

THE BOYS &
GIRLS CLUB OF
CAMDEN COUNTY

2024-25

21ST CENTURY COMMUNITY LEARNING CENTER

**NITA M. LOWEY 21ST CCLC
GRANTEE COHORT 18**

YEAR END EVALUATION REPORT



BOYS & GIRLS CLUB
OF CAMDEN COUNTY

Hartigan & Stafford Grant Professionals

erinstafford11@gmail.com

Table of Contents

A. Executive Summary_____	1
B. Target Population Summary_____	2
C. Program Structure_____	3
D. Evaluation Methodology _____	4
E. Findings	
1) Youth academic Outcomes_____	5
2) Youth Social Emotional Outcomes_____	10
3) Staff Outcomes_____	16
4) Parent Outcomes_____	21
F. Summary and Conclusions _____	26

Prepared by:

Erin Stafford, BFA, Art. Ed. Cert.

HARTIGAN&STAFFORD
GRANT PROFESSIONALS



BOYS & GIRLS CLUB OF CAMDEN COUNTY 21ST CCLC

A. EXECUTIVE SUMMARY

The Boys & Girls Club of Camden County's 21st CCLC program has been designed to meet the unique needs of students and families in the Camden community through innovative, culturally sensitive, inquiry-based STEAM learning. The Boys & Girls Club program strives to implement programming in close partnership with Camden City Public Schools, Bank of America, TD Bank, Virtua Health Systems, Ravitz Family Markets, and the Camden County Police Department. This collaborative of schools, businesses and municipal offices will ensure the delivery of high quality educational and enrichment programs. Daily programs feature a diverse mix of homework help, mentoring sessions, STEAM project-based learning, career readiness practices, culturally relevant art projects and ample integration of physical enrichment and wellness components. Implementation of remediation and enrichment programs is guided by several key outcomes for youth including improved school performance, the development of exceptional character, ongoing positive relationships with peers and trusted adults, and increased college and career readiness behaviors.

The Boys & Girls Club 21st CCLC program was not able to meet its target level of service of 80 students by the close of second quarter reporting. At the mid-point of the 2024-25 program year, 47 students attended for 30 days or more with 29 of these participants attending programs for more than 60 days. At the close of school year programs, 83 students were enrolled with 74 meeting APR attendance requirements.

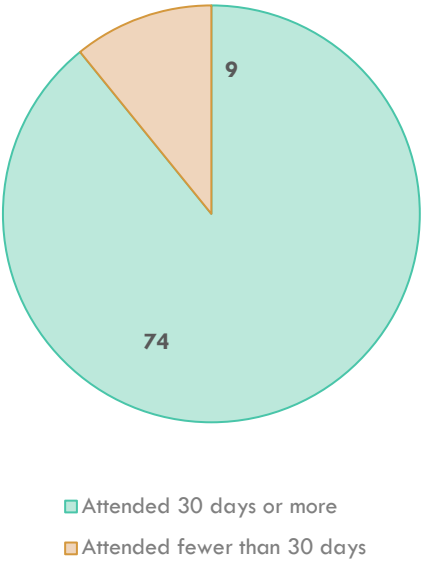
In terms of academic progress, the Boys & Girls Club program implemented purposeful interventions to increase student growth. Students completed daily Power Hour programs with certified teachers and support staff in which they were given time to complete homework assignments and participate in supplemental education initiatives aimed at increasing skill acquisition in Math and Language Arts. In fact, a number of students indicate that they signed up for the after school program because they needed help getting homework done. Among the most notable academic enrichment activities offered by the Club are arts activities including drama and a variety of STEAM programs. Students also attended field trips to a state STEM convention, esports competition, the Edleman Planetarium and Yard Science to support further hands-on experiences with STEM topics.

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 peer and adult relationships. Participants attended weekly sessions of evidence based youth development programs including Passport to Manhood and Smart Girls. A central focus of programming was also a new Club choice model in which students elected an enrichment class for one session of each day. New opportunities included Step Team, E-sports, and Volleyball. 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.

