitedwaycm.org</a>	Called, did not leave a message		
<b>Worcester Community Action Council</b>	508 754 1176	Left a message on answering machine/ Shereen called and got information	told not worth visiting	ask if work with refugees and immigrants
<b>Worcester Public Schools</b>	508 799 3499			may provide information and numbers on ethnic groups enrolled in the school system
<b>Worcester State University</b>	508-929-8035 (registrars office)			teach English as a second language, classes are funded by the state
<b>Workforce Central Career Center</b>	508 799 1608	Called didn't get through		Portugese, Vietnamese
<b>YWCA Central Massachusetts</b>	508 791 3181(Worcester Administrative Offices) Executive Director: 508 767 2505 ext 3006 <a href="mailto:lcavaioli@ywcacentralmass.org">lcavaioli@ywcacentralmass.org</a> Director Human Resources: 508 767 2505 ext 3004 <a href="mailto:dheywosz@ywcacentralmass.org">dheywosz@ywcacentralmass.org</a>	Called and left a message		Arabic

## APPENDIX F: Calendar

This Appendix contains the calendar that we followed throughout the term in order to complete our project in a timely manner.

<b>March</b>					
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Goals for the Week</b>
<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	
WCPC introduction	Send emails to with information to Connell and Shereen	11:30 Presentation on history of Worcester	9:30am meeting with Shereen 10:00am meeting with Urban Missionaries of Our Lady of Hope	11:00 am meeting with Connell and Shereen 11-3 meet members at YMCA	Start contacting organizations
Meet with sponsor and Shereen	Calendar for the entire term	Contact organizations	create Agenda for tomorrow's meeting	start necessary edits	
<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	
meet/ visit organization WRAP/SEAC at 1pm	Mitch's birthday	Breakfast at Clark, Tilton Hall 7:30-9	9:00am go to Kasperson library at Clark	9:00am- 11:00am start making calls to organizations	Start Meeting with Organizations
10:15am- 12:30pm general investigation, start general survey	9am- 11am Morning investigation, check on survey	10:30 Meeting with Prof Anita	10:00am YMCA to finish methodology, work on bulletin board, translations to send to Jon Vo	11:00 am meeting with Connell and Shereen	Get to know the YMCA and people
11:00am-12:00pm Core and Balance Class in Spin Room	1:00pm Meeting with Johnathan Vo	meet with JZ to go over achievements	12:00pm- 1:00pm Cycling	11am- 2pm lunch time investigation, check on survey	

WCPC 9am-10:15am		Analyzing data and write report	Tricia Life and Sciences Career Fair 12-4	12:00pm Lunch Boot Camp	
			create agenda for meeting tomorrow		
<b>30</b>	<b>31</b>				
5:45am Yoga	12:30pm go to Urban Missionaries and drop off poster and surveys, 6:00pm meeting with Tatiana who can translate the survey to Portuguese				Start Interviews and Focus Groups
10:00am meeting with Sara Levy	2:00-4:00 focus group with children at YMCA child care				
11:00am went to Olu's Barber Shop, interviewed, left surveys	2pm- 8pm night investigation, check on survey				
<b>April</b>					
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	
		<b>1</b>	<b>2</b>	<b>3</b>	
		start to make calls to other organizations	12:00 pm Interview at Mosque		Start Interviews and Focus Groups
			1:00 pm Go to Ghanaian restaurant/ grab surveys from Olu's	11:00 am meeting with Connell and Shereen, pick up surveys	

		10:30am presentation at WCPC about our finding thus far	3:00pm Prof Anita talk at WPI Chairman's room	2:00pm 340 Main Street Suite 802, RIAC	
<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	
	Call ACE, drop off posters at Urban Missionaries	Analyzing data and write report	9am-11am survey people at the Y	call Brazilian Catholic Community, 11:00 am meeting with Connell and Shereen	
	12:00 Pampas for lunch	10:00am Pampas for interview		1pm-4pm Mitch, Dan, Tricia volunteering at Urban Missionaries Friday	Nithin volunteering at Urban Missionaries on Sat
6pm-7:30pm meeting with WRAP	2pm-4pm survey people at the Y	revised background, methods, draft of results due at midnight	6:00pm interviews at WRAP and SEAC/ take pictures for the website	7:00pm advisor bonding	
<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>
10:00am meeting with ACE, 10 Hammond Street at Catholic Charities	library tech suite 1:00pm-4:00pm	Analyzing data and write report		10:00am to Urban Missionaries to check on surveys	Mekong Market surveys, take pic 9:00am-10:30pm- Mitch and Nithin 10:30-12pm- Dan and Tricia
		follow-up with Sara about parents surveys	4:00-6:00pm SEAC interviews, take pic	11:00 am meeting with Connell and Shereen	4:00pm African Festival- Tricia and Nithin and Dan
		Went to Mekong Market to confirm date	6:30 swim lessons at YMCA (2 people), pick up any quick interviews from Lillie	12:45pm- Ghanaian restaurant, take pic	
7:00pm-8:30pm Adult Learn to Swim Classes (meet at 6:20 at the Y tonight)	Nithin will be unavailable 9am-12pm	results chapter is due	6:00pm-7:30pm WRAP interviews (2 people), take pic	1:00pm Olu's Barbershop interviews, ask about using his name, take picture	
<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	

