

RAISING EXPECTATIONS

2022 – 2024 EXTERNAL EVALUATION ANNUAL REPORT

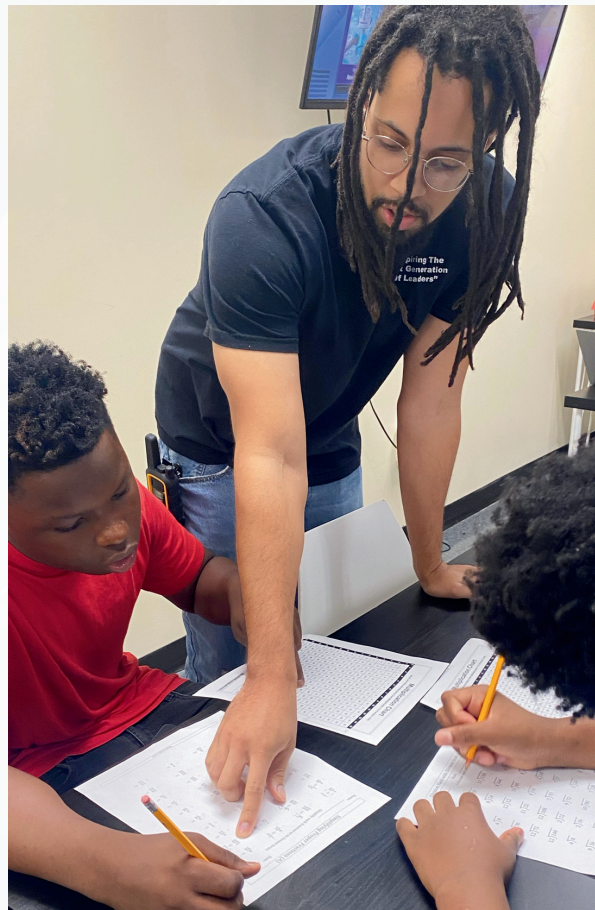




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Transformative Research and Evaluation

Transformative Research and Evaluation (TRE) is dedicated to maximizing the impact of nonprofits, schools, companies, and government agencies. We support organizations that desire impactful and dynamic change in youth, communities, and society.

TRE has experience in youth development, K-12 and post-secondary education, public health, social work, and community partnerships. Our expertise aids us in designing and conducting comprehensive evaluations to determine the impact of programs on teachers, students, schools, and communities. TRE believes in utilization-focused evaluations, an evaluation approach that prioritizes utility and judges an evaluation primarily on its usefulness to intended users. We apply this approach not only in our program evaluations but in all our client engagements as we have found it to be the best method for executing a project and producing outcomes and products of greatest use to our clients.

TRE and its staff have evaluated grants funded by an array of federal agencies including the National Science Foundation (NSF), National Institutes of Health (NIH), US Department of Education (ED), US Department of Health and Human Services (HHS), Corporation for National and Community Service (CNCS), and US Environmental Protection Agency (EPA).

REPORT AUTHORS

Taneisha Lee Brown, Ph.D., Chief Executive Officer, has over 15 years of experience as a program director, grant writer, educational program developer, and program evaluator. Dr. Brown has expertise in qualitative, quantitative, and mixed methodologies. She has evaluated grants funded by the National Science Foundation, US Department of Education, and US Department of Health and Human Services.

Breyanna Mikel, MPH, CHES, Senior Research Associate, has over 5 years of experience in health promotion and education, program development, program evaluation, health disparities, and child and adolescent health. Ms. Mikel's professional experience includes working as a Health Scientist with the Centers for Disease Control and Prevention and serving as a Research Coordinator for a community-based research program aimed at improving access and coordination of mental health services for Georgia youth and their families.

Marsha Wright, MPH, Research Associate, has over 10 years in health education and five years in public health. Marsha's professional experience includes work as a Peace Corps Health Volunteer, Graduate Research Assistant, and Senior Research Assistant. Ms. Wright's work includes stakeholder engagement, quantitative and qualitative analysis, health promotion and behavior change, and community engagement.

Amber Eberhardt, MPH, Research Associate, has over 6 years of experience in program evaluation, health promotion and education, program planning and 3 years of epidemiology and surveillance, particularly in a government setting. Throughout Mrs. Eberhardt's career she has worked in various subject matter areas such as child and maternal health, public health emergency response, and laboratory science.

LETTER FROM EXECUTIVE DIRECTORS

Dear Friends and Partners,

As we reflect on the 2022–2024 school years, we are reminded of both the challenges and the resilience that defined this period for Atlanta’s young people, their families, and Raising Expectations. These two school years brought tremendous transition, and our organization stood alongside our students and communities as they navigated circumstances far beyond their control.

From our earliest days, Raising Expectations’ ethos has been to meet families where they are and to adjust our programs and strategies in real time to address those evolving needs. This commitment to responsiveness is why, when the world was forced into quarantine, we were able to meet the moment and pivot quickly to provide the support our young people and families needed most. That same spirit guided us in the years that followed.

By the 2022–2023 school year, it was evident that the lingering effects of the pandemic extended far beyond academics. Many of our students were struggling emotionally. They were disconnected from one another, had difficulty developing healthy relationships, and were heavily influenced by social media and gaming. Critical thinking skills suffered, and many young people lacked a sense of purpose or appreciation for the fragility of life. In response, we shifted emphasis from academics to prioritizing social-emotional well-being, implementing nontraditional programming such as yoga, art, daily social emotional check ins and dance movement to reengage hearts, rebuild motivation, and restore hope.

As we entered 2023–2024, the academic toll of this emotional disruption became clear. Cluster specific academic reports highlighted significant learning loss at both Washington High School and Douglass High School. Once again, Raising Expectations adapted. We designed and implemented an in-school “push-in” support model, directly partnering with the schools during the school day to provide targeted academic support for identified students. This approach allowed us to intensify academics without overwhelming students, while reserving afterschool time for a balanced blend of enrichment and continued learning. Principals at both schools expressed strong appreciation for this model, recognizing it as an effective partnership to address urgent learning needs.

