

Children's Home Society of New Jersey's 21st Century Community Learning Center
Local Evaluation Report, Year 1, Report 4 of 4

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The New Jersey Department of Education awarded the Children's Home Society of New Jersey funding for its Positive Impact Future Ready program at its 21st Century Community Learning Centers' sites at Joyce Kilmer Elementary and Dunn Middle Schools. The overall evaluation plan for this program includes efforts at the federal, state, and local levels. The local level evaluation is designed to complement data collection and analyses at the federal and state levels. More so, it is designed to provide further insight into program design, implementation, and outcomes by leveraging the qualitative potential of observations, interviews, and other additional data sources. It presents a descriptive narrative of the program, the *story behind the numbers*.

This is the fourth of four (4) quarterly reports for Year 1 programming. The first, second, and third reports are formative in nature, describing the school year program. The fourth report will provide a summative description of both the school year and summer programming. The purpose of this mixed methods local evaluation is to describe the program's design and implementation and its outcomes. Using the state-approved indicators for the program's goals and objectives, this report will describe the extent to which the program is being implemented as planned. It will also, when data are available, describe the program's progress toward its intended outcomes for students and their families. Data sources used to compile this fourth quarter report include: program documents, discussions with program leadership, staff and student and family member participants, program activity observations, state survey results, and local evaluation student and parent surveys. Grades and attendance records on final report cards were requested, but not received by the Evaluator. However, the Site Supervisor says that she has them on file and those records may be used as baseline data in subsequent years' evaluation of growth and progress toward the program's goals, objectives, and indicators. State student learning assessment data are still pending from the district at the time of this report's completion. The report will conclude with a summary of aspects of the program that seem most and least successful as well as recommendations that may be used for continuous program improvement and action research efforts.

RECRUITMENT AND ENROLLMENT

As indicated in the formative quarter reports, program leadership and staff employed several recruitment strategies. They used flyers posted at the schools and use of the existing communication methods of the school district and the Children's Home Society of New Jersey to advertise and present information about the program and how to enroll. Recruitment efforts and registration forms were provided in both English and Spanish and displayed the required logos as per grant funding. They also recruited at the district's Extravaganza event and the schools' Back to School Nights.

The program continues to maintain the appropriate staff to student ratio. As of end of August 2025, a total of 711 students, 435 at Kilmer and 276 at Dunn, were registered in PARS21. Of those students, a total of 193 students, 131 at Kilmer and 62 at Dunn, have attended the program at least one (1) day. As the level of service was lowered to 126, the program met level of service. The program's logic posits that consistent attendance and program participation is needed for anticipated program outcomes to be realized. It assumes that more consistent participation in the program will lead to increased school day achievement (Objective 1.4 indicators) and attendance (Objective 1.5 indicators) and decreased disciplinary infractions. Thus, the evaluation also monitors the frequency of student attendance. The following table presents attendance of the enrolled students:

	At least 1 day	30+ days	60+ days	90+ days
Dunn	62	29	21	18
Kilmer	131	101	81	64
Total	193	130	102	82

AFTERSCHOOL PROGRAM DESIGN AND IMPLEMENTATION

The Children's Home Society of New Jersey's 21st Century Community Learning Centers began services on September 30, 2024, at Joyce Kilmer Elementary School and Dunn Intermediate School and ended on June 13, 2025. The program ran daily, Monday to Friday, from 2:30 to 5:30 pm, and followed the school district's calendar for breaks. Each day began with sign-in and greetings, followed by students circulating between snack, Brain Power Hour, and activities. The day closed with free time in the gym and organized play and group activities. This was also a time when specific SEL skills were taught and guest speakers interacted with students. Dismissal and parent pick up, like sign in, were documented with sign in sheets.

STAKEHOLDER INVOLVEMENT/COORDINATION

State-mandated Objective 1.1 is that 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. This section will present a summative summary of organizational structures and activities related to stakeholder involvement and coordination.

STAKEHOLDERS ADVISORY BOARD (Indicator 1.1a, 1.1e)

The Stakeholder Advisory Board consisted of program leadership, program staff, school day teachers, parents, students, and a variety of community members including a detective/police department representative, and Councilwoman (Indicator 1.1a). Representatives from each of the program's partners and collaborators were also encouraged to be active members of the Stakeholders Advisory Board. Recruitment of new members was requested in monthly bulletins and announced through other existing district, school, and agency communication methods (like emails, reminder app). The Program Director was in contact with the current Stakeholder Advisory Board members, many of whom served on the Board in previous programming years, to discuss the program and their possible contributions. The Project Director met with members

of the Stakeholders Advisory Board informally throughout the year. However, formal meetings where the entire board met at the same time were not held this year. Yet, several new activities were implemented through stakeholder involvement including a Movie Theatre visit/tour for the Lights Camera Action enrichment activity and a Career Fair that included participation from the Police Department and local businesses like cosmetology/hairdresser (Indicator 1.1d).

PARENT INVOLVEMENT AND FIELD TRIPS (Indicator 1.1b, 1.1e)

Parent involvement activities, as proposed in the approved grant application, also include parent engagement meetings, phone calls/emails, field trips, and program events (Indicator 1.1b). In PARS21, Kilmer lists parent involvement activities as Black History Celebration, Holiday Party, engagement meetings, permission slips, calls and talks, engagement trips, and field trips. Dunn lists parent involvement activities as Hispanic Heritage Fiesta, engagement meetings, phone calls, engagement trips, Tea and Tiaras, and field trips.

Several field trips were held this program year including Shady Brook Farm, Princeton University Hockey Game, Princeton University Basketball Game, Grounds for Sculpture, and TEDI Holiday Fun Trip. There was also a field trip to Washington DC where students participated in Hill Day. This is an opportunity for them to tour the capital and present to Congress and Senate on their experiences and the importance of afterschool programming. Students also had the opportunity to go camping in Blairstown and go to Asbury Park beach as part of the Adventurers Club.

The program has implemented mandatory parent/guardian family engagement nights, scheduled October, January, April, and May for summer applications. These are opportunities for parents to further learn about the program's goals and objectives, provide feedback, and be involved. At the October meeting, parents reviewed expectations for program participation and learned about the program. There was an additional meeting, held on November 21, on social emotional learning called "Building your child's emotional backpack". At the January 13 meeting, parents worked with their child(ren) to select activities and had the opportunity to learn more about Girl Scouts, TEDI, and other information. At the May parent event, parents received information about the summer program and other opportunities in the area. The event also included a student step performance, artwork displays, and awards for student participation and accomplishments.

STUDENT COUNCIL (Indicator 1.1c, 1.1e)

As stated in the formative reports, a member of the Stakeholders Advisory Board accepted the role of Student Council Advisor, supporting the students in their leadership work in the program and connection to other stakeholder groups related to program improvement. The Program Director shared expectations for establishing a Student Council at each of the program sites with program staff. Additionally, an outline for meeting procedures was created. This meeting included a welcome/introductions, review of previous meeting minutes, discussion prompts (aligned with the goals to discuss activities' progress, ideas for parent involvement, and highlighting student council accomplishments). The outline also included opportunities for Student Councils to prepare for updates to the Stakeholders Advisory Board, contribute to the

monthly bulletins, help with the self-assessment process, and engage in other leadership opportunities. This outline clearly described the role and responsibilities of Student Council as a valuable and contributing stakeholder for program improvement, as described in the approved program proposal.

In January, the program began the process of mock elections for the student “cabinet”. The pitched this election as “a fun and engaging way for students to get involved... teach them about leadership, teamwork, and the importance of civic responsibility”. A letter was also sent home to parents to describe the open positions like President, Vice President, Secretary, Treasurer, Event Coordinator, and Community Organizer. The campaign timeline was scheduled from February 3-7 with voting on February 12. Students campaigning were invited to create posters and flyers and informally talk to their peers about their vision for the role and how they intend to contribute to the program. This culminated in students being asked to present a three minute speech, followed by time for their peers to ask questions. Votes were collected in a secure and anonymous manner and staff ensured that each student had the ability to vote. Those elected were announced and a celebration was held for all candidates for their efforts and participation. Student Councils were established at each of the program sites. While Student Council members helped out with program activities, they did not participate in the Stakeholders Advisory Board meetings as anticipated (Indicator 1.1c).

PARTNERS AND COLLABORATORS (Indicator 1.1d, 1.1e)

As a result of coordination efforts, it is anticipated that the program will continue to build upon and expand program offerings for youth and their families (Indicator 1.1d). Overall, several partners and collaborators made contributions to program activity offerings. Trenton Public Schools provided space, facilities, and resources (for example, communication systems, security, and computers) at both program sites. Other collaborators included a member of the Stakeholders Advisory Board facilitating Student Council; Bloomberg providing money for activities, the YMCA helping with Lights On Afterschool; Princeton University’s Athletic Department providing transportation, tickets, and tours during games; Regal Theatre providing time for student tours; Girl Scouts facilitating a program youth development activity; and TEDI facilitating a program dance activity. Other collaborators included Concorde and Boys & Girls Club for Esports, Ramalik Illustration for Graphic Novels, and the James R. Halsey Foundation of the Arts.

