

EMPOWERING GLOBAL DIASPORAS: INCREASING COLLEGE ENROLLMENT IN CLARKSTON, GA



HEEYON KIM, CLASS OF 2021
FRANK BATTEN SCHOOL OF LEADERSHIP AND PUBLIC POLICY
UNIVERSITY OF VIRGINIA



FRANK BATTEN SCHOOL
of LEADERSHIP *and* PUBLIC POLICY

Re'Generation
Movement

Acknowledgement

I would like to sincerely thank my advisor, Professor Lucy Bassett of the Frank Batten School of Leadership and Public Policy for her supports and insights that were extremely valuable for completing this project. I am grateful for Professor Denise Stewart, who helped me talk through many problems and kept me motivated throughout the year. I could not have finished this piece without doing it together with the Batten MPP Class of 2021, and I am especially thankful to have Edwina Joseph and Meghan Clancy. I am also grateful for JD and Grace, the cofounders of the Re'Generation Movement, for their willingness and enthusiasm on this project and their distinctive role in promoting diversity. Lastly, I am thankful to my family, friends, and Jacob Choi for their endless support.

Disclaimer

The author conducted this study as part of the program of professional education at the Frank Batten School of Leadership and Public Policy, University of Virginia. This paper is submitted in partial fulfillment of the course requirements for the Master of Public Policy degree. The judgments and conclusions are solely those of the author, and are not necessarily endorsed by the Batten School, by the University of Virginia, or by any other agency.

Honor Statement

On my honor, I have neither given nor received unauthorized aid on this assignment.

Heeyon Kim

Table of Contents

Problem Statement	4
Executive Summary	6
Background	8
Background of Clarkston's demographics	9
Economic hardship and educational attainment in Clarkston	12
Consequences and Costs	16
Why Should We Care?	21
Client Overview	23
Literature Review: Evidence on Potential Solutions.....	27
Adding Value to Re'Generation's Works	32
Criteria.....	33
Policy Alternatives.....	35
Outcome Matrix.....	46
Final Recommendation	47
Implementation	49
Conclusion.....	52
Appendix A: List of Recommended Grants	62
Appendix B: Re'Generation Program Evaluation and Self-Efficacy Survey Questionnaire	65
Appendix C: Summary of Re'Generation Program Evaluation and Self-Efficacy Survey.....	68
Appendix D: Culturally Relevant Teaching Checklist	69
Appendix E: Meaningful Activities to do with Non-Profits in Clarkston	73
Appendix F: Special Purpose School	74

Glossary

Re'Generation Movement: Re'Generation Movement is a non-profit based in Clarkston, Georgia, providing tailored educational programs for students with immigrant backgrounds including refugees.

ELL: English Language Learners (ELL) are students who come from non-English speaking homes and who are learning English. Although many ELL students have developed basic communication skills in English, they still struggle with academic language.

CRP: Culturally Relevant Pedagogy (CRP) is a theoretical model that focuses on multiple aspects of student achievement and supports students to uphold their cultural identities. Culturally Relevant Pedagogy also calls for students to develop critical perspectives that challenge societal inequalities.

First-Generation college student: Being a first-generation college student means that you are the first person in your immediate family to attend college. In other words, neither of your parents has a college degree.

Self-Efficacy: Self-efficacy is, according to psychologist Albert Bandura who originally proposed the concept, a personal judgment of how well or poorly a person is able to cope with a given situation based on the skills they have and the circumstances they face.

Problem Statement

What is the Public Policy Problem this Paper Addresses?

In Clarkston, Georgia, among persons aged 25 years and more, only about 24 percent have a bachelor's degree or higher, which is lower than Georgia's 31 percent on average (*U.S. Census Bureau QuickFacts*, 2020). Critically, it is estimated that over half of Clarkston's population is foreign-born, comprised mostly of immigrants and refugees, who face significant challenges for college enrollment and completion (*About / City of Clarkston*, 2020; *For Refugees in America, an Unfulfilled Dream*, n.d.; *Immigrant Students Face Barriers to Attend College*, n.d.).

Too few high school students in Clarkston with immigrant backgrounds (encompassing refugees) enroll in college, which has numerous consequences including higher risk of poverty and limited career and leadership opportunities.

Executive Summary

Executive Summary

This paper explores the problem and possible solutions of low college enrollment among immigrant and refugee students in Clarkston, Georgia. Clarkston is one of the most diverse cities in the United States with a large influx of foreign-born population for many years. Immigrants and U.S.-born children of immigrants are projected to be the main source of future U.S. labor force growth, and investing in their education and skill development will benefit the U.S. economy and society, as well as these individuals and their families (Batalova, 2020).

Re'Generation Movement is a non-profit based in Clarkston providing tailored educational resources and programs – Glocal¹ Leadership Academy, SAT/ACT Tutoring Program, and Mentorship Program - for local immigrant and refugee high school students. With an extensive literature review on past practices on increasing higher education attainment mainly through increasing test scores and grades, this paper reviews some potential solutions based on past practices and studies that could be useful for Re'Generation's work in Clarkston, then makes a final recommendation.

To help Re'Generation achieve its goals of increasing college graduate leaders, this paper evaluates five possible policy alternatives: 1) Increase Class Size from 25 to 35, 2) Strengthen Culturally Relevant Pedagogy, 3) Strengthen the Mentorship Program through Prolonged Mentorship and Mentor Training, 4) Add a Peer Tutoring Component to the SAT/ACT Tutoring Program, and 5) Advocate for Increased School Counselors. The paper uses three criteria which are *effectiveness in increasing test scores and grades, organizational capacity, and cost* to evaluate the alternatives using scores of high, moderate, or low. Alternative 2) Strengthen Culturally Relevant Pedagogy is projected to be the best outcome as it is proven to be effective for students with all ethnic backgrounds and is associated with numerous benefits such as academic advancement and improved self-efficacy.

Re'Generation may invite their volunteers and staff to hold a round table meeting discussing how to embed culturally relevant curriculum and pedagogy to their current teaching practices, using the supplemental materials provided below as appendices. Implementing the alternative is projected to improve students' academic achievement as well as equipped them with cultural confidence which is instrumental in growing them as peacemaking leaders.

¹ Global and local, a linguistic hybrid of globalization and localization
(<https://www.britannica.com/topic/glocalization>)

Background

Background on Clarkston's Demographics

Clarkston is well-known for its distinctive demographics and diversity

Clarkston is commonly known as the most diverse square mile in America (*Interesting Facts / City of Clarkston*, n.d.), and the Ellis Island of the south (*Atlanta Magazine*, 2017). By the year 2000, half of the population was from outside the U.S. (*About / City of Clarkston*, n.d.) and 40 nationalities speak 60 languages into the town's 1.4 square miles (*Clarkston, Georgia, Is Home to Thousands of Refugees*, 2018). On top of bountiful news coverage on this city, a documentary film on Clarkston and its people has been released in 2020 (see *figure 1: The documentary feature film Clarkston*)². The film brings dignity to the refugees in Clarkston – the strong survivors - to invoke empathy, and renew a sense of patriotism – the idea that our nation was founded as a place of acceptance and freedom for all mankind (Weddle, 2019). Clarkston is a city that draws the attention of people with different interests. It also possesses many public policy challenges as well as lessons learned from its past practices.



Figure 1: The documentary feature film Clarkston (*Clarkston Film*, 2020)

² <https://www.clarkstonfilm.com/film#:~:text=ABOUT%20THE%20FILM,blame%20in%20a%20polarized%20America.>



Figure 2: A map of where the community members in Clarkston grew up (Newman, 2019)

Clarkston's ethnic diversity stems from refugees moving in for decades

This small city with 12,637 citizens (*U.S. Census Bureau QuickFacts*, 2019), hosted more than 40,000 refugees over the last 40-plus years to the city, and when including its surrounding areas, the number goes up to 60,000 (*Clarkston*, 2019). Prior to World War II, there was no distinction in the United States immigration policy between a refugee and an immigrant. In the 1970s, near the end of the Vietnam War, the number of Vietnamese refugees wanting to come to the United States increased, therefore increasing the impetus for the 1980 Refugee Act signed by Jimmy Carter (*Clarkston*, 2019). Georgia and, specifically, Clarkston, received some of these refugees (*Clarkston*, 2019). With the continued trend and this long history of immigration, the racial makeup of Clarkston is significantly different from Georgia as seen in *Figure 3: Racial Makeup in Clarkston and Georgia*. About 57 percent is Black, 30 percent is Asian, 9 percent is White, and 4 percent is Hispanic/LatinX (*U.S. Census Bureau QuickFacts*, 2019).

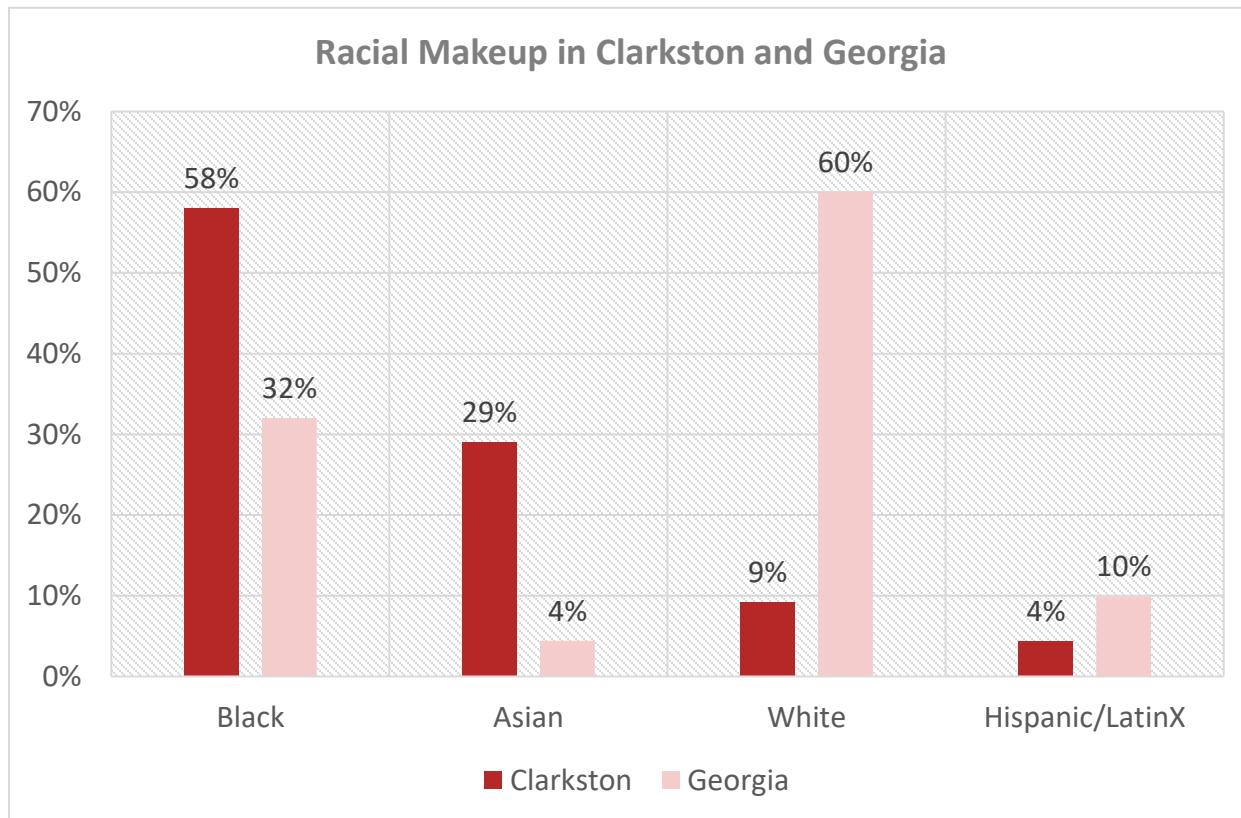


Figure 3: Racial Makeup in Clarkston and Georgia

Economic Hardship and Educational Attainment in Clarkston

Clarkston's economic status is alarming

Clarkston's annual median household income was \$38,283 which is significantly lower than Georgia's \$55,679 (*U.S. Census Bureau QuickFacts*, 2019), and the nation's \$68,703 in 2019 (Bureau,2019). Also, **33 percent of Clarkstonians live in poverty, about triple the state's poverty rate of 13 percent and the national rate of 10.5 percent** (*U.S. Census Bureau QuickFacts*, 2019). Although statistics particularly displaying the economic condition of immigrants and refugees in Clarkston is scarce, it is evident that immigrants - who take up more than half of Clarkston's population (*About / City of Clarkston*, 2020) - disproportionately experience poverty at higher rates than non-immigrant Georgians and non-immigrant Americans (See *Figure 4: Median Household Income and Poverty Rate*).

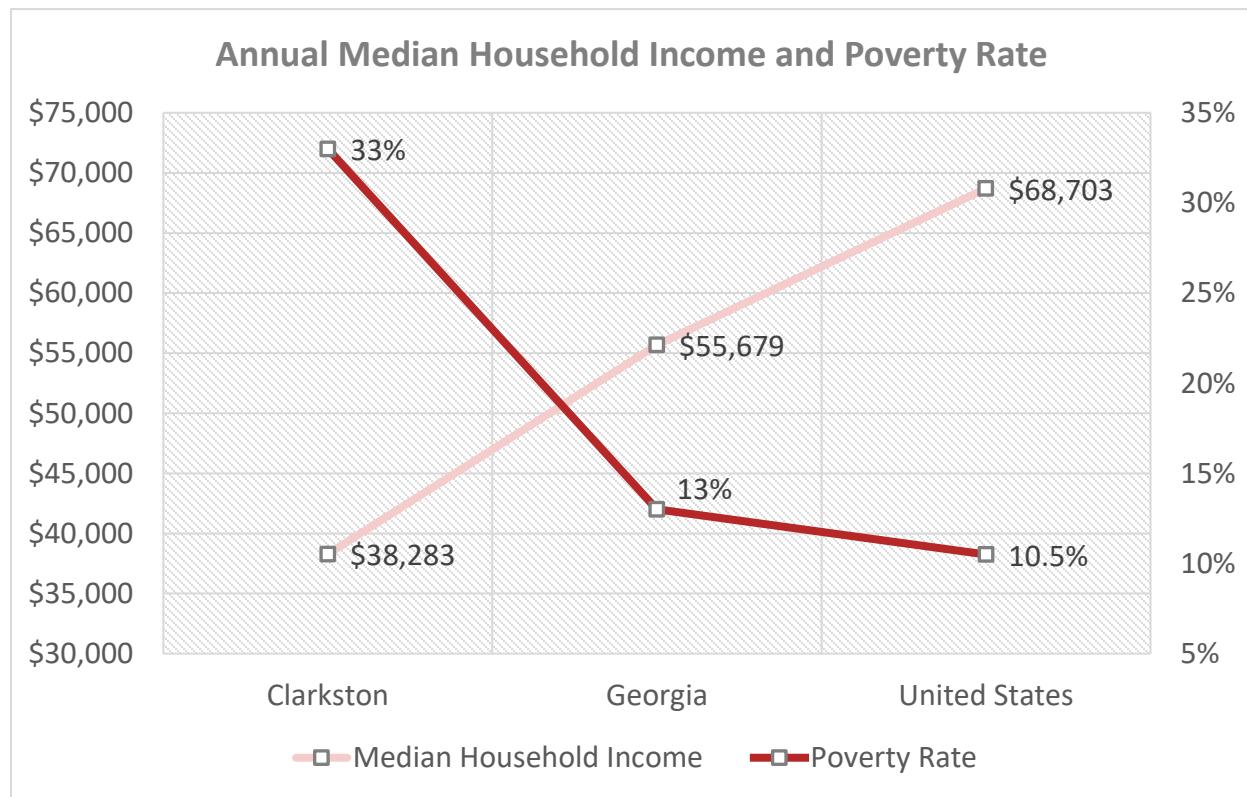


Figure 4: Median Household Income and Poverty Rate

Education in Clarkston could be a key to economic growth

As introduced earlier in the problem statement, in Clarkston, the number of people aged 25 years and more with a bachelor's degree or higher is about 7 percentage points lower than that of Georgia as seen in *Figure 5: People with a Bachelor's Degree or Higher* (Clarkston needs about a 30 percent of increase to catch up with Georgia) (*U.S. Census Bureau QuickFacts*, 2019). Education could bring more income to Clarkston as **educational attainment is an essential factor to consider for boosting income and is negatively correlated with poverty** (*Poverty Rate in the U.S. by Education 2019*, n.d.; *The Condition of Education - Preprimary, Elementary, and Secondary Education - Preprimary Education - Preschool and Kindergarten Enrollment - Indicator April , 2020*). Simply put, the more you learn, the more you earn.

