Mission Statement

BRYTE empowers refugee youth to overcome academic and social obstacles during a critical time of transition through our one-on-one, in home tutoring model. BRYTE tutors build strong and stable relationships with refugee youth to support their success in school through English proficiency. BRYTE coordinators collaborate with BRYTE tutors and Providence community partners to provide refugee families with resources to thrive in their new community.
NUMBERS

129 Pairs Of Tutors & Tutees
54 Refugee Families
387 Hours Of Tutoring Per Week

Of tutors surveyed:

77% see great/exceptional improvement in their tutee’s speaking
60% see great/exceptional improvement in math
40% see great/exceptional improvement in writing
48% see great/exceptional improvement in reading
3/4 say BRYTE has one of the highest impacts on their college experience

COORDINATORS

CHRISTINE PAPPAS ‘14
HEAD COORDINATOR

JULIA STOLLER ‘15
PPSD LIAISON

DANIELLE TORRES ‘15
EVALUATION COORDINATOR

AMELIA ARMITAGE ‘15
DIIRI LIAISON

ELENI ZERVOS ‘15
SUMMER CAMP LIAISON

ABBIE GALLOWAY ‘16
TRAINING COORDINATOR

CHARLOTTE BIREN ‘16
COMMUNITY EVENTS

COORDINATORS IN TRAINING

MARGARET THORSEN ‘15
SARA WINNICK ‘15
DANIELLE PHAN ‘16
SUMMER CAMP 2013

This summer, BRYTE successfully ran a six-week, full day enrichment program dedicated to providing an immersive environment for 55 refugee youth between the ages of 6-14. BRYTE Summer Camp is an essential component of BRYTE and one that serves to better inform BRYTE's understanding of the academic and social needs of our students. The camp's goal is to extend educational support for campers into the summer and prevent the academic backslide that can occur between the three months before each new school year. Through small classrooms and diverse enrichment activities, BRYTE Camp aims to provide more individualized attention that these students may be lacking from their schools, and an opportunity for them to build a stronger community with fellow campers and showcase their strengths in more varied contexts.

The first part of each day consisted of Literacy and Math lessons, co-led by a Brown student counselor and a refugee teen counselor, both of who constructed and taught lesson plans tailored to the skills level of the classroom, ranging from 4-8 campers.

The second part of the day was dedicated to either field trips, swimming lessons at the YMCA or various activities groups including Art, Dance and Sports. These served as a platform for campers to become better acquainted with Providence, and enjoy camp outside of the classroom.

Some highlights of afternoon activities include:
- a trip to Dame Farm for berry picking
- a PawSox baseball game
- a visit to Roger Williams Park
- an Indoor Field Day
- trips to the RISD (for the older campers) and Children's Museum (for the younger campers)

The hired BRYTE Camp staff consisted of two camp directors, eight Brown student counselors, eight refugee teen counselors, an Office Manager and a Family Liaison, all extensively trained. Other members of the camp's team were part time volunteers that would assist in one-on-one situations, help in classroom and afternoon activities and support campers in the pool during swimming lessons.

One of the most important changes to BRYTE Camp's structure was the stronger implementation of the Junior Counselor Program. This year, each Brown student counselor had the opportunity to be partnered with a refugee high school student from the Providence community to co-lead Math and Literacy lessons for the first part of the day. These teen counselors restructured BRYTE Camp in a fundamental way, both inside the classroom and out. Their leadership provided the campers and the rest of the BRYTE staff with much more support and served as an essential and productive bridge between the students and the counselors.

Based on tests given before the start and at the end of camp:
- 74% of our campers improved in their spelling,
- 70% in their reading level and
- 70% in their math level

While tests are only one way to measure growth and improvement, these results provide testament to the impact Summer Camp has and support the unified notion that the experience for everyone involved, campers and counselors alike, was invaluable.
4 COMMUNITY EVENTS

Soccer Day: Our middle and high-school tutees spent an afternoon playing soccer and Frisbee with tutors on Brown’s campus.

Halloween: Tutors and tutees of all ages were able to paint pumpkins, snack and play in the spirit of the season.

Preparedness Day: High School BRYTE students were invited to the Dorcas International Institute of Rhode Island with their tutors to learn about college and job processes. Speakers included members from Brown University Admissions and students, CCRI, College Planning Center Rhode Island, and College Visions. High School students also attended workshops.

Super Ladies Brunch: BRYTE hosted a pancake brunch for the middle/high school aged girls who attended BRYTE Summer Camp. The goal was to give these girls the space to interact and reconnect with their friends from summer camp while interacting with other tutors of middle/high school aged girls.

Thanksgiving: Over 150 tutors, tutees, and family members attended our annual potluck at the Dorcas International Institute of Rhode Island, enjoying dishes from around the world as well as traditional Thanksgiving fare. Students also participated in a guacamole making demonstration and cookie decorating!