To assess the impact of these collaborations, surveys asked students, parents, and staff about program offerings (Indicator 1.1e). Results, as per indicator wording were:

- 77.9% of student respondents indicated that there were enough choices in program activity offerings; and
- 100% of parent respondents indicated that their child developed an interest in new areas.
- While staff survey data were not received by the Evaluator, interviews with staff and schedules indicate that they believe the program schedule shows a balance of activities that address academic, social and recreational activities.

AFTERSCHOOL PROGRAM ACTIVITIES

State-mandated Objective 1.2 states that 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. In general, the program is required to offer activities that align with the components of academic remediation, academic enrichment, health and fitness, arts and culture, and youth development. More specifically, as described in the program design and objectives/indicators, academic improvement and remediation sessions are designed to provide students with the opportunity to work on homework, receive tutoring, set learning intentions, and develop academic skills like note taking and organization. Enrichment activities include project and problem-based learning, which provide opportunities for students to focus on developing new interests as well as problem solving, collaboration, and communication skills. Health and fitness activities focus on helping youth adopt healthy mindsets and behaviors. Arts and culture activities focus on youth exploration of a variety of arts to learn about their own and others' cultures and to connect with the message art conveys, using art as a way to identify, express, and process emotions and interactions. Youth development activities are focused on helping youth learn and develop social emotional competencies, including conflict resolution, mindfulness, and service. Students' perspectives of these activities and other research-based practices will be evaluated in subsequent reporting periods using student post-program surveys and focus groups (Indicator 1.2d).

The following activities were offered at each of the sites during the 2024-2025 afterschool program, reflecting a balance of programming across required program components:

Program Component	Kilmer	Dunn
Academic Improvement and Remediation	Brain Power Hour (meets daily, students divided into five smaller groups) Homework Help	Brain Power Hour (meets daily, students divided into three smaller groups) Homework Help
Academic Enrichment	Lights Camera Action Mystery Activity Tech Talk Rubik Cube Robotics Film Making Creative Writing	Deep Dive into Game Design Engineering STEM Story Time/Creative Minds Concept in Art in Video Cosmetology Graphic Design
Character Education/ Job Training	Character Building Girls Corner Annie Jr. The Musical	Mind Body and Soul P.I. Cabinet Natural Hair Strategy in Gaming
Recreational Activities	Biking Soccer Rock Climbing Swimming Canoeing It's All Fun and Games	D&D Gaming Basketball Fundamentals X-Games Outdoors Explorers Sports/Fitness Water Safety

	Athletic Club Bikes & Boats Outdoor Games Outdoor Soccer	Outside Sports Esports
Youth Development	Adventures Art Cooking Creative Minds Dance Girls Scouts Graphic Novel Mind Body and Soul Chef's Circle Poetry Step and Movement TEDI Chess Fun in the Park Fashion Show	Aspire Acting Bloomberg Build A Brand Intro to Golf Not Just Ball Sports 101/Activities Student Government TEDI Animation with Mr. Rashad Wellness Wednesdays

POSITIVE LEARNING ENVIRONMENT (Indicator 1.2a, 1.2d)

As per the approved grant application, the program also intends to create a positive learning environment by establishing, communicating, and holding students accountable for prosocial behavior (Indicator 1.2a). As noted in the formative reports, these expectations are outlined in the staff handbook. The staff handbook emphasizes the importance of student enrollment and attendance and how this can be supported through respectful relations with parents and the school. It also includes procedures for program logistics (i.e., student departure, program expenses, staff meeting dates), positive discipline (i.e., what to do before a student expulsion from the program is considered), health and safety (i.e., cleaning, facilities, medications, illnesses, accidents, child abuse or neglect reporting), technology and social media usage, and professionalism. During site observations, positive interactions were consistently observed among students and between students and staff. Staff were firm and fair in their redirection of student attention and/or behaviors, when needed.

A key example of this is the program's use of restorative practices. The program uses a student/witness statement form to guide behavioral incidents that need deeper exploration and reconciliation. The form asks those individuals involved in the incident to discuss who was involved, what happened, where and when it happened, why it happened, and how it happened. A teacher or other staff member will receive the statement and review with a team to determine appropriate next steps. This strategy empowers all those involved to have a say and have their perspective be heard. It also allows the program, over time, to monitor more general programmatic or social concerns that may arise that need addressing to maintain a positive learning environment.

ACADEMIC LINKAGES (Indicator 1.2b, 1.2d)

At both sites, an hour was scheduled daily that was dedicated to academic improvement and remediation (Indicator 1.2b). The program supported academic linkages by hiring school day teachers as program staff. The Site Coordinators were both teachers in the district and also attended school-day Staff and Professional Learning Community meetings. They shared what they discussed at these meetings with program staff at monthly staff meetings and through informal discussions to keep them up-to-date on what was going on during the school day. During site visits, several program staff shared how they make an effort to encourage academic behaviors among students in an ongoing way (for example, being punctual, being prepared, and completing tasks). Staff were provided grades for each student. During Brain Power Hour, staff reviewed grades and attendance with the students and helped them to set goals for success. Staff also used this information to tailor the support and resources that they provided to each student during this academic remediation/support time allotted daily in the program schedule.

CAREER AWARENESS AND EXPLORATION THEME (Indicator 1.2c, 1.2d)

At least two (2) theme-focused activities are required quarterly as per grant-approved indicators (Indicator 1.2c). The program achieved this by embedding the theme in all activities. For example, at Kilmer, the theme was used to draw students' attention to the many 'jobs' and 'responsibilities' of all involved in the program to make it run smoothly to promote a positive and safe community for learning and growth. The Site Coordinator led students in a discussion about the different 'jobs' that students could do to help with the program. Using these ideas, they created job descriptions for which students could apply. The students created resumes and expressed their preferences for different jobs and why and engaged in interviews for the jobs they wanted. Not only do activities like this raise students' awareness of the wide range of jobs that contribute to the successful implementation of a program, but also authentically engage students in discovering their own talents and interests and the process of applying for jobs (search-->resumes-->interviews-->hiring). At Dunn, the Site Coordinator led students in discussions about how program happenings connect with what they will experience when they enter high school. Trenton Public Schools adopted an academy/career path curricular model, meaning students choose a career path upon entering high school and, depending on the path chosen, they participate in a related scope and sequence of courses. At both sites, highlighting these connections seemed to be an effective strategy for encouraging student choice and say in program happenings. Staff could use understandings gleaned from those activities to plan program activities that directly link to students' current interests and give them experiences in other areas to explore and develop other interest areas in the future. The program offered a Career Day for students on March 19, 2025, which will be described further in the SEL section of this report.

The program also offered several key activities that primarily focus on career awareness, exploration, and development.

- In Lights Camera Action, students learned about the movie making process and took trips to a local movie theatre that included behind the scene tours.
- In TEDI, students were introduced to basic dance steps as well as the various professions that are involved in the development and delivery of a performance.

- Esports was facilitated by collaborator Concorde Education. Students were bussed from the Dunn site to the Boys & Girls Club that has a clubhouse with needed technology for the program activity. During a site observation, the facilitator was working with students as they learned Rocket League and another football game. She shared how, once students are comfortable with the games, they would establish teams and work on creating pitches for why someone should sponsor them. These activities aimed to increase their awareness of the variety of team members and career path areas related to having a team and participating in esports competitions. The activity series culminated in a competition.
- Graphic Novels was facilitated by local author and illustrator Rashad Malik Davis at the Dunn site. In the observed session, the facilitator led students in question prompts to brainstorm comic story lines. This was done by having students list people, places, or things that were of interest to them, followed by a list of settings their story could take place. To prompt critical thinking, students completed What if prompts with the information from the who, what, where lists. This resulted in several potential storylines. As the activity series continued, students created physical layouts of their comic story as well as actual comics and worked on character and story development skills.
- The Film-making activity was facilitated by the James R. Halsey Foundation of the Arts. Students were bussed from the Kilmer site to their site located in Ewing. Their site is equipped with sound rooms, stages, costumes, cameras, lighting, and other film-making equipment. During the series, staff guided students in the making of a commercial, giving students opportunities to star in commercials as well as be part of the crew to film commercials. The students were very engaged during observations. An added bonus of this collaboration is that the foundation's student assistant was a graduate of Joyce Kilmer School and the Positive Impact program. This gave students access to a positive role model who attended their school and their program in the past and an opportunity to receive mentorship.