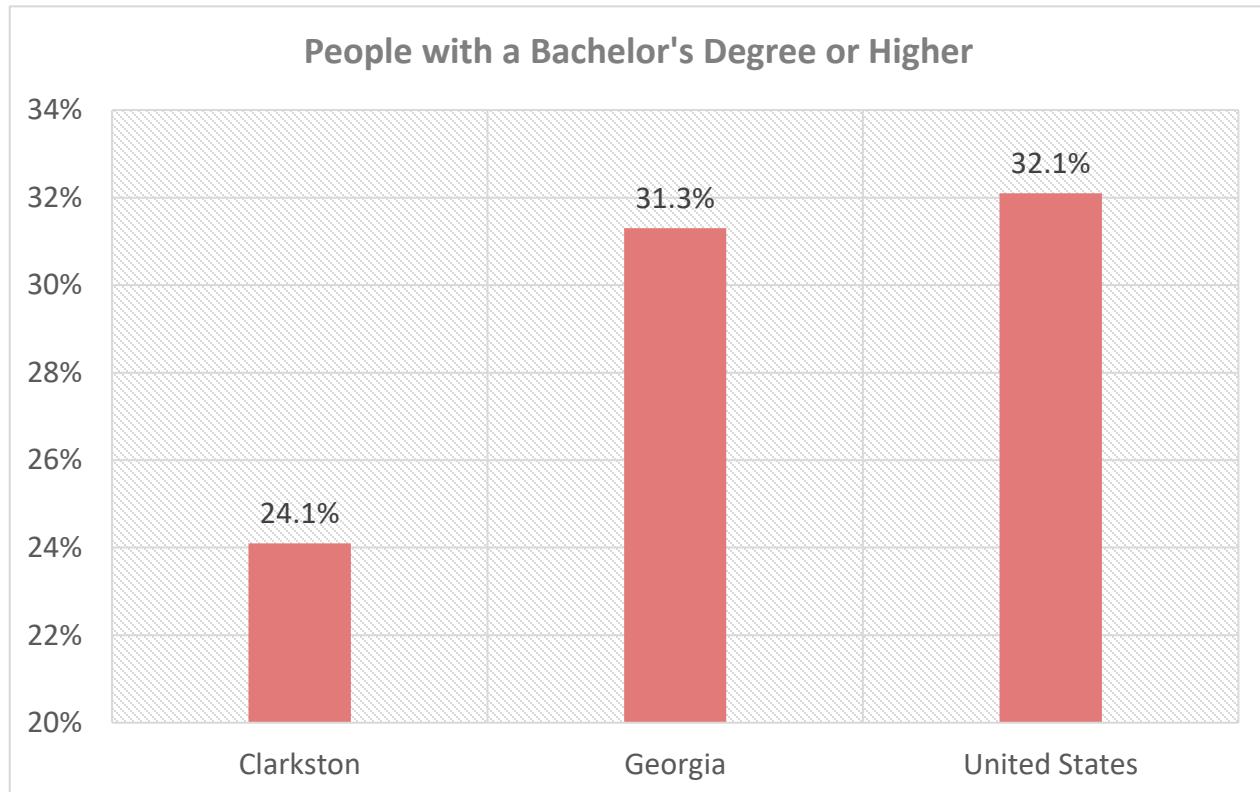


Figure 5: People with a Bachelor's Degree or Higher

In Clarkston, the poverty rate is higher and educational attainment is lower compared to the state and national rates. Forty-three percent of people with less than a high school diploma live under the federal poverty line, while for college graduates this rate falls to 10 percent in Clarkston as shown in *Figure 6: Percentage of People in Poverty Based on Educational Attainment* (*Clarkston Georgia Economy Data and Economic Research, 2020*). Thus, education could potentially lift Clarkston out of poverty.

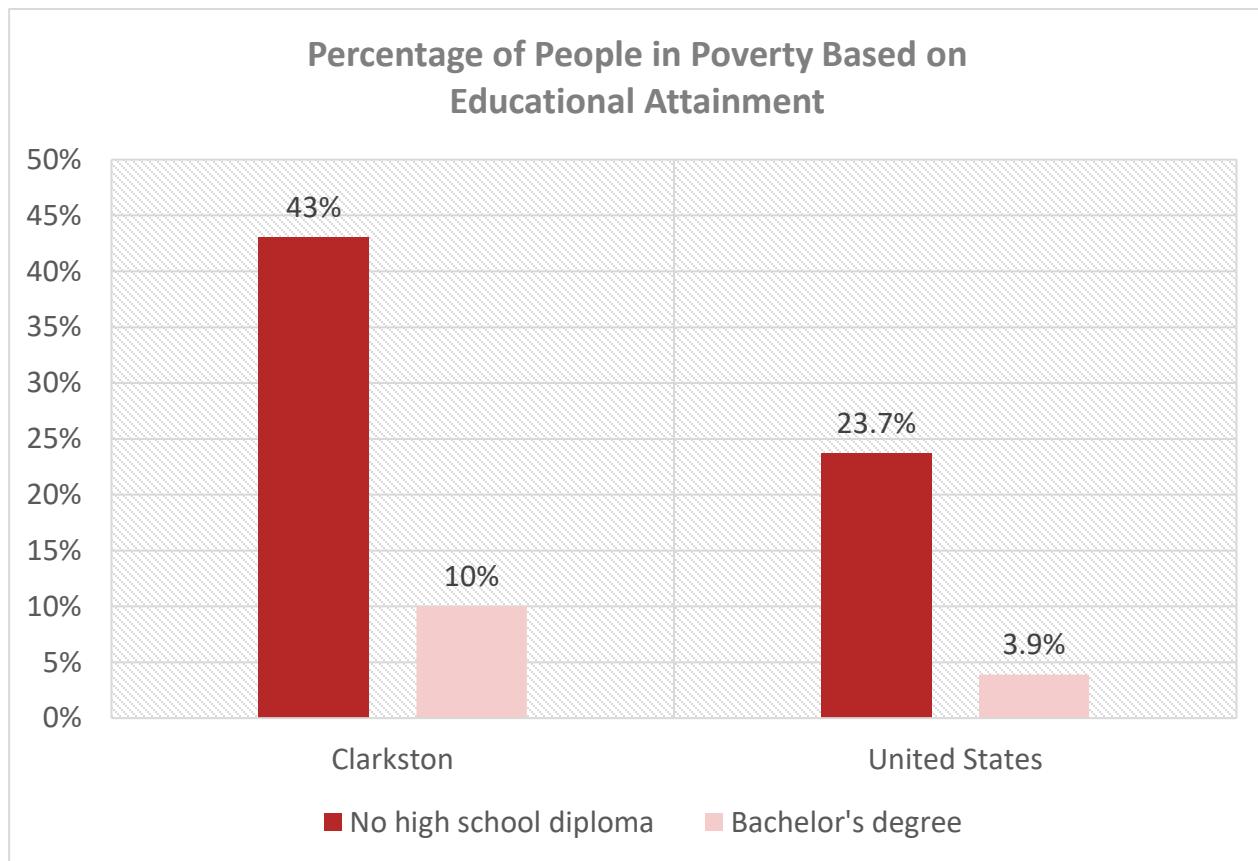


Figure 6: Percentage of People in Poverty Based on Educational Attainment

Students with immigrant backgrounds possess distinctive educational needs

There is a lack of understanding of the immigrants and refugee students' distinctive needs and challenges to pursue higher education – such as lack of motivation, limited English proficiency, and lack of resources - which leads to lack of educational attention among educators and policymakers. Although most statistics include refugees under the umbrella term immigrants, it is worth mentioning the complexity of categorizing immigrants and refugees as one homogenous group.

For refugees, the picture is stark. Research confirms that, on average, refugees lag behind their host-country peers (Refugees, 2016). Refugees also have disproportionately low high school graduation rates because of the misalignment between their needs and resources. Yet, in the U.S., the resources at refugee's disposal are centered around self-sufficiency rather than education, in line with the resettlement program's strong work-first philosophy (Zong, 2017).

The term *immigrants* include a wide range of population with people from drastically different backgrounds, often with polarized educational outcomes. For instance, an immigrant professor and a refugee both categorized as *immigrants* makes it difficult to capture reality. The U.S. currently has the largest population of college-educated immigrants in the world (*Immigrant Students – PNPI*, 2020). Although statistics show that immigrants are on par with their non-immigrant counterparts with holding a bachelor's degree, this is largely due to the recently arrived immigrants, with 47 percent of those arriving in the last five years having a college degree (*College-Educated Immigrants in the United States in 2014 / Migrationpolicy.Org*, 2016). Immigrant youths from some countries find the doors to the nation's colleges wide open, but other groups, such as those from Latin America, Laos, and Cambodia, often fail to get a postsecondary education (Baum & Flores, 2011). According to the U.S. Department of Education, *immigrants* in the traditional sense are still significantly more likely to have less than a high school education (*Educational Resources for Immigrants, Refugees, Asylees and Other New Americans*, 2017). In sum, the somehow good-looking statistics of *immigrants* – especially when the refugee category is missing - worsen the understanding of students with immigrant backgrounds.

One commonality shared by the majority of refugees and immigrants is that most are English Language Learners (ELL). ELLs are students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses (*English-Language Learner Definition*, 2013). Most ELLs – more than 70 percent - speak Spanish (What You Need to Know About ELLs: Fast Facts | Colorín Colorado, 2015). In 2018, roughly 25 percent of all U.S. immigrants were Mexicans (MPI, 2021). The next largest origin groups were those from China, India, the Philippines and El Salvador (*Key Findings about U.S. Immigrants / Pew Research Center*, 2020). For refugees in the same year, their countries of origin are the Democratic Republic of Congo, Burma, Ukraine, Bhutan, and Eritrea (*Fact Sheet: U.S. Refugee Resettlement - National Immigration Forum*, 2020), which reveals that many of them are non-native English speakers.

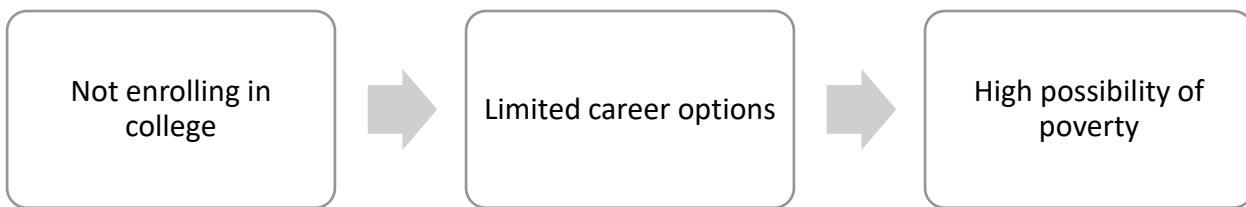
ELL students face additional barriers to completing their schoolwork and matriculating into college because of the language barrier. The U.S. Department of Education shows that about 73 percent of non-ELLs graduate from high school whereas only about 44 percent of ELLs do. Out of the ELL graduates, only 1.4 percent take the SAT or ACT (Tanyildiz, 2019), which greatly limits their college matriculation since most universities require one of the two test scores. In sum, it is worth focusing on this sub-population because ELLs are the fastest-growing student population in the country (Grantmakers for Education, 2013).

Consequences and Costs

Consequences

There are consequences on the individual, household, and societal levels due to the problem of low college enrollment among students with immigrant backgrounds. Some of the consequences on the societal level are calculated in the cost section below.

1) Individual-level consequences



On the individual level, not going to college leads to limited career options, which increases the possibility of facing unemployment and falling into poverty (Bogle, 2017). The income gap depending on educational attainment is significant, as those without high school diplomas earn \$27,040 each year, those with high school diplomas earn \$37,024 each year, and holding a bachelor's degree brings a substantial jump in pay to \$60,996 each year on average (See *Figure 7: U.S. Annual Income Based on Educational Attainment*) (Joubert, 2020). Northwestern University successfully lays out the benefits of having a college degree. It is estimated that two-thirds of all jobs require postsecondary education that college graduates see 57 percent more job opportunities than non-graduates (Joubert, 2020). Limited career options often leave people without college degrees with only lower-paying, unstable jobs. Individuals in Clarkston are no exception.

Lack of quality education, low graduation rate, and low college enrollment have harsher consequences on immigrants compared to non-immigrants. This is evident by the International Labour Office(ILO)'s research, which finds immigrants having "significant and disturbing levels of discrimination in access to employment" in Western Europe and other parts of the industrialized world (*Migrants Face "significant Discrimination" in Job Markets*, 2000). The discrimination is ongoing in the U.S. as companies reject candidates based on their immigration status (Jordan, 2020).

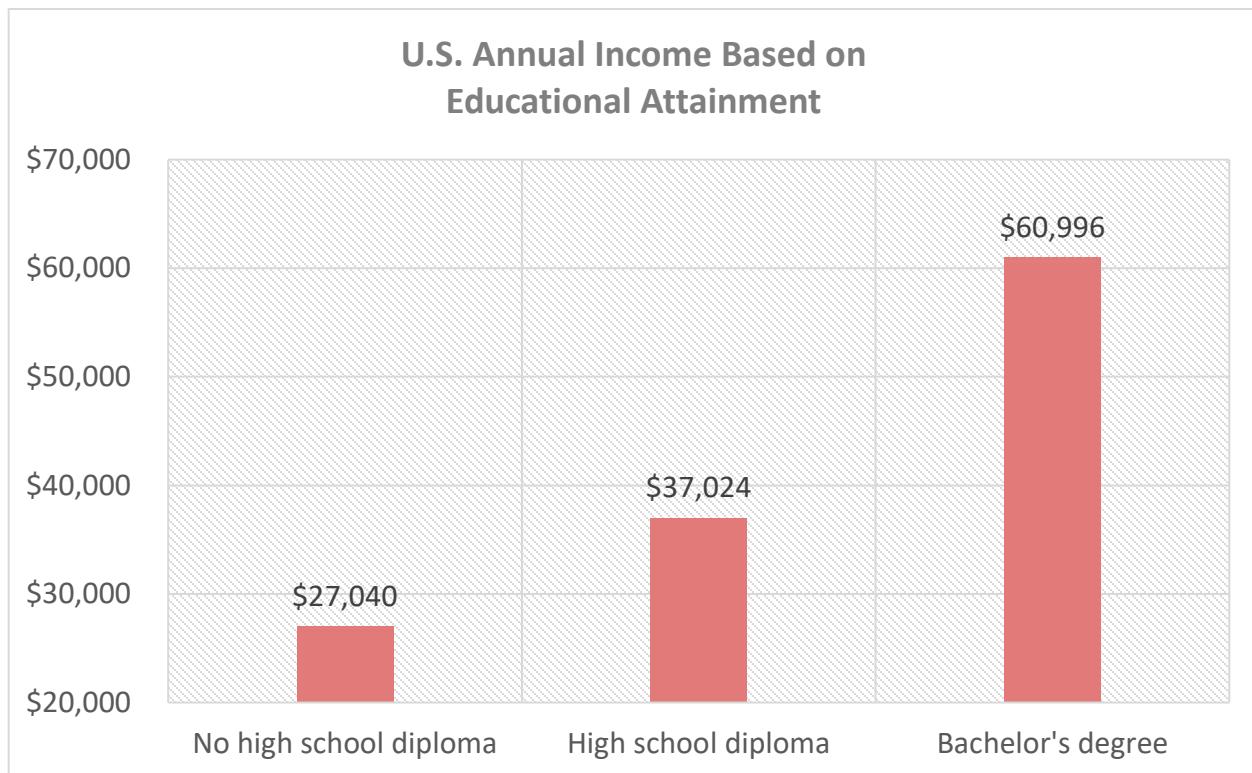
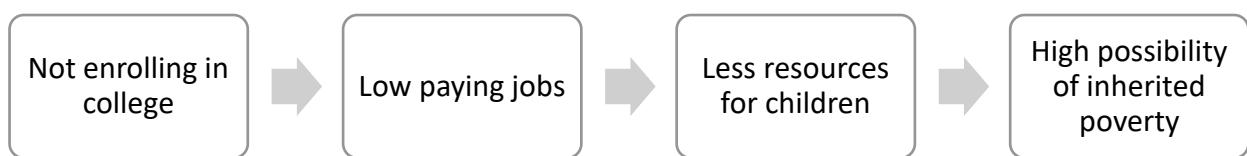


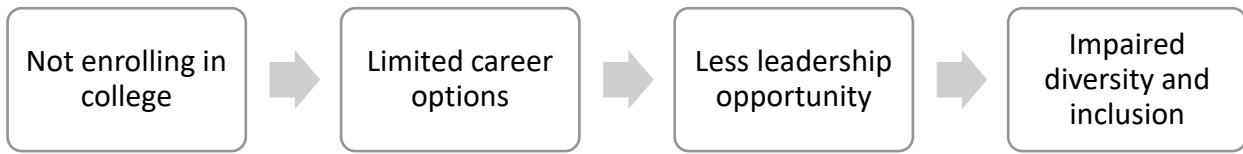
Figure 7: U.S. Annual Income Based on Educational Attainment

2) Household-level Consequences



Not having a college degree is associated with having lower-paying, unstable jobs, which makes not just individuals but households vulnerable. The U.S. Bureau of Labor Statistics consistently shows that, in terms of dollars, spending money on education yields economic returns, but in households where parents do not possess higher degrees are less likely to have the resources to invest in their children (Torpey, 2018). At the same time, a parent's level of education has a strong influence over their children's highest level of education, and research by Barnados reveals that **for every 1 percent increase in a parent's income, their child's math and reading scores increase by 4 percent** (*Inheriting Poverty and How Education Can Break the Cycle*, 2016). Low level of parent's education often creates a cycle of poverty, where children replicate their parents' failure to pursue higher education and get stable jobs.

