

THE BOYS & GIRLS
CLUBS OF
GLOUCESTER
COUNTY

2024-25

PAULSBORO CLUB
21ST CENTURY
COMMUNITY
LEARNING CENTER

**NITA M. LOWEY 21ST CCLC
GRANTEE COHORT 20**

YEAR END EVALUATION REPORT



BOYS & GIRLS CLUBS
Of Gloucester County, Inc.

Hartigan & Stafford Grant Professionals

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HARTIGAN&STAFFORD
GRANT PROFESSIONALS

BOYS & GIRLS CLUBS OF GLOUCESTER COUNTY 21ST CCLC

A. EXECUTIVE SUMMARY

Under the theme of STEM, the Boys & Girls Club of Gloucester County provides participants with a safe place to learn and grow, ongoing relationships with caring adult professionals, life-enhancing programs, character development experiences, and hope and opportunity for the future. High quality afterschool and summer learning programs are of critical importance to the youth attending the Club's partner school Loudenslager Elementary in grades 3 through 6. The Boys & Girls Club of Gloucester County believes that through hands-on STEM projects, daily homework help and tutoring, community service and leadership opportunities, healthy life skills classes, arts programming, daily sports, fitness and recreation activities and multimedia education students will grow to reach their full potential both academically and socially. Evidence based curriculum and inquiry-based learning will be supported by partnerships composed of powerful STEM and youth development partners across Gloucester County including Paulsboro Refining Company, Gateway Community Action Partnership (CAP), and Gloucester County Youth Services Commission.

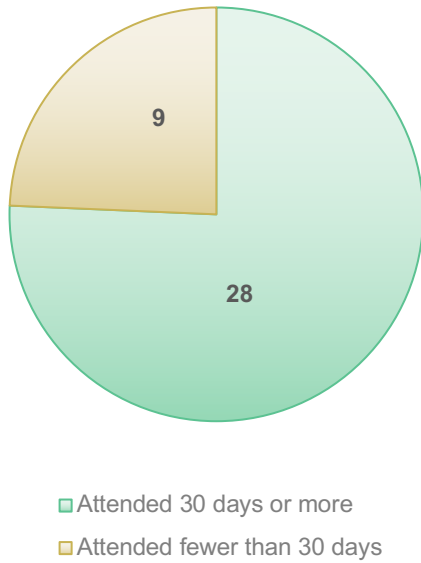
The Boys & Girls Club 21st CCLC program was not able to meet its target level of service of 75 students by the close of second quarter reporting. At the mid-point of the 2024-25 program year, 34 third through sixth grade students enrolled, 24 of whom have attended 30+ days. At the close of school year programs, 37 students were enrolled with 28 meeting APR attendance requirements.

In terms of academic progress, the Boys & Girls Club program implemented purposeful interventions to increase student growth. Students completed daily Power Hour programs with certified teachers and support staff in which they were given time to complete homework assignments and participate in supplemental education initiatives aimed at increasing skill acquisition in Math and Language Arts. Among the most notable academic enrichment activities offered by the Club are arts activities including a variety of STEM programs and Project Learn activities. Students also participated in a number of weekly arts and cultural programs such as creative arts classes, Cooking Matters and gardening. Enrichment programs also featured a Cinco de Mayo celebration and a trip to Wheaton Arts.

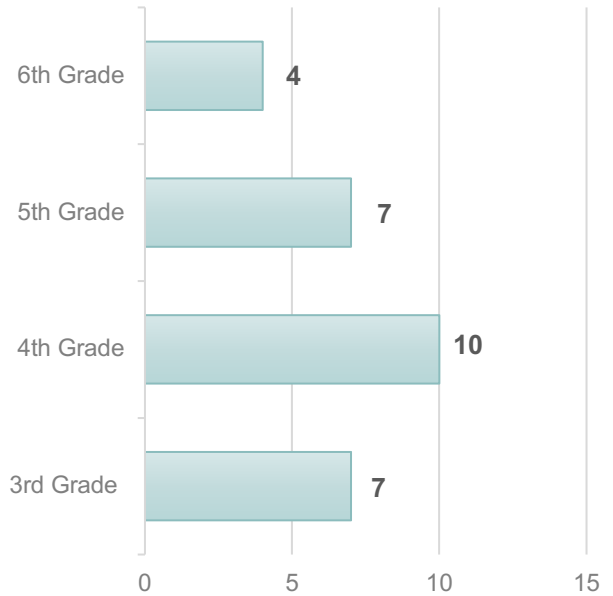
Student social-emotional growth was also an evaluation point this year, looking specifically at ways in which the program provided students with positive youth development programs to foster interpersonal relationships. Participants attended weekly sessions of evidence based youth development programs including Passport to Manhood and Smart Girls. The program also offered abundant opportunities for physical enrichment through team sports and recreation sessions. This report analyzes in greater detail more quantitative and qualitative ways in which the Boys & Girls Club program met New Jersey 21st CCLC state level and federal GPRA goals for afterschool programs.

