

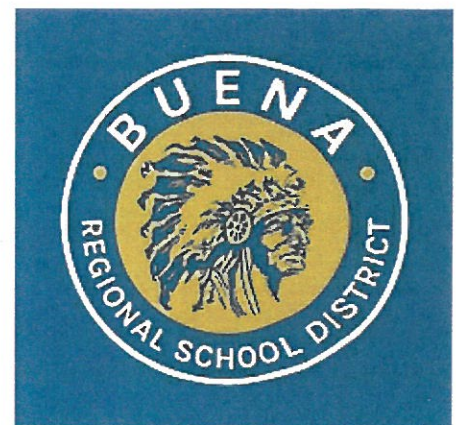
BUENA REGIONAL
SCHOOLS

2024-25

B.O.O.S.T.
21ST CENTURY
COMMUNITY
LEARNING CENTER

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

YEAR END EVALUATION REPORT



Hartigan & Stafford Grant Professionals

erinstafford11@gmail.com

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Prepared by:

Erin Stafford, BFA, Art. Ed. Cert.

HARTIGAN&STAFFORD
GRANT PROFESSIONALS

BUENA REGIONAL SCHOOL DISTRICT BOOST 21ST CCLC

A. EXECUTIVE SUMMARY

The Buena Regional School District's BOOST 21st CCLC program has been designed to ensure that students attending the district's Dr. J.P. Cleary Elementary School and Buena Regional Middle School have ample access to a variety of after school remediation and enrichment programs under the theme of STEM education. The program is open all students in grades 3 through 8 and offers students critical academic, youth development, artistic and cultural supports to put them on the pathway for success in high school and in their post-secondary pursuits. The program also places emphasis on the role of parents and family members in the education of Buena's youth through cooperative learning events including family bingo nights, arts activities, team sports events, math and literature nights and family games and puzzles.

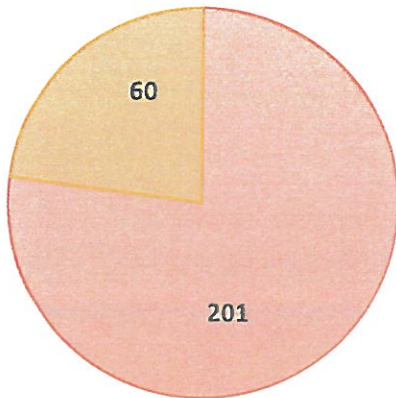
The BOOST program worked diligently to recruit and enroll students in the first and second quarter of the school year and ended the year just shy of its target level of service of 202 students. At the close of the 1st quarter in December, 162 students were enrolled and on track to meet 30 days of attendance. At the close of school year programs, 261 students were enrolled program-wide with 201 meeting APR attendance requirements.

In terms of academic progress, the program implemented purposeful interventions to increase student growth. Students completed daily academic enrichment programs with certified teachers in which they were given time and support to complete homework assignments. Each day during the school year, more than nine certified teachers are available to work with students. In addition to homework help, students also participate in coding, Legos, and STEM projects, along with e-sports and Brain Games programs.

Student social-emotional growth was also an evaluation point this year, looking specifically at ways in which the program provided students with opportunities to gain critical life skills and participant in social recreation while building relationship skills. Program sites offered students cooking, gardening, beading and bracelets and various arts enrichment. Students groups also participated in team building activities in order to promote positive peer relationships. Students engaged in organized physical activities after school including walking, swimming, physical enrichment and time outdoors. The program provided a number of off-site educational opportunities with trips to the Edelman Planetarium. The Cape May Zoo, Stone Harbor Wetlands Institute and Cumberland Cape Atlantic YMCA. This report analyzes in greater detail more quantitative and qualitative ways in which the 21st CCLC program met New Jersey 21st CCLC state level and federal GPRA goals for afterschool programs.

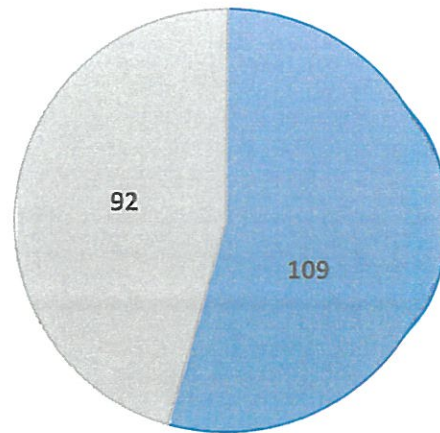
B. TARGET POPULATION SUMMARY

APR Regular Attendees



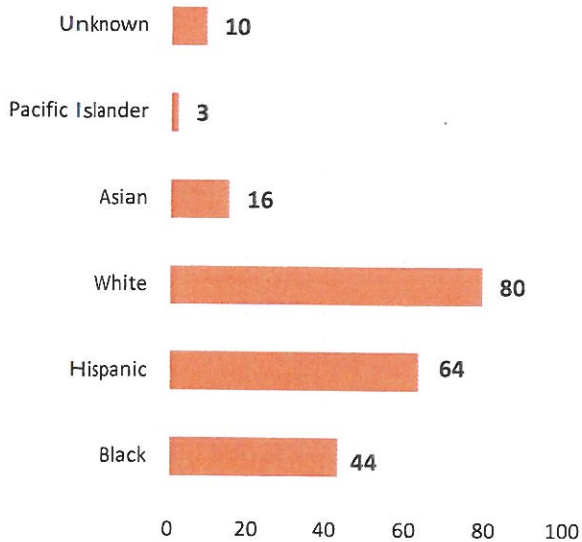
Attended 30 days or more
Attended fewer than 30 days