3) Societal-level Consequence



There are multiple societal consequences of not earning college degrees on the societal level including higher rate of poverty leading to lower tax revenue, and larger social spending for the added cost for incarceration, arrest, and social welfare (National Center for Education Statistics, 2020; *Poverty Rate in the U.S. by Education*, 2019).

Besides what is well known, there is one perspective this paper sheds light on. **Not only immigrants are individually missing out on a chance for better-paying jobs, but society is missing out on a chance for better leadership.** Being a refugee or an immigrant does not make someone a better leader per se, but organizations or communities with more diverse perspectives produce better, more equitable outcomes. Homogenous decision-making bodies would fail to make communities inclusive and welcoming for all, which could leave the current racial segregation and economic disparity unhealed and continued. McKinsey & Company's report *Delivering through Diversity* found that companies are more likely to get better financial returns if they incorporated gender and ethnic diversity in the workplace (*Diversity in Leadership and Its Impact on Society as a Whole*, 2019). Similarly, Forbes informs that diversity confirmed to boost innovation and financial returns (Levine, 2020). In the public sector, decisions made by senior governing bodies (e.g., Congress, executive teams, boards, etc.) are important, and diversity of beliefs, perspectives and styles can have a de-biasing impact on complex decisions (Bulgarella, 2018).

With the existing glass ceilings, people from immigrant backgrounds are already disproportionately left out of vital leadership opportunities, and not having college degrees will only exacerbate this inequity. As a result, policies are implemented with little consideration of inclusiveness and can have unintended consequences. Thus, higher education degrees are crucial especially in this era of salient inequity and institutionalized racism.

Costs

1) Opportunity costs

Some of these consequences are quantifiable. Seventy-eight percent of people without a bachelor's degree in Clarkston could potentially earn \$23,972 more annually if they moved up from a high school diploma to a bachelor's degree holder, and \$33,956 more if they moved up from no high school diploma to a bachelor's degree holder (Joubert, 2020). To put that into context, **if the Clarkstonians without high school degree – which is 35% of the city's population - earn a bachelor's degree, the increased income would be equivalent to ten times the annual budget of Clarkston** proposed in FY 2019 (*City of Clarkston, 2020*)³. In addition, researchers from the Metropolitan Planning Council and Urban Institute found that 'social integration' itself would increase an average of \$2,982 income per person per year (Chiles, 2017). Chicago is well-known to be one of the most diverse cities in the States that the impact of social integration would be comparable to Clarkston. Assuming the size of the impact of desegregation stays the same, social integration would bring about \$1,994 more in annual earnings for each Clarkstonians⁴.

2) Direct cost for society

Lack of minority college graduates leading to impaired diversity could be translated into a lower level of social integration, not only in Clarkston but nationwide. According to the American Journal of Public Health, **racial segregation kills 176,000 Americans each year (Bakalar, 2011), which is more people dying from lung cancer, stroke, or accidents** (Pardo & Prakash, 2011). Unless desegregation occurs, this cycle of violence is likely to continue (Massey, 1995). Although it is extremely difficult to calculate the value of one's life, some economists used the concept of the Value of Statistical Life⁵ by asking individuals about how much value their lives have. For U.S. citizens, the value of life is \$10 million when adjusted for inflation ("How to Value a Life, Statistically Speaking," 2019). Roughly speaking, the 176,000 people dying multiplied by \$10 million would be the cost borne by racial segregation, which is \$176 billion annually. To put that into context, **the lives lost annually due to racial segregation would be almost three times the 2020 budget for the Department of Education**, which was \$64 billion (*President's FY 2020 Budget Request for the U.S. Department of Education, 2019*).

³ Clarkston's population * Percentage of people without high school diploma * Additional income expected with a bachelor's degree = Projected increased income

12,637 X 35% X \$33,956 = \$150,185,690

* Clarkston's total proposed FY 2019 Expenditure Budget for all funds is \$15,039,207

⁴ Clarkston's median income is \$38,283 and Chicago's is \$57,238. (38,283*2,982/57,238)

⁵ : $VSL_t = VSL_0 * \frac{P_1}{P_0} * \frac{I_t}{I_0} \mathcal{E}$

Why Should We Care?

Clarkston is a living example of the future of the U.S.

Besides the consequence and costs the problem creates, there are multiple reasons why we should care. Imagine that all citizens of Clarkston, regardless of their birthplace, have equitable access to quality education, reach their potential, and grow as leaders with numerous career and life opportunities. Imagine the benefits of incorporating diverse cultures people bring with them to transform the community into a place that inculcates appreciation for multiculturalism. Some positive changes are already made, but it is imperative to continue making efforts because Clarkston is a city *full* of potential.

First, Clarkston is a young city with 41.4 percent of the population being under 18 years old, which is about double the national average (*Total Population by Child and Adult Populations / KIDS COUNT Data Center*, 2020). Despite a national increase in the overall high school graduation rate, the dropout rate for foreign-born refugee and immigrant students in the U.S. remains above 30 percent, three times that of the U.S.-born white (Krebs, 2013), that helping Clarkston's students could counteract the national trend and empower the immigrant community beyond the city.

Second, the city's gender gap is small, for the female median income is higher than male income which could be an indication of lower barriers for women to enter the job market (*Clarkston Georgia Economy Data and Economic Research*, 2020). This is contrary to most other places nationally and internationally. Although the reason for this trend is unclear, it signals that women can take an active role in driving the city's economy. According to the World Bank, girls' education is a strategic development priority (*Girls' Education*, 2021) that if Clarkston adds an effort to educate girls and empower them, Clarkston could contribute to enhancing the overall quality of the life of women beyond its community.

Third, immigrant students are future leaders of U.S., as immigrants and U.S.-born children of immigrants are projected to be the main source of future U.S. labor force growth (Batalova, 2020). Undoubtedly, investing in their education and skill development will benefit the U.S. economy and society, as well as these individuals and their families (Batalova, 2020). These future leaders will be a human capital and yield greater financial stability to the city.

Lastly, Clarkston is called the “Successful Anomaly” (Yang, 2020) and has attracted international attention over the past decade due to its changing demographics and progressive refugee resettlement system. Clarkston's path is a desirable precedent and other cities may consider as a reference.

Client Overview

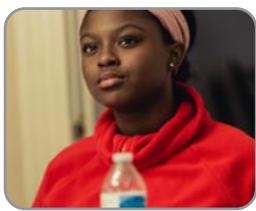
Introducing Regeneration Movement



Re'Generation is a non-profit based in Clarkston, Georgia, founded in 2017. It has a mission of empowering high school students, especially students with migrant backgrounds to find their identities as leaders and peacemaking global citizens (*About Us — Re'Generation Movement*, n.d.). Concurrent goals include promoting their contributions to society as diverse leaders who seek to create a harmonious society, where diversity is celebrated, and opportunity is fairly distributed (*About Us — Re'Generation Movement*, n.d.). Re'Generation realizes its goal by operating three programs (See *Figure 8: Re'Generation Academy*) with a special focus on glocal⁶ leadership. Before the beginning of each semester, the organization recruit students from local high schools, and about 25 students are enrolled for each program.

Clarkston provides Re'Generation a thriving ecosystem with ample opportunities to create synergies through partnership and collaborations (Kim & Choi, n.d.). Examples include but are not limited to 1) nearby universities such as Emory University, Georgia Tech, and Georgia State University, 2) non-profits such as International Rescue Committee, World Relief, and Friends of Refugees, and 3) Social enterprise such as Refugee Coffee CO., Start:ME, and Amplio Recruiting.

⁶ Global and local, a linguistic hybrid of globalization and localization (<https://www.britannica.com/topic/glocalization>)



Glocal Leadership Program

- Semester-long leadership and identity development class
- Students explore practices of “glocal” (global and local) citizenship
- Students produce speeches, videos, or blogs to gain experience in research, writing, and communication



SAT/ACT Prep Program (Tutoring)

- Weekly office hours (tutoring) on top of utilizing an online test-prep platform UWorld and Khan Academy (pre COVID-19, tutoring was in-person)
- Students are equipped with resources to excel in standardized tests for school and SAT/ACT exams



Mentorship Program

- All students participating in any of the programs above are assigned to a mentoring group
- Two college mentors meet with three students each week to prepare college applications, explore career opportunities, and create individualized plans for academic success and build mutual trust

Figure 8: Re'Generation Academy

Re'Generation provides valuable services to Clarkston where the overall education quality is low compared to Georgia and the U.S. For instance, in Clarkston High School, where many of Re'Generation's students attend, standardized test results and graduation rates fall below the state median (*Clarkston High School in Clarkston, GA - US News Best High Schools, 2020*).

Believing that desirable change will come faster with providing appropriate educational attention to the students with immigrant backgrounds, the organization offers three programs which are Glocal Leadership Program, Mentorship Program, and SAT/ACT Prep Program. Throughout the meetings with the two cofounders from the fall of 2020, they expressed their desire to expand their first program -the Glocal Leadership Program- to eventually invite non-immigrant students and make it a safe place for all.

The theory of change (See *Figure 9: Theory of Change*) for Re'Generation is as follows: The activities - which are the three programs that Re'Genertaion provides - would yield outputs such as improved grades and test scores, college preparation, and self-efficacy. For the outcomes, which is the focus of this paper, students will be motivated, more likely to graduate high school, and ultimately attend college. The expected impact is to develop students to their potential, promote diversity, inclusion and equity mainly by sending students to colleges, and develop community and foster economic growth. At last, the goal of Re'Generation is to empower students – both mentally and with college degrees - so that they could grow as competent leaders embracing their cultural identities and peacemakers going beyond national borders.

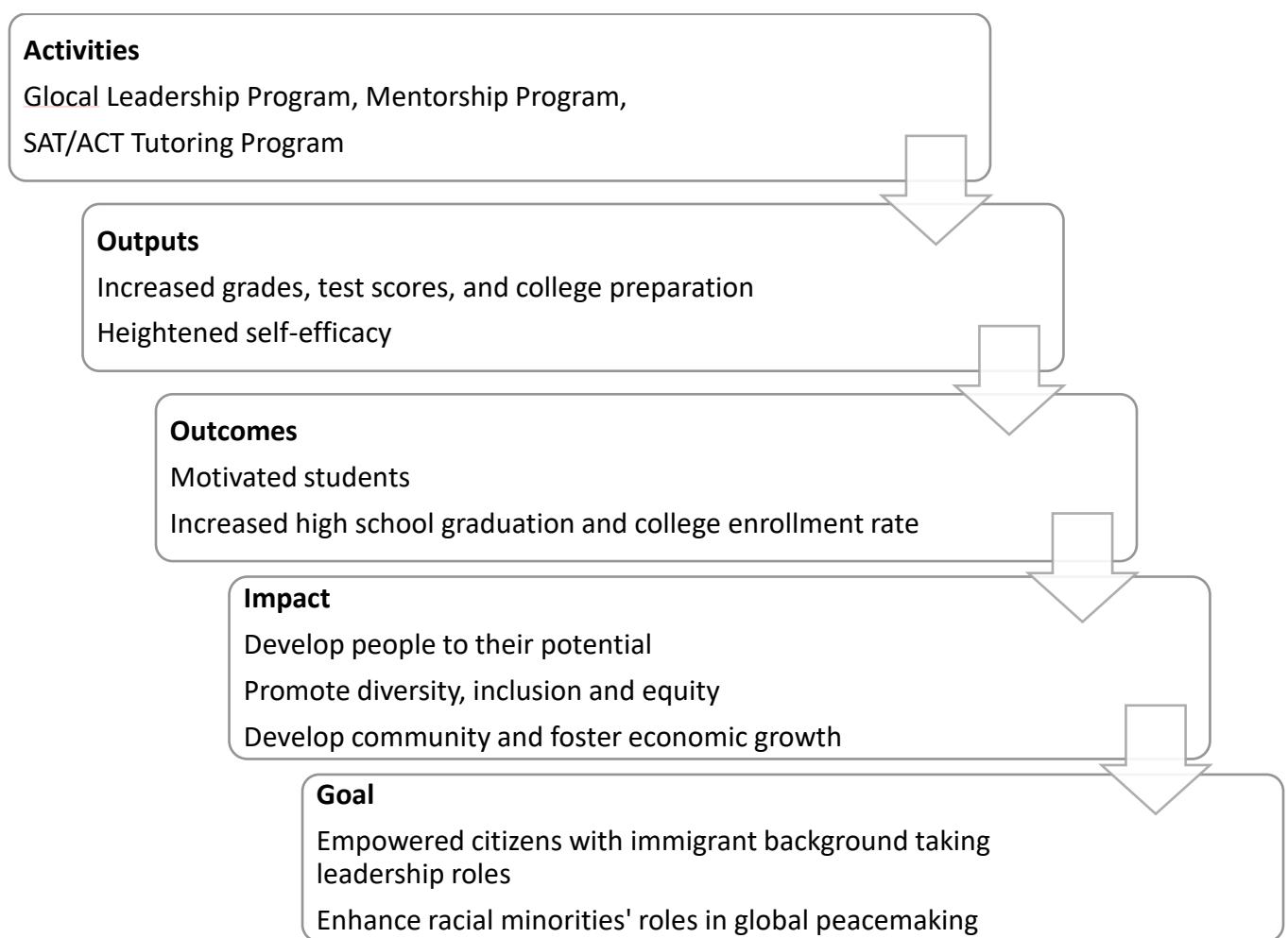


Figure 9: Theory of Change

Literature Review: Evidence on Potential Solutions

What Has Been Done in the Past?

Re'Generation strives to boost college enrollment in a city highly populated with immigrant students, and it is necessary to learn from the past initiatives that have been implemented and measure the extent of their success. Low college enrollment among the disadvantaged population is not a new problem. Luckily, there are ample research and policies on boosting college enrollment for minority students to look at. Among many possible pathways to increase college enrollment, this paper mainly focuses on increasing grades and test scores – which are closely related to Re'Generation's Mentorship Program and SAT/ACT Tutoring Program - to raise college enrollment. The University of Chicago Consortium on School Research found that there was "a strong relationship" between GPA in ninth and 11th grades, which are strong predictors for high school graduation and whether a student will go to college (Jaschik, 2017)⁷. As such, increasing grades and test scores are expected to lead to increased college enrollment.

Focusing on English language learners (ELLs)

Many ELL students in the U.S. are immigrants, refugees, and/or unaccompanied minors (Ibreiseth, 2018). Teaching English is indirectly affecting college enrollment through raising high school retention and test scores since ELLs need to enroll in demanding courses that will prepare them to attend college. Most ELLs will be required to take an English language exam at the colleges to which they apply such as TOEFL (Test of English as a Foreign Language) and need to take college entrance exams such as SAT or ACT.

Currently, there are multiple ways of implementing English-intensive programs for ELLs. Participation in afterschool, summer learning, and other community-based programs has been associated with improved academic achievement and improved linguistic and social development of ELLs in all age groups (Pray, n.d.). By focusing on ELL, these interventions help mitigate the barriers immigrant students face when applying and enrolling in college. Federal laws seem to agree to the need to focus on ELLs. The No Child Left Behind Act of 2001 and its successor the Every Student Succeed Act of 2015 laid out standards for meeting the needs of the ELL students (Sugarman, 2017). Combined, the laws signal that serving the unique needs of all students is an integral component of school quality (Hess & Eden, 2017).

