Georgia's Building Opportunities in Out-of-School Time (BOOST) Grants Program

Year 2 Evaluation Report

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GEORGIA STATEWIDE AFTERSCHOOL NETWORK

Building Opportunities in Out-of-School Time (BOOST) is a competitive grant program administered by the Georgia Statewide Afterschool Network (GSAN) and operated in partnership with the Georgia Department of Education (GaDOE). BOOST offers $85 million via three-year grants, renewed annually, with funding made available through the American Rescue Plan. The grants program is aimed at promoting evidence-based practices and whole child supports in afterschool and summer learning programs. BOOST is designed to expand access, reduce barriers to enrollment, and increase programmatic quality to improve outcomes for students and families throughout the state. GSAN provides recommendations for grant awards based on rigorous application criteria and offers technical assistance and training to grantees to ensure successful implementation. All grants are approved by GaDOE, ensuring alignment with statewide priorities and goals.

On February 1, 2022, GSAN released a competitive Request for Proposal to begin a nationwide search to identify an experienced research partner to conduct a third-party evaluation of the BOOST grants program including assessment of the program's administration effectiveness, utilization of federal funds, sustainability, and impact of the grantees' collective interventions. In March 2022, GSAN selected Metis Associates as the BOOST evaluation partner.

Metis is a national consulting firm that delivers customized research and evaluation, grant writing, and data management services. They have over four decades of experience providing data-informed solutions, specializing in youth development and public education.

Cover: East Atlanta Kids Club

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Executive Summary

In 2021, the Georgia Department of Education (GaDOE) partnered with the Georgia Statewide Afterschool Network (GSAN) to develop the Building Opportunities in Out-of-School Time (BOOST) grants program, funded through the American Rescue Plan Act (ARPA) Elementary and Secondary School Emergency Relief (ESSER) Fund. BOOST was developed to distribute approximately **$85 million** to Georgia's communities over three years to expand access to and bolster the quality of summer enrichment opportunities and comprehensive afterschool programming for K-12 youth statewide.

Implementation Study

In its second year (2022-23), BOOST funded 93 community organizations and four statewide grantees across 1,416 academic year sites and 639 summer program sites, spanning **112 out of Georgia's 159 counties**. Demonstrating an approximately 10% increase from Year 1, these sites served **79,911 academic year youth** and **86,924 summer youth**, most representing ARPA priority youth populations (e.g., economically disadvantaged, students with a disability, English language learners, etc.).

Following the BOOST program model, grantees used a whole-child approach and focused on at least one of the three program purposes: 1) Expanding the number of youth served with an emphasis on those most impacted by the pandemic (82% for the academic year; 86% for the summer); 2) Strengthening program quality (84% for the academic year; 83% for the summer); and 3) Reducing barriers to participation (77% for the academic year; 72% for the summer). As reported by grantees, specific implementation successes included improved mental health, well-being, and connectedness, exposing youth to new content or programs, and improving academic learning.

Outcomes Study

The Year 2 BOOST evaluation showed that nearly all grantees met or exceeded at least one of their academic year outcomes (93%) or summer outcomes (99%). Within BOOST-specific service areas, most grantees also met or exceeded their local outcomes, including:

- **Accelerated learning** – Reported by 82% of academic year and 85% of summer grantees.
- **Well-being and connectedness** – Reported by 69% of the academic year and 77% of summer grantees.
- **Enrichment** – Reported by 75% of academic year and 71% of summer grantees.
- **Healthy eating and physical activity** – Reported by 95% of academic year and 81% of summer grantees.

This growth was well-received by youth participants, who reported high satisfaction with the following:

- **Overall programming** (90% in the academic year; 89% in the summer)
- **Program activities** (92% in the academic year; 90% in the summer)
- **Relationships with program staff** (89% in the academic year and 92% in the summer)
- **Relationships with program peers** (91% in the academic year and 85% in the summer)

Systems Study

For the systems study component of the BOOST evaluation, 14 key BOOST stakeholders representing varying grant roles and perspectives were interviewed in the spring of 2023. These state and national key stakeholders shared strong examples of the successes of BOOST's systematic approach to funding administration. Some referred to GaDOE's decision to partner with GSAN for grant management, administration, and support as a replicable model. Specific aspects of GSAN's role in overseeing BOOST that were mentioned include:

- Communicating with grantees and answering their questions
- Helping grantees navigate legal and budget questions
- Building a "solid" BOOST administrative team
- Offering training and certificate programs from the Georgia Center for Nonprofits
- Getting the "money out the door and getting access for kids"
- Providing high-quality training and assistance with quality measures

Beyond GSAN's role in the grant program, key stakeholders identified BOOST successes as being aligned with the BOOST program purposes, perceiving expanded youth access to out-of-school time (OST) programming, improved program quality, and students provided with academic, enrichment, and personal well-being skills. Further, BOOST was perceived as influencing the state's broader infrastructure of OST programming by developing sustainable public-private partnerships and cross-sector collaboration. Local program leaders and state and national stakeholders even considered how the BOOST program elevated perceptions of the quality and depth of Georgia's OST programming infrastructure.
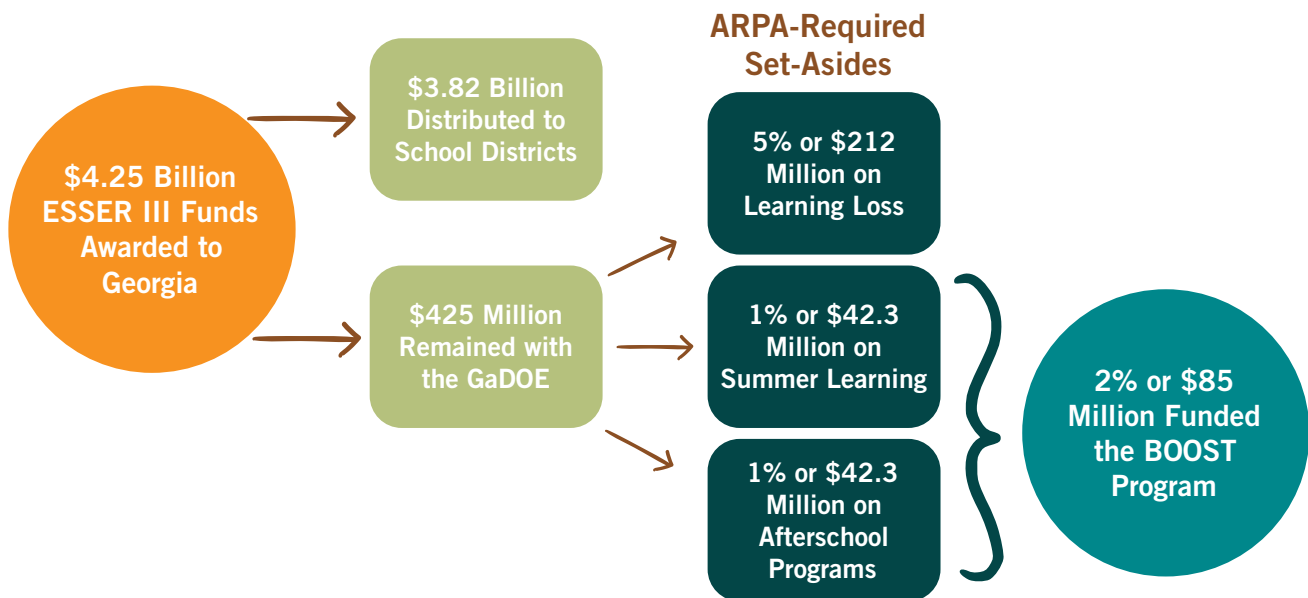

Los Niños Primero

Introduction

The American Rescue Plan Act of 2021 (ARPA), signed on March 11, 2021, set aside 10% of the $122 billion Elementary and Secondary School Emergency Relief Funds (ESSER III) for state education agencies. $8.45 billion was directly allocated to support learning recovery, including out-of-school time (OST) programs. These funds were divided in three ways: 1% ($1.2 billion) for comprehensive afterschool; 1% ($1.2 billion) for summer enrichment; and 5% ($6.1 billion) for learning recovery, which can include afterschool, summer, or extended school year programming.[1]

About Georgia's BOOST Program

In July 2021, the Georgia Department of Education (GaDOE) partnered with the Georgia Statewide Afterschool Network (GSAN), a public-private collaborative that has worked alongside and supported Georgia's afterschool and summer learning field for over 15 years, to establish the Building Opportunities in Out-of-School Time (BOOST) grants program. GSAN administers this **three-year competitive grant to distribute approximately $85 million** to Georgia communities on behalf of GaDOE. Through BOOST, GSAN and GaDOE aim to expand access to and strengthen the quality of summer enrichment opportunities and comprehensive afterschool programming for

FIGURE 1. Distribution of Georgia's ESSER III Funds

$4.25 Billion ESSER III Funds Awarded to Georgia

$3.82 Billion Distributed to School Districts

$425 Million Remained with the GaDOE

ARPA-Required Set-Asides

5% or $212 Million on Learning Loss

1% or $42.3 Million on Summer Learning

1% or $42.3 Million on Afterschool Programs

2% or $85 Million Funded the BOOST Program

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[1] H.R.1319 - American Rescue Plan Act of 2021
[2] Georgia ARP-ESSER State Plan. July, 2021. https://oese.ed.gov/files/2021/07/Georgia-ARP-ESSER-State-Plan.pdf

GSAN led the development of the BOOST grants program with input from GaDOE and by soliciting and incorporating feedback from the field regarding the need for sustained and flexible support of their programming. OST providers wanted to be able to adapt to the evolving needs of families and youth, build stronger partnerships with schools, and expand the scope, scale, and quality of their programming. To meet these needs, GSAN ensured that the BOOST grants program featured the following:

- One-year renewable grants for up to three years from August or September 2021 through July 2024
- Integration of the summer enrichment and comprehensive afterschool funds into one grant application where applicants select what type of programming they offer
- Flexible use of funds to cover new programmatic needs, such as personal protection equipment (PPE) and enhanced academic offerings, and hard-to-cover costs, such as transportation
- A less onerous or duplicative application and reporting process to ease the administrative burden on small organizations

BOOST grantees were to use a whole-child approach (e.g., ensuring students are healthy, safe, engaged, supported, and challenged) to help remove non-academic barriers to learning for students most impacted by COVID-19. Through BOOST grant awards, GSAN required all applicants to focus on at least one of the three program priorities:

1. **Expand access to serve more youth**, emphasizing children most impacted by the pandemic.
2. **Strengthen the programmatic quality** and expand and enhance the support and services offered.
3. **Reduce barriers to OST participation,** such as transportation and enrollment costs, to ensure admissions for all youth.

Additionally, the BOOST grants program prioritized:

- Programs that serve youth with disabilities, youth experiencing homelessness, youth in foster care, English language learners, youth receiving free or reduced-price lunch, and migratory youth.
- Programs that have operated summer and/or afterschool programming in the past three years.
- Programs serving counties without state funding through the Nita M. Lowey 21st Century Community Learning Centers Program or the Out of School Services Program (formerly known as the Afterschool Care Program).
- Programs offering programming five days a week.

The RFP Process

On July 27, 2021, GaDOE and GSAN issued a BOOST Request for Proposal (RFP) that included two grant competitions – one for youth development organizations with statewide reach and the other for local youth-serving community-based organizations. The intent was to use a highly competitive, transparent application process to fund evidence-based afterschool and summer enrichment programming that supports Georgia's students' learning acceleration, connectedness, and well-being. Eligible applicants were nonprofit organizations, institutions of higher education, and municipalities. The process included a detailed application and scoring rubric designed in consultation with national experts and made available within the RFP.

Of the 209 eligible BOOST applications submitted, 50% or 105 organizations (101 community-based and four statewide grants) were recommended and approved for funding.

Of the 209 eligible BOOST applications submitted, 50% or 105 organizations (four statewide and 101 community-based organizations) were recommended and approved for $27 million in funding. The four BOOST statewide grants ranged from $1.1 to $4.5 million annually. Additionally, 101 community grants were awarded to community-driven organizations across the state; $7,500 to $225,000 for organizations that provided an academic year or summer only programs and $16,100 to $427,500 for organizations operating year-round programming.

BOOST Grantees

In Year 2, 93 of the 101 community grants were approved for continued funding, ranging from **$18,125 to $455,381** (Table 1). The funding amount for each grantee was determined by project budget, number of youths to be served, program type, program dosage, and percent of low-income youth to be served. The grantees represented a diverse cross-section of programs across Georgia. Like in Year 1, the Year 2 grants varied in size depending on the grant category (statewide or community) and grant type (academic year or summer). A full list of BOOST grantees in Year 2 is provided in Appendix 1.

TABLE 1. Overview of BOOST Awards by Grant Year & Category

GRANT YEAR	CATEGORY	RANGE	MEAN	TOTAL AWARDED
2021-22 (Year 1)	STATEWIDE GRANTS (4)	$1,125,000 - $4,500,000	$3,543,750	$14,175,500
	COMMUNITY GRANTS (96)	$7,500 - $427,500	$128,531	$12,853,098
2022-23 (Year 2)	STATEWIDE GRANTS (4)	$957,250 - $4,501,000	$3,375,500	$13,502,000
	COMMUNITY GRANTS (93)	$18,125 - $455,381	$136,380	$12,683,362

Grant Administration

As the administrator of the BOOST grants program, GSAN's role includes the following:

- Making funding recommendations
- Conducting grantee intake and vendor set-up and management
- Managing grantee project modification requests and ensuring compliance with federal grant program requirements
- Convening a BOOST Grants Program Advisory Council
- Delivering comprehensive training and technical assistance for grantees, focusing on program quality[a] and best practices in nonprofit administration and infrastructure
- Designing and managing grantee reporting, data collection, and ongoing analysis
- Supporting program fidelity
- Analyzing grantee performance
- Supporting grantee media outreach
- Overseeing an independent, third-party program evaluation

GaDOE's administrative roles within the BOOST grants program are granting and distributing funds and performing financial monitoring.
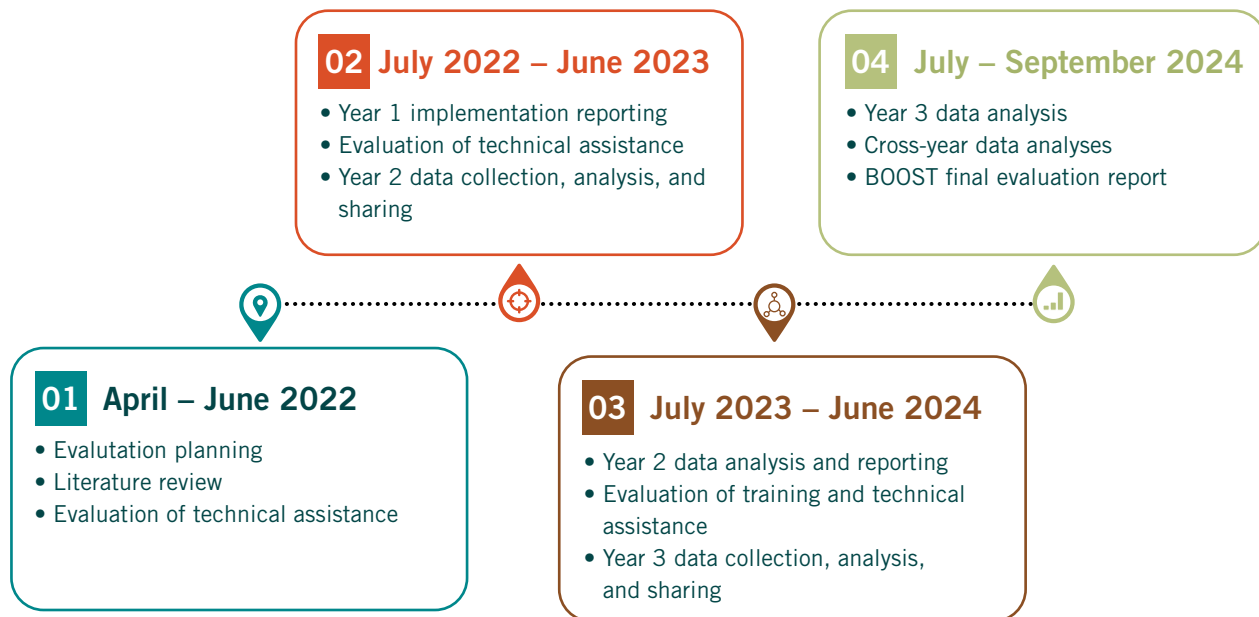
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[a] Informed by the Georgia Afterschool and Youth Development Standards

Methods

Evaluation Design

Metis Associates (Metis), the BOOST evaluation partner, designed the BOOST cross-site evaluation to include three interrelated components. The **Implementation Study** began in the program's first year and aims to document BOOST implementation, such as grantee service delivery, youth satisfaction, challenges or obstacles, new partnerships, program success stories, and lessons learned. The evaluation's **Outcomes Study** began in the program's second year and assesses participating youth's learning acceleration, connectedness, and well-being outcomes. The **Systems Study** also started in Year 2 and focused on the quality and effectiveness of BOOST oversight, administration efforts, and sustainability. As shown below, the multi-year BOOST evaluation was to be carried out in four phases.

FIGURE 2. BOOST Evaluation Timeline

02 July 2022 – June 2023
- Year 1 implementation reporting
- Evaluation of technical assistance
- Year 2 data collection, analysis, and sharing

04 July – September 2024
- Year 3 data analysis
- Cross-year data analyses
- BOOST final evaluation report

01 April – June 2022
- Evaluation planning
- Literature review
- Evaluation of technical assistance

03 July 2023 – June 2024
- Year 2 data analysis and reporting
- Evaluation of training and technical assistance
- Year 3 data collection, analysis, and sharing

Participatory Evaluation Approach

In December 2022, Metis facilitated the first meeting of the BOOST Evaluation Advisory Group (EAG), a subcommittee of the BOOST Advisory Council. The group met quarterly through 2023, with 12 members, including two GSAN program staff and ten BOOST grantee representatives from Communities in Schools of Georgia; Corners Outreach; GENTS & GLAM Community, Family, and Youth Services; Girls on the Run; Hope for Youth; Jessye Norman School of the Arts; Mercy Housing Southeast; Soccer in the Streets; and STEM Atlanta Women. The EAG provided invaluable feedback on topics including the FLUXX end-of-year grant reporting, data management tools, case study focus group protocols, and implementation report findings, which were incorporated into the evaluation as appropriate.

Metis also convened and led a Youth Evaluation Advisory Group (YEAG) in the spring of 2023. The YEAG had two main goals: (1) to train a group of middle school and high school students in evaluation methods and give them a chance to practice those skills, and (2) to provide a space for youth to share their experiences with their BOOST program while contributing to a participatory evaluation process. Youth were paid for their participation and recruited with outreach help from members of the EAG. Metis held three sessions with five participating youth, representing the YMCA Teen Leaders Club, Georgia Tech Summer PEAKS Program, Georgia Tech Horizons Program, the Jessye Norman School of the Arts, and Girls on the Run.

During meetings, Metis introduced youth to ARPA funding, GSAN, and the BOOST Grants Program before teaching them about the evaluation process, from instrument development to data analysis. Training provided youth with specific skills they could use to provide input on the BOOST evaluation. For example, one lesson introduced focus groups as a research method before asking the youth for their input on student and parent focus group protocols that Metis ultimately used in its case studies of BOOST sites. Students were also given sample data to interpret before sharing their insights on quantitative

Georgia Recreation and Parks Association

data collected about BOOST student satisfaction with programming. After the final meeting, two students accepted the invitation to work as paid notetakers during Metis's focus group administration, allowing them to watch the research process in action and build on their new skills.

Data Sources

End-of-Year Grantee Reports. In Year 1, GSAN partnered with the United Way of Greater Atlanta to develop an online application portal and grantee reporting structure using their FLUXX Grantmaking software. The grantee reports consist of 25 closed- and open-ended questions about services provided, successes and challenges experienced, and characteristics of youth served, as well as data on youth satisfaction, progress toward meeting proposed outcomes, and information on evaluation methods employed. In Year 2, Metis worked with GSAN and the United Way to revise the FLUXX reporting structure to reduce the reporting burden on grantees and strengthen the quality of data collected. This included converting open-ended items regarding implementation efforts to closed-ended checklists (based on Year 1 results), with space to provide "other" responses and to share anecdotal data, as well as converting open-ended items regarding outcome results to data fields for grantees to report quantitative data on youth satisfaction and progress toward meeting proposed outcomes.

The Year 2 grantee report data were collected in two waves. The first included data from all 82 BOOST grantees for the 2022-23 academic year, and the second wave had data from all 90 grantees for summer 2023, representing a 100% response rate.

Metis reviewed and analyzed data from the reports to document the nature and dosage of BOOST grantees' programming in the initiative's second year. The Metis team used content analysis to examine narrative responses to the open-ended report questions. This process included organizing the responses, coding words, phrases, and themes, and analyzing the code frequencies for each question. To analyze quantitative data from the close-ended questions, the Metis team used descriptive statistics, such as simple counts, item means, and frequency distributions, to organize and interpret the data. Further, grantee-reported outcome data were compared to their proposed outcome targets to determine the extent to which proposed outcomes were met.

Key Stakeholder Interviews. To gather more in-depth information about BOOST's creation, implementation, and future sustainability, the Metis team conducted one-on-one interviews with 14 individuals. These stakeholders represented 12 statewide and national organizations with extensive education, afterschool programming, and grantmaking expertise. Questions were designed to gather insights into interviewees' knowledge of the BOOST RFP development process, GSAN's implementation role, and successes and challenges. Interviews were recorded, transcribed, and analyzed using inductive and deductive approaches to determine recurring themes and patterns in the data.

Grantee Case Studies. In the spring of 2023, Metis collaborated with GSAN to identify 15 BOOST-funded grantees to participate in case studies as part of the qualitative data collection process. Four community grantees were randomly selected for the academic year case studies, and four were randomly selected for the summer case studies. In addition, two state-wide grantees were selected to participate in the case studies (one during the academic year and one in the summer). Grantees already participating in GSAN-conducted program spotlights were excluded from the sample (N=25). For each case study grantee, Metis aimed to conduct interviews or focus groups with organizational leadership, program staff, partners (if appropriate), students, and parents, as available. As detailed in Appendix 2, ten grantees agreed to participate in the case study data collection.

