



**Appendix Document
October 30, 2012**

(We have tried to represent the notes as much to the exact detail of how they looked on the pages. If you have further questions, feel free to contact us at 404.736.6602 or via email at info@clarkstondevelopmentfoundation.org)

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Encouraging Adult and Family Literacy

Easel 2

-Ability to read & comprehend info

-Ability to speak & understand English

-inclusiveness (voice heard in community)

-inter-community communication

needs English

-Def. of literacy is often to read & write

People were literate in their places

Here, literacy means understanding locality, system,

Whole system- beyond language

When I came here I spoke English but didn't consider myself literate b/c couldn't interpret surroundings

-Language is interactive

-Some are not literate in their first language

-Read

-Understand

-Act

When read, the ability to act on info (go to mtng)

Action- -Sumaya & Rodney
Shoe Esoclist & Amber IRC

NOW:

- Refugee Family Services
 - Individual language classes
 - IRC (1 on 1, small groups)
 - CPACs
 - CCC, DeKalb Coll.
 - C First Baptist
 - GA Piedmont tech. coll.
 - PHLOTES
- Working w/ United Way
to make list

MISSING:

- Bobby King
- Carol & Woody Bartlett (Suzie Jacobs)
- Jeremy knows C& W
- Parents learning English in Apartment small groups
- Friends
- Clarkston High wants After School Classes
- (Rodney) *Michelle Jones is Principle
- *Tracie Harden Parent liaison
- African Americans a part
- Education Packets for African Americans
- C. 1st Baptist
- Service Missing, people are here
- Sr. Citizens

Steps:

- Collaboration of Orgs w/ knowledge
- one on one for sr. citizens, volunteers to go to sr. in home, bring materials. Adopt a sr. program
- Open so all groups can get to meet needs. Bring services to home 1 on 1, GED specifically. Preparing GED steps
- Racially mixed small groups working on language. As a model for collaboration
- Accessible classes. Marta is expensive, childcare is a challenge
- Language curriculum
- ~~can give cultural systemic info~~
- must be understandable, basic.
- Must be general, not rely on understanding of U. S. culture
- Experiential learning (Go Take Marta together)
- Mentoring program (Youth-Adult) (Connect w/ PHLOTES) Youth are assets, can help / mentor adults (RFS does some)

Focus:

- Culturally and Racially Mixed (Suzy, Amber, Ruth)
- In House
- Small Groups. Sr. specific.
- Like Suzie's Sat school in the past
- Accessible Classes for adults @HS (Include African Americans)
- Not just refugee specific
- Multi-level, academic, social
- Demonstration, lecture, distinct approaches
- Function focused?
- All applying jobs? Common goal
- Mixed Culturally & Racially

High School Idea

What can we do now?

- Ask H.S. for space, they have some family outreach budget, teach teachers? Collaborate on resources, access to them
& direction
- Decide the goals:
 - Not diploma
 - Mixed race & generation
Target adults
 - Learning reading & writing
is the point. Some
will want GED, some won't.
 - Basic ESL for refugees
 - More advanced for mixed groups
FILL THIS GAP
High basic & intermediate
 - Age target ~~21+~~ 18+
18-24 focus

Pre- Bobby King
 - Collaboration is important
 - Reach out to other populations- Budha

Bobby King brought info about ESL class

- Gap after pass written test but oral comfort isn't there yet
- funding cuts
- Piedmont doesn't start until Dec. transition
- need GED here!
- Refugee recertification in previous jobs
- People don't know about classes
- Not just refugee – all

-library

-State certified literate program (CLCP)

Jery (?) has newsletter & "other info"

-Lit assoc Metropolitan Atlanta -Bobby

Erica Webes (sp?)

-Need volunteers GED & ESL

-Bobby & Rodney need to talk
about how not political issue



they have programs everywhere

- Go to CHS Mtng
- Target African American Comeeting
- Omar in Saudi Community
- Meet again to keep talking Nov. 28th

12 noon

CDF office

Kristopher Woods

Rodney will facilitate

Sumaya will e-mail

- CDF will e-mail out contact info from sign in sheet
- Global village school people as teachers? -Suzie will contact
- Justin Howard – Amber will get him to our mtngs

Enhancing Early Learning

Easel 3

Interest in Early Learning

- Have young children (2/3 years) *parents, grandparents*
- Child education/ PAT
- Mrs. Tara's daycare -had positive impact
(PAT program) → higher reading level when started school
also +math, +behavior
- Evidence that early learning has + impact
- Children are our future- educators have a big impact,
must be educated as to student's needs
- Belief that birth→5
Reading & socializing + impact on success
(less crime)
- Is there a need for grant support
- PAT educator
- Investment as a parent