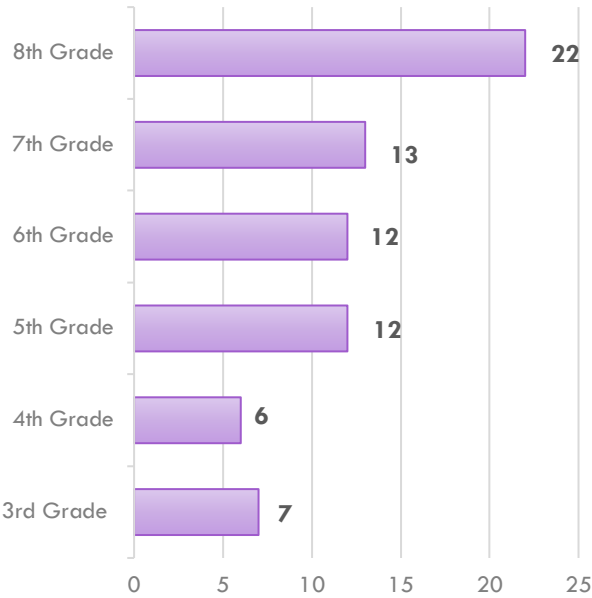


B. TARGET POPULATION SUMMARY

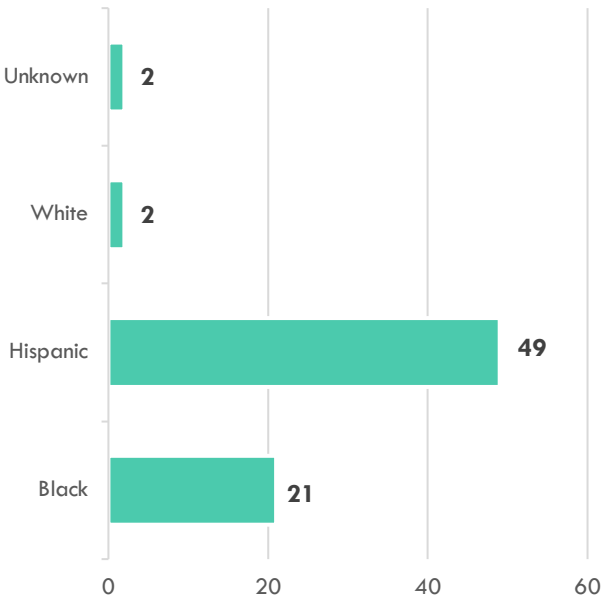
APR Regular Attendees



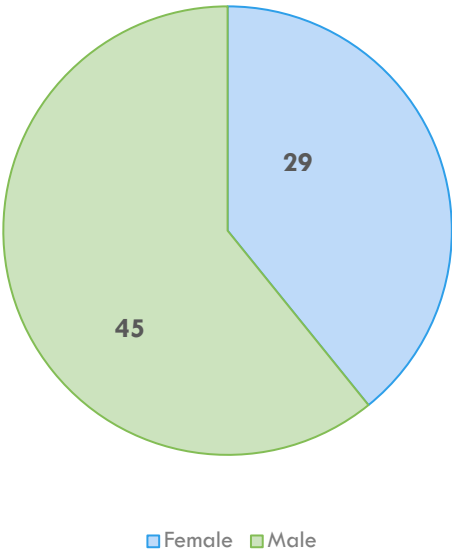
Grade Level Participation



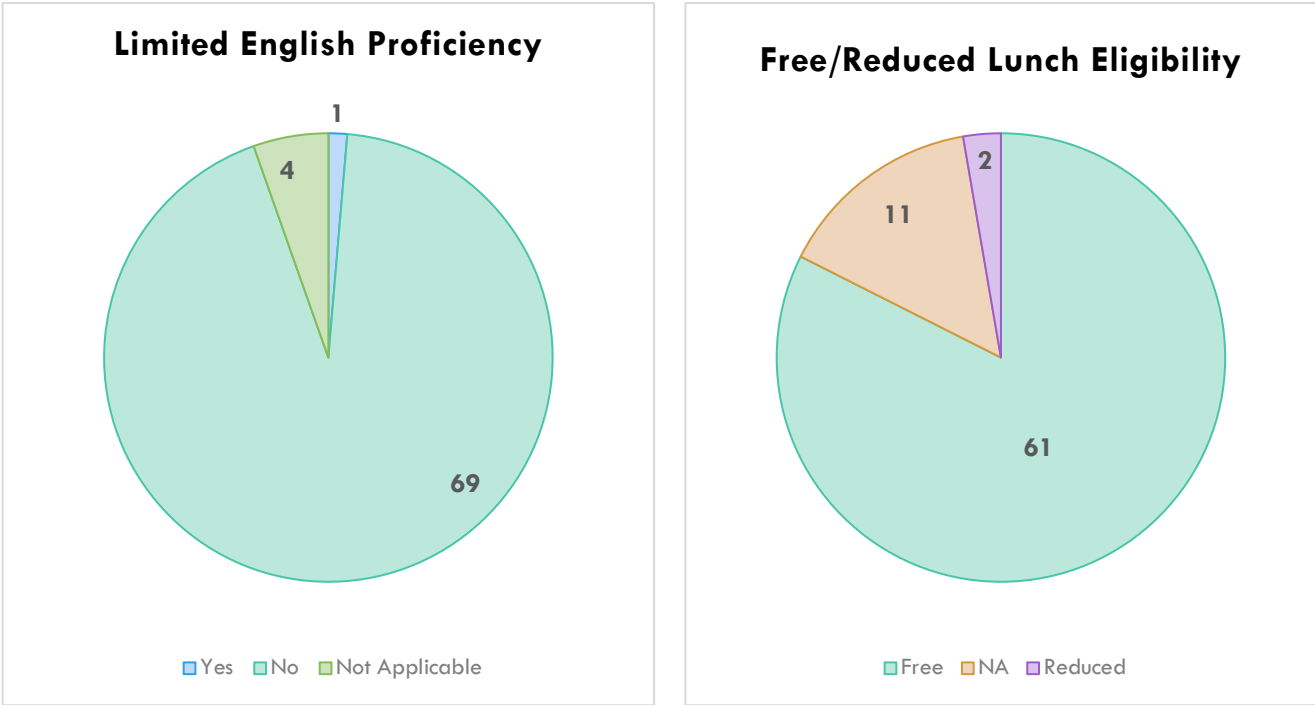
Racial Background



Gender



...



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.

	Activity Type			
Program Site	Academic	Youth Development/Arts	Parent	Health/Physical Activity
The Majorie & Lewis Katz East Camden Clubhouse	Power Hour	Passport to Manhood	Food Donations	Step Team
	Reading Enrichment	Smart Girls	Clubsgiving Event	Gym/Team Sports
	STEM university field trip	Smart Moves	Winter family programs	Social Recreation
	Edelman Planetarium Field Trip	Art	Advisory Board participation	
	Yard Science	Drama/Theatre		
		Teen Center		

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.

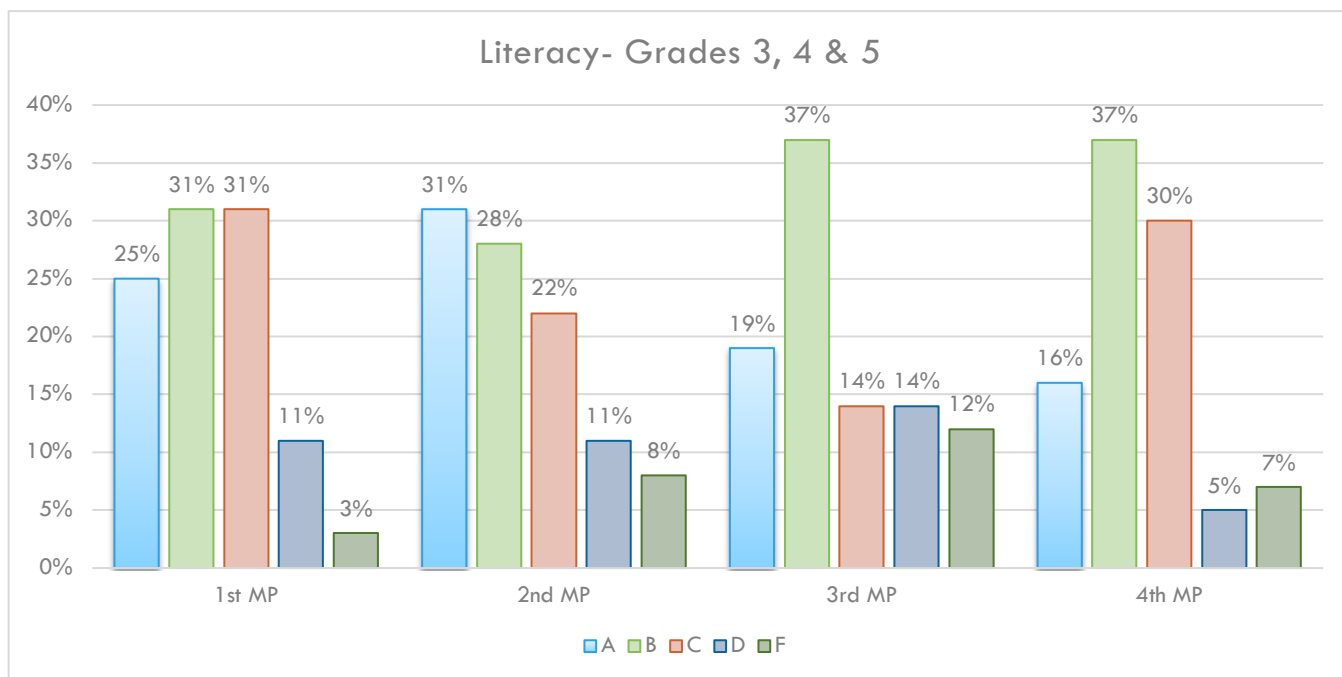
2. Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in math.

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, Math and Science for 68 participants attending the Octavius Catto, Veteran's Memorial and Cooper's Point Schools.