There were several other enrichment activities and events that strategically and impactfully leveraged the career awareness and exploration theme. Coding was another example of an activity where students learn about a wide range of career paths. During coding activities, staff highlighted the wide range of fields that use coding like robotics, engineering, software development, automation, and data science and how those fields are related to different career paths like robotics engineer, software developer, automation specialist, and data scientist. Staff also highlighted the transferability of skills, including problem-solving, critical thinking, and technical abilities, to other career paths like building, programming, and designing. Other activities included Chef's Corner, Graphic Novel, Natural Hair, P.I. Cabinet, and Strategy in Gaming that had a specific emphasis on careers and job training. As evident in lesson plans and observations, staff often highlighted the transferability of skills, including problem-solving, critical thinking, and technical abilities, to other career paths like building, programming, and designing.

SEL INTEGRATION (Indicator 1.2c, 1.2d)

As per the approved grant application, social emotional learning (SEL) integration is a key strategy to achieving this goal as well (Indicator 1.2c). As both Site Coordinators explained, SEL is integrated through frequent check-ins with students. It is evident, too, through site observations, that staff have made an effort to get to know the students and interacted often with students in a way that demonstrated patience, kindness, and connection. The approved grant application also stated that staff would be trained in the SAFE approach to SEL and that SEL would be integrated in lesson plans. During the reporting period, the CHSofNJ Kidsbridge staff trained program staff on SEL competencies. Additionally, the program asked staff to include SEL focus on their lesson plans, which supports the integration of the SAFE approach to SEL in program design and implementation. Being a district that has adopted restorative practices, there was evidence that mindfulness and metacognitive activities were being implemented into lesson plans and daily program procedures.

There were several youth development activities that had the primary purpose of SEL. For example:

- At Kilmer, the Mind Body & Soul activity integrated aspects of the Calming with Kidsbridge program. This included direct instruction on identifying emotions and practicing various strategies for emotional regulation. This activity culminated in the creation of calming kits that had items students could use to regulate emotions using different senses.
- At Dunn, the Mr. Freedom/Aspire activity encouraged students to set goals and identify academic and social emotional action steps that are necessary to set the foundation toward that goal achievement. There was a strong focus on discovering self-worth and self-discipline as a way to demonstrate self-worth.
- At Kilmer, the career awareness and exploration theme allowed students the opportunity to identify their unique strengths and talents and how they may contribute to the community, key SEL competencies. On March 19, 2025, the program hosted a Career Fair for students. In planning, parents and local businesses and community members were invited to meet with students to share about their careers. In total, four (4) stations were set up for students to explore and students were observed to eagerly meet the presenters and ask them questions about how what they do. One station was facilitated by a local hairdresser. She brought in her license and sample products to share with the students. She also had a Q/A sheet prepared about hair care and styles. Another station was facilitated by a local police officer. She shared information with students about what she does and how the police department offers free summer camps for students. Another station was facilitated by community member that has a local organization that provides mentorship. And, the last station was facilitated by a member of Congresswoman Bonnie Watson Coleman's Office. He shared information with students about internship opportunities at the District Office in Ewing and scholarship opportunities and essay contests through the Congressional Black Caucus. All presenters expressed gratitude for the opportunity to be able to come in and talk with the students. The police officer, in particular, shared how she loves programs like this one that truly engage students, introduce them to community members, and truly give them a safe and nurturing environment afterschool so that

- they have care during afterschool hours. She believes that programs like this one are key to preventing juvenile crime in the future.
- At Dunn, Wellness Wednesdays were established. During this time, staff meet with girls and boys separately to discuss age and developmentally-appropriate topics of interest to the students. For example, hygiene was a major topic including menstruation, body odor, and other body changes. The topic of sex and how to engage appropriately with those they are attracted to were topics that the students raised. The program also keeps hygiene kits available for students.

All student participants were enrolled in at least one (1) character education and youth development-focused activity during each reporting period.

INQUIRY AND PROJECT-BASED LEARNING (Indicator 1.2c, 1.2d)

As per the program's proposed design, activities are expected to increase youth's awareness of different career paths and allow them to explore and develop academic and SEL skills through inquiry and project-based learning opportunities (Indicator 1.2c). The program offered a variety of activities that integrated inquiry and/or project-based learning.

Inquiry-based learning was evident in activities like chess, coding, and robotics. In chess, students were introduced to problems and puzzles to practice concepts that they could apply to the game and tournaments. In coding, students learned coding basics and applied those concepts to the creation of games and other projects that required problem-solving and trial-and-error processes. In robotics, students engaged in several activities that had them focus on details and patterns. This, then, was followed by experiments that required planning and collaboration to achieve task objectives.

Project-based learning was evident in activities like Build A Brand, Graphic Novel, Lights Camera Action, and Holiday Party. In Build a Brand and Graphic Novel, students worked over the course of several sessions to create a product/project while related career fields were highlighted. Project-based learning was evident in activities like Creative Writing, Cooking, and Dance/Step, students worked over the course of several sessions to create a product/project or prepare for a performance while related career fields were highlighted. In Creative Writing, students learned about children's books and began to collaboratively create a book that they will be sending to be professionally bound and housed in the site's library. They, for example, worked on the text and illustrations for a story about a giraffe who is looking for a home. In Jus/Cooking, students learned how to prepare food. They learned new recipes, techniques, and skills and gained confidence in their cooking abilities. In dance, students practiced dance steps and prepared a performance that was shared during a schoolwide performance and afterschool parent involvement event. There were also several activity sessions that gave students the opportunity to work together to plan the holiday party, further evidence of project-based learning opportunities.

Post-program student surveys assessed their perceptions of inquiry and project-based activities (Indicator 1.2d). Results were as follows:

- 68.8% indicated a sense of belonging
- 84.1% indicated that staff helped them identify goals
- 83.3% indicated that the program provided opportunities for projects or performances

- 94.2% indicated that the program provided them opportunities to be creative
- 67.2% indicated that the program provided them opportunities to problem solve
- 73.9% indicated that the program helped them understand school day lessons
- 77.3% indicated that the program helped them work better in teams

STAFF, ORIENTATION, AND TRAININGS

Staff were hired, retained, and the program maintained an appropriate staff to student ratio throughout the school year program. The program hired a Site Supervisor, who oversees both sites, a Site Coordinator for each of the two (2) sites, and Data Coordinator. In PARS21, at Kilmer, there are a total of 10 other staff entered: 5 teachers (one being a substitute teacher), two (2) paraprofessionals, two (2) staff members, and one (1) college student. At Dunn, there are a total of seven (7) other staff: three (3) teachers, one (1) paraprofessional, two (2) staff members, and one (1) college student. Several staff members listed are shared between the two sites, depending on the programming needs.

Careful attention to hire staff with the potential to support intentional linkages between the school day and afterschool programming is evident in the backgrounds of hired staff. For example, the Site Supervisor and Site Coordinators have all worked with the school district and program for several years. The Site Supervisor also serves as the school's Parent Liaison; the Site Coordinator at Kilmer is a teacher and has a background in special education, and the Site Coordinator at Dunn is a high school teacher and has expertise in social emotional learning. They all bring a unique and complementary wealth of experiences and skills related to facilitating student and parent activities that are relevant, meaningful, equitable, and inclusive. The staff is primarily comprised of teachers, which is an asset to ensuring intentional linkages between school day and afterschool academic remediation and enrichment activities. They are a valuable resource in the time period dedicated to academic remediation as they are able to provide tutoring and additional instruction, as needed. Many of the staff, in general, have been involved in the afterschool program for several grant cycles. As such, they have a strong understanding of the goals and objectives of 21st Century Community Learning Centers' programming. They are valuable resources to newer staff member and bring a more longitudinal perspective to action research processes as they can think about program successes, challenges, and change efforts over time.

ORIENTATIONS, TRAININGS, AND STAFF MEETINGS (Indicators 1.3a, 1.3b, 1.3c)

Objective 1.3 is that 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. While not all agendas were provided to the local evaluator for review, program leadership has shared that all staff have attended an Orientation (Indicator 1.3a) and that staff meetings have been held monthly (Indicators 1.3a, 1.3b). September's staff meeting agenda was shared with the local evaluator during this second quarter. It included introductions, theme-based focus discussion, and a review of new lesson plan template that would include description of activity, prior knowledge (academic and SEL), list of materials, career focus, and teacher's reflections after completion of the activity for continued improvement. October's staff meeting agenda reviewed some programmatic logistics,

information about the upcoming parent meeting, lights on afterschool, and breast cancer walk events, and brainstorming of Halloween Day activities. March's staff meeting agenda discussed training opportunities, summer camp, staff credentialing, and monitoring and licensing. Other staff meetings were held, but the local evaluator does not have access to the agendas.

Staff were required to participate in trainings throughout the program year. As per training logs, topics addressed included supervising and tracking children, center operations and policies, group size limits, primary caregiver responsibilities, safety procedures at the center, implementing the center's release policy, implementing the center's discipline policy, health practices, recognizing and responding to emergencies, and including children with special needs in the program. The impact of these orientations, trainings, and staff meetings on staff's knowledge and skills was not formally evaluated, but interviews indicated that staff appreciated the trainings and were applying concepts to their practice (Indicator 1.3c).