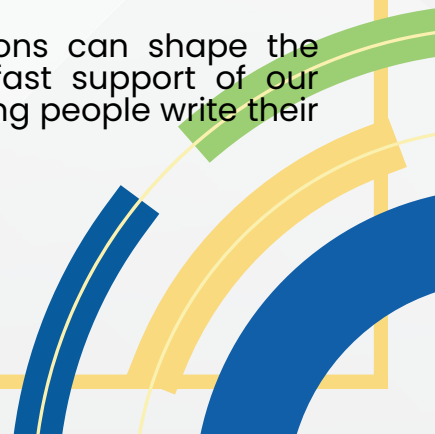
At the same time, families were contending with the crushing weight of economic pressures like rising inflation, housing insecurity, and the rollback of pandemic-era safety nets. These external challenges placed even more stress on our youth, many of whom carry adult responsibilities at home. In response, we continued the family support initiatives that first expanded during the pandemic, ensuring that students could focus on their growth without being completely overwhelmed by household struggles.

Through it all, our mission has remained constant: to stand with young people most marginalized by systemic inequities and to ensure they are not defined by circumstance but empowered by opportunity. Over these two years, we have deepened our focus on mental wellness, strengthened partnerships with schools, and built new pathways toward postsecondary and career success.

The 2022–2024 school years reminded us that external conditions can shape the landscape, but they do not dictate the future. With the steadfast support of our partners, donors, and volunteers, we continue to help Atlanta’s young people write their own stories of resilience, leadership, and limitless possibilities.

With gratitude,

Maria & Tangee
Executive Directors/Founders



RAISING EXPECTATIONS

Raising Expectations (RE) was established in 1995 to provide youth living in Atlanta's most economically and socially challenged communities with high-quality youth development programs. For 30 years, Raising Expectations (RE) has provided in-person school year and summer support programs to over 3,500 youth. The mission of Raising Expectations is to empower youth in crises by elevating academic, social, and civic expectations to facilitate high school graduation and the actualization of post-secondary plans.

The organization started when co-founders Maria Armstrong and Tangee Allen, who were Georgia State University students, decided to take action to support Atlanta children by providing after-school tutorials in reading and math. In a short time, more children joined the program doing the very thing society said that they did not want to do: learn and strive for greatness.

Those tutorial sessions evolved into a nonprofit organization that has served more than 3,500 children with impactful youth development programming for 30 years in Decatur, East Lake, Pittsburgh, Vine City, English Avenue, Washington Park, and the Westside of Atlanta. RE's 360-degree approach to student achievement incorporates after-school academic enrichment with programs and partnerships that nurture social and emotional growth. Students begin their relationship with Raising Expectations when they are in middle school and continue as they matriculate through secondary and post-secondary schooling.

Raising Expectations out-of-school programs serve youth in Grades 5 through 12 after school, during weekends, and in the summer. RE also provides ongoing support to high school graduates as they transition to post-secondary education opportunities, military and credentialed job training programs. RE works diligently to engage children and youth most in need of support due to academic, social, and financial challenges.

The latest profile of program participants revealed:

- 100% are eligible for federal free or reduced-price school meals
- 98% live in homes with a household income of less than \$30,000
- The average family size is five
- 88% of families receive food stamps
- 17% reside in households where one or both parents have been incarcerated
- 27% have individualized education plans (IEP)



PROGRAM OVERVIEW

Raising Expectations is a STEAM (Science, Technology, Engineering, Arts, and Math) focused youth development organization committed to educating and empowering youth in challenging circumstances. Raising Expectations operates three academic year programs: Project DREAM, Project STEMWARE, and At Promise. In addition to the academic year programs, RE provides support to students over the summer with YouthWORK. Details about each program are provided below.

Project DREAM: Students begin their RE journey with Project DREAM (Developing Raised Expectations of Adolescent Minds), which focuses on grades 5–8. Each week is structured around three instructional blocks—Homework Assistance, Academic Enrichment, and Learning Labs—with three days devoted to academic tutorial and one to enrichment. Social discovery activities—such as visits to the circus and the botanical gardens—help to broaden students' perspectives and stimulate their imaginations by exposing them to experiences they ordinarily would not have access to.

Project STEMWARE: In Project STEMWARE (Science, Technology, Engineering, and Math While Accomplishing Raised Expectations), students in grades 9–12 participate in math and science tutorials, workforce & career development, college & post-secondary preparation, leadership & personal growth, mentoring, and STEM career exploration. By focusing on STEM and career training, Project STEMWARE helps prepare students for many of the high-paying, high-demand careers that stand the best chance of empowering them economically in their pursuit of a life filled with limitless choices. During the 2023 – 2024 school year Project STEMWARE included push-in support at Frederick Douglass and Booker T. Washington High Schools.

Push in at Frederick Douglass: RE provided weekly push-in support to 9th graders at Frederick Douglass High School from September 2023 through May 2024. Weekly sessions were held during the advisory period and included hands-on STEAM activities led by two Raising Expectations staff members. Sessions included "That's a Vibe—An Exploration of Sound Waves, Frequency, and Pitch", "Celebrating Hispanic Heritage in STEM: Exploring Ellen Ochoa", "Astronomy vs Astrology", and "It'll Fly—Paper Airplanes and the 4 Principles of Flight."

Push in at Booker T. Washington: During the 2023 – 2024 school year, RE provided push-in support to students at Booker T. Washington High School. During the 13 sessions held from November 2023 to March 2024, students were provided over 30 hours of support in one of three areas: 1. Homework help in all subjects, 2. Test prep in all subjects, and 3. Math & Science tutoring by Raising Expectations staff members with degrees in Mathematics and Biology.