B. TARGET POPULATION SUMMARY

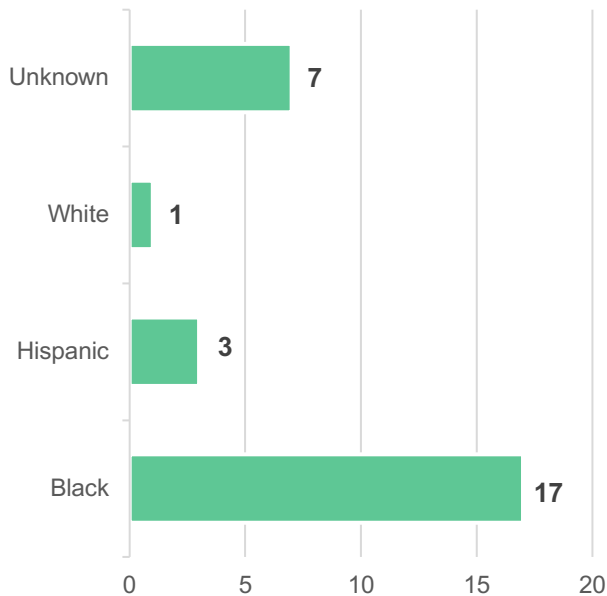
APR Regular Attendees



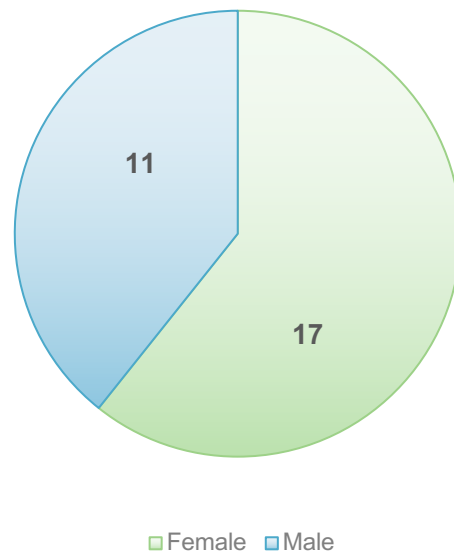
Grade Level Participation



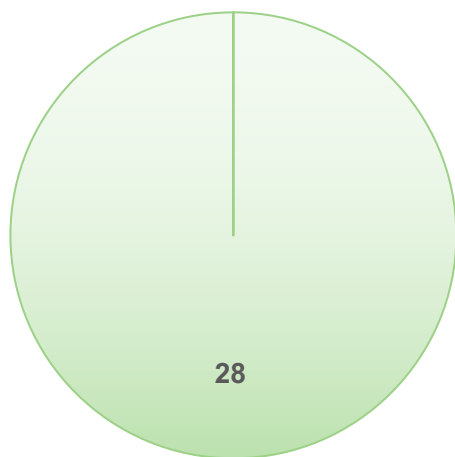
Racial Background



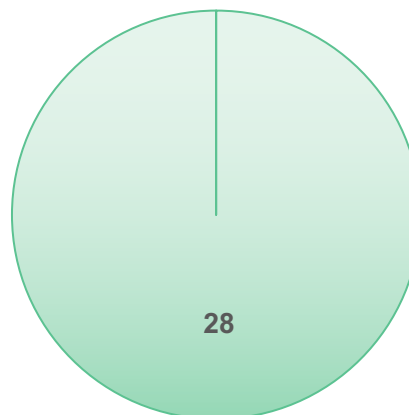
Gender



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Limited English Proficiency

No

Free/Reduced Lunch Eligibility

Free

C. PROGRAM STRUCTURE

Pursuant to NJDOE expectations, grantees must implement activities in each of the following six (6) categories: academic remediation; academic enrichment; positive youth development; cultural and arts; health, nutrition, fitness, and physical activity; and parental involvement. The following chart gives activity examples supporting the implementation of the six required program components at each site. Types and categories of activities are taken from PARS 21 activity reports run at the conclusion of 2024- 2025 school year programming.

Program Site	Activity Type			
	Academic	Youth Development/Arts	Parent	Health/Physical Activity
The Boys & Girls Clubs of Gloucester County <i>Paulsboro Club</i>	Power Hour Project Learn STEM	Passport to Manhood Smart Girls Creative Arts Torch Club/Student Council Follow Me and Lead	Family Movie Night Holiday Party Superbowl Party Thanksgiving meal	Triple Play: Sports and Recreation Gardening

		Cooking Matters	Parent council meeting	
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D. EVALUATION METHODOLOGY

The Boys & Girls Club Program is monitored by the local level evaluation team using the Northwest Regional Educational Laboratories (NWREL) Out-of-School Time Program Evaluation: Tools for Action in conjunction with the NJSACC Quality Standards for Afterschool Toolkit and YDEKC student social-emotional assessment survey.

NWREL has been working with out-of-school time (OST) programs since the inception of the 21st Century Community Learning Center grants, when NWREL staff conducted bidders' conferences for the northwest region. Relationships established with grantees through that activity led to a variety of evaluation, training, and technical assistance roles for staff from NWREL's Education, Career, and Community Program. NWREL offers research-based services to schools, districts, and states that are designed to improve educational results. The information will be correlated and disaggregated using a custom database that will provide formative and summative data for guidance toward your program improvement. Using the NWREL tools, the following areas were assessed:

Data Sources used in Evaluation Methodology

Outcomes/Outputs	Data Sources
Student Achievement	Grades collected from student report cards, NJ SLA test scores from PARS 21
Student Behavior	Attendance from PARS 21, behavior reports from schools, PARS 21 teacher surveys, NWREL student/staff surveys, YDEKC surveys
Perception of benefits, enjoyment, and quality of programs	Student, parent, and staff surveys Student focus groups



Perceptions of program quality in core academic areas and satisfaction with enrichment and support activities, including the link with the regular school day	Student, parent, staff, and PARS 21 teacher surveys
Satisfaction with services directed specifically at staff	Staff surveys
Success of partnerships, building of relationships	Advisory Board meetings
Effective communication among stakeholders and program administration	Internal self-assessments
Operational support for program effectiveness	Staff and partnership surveys, administrative self-assessments, leading indicator reports

E. FINDINGS

1) Youth Academic Outcomes

Assessment of youth classroom outcomes monitor progress made toward the following goals:

Federal GPRA: 1. Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading and language arts.

2. Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in math.

New Jersey State mandated goal: 1. To provide high-quality educational and enrichment programs that will enable students to improve academic achievement and promote positive behavior and appropriate social interaction with peers and adults.