Gender

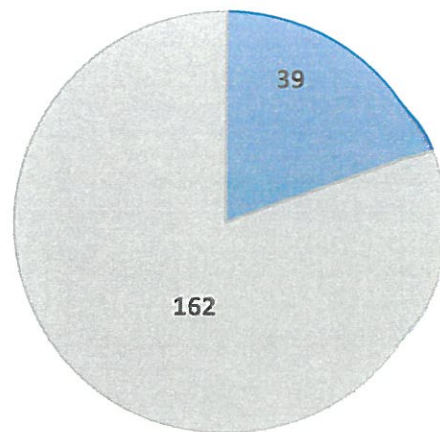


Female Male

Racial Background

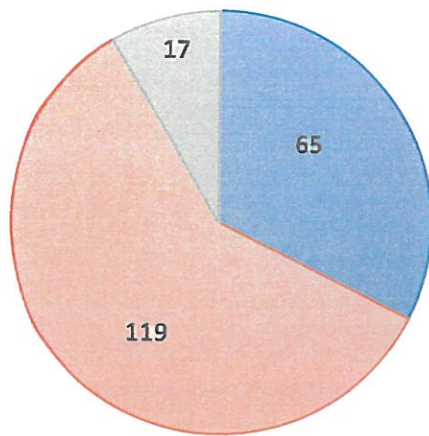


Students with Special Needs

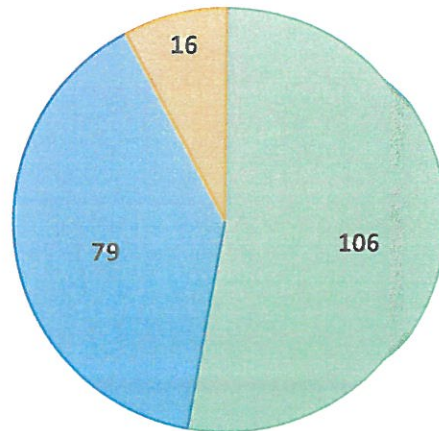


Yes No

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Limited English Proficiency

■ No ■ Not Applicable ■ Yes

Free/Reduced Lunch Eligibility

■ Free ■ Not Applicable ■ Reduced

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 2025 summer programming.

Program Site	Activity Type			
	Academic	Youth Development/Arts	Parent	Health/Physical Activity
J.P. Cleary Elementary	Power Hour (Homework Help) Coding Legos STEM Coding	Kids in the Kitchen Team Building Dance Gardening Rubik's Cube/puzzles Arts/Drawing	Family Bingo Night Lights on Afterschool Family Kickball Mathnasium night	Fun in the Gym Walking and Talking YMCA Swimming

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	Makerspace	Beadkeepers	Games and puzzles Rainbow Fish art night	
Buena Regional Middle School	Power Hour (Homework Help) Brain Games Weird Science STEM E-sports Trivia	Top Chef Dance/Choreography SEL/Youth Center Beads and Bracelets Board Games Arts & Crafts	Family Bingo Night Lights on Afterschool Family Kickball Mathnasium night Games and puzzles	Fun in the Gym Outdoor recreation

D. EVALUATION METHODOLOGY

The 21st CCLC 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
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.

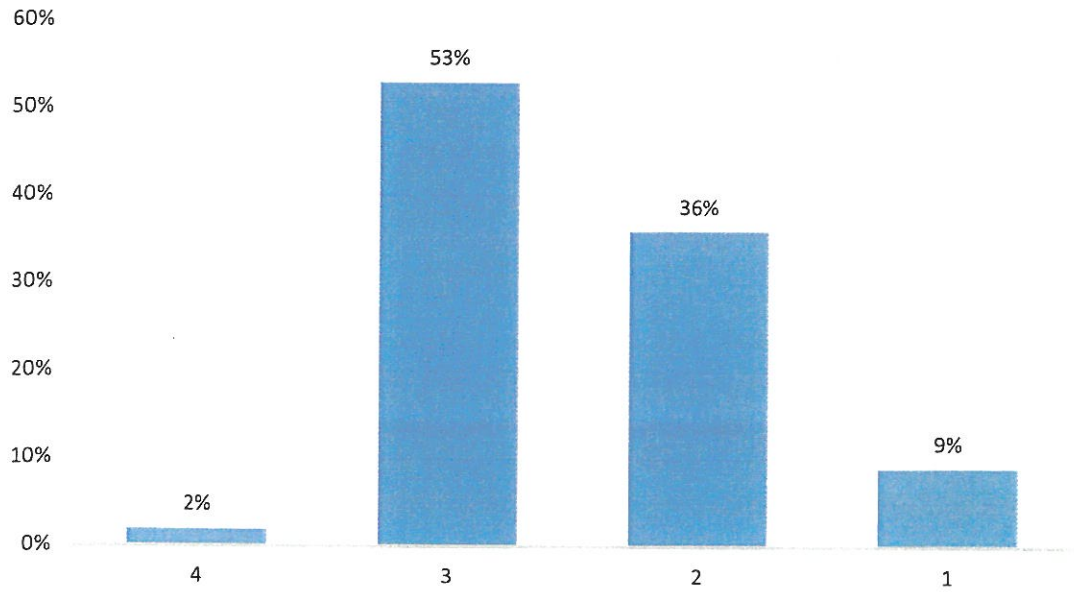
New Jersey State mandated goal: 1. To provide high-quality educational and enrichment programs that will enable students to improve academic achievement and promote positive behavior and appropriate social interaction with peers and adults.

The following shows academic trends disseminated using information pulled from the district student database and was collected by the Project Director and support staff. Charts represent 1st through 4th marking period averages in Language Arts, Math and Science for participants attending the J.P. Cleary Elementary School and Buena Regional Middle School. Grades for J.P. Cleary students are shown in percentages of students achieving noted proficiency levels. Grades for Middle School participants note changes in school year averages between the 2023-24 and 2024-25 school years.

