



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

Year 3 Evaluation Report, April 2025



GEORGIA STATEWIDE AFTERSCHOOL NETWORK



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

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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 established to distribute approximately **\$85 million** to Georgia's communities over three years to expand access to and enhance the quality of summer enrichment opportunities and comprehensive afterschool programming for K-12 youth statewide.

Implementation Study

In its third and final year (2023-24), BOOST funded 110 organizations (92 community organizations, four statewide grantees, and 14 targeted grantees) across 1,429 academic year sites and 669 summer program sites. **These sites spanned 115 of Georgia's 159 counties, marking a substantial increase from the 87 counties served in Year 1. By Year 3, BOOST-served youth resided in 141 counties, representing 89% of the state's 159 counties.**

BOOST significantly expanded its reach from Year 1 to Year 3, increasing academic year participation from 72,551 to 86,386 youth and maintaining strong summer engagement with growth from 78,831 to 82,827 youth. In Year

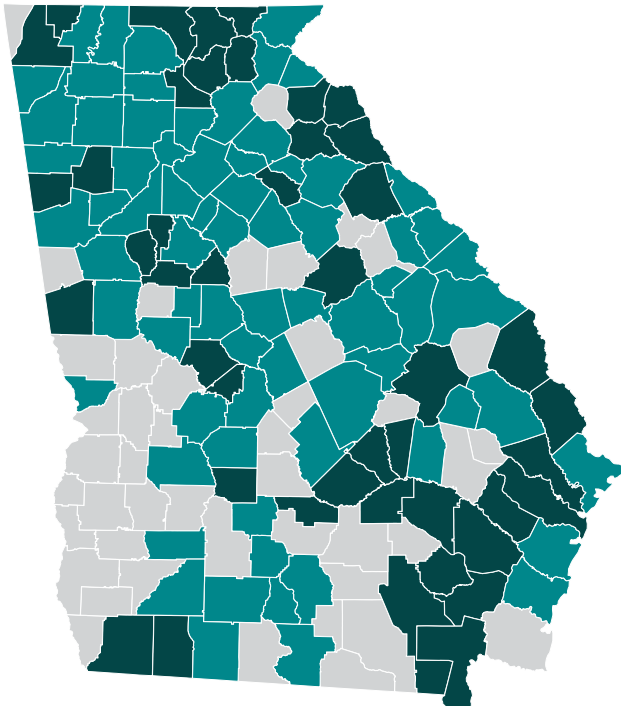
3, 70% of the academic year and 85% of summer participants were economically disadvantaged, while other priority populations included English language learners (11% in both periods), students with disabilities (7% academic year, 16% summer), foster care youth (3% academic year, 4% summer), and homeless youth (2% in both periods).

Following the BOOST program model, grantees used a whole-child approach. They focused on at least one of the three program purposes:

- 1. Expanding youth access**, with 70% of the academic year and 60% of summer grantees serving more youth than in pre-BOOST years;
- 2. Reducing barriers to participation**, with 88% of the academic year and 75% of summer grantees offering free programming; and
- 3. Improving program quality**, with significant gains reported in service delivery, staff development, and evaluation practices.

YEAR 3 BOOST REACH

■ Non-Priority County with a BOOST Site (N=70)
 ■ High-Priority County with a BOOST Site (N=45)



Outcomes Study

The Year 3 BOOST evaluation showed that nearly all grantees met or exceeded at least one of their outcomes (95% academic year, 93% summer), maintaining the high achievement levels seen in Year 2 when the outcomes study began. Within BOOST-specific service areas, most grantees met or exceeded their local outcomes:

- **Learning Acceleration:** 87% of academic year and 83% of summer grantees
- **Well-being and Connectedness:** 80% of academic year and 88% of summer grantees
- **Enrichment:** 90% of academic year and 92% of summer grantees
- **Healthy Eating and Physical Activity:** 100% of academic year and 82% of summer grantees



LaAmistad

Youth satisfaction remained consistently high across all three years, with Year 3 showing powerful results:

- Overall programming satisfaction (89% academic year, 93% summer)
- Program activities satisfaction (92% academic year, 90% summer)
- Staff relationships satisfaction (89% academic year, 92% summer)
- Peer relationships satisfaction (91% academic year, 85% summer)

Systems Study

The BOOST evaluation demonstrated the effectiveness of its public-private partnership model between GaDOE and GSN. In Year 3, GSN processed over 7,300 technical assistance inquiries and delivered 288 one-on-one technical assistance sessions while supporting 73 organizations through 25 professional development workshops. This comprehensive support system contributed to significant organizational impacts, with **84% of grantees reporting strengthened capacity and 77% indicating the ability to cover traditionally hard-to-fund costs**.

Regarding sustainability, **92% of grantees firmly committed to continuing BOOST activities, and 97% planned to maintain data-driven program improvement**. The success of this model suggests strong potential for future programming. Key stakeholders interviewed emphasized the need for continued state resources coupled with a braided funding approach to ensure long-term sustainability.

Over its three-year implementation, BOOST has established itself as a transformative force in Georgia's out-of-school time (OST) landscape, demonstrating consistent growth in reach and impact while maintaining high-quality programming and strong youth outcomes. The successful public-private partnership model, comprehensive support systems, and substantial grantee commitment position BOOST as a sustainable framework for continuing to serve Georgia's youth through high-quality OST programming.

Recommended Next Steps

1. Maintain the Public-Private Partnership Structure
2. Continue Comprehensive Technical Assistance and Quality Supports
3. Prioritize Varied Geographic Distribution
4. Maintain Focus on High-Need Student Populations
5. Address Critical Implementation Challenges
6. Implement Sustainable Funding Model

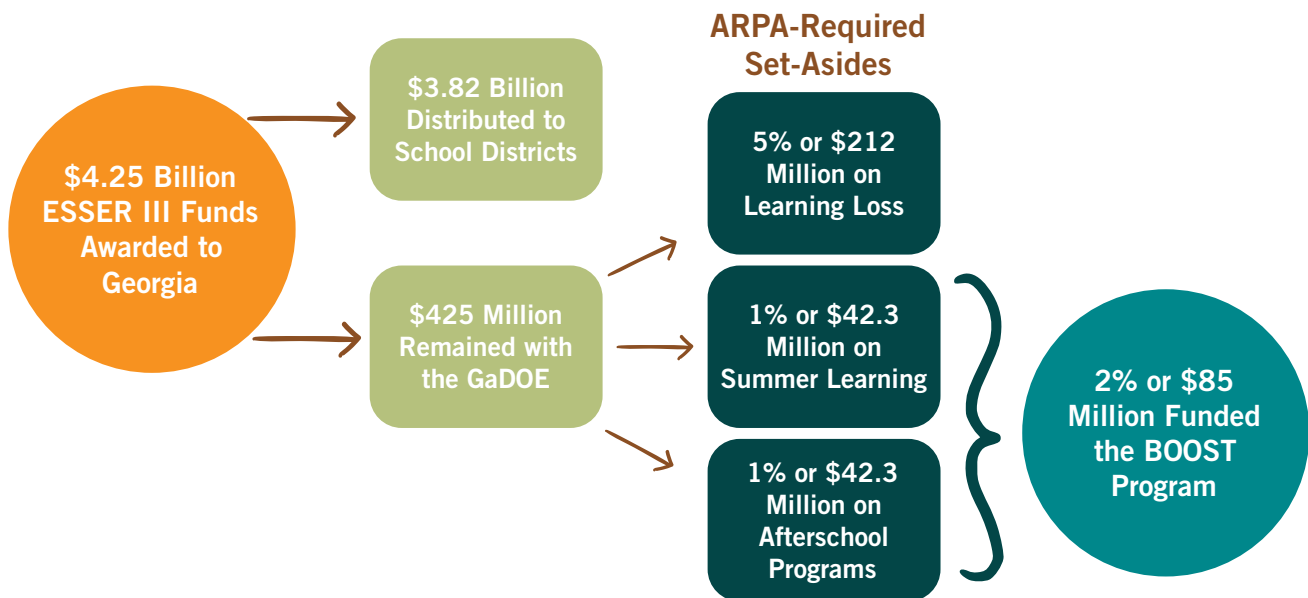
Introduction

The Elementary and Secondary School Emergency Relief Funds (ESSER III), established through the American Rescue Plan Act of 2021 (ARPA) on March 11, 2021, allocated 10% of its \$122 billion budget to state education agencies. Of this amount, \$8.45 billion was designated explicitly for learning recovery and distributed across three categories: \$1.2 billion (1%) for comprehensive afterschool programs, another \$1.2 billion (1%) for summer enrichment activities, and \$6.1 billion (5%) for learning recovery initiatives, which could encompass afterschool programming, summer activities, or extended school year programs.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 two decades, to establish the Building Opportunities for Out-of-School Time (BOOST) Grants Program. GSAN administered this three-year competitive grant (2021 – 2024) to distribute approximately \$85 million to Georgia communities on behalf of GaDOE and expand access to and strengthen the quality of summer enrichment opportunities and comprehensive afterschool programming for K-12 youth statewide.²

FIGURE 1. Distribution of Georgia's ESSER III Funds



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 spearheaded the development of the BOOST grants program in collaboration with GaDOE while actively seeking and incorporating feedback from out-of-school time (OST) providers about their needs. These providers expressed the need for flexible, sustainable support that would allow them to respond to changing family and youth requirements, strengthen school partnerships, and expand their programming in scope, scale, and quality.

GSAN structured the BOOST grants program with several key features to address these needs. The grants were renewable annually for up to three years, from August or September 2021 to July 2024. They combined summer enrichment and comprehensive afterschool funding into a single application, allowing providers to specify their programming type. The program offered flexible funding that could cover both new programmatic needs (such as personal protective equipment and enhanced academic offerings) and traditionally difficult-to-fund expenses like transportation. Additionally, GSAN streamlined the application and reporting processes to reduce administrative burden, making the program more accessible to smaller organizations.

BOOST grant recipients were required to implement a whole-child approach in their programs, ensuring students were healthy, safe, engaged, supported, and challenged. This comprehensive strategy was designed to address and eliminate non-academic obstacles to learning, particularly for those students who experienced the greatest impact from the COVID-19 pandemic. GSAN required all BOOST 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.
- Have recently operated summer and/or afterschool programming (e.g., in the past three years).
- Serve 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).
- Offer programming five days a week.

The RFP Process

GaDOE and GSAN launched the BOOST Request for Proposal (RFP) on July 27, 2021, which featured two distinct grant competitions. One competition targeted youth development agencies or organizations operating statewide, while the other focused on community-based organizations serving youth at the local level. **The program aimed to fund evidence-based afterschool and summer enrichment programs to enhance students' learning acceleration, connectedness, and well-being** through a transparent and highly competitive application process. Nonprofit organizations, higher education institutions, and municipalities were eligible to apply. The application process incorporated a comprehensive scoring rubric, developed in collaboration with national experts and included within the RFP documentation.

During its inaugural year, the BOOST program awarded \$27 million in funding to 105 organizations, representing 50% of the 209 eligible applications received. This included four statewide organizations, which received annual grants ranging from \$1.1

Of the 209 eligible BOOST applications received in 2021, 105 organizations (50%) were recommended for funding. This included 101 community-based and four statewide organizations.

to \$4.5 million, and 101 community-based organizations across Georgia. For the community organizations, funding amounts varied based on their programming schedule: those offering either academic year or summer-only programs received between \$7,500 and \$225,000, while organizations providing year-round programming were awarded between \$16,100 and \$427,500. In Year 2, 97% of the Year 1 awardees received continued funding. This represented 102 total organizations: 98 community-based organizations and four statewide organizations. In Year 3, 92% of the Year 1 awardees received continued funding, including 93 community-based organizations and four statewide organizations.

In Years 2 and 3, GSAN partnered with field-based subject matter experts (SME) within the fields of foster care, justice-impacted youth, and rural youth to support GSAN with distributing and reviewing applications for a third BOOST grant category, BOOST targeted grants. The SME partners were the University System of Georgia (foster care youth), Fulton County Court System and Georgia Department of Juvenile Justice (justice-involved youth), and the Georgia Family Connection Partnership (rural program operators).

To be considered for a BOOST targeted grant, applicants completed an online application that asked for information about their organization and history, proposed sites and program duration, youth to be served, proposed program design, and program objectives. In Year 3, GSAN received 22 targeted grant applications, evaluated by GSAN in partnership with the SMEs. Thirteen of the seventeen organizations that were awarded targeted grants utilized them in Year 3, ranging from **\$23,500 for Dalton State University to \$300,000 for two grantees: Momentum Advisory Collection and Atlanta Police Foundation**. Among all Year 3 targeted grants, seven focused on youth in foster care (\$321,500 awarded), eight were rural programs (\$564,292 awarded), and two focused on juvenile justice (\$600,000 awarded). More information about the targeted grantees can be found in Appendix A.

Boost Grantees

In Year 3, the **four statewide grants** continued, ranging from **\$1.1 to \$5.4 million; 92 community grants** were approved for continued funding, ranging from **\$19,370 to \$455,382**; and **17 targeted grants** were awarded, ranging from **\$23,500 to \$300,000** (Table 1). Like in Years 1 and 2, the Year 3 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 Year 3 grant awards also varied depending on the category (statewide, community, or targeted) and grant type (academic year, summer, year-round). A complete list of BOOST grantees in Year 3 is provided in Appendix B.

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	\$14,175,000
	COMMUNITY GRANTS (96)	\$7,500 - \$427,500	\$127,258	\$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	\$133,140	\$13,047,724
	TARGETED GRANTS (6)	\$37,500 - \$60,000	\$45,929	\$321,500
2023-24 (Year 3)	STATEWIDE GRANTS (4)	\$1,126,000 - \$5,470,089	\$4,094,869	\$16,379,475
	COMMUNITY GRANTS (92)	\$19,370 - \$455,382	\$139,240	\$12,949,350
	TARGETED GRANTS (13)	\$23,500 - \$300,000	\$87,400	\$1,485,792

* The Year 2 total award amounts were updated to reflect the actual amount, including non-used awards, which were not included in the Year 2 report. Additionally, the number of grantees for each year reflects only those that utilized their awarded funds.

Grant Administration

Central to administering the BOOST grants program, GSAN performed multiple key functions. These included evaluating and recommending funding allocations, processing grantee intake, managing vendors, and overseeing project modifications to ensure compliance with federal grant requirements. GSAN also established a BOOST Grants Program Advisory Council and provided comprehensive support to grantees through training and technical assistance, focusing on program quality based on the Georgia Afterschool & Youth Development Quality Standards and nonprofit management best practices.

GSAN was also responsible for developing and managing the reporting systems, collecting and analyzing data, monitoring program implementation and grantee performance, and supporting media outreach efforts. As such, they managed an independent, third-party evaluation of the BOOST Grants Program. GaDOE's role was more focused, concentrating on the distribution of funds and financial monitoring activities.

About the BOOST Evaluation

GSAN initiated a nationwide search for a research partner to independently evaluate the BOOST grants program by issuing a competitive Request for Proposal (RFP) on February 1, 2022. The RFP outlined GSAN's requirements for a comprehensive third-party evaluation to examine several key aspects: the effectiveness of program administration, how federal funds were utilized, program sustainability, and the collective impact of grantee interventions. Ten proposals were submitted by the February 28, 2022 deadline. Each submission underwent careful review by at least two independent evaluators using a standardized scoring rubric. Following this review process, Metis Associates was selected as the BOOST evaluation partner in March 2022.



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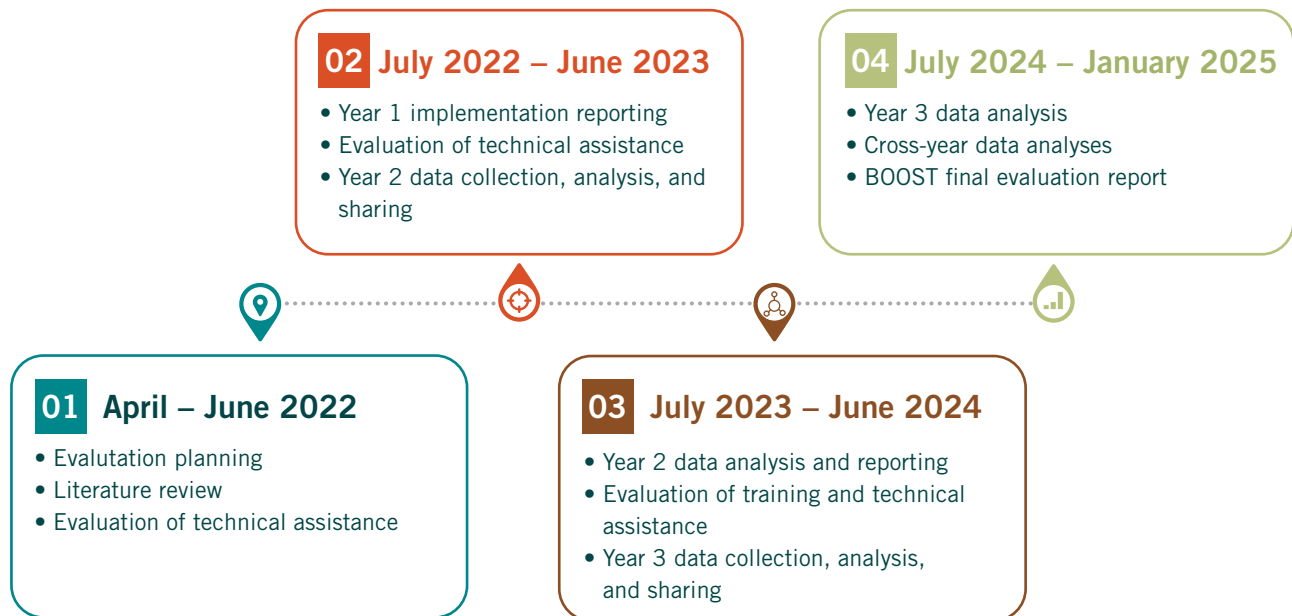
Methods

Evaluation Design

Metis Associates, serving as the BOOST evaluation partner, developed a comprehensive cross-site evaluation with three interconnected components. The first component, the **Implementation Study**, launched in the program's first year and documented various aspects of BOOST implementation, including service delivery by grantees, youth satisfaction levels, challenges encountered, new partnership formations, success stories, and key lessons learned.

Beginning in the second year, the **Outcomes Study** assessed four key areas for participating youth: learning acceleration, enrichment, well-being and connectedness, and healthy eating and physical activity outcomes. Simultaneously, the **Systems Study** examined the quality and effectiveness of BOOST program oversight, administrative efforts, and long-term sustainability. As shown in Figure 2, the evaluation unfolded across four distinct phases over multiple years.

FIGURE 2. BOOST Evaluation Timeline



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 throughout 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 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.

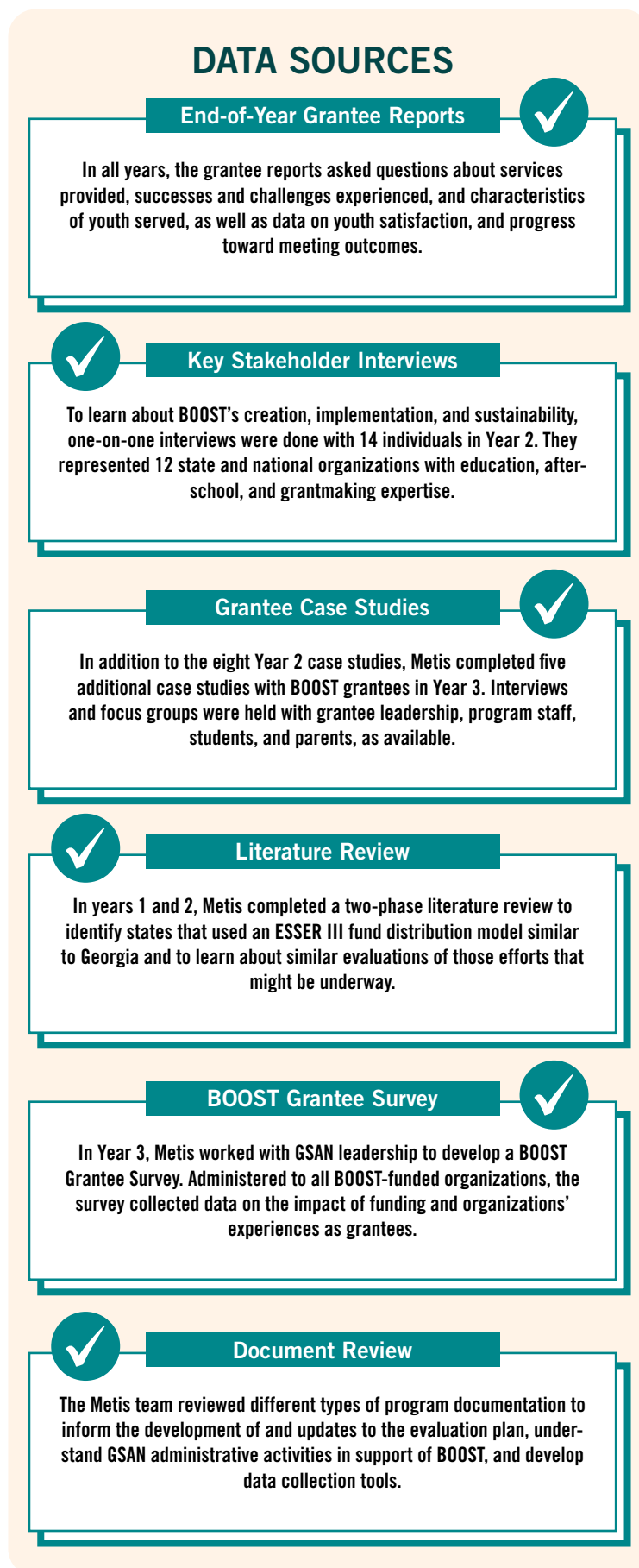
Metis also convened and led a Youth Evaluation Advisory Group (YEAG) in the spring of 2023. The YEAG had two main goals: (1) to train a group of middle and high school students in evaluation methods and give them a chance to practice those skills, and (2) to provide a space for youth to share their experiences with their BOOST program while contributing to a participatory evaluation process. Youth received a stipend for participation and were recruited with help from the EAG.

Metis held four sessions with participating youth focused on understanding BOOST funding, the role and purpose of the YEAG, program evaluation, qualitative interviews and focus groups, and data reviews. 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 feedback on student and parent focus group protocols that Metis ultimately used in its case studies of BOOST sites.

Data Sources

The infographic on the right summarizes the data sources used for the three-year BOOST evaluation.