The following shows academic trends disseminated using information pulled from participating public school report cards. Charts represent 1st through 4th marking period averages in Language Arts (Reading, Spelling and Writing), Math and Science for 44 participants attending the Loudenslager Elementary School.

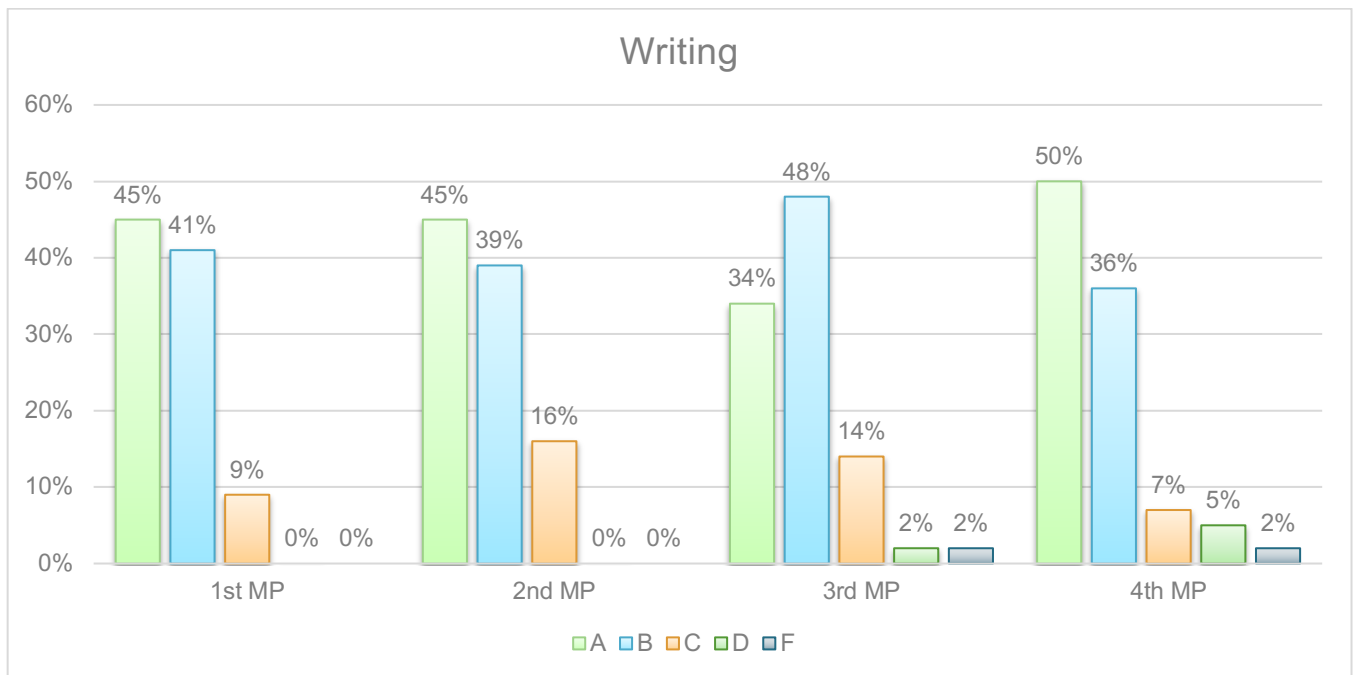
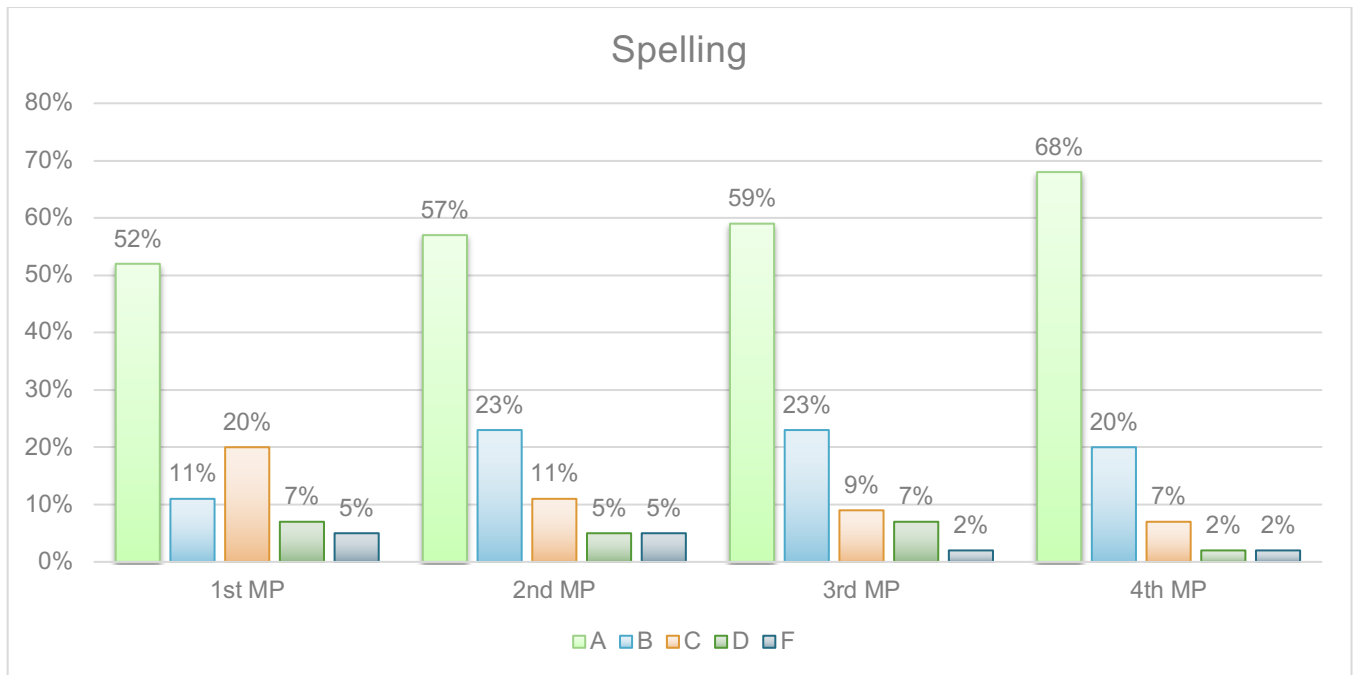
Paulsboro District Grading Scale

