

# **FINAL EVALUATION REPORT**

**Salem County Vocational-Technical School  
(SCVTS)**

**NITA M. LOWEY 21<sup>ST</sup> CENTURY  
COMMUNITY LEARNING CENTERS  
PROGRAM**

**Year 2: 2024-25**

**Salem County Achievers 2028**

Salem County Vocational-Technical School  
Salem, New Jersey

**OCTOBER 2025**



Prepared By:  
**MANAGEMENT AND EVALUATION  
ASSOCIATES, INC.**  
Newtown, PA

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## **ACKNOWLEDGMENTS**

The staff of Management and Evaluation Associates, Inc. (M and E) would like to acknowledge Jeanette Jackson, director of the 21<sup>st</sup> Century Community Learning Centers Program and the site coordinators, Cameron Baynes, Vincent Kennedy, and Stephen Keane, all of whom supported the evaluation process for the SCVTS 21<sup>st</sup> CCLC Program. We would also like to acknowledge the cooperation and participation of the staff, parents, and students for their contributions both to the program and to the evaluation effort.

Mary Beth Slivka  
President

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## Introduction

This is the final report of the evaluation of the second year of implementation under the current 5-year funding cycle of the 21<sup>st</sup> Century Community Learning Centers (CCLC) Program (Salem County Achievers 2028) administered by the Salem County Vocational-Technical School District.

As part of the overall evaluation effort, staff from the program evaluator, Management and Evaluation Associates, Inc. (M and E), conducted a planning session during the Fall 2024 with the program director to address program implementation issues and to confirm the scope of the evaluation activities for the year. M and E's initial monitoring visit was conducted on January 21, 2025, and the second visit was conducted on April 23, 2025. As part of the monitoring effort, interviews were conducted with the program director, both site coordinators, and selected staff and students, and surveys were also administered to teachers, students, and parents.

It is noteworthy that M and E compiled an interim report for this program, which was submitted to the program director in April 2025, which is fully incorporated by reference into this final report.

## Executive Summary

### Final Assessment of Program Goals and Objectives

The following sections describe M and E's final assessment of the achievement of the program's goals and objectives for the 2024-25 program year.

**Goal #1: *To provide high-quality educational and enrichment programs that will enable students to improve their academic achievement and promote positive behavior and appropriate social interaction with peers and adults.***

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

*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.

*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.

*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.

*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 21<sup>st</sup> century skills.

### Assessment:

#### Objective 1.1

There is clear evidence of the attainment of this objective. During the 2024-25 program year, the 21<sup>st</sup> CCLC program at SCVTS established partnerships and collaboration agreements with nine

community organizations and coordinated its programming with the Penns Grove - Carney's Point school district's Title I program for academic enrichment. In addition, the program director met once with the Program Advisory Board and the program's partners and collaborators at each program site four times, and the Student Advisory Board convened eight times. During these meetings, improvements for program offerings and ideas for what to offer students, parents, and families were carefully discussed, and several recommendations were implemented for program improvement and future planning. (see paragraphs 5-7 on p. 14)

### Objective 1.2

There is clear evidence of the attainment of this objective. During the 2024-25 program year, across both program sites in the Salem County Achievers 2028 Program, the following were provided at the Carleton School: six academic and remedial programs; seven cultural, recreation, and youth development activities; three health, nutritional, and physical activities; one character education programs, and ten parent involvement activities. At Penns Grove H.S., the following were implemented: two academic and remedial programs, ten cultural, recreation, and youth development activities; two health, nutritional, and physical activities; two character education programs, and five parent involvement activities. There is also clear evidence from stakeholder interviews and surveys that these activities were well-organized and led, well-staffed and supplied, well-received, and well-coordinated with the regular school day program and demonstrated at least some positive impact on students' education and well-being. (see paragraphs 4, 6, 9, 11, 13, and 14 on pp. 12, 14, 16, 19, and 22; see also selected relevant survey items in Appendix B in Figures 1-7, pp. 33-36).