3 RETREATS

Jumpstart: A day-long meeting at the beginning of the Fall semester during which coordinators planned upcoming programming, focusing particularly on increasing transparency and fortifying relationships between BRYTE’s coordinating team, our tutees, volunteer base, and community partners.

Mid and End of Semester meetings: These retreats enabled coordinators to reflect on the semester’s programming, to revise organizational protocol, and to plan for the rest of the academic year.

WEEKLY MEETINGS with Alan Flam, BRYTE’s Supervisor at the Swearer Center for Public Service at Brown University

3 volunteer-coordinator CHECK INS over the course of the semester

4 TRAININGS

New Volunteer Training: Newly recruited volunteers attended a training aimed at equipping them with concrete skills and making them feel prepared for their first day of tutoring. Guest presenters included PPSD math and ESL specialists, students involved with the Third World Center at brown who conducted a privilege workshop, and a BRYTE tutee who spoke about his experience with the program.

Swearer center lunch lecture: Working with English Language Learners in K-12 Schools: The Swearer Center for Public Service arranged for Danielle DeSantis, an ELL Coordinator and Spanish Language Teacher at Blackstone Valley Prep, to train volunteers to interpret data about ELLs from schools and how to use the “Can Do Descriptors,” a rubric for focusing on what students can do at each level of language acquisition, instead of what they cannot.

ESL/Navigating PPSD: Tutors had the opportunity to learn techniques for teaching English as a second language and information about the Providence public school department that would allow them to help their tutee’s with finding the right school, completing registration, or finding after-school activities.

Film Screening w/ discussion: Tutors had the opportunity to view the film God Grew Tired of Us, a story about Sudanese refugees. The screening was followed by a discussion with a BRYTE tutee where tutors had the opportunity to ask questions.
DEVELOPMENTS

ACCESS SCHOLAR
BRYTE collaborated with the Swearer Center’s College Advising Corps program to create the position of a BRYTE Access Scholar. Access Scholars are half-time AmeriCorps members who provide college application and financial aid guidance to high schoolers. Starting next semester, one Scholar will be designated to work exclusively with BRYTE high school students. The BRYTE Scholar will work one-on-one with tutees and tutors, particularly to navigate the unique challenges many BRYTE students face in accessing college, like finding English Language programs and scholarships for non US citizens.

PARTNERSHIP WITH PROVIDENCE SCHOOLS SOCIAL WORK DEPARTMENT
BRYTE fortified its collaboration with the Providence Public Schools’ Newcomer Social Worker to share information on students’ progress and help students get tested for learning disabilities or transfer schools. Partnering with the Social Work Department has also allowed us to reach out to all of our students’ teachers to inform them about BRYTE and strengthen the relationship between the schools’ work and our own.

UPDATED RESOURCES FOR VOLUNTEERS
BRYTE extensively expanded its resource libraries, both physical and digital. We have added many more young adult books, art supplies, and games for volunteers to check out, as well as implemented book drives throughout the semester to collect donations from volunteers. Additionally, BRYTE has expanded its online library, adding more pages to our revamped website and launching a blog for tutors to share ideas.

SWEARER CENTER COMMUNITY FELLOWSHIPS
This semester BRYTE fortified its relationship with the Swearer Center for Public Service at Brown University by tripling the number of community fellows on the coordinating team. This partnership enabled BRYTE’s leadership to have more access to training opportunities and university resources.

BRYTE MERCHANDISE
To support fundraising efforts for BRYTE Summer Camp 2014, we have designed travel mugs to give as a gift to individuals who contribute a donation of at least $10. If you are interested in receiving one, please contact us at brown.refugee.tutoring@gmail.com for more information!
EVALUATION

This fall BRYTE made progress on the design and implementation of its programmatic evaluation which will continue in the coming semesters as well. The evaluation includes several different parts: a diagnostic test, tutor assessment, interviews with BRYTE students, and interviews with BRYTE parents. The multi-pronged approach to evaluation is intended to provide both a qualitative and quantitative assessment of BRYTE as a program. It evaluates not only the academic and personal development of BRYTE students, but also seeks to address the ways that BRYTE can best serve the larger community of refugee families in Providence.

COMMUNITY PARTNERSHIPS

BRYTE is a community program of the Swearer Center for Public Service at Brown University. We look forward to continued collaboration with the Swearer Center and our other community partners, including the Dorcas International Institute of Rhode Island and the Providence Public School Department. We also are excited about a sustained partnership with the Alliance for Refugee Youth Support and Education (ARYSE), a national organization which “assists resettled refugee youth in becoming confident, engaged, and productive members of American society.”

The BRYTE coordinators are looking forward to another productive and rewarding semester in the spring!