



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Georgia Department of Education 21st Century Community Learning Centers FY 19 Common Data Elements Form



Subgrantee: Marietta YELLS

Date: June 21, 2019

1. Attendance									
Total Number of Students Targeted		Registered Students		Regular Attendees (attend ≥ 30 days)		Total Number of Parent Opportunities		Total Number of Parents Attending	
Number:	75	Number:	99	Number:	86	Number:	7	Number:	93
2. Objectives									
Total Objectives		Met		Not Met		Other			
Number:	10	Number:	9	Number:	1	Number:	N/A		
3. Standardized Testing									
3A. English Language Arts – Regular Attendees Achievement Levels									
Beginning		Developing		Proficient		Distinguished			
Number:	6	Number:	13	Number:	11	Number:	0		
Regular Attendees without scores who took standardized test:								Number:	0
Regular Attendees who did not take standardized test:								Number:	56 ¹
Retake Data (If applicable)						Number of Retakes:		0	
Beginning		Developing		Proficient		Distinguished			
Number:	N/A	Number:	N/A	Number:	N/A	Number:	N/A		
3B. Math – Regular Attendees Achievement Levels									
Beginning		Developing		Proficient		Distinguished			
Number:	8	Number:	12	Number:	12	Number:	1		
Regular Attendees without scores who took standardized test:								Number:	0
Regular Attendees who did not take standardized test:								Number:	53
Retake Data (If applicable)						Number of Retakes:		0	
Beginning		Developing		Proficient		Distinguished			
Number:	N/A	Number:	N/A	Number:	N/A	Number:	N/A		

¹ This number includes 34 K-2nd graders who are not administered GMAS assessments; and 21 students who did not take Math and ELA Standardized Assessments due to moving out of the district, not taking an applicable math or literature class, being homeschooled (n = 1), or having special needs (n = 3).

4. Report Card Grades

4A. English Language Arts – Regular Attendees

Regular Attendees without Grades	Regular Attendees with grade increase (1 st to 2 nd Semester)	Regular Attendees with grade decrease (1 st to 2 nd Semester)	Regular attendees who maintained a specific grade all year		
			“A” or “B”	“C”	“D” or “F”
Number	Number	Number			
12	23	13	21	13	4
Identify if subgrantee utilized numeric (preferred) or letter grades			Numeric and Letter ²		

4B. Math – Regular Attendees

Regular Attendees without Grades	Regular Attendees with grade increase (1 st to 2 nd Semester)	Regular Attendees with grade decrease (1 st to 2 nd Semester)	Regular attendees who maintained a specific grade all year		
			“A” or “B”	“C”	“D” or “F”
Number	Number	Number			
13	24	9	14	19	7
Identify if subgrantee utilized numeric (preferred) or letter grades			Numeric and Letter		

5. Surveys

5A. Student Surveys

Number of Student Surveys Completed	Behavior		Homework Completion		Satisfaction	
	Strongly/Somewhat Agree	Neither Agree nor Disagree	Strongly/Somewhat Agree	Neither Agree nor Disagree	Strongly/Somewhat Agree	Neither Agree nor Disagree
Number	Number		Number		Number	
75	51	14	60	6	57	10

Number of Parent Surveys Completed	Behavior		Homework Completion		Satisfaction	
	Strongly/Somewhat Agree	Neither Agree nor Disagree	Strongly/Somewhat Agree	Neither Agree nor Disagree	Strongly/Somewhat Agree	Neither Agree nor Disagree
Number	Number		Number		Number	
78	71	4	70	6	75	2

5C. Regular School Day Teacher Surveys

Number of Teacher Surveys Completed	Behavior		Homework Completion	
	Significant/Moderate/Slight Improvement	No Need to Improve	Significant/Moderate/Slight Improvement	No Need to Improve
Number	Number		Number	
71	17	27	37	15

6. Partners

Number of Partners	Total Amount of Contributions
30	\$344,690.95

² Grades 3-5 and 9-12 utilized numeric grades. K-2nd graders utilized standard-based report cards where 1 = “Limited progress or does not meet standard”; 2 = “Progressing toward meeting the standard”; 3 = “Meets the standard consistently”; 3+ = “Exceeds the standard – makes applications and inferences beyond expectation.” Averages were computed for the end of first semester (T4 for 1st and 2nd graders; Q2 for K) and end of second semester (T8 for 1st and 2nd graders; Q4 for K) scores, ranging from 1.3-3.0 for reading; and from 1.1-3.0 for math. The following scale was used to convert the average scores to letter grades: 1.0-1.9 = D/F; 2.0-2.9 = C; 3.0-3.9 = B; 3+ /4 = A.

Marietta YELLS

21st Century Community Learning Center Annual Evaluation Report 2018-2019



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Participating Sites

Community Action Café Business Scholars Teen Program
Youth Center Junior Scholars Program

Reporting Period

August 2018 - May 2019

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INTRODUCTION

Program Overview & History

The Marietta Youth Empowerment through Learning, Leading, and Serving (YELLS) 21st Century Community Learning Center grant was awarded in July of 2017. The program serves students in the Franklin Gateway community in Marietta, GA; elementary school students in grades K-5 are served via the Junior Scholars program, and high school students in grades 9-12 are served via the Community Action Café. A description of the Junior Scholars program and Community Action Café is included below. Chosen objectives and the statewide program performance goals are listed in the Program Goals, Objectives, Activities, & Benchmarks section of this report.

Junior Scholars

Youth Education: The Marietta YELLS 21st CCLC Youth Center provides elementary youth with academic enrichment, homework help, arts and recreational activities, leadership workshops, and character development. Our curriculum is intentionally holistic, fostering academic success and social-emotional wellbeing, while also developing leadership and assets within youth and families. The collaborative, community-centered approach Marietta YELLS 21st CCLC employs unites all stakeholders to bridge school, home, and community. A new, targeted focus on literacy for elementary youth further ensures students meet reading standards and have the foundational skills needed to drive future educational and occupational success.

Family Engagement and Education: The Marietta YELLS 21st CCLC Parent Education component engages the entire family, requiring parents to commit to active involvement upon enrolling their child. During individual family meetings with program staff, parents have shared many needs and barriers to their success and stability. Marietta YELLS 21st CCLC continuously builds new partnerships to address these identified challenges. These wrap-around services ensure community members gain the skills, support, and qualifications to increase their earnings and build better futures for their families and community.

Community Action Café Teen Center

Teen Career-Readiness and Education: The Marietta YELLS 21st CCLC Community Action Café (CAC) offers area teens a broad range of real-world business and leadership skills through their hands-on management of the CAC, a community hub for education, engagement, and empowerment. Within the Café, youth develop job skills and become career-ready, as they draft resumes and interview for on-the-ground job training. They strengthen and expand upon their academic learning as they serve on Apprenticeship Teams (Marketing, Operations, Financial Management, Hospitality and Service, Community Planning, and Culinary Arts) in this authentic environment. Recognizing that individuals who struggle in school typically lack the foundation to overcome poverty throughout their lives, Marietta YELLS 21st CCLC links academics with real-world career application to help youth connect school success with life success. Expert trainers guide youth through workshops on business development, financial management, marketing, strategic planning, customer service, and more. By providing youth with marketable skills, support, and the opportunity to rise as leaders, we inspire them to invest in themselves, in their education, and in their community.

Student Attendance and Enrollment

A total of 99 students registered for the Marietta YELLS 21st CCLC between August 2018 and May 2019. Eighty-six (86) of those students attended the Marietta YELLS 21st CCLC for 30 days or more. At the Community Action Café (CAC), a total of 40 students registered and 28 of those students attended for 30 days or more. In the Jr. Scholars program, a total of 59 students registered and 58 of those students attended 30 days or more. The Jr. Scholar Program exceeded their target number of 55 by 3 students; and the Community Action Cafe exceeded their target number of 20 by 8 students. This information is presented in the figures below.

Figure 1: Number of Elementary School Students Attending 30 Days or More

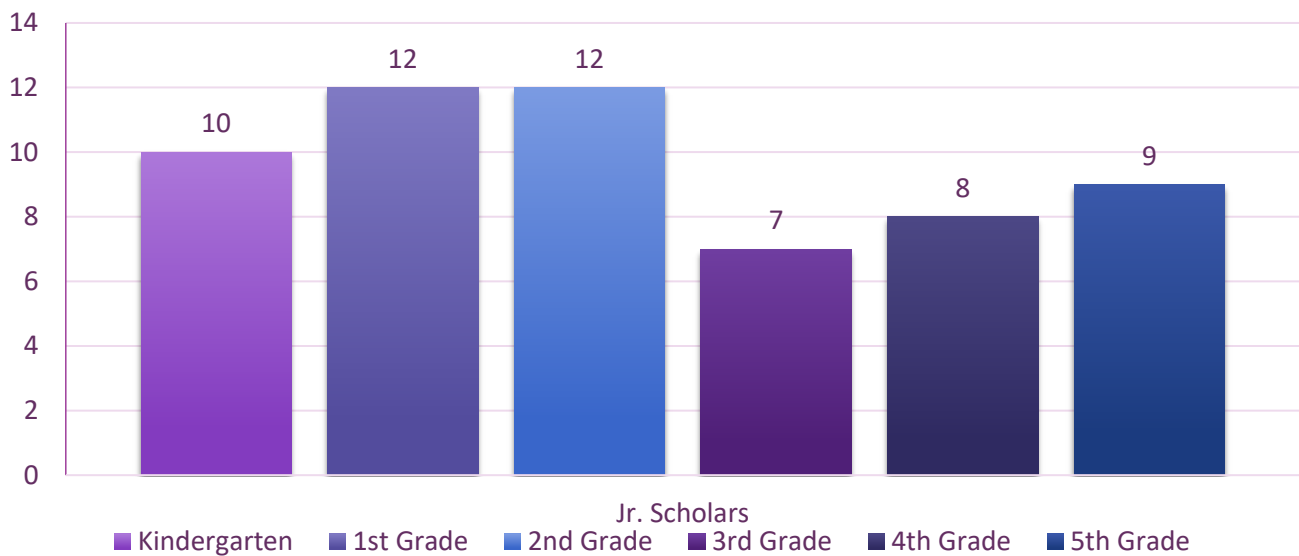


Figure 2: Number of High School Students Attending 30 Days or More¹

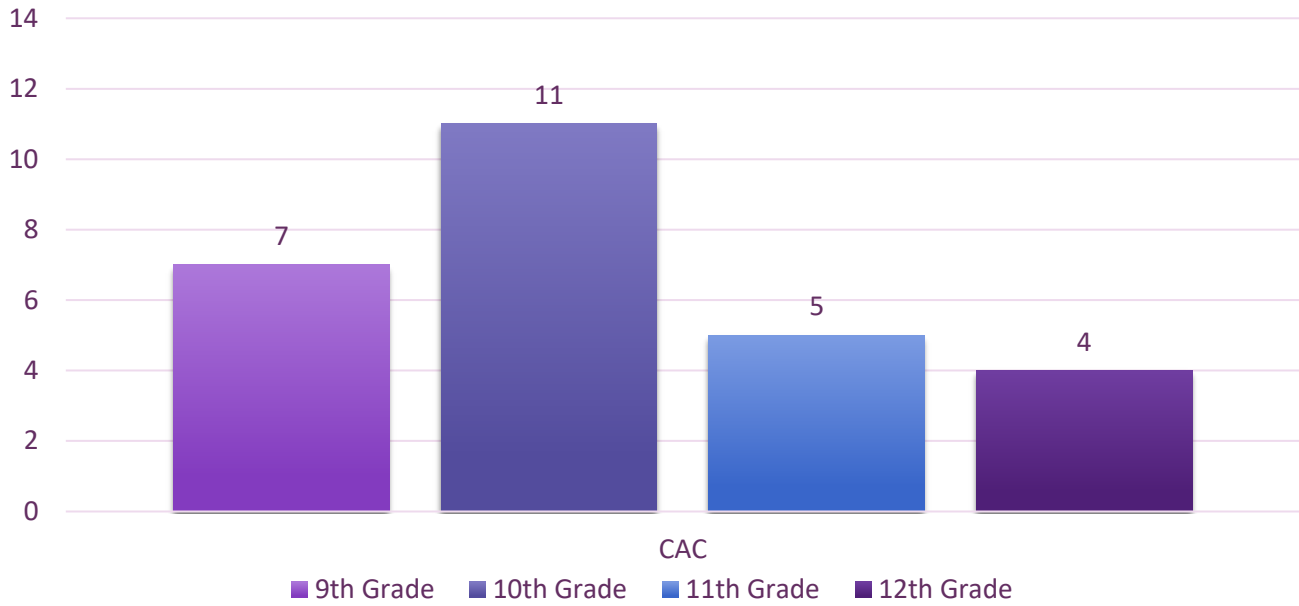
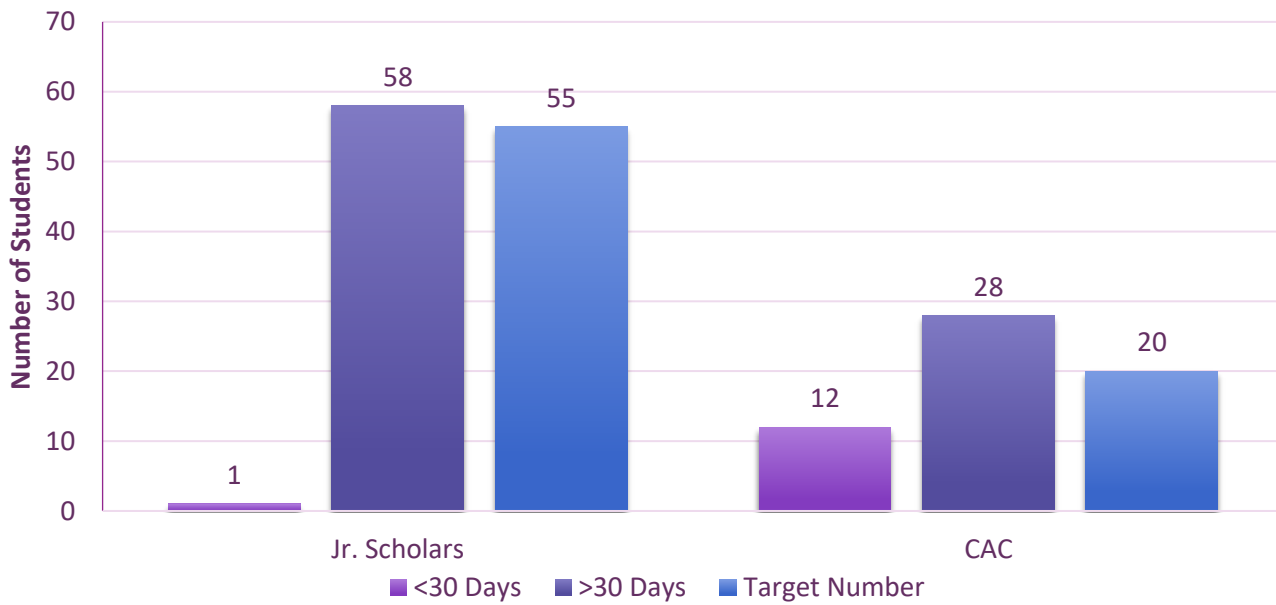


Figure 3: Summary of Number of Days Attended by Students



¹ This chart does not include one student who graduated.

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Student Demographics

Demographic information for Marietta YELLS 21st CCLC participants who attended 30 days or more is presented in the table below.

Table 1: Student Demographics

	Jr. Scholars		Community Action Café		All Sites	
	# Students	Percent	# Students	Percent	# Students	Percent
Totals	58	100%	28	100%	86	100%
K	10	17%	N/A	N/A	10	12%
1	12	21%	N/A	N/A	12	14%
2	12	21%	N/A	N/A	12	14%
3	7	12%	N/A	N/A	7	8%
4	8	14%	N/A	N/A	8	9%
5	9	16%	N/A	N/A	9	10%
9	N/A	N/A	7	25%	7	8%
10	N/A	N/A	11	39%	11	13%
11	N/A	N/A	5	18%	5	6%
12	N/A	N/A	4	14%	4	5%
Graduated	N/A	N/A	1	4%	1	1%
Gender						
Female	28	48%	10	36%	38	44%
Male	30	52%	18	64%	48	56%
Race						
Black	35	60%	22	79%	57	66%
White	0	0%	3	11%	3	3%
Asian/Pacific Islander	2	3%	0	0%	2	3%
Hispanic	16	28%	3	11%	19	22%
American Indian/Alaska Native	1	2%	0	0%	1	1%
Multi-racial	4	7%	0	0%	4	5%
Other						
Not proficient in English	12	21%	0	0%	12	14%
Special Education	7	12%	7	25%	14	16%

Average Daily Attendance

Table 2: Average Daily Attendance

Site	Average Daily Attendance
Jr. Scholars	43
Community Action Cafe	18

Source: APlus Information System

Program Operation

Table 3: Summary of Program Operations

Site	Total Number of Weeks Open	Typical Number of Days per Week Open	Typical Number of Hours per Week Open
Jr. Scholars	36	5	15
Community Action Cafe	36	5	17.5

Source: APlus Information System

Program Staff

Table 4: Ratios of Teachers to Students

	Jr. Scholars	Community Action Cafe
Academic	1:10	1:10
Enrichment	1:15	1:15
Recreation	1:15	1:15

Source: Marietta City Schools

Table 5: Characteristics of Program Staff²

	# Staff	Percent
Totals	9	100%
Gender		
Female	8	89%
Male	1	11%
Race		
Black	6	67%
Asian	0	N/A
White	1	11%
Hispanic	0	N/A
Multiracial	2	22%
Certification		
Certified	4	44%
Paraprofessionals	0	N/A

Source: Program Director

Program Goals, Objectives, Activities and Benchmarks

The goals, objectives, activities, and benchmarks of the Marietta YELLS 21st CCLC are presented in the table on the following page.

² This table reflects staff paid by 21st CCLC funding. There are an additional four staff members not paid by 21st CCLC funds, three interns, eight staff from FWS, nine staff from CobbWorks, three from AmeriCorps VISTA full year members, four AmeriCorps VISTA Summer Associates, and 156 volunteers.

Table 6: Marietta YELLS 21st CCLC Grant Goals & Objectives

Goal 1	Measurable Objectives	Measurable Tools	Activities	Timeframe / Benchmark
Youth Achieve Academic Success	<p>1.1 65% of regularly participating elementary school students will demonstrate an increase in their grade or maintain their grade in Reading (2 or above for students in K-2; C or higher for students in 3-5)</p>	<p>1.1) Formative: ASPEN online grades and progress reports;</p> <p>Summative: Report card grades</p>	<p>1.1.a) Homework assistance and support</p> <p>1.1.b) Study skills reinforcement</p> <p>1.1.c) Scholar Success Specialist tracks student progress and increases communication between students, school-day teachers, & families; meets with students, parents, & teachers as needed</p> <p>1.1.d) Student-led parent conferences</p>	<p>1.1.a) Mondays – Thursdays during school year</p> <p>1.1.b) Mondays – Thursdays during school year homework time</p> <p>1.1.c) Scholar Success Specialist works within elementary schools daily</p> <p>1.1.d) Once per semester</p>
	<p>1.2 55% of regularly participating elementary school students in grades 3-5 will score a minimum of Developing Learner on Georgia state standardized tests in English Language Arts.</p>	<p>1.2) Formative: Measures of Academic Progress (MAP) test scores</p> <p>Summative: Georgia Milestones End of Grade Assessment</p>	<p>1.2.a) Reading Lessons</p> <p>1.2.b) Independent reading time</p> <p>1.2.c) Book Clubs</p>	<p>1.2.a) Twice weekly during school year</p> <p>1.2.b) Three times weekly during school year</p> <p>1.2.c) Weekly during school year; twice weekly during summer</p>
	<p>1.3 65% of regularly participating high school students will demonstrate an increase in their grade or maintain a grade of C or higher in Literature.</p>	<p>1.3) Formative: ASPEN online grades and progress reports;</p> <p>Summative: Report card grades</p>	<p>1.3.a) Homework assistance and support; Study skills reinforcement</p> <p>1.3.b) Targeted tutoring</p> <p>1.3.c) Creation and monitoring of Business Scholar Success Plan with SMART goals</p> <p>1.3.d) Business Scholar Success Coach tracks student progress and increases communication between students, school-day teachers, & families; meets with students, parents, & teachers as needed</p>	<p>1.3.a) Mondays – Thursdays during school year</p> <p>1.3.b) Mondays – Thursdays during school year</p> <p>1.3.c) Created in August; monitored informally each week, formally quarterly</p> <p>1.3.d) BSSC works within MHS weekly</p>

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Goal 1	Measurable Objectives	Measurable Tools	Activities	Timeframe / Benchmark
Youth Achieve Academic Success	1.4 65% of regularly participating high school students will demonstrate an increase in their grade or maintain a grade of C or higher in math.	1.4) Formative: ASPEN online grades and progress reports; Summative: Report card grades	1.4.b) Targeted tutoring 1.4.c) Creation and monitoring of Business Scholar Success Plan with SMART goals 1.4.d) Business Scholar Success Coach tracks student progress and increases communication between students, school-day teachers, & families; meets with students, parents, & teachers as needed	1.4.a) Mondays – Thursdays during school year 1.4.b) Mondays – Thursdays during school year 1.4.c) Created in August; monitored informally each week, formally quarterly 1.4.d) BSSC works within MHS weekly
	1.5 Of the regularly participating high school students who take the English Language Arts EOC Assessment, 60% of students will score Developing Learner or above by the end of the school year.	1.5) Formative: Measures of Academic Progress (MAP) Reading assessment Summative: Georgia Milestones End of Course Assessments	1.5.a) Access to computers for use of Compass Odyssey software 1.5.b) Academic Enrichment Lessons and Targeted Tutoring by Reading Language Arts Specialist 1.5.c) Academic skill-building competitions focused on improved test performance	1.5.a) Mondays – Thursdays during homework 1.5.b) Tuesdays and Thursdays during school year 1.5.c) Daily during summer
	1.6 Of the regularly participating high school students who take the Math EOC Assessment, 60% of students will score Developing Learner or above by the end of the school year.	1.6) Formative: Measures of Academic Progress (MAP) Math Assessments Summative: Georgia Milestones End of Course Assessments	1.6.a) Access to computers for use of Compass Odyssey software 1.6.b) Academic Enrichment Lessons and Targeted Tutoring by Math Specialist 1.6.c) Academic skill-building competitions focused on improved test performance	1.6.a) Mondays – Thursdays during homework 1.6.b) Tuesdays and Thursdays during school year 1.6.c) Daily during summer

