

Prepared for the Arab American Association of New York as a Capstone Project  
at New York University's Robert F. Wagner Graduate School of Public Service



# The Arab-American Community Survey

Findings from a Neighborhood Needs Assessment in Southwest Brooklyn

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سفر و تفریح

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**The Arab-American Community Survey**  
Findings from a Neighborhood Needs  
Assessment in Southwest Brooklyn: May 2012

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agement, and urban planning. NYU Wagner is  
dedicated to preparing students to address the  
serious issues facing society today. The aca-  
demic programs emphasize a mix of theory and  
practice, so that students can build a portfolio  
based on their curriculum and real-world experi-  
ence in their specific area of interest. Part of the  
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ing experience and an opportunity to perform a  
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graduate students to address complex chal-  
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profit, governmental, health-related, urban  
planning, and international agencies. Project  
teams approach their assignments with initiative  
and professionalism, and they organize and  
frame the project into a thorough work plan that  
results in a carefully considered final product.  
Every team produces a written report and con-  
ducts a final presentation of their findings and  
recommendations.

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# Executive Summary

The Arab American Association of New York (AAANY) provides social services to clients based primarily in southwest Brooklyn, which encompasses Bay Ridge, Bensonhurst, Dyker Heights, Fort Hamilton and Sunset Park. The organization also serves as a national voice on Arab-American issues.

Due to lack of reliable information on its constituency, AAANY worked with a Capstone team from New York University's Robert F. Wagner Graduate School of Public Service to initiate a survey on the demographic and community needs of the Arab-American community in southwest Brooklyn. The results of the survey are intended to help AAANY best serve the community and leverage the information to attract resources for its programs.

As a pilot project, the Capstone team consulted with several thought leaders in academia and the Arab-American community to learn how to best gather information for AAANY. The Capstone team conducted background research that confirmed the lack of data on Arab Americans. The team created a survey instrument in English and Arabic that was distributed on paper and online to the Arab-American community.

Questions were designed to gather demographic information and to understand the main issues currently affecting Arab Americans. With the help of AAANY, the Capstone team trained volunteers who collected survey responses from a sample that was representative of

current and potential clients of AAANY.

The collection process took place over a three-week span and more than 400 surveys were collected. The quantitative and qualitative results were analyzed using statistical-analysis software. Key-stakeholder interviews were conducted to fill knowledge gaps. All of the information gathered led to the creation of a set of recommendations on how AAANY can further its data-gathering efforts.

Survey responses painted a picture of the typical AAANY client. This client lives in southwest Brooklyn, is female, married, 35 years old and Muslim.

The results also show that many of the survey respondents are unemployed, have low annual household incomes — about 60 percent has a total annual household income of less than \$30,000 — and have not attained a level of education past high school. A majority of respondents have lived in the United States for 10 years or longer, are accessing government benefits, and feel there is a need for more translation services when dealing with government agencies. Most frequently, respondents were born in the United States and identify as Muslim and Arab.

The three most important issues identified by respondents were:

1. Discrimination / anti-Arab / anti-

Muslim sentiment.

2. Unemployment / lack of work.

3. Lack of affordable housing.

Additionally, the need for education services, language accessibility, immigration support and youth programming also were cited as key areas of need.

Based on the findings and survey process, the Capstone team puts forth a set of recommendations that can further AAANY's data-collec-

tion efforts, bolster current programs, forge new linkages and networks, build capacity and educate the public about the needs of the

community. The recommendations are based upon the amount of time, money, staffing and other resources required for implementation.

Key recommendations include:

- Widely disseminating the results of the survey.
- Replicating the survey in other New York City neighborhoods.
- Streamlining and expanding current data collection.
- Documenting institutional memory.
- Conducting focus groups and interviews.
- Enhancing core program areas to reflect needs discovered by the survey.

## Survey responses painted a picture of the typical AAANY client.

# Introduction

The Arab American Association of New York was founded in December 2001 in the wake of the attacks on the World Trade Center and the Pentagon. Originally conceived as a social-service organization prior to Sept. 11, the events sped the formal creation of the organization as AAANY's founders saw an increased need to convey to the public that the individuals who committed the attacks were not representative of the Arab-American community.

The events of Sept. 11 shifted the formation of AAANY into an organization that caters to the needs of the community and serves as an

Arab-American representative to the general public.

“Instead of social services, we had to move into empowering the community, defending the community and supporting the community,” Dr. Ahmad Jaber, a co-founder and current board president of AAANY, told the *New York Daily News* in 2008. “It was not easy. We had to prove ourselves as Americans, show that we do care, that we are part of the community and had nothing to do with what happened. The choice was either we hide or stand up for our rights. So, as good citizens, we decided it's time for us to stand for

our rights” (Richardson 2008).

A secular nonprofit, AAANY boasts an extensive service portfolio that reaches every age group. AAANY offers bilingual case management, helping people gain access to health-care and public benefits.

AAANY also offers translation and interpretation services, art-therapy programs, job-seeker assistance, legal and naturalization consultations, legal and medical referrals, youth-networking opportunities, and classes in the citizenship process, GED preparation and English as a Second Language (ESL).

# Background

AAANY's leaders realized that the organization's ability to serve Arab Americans in New York was limited by the lack of reliable quantitative and qualitative data on the population. They had educational guesses as to the makeup of their community, but lacking sufficient survey data, there was no way of knowing more conclusively.

Who are the Arab Americans of New York? From which countries did they come? How many jobs do they work? What languages do they speak? How reliant or independent are they of public assistance? How many children do they have? And what services would they like AAANY and other social-service organizations to provide? These are only a few of the questions for which AAANY sought answers.

In order to carry out the work, AAANY recruited the help of a Capstone team from New York University's Robert F. Wagner Graduate School of Public Service. The team was brought on to work with AAANY from September 2011 to May 2012. Originally conceptualized as a citywide survey on the entire Arab-American population of New York City, the Capstone team worked closely with AAANY to narrow the scope of the work to focus on southwestern Brooklyn.

The Capstone team embarked on the project based on two primary goals. The first was to develop a replicable survey model that was aligned with both AAANY's work and its current capacity so that AAANY could use what the Capstone team produced to either repli-

**The team's goals:  
Develop a replicable  
survey and use the  
survey to discover  
information helpful  
to AAANY's work.**

cate the survey or work with other researchers to continue the work. The second goal was to use the survey results to discover information about Arab Americans in the southwest Brooklyn neighborhoods served by AAANY. In the short term, absent replication of the survey, the team wanted to provide AAANY with useful information to better serve its constituency.

# Methodology

The Arab-American Community Survey is a pilot survey project that serves to provide a sample of data from which to determine common demographic characteristics of the Arab-American community as well as identify significant issues affecting the Arab-American population in southwest Brooklyn. Many steps were involved in the process of developing recommendations for AAANY to improve its work in the Arab-American community.

## Determining Scope

The first step in the process was to determine the scope of the Capstone project. The Capstone team and AAANY decided to sample current and potential clients of AAANY within five neighborhoods of southwest Brooklyn: Bay Ridge, Bensonhurst, Dyker Heights, Fort Hamilton and Sunset Park. AAANY and the Capstone team deemed this population appropriate from which to draw a sample because AAANY readily has access to this population.

## Project Preparation

Prior to developing the survey instrument, the Capstone team conducted background research, developed a special-purpose project budget and created an implementation plan to complete the project within eight months. Background research included meeting with AAANY to gather information about the Arab-American community and conducting a literature review of relevant secondary sources. A special-purpose project budget (Appendix 5) was created to ensure AAANY had the finan-

cial capacity to conduct a community-needs survey and to ensure that the Capstone team adhered to the financial parameters of the project.

The Capstone team developed a project implementation plan (Appendix 6) to ensure that survey implementation and analysis would be kept on schedule. Tasks in the survey-development process were carried out in consultation with AAANY and the Capstone team's faculty advisor, Prof. Merle McGee.

## Developing the Survey Instrument

The Capstone team reviewed existing community-needs assessments and worked with AAANY to develop a list of common questions to consider for the project's survey instrument. The Capstone team further refined the survey instrument in consultation with NYU Wagner Prof. Shankar Prasad. Important demographic information to collect was identified initially as:

- Age
- Gender
- Country of origin
- Language
- Profession
- Employment status
- Educational attainment
- Income level
- Marital status
- Number of children in household
- ZIP code
- Year of entry to the United States
- Public assistance

Several considerations drove the survey design, including the information AAANY wanted to gather from the questions, the survey's visual aes-

thetic, the clarity of the questions for respondents, and the anticipated methods of data analysis.

After the questions were finalized, the team worked with AAANY's Arabic translator to convert the English survey into Arabic. The paper version of the survey instrument was prepared using Remark, a survey scanning, collection and analysis software. An online version also was prepared using the online survey-collection tool Qualtrics. (See Appendices 2 and 3.)

Once completed, and available in English and Arabic on paper and online, all versions were tested by AAANY staff and volunteers to check for clarity. AAANY approved the final version of the survey instrument.

## Survey Implementation

The Capstone team determined that an ideal sample size for data analysis would be 500 surveys. In order to collect 500 surveys from the Arab-American community in southwest Brooklyn, AAANY enlisted volunteer survey collectors from the organization's staff and youth volunteer base. The Capstone team trained 17 volunteer survey collectors. (Volunteer training materials can be found in Appendices 8 and 9.)

In addition to utilizing volunteer survey collectors who were instructed to visit local areas to collect a random sample of respondents, AAANY and the Capstone team reached out to Arab-American community groups based in Brooklyn to collect surveys. These community groups were sent a hyperlink to the



Many stores in Brooklyn's Bay Ridge neighborhood advertise halal food that's been prepared in accordance with Islamic law.

Qualtrics version of the survey, as well as given the opportunity to fill out the survey on paper.

### Data Entry and Cleaning

The Capstone team compiled responses from the paper surveys using Remark. After inputting, cleaning and consolidating the data into a master data file, the data was analyzed using Stata data-analysis software and SPSS Text Analytics for Surveys software.

All responses to open-ended questions as well as answers to fields where a respondent could write in an answer were translated from Arabic to English by an independent translator enlisted by the Capstone team.

### Quantitative-Data Analysis

Using Stata data-analysis software, the Capstone team tabulated responses for every question on the survey. The Capstone team consulted with Prof. Prasad and the NYU Data

Service Studio to determine the most suitable statistics to run on the data. Cross-tabulations were conducted where appropriate to see relationships between two variables.

### Qualitative-Data Analysis

The Capstone team analyzed open-ended survey answers separately using SPSS Text Analytics for Surveys, software designed for categorizing qualitative data. The data set was entered into the software in order to categorize the three open-ended survey questions.

Based on information derived from the key-stakeholder interviews, existing demographic data and the literature review, a categorization framework was developed to capture broad themes that were expected to emerge in the open-ended responses. The categories were developed to reflect responses that named a specific target audience or a type of programming. In some instances, responses covered a range of

topics or target audiences and thus fell into two or more categories.

After categorizing each open-ended response, the data set with the categorizations was analyzed for basic frequency cross-tabulations in SPSS to determine broad demographic characteristics of the respondents, according to the category of their responses.

### Key-Stakeholder Interviews

The Capstone team conducted key-stakeholder interviews to inform the team's recommendations to AAANY. Interviewees included AAANY staff, an AAANY board member, and other Arab-American community-service providers. Questions were asked to fill gaps left by the survey, to better understand the most important issues in the Arab-American community, and to discover what key stakeholders in the Arab-American community wanted to learn from the survey results. (A list of interview questions can be found in Appendix 7).



# Secondary-Data Research

Arab Americans are a diverse population with unique needs and interests. In the last 20 years, community groups, academic researchers and a few larger research institutions have taken steps to learn more about Arab Americans by conducting localized studies, tracing historical migration patterns and monitoring trends in relatively scarce demographic data.

## Literature Review

Overall historical accounts of Arab immigration to the United States tell the broad characteristics of the Arab-American population, describing general push-and-pull factors contributing to Arab immigration to the United States and the social environment for their immigration from the 1880s to after World War II (Suleiman, 1999; Naff, 1985). Due to the varying classification systems used by American and Canadian border officials over different time periods, Suleiman and others acknowledge the difficulties in obtaining exact estimates of the number of Arabs immigrating to North America. Currently, people of Arab or other Middle Eastern ancestry are categorized as Caucasian in the U.S. Census. However, Census ancestry data remains the only official and regularly collected demographic information on Arab Americans (Samhan, 1997). The Arab American Institute Foundation, an affiliate of the Arab American Institute, polls Arab Americans and gathers state and national demographic data from secondary sources such as the U.S. Census' American Community Survey. Census classification, the so-

ciopolitical context of data gathering and the relatively small size of the population claiming Arab ancestry pose challenges to research efforts.

Following the Sept. 11, 2001 attacks, Arab Americans sought to dispel misconceptions about their community. Given an increased public interest in Arab and Muslim Americans, policymakers sought to learn more about the Arab-American population. Much of the public and governmental interest in Arab Americans tended to be through a frame of national security, rather than immigration or community needs. The University of Michigan-Dearborn's Department of Arab American Studies sought to move beyond "a post-Sept. 11th gaze with a focus on diverse local, national and global events that have inspired Arab immigration and displacement to the United States and shaped Arab-American engagements with racism and whiteness within different historical contexts" (University of Michigan-Dearborn, 2009). Nevertheless, the events of Sept. 11 continue to be cited as having influence in Arab-American social and political consciousness. Researchers have focused on the policy impacts of Sept. 11 on the lives of Arab and Muslim Americans, as well as on the social, health, mental and educational impacts that the post-Sept. 11 period has had on particular segments of the population.

## *Building the Case for More Data*

Almost all existing localized studies on Arab Americans recommend expanding research efforts. Philan-

thropic organizations also have built the case for gathering more information and engaging Arab Americans. One San Francisco Bay Area report recommended that funders focus on building community-based organizations' capacity by increasing opportunities for women's leadership; increasing health, mental health and social-service provision; supporting legal assistance for immigration and civil liberties; building media outreach; increasing advocacy and civic engagement; and offering cultural-competency trainings for mainstream community institutions (GCIR, 2004). More recently, a report on Arab-American philanthropy recommended that Arab-American philanthropy programs need to help community-based organizations create stronger cases for giving by building greater awareness of poverty and lack of opportunity in the Arab-American community (Center for Arab American Philanthropy, Insights into Arab American Giving, 2009).

## *The U.S. Census and the American Community Survey*

In the United States, there are an estimated 1.7 million Americans of Arab decent, according to U.S. Census data on people reporting Arab ancestry (Arab American Institute, 2009). Taking into account underreporting, the Arab American Institute Foundation pegs the actual population at 5.1 million. Still, existing research provides historical context and general characteristics about regional pockets with high concentrations of people of Arab origin in various regions of the United States.

In New York, official estimates used by the New York City Department of City Planning are drawn from the American Community Survey. While the survey has wide margins of error, in particular for smaller ethnic groups like Arab Americans, the American Community Survey estimates of the size of the city's population of Arab Americans and their socioeconomic characteristics form the only citywide data collection available. Additionally, New York City has one of the highest concentrations of Arab Americans in the country, but officially Arab Americans are estimated to make up less than one percent of the population, considerably less than other minority groups (NYC Dept. of City Planning).

The 2007-to-2009 three-year American Community Survey projections place the total city population of Arab Americans at between 90,000 and 100,000 (NYC Dept. of City Planning). The median age of the population is estimated at 32, while the overall citywide median age is estimated at 36. About 56 percent report being married, as opposed to about 40 percent overall citywide. An estimated 25 percent has a high-school diploma, compared to about 27 percent of New Yorkers overall.

About 40 percent of the Arab-American population aged 25 years and older has a bachelor's degree or higher, compared to about 33 percent of the city overall. About 72 percent of the overall population of Arab Americans is foreign born, compared to about 37 percent of the total city population. About 27 percent of Arab Americans is not English proficient among those over the age of five who speak a language other than English at home, while the overall city population that is

not English proficient is about 24 percent.

#### *Localized Studies of Arab-American Communities*

There is little published in-depth academic or demographic research on New York's Arab-American community. However, North American national and local studies reveal broader trends. These studies provide a starting point for analyzing the context of the Arab-American community of southwest Brooklyn.

## **There is little published in-depth academic or demographic research on New York's Arab-American community.**

#### *Familial Relationships and Youth*

Ajrouch's study of Muslim-Lebanese families in Dearborn, Mich., found a dual existence of a strict traditional culture enforced by parents seeking to maintain ethnic identity in their adolescent offspring (Ajrouch, 1999). In Abu-Laban and Abu-Laban's study of 62 Arab-Canadian adolescents in Edmonton, a majority of youth reported that young women faced more parentally imposed restrictions than young men, but that young women were more likely than young men to feel comfortable with non-Arab Canadian peers (Sharon McIrvin Abu-Laban and Baha Abu-Laban, 1999).

#### *Domestic Violence*

While there are no comprehensive statistics on the incidence of domestic violence in many immigrant communities, limited research on Arab-American survivors of domestic violence show a need for culturally and linguistically appropriate services to assist in overcoming the barriers to accessing help and sharing information about domestic violence (Kulwicki, 1999).

Other recommendations to increasing access to services for domestic violence survivors include training service providers on Arab family structures and immigration pressures; educating the community at large about the importance of not isolating domestic-violence victims; ensuring victim confidentiality through private waiting rooms and training staff not to share information (Kulwicki, 2010). Finally, in developing a culturally appropriate risk-assessment tool on domestic violence, Kulwicki found that multidisciplinary approaches that integrate Arab-American community organizations, shelters, health-care providers and law enforcement were critical to providing culturally appropriate support and follow-up to Arab-American survivors of domestic violence (2010).

#### *Immigrant Settlement and Sociopolitical Identity*

Seikaly's study of Palestinians in Detroit in the late 1990s highlighted community attachments to Palestinian political identity, while also finding that only 30 percent of the sample said they voted in U.S. elections (May Seikaly, 1999). Serhan's 2009 dissertation, an ethnographic study of Palestinian Americans in New York and New Jersey, traced Palestinian-American social net-

works and found that Palestinian Americans tend to live in ethnically mixed neighborhoods, outside of inner cities (Serhan, 2009).

*Post-Sept. 11 Implications on Arab-American Health, Mental Health and Youth*

The impact of Sept. 11 on Arab Americans is colored by the enactment of immigration enforcement and anti-terror policies, as well as experiences of harassment, reduced civil-liberties, and negative public attitudes toward Muslims and Arabs (AAI, 2002; Kayyali, 2006). Bayoumi's ethnographic work with a small group of teenagers and young adults illustrates the challenges and reconfigurations of identity facing Arab Americans in southwest Brooklyn.

The social and political environment in the years following Sept. 11 caused them to feel that their Arab and/or Muslim identities were increasingly negatively scrutinized by mainstream American society (Bayoumi, 2008). Some were detained without charge and eventually released, while others struggled to reconcile their American patriotism with their Arab heritage. Youth adopted a number of strategies, ranging from denial of their Arab identity to building stronger relationships with their non-Muslim peers in an effort to educate others positively about their faith (Bayoumi, 2010).

In 2008, Abu-Ras and Abu-Bader conducted focus groups at AAANY on the effects of the post-Sept. 11 environment on mental health (2008). Participants reported experiencing fear of personal attack, anxiety about the future and a sense of "loss of community" as a result of the isolation and stigmatization.

## **Living Healthier Lives in the Diaspora: A Health Survey of the Bay Area's Arab-American Community**

*San Francisco, June 2008*

**Goal:** To enhance existing health-educational programs and create new ones at the Arab Cultural and Community Center based on the survey results; to discover to what extent people received linguistically and culturally appropriate care; and to establish a health network of Arab-Muslim and non-Arab-Muslim health organizations.

**Geographic area:** San Francisco, Contra Costa, Alameda, San Mateo and Santa Clara counties in California.

**Budget:** \$25,000, plus in-kind support and resources.

**Funders and supporters:** California Endowment and San Francisco State University Center for Health Disparities Research and Training.

**Duration:** About two years.

**Survey length:** 79 questions.

**Estimated time to complete survey:** Less than 20 minutes.

**Total surveys collected:** 400.

**Incentives offered:** \$10 to complete the survey.

**Survey-team composition:** Fourteen survey collectors, including 11 women and three men.

**Research period:** Consultation done with academics, health experts and community leaders to design survey questions (five months).

**Publicity:** Outreach at Arab Cultural Festival attended by more than 4,000 people.

**Survey testing:** Focus group conducted to assess clarity and cultural appropriateness of the questions and time it takes to complete the survey.

**Survey collection:** About one year to collect surveys.

**Data analysis:** Conducted by the Public Research Institute at San Francisco State University.

Lack of culturally and linguistically appropriate mental-health services was a significant barrier to addressing these issues in the community (Abu-Ras and Abu-Bader, 2008).

### *Health Studies*

Health studies constitute some of the most in-depth research on Arab Americans to emerge in the last two decades. The Michigan-based Arab Community Center for Economic and Social Services

sponsors the annual National Conference on Health Issues in the Arab American Community, where specialists in the field present on wide-ranging topics from smoking to domestic violence. Most localized studies of Arab-American health in Detroit, New York and San Francisco also provide local demographic and social context. Starting in 2006, the Arab Cultural and Community Center conducted a health survey of Arab Americans in the Bay Area (Al-Daher, Volk and Rogers,

2008). Recommendations for future research included training local community members, including those in at-risk groups, to formulate questions and administer surveys; implementing probability sampling methods; and conducting future health surveys on single issues, particularly, HIV/AIDS, mental health and smoking, to gain more insight. Recommendations to improve health-care provision to Arab Americans, included offering workshops for providers, compiling a resource guide for finding translation providers, and reaching out to the Arab-American population through educational workshops on specific health issues and by conducting more research with local clinics and hospitals (Al-Daher, Volk and Rogers, 2008).

In New York, only two research projects have aimed to provide city-specific information about broad Arab-American social needs and demographics. Tamkeen's preliminary "Community Needs Assessment of New York City," which included a community-health assessment component, analyzed secondary demographic data from the U.S. Census Bureau's American Community Survey on Arab Americans and revealed broad trends in health needs based on interviews with key Arab-American social-service providers (Krase et al, 2004).

AAANY's Health Assessment of the Arab American Community in Southwest Brooklyn, conducted in 2008 in partnership with Lutheran Medical Center, was the only study to collect primary data on demographics and health disparities from Arab-

American respondents in New York (AAANY, 2008).

The health-needs assessment was conducted in Bay Ridge, Borough Park, Dyker Heights and Sunset Park. The findings suggest that Arab Americans living in these neighborhoods were more likely than the Brooklyn, southwest Brooklyn and citywide populations to be uninsured. The sample also reported a higher poverty rate among Arab Americans. The study concluded that more research on the impact of smoking and poverty on Arab Americans should be conducted.

## **In New York, only two research projects have aimed to provide city-specific info about broad Arab-American social needs and demographics.**

One of the more comprehensive New York-based health studies focused on the Arab American Breast Cancer and Education Referral Program (AMBER), a project of the NYU Cancer Institute and the Center for Immigrant Health at NYU Langone Medical Center. The community health-outreach program was studied from 2007 to 2009. AMBER began in part because of research that showed that breast cancer was the leading cause of cancer mortality in Arab women, as

compared to U.S. women as a whole who had higher lung-cancer mortality. New York Cancer Services Partnerships found that in Brooklyn and Queens cancer screening had low participation rates by Arab-American women as identified by country of birth (New York Cancer Services Partnerships data cited in Ayash et al. 2011).

AMBER used a participatory research approach to deliver Arabic-language breast-cancer education, cancer screening and health-worker cultural-competency training. Over the course of the study, barriers to culturally competent care included lack of bilingual staff in medical facilities, underutilization of interpretation services, economic barriers, fear and unfamiliarity with the American health-care system (Ayash et al. 2011).