MONITORING ACADEMIC, ATTENDANCE, AND BEHAVIOR OUTCOMES

State-mandated Objective 1.4 is that students regularly participating in the program will be positively impacted in terms of performance on state assessments in language arts and mathematics. The program intended to monitor this with a review of grades each trimester and, ultimately, state assessment scores in ELA and Mathematics (1.4 indicators). Interim grades were collected and compiled here. Final grades were requested, but not received by the Evaluator. The Site Supervisor has shared that she has them on file and those records may be used as baseline data for subsequent years' evaluation of program goals, objectives, and indicators that require comparison year-to-year, delineated by number of days in attendance at the afterschool program.

Site	ELA				Math			
	90-100 (A)	80-89 (B)	70-79 (C)	<70 (D/F)	90-100 (A)	80-89 (B)	70-79 (C)	<70 (D/F)
Kilmer	25.6%	31.4%	24.4%	18.6%	13.3%	24.4%	22.2%	40.0%
Dunn	20.5%	31.8%	22.7%	25.0%	18.6%	25.6%	23.3%	32.6%

State-mandated Objective 1.5 is that 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. The program intended to monitor school day attendance regularly through discussions with school day teachers and report cards (Indicators 1.5a-d). Interim school day attendance were collected, but end of year data were not provided to the Evaluator.

Site	% of students absent for the noted day ranges		
	0-9 days absent	10-19 days absent	20+ days absent
Kilmer	46.5%	33.7%	19.8%
Dunn	54.5%	34.1%	11.4%

A student post-survey was administered to elicit insight into their academic and college/career beliefs and efficacy as well as perceived impact on emotional regulation, persistence, critical thinking, collaboration, problem-solving, and communication (Indicator 1.5e). Results are as follows:

- 61.8% can calm down easily (emotional regulation)
- 83.8% can identify talents (beliefs and efficacy)
- 80% confident they can do quality work (beliefs and efficacy)
- 79.1% confident they can include other perspectives in decisions (critical thinking)
- 67.7% not afraid to make mistakes (increase from 63.8%, persistence)
- 86.8% follow rules even when no one is watching (collaboration)
- 58.2% don't give up easily (persistence)
- 85.1% with effort can get better (beliefs and efficacy)
- 77.9% can make changes (increase from 75.4%, problem solving)
- 67.7% work well in groups (collaboration)
- 86.2% enjoy imagining new ways to do things (increase from 85.3%, creativity)
- 85.1% good listener (increase from 78.8%, communication)
- 56.7% communicate ideas clearly (communication)
- 66.7% communicate with technology (communication)

The program also assumes that student participants will have less suspensions (Indicator 1.5f) and improve in behaviors (Indicator 1.5g). Suspension-related school data and school day teacher survey data have not yet been shared with the evaluator to assess these indicators. Parent surveys were administered with the following results:

- 100% indicated that their child is cooperative; and
- 100% indicated that their child exhibits positive behaviors.

PARENT EDUCATION (Indicators 2.1a, 2.1b, 2.1c, 2.2a, 2.2b, 2.3a, 2.3b, 2.3c, 2.3d)

State-mandated Objective 2.1 states that the agency will establish collaborative relationships that offer opportunities for literacy and related educational activities to the families of participating students. In the first quarter, program staff representatives attended the Back to School Nights at both program sites. In addition to providing information about the program, information about the CHSofNJ programming and wraparound services were available to attending parents (Indicator 2.1a). Monthly bulletins are distributed monthly. As per indicator wording, bulletins should include information about upcoming literacy and related educational (Indicator 2.1b). The January calendar included the appropriate logos, fundings statement, and information about program closures, activities, field trips, and parent meetings. Monthly calendars from the CHSofNJ's Family Success Centers' family engagement opportunities were also shared with families of participating students. These calendars included activities like NJ Family Care Applications assistance, Food Grab N Go days, Panera Bread distributions, advocacy/information and referral services, women's support group, and parent leadership celebration days where parents and children can complete crafts together to express their appreciation for each other.

The program held several Future Ready Dinner Series (Indicator 2.1c). Its first Future Ready event on December 9, 2024, at Kilmer from 5-7:00 pm, which was open to families from both sites. Staff and students helped to set up and decorate for the event. Music was playing and

tables were set up for dinner. As its inaugural meeting of the series, the Site Supervisor introduced the Program Director, staff, Site Coordinators, and Local Evaluator. Each presented on different aspects of the program and welcomed input from those attending. Student achievements and attendance were also highlighted and celebrated during the event. A strong emphasis was on the program's theme of career awareness and exploration and future events intended to provide opportunities for students and their families alike to learn more about various fields. In alignment with the event's purpose of connecting families with resources and educational opportunities, the guest speaker was a grief counselor. She spoke briefly to the whole group about grief and loss, and how it is a topic of importance for promoting health and wellbeing; and welcomed smaller group and one-on-one discussions on the topic and available resources. She is certified to work directly with adults and can, indirectly, provide support to parents to have the knowledge and skills to help their children identify and process emotions. Some suggested books related to this topic that were available for families to review were: *Moving Beyond Loss*, *Moving On: Dump Your Relationship Baggage and Make Room for the Love of Your Life*, *Grief Recovery Handbook*, *When Children Grieve*, and *Grief Recovery Handbook for Pet Loss*. The second Future Ready event on February 28, 2025, at Kilmer from 5-7:00 pm, which was open to families from both sites. Staff, students, and parents helped to set up and decorate for the event. Music was playing and tables were set up for dinner. Resources and information about other adult education opportunities were provided to parents. Student artwork was displayed around the room and there was a student dance performance, all showcasing students' talents that they are practicing and developing during program activities. No Future Ready events were held during the third quarter as there have been issues with Skil-Lit Café, an initial partner who was going to provide food for these education/dinner events. As a result, the program has had to shift gears and work with the school's food provider and/or cancel events and the program was not able to implement this event monthly as originally intended.

State-mandated Objective 2.2, which states that parents participating in grant-funded activities will increase their involvement in the education of children under their care, will be evaluated in upcoming reporting periods. Post program parent survey results were:

- 95% indicated that the program provided them information about community resources;
- 95% indicated that the program provided them with adult education opportunities;
- 94.7% indicated that family activities were worthwhile; and
- 100% indicated engagement in at least one parent involvement activity.

State-mandated Objective 2.3 states that 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. A mandatory parent orientation was held during which about 70 parents attended. At this meeting, which also served as an Open House (Indicator 2.3a), staff guided parents through the parent and student handbooks, highlighting the program's goals and how each stakeholder group plays a role in the program's implementation and, in turn, success. There is a strong focus on the importance of consistent attendance. The approved program proposal also stated that the program will create and disseminate monthly bulletins and calendars to share information about the program (Indicator 2.3b). The program sent home flyers and about upcoming activities and also posted them on the Remind app. The approved program proposal also stated that student work artifacts will be displayed in cases or

bulletin boards and that youth will maintain Future Ready Portfolios (Indicator 2.3c). During site observations, student work and program information were posted on bulletin boards. And, student artwork was displayed during the Future Ready dinner series and students performed dances that they had prepared during program activities. The students also performed the dances during a schoolwide assembly during the school day, further showcasing students' skills from the program. The addition of having Future Ready Portfolios was discussed with staff and they are continuing the process of figuring out how this may look and what strategies may work best for the program and its students and families.

The impact of these strategies on parents was evaluated via post-program surveys (Indicator 2.3d). Results are as follows:

- 95% were aware of the program's theme;
- 95% were aware of the program's goals;
- 95% felt program clearly advertises program activities;
- 88.9% felt there were sufficient opportunities to be involved in the program and its activities; and
- 90.5% communicated regularly with staff about their child's progress.