Camden District Grading Scale

A	100 - 90
B	89 - 80
C	79 - 70
D	69 - 60
F	59 and below



Full Year Literacy Grade Changes Overtime

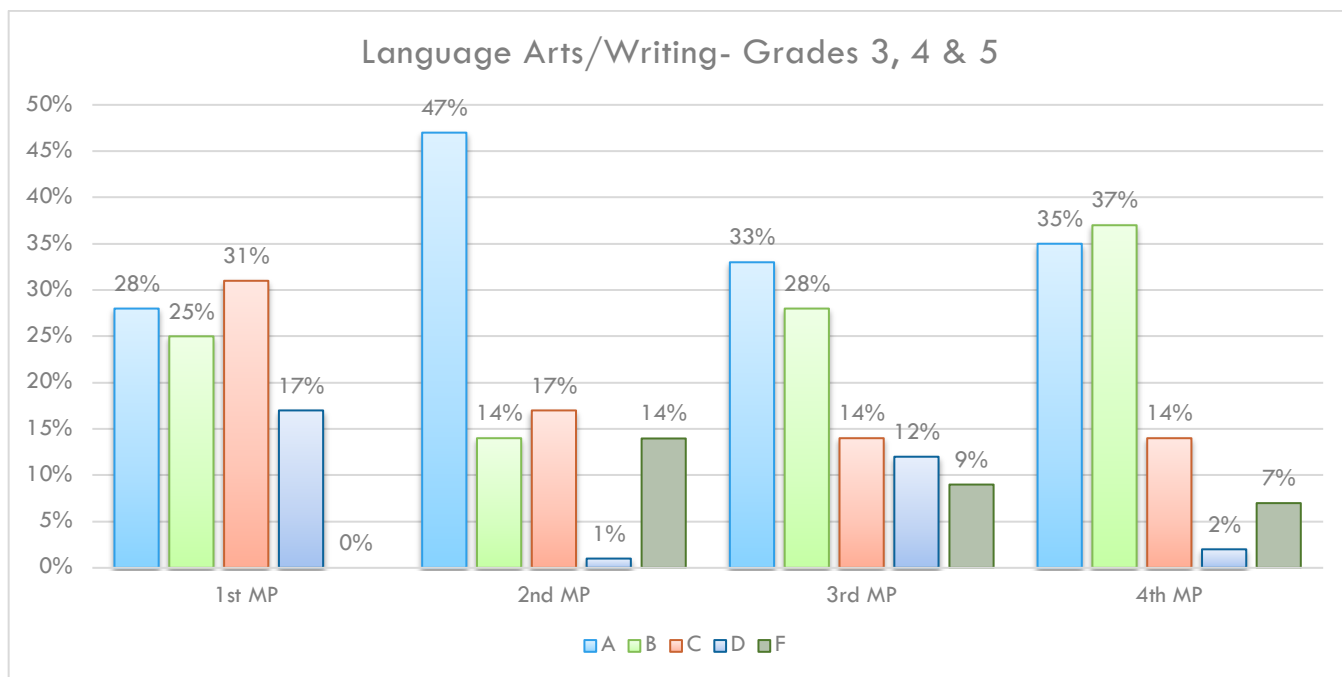
As – (1st MP) 25% to (4th MP) 16%

Bs – (1st MP) 31% to (4th MP) 37%

Cs – (1st MP) 31% to (4th MP) 30%

Ds – (1st MP) 11% to (4th MP) 5%

Failing - (1st MP) 3% to (4th MP) 7%





Full Year Language Arts/Writing Grade Changes Overtime

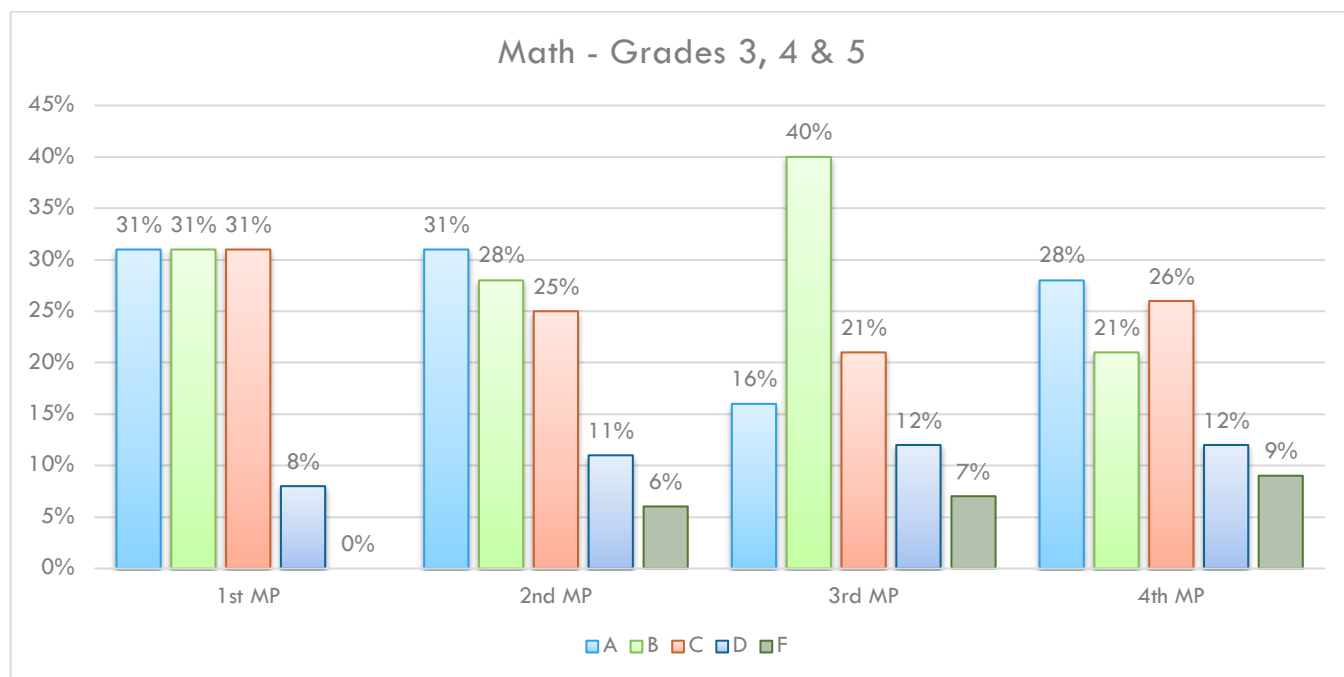
As – (1st MP) 28% to (4th MP) 35%

Bs – (1st MP) 25% to (4th MP) 37%

Cs – (1st MP) 31% to (4th MP) 14%

Ds – (1st MP) 17% to (4th MP) 2%

Failing - (1st MP) 0% to (4th MP) 7%



Full Year Math Grade Changes Overtime

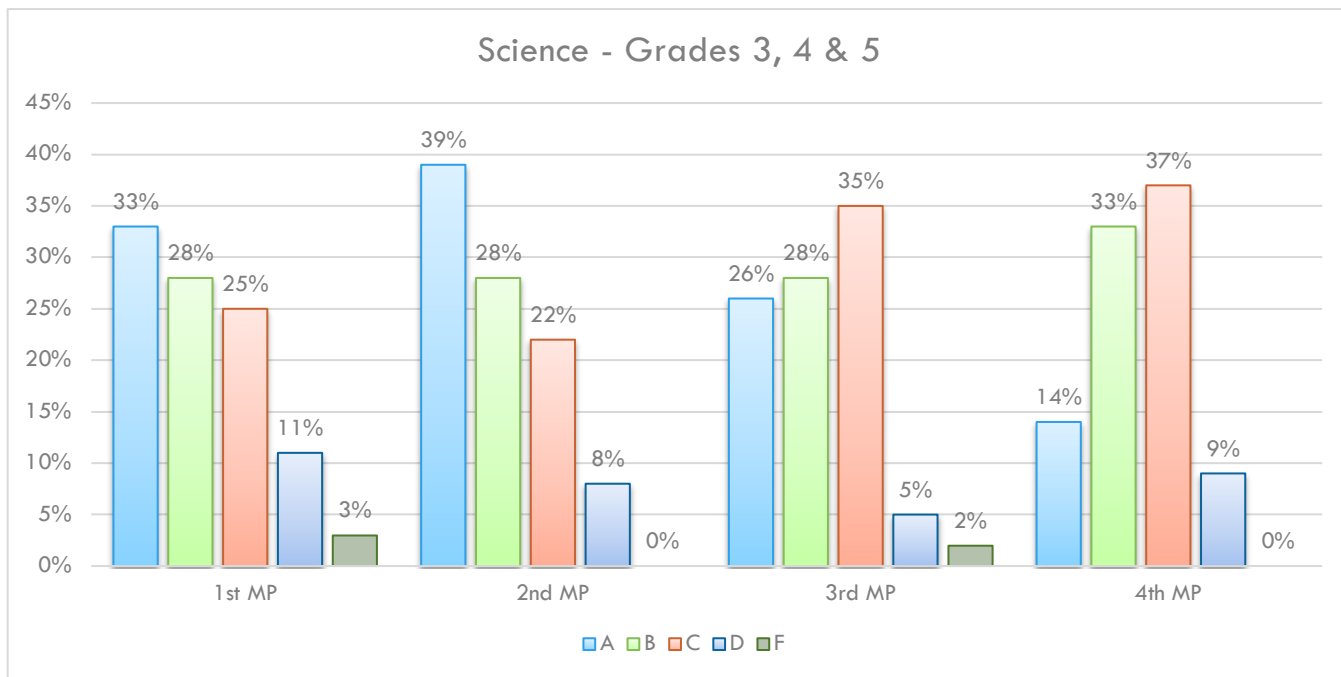
As – (1st MP) 31% to (4th MP) 28%

Bs – (1st MP) 31% to (4th MP) 21%

Cs – (1st MP) 31% to (4th MP) 26%

Ds – (1st MP) 8% to (4th MP) 12%

Failing - (1st MP) 0% to (4th MP) 9%



Full Year Science Grade Changes Overtime

