

2020-25

J.O.Y. MAKING A
DIFFERENCE

21ST CENTURY COMMUNITY LEARNING CENTER

**NITA M. LOWEY 21ST CCLC
GRANTEE COHORT 16**

5-YEAR LONGITUDINAL
EVALUATION REPORT



Hartigan & Stafford Grant Professionals

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Table of Contents

A. Introduction	
1) Background and Description _____	1
2) Target Population Description _____	2
B. Program Implementation	
1) Range and Intensity of Required Program Components and Activities ____	4
2) JOY Making a Difference Staffing _____	7
3) Summary of Accomplishments _____	9
C. Measures and Outcomes	
1) Evaluation Methodology _____	13
2) Analysis of Trends: Participant Academic Outcomes _____	14
3) Analysis of Trends: Youth Social Emotional Outcomes _____	20
4) Analysis of Trends: Parent Involvement _____	36
5) Analysis of Trends: Staff Participation and Engagement _____	50
6) Achievement of State Level Goals, Objectives and Local Level Indicators_	62
7) Program Strengths and Weaknesses by Site _____	77
D. Summary and Conclusions	
1) Major Accomplishments _____	78
2) Evaluation Recommendations _____	80
3) Sustainability Plan _____	81
Program Description Report _____	82

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HARTIGAN & STAFFORD
GRANT PROFESSIONALS

J.O.Y. MAKING A DIFFERENCE 21ST CCLC

A. INTRODUCTION

1) Background and Description

Just Our Youth (JOY) Making a Difference was awarded its second round of NJ DOE 21st Century Community Learning Center funding in the summer of 2020 and began program implementation as part of Cohort 16 grantees. Initial implementation between 2020 and 2021 was offered virtually through Google Classroom due to school closures caused by the Covid-19 pandemic. Stenell Myers and Jeanne Pierce split the roll of central program administrator in delivery of daily activities. Stenell served as Project Director from 2020-2024, with Jeanne assuming the position in the final year of implementation. Ms. Myers continues to be responsible for the financial soundness of the budget as the program's fiscal manager. The JOY Making a Difference Program was strategically designed to offer participating students after school remediation and enrichment activities under the theme base of STEM education for elementary aged students and career awareness for students in grades seven through 12.

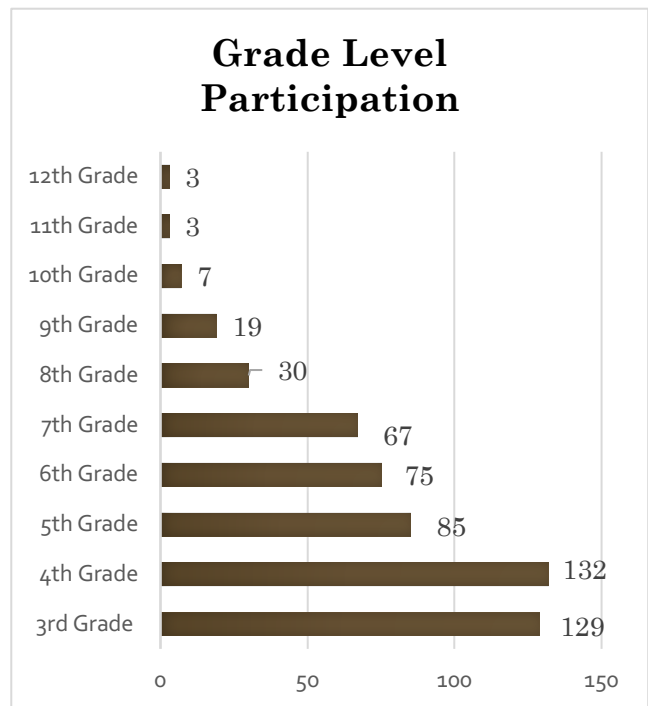
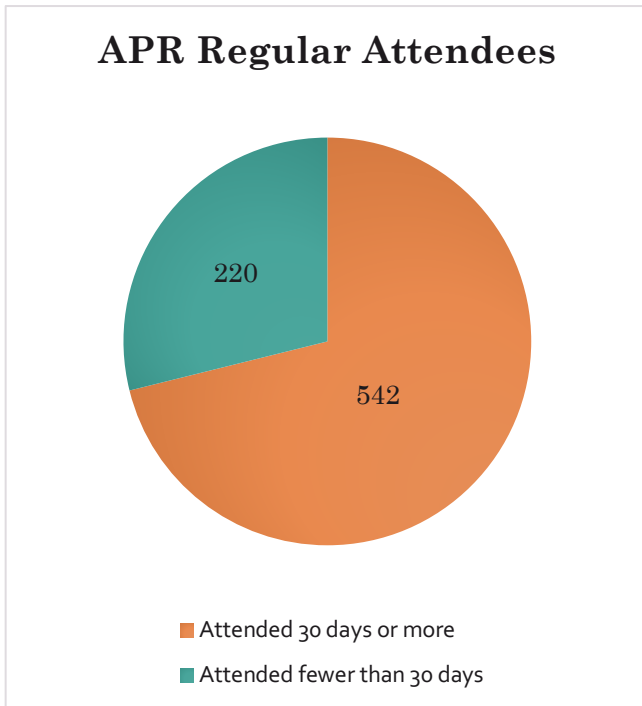
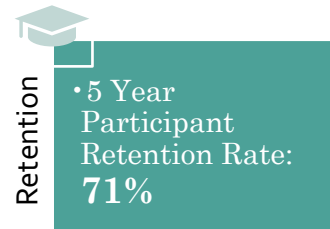
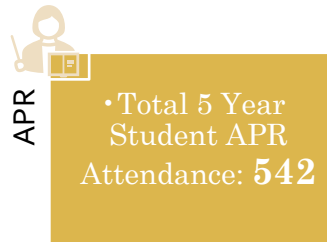
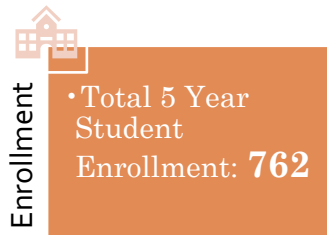
The after school program provides services to Paulsboro Public School District students in grades 3 through 12 at two public school district sites: Loudenslager Elementary School and the Paulsboro Junior and Senior High School. The program's target enrollment number is at least 126 participants each year. During the school year, the JOY 21st CCLC Program operates 5 days a week (Monday through Friday) from 3pm to 6pm for elementary school students and from 2:45pm to 5:45pm for middle and high school students. All programming is conducted in district school buildings. Students and staff enjoy access to teacher classrooms, cafeterias, gymnasiums, libraries and STEM labs during the afterschool hours. Summer programming was also hosted in student's home school buildings and ran for four weeks each year. Students attended programming from 8am to 1:30pm and were given breakfast and lunch each day during the summer session.

Central program stakeholders include the following:

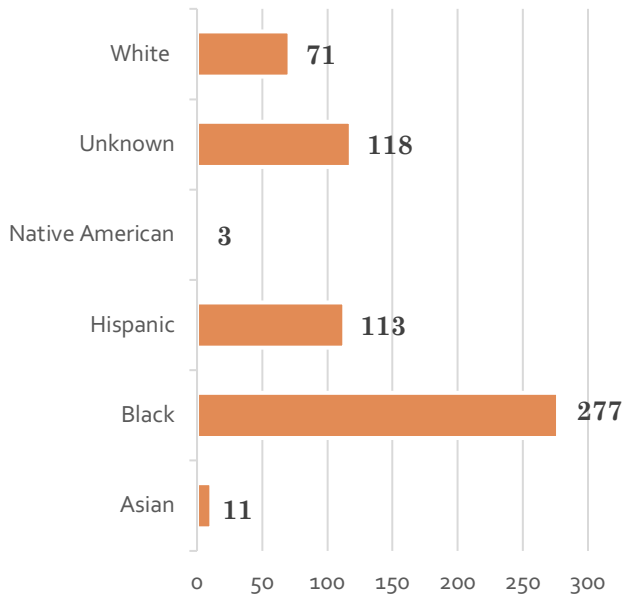
1. Paulsboro Public Schools
2. Rowan College at Gloucester County
3. Southwest Council
4. The Paulsboro Refinery
5. The Gill Memorial Library
6. Wawa Foundation
7. The Food Bank of South Jersey
8. Center for Family Services

2) Target Population Description

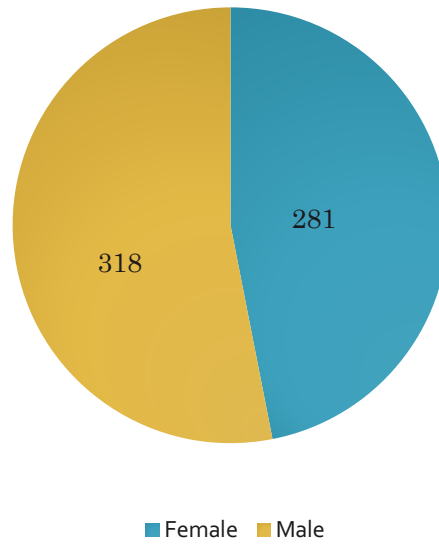
The following charts offer graphic representations of the target population served by the JOY Making a Difference Paulsboro 21st CCLC Program from September 2020 through August 2025. These numbers represent students meeting APR attendance requirements of 30 days or more over the 5-year grant period and are shown by number of individuals not percentages



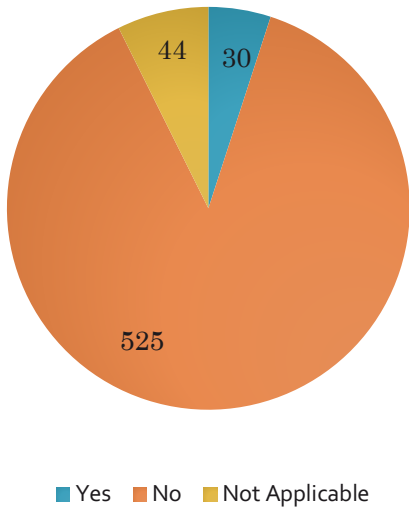
Racial Background



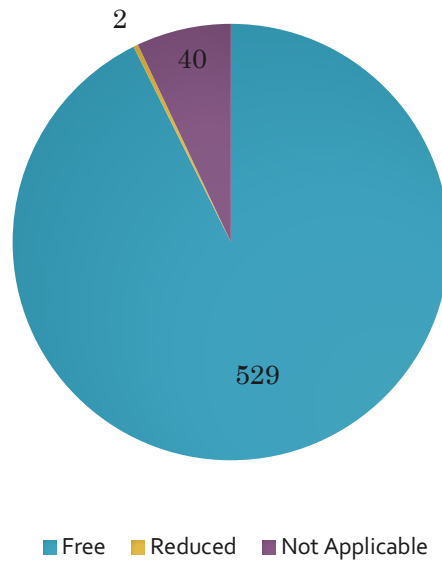
Gender



Limited English Proficiency



Free/Reduced Lunch



B. PROGRAM IMPLEMENTATION

1) Range and Intensity of Required Components

The JOY Making a Difference Program was strategically designed to offer participating students after school remediation and enrichment activities under the theme base of career awareness and exploration at the Junior and Senior High School site and STEM topics for Loudenslager Elementary students. JOY supported greater academic outcomes through access to STEM education and college and career readiness for participating students through close linkages with school day teachers and curriculum hiring students' classroom teachers to run academic remediation and enrichment sessions on a daily basis during the school year. The initial program year (2020-21) stands out with a clear deficit in programming hours due to Covid-19 related school closures. Programs pivoted to run virtually, and the activity offerings and dosage stand out as atypical.

When programs returned to in-person learning during the 2021-22 school year, activities were offered again in a more rigorous fashion. Between 2021 and 2025, the Loudenslager School program focused on a Club choice model where students were able to rotate through activities based on personal interest. Students chose from STEAM Club topics such as robotics, graphic arts, sewing, ceramics, e-sports and Legos. Student feedback helped with the implementation of a Canva Club for students to begin to learn design elements of the Canva system. Regular opportunities for positive youth development and social-emotional skill building were also present. Students here participated in a new broadcasting program known as Loud News Now, designed their own comic books, participated in cooking classes and played strategic board games. Additional daily physical enrichment and health and wellness programs included team sports such as wiffle ball, outdoor recreation, and boxing programs focusing on building life-long healthy habits.

The Junior and Senior High School implementation of required components was more focused on preparing students for careers with or without traditional college attendance. Students completed courses in business and entrepreneurship and attended a well-received guest speaker series, gaining invaluable career insight from representatives from the military, electricians, barbers and hair stylists as well as graphic designers. Student in grades 7 through 12 also participated in age appropriate youth development programs delivered by collaborator Southwest Council and regular sessions of Building Your Foundation, helping students build post-secondary life skills. Cultural cooking was also a popular course, helping students learn how to plan meals and cook for themselves. Physical enrichment activities ranged from organized time in the gym to targeted fitness programs. The following tables offer a visual representation of the intensity of required components, showing five-year trends in activity hours by program site.

Table 1. Activity Dosage by Program Year

Loudenslager Elementary School						
Required Component	Activity Examples	Total Hours 2020-21	Total Hours 2021-22	Total Hours 2022-23	Total Hours 2023-24	Total Hours 2024-25
<i>Academic Enrichment</i>	STEM Robotics Lego Club Books and Movies Calligraphy	145	116	155	315	170
<i>Academic Improvement/ Remediation</i>	Homework Help/Tutoring	165	352	846	858	748
<i>Character Education/Youth Development</i>	Comic Book Club Loud News Now Building you Foundation No Sew Club Graphic Arts/Arts and Crafts Ceramics Cooking	268	367	335	239	186
<i>Parent Involvement Activities</i>	Parent Meetings	4.75	3	10.5	13	10.75
<i>Recreational Activities</i>	Stay Fit Health and Fitness Fighting Obesity E-Sports	11	75	218	109.5	44
	Total Annual Hours	593.75	913	1,584.50	1,534.5	1,158.75

Table 2. Activity Dosage by Program Year

Paulsboro Junior/Senior High School						
Required Component	Activity Examples	Total Hours 2020-21	Total Hours 2021-22	Total Hours 2022-23	Total Hours 2023-24	Total Hours 2024-25
<i>Academic Enrichment</i>	Book Club Mango Math STEM American Sign Language	11	117	188.50	218	264
<i>Academic Improvement/ Remediation</i>	Homework Help/Tutoring	16	546	556	494	507
<i>Character Education/Youth Development</i>	Cultural Cooking Arts & Crafts Mindfulness Getting to Know Sewing Building Your Foundation	17	98.75	75	48	27
<i>Parent Involvement Activities</i>	Parent Communication Parent Events	7	6	18.75	22	12.5
<i>Recreational Activities</i>	Fighting Obesity Fitness Club	10	105.75	88.75	94.75	76.25
	Total Annual Hours	61	873.50	857	876.75	886.75

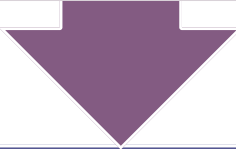
* All activity dosage information was taken from PARS 21 activity reports based on categories.

2) JOY Making a Difference Staffing

Administrative Staff

Chief Financial Officer
Stenell Myers

Founder of the J.O.Y. Making a Difference Program, Stenell Myers transitioned from Project Director to the roll of Chief Financial Officer in 2024. Stenell earned her Bachelor of Science in Human Services from Chestnut Hill College, Master of Arts in Mental Health Counseling from Springfield College and is a pre PHD recipient of her doctorate in Multidisciplinary Leadership from Capella University.



Project Director
Jeanne Pierce

After serving for six years as the JOY administrative assistant, Jeanne Pierce became the official JOY Project Director in 2024. Jeanne is a graduate of Bridgeton High School and possesses more than 20 years of experience in data entry and management as well as program compliance.



Site Coordinators	
Shaun Darby	Destiny Jones
Site Coordinator for the Loudenslager School site since 2022. During the school day, Mr. Darby is a Technology Integration Specialist/Teacher at the school and had previously worked as a 5th Grade ELA teacher. Mr. Darby possesses his Master's in Educational Leadership.	Site Coordinator for the Junior/Senior High School Site since 2022. Received her Masters in American Studies from Rutger's University; Bachelor's in Arts in History and English from William Paterson University.

Instructional Staff

Instructional staff serving JOY program participants represented a mix of Paulsboro Junior and Senior High School and Loudenslager Elementary certified teachers and paraprofessionals as well as community members working as instructional aides. The first hour of programming was reserved for time with certified teachers to complete homework assignments and focus on lessons that were based in academic remediation. The remaining 2 hours of programming offered participants the opportunity to take part in enrichment learning in culture, the arts and wellness. The following table represents the instructional staff assignments for the final year of programming in 2024-25 as there were a number of changes in staffing over the 5-year grant cycle.

Table 3. Certified Teacher and Program Aide Assignments

	Certified Teachers	Program Aides/Instructors
<i>Loudenslager Elementary School</i>	Tamara Diodati Tyler Graves Valeria Moya Heather Parks Christine Zingo	Jessica LaBorde Talina Hollis Angela Painter Lauren Vanderslice Benjamin Lombardo
<i>Paulsboro Junior/Senior High School</i>	Anne Noble Pamela Sichelstiel Kimberly Reger	Tusarna Grant Martin Hollis Victoria Moya

3) Summary of Accomplishments

The following shows the major accomplishments of the JOY 21st CCLC program each year from 2020 to 2025. Also noted are changes in program design/implementation from year to year.

2020-21

In the face of obstacles created by the COVID-19 pandemic, the JOY program did manage to achieve a number of successes in the 2020-21 program year. First and foremost was the success of the program at the Loudenslager School site. 2020 was the first year that the Loudenslager school was a collaborating school for the JOY program.

With the unyielding support of the school's Principal and a handful of dedicated teachers and educators, the program was able to successfully engage students in spite of a digital divide that was present across Paulsboro Public Schools. As a part-time Site Coordinator, the school Principal Matthew Browne was present in daily activities and was an active champion for the program networking with district administration and school personnel in order to ensure that participants had access to every available resource and opportunity as part of the JOY program. Similarly, the teaching staff hired at the Loudenslager program site were dedicated teachers who were well in-tune with the student participants. Because of this, teachers were able to ensure a good rapport and healthy relationships with students even though the program has been entirely virtual since September. In fact, 100% of students interviewed in focus group sessions in February agreed that they were comfortable with and trusted the adult staff at the JOY program.

The dedication and caring nature of the Loudenslager staff led to another success in the program, the implementation of an entirely virtual rotation of daily clubs. In the past, the Loudenslager school had its own 21st CCLC program and was extremely well liked among participants because of the opportunity to engage in a wide variety of club activities. Staff was able to shift these clubs into a virtual format so that students could still enjoy a diverse and engaging club schedule. Clubs offered this year included: Loud News Now (morning announcements new program) Coding, Graphic Design, STEM Club, Comic Book Club, Stay Fit and Yearbook. Each day, students had the choice of which activities they engaged, and clubs were offered on a daily basis. This rotation of clubs focused on building social, academic and artistic skills led to an overwhelming positive opinion of the JOY Afterschool program among participants.

As for many programs across the state of New Jersey, the 2020-21 school year brought a number of challenges to JOY teachers and administrators. This was largely apparent in the program's Junior/Senior High School site. At the mid-point of the program year, the site had no students attending regularly out of the 19 enrolled. This was obviously well below the 51 students targeted for regular attendance at this site. Program administration saw this as largely an issue of relationship building within the Junior/Senior high school building. For years, the program had limited support from the building Principal which has served as a roadblock for recruitment and retention.

2021-22

During the 2021-22 program year, JOY was able to shift back to in-person school programs and therefore was able to return to its target level of service. Each year, the program targeted an enrollment of 126 regularly attending students. Between the Loudenslager and High School program sites, JOY was able to surpass this goal with 232 enrolled, 142 of whom met APR requirements. Both sites surpassed their target enrollment levels. This led to a noted enhancement of student engagement. Students outwardly enjoyed the program activities as program staff closely followed student feedback and took input to adapt programming as necessary. At both program sites, participants were able to sign up for coursework that was of interest to them and developed based upon their skills and likes.

Finally, program administration was able to improve parent communication and engagement this year. The Project Director, Administrative Assistant and Site Coordinators were able to more concisely utilize informal communication like texts, phone calls and emails to keep parents informed of their student's progress in the program. Additionally, this more open system of communication enabled site staff to better track and respond to student absences helping to support a greater participant retention rate.

Likely the most challenging aspect of this year was student behavior. As students returned to the classroom from isolated learning, schools in Paulsboro struggled to continue to enforce rules and behavioral policies consistently across the school day. This led to students challenging policies and procedures in place in the after school setting. This caused a need to revamp the program's behavioral policy in order to address student disruptive behavior. Site staff made it a priority to provide one-on-one interventions for students struggling to adhere to the afterschool program's behavioral policies. This not only allowed site staff to reinforce rules and policies but also provided a personal connection for students to develop trusting relationships with afterschool staff.

2022-23

The program experienced several successes in 2022-23 revolving around student engagement, attendance and parent involvement. To begin, program sites were able to expand their breadth of program offerings through new and exciting student activities. At the high school site, this was realized through sessions known as "Focus, Listen and Follow" a youth development and personal goal setting activity that quickly became a favorite among participants. The high school also implemented a successful career workshop series for students to explore job pathways through hands-on activities and guest speakers from various trades such as graphic designers, bodyguards/security personnel and electricians. The Loudenslager site implemented new activities such as cooking, book and movie club, e-sports and outdoor recreation. These activities were based on student feedback and interest and were part of the program's student choice components.

The implementation of these activities also served as a draw for new enrollment and attracted new students to the program at both sites. This helped the program meet their target level of service. At the time of this application, the Loudenslager site enrolled 111 students with 102 meeting APR requirements for 30 days or more of attendance. The high school site enrolled 52 students with 35 meeting APR attendance.

A final success was seen in youth-driven events at the high school site. Student Council members were able to successfully plan for fundraising events. The program hosted a number of well attended holiday programs as well as helped students build upon Fun Friday activities. Students were more engaged in planning with greater opportunities for feedback.

This year also saw the creation of the Delicious Desserts baking class and the program's technology gaming room. The student centered baking class not only guided participants through the preparation and baking of pastries but also class that also incorporated elements of math and science through measurement and physics. Additionally, based upon an interest displayed among the student population in Paulsboro, the JOY Program implemented a technology and gaming room. With the purchase of multiple gaming systems and video games, program administration was able to successfully transform the High School's computer lab into a game room on a daily basis. Students were able to engage in competitive sports games and tactful strategy games in a supervised setting. The popularity of this gaming and technology room led to the JOY's most successful year of participant retention averaging 93% of the total program enrollment.

2023-24

In its fourth year of implementation, the JOY Program continued to drive its student centered program at both the Loudenslager and High School sites. At the high school, the most formative success was the variety of enrichment activities offered to students. Likely the most successful activity was the Building Your Foundation activity. This much anticipated youth development initiative allows students to set future goals and plan for financial stability and careers. Students work with program staff to create a vision of their future's through prudent money management, educational acquisition, and positive career pathways. Students at the junior and senior high school also expressed satisfaction with the art and cooking activities.

The junior high school site also expressed improved relationship building and communication with the Junior High Principal. The JOY program was recently highlighted in the school's newsletter, showcasing participant activities, and promoting program enrollment. Program administration also attests to having more open communication with guidance counselors at the school this year. This has helped to better meet the social-emotional needs of JOY participants.

At the Loudenslager Elementary site enrollment and attendance were successes. The site held an enrollment target of 91 students each year and surpassed this APR level attendance with 109 students enrolled in school year programs. Of this 109, 101 attended for 30 days or more giving the site a 93% student retention rate. Participants at the program site also expressed that STEM and cooking clubs were among their favorite activities.

2024-25

After ten years in Paulsboro, 2024-25 marked the final year in implementation for the JOY program. The program's founder, Stenell Myers, stepped down as the Project Director and transitioned to the roll of the program's Chief Financial Officer. Jeanne Pierce, who had worked as an Administrative Assistant for the program since 2018, transitioned to the role of Project Director. 163 students were enrolled in the JOY program by June 2025; 69% of these students attended programs the Loudenslager school while the remaining 31% were enrolled at the Junior and Senior High School site.

Participants at the Loudenslager School site continued to enjoy the Club activity format with newly implemented activities such as Music Club and Canva Club. These Clubs quickly become favorites among participants along with cooking, Loud News Now and Art. Another new youth development Club known as "Building your Foundation" was introduced to elementary participants. Building Your Foundation is a new club designed to help students identify key aspects of a strong foundation in life; such as responsibility, kindness, honesty, understanding, goal setting, team building, leadership, and team collaboration skills. Also, the club teaches the student to focus on developing essential core skills in key subjects like reading, math, and writing. A student attendance recognition system was also put into place at Loudenslager using a student accomplishment board. Participants were formally recognized for consistent attendance and meeting target attendance rates.

Junior and Senior High School participants enjoyed returning favorite activities such as cooking and baking, art classes and Fun Fridays along with new social-emotional programs including Let's Talk About It and Steppingstones to Resiliency. Let's Talk About It was a new club where students can have talk sessions about a topic. Similar to a discussion forum, depending on the focus and structure of the discussions, with the main idea being a space for open dialogue and sharing perspectives on various subjects. This program was provided through a collaboration with the Center for Family Services, which aims to help students navigate from challenges, setbacks, and stressful situations. Focusing on developing skills, strategies, and a positive mindset to build mental strength and well-being. Their mission is to support and empower individuals, families, and communities to achieve a better life through vision, hope and strength. Their services are tailored to meet the unique needs of all people across the community in an environment that fosters a sense of belonging.

This year also marked an emphasis on engaging and inventive parent events. Such events as the Family Fall Fest offered seasonal fun through games like musical chairs, bobbing for apples, Kahoot and face painting. Parents also attended financial literacy sessions focusing on savings and planning for life insurance. Other events included a Family Bingo Night and a Celebrating Families event.

C. MEASURES AND OUTCOMES

1) Evaluation Methodology

The JOY 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:

Tabel 4: 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

2) Analysis of Trends: Participant Academic Outcomes - Comparison with State and Federal Standards

The JOY program was able to successfully track student growth and academic performance through careful monitoring of marking period grades. Individual student averages were gathered twice annually using GPA information taken directly from student report cards. Outcomes from the 2020-21 school year have not been used in this analysis due to the impact of mandatory remote schooling and challenges of virtual programming. The following charts illustrate academic trends and outcomes for participating JOY students attending 30 days or more each program year between 2021 and 2025. Marking period averages are noted individually by grade level group and compared to note similarities and differences in academic performance. Each reported grade represents the final average earned by each grade level sub-group. The following federal GRPA and NJ DOE state level goals were used in determining student academic progress for participants in grades 3 through 12:

- 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.

3. Percentage of students in grades 7-8 and 10-12 attending 21st CCLC programming during the school year and summer with a prior-year unweighted GPA of less than 3.0 who demonstrated an improved GPA.

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.

Chart 1: Longitudinal Student Academic Performance - Language Arts

Paulsboro Junior/Senior High Schools

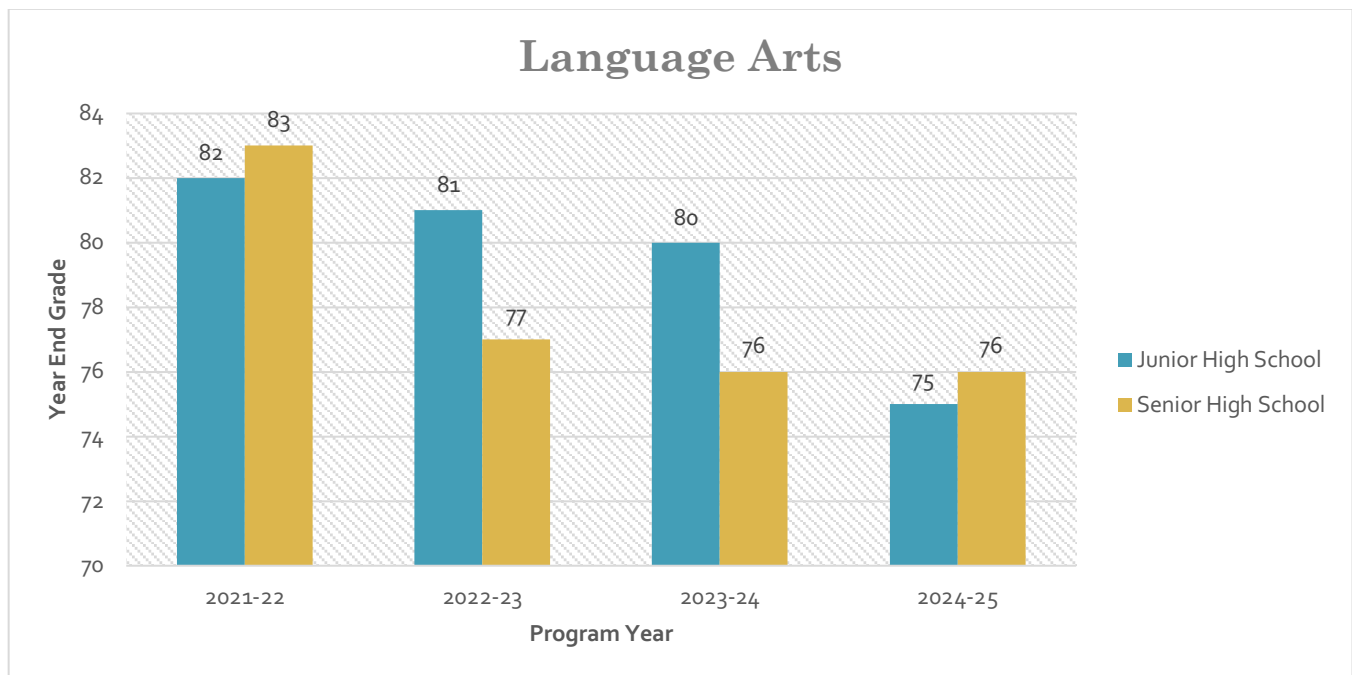


Chart 2: Longitudinal Student Academic Performance - Math
Paulsboro Junior/Senior High Schools

