



Second Year Evaluation of Georgia's Building Opportunities for Out-of-School Time (BOOST) Grants Program

Outcomes Study Brief



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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.

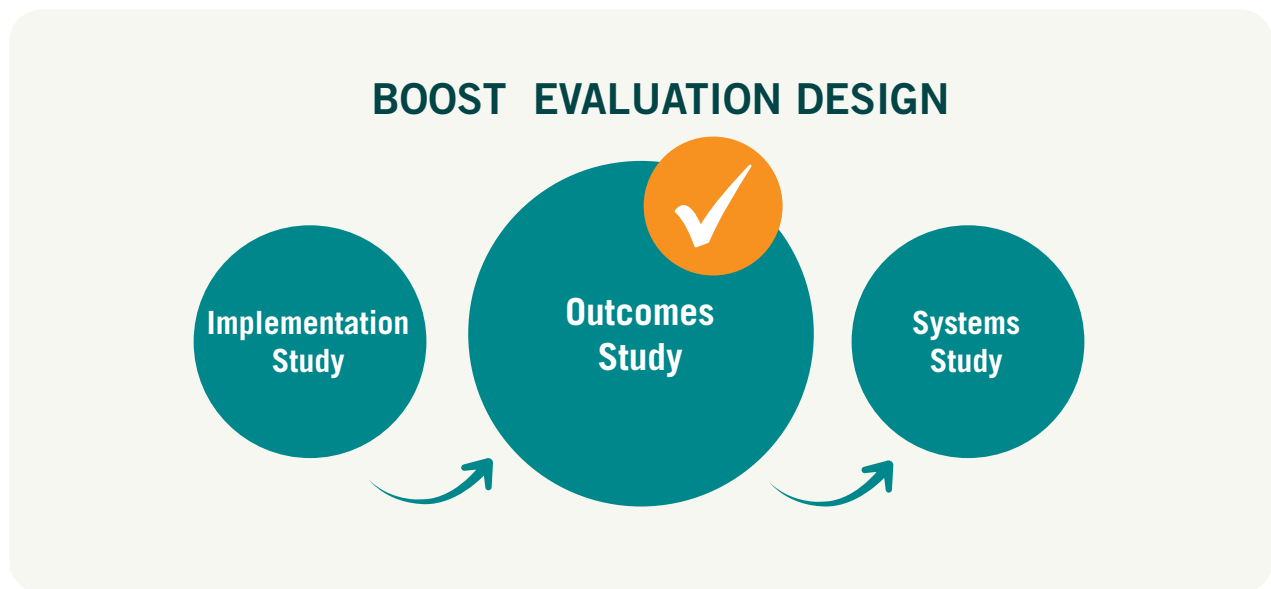
Table of Contents

1. Introduction	2
2. Georgia's BOOST Grants Program	3
3. Methods	4
Evaluation Design	4
Participatory Approach	4
4. Boost Reach	5
5. Outcomes Study Findings	6
Grantee Outcomes by Service Area	9
<i>Learning Acceleration</i>	10
<i>Well-Being and Connectedness</i>	12
<i>Enrichment</i>	14
<i>Healthy Eating and Physical Activity</i>	16
Youth Satisfaction	18
6. Summary of Key Outcomes	20

Introduction

In July 2021, the Georgia Department of Education (GaDOE) partnered with the Georgia Statewide Afterschool Network (GSAN) to establish the **Building Opportunities for Out-of-School Time (BOOST) Grants Program**, which utilizes Elementary and Secondary School Emergency Relief Funds (ESSER III) from the American Rescue Plan Act (ARPA) to support the learning acceleration, connectedness, and well-being of Georgia's students, utilizing a whole child approach.

This is the second of three Evaluation Briefs showcasing findings from the Year 2 BOOST Evaluation Report. While the [full report](#) includes information on all three evaluation study components – Implementation, Outcomes, and Systems—this Evaluation Brief presents findings from the BOOST evaluation's **Outcomes Study**.



Two other Evaluation Briefs are also available that showcase the BOOST [Implementation Study](#) and [Systems Study](#) results.

