

**Georgia Department of Education
21st Century Community Learning Centers
FY 23 Common Data Elements Form**



Subgrantee: New American Pathways	Date: June 30, 2023
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1. Attendance

Total Number of Students Targeted	Registered Students Attending at least 1 day or 1 hour	# of Students Attending ≥ 30 days or 90 hours)	Total Number of Parent Opportunities	Cumulative Total Number of Parents Attending
Number: 165	Number: 226	Number: 174	Number: 6	Number: 145

2. Objectives

Total Objectives	Met	Not Met	Other
Number: 16	Number: 7	Number: 5	Number: 4

3. GTID

Number of Student GTIDs Reported in Transact/Cayen	226
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4. Report Card Grades

4A. English Language Arts

Students without Grades	Registered Students Attending at least 1 day or 1 hour 1 st Semester ELA Grade				Students without Grades	Registered Students Attending at least 1 day or 1 hour 2nd Semester ELA Grade			
	A	B	C	D or F		A	B	C	D or F
Number	54	58	42	6	Number	66	55	44	6
66	54	58	42	6	55	66	55	44	6

Identify the preferred if it is not letter grades Elementary schools used letter grades.

4B. Math

Students without Grades	Registered Students Attending at least 1 day or 1 hour 1 st Semester Math Grade				Students without Grades	Registered Students Attending at least 1 day or 1 hour 2nd Semester Math Grade			
	A	B	C	D or F		A	B	C	D or F
Number	35	59	46	26	Number	33	77	50	15
60	35	59	46	26	51	33	77	50	15

Identify the preferred if it is not letter grades Middle/High schools used %.

5. Teacher Reported Engagement in Learning Survey

Total Number of Surveys Completed	Survey Question #1: Satisfactorily completes homework or assignments?									
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Sig. Improvement	
	%	1.3	%	22.8	%	15.2	%	40.5	%	20.3
	Survey Question #2: Participates in class and is attentive?									
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Sig. Improvement	
	%	7.6	%	19	%	16.5	%	40.5	%	16.5
	Survey Question #3: Demonstrates a motivation to learn?									
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Sig. Improvement	
	%	7.6	%	17.7	%	15.2	%	39.2	%	20.3
	79									

6. Partners

Number of Partners	Total Amount of Contributions
21	\$26,247



*moving lives
forward*

Bright Futures 2023 Summative Report



Center for Evaluation and Research Services in the
Georgia State University
College of Education & Human Development

June 2023

Center for Evaluation and Research Services

Georgia State University College of Education & Human Development

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The Center for Evaluation and Research Services improves the educational and developmental experiences of students, teachers, and other program clients by providing program evaluation and research services to local, state, national, and international agencies and educational institutions. Its work, which includes the evaluation of professional development programs for teachers and of the education and training of P-12 and postsecondary students, enhances the reputations of the GSU College of Education & Human Development and of the program-providing agencies.

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PROGRAM OVERVIEW AND HISTORY

1.1

Program Overview

The Bright Futures program serves students in the Clarkston area of the DeKalb County School System. Most of the students come from refugee and immigrant families who have settled in the area after coming to the United States. For many students, English is not the primary language spoken at home, and they are learning it for the first time. The specific goals of the program are to improve students' academic achievement, to provide social adjustment and therapeutic support to students, and to empower refugee families to engage in students' academic achievement and social adjustment.

1.2

Program History and Operation

The Bright Futures program operates after school hours in association with four school sites: International Community School, Jolly Elementary School, Freedom Middle School, and Clarkston High School. The program is implemented by a partnership involving New American Pathways, under the direction of Kristin Hiler for most of the 2022-2023 year, and International Rescue Committee, under the direction of Peter Walker-Flom, beginning in January 2023. The program has a target of serving 235 students and their parents through a holistic model that includes after-school programming, summer programming, and family events. In 2022-2023, the program was delivered at the school sites, which differed from the previous year of primarily online delivery.

This year marks the first that International Rescue Committee (I.R.C.) is partnering with New American Pathways to implement the Bright Futures program. The International Rescue Committee's locally funded, community-based office in Atlanta opened in 1979 to create opportunities for refugees and immigrants to integrate and thrive in Georgia communities. To date, the I.R.C. in Atlanta has welcomed more than 27,000 refugees from over 65 countries to resettle in communities across the state. I.R.C. Atlanta offers wrap-around programs, including

resettlement and case management services, adult education classes, youth programs covering ages 5 to 24, employment assistance, asset building resources, community health response programs, and immigration services, all of which served 2,788 individuals in fiscal year 2021.

This history of successful engagement in the local immigrant community was critical to both the needs assessment and plans for the 21st Century C.L.C. grant. Together, New American Pathways and I.R.C. comprise the first stop and primary resource for nearly two-thirds of the refugees resettled in the Atlanta area. Through the broad scope of services provided by each organization, they are considered local authorities on the needs of refugees and other immigrant populations. Both organizations have a significant number of immigrants, including former refugees, who work for the organizations, so the needs assessment and programmatic planning has been conducted under the guidance of individuals who have lived the experience of resettlement.

1.3

Program Goals and Objectives

The goals, objectives, and activities of the Bright Futures program are listed in Table 1.

Table 1. Bright Futures Program Goals and Objectives

<i>Measurement Tools</i>	<i>Activities</i>	<i>Timeframe</i>
Goal 1. Improve Student Academic Achievement		
Objective 1.1. 70% of students in the Afterschool Program will show an increase in literacy levels as demonstrated by Reading A to Z results (Elementary and Middle School students) and by IRC English Proficiency assessment results (Middle and High School students).		
1.1.a. Pre/Post Reading A to Z scores and annual percent increase 1.1.b. Pre/Post Best Plus English Assessment and annual percent increase	1.1.1) Weekly small group literacy intensives 1.1.2) Daily individualized literacy support and GSE aligned ELA tutoring 1.1.3) Pre/Post literacy assessments occurring within the first week of student entering the program (pre) and by the final week of programming (post). 1.1.4) High intensity 1-1 and small group tutoring offered 5 days a week provided by IRC Staff, AmeriCorps member, and trained interns and volunteers. 1.1.5) Quarterly "Book Club" sessions with self-selected RPS students, featuring books by BIOPIC authors, addressing relevant topics to adolescent immigrant youth.	September to May
Objective 1.2. 70% of High School (HS) students will meet personal and academic performance goals and results as recorded in their Individualized Learning Plans (ILPs).		
1.2.a Record of Initial ILP for each student 1.2.b Attendance records and notes for monthly ILP check-ins with students on progress towards academic and personal goals.	1.2.1) Initial ILPs developed with IRC Staff, HS student, and family. 1.2.2) Weekly enrichment workshops to empower students to meet personal and academic goals, addressing college and career access, and graduation requirements 1.2.3) Monitoring of program attendance, semester grade reports, and grade level promotion.	September to May
Objective 1.3. 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. Pre/Post Letter Recognition Assessment results Fry Sight Words Assessment Results.	1.3.1) Daily small group literacy intensives 1.3.2) Daily individualized literacy support and GSE aligned ELA tutoring 1.3.3) Pre/Post literacy assessments occurring within the first week of student entering the program (pre) and by the final week of programming (post).	September-May