⁷ About 18 percent of students who had an F freshman GPA went on to college whereas B and A students fared better: 60 percent of B students went to college and 70 percent of A students did (Jaschik, 2017).

Focusing on school counselors

Many high school students rely on school counselors when matriculating into college. Statewide studies focusing on school counseling programs have found that comprehensive school counseling programs assisted in increasing test scores, improving student grades, lowering suspension rates, and increasing feelings of school connectedness (Tang & Ng, 2019). These impacts are generally larger for students who are not white, scored below average on the state test in 8th grade, or are from low-income families (Mulhern, 2020).

The College Board Advocacy Center found that hiring just one additional counselor result in a 10 percentage points increase in four-year college-going rates among high school students (*Access to School Counselors / Wake Forest University*, 2016). Importantly, students of color do much better when assigned to a counselor of color, seeing their chance of graduating high school jump nearly 4 percentage points (Hurwitz & Howell, 2013). Pham and Keenan (2011) found that the lower the first-generation student-counselor ratio, the higher the likelihood that a qualified first-generation student would enroll in a 4-year university (Tang & Ng, 2019).

The findings corroborate that first-generation and low-income students tend to rely more heavily on school-provided services (Tang & Ng, 2019), but the results may not be generalizable to all student population.

Focusing on increasing test scores: Tutoring

Tutoring gives students individualized attention which helps students differently: students who are struggling are provided with additional instruction, and students who are above average are further challenged. Tutoring is known to be one of the most effective interventions in increasing students' test scores, which is instrumental in college enrollment.

The University of Chicago Education Lab released a study that demonstrates individualized, intensive (or "high-dosage") tutoring can double or triple the amount of math high school students learn each year, increase student grades, and reduce math and non-math course failures (Guryan et al, 2021). This study involved two randomized control trials and proved that learning gains were found across subjects where intensive math tutoring was found to have spillover effects across subjects, as student grades increased in math and non-math courses (Guryan et al, 2021). Based on another randomized control trial on disadvantaged 9th and 10th graders in a public high school on the south side of Chicago, tutoring yields larger gains than many other interventions. Participation increased math test scores by 0.65 of a control group standard deviation (SD) and 0.48 SD in the national distribution, increased math grades by 0.67 SD, and seems to have increased expected graduation rates by 14 percentage points (46%) (Cook et al., 2014).

Focusing on low-income or first-generation students: a holistic approach

Some large-scale programs at the federal level take a holistic approach to encourage college enrollment. Upward Bound, a program run by the U.S. Department of Education, aims to promote high school completion and college attendance of students from low-income households or first-generation students. The program provides fundamental support to participants in their preparation for college entrance that includes tutoring, counseling, mentoring, cultural enrichment, and programs and activities previously mentioned that are specially designed for students who are limited English proficiency (*Upward Bound Program*, 2020). While the program is associated with the increase of enrollment at four-year colleges, enrollment in two-year colleges is reduced (*Reports Highlights*, 2005). Still, the program consistently displayed a positive impact on students who, when applying for the program, did not expect to earn a bachelor's degree (*Reports Highlights*, 2005). Similarly, Gaining Early Awareness and Readiness for Undergraduate Program (GEAR UP) in Iowa proved to promote the college enrollment of high school graduates by 3 to 4 percentage points, whereas it appears to have no effect on college persistence (Bowman et al., 2018). Although there are moderate benefits, there should be a more rigorous study on the cost-effectiveness of these federally funded programs.

Focusing on the education system: Charter School

Charter Schools have been operating for decades with the idea of giving families a choice to choose schools that meet their needs, such as increasing test scores and college enrollment. There are variations in test score effects on charter students (Cremata et al., 2013), and studies have identified particular charter-school operators (such as KIPP) and particular cities where effects are unambiguously favorable (Gill, 2011). For example, Boston charter students were far more likely to attend a four-year college and perform far better than their counterparts in traditional public schools based on a randomized control trial (Dynarski, 2016). It is worth noting that samples from Boston show larger effects on students with disadvantaged backgrounds – ELLs, special education students, and those who enter charters with low test scores- (Dynarski, 2016). Likewise, Georgia State University's Center for State and Local Finance found that students who attended a public charter high school in the state 6 percent more likely to register for college than their counterparts in traditional public schools (Downey & Journal-Constitution, 2019).

Although some students who are disadvantaged or located in a specific area benefit from attending charter schools, the overall effects of charter schools are debatable. Some disadvantages include lack of government oversight, teacher's quality (Gaille, 2017), and fiscal externalities – charter schools taking away budgets from traditional school districts - which is proven to be consequential in North Carolina (Singleton & Ladd, 2020). The complete change of education system is yet to prove its effectiveness in increasing college enrollment.

Takeaways

So far, this section laid out past initiatives to combat the problem of low college enrollment by looking into educating ELLs, expanding counseling, implementing large-scale, holistic, and federally funded programs, and adopting a charter school system. One lesson learned from this literature review and background research is that not a single intervention is sufficient to solve the problem, and multiple approaches should complement one another. Still, interventions such as tutoring, mentoring, and school counseling proved to be effective in increasing test scores, high school grades, and college enrollment. Clarkston is one of the best places in the U.S. to try a social experiment and set a norm for a transformed paradigm – seeing students with immigrant backgrounds as future leaders instead of sheer beneficiaries - of approaching the conventional problem of low educational attainment, and this shift in paradigm manifests well in Re'Generation's mission and work.

Adding Value to Re'Generation's Works

Criteria

This section presents three criteria and five proposed alternatives – course of actions to put it differently - to find out the most suitable option to support Re'Generation's work in boosting college enrollment among students with immigrant backgrounds in Clarkston. The following three criteria are used to evaluate each option against the status quo. Each criterion will be scored as high, medium, and low, where high effectiveness, high organizational capacity, and low cost are desirable. The scores are comparative measures that high effectiveness refers to 'higher' effectiveness than the status quo. After presenting three criteria and five alternatives to evaluate against the status quo, this section provides an outcome matrix and a final recommendation.

1. Effectiveness of Increasing Test Scores/Grades

In this report, effectiveness is measured by how much test scores and grades are likely to rise, which is associated with increased college enrollment based on the literature review illustrating grades and test scores are strong predictors for college enrollment (Jaschik, 2017). After assessing each alternative's potential outcomes, each alternative will receive high effectiveness, medium effectiveness, or low effectiveness with high effectiveness being the best.

2. Organizational Capacity

Organizational capacity is a criterion that measures the overall ability of Re'Generation to realize the proposed alternative. This criterion will measure whether Re'Generation has the resources or expertise to implement the proposed option with a focus on staff, expertise, training, and time. Even though each alternative may require a different organizational capacity, this paper will keep the scoring system of high, medium, and low for the sake of simplicity of the analysis. After assessing each alternative's potential outcome, each alternative will be given a high, medium, or low level of organizational capacity. High capacity is desirable, and it means that the organization currently has the capacity to adopt the alternative.

3. Cost

As Re'Generation is a non-profit mainly running on a donation basis – donation takes up 80 percent and grants take up only 20 percent of the total revenue in 2019 - alternatives should be low cost. This paper projects the additional costs each alternative will need, such as personnel, rent, other variable costs, and expenditure per student. Unusual conditions such as the COVID-19 will also be taken into consideration as there are service fees for online platforms. After assessing each alternative's potential outcomes, each alternative will be labeled low cost, medium cost, or high cost, where low cost is desirable.

... and one more: Equity

Although every program Re'Generation offers has its goal of increasing equity, there is always room for growth. Is the recruitment process approachable to everyone? Among many layers of cultural diversity, does this program aspire to represent and embrace as many cultures as possible? Does Re'Generation reach the students who are most in need of their service, or is it selecting students who are more likely to succeed in the first place? Are girls welcomed in its educational setting? It is worth taking into consideration all of the above questions, and Re'Generation may adapt part of this as the organization makes advancement. Re'Generation can estimate and evaluate equity using their survey data on gender, ethnicity, and socio-economic status. This criterion will not be part of the analysis but is included to remind the importance of actively gravitating toward a more equitable space as much as possible.

Policy Alternatives: Identifying Room for Improvement

Option 1. Increase the Class Size to 35 Students

The first alternative is to let the current practice continue, with the only difference being a larger class size with 35 students – which is the maximum number of recommended high school class size in Georgia (*Standards for High School Programs / Georgia Accrediting Commission*, n.d.). The number 35 is the largest number of students covered without adding teachers or staff, aiming to expand coverage to contribute to serving more high school students in Clarkston. In other words, this alternative would make Re'Generation replicate their past successful practices with about ten more students. This new class size applies to all three Re'Generation Academy programs: Glocal Leadership Academy, Tutoring, and Mentorship, which have been resulting in a 100 percent college enrollment rate among their students up until today. It is clear that more students will benefit from participating in such programs, and Re'Generation hopes to expand coverage in the future. Thus, this alternative will give a chance for the organization to go beyond its comfort zone.

Evaluative Criteria for Option 1. Increase the Class Size to 35 Students

Effectiveness of Increasing Test Scores/Grades	
Medium 	<p>Re'Generation's current successful practices with 25 students will change with more students coming in. Overall, research shows for minority, at-risk students or those who struggle with English literacy – which are Re'Generation's students - smaller classes enhance academic performance, and being assigned to a small class also include an increased probability of attending college (<i>Why Class Size Matters Today</i>, 2014).</p> <p>Accordingly, with more students, the program quality would not be the same as before. Twenty-five students studying together and building a trusting relationship would change with 35 students, due to dispersed attention from teachers, mentors, tutors or staff, or different academic levels. Intuitively thinking, more students coming in would increase the possibility of adding someone who is not that dedicated to enrolling in college, which is likely to compromise the effectiveness of increasing test scores, grades, and college enrollment. Yet, considering the status quo working well with 100 percent enrollment so far, this alternative is given a medium level of effectiveness.</p>

Organizational Capacity Medium 	<p>Re'Generation has the capacity to serve 25 students as it has done in the past, but when scaled up, there would be logistical, financial, and personnel challenges for the organization. For example, Re'Generation needs to recruit more mentors and tutors to cover more students and staff would need to take more time to manage the personnel and programs. Also, the D.C. trip Re'Generation has been planning – which was canceled due to COVID-19 in 2020 - would need adjustments logically and financially with a larger group. Thus, the current organizational capacity is projected to be at the medium level.</p>
Cost Medium 	<p>Under the current online learning structure, the additional students coming in need access to the online platform named UWorld – an online learning tool Re'Generation is using for its SAT/ACT Tutoring Program - which will incur additional cost per student. Luckily, when classes go back to in-person, the space Re'Generation rents will be able to cover 35 students. If students were to go to the D.C. trip, there would be additional travel cost needed per person. The budget for 2020 D.C. trip was about \$550 per student, thus ten more students will be \$5,500 extra. Still, the full-time worker salaries, which take up 69 percent of total program expense, is likely to stay the same. Tutors and mentors are volunteers that there would be no additional cost for their works. Other expenses, such as Accounting and Legal Fees (4 percent) and Peace Advocacy Campaign Fees (4 percent) are likely to be similar as well. Thus, this alternative is scored medium level cost.</p>

Option 2. Strengthen Culturally Relevant Pedagogy

This alternative suggests that Re'Generation expands its Culturally Relevant Pedagogy (CRP), which is a pedagogy that upholds students' cultural identities to better educate students with diverse backgrounds. Culturally relevant pedagogy rests on three criteria: students must experience academic success, students must develop and/or maintain cultural competence, and students must develop a critical consciousness through which they challenge the status quo of the current social order (Ladson-Billings, 1995). Initially born to help African American students' integration in the 1960s, CRP has been proven to be an effective form of pedagogy for students of all racial and ethnic backgrounds (Ladson-Billings, 2009), and a study in Arizona found that teachers who use instruction that considers students' culture as an asset can reduce educational disparities (López, 2016). In addition, CPR is positively correlated with grades, interest, belonging, self-concept, exploration, and commitment, which are all key motivational components of what high school students need to pursue higher education (Byrd, 2016).⁸

This alternative would build upon what Re'Generation is already doing such as inviting guest speakers with diverse backgrounds and encouraging students to talk about their own cultures and identities. This alternative recommends Re'Generation adopt more of the evidence-based practices in their pedagogy such as considering including more black speakers or hiring a black or African American staff, as students could more easily relate to adults who come from similar backgrounds, given that almost half of the students are black or African American. Re'Generation could also further encourage students to share and build their cultural identities in the Glocal Leadership Academy by planning more student-led sessions. See the next page for more ideas.

⁸ Research on CRP evolved over time that the terminology went from culturally *relevant* to culturally *responsive*, and from 2012, culturally *sustaining* pedagogy. This latest update seeks to perpetuate, foster, and *sustain* linguistic, literate, and cultural pluralism as part of the democratic project of schooling, while simultaneously offering access to dominant cultural competence (Paris, 2012). This paper still calls this alternative using the inclusive framework of culturally relevant pedagogy because it laid the groundwork for the concept of bringing culture to the classrooms and has the most information and research available.

Culturally Relevant Pedagogy (CRP)



Teaching strategies

- **Learn About Your Students**
 - Distributing questionnaires, asking about interests
 - Holding open discussions, allowing students to talk about positive experiences from past classes
- **Integrate Relevant World Problems**
 - Including student names to make subject matter relatable
 - Referencing diverse cultures, such as by determining the diameter of a specific ethnic food platter
 - Contextual learning strategies are associated with an increase in test scores by more than 44%
- **Use Media that Positively Depict a Range of Cultures**
 - Using media, such as books and movies, that positively depict a range of cultures and are relevant to your syllabus can partially address this need.
 - Find options through databases such as IMDB or American Literature
- **Involve Parents by Using Take-Home Letters**
 - Parents act as the main educators in many societies and can provide cultural context.
 - When starting a new unit or trying out an education tool for the first time, consider sending a letter home to parents



Example

- For the Glocal Leadership Academy, invite guest speakers with diverse backgrounds.
- Have a student-led session where students can provide interpretation on a contemporary issue.
- For tutoring and/or mentoring, have the mentors ask their students' learning styles to provide tailored instruction.

SOURCE: (PRODIGY, 2017) ; (PARIS,2012)

CRP is

- CRP focuses on the academic and personal success of students as individuals and as a collective.
- It ensures students engage in academically rigorous curriculum and learning, feel affirmed in their identities and experiences, and develop the knowledge and skills to engage the world and others critically.

CRP involves

- Empowering students to **share thoughts**
- Integrating **diverse work** and study practices
- Understanding student **learning needs and styles**
- Emulating culturally-significant **instruction styles**, such as oral storytelling



Some people call it Culturally Sustaining Pedagogy

- This new term stresses the multicultural nature of classrooms, where it is difficult to make content 'relevant' for a single culture
- It focuses on sustaining the students' cultures, while simultaneously offering access to dominant cultural competence

Evaluative Criteria for Option 2. Strengthen Culturally Relevant Pedagogy

Effectiveness of Increasing Test Scores/Grades Medium-High 	<p>Ample studies find that CRP is beneficial for all races (Byrd, 2016; Larson et al., 2018; Piazza et al., 2015), and is significantly associated with academic outcomes and ethnic-racial identity development (Byrd, 2016). Although it is difficult to find randomized control trial on CRP, numerous survey and observational study found positive effects of it. This option would serve as an intermediate step that helps boost college enrollment at a medium-high level effectiveness.</p>
Organizational Capacity Medium 	<p>As noted earlier, Re'Generation already has some components of CRP embedded in their curriculum. Re'Generation may hire a consultant or staff who has teaching experience with expertise in CRP to take lead. Another option would be to pay for CRP training and curriculum planning for the current staff, mentors, and tutors. If both are not available options, the staff could take the summer-time – when the three programs are taking breaks - to research and plan the curriculum and pedagogy by themselves, as it will not be something totally new to them. In sum, this alternative is labeled medium organizational capacity.</p>
Cost Medium 	<p>The additional cost would come from training staff, hiring a consultant, or rethinking the current curriculum and pedagogy. Re'Generation may hire an external consultant who has expertise in CRP. In this case, the pay would be about \$6,000⁹ for a consultant to devise a curriculum and pedagogy package for Re'Generation. After that, Re'Generation and the entire mentor and tutor volunteers would have to come together to discuss implementation, for about three hours. Altogether these are not an enormous amount of time and money compared to other alternatives, it is still higher than the status quo. Thus, the cost is projected to be on a medium level.</p>

⁹ Education consulting market fee \$150/hour* 8 hours * 5 days = \$6,000

It is possible to increase or decrease the cost depending who Re'Generation could ask to complete this task; it is also possible to do it for free by asking a pro bono consultant or a friend who works in this field.

