



Georgia Department of Education
21st Century Community
Learning Centers



Application Cover Sheet

** Please note: The Georgia Department of Education (GaDOE) considers the applicant to be the fiscal agent for the grant. Therefore, any grants awarded will be in the name of the fiscal agent.

- All applicants must complete pages 1 and 2 of this form.
- If another entity/agency will be applying as a co-applicant (but not as fiscal agent), please also complete page 3 of this form.

Name of fiscal agent applying for the grant: New American Pathways, Inc.

Has this fiscal agent received 21st CCLC grant funds before? Yes No

If yes, please provide the year of initial funding: 2007

B: Check the one category that best describes your official fiscal agency:

<input type="radio"/> Local Educational Agency	<input checked="" type="radio"/> Non- Local Educational Agency	<input type="radio"/> Institution of Higher Education
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Total number of ALL students to be served DAILY in the AFTERSCHOOL PROGRAM by applicant (include all locations): 180

Maximum funds allowed for one grant for one year is \$350,000. However, the future financial viability of the program should be addressed in the applicant's Sustainability Plan contained within this application.

Total Funds Requested for:

2017-2018: \$350,000.00	2018-2019 \$350,000.00	2019-2020: \$350,000.00
2020-2021: \$315,000.00	2021-2022: \$280,000.00	

Fiscal Agent/Applicant Required Signatures:

I hereby certify that I am the an authorized signatory of the fiscal agent for which grant application is made and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable federal, state, and local laws and regulations, application guidelines and instructions, assurances, and certifications. I also certify that the requested budget amounts are necessary for the implementation of the program described in the attached application.

Name of **Fiscal Agent's** Contact Person: Patrick Hackett
 Position/Title of Fiscal Agent's Contact Person: Development Manager
 Address: 2300 Henderson Mill Rd NE Suite 100
 City: Atlanta Zip: 30345
 Telephone: (404)299-6099 ext. 241 Fax: (404)622-3321
 E-mail: p.hackett@newamericanpathways.org

Certified by electronic signature by Paedia Mixon
Signature of Fiscal Agency Head (required)

Paedia Mixon
Typed Name of Fiscal Agency Head (required)

Chief Executive Officer
Typed Position Title of Fiscal Agency Head (required)

01/25/2017 at 13:58:00
Date (required)

Program Name: Bright Futures Afterschool and Summer Program

Program Abstract

This narrative describes the application for 21st Century Community Learning Centers (CCLC) programmatic support of the New American Pathways (New AP) and Lutheran Services of Georgia (LSG) school-based programming for DeKalb County School District (DCSD) refugee students. The Bright Futures Afterschool and Summer Program brings together the expertise and experience of two of the state's largest refugee service organizations in support of some of DCSD's most vulnerable students. On average, 3,500 refugees arrive in Georgia each year and 700 of them are school-aged children who enroll in DCSD. Most of these students enroll in DCSD schools with a history of trauma and without English proficiency or an understanding of American schooling or culture. These students are at high risk for failure and dropping out, and most often attend underperforming schools with high poverty rates, low performance rates, and few resources to support the unique needs of refugee students.

The programming described herein is based on several years of partnership with DCSD, service to nearly one-third of the state's refugee population, a review of DCSD's Title I and School Improvement Grants (SIG) plans, focus groups with refugee families and service providers, and a review of research-based strategies. Based on feedback from school staff and community members and a thorough needs assessment, the programs will provide intensive academic and trauma-informed programming with wrap-around supports and resources for participant families at Jolly Elementary, McLendon Elementary, Freedom Middle, Clarkston High, and the DeKalb International Student Center (DISC).

The program is organized into three components. The Bright Futures Afterschool intensive is held at each of the five sites, with New AP coordinating the Elementary and Middle School Programs and LSG coordinating the High School Program. Bright Futures Afterschool focuses on English proficiency and literacy development, individualized academic tutoring and homework help, and cultural adjustment support. The second component, coordinated by LSG and supported by New AP staff, is the three-week Bright Futures Summer Program planned to be held at DISC (with transportation provided), focused on trauma-informed enrichment, access to mental health screening services and referrals, and academic enrichment to prevent summer slide. The third component is the School Liaison Program, managed by New AP with assistance from LSG, which empowers afterschool participants' families through parent mentorship, trainings, home visits, and referrals to a robust array of comprehensive wrap-around supports provided by the partner agencies, including English instruction, vocational counseling, resource access, and mental health services. Through student participation in the Afterschool and Summer Program and family participation in the School Liaison Program, DCSD refugee students and their families will access culturally appropriate support, interpretation services, and a safe space to explore the expectations and culture of American schooling. These services are critical to improving academic outcomes for refugee students and increasing parent participation in schools, thus advancing each of the school site's goals around English Learner performance and family engagement.

This application and the plan for programming described herein has been shared with potential participants, school principals, and the Atlanta Refugee Youth Network (ARYN) to collect feedback for revisions. This application to the 21st CCLC has been posted on the New AP website. Participants and school staff at sites where the programming is already in place have also reviewed the plan and informed the implementation at Jolly Elementary, McLendon Elementary, Freedom Middle, Clarkston High, and the DISC. Based on feedback from these stakeholders and data from similar programs, New AP and LSG have committed to a partnership that will leverage the best in each of their programs to provide more robust supports to more refugee families in DCSD.

(Word count is 596)

Program Name: Bright Futures Afterschool and Summer Program

I. Needs Assessment (20 Total Points)

A. The Process (4 Points)

Prepare a concise narrative that details the process used by the program to consult with the stakeholders, including public school officials and private schools serving students within the proposed targeted schools' geographic area(s) as well as parents, to actively collaborate in identifying and developing the student and community needs assessment for the proposed grant program. Applicants must clearly describe how the program was designed in active collaboration with the schools, including private schools, that the participating students attend, all participants of the applicant entity and any partnership entities.

The process described must include when the development began, who led and participated in the data/information collection effort, and how the various data sources were gathered, analyzed by all

of the stakeholders, and finally developed into a defined set of agreed upon needs that form the basis of the community learning center application proposal.

Applicants' Relationship with the Local Refugee Community

New American Pathways (New AP) is a 501(c)(3) nonprofit organization created on October 1, 2014, by the merger of Refugee Resettlement and Immigration Services of Atlanta (RRISA) and Refugee Family Services (RFS). RRISA was founded in 1977 and provided direct service programs (resettlement, employment, education and youth, and immigration) focused heavily on the immediate needs of refugees during their first 180 days in the United States. RFS was founded in Atlanta in 1994 to support the longer-term needs of refugees and included programs aimed at women, youth, and civic engagement. With significant support from the local philanthropic community, including the Community Foundation for Greater Atlanta, Woodruff Foundation, Campbell Foundation, and Tull Foundation, RRISA and RFS merged in 2014 to form a single organization that would improve the breadth and depth of services. New AP is an affiliate of Church World Service and Episcopal Migration Ministries, two of nine private agencies that resettle refugees on behalf of the US government. In FY2016, New AP served 5,000 new Americans in metro Atlanta with resettlement support, resettling over 500 refugees in Georgia. 93% percent of the refugee families we served reached self-sufficiency within their first 180 days of arrival, with 333 refugees placed in jobs, and 143 refugees receiving internships or acceptance into higher education and certification programs.

Founded in 1981, Lutheran Services of Georgia (LSG) is a nonprofit organization that serves thousands of individuals in need every year with programs in the areas of family intervention services, foster care, adoption, refugee and immigration services, disaster relief, and services for individuals with disabilities. LSG is accredited by the Council on Accreditation (COA), a status from an international, independent, not-for-profit organization which provides an objective verification that LSG has earned the confidence and support of stakeholders. LSG is one of the leading affiliates of Lutheran Immigration and Refugee Service (LIRS), a national organization that resettles refugees on behalf of the US government. For more than 35 years, LSG's Refugee Services program has assisted hundreds of refugees each year who have been invited by the US State Department to resettle in America. In FY2016, LSG provided resettlement, cultural orientation, employment, legal, and social adjustment services to 246 adults and 405 children arriving in Atlanta and Savannah from Afghanistan, Bhutan, Burma, Democratic Republic of the Congo, Syria, and fifteen other countries where individuals have been forced to flee their homes due to violence and turmoil.

This history of successful engagement in the local refugee community was critical to both the needs assessment and plans for the 21st CCLC grant. New AP and LSG are the first stop and primary resource for nearly one-third of the refugees resettled in the Atlanta area. Through the broad scope of services provided by each, they are considered local authorities on the needs of refugees. Both organizations have a significant number of refugees who work for the organization, so the needs assessment and programmatic planning is being conducted under the guidance of individuals who have lived the experience of resettlement. In this way, New AP and LSG are uniquely positioned to identify and address the needs of refugee students in DCSD schools.

Programmatic Data and Feedback

With more than 700 refugee students entering DCSD annually, parents and schools have advocated for school-based supports from organizations that serve refugee families. Both New AP and LSG offer programs in DCSD schools and to DCSD students. Some of these include the New AP School Liaison Program, which provides home support for DCSD students; the New AP Bright Futures Afterschool Program, which provides site-based afterschool academic and enrichment programming; and LSG's Kids Club, a trauma-informed therapeutic summer day camp. Over the past decade, both organizations have partnered with DCSD schools to implement these programs, and others, at the request of school principals and district personnel. Through these relationships, New AP and LSG began the needs assessment with a review of feedback and requests from DCSD school sites. This included formal surveys of program participants, interview notes with principals and staff at school-based programs, student growth data for program participants, and notes from interviews with participating families. This data was organized and included in the needs assessment by the Education and Youth Manager from New AP.

The School Liaison Program has enabled New AP to form closer relationships with refugee parents across DCSD schools. Through individualized family supports like home visits and interpretation services to engage parents in their children's schools, liaisons had access to robust individual feedback from past participants. During home visits, parents are asked about their needs, and this information is collected into a central bank that was accessed for this needs assessment. Data ranges from logistical needs of programming (convenient times and days) to specific programming needs (homework help and interpretation services in parent conferences). The Family Engagement Manager, who oversees the School Liaison Program, contributed this data to be considered in the needs assessment.

Through LSG's Kids Club day camps and prior projects (such as the Career Discovery Program at

three DCSD high schools and a 21st CCLC Afterschool Program at Clarkston High School and Indian Creek Elementary school), LSG also came to the needs assessment with strong contacts at local DCSD schools, relationships with potential participants, and feedback and data from prior projects. LSG's long record of serving refugee families and students, as well as strong research into the impact of trauma on child refugees, has been critical in identifying needs that may create long-term challenges for students. Through this informed process, LSG is instrumental to managing the curriculum for the summer component component of the Bright Futures Afterschool and Summer Program.

New AP established a planning team (to which LSG designees were added once the two organizations partnered), which met regularly from the fall of 2016 through the submission of the 21st CCLC application. This team is comprised of designees from multiple areas at each organization, and the focus of this team has been to conduct a robust needs assessment and develop programming in response to this assessment. The planning team organized all of the data and feedback from New AP and LSG programming as one point of reference to determine needs for the combined Bright Futures Afterschool and Summer Program.

Georgia Tech Focus Groups

In addition to data and feedback collected through programming, New AP partnered with Georgia Tech in 2016 to conduct focus groups with students and parents from the Bright Futures Afterschool Program and School Liaison Program. Graduate students met with program staff to learn about their programs, and the students created interviews and surveys to administer to the clients to determine the impact of the programs and shape revisions. These focus groups happened over a series of five sessions, including various language groups of the parents and three schools of the Afterschool Program. The results of the focus groups have been published and were a critical data point for the planning team. The focus group report included the following key points considered in the development of the programs described herein:

- Students with greater English proficiency felt more comfortable and displayed more enthusiasm about school and school experiences
- Most students communicated they had exposure to violence in their refugee experience, and many were reluctant to describe or explain these experiences
- Most students reported that the time spent with friends in enrichment and recreation in the Afterschool Program was their favorite part of the day
- Many students reported they did not have access to safe spaces to play outdoors and valued this aspect of the Afterschool Program
- Many parents indicated that they rely on school liaisons to communicate with and get information from their children's schools
- Many parents indicated they do not participate in school events unless interpretation (provided through the School Liaison Program) is available
- Some parents noted they did not know how to access services or support for school outside of the School Liaison Program

Feedback and Collaboration with Local Refugee Service Organizations

Other means of collecting information to inform program development includes ongoing collaboration with other resettlement organizations, including participation in the Atlanta Refugee Youth Network (ARYN) and the Georgia Coalition of Refugee Stakeholders. The ARYN holds monthly meetings of local refugee agency staff and DeKalb County school staff to discuss community needs. A New AP designee participates in this network, and through participation gathered information to inform the program's development. The plan was formally shared at an ARYN meeting in order to collect specific feedback that was used to revise the plan (in terms of necessary services) and inform selection of school sites. Based on the feedback from other participants in ARYN, New AP and LSG formally partnered to develop a 21st CCLC model that would leverage the different established programs each organization operates.

The Georgia Coalition of Refugee Stakeholders (GCRS) is a group of government and community representatives who meet quarterly to discuss issues related to refugee resettlement. On November 17, 2016, New AP CEO Paedia Mixon presented information about New AP and LSG's existing programs and the new programming they were proposing for this 21st CCLC application. Present on that day were the Georgia State Refugee Coordinator; staff of the Refugee Unit at the Georgia Department of Human Services; Georgia State Health Coordinator; staff of the Refugee Unit in the Georgia Department of Public Health; DCSD representatives; representatives from three DCSD schools in Clarkston; representatives from the city councils of Clarkston and Tucker; representatives from twelve refugee service organizations; and representatives from Georgia Piedmont Technical College. Attendants were asked to complete surveys about their perceptions of the needs of students, parents, and schools. We administered the surveys, and the results are compiled in the attached Needs Assessment: The Process chart.

As outlined in the chart, the needs assessment process began by reviewing a broad body of work and culminated with collaboration with school staff and a local network of refugee service providers. The 21st CCLC plan described herein has been determined through interviews with school providers, focus groups with refugee families and program participants, analysis of data from proposed school

sites and New AP/LSG programming, and consultation with other service providers in the refugee community. Revisions to the model have been made as a result of this feedback, and the plan is available on New AP's website.

A comprehensive list of DeKalb County Private schools was determined via data export from the US Department of Education's National Center for Education Statistics government website. The resulting list of 65 private schools was plotted on a map of DeKalb County with highlighted attendance zones for each of the proposed five sites. The highlighted attendance zone map was provided by the DeKalb County School District website. In January 2017, written communication of the intent of New AP and LSG to apply for 21st CCLC funding for Bright Futures Afterschool Program was sent to each private school located within the attendance zones of the targeted schools. The letters, which were sent via USPS Mail, specified a deadline of January 25th, 2017, to indicate their interest in program participation. In addition, to provide the schools with the most possible information within the timeframe available, each school principal or administrative office was directly contacted via phone and given information about the program. The list of private schools contacted and the result of that outreach is included as required.

(Word count is 1875)

B. Specific Needs (10 Points)

Provide specific and concrete data citing the various achievement (reading, math, science, etc.) and support service gaps that the needs assessment process identified for the students and the community being targeted for services during the term of the subgrant award. Applicants must specifically identify the student target population (i.e., targeted schools, grade levels, number of students, academic or behavioral criteria) and clearly define the agreed upon academic, social, emotional, cultural, and physical needs placing them at risk and producing the gaps in achievement. Applicants are encouraged to utilize data tables in this section to clearly convey the need for the proposed grant services. Applicants must cite data sources when identifying specific needs.

Needs of Refugee Students

Local Refugee Community

A refugee is a person who flees his or her homeland because of persecution or a well-founded fear of persecution on the basis of race, religion, political belief, ethnicity, or belonging to a certain social group. Forced from their homes by violence and turmoil, many experienced torture, witnessed murders of loved ones, and endured imprisonment before being invited by the US State Department to begin a new life in America. In FY2016, the United States welcomed 85,000 refugees. Of the approximately 3,500 refugees who arrive in Georgia annually, DCSD enrolls approximately 700 as K-12 students. Most families are resettled in or near Clarkston in DeKalb County, just outside the city of Atlanta. Called the "most diverse square mile in America" by TIME Magazine, Clarkston is home to refugees from over 50 nations, and is often the first American home for families in flight from the world's war zones.

Resettlement is a stressful and overwhelming process. Newly arrived refugees, who represent a wide range of cultures and languages, are under tremendous pressure to adapt quickly to American life and culture. Additionally, refugees face a number of unique barriers to self-sufficiency including language, transportation, education gaps, and childcare needs. Within a few short months, they are expected to speak English, find sustainable employment, enroll their children in school, and understand the complexities of the American healthcare system, government programs, school systems, and social services infrastructure. Both New AP and LSG are local affiliates of larger national organizations that partner with the US government to resettle refugees. Both are active members of the Coalition of Refugee Serving Agencies and are assigned clients through federal contracts. This positions the local organizations as collaborators (rather than competitors) with a nationally trusted and proven track record of providing services for refugees on behalf of the US government. Each of the two organizations offers a broad range of services and programs designed to help refugees navigate this tumultuous process, and the organizations collectively serve nearly 1,200 newly arrived refugees annually. In addition, each organization has offered ongoing services as needed to refugees who were resettled within the last five years, including the Bright Futures Afterschool Program, School Liaison Program, and Kids Club Summer Camp. New AP and LSG's experience has demonstrated that refugee students are especially vulnerable and require the supplementary supports in a safe, culturally responsive environment provided by the combined Bright Futures Afterschool and Summer Program.

DCSD Refugee Students

Most refugee students in DCSD are English Language Learners and have low levels of demonstrated proficiency in core content areas. ELLs in DCSD largely score behind their native English-speaking peers on Georgia Milestones and End of Course Tests, and most schools in DCSDs with significant percentages of ELLs did not meet CCRPI subgroup targets for Milestones participation or performance. Access to content can also be limited by English proficiency. Refugees in DCSD come from all over the world, including Afghanistan, Burma, Bhutan, Burundi, Somalia, The Democratic Republic of Congo, Ethiopia, Eritrea, Iraq, Afghanistan, Sudan, and Syria, and more than a dozen other countries. The diversity creates additional challenges for schools serving large populations of ELLs because of limited school-site capacity to provide communication in students' native languages and in a way that is culturally responsive. Students

participating in New AP programming at DCSD schools average several years behind grade level in reading, with the average DISC student (of middle school age) reading on a first grade level. This data highlights a need for academic support in core content areas for English Language Learners, as well as supplementary services to build English language and literacy skills. Because DISC students are moved to their home school once they test out or after three years, many of the students in the middle and high school sites do not have English proficiency but are no longer eligible for services. These students, specifically, have the greatest challenges in meeting academic expectations, as reported by them (in surveys and the GA Tech focus groups), their teachers (in annual surveys and program notes), and as evidenced by the academic performance data.

School staff has specifically noted the need for additional support and individualized help for their refugee students, and they have collaborated with New AP and LSG program providers to direct services as needed. The informal feedback from staff in programs at all five sites was considered in the structure of the Bright Futures schedule, the curriculum and assessment used for English literacy development, and in the integration of school liaison services to provide whole family support for student participants. Teachers across the named sites report that they depend on New AP staff to provide individualized supports to students that cannot be provided due to larger class sizes during the regular school day. The principals surveyed in the New AP interviews in the fall of 2016 described a need for safe spaces for refugee students to get targeted academic support and intensive literacy practice. One principal was quoted as noting that the School Liaison Program, specifically, was a key means of communication with parents who are not proficient in English. Likewise, parents and students reported that the access to English instruction and individualized support in all content areas was critical to students' confidence to participate in school. Students noted that help with homework and understanding assignments was a critical part of the afterschool need, and parents noted they were largely unable to help their students with homework and projects without the support of the Afterschool Program and School Liaisons.

In seeking to expand current programming through this 21st CCLC grant, New AP and LSG would also be able to serve a broader range of ELL students. Current government funding for the Afterschool Program limits which students are eligible to participate in the program based on how long they have been in the US. New AP's Refugee School Impact Grant is intended to provide intensive afterschool programming for refugee students who have been in the US for up to three years. New AP's afterschool funding from the Department of Human Services provides afterschool programming support for refugee students who have been in the US for up to five years. When a student has met either the three-year or five-year deadline, New AP is required to exit them from the Afterschool Program, regardless of their current levels of performance.

In addition, New AP's current government funding is designed to support refugee students only, and unable to enroll students who have a different immigration status. At the DISC in particular, this is a source of frustration for both school and program staff, as there is a significant population of ELL students who have other immigration statuses and who would benefit greatly from afterschool programming. A 21st CCLC grant would enable New AP and LSG to enroll both refugee and immigrant students who share similar academic and cultural integration challenges.

Determining the Sites

The Education and Youth Manager at New AP and the Programs Manager at LSG surveyed local public and private schools to better understand their needs. As part of the needs assessment, the principals and staff of DCSD schools serving refugee students participated in formal interviews with program management staff (August-October 2016) to better understand their goals and the resources necessary to meet these goals. Staff in the Bright Futures Afterschool Program and School Liaison Program also surveyed school staff throughout the fall of 2016 to gather information about the greatest needs for refugee students and the school's performance. Based on these initial interviews, New AP's and LSG's prior 21st CCLC grants with DCSD schools, and an examination of where most refugee students were enrolled, the team was able to identify one feeder pattern (comprised of one elementary, one middle school, one specialized services site, and one high school) with the largest refugee population and least resources and an additional elementary school (McLendon Elementary) that serves a large refugee population. Selection of this feeder pattern and additional school as the right choice for this program was confirmed by each principal's request for services, feedback from other service organizations through ARYN and GCRS, and an analysis of DCSD school site enrollment and performance.

The feeder pattern is comprised of: Jolly Elementary, Freedom Middle School, Clarkston High School, and the DeKalb International Student Center (DISC). We will also serve McLendon Elementary School where New AP has a long history serving its refugee students. Through interviews with principals and conversations with district staff, the project planning team determined that services across a feeder pattern could provide even greater impact through vertical alignment of services, the potential for long-term engagement with families (especially those with students enrolled in different schools within the feeder pattern), and the capacity to serve students across grade levels from the same family.

Once the feeder pattern was determined, the New AP Education and Youth Manager met with principals and obtained school data to examine specific needs. Because New AP does or has offered the Bright Futures Afterschool Program and/or School Liaison Program at four of the five campuses, some of the data considered included the performance and growth of refugee students who previously participated in Bright Futures. Similarly, LSG was able to contribute their experience offering afterschool programming in the past

at Clarkston High. The following is a summary of the performance and priorities for each of the five sites. The attached chart shows the fundamental needs at each school.

Jolly Elementary

As of 2016, Jolly Elementary serves 1059 students: 43% are English Learners, 100% qualify for free and reduced-cost meals, and fewer than 49% of students in grade 3 had a Lexile level equal or greater than 650. The school earned a CCRPI score of 53.8 and a school climate rating of 3. A high-needs school, Jolly's English Learners have been flagged for not meeting subgroup performance targets, and the current New AP-sponsored literacy program is the only free supplemental program available to English Learners. 29% or less of 3rd-5th graders score developing or above in any of the content areas of the Georgia Milestones assessment, and students in the New AP Afterschool Program read an average of 2-3 grade levels behind their grade level.

Jolly Elementary's three improvement priorities are:

- Increase by 3% the number of students scoring at developing, proficient, and/or distinguished levels on the Georgia Milestones ELA/Reading and Math assessments.
- Increase the number of students performing within/above the Lexile band of 650 for 3rd grade students and the number of students performing within/above the Lexile band of 850 for 5th grade students.
- Increase the number of parents that attend school trainings and workshops in core content subjects to support student learning

New AP currently partners with Jolly Elementary to provide two services dictated by the school's Title I and School Improvement plans: the Bright Futures Afterschool Program provides intensive tutoring and literacy development to improve English Learner outcomes, and the School Liaison team provides culturally and linguistically appropriate support to parents to promote parental involvement. The multi-lingual team of school liaisons communicates with parents in the most frequently spoken languages, such as Nepali, Swahili, Burmese, Karen and Arabic, and provides guidance to parents on American schooling and academic expectations. This communication also enables the school to collect information from refugee families on their needs, which has helped inform the goals and services of the programming described herein. Families and staff reported in feedback sessions and surveys administered by New AP that the programming provides students with the individualized support that can be critical in students' literacy development and academic growth. The 21st CCLC grant will enable New AP to continue to provide Bright Futures at Jolly, remove the student enrollment limitation based on years in the US, and expand access to the LSG summer program to Jolly students for a year-long, seamless support in its first year.

McLendon Elementary

McLendon Elementary serves just under 450 students, 38% of whom are English Language Learners and 85% of whom qualify for free or reduced-cost meals. The 2016 CCRPI was 73.8; however, the school is on the Focus list for ELL subgroup performance across content areas tested. The school climate rating is four stars. 33.3% of students in grade 3 achieved a Lexile level equal to or greater than 650, and 65% of students in grade 5 achieved a Lexile level of 850 or higher. 50% of students missed six days or more, and the percentage of students scoring proficient or distinguished on the 2016 Georgia Milestones was 27%.

McLendon Elementary's three improvement priorities are:

- Increase the percentage of students scoring at or above grade level on Georgia Milestones in ELA by 10%
- Increase percentage of all students in grades 3-5 meeting or exceeding standards in Science on the District Benchmark Assessments
- Increase percentage of SWD in grades 3-5 performing at or above grade level in Math on the MAP Assessment

New AP has partnered with McLendon Elementary since 2011 to provide the Bright Futures Afterschool Program there. Around this time, resettlement expanded past Clarkston into the Decatur area, and a new feeder system of schools began serving refugee students (McLendon Elementary, Druid Hills Middle School, and Druid Hills High School). New AP hosted an elementary program at McLendon and a middle school program at Druid Hills Middle School simultaneously. Due to a loss in funding, the program at Druid Hills Middle was discontinued in 2014, but afterschool programming has continued at McLendon. The partnership between New AP and McLendon Elementary is incredibly strong, with school day teachers and the principal as strong advocates of the program. New refugee populations continue to be resettled in this school zone, so there continues to be a high need for afterschool programming.

Freedom Middle

As of 2016, Freedom Middle School is in Focus status with a CCRPI score of 56.5. The school serves 1150 students, 97% of whom qualify for free or reduced meals and 37% of whom are English Learners. In 2016, the school logged over 470 suspensions, 628 juvenile crimes, 11 expulsions, and had less than 30% of students test developing or above in math, social studies, or science (34% tested developing or above in ELA). Refugee middle school students who enter the country are much further behind academically. In the Afterschool Program, students are reading approximately 5-6 grade levels behind their current grade level. Students in middle school are also at higher risk for dropping out and getting into violence and gangs, as indicated by the school's high crime rate and short-term suspension/discipline rate.

Freedom Middle's three improvement priorities are:

- Increase percentage of ELL students moving a performance band on the ACCESS test by the end of the 2016-2017 school by 5.
- Increase the percentage of students who achieve proficiency or higher by 3% in all content areas.
- Increase the percentage of students who achieve developing or higher by 20% in all content areas of the 2017 Georgia Milestones

New AP partnered with Freedom Middle from 2011-2013 with the support of a 21st CCLC grant, wherein Bright Futures was the only afterschool program geared toward English Learners. The school's teachers and leaders have reported the program has been integral to the capacity of students to keep up with homework and close gaps in literacy, and teachers have worked closely with Bright Futures staff to share information about major assignments and individual student needs. As a result of this relationship, New AP has collected information about the ongoing needs of refugee students and families at Freedom. Several Freedom Middle students have completed the Reading A-Z curriculum through the Bright Futures program and have rapidly increased literacy skills to approach on-level reading. Because of their outstanding academic growth and leadership potential, two 2015-16 Bright Futures participants from Freedom Middle were selected to participate in the C5 Youth Leadership program, a 5-year college preparation and service program.

Clarkston High School

As of 2016, Clarkston High School serves 1,926 students, 87% of whom qualify for free or reduced meals, and 34% of whom are English Learners. The school is in Priority status with a CCRPI of 72.1, and 232 students dropped out in the 2016 school year. The school has 463 juvenile crimes on record for that year, as well as 322 suspensions. Because students may be enrolled in the DISC for only three years, many are moved to the high school with very limited English proficiency and access to resources. Over-aged ninth and tenth graders with significantly limited English are especially at-risk. LSG's experience with Clarkston High School students through summer programming and previous afterschool programs has positioned them to better understand the needs of those students who may not be eligible for other support programs. In general, the refugee population at Clarkston High School is particularly vulnerable given their advanced age and the significant gaps in education many refugee adolescents have experienced.

Clarkston High School's three improvement priorities are:

- Increase the percentage of students who score meets or exceeds on Algebra I, Geometry, and Physical Science EOCs through targeted tutorials and supplementary programming for students who scored beginning or developing on Milestones.
- Increase literacy scores school-wide
- Increase school climate rating from 3 to 4 stars (with a focus on improved attendance)

DeKalb International Student Center (DISC)

In addition to the K-12 schools identified above, the DISC is another DCSD site that serves a large percentage of refugees in need of support. The DISC is a specialized center for English Learners and contains two programs: the LAB program, consisting of 7th and 8th grade, designed for students aged 13-21 who have had less than 7 years of formal education; and the Intensive English program, for students in 3rd-12th grades, who come to the school for a portion of the year for intensive English language instruction. In DeKalb County, newly arrived refugee and immigrant students who are 13 years old or older and have had fewer than seven years of formal schooling or have minimal English speaking ability are placed at DISC.

While the curriculum at DISC is at the 7th and 8th grade level, the academic performance of most students is much lower. For those who begin at DISC when they are 15 or 16, there is a significantly higher risk of academic failure simply because they cannot catch up before they age out or drop out of the system. In order to reach a minimum performance standard that would enable them to move into a mainstream or alternative high school setting, DISC students often require much more intensive academic intervention than the school can offer. The availability of out-of-school programs with the specialized skills to meet the unique needs of these older students is very limited.

As a result of the criteria for enrollment in the DISC, it is estimated to have one of the highest percentages of refugees in DCSD. The school has never had higher than single digit rates of proficiency on state assessments. Because the school's first priority is to get over-aged students proficient enough in English to return to their home schools, the school is focused on rapidly expediting English acquisition and literacy development and improving attendance. However, students are rezoned to their home school when they test out or have been at the school for two years, whichever comes first. As such, many students are transferred back to their home school before they are ready.