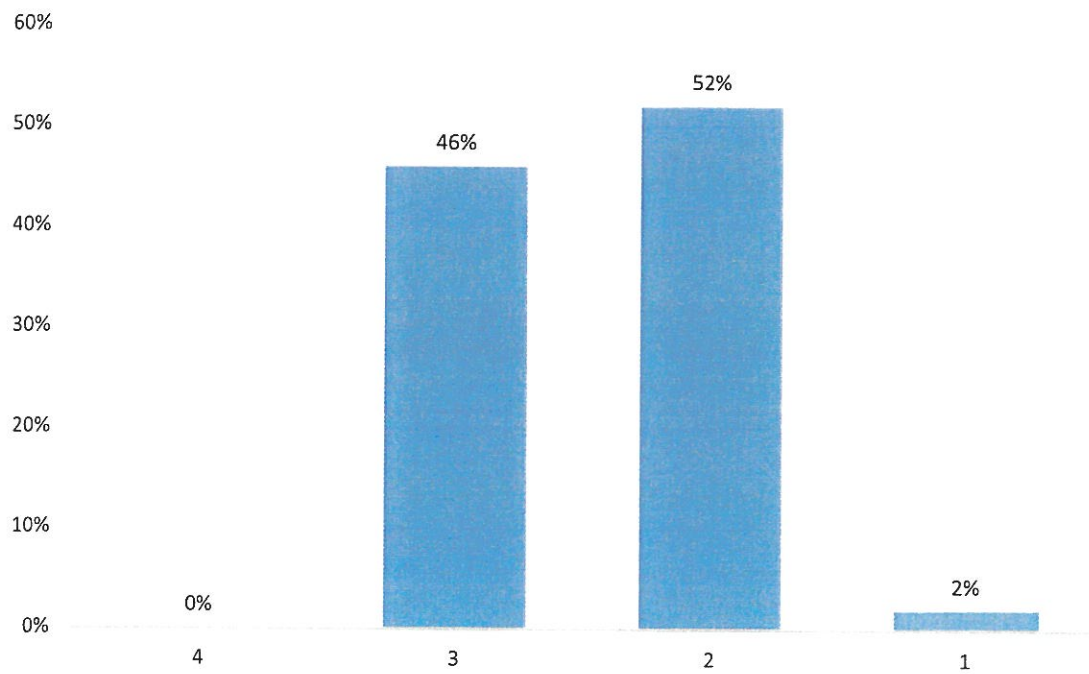
J.P. Cleary Elementary School Grading Scale