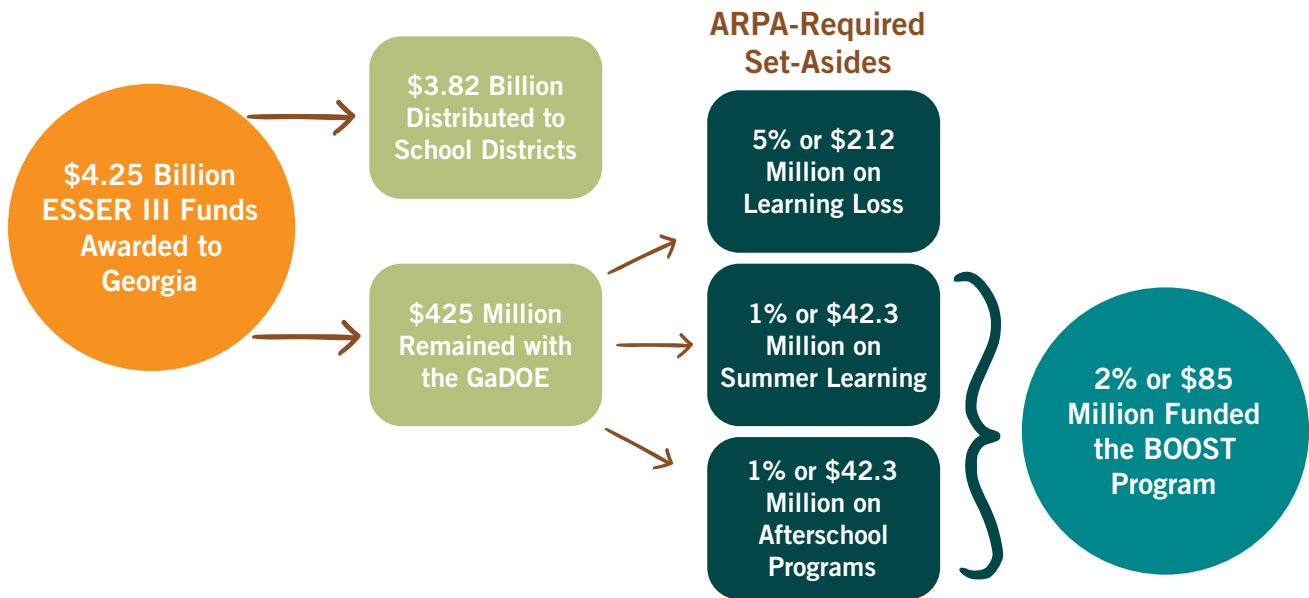
The remainder of this **Outcomes Study Evaluation Brief** is structured as follows:

- An introduction to the ARPA and Georgia's BOOST Grants Program
- A summary of the evaluation's approaches and methods
- A summary of the BOOST Grants Program reach
- The Outcomes Study results
- The key findings and takeaways

Georgia's BOOST Grants Program

In July 2021, GaDOE partnered with GSAN, a public-private collaborative that has supported Georgia's afterschool and summer learning field for over 15 years, to establish the BOOST Grants Program. GSAN administers this **three-year competitive grant to distribute approximately \$85 million** (Figure 1) to Georgia communities on behalf of GaDOE.¹

FIGURE 1. ESSER III Funding Distribution



Through BOOST, GSAN and GaDOE aim to expand access to and strengthen the quality of summer enrichment opportunities and comprehensive afterschool programming for K-12 youth statewide. The program prioritized specific populations, including 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.

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 learning barriers, focusing on 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 Georgia ARP-ESSER State Plan. July, 2021. <https://oese.ed.gov/files/2021/07/Georgia-ARP-ESSER-State-Plan.pdf>



Methods

Evaluation Design

Metis Associates (Metis), the BOOST evaluation partner, designed the cross-site evaluation to include three components. The [Implementation Study](#) began in the program's first year and documented BOOST implementation, such as service delivery, youth satisfaction, challenges, success stories, and lessons learned.

The BOOST evaluation's two remaining components began in the program's second year: the [Outcomes Study](#) assesses youth's learning acceleration, connectedness, and well-being outcomes, and the [Systems Study](#) focuses on the quality and effectiveness of BOOST oversight, administration, and sustainability.