As of 2016, DISC enrolls 730 students, 100% of whom are English Learners and eligible for free or reduced meals. The school earned a CCRPI of 33.2 with a school climate rating of 3 stars, and has a daily attendance rate of 88%. The school had 57 students drop out, 94 juvenile crimes, 64 suspensions, and less than 1% of students scored developing or above on the Georgia Milestones in any content area. Students at the DISC are a flagged group, indicating that they did not meet state or subgroup performance targets. The average reading level for students in the Bright Futures Afterschool Program at DISC is a beginning 1st grade level. The school's improvement plan has prioritized the implementation of research-based instructional practices that positively impact student learning to address gaps in performance for English Learners.

New AP has maintained a relationship with the DISC since the introduction of the Bright Futures Afterschool Program through the 21st CCLC grant partnership with DCSD from 2011-2014. Through this relationship, students, parents, and staff have reported the need for increased academic support and socio-emotional services. Reductions in funding in 2015-16 created a one-year interruption to New AP services at the school. With a multi-year foundation grant, New AP re-instated this priority program in 2016-17. A 21st CCLC grant would enable New AP and LSG to create a robust Afterschool Program that addresses both the academic and socio-emotional needs of the students and open enrollment to non-refugee ELL students.

Analyzing Data to Determine Program Goals

Through the needs assessment process outlined above, the planning team identified three major needs for DCSD refugee students. These are:

1. Access to academic supports that increased academic performance (with a specific focus on English proficiency, literacy development, and understanding of American schooling)
2. Access to social adjustment and therapeutic support designed for the unique needs of the region's refugee populations (trauma-informed, culturally appropriate, provides space for students to engage in unstructured recreation as well as enrichment settings)
3. Training and empowerment of parents and families to support their students' academic success and social adjustment (including interpretation services, communication between home and school, training on American schooling expectations and home study environment, referrals to services)

Academic Support

The need for individualized academic tutoring, intensive literacy instruction, and English acquisition is articulated across all site improvement plans. Each school's improvement plan also speaks to the need for interventions to be research-based and aligned to the needs of English Learners, who were flagged in the schools' CCRPI as a subgroup that did not meet its targets for the 2015-16 school year. The high levels of disciplinary infractions and low attendance rates at Clarkston High School are proposed to be addressed through dedicated capacity to engage families and increase communication between home and school. The schools' improvement plans also identified parent engagement goals, which are challenging for some refugee families without English proficiency or an understanding of the American schooling culture. For the English Learner population that makes up 43% of Jolly's enrollment, 37% of Freedom's enrollment, 34% of Clarkston High's enrollment, 38% of McLendon's enrollment, and 100% of DISC's enrollment, support that can specifically serve students and families with limited English proficiency are critical to achieving school goals. These families consistently report a need for access to a culturally responsive designee who not only can interpret to their home language, but also can provide individualized support to each student so s/he can understand assignments, expectations, and the content of core coursework.

A meeting with principals from these schools confirmed these needs. The principals identified the following as key for supplementary programs that would help them to meet their goals:

- A welcome, safe place for students
- Extracurricular activities to increase student engagement and pride in their school
- Opportunities for students to catch up to grade level academically
- Staff members who can provide extra time to help students to gain understanding of their assignments
- Programming that promotes parental involvement in the schools and helps parents know how to connect

All five sites' plans identify English acquisition, literacy development, and improvement on content assessments as critical to goal attainment, and each site plan has identified the English Language Learner subgroup performance and increased parent engagement as elements of their improvement plan. Two of the schools seek to improve their school climate ratings and have prioritized improved attendance. While the school plans do not identify wrap-around and socio-emotional supports as part of their improvement plans, wrap-around supports have been identified as critical to students' academic outcomes and issues like attendance. (Eber, L., 1996. Restructuring schools through the wraparound approach: The LADSE experience. *Special Services in the Schools*, 11:1-2, 135-149.) All schools except for McLendon Elementary have school climate ratings of 2 or 3 stars, all identify increased parent engagement as a goal, and two identify attendance as a goal. Given what the research shows on the academic performance and persistence of refugee children once resettled, the goals of the five sites, and the feedback from service providers and the community, academic improvement, social adjustment, and parental empowerment are the greatest needs of the DCSD refugee children. (Vostanis, P., 2016. New approaches to interventions for refugee children. *World Psychiatry*, 15:1, 75-77. <http://doi.org/10.1002/wps.20280>.) If these students do not receive research-based, targeted supports in safe spaces that are tailored to their language, cultural, and socio-emotional needs, they are unlikely to close the gaps between their performance and that of their native-born peers.

Given that many refugee families have children enrolled across the K-12 feeder pattern of Jolly-Freedom-DISC-Clarkston, organizing programming for elementary, middle, and high school students within this same attendance zone also affords whole families access to aligned support.

Access to Social Adjustment and Therapeutic Support

Both research and the experience working with refugee children in Georgia show that refugee children often have an especially difficult time adjusting to their new environment and benefit from settings wherein they can connect with children from other backgrounds.

(<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4780292/>) Feedback from the principals and school staff support the need for refugee students to have safe spaces to learn about American culture and expectations of American schooling. Interviews and DCSD data shows that many refugee students in the Clarkston area have

never attended school or have had significant education gaps. The majority of students at the DISC are Students with Limited or Interrupted Formal Education (SLIFE), students aged 13-21 with fewer than seven years of formal education in their native countries. This gap in formal education necessitates support not only in academic content development, but also in navigation of schooling norms and practices. This data suggests a need for academic support that is tailored to giving students with limited exposure to formal schooling interventions wherein those norms are explained and practiced.

Refugee children experience traumatic events both prior to their migration and during their flight. For example, one study of Syrian refugee children found that 79% had experienced a death in the family; 60% had seen someone get kicked, shot at, or physically hurt; and 30% had themselves been kicked, shot at, or physically hurt. (<http://www.migrationpolicy.org/research/educational-and-mental-health-needs-syrian-refugee-children>) Refugee children are then further impacted by stressors they encounter as they are resettling in a new environment, such as economic hardship, language barriers, social isolation, and discrimination. As a result, these children are at risk for a range of mental health issues, and have exhibited significantly higher rates of posttraumatic stress disorder (PTSD), anxiety, depression, and psychosomatic problems than other children around the world. Without adequate care, these issues can impact the educational outcomes and long-term development of the child. According to the National Child Traumatic Stress Network, 50-90% of refugee children exhibit post-traumatic stress symptoms, and “little information exists with respect to which mental health interventions are effective for traumatized refugee children.” (http://www.nctsn.org/nctsn_assets/pdfs/promising_practices/MH_Interventions_for_Refugee_Children.pdf) More recent research on a growing refugee population shows that both the traumas endured prior to resettlement and the stresses of resettlement impact children’s mental health, and that community and family-based interventions are critical to mitigating the resulting psychopathology. (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4780292/>) Given this research, there is a clear need for trauma-informed programming that integrates community and family-based interventions and can assess the need (and provide resources for) more intensive mental health supports.

While our American society has become increasingly aware of mental health issues and familiar with common signs and symptoms of challenges, mental health is differently understood in many of the cultures of local refugee families. Sometimes the topic itself is taboo, just as it is in many native-born American families. In other cases, the symptoms exhibited are expressed as physical in nature, such as general fatigue or body aches. In the case of children, the need for mental health service is often communicated rather than articulated. In the GA Tech focus groups, students were asked to complete a cognitive mapping exercise to complement the data collected in interviews and to offset barriers to communication in English or through translators. Students drew pictures of guns and weapons, communicating exposure to violence that they were unwilling to discuss (many laughed or dismissed the images). Many students drew pictures of vast outdoor spaces, contradicting the reality of their access to safe outdoor spaces. Likewise, many of the most vulnerable students and families who have been exposed to violence are unwilling to discuss this exposure or other possible traumas. Given the feedback from other refugee service agencies in meetings like those held monthly through ARYN, and communication with school staff and leaders, the emotional health issues faced by students are most critical because of families’ inability to identify social-emotional issues as such in their children. Navigating the topic of mental health in a culturally sensitive manner is a crucial element of the afterschool structure, School Liaison Program, and summer camps—it provides trained, experienced services providers to students who may need help, but are unable to ask for it.

Feedback from parents whose students participated in the Kids Club summer program show that they value the opportunities for their students and that they see a difference in their students’ engagement and confidence as a result of the program. Although parents do not explicitly ask for this outcome, it is the element of the programming they report most enthusiastically about. The program coordinator recalled a parent who literally cried with joy at the sight of her daughter performing, demonstrating new skills and having flourished for the first time since their displacement. Another parent noted that her sons are afraid to leave their apartment because of harassment, but feel safe and empowered to grow in the context of the summer programming. One case manager, a refugee himself, noted that the confidence and joy demonstrated in program participants at the end of the session were markedly different than at the start—after only one week. This feedback and the need demonstrated are a significant influence in the decision to extend the program to three consecutive weeks for participants of the year-round afterschool programming. In addition, the socio-emotional learning will be integrated into both the summer and the afterschool components of Bright Futures to ensure that these opportunities for emotional growth and healing are ongoing.

Empowerment to Support Student Success

Engagement in a child’s education – a standard expectation in American schools – is an unfamiliar cultural norm for many of the refugee parents with students enrolled at DCSD. According to a 2009 Issue Brief from The George Washington University Center for Health and Health Care in Schools: "Although they are supportive of US education and have high aspirations for their children, many immigrant and refugee families find it challenging to connect with American schools [and] bring with them attitudes and beliefs that influence their relationships with schools . . . Immigrants frequently show their respect for schools by keeping their distance from them. In many countries outside the United States, the unspoken norm is that it is the teacher's job to educate a student, and parent participation would be disrespectful of the teacher's expertise." This speaks to the need, locally, for organizations with a strong relationship and understanding of refugees and resettlement to support parents in their engagement with schools.

Based on the data collected by the school liaison team and the GA Tech focus groups held with parents in DCSD schools, there is a need for parents to receive culturally responsive support in their native language to navigate the expectations of American schooling. Families and school staff described a need for dedicated providers who can interpret and communicate new norms of American schooling in culturally sensitive ways. School staff and members of the regional network also note the need for referrals and more information about wrap-around services from a trusted source. The capacity of the schools to provide this level of intervention is limited by their knowledge of the different cultures represented in the refugee population, proficiency in the languages spoken, and time and resources to engage.

Based on the responses contained in annual parent satisfaction surveys conducted by school liaisons, the parents want this access for all who are enrolled in other programming. Parents and staff describe school liaisons as the bridge between the schools and the families, and this perception is communicated consistently through end-of-the-year participant surveys and the GA Tech focus groups. Parents report that the school liaisons help them overcome common barriers, such as communication. Parents and schools both report that they rely exclusively on the school liaison to facilitate interactions, keep parents informed, and ensure alignment between home and school. Because newly resettled families are often lacking information about appropriate dress code, code of conduct, and policies like attendance, the school liaisons are invaluable in ensuring families know what is expected. This is a service students and families consistently report is crucial to their school attendance.

Risks of Inaction

Without support, low-income immigrants and refugees learning English are most vulnerable for low performance in schools. A recent Migration Policy Institute Study cites a host of challenges for ELL immigrants and refugees in Georgia. The study cites a 44 percent ELL graduation rate within four years versus an average of 70 percent for other students. (Education Reform in a Changing Georgia: Promoting High School and College Success for Immigrant Youth; Hooker, Fix, McHugh: Migration Policy Institute Report, March 2014, p.3.) Documented limitations on the capacity of teachers and schools to meet these needs, combined by the sheer number of cultures and languages represented in the DCSD ELL enrollments (the DCSD ELL program serves more than 13,000 international students speaking 140 languages), necessitates augmentation of the services and programs currently in place. (DeKalb County Schools, 2013 <http://www.dekalb.k12.ga.us/support/ell/>) Without access to targeted out-of-school programs and support services, refugee students are likely to fail or drop out of school.

In DCSD, English Language Learner graduation rates are less than half that of their peers, and as noted in the school profiles above, ELL students are persistently performing at the lowest levels. ELL students in DCSD schools have exceptionally high rates of attrition and failure, and the schools served consistently report that they rely on the School Liaison and Bright Futures programs to meet their students' needs. If students are not served through this 21st CCLC program, they will continue to be at-risk of academic failure and dropping out.

The therapeutic support aspect is also a critical need. Because so many of the refugee students resettled in the Atlanta area are also trauma survivors, the risks associated with not receiving services are even greater. Children who have experienced trauma are:

- 15 times more likely to attempt suicide
- 4 times more likely to become an alcoholic
- 4 times more likely to develop a sexually transmitted disease
- 4 times more likely to inject drugs
- 3 times more likely to use antidepressant medication
- 3 times more likely to be absent from work
- 3 times more likely to experience depression
- 3 times more likely to have serious job problems
- 2.5 times more likely to smoke
- 2 times more likely to develop chronic obstructive pulmonary disease
- 2 times more likely to have a serious financial problem (<http://www.recognizetrauma.org/statistics.php>)

Because mental health is often an uncomfortable subject for many refugee populations and/or not a subject families are readily aware of, engaging in schooling is considered disrespectful, and limited access to supports for academics and English development, this programming positions refugee students and their families to achieve better outcomes. Each of the schools outlined herein is seeking support with their English Language Learners and relies on the resources provided by organizations like LSG and New AP to meet their refugee students' needs. Without this programming, this vulnerable population will not receive the support they need.

(Word count is 5955)

C. Program Focus (6 Points)

Provide specific information outlining the focus of the program as defined by the results of the needs assessment process. The information must demonstrate a clear and concise rationale as to why the proposed program focus is appropriate for the target population and community and how it will address the identified

needs gathered in the data collection and analysis process. Be advised that no 21st CCLC program can target a population that excludes participants based on disability, gender, race, or ethnicity.

Given the unique challenges faced by refugee students and their schools' limited capacity to meet their needs, New AP and LSG have partnered to provide a comprehensive year-long, vertically aligned program across a DCSD feeder pattern that serves the largest population of refugee students and a second elementary school with similar needs. The Bright Futures Afterschool and Summer Program is comprised of three components that complement each other to form a strong continuum of services K-12. The components are: academic-intensive afterschool programming (held at each site), school liaison services for all participating families (provided at home and school), and a 3-week summer day camp (for all grade levels). Across all three programmatic elements, every family will also have access to screenings and referrals for additional services as needed. These programs are offered across the five sites to meet the three primary needs identified through the needs assessment:

1. Access to academic supports to drive improved performance (with a specific focus on English proficiency, literacy development, and understanding of American schooling)
2. Access to social adjustment and therapeutic support designed for the unique needs of the region's refugee populations (trauma-informed, culturally appropriate)
3. Empowerment of parents and families to support their students' academic success and social adjustments

Bright Futures Afterschool Program

The Bright Futures Afterschool Program is a site-based academic program that has been successfully implemented across DCSD schools by New AP for nearly a decade. At each of the five sites, Bright Futures will be held immediately afterschool and will follow the schedules outlined in Program Plan and Implementation. The support of the 21st CCLC grant will augment the services currently available by continuing and/or growing the program at Jolly Elementary, McLendon Elementary, Freedom Middle, and DISC; extending enrollment eligibility to non-refugee ELL students and refugees who have lived in the US more than three or five years; integrating LSG's research-based socio-emotional activities; and adding programming at Clarkston High School for up to 20 students. New AP will coordinate and provide staff for the Elementary and Middle Schools, while LSG will provide programming at Clarkston where they have had a historical presence. The program's primary foci are academic growth and English acquisition, as manifest through dedicated tutoring time daily in all subject areas, as well as the implementation of reading curriculum K-12. This responds to the feedback from students, parents, and staff that refugee students need additional support to build English outside of the school day, as well as individualized support in across academic content areas. This dedicated academic support also addresses each of the schools' performance data, school leader feedback, and school improvement plans, which highlight English Language Learners as a flagged subgroup for performance in need of additional content assistance. Literacy and English acquisition for English Language Learners are goals articulated in each of the school's improvement plans. This also responds to the key recommendations of the GA Tech Focus Groups, which were:

- Continue to provide afterschool academic support and individualized tutoring
- Preserve and prioritize recreational time for participants wherein they can build relationships with other students
- Prioritize outdoor time, which was communicated as extremely important, but limited, for most participants
- Expand programming to provide English development support to older students
- School liaisons provide more intensive support on proactive parent engagement and advocacy strategies
- Introduce graduation planning and college planning supports for older students and their families

In alignment with this focus group feedback, another key element of Bright Futures is daily time for therapeutic enrichment and recreation, especially outdoors. The location and schedule of the Afterschool Program at each site facilitates this programmatic element.

The primary goals of the Bright Futures afterschool component are:

- Academic support in reading and English literacy
- Intensive English literacy instruction and assessment
- STEAM subjects and real-world applications and labs for math and sciences
- Cultural adjustment and therapeutic support
- Technology literacy skills / 21st century skills
- Social-emotional support to improve behavior and increase self-esteem
- A structured, safe and welcoming learning environment
- Life skills to support the development of positive goals
- Exposure to cultural/enrichment activities

Bright Futures Summer Program

The Bright Futures Summer Program is comprised of educational, team building, and therapeutic activities designed to promote emotional healing, adjustment, and confidence-building. The 21st CCLC proposal responds to participants' requests for a longer program (three weeks rather than one week), as well as expanded access for afterschool participants to receive the year-round support they seek. The daily designated academic time (modeled after the literacy and English development aspects of Bright Futures Afterschool) is designed to stymie the "summer slide" and respond to the students' academic performance data. By offering students an intensive experience of four-day camps for three consecutive weeks at a time,

the summer program will more deeply address the trauma-related issues and resettlement stressors of newly-arrived refugee children ages 5-17, while providing ongoing summer access to the school liaisons with whom families built relationships during the school year. This responds to the needs reported by other refugee service agencies and the experience of New AP and LSG, which shows that a year-round continuum of support and access is critical to newly resettled families. LSG will provide the curriculum development and coordination for the summer program, while New AP will support the program with AmeriCorps service members and teachers. Because much of the staff in the summer program will be from the afterschool program, students will have consistency and a safe space to continue to explore their new life as new Americans. This responds directly to the feedback from participants. The 21st CCLC program will enable the summer program to serve students from across all five sites, as well as expand the contact time from one to three weeks for each participant.

The primary goals for the Bright Futures Summer Program are:

- English literacy development
- Cultural adjustment and therapeutic support
- Social-emotional support to improve behavior and increase self-esteem
- A structured, safe and welcoming learning environment
- Life skills to support the development of positive goals
- Exposure to cultural/enrichment activities
- Access to affordable out-of-school programs and family activities
- Access to information on community services and support, including health care, employment and counseling, to ensure that secondary factors that impact student performance are addressed promptly and family stressors are reduced
- Opportunities for students to explore new interests and hobbies
- Parent participation in student-led demonstrations of learning

School Liaison Support

Across the Bright Futures Afterschool and Summer Program, all families of participating students will also receive school liaison services. The school liaison team provides home visits and trainings to empower parents to engage in and support their students' schooling. In addition, this program evaluates student and family needs to ensure refugee families are accessing the resources available to them. This program responds to the schools' improvement plans around parent support and directly addresses school leadership requests to facilitate communication with refugee families. Through access to services and referrals, the School Liaison Program may provide additional academic supports, English development services in the home, and referrals for mental health and therapeutic support. These are services that have been highly sought after by previous participants and described by school staff as critical to their collaboration with parents. The Bright Futures Afterschool Program is staffed by school liaisons who also serve as instructors in the elementary and middle school sites (the liaison at the high school is the on-site program manager) to afford overlapping means of familial support and communication throughout the year. This addresses parents' feedback on the need for consistent points of contact with native speakers.

At the high school level, all school liaison services will be provided by the site-based LSG Youth Services Manager (with the support of interpreters as needed). This ensures the afterschool programming aligns to each student's graduation plan and provides a deeper means of engagement for the high school afterschool offerings. School liaison services, across all grade levels, utilize the same tools, trainings, and assessments, which are research-based and respond to the local students' needs. School liaisons also coordinate with New AP and LSG to connect each family to additional resources as needed.

The primary goals for the School Liaison Program are:

- Support and effective opportunities to become involved in their children's education
- Access to affordable out-of-school programs and family activities
- Interpretation in parent-teacher conferences and other parent meetings
- Referrals to local, community-based ESOL programs for adults
- Access to information on community services and support, including health care, employment and counseling, to ensure that secondary factors that impact student performance are addressed promptly and family stressors are reduced
- Training on safety at home and in the community
- Development of parent SMART goals to facilitate student success
- Development of graduation plans (for high school students only)

Through these three components of Bright Futures – the Afterschool Program, the Summer Program, and the School Liaison Program - students and their families will receive services that align to the three main needs. Academic support, therapeutic support and social adjustment, and empowerment of families are all integrated across the three components, with access for each participant to receive seamless, year-round intensive support. The attached Logic Model shows the pathway from the assessment of needs to actions, outcomes, and impact in the Bright Futures Program

(Word count is 1528)

[Download a copy of the Chart or Graph for Question A The Process: Bright Futures Afterschool and Summer Programneeds_charta625.pdf](#)

[Download a copy of the Chart or Graph for Question B Specific Needs: Bright Futures Afterschool and Summer Programneeds_chartb625.pdf](#)

[Download a copy of the Chart or Graph for Question C Program Focus : Bright Futures Afterschool and Summer Programneeds_charte625.pdf](#)

FY 18 RFP 21st Century Community Learning Centers
PRIVATE SCHOOLS CONSULTATION FORM

[Sample Form](#)

An SEA, LEA, any other educational service agency (or consortium of such agencies), or private organization receiving financial assistance under an applicable program shall provide eligible private school children and their teachers or other educational personnel with equitable services or other benefits under these programs. Before an agency or consortium makes any decision that affects the opportunity of eligible private school children, teachers, and other educational personnel to participate, the agency or consortium shall engage in timely and meaningful consultation with private school officials.

Fiscal Agent Name: New American Pathways, Inc.

Please complete the following form related to the involvement of eligible private schools in Title IV, Part B, 21st CCLC grant activities.

- There are no private schools that serve students who reside within the attendance zone of the targeted school(s) for the 21st CCLC program.
- There are private schools that serve students who reside within the attendance zone of the targeted school(s) for the 21st CCLC program and these schools (listed below) were consulted (indicate methods below) prior to the development of the Title IV, Part B, 21st CCLC application. Or, no response by deadline (must have documentation of attempts to contact the nonpublic representative).

Names of private school(s) that serve students who reside within the attendance zone of the targeted school(s):

- Fugees Academy
- Love and Grace Christian Academy
- Memorial Drive Presbyterian Community Children's Program
- Montessori School at Emory
- St. Timothy School
- Technology Institute of Learning

Private schools that have been contacted and were consulted by the applicant and are electing to RECEIVE services

Private School Name	School Official Contacted Name	School Official Contacted Title	Method of Contact	Date(s) of Consultation	Estimated Number of Students	Describe the Type/Level of Participation
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Private schools that have been contacted and are electing to DECLINE services or have failed to reply by the deadline

Private School Name	School Official Contacted Name	School Official Contacted Title	Phone Number of School Official	Reason(s) for Declining to Participate	No Response by Deadline
Fugees Academy	Luma Mufleh	CEO	6783580547	Already have an on-site afterschool program	<input type="checkbox"/>
Love and Grace Christian Academy	Cleotha Griffith	Principal	4042967881		<input checked="" type="checkbox"/>
Memorial Drive Presbyterian Community Children's Program	June Purkiss	Principal	4042961783		<input checked="" type="checkbox"/>
Montessori School at Emory	Trayce Marino	Head of School	4046345777	Not interested in participating	<input type="checkbox"/>
St. Timothy School	Lora Ingram	Director	4042978913		<input checked="" type="checkbox"/>
Technology Institute of Learning	Principal	Principal	4042897177	Not interested in participating	<input type="checkbox"/>

Georgia Twenty-first Century Application
Targeted Schools Chart (2017-2018)

Program Name: Bright Futures Afterschool and Summer Program

[Sample Form](#)

Targeted School(s) Name(s)	County	School Designation(e.g. Reward, Priority, or Focus School)	Grade Span of School(e.g. K-5)	Total Enrolled in Regular School	Receiving Title I Funds Yes/No	% FRL	Number of Students from school that will be served per day by the 21st CCLC Program
Clarkston High School	DeKalb	Priority	9-12	1926	<input checked="" type="radio"/> Yes <input type="radio"/> No	87.0 %	20
Freedom Middle School	DeKalb	Focus	6-8	1150	<input checked="" type="radio"/> Yes <input type="radio"/> No	97.0 %	35
International Student Center	DeKalb	Priority	2-12	730	<input checked="" type="radio"/> Yes <input type="radio"/> No	99.9 %	35
Jolly Elementary School	DeKalb	N/A	PK-5	1059	<input checked="" type="radio"/> Yes <input type="radio"/> No	99.9 %	45
McLendon Elementary School	DeKalb	N/A	PK-5	450	<input checked="" type="radio"/> Yes <input type="radio"/> No	85.0 %	45

FUNDING REQUEST WORKSHEET

Program Name: Bright Futures Afterschool and Summer Program

Site Name: Bright Futures Summer Program at DISC

	Number of students without disabilities that will receive 21st CCLC services <u>PER DAY</u> in the indicated components	Number of students with disabilities that will receive 21st CCLC services <u>PER DAY</u> in the indicated components	Average number of HOURS per WEEK the program will operate the indicated component	Number of WEEKS per YEAR the program will provide 21st CCLC services to its students and/or parents	Funding amount per student without a disability, per hour of weekly operation	Funding amount per student with a disability, per hour of weekly operation	Amount allowed per component (maximum)
After School	0	0	0.00	0.00	\$5.05	\$6.30	\$0.00
Before School	0	0	0.00	0.00	\$3.55	\$4.05	\$0.00
Non-School Days (Weekend, Holidays)	0	0	0.00	0.00	\$5.05	\$6.30	\$0.00
Summer Break	80	0	20.00	3.00	\$5.05	\$6.30	\$24,240.00
Calculated Total							\$24,240.00

FUNDING REQUEST WORKSHEET

Program Name: Bright Futures Afterschool and Summer Program

Site Name: Clarkston High School

	Number of students without	Number of students with disabilities	Average number of HOURS	Number of WEEKS	Funding amount per	Funding amount per	Amount allowed per

	disabilities that will receive 21st CCLC services <u>PER DAY</u> in the indicated components	that will receive 21st CCLC services <u>PER DAY</u> in the indicated components	per <u>WEEK</u> the program will operate the indicated component	per <u>YEAR</u> the program will provide 21st CCLC services to its students and/or parents	student without a disability, per hour of weekly operation	student with a disability, per hour of weekly operation	component (maximum)
After School	20	0	12.50	29.40	\$5.05	\$6.30	\$37,117.50
Before School	0	0	0.00	0.00	\$3.55	\$4.05	\$0.00
Non-School Days (Weekend, Holidays)	0	0	0.00	0.00	\$5.05	\$6.30	\$0.00
Summer Break	0	0	0.00	0.00	\$5.05	\$6.30	\$0.00
Calculated Total							\$37,118.00

FUNDING REQUEST WORKSHEET

Program Name: Bright Futures Afterschool and Summer Program

Site Name: DeKalb International Student Center DISC

	Number of students without disabilities that will receive 21st CCLC services <u>PER DAY</u> in the indicated components	Number of students with disabilities that will receive 21st CCLC services <u>PER DAY</u> in the indicated components	Average number of HOURS per <u>WEEK</u> the program will operate the indicated component	Number of <u>WEEKS</u> per <u>YEAR</u> the program will provide 21st CCLC services to its students and/or parents	Funding amount per student without a disability, per hour of weekly operation	Funding amount per student with a disability, per hour of weekly operation	Amount allowed per component (maximum)
After School	35	0	12.50	29.40	\$5.05	\$6.30	\$64,955.63
Before School	0	0	0.00	0.00	\$3.55	\$4.05	\$0.00
Non-School Days (Weekend, Holidays)	0	0	0.00	0.00	\$5.05	\$6.30	\$0.00
Summer Break	0	0	0.00	0.00	\$5.05	\$6.30	\$0.00
Calculated Total							\$64,956.00

FUNDING REQUEST WORKSHEET

Program Name: Bright Futures Afterschool and Summer Program

Site Name: Freedom Middle School

	Number of students without disabilities that will receive 21st	Number of students with disabilities that will receive 21st	Average number of HOURS per <u>WEEK</u> the	Number of <u>WEEKS</u> per <u>YEAR</u> the	Funding amount per student without a	Funding amount per student with a	Amount allowed per component (maximum)
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	receive 21st CCLC services <u>PER DAY</u> in the indicated components	CCLC services <u>PER DAY</u> in the indicated components	program will operate the indicated component	program will provide 21st CCLC services to its students and/or parents	disability, per hour of weekly operation	disability, per hour of weekly operation	
After School	35	0	12.08	29.40	\$5.05	\$6.30	\$62,773.12
Before School	0	0	0.00	0.00	\$3.55	\$4.05	\$0.00
Non-School Days (Weekend, Holidays)	0	0	0.00	0.00	\$5.05	\$6.30	\$0.00
Summer Break	0	0	0.00	0.00	\$5.05	\$6.30	\$0.00
Calculated Total							\$62,773.00

FUNDING REQUEST WORKSHEET

Program Name: Bright Futures Afterschool and Summer Program
 Site Name: Jolly Elementary School

	Number of students without disabilities that will receive 21st CCLC services <u>PER DAY</u> in the indicated components	Number of students with disabilities that will receive 21st CCLC services <u>PER DAY</u> in the indicated components	Average number of HOURS per <u>WEEK</u> the program will operate the indicated component	Number of WEEKS per <u>YEAR</u> the program will provide 21st CCLC services to its students and/or parents	Funding amount per student without a disability, per hour of weekly operation	Funding amount per student with a disability, per hour of weekly operation	Amount allowed per component (maximum)
After School	45	0	14.00	29.75	\$5.05	\$6.30	\$94,649.63
Before School	0	0	0.00	0.00	\$3.55	\$4.05	\$0.00
Non-School Days (Weekend, Holidays)	0	0	0.00	0.00	\$5.05	\$6.30	\$0.00
Summer Break	0	0	0.00	0.00	\$5.05	\$6.30	\$0.00
Calculated Total							\$94,650.00

FUNDING REQUEST WORKSHEET

Program Name: Bright Futures Afterschool and Summer Program
 Site Name: McLendon Elementary School

	Number of students without disabilities that will receive 21st CCLC	Number of students with disabilities that will receive 21st CCLC services <u>PER</u>	Average number of HOURS per <u>WEEK</u> the program will	Number of WEEKS per <u>YEAR</u> the program will	Funding amount per student without a disability, per hour	Funding amount per student with a disability, per hour	Amount allowed per component (maximum)
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	services PER DAY in the indicated components	DAY in the indicated components	operate the indicated component	provide 21st CCLC services to its students and/or parents	of weekly operation	of weekly operation	
After School	45	0	14.00	29.75	\$5.05	\$6.30	\$94,649.63
Before School	0	0	0.00	0.00	\$3.55	\$4.05	\$0.00
Non-School Days (Weekend, Holidays)	0	0	0.00	0.00	\$5.05	\$6.30	\$0.00
Summer Break	0	0	0.00	0.00	\$5.05	\$6.30	\$0.00
Calculated Total							\$94,650.00

FUNDING REQUEST SUMMARY

Program Name: Bright Futures Afterschool and Summer Program

Site	Calculated Total*
Clarkston High School	\$37,118.00
DeKalb International Student Center DISC	\$64,956.00
Freedom Middle School	\$62,773.00
Jolly Elementary School	\$94,650.00
McLendon Elementary School	\$94,650.00
Bright Futures Summer Program at DISC	\$24,240.00
Calculated total of all sites	\$378,387.00
Total allowable budget for this application	\$350,000.00

Program Name: Bright Futures Afterschool and Summer Program

II. Budget (10 Total Points)

B. Budget Narrative

In addition to a narrative and, if applicable, documented evidence of a minimum of three months working capital for a period of three consecutive months, **all applicants** must submit a **Budget Summary and Detail Form** for the first year of funding and a **Budget Summary** for years two through five. Please note the **Budget Detail** is not needed for years two through five. A detailed description of each expenditure must be included. Applicants must utilize and follow the *21st CCLC Approved Chart of Accounts*.