Measurement Tools	Activities	Timeframe
Objective 1.5. 90% of Elementary and Middle School students in Afterschool demonstrate an increase in confidence in their ability to navigate American schooling and understanding of academic expectations.		
1.5. Pre/Post student attitude survey Results noting annual score increase on knowledge of schooling and expectations.	1.5.1) Daily individualized tutoring, homework help 1.5.2) Weekly activities and orientations focusing on school rules, culture, expectations, etc. 1.5.3) Pre/post student surveys occurring within the first week of student entering the program (pre) and by the final week of programming (post).	September to May
Objective 1.7. 65% of Afterschool students will meet or exceed GA Milestones scores (Mean score) as compared to the mean score of English Language Learner students who are not participants of Afterschool in the same grades at each site.		
1.7. GA Milestones EOC & EOG Afterschool participant mean score and non-Afterschool ELL participants at school sites	1.7.1) Daily individualized literacy support and GSE aligned ELA tutoring 1.7.2) Daily individualized tutoring, homework help	September to May
Objective 1.8. 75% of Afterschool students (Elementary, Middle, and High School) are promoted from their current grade level to the next consecutive grade level according to their Individual Learning Plan.		
1.8. Record of promotion provided by school	1.8.1) Families receive ongoing translation and support services to access school information 1.8.2) Families receive parent teacher conference participation support and translations 1.8.3) Resources and references for academic family support provided on as-needed basis to families 1.8.4) Family participation in after school programming	September to May
Objective 1.9. 75% of Afterschool High School students are on track to graduate with their graduation cohort (within 4-5 years of entering 9th grade in the United States) according to their Individual Learning Plan.		
1.9.a. A record of students' end of year grades and/or graduation records showing sufficient course credit for grade-level promotion 1.9.b Student achieves goal completion on their ILP, such as: improved English literacy, improved school attendance, improve grades, etc.)	1.9.1) Clarkston High families and students collaborate with Site Manager to create an ILP to focus on plans for graduation and beyond graduating. 1.9.2) Organize workshops, guest speakers, college visits, financial aid and scholarship programs to connect students and families with post-secondary opportunities in order to develop plans.	September to May

Measurement Tools	Activities	Timeframe
Goal 2. Youth Development: Provide social adjustment and therapeutic support		
Objective 2.1. 90% of Afterschool students (Elementary, Middle, and High School) will demonstrate an increase in knowledge and skills needed to cope with social/societal norms and educational expectations.		
2.1) Age- and culturally appropriate pre/post student attitude survey results noting annual score increase	2.1.1) Provide pre/post surveys designed to assess participants understanding of educational expectations and their perception of social/societal norms 2.1.2) Cultural orientation activities (e.g., group projects, games, field trips) designed to increase knowledge of the community, and promote comfort and social adjustment.	September to May
Objective 2.2. 100% of Elementary and Middle School students screened for trauma and referred to intensive case management services and/or community mental health providers will demonstrate progress in reaching their Individual Learning Plan goals.		
2.2.a. Observation notes and/or screening results, as documented in client case files; # of referrals, as documented in client case files. 2.2.b. Attendance records showing weekly SEL/therapeutic activities were provided.	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) 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 2.2.3) Therapeutic 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	September to July
Objective 2.4. 100% of Afterschool will complete at least two projects focused on empowerment, education, career pathway, community building, or other related topics.		
2.4.a) Sign in sheet noting students who attended each project session including note of completion. 2.4.b) Student feedback and reflection form for each completed project	2.4.1) Weekly Character education lessons 2.4.2) Weekly Empowerment lessons 2.4.3) Educational field trips 2.4.4) STEAM activities/projects 2.4.5) Community volunteer/internship opportunities 2.4.6) Crafts and therapeutic art activities such as outdoor hikes, Garden Club, art therapy sessions through Paint Love, etc. are provided weekly, minimally.	September to July

Measurement Tools	Activities	Timeframe
Goal 3. Empower ELL families to engage in students' academic achievement and social adjustment.		
Objective 3.1. 65% of AS families will participate in at least one social adjustment services, education services, or other support services annually.		
3.1. Complete list of total no. of referrals and services for adult family members with an indication of <i>yes-participated</i> or <i>no-did not participate</i> for each referral/service	3.1.1) Families are informally assessed via engagement consultations and referred to services via New American Pathways, IRC, or another community provider. 3.1.2) Families who participate in English services will attend per the guidelines of the English program.	September to May
Objective 3.2. 75% of Afterschool (Elementary and Middle School) families will make changes to the home environment including setting up a study area, checking student work, promoting literacy or integration of another strategy for which the home liaison advocated or according to their Individual Learning Plan, highlighting changes to support a positive educational environment at home.		
3.2. Parental Engagement survey results (administered in the beginning and at the end of school year) with list of advocated changes and if change was made	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. 3.2.2) Promote literacy by taking parents to the local library, familiarizing them with the resources and getting a library card. 3.2.3) Educating parents how to select the book on student's Lexile reading level.	September to May
Objective 3.3. 60% of Clarkston High School AS parents will participate in the planning of their child's graduation and post graduation plans. (crafted in cooperation with the student).		
3.3.a Record of graduation plans for Clarkston High AS Students 3.3.b. Attendance records and meeting notes	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.	September to May
Objective 3.4. 80% of Afterschool parents (Elementary and Middle School) will demonstrate an increase in competencies in 1 or more domains of the Parental Engagement Survey demonstrating increased awareness and knowledge of community resources, the school site, and educational support for their children.		
3.4, Parental Engagement Survey results noting RPS families and non RPS families	3.4.1) Home visits and family consultations 3.4.2) Referrals for family services 3.4.3) Translation services and supports at parent-teacher conferences, school events, etc.	October and May

Measurement Tools	Activities	Timeframe
Objective 3.5. 100% of parents of Elementary, Middle, and High School students are provided information about their child's activities, progress and resources needed to continue to reinforce their child's skills and accomplishments.		
3.5. EOY Parent survey that parents select "Strongly agree-Agree" to the statement: "I have been kept informed of my child's activities, academic progress, and parent resources."	3.5.1) Parents are provided at least 2 home visits with their afterschool school liaison each year and are provided with academic and social progress 3.5.2) Each parent is accompanied by their school liaison to at least 1 parent teacher conference each year to speak on their child's day school and afterschool performance.	September to May
Objective 3.6. 55% of AS parents will participate in a minimum of 3 parent workshops each school year; covering parental engagement and education topics (FAFSA, college applications, college visits, district/school portal, standardized testing, student study habits, etc.).		
3.6. Workshop/event agenda and parent sign in sheet (attendance)	3.6.1) Workshop presentation and/or activity based on engagement/education topic is facilitated by a New AP/IRC program team member/(s) 3.6.2) Supplemental materials for each event topics will be distributed via hard copy and/or digital for participants	September to May

EVALUATION OVERVIEW AND DATA SOURCES

2.1

Overview

The Center for Evaluation and Research Services (CERS) is the independent, third-party evaluator for the Bright Futures program. A part of the Georgia State University College of Education & Human Development, CERS supports faculty, students, and other educational agencies with proposal and budget development, research design, and external evaluation. CERS is currently evaluating multiple large federal grants and has personnel with decades of program evaluation experience at the local, state, and federal levels.