4	Exceeds Expectations
3	Meets Expectations
2	Approaching Expectations
1	Below Expectations

Language Arts



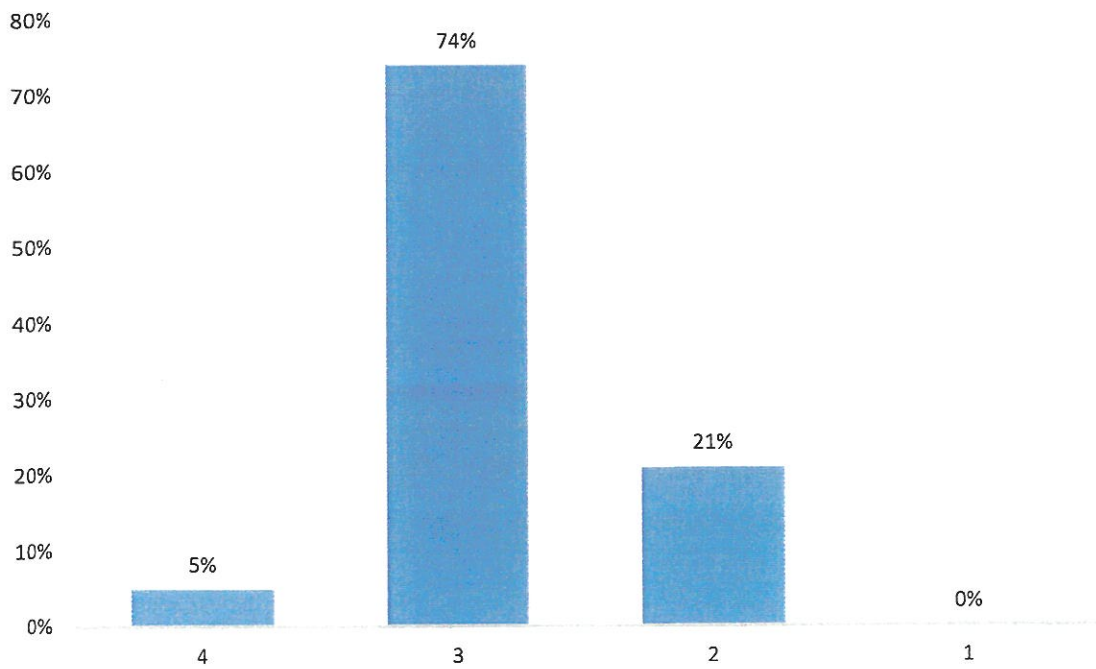
Math



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Science

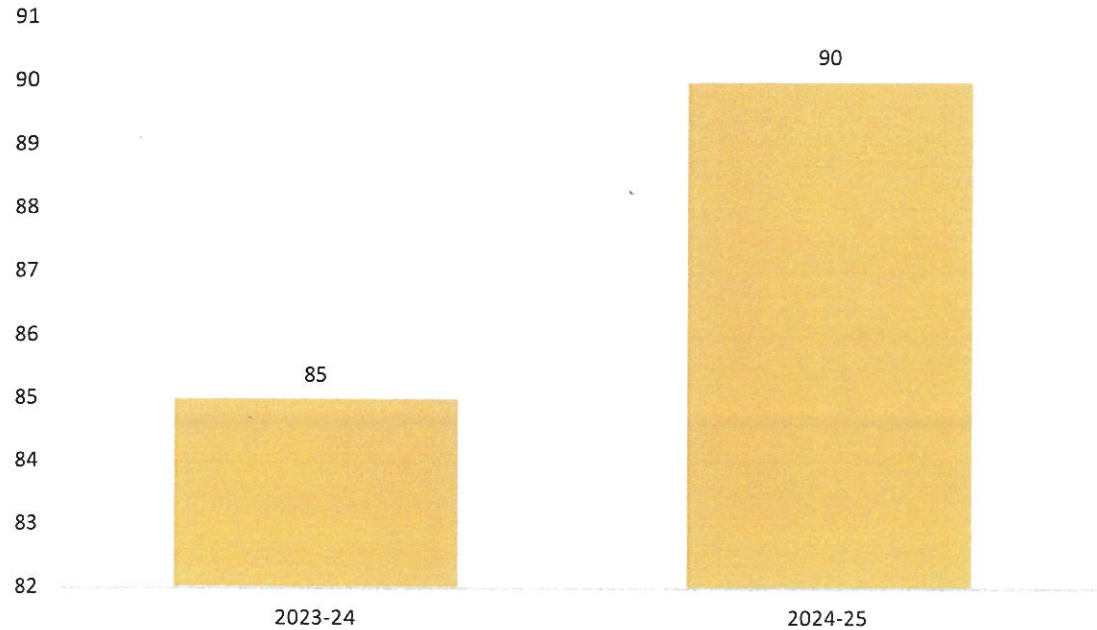


Buena Regional Middle School Grading Scale

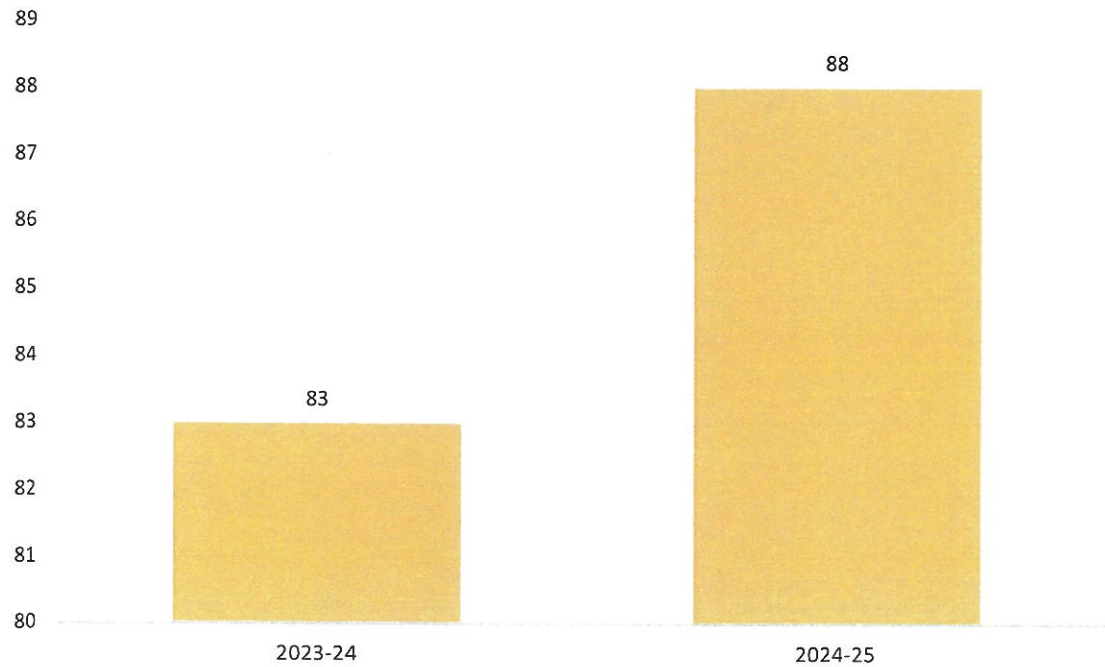
A	90-100
B	80-89
C	70-79
D	60-69
Failing	59 and below



Language Arts



Math





2) Youth Social Emotional Outcomes

The BOOST 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 and focus group sessions. Assessment of youth social-emotional outcomes monitor progress to the following goals:

Federal GPRA: 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.

PARTICIPANT SURVEY OUTCOMES

Using AIR developed YDEKC post assessment surveys, students are asked to score each content question using the following general scale – Not at all True, Somewhat True, Mostly True, Completely True. Outcome percentages are shown separately for each participating school site and represent students responding affirmatively selecting Mostly True or Completely True as responses, unless otherwise noted. In total, 67 students from participating school sites completed online post assessment surveys.

SEL Areas Assessed	Core Metrics
<i>Academic Identity and Behaviors</i>	Future goal setting and planning, academic efficacy, connection to schools, academic motivation.
<i>Mindsets</i>	Task persistence, focus and attention.
<i>Self-Management</i>	Coping skills, managing one's emotions, self-control.
<i>Interpersonal Skills</i>	Ability for empathy, taking other's perspectives, showing concern for the feelings of others.
<i>Interpersonal Relationships</i>	Showing respect for others, accepting diversity, relationships with peers and adults.
<i>Belonging and Engagement</i>	Developing interests and a sense of purpose, integrating personal and social identities, program ownership and buy-in

Academic Identity and Behaviors

Content details	Outcome %	
	J.P. Cleary	Middle School
Doing well in school is an important part of who I am.	93%	83%
Getting good grades is one of my main goals.	88%	91%
I take pride in doing my best in school.	89%	74%
Getting a college education is important to me.	95%	65%
I am a hard worker when it comes to my schoolwork.	82%	78%
It is important to me to learn as much as I can.	93%	77%
This program has helped me to discover things I want to learn more about.	84%	68%
This program has helped me to learn things that will help me in school.	78%	59%
This program has helped me to learn things that will be important for my future.	73%	64%
This program has helped me to think about the kinds of classes I want to take in the future.	70%	64%
This program has helped me to think about what I might like to do when I get older.	70%	64%