DATA SOURCES

End-of-Year Grantee Reports

The grantee reports consist of 25 questions about services provided, successes and challenges experienced, and characteristics of youth served, as well as data on youth satisfaction, and progress toward meeting outcomes.

Key Stakeholder Interviews

To learn about BOOST's creation implementation, and sustainability, one-on-one interviews were done with 14 individuals. They represented 12 state and national organizations with education, afterschool, and grantmaking expertise.

Grantee Case Studies

For eight randomly selected BOOST grantees, Metis conducted virtual or in-person interviews or focus groups with organizational leadership, program staff, partners (if appropriate), students, and parents, as available.

Literature Review

Metis completed a two-phase literature review to identify states that use an ESSER III fund distribution model similar to Georgia and learn about similar evaluations of those efforts that might be underway.

Document Review

The Metis team reviewed different types of program documentation to inform the development of and updates to the evaluation plan, understand GSAN administrative activities in support of BOOST, and develop data collection tools.

Literature Review. In Year 1, Metis completed a two-phase literature review to identify states that use an ESSER III fund distribution model similar to Georgia and learn about similar evaluations of those efforts that might be underway. The first phase consisted of preliminary research on all 52 ARPA ESSER fund recipients, including all 50 states, the District of Columbia, and Puerto Rico, to identify which states most closely align with Georgia in critical areas, such as a partnership with the statewide afterschool network and using a competitive grant competition. For the second phase, Metis completed additional research on eight states that ran programs most like Georgia's BOOST grants program. This included conversations and email correspondence with contacts from statewide afterschool networks, state departments of education, and national education advocacy organizations.

In the second project year, Metis undertook the literature review's third phase. They once again researched all 52 states and territories to determine whether any states had launched new grant competitions since Year 1. Based on this research, Metis determined that four additional states created grant programs similar to BOOST in 2023. In this phase, Metis also sought to learn more about its target states' evaluation efforts and findings, identifying reports from two states. These evaluation reports were analyzed and compared with Metis's evaluation plan and implementation and outcome findings.

Document Review. The Metis team collected and reviewed different types of program documentation (e.g., print documents, web-based resources, on-demand webinars, tool kits, and electronic communications) to provide contextual information on BOOST implementation. In Years 1 and 2, the document review informed the development of and updates to the evaluation plan, understanding of GSAN administrative activities in support of BOOST, and developing the evaluation's data collection tools. Appendix 3 – Document Review List shows the various materials that informed the development of this report.


Next Generation Focus

Implementation Findings

BOOST Grantees

A total of **97 BOOST grantees** (including 93 community organizations and four statewide organizations) implemented programming in Year 2. Some grantee programs have operated for over 100 years, while others were in their first year. On average, BOOST grantee organizations have nearly 20 years of experience providing out-of-school time programming.

Across the 97 grantees, the majority (77%) were year-round programs (e.g., operating both during the academic year and the summer months), and the remainder were academic year-only programs (7%) or summer-only programs (16%) (Figure 3).

FIGURE 3.
BOOST Program Types, Year 2

■ Academic Year
■ Summer
■ Year-Round
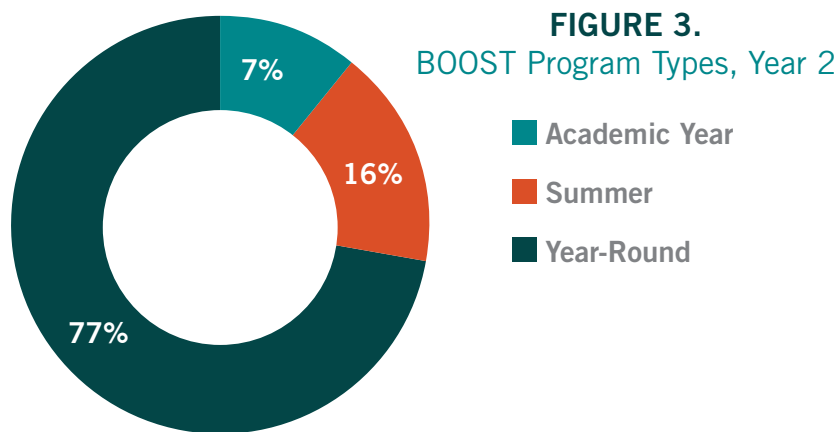
The community grantees operated 992 academic year sites (Table 3). The majority (74%) operated at least five locations, and one grantee (Boy Scouts of America Atlanta Area Council) served 512 sites. There were also 317 summer program sites among the community grantees, with the majority (83%) operating fewer than five sites and one community grantee (Bread of Life Development Ministries, Inc.) operating 69 sites.

Additionally, the four statewide grantees—Communities in Schools (CIS) of Georgia, Georgia Alliance of Boys and Girls Clubs (BGC), YMCA of Metro Atlanta, and Georgia Recreation and Parks Association (GRPA)—collectively operated 424 academic year sites and 322 summer sites. While the number of sites operating in the summer remained relatively constant, statewide grantees ran 126 more sites during the academic year in Year 2, an increase of 42%.[b] Community grantees, however, operated 350 fewer sites in Year 2, a decrease of 26%.[c]

TABLE 3. Number of BOOST Sites by Program Year

PROGRAM YEAR	PROGRAM TYPE	ACADEMIC YEAR	SUMMER
2021-22 (YEAR 1)	**4** Statewide Grants	**298**	**310**
	96 Community Grants	**1342**	**332**
2022-23 (YEAR 2)	**4** Statewide Grants	**424**	**322**
	93 Community Grants	**992**	**317**

[b] The Georgia Alliance of Boys & Girls Clubs was primarily responsible for the observed increase in operating sites, with 103 more open during the school year 2022-23 than in 2021-22.

[c] Three community grantees operated notably fewer sites in the school year 2022-23 compared to 2021-22: Star House Foundation (211 fewer), Boy Scouts of America Atlanta (82 fewer), and Carrie Steele Pitts Home (81 fewer).
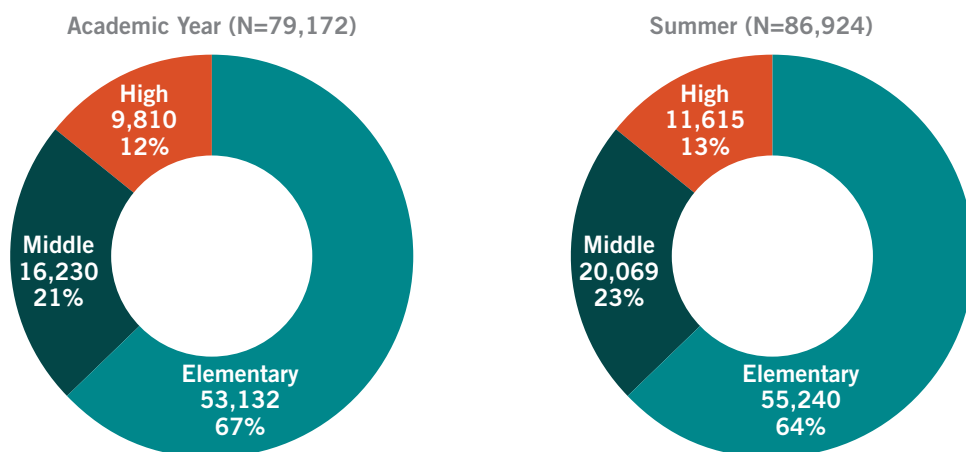
Youth Served

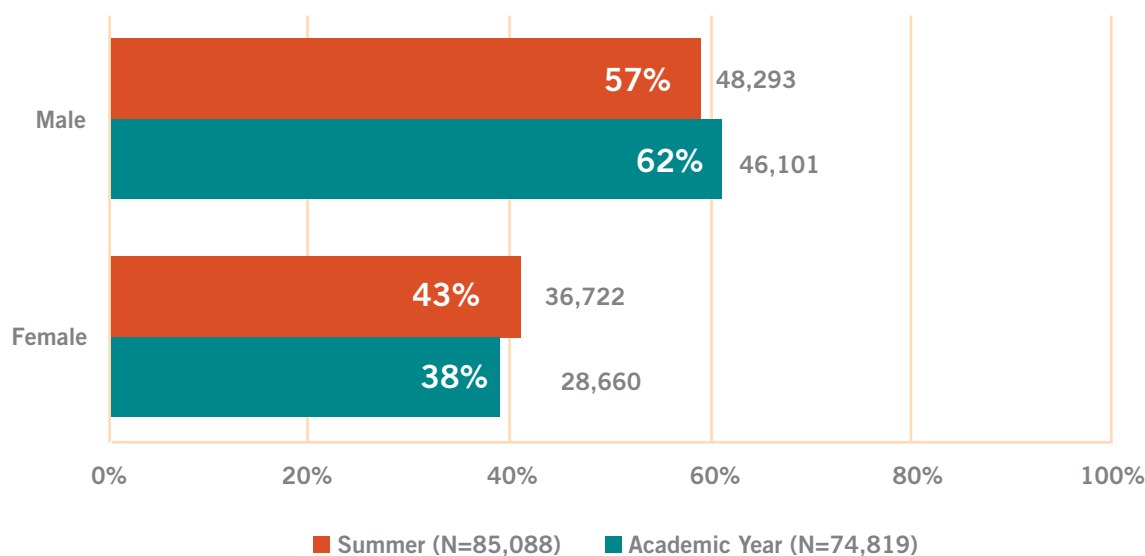*Boys & Girls Clubs of Moultrie*

BOOST-funded statewide and community grantee sites, also funded via other public and private funding, served **79,911 young people** during the 2022-23 academic year and **86,924 young people** during the summer of 2023. This represents an increase of approximately 10% over the youths served last year (72,551 in school year 2021-22 and 78,831 in summer 2022).

Most youth served by BOOST-funded sites were in elementary grades K through 5 (Figure 4). During the academic year, these students accounted for 67% of all participating youth, while during the summer, these youth accounted for just under two-thirds of the population served (64%).

FIGURE 4. Grade Levels of Youth Served, Year 2

Academic Year (N=79,172)

High
9,810
12%

Middle
16,230
21%

Elementary
53,132
67%

Summer (N=86,924)

High
11,615
13%

Middle
20,069
23%

Elementary
55,240
64%

Middle school youth were the next largest group served (21% for the academic year and 23% for the summer), followed by high school-aged youth (12% for the academic year and 13% for the summer). Figure 5 shows that proportionally more males were served during the academic year (62%) and the summer (57%), with higher rates of gender data not collected for the academic year (6%) than the summer (2%) (not shown). However, it is important to note that the observed gender differences were primarily due to two grantees (Boys Scouts of America Atlanta and Northeast Georgia). Without these two grantees, the proportion of male and female participants served was relatively equivalent: 49.4% female to 50.6% male during the academic year and 48.4% female to 51.6% male during the summer (not shown).

FIGURE 5. Gender of Youth Served, Year 2

Male	57%	48,293
	62%	46,101
Female	43%	36,722
	38%	28,660

0%   20%   40%   60%   80%   100%

■ Summer (N=85,088)   ■ Academic Year (N=74,819)

Overall, grantees reported serving mostly Black youth, with the highest percentage of black youth being served in the summer (57%) compared to the academic year (48%) (Figure 6). These proportions are substantially higher than the percentage of Black youth statewide (36% - not shown).

Academic year grantees served more White youth (36%) than the summer grantees (30%). Other races were represented relatively similarly in the academic year and the summer: other (8% for the academic year, 6% for summer), Asian (5% for the academic year,3% for the summer), and multiracial (3% for the academic year, 4% for summer). Youth identified as American Indian/Alaska Native or Native Hawaiian/Other Pacific Islanders accounted for less than 1% of the overall population served during both periods.

Also shown in Figure 6, the percentage of Hispanic youth participants is comparatively small (10% for summer and 12% for the academic year) but generally aligned with the ratio of Hispanic school-age youth statewide (18% – not shown),[3] as reported by GaDOE for the 2022-23 school year.

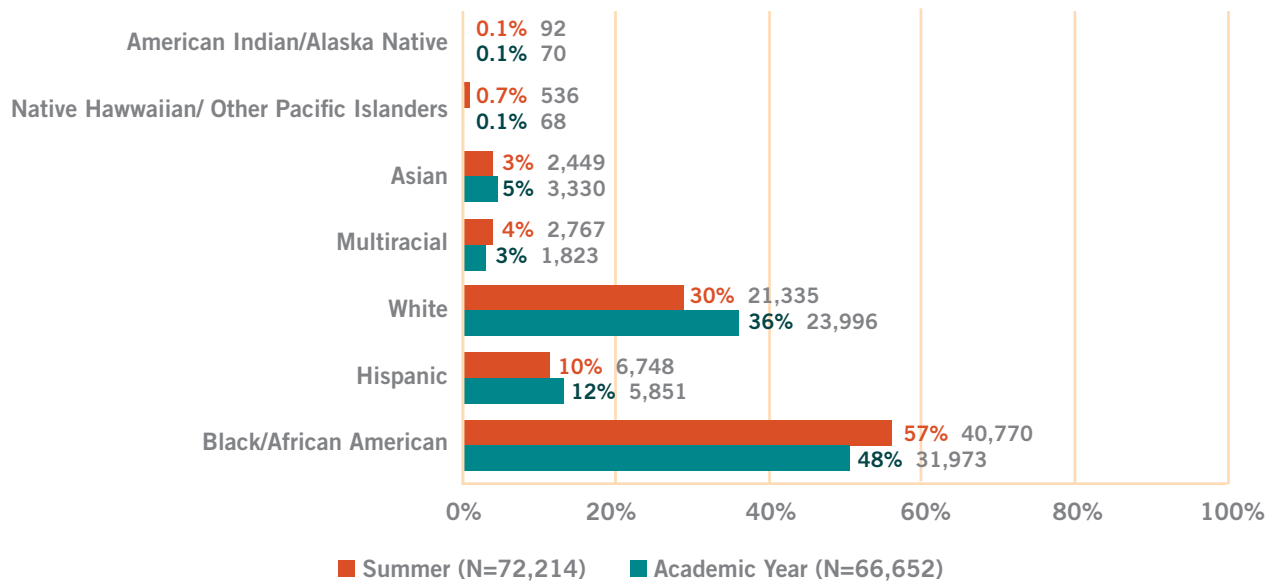*Jessye Norman School of the Arts*

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[3] Georgia Department of Education, 2023.

FIGURE 6. Racial/Ethnic Background of Youth Served, Year 2

American Indian/Alaska Native
- 0.1% 92
- 0.1% 70

Native Hawwaiian/ Other Pacific Islanders
- 0.7% 536
- 0.1% 68

Asian
- 3% 2,449
- 5% 3,330

Multiracial
- 4% 2,767
- 3% 1,823

White
- 30% 21,335
- 36% 23,996

Hispanic
- 10% 6,748
- 12% 5,851

Black/African American
- 57% 40,770
- 48% 31,973

0%   20%   40%   60%   80%   100%

■ Summer (N=72,214)   ■ Academic Year (N=66,652)

FIGURE 7. BOOST Priority Youth Served, Year 2

Migratory Youth
- 1% 569
- 0% 60

English Language Learners
- 4% 3,862
- 5% 3,867

Foster Care
- 1% 1192
- 1% 549

Homeless
- 1% 455
- 1% 549

Students with Disabilities
- 7% 5,747
- 2% 1,762

Free- or Reduced-Price Meals
- 71% 61,520
- 59% 47,220

0%   20%   40%   60%   80%   100%

■ Summer (N=86,924)   ■ Academic Year (N=79,991)
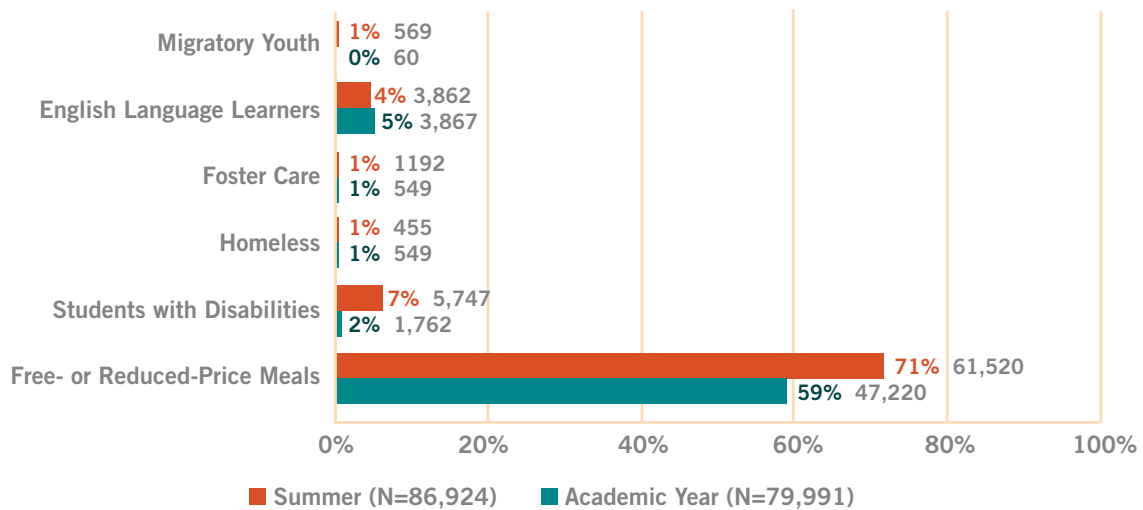
Figure 7 shows that the Year 2 BOOST grantees successfully targeted the priority youth populations outlined in the ARPA. Specifically, the data show that over two-thirds of the BOOST youth served were eligible for free- or reduced-price meals at school during the summer (61,520 or 71%). Conversely, only 59% of students (47,220) served during the academic year were eligible for free- or reduced-price meals.[d]

While the academic year rate is similar to that reported for the state (59%),[4] the summer rate is comparatively higher. The data in Figure 7 also show that BOOST summer grantees served a slightly higher proportion of students with disabilities than their academic year counterparts (5,747 or 7% vs. 1,762 or 2%, respectively), and slightly lower proportions of English language learners in the academic year (3,867 or 5%) and the summer (3,862 or 4%) than the state (11% – not shown).[5]

Program Reach

In Year 2, BOOST grantees operated in **112 counties** across the state (Figure 8), a **29% increase or 25 counties more than in Year 1** (N=87). Of these, 51 were high-priority counties because they had no state funding through the Nita M. Lowey 21st Century Community Learning Centers Program or the Out-of-School Services Program (formerly known as the Afterschool Care Program), triple the number of high-priority counties served in Year 1 (N=17). There were 1,416 BOOST program sites in 105 counties during the academic year, with 424 run by statewide grantees. During the summer, 639 sites provided BOOST services to 95 counties, of which statewide grantees operated 322.
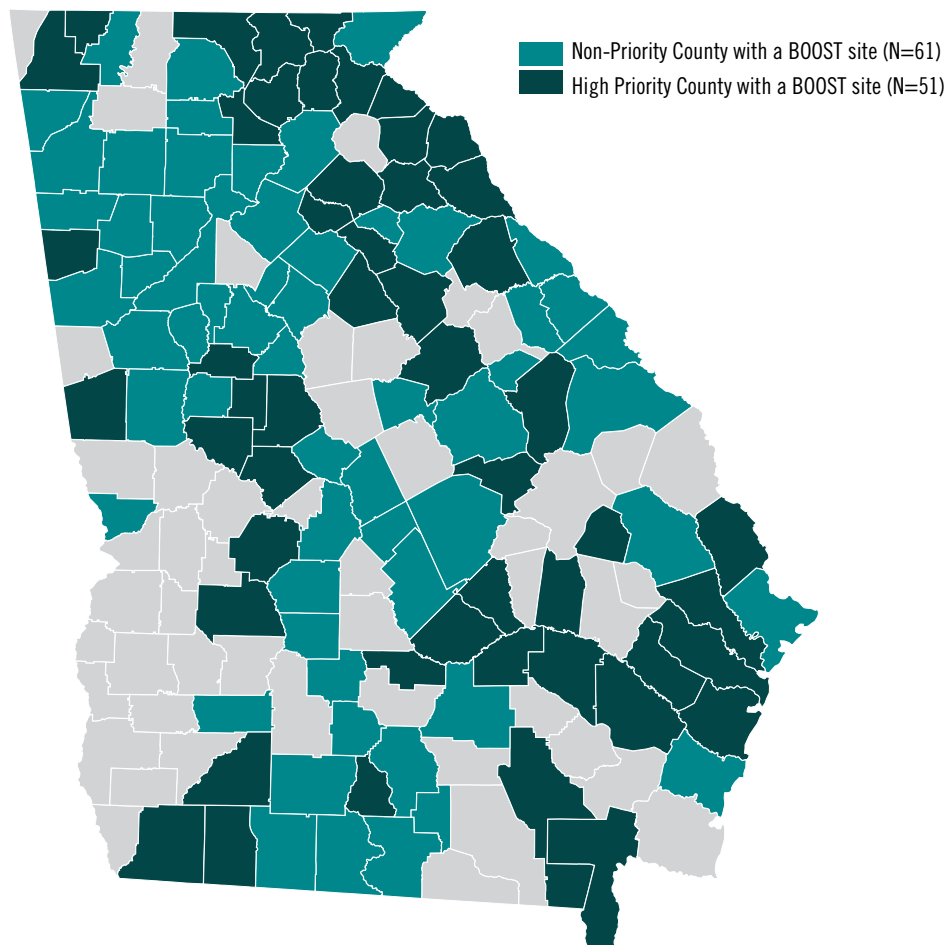
Non-Priority County with a BOOST site (N=61)
High Priority County with a BOOST site (N=51)

All Year 2 BOOST grantees reported the total number of youths served and the total number served based on the youth county of residence. These data were used to develop a metric by which the reach of BOOST programming could be estimated for the state and each county. To determine the reach of BOOST programming at the county level for the program's second year, the total number of participating youths across all BOOST grantees in Year 2 was divided by the population of Georgia youth (ages 5-17[e]). Specifically, the 2021 American Community Survey (ACS) 5-year estimates of youth population data were collected for all 159 Georgia counties. The total number of youths served by BOOST grantees residing in each county was then divided by the total estimated population of Georgia youth residing in the county to obtain a county-level percentage of youth served.