A	100 - 90
B	89 - 80
C	79 - 70
D	69 - 65
F	Below 65



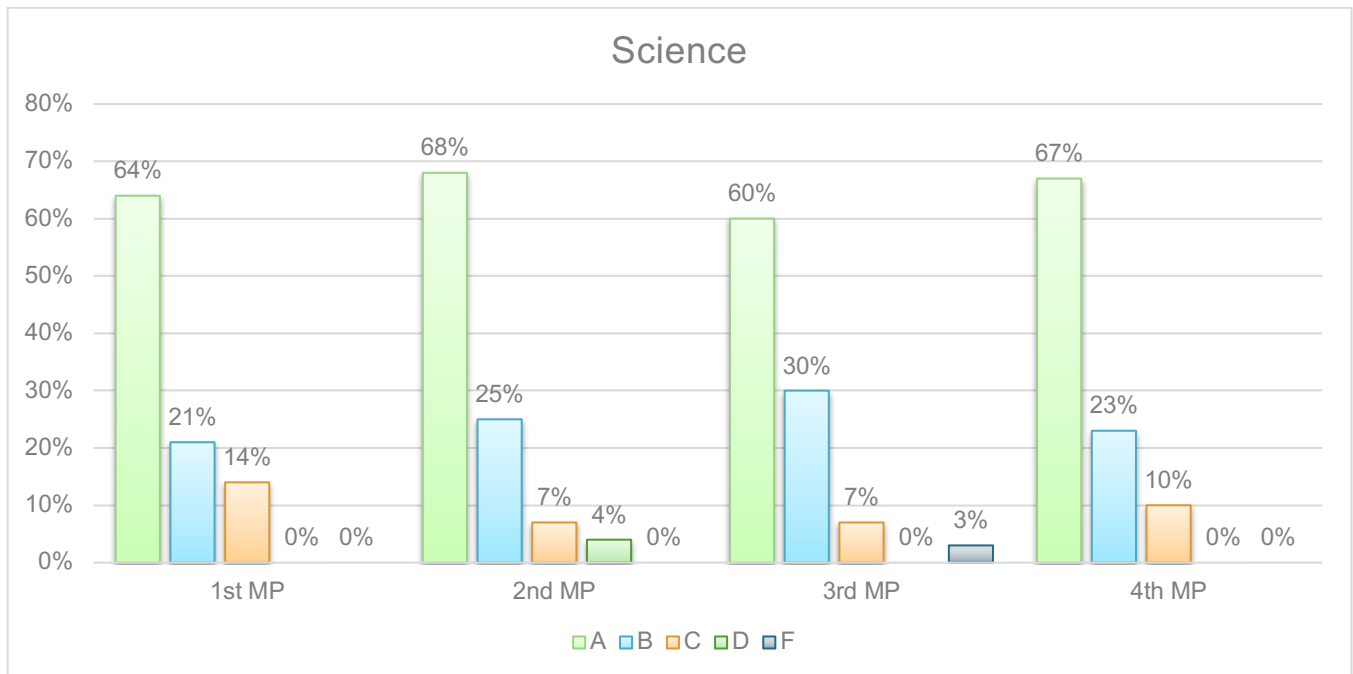
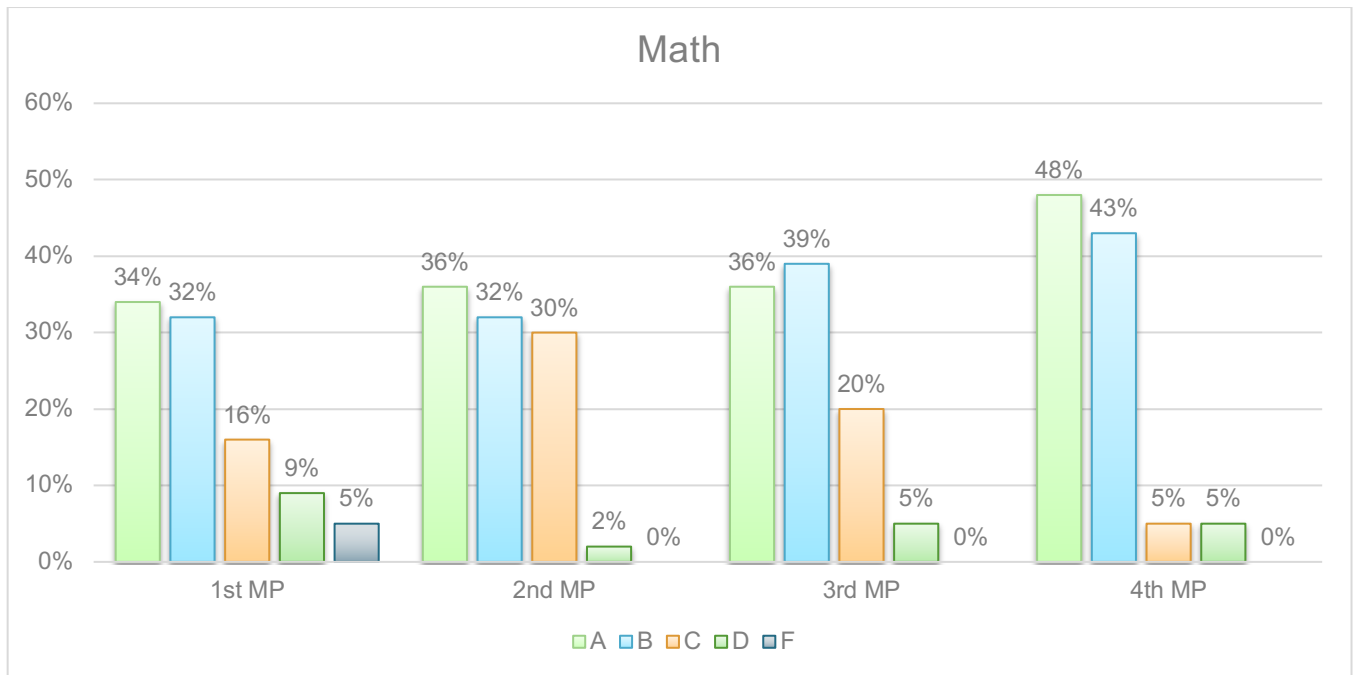
Boys & Girls Clubs of Gloucester County