FIGURE 3. List of Evaluation Data Sources



Implementation Findings

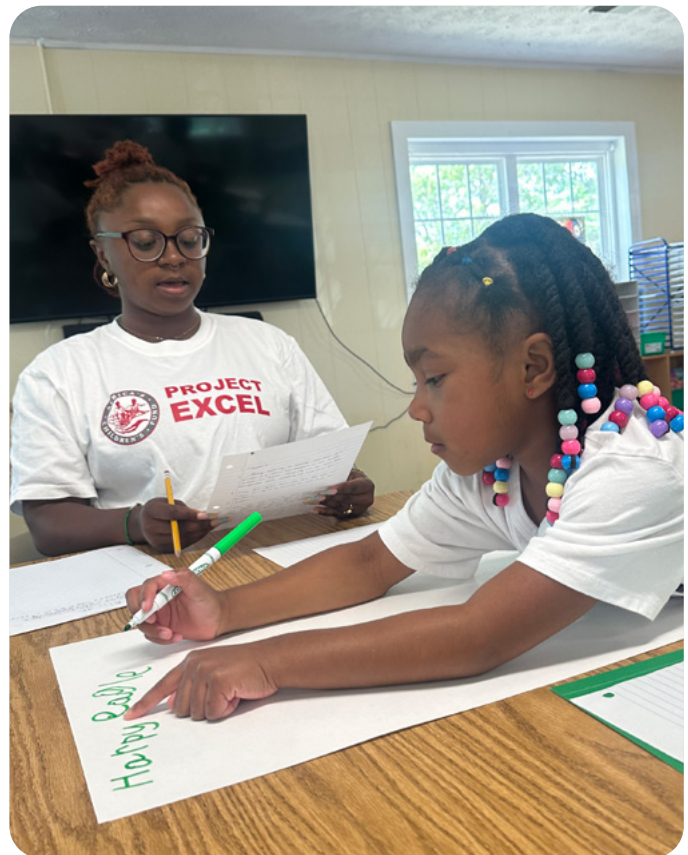
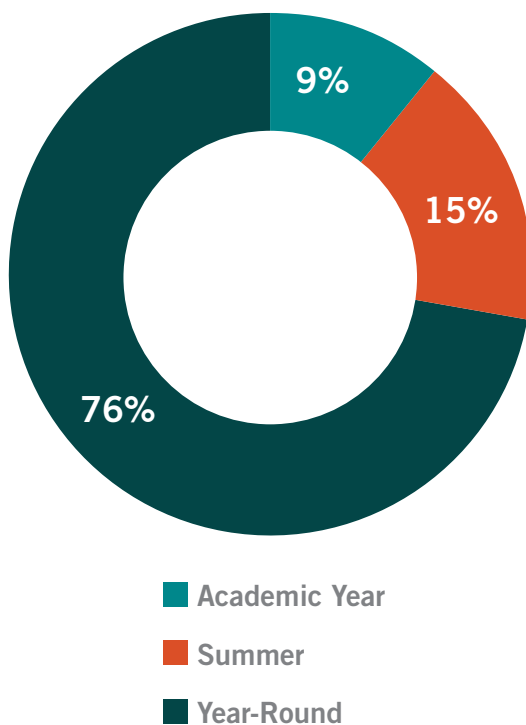
BOOST Grantees

In Year 3, 96 BOOST grantees (including 92 community organizations and four statewide organizations) implemented programming. Some grantee programs had operated for over 100 years, while others were in their first year. On average, BOOST grantee organizations had nearly 20 years of experience providing out-of-school time programming.

Across the 96 grantees, most were year-round programs (i.e., operating both during the academic year and the summer months), and the remainder were academic year- or summer-only programs (Figure 4).

Community grantees operated 1,001 academic year sites (Table 2). Most operated fewer than five academic year sites, though one grantee (Boy Scouts of America Atlanta Area Council) served 522 sites. During the summer, community grantees operated 319 sites (Table 2), with the majority operating fewer than five sites and one community grantee (Bread of Life Development Ministries, Inc.) operating 48 sites. Additionally, the four statewide grantees—Communities in Schools (CIS) of Georgia, Georgia Alliance of Boys and Girls Clubs (BGC), YMCA of Metropolitan Atlanta on behalf of the Georgia Alliance of YMCAs, and Georgia Recreation and Parks Association (GRPA)—collectively operated 428 academic year sites and 350 summer sites. Overall, the number of sites operating during both the academic year and the summer remained relatively constant between Years 2 and 3.

FIGURE 4.
Year 3 BOOST Grants by Type



Africa's Children's Fund

TABLE 2. 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	1,342	332
2022-23 (YEAR 2)	4 Statewide Grants	424	322
	93 Community Grants	992	317
2023-24 (YEAR 3)	4 Statewide Grants	428	350
	92 Community Grants	1,001	319

Youth Served

BOOST-funded statewide and community grantee sites, which were also funded via other public and private funding, served 86,386 young people during the 2023-24 academic year and 82,827 during the summer of 2024.

Figure 5 shows that the majority of youth served by BOOST-funded sites were in elementary grades K through 5, accounting for about 68% of participating youth served during the academic year and summer. Middle school youth accounted for about 20% of youth served in the academic year and summer, followed by high school-aged youth (approximately 12% for the academic year and summer). Figure 6 shows that more males than females were served during the academic year (59%) and the summer (55%).

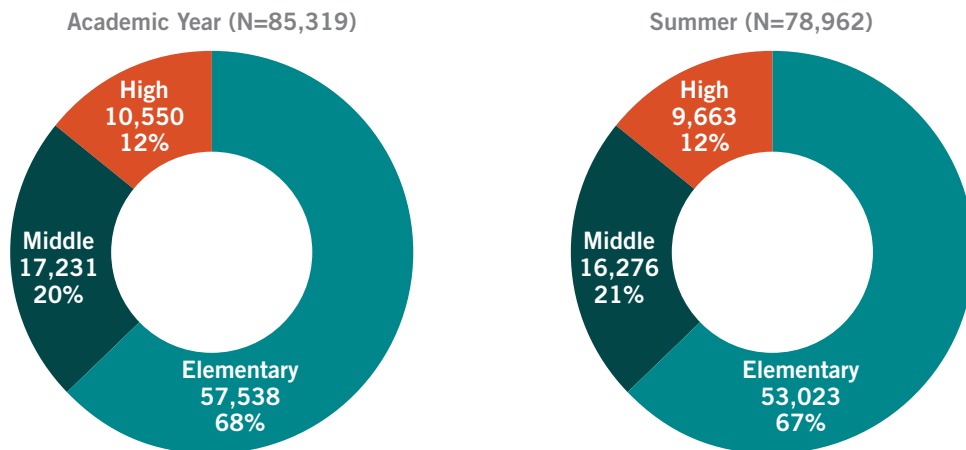
FIGURE 5. Grade Levels of Youth Served, Year 3

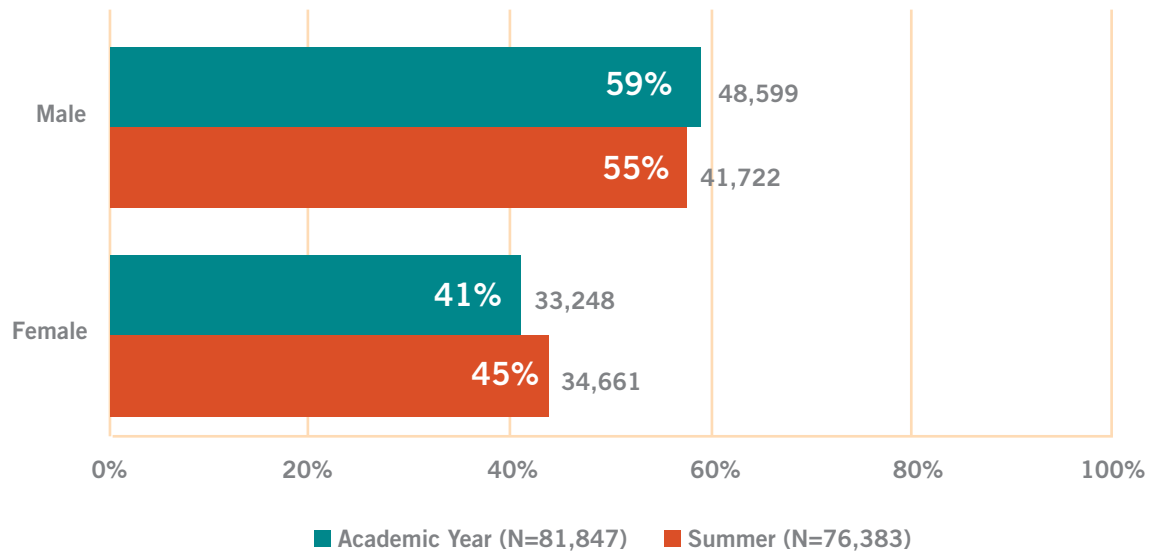
FIGURE 6. Gender of Youth Served, Year 3

Figure 7 provides data on the racial and ethnic backgrounds of participating youth. Over half of the youth served in the academic year and summer were Black (52% and 58%, respectively), and nearly one-third were white (31% and 28%, respectively).

Other races and ethnicities were represented relatively similarly in the academic year and the summer, including (Hispanic 12% for the academic year and 11% for the summer), multiracial (3% for the academic year, 4% for the summer), Asian (5% for the academic year, 3% for the summer), and Other (8% for the academic year, 6% for the summer). Youth identifying as American Indian/Alaska Native or Native Hawaiian/Other Pacific Islanders accounted for less than 1% of the overall population served during both periods.

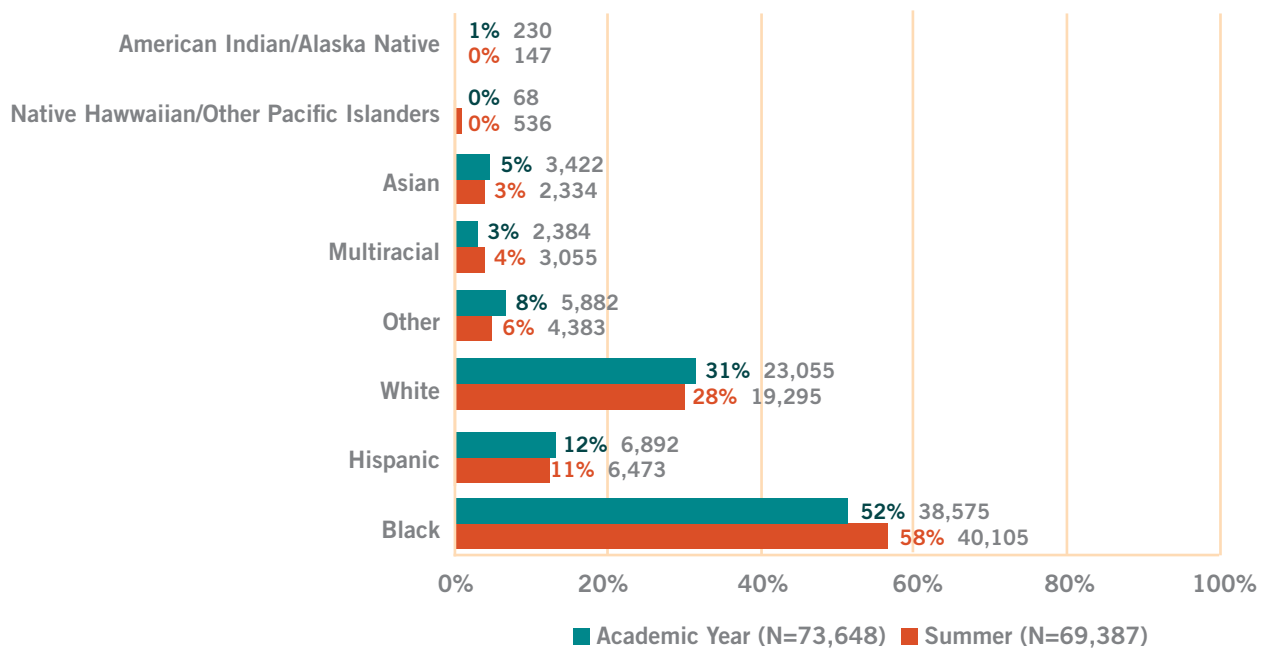
FIGURE 7. Racial/Ethnic Background of Youth Served, Year 2

Table 3 presents data on the priority youth populations served by BOOST. The majority of youth served during the academic year and summer were eligible for free- or reduced-price meals (70% and 85%, respectively), followed by English language learners (11% in both periods), students with disabilities (7% and 16%, respectively), foster care youth (3% and 4%, respectively), homeless youth (2% in both periods) and migratory youth (<1% and 1%, respectively). It should be noted that greater proportions of low-income youth, students with disabilities, foster care youth, and migratory youth were served during the summer than in the academic year.

TABLE 3. BOOST Priority Youth Served, Year 3

	ACADEMIC YEAR			SUMMER		
	Total N with Data	Number of Students	Percent of Students	Total N with Data	Number of Students	Percent of Students
Free- or Reduced- Price Meals	69,797	49,085	70.3%	54,116	46,224	85.4%
English Language Learners	40,136	4,542	11.3%	36,459	3,965	10.9%
Students with Disabilities	36,025	2,511	7.0%	36,660	5,785	15.8%
Foster Care	35,422	1,096	3.1%	34,994	1,369	3.9%
Homeless	35,092	665	1.9%	30,672	583	1.9%
Migratory Youth	32,003	252	0.8%	29,266	378	1.3%

Program Reach

In Year 3, BOOST grantees operated sites in 115 of Georgia's 159 counties (Figure 8). Of these, 45 were high-priority counties, which are those that received no government funding through the Nita M. Lowey 21st Century Community Learning Centers Program³ or the Out-of-School Services Program.⁴ Notably, the number of counties within which BOOST sites operated increased by 28 counties (or 32%) from Year 1 to Year 3 (Figure 9).

FIGURE 8. Boost Reach, Year 3

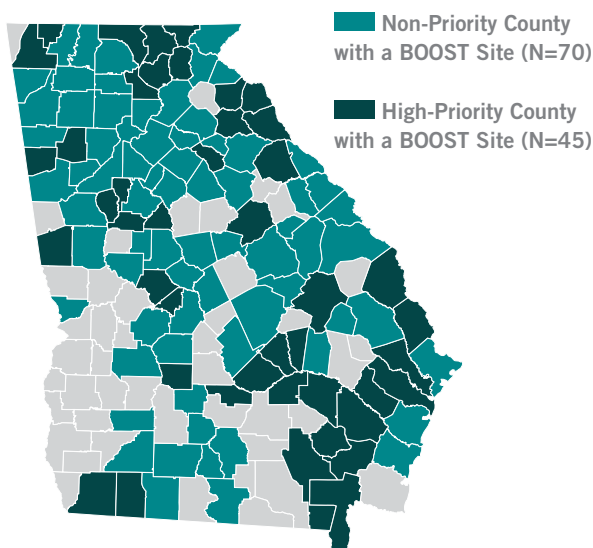
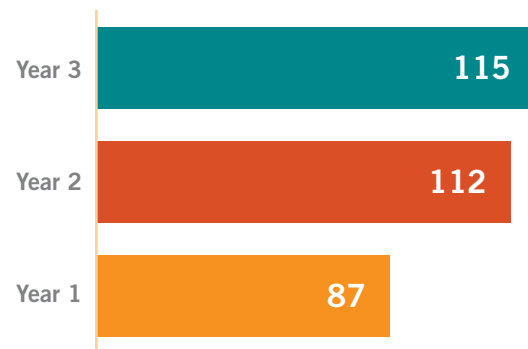


FIGURE 9.

Number of Counties with at least one BOOST site



³ Georgia Department of Education. 21st Century Community Learning Centers (CCLC) Sites. Open Records Request (October 2024). Processed by GSAN.

⁴ Georgia Division of Family & Children Services. Out of School Services Program Sites. Professional Communication (November 2024). Processed by GSAN.

BOOST sites served youth residing in 141 unique counties (89%) in the third program year. The academic year programs reached residents in 126 counties (Figure 10), and the summer programs reached young residents in 137 counties (Figure 11).

To determine the reach of BOOST programming at the county level in Year 3, the total number of BOOST participants residing in each county was divided by the total estimated population of Georgia youth living in the county (obtained from the 2023 American Community Survey 5-year estimates of youth ages 5-17), resulting in a county-level percentage of youth served.

As shown in Table 4, 13 counties served 10% or more of the youth residents by BOOST grantees during the academic year or the summer, with six achieving this feat for both temporal periods (emphasized in orange). Notably, 50% of youth residents of Putnam County were served by BOOST grantees during the academic year.

TABLE 4.
Counties where BOOST Grantees Served 10% or More of Youth, Year 3

COUNTY	ESTIMATED CHILD POPULATION	ACADEMIC YEAR (REACH)		SUMMER YEAR (REACH)	
		NUMBER OF YOUTH SERVED	PERCENT OF YOUTH SERVED	NUMBER OF YOUTH SERVED	PERCENT OF YOUTH SERVED
Berrien	3,218	446	14%	264	8%
Brooks	2,499	588	24%	574	23%
Bulloch	11,856	1,212	10%	586	5%
Clarke	15,689	1,360	9%	1,616	10%
Fulton	167,856	18,032	11%	13,155	8%
Glascok	512	124	24%	115	22%
Glynn	13,484	2,194	16%	4,616	34%
Greene	2,670	385	14%	301	11%
Mcintosh	1,397	206	15%	148	11%
Putnam	3,370	1,690	50%	4	0%
Thomas	8,121	808	10%	516	6%
Twiggs	1,133	180	16%	209	18%
Wilkes	1,493	131	9%	214	14%

FIGURE 10.
County Reach – All BOOST Grantees,
Year 3 Academic Year Programs

PROPORTION OF YOUTH RESIDENTS
SERVED (AGE 5-17)

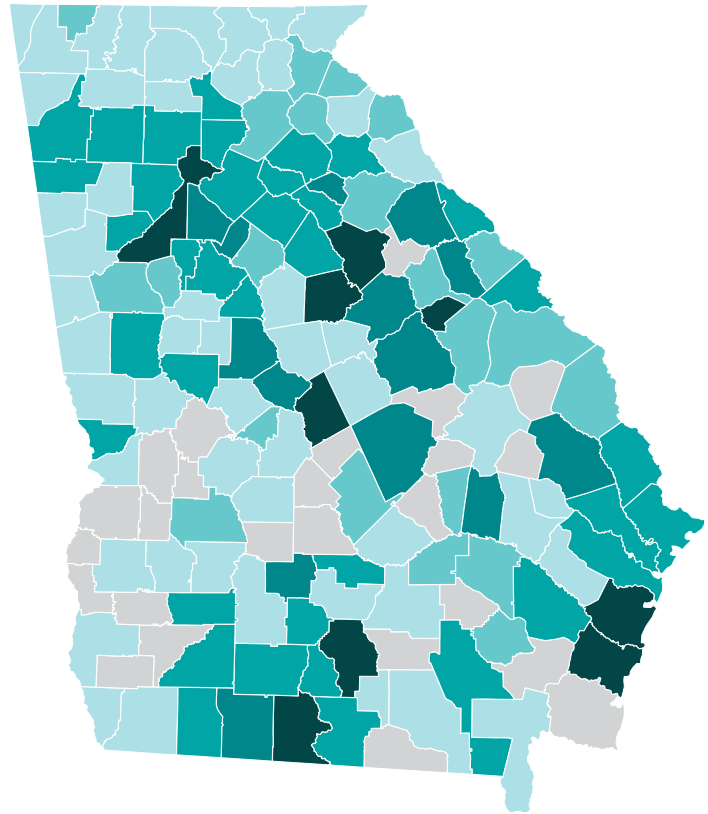
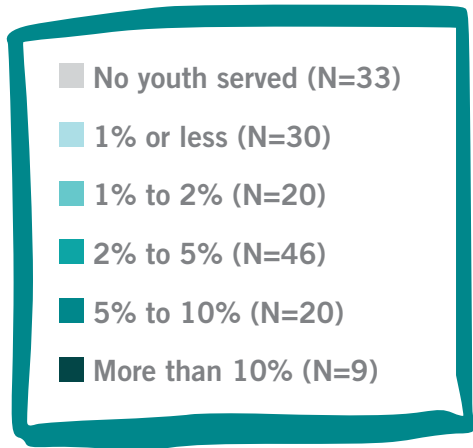
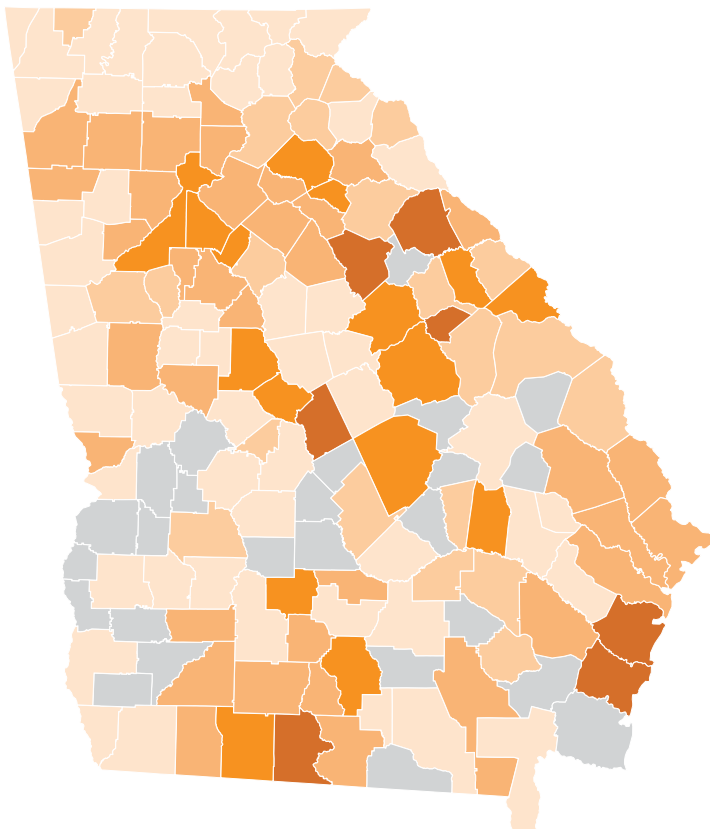
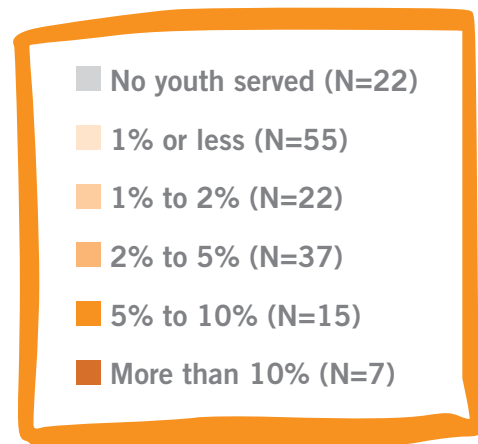


FIGURE 11.
County Reach – All BOOST Grantees,
Year 3 Summer Programs

PROPORTION OF YOUTH RESIDENTS
SERVED (AGE 5-17)



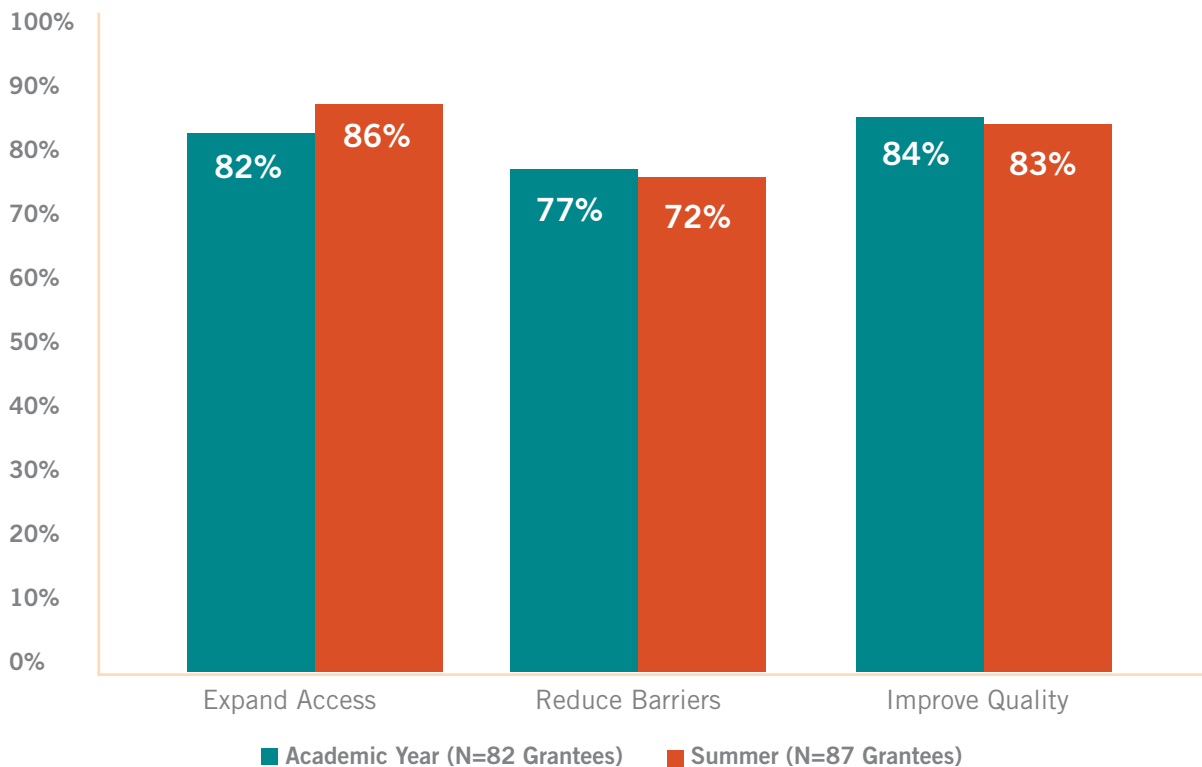
Program Purposes

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. Reduce barriers to youth participation
3. Strengthen program quality

Figure 12 shows the number of grantees who indicated purposes they would address during the academic year and the summer. This section provides a summary of the strategies used by BOOST grantees to meet these program purposes.