Patriots Day	Writing, editing and formatting report	Writing, editing and formatting report	Writing, editing and formatting report	Shereen will help with surveys, meeting with Pam, not Connell this time	
		10:30am presentation at WCPC, Shereen will help with surveys	report draft due at midnight	necessary edits based on meeting	
<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>		
write up report and program	write up report and program	Analyzing data and finalize report	write up report and program	11:00 am meeting with Connell and Shereen	
		presentations of analysis and conclusions, recommendations		necessary edits based on meeting	
		draft of final project due			
<b>May</b>					
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	
				<b>1</b>	
				11:00 am meeting with Connell and Shereen - will give a written copy of the program(s)	
				Present at YMCA	
<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	
Presentation Day					

# APPENDIX G: AFRICAN FESTIVAL FLYER



## Join Us for ACE's 8<sup>th</sup> Annual: Spring Festival



ACE students are from many nations across Africa, who have all come together to learn, achieve, and succeed. Prior to coming to the United States, our students and their families faced war and political and social instability in their home countries.

*Our students invite you to join us for a celebration of their accomplishments, heritage, and stories.*

**There will be drumming,  
dancing, student  
speeches, African food,  
and more!**



**April 18<sup>th</sup> 2015**

**Our Lady of Mount Carmel Church**  
28 Mulberry St. Worcester, MA  
Doors open at 3 PM  
Program starts at 4 PM



### PROCEEDS WILL SUPPORT ACE'S SUMMER PROGRAMS:

#### **Summer Reading:**

64 students meet 3 times a week with a teacher. They read 3 books, and complete assignments.

#### **Workforce Development:**

15 students gather 2 times a week for 4 weeks. After completion, students are hired to work at ACE to put their skills

**SUGGESTED \$10  
DONATION**

**QUESTIONS: (508) 799-3564**  
[info@acechildren.org](mailto:info@acechildren.org)



## **APPENDIX H: INTERVIEW RESULTS**

This Appendix contains summaries of the interviews and interactions that we had with the various organizations and contacts within the city.

### **H-1 Refugee and Immigrant Assistance Center (RIAC)**

The Refugee and Immigrant Assistance Center (RIAC) is an organization that is located on 340 Main St. in Worcester, MA. This organization primarily works with refugees to help resettle and employ them. After meeting with a caseworker on Friday April 3rd, he highlighted some of the major problems of the Iraqi population such as transfer of educational certificates into their American equivalent, obtaining transportation, and understanding the laws of their new country.

It's been noted that many of the Iraqi immigrants who come here have bachelors and master's degrees but they are unable to obtain higher level jobs because there is a lack of infrastructure in evaluating certificates from the universities in the Middle East. The only option posed to these immigrants is to retake classes to get their degree again. There are also certain cultural discrepancies that do not align with American laws. One example is in Iraqi culture it is ok to discipline children by beating them, but some get in trouble with the children protection agencies, which have separated the children from their parents. When the children are removed from their families it can be very traumatic, especially when people with PTSD have to deal with law enforcement.

With regards to activities, we learned again that swimming and soccer were popular with the younger Iraqi population. Also, we learned that they would really benefit from having a gathering center for the Iraqi community, which would ideally works as a network to help themselves.

### **H-2 Anh Vu Sawyer- Southeast Asian Coalition (SEAC)**

We visited The SEAC on Monday, March 23, 2015 with two members of the organization as well as the director, Anh Vu Sawyer. We first conducted an interview with the two members of the SEAC whom were two older men that were both born in Vietnam. From the interview we gathered information on their past, what they have struggled with in the immigration to America, and some of the needs that have not been fulfilled. After meeting with the two men we met with Anh Vu Sawyer to get an overview of what the SEAC provides for the community. She mentioned that the SEAC offers many services such as ESL classes, family language, youth programs and programs for elders, translation services, and legal aid services. We discovered that within the SEAC, there are around 17 different languages being spoken. Perhaps most importantly, she gave us a broad overview of the struggles and the needs of Southeast Asian populations in Worcester. Some of the major issues she brought up were the language barriers, lack of professional training, and having to spend most of their time "just surviving". Given these issues, she said that these populations wish they had a place to play soccer but they would need to have free transportation to and from the field.

### **H-3 Professor Anita Fabos- Clark University**

We had a meeting with Professor Anita Fabos on Wednesday, March 25, 2015 at Clark University. She recently conducted a study on refugees in Worcester. In our meeting with her she suggested many ways to make our data collection as efficient as possible. A few of her suggestions included that we keep our surveys as short as possible, keep encouraging people to fill out the survey, and assist if needed. She also recommended that focus groups might be better than surveys, and that it might be easier for us to target the youth populations in our target groups. She directed us to Kasperson Library at Clark which has begun to collect all studies and information on refugees in Worcester. Professor Fabos also has many contacts in various charitable organizations around the city and said that she would introduce us to them via email so we can go in and collect data. She identified the African Community Education and the Ascentria Care Alliance as major sources that could assist us. As a recommendation to the Y, she also suggested that the Y sponsor programs outside of its building for these populations.