At Promise: RE is a full after school partner at the At Promise Center West location providing academic support and community engagement events. Through this partnership, they provide academic support to include middle and high school academic enrichment sessions in mathematics and English/Language Arts, homework help, academic tutoring, and STEAM Enrichment sessions. Raising Expectations also leads after school clubs such as Chess Club, Reading Club, and Art Club.

YouthWORK Summer Program: A six-week paid internship program for STEMWARE students in grades 9 – 12 that integrates academic enrichment, college prep, social-emotional intelligence, and career readiness through corporate and nonprofit partnerships. Project YouthWORK operates as a bridge between academic preparation and workforce participation.



YOUTH SERVED

Between August 2022 and the July of 2024, **Raising Expectations supported a total of 373 students**: 129 during the 2022 – 2023 school year and 244 during the 2023 – 2024 school year.

During the 2022–2023 school year, Raising Expectations supported a total of **129** students:

- 21 in Project DREAM
- 52 in Project STEMWARE/YouthWORK
- 56 in At Promise (2 Sites)

During the 2023–2024 school year, Raising Expectations supported a total of **244** students:

- 21 in Project DREAM
- 69 in Project STEMWARE/YouthWORK
- 35 at School Day Push-in Support at Booker T. Washington or Frederick Douglass
- 119 in At Promise (3 Sites)



SCHOOLS SERVED

Raising Expectations primarily serves students in the Booker T. Washington and Frederick Douglass school clusters in the Atlanta Public School System. The figure below depicts the representation of students and their schools. During the 2022-2023 school year, students were enrolled in seven different schools with the majority of students attending Booker T. Washington High School. **During the 2023-2024 school year, students were enrolled in nine different schools with the majority of Raising Expectations students attending Booker T. Washington High School.**

Schools Attended by Project Dream Participants (2022 - 2023)	Percent
Hollis Innovation Academy	65%
John Lewis Invictus Academy	20%
H.J. Russell West End Academy	10%
M. Agnes Jones Elementary	5%

Schools Attended by Project STEMWARE Participants (2022 - 2023)	Percent
Booker T. Washington High School	96%
Coretta Scott King Young Women's Leadership Academy	4%

During the 2023-2024 school year, students were enrolled in nine different schools with the majority of Raising Expectations students attending Booker T. Washington High School.

Schools Attended by Project Dream Participants (2023 - 2024)	Percent
Hollis Innovation Academy	29%
M. Agnes Jones Elementary	24%
H.J. Russell West End Academy	24%
BEST Academy	6%
Atlanta Heights Charter School	6%
KIPP Woodson Park	6%
KIPP Strive	6%

Schools Attended by Project STEMWARE Participants (2023 - 2024)	Percent
Booker T. Washington High School	80%
Frederick Douglass High School	11%
Coretta Scott King Young Women's Leadership Academy	4%
KIPP Atlanta Collegiate	2%
Benjamin E. Mays High School	2%

POST-SECONDARY MATRICULATION

A total of 13 high school seniors were supported by Raising Expectations during the 2022 - 2023 and 2023 - 2024 school years. **Over the course of the two years, 92% of high school seniors supported by Raising Expectations enrolled in a four-year university or a technical training program after graduating from high school.**

The RE high school seniors enrolled in the eight colleges and universities represented below:



MIDDLE SCHOOL GRADES

2022-2023

During the 2022 – 2023 school year, only 40.0% of Project DREAM students ended the school year with an A or B average: 15.0% had an A average and 25.0% had a B average. Over half (55.0%) of the Project DREAM students averaged a C at the end of the school year. The table below details the percent of students with each letter grade for each semester and their overall GPA.

2022 – 2023 Project DREAM GPA			
	Semester 1	Semester 2	Overall
A (90.0 – 100.0)	14.3%	14.4%	15.0%
B (80.0 – 89.9)	38.1%	23.2%	25.0%
C (70.0 – 79.9)	19.0%	48.0%	55.0%
D (60.0 – 69.9)	-	4.8%	5.0%
F (0 – 59.9)	-	4.8%	-
Missing	28.6%	4.8%	-

2023-2024

At the end of the 2023 – 2024 school year, 61.9% of Project DREAM students ended the school year with an A or B average. This was an improvement from the 2022 – 2023 school when only 40.0% of students ended the school year with an A or B average. The percent of Project DREAM students with a C average dramatically decreased from 55.0% to 9.5%. The table below details the percent of students with each letter grade for the semesters and their overall GPA.

2023 – 2024 Project DREAM GPA			
	Semester 1	Semester 2	Overall
A (90.0 – 100.0)	14.3%	19.0%	14.3%
B (80.0 – 89.9)	28.6%	38.1%	47.6%
C (70.0 – 79.9)	9.5%	14.3%	9.5%
D (60.0 – 69.9)	4.8%	9.5%	9.5%
F (0 – 59.9)	9.5%	4.8%	4.8%
Missing	33.3%	14.3%	14.3%

HIGH SCHOOL GRADES

2022-2023

For the 2022 - 2023 school year, academic data for Project STEMWARE students was analyzed. The table below details the percent of students with each letter grade for the semester and their overall GPA. **During 2022 - 2023, academic performance was slightly better for Project STEMWARE as 48.6% of high school students ended the school year with an A or B average: 8.7% ended the school year with an A average and 39.9% ended with a B average.**

2022 - 2023 Project STEMWARE GPA			
	Semester 1	Semester 2	Overall
A (90.0 - 100.0)	16.2%	8.1%	8.7%
B (80.0 - 89.9)	24.3%	29.7%	39.9%
C (70.0 - 79.9)	24.3%	29.7%	25.8%
D (60.0 - 69.9)	2.7%	13.5%	14.3%
F (0 - 59.9)	5.4%	10.8%	8.5%
Missing	27.1%	8.2%	2.8%