In fall 2022, New American Pathways accepted CERS's bid to provide evaluation for the Bright Futures 2022-2023 academic program. The main purposes for the evaluation have been (a) to provide detailed information about the continuing program implementation to the program director and site facilitators and (b) to assess the progress of the program in meeting the goals and objectives as outlined in the grant proposal during this year of implementation.

2.2

Data Sources

The summative evaluation of the Bright Futures program relies heavily on documentation of program data in CAYEN software, reporting software selected by the granting agency, Georgia Department of Education. Additionally, the evaluation team relied on site observations conducted during the academic year, once during fall and once during spring, and on interview data collected from the site facilitators in conjunction with those site observations. The partnering agencies—New American Pathways and International Rescue Committee—have also provided information to address some of the summative evaluation components. Specific information about data sources is provided in each reporting section of this report.

STUDENT ATTENDANCE AND ENROLLMENT

3.1

Program Participation

As shown in Figure 1, the Bright Futures program had a target enrollment of 165 students for the 2022-2023 school year, and it enrolled 226 students, with Freedom Middle School's exceeding its enrollment target by 38 students. Of these 226 students, 174 students attended program activities at one of four school sites for 30 days or more. These students are considered "active participants."

In general, registration and attendance numbers for this year represent a small increase compared to similar numbers from 2021-2022, the last year of the previous program grant. One of the program facilitators emphasized that having the program at the school and in person has greatly improved students' engagement in the program, as they are no longer struggling with the challenges of participating in the program online.

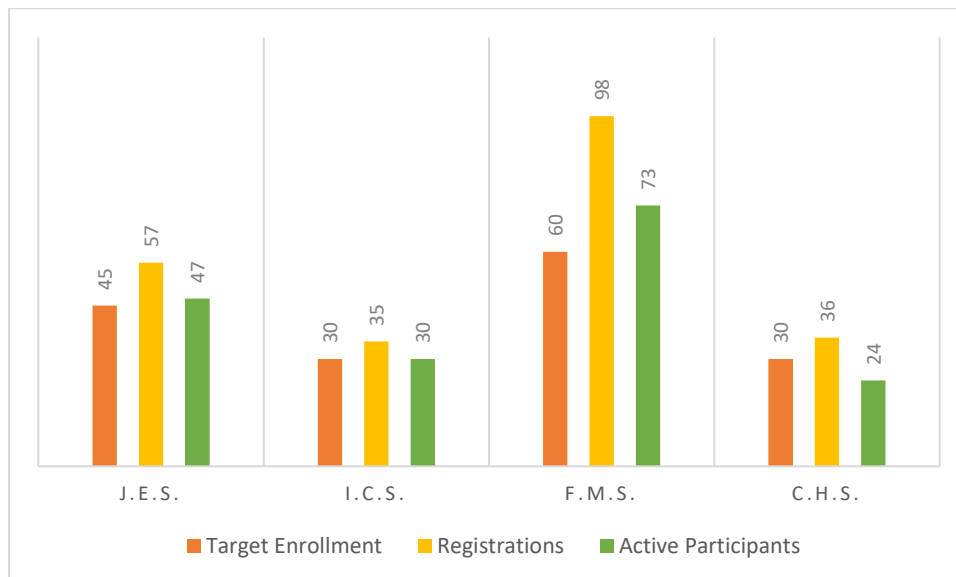


Figure 1. 2022-2023 enrollment and participation.

3.2

Participant Demographics

Information on student participants' race/ethnicity, gender, English proficiency, and eligibility for the National School Lunch Program are provided in Tables 2 and 3. These data are summarized from the APR reports in CAYEN.

Table 2. Race/ethnicity Data of Student Participants (School Year 2022-2023)

Site	Asian	Black	Hispanic/Latino	White	Not provided
J.E.S.	18	24	1	1	7
I.C.S.	21	6		1	3
F.M.S.	32	19	6		29
C.H.S.	8	17			4
Total	79	66	7	2	43

Note. Some participants fall in the “Not Provided” category because they are from areas of the world (e.g., southwest Asia, Africa) where their families do not categorize themselves in one of the provided options.

Table 3. Gender, LEP, NSLP, and Special Needs Status Data of Student Participants (School Year 2022-2023)

Site	Female	Male	LEP Status	NSLP Status
J.E.S.	24	27	10	32
I.C.S.	18	13	8	18
F.M.S.	49	73	28	74
C.H.S.	13	16		11

3.3

Average Daily Attendance

The 2022-2023 average daily student attendance was 42 students for Jolly Elementary School, 25 at International Community School, 51 at Freedom Middle School, and 12 at Clarkston High School. (These data are provided through CAYEN.)

3.4

Program Barriers

DeKalb County Schools began the year providing on-campus classes and activities after transitioning during the previous year from online-learning mandated by the COVID-19 shutdowns. Consequently, the 21st Century C.L.C. after-school programs provided programming on the school campuses, making it easier for students to access the programs immediately after school.

In the narratives that follow, program staff describe some particular challenges the program has encountered during 2022-2023 school year and how they were addressed.

- This school year at Freedom Middle School presented various barriers to **students' participation in the afterschool program. Shifting to in-person learning, we were excited to be able to address the students' needs and** create a structured environment. This was exceedingly difficult towards the middle of the year as we began with three classrooms for spaces to conduct our program. Two of the classrooms were taken away from our program. Consequently, we have been relegated to the cafeteria tables along with one of the classrooms to conduct lessons and activities. These actions have directly reduced our ability to provide the highest-quality programming for the children, especially because of a lack of access to technology. In addition, at the beginning of the year, there was a delay in obtaining buses for transportation. A direct result of this lack of resources was the fact that our program had to begin over a month later than initially intended.

Despite these barriers, there have been many strides our program has taken that should be celebrated. In the Spring of 2023, we began a semester long project where the students participated in a play that was written in-house. This theatre performance has helped students hone a host of skills including leadership, teamwork, and participation in the fine arts. As the semester progressed, they assumed ownership of the play and inputted their own creativity, thus creating a unique final product. Another achievement of our program was the launch of our soccer camp field trips. We provided an opportunity for the students to practice drills, teamwork, leadership, and playing full matches. Each student was also able to have more personalized exercises because of the coaching personnel and chaperones available during the camps.

- Organization-wide staff shortages made it difficult to provide consistent and structured programming throughout the school year. Many AmeriCorps positions were not filled until the spring semester. Within the **N.A.P.'s Education Department, staff shortages, departmental restructuring**, and the hybrid office schedule made it more difficult to ensure substitutes were available for all afterschool sites. At Jolly Elementary, for example, we had to combine classes for over half of the school year, and we had to cancel programming at least 10 times. When combined, classrooms were overcrowded with students from multiple grade levels. Lesson differentiation and quality small group instruction was more difficult with the increased classroom numbers and behavior management often became the sole focus each day.
- The first year of the I.R.C. program at Clarkston High School had several barriers that affected program delivery. Multiple times, Dekalb County School District busses that were meant to take students home at the end of the program did not appear. Staff were forced to provide rides if we were not able to have students bussed home with another after-school program. This happened multiple times and was a major source of stress and uncertainty for students and staff. Similarly, school district snacks were often unavailable, and program staff were often unable to access classrooms that were designated for the program. There was also no reliable schedule for gym use or outdoor field use at the school, leading to conflicts with sports teams who were using the area for practice or to the **program's** having to reduce outdoor rec time on some days. While we built positive relationships with individual day teachers and school staff members, the disorganization and communication challenges made delivering our program quite difficult at times. Additionally, staffing issues from I.R.C. added to the difficulties. At the beginning of the year, the program was not fully staffed. While the plan was to have two Student Support Specialists, a NDMVA Youth Futures Associate and a Youth Futures Coordinator, we did not have a Youth Futures Coordinator until the end of December, and we lost our NDMVA AmeriCorps member during the Fall semester, before hiring a new one in January. While high staff turnover is an issue office-wide, it is particularly felt in the Youth department.
- One challenge we encountered over the past few months was the ability to administer the Mental Health Surveys to our students. After developing a Mental Health Survey that was adapted from the Centers for Disease Control and Prevention's **guidance and best practices on providing mental**