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Goal 2	Measurable Objectives	Measurable Tools	Activities	Timeframe / Benchmark
Youth Development	<p>2.1 70% of regularly participating youth will report increased (or maintain high) self-efficacy.</p>	<p>2.1) Formative: Program teacher observations; Business Scholar Success Plan meetings</p> <p>Summative: Pre/post student self-evaluation survey</p>	<p>2.1.a) Positive Talk modeled and reinforced in homework</p> <p>2.1.b) Goal setting and monitoring for elementary students with Scholar Success Specialist</p> <p>2.1.c) Coaching sessions for high school students with Business Scholar Success Coach that focus on coping strategies, positive communication, conflict resolution, anger management, and emotional intelligence</p> <p>2.1.d) Intensive individual interventions to address specific behavioral incidents and coping strategies available during Power Hours</p>	<p>2.1.a) Mondays – Thursdays during school year</p> <p>2.1.b) Bimonthly during school year; additionally as needed</p> <p>2.1.c) Opportunities daily during school year</p> <p>2.1.d) Daily 5:00 – 6:00 pm during school year</p>
	<p>2.2 70% of regularly participating youth will report an improvement in at least one soft skill.</p>	<p>2.2) Formative: Student demonstration during workshops and community projects; Business Scholar Success Plan meetings; Customer comment cards in Café</p> <p>Summative: Pre/post student self-assessment developed by program staff and external evaluator created from items and subscales from youth development evaluation tools</p>	<p>2.2.a) Team-building and cooperative activities that develop conflict resolution and communication</p> <p>2.2.b) Leadership Workshops emphasizing character-building and servant-leadership themes for elementary students</p> <p>2.2.c) Social Emotional and Soft Skills Mini-Workshops for teens</p> <p>2.2.d) Personal Development Workshops for teens</p> <p>2.2.e) Apprenticeship Team workshops and implementation for teens teaching customer service, project planning, and career readiness</p> <p>2.2.f) Application of business and leadership skills by teens through management of Café</p> <p>2.2.g) Observations, constructive feedback, and goal setting provided by Business Scholar Success Coach and Teen Program Manager during regular programming and as teens work in the Café</p>	<p>2.2.a) Daily throughout program</p> <p>2.2.b) Weekly during school year</p> <p>2.2.c) Twice weekly during school year</p> <p>2.2.d) Mondays – Thursdays during summer</p> <p>2.2.e) Weekly during school year</p> <p>2.2.f) Daily throughout program year</p> <p>2.2.g) Daily; Teen Employee Evaluations Quarterly</p>

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Goal 3	Measurable Objectives	Measurable Tools	Activities	Timeframe / Benchmark
<p>Family Engagement</p>	<p>3.1 70% of parents/guardians or adult family members will participate in two or more workshops, meetings, or family engagement activities each year.</p>	<p>3.1) Formative and Summative: Event attendance logs throughout program year</p>	<p>3.1.a) Family needs met through services, skill-building workshops, and the supportive, collaborative and welcoming environment created 3.1.b) Parent educational and community-building opportunities provided by partners, contractors, and teens</p>	<p>3.1.a) Continuously through all program interactions 3.1.b) Monthly</p>
	<p>3.2 70% of parents/guardians will report that they learned at least one new strategy to support their child’s education at home.</p>	<p>3.2) Formative: Surveys from events Summative: Year-end parent surveys</p>	<p>3.2.a) Parent/guardian signs agreement to apply new strategies for student success at home 3.2.b) Regular parent communication re: child’s progress & needs & parent participation requirements 3.2.c) Parent workshop provided by MCS & other partners providing strategies for helping children succeed in school 3.2.d) Books and Breakfast parent-youth engagement to develop pro-literacy families 3.2.e) Student-led parent conferences</p>	<p>3.2.a) Annually during enrollment 3.2.b) Each day during pick-up, as needed; calls made periodically, as needed 3.2.c) Quarterly 3.2.d) Twice weekly summer 3.2.e) Once per semester</p>

STATUS OF PROGRAM OBJECTIVES

Table 7: Marietta YELLS 21st CCLC Grant

Goal 1	Measurable Objectives	Status	Comments
Youth Achieve Academic Success	1.1 65% of regularly participating elementary school students will demonstrate an increase in their grade or maintain their grade in Reading (2 or above for students in K-2; C or higher for students in 3-5).	Met	K-2 students met – 28/31 (90%) 3-5 students met – 19/21 (86%) Total students meeting the objective: 47/52 (90%)
	1.2 55% of regularly participating elementary school students in grades 3-5 will score a minimum of Developing Learner on Georgia state standardized tests in English Language Arts.	Met	Total students meeting the objective: 17/21 (81%)
	1.3 65% of regularly participating high school students will demonstrate an increase in their grade or maintain a grade of C or higher in Literature.	Met	Total students meeting objective: 19/24 (79%)
	1.4 65% of regularly participating high school students will demonstrate an increase in their grade or maintain a grade of C or higher in math.	Met	Total students meeting objective: 20/24 (83%)
	1.5 Of the regularly participating high school students who take the English Language Arts EOC Assessment, 60% of students will score Developing Learner or above by the end of the school year.	Met	Total students meeting objective: 7/9 (78%)
	1.6 Of the regularly participating high school students who take the Math EOC Assessment, 60% of students will score Developing Learner or above by the end of the school year.	Not Met	Total students meeting objective: 6/12 (50%)

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Goal 2	Measurable Objectives	Status	Comments
Youth Development	<p>2.1 70% of regularly participating youth will report increased (or maintain high) self-efficacy.</p>	Met	<p>Jr. Scholars - Met: 43/49 (88%) Of the 49 Jr. Scholars who completed post surveys (all regularly attending students), 88% reported high levels of self-efficacy; 6% reported low self-efficacy, and 6% did not answer the self-efficacy questions. CAC - Met 23/23 (100%) Of the regularly participating CAC youth who completed post-surveys, all 23 (100%) reported high levels of self-efficacy. Total Meeting Objective: 66/72 (92%)</p>
	<p>2.2 70% of regularly participating youth will report an improvement in at least one soft skill.</p>	Met	<p>Jr. Scholars - Met: 37/44 (84%) Of the 44 Jr. Scholars who completed pre- and post-surveys, 84% reported that YELLS had helped them with at least one soft skill; 9% reported a decrease in the number of soft skills; and for three students (7%), the number of soft skills stayed the same from pre-test to post-test. CAC - Met: 14/19 (74%) Of the 19 regularly attending CAC students who completed a pre-test and post-test, 14 (74%) reported an improvement in at least one soft skill. Total Meeting Objective: 51/63 (81%)</p>
Goal 3	Measurable Objectives	Status	Comments
Family Engagement	<p>3.1 70% of parents/guardians or adult family members will participate in two or more workshops, meetings, or family engagement activities each year.</p>	Met	<p>Jr. Scholars Met – 43/53 (81%) CAC Not Met – 18/27 (67%) Total Meeting Objective: 61/80 (76%) parents attended two or more workshops, meetings, or family engagement activities.</p>
	<p>3.2 70% of parents/guardians will report that they learned at least one new strategy to support their child’s education at home.</p>	Met	<p>Jr. Scholars Met – 45/53 (85%) CAC Met – 22/27 (82%) Total Meeting Objective: 67/80 (84%) indicated that they had learned at least one new strategy to support their child’s education at home.</p>

EVALUATION OVERVIEW

Located at Kennesaw State University, the A.L. Burruss Institute of Public Service and Research is the independent, third party evaluator for the Marietta YELLS 21st CCLC. The A.L. Burruss Institute of Public Service and Research at Kennesaw State University was established in July of 1988 and provides a wide range of technical assistance across a broad range of policy areas to governmental entities at various levels, as well as nonprofit organizations. The Burruss Institute has conducted numerous evaluations and has experience conducting needs assessments and satisfaction surveys for non-profit and government agencies at the state, county, and municipal level.

There were two main purposes for the Marietta YELLS 21st CCLC evaluation during the second year. The first was to provide detailed information about the Marietta YELLS 21st CCLC implementation to the Program Director and staff and the second was to accurately assess the progress of the program in meeting the goals and objectives as outlined in the grant proposal.

Use of Evaluation Results

Staff made extensive efforts to explain and clearly communicate programmatic expectations and share program impact and outcomes with all stakeholders including students, parents, teachers, staff, and community partners.

The Program Director and YELLS Executive Director review reports, findings, data, and recommendations regularly, and this information is further shared with program staff during team meetings, as well as communicated to stakeholders.

The YELLS Executive Director leads facilitated “Data Analysis and Program Revision” sessions with program staff to unpack evaluation results and utilize them to drive program improvement. Data – whether formative assessments, summative assessments, site visits reports, or databases of grades, test scores, and reading levels – is regularly reviewed and used to adjust strategies and improve our programs. Mid-way through the year, a scheduled “Data Analysis and Program Revisions” meeting is held for staff at all levels to review data together, analyze the information, evaluate progress toward reaching outcomes, and identify points of strength and areas of need documented by both quantitative and qualitative sources. From there, staff determine the greatest areas where improvement is needed, consider the factors impacting our result, and propose program revisions that can address the needs. This process is also revisited at the close of each school year once final data and summative evaluation are available and planning can begin to improve programs for the next year and re-assess outcome measurements.

Example 1: After receiving school data reports and formative evaluation, staff oriented themselves with the massive amount of data available from Semester One and then worked in their program teams to pull 2-3 statistics or data points to address each of the following:

Needs for our youth as a whole (could be all students or age groups)

Areas of strength for our youth as a whole

Needs for specific youth

Areas of strength for specific youth

Areas where we can document growth for our students

Any additional qualitative needs identified from staff observations and work with youth

Any additional qualitative strengths or areas of growth from staff observations and work with youth

From here, staff then took the process a step further to use these data points that they identified to complete an “Academic Revisions and Action Steps Based on Semester One Analysis” form. Together, they selected the most pressing needs and strategized program revisions to address them. These program revisions ranged from re-arranging our program schedule to allow high school students time to decompress from the school day before Genius Hour to developing a new incentive system to reinforce student hard work and achievement – and just about everything in between.

Example 2: We continuously use data to guide our approach and interventions. Our Scholar Success Specialist met regularly with school-day teachers to identify students most in need of support. This, along with an analysis of reading grades, EOG scores, and Lexile levels, helped determine which students would participate in one-on-one intensive, twice weekly literacy lessons. In addition, youth participated in blended learning, both utilizing MobyMax online software, as well as large group literacy lessons and small group interventions.

The Program Director presents data reports, formative and summative assessments, and evaluation findings to the Marietta YELLS 21st Century Community Learning Center Advisory Council at meetings held twice annually. The Advisory Council includes the Marietta City Schools Superintendent, school leadership, teachers, two parents, two youth, business leaders, and community partner representatives. Additionally, the YELLS Executive Director shares results with the YELLS Board of Directors, composed of a YELLS alumna, YELLS parent and community member, Marietta High School vice principal, and local business, non-profit, and faith-based leaders. The role of both this volunteer Board and Advisory Council is to provide oversight to the Marietta YELLS 21st CCLC program and identify ways of supporting its success through suggestions for additional partnerships and financial support through donations as well as connections to resources.

Final summative assessment data is shared with stakeholders through an e-newsletter and is accessible on the YELLS website.

EVALUATION METHODS

Multiple measures were used to evaluate the Marietta YELLS 21st CCLC. These measures include surveys of students, parents, regular school day teachers, as well as observations and student records. Participants who did not attend the program for 30 days or more at any of the sites are not included in any of the analyses per the guidelines set forth in the objectives.

Parent Survey

During spring 2019, a survey was administered to the parents/guardians of students who participated in the Marietta YELLS 21st CCLC. Parents were given a paper survey and encouraged to complete it and return it to program staff. Once received by staff, the completed surveys were entered into an online data collection system created by the Burruss Institute.

The survey was designed to assess parent satisfaction and attitudes toward the Marietta YELLS 21st CCLC and measure the degree to which they thought it helped their child improve behavior and academic skills. The survey has 17 items with a few open-ended questions, but most are measured using 5-point scales (ranging from “Strongly Agree” to “Strongly Disagree”, “Very Satisfied” to “Very Dissatisfied”, and “Excellent” to “Very Poor”). The survey also contained two “Check All That Apply” questions related to actions during the year. Parent surveys were distributed and collected at parent night sessions, during parent pick-up and end-of-year conferences, and surveys were sent home with students.

The completion rates for the parent survey are summarized in table below.

Table 8: Completion Rates for Parent Survey

School	Number of Surveys Completed	Number of Surveys Distributed	Parent Response Rate
Jr. Scholars	51	58	88%
Community Action Cafe	27	28	96%
Total	78	86	91%

Teacher Survey

During spring 2019, an online survey was administered to the Regular School Day Teachers of the student participants of the Marietta YELLS 21st CCLC. The purpose of the survey was to assess whether regular school day teachers believed that student participants’ behavior related to academic performance had changed during their involvement with Marietta YELLS 21st CCLC this year. The survey includes 10 items on an 8-point scale: 1. No need

to improve, 2. Significant improvement, 3. Moderate improvement, 4. Slight improvement, 5. No change, 6. Slight decline, 7. Moderate decline, 8. Significant decline.

The completion rates for the teacher survey are presented in the table below.

Table 9: Completion Rates for Teacher Survey

School	Number of Teacher Surveys Completed	Number of Surveys Distributed	Teacher Response Rate
Jr. Scholars	48	58	83%
Community Action Cafe	23	28	82%
Total	71	86	83%

Student Survey

During spring 2019, surveys were administered to students who participated in the Marietta YELLS 21st CCLC. The purpose of the surveys was to gauge the attitudes of students toward school, the degree to which they felt participating in the Marietta YELLS 21st CCLC helped them, including any soft skills they had learned. The high school student survey includes 29 items with a few open-ended questions, but most are measured using 5-point scales (ranging from “Strongly Agree” to “Strongly Disagree”, and “Very Like Me” to “Not Very Like Me”). High school students also rated themselves using a “Very Good” to “Very Poor” scale with a fifth option for “Don’t Know.” The elementary school student survey includes 20 items with four open-ended questions, and uses the 5-point scale of Strongly Agree-Strongly Disagree and Very Like Me- Not Very Like Me, along with corresponding smiley faces for reference (see image below). Students also completed a “Check All That Apply” item related to how YELLS had helped them with soft skills.

Smiley Face Scale



The completion rates of the student survey are presented in the table below.

Table 10: Completion Rate for Student Survey

School	Spring Surveys Completed	Number of Surveys Distributed	Student Response Rate
Jr. Scholars	49	58	84%
Community Action Cafe	26	28	93%
Total	75	86	87%

Site Visits

The evaluators visited the Jr. Scholar program and Community Action Café program twice: once in the fall of 2018 and once in the spring of 2019. The purpose of the site visits was to observe activities and lessons during implementation from each program and collect documentation that would assist in the evaluation of the program. Sites were also visited by the GADOE Evaluation Specialist.

Other Techniques

1. Collected and analyzed secondary data gathered from the APlus Information System
2. Collected and analyzed secondary data gathered from Marietta City Schools.

Data Collection Schedule

Table 11: Data Collection Activities

Activity	Date
Site Visits	Fall 2018 & Spring 2019
Parent Survey	Fall 2018 & Spring 2019
Regular Day Teacher Survey	Spring 2019
Student Survey	Fall 2018 & Spring 2019
Analysis of APlus Information System	Ongoing
Other Techniques	Ongoing

PROGRAM IMPLEMENTATION

Program Activities

The primary activities of the Marietta YELLS 21st CCLC are listed below:

Jr. Scholars Program

Academic

- Read-Alouds: Engaging scholars in texts that they may or may not be able to read. In the process, we expand their imaginations, provide new knowledge, support language acquisition, build vocabulary, model text connections and questioning, and promote reading as a worthwhile, enjoyable activity.
- Achieve through Education Tutoring: Achieve through Education Tutoring works with students based on need. Student need is determined by students who are two or more grade levels behind according to their Fountas and Pinnell level. Tutors work with scholars on Monday and Wednesday one-on-one and in small groups. Tutors provide targeted literacy interventions.
- Book Clubs: Scholars are given an opportunity to read aloud as well as independently. They engage in rich texts that allow for continued strengthening of their reading skills as well as growing as community members who share a love for reading.
- Targeted After-HW Enrichment: Students are required to work in their “Brain Building” folders after all of their homework is completed. The Brain Building folder has targeted literacy skills for students to work on based on assessment (Words Their Way) and teacher information.
- Independent & Guided Homework Help: Volunteers and tutors work with students one-on-one and in small groups to complete homework given by school day teachers.
- Academic Case Management: The Scholar Success Specialist works closely with school day teachers via email and in person meetings to understand students’ needs. Students’ individual needs are charted and tracked to meet students where they are at and provide appropriate intervention in after homework help.
- One-on-One Academic Interventions: The Scholar Success Specialist works one-on-one with students based on need. Literacy interventions are carried out on Friday and other times throughout the day that make sense.
- Running Records: Running Records are used to identify patterns in student reading behaviors. These patterns allow us to see the strategies a student uses to make meaning of individual words and texts as a whole.
- Site Word Practice: Scholars participate in activities that scaffold their learning of sight words based on the informal evaluations of the Reading Instructor and Scholar Success Specialist to collaborate with the formal evaluations and input of classroom teachers.
- Reading Enrichment: The focus is to provide students with practice within literacy skills while using fun, engaging, hands-on activities. They work on decoding skills, phonemic awareness, sight word practice as well as reading comprehension presented through rich and multicultural texts.

Enrichment

- Circle Share: Time for entire group to gather to discuss and reflect on our monthly servant-leadership theme, build group unity, and check-in for socio-emotional development
- Choice Activities: Variety of activities for creative play and socio-emotional development
- Choice Clubs: Theme-based activities that focus on student needs, interest, and areas for growth

- Leadership: Hands-on and project-based, cooperative workshops that help youth develop servant-leadership by participating in activities that motivate, inspire, build team spirit, and allow opportunities to uplift their community
- Recreation: Actively engaging students through team building, problem solving, and communication skills through theme-based recreational activities.

Community Action Cafe

Academic

- Academic Case Management: Student's academic progress is monitored and assessed throughout the school year. Students struggling within certain areas meet with the Business Scholar Success Coach to determine goals and actions for improvement.
- Power Hour Sessions: Students who are struggling in specific academic areas receive one-on-one interventions. The students receive coaching on positive communication, coping strategies, and soft skills to help provide a better classroom experience. The Business Scholar Success Coach gives constructive feedback to assist the students in learning.
- Targeted Tutoring: Students who are struggling in specific areas receive tutoring and one-on-one help for those subjects Mondays - Thursdays.
- Creation and monitoring of Business Scholar Success Plan with SMART goals: At the beginning of the school year, students meet one-on-one with the Business Scholar Success Coach to create a plan for success for the year including SMART goals. The Business Scholar Success Coach monitors the success of the goals informally each week and formally quarterly to ensure that students are maintaining their goals.
- Homework Assistance and Support, Study Skills reinforcement: While the students are completing their homework, tutors assist them with any questions they may have about the material. Tutors also guide the students in effective study skills habits.
- Academic Enrichment Lessons - English Language Arts Specialist: The English Language Arts Specialist leads engaging academic enrichment lessons focused on reading and writing applications for the students to improve upon. These lessons correlate with the students' cafe roles and help them to learn business concepts as well as succeed academically.
- Academic Enrichment Lessons - Math Specialist: The Math Specialist leads engaging academic enrichment lessons focused on math applications for the students to improve on. These lessons correlate with the students' Cafe roles and help them to learn business concepts as well as succeed academically.
- Academic skill-building competitions - improved test performance: During programming, the students participate in engaging activities that focus on improving test performance in the months that they are out of school. These are competitive so that the students remain active and engaged.
- Apprenticeship Team Workshops: Students interview and are placed in one of six apprenticeship teams that focus on teaching teens the aspects of running a successful business including: customer service, project planning, and career readiness.

Enrichment

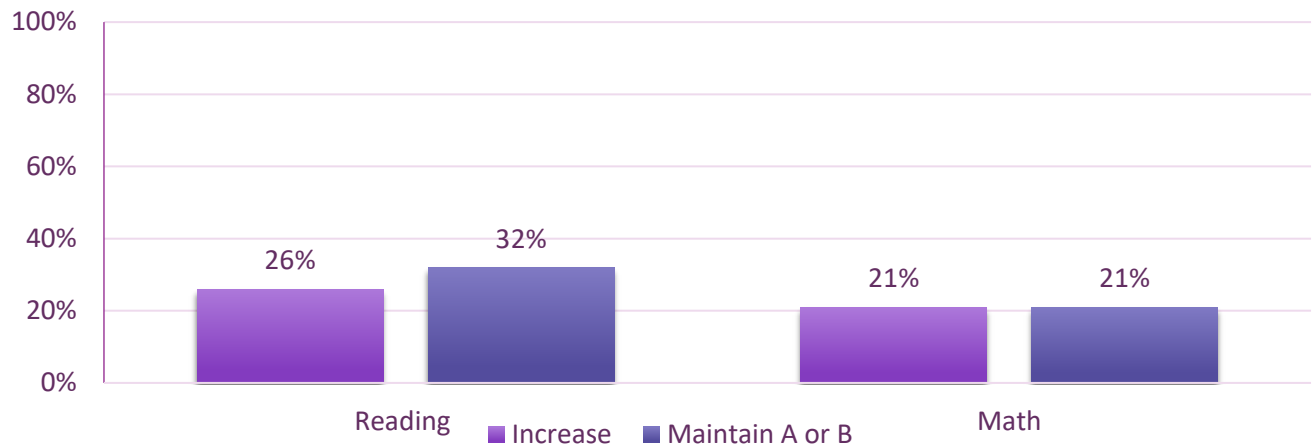
- STEAM Workshops: Students engage in high-energy creative activities that incorporate Science, Technology, Engineering, Arts, and Math. The CAC welcomes outside professionals to facilitate workshops.
- Resume Writing: Students learn the basics of resume writing and create a resume in order to apply for a position on one of the Apprenticeship Teams in the Community Action Café.
- Interviews: Students interview for a position on one of the Apprenticeship Teams responsible for managing their Community Action Café. Volunteer professionals conduct interviews with the students and complete evaluations.
- Apprenticeship Teams: The teens are placed on one of six Apprenticeship Teams (Operations, Financial Management, Marketing, Hospitality, Culinary, and Community Planning team). Within these teams, youth develop real-world career skills through the operation of the Café. The teams meet weekly to discuss the business and plans for the cafe.
- Service-Learning Projects: Youth design and lead community-building events to uplift their local Franklin Gateway community. Youth learn leadership and project management skills while building self-efficacy as they enact these real-world projects.
- Community Event Management: Youth plan and host events weekly to practice leadership and promote community engagement.
- Social-Emotional & Soft-Skills Mini-Workshops: Teens participate in open discussions on different challenges that they face (*i.e.* peer pressure, violence, school challenges, and family problems). Teens are encouraged to speak openly to express themselves. Teens learn coping strategies and safety practices to assist them with dealing with personal problems. Teens engage in peer to peer active listening sessions.
- Teen-Led Enrichment Activities: Teens have the opportunity to plan and lead engaging workshops and activities for their peers. They are responsible for securing materials needed from the staff and coordinating any outside facilitators.
- Recreation/Physical Fitness: Marietta YELLS 21st CCLC teens participate in various fitness activities such as aerobics, Zumba, and yoga. These activities are designed to increase cardio and strengthen muscles. Teens were also able to learn how to incorporate these activities into their daily workout routines.
- Culinary Lessons: Teens will collaborate with professional chefs to learn to prepare creative and healthy snacks to serve in the Café. During the cooking lessons, the teens will also learn proper food storage, food handling, and health and safety skills.
- Team-Building: High-energy cooperative workshops actively engage youth through team-building activities. Activities promote leadership, critical thinking, and positive mindset.