SUMMER PROGRAM ACTIVITIES

The summer program was held July 13 – August 8, 2025, at the Mercer County Community College Campus' satellite site in Trenton, NJ. Staff and students had access to several classrooms and an outdoor space. The summer program offered a variety of activities to students including: summer enrichment, technology, biking, cooking, and gaming. Student feedback indicated that the program continued to design and deliver activities in alignment with afterschool program activities' quality expectations as well as high levels of satisfaction. Summer program student survey results are as follows:

	% agree or strongly agree
I learned about a wide variety of career paths	100
Staff help me identify goals and stay motivated	90
Opportunities for projects and performance	80
Opportunities to be creative	90
Opportunities to improve communication skills	100
Opportunities to problem solve	77.8
Lessons helped not forget school year concepts	80
Activities fostered teamwork skills	88.9
Staff listen to needs	90
I feel a sense of belonging	88.9
There were enough activity choices	100
I enjoyed the program	90
I would recommend program to peers	100

When asked what they liked most about the summer program, student responses included:

- we did a lot of bike riding and learned about historic stuff
- gaming of biking
- I like soccer and the food
- seeing my friends again
- going to the pool and activities
- having different activities
- the food
- go to different trips
- the choices to do in groups or in single person

Suggestions for improvement included:

- add more activities
- make slime
- job! Cook!
- More classes to learn about different careers
- letting us bring our own games (if we lose it, it's not their responsibility)

MONITORING PROGRESS TOWARD GOALS AND OBJECTIVES

State-mandated Objective 3 states that the grantee will continually assess program quality and effectiveness and use this information to support quality improvement. This third quarter local evaluation report was designed to support the realization of this objective (Indicators 3.1a, 3.1b, 3.1c). As stated previously, Site Coordinators attended the school day staff and Professional Learning Community meetings to obtain data on school-day academics and behaviors and shared this information with other program staff to inform program design and delivery (Indicators 3.2a, 3.2b). Student grades and attendance were monitored during the second reporting period, but end of year data were not provided to the Evaluator. The Site Supervisor has these data for use in subsequent years' evaluation of goals, objectives, and indicators requiring year-to-year comparisons (Indicator 3.2c). Staff's perceptions of the extent to which they can make intentional linkages between school day and afterschool programming were informally evaluated by the Evaluator through interviews and analysis of lesson plans (Indicator 3.2d). Local evaluation student pre-program surveys were administered during the first quarter with post-program surveys administered in April or May (Indicator 3.3a) with results presented throughout this report and a summary in the appendix of this report. Site observation information and notes from informal discussions with staff, students, and parents during the local evaluator's site visits were also included in this and previous reports (Indicator 3.3b, 3.3c). Student and parent post-program surveys were administered (Indicators 3.4a, 3.4b) to give insight into impact of program on parent involvement. Results are as follows:

-79.1% of student respondents indicated that they have an adult at school or home who understands them;

-81.4% of student respondents indicated that they have an adult who asks about homework;

-70.6% of student respondents indicated that they have an adult who asks about their interests;

-80.9% of student respondents indicated that they have an adult to spend time with; and

-95% of parent respondents indicated that the program increased their knowledge of community resources.

SUMMARY OF SUCCESSES AND RECOMMENDATIONS

This is a summary of the local evaluation's achievement indicator determinations for the program's progress toward the attainment of state-mandated goals and objectives for the 2024-2025, Year 1 program. Appendix A describes these determinations in more detail and provides complete goal, objective, and indicator wording.

Goal 1 – high quality educational and enrichment programs – Partially Met				
Objective 1.1 – establish partnerships for enhanced programming - Partially Met				
Indicator	Q1	Q2	Q3	Q4
1.1a – Stakeholder Advisory Board	M	PM	PM	PM
1.1b – Formal feedback procedures	M	M	M	M
1.1c – Student Council	PM	PM	PM	PM
1.1d – Partnerships for new activities	M	M	M	M
1.1e – Outcomes	M	N/A	PM	PM
Objective 1.2 – support academic and youth development - Partially Met				
Indicator	Q1	Q2	Q3	Q4
1.2a – safe and positive climate	M	M	M	M
1.2b – reinforce school day learning	U	PM	PM	M
1.2c – career theme and SEL	U	M	M	M
1.2d – Outcomes	N/A	N/A	PM	PM
Objective 1.3 – staff training - Undeterminable, Data pending				
Indicator	Q1	Q2	Q3	Q4
1.3a – Orientation and mid-year training	PM	M	M	M
1.3b – 12 hours staff development	N/A	PM	M	M
1.3c – Outcomes	N/A	N/A	U	PM
Objective 1.4 – student academic outcomes - Undeterminable, Data pending				
Indicator	Q1	Q2	Q3	Q4
1.4a – 50+ days outperform peers ELA SLA	N/A	N/A	U	U
1.4b – 50+ days outperform peers Math SLA	N/A	N/A	U	U
1.4c – ELA growth from previous year	N/A	N/A	U	Baseline
1.4d – Math growth from previous year	N/A	N/A	U	Baseline
1.4e – Maintain C or above ELA grade	N/A	N/A	U	U
1.4f – Maintain C or above Math grade	N/A	N/A	U	U
1.4g - Improved GPA from previous year	N/A	N/A	U	Baseline
Objective 1.5 – attendance and behavioral outcomes - Undeterminable, Data pending				
	Q1	Q2	Q3	Q4
1.5a – 50+ days higher rate than peers	N/A	N/A	U	U
1.5b – improved attendance from previous year	N/A	N/A	U	Baseline
1.5c – 20+ days no suspensions	N/A	N/A	U	U

1.5d – 50+ days decrease in suspensions from previous year	N/A	N/A	U	U Baseline
1.5e – improved academic behaviors	N/A	N/A	PM	PM
1.5f – improved academic engagement	N/A	N/A	U	U
1.5g – improved behaviors	N/A	N/A	M	M
Goal 2 – Parent Involvement - Partially Met				
Objective 2.1 – literacy and education - Partially Met				
Indicator	Q1	Q2	Q3	Q4
2.1a – BTSN	M	M	M	M
2.1b – Bulletins	U	M	M	M
2.1c – Future Ready Speaker Series	M	PM	PM	PM
Objective 2.2 – increase parent involvement in child’s education - Met				
Indicator	Q1	Q2	Q3	Q4
2.2a – Satisfaction with family activities	N/A	N/A	M	M
2.2b – Involvement in activities	N/A	N/A	M	M
Objective 2.3 – communication with parents - Partially Met				
Indicator	Q1	Q2	Q3	Q4
2.3a – Open Houses	M	M	M	M
2.3b – Bulletins	U	PM	PM	PM
2.3c – Student work displays, portfolios	M	PM	PM	PM
2.3d – Parent satisfaction with communication	N/A	N/A	M	M
Goal 3 – monitoring and evaluation -				
Objective 3.1 – ongoing assessment - Met				
Indicator	Q1	Q2	Q3	Q4
3.1a – NJQSA	N/A	N/A	M	M
3.1b – action research	N/A	PM	MP	M
3.1c – quarterly local evaluation reports	M	M	M	M
Objective 3.2 – student data collection - Partially Met				
Indicator	Q1	Q2	Q3	Q4
3.2a – PLCs	M	M	M	M
3.2b – meet with school day teachers	M	M	M	M
3.2c – Staff monitor grades, portfolios	N/A	PM	PM	PM
3.2d – Staff outcomes	N/A	N/A	U	U
Objective 3.3 – other data sources - Met				
Indicator	Q1	Q2	Q3	Q4
3.3a – student surveys	M	N/A	M	M
3.3b – observations	M	M	M	M
3.3c – focus groups/discussions	N/A	N/A	M	M
Objective 3.4 – measure impact on parents - Met				
Indicator	Q1	Q2	Q3	Q4
3.4a – student perception of parent involvement outcome	N/A	N/A	M	M
3.4b – parent perception of involvement outcome	N/A	N/A	M	M

*M – met; PM – partially met; N/A – not applicable; U – unable to be determined, data pending;
Baseline – we are in Year 1, data reflect baseline for comparison in future years

Overall, the following are areas seemed most successful during Year 1:

1. **Theme-Based Integration of Academic and SEL Perspectives.** The program successfully used the new theme to renew its mission and enhance programming. From discussions with staff, students, and parents, it was evident that there was awareness of the new theme and it was often described as motivating and engaging. At the core of programming was the integration of academic and SEL perspectives through research and evidence-based practices to support youth in reaching their full potential. The program implemented several activities that were theme-based and included opportunities for project and inquiry-based learning.
2. **Stakeholder Coordination of Resources and Variety of Activity Options.** The program consistently offered a variety of program activity options across the required six components. It was evident from staff discussions that they are using student ideas to plan activities that align with their interests. The program's partnerships and collaborations allowed for some new, theme-based activities like Concorde Education's E-Sports and Ramalik Illustration's Graphic Novels. Students had the opportunity to go on several field trips, some funded by the state and others by other sources. Field trips had both academic, social emotional, and civic learning and developmental goals.
3. **High Levels of Satisfaction.** Through discussions with students and caregivers and surveys, high levels of satisfaction with the program were evident. In fact, 83.8% of students would recommend the program to peers and 100% of parents were satisfied.

The following are areas are suggested for action research foci for continuous program improvement:

1. **Stakeholder Advisory Board meetings and Future Ready Series.** Stakeholder Advisory Board meetings were held informally this year and it is recommended that they be more formalized next year to increase their efficiency and impact on potential resource coordination. One idea that arose through discussions with program leadership was having the Stakeholders Advisory Board meetings in conjunction with the Future Ready Series. The concept of the monthly Future Ready Series was an innovative way to engage students and families alike in the program's education and involvement requirements. And, when the series were held, they were well-attended and highly successful. However, only two (2) official Future Ready Series were held this year that aligned with the description in conjunction with a few other required quarterly parent meetings. This did not meet the anticipated monthly frequency, which was very ambitious. It is recommended that root causes of what presented barriers to this event being held as frequently as intended to determine if it should continue to be planned monthly or perhaps changed to quarterly.