health screenings for refugee youth, we began collecting parental consent for children to participate in these mental health screenings. Although a large majority of our parents consented to their child being screened, there were several instances where a parent did not consent or where the child declined to participate in the Mental Health Survey. In those instances, we **are careful to respect the parent’s wishes and the child’s right to self-determination**, while also using it as an opportunity to educate the child regarding the role of the Mental Health Navigator and the resources that **are available to them. We will then follow up with the child’s parents in** order to strategize regarding any services or additional supports that may be needed. The goal of the Mental Health Survey is to provide a safe space for children to say whatever may be on their mind, while also providing our staff with an opportunity to assess for their safety, learn about their mental and physical health, and identify any urgent needs or concerns. For those parents and children that did consent to participate in the Mental Health Survey, we are very proud of the individualized attention and overall quality of mental health services that we were able to provide our refugee children and families.

PROGRAM OPERATION

4.1

Program Schedule

This report reviews program operations and outcomes for the 2022-2023 academic year. Program operation times are presented in Table 4. In cases where the school’s day extended later into the afternoon and evening, Bright Futures staff adjusted their schedule to accommodate these changes when they occurred.

Table 4. Summary of Program Operations

Site	Start/End Dates	Total No. of Weeks Open	Average No. of Days per Week Open	Average No. of Hours Per Week
J.E.S.	10/03/22 to 5/19/23	29	2.90	9.42
I.C.S.	9/19/22 to 5/19/23	31	3.74	10.28
F.M.S.	10/13/22 to 5/19/23	27	4.15	10.04
C.H.S.	9/19/22 to 5/19/23	31	4.26	10.65

Source: CAYEN. Summer hours are not captured in this assessment.

4.2

Activities Offered

Table 5. Types of Activities Offered with Number of Participants and Total Hours

	J.E.S.		I.C.S.		F.M.S.		C.H.S.	
	No.	Hrs	No.	Hrs	No.	Hrs	No.	Hrs
Academic Enrichment	49	14	31	15	83	12	29	24
Activities for English Learners	51	42	31	58	86	56	29	44
Health & Active Lifestyle	51	62	31	68	86	73	29	22
Cultural Programs					85	11	27	27
Literacy Education	51	17	31	16	84	11	27	27
Well-Rounded Education Activities	51	134	31	145	86	105	29	186

For Career Week at Jolly Elementary School, students engaged in lessons on self-exploration and career pathways. At the end of the week, students constructed posters about their career interests, which were displayed at the school.



4.3

Field Trips

Bright Futures participants were provided field trip opportunities throughout the year, as described below. Field trip experiences take students off their school campuses to provide them with new experiences, enhancing their knowledge of their community and the United States, giving them opportunities to communicate with each other to build social skills and English fluency, and exposing them to potential educational and career paths for their futures.

- Atlanta Botanical Gardens (December 2022). Twelve C.H.S. students visited the Holiday Lights exhibit at the Atlanta Botanical Gardens.
- Georgia State Capitol (February 2023). Eleven C.H.S. students visited the Capitol Building during the statewide lobbying day for immigrants and refugees.
- Milam Park Soccer Field (April 2023). Forty-nine J.E.S., I.C.S., and F.M.S. students learned to play soccer from a coach. Students focused on completing drills and learning teamwork.
- North DeKalb Mall (April 2023). Eight C.H.S. students participated in a community service project at an urban farm in North DeKalb Mall with the Global Growers Network.
- Milam Park Soccer Field (May 2023). Fifty-one J.E.S., I.C.S., and F.M.S. students learned to play soccer from a coach. Students focused on completing drills and learning teamwork.

QUALITY OF STAFFING

Students at each site were served by staff members from either New American Pathways (elementary school, middle school) or International Rescue Committee (high school). As reported by the program, the number of staff at each site was as follows: 3 at Jolly Elementary School; 2 at International Community School; 3 at Freedom Middle School; and 2 at Clarkston High School. Participants at all levels were supported by AmeriCorps volunteers (9 at J.E.S., 4 at I.C.S., 8 at F.M.S., 3 at C.H.S.) and an additional staff member who supported different sites as needed. Additionally, all programs were supported by community volunteers, family liaisons, and representatives of partner organizations. Two of the staff are certified teachers who teach at their school sites.

The student-to-staff ratio at each site based on average daily attendance was 3.5:1 at Jolly Elementary School; 4.2:1 at International Community School; 4.6:1 at Freedom Middle School; and 2.4:1 at Clarkston High School. Table 6 presents details about professional development provided to the program staff throughout the year.

Table 6. Professional Development for Program Staff (2022-2023)

<i>Training Topic</i>	<i>Duration</i>	<i>No. of Attenders</i>	<i>Dates</i>
Gender Equality Training	1.0 hr	4	Aug-Dec 2022
Anti-Sexual Harassment Training	1.0 hr	4	Aug-Dec 2022
Preventing Fraud & Corruption Training	1.0 hr	4	Aug-Dec 2022
Child Safeguarding Awareness Training	1.0 hr	4	Aug-Dec 2022
Diversity, Inclusion, & Anti-Bias Training - Anti-Defamation League (ADL)	1.0 hr	17	Oct 6, 2022
School Safety Training (Fire Drill, Tornado, Lockdown)	2.0 hrs	9	Oct 25, 2022
Behavior Management and Classroom Management	2.0 hrs	15	Jan 12, 2023
Mental Health Training for Afterschool Staff	2.0 hrs	11	Jan 23, 2023
Ethics of Human Services	1.5 hrs	14	Feb 7, 2023
First Aid & CPR Certification	2.0 hrs	4	Feb 16, 2023
Performance Management Training	1.5 hrs	5	June 2, 2023
Culture of Philanthropy Training	1.5 hrs	9	June 2, 2023
Creating & Managing Budgets	1.5 hrs	8	June 2, 2023
Change Management Training	1.5 hrs	6	June 2, 2023
Workplace Safety & Cyber Security	1.5 hrs	14	June 2, 2023

OBJECTIVE ASSESSMENT

The status of each of the program objectives for the 2022-2023 school year is summarized below.

