2024
2025

Nita M. Lowey 21st Century Community Learning Centers

ANNUAL EVALUATION REPORT

Boys & Girls Clubs of Paterson and Passaic

October 24, 2025

Laurus Grant Writing
& Evaluation Services

37 Kings Road, Madison, NJ 07940
Gina McCormack, MEd
gmccormack@laurusgrants.com

Table of Contents

Executive Summary **2**
Program Overview **3**
Methodology **3**
Enrollment and Attendance **3**
Participant Attendance 3
Annual Enrollment Trends 4
Participant Demographics 4
Programming and Activities **6**
Service Hours 6
Student Services 7
Summer Program 7
Parent/Family Activities and Engagement 10
21CCLC Advisory Board & Student Council 10
Staffing and Professional Development **11**
Collaborative Work **11**
Partnerships and Collaborations with Local Organizations 11
Outcomes and Evaluation **12**
NJ Department of Education Surveys 12
Focus Groups 12
Parent Yearend Surveys 12
Teacher Surveys 13
Staff Surveys 13
Student Report Cards 13
Student School Day Attendance 14
Limitations 14
Conclusions **15**
Successes 15
Recommendations 16
Appendices **17**
Appendix 1 : Parent Yearend Survey 17
Appendix 2: Program Goals and Objectives 18
Attachments **22**
Attachment 1: AIR Data Story 22

This report format, structure, and analytical framework are proprietary to Laurus Grant Writing and Evaluation Services and may not be reproduced or used without written permission.

Executive Summary

The Boys and Girls Clubs of Paterson and Passaic (BGCPP) Nita M. Lowey 21st Century Community Learning Centers (21CCLC) program began its third year of afterschool programming in the Fall of 2024 at three schools sites: School 4, School 10, and School 13 in Paterson Public Schools in Paterson, New Jersey. Students were provided with a robust afterschool program for the entirety of the school year, concluding on June 20, 2025. The 21CCLC program also held a summer program which began on June 30, 2025 and concluded on August 15, 2025.

Laurus Grant Writing & Evaluation Services (Laurus) has developed this evaluation report to provide program leadership and stakeholders, including the Advisory Board, with information that can help shape future programming. This report provides an overview of program implementation and summarizes evaluation findings from year 3 of operations. In addition, this report details the types of data collected, highlights what that data means for program improvement, and identifies trends in program attendance and other possible impacts to program attendees. This report will be utilized as part of the program's continuous improvement efforts and also support a comprehensive longitudinal analysis of the program at the end of the five-year grant cycle.

Key findings in year 3 are as follows: The program served 350 students and 206 students attended the program for 30 or more days, representing 82% of the target enrollment. The program offered activity hours in all required activity categories, detailed in the Service Hours section of this report and worked toward addressing its goals and objectives (see Appendix 2 for a full listing of these goals and objectives and the status of each).

Stakeholder feedback was collected from students via focus groups. This feedback indicated a high level of satisfaction with the program in year 3. Students in these focus groups shared their suggestions that they would enjoy as many opportunities as possible to play outside, engage in creating art projects, and play video games. Additionally, feedback was collected from parents at the conclusion of the afterschool program. Most parents observed improvements in their child's attitude, attendance, behavior, and confidence, and all parents were satisfied with their communication with program staff. Teachers observed that many students demonstrated improvements in class participation, homework completion, and math performance over the year. Report card analysis confirmed these findings.

With these findings in mind, the focus of recommendations for the program in year 4 include increasing student recruitment and retention, engaging parents through workshops and activities, strengthening advisory and student council structures, and engaging in strategic planning to address the program's goals and objectives as well as evaluation recommendations.

Program Overview

Lead Agency	Boys & Girls Clubs of Paterson and Passaic (BGCPP)
Project Director	Lavor Moore
Program Sites	Dr. Frank Napier Jr. Academy of Technology, School 4 *Site Coordinator: Vanessa Bruzon*
	School 10 *Site Coordinator: Christina Jenkins*
	School 13 *Site Coordinator: Quisaan Jacobs*
Grant Year	Year 3 of 5
Target Enrollment	252 students in grades 3-8

Methodology

This evaluation is based on both quantitative and qualitative data collected throughout grant year 3. Data sources for the report include: data obtained from the New Jersey PARS21 database; in-person site observations on November 4, 2024, November 13, 2024, November 18, 2024, March 24, 2025, April 3, 2025, May 7, 2025, July 1, 2025, July 2, 2025, and July 24, 2025; review of program materials; interviews with the Project Director, site coordinators, and lead staff; surveys completed by teachers; student focus groups; quarterly narrative summary reports; and other miscellaneous data sources. All programmatic data included in this report was obtained via the State of New Jersey's PARS21 database on October 16, 2025.