2023-2024

For the 2023 - 2024 school year, academic data for the high school students was analyzed. The table below details the percent and number of students with each letter grade for the semester and their overall GPA. **At the end of the 2023 - 2024 school year, nearly half (47.8%) of the Project STEMWARE students ended the school year with an A or B average.**

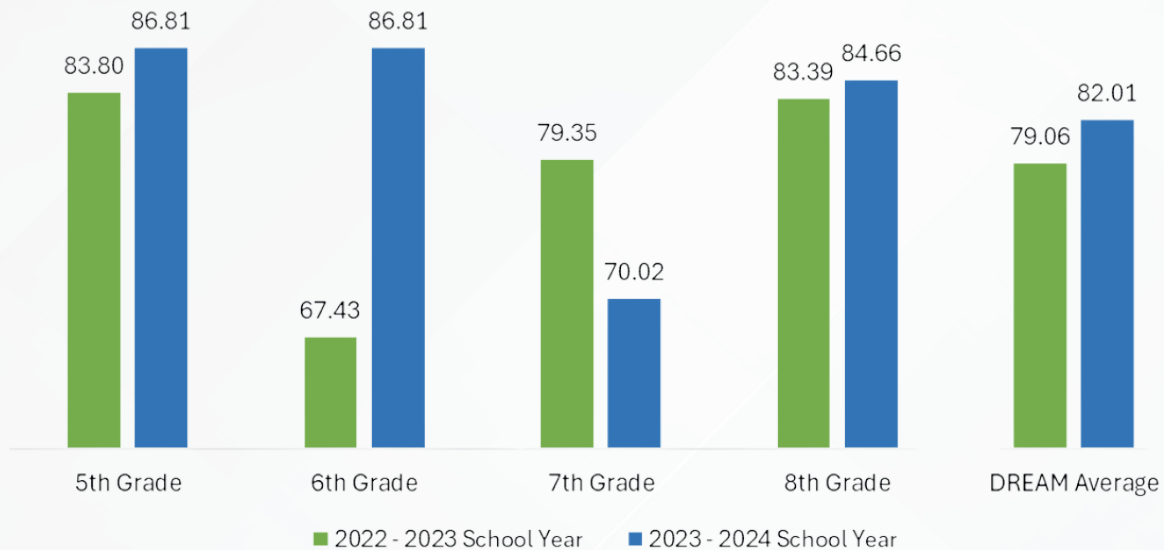
2023 - 2024 Project STEMWARE GPA			
	Semester 1	Semester 2	Overall
A (90.0 - 100.0)	8.7%	13.0%	8.7%
B (80.0 - 89.9)	28.2%	23.9%	39.1%
C (70.0 - 79.9)	23.9%	30.4%	19.6%
D (60.0 - 69.9)	8.7%	10.9%	15.2%
F (0 - 59.9)	6.5%	8.7%	6.5%
Missing	23.9%	13.0%	10.9%



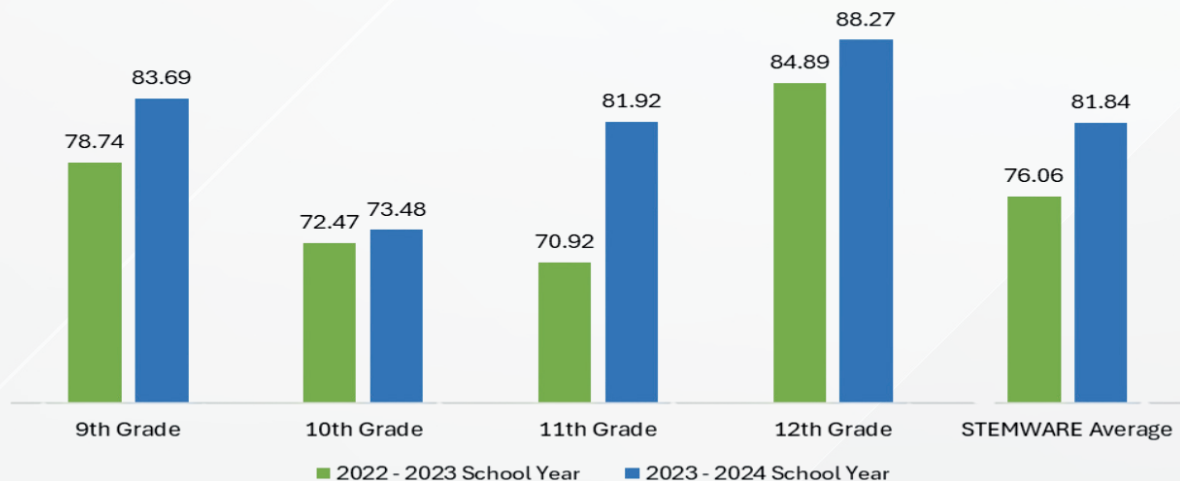
IMPROVEMENT FROM 2022-2023 TO 2023 - 2024

The 2022-2023 academic year resulted in, on average, lower than desired academic grades among students enrolled in Raising Expectations. This was an unforeseen challenge and in order to address these challenges, Raising Expectations incorporated socioemotional learning sessions into their academic year offerings. The addition of SEL, along with providing additional support to students, improved the academic impact for the 2023 - 2024 school year. This section includes information on both Project DREAM and Project STEMWARE for the 2022-2023 school year, 2023-2024 school year, and the comparison of the two academic years.

Project DREAM students increased their academic grades across 75% of the grade levels. 7th grade students are the only grade level to experience a decrease in overall average academic grades. The largest increase was among 6th graders, with a nearly 20 percentage point increase. **The average GPA increased from 79.06 (a C average) at the end of 2023 to 82.01 (a B average) at the end of the 2024 school year.** The complete findings can be found in the figure below.



The shift in program priorities and support for Project STEMWARE students resulted in an average increase in academic grades across all high school grade levels. The average GPA increased from 76.06 (a C average) at the end of 2023 to 81.84 (a B average) at the end of the 2024 school year. Of all the grade levels, 11th graders saw the greatest increase with an 11 percentage point increase. The complete findings can be found in the chart below.