Participatory 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 GSAN staff and grantee representatives. The EAG provided invaluable feedback on the FLUX end-of-year grant reporting, data management tools, case study protocols, and implementation report findings, which were incorporated discerningly into the evaluation. Metis also convened and led a Youth Evaluation Advisory Group (YEAG) in the spring of 2023. The YEAG trained middle and high school students in evaluation methods and allowed youth to share their experiences with their BOOST program while contributing to a participatory evaluation process.

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.

BOOST Reach

A total of 97 BOOST grantees (including 93 community organizations and four statewide organizations) implemented programming in Year 2. The statewide and community grantees operated **1,416 academic year sites**, serving **79,911 youth**. The majority (74%) operated at least five locations, and one grantee (Boy Scouts of America Atlanta Area Council) served 512 sites.

There were also **639 summer program sites** among the statewide and community grantees, with the majority (83%) operating fewer than five sites and one community grantee (Bread of Life Development Ministries, Inc.) operating 69 sites. Across all the BOOST-supported summer program sites, **86,924 youth** participated.

The BOOST-funded academic year and summer program sites served youth in **112 or 70% of Georgia's 159 counties** (Figure 2).

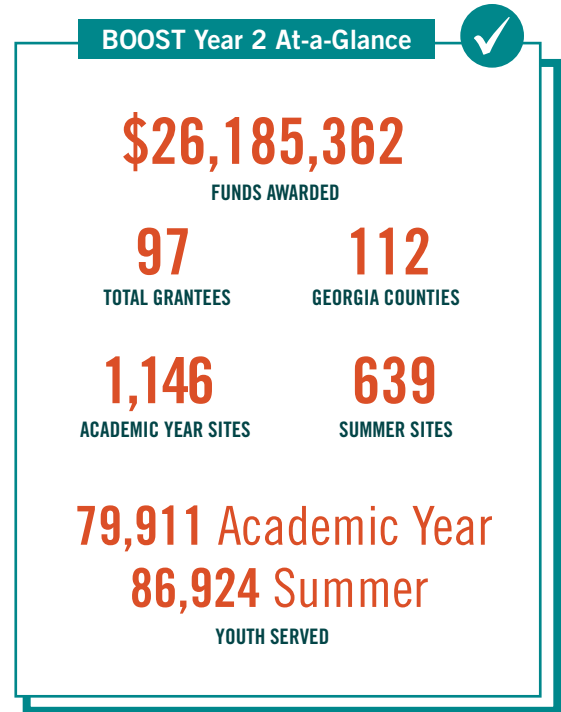
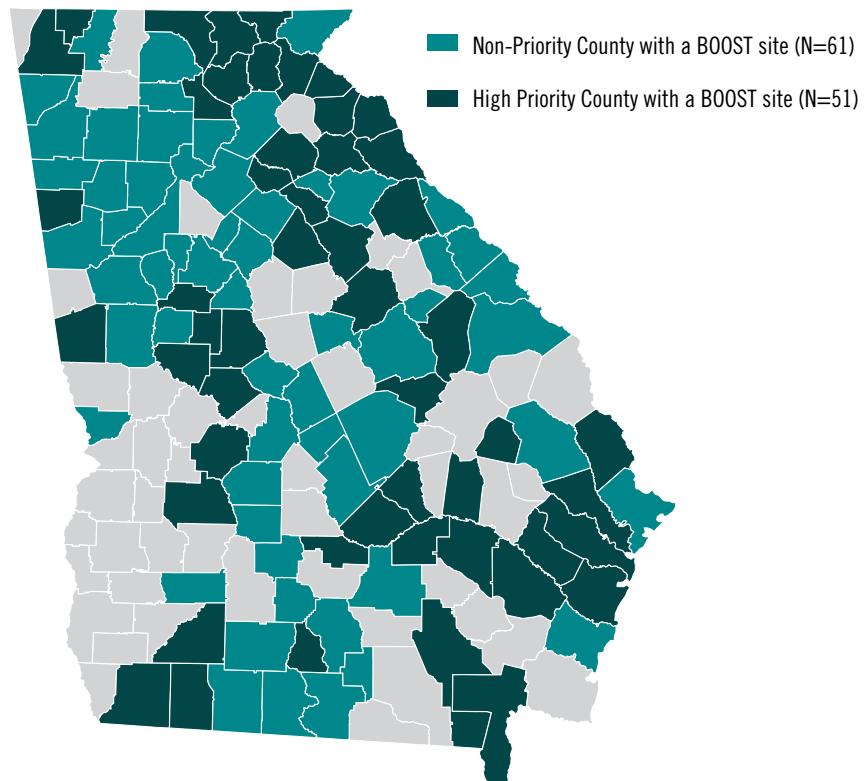