Provide a brief and concise narrative of the following:

- How the items within the budget support the goals of the program;
- How the requested funds were allocated for accomplishing tasks and activities described in the application;
- How the major costs indicated on the Budget Summary are reasonable and necessary in relation to the number of participants to be served, to the scope of the project, and its anticipated outcomes;
- How 21st CCLC funds will supplement and not supplant other Federal, state, and local funds, and other non-Federal funds; and
- How the positions and salaries are reasonable and necessary, consistent with the demographic area, and adhere to the applicant agency's policies and procedures on salary determination.

The budget for 21st CCLC is dedicated to the staff, materials, and services required to implement the

Bright Futures Afterschool and Summer Program and School Liaison Program in five school sites in DCSD. The only staff positions included in the budget that do not provide direct pupil services or instruction are either responsible for the administration or evaluation and monitoring of the program. New AP and LSG combined will have 22 staff members involved in the 21st CCLC program, but only three of those individuals would be covered by the grant at 100%. The remaining 19 staff members involved are charged to the 21st CCLC grant from a low of 5% of their salary and fringe to a high of 35% of salary and fringe. Thanks to existing strengths in programming revenue from current government contracts, foundation grants, and individual donor support, New AP and LSG have the capacity use the 21st CCLC grant to extend the depth and breadth of the Bright Futures and School Liaison Programs within the refugee student population in DCSD.

New AP will serve as the fiscal agent to provide program direction, critical staffing/service needs, summer staff support, instructional staff, and transportation for students, and will be responsible for accounting, reporting, data management, retention and communication with the evaluator, and other grant management functions. 21st CCLC funds will supplement other funds or existing programs by increasing capacity and range of services. No less than 65% of the grant is spent on instructional costs, and no more than 10% is spent on administrative costs, or 3% is spent on the external evaluator. A portion of program manager salaries are included by the 21st CLCC grant to account for the added capacity, staff, and reporting requirements to manage a larger program that serves more students over a longer period. In order to achieve our program goals, New AP and LSG will need to have the most qualified staff possible. The list below provides details on each staff member supported in the budget, their role in the program, and which goals their work will address.

Staff Salaries and Fringe

- LSG Programs Manager (Goals 1-3)— 5% of salary and benefits; this position falls under General Administration and ensures quality of services, collects data and provides staff feedback, coordinates across sites and programs, oversight of monitoring and evaluation providers, primary LSG liaison to advisory council
- LSG Youth Services Manager (Goals 1-3, Clarkston and Summer)— 100% of salary and benefits; this position falls under Pupil Services and manages the delivery of instructional and liaison services for Clarkston participants, as well as overseeing design and provision of services in Summer Program. Conducts trauma screenings and develops curriculum for social adjustment, coordinates vendors for therapeutic enrichment, and trains New AP colleagues on socio-emotional support.
- Education & Youth Manager (Goal 1)—10% of salary and benefits; this position falls under Pupil Services and is the New AP manager who provides oversight for all education and youth programming, including regular direct observation and support at school sites.
- Family Engagement Manager (Goal 3)—5% of salary and benefits; this position falls under Pupil Services and is the New AP manager who develops and oversees all school and family support liaison programming. She conducts evaluations, trainings, and provides support for liaisons, including regular direct observation and support at school sites and on home visits.
- Instructional Support Coordinator (Goals 1-3)—100% of salary and benefits; this position falls under Improvement of Instructional Services and will be a new position created at New AP responsible for coordinating curriculum development across all Afterschool sites and monitoring student progress against all goals; activities to include weekly visits, collecting notes and program feedback, guiding teachers' measurement process, screening and monitoring students, and efforts to maximize student progress.
- 2 Afterschool Coordinator (Goal 1)—29% of salary and benefits; this position falls under Pupil Services and oversees the Afterschool Program at 2 sites, providing direct services, feedback, staff support, etc.
- 3 Family Support Liaisons (Goals 1 and 3)—29% of salary and benefits; this position falls under Pupil Services and provide direct supports and case management to assigned families in the Afterschool Program, as well as direct services in instruction to students in Afterschool.
- 5 Afterschool Class Instructors (Goal 1)—35% of salary and fringe; these part-time positions fall under Instruction and provide direct services and instruction to students in the Afterschool Program
- 4 Lead Teachers – New AP (Goal 1)—29% of salary and fringe; these part-time positions fall under Instruction and are responsible for leading classrooms, supervising class instructors, and teaching students in Afterschool.
- 2 School Liaisons (Goal 3)—29% of salary and benefits; these full-time positions fall under Pupil Services and provide direct supports and case management to assigned families in the Afterschool Program.

The 21st CLCC grant will extend our capacity by providing additional support to enable New AP and LSG to implement their collaboration. The Bright Futures Afterschool and Summer Program will also be served by a 10-member AmeriCorps Service Member team. These service volunteers are instrumental to curriculum development and maintaining an 8:1 student-teacher ratio in elementary school, a 7:1 student-teacher ratio in middle school, and a 10:1 student-teacher ratio in high school. Contracted interpreters are used as needed to assist School Liaisons in providing home visits and during parent-teacher conferences where additional language support is needed, as well as in emergencies, periods of high workload, and to guarantee annual targets are met. This approach to staffing ensures the diverse needs of students can be met through very small groups or individualization. This staffing model also ensures students and their families have a broad body of

support provided by interpreters in their home language.

21st CLCC will directly support program activities and organizational support of the program at each school. Program supplies consist of school supplies and classroom materials for all instructors and students to ensure every student has the materials s/he needs. This is critical for a low-income population that is often lacking the resources and information necessary to have the right supplies. This also includes curriculum specific learning material: students are provided with robust access to high-interest reading material on their Lexile level and curricula for character building and specific enrichment programs. Subscriptions are required for curriculum materials, including Reading A-Z. While transportation is considered not a direct student service, it is a critical – and expensive – component of ensuring that the refugee students who most need our services have the ability to participate in the program.

Finally, both New AP and LSG identified business support services and general administration expenses that will be necessary to fully implement the program. Both organizations attempted to limit these expenses to the extent possible without sacrificing organizational capacity. They include equipment, background checks, vehicle maintenance, postage, professional audit, staff training, storage, and staff development at New AP. LSG has requested support for Human Resources, Finance, Operations, IT, and transportation. Bright Futures incurs organizational costs proportional to its use of shared equipment, storage, square office footage used at the organization and number of employees and equipment used by the program. These costs include depreciation, maintenance expenses, annual audit, communications, rent, storage rent, staff training, and administrative expenses.

Rationale for Scope and Expense

Because the programs described herein are already in place in some fashion in each of the elementary and middle schools, there are a number of economies of scale and efficiencies that will prevent the program from being solely dependent on 21st CCLC funding. Likewise, the addition of services in the high school enables that site to leverage the curricula, training, and school liaisons model at a new site. One critical consideration of the program size is meeting the needs of families across a feeder pattern and providing a large enough case load to shift staffing from part-time to full-time positions. This ensures each family can receive services for all of their children no matter where they are enrolled in the feeder pattern and ensures that the organizations can recruit the highest capacity staff to deliver services.

The use of shared positions across Afterschool Program sites provides the appropriate scope for full-time experts. The middle school coordinator and elementary school coordinator will be shared across two sites to ensure horizontal alignment and consistency. The team of school and family liaisons can be assigned by language and home culture rather than school site. School year staff will be summer camp staff, providing the therapeutic support lens of summer programming to all facets of programmatic implementation and encouraging the formation of deep relationships between staff and students that will facilitate the greatest growth for summer students.

Although there are more refugee students in DCSD than proposed to be served in this program, there are other programs in place that may be more appropriate for some refugee students. For example, the IRC program at Clarkston High School serves high performing refugee students who may not need the intensive academic support or literacy instruction that Bright Futures will provide. Other services are available to English speaking refugees, who may not need the interpretation support. The number of students identified as the target at each site is directly aligned to the principals' feedback and data from each site and meets New AP and LSG's capacity to provide the depth of service the students and parents require.

Revisions to Staffing for 21st CCLC

The most significant change between the staffing model proposed for this project and that currently in place currently is the shift for the most significant roles to move from part-time to full-time. While the 4 current part-time Site Supervisor positions will become 4 part-time Lead Teacher positions, New AP will also create 2 full-time Youth Coordinator positions, one for the two elementary sites, and one for the two middle school sites. This enables the program to serve a larger number of students and families. It also enables Bright Futures Afterschool and Liaison Support program staff to participate in the Summer Program, an approach to year-round staffing which provides continuity of care for students and families and responds to research that demonstrates the importance of relationships and trust between program staff and vulnerable students.

Another change is the addition of Family Support Liaisons, who will supplement school liaison home services and provide direct instruction and support to students on-site at Bright Futures. The blended position started as a pilot in 2016-2017 school year, when an Arabic-speaking family support liaison was hired to provide afterschool instruction in McLendon Elementary and work with Arabic-speaking families of the students. This approach deepens the relationships that they are able to develop with the refugee families they serve. The Family Support Liaison has daily interaction with teachers, school officials, and students, enabling them to understand the specific challenges that the families are facing. We expect students served under this model to have greater success in school

and the families to feel more confident in their role as parents supporting their children's education. Because it is a pilot year, the data pertaining to the expected outcomes has not yet been collected. It will be gathered at the end of the school year via parental surveys and student performance outcomes. Adding two additional Family Support Liaisons will provide extra support in 3 out of the 4 elementary and middle school sites.

One final addition to staffing is the Instructional Support Coordinator. This role has been added to coordinate curriculum development across all sites, guiding teachers' measurement process and ensuring student progress throughout the year. Because the program seeks to codify the approach as a year-long, three-pronged program, the Instructional Support Coordinator will be critical in the formative assessment of progress to inform programmatic revisions. The Instructional Support Coordinator will monitor Bright Futures staff, who have implemented suggested strategies, and perform periodic reviews to determine whether to continue or update those strategies, maximizing student success. This individual will serve as a primary point of contact for our external evaluator for reporting purposes as well as program evaluation and improvement.

Core Sources of Funding (Supplement not Supplant)

The 21st CCLC grant will enable New AP and LSG to codify their partnership to create a three-pronged intervention for refugee students that supplements and expands that which is already in place. Funding in year one will provide additional capacity for the school liaison team and afterschool coordinators to serve a larger number of students across DCSD. Because this supplements fully functional programs already in place (Kids Club summer day camps through LSG, the Bright Futures Afterschool Program and the School Liaison Program in select DCSD schools), the 21st CCLC funding will be used to initially unite the offerings of the two organizations into a single program and then extend the impact by significantly increasing the number of families served. Furthermore, the expansion to additional sites and collaboration of the two organizations enables both to replace part-time staff who oversee a single site with full-time staff who oversee multiple sites. By moving the model from part-time to full-time staffing, both organizations are better positioned to recruit and retain the highest capacity educators for those positions. Furthermore, by transitioning to full-time staff for a larger program rather than part-time staff in a smaller program, New AP and LSG not only increase the likelihood of higher staff retention, but also increase the time staff have to engage with students and families.

Positions and Salaries

Because the afterschool, summer, and school liaison programs described herein will all be grown to serve a larger number of students with the support of the 21st CCLC program, the salaries and staffing structures have already been implemented with success, and have already proven competitive with similar programs. This was confirmed through participation in ARYN, a review of similar postings on websites like www.indeed.com, and the staffing and salary structures used at the International Rescue Committee (which is a comparable organization with similar positions). All salaries have been verified as reasonable based on demographic guidelines for similar positions as reported by the US Department of Labor in its most recent National Compensation Survey (February 2010), have been compared to local organizations providing similar services, including the International Rescue Commission (IRC) and the DeKalb County School District, and have been compared to online salary aggregates for the positions, including Glassdoor salary ranges for the region. Each staff position in the uploaded wages chart includes the established salary range based on position responsibilities and title. In addition, the budget includes allocation of funds for year-to-year raises to maintain competitive sustainability of the program and to cover cost of living increases. All proposed costs are allowable under federal and state guidelines. Further details for program salaries and staff, including responsibilities, salary ranges, and rationale, are included in the attached Wages Rationale chart.

(Word count is 2417)

WORKING CAPITAL ANALYSIS WORKSHEET 2017-2018

Applicant Name: New American Pathways, Inc.

Include information from the fiscal agent's most recent audited financial statements. If audited financial statements are not available, then please input information based on the most recent financial statements (e.g. Trial Balance, Balance Sheet) available.

Date of most recent audit:	As of September 30,
Cash and cash equivalents*	\$ 600,837.00

Calculation of recommended working capital requirement:	
Proposed annual budget of the 21st CCLC program	\$ 350,000.00
Number of months of operation (including summer, if applicable)	12

Estimated monthly working capital requirement \$29,166.67
 Necessary working capital for 3 month period \$87,500.00

Results:

Are cash and cash equivalents greater than needed working capital? Yes

FY18 RFP Budget Details For Year 1 (FY18)

Program name: Bright Futures Afterschool and Summer Program

Fiscal agent name: New American Pathways, Inc.

Budget updated on (date): 01/25/2017

					Sum:	\$349,999.99	Maximum Amount Allowed: \$350,000.00
Fiscal Year (1st year of grant)	Function/object	Function	Object	Units	Price (per unit)	Amount	Description
2018	2230 / 190	2230	190	1	\$3,591.00	\$3,591.00	Programs Manager LSG - 5% of program manager salary and benefits
2018	2100 / 191	2100	191	1	\$59,000.00	\$59,000.00	Youth Services Manager LSG - Parent engagement & support, trauma informed curriculum development, supervise & teaches Clarkston program and Summer program 40 hrs/wk, salary and benefits,
2018	1000 / 110	1000	110	1	\$10,165.00	\$10,165.00	Lead Teacher LSG - Assists teaching Clarkston program, 18 hours/week; 34 weeks; \$15/hour plus statutory benefits at 10.73% (FICA, workers comp, unemployment)
2018	2100 / 191	2100	191	1	\$5,349.98	\$5,349.98	Education & Youth Manager - Coordinates Elementary and Middle school programs, visits sites regularly and helps guide classes. 10% charged to grant (43,200 annual salary + 7.65% FICA + 1.59% Worker's Comp + \$756 Propel Fees + Insurance + 3.17%SUTA)
2018	2100 / 191	2100	191	1	\$2,893.05	\$2,893.05	Family Engagement Manager - Coordinates Parent engagement home visiting component, engages families and assists staff. 5% charged to grant (42,314 annual salary + 7.65% FICA + 1.59% Worker's Comp + \$756 Propel

							Fees + Insurance + 3.17% SUTA)
2018	2210 / 199	2210	199	1	\$44,074.48	\$44,074.48	Instructional Support Coordinator - Responsible for coordinating curriculum development across all sites, including weekly visits, collecting notes and program feedback, guiding teachers measurement process, facilitating school communication, screening students, reporting, and maximizing student success. (39,000 annual salary + 7.65% FICA + 1.59% Worker's Comp + \$756 Propel Fees + Insurance + 3.17% SUTA)
2018	2100 / 191	2100	191	1	\$25,668.81	\$25,668.81	2 After School Coordinators - Oversees and coordinates activities at Middle and Elementary Schools. 29% charged to grant (2 staff x 35,000 annual salary + 7.65% FICA + 1.59% Worker's Comp + \$756 Propel Fees + Insurance + 3.17% SUTA)
2018	2100 / 177	2100	177	1	\$35,795.85	\$35,795.85	3 Family Support Liaisons - Comprehensive full-time position, teaches students in Afterschool and performs home visiting to families of same students. 29% charged to grant (3 staff x 32,000 annual salary + 7.65% FICA + 1.59% Worker's Comp + \$756 Propel Fees + Insurance + 3.17% SUTA)
2018	1000 / 140	1000	140	1	\$26,103.85	\$26,103.85	5 After School Class Instructors - Part-time position responsible for teaching Afterschool students. 35% charged to grant (5 staff x 14,945.10 Annual Salary + Fringe)
2018	1000 / 110	1000	110	1	\$26,979.77	\$26,979.77	4 Lead Teachers - Responsible for leading classroom, supervising class instructors. teaching

							students. 29% charged to grant (4 staff x \$23,183.57 Annual Salary + Fringe)
2018	2100 / 177	2100	177	1	\$22,970.31	\$22,970.31	2 School Liaisons - School Liaisons provide home visiting services, and assist with parent teacher conferences and cultural awareness. 29% charged to grant (2 staff x \$39,355.25 Annual Salary + Fringe)
2018	2100 / 145	2100	145	240	\$12.00	\$2,880.00	Interpreters LSG - Summer program (2 interpreters x 120 hours x \$12)
2018	2100 / 145	2100	145	136	\$12.00	\$1,632.00	Interpreters LSG - Parent engagement (average 4 hours per week x 34 weeks x \$12)
2018	2100 / 300	2100	300	120	\$8.00	\$960.00	High School Counselors LSG - Summer program stipends for Clarkston HS Afterschool participants to assist with summer program (120 hours x \$8/hour)
2018	2900 / 300	2900	300	1	\$10,500.00	\$10,500.00	External Evaluator - Professional agency with history of 21st CCLC reporting and experience to perform formative, summative, and summer reports (3% x \$350,000 budget)
2018	2100 / 145	2100	145	1	\$2,789.36	\$2,789.36	Contracted Interpreters - To assist with home visits, client consultation, parent-teacher conferences as needed. (26% charged to grant x \$15/hr x 593 hours annually)
2018	2100 / 610	2100	610	1	\$1,014.00	\$1,014.00	Program Supplies LSG - \$1,014 per school x 1 school for program supplies (books, sport and art materials, journals, STEM materials)
2018	2700 / 180	2700	180	1	\$6,000.00	\$6,000.00	Transportation LSG - Bus/ Driver Expense (\$25/hr x 216 hours + \$1.50 per mile x 400 miles) for Summer Program buses
2018	2100 / 616	2100	616	2	\$730.00	\$1,460.00	Computer Equipment LSG - Computer, Cell phone (2 computers for new hires @ \$630.00 each and 2

							cell phones for new hires @ \$100.00 each)
2018	2700 / 620	2700	620	1	\$2,000.00	\$2,000.00	Mileage LSG - 3,704 miles at 0.54 Cents per mile for staff working in the After School program
2018	2230 / 332	2230	332	10	\$50.00	\$500.00	Background checks/fingerprinting LSG - (10 volunteers x \$50 per check)
2018	2100 / 616	2100	616	1	\$2,000.00	\$2,000.00	Laptop for staff and curriculum development - Laptop purchase \$1,327.14, Image Creation \$30.00 and set-up/Service Fee \$642.86
2018	2100 / 610	2100	610	1	\$900.64	\$900.64	Program Supplies - Curriculum materials for teachers including books, art materials, and writing supplies charged at 26% to grant
2018	2230 / 616	2230	616	1	\$163.78	\$163.78	Equipment - 26% of program contribution for organizational fixed assets
2018	2230 / 332	2230	332	1	\$437.30	\$437.30	Background checks/fingerprinting - 26% charged to grant (\$50 per background check fees x 34 new employees/volunteers)
2018	2210 / 610	2210	610	1	\$65.84	\$65.84	Curriculum Material Subscriptions - 26% charged to grant, \$257 for one Reading A-Z and one RAZ Kids reading curriculum
2018	2100 / 580	2100	580	1	\$767.71	\$767.71	Field Trip Expenses - 26% charged to grant x \$750 per school x 4 schools (admission costs, gas mileage)
2018	2600 / 430	2600	430	1	\$204.89	\$204.89	Maintenance Expenses: Vehicles - 26% of program share of agency annual vehicles maintenance cost (\$800.65)
2018	2230 / 610	2230	610	1	\$24.57	\$24.57	Postage - 26% of program annual postage cost (\$96.00)
2018	2230 / 300	2230	300	1	\$446.31	\$446.31	Professional Audit - 26% of program share of agency annual audit cost (\$1,744.04)
2018	2100 / 610	2100	610	1	\$1,599.40	\$1,599.40	Program Activity - 26% charged to grant \$1,250 per school x 4 schools for program supplies (books, sport and art materials, journals, STEM

												materials); \$1250 for School Liaison (workshop snacks, assorted learning materials)
2018	2210 / 116	2210	116	1	\$255.91	\$255.91						Staff Training - 26% of program share of agency annual staff development training cost (\$1,000.00)
2018	2600 / 441	2600	441	1	\$135.61	\$135.61						Storage Rent - 26% of program share of agency annual storage space cost (\$529.93)
2018	2210 / 116	2210	116	1	\$163.78	\$163.78						Staff Planning Retreat - 26% of program share of agency annual 2-day staff retreat and planning session cost (\$640.02)
2018	2210 / 116	2210	116	1	\$81.89	\$81.89						Staff Development Day - 26% of program share of agency annual staff development day cost (\$320.00)
2018	2210 / 810	2210	810	1	\$102.36	\$102.36						Conference - 26% of program fees for training conferences for staff
2018	2500 / 142	2500	142	1	\$3,249.00	\$3,249.00						Human Resources LSG - Recruitment, hiring, orientation & training of program staff
2018	2500 / 148	2500	148	1	\$3,350.00	\$3,350.00						Finance LSG - Processing of program invoices and expenses
2018	2500 / 142	2500	142	1	\$2,075.00	\$2,075.00						Operations LSG - Set up and maintenance of LSG program data tracking for purposes of Performance Quality Improvement
2018	2500 / 142	2500	142	1	\$2,124.00	\$2,124.00						IT LSG - Set up and maintenance of program staff computer, phone, internet, etc.
2018	2300 / 880	2300	880	1	\$35,000.00	\$35,000.00						General Indirect Administration - Fiscal agent indirect costs calculated at 10%
2018	2700 / 180	2700	180	1	\$4,524.54	\$4,524.54						Transportation - 19% of annual program Bus/ Driver cost (\$24,300.00)

Georgia Department of Education
21st Century Community Learning Centers RFP Budget Summary (10 points)

		Year 1 (FY18)		Year 2 (FY19)		Year 3 (FY20)		Year 4 (FY21)		Year 5 (FY22)	
Maximum Amount Allowed		\$350,000.00		\$350,000.00		\$350,000.00		\$315,000.00		\$280,000.00	
Function Code	Descriptions	Amount	%								
1000	Instruction	\$63,248.62	18.07	\$122,248.62	34.93	\$122,248.62	34.93	\$110,023.76	34.93	\$97,798.90	34.93

2100	Pupil Services	\$167,681.11	47.91	\$108,681.11	31.05	\$108,681.11	31.05	\$97,813.00	31.05	\$86,944.89	31.05
2210	Improvement Instructional Services	\$44,744.26	12.78	\$49,268.81	14.08	\$49,268.81	14.08	\$44,341.93	14.08	\$39,415.05	14.08
2220	Educational Media Services	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0
2230	General Administration	\$5,162.96	1.48	\$5,162.96	1.48	\$5,162.96	1.48	\$4,646.66	1.48	\$4,130.36	1.48
2300	General Administration (for Federal Indirect Cost)	\$35,000.00	10	\$35,000.00	10	\$35,000.00	10	\$31,500.00	10	\$28,000.00	10
2500	Support Services - Business	\$10,798.00	3.09	\$10,798.00	3.09	\$10,798.00	3.09	\$9,718.20	3.09	\$8,638.40	3.09
2600	Maintenance and Operation of Plant Services	\$340.50	0.1	\$340.50	0.1	\$340.50	0.1	\$306.45	0.1	\$272.40	0.1
2700	Student Transportation	\$12,524.54	3.58	\$8,000.00	2.29	\$8,000.00	2.29	\$7,200.00	2.29	\$6,400.00	2.29
2900	Other Support Services	\$10,500.00	3	\$10,500.00	3	\$10,500.00	3	\$9,450.00	3	\$8,400.00	3
	Total	\$350,000.00		\$350,000.00		\$350,000.00		\$315,000.00		\$280,000.00	

Allocation check for key areas:		Amount	%								
	Instruction and Pupil Services (1000 and 2100)	230,929.73	65.98	230,929.73	65.98	230,929.73	65.98	207,836.76	65.98	184,743.79	65.98
	Administrative Expenses (2230, 2300 and 2500)	50,960.96	14.57	50,960.96	14.57	50,960.96	14.57	45,864.86	14.57	40,768.76	14.57
Code	Less:										
2230/300	Audit	\$446.31	0.13	\$446.31	0.13	\$446.31	0.13	\$401.68	0.13	\$357.05	0.13
2230/332	National Criminal Background Checks	\$937.30	0.27	\$937.30	0.27	\$937.30	0.27	\$843.57	0.27	\$749.84	0.27
2230/520	Surety bond	0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0
2300/880	Indirect costs	\$35,000.00	10	\$35,000.00	10	\$35,000.00	10	\$31,500.00	10	\$28,000.00	10
	Sub-Total	\$36,383.61	10.4	\$36,383.61	10.4	\$36,383.61	10.4	\$32,745.25	10.4	\$29,106.89	10.4
	Net Administrative Expenses	\$14,577.35	4.17	\$14,577.35	4.17	\$14,577.35	4.17	\$13,119.61	4.17	\$11,661.87	4.17
2900/300	External Evaluation expense	\$10,500.00	3	\$10,500.00	3	\$10,500.00	3	\$9,450.00	3	\$8,400.00	3

Validations:											
	Worksheet total matches Budget Summary:	TRUE									
	Instruction and Pupil Services account for at least 65% of budget	TRUE									
	Net Administrative expense is 10% or lower	TRUE									
	External Evaluation expense is 3% or lower	TRUE									

Supporting Budget Documents

a. Wages

The program director, site coordinator, and all other salaries/wages must be based on and reported using a percentage of time designated for the 21st CCLC program. The program director or any other individual serving in an administrative role shall not be an existing superintendent, principal, transportation director, CEO, CFO, or similar positions whose salary will be reclassified to conduct 21st CCLC program activities. Salaries and wages should be consistent with the policies and procedures of the applicant agency. Additionally, non-exempt staff employed by a LEA should be compensated according to a pre-determined agreed upon rate (Rate-in-Effect method) for hours worked in the program. See 29 U.S.C.A. § 207(g)(2). Services are to be provided outside of the regular school day or during periods when school is not in session; therefore, we do not consider the program a continuation of an educators regular day. All salaries and wages must be consistent with the policies and procedures of the applicant agency. Proof must be submitted that all salaries and hourly wages are consistent with the demographic area of the proposed project (<http://www.bls.gov/oes/current/oesrcma.htm>).

Uploaded proof must be submitted that all salaries and hourly wages are consistent with the

demographic area of the proposed project when applicant agency policies and procedures do not define salaries and wages.

[Download a copy of New Amer_wages_625.pdf](#)

- **Non-LEA Applicants Only**

In addition to the above narrative and budget information, all new non-LEA applicants must also submit copies of their organization's most recent year's independently audited financial statements. The financial statements submitted must be solely for the organization, unless a parent entity is also committing to financially back the applying agency in performance of the award, in which case the financial statements of the parent entity must also be provided. Non-LEA applicants currently operating a 21st CCLC program in FY17 are not required to include this financial audit with their applications.

The submission must also include the audit opinion, the balance sheet, statements of income, most recent Form 990 "Return of Organization Exempt from Income Tax" (if applicable), retained earnings, cash flows, and the notes to the financial statements. If independently audited financial statements do not exist for the applicant, the applicant shall state the reason and instead should submit a copy of applicable bank statements (e.g. primary saving and checking accounts) from the most current six months.

Are you currently operating a 21st CCLC program in FY17? Yes No

Do you have independently audited financial statements? Yes No

Is there any pending litigation against the organization? Yes No

Non-LEA applicants must also provide a statement in the narrative as to whether there is any pending litigation against the organization, and if such litigation exists, attach below an opinion of counsel as to whether the pending litigation may impair the organization's ability to effectively implement or administer their proposed program. Likewise, non-LEA applicants must provide a statement in the narrative as to whether the organization or any of the organization's employees, agents, independent contractors, or subcontractors have been convicted of, pled guilty to, or pled *nolo contendere* to any felony, and if so provide an explanation with relevant details.