Enrollment and Attendance

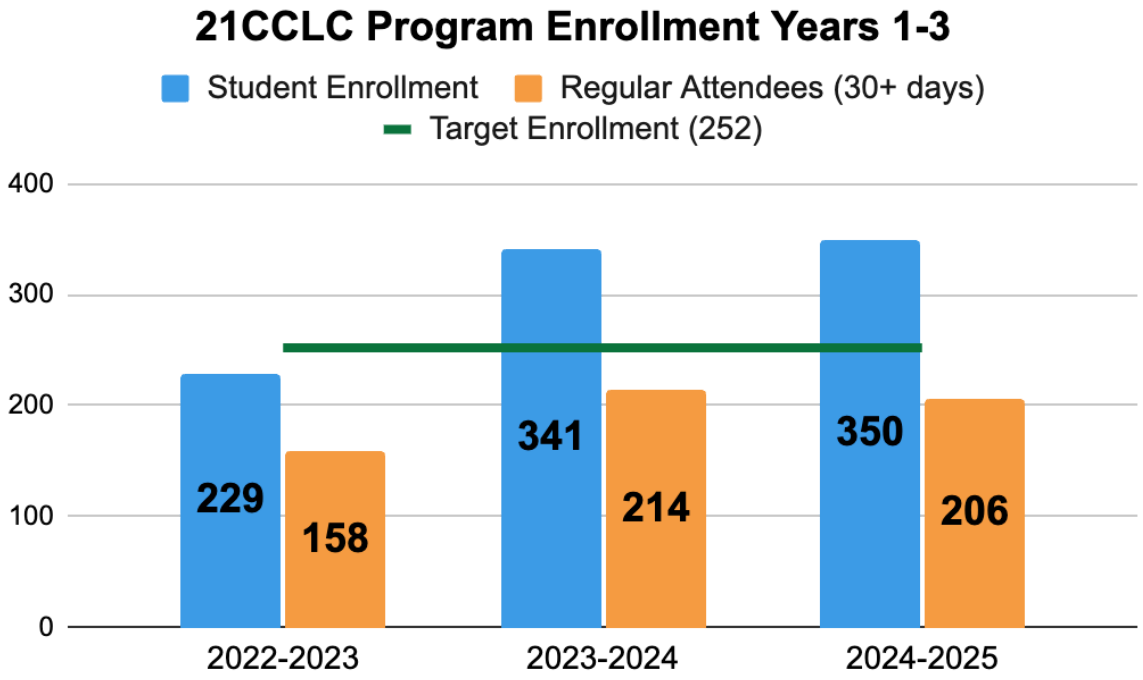
Participant Attendance

The program's enrollment target for the 2024-2025 school year was 252 students. In year 3, the program served 350 total students, 139% of its target enrollment. In the state of New Jersey, a regular attendee is defined as a student participating in program activities for 30 or more days; this is informed by research showing that consistent attendance by students makes the most positive impact. 206 students (82% of the target enrollment) attended the program for 30 or more days this year.

Program Enrollment	School 4	School 10	School 13	Total 21CCLC Program	
Target Enrollment				**252**	
Regular attendees (30+ days)	75	73	58	206	*82% of target*
Total Participants	132	113	105	350	*139% of target*

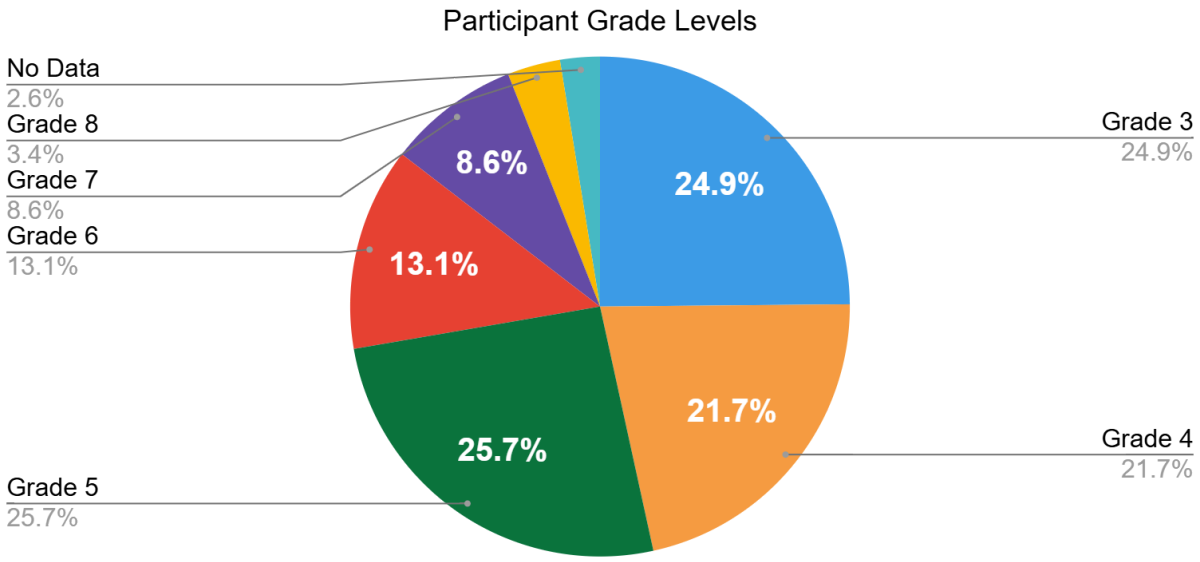
Annual Enrollment Trends

The BGCPP 21CCLC program's enrollment has steadily increased from year 1 to 3, as illustrated in the chart below. However, the number of regular attendees slightly decreased from year 2 to 3. To meet its target enrollment, the program should prioritize strategies that increase engagement among students with lower attendance days.



Participant Demographics

The BGCPP 21CCLC program was designed to serve students in grades 3-8, and in 2024-25, the enrollment breakdown was as follows: Grade 3 (24.9%), Grade 4 (21.7%); Grade 5 (25.7%); Grade 6 (13.1%); Grade 7 (8.6%); and Grade 8 (3.4%). Grade level information was missing for 2.6% of students. Of the 350 students enrolled, 51.4% were female and 48.6% were male. The program serves students from a variety of racial and ethnic backgrounds. The majority of students identified as Hispanic/Latino (63.7%), while 28% identified as Black/African American and 0.6% identified as White. The race/ethnicity for 7.7% of students was unknown. The majority of students qualify for free or reduced price lunch, which is New Jersey's measure of family income level.



Grade Levels	School 4	School 10	School 13	Total 21CCLC Program	
Grade 3	46	26	15	87	*24.9%*
Grade 4	32	24	20	76	*21.7%*
Grade 5	35	29	26	90	*25.7%*
Grade 6	12	11	23	46	*13.1%*
Grade 7	4	14	12	30	*8.6%*
Grade 8	0	7	5	12	*3.4%*
No Data	3	2	4	9	*2.6%*
Total Participants	132	113	105	350	-