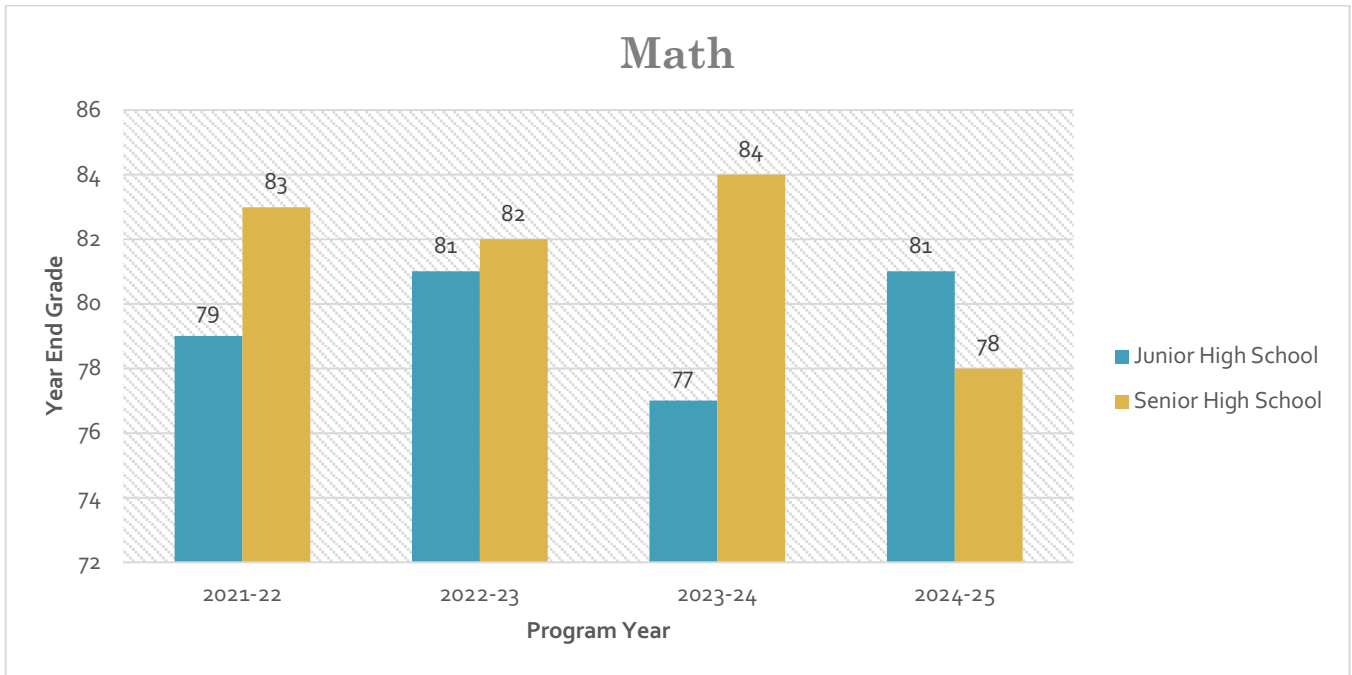
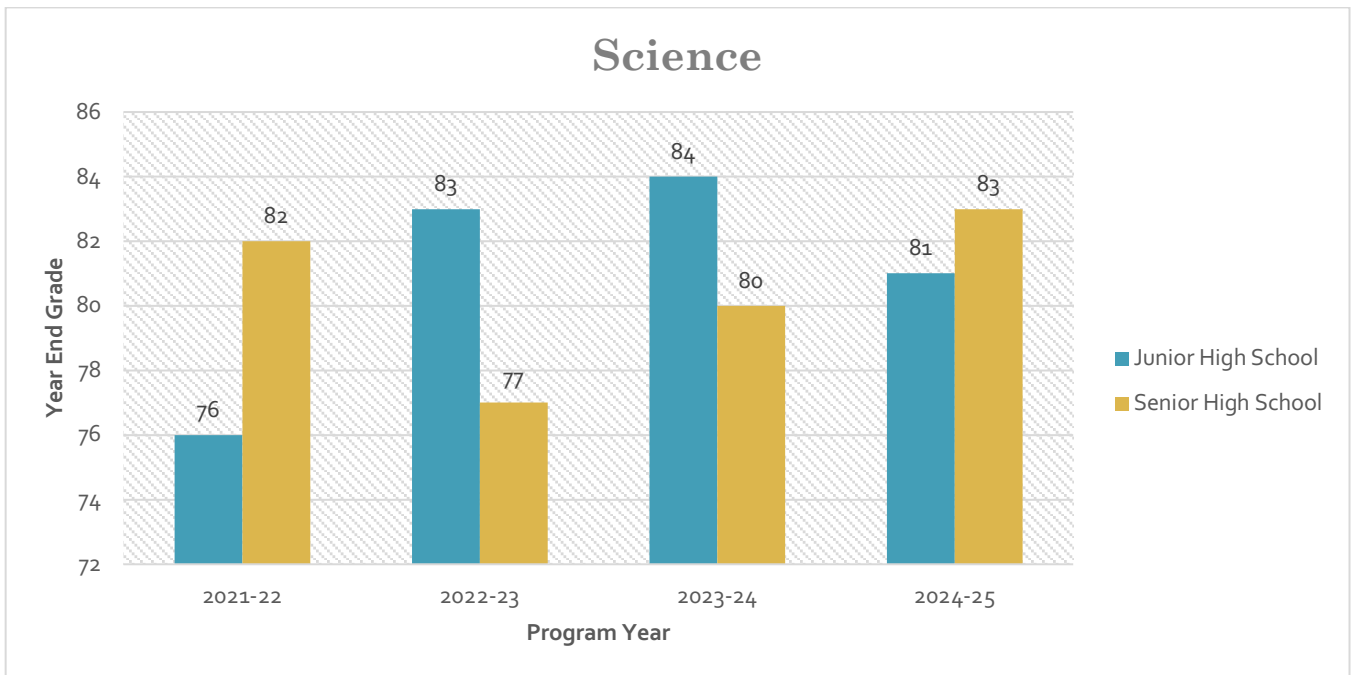
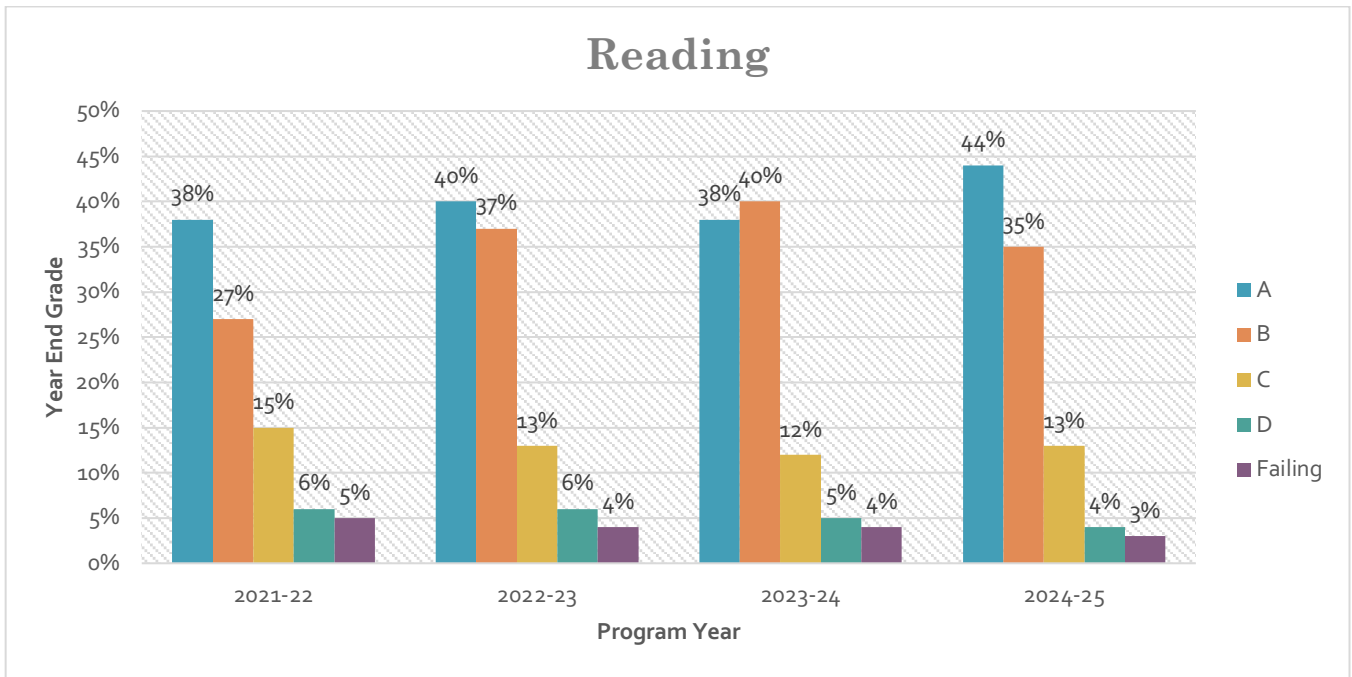


Chart 3: Longitudinal Student Academic Performance - Science
Paulsboro Junior/Senior High Schools



Findings - Longitudinal outcomes show that neither Junior nor Senior High School participants made advancement in Language Arts over the four-year period of analysis. The opposite is true, with overall grades declining overtime. Students were able to maintain similar grade point averages in Math from year to year. However, more positive to note are improvements made in Science, namely for students in grades seven and eight. These JOY program participants appeared to make small gains over time in Science subjects.

Chart 4: Longitudinal Student Academic Performance - Reading
Loudenslager Elementary School



** Elementary grade level outcomes are shown as average percentages of students earning each letter grade across marking periods.*

Chart 5: Longitudinal Student Academic Performance - Writing

Loudenslager Elementary School

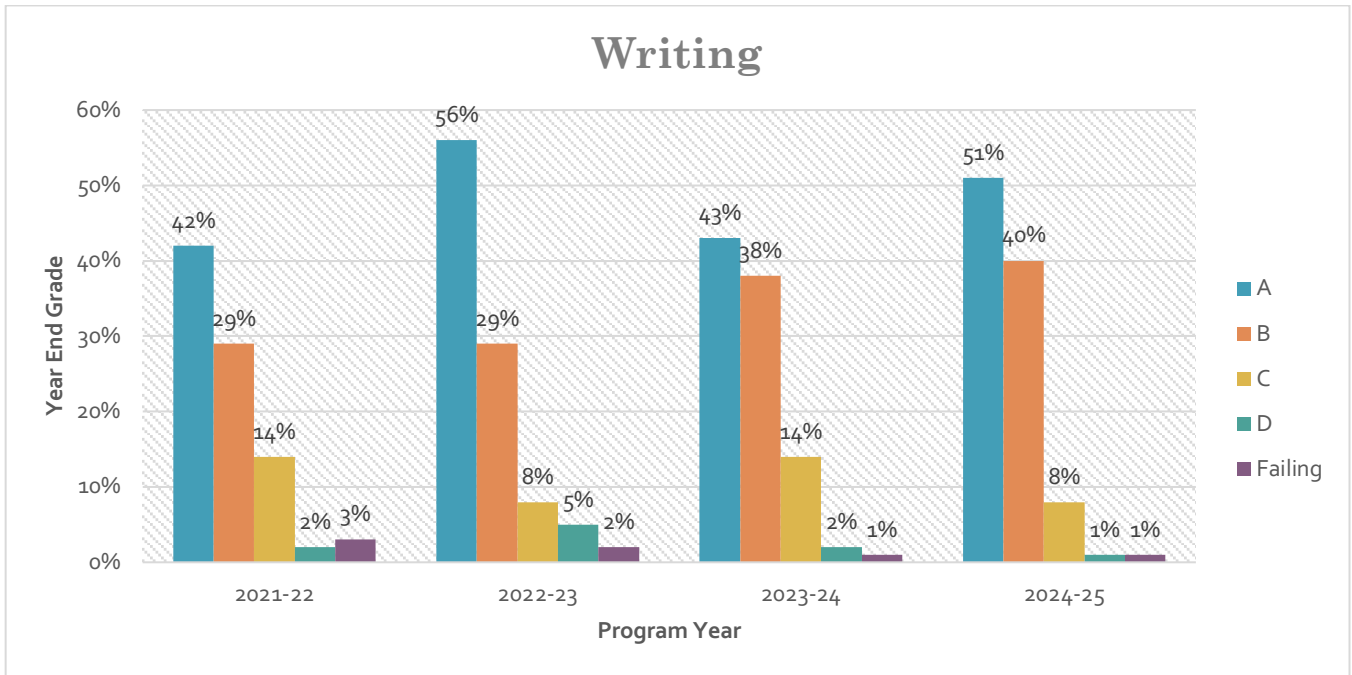


Chart 6: Longitudinal Student Academic Performance - Spelling

Loudenslager Elementary School

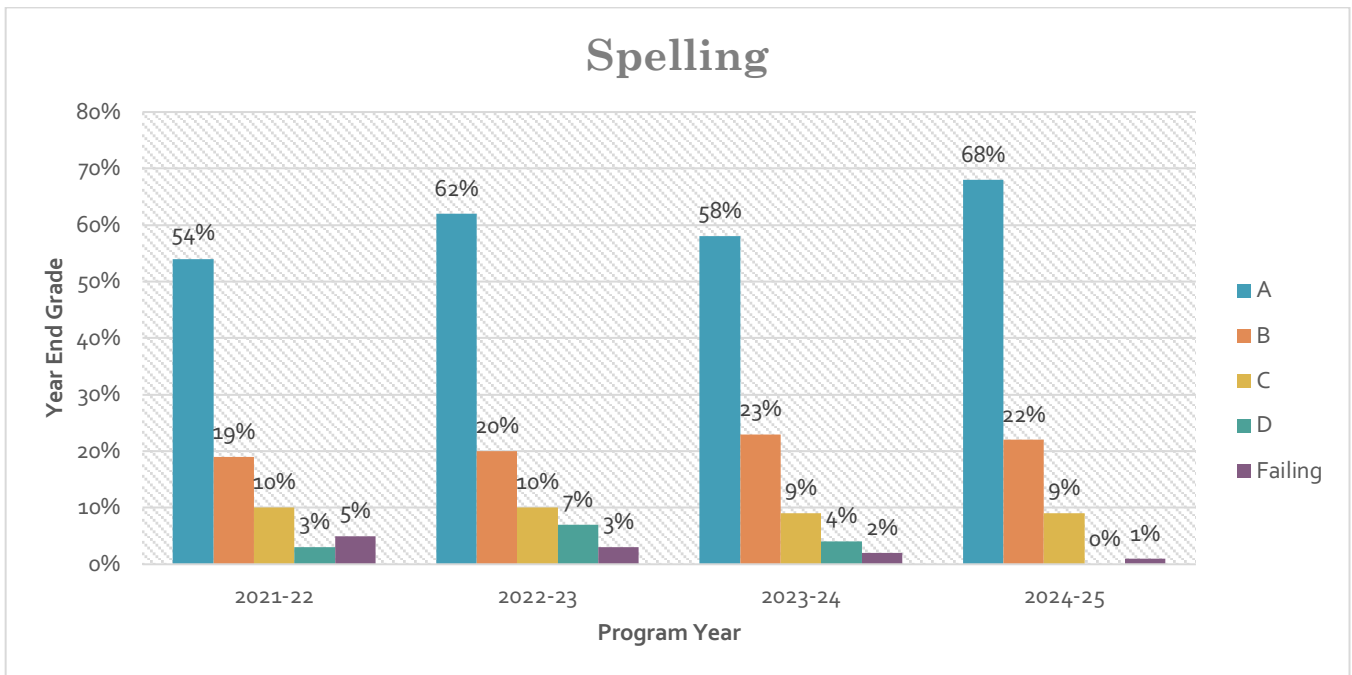


Chart 7: Longitudinal Student Academic Performance - Math

Loudenslager Elementary School

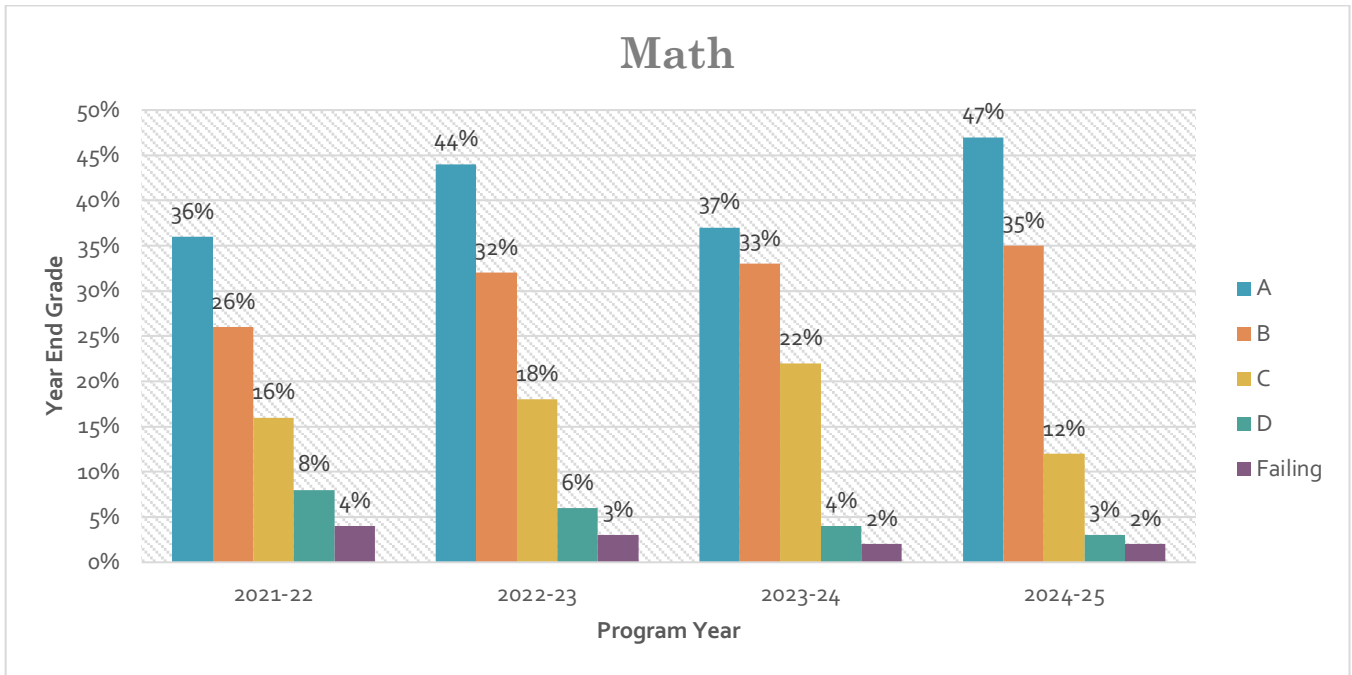
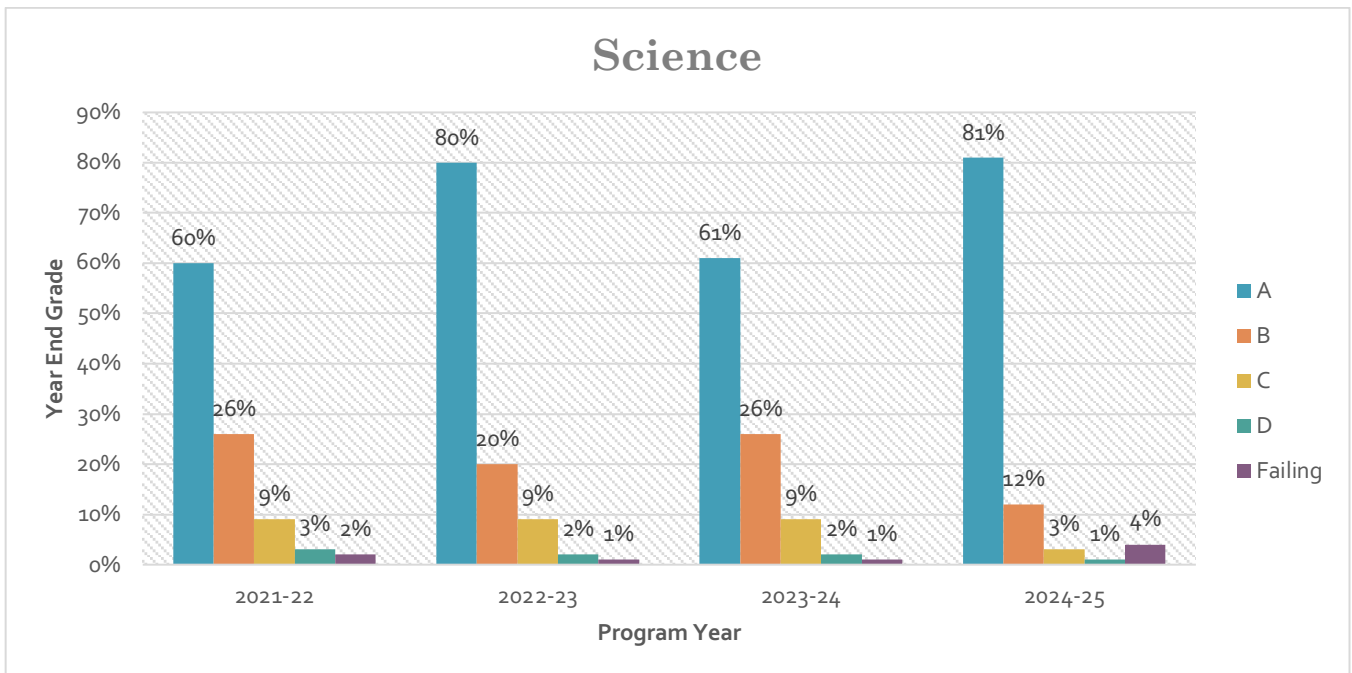


Chart 8: Longitudinal Student Academic Performance - Science

Loudenslager Elementary School



Findings – Generally, overall outcomes show that a majority of participants from the Loudenslager school site made improvements over time across core content areas, even if just small ones. Areas showing the most growth were Spelling and Science. Even if gains were small, in all years and subjects except for Reading grades in 2023-24, students earning A's were the majority.

3) Analysis of Trends: Youth Social-Emotional Outcomes

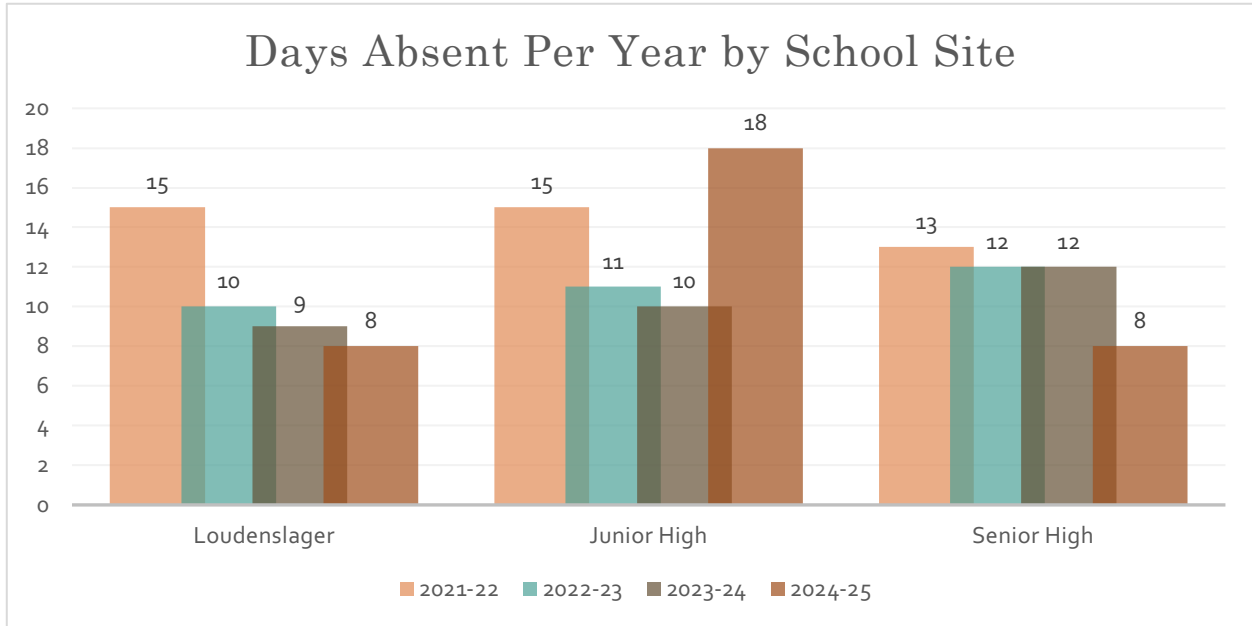
The JOY program works to develop an afterschool environment that is supportive of social-emotional learning through the design of activities, positive staff to student interactions and relevant staff training. Twice each year, the outcomes of SEL practices are analyzed through pre and post youth assessments 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. It must be noted that school day attendance was not factored into evaluation protocol in 2020-21 due to the remote learning mandates in place across the state of New Jersey. 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.

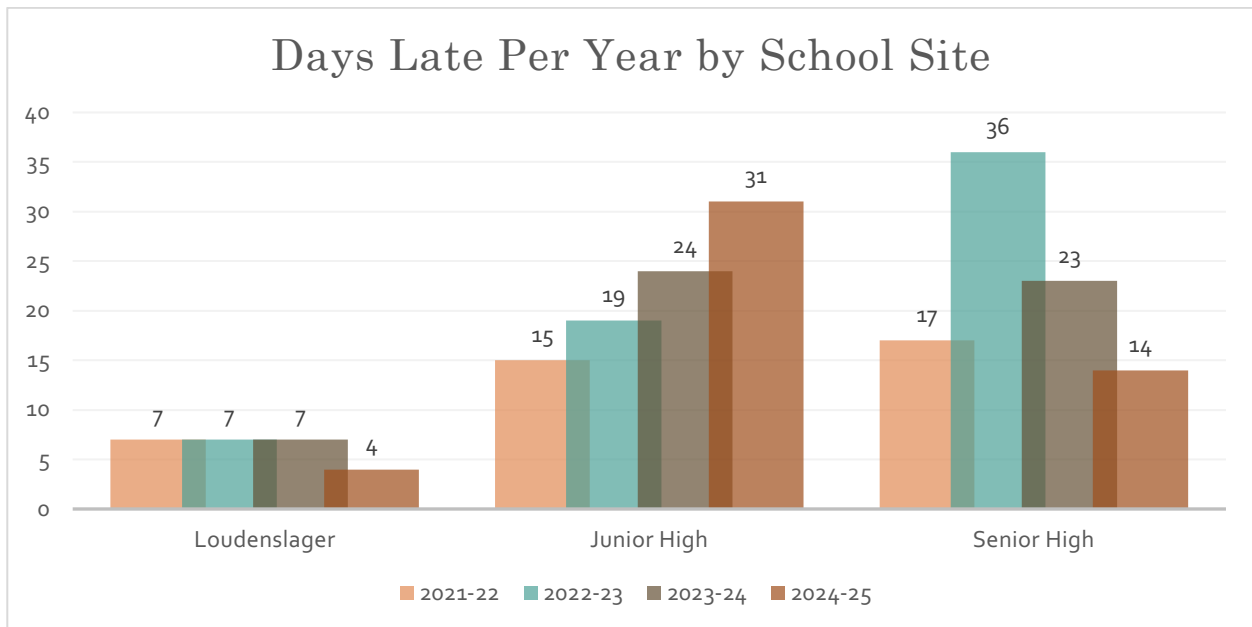
4. Percentage of students in grades 1-12 participating in 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.

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

AVERAGE ANNUAL SCHOOL DAY ATTENDANCE



School Day Attendance Rates				
	2021-22	2022-23	2023-24	2024-25
Loudenslager	92%	94%	95%	96%
Junior High School	92%	94%	94%	90%
Senior High School	93%	93%	93%	96%



APR ATTENDANCE COMPARISONS

Afterschool program attendance is a possible outcome indicator for the potential of activity impact on participants. 5-year analysis of participant attendance in each grade level group measures the impact and reach of programming as well as how successful the program was in retaining participants from year to year. To understand afterschool attendance trends, the JOY program administration used measures of student meeting APR requirements, attending programming 30 days or more each year. In both grade level sets, there was general fluctuation in students attending the program 30 days or more.

Chart 9: Annual Level of Service Trends – Loudenslager Elementary School

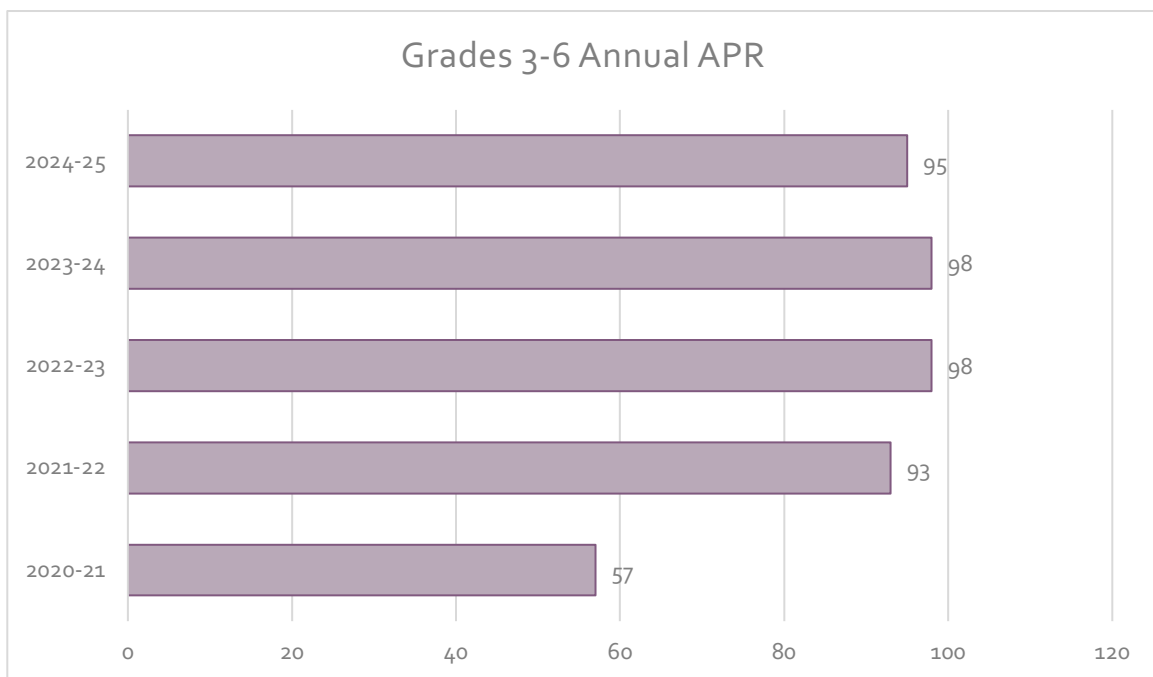


Chart 10: Annual Level of Service Trends – Paulsboro Junior High School

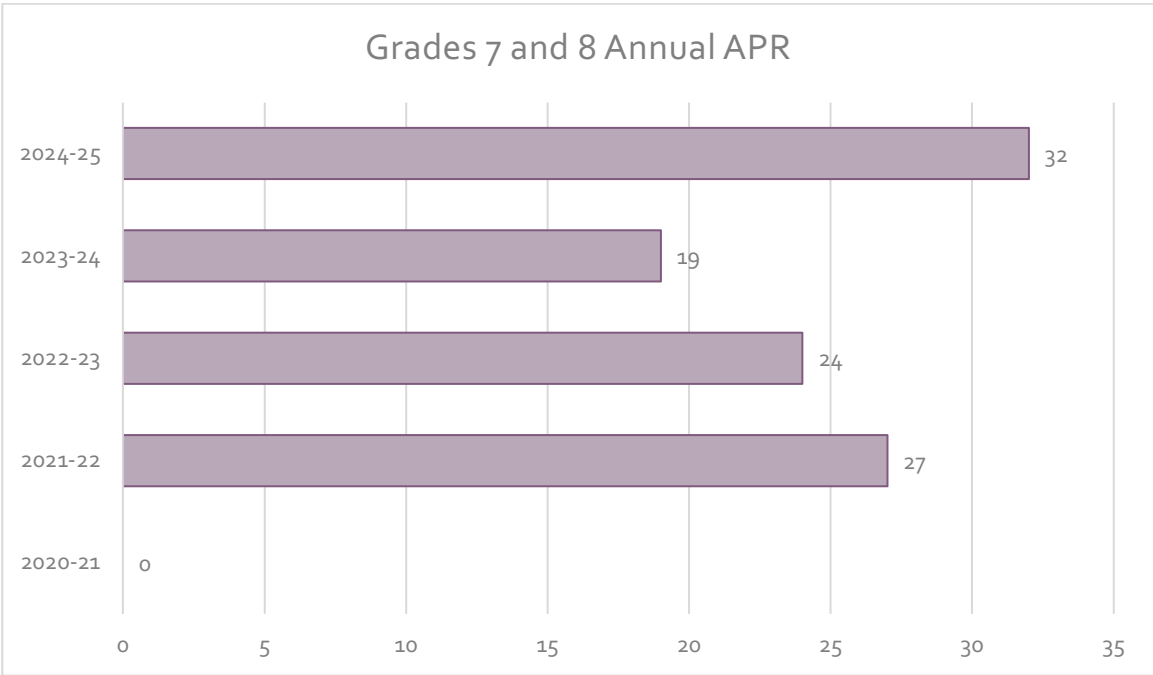
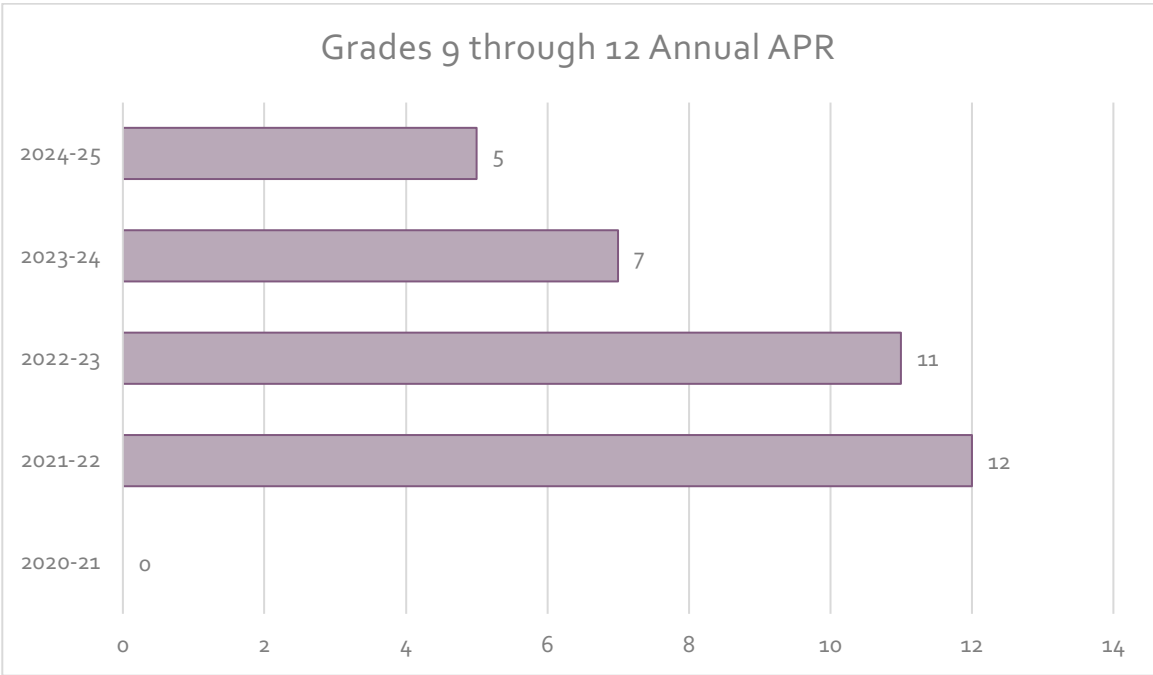