AMBER has been funded on a yearly basis since 2007 by The Greater New York City Affiliate of Susan G. Komen for the Cure. Sloan Kettering Memorial Cancer Center received a grant of more than \$63,000 from NYU Langone Medical Center and the Komen foundation in 2011 to continue research on AMBER. A highlight of the program is its ability to engage Arab-American community organizations, mosques and medical institutions across different boroughs to increase awareness about breast-cancer screenings among the underserved Arab-American population.

The one-off surveys, community-needs assessments and studies inform researchers about the state of various Arab-American communities over specific delimited time periods and contexts. However, it is difficult to draw comparisons

within or across groups and regions. The lack of continuous or recurring studies over long time periods, the diversity of the Arab population — including countries of origin, income levels, circumstances of immigration and other factors — also needs to be taken into account when seeking to generalize information about the population.

### *Detroit Arab American Study*

One-third of the Arab population in the United States is concentrated in the metropolitan areas of Los Angeles, Detroit and New York (Arab American Institute). However, the only comprehensive, reliable and statistically significant community survey of the Arab-American community took place in the Detroit area in 2003, as a supplement to the University of Michigan's Detroit Area Study. The study collected information on basic demographics, social attitudes, political behavior and quality of social and political institutions in the area.

The Detroit Arab American Study surveyed both Arab Americans and Chaldeans — Christians from Iraq who speak a dialect of Aramaic, a linguistic cousin to Arabic — and found that they traced themselves to four general geographic areas (Lebanon/Syria, Iraq, Palestine/Jordan and Yemen). Most were born outside the United States. Fifty-eight percent identified as Christian and 42 percent as Muslim. Seventy-nine percent were American citizens; 86 percent said they felt at home in the United States; and 70 percent said that the term “Arab American” described them.

## **Detroit Arab American Study: A Companion Survey to the 2003 Detroit Area Study**

*Detroit, July 2003*

**Goal:** To examine how post-Sept. 11 Arab-Americans experiences affect transnational community attachments, local sources of social capital, identity, trust in institutions and interracial and intercultural relations.

**Sponsors:** University of Michigan's Institute for Social Research, University of Michigan-Dearborn, and more than 20 secular, religious and social-service organizations.

**Geographic area:** Metropolitan Detroit area including Oakland, Wayne and Malcolm counties.

**Budget:** \$860,533, with supplemental award of \$29,943.

**Funders:** Russell Sage Foundation, Andrew W. Mellon Foundation, University of Michigan units: Dearborn Center for Arab American Studies, the Institute for Social Research, the Office of the Provost, the Office of the Vice President for Research, the Center for Local, State and Urban Policy, the Michigan Business School and the Gerald R. Ford School of Public Policy.

**Duration:** July to December 2003.

**Method of data collection:** Face-to-face interviews.

**Total surveys collected:** 1,016.

**Survey-team composition:** Paid bilingual survey collectors and an interdisciplinary team of scholars from three universities.

**Survey-data collection:** Dual-frame sample design. 1) Area-probability frame based on Census tracts where 10 percent or more of persons were self-classified as of Arab- or Chaldean-American ancestry in the 2000 U.S. Census; and 2) A list of households taken from mailing and membership lists of 13 Arab- and Chaldean-American organizations.

**Post-survey publicity:** Survey findings disseminated through media, local government and the greater Detroit Arab-American community. A book-length manuscript and several journal articles also were published.

In terms of the impact of Sept. 11, respondents listed the fight against negative stereotypes and the need to make a greater effort to communicate with and “be open to” other Americans among their community's most pressing needs. Fifteen percent said that since Sept. 11 they personally had a bad experience due to their ethnicity (such as from verbal insults or targeting by law enforcement).

In comparison to the general population, Arabs and Chaldeans were

less likely to be willing to target Arabs and/or Muslims for surveillance and other measures without sufficient evidence to prosecute. However, a majority of both the general, Arab and Chaldean populations were willing to support increased surveillance in order to fight terrorism.

Interestingly, compared to the general population, Arabs and Chaldeans had higher levels of confidence in their local school systems, the police and the U.S. legal system.

# Primary-Data Research

## Quantitative-Data Analysis

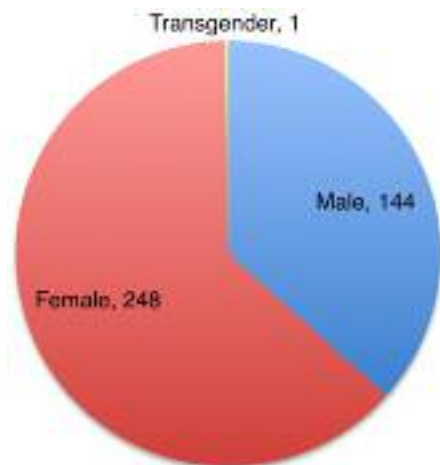
The Capstone team analyzed the quantitative data collected by the Arab-American Community Survey. The survey represents a sample of current and potential clients of AAANY primarily located in southwest Brooklyn. (A comprehensive list of all frequency tables can be found in Appendix 4.)

### ZIP Code

- 11209: 37.98% of respondents.
- 11220: 18.20% of respondents.
- 11214: 12.17% of respondents.

The ZIP codes of respondents that were most frequent are all located within southwest Brooklyn.

### Gender



- Female: 248 respondents (63.10%).
- Male: 144 respondents (36.64%).
- Transgender: 1 respondent (0.25%).

The majority of respondents were fe-

male. This reflects AAANY's mostly female staff and the organization's focus on providing programs for women. These numbers should not be misconstrued to represent the gender makeup of all Arab Americans in southwest Brooklyn, as the sample was representative of current and potential clients of AAANY.

### Age

- Mean: 35.35 years old.
- Median: 34 years old.
- Mode: 17 years old.
- Range: 13 to 74 years old.

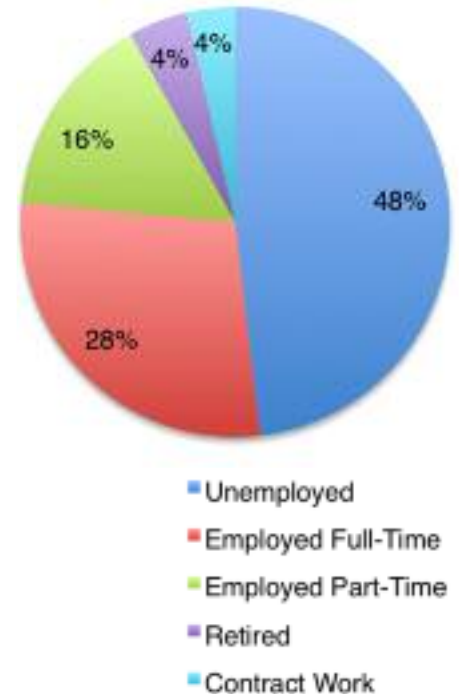
The average age of respondents was about 35 years old. However, the ages of respondents ranged from 13 to 74 years old. The most frequent age of respondents was 17 years old. The large range of responses shows the potential of AAANY to reach many age groups and generations with the organization's work.

### Marital Status

- Married: 60.81% of respondents.
- Single: 33.08% of respondents.
- Separated/divorced: 3.05% of respondents.
- Widowed: 2.29% of respondents.
- Domestic partnership: 0.76% of respondents.

The majority of respondents are married. These findings are consistent with other studies that show that Arab Americans have higher rates of marriage as compared to the general population.

### Employment Status



- Unemployed: 48.17% of respondents.
- Employed full time: 28.27% of respondents.
- Employed part time: 15.45% of respondents.
- Retired: 4.45% of respondents.
- Contract work: 3.66% of respondents.

The majority of respondents are unemployed. Compared to the national unemployment rate of 8.2 percent in March 2012 (Bureau of Labor Statistics), and the New York City unemployment rate of 9.6 percent in February 2012 (New York State Department of Labor), the unemployment rate of respondents was 48.17 percent for the survey conducted in February 2012. This number is dis-

concerting; however, AAANY has programs focused on helping Arab Americans get jobs on a case-management basis. Also, the unemployment numbers from the survey include many women who are stay-at-home mothers, housewives and/or students. According to the results of the survey, 35.77 percent of those unemployed are students. Therefore, the number is inflated from the actual number of respondents seeking jobs.

#### *Annual Household Income*

- \$20,000 — \$29,999: 23.08% of respondents.
- Less than \$10,000: 19.94% of respondents.
- \$10,000 — \$19,999: 19.66% of respondents.
- \$30,000 — \$39,999: 12.25% of respondents.
- \$40,000 — \$49,999: 7.98% of respondents.
- \$50,000 — \$79,999: 6.84% of respondents.
- \$80,000 — \$149,999: 6.27% of respondents.
- \$150,000 or more: 3.99% of respondents.

The majority of respondents have total annual household income levels below \$40,000. According to the 2010 U.S. Census, the median household income in the country is \$51,914 while the median household income in New York State is \$55,603.

#### *Number of Adults in the Household*

- 2 adults: 47.38% of respondents.
- 3 adults: 14.66% of respondents.
- 1 adult: 13.09% of respondents.
- 4 adults: 11.52% of respondents.

- More than 6 adults: 4.97% of respondents.
- 6 adults: 4.45% of respondents.
- 5 adults: 3.93% of respondents.

#### *Number of Children in the Household*

- 2 children: 23.18% of respondents.
- 3 children: 17.97% of respondents.
- No children: 17.71% of respondents.
- 1 child: 16.15% of respondents.
- 4 children: 13.28% of respondents.
- 5 children: 6.77% of respondents.
- 6 children: 2.86% of respondents.
- More than 6 children: 2.08% of respondents.

The most frequent number of adults in the household chosen by respondents was two while the most frequent number of children in the household chosen by respondents was two. From this, the Capstone team concludes that a typical household of the respondents includes a total of four people. Based on the U.S. Department of Health and Human Services, the poverty level for a household of four is \$23,050.

Many of the respondents have a low total annual household income level; therefore, the Capstone team concludes that many of the respondents live at or below poverty level. (Please refer to the section on limitations to learn why the Capstone team was unable to calculate total household size and conduct a cross-tabulation of household size and annual household income.)

#### *Jobs*

- Student: 19.94% of respondents.
- Sales/retail: 19.02% of respondents.

- Taxi/livery: 11.96% of respondents.
- Medical and health services: 8.59% of respondents.
- Food services: 7.98% of respondents.

In recognition that many respondents may have more than one job, survey respondents were able to choose up to three job fields. Of those with jobs, the majority of respondents work in fields that do not require an education beyond high school. AAANY's strong youth programming should continue to encourage youth to pursue an education beyond high school and enter fields with higher-paying jobs.

#### *Highest Level of Education Completed in the United States*

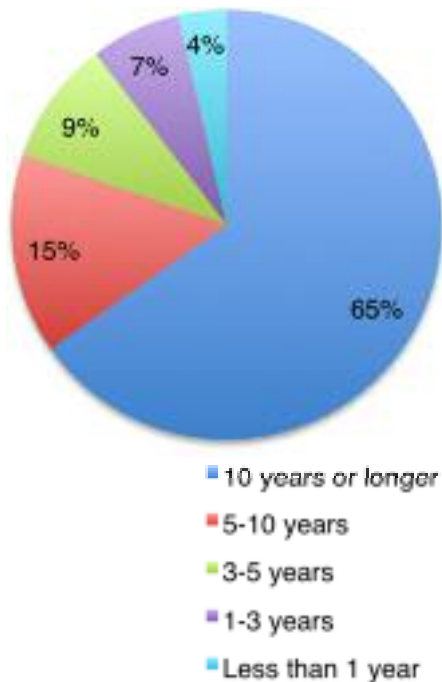
- Other / not applicable: 34.39% of respondents.
- High school (grades 9 — 12): 28.61% of respondents.
- Bachelor's degree: 11.85% of respondents.

#### *Highest Level of Education Completed Outside the United States*

- Other / not applicable: 33.43% of respondents.
- High school (grades 9 — 12): 21.35% of respondents.
- Bachelor's degree: 16.01% of respondents.

Most respondents did not achieve a level of education beyond high school either in the United States or outside of the United States. AAANY should continue to encourage youth to achieve an education level beyond high school, leading to higher-paying jobs and more capacity and sustainability for the Arab-American community.

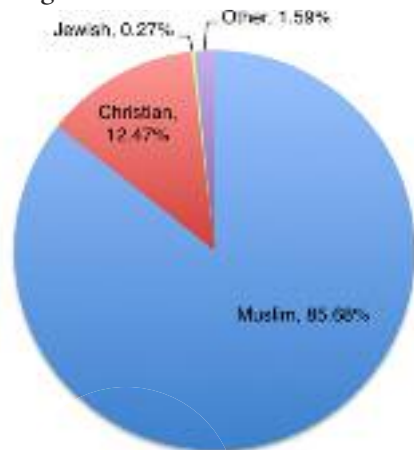
### Years Lived in the United States



- 10 years or longer: 65.19% of respondents.
- 5 — 10 years: 15.06% of respondents.
- 3 — 5 years: 9.35% of respondents.
- 1 — 3 years: 6.75% of respondents.
- Less than 1 year: 3.64% of respondents.

Most respondents have lived in the United States for 10 years or longer. This indicates that most of AAANY's current and potential clients are not new immigrants to the country.

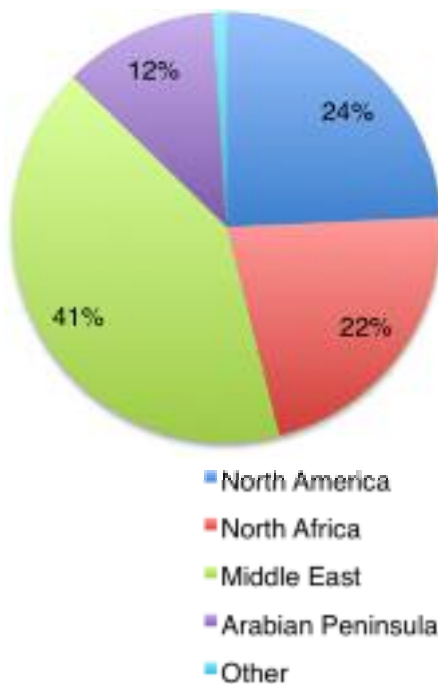
### Religion



- Muslim: 85.68% of respondents.
- Christian: 12.47% of respondents.
- Jewish: 0.27% of respondents.
- Other: 1.59% of respondents.

The majority of survey respondents are Muslim.

### Country of Birth



- United States: 24.35% of respondents.
- Egypt: 20.98% of respondents.
- Morocco: 12.44% of respondents.
- Yemen: 10.62% of respondents.

### Accessing Government Services

- Family Health Plus: 38.57% of respondents.
- Medicaid: 37.71% of respondents.
- Not applicable: 30.00% of respondents.

On the survey, respondents could choose all government benefits that they currently receive. The majority

of respondents are accessing government services. The 30 percent of respondents who chose “not applicable” may include individuals who are not legal citizens and therefore are not eligible to receive government services, as well as respondents who are not accessing government services because they do not need the assistance, or do not know they are eligible for assistance.

### Of Those Not Accessing Government Services — Annual Household Income

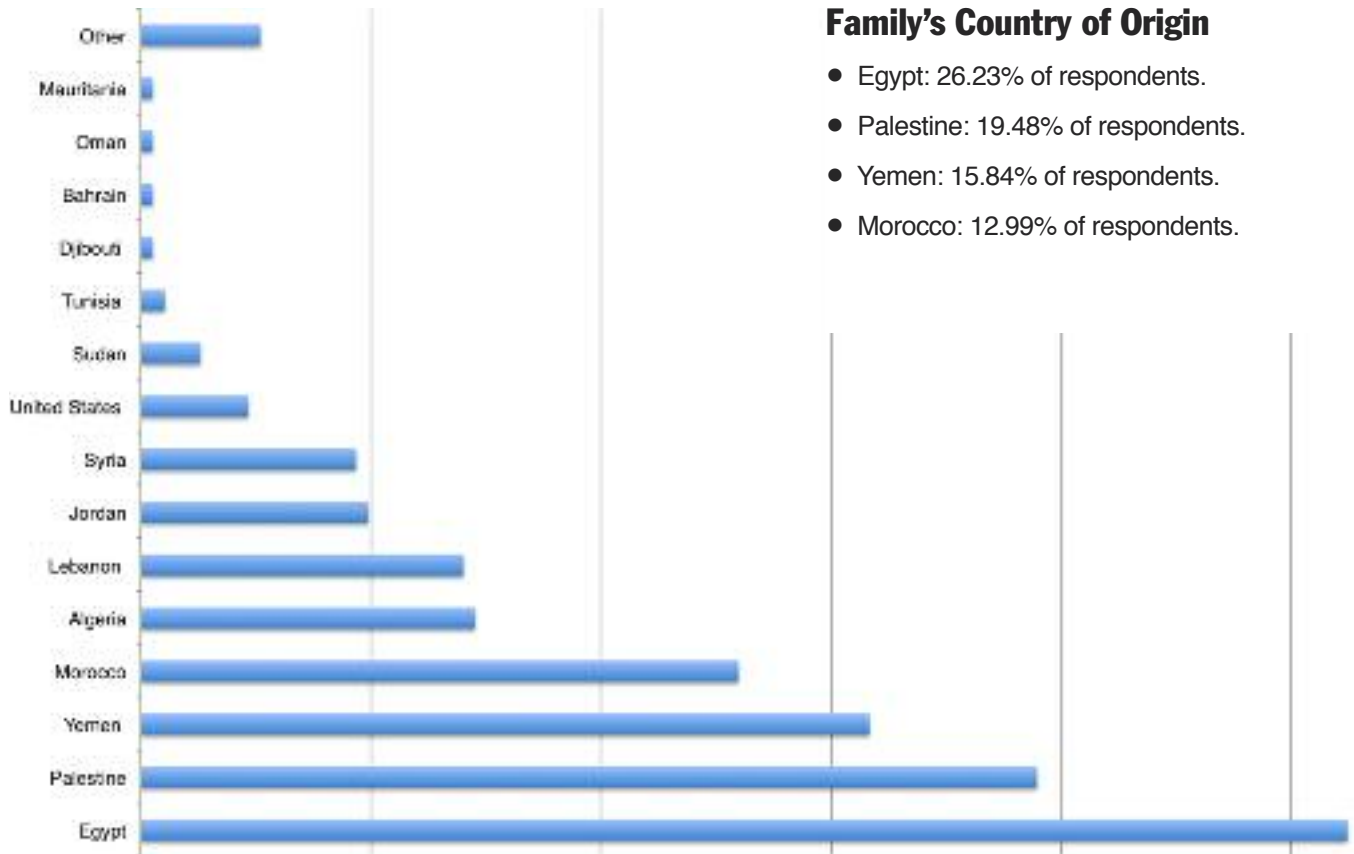
- Less than \$10,000: 12.37% of respondents.
- \$10,000 — \$19,999: 15.46% of respondents.
- \$20,000 — \$29,999: 16.49% of respondents.

### Of Those Not Accessing Government Benefits with Children in the Household — Annual Household Income

- Less than \$10,000: 15.62% of respondents.
- \$10,000 — \$19,999: 14.06% of respondents.
- \$20,000 — \$29,999: 12.50% of respondents.

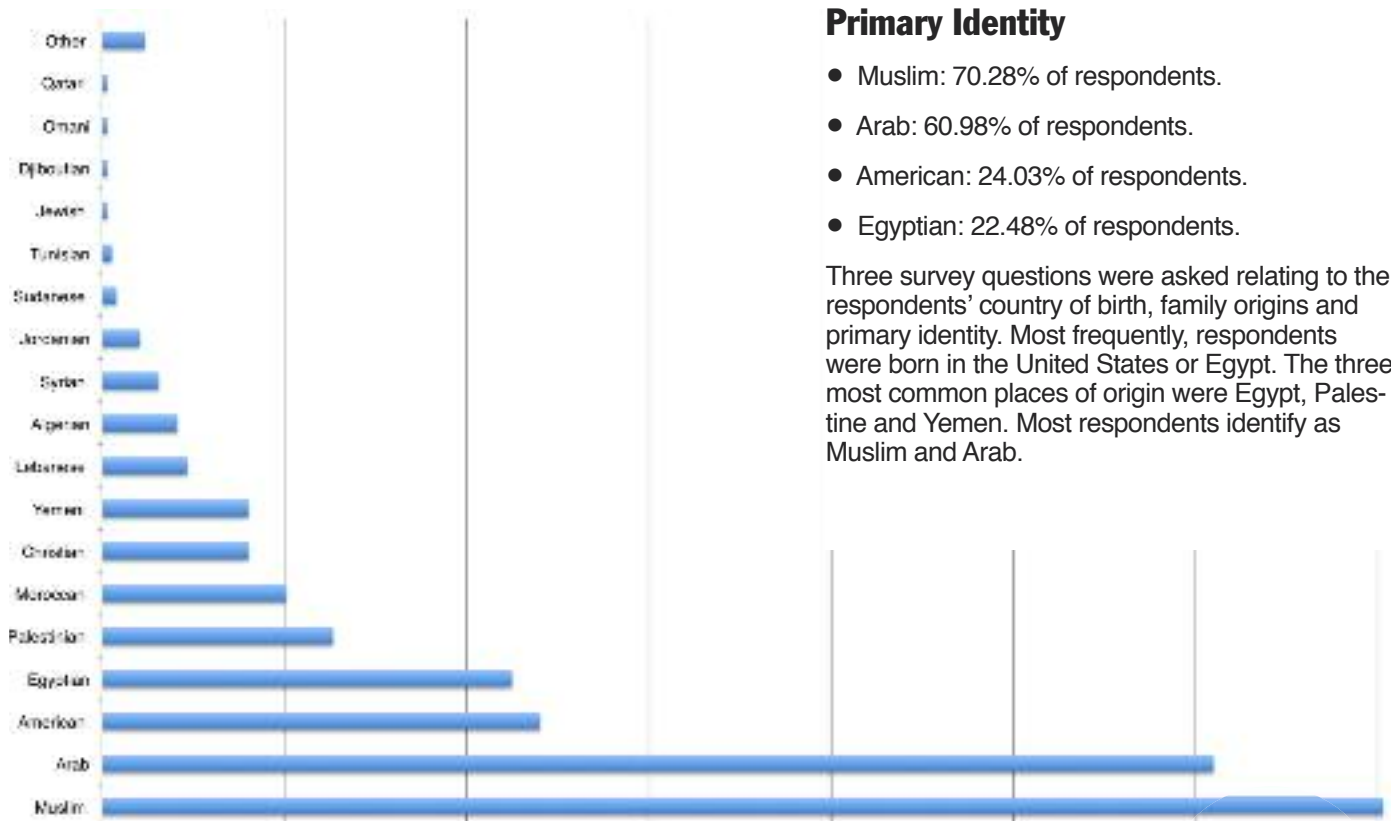
Of those not accessing government services, many have low annual household-income levels. Additionally, of those not accessing government services who have children in the household, many also have low annual household-income levels. This suggests that a number of respondents eligible for government benefits may not be accessing those benefits. AAANY may need to conduct focus groups to determine into which group the respondents who are not accessing government services fall — non-citizens who are in-





### Family's Country of Origin

- Egypt: 26.23% of respondents.
- Palestine: 19.48% of respondents.
- Yemen: 15.84% of respondents.
- Morocco: 12.99% of respondents.