### Objective 1.3

There is clear evidence of the attainment of this objective. During the 2024-25 program year, the administrators and staff of the Salem County Achievers 2028 Program were provided with several opportunities for their continuing professional development from external agencies (i.e., NJDOE, NJSACC, NAA), the school district, and the 21<sup>st</sup> CCLC Program. There was also positive feedback from the program staff attesting to the relevance and usefulness of their professional development sessions. (see paragraph 8, p.14 and the relevant survey item in Appendix B in Figure 4 on p. 34)

### Objective 1.4

The evidence shows that a substantial majority (88.3%) of students in the SCVTS Salem County Achievers program did meet or exceed expectations in English Language Arts and math as measured by the New Jersey Student Learning Assessment. Nevertheless, small percentages of students (11.7% in English Language Arts and 20.5% in mathematics) did achieve expectations (i.e., Levels 4 and 5) in those areas. Moreover, in English Language Arts, 62% of the students for whom data were available showed progress in attaining expected levels of achievement by scoring at Levels 2 and 3 on the test, characterized as *partially meeting expectations* and *approaching expectations*. Similarly, in mathematics, 47.8% of students also showed progress in attaining these levels of achievement. Unfortunately, meaningful comparisons of NJSLA data for students tested in the years 2023-24 and 2024-25 were seriously limited because of the significant differences in the number and grade levels of students for whom data were available in those years. However, the data show that attendance rates among students in the regular school year program remained extremely high (89.86% during 2023-24 and 94.77% during 2024-25) and reportable disciplinary infractions among students in the regular school year program remained relatively low, i.e., between 3.2 and 3.5 infractions per student across both years. It is worth noting, however, that

between 2023-24 and 2024-25, the number of reportable infractions and the number of students committing infractions increased somewhat. (see Tables 1-6, pp. 33-35)

#### Objective 1.5

There is evidence of progress toward the attainment of this objective. The program director, site coordinators, and teachers in the Salem County Achievers 2028 Program all reported that attendance among the participating students had generally been consistent throughout the program year, although some staff commented that competition with seasonal sports (as well as a lack of transportation) sometimes created challenges for some students. Moreover, there is interview and survey evidence that participation and engagement of participating students had at least some positive impact on their self-confidence and self-esteem; their social and disciplinary behaviors; their critical thinking, problem solving, and decision-making skills, as well as on their social-emotional learning. Some staff did, however, report that disciplinary infractions among a very small number of students had resulted in disciplinary actions. (see paragraph 10 on p. 17, selected relevant survey items in Figures 1-6 in Appendix B on pp. 33-35)

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

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

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

*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.

#### **Assessment:**

##### Objectives 2.1 to 2.3

There is evidence of some progress toward the attainment of these three objectives. During the 2024-25 program year, the program offered several opportunities for parent participation. However, notwithstanding that some activities had brought many parents out to them, there is evidence from stakeholder interviews that suggests that parent participation in both program sites hadn't been as good as might have been desired. Interview data further suggests that, while several different parent-oriented services and activities were offered during the year, in some instances, only a small number of parents took advantage of them. Nonetheless, interview and survey data suggest that parents liked and supported the after-school program and its impact on their children's educations. Consequently, in both of the program sites, parent engagement in the program remains a recurring challenge. (see paragraphs 4, 13, and 14-16 on pp. 12, and 22-23); see also selected relevant survey items in Appendix B in Figures 4-6 on pp. 34-35)

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

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

*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.

*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.