Chart 11: Annual Level of Service Trends – Paulsboro Senior High School



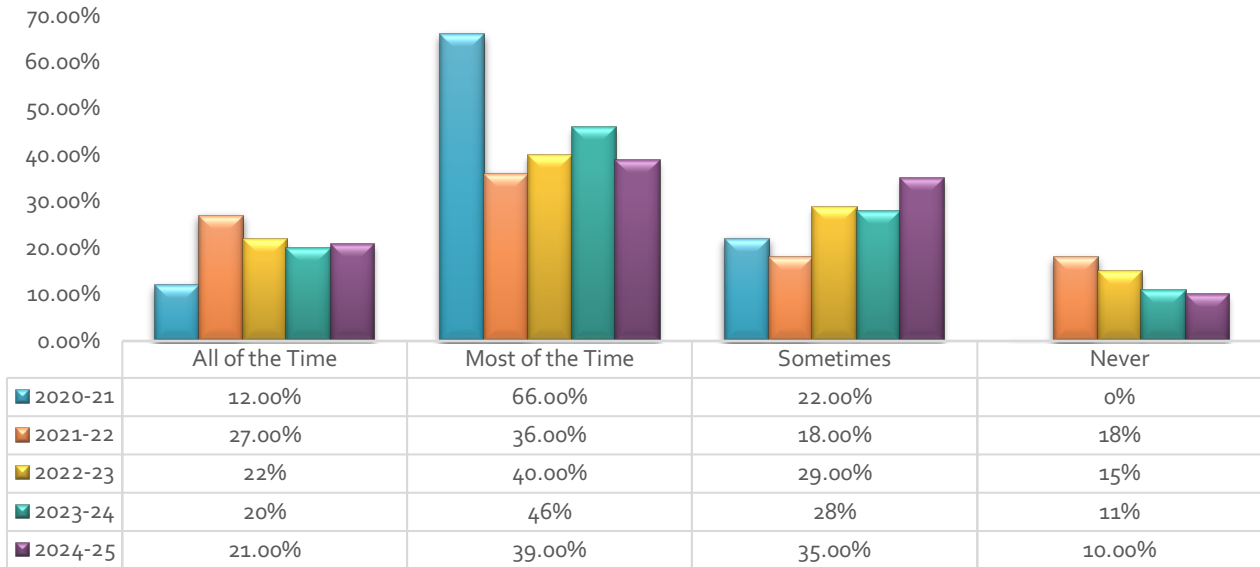
Findings – Following the return to in-person programs in 2021, the Loudenslager site experienced a consistent APR attendance between 95 and 98 students each year. Between 2020-21, remote instruction and virtual programs negatively impacted recruitment and enrollment for both the Junior and Senior High School sites. The Junior High School site rebounded well in 2021 and marked its highest enrollment in 2024-25. Attendance by students in grades 9 through 12 steadily declined overtime and marked the lowest participation rates among student sub-groups.

LOCAL LEVEL EVALUATOR STUDENT SURVEY OUTCOMES

The assessment outcomes charted below are a visual analysis of the NWREL surveys administered by the local level evaluator using their approved out of school time toolkit. Responses were collected from 422 students over the course of five years to inform the proceeding outcomes. Each response group shows average post assessment percentages reported by students each spring from 2020 through 2025.

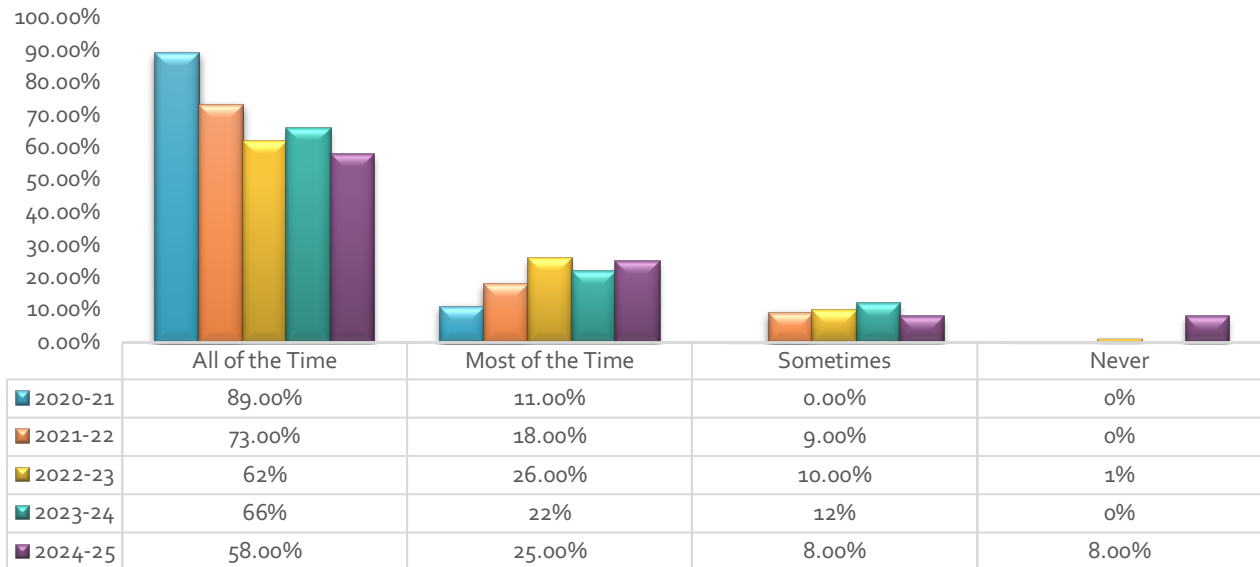
SEL Areas Assessed	Core Metrics
<i>Academic Motivation</i>	Study habits, homework completion, parent educational attainment, future goal setting and planning.
<i>Feelings of Safety/Belonging</i>	Absenteeism, behavior during the school day, self-esteem.
<i>Self-Awareness</i>	Peer relationships, communication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

Do you like going to school?



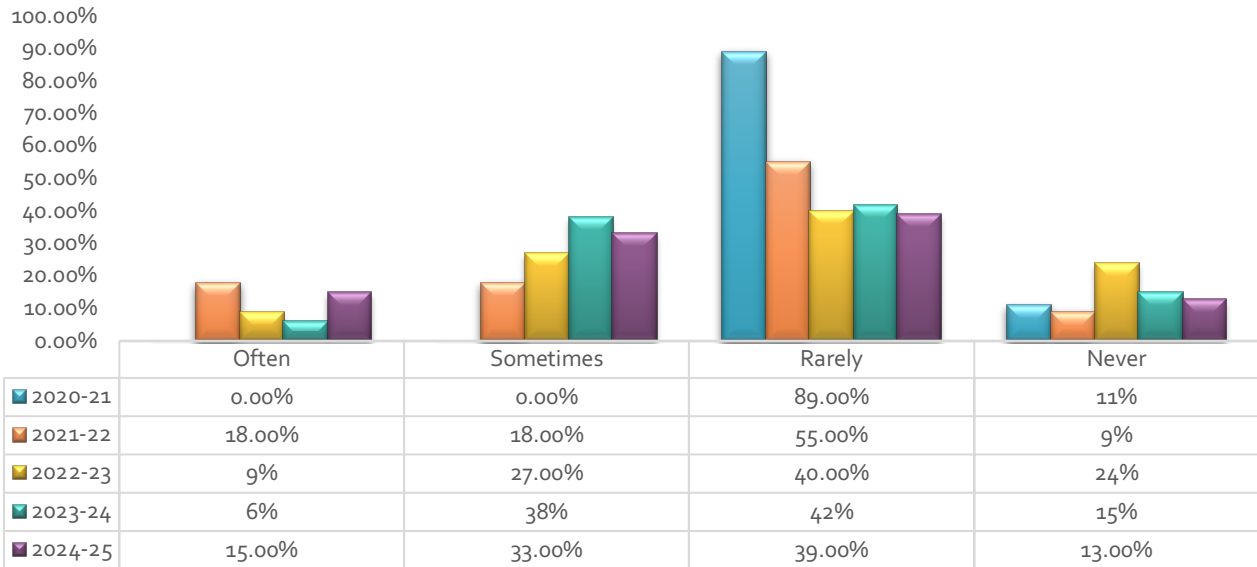
The percentage of students reporting that they liked going to school all or most of the time generally declined over the program's five years. In the end, more students reported only liking school some of the time.

Do you feel safe attending the afterschool program?



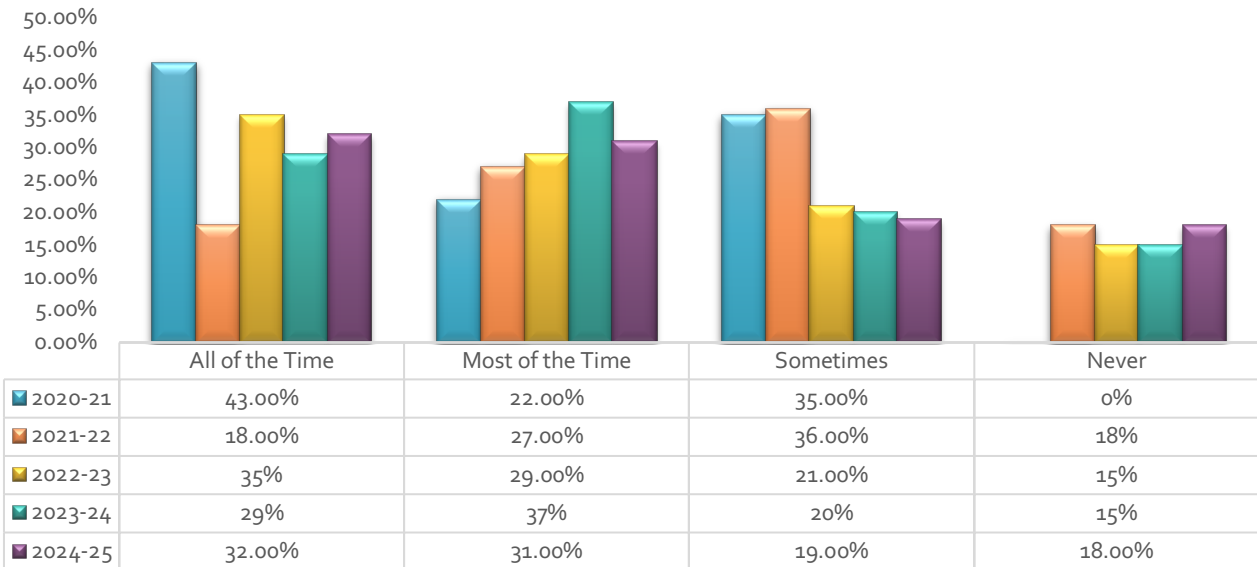
Students reported overall feelings of safety while attending the after school program.

How often are you absent from school?



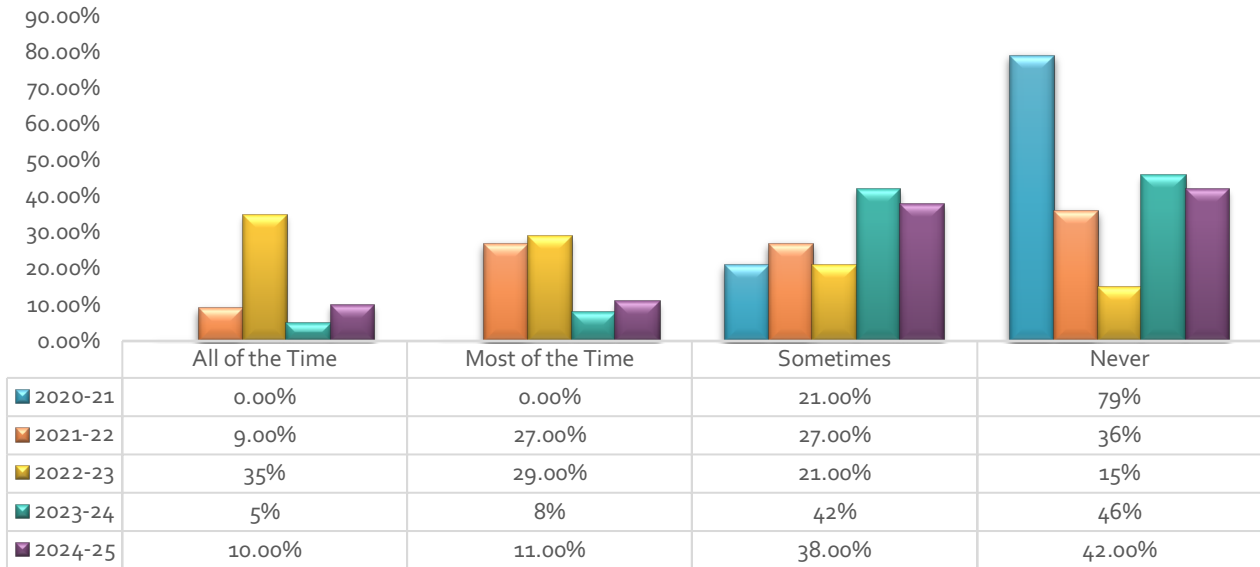
Between 2020 and 2025, the majority of student responses indicated that they were only rarely or never absent. This aligns with school day attendance analysis that shows JOY participants generally had a school day attendance rate of 90% or better.

Do you study hard for tests?



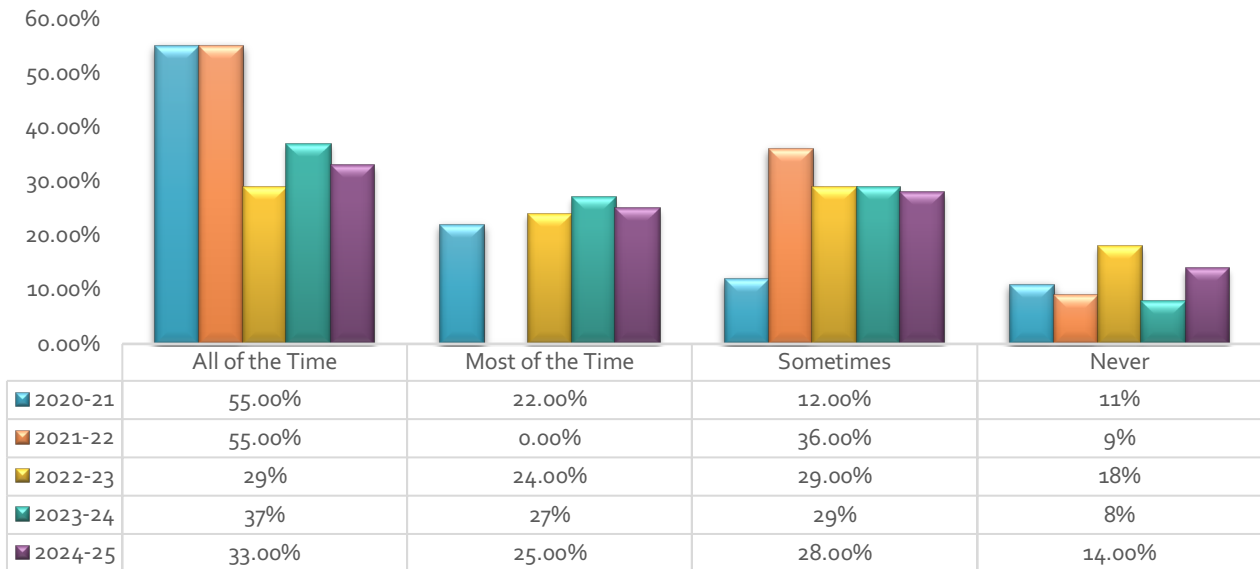
Fluctuations were noted in the percentage of students commenting that they studied hard for tests. In general, however, students were likely to study hard for tests all or most of the time showing a degree of academic self-efficacy.

How often are you in trouble during the school day?



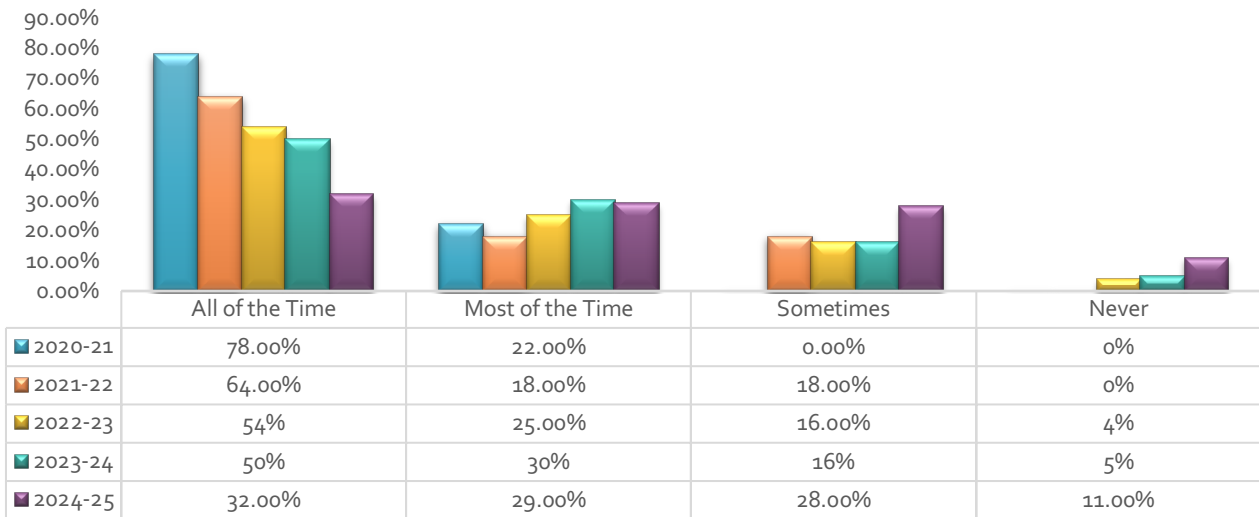
2022-23 presented a peak in disruptive behaviors for participants. Following this, behavior appeared to rebound with more students reporting to infrequent school day behavioral incidences.

Do your parents talk to you about school or homework?



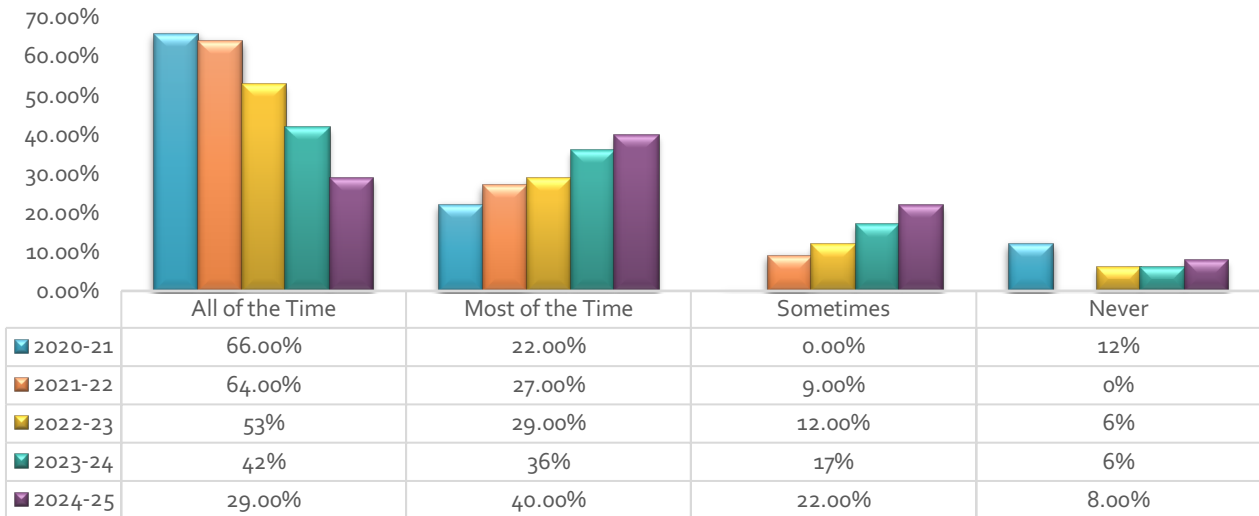
Over the five year grant period, the majority of students reported that their parents always talked to them about school and homework.

Do you feel comfortable talking to afterschool staff members?



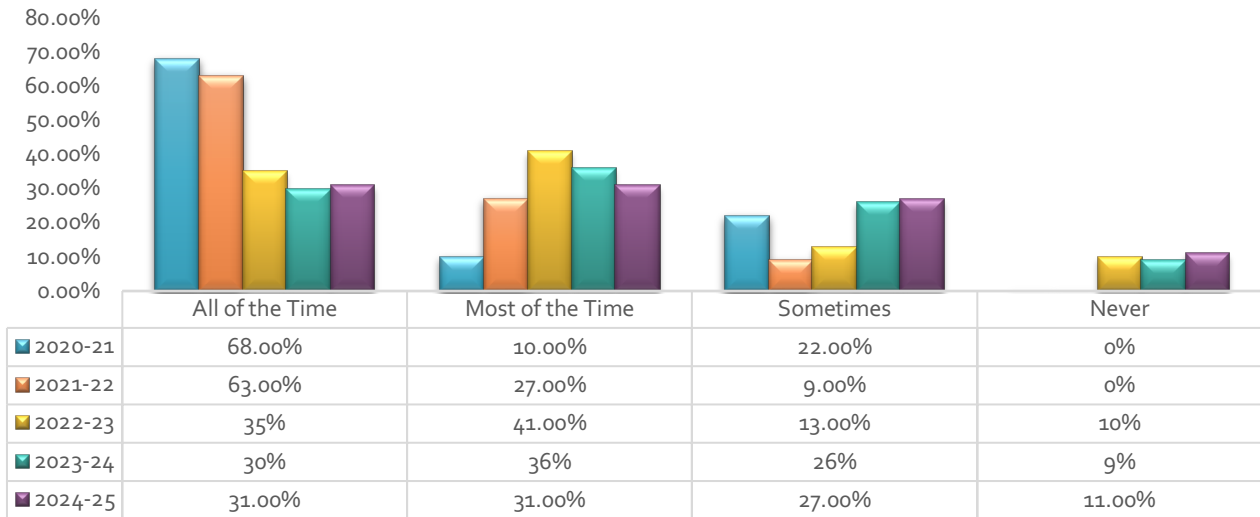
While the percentage of students reporting that they always felt comfortable talking with JOY staff declined overtime, students reported an overall level of comfort with staff all or most of the time.

Does the afterschool program support a sense of belonging?



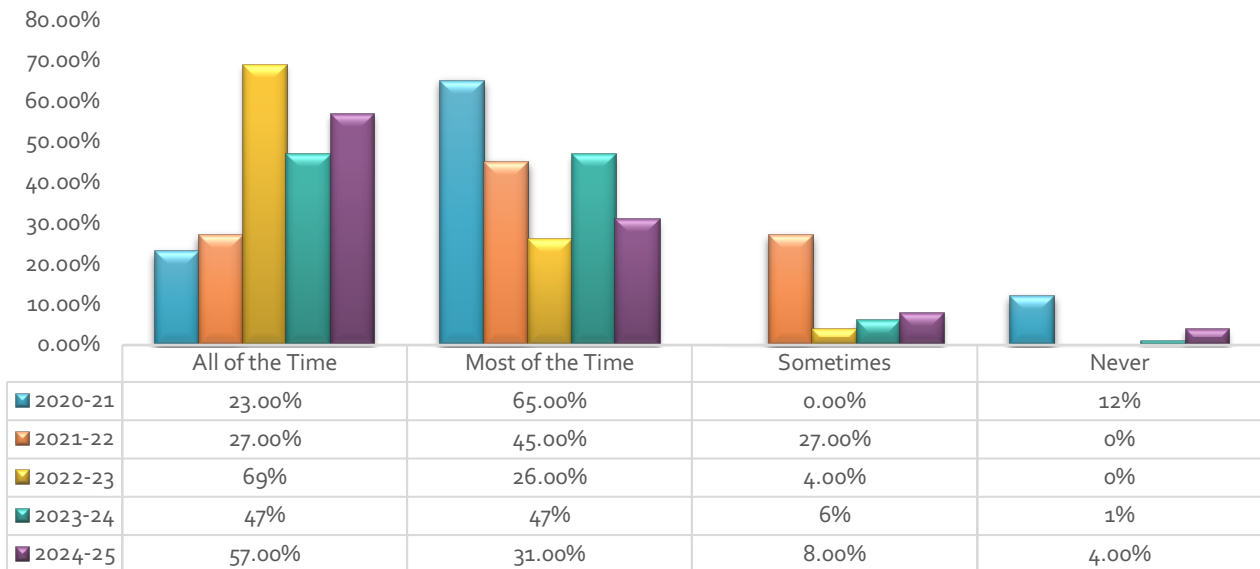
Feelings of belonging shifted over time, with students reporting that they always felt like they belonged decreasing over five years. Still, this category represented the majority of responses between 2020 and 2024.

Does afterschool staff encourage your ideas and feedback regarding the program?



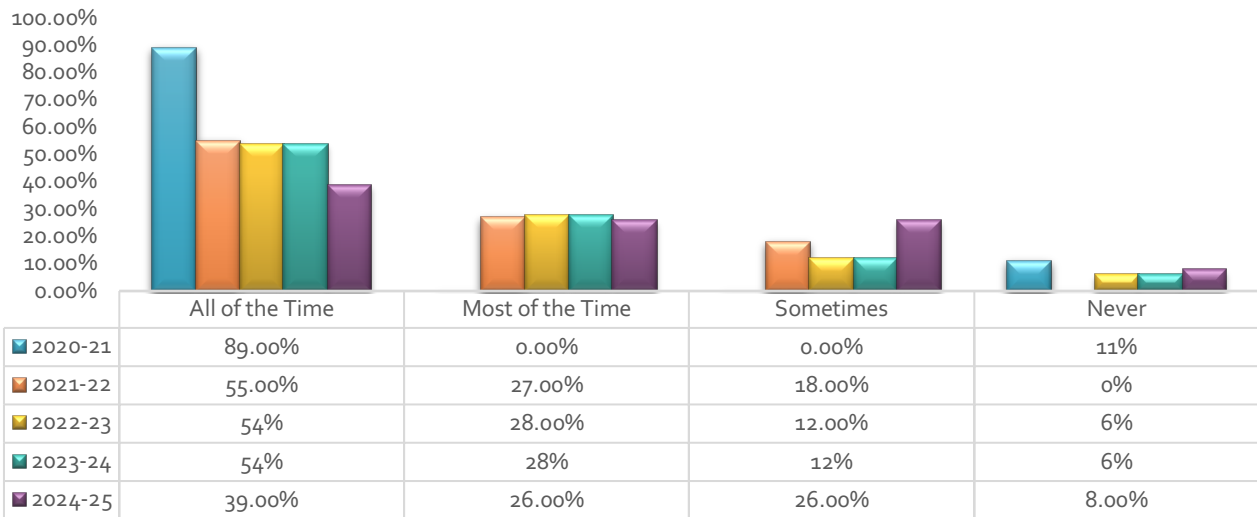
2022 marked a sharp decline in the percentage of students feeling that they could always give feedback on the program. Between 2022 and 2025, more students felt they could share their ideas on the program most of the time, which still represents positive outcomes in terms of student ability to provide input.

How often do you turn your homework in on time?



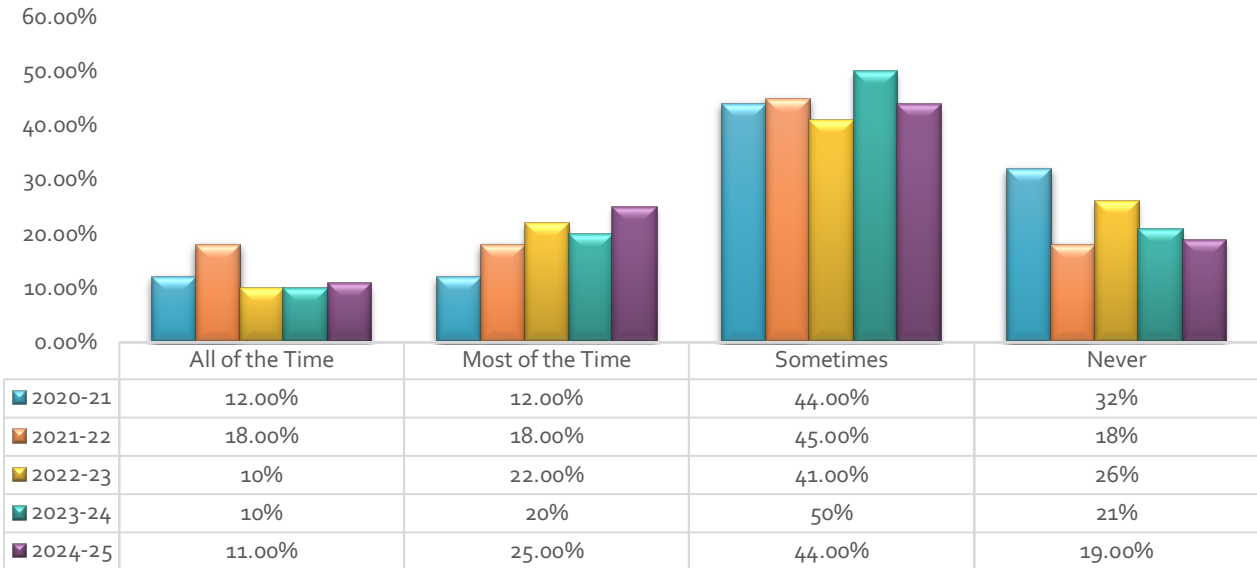
Rates of homework completion improved over time.

