

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

Georgia Department of Education 21st Century Community Learning Centers FY 20 Common Data Elements Form



Subgrantee: Marietta YELLS

Date: June 30, 2020

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:	90	Number:	82	Number:	23	Number:	296
2. Objectives									
Total Objectives		Met		Not Met		Other			
Number:	10	Number:	6	Number:	1	Number:	3 ¹		
3. Standardized Testing									
3A. English Language Arts – Regular Attendees Achievement Levels									
Beginning		Developing		Proficient		Distinguished			
Number:	N/A	Number:	N/A	Number:	N/A	Number:	N/A		
Regular Attendees without scores who took standardized test:							Number:	N/A	
Regular Attendees who did not take standardized test:							Number:	N/A	
Retake Data (If applicable)						Number of Retakes:		N/A	
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:	N/A	Number:	N/A	Number:	N/A	Number:	N/A		
Regular Attendees without scores who took standardized test:							Number:	N/A	
Regular Attendees who did not take standardized test:							Number:	N/A	
Retake Data (If applicable)						Number of Retakes:		N/A	
Beginning		Developing		Proficient		Distinguished			
Number:	N/A	Number:	N/A	Number:	N/A	Number:	N/A		
4. Report Card Grades									

¹ Student progress on objectives 1.2, 1.5 and 1.6 could not be measured because the Georgia Milestone Assessments and End of Course Tests were not administered by the state in 2020 due to COVID-19.

4A. English Language Arts – Regular Attendees						
Regular Attendees without Grades	Regular Attendees with grade <u>increase</u> (1 st to 2 nd Semester)	Regular Attendees with grade <u>decrease</u> (1 st to 2 nd Semester)	Regular attendees who maintained a specific grade all year			
Number	Number	Number	“A” or “B”	“C”	“D” or “F”	
27	15	4	26	8	2	
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 <u>increase</u> (1 st to 2 nd Semester)	Regular Attendees with grade <u>decrease</u> (1 st to 2 nd Semester)	Regular attendees who maintained a specific grade all year			
Number	Number	Number	“A” or “B”	“C”	“D” or “F”	
27	12	9	24	5	5	
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	
57	45	8	52	4	55	1
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	
60	48	12	54	6	60	0
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			
55	19	23	23	22		
6. Partners						
Number of Partners	Total Amount of Contributions					
29	\$251,519.99					

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.” The following scale was used to convert the standards-based scores to letter grades: Not evident = D/F; Progressing = C; Meets = B; Exceeds = A.

Marietta YELLS

**21st Century
Community Learning
Center
Annual Evaluation
Report 2019-2020**



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Participating Sites

Community Action Café Business Scholars Teen Program

Youth Center Junior Scholars Program

Reporting Period

August 2019 - May 2020

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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.

The program began on August 5, 2019. The program abruptly ended on March 13, 2020 due to COVID-19 and school closures. To ensure the safety of all staff, volunteers, youth, and families, YELLS programs closed along with the school system. During interruption to in-person programming, Marietta YELLS staff connected with all families to help them with educational and other needs. YELLS led full virtual programming for the school year from April 20 – May 22 and virtual summer camp from June 8 – July 24. Programming was customized to help youth and families through the challenges of the pandemic, including supporting youth with “Schoology” virtual schoolwork assigned by Marietta City Schools teachers, academic enrichment to support continued learning, and coping strategies to help families through this time.

Virtual work by staff has been extensive and includes: future program planning and coordination, the development of a new “Culture and Climate” handbook and behavior management training, virtual professional development with an expert SEL (social and emotional learning) trainer, lesson plan development, summer program planning, creation of academic intervention plans and resources, outreach to and referrals for families, and developing, launching, and leading virtual programming.

The table below displays the status of program objectives in Year 1 (2018) Year 2 (2019) and Year 3 (2020). Performance on the academic achievement objectives varied from year to year. In 2020, none of the Georgia Milestones or End of Course Assessment objectives were able to be measured (Objectives 1.2, 1.5 and 1.6) due to the cancellation of these assessments by the state. Objectives 1.1 and 1.3 were met in all three years of the program. Objective 1.2 was met in the first two years of the program and was unable to be measured in the third year. Objective 1.4 was not met in the first year but was met in the last two years of the program. Objective 1.5 was not met in 2018, met in 2019, and unable to be measured in 2020. Objective 1.6 was not met in the first two years of the program and was unable to be measured in 2020. All youth development objectives were met across all three years except Objective 2.2¹ in 2020. All family involvement objectives were met across all three years. See table below for more detail.

¹ Modification to survey items in an attempt to more precisely assess an increase in soft skills may have impacted achievement of this objective. The surveys will be revised prior to distribution in the fall.

Table 1: Status of Program Objectives for Years 1-3

Goal 1	Measurable Objectives	Status 2018	Status 2019	Status 2020
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 Total: 91%	Met Total: 90%	Met Total: 88%
	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: 69%	Met Total: 81%	Unable to Measure²
	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: 68%	Met Total: 79%	Met Total: 73%
	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.	Not Met Total: 58%	Met Total: 83%	Met Total: 69%
	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.	Not Met Total: 57%	Met Total: 78%	Unable to Measure
	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: 54%	Not Met Total: 50%	Unable to Measure

Goal 2	Measurable Objectives	Status 2018	Status 2019	Status 2020
Youth Development	2.1 70% of regularly participating youth will report increased (or maintain high) self-efficacy.	Met Total: 70%	Met Total: 92%	Met Total: 88%
	2.2 70% of regularly participating youth will report an improvement in at least one soft skill.	Met Total: 93%	Met Total: 81%	Not Met Total: 37%

Goal 3	Measurable Objectives	Status 2018	Status 2019	Status 2020
Family Engagement	3.1 70% of parents/guardians or adult family members will participate in two or more workshops, meetings, or family engagement activities each year.	Met Total: 72%	Met Total: 76%	Met Total: 77%
	3.2 70% of parents/guardians will report that they learned at least one new strategy to support their child’s education at home.	Met Total: 75%	Met Total: 84%	Met Total: 93%

² Student progress on objectives 1.2, 1.5 and 1.6 could not be measured because the Georgia Milestone Assessments and End of Course Tests were not administered by the state in 2020 due to COVID-19.

Student Attendance and Enrollment

A total of 90 students registered for the Marietta YELLS 21st CCLC between August 2019 and March 2020. Virtual after school programming ran from April 20 – May 22 but no additional students registered during this time. Eighty-two (82) of those students attended the Marietta YELLS 21st CCLC for 30 days or more. At the Community Action Café (CAC), a total of 32 students registered and 26 of those students attended for 30 days or more. In the Jr. Scholars program, a total of 58 students registered and 56 of those students attended 30 days or more. The Jr. Scholar Program exceeded their target number of 55 by 1 student; and the Community Action Cafe exceeded their target number of 20 by 6 students. This information is presented in the figures below.

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

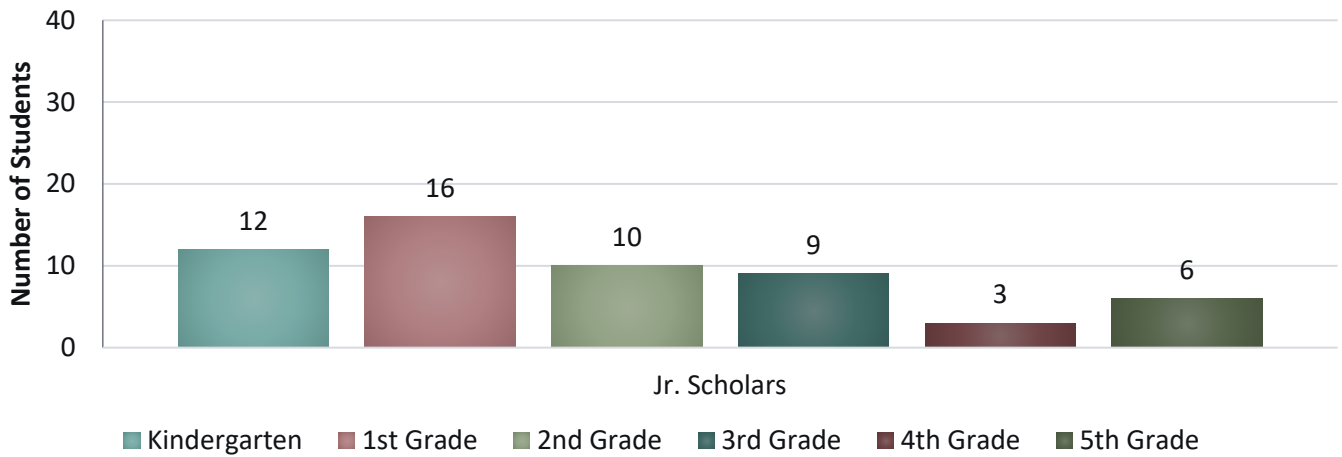
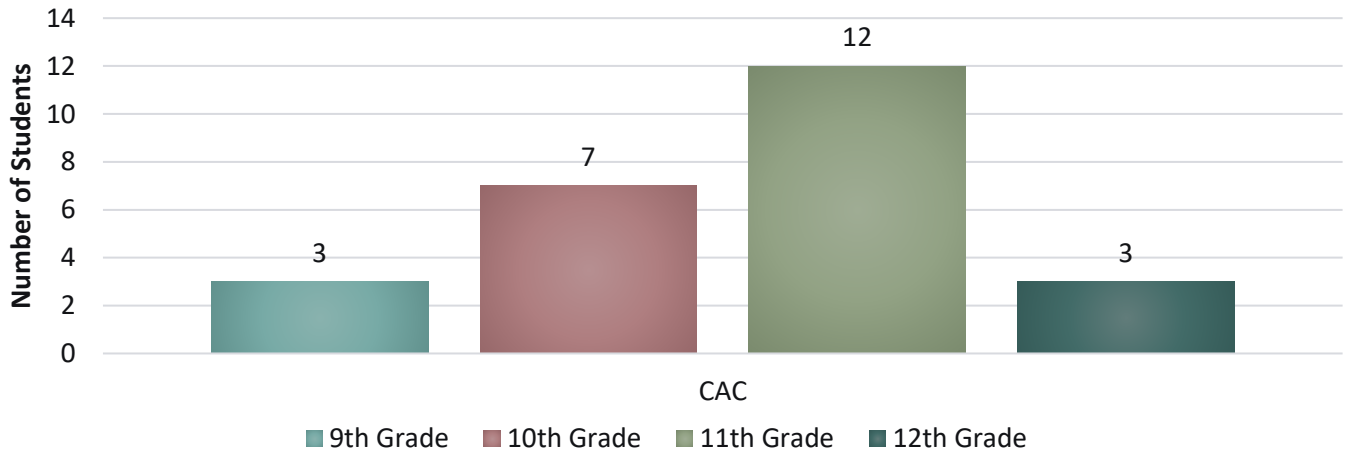
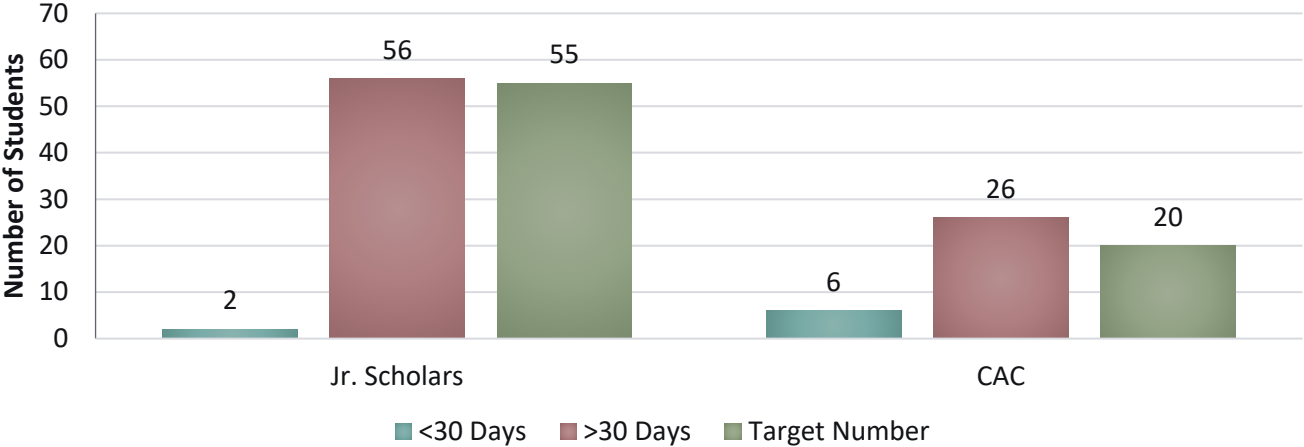


Figure 2: Number of High School Students Attending 30 Days or More³



³ This chart does not include one student who graduated.

Figure 3: Summary of Number of Days Attended by Students



Student Demographics

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

Table 2: Student Demographics

	Jr. Scholars		Community Action Café		All Sites	
	# Students	Percent	# Students	Percent	# Students	Percent
Totals	56	100%	26	100%	82	100%
Grade						
K	12	21%	N/A	N/A	12	15%
1	16	29%	N/A	N/A	16	20%
2	10	18%	N/A	N/A	10	12%
3	9	16%	N/A	N/A	9	11%
4	3	5%	N/A	N/A	3	4%
5	6	11%	N/A	N/A	6	7%
9	N/A	N/A	3	12%	3	4%
10	N/A	N/A	7	27%	7	9%
11	N/A	N/A	12	46%	12	15%
12	N/A	N/A	3	12%	3	4%
Graduated	N/A	N/A	1	4%	1	1%
Gender						
Female	30	54%	11	42%	41	50%
Male	26	46%	15	58%	41	50%
Ethnicity						
Black	38	68%	20	77%	58	71%
White	0	0%	2	8%	2	2%
Asian/Pacific Islander	0	0%	0	0%	0	0%
Hispanic	17	30%	4	15%	21	26%
American Indian/Alaska Native	0	0%	0	0%	0	0%
Multi-racial	1	2%	0	0%	1	1%
Other						
Not proficient in English	1	2%	1	4%	2	2%
Special Education	2	4%	4	15%	6	7%

Average Daily Attendance

Table 3: Average Daily Attendance

Site	2018 Average Daily Attendance	2019 Average Daily Attendance	2020 Average Daily Attendance
Jr. Scholars	44	43	41 ⁴
Community Action Cafe	17	18	16

Source: APlus Information System

Program Operation

Table 4: Summary of Program Operations

Site	Total Number of Weeks Open ⁵	Typical Number of Days per Week Open	Typical Number of Hours per Week Open
Jr. Scholars	31	5	15
Community Action Cafe	31	5	17.5

Source: APlus Information System

Program Staff

Table 5: 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

⁴ This average includes attendance during virtual programming. Prior to school closures, ADA was 46 among Jr. Scholars and 17 among CAC participants.

⁵ The total number of weeks open is typically 36. Due to COVID-19 and early school closures in March, in-person programming concluded at 26 weeks, and an additional 5 weeks of virtual programming was held during April and May.

Table 6: Characteristics of Program Staff⁶

	# Staff	Percent
Totals	10	100%
Gender		
Female	10	100%
Male	0	N/A
Race		
Black	8	80%
Asian	0	N/A
White	1	10%
Hispanic	0	N/A
Multiracial	1	10%
Status		
Certified	4	40%

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.

⁶ This table reflects staff paid by 21st CCLC funding. There are an additional five staff members not paid by 21st CCLC funds.

Table 7: 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>

Marietta YELLS - 21st CCLC Report – 2020

Goal 1	Measurable Objectives	Measurable Tools	Activities	Timeframe / Benchmark
<p>Youth Achieve Academic Success</p>	<p>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.</p>	<p>1.4) Formative: ASPEN online grades and progress reports; Summative: Report card grades</p>	<p>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</p>	<p>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</p>
	<p>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.</p>	<p>1.5) Formative: Measures of Academic Progress (MAP) Reading assessment Summative: Georgia Milestones End of Course Assessments</p>	<p>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</p>	<p>1.5.a) Mondays – Thursdays during homework 1.5.b) Tuesdays and Thursdays during school year 1.5.c) Daily during summer</p>
	<p>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.</p>	<p>1.6) Formative: Measures of Academic Progress (MAP) Math Assessments Summative: Georgia Milestones End of Course Assessments</p>	<p>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</p>	<p>1.6.a) Mondays – Thursdays during homework 1.6.b) Tuesdays and Thursdays during school year 1.6.c) Daily during summer</p>

Marietta YELLS - 21st CCLC Report – 2020

Goal 2	Measurable Objectives	Measurable Tools	Activities	Timeframe / Benchmark
<p style="text-align: center;">Youth Development</p>	<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 8: 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	Total students meeting the objective: 49/56 (88%)
	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.	Unable to Measure ⁷	N/A
	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: 19/26 (73%)
	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: 18/26 (69%)
	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.	Unable to Measure	N/A
	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.	Unable to Measure	N/A

⁷ Student progress on objectives 1.2, 1.5 and 1.6 could not be measured because the Georgia Milestone Assessments and End of Course Tests were not administered by the state in 2020 due to COVID-19.

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Goal 2	Measurable Objectives	Status	Comments
Youth Development	2.1 70% of regularly participating youth will report increased (or maintain high) self-efficacy.	Met	<p>Jr. Scholars – Met: 36/40 (90%)</p> <p>Of the regularly participating Jr. Scholars who completed post surveys, 36 (90%) reported high levels of self-efficacy; 8% reported low self-efficacy, and 2% did not answer the self-efficacy questions.</p> <p>CAC – Met 14/17 (82%)</p> <p>Of the regularly participating CAC youth who completed post-surveys, 14 (82%) reported high levels of self-efficacy, and 18% reported low self-efficacy.</p> <p>Total Meeting Objective: 50/57 (88%)</p>
	2.2 70% of regularly participating youth will report an improvement in at least one soft skill.	Not Met ⁸	<p>Jr. Scholars – Not Met: 15/36 (42%)⁹</p> <p>Of the 34 Jr. Scholars who completed pre- and post-surveys, 42% reported an increase in soft skills; 22% reported a decrease in the number of soft skills; and for 12 students (33%), the number of soft skills stayed the same from pre-test to post-test.</p> <p>CAC – Not Met: 2/10 (20%)¹⁰</p> <p>Of the 10 regularly attending CAC students who completed a pre-test and post-test, 2 (20%) reported an increase in soft skills; 1 (10%) reported a decrease, and 7 (70%) stayed the same from pre-test to post-test.</p> <p>Total Meeting Objective: 17/46 (37%)</p>

Goal 3	Measurable Objectives	Status	Comments
Family Engagement	3.1 70% of parents/guardians or adult family members will participate in two or more workshops, meetings, or family engagement activities each year.	Met	<p>Jr. Scholars Met – 48/56 (86%)</p> <p>CAC Not Met – 15/26 (58%)</p> <p>Total Meeting Objective: 63/82 (77%) parents attended two or more workshops, meetings, or family engagement activities.</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.	Met	<p>Jr. Scholars Met – 36/37 (97%)</p> <p>CAC Met – 20/23 (87%)</p> <p>Total Meeting Objective: 56/60 (93%) indicated that they had learned at least one new strategy to support their child’s education at home.</p>

⁸ Modification to survey items in an attempt to more precisely assess an increase in soft skills may have impacted achievement of this objective. The surveys will be revised prior to distribution in the fall.

⁹ Although the objective was not met, the average number of soft skills reported by Jr Scholars who completed both a pre and a post-test increased significantly from 6.9 on the pre-test to 8.1 on the post-test.

¹⁰ The number of soft skills reported by CAC students on the pre-survey whose scores remained the same from pre- to post-test was 9. Given that the total possible number of soft skills was 9, there was no room for students to improve on the post-test.

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 third 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.

School closures and the early closure of 21st CCLC programming affected the evaluation in multiple ways. Georgia Milestones Assessments were cancelled by the state, so this information was not included in the Common Data Elements Form. In addition, student ratings by regular school day teachers, parents, and students may have been affected by the change to digital learning at the end of the school year. The lack of in-person programming also made it more difficult to obtain completed surveys. In sum, the evaluation findings reported in this document should be interpreted with caution due to the unique circumstances of the spring 2020 semester.

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 and Director of Programs 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 summative evaluation, staff oriented themselves with the massive amount of data available from 2018-2019 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 student groupings during Genius Hour to ensure students received targeted support to identifying specific students needing enhanced monitoring – and just about everything in between.