IMPACT ON MATH

In addition to traditional academic support, Raising Expectations incorporated academic support via iXL for middle school students, Khan Academy Math for high school students, and daily grammar and daily math for high school students.

Math Madness

During the 2022-2023 and 2023-2024 school years, Raising Expectations offered additional academic enrichment support by utilizing Math Madness for high school students enrolled in Project STEMWARE. A pretest was administered throughout the school year and the posttest was administered in May of both school years. Only students with both a pretest and posttest score were included in the analysis for this section of the report.

During both academic years, students math knowledge and skills grew; students scored higher on the post-test than they did on the pretest. There was a larger increase in average scores during the 2023-2024 school year than the 2022-2023 school year.

During the 2022-23 school year, the average score increased by 7 percentage points (150% percent increase). During the 2023-24 school year, the average math score increased by 15 percentage points (a 100% percent increase). This improvement is similar to the academic grade increase and likely a result of the increased wraparound academic support provided by Raising Expectations to their students during the 2023-2024 school year.

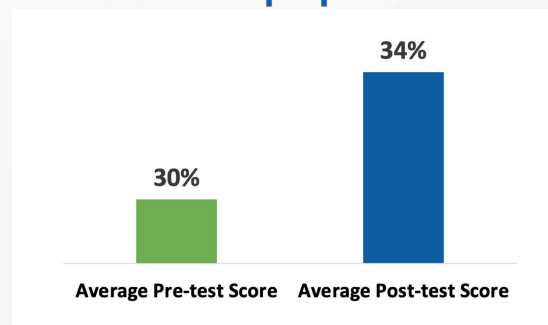
Additionally, 72% of students during the 2023-2024 school year saw an increase in their Math Madness scores, compared to the 67% in the previous school year.

	 % of students with an increase	 % of students with no change	 % of students with a decrease
2022 – 2023 School Year	67%	27%	7%
2023 – 2024 School Year	72%	11%	17%

SAT PREP

In addition to Math Madness, Raising Expectations provided SAT math prep as an additional academic enrichment activity for the 2022-2023 school year for high school students in Project STEMWARE. A total of 25 students completed both the SAT pre- and post-tests. The average scored can be found in the figure below. **RE high school students average SAT math prep score increased by 13 percentage points indicating high school students were more prepared for the SAT after the sessions.**

Of the 25 students with pre and post-test scores, 60% saw an increase in their post-test SAT Math prep scores.



SEL CHECK-INS (2023 – 2024)

Raising Expectations also incorporated non-academic support for students participating in three programs: Project DREAM, Project STEMWARE, and YouthWORK.

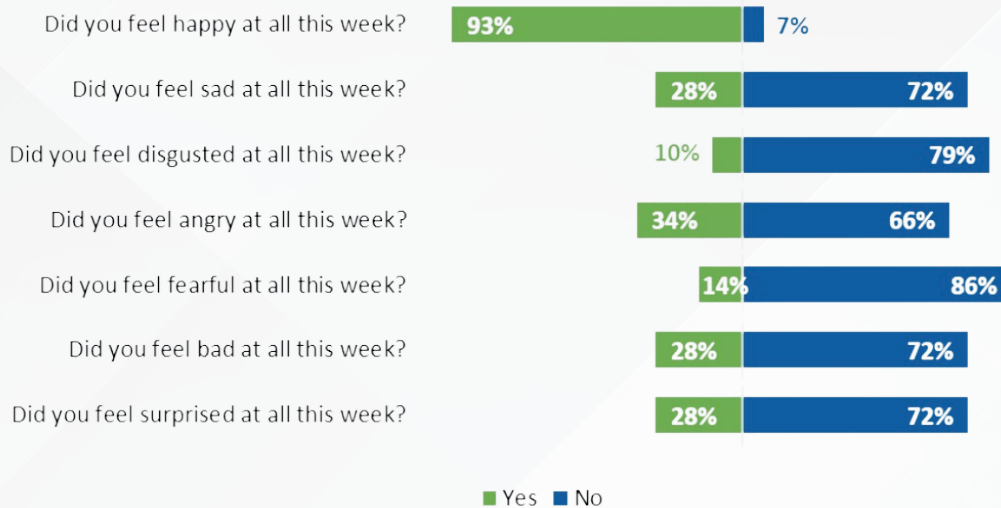
Students completed SEL check-ins throughout the year related to topics such as stress management, self-awareness, emotional regulation, and empathy. The feelings wheel was included in these surveys to assess seven different emotions: happiness, sadness, fearfulness, anger, surprise, disgust, and feeling bad. During each SEL check-in, students answered three questions about their week: what made them happy, what upset them, and what they looked forward to. Students also reflected on their emotions and experiences throughout the week, offering satisfaction ratings to help analyze overall engagement and outcomes.

Overall, the data indicates that positive emotions, such as happiness, was the one most frequently experienced by participants. Negative emotions like sadness, anger, feeling bad, and surprise were less common, but were experienced over the course of the sessions. This suggests that, although participants frequently experienced happiness, they also experienced negative emotions, just at lower levels. Over the course of the sessions, students expressed varying levels of each emotion. Findings from two of the SEL check-ins are shared below.



