Center for Civic and Community Engagement

Graduation Generation

End Of Year Report 2018-19

Highlights

· Program Evaluation
· Traveling Exhibit Collaboration
· 8 GradGen Students Admitted to Emory Class of 2023

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Date: 05/15/2019
Purpose

To foster a community of support empowering K-12 students to remain in school, graduate and achieve in life.

Mission

To mobilize the students, faculty and staff of Emory University to collaborate with K-12 schools and community organizations to provide/support effective programs for and services to students and schools seeking to prepare students through meaningful educational and growth opportunities.

Vision

To educate, and empower all members of the Graduation Generation community to recognize their value and potential to make a profound and positive impact in their school, community, and world.
Graduation Generation Schools

**Elementary**
- Barack and Michelle Obama Academy
- Burgess Peterson
- Drew Charter
- M. Agnes Jones Toomer

**Middle**
- Drew Charter
- Martin Luther King Middle

**High**
- Cross Keys High
- Drew Charter
- Maynard Jackson High

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Robotics

- Experiential Learning Programs
- Emory Reads Tutoring
- STEAM Club
- Mural Projects

- Experiential Learning Programs
- Emory Reads
- Tutoring
- Robotics

- Coding & Robotics
- Experiential Learning Programs
- GIMG
- Model UN
- Paving Our Futures
- Robotics
- SAT/ACT Prep
Graduation Generation

History

Graduation Generation (GG/GradGen, an Emory University program housed within the Center for Civic and Community Engagement, works in collaboration with APS and local communities to decrease the dropout rates for public elementary, middle and high school students in Metro Atlanta. GradGen was founded in 2010 during a time of economic depression in Atlanta. The initiative was started in an effort to invest in improving schools in local neighborhoods.

Grad Gen was launched with a $1 million donation by philanthropist and businessman, Mr. Rick Rieder, an Emory alumnus/trustee and a Managing Director of BlackRock, Inc.
Graduation Generation
Current Configuration

Continuing with equal justice and educational initiatives in Atlanta, Emory's Center for Civic and Community Engagement focuses on developing Emory students as engaged scholars by producing graduates who are socially conscious leaders and global citizens and who are actively engaged in local communities. What better office in which to house GradGen at Emory!

Through Emory’s Center for Civic and Community Engagement, GradGen works with Emory students to help them provide service to others and to see service to others as privilege. The center utilizes a “discourse at the nexus of difference” approach to disrupt and alter students’ deficit paradigms about historically marginalized communities. We support the experiential learning of Emory students. This approach undergirds GradGen’s themes of academic access, academic competition, and academic enrichment, and has yielded tangible outcomes—not only for Emory students, but for K-12 students within the GradGen service area.
**Programmatic Goals**

- Build students’ confidence in their academic capabilities, especially for students from historically marginalized communities who have not been made aware of their intellectual assets.

- Create opportunities for students to explore authentic interests, especially as these interests assist them in addressing real-world problems they encounter in their everyday lives.

- Provide guidance and advising to K12 students, as well as academic enrichment, academic competition, and access to learning spaces that facilitate academic and social and emotional growth--all leading to lives that have been transformed.

- Give students a safe space to engage in positive risk-taking.

- Develop university students’ communication skills and ability to communicate with others in ways that successfully navigate diverse perspectives on race, class, and gender.

- Provide experiential learning and supportive environments for university students to implement their ideas in a safe space.

- Help university students cultivate an asset-based approach to engaged learning.
University Student Learning Outcomes

• Will be able to describe and apply professional behavior in K-12 schools and in the community.

   Specific deliverables:

   a. regular program attendance
   b. respectful communication with members of K-12 communities
   c. address challenges that arise during program implementation

• Will be able to create and implement lesson plans for the K-12 schools

• Will be able to communicate K-12 experiences through submission of reflections/essays
Artifacts/Evidence of Student Outcomes
Social Science Lesson Plan

Section I: Lesson Introduction

<table>
<thead>
<tr>
<th>Grade:</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials:</td>
<td>Brotherman comic, laptop, pencil</td>
</tr>
<tr>
<td>Your Preparation:</td>
<td>Ensure you have enough copies of the book for the class.</td>
</tr>
<tr>
<td>Objective(s) and Proving Behavior:</td>
<td>Students will investigate what it means to be a responsible citizen and activist. They will complete a worksheet to demonstrate their understanding of the assigned text and will use a website to further their knowledge on the plot and characters.</td>
</tr>
</tbody>
</table>
| Agenda (w/times): | 0: Do now  
5-25: Read comic  
25-45: Complete worksheet  
45-55: Discuss  
55-70: Explore city  
70-75: Exit slip |

Getting Yourself Ready

Do Now: What is an activist? What does "civic responsibility" mean in your own words?
Purpose: The purpose of today's activity will introduce students to activism and civic responsibility.