**Assessment:**

Objectives 3.1 to 3.4

There is clear evidence of the attainment of these four objectives. Throughout the program year, the Salem County Achievers 2028 Program administration worked collaboratively with M and E in planning and implementing evaluation schedules and strategies for the program. In the Fall 2024, M and E met with the program director to establish a plan for the evaluation, and during the program year, M and E conducted two site monitoring visits during which interviews were conducted with the program director, site coordinators, and several teachers and students. In addition, data collection protocols (i.e., surveys) were administered to students, staff, and parents near the conclusion of the fall term. Finally, year-end student performance data were collected from the school district. It is worth noting that M and E's 2022-23 Final Report was analyzed by the NJDOE state evaluator, AIR, and it was found to be highly rated. Several suggestions were made by AIR to enhance the quality of future reports that have been incorporated into the current year's Final Report. This evaluation effort has been designed to provide relevant and useful feedback to program administrators and other stakeholders (e.g., advisory boards) regarding the extent to which program goals and objectives were achieved, the impact of the program on students' academic, youth development, and social-emotional learning and well-being, the impact of the program's services and activities on parents, and to provide other relevant and useful information that supports program quality and effectiveness and informs the design and delivery of the program. (See Conceptual Framework in the Appendix A to the report, pp. 31-32)

**Limitations of the Study**

While every attempt has been made to ensure the overall validity and reliability of this evaluation study, some limitations were unavoidable. First, the subjects in the study, including the staff, students, and parents, were not randomly selected, thus limiting the generalizability of the study findings. Second, the student performance data were not generated by program staff but were collected from, and limited to, only school district records that were readily available to program staff. Specifically, NJSLA test scores were available in 2023-24 for only 64 students from only three grade levels and 180 students in 2024-25 in grade levels 4-12. Accordingly, the validity of the data was not within the control of the program staff. Finally, while comparative statistics were collected and are presented for student performance in both 2024-25 and 2023-24, (e.g., NJSLA scores, attendance figures, and disciplinary measures), these data represent different student cohorts, with different numbers of students and grade levels, which once again limits the generalizability of the findings.

## **Final Conclusions and Recommendations**

Based on the interviews with the program director and selected staff, an analysis of the survey data collected from students, staff, and parents, and a review of the students' performance data; M and E has arrived at the following final conclusions and recommendations as the program concludes its second year of implementation (under the current funding cycle).

### Final Conclusions

1. The 21<sup>st</sup> CCLC daily after-school program provides a safe, supportive, and well-structured environment where students benefit from academic assistance, engaging enrichment activities, recreational opportunities, and meaningful social interactions.
2. A review of program indicators from the approved EWEG application confirms that all planned activities for the program year were successfully completed. Data provides strong evidence that the program has met its stated goals and objectives.
3. The program achieved its Level of Service (LOS) objective demonstrating that recruitment, enrollment, and retention strategies were effective. The Kids Around the World class for ESL has helped with recruitment and retention at the high school level.
4. Strong alignment exists between the regular school day curriculum and the after-school program. Because many after-school staff also work in the district during the school day, communication between teachers and after-school staff is smooth and seamless allowing for consistent academic support and reinforcement of the school day curriculum.
5. Student feedback indicates a high satisfaction with the program among stakeholders. Students reported enjoying the activities, making new friends, having fun, and appreciating the homework assistance. The high school students stated they all feel like one big family and treat each other as such. Data also demonstrate significant positive impact on participating students, including improved self-confidence, self-esteem, and academic performance.
6. Parents expressed strong appreciation for and reliance on the 21<sup>st</sup> CCLC program, consistently viewing it as a positive resource for their children and families. According to the data, parent involvement remained a challenge, despite limited increases in participation through Saturday family offerings, such as the Family & Community Zumba & Yoga and through parent engagement activities conducted in collaboration with the school district.
7. The program enjoys broad support from stakeholders, including administrators, staff, students, and parents. The program received positive interview feedback and high ratings on the program surveys, which suggest strong stakeholder engagement. The data also suggest that the 21<sup>st</sup> CCLC program is an essential part of the school community, cultivating student success and positive youth development through collaborative efforts.

### Final Recommendations

M and E offers the following final recommendations for consideration of the program administration:

1. Maintain the overall program design given its demonstrated successes, while continuing to incorporate best practices in afterschool programming.