FIGURE 2. BOOST Reach Across Georgia's 159 Counties



Outcome 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 1. 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 2 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 2. Number & Percent of Measured Outcomes by Attainment Level

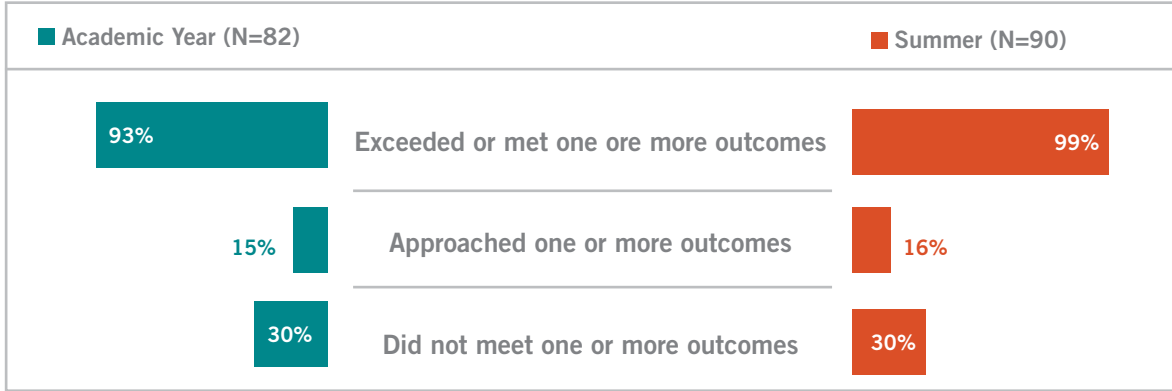
CATEGORY	ACADEMIC YEAR (N=230)	SUMMER (N=263)
Exceeded or Met	183 (80%)	214 (81%)
Approached	12 (5%)	15 (6%)
Not Met	35 (15%)	34 (13%)