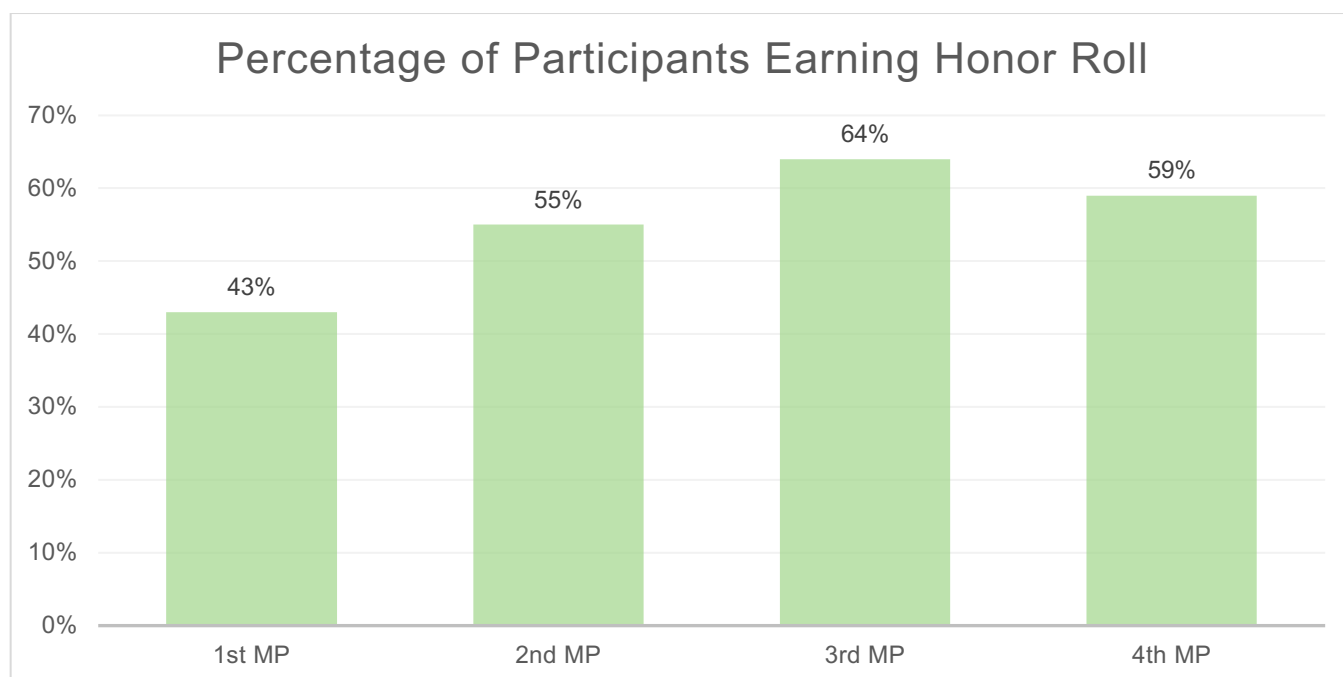
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Boys & Girls Clubs of Gloucester County

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2) Youth Social Emotional Outcomes