Has the organization or any of the organization's employees, agents, independent contractors, or subcontractors been convicted of, pled guilty to, or pled *nolo contendere* to any felony? Yes No

[Upload a PDF of your organization's most recent years independently audited financial statements to include audit opinion, balance sheet, statements of income, most recent Form 990 "Return of Organization Exempt from Income Tax" \(if applicable\), retained earnings, cash flows, and the notes to the financial statements.](#)

[Download financial statements: New Amer_audit_625.pdf](#)

Program Name: Bright Futures Afterschool and Summer Program

A. Program Plan - History of Success

As part of the proposed program plan, applicants must provide data and evidence of their previous success (e.g., positive student academic and related activity growth) in operating out-of-school programs targeting similar youth populations to be served by the proposed 21st CCLC program. If the applicant has not operated out-of-school programs in the past, the applicant must provide evidence that otherwise demonstrates experience or the promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, assessment, program monitoring, and positive youth development of the students. The applicant must provide evidence of best practices, including research or evidence-based practices that will be used to conduct educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development for the students to be served by the proposed 21st CCLC program.

The applicant must provide a narrative with a complete plan explaining how the program will

operate, will address the needs identified in the needs assessment process, and align activities with the Georgia Standards of Excellence. The plan should also provide a clear, concise description of how the program activities are expected to improve student academic achievement and overall student success as well as family engagement, including any connections with the school/district improvement plans.

The program plan must also address how the program will increase family's support for student's learning and ensure family members of participating students will be actively engaged in their children's education. Describe the services that will be designed to provide adult family members with the tools necessary to support their student's academic achievement goals, including opportunities for literacy and related educational development for the families of the children served by the program. To build partnerships with the families they serve, programs should provide activities and services that are linked to student learning, relational, collaborative and interactive.

Track Record of Success

As described in section 1, New AP has more than 40 years of experience and LSG has more than 35 years of experience serving refugee families resettled in the Atlanta area. Both organizations are local affiliates of larger national organizations providing services to refugees, and both are primary resettlement service providers for the US government. Both entities have extensive experience managing federal and state grants, with a track record of exceeding grant goals. New AP and LSG maintain a number of programs that are funded by grants from agencies such as the Georgia Department of Human Services, DeKalb County Human Services, Criminal Justice Coordinating Council, and non-profits like United Way and the Goizueta Foundation.

Both entities have also successfully implemented 21st CCLC programs before: New AP partnered with DCSD from 2007-2014 to provide afterschool programming and home support services at Freedom Middle School, Druid Hills Middle School, the DeKalb International Student Center, Avondale Middle School, Avondale Elementary School, and Stone Mountain Middle School, and LSG administered a 21st CCLC grant from 2011-2013 to provide afterschool programming at Clarkston High School and Indian Creek Elementary School.

LSG administered a 21st CCLC grant from 2011-2013 to provide afterschool programming at Clarkston High School and Indian Creek Elementary School. In July 2013, the US Department of Education indicated that the program successfully exceeded expectations for increasing the grades of participants in mathematics and reading, as well as the number of reports from teachers indicating that students successfully complete and turn in homework. In addition, LSG was commended for excellent administration of grant funds awarded. Results from the evaluation report included the following:

- 82% of participants increased their reading grade, which exceeded State expectations of a 63% increase.
- 73% of participants increased their math grade, which exceeded State expectations of a 64% increase.
- 93% of participants increased the rate at which they completed and turned in homework as reported by teachers, which exceeded State expectations of a 65% increase.
- 82% of students meet or exceed expectations in Reading and Language Arts on the CRCT.
- The program provided a safe environment for students during afterschool hours.
- LSG met fiduciary deadlines including budgets and amendments and submitted requests accurately and in a timely manner.

There are also several years of data that demonstrate the success of New AP's afterschool programming and the school liaison program within DCSD schools, specifically.

- During the 2013-2014 school year, 90% of elementary students met or exceeded their achievement goals each month, 97% maintained or improved in their reading and literacy, and 78% maintained or improved their score in the Developmental Assets Assessment.
- During the 2013-2014 school year, 29% of regularly participating middle school students showed one step positive movement from one performance band level to another on the ACCESS test for English Learners; 40% of regularly participating students met or exceeded the state and local standards in mathematics, representing a 54% increase over the prior year's performance; and 28% of regularly participating students met or exceeded the local standards in Science, representing a 75% increase over the previous year's performance. Additionally, 100% of students in need of improvement exhibited an annual academic improvement of one letter grade or more in both ELA/Reading and Mathematics.
- 100% of parents reported being very satisfied or somewhat satisfied with the program; 97% of students surveyed reported that they believe they will graduate from high school and 91% from college; 60% reported an improvement in academic performance; and 60% reported an improvement in student class participation
- During the 2014-2015 school year, elementary students grew an average of 2.9 reading levels over the course of the year; middle school students grew an average of 2.7 reading levels over the course of the year.
- In the 2015-16 school year, elementary and middle school students combined averaged an increase

of 5.87 reading levels over the course of the year.

- In the 2015-16 school year, 85% of students met their individualized monthly development goals, and 78% of students improved their score in the Developmental Assets Assessment.

Program Goals

The overarching goal for the three-pronged approach described herein is to provide the consistency in support for refugee students and their families, from elementary through high school, in order to facilitate students' academic and personal success. The goal is rooted in the research, feedback, and data that show refugee students are a particularly vulnerable population who benefit from academic and socio-emotional support that supplements that provided in schools. This goal is met through implementation of the Bright Futures Afterschool Program, school liaison services throughout the school year, and a three-week intensive Summer Program for refugees. The vertical alignment of instructional programming and therapeutic support, coupled with a model of delivery that affords access throughout the school year and in the summer, ensures students have consistent access to support. This program, through the validation provided through the evaluation, will yield a replicable, scalable out-of-school model for communities with significant concentrations of academically at-risk students, including English Learners and refugees/immigrants.

With funding from 21st CCLC, the current programming provided by LSG and New AP can be blended to provide a more robust suite of supports to a larger number of families. This funding also enables the organizations to codify their collaboration across a feeder pattern to promote the consistency and seamless approach to whole family engagement and growth. Finally, it will open the program up to students who either are non-refugee ELLs or who would have aged out based on years they have lived in the US.

Although the objectives under each goal speak to a specific element of the program, the three program components work together to provide the consistency in support that effects long-term increases in student academic performance, confidence, emotional health, and success. The 21st CCLC program establishes a proof point for refugee student progress that is driven by wrap-around services in vertically aligned, year-round support.

Program Activities

Program Scope

In response to the need for intensive academic supports to drive improved academic performance for refugee students, the program will serve approximately 180 students across the five sites. The 180 students is comprised of:

- Up to 45 students at Jolly Elementary
- Up to 45 students at McLendon Elementary
- Up to 35 students at Freedom Middle
- Up to 35 students at DISC
- Up to 20 students at Clarkston High school

Each of these student's families is automatically enrolled in the School Liaison Program and receives school liaison services as a result of their participation in the Afterschool Program at any of the five sites. Up to 80 students (40 per 3-week session) will also participate in the Summer Program. The number of seats in the Summer Program is lower than that of the Afterschool and School Liaison Programs to account for the students who will be unable to participate due to summer school or family obligations. Many refugee students, especially those who are not meeting academic expectations, are required to participate in summer school that prevents participation in the Summer Program.

By offering the Bright Futures Program throughout the year, with afterschool programming, a summer program and family support, New AP and LSG place staff and volunteers who are best positioned to build relationships with students at the school. The year-round consistent access to the same teachers, mentors, and liaisons builds the consistency of support that is critical to the overarching goals.

Bright Futures Afterschool

The Bright Futures Afterschool Program will be offered at each of the five sites using a similar schedule and approach. All students will be provided transportation home from the program, and all students' families will be enrolled for school liaison services. The Afterschool Program is primarily focused on providing academic support and literacy instruction in a safe space that can also offer socio-emotional support. Drawing on best practices for English literacy instruction, Bright Futures uses the nationally recognized Reading A-Z curriculum (modified for English Language Learners), a leveled reading curriculum for grades K-5. The nationally recognized program focuses on the five components of literacy as recommended by the National Reading Panel of the National Institute of Child Health and Human Development. With accelerated instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension, students are able to develop the core skills necessary to raise their achievement levels and work toward meeting grade-level expectations. Because the program integrates a data-driven approach with frequent assessment, Afterschool Program providers have frequent, authentic data they can use to expedite literacy acquisition.

The expansion of the Bright Futures Afterschool Program to include the Clarkston High School site will necessitate the addition of a complementary, research-based curriculum for older students who

have mastered Reading A-Z and are ready to improve their skills in higher grade reading levels. LSG and New AP are researching and comparing prospective curricula, such as Reading Plus, Read 180, Open Court, and Language Live. The LSG Youth Services Manager will determine the final curriculum selected for older, more advanced readers based on a careful assessment of the strengths and cultural-appropriateness of the available curricula and the needs of the students in the first cohort.

The small student-to-adult ratios in the Bright Futures Program enables one-to-one tutoring and individualized homework help, as well as small group instruction. Every student receives daily homework help wherein afterschool instructors review assignments, the standards upon which assignments are based, and work on foundational skills that may be necessary to meet the standards. Teachers at sites with Bright Futures programming have reported how important the access to individualized support is and often share information about assignments with the Bright Futures staff to leverage that support. Intensive literacy and behavior management training for all staff and AmeriCorps Service Members in the program provides a consistent set of culturally appropriate tools that address the unique needs of the refugee population. This small group approach to skill building and academic development is research-tested to be a strong strategy for English Language Learners: one study of bilingual students who were struggling readers, found statistically significant gains from small group sessions. The modified small-group model, which emphasizes relationships between students and their peers, has made the program more effective in promoting positive attitudes and behaviors and fosters a commitment to learning and social development among students. It provides a means for refugee students navigating a new academic setting to build confidence and community. New AP program surveys have shown that Bright Futures students demonstrate higher levels of self-esteem in regards to their attitudes on their ability to succeed in reading and academics.

In addition to literacy and academics, the Bright Futures curriculum includes weekly character education lessons that teach students about various concepts of good character, such as patience, responsibility and gratitude. There is also designated time for comprehensive enrichment activities designed to encourage youth to become community leaders, engage in responsible decision-making, and maintain safe and healthy lifestyles. In the Bright Futures Afterschool Program at all five sites, enrichment activities will take a variety of forms and be tailored to the students' developmental level. Provided by instructors and AmeriCorps Service Members, these activities offer opportunities that students do not otherwise have outside of afterschool. Designated outdoor recreation time has been prioritized (as weather allows) to respond to the feedback of participants and the focus group sessions. Structured enrichment is delivered through art, STEM, computer lab, career exploration, educational field trips (approximately 4-6 throughout the school year), and sports offerings that encourage students to build new talents and skills. One day a week is dedicated to the computer lab, and students utilize online curricula such as RAZ Kids, an online Reading A-Z program that allows students to do independent reading on the computer, and Moby Max, an online academic program that helps students practice core subject material at their level. During the school year, students are regularly polled for their input on what activities they would like to see during Bright Futures, and these activities are integrated into the designated enrichment time. At the high school level, empowerment lessons are part of the weekly curriculum, teaching students life skills, career readiness, and leadership skills. Career development will be enhanced by monthly field trips to connect students with employers in their potential field of interest. Team building is another critical element to the enrichment time and the procedures across Bright Futures, in order to help the group become cohesive and supportive. This access is not only critical to self-esteem and overall engagement with school, but also responds directly to the needs identified by each of the site's principals. In the 2015-16 school year, 85% of elementary students in Bright Futures met their academic and character goals, and 78% of students in Bright Futures reported having improved attitudes and behaviors related to academic success.

During an annual Career Week, program staff reach out to professionals in the community to help students envision their futures and better understand the vast array of opportunities they will be afforded. Staff make an effort to engage successful local former refugees so that students can envision the possibilities. Ideas for future Career Week guests include Dr. Heval Mohamed Kelli, an Emory Cardiology Resident and former Syrian refugee; Clarkston Councilman Awet Eyasu, an Eritrean who sought asylum in the US; or Agnes Scott student and Gates Millennium Scholar Meh Sod Paw, a Burmese refugee who graduated from Clarkston High in 2016. Students may choose between multiple enrichment activities and will rotate through various enrichment stations within a week to provide exposure to varied offerings.

The Bright Futures Afterschool Program places a strong emphasis on attendance and discipline. Students are expected to maintain a 75% attendance rate. Students who regularly miss a day of afterschool or who miss more than 3 days consecutively for any reason other than illness or family emergency may lose their spot in the program, pending a meeting or discussion with the family. Attendance is not typically a challenge, as Bright Futures has maintained an 85% attendance rate. Additionally, Bright Futures program staff maintains a strict structure for behavior management and discipline in the Afterschool Program. As many students are new to the country and may be in school for the first time, Bright Futures places emphasis on teaching students proper classroom

behavior. Staff in elementary and middle school utilize a positive behavioral supports program called Class DOJO to ensure best behavior management practices. Class DOJO is a phone application that allows teachers to track student behavior by allowing each student to gain or lose points for their actions. The students love the application as they each contain a cartoon character by their name. At the end of each week, students with the highest DOJO point totals are awarded a prize out of the treasure box. This positive behavioral supports system has shown success in decreasing discipline issues in the Afterschool Program, as students are excited about the rewards. Individualized approaches are created for students who have more behavior issues, such as a behavior chart. In a behavior chart, the student will have specific goals he or she is aiming to reach, and the student will be rewarded upon meeting those goals. This individualized approach is especially helpful for students who struggle with self-control and/or low self-esteem, and it has been very successful when utilized. High school student discipline will be managed differently due to the ages of the students, but will still include a rewards system. Each month, students get to work toward a monthly field trip, which they will have the opportunity to select as a group. All students with positive monthly behavior habits will get to participate in the monthly field trip.

Bright Futures Summer Program

The second overall program goal of providing a safe space for social adjustment and therapeutic support will be the focus of the Bright Futures Summer Program. The LSG Youth Services Manager will oversee two three-week summer sessions that incorporate daily educational, team building, and therapeutic activities designed to promote emotional healing, adjustment, and confidence-building. Although focused on therapeutic support and social adjustment, the Summer Program will also support the overall academic program goal by providing supports inspired by the Bright Futures Afterschool academic model. For example, designated time in the daily schedule is dedicated to literacy instruction, and all students are assessed using Reading A to Z or Lexile assessments to help navigate how to choose a reading book for pleasure that is on their level. The Summer Program will also further the overall program goal of parental engagement by providing parents with information that will help them reinforce their child's skills and accomplishments.

Since 2015, LSG has hosted ten week-long Kids Club day camps during school breaks. This pilot program established a successful platform for basic program logistics like the schedule, registration, transportation, culturally appropriate meals, interpretation, volunteer recruitment, and recreational activities. The expanded Summer Program for the Bright Futures Program is directed at more deeply addressing the trauma-related issues and resettlement stressors of newly arrived refugee children in grades K-12. Although it is the goal to encourage as many students as possible to participate, many refugee students are mandated to participate in DCSD's summer school or other programming that prevents their involvement in the Summer Program. Therefore, two three-week sessions will be offered to 40 students each, for a total of 80 students in grades K-12.

For the 80 students who attend one of the two three-week sessions, daily therapeutic enrichment activities will be provided based on the developmental levels of the students and will leverage partners to provide high-interest opportunities. The pilot sessions of the Kids Club incorporated the rich perspective and resources of a number of qualified community partners to enhance the delivery of therapeutic services. The Summer Program may include, but is not limited to, offerings led by the following partners whose contributions greatly enriched the pilot program:

- Something New is a theater group with a mission to provide safe, inclusive, discrimination-free spaces for young people to develop their potential and discover their voices. They create opportunities for participants to express themselves on stage, and through song, dance, art, writing, and more, with a focus on mentoring youth, fostering creative expression, and building community. Displaying their artistic accomplishments and sharing the experience of performing together created bonds among the participants that transcended language and cultural barriers, helped foster a sense of pride and confidence, and helped build bridges of cultural understanding and awareness in Atlanta's broader community.
- Atlanta Pet Partners serves patients and families that are going through age, mental health, or physical health-related crises. Their animals bring love and affection to those lonely for companionship, and their visits often help people re-engage in life and start interacting with those around them. Animal-assisted therapy sessions, led by trained handler teams, were particularly well received by the youth.
- The ArtReach Foundation's mission is to train teachers, community leaders, social workers and healthcare professionals in methods derived from art, drama, music, dance and writing therapy, as well as group dynamics, which are helpful in overcoming the negative impact of traumatic experiences. The children used ArtReach's model to participate in a powerful guided meditation that led them to express their experiences through the creation of a unique piece of visual art. These works and other pieces created during the week were displayed at an Art Expo on the final day of the session. The ArtReach Foundation provides training to LSG staff and volunteers in ArtReach concepts and techniques, which are then integrated into student programming.
- Funda Yilmaz, LPC, is a yoga instructor and licensed therapist with specialization in treating survivors of traumatic stress. She is an active member of the National Child Traumatic Stress Network's Complex Trauma, Child Traumatic Grief and Justice Consortium collaborative workgroups. Trauma Sensitive Yoga is recognized by the Substance Abuse and Mental Health Services Administration (SAMHSA) as an evidence-based psychosocial intervention for individuals

affected by traumatic stress. In Trauma Sensitive Yoga, elements of traditional hatha yoga are modified to maximize tolerance, build trauma survivors' experiences of empowerment, and cultivate a more positive relationship to one's body.

LSG will continue to engage qualified partners like these to assist with delivering a trauma-informed, therapeutic curriculum. AmeriCorps Service Members from New AP will assist with leading additional activities, such as music and dance lessons, athletics, and arts and crafts, that will allow the children to engage, connect, and learn new skills in a safe space. Students will also take a field trip during the second week of the session designed to help them to learn about their new city. They will participate in age-appropriate cultural orientation activities to address resettlement stressors and issues specific to children and youth, such as what to expect when they begin attending school in the US and an introduction to basic English vocabulary that they are likely to encounter on a daily basis. The summer session is designed to give each student a safe, fun environment in which s/he can face fears, grieve losses, feel the support of a caring community, learn essential knowledge and skills needed to adjust successfully to life in the US, and begin to heal.

Students will spend one hour at the end of each week in guided journaling to reflect about their experiences during the week, their migration experience, or other topics. Studies that have investigated expressive writing in groups of trauma survivors have shown that students with a trauma history improved in physical health, post-traumatic stress disorder (PTSD) symptomatology and other aspects of psychological health, and in academic outcomes (<http://apt.rcpsych.org/content/11/5/338>).

Throughout the three-week session, students will work on projects that will be presented in a culminating exposition for parents, guardians, and community members on the final day. This will give the children the opportunity to display or perform the works that they created during the session, giving them the positive experience of sharing their emerging talents with a supportive audience of peers, parents, and neighbors. The expo will also provide the parents or guardian who attend with information about their child's activities and progress, so that they can continue to reinforce their child's skills and accomplishments. In past sessions, this has been a powerful part of the program with overwhelmingly positive feedback from parents. Many families reported the expo was the first time they saw their students engage with such confidence and joy since resettlement. In addition to providing that important space for students and their families, the participation of families helps to facilitate engagement at the school site and community-building for parents in the program.

Each participant will be screened (with parental permission) for trauma by the LSG Youth Services Manager, who will be a licensed professional with the qualifications and background necessary to implement the screening. Because this will be the same individual who oversees Bright Futures Afterschool and school liaison services at the high school, s/he will have an established relationship with many of the families. Throughout the summer programming, s/he will observe the students and assess them (with parent permission) using age- and culturally appropriate screening tools, which may include but are not limited to: Screen for Child Anxiety Related Disorders (SCARED), Child Revised Impact of Event Scale (CRIES), or Child PTSD Symptom Scale (CPSS). The LSG Youth Services Manager will develop an individual plan addressing each child's level of need for intervention. The formalized trauma-informed curriculum teaches resiliency-based coping techniques that help children process their experiences and reduce traumatic stress related symptoms. Those who are identified as needing further intervention will be referred internally to receive intensive case management services through LSG, a service which is funded by a contract from Lutheran Immigration and Refugee Service, or they will be referred externally to receive clinical services from other qualified mental health providers, such as Positive Growth, a residential and community-based mental health agency located in Clarkston, Georgia.

The LSG Youth Services Manager may provide assistance with school adjustment and parent engagement if the children and families display needs in those areas. Appropriate interpretation will be provided throughout service provision so that language differences will not present a barrier to receiving services. Each family will receive a community resources guide, as well as information about other resources and programming for which the student and family are eligible. This access and interpretation services provide students and their families a summer resource for information and social adjustment which is especially critical when school is not in session.

School Liaison Program

The third significant need identified in the assessment is the empowerment and education of students' families to support their students' academic success and social adjustment. There is plentiful research to demonstrate the importance of parent engagement to both student outcomes and overall school performance (Hickman, C. W., Greenwood, G., & Miller, M. D., 1995. High school parent involvement: Relationships with achievement, grade level, SES, and gender. *Journal of Research & Development in Education*.; Epstein, J., 1988. *Parent involvement*. Baltimore: Johns Hopkins University Center for Research on Elementary and Middle Schools.; Fan, X., & Chen, M., 2001. Parental involvement and students' academic achievement: A meta-analysis. *Educational psychology review*, 13:1, 1-22.; Henderson, A. T., 1987. *The Evidence Continues to Grow: Parent*

Involvement Improves Student Achievement. An Annotated Bibliography. National Committee for Citizens in Education Special Report).

In fact, the relationship between parent involvement in school and student success is so significant that each of the schools has a parent engagement plan. However, for refugee families who are unfamiliar with American schools and/or do not speak English, their engagement in students' schooling is impeded. As such, the School Liaison Program works with families to develop strong, supportive relationships between each family and their children's schools.

The School Liaison Program, which is dedicated to family empowerment, also supports academic success. School liaisons provide guidance on how to set up an appropriate space for studying at home, make recommendations for English language instruction, and work with parents to build individual goals around supporting their children's education. They equip parents and family members with accurate information about schools, provide interpretation for school communications and events, and refer parents to supplementary resources. All of these activities empower families to engage in and support their students' schooling, further strengthening students' capacity to be successful at school. When refugee families have access to culturally responsive supports in their native language, they are better able to become active participants in school.

The School Liaison Program currently serves approximately 80 families, five afterschool sites, and at least 150 school system staff each year. The additional staffing through the blended Family Support Liaison position, a staff member who provides school liaison services part-time and afterschool instruction part-time, will increase the programmatic capacity to serve all elementary and middle school students. The same services will be provided by the program manager at the high school site. The school and family liaison model builds refugee parents' capacity to support their children's education and bridge cultural (and linguistic) information gaps between schools and refugees. The foundation for this integrated program approach is rooted in work initiated in 2012 with support from the United Way. In FY 2016, drawing on the success of the Parents as Teacher home visiting model, New AP added recurring home visits to school liaison responsibilities, which increases the liaisons' depth of involvement with each family. New AP has the skilled staff and a proven track record of improving the academic performance of refugee students and promoting school involvement among parents. Through the support of the 21st CCLC program, the school liaison model will be expanded to serve all students enrolled in the Afterschool Program at each of the five sites and will provide some resources and guidance for access to resources for summer program participants.

Through the School Liaison Program, every student in the elementary and middle school Afterschool Program will have a designated liaison who will perform home visits, make resources available to parents and families, and provide information and translation services to ensure families have a clear understanding of how to support their students' academic success. At the high school, this same service will be provided by the LSG Youth Services Manager, who will oversee services for Bright Futures Afterschool at Clarkston. More specifically, every family will be provided with access to English language literacy services (including potential referral for service through New AP's volunteer-based English at home tutoring program), and means to increase parental participation in the schools (including volunteering and participation in decision-making process, active participation in parent-teacher conferences, and establishing more effective two-way communication with students' teachers). Through the individualized school liaison services, the families will also be able to increase their capacity to support students at home. They will receive accurate information on how to support their student's success (including guidance for setting up study areas, reading report cards and test reports, and clear expectations for homework and assignment completion). Families will be working with school liaisons on building and achieving individual SMART goals designed to support their children's academic success, and parents' own academic progress. At the high school level, parents will also collaborate with the LSG Youth Services Manager and their student to create a graduation plan, which outlines individual tasks and areas of focus necessary for the student to earn his/her diploma.

School liaison support may include helping parents to set goals for regular reading routines with their child or enrolling in ESL class at the local community college. School liaisons will utilize resources provided by GeorgiaStandards.org to help parents motivate and support children at home while reinforcing the standards the child is working on in the classroom. Together with the parents, liaisons will review Parents' Guide to Student Success issued by the national PTA. The guide is based on Common Core State Standards. Liaisons will also provide parents with an overview of what the child will learn throughout the school year in mathematics, English language arts/literacy, science and social studies. This is crucial given the research that indicates parents' attendance at school events is not significantly related to student outcomes; however, the learning environment and engagement at home do significantly influence student performance (Waanders, C., Mendez, J. L., & Downer, J. T., 2007. Parent characteristics, economic stress and neighborhood context as predictors of parent involvement in preschool children's education. *Journal of School Psychology*, 45:6, 619-636).

School liaisons will provide on-going case management as needed, such as when student behavior needs to be addressed and corrected. Their assistance will go beyond interpretation during the meetings between parent(s) and school staff. Liaisons will be conducting special home visits and

assessing home environment, as well as having follow-up conversations with family members and students. At times, parents initiate questions about parenting behaviors and practices, actively seeking guidance on parenting techniques when encountering challenging behavior. School liaisons may seek guidance from school staff and share the suggestions with the parents or rely on their own cultural competency and professional experience. Some techniques and approaches, such as positive parenting, natural consequences, positive reinforcement, reward systems, screen time limits, guided reading, etc. are completely new and foreign to refugee parents. Introducing these concepts requires not only a high degree of cultural competency, but also coaching skills. School liaisons are highly proficient in both, and are able to establish rapport with the families they serve. As the result, the parents are able to make positive changes in their parenting behaviors that in turn allow students to improve their behavior at home and in school. This intensive case work with refugee families contributes to the decrease in students' discipline problems.

At multiple points during the school year, school liaisons also emphasize with parents the importance of regular school attendance for students. The team informs the parents about the attendance expectations in the US, as well as what course of action needs to be taken if the child misses school (for instance, contact the school by phone or send a note to the child's teacher). The school liaison team developed a set of fillable excuse notes that contain information both in English and languages spoken by refugees (Arabic, Somali, Burmese). Parents find the notes very useful when they need to inform the school about their student's absence. The school staff also appreciate this form of communication. Thanks to the efforts of the school liaison team, sending excuse notes to school has become a commonly used practice among refugee parents. School liaisons have helped to increase students' daily attendance and reduce the number of unexcused absences.

Through home visits and partnerships with each family of students enrolled in the Afterschool Program across the five sites, the liaisons can make other resources, training, and services available to families as needed. As a designated individual who can be a resource for support that knows the family's culture and home language, families have a willing and available go-to to provide resources, answers to questions, and other means of guidance as the need arises. For families new to the country and without English fluency, this is an invaluable means of navigating a new school system and understanding the expectations.

Although the partnership between designated school liaisons and families was primarily designed to complement Afterschool Program participation, liaisons will also provide resources, guidance, and support to the summer programming. This may include input on the community guide provided to each family, participation in the open house at the conclusion of each session, or other needs as determined by the LSG Youth Services Manager. In this way, the liaison model is used to ensure empowerment and resources to all interested families across the program, and is tailored to the unique needs of families dictated by their students' grade levels.

(Word count is 5559)

Goals

The table included as 3.1.c. outlines the three primary goals of the program, and the research and practice to support the activities for each is summarized in 3.1 above. As described in Section 1, a thorough needs assessment that included data analysis, review of research, and collaboration with schools, program participants, and other refugee service providers, enabled New AP and LSG to identify three key goals for the 21st CCLC programming. These goals are to:

1. Improve academic achievement of refugee students
2. Provide social adjustment and therapeutic support to refugee students
3. Empower refugee families to engage in students' academic achievement and social adjustment

These goals align with the research and data detailed above that show that refugee students are academically at-risk because of low literacy levels, unfamiliarity with formal American schooling and limited English proficiency. These students are further challenged by the social adjustment necessary to a new country and school, which is often complicated by trauma and the emotional toll of resettlement. Finally, the resources and information necessary for parents to engage in their children's education is often compromised by language and cultural barriers, as well as gaps in understanding of American schooling. The targeted interventions that comprise the majority of the daily Afterschool Program and some designated time in each of the summer sessions specifically address the academic need with instruction on academic habits and expectations, homework help and individualized tutoring in core content areas, literacy assessments and data-driven instruction aligned to the Georgia Standards of Excellence, and small group intensives to build English language proficiency. The summer programming and some designated time in each weekly afterschool session is intended to provide students safe space for social adjustment in response to the second need. The liaison program (administered through school and family liaisons for elementary and middle school and the LSG Youth Services Manager at the high school) completes this vision by providing individualized support, training, resources, and translation for families to facilitate their access to

necessary resources and engagement in their students' education, addressing need number three.

In order to evaluate academic achievement goals, program staff will collect student progress data from the schools, including but not limited to student report cards and progress reports, ACCESS testing for English Language Learner results, and Georgia Milestones End of Grade and End of Course testing results. Report cards and progress reports will inform program staff how students are doing in individual classes, and small group tutoring will be tailored to support students struggling in specific academic areas. Each year, English Learner students take the ACCESS test, which is an English language proficiency assessment administered by the school. Goals are set for students to improve by one performance band on the ACCESS test each year. Currently, the target sites are not reaching their projected benchmarks for improvement, so Bright Futures students will be monitored for their progress in this area. Additionally, Georgia Milestones testing results will be collected. As previous year results have not been collected, Year 1 of the grant cycle would be the baseline year for collecting both ACCESS and Georgia Milestones student test scores.