Source: Project Director

PROGRAM OUTCOME DATA

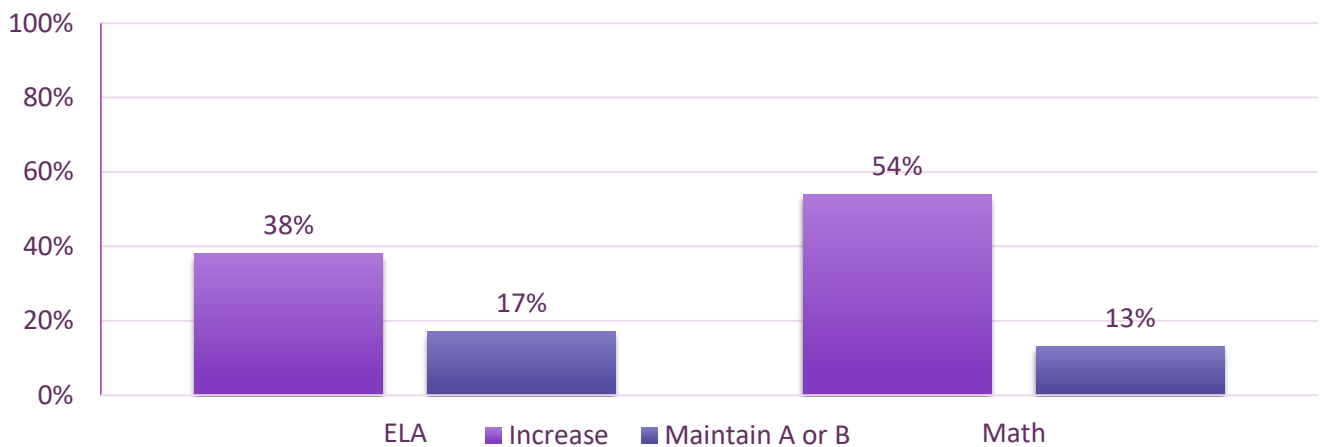
Academic Performance

Figure 4: Jr. Scholars - Students Maintaining an A or B or Increasing a Letter Grade from Fall to Spring (N = 53)



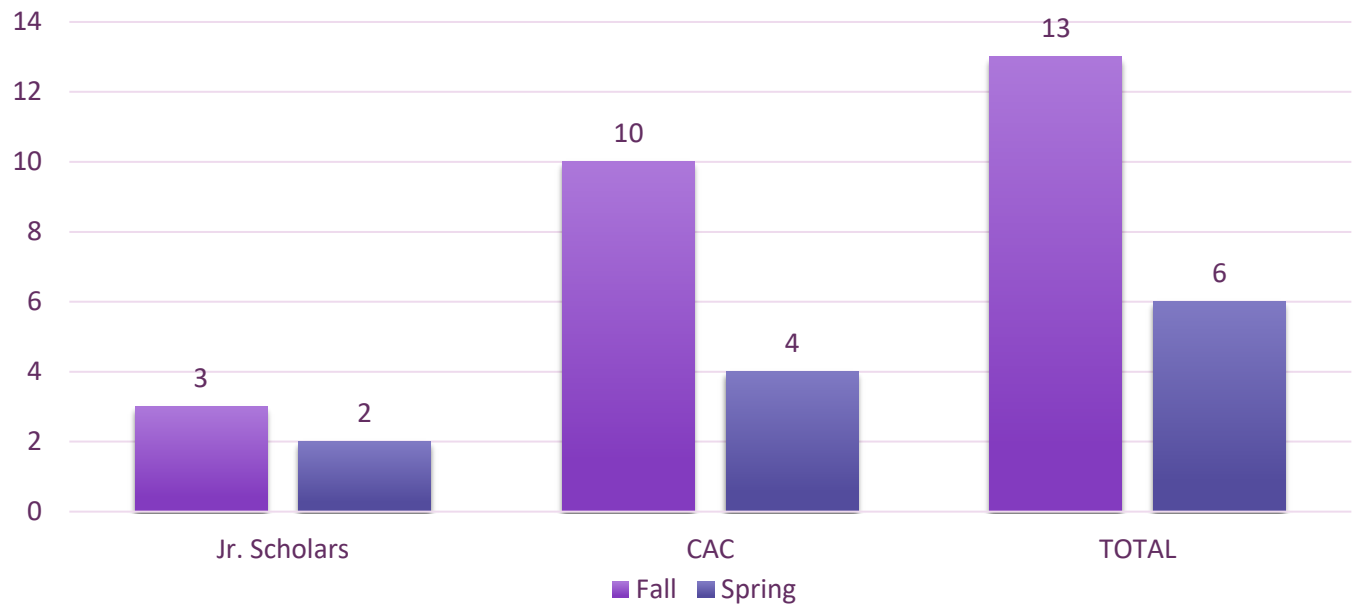
As can be seen in the chart above, 58% of students in the Jr. Scholar program increased their reading grade or maintained an A or B throughout the year, and 42% of students increased their math grade or maintained an A or B throughout the year.

Figure 5: CAC – Students Maintaining an A or B or Increasing a Letter Grade from Fall to Spring (N = 24)



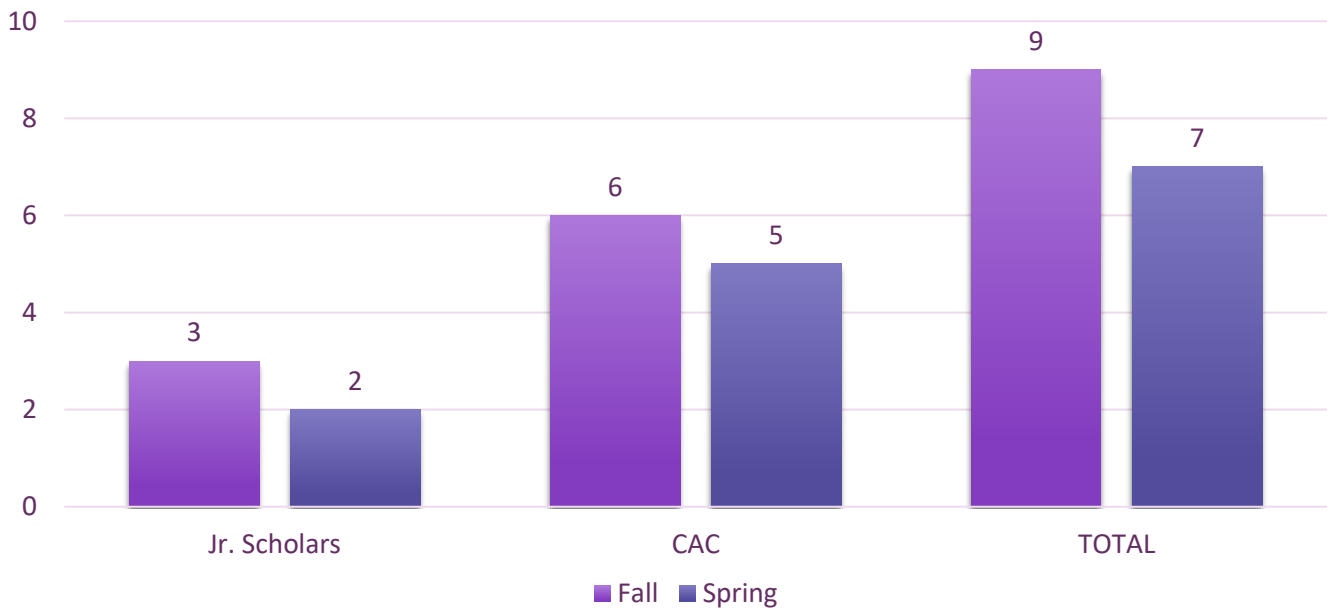
As can be seen in the chart above, 55% of students in CAC program increased their ELA grade or maintained an A or B throughout the year, and 67% of students increased their math grade or maintained an A or B throughout the year.

Figure 6: Number of Failing Grades in Math (N = 77)



As illustrated in Figure 6 above, the number of failing grades (*i.e.*, grades 69 and below) for math decreased overall and for each program from fall to spring. For math, the overall number of failing grades significantly decreased from 13 to 6.

Figure 7: Number of Failing Grades in Reading/ELA (N = 77)



As illustrated in the Figure 7, the number of failing grades (*i.e.*, grades 69 and below) for reading/ELA decreased overall and for both programs from fall to spring. For reading the overall number of failing grades decreased from 9 to 7.

ACADEMIC PERFORMANCE – LEXILE SCORES

As explained on the Lexile Measures website (<https://lexile.com/educators/measuring-growth-with-lexile/lexile-measures-grade-equivalents/>),

There’s no direct correspondence between a specific Lexile measure and a specific grade level. However, there is a range of student abilities within each grade, and you might find it useful to see what the typical Lexile measures are within a given grade. We conducted a research study using national samples to describe Lexile ranges for each grade. Results are shown in the chart below. These reader measures are national user norms. Data for these norms came from a large sample of students who were administered tests that reported Lexile measures in the years 2010 through 2016. However, please note:

- *This information is for descriptive purposes. The goal is to give you a sense of how a student’s Lexile measure (reading ability) compares to Lexile measures for students in the same grade. The ranges are not intended to be a guide or standard that students are expected to reach. See our [FAQ](#) on performance, norm-referenced interpretations, and criterion-referenced interpretations of test scores for more information.*
- *The Lexile range shown is the middle 50 percent of reader measures for each grade. This means that 25 percent of students had Lexile measures below the lower number and 25 percent had Lexile measures above the higher number.*

We also studied the text demands of typical reading material for students in grades 1 through 12. The “stretch” text measures (defined in 2012 through studies related to the development of the Common Core State Standards for English Language Arts) represent the demand of text that students should be reading to be college- and career-ready by the end of Grade 12.

Below is the table of “stretch” Lexile bands by grade level listed on their website. As described on the GaDOE website, “These grade and Lexile bands are the basis for determining at what text complexity level students should be reading - and at which grades – to make sure they are ultimately prepared for the reading demands of college and careers.”

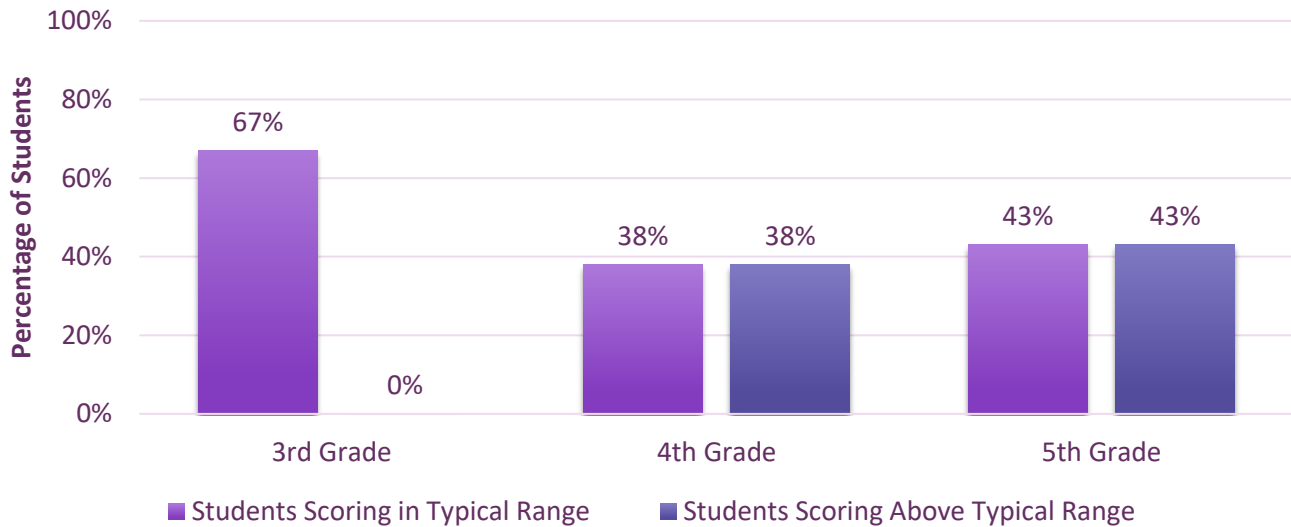
Table 12: Lexile Text Measures to Guide Reading for College and Career Readiness

Grade	College and Career Ready Ranges*
1	190L to 530L
2	420L to 650L
3	520L to 820L
4	740L to 940L
5	830L to 1010L
6	925L to 1070L
7	970L to 1120L
8	1010L to 1185L
9	1050L to 1260L
10	1080L to 1335L
11&12	1185L to 1385L

*Ranges are based on the text complexity grade bands in the COMMON CORE STATE STANDARDS FOR ENGLISH, LANGUAGE ARTS, APPENDIX A (ADDITIONAL INFORMATION), NGA AND CCSO, 2012

Students with Lexile scores in the typical range for their grade level or higher are displayed by each program in the figures below.

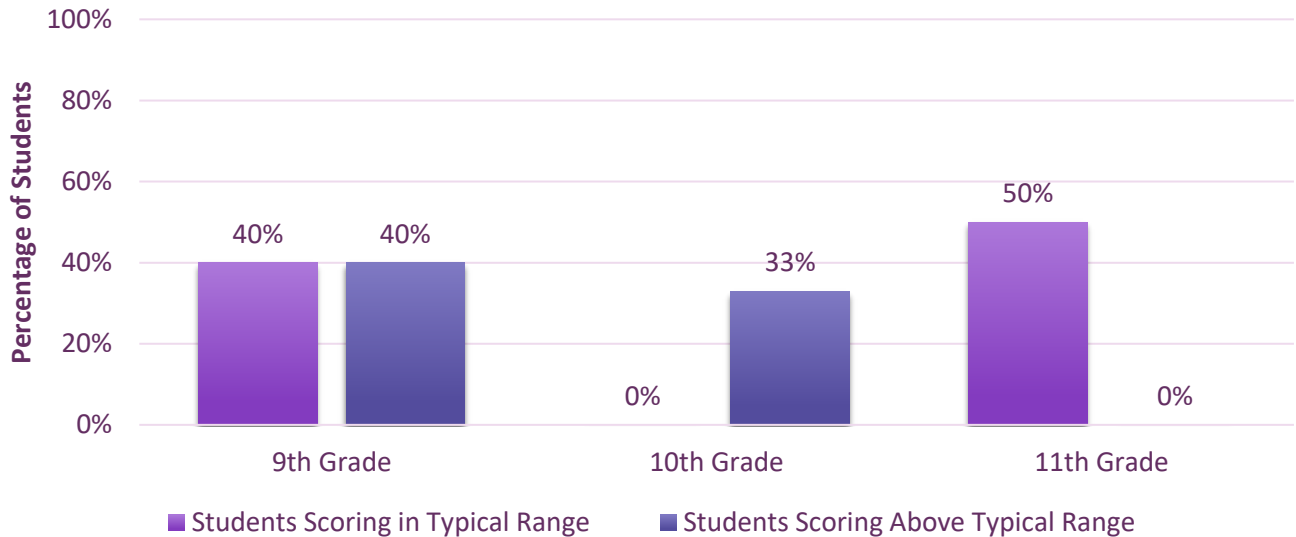
Figure 8: Jr. Scholars – Percentage of Students Scoring in the “Stretch” Lexile Band for their Grade Level (N = 21)



Among Jr. Scholars students, four (67%) 3rd graders with scores available scored in the typical range for their grade level (520L to 820L); six (76%) 4th graders with scores available scored at or above the typical range for their grade

level (740L to 940L); and six (86%) 5th graders with scores available scored at or above the typical range for their grade level (830L to 1010L).

Figure 9: CAC – Percentage of Students Scoring in the “Stretch” Lexile Band for their Grade Level (N = 10)



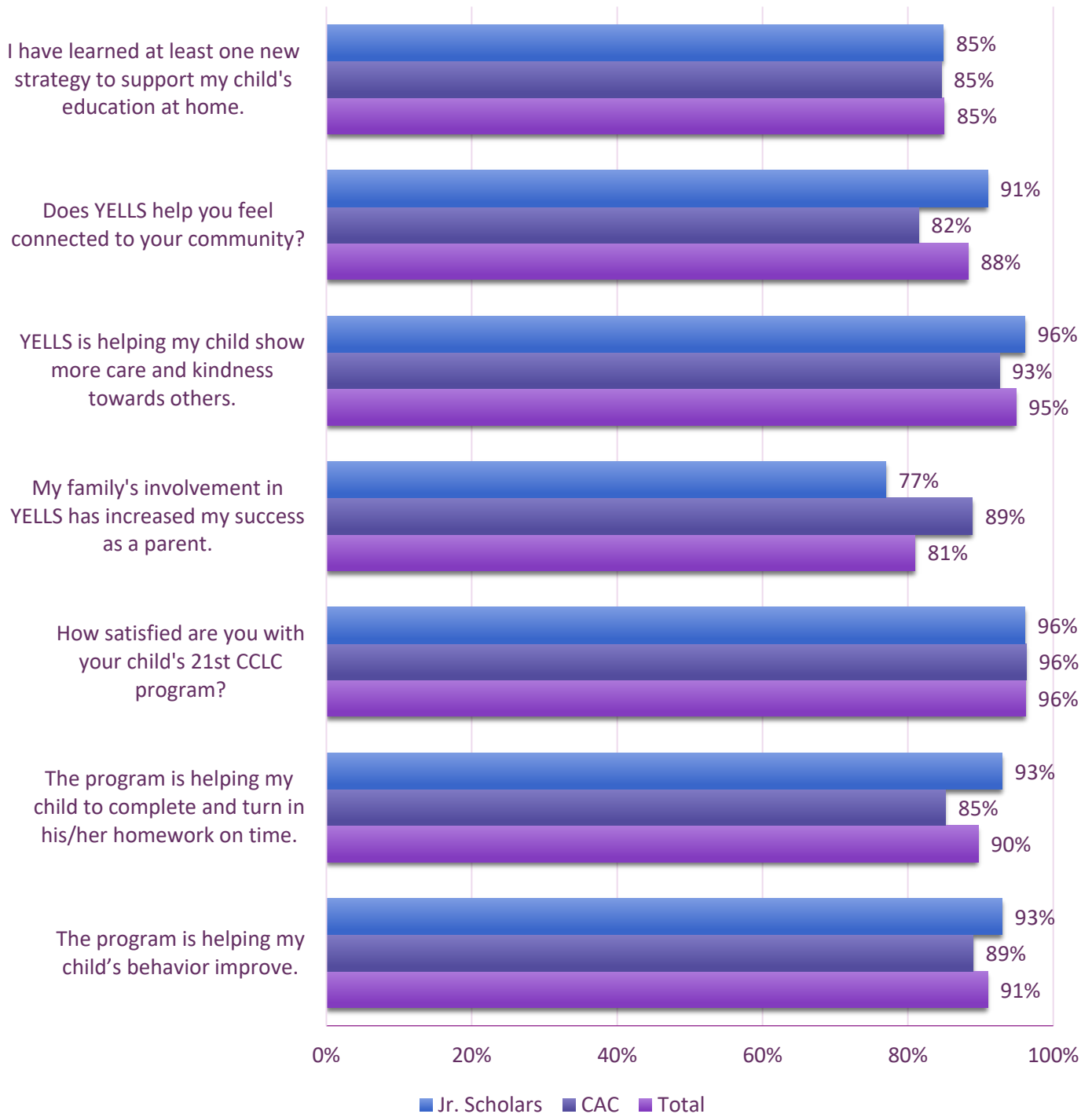
Among Community Action Café students, 10 students had scores available (five 9th graders, three 10th graders, and two 11th graders). Four (80%) 9th graders scored at or above the typical range for their grade level (1050L to 1260L); one (33%) 10th grader scored above the typical range for their grade level (1080L to 1335L); and one (50%) 11th grader scored in the typical range for their grade level (1185L to 1385L).

Involvement of Adult Family Members

In the spring of 2019, a survey was administered to the adult family members of students who participated in the Marietta YELLS 21st CCLC. The purpose of the survey was to assess the level of engagement of each family member, to what degree they thought the Marietta YELLS 21st CCLC helped their child academically, and overall satisfaction with the program. Survey responses are summarized in Figures 10 - 15.

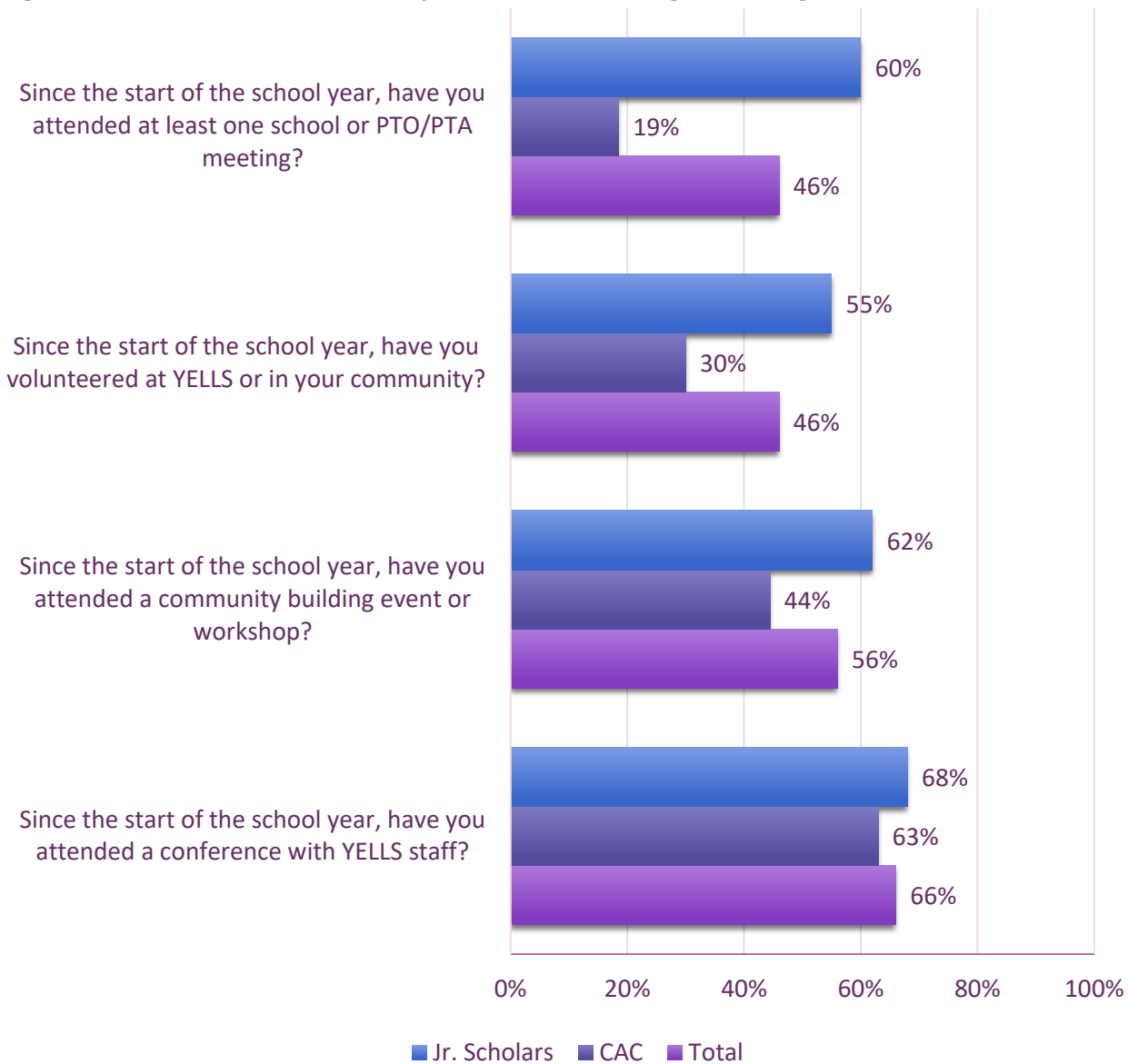
At least 90% or more of adult family member participants agreed with each of the following statements: “The program is helping my child to complete and turn his/her homework in on time”; “The program is helping my child’s behavior improve”; “YELLS is helping my child show more care and kindness towards others.” In addition, 96% of parents indicated that they were satisfied with the Marietta YELLS 21st CCLC in general. The majority (84%) of parents reported that they learned at least one new strategy to support their child’s education at home, as well as increased their success as a parent (81%) and felt more connected to the community (88%) due to their involvement in YELLS.