### Primary Identity

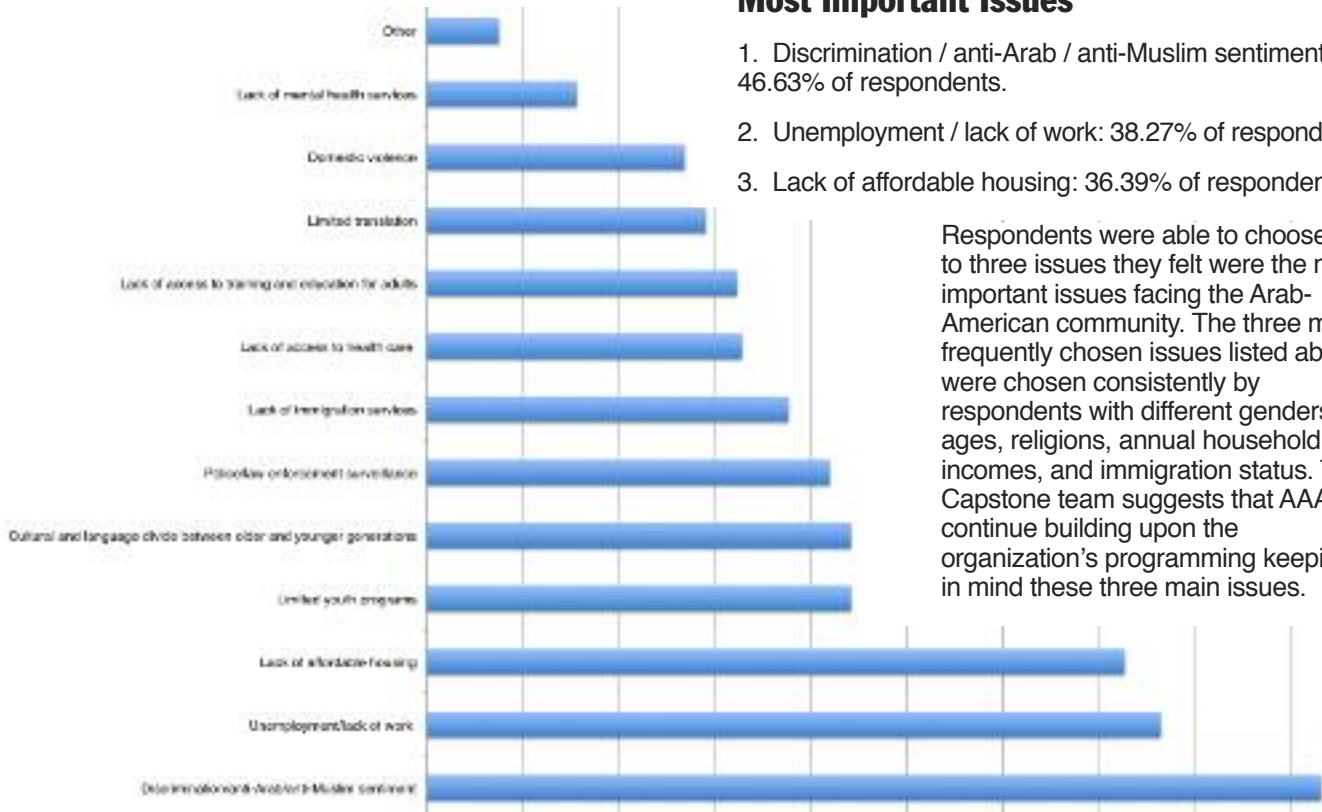
- Muslim: 70.28% of respondents.
- Arab: 60.98% of respondents.
- American: 24.03% of respondents.
- Egyptian: 22.48% of respondents.

Three survey questions were asked relating to the respondents' country of birth, family origins and primary identity. Most frequently, respondents were born in the United States or Egypt. The three most common places of origin were Egypt, Palestine and Yemen. Most respondents identify as Muslim and Arab.

## Most Important Issues

1. Discrimination / anti-Arab / anti-Muslim sentiment: 46.63% of respondents.
2. Unemployment / lack of work: 38.27% of respondents.
3. Lack of affordable housing: 36.39% of respondents.

Respondents were able to choose up to three issues they felt were the most important issues facing the Arab-American community. The three most frequently chosen issues listed above were chosen consistently by respondents with different genders, ages, religions, annual household incomes, and immigration status. The Capstone team suggests that AAANY continue building upon the organization's programming keeping in mind these three main issues.



eligible to receive government services or those who are eligible but do not know how to access government services — to see if more assistance on accessing government services may be beneficial to the community.

### *At Government Offices, Able to Speak with and Understand Staff*

- Always: 42.41% of respondents.
- Most of the time: 28.17% of respondents.
- Sometimes: 17.03% of respondents.
- Never: 6.50% of respondents.
- Not applicable: 5.88% of respondents.

### *At Government Offices, Able to Read Documents*

- Always: 36.34% of respondents.
- Most of the time: 26.40% of

respondents.

- Sometimes: 23.29% of respondents.
- Never: 7.14% of respondents.
- Not applicable: 6.83% of respondents.

### *Interpretation Would be Helpful*

- Yes: 63.95% of respondents.
- No: 17.87% of respondents.
- Don't know: 18.18% of respondents.

### *Type of Assistance That Would Be Helpful*

- Spoken translation: 67.45% of respondents.
- Written translation: 41.18% of respondents.
- Hearing assistance: 12.94% of respondents.

- Visual assistance: 9.80% of respondents.

Questions pertaining to the ability of respondents to read documents and understand staff at government offices pointed to the need for more translation services, both written and spoken. While many respondents are usually able to read documents and understand staff at government offices, a majority of respondents said that interpretation would be helpful.

### *Most Important Issues, If Lived in U.S. Less Than One Year*

1. Lack of affordable housing: 64.29% of respondents.
2. Discrimination / anti-Arab / anti-Muslim sentiment: 28.57% of respondents.
- 3t. Limited translation: 21.43% of respondents.

3t. Lack of immigration service:  
21.43% of respondents.

*Most Important Issues, If Age  
is Less Than 22*

1. Discrimination / anti-Arab /  
Anti-Muslim sentiment: 54.55% of  
respondents.

2. Unemployment / lack of work:  
44.16% of respondents.

3t. Limited youth programs:  
25.97% of respondents.

3t. Police / law-enforcement surveil-  
lance: 25.97% of respondents.

Other important issues that were identified by the survey responses were limited translation and lack of immigration services — commonly chosen by respondents who have lived in the United States for less than one year — and limited youth programs and police / law-enforcement surveillance, which was commonly chosen by respondents who were less than 22 years of age. AAANY’s current programs address these issues; however, the results of the survey can aid AAANY and other service providers in the Arab-American community to gain more funding for these programs.

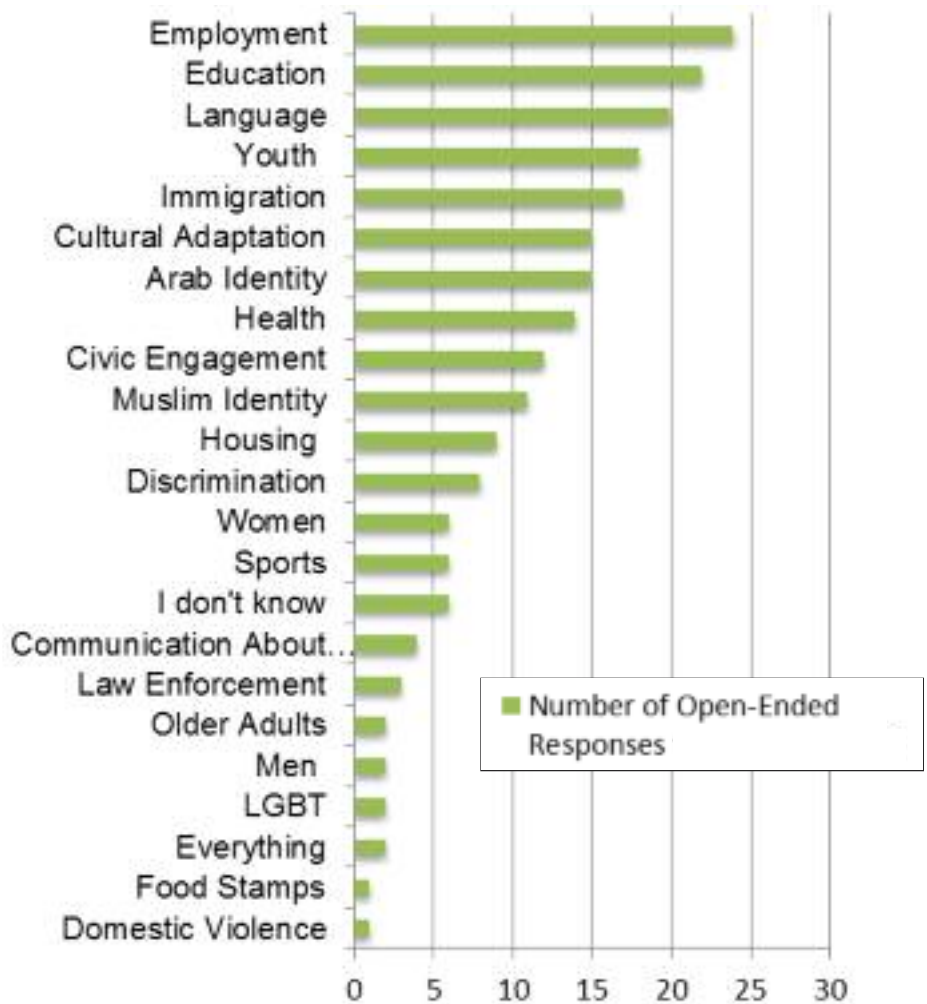
**Qualitative-Survey Findings**

The survey’s three open-ended questions asked ways to improve access to government services, what are the most important needs in the community, and what type of services are needed in the community.

*Services Needed in the Community*

The question “What type of services do you think are needed in the community?” yielded a total of 145 responses. Removing the answers in which people responded “I don’t know” or “not applicable,” there

**What type of services do you think are needed in the community?**



were 136 responses. Responses were categorized according to types of services and service audiences. This section highlights the key findings and analysis of the responses and the key-stakeholder interviews dealing with similar topics. The most frequently occurring themes are discussed here.

*Employment  
24 responses*

The most-cited category was employment, which included references to job opportunities, employment opportunities and assistance in finding jobs. Additionally, services such as interview training were included in this category. The mean age of the

respondents with responses in this category was 39. Half of the survey responses in this category were in Arabic and half were in English. The gender breakdown was 10 male and 14 female. Half of the respondents were employed in some capacity and half were unemployed, including one retiree.

Employment concerns appear to cut across a number of lines within this survey sample, including religion, language, gender and employment status. Interestingly, most of the respondents in this category had been in the country for at least five years, showing that recent immigrants and more established community members alike

expressed an interest in employment services. In the key-stakeholder interviews, employment was seen as an important community issue, in general as a concern of recent immigrants and in recent years particularly due to the economic downturn. Community leaders experienced high demand for these types of services. They also noted that some funders had started asking specific reporting questions in regard to the employment status of people served by the organization.

### *Education* 22 responses

The second-most commonly occurring category was education. Education included references to any type of educational activity. Primarily, responses referred to services for English-language learners such as ESL classes. Other areas mentioned were college preparation, assistance for college graduates, Arabic-language instruction, homework help, schools and citizenship courses. The mean age for respondents in this category was 36. More than two-thirds of the surveys were in English and one-third was in Arabic. The gender breakdown of respondents was 40 percent male and 60 percent female. Most of the respondents were Muslim (19); two were Christian and one did not specify a religion. Most had been in the United States for 10 years or longer. Sixty-five percent were employed.

Within this sample, the need for education services was a concern across gender lines. At the same time, there were more respondents who had been in the United States for 10 years or longer, which may suggest that those who are more established in the community may be more likely to be concerned with the

need for education services.

In the key-stakeholder interviews, some cited the importance of fostering educational attainment beyond high school for young people in the community. For example, working with youth in the community to understand the range of possibilities for college as well as providing college preparation, such as SAT classes, and other services that bridge parental understandings of educational opportunities within preexisting cultural norms and youth expectations for achievement.

In the interviews, community leaders discussed other educational issues, such as providing support to Arab-American students within the elementary and post-secondary school system; a desire to foster partnerships with the New York City Department of Education; and a need to strengthen and leverage partnerships with neighborhood elementary and high schools in order to deliver more programming to youth.

### *Language* 20 responses

The third-most commonly occurring category was language. Language included references such as the availability of translation and translators, English-language classes (such as ESL) and teachers, Arabic-language instruction for children and retaining Arabic while learning American English. The median age of respondents was 40. The language of the surveys was split evenly between English and Arabic. The gender breakdown also was split nearly evenly between males and females. Most of the respondents were Muslim (18 respondents) and two were Christian. Sixty-five percent of respondents had lived in the United States for more than 10 years; about

one-quarter had lived in the United States for between three and 10 years; and 10 percent had been in the country for less than a year. Seventy percent of the respondents were employed and the remainder was split evenly between unemployed and retired. More than half of the respondents in this category earned less than \$20,000 a year and more than 40 percent made \$40,000 or greater.

The range of responses in this category demonstrates interest in increasing opportunities for English-language learning, as well as assistance such as translation. The teaching of Arabic also was identified, particularly in relation to youth. While most of the respondents in this category were employed, the majority earned less than \$20,000 a year.

Community leaders highlighted the importance of translation and language issues in the community. They also differentiated between translation and cultural interpretation, emphasizing the importance of both to enhancing and providing responsive services for Arab Americans.

### *Youth* 18 responses

The fourth-most commonly occurring category was youth. Youth included references to youth programs, youth centers and youth groups. The mean age of the respondents with answers in this category was 37. Sixteen of the surveys were answered in English and two in Arabic. Sixty percent of respondents were female and 40 percent were male. Almost all were Muslim, except for one who marked religion as “other.” All but one of the respondents had been in the country for more than five years, with most having been in the coun-

try for more than 10 years. Two-thirds were employed.

While the mode — the most-frequently occurring — age of the survey as a whole was 17, those who referenced a need for youth services were over the age of 30. Only a quarter of responses that mentioned youth were given by people under the age of 20. This suggests that adults recognize the need for youth services, but many young people chose not to write about youth services. Further investigation is warranted to ascertain if this is due to youth being satisfied with the level of youth programs available to them, or whether other services are seen as more important.

Community leaders mentioned working with youth on a variety of issues. These included the importance of providing youth programming, a desire to have more youth centers, establishing trusting relationships as service providers with parents and facilitating discussions about youth participation in civic-engagement opportunities — such as overnight youth-leadership trips in which some parents may be reluctant to have their teenagers participate — and addressing problems such as bullying in schools.

#### *Immigration 17 responses*

The fifth-most commonly occurring category was immigration. Immigration included references to any immigration-related services. “Immigration services” was the most common answer with 16 responses. Areas covered in responses included citizenship courses, support for undocumented people, and helping recent immigrants adapt to the rules of their new country. The mean age of

those answering this question was 36. Almost 90 percent of the responses were from English surveys. More than 75 percent of respondents in this category were female. Eighty-eight percent was Muslim and the remaining was Christian. Fifteen of the 17 respondents had been in the United States for more than 10 years. Respondents’ annual incomes were split almost evenly between respondents who made less than \$10,000 and respondents who made \$40,000 or more, including three who made \$80,000 to \$149,999.

In the survey sample, immigration services are seen as important by Arab Americans who have lived in the United States for more than 10 years. In the key-stakeholder interviews, community leaders said that immigration services may be sought by more established members of the community who are seeking to be reunited with family members. Legal assistance with regards to immigration cases may be sought due to increased complexity of some immigration cases following Sept. 11. For example, AAANY’s Jaber noted that bureaucratic bottlenecks could lead to the need for ongoing support through immigration applications that take many years to process. Lack of access to simplified information about immigration procedures, as well as the high cost of legal assistance, are also barriers that can lead to a greater demand for immigration services.

#### *Other Themes*

Other themes that received fewer

than 15 responses included discrimination, cultural adaptation, identity and civic engagement.

The discrimination category included responses referencing ways to address discrimination, including education specifically to address discrimination and increasing opportunities for dialogue on anti-Arab and anti-Muslim issues. Other themes included monitoring discriminatory

landlords and being able to “let go” or “not feel” discrimination.

In key-stakeholder interviews, all community leaders readily named misperceptions they believed that the

## **Adults recognize the need for youth services, but many young people chose not to write about youth services.**

broader American community held about Arabs and Arab Americans. These misperceptions, community leaders felt, created numerous barriers to the provision of effective service to the community. They also said that misperceptions contributed to a broader environment where Arab Americans feel unjustly scrutinized in public, including at schools and in their neighborhoods. For this reason, community leaders expressed the importance of social services that can provide culturally appropriate services. Additionally, they supported the idea of Arab-American community-based organizations partnering with other organizations to provide guidance and insight into better serving the community.

Separate categories of cultural adaptation, Arab identity, civic engagement and Muslim identity dealt broadly with issues of bridging Arab, American and/or Muslim cul-

ture, fostering Arab identity, and increasing civic involvement. In the cultural-adaptation category, 15 responses covered themes of bridging traditional values and adapting to American culture. Reaching out to other cultures and increasing interaction with other cultures, interfaith initiatives, and culturally sensitive approaches to drug treatment also were mentioned.

The Arab-identity category comprised 15 responses that expressed a need for creating new associations, clubs and opportunities for Arab unity and support. The desire to cultivate Arab-American contemporary art also was expressed, as well as the need to reach Arab communities outside of Bay Ridge, where AAANY is based.

The civic-engagement category included responses that dealt with increasing opportunities for people to interact with each other and serve the community, such as creating new clubs and associations and increasing networking opportunities, mutual aid, volunteerism and public activities. This also encompassed responses that emphasized involving community members from different groups or ethnicities to break down divisions.

#### *Other Issues Affecting the Community*

Respondents were given the option to answer the following question: “What is the most important issue affecting the Arab-American community? Check 3 at most.” There was also the option for the respondent to write in a choice, which seven people chose to do. Their responses covered six broad topics:

- Lack of awareness of the existence of the Arab-American community.
- Lack of awareness of the impor-

tance of education.

- Media training and political-engagement activities specifically for youth.
- Integration and assimilation with American culture, while maintaining Arab and/or Muslim cultural identity.
- Drugs.
- An Arab television channel for Muslims and children.

#### *Access to Government Assistance*

Respondents were asked, “Are there other ways to help you better access government assistance?” There were 104 responses to this open-ended question, 73 of which were analyzed. The remaining responses were “No,” “Not really,” “N/A” or “I don’t know.” The three categories with the most number of categories were translation and language assistance, assistance navigating systems, and information sharing and outreach. The most frequently cited form of requested assistance was translation or translators. There were 14 responses requesting translation, having Arabic speaking staff or translation into both Arabic and English.

Eleven responses addressed a variety of other forms of assistance to navigate systems, such as help with paperwork, translating materials and scheduling appointments. Additionally, respondents wrote of parents who had difficulty understanding or filling out paperwork. There also was a response that noted the lack of services addressing the needs of those living with disabilities in the greater New York area. Future community surveys or research efforts could explore this further by developing more accessible formats and dedicated focus

groups on disability issues.

Eight respondents said that increasing communication about information on social services in the community would be helpful, as would increasing ways to communicate with government entities. Responses included using advertisements and announcements; posting information about useful programs in mosques, and increasing the dissemination of beneficial information to the community by service organizations.

Seven responses expressed a desire for more immigration offices. Interestingly, there was only one request for better public transportation. Further research into the proximity and access to transit to government services could be warranted.

#### **Key-Stakeholder Interviews**

The Capstone team conducted five key-stakeholder interviews with community leaders involved in social-service provision to Arab Americans. The team interviewed two AAANY staff members — Executive Director Linda Sarsour and Associate Director Jennie Goldstein — and one board member from AAANY, Dr. Ahmad Jaber, a co-founder and current president of the board of directors. Dr. Jaber also is involved in leadership roles in a number of other Arab-American and Muslim-American organizations. The Capstone team also consulted community leaders at the Arab-American Family Support Center. The team conducted key-stakeholder interviews with Executive Director Lena Alhusseini and Development Manager Sara Elghobashy. Each of the key stakeholders has a leadership role with varying degrees of responsibility and areas of focus within their re-

spective organizations.

The interviews were conducted using a standardized interview instrument. The interview with Alhusseini was conducted for feedback about the survey construction and data collection in advance of the other four interviews, but the Alhusseini interview covered many of the same topics as the other four.

The purpose of the interviews was to:

- Determine the value that service providers put on conducting a community survey of Arab Americans.
- Understand the most important issues facing the Arab-American community and changes in needs of the community.
- Determine potential partnerships that could assist in addressing key community issues.
- Understand the differences between the needs of younger Arab Americans and older generations.
- Understand community views on governmental assistance.

(The complete list of 17 interview questions can be found in Appendix 7.)

### *Interview Findings*

The broad findings of the interviews are discussed below. Community leaders expressed a need for accurate information on Arab Americans in New York in order to provide better services, to be able to better represent and advocate on behalf of the community and to justify funding requests. The key stakeholders see their niche in providing social services oriented to Arab Americans. Building on the degree of community trust that both AAANY and the Arab-American Family Support

Center have built, stakeholders from both organizations see potential for collaboration and partnerships that will bolster their existing efforts in the community.

### *Community Leaders Value Accurate Information on Demographics*

Across all the interviews, the community leaders echoed the need for demographic information, including accurate statistics on the size of the Arab-American community in New York, countries of origin, age, household size, income and other basic demographic data. All noted a lack of accurate demographic data.

Currently, service providers use a variety of formal and informal methods to estimate the population size and needs of Arab Americans in New York. These methods include:

- Estimates of the community from the U.S. Census Bureau's American Community Survey.
- Research from the Arab American Institute Foundation and IBOPE Inteliência polls.
- Internal data from agency intake forms and the numbers of clients attending programs.
- New York City Department of Education statistics of Arabic-speaking children and household income levels in specific neighborhoods.
- Internal focus groups to determine whether demand for a program is sufficient.

- Informal estimates based on involvement with other community groups, mosque attendance, and participation in community events.

### *Community Leaders Want to Know More About Community Needs*

The service providers expressed a desire to learn more about the community, in order to serve Arab Americans better. Community leaders believe that in-depth information will enable their respective organizations to offer relevant and appropriate services. Rather than make assumptions about the needs of their constituents, Alhusseini, the

Arab-American Family Support Center executive director, and Sarsour and Goldstein of AAANY said that they were particularly interested in knowing what segments of the population they were not reaching, or what gaps existed in their service

**“I think sometimes we think we know what our clients want when in fact they’re looking for something completely different.”**

provision. Further, in order to justify the creation of specific programs, funding applications often require evidence to demonstrate a need in the population.

“I think sometimes we think we know what our clients want when in fact they’re looking for something completely different,” said Elghobashy, the Arab-American Family Support Center development manager. “For instance, with our domestic-violence program, when we first opened it, one of the services offered was counseling. And a lot of our clients they just didn’t care for

counseling. (Clients said) ‘I don’t need to talk about my issues, what I need right now is to be able to pay my bills, support my child, get legal support’ — so they were more interested in the direct services than they were in counseling.”

### *Community Leaders’ Perceptions of Issues Reflect the Complexity of the Community*

Community leaders identified a myriad of prominent community issues emphasizing the lack of access to social services geared toward immigrants. The most important issues cited in the interviews were:

- Employment.
- Educational support for young people.
- Immigration.
- Police surveillance.
- Need for youth services.
- Immigration law.
- Access to healthcare and insurance.
- Domestic violence.
- Language access and access to services.
- Psychological effect of anti-Arab or anti-Muslim sentiments.
- Intergenerational issues between immigrant parents and their children.

Many of these issues were seen as interconnected. According to community leaders, the prominence of these particular issues was due to several factors: the economic downturn, persistent scrutiny and stereotyping of Arabs and Muslims following Sept. 11 — leading in part to an increase in complex immigration cases necessitating legal support — lack of culturally

appropriate services for challenging or stigmatized issues, such as domestic violence or child welfare and lack of recognition of Arabs as an underserved community.