### **H-4 Jonathan Vo- WPI Alumni**

Jonathan Vo, was referred to us by Mr. Connell. He is a WPI alumnus and was one of our primary contacts for learning more about the Vietnamese community. We met with him on Tuesday March 24<sup>th</sup> and discussed important psychological issues that the Vietnamese community face when adjusting to life in America as well as the history of the Vietnamese diaspora into America, and activities that they enjoy doing. He also helped with translating the surveys to Vietnamese and gave us information and contacts about the places where we might be able to get in touch with the Vietnamese community.

He told us about how after being evacuated from their original homelands, some had lived in labor camps prior to their arrival to the U.S. on ships, as Mr. Vo himself had come to America. They have been on the move throughout most of their lives on arrival to U.S. they knew nearly nothing about what to expect or how everyday life in America worked. Very few have any knowledge of English which makes communication and obtaining knowledge about how your environment works almost impossible. Many of them were separated from their families, which in Vietnamese culture are not limited to the immediate family but the extended family. Some parents often end up working many jobs and giving their children a good education. So their goal is surviving and understanding the situation. This combination of fear and the unknown causes them to stick close to their own communities and not venture out of that comfort zone and socialize. Their main objective is putting food on the table, and finding time, if any for “working out” at the Y is not what they want to do after a day of physically intensive work.

### **H-5 Kaska Yawo- Catholic Charities/ African Community Education**

On April 13th, 2015 we met with a Kaska Yawo at Catholic Charities on 10 Hammond St in Worcester. Mr. Yawo came to the United States as a refugee from Liberia in 1998 and he currently works with many immigrants and refugees around the city. He is the co-founder of African Community Education (ACE) which aims to help African immigrant and refugee families gain educational and social stability.

In our conversation with him, we learned many of the struggles of the African populations that he works with. These struggles include language barriers, career, education, and transportation

problems. Mr. Yawo, from Liberia, is a native English speaker so the transition to the United States was not as difficult from a language perspective. However, many of the immigrants that he works with are from other parts of Africa and are not proficient in English. He also brought up that these language issues play a role in the career prospects of the immigrants. While many of these immigrants have degrees and professional licenses in their native country, many of them cannot be transferred to equivalents in the United States because they are not strong in English. Until they learn the language, they cannot pursue their education and professional careers. He also mentioned that when they come here they are given a monthly stipend to live on that basically only covers food and housing, and even then, it is hardly enough. With so little money many do not have a means of transportation to find and maintain a job.

As a general overview of the community, Mr. Yawo said that these African communities enjoy playing soccer but do not have a reliable place to play. He also said that these communities would benefit from having a community center where they could continue to practice their culture. There they would be able to continue their traditions but it could also be a place where they could make and sell goods such as baskets to the community. A community center would allow these groups to be together in a comfortable environment and to interact with the community.

## **H-6 Al Huda Academy**

We met a contact from at Al-Huda Academy on Thursday April 2nd. Al-Huda is an Islamic school and mosque located at 248 E Mountain Street, Worcester, MA. He came to the U.S as refugee from Iraq in 2010. He applied for refugee status with the United Nations, however, he was given no choice as to what country he would be relocated to. Having a connection with a sponsor within the country expedited the process.

He had no expectations about America or Worcester before arriving here. Having lived here for many years, he said that the people of Massachusetts are very kind and accepting. One of the major problems that he faced here is the language barrier. Although he speaks English well, he does not feel very confident in his abilities. This language barrier transfers to social situations where it is hard to understand the culture of the non- Arabic speaking population. Also, the cold New England weather hinders them from doing activities such as having picnics in the park. He said that they would benefit from having a social gathering place for Iraqis. One thing that he is interested in learning more about is computer programming, which he already has some ability in. In his free time he likes to read and when he was younger liked to play soccer.

## **H-7 Mr. Olu- Olu's Barber & Beauty Salon**

On March 30 at 11:30am, we met with Mr. Olu, the owner of Olu's Barbershop and Beauty Salon. He first came to the US in 1998 and went back to Ghana several times but finally decided to settle in the U.S., in 2003. He told us that the two main languages besides English that are spoken in Ghana are Ga and Twi. In fact all schools teach classes in English and most people from Ghana use English to communicate.

Mr. Olu said that the community needs a place that can be used to congregate and hold cultural events. He pointed out that this is important because although there are many churches available, they need a place where they can conduct events such as birthdays and receptions. Also, most people in Ghana are either Muslim or Christian and Mr. Olu points out that people identify first as Ghanaian rather than by religion. They are very open to each other's cultures and beliefs. Thus, he says that they would benefit from having a neutral place to meet.