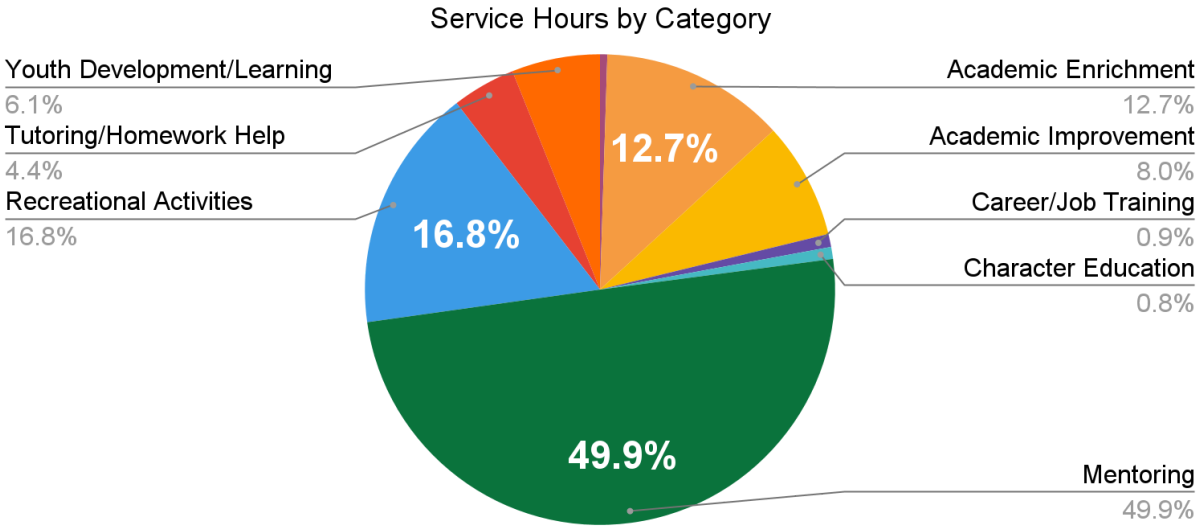
Gender	School 4	School 10	School 13	Total 21CCLC Program	
Female	64	58	58	180	*51.4%*
Male	68	55	47	170	*48.6%*
Total Participants	132	113	105	350	-

Race/Ethnicity	School 4	School 10	School 13	Total 21CCLC Program	
Black/African American	56	27	15	98	*28.0%*
Hispanic/Latino	62	80	81	223	*63.7%*
White	1	1	0	2	*0.6%*
Unknown	13	5	9	27	*7.7%*
Total Participants	132	113	105	350	-

Programming and Activities

Service Hours

The program offered 3,295.75 (duplicated) hours of student and family services during the afterschool and summer program across its three sites. Activities are grouped by 21CCLC categories in the PARS21 database, as outlined below. The most frequently held activities were categorized in Mentoring (49.9%), Recreational Activities (16.8%), Academic Enrichment (12.7%), Academic Improvement/Remediation (8%), Youth Development/Learning (6.1%), and Tutoring/Homework Help (4.4%). Additionally, the 21CCLC program provided parent and family engagement services throughout the year; these are detailed in the next section of this report.



Service Hours by Category	Total 21CCLC Program		School 4	School 10	School 13
Academic Enrichment	418.25	*12.7%*	146.50	117.25	154.50
Academic Improvement/Remediation	264.00	*8.0%*	152.75	60.00	51.25
Career/Job Training	29.50	*0.9%*	-	17.25	12.25
Character Education	27.00	*0.8%*	22.00	5.00	-
Mentoring	1,643.50	*49.9%*	706.75	455.00	481.75
Recreational Activities	552.75	*16.8%*	303.25	28.00	221.50
Tutoring/Homework Help	144.00	*4.4%*	-	144.00	-
Youth Development/Learning Activities	200.25	*6.1%*	63.50	108.25	*28.50*
Parental Involvement Activities	16.50	*0.5%*	2.50	6.00	8.00
Total Service Hours	***3,295.75***		***1,397.25***	***940.75***	***957.75***

Student Services

The 21CCLC program offered a range of activities in year 3. Homework help was provided to students Monday through Thursday each week. Field trips offered to students included excursions to the New York Math Museum, Fun Plex, Diggerland, Dave and Busters, Liberty Science Center, a Mets Baseball game, a movie theater, and the planetarium. The range of activities, from art, to STEM, to sports, provided enrichment opportunities that appealed to a variety of student interests. The introduction of engaging activities such as sewing and photography demonstrates the efforts that were made to retain student interest and participation. The following tables provide a detailed overview of activities which the program offered during both the 2024-2025 school year and summer program at each site.

Summer Program

The BGCPP 21CCLC summer program operated at School 4 and School 13 from June 30 to August 15, 2025, Monday through Friday from 8:00 am to 5:30 pm. Due to construction, the School 4 and School 10 programs were combined at the School 4 location. The summer program offered a diverse array of activities, including open sessions where students could choose from options such as cosmetology, photography, sewing, water activities, yoga, and a movie club. Academic instruction in language arts and math was provided by certified teachers, while enrichment opportunities included juicing and nutrition workshops as well as engaging field trips.

School 4 Student Services

Student Activity	# of Participants	Service Hours
Academic Enrichment		
STEM	55	10.75
Brain Gain	11	0.75
Power Hour	83	135.00
Academic Improvement/Remediation		
Tutoring	102	152.75
Character Education		
Be A Star	17	0.75
Healthy Habits	48	6.25
Quiet Games	42	11.25
Smart Girls	24	0.75
Smart moves	36	3.00
Mentoring		
General Attendance	128	706.75
Recreational Activities		

Dance	104	59.50
Dave and Busters field trip	31	12.00
Digger Land Field Trip	41	6.00
Easter Egg Hunt	52	0.75
FunPlex Field Trip (Summer)	37	24.50
Holiday show	53	3.50
Liberty Science Center Field Trip	50	7.00
METS Baseball Game Field Trip	45	8.50
Movies Field Trip	36	5.50
Multimedia	97	75.50
New York Math Museum	41	9.50
Performing Music	29	2.75
Phys Ed	109	85.75
Planetarium Field Trip	41	2.50
Youth Development/Learning Activities		
Anti-bullying	32	3.00
Art	89	51.00
Lyricism	18	5.75
Money Matters	39	3.75
	Total Hours	**1,394.75**

School 10 Student Services

Student Activity	# of Participants	Service Hours
Academic Enrichment		
Quiet Games	93	59.25
STEM	89	21.50
Lyricism	71	7.00
Phys Ed	85	29.50
Academic Improvement/Remediation		
Tutoring	19	60.00
Career/Job Training		
Cosmetology	55	8.25
Photography	61	9.00
Character Education		
Healthy Habits	71	5.00
Mentoring		
General Attendance	94	455.00