“The Arab community has not been identified as a community to serve, or as an underserved community, so translation services have not been made available,” said AAANY’s Sarsour. “There’s a lot of mistrust between the community and government, and providing information about one’s family, one’s income and demographic information. The accounts of bigotry and bullying in schools and how in the media people are talking about our community or faith or incidents in the community where people are taking the train or going to the grocery store and being harassed. The environment that we’re living in right now accounts for why people are talking about these issues. I think it’s underreported, but as a community agency we hear about it.”

Additionally, the stakeholders distinguished between recent immigrants and those who were more established. At the same time, misconceptions about Arab Americans and Muslim Americans were cited as a broad community issue.

“The (American) population does not recognize, ‘This is a Christian Arab,’ and ‘This is a Jewish Arab.’ They say, ‘They are all Arabs,’” said Jaber of AAANY. “Because the names are Arabic names.”

### *Lack of Funding is the Greatest Barrier to Addressing Issues*

All community leaders cited lack of funding as a primary obstacle to addressing the community’s most important issues. The community survey and more accurate data on the community are seen by leaders

as important tools to assist in securing more funding. Capacity and resource constraints, such as understaffing, and lack of space or facilities, also were cited as obstacles.

Community leaders spoke about navigating different traditional views, intergenerational tensions, and immigrant prioritization of their most immediate survival needs upon first arriving in the United States.

### *Community Leaders Value and Seek Collaborative Partnerships Based on Reciprocity and Trust*

Community leaders see their organizations as offering expertise in serving Arab-American clients. They are able to leverage cultural strengths, bridge cultural divides, and build trust within the Arab-American community. Community leaders see value in working in partnerships with other Arab-American organizations such as between their respective organizations. They also expressed a desire to work in collaboration with different levels of government and non-Arab-focused community-based organizations that offer social services that could serve Arab Americans, and to foster greater linkages with youth-specific services (such as high schools and summer camps), immigration services, and other neighborhood organizations. Community leaders see their organizations being able to provide other non-Arab-specific organizations with tools to provide culturally appropriate service and lend expertise on building trust and bridging relationships with the Arab-American community in southwest Brooklyn and throughout the five boroughs.

“Pressure on the Arab-American community has not in any way subsided since 9/11 and the climate is





Brooklyn's Bay Ridge neighborhood has many stores that cater to Arab Americans with offerings such as halal-certified meat.

certainly not a comfortable one for Arab Americans in the United States,” said Goldstein of AAANY. “How crucial the work is of helping people to understand persons of Arab descent who are living in the United States.”

*Programming and Approaches Account for Shifting Cultural Attitudes*

Community leaders spoke about the complex relationships between mainstream American cultural values, contemporary Arab-American cultural values and traditional Arab cultural values. The added dimension of religious belief and practice also emerged as an important factor.

Community leaders recognized that some of the gaps in social-service provision at their agencies could be filled by non-Arab-oriented organizations, but highlighted that their client base appreciates the community knowledge that their organizations bring to their service provision. Community leaders recognize the nuances and complexity of working within multiple systems simultaneously. They seek to maximize the effectiveness of their approaches by integrating overlapping dimensions of American, Arab, religious and Arab-American values in order to frame discussions with community members, design and implement relevant programs and foster dialogue on challenging issues. For example,

AAANY offers ESL classes that are specifically for women. The confluence of values also can present challenges that both AAANY and Arab-American Family Support Center consider on an ongoing basis.

“We’ve had women who have just gotten off the airplane three days ago and come to the center and are like, ‘Alright, I need a house, I need food, I need a job, I need this and this and this’ — and they just expect it because they know that our organization is funded by the government,” said Elghobashy. “But the way that we view it here is that government assistance is not something you live on — it’s something that’s temporary until you can support yourself?”

# Limitations

In conducting a literature review of secondary sources, the Capstone team found limited studies on Arab Americans. AAANY noted that limited data exists on the Arab-American community, which is why AAANY tasked the Capstone team with this pilot project. Additionally, a major limitation to reviewing secondary sources is that the U.S. Census does not have a category of race to identify people of Arab descent. Therefore, data on Arab Americans cannot be culled from the U.S. Census, as is done for many other minority groups.

## Project Scope

Due to the time constraints of the project and the capacity of AAANY's volunteer survey collectors, the Capstone team was unable to survey Arab Americans throughout all five boroughs of New York. The Capstone team consulted with AAANY to determine a feasible scope for the survey. The Capstone team considered a project scope of sampling Arab Americans in only Queens and Brooklyn, only the borough of Brooklyn, only five neighborhoods in Brooklyn and only three neighborhoods in Brooklyn.

The Capstone team and AAANY determined that the most feasible and sensible scope of the project would be to sample current and potential clients of AAANY within five neighborhoods of southwest Brooklyn: Bay Ridge, Bensonhurst, Dyker Heights, Fort Hamilton and Sunset Park. Due to the nature of the project, it was important to be able to draw a significant sample size in a short period of time.

## Survey Instrument

The Capstone project was limited due to the survey instrument based on the type of survey (paper or online), the actual survey questions, and the way the Capstone team entered and analyzed the data.

**Data on Arab Americans cannot be culled from the U.S. Census, as is done for many other minority groups.**

## Paper Survey

The goal of the paper survey was to make the survey accessible, easy to read and quick to complete. Originally, the Capstone team created a survey instrument that was one page, front and back, to make the survey seem short and increase the number of responses. However, the Capstone team also wanted to make data entry a quicker process. Therefore, Remark scanning software was used for the paper survey data entry.

To make the paper survey compatible with Remark, the survey needed to be one-sided, and more white space needed to be added to the survey for easy scanning. The longer length of the survey may have deterred respondents from completing the survey because it was seemingly long — four single-sided pages as

opposed to one double-sided page. However, the adjustment was necessary to make data entry a quicker process.

## Online Survey

The Qualtrics version of the survey was a great tool to gather responses and allowed for quick data collection. However, the online version of the survey was limited to respondents with access to a computer and the Internet. The project could have gathered more responses through Qualtrics if computer stations were set up at various community centers around southwest Brooklyn and survey collectors were available to staff the computer stations.

## Survey Questions

The Capstone team worded questions on the survey to be as clear as possible. Multiple-choice answers were created for most questions to make the survey easier and quicker to fill out for respondents. For example, rather than a blank text box for respondents to fill in, a range of choices was given for the survey question on annual household income. This allowed the respondent to make estimates on annual household income without having to fill in an exact number.

Having a multiple choice answer also made data entry quicker for this question. However, the survey may have been limited in not having a continuous variable that would allow for descriptive statistics, such as determining the mean

and median household income. It was preferable, due to the short time frame of the project, to be able to gather responses quickly and enter data quickly. Therefore, many questions on the survey included multiple-choice answers rather than blank text boxes.

The questions on the survey pertaining to the number of adults and children in the household were also multiple-choice questions. Again, the purpose of making multiple-choice questions was to make responding and data entry a faster process. However, one of the choices for each was “More than 6.” Due to this choice, the Capstone team was unable to add the variables for household adults and household children to create a new variable for total household size. The Capstone team was still able to draw a conclusion about the typical household size, though, in stating that the most common answers chosen were two adults and two children in the household. Therefore, the Capstone team concluded that the most common household size is four.

The question asking for the respondent’s highest level of education completed overseas may have been limited due to the fact that education levels are different in different countries. The grade levels indicated on the survey and post-high school degrees may not necessarily fall in line with each country’s breakdown of education levels. The Capstone team recognizes this in drawing conclusions from this question.

Several questions allowed respondents to choose more than one multiple-choice answer. These questions included those on jobs, family’s country of origin, pri-

mary identity, government services and most-important issues. The Capstone team allowed more than one answer to be chosen for those questions because respondents could have more than one job, have a family from multiple-country backgrounds, identify in multiple ways, access more than one government service, and find more than one issue important in the Arab-American community.

## **The greatest limiting factor in the Capstone project was time.**

Due to the collection of data from these questions, it was difficult to conduct cross-tabulations with another variable because each answer choice became its own variable. However, the questions were useful in finding the most-common job, the most-common family backgrounds, the most-common identity, the most-used government services, and the most important issues in the community.

### **Data Entry and Analysis**

Data entry and analysis needed to be completed as quickly and efficiently as possible. Therefore, questions and answers on the survey were created to allow for quick data entry using Remark and Qualtrics. Many different statistics could have been run on the master data set; however, the Capstone team prioritized what statistics would be run for the project by deciding what would be most interesting and useful for AAANY.

The Capstone team recognizes that there are many aspects of the data set that are still left to be analyzed.

In addition, the Capstone team was unable to conduct tests of association using Chi-squared tests. This was due to all cross-tabulation tables generating cells with less than five observations. Therefore, the data did not lend itself for tests of association.

### **Time and Capacity**

The greatest limiting factor in the Capstone project was time. Survey collection, data entry, data cleanup and data analysis were conducted in roughly two and a half months — a time frame much shorter than most survey projects. While AAANY and the Capstone team were able to collect a considerable sample size, the project would have benefited from a longer survey collection time period. Additional time also could have been used for refining the survey instrument, entering and cleaning the data, data analysis, and conducting stakeholder interviews.

Another limiting factor was capacity. Like most grassroots organizations, AAANY operates on a small staff with limited resources. Therefore, the Capstone team was unable to hire survey collectors for the project. Having volunteer survey collectors may have limited the number of surveys collected due to low motivation to collect surveys. However, the Capstone team notes the amazing effort made by AAANY and volunteer survey collectors to collect more than 400 responses in a short time frame.

# Recommendations

The preliminary data collected from this pilot survey project uncovered information that can be used to shape AAANY's current and future programs. Although the data has its limitations, the findings offer a number of insights into the needs of the Arab-American community.

In order to improve service delivery and improve access to resources, access to accurate and disaggregated information about the needs of the Arab-American community is important. Therefore it is essential to replicate needs surveys in a broader scale. This is not a small undertaking that any one organization can tackle. However, AAANY's move to initiate data collection lays the groundwork for similar projects in and around the New York metropolitan area.

The Capstone team offers a set of recommendations that AAANY's leadership can consider as it engages in strategic planning and work-plan development in the next several years. The team used a set of assumptions to frame these recommendations. Specifically, the team assumed that AAANY's current staffing, its operating budget, funding stream and infrastructure (office and technology) will remain the same for the next few years with a potential for growth and expansion. The other assumption was that AAANY's mission "to support and empower the Arab immigrant community by providing services to help them adjust to their new home and become active members of society with the goal of helping them achieve independence, productivity, and stability" remains the same.

The recommendations are divided into five categories: data collection, program planning, networks and linkages, public education and advocacy and capacity building. The proposals vary in organizational impact and project scope, and they require different amounts of staff time and other resources. They are grouped according to those suggestions that can easily be implemented in the next six months, within the year and within two-plus years.

## Data Collection

Demonstrated by the high response rate from AAANY's get-out-the-vote drive in 2008 and, most recently, the Arab-American Community Survey, AAANY has the ability to successfully canvass and collect data from the Arab-American community. This speaks volumes about the high regard and trust that southwest-Brooklyn residents have for AAANY. It also underscores a desire by the community to be portrayed in a more accurate and fair light. This is particularly salient given the current climate of mistrust and fear within the community due to targeted police surveillance of Arab Americans. Because of this, survey designers should be aware that broader efforts to collect data may encounter resistance. The response rate suggests, however, that when designed in partnership with trusted and credible local groups, chances for success are increased. By having grassroots entities lead the efforts and determine the goals and the scope of the project, future surveys are more likely to achieve their objectives. The Capstone team recommends that AAANY adopt collection strate-

gies that will recruit the help of other trusted grassroots organizations and find ways to engage local community members in the design of the surveys. With this in mind, following are several proposals that AAANY can consider for such efforts:

### *1) Conduct Focus Groups and Interviews*

A number of emerging and ongoing concerns were flagged through the survey project that can be used to increase AAANY's impact on the community. However, more information is needed in order for AAANY to integrate the emerging and ongoing concerns into its work. The Capstone team recommends that AAANY consider incorporating focus groups and interviews to complete its data-collection process. Focus groups and interviews will allow AAANY to collect more nuanced information for refining current services and shaping the strategic direction of AAANY in the coming years. Although not essential for AAANY to add focus groups and interviews to its work plan, it is advisable that AAANY capitalize on the momentum and community excitement around the recent survey collection to be able to take full advantage of the survey project.

For example, discrimination / anti-Arab / anti-Muslim sentiment was cited most frequently by survey respondents as a top issue of concern. Conducting focus groups that glean more information about this topic will be invaluable to AAANY. Responses can help pinpoint how discriminatory practices are

manifesting in the community. A better understanding of how anti-Arab and anti-Muslim sentiments are playing out in public and private spheres, such as businesses, schools and government agencies, can determine how AAANY chooses to direct resources and staff time.

### 2) *Expand Survey Beyond AAANY Catchment Area*

Although Brooklyn is home to a large number of Arab Americans, a growing number live and work in other parts of New York. These individuals are likely undercounted and underserved. Expanding the survey to encompass other neighborhoods in New York will assist in painting a more accurate picture of the Arab-American community.

The Capstone team acknowledges that AAANY operates with limited resources and staff time and that conducting another survey could be a challenge. One potential solution is to identify an educational institution or like-minded organizations in other boroughs that can partner with AAANY in this effort. Dividing the workload with another group, conducting the survey in stages and focusing on one borough at a time can make replication of the survey more feasible and realistic.

Along this same vein, AAANY can secure additional resources for survey projects from institutions interested in the political behavior and civic participation of immigrant and traditionally disenfranchised populations. AAANY can consider expanding the survey tool to not only collect demographic data but also to include questions that gauge voting activity and political trends.

### 3) *Initiate Collaborative Survey Efforts*

As the survey data shows, there are a number of recently emigrated Arabs and their families who are eligible for but are not receiving public assistance. Whether it is by choice or because of a lack of information, these findings warrant further exploration. AAANY can once again take a step forward by leading a city-wide collaborative effort on data collection.

One way to do this is to organize local service agencies and other Arab-serving organizations from other parts of New York to develop a coordinated strategy to collect and share harmonized data. Collaborative partners can explore ways to standardize the questions on intake forms and ensure that data is collected in the same way. They can also agree to participate in other groups' efforts to gather data and to share information with partners so that services to the community are improved as a whole. By coordinating such efforts, AAANY can play a leadership role in developing a resource network that can be tapped for future research and survey endeavors.

### 4) *Broaden the Scope of Data Collection*

The intrinsic limitations of national survey tools like the U.S. Census and the American Community Survey pose barriers to conducting an accurate count of Arab Americans living in the United States. As a member of several national networks, AAANY is positioned to initiate broader data-collection efforts beyond the New York metropolitan area.

AAANY can open a dialogue with national research groups such as the Arab American Institute about reexamining how national efforts can be made to reform the way data is gathered on the Arab-American community. Although past initiatives such as the "three question option" in the 2010 U.S. Census and the "Check It Right, You Ain't White" campaign reaped varied results, these two campaigns attempt to address the broader disconnect between the

## **Develop a coordinated strategy to collect and share harmonized data.**

existing data-collection tools and the shifting population patterns of the United States.

One idea is to integrate a national public-

education campaign that can augment local community-based organizations' survey projects. Another idea is for national, well-funded research institutions to provide technical assistance to grassroots Arab-American organizations so that they can build data-collection tools that can better capture accurate information. (Other strategies for effective community surveys can be found in Appendix 1.)

### **Program Planning**

AAANY's programs provide valuable support to those living within its catchment area. The organization's case management, ESL classes and youth programs are especially robust, as demonstrated by growing waitlists for the ESL classes and the significant expansion of the youth programming. In order to expand the scope and impact of these already strong components, AAANY can incorporate the find-

ings of this report into its core programming with minimal impact on its current work.

Like other nonprofit organizations, AAANY must be deliberate about how it chooses to allocate resources. Therefore, staff can identify areas within the current programming where new strategies can be folded in with minimal disruption. For example, know-your-rights workshops can be incorporated into the ESL curriculum to educate on how to deal with harassment and discrimination. The staff also can use popular education techniques to relay information about how parents can advocate for increased after-school programming for their children.

### Networks and Linkages

AAANY's visibility both locally and nationally opens up new opportunities for collaboration and innovation. As a member of a number of Arab and Muslim associations, AAANY continues to ground its work in the issues affecting its constituent base. It is also currently expanding its reach into new advocacy-related areas, such as the campaign to pass the DREAM Act as well as citywide efforts to increase police accountability for surveillance and policing practices.

Building off of these relationships, AAANY can incorporate a few practices into its current work that can deepen its connections to the larger community and open new possibilities for synergy and strategic partnership. AAANY also can infuse its work with different perspectives and sets of knowledge. One way to build these relationships and enhance the current programs is to invite representatives from ally organizations to speak with community members on

emerging issues. In exchange, AAANY's staff can share knowledge about how the community is affected.

It is important to note that as AAANY expands its networks, it should be mindful of mission creep. To avoid this, all potential partnerships should be considered based on their ability to directly support the mission of the organization.

## **AAANY can incorporate a few practices into its current work that can deepen its connections to the larger community and open new possibilities for synergy and strategic partnership.**

### Public Education and Advocacy

#### *1) Disseminate Information and Educate Community Partners*

Public awareness about the Arab-American community that counteracts the negative images and stereotypes is important. The Arab-American Community Survey offers a more accurate account of how Arab Americans are experiencing life in a post-Sept. 11 world. It is important to use the survey findings to initiate more dialogue, dispel myths and pave the way for productive

problem solving to address the needs of Arab Americans. In addition to the programmatic value of such efforts, the increased visibility of AAANY can help secure resources to support ongoing programs and fund new initiatives.

The Capstone team suggests disseminating the survey results at different venues. Several ideas include posting a copy of the executive summary and results of the survey on the AAANY website, disseminating copies of the report to partner organizations and AAANY board of directors, and publishing a press release or one-page summary highlighting key findings. Social-networking sites — such as Facebook, Twitter and Tumbler — and online video-sharing sites such as YouTube are media through which the survey findings can be disseminated in creative and accessible ways.

#### *2) Leverage Connections to Bring New Opportunities*

AAANY possesses a deep well of resources through its board of directors, local partners and existing networks of funders and ally groups. The Capstone team recommends that AAANY utilize these networks to help amplify the message that AAANY wants to convey from the survey findings. There are a number of ways to leverage networks to do this. One way is to partner with one or two funders who can host targeted informational sessions designed to educate key sectors about the cultural and linguistic needs of the Arab-American community.

Practitioners such as job recruiters and trainers can benefit from AAANY's expert guidance on the job training needed and the considerations to keep in mind when re-

cruiting from the Arab-American community. The information from the survey can serve as an opening to educate public-benefits agencies about ways to increase accessibility to language translation. Dialogues can be hosted between local educators, parents and students to address after-school programming and college preparation.

### Capacity Building

AAANY has a pool of dedicated and talented staff who are committed to the mission of the organization, and they possess a wealth of information that has helped propel the work to its current level. They are familiar with local institutions and the political dynamics between groups, and they are able to apply the broader sociopolitical and economic contexts to their daily work. It is important to retain this collective information in order to expand the work of AAANY and to create ways to train the next generation of leaders. The Capstone team recommends that AAANY establish protocol and practices that can help retain this knowledge and institutional memory. One way to do so is to create an office directory of referral agencies and community partners who are part of AAANY's network.

Maintaining accurate and up-to-date information about clients is another way to build continuity and institutional memory. AAANY currently houses a number of spreadsheets for its different programs. The Capstone team recommends that AAANY consolidate information from its intake forms, attendance lists and case-management referrals into one centralized database. By having a centralized database that captures information in a consistent manner, AAANY

## Implementation Strategy for Recommendations

Based on the current capacity of AAANY, the Capstone team categorized the suggestions listed above into categories for implementation. They are divided into groups that can be implemented in the immediate future (within three to six months), mid-range (within the year) and long range (two years and beyond). Additionally, the level of impact to the current work plan and the resources required to sustain the work were considered and reflected in the recommendations.

### Immediate

*Implement in the next three to six months.*

*Low impact on current work plan.*

*Minimal resources needed.*

- Conduct focus groups and interviews.
- Enhance core programs by inviting speakers.
- Connect current work to broader citywide efforts.
- Disseminate information and educate community partners.
- Systematize data collection and increase institutional memory.

### Mid-Range

*Implement within the next year.*

*Medium impact on current work plan.*

*Additional resources needed to sustain.*

- Expand survey beyond AAANY catchment area.
- Leverage connections to bring new opportunities to AAANY's clients.
- Initiate collaborative survey effort.
- Systematize data collection and increase institutional memory.

### Long Range

*Implement in two years or more.*

*High impact on work plan.*

*Additional staff and resources needed.*

- Broaden the scope of data collection.
- Connect current work to broader citywide efforts.
- Systematize data collection and increase institutional memory.

staff will be better equipped to coordinate services, measure and manage performance output, and report to external stakeholders on the impact and scope of the organization's work. The database also can be a good source of data for

future survey projects.

In order to operationalize and sustain these efforts, it is important to invest resources to train staff on the central database and to establish protocol for consistent data entry.

# Conclusion

The Capstone project shined a spotlight on the need for accurate and disaggregated data on the Arab-American community. The eight-month project is a small attempt to cobble together much-needed information on this complex and diverse community.

Even though Arabs have had a presence in the United States since the early 1900s, systemic and structural barriers create major obstacles to the collection of accurate data about the community, both locally and nationwide. Limitations on widely used survey tools such as the U.S. Census and

American Community Survey result in generation after generation of marginalization. Further, the public's understanding of Arab Americans — where they live and work, their family structures and values, and their political and civic lives — is often shaped by racist and anti-Muslim caricatures. As a result, organizations such as AAANY provide services to individuals who face systemic barriers to accessing services, who are under-represented in the political sphere and whose communities have limited chance of investment from

public and private donors.

The Arab-American Community Survey, both in its implementation in southwest Brooklyn and in its replication elsewhere, can be used to help address these systematic problems. The Arab-American community stands to benefit from improved services, and the country's non-Arab population stands to benefit from a better understanding of a community that, like all other ethnic groups in the country, is simply seeking to fulfill the American dream.

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# Appendix 1: Strategies for Effective Community Surveys

The pilot project for AAANY's community-needs survey was a fruitful endeavor that provided a glimpse of provocative data that warrants further investigation. Should AAANY decide to implement a number of the recommendations related to data collection in the upcoming months, there were a number of lessons from the planning, implementation and analysis of the community-needs survey to keep in mind.

## Planning and Design

The first step to creating a well-designed survey is to formulate the research objectives and goals. This sets the framework for what the survey designers want to accomplish from the whole process. A good guide for the research objectives and goals is to ask the question: What do we hope to learn?

Identify a hypothesis that can guide the direction of the survey. Based on their experience, the staff and board will have theories about the needs of the community or have assumptions from which AAANY can formulate the hypothesis. To supplement these theories, conversations and interviews should be conducted with community stakeholders, practitioners and researchers who can provide multiple perspectives that can help refine the hypothesis. Based on the interviews, AAANY may discover that the information they are seeking can be gathered using less-intensive data-collection tools,

such as focus groups or one-on-one interviews. When time and resources are limited, choose a more cost-efficient alternative over the more rigorous survey process.

If a survey is ultimately chosen as the collection tool, the hypothesis is the stepping-off point for drafting the survey questions and defining the scope of work. It also will help pinpoint data to be culled from third-party sources, such as research institutions and community groups.

## Survey Instrument

Once the hypothesis question is identified, the survey questionnaire will fall easily into place. Identify the variables — such as age, gender and program participation — that can be measured or controlled to test a hypothesis. The questions will be based on these variables.

Beyond the key variables, there are a number of issues that are conducive to building a strong survey instrument that leads to a high rate of participation.