Option 3. Strengthen the Mentorship Program through Prolonged Mentorship and Mentor Training

This alternative recommends that Re'Generation prolong its semester-long mentorship to a year-long mentorship, added with a mentor training program. Re'Generation currently operates a semester-long mentorship program with a double-tier structure: 1) college mentors volunteering from nearby universities to directly meet up with Re'Generation's students to create academic plans, prepare college applications, and build trust, and 2) senior mentors mentoring the college mentors. Mentors are thought to promote identity development by serving as concrete models of success, demonstrating qualities that youth might wish to emulate and exposing youth to new contexts and resources for interest exploration, and making students go to college (Sánchez et al., 2006). A recent meta-analysis of 70 mentoring outcome studies with a sample size of 25,286 youth (average age of 12 years old), yielded a statistically significant effect correlated with positive youth development such as social-emotional learning, cognitive learning, and identity formation (Raposa et al., 2019). What is worth noting is that research finds the most impactful relationships involve consistent contact for at least 1 year ("Elements of Effective Practice for Mentoring. Tools," n.d.). A randomized control trial experiment conducted in Germany showed that a structured one-year program for girls in STEM – another example of a typical minority group - produced beneficial effects including stable self-confidence and increased intentions to pursue STEM (Stoeger et al., 2013).

The second part of the recommendation, introducing mentor training, is based on the nationwide Big Brothers Big Sisters' practices. They show that mentors receiving less training prior to being matched with their mentee, specifically less than two hours, had less positive mentoring relationships (*Successful Relationships & Programs / Youth.Gov*, n.d.). Thus, Re'Generation could provide a mentor training program to empower mentors with the help of organizations such as the National Mentoring Resource Center, utilizing free resources and assistance that could be adapted to Re'Generation's context (*National Mentoring Resource Center*, n.d.). To implement this option, Re'Generation would have to address logistic issues such as recruiting students and mentors who are available for the full year. Both mentors and students could find it challenging to make a year-long commitment as opposed to a semester-long commitment. One way to overcome this challenge is to announce the hours needed in the recruitment process so participants are aware of what to expect and manage their schedule in advance.

Evaluative Criteria for Option 3. Strengthen the Mentorship Program through Prolonged Mentorship and Mentor Training

Effectiveness of Increasing Test Scores/Grades High	 <p>Successful mentorship has many benefits such as increased motivation to study and dream about the future. In addition, mentorships are particularly successful when they are at least a year long and accompanied with mentor training. Although the extent to which this alternative increases test scores and grades is not clearly proven, numerous studies find the correlation between mentorship and better academic achievement. Thus, this alternative possesses high level of effectiveness.</p>
Organizational Capacity Low	 <p>Organizational capacity as of now is expected to be low. This is because of the limited number of mentors Re'Generation has, and the difficulties it would have in recruiting, retaining, and monitoring the mentors and students in the long run. Re'Generation may have to hire a staff or consultant who is knowledgeable in managing mentorship programs and providing mentor trainings, which could increase the organizational capacity. Serving mentors and students for one year and providing mentor training would require a decent amount of time, resources, and management skills that this alternative is labeled low organizational capacity.</p>
Cost Medium	 <p>For this alternative, the administrative work and management to introduce mentor training program and a one-year long mentorship program would translate into cost. Although the cost may vary greatly, hiring a professional consultant to plan the mentorship program would be equivalent to that of Option 2. Culturally Relevant Pedagogy, \$6,000 total for about 5 full days of contract. The foundational planning for an effective mentorship for one year will need the upfront cost of 5 days of work, and regular check-up for at least two hours a week for a mentor-staff weekly meetings. In addition, building a supportive volunteer experience for the dedicated mentors could occasionally involve paying for meals or coffee break refreshments (Re'Generation does not give out monetary renumeration for its volunteer mentors.) Once the system is set up, the maintenance cost is expected to be low. Thus, this alternative is labeled as medium level cost.</p>

Option 4. Adding a Peer Tutoring Component to the SAT/ACT Tutoring Program

This alternative proposes Re'Generation to add a peer tutoring component to the current SAT/ACT Tutoring Program where students and mentors are assigned in small groups (two tutors and two to three students per group) with a focus on improving English and math skills. Students may be paired into two and have an opportunity to work with each other and teach one another in solving complex problems, which could further help students increase test scores and enrich the tutoring experience.

As the literature review suggests, tutoring is one of the best practices for increasing students' test scores, grades, and high school retention, which serve as a prerequisite for increasing college enrollment. Peer tutoring is a peer or cross-age tutors teaching one another, where the peers often demonstrate higher self-esteem and positive attitudes toward school as well (*Evidence That Tutoring Works.*, 2001). Students who read and discuss story passages with peers recall more content and score higher on assessments, according to an Ohio University pilot study. And, according to a science education study, students who work in pairs and groups typically perform better on tests that involve reasoning and critical thinking (Guido, 2017). In the United Kingdom, a randomized control trial showed positive results with respect to cross-age peer tutoring (Tymms et al., 2011). Re'Generation can offer peers different types of space (in-person or online) and time - about one hour a week - to study on their own. By pairing students within the already established tutor groups, they could also hold each other accountable in keeping up with the program's learning objectives. Similar to culturally relevant pedagogy and mentorship, boosting students' test scores and grades as a result of tutoring would serve as a steppingstone to reaching a higher college enrollment rate.

Evaluative Criteria for Option 4. Adding a Peer Tutoring Component to the SAT/ACT Tutoring Program

Effectiveness of Increasing Test Scores/Grades High 	<p>Tutoring is proven to be one of the most successful interventions to increase test scores, which is pivotal in college enrollment. In addition, peer tutoring also helped the peers score higher in assessments. Since this alternative recommends pairing students based on the already established SAT/ACT Tutoring Program, students can contribute as a support group. Re'Generation has a 100 percent college enrollment rate as of spring of 2021 that seeing one of their older peers go to college could also set an exemplar for the other peers. Thus, effectiveness is expected to be high effectiveness, compared to the status quo.</p>
Organizational Capacity Low 	<p>Organizational capacity as of now is low because there are not many personnel who can supervise the peer tutors. Although the peers are supposed to be 'equal' to one another, if their grades or academic knowledge differ, one student would have to lead the group which could feel like a burden. To prevent this, again, pairing should be well-planned in advance by matching the students' grades and academic level. It is also possible that the peer tutoring time is spent against the intended goal of studying together and ends up as a 'hanging out' time. Thus, there should be staffers providing supervision and guidance on a regular basis, such as giving out tasks and checking them. If there are no additional staff hired, it may be difficult to manage for all the staff is currently preoccupied. Thus, this alternative is labeled as low organizational capacity.</p>
Cost Medium 	<p>The logistical works to manage peer tutoring would be a cost to the organization. Following the pattern of the Mentorship Program, resources and management would not be cheap, because student-led peer tutoring may need regular guidance and supervision going forward. For example, on top of the logistical works such as pairing students and finding a time slot that works for both, physical or online space is required for students to work together. Planning and implementation are expected to be at least five hours before the program, and two hours of support work weekly are required. In sum, this alternative is time-consuming whereas the outright expenditure is low. Thus, the cost is expected to be medium level.</p>

Option 5. Advocate for Increased School Counselors

This alternative is Re'Generation advocating for more school counselors in local high schools by building alliances and leveraging a partnership with other non-profits, advocacy groups, students, parents, educators, and anyone who supports the idea. Specifically, Re'Generation and its alliances could push the DeKalb County School District – where many of Re'Generation's students attend school – by meeting with the Superintendent to ensure high schools have one counselor for every 250 students, which is recommended by the American School Counselor Association (*State-By-State Mandates for School Counseling*, 2018). The low counselor-to-student ratio is associated with a greater knowledge of options for postsecondary education and higher rates of college enrollment (*State-By-State Mandates for School Counseling*, 2018) that high school students in Clarkston will be more likely to matriculate into college with more counselors.

Counselor effectiveness has the greatest impact on low-income and low-achieving students which many of the immigrant student populations are in Clarkston, and improving access to effective counseling may be a promising way to increase educational attainment and close socio-economic gaps in education (Mulhern, 2020). Despite the importance of counselors laid out above in the literature review, public high schools in Clarkston lack counselors. For instance, Clarkston Highschool – where a large portion of Re'Generation's students attends - has only one designated counselor for each grade, and one additional counselor in charge of The Graduates Ready to Attain Success in Postsecondary (GRASP) Program, altogether covering about 1,523 students. Specifically, 320 seniors are in need of college or other kinds of counseling, that having only one counselor is obviously not enough.

Evaluative Criteria for Option 5. Advocate for Increased School Counselors

Effectiveness of Increasing Test Scores/Grades Medium-High 	<p>As presented above, having more school counselors is highly associated with increasing grades as well as college enrollment. Although it is difficult to find evidence on the magnitude of counseling on increasing test scores and grades, more counselors would be beneficial to the whole school as they can reach more students more often, as opposed to Re'Generation serving only about 25 students in one semester. Thus, the effectiveness is labeled medium-high compared to the status quo.</p>
Organizational Capacity Low 	<p>Advocacy work requires expertise and experience. It also ranges from running a grassroots campaign to directly lobbying policymakers to make tangible changes. Assuming that Re'Generation wants to take the lead in the advocacy work or at least participate as a core initiator of this movement, it is likely that Re'Generation to not have the capacity to go beyond organizing local advocacy groups and rallies at best, as of now, due to the ongoing projects.</p>
Cost High 	<p>The cost for organizing an advocacy movement would be high, as it will necessitate additional staff. It would also take a significant amount of time in gathering people, agenda-fighting, organizing grassroots movements and activities, and lobbying. Re'Generation may need to be more flexible with its time as it would have to team up with local organizations supporting the same cause. As a result, the cost of this alternative is high.</p>

Outcome Matrix

Table 1: Outcome Matrix

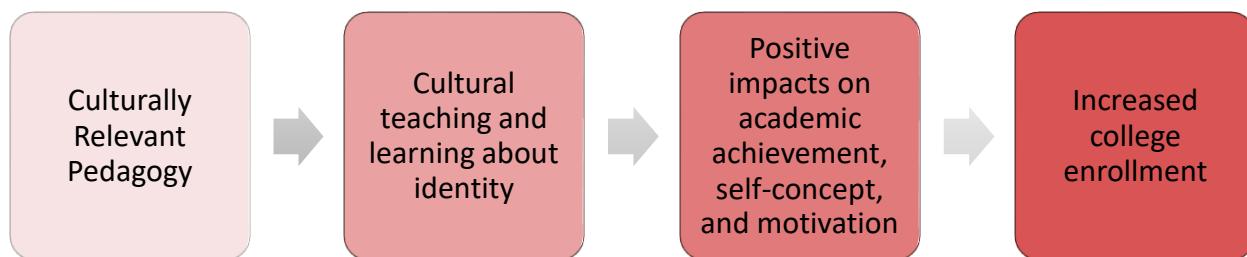
	Effectiveness	Organizational Capacity	Cost	Best Outcome
<i>Increased Class Size</i>	Medium	Medium	Medium	
<i>Culturally Relevant Pedagogy</i>	Medium-High	Medium	Medium	V
<i>Prolonged Mentorship and Mentor Training</i>	High	Low	Medium	
<i>Peer Tutoring</i>	High	Low	Medium	
<i>Increased School Counselors</i>	Medium-High	Low	High	

* Red to Pink: More desirable to less desirable

This outcome matrix lists all five alternatives – course of actions - and three criteria, and the scoring that gives the best outcome. Based on the scoring introduced earlier, the most promising alternative for increasing college enrollment and reaching Re'Generation's goal of empowering global diasporas is to strengthen culturally relevant pedagogy.

Final Recommendation

Based on the findings presented above, this paper recommends *Option 2. Strengthening Culturally Relevant Pedagogy*. This option is the best alternative compared to the other four proposed alternatives and the status quo. In terms of increasing test scores and grades – which is vital in college enrollment - this option is labeled as having medium-high effectiveness as addressing culture in teaching is correlated with higher academic achievement, heightened self-efficacy, and motivation. For existing organizational capacity, it is projected to be medium level as Re'Generation will need time and expertise to plan and implement it starting from next semester. In terms of cost, it is scored medium considering that upfront planning would be costly, but forthcoming cost is minimal. This option is likely to be most helpful for Re'Generation scaling up and founding new chapters in different regions, as CRP will help serving more students with even more diverse backgrounds.



Practicing culturally relevant pedagogy is
one of the ways of “**being**”
that will inform ways of “**doing**”

(Ladson-Billings, 2006)

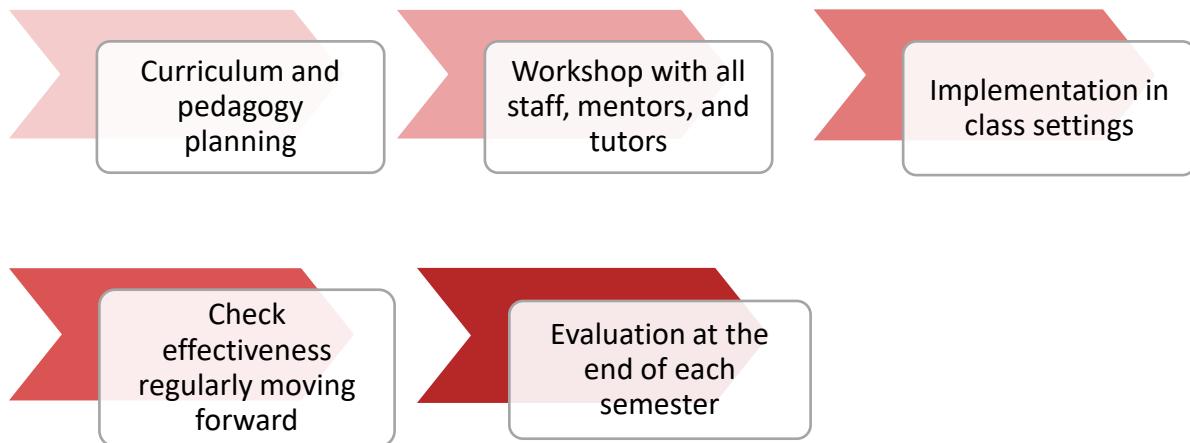
Preliminary steps

Before moving onto implementing the recommended policy alternative, two overarching recommendations should be addressed. ***First, apply for government or other types of grants.*** Receiving grants could potentially help Re'Generation add new members to the team, enhance the quality of the and class content and material, and expand coverage of both the number of student participants and the number of programs offered. As a major source of funding with promised stability, grants will lead the organization to take it to the next level and potentially replicate their successful practices in different chapters in other regions, as the organization hopes to do so in the long run. ***Appendix A: List of Recommended Grants*** provides information on the recommended list of grants as of spring 2021.

Second, continue gathering data. Re'Generation had not been conducting student surveys, and the author created its first survey which includes demographics, self-efficacy, and program evaluation questionnaires (see ***Appendix B: Re'Generation Program Evaluation and Self-Efficacy Survey Questionnaire***). Although the author received Institutional Review Board's approval on conducting the survey, given that it was the first time conducting a survey, the students' participation rate is low that the survey result may not be statistically significant. A summary of the survey result is attached as ***Appendix C: Summary of Re'Generation Program Evaluation and Self-Efficacy Survey***. There are room for improvements and lesson-learned for the next time: 1) administer the survey right after the end of the programs 2) ensure everyone participates by allocating class time. The data on demographics could provide information on the groups of students who are not represented in Re'Generation's participants, the data on self-efficacy, if conducted before and after the program with a comparison group, could potentially expand to an impact evaluation study which provides a strong case for the program's effectiveness in increasing students' self-efficacy, which is proven to be significant in college enrollment, and program evaluation could serve as a guidance to planning future course curriculum.