There were 12 counties in which more than 10% of the youth residents were served by BOOST grantees during the academic year or the summer (Table 4), with five achieving this feat for both temporal periods (emphasized in **orange** font). Of these 12 counties, nine were served by three or fewer grantees operating less than five sites, one (Glynn) was served by three grantees operating between 12 and 15 sites, and two (Clarke, Fulton) were served by more than five grantees operating between 6 and 39 sites. For the most part, reach within these counties has been achieved through a small number of grantees deeply serving their communities.

TABLE 4. Counties where BOOST Grantees Served More than 10% of Youth, Year 2

COUNTY	ESTIMATED CHILD POPULATION	ACADEMIC YEAR (REACH)	SUMMER (REACH)
Berrien	3,293	22% 719	9% 310
Clarke	15,767	7% 1,122	10% 1,640
Fulton	168,959	10% 17,253	8% 14,260
Greene	2,512	10% 239	9% 220
Macon	1,680	12% 199	6% 103
Turner	1,591	7% 114	15% 243
Wilkes	1495	6% 91	16% 233
Candler	2,121	14% 290	15% 312
Glascock	527	22% 114	20% 106
Glynn	13,619	12% 1,670	11% 1,534
Mcintosh	1,484	16% 237	14% 213
Twiggs	1,160	11% 132	23% 267

The Year 2 academic year programs reached residents in 126 counties (79.2%), and the summer programs reached young residents in 140 counties (88.1%). These represent 19% (N=20) and 8% (N=10) increases over Year 1, respectively. **BOOST grantees served youth from 144 unique counties (90.6%) in the second program year, six more (4%) than in the first.** The counties where youth residents were served and the county reach are presented in Figures 9 (academic year) and 10 (summer).

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[e] It should be noted that BOOST serves youth through age 18.

FIGURE 9.
County Reach – All BOOST Grantees,
Year 2 Academic Year Programs

**PROPORTION OF YOUTH RESIDENTS
SERVED (AGE 5-17)**

- No youth served (N=53)
- 1% or less (N=27)
- 1% to 2% (N=24)
- 2% to 5% (N=30)
- 5% to 10% (N=18)
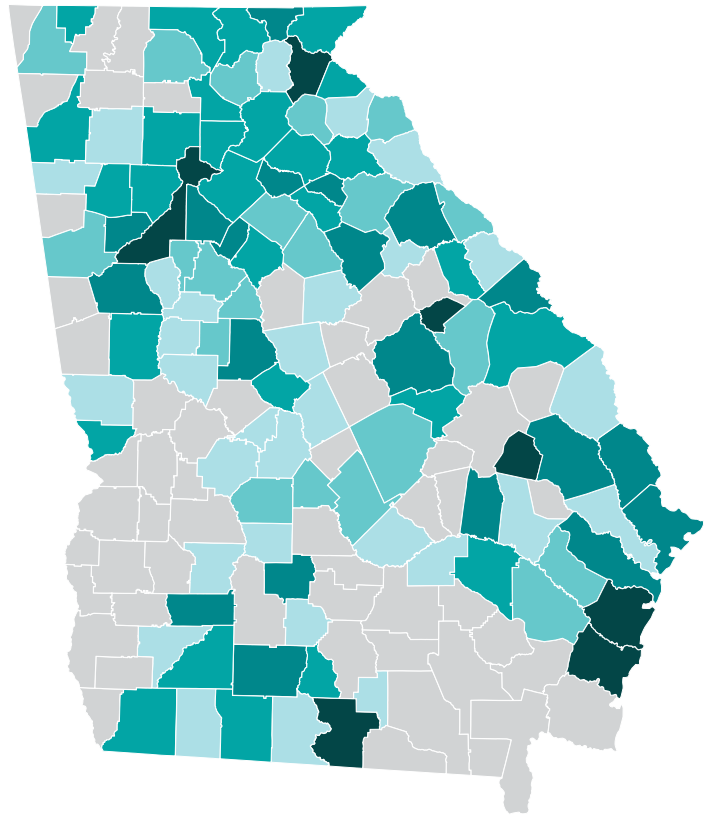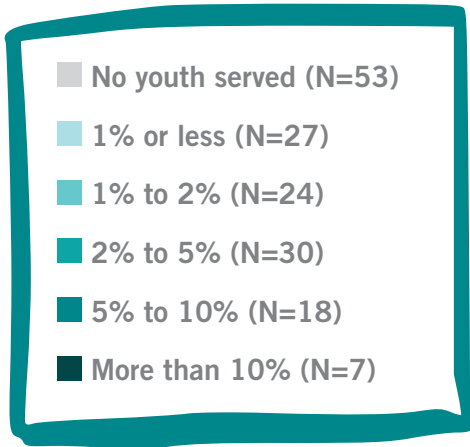- More than 10% (N=7)

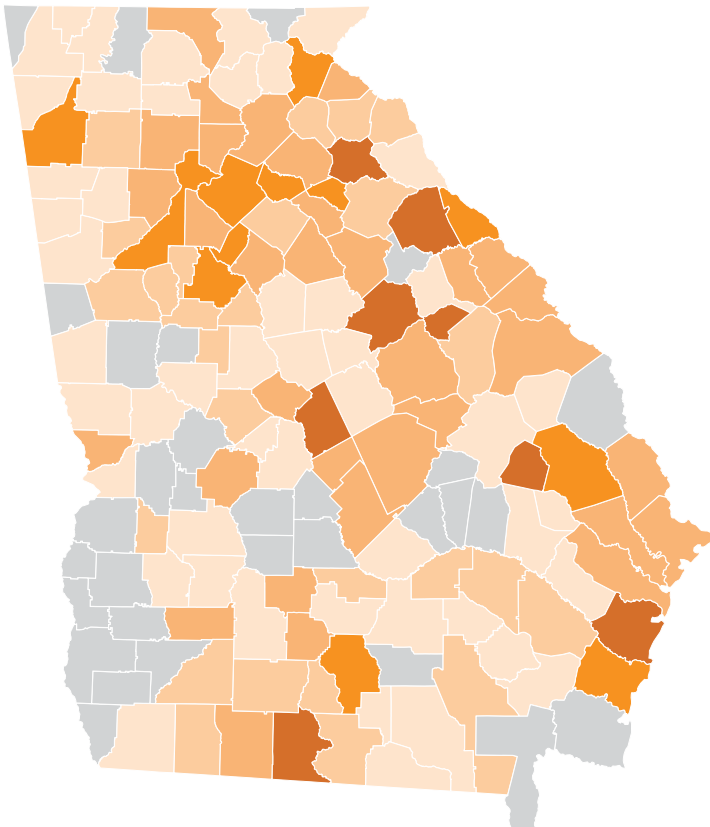## FIGURE 10.
County Reach – All BOOST Grantees,
Year 2 Summer Programs
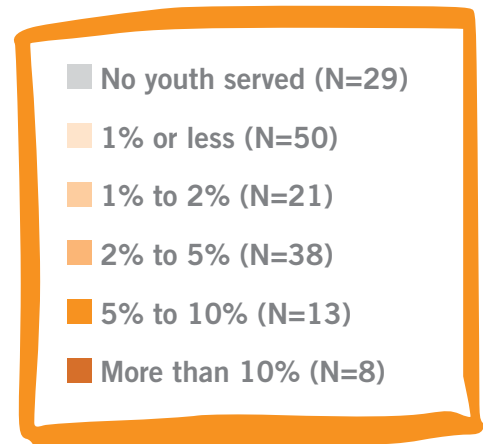
**PROPORTION OF YOUTH RESIDENTS
SERVED (AGE 5-17)**

- No youth served (N=29)
- 1% or less (N=50)
- 1% to 2% (N=21)
- 2% to 5% (N=38)
- 5% to 10% (N=13)
- More than 10% (N=8)

Program Purposes

As described earlier in this report, BOOST grantees were required to focus on at least one of the three program purposes:

1. **Expand the number of youths served**
2. **Strengthen program quality**
3. **Reduce barriers to youth participation**

Figure 11 shows how many grantees addressed each purpose in Year 2 during the academic year and the summer. Both sets of grantees most frequently worked on access expansion (82% for the academic year and 86% for the summer) and improving program quality (84% for the academic year and 83% for the summer). About three-quarters of all grantees focused on eliminating barriers to participation (77% for the academic year and 72% for the summer).

FIGURE 11. BOOST Program Purposes Addressed
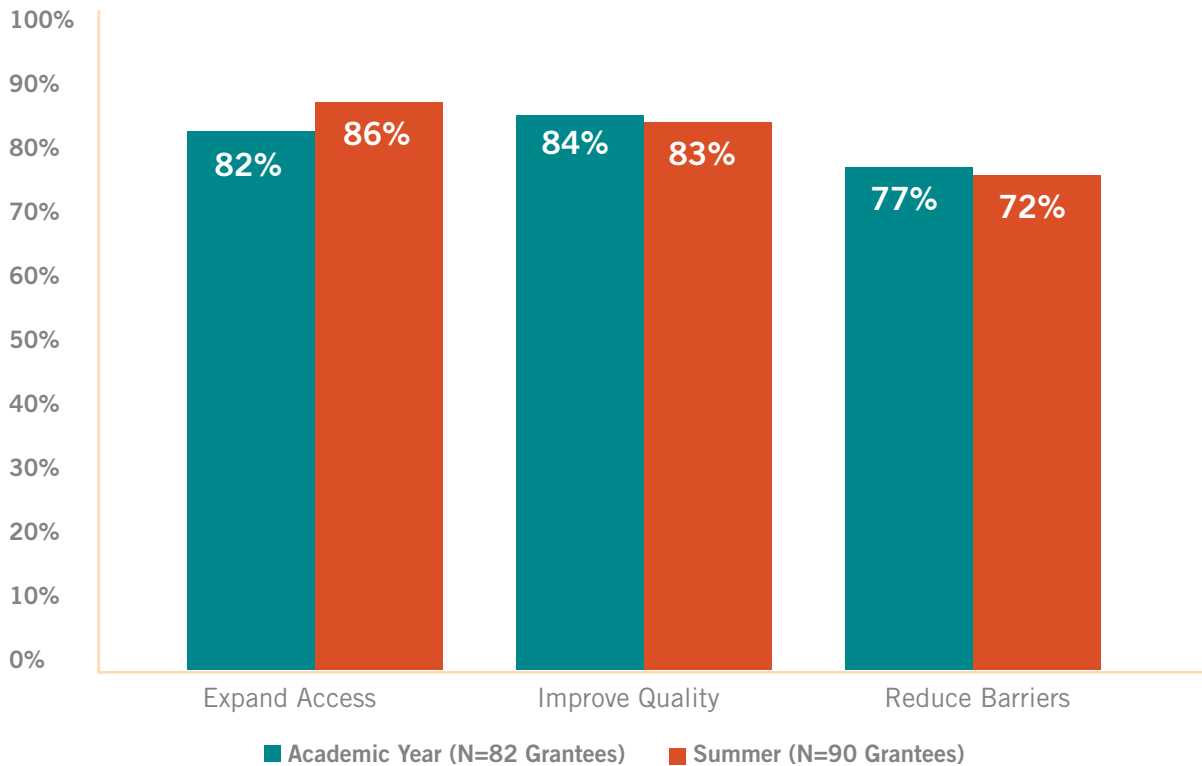
Expand Access

Grantees described many ways they expanded access to their BOOST-funded programs, including:

- **Served more youth than in years before BOOST funding** (69% for the academic year; 32% for the summer).

- **Served new youth populations,** such as students with exceptional needs, English language learners, high school-aged youth, vulnerable or high-risk youth, and homeless youth (44% for the academic year; 23% for the summer).

- **Expanded daily program hours or weekly days of operation** (33% for the academic year; 7% for the summer).

- **Opened new sites or locations,** such as at schools, local churches, or foster care facilities (35% for the academic year; 12% for the summer).

- **Implemented school- or district-supported youth recruitment** (46% for the academic year; 13% for the summer).

- **Conducted community-based and family-focused outreach and recruitment,** such as partnering with local community-based organizations to identify eligible youth, soliciting feedback from community families, attending community forums or meetings, and using bilingual staff to communicate with community families (40% for the academic year; 3% for the summer).
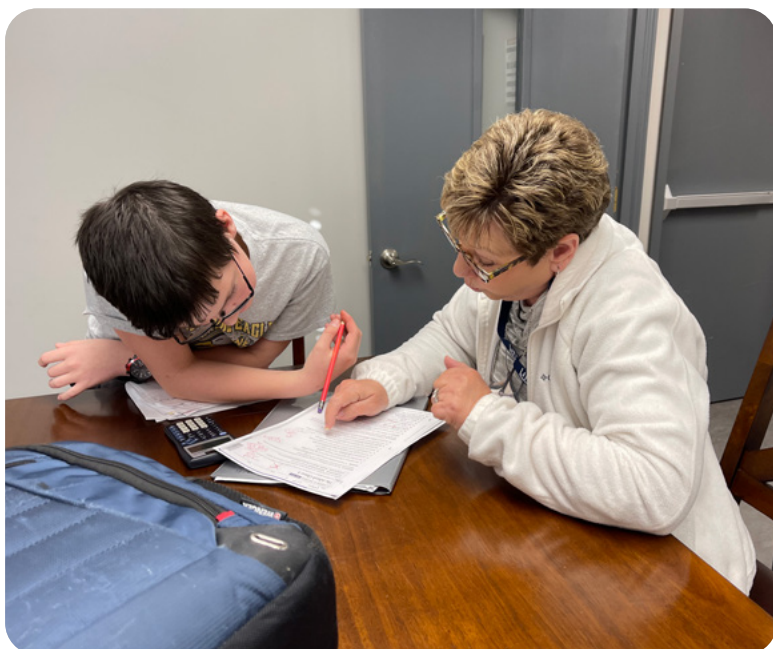
LIFT Youth Center

Views from the Case Study Grantees

"We used BOOST funding, initially and ongoing, to expand our reach. We wanted to be able to operate in more school districts and be a little more intentional and excellent in the programs we offered."
– BOOST Program Leader

"For the afterschool program, we were able to reach more partners and more schools. We feed into schools. We don't have a physical space, so we rely heavily on partnerships and their ability to recruit for us to do that."
– BOOST Program Leader

"Since we got BOOST, we've been able to expand our programs by bringing it online and virtual. We have been able to do more targeted [recruitment] approaches with school districts, afterschool programs, and individual outreach to our target demographic."
– BOOST Program Staff Member

"We started out in just Midway and expanded into two different cities. We're in Midway and we're in Ashburn, and we're looking for a third BOOST location, which is Folkston, Georgia, because there's a need there as well. They don't have a lot of OST programming, so BOOST would help in that area as well."
– BOOST Program Leader

Strengthen Program Quality

Grantees used BOOST funding to strengthen program quality in a variety of ways, including:

- **Providing youth with healthy meals or snacks on site** (61% for the academic year; 19% for the summer) or to take home (16% for the academic year; 2% for the summer).

- **Expanding existing program services and activities,** such as offering new instructional levels, holding learning acceleration events, offering new student clubs, expanding services to additional classes, intensifying student mentorship, and increasing tutoring provisions (51% for the academic year; 35% for the summer).

- **Providing staff training** on leadership, trauma-informed service delivery, inquiry mindset, art therapy, phonics instruction, and other BOOST-supported topics, such as ASYD Quality Standards (45% for the academic year; 12% for the summer).

- **Revising/enhancing existing curricula,** such as math and English language arts curricula, Take Flight Aviation curriculum, and STEAM curriculum (44% for the academic year; 6% for the summer) or implementing new curricula, such as I Can Problem Solve (26% for the academic year; 18% for the summer).

- **Implementing new teaching strategies,** such as project-based learning, evidence-based phonics instruction, play-based learning, and individualized learning) (39% for the academic year; 2% for the summer) or **new program approaches**, such as youth-led action projects, individual learning plans, trauma-informed teaching or coaching, and weekend/Saturday learning and enrichment sessions) (32% for the academic year; 4% for the summer).

East Atlanta Kids Club

Views from the Case Study Grantees

"We use our BOOST funding in addition to the other funding we get to offer this program for free. For that barrier of cost, we want to eliminate it for all our students in schools."

– **BOOST Program Leader**

"Transportation was a major barrier. It is a major barrier if we do not provide that because our kids come from all over metro Atlanta. Transportation was critically important as it relates to the funding. We provide those buses to ensure our kids can attend the program."

– **BOOST Program Staff Member**

"The biggest impact is that we were able to go from the standard fees, what people pay for afterschool and things like that, and we were able to reduce the cost for the parents, and that's a great thing."

– **BOOST Program Leader**

- **Hiring additional or more qualified teachers**, such as certified teachers (41% for the academic year; 33% for the summer) or **hiring other program staff**, such as curriculum specialists, teaching artists, sports coaches, and AmeriCorps members (30% for the academic year; 20% for the summer).

- **Increasing linkages to regular school day**, such as program staff visits to partner schools to talk with teachers and other school staff (29% for the academic year; 16% for the summer).

- **Engaging families in programming**, including parent liaisons, home visits, literacy nights, assistance with parent-teacher conferences, Hispanic heritage celebrations, automated family/home call services, parenting support groups, and other parent events (41% for the academic year; 16% for the summer).

- **Engaging additional community or individual volunteers** (39% for the academic year; 2% for the summer) and **providing volunteer training** (26% for the academic year; 3% for the summer).

- **Contracting with outside vendors to provide enhanced or new services or activities**, such as Atlanta Youth Rugby, Girls on the Run, Junior Achievement, and Arts Education Integration Agency (38% for the academic year; 15% for the summer).

- **Referring youth or families to community services**, such as housing assistance, child clothing donations, household item donations, immigration assistance, food pantries, medical care, mental health care, and case management services (29% for the academic year; 3% for the summer).

- **Offering youth behavioral health services**, such as individual counseling, teen group therapy, pediatric mental health support groups, and skill-building sessions (e.g., anger management, positive decision-making, conflict resolution, and social skills) (22% for the academic year; 16% for the summer).

Views from the Case Study Grantees

"The BOOST funding has allowed us to have reading specialists who serve our kids one-on-one. These reading specialists have filled in some of the cracks or the foundation that was crumbling. They've been able to support those students and be there with them one-on-one, and nurture, and give them those skills and build their confidence."

– BOOST Program Staff Member

"We have expanded to include a lot of field trips, which were [scarce] before because we couldn't offer it to all grade levels. I think that having our 12th graders tour the colleges was beneficial. The parents appreciated their child going to that college because they couldn't spearhead that in their household."

– BOOST Program Staff Member

"[With BOOST] we have added to our curriculum. Before, we were offering the same course semester after semester, but now we have different levels for girls who want to be more challenged. We started with Web Dev 1, but now we have a Web Dev 2 curriculum and robotics."

– BOOST Program Staff Member

Reduce Participation Barriers

During the first program year, BOOST grantees worked to alleviate challenges to youth participation by:

- **Providing transportation services** using program vans, buses (some with wheelchair lifts), or other vehicles or partner-provided bus services to transport youth to the program and field trips (55% for the academic year; 48% for summer).

- **Continuing to offer free programming** (66% for the academic year; 46% for summer).

- **Waiving program fees** such as offering scholarships, using sliding tuition scales, and offering sibling or family discounts (41% for the academic year; 10% for summer).

- **Offering more accessible program locations**, such as those within walking distance of participants' homes or at more convenient locations for families (e.g., neighborhood schools or housing authority complexes) (28% for the academic year only).

- **Providing English language support for youth** (15% for the academic year; 2% for summer).

- **Providing English as a second language classes or other adult education for parents/family members,** such as leadership development, financial literacy, mental health awareness, and co-parenting strategies (9% for the academic year only).

YELLS (Youth Empowerment through Learning, Leading, and Serving)

Views from the Case Study Grantees

"During our summer camp this year, we have a staff member whose sole job is enrichment. Throughout every camp day, she'll either be pushing into camp groups or pulling a certain age group. [For example,] seven-year-old girls are going to her for 45 minutes and doing a variety of literacy and STEAM-based activities."
– BOOST Program Staff Member

"In the summer of last year, we expanded on some of the hands-on experiences we offer, like field trips, and wove in the career emphasis during those field trips. And we've always taken field trips, but {BOOST} has enhanced the quality."
– BOOST Program Staff Member

"The youth presented at our end-of-the-summer event when the parents came and did activities as they did throughout the summer. We got to experience what it was like to be in the classroom for the summer. The kids presented their projects to us at the end, showing what they learned during the summer, the different characters, the science projects, and the different field trips they went on."
– BOOST Family Member

"The work we did was fun. We did a fake crime scene, and then we had to investigate and find evidence. Then we had a mock trial, and we had to show the burden of proof, and it came out not guilty. Before the trial, we went to the GA Bar Association so we could prepare for the mock trial."
– BOOST Program Youth

Program Activities

All grantees were to offer at least three of the following four service areas as part of their BOOST-supported programs (Figure 12):

- **Learning Acceleration** (required), including literacy, reading, writing, math, and STEM, STEAM, or STREAM instruction, was offered by all (100%) academic year and summer grantees.
- **Enrichment**, including field trips, art activities, financial literacy, and college and career exploration – was provided by approximately 90% of the academic year and summer grantees.
- **Healthy eating and physical activity**, such as nutrition education, recreation, and cooking instruction, was provided by about three-fourths of the academic year and summer grantees.
- **Well-being and connectedness**, including mentoring, life skills, community service, and leadership activities, were provided by approximately 90% of academic year and summer grantees.

Information on the types of activities grantees offered in each of the four service areas is presented in Figures 13 through 16.

FIGURE 12.
BOOST Implementation –
Service Areas Addressed

■ Summer (N=90)   ■ Academic Year (N=82)

Learning Acceleration: 100% / 100%
Enrichment: 89% / 90%
Well-Being & Connectedness: 87% / 91%
Healthy Eating & Physical Activity: 72% / 77%

Learning Acceleration

Among all the learning acceleration activities, **academic instruction in literacy/reading or STEM/STEAM/STREAM** (science, technology, reading, engineering, arts, and math) was offered most often among both academic year and summer grantees (85% and 75%, respectively; and (74% vs. 80%, respectively) (Figure 13). Most academic year grantees also offered homework help (74%) and tutoring (68%).