Program Name: Bright Futures Afterschool and Summer Program

Goals, Objectives, Tools, Activities and Timeframe Table

Goals	Measurable Objectives	Measurement Tools	Activities	Timeframe
1) Improve Student Academic Achievement	1.1) The average annual increase of literacy levels for Regularly Participating Students in the Afterschool Program (students who began the Afterschool Program by September, persisted through the conclusion of the program for the school year ending in May, and maintained an average annual attendance rate of ≥ 70%, these students will be called RPS-Afterschool) will be 3 or more levels on Reading A to Z, or a similar increase on a complementary curriculum to be determined for older, more advanced readers. 1.2) 100% of kindergarten through second grade students who are working on letter recognition and sight words will demonstrate increased acquisition of English letter and sight word recognition. 1.3) 100% of RPS-Afterschool will receive daily GSE-aligned tutoring in small groups for core content areas. 1.4) 90% of regularly participating RPS-Afterschool and Regularly Participating Students in the Summer Program (RPS-Summer are students who participated in the full 3-week session and missed ≤3 total days) demonstrate an increase in confidence in their ability to navigate American schooling and understanding of academic expectations. 1.5) 100% of RPS-Summer will know their literacy level, be able to pick an appropriate book, and will participate in reading for the amount of time appropriate to their development level daily in the summer program. 1.6) RPS-Afterschool will demonstrate greater than	1.1) Reading A to Z Running Records; Assessment tool to be determined for older, more advanced readers.	1.1.1) Weekly small group literacy intensives	1.1.1) September-May
		1.2) Letter Recognition Assessment; Dolch Sight Words Assessment	1.1.2) Daily individualized literacy support and GSE-aligned ELA tutoring	1.1.2) September-May
		1.3) Attendance records; Participant survey indicates student had access to homework assistance	1.2.1) Daily small group literacy intensives	1.2.1) September-May
		1.4) Student survey or pre- and post-tests, and professional observation (depending on developmental level)	1.2.2) Daily individualized literacy support and GSE-aligned ELA tutoring	1.2.2) September-May
		1.5) Lexile assessment; Observations	1.3.1) Daily comprehensive tutoring in core subjects.	1.3.1) September – May
		1.6) Georgia Milestones EOC and EOG scores	1.4.1) Daily individualized tutoring, homework help	1.4.1) September-May
		1.7) ACCESS test scores	1.4.2) Cultural orientation activities (eg-group projects, games, field trips) designed to promote English language development, and knowledge of US school system expectations.	1.4.2) Daily during 3-week summer sessions
			1.5.1) Students who were not enrolled in Afterschool or were not assessed will have their Lexile levels assessed.	1.5.1) 4 days a week each week of the summer session
			1.5.2) Students will be given access to books at their level and provided guidance	1.5.2) 4 days a week each week of the summer session
				1.5.3) 4 days a week each week of the summer session
				1.6.1) September - May
				1.6.2) September - May
				1.7.1) September -

	<p>average gains in Georgia Milestones scores as compared to English Learner students in the same grades at each site.</p> <p>1.7) 60% of RPS-Afterschool will show one step positive improvement from one performance band to another on the ACCESS test for English Learners.</p>		<p>in choosing high interest books at their level.</p> <p>1.5.3) Students will have daily time allocated to reading for the number of minutes that is developmentally appropriate</p> <p>1.6.1) Daily individualized literacy support and GSE-aligned ELA tutoring</p> <p>1.6.2) Daily individualized tutoring, homework help</p> <p>1.7.1) Weekly small group literacy intensives</p> <p>1.7.2) Daily individualized literacy support and GSE-aligned ELA tutoring</p>	<p>May</p> <p>1.7.2) September - May</p>
<p>2) Youth Development: Provide Social Adjustment and Therapeutic Support</p>	<p>2.1) ≥ 90% of RPS-Summer will demonstrate an increase in knowledge and skills needed to adjust to life in the US.</p> <p>2.2) Of those RPS-Summer whose parents give permission, 100% will be screened for trauma and referred to intensive case management services and/or community mental health providers as needed.</p> <p>2.3) 100% of RPS-Summer will have the opportunity to engage in therapeutic activities.</p> <p>2.4) 100% of RPS-Afterschool and RPS-Summer will participate in activities designed to empower and build enthusiasm for learning.</p>	<p>2.1) Age- and culturally-appropriate pre- and post-tests and/or professional observation of games and interactive activities designed to assess participants' understanding of the material</p> <p>2.2) Observation notes and/or screening results, as documented in client case files; # of referrals, as documented in client case files.</p> <p>2.3) Attendance logs</p> <p>2.4) Student survey</p>	<p>2.1.1) Cultural orientation activities (e.g.group projects, games, field trips) designed increase knowledge of the community, and promote comfort and social adjustment.</p> <p>2.2.1) Observation by licensed professional and/or a screening tool such as the Screen for Child Anxiety Related Disorders (SCARED), Child Revised Impact of Event Scale (CRIES), or Child PTSD Symptom Scale (CPSS).</p> <p>2.2.2) Development of an individual plan documenting each child's level of need for therapeutic intervention. Providing internal referrals for intensive case management, and/or external referrals for clinical mental health care.</p> <p>2.3.1) Therapeutic</p>	<p>2.1.1) Daily during 3-week summer sessions</p> <p>2.2.1) Throughout summer sessions</p> <p>2.2.2) By completion of summer sessions</p> <p>2.3.1) Daily during summer sessions</p> <p>2.4.1) Daily September-May and through 3-week summer session</p> <p>2.4.2) Daily September-May and through 3-week summer session</p> <p>2.4.3) Daily September-May and through 3-week summer session</p> <p>2.4.4) Daily September-</p>

			<p>activities such as trauma informed yoga, art, dance, play and/or pet therapy; facilitated student groups and role plays to discuss experiences and practice coping strategies</p> <p>2.4.1) Character education lessons (elementary and middle school)</p> <p>2.4.2) Empowerment lessons (high school)</p> <p>2.4.3) Educational field trips</p> <p>2.4.4) STEAM activities</p>	<p>May and through 3-week summer session</p>
<p>3) Empower refugee families to engage in students' academic achievement and social adjustment</p>	<p>3.1) ≥65% of RPS-Afterschool families referred for English language services will participate.</p> <p>3.2) ≥75% of RPS-Afterschool Elementary and Middle School students' families will make changes to home environment including setting up a study area, checking student work, promoting literacy or integration of another strategy for which the school liaison advocated.</p> <p>3.3) 100% of RPS-Afterschool Clarkston High School students' parents will have a graduation plan in place for their student (crafted in cooperation with the student and Site Manager).</p> <p>3.4) 80% of parents of RPS-Afterschool will demonstrate increase in competencies in one or more domains of Parental Engagement Survey</p> <p>3.5) 100% of parents of RPS-Summer are provided with information about their child's activities and progress and with resources needed to continue to reinforce their child's skills and accomplishments.</p> <p>3.6) ≥75% of RPS-Afterschool advance to the next grade on time.</p>	<p>3.1) Collection of proof of participation</p> <p>3.2) Parental Engagement survey (administered in the beginning and at the end of school year)</p> <p>3.3) Checklist of graduation plans for RPS-Afterschool at Clarkston</p> <p>3.4) Parental Engagement Survey (administered in the beginning and at the end of the school year)</p> <p>3.5) Attendance at expo and distribution of resource guide, as documented in client case files.</p> <p>3.6) Record of promotion provided by school</p>	<p>3.1.1) Families are informally assessed via engagement consultations and referred to services via New American Pathways, Lutheran Services of Georgia, or another provider.</p> <p>3.1.2) Families who participate in English services will attend per the guidelines of the English program.</p> <p>3.2.1) During home visits, school liaisons will assess home environment and work with parents to make improvements: creating studying space for students, establishing homework routines, setting home library, and practicing parenting behaviors that reinforce good learning habits.</p> <p>3.2.2) Promote literacy by taking parents to the local library, familiarizing them with the resources and getting a library card.</p> <p>3.2.3) Educating parents how to select the book on</p>	<p>3.1.1) Ongoing (September-May)</p> <p>3.1.2) Ongoing (September-May)</p> <p>3.2.1) Ongoing (September-May)</p> <p>3.2.2) Ongoing (September-May)</p> <p>3.2.3) Ongoing (September-May)</p> <p>3.3.1) Ongoing (September-May)</p> <p>3.4.1) In October and in May</p> <p>3.4.2) In October and in May</p> <p>3.4.3) In October and in May</p> <p>3.5.1) On the final day of each summer session.</p> <p>3.5.2) On the final day of each summer session.</p> <p>3.6.1) September-</p>

		student's Lexile reading level	May
		3.3.1) Through home visits and consultations, the Clarkston High Site Manager will collaborate with families and students to develop a graduation plan to be implemented by the student and family. Ongoing student and family supports are aligned to the contents of this plan.	3.6.2) September-May
		3.4.1) Home visits and family consultations	3.6.3) September-May
		3.4.2) Referrals for family services	3.6.4) September-May
		3.4.3) Translation services and supports at parent-teacher conferences, school events, etc.	3.6.5) September-May
		3.5.1) Summer program participants display their accomplishments at a culminating "expo" for parents, guardians, and community members who wish to attend	
		3.5.2) A child-centered community and academic resource guide is provided to each family.	
		3.6.1) Families receive ongoing translation and support services to access school information	
		3.6.2) Families receive parent-teacher conference participation support and translations	
		3.6.3) Clarkston High families and students collaborate with Site Manager to create a graduation plan	
		3.6.4) Resources and references for academic family	

		support provided on as-needed basis to families	
		3.6.5) Family participation in after school programming	

To edit your Goals, Objectives, Tools, Activities, or Timeframes, click the BACK button on the blue menu bar.

Program Name: Bright Futures Afterschool and Summer Program

B. Quality Contact Time (5 Points)

Provide a brief narrative that expands on the before- and after-school, summer or other non-school time activities listed in the Table referenced above, focusing on the hours and days of service for students and families. Research has proven that brief periods of contact time in before- and after-school programs are not beneficial to students. The applicant must clearly state the total number of hours per week each site will operate. **Each enrolled student** must be given the opportunity to attend academic and enrichment activities a **minimum of 12 hours each week** (occurring preferably between Monday-Friday) to provide a quality program in order to foster maximum positive impact on students' development and learning. Travel time does not count towards the 12 hour minimum requirement and quality contact time should encompass the entire targeted student population each day (e.g., cannot serve boys on Monday and Wednesday and girls on Tuesday and Thursday).

The applicant must attach a sample weekly schedule of activities for each component (i.e., before school, after school, summer) for each site.

The collective experience of New AP and LSG demonstrates that brief access to tutoring or mentorship does not meaningfully impact the students' needs. As such, the schedule for afterschool and summer either meets or exceeds the recommended contact time, and the parent engagement contact time is individualized to meet the unique needs of each family in the program. Because most families will also participate in other resources and programming through their enrollment in this program, the amount of contact time for the specific program offerings represents the minimum amount of engagement students will have.

The Bright Futures Afterschool Program is scheduled to operate from September through May. While the DCSD school year begins in early August, New AP relies on access to DCSD buses to transport students home each day. The district's buses are unavailable for use by the Afterschool Program until September. Afterschool program staff use the intervening weeks to prepare for the school year—enrolling students, meeting with school staff and teachers, and communicating with school liaisons on incoming students.

Afterschool Programming

All five sites in the school-based Afterschool Program meet the minimum of 12 hours, with elementary sites scheduled for 14 hours a week, DISC and Clarkston High meeting 12.5 hours a week, and Freedom Middle meeting 12.08 hours a week. The elementary school sites meet 4 days a week, totaling 14 hours a week of instructional quality time, and middle and high school sites meet 5 days a week in order to meet the minimum quality contact time requirement, as middle schools and high schools have much later school release times than elementary schools. Freedom's schedule is shortened by 5 minutes each day to allow the bus time to drop off students before the DCSD contracted deadline. The program maintains an attendance requirement to ensure students are getting the full benefit of the program.

Time in the Afterschool Program is allocated to these:

- Small group literacy lessons (Reading A to Z for students at reading levels K-5; a complementary research-based curriculum that is to be determined for reading levels grade six and above) – 1 hr/week (Class Instructor/Lead Teacher, AmeriCorps Service Member)
- Homework help/individualized core content tutoring – 1 hr/day (total 4 hrs/week for elementary; total of 5 hrs/week for middle and high school) (Class Instructor/Lead Teacher, AmeriCorps Service Member, Volunteer)
- Small group recreation/social adjustment – elementary - 45 mins/day (total 3 hrs/week); middle/high – 30 min/day (total 2 hrs/week) (Class Instructor/Lead Teacher, AmeriCorps Service Member)
- Snack – 30 min/day (total 2 hrs/week for elementary; 2.5 hrs/week for middle and high school) (Class Instructor/Lead Teacher)
- Computer lab/technology instruction – 1 hr/week (Class Instructor/Lead Teacher, AmeriCorps Service Member)

- Character education – 1 hr/week (Class Instructor/Lead Teacher)
- Enrichment – 1-3 hrs/week (Class Instructor/Lead Teacher) (Art, STEM, teambuilding)

Summer Programming

An average of 40 children are expected to attend each of the two sessions, for a total of at least 80 children served. Each session will consist of three weeks of programming, to be held 5 hours per day Monday through Thursday, for a total of 60 hours of contact time for each child. Each of the two summer sessions is held Monday through Thursday from 8:30-1:30 over three weeks. There is designated time each day for structured activities to stimulate peer connections, rotating projects and games, and enrichment activities. During the second week of each session, students participate in a full-day field trip to learn more about their city. On the final day of each session, students display or perform the works that they created during the session for their parents and community members at a culminating expo.

Time in the summer program is dedicated to these activities:

- Cultural Orientation about their new school system and community – 4 hrs./week (LSG Youth Services Manager, AmeriCorps Service Members)
- Small group language lesson – 4 hrs./week (Site Coordinators, AmeriCorps Service Members)
- Therapeutic Activities (e.g. - Art and Crafts, Grounded Yoga Therapy, Music, Pet Therapy) – 4 hrs./week (Youth Services Manager, Professional volunteers)
- Reading and Journaling - 4 hrs./week

Parent Engagement/Outreach

Each School Liaison maintains a caseload of families that receive individual services. All participating families receive an initial home visit and follow-up services tailored to the needs determined in that visit. Services may range from monthly check-ins to translation and support at parent-teacher conferences, to in-home English language instruction. Rather than a one-size-fits-all program that does not respond to the unique experiences, culture, and needs of each family, the School Liaison Program provides a higher touch relationship wherein parents can utilize the liaison as a designated contact for support and resources. As such, the hours for services will vary by family.

School liaisons conduct home visits and parent trainings during and after the school day and on weekends in order to accommodate each family's needs. On average, a home visit lasts from one to two hours. It largely depends on the family's current needs and the issues/topics that the school liaison needs to address, as well as how receptive the family is to the information. Initial home visits may take longer than subsequent home visits. If a referral is being completed during the home visit, such as to ESL classes, filling out additional paperwork will also add to the duration of the visit. Each home visit needs to be documented and often requires follow-up. It takes school liaisons 15-30 minutes to document each visit, and the follow-up may take anywhere from 10 minutes, if it is a simple phone call to the school or a provider, to several hours, if it is a complex case (for instance, a referral to the Division of Family and Children Services).

Common activities during home visits/consultations include, but are not limited to:

- Needs assessment (15-20 minutes to complete)
- Home environment assessment (10-20 minutes to complete)
- Parental Engagement Scale (administered in the beginning and at the end of school year; 15-20 minutes to complete)
- Annual Satisfaction Survey (10 minutes to complete)
- Report card review (10-15 minutes)
- Progress report review (10-15 minutes)
- Code of Conduct review (25-35 minutes)
- Standardized tests overview (15-30 minutes)
- Homework review (15-60 minutes)
- Review of student's communication folder (10-15 minutes)
- Sharing community resources with parents (10-45 minutes)
- SMART Goal Building (10-20 minutes)
- Parental coaching/counseling (15– 60 minutes)
- Crisis intervention (20 - 90 minutes)
- Home Visit Follow-up (15-45 minutes)

Parents are encouraged to participate in school events. Due to transportation barriers that many families face, school liaisons often drive their clients to and from events. Depending on the number of families attending a particular event, transportation to and from the location may take 30 minutes to 1 hour. Preparations for school events include phone calls to the families and sometimes distributing printed materials about the events. On average, school liaisons spend about 45 minutes reaching out to the families and compiling the lists of potential attendees. School events and parental workshops can take anywhere from 45 min to 2 hours. School liaisons typically stay with the families for the duration of events and provide interpretation. School registrations typically take several hours. During these times, the school liaison team assists additional refugee parents, who may not be on their caseload but are in need of help registering their children at school.

Individual meetings with school staff, such as parent-teacher conferences, take anywhere between 15 minutes to 2 hours, depending upon the reason for the conference. School liaisons typically provide interpretation and transportation to and from meetings. School liaisons also follow up on behavioral concerns raised by afterschool and/or summer school personnel. A follow-up may be conducted via phone or in-person visit. If a meeting is scheduled, school liaisons typically assist parents with transportation and interpretation. A follow-up that results in intensive casework may take anywhere between 1 hour to 1 day.

Trainings and resources are provided at flexible times to ensure accessibility. Because the supplementary services usually include resources for transportation and other logistical needs, there are few barriers to participation. The relationship that is engendered between liaisons and the families they serve helps to foster parent empowerment and engagement over time, with true impact realized over the span of the relationship.

(Word count is 1333)

Download sample weekly schedule of activities for each program at each site

Bright Futures Summer Program at DISC

Summer Program: [Bright Futures Summer Program at DISC_sb_program_625_698.pdf](#)

Clarkston High School

After School Program: [Clarkston High School_as_program_625_503.pdf](#)

DeKalb International Student Center DISC

After School Program: [DeKalb International Student Center_as_program_625_504.pdf](#)

Freedom Middle School

After School Program: [Freedom Middle School_as_program_625_505.pdf](#)

Jolly Elementary School

After School Program: [Jolly Elementary School_as_program_625_506.pdf](#)

McLendon Elementary School

After School Program: [McLendon Elementary School_as_program_625_507.pdf](#)

21st CCLC SITE PROFILE FORM (2017-2018)			
21st CCLC Site Name	Bright Futures Summer Program at DISC		County DeKalb
Physical Address	3318 Midway Rd.		
City	Decatur	Zip Code	30032
Grade Levels Receiving Services (e.g. K-12)	# of students participating in the 21st CCLC program <u>PER DAY</u>		
Before School	Before School	After School	Student data is
After School	After School	Weekends/Holidays	from Funding Request Worksheet
Weekends/Holidays	Weekends/Holidays	Summer	80
Summer	K-12	Summer	80
Enrichment Student to Staff Ratio	Academic Student to Staff Ratio		
5:1	5:1		
SITE CONTACT INFORMATION			
Site Contact Name	Aimee Zangandou	Phone	6788528523 Email azangandou@lsga.org
Regular School Year Program for Students			
Summer Programs for Students			
Summer Site Schedule for Typical Week			
Summer Program Start Date	Session 1: 6/11/2018 Session 2: 7/9/2018		
Summer Program End Date	Session 1: 6/29/2018 Session 2: 7/27/2018		
Total # Days Summer Program	24		
	MON	TUE	WED THU FRI
Service Begin Time (e.g., 9:00 AM)	8:30 AM	8:30 AM	8:30 AM 8:30 AM
Service End Time (e.g., 4:00 PM)	1:30 PM	1:30 PM	1:30 PM 1:30 PM
	Total Summer Hours per Week 20.00 of 20.00 hours		
Ongoing Adult Education Program (NOT Periodic Adult Family Member Involvement Activities)			

Adult Education Site Program Schedule						
Dates Site Open (Adults)						
Dates Site Closed (Adults)						
Total # Days	0	MON	TUE	WED	THU	FRI
Service Begin Time (e.g., 6:00 PM)						Total Adult Hours per Week
Service End Time (e.g., 8:00 PM)						0.00

21st CCLC SITE PROFILE FORM (2017-2018)			
21st CCLC Site Name	Clarkston High School	County	DeKalb
Physical Address	618 North Indian Creek Drive		
City	Clarkston	Zip Code	30021
Grade Levels Receiving Services (e.g. K-12)	# of students participating in the 21st CCLC program <u>PER DAY</u>		
Before School	Before School		Student data is from Funding Request Worksheet
After School 9-12	After School	20	
Weekends/Holidays	Weekends/Holidays		
Summer	Summer		
Enrichment Student to Staff Ratio	Academic Student to Staff Ratio		
10:1	10:1		
SITE CONTACT INFORMATION			
Site Contact Name	Aimee Zangandou	Phone 6788528523	Email azangandou@lsga.org
Regular School Year Program for Students			

AFTER SCHOOL PROGRAM Site Schedule						
After School Program Start Date	9/6/2017					
After School Program End Date	5/11/2018					
Total # Days After School	147	MON	TUE	WED	THU	FRI
Service Begin Time (e.g., 3:00 PM)	3:30 PM	3:30 PM	3:30 PM	3:30 PM	3:30 PM	Total Weekly Hours After School
Service End Time (e.g., 6:00 PM)	6:00 PM	6:00 PM	6:00 PM	6:00 PM	6:00 PM	12.50 of 12.50 hours
Ongoing Adult Education Program (NOT Periodic Adult Family Member Involvement Activities)						

Adult Education Site Program Schedule						
Dates Site Open (Adults)						
Dates Site Closed (Adults)						
Total # Days	0	MON	TUE	WED	THU	FRI
Service Begin Time (e.g., 6:00 PM)						Total Adult Hours per Week
Service End Time (e.g., 8:00 PM)						0.00

21st CCLC SITE PROFILE FORM (2017-2018)			
21st CCLC Site Name	DeKalb International Student Center DISC	County	DeKalb
Physical Address	3318 Midway Road		
City	Decatur	Zip Code	30032
Grade Levels Receiving Services (e.g. K-12)	# of students participating in the 21st CCLC program <u>PER DAY</u>		
Before School	Before School		Student data is from Funding Request Worksheet
After School 6-8	After School	35	
Weekends/Holidays	Weekends/Holidays		
Summer	Summer		

Enrichment Student to Staff Ratio 7:1	Academic Student to Staff Ratio 7:1	
SITE CONTACT INFORMATION		
Site Contact Name Mary Kathryn Tippett	Phone 4042996099 ext. 219	Email mk.tippett@newamericanpathways.org
Regular School Year Program for Students		
AFTER SCHOOL PROGRAM Site Schedule		
After School Program Start Date	9/6/2017	
After School Program End Date	5/11/2018	
Total # Days After School	147	
	MON	TUE
Service Begin Time (e.g., 3:00 PM)	3:45 PM	3:45 PM
Service End Time (e.g., 6:00 PM)	6:15 PM	6:15 PM
	WED	THU
	3:45 PM	3:45 PM
	6:15 PM	6:15 PM
	FRI	3:45 PM
	Total Weekly Hours After School 12.50 of 12.50 hours	
Ongoing Adult Education Program (NOT Periodic Adult Family Member Involvement Activities)		
Adult Education Site Program Schedule		
Dates Site Open (Adults)		
Dates Site Closed (Adults)		
Total # Days	0	
	MON	TUE
Service Begin Time (e.g., 6:00 PM)	6:00 PM	6:00 PM
Service End Time (e.g., 8:00 PM)	8:00 PM	8:00 PM
	WED	THU
	6:00 PM	6:00 PM
	8:00 PM	8:00 PM
	FRI	6:00 PM
	Total Adult Hours per Week 0.00	

21st CCLC SITE PROFILE FORM (2017-2018)			
21st CCLC Site Name	Freedom Middle School	County	DeKalb
Physical Address	505 S. Hairston Road		
City	Stone Mountain	Zip Code	30088
Grade Levels Receiving Services (e.g. K-12)	# of students participating in the 21st CCLC program <u>PER DAY</u>		
Before School	Before School	After School	Student data is
After School	6-8	35	from Funding
Weekends/Holidays	Weekends/Holidays		Request Worksheet
Summer	Summer		
Enrichment Student to Staff Ratio 7:1	Academic Student to Staff Ratio 7:1		
SITE CONTACT INFORMATION			
Site Contact Name Mary Kathryn Tippett	Phone 4042996099 ext. 219	Email mk.tippett@newamericanpathways.org	
Regular School Year Program for Students			
AFTER SCHOOL PROGRAM Site Schedule			
After School Program Start Date	9/6/2017		
After School Program End Date	5/11/2018		
Total # Days After School	147		
	MON	TUE	WED
Service Begin Time (e.g., 3:00 PM)	4:00 PM	4:00 PM	4:00 PM
Service End Time (e.g., 6:00 PM)	6:25 PM	6:25 PM	6:25 PM
	THU	FRI	4:00 PM
	Total Weekly Hours After School 12.08 of 12.08 hours		
Ongoing Adult Education Program (NOT Periodic Adult Family Member Involvement Activities)			
Adult Education Site Program Schedule			

Dates Site Open (Adults)	
Dates Site Closed (Adults)	
Total # Days	0
	MON TUE WED THU FRI
Service Begin Time (e.g., 6:00 PM)	Total Adult Hours per Week
Service End Time (e.g., 8:00 PM)	0.00

21st CCLC SITE PROFILE FORM (2017-2018)			
21st CCLC Site Name	Jolly Elementary School	County	DeKalb
Physical Address	1070 Otello Avenue		
City	Clarkston	Zip Code	30021
Grade Levels Receiving Services (e.g. K-12)	# of students participating in the 21st CCLC program <u>PER DAY</u>		
Before School	Before School	45	Student data is from Funding Request Worksheet
After School K-5	After School		
Weekends/Holidays	Weekends/Holidays		
Summer	Summer		
Enrichment Student to Staff Ratio	8:1	Academic Student to Staff Ratio	8:1
SITE CONTACT INFORMATION			
Site Contact Name	Mary Kathryn Tippett	Phone	4042996099 ext. 219
		Email	mk.tippett@newamericanpathways.org
Regular School Year Program for Students			
AFTER SCHOOL PROGRAM Site Schedule			
After School Program Start Date	9/6/2017		
After School Program End Date	5/10/2018		
Total # Days After School	119		
	MON	TUE	WED THU FRI
Service Begin Time (e.g., 3:00 PM)	2:00 PM	2:00 PM	2:00 PM 2:00 PM
Service End Time (e.g., 6:00 PM)	5:30 PM	5:30 PM	5:30 PM 5:30 PM
	Total Weekly Hours After School 14.00 of 14.00 hours		
Ongoing Adult Education Program (NOT Periodic Adult Family Member Involvement Activities)			
Adult Education Site Program Schedule			
Dates Site Open (Adults)			
Dates Site Closed (Adults)			
Total # Days	0		
	MON	TUE	WED THU FRI
Service Begin Time (e.g., 6:00 PM)	Total Adult Hours per Week		
Service End Time (e.g., 8:00 PM)	0.00		

21st CCLC SITE PROFILE FORM (2017-2018)			
21st CCLC Site Name	McLendon Elementary School	County	DeKalb
Physical Address	3169 Hollywood Drive		
City	Decatur	Zip Code	30033
Grade Levels Receiving Services (e.g. K-12)	# of students participating in the 21st CCLC program <u>PER DAY</u>		
Before School	Before School	45	Student data is from Funding Request Worksheet
After School K-5	After School		
Weekends/Holidays	Weekends/Holidays		
Summer	Summer		

Enrichment Student to Staff Ratio 8:1	Academic Student to Staff Ratio 8:1
SITE CONTACT INFORMATION	
Site Contact Name Mary Kathryn Tippett	Phone 4042996099 ext. 219
Email mk.tippett@newamericanpathways.org	
Regular School Year Program for Students	
AFTER SCHOOL PROGRAM Site Schedule	
After School Program Start Date	9/6/2017
After School Program End Date	5/11/2018
Total # Days After School	119
	MON TUE WED THU FRI
Service Begin Time (e.g., 3:00 PM)	2:00 PM 2:00 PM 2:00 PM 2:00 PM
	Total Weekly Hours After School
Service End Time (e.g., 6:00 PM)	5:30 PM 5:30 PM 5:30 PM 5:30 PM
	14.00 of 14.00 hours
Ongoing Adult Education Program (NOT Periodic Adult Family Member Involvement Activities)	
Adult Education Site Program Schedule	
Dates Site Open (Adults)	
Dates Site Closed (Adults)	
Total # Days	0
	MON TUE WED THU FRI
Service Begin Time (e.g., 6:00 PM)	
	Total Adult Hours per Week
Service End Time (e.g., 8:00 PM)	0.00

Program Name: Bright Futures Afterschool and Summer Program

C. Recruitment and Retention (6 Points)

In this section, describe in detail the criteria for selecting 21st CCLC students. Describe the process and specific strategies that will be used to recruit targeted students for enrollment **and** retain them to achieve long term (i.e., at least 30 days) participation. Strategies utilized for recruitment and retention should be specific to the targeted population (e.g., grade level, native language, etc.).

In the narrative, applicants must discuss how regular school day staff will be consulted in the identification and recruitment of 21st CCLC students. The narrative must include the number of targeted students that will be served by the proposed 21st CCLC program.

Afterschool

Recruitment and Selection

Recruitment strategies across the five school sites will rely on the relationship between the refugee community and New AP and LSG, as well as the organizations' relationships with the five sites. New AP and/or LSG have worked in some capacity at all five sites and will use their relationship with the principals and staff to initially promote the opportunity in the summer prior to the school year start date. ESOL teachers, parent outreach staff, and school liaisons make printed literature available to students in their home language, and materials are made available at enrollment and open house. Teachers also receive information about the program in advance of the start of the school year and are encouraged to recommend families for participation. The Bright Futures Afterschool Program has a teacher referral form that the school staff have access to and can utilize throughout the year to refer students to the Afterschool Program. Additionally, parent events that occur throughout the year (such as a parent open house) have also proven to be effective student recruitment events. At the middle and high school sites (including the DISC), program staff and volunteers visit classrooms to meet students and tell them about the program. This is critical given that older students are harder to retain if they are not motivated to participate.

Many students are likely to be returning participants or siblings of participants. Returning students will have first access to available seats in the program. Next preference is given to siblings of participants. After those seats are filled, remaining seats are filled on a first-come, first-served basis. The Education and Youth Manager and LSG Youth Services Manager will maintain a waiting list and will contact families in the order they applied to fill any vacancy that emerges during the year. Students at the DISC are moved out and to their zone school as their proficiency improves.

Therefore, participants in the DISC program will be given first preference for available seats in the program at the school site to which they are transferred. As new students arrive in the school throughout the year, they will be enrolled into the program as seats are available.