Do you look forward to coming to the afterschool program?



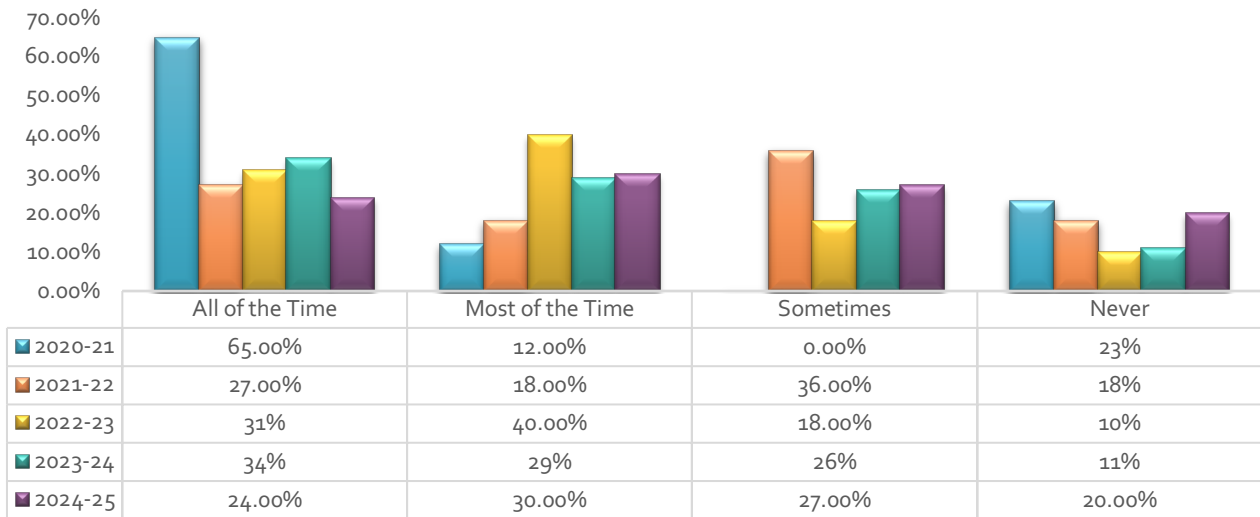
Students generally looked forward to coming to the program.

How often do you feel upset when you come to school?



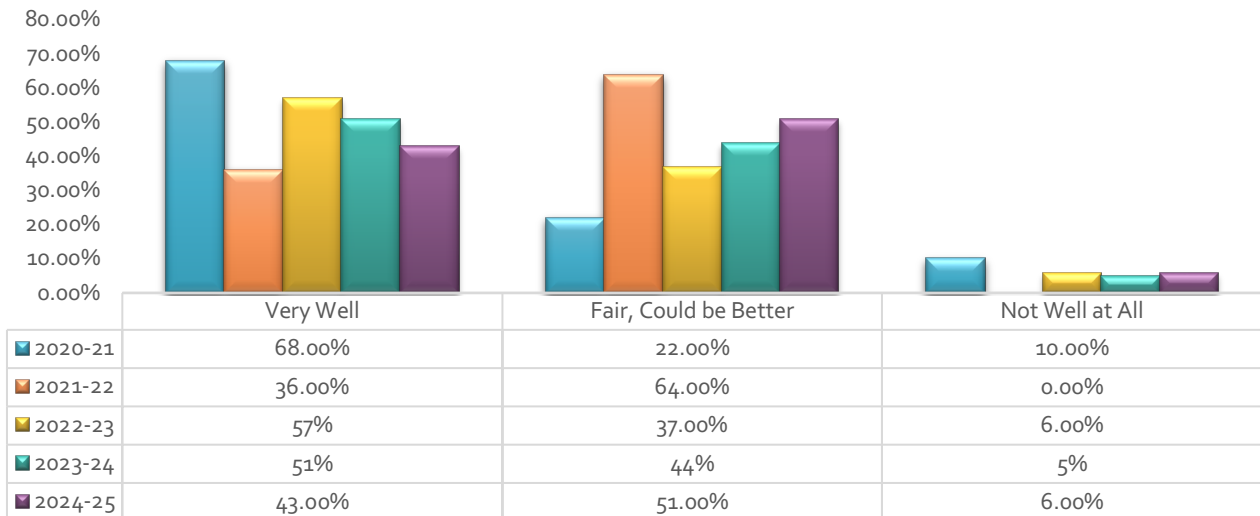
Each year, most students reported that they were sometimes upset when they came to school.

Have you felt happier or less stressed since attending the afterschool program?

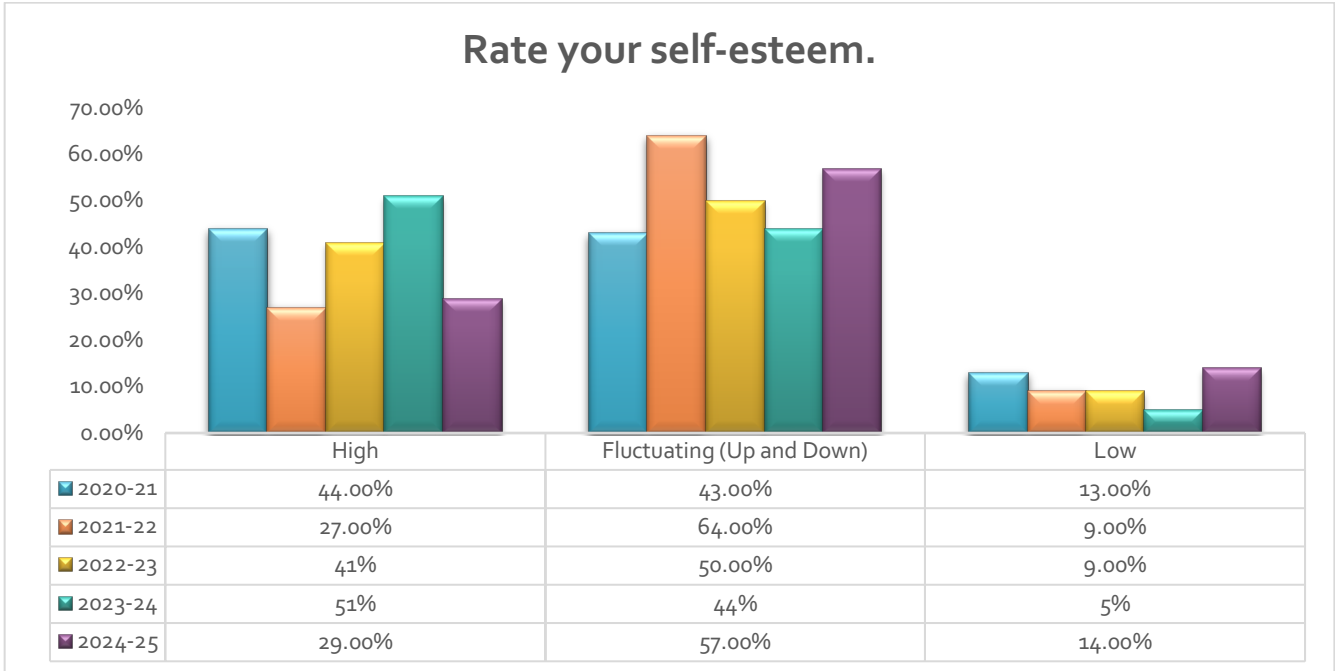


There is little consistency in reports of the percentage of students feeling less happy or stressed since attending the JOY program.

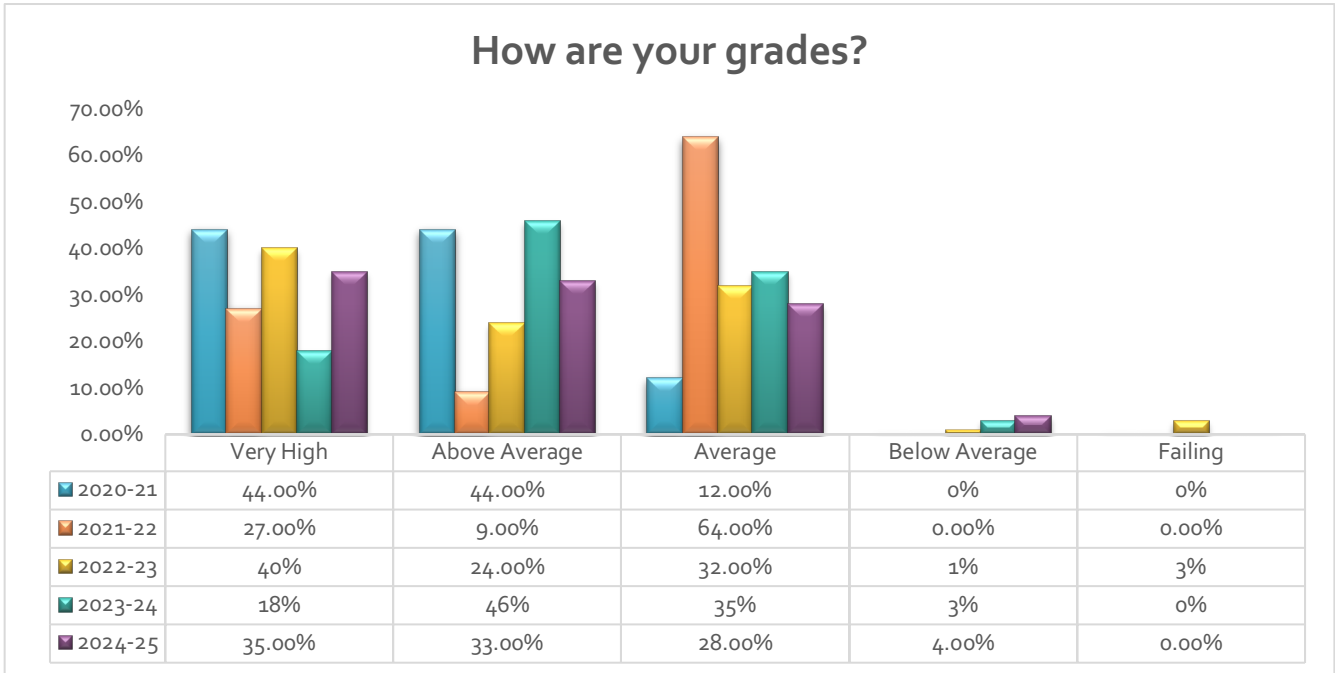
How well do you get along with others (peers and adults)?



Primarily (3 out of 5 years surveyed) student felt that they got along well with their peers and adults.



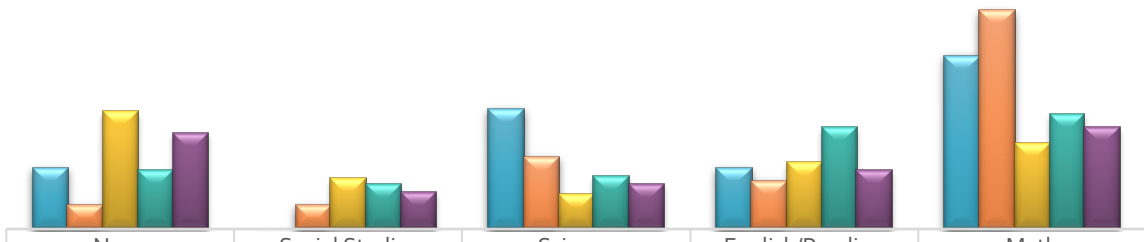
Students most frequently report experiencing fluctuating levels of self-esteem.



Self-reports of academic achievement fluctuated over time; however, most students commented that their grades were average or better with few students reporting failing grades.

Are there any classroom subjects in which you feel you need extra help improving your grades?

90.00%
80.00%
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%



	None	Social Studies	Science	English/Reading	Math
2020-21	23.00%	0.00%	45.00%	23%	65%
2021-22	9.00%	9.00%	27.00%	18.00%	82.00%
2022-23	44%	19.00%	13.00%	25%	32%
2023-24	22%	17%	20%	38%	43%
2024-25	36.00%	14.00%	17.00%	22.00%	38.00%

Math was the most common subject in which students felt they needed extra help.

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 Paulsboro School sites. 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. The most recent focus group outcomes from the 2024-25 program year are copied below. Questions have been reproduced below with the most common answers highlighted.

Why did you join/start participating in the program?

- My mom/dad wanted me to attend
- To get help with homework
- To have something to do after school
- To learn more
- To spend more time with friends
- For the snacks/food
- To join the different clubs

Do you enjoy the program, overall?

- Yes, it is a safe environment
- Yes, because I enjoy going outside
- Yes, because I like spending the time with my friends
- It's nice that we get fed

What afterschool activities do you feel help you the most?

- Cooking and baking
- Homework help
- Fun Fridays
- Art projects
- Music
- Loud News Now
- STEAM

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

- If I get good grades I get rewarded by my parents
- It's important because I want to pass to the next grade level
- I want to go to college, so good grades are important
- I keep my grades good because I don't want to get in trouble with my parents
- I don't want to get held back

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

- Yes, I get help when needed with my Math
- The staff is willing to help the group when needed with homework
- I mostly complete my homework during the school day

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

- The staff shows you ways to stay calm and not get angry in the classroom
- Staff members help us find positive solutions
- They help us calm down

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

- Yes, it helps me not to think about bad situations
- Yes, it has helped relieve my stress
- Yes, it has helped me to control my temper
- Yes, I try to be kinder to people
- Yes, I try to be more respectful and not talk back

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

- Yes, I help my friends when they need it
- Yes, I am a positive person
- Yes, because I like helping people
- Yes, but this depends on the situation
- Yes, because I get along well with everyone
- Yes, because I will help my friends when they need it

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

- No, because I hear the way people talk to each other
- No, some students play around too much
- No, because they talk about each other behind each other's back
- Sometimes, it depends on the person

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

- Yes, we are awarded for 10 days, 20 days and 30 days for perfect attendance
- We have fun Friday as an award
- Yes, we are awarded for 10 days, 20 days and 30 days for perfect attendance
- We have a surprise box for 20 days
- We get a second Wawa for good behavior
- We have a pizza party for 30 days with perfect attendance

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

- Yes, we can make ideas or suggestions, and the staff will listen
- The suggestions don't always happen

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

- More time outside
- A better variety and more quantities of snacks
- A greater involvement of the Student Council

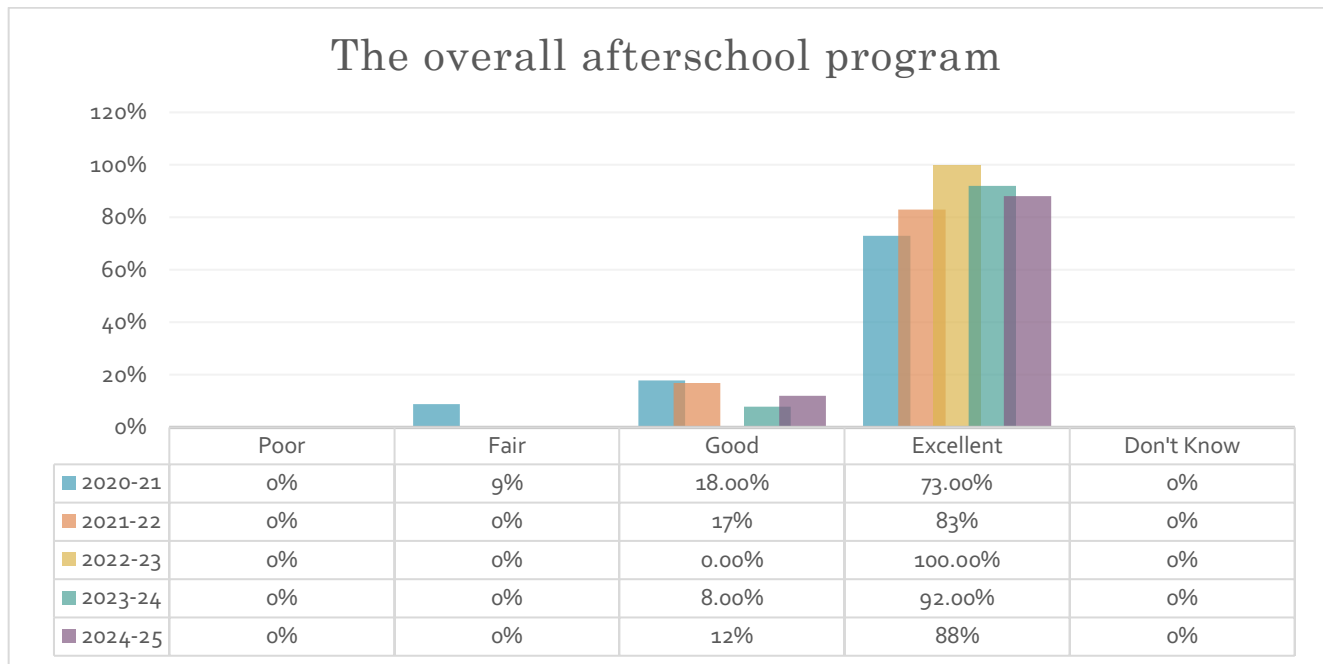
What ideas do you have to make the program better?

- Get student input on what types of snacks to offer
- More sports clubs
- More field trips (get student input to see where they would like to go)
- An e-sports club

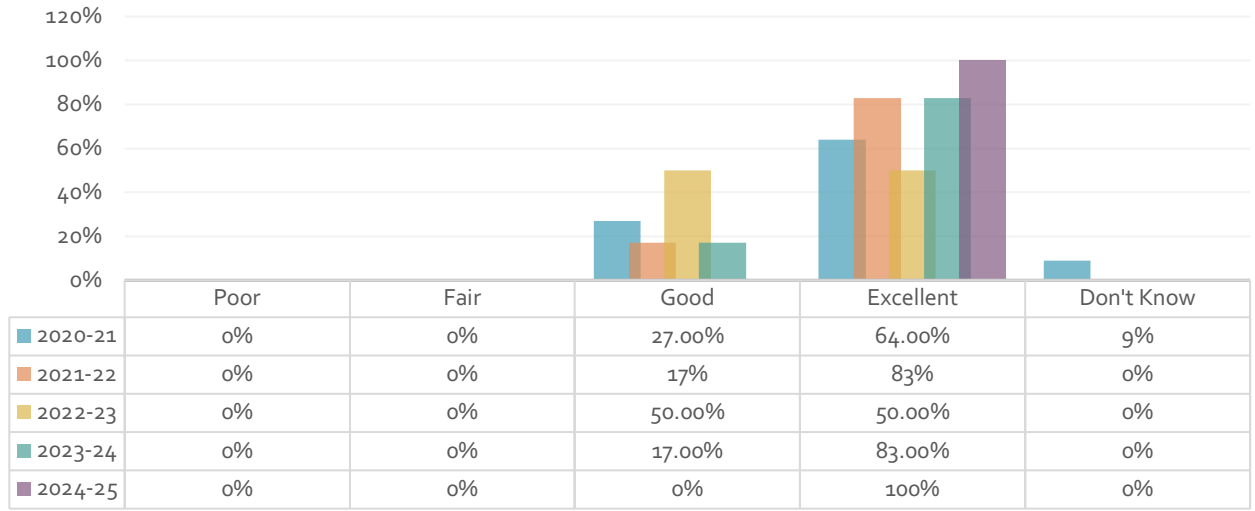
4) Analysis of Trends: Parent Involvement

Program parents were polled once annually (usually in the spring) using the NWREL developed parent survey tool. The parent survey asks parents to rate their satisfaction with the out-of-school time program, reflect on the impact it has had on their child(ren), and describe why their child(ren) participate(s). Responses are gathered using a Likert Scale that asks parents to select their level of agreement with statements. The responses illustrated and analyzed below were gathered between 2020 and 2025.

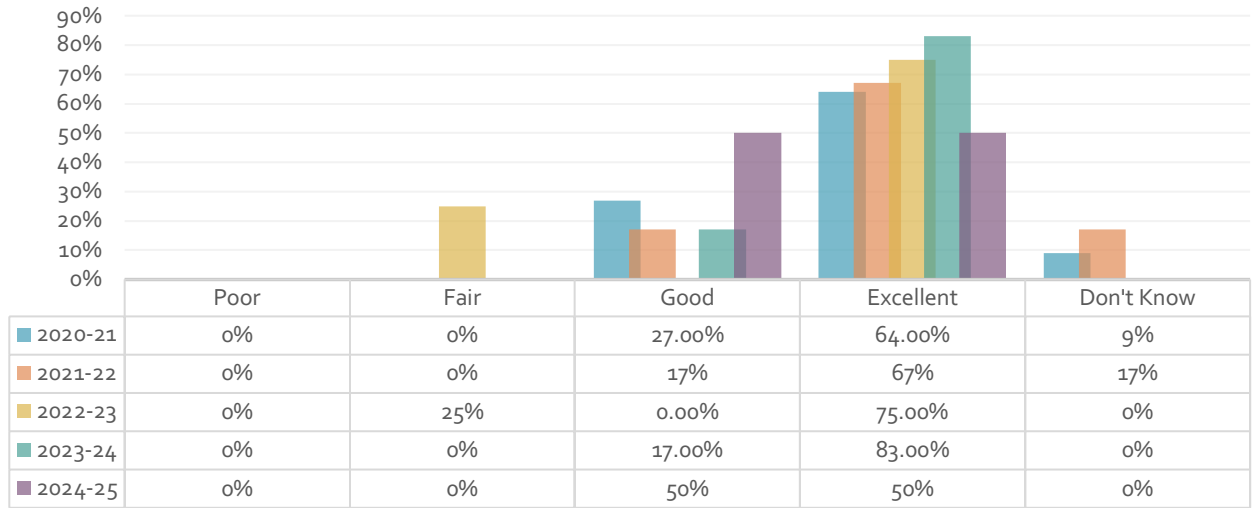
Q1. How would you rate your child’s afterschool program in the following areas?



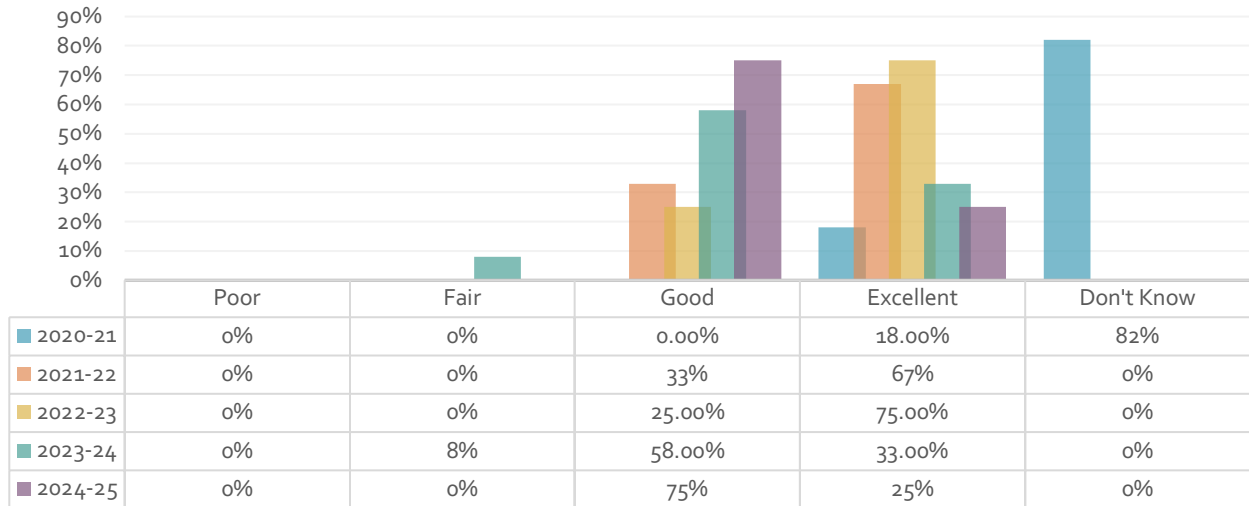
The safety of your child while she/he is at the program



The atmosphere and comfort of the rooms where the program operates

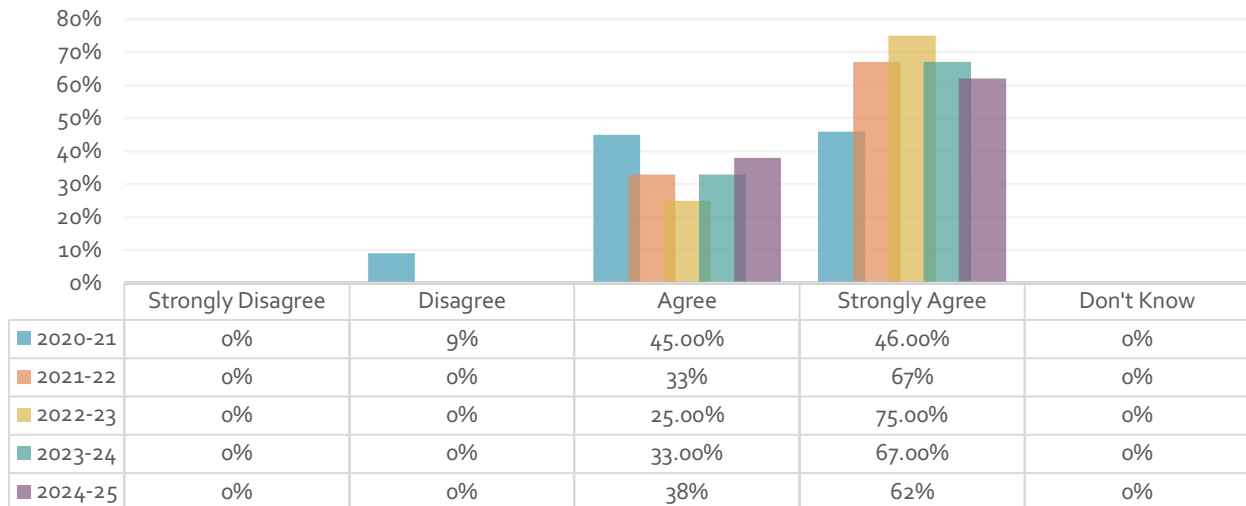


The snacks that are served to your child on a daily basis

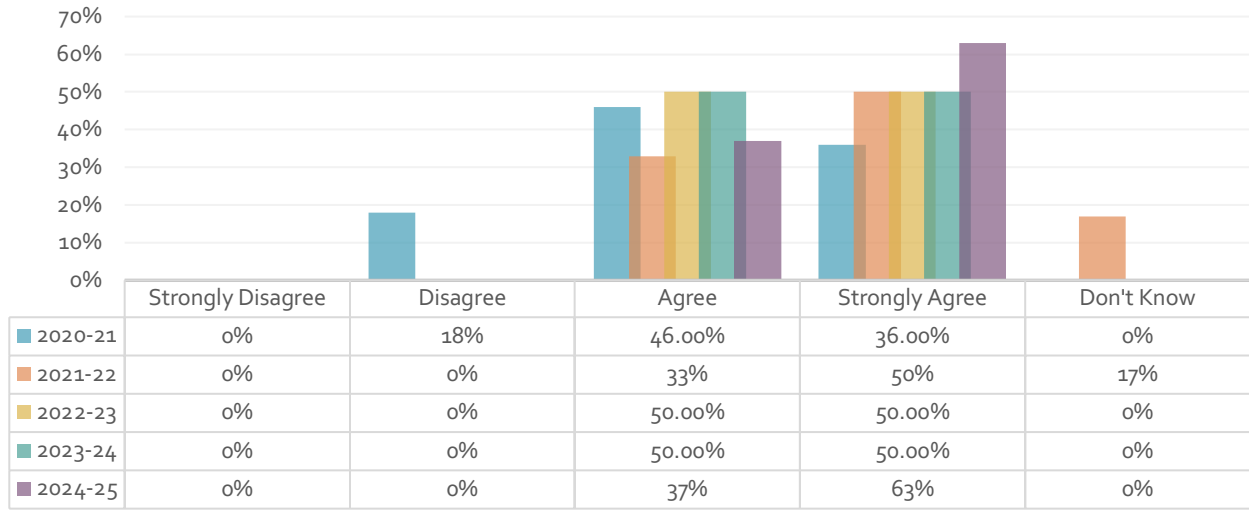


Q2. To what extent do you agree or disagree with the following statements about the afterschool program?

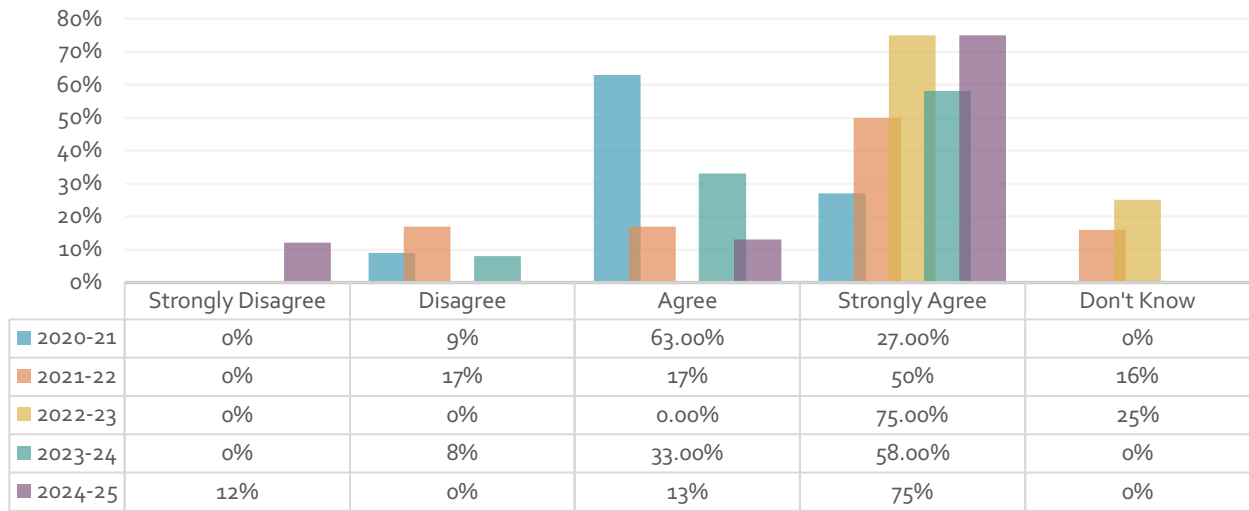
I am satisfied with the kinds of programs and activities offered at the afterschool program.



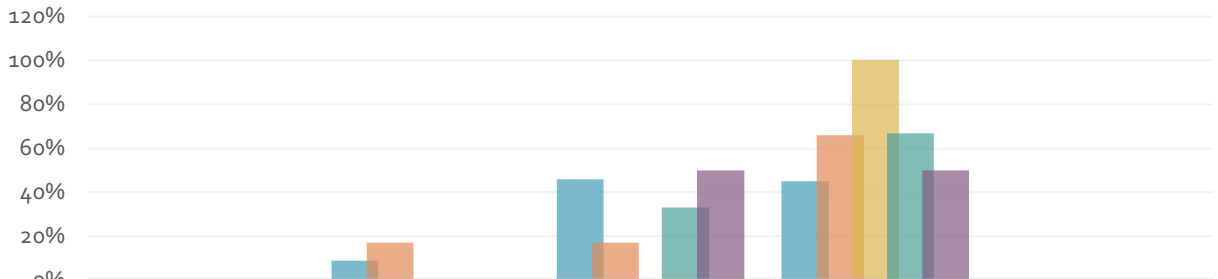
There is adequate quiet time for my child to complete homework.