FIGURE 13. Learning Acceleration Activities Offered

Literacy/Reading: 75% / 85%
STEM, STEAM, STREAM: 80% / 74%
Homework Help: 18% / 74%
Tutoring: 36% / 68%
Math: 18% / 26%
Academic remediation: 18% / 26%

■ Summer (N=90)
■ Academic Year (N=82)

Percent of Grantees
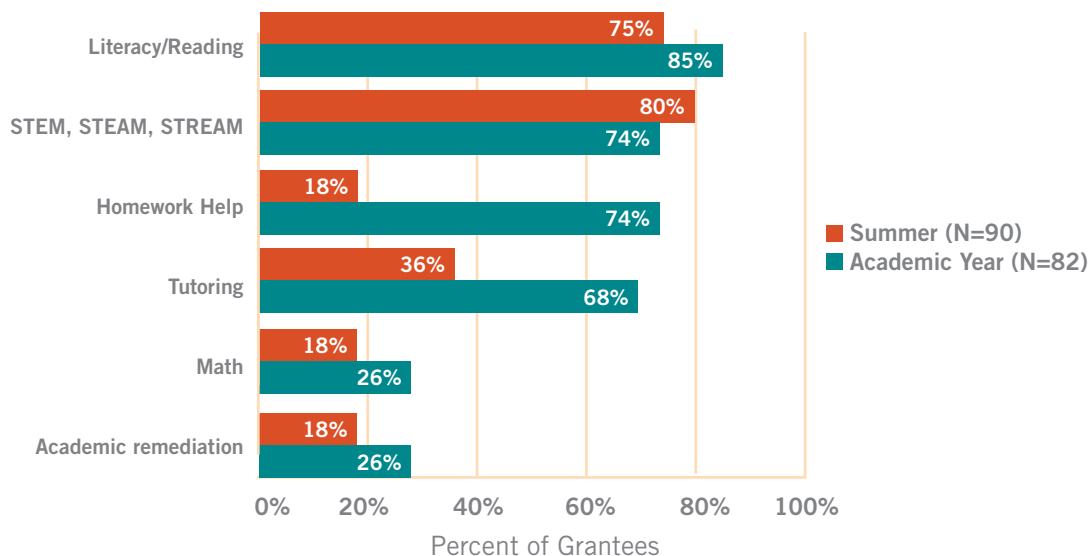
Grantee Spotlights

In Year 2, the **Agape Youth and Family Center** (Fulton County) continued to provide academic support through its in-school and afterschool programs. Education Specialists worked alongside classroom teachers during the school day and provided push-in/pull-out student support. This in-school partnership promoted continuity of care from the school day into the afterschool program. The first hour of the afterschool program was dedicated to academics, with students working one-on-one or in small groups. The Agape education team offered academic interventions for students at risk academically to address learning loss further.

The **THRIVE Enrichment Program** (Richmond County) aims to meet the needs of children and families through effective expanded learning approaches that include school and community partners and focus on well-being and academic support for the whole child. The THRIVE academic performance component uses i-Ready to provide scaffolding support to meet the needs of program students. The student assessment data collected through i-Ready reading and math diagnostics allowed staff to appropriately plan and implement growth strategies to ensure students remain motivated to persist in skill building.

Los Niños Primero (Fulton, Cherokee, Cobb, DeKalb, Gwinnett, and Hall Counties) Intragenerational Early Literacy Program seeks to improve Latino family literacy by inviting the parents into the classroom and encouraging them to invest early in an academic relationship with their children. The program is led by a bilingual teacher who uses bilingual books and creative exploration to strengthen literacy skills and build student confidence (child and parent). In Year 2, the early literacy program allowed the children to learn reading, writing, social, and language skills. With a focus on co-teaching with the parents, the parents worked alongside the children, improving their literacy and language skills.

Create Your Dreams Summer Camp (Fulton County) provided academics, enrichment activities, college tours, swimming, and field trips around the city. To combat the summer slide, along with providing support for academic remediation, the program provided six weeks of four hours of academics a day. This consisted of two hours of math instruction and two hours of reading/language arts instruction – aligned with the Atlanta Public Schools curriculum – to ensure students maintained their academic readiness in preparation for the new school year.

Los Niños Primero

Grantee Spotlights

At **Together Friends Organization** (TFO) (Clayton County), students evaluated and assessed their own performance through STEM activities, visualizing their future selves using short-term and long-term goals. TFO's core values and guiding principles teach youth that academic learning is an active participatory process. TFO introduced its members to STEAM through entry-level activities. They began with the Engineering Design Process, which included the assembly, coding, and operation of Lego robots and Tello drones. Youth explored their interests, and the program coaches linked them to potential career options in STEAM fields.

The 2023 **Safe Harbor Children's Shelter** (Glynn County) summer program provided a great learning experience for youth and instructors. The summer program theme was historical landmarks, local and abroad. As such, the summer academic program integrated the study of geography, math, mapping skills, history, English language arts, and the arts.

The **Family Connection of Turner County** (Turner County) summer program ran for five weeks, Monday through Thursday, from 7:30 am to 12:30 pm. Following a nutritious breakfast, each day featured three 30-minute exploratory schedule time blocks that included art, STREAM, and computer lab activities. This was followed by learning acceleration time blocks, which included reading, writing, and math subject area instruction.

Safe Harbor Children's Shelter

Enrichment

Enrichment activities such as **crafts, visual and performing arts, and career exploration** were the most commonly offered activities among BOOST grantees (68%-77% of academic year grantees and 64%-76% of summer grantees) (Figure 14). Field trips were provided by approximately half of the academic year and summer grantees (48% and 59%, respectively). Approximately 40% or more of the academic year and summer grantees provided financial literacy, college readiness, and career readiness activities.

FIGURE 14. Enrichment Activities Offered

Percent of Grantees

■ Summer (N=90)   ■ Academic Year (N=82)
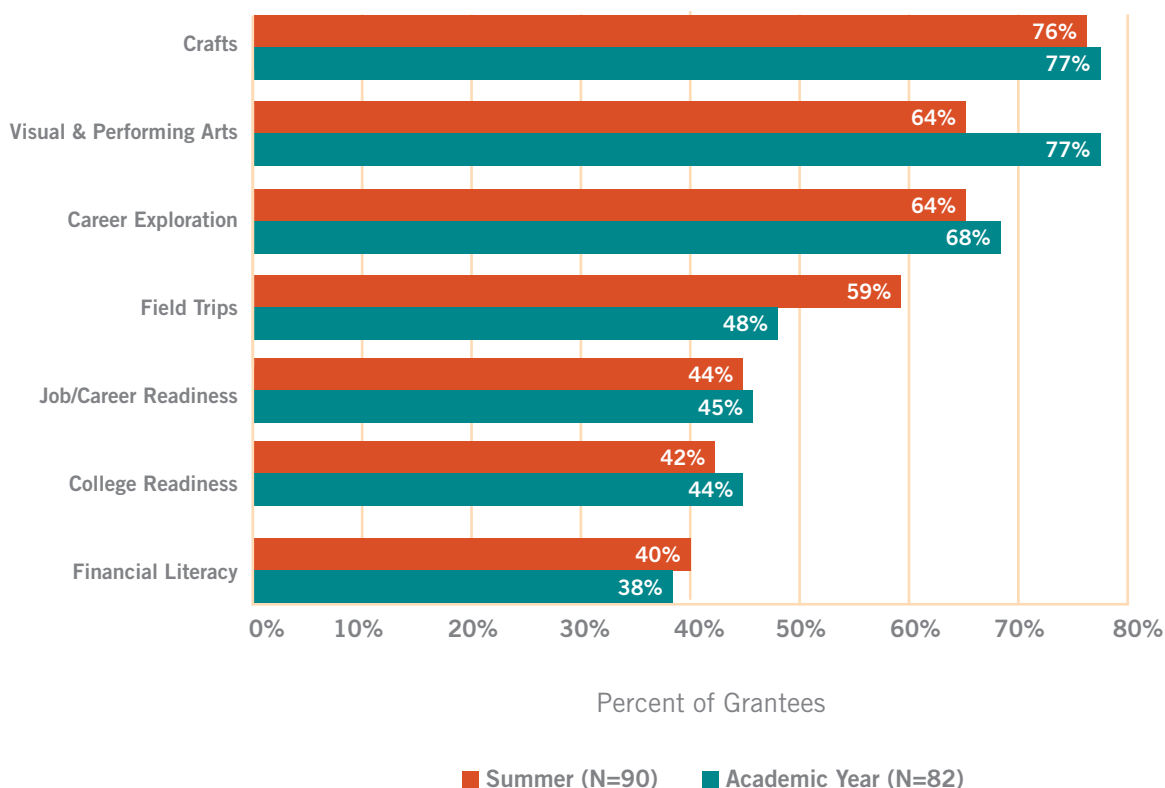
Grantee Spotlights

In Year 2, **After-School All-Stars** (ASAS) (DeKalb and Fulton Counties) continued to expand its selection of enrichment programs that included graphic design and a Gentleman's Elite Club. The program also continued to provide opportunities for the parents and families to stay connected to the ASAS program through chaperoning field trips and as classroom co-teachers. Each semester, all ASAS programs hosted a family night with student showcases and presentations demonstrating all the enrichment programs offered.

C5 Georgia Youth Foundation (Clarke, Cobb, DeKalb, Fulton, and Gwinnett Counties) started in September 2022 with College Boot Camps for rising juniors and seniors. Each cohort received grade-specific programming, and all five Boot Camp cohorts participated in the annual Youth Leadership Summit, a day-long (9-hour) conference. This included sessions on mental health, social media safety, career mentoring, servant leadership, community service, team building, college preparation, personal finance, and more. Other College Boot Camp activities included park clean-ups, hiking/team building excursions, writing activities, social awareness programming, and a day-long career exploration and entrepreneurship session.

Through BOOST funding, the **GENTS & GLAM** Take Flight program (Appling, Coffee, Jeff Davis, Telfair, and Wheeling Counties) provided 40 hours of ground school training and flight time for youth ages 12-18. In November 2022, the first Take Flight Aviation Career Camp was held. This one-day event was for school-age youth and exposed them to discovery flights, career panels, drone building, and flying. The GENTS & GLAM afterschool programs also provided character education, mentoring, and college tours for their middle and high school students.

City of Refuge (Fulton County) campers received nutritious meals and snacks while experiencing exciting enrichment activities. City Kids' morning activities included rotations of three different 30-minute crafts; two were art-related, and one was science-related. Science activities included DIY volcanoes, shaving cream clouds, homemade rock candy, and slime. In the afternoons, the youth participated in reading a book, coloring by numbers, math Uno, and personal writing prompts. A book club was conducted for grades three to five, including follow-up book discussions. Field trips included Fernbank and Camp Lighthouse.

New Neighbors Network (Madison County) offered the Movers and Makers Camp, which met two days a week for three two-week sessions in June and July 2023. Each day, campers learned about a "mover" (an activist or social change agent) and/or a "maker" (an artist or a person making a difference in their communities). Local artists and community members taught campers about their work and introduced them to new skills. Campers engaged in handcrafts, drumming lessons, and field trips to The Center for Civil and Human Rights, The King Center, and the Foxfire Museum.

Well-Being and Connectedness

At least half of the academic year and summer grantees offered **team-building and problem-solving activities, well-being connectedness support, and mental health services**. Nearly half of grantees provided mentoring (46% in the academic year and 44% in the summer). Grantees were more likely to provide life skills and leadership development during the summer. In contrast, community service and civic engagement activities were more likely to occur during the academic year.

FIGURE 16. Well-Being and Connectedness Activities Offered

Activity	Summer (N=90)	Academic Year (N=82)
Team Building Activities	81%	94%
Problem-Solving Activities	73%	68%
Well-Being and Connectedness	72%	67%
Mental Health Supports	53%	60%
Mentoring	44%	46%
Life Skill Learning	51%	39%
Youth Leadership Training/Activities	43%	39%
Family and Parent Activities	43%	32%
Community Service/Service Learning	16%	25%
Civic Engagement/Education	16%	22%

Percent of Grantees

■ Summer (N=90)   ■ Academic Year (N=82)

Grantee Spotlights

The **Boy Scouts of America Atlanta** (Gwinnett, Fulton, Cobb, Union, and Newnan Counties) focused its academic year programming on improving child well-being and connectedness. Scouts worked on leadership, goal setting, teamwork, problem-solving, and social skills development, such as self-confidence through earning achievements in various activities. Camping allowed youth to learn financial literacy and nutrition education through meal planning and food preparation while developing physical fitness and leadership skills. Youth Scouts also served others through annual service projects through their units' programs, establishing a valuable place in their community.

In Year 2, **Girls Inc. of Greater Atlanta** (Clayton, Cobb, DeKalb, and Fulton Counties) added a wellness team to support its summer program participants' mental health and well-being. This team included a Wellness and Family Engagement Director, a Wellness Facilitator, and a Wellness Behavioral Specialist. The Facilitator simultaneously taught well-being and connectedness skills in a group setting to multiple youths. The Behavior Specialist supported youth who needed redirection, extra support, and coping skills. The Director also coordinated family engagement activities with community partners, which promoted mental health and wellbeing for all.

Next Generation Focus (NGF) (Gwinnett County/virtual) recognizes the crucial role of parents in their children's success and believes in the impact of their engagement. As part of the NGF afterschool program, parents were offered various opportunities to enhance their learning and actively participate in their children's education and future prospects. Through monthly workshops, parents immersed themselves in educational topics and became more effective advocates for their children. To accommodate busy schedules, NGF provided both in-person and virtual meetings, as well as on-demand recordings.

The **YELLS Afterschool Program** (Cobb County) for K-5th grade students and the Community Action Cafe Teen program leaned into truly embracing the YELLS mission of servant-leadership, focused on empowering youth to strengthen their skills, grow academically, and build their self-efficacy, all while improving their community. The Afterschool Program centered daily programming on instilling a sense of belonging, leadership, connectedness, usefulness, and empowerment. These five growth elements helped youth believe they can overcome challenges and rise as change makers.

Team Up Mentoring (Walton County) serves youth between the ages of 3-21 who have experienced significant early childhood trauma. The afterschool program offered mentoring nights twice weekly on Tuesdays and Thursdays from 6 to 8pm. Team Up buses picked children up and brought them to the Team Up dedicated facility, where they put their cell phones away, enjoyed hot meals together, and completed STEAM, journaling, well-being, and physical movement activities. They also spent time with volunteer mentors and participated in supportive, age-appropriate peer groups.

Healthy Eating and Physical Activity

Many grantees reported **providing youth healthy meals and snacks** during the academic year (84%) and summer programming (69%). **Sports and other recreational activities** were also offered by most academic year and summer grantees (78% and 85%, respectively). As one might expect, summer grantees were more likely to provide swim instruction and outdoor activities, such as gardening, than their academic year counterparts.

FIGURE 15. Healthy Eating & Physical Activity Activities Offered

Percent of Grantees

■ Summer (N=90)   ■ Academic Year (N=82)
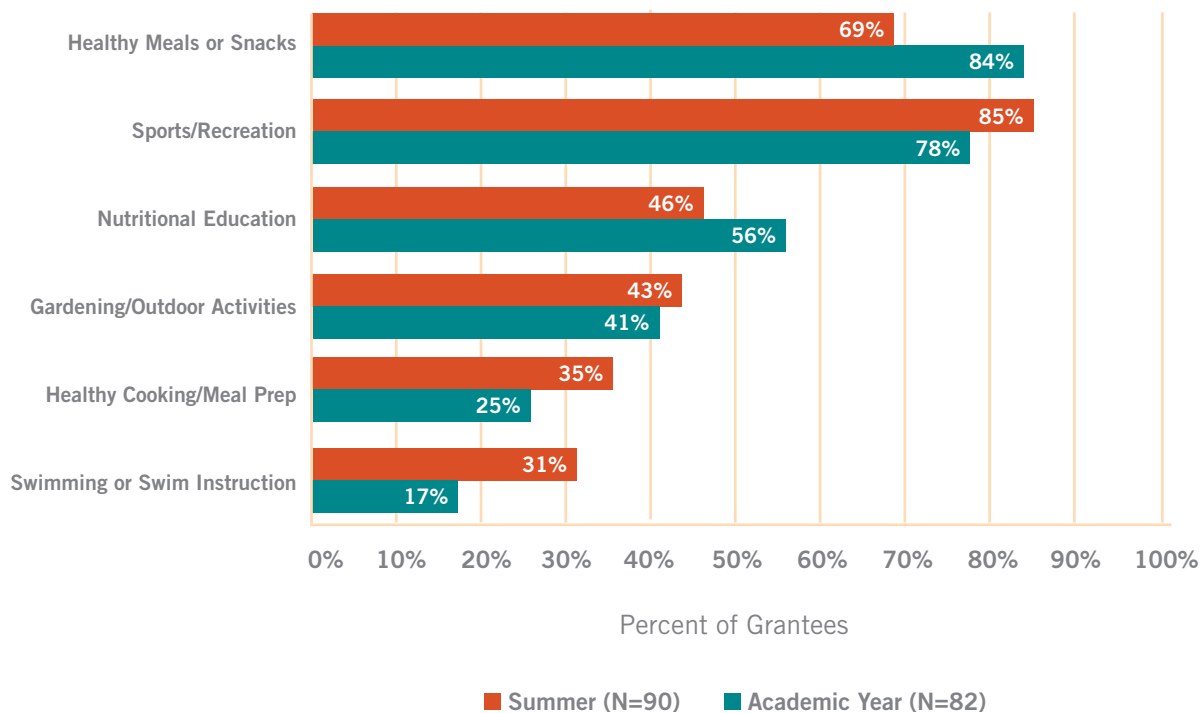
Grantee Spotlights

Communities in Schools (CIS) of Georgia affiliates (11 Counties) have worked to help students be more active and adopt healthier living in the wake of the pandemic. In addition to providing healthy snacks, many affiliates have programs focused on healthy eating, and they try to make sure that students are more physically active. The affiliate BOOST-funded programs provided exercise classes, sports, and general recreation to get students moving again.

The **21st Century Leaders** (Fulton, Cobb, and Baldwin Counties) residential summer programs provided hands-on leadership training, career exploration, and social enrichment for a diverse group of youth from across Georgia. Over 360 corporate partners, business professionals, and alums of 21st Century Leaders provided guidance and leadership insights throughout the program's live workshops, panel discussions, roundtable sessions, and mentoring.

LIFT Youth Center (Catoosa County) increased youths' exposure to the outdoors through its Summer Adventure Education Program for 6th-12th grade students in Catoosa County. LIFT provided those new experiences through six outdoor adventure trips and six outdoor skills workshops throughout the summer, focusing on three goals: positive outdoor experiences to build confidence, outdoor/environmental education, and leadership development.

The **Swem International** Summer Program (Walton and DeKalb Counties) worked with many community-based organizations to recruit youth and families of greatest need. Each participant received the products needed to be successful in the water, including a swim bag, Nike swimsuit, swim cap, goggles, and skin care products. They then completed a four-week introduction to water safety instruction. In groups of five, children learned appropriate ways to enter and exit water, recognize danger, and ask for help. They learned to float and hold their breath underwater and basic swim strokes to help them reach safety.

The **Wesleyan College** Summer Program (Bibb County) had a Disney theme. For example, the program explored family dynamics in Lilo and Stitch, Frozen, and Coco, focusing on respect. Campers learned about diverse families and shared experiences through oral storytelling, journaling, and family recipes, traditions, and celebrations. As part of these lessons, the youth built outdoor garden beds, and each camper planted a family favorite herb or vegetable.

Mercy Housing Southeast (MHSE) (Chatham County) summer camp emphasized well-being and healthy behaviors. The Camp also included the Happy Helpings summer food program, nutrition education, and Thrive Sweet Auburn families received Open Hand Atlanta "Market Baskets" with healthy foods. Thrive Sweet Auburn has a community garden with planting, healthy eating, and service-learning activities.

Whole-Child Approaches:
Views from the Case Study Grantees

All BOOST program services were to be delivered using a whole-child approach. Case study participants described numerous strategies in discussing how their organization uses a whole-child approach within their BOOST-funded programming. Several individuals noted that family engagement is essential, describing the importance of developing trusting relationships with families through family events and regular communication. Having a parent liaison at some sites, for example, helps staff reinforce youths' home support systems and ensure that household needs are being addressed—if not through program offerings, then through referrals to service providers. Further, creating a community that includes students, parents/caregivers, and siblings provides youth with the space to open and be themselves. As one individual noted regarding building relationships with the family, "Young people know that we want them to bring their whole self, so it's not like some part of them is excluded from the space. As a result, they're more likely to come to us and tell us what's going on and ask for help."

Participants highlighted other ways BOOST programs create nurturing, trusting environments to support the whole child. Several individuals said providing youth a space to feel welcome and be themselves was critical. Building strong staff-child relationships, enhanced through small student-to-adult ratios, encourages students to share their passions and needs in a safe, positive environment. Student-centered approaches in which students drive the curriculum motivate youth to share and stay engaged. Along the same lines, another common theme in describing the whole-child approach is integrating supports for youth mental health and well-being. This includes building skills in prosocial behaviors, team building, empathy, self-esteem, and self-care. Some programs described using the arts, such as theater and music, to encourage youth to feel comfortable to share their feelings and experiences.

Georgia Recreation and Parks Association

Dosage

Grantees report on the number of hours, days, and weeks of operation during the school year and the summer in their FLUXX reports. These numbers are reported as whole numbers, represented below in Figures 17 and 18.

A greater proportion of summer grantees offered BOOST programming five days or more per week compared to their academic year counterparts (81% vs. 59%, respectively) (Figure 17). On average, the **academic year programs operated four days per week, while the average operation days for the summer programs were nearly five**.