Figure 10: Adult Family Member – Percentage Agreeing or Indicating Satisfaction (N = 80)



More than half of parents attended a conference with YELLS staff (66%) and/or attended a community building event or workshop (56%). Forty-six percent (46%) of parents each volunteered at YELLS or in the community as well as attending one school or PTO/PTA meeting.

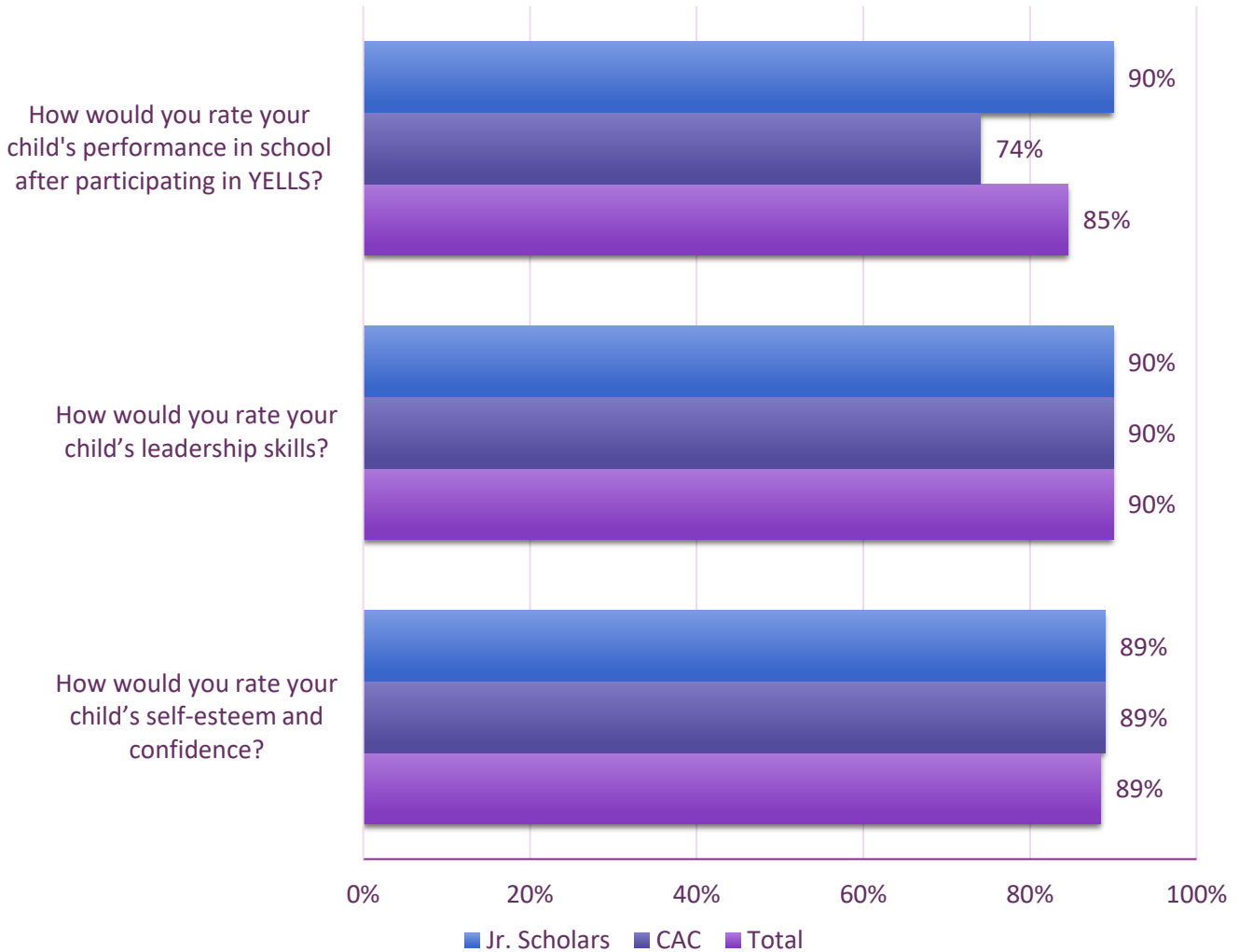
Figure 11: Involvement of Adult Family Members – Percentage Indicating “Yes” (N = 80)



Adult family members were asked to rate their child’s self-esteem and confidence, leadership skills, and performance in school after participating in YELLS as excellent, very good, fair, poor, or very poor. Overall, the majority of parents rated their child’s self-esteem and confidence as excellent or very good (89% total; 89% CAC; 89% Jr. Scholars). An additional nine (9) parents rated their child’s self-esteem as fair (3 CAC; 6 Jr. Scholars). The majority of parents also rated their child’s leadership skills as excellent/very good (90% total; 90% CAC; 90% Jr.

Scholars). An additional eight (8) parents from CAC (3) and Jr. Scholars (5) rated their child’s leadership skills as fair. Eighty-five percent of parents (85% total; 74% CAC; 90% Jr. Scholars) reported that their child’s performance in school was excellent or very good. Ten (10) parents rated their child’s performance as fair (6 CAC; 4 Jr. Scholars) and one parent from each program rated it as poor/very poor. See Figure 12.

Figure 12: Adult Family Member – Percentage Providing Ratings of Excellent or Very Good on Post Survey (N = 80)



Adult family members also rated their child’s self-esteem and confidence, performance in school, and leadership skills at the beginning of the program using the same scale of excellent, very good, fair, poor, or very poor. The percentage of adult family members providing ratings of excellent or very good increased by 30 percentage points or more for all three areas for both elementary school students (See Figure 13) and high school students (See Figure 14).

Figure 13: Adult Family Members of Elementary School Students – Percentage Providing Ratings of Excellent or Very Good (N = 53 Pre, 51 Post)

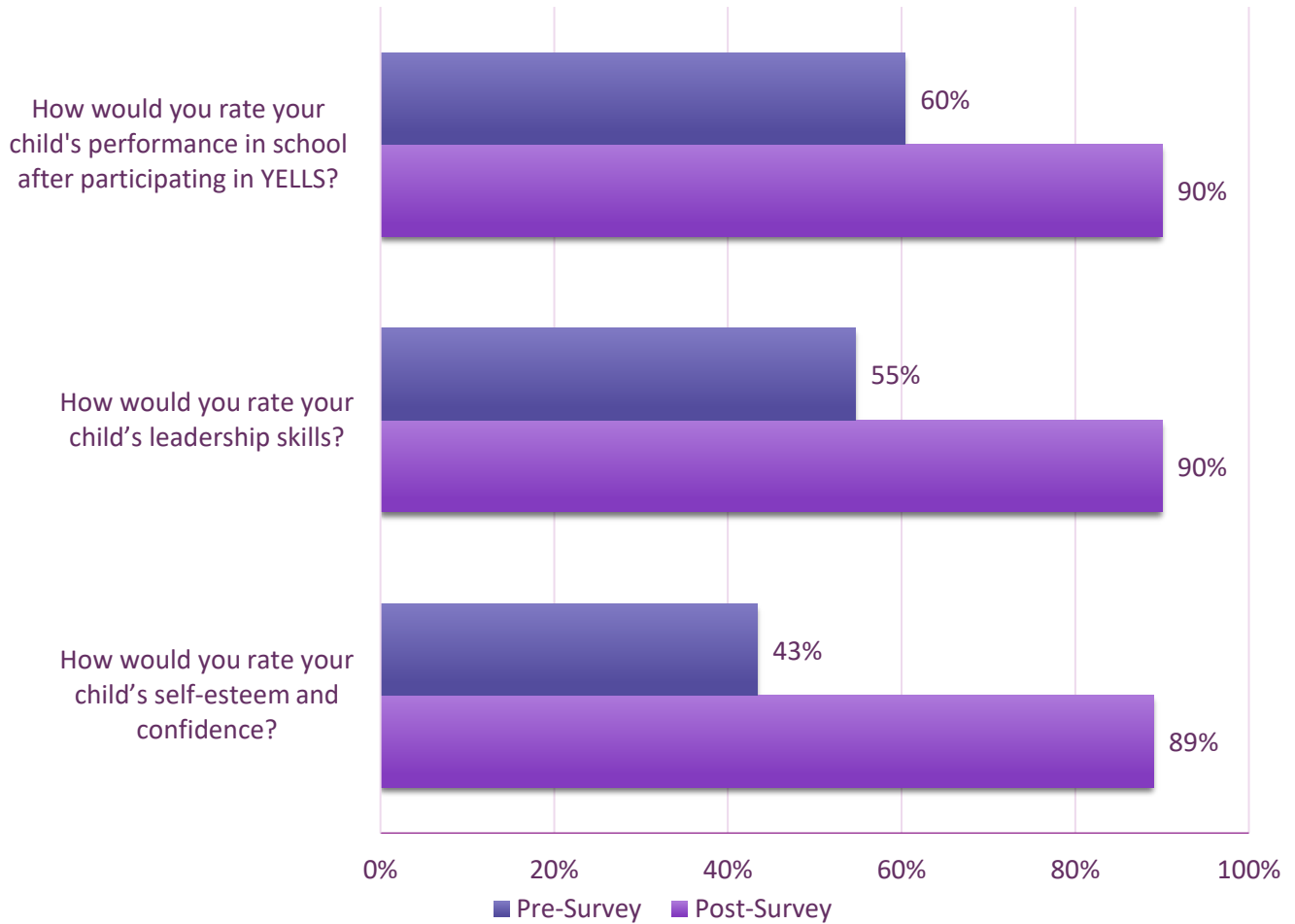
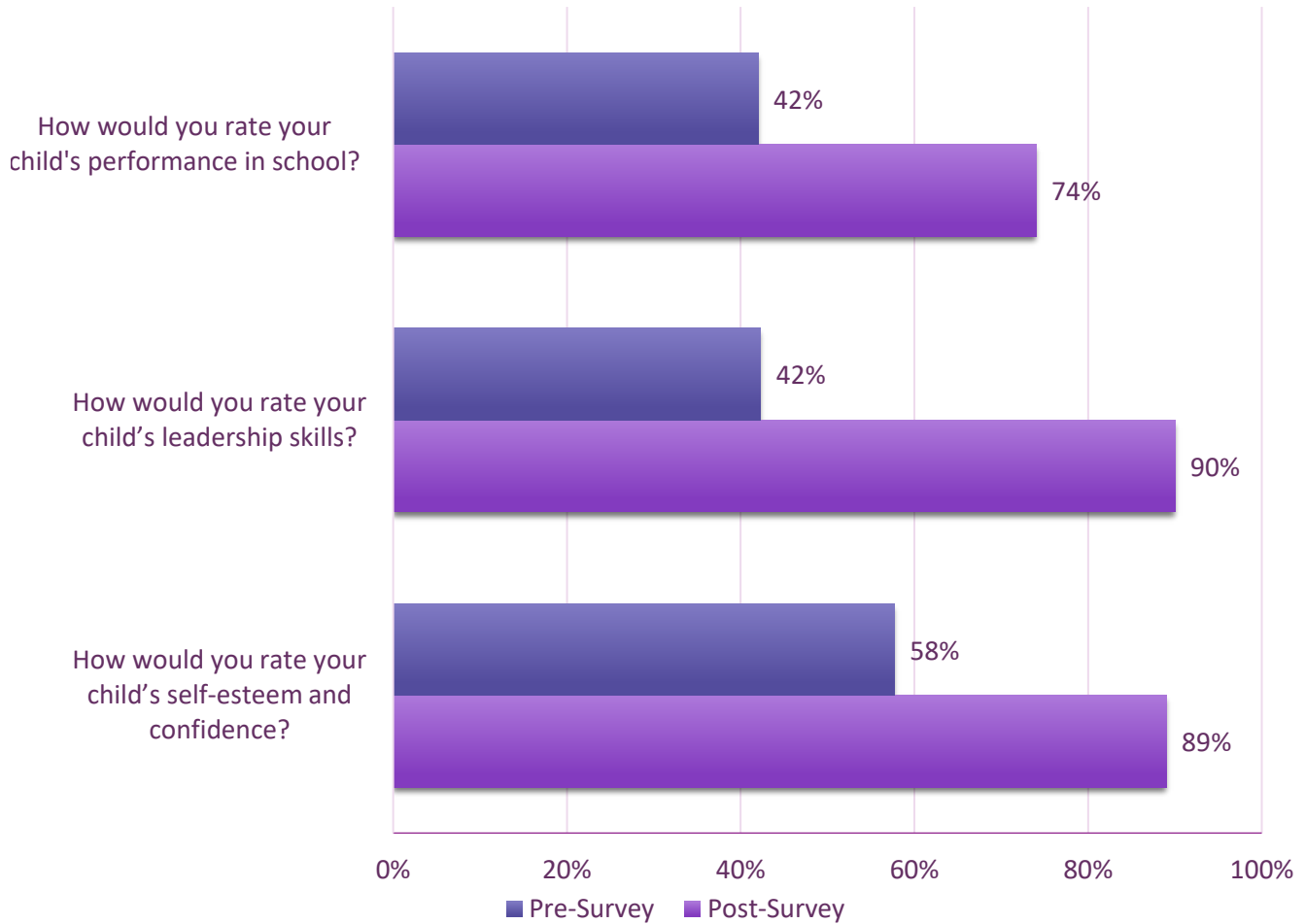
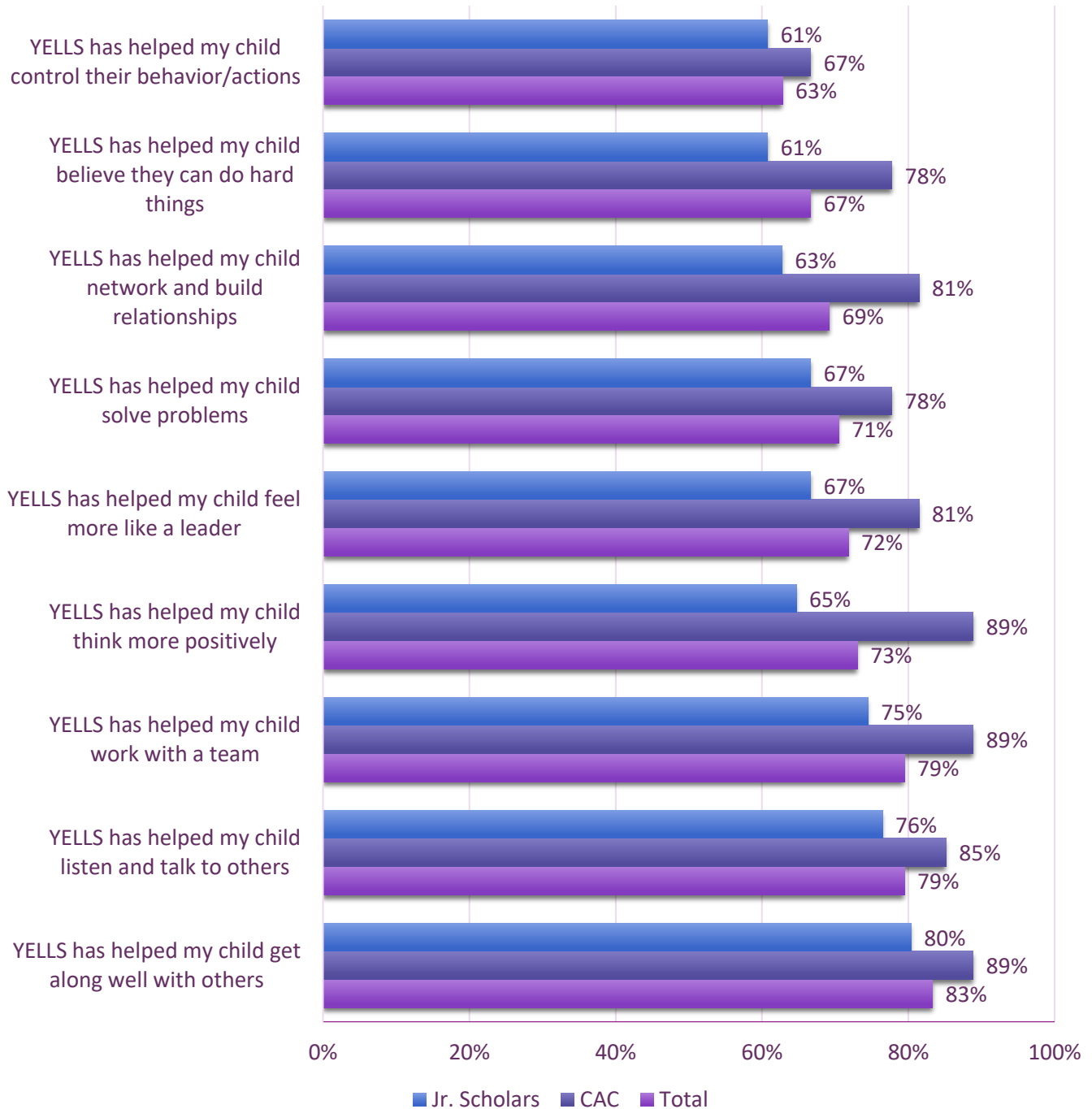


Figure 14: Adult Family Members of High School Students – Percentage Agreeing or Providing Ratings of Excellent or Very Good (N = 26 Pre, 27 Post)



Parents were asked to indicate which skills YELLS has helped their child improve using a list. More than sixty percent of parents indicated that they noted improvements in their child controlling their behaviors/actions (63%) and believing that they can do hard things (67%). Parents also indicated improvements in their child's networking and relationship skills (69%) and ability to solve problems (71%). Almost eighty percent (79%) each reported improvement in their child's ability to work with a team and to listen and talk to others. Additionally, 72% of parents reported increased leadership skills and a more positive mindset (73%). Most parents also reported improvement in how well their child got along with others (83%).

Figure 15: Adult Family Member – Percentage Agreeing (N = 80)



Results from the open-ended data taken from the parent survey are provided below.

Strategies Learned in Support of Child's Education

Overall, parents reported that they are learning to have more patience and taking more time to talk to their child. Individual parents had the following to say when asked what strategies they had learned in support of their child's education:

Jr. Scholar Program

"He continues to work on exercises & strategies that may have originated at YELLS via Moby Max etc."

"Learned to be more patient with reading. The reading workshop had a big impact on interacting with my daughter"

"How to support her to become more independent"

"Believing that he can do anything that he puts his mind to"

Community Action Cafe

"I have learned to keep a routine, checking homework, asking question, positive reinforcement."

"Get out in the community to talk and find the help I need to keep supporting my son. I listen to him talk more about what is going on with him and school. "

"Be more patient with him and learned to understand him more"

"YELLS have helped me in many ways. My daughter loves going there until she goes to college. I love that YELLS has helped her be more of a leader. I teach her she can do all things that Christ strengthen her. Thank y'all for everything. "

Connection to the Community and Impact of YELLS

Many parents reported that they have become more involved with their community because of the YELLS program. Parents had many positive things to say when asked how YELLS had impacted their life and their children's lives. Feedback from parents of students in each program is listed below.

Jr. Scholar Program

"We try to attend all the community events. YELLS is really great at letting the parent know whats going on in the community"

"YELLS is a great program every neighborhood should have a YELLS program. This program has provided me with information to help and benefit my household. Being a single parent is hard at times, but just knowing that I have someone in my corner who is willing to give a hand however possible, it is a big plus in my book."

"YELLS has helped my son's self-esteem, like helping him come out of his shell. It allowed me to see a new side of him. He is more willing to participate."

"It brings a sense of unity throughout the community in which we live in. Very helpful."

“Learning to be more involved in community activities”

“Great support system”

“The meeting YELLS held to give me updated about changes in the community really helped. .”

“By teaching them long-life interactions and lessons.”

Community Action Cafe

“He used to lag behind in his school work until I spoke with Ms. Tina about it with the intention of withdrawing him from the program. She promised that she would do something about it. From then till now, I never had to police my son about his before his school assignments are done. Whatever Ms. Tina and her team did worked. I am grateful to YELLS.”

“I used to tell other people to talk for me. Now we talk and do small things together, such as outings at the park. He liked going to YELLS. He loves to meet new people.”

“Participation in YELLS has given my child confidence.”

“It has impacted his life tremendously. He now leads a group of younger boys to be more positive instead of fighting and cursing all the time.

“My child looks forward to the YELLS program. The staff members are awesome. My child has grown in so many way.”

Parent nights/sessions parents found the most beneficial

Jr. Scholar Program

All of the sessions were listed as the most beneficial by five (5) parents (10%). Four (4) parents listed that “the events that allow the children to express their greatest creativity. Awesome” events were beneficial (8%). Three (3) parents mentioned the Read with Kelley event. Parents also mentioned “Are you smarter than a 10 year old?” committee meeting, Talent show, and the Holidays around the World program.

Community Action Cafe

Three parents of Community Action Café teens listed town hall meetings as the most beneficial event, and an additional two parents mentioned Christmas event and committee meetings were beneficial. One parent each mentioned the Thanksgiving event (Marietta City Schools Community Dinner) and the Award ceremony. Additionally, one parent found all of the sessions beneficial and two parents had not had the chance to attend any events.

Number of engagement events/community events parents attended

Jr. Scholar Program

Twenty-three (23) participants (45%) in the Jr. Scholars program attended three or more sessions. In addition, 19 parents attended two sessions and 5 parents attended one. Two (2) parents did not attend any.

Community Action Cafe

Nine (9) parents (35%) at Community Action Cafe attended three (3) or more sessions and another nine (9) attended two sessions. One parent attended one session and seven (7) parents did not attend any.

Ideas for new parent nights/sessions and suggestions from parents

Jr. Scholar Program

Several parents mentioned that they were happy with everything that had been offered. Two (2) parents mentioned having community events for single parents. Additional ideas mentioned by one parent each included:

More parent activities—watch the children, so the parents can have a night out.

Basketball game

English classes

More family and fun interactive workshop

Food drive

Computer skills

Job Fairs

Teach Spanish

Police town hall meetings

Classes on encouraging children

Community Action Cafe

Job fairs – 2 participants

Family kickball game- 2 participants

Cooking class – 2 participants

Anger management – 1 participant

Financial workshop – 1 participant

Mother and child workshop-1 participant

Student Observations by Regular Day Teachers

In spring of 2019, a survey was administered to the regular day teachers of the students who participated in the Marietta YELLS 21st CCLC. The purpose of the survey was to assess whether the school day teacher had observed a change in student behavior related to afterschool programs over the course of the program. Survey responses are summarized in Figure 16.