2. **Future Ready Portfolios and Bulletin Contributions.** In the approved indicator wordings, there is mention of students and staff creating Future Ready Portfolios. These portfolios would keep documentation of students' grades, attendance, and activity artifacts. The goal of these portfolios was to have something students could look back on throughout the year to reflect on growth and set goals. It is recommended that ways to have the inclusion of portfolios in the future be discussed. In the approved indicator wordings, there is also mention of monthly bulletins where students contribute articles. In the past, students had published program newspapers/newsletters and it is recommended that the program alternative ways that students can contribute to the monthly bulletin. Could it be part of an activity? Could Student Council be more involved? Could there be monthly "write-in" contests like a comic, joke, or program moment highlight?
3. **SAFE SEL Goals.** While staff integrate SEL objectives in lesson planning, it is recommended that they be informed even more by student data. At the end of the program year, 61.8% of students indicated they could calm down easily, 67.7% were not afraid to make mistakes, 58.2% do not give up easily, and 67.7% indicated that they can work well in groups, regardless of who is in the groups. These lower percentages indicate that students may benefit from more specific, active, focused, and explicit SEL instruction and practice related to emotional regulation, growth mindsets, and communication/collaboration. It is recommended that specific tools be integrated into program activity, perhaps with guidance from Kidsbridge, to support students in these SEL-related areas.

Indicators and Data: Looking ahead to Years 2 and beyond, the program will want to work on a system accessible by both the program leadership and Evaluator to better collect and maintain students' report card data (ELA grades, math grades, and attendance), information on suspensions, and NJ Student Learning Assessments (ELA and Math) scores. The indicators require that these data be compared year-to-year and disaggregated by the number of days that each student attends the program.

APPENDIX A – YEAR 1 SUMMATIVE INDICATOR DETERMINATIONS

Goal 1 is 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. To achieve this goal, the program has the following objectives and indicators. For each indicator, notes and progress determinations are delineated.		
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.		
Indicator	Notes	Determination
Indicator 1.1a. CHSofNJ will hold four Stakeholder Advisory Board meetings each year in November, February, May and August. Membership will consist of school personnel, program staff, youth, parents, partners, collaborators, and local evaluator as evidenced by PARS21, meeting minutes, and one new partner added annually.	The first Future Ready event, held on 12/9/24, also served as the first Stakeholder Advisory Board meeting; discussions between Director and stakeholders were held throughout Q2, Q3, and Q4	Partially Met
Indicator 1.1b. The program will enact formal procedures for youth and families to provide regular feedback and input on program quality and activities and volunteer as evidenced by monthly Calendars and Bulletins, monthly parent involvement activities, and action research plans.	Evident from student registration and interest forms; staff descriptions of opportunities to elicit student interests; and monthly bulletins and calendars	Met
Indicator 1.1c. A Student Council will be formed at each program site, by November 30 each year, and meet monthly through June with at least two members per grade being served by the program at each site. Student Council input will be evidenced in monthly bulletin articles written by Student Council members and at least one Council member per site attending quarterly Stakeholder Advisory Board meetings.	Student Councils were formed; they were not as involved with the Stakeholder Advisory Board as anticipated	Partially Met
Indicator 1.1d. The program, through partnerships and collaborations with schools, families, youth, and the community, will enhance students' access to a variety of learning opportunities by identifying and organizing one	A movie trip component was added to the Lights/Action activity; Career Fair added	Met

new enhanced activity annually that involves both youth and their families.		
Indicator 1.1e. Local Evaluator will collect Student Surveys in October and April or May, and Parent and Staff Feedback Surveys in April or May. Ninety percent of student respondents will agree or strongly agree that there are enough choices for activities at this program. Ninety percent of parents will agree or strongly agree that since starting this program, my child is interested in new areas. Ninety percent of staff will agree or strongly agree that the program schedule shows a balance of activities that address academic, social and recreational activities.	Student surveys collected in October and May Student -77.9% enough choices Parents -100% child interested in new areas	Partially Met
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		
Indicator	Notes	Progress Determination
Indicator 1.2a. The program will create a safe and positive learning climate by establishing, communicating, and holding youth accountable for prosocial behavior as evidenced by handbook policies, teambuilding and restorative practices observed during on site monitoring, and self assessment results.	Evidence of research based expectations in staff and student handbooks; Positive interactions and among students evident during observations	Met
Indicator 1.2b. CHSofNJ will reinforce school day curricular expectations by aligning lesson activities with NJ SLSs for English Language Arts, Mathematics, and Science. Academic remediation will include instruction on classroom skills practice like notetaking and organization as evidenced in lesson plans and site visit observations.	Brain Power Hour focuses on study skills, homework help, and tutoring	Met
Indicator 1.2c. CHSofNJ will support student skill building academically and from a youth development perspective by designing engaging learning opportunities that reinforce and expand school day curricular and behavioral expectations. The program will offer at least two theme based Career Awareness and Exploration activity offerings per school year trimester and	See Activity List; SEL noted in lesson plans	Met

one during the summer that include project and inquiry based learning opportunities as evidenced in lesson plans. Social emotional competencies related to youth's academic skills development will be taught using the SAFE approach, sequenced, active, focused and explicit as evidenced in lesson plans.		
Indicator 1.2d. Local Evaluator will collect Student Surveys in April or May. Ninety percent of respondents will agree or strongly agree that I feel a sense of belonging in the program, Program staff listen to my needs, Program staff help me identify academic, social emotional, and career practice goals for my growth, Program staff help me stay motivated toward my goals, Program activities give me opportunities to work on projects or prepare for a performance, Program activities give me opportunities to be creative and problem solve, Program activities help me better understand school day lessons, and Program activities help me to work better in teams.	Post-program surveys were collected in May -68.8% sense of belonging -84.1% identify goals for projects -83.3% opportunities to be creative -94.2% opportunities to problem solve -67.2% help understand school day lessons -73.9% help work better in teams	Partially Met
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.		
Indicator	Notes	Progress Determination
Indicator 1.3a. 100 percent of staff will attend a program orientation within 30 days of hire, a midyear training, and monthly staff meetings documented by training logs. Sessions will address intentional strategies and research based practices including aligning afterschool programs academically with the school day, utilizing SAFE approach to youth development, adapting instruction to individual and small group needs, providing engaging learning experiences with project and inquiry based learning strategies, creating a supportive learning environment, employing positive discipline and restorative practices, and assessing program performance and using the results to improve the quality of the program. These topics	As per discussions with program leadership, all staff attended Orientations; Staff meeting agendas reflect expected topics	Met

will be evidenced in training and staff meeting agendas.		
Indicator 1.3b. 90 percent of program staff will complete at least 12 hours of staff development training in accordance to the NJ Department of Licensing. Topics will include Child Growth and Development, Educational and Physical Activity, Special Needs Programming, Social emotional and Behavioral Development for young children, ADA Guidelines, and Leadership and Advocacy.	Training topic logs reflect these topics	Met
Indicator 1.3c. Local Evaluator will administer a Staff Feedback Survey in April or May. Ninety percent of respondents will indicate agree or strongly agree with I am aware of program's theme and goals for students and their families, I am prepared to plan engaging activities using project and inquiry based learning strategies, I am prepared to adapt and differentiate program activities to meet the individual needs of students, and I am prepared to discuss program performance data and use results to improve my planning and delivery of program activities.	Local staff surveys were not completed as anticipated. Informal interviews suggest staff meeting these indicators.	Partially Met
Objective 1.4: Students regularly participating in the program will be positively impacted in terms of performance on state assessments in language arts and mathematics.		
Indicator	Notes	Progress Determination
Indicator 1.4a, GPRA 1 program specific. At least 50 percent of Grades 4 to 8 students who attend the center 50 days or more during the year will outperform other students in their school at their grade level in English Language Arts state assessment administered annually in the spring.	-	More data are needed to make determination
Indicator 1.4b, GPRA 1 program specific. At least 50 percent of Grades 4 to 8 students who attend the center 50 days or more during the year will outperform other students in their school at their grade level in mathematics state assessment administered annually in the spring.	-	More data are needed to make determination