FIGURE 17. Site Operations, Days Per Week

Academic Year, Mean=4.4 Days (N=82)   Summer, Mean=4.8 Days (N=90)
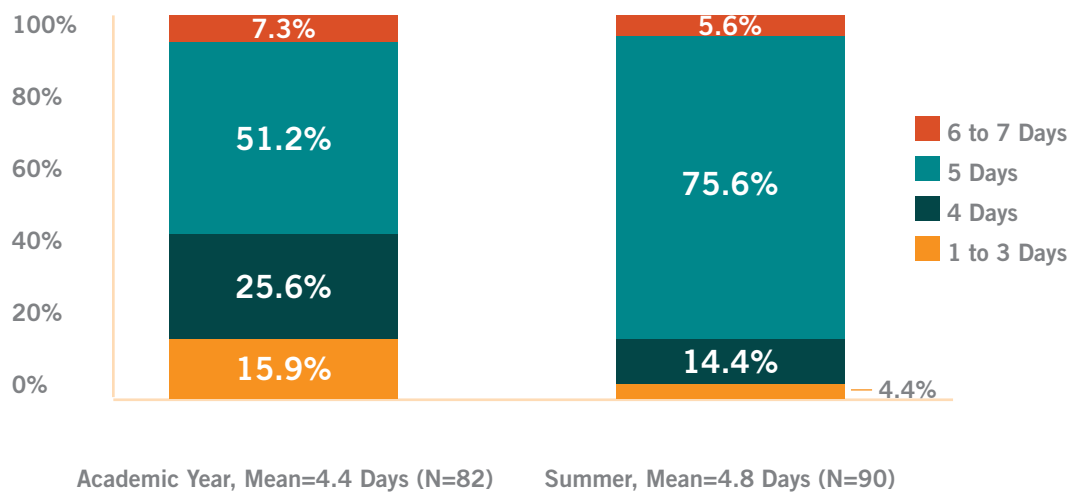
As might be expected, most academic year grantees offered three hours or less of daily programming (60%) (Figure 18). A slightly lower proportion of summer grantees offered a full day (from six to eight hours) of programming daily (54%). **Academic year grantees provided an average of 3.5 hours of daily BOOST programming, compared to an average of 7.5 hours for summer grantees**.

FIGURE 18. Daily Hours of Programming

Academic Year, Mean=3.5 Hours (N=82)   Summer, Mean=7.5 Hours (N=90)
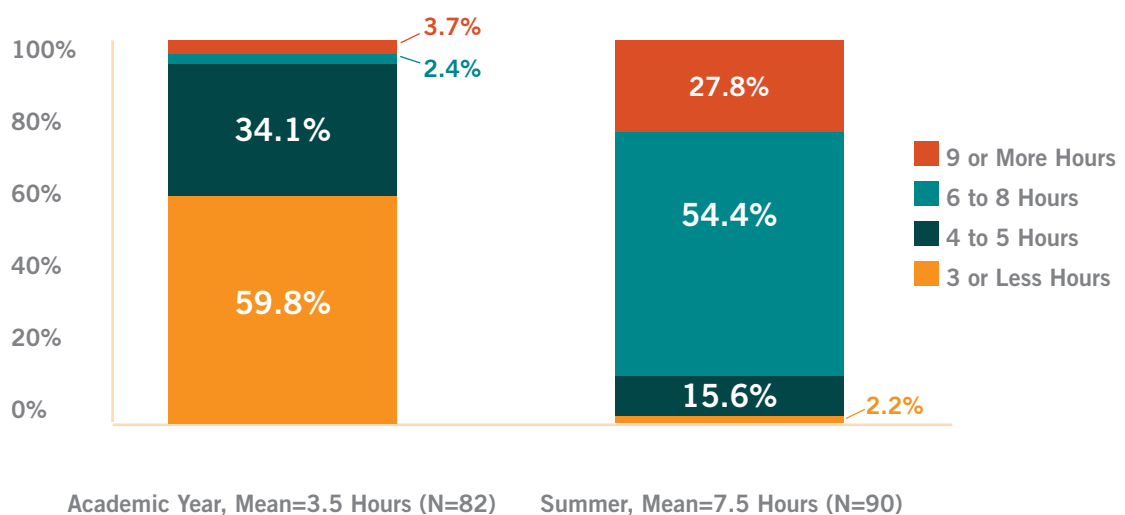
Implementation Success

On the Year 2 end-of-program FLUXX reports, grantees conveyed their successes and provided numerous anecdotes of positive youth growth and development. Those mentioned most frequently by both summer and academic year grantees included:

- **Improved mental health, well-being, and connectedness**, focusing on mindfulness, respect, resilience, anti-bullying, adult-youth relationships, peer relationships, self-confidence, and coping skills (56% for the academic year; 25% for the summer).

- **Exposed youth to new content**, such as public speaking courses, STEM or STEAM instruction, and robotics curriculum) (40% for the academic year; 18% for the summer grantees) or offered them new programs, services, and initiatives, such as educational field trips, math clinics, sports instruction, workforce development, financial literacy, healthy eating and lifestyles, weekend camping trips, mental health support groups, martial arts lessons, SAT/ACT prep, and residential summer programs) (35% for the academic year; 2% for the summer).

- **Improved youth academic learning**, as evidenced by students' report card grades, test scores, and observed reading/writing abilities (38% for the academic year grantees; 33% for the summer grantees).

- **Adapted well to or overcame COVID-related challenges**, such as rebuilding in-person programming and absorbing post-pandemic higher costs (33% for the academic year grantees; 10% for the summer grantees).

- **Youth earned certifications or badges** (32% for the summer grantees; 10% for the academic year grantees).

- **Developed youth life skills**, such as becoming more college-ready, exhibiting leadership, learning problem-solving, communication, and social skills, practicing teamwork, discussing social issues, obtaining internships, demonstrating autonomy, engaging in community service, and life/future planning) (30% for the academic year grantees; 7% for the summer grantees).

Views from the Case Study Grantees

"My grades were failing, so I took on HYPE, which I truly enjoyed. It gave me the motivation to continue working hard and to join clubs at school too. I put in a lot of effort, and they had me give a speech at HYPE graduation. It was a huge motivator.

– BOOST Program Youth

"The program has benefited [my daughter] because it keeps her motivated to learn even more. She was able to maintain passing scores on Milestones in both areas, ELA and math – and she was an honor roll student for the year."

– BOOST Family Member

"We had a family that lost their mom suddenly. The BOOST funding allowed us to keep them in the program. We provided mentorship, tutorials, and scholarships for them to still come to the program. The kids are thriving."

– BOOST Staff Member

- **Developed strong youth-program staff relationships** – One grantee commented, "A strong sense of belonging resulted from having consistent interactions with trusted adults allowed students to open themselves up to growth in all aspects of their lives." (30% for the academic year grantees; 45% for the summer grantees).

- **Attained high student program attendance** (30% for the summer grantees; 7% for the academic year grantees).

- **Improved youth school attendance** (27% for the academic year grantees; 25% for the summer grantees).

- **Increased family and community program interest**, using strategies such as neighborhood canvassing (25% for the summer grantees; 21% for the academic year grantees).

- **Provided youth volunteer and community service opportunities**, such as organized Days of Service, the Emory University ACT NOW Summit, and local community service projects (e.g., community gardening, trash pick-up) (25% for the summer grantees; 11% for the academic year grantees).

Georgia Alliance of YMCAs

Grantee Challenges

Grantees were asked to describe implementation challenges and unexpected difficulties during the BOOST program's second year. Summer and academic year grantees described the following obstacles most frequently:

- **Staff retention or recruitment**, resulting in staffing vacancies, higher than ideal staff-student ratios, hiring difficulties because of inadequate salaries for vacant positions, and serving fewer youth than planned (60% of the academic year grantees; 38% of the summer grantees).

- **Youth with mental health or behavioral issues**, including many students with adverse childhood experiences, such as witnessing family and community violence, living in high poverty, and incarcerated parents or other family members (39% for the academic year grantees; 21% for the summer grantees).

- **Youth with severe academic needs or learning loss**, such as students with limited English proficiency, students experiencing summer slide, lingering issues related to pandemic learning loss, and youth with below grade-level reading and math abilities (34% for the academic year grantees; 19% for the summer grantees).

- **Lack of or difficulties with transportation**, such as limited availability of bus drivers, unavailable buses, mechanical issues with older buses and vans, and affording the rising costs associated with providing transportation (e.g., gas, mechanical issues, and insurance). (34% of the academic year grantees; 14% of the summer grantees).

- **Data collection and analysis**, such as difficulties administering assessments due to student mobility and inconsistent student attendance, establishing data collection processes and identifying measurement tools (35% of the academic year grantees; 9% of the summer grantees).

- **Program recruitment or enrollment challenges**, particularly with enrolling and maintaining the engagement and enrollment of high school students) (27% of the academic year grantees; 10% of the summer grantees).

Views from the Case Study Grantees

"We are challenged with trying to get more staffing to accommodate [the demand]. We have the need here, and it has grown. We currently do have a waiting list. I think it's maybe six on the list. So, if we get the staffing to support [the additional students], we can expand."

– BOOST Program Staff Member

"We need bigger vans or buses because we have the student population that wants to come, but we must limit enrollment because we have limitations in the number of kids we can transport during the school year."

– BOOST Program Leader

"With our camps this year, we had a lot more students that were interested and were signing up that wanted to join the program, but we couldn't support them because they didn't have transportation through the school system. We don't provide transportation for students, and the schools weren't able to provide additional bus routes. "

– BOOST Program Staff Member

"The [program's] time commitment is a barrier, especially for our high school scholars where we compete against other extracurricular activities and things like that.

– BOOST Program Leader

Grant Administration

During the BOOST program's first and second years, GSAN completed extensive work dedicated to ensuring timely grantee communications (e.g., monthly Grantee Updates, biweekly Training Updates, special e-blasts on critical issues, quarterly statewide grantee calls, and periodic Community Town Halls), supporting grant compliance, and leading process improvement efforts. This occurred through substantial technical assistance through email, Zoom videoconference sessions, and phone calls. This assistance spanned a wide array of topics, including:

- **Vendor management**
- **Budget development, amendment, and modification**
- **Invoicing processes**
- **Program quality review**
- **Grant compliance**
- **State accounting systems set-ups**

In Year 2, GSAN delivered 202 customized, one-on-one technical assistance sessions with grantees and responded to over 3,000 technical assistance inquiries from BOOST grantees quarterly. Examples of other grant administration responsibilities of GSAN included:

- Conducting grantee site visits to support the GaDOE overall monitoring plan.
- Analyzing grantee performance.
- Revising and updating annual grantee reporting templates in collaboration with the United Way of Greater Atlanta and Metis.
- Convening and chairing the BOOST Advisory Council comprised of grantee representatives to help inform BOOST implementation statewide.
- Convening representatives from the four statewide grantees quarterly.
- Facilitating a BOOST grantee reception and a BOOST data and evaluation workshop at the statewide Afterschool Youth & Development Conference.
- Promoting media outreach and mentions of the BOOST Grants Program.

GSAN also showcased the BOOST Grants Program locally and nationally. This work included the following notable events:

- Representing the BOOST Grants Program at the Georgia Partnership for Excellence in Education's Critical Issues Forum.
- Supporting a BOOST site visit from First Lady Dr. Jill Biden and US Secretary of Education Miguel Cardona.
- Delivering a presentation on BOOST at the US Department of Education's Engage Every Student Webinar.
- Representing the BOOST Grants Program at the 50 State Afterschool Network Meeting in Washington, D.C., including a panel presentation co-delivered with GaDOE.

GENTS and GLAM Community, Family, and Youth Services

Grantee Training & Technical Assistance

In the program's second year, GSAN continued to use a multi-tiered approach to delivering comprehensive training and technical assistance (TTA) to all BOOST grantees. The overall goals of the TTA were to help meet grantees' organizational needs, bolster the quality of youth development services provided statewide, and strengthen grantee capacity and infrastructure. As described below, GSAN offers online and in-person training, coaching, and technical support to help OST professionals build capacity and support sustainability in the field.

Tier 1: On-Demand Resources. GSAN continued offering grantees a resource bank of on-demand professional development webinars and a content library always available to grantees through the BOOST Grantee Resource Hub. Known as the OST Resource Library, this searchable web-based platform includes content on various OST- and nonprofit-related topics. GSAN staff compiled, categorized/tagged, and highlighted materials weekly, responding directly to grantee requests. In Year 2, GSAN staff grew the OST Resource Library by at least 14 distinct resources, tools, articles, and templates. Provided resources include:

- Templates (e.g., Sample Continuous Quality Improvement Plan)
- Sample activities and curricula (e.g., *Summer Activity Guide*)
- Checklists (e.g., *HEPA Standards Self-Assessment Tool*)
- Toolkits (e.g., *Adobe Youth Voices Career Toolkit, Mental Health Toolkit, Beyond the Bell® Toolkit, and Summer Planning Toolkit*)
- Professional learning videos and streaming content

Overall, most participants were highly satisfied with the BOOST-sponsored interactive training activities:

- *98% agreed or strongly agreed that the trainers knew the topic.*
- *95% agreed or strongly agreed that the webinar accomplished its objectives.*
- *93% strongly agreed that they could use the knowledge or skills they gained in their jobs.*
- *93% agreed or strongly agreed that the information addressed their professional needs.*
- *93% agreed or strongly agreed that the workshop increased their confidence in their knowledge of the subject matter.*

Tier 2: Interactive Training. At the start of Year 2, GSAN provided a multi-session grantee orientation. In January 2023, GSAN launched the Year 2 robust BOOST Training and Quality Supports Plan, including virtual webinars and in-person professional development sessions open to all grantees through June 2023.

Also offered were three certificate training series with the Georgia Center for Nonprofits. The three-part Nonprofit Accounting Essentials series provided grantees with the training essential for any finance or accounting staff member new to the role or the sector to understand financial reporting and statements. The five-part Certificate of Supervision and Management series provided those working in – or preparing for – a supervisory role with the knowledge and skills needed to be effective managers and leaders. The four-part Certificate of Fundraising Essentials series provided a comprehensive orientation to nonprofit fundraising. They helped participants develop skills to succeed in raising funds to sustain and enhance their organization's mission.

The BOOST webinars and sessions focused on quality, leadership, organizational practices, and youth development programming. While a complete list of the interactive training webinars offered is included in Appendix 4, below are examples of the training content covered:

- Understanding and putting into practice the Georgia ASYD Quality Standards
- Using data to inform decision-making and improve outcomes
- Understanding nonprofit risk management and insurance
- Promoting literacy in OST programming
- Integrating STEM and STEAM
- Promising practices in delivering youth development
- Creating college and career pathways through programming
- Planning summer programs

GSAN encouraged grantees to engage with the youth development or nonprofit administration training resources that are most relevant to them. Any grantees who had not previously received training in Georgia's ASYD Quality Standards also attended the ASYD conference in Year 2. In total, **264 individuals across 73 organizations participated in 37 BOOST training sessions covering 25 workshop titles**.

Throughout Year 2, GSAN distributed to BOOST grantees regular BOOST Training Updates. This biweekly electronic newsletter featured new training resources in the GSAN OST Resource Library and upcoming training opportunities. It also included links to non-BOOST online resources and on-demand recordings of prior BOOST training events.

Tier 3: Grantee Coaching. In Year 2, GSAN partnered with HTI Catalysts for the second time in the grant period to offer BOOST grantees small-group coaching based on the ASYD Quality Standards. Three cohorts of small group coaching were offered, with approximately four grantees participating in each cohort. The coaching began with a series of orientation sessions. Participating grantees then received five 90-minute small group coaching sessions from coaches trained in the Youth Program Quality Assessment (YPQA) or the AYSD Quality Standards. After each session, grantees were given an optional 30 minutes for networking and community-building. The five sessions covered the following topics:

- Coaching for Programming and Youth Development
- Relationships
- Staffing and Professional Development
- Organizational Practices
- Evaluation and Outcomes

Views from the Case Study Grantees

Across the eight case study grantees, program leaders and staff described different BOOST-sponsored training they attended in the program's first two years. In addition to attending the ASYD Conference, topics included BOOST orientation, assessments, staff evaluations, fundraising, annual reporting, budget management, summer programming, and STEM instruction.

When asked about the overall effectiveness of these experiences, case study respondents generally believed they were more confident, skilled, and energized in the topic areas. For example, regarding the ASYD Conference, one respondent commented, *"I went to the conference last year in 2022, and I loved it. I was excited to be there. I found my purpose while there to help and give back. From hearing other success stories from other programs, [it] let me know that I am where I'm supposed to be."* Another program leader noted, *"I think just sitting down and doing the training helps our programs, and it helps the staff be more knowledgeable and well-rounded about what we're doing and implementing."*

Still, respondents wanted new or additional training on various topics. These included impact measurement, nonprofit technology tools, evidence-based curriculum, program development, leadership development, volunteer training, child abuse and neglect prevention, social media and youth, youth conflict resolution, and youth and staff recruitment strategies.

Immediately following each session, the participants completed the Coaching Session Feedback Forms. An analysis of these data conducted by HTI Catalysts showed positive satisfaction. The findings included:

- All eight respondents strongly agreed that their HTI coach created a positive and supportive learning environment and asked effective questions to deepen learning.
- All eight respondents also agreed or strongly agreed that:
    - The information provided in the coaching sessions was relevant to their jobs,
    - The activities in the coaching sessions supported their learning and
    - The coaching sessions were a good use of their time.

Outcomes Study Findings

During the grant application phase, BOOST grantees were required to develop three outcomes for youth participants: one for learning acceleration and two others in any of the four BOOST service areas: learning acceleration, enrichment, healthy eating/physical activity, and well-being and connectedness. Grantees operating both academic year and summer programming were required to submit outcomes for both periods.

Metis provided technical assistance to many BOOST grantees in Year 2 to ensure they had measurable outcomes, attainable targets, and access to appropriate tools for measuring outcome attainment. This included working with statewide grantees to determine their unique data collection and evaluation needs, particularly regarding collecting and reporting subgrantee data.

Data on progress toward Year 2 outcomes were derived from grantee annual reports submitted through the FLUXX system, an online application portal and grantee reporting structure developed and managed by the United Way of Greater Atlanta. FLUXX reports were available for 100% of BOOST grantees that implemented programming in Year 2, including 82 academic year and 90 summer grantees.

Measurability

As shown in Table 5, nearly all grantee outcomes were measured for the academic year (93%) and the summer (97%). This represents a marked improvement in outcome measurability compared to Year 1 when only about half of the outcomes proposed by grantees were measured for the academic year and the summer, due primarily to outcomes having no quantifiable targets. In all other cases, Year 2 outcome data were unavailable at the time of the report (7% in the academic year and 3% in the summer).

TABLE 5. Number & Percent of Outcomes Classified as Measurable or Unavailable

CATEGORY	ACADEMIC YEAR (N=246)	SUMMER (N=270)
Measured	230 (93%)	263 (97%)
Data Not Available	16 (7%)	7 (3%)

Outcome Attainment

Grantees provided actual performance data on each outcome through the academic year and summer grant reports (e.g., the percentage of students who achieved the desired outcome). These actual performance data were then compared against the proposed outcome targets to determine the level of outcome attainment using the following evaluation criteria:

- **Exceeded:** Greater than five percentage points above the target

- **Met:** Within five percentage points above or below the target

- **Approached:** Between six and ten percentage points below the target

- **Not met:** Greater than ten percentage points below the target

Table 6 provides information on the percentage of outcomes that were exceeded, met, approached, or unmet in Year 2. Overall, most measurable outcomes were met or exceeded in the academic year (80%) and summer (81%)

TABLE 6. Number & Percent of Measured Outcomes by Attainment Level

CATEGORY	ACADEMIC YEAR (N=230)	SUMMER (N=263)
Exceeded or Met	183 (80%)	214 (81%)
Approached	12 (5%)	15 (6%)
Not Met	35 (15%)	34 (13%)

Figure 19 shows the percentage of grantees who exceeded, met, approached, or did not meet at least one of their outcomes in Year 2. Overall, the great majority of grantees met or exceeded at least one of their outcomes during the academic year (93%) or the summer (99%).

FIGURE 19. Percent of Grantees with Measured Outcomes by Attainment Level*

- Academic Year (N=82)
- Summer (N=90)

	Academic Year	Summer
Exceeded or met one ore more outcomes	93%	99%
Approached one or more outcomes	15%	16%
Did not meet one or more outcomes	30%	30%
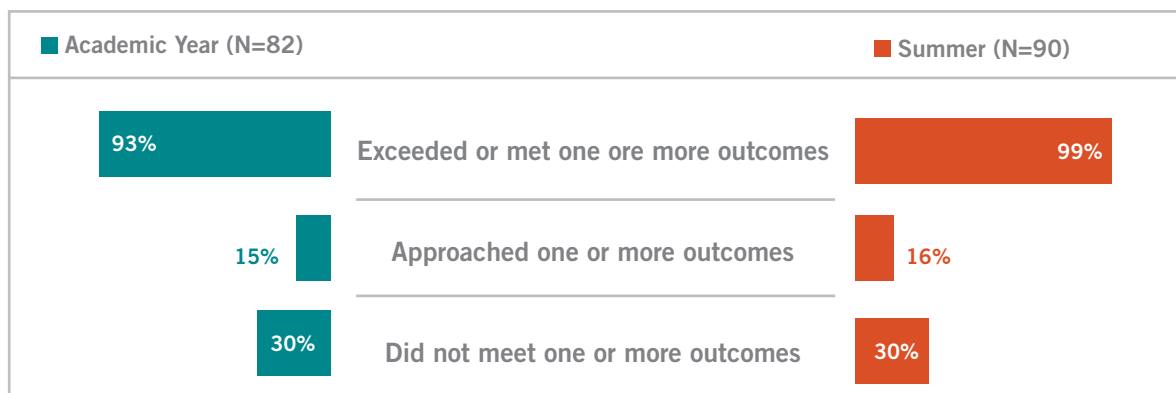
Because grantees had multiple outcomes, it is feasible that a grantee could meet, exceed, approach, or not meet one or more outcomes. Therefore, the percentages do not add up to 100%.