Figure 16: Regular Day Teacher Ratings of Marietta YELLS 21st CCLC Participants (N = 71)

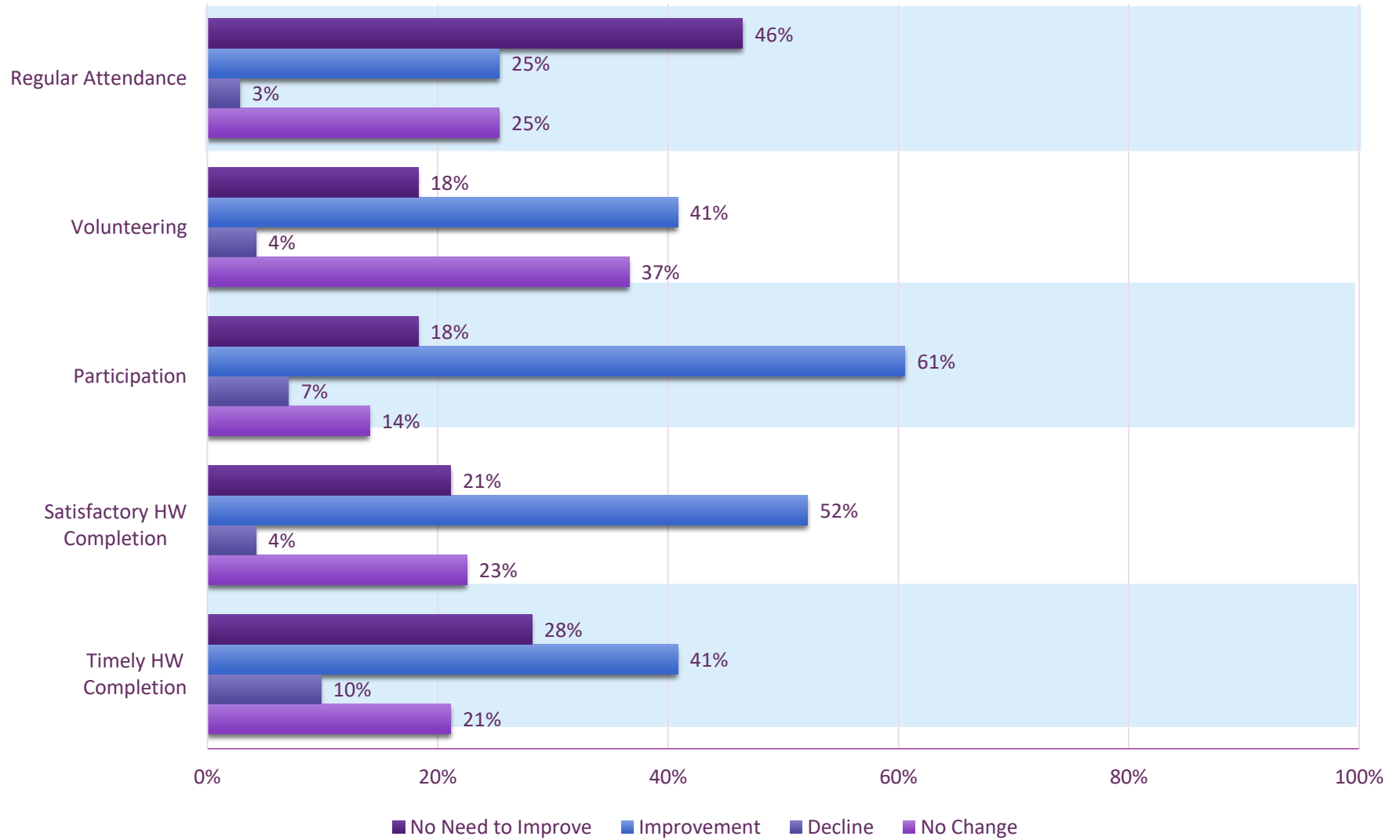
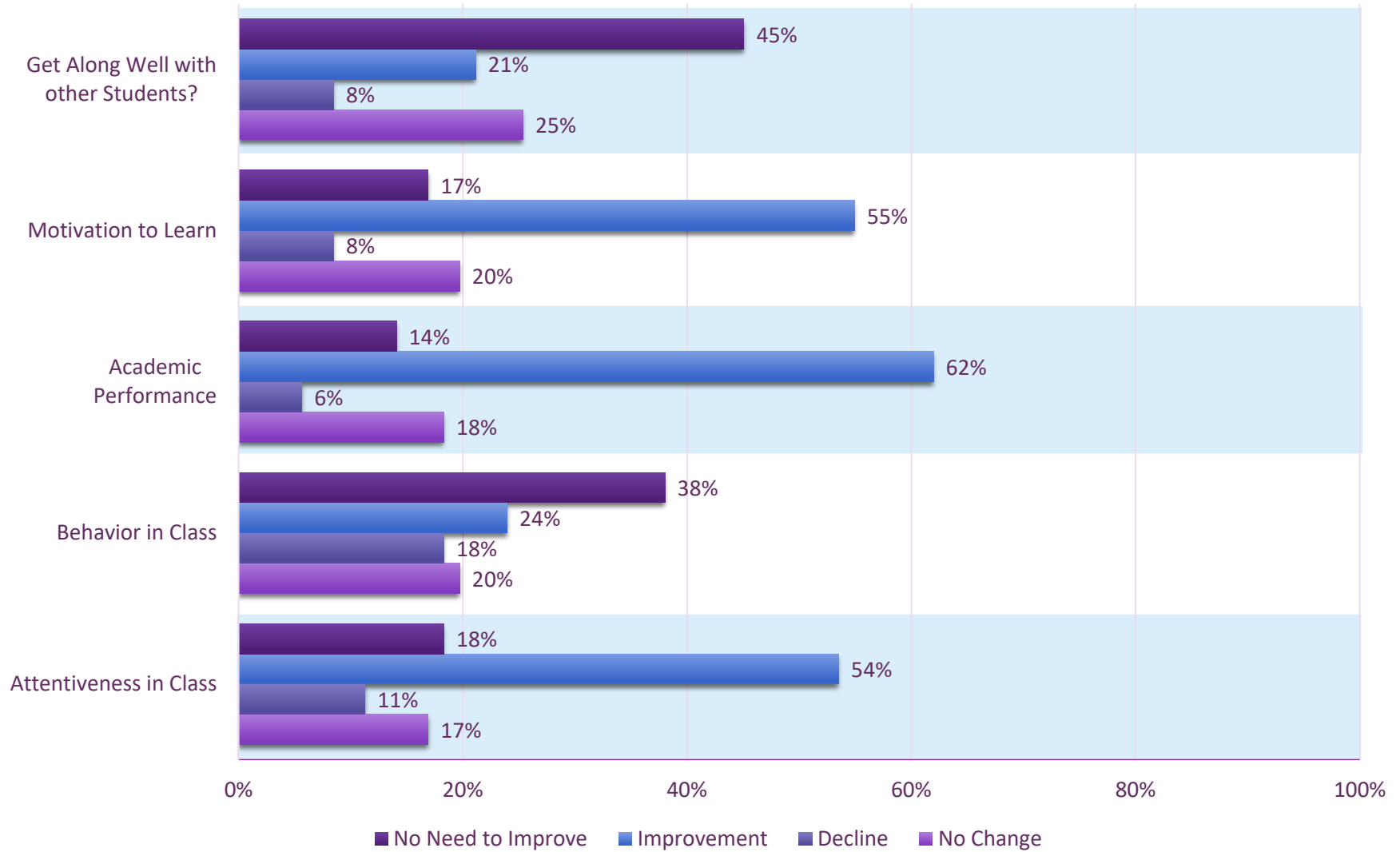


Figure 16 (cont.): Regular Day Teacher Ratings of Marietta YELLS 21st CCLC Participants (N = 71)



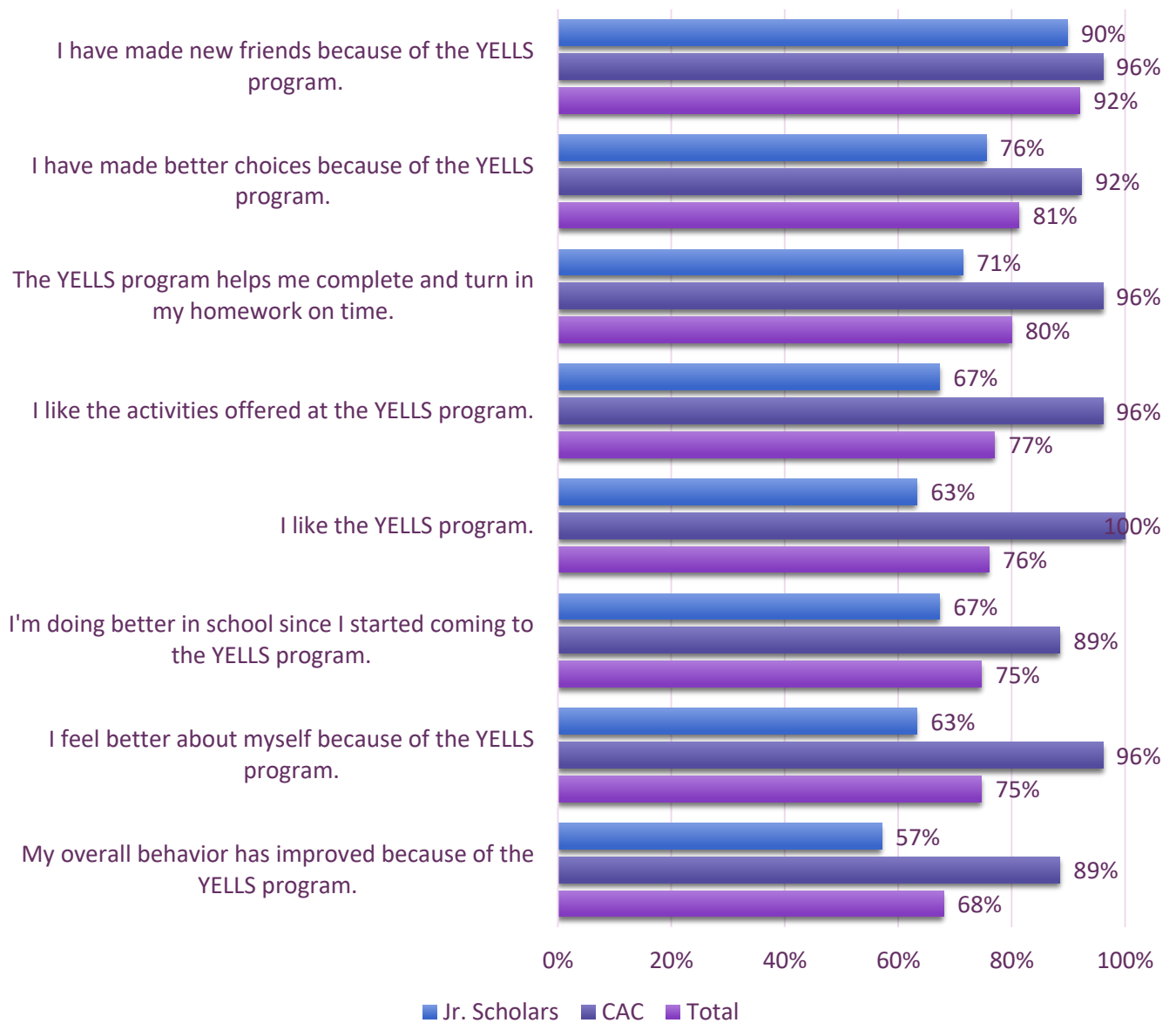
With the exception of volunteering and behavior in class, teachers of students during the school day indicated that for each survey item (Timely homework completion, Satisfactory homework completion, Participation, Regular attendance, Attentiveness in class, Behavior in class, Academic performance, Motivation to learn, and Getting along with other students) over 66% of students either improved or there was no need for improvement in each of these areas. For volunteering, 59% of students either improved or did not need to improve and for behavior 62% either improved or did not need to improve.

Attitudes of Students Toward School

During spring 2019, surveys were administered to students who participated in the Marietta YELLS 21st CCLC. The purpose of the surveys was to gauge the attitudes of students toward school, the degree to which they felt participating in the Marietta YELLS 21st CCLC helped them, including any soft skills they had learned. Student survey responses are summarized in Figures 17-23.

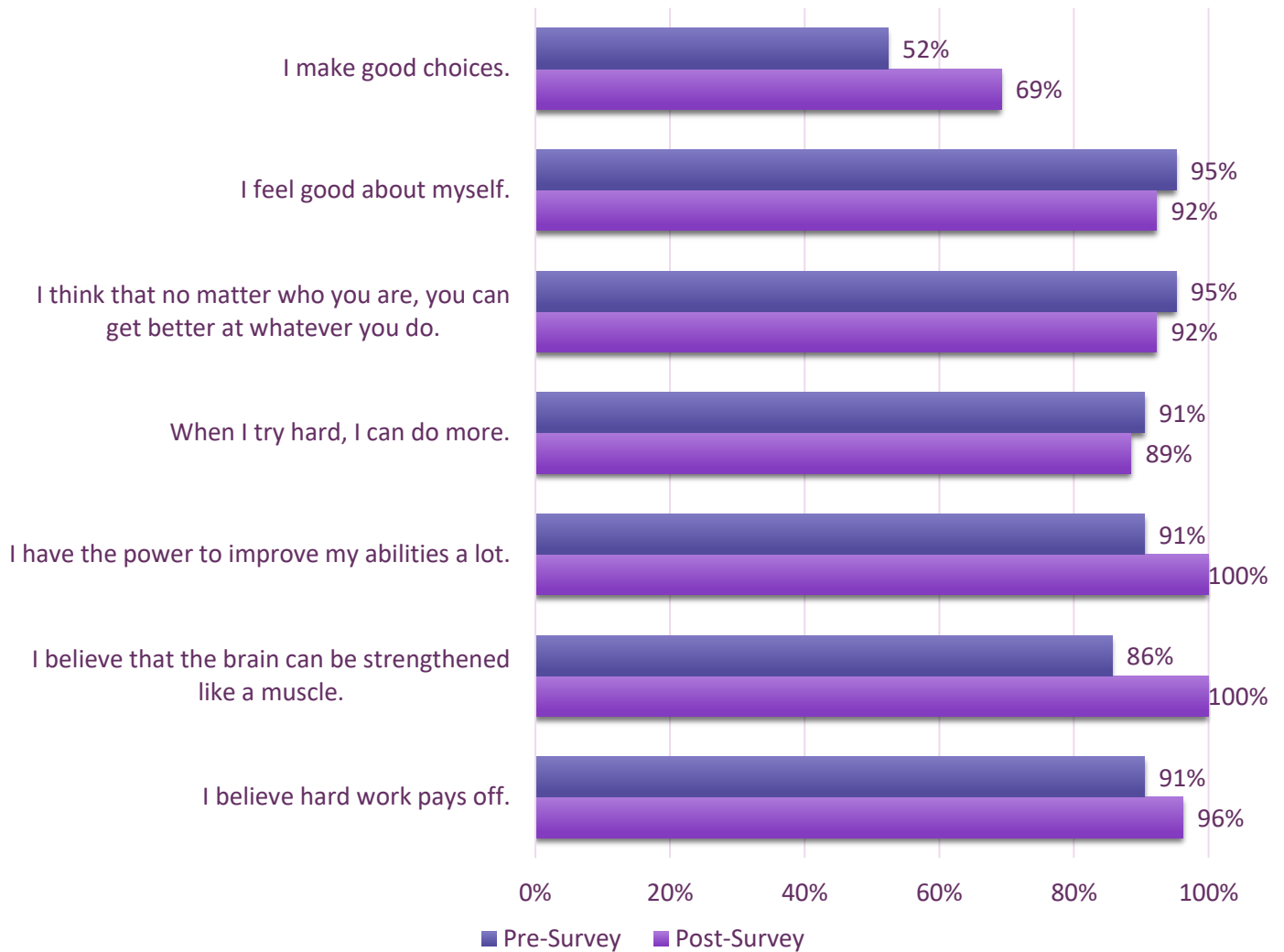
Overall, 95% of students reported that they had made new friends because of the YELLS program; 81% of students reported making better choices because of the program; 80% of students reported that the program helped them to complete and turn in their homework on time; 78% liked the activities offered; 76% of students liked the Marietta YELLS 21st CCLC program in general; 75% of students reported doing better in school and feeling better about themselves because of the program; 68% of students reported their behavior improved because of the Marietta YELLS 21st CCLC program.

Figure 17: Feelings of Students Toward the Afterschool Program – Percentage Agreeing (N = 75)



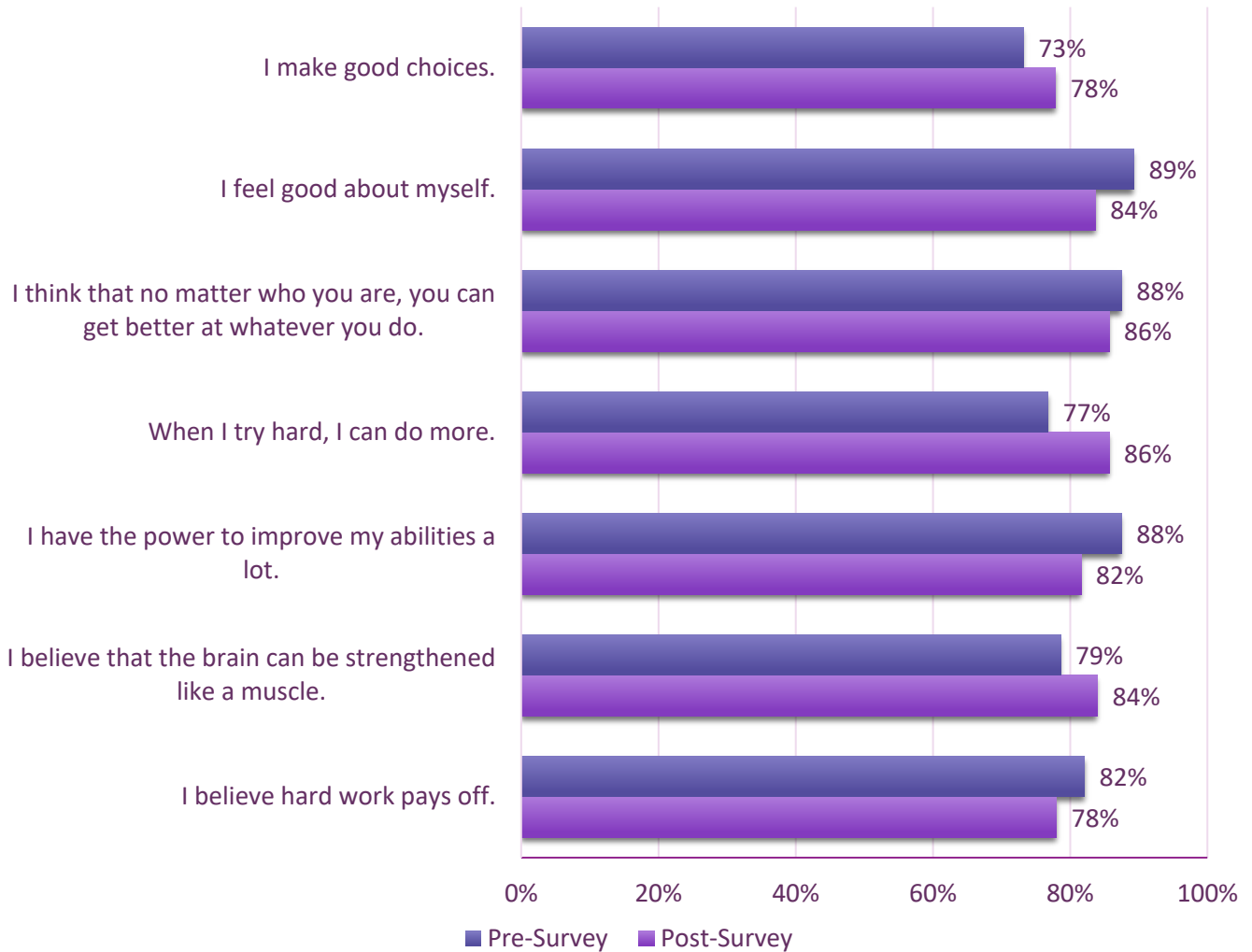
Of the regularly participating CAC youth who completed post-surveys, all 23 (100%) reported high levels of self-efficacy. See Figure 18 for pre- and post-survey results.

Figure 18: High School Students (CAC) Ratings of Self Efficacy Items (N = 21 Pre, 26 Post)



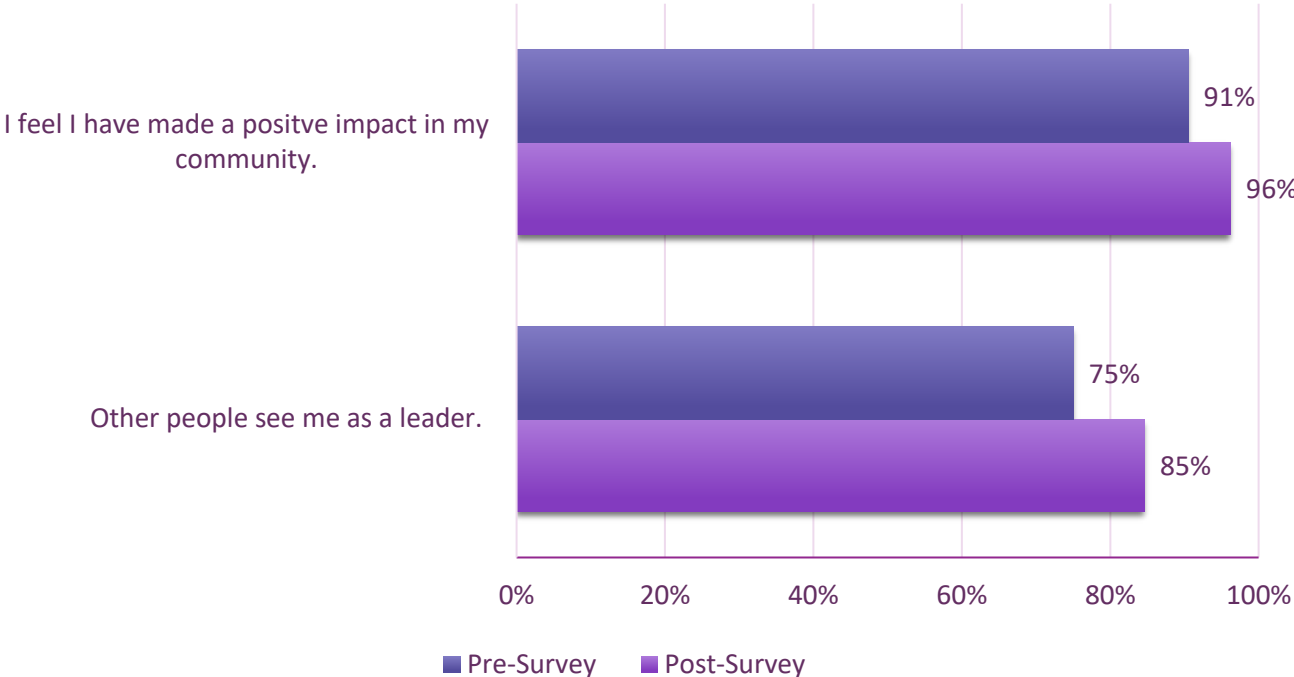
Of the 49 Jr. Scholars who completed post surveys (all were regularly attending students), 88% reported high levels of self-efficacy; 6% reported low self-efficacy, and 6% did not answer the self-efficacy questions. See Figure 19 for pre- and post-survey results.