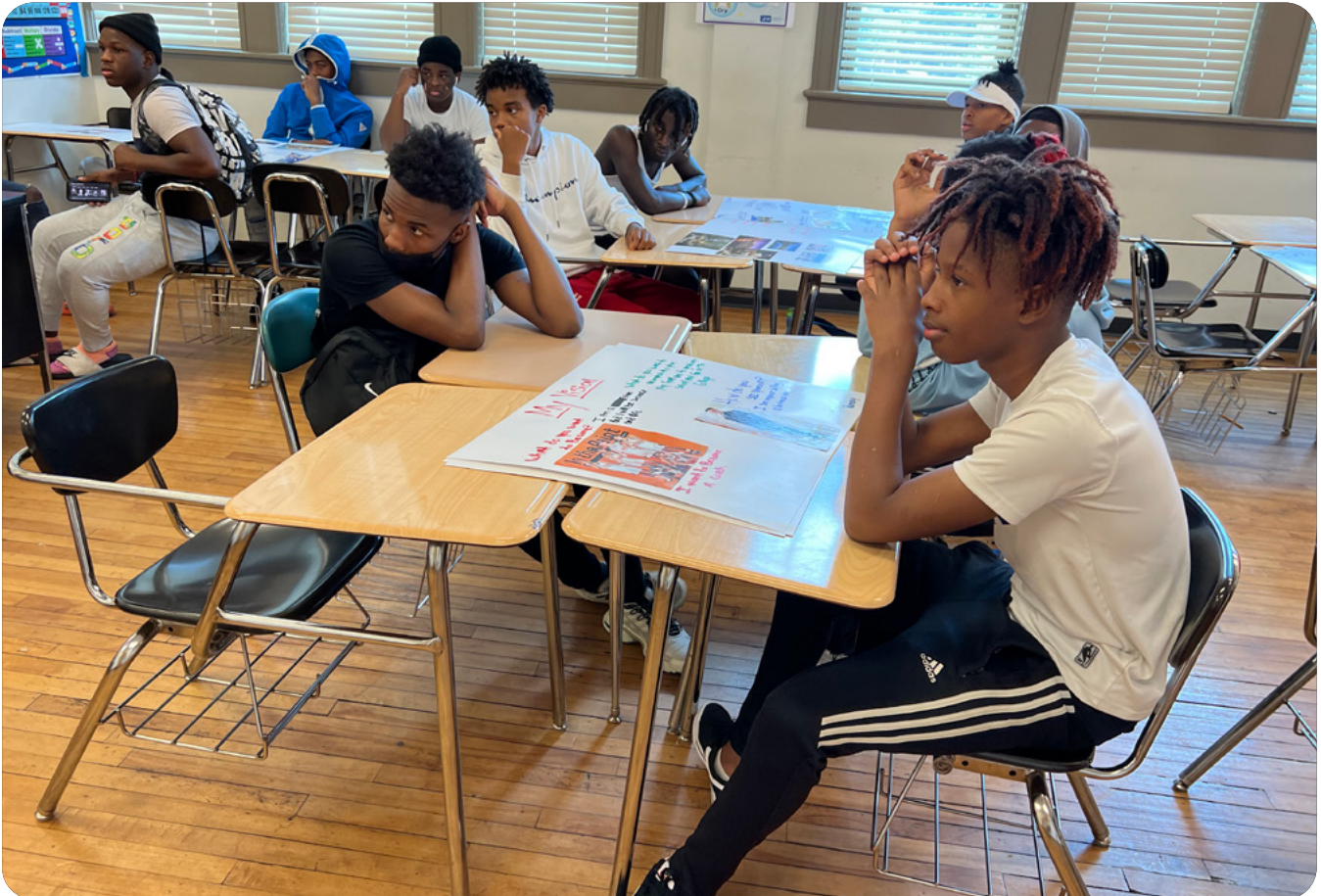
Los Niños Primero

Figure 3 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 3. Percent of Grantees with Measured Outcomes by Attainment Level*



**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%.*

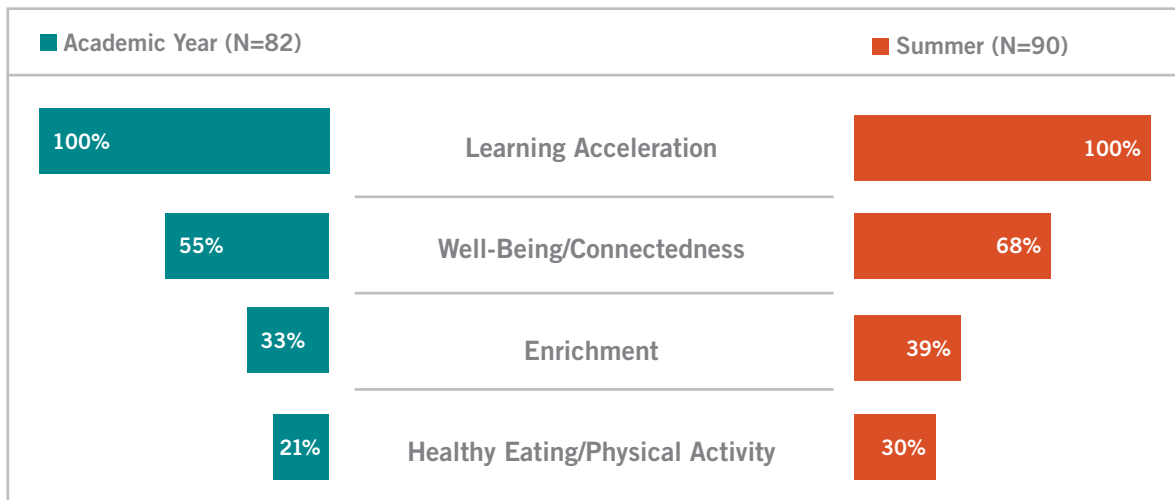


Augusta Richmond Juvenile Court

Grantee Outcomes by Service Area

Figure 4 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 4. BOOST Service Areas Addressed



Boys & Girls Clubs of Moultrie

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 5, 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 5. Status of Learning Acceleration Outcomes





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



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 6). **Well-being and connectedness outcomes were achieved for 11,692 youth during the academic year and 31,088 during the summer.**

FIGURE 6. Status of the Well-Being and Connectedness Outcomes





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.”