Mr. Olu said that one barrier that he faced in Worcester was that he had a lot of unanswered questions. He also didn't know who to ask those questions to. Things such as taking out loans, knowing how and where to apply for insurance, or where to find job openings, and who to contact. At the moment the only network that they have is their community, so if one person gets a job in nursing, other will tend to follow in that same path. Mr. Olu suggested that he would really appreciate if there were Ghanaian people working in banks and government organizations, so that they could better communicate their needs.

## **H-8 Walter Doyle- Urban Missionaries of Our Lady of Hope**

On March 19, 2015 at 10:00am we visited Urban Missionaries of Our Lady of Hope on 242 Canterbury Street in Worcester. We met the Co-Director of this organization, Deacon Walter Doyle. He granted us use of the bulletin board that was located in the front of The Little Store, which is an extension of Urban Missionaries. Walter mentioned that he worked with 5 families from the Central African Republic. He mentioned that he knew that there were several Vietnamese families in Worcester but in his opinion they were already settled into the community because other Vietnamese families took them in. Other groups that he mentioned working with included Ghanaians, Kosovos, and Haitians. Some organizations that he recommended we talk to included St. Ann's in Southborough, the Empowerment Center on Chandler Street, the local community colleges that teach English classes, and St. Joseph's church. He later sent an email with the specific contact information for each organization. One suggestion that he mentioned was that we do some our interviewing and surveys around food. He referred to this practice as "kitchen ministry" because he mentioned that talking over food usually puts people at ease and eating something that all cultures have in common. It was mentioned that we wanted to volunteer at Urban Missionaries in exchange for using their bulletin board and leaving surveys. He later sent us a list of contacts and mentioned that we should come in and volunteer April 10th and 11th.

On March 31st, we went back to Urban Missionaries to put the poster on the bulletin board and to drop off surveys. We met with Walter to discuss the poster and surveys and he had a few suggestions to make them more understandable to foreigners. He said that we would need to translate the writing into other languages such as Spanish, French, Swahili, Twi, and a few others. He also suggested ways to make the poster more approachable such as asking if they "missed anything about their homeland" rather than "are you from a different country"? This makes the poster less intimidating and hostile. Mr Doyle also recommended that we minimize the prominence of WPI on the surveys because these people will likely have no idea what WPI is when they read it on the poster. Lastly we finalized the days that we would be volunteering at Urban Missionaries as the 10th and 11th of April; with Dan, Mitch, and Tricia on the 10th, and Nithin on the 11th. The volunteer work included organizing the donations that were given to Urban Missionaries in exchange for leaving the survey. The poster that we gave them had some graphics added to it for visual appeal.

## APPENDIX I: DATA

### YMCA Member Survey Data

This appendix contains the raw data from the YMCA Member Survey.

Age	Gender	Visits/Week	Typical Time	Ethnicity	3 Favorite Activities	Potential Activities	Survey Location
74	M	6	1	Caucasian	Swim Strong Jogging	N/A	Wellness Center
51	F	5.5	2	Caucasian	Lunch Boot Camp Pilates Zumba	Self Defense	Wellness Center
64	M	5	4	Caucasian	Handball	N/A	Wellness Center
26	F	3	4	Caucasian	Zumba	Outdoor Groups Earlier Yoga Self Defense	Wellness Center
50	M	6.5	1	Caucasian	Weight Lifting Cardio Basketball	Hot Yoga	Wellness Center
57	F	3.5	3	Caucasian	Indoor Cycling Eliptical	N/A	Wellness Center
65	M	5	1	N/A	N/A	N/A	Wellness Center
56	M	5	2	Caucasian	Indoor Cycling Personal Training	Crossfit	Wellness Center
35	M	4	5	Hispanic	N/A	N/A	Wellness Center
27	F	4	5	Caucasian	Aquatics Fitness Blast Hit for Fit	N/A	Wellness Center
75	N/A	6	1	N/A	Fitness Blast Silversneakers Circuit Swim Strong	N/A	Wellness Center

64	M	5	5	African American	Indoor Cycling Personal Training Yoga	TRX Training	Wellness Center
65	M	5.5	1	Caucasian	Indoor Cycling Learn to Swim Classes Elliptical	N/A	Wellness Center
80	M	5	2	Caucasian	Aquatics Silversneakers Classic	N/A	Lobby
50	F		1	Hispanic	Personal Training Total Body Burn Zumba	Nutrition	Lobby
57	F	4	1	Indian Italian Irish French	Aqua Fit Swim Strong Yoga	Resistive Stretching w/ coaching	Lobby
36	F	3	3	N/A	Zumba	N/A	Lobby
47	M	4	3	Mixed	Lunch Boot Camp Racquetball Weights	Older Youth Sleepovers	Lobby
50	F	3	3	Caucasian	Fitness Blast Indoor Cycling Personal Training	N/A	Lobby
57	F	5	1	Caucasian	Fitness Blast Pilates Yoga	Early Pilates Bootcamp Fitness Blast	Wellness Center
48	M	5	1	Caucasian	Indoor Cycling Personal Training Racquetball	N/A	Lobby