Recreational Activities		
Easter Egg Hunt	62	2.00
Halloween Party	66	5.00
Holiday Event	52	3.00
Multimedia	89	18.00
Tutoring/Homework Help		
Power Hour	93	144.00
Youth Development/Learning Activities		
Anti-bullying	88	32.50
Arts and crafts	88	32.25
Dance	78	31.75
Money Matters	51	6.25
Performing arts -Drama	15	1.00
Smart moves	48	4.50
	Total Hours	**934.75**

School 13 Student Services

Student Activity	# of Participants	Service Hours
Academic Enrichment		
Power Hour	72	141.00
STEM	80	13.50
Academic Improvement/Remediation		
Tutoring	50	51.25
Career/Job Training		
Cosmetology	45	4.75
Photography	56	7.50
Mentoring		
General Attendance	97	481.75
Recreational Activities		
Art	85	43.75
Dave and Busters field trip	31	1.00
End of school year party	53	6.00
Halloween Party	23	2.00
Lights on After School Event	15	1.00
METS Baseball Game Field Trip	30	6.50
Movies Field Trip	22	1.00
Multimedia	80	28.25

Phys Ed	92	99.75
Quiet Games	70	32.25
Youth Development/Learning Activities		
Anti-bullying	56	6.00
Healthy Habits	61	5.25
Lyricism	59	5.25
Money Matters	76	8.25
Smart Moves	54	3.75
	Total Hours	**949.75**

Parent/Family Activities and Engagement

Parents and families were encouraged to participate in the program through 21CCLC events and activities. Program staff communicated with parents via phone calls, emails, text messages, and flyers sent home with students. Program staff distribute a monthly newsletter to parents and families to share the latest information about activities, events, and highlights of the program. In addition, the program shares information about community resources such as food pantries. The table below details parent attendance that was entered into the PARS21 database across all program sites.

Parent Involvement Activities	# of Participants	Service Hours
School 4		
Halloween Party	31	1.00
Lights on After School Event	49	1.50
School 10		
Christmas Show	21	2.00
Lights on After School Event	67	1.50
Thanksgiving Potluck Family Dinner	61	2.50
School 13		
Advisory Board Meeting	3	1.00
Parent Meeting	4	1.00
Parent family night	15	3.00
Report card night	10	1.00
Thanksgiving Family Party	7	2.00
Totals	**268**	**16.50**

21CCLC Advisory Board & Student Council

One 21CCLC Advisory Board meeting was documented in the PARS21 data system.

The student council was established at each site and met monthly in order to disseminate ideas for program improvement and increased student engagement. These meetings should be documented in the NJDOE identified state data collection system.

Staffing and Professional Development

21CCLC program staff consisted of the Project Director, site coordinators, a data entry staff member, certified teachers, and youth development specialists. Program staff were provided with professional development opportunities on a monthly basis through Spillet University, the Boys and Girls Club comprehensive online training platform. Topics covered included Program Quality, Engagement, and Safety; Maintaining a Respectful Workplace; Behavior and Classroom Management; Program Policies and Procedures,Harassment Prevention; Cultural Responsiveness and Inclusion;Trauma-Informed Practices for YDPs; Hands-on Learning; Introduction to Racial Equity; Cut to the Chase: Creating a Positive Work Environment, and Child Sexual Abuse Prevention. The Project Director and site coordinators met weekly to discuss updates and stay informed about program operations at each program site. All training requirements have been met and are coordinated through the Boys and Girls Club.
The Project Director attended the national Beyond School Hours Conference, data training sessions led by AIR (the statewide evaluator), the 21CCLC New Grantee training, and all required NJ DOE meetings.

Collaborative Work

Partnerships and Collaborations with Local Organizations

The 21CCLC program collaborated closely with local organizations to ensure that program students received high-quality programming. In addition to the Paterson Public Schools, the program worked with the following organizations this year:

- Visions Credit Union
- Paterson Fire Department
- Old Navy
- Full Service Schools
- Denzel Jones, Photographer
- Kimberly Roper, Sewing Instructor

Some services provided by these organizations included:

- Collaboration for parent engagement activities
- Collaboration for community events
- Photography and sewing instruction.

Outcomes and Evaluation

NJ Department of Education Surveys

21CCLC programs are required to complete pre- and post-surveys for students through the new NJ DataHub system that replaced ETRS. In year 3, 151 students participated in the pre-survey and 127 participated in the post-survey; 148 pre-surveys and 116 post-surveys were completed in full. Students provided positive feedback about how the program has helped them; for example, 94% of students from School 4 and 90% from School 10 stated that the program helped them think about the kinds of classes they want to take in the future. Most report having voice and choice, with 97% of students from School 4, 85% from School 10, and 71% from School 13 said they get to choose how they spend their time in the program often or sometimes. Furthermore, students were positive about the adults in the program, with 94% from School 4 and 88% from School 10 indicating there is an adult who helps them when they have a problem. A full reporting of these results, including topics such as student/staff relationships and student values, are available via the NJ DataHub system for program staff to review.

Focus Groups

Focus groups were conducted on March 24, 2025, April 3, 2025, and May 7, 2025 at each of the program sites. During these discussions, students shared favorable feedback about their experiences and most notably stated that they have positive relationships with staff members and their peers. They expressed enthusiasm for activities and field trips and suggested that they would enjoy as many opportunities as possible to play outside, engage in creating art projects, and play video games. A concern consistently expressed by students at each site relates to the management of behavior and responses to those students who have difficulty with complying with program rules. Specifically, frustration was expressed about situations in which a group of students is penalized for the behavior of individual students.

Parent Yearend Surveys

The program distributed parent surveys at the end of the afterschool program to gather feedback from families (See Appendix 1 for a copy of this survey). Paper copies of the survey were completed across the three sites, with a total of 134 parents completing the survey. Parents were asked to reflect on how their child had changed over the course of the year while participating in the 21CCLC program. The majority of parents reported positive shifts in their child's attitude toward school and learning, school attendance, behavior, and self-confidence. Notably, 93% of parents observed improvements in school attendance. Additionally, when asked to rate communication with program staff, all parents indicated communication was good or excellent.