FIGURE 12. BOOST Program Purposes Addressed*



Many grantees leveraged BOOST funds to expand youth access to high-quality OST programming. Table 5 provides a summary of the many ways that grantees **expanded access** to their BOOST-funded programs.

* Based upon grant applications submitted.

TABLE 5. Grantee Approaches to Expanding Youth Access

	Academic Year (N=82)	Summer (N=87)
Served more youth than in years before BOOST funding	70%	60%
Conducted community-based outreach and recruitment (e.g., partnering with local community-based organizations to identify eligible youth, attending community forums or meetings)	57%	45%
Developed partnerships with schools or districts to recruit students	51%	39%
Conducted family-focused outreach and recruitment (e.g., soliciting feedback from families, using bilingual staff to communicate with families)	48%	30%
Served new youth populations (e.g., students with exceptional needs, English language learners, high school-aged youth, vulnerable or high-risk youth, homeless youth)	44%	40%
Expanded program hours and/or days	39%	36%
Opened new sites/locations (e.g., at schools, local churches, or foster care facilities)	32%	30%

Approximately three-quarters of BOOST grantees leveraged funds to reduce barriers to youth participation in high-quality OST programming. Table 6 summarizes how BOOST grantees **reduced barriers** to youth participation in their programs.

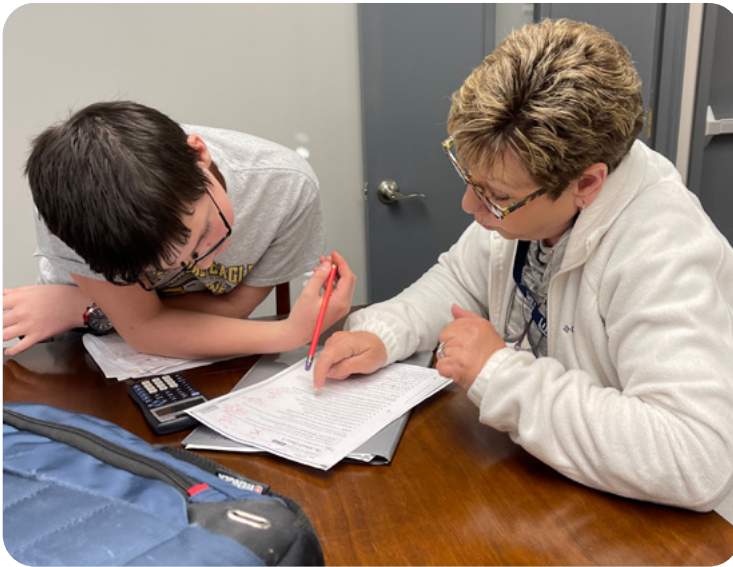
TABLE 6. Grantee Approaches to Reducing Barriers to Youth Participation

	Academic Year (N=82)	Summer (N=87)
Continued to offer free programs/services	88%	75%
Provided transportation services (e.g., using program vans or buses (some with wheelchair lifts) or partner-provided bus services to transport youth to the program and field trips)	66%	55%
Waived program fees/costs (e.g., offering scholarships, using sliding tuition scales, and offering sibling or family discounts)	39%	48%
Offered more accessible program locations (e.g., within walking distance of participants' homes or at more convenient locations for families, such as neighborhood schools or housing complexes)	37%	25%
Provided English language support for youth	24%	13%
Provided English as a second language classes or other adult education for parents/family members (e.g., leadership development, financial literacy, mental health awareness, co-parenting strategies, and civil rights education)	9%	5%

Many grantees used BOOST funds to strengthen the quality of their OST programming. Table 7 summarizes grantees' strategies for **increasing the quality** of their BOOST-funded programs.

TABLE 7. Grantee Approaches to Increasing Quality	Academic Year (N=82)	Summer (N=87)
Expanded existing programs, services, or activities (e.g., offering new instructional levels, offering new student clubs, expanding services to additional classes, intensifying student mentorship, holding learning acceleration events, and increasing tutoring provisions)	60%	60%
Provided youth with healthy meals or snacks	60%	57%
Revised/enhanced existing curricula (e.g., math, ELA, STEAM, and well-being curricula)	59%	54%
Provided staff training (e.g., leadership, trauma-informed service delivery, inquiry mindset, art therapy, phonics instruction, and ASYD quality standards)	52%	45%
Contracted with outside vendors to provide new or improved programs, services, or activities	51%	45%
Engaged families in programming (e.g., parent liaisons, home visits, literacy nights, assistance with parent-teacher conferences, parent STEM nights, automated family/home call services, parenting support groups, and other parent events)	51%	41%
Implemented new teaching strategies (e.g., project-based learning, evidence-based phonics instruction, play-based learning, and individualized learning)	46%	38%
Engaged additional community and/or individual volunteers	46%	34%
Hired additional or more qualified (e.g., certified) teachers	39%	43%
Referred youth or families to community services (e.g., housing assistance, child clothing donations, household item donations, immigration assistance, food pantries, medical care, mental health care, and case management services)	39%	23%
Implemented new curricula	34%	26%
Increased linkages to regular school day (e.g., program staff visits to partner schools to speak with school staff)	30%	15%
Offered youth behavioral health services (e.g., individual counseling, teen group therapy, pediatric mental health support groups, skill-building sessions, and restorative justice practices)	29%	22%
Implemented new program approaches (e.g., youth-led action projects, individual learning plans, trauma-informed teaching or coaching, and weekend enrichment sessions)	28%	16%

	Academic Year (N=82)	Summer (N=87)
Provided volunteer training	26%	26%
Provided youth with healthy meals or food gift cards to take home	24%	20%
Hired other program staff (e.g., curriculum specialists, teaching artists, coaches, and therapists)	18%	15%



LIFT Youth Center

"The BOOST grants program lifted many burdens our families carry, such as financial, transportation, and food, to ensure their child has high-quality OST. We allocated BOOST resources to ensure that all children of Wilkes County had equal opportunity to flourish in our program."

– Boost Grantee

"BOOST funding was used to hire a full-time program director to expand programming for our middle and high school youth. As the program grew, BOOST funded additional program coordinators for the OST program. The middle/high school program grew from 15 to 93 youth in Year 3 of the grant."

– Boost Grantee



Atlanta Music Project

Program Activities

All grantees were to offer activities in at least three service areas as part of their BOOST-supported programs:

- **Learning Acceleration**
- **Enrichment**
- **Healthy eating and physical activity**
- **Well-being and connectedness**

Figure 13 shows the percentage of grantees that offered activities in each of the four service areas in Year 3.

Accelerated Learning Activities

Nearly all BOOST grantees reported implementing accelerated learning activities as part of their BOOST-funded programming, including 100% of academic year grantees and 98% of summer grantees*. Figure 14 summarizes the accelerated learning activities offered by academic year and summer grantees in Year 3. The most commonly reported accelerated learning activities provided by academic year and summer grantees included instruction in literacy/reading and STEM, STEAM, or STREAM (science, technology, reading, engineering, arts, and math) subjects. Most academic year grantees also offered homework help and tutoring.

FIGURE 13.
BOOST Implementation –
Service Areas Addressed

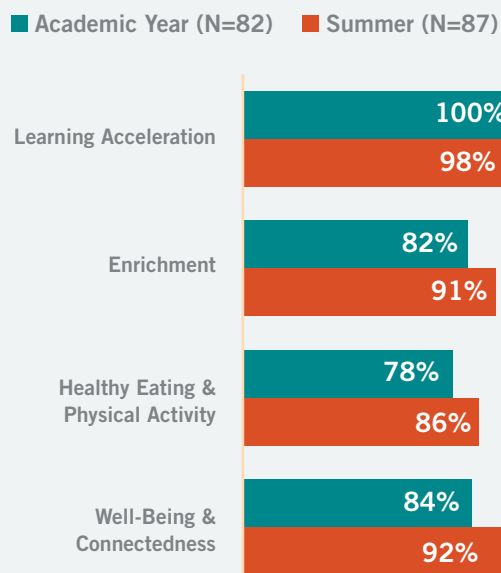
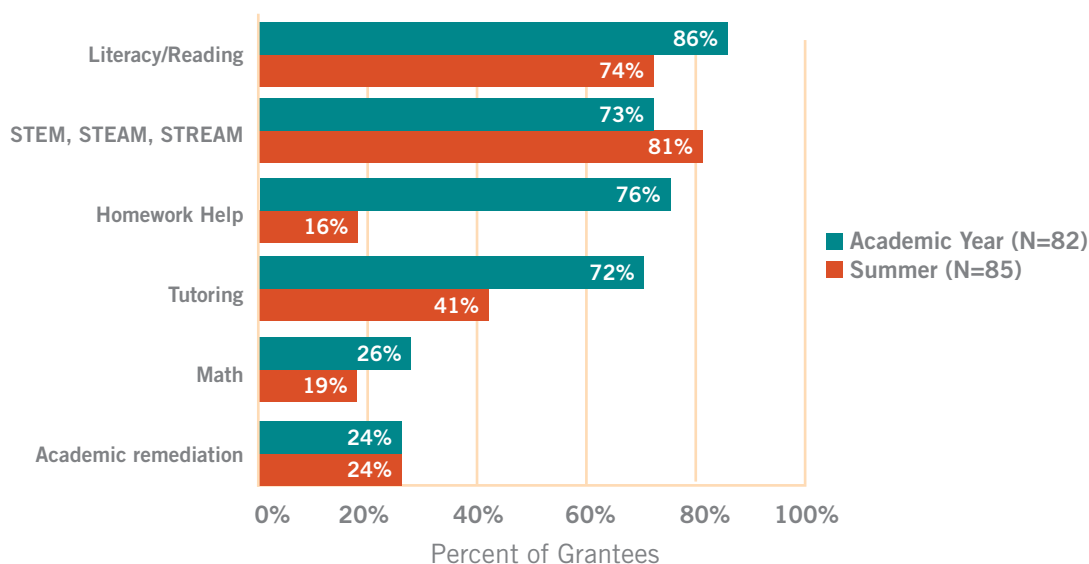


FIGURE 14. BOOST Implementation – Accelerated Learning Activities



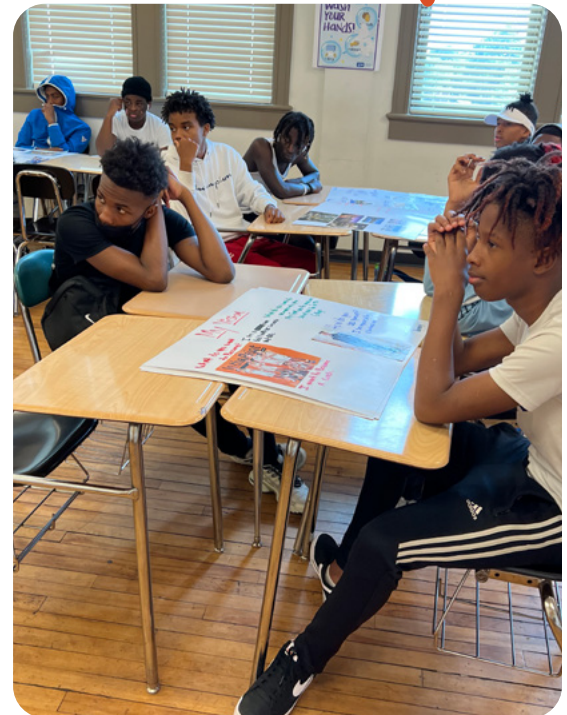
* While learning acceleration was a required component, 2 summer grantees (2%) did not report learning acceleration activities on their final grant report.



Camp Twin Lakes

"Throughout each month, our students have the opportunity to participate in workshops that are on topics such as suicide prevention, trauma, building resilience, reducing stress and anxiety, relationship skills, emotional regulation, and preventing self-harm."

– Chrissie Brown, LIFT Youth Center



Augusta Richmond County Juvenile Court

"My son was really struggling with reading and I was looking for programs for him and tutors for him, but I couldn't afford what they were offering. So, for my son to be able to get that help and have it be funded was really great"

– GRPA BOOST Parent



East Atlanta Kids Club



Boys & Girls Clubs



Grantee Spotlights

Southside Recreation Center (Lowndes County) used BOOST funds to hire a math tutor to provide small group and individualized tutoring for all program participants and deliver targeted support for students at risk of failing math. Volunteer teachers also offered additional reading support and resources to help students prepare for the Georgia Milestones test. As a result, students gained confidence in their schoolwork, benefiting from the increased alignment with the school day.

Next Generation Focus (Gwinnett County) created a comprehensive learning environment specializing in literacy and mathematics. The curriculum implemented strategies to help students apply reading and writing skills beyond the traditional classroom, catering to at-risk students with personalized support. The project-based, hands-on learning assignments enhanced essential reading and math skills, linking learning to real-world experiences.

YMCA of Metropolitan Atlanta, Inc. (Fulton County) implemented comprehensive literacy-focused activities across sites, with dedicated staff hired to combat summer learning loss. The programs introduced “Stop, Drop & Read” sessions and mobile libraries while partnering with local school districts to incorporate specialized teaching strategies during summer training. Students benefited from varied learning experiences, including lunch and learn, financial literacy sessions, and expanded in-house field trips with community partners, creating an engaging environment that supported continued learning throughout the summer months.

Clarkston Community Center Foundation (DeKalb County) enhanced its STEM curriculum with more projects and materials. Vendors were contracted to provide additional STEM services, like creating energy sources for structures. In Year 3, learning acceleration bridged gaps and enhanced academic performance through targeted instruction, personalized learning plans, and enrichment activities. The focus included tutoring, homework help, reading skill development, and STEM education. The program also linked BOOST afterschool activities with the school day by hiring more staff and providing state test prep materials.

Inspiring Services (Douglas County) used online learning to help younger students improve their ability to navigate online sites, essential skills in today’s classrooms. Nearly four out of five days involved self-paced computer-based learning, with students completing assignments and bolstering their knowledge. Teachers assisted students in overcoming challenges, leading students to achieve the required number of self-paced math units. Many students shared their report cards, highlighting classroom success, and received extra recognition for their academic achievements.



YMCA of Greater Augusta



Grantee Spotlights

The 2023 **Safe Harbor Children's Shelter** (Glynn County) summer program provided an innovative learning experience for youth and instructors. The summer program theme was historical landmarks, both 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 a.m. to 12:30 p.m. Following a nutritious breakfast, each day featured three 30-minute exploratory schedule time blocks, including art, STEAM, and computer lab activities. These were followed by learning acceleration time blocks that included reading, writing, and math subject area instruction.

In Year 3, the **Educational Advisory Foundation** (Fulton County) identified the need for more intensive tutoring due to COVID-related learning loss, leading the program to extend tutoring to 2-3 hours daily. Expert tutors, often retired certified teachers, provided tutoring during and after the regular school day, offering students a “grandparent” mentor. This approach alleviated transportation and cost burdens for students and parents, resulting in warm, loving, and consistent tutoring sessions.

In Year 3, **Mothers Raising Sons** (Clayton County) provided diverse activities, from well-being and connectedness to STEM and STEAM. The program focused on preparing all students to meet and exceed state standards in critical subjects such as English, math, and science. Results indicated that youth improved their academic performance in various areas. The program employed diverse curricula, including Georgia ASYD quality standards, Creative Curriculum, Scholastics, Hands-on Science, Leveled Readers, and SMILE. This multifaceted approach ensured that students received a well-rounded education, addressing their academic and personal developmental needs.

After-School All-Stars (Fulton County) programs centered on project-based learning STEAM modules, ensuring academic learning continued throughout the afternoon. In June, After-School All-Stars required an entire month of in-person academic summer school and was the sole provider of afternoon enrichment activities for all middle-grade students. One of the program's successes was the introduction of new programs such as Mad Scientist and Cosmetology.

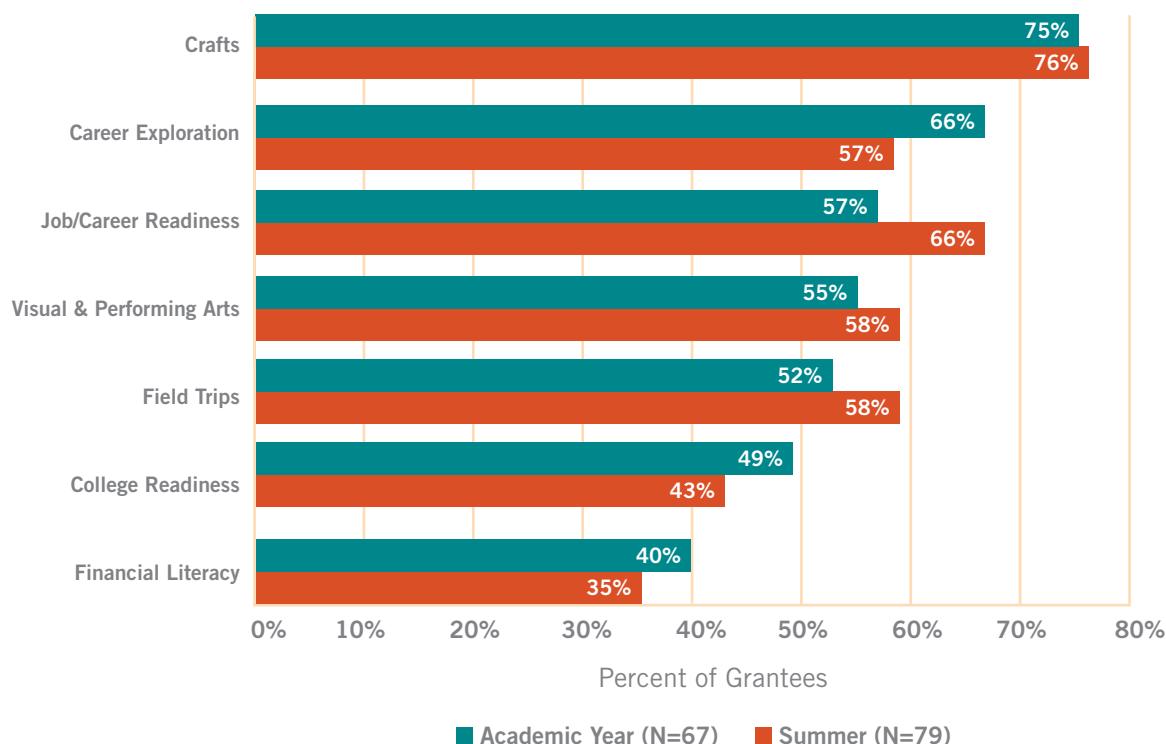


Mothers Raising Sons

Enrichment Activities

Many grantees offered enrichment activities as part of their BOOST-funded programming, including 82% of academic year grantees and 91% of summer grantees. Figure 15 summarizes the enrichment activities offered by academic year and summer grantees in Year 3. The activities most offered included crafts and visual and performing arts. Summer grantees were more likely to provide career exploration, field trips, and job/career readiness than academic-year grantees. Proportionately fewer academic year and summer grantees provided college readiness activities and financial literacy.

FIGURE 15. BOOST Implementation – Enrichment Activities



Hope for Youth (HYPE)



Atlanta Music Project



Grantee Spotlights

Positive Growth (DeKalb County) offered youth a safe, supportive, and engaging environment designed to foster students' intellectual, social, and physical development. The program provided a holistic approach to learning that extends beyond the classroom, helping students explore new interests, develop critical skills, and build lasting friendships. The program offered a range of enrichment activities designed to inspire curiosity and creativity. Students participated in hands-on STEM projects, explored their artistic talents through arts and crafts, and expressed themselves through music lessons, drama productions, and choir participation.

Together Friends (Clayton County) helped students increase their interest and awareness of STEAM career opportunities and the high school and college requirements to enter those fields. Guest speakers and field trips allowed students to actively participate in a comprehensive program that engaged and inspired students through various enriching activities and learning experiences. Reviewing students' journals provided valuable insights into the program's effectiveness in fostering a passion for STEAM disciplines and guiding students toward future career paths.

OneSource (Gwinnett County) offered an afterschool program designed to engage students in STEM activities, such as robotics, where students built and programmed robots fostering engineering, coding, and problem-solving skills. The program also allowed students to create digital projects with video editing and graphic design tools, integrating creativity with technology. The program offered field trips such as visits to science museums, tech companies, and universities, which exposed students to real-world STEM environments and professionals.