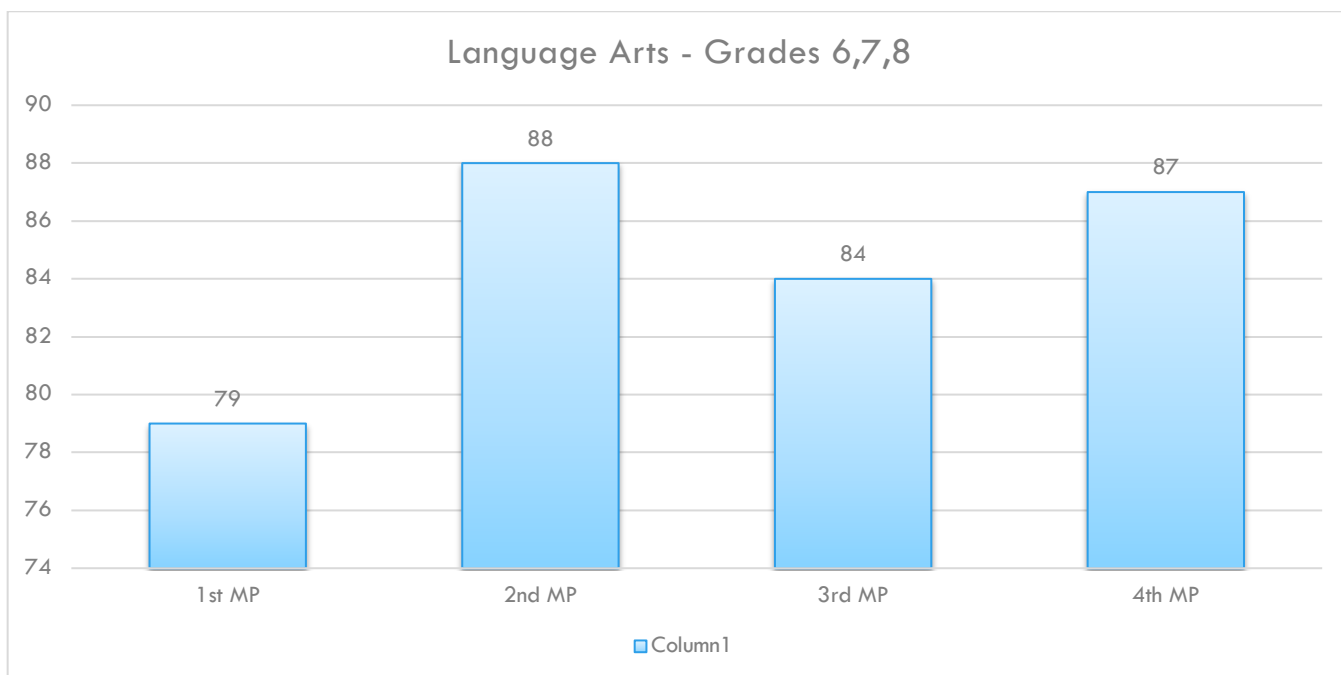
As – (1st MP) 33% to (4th MP) 14%

Bs – (1st MP) 28% to (4th MP) 33%

Cs – (1st MP) 25% to (4th MP) 37%

Ds – (1st MP) 11% to (4th MP) 9%

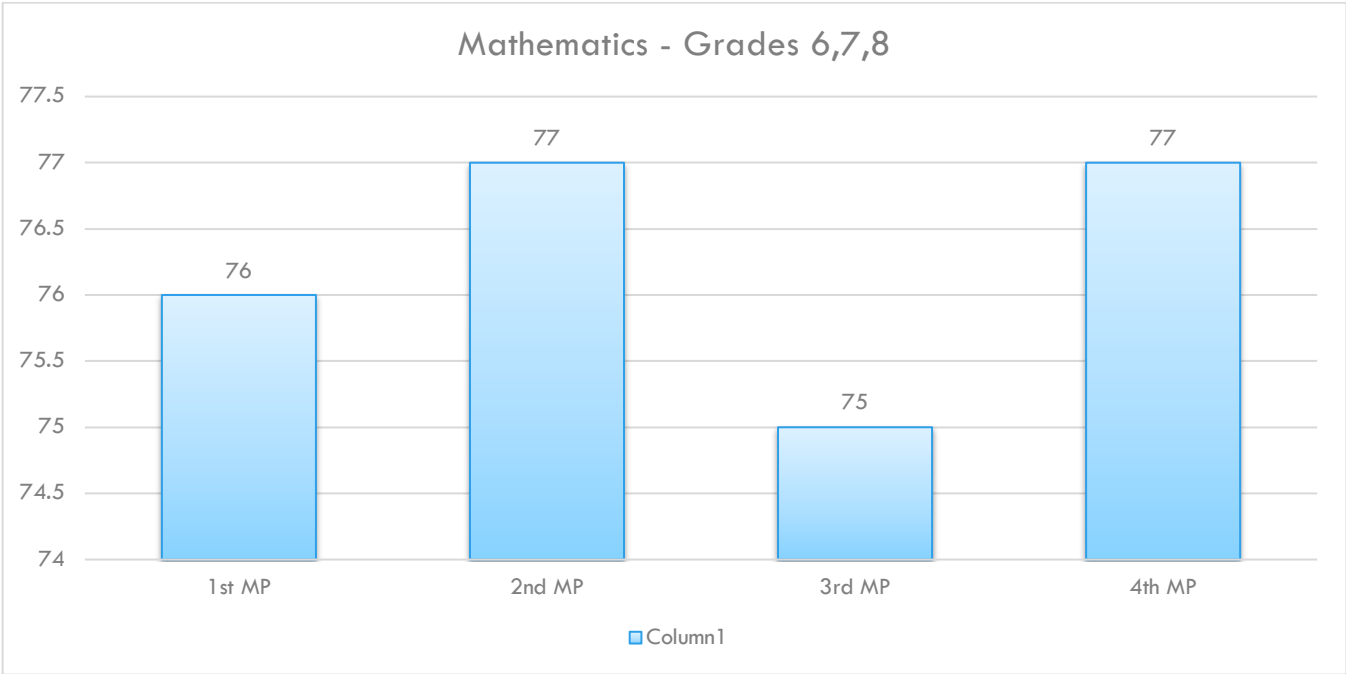
Failing - (1st MP) 3% to (4th MP) 0%





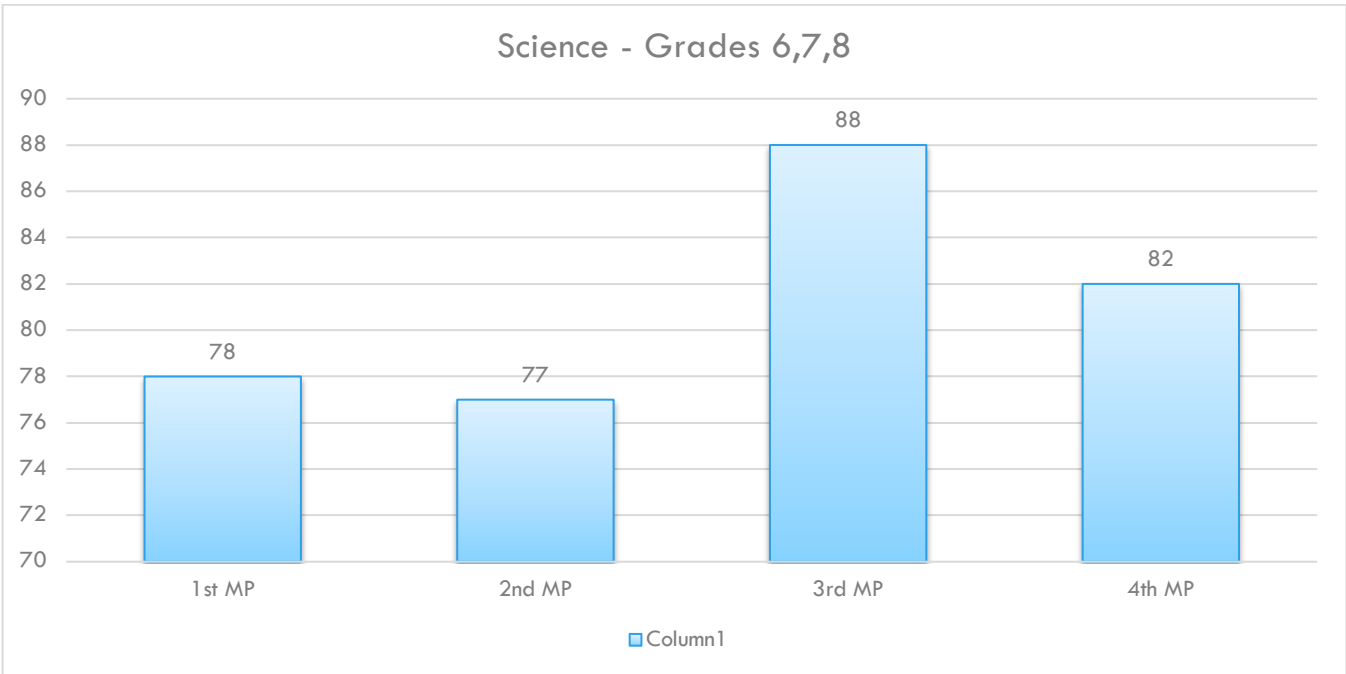
Full Year Language Arts Grade Changes Overtime

(1st MP) C to (4th MP) B



Full Year Math Grade Changes Overtime

(1st MP) C to (4th MP) C



Full Year Science Grade Changes Overtime

(1st MP) C to (4th MP)



2) Youth Social Emotional Outcomes

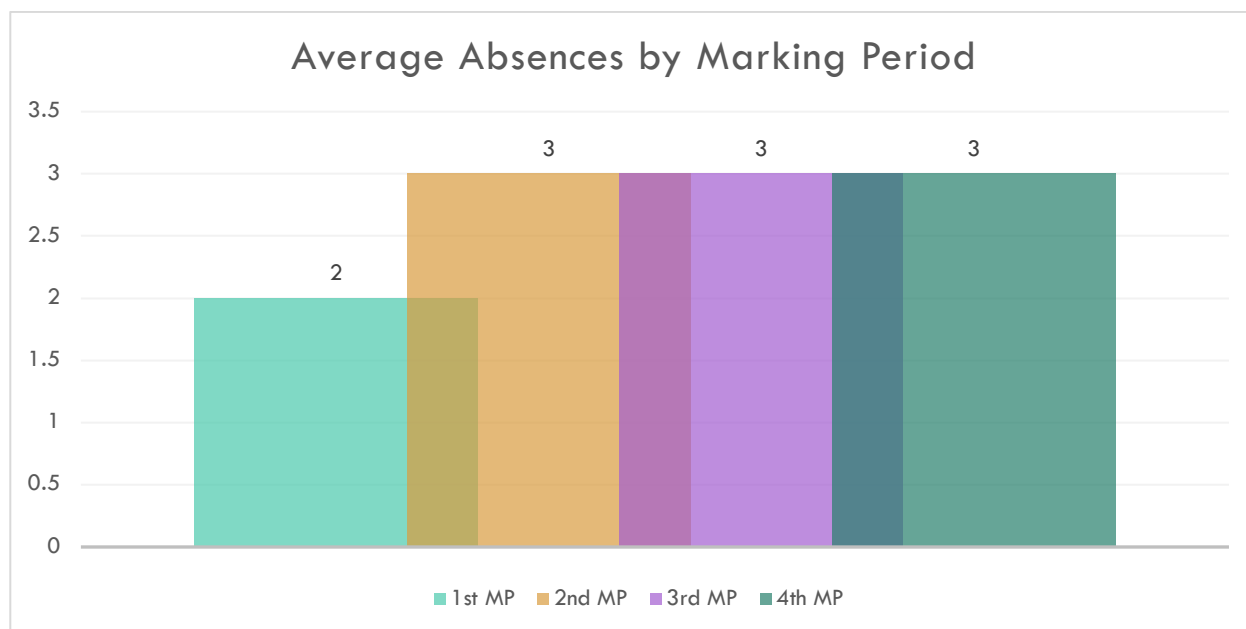
The 21st CCLC program works to develop an afterschool environment that is supportive of social-emotional learning through the design of activities, positive staff to student interactions and relevant staff training. Twice each year, the outcomes of SEL practices are analyzed through pre and post youth 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