Indicator 1.4c, GPRA 1. At least 50 percent of Grades 4 to 8 students who attend the center 50 days or more during the school year and summer will demonstrate growth on English Language Arts state assessments administered annually in the spring in comparison to prior year scores.	-	More data are needed to make determination
Indicator 1.4d, GPRA 1. At least 50 percent of Grades 4 to 8 students who attend the center 50 days or more during the school year and summer will demonstrate growth on mathematics state assessments administered annually in the spring in comparison to prior year scores.	-	More data are needed to make determination
Indicator 1.4e, GPRA 2 program specific. At least 50 percent of Grades 4 to 8 students who regularly attend the afterschool program, defined as attending at least 20 program days per quarter, will maintain at least a C in English Language Arts as evidenced on Quarters 2, 3, and 4 report cards.	Interim grades were recorded. Awaiting end of year grades	More data are needed to make determination
Indicator 1.4f, GPRA 2 program specific. At least 50 percent of Grades 4 to 8 students who regularly attend the afterschool program, defined as attending at least 20 program days per quarter, will maintain at least a C in mathematics as evidenced on Quarters 2, 3, and 4 report cards.	Interim grades were recorded. Awaiting end of year grades	More data are needed to make determination
Indicator 1.4g, GPRA 2. Annually, at least 50 percent of Grades 7 and 8 students with prior year unweighted GPA of less than 3.0 and attend the center 50 days or more during the school year and summer will demonstrate improved GPA.	Interim grades were recorded. Awaiting end of year grades	More data are needed to make determination
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.		
Indicator	Notes	Progress Determination
Indicator 1.5a, GPRA 3 program specific. Annually, 50 percent of students who attend the center 50 days or more will have higher attendance rates than other grade level peers,	Number of days absent for Semester 1 were recorded, awaiting end of year attendance	More data are needed to make determination

according to attendance data provided by each school.		
Indicator 1.5b, GPRA 3. Annually, 50 percent of students who had a school day attendance rate at or below 90 percent in the prior school year will demonstrate an improved attendance rate in the current year as evidenced by decreased number of days absent indicated on Quarter 4 report cards.	Number of days absent for Semester 1 were recorded, awaiting end of year attendance	More data are needed to make determination
Indicator 1.5c, GPRA 4 program specific. Annually, at least 50 percent of students who regularly attend the afterschool program, defined as attending at least 20 program days per quarter, will have no in school suspensions evidenced by school day discipline records.	-	More data are needed to make determination
Indicator 1.5d, GPRA 4. Annually, 80 percent of students who attend the program for at least 50 days will experience a decrease in in school suspensions compared to the prior school year.	-	More data are needed to make determination
Indicator 1.5e, GPRA 5 program specific. 85 percent of students who attend the center 50 days or more will show improvement in academic behaviors, emotional regulation, critical thinking, problem solving, perseverance, collaboration, creativity and communication, as evidenced by Student Feedback Surveys administered in April or May.	Names were not collected on student surveys, this process should be updated in Y2 to allow for comparison of student subgroups Student surveys indicated -61.8% can calm down easily -83.8% can identify talents -80% confident they can do quality work -79.1% confident they can include other perspectives in decisions	Partially Met, Making Progress

	-67.7% not afraid to make mistakes (increase from 63.8%) -86.8% follow rules even when no one is watching -58.2% don't give up easily -85.1% with effort can get better -77.9% can make changes (increase from 75.4%) -67.7% work well in groups -86.2% enjoy imagining new ways to do things (increase from 85.3%) -85.1% good listener (increase from 78.8%) -56.7% communicate ideas clearly -66.7% communicate with technology	
Indicator 1.5f, GPRA 5. School day math and ELA teachers will complete the National 21 st CCLC Teacher Survey at the end of each school year. Positive program impact will be evidenced by teachers reporting that at least 70 percent of their students who attended the program for at least 50 days maintained or improved engagement in learning.	Teacher survey was administered, Data not yet shared with evaluator	More data are needed to make determination
Indicator 1.5g. Local Evaluator will administer Parent Feedback Surveys in April or May. 65 percent of respondents will agree or strongly agree that My child has continued to be or has become more cooperative with adults and My child continues to exhibit positive behaviors or has fewer behavior problems.	-100% child cooperative -100% child exhibits positive behaviors	Met
Goal 2 is to implement activities that promote parental involvement and provide opportunities for literacy and related educational development to the families of participating students. To achieve this goal, the program has the following objectives and indicators. For each indicator, notes and progress determinations are delineated.		

Objective 2.1: The agency will establish collaborative relationships that offer opportunities for literacy and related educational activities to the families of participating students.		
Indicator	Notes	Progress Determination
Indicator 2.1a. CHSofNJ will attend Back to School Night annually at each of the program sites to help families in need of literacy and related educational activities connect with organizations that provide relevant services.	CHSofNJ and program staff attended the Back to School Nights	Met
Indicator 2.1b. On monthly bulletins, CHSofNJ will communicate upcoming literacy and related educational activities to families like English for Speakers of Other Languages classes, hosted by local organizations including, for example, with Cafe Skillet, the Department of Labor and Workforce Development's Trenton based One Stop Career Centers, TASK, Latin American Legal Defense and Education League, and Trenton Free Public Library.	-	Met
Indicator 2.1c. To support the program's career awareness and exploration theme, CHSofNJ will collaborate with stakeholders to host a monthly Future Ready Speaker Series for youth and their families in which parents and local professionals, businesspersons, and entrepreneurs are invited to share about their experiences and illuminate the multiple college and career pathways that exist around specific interests and talents. These events also serve to connect youth and families with external clubs, education, literacy, internship, apprenticeship, and job opportunities.	Future Ready Speakers Series was held on 12/9/24 and 2/28/25.	Partially Met
Objective 2.2: Parents participating in grant-funded activities will increase their involvement in the education of children under their care.		
Indicator	Notes	Progress Determination
Indicator 2.2a. 75 percent of parents who complete the Parent Survey in April or May of each program year as part of local evaluation activities will report agreement that The program communicated opportunities for adult education or literacy, The program's activities and events designed specifically for families are	-95% program communicated opportunities for adult education -94.7% family events were worthwhile	Met

worthwhile, and The program's family activities met my family's needs.		
Indicator 2.2b. 75 percent of parents who complete Parent Feedback Surveys in April or May of each program year as part of local evaluation activities will report they believe the program provided them the opportunity to increase their involvement with their child's education in at least one of the following areas that include helping with homework, talking with their child about what they are learning in school, helping with an activity or field trip, attending an activity or event at school, attending a PTO meeting, talking with a teacher about their child's progress, or talking with their child about their interests, talents, or college and career goals.	-100% indicated engagement in at least one of the involvement activities	Met
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.		
Indicator	Notes	Progress Determination
Indicator 2.3a. The program will host two Open Houses annually at each site for parents to attend during each school year. Open Houses' advertisements will include QR codes and website address links to access information about the program's goals and objectives, activities, and current program calendars and bulletins. Open Houses will be advertised via letters given to students to take home to their parents, email messages, Remind app posts, school district website postings, and flyers posted in the schools' main offices. Open Houses will also be listed on the CHSofNJ's website and advertised via the agency's communication systems.	Open House was held at both sites at the beginning of the school year	Met
Indicator 2.3b. The program will create and disseminate monthly program calendars and bulletins to share information about upcoming family engagement events, program activities, plans, and accomplishments. Bulletin articles will be written by students, and parents will be invited to contribute as well.	While bulletins and calendars are distributed monthly, they do not include contributions from students or parents	Partially Met

Indicator 2.3c. Student work artifacts will be posted on bulletin boards or display cases in each of the schools with a description of the program and its impact on youth's academic, social emotional, and career practices learning and development. Youth will also maintain Future Ready Portfolios, which may be shared with parents to highlight each participating youth's experiences and growth in the program.	Bulletin boards were observed at both sites; Future Ready Portfolios were not done	Partially Met
Indicator 2.3d. 75 percent of parents who complete Parent Feedback Surveys in April or May of each program year as part of local evaluation activities will report agreement with I am aware of the program's theme and goals, The program clearly advertises upcoming activity and event opportunities, There were opportunities for me to be involved in decisions about the program and its activities, and I communicate regularly with program staff about my children's progress.	-95% aware of program theme -95% aware of program goals -95% program clearly advertises activities -88.9% opportunities to be involved in program and activities -90.5% communicate regularly with staff about child's progress	Met