Grantee Outcomes by Service Area

Figure 20 shows the percentage of BOOST grantees that proposed outcomes in each service area during the academic year and the summer. As expected, 100 percent of the academic year and summer grantees reported at least one learning acceleration outcome. More than half of academic year grantees (55%) and two-thirds of summer grantees (68%) proposed at least one well-being and connectedness outcome. Approximately one-third of grantees or fewer proposed outcomes in enrichment (33% of academic year grantees and 39% of summer grantees) and healthy eating and physical activity (21% in the academic year and 30% in the summer).

FIGURE 20. BOOST Service Areas Addressed

Academic Year (N=82)   Summer (N=90)

	Academic Year	Summer
Learning Acceleration	100%	100%
Well-Being/Connectedness	55%	68%
Enrichment	33%	39%
Healthy Eating/Physical Activity	21%	30%

Georgia Alliance of YMCAs

Learning Acceleration

While the requirement was to have at least one learning acceleration outcome, many grantees proposed more than one. As a result, 143 learning acceleration outcomes were proposed by the 82 grantees operating academic year programs, and the 90 summer grantees proposed 133. Below is a summary of the types of learning acceleration outcomes proposed by grantees and how they were assessed:

- **Academic gains** in literacy, math, or other core subjects were the focus of most learning acceleration outcomes (51% of the academic year learning acceleration outcomes and 40% of the summer learning acceleration outcomes). Tools used to measure academic gains primarily included report card grades and assessments, including Georgia Milestones assessments and diagnostic tests such as the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) and iReady assessments.

- **Increased access to accelerated learning activities**, including increasing the numbers of students served and establishing program attendance and service delivery targets (19% of the academic year learning acceleration outcomes and 19% of the summer learning acceleration outcomes). Tools used to measure increased access primarily consisted of program attendance records.

- **Improved college and career readiness**, including the numbers of students graduating/on track to graduate high school on time, who enrolled in a post-secondary program and/or reported increased awareness of college and career opportunities (13% of the academic year learning acceleration outcomes and 4% of the summer learning acceleration outcomes). Tools to measure these gains included staff observations and youth, staff, and/or family member surveys, interviews, or anecdotes.

- **Gains in knowledge, confidence, and/or interest** in STEM/STEAM, water safety, music, financial literacy, and life skills (11% of the academic year learning acceleration outcomes and 21% of the summer learning acceleration outcomes). Tools to measure these gains included staff observations and youth, staff, and/or family member surveys, interviews, or anecdotes.

Data were available for 94% of the proposed outcomes for the academic year and 98% for the summer. As shown in Figure 21, most grantees met or exceeded their learning acceleration outcomes during the academic year (82%) or the summer (85%). **Overall, learning acceleration outcomes were achieved for approximately 46,945 youth during the academic year and 48,587 during the summer.**

FIGURE 21. Status of Learning Acceleration Outcomes

Academic Year (N=143)		Summer (N=133)
82%	Met or Exceeded	85%
7%	Approached	5%
11%	Not Met	10%

Grantee Highlights:
Learning Acceleration Outcomes

"Through the partnership with the Richmond County Board of Education, the THRIVE staff members are able to obtain iReady diagnostic data results for K-8 as well as quarterly report cards. The diagnostic results along with grade reports allow teachers and staff to establish collaborative groups to focus on reading and math strengths and weaknesses. The results have been encouraging. The data results show an 80% success rate with 170 students out of the target number of 213 on track to make an increase by one grade level in their academic performance."

– Augusta Richmond County Juvenile Court

"STAR House received both fall and spring iReady assessments through Fulton County Schools. The results are as follows: Fall assessments showed 25 of our students were performing at Early on Grade Level or higher in reading, and spring assessments saw that number increase to 74 students. Fall assessments showed 11 of our students were performing at Early on Grade Level or higher in math, and spring assessments saw that number increase to 63 students."

– STAR House Foundation

"Agape is proud that 100% of our 11 high school seniors graduated in May 2023. Nine students will continue school (college or vocational school) and two students will enter the workforce. One member of the 2023 senior class at North Atlanta High School exemplifies Agape's vision for our students. This student has participated in the program for 12 years, and was accepted to eight colleges and will study at the Georgia Institute of Technology this fall as the first member of his family to attend college. This student's story is a testament to the power of perseverance, hard work, and the opportunities created through educational attainment."

– Agape Youth & Family Center

"When given a pretest on subject matter involving reading comprehension, math skills and geography, only 26% of the students participating had a proficient understanding of the subject matter to which they were going to focus on. At the end of the formal instruction period, 88% of the students scored at a mastery level."

– Safe Harbor Children's Shelter

Well-Being and Connectedness

A total of 119 connectedness and well-being outcomes were proposed in Year 2 by 45 academic year grantees and 61 summer grantees. Specific outcomes included:

- **Growth in personal well-being**, including self-confidence, self-esteem, social skills, leadership skills, and sense of belonging (27% of the academic year well-being and connectedness outcomes and 27% of the summer well-being and connectedness outcomes).

- **Increased access to activities to promote student well-being and connectedness**, including team building, mentoring, community service, and family engagement activities (27% in the academic year and 33% in the summer).

- **Increased access to mental health supports** and information on mental health concepts, such as the importance of self-care (10% in the academic year and 6% in the summer).

- **Improved social and academic behaviors** (12% in the academic year and 9% in the summer).

- **Positive perceptions of program quality**, including the extent to which the program environment was safe and supportive and provided opportunities for youth to establish positive relationships with adults and/or peers (10% in both the academic year and summer).

Data were available for 115 (97%) of the 119 well-being and connectedness outcomes. Tools used to measure these outcomes included program participation data, youth surveys, informal conversations with youth, staff, and/or family members, and staff observations. Overall, most connectedness and well-being outcomes were met or exceeded during the academic year (69%) and the summer (77%) (Figure 22). **Well-being and connectedness outcomes were achieved for 11,692 youth during the academic year and 31,088 during the summer.**

FIGURE 22. Status of the Well-Being and Connectedness Outcomes

Academic Year (N=48)		Summer (N=67)
69%	Met or Exceeded	77%
4%	Approached	0%
27%	Not Met	23%

Grantee Highlights:
Well-Being and Connectedness Outcomes

"YELLS designs our service-learning programming to strategically nurture well-being and improve the self-efficacy of youth. We met our objective of youth developing the well-being skills to thrive in school and career through increased self-concept:
- *90% of YELLS youth reported that they "feel good about themselves."*
- *92% of YELLS parents rated their child's self-esteem and confidence as "excellent" or "very good" after participating in YELLS."*

– YELLS (Youth Empowerment through Learning, Leading, and Serving, Inc.)

"The 20 students who participated [in the focus group] all felt that IRC Youth Futures after school increased their feelings of well-being and belonging in school. All students mentioned getting along and supporting each other. All the students mentioned they have made new friends in the program. All students responded that they feel safe in the program."

– International Rescue Committee

"Over 80% of our students report forming meaningful connections with at least three or more friends within our program. Every student in our program feels welcomed and comfortable being authentic. Every one of our students feels genuinely heard and recognized by our dedicated program staff."

– The Drake House

"89% of College AIM youth reported that they built relationships with at least one staff member that would last beyond the summer program. Over the past couple of months, we've been able to informally track the results through anecdotal evidence from our success team. They have repeatedly shared that student engagement through the first semester is very strong—far better than years prior to the BOOST Grant Program. We have noticed students becoming advocates for themselves and reaching out to their success coaches about their individual needs. These anecdotes have indicated the relationships built are not only strong, but trusting and enduring."

– College AIM

Enrichment

A total of 30 enrichment outcomes were proposed by 27 grantees operating academic year programs, and 39 enrichment outcomes were proposed by 35 grantees operating summer programs. Specific outcomes included:

- **Increased student exposure to new experiences or topics**, such as entrepreneurship, arts programming and performances, and STEM enrichment activities (40% of the academic year enrichment outcomes and 38% of the summer enrichment outcomes).

- **Enhanced college and career readiness**, including increased interest in and awareness of careers (particularly in STEM fields) and their educational requirements. (23% of the academic year enrichment outcomes and 31% of the summer enrichment outcomes).

- **Growth in social skills**, including improvements in social skills, leadership skills, self-expression, and sense of belonging (13% of the academic year well-being and connectedness outcomes and 18% of the summer well-being and connectedness outcomes).

Data were available for nearly all the proposed enrichment outcomes during the academic year (N=28, 93%) and summer (N=35, 90%). Tools used to measure these outcomes included program participation data, youth surveys, informal conversations with youth, staff, and/or family members, and staff observations. As shown in Figure 23, most grantees met or exceeded their enrichment outcomes during the academic year (75%) and/or the summer (71%). **Overall, enrichment outcomes were achieved for 8,534 youth during the academic year and 13,264 youth during the summer.**

FIGURE 23. Status of Enrichment Outcomes

Academic Year (N=28)		Summer (N=35)
75%	Met or Exceeded	71%
4%	Approached	11%
21%	Not Met	17%

Grantee Highlights:
Enrichment Outcomes

"The class of 2023 was a small cohort but had outstanding results. 100% graduated high school. They earned over $5 million in college scholarships which included national scholarships such as Posse, QuestBridge and 5 Strong. 24 out of the 30 are attending traditional college, including Yale, UGA, Georgia Tech, George Washington, Notre Dame and Northwestern. Several are attending technical schools and joining the military."

– C5 Georgia Youth Foundation

"We exceeded this goal! Through full-group team-building activities and small-group enrichment activities, all of our participants tried something new over the course of the year at The Perch Afterschool Program. These new experiences ranged from mindfulness exercises and trust activities to STEM problem solving activities and cooking."

– New Neighbors Network

"For the EYES Summer Enrichment program, 83% of program participants gained confidence and abilities/ skills to self-advocate for career goals (outcome goal was 75%). This outcome directly correlates to our program participants (youth with disabilities) evolving into stronger self-advocates for their desired career goals and feeling equipped to communicate these goals successfully and confidently. One applied example of this is program participants presenting their elevator speech in front of an audience of their peers, parents, and Instructors at the completion of the summer program. Specific measurements that determined the achievement of this outcome include knowing how to communicate and discuss their identified career goals (overall result 83%) and expressing an increased confidence to talk about their desired job, related skills, and career goals (overall result 82%)."

– Nobis Works, Inc.

"The Men About Change BOOST program aimed to increase positive STEM identity in Computer Science among 75% of all BOOST grant participants by achieving a 70% or higher self-efficacy rating as evidenced by summer surveys. The Youth Satisfaction Survey was distributed during the regular school year. 60% of youth in the program agree or strongly agree that they can be a Computer Scientist when they grow up."

– Men About Change, Inc.

Healthy Eating and Physical Activity

A total of 52 healthy eating/physical activity outcomes were proposed by 17 academic year grantees and 27 summer grantees. Specific outcomes achieved included:

- **Increased knowledge of healthy living and nutrition**, leading to healthier choices and improved self-confidence and well-being (26% of the academic year healthy eating/physical activity outcomes and 35% of the summer healthy eating/physical activity outcomes).

- **Increased time spent engaging in physical activity**, including daily exercise and structured activities such as sports and related activities (32% of the academic year health eating/physical activity outcomes and 35% of the summer healthy eating/physical activity outcomes).

- **Increased access and exposure to healthy foods**, including nutritious snacks and meals provided by grantees during programming (11% of the academic year health eating/physical activity outcomes and 16% of the summer healthy eating/physical activity outcomes).

All but one of the 52 healthy eating/physical activity outcomes were measured. Tools used to measure these outcomes included program participation data, youth surveys, informal conversations with youth, staff, and/or family members, and staff observations. Figure 24 shows that most healthy eating/physical activity outcomes were met or exceeded during the academic year (95%) and the summer (81%). **Healthy eating/physical activity outcomes were achieved for 27,052 youth during the academic year and 34,811 youth during the summer.**

FIGURE 24. Status of the Healthy Eating and Physcial Activity Outcomes

Academic Year (N=20)		Summer (N=31)
95%	Met or Exceeded	81%
0%	Approached	7%
5%	Not Met	12%

Grantee Highlights:
Healthy Eating and Physical Activity Outcomes

"The students learned to read and track water intake and completed the daily tracking. We used the age-appropriate Skillastics Curriculum to teach students healthy meals and physical activity, which was fun and engaging for the students."

– Thomasville Community Resource Center

"Students receive more than the recommended physical activity each program day. We use indoor and outdoor play spaces for free play and structured activities to help students work on playing well together, taking turns, and self-advocating. Not only are students getting recommended daily physical activity, but they are also working on teamwork, cooperation, and listening skills. They are also excited to enjoy meals and snacks with their friends in the program, which helps to promote healthy eating. This combination positively impacts their behavior and academic focus. Having [healthy eating and physical activity] as a measurement outcome is important because it helps staff ensure that youth receive time for physical activity even when there are pressing academic needs. The promise of this time is motivating for youth."
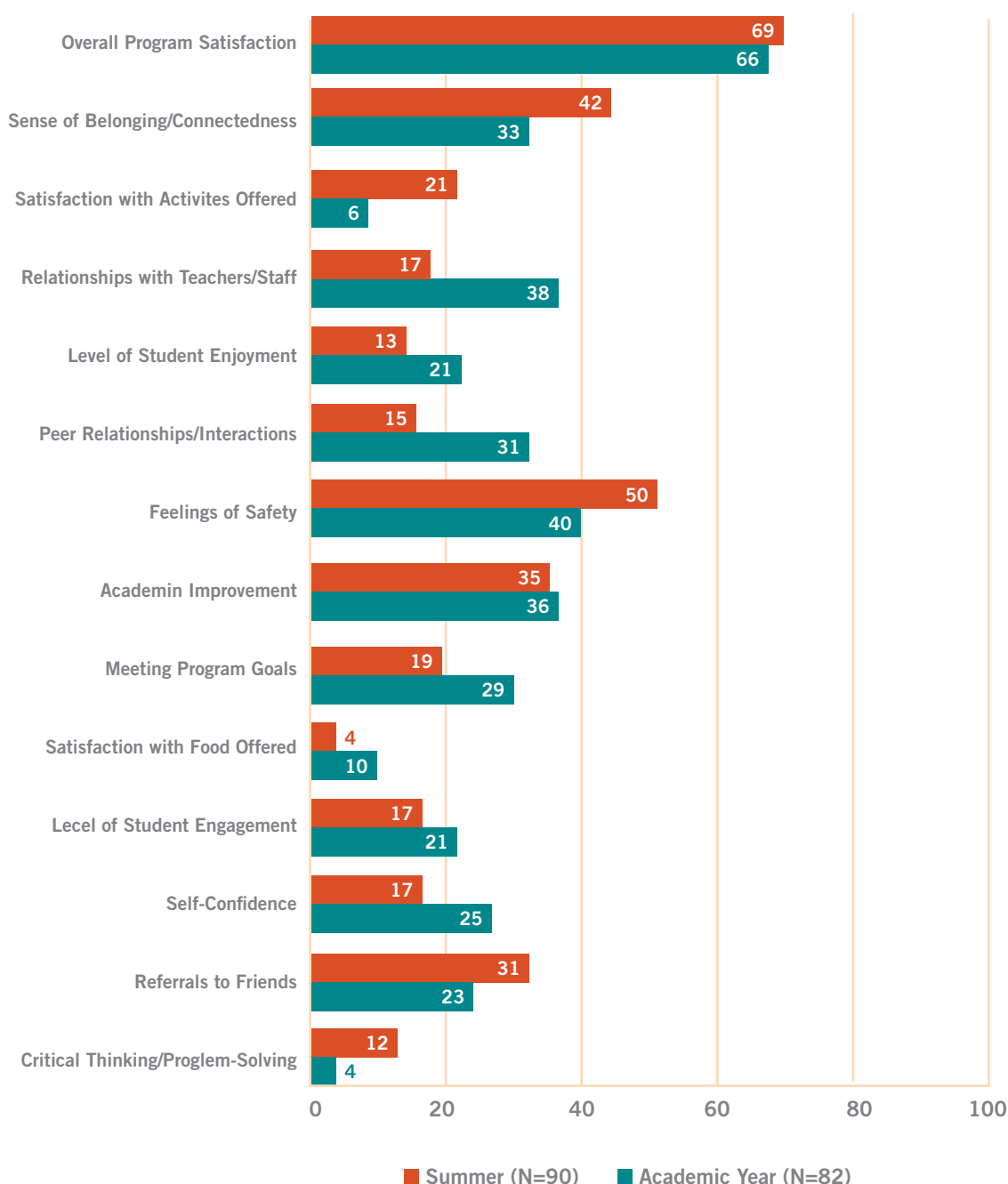
– City of Refuge

Outcomes Highlights

Overall, grantees made significant progress in Year 2 toward their program outcomes:

- Importantly, **data were available for nearly all grantee outcomes** in the academic year and the summer (93% and 97%, respectively). Further, **the majority of outcomes were met or exceeded** in the academic year (80%) and summer (81%).

- **Nearly all grantees met or exceeded at least one of their academic year outcomes (93%) or summer outcomes (99%).**

- By service area, the largest proportion of academic year and summer grantees met or exceeded their healthy eating and physical activity outcomes (95% and 81%, respectively), followed closely by their learning acceleration outcomes (82% and 85%). Most also met or exceeded their enrichment outcomes (75% and 71%) and connectedness and well-being outcomes (69% and 77%).
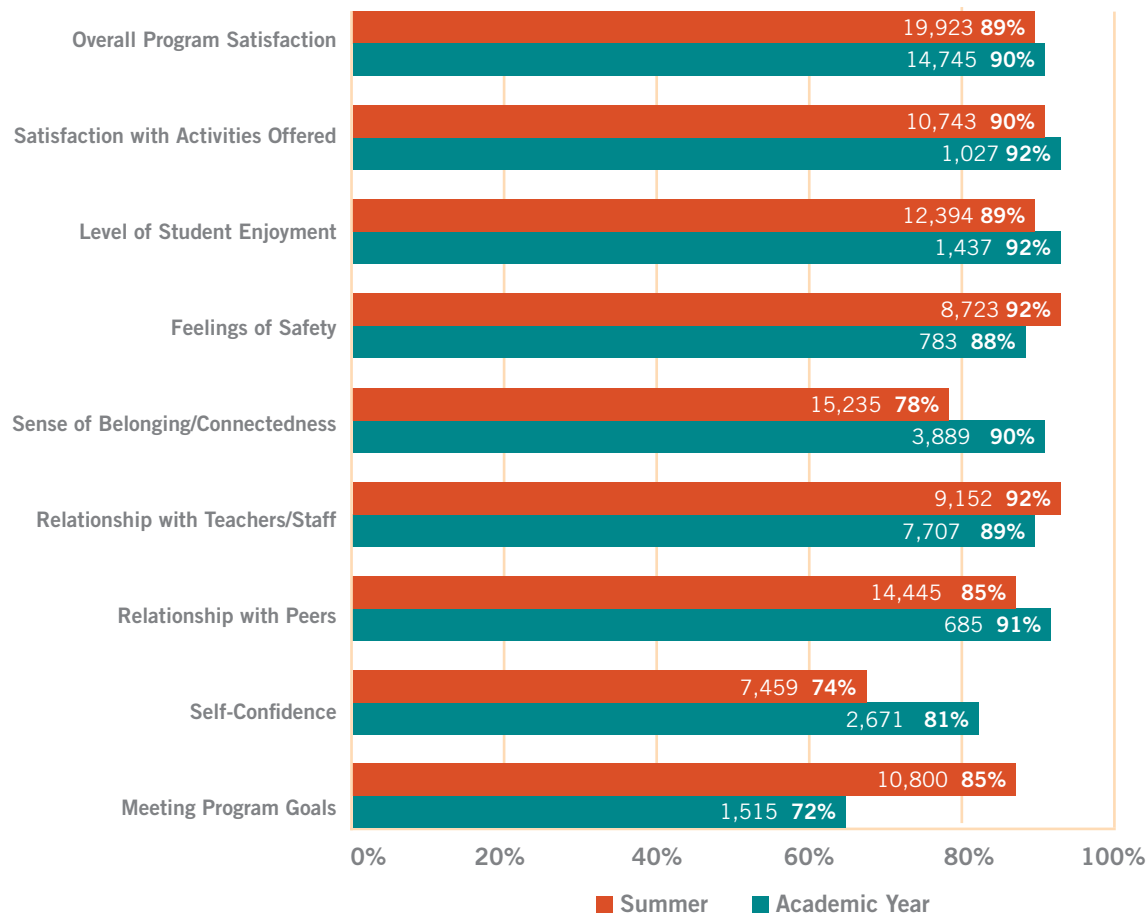
Youth Satisfaction

All academic year and summer grantees measured youth satisfaction with BOOST-funded programs in Year 2, primarily through student surveys (73% and 89%, respectively). Data on youth satisfaction were available for 27,194 of the 79,911 academic year youth participants (34%) and 37,604 of the 86,924 summer youth participants (43%). In addition to measuring youth satisfaction with the overall program experience, many grantees also assessed additional constructs, such as satisfaction with activities offered, sense of belonging/connectedness, relationships with teachers/staff or peers, youth enjoyment, and feelings of safety (Figure 25).

FIGURE 25. Youth Satisfaction Constructs Measured – Number of Year 2 Grantees

Construct	Summer (N=90)	Academic Year (N=82)
Overall Program Satisfaction	69	66
Sense of Belonging/Connectedness	42	33
Satisfaction with Activites Offered	21	6
Relationships with Teachers/Staff	17	38
Level of Student Enjoyment	13	21
Peer Relationships/Interactions	15	31
Feelings of Safety	50	40
Academin Improvement	35	36
Meeting Program Goals	19	29
Satisfaction with Food Offered	4	10
Lecel of Student Engagement	17	21
Self-Confidence	17	25
Referrals to Friends	31	23
Critical Thinking/Proglem-Solving	12	4

Below are the second-year youth satisfaction results for the BOOST Grants Program (Figure 26).

FIGURE 26. Youth Satisfaction Results, Year 2

Overall, youth satisfaction with BOOST programming appears high – **90% for the academic year youth and 89% for the summer participants**. Approximately 18,000 youth expressed satisfaction with BOOST programming during the academic year and 11,270 youth during the summer.