– 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



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

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 7, 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 7. Status of Enrichment Outcomes





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.**



C5 Georgia Youth Foundation

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 and 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 and physical activity outcomes).

All but one of the 52 healthy eating and 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 8 shows that most healthy eating/physical activity outcomes were met or exceeded during the academic year (95%) and the summer (81%). **Healthy eating and physical activity outcomes were achieved for 27,052 youth during the academic year and 34,811 youth during the summer.**

FIGURE 8. Status of the Healthy Eating and Physical Activity Outcomes





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

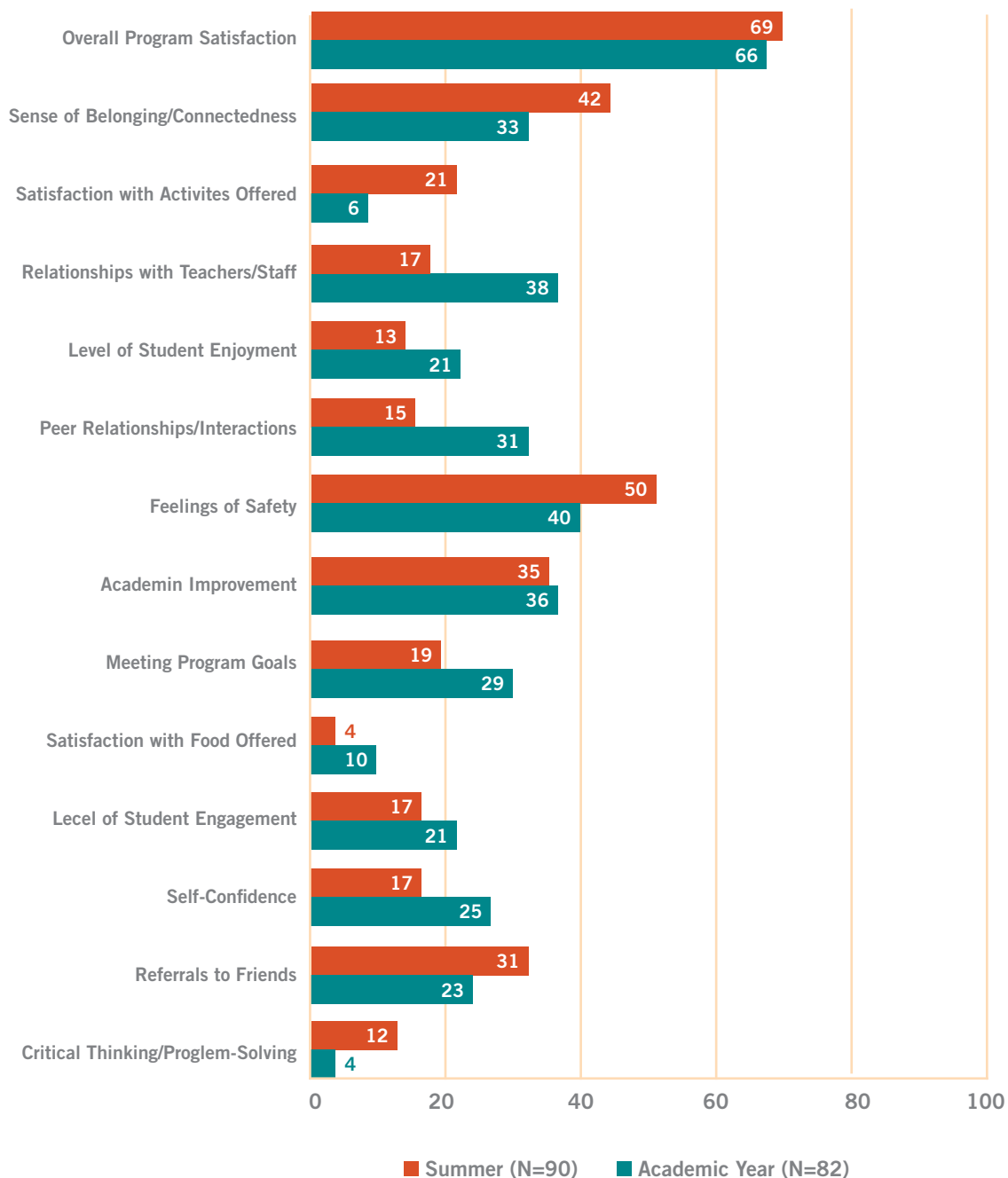
Overall, grantees made significant progress in Year 2 toward their program outcomes:

- 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

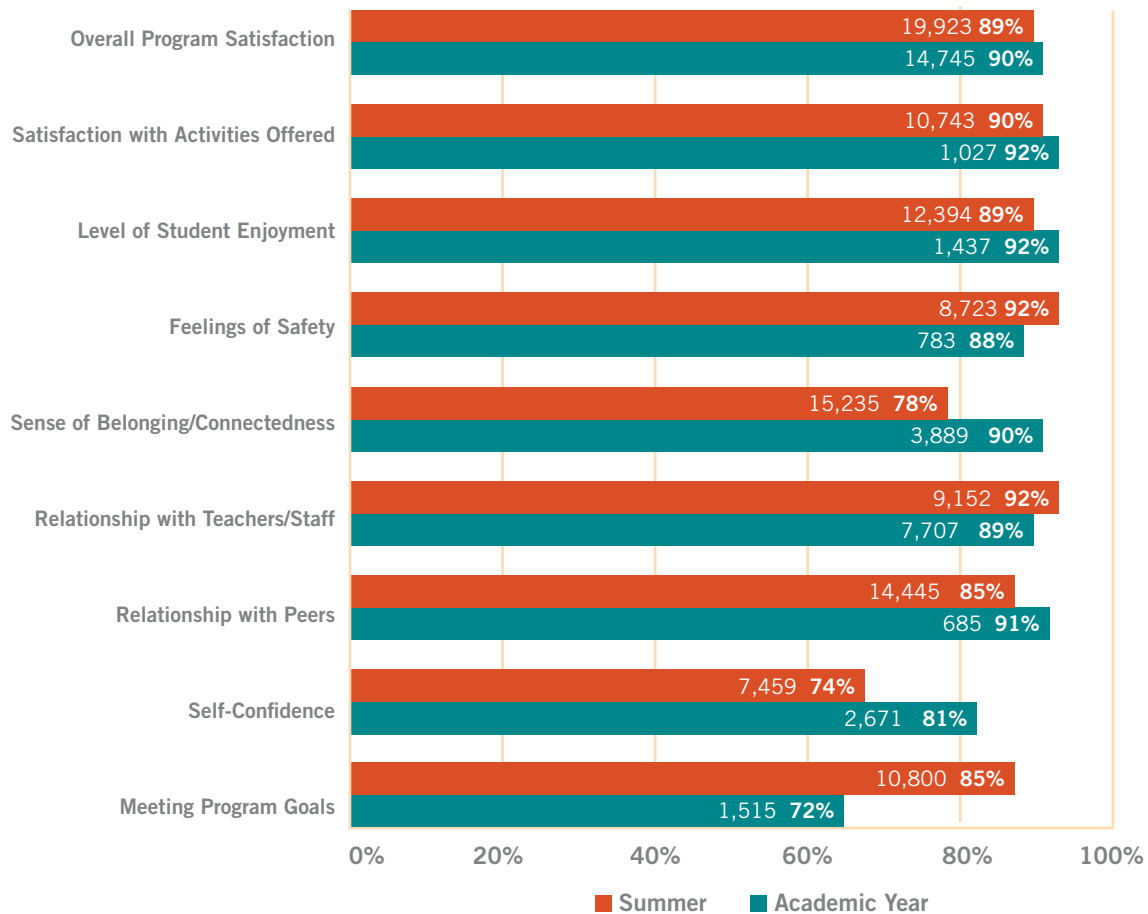
All academic year and summer grantees measured youth satisfaction with BOOST-funded programs in Year 2, primarily through student surveys (73% and 89%, respectively). Data on youth satisfaction were available for 27,194 of the 79,911 academic year youth participants (34%) and 37,604 of the 86,924 summer 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 9).

FIGURE 9. Youth Satisfaction Constructs Measured – Number of Year 2 Grantees



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

FIGURE 10. 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.



Summary of Key Outcomes

In summary, the BOOST evaluation **Outcomes Study** revealed the following key takeaways:

- 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).



[BOOST Reports Page](#)



[BOOST Year 2
Evaluation Report](#)



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