Mindsets

Content details	Outcome %	
	J.P. Cleary	Middle School
I finish whatever I begin.	77%	50%
I stay positive when things don't go the way I want.	84%	48%
I don't give up easily.	91%	70%
I try things even if I might fail.	89%	65%



I can solve difficult problems if I try hard enough.	86%	86%
I can do a good job if I try hard enough.	96%	91%
I stay focused on my work even when it's boring.	77%	48%

Self-Management

Content details	Outcome %	
	J.P. Cleary	Middle School
I can stop myself from doing something I know I shouldn't do.	95%	83%
When I'm sad, I do something that will make me feel better.	68%	61%
I can control my temper.	72%	57%
I can handle stress.	45%	61%
I can calm myself down when I'm excited or upset.	66%	52%
When my solution to a problem is not working, I try to find a new solution.	86%	65%
I think of my past choices when making new decisions.	81%	65%

Interpersonal Skills

Content details	Outcome %	
	J.P. Cleary	Middle School
I listen to other people's ideas.	84%	61%
I work well with others on group projects.	80%	59%
I feel bad when someone gets their feelings hurt.	77%	48%
I respect what other people think, even if I disagree.	75%	59%



I try to help when I see someone having a problem.	91%	52%
When I make a decision, I think about how it will affect other people.	77%	57%

Interpersonal Relationships

Content details	Outcome %	
<i>In this program, there is an adult here....</i>	J.P. Cleary	Middle School
Who is interested in what I think about things.	73%	48%
Who I can talk to when I am upset.	85%	70%
Who helps me when I have a problem.	88%	83%
Who I enjoy being around.	88%	83%
Who has helped me find a special interest or talent (something I'm good at).	75%	65%
Who asks me about my life and goals.	59%	61%
Who I will miss when the program is over.	73%	65%

Content details	Outcome %	
	J.P. Cleary	Middle School
Kids here are friendly with each other.	44%	30%
Kids here treat each other with respect.	51%	30%
Kids here listen to what the teachers tell them to do.	54%	39%
Kids here don't tease or bully others.	61%	22%
Kids here support and help one another.	64%	52%

Belonging and Engagement

Content details	Outcome %	
<i>This program has helped me....</i>	J.P. Cleary	Middle School
Feel good about myself.	76%	64%
With my confidence.	84%	59%
To make new friends.	75%	59%
Find out what is important to me.	64%	59%
Find out what I'm good at doing.	68%	73%
Find out what I like to do.	87%	73%

Areas to High Light: Students value getting good grades.

Elementary school participants have set goals for college attendance.

Students feel that they can solve difficult problems and do a good job if they apply themselves.

Students feel that they can frequently chose how they spend their time.

Students feel that they can talk to adults in the program and that they can help with their problems.

The program is helpful in making students feel good about themselves.

The program has helped students find out things they like to do.

Areas for Improvement: Students may need more support in respecting ideas different from their own and learning empathy.

Task persistence may be an issue if students get bored.

Students may not feel that the staff is interested in what they think or about their life goals

There may be bullying issues and students may not feel supported by peers.

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 Coordinators. 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?

- Parents needed childcare
- To get homework done
- Siblings had attended before, and it seemed fun
- To be with friends
- To have fun

Do you enjoy the program, overall?

- The program is ok
- It's just alright
- I like it, but I would like to be with kids in my own grade

What afterschool activities do you feel help you the most?

- Legos
- Bucket Drumming
- Bingo
- Cooking
- Gym
- Youth Center

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

- It is important because my parents check my grades
- It is important because I want to go to ACIT to study something in medicine
- Good grades are important to get a good job
- Good grades will help you earn a degree

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

- The after school staff doesn't always understand our homework assignments



- Yes, because if you have trouble the teachers can help you
- Yes, sometimes we have special groups/clinics

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

- I would probably talk to my friends
- It depends
- Some staff are trustworthy

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

- I'm the same
- Yes, but my behavior hasn't changed because I'm always good
- It's the same, I'm a good kid

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

- Some kids are mean
- I try my best to get along with everyone
- No because I would rather be with my friends than in a group of people that I don't like
- No, just my friends

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

- No, some kids are disrespectful
- Some kids say rude things
- Some kids disrespect teachers behind their backs
- Kids say mean things

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

- We have an Ice Cream party at the end of the year
- Most recognition is for attendance

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

- We are rarely asked for input
- I asked once, but then nothing happened

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

- More gym and more crafts
- Better snacks
- Kick out the disruptive kids
- There should be more disciplinary actions for kids who don't listen

What ideas do you have to make the program better?

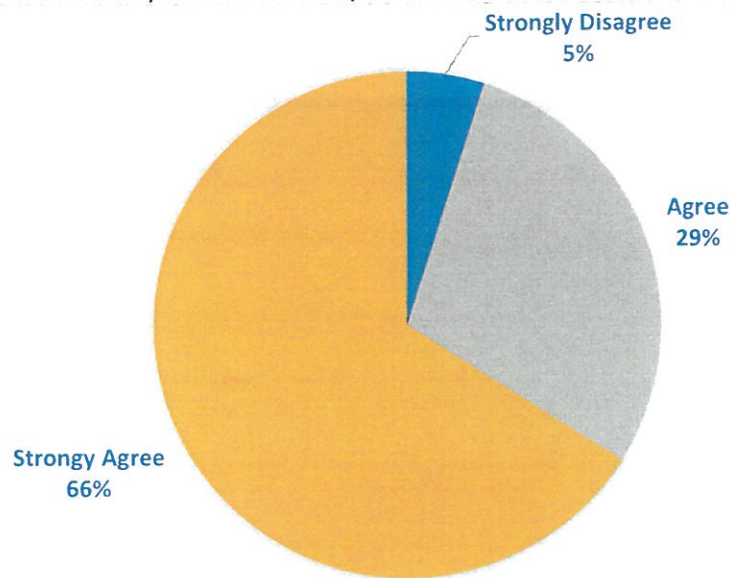
- Let us pick our groups and have more choice in activities
- Go outside more
- Be more active
- Zen Den for relaxation