Specifically, it can be seen that:
- **Academic year participants were generally more satisfied than their summer program counterparts.** For example, 81% of academic year grantees reported youth satisfaction with their self-confidence, compared to 74% of the summer grantees. One notable exception was meeting program goals, where 72% of the academic year youth reported satisfaction, compared to 85% of the summer program youth.
- The majority of youth reported **satisfaction with program activities offered** – 92% of the academic year participants and 90% of the summer participants. The same was true for **relationships with teachers/staff,** where 89% of academic year youth and 92% of summer program youth reported being satisfied.
- The same was true for **student enjoyment**. These were reportedly high among most participants: 89% for summer youth and 92% for academic year youth.
- During the academic year, youth were more likely to report **feelings of belonging and connectedness** than their summer program peers (90% vs. 78%, respectively). The same was true for **peer relationships**, with 91% of academic year youth and 85% of summer youth reporting satisfaction.

Systems Study Findings
BOOST Grants Program Design

Program Mission

In the spring of 2023, Metis researchers conducted 14 interviews with BOOST stakeholders with varied experiences with and knowledge of the BOOST grants program's development, planning, submission, review, implementation, and evaluation. Several stakeholders discussed their role as an advisor or information provider, with some statewide partners, for example, describing how they gathered information about local agencies' needs to share back with GSAN and inform the RFP. This collaborative process brought together statewide and local providers, national and statewide OST experts, GaDOE, and GSAN to create two RFPs—one for statewide and one for local agencies—that would reach underserved youth throughout the state.

> *"A huge part of [BOOST] was to be able to help support nonprofits in school districts who were providing essential academic support services across the state. And the idea was to get those public dollars into their hands so that they could continue to provide academic support and address the learning loss that we all experienced post-COVID."*
>
> **– Key Stakeholder Informant**

When asked to describe the mission of the BOOST grants program, eight interviewees explained that **diminishing learning loss and meeting the educational needs of all students were key goals.** Several described this need as particularly pressing given the impacts of COVID-19 on multiple facets of the education system. The next most common response, noted by half of all respondents, was to expand access to out-of-school time (OST) learning during the academic year and summer to promote student success. Other common responses (four each) included strengthening OST quality while building the capacity of the state's OST providers and meeting the mental health or well-being needs of students whom COVID has impacted.

> *"When you don't use a competitive process, you assume that you know who's doing great work and who needs to be funded… If you go with a list of organizations already funded by [GaDOE] or United Way of Greater Atlanta, you're limiting yourself… If you go with a formula, you end up funding organizations that are not set up to succeed."*
>
> **– Key Stakeholder Informant**

Funding Distribution

According to nine stakeholders, the decision to disperse ESSER III funding in Georgia through a competitive grants program was primarily a means of ensuring the equitable distribution of funds. This includes ensuring that community-based organizations (CBOs) (as opposed to only schools) could access federal funds that otherwise would not have been available. Several stakeholders mentioned that **GSAN was uniquely positioned in the state to help reach a broad range of organizations, given its longstanding and productive relationships with the OST community.** Still, a grant competition brought further visibility, helping GSAN "see what was out there" and allowing those who operate programs in "little invisible spots" to request funds to meet their needs.

Ensuring that additional organizations have the opportunity to apply for funding also fosters more fruitful competition. Five respondents described a **competitive grant process as confirming that only high-quality programs would receive funding—ensuring that "taxpayer dollars are being used wisely for the kids."** This includes uplifting programs with high-quality offerings for youth and prioritizing those with the capacity to manage and spend federal funds.

"I would argue there isn't an organization statewide in Georgia that has the expertise, the experience, and the ability to get this done the way GSAN does."

– Key Stakeholder Informant

In describing the RFP development process, several stakeholders described reaching new organizations as a key motivator. **While the ability to manage a BOOST grant was part of the funding criteria, GSAN and partners also sought to build local capacity so that smaller organizations would be encouraged to apply.** This included being upfront and transparent about grant requirements and the scoring rubric while giving all organizations equal access to information—so that no one would have a "leg up" over another. According to interviewees, GSAN sought to reduce barriers and ease the burden on applicants by issuing multi-year funding instead of making organizations apply multiple times for summer and afterschool funding over three years. Being flexible with funding was also an important consideration while developing the RFP. It allowed organizations to focus on their specific needs and request support for transportation and capital costs not typically covered by other grants. One stakeholder explained that making student scholarships an eligible cost would have helped many organizations bring in families who otherwise couldn't afford program fees.

The RFP was also shaped by what seven interviewees described as a collaborative and iterative process that incorporated rounds of feedback from different stakeholders. This occurred throughout the RFP development, starting with the knowledge about OST needs that GSAN had already accumulated because of their existing relationships with providers across the state. For example, one stakeholder explained that the decision to include transportation costs as an eligible expense was based on "what [GSAN] heard over the years," which was then "incorporated into the RFP." Advisors from GaDOE, United Way of Greater Atlanta, and other statewide and national agencies provided input on RFP drafts, incorporating best practices from other states when relevant. Further, statewide providers such as the YMCA checked with local branches to ensure they were "on board to participate." This accumulation of input at multiple levels and times throughout the RFP development process led to what these stakeholders described as a strong RPF that other states now use as a model.
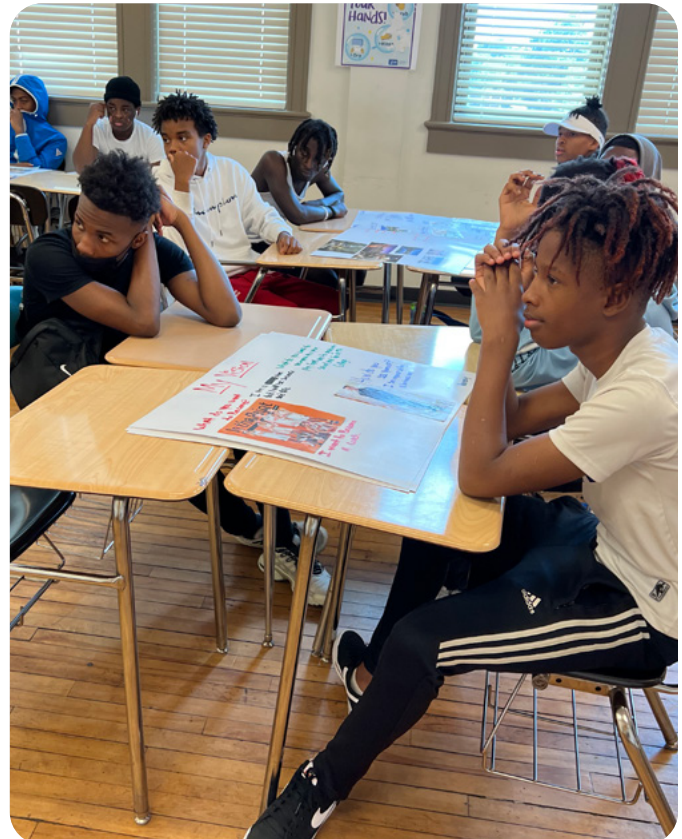
Augusta Richmond Juvenile Court

Interviewees praised GSAN for overseeing the RFP development and grantee selection processes. One stakeholder, for example, described GSAN as "nothing if not thorough… They staffed up appropriately, were dogged in their communication with people, and were extremely strategic in approaching the grantees about improving outcomes and services." Another shared that the BOOST grant had "become the standard by which we are judging all others." Others were similarly positive in calling the distribution of funds fair and unbiased.

Still, two stakeholders expressed their interest in bringing greater attention to racial disparities in the fund distribution process, with one describing the need for more outreach to grassroots organizations in Southeast Asian, Latino, and African American communities, which COVID has disproportionally impacted. This individual noted the quick turnaround required to distribute funds, acknowledging that the tight timeline did not allow for the flexibility to identify gaps and reallocate appropriately. Another interviewee recognized that ensuring a good mix of urban and rural applicants was challenging, though they did not find the RFP process at fault. Even though the selection process awarded additional points to organizations based on geography, this individual noted that there are fewer youth-serving organizations in remote areas, resulting in fewer rural applicants.

Program Priorities

In describing the selection of the three BOOST program priorities (expanding access, strengthening program quality, and reducing barriers to participation), most stakeholders (eight people) explained that they were chosen as ways to meet the needs of youth and families in the state. Research findings and conversations with community partners revealed the need to address academic recovery, learning loss, mental health needs, and social isolation post-pandemic. Additionally, several interviewees highlighted the gap in access to OST programming statewide and nationally as driving the priority area.

Eight stakeholders spoke primarily about access when asked about all three priority areas, with one explicitly naming access as "purpose number one." According to five interviewees, access encompasses increased support for transportation to bring students to and from programs, especially outside of metropolitan areas. Two stakeholders explained that improving program affordability with BOOST grant funds is another way to improve access. Two others cited research showing that there are not enough seats to meet the demand for OST programming in Georgia; for every child in an OST program, two more are waiting to get in. **While getting more kids in the door is key, it's not everything. One stakeholder also described improving program quality as going hand in hand with expanding access and reducing barriers**. Many grantees, this individual stated, are addressing multiple priorities simultaneously to ensure that as many youths as possible can attend high-quality programming.
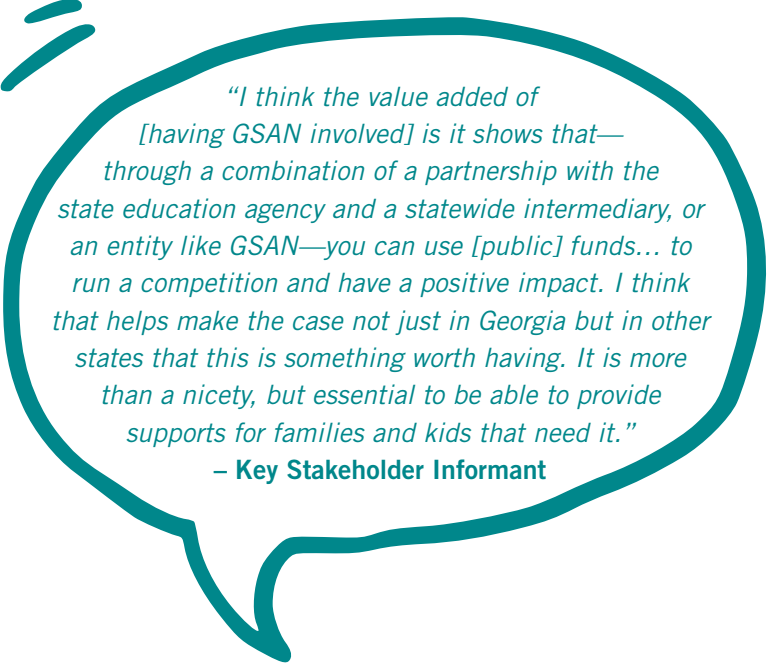
"There are not enough slots for kids to have programming. Why is that? In some cases, it's because there aren't enough organizations, but for the most part, it's because those organizations don't have enough money."

– Key Stakeholder Informant

While all stakeholders supported the three priority areas, two suggested that the priorities could have included more intentional language about reaching students prioritized in Title I of ESSA, who were also those most impacted by the pandemic. Interviewees specifically highlighted students in the juvenile justice system, students in foster care, and others needing additional resources—all included in the BOOST RFP.

BOOST Public-Private Structure

All stakeholders lauded GaDOE's decision to partner with GSAN to manage, administer, and provide support for BOOST, with some calling it a model that should be replicated. Stakeholders described many benefits to using a public-private structure, with half referencing how a private organization like GSAN's distinct qualities enhanced the BOOST process. Almost all (12) stakeholders described GSAN as an obvious choice of partner because of its knowledge of OST best practices. Four interviewees also described that CBOs already know and trust GSAN, so they are more comfortable working with them than with a less familiar government entity. Combined with their expertise in grant administration, these interviewees felt that GSAN brought unique knowledge, skills, relationships, and experience to the table.

> *"I think the value added of [having GSAN involved] is it shows that—through a combination of a partnership with the state education agency and a statewide intermediary, or an entity like GSAN—you can use [public] funds… to run a competition and have a positive impact. I think that helps make the case not just in Georgia but in other states that this is something worth having. It is more than a nicety, but essential to be able to provide supports for families and kids that need it."*
> **– Key Stakeholder Informant**

One stakeholder explained that having GSAN working directly with grantees helped them see "their grant specialist as a partnership rather than compliance." While GSAN still enforces BOOST grantee regulations, it "can feel a little different if they [grantees] are like, 'well, I guess we've got to do this.' Rather than 'we have to do this otherwise, we're going to lose our money.'" The TA that GSAN provided to all grantees also supported this partnership feeling. As a content expert in the OST field, GSAN provided grantees with professional learning opportunities that supported their work while further building strong relationships.

Further, two stakeholders explained that having GSAN as a partner allowed for greater speed and support than would have been possible if GaDOE had been running the BOOST competition alone. The collaboration created a "fantastic opportunity".

GSAN Oversight & Program Supports

When asked about GSAN's greatest successes overseeing BOOST, all who responded were positive overall and about various aspects of their work. This includes GSAN's strengths: communicating with grantees and answering their questions, helping grantees navigate legal and budget questions, offering training and certificate programs from the Georgia Center for Nonprofits, and getting the "money out the door and getting access for kids." According to one stakeholder, GSAN succeeded by working directly with providers and administering the grant as contracted in ways that GaDOE could not do. Three stakeholders also mentioned that, despite some staff changes at GSAN, the GSAN team hired new people promptly and built a "very solid team."

Seven stakeholders further described GSAN's training and technical assistance offerings, which were virtual to increase accessibility to sites throughout the state. GSAN's ability to walk grantees through training about quality measures was cited as an important form of grantee assistance. Some interviewees recommended how to improve BOOST training and support, including two who suggested GSAN could further differentiate the training to provide more basic information to newer programs and higher-level training to those with more program and administrative experience. Others mentioned how, with BOOST, smaller receiving agencies benefited from connections to a statewide entity that has knowledge of the field at a national level and can provide supporting materials and feedback.

Implementation Challenges

While generally positive about BOOST, stakeholders also discussed challenges to grant implementation. **Half of the respondents mentioned issues related to grantee funding and financials**, including determination of final award amounts, the need for state vendor approval, having to split afterschool and summer funding evenly, delays in securing first-year grantee funding, and the lag in second-year budget approvals.

Additionally, three stakeholders noted that understanding and interpreting state and ESSER relief fund regulations and allowable costs was difficult. While they stated that GSAN was a helpful arbiter in explaining these regulations, navigating this portion of BOOST was a "moving goalpost." Two interviewees also named the tight grant schedule a challenge, leaving grantees with limited time to hire and orient staff, purchase equipment and supplies, and implement planned services. Further, finding program staff to meet demand is a challenge. One interviewee explained, "Most of the funds are spent on salaries because the challenge is getting quality staff. And so, we still have [youth] on waiting lists, but it's not the capacity of the facility causing that; it's not having the staff."

> *"The first time we could draw down funds was in March. Some of our affiliates held off on doing the [BOOST] enhancements because it was just too late. They couldn't afford six months of additional staff without funds."*
>
> **– Key Stakeholder Informant**

To address these challenges, some stakeholders suggested improved communications between grantees and partners. Interviewees also encouraged further examination into the best cadence of communications with grantees—balancing their need for information and support with the desire not to overwhelm them. Some stakeholders also wanted to see more discussions about how to best facilitate processes for vendor approval, eligible expenses, and budgets.

Successes and Lessons Learned

Interviewees defined success for BOOST in many ways, though there was the greatest agreement (six people) that the initiative should build local capacity for program staffing, operations, and fundraising. Relatedly, the ability to sustain programming post-BOOST will be an important measure of success. One stakeholder explained, "I think [capacity building] is a measure of success. What happens to those programs in 2025 and 2026? How many of those can get additional funds and keep their programs going?… And for the network itself, what do they look like post this huge endeavor that shifted the organization itself?"

> *"Some of the biggest impact [of BOOST] has been providing funding to providers that have never had federal funds before and giving them the capacity so that now they're in a place where they can go after 21st Century [Community Learning Centers] grants, or some of the other funding streams."*
>
> **– Key Stakeholder Informant**

Others described success as expanding access, improving program quality, providing students with academics, enrichment, and well-being and creating sustainable public-private partnerships and cross-sector collaboration. More broadly, some spoke about BOOST's potential to support the OST field: "[BOOST] has raised the caliber of what people think about OST," contributing to stronger support from state actors and funders, thus advancing program longevity.

Stakeholders also emphasized several different ways of measuring success, with some naming quantitative measures,

including academic outcomes (grades and test scores), number of students served, and school attendance. Others suggested qualitative or mixed-methods approaches using student, parent, and teacher surveys and anecdotal evidence to assess youth satisfaction, the quality of relationships, and whole child-related impacts (e.g., feeding children, increasing physical activity, improving mental health). Further, three stakeholders discussed tracking local program goals and outcomes as an important way to monitor program success.

Stakeholders were largely satisfied with BOOST's ability to meet these metrics for success, with six describing how organizations have grown capacity due to BOOST. This growth includes adopting best practices, building internal teams and partnerships, enhancing the capacity to apply for new funding, and investing in new curricula and enrichment.

When asked about lessons learned, six stakeholders highlighted the importance of collaboration when distributing funds and supporting grantees. As discussed above, a public-private partnership is a critical model for distributing government funds in a timely manner that prioritizes grantee needs; two stakeholders specifically described Georgia as a model for other states doing this work.

Five interviewees also referenced successes on the ground when describing program impact. Specifically, three stakeholders explained how BOOST has expanded the reach of funding geographically to rural areas and to smaller "mom and pop" organizations, which "expanded availability of services for kids." Two also spoke about BOOST's impact on children and families as a key success, giving kids a safe place to go and building their confidence.

Sustainability

Stakeholders who discussed sustainability were all adamant that BOOST (or a comparable form of support) should continue to support OST programs for Georgia youth. Though it was conceived as a response to the impact of COVID, the need for interventions that continue to address learning loss and mental health challenges is as strong as ever. One interviewee described how researchers have found "that the pandemic may be over and the funding may be over soon, but the impacts on young people and the need for additional supports isn't going to be over anytime soon…Even before the pandemic, we had 25 million students who wanted to be in an afterschool program nationally and who didn't have access to a program or couldn't afford available ones. And so, I think sustaining the programs that started and the programs that expanded is critical." Those interviewed also noted that programs simply cannot continue with the same scope and reach if staffing funds disappear.

While agreeing that such offerings are worthwhile, there needed to be more consensus on where future funding should come from. Five stakeholders argued that the federal government has a role in sustaining OST funding—though they should not be the sole source of dollars. One stakeholder mentioned the need to garner support from members of Congress who could decide to extend funding or devise a plan to give tax breaks to families with children enrolled in OST programming. This individual also discussed the possibility of leveraging Title I funds or the Child

"You've seen in states and in local jurisdictions, universal pre-K or early care programs or state versions of Head Start rolled out on a pilot basis … And if they were not intended to be forever, they're now forever because parents spoke up and said, 'Absolutely, you cannot take this away.' I feel that must happen here, particularly in the communities that never had access to these [OST] programs before. Voices at the local, state, and federal levels need to be raised. I would argue the funds are there, the support is there, but it's a prioritization issue at different value levels, and does it make sense to spend money on it."

– Key Stakeholder Informant

Development Block Grant to better meet the financial needs of OST programming.

Others saw the state as the starting point for future support before going to the federal government, with one noting, "I think that the main thing is at the state level to say, 'We've had the opportunity through these federal dollars to test this out. We've learned some things. Maybe we do a few things differently. But here's the evaluation, the success, the stories, and the voices that benefited from this. We need to keep going. We need to continue this, and the state needs to invest in this to do so." Another similarly stressed the state's role in advancing OST efforts: **"I hope to see more state investment in out-of-school time and not just as a stop-gap to bridge learning loss, but looking at the wide array of what of services these programs offer and think of it being a whole child, whole community approach to how we are supporting young people."**

Five stakeholders argued that braided funding that combines a mix of federal, state, local, foundation, corporate, and private philanthropic funds would be necessary to sustain the accessibility and levels of service made possible by BOOST. One stakeholder noted that GSAN and GaDOE could guide how to blend and braid funding to support CBOs, as Alabama's Department of Education has done in partnership with their afterschool network.

Making a case for these kinds of support at various levels requires concerted advocacy and the wise use of storytelling and evaluation data. Six stakeholders explained that advocacy efforts are important in sustaining BOOST-like support. Some noted that mobilizing youth and especially getting the "taxpayers calling"—is a particularly effective way to create change. One advised creating a campaign that recruits "champions, whether ideally elected officials but also… sports figures, celebrities [who can] harness the power of parents and young people." Some also noted that GSAN is

Deep Center

important in coordinating such advocacy efforts.

Six stakeholders articulated the need to keep "storytelling…ongoing and often" about the impact BOOST has had on families, communities, and state-level partnerships to ensure that policymakers understand the benefits—with some arguing that this kind of widespread sharing has not been done enough. This includes not just promoting the impact of OST programming on youth but also the well-being of their families; as one explained, "It would be nice to be able to speak to how important afterschool is in terms of families recovering [from COVID] and people going back to work." These interviewees stressed the importance of doing more to share anecdotes, voices, and successes of BOOST to change how things are done in the state. As one stated, "The storytelling must include this idea of collaborative partnership and how these entities came together to execute the stuff you can't see publicly. I think that's a huge part of the story, and GSAN has the opportunity to do that because it models a different way of doing business in our state, and I believe that that has to be how we do this moving forward."

In the same vein, nine stakeholders were more specific about the need to share lessons learned and specific evaluation findings as essential to demonstrating why OST funding should continue. These findings, several argued, can support proposals to private funders by demonstrating the return on investment. Stakeholders agreed that this combination of qualitative stories and quantitative data is essential to making the case for future funding support; as one noted,

Sustainability:
Views from the Case Study Grantees

When asked about sustainability planning, the case study grantees (program leaders) talked about their steadfast commitments to continuing their BOOST-funded work, particularly since they believe the need for learning loss support remains. To date, their sustainability planning efforts focused on diversifying their funding through corporate grants, family-advised donor foundations, and increased grant writing efforts in general, as well as tapping more into individual giving, such as launching student sponsor programs. Other strategies were developing new partnerships with local businesses and faith-based organizations and growing relationships with other community partners to support resource-sharing.