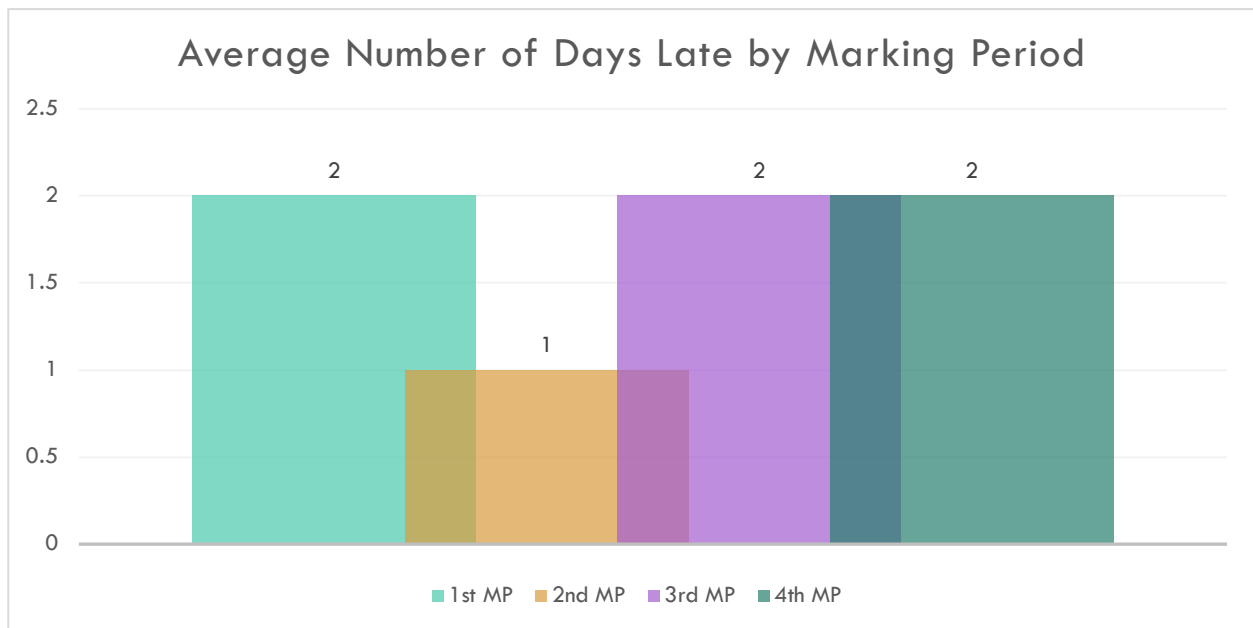
School Day Attendance Rates by Marking Period

1st MP – 99%

2nd MP – 98%

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?	72%



Do your parents talk to you about school or homework?	72%
How often do you turn your homework in on time?	84%
How are your grades? Responses represent students selecting very high, above average, and average grades.	100%

Feelings of Safety/Belonging

Content details	Outcome %
Do you like going to school?	44%
Do you feel safe attending the afterschool program?	92%
Does the afterschool program support a sense of belonging?	84%
How often are you absent from school? Responses represent students selecting rarely or never.	58%
How often are you in trouble during the school day?	16%
Rate your self-esteem. Responses denote percentage of students reporting high levels of self-esteem.	40%

Self-Awareness

Content details	Outcome %
Do you feel comfortable talking to afterschool staff?	76%
How often do you feel upset when you come to school?	24%
Have you felt happier or less stressed since attending the afterschool program?	40%
How well do you get along with others, including other students and adults? Responses denote percentage of students who selected “very well”.	44%

Program Ownership/Buy-in

Content details	Outcome %
Do you look forward to coming to the afterschool program?	76%
Does after school staff encourage your ideas and feedback regarding the program?	56%

Areas to High Light: Students feel safe at the afterschool program.

 Students are not frequently in trouble during the school day.

 Students look forward to coming to the afterschool program.

 Students feel that they belong in the afterschool program.

 Students are not frequently in trouble during the school day.

 Students generally turn in homework on time.
Areas for Improvement: Parents may not engage in regular conversations about the school day with their students.

 Students may have negative perceptions of school.

 Students may not consistently feel comfortable talking with after school staff.

 Students need more opportunities to provide input and feedback on activities.

 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?

- I had gone to other programs, but they weren't helping me get my homework done
- I had nowhere to go after school
- My parents needed childcare after school
- My siblings came here, and I wanted to come too
- I've been coming her since first grade
- My mom wanted me to get help with homework



Do you enjoy the program, overall?

- I think I have outgrown the program
- It used to be more fun
- We need more activities
- Sometimes it's boring

What afterschool activities do you feel help you the most?

- Soccer Drills and Skills
- E-sports
- Social Rec.
- Step team
- Music
- Volleyball

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

- It is important to me and my parents
- It is important to get into a good high school and a good college
- It's important because I play sports and if I don't get good grades, I'll get benched
- It's important because I get to go to honors classes
- Good grades help me get a head start on high school

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

- Yes, the staff really helps me
- Sometimes I am completely lost, and the aides help me out
- I don't usually have homework
- I usually do my homework on my own

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

- Students mention several staff members by name and say that they are "nice and chill"
- The staff makes sure everyone is okay

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

- Yes, I used to be crawling up the walls
- The staff has helped me straighten out
- I used to be really shy
- I used to be up and walking around, but now I can focus better

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

- Only with my friends
- Yes, if they don't play around too much



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

- No, the little kids are not respectful
- Some kids say bad words
- Some kids are disrespectful to staff
- Some kids need to learn a lesson about how to treat other people

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

- Yes, you can get an attendance certificate
- Sometimes we get rewards for small things
- I think they believe that you should already know how to behave, so if we act good, we don't get any rewards

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

- Yes, we have representatives in each grade, and we meet to discuss those things on Fridays
- No, they pretty much decide what they were going to do
- Sometimes
- Not for activities in the gym

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

- More time for Specials
- Less time spent in Power Hour
- More time for active games

What ideas do you have to make the program better?

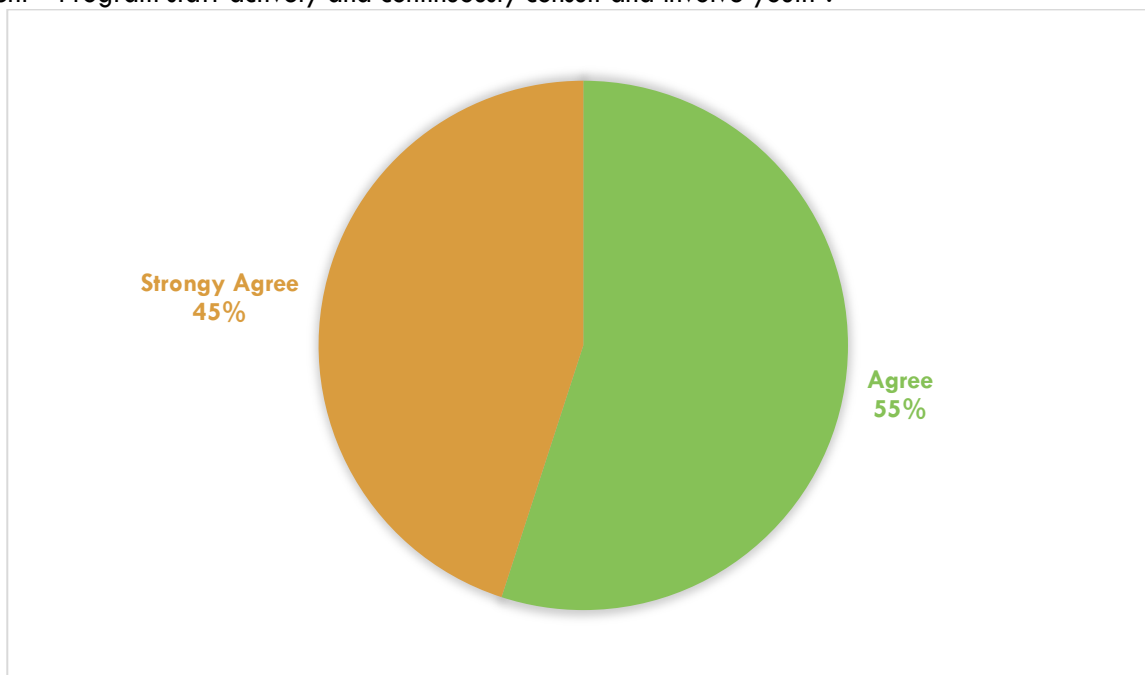
- Nominate kids for doing something nice
- Give free Time as a Reward
- More sports like basketball
- A calming room, or a calm down corner
- More games and Electronic Sports
- A special with wellness and mindfulness to see how kids feel