Introduction Session

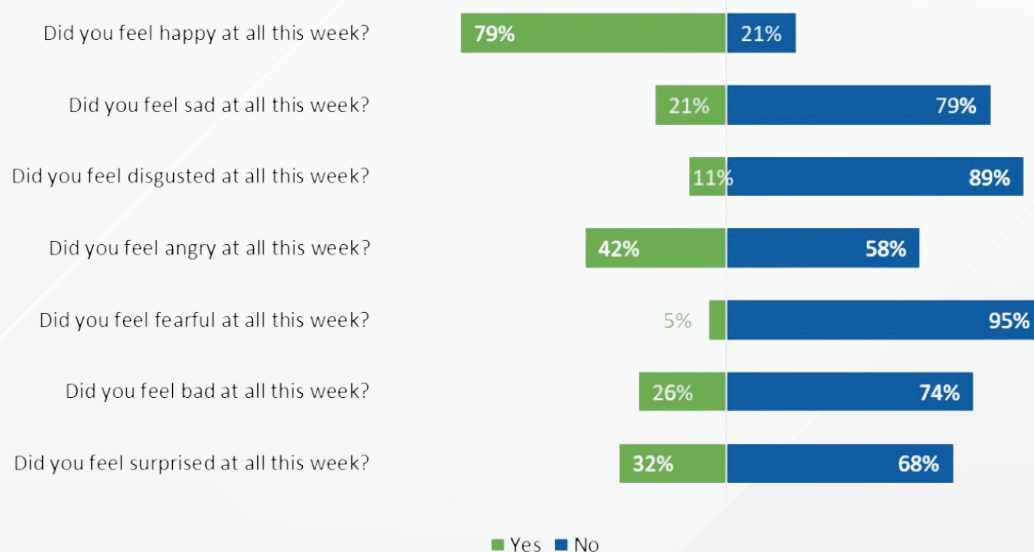
The majority (93%) reported feeling happy at some point, while some students experienced negative emotions like anger (34%), sadness (28%), or feeling bad (24%). Disgust was the least common emotion, reported with 10% of students experiencing it. These findings highlight that positive emotions were more prevalent but that negative ones were experienced as well.



Stress Management

During the SEL check-in that focused on stress management, a large majority of participants (79%) reported feeling happy at some point during the week, while 21% did not experience happiness. Sadness was less common, with 79% of participants not feeling sad at all, and only 21% indicating they had experienced sadness.

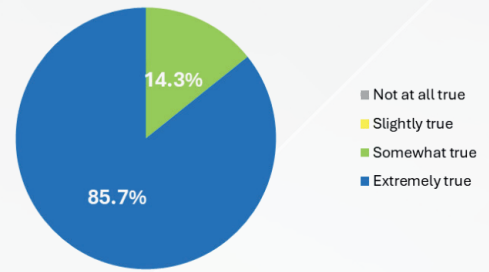
Just over three-quarters (79%) of students reported feeling happy at some point during the week. There was a much higher frequency of anger with nearly half of all students (42%) experiencing it this week. There were also high levels of other negative emotions such as feeling bad (26%), sadness (21%), disgust (11%) and fear (5%).



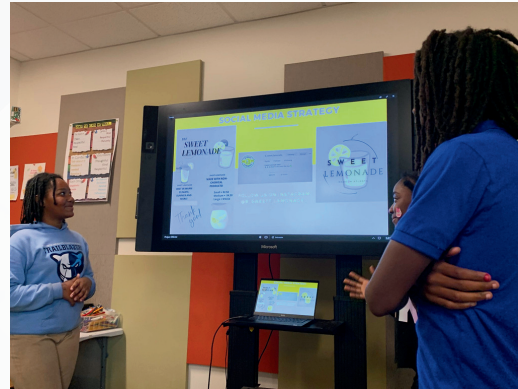
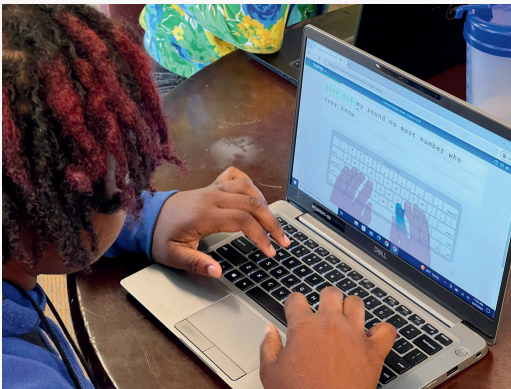
PROJECT DREAM DIGITAL LITERACY PROGRAM (2022 – 2023)

Students enrolled in the Project DREAM's digital literacy program were administered a post-survey. This survey asked students to self-assess themselves on a variety of areas including their ability to use the internet to locate information, critical digital literacy. The findings from that survey can be found below.

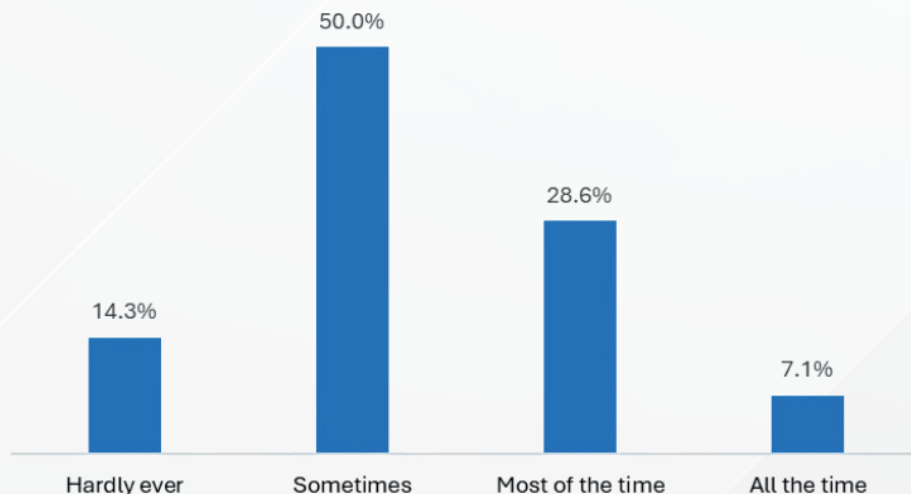
All (100%) of the students use a computer or phone to access the Internet on a daily basis. The pie chart to the right displays the breakdown of students that reported knowing how to use a computer or phone to look up the answer to a question for school or personal reasons.