3) Staff Outcomes

In January and February 2025, 25 certified teachers, site coordinators and paraprofessionals responded to AIR staff management and verification surveys. Answers have been tabulated from staff at the J.P. Cleary and Middle School sites. 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

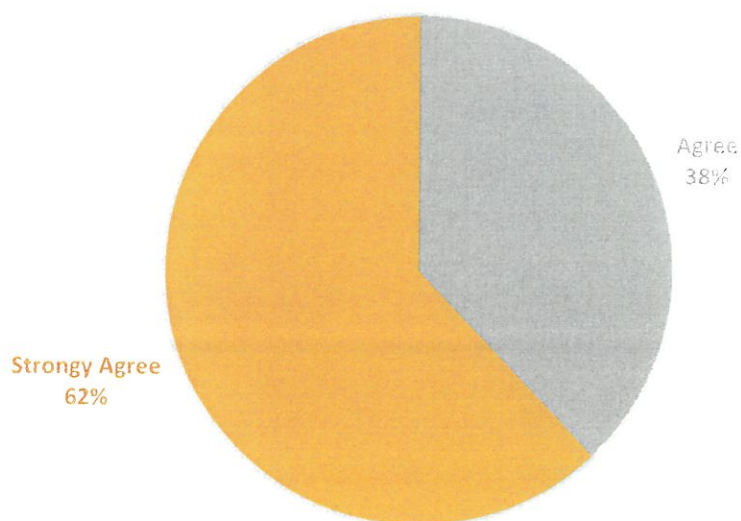
Statement- "Program staff actively and continuously consult and involve youth".



Staff generally feel as though they listen to youth more than talk at them. There is also an expressed confidence that youth are continuously involved in the program. Staff feel activities are designed for youth to get to know one another. There seems to be room for improvement for youth to have more opportunities to lead activities and for youth to act as mentors for their peers. Staff see less consistency in opportunities for the work, achievements, or accomplishments of Middle School youth to be publicly recognized.



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

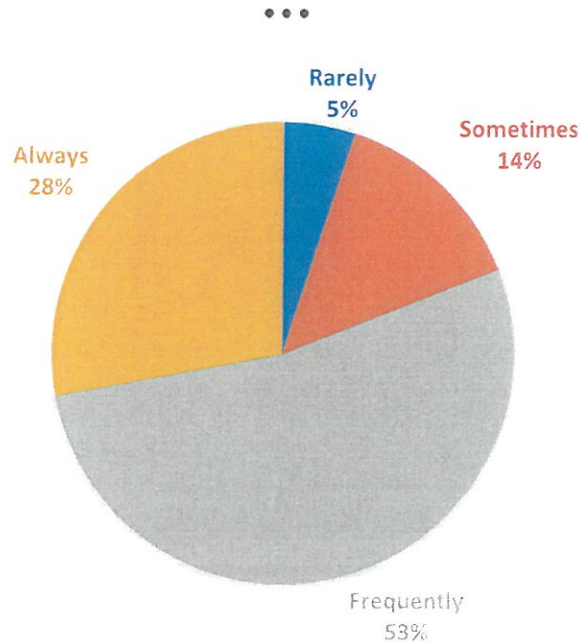


Staff perception of their engagement of youth is largely positive. Program staff feel that they are effective at finding ways to provide youth with opportunities to reflect on their after school experiences as well as meaningful choices when delivering activities. Staff also agree that they often provide youth with opportunities to set goals and make plans within the confines of the program and ask for and listen to student opinions about the way things should work in the program.

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?"

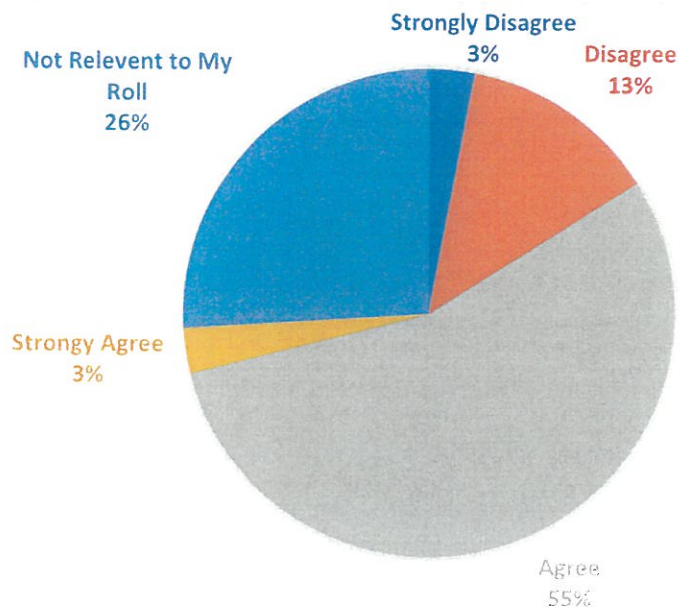
Buena Regional Schools



Staff perception of project design shows that projects are typically based on written lesson plans and planned well in advance. Lessons are commonly tied to specific learning goals and address a specific developmental domain. As the chart above shows, more emphasis may need to be placed on promoting skill building and mastery in relation to one or more state standard as well as designing lessons that build upon skills from previous lessons.