Example 2: We continuously use data, observations, and feedback to guide our approach and interventions. A meeting was held between our Achieve through Education partners and our team, including the Program Coordinator, Reading Instructor, and Scholar Success Specialist to review previous implementation successes, areas for improvement, and student data. Student data including reading grades, Lexile levels, and reading assessments were used to identify students that would benefit most from this extra, intensive one-on-one tutoring intervention. Progress of each student was continuously monitored, and intervention plans adjusted accordingly.

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’s formal meeting was delayed this school year due to responding to COVID-19.) 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 fall 2019, a pre-survey was administered to the parents/guardians of students who participated in the Marietta YELLS 21st CCLC, and end-of-year surveys were administered during Spring 2020. 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 pre-survey was designed to assess parent engagement and measure the degree to which parents felt their child needed assistance with behavior and academic skills. The post-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 academics. The pre-survey includes 8 items with a few open-ended questions, but most are measured using 5-points scales ranging from “Excellent” to “Very Poor”. The survey also includes two multiple response questions. The post-survey has 17 items, with a few open-ended questions, however most are measured using 5-point scales (ranging from “Strongly Agree” to “Strongly Disagree”, “Very Satisfied” to “Very Dissatisfied”, and “Excellent” to “Very Poor”). Parents also completed various multiple response questions for the post-survey.

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

Table 9: Completion Rates for Parent Survey

School	Number of Surveys Completed	Number of Surveys Distributed ¹¹	Parent Response Rate
Jr. Scholars	37	56	66%
Community Action Cafe	23	26	88%
Total	60	82	73%

¹¹ The number of parent, student, and teacher surveys distributed is based on the number of regular/30 day student attendees. However, not all parents and students were administered a survey due to difficulties caused by COVID-19.

Teacher Survey

During spring 2020, 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 10: Completion Rates for Teacher Survey

School	Number of Teacher Surveys Completed	Number of Surveys Distributed	Teacher Response Rate
Jr. Scholars	31	56	55%
Community Action Cafe	24	26	92%
Total	55	82	67%

Student Survey

During fall 2019 a pre-survey was administered to students who participated in the Marietta YELLS 21st CCLC, and end-of-year surveys were administered during spring 2020. The purpose of the surveys was to gauge the attitudes of students toward school and the degree to which they felt participating in the Marietta YELLS 21st CCLC helped them, including improvement with soft skills and self-efficacy. The high school student pre-survey has 11 items with one open-ended question. The remaining questions are measured using 5-point scales ranging from “Strongly Agree” to “Strongly Disagree,” and “Very Like Me” to “Not Very Like Me” in which they were asked to use the smiley face scale (see image below). The elementary school student pre-survey includes 9 items with one open-ended question. The remaining questions for this survey also are measured using 5-point scales ranging from “Strongly Agree” to “Strongly Disagree,” and “Very Like Me” to “Not Very Like Me” in which they were asked to use the smiley face scale.

Smiley Face Scale



The high school student post-survey includes 23 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” in which they were asked to use the smiley face scale. The elementary school student post-survey includes 21 items with four open-ended questions, and uses the 5-point scale of “Strongly Agree” to “Strongly Disagree,” and “Very Like Me” to “Not Very Like Me,” along with corresponding smiley faces for reference. Some of the self-efficacy questions measured using the 5-point scales ranging from “Very Like Me” to “Not Very Like Me” were

intentionally phrased negatively (i.e. “I can’t”). Therefore, low levels of agreement from students is the desired response for those items.

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

Table 11: Completion Rate for Student Survey

School	Spring Surveys Completed	Number of Surveys Distributed	Student Response Rate
Jr. Scholars	39	56	70%
Community Action Cafe	18	26	69%
Total	57	82	70%

Site Visits

The evaluators visited the Jr. Scholar program and Community Action Café program in the fall of 2019. Spring site visits were unable to take place due to the COVID-19 public health crisis. 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 12: Data Collection Activities

Activity	Date
Site Visits	Fall 2019
Parent Survey	Fall 2019 & Spring 2020
Regular Day Teacher Survey	Spring 2020
Student Survey	Fall 2019 & Spring 2020
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.
- **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

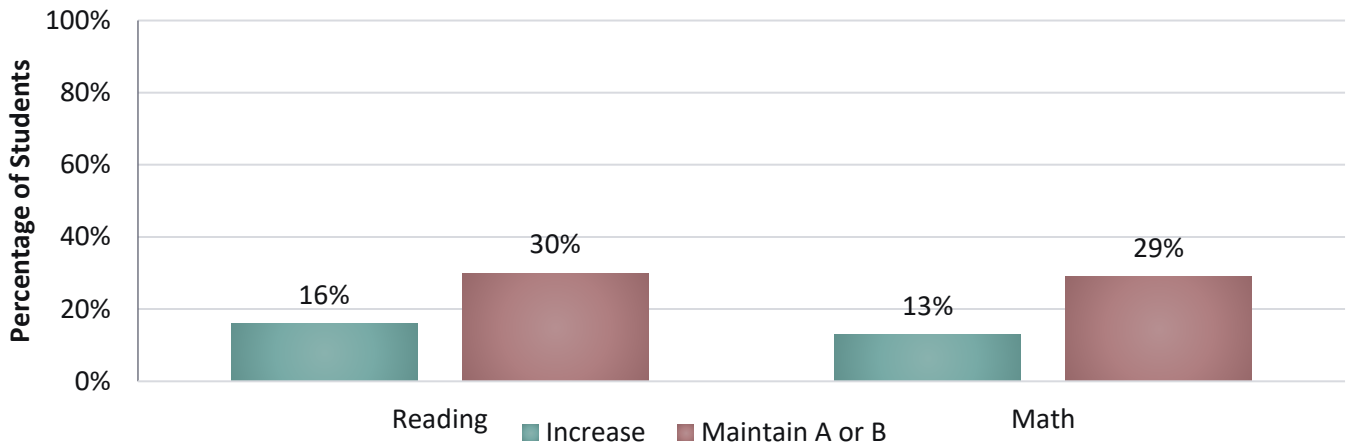
- STEAM Workshops: Students engage in high-energy creative activities that incorporate Science, Technology, Engineering, Arts, and Math. The CAC welcomes outside professionals to facilitate workshops.
- Resume Writing: Students learn the basics of resume writing and create a resume in order to apply for a position on one of the Apprenticeship Teams in the Community Action Cafe.
- 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

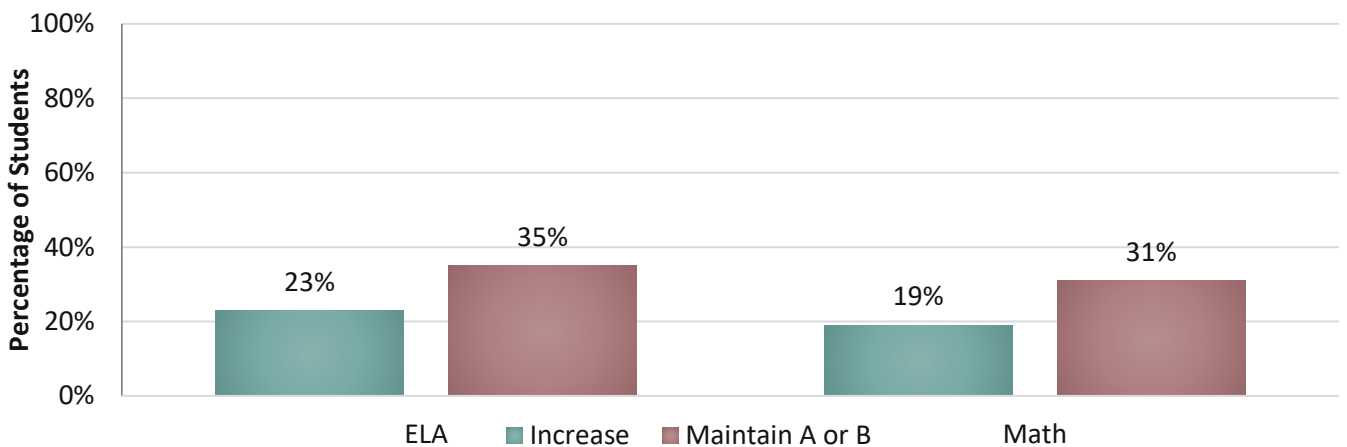
Academic Performance

Figure 4: Jr. Scholars - Students Maintaining an A or B or Increasing a Letter Grade from Fall to Spring (N = 56)



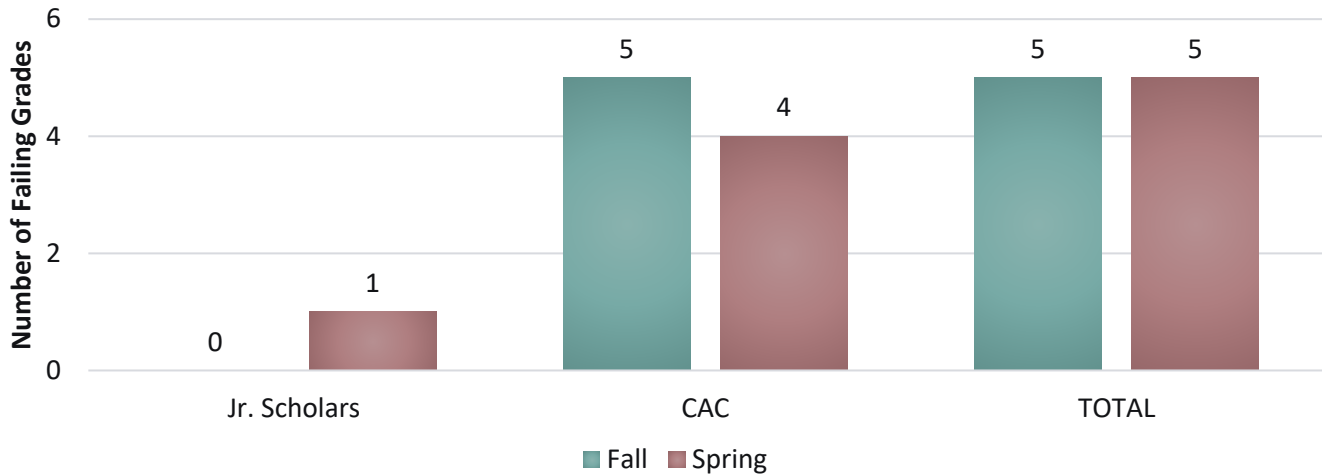
As can be seen in the chart above, 46% of students in the Jr. Scholar program increased their reading grade or maintained an A or B throughout the year, and 42% of students increased their math grade or maintained an A or B throughout the year.

Figure 5: CAC – Students Maintaining an A or B or Increasing a Letter Grade from Fall to Spring (N = 26)



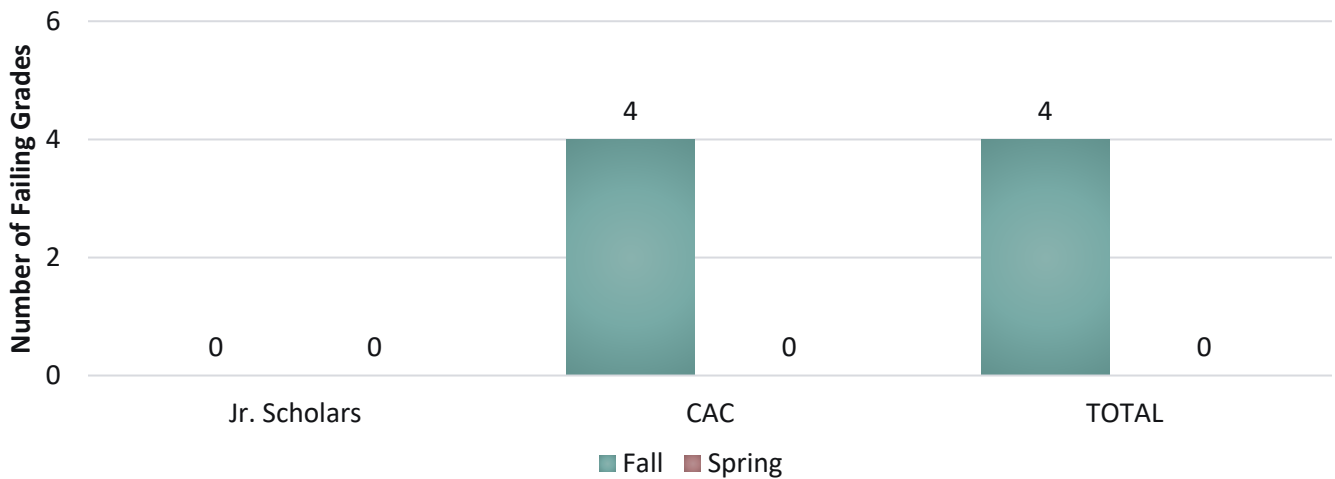
As can be seen in the chart above, 58% of students in CAC program increased their ELA grade or maintained an A or B throughout the year, and 50% of students increased their math grade or maintained an A or B throughout the year.

Figure 6: Number of Failing Grades in Math (N = 82)



As illustrated in the figure above, the number of failing grades (*i.e.*, grades 69 and below) for math decreased slightly in the CAC program, and increased slightly among elementary school students. In math the overall number of failing grades held steady at five each semester.

Figure 7: Number of Failing Grades in Reading/ELA (N = 82)



As illustrated in the above, the number of failing grades (*i.e.*, grades 69 and below) for reading/ELA decreased in the CAC program from four to zero from the fall to spring semester. Elementary school students did not have any failing reading/ELA grades in either semester.

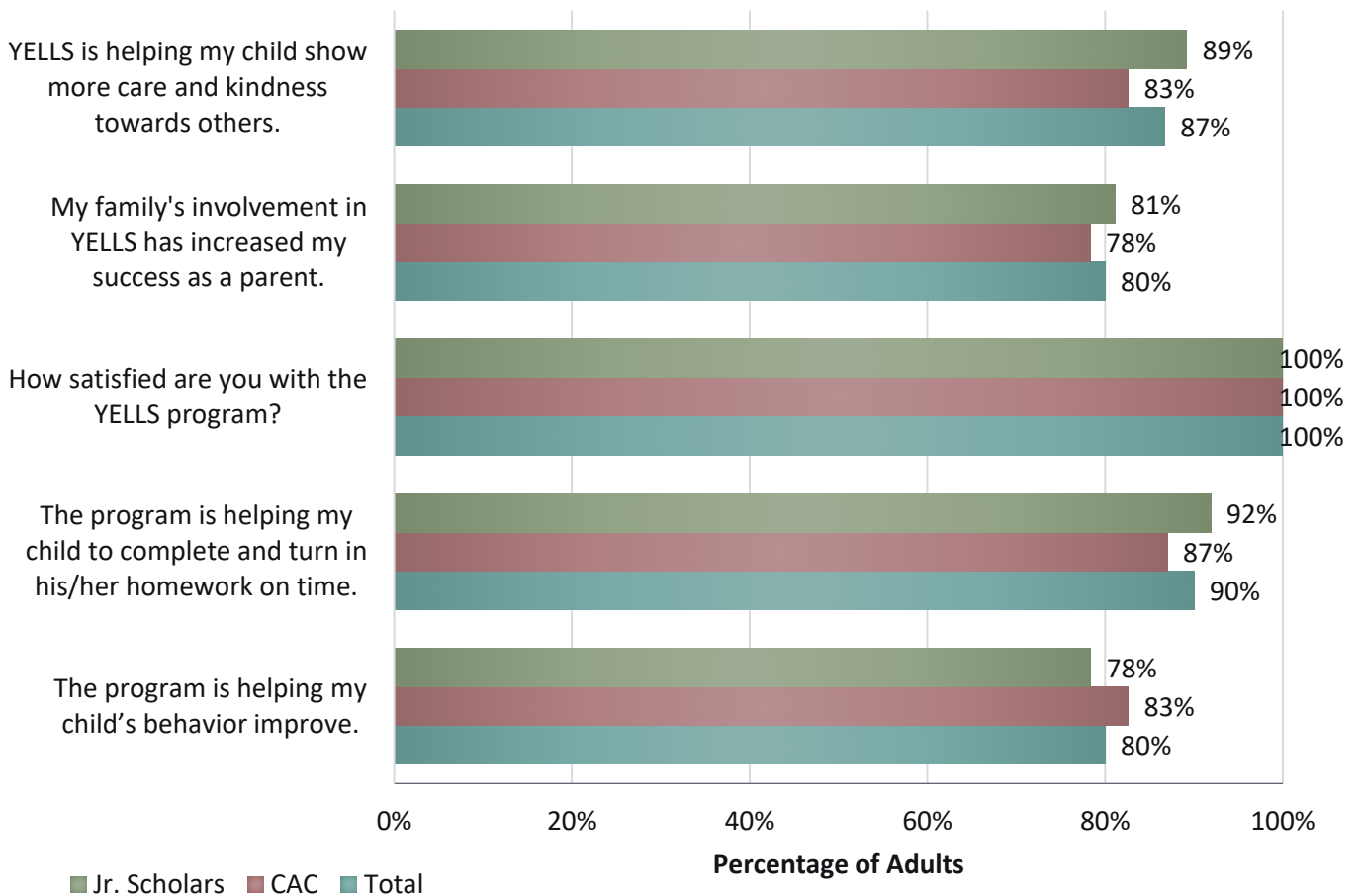
Involvement of Adult Family Members

In the spring of 2020, 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 8 - 16.

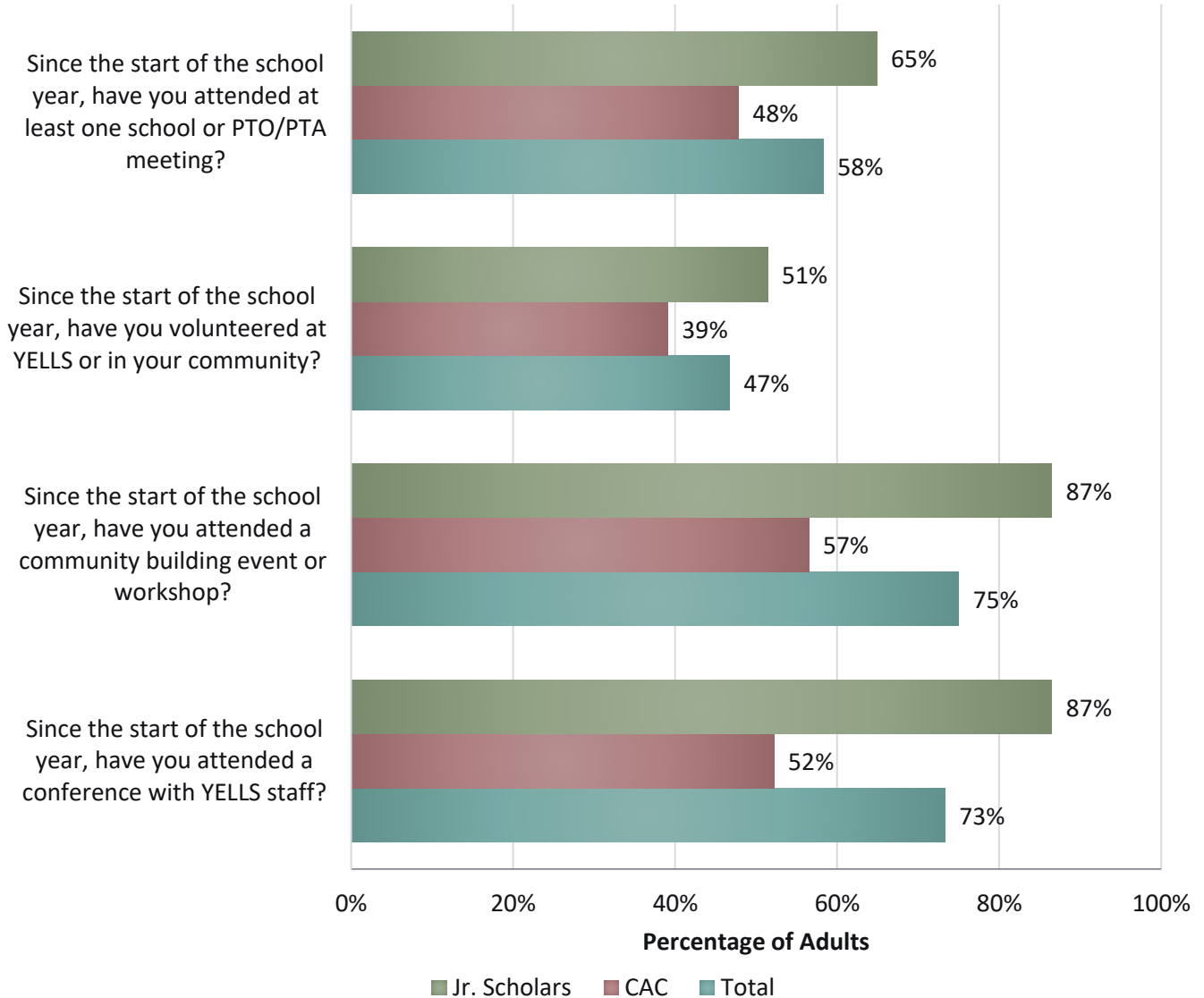
All (100%) adult family members reported that they are satisfied with the YELLS program, and 90% agreed that the program is helping their child to complete and turn in their homework on time. At least 80% or more of adult family member participants agreed with each of the following statements: “YELLS is helping my child show more care and kindness towards others” (87%); “My family’s involvement in YELLS has increased my success as a parent” (80%); “The program is helping my child’s behavior improve” (80%).