The afterschool program has helped my child get his/her homework done on time.



There is adequate opportunity for physical activity.

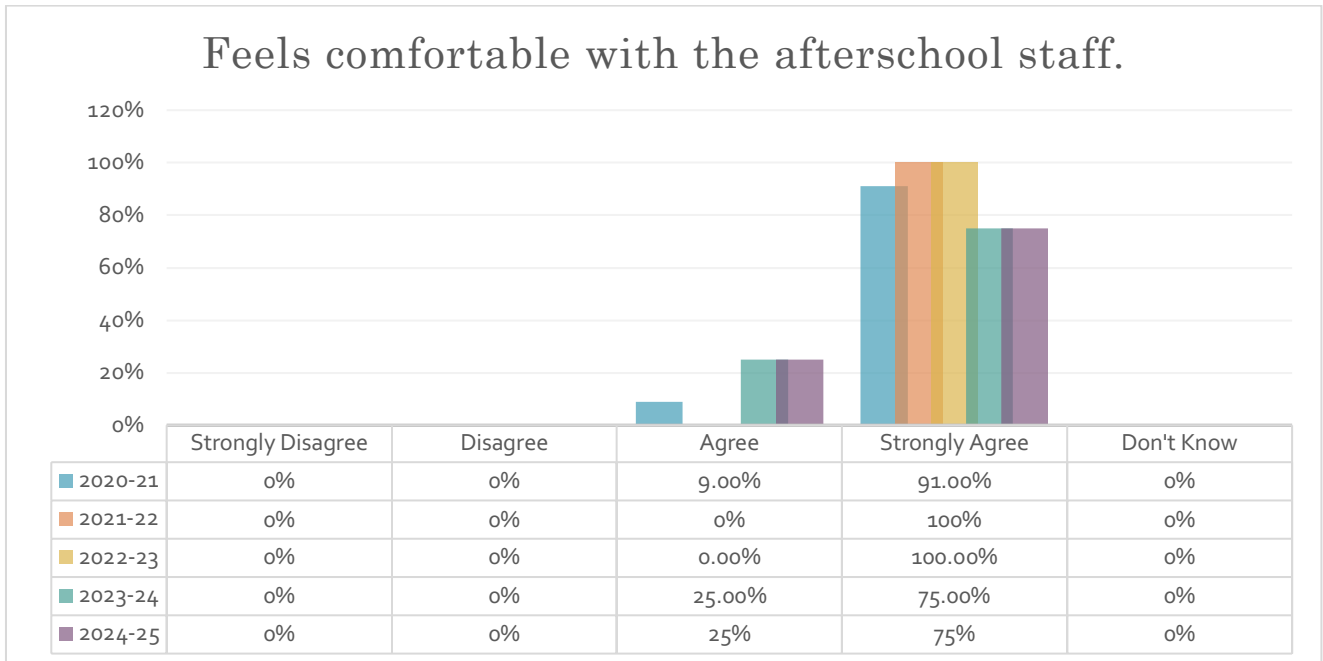
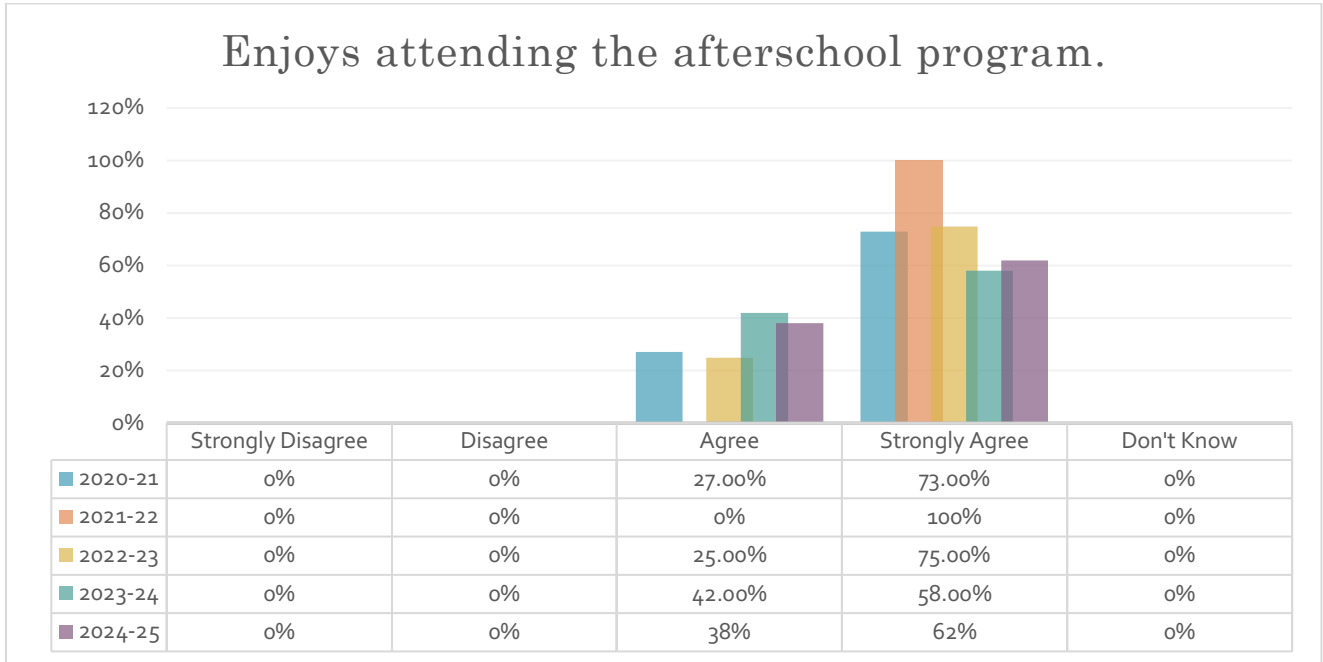


	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
2020-21	0%	9%	46.00%	45.00%	0%
2021-22	0%	17%	17%	66%	0%
2022-23	0%	0%	0.00%	100.00%	0%
2023-24	0%	0%	33.00%	67.00%	0%
2024-25	0%	0%	50%	50%	0%

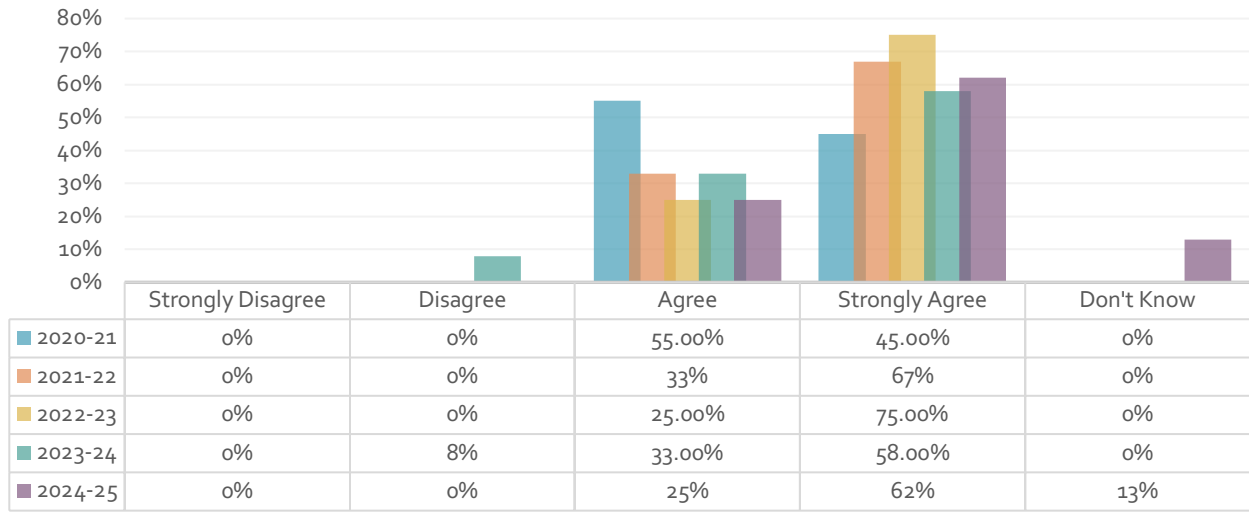
Q3. Why does your child attend the afterschool program?

	<i>Student needs afterschool supervision</i>	<i>Student has friends in the program</i>	<i>Student is interested in the enrichment activities offered</i>	<i>Parent is interested in the enrichment activities offered</i>	<i>Program was recommended by a teacher</i>	<i>Student needs homework assistance</i>
2020-21	9%	46%	55%	18%	0%	9%
2021-22	35%	35%	70%	20%	0%	35%
2022-23	25%	50%	50%	75%	0%	75%
2023-24	33%	75%	67%	50%	8%	25%
2024-24	25%	38%	25%	63%	0%	25%

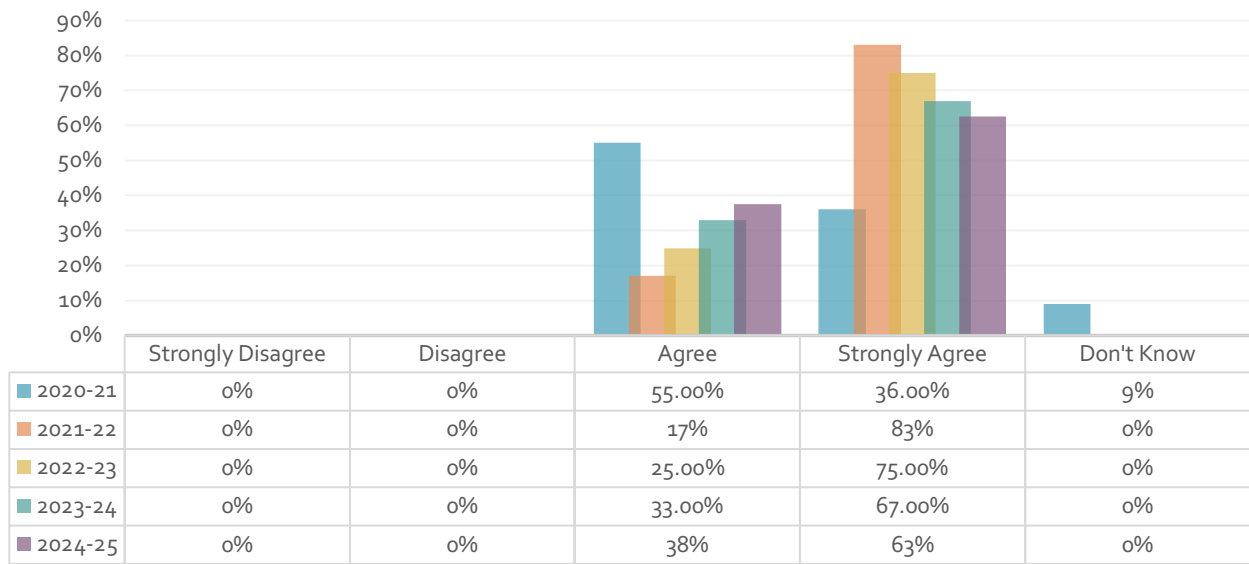
Q4. To what extent to you agree or disagree with the following statements describing your child's experience in the after-school program? My child...



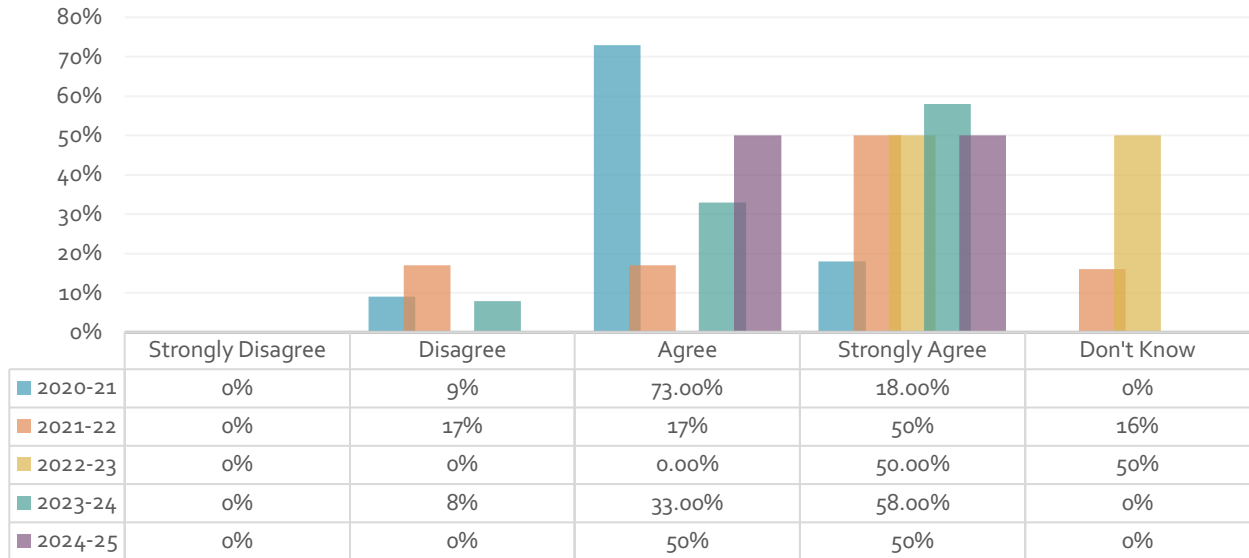
Seems happier or less stressed since participating in the afterschool program.



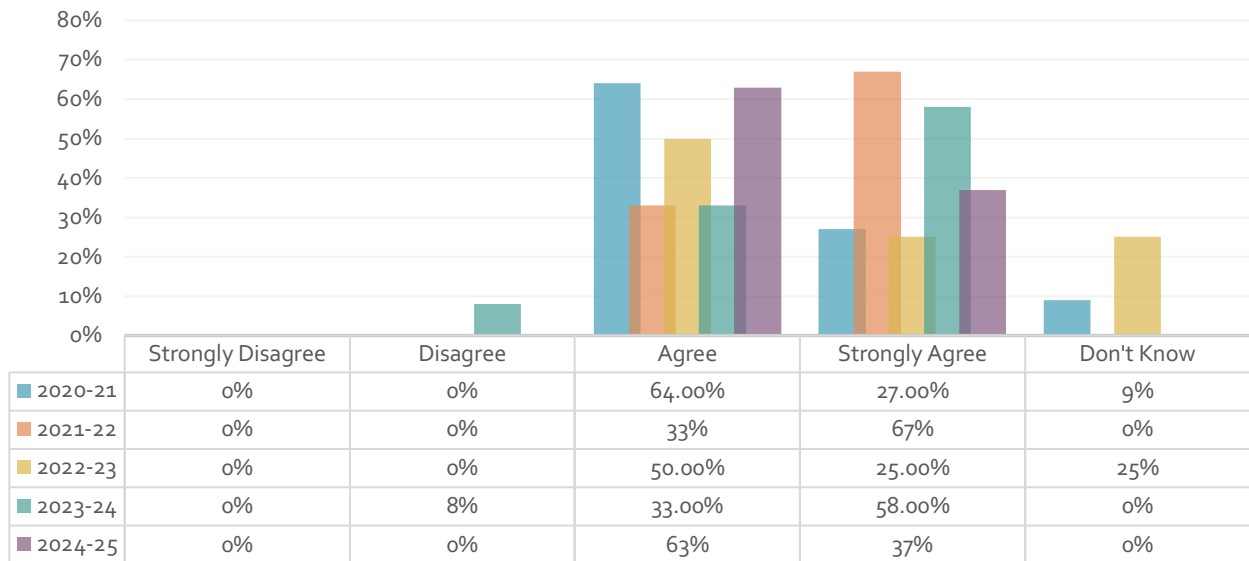
Has friends in the afterschool program.



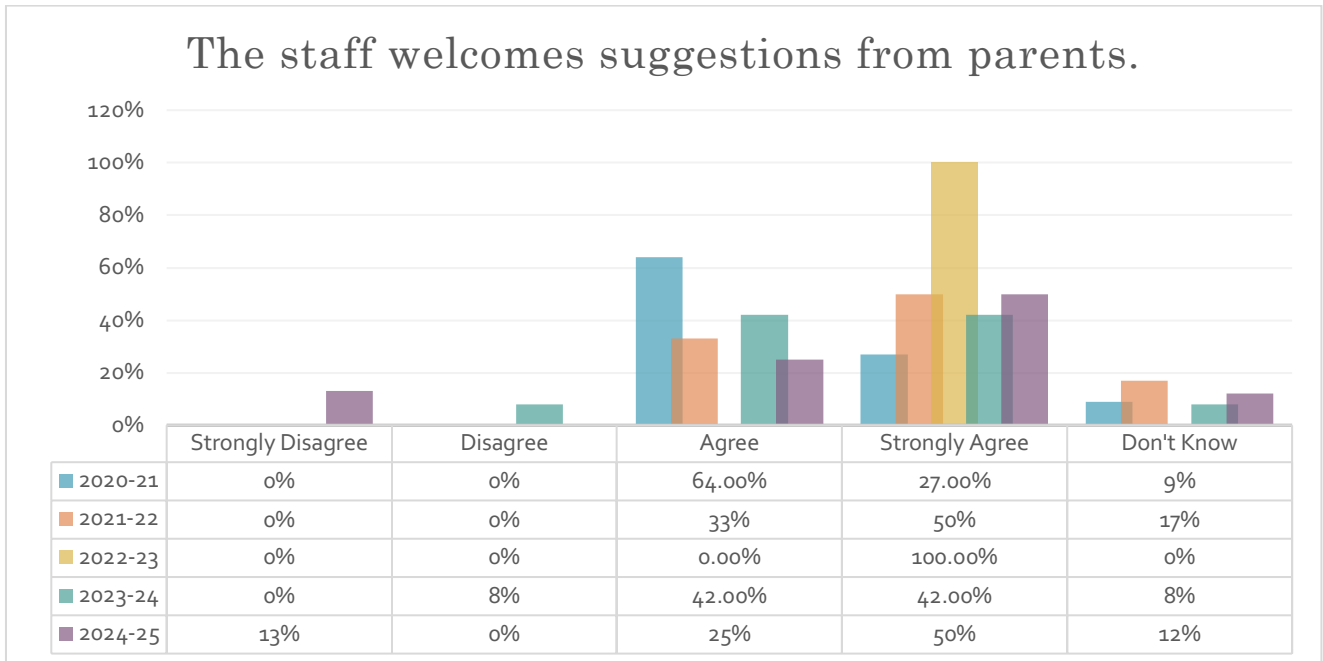
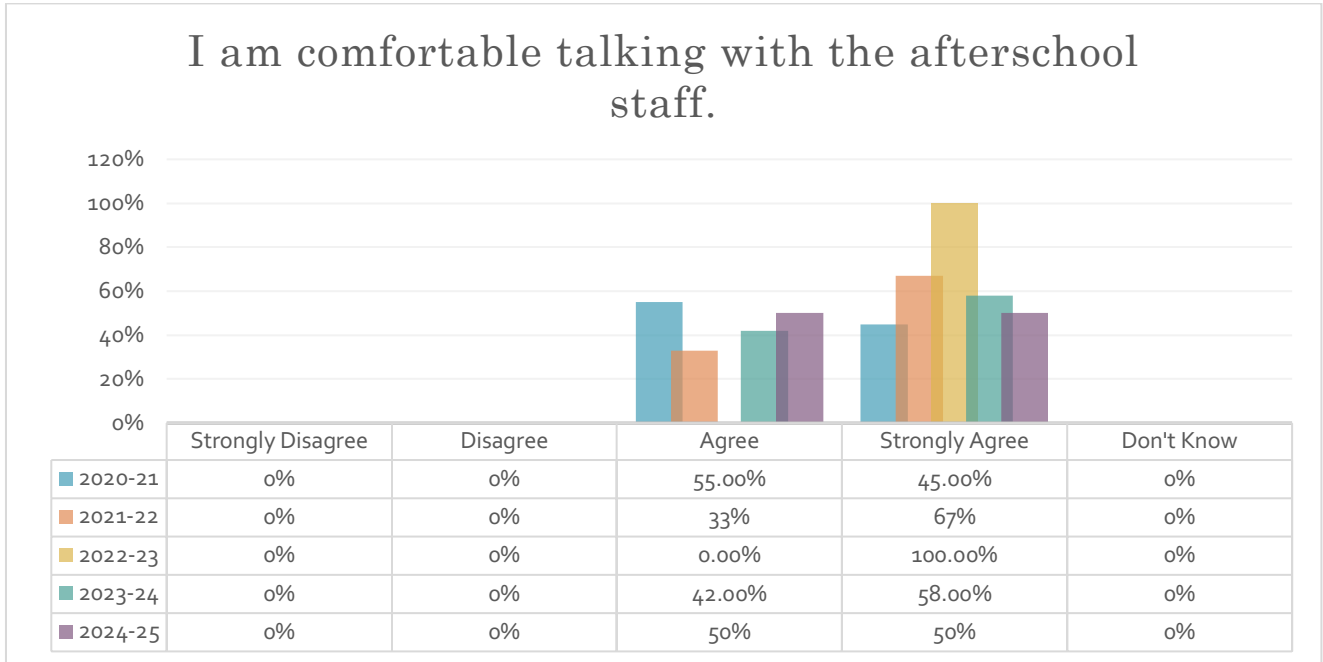
Completes homework with greater ease.



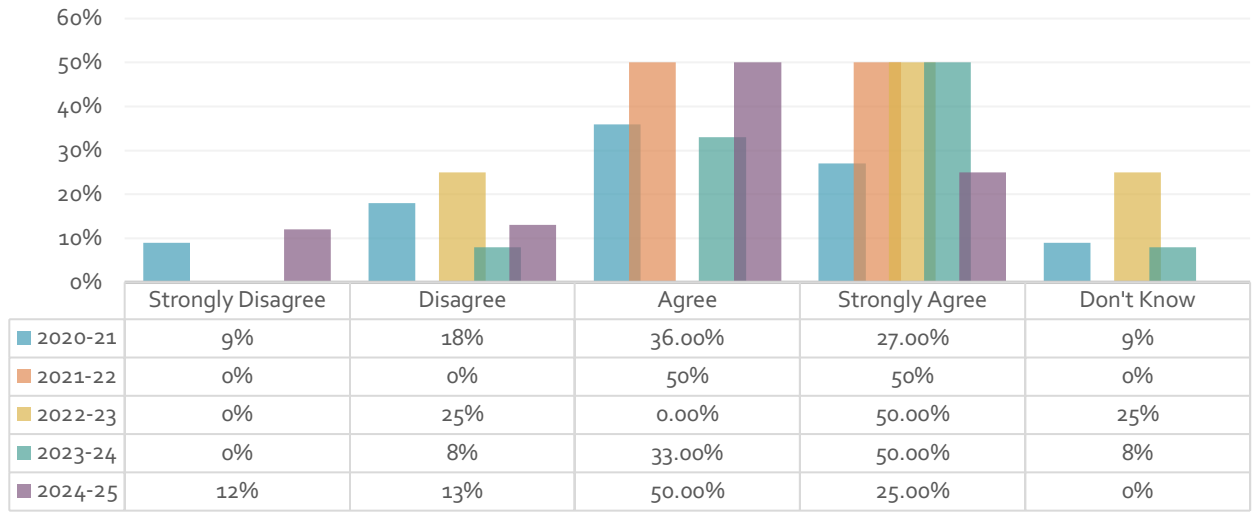
Has a better attitude toward school.



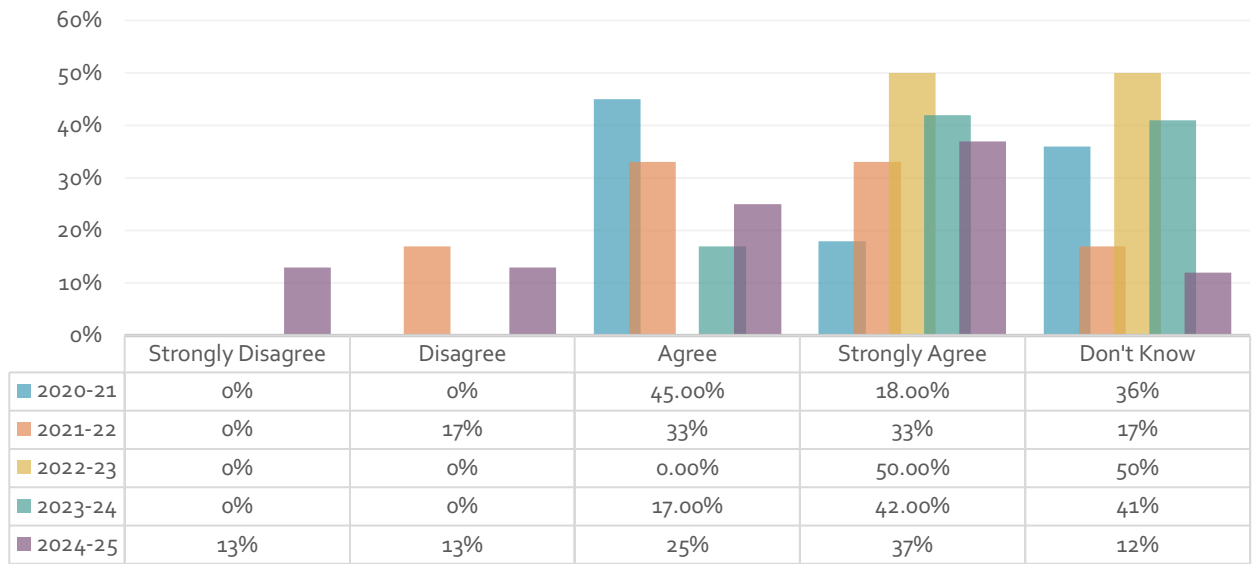
Q5. To what extent do you agree or disagree with the following statements about the afterschool staff?



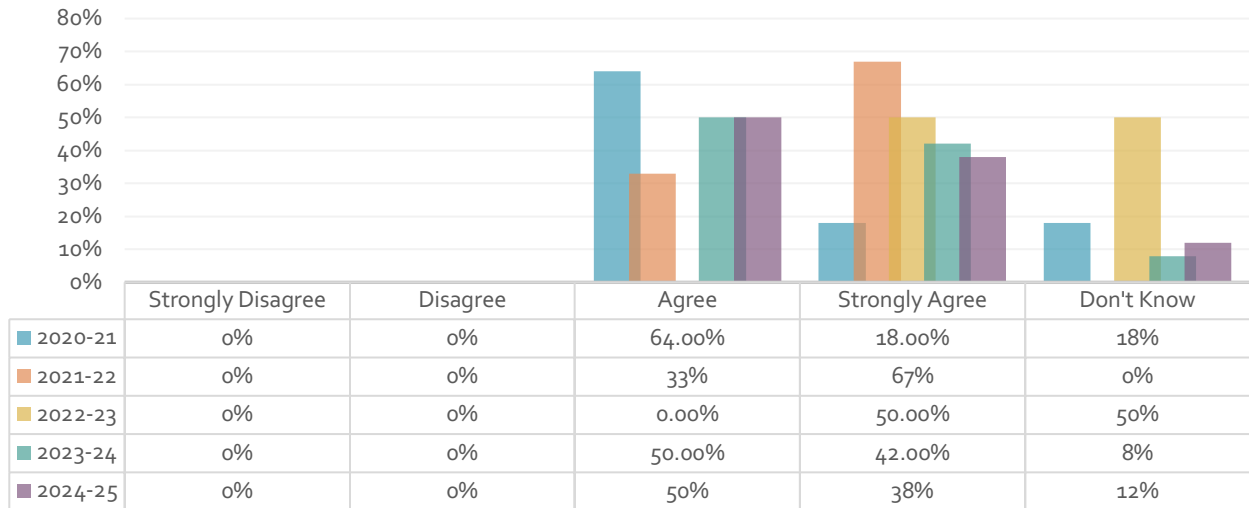
The staff keeps me informed about my child's day in the afterschool program.



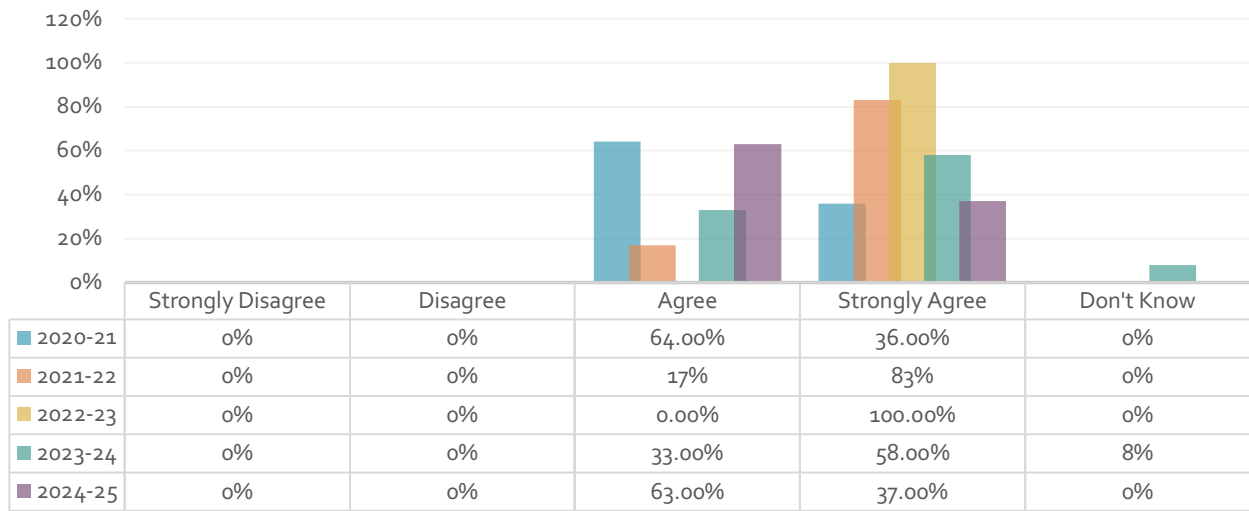
The staff welcomes parents who wish to observe.



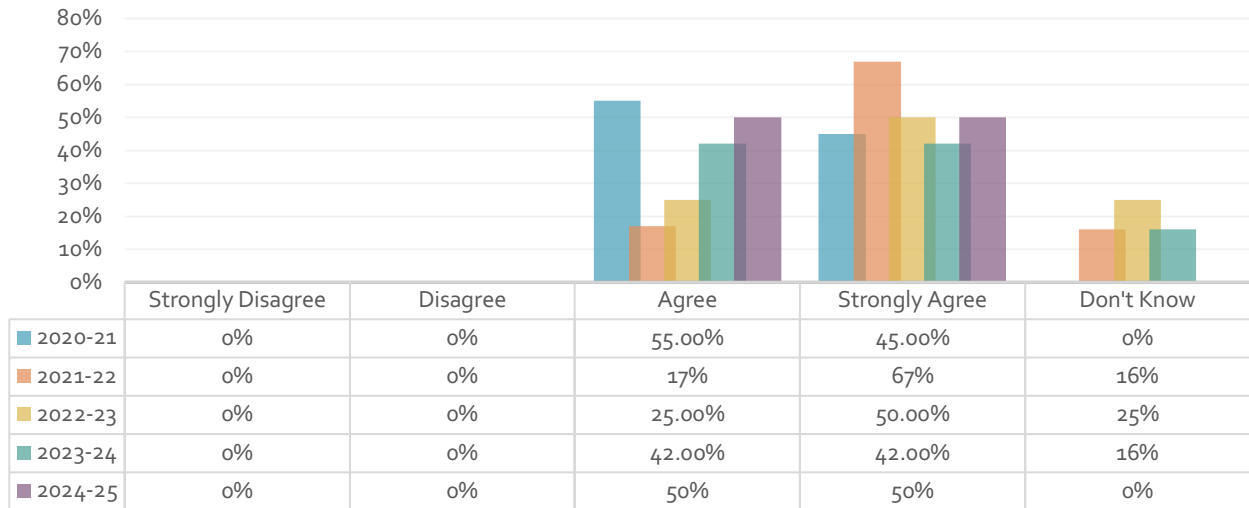
I am comfortable with how the staff handles discipline problems.