Figure 19: Elementary School Students (Jr. Scholars) Ratings of Self Efficacy Items (N = 56 Pre, 49 Post)



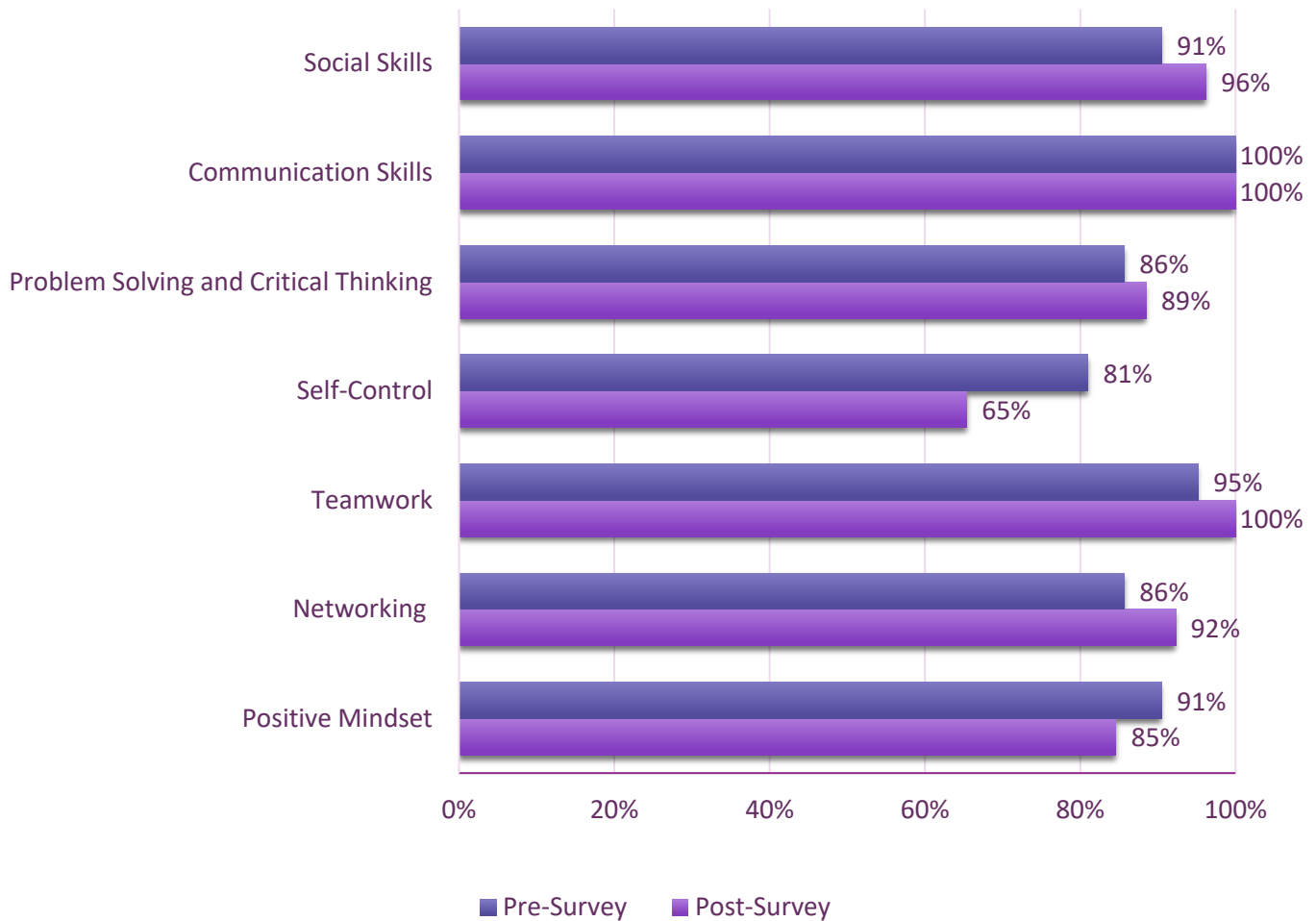
When asked about leadership and community impact, 85% of CAC students indicated that other people see them as a leader, and 96% feel that they have made a positive impact in their community. These proportions represent an increase from the pre-survey administered before the program.

Figure 20: Feelings of High School Students Regarding Leadership and Community Impact – Percentage Agreeing (N = 21 Pre, 26 Post)



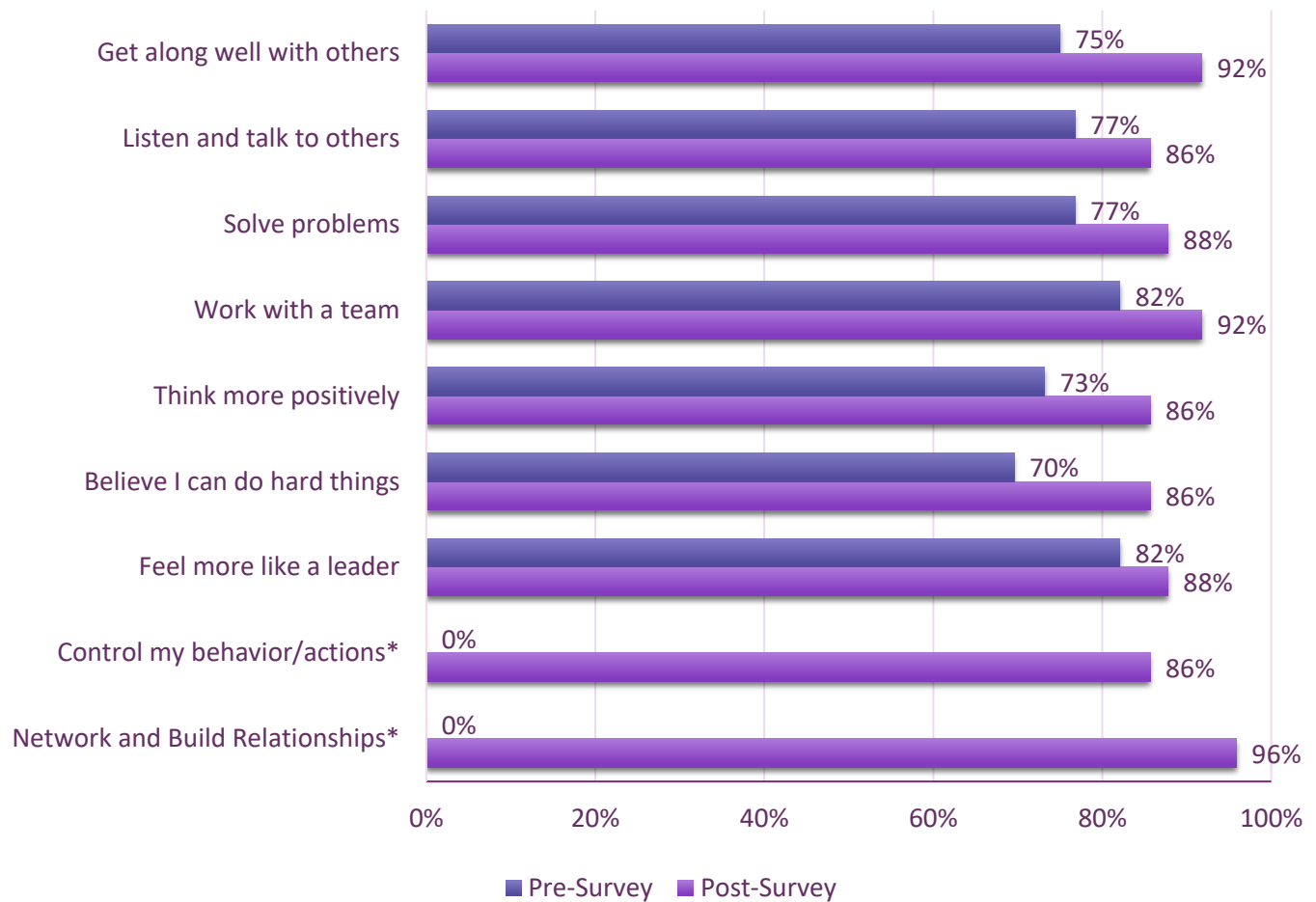
In addition, CAC students were asked to rate themselves using a 4 point scale with 1= Very Good, 2=Good, 3= Poor, 4=Very Poor. A “don’t know” option was also provided. The percentage of CAC students rating themselves and as very good or good increased from pre-survey to post-survey for four types of soft skills- social skills, problem solving and critical thinking skills, teamwork skills; and networking skills. All CAC students rated their communications skills as good or very good on both the pre-survey and the post-survey. For two areas, positive thinking and self-control, the percentage of students rating themselves as good or very good decreased. See Figure 21 for additional detail.

Figure 21: High School Students (CAC) Self-Reported Soft Skills Ratings (N = 21 Pre, 26 post)



Junior scholars were asked to indicate whether they had certain soft skills on the pre-survey and after participating in the program whether YELLS had helped them with these skills. Figure 22 shows the percentage of youth who indicated on the pre-survey that they had each skill and the percentage of youth who indicated on the post-survey that YELLS had helped them with each skill. The last two items (control my behavior/actions and network/build relationships) were not asked on the pre-survey. For all other items, the majority of youth indicated that YELLS had helped them with that skill.

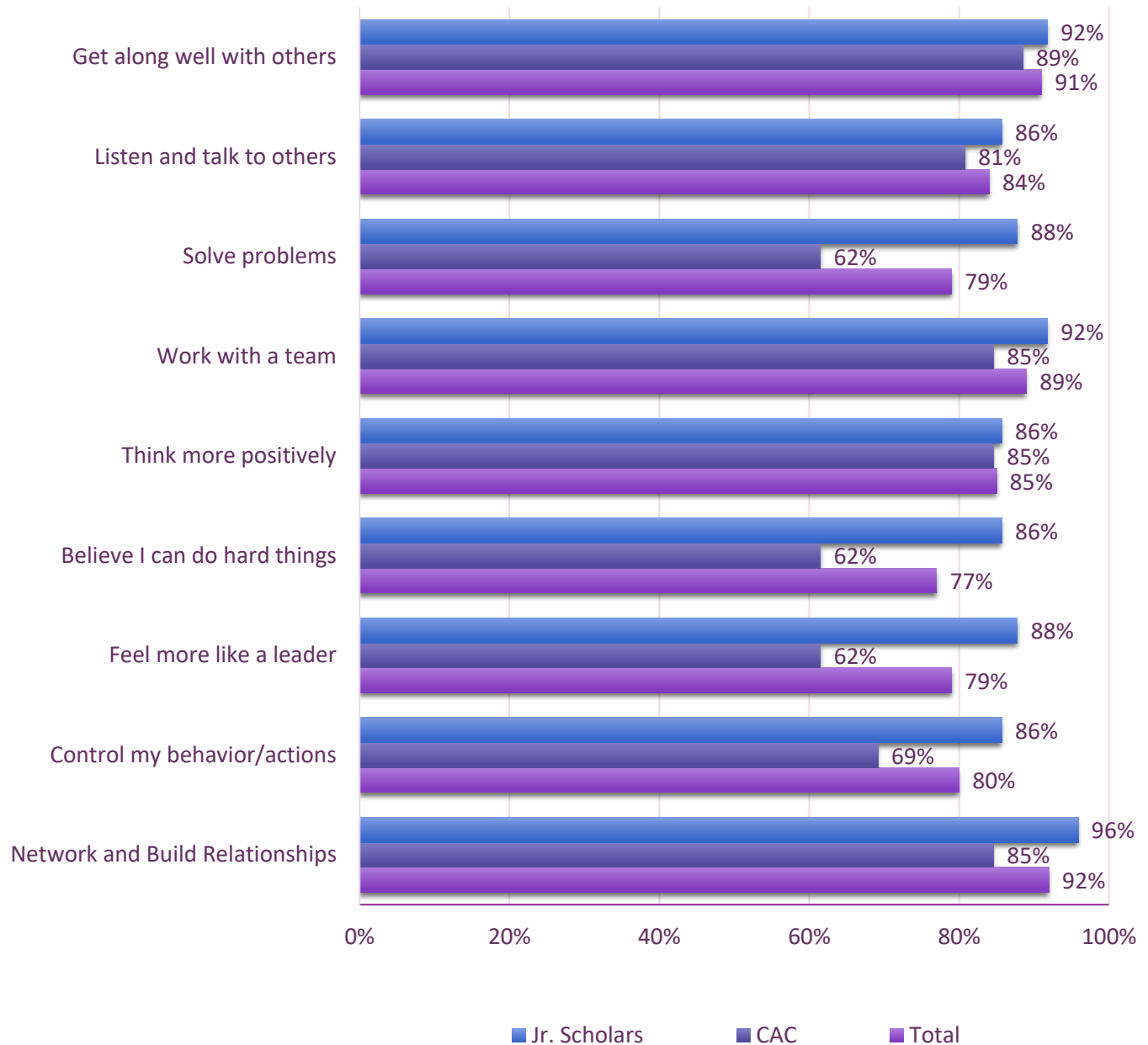
Figure 22: Elementary School Students (Jr. Scholars) Self-Reported Soft Skills Learned (N = 56 Pre, 49 Post)



* Question not included on pre-survey

Figure 23 displays Jr. Scholars and CAC combined post-survey results for this question. For CAC, the number of soft skills reported by each student ranged from 1- 9. Twelve CAC students reported that YELLS had helped them with all nine skills. Junior Scholars reported 3-9 skills each, with 33 students indicating that YELLS had helped them with all nine. CAC students reported learning fewer skills than Jr. Scholars, but at least 62% of students reported learning each skill with 89% reporting that YELLS had helped them “get along well with others.”

Figure 23: Elementary & High School Students Self-Reported Soft Skills Learned on Post-Survey (N = 75)



Results from the open-ended data taken from the student surveys is provided below.

Activities students liked the best

There were a variety of activities listed by students that they liked. Overall, sports (basketball, soccer), recreation, and choice activities were the activities students mentioned the most. The results are listed below for each program.

Jr. Scholar Program

Over half (56%) of students in the Jr. Scholars program each chose outside activities/recreation/sports as their most liked activity (28 students). Choice activities was mentioned by an additional 16% of students. Additionally, arts and crafts and music with Mr. C was chosen by 4% of students each as their most liked activity.

Community Action Cafe

Thirty percent of students (30.4%) in the Community Action Cafe chose sports/outside activities as their most liked activity. Blue Ridge and the Franklin Fair were selected by an additional 7.6% of students each. An additional 7.6% of students liked all of the activities; card activities, free time, genius hour, and mafia were mentioned each by 3.8% of students.

Activities students liked the least

Jr. Scholar Program

Homework was the least liked activity in the Jr. Scholars program with twelve students listing it. Outside activities/sports was mentioned by 14% of students, and Moby Max was listed by 8% of students.

Community Action Cafe

Math was the least liked activity among participants of the Community Action Cafe with four students listing it. Social emotional sessions were also listed by two students, and outside activities was listed by two. Over one-quarter (30.4%) of students liked all of the activities and listed “none” under least liked activity.

New activities students would be interested in participating in

Jr. Scholar Program

- Making slime/science experiments– 10 participants (20%)
- Sports/recreation/outside activities– 10 participants (20%)
- Cooking/baking – 2 participants (4%)
- Board games-2 participants (4%)

Community Action Cafe

- Active activities – 6 participants (22.8%)
- Food – 2 participants (7.6%)
- Socializing/networking– 2 participants (7.6%)

Impact of YELLS on students and their lives

Jr. Scholar Program

Overall, YELLS has impacted elementary school students in a positive manner. The majority of students have remarked that YELLS has improved their lives in their academics, their communication skills, and their self-esteem. Students also remarked on improving their networking skills and teamwork skills.

“Working hard and building relationships.”

“Shows me new thing that I haven’t done before.”

“I overcame my fears.”

“Makes me better because it helped me understand math and science.”

Community Action Cafe

Overall, YELLS has impacted high school students in a positive manner. The majority of students have remarked that YELLS has improved their lives in their academics, their communication skills, and their self-esteem. Students also remarked on improving their leadership skills and being able to help out the community.

“It has helped me with self-esteem and self-confidence. YELLS has helped me make better decisions and think positively. My networking skills have improved greatly due to the fact that I always have people to talk to and to improve with.”

“Participating in YELLS has made me have an overall positive mindset and be more focused in school.”

“YELLS has helped me to be able to relate with other teens in my community and be more of a networking person. YELLS helped me through things I went through with finances and home situations. “

“YELLS has helped me get a job at Cobb Works and has helped me be more helpful and taught me life skills.”

SUCCESS STORIES

Student Success Story 1 from a Parent of a CAC and Jr. Scholars Student:

Where can I begin? My family was blessed the day YELLS came into our lives. I said this because being a single parent is one of the most hardest thing a person can face. But this load becomes lighter when you have a program like YELLS in your corner. I have watched my 9 year old son come out of his shell. He is no longer that shy little boy. He is confident and quite funny if I do say so myself and I know YELLS played a great big role in that development. I work long and early hours so it's good to know my son is in good hands getting help with his homework and reading.

I also have a seventeen year old that attends the YELLS Community Action Café. She has learned so many things. She has become a great leader even in the home. YELLS have afforded her opportunities that would have otherwise been unattainable by my reach. She has a job and is very confident about her future endeavors and all this is possible because of the YELLS program and their phenomenal staff.

But that is just my kids, I have also benefitted personally from this program with the Achievement Club and being a part of the YELLS committee [Advisory Council] where I get to give my input about the program and what I think it needs more of to improve. Imagine this was with the principals and the big wigs of Marietta City Schools district among others, now tell how great is that. Anyway, like I said before YELLS is a blessing and I count my family blessed to be a part of this program.

Student Success Story 2 from a Parent of a Jr. Scholars Student:

A mother of a soon to be 5th grader wrote a letter to show her appreciation of the program: I think this program is everything it needs to be. My son has attended two years of after school and this is his second year of summer camp. I've seen him grow so much since he's been coming. I love the fact that this program doesn't just provide fun and games and it's still based on learning. YELLS has really helped him with a lot of studies in which he was struggling in school (Lockheed Elementary). I love how amazing your staff would even go above and beyond to go to the school and talk with teachers to make sure they were still remaining focused and if there was anything YELLS can do to help. Again I will like to thank YELLS and all of their amazing staff for helping our community grow. Keep up the good work.

Student Success Story 3 from a Student (CAC):

I never knew I would get the opportunity to receive a diploma on May 25, 2019. My four years of high school were very rough. Family issues and friendships issues got in the way of my academics. I struggled my freshman year and that messed up all my four years. I saw a huge difference in the grades I received in the beginning from the ones I received in the end. YELLS has helped contribute in an amazing way. My self-esteem was extremely low until I came to YELLS. The activities helped me come out of my shell and do things that I would have never thought I would do. The tutors have helped me accomplish all of my goals. I am so grateful for all of the staff, new students and new friends I made. For my senior year of high school, I got the opportunity to go to Marietta City Schools Performance Learning Center. If I did not go to PLC, I would have to do another year and wouldn't have graduated

on time. After receiving my diploma, I feel like I can accomplish anything I put my mind to. I am so grateful for the opportunities I was given in my all four years.

Student Success Story 4 from a CAC Math Specialist (CAC):

We made it to the finish line!!

When I first began working with the teens at YELLS one of the first students I had the pleasure of tutoring was a student in his first semester of senior year and cramming for final exams when we were introduced. From the beginning it was evident that he had the desire to perform well in school, but lacked some key organization skills and follow through in completing his work. It was a week before finals, and with a less than passing score he was hoping to score high enough on his final exam to pass his AMDM course. As we googled formulas and squeezed examples onto his cheat sheet for the final, I made this student vow that he would approach his final semester of high school differently. I urged him to try to stay ahead of his course work, versus catching up at the end. When he returned to the program in January I could tell a new spirit was upon him. Graduation was closer and the end was coming near. In this time period I saw him become more serious about his work. He took initiative in isolating himself during genius hour and learned to partner with a fellow senior in completing his tasks.

Midway through the semester it was evident that his momentum had slowed. Two classes in particular, French and Chemistry, were a struggle for him. Again, the YELLS staff rallied in re-charging his motivation. With three seniors participating in the program we truly wanted to see them all make it to graduation. Despite his sudden case of senioritis, he managed to somehow pull through. He, along with our other two seniors, passed their courses for the semester and earned their high school diplomas! I am so proud that he made it to the finish line despite the challenges he faced throughout the semester.

Student Success Story 5 (CAC):

Two of our high school student successes have grown exponentially in their leadership and entrepreneurship skills. One of these students is now a high school senior who started in the Community Action Cafe program last year. He came to us with a lot of natural leadership qualities that we were able to develop into a confident peer and community leader. The other student, a freshman, is now in his second semester of high school. He started off very unsure of his place among his peers. He was very much a follower at first, hanging out with various cliques in search of validation and often needing redirection to stay on task. However, as we worked more with him, he has blossomed into a strong, independent leader that staff and peers often call upon for support and to lead others.

Both students have helped to take on major community engagement efforts. After training with an industry expert, the freshman student picked up on video editing very quickly, and now leads a team of his peers in editing videos in order to share the voices and stories of his neighborhood through the Humans of Franklin Gateway project. He's the go-to expert for all post-production for this youth-led movement, designed to capture the voices of their neighborhood and remind decisions makers of the community as it undergoes the pains of redevelopment.

The high school student's leadership potential earned him the role as the Chief Executive Officer of the teens' Community Action Cafe social enterprise, and he's stretched his leadership skills to take on challenges that many adults don't have the opportunity to experience. In this role he puts his entrepreneurship skills into practice daily, as he leads his peers in business meetings and workshops addressing needs of the Cafe and also planning weekly community events. He's responsible for assessing the needs of both the community and the teens' Cafe business and motivating his peers to improve their efforts at addressing these needs. This student also plays a major role in the Humans of Franklin Gateway project. He used his writing and drafting skills to learn how to write professional emails to community residents and is now teaching other students about email etiquette and professionalism. As the manager of the Humans of Franklin Gateway email account, he reaches out to neighbors and local residents to share about the project and confirm interviews to capture new community voices. Both students have developed a marketable skill set and job readiness while giving back to and investing in their community. Both students are on a path to success, and we can't wait to see what they accomplish next.

Please see below to hear from these young leaders in their own words:

"YELLS has helped me to be more confident. I never had stage fright, but I used to not like to talk to people. Now I can talk to anyone."

"YELLS has helped me grow and realize that I have more potential than I thought I did. YELLS has helped me to develop that potential. Before I came to YELLS I wouldn't speak on stage or lead, but YELLS helped me to be a leader. "

Student Success Story 6 from a Reading Instructor (Jr. Scholars):

"But Ms. Kim, this is too hard, I can't read any of these words!"..... "Look, Ms. Kim, I read all of my sight words! May I have the first grade list to practice?"

One kindergarten Jr. Scholar in particular, whose story is like many other YELLS students who showed up in the fall and lacked self-confidence and quickly gave up when things got too difficult; experienced success in reading at a gradual, but steady pace.

As part of our enrichment reading time, our Reading Instructor was able to focus on nurturing a "Growth Mindset" within youth. The student showed perseverance and practiced her sight words by playing games, reading with a partner, and working with several volunteers who were vested in seeing Sharon succeed.

By the year's end, she had successfully mastered all 100 of her required sight words which allowed her to begin her journey of being a lifelong reader. With the entire YELLS family, this student's words quickly went from "this is too hard" to "WOW, look what I can do!"

Student Success Story 7 from a Reading Instructor (Jr. Scholars):

One student in particular is an energetic 4th grader with a magnetic personality. He has an uncanny ability to make all of his peers feel welcomed and part of the YELLS family. While working with him, we noticed his dynamic personality wasn't the same once the task of reading came into play. Our Reading Instructor spoke with him and he confessed he wasn't a confident reader. This student entered 4th grade reading almost two years below his grade level.

Over the course of time, his reading fluency and comprehension skills showed consistent progress towards meeting grade level expectations. Reading comprehension skills such as finding main idea, cause and effect, and identifying story elements were at the core of reading enrichments lessons. With consistent positive feedback, academically challenging activities, and the support of his YELLS family, he proudly reported he is reading well within his reading zone as he leaves 4th grade. This student is another example of what it means to live the YELLS values!