70	F	3	1	Irish English French Sweedish	Aqua Fit Zumba	African Dance	Lobby
37	F	4	4	Hispanic	Aqua Fit Indoor Cycling Zumba	HIITS	Wellness Center
18	M	5	5	Jamacian- American	Aquatics Personal Training Total Body Burn	Tennis Class Kick Boxing	Lobby
67	F	5	1	Caucasian	Aqua Fit Silversneakers Classic Swimming	N/A	Lobby
54	M	6.5	1	Caucasian	Indoor Cycling Basketball Nautilus	N/A	Lobby
70	M	4	1	N/A	Raquetball	Pickleball	Lobby
57	F	3	3	Caucasian	Aquatics Indoor Cycling Pilates	N/A	Lobby
57	M	6	1	Polish	Indoor Cycling Raquetball	N/A	Lobby
17	F	5	3	Caucasian	Aquatics Learn to Swim Classes Swim Strong	Self Defense Youth Calistenics Boxing	Lobby
49	M	5	2	Caucasian	Lunch Bootcamp Raquetball	Bike Hike Swimming in Lake	Lobby
59	M	3.5	1	African American	Swim Strong Total Body Burn Zumba	N/A	Lobby

72	F	6.5	4	Caucasian	Aquatics Indoor Cycling Pilates Yoga Swim	More yoga classes	Lobby
58	M	3.5	5	Caucasian	N/A	N/A	Lobby
43	M	1	5	Caucasian	Swimming	N/A	Lobby
29	M	5	3	Caucasian	Raquetball Yoga	None	Lobby
68	M	5	2	Irish-American	Indoor Cycling Personal Training Silversneakers Classic	Adult Basketball	Lobby
69	F	5	1	Caucasian	Personal Training Swim Strong	N/A	Lobby
54	M	3	1	Caucasian	Aquatics	N/A	Lobby
52	F	5	1	Spanish	Zumba	N/A	Lobby
18	M	7	4	Caucasian	Weight Traing Swimming	Soccer	Wellness Center
58	F	4	1	N/A	Fitness Blast Pilates Yoga	Early Pilates Bootcamp Fitness Blast	Wellness Center
16	F	4	3	N/A	Aqua Fit Fitness Blash Squash	Tennis	Lobby
38	M	2.5	1	Asian	Fitness Blash Hit for Fit Swim Strong	Boxing Shooting/Archer y Table Tennis	Lobby
36	F	4	1	Caucasian	Personal Training	N/A	Lobby

34	F	2	5	Peurto Rican	Youth Basketball	Boxing Tennis Swimming	Lobby
45	F	5	5	African American	Indoor Cycling Zumba	N/A	Lobby

## Quick Interview Data

### WRAP Interviews

During our interviews at WRAP all the interviewees wanted to try the Y and all were given passes, even if they were already a member of the Y.

**Table 5: WRAP Interview Data**

Age	Gender	Country of Origin	Ethnicity	Native Language	Their English Rating	Our English Rating	Activities	Activities in Worcester?	Where?	Know About Y?	Know Any Members?	Been to Y?
21	M	Thailand	N/A	N/A	2	2	Soccer Sepak Takraw	Yes	N/A	Yes	No	No
38	F	Thailand	N/A	Kayeh	1	1	Socializing	N/A	N/A	No	N/A	N/A
25	M	Thailand	N/A	N/A	3	3	Soccer Sepak Takraw Basketball	Yes	Elm Park	Yes	Yes	Yes
34	M	Thailand	N/A	Kayeh	1	1	Soccer	Yes	Elm Park	Yes	No	No
31	F	Thailand	N/A	Kayeh	1	1		N/A	N/A	Yes	No	No
19	M	Thailand	N/A	Kayeh	5	5	Soccer Drawing Video Games	Yes	Elm Park	Yes	Yes	Yes
40	M	Burma	N/A	Burmese	1	1	Soccer	No	N/A	Yes	N/A	Yes
32	M	Burma	N/A	Karen Burmese	2	4	Sepak Takraw	No	Kettle Park	Yes	Yes	No
25	F	Burma	Burmese	Karen	2	3	Volleyball	No	N/A	No	No	No

29	F	Burma	N/A	Burmese	2	4	Volunteer Fighting Exercise	No	N/A	Yes	No	Yes
46	F	Burma	Burmese	Karen Burmese	2	3	Cooking	N/A	N/A	Yes	No	Yes
29	F	Burma	Burmese	Karen	2	3	Parks Drawing Basketball	Yes	N/A	Yes	No	Yes
27	F	Burma	N/A	Karen	2	2	Candy Land	N/A	N/A	Yes	No	No
34	M	Thailand	N/A	Kayeh	1	1	Soccer	Yes	Elm Park	Yes	No	No
34	M	Burma	Burmese	Kayah	1	1	N/A	N/A	N/A	No	Yes	No
34	M	Burma	N/A	Kayeh	1	1	N/A	N/A	N/A	No	Yes	No