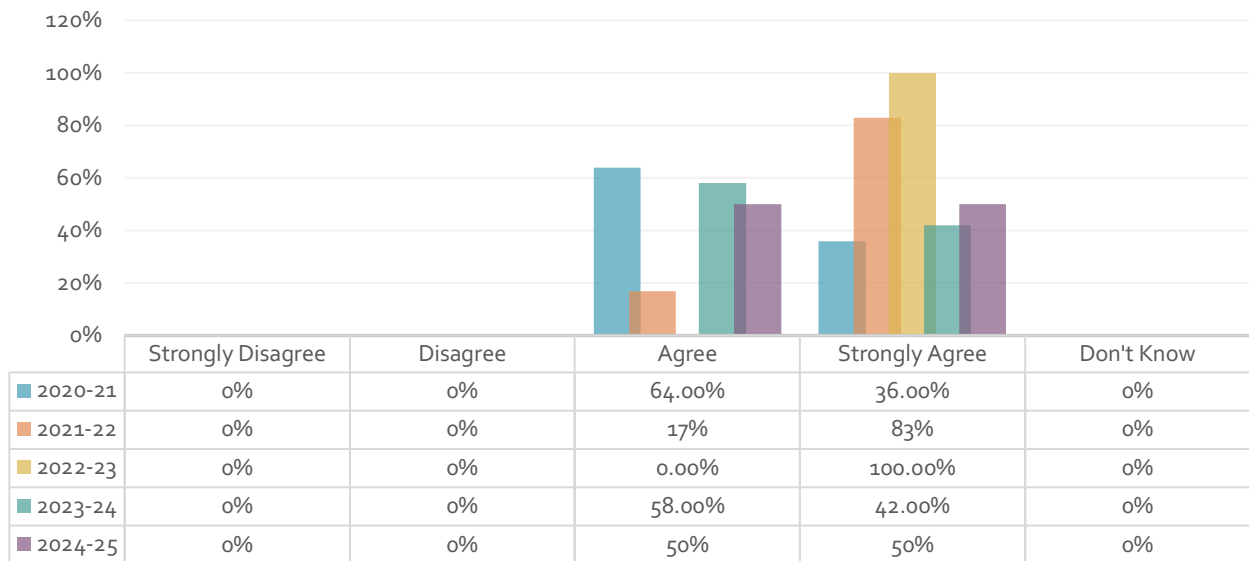
The staff encourages positive interactions among the children.



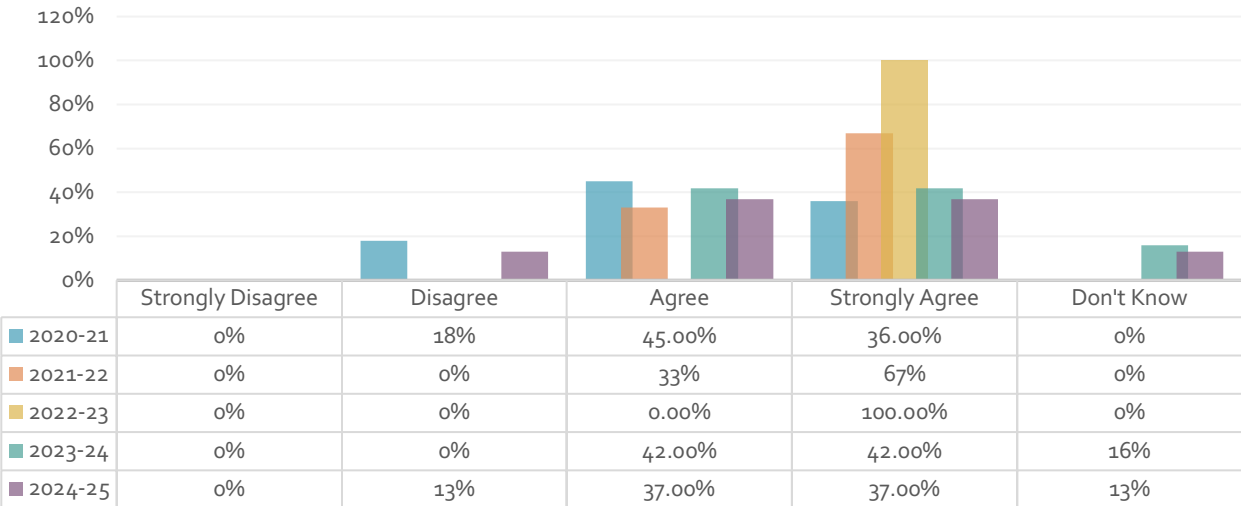
I am satisfied with the number of adults available to work with students.



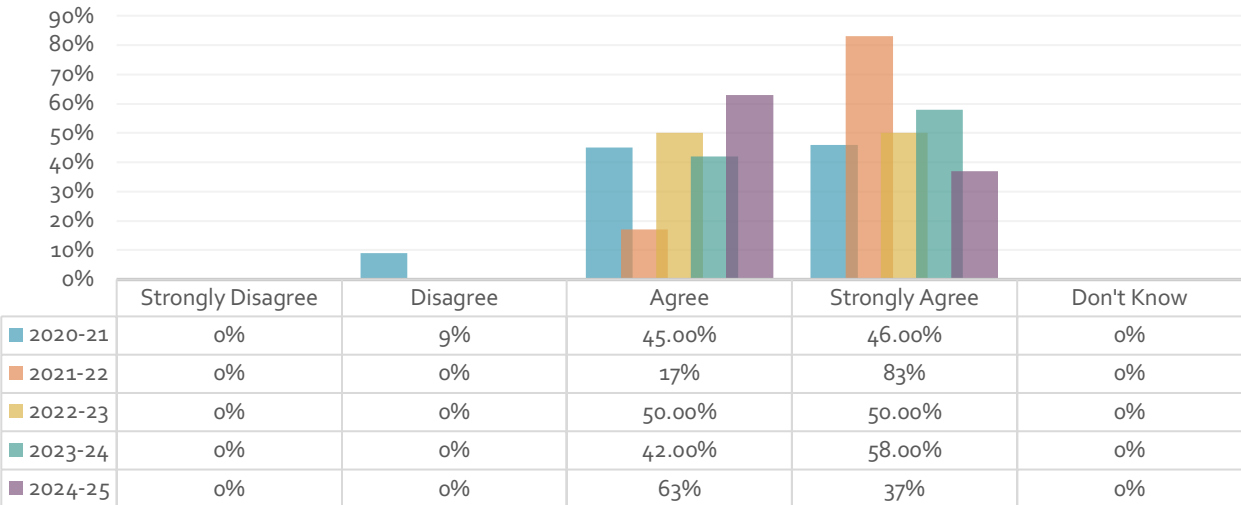
Staff interact with students in a positive way.



Staff has clearly informed of how to contact them during the afterschool program.



I am satisfied with the overall performance of the afterschool program.



Q6. Since beginning the program, have you noticed any improvements in your child in the following areas:

	<i>Behavior</i>		<i>Grades</i>		<i>Self-esteem</i>		<i>Motivation</i>		<i>Homework Completion</i>	
2020-21	Yes- 90%	No- 10%	Yes- 82%	No- 18%	Yes- 100%	--	Yes - 100%	--	Yes – 82%	No- 18%
2021-22	Yes- 70%	No- 30%	Yes- 60%	No- 40%	Yes- 100%	--	Yes – 100%	--	Yes- 65%	No- 45%
2022-23	Yes- 100%	--	Yes- 75%	No – 25%	Yes- 100%	--	Yes- 100%	--	Yes- 75%	No – 25%
2023-24	Yes- 83%	No- 17%	Yes- 83%	No- 17%	Yes- 83%	No- 17%	Yes – 83%	No- 17%	Yes – 92%	No- 8%
2024-25	Yes- 75%	No- 25%	Yes- 88%	No – 12%	Yes- 100%	--	Yes- 88%	No – 12%	Yes- 100%	--

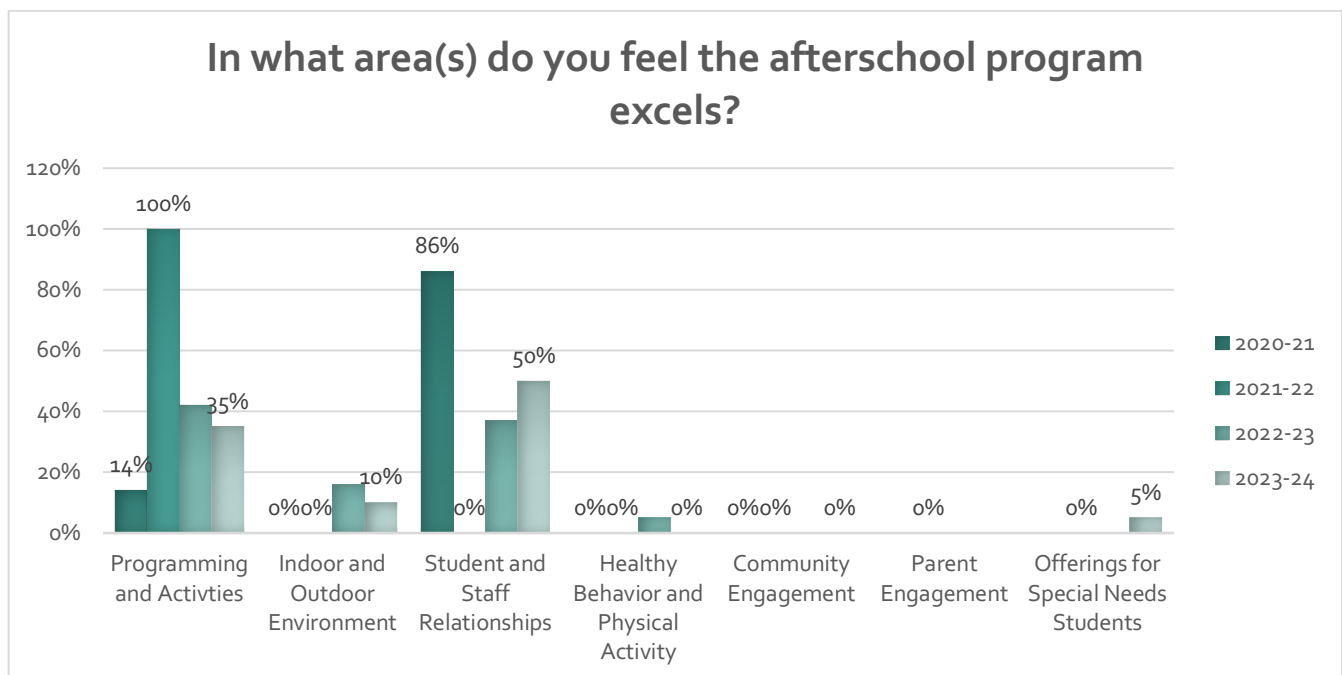
Findings – Parents consistently rate the overall quality of the afterschool program as excellent and feel that their children are safe while attending JOY. Generally, snacks served are seen as acceptable and parents are satisfied with the activities offered to their students. Parents feel that there is a good mix of academic and enrichment opportunities as well as availability of physical enrichment. Outcomes show mixed opinions on whether or not the program helps students complete their homework on time or with greater ease.

Over the years, parent sentiment showed that students continuously enjoy attending the JOY program and felt comfortable with program staff. Parents feel that students appeared happier while attending the JOY program and have made friends. Students also appear to have a better attitude toward school.

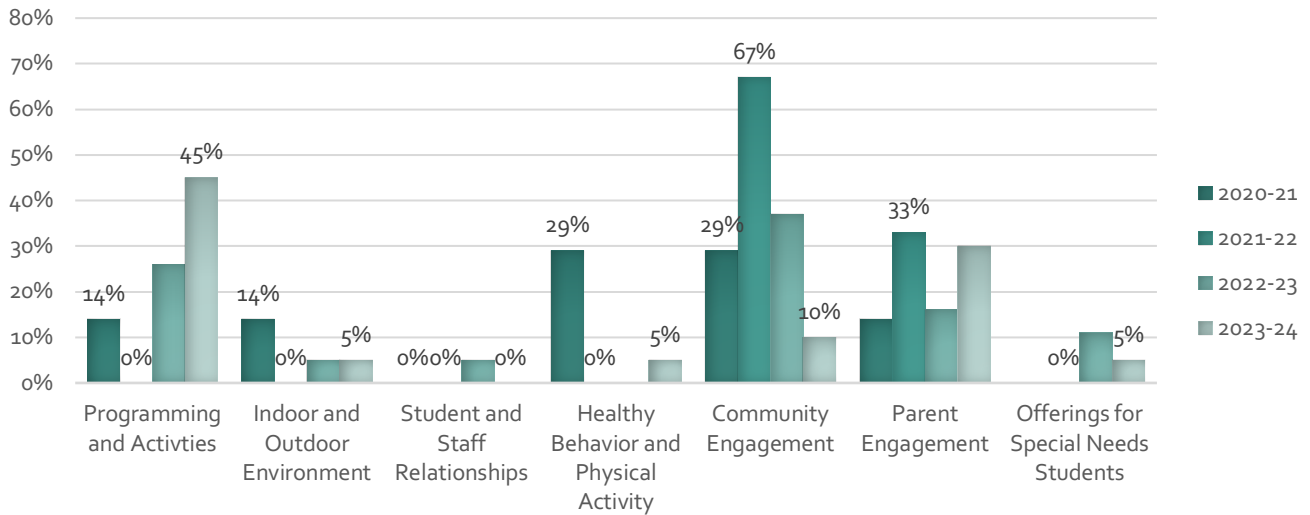
Parents agree that they feel comfortable talking with after school staff and the majority agree that their suggestions are welcomed. There is less consensus about whether or not parents feel well informed about their child’s day in the after school program. Outcomes also show that there may be some lack of clarity on whether or not parents are invited to observe the JOY program. Parents agree that discipline problems are handled well and that staff encourage positive interactions among participants. Five year trends show parents are comfortable with the program’s staffing structure and number of adults working with children. Parent view staff/staff interactions as positive. Overtime, parents may have had less information on how to contact afterschool staff during program hours.

5) Analysis of Trends: Staff Participation and Engagement

Over the five year grant cycle, afterschool program staff were surveyed in accordance with the NWREL evaluation methodology using annual assessment surveys. Surveys were administered between December and January each year. Certified teachers, support staff and Site Coordinators were surveyed on their program roles, education and experience as well as student academics, attitudes, social-emotional development, school day links and relationships with parents and school staff. After five years using the survey, 50 JOY Program staff (some duplicated) completed the online assessments. Summative data was aggregated by comparing post assessment surveys outcomes. Average responses were tallied between 2020 and 2024, and outcomes are illustrated in the figures below. Staff were not surveyed during the 2024-25 program year due to conflicts with the AIR state survey timeline.

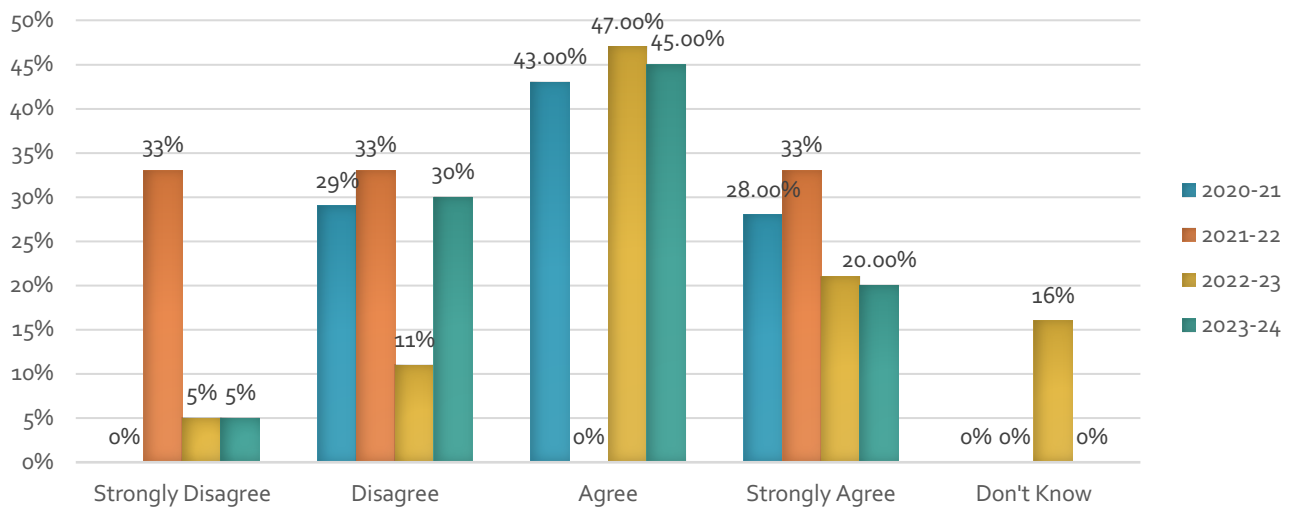


In what area(s) do you feel the afterschool program needs improvement?

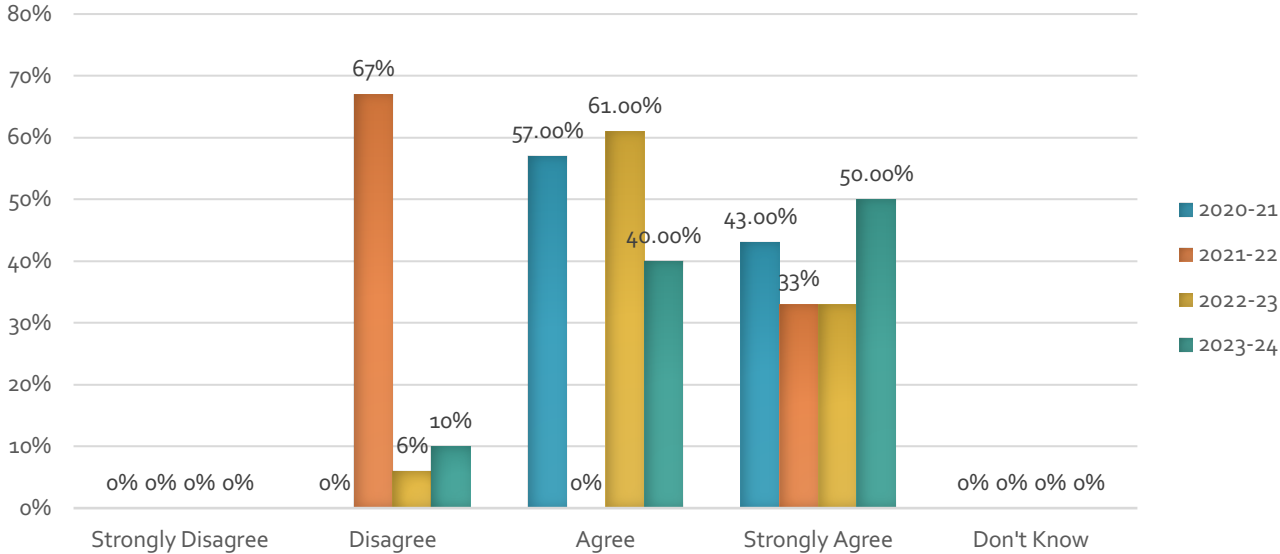


Q1. To what extent do you agree or disagree with the following statements?

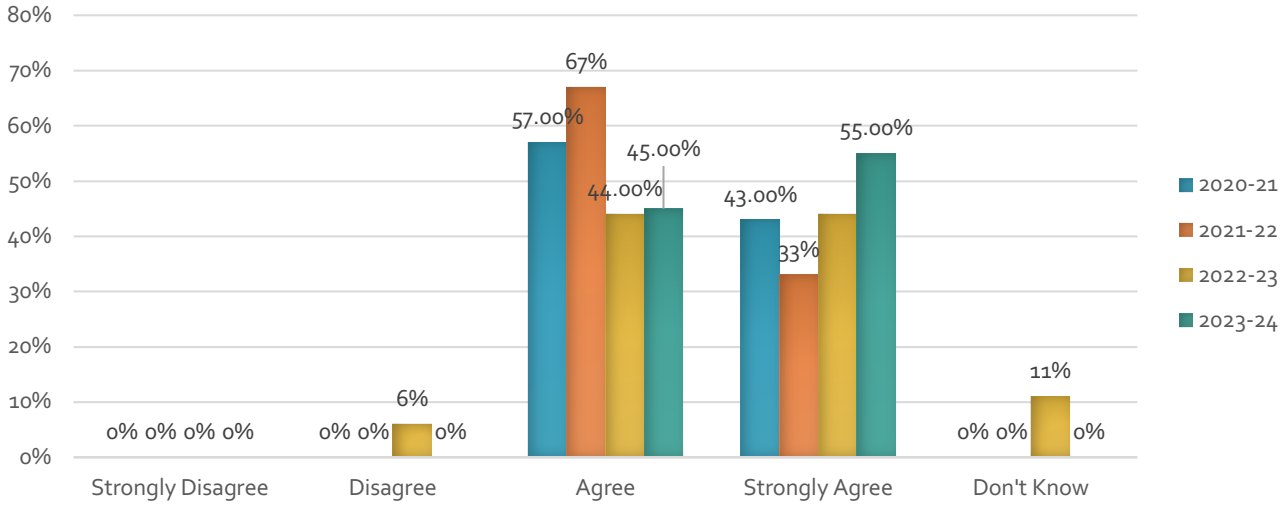
I am aware of what happens during the school day (the work students are doing in their classes).



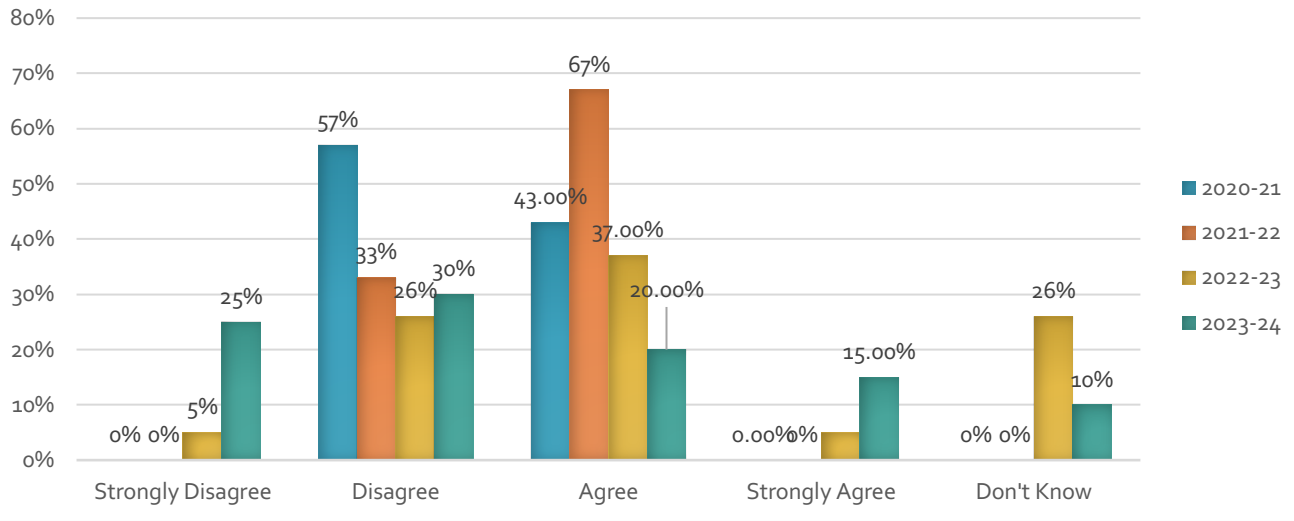
The school supports the afterschool program.



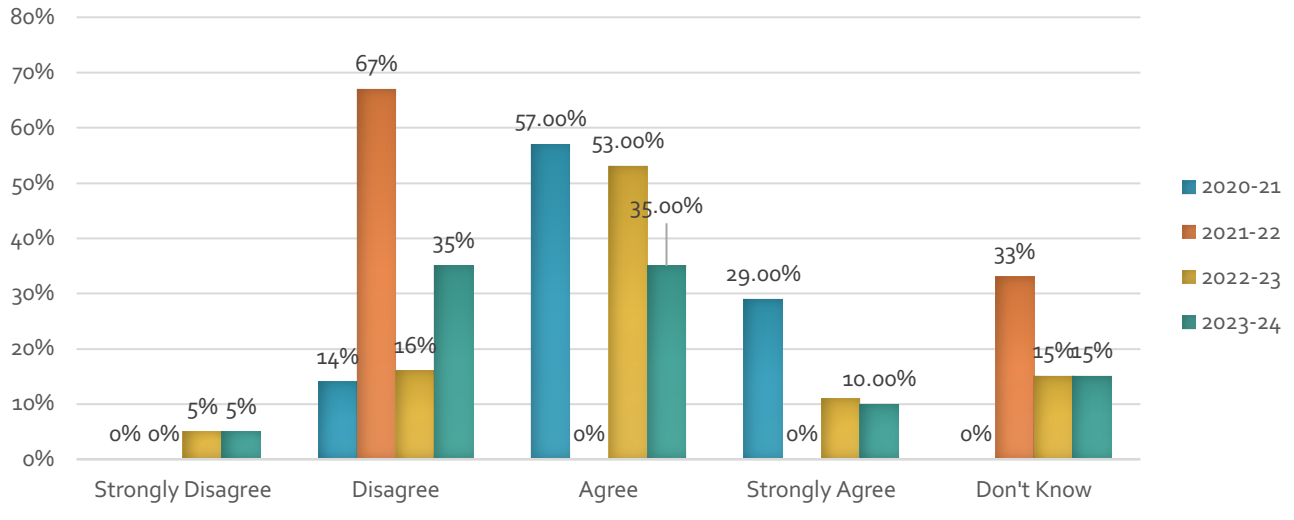
The school shares resources with the afterschool program.



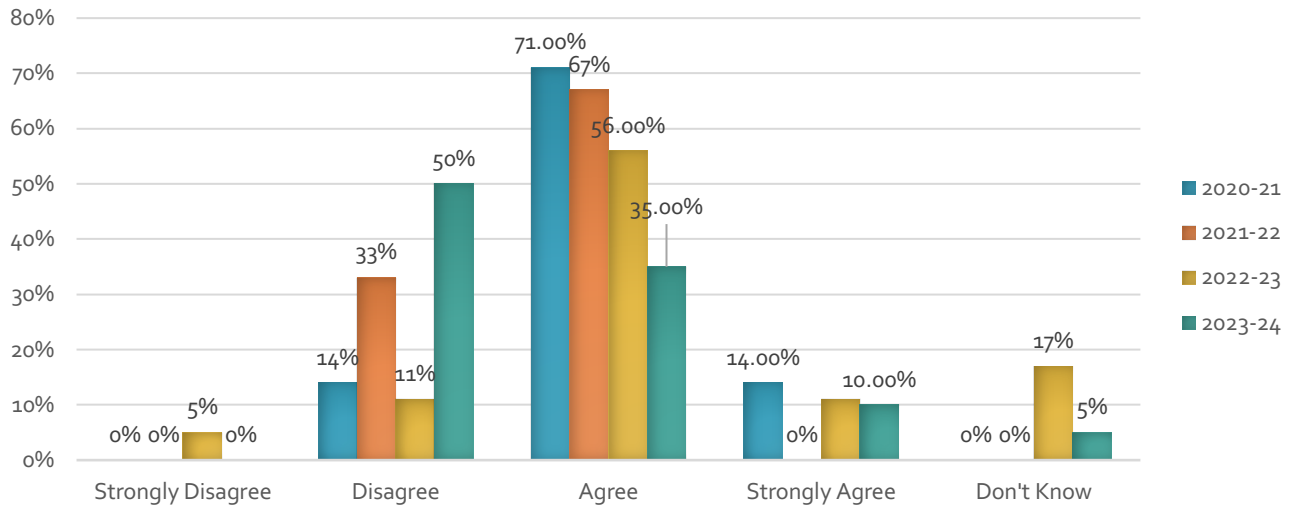
School day teachers inform afterschool staff when individual students are having a bad day.



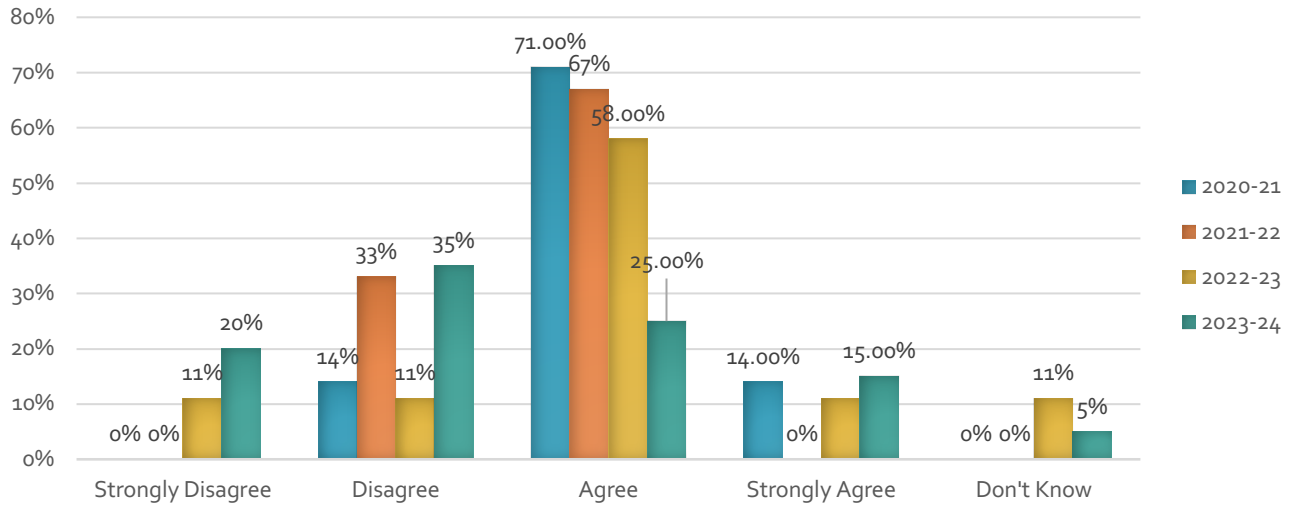
The program relates to what is being taught during the school day.



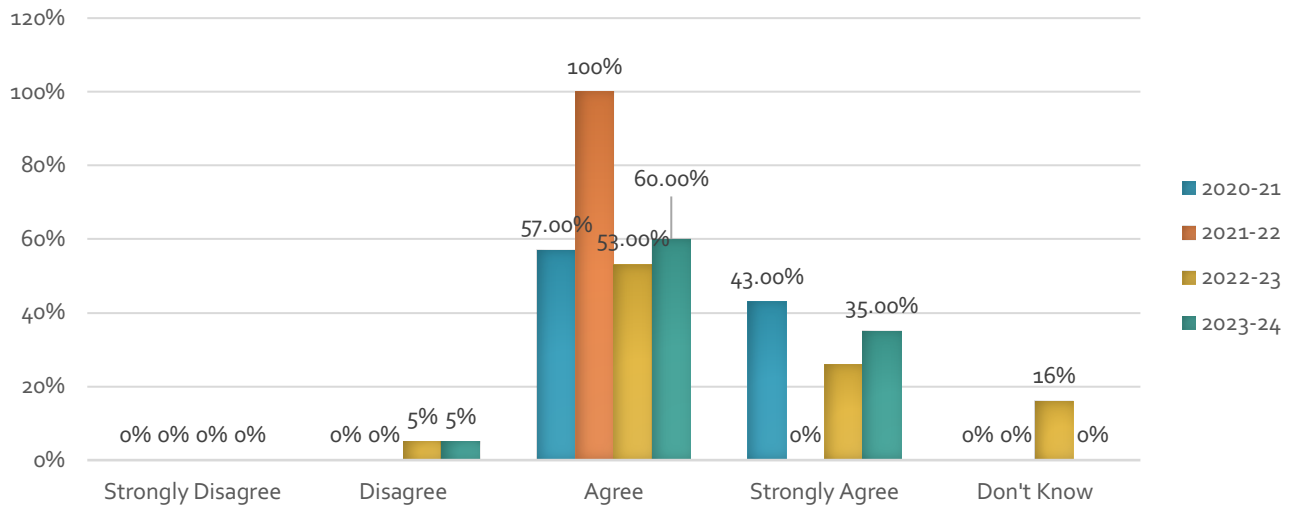
School day teachers are well informed of what happens during the afterschool program.