Teacher Surveys

School day teachers of regularly attending 21CCLC students completed surveys at the end of the year to provide feedback about student progress. Teachers completed surveys for 81 individual students. Of the 15 students needing improvement in coming to school/motivation to learn/get along with others, 80% were reported as showing improvement. Of the 20 students needing improvement in homework completion/class participation, 80% were reported as showing improvement. Teachers reported that 20 students needed improvement in math grades; of those, 70% of students did see improvement. Teachers also reported that 22 students needed improvement in reading/language grades, and 68% subsequently showed improvement.

	Improvement Not Needed	Improvement	No Change	Decline
Coming to school/motivation to learn/getting along with others	66	12	3	0
Homework completion & class participation	61	16	4	0
Math Grades this year	61	14	6	0
Reading/Language this year	59	15	7	0

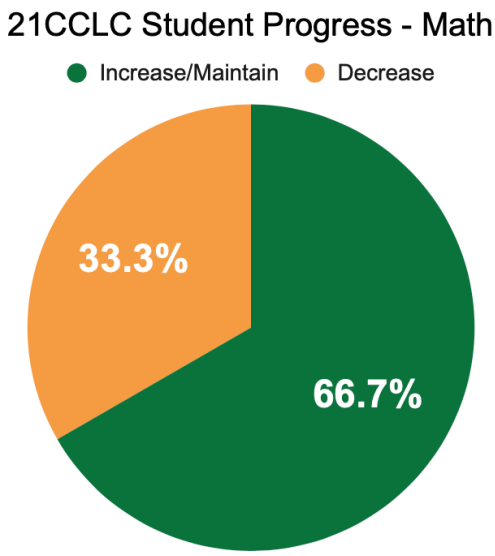
Staff Surveys

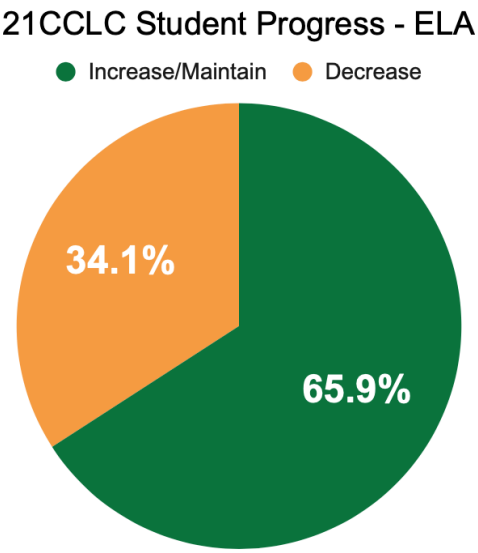
New Jersey 21CCLC staff are required to complete a survey through the NJ DataHub system to provide feedback and insights into the programs in which they serve. This school year, 14 staff members participated in the survey, with 12 staff completing it in full: 3 from School 13, 4 from School 4, and 5 from School 10. Due to low response rates, responses were not published for the BGCPP program as the system only reports results for questions receiving 6+ responses to ensure respondent anonymity. Because of this, survey results were unable to be analyzed at this time.

Student Report Cards

Report cards were collected for a total of 98 students who attended the program for 30 days or more at the School 4 and School 10 program sites. 48 report cards were collected for students at School 4, 50 report cards were collected for students at School 10. Changes in student grades for Math and ELA between marking period 1 and marking period 4 were analyzed. Some students did not have grades for one or both marking periods in one or both of these subjects; these students were not analyzed and are identified as “N/A” in the table below. Students demonstrated an overall positive trend in academic achievement between the beginning and end of the school year. In fact, 66.7% of students maintained or increased their grade in math and 65.9% of students maintained or increased their grade in ELA. The following table and charts summarize this data.

Math			ELA		
Increase	32	*36.8%*	Increase	34	*40.0%*
Decrease	29	*33.3%*	Decrease	29	*34.1%*
Maintained	26	*29.9%*	Maintained	22	*25.9%*
N/A	11		N/A	13	





Student School Day Attendance

In addition to student report card grades, absentee rates were also reviewed. Chronic absenteeism is an issue across the Paterson Public School District. Absenteeism not only impacts a child's ability to learn during the school day, but also to attend the program regularly. According to the NJ School Performance Reports, during the 2023-2024 school year, the chronic absenteeism rate was 41.6% at School 4 and 45.1% at School 10. The statewide chronic absentee rate is 14.9% for all grades. For 21CCLC program participants, these numbers were significantly lower in 2024-2025; The program participants across both sites had an average absenteeism rate of 7.5%. The School 4 program participants had an average absenteeism rate of 8% while at School 10, program participants had an average absenteeism rate of 7.1%. Although schoolwide data for the 2024-2025 school year are not yet available, and exact comparisons are therefore not possible, these rates provide a useful general benchmark.

Limitations

- **Student report cards:** Academic information was not collected from School 13. This reduced sample size may not be representative of participants' academic performance.

- **Attendance Comparison Data**: School-wide attendance data for the 2024-2025 academic year were not yet available at the time of this report, preventing direct year-over-year comparisons of program participant attendance to the general school population. Additionally, information for students from School 13 was not available.
- **Staff surveys:** Due to low response rates, responses were not published for the BGCPP program as the system only reports results for questions receiving 6+ responses to ensure respondent anonymity. Because of this, survey results were unable to be analyzed at this time.

Conclusions

Successes

- **Staffing** Prior to the start of year 3, efforts were made to recruit and retain certified teachers to provide academic remediation services. By hiring educators in this role, the program has been better able to address students' academic needs. Implementing this change has enhanced the quality of academic support, improved student outcomes, and strengthened the overall impact of the afterschool program.

- **Program Impact** The BGCPP 21CCLC program demonstrated meaningful impact on student outcomes as evidenced by feedback from both school-day teachers and parents. Teachers completed surveys for 81 regularly attending students, reporting that 80% of students needing improvement in school attendance, motivation, and peer relationships showed progress, while 80% of students needing improvement in homework completion and class participation also demonstrated gains. Academically, 70% of students needing improvement in math and 68% needing improvement in reading and language arts showed progress. Parent surveys from 134 families reinforced these positive outcomes, with 93% observing improvements in their child's school attendance and the majority reporting positive shifts in attitude toward school, behavior, and self-confidence. Additionally, all parents rated communication with program staff as good or excellent, reflecting strong family-program partnerships.