3) Staff Outcomes

In January and February 2025, 20 certified teachers and youth development professionals responded to AIR staff management and verification surveys. Surveys provide staff with the opportunity to report on various program quality aspects including collective staff efficacy, program design, communication and linkages to the school day, service delivery practices, youth ownership, internal communication, and parent communication. The following analysis offers an overview of the outcomes of each of the aforementioned survey metrics to determine overall staff perception of the afterschool program, activities and environment. One question from each section has been represented graphically, paired with a discussion focusing on the entirety of questions in each question matrix.

Collective Staff Efficacy

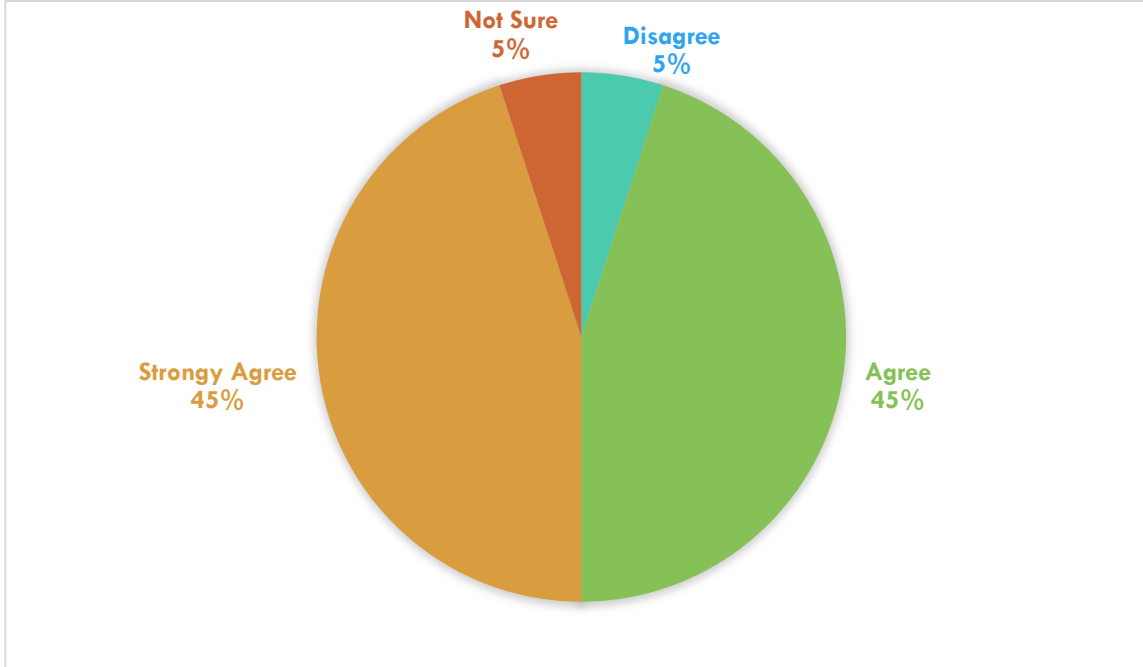
Statement- "Program staff actively and continuously consult and involve youth".



Staff feel confident that youth are consistently involved in decision making regarding the afterschool program. Staff also see that they provide structured and planned activities explicitly designed to help youth to get to know one another as well offer youth the opportunity to lead activities. Other areas of success include providing opportunities for the work, achievements, or accomplishments of youth to be publicly recognized. Some improvement may need to be made in program staff listening to youth more than talking at them.

• • •

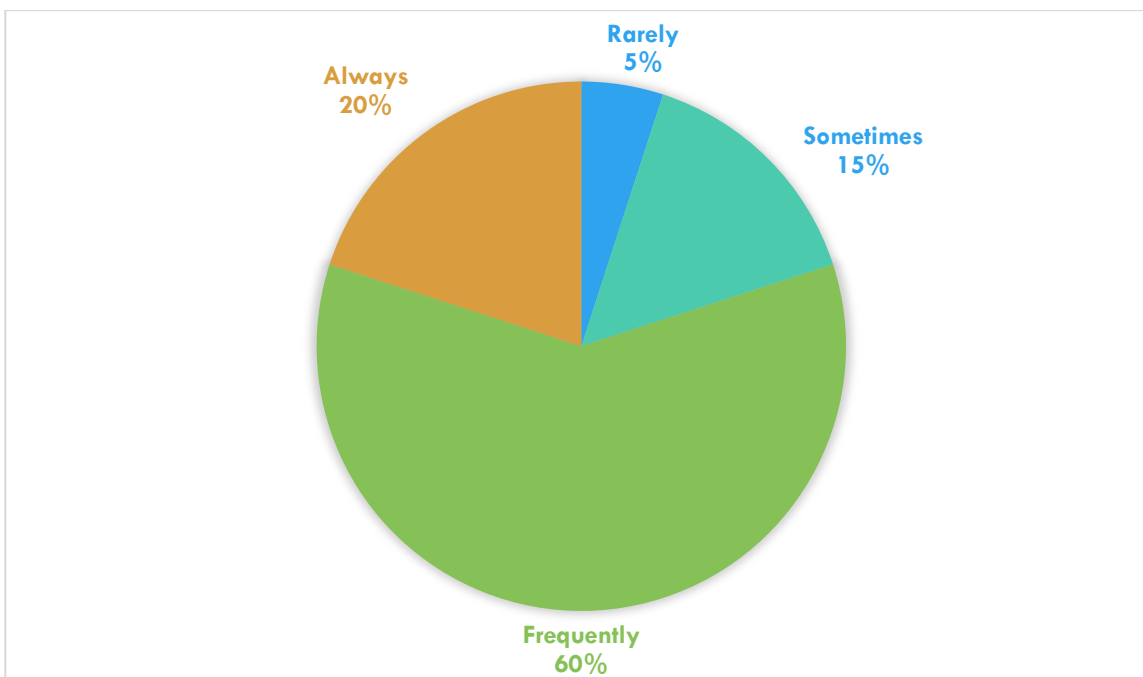
Statement- "Program staff ask for and listen to student opinions about the way things should work in the program".



Program staff report overall positive perception of youth ability to provide feedback. There may be lack of clarity on how to provide ongoing opportunities for youth to reflect on their experiences. Generally, staff feels that they are effective at allowing youth the opportunity to make meaningful choices and set goals for themselves.

Program Design

Statement- "How often do you lead or participate in program activities that are explicitly meant to promote skill building and mastery in relation to one or more state standard?"