## Length

It is tempting to build a survey tool that collects extensive amounts of information because it is natural to want to know as much information as possible about the community. Fight this urge. Not only is it impractical because it costs a lot of time and money, it also can create a major obstacle to successful survey

implementation. A commonly held belief of survey practitioners is that survey length can impact response rates (Bogen). Longer questionnaires generally are perceived as being a burden on respondents, raising overall resistance to participation. Be judicious about the type and number of questions on the survey.

## Question Styles

In forming the questions, consider how the data will be analyzed. Testing for relationships between different variables and the significance of such findings will mean that the responses to the questions must be worded appropriately. Along the same lines, open-ended questions offer substantive information that can shed light on individuals' behavior or beliefs, but must then be properly coded in order to be able to compare the information. Advance planning is needed to determine how responses to such questions will be analyzed.

Likert scales that allow for capturing information on a gradient scale can be used to enable respondents to rank their experiences. A few areas where these types of questions can be used include respondents' experiences with AAANY and other agencies. Additional questions, such as political-party affiliation and citizenship status, can help provide additional profile information about respondents.

## Framing the Question

The way that a question is worded and the manner in which it is framed can influence not only response rate but also the accuracy of the survey data. Pay close attention to how the questions are phrased. Use simple and concise language. Avoid using compound sentences that can lead respondents to interpret the question in different ways. Additionally, take care not to frame the question in such a way that it assumes the reader feels one way or another.

Another factor is the use of accessible language that is culturally specific and understandable to the intended population. Avoid technical jargon and acronyms that can preclude anyone from understanding what you mean to say. And most importantly, make plans to translate any written and verbal collection tools. In AAANY's case, survey designers must determine the appropriateness of using colloquial versus formal Arabic and test out the survey tools with a small focus group to ensure that the questions are comprehensible. Moreover, AAANY should use volunteers who can speak the language and are familiar with the cultural traditions in order to increase survey response and data accuracy.

## Use Mixed-Survey Methods

One of the strengths of quantitative surveys, if done properly, is that the results that come from a random sample can be generalizable to a population, making the survey replicable and allowing for hypothesis testing. However, there are limitations to sole dependence on quantitative data. Private or sensitive information such as income and domestic-violence victimhood is difficult to collect. Additionally, deep

understanding of the response results, including the variation in responses, is limited without contextual information. Finally, once a quantitative study has been initiated, modification to the survey tool is not possible. This inflexibility limits the survey designers' ability to adjust to real-world circumstances (Bamberger, 236-238).

## Avoid using compound sentences that can lead respondents to interpret the question in different ways.

Since AAANY represents a constituency base with a range of cultural, demographic and political variations, future survey designs should incorporate a mixed-method approach to collecting data. Qualitative techniques, such as focus groups and interviews, can address the limitations of quantitative methods by filling in economic, social, political, cultural and institutional context for the responses. They help survey designers explore how and why individuals responded a certain way.

Although the mixed-method approach requires more time and money, the information that is surfaced can be invaluable to any organization looking to shape policy recommendations, evaluate current programs or start new initiatives. Further, the use of existing secondary data from institutions such as the Arab American Institute can offer a deeper understanding of the survey results by providing a broader context on which to trian-

gulate the survey findings. Adopting this method for future designs will strengthen AAANY's position as a leading expert on the Arab-American community in New York.

## Volunteer Engagement

There were a number of noteworthy lessons learned about engaging volunteers as surveyors that can be helpful in future planning efforts. Below are ways to be strategic about the use of survey collectors and volunteers.

### *Survey-Collector Recruitment*

The survey collectors represent the front line in gathering information about the community. First and foremost, their role involves gaining trust with community members so that they feel comfortable participating in the survey process. After identifying the key focus of the survey and the desired audience, determine the type of survey collectors and volunteers who will be best suited to reach out to the survey's target group. The background, expertise and familiarity with particular aspects of the Arab-American community are all strengths that can be leveraged in the survey-collector recruitment process, and subsequent survey-collection activities. Diversifying the type of survey collector can help ensure that there is a wide range of survey respondents.

Some examples of considerations for the composition of survey-collector identity to take into account the following:

- Gender: Recruiting men to assist with the data collection can increase the number of male respondents, particularly because it allows access to common gathering spots

for men such as barber shops and Friday sermons. Female respondents, in particular those with more traditional expectations of gender norms or religious beliefs, may feel more comfortable answering questions from a female survey collector.

- **Age:** Sustaining the participation and interest of volunteer surveyors can be a challenge, especially if the surveyors are young. At the same time, youth or adolescent survey collectors often have access to specific audiences, such as high schools and youth groups, that are less likely to be accessed by older survey collectors.

- **Religion:** Collecting surveys in faith-based settings such as mosques, churches and social settings associated with religious activities necessitates collectors who have a working understanding of religious norms. An understanding of the nuances of diverse faith-based settings also can assist the survey collector in building trust with potential respondents.

Other factors to consider include the economic background, immigration experience (first generation versus second or third generation), sexual orientation, the social position of the surveyor in the community, and the borough or neighborhoods with which the surveyor is most familiar.

Survey collectors should remain as neutral as possible in the process of survey collection, but the survey respondent's perception of the collector can affect if and how questions are answered. Volunteer non-Arab survey collectors also could be engaged as a way of learning whether sensitive issues are more easily addressed

when the collector is potentially perceived as a third-party.

To account for attrition, recruit more volunteers than might be needed, and use incentives and friendly competitions as a way to make the mundane task of outreach fun and engaging.

### *Survey-Collector Incentives*

Incentives are a great way to further entice surveyors to commit to a high survey-response rate. Some possible incentives for survey collectors are:

- Recognition in the final report.
- Refreshments at survey training and collection events.
- Volunteer hours.
- Prizes.
- Monetary compensation.

### *Survey-Collector Training*

Survey-collector training plays a number of functions. First, training engages the survey collector with the importance of the project. Second, training ensures that the process of collection goes as smoothly and accurately as possible. Offering multiple trainings allows for a larger number of collectors to participate while also increasing the opportunity for survey collectors to ask more questions about the survey-collection process. In the Capstone team's experience, the presence of AAANY's staff members during the training was valuable in explaining the importance of the community survey and in establishing the relationship between the Capstone team and the community volunteers.

In general, survey-collector training

elements to consider are:

- Using simulations and role playing to allow volunteers to practice handling questions from respondents and assuage fears about survey outreach.
- Including time for volunteers to analyze questions that may require interpretation and that potentially can elicit multiple responses. Special attention should be paid to questions that may be interpreted differently in English or Arabic. For example, an associate's-degree option on an educational-attainment question may have different meanings for people from different countries.
- Providing a surveyor guide that describes the process and provides tips on how to assist respondents in answering the survey.
- Disseminating information about conflict-of-interest and confidentiality policies. Develop an agreement form for volunteers to sign.
- Providing scripts with suggested openings and tips on ways to engage potential respondents without explicitly asking for disclosure of whether or not they identify as Arab or Arab American.
- Providing maps and specific location assignments for survey collectors to canvass.

### **Outreach**

Calculating an acceptable sample size is important for statistical integrity and for planning the scope of the survey outreach. Randomization is important to the validity of the survey analysis, as it minimizes sample bias — the distortion of the overall picture of the surveys (the sample) due to disproportionate representation of a particular type of survey respon-

dent. AAANY can avoid sample bias by working with its staff and/or consultants to identify where and how to collect surveys.

Be strategic about the number of surveyors and the limited time to conduct the collection by doing outreach in major hubs, such as supermarkets and train stations, through which a diverse group of individuals pass. Special effort should be made to ensure diversity in the groups represented, e.g. men vs. women, elderly vs. youth, and English speakers vs. non-English speakers. This may require targeted outreach to places where certain demographics gather. Moreover, it is beneficial to have a clear strategy for how to engage community partners who can broaden the radius of survey collection and increase community buy-in and participation.

### Respondent Incentives

Studies conducted on effective survey designs all point to length of surveys as a potential barrier to successful response rates. Experts who studied the effects of the length of the U.S. Census on respondents' willingness to complete the survey have found that length is correlated to nonresponse as it increases burden on the participant to see the survey into completion (Bogen). In designing AAANY's survey, the Capstone team took care to create a manageable questionnaire that captured relevant information. However, as AAANY expands data-collection efforts, an expanded survey may be needed, presenting a potential challenge to response rates.

To mitigate potential negative effects, incentives offer a way to entice individuals to participate. A 1993 report from the Council of

Professional Associations on Federal Statistics cites that incentives are used commonly after survey completion to compensate individuals for their time and effort, and suggest that incentivizing at the beginning of the survey also can produce positive results (CPAFS). An added dimension to this strategy is to create incentives that are meaningful in different ways. Based on the leverage-saliency theory, the idea is that different things matter to different people (Groves, 307).

## Studies conducted on effective survey designs all point to length of surveys as a potential barrier to successful response rates.

Not only is it important to offer an incentive that has value in the eyes of the respondent but AAANY also can offer a range of incentives that appeal to the preferences of different people. For example, someone who values privacy may be more inclined to fill out a survey at home as opposed to having a surveyor assist with the questionnaire.

Expensive incentives may mean less to someone who is passionate about the goals behind a community-needs survey but more to someone who wouldn't otherwise be interested in participating. Investing resources and purposeful deliberation over this component of a survey can reap positive results for AAANY.

### Technology

The Capstone team used Qualtrics, software for conducting online surveys, to supplement collection of surveys on paper. It is one of many available tools that AAANY can employ for future surveys. Online tools are a powerful way to collect data quickly, efficiently and cleanly, virtually eliminating the need for data entry, and making the process of cleaning the data faster and easier. It is recommended that survey collectors encourage respondents to fill out the survey electronically. To facilitate this, computer workstations can be set up in the offices of community groups and community centers, such as schools, grocery stores and places of worship. E-mail blasts are a way of distributing the survey widely; however, to reach those who may not have Internet access, it will be beneficial to bring computers to the respondents. Computer stations can be set up to collect surveys at well-attended facilities in the Arab-American community.

It is important to note that, while online survey-collection tools make data entry and clean up much quicker and easier, future survey collection should not solely be done through online and electronic means. Many respondents may face barriers in completing the survey electronically. Therefore, a paper option for the survey should be kept, and survey collectors should continue to seek respondents using the paper survey. Otherwise, a large portion of the population may be excluded from participating in the survey due to obstacles such as lack of access to a computer, lack of knowledge on how to use a computer, or a preference for completing the survey on paper.

# Appendix 2: Remark Surveys



## COMMUNITY NEEDS SURVEY

Wednesday, February 1, 2012

Dear Survey Respondent,

Thank you for taking the time to complete the following Arab American Association of New York (AAANY) survey. The information collected will deepen AAANY's understanding of the Arab-American community and will help enhance their programs to better serve the population across New York City. The survey is being conducted through a Capstone project at the New York University's Robert F. Wagner Graduate School of Public Service. Graduate students are coordinating the survey project in partnership with AAANY and will interpret the data from the completed surveys. **The responses will be collected for academic purposes and will be completely confidential and anonymous.**

The survey contains 24 questions and will take no more than approximately 10 minutes to complete. The results of the survey will be beneficial to AAANY and other community groups that serve the Arab-American population by collecting information that will help increase funding for programs and services for the community. Again, we greatly thank you for your time and care in responding to the survey.

Sincerely,  
Arab American Association of New York  
New York University Robert F. Wagner Graduate School of Public Service

Community Partner  
Arab Muslim American Federation

**AAANY Community Needs Survey**

1) What is your zip code?

2) What is your gender?

- Male                       Female                       Transgender

3) What is your age?

4) Check your marital status:

- Single                       Married                       Domestic Partnership                       Separated/ Divorced                       Widowed

5) Check your current employment status:

- Employed (full-time)                       Employed (part-time)                       Contract Work                       Unemployed                       Retired

6) Check the box that best matches your household's TOTAL annual income level:

- |  |  |
|--|--|
| <input type="radio"/> Less than \$10,000 | <input type="radio"/> \$40,000-\$49,999  |
| <input type="radio"/> \$10,000-\$19,999  | <input type="radio"/> \$50,000-\$79,999  |
| <input type="radio"/> \$20,000-\$29,999  | <input type="radio"/> \$80,000-\$149,999 |
| <input type="radio"/> \$30,000-\$39,999  | <input type="radio"/> \$150,000 or more  |

7) Number of adults in your household:

- 1                       2                       3                       4                       5  
 6                       More than 6

8) Number of children in your household:

- 1                       2                       3                       4                       5  
 6                       More than 6                       None

9) Check off the item(s) that best describe your job(s). Check 3 at most.

- |   |  |
|---|--|
| <input type="checkbox"/> Sales/Retail   | <input type="checkbox"/> Taxi/Livery                         |
| <input type="checkbox"/> Legal Services | <input type="checkbox"/> Food Services                       |
| <input type="checkbox"/> Construction   | <input type="checkbox"/> Arts and Entertainment              |
| <input type="checkbox"/> Security       | <input type="checkbox"/> Small Business and Finance          |
| <input type="checkbox"/> Government     | <input type="checkbox"/> Computers and Information Systems   |
| <input type="checkbox"/> Childcare      | <input type="checkbox"/> House Cleaning/Building Maintenance |
| <input type="checkbox"/> Nonprofit      | <input type="checkbox"/> Medical and Health Services         |
| <input type="checkbox"/> Education      | <input type="checkbox"/> Administrative/Secretary            |
| <input type="checkbox"/> Student        | <input type="checkbox"/> Other _____                         |



**AAANY Community Needs Survey**

10) What is the highest level of education you completed in the United States?

- Elementary School (grades 1-5)
- Middle School (grades 6-8)
- High School (grades 9-12)
- Associate's Degree
- Bachelor's Degree
- Trade Certification
- Master's Degree
- Doctorate, Law or Medical Degree
- Other/Not applicable

11) What is the highest level of education you completed overseas?

- Elementary School (grades 1-5)
- Middle School (grades 6-8)
- High School (grades 9-12)
- Associate's Degree
- Bachelor's Degree
- Trade Certification
- Master's Degree
- Doctorate, Law or Medical Degree
- Other/Not applicable

12) How many years have you lived in the United States?

- Less than 1 year
- 1-3 years
- 3-5 years
- 5-10 years
- 10 years or longer

13) What is your religious identity?

- Muslim
- Christian
- Jewish
- Other \_\_\_\_\_

14) In what country were you born?

- Algeria
- Djibouti
- Jordan
- Libya
- Oman
- Saudi Arabia
- Syria
- Yemen
- Bahrain
- Egypt
- Kuwait
- Mauritania
- Qatar
- Somalia
- Tunisia
- United States
- Comoros
- Iraq
- Lebanon
- Morocco
- Palestine
- Sudan
- United Arab Emirates
- Other \_\_\_\_\_

15) What country is your family from? Check all that apply.

- Algeria
- Djibouti
- Jordan
- Libya
- Oman
- Saudi Arabia
- Syria
- Yemen
- Bahrain
- Egypt
- Kuwait
- Mauritania
- Qatar
- Somalia
- Tunisia
- United States
- Comoros
- Iraq
- Lebanon
- Morocco
- Palestine
- Sudan
- United Arab Emirates
- Other \_\_\_\_\_

16) Which would you choose as your primary identity? Check 3 options at most.

- Arab
- Muslim
- Christian
- Jewish
- Minority
- Algerian
- American
- Bahraini
- Comorian
- Other \_\_\_\_\_
- Djiboutian
- Egyptian
- Iraqi
- Jordanian
- Kuwaiti
- Lebanese
- Libyan
- Mauritanian
- Moroccan
- Omani
- Palestinian
- Qatari
- Saudi Arabian
- Somali
- Sudanese
- Syrian
- Tunisian
- Yemeni

**AAANY Community Needs Survey**

17) Fill in the box if you are currently receiving (check all that apply):

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Food stamps (SNAP)     | <input type="checkbox"/> Supplemental Security Income (SSI)          | <input type="checkbox"/> Medicaid       |
| <input type="checkbox"/> Cash Assistance (TANF) | <input type="checkbox"/> Section 8 or another housing subsidy        | <input type="checkbox"/> WIC            |
| <input type="checkbox"/> Family Health Plus     | <input type="checkbox"/> Social Security Disability Insurance (SSDI) | <input type="checkbox"/> Not applicable |

Rate your experience communicating at various government assistance offices (such as the Human Resources Administration, Department of Health, Department of Education and your child's local school).

18) I am able to speak with and can understand everything the staff says to me.

- |                                 |   |                                    |                                |   |
|---------------------------------|---|------------------------------------|--------------------------------|---|
| <input type="checkbox"/> Always | <input type="checkbox"/> Most of the time | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Never | <input type="checkbox"/> Not applicable |
|---------------------------------|---|------------------------------------|--------------------------------|---|

19) I am able to read the documents that are given to me at the government assistance office.

- |                                 |   |                                    |                                |   |
|---------------------------------|---|------------------------------------|--------------------------------|---|
| <input type="checkbox"/> Always | <input type="checkbox"/> Most of the time | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Never | <input type="checkbox"/> Not applicable |
|---------------------------------|---|------------------------------------|--------------------------------|---|

20) Do you think interpretation or other assistance would help you communicate at government agencies?

- |                              |                             |                                       |
|------------------------------|-----------------------------|---------------------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> I don't know |
|------------------------------|-----------------------------|---------------------------------------|

21) What type of interpretation or assistance would help you better communicate at government agencies? Check all that apply.

- |   |  |   |  |
|---|--|---|--|
| <input type="checkbox"/> Spoken translation | <input type="checkbox"/> Written translation | <input type="checkbox"/> Hearing assistance | <input type="checkbox"/> Visual assistance |
|---|--|---|--|

22) Are there other ways to help you better access government assistance?

23) What is the most important issue affecting the Arab-American community? Check 3 at most.

- Lack of access to health care
- Lack of mental health services
- Domestic violence
- Lack of affordable housing
- Limited translation
- Unemployment/lack of work
- Limited youth programs
- Lack of immigration services
- Cultural and language divide between older and younger generations
- Lack of access to training and education for adults
- Police/law enforcement surveillance
- Discrimination/anti-Arab/anti-Muslim sentiment
- Other

24) What type of services do you think are needed in the community?

Thank you for completing the survey. Your responses will assist the Arab American Association of New York to develop programming that best meets the needs of the community. All responses are completely anonymous and will be held in confidence. If you have any questions about this survey project, please contact [capstone-aaany-group@nyu.edu](mailto:capstone-aaany-group@nyu.edu).



## إستبيان حول إحتياجات الجالية

أعزاتنا المشاركين في هذا الإستبيان،

نشكركم على توفير جزء من وقتكم للمشاركة في هذا الإستبيان الخاص بالجمعية العربية الأمريكية في نيويورك. المعلومات التي سيتم جمعها من خلال هذا الإستبيان ستعمق فهم الجمعية العربية لإحتياجات الجالية وستساعدنا على تطوير وتحسين برامجها من أجل تقديم خدمة أفضل للسكان في جميع أنحاء مدينة نيويورك. وسيتم إجراء هذا الإستبيان من خلال مشروع كاستون في كلية روبرت ف. واجنر للدراسات العليا في الخدمات العامة التابعة لجامعة نيويورك. ينسق الطلبة الدراسات العليا هذا الإستبيان بمشاركة الجمعية العربية الأمريكية وسيقومون بتفسير وتحليل المعلومات الواردة في كل إستبيان يتم إتمامه. سيتم جمع الأجوبة لأغراض أكاديمية وستكون سرية بشكل تام.

يتكون هذا الإستبيان من 24 سؤالاً ولن يستغرق الإنتهاء منه أكثر من 10 دقيقة. ستعود نتائج هذا الإستبيان بالنفع على الجمعية العربية الأمريكية وعلى غيرها من المؤسسات التي تخدم السكان العرب في الولايات المتحدة الأمريكية من خلال جمع معلومات من شأنها أن تساعد على زيادة التمويل لبرامج خدمات الجاليات العربية. مرة أخرى نشكركم كثيراً على وقتكم وعلى إهتمامكم عبر الإستجابة لهذا الإستبيان.

بإخلاص،

الجمعية العربية الأمريكية في نيويورك

كلية روبرت ف. واجنر للدراسات العليا في الخدمات العامة - جامعة نيويورك

شريك مجتمعي - الإتحاد العربي الإسلامي الأمريكي

1) ما هو رمزك البريدي؟

2) ما جنسك؟

ذكر  أنثى  مشغول

3) كم عمرك؟

4) الرجاء إختيار ما ينطبق عليك:

عزاب  متزوج  شريك (غير متزوج)  مطلق/ منة  أرمل

5) حدد وضعك الوظيفي (عملك)

موظف (وظيفة كاملة)  موظف (وظيفة جزئية)  موظف بعقد محدد  غير موظف أو عامل عن العمل  متقاعد

6) ضع علامة في الدائرة التي يقابل إجمالي مستوى الدخل السنوي لأسرتك:

أقل من \$10,000  \$10,000-\$19,999  \$20,000-\$29,999  \$30,000-\$39,999  
 \$40,000-\$49,999  \$50,000-\$79,999  \$80,000-\$149,999  \$150,000 أو أكثر

7) عدد الأفراد البالغين في أسرتك:

1  2  3  4  5  
 6  أكثر من 6

8) عدد الأطفال في أسرتك:

1  2  3  4  5  
 6  أكثر من 6  لا يوجد

9) إختيار أفضل الكلمات التي تصف عملك. إختيار لا أكثر من ثلاثة خيارات

التجارة  الخدمات القانونية  الإعمار والبناء  في مجال الأمن  موظف حكومي  رعاية الأطفال  أعمال غير ربحية  في مجال التعليم  مطالب  
 سائق  خدمات الطعام  الفنون والأعمال الترفيهية  مشاريع صغيرة وخدمات مالية  الكمبيوتر ونظم المعلومات  تنظيف وصيانة المباني  طب وخدمات صحية  خدمات إدارية/سكرتريا  أخرى

10) ما هو أعلى مستوى تعليمي أنهيته في الولايات المتحدة؟

المدرسة الإبتدائية (من الصف 1 وحتى 5)  
 المدرسة الإعدادية/ المتوسطة (من الصف 6 وحتى 8)  
 المدرسة الثانوية (من الصف 9 وحتى 12)  
 درجة البكالوريوس (من كلية متوسطة لمدة سنتين)  
 درجة البكالوريوس  
 شهادة تاهيل أو كفاءة  
 درجة ماجستير  
 درجة دكتوراة أو في الفنون أو الطب  
 شيء آخر أو لا ينطبق

- 11) ما هو أعلى مستوى تعليمي أنهيته خارج الولايات المتحدة؟
- المدرسة الابتدائية (من الصف 1 وحتى 5)
  - المدرسة الإعدادية/ المتوسطة (من الصف 6 وحتى 8)
  - المدرسة الثانوية (من الصف 9 وحتى 12)
  - درجة البكالوريوس (من كلية متوسطة لمدة سنتين)
  - درجة البكالوريوس

- شهادة تأهيل أو كفاءة
- درجة ماجستير
- درجة دكتوراة أو في الفنون أو الطب
- شيء آخر أو لا ينطبق

- 12) كم سنة عشت في الولايات المتحدة الأمريكية؟
- أقل من سنة واحدة
  - 1 - 3 سنوات
  - 3 - 5 سنوات
  - 5 - 10 سنوات
  - 10 سنوات أو أكثر

- 13) ما هي ديانتك؟
- مسلم
  - مسيحي
  - يهودي
  - أخرى \_\_\_\_\_

- 14) في أي بلد ولدت؟
- الجزائر
  - جيبوتي
  - الأردن
  - ليبيا
  - عمان
  - العربية السعودية
  - سوريا
  - اليمن

- البحرين
- مصر
- الكويت
- موريتانيا
- قطر
- الصومال
- تونس
- الولايات المتحدة الأمريكية
- جزر القمر
- العراق
- لبنان
- المغرب
- فلسطين
- السودان
- الإمارات العربية المتحدة
- أخرى \_\_\_\_\_

- 15) من أي بلد عائلتك؟ (الرجاء اختيار كل ماينطبق عليك)
- الجزائر
  - جيبوتي
  - الأردن
  - ليبيا
  - عمان
  - العربية السعودية
  - سوريا
  - اليمن

- البحرين
- مصر
- الكويت
- موريتانيا
- قطر
- الصومال
- تونس
- الولايات المتحدة الأمريكية
- جزر القمر
- العراق
- لبنان
- المغرب
- فلسطين
- السودان
- الإمارات العربية المتحدة
- أخرى \_\_\_\_\_

- 16) ماذا تختار من الأمور التالية كمحددات إثنائية لهويتك؟ (اختر 3 أمور على الأكثر)

- عربي
- مسلم
- مسيحي
- يهودي
- كاثوليكية
- جزائري
- أمريكي
- بحريني
- من جزر القمر
- شيء آخر \_\_\_\_\_
- جيبوتي
- مصري
- عراقي
- أردني
- كويتي
- لبناني
- لبني
- موريتاني
- مغربي
- عماني
- فلسطيني
- قطري
- سعودي
- صومالي
- سوداني
- سوري
- تونسي
- يمني

17) ضع إشارة في المربع إذا كنت حديثاً تستلم (الرجاء تعليم كل ما ينطبق عليك)

- (SNAP) كوپونات الغذاء (القرود ستامپس)  (SSI) دخل ضمان تكميلي  تأمين العيدينكيد   
 مساعدات نقدية (TANF)  معونة القسم 8 (Section 8) أو أية معونات سكنية  برنامج الوبك (برنامج مساعدة   
أخرى  النساء والرضع والأطفال)   
 تأمين صحي للعائلة  (SSDI) تأمين الضمان الإجتماعي للعجز  لا شيء

الرجاء تقييم خبرتك في التواصل مع مكاتب المساعدة الحكومية المختلفة (مثل إدارة الموارد البشرية ودائرة الصحة ودائرة التربية والتعليم ومدرسة طفلك المحلية)

- 18) وأنا قادر على التحدث معهم ويمكنني أن أفهم كل شيء بقوله الموظفون لي.  
 دائماً  في معظم الأحيان  أحياناً  أبداً  لا ينطبق

- 19) أنا قادر على قراءة الوثائق التي تعطى لي في مكاتب المساعدة الحكومية  
 دائماً  في معظم الأحيان  أحياناً  أبداً  لا ينطبق

- 20) هل تعتقد أن الترجمة أو غيرها من المساعدات التي قد تقدم لك من شأنها أن تساعدك على التواصل مع الوكالات الحكومية  
 نعم  لا  لا أعلم

- 21) ما نوع الترجمة أو المساعدة التي ستساعدك بشكل أفضل في التواصل مع الوكالات الحكومية؟ الرجاء إختيار كل ما ينطبق عليك.  
 ترجمة محكمة أو شفوية  ترجمة مكتوبة  مساعدات سمعية (صوتية)  مساعدات مرئية (صورية)

22) هل يوجد هناك وسائل أو طرق أخرى لمساعدتك للحصول على المساعدات الحكومية بشكل أفضل؟


23) ما هي أهم قضية تؤثر على المجتمع العربي الأمريكي؟ إختيار لا أكثر من ثلاثة خيارات.