Retention

Regular participation in the program is critical to its impact. Any student who regularly misses three or more days a week receives a visit or conference from the site coordinator or school liaison to determine barriers to participation and how they can be mitigated. Any student who regularly misses more than three days a week without an emergency or family illness and whose attendance is not addressed through intervention from the coordinator may risk losing their seat in the program. This policy is communicated to parents and students when they sign up to ensure all participants are clear on the expectations. Because participants' families are also receiving services from a school liaison, that team may be called upon to coordinate communication and address any chronic attendance issues. Should a student withdraw or be removed from the program based on attendance, the next student in the waiting list is contacted to enroll. No student will be removed from the program because of academic needs, and no student is denied entry to the program based on race, gender, learning needs, English proficiency, or cultural background.

It should be noted that one challenge to retention in the previous implementation of this program under specific Georgia Department of Human Services grants will be mitigated through the support of 21st CCLC. One grant provides support for refugee students who have been in the US for up to three years, while the other provides support for refugee students who have been in the US for up to five years. New AP is required to exit students from the program once they meet the 3-year or 5-year limit, regardless of how long the student has participated in the program or their academic readiness to exit. In addition, grant requirements bar some students who are refugees but whose legal status did not reflect that designation. For many of the most struggling students, neither their specific immigration status nor their length of stay in the US negates their need for these supports, which are delivered in a way that is sensitive to the realities of refugee resettlement. Because a 21st CCLC grant will enable the programs to serve any refugee or ELL student who is a strong candidate for this program, the organizations are hopeful a previously significant barrier to retention will be eliminated.

Summer

Recruitment and Selection

The primary target audience for the summer program will be refugee children, grades K-12, who participate in the Afterschool Program or will in the subsequent year. Enrollment applications are provided first through Bright Futures and school liaisons so afterschool participants have first access to available seats. There are enrollment applications made available in each school site in DCSD and at each organization's service centers, and school staff and parent liaisons will be informed about the summer program. This ensures afterschool students who choose to can access a seamless year of support, while also providing access for new students or students who did not access the afterschool but are interested in enrolling in the summer program. Because many of the local refugee families have been resettled by LSG, New AP or other organizations that also participate in ARYN, it is anticipated that the resettlement case managers will easily be able to inform the target audience about the services and recruit participants to fill the available slots.

Because many students who are significantly behind in coursework or English literacy may be required to attend DCSD's summer school or similar district-provided remediation, students are only able to participate if it does not conflict with another mandatory summer program. The 40 seats in each of the three-week sessions will be provided to applicants on a first-come, first-served basis, with exceptions made for students who are identified by their resettlement case manager or school as having a high need, and preference given to any student who is enrolled in the Afterschool Program or school liaison services.

Retention

Like the Afterschool Program, the summer program has an attendance expectation that will be communicated upon enrollment. Provision of transportation is one way to mitigate barriers to attendance; however, any student who misses three or more days may lose their seat in the program. Given the therapeutic nature of the program, the site coordinator will work closely with parents at each session to ensure they are supporting their students' participation. Additionally, because many of the families will have participated in afterschool and liaison programming, the staff will have established relationships with the students and families to support their retention.

Parent Engagement

Recruitment and Selection

The School Liaison Program primarily supports the students and the families of the students who attend Bright Futures Afterschool Program. The students are identified and referred to the Afterschool Program by school teachers, afterschool staff, resettlement case managers and school liaisons. Additionally, teachers in the schools recommend students in their classes who are struggling academically or in terms of social adjustment. Once a family has been identified for the School Liaison Program or Afterschool Program, a service provider for their home language is designated,

and families are consulted to determine their interest in participation.

The school liaison team (or the LSG Youth Services Manager at the high school) is responsible for completing the afterschool applications with the parents, ensuring that the parents understand what services are provided and what the expectations from the students are in terms of attendance and conduct. The school liaison team speaks target languages of refugee clients (and additional interpreters are brought in as needed) and work directly with the families in their language community. This provides the team direct access to first-hand information about newly resettled families.

Retention

The current staffing model provides capacity for up to 180 students, and the expectation is that different families will have different levels of need. The minimum services provided are interpretation and an intake home visit to assess needs and provide information about the program. Additional services are tailored to families' needs and may range from regular visits to support around a specific program. Families are retained in the program across the school year so the liaisons can serve as a designated contact and resource as needed. As such, programming and support continues through the summer, providing many of the students who enroll in the summer programming ongoing support. Families may choose to withdraw from the program at any time, but because the support is individualized and provided in the family's home language, few families opt out before the school liaisons have determined they can no longer benefit from the services available.

(Word count is 1455)

625

Program Name: Bright Futures Afterschool and Summer Program

D. Staffing and Professional Development (6 Points)

In this section, provide a brief narrative of the program's organizational, managerial, and staffing structure, as well as an overview of how ongoing hiring and staff professional learning opportunities will be developed and implemented during the course of the grant award period. Included in the hiring process description should be a clear set of procedures as to how the program management staff will conduct and use the results of national criminal background checks to deliver fitness determinations for the employment of all grant-funded workers, including contractors and subcontractors, and regular volunteers (adults who have contact with student more than one time).

This section narrative must include job descriptions of key personnel and their required qualifications (e.g., program director/manager, site coordinator(s), data entry clerk, etc.), as well as how these key positions relate to the proposed activities and how the management structure will ensure the program is implemented appropriately. Proposed program directors must hold a Bachelor's degree from an accredited university and have one year of successful program management experience **OR** have three years of successful grant management, including direct responsibility of budget implementation and staffing supervision. Applicants must attach a résumé for the program director.

The narrative must also describe the expected certifications and qualifications of the instructional staff and include student to staff ratios for academic and personal enrichment activities. It is recommended that the academic portion of the program have the support of certified teachers and have ratios that are no more than 10:1. Personal enrichment ratios should be no more than 15:1.

The narrative must also describe how the program will provide ongoing and regular opportunities for professional development and staff planning during the course of the grant award period.

Finally, the narrative must also include the applicant's plan for recruiting and utilizing volunteers, including senior citizens.

Project Staff

Recruitment and Selection

The Bright Futures Afterschool and Summer Program and School Liaison staff are assigned based on their home language, Bright Futures afterschool staff are assigned by site, and summer staff will utilize both liaisons and afterschool staff. Many of the staff listed have already been retained in the organizations for the same or similar positions. Both LSG and New AP have rigorous requirements for hiring, which include criminal background checks, reference checks, and several interviews. It is the policy of New AP and LSG to promote qualified individuals from within rather than to select persons from outside of the agency to fill vacancies. When possible, refugee participants are encouraged to apply for positions for which they are qualified. When job openings occur, the agencies will post those openings in order to provide internal employees and external candidates the opportunity to submit their applications.

Program Managers

The Bright Futures Afterschool Program at Clarkston High School and the Summer Program will be managed by the LSG Youth Services Manager. The LSG Youth Services Manager will be supervised by Aimee Zangandou, Program Manager for LSG's Refugee Services in Atlanta, and by Emily Laney, LSG's Director of Refugee and Immigration Services statewide. Aimee, a former refugee from Rwanda, has an undergraduate degree in International Relations from Georgia Institute of Technology and a master's degree in Public Administration from Clark Atlanta University. Emily has a Bachelor of Science in Human Services and Master of Social Work from Kennesaw State University and is a Licensed Master Social Worker in the State of Georgia. Additional program oversight will be provided as needed by Marcia Wessels, LSG's Vice President of Programs. Marcia holds a Master of Public Health degree, and has 30 years of experience in the field of social work in child welfare prevention and intervention services.

Anastasia Hardy, Family Engagement Manager, will oversee the school and family liaisons. Mary Kathryn Tippet, Education and Youth Manager, will oversee the Bright Futures programming, and is the overall Program Director. They will collaborate with the LSG Youth Services Manager through regularly scheduled reviews of data to integrate liaison and Bright Futures programming and align the summer program for a seamless, three-pronged approach to deep support for each participant. Anastasia has served in multiple roles for over five years at New AP, and brings a deep and rich knowledge of family engagement programming. Mary Kathryn started her career as an AmeriCorps Service Member teaching in the middle school program in 2012, and then was promoted to serve as an on-site coordinator for the middle schools, before promoting into the Education and Youth manager role. Mary Kathryn holds a Bachelor of Arts from University of Georgia, and has managed the Education and Youth Program at New American Pathways for over a year, with a significant depth of experience as a teacher and coordinator in the program for 3 years prior. Both women have significant experience serving refugee students across programs and schools, as well as managing grants and partnering with other service organizations.

Instructional Support Coordinator

The Instructional Support Coordinator will serve as a liaison between New AP Afterschool staff and the school sites to ensure that student progress goals are on track. S/he will be responsible for compiling and analyzing student assessments from all Bright Futures sites, including guiding teachers' measurement process, facilitating school communications, screening students, and reporting in order to guide afterschool curriculum development and implementation. The Instructional Support Coordinator will monitor Bright Futures staff, who have implemented suggested strategies, and perform periodic reviews to determine whether to continue or update those strategies, maximizing student success. This individual will serve as a primary point of contact for our external evaluator for reporting purposes as well as program evaluation and improvement.

Afterschool Coordinators

The addition of two Afterschool Coordinators increases the sustainability of the program by providing a full-time position responsible for the development, implementation, and supervision of staff, operations and activities in the elementary school youth program, as well as being available to maintain teacher-student ratios when class instructors/lead teachers are unavailable. The creation of these full-time positions will provide upward mobility for program staff to increase retention of trained employees, as well as create a model that will consolidate current part-time lead teacher positions and site supervisor positions over the next five years.

There will be one middle school coordinator (for Freedom and DISC) and one elementary coordinator (for McLendon and Jolly) positioned to oversee two sites each, as well as provide support and direct services at the sites throughout the week. As full time positions, the two coordinators are charged with facilitating communication and alignment between school and afterschool staff and overseeing the delivery of the programs. This includes individualized development for all staff and volunteers, communication with school staff and families, and observations and support during the implementation of the program. This level of engagement ensures fidelity of model delivery and collection of valid and reliable data to inform the needs of students at each site.

LSG Youth Services Manager (Bright Futures Clarkston and Summer Program)

The LSG Youth Services Manager provides a licensed counselor with education experience to run the Afterschool Program at Clarkston High School, with the assistance of a part-time lead teacher to maintain a 10:1 ratio at the school. This position is a key component to providing therapeutic support and social adjustment services available to all the students during the Bright Futures Summer Program. This new position will be given to a professional qualified to provide one-on-one counseling sessions with summer program participants, and develop a curriculum suited to the mental and emotional health needs of the children. He or she will have the qualifications and clinical background necessary to implement a trauma-informed curriculum and conduct screenings to determine the therapeutic needs of the children. The program coordinator will contract with interpreters and engage volunteers, interns, and AmeriCorps Service Members to assist as needed.

This person will have the requisite training to provide the school liaison services for high school students' families. This ensures that the high school participants and their families get the deep

engagement of a single coordinator, which is critical for retention and empowerment of students of an advanced age. Because this site-based program manager will liaise with families, the school, and all students, s/he will be positioned to provide the level of meaningful and individualized support necessary for each student to complete his/her graduation plan. It should be noted that any families of Clarkston Bright Futures participants with siblings in one of the other four sites will also receive liaison services from the New AP School Liaison Program.

School and Family Support Liaisons

The liaison program will include two types of liaison role, both managed by the New AP Family Engagement Manager. The school liaison is a full-time home services provider who connects families to their schools through home visits, training, and interpretation services. School liaisons are assigned to families according to language and culture to ensure families have a culturally responsive support person who is fluent in their home language.

Family Support Liaisons provide a more efficient and effective model for providing services in targeted elementary and middle schools and supplement the capacity of school liaisons. The family support liaison is a blended position that includes afterschool instruction, home visits, afterschool registrations, facilitating basic parent-school communication, assisting families during parent-teacher conferences, inviting parents to school events, and other facilitation of communication and engagement. Family Support Liaisons will serve as instructors in the Bright Futures Afterschool Program (in addition to their family support role), providing a seamless connection between home and school. Because family support liaisons speak one of the home languages most spoken by the local refugee population, the addition of two new family support liaisons means the addition of two more languages that will not require external translation services. The family support liaison role was piloted over the last year with private foundation funding, and the role has demonstrated a fuller understanding of students' needs and developed broader relationships with the students' parents during home visits, interacting directly with nearly 60 students and their families. The expansion would allow students at two more schools to have access to a family support liaison who would understand their needs at home and at school, while expanding language capacity in this role to include another Arabic speaker and a Nepali speaker.

Lead Teacher

Each of the five school sites will have a designated lead teacher who reports to the coordinator and leads the planning and delivery of instruction. In addition to leading a class of students, this educator oversees the quality of programming at the specific school site and can collaborate with the coordinator to ensure students and staff have the resources they need to be successful. This person also oversees the analysis of data for all students at the site, including literacy assessments, grades and assessment reports provided by the school, and data collection by the class instructors. Because one educator is responsible for analysis and use of the data from all students, each site can better organize students and plan for instruction that meets their needs.

Class Instructor

The elementary and middle school sites will have Class Instructors leading classes of approximately 15 students, with the support of an AmeriCorps Service Member. Class Instructors are responsible for supervising the class, implementing lessons, and administering student assessments. Additionally, Class Instructors assign duties to both AmeriCorps Service Members and volunteers and interns in the classrooms. The Class Instructors will also collect daily attendance and data from the student assessments to provide to the Lead Teacher. Class Instructors provide any important updates about students or their class to the Lead Teacher on a weekly basis.

AmeriCorps Service Member

Through collaboration with AmeriCorps, there will be dedicated service members at each Bright Futures afterschool site and the summer program to provide instruction and support to all students. New AP has had the support of the AmeriCorps program for nearly a decade, and the members placed at Bright Futures Afterschool and Summer Program will benefit from the same supervision and training that has enabled these members to be such an invaluable asset to successful programming. During the school year, the 10 members will be allocated to the Bright Futures sites to ensure student to teacher ratios of 8:1 in elementary schools, 7:1 in middle schools, and 10:1 in high school. This ratio has been important to the results of Bright Futures programming in the past, and the smaller ratios in the middle schools are the result of data that shows a wide range of skills and needs to be addressed in middle school sites. During the summer, six members will be allocated to the Summer Program, along with the LSG Youth Services Manager and a site coordinator, to ensure student to teacher ratios of 5:1. This low ratio will be important for implementing the trauma-informed, therapeutic curriculum. The AmeriCorps Service Members are provided with training, materials, curriculum, and close supervision to ensure each member is effective in administration of all aspects of the program. AmeriCorps Service Members also collaborate with program staff to develop highly engaging enrichment modules to supplement those provided by partner organizations.

Staffing Models for Each School Site

Jolly Elementary will have the following staff on-site daily: 1 Lead Teacher, 2 Class Instructors, and 3 AmeriCorps Service Members. In addition, 1 Afterschool Coordinator will be on-site two days a week.

The 45 students at Jolly are divided into three classrooms of approximately 15 students per class, with 1 Lead Teacher or Class Instructor and 1 AmeriCorps Service Member per class. There are 2 adults per class, yielding an approximate 8:1 student-teacher ratio.

McLendon Elementary will have the following staff on-site daily: 1 Lead Teacher, 1 Class Instructor, 1 Family Support Liaison, and 3 AmeriCorps Service Members. In addition, 1 Afterschool Coordinator will be on-site two days a week.

The 45 students at McLendon are divided into three classrooms of approximately 15 students per class, with 1 Lead Teacher, Family Support Liaison, or Class Instructor and 1 AmeriCorps Service Member per class. There are 2 adults per class, yielding an approximate 8:1 student-teacher ratio.

Freedom Middle School will have the following staff on-site daily: 1 Lead Teacher, 1 Class Instructor, 1 Family Support Liaison, and 3 AmeriCorps Service Members. In addition, 1 Afterschool Coordinator will be on-site two days a week.

The 35 students at Freedom are divided into two classrooms daily, with between 15 and 20 students per class. This staffing model provides 3-4 adults per class, yielding a maximum 7:1 student-teacher ratio.

DeKalb International Student Center will have the following staff on-site daily: 1 Lead Teacher, 1 Class Instructor, 1 Family Support Liaison, and 3 AmeriCorps Service Members. In addition, 1 Afterschool Coordinator will be on-site two days a week.

The 35 students at DISC are divided into two classrooms daily, with between 15 and 20 students per class. This staffing model provides 3-4 adults per class, yielding a maximum 7:1 student-teacher ratio.

Clarkston High School will have the following staff on-site daily: 1 Youth Services Manager and 1 Lead Teacher. The 20 students at Clarkston may remain together or be split into two groups, yielding a 10:1 student-teacher ratio.

Volunteers and interns also participate actively in the Afterschool Program, and each school generally has 3-5 volunteers during one time frame of the school year. When volunteers are present, the adult-student ratio becomes even smaller and provides for critical one-on-one tutoring support. The overall impact of this smaller ratio is even more beneficial for the students.

Recruitment and Use of Volunteers

New AP and LSG both recruit volunteers from civic, faith-based, college, university, and corporate groups throughout the year. Each organization welcomes volunteers of all ages, from youth to senior citizens, and conducts an orientation with volunteers surrounding programs and services, and how they are able to get involved. Once an individual or community partner expresses interest in volunteering with the organization, the Volunteer Engagement AmeriCorps Service Member conducts a general orientation on the refugee experience, New AP's programs and services, and the many ways volunteers are able to get involved. Interested volunteers are then screened by completing a background check. Those who wish to volunteer in the Bright Futures program receive training from the Education and Youth Manager before having the opportunity to interact with students. Afterschool site supervisors manage these volunteers, while AmeriCorps Service Members engage them in specific daily activities with students for the duration of their service. In FY 2016, New AP engaged 1,285 volunteers—who served over 12,000 hours, and LSG engaged 997 individuals representing 85 groups to contribute 17,675 hours. Approximately 30% of New AP's volunteers and hours served were by those in the Afterschool Program. A wide range of individuals from all ages and demographics serve as volunteers in our Afterschool Programs, including other refugees and immigrants, and senior citizens. Our senior citizen volunteers are especially helpful in implementing lessons, homework tutoring, and developing social skills with students. Volunteers build the capacity of both organizations, and further their missions by ensuring refugees and Georgia thrive.

Volunteers in the Afterschool Program are required to commit to a minimum of 3 months service and at least one day a week. Four retired, senior citizen volunteers have been with the Afterschool Program at McLendon Elementary School for several years. They have developed relationships with both the students and the staff in the McLendon program, and they have contributed countless service hours to the program. New retired volunteers continue to become part of the Afterschool Program every year. One former afterschool staff member has also become an involved volunteer in the DISC program. New AP also recruits volunteers by attending university service and job fairs, where they recruit enthusiastic young students to participate in the program.

Recruitment and Use of Interns

Since October 2014, New AP has engaged a total of 52 interns, with 8 of them serving in our Youth and Education Department. Interns are recruited from local colleges and universities, including Emory University, Georgia State, Georgia Tech, Morehouse University, and Spelman College. Interns are interviewed by site supervisors and members of the Service and Volunteerism team in order to ensure skills, background, and goals align with the sought-after position. Interns are then screened through a background check, oriented to New AP, and trained on tasks and responsibilities related to their assigned department or program. Afterschool Program interns assist with lesson implementation, planning and logistics, field trips, group activities, and overall support of the program.

Given the complexity of core coursework in high school, the Clarkston Bright Futures program will recruit interns with the specialized capacity needed to provide content instruction. LSG has 25-35 undergraduate and graduate students who do internships each year. Interns come to LSG from a variety of academic disciplines and areas of study, including Social Work, Public Policy, Non-Profit Management, Public Administration, Public Health, Education, International or Global Affairs, Anthropology, Sociology, Theology and others. LSG has interns from Georgia State University, Kennesaw State University, University of Georgia, Georgia Southern University and Emory University. Interns are directly supervised by program staff to give them experience in both direct client services and the administrative aspects of refugee and immigration services. They receive a three-hour orientation along with specific training from program staff in their areas of focus. Because these internships are organized through partner schools within the universities, students commit to regular schedules across the school year for invaluable programmatic practice. LSG is confident the longstanding internship program will continue to be leveraged to provide Bright Futures programming under the guidance of the lead teacher and LSG Youth Services Manager at Clarkston High School and during the Bright Futures Summer Program.

National Criminal Background Checks

All staff and volunteers who work in the program go through a fingerprint background check, which includes both FBI and GBI background checks. Background checks come back to the Human Resources Manager at New American Pathways, with the individual categorized as “Eligible” or “Ineligible” for service. All staff go through a Motor Vehicle Record background checks as well to ensure that they can safely drive clients. For staff, this is paid for by New AP and LSG and conducted by the Georgia Applicant Processing Service (GAPS). Volunteers contribute a donation of \$10-\$40 for their background check. The remainder of their background checks are paid for by New AP or LSG (depending on which agency is managing their participation). Individuals with felonies will not be eligible for employment or volunteerism. Likewise, any volunteer or staff applicant charged with a crime that would render them ineligible for volunteerism in DCSD will also not be hired/retained.

Staff Evaluation and Development

Each organization will implement its annual agency staff evaluation, which includes consideration of performance against target outcomes, participation in ongoing development, and feedback from clients and managers. Domains for the New AP evaluation include job knowledge, productivity, work quality, enthusiasm/attitude, initiative, cooperation, attendance, flexibility, dependability, communication skills, and creativity. During this annual evaluation, employees set three professional goals for themselves for the upcoming year, and their evaluation considers formative data throughout the year to provide guidance in meeting these goals. Progress toward the goals is a component of the summative evaluation. Volunteers are evaluated by the program coordinator, who provides detailed feedback for each volunteer.

New AP Afterschool Coordinators will meet with the Education and Youth Manager weekly to update about individual students and day-to-day Afterschool Program logistics; Lead Teachers at each site will also meet weekly with the Afterschool Coordinators to discuss each site’s program and provide updates. Each afterschool site team (staff and AmeriCorps Service Members) will meet bi-monthly to discuss individual student needs, curriculum development, and program improvement plans. Three Curriculum AmeriCorps Service Members will create the afterschool curricula for elementary and middle school. These members will meet weekly with the Afterschool Coordinators as well.

Afterschool Coordinators will visit each of their two sites (elementary and middle) twice a week. They will observe program offerings and provide weekly feedback to Lead Teachers to ensure the highest quality of the Afterschool Programs and grant compliance. The Education and Youth Manager at New AP will visit each school site (elementary and middle) a minimum of once a month to ensure the same and provide suggestions and feedback to Afterschool Coordinators.

The frequency and nature of evaluative check-ins throughout the year vary by position. School Liaison team members meet with supervisors monthly to review individual cases, progress toward annual goals, and obtain feedback and guidance. Liaison staff also receive observations in home visits, parent-teacher conferences, and other service scenarios to receive valid feedback on client support. The frequency of these observations varies by the experience of the liaison, and all liaisons

receive at least one observation in each of the scenarios annually. The Family Engagement Manager also performs quarterly reviews of electronic data and hard files to ensure timely and complete maintenance of records and services. Some measures of annual school and family support liaison evaluation include number of ESL referrals, number and frequency of family case load interactions, parent growth on competency assessment, student growth in school performance measures (grades, promotion, attendance, etc.). In this way, each member of the liaison team is held accountable to SMART goals that are aligned to program goals.

AmeriCorps Service Members undergo semi-annual evaluations with their direct supervisor. The supervisor fills out an evaluation, the AmeriCorps Service Member completes a self-evaluation, and then they will meet to discuss the evaluation form, suggestions, feedback, and set goals for the member for the upcoming quarter. The evaluations occur twice during the AmeriCorps Service Member’s 11-month service.

Bright Futures program staff, AmeriCorps Service Members and school and family support liaisons have multiple opportunities to attend professional development trainings and build on their skill sets. New AP hosts quarterly professional development days, offering staff the opportunity to attend 3 different trainings on each professional development day, including topics such as office organizational skills, cross-cultural competency, and self-care. Through a partnership with the Georgia Center for Nonprofit’s Nonprofit University, staff and AmeriCorps Service Members have access to nonprofit professional trainings throughout the year, including such topics as Volunteer Management, Supervision and Management, and Nonprofit Marketing and Communications. Additionally, the Education and Youth Manager will offer trainings every other month on topics such as “Working with the Beginner English Language Learner,” art therapy in afterschool, and behavior management. The Bright Futures and LSG staff also have had the opportunity to undergo an 8-hour Youth Mental Health First Aid training, teaching staff and AmeriCorps Member how to identify and respond to mental health issues in students. Community opportunities are also regularly made available to all of staff to encourage participation when applicable. Bright Futures staff are regularly polled throughout the year for their input on what trainings would be most beneficial to them, and these requests are implemented into the trainings.

The LSG Youth Services Manager will participate in an annual performance review, involving both a self-assessment review and the supervisor’s review. The review covers organization-wide expectations, program-specific key responsibilities and objectives, and employee accomplishment, challenges and strengths. The LSG Youth Services Manager will, with his or her supervisor, establish SMART performance objectives and discuss recommendation for further training, skill building and other resources to improve job performance. The LSG Youth Services Manager will be a mental health licensed professional and will be required to do continuing education program to maintain his/her license in the profession. Also, the LSG Youth Services Manager will have one on one supervisory meeting with his/her direct supervisor to evaluate how the program and develop an action plan to address any obstacles and challenges. The Youth Services Manager will participate in a monthly LSG Refugee Services program meeting and will have a chance to interact with peers to discuss trends in service delivery and to address client issues.

(Word count is 3930)

Is the program director known at this time? Yes No

If so upload their résumé.

Download résumé for the program director

Download résumé: [NewAmeri_resume_625_488210.pdf](#)

Partners Table

Program Name: Bright Futures Afterschool and Summer Program

Organization	Organization Type	Contribution Type	Contribution Amount	Align to Need/Goal
Clarkston High School	SD	In-Kind	\$20,000.00	On-site program space, assistance with coordinating student transportation, and access to relevant data for program measurement
DeKalb County School District (DCSD)	SD	In-Kind	\$0.00	Supporting the goals and objectives of the Bright Futures Afterschool and Summer Program within the county; allowing the collaborating organizations access to the five identified DCSD schools for the purpose of providing Program services, with permission from the schools' principals; in accordance with DCSD data and privacy policies, making relevant data readily available to organizations for evaluation purposes.

Dekalb International Student Center	SD	In-Kind	\$20,000.00	On-site program space, assistance with coordinating student transportation, and access to relevant data for program measurement
Freedom Middle School	SD	In-Kind	\$20,000.00	On-site program space, assistance with coordinating student transportation, and access to relevant data for program measurement
Jolly Elementary School	SD	In-Kind	\$20,000.00	On-site program space, assistance with coordinating student transportation, and access to relevant data for program measurement
Lutheran Services of Georgia	NPOO	In-Kind	\$0.00	Partner in the Afterschool and Summer Program with expertise and history in high school education, graduation and career preparation, and therapeutic and culturally-specific refugee services.
McLendon Elementary School	SD	In-Kind	\$20,000.00	On-site program space, assistance with coordinating student transportation, and access to relevant data for program measurement

Program Name: Bright Futures Afterschool and Summer Program

E. Advisory Council and Operating Partnerships (5 Points)

To ensure broad-based community, school, and student involvement and support, all 21st CCLC subgrantees are required to establish a local 21st CCLC Advisory Council composed of students, teachers, parents, community agencies, and the private sector businesses. Applicants must provide a description detailing the plan to develop an advisory council, who will serve on it, how often it will meet, and the primary functions of the council. Subgrantees are required to retain documentation of council meeting minutes and attendance lists for monitoring and audit purposes. A minimum of two (2) meetings per year must be held, with minutes taken and attendance recorded. The focus of the advisory meetings should include, but is not limited to, current or future program needs and/or concerns, program operations, and sustainability. The optimum size is 10 to 15 members, with at least two of those members being parents and at least another two being students from each target school.

In addition to the narrative, applicants must provide a description, through a signed Memorandum of Agreement (MOA) of the partnerships that have been developed between/among an LEA, a community-based organization, and/or another public or private organization. Each identified partner, LEA, and targeted school must sign its own MOA. For example, an LEA must submit a signed MOA between itself and the targeted school(s).

Advisory Council

As required per the terms of the 21st CCLC grant, New AP and LSG will jointly organize an advisory council to provide representative feedback and guidance on the implementation of the program. The council will be organized upon notification of receipt of the grant, and it will meet in advance of the start of programming to review the terms of the grant, programmatic goals, and means of reviewing data throughout the life of the program. The advisory council will then reconvene at the conclusion of each semester to review the formative data and recommend any programmatic revisions in light of that data. The council will reconvene for a third time at the conclusion of the summer programming to review that data and make recommendations for the subsequent year.

Advisory council members will represent the stakeholders involved in the project, including the following designated seats:

- 1 Teacher/Staff Designee from each of the five sites (school-based staff)
- 2 Students
- 2 Parents
- 1 Designee from New AP
- 1 Designee from LSG
- 2 Appointees (made by New AP/LSG) from the private sector with relationships in the refugee community
- Instructional Support Coordinator
- Education and Youth Manager

Up to two additional members may be added by the Education and Youth Manager as needed. Parent designees will be named by the Family Engagement Manager, and they will be parents who have a

student in at least two of the school sites. Student and teacher designees will be named by the Education and Youth Manager, and will demonstrate their eligibility through participation in or support of the program in a prior year. Designees from each organization will be named by the Education and Youth Manager and will be selected according to their experience in advising on similar grant programs. The two private sector appointees will be made by the Education and Youth Manager and will be selected based on their relationship and history of service within the refugee community. These private sector appointees will not be service providers, to ensure no conflict of interest.

Snacks

After school snacks are always provided by DeKalb County through the DeKalb County snack program. When the Afterschool Programs are hosted on-site, the county pays for and provides the snacks to all afterschool participants through the School Nutrition program and the Federal Snack program. Afterschool Coordinators communicate with the cafeteria staff at each school, and they provide the snacks for each participant. Students verify snack was taken by entering in their student number in the school cafeteria system.