2. Continue to support students' social and behavioral development by additionally integrating SEL into favored classes and activities such as Gaming and various recreation offerings. Provide youth development activities that promote positive interactions, self-regulation, and disciplinary growth.
3. To sustain student engagement and motivation, diversify offerings each cycle. This may include exploring new engaging options that will attract some non-attending students and the use of outside vendors. Encourage staff to share their expertise and interests. Incorporating student input into planning is also recommended to ensure programming remains relevant and responsive.
4. Continue to offer parent involvement opportunities that encourage their participation. Solicit program collaborators and partners to co-host family events and continue offering Saturday activities.
5. Keep searching new collaborations that can enrich programming and provide students with expanded opportunities.
6. Offer targeted professional development to strengthen staff skills in program delivery and group management. Establish clear expectations for performance, supported by regular observations and feedback. Incorporate staff input when forming or adjusting student groups to enhance program effectiveness and student engagement.
7. Look into whether more nutritious and filling snacks that may help students stay energized and focused throughout the program can be offered. Options like fruit, yogurt, cheese sticks, or whole-grain crackers could be great swaps for chips or sweets and may help build good habits.
8. This final report should be shared with school administration and program stakeholders. Use it as a basis for discussion and planning, ensuring that identified issues are addressed and that programming continues to evolve to meet student and family needs.

## **Program Description**

### **Program Implementation**

The year 2024-25 marked the second year of implementation under the current 5-year funding cycle of the 21<sup>st</sup> CCLC Program, Salem County Achievers 2028, with funding in the amount of \$550,000<sup>1</sup>. The theme for the current year continued to be career exploration.

During the program year, the Salem County Achievers 2028 program served students in the following two program sites:

(1) At the Paul W. Carleton School in Penns Grove, the program was in session from 2:45 p.m. to 5:45 p.m. each school day and served students in grades 4-8 under the operational supervision of the site coordinator, Cameron Baynes (who was also the school principal). The total targeted enrollment objective (Level of Service [LOS]) for the program site was 120 students, and, as of the initial monitoring visit, 108 students were served, of which 86 students (80%) had been in attendance for at least 30 days. Forty-five students were African American/Black, nine students

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<sup>1</sup> At the time of the initial monitoring visit on January 21, 2025, the program director projected \$200,000 for program costs and \$350,000 for administrative costs for the program year.

were Caucasian/white, 24 students were Hispanic/Latino(a), and 30 students were of an unknown race/ethnicity. Fifty-one students were male, and 57 were female. One hundred and eight students were identified as eligible for free or reduced-price lunch, and 10 students were identified as special needs children (i.e., some type of disability, 504 accommodations, or an IEP). None of the participants were enrolled in a non-public school. At the time of the second monitoring visit on April 23, 2025, the program was serving 108 students, of which 90 students (83%) were in attendance for 30 days or more.

(2) At Penns Grove High School, the program was in session from 2:35 p.m. to 5:35 p.m. each school day and served students in grades 9-12 under the operational supervision of two site coordinators, Vincent Kennedy and Stephen Keane. The total targeted enrollment objective (LOS) for the program site was 100 students, and as of the first monitoring visit, 157 students were served, of which 123 students (78%) had been in attendance for at least 30 days. Sixty students were African American/Black, 15 students were Caucasian/white, 68 students were Hispanic/Latino(a), two students were Asian, and 12 students were of unknown race/ethnicity. Eighty-eight students were male, and 71 were female. One hundred and forty-two students were identified as eligible for free or reduced-price lunch, and 26 students were identified as special needs children. None of the participants were enrolled in a non-public school. At the time of the second monitoring visit on April 23, 2025, the program was serving 160 students, of which 133 students (83%) were in attendance for 30 days or more.

Given that the overall LOS for the program as a whole was 220 students and given that the combined number of students who participated in the program for at least 30 days was 223, it is clear that the program achieved its enrollment objective, although it was not achieved by the NJDOE due date in November 2024.

#### 1. Program Description/Daily Program Schedules

The daily programs for each program site are presented below.