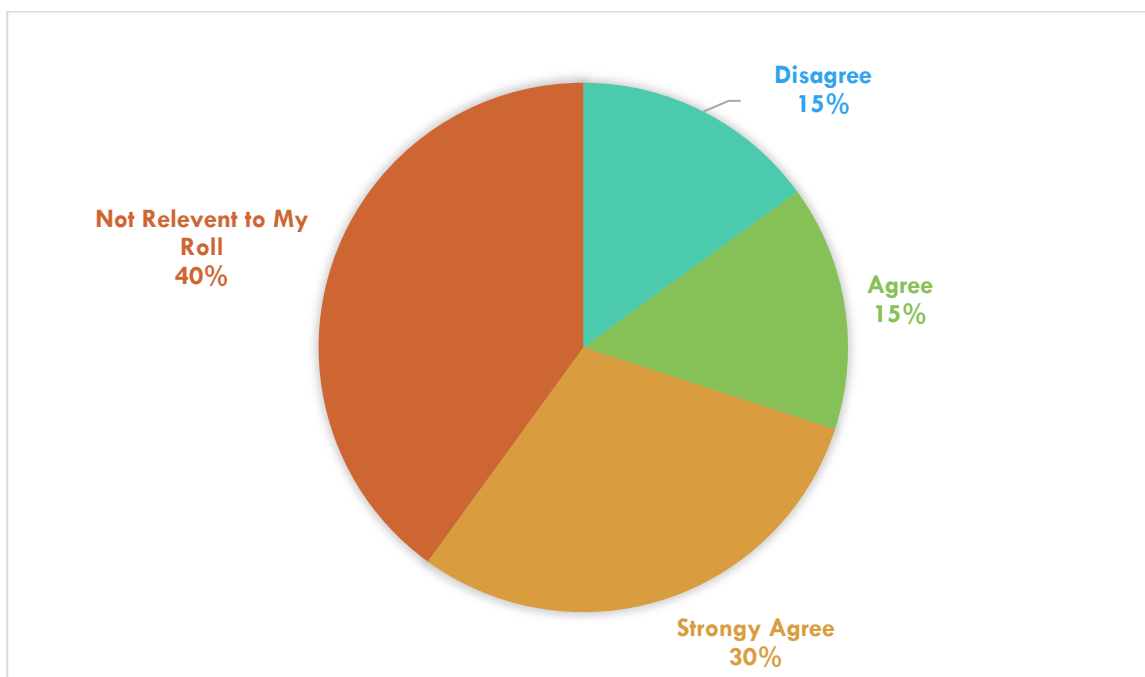




Project preparedness outcomes are met with mixed results with 25% of staff members indicating that activities are infrequently based on written lesson plans and objectives along with 40% who do not feel that lessons are often planned well in advance. However, most lessons are designed to build upon prior knowledge and are based on skills cultivated in a prior lesson. Most lessons do appear to be connected to skill mastery in one or more state standards.

Communication and Linkages to the School Day

Statement – “I coordinate the content of the afterschool activities I provide with my students’ school-day homework”.

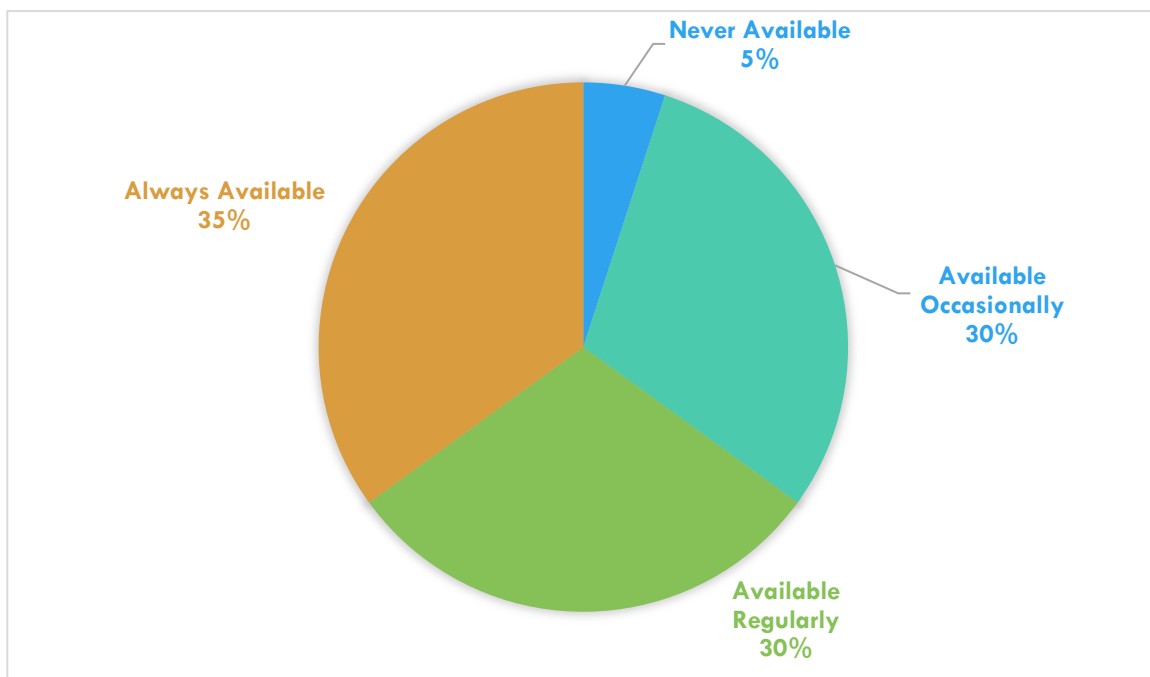


Staff report not being certain about how academic content they cover during the after school hours is connected to school day topics. Staff may also be unsure about who to contact from partnering schools if they have questions about individual students. Largely, staff seems to indicate that it is not part of their role in the afterschool program to open lines of communication with parents, or to utilize student assessment data to provide different types of instruction.

Service Delivery Practices

Statement- “How often are students participating in the activities that are specifically designed to help students get to know one another?”

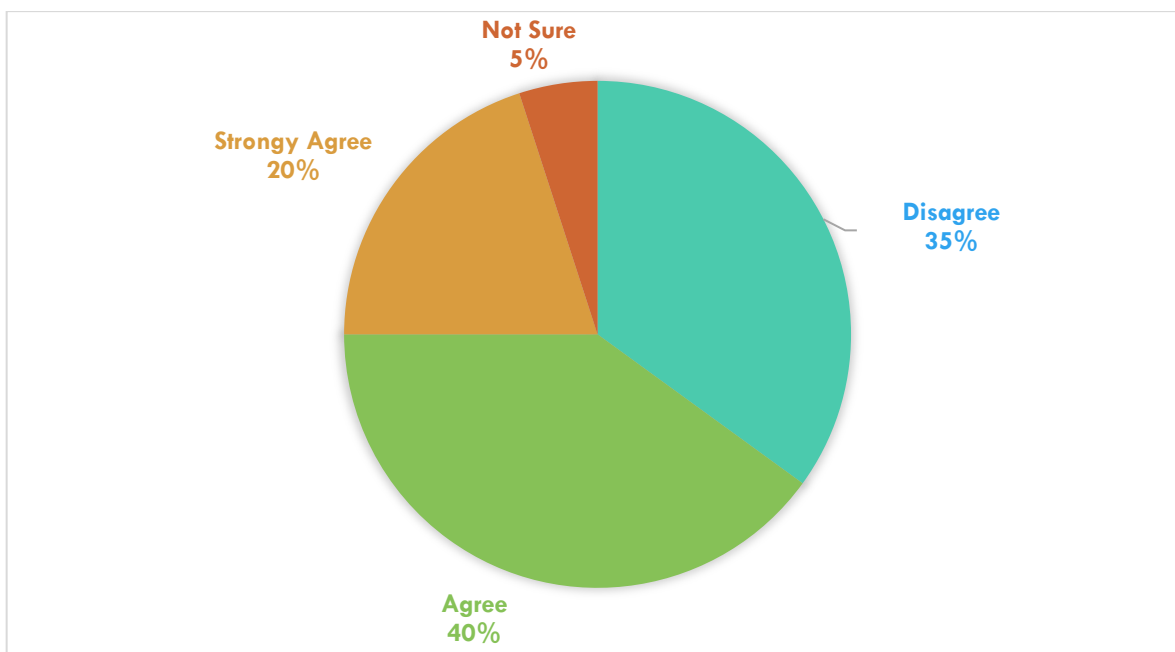
...



Youth appear to have ample opportunity to work together in groups. Less frequently are they given freedom to choose activities in which they participate or to provide feedback on the activities in which they are participating. Additional support may need to be delivered in designing activities for youth to get to know one another; this mirrors sentiments provided by youth during focus group sessions. Students would benefit from more opportunities to work together on long-term projects and making formal presentations to larger peer groups.

Youth Ownership

Statement – “Youth help create rules and guidelines for the program”.