Communication and Linkages to the School Day

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

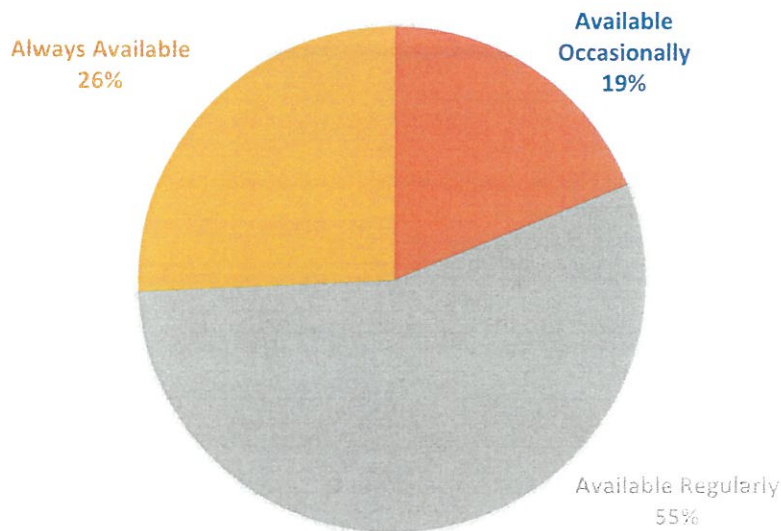


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Communication and linkages to the school day offers mixed outcomes. Staff report that they are aware of whom to contact from the school day if they have a question about a student's progress or status and that they often participate in regular joint staff meetings for afterschool and regular school day staff. Staff may not know or may not see it as part of their role in the program to know what academic content is being covered during the school day or to use student assessment data to provide different types of instruction to students attending afterschool activities based on their ability level. Outcomes also show that staff typically coordinates the content of the afterschool activities with students' school-day homework.

Service Delivery Practices

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

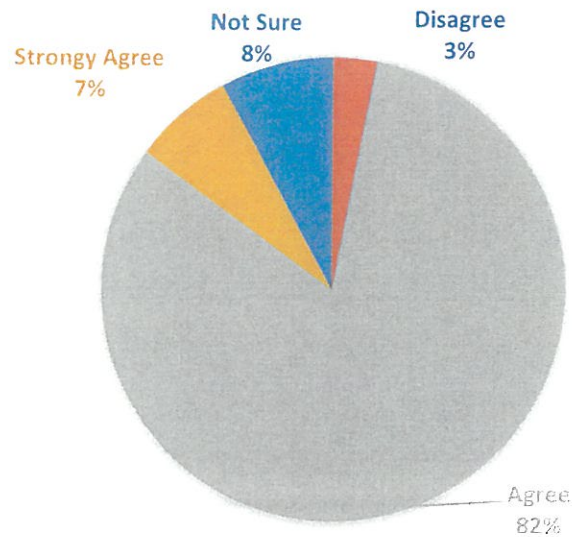


Youth appear to have ample opportunity to work together in groups while they may only occasionally have the freedom to choose the activities in which they are participating. Students also may only occasionally lead activities and work together on long-term group projects. Staff feels that many activities are designed to help youth get to know one another. More opportunities may be needed to be made available for participants to make presentations to a larger group of students.

Youth Ownership

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

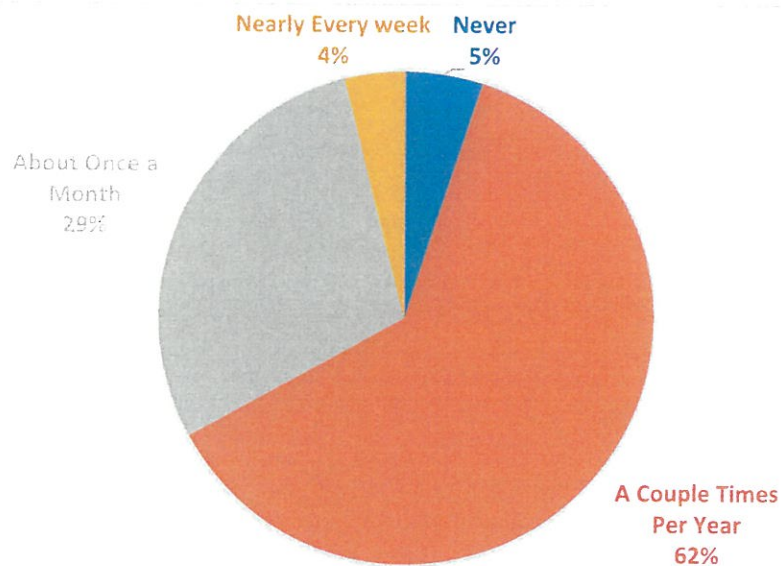
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Staff seem confident that youth are afforded opportunities to take responsibility for their own program and set goals for what they want to accomplish in the program. Staff agree that youth help make plans for what activities are offered at the program, but youth may not have as much freedom to make choices about what and how content is covered in program offerings. Staff also agree that participants are able 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?”

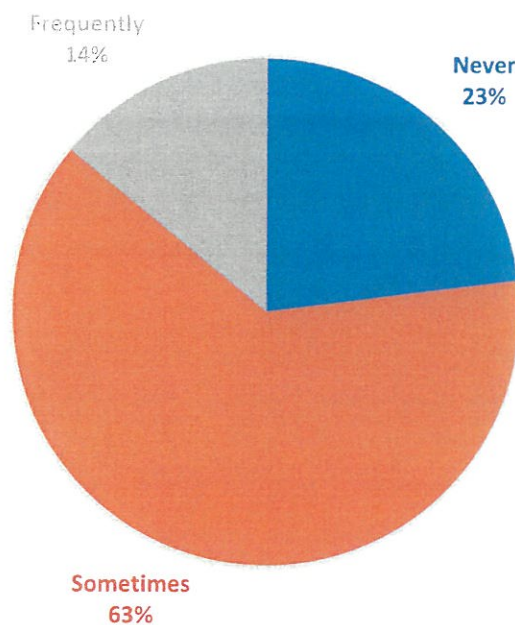




Outcomes regarding internal communication show that staff may need more support to work with evaluation data and to use it to set program improvement goals. Staff may not have the opportunity to observe other afterschool personnel to serve as a review mechanism or conduct program planning in order to meet specific learning goals in coordinated ways across multiple activities. Staff do feel that they are able to share ideas on how to make the program more engaging for students and that they can share experience about individual youth. Many staff report that they participate in training and professional development on how to better serve youth or discuss current research-based instructional practices at least a few times a year.