- عدم الحصول على الرعاية الصحية  
 نقص خدمات الصحة النفسية  
 العنف المنزلي  
 نقص المساكن بأسعار معقولة  
 قلة الترجمة أو محدوديتها  
 البطالة/عدم توفر عمل  
 قلة أو محدودية البرامج الشبابية  
 نقص خدمات الهجرة  
 الفجوة الثقافية واللغوية بين الأجيال الأكبر سناً والأصغر سناً  
 عدم توفر التعليم والتدريب للبالغين أو الكبار في السن  
 مراقبة الشرطة وأجهزة تطبيق القوانين الأخرى  
 مشاعر الإحساس بالتمييز ضد العرب و ضد المسلمين  
 شيء آخر \_\_\_\_\_


24) ما هي أنواع الخدمات التي تعتقد بأن الجالية تحتاجها؟

شكراً لكم على إكمال هذا الإستبيان. أوجوبكم سوف تساعد الجمعية العربية الأمريكية في نيويورك على تطوير برامج تناسب إحتياجات الجالية العربية بأفضل شكل. كل إجاباتكم ستبقى سرية بشكل تام و مستحفظ بشكل موثوق.

# Appendix 3: Qualtrics Surveys

 NEW YORK UNIVERSITY

English



## COMMUNITY NEEDS SURVEY

Wednesday, February 1, 2012

Dear Survey Respondent,

Thank you for taking the time to complete the following Arab American Association of New York (AAANY) survey. The information collected will deepen AAANY's understanding of the Arab-American community and will help enhance their programs to better serve the population across New York City. The survey is being conducted through a Capstone project at the New York University's Robert F. Wagner Graduate School of Public Service. Graduate students are coordinating the survey project in partnership with AAANY and will interpret the data from the completed surveys. **The responses will be collected for academic purposes and will be completely confidential and anonymous.**

The survey contains 24 questions and will take no more than approximately 10 minutes to complete. The results of the survey will be beneficial to AAANY and other community groups that serve the Arab-American population by collecting information that will help increase funding for programs and services for the community. Again, we greatly thank you for your time and care in responding to the survey.

Sincerely,  
Arab American Association of New York  
New York University Robert F. Wagner Graduate School of Public Service

Community Partner  
Arab Muslim American Federation

---

Survey Completion  
0%  100%

>>

1) What is your zip code?

2) What is your gender?

- Male  Female  Transgender

3) What is your age?

4) Check your marital status:

- Single  Married  Domestic Partnership  Separated/Divorced  Widowed

5) Check your current employment status:

- Employed (full-time)  Unemployed  
 Employed (part-time)  Retired  
 Contract Work

6) Check the box that best matches your household's TOTAL annual income level:

- Less than \$10,000  \$40,000-\$49,999  
 \$10,000-\$19,999  \$50,000-\$79,999  
 \$20,000-\$29,999  \$80,000-\$149,999  
 \$30,000-\$39,999  \$150,000 or more

7) Number of adults in your household:

- 1  2  3  4  5  6  More than 6

8) Number of children in your household:

- 1  2  3  4  5  6  More than 6  None



9) Check off the item(s) that best describe your job(s). Check 3 options at most.

Sales/Retail

Legal Services

Construction

Security

Government

Childcare

Nonprofit

Education

Student

Taxi/Livery

Food Services

Arts and Entertainment

Small Business and Finance

Computers and Information Systems

House Cleaning/Building Maintenance

Medical and Health Services

Administrative/Secretary

Other

10) What is the highest level of education you completed in the United States?

Elementary School (grades 1-5)

Middle School (grades 6-8)

High School (grades 9-12)

Associate's Degree

Bachelor's Degree

Trade Certification

Master's Degree

Doctorate, Law or Medical Degree

Other/Not applicable

11) What is the highest level of education you completed overseas?

Elementary School (grades 1-5)

Middle School (grades 6-8)

High School (grades 9-12)

Associate's Degree

Bachelor's Degree

Trade Certification

Master's Degree

Doctorate, Law or Medical Degree

Other/Not applicable

12) How many years have you lived in the United States?

Less than 1 year    1-3 years    3-5 years    5-10 years    10 years or longer

13) What is your religious identity?

- Syria
- Tunisia
- United Arab Emirates
- Yemen
- United States
- Other

15) What country is your family from? Check all that apply.

- |                                       |  |  |
|---------------------------------------|--|--|
| <input type="checkbox"/> Algeria      | <input type="checkbox"/> Bahrain       | <input type="checkbox"/> Comoros   |
| <input type="checkbox"/> Djibouti     | <input type="checkbox"/> Egypt         | <input type="checkbox"/> Iraq  |
| <input type="checkbox"/> Jordan       | <input type="checkbox"/> Kuwait        | <input type="checkbox"/> Lebanon   |
| <input type="checkbox"/> Libya        | <input type="checkbox"/> Mauritania    | <input type="checkbox"/> Morocco   |
| <input type="checkbox"/> Oman         | <input type="checkbox"/> Qatar         | <input type="checkbox"/> Palestine                                       |
| <input type="checkbox"/> Saudi Arabia | <input type="checkbox"/> Somalia       | <input type="checkbox"/> Sudan   |
| <input type="checkbox"/> Syria        | <input type="checkbox"/> Tunisia       | <input type="checkbox"/> United Arab Emirates                            |
| <input type="checkbox"/> Yemen        | <input type="checkbox"/> United States | <input type="checkbox"/> Other <input style="width: 80px;" type="text"/> |

16) Which would you choose as your primary identity? Check 3 options at most.

- |  |                                      |  |
|--|--------------------------------------|--|
| <input type="checkbox"/> Arab  | <input type="checkbox"/> Djiboutian  | <input type="checkbox"/> Omani         |
| <input type="checkbox"/> Muslim  | <input type="checkbox"/> Egyptian    | <input type="checkbox"/> Palestinian   |
| <input type="checkbox"/> Christian                                       | <input type="checkbox"/> Iraqi       | <input type="checkbox"/> Qatari        |
| <input type="checkbox"/> Jewish  | <input type="checkbox"/> Jordanian   | <input type="checkbox"/> Saudi Arabian |
| <input type="checkbox"/> Minority  | <input type="checkbox"/> Kuwaiti     | <input type="checkbox"/> Somali        |
| <input type="checkbox"/> Algerian  | <input type="checkbox"/> Lebanese    | <input type="checkbox"/> Sudanese      |
| <input type="checkbox"/> American  | <input type="checkbox"/> Libyan      | <input type="checkbox"/> Syrian        |
| <input type="checkbox"/> Bahraini  | <input type="checkbox"/> Mauritanian | <input type="checkbox"/> Tunisian      |
| <input type="checkbox"/> Comoran   | <input type="checkbox"/> Moroccan    | <input type="checkbox"/> Yemeni        |
| <input type="checkbox"/> Other <input style="width: 80px;" type="text"/> |                                      |  |

17) Fill in the box if you are currently receiving (check all that apply).

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Food stamps (SNAP)     | <input type="checkbox"/> Supplemental Security Income (SSI)          | <input type="checkbox"/> Medicaid       |
| <input type="checkbox"/> Cash Assistance (TANF) | <input type="checkbox"/> Section 8 or another housing subsidy        | <input type="checkbox"/> WIC            |
| <input type="checkbox"/> Family Health Plus     | <input type="checkbox"/> Social Security Disability Insurance (SSDI) | <input type="checkbox"/> Not applicable |



English

Rate your experience communicating at various government assistance offices (such as the Human Resources Administration, Department of Health, Department of Education and your child's local school).

18) I am able to speak with and can understand everything the staff says to me.

- Always  Most of the time  Sometimes  Never  Not applicable

19) I am able to read the documents that are given to me at the government assistance office.

- Always  Most of the time  Sometimes  Never  Not Applicable

20) Do you think interpretation or other assistance would help you communicate at government agencies?

- Yes  No  I don't know



Next

21) What type of interpretation or assistance would help you better communicate at government agencies? Check all that apply.

- Spoken translation    Written translation    Hearing assistance    Visual assistance

22) Are there other ways to help you better access government assistance?

23) What is the most important issue affecting the Arab-American community? Check 3 at most.

- Lack of access to health care  
 Lack of mental health services  
 Domestic violence  
 Lack of affordable housing  
 Limited translation  
 Unemployment/lack of work  
 Limited youth programs  
 Lack of immigration services  
 Cultural and language divide between older and younger generations  
 Lack of access to training and education for adults  
 Police/law enforcement surveillance  
 Discrimination/anti-Arab/anti-Muslim sentiment  
 Other

24) What type of services do you think are needed in the community?

Thank you for completing the survey. Your responses will assist the Arab American Association of New York to develop programming that best meets the needs of the community. All responses are completely anonymous and will be held in confidence.

If you have any questions about this survey project, please contact:  
capstone-assess-group@nyu.edu



### إستبيان حول إحتياجات الجالية

أهلاً لثقة المشاركين في هذا الإستبيان.

نشكركم على توفير جزء من وقتكم للمشاركة في هذا الإستبيان الخاص بالجمعية العربية الأمريكية في نيويورك. المعلومات التي سيتم جمعها من خلال هذا الإستبيان ستعلق فهم الجمعية العربية لإحتياجات الجالية وستساعدنا على تطوير برنامجنا من أجل توفير خدمة أفضل للمكاتب في جميع أنحاء مدينة نيويورك، وسيتم إجراء هذا الإستبيان من خلال مشروع كويستون في كلية روبرت ف. وايتير للدراسات العليا في الخدمات العامة التابعة لجامعة نيويورك. يتسق طاقم الدراسات العليا هذا الإستبيان بمشاركتك الجمعية العربية الأمريكية وسيلقومون بتفسير وتلقي الطويات الواردة في كل إستبيان يتم إرساله، سيتم جمع الأجوبة لأغراض أكاديمية وستكون سرية وأمنك تام.

يكون هذا الإستبيان من 42 سؤالاً وإن يستغرق الإجابة عليه أكثر من 10 دقائق. ستعود نتائج هذا الإستبيان بالحق على الجمعية العربية الأمريكية ونحن نعدكم من المؤسسات التي تدعم السكان العرب في الولايات المتحدة الأمريكية من خلال جمع معلومات من شأنها أن تساعد على زيادة الفعول لبرامج خدمات الجاليات العربية. مرة أخرى نشكركم كثيراً على وقتكم وعلى إهتمامكم عبر الإستجابة لهذا الإستبيان.

بإخلاص،

الجمعية العربية الأمريكية في نيويورك

كلية روبرت ف. وايتير للدراسات العليا في الخدمات العامة - جامعة نيويورك

شريكنا المجتمعي - الإتحاد العربي الإسلامي الأمريكي



1) ما هو رمزك البريدي؟

2) ما جنسك؟

ذكر  أنثى  مشمول

3) كم عمرك؟

4) اترد، انتقل ما ينطبق عليك:

طالب  متخرج  شركة (غير متخرج)  متقاعد/متفصل  أب/أم

5) عدد وسائط النقل التي تمتلكها (مركبة):

مركبة (أو مركبة أكثر)  
 مركبة (أو مركبة مزيج)  
 مركبة فقط مع الأبل  
 غير مركبة - أو تمتلك من العمل  
 متقاعد

6) صنف عمالة في الفترة التي يتلقى خلالها إجمالي مستوى الدخل السنوي لأفرادك:

<input type="radio"/> أقل من \$10,000	<input type="radio"/> \$45,999-\$40,000
<input type="radio"/> \$10,000-\$19,999	<input type="radio"/> \$50,000-\$79,999
<input type="radio"/> \$20,000-\$29,999	<input type="radio"/> \$80,000-\$140,999
<input type="radio"/> \$30,000-\$39,999	<input type="radio"/> \$150,000 أو أكثر

7) عدد أفراد العائلة في أسرتك:

1  2  3  4  5  6  أكثر من 6

9] اختر أفضل الكلمات التي تصف مكان، اختر ٧ أكثر من ٥ كلمة خيارات

- |   |  |
|---|--|
| <input type="checkbox"/> سوق                        | <input type="checkbox"/> التجارة         |
| <input type="checkbox"/> خدمات التعليم              | <input type="checkbox"/> الخدمات التقنية |
| <input type="checkbox"/> الفنون والأعمال الترفيهية  | <input type="checkbox"/> الإسكان والبناء |
| <input type="checkbox"/> مشاريع صغيرة وخدمات مالية  | <input type="checkbox"/> أي مجال الأخر   |
| <input type="checkbox"/> الكمبيوتر وأعمال المعلومات | <input type="checkbox"/> موظف حكومي      |
| <input type="checkbox"/> الخبز وسعادة الناس         | <input type="checkbox"/> رحلة الأعمال    |
| <input type="checkbox"/> طب وخدمات صحية             | <input type="checkbox"/> أعمال غير ربحية |
| <input type="checkbox"/> خدمات إخبارية مكرتريا      | <input type="checkbox"/> أي مجال التظيم  |
| <input type="checkbox"/> أخرى                       | <input type="checkbox"/> مكتب            |

10] ما هو أعلى مستوى تعليمي أجهت في الفئات الشدة؟

- |  |  |
|--|--|
| <input type="checkbox"/> شهادة البكالوريوس                   | <input type="checkbox"/> المدرسة الإبتدائية (من الصف 1 وحتى 5)         |
| <input type="checkbox"/> درجة الماجستير                      | <input type="checkbox"/> المدرسة الإعدادية/المتوسطة (من الصف 6 وحتى 8) |
| <input type="checkbox"/> درجة الدكتوراه أو أي الفنون أو الطب | <input type="checkbox"/> المدرسة الثانوية (من الصف 9 وحتى 12)          |
| <input type="checkbox"/> شيء آخر أو لا يتطرق                 | <input type="checkbox"/> درجة البكالوريوس (من كلية متوسطة لمدة سنتين)  |
|  | <input type="checkbox"/> درجة الدكتوروس                                |

11] ما هو أعلى مستوى تعليمي أجهت خارج الفئات الشدة؟

- |  |  |
|--|--|
| <input type="checkbox"/> شهادة البكالوريوس                   | <input type="checkbox"/> المدرسة الإبتدائية (من الصف 1 وحتى 5)         |
| <input type="checkbox"/> درجة الماجستير                      | <input type="checkbox"/> المدرسة الإعدادية/المتوسطة (من الصف 6 وحتى 8) |
| <input type="checkbox"/> درجة الدكتوراه أو أي الفنون أو الطب | <input type="checkbox"/> المدرسة الثانوية (من الصف 9 وحتى 12)          |
| <input type="checkbox"/> شيء آخر أو لا يتطرق                 | <input type="checkbox"/> درجة البكالوريوس (من كلية متوسطة لمدة سنتين)  |
|  | <input type="checkbox"/> درجة الدكتوروس                                |

12] كم مرة بحثت في الفئات الشدة الأخرى؟

- أقل من مرة واحدة     1 - 2 مرات     3 - 5 مرات     5 - 10 مرات     10 مرات أو أكثر

14) أي بلد وثقت؟

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> الجزائر          | <input type="checkbox"/> البحرين                    | <input type="checkbox"/> جزر القمر                 |
| <input type="checkbox"/> الكويت           | <input type="checkbox"/> مصر                        | <input type="checkbox"/> العراق                    |
| <input type="checkbox"/> الأردن           | <input type="checkbox"/> الكويت                     | <input type="checkbox"/> لبنان                     |
| <input type="checkbox"/> ليبيا            | <input type="checkbox"/> موريتانيا                  | <input type="checkbox"/> المغرب                    |
| <input type="checkbox"/> عمان             | <input type="checkbox"/> قطر                        | <input type="checkbox"/> فلسطين                    |
| <input type="checkbox"/> العربية السعودية | <input type="checkbox"/> الصومال                    | <input type="checkbox"/> السودان                   |
| <input type="checkbox"/> سوريا            | <input type="checkbox"/> تونس                       | <input type="checkbox"/> الإمارات العربية المتحدة  |
| <input type="checkbox"/> اليمن            | <input type="checkbox"/> الولايات المتحدة الأمريكية | <input type="checkbox"/> أخرى <input type="text"/> |

15) من أي بلد وثقت؟ (الرجاء اختيار كل ما يتعلق عليك)

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> الجزائر          | <input type="checkbox"/> البحرين                    | <input type="checkbox"/> جزر القمر                 |
| <input type="checkbox"/> الكويت           | <input type="checkbox"/> مصر                        | <input type="checkbox"/> العراق                    |
| <input type="checkbox"/> الأردن           | <input type="checkbox"/> الكويت                     | <input type="checkbox"/> لبنان                     |
| <input type="checkbox"/> ليبيا            | <input type="checkbox"/> موريتانيا                  | <input type="checkbox"/> المغرب                    |
| <input type="checkbox"/> عمان             | <input type="checkbox"/> قطر                        | <input type="checkbox"/> فلسطين                    |
| <input type="checkbox"/> العربية السعودية | <input type="checkbox"/> الصومال                    | <input type="checkbox"/> السودان                   |
| <input type="checkbox"/> سوريا            | <input type="checkbox"/> تونس                       | <input type="checkbox"/> الإمارات العربية المتحدة  |
| <input type="checkbox"/> اليمن            | <input type="checkbox"/> الولايات المتحدة الأمريكية | <input type="checkbox"/> أخرى <input type="text"/> |

16) ماذا تلتزم من الأمور التالية كمسئول إنسانية لبرنامجنا؟ (اختر 3 أمور على الأكثر)

- |                                 |                                   |                                   |
|---------------------------------|-----------------------------------|-----------------------------------|
| <input type="checkbox"/> عربي   | <input type="checkbox"/> جزائري   | <input type="checkbox"/> عراقي    |
| <input type="checkbox"/> مسلم   | <input type="checkbox"/> مصري     | <input type="checkbox"/> فلسطيني  |
| <input type="checkbox"/> مسيحي  | <input type="checkbox"/> عراقي    | <input type="checkbox"/> قطري     |
| <input type="checkbox"/> يهودي  | <input type="checkbox"/> أردني    | <input type="checkbox"/> سعودي    |
| <input type="checkbox"/> آفريقا | <input type="checkbox"/> كويتي    | <input type="checkbox"/> سوداني   |
| <input type="checkbox"/> جزائري | <input type="checkbox"/> لبناني   | <input type="checkbox"/> موريتاني |
| <input type="checkbox"/> أمريكي | <input type="checkbox"/> لبي      | <input type="checkbox"/> سوري     |
| <input type="checkbox"/> مصري   | <input type="checkbox"/> موريتاني | <input type="checkbox"/> فرنسي    |



15 من أي بلد مملكة البحرين (الرجاء اختيار كل ما ينطبق عليك)

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> الجزائر          | <input type="checkbox"/> البحرين                    | <input type="checkbox"/> جزر القمر                 |
| <input type="checkbox"/> جيبوتي           | <input type="checkbox"/> مصر                        | <input type="checkbox"/> العراق                    |
| <input type="checkbox"/> الأردن           | <input type="checkbox"/> الكويت                     | <input type="checkbox"/> لبنان                     |
| <input type="checkbox"/> ليبيا            | <input type="checkbox"/> موريتانيا                  | <input type="checkbox"/> المغرب                    |
| <input type="checkbox"/> عمان             | <input type="checkbox"/> قطر                        | <input type="checkbox"/> فلسطين                    |
| <input type="checkbox"/> العربية السعودية | <input type="checkbox"/> الصومال                    | <input type="checkbox"/> السودان                   |
| <input type="checkbox"/> سوريا            | <input type="checkbox"/> تونس                       | <input type="checkbox"/> الإمارات العربية المتحدة  |
| <input type="checkbox"/> اليمن            | <input type="checkbox"/> الولايات المتحدة الأمريكية | <input type="checkbox"/> أخرى <input type="text"/> |

16 ماذا تعارض من الأمور التالية كمحددات إنسانية لهويتك؟ (اختر 3 أمور على الأكثر)

- |   |                                   |                                  |
|---|-----------------------------------|----------------------------------|
| <input type="checkbox"/> حربي                         | <input type="checkbox"/> عرقي     | <input type="checkbox"/> جنسي    |
| <input type="checkbox"/> مسلم                         | <input type="checkbox"/> مصري     | <input type="checkbox"/> فلسطيني |
| <input type="checkbox"/> مسيحي                        | <input type="checkbox"/> حراني    | <input type="checkbox"/> قطري    |
| <input type="checkbox"/> يهودي                        | <input type="checkbox"/> أرمني    | <input type="checkbox"/> سعودي   |
| <input type="checkbox"/> كاثوليكي                     | <input type="checkbox"/> كويتي    | <input type="checkbox"/> سوداني  |
| <input type="checkbox"/> جزائري                       | <input type="checkbox"/> لبناني   | <input type="checkbox"/> سوري    |
| <input type="checkbox"/> أمريكي                       | <input type="checkbox"/> لبي      | <input type="checkbox"/> تونسي   |
| <input type="checkbox"/> هندي                         | <input type="checkbox"/> موريتاني | <input type="checkbox"/> يمني    |
| <input type="checkbox"/> من جزر القمر                 | <input type="checkbox"/> مغربي    |                                  |
| <input type="checkbox"/> شيء آخر <input type="text"/> |                                   |                                  |

17 حدد إشارة في المربع إذا كنت جزءاً منظم (الرجاء تحمّل كل ما ينطبق عليك)

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> (SNAP) كوپونات الغذاء (القرود ستامبس) | <input type="checkbox"/> (SSI) دخل ضمان تكافلي                              | <input type="checkbox"/> تأمين الوبكيد   |
| <input type="checkbox"/> (TANF) مساعدات مالية                  | <input type="checkbox"/> معونة القسم 8 (Section 8) أو لية معونات سكنية أخرى | <input type="checkbox"/> برنامج الوبكيد (برنامج مساعدة الغذاء والخبز والأشغال) |
| <input type="checkbox"/> تأمين صحي للعائلة                     | <input type="checkbox"/> تأمين الضمان الاجتماعي للمعوز                      | <input type="checkbox"/> V شيه   |





السؤال 18

البرهان القوي يبرهن في الأساس مع ذلك المساعدة المعرفية المتكاملة (مثل إدارة الموارد البشرية وإدارة الأعمال وإدارة التعليم وإدارة الصحة) (18) إذا كان على الشخص معرفة يديته أن أهدافه شيء يكون التوافق في

نعم  في معظم الأحيان  لمبدأ  لا  لا أصل

(19) إذا كان على فردة التوافق التي تعطي لم في ذلك المساعدة المعرفية

نعم  في معظم الأحيان  لمبدأ  لا  لا أصل

(20) إذا كان أن الفرصة أو غيرها من المساعدات التي لا يمكن أن تكون لها أي مساهمة على التوافق مع الفوائد المعرفية

نعم  لا  لا أصل



السؤال 19

21) ما نوع الترجمة أو المساعدة التي ستساعدك بشكل أفضل في التواصل مع الزملاء المتكلمة للزعماء إظهار كل ما يتعلق بذلك.