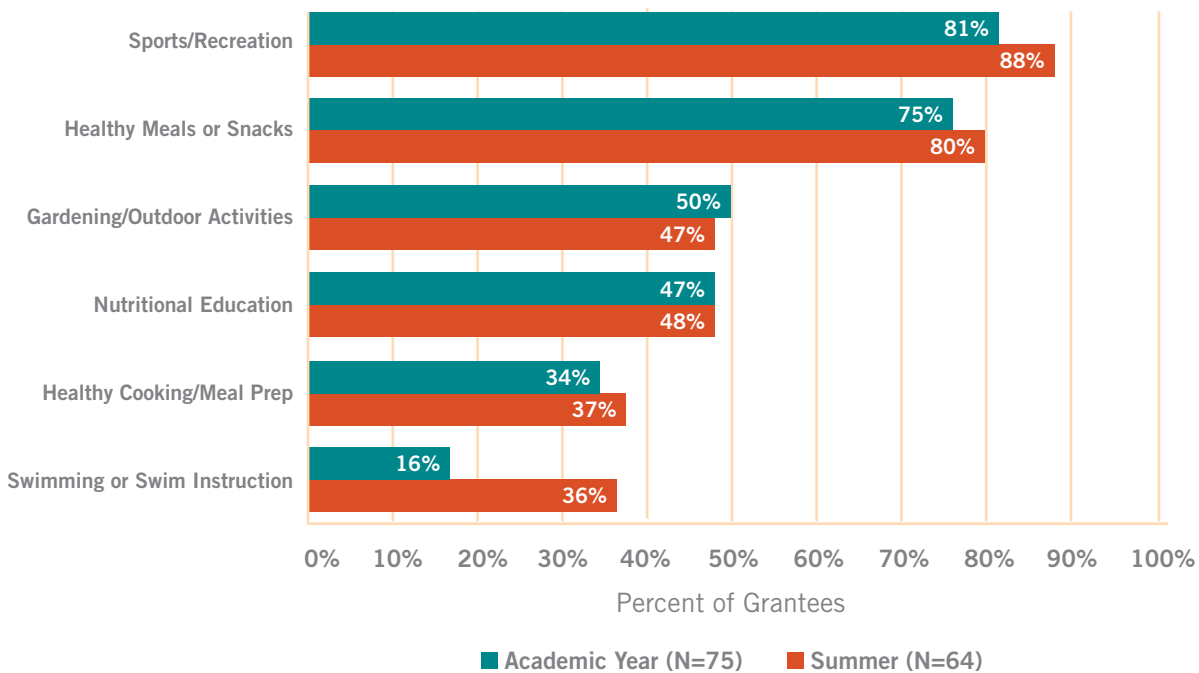
Safe Harbor Children's Center (Glynn County) summer enrichment program immersed youth in dynamic activities sparking creativity and growth. Students were given the opportunity to participate in hands-on experiences, including theater and song performances, artistic expression through art lessons, engaging book club discussions, and a therapeutic gardening club. Youth worked alongside dedicated teachers, mentors, and counselors, which helped them strengthen their communication abilities.

Jessye Norman School of the Arts (JNSA) (Richmond County) provided a free summer arts program that immersed students in specialized disciplines through daily instruction. Students developed their talents in dance, drama, music, visual arts, or digital arts, depending on their interests. In digital arts, students mastered video production using DSLR cameras and editing software. Drama and music students brought *The Phantom Tollbooth* to life while exploring color theory, geometry, and probability. Visual arts students created works integrating these same STEAM concepts. With individualized instructor guidance, every student's artistic journey culminated in end-of-camp performances and gallery showcases, achieving 100% participation.

Healthy Eating and Physical Activity

Many BOOST grantees offered healthy eating and physical activities as part of their BOOST-funded programming, including 78% of academic year grantees and 86% of summer grantees. Figure 16 summarizes the activities provided by academic year and summer grantees in the area of healthy eating and physical activity in Year 3. Many grantees reported providing youth healthy meals and snacks during the academic year and summer programming. Most academic year and summer grantees also offered sports and other recreational activities. As one might expect, the summer grantees were more likely to provide swim instruction than their academic year counterparts.

FIGURE 16. Healthy Eating & Physical Activity



YMCA Moultrie



Grantee Spotlights

The **Soccer in the Streets** (Fulton County) afterschool program continued its BOOST-supported success, expanding into new Atlanta locations. The StationSoccer curriculum evolved into a trauma-informed and connection-centric model, with 100% of coaches completing program training. The “Garden FC” health and nutrition program continued to develop, serving over 500 players and their families across three locations. Each StationSoccer Garden hosted a monthly food demonstration and garden lesson during the seasons.

HealthMPowers (Gwinnett County) offered Girls Empowering Movement (GEM), an after-school physical activity program for middle school girls to explore various physical activities in a safe, inclusive, girl-only environment. “Create a MOVement,” a new component of the GEM program, allowed girls to develop project plans and budgets to lead physical activity events in their schools and communities. Projects ranged from creating building obstacle courses to organizing all-school field days. One successful project was a presentation to the school administration, resulting in an additional 30 minutes of physical activity during the school day. Many GEM groups also integrated nutrition, mental wellness, and mentorship into their projects.

At **Thomasville Community Resource Center** (Thomas County), students learned to assess, monitor, and track their water intake daily, completing daily tracking. Using the age-appropriate Skillastics Curriculum, students were also instructed in healthy meals and physical activities, making learning fun and engaging.

Many **Georgia Recreation and Park Association Inc.** (Statewide) sites served as nutrition centers for their communities, providing expansive nutrition education that emphasized a healthy lifestyle. The summer program offered attendees the unique opportunity to receive nutritious meals while learning about healthy diets. Additionally, physical activity was a key component of summer programming, with youth participating in daily recreation and team-building activities. Youth were introduced to several new sports, such as pickleball and disc golf, which helped broaden their exposure to lifelong activities.

Savannah Country Day School Inc. — Horizons (Chatham County) promoted healthy eating and physical activity through comprehensive recreation and nutrition programs. Students received daily balanced meals including breakfast, lunch, and a nutritious snack. The program incorporated diverse physical activities, including swimming lessons three times weekly, where 136 students achieved basic swimming proficiency. Additional recreation activities included tennis, yoga, flag football, and disc golf. Through their healthy living club, students engaged in activities promoting overall well-being and active lifestyles.

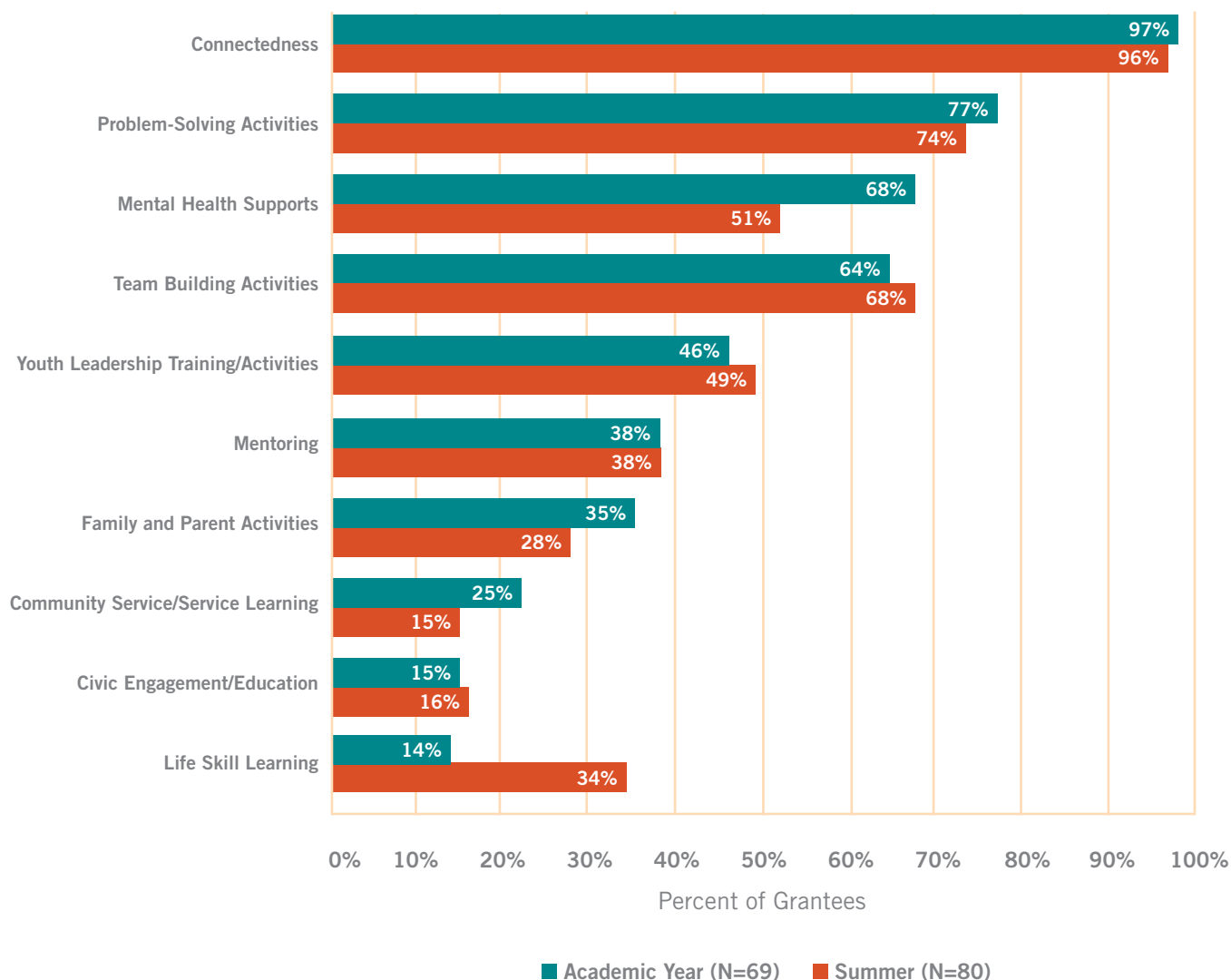


Fannin County Georgia Recreation and Parks Association

Well-Being and Connectedness Activities

Well-being and connectedness were the most cited service areas after learning acceleration, with 84% of academic year grantees and 92% of summer grantees offering these services. Figure 17 summarizes the academic year's and summer grantees' well-being and connectedness activities in Year 3. Most grantees offered well-being and connectedness activities, followed by problem-solving activities. At least half of the academic year and summer grantees offered team-building activities and mental health services. In contrast, another one-third or more of the grantees provided mentoring and youth leadership. Grantees were more likely to offer life skill development during the summer. Community service and civic engagement activities were equally likely to occur during the academic year and summer.

FIGURE 17. Well-Being and Connectedness





Grantee Spotlights

Crisp County Community Council (Crisp County) CREATE, Cultivating Resilience in Education through Art Therapy and Enrichment, is an afterschool program designed to combat learning loss and address students' well-being, connectedness, and mental health needs. The program employed Art Therapy and Dialectical Behavior Therapy to support at-risk students struggling with academics and overall well-being and connectedness.

Youth Empowerment through Learning, Leading, and Serving (YELLS) (Cobb County) afterschool program for K-5th grade elementary students and the Community Action Café Teen Program for high school youth focused on character and leadership development, academic success, community involvement, and service learning. YELLS empowered families to take ownership of their and their community's success by providing the tools and training to shape their neighborhoods and create positive change. Through project-based learning, youth were empowered to spread kindness, raise their voices, plan events, and lead community building.

New Neighbors Network (Madison County) offered The Perch Afterschool Program, filling a gap in the community in afterschool programs for middle and high school-aged youth. The Perch offered a variety of activities, and this year, they emphasized the importance of leadership opportunities for students. Older high school students mentored younger program students. Adding this component boosted program energy as mentors enthusiastically participated in the student support activities.

Corners Outreach (Gwinnett County) offered three parent workshops on how best to be involved in their child's educational life. Each workshop lasted 1 to 1.5 hours and educated parents on understanding Individualized Education Programs (IEPs), preparing for parent-teacher conferences, and understanding and preparing for Georgia's Milestone exams. After the presentations, parents were given time to ask questions and express their concerns. Follow-up conversations ensured that parents felt equipped to support their children's education.

Bread of Life Development Ministries Inc. (Rockdale County) offered a summer program focused on access for at-risk youth. The program provided youth with various engaging activities, from field trips to enrichment activities, and featured behavioral health group sessions. In these sessions, youth shared their feelings, personal or familial problems, and general life experiences. This group provided a safe space for youth to ask questions and learn how to understand and process their emotions.

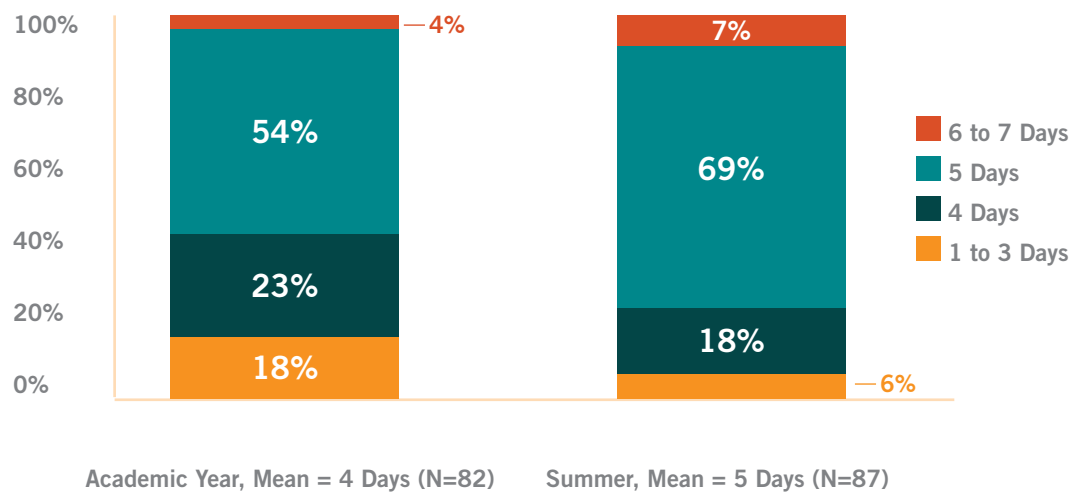


New Neighbors Network

Dosage

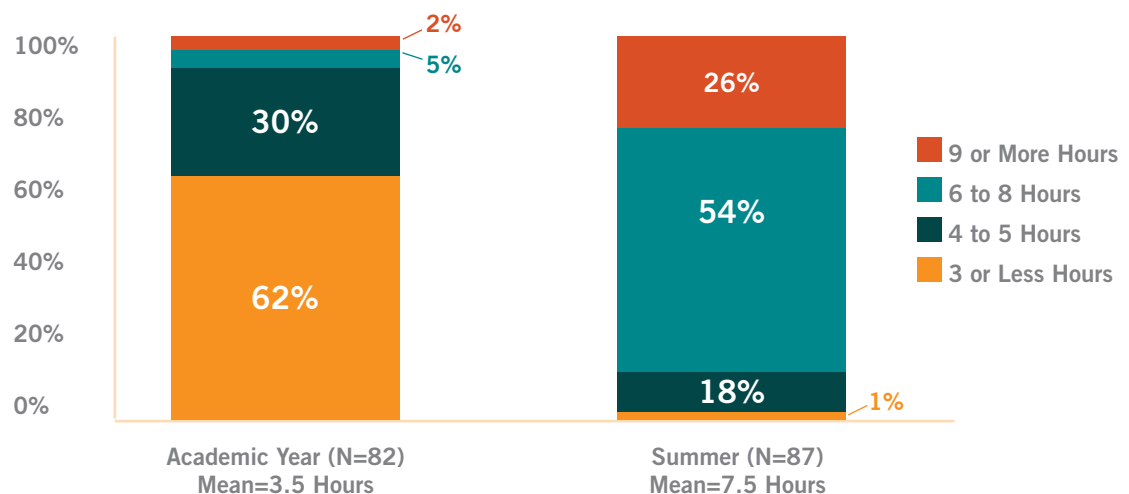
As shown in Figure 18, a significantly higher proportion of summer grantees offered BOOST programming five days or more per week compared to their academic year counterparts (69% vs. 54%, respectively). On average, the academic year programs operated four days per week, while the average operation days for the summer programs was five.

FIGURE 18. Days Per Week of BOOST Programming



As might be expected, most academic year grantees (62%) offered three hours or fewer of daily programming. In contrast, most summer grantees (54%) provided a full day (from six to eight hours) of programming daily (Figure 19). Academic year grantees offered an average of 3.5 hours of daily BOOST programming, compared to 7.5 hours for summer grantees.

FIGURE 19. Daily Hours of BOOST Programming



Implementation Success

Table 8 summarizes implementation successes as reported by grantees on Year 3 end-of-program reports. Many academic year and summer grantees cited developing youth behavioral health skills as an implementation success, followed by strong youth-staff relationships, new content exposure (e.g., STEAM), and improved student behavior. Summer grantees were more likely than academic year grantees to cite free tuition and youth life skills development as implementation successes. In contrast, academic year grantees were more likely than summer grantees to cite student grade promotion as an implementation success.

TABLE 8. Year 3 BOOST Implementation Successes

	Academic Year (N=82)	Summer (N=87)
Developed youth behavioral health skills (e.g., relationships, well-being, connectedness, resilience)	79%	70%
Developed strong youth-staff relationships	67%	68%
Exposed students to new content (e.g., public speaking courses, STEAM introduction, and robotics curriculum)	65%	80%
Improved student behavior	61%	54%
Provided staff training/improved staff skills or content knowledge	59%	55%
Has students promoted to the next grade	57%	31%
Adapted well to overcome/address COVID-related challenges (e.g., rebuilding in-person programming, absorbing post-pandemic costs)	56%	52%
Offered free tuition/no-cost services	55%	70%
Developed youth life skills (e.g., leadership, public speaking, teamwork, financial literacy)	55%	68%
Improved program student attendance	52%	45%
Increased parent/family or community interest in the program	50%	51%
Offered new programs, services, or activities (e.g., field trips, sports instruction, workforce development, financial literacy, camping trips, SAT/ACT prep, and residential summer programs)	50%	59%
Had a high family engagement	48%	41%
Maintained low staff-youth ratio	48%	53%
Improved student grades, test scores, or reading abilities	46%	41%
Had high program student attendance	43%	43%
Had high student enrollment	39%	45%
Had success with recruitment efforts	37%	28%
Had students graduate from high school	34%	17%
Prepared students for college/workforce	33%	33%
Provided youth volunteer opportunities, (e.g., Days of Service, community service projects)	30%	32%

Program Quality, Innovations, and Best Practices

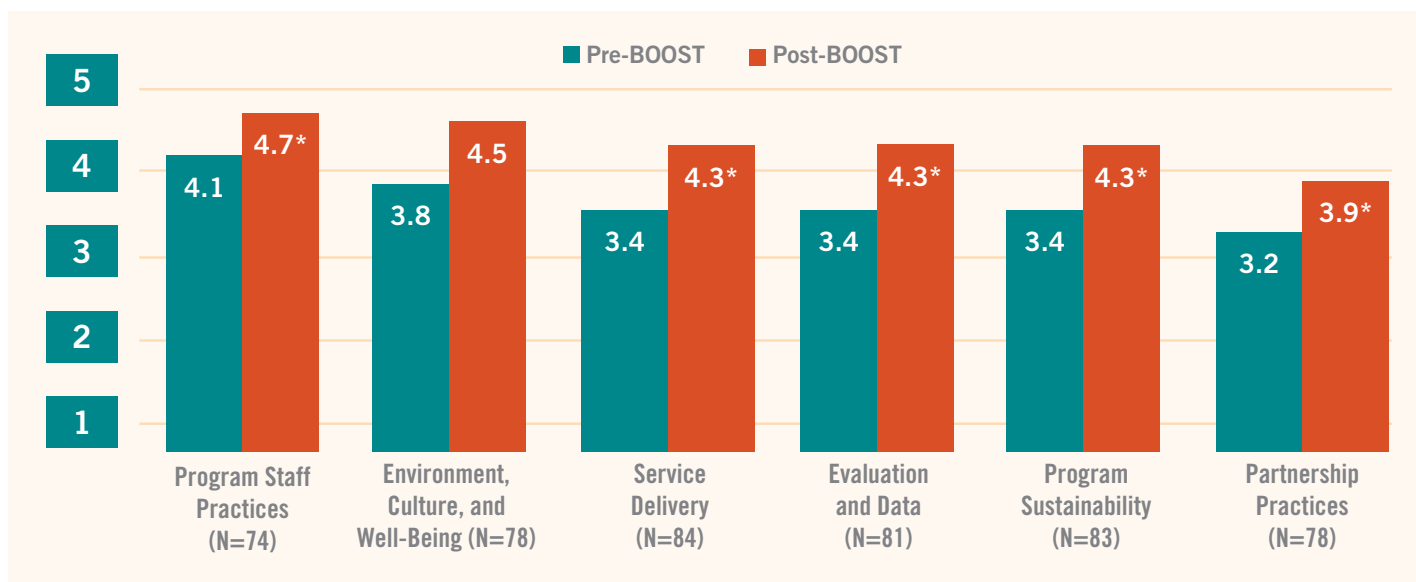
In Year 3, grantees were asked to assess the quality of their implementation practices against best practice standards outlined in Georgia's Afterschool & Youth Development (ASYD) Quality Standards. The specific practices assessed fell within six implementation areas: service delivery, environment, culture and well-being, program staff, partnerships, evaluation and data, and program sustainability.

Grantees were asked to rate the implementation level of specific practices within each area both before BOOST ("pre") and currently ("post") using this five-point scale:

5	Practice is entirely in place and considered a program strength
4	Practice is entirely in place with opportunities for improvement and growth.
3	Practice is partially in place.
2	Practice is in the planning phase.
1	Practice still needs to be planned and put in place.

Pre- and post-mean ratings were calculated for each specific practice and each implementation area overall. Paired samples t-tests were applied to determine whether changes from pre to post were statistically significant (i.e., "real" and not due to chance). **On average, grantees reported substantial and significant gains using best practices in all six implementation areas** (Figure 20). Significant gains were greatest for practices related to service delivery, program sustainability, and evaluation and data.

FIGURE 20. Changes in Implementation Practices Pre- and Post-BOOST by Implementation Area



*Denotes statistical significance ($p < 0.001$) based on a paired samples t-test.

Significant gains were observed for all practices assessed within the six implementation areas. Below are the most notable findings within each area (i.e., those with the most significant mean score improvements from pre to post).

Program Staff Practices

- Staff participation in professional development and support (from 3.9 to 4.7)
- Staff access to meaningful professional development and career advancement (from 3.7 to 4.5)

Environment, Culture, and Well-being Practices

- Programming that supports youth in navigating the learning space independently, taking the initiative, and exploring their interests (from 3.7 to 4.5)
- Guardian/family connections with information and community resources to support the well-being of families and youth (from 3.6 to 4.4)

*When asked the most important lesson learned while participating in BOOST, grantees often cited **understanding the importance of data collection or using data to measure student growth and improve program quality**: “We learned to use data weekly throughout our summer program to inform decisions and focus our student support. This lesson has impacted the way we now operate year-round.”*

– BOOST Grantee

Service Delivery Practices

- Accelerated learning approaches (from 3.2 to 4.4)
- Active learning activities (e.g., project-based, experiential, or hands-on activities) (from 3.8 to 4.8)
- Inclusion of STEM competencies (from 3.4 to 4.4)
- Remediation strategies to help youth struggling academically (from 3.0 to 4.0)

Partnership Practices

- Communication with community partners about best practices or resource sharing (from 3.5 to 4.3)
- Communication with partner schools about curriculum or student needs (from 3.4 to 4.1)

Evaluation and Data Practices

- Examination of program quality using the ASYD Quality Standards (from 3.1 to 4.1)
- Assessment of program quality using specific tools or processes (from 3.3 to 4.3)
- Use measurable program goals and objectives reflective of the agency's mission (from 3.7 to 4.6)
- Ongoing review or analysis of evaluation data (from 3.5 to 4.4)

Program Sustainability

- Comfort/readiness to apply for government grants (from 3.3 to 4.3)
- Using evaluation data to justify future funding support (from 3.4 to 4.4)
- Building an organization's more precise strategic direction (from 3.4 to 4.4)

Grantee Challenges

Below is a summary of implementation challenges and unexpected difficulties experienced by grantees during the BOOST program's third and final year.