##### *Paul W. Carleton:*

- 2:45 – 3:10 Snack and decompressing from school day and transition of PGMS students
- 3:10 – 4:10 Homework help and tutoring
- 4:10 – 4:20 Restroom and water break
- 4:20 – 4:45 SEL Activity
- 4:45 – 5:30 Whole group activity
- 5:30 – 5:45 Transition to cafeteria and dismissal

##### *Penns Grove High School:*

The program's first hour at Penns Grove H.S. included a tutoring hour and study hall. Each student's Genesis grading portal was checked regularly to ensure that assignments were complete and to determine if students were passing their classes. Staff were readily available for one-on-one tutoring when needed. For the next two hours of the program, the students had a choice of programming placements. The programming varied based on the staff schedule, but they included Content Creation, Art, Film Club, Gaming, Media Production, Nutrition & Wellness, Book Club, Academic Enrichment, Bilingual Engagement, and Social Emotional Learning Support.

## 2. Program Administration

Throughout 2024-25, the program director, Jeanette Jackson, maintained overall authority and responsibility for all aspects of the after-school program, and was assisted by Cameron Baynes at the Carleton School and Vincent Kennedy and Stephen Keane at Penns Grove H.S., who served as program site coordinators and provided operational supervision and monitoring of the program sites' activities, including (at Carleton) staffing, monitoring the safety of the program site, providing resources, dealing with disciplinary issues, supporting program activities, and providing SEL support, and (at Penns Grove H.S.) supervising the snack program, scheduling teachers, supervising payroll, evaluating program activities, supervising attendance, and dealing with disciplinary issues.

## 3. Recruitment, Enrollment, and Retention Activities

The following strategies were used to recruit, enroll, and retain students in the program.

*Recruitment* - The program was publicized and promoted via social media posts, parent/teacher conferences, Back-to-School Nights, community resources PTO-sponsored nights, Connect ED phone calls, and the school district's website, all of which were used to recruit student participants.

*Enrollment* - The program provided a Google application form with a QR code and a link that was offered in English and Spanish for parents whose primary language was not English. A hard copy of the application form was also available. Upon completion of the application and acceptance into the program, the site coordinator then reached out to parents to discuss program expectations and the starting date.

*Retention* - The diverse array of program components helped with retention, such as homework assistance, career exploration, recreational activities, arts and crafts, and the opportunity to have a safe and secure place to socially interact with friends and peers. The staff worked closely with the site coordinators, program and student advisory groups, and parents to hear what students were currently doing and what could be added to the program or enhanced.

## 4. Programs, Services, and Activities

The following are the specific programs, services, and activities that were offered during the program year.

### Paul W. Carleton School

#### *Academic and Remedial Programs*

- Lexia (literacy remediation program)
- IXL (math/literacy remediation/enrichment program)
- Strategic thinking using chess
- Walking classroom (informational podcasts)
- Independent Reading
- STEM Lab

#### *Cultural, Recreational, and Youth Development Activities*

- Robotics (beginning with Legos)
- Murals/graphic art
- Crafts
- Vision Boards

- Chess Club
- Dance
- Drum Line

*Health, Nutrition, and Physical Activities*

- SNAP-ED Healthy eating choices/lifestyle
- SILAS Emotional well-being
- Intramural sports leagues

*Infusion of Character Education*

- Positive character traits program

*Parental Involvement*

- Parental Showcase
- Family Game Night
- Black History Celebration
- Math literacy Night
- Health & Wellness Seminar
- Family Paint Night
- Hispanic Heritage Night
- Barks for Books
- Literacy Night
- Chess Tournament

Penns Grove High School

*Academic and Remedial Programs*

- Academic enrichment
- Bilingual engagement

*Cultural, Recreational and Youth Development Activities*

- Content creation
- Art
- Film club
- Gaming
- Media production
- Book club
- Black history knowledge bowl
- Kids around the world multicultural group
- Woodshop Construction
- Pickleball

*Health, Nutrition, and Physical Activities*

- Nutrition & wellness
- Snap Ed

### *Infusion of Character Education*

- Social Emotional Learning (SEL) support
- SILAS emotional well-being

### *Parental Involvement*

- March Madness Program
- NHS ceremony
- Jazz band concert
- Fall/winter sports banquets
- Talent Showcase

## 5. Partners and Collaborating Organizations

Throughout 2024-25, the program partnered and collaborated with the following programs and organizations and in the following ways.