<i>Objectives</i>	<i>Status</i>	<i>Comments</i>
Objective 1.1. 70% of students in the Afterschool Program will show an increase in literacy levels as demonstrated by Reading A to Z results (elementary and middle school students) and by IRC English Proficiency assessment results (middle and high School students).	Met	71.2% of 177 students
Objective 1.2. 70% of High School (HS) students will meet personal and academic performance goals and results as recorded in their Individualized Learning Plans (ILPs).	N/A	Assessment not fully implemented during current year
Objective 1.3. 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.	Not Met	98.9% of 95 students
Objective 1.5. 90% of Elementary and Middle School students in Afterschool demonstrate an increase in confidence in their ability to navigate American schooling and understanding of academic expectations.	Not Met	54.2% of 120 students
Objective 1.7. 65% of Afterschool students will meet or exceed GA Milestones scores (Mean score) as compared to the mean score of English Language Learner students who are not participants of Afterschool in the same grades at each site.	N/A	Milestones data pending
Objective 1.8. 75% of Afterschool students (Elementary, Middle, and High School) are promoted from their current grade level to the next consecutive grade level according to their Individual Learning Plan.	Met	All students were promoted at the end of the year.

<i>Objectives</i>	<i>Status</i>	<i>Comments</i>
Objective 1.9. 75% of Afterschool High School students are on track to graduate with their graduation cohort (within 4-5 years of entering 9th grade in the United States) according to their Individual Learning Plan.	Met	All seniors graduated at the end of the year.
Objective 2.1. 90% of Afterschool students (Elementary, Middle, and High School) will demonstrate an increase in knowledge and skills needed to cope with social/societal norms and educational expectations.	Not Met	54.2% of 120 students
Objective 2.2. 100% of Elementary and Middle School students screened for trauma and referred to intensive case management services and/or community mental health providers will demonstrate progress in reaching their Individual Learning Plan goals.	N/A	75 students screened and referred over the school year; 26 students set for screening during summer program
Objective 2.4. 100% of Afterschool will complete at least two projects focused on empowerment, education, career pathway, community building, or other related topics.	Not Met	Not all students completed two projects.
Objective 3.1. 65% of AS families will participate in at least one social adjustment services, education services, or other support services annually.	Met	95.6% of referrals led to participation
Objective 3.2. 75% of Afterschool (Elementary and Middle School) families will make changes to the home environment including setting up a study area, checking student work, promoting literacy or integration of another strategy for which the home liaison advocated or according to their Individual Learning Plan, highlighting changes to support a positive educational environment at home.	Met	80% of 98 parents who responded to parent engagement survey
Objective 3.3. 60% of Clarkston High School AS parents will participate in the planning of their child's graduation and post graduation plans. (crafted in cooperation with the student).	N/A	Activity not fully implemented during current year

<i>Objectives</i>	<i>Status</i>	<i>Comments</i>
Objective 3.4. 80% of Afterschool parents (Elementary and Middle School) will demonstrate an increase in competencies in 1 or more domains of the Parental Engagement Survey demonstrating increased awareness and knowledge of community resources, the school site, and educational support for their children.	Met	84% of 77 parents who responded to parent engagement survey
Objective 3.5. 100% of parents of Elementary, Middle, and High School students are provided information about their child's activities, progress and resources needed to continue to reinforce their child's skills and accomplishments.	Met	School liaisons provided home visits and support at parent-teacher conferences.
Objective 3.6. 55% of AS parents will participate in a minimum of 3 parent workshops each school year; covering parental engagement and education topics (FAFSA, college applications, college visits, district/school portal, standardized testing, student study habits, etc.).	Not Met	24% of 79 parents attended 3 or more parent events

N/A. Program is unable to measure progress on standardized assessment because results have not yet been released or other circumstances.

6.01

Objective 1.1

70% of students in the Afterschool Program will show an increase in literacy levels as demonstrated by Reading A to Z results (Elementary and Middle School students) and by IRC English Proficiency assessment results (Middle and High School students). Because of the delay in fully staffing the program at Clarkston High School, students there only completed one literacy assessment (in January), and they have been omitted from this analysis.

Table 7 shows the averages for elementary school students and middle school students. Based on the total for all participants at these schools, the objective was met.

Table 7. Proportion of Participants Showing an Increase in Reading Levels for Elementary and Middle School Students

<i>Site</i>	<i>No. Eligible</i>	<i>Median</i>
Jolly Elementary School	69	73.9%
International Community School	37	75.7%
Freedom Middle School	71	66.2%
Total	177	71.2%

6.02

Objective 1.2

70% of High School (HS) students will meet personal and academic performance goals and results as recorded in their Individualized Learning Plans (ILPs). Program staff collected 13 Individual Learning Plans and 2 Graduation Plans from students; however, because of the delay in fully staffing the program at Clarkson High School, verification that students had met the goals they identified was not collected. The objective is not measurable at this time.

6.03

Objective 1.3

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. Students who completed both a beginning-of-year and an end-of-year assessment in letter recognition and/or site words did show an increase over the year. However, many students took the beginning-of-year assessment in one of these categories but not the end-of-year assessment, as shown in Table 8. Of 95 students who completed both the beginning and end assessments, 94 (98.9%) showed an increase over the course of the year. The objective was not met.

Table 8. Summary of Elementary School Participants Letter Recommendation and Sight Words Assessments

Site	Letter Recognition			Sight Words		
	No.	Mean Incr.	Incomplete	No.	Mean Incr.	Incomplete
J.E.S.	40	19.95	18	36	70.48	22
I.C.S.	9	6.00	6	10	52.00	9

6.04

Objective 1.5

90% of Elementary and Middle School students in Afterschool demonstrate an increase in confidence in their ability to navigate American schooling and understanding of academic expectations. As shown in Table 9, the number of students showing an increase at each of the elementary schools did not meet the target. These data include only participants for whom an increase could be assessed, that is, those who took the assessment at the beginning of the year and again at the end of the year. The objective was not met.

Table 9. Results from Student Attitude Survey

<i>Site</i>	<i>No. Increased Scores</i>	<i>Total No. of Scores</i>	<i>% Increased</i>
J.E.S.	30	69	43.5%
I.C.S.	13	29	44.8%
F.M.S.	22	22	100.0%
Total	65	120	54.2%

6.05

Objective 1.7

65% of Afterschool students will meet or exceed GA Milestones scores (Mean score) as compared to the mean score of English Language Learner students who are not participants of Afterschool in the same grades at each site. At the time of this report, the school system had not provided the program with Milestones data for program and nonprogram participants. The objective is not measurable at this time.

6.06

Objective 1.8

75% of Afterschool students (Elementary, Middle, and High School) are promoted from their current grade level to the next consecutive grade level according to their Individual Learning Plan. All students were promoted at the end of the school year. The objective was met.

6.07

Objective 1.9

75% of Afterschool High School students are on track to graduate with their graduation cohort (within 4-5 years of entering 9th grade in the United States) according to their Individual Learning Plan. All seniors in the program graduated at the end of the school year. The objective was met.

6.08

Objective 2.1

90% of Afterschool students (Elementary, Middle, and High School) will demonstrate an increase in knowledge and skills needed to cope with social/societal norms and educational expectations. Because of delays in fully staffing at the high school site, assessment for this objective was not conducted there. As shown in Table 10, 54.2% of students demonstrated an increase on the Student Attitude Survey. The objective was not met.

<i>Site</i>	<i>No. Increased Scores</i>	<i>Total No. of Scores</i>	<i>% Increased</i>
J.E.S.	30	69	43.5%
I.C.S.	13	29	44.8%
F.M.S.	22	22	100.0%
Total	65	120	54.2%

6.09

Objective 2.2

100% of Elementary and Middle School students screened for trauma and referred to intensive case management services and/or community mental health providers will demonstrate progress in reaching their Individual Learning Plan goals. Over the course of the year, 75 students were screened and referred for appropriate services. The program plans to screen at least another 26 students as this activity continues through the summer. Assessments of Individual Learning Plan progress for these students are not available; thus, this objective cannot be measured at this time.