Ideal Scenario for Early Learning in Clarkston

- Home visiting, basic social conversation with other kids

PIPELINE

- Health of children, prenatal education for parents
- Learning centers

-early literacy

-staff that speak home languages

-pleasant atmosphere

-Complements early learning at home

-Involve all community families

-Refugee/non-refugee families

-Headstart

- Could be a hub to let family know about community resources

↓ → also those outside this community

Communication of those resources

- Maintain home culture / language
- Staff development

-Multilingual education

Counterintuitive

ACTION ITEMS

To do soon:

“Right from the Start” (State)-

More pre-k slot (0-4)

More headstart- petition

→ some parents
acting on it

Action

- Advocate for more Pre-K and Head Start
- Parents Learn

Expand parent ed in home to more community

How to teach their children
(PAT, Parent Ed)

3) Early learning center attached to HS

- Increase access to library - & increase books in homes

Incl. home language

4) Staff development

- Languages
- Special needs (autism) / behavior
- Screening staff

5) Parent Awareness of Resources -stuff to do with kids

Group to encourage parents to use library with children

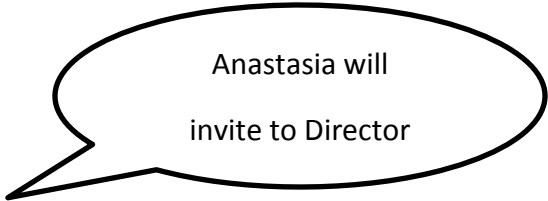
Action Item Summary

Summary (0-5 y. o.)

- * Awareness of pre k and other early learning resources
ACCESS
- * More prek / headstart slots
- * Multicultural – how children learn & awareness
- * More parent education & early learning resources
OUTREACH TO PARENTS (expand program)
- * Staff development for early learning programs
-including staff hiring (see criteria on prev. page)
- * Access to Library/books, more library community
activity
(more languages)
 - Good quality early learning

Actions

1) Meeting at TARA s with
Library Director to
discuss other items



2) Meet with Carrie Woodstock- Roberta
and ?..... Carrie
Kennew &
Doug Bell - Yanghee

Expanding After School Programs

Easel 5

Vision What does it look like

Smaller class sizes

More tutors

More programs at more schools and apartments

Better communication with parents

More outreach to parents

More connection with
school teachers

Close communication gap

Increased parent involvement (including volunteering)

More \$\$

More resources

Focus curricula

More professional development

Outreach to retired teachers

What is happening now

Academic/ Enrichment based

Too many students

Not enough parent & community involvement

Select parental involvement

Language barriers

Cultural barrier

Inconsistent student attendance

Not enough transportation

Not enough coordination between teachers and A.S. programs

Not enough parent workshops

Disconnected communities to work with families

Lack of life skills workshops

Lack of technology

What's our action?

Talk w/ administration

for plan to work w/ school teachers

Present program at faculty meeting

Central coordination

among all A. S. programs

including waiting list

? [Reach out to Colleges / Universities to get interns

Work with high schools to get H. S. students to volunteer

What's Next?

Spreadsheet

Student openings and waitlist

List of each program and description

Get Friends of Refugees List -Nirmala

Develop plan to talk to Administrators -Nikhil

Contact Atlanta Refugee Youth Network

→ Can we be a subgroup? -Gail

Make contacts with the universities for volunteers

-Cathy

Next meeting

11/9/2012 Justin send out e-mail addresses

4-5 p.m Nikhil CCC?

Who is missing in program?

Counselors

Social workers

Non-refugee youth

Expanding After School Programs

Easel 6

10/30/2012

After School Programs

Introductions

Note Taker:

Amal Gani

Ideas

1) Math Tutors

Reading

1-on-1 tutoring

Explanation of Report Cards

Provision of help with area of weakness

Enrichment Activities

- Soccer/basketball/track (NO Gender Exclusion)
Girls only Activity/ Sports
- Art


Enrichment Activities con't...

- Pre planned Activities
 - Scheduled

Existing After school programs

- No clear list
- Clarkston Community Center
- Somali American Community Center
- Woodside Village
- Willow Branch
- 1st Baptist Church
- tobie grant (closed) -ing
- Refugee Family Services

Time Limit (0-3 monts) only

- help service limited 

Con't...