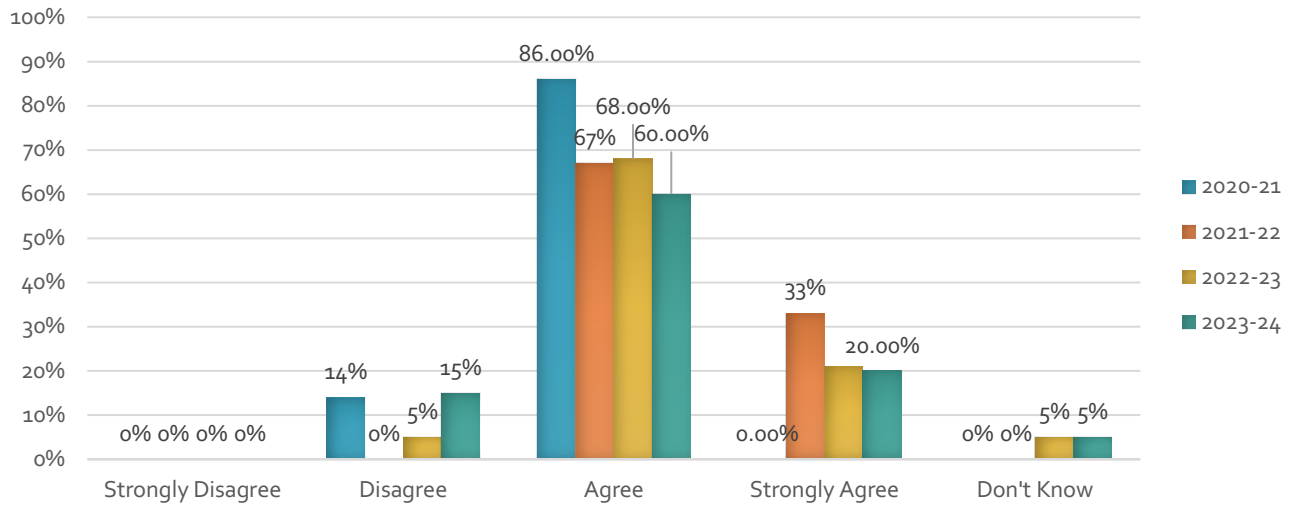
Afterschool staff communicate regularly with school teachers about students' homework.



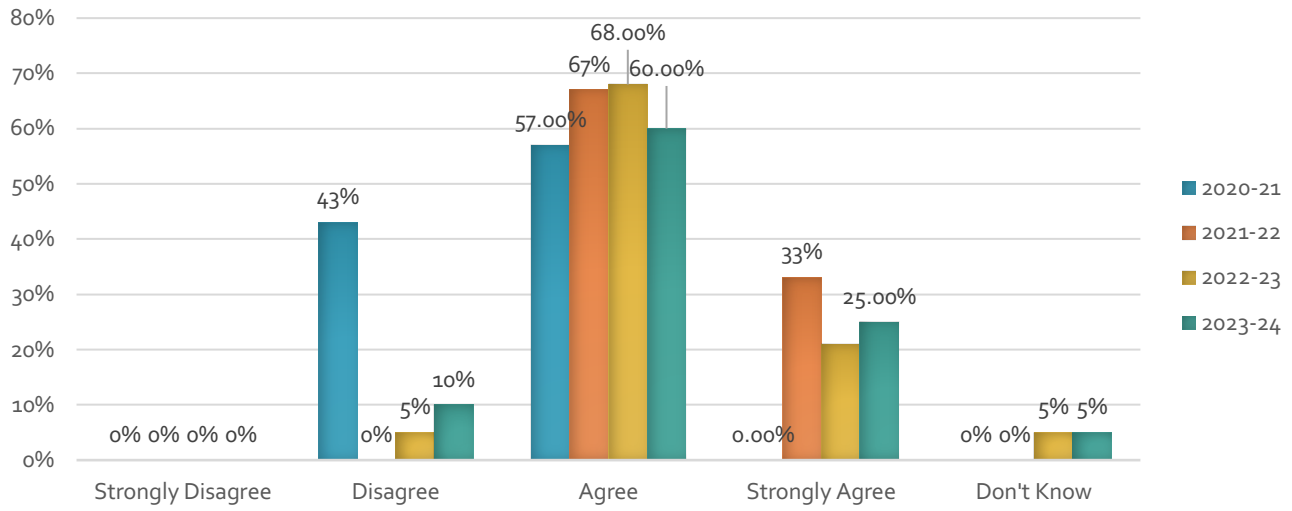
Students are able to complete and hand in their homework on time.



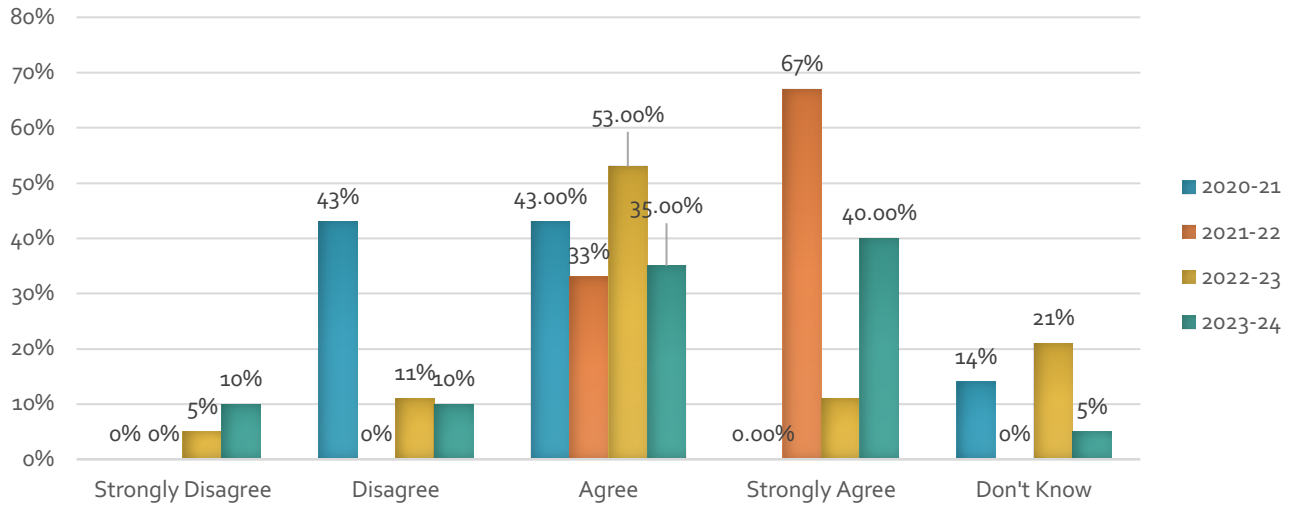
The afterschool staff keeps parents informed about the program.



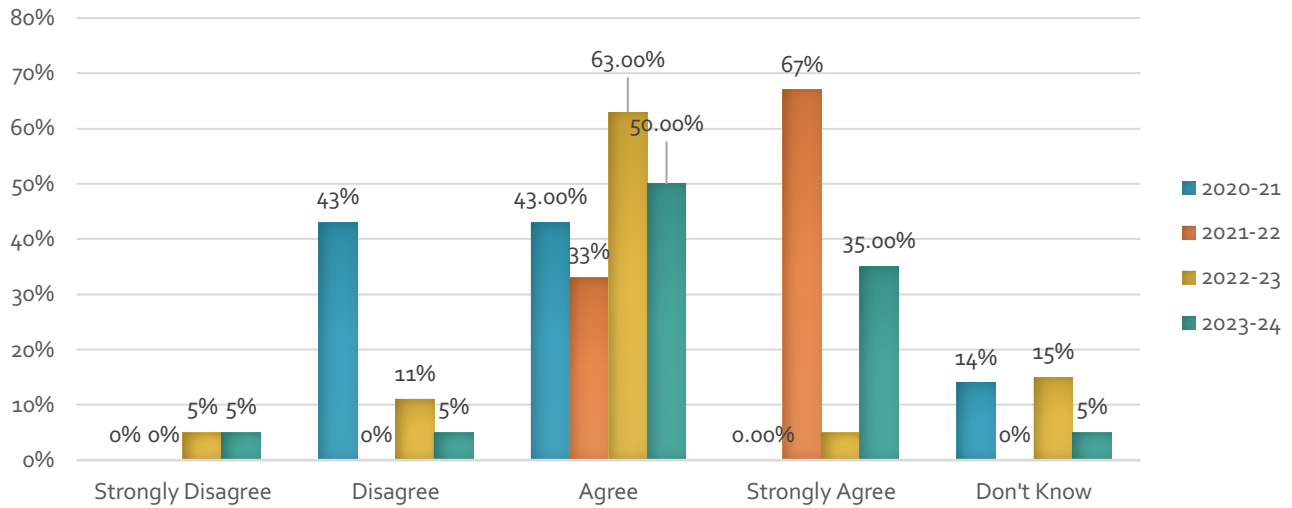
The afterschool staff keeps parents informed about individual students.



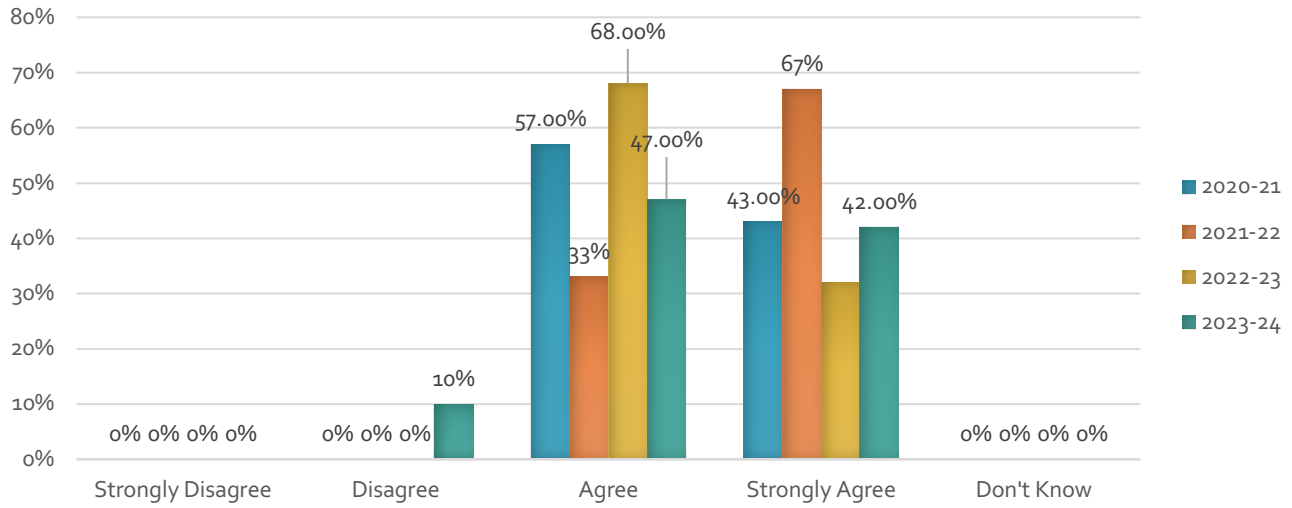
The afterschool staff welcomes parents to observe activities.



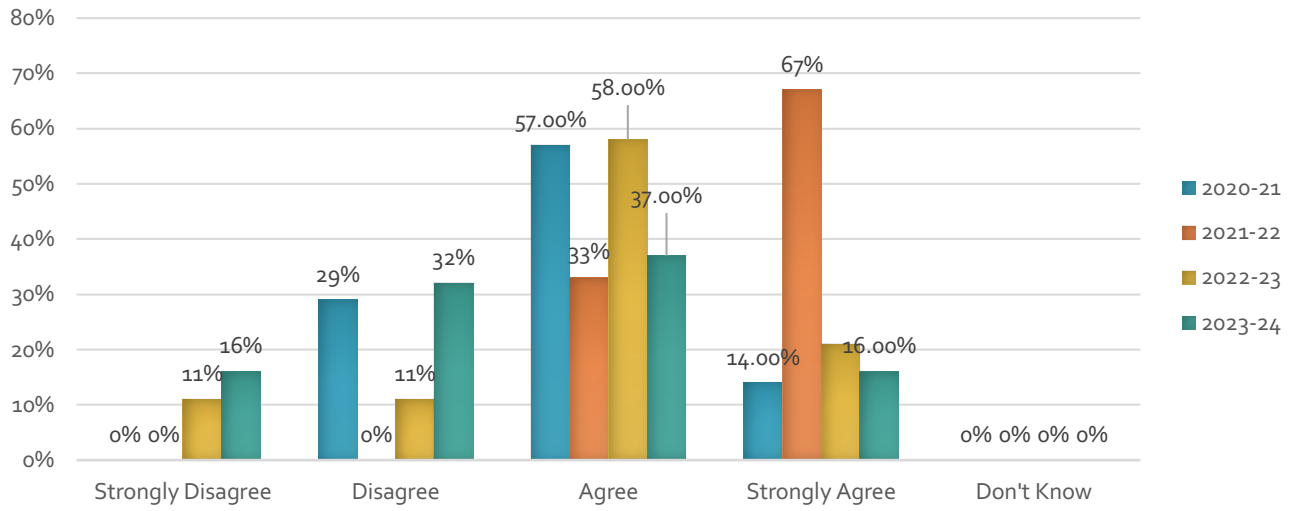
The afterschool staff welcomes parents to participate in activities.



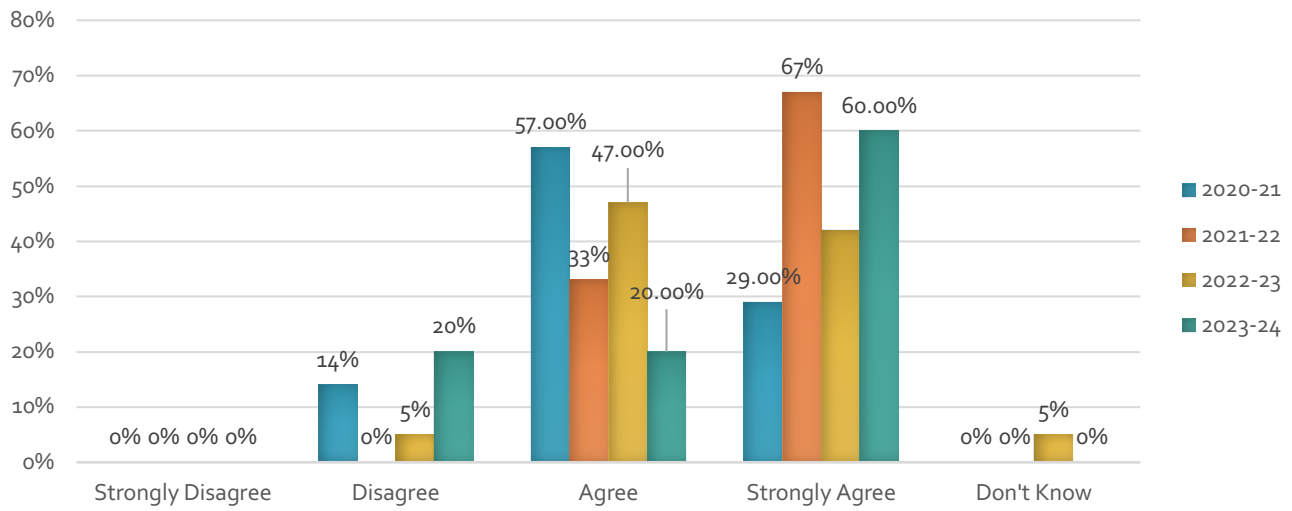
There is a balance between academic and enrichment activities.



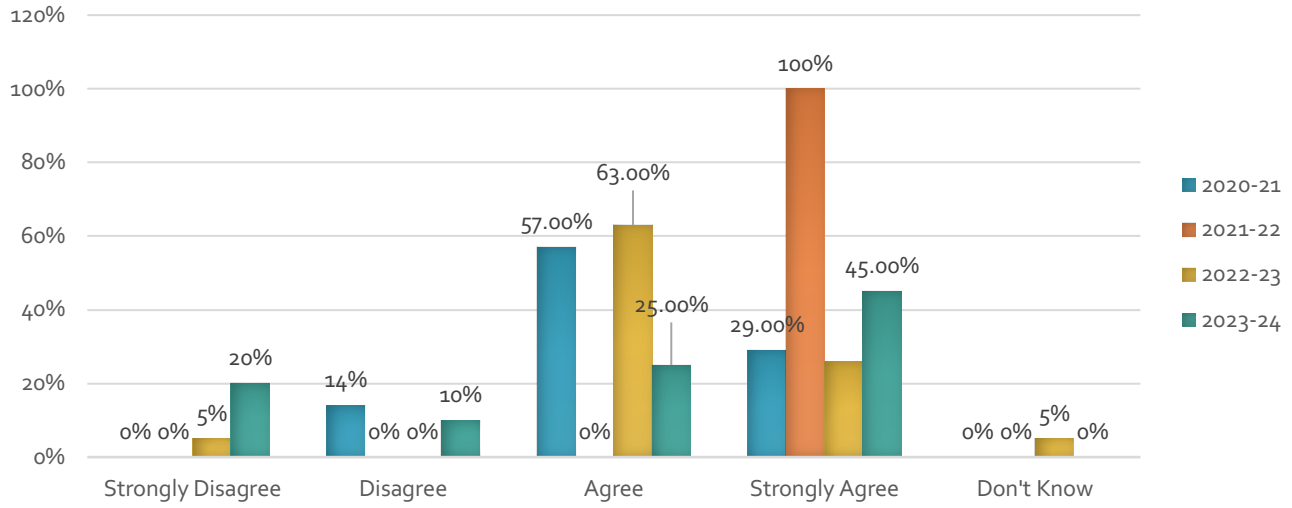
The afterschool staff has adequate resources to conduct activities.



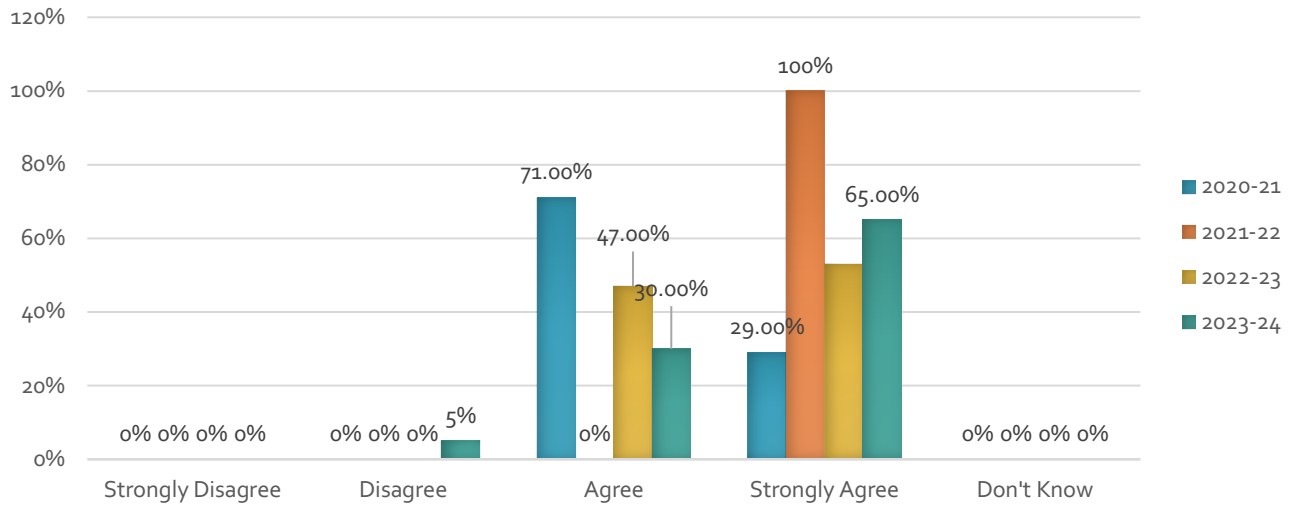
The afterschool staff has adequate support from the Site Coordinator.



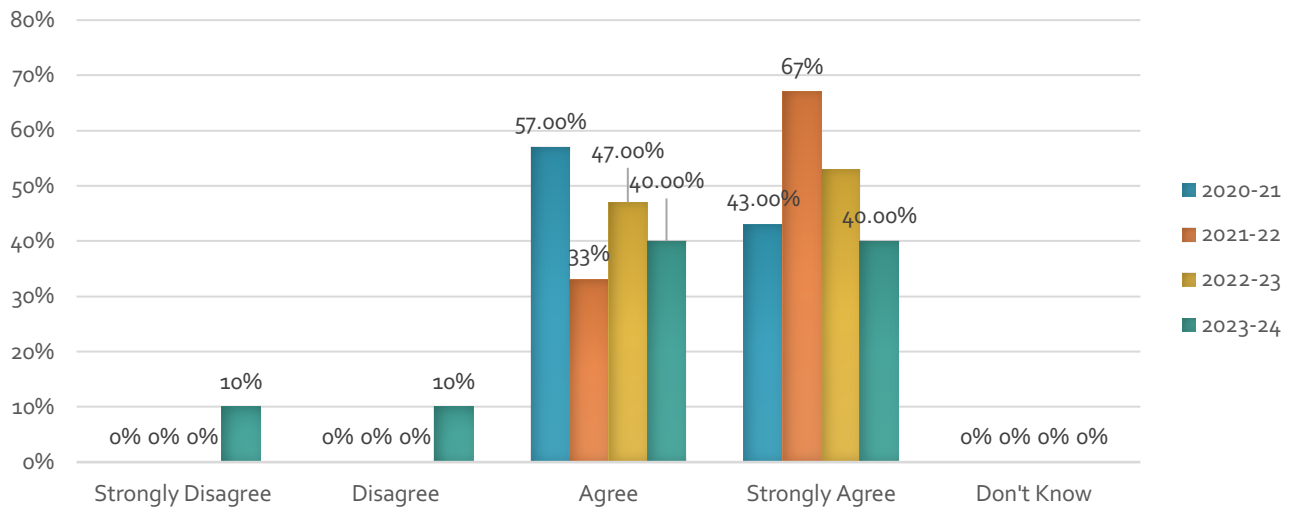
The afterschool staff has adequate support from the Project Director.



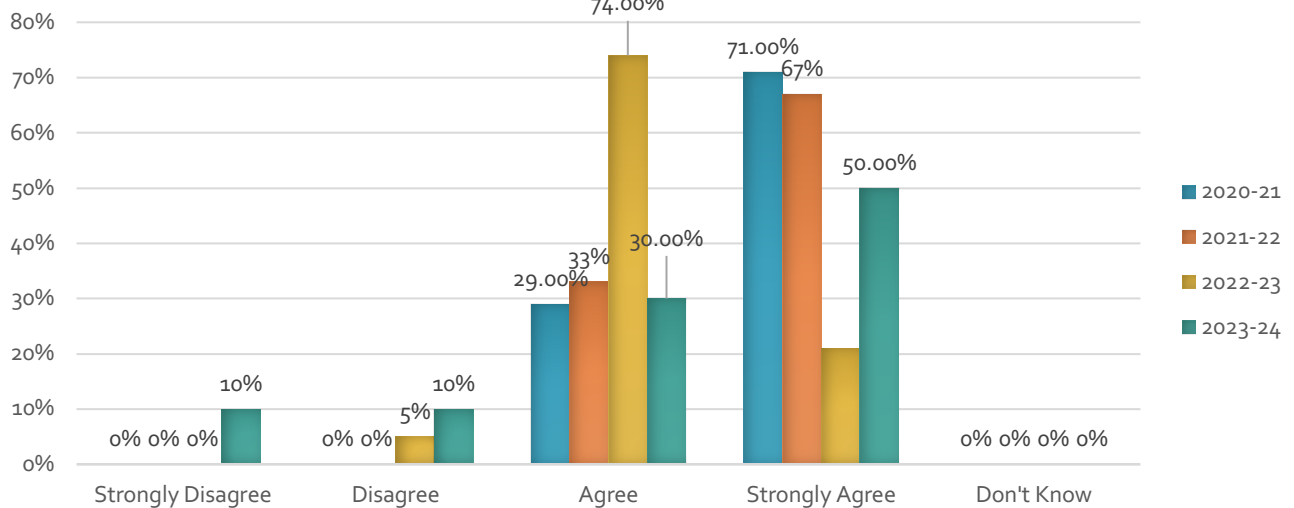
The afterschool program supports students academically.



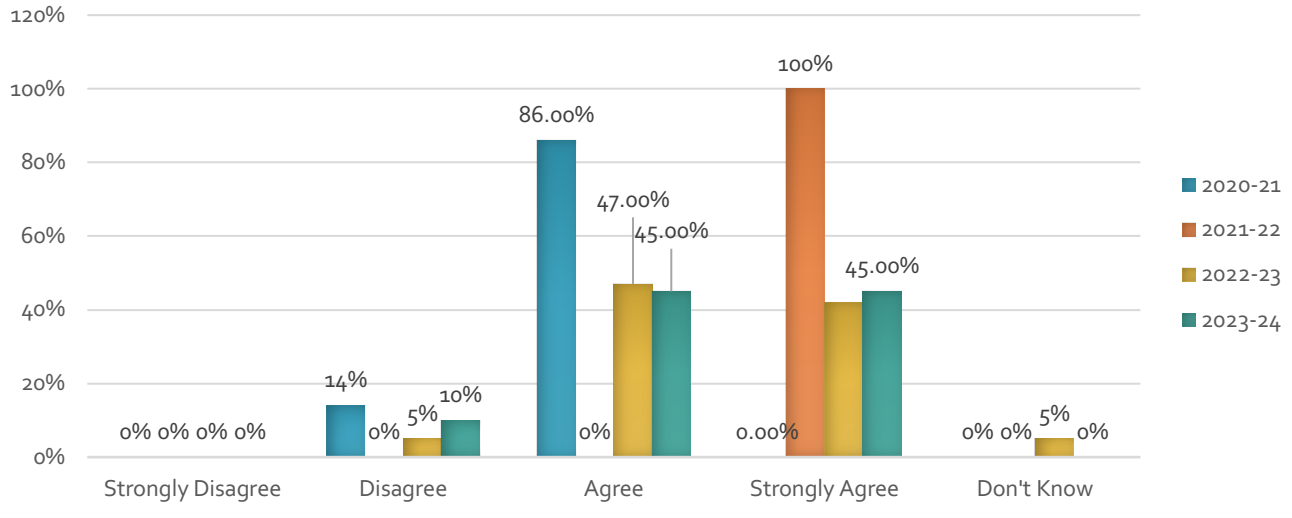
The afterschool program helps students learn how to get along with others.



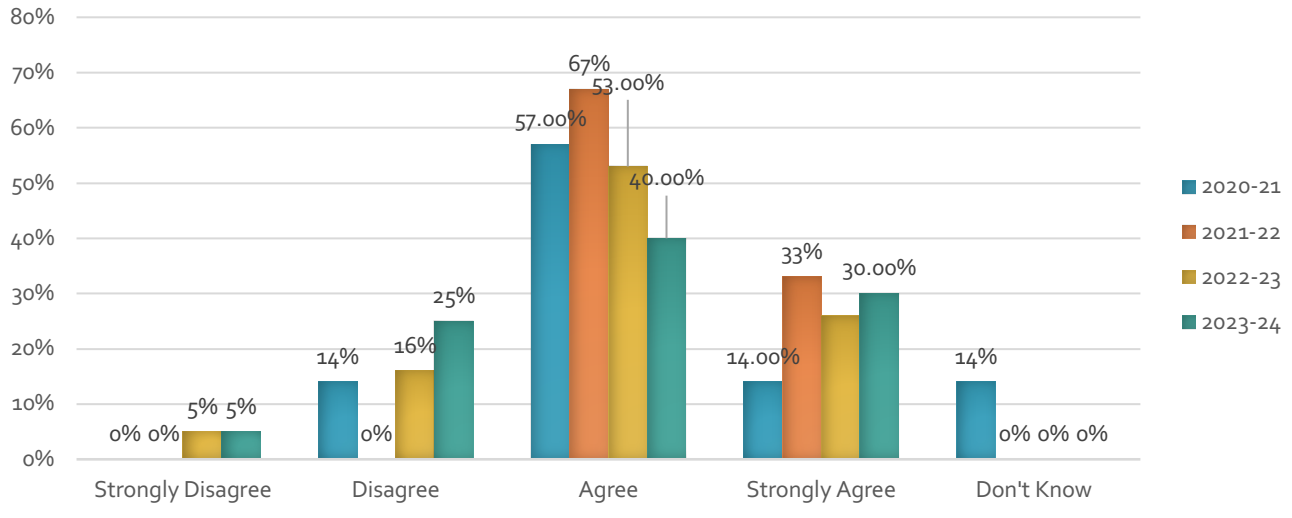
The afterschool program facilitates positive behavior among participants.



The afterschool program provides adequate time for physical activity.



The afterschool program environment promotes healthy eating and food choices.



Findings – Staff consistently report that programming and activities and student/staff relationships are among the strongest aspects of the JOY program, while community engagement and parent engagement were more frequently mentioned as areas in need of improvement. Staff report fluctuating levels of knowledge of the work students complete during the school day indicating a greater need for communication with school day personnel. Further demonstrating

this, staff tend to disagree that teachers inform them when students are having a bad day. Staff generally feel that the functioning of the afterschool program is supported by the partner schools and that shared resources are available. Staff do not show consistency in their knowledge of what is being taught during the school day from year to year or how they can inform school day teachers about the afterschool program. Additionally, overtime, staff report less frequent conversations with teachers regarding student homework. More staff agree that students are able to complete and hand in their homework on time than not. Staff express confidence in their ability to keep parents informed about the program as well as sharing updates on students individually. Inconsistent outcomes are observed with staff agreement that parents are welcomed to observe and participant in program activities.

Generally, staff feel that there is a good balance of academic and enrichment activities but show less agreement that they have adequate resources to conduct these activities. Site staff express that they are supported by Site Coordinators and the Project Director. Outcomes show that staff consistently agree that the program helps students with homework and academics as well as learning to get along with others. Staff agree that the program fosters positive youth interactions and provide ample time for physical enrichment. Mixed outcomes are noted about how the program promotes healthy behaviors and nutrition.

6) Achievement of State Level Goals/Objectives, Local Level Indicators

The following assesses progress made toward achieving state goals and objectives as well as gives performance indicator status for the achievement of each local level indicator. Performance indicators are quantifiable performance measurements used to define success factors and measure progress toward the achievement of program goals and objectives. Achievement of local level indicators are relative to program performance over the 5-year grant cycle.

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.