86% of students said that it was extremely true that they could look up the answer to a question for school or personal reasons.



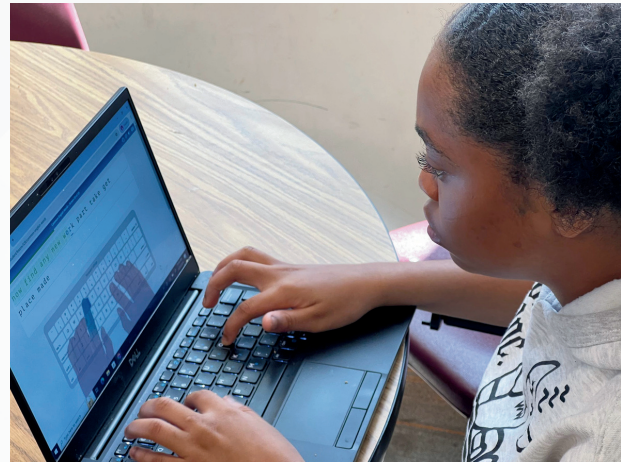
Students' research and presentation skills were also assessed using the digital literacy post-survey. **Exactly half (50%) indicated that they sometimes look at more than one website on the same topic when researching something on the internet. Only 7% of students reported looking at more than one website all of the time**



YouthWORK

During the 2022 - 2023 programming year, Raising Expectations offered their annual summer program, YouthWORK, and collected data on the students' knowledge, skills, and attitudes at the mid-point and end of the summer programming. Students were asked to share their level of satisfaction, safety, feeling of connectedness, and wellbeing. Further, students also identified the ways that they are incorporating self-care into their lives, shared which workshops were most applicable, useful, and helpful to them, and shared feedback about their instructors.

A total of 33 students completed both the mid- and post-surveys. The majority (72.7%) of respondents were either rising sophomores (39.4%) or rising juniors (33.3%). Over two-thirds (69.7%) of students will be attending Booker T. Washington High School after the Summer of 2023. The findings for the 2023 YouthWORK mid- and post-surveys can be found below.

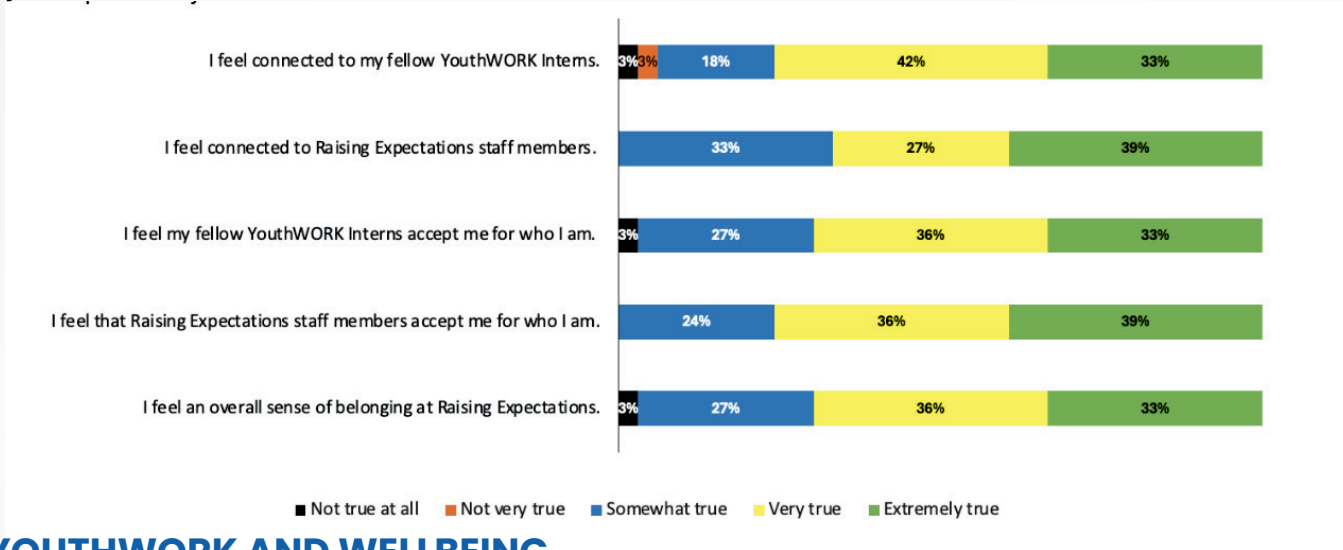


YOUTHWORK

CONNECTEDNESS

Students were asked a series of questions about their sense of connectedness to the program, their peers and Raising Expectations of staff members using a scale ranging from Not true at all to Extremely True. **Overall, 75% of students reported that they feel an overall sense of belonging at Raising Expectations at the end of the summer, which is a 42% increase from the mid-assessment findings.**

There was also an increase in feeling connected to peers. **When asked about their sense of connection with fellow YouthWORK Interns, 69% of students reported feeling connected to their peers on the post-assessment, compared to just 39% on the mid-assessment.** Similarly, students were asked about their sense of connectedness to the Raising Expectations staff members, with 75% of students reporting that they felt a sense of connectedness to the staff members on the post-assessment, compared to just 39% on the mid-assessment.



YOUTHWORK AND WELLBEING

Students were asked specific questions about how YouthWORK has improved their wellbeing across various areas, including physical, emotional, financial, social, occupational, spiritual, intellectual, and environmental wellbeing, as well as their overall wellbeing. For each question students assessed how YouthWORK impacted their wellbeing using a scale ranging from Not true at all (1) to Extremely True (5).