- ترجمة معقدة أو لغوية  ترجمة مكتوبة  مساعدات سمعية (صوتية)  مساعدات مرئية (مصورات)

22) هل يوجد هناك وسائل أو طرق أخرى لتساعدك الحصول على المساعدات المتكلمة بشكل أفضل؟

23) ما هي أهم قضية تثار على السطح العربي الأمريكي؟ إختار 7 أكثر من ثلاثة خيارات.

- عدم الحصول على الرعاية الصحية  
 نقص خدمات الصحة النفسية  
 العنف العرقي  
 نقص المساكن بأسعار معقولة  
 الترحيل أو الحدودية  
 البطالة عدم توفر عمل  
 الترحيل أو الحدودية الترحيل الترحيل  
 نقص خدمات الهجرة  
 الفجوة الثقافية واللغوية بين الأهل الأكبر سناً والأحفاد بدأ  
 عدم توفر التعليم والترتيب القانوني أو التكاليف في السكن  
 مراقبة الشرطة والميزنة تطبيق القوانين العنصرية  
 مدارس الإنسان بالتمييز ضد العرب وهذه المسائل  
 شيء آخر

24) ما هي أنواع الخدمات التي نحتاج إلى المساعدة في تقديمها؟

نتمنى لكم على كل حال هذا الامتحان، نود انكم سوف تساعد الجمعية العربية الأمريكية في نيويورك على تطوير برنامج تثقيف المساعدات الدولية العربية بالعقل السليم. كل ابدانكم بولس سرية بشكل تكملي وسندخل بشكل متكرر.

إذا كان لديك أي أسئلة حول هذا المشروع يرجى الاتصال :  
capstone-aaany-group@nyu.edu

# Appendix 4: Survey Results

Survey Language	N=400
English	257
Arabic	143

Survey Type	N=400
Online	97
Paper	303

Gender	N=393
Male	144
Female	248
Transgender	1

Age	N=369
Mean	35.35
Median	34
Mode	17
Range	13 to 74

Years Lived in the U.S.	N=385
Less than 1 year	14
1-3 years	26
3-5 years	36
5-10 years	58
10 years or longer	251

Religion	N=377
Muslim	323
Christian	47
Jewish	1
Other	6
	None
	Spiritual
	Droz (sic)

# Adults in Household	N=382
1	50
2	181
3	56
4	44
5	15
6	17
More than 6	19

# Children in Household	N=384
1	62
2	89
3	69
4	51
5	26
6	11
More than 6	8
None	68

Jobs	N=326
Sales/Retail	62
Legal Services	5
Construction	9
Security	8
Government	9
Childcare	22
Nonprofit	25
Education	24
Student	65
Taxi/Livery	39
Food Services	26
Arts and Entertainment	8
Small Business and Finance	12
Computers and Information Systems	10
House Cleaning/Building Maintenance	9
Medical and Health Services	28
Administrative/Secretary	7
Other	65

Highest Level of Education in the U.S.	N=346
Elementary School (grades 1-5)	10
Middle School (grades 6-8)	11
High School (grades 9-12)	99
Associate's Degree	31
Bachelor's Degree	41
Trade Certification	9
Master's Degree	21
Doctorate, Law or Medical Degree	5
Other/Not Applicable	119

Highest Level of Education Overseas	N=356
Elementary School (grades 1-5)	28
Middle School (grades 6-8)	25
High School (grades 9-12)	76
Associate's Degree	30
Bachelor's Degree	57
Trade Certification	8
Master's Degree	9
Doctorate, Law or Medical Degree	4
Other/Not Applicable	119

Most Important Issues	N=371
Lack of access to health care	61
Lack of mental health services	29
Domestic violence	50
Lack of affordable housing	135
Limited translation	54
Unemployment/lack of work	142
Limited youth programs	82
Lack of immigration services	70
Cultural and language divide between older and younger generations	82
Lack of access to training and education for adults	60
Police/law enforcement surveillance	78
Discrimination/anti-Arab/anti-Muslim sentiment	173
Other	14

Zipcode	N=337
02323	1
07102	1
07726	1
07746	1
08021	1
10028	2
10030	1
10033	1
10128	1
10303	2
10304	1
10305	1
10306	1
10314	3
10471	1
11201	2
11204	13
11205	1
11207	1
11208	1
11209	128
11211	1
11213	2
11214	41
11215	4
11216	2
11218	4
11219	8
11220	61
11223	3
11224	2
11228	17
11229	6
11232	5
11235	5
11238	3
11303	1
11372	1
11377	2
11432	1
11435	1
11565	1
11902	1

Primary Identity N=387	
Arab	236
Muslim	272
Christian	31
Jewish	1
Minority	0
Algerian	16
American	93
Bahraini	0
Comorian	0
Other	9
	Italian-Sicilian
	Bilaitan (sic)
	Latina
	African
	Puerto Rican
	Druz (sic)
	Bangladeshi
Djiboutian	1
Egyptian	87
Iraqi	0
Jordanian	8
Kuwaiti	0
Lebanese	18
Libyan	0
Mauritanian	0
Moroccan	39
Omani	1
Palestinian	49
Qatari	1
Saudi Arabian	0
Somali	0
Sudanese	3
Syrian	12
Tunisian	2
Yemeni	31

Country of Birth N=386	
Algeria	29
Djibouti	0
Jordan	22
Libya	0
Oman	1
Saudi Arabia	2
Syria	11
Yemen	41
Bahrain	0
Egypt	81
Kuwait	2
Mauritania	2
Qatar	0
Somalia	0
Tunisia	1
United States	94
Comoros	0
Iraq	0
Lebanon	16
Morocco	48
Palestine	27
Sudan	4
United Arab Emirates	1
Other	4
	Colombia
	Brasil
	Europe
	Bangladesh

Family's Country of Origin N=385	
Algeria	28
Djibouti	1
Jordan	19
Libya	0
Oman	1
Saudi Arabia	0
Syria	18
Yemen	61
Bahrain	1
Egypt	101
Kuwait	0
Mauritania	1
Qatar	0
Somalia	0
Tunisia	2
United States	9
Comoros	0
Iraq	0
Lebanon	27
Morocco	50
Palestine	75
Sudan	5
United Arab Emirates	0
Other	10
	Italy
	Germany
	Colombia
	England
	Irish and German grandparents
	Puerto Rican
	Europe
	Bangladesh

Marital Status N=393	
Single	130
Married	239
Domestic Partnership	3
Separated/Divorced	12
Widowed	9

Employment Status N=382	
Employed (full-time)	108
Employed (part-time)	59
Contract Work	14
Unemployed	184
Retired	17

Annual Household Income N=351	
Less than \$10,000	70
\$10,000-\$19,999	69
\$20,000-\$29,999	81
\$30,000-\$39,999	43
\$40,000-\$49,999	28
\$50,000-\$79,999	24
\$80,000-\$149,999	22
\$150,000 or more	14

Government Services N=350	
Food stamps (SNAP)	81
Cash Assistance (TANF)	11
Family Health Plus	135
Supplemental Security Income (SSI)	14
Section 8 or another housing subsidy	2
Social Security Disability Insurance (SSDI)	11
Medicaid	132
WIC	45
Not applicable	105

Able to speak with and understand staff at government assistance office N=323	
Always	137
Most of the time	91
Sometimes	55
Never	21
Not applicable	19

Type of assistance that would be helpful at government office N=255	
Spoken translation	172
Written translation	105
Hearing assistance	33
Visual assistance	25

Able to read documents at government assistance office N=322	
Always	117
Most of the time	85
Sometimes	75
Never	23
Not applicable	22

Interpretation or other assistance would be helpful at government office N=319	
Yes	204
No	57
I don't know	58

## Responses to “What type of services do you think are needed in the community?”

The question about most-needed services yielded a total of 145 responses.

Category	Content of responses in this category	Number of Responses
Employment	Job opportunities, employment opportunities, assistance in finding jobs and interview training.	24
Education	References to any type of educational activity. Primarily, responses referred to services for English-language learners such as ESL classes. Other areas mentioned were college preparation, assistance for college graduates, Arabic-language instruction, homework help, schools and citizenship courses.	22
Language	Availability of translation and translators, English-language classes (such as ESL) and teachers, Arabic-language instruction for children, and retaining Arabic while learning American English.	20
Youth	Youth programs, youth centers and youth groups.	18
Cultural adaptation	Bridging traditional values and adapting to American culture, reaching out to other cultures and increasing interaction with other cultures, interfaith initiatives, and culturally sensitive approaches to drug treatment.	15
Arab identity	The need to create new associations, clubs and opportunities for Arab unity and support. Cultivating Arab-American contemporary art also was expressed, as well as reaching Arab communities outside of Bay Ridge.	15
Health	Healthcare, health services, mental-health programs (including counseling) and health-related research.	14
Civic engagement	Increasing opportunities for people to interact with each other and serve the community. For example, creating new clubs and associations, increasing networking opportunities such as ways for people to “meet and get to know each other,” mutual aid, volunteerism and public activities. This also encompassed responses that emphasized involving community members from different groups or ethnicities to break down divisions.	12
Children	Homework help, childcare, English teachers, Arabic teachers and Islamic studies for children.	12
Muslim identity	Islamic or Muslim community centers, addressing anti-Muslim discrimination, recreational activities for Muslims and increasing interaction between Muslims and other communities.	11
Housing	Affordable housing. Additional themes included assistance finding housing and monitoring landlords who discriminate against potential tenants based on ethnic, religious or socioeconomic status.	9
I don't know	Any answer that said “I don't know,” “N/A” or “not applicable.”	9
Discrimination	Discrimination, including education specifically to address discrimination and increasing opportunities for dialogue on anti-Arab and anti-Muslim issues. Other themes included monitoring discriminatory landlords and being able to “let go” or “not feel” discrimination.	8

Women	References mentioned women and increasing the number of recreational and educational activities for women, child care to enable women to work, and services geared toward increasing awareness about “women’s role in raising children” and teaching “men and boys” to respect women.	7
Sports	Sports programs, increasing access to recreational facilities and pool access for women and girls.	6
Places of worship	Mosques and churches as venues to share information and to encourage voluntary activities. Requests for more services in the mosque.	4
Communication about programs and services	Increasing awareness of community programs and sharing information about services.	4
AAANY capacity	More offices, courses, classes and staff.	4
Law enforcement	Better relations with police and law enforcement.	3
Men	Educating men about respecting women. Activities for men in the mosque.	2
Older adults	Educational classes for older women and a system to assist elders to get around	2
Everything	References simply to “everything.”	2
LGBT	Acceptance of and resources for the LGBT (lesbian, gay, bisexual and transgender) community.	2
Domestic violence	Mental-health services that include services for domestic violence.	2
Food stamps	Food stamps (SNAP — Supplemental Nutrition Assistance Program).	1

# Appendix 5: Budgets

Arab American Association of New York NYU Wagner Capstone Project ORIGINAL Special Purpose Operating Budget September 2011 - May 2012	
Revenues and Support	
AAANY Capstone Project Support	\$2,690 *
Total Revenues and Support	<u>\$2,690</u>
Expenses	
Survey Copies	\$240 [1]
Survey Incentive	500 [2]
Volunteer Travel Stipends	450 [3]
Refreshments at Survey Collection Events	500
Refreshments at Volunteer Trainings	500
Contingency Funds	500 [4]
Total Expenses	<u>\$2,690</u>
Profit/(Loss)	\$0

Arab American Association of New York NYU Wagner Capstone Project ACTUAL Special Purpose Operating Budget September 2011 - May 2012	
Revenues and Support	
AAANY Capstone Project Support	\$544.22
NYU Capstone Project Support	242.35
Total Revenues and Support	<u>\$786.57</u>
Expenses	
Survey Copies	\$165.26 [1]
Survey Incentive	444.22 [2]
Volunteer Travel Stipends	0.00 [3]
Refreshments at Survey Collection Events	0.00 [4]
Refreshments at Volunteer Trainings	50.37 [5]
Contingency Funds	126.72 [6]
Total Expenses	<u>\$786.57</u>
Profit/(Loss)	\$0.00

\* Capstone Team keeps this number in mind as a budgeted amount never to exceed throughout project implementation. However, at all points during project implementation, team will strive to reduce actual amount spent to carry out project.

[1] Based on FedEx Kinko's Self-Service Price of \$0.12 per copy multiplied by 2,000 copies.

[2] Based off www.apple.com current price for 16GB iPad 2 rounded up to nearest round number. Possible to decide on different incentive and/or to secure in-kind donation, in which case, survey incentive cost will be \$0.

[3] Based on round-trip subway fare multiplied by 100 volunteers.

[4] Amount allotted for any unforeseen expenses that may arise throughout project implementation.

[1] Survey copies - 500 English and 500 Arabic. Copied at Unique Copy Center for \$165.26. Original Budgeted Amount - \$240.

[2] AAANY pens - 1000 pens for \$444.22. Original Budgeted Amount - \$500.

[3] Did not offer Volunteer Travel Stipends. Original Budgeted Amount - \$450.

[4] Did not hold Survey Collection Events. Original Budgeted Amount - \$500.

[5] Training - pizza, soda, and cups for \$50.37. Original Budgeted Amount - \$500.

[6] Amount allotted for any unforeseen expenses that may arise throughout project implementation.

Contingency:

Staples Nametags for Survey Collectors - \$21.77

Gift Card for Arabic Translator - \$104.95

Total Contingency - \$121.77 (Original Budgeted Amount - \$500)



# Appendix 6: Implementation Plan

## Arab American Association of New York NYU Wagner Capstone Project Implementation Plan September 2011 – May 2012

AAANY – Arab American Association of New York  
Capstone – NYU Wagner Capstone Team

<b>Activity</b>	<b>By Whom</b>	<b>Timeframe</b>	<b>Resources Needed</b>	<b>Outcome Measure</b>
Background research	Capstone	Beginning in September 2011, ongoing throughout project	Background from AAANY, print and online sources, meetings with professors	Preliminary research on survey design and implementation as well as Arab-American community
Development of survey	Capstone, AAANY	December 2011 – January 2012	Meetings with professors, print and online resources, feedback from AAANY	Survey created
Development of budget	Capstone, AAANY	December 2011	Print and online resources	Budget created
Development of implementation plan	Capstone	December 2011	Meetings with faculty advisor and AAANY	Implementation-plan created
Revision of survey/budget/implementation plan	Capstone, AAANY	December 2011	Meetings with professors and e-mail/phone feedback from AAANY	Survey/budget/implementation plan revised
Approval of survey/ budget/ implementation plan	AAANY	December 2011	E-mail/phone meeting with AAANY	AAANY approves survey/budget/implementation plan
Translation of survey	AAANY	Beginning of January 2012	Translator	Survey translated into Arabic
Creation of online version of survey	Capstone	January 2012	NYU Data Service Studio consultations, access to Qualtrics	Online survey created

Identifying and gathering volunteer survey collectors	AAANY	January 2012	AAANY community partners	Identification of volunteer survey collectors
Identifying community groups to aid in implementation of survey	AAANY	January 2012	AAANY community partners	Identification of community partners to help with providing volunteers and respondents
Survey testing	Capstone, AAANY	Last two weeks of January 2012	Survey instrument	Testing of paper and online version of survey
Survey revision	Capstone	Last two weeks of January 2012	Feedback on survey from test respondents	Revision of survey and approval from AAANY
Training volunteers on survey collection	Capstone	Feb. 3, 2012	Training space at AAANY, refreshments for volunteers	Volunteers trained
Survey collection	Volunteers	Feb. 6 – 28, 2012	Paper versions of English and Arabic survey, e-mails to send Qualtrics link to survey, community partners, Qualtrics link available on AAANY website	More than 400 surveys collected on paper and online
Data entry	Capstone	Feb. 29 to March 18, 2012	NYU Data Service Studio consultations, access to Remark survey scanning software	Survey responses entered into master spreadsheet
Translation of open-ended questions from Arabic surveys	Translator	March 5-16, 2012	Translator (interviewed and selected by Capstone)	Open-ended survey responses translated from Arabic to English
Data cleanup	Capstone	March 19 – 28, 2012	NYU Data Services Studio consultations	Master dataset cleaned and prepped for analysis

Key-stakeholder Interviews	Capstone	March 26 — 28, 2012	Voice recorder, key stakeholders in Arab-American community	Interviews conducted and transcribed
Data analysis	Capstone	March 28 to April 15, 2012	Master dataset, meetings with professors, NYU Wagner Data Services Studio consultations, data-analysis software — Stata and SPSS Text Analysis	Analysis of survey results completed
Creation of final report	Capstone	Ongoing throughout project until May 14, 2012	Data analysis, interview transcriptions, online and print resources, meetings with professors, consultations with AAANY	Final report created

## Appendix 7: Interview Questions

- What aspects of community-demographic information would be useful for you to know?
- What would your organization find most useful?
- What information is missing out of the sources that are currently available?
- How do you get information about community demographics currently?
- How do you get information about community needs currently?
- What are the most important issues in the community right now?
- What do you think accounts for the prominence of those particular issues?
- What is/are some of the biggest obstacles in addressing these issues?
- What would assist your organization in addressing these issues?
- What other partnerships / groups / alliances would you see as being helpful in addressing these issues?
- What has been the most significant change in the needs of the community in the last five years? Have things remained the same? Are there positive changes? Negative changes? Why or why not? Who has been the most impacted by these particular developments?
- Do you believe perceptions about the most important issues facing Arab Americans are changing with the younger generations?
- What are the different needs of the younger Arab Americans versus older generations of Arab Americans?
- How do Arab Americans view government assistance? Does the community find it helpful? Is the government providing the right kind of assistance?
- What misconceptions do you believe the general public has about the Arab-American community?
- What is currently happening in the community, and how will the survey results help the work of your organization and organizations like yours?
- Do you believe the needs of the Arab-American community in southwest Brooklyn are similar to those of Arab Americans across the five boroughs of New York City? If not, how do they differ?

# Appendix 8: Training FAQ

## Frequently Asked Questions for Community Survey Respondents

### Question

- 1) Will my responses be connected with my personal information?
- 2) Why is this survey being done?
- 3) Do I have to complete the survey?
- 4) Can I take the survey home to complete?
- 5) Who can I contact if I have questions after the survey is completed?
- 6) I do not speak English. Can I fill out the survey in Arabic?
- 7) Can I fill out the survey any other way? Do you have a website?
- 8) Do I have to fill out the survey by paper?
- 9) I would like my friend/colleague/family member to fill out the survey. Where can they go to fill out the survey and/or can I take a survey and give it to them?

### Answer

- No, the survey is completely confidential and anonymous. We will in no way collect any of your personal identifying information.
- The survey is being done for academic purposes and to help AAANY see what the needs are of the Arab-American community Brooklyn.
- No, completion of the survey is completely optional.
- No, you may not take the survey home to complete, but you may return to a community organization to complete a hard copy or fill out the survey online. \*\*\*
- You can e-mail the NYU Capstone team at [capstone-aaany-group@nyu.edu](mailto:capstone-aaany-group@nyu.edu)
- Yes, we have an Arabic language version of the survey you may complete on paper or online.
- Yes, you can fill out the survey online. \*\*\*
- There is an electronic version of the survey that may be completed. You can go to the AAANY office. \*\*\*
- Please have them come to the AAANY office during working hours to fill out the survey or they can fill it out online. \*\*\*
- Sorry, but I cannot give you a survey to take with you.

## Community Survey Answer Guide

### Question

- 1) What is my ZIP code?
- 2) What is your gender?
- 3) What is your age?

### Answer Guide

- Please provide the ZIP code for where you live. (Do not provide your full address)
- Please tell us if you identify as male, female or transgender.

#### *What is "transgender"?*

Transgender is a choice for someone who doesn't feel like they are male or female or sometimes feel like they are both male and female. If you feel that you are "male" or "female" then you can choose one of those options.

Please write down how old you are.

- 4) Check your marital status
- Single means someone is not married and has never been married.
- Domestic Partnership means two people living together who are not married, but have a commitment to live together (examples include: boyfriends and girlfriends, two people who are parents but are not married). Two or more people who are roommates are not in a domestic partnership.
- Separated/Divorced means someone who is no longer living with the person that they married and has an intention not to live with them or be married for any longer.
- 5) Check your current employment status:
- Widowed means someone whose spouse has died.
- Employed (full-time) means someone who has a job in which they work 35 hours a week or more.
- Employed (part-time) means someone who has a job in which they work LESS than 35 hours a week.
- Contract work means someone who doesn't have a permanent job with the place or places where they work.
- Unemployed means someone who doesn't have a job.
- 6) Check the box that best matches your household's TOTAL annual income level:
- Retired means someone who has finished his/her career.
- Annual income is how much money someone makes in a year. Please estimate to the best of your ability the combined annual incomes of everyone who currently lives in your household. (One way to think of this is to take your best guess of how much money everyone you live with makes, and adding it all up for the household's TOTAL annual income).
- 7) Number of adults in your household:
- Who do I count as an adult?*  
Please include every person 18 years and older in your count for adults in your household (who live with you).
- 8) Number of children in your household:
- Who do I count as a child?*  
Please include every person younger than 18 years of age in your count for children in your household (who live with you).
- 9) Check off the item(s) that best describe your job(s). Check 3 at most.
- I work at \*names a place\*, what box should I check for my job?*  
For survey collectors: Please use your best judgment to help a respondent choose the appropriate job. If you do not know what category it fits into, please ask the respondent to check on "Other" and write the kind of job they do in the "Other" box.
- 10) What is the highest level of education you completed in the United States?
- Please check off the highest level of education that you have already completed in the United States. If you have not completed education in the United States, check Other/Not Applicable.
- I am in Grade 9 right now, what box do I check?*  
The highest level you completed is Grade 8 so check "Middle

School (grade 6-8).