Figure 8: Adult Family Member – Percentage Agreeing or Indicating Satisfaction on Post-Survey (N = 60)



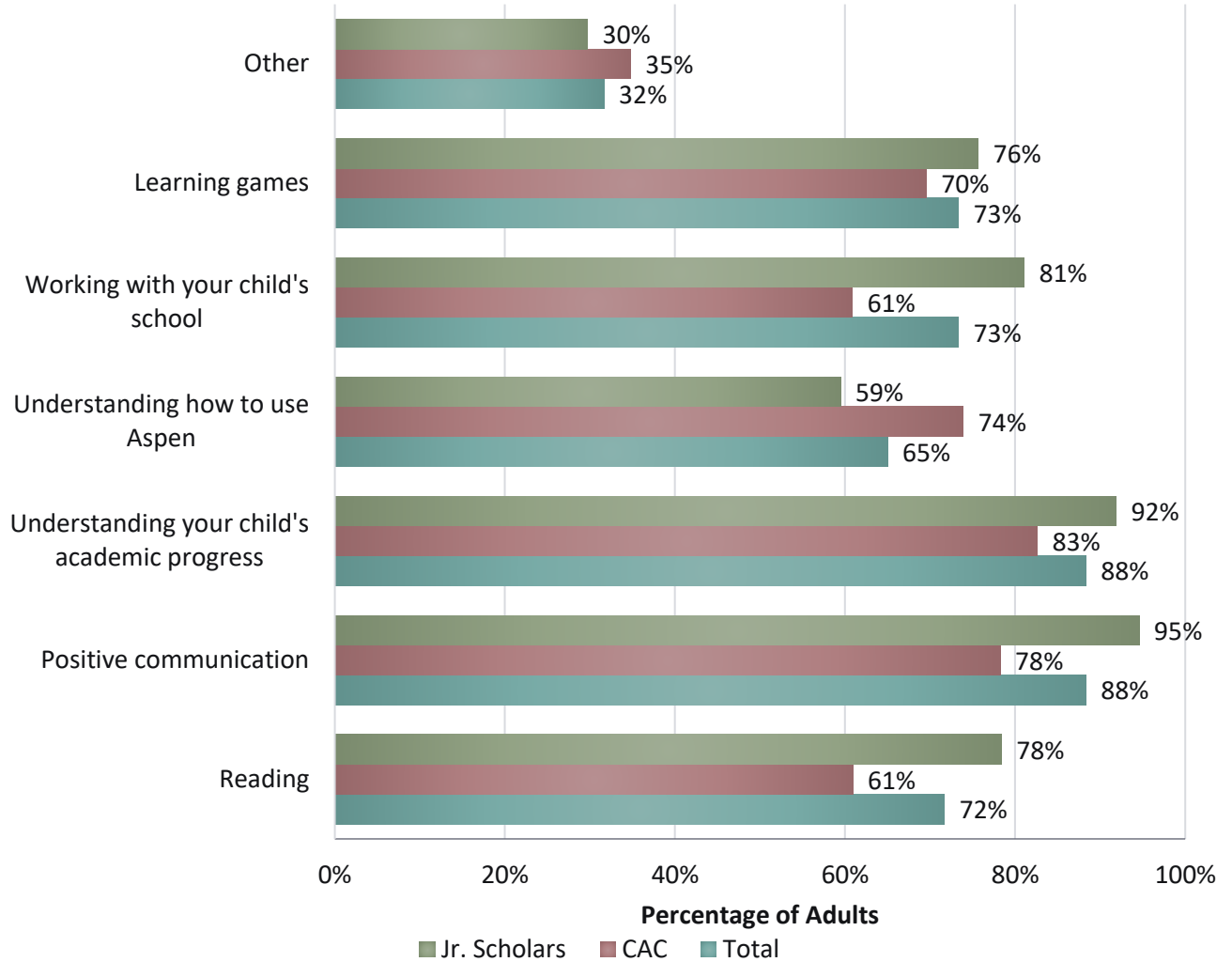
Over 70% of parents attended a conference with YELLS staff (73%) and/or attended a community building event or workshop (75%). Fifty-eight percent (58%) of parents attended at least one school or PTO/PTA meeting and 47% reported that have volunteered at YELLS or in the community.

Figure 9: Involvement of Adult Family Members – Percentage Indicating “Yes” on Post-Survey (N = 60)



Parents were asked whether they had learned strategies from the YELLS program or staff. All but four parents (93.3%) reported learning 1-7 strategies. Eighty-eight percent (88%) of parents indicated that they had learned about understanding their child’s academic progress and positive communication strategies. In addition, 73% each reported learning about working with their child’s school, and about academic learning games to play with their children. Parents also reported learning about reading strategies (72%) and how to access their child’s grades in Aspen (65%). All (100%) reported that they felt more connected to the community due to their involvement in YELLS.

Figure 10: Adult Family Members Learning Strategies – Percentage Indicating “Yes” on Post-Survey (N = 60)



Adult family members were asked to rate their child’s self-esteem and confidence, leadership skills, and performance in school before and after participating in YELLS. The percentage of adult family members providing ratings of excellent or very good increased by 23 percentage points or more for all three areas for both elementary school students (See Figure 11) and high school students (See Figure 12).

Figure 11: Adult Family Members of Elementary School Students – Percentage Providing Ratings of Excellent or Very Good (N = 42 Pre, 37 Post)

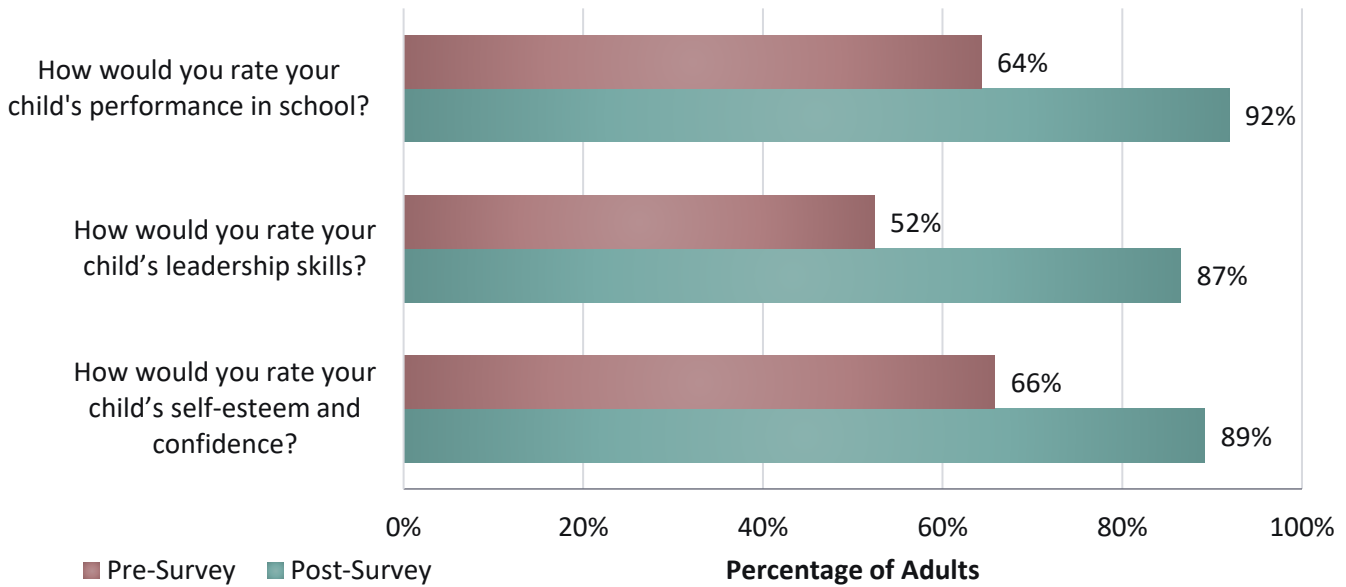
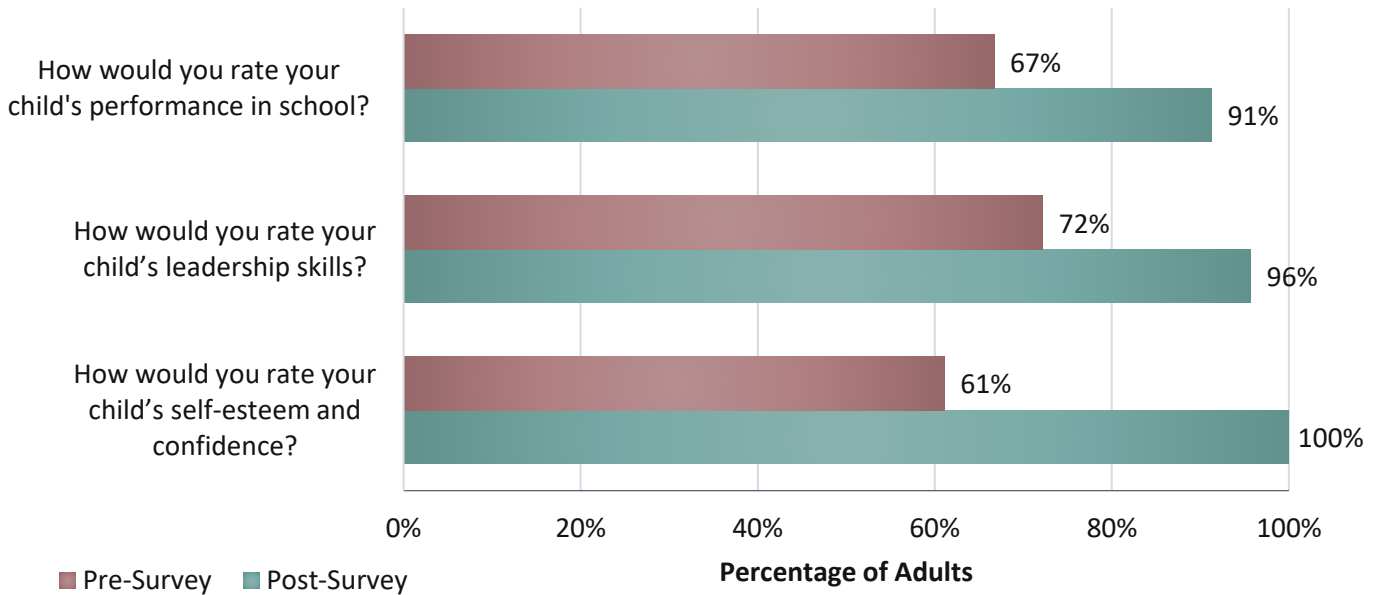


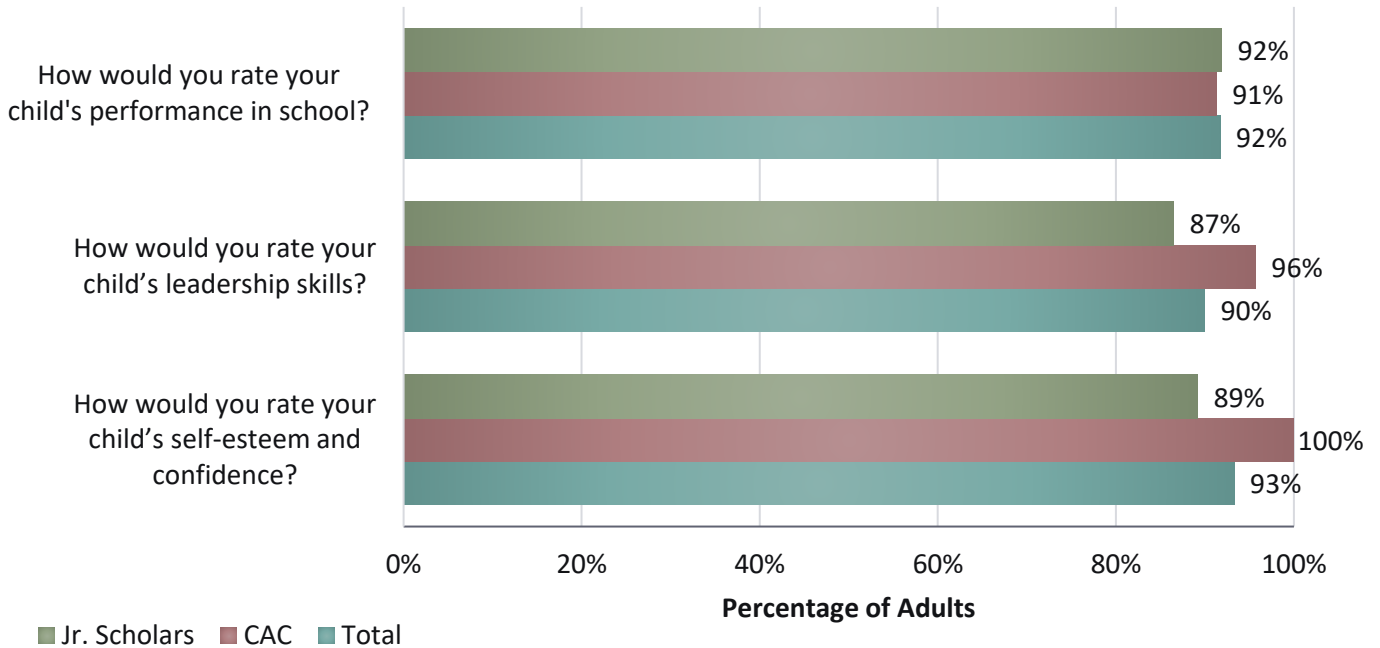
Figure 12: Adult Family Members of High School Students – Percentage Agreeing or Providing Ratings of Excellent or Very Good (N = 18 Pre, 23 Post)



Overall, the majority of parents rated their child's self-esteem and confidence as excellent or very good (93%) on the post-survey. The majority of parents (92%) also reported that their child's performance in school was

excellent or very good. Ninety percent (90%) of parents rated their child’s leadership skills as excellent/very good. See Figure 13 for a summary.

Figure 13: Adult Family Member – Percentage Providing Ratings of Excellent or Very Good on Post-Survey (N = 60)



Parents were asked to indicate soft skills that their child possessed before and after participating in YELLS. Overall, there was at least a nine percentage point increase from pre-data to post-data for six out of the nine soft skills parents believe their children have, with the largest increase being 28 percentage points. Additionally, there was a five percentage point increase in parents who agreed that their children are able to get along well with others, listen and talk to others, and solve problems. See Figure 14 for elementary school and Figure 15 for high school.

Figure 14: Adult Family Members of Elementary School Students – Percentage Agreeing (N = 42 Pre, 37 Post)