6.10

Objective 2.4

100% of Afterschool will complete at least two projects focused on empowerment, education, career pathway, community building, or other related topics. Students from each of the four after-school sites participated in educational field trips to locations such as the Atlanta Botanical Gardens, the Georgia State Capitol, and North DeKalb Mall, where they participated in a community-service activity in conjunction with the Global Growers Network. Many students participated in soccer practice, where they learned character education lessons, such as teamwork. At Freedom Middle School, students engaged each week with academic and enrichment activities focused on STEAM, civics, character education, and theatre. However, across the four sites, not every student participated in two of the opportunities aligned with this objective. This objective was not met.

6.11

Objective 3.1

Objective 3.1. 65% of AS families will participate in at least one social adjustment services, education services, or other support services annually. The school liaisons report that 45 referrals were made during the academic year, and 43 led to the participant's following through with the referral activity. Thus, 95.6% of referrals were successful. This objective was met.

6.12

Objective 3.2

Objective 3.2. 75% of Afterschool (Elementary and Middle School) families will make changes to the home environment including setting up a study area, checking student work, promoting literacy or integration of another strategy for which the home liaison advocated or according to their Individual Learning Plan, highlighting changes to support a positive educational environment at home. School liaisons made recommendations to 98 families, and 78 families (80%) followed through with the recommendation. Recommendations included creating a home library, checking homework, and providing the student more time to study. This objective was met.

6.13

Objective 3.3

60% of Clarkston High School AS parents will participate in the planning of their child's graduation and post graduation plans. (crafted in cooperation with the student). Because the program at C.H.S. was not fully staffed until spring term and because much of fall term was focused on increasing enrollment, the staff were not able to implement the graduation plans process fully. This objective is not measurable at this time.

6.14

Objective 3.4

80% of Afterschool parents (Elementary and Middle School) will demonstrate an increase in competencies in 1 or more domains of the Parental Engagement Survey demonstrating increased awareness and knowledge of community resources, the school site, and educational support for their children. On the Parent Engagement Survey, 65 (84%) of 77 parents indicated that they had increased in at least 1 competency domain on the scale. This objective was met.

6.15

Objective 3.5

100% of parents of Elementary, Middle, and High School students are provided information about their child's activities, progress and resources needed to continue to reinforce their child's skills and accomplishments. On the parent survey, 99% of 132 parents indicated that they felt the program was helping to improve their child's reading skills, and 91% of 132 parents indicated that they felt the program was helping to improve their child's mathematics skills. 71 parents (some with multiple children in the program) attended parent-teacher conferences along with a school liaison for support. School liaisons also provided 310 home visits over the course of the academic year. This objective was met.

6.16

Objective 3.6

55% of AS parents will participate in a minimum of 3 parent workshops each school year; covering parental engagement and education topics (FAFSA, college applications, college visits, district/school portal, standardized testing, student study habits, etc.). The program offered six parent events throughout the school year, addressing such topics as gun violence, drug use, and mental health issues. The cumulative number of parents attending these events is 145. By the end of the year, 19 parents (24%) of 79 had attended three or more events. The objective was not met.

OBSERVATIONS

7.1 Teacher Survey of Student Engagement

At each school, teachers of participants in the Bright Futures program were invited to provide feedback regarding how individual students were performing in their classes during the day. Figure 2 presents teachers' responses regarding student performance. Following the figure, Table 11 shows the responses at each site.

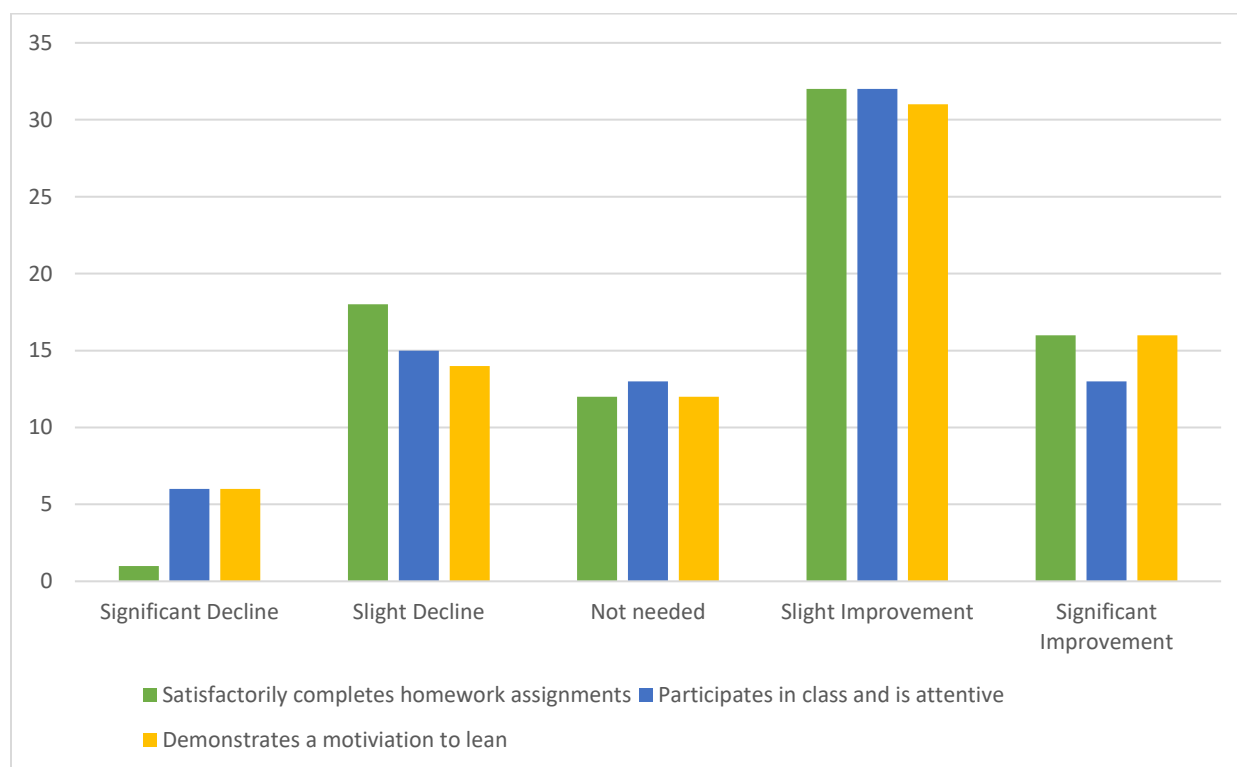


Figure 2. Teacher Survey of Student Engagement responses. *Note.* N = 81. Prompt: “To what extent has the student changed . . .”

Source: CAYEN.