The Summer Feeding Program provides both breakfast and lunch to summer program participants through the DeKalb County School Nutrition Services. The LSG Youth Services Manager will complete the DeKalb County Nutrition training in order to learn the paperwork and administrative procedures for providing summer meals in compliance with DCSD guidance. The staff member will count and tally the number of students who receive each meal throughout the summer, and this number is reported on a monthly basis back to school's contact for the Summer Feeding Program.

In addition, LSG has received funding through the Evangelical Lutheran Church in America's Domestic Hunger Grant since 2012, through FEMA's Emergency Food and Shelter Program since 2014, and has been a long-standing benefitting partner of the Atlanta Community Food Bank's annual Hunger Walk. LSG will leverage the support from these important funding partners to supplement any DCSD nutrition services provided snacks and meals as needed.

Partners

Jolly Elementary School
 Freedom Middle School
 Clarkston High School
 DeKalb International Student Center
 McLendon Elementary School
 DeKalb County School District
 Lutheran Services of Georgia

(Word count is 591)

Download a signed Memorandum of Agreement for each partner, as well as for each school and school system to be served.

Clarkston High School

MOA: [Clarkston High School_moa_625_895.pdf](#)

DeKalb County School District (DCSD)

MOA: [DeKalb County School District \(DCSD\)_moa_625_900.pdf](#)

Dekalb International Student Center

MOA: [Dekalb International Student Center_moa_625_897.pdf](#)

Freedom Middle School

MOA: [Freedom Middle School_moa_625_896.pdf](#)

Jolly Elementary School

MOA: [Jolly Elementary School_moa_625_898.pdf](#)

Lutheran Services of Georgia

MOA: [Lutheran Services of Georgia_moa_625_901.pdf](#)

McLendon Elementary School

MOA: [McLendon Elementary School_moa_625_899.pdf](#)

Dekalb County Public Schools

MOA: [Dekalb County Public Schools_moa_625_54.pdf](#)

Clarkston High School

MOA: [Clarkston High School_moa_625_1262.pdf](#)

Freedom Middle School

MOA: [Freedom Middle School_moa_625_1263.pdf](#)

International Student Center

MOA: [International Student Center_moa_625_1266.pdf](#)

Jolly Elementary School

MOA: [Jolly Elementary School_moa_625_1264.pdf](#)

McLendon Elementary School

MOA: [McLendon Elementary School_moa_625_1265.pdf](#)

Program Name: Bright Futures Afterschool and Summer Program

F. Collaboration and Communication (6 Points)

The applicant is required to disseminate information about the program to the schools, LEAs, students, parents, and the community in a manner that is understandable and accessible. The narrative for this section must also include a description of the information that will be disseminated (e.g., student performance, upcoming activities, and schedules), the timeline for dissemination, the method of dissemination, who is responsible for dissemination, and how the information will be disseminated in various languages, if applicable.

Separately, applicants must also specifically describe in this section the strategies to continue meaningful collaboration with staff of the schools attended by the targeted students. This should include the communication process that will be used to allow the program staff to have access to necessary school-generated student data needed to measure progress towards the stated program objectives (e.g., Georgia standards-based test results, short cycle assessment results, surveys, Individualized Education Plans). Applicants should be specific and identify how the collaborations will work, what information will be requested from the schools, the frequency of communications and how the applicant will maintain open communication channels.

Communication

Communication of Program to Stakeholders

As outlined above in section 3.3, the program will be widely promoted through school staff and school communications (including a posting on the website and announcement in school newsletters and website), as well as printed information distributed at the school in several different languages commonly spoken by the target populations. School Liaisons and Program Coordinators will be the primary means of communication with each site's leadership, staff, and student's families to ensure frequent dissemination of information about the program in time for enrollment. Most sites maintain waiting lists or full rosters, and New AP and LSG credit the level of interest to the organizations' deep relationships with incoming refugee families. School liaisons provide basic information about the programs in families' home languages via phone calls or during in-person meetings, including during parent-teacher conferences, walk-ins, and school events. It should be noted that all languages can be translated through New AP and LSG (and interpreters provided without fee), which is another way that the experience and expertise of the organizations provides a unique benefit to DCSD refugee students and their families.

For each stakeholder group, there is a designated method of formal communication that supplements communication through program activities:

- Students: School newsletter, morning announcements, weekly agendas, program bulletin board, and social media
- Parents/Adult Family Members: School newsletter, program brochure, apartment newsletters and community room bulletin boards, social workers, social service agencies, faith-based organizations, school counselors, partner networks, and parent teacher conferences
- School Personnel: School newsletter, morning announcements, weekly agendas, faculty meetings, grade level and department meetings, and in-service training
- Community Partners and Members School: newsletter, program brochure, apartment newsletters, New American Pathways Board and Advisory Council communications and meetings, and community room bulletin boards, newspapers, social workers, school counselors
- Education Communities Professional: conferences/meetings, DCSD newsletters, program brochures, posters, summary reports, scholarly publications or articles, updates to ARYN and similar organizations

Each site for afterschool programming and the summer program have a designated site coordinator who serves as the lead for communication about site needs. As lead teachers report to the site coordinator, that person can communicate accordingly with partners or the program lead within the organization providing oversight (LSG for summer programming and the Clarkston Afterschool Program; New AP for the elementary, middle, and DISC Afterschool Programs and all School Liaisons). Lead teachers at each site-based program are considered the primary liaison for school staff during the regular school day. Because School Liaisons report family needs to each site coordinator, there is a clear means of communication between home, programming, and school for each component of the program.

Communication of Student Information to Programs

The Instructional Support Specialist will be the designee for assessment collection from school sites. This person will form relationships with key personnel at each of the five sites and within New AP and LSG to ensure rapid access to the data points necessary for the project. Supplementary information on students and families is regularly reported to the Family Engagement Manager and Education and Youth Manager by site coordinators and liaisons, and the Instructional Support Specialist will help prepare reports based on assessments and site visits to coordinate the curriculum between sites.

Collaboration

New AP and LSG

The intention of the partnership between New AP and LSG is to leverage each organization's programmatic strengths and capacities to provide a more well-rounded program for DCSD's refugee students and families. New AP has a long history of partnership with DCSD in provision of successful academic afterschool programming. Annual average growth in reading for Bright Futures participants has ranged from three to five levels, and most students had a demonstrated increase in attendance and performance. The liaison program is also a well-established means of familial support that has demonstrated significant impact for families, which is well-documented in the feedback of participants and school leadership. LSG has demonstrated expertise and capacity around trauma-informed therapeutic adjustment services, and the outcomes of its Kids Club summer program have established it as a local leader in trauma-informed support for refugee students. As such, the LSG approach to therapeutic support and social adjustment has been integrated into the New AP academic model of afterschool, and the New AP academic model has been integrated into the LSG summer program in order to provide a comprehensive support model for each student. Because staff from the two organizations will be shared across the program, all program staff and volunteers will benefit from the shared vision and expertise of the two organizations in the Bright Futures Afterschool and Summer Program.

Collaboration with External Organizations

Both organizations have established strong track records in maintenance of collaboration with external organizations. Because the support of refugees requires a vast array of services and resources, the network of organizations with which LSG and New AP both work is large and diverse. For example, LSG's Refugee Services program engages interns from Georgia State and Kennesaw State Universities who transport clients to appointments, conduct public transportation orientations, do home visits, and advocate on behalf of clients. They partner with Clarkston Community Center, which offers weekly walk-in hours to reach refugees who might not know where to go to access services. They maintain strong partnerships with more than twenty local physicians' offices who provide healthcare for clients. Rock of Ages Lutheran Church in Stone Mountain houses a clothing closet where clients receive clothing, shoes, and school uniforms. Area hotels, food processing plants, and other businesses that are willing to hire incoming refugees are also part of the LSG network.

New AP's network includes organizations like Playmaking for Girls (through Synchronicity Theatre), the Westminster Schools, Peacebuilders Camp (a social justice summer camp), Kate's Club (a program that works with children who have lost a loved one), the Center for Victims of Torture, and the Georgia State University Department of Early Childhood and Elementary Education. LSG's network includes connections with organizations such as Positive Growth, Inc. for mental health services and Georgia State University's Center for the Study of Stress, Trauma and Resilience. Both organizations have partnered with the ArtReach Foundation, who provides art therapy training to youth program staff. In addition, Georgia State University's Quality Instruction for English Learners program has provided training to staff and Emory University's Anthropology students regularly provides volunteers. Through a partnership with Playmaking For Girls, New AP was able to provide weekend and summer events offered to female students to help give them a voice and share their stories through expressive arts, including play writing and theatre performance. Peacebuilders Camp provides a week-long experience for several middle schoolers each summer, teaching them about social justice issues and offering them their first sleep-away camp experience.

Both non-profits rely on a robust pool of volunteers for a range of resources and services. At LSG, for example, volunteers assist with the distribution of donated holiday gifts, participate in special events, gather furniture and household items and help set up apartments for new arrivals, tutor clients in English, drive clients to medical appointments, and serve as mentors and first friends to refugees as they acclimate to their new homeland. Both programs have dedicated staff positions for volunteer recruitment, selection, and retention. Volunteers serve in the Afterschool Program as one-on-one and small group tutors for students. They assist students in understanding their homework, and they help lead small groups during Reading A-Z literacy lessons. Additionally, volunteers engage with students during their snack and recreation time and participate in sports activities and games. Oftentimes, volunteers may step up to lead some of these recreational or enrichment activities.

The capacity to recruit and effectively manage such critical volunteer service will benefit the programming described herein not only as volunteers participate directly, but also indirectly. Volunteer supports around special projects, organizational tasks, and family support services will all

benefit program participants without being an explicit part of the 21st CCLC program. In this way, LSG and New AP leverage an enormous network of support and resources for each program participant.

Another important means of collaboration that will be utilized in this project is collaboration between the programs and the schools. Because both organizations have more than thirty years' experience working in community public schools and successfully running programs within DCSD, there are strong means of communication and relationships between organization staff and school site staff. The designated site coordinators for each site will work closely with principals and designated school staff to stay abreast of the students' needs. The Instructional Support Coordinator will also work closely with leadership at each school to obtain and analyze all relevant student assessments both to inform student instruction and support and programmatic evaluation. At a minimum, the Instructional Support Coordinator will share the students' reading assessment scores and annual goals with each student's relevant teachers and will coordinate access to student report cards, quarterly and summative assessments, and quarterly teacher feedback. The School Liaisons will lead collection of feedback and data from home to be shared with each Site Coordinator.

(Word count is 1504)

Program Name: Bright Futures Afterschool and Summer Program

G. Student Safety and Transportation (6 Points)

Provide a narrative detailing how each site will ensure the safety of participating students. The applicant must clearly indicate:

- a. How the safety of children will be maintained on-site (e.g., requiring parent or guardian sign-out, checking identification, and the presence of school resource officer);
- b. How students participating in the program will travel safely to and from the site(s), including the type(s) of vehicle(s) used to transport the students;
 - i. Subgrantees are encouraged to use vehicles which meet school bus or multi-function school activity bus standards. However, a subgrantee can choose to use nontraditional school buses. If nontraditional school buses are used, the transportation policy must address the following: insurance coverage; driver qualifications, driver training, and semi-annual motor vehicle driving record checks with resolution procedures for driving record irregularities for each driver designated as approved (including substitute drivers); periodic maintenance and inspection records; and a plan for substitute drivers, if applicable.
 - ii. In determining transportation plans, applicants should consider the change in time due to Daylight Savings and that it gets dark earlier during the fall and winter months.
- c. The maximum length of travel time students will travel either to or from the site(s);
- d. How the facility will meet all applicable safety and accessibility standards, including the Americans with Disability Act; and
- e. How the facility will safely accommodate the proposed number of students.

Please note: Purchasing of vehicles of any kind using this funding is prohibited by the GaDOE. Also, the GaDOE will not allow the purchase of vouchers for public transportation (MARTA) due to the liability and risk associated with putting students on transportation without supervision.

On-Site Safety Afterschool and Summer Programs

The safety of participants is a primary concern, and each instructor and AmeriCorps Service Member is certified in first aid and CPR and is provided with a first aid kit if one is not available in the classroom through the host school. The Afterschool Program conducts one fire drill per semester, and the summer program conducts a fire drill on the first week of each session. Other safety drills are held at least once in the span of the program (lockdown, tornado, etc.). Because both programs are held at school sites, fire exit routes and other emergency procedures are established and posted, doors are secured according to applicable standards, and students have participated in drills that utilize the same routes during school day drills. The Site Coordinator provides this information to each site staff member and volunteer in orientation training. The New AP Education and Youth Program also maintains a comprehensive manual of disaster and emergency procedures.

Any outdoor spaces utilized for programming are monitored by first aid and CPR certified staff and are on school campuses and appropriate for student use. All staff and volunteers are regularly monitored by the Site Coordinator, and all staff and volunteers must complete a cleared criminal background check before they are placed. The designated Lead Teacher checks attendance at the start of the program, mid-way through the program, and at the end to ensure all students are accounted for. In summer programming, teachers and volunteers have a roster for each segment of the day, and the roster is updated to reflect any absences. All exterior doors remain secured for the duration of programs, and there is a school designee who manages the main door throughout the programming for afterschool. In the summer, a staff member is posted at the main door until all campers arrive, and then the exterior door remains locked. Students who arrive late to the summer

program may call the Site Coordinator to gain access to the building.

Both afterschool and summer programs maintain a sign-in sheet and sign-out sheet, which is monitored by designated staff. Afterschool participants in elementary school are either walked to the program by school staff or retrieved from their classrooms by afterschool staff. This staff member then signs each student in on the sheet, and the same staff member signs each student out as they move to buses or are picked up. In middle and high school, students are sent to the program and sign themselves in upon arrival (under the supervision of designated staff) and out when they move to buses or are picked up. Each student has an approved transportation plan that lists who is allowed to pick students up, and that person must provide a current photo ID to pick the student up. Students who take bus transportation are released from the bus directly to a family member only at their designated stop.

Compliance with ADA

Afterschool and summer programming will take place in the target schools, which are ADA-compliant. The Site Coordinator will work with each school site principal to ensure the specific room assignment and location for programming at the school site is accessible to all participants. Family engagement initiatives are administered through home visits, wherein the school liaison travels to the student's home.

Facility Capacity

Because programming will be provided on-site for each program and the proposed enrollment is significantly smaller than that of each site's maximum occupancy capacity, the program does not anticipate challenges with adequate space. New AP and LSG will be operating the Bright Futures Afterschool and Summer Program in DCSD school sites. Because we are using classrooms DCSD classrooms, the classroom sizes are consistent with the dictates of state law. Room occupancy will not exceed that allowable by the Department of Education. School classroom sizes average 25-30 students, and no more than 20 after school students will be served in each after school classroom. For activities within programming that require specific spatial configurations (access to greenspace or gymnasium, art room, etc.), the school's capacity thresholds will be used to design appropriate rotations. Should programming require access to space on-campus that is unavailable during the scheduled programming, the Lead Teacher will work with the school leader to identify an appropriate space that can be used on-campus.

Transportation Safety

Safe, daily transportation, which is critical for maintaining attendance goals, will be arranged through the school and provided by DCSD. Students will be picked up from the Afterschool Program at program ending time and transported home on the DeKalb County school bus. Routes will be established to ensure students are not on buses for longer than 60 minutes for regular bus routes or 75 miles (or approximately 1.5 hours) for field trip opportunities, which is in line with DCSD policy. Elementary students will be dropped off to a parent or designated guardian only in front of their residences (high school and middle school students will be dropped off in front of their residences and will not require a parent or guardian to receive them, though this practice will be highly recommended by school liaisons to the parents of all after school students). Because transportation is provided by DCSD buses and drivers, all applicable guidelines and safety measures will be in place for the afterschool transportation. Parents or their designees may pick students up from the program by providing their government-issued, valid photo ID at the site. Students will not be released to anyone who is not listed on enrollment documents by parents/guardians.

The following transportation policy is used for all programming:

New American Pathways Transportation policy, insurance, and guidelines:

New American Pathways contains driver's insurance with PointeNorth Insurance Group, LLC. Automobile Liability Insurance with limits of liability of \$1,000,000 for each occurrence for bodily injury and property damage and a \$3,000,000 annual aggregate if automobiles are to be used in the delivery of or in the completion of services and work.

Driver Training: New American Pathways Staff are quarterly briefed and reminded on NewAP driving policies in mandatory All-Staff meetings. Driver guidelines are kept in a public folder on the New AP computer drive for all staff members to freely access. To drive the 14 passenger buses, New American Pathways Staff must undergo a tutorial by the Operations Coordinator.

Periodic maintenance and inspection records: The New American Pathways Operations Coordinator ensures that the New American Pathways vehicles receive quarterly maintenance. The Operations Coordinator also keeps all vehicle maintenance records on file.

All drivers will have undergone a Motor Vehicle Record check, possess proof of a valid Georgia driver's license and have a good driving record. All staff and AmeriCorps Service Members who are eligible to drive New American Pathways vehicles will be cleared and covered under the automobile

insurance, so there will be no need for substitute drivers.

Motor Vehicle Record Guidelines:

No driver under the age of 21 or over the age of 79 is an eligible driver.

No driver under the age of 25 or over the age of 74 is eligible to drive 15 passenger transportation vehicles or buses.

No statutory or major violations on the MVR

Ages 21-70

A. Any driver with any of the following occurrences within the past three years does not meet our underwriting criteria and is an unacceptable driver:

1. More than three moving violations in the past three years
2. More than two accidents in the past three years
3. More than one accident in any one year
4. Speeding over 80 miles per hour or 21 miles per hour over the posted speed limit

B. Any driver with any of the following is unacceptable:

1. Operating a motor vehicle during a time of suspension or revocation
2. Operating a motor vehicle without a license
3. Driving under the influence of alcohol or drugs
4. Careless driving
5. Negligent homicide arising out of the use of a motor vehicle
6. Aggravated assault with a motor vehicle

Ages 71-74

A. Any driver with any of the following over the past three years does not meet our underwriting criteria:

1. More than two moving violations in the past three years
2. More than two accidents in the past three years
3. More than one accident in any one year
4. Speeding over 80 miles per hour over the speed limit

B. Any driver with any of the following is unacceptable:

1. Operating a motor vehicle during a time of suspension or revocation
2. Operating a motor vehicle without a license
3. Driving under the influence of alcohol or drugs
4. Careless driving
5. Negligent homicide arising out of the use of a motor vehicle
6. Aggravated assault with a motor vehicle

C. A physician's statement is required for any driver operating a passenger transportation vehicle (i.e. vans or buses). Physician's statements are required on an annual basis.

Ages 75-79

A. Review MVR-driver is subject to same MVR criteria as above

B. Physician's statement is required on an annual basis

C. Ineligible to drive passenger transportation vehicles

Ages 80 and over

A. Ineligible

I

Driving Safety Policies

The safety and well-being of our employees is of critical importance to New American Pathways.

We therefore each have a responsibility to not only protect ourselves when on the road but also should do our part to protect those around us. Employees that are required to drive on New American Pathways business will be expected to consistently follow all the safety procedures delineated below.

Procedures:

1. All employees are expected to wear seat belts at all times while in a moving vehicle being used for New American Pathways business, whether they are the driver or a passenger.
2. Use of handheld cell phones, whether personal or business-owned, while behind the wheel of a moving vehicle is strictly prohibited. This includes making or receiving phone calls, sending or receiving text messages or emails, and downloading information from the web. If you need to engage in any of these activities while driving, you must pull over to safe location and stop your vehicle prior to using your cell phone.
3. Employees are required to turn off cell phones or put them on vibrate before starting their car. Employees may consider changing their voice mail message to indicate that they are unavailable to talk as they are driving. Employees are permitted and encouraged to communicate to clients, associates, and others that New American Pathways has strict driving safety procedures and employees may use our policy as an explanation as to why calls may not be returned immediately.

4. Although the use of cell phones under any circumstances is strongly discouraged while driving, the use of hands-free technology may be warranted in emergency circumstances only.
5. The use of other handheld electronic devices, such as iPads, iPods, laptops, electronic readers, and the like are strictly prohibited while driving a vehicle on New American Pathways business.
6. Engaging in other distracting activities including, but not limited to, eating, putting on makeup, reading or changing radio stations or music, is also strongly discouraged while driving, even when in slow-moving traffic.
7. Use of alcohol, drugs or other substances, including certain over-the-counter cold or allergy medications that in any way may impair driving ability, is prohibited.
8. All employees are expected to follow all driving laws and safety rules such as adherence to posted speed limits and directional signs, use of turn signals and avoidance of confrontational or offensive behavior while driving.
9. Employees should never allow anyone to ride in any part of the vehicle not specifically intended for passenger use and/or any seat that does not include a working seat belt.
10. Employees must promptly report any accidents to local law enforcement as well as to the company in accordance with established procedures. (See Automobile Accident Policy on page 42.)
11. Employees are also required to report any moving or parking violations received while driving on New American Pathways business.
12. When transporting others, it is the driver's responsibility to ensure that all passengers are wearing a seatbelt.
13. When transporting children, it is the driver's responsibility to ensure that any children are secured in a child safety seat that is properly installed and approved for their weight. Should you have any questions regarding the installation or legal guidelines regarding child safety seats, you are welcome to contact the local Fire Department for consultation. The local Fire Department will train you on the installation of child safety seats and educate you on the weight guidelines in Georgia free of charge upon request.

Failure to adhere to these procedures may result in disciplinary action up to and including termination of employment.

Field trip bus and van policies:

Students will be transported in the New American Pathways vehicles for field trips during the school year and possibly during the summer program. The maximum distance students can travel in a New American Pathways vehicle for a field trip is 75 miles or less for any trip. This complies with the DeKalb County School District field trip policies (<http://www.dekalbschoolsga.org/documents/transportation/field-trips/transportation-request-manual.pdf>) for field trips and transportation. When transporting students in the New American Pathways vehicles, door-to-door service will be provided for pick-up and drop-off. When students are dropped off, New American Pathways staff and AmeriCorps Service Members will ensure that a parent is home before leaving the child at their residence. Additionally, all students are required to have a signed permission slip by a parent for each field trip that they attend.

(Word count is 2212)

Program Name: Bright Futures Afterschool and Summer Program

H. Sustainability Plan (6 Points)

A preliminary sustainability plan must be developed as part of the application to show how the community learning center will continue the same level of service once the funding has been reduced to 90% in year 4, 80% in year 5, and ultimately, after 21st CCLC funding ends. This sustainability plan must indicate how the program will identify and engage in collaborative partnerships that will contribute to developing a vision and plan for financial capacity to support, and eventually sustain, the program after the five-year grant funding ends. The plan must include a specific description of the investments that each partner will make in the program and the associated timeframes for securing each contribution. Please note that subgrantees are not allowed to reduce services in years 4 and 5 to accommodate the reduction in funding.

Sustainable Funding Model

All three components of the program are built on New AP and LSG's fiscally-sound funding models. Both New AP and LSG have sustained services for refugees in Georgia for more than thirty years with a diverse stream of public and private support, and have extensive development capacity that is demonstrated in the annual fundraising and the volume and breadth of programs managed. Both have dedicated development staff securing funding for a wide range of programs.

New AP has already secured three private foundation grants to support the Education and Youth programming (this program falls under that designation) for this year, and those grants are multi-year and can be used increasingly over the span of the program to reduce the need for 21st CCLC funding. Both the New AP and LSG development teams maintain an active foundation grants programs, each submitting about 60 grant proposals each year.

Year 1: After the increase in capacity and sustainability provided by the grant, 21st CCLC funds would provide 32% of the funding in the first year, with the remaining portions currently covered by the Refugee School Impact Grant (RSIG) through the Department of Human Services Refugee School Impact Grant (DHS RSIG), the United Way Community Impact Grant, DeKalb County Human Services, the John and Wilhelmina Harland Foundation, the Goizueta Foundation, and the Zeist Foundation.

Year 2 - 3: The long-term strategic plan for sustainable private fundraising will continue to build upon both organizations' success at establishing a broad base of financial support that includes private foundations, corporate partners, and individual donors. During the first three years of the grant period, New AP and LSG will lay the groundwork needed to maintain quality services as grant funding decreases in the final two years, with the ultimate goal of sustaining the program after 21st CCLC funding ends. Both organizations will aggressively pursue new grant funding. According to the 2013 "Key Facts on Georgia Foundations" report published by The Foundation Center, the majority grants awarded in 2010 were given in the fields of education (17%), human services (14%) and health (37%). Many of Georgia's top foundations indicate areas of philanthropic interest that would align with this project, such as Robert W. Woodruff Foundation, The Coca-Cola Foundation, Marcus Foundation, the Joseph B. Whitehead Foundation, and the Arthur M. Blank Family Foundation.

This year, New AP is also increasing individual donor outreach fundraising efforts with the "Freedom Circle" major donor cultivation plan, working closely with board members and the advisory council. Involving Board members in the donor cultivation process allows New AP to expand their fundraising reach without needing to hire additional development staff.

By the end of year 3, New AP and LSG will have secured the required 10% match (\$35,000) to supplement Year 4 funding from a combination of private institutional and individual donors. Cultivation of additional funders for the required 20% match in Year 5 (\$70,000) will be ongoing, and the plan for sustainable program funding beyond Year 5 will be finalized.

Year 4-5: The multi-year strategic plan includes an increase of unrestricted funds that will be directed towards the Bright Futures program as the percentage of 21st CLCC funds decreases. In addition, the New AP and LSG development departments, along with the annual budgeting process that involves planning sessions between Programs, Finance, and Development, will continue to identify new partners and direct grant efforts to remove program gaps and continue the sustainability of the Afterschool Program at all schools.

The successful, quantifiable outcomes demonstrated by the program as an expanded, year-long, three-pronged approach will provide the case point for additional grants, individual and corporate donors, and in-kind partners. New AP and LSG each have a strong track record of securing grants and private funds, and the promotion of this project through 21st CCLC's support will better position each agency to secure funds specifically for this program.

By the middle of year 4, the partners expect not only to have secured the Year 5 required match, but also to have developed a well-diversified pipeline of sustainable funding for program continuation beyond the end of the 21st CCLC grant period.

Year 5: The ongoing program fundraising plan, to include cultivation, solicitation and stewardship activities, will be fully launched, with annual campaign goals and strategies firmly in place.

(Word count is 696)

Program Name: Bright Futures Afterschool and Summer Program

IV. Evaluation (10 Total Points)

All subgrantees must use an external evaluator to conduct the ongoing evaluation component of their programs. For the purpose of this application, an external evaluator is an individual, agency, or organization, with **no** vested interest in the 21st CCLC program. This requirement excludes the original application writer(s); family members of applicants, participants, and partners; employees of applicant; and the applicant's partners. Contracts with external evaluators must be limited to an individual fiscal year with renewal options for each subsequent year of the grant term. **The amount to be paid to the evaluator from grant funds cannot exceed 3% of the annual grant award amount.** If the amount to be paid exceeds 3% of the grant award, the outstanding balance must come from other non-21st CCLC sources.

The narrative must include a description of the qualifications of the evaluator. Please note it is not necessary or expected that the applicant know the identity of the evaluator at this time, however, the applicant must address the qualifications it will seek in an evaluator. The applicant must continue by providing a detailed explanation as to how it will implement an evaluation plan for continuously assessing progress towards meeting each of the proposed objectives and revising and strengthening the program based upon the continuous assessments. The plan must be based on established

performance measures previously identified in the *Goals, Objectives, Activities, and Timeframe* table. In addition, the evaluation plan should address the requirements detailed in the *GaDOE's expected reporting outcomes* section of this RFP. Importantly, the plan must address how the applicant will ensure it will have access to the data necessary to analyze its objectives, including such factors as the detailed methods anticipated for data collection and the proposed timeline for collecting data to establish continuous and overall assessment of objective progress. Finally, the applicant must explain how it will make the results of its evaluation available to its stakeholders periodically and to the public upon request.

The evaluation of the program will enable the director to determine how students are performing as a result of the program, as well as what revisions to programming need to be made to exceed the goals outlined in table 3.1.c. As the lead applicant, New AP will select an external evaluator who meets the criteria described herein and has the capacity and expertise to provide reliable feedback on the program's performance against its goals. The Instructional Support Coordinator will collect all applicable data for the first semester, including student performance, stakeholder survey, and attendance data, and organize it for the external evaluator. This information will be shared with the advisory council, who will review it with the guidance of the Instructional Support Coordinator and evaluator to determine if the program is on-track to meet its goals. Of particular importance will be students' literacy growth as measured through running records, student performance in school, teacher feedback on student performance, and student feedback on their experience. The amount and quality of engagement from parents through the School Liaison team will also be examined. The evaluator will prepare a formal report for the Education and Youth Manager, and the advisory council will consider this report and the data to collaborate on strategies or revisions for the second semester.

At the conclusion of the school year, all summative data will again be compiled by the Instructional Support Coordinator and team and prepared for the evaluator and advisory council.

Recommendations made by the advisory council at this point will inform summer supports from the School Liaison team, summer programming, and the subsequent year's afterschool programming.

The evaluator's report, all relevant data, and the advisory council's recommendations will all be submitted to the 21st CCLC for review.

Evaluation Plan

The evaluation plan employs both process and outcome evaluations: (1) formative (process) evaluation provides ongoing insight on the quality and the extent of program implementation, allowing for mid- course corrections as necessary; (2) summative (outcome) evaluation provides regular, annual analysis and reporting of progress toward student outcomes as defined by the grant objectives of the program narrative; (3) summer evaluation to provide annual analysis and recommendations on the summer programs progress toward impact as defined by the grant objectives. The evaluator will apply a robust, mixed-methods approach to collect meaningful data using both quantitative and qualitative data to assess program implementation and effectiveness. By using multiple methods with multiple data sources when possible, the external evaluator will triangulate the data to enhance the credibility and validity of the results.

The Site Coordinators will work together with the Instructional Support Coordinator to compile student assessments, the Instructional Support Coordinator will be responsible for providing weekly reports to site coordinators with monthly summaries to the program manager and Evaluator. The information to be considered in these reports includes but is not limited to:

- Program participation and retention rates
- Daily attendance per site
- Student reading assessment data
- Student grade reports
- Qualitative data collections from program staff
- Survey and assessment data administered throughout the year

A baseline data report for each Bright Futures participant will be developed by the Instructional Support Coordinator, and will include the prior year's report card and Milestones score, ACCESS scores, baseline reading score (on Reading A to Z or the selected complementary curriculum for older students) and the student survey to be used to evaluate students' progress on a one by one basis. This baseline information will be used as a point of reference for curriculum development and to inform the formative evaluation as well as the summative conclusion and the end each school year. This will also enable program coordinators to determine "summer slide" and inform summer programming accordingly and collaborate with the evaluator for the summer report.