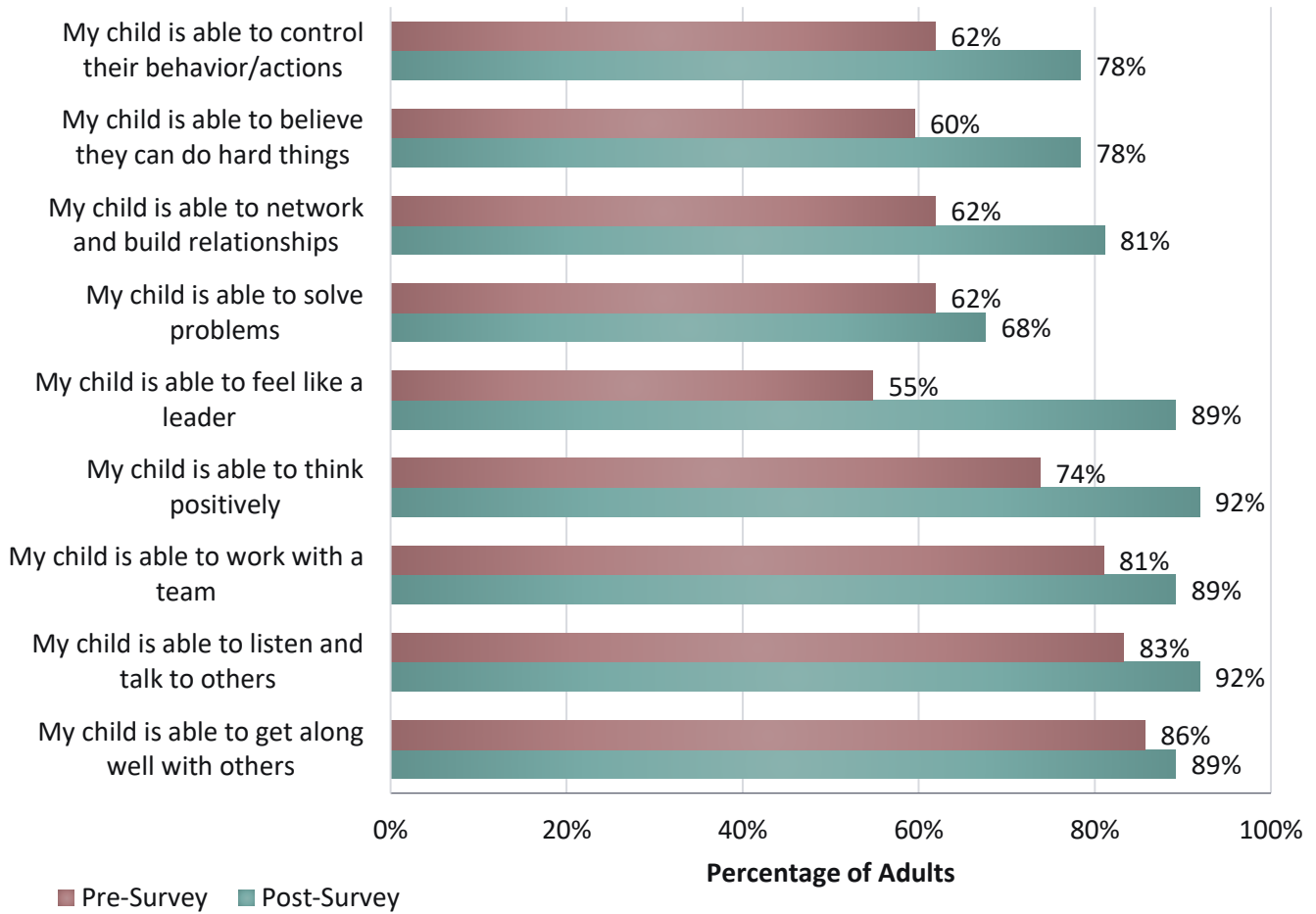
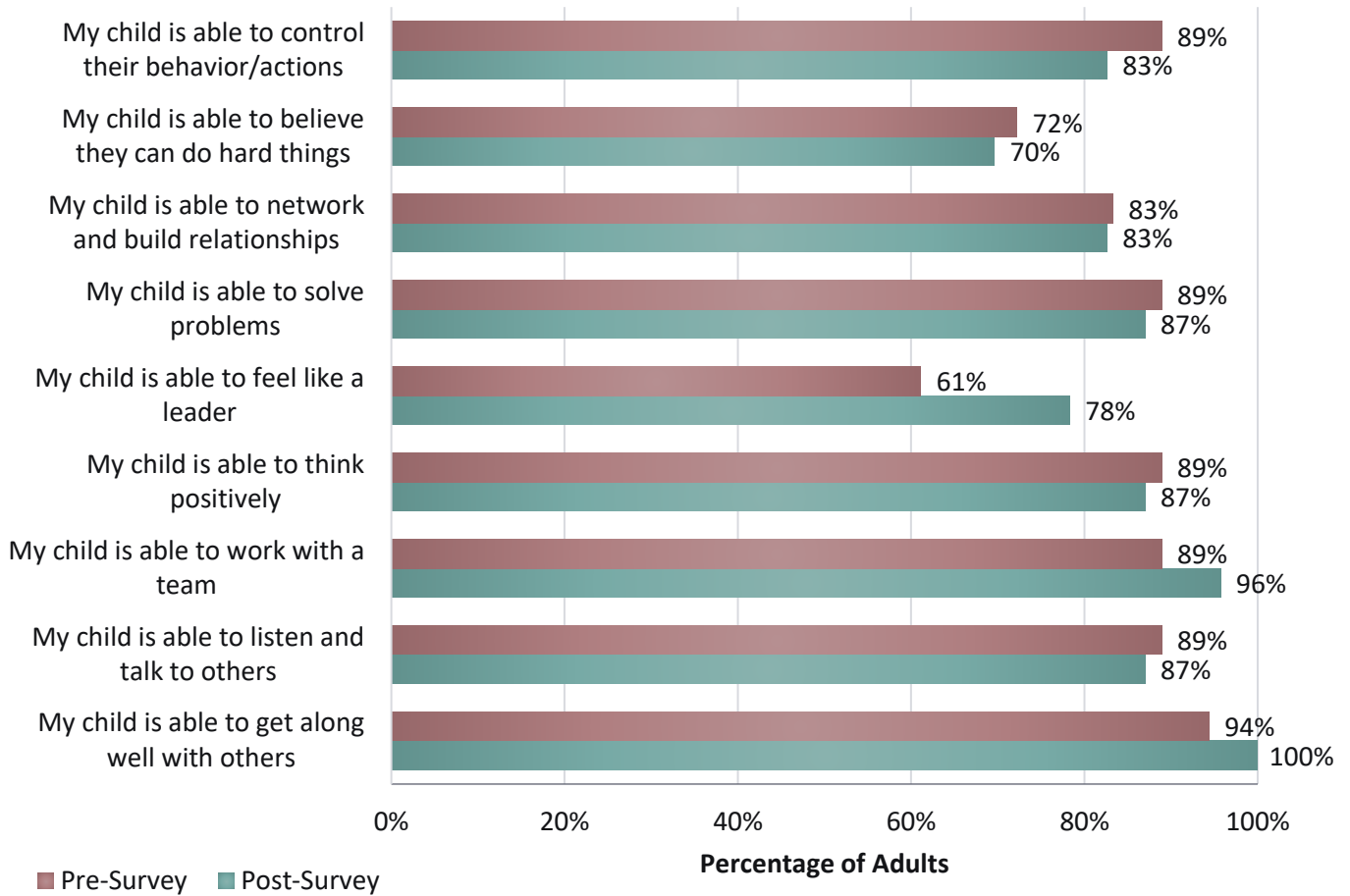
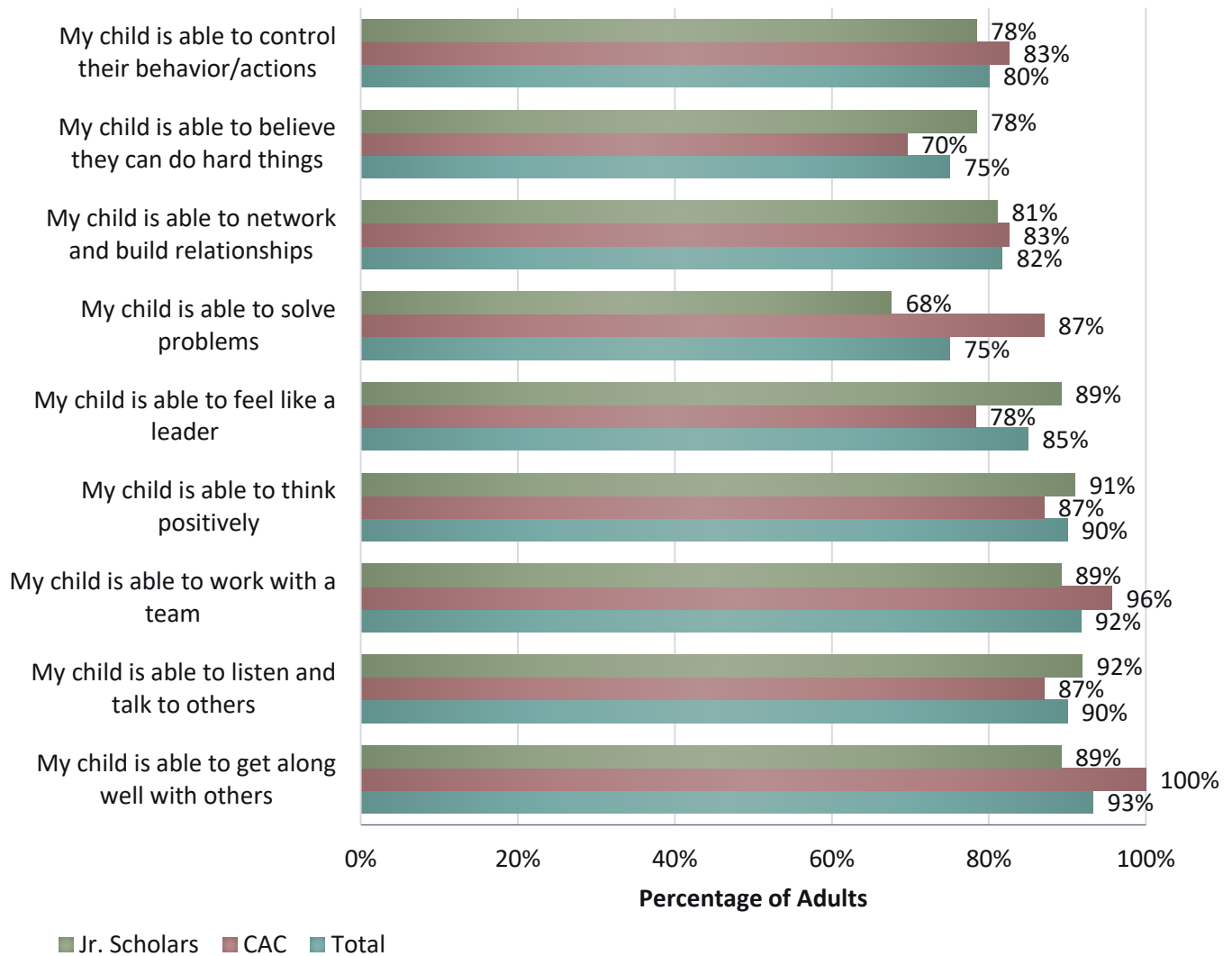


Figure 15: Adult Family Members of High School Students – Percentage Agreeing (N = 18 Pre, 23 Post)



More than ninety percent of parents on the post-survey indicated that their child gets along well with others (93%) and is able to work with a team (91%). Ninety percent (90%) of parents each indicated their child can listen and talk to others and think positively. Eighty-five percent (85%) reported their child is able to feel like a leader, and 81% indicated their child has the ability to network and build relationships. An additional 80% reported their child was able to control their behavior/actions, and 75% of parents each noted their child was able to solve problems and believe they can do hard things. (See Figure 16).

Figure 16: Adult Family Members of All Students – Percentage Agreeing on Post Survey (N = 60)



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

Strategies Learned in Support of Child’s Education

Individual parents had the following to say when asked what strategies they had learned in support of their child.

Jr. Scholar Program

“I learned her love language.”

“I learned discipline like taking things away from the kids when they do something they are not supposed to.”

Community Action Cafe

“Believing in yourself.”

Connection to the Community and Impact of YELLS

Many parents reported that they have become more connected 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

“My children’s social life has improved. They feel more confident about themselves.”

“Being new to GA, YELLS has introduced me to new people and friends for my children. It takes a village to raise children and YELLS has helped me to know I have resources I can reach out to if needed.”

“YELLS has played a significant role in my personal life along with the community in which I reside. YELLS is very informative with community events, and great with mentoring and leadership.”

“My daughter now frequently expresses her emotions by writing. This has helped our relationship to become stronger and help improve her writing skills.”

“My child has been with YELLS 2 years and I must say these have been the best 2 years yet! The staff and community is amazing and excellent in every way! I am so grateful for this place and hope we will return next year if possible.”

“YELLS helped me connect with people in the community, I’ve made friends.”

“YELLS has been a great asset to my family. My son has improved in his reading and the wonderful staff played a great part in that accomplishment.”

“We are more close knit and supportive of others in the community.”

Community Action Cafe

“Before my children attended YELLS I was never involved in my community. Now thanks to YELLS, my family is building a strong positive relationship with the community. It is a pleasure to feel helpful.”

“I am able to seek help from my community without feeling bad about it.”

Ms. Tina and Mr. Brian have been positive role models in my son’s life. Providing guidance, setting goals and emotional support. I am also thankful for the program.”

“My daughter was able to graduate high school in December and the staff played a big role in her accomplishments. Now she is off to college.

“She has become very independent and shown a lot of leadership.”

Parent nights/sessions parents found the most beneficial

Jr. Scholar Program

All of the sessions were listed as the most beneficial by seven (7) parents (18%). Six (6) parents listed that the love language event was beneficial (15%). Three (3) parents each mentioned parent engagement/workshops for the after-school program. Additionally, two (2) parents each mentioned the Coloring with Cops event and community engagement events (5%). Parents also mentioned the Black History Month event, Christmas events, Monday and Wednesday readings, the Summer program, and events in the café/dinners.

Community Action Cafe

Six (6) parents listed all of the sessions as the most beneficial (26%). Two parents each mentioned the Back to School Bash, Thanksgiving Dinner, the honors ceremony, and the Multi-cultural event (8.7%). Other sessions mentioned were careers, the Black History Month program, the town hall meeting, the Christmas events, and interacting with the community.

Number of engagement events/community events parents attended

Jr. Scholar Program

Twenty-seven (27) adult family member participants (73%) in the Jr. Scholars program attended three or more sessions. In addition, two parents attended two sessions and four parents attended one. One (1) parent did not attend any parent events.

Community Action Cafe

Fourteen (14) parents (61%) at Community Action Cafe attended three (3) or more sessions and another three (3) attended two sessions. Three parents attended one session, and two (2) 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 each mentioned more sports and help outside of the Franklin Gateway Community as suggestions for future events. Additional ideas mentioned by one parent each included:

Family field days

Health and exercise events

Spanish classes

Job Fairs

Opportunities to volunteer

Empowerment classes for parents

Community Action Cafe

Job fairs – 1 participant

Picnics – 1 participant

Overnight stays – 1 participant

Parents helping with the back to school bash – 1 participant

More parent engagement for mentoring – 1 participant

Student Observations by Regular Day Teachers

In spring of 2020, 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 17.

With the exception of volunteering and getting along well with other students, 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, and Motivation to learn) at least 77% of students either improved or there was no need for improvement. For volunteering, 70% of students either improved or did not need to improve, and for getting along with other students 71% either improved or did not need to improve.

Figure 17: Regular Day Teacher Ratings of Marietta YELLS 21st CCLC Participants (N = 55)

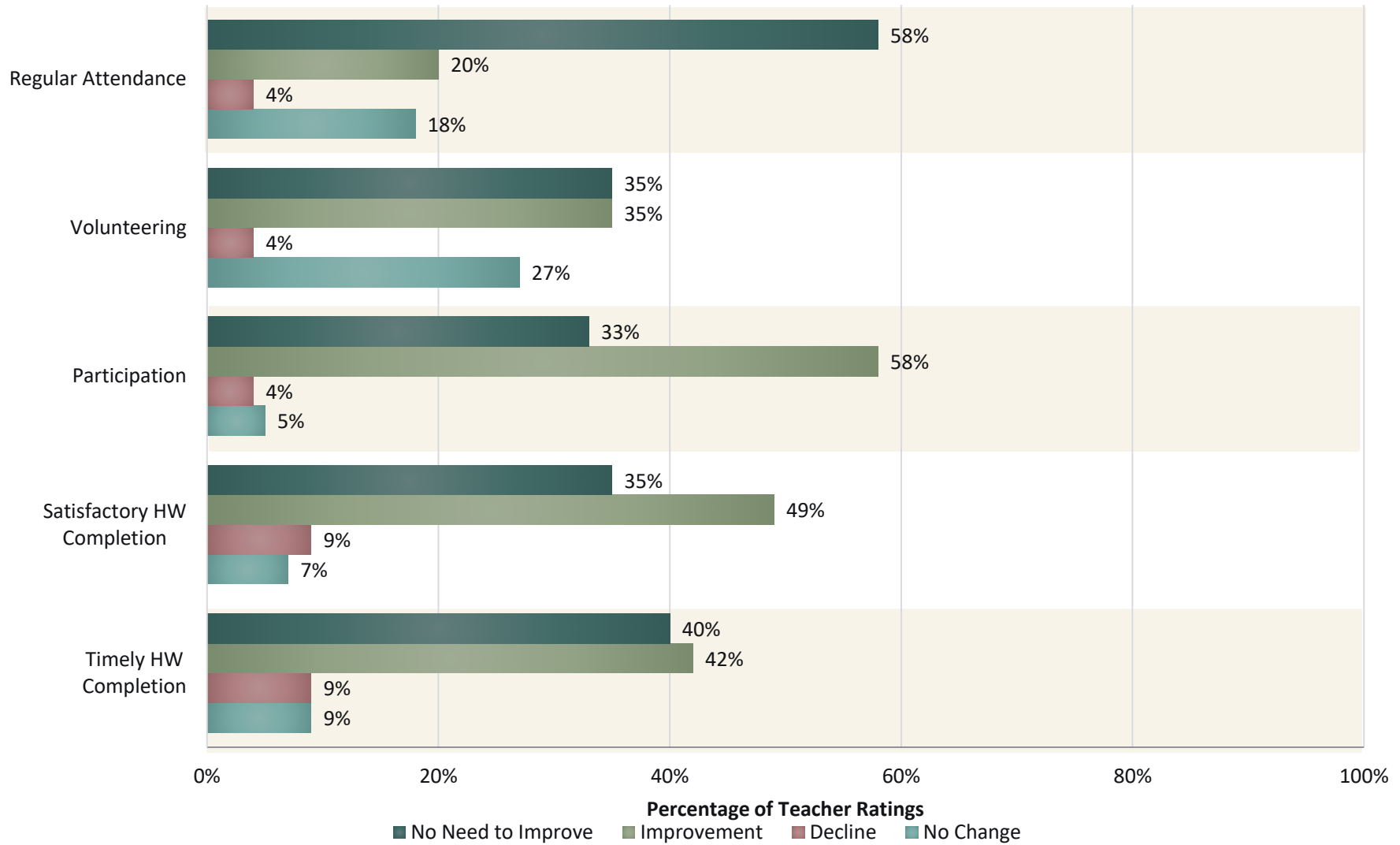
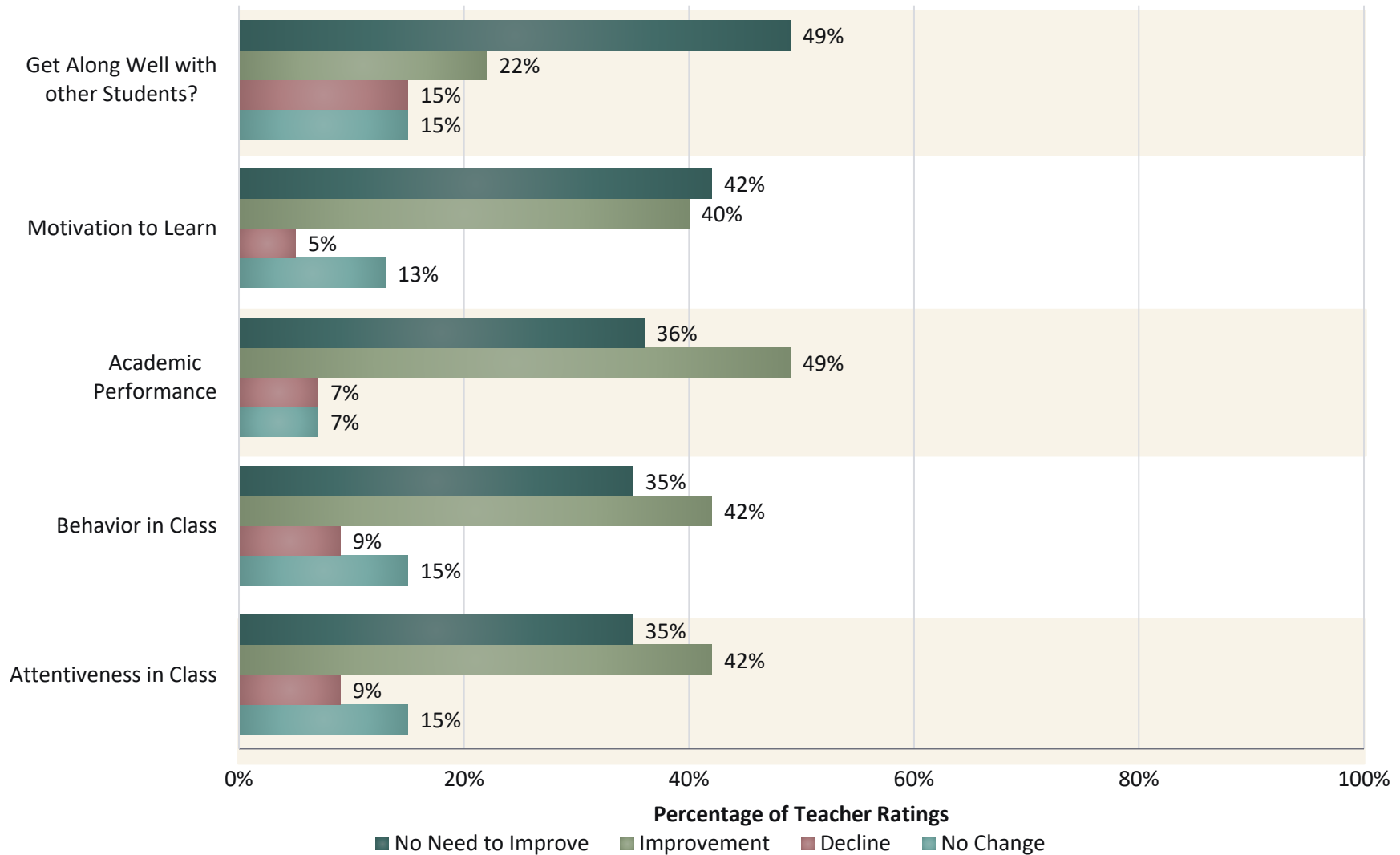


Figure 17 (cont.): Regular Day Teacher Ratings of Marietta YELLS 21st CCLC Participants (N = 55)

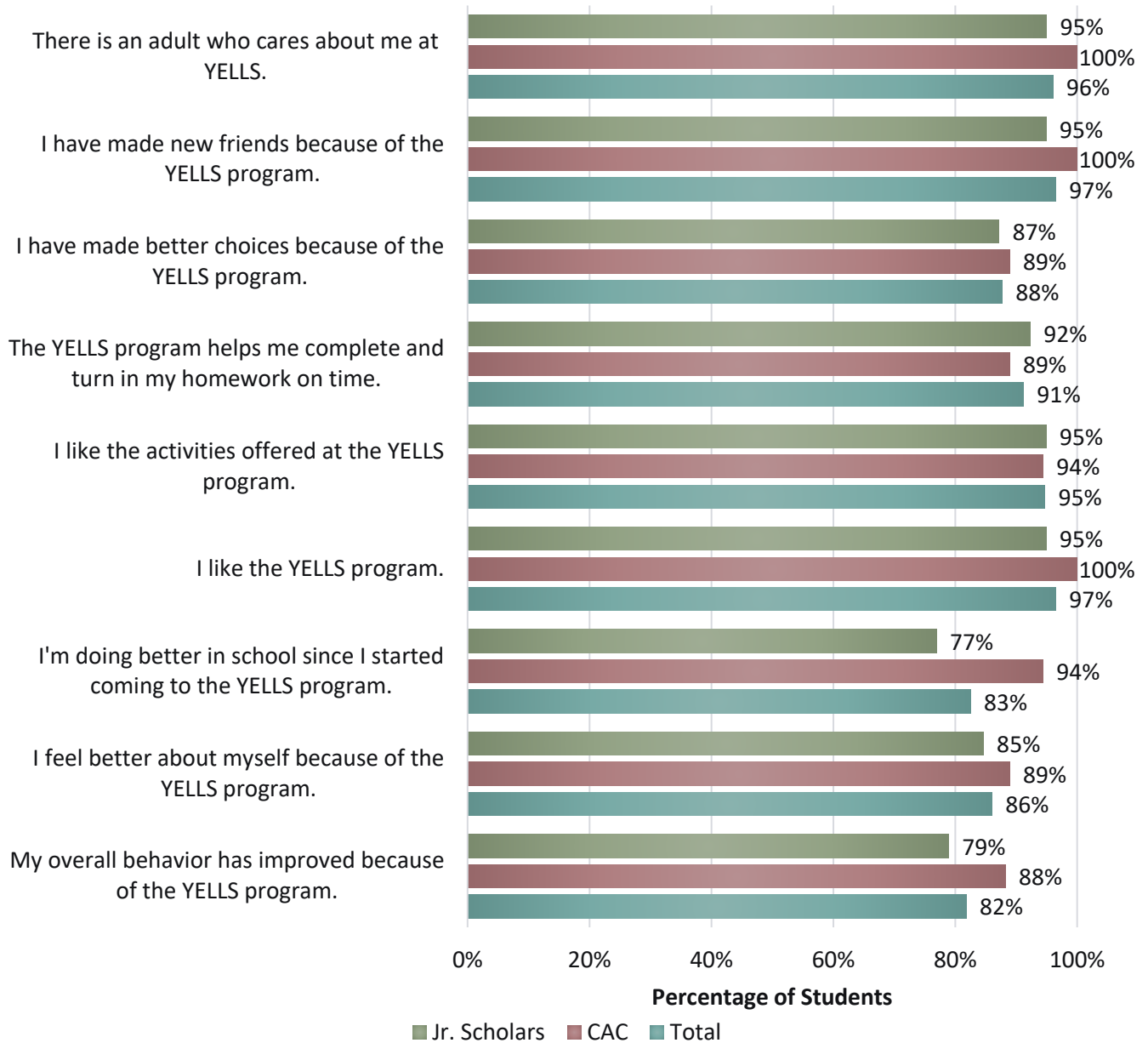


Attitudes of Students Toward School

During spring 2020, 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 18-25.