- **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 (52% for the academic year grantees; 44% for the summer grantees).
- **Youth with severe academic needs/learning loss**, such as students with limited English proficiency, students experiencing summer slide, undiagnosed learning disabilities, and youth with below grade-level reading and math abilities (45% for the academic year; 23% for the summer).
- **Data collection and analysis**, such as difficulties administering assessments due to student mobility and lack of time, establishing data collection processes, and identifying measurement tools (33% for the academic year; 38% for the summer).
- **Staff retention or recruitment**, resulting in staffing vacancies and higher than ideal staff-student ratios (33% for the academic year; 15% for the summer grantees).
- **Program recruitment or enrollment challenges**, particularly with enrolling and maintaining the engagement/enrollment of high school students (29% for the academic year; 24% for the summer).
- **Lack of or difficulties with transportation**, such as limited availability of bus drivers and affording the rising costs associated with providing transportation (e.g., gas, mechanical issues, and insurance (26% for the academic year; 24% for the summer grantees).
- **Funding or program delays** (24% for the academic year; 16% for the summer).
- **Site expansion challenges** (22% for the academic year; 24% for the summer).
- **Scheduling challenges** (21% for the academic year; 17% for the summer).
- **Low student retention** (16% for the academic year; 8% for the summer) and student attendance (12% for the academic year; 14% for the summer).
- **Low or poor family engagement** (16% for the academic year; 3% for the summer).
- **Covid-related challenges** (10% for the academic year; 3% for the summer).

Outcomes Study Findings

Data on progress toward Year 3 outcomes were derived from grantee annual reports submitted through the FLUX system administered by the United Way of Greater Atlanta. Annual reports were available for 100% of BOOST grantees who implemented programming in Year 3, including 82 academic year and 87 summer grantees.

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 and physical activity, and well-being and connectedness. Year-round grantees were required to submit outcomes for the academic year and summer programming periods.

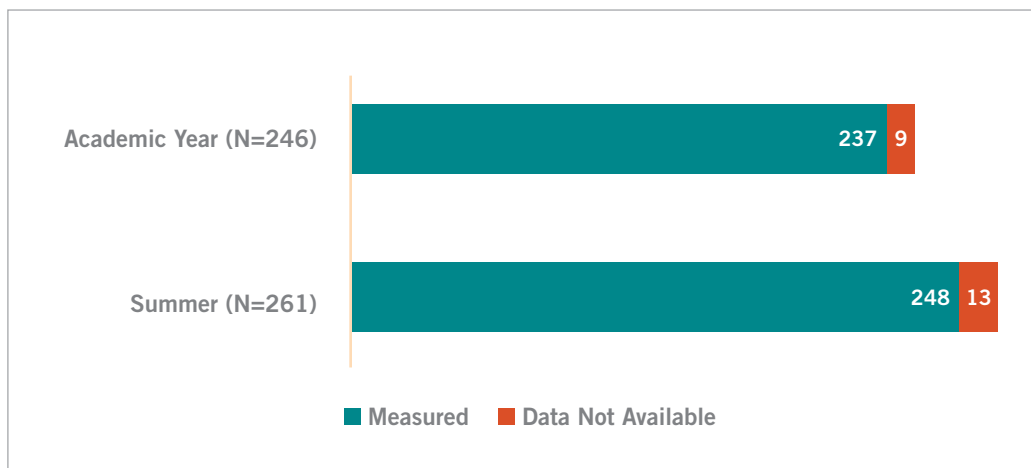
Measurability

Metis provided technical assistance to many BOOST grantees in Year 3 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.

Overall, there were 246 academic year outcomes (three for each of the 82 academic year grantees) and 261 summer outcomes (three for each of the 87 summer grantees).

As shown in Figure 21, nearly all grantee outcomes were measured for the academic year (96%) and the summer (95%). In all other cases, Year 3 outcome data were unavailable at the time of the report (4% in the academic year and 5% in the summer).

FIGURE 21. Number of Outcomes Measured by Year 3 BOOST Grantees



Outcome Attainment

Grantees provided actual performance data on each outcome through the academic year and summer annual 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.

As shown in Figure 22, 90 percent of measurable outcomes were exceeded, met, or approached in the academic year and summer. Ten percent of outcomes were not met in either period.

Figure 23 shows that most grantees met or exceeded at least one of their outcomes during the academic year (95%) or the summer (93%).

Outcomes Attainment Levels:

- **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

FIGURE 22. Percent of All Outcomes in Year 3, by Attainment Level

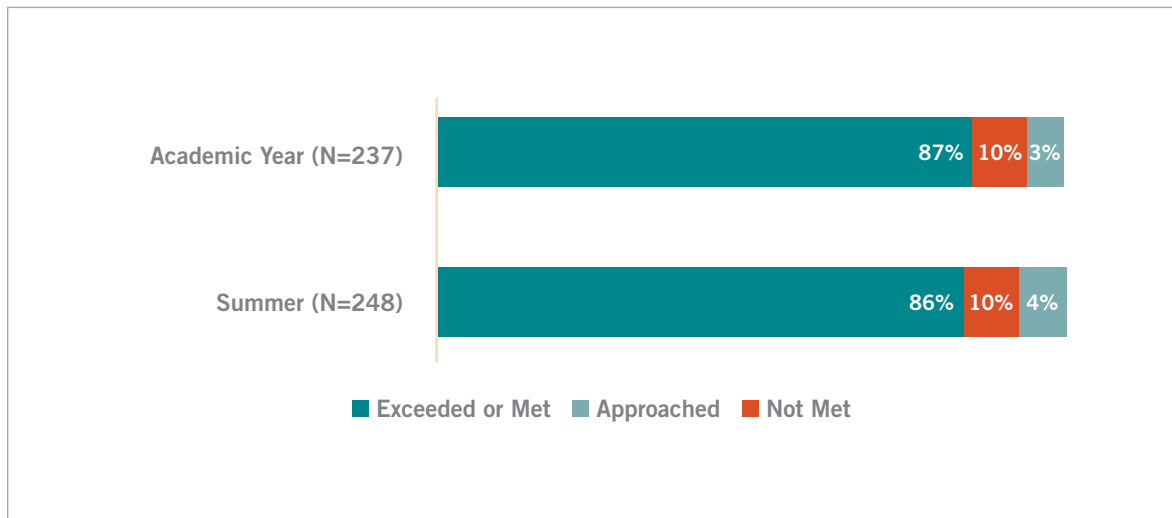
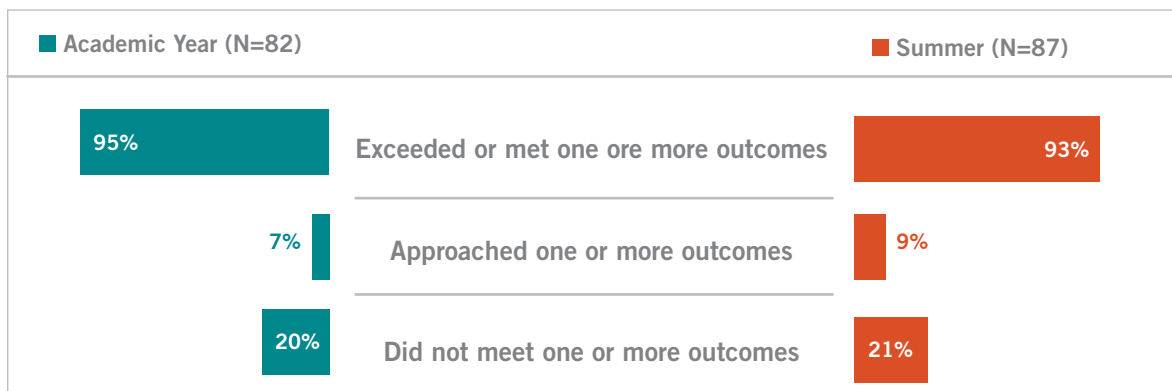


FIGURE 23. Percent of Grantees with Measured Outcomes by Attainment Level*



*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%.

"This has been a joyful journey and a labor of love. The most rewarding thing to see has been how families have progressed and grown."

– Maritza Morelli, Los Ninos Primero



YMCA



Los Ninos Primero Youth

"The Union County Afterschool Program made a significant impact by building students' confidence. The youth realize, especially if they've been here throughout the year, that they are getting better [in school]. We're seeing improvements, and we celebrate those improvements with them. [BOOST provides] another teacher to love on them. It's another teacher to celebrate those victories with them."

– Union County Schools Staff

In February, my child's teachers shared that they had seen improvement overall and they let me know that going to the Afterschool Program helped reapply the same lessons they've learned throughout the day because they're with another certified teacher in the afternoon."

– Union County Schools Program, Parent



Deep Center

Grantee Outcomes by Service Area

Learning Acceleration

As required, 100% of the academic year and summer BOOST grantees proposed at least one learning acceleration outcome. 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 (29% of the academic year learning acceleration outcomes and 42% of the summer learning acceleration outcomes). Tools used to measure academic gains primarily included report card grades, GPA, 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 number of students served and establishing program attendance and service delivery targets (20% in the academic year and 23% in the summer). 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, enrolled in a post-secondary program, and/or reported increased awareness of college and career opportunities (13% in the academic year and 13% in the summer). 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 (6% in the academic year and 8% in the summer). Tools to measure these gains included staff observations and youth, staff, and/or family member surveys, interviews, or anecdotes.

While the requirement was to have at least one learning acceleration outcome, many grantees proposed more than one. Ultimately, the 82 grantees operating academic year programs reported 138 learning acceleration outcomes, and the 87 summer grantees reported 107 outcomes.

Data were available for 97% of the proposed outcomes for the academic year and 96% for the summer. Overall, most learning acceleration outcomes were met or exceeded during the academic year (87%) and the summer (83%) (Figure 24). **As a result, learning acceleration outcomes were achieved for approximately 70,497 youth during the academic year and 54,438 youth during the summer.**

FIGURE 24. Status of Learning Acceleration Outcomes





Grantee Highlights: Learning Acceleration Outcomes

“Learning acceleration has been a key focus of the program, with 84% of students reporting an improved understanding of specific STEM/STEAM and English language arts (ELA) concepts, as indicated by pre- and post-surveys. The surveys revealed that many participants felt more confident in tackling complex STEM/STEAM problems and their reading and writing skills. The program boosted academic performance and fostered a genuine interest in these fields by tailoring the curriculum to meet diverse learning needs. Such positive outcomes highlight the program's commitment to fostering understanding of essential concepts and preparing students for future challenges and careers in an increasingly STEM/STEAM-focused job market.”

– Family Support Circle, Inc (Henry County)

“Our Learning Acceleration saw our greatest outcome based on diagnostic data from the I-Ready platform in reading and math. The average reading level increased from 499 to 526, and the average math level increased from 403 to 425 for our elementary and middle school students. Our high school students saw a 92% success rate on recovering credits not earned during the school year.”

– Augusta Richmond County Juvenile Court (Richmond County)

“50 out of 56 (or 89%) of YELLS youth with report card data improved by a letter grade or more (or maintained an A/B) in math and/or reading/English language arts. We used an Excel database to record grades by each quarter [and] semester. Semester 1 and Quarter 2 grades were compared to Semester 2 and Quarter 4 final grades to determine the improvement percentage. YELLS also received access to Marietta City School's online database system of Aspen and Schoology to track grades and academic progress in real-time.”

– Youth Empowerment through Learning, Leading, & Serving (YELLS) (Cobb County)

“CCA staff utilized assessment tools to measure growth in English literacy, reading, and oral speaking for all students. CCA also used school data, such as progress reports, report cards, and teacher feedback, to assess students' progress in their classes. We are pleased to report that all students have improved, and 100% have advanced to the next grade.”

– Catholic Charities Atlanta (CCA) (DeKalb County)



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

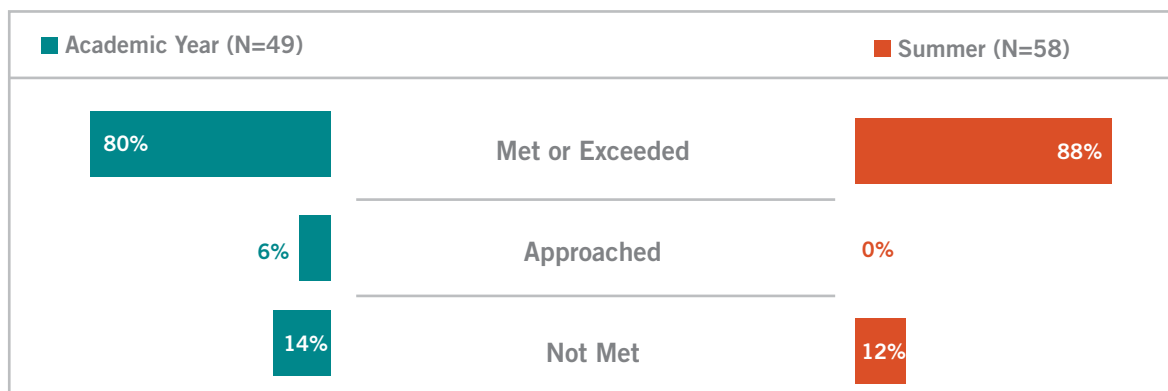
Well-Being and Connectedness

More than half of the academic year (N=45) grantees and summer (N=53) grantees reported at least one well-being and connectedness outcome. Specific outcomes included:

- **Growth in personal well-being**, including self-confidence, self-esteem, social skills, leadership skills, and sense of belonging (26% of academic year and 29% of summer outcomes).
- **Increased access to mental health supports** (10% in the academic year and 5% in the summer) and to activities to promote well-being and connectedness (e.g., team building, mentoring, community service, family engagement activities) (28% in the academic year and 23% in the summer).
- **Improved well-being and academic behaviors** (12% in the academic year and 7% 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 the academic year and 9% in the summer).

Data were available for the majority of the well-being and connectedness outcomes proposed for the academic year (96%) and the summer (95%). Overall, most outcomes in this area were met or exceeded during the academic year (80%) and the summer (88%) (Figure 25). As a result, **well-being and connectedness outcomes were achieved for 39,667 youth during the academic year and 36,180 during the summer.**

FIGURE 25. Status of the Well-Being and Connectedness Outcomes





Grantee Highlights: Well-Being and Connectedness Outcomes

“86% of the Girls Inc. participants increased their mental and physical health knowledge as measured by pre- and post-test results. Girls Inc. provided well-being and connectedness programming throughout the school year utilizing an Overcoming Obstacles curriculum. The curricula were provided once a week to students K-8. The data showed that students developed coping skills, a positive outlook, and fundamental concepts like respect, integrity, empathy, and perseverance. Students also learned to communicate effectively, make informed decisions, set and achieve goals, resolve conflicts, and solve problems.”

– Girls Inc. of Greater Atlanta (Cobb County)

“Students at the LIFT Center accessed support networks through their peers and trusted adults with programs, such as well-being. The well-being programming offered workshops such as “How to Deal.” Well-being programs covered information on a variety of mental health topics. Through trauma-informed care and evidence-based practices, LIFT provided students a place to problem-solve, develop emotional-regulation skills, and discover their strengths. The data from our mid and end-of-year surveys were hugely critical when it came to evaluating the success we have had at LIFT.”

– LIFT Youth Center (Catoosa County)

“Our end-of-year survey showed that over 78% of students felt safe and trusted their instructors and college tutors to help them better understand themselves and had a greater sense of ownership of their actions. The findings were confirmed through one-on-one and small group conversations. Through our comprehensive positive youth development approach, which includes various enrichment activities, personalized support, and reflective practices, we helped students develop self-awareness and a sense of responsibility. Fostering self-understanding and ownership of actions were crucial to students’ academic success and personal fulfillment.”

– Together Friends Organization Inc. (Clayton County)



“100% of parents and caretakers responded yes when asked if their child felt they belonged at Extra Special People (ESP) through the friendships they made and the unique and accessible programming adapted to each child’s individual needs. For this outcome, we surveyed all parents of the 153 youth in the afterschool program.”

– Extra Special People (Oconee County)

Extra Special People

Enrichment

One-third of the academic year (N=27) grantees and half of the summer (N=43) grantees proposed at least one enrichment outcome. Specific outcomes included:

- **Increased student exposure to new experiences or topics**, such as entrepreneurship, arts programming and performances, and STEM enrichment activities (30% of the academic year and 42% of the summer outcomes).
- **Enhanced college and career readiness**, including increased interest in and awareness of careers (particularly in STEM fields) and their educational requirements. (23% for both academic year and summer outcomes).
- **Growth in social skills**, including improvements in social skills, leadership skills, self-expression, and sense of belonging (7% in the academic year and 15% in the summer).

Data were available for nearly all the proposed enrichment outcomes during the academic year (97%) and summer (91%). 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 26, most grantees met or exceeded their enrichment outcomes during the academic year (90%) and/or the summer (92%). **Overall, enrichment outcomes were achieved for 12,359 youth during the academic year and 22,095 youth during the summer.**

FIGURE 26. Status of Enrichment Outcomes





Grantee Highlights: Enrichment Outcomes

“For the EYES Summer Enrichment program, 92% of program participants gained confidence and abilities/skills to self-advocate for career goals. For example, program participants presented their elevator speech in front of an audience of their peers, parents, and instructors after the summer program. Specific measurements showed that students learned how to communicate and discuss their identified career goals and expressed increased confidence to discuss their desired job, related skills, and career goals.”

– Nobis Works, Inc. (Cobb County)

“92% of program participants increased in self-efficacy in public speaking and presentation skills, as measured by participant surveys with Future Seekers 2024 Summer Enrichment Sessions.”

– Future Seekers, Inc. (Douglas County)

“BOOST Outcome #3 focused on 288 participants creating original works of art, showcased in the end-of-program STEM exhibit and Art show after 720 hours of programming over 36 weeks. The results were outstanding, with every participant completing and presenting at least one unique piece of art. The exhibits featured a diverse array of projects, including digital animations, music compositions, visual art pieces, and innovative STEM creations. Students dedicated substantial effort and creativity, producing high-quality works demonstrating their skills and artistic growth.”

– Artportunity Knocks (Fulton County)

“Our BOOST additional outcome was that students be exposed to new ideas, topics, hobbies, career options, interests, and opportunities as measured by 90% of students reporting having tried something new at The Perch Afterschool Program each school year. 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 yoga.”

– New Neighbors Network (Madison County)



Nobis Works

Healthy Eating and Physical Activity

Finally, 18 of the academic year grantees and 30 of the summer grantees proposed at least one outcome in healthy eating and physical activity. Specific outcomes achieved included:

- **Increased time spent engaging in physical activity**, including daily exercise and structured activities such as sports and related activities (27% of the academic year and 38% of the summer outcomes).
- **Increased access and exposure to healthy foods**, including nutritious snacks and meals provided by grantees during programming (27% of the academic year and 32% of the summer outcomes).
- **Increased knowledge of healthy living and nutrition**, leading to healthier choices and improved self-confidence and well-being (18% of the academic year outcomes and 24% of the summer outcomes).

Data were available for 98% of the healthy eating and physical activity outcomes proposed by BOOST grantees. 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 27 shows that most healthy eating and physical activity outcomes were met or exceeded during the academic year (100%) and the summer (82%). **Healthy eating and physical activity outcomes were achieved for 24,955 youth during the academic year and 38,836 during the summer.**

FIGURE 27. Status of the Healthy Eating and Physical Activity Outcomes





Grantee Highlights: Healthy Eating and Physical Activity Outcomes

“Our BOOST goal was that at least 50% of participating students would be more physically active, resulting in improved health and school attendance rates, as measured by the number of absences on report cards. We increased our organized sports activity program by 90%, which ensured students were more physically active. We also used students’ semi-annual report cards to examine grades, school attendance, and cognitive performance. The program provided a welcoming environment based on the Standards for Quality School-Age Care that met the needs and interests of students related to their regular school-day experience in public schools.”

– Teach O’Rea Preparatory (DeKalb County)

“We exceeded projected enrollment, with 77 participants engaged in physical activities, including field days, free play recreation, outdoor activities, and/or field trips involving exercise. This outcome aimed to build confidence, teamwork, and leadership and improve physical and mental well-being. Community gardening encouraged outdoor movement, recreation, and quality time, emphasizing healthy eating and cooking. Meals and snacks were also provided by the Happy Helpings summer food program, fruit and vegetable snack distribution, and Open Hand ‘Market Baskets.’”

– Mercy Housing Southeast (Fulton County)

“Our youth have personal growth and weekly life skills charts that they complete and hold themselves accountable. Group and individual discussions occur amongst our youth in the various programs and facilities led by a staff member or teacher. The addition of raised garden beds and the youth planting, attending, and harvesting fresh fruits and vegetables they grew themselves fostered healthy eating and contributed to taking on larger responsibilities.”

– Safe Harbor Children’s Shelter (Glynn County)

“Each Club implemented physical activity programming for a minimum of 30 minutes per day four days per week. Club members participated in weekly game room activities and group game programs. Members also attended weekly gym activities and teambuilding programs, promoting physical health by providing low-risk settings to explore body movement. Youth developed positive attitudes toward physical activity and healthy eating to support a lifetime of healthy decisions. As a result of their active participation in the Clubs’ Physical Activity programming, youth engaged in activities geared towards promoting overall physical fitness, movement, teambuilding, creativity, and wellness.”

– Georgia Alliance of Boys & Girls Clubs (statewide)



Safe Harbor

Overall, grantees made significant progress in Year 3 toward their program outcomes:

- Importantly, **data were available for nearly all grantee outcomes** in the academic year and the summer (96% and 95%, respectively).
- **Nearly all measurable outcomes were met or exceeded** in the academic year (87%) and summer (86%).
- **Nearly all grantees met or exceeded at least one of their outcomes** in the academic year (95%) and summer (93%).
- By service area, **the majority of academic year and summer grantees met or exceeded their learning acceleration outcomes** (87% and 83%, respectively), **connectedness and well-being outcomes** (80% and 88%), **enrichment outcomes** (90% and 92%) and **healthy eating and physical activity outcomes** (100% and 82%).



Youth Satisfaction

All academic year and summer grantees measured youth satisfaction with BOOST-funded programs in Year 3. Data on youth satisfaction were available for 28,415 of the 86,386 academic year youth participants (33%) and 35,065 of the 82,827 summer youth participants (42%). In addition to measuring youth satisfaction with the overall program experience, many grantees also assessed additional constructs, such as sense of belonging/connectedness, relationships with teachers/staff or peers, youth enjoyment, and feelings of safety (Figure 28).

Youth satisfaction with BOOST programming overall was high, with **89% of academic year participants** (approximately 19,860) and **93% of summer participants** (approximately 27,244) **expressing satisfaction with their overall BOOST program experience**.

Additionally, Figure 28 shows that most academic year and summer participants (81% to 97%) expressed satisfaction with specific program components assessed. For example, most academic year and summer participants reported **satisfaction and/or enjoyment with BOOST activities and the food offered, relationships with teachers/staff, feelings of belonging and connectedness, and peer relationships**.

One notable difference in satisfaction rates between academic year and summer participants was **student engagement** (57% of the academic year youth reported satisfaction, compared to 97% of the summer program youth).