- **Programming** - The BGCPP 21CCLC program provided students with a variety of activity options that appeals to diverse interests and learning styles. The program expanded its offerings of summer activities, demonstrating responsiveness to student interests. Students benefited from an enhanced array of hands-on experiences including photography, sewing, juicing and nutrition workshops, and high-interest field trips. These engaging activities did not occur during the school year. However, students did have opportunities to engage in activities such as art, dance, board games, and cosmetology. The program also demonstrated its commitment to inclusivity and awareness by implementing Autism Awareness Week activities, creating opportunities for students to develop empathy and understanding. This breadth of programming ensures that all

students can find activities that resonate with their interests while exploring new skills and hobbies in a supportive environment.

Recommendations

- ***Recruitment and Retention*** In year 3, the 21CCLC program's number of regular attendees decreased compared to year 1 and year 2. As the number of student attendees fell short of the enrollment target, the program should aim to boost student engagement and retention in year 4 by continuing the following proven recruitment and retention strategies: providing engaging, interest-driven activities featured during 'Choice Fridays' that motivate regular participation; distributing informational flyers and monthly activity calendars to students and families; and engaging parents in direct outreach.

- ***Advisory Board and Student Council*** Program leaders should continue strengthening the Advisory Board and student councils. The Advisory Board should convene quarterly, while each student council should meet monthly. All meetings must be documented with agendas and sign-in sheets, with data entered into the NJDOE-identified state data collection system. Student council representatives should attend Advisory Board meetings to ensure student voice is incorporated into programming decisions.

- ***Parent Engagement*** Parents should be surveyed to assess their interests in workshop content, and activities reflective of these interests must be provided monthly. A calendar of parent engagement opportunities should be made available to families. Suggested topics include cyberbullying awareness, financial literacy, and student recognition showcase events. Collaborations with schools and community partners are strongly encouraged in order to enhance programming. All parent engagement efforts should be documented with attendance records maintained for reporting purposes.

- ***Program Planning and Improvement:*** Program staff should review this evaluation report during the first Advisory Board meeting of the new year. They should then schedule a planning session to examine the grant's goals, objectives, and indicators, assess progress, and develop an action plan to ensure all goals, objectives, and indicators are met, while also addressing the evaluator's recommendations for Year 4.

Appendices

Appendix 1 : Parent Yearend Survey

BGC Paterson & Passaic Nita M. Lowey 21st Century Community Learning Centers Program

Parent Survey (2024-25)
Encuesta para Padres (2024-25)

Based on your observation of your child, please select the answer that best describes how they have changed this year relating to each of the following behavioral and academic items:

En base a su observación de su hijo/a, por favor seleccione la respuesta que mejor describa cómo ha cambiado, si es necesario, este año en relación con cada uno de los siguientes temas académicos y de comportamiento:

	✔ Improved *Mejorado*	– No Change *Ningún Cambio*	✘ Declined *Declinó*
Attitude towards school/learning *Actitud hacia la escuela/aprendizaje*	○	○	○
School attendance *Asistencia en la escuela*	○	○	○
Behavior at school *Comportamiento en la escuela*	○	○	○
Self-confidence *Confianza en uno mismo*	○	○	○

How would you rate the communication between you and program staff?

¿Cómo calificaría la comunicación entre usted y el personal del programa?

- ○ ⭐⭐⭐⭐ Excellent *Excelente*
- ○ ⭐⭐⭐ Good *Bueno*
- ○ ⭐⭐ Poor *Podría ser mejor*
- ○ ⭐ There is little or no communication *Hay poca o ninguna comunicación*

Appendix 2: Program Goals and Objectives

Goal 1. To provide high-quality educational and enrichment programs that will enable students to improve academic achievement, and promote positive behavior and appropriate social interaction with peers and adults.
Obj. 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 #1.1A: By November 1, 2024, BGCPP will enter a written contract and/or Memorandum of Understanding with each partner and collaborator outlining ongoing responsibilities, including meeting schedule and reporting requirements. Copies of the contracts maintained by each partner will serve as evidence. **Indicator #1.1B:** By November 1, 2024, program staff will meet with the Advisory Board comprised of all partners and collaborators, and family members of participants AT LEAST QUARTERLY, as evidenced by sign-in sheets and meeting minutes. **Indicator #1.1C:** By January 1, 2025, 80 percent of participating partners will rate the coordination of services between themselves and the program positively, based on the administration of the 21st CCLC Partners Questionnaire. **Indicator #1.1D:** By November 1, 2024, the program will have established a Student Council, which will help us develop activities that will enhance students' access to a variety of opportunities, as evidenced by the Student Council member list. Student Council will meet bi-monthly, as evidenced by sign-in sheets.
Obj. 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 #1.2A: Through the length of our program, 100% of students will have the opportunity to participate in specifically designed activities that promote the development and mastery of new skills and field trips. Sign-in sheets and attendance reports will serve as evidence of participation. **Indicator #1.2B:** By the start of the program year, all program activities will emphasize inquiry-based learning to help students find answers themselves, encourage them to ask new questions along the way, provide them with time to think, investigate and problem solve before answering questions. Lesson plans and the creation of student portfolios will serve as evidence. **Indicator #1.2C:** By the start of the program year, the program will adopt a variety of research-based career exploration strategies and curricula (i.e. Career Launch). Lesson plans will serve as evidence
Obj. 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 #1.3A: Prior to program start-up, BGCPP will offer an orientation and training session to 100% of the program staff, where they will receive training on curricula that relate to the program activities listed above, ensuring that activities are implemented accurately and to have maximum impact on students. Training agendas will serve as evidence. **Indicator #1.3B:** All staff will be provided with quarterly professional development opportunities to help them learn how to structure and implement inquiry-based learning and use evidenced-based strategies across program activities. Training agendas will serve as evidence. **Indicator #1.3C:** Program partners to Napier Academy, School 10, and School 13 will provide additional staff training and development opportunities to 100% of program staff at least quarterly. Training agendas will serve as evidence.