### *Partner*

- Penns Grove-Carneys Point School District

### *Collaborators*

- The Food Bank of South Jersey – weekend meals
- Community Food Bank of South Jersey – Snap Ed (educational services)
- Salem Community College Gear-Up – additional tutoring, college prep, and educational services
- Fam Care – health care educational services
- Riverview Success Center – Zoom activities and resources for families (job fairs, computer access)
- Appel Farms Art and Music Center – services for students (arts, sculpture, dance)
- Launch Pad Athletic Training – Zumba and yoga family events
- Stand Up for Salem's Art Center

## 6. Coordination with External Agencies and Programs

Throughout the program year, services were coordinated with the Penns Grove-Carneys Point school district's Title 1 Program, which provided snacks for the after-school program participants.

## 7. Advisory Boards

During 2024-25, the Program Advisory Board met once, and the program director met four times at each site with the program's partners/collaborators, at which time she provided updates and shared information about the program's progress. The Student Advisory Board also met eight times, during which time, student members provided input and recommendations for decisions regarding the types of programs to be offered.

Recommendations that emanated from the advisory groups and partner/collaborator meetings were always considered and, if possible, were implemented provided they fit within the mission and vision of the program. The program director and site coordinators worked collaboratively with the program and student advisory boards and were transparent and supportive of suggestions made. In the Spring 2025, upon recommendations offered by these advisory groups, the program started a garden project, in which healthy eating habits for students were investigated and discussed. Student Choice was also started on Fridays, which resulted in a greater presence of the Salem

County Achievers 2028 Program in the high school and an increased number of Saturday events for parents.

#### 8. Program Staffing and Professional Development

The staffing complement for the current year included one full-time program director, three part-time site coordinators, 36 part-time teachers, one part-time social worker, and five part-time paraprofessionals. All staff members were highly qualified and held certifications for their assigned positions, and their credentials were listed in PARS and were on file in the 21<sup>st</sup> CCLC Office. The program director reported that nearly all (98%) after-school program staff worked in the schools to which they were assigned during the regular school day (the program staff also included one parent). At the time of the initial monitoring visit, all staff were in place, and no staffing issues were identified.

As part of the professional development effort during the program year, the program director attended the NJDOE orientation as well as all required quarterly NJDOE program director meetings, monthly NJSACC meetings, the NJSACC Annual Conference (Princeton, NJ), and the NAA Conference (Nashville, TN). The program staff, including administrators, also attended all district professional development meetings inclusive of state-mandated training sessions, as well as NJ Tiered System of Support and social-emotional learning training sessions.

The 21<sup>st</sup> CCLC Program offered the following professional development opportunities for the after-school staff:

- staff meetings,
- site coordinator monthly meetings,
- monthly program staff engagement Emails/meetings/conversations, and
- NJSACC professional development offerings for program staff.

## **Evaluation Monitoring of Program Implementation**

### **Status of Recommendations Offered by M and E in the 2024-25 Interim Report**

***Recommendation #1:*** Given the program’s ongoing success, the program director and staff should continue to offer the after-school program with the same general design while continuously incorporating best practices in after-school programming.

Status: The program director has continued to offer the after-school program with the same design while incorporating best practices.

***Recommendation #2:*** To further boost student engagement and learning, consider introducing some new and diverse clubs or activities that reflect students’ interest and will increase their enthusiasm to participate. Consider encouraging staff to offer programming that showcases their own talents and skills.

Status: The program director continues to work on recruiting other staff members who can offer different opportunities for students and create an environment in which students are encouraged to be leaders and program advocates.

***Recommendation #3:*** Continue to promote students’ social and behavioral development by integrating opportunities to build critical thinking, problem-solving, and decision-making skills.

Encourage student accountability for behavior and provide staff training focused on fostering respectful interactions.