Student Success Story 8 from a Reading Instructor (Jr. Scholars):

One student is a shy boy with an engaging smile. He entered the YELLS Afterschool Program with limited vocabulary and an unwillingness to speak during group discussions. He has been identified as an English Language Learner at his school where he also receives ESOL services as mandated by the district. One of our Reading Instructor's goals for helping this student was to broaden his vocabulary and writing.

Over time, we quickly noticed how proficient he was becoming in terms of his ability to use a variety of words to express himself. Earlier in the year, he could not answer simple questions like "What are wearing?" (pointing to his vest). He consistently attended the YELLS Afterschool Program and participated in reading activities, which in turn had a dramatic effect on his overall academic performance in school. His writing transformed from simple sentences to stories with multiple paragraphs using capitalization and correct end punctuation marks. We're so proud of his growth!

YELLS Tenth Anniversary Networking Dinner Event

Our YELLS high school youth experienced a powerful night of networking while practicing their professional skills during our annual Networking Dinner. This year marked the 10th anniversary of YELLS, making this an extra special event. The event was held at the Cobb Chamber of Commerce, and our teen scholars hosted over 100 local business and civic leaders, including a County Commissioner, state representatives, and a City Council member.

Our high school students worked up to this successful night by participating in workshops focused around developing their professional and networking skills. They developed resumes, participated in authentic interviews, created professional email addresses, received their own business cards, and learned about professional dress, body language, posture, and speech. The week before the event, we held a Speed Networking Workshop, in which volunteers were brought in to put our students to the ultimate test, as they navigated the sometimes awkward interactions with strangers and overcame their fears of networking. We saw our students grow leaps and bounds during this process, yet we were still a bit nervous as the big night approached. As the first guests started trickling in, it was all in our students' hands as they began working the

room. The panel discussion about best practices in networking offered the students helpful tips to effectively build relationships. The panelists included former Georgia State Representative Stacey Evans, former NFL player Rennie Curan, Regional Director of INROADS Luis Abarca, and author Dr. Iria Abram, with radio personality Jenn Hobby serving as MC. Our teens especially enjoyed the opportunity to learn about the early days of YELLS at this special Tenth Anniversary event and meet alumni who were once in their shoes and are now making their mark in the professional world.

As you can imagine, this is not a typical setting or role for a high school student, and some of them were quite nervous. However, at YELLS we're resetting the expectation of what youth can achieve. The nerves seemed to melt away as our students mingled with professionals and shared their goals for the future, showcased their plans for the community, and received advice and insight. Our teens had no trouble engaging the packed room as they took turns on the mic introducing our guests and panelists. As the night came to a close, it was all smiles as our students realized what they had accomplished. They walked away with new confidence and tangible strategies they could put into practice each day. When they returned to YELLS the next day, there was a difference in demeanor. Many shared that they now feel like they can do anything. YELLS teens are eager and prepared to serve as the leaders of their Franklin Gateway neighborhood!

PROGRAM HIGHLIGHTS AND AREAS FOR IMPROVEMENT

Program Highlights

Student Participation

A total of 99 students registered for the Marietta YELLS 21st CCLC between August 2018 and May 2019. Eighty-six (86) of those students attended the Marietta YELLS 21st CCLC for 30 days or more. The Jr. Scholar Program exceeded their target number of 55 by 3 students; and the Community Action Cafe exceeded their target number of 20 by 8 students.

Academic Performance

Student Grades

Objectives 1.1, 1.3, and 1.4 were met. 89% of Jr. Scholars demonstrated an increase in their grade or maintained a satisfactory grade in Reading and 79% of CAC students demonstrated an increase in their grade or maintained a grade of C or higher in Literature. 83% of CAC students also demonstrated an increase in their grade or maintained a satisfactory math grade.

Student Test Scores

Objectives 1.2 and 1.5 were met; 77% of Jr. Scholars scored a minimum of Developing Learner or above on Georgia state standardized tests in English Language Arts, and 78% of CAC youth who took the ELA EOC assessment scored a minimum of Developing Learner or above.

Student Behavior & Attitudes Toward School

Overall, 95% of students reported that they had made new friends because of the YELLS program; 81% of students reported making better choices because of the program; 80% of students reported that the program helped them to complete and turn in their homework on time; 78% liked the activities offered; 76% of students liked the Marietta YELLS 21st CCLC program in general; 75% of students reported doing better in school and feeling better about themselves because of the program; 68% of students reported their behavior improved because of the Marietta YELLS 21st CCLC program.

Youth Development

Both youth development objectives were met. Over 90% of youth reported high self-efficacy (92%), and 81% reported improvement in at least one soft skill.

Adult Family Member Attitudes Toward Marietta YELLS 21st CCLC

At least 90% or more of adult family member participants agreed with each of the following statements: “The program is helping my child to complete and turn his/her homework in on time”; “The program is helping my child’s behavior improve”; “YELLS is helping my child show more care and kindness towards others.” In addition, 96% of parents indicated that they were satisfied with the Marietta YELLS 21st CCLC in general. The majority (84%) of parents reported that they learned at least one new strategy to support their child’s education at home, as well as increased their success as a parent (81%) and felt more connected to the community (88%) due to their involvement in YELLS.

Adult Family Member Participation

Both parent involvement objectives were met. 76% of parents/guardians attended two or more workshops, meetings, or family engagement activities (Objective 3.1). In addition, 84% of parents indicated that they had learned at least one new strategy to support their child’s education at home.

Adult Family Member Ratings of Student Leadership, Performance in School, Self-Esteem and Confidence, and Self-Efficacy

Adult family members rated their child’s self-esteem and confidence, performance in school, and leadership skills at the beginning of the program using the scale of excellent, very good, fair, poor, or very poor. The percentage of adult family members providing ratings of excellent or very good increased by 30 percentage points or more for all three areas for both elementary school students and high school students.

Parents were asked to indicate which skills YELLS has helped their child improve using a list. More than sixty percent of parents indicated that they noted improvements in their child controlling their behaviors/actions (63%) and believing that they can do hard things (67%). Parents also indicated improvements in their child’s networking and relationship skills (69%) and ability to solve problems (71%). Almost eighty percent (79%) each reported improvement in their child’s ability to work with a team and to listen and talk to others. Additionally, 72% of parents reported increased leadership skills and a more positive mindset (73%). Most parents also reported improvement in how well their child got along with others (83%).

Student Observations by Regular Day Teachers

With the exception of volunteering and behavior in class, teachers of students during the school day indicated that for each survey item (Timely homework completion, Satisfactory homework completion, Participation, Regular attendance, Attentiveness in class, Behavior in class, Academic performance, Motivation to learn, and Getting along with other students) over 66% of students either improved or there was no need for improvement in each of these areas. For volunteering, 59% of students either improved or did not need to improve and for behavior 62% either improved or did not need to improve.

Areas for Improvement

Academic Achievement of Students

CAC students fell short of meeting Objective 1.6 (60% of regularly participating high school students who take the Math EOC Assessment will score Developing Learner or above with only 50% of students meeting the objective).

Barriers to Implementation

Scheduling Challenges for School-Day Teaching Staff: Our higher number of certified, school-day teaching staff, while a blessing, can also be a challenge. These teachers bring great expertise and insight to support the academic success of our youth. However, due to their school day schedules, they typically arrive after programming is already in progress. This makes it difficult for staff to collaborate and develop cohesive plans, as well as for our team to enter the day fully prepared since we are short-handed before programming.

Action Steps to Address Barrier/Challenge:

We've had to be creative and work as a team to fill these gaps. We utilize our rich resources of volunteers, Federal Work Study students, and interns to help with program preparation. We also have scheduled evening meetings for staff to collaborate after programming one day each week.

Staff Vacancies: One barrier we've faced involves staff changes during this school year. Our Afterschool Program Coordinator moved back home to Philadelphia in October, our Teen Program Manager moved on to new opportunities after serving with YELLS for seven years, our Business Scholar Success Coach took the opportunity for full-time work more closely tied to her long-term career goals (medical school), and two team members were not a good fit for our work and philosophy. Additionally, there were several vacant positions that we've had trouble filling (Math Specialist, Science tutor). We were thrilled for the accomplishments and new opportunities for our amazing staff, but also sad to see them move on. With several vacant positions, we've been stretched to retain our high program quality and implement all the interventions we'd like. Feeling the strain of less staff, we had to be creative and proactive in ensuring that present staff worked together to make each day of programming engaging and impactful.

Action Steps to Address Barrier/Challenge:

We look forward to having new staff members strengthen our efforts as we prepare for next school year. We have already hired a new Youth Center Program Coordinator / Lead Teacher, Teen Program Instructor, Business Scholar Success Coach, Math Specialist, SEL Specialist, and Director of Programs. Our dynamic team has banded together to make sure that programming is strong during this interim phase as new team members join our YELLS family. Our new Director of Programs has been instrumental in keeping the core staff on a path to success in all three programs. She works daily to make sure that staff, students, and parents feel supported in their roles. In addition to staff, our Volunteer Engagement Specialist VISTA has brought new volunteers to all of our programs, helping to support tutoring, homework help, and general program preparation. Together, everyone worked to fill in the gaps so our youth and families still received the quality programming they deserved this year, and are looking forward to a full team next year!

Partnering School Administration Turnover: Turnover within our partnering schools was also a challenge this year. All three schools we serve began the year with new principals. While we still receive amazing support from our Marietta City Schools system, we have had to rebuild our connections with the new principals at each of these schools.

Action Steps to Address Barrier/Challenge:

Fortunately, we have already made great progress in strengthening our relationships with new school-day personnel. We've met with each principal and developed a plan for strong collaboration to work together for our students' success. We now coordinate with instructional coaches to participate in weekly PLC's (Professional Learning Communities) with each grade level; meet with teachers to assess student progress and support needed; were invited to present to all faculty; and obtain specific student data for more targeted interventions. The YELLS Executive Director will continue to collaborate with school-day principals and staff to ensure our partnership is beneficial and supports teachers rather than adding extra work to their plates.

Community Challenges and Displacement: Another major factor that has affected our programs this year is the changing neighborhood that we serve. This year, more than ever, we have seen a spike in the number of our families that have been displaced or are homeless, several living in local motels. At least ten YELLS youth have faced homelessness this year. Obviously, this has put a heavy strain on the affected students and parents. Some have had to move out of the area out of necessity, and that has affected attendance and retention in some cases. Some of our students who are living in motels are struggling to stay on top of school work during this trying time, and this is reflected in their grades and academic progress.

Action Steps to Address Barrier/Challenge:

In efforts to keep our families from being displaced, we have developed partnerships with local churches that have helped us with our homeless students and families. We also have a partnership with Catholic Charities, that offers to help pay a rent bill for 3-5 families in need each month. We will continue to foster and strengthen these relationships and connect our families to resources.

Academic Barriers: We have many youth with significant academic barriers that are still failing classes or have not shown growth. This challenges us to continuously seek new interventions, partnerships, and strategies to support our students who struggle in school.

Action Steps to Address Barrier/Challenge:

The data gathered for this summative evaluation gives us a road map for how to improve. Program Leadership (Director of Programs and Program Coordinators) will set up a strategic planning session to identify trends and areas of greatest need for our overall student population. They will also meet with YELLS academic front-line staff to review individual student data and identify those students not achieving growth. Additionally, the Business Scholar Success Coach and Scholar Success Specialist will collaborate with school-day teachers to determine root causes for the identified students' deficiencies. With this information, staff will develop plans for targeted interventions to support these students and will meet with each student to set and track SMART goals for improvement in the next school year. Volunteers will also be utilized to provide additional one-on-one support and interventions. For example, we will meet at the start of the school year with our program partner, Achieve Through Education, and identify elementary students most in need of receiving intensive, twice weekly literacy interventions led by trained volunteers.

Parent Engagement: Despite several unique initiatives, we still struggled to consistently engage parents of our high school youth. While our parents were involved and willing to talk with staff by phone about their children, it was difficult to get them to attend regular events and be actively involved in programming.

Action Steps to Address Barrier/Challenge:

The Community Action Café Program Coordinator is already developing plans to increase parent engagement next school year. We will use “Community Champion” parents to engage other parents and rally them around our teens. The Program Coordinator will also survey parents to determine the most convenient times for workshops and topics that would be the most relevant and helpful.

Youth Motivation for Academic Success: A continuous challenge that we face with our high school youth is a lack of motivation to perform academically. Our students struggle with so many different obstacles in their everyday life, and this often makes it difficult for them to prioritize their education. When your family is struggling, it's hard to focus on a math test or essay. Additionally, past failures can lead to learned helplessness and students simply both expecting and accepting failure.

Action Steps to Address Barrier/Challenge:

We will continue to build the efficacy and motivation of youth while nurturing a growth mindset. In the upcoming year, additional focus will be placed on our servant-leadership model that allows youth to regain confidence and purpose as they serve their community. YELLS staff will tie this authentic learning to students' individual school success and begin to fuel motivation to excel academically. At the same

time, we'll continue to make programming FUN to motivate youth, as well as provide extrinsic motivation through fieldtrips and other rewards for their hard work.

Return to Servant-Leadership Mission: Given the academic challenges of our youth, much of our focus has been on learning support through homework help sessions and tutoring. Though academic support increased, greater attention to servant leadership and community building needs to be restored to assure alignment to YELLS's mission and values.

Action Steps to Address Barrier/Challenge:

The Director of Programs is working with Program Coordinators to align academic support with our mission through group projects, service learning initiatives, homework support, and field trips. By incorporating YELLS values in our daily academic support and activities and providing opportunities for authentic youth-led community building, we will grow students' problem-solving skills and character development to better serve their communities and persevere through challenges in and outside of the classroom.

Progress toward Sustainability

The Marietta YELLS 21st CCLC has established and maintained partnerships with 30 partners, raising \$344,690.95 in total for capacity building for programs, in-kind support, volunteer staffing, educational services, and goods/materials. A list of these organizations/partners and their contribution amounts is found below:

Table 13: Marietta YELLS 21st CCLC Partners

Partner	Total Contributions
Achieve through Education	\$5,418.30
AmeriCorps VISTA	\$31,561.80
Atlanta United	\$3,250.00
Catholic Charities	\$14,000.00
Children's Restoration Network	\$544.64
City of Marietta - Printing Office	\$500.00
Cobb Chamber	\$500.00
Cobb EMC Community Foundation	\$7,012.88
CobbWorks Literacy Council	\$3,960.00
Dwell (Apartment Complex)	\$150.00
Franklin Road Community Association	\$500.00
Georgia Nutritional Services	\$8,082.67
Grace Chapel Fellowship	\$500.00
GSU	\$175.08
Helping Hands	\$721.92
Home Depot Marietta Technology Center	\$350.00
KSU	\$22,254.36
La Amistad	\$4,700.00
Learn through Lassiter	\$4,538.70
Life University	\$125,106.60
Lockheed Elementary School	N/A
Lovett High School	\$429.00
Lutheran Church of the Resurrection	\$8,404.00
Marietta City Schools	\$3,900.00
Marietta High School	N/A
Marietta Police Department	\$720.00
Park Street Elementary School	N/A
United Way of Greater Atlanta	\$55,000.00
Wood Acres School Service Learning Project	\$500.00
WorkSource Cobb	\$41,911.00
All partners	\$344,690.95

Recommendations

Overall Recommendations

Recommendation #1

Pursue the proposed solutions identified by the program to address specific challenges.

Recommendation #2

CAC activities and instruction should be based on grade level standards.

Recommendation #3

Try to add some time at the end of the day for staff to plan and prepare. This time could also be used to review how the programming for that day went and make adjustments.

Recommendation #4

Continue to work to increase parent involvement. As much as possible, ensure that parent events are scheduled around parent work schedules. Consider offering services to parents directly, such as a food pantry, access to the internet for job searches, clothing donations, etc. For other ideas, here are a couple of additional resources:

- Build the Out-of-School Time Network:
https://cdn.ymaws.com/nafsce.org/resource/resmgr/Toolkits/Boston_Engaging_Families_Out.pdf
- Expanded Learning & Afterschool Project:
<http://www.expandinglearning.org/expandingminds/article/engaging-families-afterschool-and-summer-learning-programs-middle-school>

Fall Site Visit & Formative Assessment Recommendations

1. As noted during the evaluator's fall site visit, it may be necessary to have someone assist the (especially new) volunteers to ensure that Junior Scholars students settle down and become engaged in activities.
2. As noted in the fall site visit observation, given the age/developmental differences of the Junior Scholar students, it may be helpful to provide specific, concrete, and developmentally-appropriate examples when they are participating in group activities.
3. As identified by program staff, work to increase buy-in/support from the school day staff.
4. As identified by program staff, targeted academic interventions for students who are struggling in the areas of math and reading are needed. At the time of the formative assessment, high school students' Literature grades did not meet the objective.
5. The YELLS program is struggling to find consistent staff and volunteers. It would be helpful to hire a few "floaters" who can fill in for staff when necessary. Expanding methods of posting volunteer and staff positions would be beneficial.
6. Review schedule and approach to homework time for the Community Action Cafe. Based on staff observations and student feedback, Scholars are struggling to focus on academics and fully utilize the resources available during "Genius Hour." They also lost time in the slow transition to beginning homework time because they were not motivated or ready to get started. Program staff identified a plan

to adjust the schedule to better allow a transition from the school day and provide an energizing break before digging into assignments.

7. Strengthen the utilization of volunteers and partners to provide more targeted and strategic support for Junior Scholars in the most need.

Spring Site Visit Recommendations

CAC

Recommendation/observation: The sign-in station also had individually packaged condiments, a gallon jug of tea, a bowl of salad, and plastic wear set out. It was unclear why these items were not in the kitchen along with the other food.

The environment was welcoming, but a bit disorganized. Staff presented good role models to the teens, exhibiting both enthusiasm and respectful language. However, the noise level was very high during the choice activities and team building activity. Some students appeared to be wearing ear buds. When Ms. Tina attempted to get the teens to quiet down and listen, she also spoke in a very loud and commanding voice, and read the story aloud at a high volume. This could be jarring for some students who prefer a quieter/more calm environment. Offer an area or time for students to decompress from the school day.

The reading passage for the team building activity was a bit long and the students were disruptive. Consider modifying activities when students start to get restless. The main focus of the activity was on the sharing piece, so this could have been a bit longer and the game part a bit shorter. Another issue may have been the space. Consider moving the tables out of the way and creating a circle rather than having students stand in the high traffic area.

Jr. Scholars

Recommendation: The 4th and 5th graders appeared to be using the same bingo cards as the 2nd and 3rd graders. Depending on the reading levels of students, it may be more appropriate for the older students to play a more advanced game (or play with more advanced words).

Some staff wore YELLS branded t-shirts and nametags while others did not. It is encouraged that all volunteers and staff be distinguishable from the students (especially in the teen area). This could be accomplished with lanyards or other visual cues.

Overall Recommendations from the Spring Site Visit Write Up

Ms. Kim and Mr. Demetrius demonstrated good behavior management skills in their small groups and used respectful language and a soft-spoken tone. Ms. Kim also used a variety of routines to keep things running smoothly. In addition, Ms. Kendra used the “clap if you can hear me” method to get attention in the large group. Perhaps offer staff development for gaining the attention of the group. It could be offered informally with staff sharing things that are working well for them or something more formal. Here is a list of potential methods staff could try (<http://www.kellybear.com/TeacherArticles/TeacherTip54.html>).

Provide a quiet environment for students who are completing homework, esp. in the Junior Scholars area. In some cases the volunteers seemed to be standing around and unsure of what to do. The Volunteer Coordinator could provide additional training and coaching for volunteers on an individual or group basis. Training could be recorded so that as new volunteers are added, they can watch the relevant videos. In addition, consider providing a brief time at the beginning of the shift for lead teachers to explain to the volunteers how they can be most helpful during each activity.

Some of the rooms were a bit cramped due to excess furniture and storage. Investigate options for creating more space in the rooms used for 21st CCLC participants.

APPENDIX A: FALL SITE VISIT

Site Visit Summary: YELLS Community Action Café & Junior Scholars Programs
December 5th, 2018, 3:30–7:30

KSU Faculty: Ronnie Roberts, Ph.D., Research and Evaluation Associate

Target Number: 20 CAC Teens/55 Junior Scholars

Number of Students Enrolled: 25 CAC Teens/56 Junior Scholars

Number of Students Observed: 16 CAC Teens/53 Junior Scholars

Number of Staff Observed: ≈ 10 (not including program director)

Context

Prior to the observations, the program director, Laura Keefe introduced the CAC staff who were present on the upper level of the YELLS building. The programs serve K-5th grade and 9th-12th grade students. The programming also includes opportunity for parental/community involvement. Weekly schedules for the CAC Teens and the Junior Scholars programs were provided during observation of the latter program. The programming for the teens and scholars runs from Monday through Friday between 3:00 and 6:30 p.m. and 3:45 and 6:30 p.m., respectively. For the CAC Teens, each day begins with a 30-minute session of Choice Activities, Teambuilding, and Meal. The rest of day includes a host of activities at varied times. These activities entail Homework Help, Academic Coaching/Support, Targeted Tutoring, Compass Learning, Power Hour, STEAM Apprenticeships, Social-Emotional and Soft Skills Mini-Workshops, Teen Management/Executive Meetings, Recreation, and Business Scholar Action Plan Meeting. Thursdays include an additional 90-minute Teen-Led Café Night Event that has a community-building and educational focus.

With the Junior Scholars, the daily programming for Monday through Thursday consists of six periods that include Snack and Choice Activities (35 mins), Circle Share (10 mins), and three rotations of 40-minute sessions. The Junior Scholars are divided into three groupings—K-1st, 2nd-3rd, and 4th-5th—for each session. Each rotation has a combination of three activities that may entail Homework, Recreation, and Reading Lesson or Book Club or Leadership. On Fridays, there are two major 60-minute segments of activities that may involve one or more large groups and Choice Clubs. Each day concludes with a 15-minute closing activity and dismissal.

Observations were conducted with unrestricted access to the varied CAC Teen and Junior Scholars' program activities. No staff accompanied the evaluator; however, the staff members were readily available and willing to respond to questions. Two main teen activities were observed: Team-Building and Genius Hour (incl., homework and other academic supports). Three Junior Scholar activities were also observed: Circle Share, Recreation, and Reading Lesson/Book Club.

A parental/community engagement activity—a Reading Workshop—was also observed after the typical programming had ended.

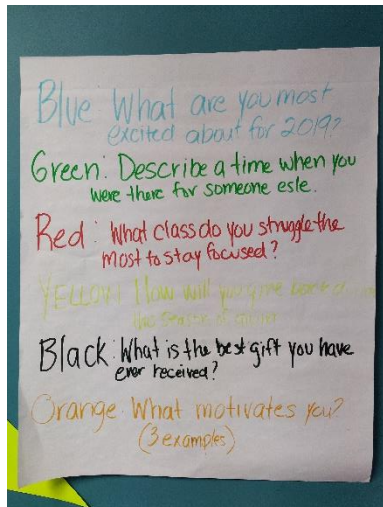
CAC Program

Choice and Team-Building

Ms. Tina Adewole, the CAC program coordinator, led the **Choice and Team-Building** activities. She was supported by another staff member and a volunteer. Other staff occasionally stopped by to observe. Eight high school students were present. By turns, each teen was blindfolded and required to pick a color-coded metal rod. Thereafter, they individually had to attach the chosen rod to a small, main metal pole or previously placed rods without causing other pieces to be dislodged. The teens appeared to become more engaged as the activity progressed and the task increased in difficulty for subsequent participants. With one exception, the teens persevered even when a rod fell or was dislodged. A few gave advice, offered to assist, or accepted assistance. Both staff and peers encouraged



Approaching a challenging task.