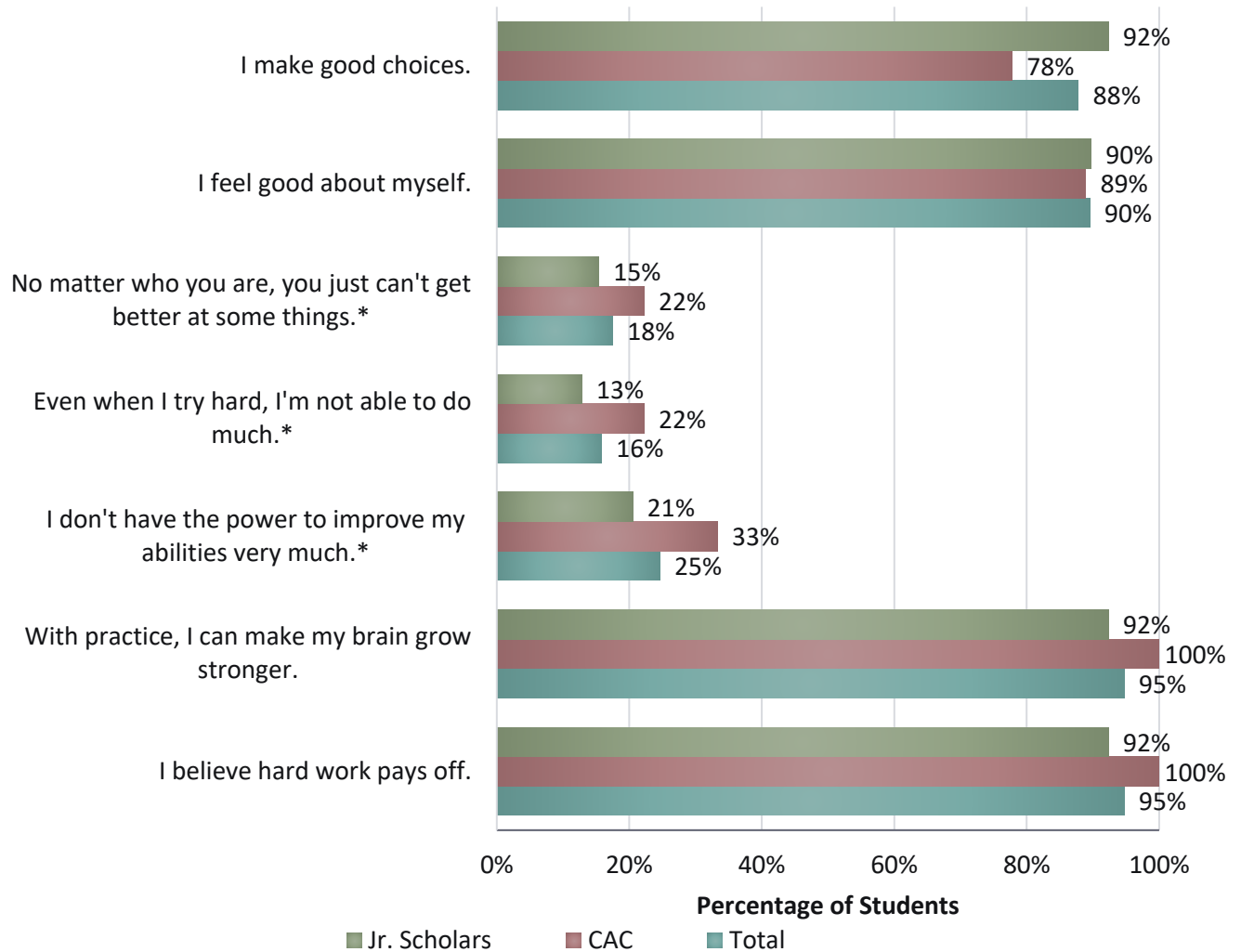
Overall, 97% of students reported that they had made new friends because of the Marietta YELLS program and that they like the program in general; 96% indicated that there is an adult who cares about them at YELLS; 95% of students liked the activities offered; 91% of students reported that the program helped them to complete and turn in their homework on time; 88% reported making better choices because of the Marietta YELLS program; 86% of students reported feeling better about themselves; 83% of students reported doing better in school, and 82% of students reported their behavior improved because of the Marietta YELLS 21st CCLC program.

Figure 18: Feelings of Students Toward the Afterschool Program – Percentage Agreeing on Post-Survey (N = 57)



Of the 40 regularly participating Jr. Scholars who completed post-surveys, 36 (90%) reported high levels of self-efficacy; 8% reported low self-efficacy, and 2% did not answer the self-efficacy questions. Similarly, of the 17 regularly participating CAC youth who completed post-surveys, 14 (82%) reported high levels of self-efficacy, and 18% reported low self-efficacy. See Figure 19 for post-survey results.

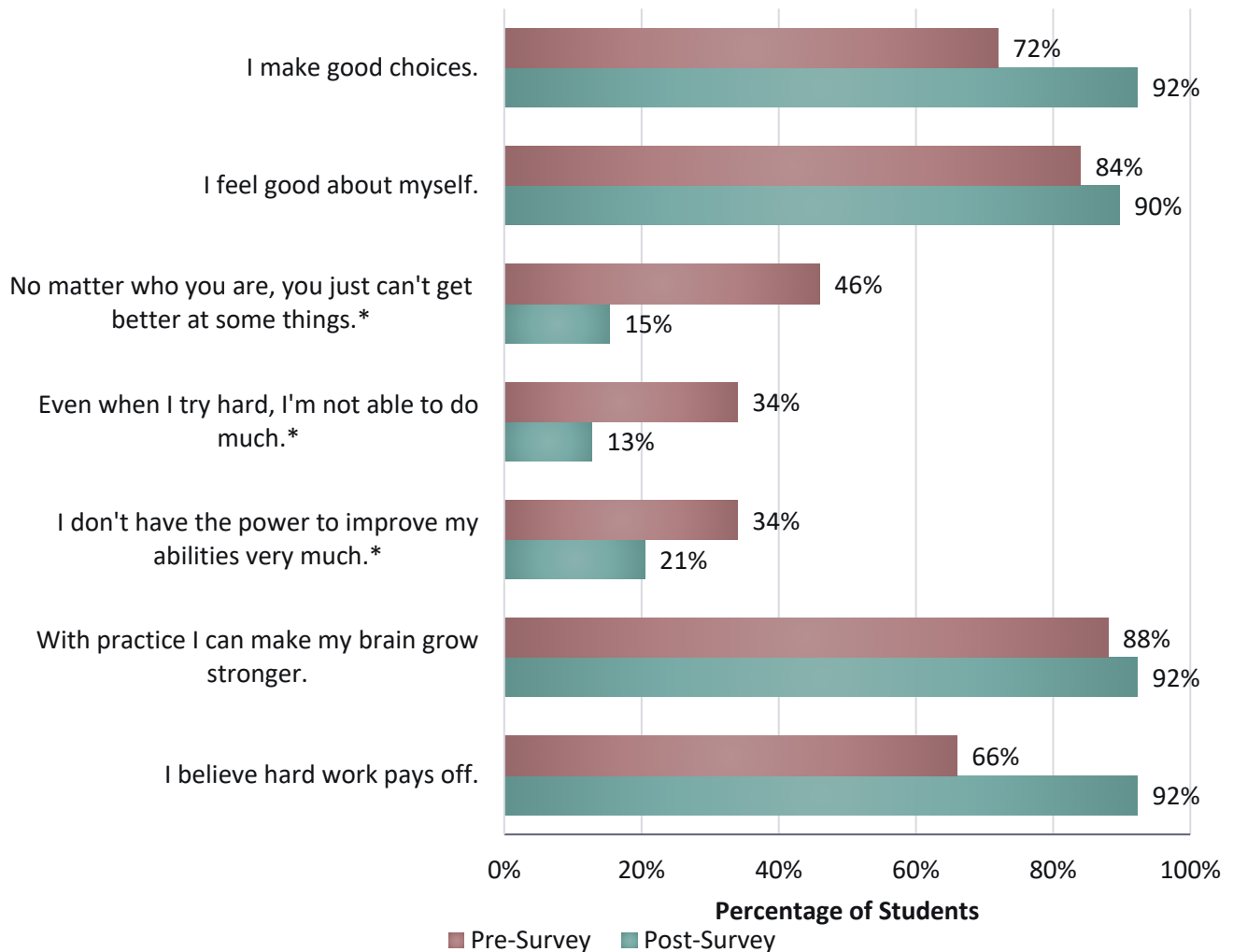
Figure 19: Student Ratings of Self Efficacy Items on Post-Survey (N = 57)



*Low levels of agreement for negatively phrased survey questions indicate desired response.

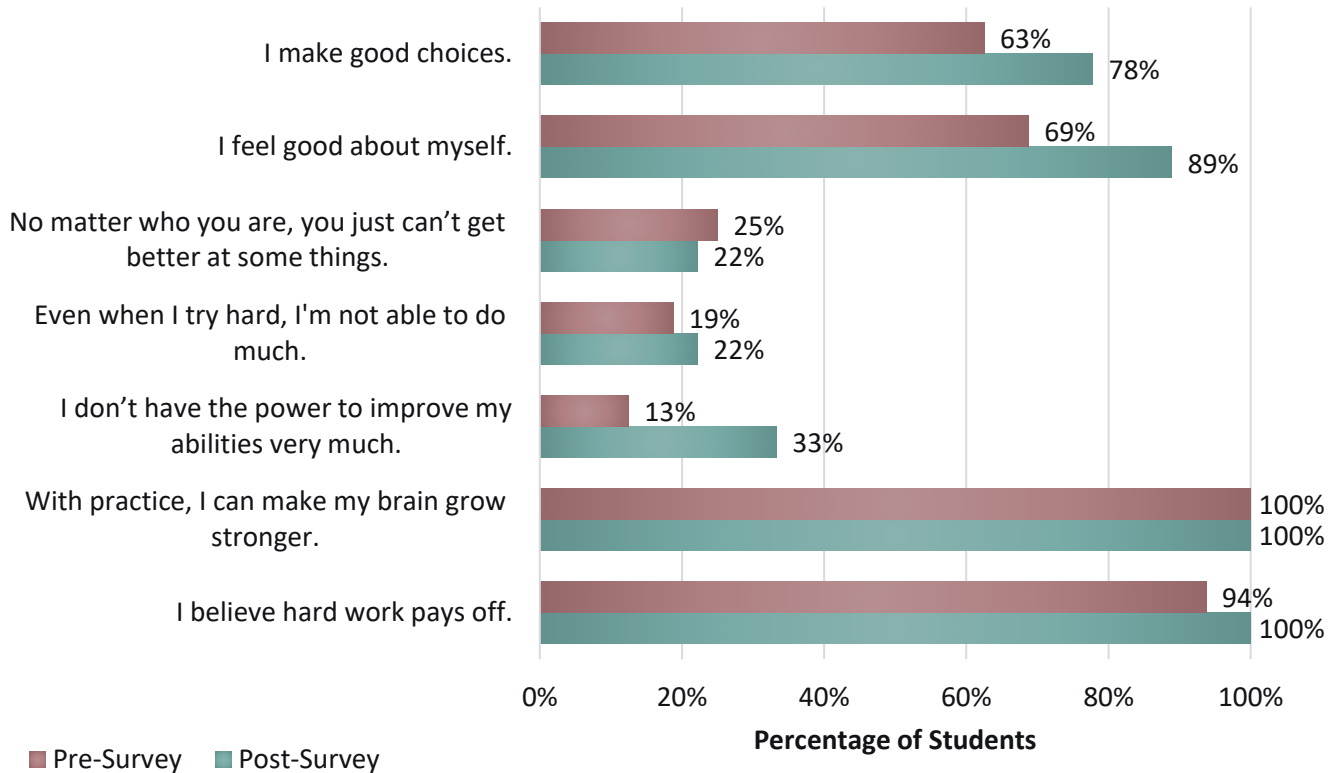
Junior scholars were asked to rate their perceived self-efficacy before and after participating in YELLS. There was at least a four percentage point increase in the desired response from pre-data to post-data for all questions with the largest increase being 31-percentage points. See Figure 20.

Figure 20: Elementary School Students (Jr. Scholars) Ratings of Self Efficacy Items (N = 49 Pre, 40 Post)



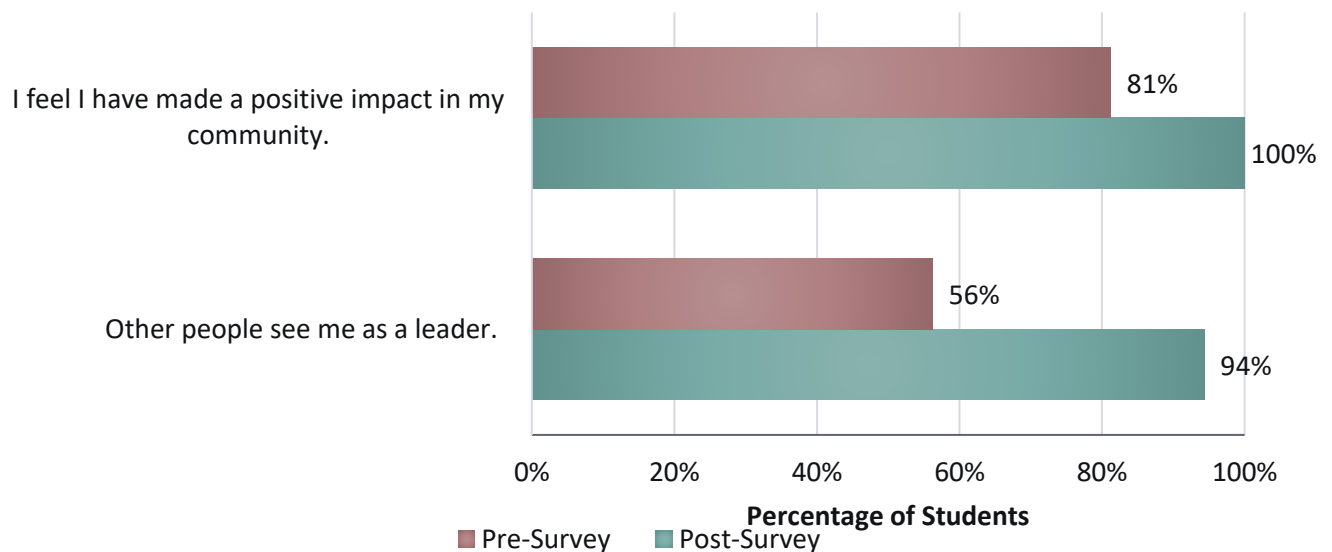
High school students in the Community Action Café program were also asked to rate their perceived self-efficacy before and after participating in YELLS. There was at least a three percentage point increase in the desired response from pre-data to post-data for four items, with the largest increase being 20-percentage points. Additionally, there was a 20 percentage point increase in students who stated that they don't have the ability to improve their abilities very much, and a three percentage point increase in students who felt that even when they try hard, they aren't able to do much. On both the pre-survey and the post-survey, all students in the CAC program (100%) indicated that with practice they can make their brain grow, showing no change.

Figure 21: High School Students (CAC) Ratings of Self Efficacy Items (N = 16 Pre, 17Post)



When asked about leadership and community impact, 100% of CAC students indicated that they feel that they have made a positive impact in their community and that other people see them as a leader. These proportions represent an increase from the pre-survey administered before the program of 19 and 38 percentage points, respectively.

Figure 22: Feelings of High School Students Regarding Leadership and Community Impact – Percentage Agreeing (N = 16 Pre, 17 Post)



YELLS youth were asked to indicate whether they had certain soft skills on the pre-survey and after participating in the program. For CAC, the number of soft skills reported by each student ranged from 4- 9. Jr. Scholars used the full possible range from 1-9 soft skills. Of the 34 Jr. Scholars who completed pre- and post-surveys, 42% reported an increased number of soft skills; 22% reported a decrease in the number of soft skills; and for 12 students (33%), the number of soft skills stayed the same from pre-test to post-test. Of the 10 regularly attending CAC students who completed a pre-test and post-test, two (20%) reported an increase of at least one soft skill; one (10%) reported a decrease in the number of skills, and seven (70%) stayed the same from pre-test to post-test. Figure 23 displays Jr. Scholars and CAC combined post-survey results for soft skills questions.

Figure 23: Elementary & High School Students Self-Reported Soft Skills Learned on Post-Survey (N = 57)

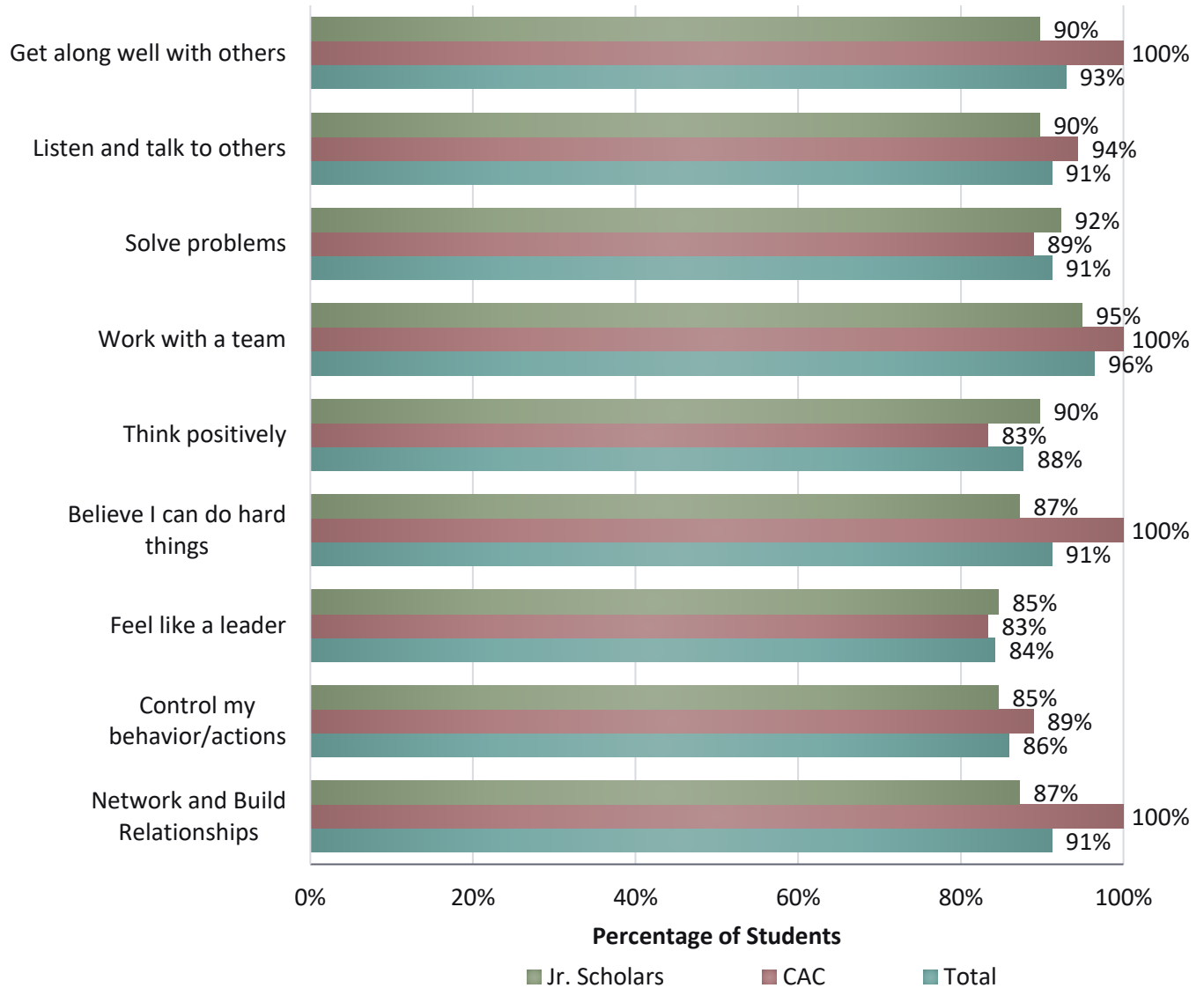


Figure 24 shows the percentage of Jr. Scholars who indicated that they had each skill on the pre-survey and post-survey. The percentage of youth reporting each skill increased by 5-27 percentage points from pre-survey to post-survey. It is important to note that these are unmatched, overall survey responses.