Liaison data collected by the liaison team will be assessed and organized by the Family Engagement Manager, who will then provide it to the Instructional Support Coordinator for entry into the management system. This data includes survey responses, liaison notes, outlines of topics covered in home visits, graduation plans and other SMART goals developed in collaboration with liaisons. The Family Engagement Manager will partner with the Instructional Support Coordinator to transform the more qualitative field notes into a viable body of data that can be used by the evaluator to assess the liaison component of the program. The use of several specific assessment tools will support use of this data.

The LSG Youth Service Manager will work with the Instructional Support Coordinator to assessments data from the summer program to inform program evaluation, including: the results of age- and culturally-appropriate pre- and post-tests and/or notes on professional observations of games and interactive activities designed to assess participants' understanding of the material; observations notes and/or results of trauma screenings; attendance logs, documentation of referrals to intensive case management services or to community mental health providers, and student surveys.

Data Analysis

Information from qualitative data (open-ended survey responses; interviews) will be categorized into pre-determined and emergent themes and analyzed to assess valence, type and degree of consensus between respondents. Data from quantitative sources will be analyzed using simple, descriptive statistics including means, standard deviations and frequencies. Parametric (normal distribution) and non-parametric (distribution-free) methods will be used as appropriate. Data will be presented in a format that is understandable and usable for program staff and stakeholders to make decisions about the efficacy of the program and future changes to programming in order to ensure achievement of desired outcomes and stated goals. Graphs, tables and charts will be used extensively in reporting.

Although intended to be comprehensive, this plan will minimize intrusion on program operations and resources. The schedule contains sufficient structure to allow evaluators to collect data in a timely fashion, but also has built-in flexibility to accommodate busy staff schedules.

In summer, program staff across the two agencies will convene a meeting to review prior year results and revisit the program goals and objectives to ensure program fidelity and avoid "program drift"; to reinforce staff understanding of the evaluation purpose and methods; and to discuss the data collection schedule for the coming year. Formal reporting to staff, program participants and family members, district-level administrators, and partner organizations will occur at semi-annual advisory council meetings held in January and again in late summer. These meetings will focus on evaluation findings (both process and outcomes), Annual Performance Report data and evaluator recommendations for improvement and refinement of the program to ensure success with meeting goals and objectives stated in the grant.

Qualifications of External Evaluator

At a minimum, the external evaluator must meet the requirements for an external evaluator set forth by the 21st CCLC, and have experience having evaluated a similar grant program. The evaluator must also not be an employee or sub-contractor of any of New AP, LSG, or any of the partner entities that will participate in the project. Candidates must have applicable education to evaluate such a program and should be familiar with the use of data to drive programmatic revisions.

At the time of submission of this proposal, New AP has interviewed multiple external evaluators, including the National SafeCare Training and Research Center at the Georgia State University Public School of Health, as well as the consultants utilized for New AP's successful and stringent AmeriCorps evaluation process. New AP has reached an agreement with Next Step Evaluation, Inc. (NSE). NSE has the level of rigor and experience necessary for the 21st CLCC reporting process. They currently are the external evaluators for multiple LEAs holding 21st CLCC grants in Eastern Georgia, have ample experience with and are complimentary of the rigor of the Cayen reporting system, and have a planned structure for all three reporting periods (formative, summative, and summer). In addition, at the \$10,500 price point allocated in the budget, they have agreed to perform additional meetings with the Instructional Support Coordinator to assist with developing long-term practices, guide a data sharing process with the DeKalb County School District to ensure access to the required grade data, provide additional reports, data analysis, and summaries as requested, and meet additionally with program staff and the advisory council to facilitate optimization of program methodology. Virginia Dick, the President of the organization, holds a PhD in Child and Family Development, has over 15 years of evaluation experience (including with the Georgia Department of Human Resources), and is passionate about the programmatic mission to help refugee children thrive in Georgia.

Evaluation Reporting Process

The data to be collected from the Afterschool Program includes standardized test results and progress reports issued by the school district as available, observation data from Site Coordinators and teachers, standardized assessments for content knowledge and literacy, and qualitative pre/post surveys to benchmark and monitor student academic progress and changes in student attitudes and behaviors. Standardized measures to be used in the Afterschool Program will include, at a minimum, ACCESS test for English Learners (if available), an Attitude Self Survey, Afterschool Teacher surveys the Reading A-Z Assessment, STAR Reading and Early Literacy Assessments (if available), Georgia Milestone results, attendance records, and family member surveys.

Program staff administers multiple reading assessments in addition to the Reading A-Z Running Record assessments. Letter recognition, letter sounds, and sight word assessments are used to

monitor student progress consistently for beginner level English learners, instead of just three times a year. Students who are low level English speakers or readers are assessed at least once a month, and that data is used to drive constant program improvement and focus on student areas of need. Other means of data collection may vary by site, and could include curriculum and assessment subscription services like MobyMax, Study Island, or RAZ Kids.

Method for Reporting Out Evaluation to Stakeholders

The formative, summative, and summer reports will be posted to each organization's website and will be made available upon request in print and translated to the requester's home language as needed. In addition, program participants and staff will receive a summary of the annual data in print, and printed copies will be made available at each school site.

Method for Data-Driven Programmatic Revisions

The Instructional Support Coordinator will work closely with Site Coordinators and the Program Manager to review data as it becomes available. Throughout the year, each Site Coordinator, the Program Manager, the lead School Liaison, and Instructional Support Coordinator will formally meet each month to review data and feedback. This review of data will include staff, volunteer, parent, and student feedback; communication from the school staff; literacy and English development data; and attendance data. Based on the performance at each month, the team may choose to make minor revisions to the program.

At the end of each semester and the summer session, the advisory council will convene. This more thorough examination of formative and summative data will be used for the council to determine recommendations for the next phase of the program. Through collaboration with the Program Manager and Evaluator, these recommendations may be implemented to increase performance. Major revisions to the program will require the Program Manager to meet with the designated leads from each of the two organizations to discuss barriers major revisions would mitigate. Any revisions of the magnitude would be immediately reported to the 21st CCLC and would stay within the required parameters of the program in service of the goals and objectives articulated herein.

Formative Evaluation Requirement

New AP will adhere to the formative evaluation requirement through the collaboration of the Instructional Support Coordinator and evaluator. The summative report will include an assessment of data, including but not limited to annual increases in reading levels as assessed using Reading A to Z and the selected complementary curriculum for older students, student report cards, attendance and promotion reports from the principal, a synopsis of operation at each site, and a detailed report of progress toward each stated objective with evidence. Any recommendations made by the program manager or advisory council in response to this data will be included in the report, which is prepared each quarter. Formative reports are available upon demand, and published and shared with all program staff as part of a program-wide quarterly meeting.

In addition to the formal quarterly meeting, the Instructional Support Coordinator, program manager, and evaluator will meet monthly to review that month's data and measure progress toward objectives. Revisions to the model will be made as needed based on this analysis of the data.

Summative Evaluation Requirement

A Summative Evaluation in Microsoft Word format will be submitted to GaDOE by June 30 each year. This document will provide a detailed program summary, including progress toward meeting each stated objective and data collected during the year. The report will include required information for the following major sections: (1) Overview and History; (2) Student Attendance and Enrollment; (3) Program Operation for each site; (4) Quality of Staffing for each site; (5) Objective Assessment of progress towards achieving each program objective; (6) Other Observations, if appropriate; (7) Progress Toward Sustainability through program partnerships; and (8) Overall

Recommendations from the program staff and/or advisory council, including any overall program assessment and any program-wide recommendations to enhance program quality will be included. In addition to the summative evaluation, a separate evaluation for the summer program will be completed and available in September of each year.

The evaluator will work closely with the program manager, Instructional Support Coordinator, and advisory council to obtain, organize, and evaluate the programmatic data against its goals. The evaluator will also work with stakeholders – students, families, school staff and community partners – throughout the process of developing and implementing an evaluation protocol. This outreach will be important both in the design of the evaluation as well as in providing updates to stakeholders about project results.

Evaluators will provide key stakeholders, including the project manager and directors, site coordinators, community partners, program participants, parents, and district staff with semi-annual written reports of evaluation findings that will include mid-year and annual evaluation reports.

The evaluator will ensure that information is collected, analyzed and reported in a brief, user-friendly, data-driven format for program stakeholders and is designed to encourage site-level modifications to support and improve the program in order to meet stated goals and objectives. The evaluator also will provide key stakeholders (program managers, site coordinators, community partners, program participants, and school/district staff) with written and oral reports of evaluation findings, including mid-year (interim) and end-of-year (annual) evaluation reports. One-page evaluation briefs will be provided each semester, and evaluation results always will be made available to stakeholders and the public upon request. In addition, as the fiscal agent, New AP will provide all requested evaluation data to the GaDOE, and findings will be made available to the public upon request.

(Word count is 2444)

21st CCLC Competitive Priority Worksheet FY18

EACH applicant MUST complete the Competitive Priority Worksheet FY18, regardless of whether they are claiming a priority or not. Please check each item that applies to this application.

Fiscal Agent's Name: New American Pathways, Inc.

[Co-Applicant Guidance](#)
[School Designations](#)
[List of Counties Eligible for Priority 5](#)

No Priority Claimed (0 points)

Competitive Priority Points will be assigned only after an applicant has received the minimum absolute score of 240.

- Priority 1: Proposal is submitted **jointly/collaboratively** between at least one LEA and at least one eligible entity. Please see page 15-16 of this RFP for detailed information Competitive Priority criterion. (Maximum of 5 points)
- Priority 2: Program is proposing to serve participants that attend schools that have been designated as Opportunity, Focus or Priority. (Maximum 10 points). Please see page 16 of this RFP and refer to [Supplemental Form G](#) for more information.
- Priority 3: Program is proposing to serve participants that attend elementary school(s) that have fewer than 49% of students in grade 3 achieving a Lexile measure equal to or greater than 650 on the Georgia Milestones English Language Arts (ELA) End of Grade (EOG) (CCRPI Achievement Indicator 7) **and** fewer than 76% of students who miss less than 6 days (CCRPI Achievement Indicator 10). (Maximum of 5 points)
- Priority 4: Program is proposing to serve students in grades 9, 10, 11, and 12. (Maximum of 5 points)
- Priority 5: Program is proposing to serve participants in a county that is currently not receiving 21st CCLC funding in FY17. Please see [Supplemental Form F](#) for list of counties eligible for priority. (Maximum of 5 points)
- Priority 6: Program is proposing to operate a summer program, during each year of the award, for a total number of 60 hours for a minimum period of three consecutive weeks during each summer recess. (Maximum of 5 points)

21st Century Community Learning Centers ("CCLC")
Specific Program Assurances for Subgrantees

** Please note: The Georgia Department of Education (GaDOE) considers the applicant to be the fiscal agent for the grant. Therefore, any grants awarded will be in the name of the fiscal agent.

Official Entity Name for Fiscal Agent/Subgrant Award Recipient: New American Pathways, Inc.

Program Name:	Funding Amount
Bright Futures Afterschool and Summer Program	\$350,000.00

Number	Initial Each Box Below	Assurances
1	<input type="checkbox"/> PM	The Subgrantee assures that it has the necessary legal authority to apply for and receive the 21st CCLC subgrant(s).
2	<input type="checkbox"/> PM	The signatory for these assurances certifies that he has the authority to bind the Subgrantee.
3	<input type="checkbox"/> PM	Subgrantee certifies that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
4	<input type="checkbox"/> PM	The Subgrantee certifies that the community was given timely notice of its intent to submit its application(s) and that the application(s) and any waiver request(s) were available for public review and comment after submission.
5	<input type="checkbox"/> PM	The 21st CCLC program(s) was developed, and will be carried out, in active collaboration with the schools the students attend.
6	<input type="checkbox"/> PM	The Subgrantee engaged in timely and meaningful consultation with private school officials during the design and development of the 21st CCLC program(s).
7	<input type="checkbox"/> PM	The 21st CCLC program will primarily target students who attend Title I schools or schools eligible for Title I schoolwide programs and their families.
9	<input type="checkbox"/> PM	The 21st CCLC program will take place in a safe and easily accessible facility. It is the responsibility of the Subgrantee to ensure that it meets all requirements, including but not limited to, child-care licensing, occupancy, fire, water, and transportation of students.
10	<input type="checkbox"/> PM	The 21st CCLC program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
11	<input type="checkbox"/> PM	The 21st CCLC instructional program offered to students will be carried out as proposed in the application.
12	<input type="checkbox"/> PM	<p>Funding for subsequent years are dependent upon successful program implementation and progress aligned with the components of the request for application submitted. The subgrantee understands that if any of the following requirements are not adhered to, the subgrantee may forfeit future funding or received reduced funding:</p> <ul style="list-style-type: none"> • Attendance at orientation, training, and other required meetings • Proposed weekly number of hours of operations (minimum of 12 hours/week) • Program academic content aligned with stated goals, objectives, and the Georgia Standards of Excellence • Sound fiscal management including following reimbursement process requirements of the grant
13	<input type="checkbox"/> PM	Prior to any material change affecting the purpose, administration, organization, budget, or operation of the 21st CCLC Program, the Subgrantee agrees to submit an appropriately amended application to GaDOE for approval.
14	<input type="checkbox"/> PM	The Subgrantee agrees to notify the GaDOE, in writing, of any change in the contact information provided in its application.
15	<input type="checkbox"/> PM	The activities and services described in the application shall be administered by or under the supervision and control of the Subgrantee. The Subgrantee shall not assign or subcontract, in whole or in part, its rights or obligations without prior written consent of GaDOE. Any attempted assignment without said consent shall be void and of no effect.
16	<input type="checkbox"/> PM	The Subgrantee agrees that its program will be fully operational within 60 days of the receipt of their award letter.
17	<input type="checkbox"/> PM	The Subgrantee will use fiscal control and sound accounting procedures that will ensure proper disbursement of and account for Federal and state funds paid to the program to perform its duties.
		Funds shall be used only for financial obligations incurred during the

18	PM	grant period.
19	PM	The Subgrantee will submit its annual budget within 30 days of the grant award.
20	PM	An annual, external audit should be submitted to GaDOE within 6 months of the end of the Subgrantee's fiscal year.
21	PM	The Subgrantee will, if applicable, have the required financial and compliance audits conducted in accordance with the Single Audit Act Amendments of 1966 and 2 C.F.R. Part 2, Subpart F, "Audit Requirements".
22	PM	The fiscal agent will adopt and use proper methods of administering each program, including: (A) the enforcement of any obligations imposed on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (B) the timely correction of deficiencies in program operations that are identified through audits, monitoring, evaluation and/or technical assistance.
23	PM	The Subgrantee will cooperate in carrying out any evaluation of each such program conducted by or for the Georgia Department of Education, the U.S. Department of Education, or other state or Federal officials.
24	PM	The Subgrantee will submit reports to GaDOE and to the U.S. Department of Education as may reasonably be required. The Subgrantee will maintain such fiscal and programmatic records and provide access to those records, as necessary, for those departments to perform their duties.
25	PM	The Subgrantee will submit an annual summative evaluation report no later than June 30. If applicable, the Subgrantee will submit its summer session summative evaluation report no later than September 30.
26	PM	The Subgrantee agrees that GaDOE, or any of its duly authorized representatives, at any time during the term of this agreement, shall have access to, and the right to audit or examine any pertinent books, documents, papers, and records of the Subgrantee related to the Subgrantee's charges and performance under the 21st CCLC subgrant.
27	PM	The Subgrantee understands that the control of 21st CCLC grant funds and title to property acquired with 21st CCLC grant funds will be in a public agency or in a nonprofit entity, institution, organization, or Indian tribe, if the law authorizing the 21st CCLC program provides for assistance to those entities; and the public agency, nonprofit entity, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes.
28	PM	The property (e.g., computers, equipment, classroom desks, tables, and pilferable items) purchased with the 21st CCLC grant funds must be managed in accordance with 2 C.F.R. § 200.310-316.
29	PM	The Subgrantee will submit proof of its Fidelity and Liability Insurance Policy and proof of minimum liability transportation insurance to the Georgia Department of Education within 60 days of the grant award. (Does not apply to school districts)
30	PM	The Subgrantee is responsible for ensuring that all applicable liability insurance requirements are met.
31	PM	All required documentation (e.g., reimbursement requests, attendance data, student grades, test scores, etc.) will be entered and updated in a timely manner as stipulated by GaDOE.
32	PM	The Subgrantee certifies that state and national criminal background checks will be conducted annually for any and all individuals acting on behalf of the Subgrantee including: regular volunteers, employees, contractors, relatives, etc. prior to their employment, whether or not they have direct contact with students. In addition, the Subgrantee agrees to develop and utilize written policies on how the criminal background check results will be used in hiring and volunteer practices.
33	PM	The Subgrantee certifies that it will abide by GaDOE's Conflict of Interest and Disclosure Policy. Applicants with a conflict of interest must submit a disclosure notice.

34	PM	The Subgrantee understands that 21st CCLC grant funds will not be used for lobbying the executive or legislative branches of the Federal government in connection with contracts, grants, or loans and will report payments made with unappropriated funds for lobbying purposes.
35	PM	The Subgrantee will comply with the Family Education Rights and Privacy Act of 1974 (34 C.F.R. 99).
36	PM	Subgrantee will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicaps; and the Age Discrimination Act of 1975, which prohibits discrimination on the basis of age, and the Americans with Disabilities Act of 1990, which prohibits discrimination on a basis of disability.
37	PM	In accordance with the Federal Drug-Free Workplace and Community Act Amendments of 1989 and the Drug-Free Workplace Act of 1988, the Subgrantee understands that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, marijuana, or dangerous drug is prohibited at geographic locations at which individuals are directly engaged in the performance of work pursuant to the 21st CCLC grant.
38	PM	The Subgrantee will establish and communicate to all students, parents, and staff its procedure whereby anyone suspecting fraud, waste, or abuse involving 21st CCLC funds shall call or write the appropriate authorities.
39	PM	The 21st CCLC grant has been accepted adapted by the local Board of Education (LEAs) or local Board of Directors (non-LEAs).

My electronic signature below certifies that I am the authorized signatory for the Fiscal Agent and official Subgrantee, and that I have read, understand, and agree to abide by all assurances. I also understand that failure to abide by all assurances may result in loss or reduction of grant funding.

Signature of Fiscal Agency Head (required) Certified by Electronic Signature

Typed Name of Fiscal Agency Head (required) Paedia Mixon
 Typed Position Title of Fiscal Agency Head (required) Chief Executive Officer
 Date (required) 01/25/2017 at 13:58:00

Georgia Department of Education
 Conflict of Interest and Disclosure Policy

Georgia's conflict of interest and disclosure policy is applicable to entities conducting business on behalf of and /or doing business with the Department and entities receiving a grant to implement a program and/or project approved by the State Board of Education. This policy is applicable for entities receiving state and/or Federal funds.

Questions regarding the Department's conflict of interest and disclosure policy should be directed to the program manager responsible for the contract, purchase order and/or grant.

I. Conflicts of Interest

It is the policy of the Georgia Department of Education (GaDOE) to avoid doing business with Applicants, subcontractors of Applicants who have a conflict of interest or an appearance of a conflict of interest. The purpose of this policy is to maintain the highest level of integrity within its workforce, and to ensure that the award of grant Agreements is based upon fairness and merit.

a. Organizational Conflicts of Interest.

All grant applicants ("Applicants") shall provide a statement in their proposal which describes in a concise manner all past, present or planned organizational, financial, contractual or other interest(s) with an organization regulated by the GaDOE, including but not limited to Local Education Agencies (LEAs), or with an organization whose

interests may be substantially affected by GaDOE activities, and which is related to the work under this grant solicitation. The interest(s) in which conflict may occur shall include those of the Applicant, its affiliates, proposed consultants, proposed subcontractors and key personnel of any of the above. Past interest shall be limited to within one year of the date of the Applicant's grant proposal. Key personnel shall include:

- any person owning more than 20% interest in the Applicant
- the Applicant's corporate officers
- board members
- senior managers
- any employee who is responsible for making a decision or taking an action on this grant application or any resulting Agreement where the decision or action can have an economic or other impact on the interests of a regulated or affected organization.

- i. The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.
- ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.
- iii. GaDOE will review the statement submitted and may require additional relevant information from the Applicant. All such information, and any other relevant information known to GaDOE, will be used to determine whether an award to the Applicant may create a conflict of interest. If any such conflict of interest is found to exist, GaDOE may:
 1. Disqualify the Applicant, or
 2. Determine that it is otherwise in the best interest of GaDOE to make an award to the Applicant and include appropriate provisions to mitigate or avoid such conflict in the grant awarded.
- iv. The refusal to provide the disclosure or representation, or any additional information required, may result in disqualification of the Applicant for an award. If nondisclosure or misrepresentation is discovered after award, the resulting grant Agreement may be terminated. If after award the Applicant discovers a conflict of interest with respect to the grant awarded as a result of this solicitation, which could not reasonably have been known prior to award, an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate the Agreement for convenience if GaDOE deems that termination is in the best interest of the GaDOE.

b. Employee Relationships

- i. The Applicant must provide the following information with its application and must provide an information update within 30 days of the award of a contract, any subcontract, or any consultant agreement, or within 30 days of the retention of a Subject Individual or former GaDOE employee subject to this clause:
 1. The names of all Subject Individuals who:
 - a. Participated in preparation of proposals for award; or
 - b. Are planned to be used during performance; or
 - c. Are used during performance; and
- ii. The names of all former GaDOE employees, retained by the Applicant who were employed by GaDOE during the two year period immediately prior to the date of:
 1. The award; or
 2. Their retention by the Applicant; and
 3. The date on which the initial expression of interest in a future financial arrangement was discussed with the Applicant by any former GaDOE employee whose name is required to be provided by the contractor pursuant to subparagraph (ii); and
 4. The location where any Subject Individual or former GaDOE employee whose name is required to be provided by the Applicant pursuant to subparagraphs (i) and (ii), are expected to be assigned.

- iii. Subject Individual" means a current GaDOE employee or a current GaDOE employee's father, mother, son, daughter, brother, sister, uncle, aunt, first cousin,

nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, half sister, spouse of an in-law, or a member of his/her household.

- iv. The Applicant must incorporate this clause into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.
- v. The information as it is submitted must be certified as being true and correct. If there is no such information, the certification must so state.

c. Remedies for Nondisclosure

The following are possible remedies available to the GaDOE should an Applicant misrepresent or refuse to disclose or misrepresent any information required by this clause:

- 1. Termination of the Agreement.
- 2. Exclusion from subsequent GaDOE grant opportunities.
- 3. Other remedial action as may be permitted or provided by law or regulation or policy or by the terms of the grant agreement.

d. Annual Certification

The Applicant must provide annually, based on the anniversary date of Agreement award, the following certification in writing to GaDOE. The annual certification must be submitted with the grantees annual end of year program report.

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

The Applicant represents and certifies that to the best of its knowledge and belief that during the prior 12 month period (**APPLICANT MUST CHECK AT LEAST ONE BOX BELOW:**

- A former GaDOE employee(s), current GaDOE employee, or Subject Individual(s) has been retained to work under the Agreement or subcontract or consultant agreement and complete disclosure has been made.
- No former GaDOE employee(s), current GaDOE employee, or Subject Individual(s) has been retained to work under the Agreement or subcontract or consultant agreement, and disclosure is not required.

II. Disclosure of Conflict of Interest after Agreement Execution

If after Agreement execution, Applicant discovers a conflict of interest which could not reasonably have been known prior to Agreement execution; an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate this Agreement for convenience if GaDOE deems that termination is in the best interest of GaDOE.

III. Incorporation of Clauses

The Applicant must incorporate the clauses in paragraphs A, B, and C of this section into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.

Signature of Fiscal Agency Head (required) Certified by Electronic Signature

Typed Name of Fiscal Agency Head (required)	<u>Paedia Mixon</u>
Typed Position Title of Fiscal Agency Head (required)	Chief Executive Officer
Date (required)	01/25/2017 at 13:58:00

Non-Profit Organization
Financial Management Questionnaire

I. General Information

Name of Organization: New American Pathways, Inc.

Data Universal Numbering System (DUNS) Number: 102003688

Federal Employment Identification (FEI) Number: 300130066

Address (Number and Street/ PO Box): 2300 Henderson Mill Rd NE Suite 100

Address (Number and Street/ PO Box):

City/Town: Atlanta State: GA Zip Code: 30345

Phone#: (404)299-6099 ext. 241 Ext: 241

Name of Officers	Title	Phone	Email Address
Paedia Mixon	Chief Executive Officer	4042996099 ext. 241	p.mixon@newamericanpathways.org
Patrick Hackett	Development Manager	4042996099	p.hackett@newamericanpathways.org
Peter Armstrong	Chief Financial Officer	4042996099 ext. 242	p.armstrong@newamericanpathways.org
Mary Kathryn Tippet	Education and Youth Manager	4042996099 ext. 219	mk.tippet@newamericanpathways.org

1. Does your organization have a governing board? YES NO

If yes, please list the board members.

Name of Members	Title
Tom Rawls	Chair
Kevin Abel	Vice Chair
Wendy Gutierrez Cheeks	Secretary
Tunstall Rushton	Treasurer
Adriana Varela	At Large Member
Tunrola Odelowo	Board Member

2. Is your organization aware of any conflicts of interest? YES NO

If yes, please note any conflicts of interest.

3. Please upload a PDF copy of your organization's articles or charter.

Download organization's articles or charter: [New Amer charter 625.pdf](#)

4. Please upload a PDF copy of your organization's 501(c)(3) Internal Revenue Service forms.

Download organization's articles or charter: [New Amer_irs_form_625.pdf](#)

II. Type of Fund

1. Please indicate if your organization is applying for a grant or contract. GRANT CONTRACT

2. Please indicate how your grant or contract will be funded. STATE FEDERAL OTHER

III. Financial Information Disclosure

Fiscal Year 2016 Ending Date: 9/30/2016

2. What percent of funds is used for administrative purposes? 15.00%

3. Does your organization have past due debt owed to the state or federal government? YES NO

4. Has your organization declared bankruptcy in the last 3 years? YES NO

If yes, explain.

5. Does your organization have any ongoing or pending litigation which may have a financial impact? YES NO

If yes, state the approximate amount. \$0.00

Describe.

6. Are there any going concern issues? YES NO

If yes, explain.

7. Do state and federal funds comprise more than 75% of your organizations total revenue? YES NO

8. Has your organization previously received a federal or state grant or contract? YES NO

If yes, explain.

Amount	Funding Source (federal/state) & Type (grant/contract)	Agency Providing Funds	Latest Year Receiving Funds
\$1272975.00	U.S. Department of Health and Human Services (7 federal contracts)	Church World Service/Episcopal Migration Ministries/Department of Human Ser	2016
\$957150.00	U.S. Department of State (2 Federal Contracts)	Church World Service/Episcopal Migration Ministries	2016
\$302062.00	The Georgia Department of Community Affairs (federal grant)	Georgia Commission for Service and Volunteerism	2016
\$250000.00	U.S. Department of Homeland Security (federal grant)	United States Citizenship and Immigration Services	2016
\$174833.34	Dekalb County Human Services (county contract)	Dekalb County Human Services	2016
\$102302.00	U.S. Department of Justice (federal contract)	Georgia Criminal Justice Coordinating Council	2016

9. Has your organization filed a federal 990 tax return for the last fiscal/calendar year? YES NO

If no, explain why the return has not been filed and upload your latest return.

Our audit will be completed by March 31, 2017 and Form 990 will be filed by late May or early June.

Please upload the return.

10. Has your organization been audited (financial or programmatic)? YES NO

If yes, please upload the most recent audit completed.

If no, explain.

11. If your organization was audited, were there any findings? YES NO

If yes, list the findings.

12. Was corrective action taken to address the findings? YES NO

If yes, please upload documentation to show that corrective action was taken.

If no, explain.

There were no findings.

13. Did your organization expend \$500,000 or more in federal funds in your last fiscal year? YES NO

If yes, please upload your most recent A-133 audit report.

14. Did your organization expend \$100,000 or more in state funds in your last fiscal year (if yes, you should have checked 'yes' for #10 and have uploaded an audit report)? YES NO

15. Did your organization expend at least \$25,000 but not more than \$100,000 in state funds in your last fiscal year? YES NO

If yes, please upload audited or unaudited entity-wide financial statements.

17. If you answered yes to #13, #14, or #15, did your organization submit the required information to the Georgia Department of Audits and the state agency from which funds were received? YES NO

If no, explain.

Please upload your organization most current federal 990 tax return.

Download organization's articles or charter: [New Amer_tax_return_doc_625.pdf](#)

Please upload your organization most recent audit completed.

Download organization's articles or charter: [New Amer_recent_audit_doc_625.pdf](#)

Please upload documentation to show that corrective action was taken.

Please upload your most recent A-133 audit report.

Download organization's articles or charter: [New Amer_A_133_audit_doc_625.pdf](#)

Please upload audited or unaudited entity-wide financial statements.

IV. Internal Controls

1. Is your organization's staff sufficient to provide for adequate separation of duties in regards to deposits, payments, reconciliations, supervisory reviews, and preparation of financial statements? YES NO

If no, explain.

2. Is your organization's accounting system able to account for state and federal grants and contracts separately? YES NO

If no, explain.

3. Is your organization's accounting system able to account for costs according to the categories that would be contained in your approved state or federal program budget? YES NO

If no, explain.

4. Is your organization's time distribution system able to account for each employee's time by project, being distributed to the proper state or federal program? YES NO

If no, explain.

5. If your organization receives federal funds, is your organization in compliance with OMB Circular A-122, "Cost Principles for Non-Profits?" YES NO

6. Does your organization have written procurement policies? YES NO

If no, explain.

To the best of my knowledge and belief, I certify that all data in this document is true and correct.

Name of Representative	Paedia Mixon	Title	Chief Executive Officer
Signature	Certified by Electronic Signature	Date	01/25/2017 at 13:58:00