### Anokye Krom Interviews

**Table 6: Anokye Krom Interviews Data**

Age	Gender	Country of Origin	Ethnicity	Native Language	Their English Rating	Our English Rating	Activities	Activities in Worcester?	Where?	Know About Y?	Know Any Members?	Been to Y?	Try The Y?	Gave Pass?
33	F	Ghana	Black	Fanti	5	5	Teaching Beading Outing	Yes	N/A	Yes	Yes	Yes	No	No
45	M	Ghana	Ashati	Twi	2	4	Soccer Basketball Park	Yes	Quinsig Park	Yes	Yes	Yes	Yes	Yes
24	M	Ghana	Ghanaian	English Twi	5	5	Soccer Volleyball	Yes	QCC	Yes	No	Yes	Yes	Yes
29	M	Ghana	Northerner	N/A	5	5	Social Gatherings	Yes	N/A	No	No	No	Yes	Yes

29	M	Ghana	Ghanaian	Sissala	5	5	Soccer Reading Cooking	Yes	N/A	No	No	No	Yes	Yes
36	M	Uganda	African	Bantu	1	5	Acting Boxing Martial Arts	Yes	N/A	Yes	No	No	No	Yes
32	F	Ghana	English	English	5	5	Social Gatherings	Yes	N/A	Yes	No	Yes	Yes	Yes
38	M	Guinea	Susu	French	4	4	Soccer Dance Drumming	N/A	N/A	Yes	Yes	Yes	No	No

### Olu's Barbershop Interviews

Every interviewee but one said that they wanted to try the Y. All of the interviews that said they wanted to try the YMCA were given a pass.

**Table 7: Olu's Barbershop Interview Data**

Age	Gender	Country of Origin	Ethnicity	Native Language	Their English Rating	Our English Rating	Activities	Activities in Worcester?	Where?	Know About Y?	Know Any Members?	Been to Y?	Try The Y?	Gave Pass?
41	M	Ghana	Ghanaian	Twi	2	2	Soccer Tennis	No		No	No	No	Yes	Yes
30	M	Ghana	Black	Twi	5	5	Soccer Tennis	Yes	Greendale Y	Yes	Yes	Yes	Yes	Yes
49	M	Ghana	African- American	Twi	3	5	Praying Table Tennis	Yes		Yes	No	No	Yes	Yes
43	F	Ghana	African	Bono	5	5	Social Gatherings Reading	N/A		Yes	Yes	Yes	No	No
30	M	Guyana	African- American	English	5	5	Basketball Swimming Cricket Tennis	No		Yes	Yes	No	Yes	Yes
43	M	Ghana	Ghanaian	Twi	5	5	Jogging Exercise	Yes	Outside Home	Yes	Yes	Yes	Yes	Yes

Mekong Market Interviews

Table 8: Mekong Market Interview Data

Age	Gender	Country of Origin	Ethnicity	Native Language	Their English Rating	Our English Rating	Activities	Activities in Worcester?	Where?	Know About Y?	Know Any Members?	Been to Y?	Try The Y?	Gave Pass?
35	M	Vietnam	Vietnamese	Vietnamese	N/A	N/A	Drinking Gym Pool	Yes	Planet Fitness	Yes	Yes	Yes	No	No
48	F	Vietnam	Vietnamese	Vietnamese	N/A	N/A	Karaoke	No	N/A	Yes	Yes	Yes	No	No
60	F	Vietnam	Vietnamese	Vietnamese	N/A	N/A	N/A	N/A	N/A	Yes	No	No	No	No
58	F	Vietnam	Vietnamese	Vietnamese	2	2	N/A	N/A	N/A	No	No	No	No	No
39	M	Vietnam	Vietnamese	Vietnamese	4	4	Chinese Chess Swimming	Yes	Home	Yes	Yes	Yes	Member	No
32	M	Ghana	Black	English	5	5	Cooking Soccer	Yes	N/A	Yes	No	No	No	No
61	M	Vietnam	Vietnamese	Vietnamese	3	3	Karaoke Fishing Socializing	Yes	N/A	Yes	No	No	Yes	Yes
62	F	Vietnam	Vietnamese	Vietnamese	2	2	Cooking	Yes	Home	Yes	No	Yes	Yes	Yes
66	N	Vietnam	Vietnamese	Vietnamese	3	3	Poems	Yes	Home	No	No	No	Yes	Yes
81	M	Vietnam	Vietnamese	Vietnamese	2	2	Gym Socializing	Yes	YMCA	Yes	Yes	Yes	Member	No
45	M	Vietnam	Vietnamese	Vietnamese	4	4	Watching Sports	No	N/A	Yes	Yes	Yes	Member	No

62	F	Vietnam	Vietnamese	Vietnamese	1	1	N/A	N/A	N/A	No	No	No	Yes	Yes
----	---	---------	------------	------------	---	---	-----	-----	-----	----	----	----	-----	-----

Quick Interview Data from Various Organizations

None of the interviewees wanted guest passes to the Y and all of them knew about the Y.