Table 11. Teacher Survey of Student Engagement Results by Site

Item	Significant Decline	Slight Decline	Did not need to improve	Slight increase	Significant increase
Jolly Elementary School (N = 19)					
Satisfactorily completes homework assignments			5.3%	42.1%	52.6%
Participates in class and is attentive			26.3%	47.4%	26.3%
Demonstrates a motivation to learn			21.1%	47.4%	31.6%
International Community School (N = 15)					
Satisfactorily completes homework assignments		20.0%	27.5%	40.0%	13.3%
Participates in class and is attentive	13.3%	6.7%	20.0%	46.7%	13.3%
Demonstrates a motivation to learn	6.7%	6.7%	20.0%	46.7%	20.0%
Freedom Middle School (N = 34)					
Satisfactorily completes homework assignments		38.2%	11.8%	41.2%	8.8%
Participates in class and is attentive	8.8%	32.4%	5.9%	38.2%	14.7%
Demonstrates a motivation to learn	11.8%	29.4%	5.9%	35.3%	17.6%
Clarkston High School (N = 11)					
Satisfactorily completes homework assignments	9.1%	18.2%	27.3%	36.4%	9.1%
Participates in class and is attentive	9.1%	27.3%	27.3%	27.3%	9.1%
Demonstrates a motivation to learn	9.1%	27.3%	27.3%	27.3%	9.1%

7.2

Program Achievements

The Bright Futures program is ending its sixth year of operation in providing support for targeted students in four DeKalb County schools. This year, New American Pathways, Inc., began a partnership with International Rescue Committee Atlanta, which supported the program at Clarkston High School. The program has grown in additional ways this year, as described by program staff:

1. The Bright Futures program hosted a parent event regarding Mental Health and Bullying. A total of 34 parents attended this parent event, which was facilitated by the new Mental Health Navigator. Parents learned about mental health symptoms, self-harm, crisis intervention, coping skills, local mental health resources available in the community, and strategies to support their children and reduce instances of bullying. This was a great opportunity for our parents to learn more about mental health issues and to reduce some of the stigma that sometimes exists in refugee populations. The parents in attendance represented multiple cultures and belief systems, and our team was able to translate this important content in their native languages during the training. Our parents spoke very highly of this event, and it has resulted in multiple referrals for additional support.

Additionally, through our partnership with Mental Health America of Georgia, we were able to conduct a total of 6 Kids on the Block puppet shows. A total of 151 children from Jolly Elementary School and International Community School participated. The children learned about topics such as Mental Health, Bullying and School Safety, Drug Abuse Awareness, and Disabilities. The puppet shows are designed to educate children regarding these topics in an age-appropriate and child friendly manner, and the children were very engaged and were constantly asking questions throughout the shows. We will continue to reinforce these lessons learned through the Mental Health Navigator program, and we look forward to continuing this partnership with Mental Health America of Georgia for many years to come!

2. Communication with the Jolly Elementary School (J.E.S.) staff increased significantly since returning from online instruction. We have been able to coordinate with the school for many school functions, programs, and support services this year.
 - We worked with the library staff and volunteered on Read Across America Day and read to classes throughout the school.

- We provided transportation and chaperoned students performing in *Jolly's Black History Month Show*.
 - We provided transportation & chaperoned students during J.E.S.'s International Day. Other staff and AmeriCorps volunteered during the festivities.
 - After-school staff attended more parent-teacher conferences this year, improving after-school and day-school teacher communication and coordination.
 - We worked closely with the J.E.S. Counseling, Support Services, and Exceptional Education team to obtain IEPs for the first time.
 - We worked with parents and staff to help 4 students get tested for exceptional education services.
 - We worked with the J.E.S. ESOL team to ensure the students with the most need were enrolled in our DHS program.
 - We worked with the J.E.S. ESOL team and parents to enroll as many students as possible in DeKalb County ELL summer enrichment program.
 - We worked with the J.E.S. Administration and Counseling team to provide a Dental Health Seminar to students as well as toothbrushes, toothpaste, and floss.
 - We worked with J.E.S. Administration to coordinate a New AP Jolly Book Fair.
3. Attendance has bounced back since returning from online instruction. This year, Jolly Elementary School has had a wait-list of 60 students, with new referrals being given to staff almost daily. Refugee and immigrant arrivals have also increased this year, causing Jolly's student body to reach over 700, with intensive English learners reaching almost 90. While these changes have caused our attendance rates to increase dramatically, it has made the need for additional services at this school even clearer to see. Jolly Elementary School has one other after-school program onsite that costs \$60 a week, too expensive for many parents to use. Their attendance is usually no more than 15 students each day. More affordable childcare services are desperately needed in this area as most parents do work.
4. Because of the structural changes within the New American Pathways (N.A.P.) Education & Youth Department, we were able to coordinate better with other N.A.P. after-school programs. We held multi-site field trips and events, allowing

students to socialize with other students they would normally never see. For example, we had three soccer club fieldtrips this spring with students from the two elementary school and one middle school sites. The field trips were broken up into two groups based on age, with fifth graders being grouped with middle school to allow them an extra opportunity to socialize with their new peers. Middle school also put on a play at the end of the school year, and many elementary school students attended the play to support their older siblings. The changes within the department also allowed for more streamlined budgeting of supplies. With the new structure, most purchases were program wide, and supplies were shared among sites, allowing us to purchase more items throughout the year.

5. The first year of the 21st Century C.L.C. after-school program at Clarkston High School had many strong accomplishments. One challenge was rebooting the program in-person after being completely online during the pandemic and losing its current cohort of students (mostly seniors) to graduation. This year, our program went from 0 returning students to roughly 20 consistent 21st Century C.L.C. students. This was a new cohort of students, the majority being male, from sub-Saharan immigrant households, and many of them met the criteria of “at-risk” students. A lot of our students exhibit many risk factors for dropping out of school, such as living in high poverty or violent housing environments and being exposed to substance abuse and/or gang activity. We provided a consistent space for academic support for students who, because of their interrupted education (including COVID-19), needed extra help and support to do well in their classes, especially with math and reading. We also provided a space for students to learn more about themselves and have more experiences. During our weekend field trips, students got to see the world outside their immediate community. For example, we went to the Georgia State Capitol to participate in a state-wide lobbying day for immigrants and refugees, participated in community service at a local urban farm in North DeKalb with Global Growers, and saw the Holiday Lights at the Atlanta Botanical Gardens in downtown Atlanta.
6. While exposing Clarkston High students to new experiences outside their community, we also supported them in their immediate environment. Through International Rescue Committee’s (I.R.C.) Atlanta’s partnership with Free Bikes For Kids, we provided more than 15 students with bicycles. However, to be eligible, we asked students to write an essay to explain what they would do with said bike and how it would improve their lives—which led to many impressive responses. We also helped students get jobs at Stone Mountain Park during the

Clarkston High School job fair, and we successfully referred multiple students to mental health services when they were facing emotional distress. Our program, in collaboration with the I.R.C. Connect2Success program, assisted several students with college applications and FASFA applications. We also partnered with New Roots (I.R.C.), The International Education Peace Volunteers (Emory University), and Step Ahead Scholars, LOGRAS, and Clarkston Futures (GA Tech) to bring enriching content and activities to our students, including panel discussions, STEM activities, college prep, and outdoor gardening and nutrition. Program staff facilitated guest speakers and social-emotional learning workshops, such as on goal-setting and managing emotions. We also hosted a parent event in March where we engaged with our students' parents, and were able to talk to them (through interpreters) about our program.