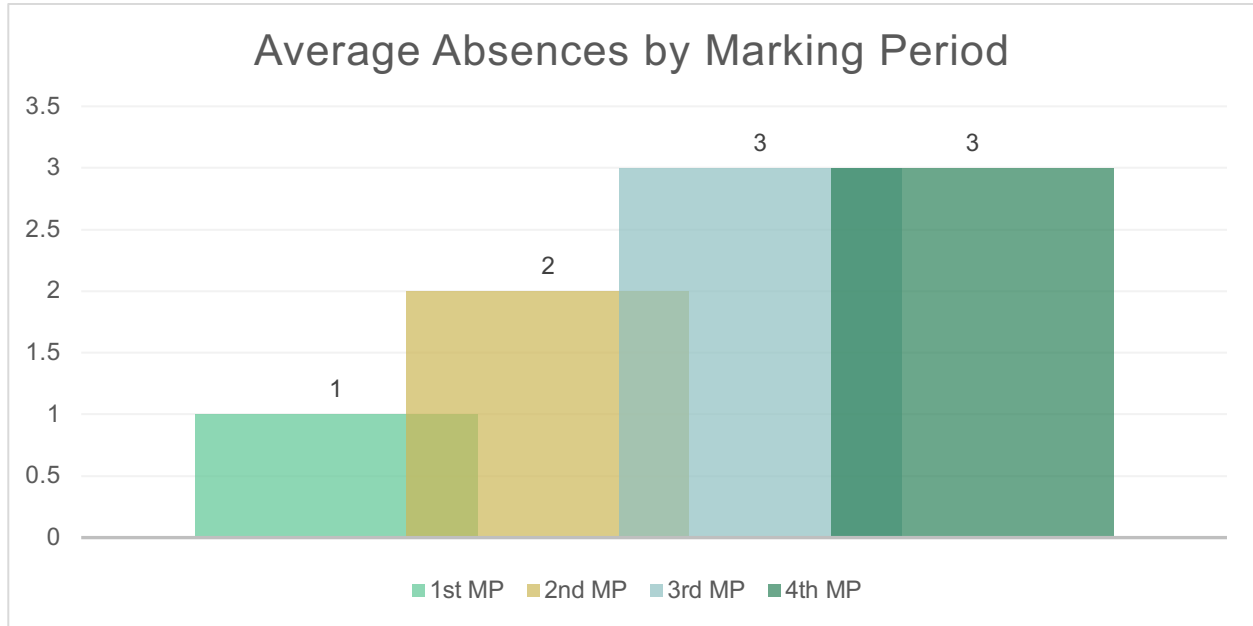
The 21st CCLC program works to develop an afterschool environment that is supportive of social-emotional learning through the design of activities, positive staff to student interactions and relevant staff training. Twice each year, the outcomes of SEL practices are analyzed through pre and post youth assessments as well as through participant focus group sessions. Measurement of social-emotional growth attempts to quantify changes in students' academic identity and behaviors, mindsets, self-management skills, interpersonal skills and program ownership. The evaluation plan consists of several tools to measure youth social-emotional outcomes including pre and post assessment surveys, focus group sessions and analysis of school day attendance. Assessment of youth social-emotional outcomes monitor progress to the following goals:

Federal GPRA: 3. Percentage of students in grades 1-12 participating in 21st CCLC programming during the school year who had a school day attendance rate at/below 90% in the prior school year and demonstrated an improved attendance rate in the current school year.

4. Percentage of students in grades 1-12 participating in 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.

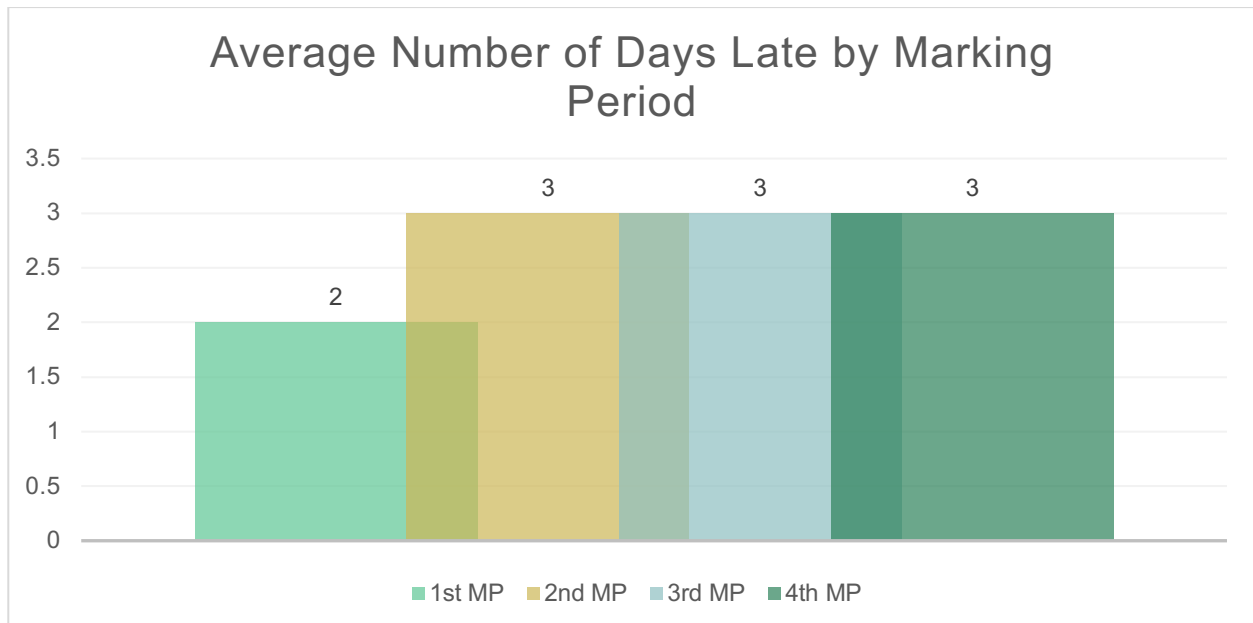
New Jersey State mandated goal: 3. To measure participants' progress and program effectiveness through monitoring and evaluating.

2024-25 SCHOOL DAY ATTENDANCE



School Day Attendance Rates by Marking Period

1st MP – 99%
2nd MP – 99%
3rd MP – 98%
4th MP – 98%



PARTICIPANT SURVEY OUTCOMES

Using online local level evaluator developed post assessment surveys, students are asked to score each content question using the following general scale – All of the time, Most of the time, Sometimes, and Never. Outcome percentages shown are students responding affirmatively selecting All of the time or Most of the Time as responses, unless otherwise noted.

SEL Areas Assessed	Core Metrics
<i>Academic Motivation</i>	Study habits, homework completion, parent educational attainment, future goal setting and planning.
<i>Feelings of Safety/Belonging</i>	Absenteeism, behavior during the school day, self-esteem.
<i>Self-Awareness</i>	Peer relationships, communication with staff.
<i>Program Ownership/Buy in</i>	Ability to provide feedback, meaningful and engaging activities.