Figure 24: Elementary School Students (Jr. Scholars) Self-Reported Soft Skills Learned (N = 49 Pre, 40 Post)

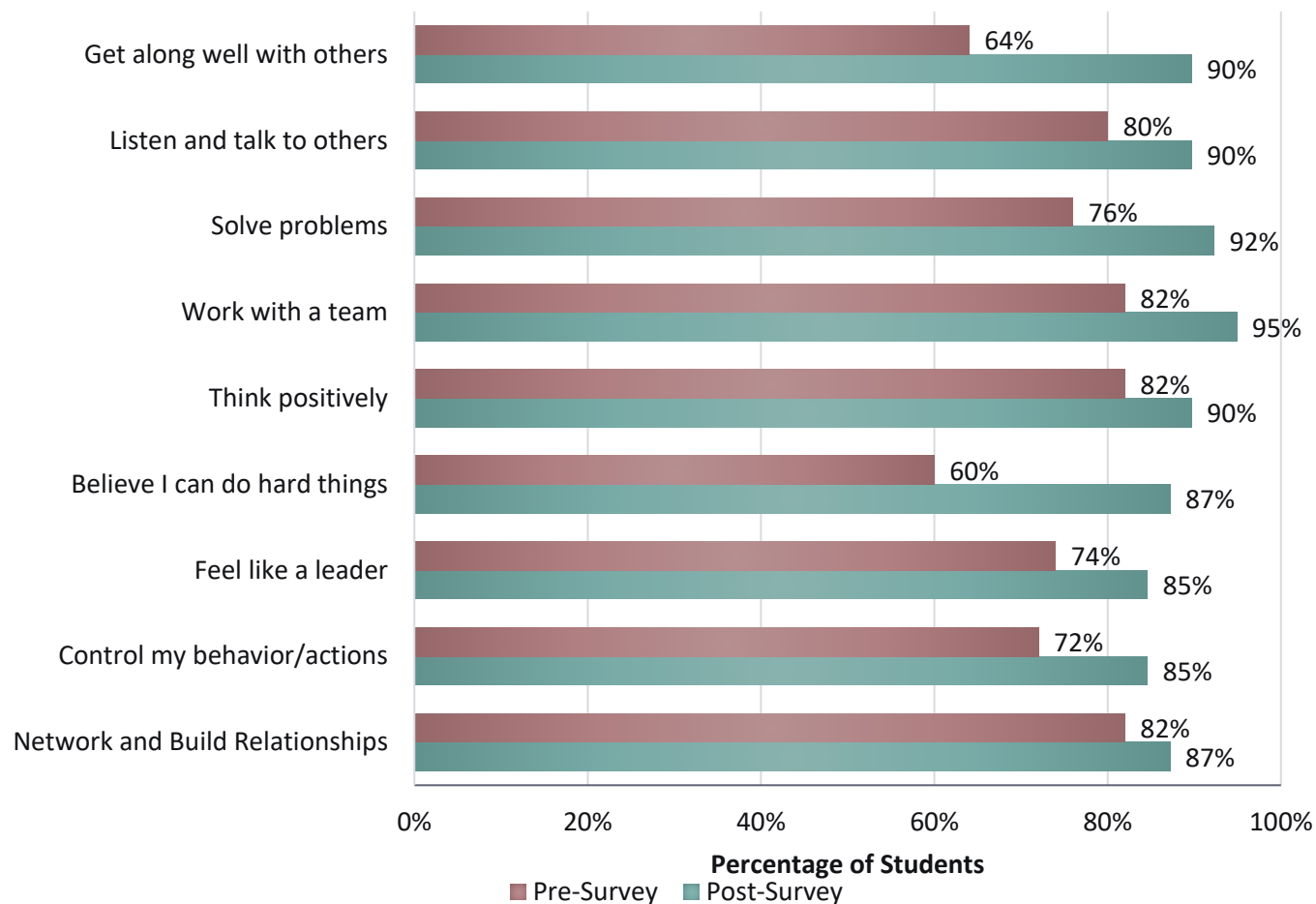
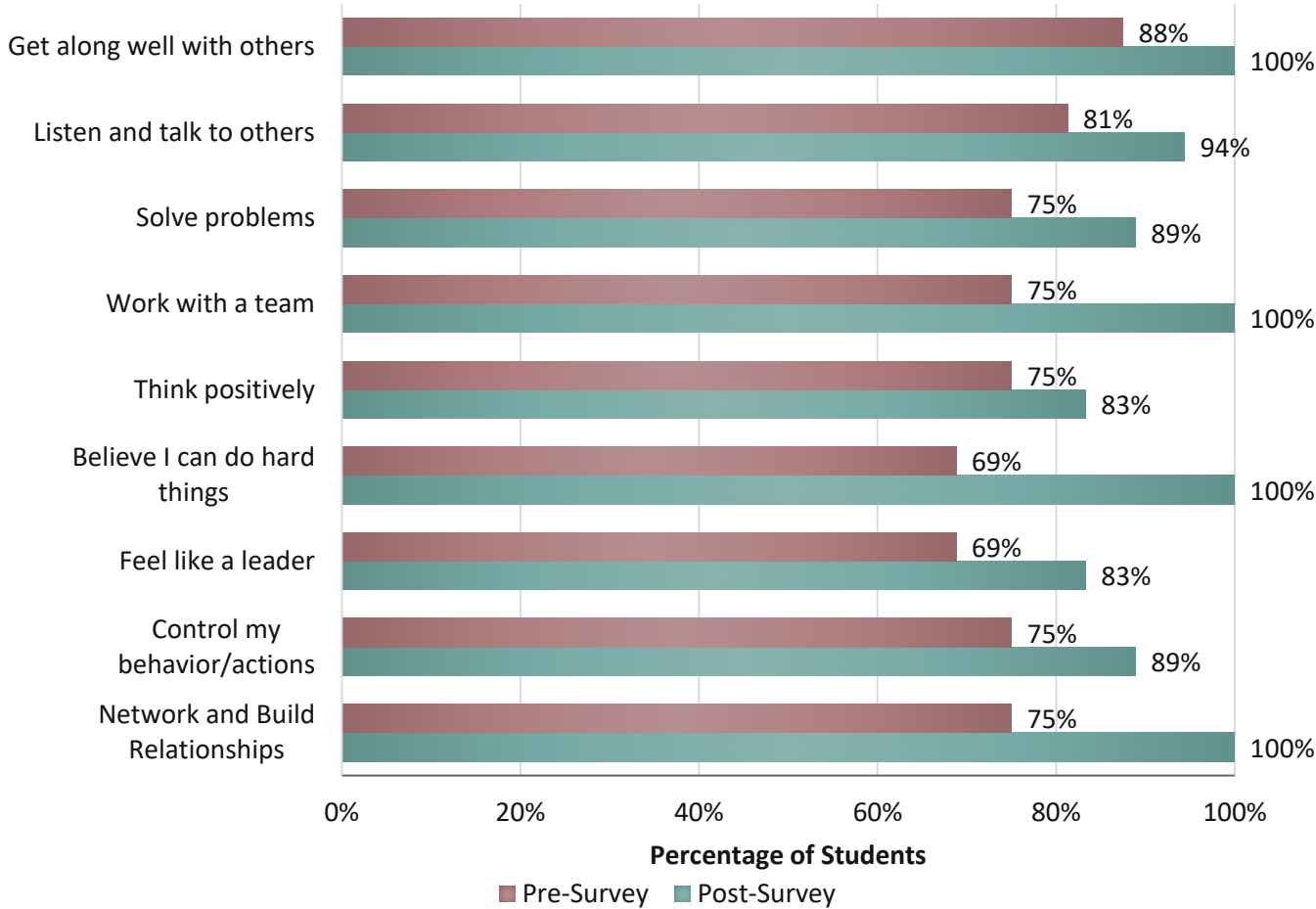


Figure 25 shows the percentage of CAC youth who indicated that they had each skill on the pre-survey and post-survey. The percentage of youth reporting each skill increased by 7-31 percentage points from pre-survey to post-survey. It is important to note that these are unmatched, overall survey responses.

Figure 25: High School Students (CAC) Self-Reported Soft Skills Learned (N = 16 Pre, 17 Post)



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, outside recreation, bonding activities, and choice activities were the activities students mentioned the most. The results are listed below for each program.

Jr. Scholar Program

Eight (8) students mentioned that all of the activities were their favorite in the after-school program (21%). Twenty-six percent (26%) of students in the Jr. Scholars program each chose outside activities/sports/ a form of exercise as their most liked activity (10 students). Choice activities were mentioned by an additional six (6) students (15%). Arts and crafts and reading were listed by four (4) students each (10%), along with homework mentioned by three (3) students (8%), and cooking mentioned by 5% of students. Activities such as computer time, Legos, STEM, the water fight, writing, Valentine’s day and Halloween were listed by one (1) student each as their favorite activities (3%).

Community Action Cafe

Twenty-two percent (22%) of students listed all of the activities as their favorites (4 students) and an additional four (4) mentioned bonding activities. Homework and networking were mentioned by two (2) students each (11%). Activities such as choice club, physical activity, social emotional sessions, workshops, and the Franklin fair were mentioned by one (1) student each (6%).

Activities students liked the least

Jr. Scholar Program

Sixteen (16) students stated they had no least favorite activities (41%). Two (2) students listed circle share as their least favorite activity (5%). Cooking, homework, oral presentations, outside activities, reading, tug of war, connect four, and skateboarding were listed by one student each (3%). An additional student stated all of the activities were their least favorite.

Community Action Cafe

Academics was the least liked activity among participants of the Community Action Cafe with two (2) students listing it (11%). Networking, hosting, teamwork activities, and thinking positively were mentioned by one student each (6%). Thirty-three percent (33%) 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

Painting – 2 students

Sports – 3 students

Science experiments – 2 students

Activities such as making slime, puzzles, a book club, more creative activities, nature, hula hoop, movies, and going to the park were listed by one student each.

Community Action Cafe

More outdoor activities (sports and water slides)-3 students

Food – 1 student

More group activities – 1 student

Planning mentor/mentee events – 1 student

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 remarked that YELLS has improved their lives in academics and self-esteem, and has assisted with them making friends. Students also remarked on improving their teamwork skills.

“Feeling good about getting my school work done!”

“YELLS has helped me know that I do not have to be perfect, but I can always try to do better.”

“Sharing and getting to meet new people and being able to help.”

“YELLS pushes me to do my best even when I don’t want to anymore.”

Community Action Cafe

Overall, YELLS has impacted high school students in a positive manner. The majority of students remarked that YELLS has improved their lives in academics, communication skills, and self-esteem. Students also remarked on improving their leadership and decision-making skills.

“It has molded me to the person I am today. Confidence and academics have both risen significantly since becoming a part of YELLS.”

“I came to make better choices and think before I do things.”

“Made me a stronger person. Build skills and further prepared me for life. “

“Being at YELLS has helped me get out of my comfort zone, talk to new people, and make friends.”

“Gave me new skills, helped me improve eye contact, and gave me the resources”

SUCCESS STORIES

Student Success Story 1 from a CAC Student:

We're so proud that our amazing YELLS graduate used her inner leadership and the lessons she learned at the Community Action Cafe to succeed both academically and personally! This student started attending the YELLS Community Action Cafe program during the 2017-2018 school year. She moved to Franklin Gateway from the Virgin Islands with her family during her Freshman year. Once enrolled in school she was told that she had only four transferable credits and was behind the rest of her peers. Thankfully, she had an incredibly strong work ethic and was introduced to the Performance Learning Center (PLC) program at Marietta High School. The PLC program allows for students that are behind in their credits to work at their own pace through online classes. It is a good alternative for students that need to catch up, but it requires diligence and self-discipline to succeed. This student made it her mission to catch up to the rest of her class and also maintain her good grades.

Staff remember this student's first few visits to YELLS vividly. She was quiet at first and would come straight to the back of the room and sit down to start on her assignments, only talking to her closest friends. But the quiet student that we were first introduced to quickly came out of her shell. As she got more comfortable, we quickly learned who the real student was. She became one of our fiercest student leaders, a student that was always willing to lead the group, jump on the mic, and always had an opinion to share. She had an infectious, fun, and sassy personality that was hard to miss. She took it upon herself to make sure that each student felt loved on their birthday, rallying all of the other students and staff in a planned celebration, complete with heartfelt cards and speeches.

While this loved to have fun, she definitely prioritized her school assignments. She took her grades and schoolwork very seriously. She always started each day by making her daily rounds being sure to welcome each of the other YELLS students and staff, before checking out a computer to start on her work. Before long, she not only caught up to her peers, but she surpassed them. We were so proud when she announced that she would be graduating December of 2019, an entire semester early! Her hard work paid off and she exceeded her goals!

Now an official YELLS graduate, and the current teen Operations Manager for the Cafe, this student has already begun giving back to her peers by inspiring them to succeed in their goals and supporting staff in activities and events. She has also agreed to use her leadership skills to help us re-engage other YELLS alumni and continue to give back to the Franklin Gateway community. As she reflected on her time at YELLS, she shared that her favorite part of YELLS is *"how we are given the chance to come up with events or activities for the community, and how we are so involved in the community outside of YELLS."*

This student is currently working at Studio Movie Grill, sharing that the serving and customer service experience she gained as a Community Action Cafe student has helped her excel at her new job, receiving recognition from her employers even before she was fully trained in her new role. She has future plans to pursue a degree in nursing and the YELLS staff couldn't be more proud of all that she has accomplished.

“YELLS helped me to grow in my communication skills, keeping eye contact, networking skills, and becoming more of a leader. It helped me to see that there is always a way around things. If there is a bad situation, there’s always a way to make it better. The YELLS values helped me to realize this, especially Professionalism, Going Above and Beyond, and of course Energy and Enthusiasm. It has helped my peers to grow too. A lot of my YELLS peers were childish at times, but now they are more focused and thinking about plans after high school.” – (YELLS Community Action Café 2020 graduate)

Student Success Story 2 from a CAC Math Specialist (CAC):

After completing my second academic year with YELLS there is one student in particular that has really grown in her work ethic, perseverance, dedication, and overall positive approach to life. In the past two years I have watched this student bloom into an assertive and outspoken leader amongst her peers. In her transition from freshman to sophomore year, through daily coaching from YELLS staff, this student’s ‘half glass full’ attitude began to develop. She took on laborious academic courses as challenges this year, and put her best foot forward into not only succeeding in these courses but cheering on and assisting her peers in their academic pursuits as well. What amazes me most about this student is that she uses her personal experiences to fuel her. No matter any personal circumstances she encounters she takes the experience and uses it as motivation to push forward in her pursuit to excellence. After COVID-19 struck our country and interrupted the traditional school year, this student used the setback to power her in achieving a 4.0 GPA this semester. She made a plan and executed exactly what she put her mind to, meeting with YELLS staff often to help guide her on her path, study for tests, or check her assignments. I know that she is headed to greatness in her future, and I am proud and honored to witness her success.

Student Success Story 3 from an ELA Specialist (CAC):

On student in particular has been a part of the Community Action Cafe program for his entire High School career. He is a May 2020 graduate, and the YELLS staff could not be more proud of all that he has accomplished. Like most teenagers, it took him a while to find his “spot.” This year, we watched him grow in so many ways. He used to be nervous when talking in front of guests or even his peers. If you ask him now, he attributes much of his confidence and networking skills to pep talks from YELLS staff and professionalism workshops during YELLS programming. Now, he is the first one to volunteer to speak on stage or welcome a guest. As a senior, we watched something “click” in this student. He took it as his responsibility to encourage his peers daily, and he was voted as this year’s Teen CEO. When his peers would start to stray from their tasks, he encouraged them to get back on track, as a true servant-leader. He also worked incredibly hard in his academics this year. He had to really work for the grades that he received. He had failed courses in the past, but this year he took full advantage of every tutoring session offered to him. He had his materials out as soon as he walked into the room for tutoring. He studied diligently for every test, and sat with me to painstakingly proofread every writing assignment. And it paid off. He graduated this year with all A’s and B’s. We couldn’t be more proud of him and excited for his future.

“I really appreciate y’all [YELLS staff]. I feel like I really needed that push from when I was a freshman to get to where I am now. Thank you for all that you have done for me.” – (YELLS Community Action Café 2020 graduate)

Student Success Story 4 from the Jr. Scholar Leadership Instructor (Jr. Scholars):

I have had the pleasure of working with this student since YELLS transitioned into a virtual learning environment at the end of the school year. We had one-on-one sessions, and I have enjoyed watching her grow over the past few months. We worked primarily on positive self-talk and coping skills. The first affirmation she chose to work with was “my confidence grows when I step out of my comfort zone,” when given a list of over one hundred to choose from. I learned a bit from her that day, as she read through the list and carefully chose something she felt she needed to work on. It seemed silly to her at first, I’m sure. Even still, she willingly participated by choosing a new affirmation each week. I mention the time prior to summer because I was pleasantly surprised during ASP Summer Programming last week. I presented the students in the fourth and fifth grade session with the same list I gave to this student. Almost immediately, she said “my confidence grows when I step out of my comfort zone!” I was just as excited as she was. I have noticed her effort to participate increase, as well as her joy. Whether she’s taking you on a tour of her grandma’s garden or having Olaf (her furry little friend) join in with Get Fit Mix, she has done a great job of stepping out of her comfort zone and growing her confidence. I look forward to our sessions!

Student Success Story 5 written by Jr. Scholars Staff (Jr. Scholars):

We have seen a great improvement in this YELLS first grader, in reading performance and confidence this year. This student started the school year (8/29/2019) slightly behind grade level, with 0.8 Slosson score. He showed diligence and hard work, though, through reading lessons. He was one of the first students to successfully complete the sight word challenge, decoding over 225-grade level words without assistance. Once YELLS transitioned to virtual programming, he remained committed to his learning. He actively attended YELLS virtual pullout sessions for one-on-one tutoring. His mother was so excited to share with us when she received his assessment scores – based on his iReady results, his literacy skills increased by 77%!

Student Success Story 6 written by Jr. Scholars Staff (Jr. Scholars):

When two second grade brothers started this year, they did not want to read at all. Our team worked hard to both build strong relationships with these students and nurture a love for reading by making learning fun. They have since grown tremendously in their reading skills and confidence. By the end of our time together, they looked forward to book club days at YELLS and starting our reading conversations. One of the brothers also grew significantly in his level of maturity, and we noticed he started to encourage others to be respectful. He was truly a servant leader for his peers.

Student Success Story 7 written by a parent (Jr. Scholars):

"I am so thankful for YELLS for making my child's school work a priority and working with her in her reading. I am thankful that my youngest daughter will be able to join YELLS next year. YELLS helped us so much."