- Lack of funding for After-School Programs
- Lack of Services for HS & Middle School
- Continuous After School Programs
- Enrichment Programs
 - Getting grades up
 - Test Help (CRCT ect)
 - Linked with State tests
 - 5 wk days
 - Volunteer groups (college kids)
 - ↳ 1 on 1 tutoring
 - Somalis & non-Somalis

- Problems with testing
 - Testing skills
 - CRCT
 - Time Skills

2 Ideas:

Volunteer Base (Fill Community Service Hrs)

Test taking Skills (CRCT)

Connection

- 1st Baptist Church
- Clarkston Community
- Refugee Family Assistance Program

Plan of Action

Easily Accessible Medium

(email is hard)

- Contacts

1) Find permanent location to host

- CCC can find a location to host

 Clarkston Community Center

1st Baptist Church

- Helps with Math & Reading
- Angela & Hibo
 - One-to-one tutoring

K-12 one-to-one tutoring

Establish relationships with existing programs (Schools that are already doing it)

- One place for all grade levels

Check with Hands On Atlanta

- Look for volunteers
- Parent involvement
- Parent Responsibility

Raise Awareness

(1) Fliers / Radio Broadcast In Somali

Community Organizers

- Community
- Committee
- * Personal Commitments
 - Location
 - Muna (Follow up on location with Hibo)
 - Ubah (Angela with First Baptist Church)
- * Sharing Contacts

Next Meeting

Friday, 11/09/2012, 3-4 p.m.

Engaging DeKalb County Schools

Easel 11

Vision

- Address unique needs for international students
 - Transportation to schools → schools not in the community
 - Grade placement / testing → kids placed to age not level
 - Age cut-off → separate sheet for > 17 years
- Think about model to address language needs
- ↑ need for technical training for 17+ year old students
- Register eligible students for school
- ↑ parental engagement → need interpreters / translators
- Funding
- Physical access to schools → in community =
↑ engagement
- Shortage of after school programs
- ↑ capacity of teachers to address needs of refugee student
- Implications for non-ESL students in same classes as student who are learning English

Action

- School-within-a-school @ Freedom Middle and Clarkston HS
 - smaller (inner) school addresses specific needs of a group of students
- Supporting after school programs
 - * identify apartment complexes for programs
 - Coordination between school curriculum and after school programs

→ Need to find space to host ↑ # of students
- Create fund for interpreter → may channel funds through faith-based organization

*Programs exist, but students aren't staying

Action cont.

- DOE : “white papers” (Brad Bryant, Esq!)
 - Interpreter certification
 - Students needs in after school programs
 - What space is there @ Clarkston HS for international students group
 - Transportation
- Resources available for restorative justice → need to mobilize DeKalb to implement
- Develop plan to mobilize stakeholders (i.e. parents, state & local officials
- ARYN- ATL Refugee Youth Network monthly meeting
 - Discuss, plan & develop top 3 concerns/problems/barriers and list of potential solutions
 - Engage additional community orgs.

1. Develop outline for deliverable

2. Deliverable to Brad

- Top concerns
- Proposed solutions

- Marshall

- What it would take to re-energize board

Final Action Steps

- Bill & Brad →outline framework
→send to group
- Populate framework & return to Brad
- Brad circulates

Engaging DeKalb County Schools

Easel 12

Vision

- Safe Space
- Inclusive
- Quality
- Student-Centered
- Holistic & Healing
 - Addresses needs of the whole child
- Confidence for students
 - Sensitivity to child's experience
- Diverse Staff
- Creativity
- Vocational Education
 - Technical Skills
- Parent Involvement

Vision (continued)

- Extended Education
 - Compulsory?
- Hub for community activity
- Variety and flexibility
- Experiential Learning
- Opportunities for Attitude Change
- Identifying student's gifts/talents

Nurturing Empathetic

Development Fun

Learning Attractive

Inclusive

- Educating about unique circumstances

Action

- Organize student clubs
- ✓ Continue conversation
 - * ✓ With current students and teachers
- ✓ Identify stakeholders
- Give more flexibility to schools
 - * Empower schools (local decision making)
-school by school
- ✓ Empower parent
- Quality Teacher Selection
- Teaching through situations and competition
(experiential learning)
- Link school with local business
- ✓ Clearly understand challenges in schools
 - * (know the process & context)
- Experiment with new initiatives (in summer)

- More research
- More focus on particular circumstances in schools / with students (Clarkston focused)
- Multi-cultural focus
 - * Including American students
- De-centralized

Commitment to:

- Continue research & conversation
 - by increasing stakeholders
 - * “Each one reach one”
 - * What are other groups doing?
and/or
 - * Meeting again, inviting parents, students, and teachers
 - * Smaller meetings with community leaders and representatives
 - lead to larger meetings

Future:

Meet within next month to discuss ✓ four areas identified in
“Action” steps