Academic Motivation

Content details	Outcome %
Do you study hard for tests?	49%
Do your parents talk to you about school or homework?	56%
How often do you turn your homework in on time?	87%
How are your grades? <ul style="list-style-type: none"> Responses represent students selecting very high, above average, and average grades. 	99%

Feelings of Safety/Belonging

Content details	Outcome %
Do you like going to school?	38%
Do you feel safe attending the afterschool program?	90%

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Does the afterschool program support a sense of belonging?	67%
How often are you absent from school? • Responses represent students selecting rarely or never.	53%
How often are you in trouble during the school day?	87%
Rate your self-esteem. • Responses denote percentage of students reporting high levels of self-esteem.	51%

Self-Awareness

Content details	Outcome %
Do you feel comfortable talking to afterschool staff?	82%
How often do you feel upset when you come to school?	33%
Have you felt happier or less stressed since attending the afterschool program?	31%
How well do you get along with others, including other students and adults? • Responses denote percentage of students who selected “very well”.	39%

Program Ownership/Buy-in

Content details	Outcome %
Do you look forward to coming to the afterschool program?	64%
Does after school staff encourage your ideas and feedback regarding the program?	62%

Areas to High Light: Students see academic benefits in the program including help with homework and improving grades.

Students feel safe at the afterschool program.

Students have positive relationships with afterschool staff.

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The program supports students in homework completion.

Students are not often in trouble during the school day.

Participants view themselves as good students.

Areas for Improvement: Students do not hold a positive perception of their school/school day.

Students may be frequently absent from school.

Students do not report motivation to study.

Parents are not consistently engaged in conversations about the school day and/or homework.

The program may not promote a sense of belonging for all participants.

There may be limited opportunity for students to provide input and feedback.

More than 1/3 of responses show some students do not typically look forward to coming to the program.

Students may frequently deal with feelings of sadness and stress.

FOCUS GROUP OUTCOMES

Focus groups are conducted once each year with a random control group of students and are performed in person at each of the participating elementary school sites as well as the middle school. Outcomes evaluated student perception of activity quality, impact on family and home environment, perceived benefit, and comfort level with program staff. Participant answers were kept anonymous to ensure transparency of information and all focus groups transcripts were shared with the Project Director and Site Coordinator. Each transcript also carried a list of recommendations and conclusions developed by the local level evaluation team. Questions have been reproduced below with the most common answers highlighted.

Why did you join/start participating in the program?

- My parents made me come
- To meet new friends
- I wanted to try something new
- I wanted to have fun after school
- To get help with classwork
- I like to engage with my friends and other students

Do you enjoy the program, overall?

- Yes, it's fun
- I feel safe when I'm here

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- Yes, I enjoy spending time with my friends
- I like that we get dinner here

What afterschool activities do you feel help you the most?

- Going outside
- Play sports like basketball, kickball and soccer
- Arts and crafts lessons
- Reading during free time
- STEAM activities

How important is it to you that you get good grades?

- My parents expect me to get good grades
- Good grades are important to succeed in life
- I want to make honor roll
- Getting good grades is important for your future goals

Does the afterschool program help you understand your homework/classroom assignments better?

- Yes, if I have a question the staff helps
- Sometimes they can help
- Sometimes, but with Math homework I don't always get the help I need

Do you feel that the adults who work with the afterschool program could help you if you had a problem?

- Yes, I have a good relationship with the staff
- Yes, because that is what they do
- Yes, but it would depend on the gender and the problem
- Yes, because they are smart, nice and can help me if needed

Do you think the program has helped your behavior? If so, how?

- I don't really have behavior issues
- The program has made me more outgoing
- The program keeps me busy so I'm not doing things I'm not supposed to
- It helps me meet new people
- It has helped me be less shy and build my confidence

Do you feel that you work well with/interact with other students in a positive way?

- This depends on my relationship with the person
- I love to interact with other people and help them if needed
- Yes, with my friends because they are funny and nice
- Sometimes, I am not a social butterfly
- I am shy, I only want to interact with them if it is necessary

Do you feel like the students here treat each other with respect?

- Depends on the individual
- I wish everyone was more respectful to each other, I get along well with everybody

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- Some students can be mean
- Some do and some don't respect each other
- They lack maturity

Does the afterschool program recognize your achievements? (i.e., good grades, good behavior, consistent attendance?)

- Yes, you get rewards for good behavior, character, and attendance
- They check our report cards
- Staff members support us by occasionally attending our football and basketball games
- Staff members occasionally come to our school concerts and award ceremonies

Are you able to suggest ideas for activities or help plan new activities?

- They listen to our suggestions
- They ask what type of activities we like to do and what would be fun

What would you like to see changed about the afterschool program?

- Nothing, I like things the way they are right now
- I would like to go on more field trips
- Have a playground outside
- I would like to have more games to play

What ideas do you have to make the program better?

- More physical recreational activities (basketball, volleyball, go outside for a period of time)
- General outside play for an allotted time period
- More field trips (amusement parks, roller skating, movies)
- Have a playground
- Purchase a Ping Pong table
- Purchase more new games

3) Parent Outcomes

To understand the impact of the program on families, as well as to undertake additional measures to understand student progress in terms of academics, motivation and mindsets, the evaluation team uses evidence-based parent surveys. These surveys are administered electronically each May. In total, 10 program parents completed the online assessments. Assessment of parent and family impact monitor progress to the following goal:

New Jersey State mandated goal: 2. To implement activities that promote parental involvement and provide opportunities for literacy and related educational development to the families of participating students.

Parents are asked to score each content question using the following general scale (unless otherwise noted) – Strongly Agree, Agree, Disagree, Strongly Disagree or Don't Know. Outcome percentages shown are parents responding affirmatively selecting Strongly Agree or Agree as responses.