Teen-led Community Dinner

Our teens hosted a tremendously successful Community Dinner to help us close out the calendar year. This was a huge service learning opportunity for our Community Action Cafe Scholars, as they learned firsthand what it takes to hold a successful event of this magnitude. We are super proud of their efforts and the resulting event. We are also very thankful to our community for showing up for this event and our kids!

Our students created flyers and canvassed the community, being sure to invite community members, apartment managers, and local businesses on Franklin Gateway. They also practiced drafting professional emails in order to invite other Marietta business leaders, local political figures, and school representatives. They were so excited to see what a huge turnout they had – the building was packed! 120+ community members and guests joined us, and space quickly became limited, but this was a good problem to have, and the community had no problem squeezing in together with their neighbors to accommodate all of our guests.

The students also solicited donations from neighboring restaurants, receiving delicious contributions from Franklin Gateway restaurants: La Iguala Meat Market, Soul Food Train, and Golden Tropics Jamaican Restaurant. Our parents and community members also contributed dishes for this potluck style event, and everyone left very satisfied after sampling all of the yummy offerings.

This dinner was about more than just good food. The YELLS teens thought about every detail, including discussion questions that they developed and placed in the center of each table inspiring meaningful connections and partnerships between Franklin Gateway neighbors and businesses. The students strategically dispersed themselves at separate tables so that they could guide conversations between people. Each student had a role, whether it was to serve, welcome guests, capture memories in the photo booth, spark conversations or share testimonials of their achievements at YELLS on the mic. Our teen Co-CEO did a great job as Master of Ceremonies at the event. It was not an easy task with it being such a packed house, but he kept the energy high the entire night!

Many of our K-5th ASP youth were also in attendance, and they enjoyed the event so much that they decided to model their own service project after this one, in which they created flyers to secure food donations that they would then serve to their younger peers during their holiday celebration. Our high school students did a great job of inspiring our younger students and showing them first-hand how to be servant-leaders!

PROGRAM HIGHLIGHTS AND AREAS FOR IMPROVEMENT

Program Highlights

Student Participation

A total of 90 students registered for the Marietta YELLS 21st CCLC between August 2019 and March 2020. Virtual after school programming ran from April 20 – May 22 but no additional students registered during this time. Eighty-two (82) 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 1 student; and the Community Action Cafe exceeded their target number of 20 by 6 students.

Student Academic Performance

Objectives 1.1, 1.3, and 1.4 were met. 88% of Jr. Scholars demonstrated an increase in their grade or maintained a satisfactory grade in Reading and 73% of CAC students demonstrated an increase in their grade or maintained a grade of C or higher in Literature. 69% of CAC students also demonstrated an increase in their grade or maintained a satisfactory math grade. Objectives 1.2, 1.5, and 1.6 were unable to be measured due to statewide assessments (Georgia Milestones and End of Course tests) being cancelled as a result of school closures related to COVID-19.

Student Behavior & Attitudes Toward School

Overall, 97% of students reported that they had made new friends because of the Marietta YELLS program and that they like the program in general; 96% indicated that there is an adult who cares about them at YELLS; 95% of students liked the activities offered; 91% of students reported that the program helped them to complete and turn in their homework on time; 88% reported making better choices because of the Marietta YELLS program; 86% of students reported feeling better about themselves; 83% of students reported doing better in school, and 82% of students reported their behavior improved because of the Marietta YELLS 21st CCLC program.

Adult Family Member Attitudes Toward Marietta YELLS 21st CCLC

All (100%) adult family members reported that they are satisfied with the YELLS program, and 90% agreed that the program is helping their child to complete and turn in their homework on time. At least 80% or more of adult family member participants agreed with each of the following statements: “YELLS is helping my child show more care and kindness towards others” (87%); “My family’s involvement in YELLS has increased my success as a parent” (80%); “The program is helping my child’s behavior improve” (80%). The majority (93.3%) of parents reported that they learned at least one new strategy to support their child’s education at home, and all (100%) reported that they felt more connected to the community due to their involvement in YELLS.

Adult Family Member Participation

Both parent involvement objectives were met. 77% of parents/guardians attended two or more workshops, meetings, or family engagement activities (Objective 3.1). In addition, 93% of parents indicated that they had learned at least one new strategy (including reading strategies, positive communication strategies, understanding child's academic progress, understanding how to use Aspen, working with child's school, and learning/educational games) to support their child's education at home.

Adult Family Member Ratings

Adult family members were asked to rate their child's self-esteem and confidence, leadership skills, and performance in school before and after participating in YELLS. The percentage of adult family members providing ratings of excellent or very good increased by 23 percentage points or more from pre-survey to post-survey for all three areas. Overall, the majority of parents rated their child's self-esteem and confidence as excellent or very good (93%) on the post-survey. The majority of parents (92%) also reported that their child's performance in school was excellent or very good. Ninety percent (90%) of parents rated their child's leadership skills as excellent/very good.

Parents were asked to indicate soft skills that their child possessed before and after participating in YELLS. Overall, there was at least a nine percentage point increase from pre-data to post-data for six out of the nine soft skills parents indicated their children have, with the largest increase being 28 percentage points. Additionally, there was a five percentage point increase in parents who agreed that their children are able to get along well with others, listen and talk to others, and solve problems.

More than ninety percent of parents indicated on the post-survey that their child gets along well with others (93%) and is able to work with a team (91%). Ninety percent (90%) of parents each indicated their child can listen and talk to others and think positively. Eighty-five percent (85%) reported their child is able to feel like a leader, and 81% indicated their child has the ability to network and build relationships. An additional 80% reported their child was able to control their behavior/actions, and 75% of parents each noted their child was able to solve problems and believe they can do hard things.

Student Observations by Regular Day Teachers

With the exception of volunteering and getting along well with other students, 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, and Motivation to learn) at least 77% of students either improved or there was no need for improvement. For volunteering, 70% of students either improved or did not need to improve, and for getting along with other students 71% either improved or did not need to improve.

Youth Development

Objective 2.1 [70% of regularly participating youth will report increased (or maintain high) self-efficacy] was met with 88% of youth reporting high self-efficacy.

Areas for Improvement

Youth Development

Objective 2.2 (70% of regularly participating youth will report an improvement in at least one soft skill) was not met. Only 37% of regularly participating youth reported an improvement in at least one soft skill (target=70).

Parent Engagement

Although Objective 3.1 was met overall, only 58% of CAC parents participated in two or more workshops, meetings, or family engagement activities (target = 70%)

Barriers to Implementation

Limited access to academic data has posed a challenge this year. In the past, our partnering school district, Marietta City Schools (MCS), provided incredible access to student information for YELLS staff. MCS created a YELLS “class” which allowed our staff to log in to the online grade system and access real-time, comprehensive student data. However, this year, the school system was in the process of reviewing this policy and all data access for partnering agencies was on hold. With MCS changing the allowances and processes for their partnering organizations to access student information and grades, it has been challenging to tailor individual support to students struggling in their academic performance when compared to previous years. While MCS revisited their data sharing policies, YELLS was limited in its ability to support and track students’ academic growth.

Action Steps to Address Barrier/Challenge:

To address this challenge, we’re working to build even stronger relationships with staff at our partnering schools and in MCS. Additionally, we’ve worked directly with the Marietta City Schools Superintendent to formalize a new process for us to resume access to student data and the online grade system moving forward in the upcoming year. This will be invaluable in tracking and understanding our students’ needs and progress in real-time.

Staff retention has been an important focus for YELLS this year. In the summer of 2019, YELLS strongly committed to rebuilding its team and hired a new Director of Programs and new Program Coordinator. We also brought on new teachers, with our Afterschool Program team now composed of all new YELLS staff this year. Thus, balancing relationship building and on-boarding has been a challenge, and we’ve had to do a great deal of work in re-building programming and training teachers.

Action Steps to Address Barrier/Challenge:

This has been all-consuming, but has also provided the opportunity to reset and build a stronger team and stronger programs. While it's been challenging to bring on so many new team members, it has allowed us to revisit our mission and end goals and reshape programming with the end in mind to ensure all we do is rooted in our values. This process helped us redesign aspects of our programs to align stronger to the organization's mission of empowering youth to be servant leaders in their community through increased service projects and attention to our students' growth in leadership and social emotional learning (SEL). In order to help retain staff moving forward, we adjusted our summer program budget to allow school-year staff to stay on board at their same rate of pay. This is helping us keep our momentum we've developed with our team, as well as keep teachers invested in our programs.

Behavior Management: Our YELLS Afterschool Program has faced challenges with behavior management this year. At times, our teachers struggled to manage activities to fully engage youth and avoid disruptive behaviors.

Action Steps to Address Barrier/Challenge:

The YELLS Afterschool Program worked extensively to strengthen behavior management this year. We partnered with HeartShift Consulting to lead several workshops for teachers and also provide coaching and modeling to help our team set stronger routines and expectations with the students' buy-in. New procedures were developed to help make expectations clear and set students up for success. Our youth and team were just getting in the groove with this once COVID-19 impacted us, so we have the groundwork laid to continue growing in this area next year. Staff also developed a new Behavior Management Guide and training to help ensure our teachers have the knowledge and skills to promote a positive youth culture.

Student retention and attendance: Our YELLS Community Action Café Teen Program struggled with student retention and attendance this year. As rents are rising on Franklin Gateway, we saw increased transiency levels, and many families struggled with housing stability. Additionally, competing after school activities (sports, band, school plays), as well as youth who struggled academically and needed to stay after school with their school-day teachers resulted in lower attendance on some days.

Action Steps to Address Barrier/Challenge:

YELLS staff are developing a recruitment and retention plan to engage a higher number of students so that attendance is still strong, even when not all students are present on a given day. We are also developing partnerships to support families facing outside barriers who are in need of additional resources such as rent assistance. Eligible teens are also incentivized to participate in programming and gain additional work readiness skills through a partnership with WorkSource Cobb that provides paid internships for teens' engagement with the Café.

Language barriers were a challenge this year, and this impacted both our ability to support non-English speaking families and to recruit new families.

Action Steps to Address Barrier/Challenge:

Before the pandemic hit, we did have some interns and volunteers that assisted with translation and bilingual communication, but this was harder once we were not on-site. We relied on occasional volunteers and board members to assist with some communication, but we are working to find more consistent volunteers, and ideally hire a Spanish-speaking staff member to improve our family outreach and support.

COVID-19 has, of course, brought innumerable challenges to our programs and to our community. The vulnerable population of the Franklin Gateway community faces an increased and urgent need in the face of the COVID-19 crisis. The last day of in-person programming was on March 13, 2020, and since then, we've continuously pivoted and re-oriented our work to address the immediate needs of families (rent assistance, grocery support) and re-vision our services to support youth and families virtually.

Action Steps to Address Barrier/Challenge:

During this challenging time, we have focused on four key areas: ensuring our staff are safe, healthy, and retained; meeting the immediate needs of families in crisis; translating our mission to virtual platforms for supporting the educational and emotional wellness of youth and families; and ensuring our organization's sustainability so we can continue to serve through and beyond this crisis. Before we received approval for staff to continue to be covered through 21st CCLC funding, we were scrambling to figure out how we could ensure their financial stability. Fortunately, we did receive approval to maintain staff engagement and received the Payroll Protection Program to support non-grant staff.

We've been in regular communication with families and have been making referrals to many partnering organizations to help families with immediate needs, including Ser Familia, Loving Arms Cancer Outreach, the Center for Family Resources, Marietta City Schools, and others. We will be launching a partnership with Food Security for America and our Franklin Road Community Association to provide two-weeks' worth of groceries to families every other Wednesday beginning June 24. We also fundraised and were awarded support through the United Way and Community Foundation's COVID-19 Relief and Recovery Fund to provide rent assistance for families facing significant crises.

Finally, staff have done an incredible job of re-imagining programming virtually. Virtual after school programming ran from April 20 – May 22, and summer camp launched on June 8. Attendance is much lower in this new virtual format, but those that are engaging are benefiting greatly. We've offered both youth and parent programming to address academic learning loss, one-on-one literacy tutoring, coping skills, social emotional learning, STEAM, fitness activities, goal setting, community leadership, entrepreneurship, virtual activism, and more.

Loss of funding: A final external challenge has been the loss of a major funding source, the Cobb County Non-Profit Grant. Cobb County Commissioners voted to eliminate this grant from their budget for all non-profits. This was a major hit to YELLS, as we've received this grant since 2013 and have been receiving up to \$65,000 annually. The urgency of this need has stretched our capacity and taken time and energy that we would have liked to have invested even more in our programs.

Action Steps to Address Barrier/Challenge:

YELLS launched its first major fundraising campaign, "Be a Voice for Marietta Youth," to try to fill this gap, and was successful in meeting our first benchmark. Our YELLS Community Action Café teens even engaged in this process and led a very successful "Phone-A-Thon" event to both thank donors and request support. These outreach calls allowed teens to put into practice their professional skills, and they also really enjoyed it, so this is an initiative that we'll make a regular part of our programming and fundraising each year. We are continuing to seek new sources of funding through grants, corporations, and individual donations so we are able to fill this gap each year moving forward.

YELLS's response to COVID-19

- The vulnerable population of the Franklin Gateway community faces an increased and urgent need in the face of the COVID-19 crisis. As an organization, we are working to pivot and re-orient our work to address the immediate needs of families and re-vision our services to support youth and families virtually.
- To ensure the safety of all staff, volunteers, youth, and families, YELLS programs closed along with the school system on March 13, 2020. Since this time, most YELLS staff roles have been secured through the flexibility of our various grant funding, and team members are able to retain employment by working virtually from home.
- YELLS staff continue to reach out to all families to assess and help address their needs during this time.
- YELLS is providing essential services by referring families to meet their immediate needs (technology, groceries, rent/utilities payment, etc.) and working with partner organization including Ser Familia, Loving Arms Cancer Outreach, the Center for Family Resources, Marietta City Schools, and others.
- YELLS received a small grant from the United Way and Community Foundation's COVID-19 Relief and Recovery Fund to help us respond to the needs of families during this crisis. We've used this and funds from individual donations to provide four rental payments for families facing significant hardships, and are continuing to support families in need.
- YELLS developed a partnership with Food Security for America and our Franklin Road Community Association to provide food access on Franklin Gateway this summer through refrigerated grocery goods for families every two weeks, beginning June 24.
- Virtual work by staff has been extensive and includes: future program planning and coordination, the development of a new "Culture and Climate" handbook and behavior management training, virtual professional development with an expert SEL trainer, lesson plan development, summer program

planning, creation of academic intervention plans and resources, outreach to and referrals for families, and developing, launching, and leading virtual programming

- YELLS led full virtual programming for the school year from April 20 – May 22 and virtual summer camp from June 8 – July 24. This has been customized to help youth and families through the challenges of this pandemic, including supporting youth with “Schoology” virtual schoolwork assigned by Marietta City Schools teachers, academic enrichment to support continued learning, and coping strategies to help families through this time.
- We are working to respond to the crisis and its impact on our organization’s sustainability. Many of our operating costs will not be covered by current funding sources while our building is closed, so we are needing to quickly secure new revenue to ensure our sustainability and ability to continue providing services during this difficult time for our community. We are researching and applying for various emergency COVID-19 Relief funds and received the Payroll Protection Program SBA loan through the CARES Act.

Progress Toward Sustainability

The Marietta YELLS 21st CCLC has established and maintained partnerships with 29 partners, raising \$251,519.99 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	\$3,000
Advanced MD	\$264
AmeriCorps VISTA	\$12,908
City of Marietta - Printing Office	\$500
Cobb County Friendship Club	\$500
Cobb EMC Community Foundation	\$14,800
CobbWorks Literacy Council	\$2,500
Franklin Road Community Association	\$500
Gateway Marietta CID	N/A
Georgia Nutritional Services	\$6,703.03
Grace Chapel Fellowship	\$500
GSU	\$16,963.668
Helping Hands	\$721.92
Home Depot Marietta Technology Center	\$350
KSU	\$19,926
La Amistad	\$14,300
Leadership Cobb	\$166.05
Learn through Lassiter	\$7,749
Life University	\$8,7192.5
Lockheed Elementary School	N/A
Lovett High School	\$432
Lutheran Church of the Resurrection	\$6,000
Marietta City Schools	N/A
Marietta High School	N/A
Marietta Police Department	\$360
Park Street Elementary School	N/A
Parkway One and Two	\$675
Truist	\$841.32
WorkSource Cobb	\$53,667.5
All partners	\$251,519.99

Recommendations

Overall Recommendations

Recommendation #1

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

Recommendation #2

Anticipate skills gaps for the fall due to early school closures and the switch to digital learning. In addition to the usual summer learning loss, students may be lacking some of the skills and knowledge they would have learned at the end of the year. Students who are already struggling academically may be disproportionately affected by the switch to digital learning, due to lack of computer and/or internet access at home and reduction in time spent learning. In addition, there may be additional school closures next year. Have a plan ready in case the program needs to go fully online for brief or extended periods.

Recommendation #3

Talk with parents early on in the upcoming year to identify good times to hold events. Try to plan around work schedules so that everyone has an opportunity to attend an event. Include opportunities for students to perform or display work. Consider an interactive workshop for parents to help their children with academic activities in which staff provide coaching and modeling. In addition, develop a comprehensive plan to improve communication with parents so that parents expect to receive regular information about the program. This may increase participation in parent events. Other strategies for family engagement can be found in *High-Impact Family Engagement Strategies for After School Programs* <https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/clc-family-engagement-strategies.pdf>

Recommendation #4

Survey response rates for school day teachers, parents, after-school staff, and students are low. These rates should be 80% or above. Survey distribution was affected by COVID-19 and the switch to digital programming; however, make sure that survey response rates improve for next year. Make time during the program for staff and students to complete the surveys. Start distributing surveys early and try to send multiple reminders to nonresponders. The survey can also be distributed online if this is helpful. If students are returning surveys for parents, offer some type of competition or incentive to return surveys.

Fall Site Visit & Formative Assessment Recommendations

1. As noted during the evaluator's fall site visit, consider using a coaching model, (such as Cognitive Coaching) to work with staff on promoting student engagement through lesson planning and activity design. This would also include an emphasis on student choice. Explore program-wide strategies for increasing student engagement. One resource by the Harvard Family Research Project is Leave Them Wanting More!: Engaging Youth in Afterschool. Increasing student engagement will assist with behavior management, but consider the Positive Discipline Classroom Management Model for additional support.

Steps for Implementation: YELLS will contract with Heart Shift Inc. to develop and implement on-site

- trainings in positive discipline classroom management approaches aligned to our mission and values. 1) All staff will complete two trainings followed by observations with feedback from the consultant. 2) Leadership staff will work with contractor to develop processes to increase positive student engagement during free play and rotation sessions. 3) Program coordinator will work with the consultant to learn how to incorporate a cognitive coaching model to support staff in increasing student engagement through lesson planning and activity design.
2. At the time of the evaluator’s fall site visit, the Jr. Scholars weekly schedule did not include staff names, which would be useful especially given the large number of volunteers. The CAC Daily Plan included staff names for all activities with the exception of Genius Hour. It is recommended to include staff names for all blocks of time/activities listed on the schedule. **Steps for Implementation:** All Program Coordinators will provide daily schedules with the names of YELLS staff leading or supporting each activity and lesson. These schedules will be posted in team break areas and on the YELLS shared drive.
 3. As noted during the evaluator’s fall 2019 site visit, and also noted previously during the spring 2019 site visit, several volunteers seemed to be standing/walking around and unsure of what to do at the beginning of Circle Share in the Jr. Scholars program. 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, especially in regard to classroom management and positive discipline techniques. **Steps for Implementation:** Leadership staff will work with Heart Shift Inc. to develop a training on how to support classroom management and activities through positive discipline techniques. Additionally, we will develop a volunteer training agenda with engaging activities to reinforce techniques presented in the training and provide on-site feedback upon observations weekly in their first 60 days of being at YELLS. All feedback will be tracked on the YELLS shared drive.
 4. Provide a quiet environment for students who are completing homework, especially in the Junior Scholars first grade room. This was also noted in the spring 2019 observations. **Steps for Implementation:** The ASP Program Coordinator will work with staff to develop a seating chart to minimize student distractions. Seat assignments for Junior Scholars will be taped to tables. Upon completing homework, students will be given academic enrichment activities to complete individually. If using computers, students will be given headphones to assure other students are not distracted by sounds.
 5. Every student should be administered a pre-survey, and every parent should be administered a pre-survey for each student in the program so that survey related objectives can be measured at the end of the year using pre-post data. Missing pre-surveys will affect calculation of who met the objectives at the end of the year. Three (of 53) elementary school student pre-surveys were missing and/or incomplete and 4 (of 20) high school student surveys were missing or incomplete. Regarding parent surveys, 42 (of 53) elementary school students had a parent complete a pre-survey, and 18 (of 20) high school students had a parent complete a pre-survey. **Steps for Implementation:** All Program Coordinators will follow-up with parents to assure pre-survey completion through calls and in-person outreach during dismissal or home visits.