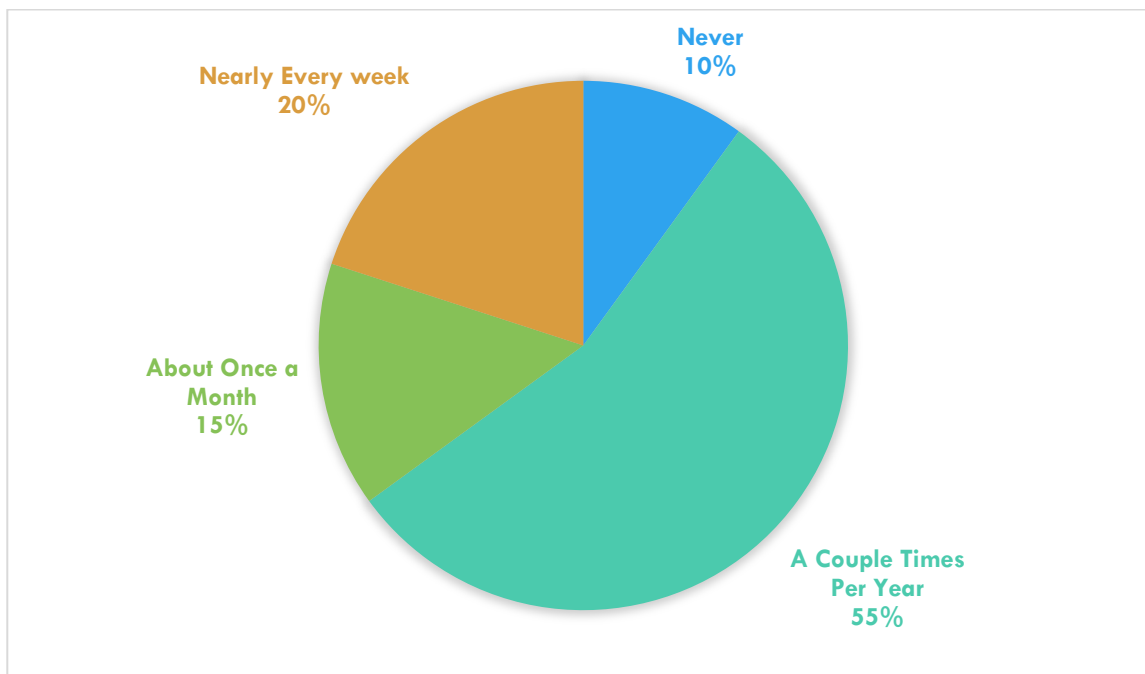




Outcomes to questions regarding youth ownership point to some areas for improvement. While staff seem confident that youth are afforded opportunities set goals for what they want to accomplish in the program, they disagree that participants frequently have opportunities to take responsibility for their own program. There is also less of a consensus of whether or not youth make choices about what and how content is covered in program offerings. There also seems to be a need to increase youth's ability to create rules and guidelines for the program.

Internal communication

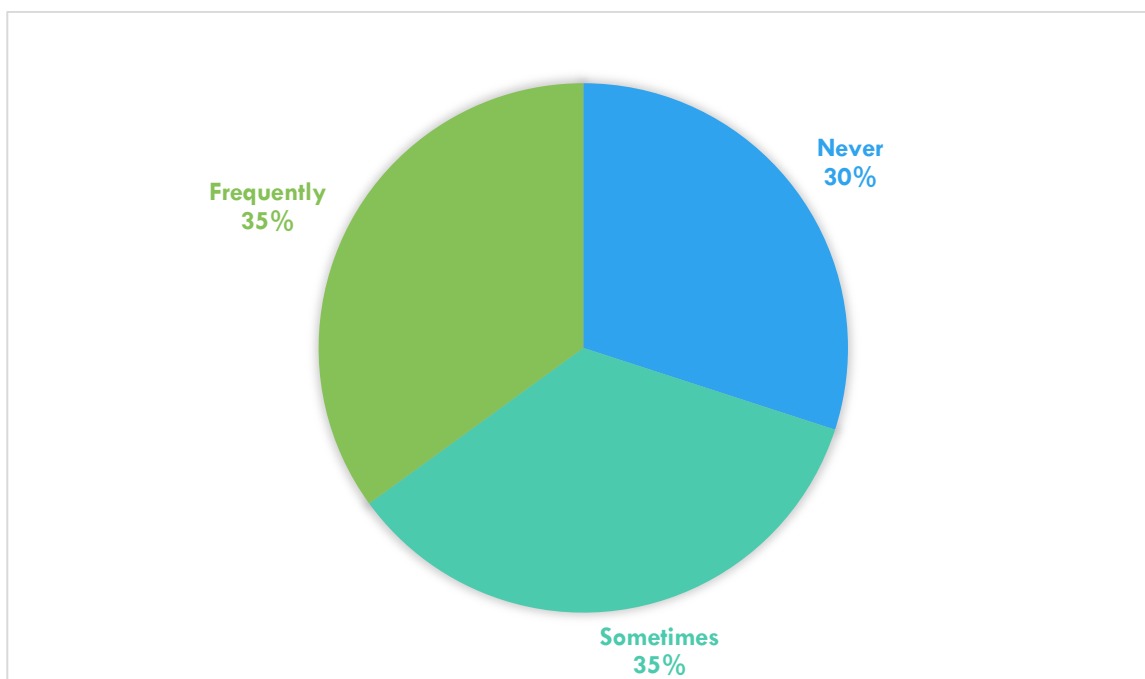
Statement – “How frequently do you engage in training and professional development on how to better serve youth?”



Staff may not have the opportunity to observe other afterschool personnel to serve as a review mechanism or communicate with school day staff to better support learning. Program planning happens frequently as does information sharing about individual youth in the program. Staff also feel that they receive regular feedback from school day staff on the progress of the program. Staff may also need additional support in using evaluation data for use in decision making and in meeting program improvement goals. Areas for improvement may also be the consistent availability of training and professional development, especially training that discusses current research-based instructional practices.

Parent Communication

Statement – “How often do you ask for input from parents on what and how activities should be provided?”



Assessing parent communication shows some areas that need to be addressed in future years. Less than 30% staff report that they frequently send home materials to parents, with only 42% saying they frequently discuss with parents how their student is doing in the program. As the chart above shows, only 35% of staff frequently ask for input for parents on what activities should be offered. However, other areas are more promising. Staff speak with parents over the phone frequently and often hold events to which parents are invited. Staff also show inconsistent level of encouragement to parents to participate in center-provided programming meant to support their acquisition of knowledge or skills.

4) 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, 12 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.	17%	83%
The safety of your child while he/she is at the program.	17%	83%
The atmosphere and comfort of the room(s) where the program operates.	18%	82%
The snacks that are served to your child on a daily basis.	50%	25%
The hours of operation.	17%	83%
The transportation provided, if any.	17%	25%

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.	100%
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	25%
Student is interested because friends are attending	58%
Student is interested because of the enrichment activities offered	83%
Parent is interested in enrichment programs	58%
Teacher recommended program	8%
Student needs homework assistance	33%

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.	83%
My child has friends in the afterschool program.	100%
My child completes homework with greater ease.	100%
My child has a better attitude toward school.	83%

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.	92%
The staff welcomes parents who wish to observe.	75%
I am comfortable with how the staff handles discipline problems.	100%
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	100%
Grades	100%
Self-esteem	100%
Motivation	100%
Homework completion	100%



Areas to High Light: Parents have a positive perception of program quality.

Parents are confident students are safe at the program.

Parents feel that there is ample opportunity for students to complete homework, engage in physical activities and are satisfied with the types of activities offered.

Students enjoy attending the afterschool program.

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

Student interest in enrichment activities offered 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, grades, self-esteem, motivation and homework completion.

Areas for Improvement: Afterschool snacks may need improvement.

Parents may not be aware of their ability to observe after school activities.



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 Efficacy

Comments gathered during student focus group sessions indicate that students are both internally and externally motivated to do well in school. Students profess a desire to get good grades so that they can do well in high school and get into college. Students also mention that their parents impress upon them the importance of getting good grades.

Supportive Adults

Students consistently reported that they saw adults in the 21st CCLC program as supportive and trustworthy. During focus group interviews, all participating students were able to name a specific adult whom they trusted and could talk to.

Youth Social-Emotional Impacts

Students see the after school program as a place where they belong and are accepted. Students mention that the program has helped them to become less shy, focus better and improve their overall behavior. Additionally, 82% of students responding to online surveys indicate that the after school program supports a sense of belonging.

Enrichment Programs

In focus group sessions, students mention a number of enrichment programs that they enjoy including soccer, e-sports, Step Team, music and volleyball.

Parent Perception

Parents overall have a positive perception of the 21st CCLC program. 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 44% 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.

2. Increase the availability of youth development initiatives that purposefully work to build respectful peer and staff relationships.



In participant focus group sessions, students report that respect shown for peers and staff is often an issue in the afterschool program. Students are unanimous in saying that lack of respect shown to adults, bad language, and treating peers poorly are issues. This sentiment is mirrored in staff surveys in which 35% of staff comment that students are never or infrequently given the opportunity to participate in the activities that are specifically designed to help students get to know one another. It would be beneficial for youth development activities to center on respectful relationships and relationship skills such as practicing teamwork and collaborative problem solving.

3. Increase youth opportunities to provide regular input and feedback on the implementation of activities.

Outcomes from participant surveys show that students do not believe that they are able to provide input on how they spend their time in the afterschool program; 44% of survey responses show that students feel they can only sometimes or never give feedback about activities. This is also noted in staff surveys in which 25% of program staff disagree that participants are able to make choices about program content. It is important that staff treat youth as program collaborators and foster in youth a sense of program ownership. Sites are encouraged to engage youth in creating activity plans, as well as offering them a part in creating rules and guidelines to structure their afterschool time.