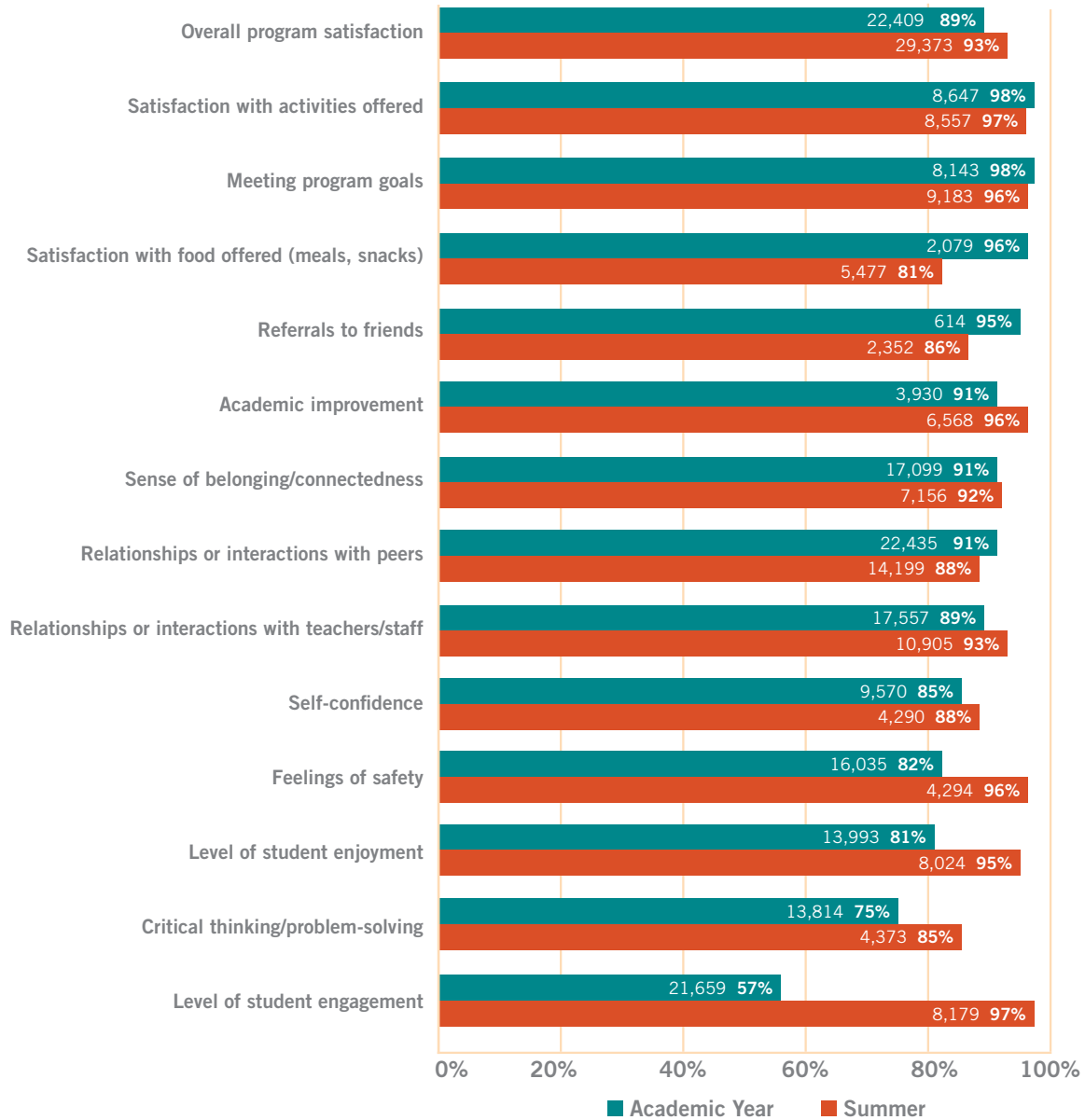


GENTS & GLAM Solo Flight



Hope for Youth (HYPE)

FIGURE 28. Youth Satisfaction Results, Year 3



East Atlanta Kids Club



Think Big

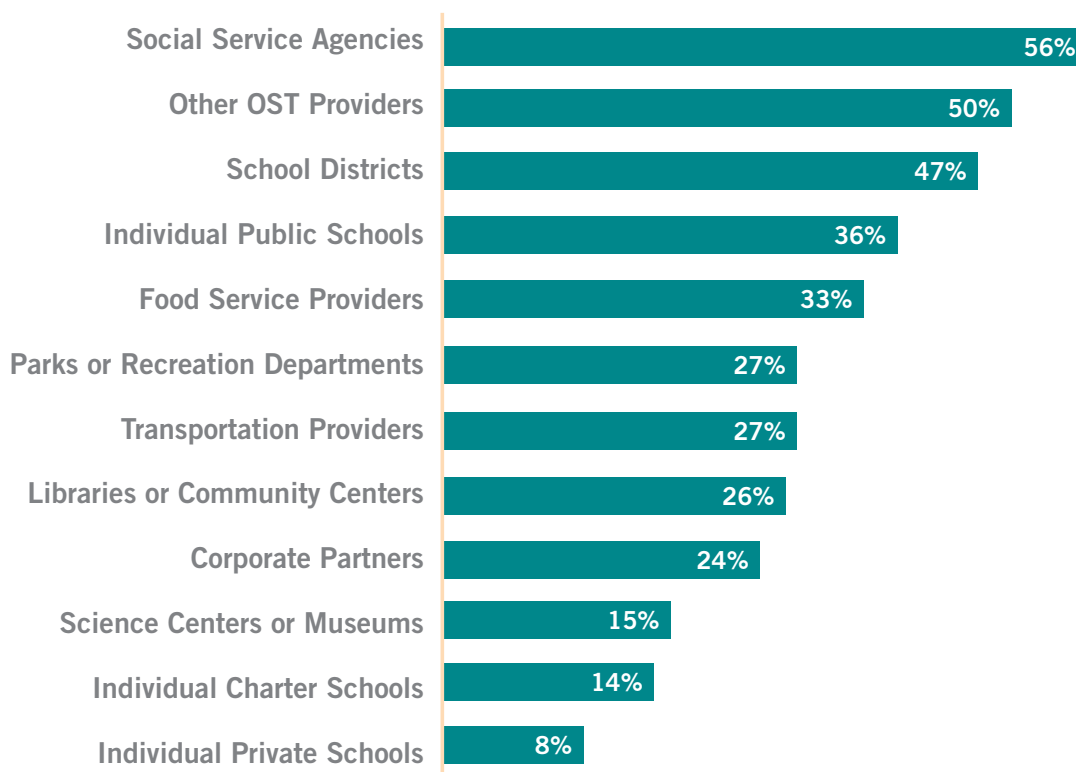
Organizational Impacts

Data from the Year 3 Grantee Survey suggest that BOOST substantially impacted both organizations and their staff. At the organizational level, most grantees (84%) reported a **strengthened capacity** to deliver high-quality OST programming. At the same time, 77% **covered costs or added new services** that are typically difficult to fund through other sources. Using BOOST funds, nearly three-quarters of grantees (72%) developed **innovative approaches to serving youth**, and 70% **invested in new curricula, instructional tools, or methods**. Two-thirds (67%) **developed new partnerships**, while another 59% leveraged BOOST funds to **secure additional grant money**.

In terms of staff development and capacity, 76% of BOOST grantees reported that their staff enhanced their comprehension of data collection and program evaluation. Additionally, 72% indicated an improvement in skills related to academic or enrichment areas. Two-thirds of BOOST grantees noted an increase in staff knowledge regarding the whole-child approach (67%) and access to high-quality professional development (67%). Furthermore, 63% of grantees observed heightened staff awareness of OST program quality standards and increased wages/earnings as a result of BOOST funds. From the vantage point of BOOST grantees, staff also improved their capacity to identify students' individual needs (61%), expanded their understanding of accelerated learning (54%), and experienced better staff-student ratios (54%).

BOOST grantees also established diverse new partnerships across various sectors (Figure 29) to help expand services and achieve holistic success in their BOOST initiatives. Social service agencies were the most common new partners (56%), followed by other OST providers (50%) and school districts (47%). About one-third of grantees developed partnerships with individual public schools (36%) and food service providers (33%).

FIGURE 29. New Partnerships Established (N=78)



Systems Study Findings

The Systems Study focused on the quality and effectiveness of BOOST oversight, administration efforts, and sustainability. Findings for this component were derived from key stakeholder interviews (conducted in Year 2) and Grantee Survey data (collected in Year 3).

BOOST Grants Program Design

Several stakeholders served as advisors or information providers in the collaborative process that led GaDOE and GSAN to create two RFPs—one for statewide and one for local agencies—that would reach underserved youth throughout the state. They described the mission of the BOOST grants program most commonly in the following order:

- Diminishing learning loss and meeting the educational needs of all students,
- Expanding access to OST learning to promote student success and
- Strengthening OST quality, building the capacity of the state's OST providers, and meeting the mental health or well-being needs of students whom COVID has impacted.

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. 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. In describing the RFP development process, several stakeholders described reaching new organizations as a key motivator. Being flexible with funding was also an essential 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.

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.

“The immediate need is to boost afterschool and particularly summer learning time. But really, the long-term goal is to build a sustainable infrastructure around delivering quality in these afterschool, summer, and OST learning programs and build a support network around that, especially to reach underserved populations.”

– Key Stakeholder Informant



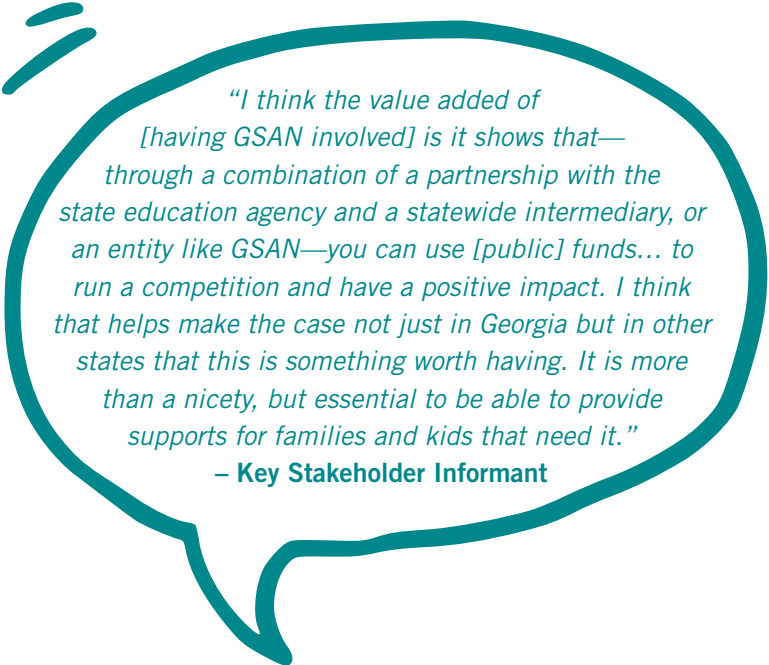
Atlanta Music Project

A competitive grant process also ensured that only high-quality programs would receive funding—guaranteeing that “taxpayer dollars are being used wisely for the kids.” Still, two stakeholders expressed their interest in bringing greater attention to racial disparities in the fund distribution process. Another interviewee recognized that ensuring a good mix of urban and rural applicants was challenging. However, they did not find the RFP process at fault as fewer youth-serving organizations are in remote areas, resulting in fewer rural applicants. Indeed, in BOOST’s second year, GSAN launched a third grant competition (e.g., targeted BOOST grants) aimed at increasing BOOST funding awarded to organizations that operate in rural areas, serve justice-involved youth, and serve youth in foster care.

BOOST Public-Private Structure

Stakeholders described many benefits to using a 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. Combined with their expertise in grant administration, these interviewees felt that GSAN brought

unique knowledge, skills, relationships, and experience to the table. For example, nearly all (12) stakeholders described GSAN as an obvious choice of partner because of its knowledge of OST best practices.



"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

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. Further, two stakeholders noted that having a private sector partner like GSAN allowed greater speed and support than would have been possible if GaDOE had been running the BOOST competition alone. Overall, the collaboration was deemed a "fantastic opportunity."

Grant Administration

GSAN performed several key functions as the administrator of the BOOST grants program, including making funding recommendations, supporting grantee organizations on grant compliance tasks and implementation improvement efforts, and overseeing an independent, third-party program evaluation. Examples of other grant administration responsibilities included:

- Conducting grantee site visits to support the GaDOE overall monitoring plan.
- Convening grantee representatives (e.g., the BOOST Advisory Council and the four statewide grantees) to help inform BOOST implementation and oversight.
- Updating grantee reporting templates in collaboration with the United Way of Greater Atlanta and Metis.
- Facilitating a BOOST data and evaluation workshop at the Georgia Afterschool & Youth Development Conference.

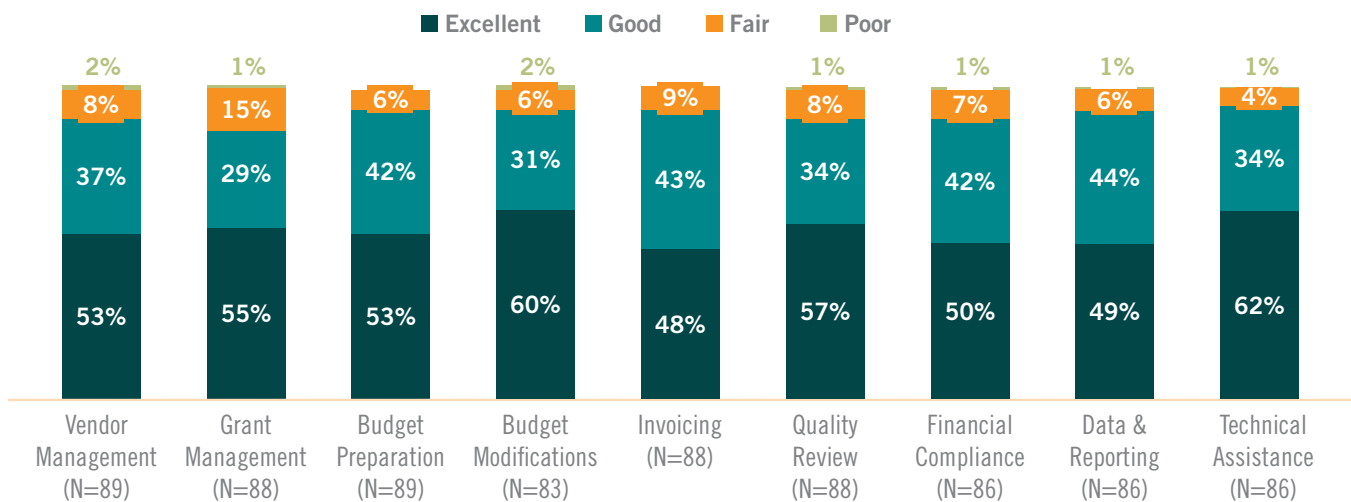
GSAN also showcased the BOOST Grants Program locally and nationally. This work included the following notable events:

- Presented at the US Department of Education's Engage Every Student Summit in Washington, D.C.
- Presented at events hosted by the National Campaign for Grade-Level Reading, Learning Policy Institute, and the Council of State Governments Southern Office.
- Attended a site visit from First Lady.
- Presented at the GA Partnership for Excellence.
- Represented the BOOST Grants Program at the 50 State Network Afterschool Conference in Washington, D.C., including a panel presentation co-delivered with GaDOE.
- Invited panelist on the National Academies Committee on Promoting Learning and Development in K-12 Out of School Time Settings for Low Income and Marginalized Children and Youth.

Over the three-year grant period, GSAN also provided extensive support to grantees on a wide array of administrative topics, including vendor management (e.g., state accounting set-up, MyGaDOE portal access), grant management and accounting, budget preparation, budget modifications or amendments, invoicing; program quality review (site visits, town halls); financial compliance and monitoring; outcomes, data, and reporting; and general technical assistance.

On the Year 3 BOOST Grantee survey, grantees rated the quality and effectiveness of the grants program's administrative support provided. As shown in Figure 30, most respondents rated the quality of BOOST administrative support and technical assistance as *good or excellent*.

FIGURE 30. Quality of BOOST Administrative Support and Technical Assistance



Grantee Training & Technical Assistance

In the program's third 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 offered online and in-person training, coaching, and technical support to help OST professionals build capacity and support sustainability in the field.

"The training sessions provided by BOOST were very helpful and gave us the resources we needed to achieve our goals. This support truly made a difference in our work."

– BOOST Grantee

★ *During the three-year grant program, over 1,300 participants attended 115 boost training sessions. In Years 2 and 3, feedback from participant surveys helped align TTA offerings with grantee priorities, focusing mainly on interactive training, grantee coaching, and individualized assessment.*



Tier 1: On-Demand Resources

In Year 1, GSAN developed a resource bank of on-demand professional development webinars and a content library for BOOST grantees. Known as the **OST Resource Library**, this searchable web-based platform, grantees continued to have on-demand access to OST and non-profit-related content. Resources include:

- Templates (e.g., Sample Continuous Quality Improvement Plan)
- Sample activities and curriculum (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
- Specialized media toolkits to promote media outreach

Tier 2: Interactive Training

In August 2023, GSAN built upon interactive training offered in Years 1 and 2 and launched the Year 3 BOOST Training and Quality Supports Plan and calendar, including **virtual webinars and in-person professional development sessions** open to all grantees through June 2024. The BOOST webinars and sessions focused on program quality (e.g., summer programming), staff practices (e.g., leadership), organizational practices (e.g., evaluation and outcomes), youth development programming (e.g., STEM learning, youth voice, mentorship, and college and career planning), and sustainability (e.g., grant writing, budgeting, and reporting) (see Appendix C for a complete list of Tier 2 training offered). Also provided were the Georgia Center for Nonprofits (GCN) **certificate training series**, including Grant Writing & Management, Certificate of Fundraising Essentials, and Certificate of Supervision and Management. GSAN encouraged grantees to engage with the training resources that were most relevant to them. In Year 3, 264 individuals across 73 BOOST-funded organizations participated in interactive training sessions covering 25 workshop titles.

As in past years, throughout Year 3, GSAN distributed regular **BOOST Training Updates**. This monthly electronic newsletter featured new professional development and upcoming training and coaching opportunities, including links to non-BOOST online resources. GSAN also disseminated timely communications to all grantees regarding BOOST administration and training updates through the bi-weekly Grantee Training Update newsletter, special e-blasts on critical issues, and periodic grantee Town Hall meetings.

Tier 3: Grantee Coaching

In Year 3, Tier 3 consisted of ASYD training and coaching, data and outcomes coaching, and the BOOST Emerging Leaders Fellowship. GSAN continued to partner with HTI Catalysts to offer BOOST grantees **small-group coaching** based on Georgia's ASYD Quality Standards. Three cohorts of small-group coaching were convened from October through December 2023, with approximately 17 participants representing 13 BOOST grantees. Transformative Research and Evaluation (TRE) conducted a six-session coaching series, *Designed for Impact*. A total of 22 individuals registered and attended at least one of the six TRE-led sessions on evaluation, data, and outcomes. Lastly, Maggie's Village provided an intensive leadership development experience for emerging leaders at BOOST grantee organizations from May through September 2024. A cohort of 14 youth development professionals received individual personal coaching sessions, group coaching sessions, and a culminating site visit, all focused on leadership development.

*"This is our first statewide effort;
it has been a fantastic experience.*

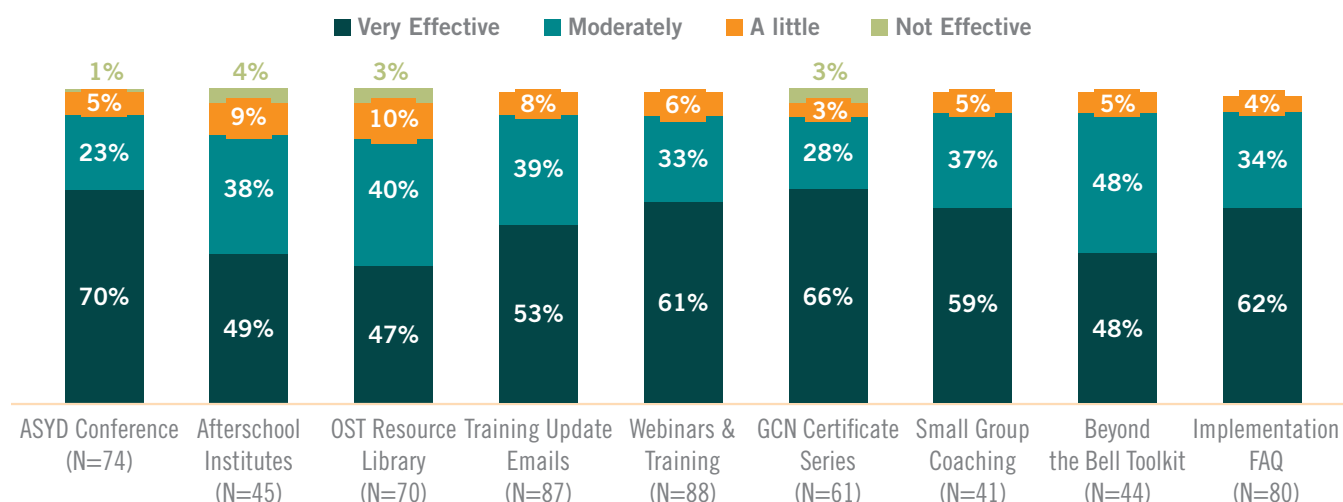
*The support from GSAN has
been exceptional"*

– Key Stakeholder Informant

Furthermore, GSAN also offered extensive one-on-one support through email, videoconference, and phone, including 742 technical assistance sessions and over 21,074 inquiries from grantees throughout the implementation of the three-year grants program. In addition, BOOST team members conducted 95 in-person site visits to grantee organizations. In Year 3 alone, GSAN provided extensive customized support to grantees through email, videoconference sessions, and phone calls, including 288 one-on-one technical assistance sessions with grantees and responding to over 7,300 technical assistance inquiries from BOOST grantees.