Building the Skill (Say, See, Do)

Step 1:
- **Say** – Students will investigate what it means to be a responsible citizen and activist. They will be using the comic book, Brotherman, to form an initial idea of what this means. After reading the comic book, they will be completing a worksheet. Students will engage in a class-wide discussion after completing their worksheets to compare answers.
- **See** – I will show the students both the comic book and the worksheet.
- **Do** – Students will do the actual activity.

Step 2:
- **Say** – Students will use their computers to investigate the city in which the protagonist of Brotherman grew up, Antonio Valor. They will do this to gain a better understanding of the characters, story plot, and to further their definition of what it means to be an activist/what "civic responsibility" means.
- **See** – I will show students how to navigate the website
- **Do** – [Website link]

Step 3:
- **Say** – We will discuss what it means to engage in civic responsibility and what an activist is. Students will give examples of activists they know of or give an examples of contemporary issues they care about and what to see a change in. We will talk about the impact that the surroundings/environment someone grows up in, or lives in, may influence the things they care about and the level they care about them. We will relate the discussion to better understand the character of Antonio Valor.
- **See** –
- **Do** –

Structured Practice Assignment – I will be demonstrating an example of the activity.
Guided Practice Assignment – Students will be carrying out the activity by themselves after observing me conduct an example.

Section II: Lesson Conclusion

| Criteria for Mastery (exit slip): | Ability to connect the online map with the comic book story |
| Closure/Exit Slip: | Now that you have explored the city through a virtual simulation, has your perspective on Antonio Valor changed? Why or why not? |
| Homework (explain homework before closure activity/exit slip): | None. |
Graduation Generation is massive on providing meaningful educational and growth opportunities. I think my Gradgen fellows and I have influenced the K-12 community mostly by just being there for them. At Barack & Michelle Obama Academy (BaMo), when I am not busy entering data, I assist Ms. Foushee with helping students complete activities on the computers. I find it adorable when the students are eager to impress the adults around them, so they work extra hard to get high scores on their activities. It is so crucial for me to be there for them, cheering them on even if the tasks are petty because all the support they are given empowers them more each and every time. My personal goal working with students is to make them believe in themselves and that no task is too hard. Instilling that mindset in them at an early age will encourage them to overcome any challenges later in their life.

I am currently taking a sociology class on Gender and Socialization in childhood, adolescence, and adulthood and working with K-12 students has definitely pushed me to take what I’ve learned at Emory and apply it to a real-life situation. I learned that part of the reason for the gender gap is because, during childhood, girls are being taught at a young age to think of themselves as less competent than boys and boys are taught to believe they are more competent through their everyday experiences in school. I was asked to create a poster for Black History Month that related to the school’s theme: “Aspiring to Become.” Being at BaMO with this task, I was aware of the issue at hand. I made sure to create the poster in a way that was gender neutral and sends the message that girls should not constrain themselves to society’s expectations. Being in this situation, as an Emory student, has made me think more critically about what our future needs to close the inequality gap between girls and boys. I am delighted to be able to be a part of changing social issues through working with Gradgen.

During my time with GradGen, I worked in a fifth grade classroom each week tutoring fifth graders in math and reading activities. We would also work on arts and crafts and participate in ice-breaker games. It was incredibly rewarding being able to come back to the same class each week and seeing just how much each student was growing. Nonetheless, it was challenging to gear my tutoring to each student’s needs; there were several occasions where I would realize a student was behind in their reading or math levels and I would have to spend additional time with them. Other times, students would express their exhaustion after several attempts of trying to solve a problem and I would have to give them a break or try again the next week. Despite these challenges, I would continue to encourage the students and praise them on the progress they were making. I knew it was important that I continued to show them that I cared and believed in their success so that they too could build a confidence in themselves.