APPENDIX A: FALL SITE VISIT

Site Visit Summary: YELLS Community Action Café & Junior Scholars Programs
December 10th, 2019, 4:20–5:30 pm

KSU Faculty: Akilah Hairston, Research Assistant & Ashley Crawford, Research Associate

Target Number: 20 CAC Teens/55 Junior Scholars

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

Number of Staff Observed: 17, including YELLS staff and volunteers; not including program director; 5 staff with CAC youth; 12 staff with Jr. Scholars

Context

We were met by the new program coordinator for the Jr. Scholars program, Ms. Sherri, upon our arrival. A volunteer staff member came over and gave us visitor name tags to fill out and wear. Ms. Daneea Badio-McCray, program director, also joined us shortly after our observations began. 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 Junior Scholars program and the Daily Plan for the Community Action Café (CAC) teens were provided at the beginning of the observations. 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. On the day we visited, a social emotional learning workshop was led by Mr. Brian and Ms. Tina from 3:30-4:00; Genius Hour (Progress Report Check-In, Homework Help, Academic Coaching, and Tutoring) took place from 4:00-5:00 pm; and Ms. Sandy led an ELA Academic workshop from 5:00-6:30 pm.

The typical daily programming for the Junior Scholars remains unchanged from last year. It runs Monday through Friday 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.

Two teen activities were observed: Genius Hour (incl., homework and other academic supports), and an Academic Lesson/ELA game. Five Junior Scholar activities were also observed: Circle Share, K homework, 1st grade homework, 2nd/3rd grade reading lesson, and 4th/5th grade recreation.

The Junior Scholars observation took place from approximately 4:20-5:05, and the CAC observation took place from 5:10-5:30.

Junior Scholars Program

Circle Share

All K-5th grade students (approximately 37) were finishing snack (i.e., an orange and graham crackers) and choice activities and were beginning to gather for circle share as we began our observations. Students were running around excitedly, and a couple did not have shoes on. Ms. Sherri instructed these students to put their shoes back on.



Jr. Scholars students during Circle Share

There was a digital countdown projected on the whiteboard, along with the expectations for circle sharing time (i.e., Listen, Look, Hands to yourself, Nice touch, Speak up, Raise Hands). Ms. Sherri took charge of preparing students for this activity, calmly reminding them of the High 5 expectations, and to sit down and stop running around. She employed a call and response technique in order to get students' attention. Ms. Sherri repeated the call three times, and most students responded in unison but still took several minutes to sit. After a few minutes students finally settled down in a circle formation, and three volunteers sat on the ground with them. There were many more volunteers in the room coming and going, with 11 adults total in this common area. Ms. Alexis began the activity by sharing information about where she was from (i.e., Inglewood, California), along with a Google map up on the whiteboard for reference. She talked about where she went to school and restaurants she liked while growing up. Students listened and interacted with her briefly, but became distracted quickly after the activity began. She continued the activity despite this and asked questions as she went. Some students were listening and answering her, while other students were conversing with one another, attempting to get up and run around, visit the water cooler and cubbies, and could not sit still for the 10-minute activity despite attempts from staff members to manage them. Most of the volunteers did not attempt to correct behavior; this seemed to be a task that only the regular staff addressed. The activity subsequently ran a little long, and Ms. Sherri began to dismiss students by grade level to their 40-minute rotations around 4:40.

Site Visit Summary: YELLS Community Action Café & Junior Scholars Programs December 10th, 2019, 4:20–5:30 pm

Before calling out grade levels, Ms. Sherri attempted to quiet the students down by handing out stickers to those sitting quietly. This prompted a few students to settle down while waiting for their grade level to be dismissed. She and other staff members had to repeatedly tell students not to run; and when they ran anyway she would instruct them to walk back and get in line again without running (but many students still disobeyed and ran again anyway). One student who was instructed to go back and walk stormed off to the corner and sat down. A staff member approached him asking if he was having a hard time and if he wanted to talk. However, the student ran off again and did not respond.



Observation/Recommendation: The few students who were attempting to participate and ask questions were having a hard time speaking over the other loud and distracted students. Ms. Alexis had to walk up to each student who wanted to participate in order to hear them. Perhaps ensuring that the room is quiet before the question portion of the activity, rather than continuing the activity without addressing the noise level, will help keep all students on task and paying attention. It would have been helpful for the volunteer staff members who were sitting alongside the students on the floor to have helped with discipline while Ms. Alexis led the activity.

2nd/3rd Grade Reading Lesson

Fourteen students and three staff members were in the reading room. Ms. Nelly led the activity, instructing the students to choose a book to read independently for the next 15 minutes. She reminded them of the meaning of “independent,” asking questions such as, “what does that look like?” and students responded that they were supposed to read alone. She told students that she would be setting a timer, and she would also give them one minute to choose a book. She also instructed students to write any questions they may have or any “tricky” words that they were unfamiliar with on sticky notes being handed out by another staff member. She allowed students to sit/lay where they chose, noting that one student had made himself comfortable on the floor and that she encouraged this as long as he stayed on task. Two other students then joined him.

Site Visit Summary: YELLS Community Action Café & Junior Scholars Programs December 10th, 2019, 4:20–5:30 pm

4th/5th Grade Recreation



4th and 5th grade students during a map activity

A group of six students were in the large common area along with one staff member leading a map activity. On the schedule it was designated recreation time, and one student was bouncing a basketball, but sat down shortly after we started observing this activity. Each student had a printed map, and Google maps was displayed on the projector. The staff member leading the activity was reading aloud various points for them to find on their maps, but mentioned that she was unfamiliar with Atlanta so the activity was a bit slow to get started. Ms. Sherri and Ms. Badio-McCray joined after a few minutes to assist with the activity.

Observation/Recommendation: Before additional staff members came to assist with the activity, one student was singing very inappropriate song lyrics, and another student reminded her that there were visitors and that they were being watched, to which the student replied that she knew. The staff member did not say anything to this student. This potentially could have been an intentional effort on the staff member's part not to bring more attention to the student's disrespectful behavior. However, this type of behavior should be redirected or the student should be removed from the setting temporarily. Training on classroom management skills and positive discipline techniques would be beneficial for all new staff and volunteers who are hired.

Kindergarten Homework Room

Ms. Conyers-Cole led a group of nine students in an exercise where they were sounding out each letter of the alphabet. Each student had a name tracing activity worksheet that they had been working on prior to us entering the room. As they went through the alphabet which was displayed on the whiteboard, Ms. Conyers-Cole marked boxes around A, E, I, O, and U, and asked students why she had done so and what was remarkable about these letters. She then asked students to raise their hands and answer how they would sound out long and short vowels written up on the board. She made sure everyone had a chance who wanted one. One student wanted to participate but had not been there for the previous lesson, and she very nicely told him, "you weren't here when we learned this, why don't you let someone else help you out with this one." It was unclear to observers the reasoning regarding not allowing the student who missed the previous lesson to participate. This should be a rare occurrence if ever. One student sat to the side with another adult (it was unclear if the adult was YELLS staff member, but it did not appear that he was), and he was given an opportunity to



Kindergarten Homework Room

Site Visit Summary: YELLS Community Action Café & Junior Scholars Programs December 10th, 2019, 4:20–5:30 pm

participate but he did not want to. He looked over to us, and he may have been shy or intimidated, so we left shortly after this as it was a very small room.

Observation/Recommendation: This classroom was very well run and organized. All but the one student was on task and very engaged with the lesson. Perhaps some of the newer staff or volunteers could observe Ms. Conyers-Cole during her one of her lessons.

1st Grade Homework Room



Students in the 1st grade homework room

There were 11 students and three volunteer staff in this room. Most students were either working on an ELA (“Correct a sentence”) or a math worksheet (addition and subtraction). All three staff members were assisting students with their worksheets; and another group of students who had finished their homework had iPads and were playing various games such as “Rolling Sky” (described as an “endless runner game that will challenge your reaction speed” on the crazygames.com website). Another student mentioned that they get to play “Roblox” on Fridays, which is a multiplayer game platform. Most students were

engaged and on task, however when we entered the room there was a group of three girls who were running around, “twerking,” and one was standing on a chair and none of the staff members attempted to correct this behavior. When a staff member brought the iPads out, the three girls sat down and got back on task.

CAC Program

Genius Hour

Homework time, academic coaching, and tutoring takes place during “Genius Hour” at Community Action Café, from 4:00-5:00 pm. Since our observations began at 5:10 pm, we did not observe this block of time for all CAC students. However, due to EOCT testing approaching, Ms. Kendra informed us that they were allowing students to finish their homework and other assignments and join academic enrichment when they were done. Four students sat at a long conference table, all with laptops except for one student. Another student sat in a chair in the corner of the room with her laptop in her lap. The students sat silently, with headphones in, working to complete projects, final assignments, or E2020 (credit recovery). There was a male staff member in the room who sat at the head of the table with a stack of paperwork and a laptop. He periodically checked in with students asking what they were working on and which class it was for. When asked what he was working on, one student



CAC students working on academic tasks

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announced that he was caught up with his credit recovery assignments and couldn't move on to the rest until the next day. He was able to join the other group of students at that point who were participating in an academic workshop. The remaining students in this room continued to work silently on their laptops, all on task and engaged.

Academic Enrichment

Ten students were observed participating in an ELA academic workshop. Ms. Sandy led the activity while three other staff members assisted. The students were split into two teams and separated by a thin blue line of tape in the middle of the floor. A pile of paper balls sat on the blue tape. When told, the teams would rush to the middle and throw as many paper "snowballs" as they could to the other team's side. One of the staff members explained to us that this first portion of the activity was to get the students energized and "pumped up." Staff members reminded students of the rules as they played, yelling



CAC students listening to directions for the game

out "Remember, you can only throw one ball at a time" and "You can only use your hands. Do not kick the balls." Whichever team threw the most paper balls to the other side got to choose from four envelopes with numbers on them. Each envelope had an ELA worksheet inside of it. In the chosen envelope, each team received a grammar correcting worksheet to complete. One team sat on the floor in a circle to complete the worksheet and the other team stood in a circle surrounding their teammate sitting in a chair. The students conversed quietly among their teams while completing their worksheets. One student could be overheard explaining to his teammate the difference between "to" and "too." Ms. Sandy reminded students to double check their work and to let her know when they were done so that she could check their work. The other staff members assisted with questions and conversed with the students throughout this portion of the activity. One student sat off to the side, quietly not participating. The rest of the students seemed to enjoy the activity and were engaged.

Additional Observations/Feedback

The Junior Scholars program environment was somewhat chaotic with the exception of the kindergarten homework room and the 2nd/3rd grade reading lesson. With the CAC students engaged, participating, and behaving, perhaps some of the regular staff members could go downstairs and assist with the Junior scholars.

Recommendations

1. Consider using a coaching model, (such as Cognitive Coaching) to work with staff on promoting student engagement through lesson planning and activity design. This would also include an emphasis on student choice. Explore program-wide strategies for increasing student engagement. One resource by the Harvard Family Research Project is Leave Them Wanting More!: Engaging Youth in Afterschool <https://alacn.org/wp-content/uploads/2016/04/Leave-Them-Wanting-More-Afterschool-Harvard-2015.pdf>
Increasing student engagement will assist with behavior management, but consider the Positive Discipline Classroom Management Model for additional support: <https://www.positivediscipline.com/about-positive-discipline>
2. The Jr. Scholars weekly schedule did not include staff names, which would be useful especially given the large number of volunteers. The CAC Daily Plan included staff names for all activities with the exception of Genius Hour. It is recommended to include staff names for all blocks of time/activities listed on the schedule.
3. As was the case during the spring 2019 site visit, several volunteers seemed to be standing/walking around and unsure of what to do at the beginning of Circle Share in the Jr. Scholars program. 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, especially in regard to classroom management and positive discipline techniques.
4. Provide a quiet environment for students who are completing homework, especially in the Junior Scholars first grade room. This was also noted in the spring 2019 observations.

APPENDIX B: SPRING SITE VISIT

Site Visit Summary: YELLS

May 12th, 2020 3:05- 5:00

KSU/Burruss Institute Staff: Akilah Hairston, Research Assistant

Target Number: 20 CAC Teens / 55 Junior Scholars

Number of Students Enrolled: 32 CAC / 58 Junior Scholars

Average Daily Attendance: 16 CAC / 42 Junior Scholars (including all days of attendance entered through 5/7/2020)

Number of Students Observed: 11

Number of Staff Observed: 7 (not including the site coordinator)

Context

In-person programming ended on 3/13/20 due to the COVID-19 pandemic. Virtual programming began on 4/20/20 and is currently running through 5/21/2020. During our discussion, Executive Director Laura Keefe explained that the transition to their virtual program has been “challenging.” One of the challenges she mentioned was figuring out how to “pivot” after the stay at home orders were put into place initially. She stated that they were unsure of whether they should move to a virtual program and how they would execute it. Additionally, figuring out how to service the families in need has been a challenge that YELLS is overcoming. Ms. Laura explained that staff have been collaborating on how to best utilize their resources to help the families that they service. She mentioned that they have been able to get laptops delivered to pick up areas for students in need through one of their resources. YELLS has also raised funds for families who are struggling financially during this time. Their hope is to continue to raise funds for the families in need. Ms. Laura also noted that the program has been in an experimentation phase since the transition, and they are working on ways to improve their current sessions to hopefully implement a virtual summer program in June.

The Community Action Café runs from 3:00-5:00 Monday through Thursday, and the Afterschool Program runs 3:00-6:00 Monday through Thursday. On Wednesdays, a family check in session with tips to help parents during this time is held from 4:30-5:00 pm for the Afterschool Program. There are also one-on-one leadership coaching sessions on Mondays, Wednesdays, and Fridays for students in the CAC.

Two virtual sessions were observed: CAC Academic/Servant Leadership session and a Reading Rotation for the Afterschool Program. Additionally, I watched a recording of one of their one-on-one sessions. Ms. Laura also explained that since transitioning to a virtual program, attendance has been “spotty.” The Community Action Café averages approximately seven students a day, while the Afterschool Program serves between 5-10 students a day.

Homework Assistance

For the Afterschool program, which serves grades K-5 (also known as the Jr. Scholars for 21st CCLC program), one-on-one tutoring and assistance with homework is available by appointment Monday through Thursday. An appointment can be scheduled through the YELLS website. Additionally, open tutoring is available to the teens in the Community Action Café Monday and Wednesday from 3:00-5:00. Ms. Laura explained that open tutoring for the CAC students can happen in small groups or one-on-one sessions depending on the number of students that show up in Zoom. There is also at least one staff member available for open office hours from 3:00-6:00 Monday through Thursday, if a student

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would like additional assistance. Ms. Laura explained that the one-on-one sessions have been more popular with the students and their parents because they are targeted to each student.

I observed an introductory one-on-one session, led by Ms. Crystal, for a first-grade student. Ms. Crystal shared her screen that displayed a page from an online workbook that helps students practice their sight words with the student. Each word had a picture above it and a sentence underneath it to help the student. Ms. Crystal pointed to the word with her mouse, and the student read it aloud. When the student was stuck on a word, Ms. Crystal would assist saying things like, "Look at the picture, how can it help you?" When the student got the word correct, Ms. Crystal congratulated him saying, "Great job!" After reading sight words, Ms. Crystal pulled up a second worksheet with a storyboard and explained what sequential order was and how it works when reading. While reading the storyboard, Ms. Crystal asked questions like, "If it's the last thing is it starting or coming to an end?" Before ending their session, Ms. Crystal asked the student what he would like to work on together for their upcoming sessions. She told him to think of some of his favorite things to read and write about, and that any work he is assigned from his teachers, they can work on together. The student was attentive and responsive throughout the session. After the session ended, the student's mother came on the screen to thank Ms. Crystal and express her appreciation for her taking the time to work with her child.

Recommendation: None at this time.

Enrichment

I observed six high school students in the **Academic/Servant Leadership Session** led by Ms. Tina with seven other staff members in the Zoom virtual chat. Ms. Sandy, Mr. Lawrence, and Mr. Brian were also vocal throughout the session. Upon entering the Zoom, Ms. Tina and Ms. Sandy were greeting each student individually while waiting for the remaining students to log on. Ms. Sandy's shared screen displayed a list of "Things you have done during the quarantine." She explained that everyone got one point for each thing they've done that was on the list, and they should put their total in the chat. The list included tasks such as baked a cake, took a nap, and stayed in your PJ's all day.

Following the list, Ms. Sandy shared multiple slides that posed questions, such as, "Would you rather play a villain in a movie or play a hero in a movie?" The slides with questions on them allowed students to post stickers and emojis under their answer to the question. There were open conversations with the students and staff members about the responses. One student answered the question saying, "I'm choosing the villain, because they always have an interesting story."

After finishing Ms. Sandy's questions, Ms. Tina announced they would be continuing part two of their discussion from last week about the Ahmaud Arbery case. She called on the two students that would be facilitating the discussion and pulled up a 10-slide PowerPoint. The PowerPoint posed questions such as "How does this situation make you feel?" Ms. Tina explained there are no wrong answers, but she wanted everyone to take a minute to think about their answers after reading the questions. The students were timid at first but became more comfortable sharing their answers as time went on. Ms. Tina, Mr. Lawrence, Ms. Sandy, Mr. Brian, and even Ms. Laura shared their thoughts and answers, which prompted other students to add on and continue the conversation. After students shared their responses, Ms. Tina thanked them for sharing their thoughts. Both students and staff members were engaged and appeared to get a lot out of the discussion.

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Recommendation: Consider reducing the number of staff participating in the group virtual sessions.

Three kindergarten and first grade students participated in the **Reading Session** with Ms. Natilee and Ms. Sherri. Two students were sharing a tablet, and the third student was seated at a table in front of his webcam. The story [Bear Has a Story to Tell](#), on the website Vooks, was on Ms. Natilee's shared screen. Ms. Natilee announced that they would be conducting an experiment at the end of their session to display a bear going into hibernation. Ms. Sherri also posted the materials needed for the experiment in the chat: newspaper/paper, scissors, and a bowl of water. Ms. Natilee explained that the book was focused on friendship, being helpful, and hibernation. She then asked the students what hibernation is, to which a student responded, "It's when the bear goes to sleep for the winter!" Ms. Natilee announced that the book would have vocabulary words such as melted, gather, and tucked, but definitions were not provided or discussed. While the video played on Vooks, the students were muted and paying attention. After the 7-minute video finished, Ms. Natilee prompted the students with the statements: "Tell me what you remember about the story in your own words," and "What time of the year was it when Bear tells his story?" The two students sharing a screen were responsive but were distracted and arguing with each other. The third student occasionally answered questions but appeared to start the experiment by himself. This led to him being distracted while Ms. Natilee wrapped up the worksheet.

Things became slightly chaotic during the experiment. The experiment asked them to draw a bear, cut it out, fold up the bear, and dip it into the water to "hibernate." The two students sharing a screen began to color, which was not a part of the experiment, while the other student finished his experiment at his own pace. Ms. Sherri and Ms. Natilee continued to engage with the students and gently reminded them to stay on task. Shortly after finishing his experiment, one student announced that his mother told him it was time to get off Zoom. The remaining two students seemed to be confused and asked, "So what was the paper bag for?" Ms. Natilee and Ms. Sherri continued to talk the students through the experiment and showed their own versions of it. Ms. Sherri explained to me that 2nd and 3rd graders were due to show up at 5:00; however, if none came into the session, they would continue to keep their K-1st graders engaged. Because no 2nd or 3rd graders came into the session, the remaining students were able to continue with the experiment and talk to Ms. Sherri and Ms. Natilee. The students seemed to enjoy the session.

Recommendation: Lack of time for the video, worksheet, and experiment appeared to be an issue. I noticed Ms. Natilee jumped around the worksheet to ensure the students had time to complete their experiment. This led to a lack of clear direction for the experiment and uneasy transitions to the different sections of the worksheet. Timing the lesson plan beforehand may prevent this issue. In addition, it was not clear what the experiment was designed to teach. While hands-on activities are great, make sure that there is a clear learning objective.