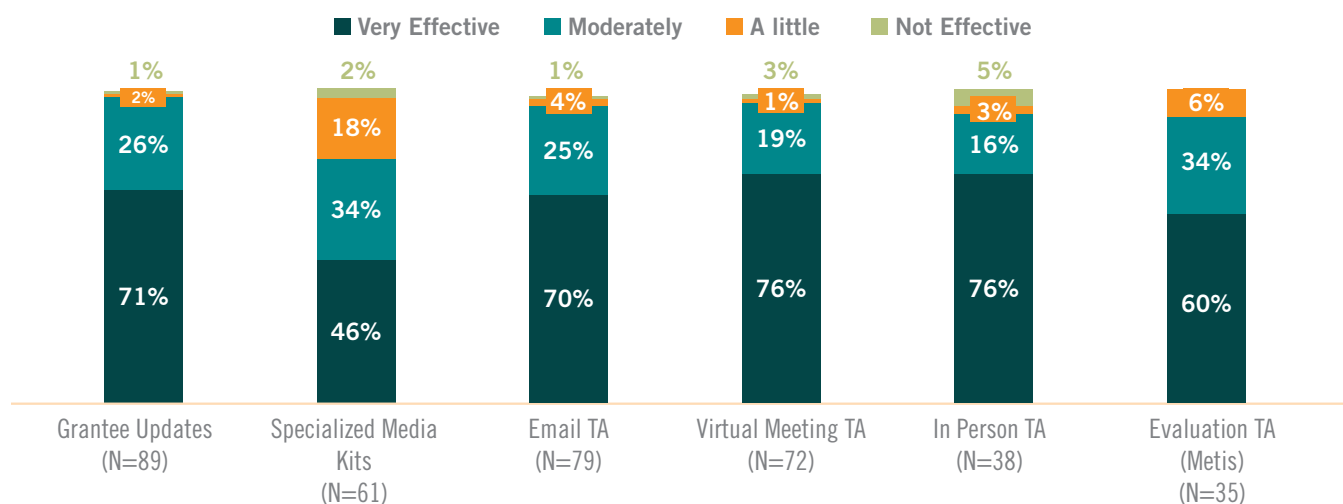
The BOOST Grantee Survey asked respondents to indicate the effectiveness of BOOST TTA efforts in building organizational capacity. The data in Figure 31 shows that the quality supports rated most effective were the ASYD Conference (70%), the GCN Certificate Series (66%), the BOOST Implementation FAQ (63%), and the webinars and in-person training (61%). The quality supports least likely to be cited as very effective were the OST Resource Library (47%), the Beyond the Bell Toolkit (48%), and the Afterschool Institutes (49%).

FIGURE 31. Effectiveness of BOOST TTA Quality Supports



Grantees were also asked to rate the effectiveness of the grants program's technical assistance support strategies. As shown in Figure 32, the technical assistance supports rated very effective most frequently were virtual and in-person meetings (76%), followed by Grantee Updates and other technical assistance emails (71% and 70%, respectively). The specialized media kits were least likely to be rated as very effective (46%).

FIGURE 32. Effectiveness of BOOST TTA Outreach Strategies



System-Level Successes and Challenges

When the key stakeholders were asked about GSAN's greatest successes overseeing BOOST, all who responded were positive overall and about various aspects of their work. The highlighted strengths included:

- 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.”

Interviewees defined success for BOOST in many ways, though there was the most significant 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 essential measure of success. Respondents described success as:

- **Expanding access,**
- **Strengthening program quality,**
- **Providing students with academics, enrichment, and well-being,**
- **Sustaining programming, and**
- **Creating sustainable public-private partnerships and cross-sector collaboration.**

“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?”

– Key Stakeholder Informant

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 were broadly satisfied with BOOST's ability to meet these success metrics, 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.

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.

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 late determination of final award amounts, the need for GaDOE 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.

Other notable challenges included:

- Understanding and interpreting GaDOE and ESSER relief fund regulations and allowable costs
- Tight grant schedules left grantees with limited time to hire and orient staff, purchase equipment and supplies, and implement planned services.
- Finding program staff to meet demand.

To address these challenges, some stakeholders suggested improved communications between grantees and partners, including faster response times from GaDOE. 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 GSA and GaDOE processes for vendor approval/eligible expenses and budgets.

Sustainability

The final section of the Grantee Survey asked about grantees' intentions to sustain BOOST after the grant ends. **Nearly all respondents indicated their organization was very committed to continuing BOOST activities (92%) and using data to improve program quality (97%) after the BOOST grant ends.** In addition, most respondents (91%) reported that their organization was *moderately* or *very likely* to continue BOOST-funded programs, services, or activities once the grant was over. Some grantees provided examples of leveraging the BOOST grant to support sustainability, and others described being optimistic about the future because of their BOOST experience.

"Because of BOOST, we are better positioned to serve our community, more adept at securing and managing resources, and part of a vibrant network of like-minded organizations. As we look to the future, we're excited to build on the foundation that BOOST helped us to establish."

– BOOST Grantee

Key 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. Those interviewed also noted that programs 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 it 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.

"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. Sustaining the BOOST programs that started and the programs that expanded is critical."

– Key Stakeholder Informant

Others saw the state as the starting point for future support before going to the federal government. Another respondent 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.

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.”

Stakeholders agreed that this combination of qualitative stories and quantitative data is essential to making the case for future funding support; as one noted, “I think the data side is key. And then, the story side is just as key.”

“The main thing at the state level is 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. 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’

– Key Stakeholder Informant



Think Big



Key Findings & Next Steps

Year 3 Summary

Implementation Study Findings

The BOOST Grants Program demonstrated substantial reach across Georgia in its third year of implementation, with 96 grantees (92 community organizations and four statewide) operating programs throughout the state. These grantees collectively managed **1,429 academic year sites and 669 summer sites, serving over 86,000 youth during the academic year and nearly 83,000 during the summer months**. The program's geographic reach was particularly noteworthy, extending into **115 of Georgia's 159 counties, with youth participants residing in 141 counties – representing 89% of the state**.

BOOST reached a variety of youth populations across age groups and demographics. Elementary school youth (K-5) comprised 68% of participants, followed by middle school youth at 20% and high school youth at 12%. African American students comprised the largest group (52-58%), followed by white students (28-31%), Hispanic students (11-12%), Asian students (3-5%), and multiracial students (3-4%).

BOOST made progress in serving priority populations, particularly during summer programming. The program reached high proportions of economically disadvantaged youth, with 70% of the academic year and 85% of summer participants eligible for free or reduced-price meals. English language learners constituted 11% of participants across both periods, while students with disabilities represented 7% of the academic year and 16% of summer participants.

Grantees implemented various strategies to expand access and reduce barriers to participation. Most notably, **70% of the academic year and 60% of summer grantees increased their service numbers compared to pre-BOOST levels**. To reduce participation barriers, the vast majority offered free programming (88% academic year, 75% summer), and many provided transportation services (66% academic year, 55% summer) or waived program fees (39% academic year, 48% summer).

Despite these successes, grantees faced some implementation challenges. Youth mental health and behavioral issues emerged as the primary concern, affecting 52% of the academic year and 44% of summer grantees. Educational needs were also present, with 45% of the academic year and 23% of summer programs reporting severe learning challenges. Other notable challenges included data collection and analysis difficulties, staff recruitment and retention issues, program recruitment challenges, and transportation constraints.

Outcomes Study Findings

The outcomes study revealed impressive achievement rates across all service areas. Most grantees (95% academic year, 93% summer) met or exceeded at least one of their target outcomes, demonstrating strong program effectiveness.

- **Learning acceleration**, a required focus area for all grantees, showed substantial success, with **87% of the academic year and 83% of summer programs meeting or exceeding their targets**. These efforts positively impacted over 84,000 youth during the academic year and nearly 59,000 during summer programming.
- **Well-being and connectedness** initiatives also proved effective, with **80% of the academic year and 88% of summer programs achieving their goals**, benefiting over 50,000 academic year and 36,000 summer participants.

- **Enrichment** activities demonstrated exceptionally high success rates, with **90% of academic year and 92% of summer programs meeting or exceeding their targets**, impacting nearly 17,000 academic year and 22,000 summer participants.
- **Healthy eating and physical activity** programs showed exceptional results **during the academic year, with a 100% success rate** reaching over 35,000 youth. **This rate dropped to 82% during summer** programming but reached over 48,000 youth.

Youth satisfaction data indicated high program **satisfaction levels of 89% during the academic year and 93% during summer programming**. Participants particularly valued program activities, relationships with staff and peers, their sense of belonging, and feelings of safety within the BOOST programs.

Systems Study Findings

The systems study highlighted the **effectiveness of the public-private partnership between GaDOE and GSAN**, which received universal praise from stakeholders. GSAN's management of over 7,300 technical assistance inquiries and delivery of 288 one-on-one technical assistance sessions demonstrated strong administrative capacity while successfully distributing approximately \$85 million in funding.

Technical assistance efforts proved beneficial with 76% of grantees rating **virtual and in-person TA meetings as very effective**. Other highly rated supports included the ASYD Conference (70%), the GCN Certificate Series (66%), and the BOOST Implementation FAQ (63%). These supports contributed to significant organizational impacts, with **84% of grantees reporting strengthened capacity and 77% indicating the ability to cover traditionally hard-to-fund costs**.

The program demonstrated strong potential for sustainability, with **92% of grantees expressing a strong commitment to continuing BOOST activities and 97% committed to ongoing data-driven program improvement**. The high success rate in achieving outcomes (93-95%) and strong stakeholder support suggest a solid foundation for future programming. However, stakeholders emphasized the need for state resources coupled with a braided funding approach to ensure long-term sustainability.

In summary, the Year 3 findings collectively suggest that BOOST has established a strong foundation for supporting Georgia's youth through high-quality OST programming while identifying areas where additional support and resources could enhance program effectiveness.



Deep Center



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

Recommended Next Steps

The following recommendations for program continuation are based on three years of implementation data and evaluation findings.

1. Maintain the Public-Private Partnership Structure

Supporting Evidence:

- Stakeholders universally praised the partnership between GaDOE and GSAN as a model that should be replicated
- GSAN's existing relationships with community-based organizations facilitated trust and program implementation
- The structure allowed for faster deployment of funds and more comprehensive support
- 92% of grantee organizations reported being “very committed” to continuing BOOST activities

Recommendation: Preserve the public-private partnership model, with GSAN continuing to serve as the primary program administrator while GaDOE would maintain oversight of future funding distribution and financial monitoring.

2. Continue Comprehensive Technical Assistance and Quality Support

Supporting Evidence:

- 76% of grantees rated virtual and in-person meetings as “very effective”
- The ASYD Conference (70%), the GCN Certificate Series (66%), and implementation FAQs (63%) received high effectiveness ratings
- Grantees reported statistically significant gains in implementing best practices across all six implementation areas
- 97% of grantees committed to using data for program quality improvement after grant completion

Recommendation: Maintain BOOST's robust technical assistance infrastructure, including:

- Professional development opportunities
- Quality standards implementation support
- Data collection and evaluation assistance
- Regular communication channels with grantees

3. Prioritize Varied Geographic Distribution

Supporting Evidence:

- BOOST reached 115 of Georgia's 159 counties
- Program served youth residing in 141 counties (89% of state)
- 13 counties achieved over 10% youth participation
- Targeted grants successfully increased rural program participation

Recommendation: Continue targeted funding strategies to ensure statewide reach, with special emphasis on:

- Rural communities
- Counties lacking other state-funded OST programs
- Areas with limited youth-serving organizations

4. Maintain Focus on High-Need Student Populations

Supporting Evidence:

- Program successfully served priority populations:*
 - 70-85% of BOOST youth were eligible for free/reduced meals
 - 7-16% youth served were students with disabilities
 - 11% of youth served were English language learners
 - 2-4% of BOOST youth were in foster care
- Higher proportions of priority populations were served during the summer months

Recommendation: Strengthen the emphasis on serving:

- Economically disadvantaged youth
- Students with disabilities
- English language learners
- Youth experiencing foster care
- Justice-involved youth
- Youth experiencing homelessness

* These percentages are based on data collected by grantees and not all youth served.

5. Address Critical Implementation Challenges

Supporting Evidence:

Key challenges identified included:

- Mental and behavioral issues (52% academic year, 44% summer)
- Severe academic needs (45% academic year, 23% summer)
- Staff retention and recruitment (33% academic year, 15% summer)
- Transportation difficulties (26% academic year, 24% summer)

Recommendation:

Allocate specific funding and support for:

- Behavioral health services and staff training
- Transportation assistance
- Competitive staff compensation
- Professional development and retention strategies

6. Implement Sustainable Funding Model

Supporting Evidence:

- 91% of grantees reported being moderately or very likely to continue programming
- Stakeholders emphasized the need for a braided funding approach
- 59% of grantees leveraged BOOST funds to secure additional grant money
- Programs demonstrated ability to meet or exceed outcomes (93-95% success rate)

Recommendation:

Develop a diverse funding strategy for BOOST 2.0, including:

- State appropriations as the primary funding source
- Private sector partnerships
- Local community support
- Foundation funding



Mothers Raising Sons

Appendix A

BOOST-Targeted Grantees

During the original design of the BOOST grants program, approximately 5% of the total funding allocation was held back to be spent in Years 2 and/or 3 through targeted grants. Following the BOOST Year 1 evaluation, GSAN examined the BOOST grants program reach to identify geographies and/or populations underrepresented in BOOST Year 1 grant awards.

As such, in the program's second year, GSAN launched a third BOOST grant category, making **BOOST-targeted grants available to organizations serving youth experiencing foster care, serving justice-impacted youth, or operating in rural counties**. In Years 2 and 3, GSAN partnered with field-based subject matter experts (SME) in each targeted area to distribute the BOOST-targeted grant application and help GSAN review and approve submitted applications. The SME partners were the University System of Georgia (foster care youth), Fulton County Court System and Georgia Department of Juvenile Justice (justice-involved youth), and the Georgia Family Connection Partnership (rural program operators).

In Year 3, GSAN received 22 targeted grant applications, evaluated by GSAN in partnership with the SMEs. Among these, **17 organizations were awarded BOOST-targeted grants, and 13 used the funding in Year 3**, including five focused on youth in foster care (\$221,000 awarded), six rural programs (\$504,792 awarded), and two focused on juvenile justice (\$600,000 awarded) (Table A1).

TABLE A1. Overview of Targeted BOOST Awards by Category, Year 3

Category	Range	Average	Total Awarded
Youth in Foster Care (N=7)	\$23,500 – \$60,000	\$45,928	\$321,500
Justice-Impacted Youth (N=2)	\$300,000	\$300,000	\$600,000
Youth in Rural Communities (N=8)	\$28,00 – \$200,000	\$70,536	\$564,292

Data on targeted grantee implementation and outcomes for Year 3 were derived from grantee reports submitted through Qualtrics. Year-end reports were available for 12 of the 13 BOOST grantees who implemented programming in Year 3 (92%).*

* Note that one of the 12 grantee reports was missing data, so in some cases N=11.

Youth Served

Targeted grantees served **919 youth in the school year and 479 in the summer** in Year 3. Across both settings, most youth were in elementary school grades (Figure A1), accounting for about 33% of participating youth. Figure A2 shows that **males and females** were served equally during the academic year and the summer. Note that data on gender were not reported for 630 youth.

FIGURE A1.
School Levels, BOOST
Targeted Grantees (N = 1,398)

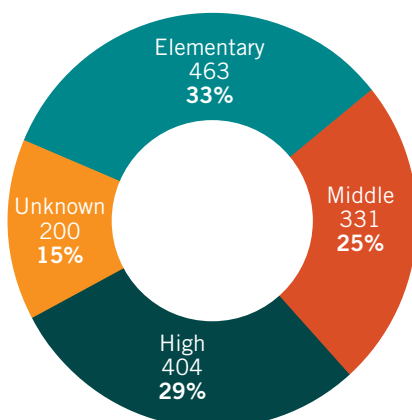


FIGURE A2.
Youth Gender, Year 3
Targeted Grantees (N = 768)

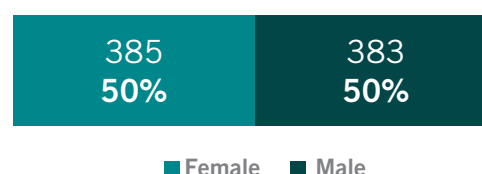


Figure A3 provides data on the **racial and ethnic backgrounds** of participating youth within the BOOST-targeted grantees. Most youth served in the academic year and summer were Black (44%) or white (43%). Other races and ethnicities were represented relatively similarly in the academic year and the summer, including American Indian/Alaska Native (6%), Hispanic (4%), multiracial (4%), and other (3%). Youth identifying as Asian or Native Hawaiian/Other Pacific Islanders accounted for less than 1% of the overall population served. Note that racial and ethnic background data were not reported for 614 youth.

FIGURE A3. Racial/Ethnic Background of BOOST Youth, Year 3 Targeted Grantees (N=784)

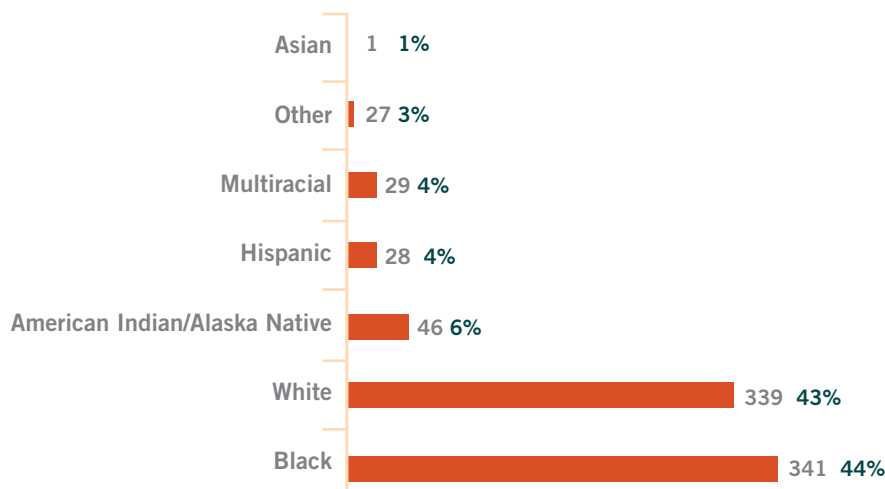
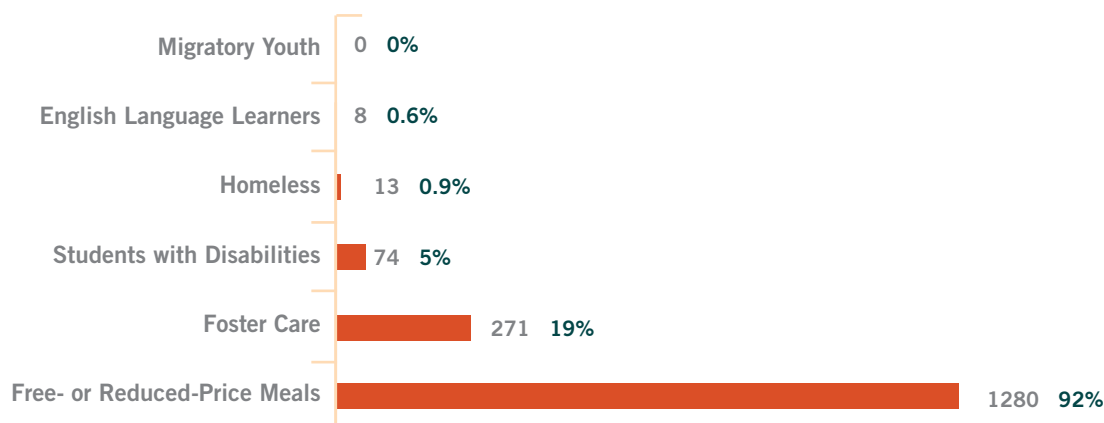


Figure A4 presents data on the **priority youth populations** served by BOOST-targeted grantees. The great majority of youth served during the academic year and summer were eligible for free or reduced-price meals (92%), followed by youth in foster care (19%), students with disabilities (5%), youth experiencing homelessness (1%), and English language learners (1%).

FIGURE A4. BOOST Priority Youth, Year 3 Targeted Grantees (N=1,398)



BOOST Program Purposes

Targeted BOOST grantees were to focus on at least one of the three programming purposes:

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

Figure A5 shows the BOOST-targeted grantees who addressed each purpose in Year 3 during the academic year and the summer. This section provides a summary of the strategies used by BOOST-targeted grantees to meet these program purposes.

FIGURE A5. BOOST Program Purposes Addressed, Year 3 Targeted Grantees (N=12)



About two-thirds of targeted grantees (8 or 67%) leveraged BOOST funds to expand youth access to high-quality OST programming. Table A2 summarizes the ways that grantees **expanded access** to their BOOST-supported programs. For example, Future Seekers Inc. used BOOST funding to expand its 2024 Summer Excel Program by serving more youth in foster care, opening a new location in Douglasville for middle and high-school-aged participants, and hosting monthly family engagement sessions and community resource meetings. In another example, Georgia Tech-CEISMC served youth in foster care for the first time in residential programming.

TABLE A2. Approaches to Expanding Youth Access, Year 3 Targeted Grantees (N=8)

Served more youth than in years before BOOST funding	75%
Expanded program hours and /or days	63%
Opened new sites/locations (e.g., at schools, local churches, or foster care facilities)	50%
Conducted community-based outreach and recruitment (e.g., e.g., partnering with local community-based organizations to identify eligible youth, attending community forums or meetings)	50%
Served new youth populations (e.g., students with exceptional needs, English language learners, high school-aged youth, vulnerable or high-risk youth, homeless youth)	38%
Conducted family-focused outreach and recruitment (e.g., soliciting feedback from families, using bilingual staff to communicate with families)	38%
Developed partnerships with schools or districts to recruit students	38%

One-third of the BOOST-targeted grantees (4 or 33%) leveraged funds to reduce barriers to youth participation in high-quality OST. Table A3 summarizes how BOOST-targeted grantees **reduced obstacles** to youth participation in their programs. For example, Future Seekers, Inc. offered a free 8-week summer enrichment program for 111 youth participants. In addition, they could host weekly educational field trips with the transportation services funded by BOOST. In another example, Georgia Tech-CEISMC noted, “Residential programming normally costs around \$1,600 per week per student, and the BOOST targeted funds provided this programming at no cost to families with students in foster care.”

TABLE A3.
Approaches to Reducing Barriers to Youth Participation, Year 3 Targeted Grantees (N=4)

Continued to offer free programs/services	75%
Provided transportation services	50%
Waived program fees/costs	50%
Offered more accessible program locations	50%

Three-quarters of the BOOST-targeted grantees (9 or 75%) used BOOST funds to strengthen the quality of their OST programming. Table A4 summarizes the targeted grantees’ strategies for **increasing the quality** of their BOOST-supported programs.

TABLE A4. Approaches to Increasing Quality, Year 3 Targeted Grantees (N=9)

Expanded existing programs, services, or activities	89%
Provided staff training	44%
Contracted with vendors to provide new/improved programs, services, or activities	44%
Provided youth with healthy meals or snacks	33%
Implemented new teaching strategies	33%
Implemented new program approaches	33%
Increased linkages to the regular school day	22%
Engaged families in programming	22%
Engaged additional community and/or individual volunteers	22%
Referred youth or families to community services	22%
Hired other program staff	22%
Revised/enhanced existing curricula	22%
Offered youth behavioral health services	22%
Hired additional or more qualified (e.g., certified) teachers	11%
Implemented new curricula	11%
Provided volunteer training	11%
Provided youth with healthy meals or food gift cards to take home	11%

The targeted grantees provided a range of examples of how BOOST funds helped them improve the quality of their services.

- The Atlanta Police Foundation (At-Promise Initiative) provided youth with daily snacks and dinner, offered free behavioral health services to youth and families through partner providers, and delivered programming for youth suspended from school from 8:30am to 3:00pm daily.
- Future Seekers utilized BOOST funding to expand existing programs, services, and activities, offered seven-week summer ELA and Math Clinics facilitated by certified teachers, and extended its summer program to eight weeks, aligning instruction with Georgia Standards. They also contracted with outside vendors to provide 12 weekly summer classes led by qualified performing arts dancers and expert instructors for summer enrichment sessions.
- Dalton State University used BOOST funds to enhance the quality of summer camp services and supplies for youth in foster care. The camp exposed youth to different post-secondary education options.
- The South GA Starz Academy partnered with Dougherty County Schools to host educational events for families with youth in foster care. Through BOOST funding, Feed the Valley prepared lunch and dinner for participating youth and their family members.