Indicator #1.3D: At least two program staff persons will attend the New Jersey School-Age Care Coalition Annual Conference for Afterschool when scheduled. Registration and turn-key training agenda will serve as evidence.
Indicator #1.3E: Project Director and site coordinators will attend all required NJDOE Project Directors meetings, trainings and technical assistance workshops when scheduled. Registration and turn-key training agenda will serve as evidence.
Indicator #1.3F: Upon hiring, all Project Staff will successfully complete and clear the required Child Abuse Record of Information and Criminal History Record of Information Background Checks.

Obj. 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 #1.4A: At least 50% of regularly participating students will show improvement in scores on the language arts state assessment at the end of the first year of the program, as measured by a comparison of 2024 and 2023 test scores.
Indicator #1.4B: At least 50% of regularly participating students will show improvement in scores on the math state assessment at the end of the first year of the program, as measured by a comparison of 2024 and 2023 test scores.
Indicator #1.4C: By December 2024, 100 percent of regularly attending students will participate in academic remediation programs - homework assistance, small group tutoring, academic remediation and test-taking strategies - as evidenced by enrollment and attendance records.
Indicator #1.4D: By December 2024, 100 percent of regularly attending students will participate in enrichment activities and extended learning experiences offered by partners and collaborators as evidenced by attendance sheets.

Obj. 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 #1.5A: At least 75% of regularly participating students will demonstrate improved yearly school day attendance, compared to the year before the program started, as evidenced by school-day attendance records.
Indicator #1.5B: At least 75% of regularly participating students will demonstrate improved classroom behavior and social-emotional functioning by the end of the first program year, as evidenced by school disciplinary records, teacher evaluations and student surveys.
Indicator #1.5C: By the end of the first program year, at least 75% of regularly attending students will display more positive attitudes towards work, and increased cooperation, collaboration and teamwork, as evidenced by teacher surveys and parent and teacher reports.
Indicator #1.5D: By the end of the first program year, at least 75% of regularly attending students will show increased creativity, critical thinking, problem solving and decision making, as evidenced by teacher surveys and parent and teacher reports

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

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

Indicator #2.1A: Each year of the grant, the program will offer 100% of program parents the opportunity to participate in parenting programs including those offered by BGCPP and local partners and collaborators as evidenced by program schedules and letters, e-mails and phone calls to parents.
Indicator #2.1B: The program will provide quarterly Family Nights that will include activities that reinforce the family role in developing literacy, as measured by sign-in sheets.

Indicator #2.1C: By the end of the second year of the grant, at least 50% of program families will participate in at least one parent activity/event that promotes literacy, as measured by sign-in sheets.
Indicator #2.1D: By the end of the program's second year, at least 50% of parents will report spending time on a literacy-related activity with their child (examples include reading together, going to the library, helping with homework, writing a song, practicing lines for a play) as reported through student and parent surveys.
Indicator #2.1E: By the end of the program's second year, information and materials to assist families with involvement in literacy activities will be sent home to 100% of program families.

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

Indicator #2.2A: Over the course of the program's second year, 4 parents will agree to participate in the program Advisory Board, which will meet at least twice yearly to give input to program design and activities.
Indicator #2.2B: Over the course of the program's second year, 100% of parents will be invited to attend quarterly Showcases; at least 75% of parents will attend at least one, as evidenced by sign-in sheets.
Indicator #2.2C: By the end of the second year of the grant, at least 50% of program families will participate in at least one parent activity/event, as measured by sign-in sheets.
Indicator #2.2D: By the end of the second year of the grant, at least 65% of program families will report encouraging student participation in 21st CCLC activities, as measured by parent surveys.
Indicator #2.2E: By August 2025, at least 30% of parents will have developed a Family Support Plan for assisting their child in achieving career goals, including college, as evidenced by the completed Plans.

Obj. 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 #2.3A: At the beginning of each year of the grant, 100% of parents will be invited to participate in program Open Houses that describe program goals, objectives, and activities, as evidenced by parent attendance at Open Houses, parent communication records (log of letters, email and phone outreach).
Indicator #2.3B: Each month the program will provide 100% of parents with a newsletter that addresses the program's goals and describes activities that have taken place that month, as evidenced by monthly newsletter and parent communication records.
Indicator #2.3C: At the end of each program semester, the program will provide 100% of parents with an evaluation of their child's performance in the program, addressing attendance, academic performance, behavior and changes over time and an introduction to the portfolio students will be creating during the year, as evidenced by performance reports, parent communication records and parent surveys.
Indicator #2.3D: 100% of parents will be offered the opportunity to participate in one-on-one conferences with program teachers, site coordinator, and/or project director regarding their child's performance in the program at any time, as evidenced by individual conference attendance and parent surveys.