Implementation

Next Steps for Strengthening Culturally Relevant Pedagogy



A well-planned implementation strategy is needed in successfully taking the next step, because it is the pedagogical strategies of multicultural education that determine its effect (Moland, 2015). The first step is to prepare materials to adopt the recommended alternative, strengthening culturally relevant pedagogy, preferably over the summer of 2021 to be able to implement it in the upcoming fall semester. It would involve curriculum and pedagogy planning, and this is where Re'Generation could get help from external consultancy with grant funds with the estimated cost of \$6,000. The external support will introduce evidence-based curriculum and teaching pedagogies suitable for Re'Generation. Even if no additional funds or external help are available, Re'Generation's staff could take time to rethink and plan the existing curriculum and pedagogies. At this stage, Re'Generation will plan what curriculum it will cover, what activities it will organize, whom to invite as guest speakers, and so on. For example, if Re'Generation decides to include more black guest speakers it is possibly make a connection with Black History Month. Also, students can incorporate a follow-up activity such as a problem-solving activity where students can come up with creative solutions to the problems raised by various guest speakers.

The second step is to prepare a roundtable workshop meeting that invites every staff, mentors, tutors, and other types of volunteers who meet the students. The workshop will be a place where the staff share their new curriculum and pedagogy and invite the mentors and tutors to brainstorm together for CRP practices and ideas on how to implement the new change in the classrooms.

The third step is to implement the programs adhering to the planned curriculum and pedagogy. Make revisions according to the organization's capacity or other circumstances if necessary.

The next step is to address effectiveness of CRP moving forward, at least once in the middle of the semester, and this is when ***Appendix D: Culturally Responsive Teaching Checklist*** can be used.

Finally, Re'Generation should evaluate its work and conclude CRP's effectiveness with the help of the survey which includes students' program evaluation.

Potential Risks

Since adopting CRP is subjective by nature, the intensity and importance of CRP may diminish as the semester goes by or depending on the knowledge of teachers, mentors, and tutors. For example, the content matter built into the curriculum such as going over Black History Month, inviting guest speakers, or holding student-led sessions on current global issues may stay, but the pedagogy aspect of CRP such as making sure all students are invited, respected, and given chance to contribute to the discussion may get lost. To reduce the risks, it is recommended that Re'Generation allows enough time for its staff, teachers, mentors, and tutors to brainstorm and think through the process of implementing this option before the semester begins while they have a workshop on CRP. In addition, Re'Generation should make use of ***Appendix D: Culturally Responsive Teaching Checklist***, intended to help make the concept of a culturally responsive classroom concrete and to provide an opportunity for reflection and self-assessment (UCLA, n.d.).

Key Stakeholders

Re'Generation's primary stakeholders who will implement the suggested alternative will be the staff; Mary Bohn, Grace Choi, Oscar Escobar, Jochebed Kim, Jongdae Kim, Sean Lee, and Sarah Renahan. Other stakeholders such as be the board members, volunteer mentors and tutors, students, students' family, the students' schools, and donors. Each and every one of them plays an essential role in Re'Generation's works for the following reasons.

Staff	They are the actors for implementing the recommendation. They will have to exercise leadership in addressing new changes, in a way that is based on a strong belief that the extra work will create value. They will have to be smart when to reach out to get necessary help while developing the curriculum, pedagogy, and implementation plan.
Board members	The board members are a potential asset regarding their expertise in multiculturalism, education, and non-profit works. It is essential to keep the board members updated with the new plan, as they could be willing to share their knowledge, resources, or lesson-learned from the past.

Volunteer mentors and tutors	This group is playing a crucial role in implementing the recommended alternative of strengthening CRP since they are the ones who meet with the students directly. They are also the ones who spend most of the time with the students. Make sure to fully invite them from the planning stage and earn their buy-in and commitment.
Students	Students are the changemakers and intended beneficiaries of Re'Generation's work. It would be helpful for the students to learn about Re'Generation's mission and the newly adopted pedagogy upfront, and students should be notified that their participation and feedback help Re'Generation learn what works and what does not. It is also important to have smooth communication between students and the staff (or teachers), that students' wants and needs can be met if possible during the implementation stage, taking advantage of the small and less rigid nature of Re'Generation's work.
Students' family members	Students' families also should be considered a partner for Re'Generation. The parents, most crucially, could better support their children if given more context about Re'Generation's programs. Some of the students find it difficult to make time because of work or because of their family duty. Re'Generation could hand out a brochure targeted for parents, translated into students' native language if possible, which is intended to share Re'Generation's mission and work to gain parental support. On top of that, the alternative, Culturally Relevant Pedagogy supports children diving into their identities, which could provide a chance for conversation around culture and heritage to take place at homes where family engagement plays a huge role.
The students' schools	Some teachers at the students' school, or the counselors, could be interested in taking part in Re'Generation work. They could be a guest speaker and/or guide college applications or more technical issues that Re'Generation does not have access to. They could also be an advocate for increasing the number of counselors themselves if Re'Generation ever wants to take that route (introduced as the fifth option). Also, they could recommend students to be part of Re'Generation if they spot students who require such services or interested in learning more about their minority identities.
Donors	Donors have been the steady financial source and encouragement for Re'Generation. Re'Generation broadening and deepening its work with CRP could also open a new avenue for more donations, as some donors could be particularly willing to support multicultural education that empowers minorities such as students with immigrant backgrounds that Re'Generation serve.

Conclusion

Conclusion

This paper introduced Clarkston and its distinctive characteristics of a huge influx of people born outside of the U.S., and its lower-than-average annual income. Accordingly, students with immigrant backgrounds in Clarkston should be provided tailored education that meets their special needs to reach full potential. Re'Generation Movement is one of the many non-profits in the region working to help refugees and immigrants, particularly serving high school students. Increasing college enrollment among these students will be beneficial to not only individuals for better professional lives and higher income, but also to society with increased diversity leading to better decision-making, improved social integration, and less social welfare expenses. This paper recommends that Re'Generation take some preliminary steps of applying for external grants and accumulating data. Then, the final recommendation is to strengthen culturally relevant pedagogy, which is associated with higher test scores, grades, self-efficacy, and positive cultural identity.

Although this paper focused on Re'Generation working to boost college enrollment through improving test scores and grades, the organization is doing much more than that. Re'Generation is helping students find strength in their own identities and come into their own to make positive impacts. Furthermore, the organization sees its students as peacemaking leaders who are equipped with a global perspective and who will influence their communities, the country, and eventually the world. One of Re'Generation's core values is seeing students as the future leaders equipped who can do justice as opposed to service recipients. This is an embodiment of Ralph Waldo Emerson's quote about embracing one's true self, which is often a challenge for people with immigrant backgrounds.

**“To be yourself in a world that is
constantly trying to make you something else
is the greatest accomplishment.”**

(Ralph Waldo Emerson)

Clarkston, a City Full of Potential with Young Diasporas



Bibliography

- 10 Most Diverse Cities In The US | Quicken Loans. (n.d.). Retrieved December 5, 2020, from <https://www.quickenloans.com/learn/most-diverse-cities-in-the-us>
- 15 Culturally-Responsive Teaching Strategies and Examples + Downloadable List | Prodigy Education. (n.d.). Retrieved February 14, 2021, from <https://www.prodigygame.com/main-en/blog/culturally-responsive-teaching/>
- About | City of Clarkston. (n.d.). Retrieved September 13, 2020, from <https://www.clarkstonga.gov/about>
- About us—Re'Generation Movement. (n.d.). Retrieved December 4, 2020, from <https://www.rgmovement.com/about>
- Access to School Counselors | Wake Forest University. (2016, August 5). WFU Online Counseling. <https://counseling.online.wfu.edu/blog/access-to-school-counselors-in-high-school-increases-college-enrollment/>
- An American education: Refugees and new immigrants face challenges to graduation—Deseret News. (n.d.). Retrieved December 1, 2020, from <https://www.deseret.com/2013/1/9/20512343/an-american-education-refugees-and-new-immigrants-face-challenges-to-graduation#students-listen-during-valerie-gates-esl-class-at-west-high-school-in-salt-lake-city-tuesday-jan-8-2013-at-front-are-mike-eugene-gonzalez-center-and-huy-huynh>
- As Students Return to School, New Research Finds "High-Dosage" Tutoring Can Reverse Learning Loss. (n.d.). The University of Chicago Harris School of Public Policy. Retrieved April 9, 2021, from <https://harris.uchicago.edu/news-events/news/students-return-school-new-research-finds-high-dosage-tutoring-can-reverse>
- August 2, & Bogle, 2017 Susan. (n.d.). Top 10 Reasons Why College is Important. Retrieved April 8, 2021, from <https://www.snhu.edu/about-us/newsroom/2017/08/why-is-college-important>
- Bakalar, N. (2011, July 4). Researchers Link Deaths to Social Ills. *The New York Times*. <https://www.nytimes.com/2011/07/05/health/05social.html>
- Batalova, J. (n.d.). Immigrant-Origin Students in U.S. Higher Education: A Data Profile. 14.
- Baum, S., & Flores, S. M. (2011). Higher Education and Children in Immigrant Families. 23.
- Bulgarella, C. (n.d.). Why The Increased Diversity Of The Next Congress Is A Victory For Ethics. Forbes. Retrieved December 2, 2020, from <https://www.forbes.com/sites/caterinabulgarella/2018/11/19/why-the-increased-diversity-of-the-next-congress-is-a-victory-for-ethics/>
- Bureau, U. C. (n.d.). Income and Poverty in the United States: 2019. The United States Census Bureau. Retrieved November 30, 2020, from <https://www.census.gov/library/publications/2020/demo/p60-270.html>
- Byrd, C. M. (2016). Does Culturally Relevant Teaching Work? An Examination From Student Perspectives. *SAGE Open*, 6(3), 2158244016660744. <https://doi.org/10.1177/2158244016660744>
- Can Multiculturalism Be Exported? Dilemmas of Diversity on Nigeria's Sesame Square | Comparative Education Review: Vol 59, No 1. (n.d.). Retrieved April 7, 2021, from <https://www.journals.uchicago.edu/doi/full/10.1086/679014>

- City of Clarkston.* (n.d.). Retrieved December 2, 2020, from
<https://www.clarkstonga.gov/financial-documents/546>
- Clarkston Film.* (n.d.). Retrieved December 27, 2020, from <https://www.clarkstonfilm.com/>
- Clarkston Georgia Economy data and economic research.* (n.d.). Retrieved November 30, 2020,
from <https://www.towncharts.com/Georgia/Economy/Clarkston-city-GA-Economy-data.html>
- Clarkston, Georgia, is home to thousands of refugees.* (n.d.). Retrieved December 2, 2020, from
<https://www.today.com/news/clarkston-georgia-home-thousands-refugees-t132421>
- Clarkston High School in Clarkston, GA - US News Best High Schools.* (n.d.). Retrieved December 2, 2020, from <https://www.usnews.com/education/best-high-schools/georgia/districts/dekalb-county/clarkston-high-school-5846>
- Clarkston: History Shapes Communities.* (2019, August 1). Atlanta History Center.
<https://www.atlantahistorycenter.com/blog/clarkston-history-shapes-communities/>
- College-Educated Immigrants in the United States in 2014 / migrationpolicy.org.* (n.d.).
Retrieved September 13, 2020, from <https://www.migrationpolicy.org/article/college-educated-immigrants-united-states-2014#11>
- Cook, P. J., Dodge, K., Farkas, G., Fryer, R. G., Jr, Guryan, J., Ludwig, J., Mayer, S., Pollack, H., & Steinberg, L. (2014). *The (Surprising) Efficacy of Academic and Behavioral Intervention with Disadvantaged Youth: Results from a Randomized Experiment in Chicago* (No. w19862). National Bureau of Economic Research. <https://doi.org/10.3386/w19862>
- Cremata, E., Davis, D., Dickey, K., Lawyer, K., Negassi, Y., Raymond, M. E., & Woodworth, J. L. (n.d.). *National Charter School Study.* 104.
- DIN BLANKENSHIP CO-PRODUCED DOCUMENTARY ON THE DIVERSITY OF LIFE IN SMALL TOWN AMERICA.* (n.d.). University of Virginia School of Architecture. Retrieved December 27, 2020, from <http://www.arch.virginia.edu/alumni/impact/din-blankenship-co-produced-documentary-on-the-diversity-of-life-in-small-town-america>
- Diversity in Leadership and its Impact on Society as a Whole.* (n.d.). Retrieved December 2, 2020, from <https://women2.com/2019/05/30/diversity-in-leadership-and-its-impact-on-society-as-a-whole/>
- Downey, M., & Journal-Constitution, T. A. (n.d.). *Opinion: Georgia charter schools delivering on their promise.* Ajc. Retrieved October 24, 2020, from <https://www.ajc.com/blog/get-schooled/opinion-georgia-charter-schools-delivering-their-promise/SbGSn00R5iyahcNRTqDxdM/>
- Dynarski, S. C. and S. M. (2016, September 15). Massachusetts charter cap holds back disadvantaged students. *Brookings.*
<https://www.brookings.edu/research/massachusetts-charter-cap-holds-back-disadvantaged-students/>
- Educational Resources for Immigrants, Refugees, Asylees and other New Americans.* (2017).
Retrieved December 2, 2020, from
<https://www2.ed.gov/about/overview/focus/immigration-resources.html>
- Elements of Effective Practice for Mentoring. Tools. (n.d.). *MENTOR.* Retrieved February 14, 2021, from <https://www.mentoring.org/resource/elements-of-effective-practice-for-mentoring/>

- Ellis Island South: Welcome to the most diverse square mile in America—Atlanta Magazine.* (n.d.). Retrieved November 28, 2020, from <https://www.atlantamagazine.com/great-reads/ellis-island-south-welcome-diverse-square-mile-america/>
- English-Language Learner Definition.* (2013, August 19). The Glossary of Education Reform. <https://www.edglossary.org/english-language-learner/>
- Everyone Pays A Hefty Price For Segregation, Study Says.* (n.d.). NPR.Org. Retrieved September 30, 2020, from <https://www.npr.org/sections/codeswitch/2017/03/31/522098019/everyone-pays-a-hefty-price-for-segregation-study-says>
- Evidence That Tutoring Works.* (n.d.). 10.
- Fact Sheet: U.S. Refugee Resettlement—National Immigration Forum.* (n.d.). Retrieved December 5, 2020, from <https://immigrationforum.org/article/fact-sheet-u-s-refugee-resettlement/>
- For Refugees in America, an Unfulfilled Dream.* (n.d.). Harvard Graduate School of Education. Retrieved September 14, 2020, from <https://www.gse.harvard.edu/news/uk/18/02/refugees-us-unfulfilled-dream>
- Frequently Requested Statistics on Immigrants and Immigration in the United States / migrationpolicy.org.* (n.d.). Retrieved April 1, 2021, from <https://www.migrationpolicy.org/article/frequently-requested-statistics-immigrants-and-immigration-united-states-2020>
- Gaille, L. (n.d.). *12 Pros and Cons of Charter Schools.* Retrieved December 2, 2020, from <https://vittana.org/12-pros-and-cons-of-charter-schools>
- Girls' Education.* (n.d.). [Text/HTML]. World Bank. Retrieved January 19, 2021, from <https://www.worldbank.org/en/topic/girlseducation>
- Hess, F. M., & Eden, M. (2017). The Every Student Succeeds Act: What It Means for Schools, Systems, and States. In *Harvard Education Press*. Harvard Education Press.
- How to value a life, statistically speaking. (2019, March 20). *Marketplace*. <https://www.marketplace.org/2019/03/20/how-value-life/>
- Hurwitz, M., & Howell, J. (2013). *Measuring the Impact of High School Counselors on College Enrollment.* 12.
- Immigrant Students – PNPI.* (n.d.). Retrieved December 5, 2020, from <https://pnpi.org/immigrant-students-in-higher-education/>
- Immigrant students face barriers to attend college.* (n.d.). Retrieved December 4, 2020, from <https://www.naplesnews.com/story/news/education/2016/08/08/immigrant-students-face-barriers-attend-college/87570204/>
- Improving College Access at Low-Income High Schools? The Impact of GEAR UP Iowa on Postsecondary Enrollment and Persistence—Nicholas A. Bowman, Sanga Kim, Laura Ingleby, David C. Ford, Christina Sibaouih, 2018.* (n.d.). Retrieved December 2, 2020, from <https://journals.sagepub.com/doi/abs/10.3102/0162373718778133?journalCode=epaa>
- Inheriting Poverty and How Education Can Break the Cycle.* (2016, August 23). The Borgen Project. <https://borgenproject.org/inheriting-poverty-and-education/>
- Interesting Facts / City of Clarkston.* (n.d.). Retrieved November 28, 2020, from <https://www.clarkstonga.gov/interesting-facts>