My time at GradGen has showed me the importance of giving back to the communities around me. Before coming into Emory, I had volunteered with United Way and Boys and Girls Club, but it wasn't until I regularly began working with GradGen that I was able to visualize the effects of a long-term community program. As Emory students, we are able to actively become involved not only in the education but in the upbringing of younger generations in the Decatur area. This is significant. So many kids worry about not being able to attend college or strive for their dreams for a number of reasons, whether that be financial or educational barriers. With GradGen, college students are able to mentor younger kids and show them that regardless of what obstacles may seem to stand in their way, they are capable of anything they put their mind to. As a GradGen tutor, I feel like I’ve truly had an impact on guiding the next generation of college students and society members towards success and civic engagement. By continuing to give back to our communities, we as Emory students are also influencing younger students to give back too!
Programmatic Highlights

Five GradGen students from Maynard Jackson High School (MJHS), and three students from Cross Keys High were admitted to Emory’s Class of 2023.

Of these eight students, two were admitted to the Oxford Campus. One of those two chose to attend Harvard instead of Emory. Of the remaining seven students, two participated in the Emory Pre-College Program as Graduation Generation students.

All eight students participated in Graduation Generation’s Paving Our Futures Program. At least two were regular attendees of the SAT/ACT Preparatory Program at MJHS. All five MJHS students participated in the Grad-Gen Woodruff Library Experiential Learning Student Research Workshop.

Graduation Generation is in the process of conducting an evaluation to determine the feasibility and impact of its academic/social-emotional learning programming. The evaluation will be completed at the end of May 2019.

The Speak What Must Be Spoken traveling exhibit was installed at King Middle School. The theme of the exhibit is art and activism.

The exhibit is a collaboration between Graduation Generation and Woodruff and Rose Libraries and includes curricular materials implemented across the curriculum at King Middle.

The opening night event was Tuesday March 26th and included students dramatic and musical performances. The work of local artists, Dawud Anyabwile and Keith Crossley (Keef Cross) are a part of the exhibit.
Emory Students
Survey Responses
from Program
Evaluation
How important was it that GradGen provided you with the following educational experiences?

### Understanding Cultural and Racial Differences

<table>
<thead>
<tr>
<th>Importance</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slightly Important</td>
<td>2</td>
</tr>
<tr>
<td>Neutral</td>
<td>0</td>
</tr>
<tr>
<td>Moderately Important</td>
<td>15</td>
</tr>
<tr>
<td>Very Important</td>
<td>36</td>
</tr>
<tr>
<td>Extremely Important</td>
<td>47</td>
</tr>
</tbody>
</table>

### Ability to Work with Others

<table>
<thead>
<tr>
<th>Importance</th>
<th>Number of Students</th>
</tr>
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<tbody>
<tr>
<td>Extremely Important</td>
<td>47</td>
</tr>
<tr>
<td>Very Important</td>
<td>36</td>
</tr>
<tr>
<td>Moderately Important</td>
<td>15</td>
</tr>
<tr>
<td>Neutral</td>
<td>2</td>
</tr>
</tbody>
</table>

Legend:
- Extremely Important (47%)
- Very Important (36%)
- Moderately Important (15%)
- Neutral (2%)
How important was it that GradGen provided you with the following educational experiences?

**Leadership Skills**

- Extremely Important: 51%
- Very Important: 36%
- Moderately Important: 5%
- Neutral: 4%
- Slightly Important: 4%

**Personal Growth**

- Extremely Important: 41%
- Very Important: 33%
- Moderately Important: 22%
- Neutral: 4%
How important was it that GradGen provided you with the following educational experiences?

**Community Involvement**

- Importances: 0 5 10 15 20 25 30 35
- Number of Students: 0 5 10 15 20 25 30 35
- Scale: Moderately Important, Very Important, Extremely Important

**Communication Skills**

- Scale: Extremely Important (47%), Very Important (36%), Moderately Important (15%), Neutral (2%)

- Numbers: 15, 36, 47
Mentoring Programs

SEED Program

SEED
Mentored 50+
Maynard Jackson High School
Students

More than 40
Emory students participated

Over 75 Emory students participated in Paving Our Futures 3 vs 3 Tournament

Raised over $1500 in Scholarships for GradGen High School Students

Paving Our Futures
Academic Programs

Brain Awareness Day

Speak What Must Be Spoken
Traveling Exhibit

STEAM Club

Suture Lab

Robotics
Graduation Generation Numbers
2018-2019

K-12 Students
4,120

Community Partners
35

Emory Faculty/Staff
50

Emory Students
179

Graduation Generation