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

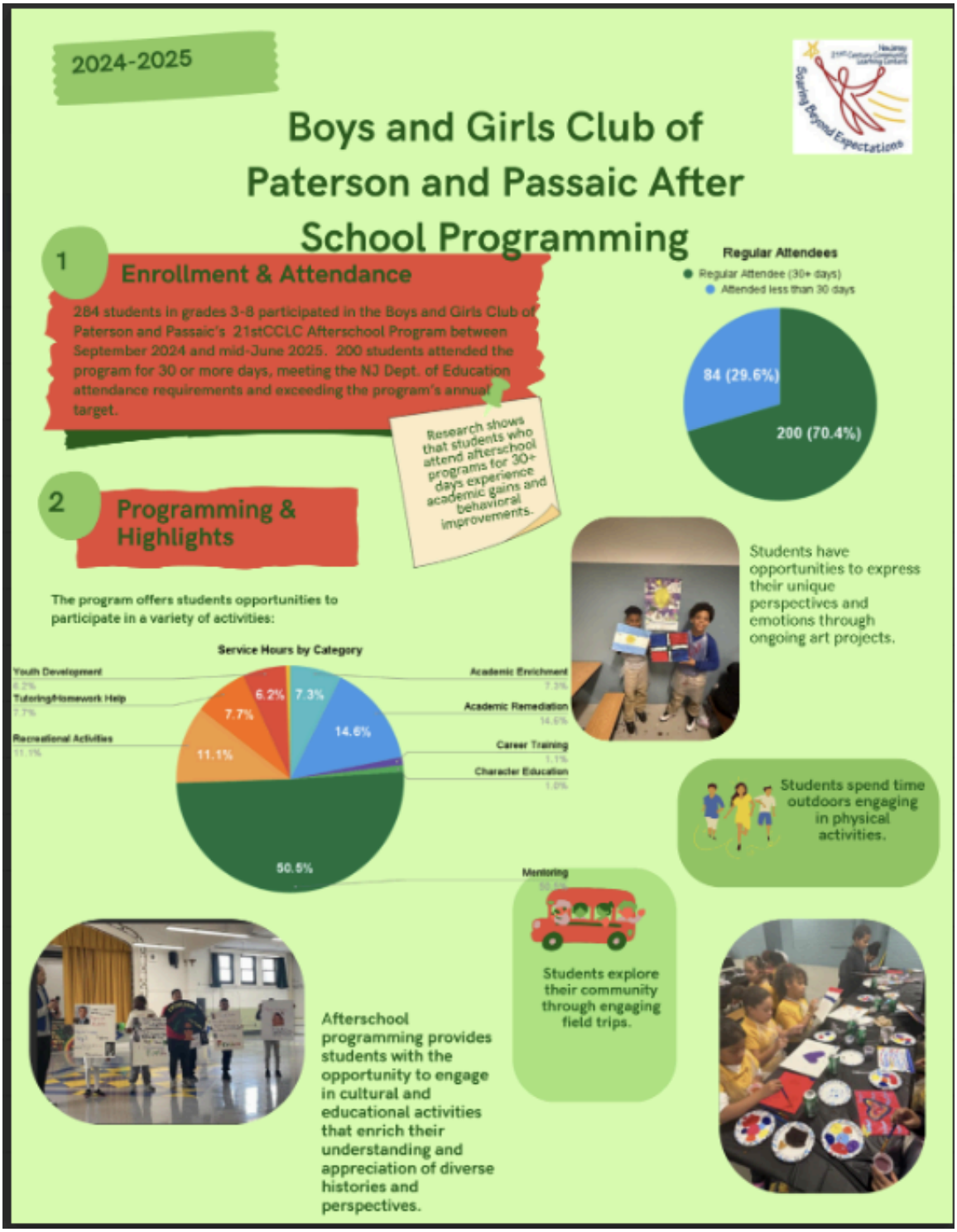
Obj. 3.1 Throughout the grant period, the grantee will continually assess program quality and effectiveness and use this information to support quality improvement.

Indicator #3.1A: By the end of the program's second year, school day teachers of at least 50% of program participants will complete surveys addressing student improvement over the life of the grant, as evidenced by completed surveys.

Indicator #3.1B: By September 2024, the program will engage an experienced 21 CCLC evaluator to provide regular review of program indicators, including attendance, report cards and surveys, as evidenced by evaluator reports. **Indicator #3.1C:** The Project Director will review PARS 21 Attendance data on at least a bi-weekly basis, as evidenced by reports to Program Supervisor. **Indicator #3.1D:** Data on program performance will be shared with the Advisory Board and program staff at least twice a year, as evidenced by meeting minutes. **Indicator #3.1E:** Throughout the entire grant period, the evaluation will be guided by the principles of action research, as evidenced by the evaluation plan. **Indicator #3.1F:** By the end of the program year, parents, students, program staff and principals will complete at least one survey, providing input that will continually help improve program quality, as evidenced by completed surveys.
Obj. 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 #3.2A: By December 1, 2024 staff and the project evaluator will establish a baseline profile for each participant and document patterns of attendance, classroom behavior and social interactions in previous year as evaluated by examinations of student report cards, behavior reports, student portfolios, and teacher surveys. **Indicator #3.2B:** Evaluator and program staff will consult school records of academic achievement and disciplinary action on at least a quarterly basis as evaluated by examinations of student report cards, behavior reports, student portfolios, and teacher surveys. **Indicator #3.2C:** Throughout the entire grant period, Action Research will be used to examine student data to make recommendations for adjustment in program design and delivery as evidenced by teacher and evaluator meetings and notes
Obj. 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 #3.3A: By the end of the second year of the program, the following will have completed at least one survey: each school principal, 90% of program staff, 50% of school day teachers, 90% of program partners, 50% of parents/guardians and 80% of students, as evidenced by completed surveys. **Indicator #3.3B:** Throughout the program year, program staff will acquire consistent reports from school day teachers on student homework completion, academic performance, and classroom behavior, as measured by staff notes. **Indicator #3.3C:** Program staff will utilize the NJ Quality Standards for Afterschool Assessment Tool each program year, using the results to adapt the program, as necessary. Measured by completed Assessment Tool worksheets.
Obj. 3.4 The grantee will measure the impact of the program on family members of participating students.
Indicator #3.4A: Twice annually the program will distribute surveys to 100% of parents/guardians; at least 40% will complete surveys, as measured by completed surveys. **Indicator #3.4B:** The program will utilize the Advisory Board to elicit additional parent/guardian feedback to guide program direction, as measured by Advisory Board meeting minutes.

Attachments

Attachment 1: AIR Data Story



03 Positive Impact

2025 Spring Student Survey

126 Responses

95% say the program staff treat them with respect

95% made new friends in the program

97% have adult in the program they can talk to if they need help

97% feel about themselves in the program

Why Afterschool Matters:

Increased school attendance: Students in after-school programs are more likely to attend school regularly.
Higher grades and test scores: Programs that include tutoring or homework help often lead to improved performance in math, reading, and overall GPA.
Improved behavior and self-regulation: Structured environments foster self-discipline and emotional control.
Increased physical activity: Programs that offer sports or movement-based activities support better physical health.
Stronger family-school connections: Programs offer family events, parent workshops, and communication that boost engagement.

This project was funded Under Title IV, Part B of Every Student Succeeds Act (ESSA), Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) grant funds through a grant agreement with the New Jersey Department of Education.

June 2025