- Jaschik, S. (2017, September 25). *Study finds that ninth-grade marks predict college enrollment and success* / Inside Higher Ed.
<https://www.insidehighered.com/admissions/article/2017/09/25/study-finds-ninth-grade-marks-predict-college-enrollment-and-success>
- Jordan, M. (2020, August 20). Immigrant ‘Dreamers’ in Search of a Job Are Being Turned Away. *The New York Times*. <https://www.nytimes.com/2020/08/20/us/immigration-daca-dreamers-employers.html>
- Key findings about U.S. immigrants* / Pew Research Center. (n.d.). Retrieved December 5, 2020, from <https://www.pewresearch.org/fact-tank/2020/08/20/key-findings-about-u-s-immigrants/>
- Kim, J., & Choi, G. (n.d.). *ST Unitas in Clarkston- Empowering refugees through education*.
- Ladson-Billings, G. (1995). But That’s Just Good Teaching! The Case for Culturally Relevant Pedagogy. *Theory Into Practice*, 34(3), 159–165.
- Ladson-Billings, G. (2006). *Yes, But How Do We Do It?*
https://fordhamatsdc.files.wordpress.com/2011/08/ladson-billings_g-_yes_but_how_do_we_do_it.pdf
- Ladson-Billings, G. (2009). *The Dreamkeepers: Successful Teachers of African American Children*. John Wiley & Sons.
- Larson, K. E., Pas, E. T., Bradshaw, C. P., Rosenberg, M. S., & Day-Vines, N. L. (2018). Examining How Proactive Management and Culturally Responsive Teaching Relate to Student Behavior: Implications for Measurement and Practice. *School Psychology Review*, 47(2), 153–166.
- Ibreiseth. (2018, August 24). *Introduction: How to Support Immigrant Students and Families* [Text]. Colorín Colorado. <https://www.colorincolorado.org/immigration/guide/intro>
- Levine, S. R. (n.d.). *Diversity Confirmed To Boost Innovation And Financial Results*. Forbes. Retrieved April 7, 2021, from <https://www.forbes.com/sites/forbesinsights/2020/01/15/diversity-confirmed-to-boost-innovation-and-financial-results/>
- López, F. A. (2016). Culturally Responsive Pedagogies in Arizona and Latino Students’ Achievement. *Teachers College Record*, 118(5).
- Makin’ It in College: The Value of Significant Individuals in the Lives of Mexican American Adolescents—Bernadette Sánchez, Olga Reyes, Joshua Singh, 2006*. (n.d.). Retrieved March 14, 2021, from <https://journals.sagepub.com/doi/10.1177/1538192705282570>
- Massey, D. S. (1995). Getting Away with Murder: Segregation and Violent Crime in Urban America. *University of Pennsylvania Law Review*, 143(5), 1203.
<https://doi.org/10.2307/3312474>
- Migrants face “significant discrimination” in job markets*. (2000, March 8). [Press release]. http://www.ilo.org/global/about-the-ilo/newsroom/news/WCMS_007881/lang--en/index.htm
- Mulhern, C. (n.d.). *Beyond Teachers: Estimating Individual Guidance Counselors’ Effects on Educational Attainment*. 76.
- Mulhern, C. (2020, May 5). Better School Counselors, Better Outcomes. *Education Next*. <https://www.educationnext.org/better-school-counselors-better-outcomes-quality-varies-can-matter-as-much-as-with-teachers/>

- National Center for Education Statistics. (2020). *Characteristics of Children's Families*.
https://nces.ed.gov/programs/coe/indicator_cce.asp
- National Mentoring Resource Center*. (n.d.). Retrieved February 14, 2021, from
<https://nationalmentoringresourcecenter.org/>
- Paramalingam, A., Majid, U., & Okelana-Awolusi, O. (n.d.). *Charter school growth puts fiscal pressure on traditional public schools*. Retrieved October 20, 2020, from
<https://www.brookings.edu/blog/brown-center-chalkboard/2018/05/01/charter-school-growth-puts-fiscal-pressure-on-traditional-public-schools/>
- Paris, D. (2012). Culturally Sustaining Pedagogy: A Needed Change in Stance, Terminology, and Practice. *Educational Researcher*, 41(3), 93–97.
- Piazza, S. V., Rao, S., & Protacio, M. S. (2015). Converging Recommendations for Culturally Responsive Literacy Practices: Students with Learning Disabilities, English Language Learners, and Socioculturally Diverse Learners. *International Journal of Multicultural Education*, 17(3), 1–20.
- Poverty rate in the U.S. by education 2019*. (n.d.). Statista. Retrieved December 4, 2020, from
<https://www.statista.com/statistics/233162/us-poverty-rate-by-education/>
- Pray, L. (n.d.). *Supporting English Language Learners in School and in Afterschool and Summers / The Expanded Learning and Afterschool Project*. Retrieved October 24, 2020, from
<https://www.expandinglearning.org/expandingminds/article/supporting-english-language-learners-school-and-afterschool-and-summers>
- President's FY 2020 Budget Request for the U.S. Department of Education*. (2019, May 15). [Budget Materials]. US Department of Education (ED).
<https://www2.ed.gov/about/overview/budget/budget20/index.html>
- Racial Segregation Kills More Than Lung Cancer*. (n.d.). American Civil Liberties Union. Retrieved October 1, 2020, from <https://www.aclu.org/blog/smart-justice/mass-incarceration/racial-segregation-kills-more-lung-cancer>
- Raposa, E. B., Rhodes, J., Stams, G. J. J. M., Card, N., Burton, S., Schwartz, S., Sykes, L. A. Y., Kanchewa, S., Kupersmidt, J., & Hussain, S. (2019). The Effects of Youth Mentoring Programs: A Meta-analysis of Outcome Studies. *Journal of Youth and Adolescence*, 48(3), 423–443. <https://doi.org/10.1007/s10964-019-00982-8>
- Refugee Resettlement in the Most Diverse Square Mile in America: A Study of Clarkston, Georgia*. (n.d.). Retrieved December 4, 2020, from
<https://dash.harvard.edu/handle/1/37365058>
- Refugees, U. N. H. C. for. (n.d.). *Starting Out—Why education for refugees matters*. UNHCR. Retrieved September 27, 2020, from <https://www.unhcr.org/starting-out.html>
- Reports Highlights: The Impact of Regular Upward Bound: Results from the Third Follow-up Data Collection*. (2005, December 20). [Evaluative Reports]. US Department of Education (ED).
<https://www2.ed.gov/rschstat/eval/highered/upward/upward-3rd-report.html>
- Standards for High School Programs / Georgia Accrediting Commission*. (n.d.). Retrieved March 17, 2021, from <http://gac.coe.uga.edu/gac-standards/standards-for-high-school-programs/>
- State-By-State Mandates for School Counseling*. (2018, June 15). Bradley University Online.
<https://onlinedegrees.bradley.edu/blog/state-by-state-mandates-for-professional-school-counseling/>

- Stoeger, H., Duan, X., Schirner, S., Greindl, T., & Ziegler, A. (2013). The effectiveness of a one-year online mentoring program for girls in STEM. *Computers & Education*, 69, 408–418. <https://doi.org/10.1016/j.compedu.2013.07.032>
- Successful Relationships & Programs / Youth.gov.* (n.d.). Retrieved February 14, 2021, from <https://youth.gov/youth-topics/mentoring/best-practices-mentoring-relationships-and-programs>
- Sugarman, J. (n.d.). *Beyond Teaching English: Supporting High School Completion by Immigrant and Refugee Students*. 41.
- Tang, A. K., & Ng, K.-M. (2019). High School Counselor Contacts as Predictors of College Enrollment. *The Professional Counselor*, 9(4), 347–357. <https://doi.org/10.15241/akt.9.4.347>
- Tanyildiz, D. (2019, December 18). *Are ESL Programs Helping Atlanta's High School Students?* VOX ATL. <https://voxatl.org/esl-programs-atlanta-teens/>
- The Condition of Education—Preprimary, Elementary, and Secondary Education—Preprimary Education—Preschool and Kindergarten Enrollment—Indicator April (2020).* (n.d.). Retrieved November 13, 2020, from https://nces.ed.gov/programs/coe/indicator_cfa.asp
- The Effect of Charter Schools on Students in Traditional Public Schools: A Review of the Evidence—Education Next.* (n.d.). Retrieved October 24, 2020, from <https://www.educationnext.org/the-effect-of-charter-schools-on-students-in-traditional-public-schools-a-review-of-the-evidence/>
- The ROI of a Bachelor's Degree. (n.d.). *Bachelor's Degree Completion*. Retrieved September 30, 2020, from <https://www.northeastern.edu/bachelors-completion/news/is-a-bachelors-degree-worth-it/>
- Torpey, E. (n.d.). *Measuring the value of education: Career Outlook: U.S. Bureau of Labor Statistics*. Retrieved September 30, 2020, from <https://www.bls.gov/careeroutlook/2018/data-on-display/education-pays.htm>
- Total population by child and adult populations / KIDS COUNT Data Center.* (n.d.). Retrieved September 13, 2020, from <https://datacenter.kidscount.org/data/tables/99-total-population-by-child-and-adult>
- Tymms, P., Merrell, C., Thurston, A., Andor, J., Topping, K., & Miller, D. (2011). Improving attainment across a whole district: School reform through peer tutoring in a randomized controlled trial. *School Effectiveness and School Improvement*, 22(3), 265–289. <https://doi.org/10.1080/09243453.2011.589859>
- UCLA. (n.d.). *Culturally Responsive Teaching Checklist*. https://reimaginingmigration.org/wp-content/uploads/2019/01/Culturally-Responsive-Teaching-Checklist_Re-Imagining-Migration.pdf
- Upward Bound Program.* (2020, November 16). [Program Home Page]. US Department of Education (ED). <https://www2.ed.gov/programs/trioupbound/index.html>
- U.S. Census Bureau QuickFacts: Clarkston city, Georgia.* (n.d.-a). Retrieved September 13, 2020, from <https://www.census.gov/quickfacts/fact/table/clarkstoncitygeorgia/IPE120218>
- U.S. Census Bureau QuickFacts: Georgia.* (n.d.-b). Retrieved November 30, 2020, from <https://www.census.gov/quickfacts/fact/table/GA/INC110218>

- Wahoo Dream Team: Couric, Alumnae Team to Share Refugees' Stories / UVA Today.* (n.d.). Retrieved March 31, 2021, from <https://news.virginia.edu/content/wahoo-dream-team-couric-alumnae-team-share-refugees-stories>
- What is Culturally Relevant Pedagogy / IGI Global.* (n.d.). Retrieved February 14, 2021, from <https://www.igi-global.com/dictionary/culturally-relevant-pedagogy/52842>
- What You Need to Know About ELLs: Fast Facts / Colorín Colorado.* (n.d.). Retrieved December 1, 2020, from <https://www.colorincolorado.org/article/what-you-need-know-about-ells-fast-facts>
- Why Class Size Matters Today.* (n.d.). NCTE. Retrieved March 30, 2021, from <https://ncte.org/statement/why-class-size-matters/>
- Zong, M. F., Kate Hooper, Jie. (2017, June 5). *How Are Refugees Faring? Integration at U.S. and State Levels.* Migrationpolicy.Org. <https://www.migrationpolicy.org/research/how-are-refugees-faring-integration-us-and-state-levels>

Appendix A

List of Recommended Grants

1. The author M. Blank Family Foundation promotes positive change in people's lives and guilds and enhances the communities in which they live. We seek innovative solutions that enable young people, families and communities to achieve results beyond what seems possible today. Within the scope of our strategic plan and specific funding initiatives, The Blank Family Foundation will identify and invite potential partners to apply for grants in our program areas. In nearly all cases, Foundation grants in these areas are limited to work in Georgia and Montana. ([Home - The Arthur M. Blank Family Foundation](#)
[The Arthur M. Blank Family Foundation \(blankfoundation.org\)](#))
2. The Atlanta Women's Foundation is committed to breaking the cycle of poverty for women and girls in Atlanta. AWF supports organizations providing services in the areas of mental and physical health, education, and life skills. Priority will be given to organizations serving girls and women in Clayton County, and to organizations providing wraparound services. Based on AWF's research findings, organizations that provide wraparound services are effective in combating multiple interrelated issues. ([Home - Atlanta Women's Foundation](#))
3. Wells Fargo supports communities through grants to local nonprofits that align with its four strategic focus areas, though we may consider grants in support of other local community needs and initiatives. Priority is placed on nonprofit programming supporting low- to moderate-income communities, addressing racial and social equity, and accelerating an inclusive economy. ([Community Giving - Corporate Social Responsibility - Wells Fargo](#))
4. The Community Foundation for Greater Atlanta offers a wide range of competitive financial grants to nonprofit organizations in our 23-county metro Atlanta area. That support takes place through multiple programs, including our annual general operating support grantmaking cycle, as well as programs and partnerships focused on specific areas of interest and need. In addition to financial grants, the Foundation provides consulting and management assistance. Specifically, The State Farm Education Assist Fund is being launched in 2018 to build safer, stronger and better educated communities in South DeKalb. The fund provides mini-grants (grants of \$1,500 or less) to South DeKalb community groups and nonprofit organizations taking an active role in strengthening and improving their communities. ([Grants for Nonprofit Organizations | Atlanta Grants | CFGA \(cfgreateratlanta.org\)](#))
5. The Abreu Trust, located in Atlanta, GA, was created by May Patterson Abreu to honor her husband, Francis Luis Abreu. The Trust's mission is to strengthen the communities in which we live by supporting organizations that meet critical community needs in the areas of animal welfare, children's and senior services, as well as organizations focused on those most at risk due to grave health issues and difficult social circumstances. Our

geographical focus is Metropolitan Atlanta (Fulton, DeKalb, Cobb, and Gwinnett counties) ([May P. & Francis L. Abreu Charitable Trust \(abreufoundation.org\)](#))

6. Roberto C. Goizueta was chairman and CEO of The Coca-Cola Company from 1981 until 1997. He established The Goizueta Foundation in 1992 to provide financial assistance to educational and charitable institutions. Today, the Foundation is a family philanthropy that works alongside forward-thinking organizations in metro Atlanta to inspire motivated young people to learn and succeed. Our vision in K-12 Education is to positively impact the academic success of K-12 students in metropolitan Atlanta. We partner with high-performing independent schools and large-scale organizations working within public school systems. We direct our funding in two distinct areas: GoSTEAM, Afterschool and Summer Academic Programs. Another priority, aims to gathering of the city's civic and business leaders to create "a dignified quality of life for all of its citizens" - to make a great international city even stronger. ([The Goizueta Foundation](#))
7. The J. Bulow Campbell Foundation was established in 1940 through the Will of J. Bulow Campbell, Atlanta businessman, civic leader, Southern Presbyterian layman and Christian philanthropist. The Foundation responds to a variety of charitable organizations serving the general welfare of the community, education, youth, Christian concerns and, to a limited extent, public spaces and cultural organizations. Grants are awarded almost exclusively in Atlanta and Georgia. ([Eligibility | J. Bulow Campbell Foundation \(jbcf.org\)](#))
8. The mission of The Malone Family Foundation is to promote positive changes in the lives of people, who in turn can build and enhance the communities in which they live. We support initiatives that improve the quality of education, the motivation and the self-esteem of students from pre-kindergarten through higher education. The Foundation has an especially strong interest in supporting innovative endeavors that lead to a better-educated population and a higher standard of living. ([The Malone Family Foundation](#))
9. The R. Howard Dobbs, Jr. Foundation operates with the mission to improve the quality of life for individuals, families and communities by supporting educational opportunities, improving access to health services, and promoting environmental stewardship. The Foundation seeks to strengthen teaching quality and classroom outcomes by investing in the development of new and veteran educators with an emphasis on innovative practices and the delivery of a 21st century education. The Foundation will place priority on projects with potential for scaling and replication. ([Who We Are \(dobbsfoundation.org\)](#))
10. The Sapelo Foundation: By utilizing strategies reflected in our values, practices, objectives, and grant criteria, we seek to contribute to just systemic change that results in the following: Increased Passage & Implementation, Stronger Collaboration, Stronger Capacity, and More Georgians. ([Our Foundation | Sapelo Foundation](#))

11. The Charitable Foundation seeks to assist nonprofit organizations primarily in metro Atlanta leverage their capacity to have a more significant impact on priority community needs. ([About - The Tull Charitable Foundation \(tullfoundation.org\)](#))
12. The J. Bulow Campbell Foundation responds to a variety of charitable organizations serving the general welfare of the community, education, youth, public spaces and cultural amenities, and Christian concerns. Grants are awarded almost exclusively in Atlanta and Georgia, and for capital funding rather than operating or program support. ([J. Bulow Campbell | J. Bulow Campbell Foundation \(jbcf.org\)](#))

Appendix B

Re'Generation Program and Self-Efficacy Survey Questionnaire

Please select the Re'Generation Academy programs you participated in during Fall 2020.