**Table 9: Interview Data from Various Other Organizations**

Age	Gender	Country of Origin	Ethnicity	Native Language	Their English Rating	Our English Rating	Activities	Activities in Worcester?	Where?	Know Any Members?	Been to Y?	Try The Y?	Organization
22	F	Brazil	Brazilian	Portuguese	4	5	Family Movies	Yes		Yes	Yes	No	Pampas
55	M	Vietnam	Vietnamese	Vietnamese	2	3	Soccer Tennis Walking	Yes		No	No	N/A	SEAC
55	M	Vietnam	Vietnamese	Vietnamese	1	1	Soccer Volleyball Karyoke Swimming Kung Fu	Yes	N/A	No	No	N/A	SEAC
25	M	Afghanistan	Afghani	Persian Dari	4	4	Swimming	Yes		Yes	Yes	Yes	YMCA Pool
20	M	Iraq		Arabic	4	5	Soccer Swimming Workout Better Climbing Times Hot Tub	Yes		Yes	Yes	Yes	YMCA Pool
N/A	M	Liberia	Liberian	English	5	5	Church Services Soccer Community Meetings	Yes	Main St	Yes	Yes	Member	Catholic Charities
23	M	Iraq	Iraqi	Arabic	4	4	Soccer Wrestling	Yes	Worcester Academy	Yes	Yes	Member	YMCA Pool
25	M	Iraq	Iraqi	Arabic	3	3	Body Building Martial Arts	Yes	YMCA	Yes	Yes	Member	YMCA Pool
27	M	Kuwait	Iraqi	Arabic	4	4	Jacuzzi Bigger	Yes	World Gym	Yes	Yes	Member	YMCA Pool

							Weightlifting Room						
19	M	Iraq	Iraqi	Arabic	5	5	swimming	Yes		Yes	Yes	Member	YMCA Pool

## Child Focus Group Answers

Table 10: Child Focus Groups Data

Child #/ Question #	Age	1	1a	2	3	4	5	6
1	10	English	N/A	Legos Dodgeball	Battle of the Sexes	Game of Life	Christmas & Thanksgiving	Hampton Beach
2	3rd Grade	English	Spanish	Playroom	Legos		Christmas	Hampton Beach
3	3rd Grade	English	Spanish	Legos	Legos		Christmas	N/A
4	3rd Grade	English	N/A	Gym	Jump Ropes		Easter	Florida - Disney
5	3rd grader	English	Spanish	Connect 4	Yes	N/A	Christmas	New York
6	9	English	No	Swimming	Monster High (on Wii)			Cape Cod
7		English	Japanese	Gym	Hide-and-Go-Seek	N/A	Christmas	Toyko, Hawaii
8	9	English & Spanish	No	Legos	Legos		Christmas	Great Wolf Lodge
9	9	English	Spanish	Legos	Legos		Christmas	Legoland, Six Flags
10	7	English		Basketball, Art	Connect four & Xbox	Basketball	Christmas, Easter & Halloween	N/A
11	-	English	Spanish	Swimming	N/A	Swimming Everyday	N/A	
12		English	Spanish	Art	Mancala	N/A	Christmas	N/A
13	8	English	Spanish	Playing	Play-Doh	None	None	
14	8	English	Spanish	Art	Find Things & Running	Hide-and-Go-Seek	Easter	Puerto Rico
15		English	Spanish	Art	Find Things & Running	Hide-and-Go-Seek	Easter	Puerto Rico
16	9	English		N/A	Card Game	N/A	N/A	N/A

17	8	English	Spanish & Portuguese	N/A	Karate	Working		
18		English		Mancala				
19				Dodgeball, Basketball, Fishie-Fishie				
20		Spanish		Dress Up, Mancala		Gymnastics, Singing, Dancing, Cheerleading		Barbados
21		Spanish		Human Knot				Cruises, Coco Keys, Mexico
22		Spanish		Make Up		Ping-Pong		
23		Spanish & Ghanian		Football, Tag, M.A.S.H.				Conneticut, Alabama, Ghana
24		Spanish		Capture the Flag, Swimming		Capture the Flag, Volleyball, Scooters		Puerto Rico
25		English		Dodgeball, Baseball, Swimming, Art, Kickball		Tennis		N/A
26				Dodgeball, Basketball, Fishie-Fishie, Kickball, Baseball				
27		Spanish		Dodgeball, Cooking, Steal the Bacon, Seasonal Traditions		Track/ Running		Spain, Dominica Republic
28		Spanish		Dodgeball, Capture the Flag, Basketball		Football		Coco Keys
29		Spanish		Mancala, Basketball, Tag		Monopoly, Tic-Tac-Toe, Gymnastics		
30		Spanish		Mancala, BasketBall		Monopoly, Hop-Scotch		
31		English		Lego				