*I am in the middle of completing a degree, which box do I check for highest level of education completed?*

Please check the box for degrees you have completed – do not include degrees that are currently in progress.

11) What is the highest level of education you completed overseas?

Please check off the highest level of education that you have already completed outside of the United States (in another country). If you have not completed any education outside of the United States, check Other/Not Applicable.

12) How many years have you lived in the United States?

Please check the box that indicates how many years you have lived in the United States. If you have left the United States, returned and left multiple times, please add up the total amount of time you have lived in the United States.

13) What is your religious identity?

Please check the religious identity that you identify with (the religion that you follow). If you do not follow any religion or follow a religion not listed, please check other and fill in if you wish.

14) In what country were you born?

Please check the country in which you were born. If the country where you were born is not on the list, please check Other and write in the country name.

15) What country is your family from? Check all that apply.

Please check the country or countries that your family is from. Check as many of the options as you need to.

*What do you mean by “what country is my family from”?*

You may check all boxes for which your parents/grandparents were born to identify what country your family is from.

16) Which would you choose as your primary identity? Check 3 options at most.

Please check the identities that you would use to describe yourself. If you don't see the identity listed, please check other and fill in an answer. You can check up to three choices.

*How is question 16 (on primary identity) different from question 15 (on where my family is from)?*

Question 16 is different from question 15 because you may not choose to identify yourself based on where your family is from. You may identify with a religion, where you were born, or somewhere else. However, if that is how you choose to identify yourself, than your answers for Question 15 and Question 16 will be the same.

17) Fill in the box if you are currently receiving (check all that apply):

Please check the box or boxes of each of the types of government assistance that you are receiving.

If you are not receiving any of these kinds of assistance, please check Not Applicable.

*How do I know if I am receiving one of the government assistance programs in Question 17?*

If you are unsure whether you are receiving any of the government assistance programs in Question 17, please check “Not Applicable”.

**Questions 18-20**

Rate your experience communicating at various government assistance offices (such as the Human Resources Administration, Department of Health, Department of Education and your child's local school).

21) What type of interpretation or assistance would help you better communicate at government agencies? Check all that apply.

22) Are there other ways to help you better access government assistance?

23) What is the most important issue affecting the Arab-American community? Check 3 at most.

24) What type of services do you think are needed in the community?

If you have been to or used any government assistance offices (like the Human Resources Administration, gotten a Driver's License at an office, the Department of Health, been to your child's school) please rate your experience according to the following questions. If you do not use any government assistance offices or haven't been to any, please check Not Applicable.

Please check one or more boxes for the type of interpretation or assistance that you think would help you better communicate at government agencies.

Spoken translation means having someone translate into a language that you understand.

Written translation means having materials that are translated or can be translated into a language that you can understand.

Hearing assistance means providing tools or a person to help you be able to hear what is being said or messages being shared with you at a government agency.

Visual assistance means providing tools or a person to help you be able to read or see better at a government agency. Please write any other ways other than the choices listed previously that would assist you to access a government agency.

Check one, two or three issues that you think are the most important that are facing the Arab-American community.

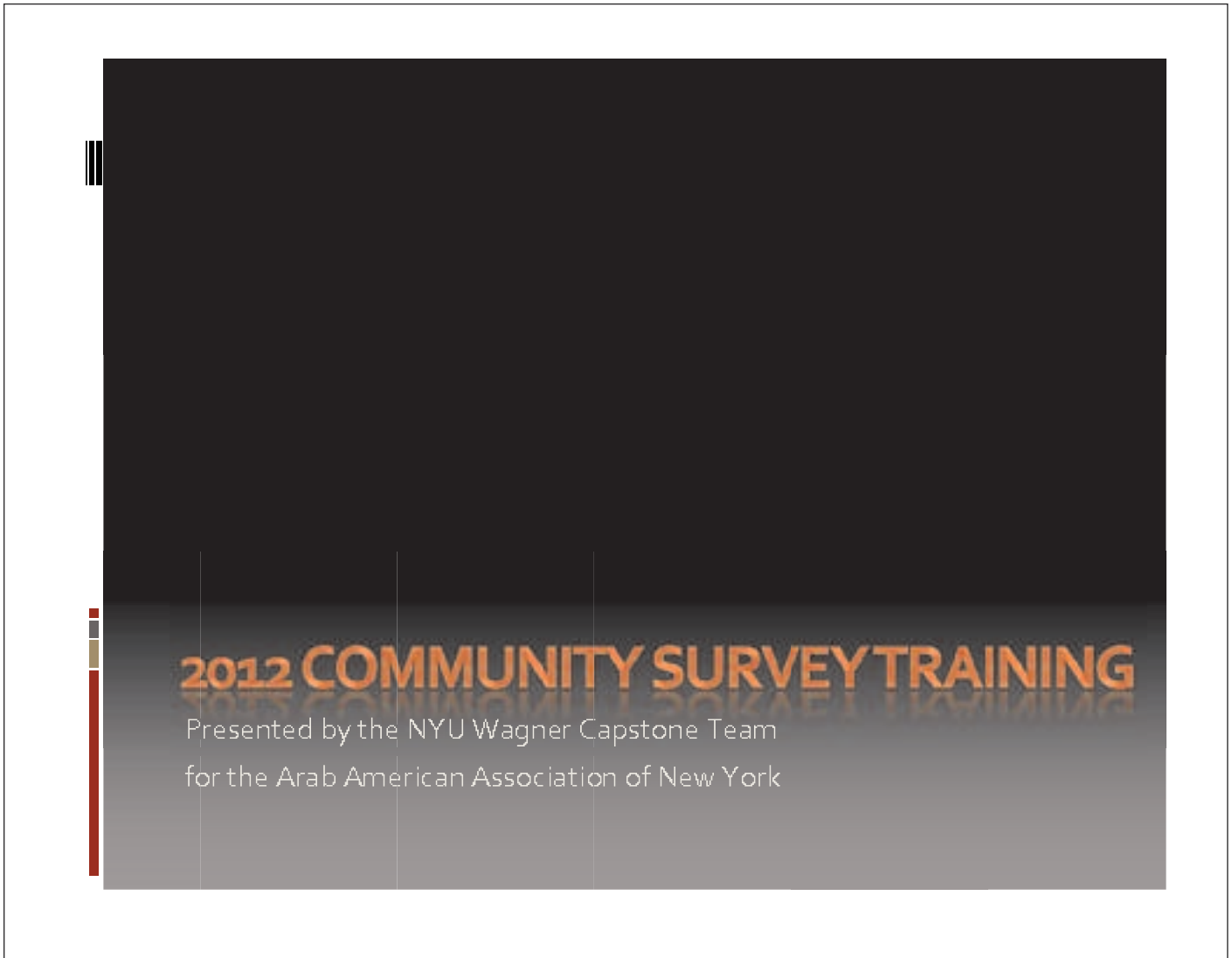
If you don't see an issue that you think is important on this list, please check "Other" and write in your answer.

*What if there are more than three things that I think are more important?*

Please only check three boxes for the things that you think are the most important, even if you have more than three things that you think are important issues.

Please write down any ideas about the kinds of services that you think the community needs or that you would like to see in the community.

# Appendix 9: Training PowerPoint





# Welcome to the Survey Volunteer Training

Facilitators:

Pisei Chea

Zhaleh Afshar

Introductions

Why are we doing this project?

Your Role as a Survey Volunteer

Introduction to the Survey

How to Collect Survey Responses

Wrap up and Questions

## Training Guidelines

- Be Respectful of Differences
- Everyone speaks one at a time
- There's no such thing as a dumb question
- If someone shares something personal please don't share it outside this space
- Take a break/ go to the bathroom if you need to
- What other guidelines would you like to add?

# INTRODUCTIONS

## Introductions

We will go around the room.

Please share your name, and one thing you like about the neighborhood that you live in.



# WHY ARE WE DOING THIS PROJECT?

## What is this Project About?



## What is confidentiality?

For Survey Collector Volunteers, confidentiality is very important.

We want people to feel as comfortable as possible answering the survey.

We want many different people to answer the survey, because of that, we need to make sure their names, personal details and answers stay private.

We don't want people to change their answers because they are afraid a volunteer will tell someone else about what they wrote.

- Not sharing any information you learn about the people who answer the survey with anyone else
- Not reading the surveys that other volunteers collect
- Keeping filled out surveys safe and in a sealed envelope after a collecting them.



THE COMMUNITY SURVEY

## Getting to Know The Survey

24 Questions and Introduction  
Letter

4 pages

English Version and Arabic Version

Paper Version and Online Version



## Introduction Letter

### COMMUNITY NEEDS SURVEY

Thursday, January 5, 2012

Dear Survey Respondent,

Thank you for taking the time to complete the following AAANY survey gathering data on the Arab-American community in Brooklyn, New York. All information gathered will be used by AAANY to determine demographics of the community and further serve the Arab-American population across New York City. The survey is being conducted for academic purposes and is completely confidential and anonymous.

The survey will take no more than approximately 20 minutes to complete and contains 24 questions. We appreciate all of your responses. The results of the survey will be beneficial to AAANY and other community groups that serve the Arab-American population to receive funding for future research and program development. Again, we greatly thank you for your time and care in responding to the survey questions.

Sincerely,  
Arab American Association of New York  
New York University Wagner Capstone Team  
AAANY Community Partners

## Question 1, 2, 3

### AAANY Community Needs Survey

1) What is your zip code?

2) What is your gender?

Male

Female

Transgender

3) What is your age?



## Questions 4, 5, and 6

4) Check your marital status:

Single

Married

Domestic  
Partnership

Separated/  
Divorced

Widowed

5) Check your current employment status:

Employed (full-  
time)

Employed  
(part-time)

Contract  
Work

Unemployed

Retired

6) Check the box that best matches your household's TOTAL annual income level:

Less than \$10,000

\$10,000-\$19,999

\$20,000-\$29,999

\$30,000-\$39,999

\$40,000-\$49,999

\$50,000-\$79,999

\$80,000-\$149,000

\$150,000 or more

## Questions 7, 8, and 9

7) Number of adults in your household:

- 1                       2                       3                       4                       5  
 6                       More than 6

8) Number of children in your household:

- 1                       2                       3                       4                       6  
 6                       More than 6                       None

9) Check off the item(s) that best describe your job(s). Check 3 at most.

- |   |  |
|---|--|
| <input type="checkbox"/> Sales/Retail   | <input type="checkbox"/> Taxi/Livery                         |
| <input type="checkbox"/> Legal Services | <input type="checkbox"/> Food Services                       |
| <input type="checkbox"/> Construction   | <input type="checkbox"/> Arts and Entertainment              |
| <input type="checkbox"/> Security       | <input type="checkbox"/> Small Business and Finance          |
| <input type="checkbox"/> Government     | <input type="checkbox"/> Computers and Information Systems   |
| <input type="checkbox"/> Childcare      | <input type="checkbox"/> House Cleaning/Building Maintenance |
| <input type="checkbox"/> Nonprofit      | <input type="checkbox"/> Medical and Health Services         |
| <input type="checkbox"/> Education      | <input type="checkbox"/> Administrative/Secretary            |
| <input type="checkbox"/> Student        | <input type="checkbox"/> Other _____                         |

## Questions 10, 11, and 12

### AAANY Community Needs Survey

10) What is the highest level of education you completed in the United States?

- |  |  |
|--|--|
| <input type="radio"/> Elementary School (grades 1-5) | <input type="radio"/> Trade Certification              |
| <input type="radio"/> Middle School (grades 6-8)     | <input type="radio"/> Master's Degree                  |
| <input type="radio"/> High School (grades 9-12)      | <input type="radio"/> Doctorate, Law or Medical Degree |
| <input type="radio"/> Associate's Degree             | <input type="radio"/> Other/Not applicable             |
| <input type="radio"/> Bachelor's Degree              |  |

11) What is the highest level of education you completed overseas?

- |  |  |
|--|--|
| <input type="radio"/> Elementary School (grades 1-5) | <input type="radio"/> Trade Certification              |
| <input type="radio"/> Middle School (grades 6-8)     | <input type="radio"/> Master's Degree                  |
| <input type="radio"/> High School (grades 9-12)      | <input type="radio"/> Doctorate, Law or Medical Degree |
| <input type="radio"/> Associate's Degree             | <input type="radio"/> Other/Not applicable             |
| <input type="radio"/> Bachelor's Degree              |  |

12) How many years have you lived in the United States?

- Less than 1 year                       1-3 years                       3-5 years                       5-10 years                       10 years or longer

## Questions 13, 14, 15

13) What is your religious identity?

- Muslim       Christian       Jewish       Other \_\_\_\_\_

14) In what country were you born?

- |                                    |                                     |  |
|------------------------------------|-------------------------------------|--|
| <input type="radio"/> Algeria      | <input type="radio"/> Bahrain       | <input type="radio"/> Comoros              |
| <input type="radio"/> Djibouti     | <input type="radio"/> Egypt         | <input type="radio"/> Iraq                 |
| <input type="radio"/> Jordan       | <input type="radio"/> Kuwait        | <input type="radio"/> Lebanon              |
| <input type="radio"/> Libya        | <input type="radio"/> Mauritania    | <input type="radio"/> Morocco              |
| <input type="radio"/> Oman         | <input type="radio"/> Qatar         | <input type="radio"/> Palestine            |
| <input type="radio"/> Saudi Arabia | <input type="radio"/> Somalia       | <input type="radio"/> Sudan                |
| <input type="radio"/> Syria        | <input type="radio"/> Tunisia       | <input type="radio"/> United Arab Emirates |
| <input type="radio"/> Yemen        | <input type="radio"/> United States | <input type="radio"/> Other _____          |

15) What country is your family from? Check all that apply.

- |                                    |                                     |  |
|------------------------------------|-------------------------------------|--|
| <input type="radio"/> Algeria      | <input type="radio"/> Bahrain       | <input type="radio"/> Comoros              |
| <input type="radio"/> Djibouti     | <input type="radio"/> Egypt         | <input type="radio"/> Iraq                 |
| <input type="radio"/> Jordan       | <input type="radio"/> Kuwait        | <input type="radio"/> Lebanon              |
| <input type="radio"/> Libya        | <input type="radio"/> Mauritania    | <input type="radio"/> Morocco              |
| <input type="radio"/> Oman         | <input type="radio"/> Qatar         | <input type="radio"/> Palestine            |
| <input type="radio"/> Saudi Arabia | <input type="radio"/> Somalia       | <input type="radio"/> Sudan                |
| <input type="radio"/> Syria        | <input type="radio"/> Tunisia       | <input type="radio"/> United Arab Emirates |
| <input type="radio"/> Yemen        | <input type="radio"/> United States | <input type="radio"/> Other _____          |

## Question 16

16) Which would you choose as your primary identity? Check 3 options at most.

- |                                   |                                   |                                     |
|-----------------------------------|-----------------------------------|-------------------------------------|
| <input type="radio"/> Arab        | <input type="radio"/> Djiboutian  | <input type="radio"/> Omani         |
| <input type="radio"/> Muslim      | <input type="radio"/> Egyptian    | <input type="radio"/> Palestinian   |
| <input type="radio"/> Christian   | <input type="radio"/> Iraqi       | <input type="radio"/> Qatari        |
| <input type="radio"/> Jewish      | <input type="radio"/> Jordanian   | <input type="radio"/> Saudi Arabian |
| <input type="radio"/> Minority    | <input type="radio"/> Kuwaiti     | <input type="radio"/> Somali        |
| <input type="radio"/> Algerian    | <input type="radio"/> Lebanese    | <input type="radio"/> Sudanese      |
| <input type="radio"/> American    | <input type="radio"/> Libyan      | <input type="radio"/> Syrian        |
| <input type="radio"/> Bahraini    | <input type="radio"/> Mauritanian | <input type="radio"/> Tunisian      |
| <input type="radio"/> Comorian    | <input type="radio"/> Moroccan    | <input type="radio"/> Yemeni        |
| <input type="radio"/> Other _____ |                                   |                                     |

- Survey Respondents can choose up to three answers as their primary identity



## Question 17

### AMNY Community Needs Survey

17) Fill in the box if you are currently receiving (check all that apply):

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Food stamps (SNAP)     | <input type="checkbox"/> Supplemental Security Income (SSI)          | <input type="checkbox"/> Medicaid       |
| <input type="checkbox"/> Cash Assistance (TANF) | <input type="checkbox"/> Section 8 or another housing subsidy        | <input type="checkbox"/> WIC            |
| <input type="checkbox"/> Family Health Plus     | <input type="checkbox"/> Social Security Disability Insurance (SSDI) | <input type="checkbox"/> Not applicable |

## Questions 18, 19, 20, 21

Rate your experience communicating at various government assistance offices (such as the Human Resources Administration, Department of Health, Department of Education and your child's local school).

18) I am able to speak with and can understand everything the staff says to me.

- |                                 |   |                                    |                                |   |
|---------------------------------|---|------------------------------------|--------------------------------|---|
| <input type="checkbox"/> Always | <input type="checkbox"/> Most of the time | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Never | <input type="checkbox"/> Not applicable |
|---------------------------------|---|------------------------------------|--------------------------------|---|

19) I am able to read the documents that are given to me at the government assistance office.

- |                                 |   |                                    |                                |   |
|---------------------------------|---|------------------------------------|--------------------------------|---|
| <input type="checkbox"/> Always | <input type="checkbox"/> Most of the time | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Never | <input type="checkbox"/> Not applicable |
|---------------------------------|---|------------------------------------|--------------------------------|---|

20) Do you think interpretation or other assistance would help you communicate at government agencies?

- |                              |                             |                                       |
|------------------------------|-----------------------------|---------------------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> I don't know |
|------------------------------|-----------------------------|---------------------------------------|

21) What type of interpretation or assistance would help you better communicate at government agencies? Check all that apply.

- |   |  |   |  |
|---|--|---|--|
| <input type="checkbox"/> Spoken translation | <input type="checkbox"/> Written translation | <input type="checkbox"/> Hearing assistance | <input type="checkbox"/> Visual assistance |
|---|--|---|--|

## Question 22

22) Are there other ways to help you better access government assistance?

## Question 23

23) What is the most important issue affecting the Arab-American community? Check 3 at most.

- Lack of access to health care
- Lack of mental health services
- Domestic violence
- Lack of affordable housing
- Limited translation
- Unemployment/lack of work
- Limited youth programs
- Lack of immigration services
- Cultural and language divide between older and younger generations
- Lack of access to training and education for adults
- Police/law enforcement surveillance
- Discrimination/anti-Arab/anti-Muslim sentiment
- Other

## Question 24

24) What type of services do you think are needed in the community?

Thank you for completing the survey. Your responses will assist the Arab-American Association of New York to develop programming that best meets the needs of the community. All responses are completely anonymous and will be held in confidence.

## Introduction to the Online Survey

People will fill out the online survey using a computer.

They can do this at home or at a community organization.

The online survey does not ask for your e-mail address or any other identification.

The Online Survey Link is:



## Instructions for Volunteers

- You will be assigned to one of five neighborhoods (sign up at the end of the training session)
- From February 6<sup>th</sup>-21<sup>st</sup>, you will collect surveys from the neighborhood you signed up for
- We strongly suggest you go with a partner
- Please try your best to collect surveys from a wide range of respondents
- Refer to instruction sheet for volunteers



ROLEPLAY EXERCISE

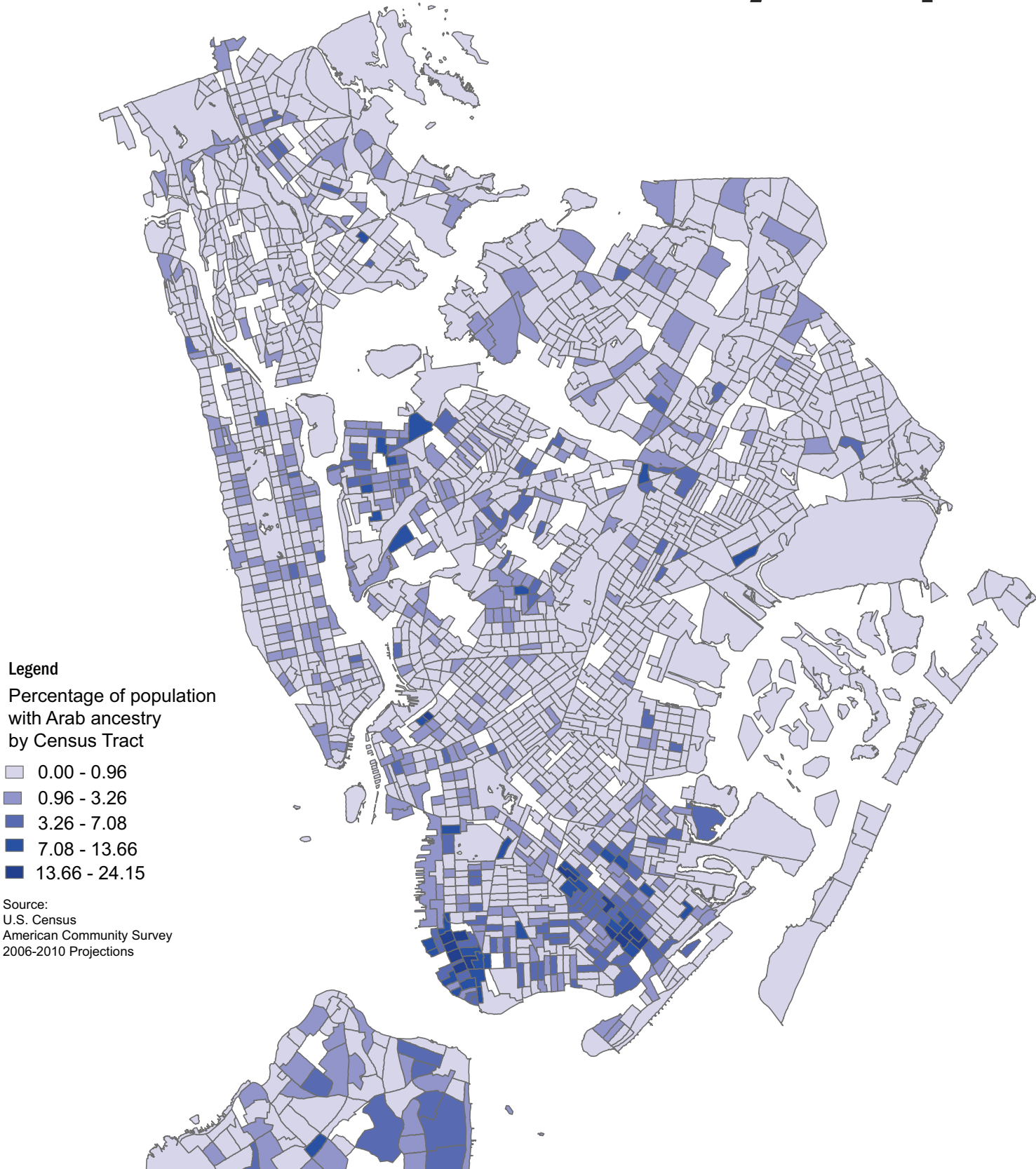
## Things to Remember:

- The survey is completely confidential and anonymous
- The survey is being done for academic purposes
- To ensure uniformity, we want to make sure questions from respondents are answered in the same way – please reference the FAQ list
- Do not push someone to complete the survey
- Return all completed surveys by February 22<sup>nd</sup> at the latest



QUESTIONS?

# Appendix 10: N.Y. Arab-Ancestry Map



Y



Tel: 718-748-1214

كنافة نابلسية

NABLUS SWEETS

حلويات نابلس

HAHAL KITCHEN  
المطبخ الصيني الحلال رقم ٢

(718)  
745-4666