7. During the day-to-day activities at Clarkston High, there were several other notable achievements. We successfully used Instagram and other social media to communicate with students and keep them up to date on our daily program and events and to increase retention. Program staff and volunteers built relationships with students through tutoring, group recreation activities, one-on-one mentoring, and outdoor activities. We saw student enrollment in the program grow as students began to see our after-school program as a space where they could have fun, improve academically, process challenging situations, and receive support and inspiration from caring adults. Students themselves invited their friends to come, and news of the program spread by word-of-mouth—so much so that students who were not enrolled would stop by our classrooms and ask for help. As stated earlier, our program started with a mostly male, Central African group of students, but over the course of the school year, this diversified as girls began coming more consistently and felt comfortable in the program. More students from other ethnicities added to our numbers as well, and currently we have regularly attending students from Sudan, Chad, Tanzania, D.R.C., Afghanistan, Eritrea, Syria, the United States, Nepal, Thailand, Burma, Uganda, Jamaica, and South Sudan. We have also assisted our students in getting scholarships to intensive summer programs with outside organizations where they can develop skills in their chosen career paths. Finally, students shared that they made new friends, had fun, and enjoyed their school year because of our program and that they would miss it when it was over for the school year. One goal of the Bright Futures after school program is to provide dynamic and influential lessons. This year we have been able to do that by dedicating all Wednesdays to learning about a new and different country. We focused on the students' and their parents' countries. We also have a diverse team of teachers

and have each done a presentation ourselves as well. As a way to finalize our country unit, we took a group of students on a field trip to Plaza Fiesta, a Latin American shopping mall on Buford Highway. Buford Highway is an extremely diverse street located near most of our students. This was an excellent way to demonstrate to our students the diversity and appreciation for cultures that our country can have! We also love to have lessons in which the students can create and take a product home. For example, during a building lesson, they used popsicle sticks, building blocks and other pieces of wood in order to build a structure. A group of students built a room, with bunk beds, a table, and chairs. Another lesson we did was to create a class cookbook. Each student submitted a recipe, and we combined all of them to put together a cookbook. We also had a cookbook cover contest and had students submit covers and chose one as our official cover. We were able to distribute these at the end of the year, and the students were so excited to see the physical version of their cookbooks.

PROGRESS TOWARD SUSTAINABILITY

Bright Futures relies on the support of community-based and other partners to supplement services provided through the 21st Century Community Learning Centers grant. These included the following:

Table 9: Partner Contributions

<i>Agency</i>	<i>Contribution Type</i>	<i>Contribution</i>
Agnes Scott College	Provided in-kind donations (volunteer) for (b) alternative spring break (J.E.S.)	\$500.00
All Saints' Episcopal	Provided in-kind donations for End of Year Cheer event	\$3,600.00
Camp Koinonia	Provided in-kind donations (volunteer) for weekly human rights lessons/-education with Marilyn (F.M.S.)	\$350.00
Clarkston Futures	Provided in-kind donations (volunteer) for STEM activities with Georgia Tech students	\$350.00
Collin Richmon DMD/-Integrated Dental Seminars	Provided in-kind donations for dental care kit (J.E.S.)	\$150.00
DeKalb Public Library	Provided in-kind donations for books	\$468.00
Emory Center for Ethics & Servant Leadership	Provided in-kind donations (volunteer) for summer intern	\$500.00
Emory Shine	Provided in-kind donations (volunteers) for program volunteers	\$500.00
Girl Talk Mentoring	Provided in-kind donations for summer camp admissions for 6 students	\$2,250.00
International Peace Education	Provided in-kind donations (volunteer) for weekly guest speakers (C.H.S.)	\$350.00
Love Atlanta	Provided in-kind donations for school backpacks.	\$3,000.00
Mental Health America of Georgia	Provided in-kind donations (volunteer) for six "Kids on the Block" puppet shows (J.E.S., I.C.S.)	\$3,000.00
Mercer University Dept. of Clinical Psychology	Provided in-kind donations (volunteer) for summer program mental health promotion groups (J.E.S.,I.C.S.,F.M.S.)	\$3,000.00
National Council of Jewish Women	Provided in-kind donations for school backpacks.	\$900.00

<i>Agency</i>	<i>Contribution Type</i>	<i>Contribution</i>
New Roots Garden Club	Provided in-kind donations (volunteer) for Garden Club (C.H.S.)	\$350.00
North Highland	Provided in-kind donations for End of Year Cheer event	\$350.00
Oak Grove	Provided in-kind donations for End of Year Cheer event	\$2,079.00
Project One80	Provided in-kind donations (volunteer) for mental health lessons (J.E.S., F.M.S.)	\$700.00
Step Ahead Scholars	Provided in-kind donations (volunteer) for college prep, college application assistance, and advocacy (C.H.S.)	\$350.00
Stilwell Casting	Provided in-kind donations for End of Year Cheer event	\$3,000.00
University of Kentucky	Provided in-kind donations (volunteer) for Alternative Spring Break Cheer event	\$500
Total		\$26,247.00

OVERALL RECOMMENDATIONS

As it begins a new, 5-year chapter in the 21st Century Community Learning Centers program, the Bright Futures program continues to provide much needed support to the refugee communities in the Clarkston area. The programs at Jolly Elementary School, International Community School, and Freedom Middle School operated this year under a single coordinator, and they build on the experience and expertise that they have developed over the previous years, which included the challenge of the COVID pandemic. New partner International Rescue Committee has spent the year establishing its program at Clarkston High School and filling its staff positions so that it can provide complete service to their students as they complete their studies and embark into adulthood.

As in previous years, transportation issues have occupied staff leadership's attention at the beginning of the year. A Ribbons of Hope grant received this year may be able to provide some much-needed relief as supplemental funding to support the program's transportation needs.

The site coordinator for the elementary and middle school sites expressed great relief that the students were able to meet in person, at the school sites, this year, and she suggested that change, that return to normal, has had a positive effect on program enrollment and attendance. The students did appear engaged during the site visits, particularly the spring visits at the end of the academic year.

In their discussions of the program, the site facilitators described hands-on learning activities that have been incorporated into the program, but we seldom had the opportunity to see these activities during our observation visits. A hands-on learning experience involves the student's being able to hold and use some object or objects (not a pencil, pen, or keyboard) to solve a problem or illustrate a process. The student learns content but also comes to associate a unique visual and tactile experience to that knowledge, making it easier for them to remember.

We encourage the program to develop and provide learning opportunities for students, particularly in middle and high school, that lead to discussions of content or issues rather than activities that ask students to provide one-word or short answers. Many of the students in the program are working on their fluency in English, and many of the students in the program are accomplished in their English speaking. Being able to discuss content, such as a book they have read or a news event they have shared, provides them the opportunity to refine their speaking skills and to exercise critical thinking skills.

We also encourage program staff to incorporate reflection activities within instructional activities provided to the students. When students reflect on their learning, they are reviewing the material, but they are also identifying connections they can make to material that they already know, they are developing questions based on the content they have learned, and they become more aware of their own thinking processes. All of these contribute to better understanding and longer retention of information. Reflection could be writing at the end of the day or the end of the week, or it could be a discussion that students could have with each other at the end of a session.

Finally, we recommend that program staff regularly seek student feedback about activities as one means of letting students have a voice in the planning, development, and implementation of programming. Getting feedback could be as easy as asking younger students to raise their hand if they enjoyed the activity or if they want to do it again later. Older students can be asked what they enjoyed most about the activity and how it can be improved for the future. Giving students a meaningful way to affect their own learning can be empowering and it can help them develop their own independent voice.

