

GLOBAL VILLAGE PROJECT Theory of Change



ASSUMPTIONS

Refugee girls...

- Newly arrived in the U.S. have had their education interrupted
- Have experienced trauma
- Need extra support to recuperate years of education lost
- Have the strengths/capacity/funds of knowledge to create social change through their education and their community



CONTEXT

- Number of refugees coming to Georgia will increase
- Recognition of the importance of girls' education will continue to grow
- Clarkston is a large receiving community of refugees
- A trauma-informed approach contributes to better academic outcomes for refugee students



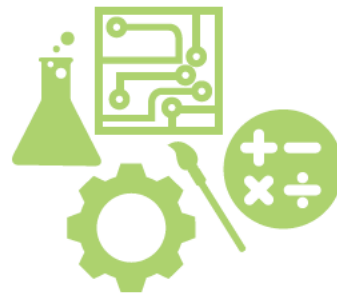
English Language & Literacy

Reading English at goal-based grade levels



Social & Emotional Learning

Demonstrating emotional wellbeing



STEAM Education

Performing and exhibiting high school readiness



Mentoring

Leaving GVP with mentors to support the transition to high school and beyond

Intermediate Outcomes

Support for refugee families

High school enrollment & completion

Socializing & understanding the U.S. education system

IMPACT

High school readiness for refugees girls with interrupted education

High attainment rates for high school and college

Alumnae "paying it forward" and becoming changemakers, problem solvers, entrepreneurs

Long-term Outcomes

Strong leadership skills

Program completion

Workforce readiness post-high school success