Goal 3 is to measure participants' progress and program effectiveness through monitoring and evaluating. To achieve this goal, the program has the following objectives and indicators. For each indicator, notes and progress determinations are delineated.		
Objective 3.1: Throughout the grant period, the grantee will continually assess program quality and effectiveness and use this information to support quality improvement.		
Indicator	Notes	Progress Determination
Indicator 3.1a: The Project Director and Local Evaluator will lead a self assessment process using the NJ Quality Standards for After School Assessment Tool and action planning template in January annually. The Project Director will share results with the staff at staff meetings, Student Council, and the Stakeholder Advisory Board and solicit ideas for improvement as evidenced in meeting agendas and minutes.	-	Met
Indicator 3.1b. The Project Director will facilitate two formal Action Research meetings in February and July each year. Program staff will identify at least three key program strengths and create two specific action steps to improve the quality of the program, as documented in	-	Met

action planning template. Action research cycles will be documented as part of state and local evaluation reports.		
Indicator 3.1c. The Local Evaluator will prepare quarterly evaluation reports, the first three being formative and the fourth being summative in nature. The report will evaluate the program's progress toward indicators of state mandated goals and objectives and include a summary of aspects of the program that seemed most successful and those in need of improvement. The Local Evaluator will submit these reports to the Project Director in January, April, July, and August for discussion at staff meetings. These reports will also be made available to Stakeholder Advisory Board members to inform continued partnerships and collaborations to improve and enhance the program as well as other stakeholder groups and the public, upon request.	-	Met
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.		
Indicator	Notes	Progress Determination
Indicator 3.2a. The Site Supervisor will communicate with the school day Professional Learning Communities in Language Arts and Mathematics to discuss curricular expectations of students from October through June annually and turnkey information at subsequent staff meetings as evidenced on staff meeting agendas.	Site Coordinators attended these meetings	Met
Indicator 3.2b. The Site Coordinators will meet with school day teachers weekly to discuss updates on student academic performance, engagement, attitude, and disciplinary concerns at each of the program sites from October through June annually and turn key information at staff meetings as evidenced on staff meeting agendas.	Site Coordinators are school day teachers	Met
Indicator 3.2c. Program staff will review students' progress reports quarterly to monitor	Semester 1 grades were recorded, awaiting end of	Partially Met

school day grades and attendance. Program staff will guide students in the creation of academic and social emotional learning goals and action steps, which will be documented in their Future Ready Portfolios.	year grades; portfolios were not kept	
Indicator 3.2d. 90 percent of program staff will agree or strongly agree on the Staff Feedback Survey completed each April or May annually as part of local evaluation activities will agree with I am aware of what students are learning during the school day and receive updates weekly, I communicate with school day teachers at least once a week about the behaviors of students in the program, and I use school day student data to adapt program activities to meet emergent academic and social emotional needs of students.	Data not yet received by evaluator	More data are needed to make determination
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.		
Indicator	Notes	Progress Determination
Indicator 3.3a. The local evaluation activities include Student Surveys that are administered in October and April or May annually. The survey administered in October includes items to solicit students' perceptions of their academic and social emotional learning and development and level of parent involvement in their education. The survey administered in April or May includes similar items to allow for illumination of mindset and behavior changes as well as to gauge levels of engagement and satisfaction with program activities to determine program impact. These survey results may be used by program staff in conjunction with survey reports generated from state and federal evaluation activities to engage in action research.	Student pre- and post-surveys were administered	Met
Indicator 3.3b. Quarterly, the Local Evaluator will conduct site visits to observe the program's implementation. The Local Evaluator will use a monitoring tool modeled after the NJ Department of Education, 21st Century Community Learning	Observed Kilmer program on 12/9/24, 3/13/25, 3/19/25; Observed Dunn program	Met

Centers Monitoring Tool. The purpose of site visit observations is to tell the story of program implementation, better describe how intentional strategies and research based practices support student skill building and mastery, both academically and from a youth development perspective. The local evaluation reports will be shared with staff and members of the Stakeholders Advisory Board for use in action research cycles.	on 11/13/24, 12/18/24, 3/25/25; Observed Film-making off-site 3/20/25 Observed B&G Club Esports 3/27/25 Observed Kilmer on 6/4/25 Observed Dunn on 6/12/25 Observed Summer 7/22/25	
Indicator 3.3c. Annually, the Local Evaluator will conduct a focus group discussion with students and their families at each of the sites. The purpose of these focus group discussions is to provide the story behind the numbers and add a more qualitative lens to survey results to further support program staff in action research efforts.	Informal discussions with parents and students during observations and events	Met
Objective 3.4: The grantee will measure the impact of the program on family members of participating students.		
Indicator	Notes	Progress Determination
Indicator 3.4a. Students will complete Student Feedback Surveys each April or May as part of local evaluation activities to measure the perceived impact of the program on parent or adult engagement with their homework, academic performance, out of school activities, and social emotional development. Positive impact will be determined by 50 percent of students indicating an increase in parent or adult engagement in at least two of these identified criteria.	-79.1% has an adult at school or home who understands them -81.4% has an adult who asks about homework -70.6% has an adult who asks about their interests -80.9% has an adult to spend time with	Met
Indicator 3.4b. 60 percent of parents who complete the Parent Surveys each April or May as part of local evaluation activities will report that they learned about the availability of community resources, events, organizations, or education and training opportunities through the program or program staff.	-95% learned about community resources	Met

Afterschool Program Student Pre/Post-Survey Summary

Survey items elicited insight into students' academic beliefs:

- 89.9% of student respondents feel they did okay or very well in ELA
- 89.4% of student respondents feel they did okay or very well in Math
- 96.7% of student respondents express interest in attending college as part of their future educational path

Construct being assessed	% agree/strongly agree with statement	Pre	Post
emotional regulation	can easily calm down	66.7	61.8
beliefs	can identify talents	N/A	83.8
beliefs	confident to do high quality work	86.8	80
critical thinking	confident to include other perspectives in decisions	79.7	79.1
growth mindset	not afraid to make mistakes	63.8	67.6
prosocial behaviors	follow rules even when someone else isn't looking	N/A	86.8
persistence	give up easily	37.9	41.8
beliefs	with hard work, can get better at something	86.8	85.1
problem solve	can make changes	75.4	77.9
collaboration	work well in groups	67.2	67.7
creativity	enjoy imaging new ways of doing things	85.3	86.2
communication	good listener	78.8	85.1
communication	communicate ideas clearly	79.4	56.7
communication	use technology to communicate ideas	72.3	66.7
health	know how to choose and prepare nutritious snacks/meals	80.3	81.5
health	engage in at least 30 minutes of physical activity daily	79.1	76.8
arts	use arts to express self	86.8	79.1
stress	worry about too many things	70.1	72.3
stress	have trouble relaxing	40.3	47.7
adult involvement	have an adult to talk to at school who understands them	77.9	79.1
adult involvement	have an adult at home that asks about homework		81.4
adult involvement	have an adult at home that asks about interests		70.6
adult involvement	have an adult at home to do something fun with		80.9
program theme	learned about different career paths		81.2
program design	program helped me identify goals		84.1

program design	program had project-based activities		83.3
program design	program gave opportunities to create		94.2
program design	program gave opportunities to develop communication skills		69.7
program design	program gave opportunities to problem-solve		67.2
program design	program helped me understand school day lessons		73.9
program design	program helped me work in teams		77.3
program design	able to complete my homework in program		74.2
culture	staff listen		67.6
culture	sense of belonging		68.8
student voice	enough choices in activities		77.9
satisfaction	enjoyed the program		79.7
satisfaction	would recommend the program to others		83.8

Afterschool Program Parent/Caregiver Post-Survey Summary

Surveys elicited insight into how parents/caregivers were involved in their child(ren)'s learning:

% indicating "yes"	
talk to teacher	95.2
PTO	76.2
attend school activity	85.7
help with project	66.7
help with hw	90.5
attend parenting class	33.3
read book about parenting	57.1
attend afterschool mtg	90.5
participate afterschool activity/event	81

The following are other survey items and their results.

% indicating "agree" or "strongly agree"	
child talks about activities	100
child developed relationships with staff	100
staff related to child in appropriate manner	85.7
communicate regularly about child's progress	90.5
child gets good grades	100
child is cooperative	100
child stays out of trouble	100
child interested in new area	100
provided info about community resources	95
provided info about education	95
family activities worthwhile	94.7
aware of program goals	95
theme was evident	95
clearly advertises activities	95
opportunities to be involved	88.9
Satisfied	100

When asked what they believed was the greatest impact of the program on their child or their family, responses included:

- overall happiness
- overall the whole program is wonderful
- activities, the dedication to having the children do positive things and it makes an impact
- self awareness, communication

- just allowing her to dance and be with friends in a "safe environment until I am off work
- interacting with kids his own age
- homework
- homework and learning life skills
- Since my child attended the program, he has gotten a lot better with playing with other kids
- social skills, educational development
- meeting the step team, she loves it
- just that she likes going
- setting her up for a job, teaching her to be a great student

When asked for suggestions for family events and/or topics, responses included:

- counseling, bonding, dances
- preparation for junior high
- more one on one activities for parents and the child for better parenting skills
- movie night, game night
- help with homework
- anything that I can attend with my child
- reading challenges (incentive offers), mom and or dad inclusive event, team building activities
- basketball game, shows, etc.
- bonding ones
- all of them from jobs to leadership

General comments included:

- It's an amazing program. I wouldn't know what I would do without it.
- It's a perfect environment for children to interact and develop socialization skills.
- Positive impact on student and family. Strong support for me with non-fee participation.
- all the staff has been very helpful in my grandson's education
- love the program, been doing program for years with other children
- very satisfied
- very good program. my child has attended for 3 school years now.
- great program
- excellent for my child
- Yes, you guys are truly amazing and I appreciate all you do for the kids
- I feel it's good, but can be better!
- Great program, must keep it going, give the kids more to look forward to