Important questions for consideration.

each participant. When one teen's rod fell, another said, "At least you tried, dawg." In another instance, a staff member stated, "We believe in you!" There tended to be a *holla* of approval when students successfully completed the task. After a successful placement, each teen read a question from a chart based on the color of rod. For instance, one question asked, "How will you give back, during this season of giving?" Most teens tried to give a meaningful response to their chosen question, although it took some effort in doing so. At the close, Ms. Tina revealed that the activity was intended as an object lesson. She asked, "How can you relate what you did to your life?" Responses to the question included the following: "You have to help..." "Life is not easy." "Keep trying."

Genius Hour

For **Genius Hour**, CAC teens dispersed to various spaces/rooms to complete homework and/or receive homework assistance or other academic support. A staff member worked with two teens in a corner of one of the two large, multi-function spaces. Three teens worked independently in a smaller room with several living room chairs. Two other students worked in the other large space that appeared to be a lounge or dining area; one worked alone and the other got assistance for most of



Students receiving homework assistance.

Site Visit Summary: YELLS Community Action Café & Junior Scholars Programs December 5th, 2018, 3:30–7:30



Homeworking in a comfortable space.

the 60-minute session. Ms. Sandy, who is an English teacher, said to the latter student, “I want you to go back and check your understanding.” She talked about the structure of a particular book and suggested ways that the student should relate to it. Ms. Sandy also appeared to be helping the student to develop his writing. A few times the use of punctuation was mentioned. The teens all had access to and (most) worked on computers provided by YELLS. Most of them seemed to be on-task. One student, however, insisted that he had no homework. One of the staff members replied that she would check his school records to determine if that was the case or not.

Recommendation: It was difficult to ascertain that students were doing relevant work. Periodically, check-in with all students to confirm that they were completing homework or doing some other academic task.

Junior Scholars Program

Circle Share

The **Circle Share** activity seemed to drum up a lot of fun and excitement. Ms. Gilbert led this team-building activity with the support of at least three other staff members. Over 50 K-5 students held hands in a circle. Ms. Gilbert threw a large, blue, air-filled ball into the air. Several words were reportedly written on the ball. The students were instructed to continue to hold hands and to keep their feet on the floor while trying to hit the ball to keep it up in the air for as long as possible. Eighteen seconds was the longest time the students were able to keep the ball from hitting the floor. The “balloon symbolizes the things going on in the community.” After a while, Ms. Gilbert held the ball in an attempt to talk to the students. As

she tried to get their attention, she stated, “I’m asking for your respect. It’s up to you to give it.” The students were told that, as a group and as individuals, they were responsible for helping the community in which they lived. Repeatedly, Ms. Gilbert reminded the students that “if you see something wrong, say something” (which they repeated and agreed to do). As the students transitioned to another activity, Ms. Gilbert commended several students for demonstrating “leadership.” Those students were given the privilege of being line leaders.



A Fun Lesson in Community Responsibility

Site Visit Summary: YELLS Community Action Café & Junior Scholars Programs December 5th, 2018, 3:30–7:30

Recommendation: Given the age/developmental differences of the students involved in this general activity, it may be helpful to provide specific, concrete, and developmentally-appropriate examples of things that might be wrong in the community and possible ways that the younger students might help to solve them.

Recreation

A yoga class was facilitated by Ms. Kaylin, a relatively new, work-study student volunteer from Life University. Nine 4th-5th grade students were present for what Ms. Keefe referred to as “a socioemotional activity.” Exercise mats had been spread on the floor. However, only seven students actually actively participated in activity. One student sat on a chair and two other students had placed their exercise mats away from the main area and talked together throughout most of the session. Ms. Kaylin directed all the students to observe a video and to follow the instructions that were given. She also tried to model what the instructor on the video was explaining/doing; hence, she was unavailable to give direct and consistent supervision. Despite her occasional urging, most of the other students were off-task and talking. On one occasion, Ms. Kaylin scolded a few of them who kept on talking. As a result of Ms. Renelda’s intervention, the students eventually settled into the routine.



Students working on a yoga routine.

Recommendation: It may be necessary to have someone assist the (especially new) volunteers to ensure that students settle down and become engaged in the activity.

Reading/Writing

Ms. Shelton-Burleigh and Ms. Gilbert supervised 11 2nd-3rd grade students in the **Reading** room.



Writing a story for reading enrichment.

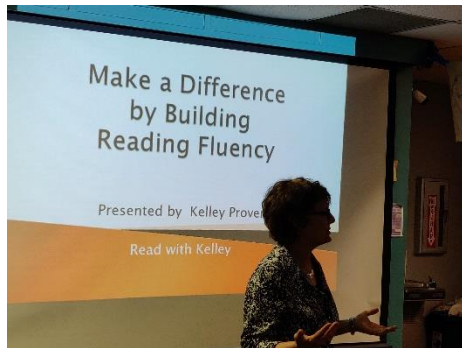
Ms. Keefe was also in the room, occasionally observing the activity and completing administrative responsibilities (doing paperwork). Students were instructed to write a story (with or without drawings) that focused on the community. One student was allowed to read a book from the bookshelf. Most students talked with another peer as they worked. It was not always clear whether they were on-task or not. At one point, three students recited a jingle in which they repeated inappropriate language. Ms. Gilbert stopped them and talked about the need to “use

Site Visit Summary: YELLS Community Action Café & Junior Scholars Programs
December 5th, 2018, 3:30–7:30

appropriate language.” When one student denied her involvement, Ms. Gilbert reminded her of her responsibility to say something when an inappropriate thing happens in the community—the lesson from the earlier Circle Share activity. At the closing aspects of the class, one student approached the evaluator and asked, “Who are you?” Ms. Shelton-Burleigh intervened and guided the student in using a more fitting way to talk with another person (which included an initial greeting and a self-introduction).

Parental/Community Engagement—Reading Workshop

Due to technical difficulties, the start of the **Reading Workshop** was a bit delayed. Two facilitators from Communities in Schools, Kelley Provence and Kathy Arias conducted the **Reading Workshop** which was attended by 18 to 20 parents and/or volunteers. Ms. Keefe introduced Ms. Kathy who then welcomed the parents and volunteers (in both English and Spanish). Ms. Kathy briefly talked about her personal experience in not recognizing her 7-year-old child’s reading problems and



her lack of ability to teach her own child, despite having many years of post-secondary education. She noted that improving children’s confidence is a major part of the solution.

Ms. Provence then gave a PowerPoint presentation, titled “Making a Difference by Building Reading Fluency.” During the presentation, Ms. Kathy stood close to particular

parents and provided translation in Spanish. Ms. Provence identified and briefly explained the five stages of reading (phonetic awareness, phonics, fluency, vocabulary, comprehension) and discussed the place and importance of fluency. She had a very engaging style and used several strategies during the course of her presentation. Her teaching-learning strategies included telling personal experiences, asking and inviting questions, emphasizing relevant details, providing exercises and mnemonics, and counseling parents about guarding their children’s socioemotional well-being in the process. Parents were also directed to relevant resources (e.g., reading apps). A few parents directly engaged in discussions. Overall, most parents/volunteers were very attentive to the presentation.



Parents and volunteers pay rapt attention.

Parents/volunteers were expected to complete a brief survey after the workshop.

Additional Observations/Feedback

CAC Program

- Regarding the low attendance at the beginning of the CAC program, Miss Sandy explained that “some kids stay at their school.” She noted that some students will come in later for the credit recovery as part of the Professional Learning Community (PLC).
- CAC Teens in attendance increased to about 16-18 later in the evening.
- Ms. Sandy also mentioned that Ms. Renelda Batts, the business scholars success coach, communicates with the schools. Reportedly, Ms. Renelda also checks students’ grades and outstanding assignments to identify struggling students for additional support.
- CAC Teens were very much involved in the set up of the furniture and refreshments for the parental/community engagement Reading Workshop.
- CAC Teens are expected to volunteer to assist with an annual Christmas program sponsored by a local church.

General Programming

- Program schedules for both programs were placed on the walls of a number of rooms, including the large, multi-function spaces.
- Several motivational messages were observed in various locations (e.g., “*Leadership is an opportunity to serve. It is not a trumpet call to self-importance.*” ~ Donald Walters).
- In terms of YELLS’s strengths/successes, Ms. Keefe identified three:
 - Youth taking ownership of personal success and of the community;
 - Parental engagement;
 - “Out-of-the-box” thinking and activities.
- Some related challenges/limitations were also noted:
 - Difficulty in hiring qualified staff; significant positions remain unfilled; hence, current staff are asked to do extra.
 - Dated information on YELLS website, due to loss (and non-replacement) of webmaster.
- An upcoming project was also mentioned. The project would be called “Humans of Franklin Gateway.” It is to be modelled after the acclaimed photography project, “Humans of New York” (see <http://www.humansofnewyork.com/>). In the process of executing the project, students are expected to learn photography, film production, interviewing skills, and storytelling.

Recommendations

- See sections above.

APPENDIX B: SPRING SITE VISIT

Site Visit Summary: YELLS Community Action Café & Junior Scholars Programs
February 14, 2019, 3:15–5:45

KSU/Burruss Institute Staff: Ashley Crawford, Research Associate & Kelleigh Trepanier,
Associate Director

Target Number: 20 CAC Teens/55 Junior Scholars

Number of Students Observed: ≈ 15 CAC Teens/ ≈ 37 Junior Scholars

Number of Staff Observed: ≈ 19 (including YELLS staff and volunteers; not including program director)

Context

The YELLS 21st CCLC programs serve K-5th grade and 9th-12th grade students. The programming also includes opportunities for parental/community involvement. Weekly schedules for the CAC Teens and the Junior Scholars programs were provided at the beginning of the observation. The programming for the teens and scholars runs from Monday through Friday between 3:00 - 6:30 p.m. and 3:45 - 6:45 p.m., respectively. For the CAC Teens, each day begins with a 30-minute session of Choice Activities, Teambuilding, and Meal. The rest of day includes a host of activities at varied times. These activities entail Homework Help, Academic Coaching/Support, Targeted Tutoring, Compass Learning, Power Hour, STEAM Apprenticeships, Social-Emotional and Soft Skills Mini-Workshops, Teen Management/Executive Meetings, Recreation, and Business Scholar Action Plan Meetings. Thursdays include an additional 90-minute Teen-Led Café Night Event that has a community-building and educational focus.

Since the fall site visit, the start of homework time (i.e., Genius Hour) changed from 3:30 to 4:00, and socio-emotional and soft skills mini workshop activities originally scheduled at the end of programming now start at 3:30. As noted in the formative assessment, this was done based on staff observations and student feedback in order to allow the students more time to transition from the school day to the after-school program. The program director reported that there has been an increase in student focus and desire to complete assignments due to the change in scheduling.

The typical daily programming for the Junior Scholars is Monday through Thursday, and consists of six periods that include Snack and Choice Activities (35 minutes), Circle Share (10 minutes), and three rotations of 40-minute sessions. The Junior Scholars are divided into three groupings—K-1st, 2nd-3rd, and 4th-5th—for each session. Each rotation has a combination of three activities that may entail Homework, Recreation, and Reading Lesson or Book Club or Leadership. On Fridays, there are two major 60-minute segments of activities that may involve one or more large groups and Choice Clubs. Each day concludes with a 15-minute closing activity and dismissal. The day of our site visit fell on an Early Release Day, with the elementary school students arriving at 1:50 p.m. They engaged in outside play and physical fitness activities until 3:00 when they had snack and resumed structured programming (i.e., community circle share, a special Valentine's Day activity, followed by 40 minute rotations of homework, arts and crafts, music, and academic games/tech time).

Site Visit Summary: YELLS Community Action Café & Junior Scholars Programs February 14, 2019, 3:15–5:45

Three main teen activities were observed: Team-Building, Genius Hour (incl., homework and other academic supports), and an Academic Lesson/math game. Three Junior Scholar activities were also observed: Academic Games/Tech time, Music, and Homework Help.

CAC Program

Choice Activity, Team-Building, and Meal

Ms. Tina Adewole, the CAC program coordinator, led the **Choice and Team-Building** activities. She was supported by Ms. Sandy and Ms. Kendra. Fifteen high school students were present. They were greeted with a sign by the front door that read, “Happy Spreadlove Day. Pick a station!” The meal of the day was a turkey/ham and cheese sandwich, salad, a cookie, and tea. Plates with sandwiches and cookies were set out in the kitchen and students were able to come get them as they pleased. There was also a sign in station by the door and students were verbally instructed to sign in as they ate and participated in the choice activities. The three stations they could choose included candy cup pong, a balloon station, and a lollipop station where they were instructed to write something nice about one of their peers on a strip of paper, attach it to a lollipop, and deliver it to them.



Teens during choice activity time.



Business Scholars of the Month
Displayed in the Café.

After these activities, a team building exercise was observed. Students were instructed to stand in a circle formation while Ms. Tina went around to each student and allowed them to pick any piece of candy they wanted from a bucket. She then read aloud a passage and every time she said the words “right” or “left”, they had to pass their candy accordingly one time to the person standing beside them. After the game was completed only two students ended up with the candy they started with, and Ms. Tina asked them to each share a time when they engaged in a random act of kindness and how it made them feel, and how it made the person on the receiving end feel. A couple of students shared with the group and Ms. Tina referred to the “ripple effect”

of these kind actions and how they can spread to those around us and encourage them to do kind things for others as well.

Recommendation/observation: The sign-in station also had individually packaged condiments, a gallon jug of tea, a bowl of salad, and plastic wear set out. It was unclear why these items were not in the kitchen along with the other food.

Site Visit Summary: YELLS Community Action Café & Junior Scholars Programs February 14, 2019, 3:15–5:45

The environment was welcoming, but a bit disorganized. Staff presented good role models to the teens, exhibiting both enthusiasm and respectful language. However, the noise level was very high during the choice activities and team building activity. Some students appeared to be wearing ear buds. When Ms. Tina attempted to get the teens to quiet down and listen, she also spoke in a very loud and commanding voice, and read the story aloud at a high volume. This could be jarring for some students who prefer a quieter/more calm environment. Offer an area or time for students to decompress from the school day.

The reading passage for the team building activity was a bit long and the students were disruptive. Consider modifying activities when students start to get restless. The main focus of the activity was on the sharing piece, so this could have been a bit longer and the game part a bit shorter. Another issue may have been the space. Consider moving the tables out of the way and creating a circle rather than having students stand in the high traffic area.

Genius Hour

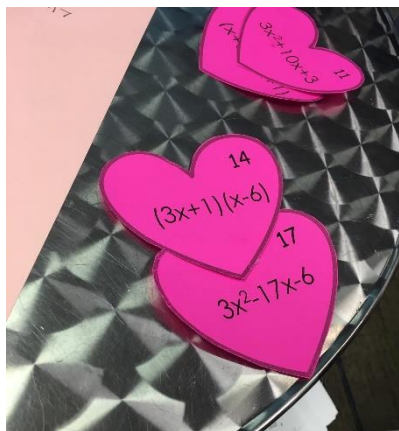
For **Genius Hour**, CAC teens dispersed to various spaces/rooms to complete homework and/or receive homework assistance or other academic support. Ms. Sandy worked with a student one-on-one, while most other students in the room worked individually. A large group of teens were spread out in the smaller room with several comfortable chairs and the overhead lights were off. Some of them were reading and working while others appeared to be socializing. A group of 3-4 students worked on laptops in the meeting room with a long table while music played (the lights were off in this room as well). We were introduced to Dominique, the new business scholars success coach, who replaced Ms. Renalda. He acts as a liaison with the schools and checks Aspen for student grades and outstanding assignments, which he was doing as we were introduced.

Recommendation: It was difficult to ascertain that students were doing relevant work or always supervised. Ms. Kendra was in the meeting room with the teens at one point but when we walked by a second time there were no adults present in the room. Periodically, check-in with all students to confirm that they are completing homework or doing some other academic task. Provide quiet activities that youth who do not have homework can choose from. These could be set up in a different area or a suggestion box of individual activities could be provided (educational games and puzzles, journal writing cues, drawing paper/ideas, writing a letter/blog, etc.). Reading should be strongly encouraged.

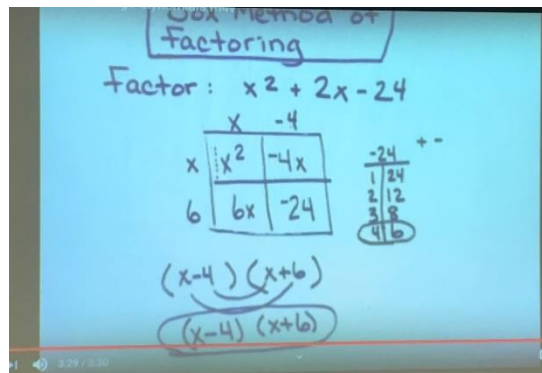
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Academic Lesson

After homework help, Ms. Kendra led the teens in a Valentine's Day themed math game. Students were split into two teams (i.e., light pink hearts vs. dark pink hearts). Students ran back and forth from one room to another down the long hallway, using only their face to pick up a heart and race it back to their team. Ms. Kendra reminded students that each



One of the dark pink heart team's matching pair.



Example of Box Method of Factoring displayed for teens to refer to during game.

heart had a match, and said a couple of times, "you can factor or you can multiply" with the

goal being to pair the hearts with factor equations to the heart with the matching quadratic equation. One student did not participate in the activity and was holding a bag of ice to her head and using her phone. Ms. Laura spoke with the student and informed us that she had a headache.


Ms. Kendra checked the answers for the winning team and congratulated them for strategically choosing the runners and the problem solvers, and also gave kudos to the other team for not giving up and persisting in their problem solving. Perhaps both teams could have exchanged the hearts and checked the other team's work. This would have added additional academic practice and included the losing team. Ms. Kendra then asked students which was easier, factors or equations, with most students responding that it was easier to begin with the factoring method. Students were very engaged in this activity and seemed to enjoy it. Perhaps ensure that all students participate in the academic portion of the activity in some way. The "running" part seemed potentially dangerous.

After the Academic Lesson/game, CAC students made origami hearts. They were told to write one thing they loved about themselves, and one thing that they loved about another person and to give that heart to the person. Ms. Tina joked that she did not want everyone's hearts given to her and everyone laughed.

Student backpacks and bags were strewn about in the common/Café area observed during the beginning of programming. The program director mentioned that there is designated space at the back of the CAC area where homework takes place, and that there used to be cubbies but the students do not always use this designated space to place their belongings.

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Recommendation:

- Try to reduce the noise level using sound proofing and non-verbal cues for management. In addition to the verbal “Refresh/Renew,” provide visual reminders such as signs with the words and/or a symbol (possibly, the Chrome symbol for refreshing your browser  or something the students design) and a kinesthetic cue that represents “Refresh” (could be sign language or again something the students create).
- Provide additional options for storing backpacks (hooks/cabinets/lockers) in multiple areas for CAC.
- Consider offering fruit and an alternate beverage that doesn’t contain sugar.

Junior Scholars Program

Academic Games/Tech Time

A group of 2nd and 3rd graders were observed in the enrichment rooms toward the end of one 40 min rotation, with one group playing a “sight” word bingo game led by Ms. Kim, and another group using tablets to play academic games on mobymax.com. Fourth and 5th graders were also observed in this room doing the same activities at the beginning of their rotation in this room.

Recommendation: The 4th and 5th graders appeared to be using the same bingo cards as the 2nd and 3rd graders. Depending on the reading levels of students, it may be more appropriate for the older students to play a more advanced game (or play with more advanced words).



2nd & 3rd graders playing Word Bingo.

Music



4th & 5th graders during Music with Mr. C.

4th and 5th graders, and then later, K and 1st graders were observed during their music lessons in the large recreational room with Mr. C. Students were very engaged in this activity with most of them excitedly singing and/or dancing along. Both groups sang a song, “Lift Every Voice and Sing,” along with Mr. C as he played a keyboard. Printed lyrics were available for students in case they were unfamiliar with the words. As Mr. C played different songs, students were encouraged to clap, beat drumsticks, sing, and dance along to the beat. One student was proudly standing at

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the front of the group singing in to a microphone and Mr. C encouraged everyone to “give her a hand” when the song was over. Several volunteers and staff occasionally stopped by to observe and participate.

Homework/Reading/Arts & Crafts

Two groups of 2nd and 3rd graders were observed in the homework rooms. Earlier in the day, all students had completed a Valentine’s Day arts & crafts activity where they all made individualized boxes that other students could write nice notes and place inside. The first group observed was led by Mr. Demetrius, and the other group was led by Ms. Autumn, the volunteer engagement specialist and a AmeriCorps VISTA (Volunteers in Service to America) member.



Student made boxes for “Spreadlove” Day.

Most students in Mr. Demetrius’ classroom were reading individually, and two students were receiving one-on-one homework help. Mr. Demetrius was helping a student work through her math homework, and was heard encouraging her, “you don’t have to be perfect you just have to do the best that you can do.” He also reminded students that if they had finished their book before time was up to move on to another book and encouraged one student to try a book that was a little more challenging. A number of different books were provided representing different levels of difficulty and cultural diversity. This room was loud due to the music activity going on in the adjacent space. Perhaps a noise machine or headphones for the students might help provide a quiet environment.

In the second classroom, students were working on another arts & crafts Valentine’s day themed activity. There was a section of blackboard displayed in this room that had the mobymax.com school code, along with instructions to finish homework, read for 20 min, and get their homework checked by a volunteer on one side, and motivational messages on the other side (i.e., I can do math, I am a hard worker, etc.). A volunteer/staff member brought in a box of candy for the students to choose from as they worked, and Ms. Autumn asked students to share a time that they did something nice and helped spread love. She also asked about any plans students may have had that night with their parents. A male volunteer was in the room and shared something special he had planned to engage with the students. At one point, the students were a bit loud and the group was reminded that another student “has the floor.” A staff member/volunteer also used the Give Me Five method to gain the attention of the group.

Additional Observations/Feedback

- When asked about the boxes the younger students decorated, Mr. Demetrius explained that they could decorate them however they wanted, and that they would be getting a “special treat” from the older students at the end of the day. Interaction between the two groups seems to be something the students appreciate.

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- Program schedules for both programs hung on the walls of a number of rooms, including the large, multi-function spaces.
- Several motivational and encouraging Valentine's/ "Spread Love" messages were observed in various locations (e.g., "You are loved", "You are special", "Someone cares about you").
- Some staff wore YELLS branded t-shirts and nametags while others did not. It is encouraged that all volunteers and staff be distinguishable from the students (especially in the teen area). This could be accomplished with lanyards or other visual cues.

Overall Recommendations

- Ms. Kim and Mr. Demetrius demonstrated good behavior management skills in their small groups and used respectful language and a soft-spoken tone. Ms. Kim also used a variety of routines to keep things running smoothly. In addition, Ms. Kendra used the "clap if you can hear me" method to get attention in the large group. Perhaps offer staff development for gaining the attention of the group. It could be offered informally with staff sharing things that are working well for them or something more formal. Here is a list of potential methods staff could try (<http://www.kellybear.com/TeacherArticles/TeacherTip54.html>).
- Provide a quiet environment for students who are completing homework, esp. in the Junior Scholars area.
- In some cases the volunteers seemed to be standing around and unsure of what to do. The Volunteer Coordinator could provide additional training and coaching for volunteers on an individual or group basis. Training could be recorded so that as new volunteers are added, they can watch the relevant videos. In addition, consider providing a brief time at the beginning of the shift for lead teachers to explain to the volunteers how they can be most helpful during each activity.
- Some of the rooms were a bit cramped due to excess furniture and storage. Investigate options for creating more space in the rooms used for 21st CCLC participants.