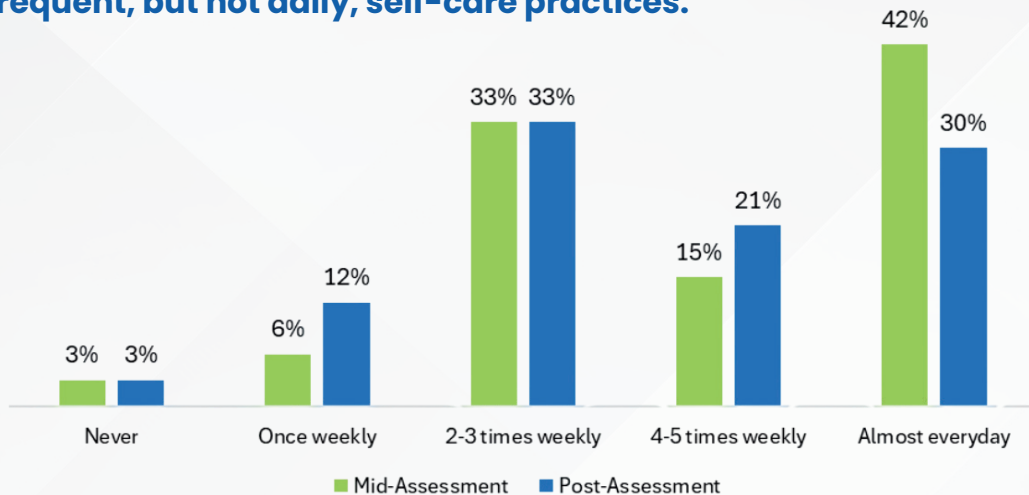
Overall, the findings suggest that YouthWORK has positively impacted students' wellbeing as there were increases in all eight (8) areas. The largest increases from mid to post were in occupational (24% increase of 0.79), intellectual (23% increase of 0.79), and environmental wellbeing (23% increase of 0.76).

Wellbeing Element		Mid-Assessment Average Score	Post-Assessment Average Score	Difference (Post minus Mid)	
	Overall	3.36	4.00	↑	0.64
	Physical	3.27	3.91	↑	0.64
	Emotional	3.27	3.91	↑	0.64
	Financial	2.97	3.88	↑	0.91
	Social	3.30	3.97	↑	0.67
	Occupational	3.33	4.12	↑	0.79
	Spiritual	3.55	4.21	↑	0.67
	Intellectual	3.42	4.21	↑	0.79
	Environmental	3.36	4.12	↑	0.76

YOUTHWORK

SELF-CARE

Students were asked, "How often do you practice some form of self-care?" and were asked to rate their self-care frequency using a 5-point Likert scale, ranging from Never to Almost every day. The mid and post-survey scores varied regarding the frequency of self-care reported. **While there was a decrease in the number of students practicing self-care almost every day, there was a noticeable increase in those engaging in self-care once weekly and 4-5 times weekly, reflecting a shift toward more frequent, but not daily, self-care practices.**



YOUTHWORK

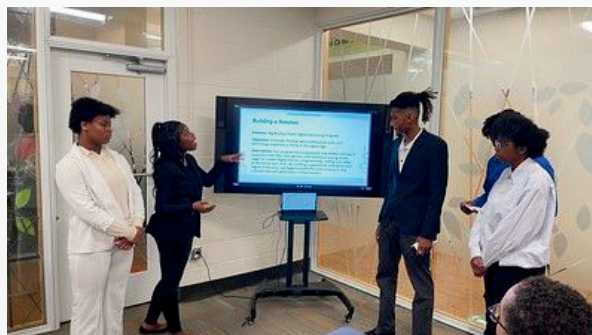
OVERALL SATISFACTION

Overall satisfaction of different components of the YouthWORK program was assessed by students using a 5-point Likert scale ranging from Very Dissatisfied (1) to Very Satisfied (5). **Findings revealed an increase in student satisfaction across almost all areas, particularly in topics related to professional skills, STEAM careers, soft skills, and the overall personal relevance of the program.**

The largest increases were seen in areas such as comfort sharing ideas (29% increase of 1.00), off-site trips increase knowledge of STEAM Careers (20% increase of 0.76), and building a personalized digital portfolio (20% increase of 0.73), indicating the program's effectiveness in fostering personal growth and career readiness.

Overall Satisfaction	Mid-Assessment Average Score	Post-Assessment Average Score	Difference (Post minus Mid)
Comfort sharing ideas & feeling heard	3.45	4.45	↑ 1.00
Off-site trips increase knowledge of STEAM Careers	3.76	4.52	↑ 0.76
Feeling respected when sharing ideas with fellow interns	3.55	4.27	↑ 0.73
Building a personalized Digital Portfolio	3.67	4.39	↑ 0.73
Increased professional skills including soft skills	3.61	4.33	↑ 0.73
Focus on Reading/ Writing Skills through Journaling & Prompts	3.52	4.24	↑ 0.73
Learning about resumes, interviews, and soft skills is personally relevant	3.61	4.27	↑ 0.67
Sharing thoughts in the workshops	3.61	4.24	↑ 0.64
Overall content about STEAM Careers	3.58	4.21	↑ 0.64

Overall Satisfaction	Mid-Assessment Average Score	Post-Assessment Average Score	Difference (Post minus Mid)
Sharing thoughts in the workshops	3.61	4.24	↑ 0.64
Overall content about STEAM Careers	3.58	4.21	↑ 0.64
Guest Speakers on-site & off-site increase STEAM Career Interest	3.76	4.33	↑ 0.58
Daily check-ins/icebreakers at the beginning of the day	3.42	3.97	↑ 0.55
Exploration of Social Justice Issues through Capstone	3.61	4.06	↑ 0.45
Workshops expand & deepen knowledge of academic & professional options	3.94	4.39	↑ 0.45
Increased knowledge of academic & professional options after high school	3.70	4.12	↑ 0.42
Team-building activities and games	4.06	4.39	↑ 0.33
Focus on Real-World Math	3.55	3.73	↑ 0.18





80 Joseph E. Lowery Blvd NW, Atlanta, GA 30314



678.768.4932



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