Objective 1.1: The grantee will establish and maintain partnerships and collaborative relationships with schools, families, youth, and the community to enhance students’ access to a variety of learning opportunities.

Performance Indicator	Status		
	Met	Showing Mixed Outcomes	Not Met
1.1a: The JOY Project Director will convene meetings of the afterschool program Advisory Board consisting of staff, school administration,			Full stakeholder meetings were not held

stakeholders, parents and student participants.			between 2020 and 2025.
1.1b: JOY program administration will communicate formally with participating building principals using face-to-face meetings, phone calls and emails to ensure student engagement and retention.	Program administration and site staff communicated regularly with building administration through phone calls, emails, and texts.		
1.1c: JOY program participants will nominate and elect an afterschool Student Council and hold monthly council meetings during the school year.		Participants in grades 7 through 12 have regular student council elections and meetings; elementary grade students did not.	
1.1d: JOY program administration will coordinate with school day guidance counselors to ensure afterschool services are available to students in need of additional academic and behavioral supports.	Program administration and site staff referred students to school day mental health services on an as-needed basis.		
1.1e: The JOY Program will identify and recruit new collaborating and/or partnering agencies each program year to deliver appropriate and diverse enrichment activities to participating students in the areas of career awareness and exploration, civic engagement, visual and performing arts and STEM concepts.		The stakeholder base did not grow as expected over the grant period; however, program administration did work to add the Center for Family services and area professionals as service providers in various years.	

Objective 1.2: The grantee will adopt intentional strategies and research-based practices designed to support student skill building and mastery, both academically and from a youth development perspective.

Performance Indicator	Status		
	Met	Showing Mixed Outcomes	Not Met
1.2a: 100% of students attending the JOY Program on a daily basis will be assigned to homework remediation sessions with certified teachers.	21 st CCLC participants completed daily homework sessions with certified teachers at both program sites.		
1.2b: At the close of the first marking period, those students identified as at-risk of academic failure in the areas of Language Arts, Math and/or Science will be assigned to small group tutoring sessions with certified teachers.	Students received additional academic remediation on an as-needed basis.		
1.2c: Participating students attending the Loudenslager School will complete weekly STEM based coursework using school makerspace and technology labs during the school year and summer sessions.	Participants at the Loudenslager site completed STEM building projects, Canva, Music and Lego activities as part of regular STEAM activities.		
1.2d: Participating students attending the Junior and Senior High School will complete weekly career exploration coursework focusing on financial literacy and career planning.	Participants at the High School site completed business and entrepreneurship classes, Building		

	Your Foundation SEL programs and enjoyed a professional guest speaker series as part of regular career exploration activities.		
1.2e: 85% of regularly participating students will attend a minimum of four approved off-site educational field trips during the school year and summer.	Students attended field trips during both the school year and summer sessions.		

Objective 1.3: The grantee will adopt practices to support the orientation, training, and development of afterschool staff in the adoption and use of intentional strategies and research-based practices to ensure program quality.

Performance Indicator	Status		
	Met	Showing Mixed Outcomes	Not Met
1.3a: All afterschool program staff will receive initial orientation training including familiarization with 21st CCLC policies and procedures, emergency readiness plans, state level goals and objectives, local level indicators and program operations.	All staff completed orientation trainings prior to the start of each school year.		
1.3b: The Project Director and at least one additional afterschool staff member will attend two applicable state/national afterschool conferences during the program year.		Attendance at national and state level conferences by program administration was inconsistent from year to year.	

1.3c: JOY Program administration will coordinate afterschool staff professional development with school day in-service sessions to deliver relevant professional development sessions.			Program staff who were teachers/classroom aides during the school day attended school sponsored trainings, but training sessions were not coordinated with JOY personnel.
1.3d: JOY Program partnering agencies will attend 50% of staff professional development sessions to receive training on program implementation.			Program partners did not attend or deliver professional development for staff.
1.3e: The Project Director will attend all required NJ DOE meetings, trainings and technical assistance workshops.	Either the Project Director or Administrative Assistant attended the majority of all required trainings and meetings.		
1.3f: Individual site staff will meet monthly to review practices, successes and areas for improvement specific to each site.	Site staff met on an as-needed basis during the program year.		

Objective 1.4: Students regularly participating in the program will be positively impacted in terms of performance on state assessments in reading and mathematics.

Performance Indicator	Status		
	Met	Showing Mixed Outcomes	Not Met
1.4a: Regularly participating students attending the Loudenslager School		While Robotics was originally	

<p>site will complete weekly coursework in Robotics as evidenced by program activity schedules.</p>		<p>offered to participants, a shift to Legos and STEM building was made to better address participant interests.</p>	
<p>1.4b: Program partner Paulsboro Refining Company will provide participating students at the Junior/Senior High School with a professional guest speaker series during the school year.</p>		<p>The guest speaker series was available some years and not others.</p>	
<p>1.4c: Regularly participating students will complete culinary arts coursework delivered by a program collaborator.</p>	<p>Participants at both program sites completed coursework in cooking and baking in various forms between 2020 and 2025.</p>		
<p>1.4d: Cooperative student learning groups and staff will organize Book Club literacy activities.</p>	<p>In 2022, the Loudenslager site offered a Books and Movies Club. A similar Club operated at the High School site in 2021.</p>		
<p>1.4e: 100% of regularly participating students will receive daily snacks through partnering schools and the Food Bank of South Jersey.</p>	<p>Students received daily snacks during the school year as well as breakfast and lunch in the summer session. Additional food</p>		

	donations were acquired through the Wawa Foundation.		
1.4f: Program partner Rowan College of South Jersey will support participant college and career readiness by providing a two (2) college awareness seminars to participating Junior and Senior High School students.			The program struggled to engage program partner Rowan College of South Jersey over the five-year grant period.
1.4g: All participating students will receive NJSLA test preparation and practice programs that are aligned with school curriculum in Language Arts, Math and Science.	Certified Teachers implemented NJSLA test prep on an as-needed basis.		

Objective 1.5: Students regularly participating in the program will demonstrate improved school-day attendance, decreased disciplinary actions or other adverse behaviors, improved social-emotional functioning, and the development of 21st century skills.

Performance Indicator	Status		
	Met	Showing Mixed Outcomes	Not Met
1.5a: 100% of regularly participating students will complete weekly character education programming using the afterschool Renaissance Program.		Regular character education programs were in place at both program sites; however, they were not designed to align with the district Renaissance Program.	
1.5b: Program administration will implement age appropriate drug and	Representatives from Southwest		

alcohol education and prevention programs through the Southwest Council.	Council worked with participants at the High School site in various years.		
1.5c: Implementation of youth social-emotional development activities will be guided by instructional systems disseminated by the Collaborative for Academic and Social-Emotional Learning (CASEL).	SEL activities such as Building your Foundation, and Stepping Stones to Resiliency were designed around core SEL skills identified by CASEL.		
1.5d: Physical enrichment programming will be intentionally designed to help students create healthy lifestyles by building confidence and self-esteem.	Recreational programs allowed students to engage in team sports and cooperative physical activity.		

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

Objective 2.1: The agency will establish collaborative relationships that offer opportunities for literacy and related educational activities to the families of participating students.

Performance Indicator	Status		
	Met	Showing Mixed Outcomes	Not Met
2.1a: Program parents and families will be formally invited to attend family literacy events on a quarterly basis.		While the program regularly held parent engagement events at both	

		sites, family literacy events were not featured.	
2.1b: 60% of parents of participating students and their parents will attend financial literacy workshops.	Families were invited to financial planning activities such as “Understanding Life Insurance”.		
2.1c: 60% of participating students and families will attend NJ Celebrates After school program events.	Program sites hosted annual NJ Celebrates after school events; however, parent attendance was typically closer to 25% of enrolled families.		
2.1d: Program administration will work on a continuous basis to identify and refer in-need families to approved social workers and counselors that provide rehabilitative services focused on strengthening the family unit.	The JOY Program worked with both the Southwest Council and the Center for Family Services to ensure youth and families had access to applicable wraparound services.		

Objective 2.2: Parents participating in grant-funded activities will increase their involvement in the education of children under their care.

Performance Indicator	Status		
	Met	Showing Mixed Outcomes	Not Met

2.2a: 60% of parents of participating students will attend monthly Family Fun/Open House Nights hosted by program staff, partners and collaborators.	Program sites hosted monthly after school events; however, parent attendance was typically closer to 25% of enrolled families.		
2.2b: In collaboration with participating school Principals, JOY Program administration will make informational presentations at school functions including but not limited to: Back to School Night, parent teacher conferences and student orientation sessions.	Program presentations were made at Back to School nights as well as regular announcements made during the school day.		
2.2c: JOY Program Site Coordinators will be responsible to recruit parent volunteers to aid in afterschool events and programming during the school year.		While parents did act as volunteers, the volunteer rate was low at only 8-10% of parents reporting that they volunteered.	
2.2d: JOY Program administration will formally invite parents to attend an end of year youth showcase at the close of the school year.	Program sites held an annual end of year celebration for participants and families.		

Objective 2.3: Grantees will adopt intentional strategies to communicate to parents and adult family members about program goals and objectives; activities; and their child’s experience in the program.

Performance Indicator	Status		
	Met	Showing Mixed Outcomes	Not Met

<p>2.3a: By the end of each quarterly reporting period, one parent or adult family member from each participating grade level will be identified and formally invited to attend JOY Advisory Board meetings.</p>			<p>Advisory Board meetings were not held.</p>
<p>2.3b: Upon registering their student(s) for the JOY program, parents will receive an orientation packet which will include a contact list for after school program staff, the goals, objectives and tentative activity/field trip schedule for the afterschool program.</p>	<p>Parents were given a parent/student contract at the onset of the program year.</p>		
<p>2.3c: JOY Program administration will use Remind 101 mobile messaging to communicate with parents regarding program events and activities.</p>	<p>Program administration utilized various methods (text, phone call, email, email blasts) to communicate with parents.</p>		
<p>2.3d: JOY Program schedules, registration materials and pertinent documents will be posted to the afterschool website which links directly from the main Paulsboro School District page www.paulsboro.k12.nj.us.</p>		<p>The Loudenslager school site contained a link for the JOY program; however, the High School site did not.</p>	
<p>2.3e: Parents will be provided with email and phone contact information for the Project Director and Site Coordinators to establish and maintain open lines for communication.</p>	<p>Program administration utilized various methods (text, phone call, email, email blasts) to communicate with parents.</p>		

Goal 3: To measure participants' progress and program effectiveness through monitoring and evaluating.

Objective 3.1: Throughout the grant period, the grantee will continually assess program quality and effectiveness and use this information to support quality improvement.

Performance Indicator	Status		
	Met	Showing Mixed Outcomes	Not Met
3.1a: Program Site Coordinators will use information and data taken from PARS 21, APR, ETRS reports and regular student feedback at monthly staff meetings to inform decision-making.	Program evaluation data was shared on a monthly basis with the Project Director and Site Coordinators.		
3.1b: By June each year, in collaboration with the local level evaluator, the Project Director and program staff will complete annual self-evaluations to assess their roles in program quality and effectiveness using the NJSACC Quality Standards for Afterschool assessment toolkit.	The external evaluator aided in the annual completion of online self-assessment surveys.		
3.1c: Afterschool staff will be work collaboratively with the local level evaluator to develop Action Research methodology based around the topic of academic achievement.			Action Research was not formally undertaken.
3.1d: By August 31 each year, 85% of regularly participating students will complete online pre and post assessment surveys gauging program satisfaction and impact.	Students completed annual pre and post assessment surveys using the Survey Monkey system.		
3.1e: The JOY Project Director will share updates on program quality and effectiveness with the Advisory Board at quarterly meetings as evidenced by meeting minutes and agendas.			Advisory Board meetings were not held.

Objective 3.2: The grantee will work to obtain data on students' in-school progress in the areas of academic achievement, behavior, and social development and use this information to inform the design and delivery of programming.

Performance Indicator	Status		
	Met	Showing Mixed Outcomes	Not Met
3.2a: The JOY program local level evaluator will perform twice monthly site visits at participating program sites and provide written progress reports to the Project Director concerning compliance with required program components and program effectiveness.	Between October and June, the local level evaluator visited both the Loudenslager and High School sites on a monthly basis.		
3.2b: By the end of each quarterly reporting period, observations and reports made by the local level evaluator will be presented to the Advisory Board.			Advisory Board meetings were not held.
3.2c: The program's Administrative Assistant will collect student report cards at the close of each marking period and use classroom grade trends in Math, Language Arts and Science to determine changes in student academic outcomes based on JOY program participation.	Marking period grades were collected at the end of each marking period. Analysis of these findings was undertaken at the close of 2 nd and 4 th marking periods each year.		
3.2d: Beginning at the close of the first marking period, the Project Director will receive transmissions of school day discipline from participating school Principals and guidance counselors.			While program administration communicated regularly with school day guidance counselors, no formal

			behavioral reports were shared.
3.2e: Members of the afterschool Student Council will be formally invited to attend quarterly Advisory Board meetings by Site Coordinators.			Advisory Board meetings were not held.
3.2f: Program Site Coordinators will use daily informal communication strategies to communicate with school personnel and classroom teachers to monitor student progress during the school day.		Communication with school day teachers and personnel was inconsistent across program years.	

Objective 3.3: Throughout the grant period, the grantee will adopt measures as needed within the program when data is not available from other sources to assess (a) youth engagement in program activities; (b) the academic and/or social-emotional needs of participating youth; and (c) program impact.

Performance Indicator	Status		
	Met	Showing Mixed Outcomes	Not Met
3.3a: By March each year, JOY participants will be selected to participate in local level evaluator led student focus group sessions using the NWREL Out of School Time toolkit.	Student focus groups were completed each year.		
3.3b: By June each year, 100% of JOY Program staff will complete assessment surveys to assess program efficacy, implementation and impact on participating youth.	Program staff completed both local level evaluation and AIR self-evaluation surveys between 2020 and 2025.		
3.3c: The local level evaluator will compile a year-end assessment report analyzing findings from surveys, focus groups and site visits as well as report	Annual year-end assessments were completed and submitted		

card, discipline information and state testing results.	to the Project Director in August of each year.		
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Objective 3.4: The grantee will measure the impact of the program on family members of participating students.

Performance Indicator	Status		
	Met	Showing Mixed Outcomes	Not Met
3.4a: By June each year, 25% of program parents will complete assessment surveys developed by the local level evaluator to determine student and family outcomes.		Parents did complete evaluation surveys each year; however, participation rates did not represent 25% of the enrolled population. Participation was closer to 10%.	
3.4b: The Site Coordinator will maintain written logs of informal parent communication and share them with the Project Director on a monthly basis.	Program administration maintained logs of parent communication.		
3.4c: On a quarterly basis, parent feedback gathered at Advisory Board meetings will be used to inform program decision-making as evidenced by meeting minutes.			Advisory Board meetings were not held.

7) Program Strengths and Weaknesses by Site

Loudenslager Elementary School

Strengths
<ul style="list-style-type: none">• Students have ample opportunity to focus on homework and academics;• Students participate in a variety of enrichment Clubs on a regular basis;• Staff/student relationships built on trust and caring;• Program helps youth manage behaviors;• Youth are consistently recognized for attendance and behavior.

Areas for Improvement
<ul style="list-style-type: none">• Students could benefit with more outdoor time and interaction with nature;• Need for more purposeful youth development programs focused on building SEL skills and handling stress;• Student outcomes show the need to involve youth in making decisions about the program.

Paulsboro Junior/Senior High School

Strengths
<ul style="list-style-type: none">• Students are motivated to do well academically;• Students trust staff to help them if they need it;• Participants show stronger communication skills and fewer behavioral issues;• Student Council is active in designing the after school experience;• Marking period outcomes showed gains made in Science subjects over time.

Areas for Improvement
<ul style="list-style-type: none">• Students may not universally treat each other with respect;• Participant enrollment and retention was a continuing issue, especially for high school students;• Youth indicate needing more guidance about making decisions about future learning goals.

D. SUMMARY AND CONCLUSIONS

1) Major Accomplishments

Using longitudinal data gathered between 2020-25 from behavioral and academic data, site observations, student surveys and focus groups, staff surveys, parent surveys and regular meetings with program staff, the evaluation team has worked to assess progress the JOY Making a Difference Program made in terms of youth academic progress, social-emotional development, family engagement and the continuous use of quality data for improvement. These four areas align with both New Jersey and federal standards for quality out-of-school time programs and determine how youth and families have been impacted by 21st CCLC participation. Major accomplishments in each of these areas have been noted below.

Youth Academic Progress

- Science outcomes for Junior and Senior High School participants: Overtime, students in grades 7 through 12 were able to meet or exceed a 3.0 GPA in Science, as targeted by federal GPRA goals.
- Spelling, Math and Science outcomes for Loudenslager participants: By the end of the 2024-25 school year, more than third through sixth grade students were earning A's in Spelling, Math and Science than in years prior. Gains of 14% were noted in Spelling, 11% in Math, and 21% in science.
- Academic Motivation: Over the five year grant cycle, an average of 54% of participants noted that they studied hard for tests all or most of the time (as reported in local level evaluation surveys).
- Academic Self-Efficacy: Over the five year grant cycle, an average of 87% of participants noted that they turned their homework in on time all or most of the time (as reported in local level evaluation surveys).
- Academic Achievement: Approximately 67% of students polled in student focus groups reported that the JOY program helped them to better understand their homework and classroom assignments.

Youth Social-Emotional Development

- School Day Attendance: Participants across program sites surpassed federal goals for school day attendance which marks a 90% attendance rate as a baseline. Between 2021 and 2025, Loudenslager participants held an average 94% school day attendance rate; Junior High participants held an average 93% school day attendance rate; Senior High participants held an average 94% school day attendance rate.
- School Day Behavior: The 2023-24 school year marked a noted decline in reported school day discipline referrals that continued through 2025. In local level evaluation surveys, the number of students reporting that they were always or usually in trouble during the school day decreased by an average of 41%.

- Student/Staff Relationships: In student focus group sessions, participants are consistently able to name specific staff members to whom they could talk if they had a problem, noting that staff treat them with positivity.
- Behavior at Home: Between 2020 and 2025, an average of 84% of program parents reported seeing an improvement in their child’s behavior since attending the JOY program.

Family Engagement

- Parent Communication: Following the return to in person programs after Covid-19 school closures in 2020-21, JOY Program administration implemented a new system of parent communication using informal communication like texts, phone calls and emails to follow student progress and address any attendance issues.
- Engagement Events: The 2024-25 program year marked a true emphasis on parent engagement events with a number of programs held for families. Engagement event highlights include Family Fall Festival, Cocoa and Cookies, Celebrating Families, Family Bingo and Understanding Life Insurance.
- Parent Satisfaction: Over the five-year grant period, 98% of parents either agreed or strongly agreed with the statement, “I am satisfied with the overall performance of the after school program”.
- Parent Piece of Mind: Over the five-year grant period, 98% of parents felt confident that their children were safe while attending the after school program.

Continuous Quality Improvements

- Parent Feedback and Input: Over the five-year grant period, 87% of parents either agreed or strongly agreed with the statement, “The JOY staff welcomes suggestions from parents”.
- Use of Student Choice: Overtime, the JOY program constantly grew and adapted activities and programs in response to student feedback. At the Loudenslager school site, new activities such as Canva Club, Music Club, and Cooking Club. At the Junior and Senior High School site, student feedback informed the implementation of the Delicious Desserts and Technology Gaming programs.
- Response to Youth SEL Needs: The recognition of school day and after school behavioral issues prompted JOY program sites to increase their SEL offerings over the years. At the Junior and Senior High School this came in the form of “Focus, Listen and Follow” and “Building Your Foundation” youth development and personal goal setting activities. The program also built relationships with the Center for Family Services to offer additional youth development programs for participants in 2024.

2) Evaluation Recommendations

From year to year, the 21st CCLC Program participated in a cycle of continuous quality improvement by remaining fluid to student, family, community and school needs and interests. From year to year, similar areas were noted as in need of improvement including positive behavioral supports for participants, interpersonal skill building and communication and coordinator with the school day. The local level evaluator has made the following recommendations in order to aid the course of continuous quality improvement.

1. Increase supports for students to build coping skills.

Several outcomes recorded using evaluator administered youth assessment surveys indicate the need to support participants as they deal with times of stress and feelings of sadness. For example, when asked if the program has helped them to feel happier or less stressed, 33% of students revealed that this was not the case. Additionally, 25% of survey respondents answered that they are frequently upset when they come to school. The program is encouraged to develop activities that involve helping students practice social skills that allow them to gain self-management and coping skills.

2. Improve avenues for communication between afterschool staff and school day personnel.

Outcomes of staff surveys indicate the need for better methods of communication between afterschool staff and school day teachers and personnel. Staff were asked about how they are informed if students are having a bad day or what homework assignments were given that day. Many staff felt this communication did not happen. Staff also indicate that they feel an area of weakness in the program is its connection to what is being taught during the school day. The program should work to build stronger communication systems with the school day so that program staff have an awareness of school-day factors impacting participants as well as what is being taught in the classroom.

3. Provide new opportunities for youth to build respect between peer groups.

When posed with the question, "Do kids here treat each other with respect?" during focus group sessions, many students responded that this is not true for certain peer groups in the program. This was especially true at the program's Loudenslager school site. It is important to the overall environment of the afterschool program that participants feel that their peers supportive of each other and do not engage in bullying behaviors. Program staff should look to develop new youth development activities that allow youth to learn positive ways to earn respect from and practice giving respect to their peers.

3) Sustainability Plan

The JOY Program has aligned its sustainability plan with the following goals:

1. To support greater academic outcomes and college and career readiness for participating students through remediation and enrichment programming.
2. To increase the capacity of parents and school staff to prepare students for success in college and careers beyond.
3. To increase parent and community level involvement in the education of low-income youth.
4. To positively affect the well-being and development of participating students through character education that focuses on building positive social connections and positive school climate.

Planning for sustainability is creating an outline that supports these goals. Long-term funding plans contain a mix of in-kind support as well as identification of appropriate grant funds that includes the following:

1. Coordinate use of Paulsboro entitlement funds to support staffing, meals and materials.
2. Identify and apply for additional grant funding through corporate and charitable foundations such as the New York Life Foundation, The Gloucester County Prosecutor's Office, the Gloucester County Chamber of Commerce and local Wawa markets.
3. Coordinate with federal and state agencies offering opportunities related to education and character development of low-income youth.
4. Increase financial and non-financial contributions from stakeholders.
5. Increase programmatic commitments of stakeholders.
6. Recruit new program staff based on the needs of the target populations.
7. Engage local community leaders and municipal branches in program planning, management and evaluation.

PROGRAM DESCRIPTION REPORT

The Grantee Agency: JOY Making a Difference

As an afterschool partner of Paulsboro Public Schools since 2015, JOY Making a Difference has watched the focus of teaching and learning in the district shift from primarily getting students simply to graduate high school and attend college to helping the continuum of students prepare for the vast world of STEAM education and vocations. Founded in 2008, JOY Making a Difference has been actively involved in the character education of students and adults across southern New Jersey and in the Philadelphia area. Beginning in 2011, JOY embarked on several collaborative relationships with successful 21st CCLC programs in Atlantic and Camden Counties. Ever growing and gaining momentum, the JOY Program maintains a passion for helping children and parents to succeed in education and improve social-emotional functioning. JOY fully understands that youth in Gloucester Youth are often an undeserved population when it comes to enrichment programming and therefore takes its role in bringing a greater variety and quality of after school services to these students very seriously.

Established Stakeholders and Their Contributions

<i>Entity/Organization</i>	<i>Description</i>	<i>Contributions</i>
Partners		
Paulsboro Junior/Senior High School	Paulsboro Junior/Senior High School is a comprehensive public high school in Gloucester County. The school serves approximately 548 seventh through twelfth grade students each year.	- facilities and materials donations -daily snacks -referrals for instructional staffing
Loudenslager Elementary School	Loudenslager Elementary school is a public elementary school in Gloucester County. The school serves approximately 342 third through sixth grade students each year.	- facilities and materials donations - daily snacks -referrals for instructional staffing
Paulsboro Refining Company	Major employer in Gloucester County for more than 100 years and has the capacity to invest in the community by supporting STEAM education programs through volunteerism	- Guest speaker series with engineering personnel -STEAM fair for families and students
Rutgers Cooperative Extension of Gloucester County	Cooperative Extension is a unique collaboration between Rutgers and the Department of Agriculture. Its goal is to help diverse population across New Jersey to adapt to a rapidly changing	- Cooking Matters curriculum, materials and instructors

	society, improve lives, and nourish communities through science-based educational programs.	
Rowan College of South Jersey	Rowan College of South Jersey (RCSJ) was established on July 1, 2019, with the merger of Cumberland County College and Rowan College at Gloucester County. It is a comprehensive, two-year, dual-campus regional institution sponsored by the residents of Cumberland and Gloucester Counties through their respective Boards of County Commissioners.	<ul style="list-style-type: none"> - continuing education resources - campus tours - college admission and financial aid assistance
TD Bank	Wow! Zone Financial Education series is designed to help students learn valuable information about saving, banking, spending, credit scores and investing, all lesson plans are written to meet the National Council of Teachers of Mathematics (NCTM) standards.	<ul style="list-style-type: none"> - financial planning resources
	Collaborators	
The Gloucester County YMCA	Part of the YMCA of the Pines, the YMCA is an interfaith, charitable association dedicated to helping children, teens and families explore, grow, thrive and ultimately become the best version of themselves.	<ul style="list-style-type: none"> - use of pool for field trips
The Southwest Council	Its mission is to reduce the prevalent abuse of alcohol, tobacco and other drugs.	<ul style="list-style-type: none"> -drug and alcohol awareness programs for participants
The Gill Memorial Library	The Gill Memorial Library is the only free library in Paulsboro and is a longtime supporter of literacy and technology initiatives in the community,	<ul style="list-style-type: none"> -Book Club events -field trip destination for participants
Linda Smith/Crystal Ball Science	Longtime Science educator and former NASA astrophysicist Linda Smith uses project based STEM learning to help students understand the process of scientific inquiry.	<ul style="list-style-type: none"> -STEAM courses, materials and instruction for participants
Chef Cheryl Cellucci	Through weekly sessions, students learn basic kitchen safety, elements of healthy cooking and meal preparation as well as explore the origin of	<ul style="list-style-type: none"> -Weekly cooking classes

	food and recipes. Chef Cheryl helps students to build their cooking repertoire while understanding where food comes from.	
Fighting Obesity and Obstacles Destroyed (FOOD)	The goal of the program is to create an environment of health and physical activity that is essential for developing a healthy lifestyle.	-physical enrichment courses for participants
Wawa Foundation	The Wawa Foundation is committed to building stronger communities through leading hunger relief efforts and providing food donations.	-weekly donation of food/snacks for participants
The Food Bank of South Jersey	The Food Bank of South Jersey exists to provide an immediate solution to the urgent problem of hunger by providing food to people in need.	-summer program breakfast and lunch
Center for Family Services	Center for Family Service offers a comprehensive continuum of care and a broad range of services to best meet the current and changing needs across the New Jersey community.	-Stepping Stones for Resiliency positive youth development programs

Student Population

Total student population served with pertinent demographic information for participants attending 70 days or more.

<i>Total students enrolled: 762</i>					
<i>Total attending 70+ days: 542</i>					
<i>Grade Levels</i>				<i>Economic Status</i>	
Third	129	Seventh	67	Reduced Lunch	2
Fourth	132	Eighth	30	Free Lunch	529
Fifth	85	Nineth	19	N/A	40
Sixth	75	Tenth	7	Economically Disadvantaged	62.2%
		Eleventh	3		
		Twelfth	3		



<i>Ethnicity</i>		<i>Limited English Proficiency</i>		<i>Gender</i>	
African American	277	Yes	30	Female	281
Hispanic	113	No	525	Male	318
Asian	11	N/A	44		
Unknown	118				
White	71				

Enrollment, Recruitment and Retention Efforts

All efforts to enroll students in the JOY Program were ongoing over the course of the school year and summer with student word of mouth acting as the central agent for recruitment. Afterschool staff and school principals also recruited students by setting up welcome tables at Back to School nights, parent teacher conferences and special school events. Students were referred largely by word-of-mouth through peers, teachers and principals. Morning announcements were used advertising the afterschool program. Registration forms for the afterschool and summer programs were available to students and parents in the main offices of partnering school buildings.

Activities Offered

Required Components	Program Site	Activities
Academic Remediation	Loudenslager Elementary	Daily homework help with certified teachers
	Junior/Senior High	Additional tutoring for at-risk students Smart Board activities College and SAT Prep courses Independent and group reading
Academic Enrichment	Loudenslager Elementary	STEM Building

J.O.Y Making a Difference



	Junior/Senior High	Lego Building STEM Business/Entrepreneurship
Cultural and Artistic	Loudenslager Elementary	Cooking Arts and Crafts CANVA Loud News Now Music Painting
	Junior/Senior High	Arts and Crafts Cooking/Baking Graphic Design Music
Positive Youth Development	Loudenslager Elementary	Building your Foundation JOY Got Talent
	Junior/Senior High	Self-Care/Mentoring Let's Talk About It
Health, Nutrition, Fitness and Physical Activity	Loudenslager Elementary	Gym Outdoor Recreation Playground
	Junior/Senior High	Physical Fitness e-sports



Average Annual Program and Administrative Costs

Salaries

Instructional: \$130,604

Non-instructional: \$117,372

Fringe: \$18,971

Supplies

Instructional: \$14,835

Non-instructional: \$2,300

Support Services

Hired contractors: \$30,835

Field Trips: \$6,810

Indirect expenses: \$26,649

Bus Rental: \$4,000

Site Staffing Models

	Loudenslager Elementary	Paulsboro Junior/Senior High School
Project Director		
Site Coordinator		
Certified Teacher	X	X
Paraprofessional	X	
Enrichment Instructor/Stakeholder		X
Program Aide		X

Linkages to the School Day

To coordinate and communicate with the afterschool program each quarter, schoolteachers, guidance counselors and building principals met with the JOY Program staff to share projects, lessons and information to allow coordination among different aspects of student enrichment. The Site Coordinator was responsible for daily communication with school staff. Informal communication, such as face-to-face meetings, phone calls and emails, allowed site coordinators and program staff to be completely aware of homework assignments, school policies and procedures and enable them to report directly to school officials in the case of behavioral incidents.

The program utilized Paulsboro classroom teachers as site staff to act as a direct link to the school day and after school program. Certified teachers were responsible for conducting all afterschool based academic remediation activities. Additionally, certified teachers coordinated literacy and math materials used during the school day for academic enrichment in the afterschool setting.



Coordination with other Federal, State and Local Programs/Sustainability

JOY is fully committed to coordinating services with Paulsboro Public Schools to establish federal, state and local program which can offer compatible services to afterschool participants. During the 2024-25 school year, Paulsboro Public Schools were entitled to \$1,601,626 in federal funds through Title I, Title II and I.D.E.A. Part B funds. Program administration will continue to work closely with school and district administrators to allocate these funds to support additional program hours staffed by certified teachers, professional development for staff as well as support for parent engagement initiatives. Paulsboro's Loudenslager Elementary also possesses a strong partnership with Rowan University and its Engineers Without Borders who operates a once-a-month school based S.T.E.A.M. program which will be extended to JOY program participants.

JOY also has the capacity to secure additional funding outside of school district allocations due to its non-profit status. As a 501 (c) 3 organization with extensive experience in mental health and rehabilitative services and afterschool programming, JOY Making a Difference maintains working relationships with the New Jersey Department of Children and Families (Children's System of Care), State of New Jersey Department of Labor and Workforce Development, the Division of Developmental Disabilities and The New Jersey Commission on National and Community Service. These relationships connect the program with compatible services for family and community partnerships, job training and education, life skills and positive development, physical and mental health care and support of students with learning disabilities.