Program Activities

The BOOST-targeted grantees were to offer activities in at least three service areas as part of their BOOST-supported programs:

1. Accelerated learning (required)
2. Enrichment
3. Healthy eating and physical activity
4. Well-being and connectedness

Figure A6 shows the percentage of BOOST-targeted grantees that reported offering activities in each of the four service areas in Year 3. Figures A7 through A10 show the specific activities described within each service area.

FIGURE A6. BOOST Service Areas Addressed, Year 3 Targeted Grantees (N=11)

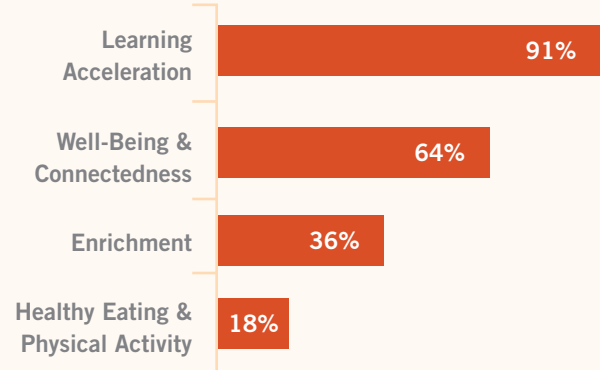


FIGURE A7. Accelerated Learning Activities, Year 3 Targeted Grantees (N=11)

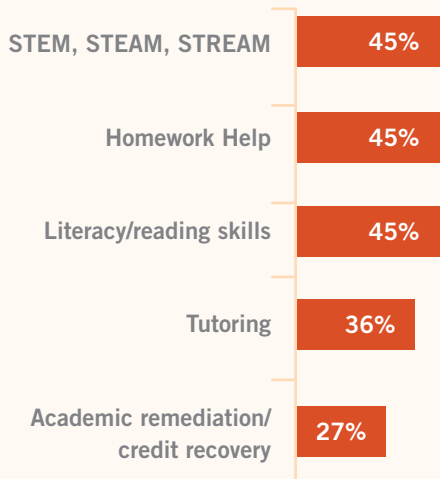
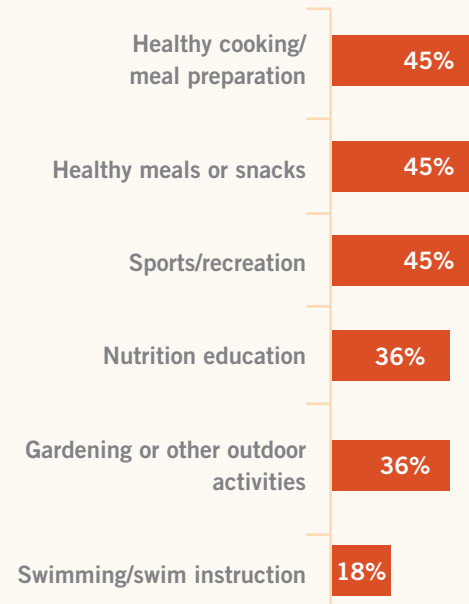


FIGURE A8. Healthy Eating and Physical Activities, Year 3 Targeted Grantees (N=11)





Targeted Grantee Spotlights

Union County Schools, a rural grantee, offered an afterschool program that strongly focused on academic support and homework help. Priority was given to students from homeless families, academically struggling students, and other students who would benefit the most from the program.

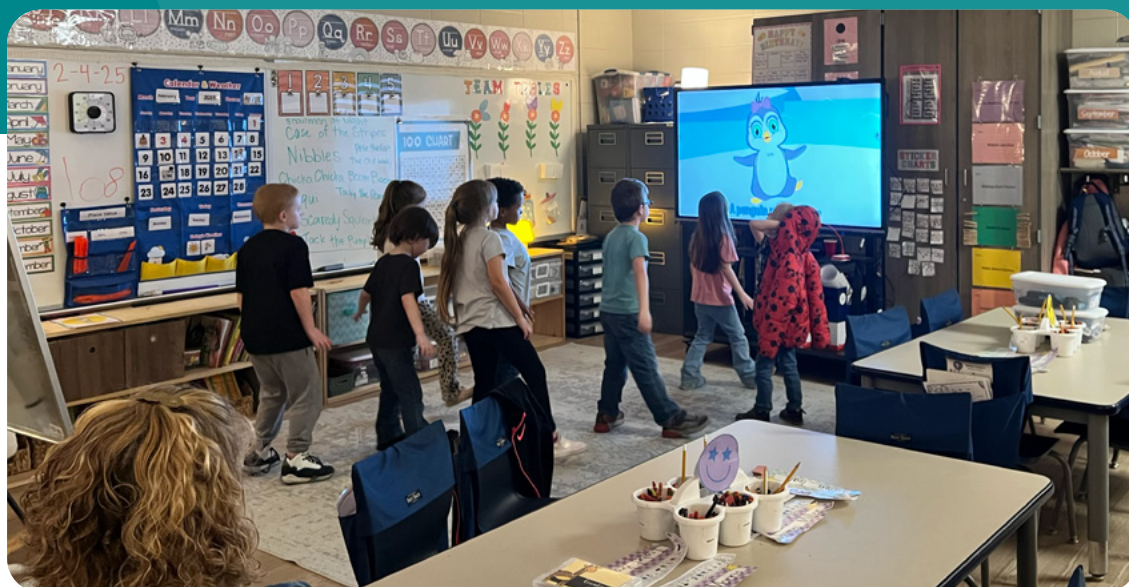
The **Momentum Advisory Collective** provided an afterschool program for justice-involved youth. The program included 24/7 case management, mental health support, workforce development, and academic support.

The Camilla Foundation provided instructional staff with a background in education and mental health to offer well-being and connectedness activities to elementary students assigned to the afterschool classes by Bulloch County Recreation and Parks.

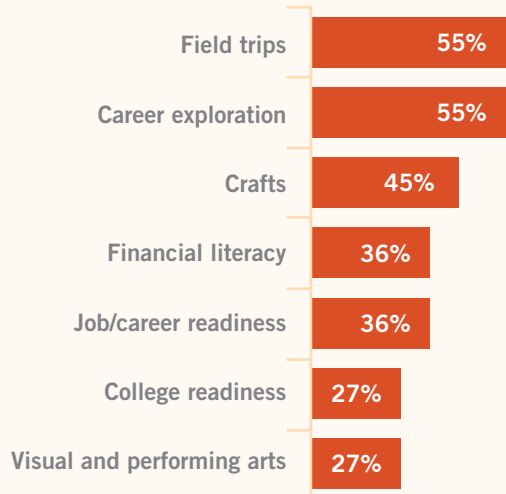
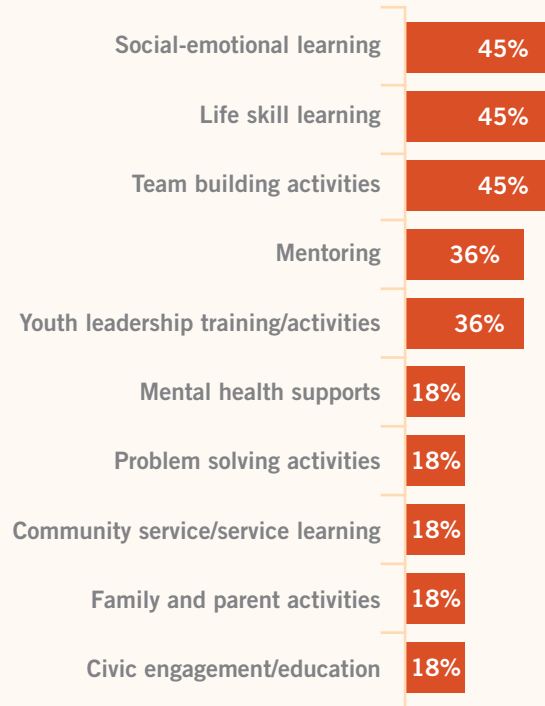
The BOOST-supported afterschool program at **Vidalia Learning Center** served 1st—8th-grade students, averaging 120 students per day. Students received a snack, homework help, and enrichment opportunities in a safe environment, like art and yoga. The low teacher-student ratio (1:9) enabled staff to develop strong relationships with students.

BOOST targeted funding allowed **Camp Twin Lakes** to serve 173 youth in foster care through week-long summer programs. They partnered with three other nonprofits - Siblings Forever, Waymark Foster Foundation, and Camp Horizon - to recruit campers and cabin counselors. Campers participated in therapeutic, educational, and recreational activities while at Camp.

Dalton State University arranged for youth in foster care in high school to visit the campus for an overnight program. During the program, youth participated in team-building activities, financial literacy training, life skills workshops, a college tour, and social field trips. Each participant was assigned to a small group with two college students who served as mentors.



Union County Schools

FIGURE A9. Enrichment Activities, Year 3 Targeted Grantees (N=11)

FIGURE A10. Well-Being and Connectedness Activities, Year 3 Targeted Grantees (N=11)


Implementation Successes

Many grantees cited **developing youth behavioral health skills** as an implementation success (91%), followed by **providing new program offerings** (82%), **cultivating strong youth-staff relationships** (73%), and **developing youth life skills** (73%). Table A5 summarizes implementation successes as reported by the Year 3 BOOST-targeted grantees.

TABLE A5. BOOST Implementation Successes, Year 3 Targeted Grantees (N=11)

Developed youth behavioral health skills (e.g., relationships, well-being, connectedness, resilience)	91%
Offered new programs, services, or activities (e.g., field trips, workforce development, financial literacy, residential summer programs)	82%
Developed strong youth-staff relationships	73%
Developed life skills (e.g., leadership, public speaking, teamwork, financial literacy)	73%
Offered free tuition or services	73%
Exposed students to new content	64%

TABLE A5. BOOST Implementation Successes, Year 3 Targeted Grantees (N=11)

Improved student attendance	64%
Improved student grades, test scores, or reading abilities	64%
Maintained a low staff-youth ratio	64%
Had students promoted to the next grade	55%
Provided staff training/improved staff skills or content knowledge	55%
Prepared students for college/workforce	55%
Adapted well to overcome/address COVID-related challenges (e.g., rebuilding in-person programming, absorbing post-pandemic costs)	45%
Improved student behavior	45%
Had high student enrollment	45%
Increased parent/family or community interest in the program	36%
Had high student attendance	36%
Had success with recruitment efforts	18%
Had students graduated from high school	18%
Had a high family engagement	18%
Provided youth volunteer opportunities (e.g., community service projects)	9%

The BOOST targeted grantees also described other successes, including those unique to the youth population they served. Some examples include:

- Providing transportation services to alleviate transport barriers (Union County Schools)
- Delivering workforce development training in the hospitality industry for participating youth (Momentum Advisory Collective)
- Achieving well-being outcomes for youth, such as students resolving conflicts peacefully, greater emotional self-awareness, and improved relationships with peers and adults (The Camilla Foundation)
- Upgrading staff training with a greater infusion of youth development and program quality criteria (Camp Twin Lakes)
- Improving student interest in postsecondary education (Dalton State University)
- Increasing students' skills in coding and understanding programming languages (Georgia-Tech CEISMC)

Grantee Outcomes

This section presents information on the **outcomes proposed by the Year 3 targeted grantees** in each of the four BOOST service areas (accelerated learning, enrichment, healthy eating and physical activity, and well-being and connectedness).

Outcome data were available for 10 of the 13 targeted BOOST grantees who implemented programming in Year 3 (71%). These grantees reported on 26 of the 33 outcomes proposed, nearly all of which were exceeded, met, or approached (Figure A11).

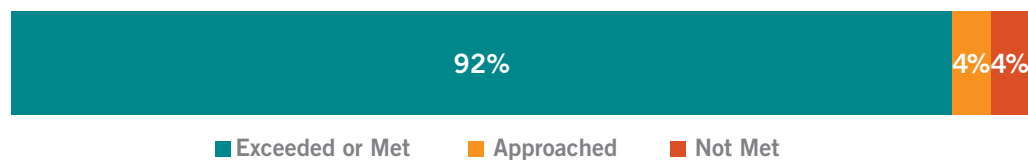
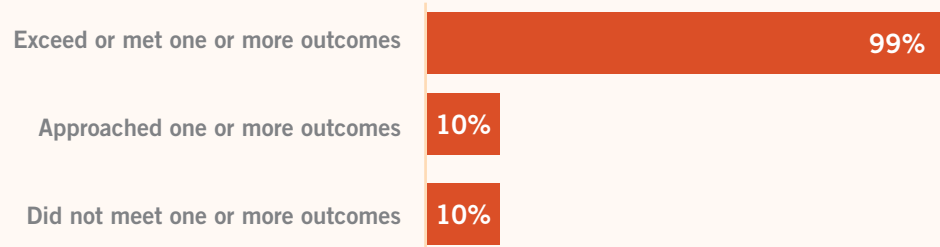
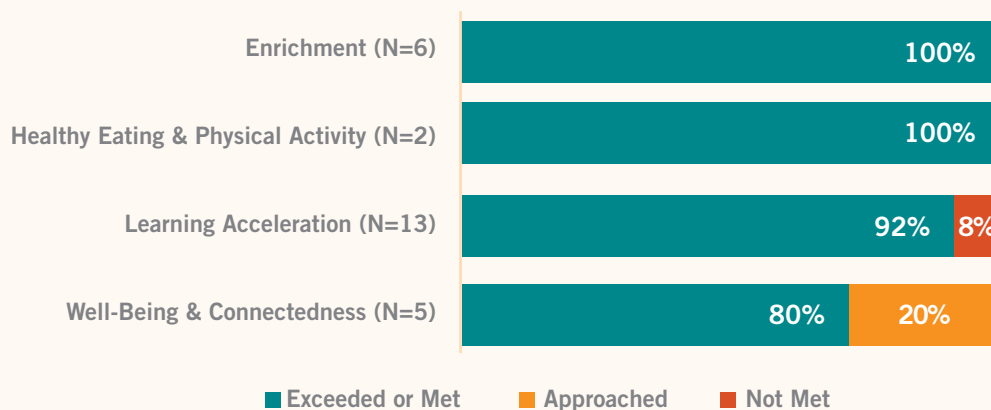
TABLE A11. Percent of All Outcomes Measured in Year 3 (N=26) by Attainment Level

Figure A12 shows that **nine of the ten targeted grantees met or exceeded at least one of their outcomes**. Additionally, the data in Figure A13 show that 13 outcomes for learning acceleration were assessed across the targeted grantees, with 92% meeting or exceeding the stated expectation.

FIGURE A12. Percent of Year 3 Targeted Grantees with Measured Outcomes (N=10)***FIGURE A13.** Status of Targeted Grantee Outcomes Measured in Year (N=26) by Outcome Area

* 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%.



Targeted Grantee Spotlights

The **Momentum Advisory Collective** defined success for their justice-involved young people post-program as demonstrating stable independence (ongoing access to safe housing, food, medical care, etc.) and enrollment in a full-time education track or full-time employment. In their most recent follow-up survey, 70% of youth served were stable and employed or in school. Further, 62% had completed high school, 23% were enrolled or planning to enroll in post-secondary, and 46% had medical insurance.

The Camilla Foundation used the BASC-3 Assessment to assess youth well-being, school engagement, and general mental health. Two-thirds of the teachers who reported post-program BASC-3 data for program participants indicated improvements in the tool's behavioral symptoms index, which combines scales for hyperactivity, aggression, depression, attention problems, and withdrawal.

At **Camp Twin Lakes**, 151 summer campers completed a youth outcome survey. Among these youth experiencing foster care, 90% rated two indicators of sense of belonging with a 4 or 5 (highest rating), 97% rated three indicators of self-acceptance with a 4 or 5, and 93% answered three indicators related to wellness with a 4 or 5, all meeting the stated thresholds for achievement.

Future Seekers, Inc. used a participant survey to assess their program outcomes for the Future Seekers 2024 Summer Enrichment Sessions. The results showed that 92% of program participants increased their self-efficacy in both public speaking and presentation skills.



Future Seekers

Youth Satisfaction

Youth satisfaction data were available for 549 youths from nine targeted BOOST grantees. Across these targeted grantees, **most youth (488 or 89%) reported overall satisfaction** with the BOOST program.

At the individual grantee level, several highlighted positive youth satisfaction. For example, 100% of the youth served by Future Seekers, Inc. reported satisfaction with the Future Seekers 2024 Summer Enrichment Sessions, as measured by participant surveys. In another example, 93% of 151 youth at Camp Twin Lakes surveyed were satisfied with their summer program experience. Lastly, at Dalton State University, all youths surveyed expressed overall satisfaction with their program experience, with five reporting they were “very satisfied” and six indicating they were “satisfied,” and all expressed satisfaction with their peer-mentor relationships.

Conclusion

The Year 3 BOOST-targeted grantees successfully served youth populations across foster care, justice-impacted, and rural communities. The targeted grants reached 1,198 young people, with a nearly even distribution between elementary and high school students, fewer middle school students, and equal representation of males and females. Most youth served were from economically underprivileged backgrounds (92% eligible for free or reduced-priced meals). BOOST-targeted grantees successfully implemented programming across multiple service areas, with strength in accelerated learning outcomes where 92% of measured outcomes were met or exceeded. Grantees also reported notable implementation successes, especially in developing youth behavioral health skills (91%) and offering new programs and services (82%) while maintaining high levels of youth satisfaction (89%). In summary, in the BOOST’s third year, the targeted grants effectively supported traditionally underserved youth populations across Georgia through various strategies to expand access, reduce barriers, and improve quality.

Appendix B

List of Year 3 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 & Targeted
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
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 & Targeted

Organization	Organization City	Organization County	Grant Type
GENTS & GLAM COMMUNITY, FAMILY, AND YOUTH SERVICES	Baxley	Appling	Year-round
GEORGIA TECH – CEISMIC	Atlanta	Fulton	Year-round & Targeted
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 RESEARCH AND SERVICE FOUNDATION, 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

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	Savannah	Chatham	Summer
SOCCER IN THE STREETS, INC.	Atlanta	Fulton	Year-round
SOUTH GA STARZ ACADEMY, INC.	Albany	Dougherty	Year-round & Targeted
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
ATLANTA POLICE FOUNDATION (AT PROMISE)	Atlanta	Fulton	Targeted
BRYAN COUNTY FAMILY CONNECTION	Pembroke	Bryan	Targeted
CHARLTON COUNTY AFTERSCHOOL ENRICHMENT (CHARLTON BOE)	Folkston	Charlton	Targeted
DALTON STATE UNIVERSITY	Dalton	Whitfield	Targeted
MOMENTUM ADVISORY COLLECTIVE	Atlanta	Fulton	Targeted
M-PACK MOLDING PASSIONATE ACTIVE CREATIVE KIDS CORP.	Villa Rica	Carroll	Targeted
SAVANNAH STATE UNIVERSITY	Savannah	Chatham	Targeted
THE CAMILLA FOUNDATION	Statesboro	Bulloch	Targeted

TOOMBS COUNTY AFTER SCHOOL (TOOMBS COUNTY BOARD OF EDUCATION)	Vidalia	Toombs	Targeted
UNION COUNTY SCHOOLS	Blairsville	Union	Targeted
VIDALIA LEARNING CENTER	Vidalia	Toombs	Targeted

Appendix C

Year 3 BOOST Training

Training Date	Training Name	Delivery Method	Participation
Ongoing	GCN Training Vouchers	Virtual/In-person	65
8/24/2023	BOOST Townhall 1	Virtual	88
9/26/2023	BOOST ASYD Meet-Up Atlanta	In-person	21
9/28/2023	Grant Writing Part 1: Constructing a Powerful Case for Support	Virtual	25
10/3/2023	BOOST ASYD Meet-Up Albany	In-person	21
10/5/2023	Grant Writing Part 2: Writing Winning Grants for Foundation and Corporate Giving	Virtual	18
10/12/2023	Grant Writing Part 3: Begin with the End in Mind: Grant Budgeting	Virtual	19
10/17/2023	Youth Mental Health First Aid	Virtual	9
10/17/2023	ASYD Quality Standards: 6 sessions	Virtual	19
10/26/2023	Grant Writing Part 4: Grant Reporting for Impact	Virtual	9
10/27/2023	ASYD Professional Learning Summit – BOOST Townhall 2	In-person	31
11/1/2023	Empowering Youth through High-Quality Programming: Essential Staff Practices (Baxley, GA)	In-person	30
11/9/2023	Certificate of Supervision & Management Part 1: Understanding the Role of a Supervisor	Virtual	12
11/16/2023	Certificate of Supervision & Management Part 2: Transitioning from Tactical Manager to Strategic Leader	Virtual	15
11/30/2023	Certificate of Supervision & Management Part 3: Hiring and Evaluating Performance	Virtual	9

Training Date	Training Name	Delivery Method	Participation
12/5/2023	Sideways Look at Sustainability Part 1	Virtual	11
12/7/2023	Empowering Youth through High-Quality Programming: Essential Staff Practices (Marietta, GA)	In-person	23
12/7/2023	Certificate of Supervision & Management Part 4: Employee Performance Challenges	Virtual	2
12/14/2023	Certificate of Supervision & Management Part 5: Understanding People, Building Teams	In-person	5
1/17/2024	Mentoring Mindset	In-person	12
1/17/2024	Evaluation and Outcomes Series Kickoff (6 sessions)	In-person	30
1/31/2024	Trauma-Informed Mentoring	In-person	15
2/6-8/2024	Weikart Methods TOT	In-person	15
2/6/2024	Sideways look at Sustainability Office Hours	Virtual	3
2/22/2024	ASYD Institute 1 (Monroe)	In-person	37
2/23/2024	Emerging Leaders Two-Day Kickoff	Virtual	9
2/27/2024	BOOST Townhall 3	Virtual	54
2/29/2024	ASYD Institute 2 (Albany)	In-person	38
3/5/2024	Sideways look at Sustainability Part 2	Virtual	5
3/7/2024	Certificate of Fundraising Essentials Part 1: Fundraising and Special Event Planning	Virtual	9
3/14/2024	Certificate of Fundraising Essentials: Part 2 Understanding Donors	Virtual	9
3/17/2024	National Afterschool Association Convention (external convening)	In-person	49
3/21/2024	Certificate of Fundraising Essentials: Part 3 Stories that Stick Marketing and Comms for Fundraising	Virtual	9

Training Date	Training Name	Delivery Method	Participation
3/28/2024	Certificate of Fundraising Essentials: Part 4 Intro to Development Planning and Budgets	Virtual	5
4/2/2024	Telling Your Story: Demonstrating Impact	Virtual	13
4/9/2024	Empowering Youth through High-Quality Programming: Essential Staff Practices (Savannah, GA)	In-person	17
4/18/2024	Grant Writing Part 1: Constructing a Powerful Case for Support	Virtual	7
4/25/2024	Grant Writing Part 2: Writing Winning Grants for Foundation and Corporate Giving	Virtual	13
5/2/2024	Grant Writing Part 3: Begin with the End in Mind: Grant Budgeting	Virtual	8
5/9/2024	Youth Mental Health First Aid	Virtual	15
5/17/2024	Empowering Youth through High-Quality Programming: Essential Staff Practices (Bulloch County)	In-person	42
5/30/2024	Grant Writing Part 4: Grant Reporting for Impact	Virtual	6



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