Case study grantees also discussed the role that GSAN could play in helping them with sustainability. They suggested that GSAN continue to share future funding opportunities with the grantees through a special funding-related newsletter or bulletin. It was also suggested that GSAN "create spaces for the grantees to remain visible, for us to exhibit, for us to be in front of other organizations and schools or people who might need our programming, then that would be helpful [with sustainability] as well."

In addition, one of the statewide grantees described how the BOOST evaluation data would help with sustainability efforts: "We now can show that these programs work when we take this to our donors. We have a great pitch for sustaining through donor funding because we can show how we used the money and what the results were, and if we can continue this program, we can expect to see the same results. And I think that's going to help us with pitching to donors to the annual campaign."

Future Direction for BOOST

Most stakeholders agreed that GSAN had already assembled a strong group of partners to create and implement BOOST, including GaDOE and United Way of Greater Atlanta, and statewide providers like the YMCA and the Georgia Alliance of Boys and Girls Clubs. While there was no clear consensus on what groups to include in the future, individual interviewees made numerous helpful suggestions for other statewide entities to involve, including:

- Community foundations across the state,
- Georgia Department of Community Affairs,
- Georgia Department of Natural Resources,
- Disability groups,
- Faith-based leaders,
- Georgia's executive branch,
- State legislators and budget writers,
- Juvenile justice groups,
- Law enforcement,
- The healthcare community,
- Higher education to involve college students as volunteers or paid staff to work with youth and to support a pipeline of career and occupational programs for high school students,
- Georgia Chamber of Commerce,
- Parents and youth, and
- Schools and their staff members.

Key Findings & Next Steps

Summary of Year 2 Findings

Through the BOOST Grants Program, GSAN continued to fund community agencies to serve students most impacted by the pandemic in the program's second year. Using a whole-child approach (as defined by GaDOE), BOOST grantees served the state's most disadvantaged youth with COVID-related learning loss in three primary ways: expanding the numbers of youth served, reducing barriers to youth participation in out-of-school-time programs, and improving program quality. As summarized below, the program's second-year accomplishments were many:

Program Reach

- Across the state, **97 BOOST grantees operated 1,416 academic year sites and 639 summer program sites, spanning 112 of the state's 159 counties.** Compared to the first year of the grant, the number of academic year sites operated by Year 2 statewide grantees grew by 42% (N=126), while the number of community grantee sites decreased by 26% (N=350). The number of sites for summer programming remained relatively constant.

- BOOST-funded statewide and community sites served **79,911 young people** during the 2022-23 academic year and **86,924 young people** during the summer of 2023. This represents an increase of approximately 10% over the youths served in the previous grant year (72,551 in the school year 2021-22 and 78,831 in summer 2022).

- In both years of the BOOST grant, the majority of youth served have represented the ARPA priority youth populations (e.g., economically disadvantaged, disabled students, English language learners, etc.), while more summer youth were eligible for free- or reduced-priced lunch (71%) compared to academic year youth (59%). In Year 2, BOOST grantees served about the same number of students experiencing homelessness (1% of youth in both the academic year and summer) than in Year 1 (2% of youth for both the academic year and the summer).

BOOST Implementation

- Grantees reported using a whole-child approach and focusing on at least one of the three program purposes. Almost all grantees increased the numbers of youth served, reportedly emphasizing students and communities most hindered by the pandemic: 82% for the academic year and 86% for the summer. Program quality improvement was highly evident for all grantees: 84% for the academic year and 83% for the summer grantees. About three-quarters of the academic year and summer grantees also focused on reducing barriers to participation (77% for the academic year, 72% for the summer grantees).

- Grantees most often reported the following successes related to BOOST's three main service areas:

  1) **Expanding Access for New Youth** – **Served more youth** in Year 2 than in years before BOOST funding began (69% for the academic year grantees; 32% for the summer grantees); and **served new youth populations** (44% for the academic year grantees; 23% for the summer).

  2) **Reducing Barriers to Participation** – **Provided transportation services** (55% for the academic year grantees; 48% for the summer); continued to **offer free programming** (66% for the academic year grantees; 46% for the summer grantees); and **waived or reduced program fees** (41% for the academic year grantees; 10% for the summer grantees).

  3) **Improving Program Quality** – **Provided healthy meals or snacks** on site (61% for the academic year grantees; 19% for the summer grantees) and **expanded existing program services and activities to reach more students** (51% for the academic year grantees; 35% for the summer grantees)

- In Year 2, grantees' most touted successes related to:
  - Improving students' mental health, well-being, and connectedness
  - Exposing youth to new content or offering new programs, services, or initiatives
  - Improving youth academic learning
- In contrast, the second-year obstacles most frequently reported by BOOST grantees included:
  - Staff retention or recruitment
  - Youth with mental health or behavioral challenges
  - Youth with severe academic needs or learning loss
  - Lack of or difficulties with transportation
  - Data collection and analysis

Youth Outcomes

- In Year 2, nearly all grantees met or exceeded at least one of their academic year outcomes (93%) or summer outcomes (99%).
- Within the BOOST-specific service areas, the data show that most grantees achieved or exceeded their local outcomes, including:
  - **Learning Acceleration**– 82% of academic year grantees and 85% of the summer grantees.
  - **Enrichment** – 75% of the academic year grantees and 71% of the summer grantees.
  - **Healthy Eating & Physical Activity** – 95% of the academic year grantees and 81% of the summer grantees.
  - **Well-Being & Connectedness** – 69% for the academic year grantees and 77% for the summer grantees.
- Data on youth satisfaction were available for 27,194 of the 79,911 academic year youth participants (34%) and 37,604 of the 86,924 summer youth participants (43%). These data showed that:
  - Program satisfaction was high, with **90% of the academic year youth and 89% of summer program youth reporting overall satisfaction with BOOST-funded programs**, particularly the program's activities (92% in the academic year and 90% in the summer).
  - Most BOOST youth were also highly satisfied with the relationships they developed with program staff (89% in the academic year and 92% in the summer) and their peers (91% in the academic year and 85% in the summer).

Systems-Related Findings

- State and national key stakeholders interviewed lauded GaDOE's decision to partner with GSAN to manage, administer, and provide support for BOOST, with some calling it a replicable model.

- When asked about GSAN's greatest successes overseeing BOOST, all state and national stakeholders were positive overall and about various aspects of GSAN's work, namely:
  - Communicating with grantees and answering their questions
  - Helping grantees navigate legal and budget questions
  - Building a "solid" BOOST administrative team
  - Offering training and certificate programs from the Georgia Center from Nonprofits
  - Getting the "money out the door and getting access for kids"
  - Providing high-quality training and assistance with quality measures

- While largely optimistic about BOOST grant implementation, state and national stakeholders discussed challenges, mostly on grantee funding and financial issues, such as determination of final awards and the need for state vendor approval. Others also noted that understanding and interpreting state and ESSER relief fund regulations and allowable costs was difficult.

- State and national respondents described BOOST successes as expanding access, improving program quality, providing students with academics, enrichment, and well-being and connectedness, and creating sustainable public-private partnerships and cross-sector collaboration. More broadly, some also spoke about BOOST's potential impact on the OST field: "[BOOST] has raised the caliber of what people think about OST," contributing to stronger support from state actors and funders, thus advancing program longevity.

- Case study program leaders and the state and national stakeholders were all adamant that BOOST (or a comparable form of support) should continue to support OST programs for Georgia youth. Though it was conceived as a response to the impact of COVID, they agreed that the need for learning loss interventions and mental health challenges is as strong as ever.

C5 Georgia Youth Foundation

Recommended Next Steps

Based on the Year 2 findings, the Metis team recommends the following considerations for GSAN and GaDOE to help inform and evaluate Year 3 of the BOOST Grants Program.

Implementation

1) **Maintain the Emphasis on Expanded Reach:** Continue to work with BOOST grantees to expand program reach to underserved populations or geographic areas, such as middle and high school youth or counties not yet served through BOOST funding.

2) **Assess the Use of Best Practices:** Given the program's purpose to improve quality and the extent of training provided to BOOST grantees on the ASYD Quality Standards, evaluate how much they are putting into practice what's been learned from the training.

Quality Support

3) **Facilitate Knowledge Sharing:** Organize communities of practice to help grantees share best practices and discuss tips, guidelines, trends, and strategies for addressing obstacles encountered. These could focus on topics that emerged as implementation challenges, such as staff recruitment and retention, sustainability, transportation logistics and costs, and data collection and analysis.

4) **Expand Focus on Sustainability:** To promote program sustainability, consider identifying and offering coaching support to BOOST grantees with a demonstrated need or interest in strengthening their administrative and/or organizational capacity in grant writing, program development, partnership development, fundraising, scaling up, capital acquisition, etc.

Evaluation

5) **Continue Providing Evaluation TA to Grantees:** Metis provided technical assistance to many BOOST grantees in Year 2 to ensure they had measurable outcomes, attainable targets, and access to appropriate tools for measuring outcome attainment. These efforts should continue in Year 3 with grantees whose outcome reports indicate that they could benefit from additional assistance with strengthening outcomes, identifying evaluation instruments, and obtaining guidance on data collection and analysis strategies.

6) **Use Standardized Test Data to Assess Accelerated Learning:** Partner with the GaDOE to determine the viability of collecting and analyzing data from the Georgia Milestones Assessment System to examine youth progress in English language arts and mathematics (grades 3-8). Use of administrative achievement data will provide a clearer indication of whether the learning acceleration component of BOOST is associated with improved student academic progress than self-reported outcomes.

7) **Uniformly Measure Some Aspects of Youth Satisfaction:** Consider standardizing youth satisfaction questions across all grantees in Year 3. Metis could identify and share three to five youth satisfaction items with grantees to incorporate within their existing tools. This would facilitate aggregating the data across grantees and increase the overall number of youths assessed.

Appendix 1
Year 2 BOOST Grantees

Organization	Organization City	Organization County	Grant Type
COMMUNITIES IN SCHOOLS OF GEORGIA, INC.	Atlanta	Fulton	Year-round (statewide)
GEORGIA ALLIANCE OF BOYS & GIRLS CLUBS	Atlanta	Fulton	Year-round (statewide)
GEORGIA RECREATION AND PARKS ASSOCIATION, INC.	Conyers	Rockdale	Year-round (statewide)
YMCA OF METRO ATLANTA (GEORGIA STATE ALLIANCE OF YMCAS DIVISION)	Atlanta	Fulton	Year-round (statewide)
21ST CENTURY LEADERS, INC.	Decatur	DeKalb	Summer
AFRICA'S CHILDREN'S FUND	Atlanta	DeKalb	Year-round
AFTER-SCHOOL ALL-STARS (FISCAL AGENT: GA STATE UNIVERSITY)	Atlanta	Fulton	Year-round
AGAPE YOUTH & FAMILY CENTER	Atlanta	Fulton	Year-round
ARTPORTUNITY KNOCKS	Atlanta	Fulton	Year-round
ASSOCIATION OF VILLAGE PRIDE, INC.	Fayetteville	Fayette	Year-round
ATLANTA MUSIC PROJECT	Atlanta	Fulton	Year-round
AUGUSTA RICHMOND COUNTY JUVENILE COURT	Augusta	Richmond	Year-round
BOY SCOUTS OF AMERICA, INC. ATLANTA AREA COUNCIL	Atlanta	Cobb	Year-round
BOY SCOUTS OF AMERICA, INC. NORTHEAST GEORGIA COUNCIL	Lawrenceville	Gwinnett	Year-round
BREAD OF LIFE DEVELOPMENT MINISTRIES, INC.	Conyers	Rockdale	Year-round
BREAKTHROUGH ATLANTA, INC.	Atlanta	Fulton	Summer
C5 GEORGIA YOUTH FOUNDATION	Atlanta	DeKalb	Year-round

Organization	Organization City	Organization County	Grant Type
CAMP TWIN LAKES	Atlanta	Fulton	Summer
CARRIE STEELE PITTS HOME, INC.	Atlanta	Fulton	Year-round
CATHOLIC CHARITIES ATLANTA	Smyrna	Cobb	Afterschool
CENTER FOR PAN ASIAN COMMUNITY SERVICES	Atlanta	DeKalb	Year-round
CENTER FOR THE VISUALLY IMPAIRED	Atlanta	Fulton	Summer
CITY OF REFUGE, INC.	Atlanta	Fulton	Year-round
CLARKSTON COMMUNITY CENTER FOUNDATION	Clarkston	DeKalb	Year-round
COLLEGE AIM	Atlanta	DeKalb	Summer
CORNERS OUTREACH	Peachtree Corners	Gwinnett	Year-round
CREATE YOUR DREAMS	Atlanta	Fulton	Year-round
CRISP COUNTY COMMUNITY COUNCIL, INC.	Cordele	Crisp	Afterschool
DEEP CENTER INCORPORATED	Savannah	Chatham	Afterschool
EAST ATLANTA KIDS CLUB	Atlanta	DeKalb	Year-round
EDUCATIONAL ADVISORY FOUNDATION INC.	Atlanta	Fulton	Afterschool
ELACHEE NATURE SCIENCE CENTER	Gainesville	Hall	Summer
EXTRA SPECIAL PEOPLE, INC.	Watkinsville	Oconee	Year-round
FAMILY CONNECTION OF COLUMBIA COUNTY INC.	Grovetown	Columbia	Year-round
FAMILY CONNECTION OF TURNER COUNTY, INC.	Ashburn	Turner	Year-round
FAMILY SUPPORT CIRCLE, INC.	Stockbridge	Henry	Year-round
FUGEES FAMILY, INC.	Clarkston	DeKalb	Year-round
FULLCIRCLE PROGRAM INC.	Cumming	Forsyth	Year-round
FUTURE SEEKERS, INC.	East Point	Fulton	Year-round

Organization	Organization City	Organization County	Grant Type
GENTS & GLAM COMMUNITY, FAMILY, AND YOUTH SERVICES	Baxley	Appling	Year-round
GEORGIA TECH- CEISMC	Atlanta	Fulton	Year-round
GIRLS INCORPORATED OF GREATER ATLANTA	Marietta	Cobb	Year-round
GIRLS ON THE RUN INTERNATIONAL	Valdosta	Lowndes	Afterschool
HARVEST RAIN EARLY LEARNING ACADEMY	Fairburn	Fulton	Year-round
HEALTHMPOWERS, INC.	Norcross	Gwinnett	Afterschool
HELPING EMPOWER YOUTH INCORPORATED	Atlanta	Fulton	Year-round
HOPE FOR YOUTH INC	Atlanta	Fulton	Year-round
HORIZONS ATLANTA	Atlanta	Fulton	Summer
INSPIRING SERVICES, LLC	Douglasville	Douglas	Year-round
INTERNATIONAL RESCUE COMMITTEE	Atlanta	DeKalb	Year-round
JESSYE NORMAN SCHOOL OF THE ARTS	Augusta	Richmond	Year-round
KENNESAW STATE UNIVERSITY	Kennesaw	Cobb	Year-round
LAAMISTAD, INC.	Atlanta	Fulton	Afterschool
LIFT YOUTH CENTER INC	Ringgold	Catoosa	Afterschool
LINCOLN COUNTY COMMUNITY PARTNERSHIP, INC.	Lincolnton	Lincoln	Summer
LOS NIÑOS PRIMERO	Atlanta	Fulton	Year-round
MCINTOSH TRAIL COMMUNITY SERVICE BOARD	Griffin	Butts	Year-round
MEN ABOUT CHANGE, INC.	Macon	Bibb	Year-round
MERCY HOUSING SOUTHEAST	Atlanta	Fulton	Year-round
MOTHERS RAISING SONS	Ellenwood	Clayton	Year-round
NEW AMERICAN PATHWAYS INC	Atlanta	DeKalb	Year-round
NEW NEIGHBORS NETWORK	Comer	Madison	Afterschool

Organization	Organization City	Organization County	Grant Type
NEXT GENERATION FOCUS	Cumming	Forsyth	Year-round
NOBIS WORKS, INC.	Marietta	Cobb	Summer
ODYSSEY ATLANTA	Atlanta	Fulton	Summer
ONESOURCE LEARNING & DEVELOPMENT CENTER	Snellville	Gwinnett	Year-round
PAINT LOVE	Decatur	DeKalb	Summer
POSITIVE GROWTH	Clarkston	DeKalb	Year-round
RAINBOW VILLAGE	Duluth	Gwinnett	Year-round
RAISING EXPECTATIONS	Atlanta	Fulton	Year-round
REACH FOR EXCELLENCE	Atlanta	DeKalb	Year-round
RESTORATION ATL MISSION, INC.	Atlanta	Fulton	Year-round
SAFE HARBOR CHILDREN'S SHELTER, INC.	Brunswick	Glynn	Year-round
SAVANNAH COUNTRY DAY SCHOOL INC- HORIZONS	Savannah	Chatham	Summer
SOCCER IN THE STREETS, INC.	Atlanta	Fulton	Year-round
SOUTH GA STARZ ACADEMY INC	Albany	Dougherty	Year-round
SOUTHSIDE RECREATION CENTER INC	Valdosta	Lowndes	Year-round
SPECTRUM AUTISM SUPPORT GROUP, INC.	Suwanee	Gwinnett	Summer
STAR HOUSE FOUNDATION	Roswell	Fulton	Afterschool
STEM ATLANTA WOMEN, INC.	Atlanta	Fulton	Year-round
SWEM INTERNATIONAL INC	Atlanta	DeKalb	Year-round
TEACH O'REA PREPARATORY	Stone Mountain	DeKalb	Year-round
TEAM UP MENTORING, INC.	Monroe	Walton	Year-round
THE DRAKE HOUSE	Roswell	Fulton	Year-round

Organization	Organization City	Organization County	Grant Type
THE ELAINE CLARK CENTER FOR EXCEPTIONAL CHILDREN	Chamblee	DeKalb	Year-round
THE STUDY HALL	Atlanta	Fulton	Year-round
THE VASHTI CENTER, INC	Thomasville	Thomas	Year-round
THINK BIG YOUTH ORGANIZATION	Midway	Liberty	Year-round
THOMASVILLE COMMUNITY RESOURCE CENTER	Thomasville	Thomas	Year-round
TIME2GIVE INC	Atlanta	Fulton	Year-round
TOGETHER FRIENDS ORGANIZATION INC.	Riverdale	Clayton	Year-round
URBAN LEAGUE OF GREATER ATLANTA	Atlanta	Fulton	Year-round
VOX TEEN COMMUNICATIONS INC.	Atlanta	Fulton	Year-round
WESLEYAN COLLEGE	Macon	Bibb	Summer
WILKES COUNTY COMMUNITY PARTNERSHIP, INC.	Washington	Wilkes	Year-round
YOUTH EMPOWERMENT THROUGH LEARNING, LEADING, AND SERVING, INC.	Marietta	Cobb	Year-round
YOUNG WOMEN'S CHRISTIAN ORGANIZATION OF ATHENS, GEORGIA, INC.	Athens	Clarke	Summer

Appendix 2
Case Study Participants

Grantee	Program Leaders	Partners	Staff	Parents	Youth
Deep Center Incorporated	3	1	2	0	6
Family Connection of Turner County	0	0	8	5	14
Georgia Recreation and Parks Association	2	0	1	6	5
Harvest Rain Early Learning Academy	2	0	0	0	3
Hope for Youth	1	0	5	5	5
LaAmistad	1	0	2	0	8
Mcintosh Trail Community Service Board	2	3	0	4	4
Odyssey Atlanta	1	0	4	1	3
Think Big Youth Organiztion	1	0	0	1	0
YMCA of Metro Atlanta	20	1	4	4	0
Total Participants	**33**	**4**	**27**	**26**	**48**

Appendix 3
Document Review List

As shown in the detailed list below, the Metis team reviewed extensive documents to tell the story of the BOOST program's first and second implementation years. Note that the Metis-reviewed documents were essentially GSAN-created but also included materials created by external entities:

- GSAN-developed Activity and Narrative Reports submitted quarterly to the GaDOE
- Year 2 BOOST Training and Quality Support Plan
- Electronic BOOST Training Updates
- Transformative Research and Evaluation (TRE) Grantee Training Proposal
- GADOE whole-child approach guides and resources
- GSAN BOOST Small Group Coaching Closeout Report (HTI Catalysts)
- Other GSAN-grantee communications (e.g., implementation updates, training updates)

Appendix 4
GSAN-Sponsored Training Webinars for Second-Year Grantees ⎯⎯⎯⎯

In collaboration with an established group of trainers and consultants, GSAN delivered various webinar-based trainings emphasizing quality, leadership, organizational practices, and youth programming. The list of Year 2 courses includes:

- Sensational Summer Series with NSLA
- Introduction to the Georgia Afterschool & Youth Development (ASYD) Quality Standards (The Georgia ASYD Initiative)
- 2-Day ASYD Training of Trainers (The Georgia ASYD Initiative)
- Small Group Coaching (HTI Catalysts)
- Promoting Literacy in OST
- STEAM Leadership Conference (CEISMIC)
- Integrating STEM in Your Organization (ROC)
- Introduction to Non-Profit Accounting 3-Part Series (Georgia Center for Nonprofits)
- Afterschool Professionals STEM Workshop 2-Part Series (ROC)
- Creating College & Career Pathways through Programming (Dee Hatcher)
- Understanding the Role of a Supervisor (Georgia Center for Nonprofits)
- Transition: Tactical Manager to Strategic Leaders (Georgia Center for Nonprofits)
- Understanding People, Building Teams (Georgia Center for Nonprofits)
- Hiring & Evaluation Performance (Georgia Center for Nonprofits)
- Employee Performance Challenges (Georgia Center for Nonprofits)
- Infusing Trauma-Informed Practices into Your Everyday Program (Sainabou Nije)
- Evaluations & Data-Driven Success Cohort (TRE)
- Fundraising & Special Event Planning (Georgia Center for Nonprofits)
- Understanding Donors (Georgia Center for Nonprofits)
- Marketing and Communications for Fundraising (Georgia Center for Nonprofits)
- Intro to Development Planning & Budgeting (Georgia Center for Nonprofits)

[BOOST Reports Page](#)

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