Parent Communication

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



Outcomes regarding parent communication shows that this aspect has certain strengths and areas for improvement. Staff more frequently send materials home to parents and send information home about how students are progressing in the program. As the chart above shows, only 14% of staff frequently ask for input for parents on what activities should be offered. Staff less frequently speak with parents over the phone frequently and sometimes meet with one or more parents. Staff also feel that they frequently hold events to which parents are invited. There is also inconsistency in how often parents 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, 26 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.	27%	73%
The safety of your child while he/she is at the program.	12%	88%
The atmosphere and comfort of the room(s) where the program operates.	31%	65%
The snacks that are served to your child on a daily basis.	48%	32%

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The hours of operation.	19%	81%
The transportation provided, if any.	23%	54%

Content details	Agree
I am satisfied with the kinds of programs and activities offered at the afterschool program.	96%
There is adequate quiet time for my child to complete homework.	92%
The after-school program has helped my child get his/her homework done on time.	100%
There is adequate opportunity for physical activity.	96%

Enrollment Needs

Why does your child attend the program?	Agree
Student needs after-school supervision	27%
Student is interested because friends are attending	62%
Student is interested because of the enrichment activities offered	77%
Parent is interested in enrichment programs	62%
Teacher recommended program	4%
Student needs homework assistance	27%

Peer and Staff Relationships

Content details	Agree
My child enjoys attending the afterschool program.	100%
My child feels comfortable with the afterschool staff.	92%
My child seems happier or less stressed since participating in the afterschool program.	100%
My child has friends in the afterschool program.	96%
My child completes homework with greater ease.	84%
My child has a better attitude toward school.	89%

Staffing

Content details	Agree
I am comfortable talking with the staff.	100%
The staff welcomes suggestions from parents.	80%
The staff keeps me informed about my child's day at the afterschool program.	56%
The staff welcomes parents who wish to observe.	34%
I am comfortable with how the staff handles discipline problems.	83%
The staff encourages positive interactions among the children.	88%
I am satisfied with the number of adult staff available to work with the students.	84%
The after school staff interacts with students in positive ways.	92%
The staff has clearly informed me about how to contact them during the afterschool program.	96%
I am satisfied with the overall performance of the afterschool program.	100%

Student Impact

Has there been improvement in your child's...	Yes
Behavior	54%
Grades	65%
Self-esteem	76%
Motivation	73%
Homework completion	88%

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 and engage in physical activities.

Students enjoy attending the afterschool program.

Students have made new friends and are happier since starting the after school program.

Students display comfort and trust with program staff.

Parents feel comfortable with staff.

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

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

Areas for Improvement: Parents may need more information on ways in which discipline is handled.

Parents may need more communication about daily program happenings, how to make suggestions and if the program welcomes them to observe activities.

Afterschool snacks may need improvement.

F. SUMMARY AND CONCLUSIONS

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

Academic Progress

Analysis of year-end grades for middle school participants shows that these students are making academic advancements over time. Between the 2023-24 and 2024-25 school years, participants in grades 6 through 8 improved both their Math and Language Arts year-end grades by an average of 6% across student groups.

Youth Engagement

Staff feels confident that youth are continuously engaged and involved in the afterschool program. In AIR distributed staff surveys, 95% of staff agree that they frequently involve youth in the program, providing them opportunities to make meaningful choices and set goals for what they want to accomplish during their time.

Youth Social-Emotional Impacts

Students display strong indicators of self-management and task persistence. In online post-assessment surveys, 89% of youth report that they are almost always able to stop themselves from doing something that they know they shouldn't do. 94% of these same responses showed that participants feel that they can do a good job if they try hard enough.

Enrichment Programs

In focus group sessions, students mention a number of enrichment programs that they enjoy including Legos and STEM projects, cooking, Youth Center and Bucket Drumming.

Parent Satisfaction

Parents share an overall positive view of the BOOST Program. In cumulative satisfaction surveys, 96% of parents report that they are pleased with the kinds of activities offered after school. 100% of parents feel there is ample time for students to complete homework and note that their child enjoys the program. 96% of also comment that they are satisfied with the opportunity for physical enrichment after school.

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 BOOST program.

1. Provide regular opportunities for youth to build trusting relationships with staff.

Comments gathered during student focus groups and in online post-assessment surveys indicate that students may need more support in developing positive relationships with staff. When asked if they felt there was an adult in the program they could talk to if they had a problem, most students were not sure if they could. Assessment surveys also show that only 61% of participants feel that there is a staff member who is interested in what they think along with 60% that report there is a staff member who has asked about their life goals. It is important that students are given the tools to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. It is suggested that future years' training and

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professional development focus on staff capacity to communicate effectively and offer support to students when needed.

2. Increase the availability of activities focused on helping students to build respectful relationships with one another.

Comments from student focus groups show that youth may struggle to make new friends and build relationships with students they don't already know. Youth report that they really only get along well with their friends and that they often perceive peers as disrespectful, both to students and staff. Ensure that the overall program climate supports inclusion and acceptance of diverse individuals and allows students frequent opportunities to work cooperatively.

3. Ensure that students are regularly provided with avenues to provide feedback and input on the design and delivery of activities.

Contrary to outcomes of staff surveys, students participating in focus groups comment that they are rarely asked for ideas for new activities or to help plan activities. It is important that youth are able to have some level of decision-making in regard to how they spend their time after school. Consistent and continuous use of student input will help build youth program ownership and buy-in.