32		Spanish		Mancala, Jump Rope				
33		English	Spanish & Vietnamese	Swimming			Christmas & Halloween	Worcester
34	9	English	Spanish	N/A	Cooking & Fortune Teller Class		Christmas & Easter	
35		English	Spanish & Antiguan Creole	Art, Gym	Cooking & Gym		New Years, Christmas & Easter	
36		English	Jamaican Creole	Rock Climbing	Lego	Building with Bricks	Christmas	
37		English		Swimming	Video Games	Drawing	Easter, Valentines Day, Labor Day, Halloween, Christmas & St.Patricks Day	Cape Cod
38	7	English		Swimming, Drawing, Legos		playng catch	Halloween, Christmas & Thanksgiving	Delaware

## APPENDIX J: SPONSOR PROJECT DESCRIPTION FORM

This appendix contains the form that needs to be filled out for a follow-up project.

### Sponsor Project Description Form

**1. WHO**

- The Young Men’s Christian Association also known as the YMCA or the Y is an internationally present community based organization, whose belief is based on and investing in “empowering the youth.” We are a non-profit organization, supported through charitable contributions, membership dues and program fees. The Central Branch is well known for being a safe and positive place for teens, providing some of the best opportunities available for this tough-to reach age group.

**2. PRIMARY CONTACT**

- David Connell, YMCA of Central Massachusetts, Regional Executive Director: 766 Main Street, Worcester, MA; 508-755-6101, Ext. 223; dconnell@ymcaofcm.org

**3. LOCATION**

- The project team will be housed at our Central Community Branch located at 766 Main Street, Worcester, MA. Wi-fi will be available.

**4. TIMEFRAME: Please rank the terms in which you are able to have students with 1 being the most preferred term and 3 being the least preferred. If you are unable to have students for any of the terms listed, please put N/A on the line.**

- B term, 2015 (10/27-12/17) \_\_\_\_\_
- C term, 2016 (1/14-3/4) \_\_\_\_\_
- D term, 2016 (3/14-5/3) \_\_\_\_\_
- E term, 2016 (5/16-6/30) \_\_\_\_\_

**5. WHAT**

**Problem Statement**

**Please briefly (in a one or two sentence problem statement) describe the primary issue the student team will be tackling. Feel free to think expansively about the type of projects students could tackle.**

There are newcomers to the Worcester community whose needs or cultures are not extensively documented. Every newcomer group, whether they are from Burma, Vietnam, Ghana, or Iraq etc. have their own unique cultural activities, games and interests. We need to find activities that encompass the interests of a majority of the newcomer groups and implement those activities successfully at the Y. The three main stages in providing a solution to this project include (i) Identifying similarities and differences among newcomer groups (ii) Identifying activities that will be successful and well received through data collection (iii) Implementing the new program(s) at the Y

### **Background**

**Please provide a bit of background on your organization, agency, and issue for the students to use as a starting point in their research**

“The YMCA of Central Massachusetts’ urban locations – the Central and Montachusett Community Branches - are in the heart of densely populated cities (Worcester and Fitchburg, respectively) with significant economic challenges. The majority of individuals living in these neighborhoods are individuals of African-American, Asian and, overwhelmingly, Hispanic ethnic backgrounds.

While the Hispanic population has grown in the two locations, we have also seen an increase in various populations in all the territories that we serve. We feel confident in the Hispanic community that we serve; however, these other “newcomer” communities create significant opportunities and challenges as we attempt to be welcome and inclusive to the “newcomer” needs.

We strive to live up to our Diversity and Inclusion statement of “...nurture[ing] and support[ing] an environment that reflects, respects and celebrates our differences and embraces the richness of our diversity,” the YMCA of Central Massachusetts must bring to light different methods, techniques and campaigns to keep the Association fresh and meet the evolving needs of the communities we serve.”

### **Deliverables/Outcomes:**

Possible outcomes that we have identified for this project include:

- Design and implement new programs) at the Y which bring together communities of different ethnic backgrounds
- Perform substantial data acquisition
- That the project has sustainability
- The project can be duplicated
- Project should meet the framework listed above under “Problem Statement”

**Please identify what you hope the students will have accomplished at the end of their project term.**

### **Engagement**

There are many activities and opportunities for one to become meaningfully engaged with the community and/or sponsoring organizations. These opportunities include meeting with the myriad of community based organizations in Worcester. Community exploration will open you up to opportunities to understand and learn about the challenges that these newcomers face in their

everyday lives. Each organization offers opportunities to work with and interact with members of various ethnic communities to enrich the experience of the student project team.

The YMCA offers various classes from yoga to boxing which are run by our family of staff, which the Y encourages everyone to explore.

**Describe activities/opportunities for the students to become meaningfully engaged with the community and/or sponsoring organization or agency**

**Examples include:**

- **Surveying members of the YMCA**
- **Surveying members of the community**
- **Attending cultural events and other relevant events with sponsor**
- **Meeting with outside organizations and businesses**
- **Taking classes offered at the Y**
- **Volunteering at outside organizations**
- **Interacting with Y staff**