Areas Assessed	Core Metrics
Overall Program Satisfaction	Quality of programs, safety of students, snacks/meals, transportation, dosage of activity types.
Enrollment Needs	Student participation, factors contributing to participation.
Peer and Staff Relationships	Perception of friendships, staff capacity, student attitudes and motivation.
Staffing	Ease of communication with staff, staff attitudes, parent perception of engagement.
Student Impact	Perceived changes in student academic and social indicators.

Overall Program Satisfaction

How would you rate...	Good	Excellent
The overall after-school program.	20%	80%
The safety of your child while he/she is at the program.	20%	80%
The atmosphere and comfort of the room(s) where the program operates.	20%	80%

Boys & Girls Clubs of Gloucester County

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The snacks that are served to your child on a daily basis.	20%	80%
The hours of operation.	20%	80%
The transportation provided, if any.	10%	90%

Content details

Agree

I am satisfied with the kinds of programs and activities offered at the afterschool program.	100%
There is adequate quiet time for my child to complete homework.	90%
The after-school program has helped my child get his/her homework done on time.	100%
There is adequate opportunity for physical activity.	100%

Enrollment Needs

Why does your child attend the program?

Agree

Student needs after-school supervision	90%
Student is interested because friends are attending	70%
Student is interested because of the enrichment activities offered	80%
Parent is interested in enrichment programs	60%
Teacher recommended program	10%
Student needs homework assistance	30%

Peer and Staff Relationships

Content details	Agree
My child enjoys attending the afterschool program.	100%
My child feels comfortable with the afterschool staff.	100%
My child seems happier or less stressed since participating in the afterschool program.	100%
My child has friends in the afterschool program.	100%
My child completes homework with greater ease.	90%
My child has a better attitude toward school.	80%

Staffing

Content details	Agree
I am comfortable talking with the staff.	100%
The staff welcomes suggestions from parents.	100%
The staff keeps me informed about my child's day at the afterschool program.	100%
The staff welcomes parents who wish to observe.	100%
I am comfortable with how the staff handles discipline problems.	90%
The staff encourages positive interactions among the children.	100%
I am satisfied with the number of adult staff available to work with the students.	100%
The after school staff interacts with students in positive ways.	100%
The staff has clearly informed me about how to contact them during the afterschool program.	100%
I am satisfied with the overall performance of the afterschool program.	100%

Student Impact

Has there been improvement in your child's...	Yes
Behavior	90%
Grades	90%
Self-esteem	90%
Motivation	100%
Homework completion	100%

Areas to High Light: Parents have a positive perception of program quality, and the activities offered.

Parents are confident students are safe at the program.

Parents feel that there is ample opportunity for students to complete homework and engage in physical activity.

Students enjoy attending the afterschool program.

Students have made new friends and feel comfortable with afterschool staff.

The need for childcare drives parents' decisions to enroll students in the program.

Parents feel comfortable with staff and feel their suggestions are welcomed.

Parents feel that staff model positive behavior with youth and treat them with respect.

Noted improvements in behavior, self-esteem, motivation and homework completion.

Areas for Improvement: Parents may need more communication about how discipline is handled in the afterschool program.

School day teacher awareness of the afterschool program may need to be improved to increase school buy-in and participant enrollment.

F. SUMMARY AND CONCLUSIONS

Overall Program Strengths: The following strengths have been determined as successful outcomes of the Boys & Girls Club 21st CCLC Program based on analysis of focus group results, surveys, conversations with program staff and administration and regular monitoring observations.

Youth Academic Achievement

Clear indicators have shown that youth participating in the 21st CCLC program are making progress in the classroom. Over the course of the 2024-25 school year, students earning As in Spelling increased by 16%, along with a 5% increase in students earning As in Writing and 14% increase in students earning As in Math.

Supportive Adults

In focus groups, students consistently reported that they felt they could talk to after school staff members if they had a problem. Additionally, in online post-assessment surveys, 82% of participants reported that they felt comfortable talking with adults working in the 21st CCLC program.

Student Buy-In

Feedback gathered from focus groups shows that students feel a sense of ownership for their afterschool program. All students comment that they are frequently able to help plan for new activities and that staff ask for their suggestions on what types of programs should be offered.

Enrichment Programs

In focus group sessions, students mention a number of enrichment programs that they enjoy including arts and crafts, going outside, reading and STEAM.

Parent Perception

Parents overall have a positive perception of the 21st CCLC program. 80% of parents rate the quality of the afterschool program as excellent. 100% of parent survey responses indicate parents are happy with the types of activities offered; 100% feel there is ample opportunity for students to complete homework and are happy with the time and type of physical enrichment offered.

Continuous Quality Improvement Goals: To support continuous quality improvements in the afterschool program, the local level evaluator has made the following goals/recommendations for the 21st CCLC program.

1. Improve available protective factors for students who may be suffering from lack of attachment to their schools.

Online post assessment surveys show that only 38% of students look forward to coming to school on a regular basis. School attachment, also known as school connectedness, is a crucial protective factor against adolescent risk behaviors such as depression and involvement in violence. The organization is encouraged to support academic engagement by recognizing student efforts and achievements. Tailor interventions to support students in setting and achieving academic goals.

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2. Increase the availability of youth development initiatives that purposefully work to help students manage their emotions.

In participant post-assessment surveys, nearly 70% of responses indicate that students may be dealing with regular occurrences of sadness and stress when they come to school. It is important for students to have the proper tools to manage their emotions and cope with stressful situations. It is recommended that the program continue to work with stakeholders such as the Gateway Wellness Center and Acenda Health in order to provide positive youth development activities that focus on helping youth build self-management skills.

3. Increase youth opportunities to spend time outdoors.

One of the most commonly reoccurring suggestions youth make in regard to improving the program is to be able to spend more time outdoors engaged in physical recreation. In order to apply this feedback from youth, the program should incorporate regular times for students outdoors, weather permitting.