- 1) Glocal Leadership Academy
- 2) SAT/ACT Prep Program (Tutoring)
- 3) Mentorship Program

<Self-Efficacy (All participants must fill out this part)>

On a scale from 1-5, pick one that fits you the most, with 1= Strongly disagree, 2=Disagree, 3=Neither agree nor disagree, 4= Agree, 5=Strongly agree

1. I will be able to achieve most of the goals that I set for myself.
2. When facing difficult tasks, I am certain that I will accomplish them.
3. In general, I think that I can obtain outcomes that are important to me.
4. I believe I can succeed at most any endeavor to which I set my mind.
5. I will be able to successfully overcome many challenges.
6. I am confident that I can perform effectively on many different tasks.
7. Compared to other people, I can do most tasks very well.
8. Even when things are tough, I can perform quite well.

<Glocal Leadership Academy>

If you did not participate in this program, you may proceed to the next page.

On a scale from 1-5, pick one that fits you the most, with 1= Strongly disagree, 2=Disagree, 3=Neither agree nor disagree, 4= Agree, 5=Strongly agree

1. In September, you learned about Glocal Citizenship. Do you believe that it is important to be aware of global issues, their causes, effects, and solutions?
2. I feel confident in sharing my cultural identity and background with others.
3. I feel confident speaking to many different people, including peers, teachers, policymakers, etc., to advocate for issues I am passionate about.
4. In September, you learned about Sustainable Development Goals(SDGs). Do you understand the concept and the importance of it?
5. In October, you learned about human rights and peace. Do you believe that it is important to be aware of human rights and peace as leaders?
6. The debate "U.S. Presidential Election for Glocal Community" held on November 3rd was interesting and helpful in learning about leadership.
7. Guest speaker Joy Kim's talk on "Cultural Identity & My Story" on November 10th was interesting and helpful in learning about leadership.
8. Guest speaker Joseph Juhn's talk on "Identity & Storytelling" on November 17th was interesting and helpful in learning about leadership.
9. The Glocal NGO Project Presentation on November 24th, was interesting and helpful in learning about leadership.
10. I am aware of many different opportunities for my future in college and career.
11. Overall, I am satisfied with the Glocal Leadership Academy.
12. Please feel free to write any feedback, suggestions (i.e. what can be changed in the curriculum), comments, criticisms, encouragement, so that this program can improve!

<SAT/ACT Tutoring>

1. Tutoring helped me improve my overall SAT/ACT scores.
2. Tutoring helped me improve my overall grades in school.
3. Tutoring contributed to my college enrollment.
4. How do you feel about the tutoring frequency?
5. How do you feel about the workload (including homework)?
6. UWorld was helpful and effective.
7. The small group Zoom tutoring was helpful and effective.
8. Slack communication was helpful and effective.
9. Overall, I am satisfied with the tutoring program.
10. Please feel free to write any feedback, suggestions (i.e. what can be changed in the curriculum or use of technology), comments, criticisms, encouragement, so that this program can improve!

<Small Group Mentoring>

1. Fall 2020 cohorts spent 1-hour every week with their mentors. How do you feel about the frequency?
2. The mentoring program has been effective in helping me progress in my college application.
3. My mentor has helped me with personal goal setting.
4. I am satisfied with my mentoring relationship.
5. Overall, I am satisfied with the mentoring program.
6. Please feel free to write any feedback, suggestions (i.e. what can be changed in the curriculum or use of technology), comments, criticisms, encouragement, so that this program can improve!

<Personal information>

This information will only be used to help Re'Generation's future program development.

1. What grade are you in?
9, 10, 11, 12
2. How many hours do you spend reading/participating/engaging with Re'Generation Movement in a week on average?
1-2, 3-4, 5-6, 7-8, other
3. Please specify your ethnicity
White, Hispanic or Latino, Black or African American, Native American or American Indian, Asian / Pacific Islander, Other
4. Will you be the first one in your family to go to college?
5. How long have you been in the United States?
Less than 1 year, 1 to 3 years, 3 to 5 years, More than 5 years
6. How many people are in your immediate family that you live with?
1,2,3,4,5,6, other
7. What best describes your mother's occupation?
Managers, Professional, Technicians and associate professionals, Clerical support workers, Service and sales workers, Skilled agricultural, forestry and fishery workers, Craft and related trades workers, Plant and machine operators, and assemblers, Elementary occupations, Armed forces occupations, Domestic worker, other
8. What best describes your father's occupation?
Managers, Professional, Technicians and associate professionals, Clerical support workers, Service and sales workers, Skilled agricultural, forestry and fishery workers, Craft and related trades workers, Plant and machine operators, and assemblers, Elementary occupations, Armed forces occupations, Domestic worker, other
9. What is your family's annual household income?
Under 15,000, 15,000 to 24,999, 25,000 to 34,999, 35,000 to 49,999, 50,000 to 74,999, 75,000 to 99,999, 100,000 to 149,999, 150,000 and above

Thank you for your time!

SUMMARY OF RE'GENERATION PROGRAM EVALUATION & SELF-EFFICACY SURVEY

Program Evaluation

On average, students were most satisfied with the Glocal Leadership Academy (4.92/5) out of the three programs. Students responded that they learned the most in 1) the importance of human rights and peacemaking as leaders, and 2) global awareness - recognizing global issues, their cause, effects, and solutions. SAT/ACT Tutoring Program(4.82/5) and Mentorship(4.83/5) were on par with each other. For the Tutoring Program, students thought Zoom meetings and Slack communication worked well, and for the Mentorship Program, students were satisfied with their relationship with the mentors.

Self-Efficacy

Created by organizational psychologist Gilad Chen and team (2001), the New General Self-Efficacy Scale is an 8-item measure that assesses how much people believe they can achieve their goals, despite difficulties.

Re'Generation students had a high self-efficacy at the end of the semester, which was 4.3 out of 5 points. Although the survey was administered only at the end of the semester this time, it is possible to conduct it before and after the program to see if students made improvement throughout the semester.

Demographics

Race

About half of the students identified themselves as Black or African American. About 41.7 percent of the students identified themselves as Asian/ Pacific Islander.

Education

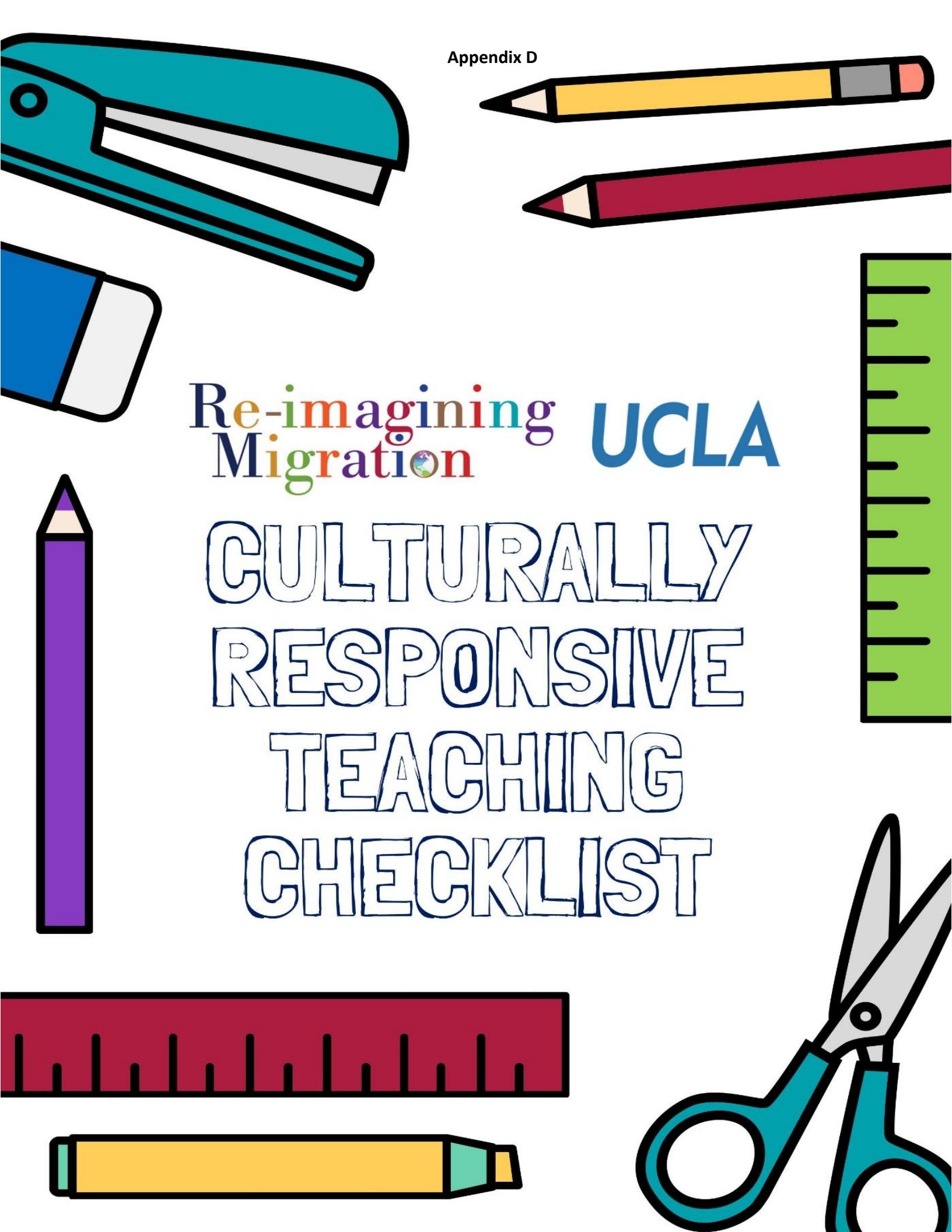
About 60 percent of the students are going to be the first ones in their family to matriculate into college.

Family size

Over 75 percent of students have five or more family members that they live in. More specifically, about 25 percent has a family size of 5, 17 percent has a family size of 6, and 25 percent has a family size of 7 or more.

Family annual income

About 60 percent of students responded that their family annual income ranges from over \$15,000 to below \$25,000. Only about 25 percent of students responded that their family annual income is more than \$50,000 and below \$75,000 (U.S. median household income was about \$68,000 in 2019). The most commonly answered job for Re'Generation students' parents was a factory worker.



The background of the page features a white surface with various school-related illustrations. In the top left corner, there's a large blue pencil sharpener. To its right are two pencils: one yellow and one red. On the far left, a blue pencil is shown with its eraser end facing up. On the far right, there's a green ruler with black markings and a pair of teal-handled scissors. At the bottom left, a red ruler lies horizontally. A yellow crayon is positioned at the bottom center. The central text is surrounded by these illustrations.

**Re-imagining
Migration** **UCLA**

CULTURALLY RESPONSIVE TEACHING CHECKLIST

IS CULTURALLY RESPONSIVE PEDAGOGY INCORPORATED INTO MY TEACHING?

LEVEL 0

No culturally or linguistically relevant materials were included in my class.

LEVEL 2: ADDITIVE APPROACH

Multicultural content, concepts, themes are incorporated to the lesson from multi-cultural students' perspectives.

- I include resources and texts that (e.g., reading, film, etc.) present multicultural perspectives in the lesson.
- I include lectures/discussions that present multi-cultural perspectives my lessons.
- I teach a unit that presents multi-cultural perspectives into my curricula.

LEVEL 1:

CONTRIBUTIONS APPROACH

Heroes, holidays, historical events, & discrete cultural elements are incorporated into class lessons.

- I linguistically code switch to establish rapport.
- I linguistically code switch, as needed, to facilitate understanding.
- I include major figures, contributors, or historical events from cultures other than the dominant culture into the lesson.
- I include cultural or artistic works (literature, music, visual and performing arts/artists) from cultures other than the dominant culture into the lesson.
- I include research contributions from cultures other than the dominant cultures into my lessons.

IS CULTURALLY RESPONSIVE PEDAGOGY INCORPORATED INTO MY TEACHING?

LEVEL 3: TRANSFORMATION APPROACH

The structure of the curriculum enables students to view concepts, issues, events & themes from the perspectives of diverse ethnic, racial, & cultural groups.

- I provide resources and instruction that enables students to view concepts, issues, themes and problems from several multi-cultural perspectives.
- I provide resources and instruction that enables students to view class concepts being studied from multiple perspectives, frames of references from various groups and various individuals within those groups.
- I infuse multiple perspectives, frames of references, and content from various groups and perspectives to extend students' understandings of the nature, development, and complexity of the society in which they live.
- I introduce the "canons" of my discipline and augment them to reflect the complex synthesis and interaction of the diverse racial/ethnic/religious/cultural elements that comprise our society.

LEVEL 4: SOCIAL ACTION APPROACH

Students make decisions on important social issues & take action to help solve them.

- My teaching encourages students to identify existing social problems or issues from multi-cultural perspectives.
- My lessons and assignments encourage students to gather pertinent data from multi-cultural perspectives on existing social problems or issues.
- My teaching encourages students to clarify their values and make decisions about existing social problems using multi-cultural perspectives.
- My teaching encourages students to take reflective actions to help resolve social problems.

As I teach, consider:

Do I view my students through a deficit lens?

Or do I recognize the assets they bring?

- How do I talk about my students' identities?
- How do I speak about the histories and cultures of groups other than my own?
- Are members, histories, and cultures of the non-dominant group characterized/represented through a deficit lens or with demeaning messages by me or through the resources I use?



If so, how?

RACE

Specify: _____

COUNTRY/ETHNICITY

Specify: _____

IMMIGRATION STATUS

Specify: _____

LANGUAGE/ACCENT

Specify: _____

RELIGION

Specify: _____

GENDER

Specify: _____

SOCIO-ECONOMIC STATUS

Specify: _____

DISABILITY

Specify: _____

AGE

Specify: _____

Meaningful activities to do with non-profits in Clarkston



ROUND TABLE MEETING

Organize a regularly-held round table meeting with local non-profits and include the city council and/or other local authorities to talk about public policy issues. The round table meeting will help the local non-profits to deepen understanding about works effectively done and the underserved population. The group could also advocate for themselves and the people they serve to the authority.

AUCTION, GARAGE SALE, FLEA MARKET, SUPPLY DRIVE



Invite students to take part in fundraising or volunteer work either for Re'Generation's trip or for other cause-. Depending on the event, students may learn the value of sustainability and upcycling.

HOBBY CLASSES

Music, art, and/or sports play a huge world in holistic development. As such extracurricular activities are not easily accessible, numerous non-profits can each offer a class or two where students from in and out of their organization enroll. For example, Re'Generation can offer a guitar lesson and another non-profit can offer an art class.



SPORTS COMPETITION

Team sports make people physically and mentally healthier. They also foster strong relationships. Re'Generation can host or suggest holding an annual or biannual sports competition with students signing up from various local organizations.



QUIET STUDY SPACE



Rent a place that is available during weekdays (i.e. churches) and set time for an open quiet space for students to freely come and go. Students can make friends and form study groups in a safe space. Have an adult volunteer or tutor as a guardian.

COLLEGE APPLICATION 101 CLASS



Clarkston's public schools do not offer enough college enrollment support. Not only Re'Generation's students but other local students would benefit from learning about college application process.

TALENT SHOW



Talent shows are common school events in the U.S., but it may not be the case for students raised in different countries. Re'Generation can add a talent show to varying degrees at the end of the year or at the end of the school year partnering with different organizations.

Appendix F

Re'Generation's Accreditation Path to a School Model **SPECIAL PURPOSE SCHOOL**

Georgia Accreditation Commission Standards

Refer to the [Official Website](#) of Georgia Accreditation Commission for in-detailed standards. There are three accreditation classifications including the preparation status, provisional status, and accredited status; and there are seven principles of accreditation introduced.

Accreditation Requirements for All Schools, Agencies and Centers Organization

Refer to the [Official Website](#) of Georgia Accreditation Commission for in-detailed requirements. The requirements are on the organization, personnel, program of studies, finances and physical plant.

Next step for Re'Generation

Start expanding coverage and build new chapters before moving onto the school level to prove the past successful practices are transferable to different places with different student demographics.