Status: The program will consider offering professional development in these areas. Participating students are held responsible for their behaviors whether positive or negative. The program works with parents and elicits their support to help students succeed.

**Recommendation #4:** Continue providing parenting events that meet their interests and needs. Consider inviting parents to volunteer in the development and delivery of parent engagement activities.

Status: The program director continues to have parent advisory group meetings and distributes parent surveys. She will use the suggestions from the advisory group and the completed surveys to determine types of parental engagement activities to offer.

**Recommendation #5:** Continue to explore additional collaborators who can bring fresh experiences and opportunities to the program and/or may be able to provide food for parent events.

Status: The program director continues to network with the various potential resources in the area.

**Recommendation #6:** The program director should share this report, in whole or in part, with all stakeholders to increase awareness and support for the 21st CCLC program. Program staff should carefully review the report's findings, particularly the areas for improvement, academic needs, and stakeholder suggestions, and collaborate on actionable steps to address these concerns.

Status: The report was shared with the appropriate stakeholders.

### Summary of Stakeholder Interview Feedback

During the initial site monitoring visit on January 21, 2025, M and E interviewed the program director, both site coordinators, two program staff members, and two students and administered surveys to all of those stakeholders. The findings from those interviews and surveys were previously reported in M and E's Interim Report, which was submitted to the program director on April 10, 2025 and is fully incorporated by reference into this Final Report. Readers are encouraged to review these findings for the specific results from these interviews and surveys. For the sake of convenience, summary tables of the survey results are included in this Final Report as Appendix B (pp. 33-36). The findings presented in the following sections describe and discuss the interviews from both visits as well as the students' year-end student-related data that were requested during the second monitoring visit on April 23, 2025.

#### 9. Linkage between the After-School Program and Regular School Day Programs

During the site monitoring visits, the program director, site coordinators, and selected program teachers all reported there was a positive linkage between the regular school day and after-school programs and staff. The program director further noted that nearly all after-school program staff were district-certified teachers who worked in the schools to which they were assigned for the after-school program and were very familiar with the approved curriculum. The program site coordinators at the Carleton School and Penns Grove H.S. were also interviewed and both also affirmed the strong linkages between the regular and after-school programs. The Carleton site coordinator commented that the homework help part of the after-school program provided a direct link to the regular school day curriculum. The chess and coding clubs were also linked to the regular school day curriculum. Program staff members regularly communicated with students' daily classroom teachers to improve social and academic outcomes, and the two staffs often talked

with one another during the regular school day. He also added that, as the program year progressed, there had been an intentional increased alignment between the regular school day and after-school programs. The Penns Grove H.S. site coordinator added that tutoring, media classes, and Kids Around the World were parts of the after-school program that linked directly to the regular school day curriculum, and students got support with regular school day academic issues and needs. Teachers in both programs communicated during the regular school day about students' needs and/or assignments, and the after-school program staff also checked Google Classroom to see what students needed help with.

During the initial site monitoring visit, both Carleton teachers agreed with their site coordinator that the after-school program was linked directly to the regular school day curriculum. Specifically, nearly every after-school program staff member also worked during the regular school day in the building and easily communicated with classroom teachers about students' needs. Moreover, the Homework Help portion of the after-school program followed the regular school day curriculum. Daily classroom teachers in Carleton used personal interaction, email, or called the after-school program staff directly to communicate with them about students' assignments and/or needs. In that manner, most after-school program staff were made aware of assignments that students needed to complete. In addition, many of the same sports that were taught during the regular school day were also played during the after-school program, thus linking the physical education curriculums.

During the initial site visit, both Penns Grove H.S. teachers also agreed with their site coordinator about the linkage between the regular school day and after-school curriculums. One example of the linkage was the tutoring that occurred in the afternoon in subjects taught during the regular school day. During tutoring time, students worked on school day assignments, which were directly linked to the regular school day curriculum. Another example was the work of the Multicultural Club, which also tied into the regular school day curriculum. Finally, insofar as regular school day staff and after-school program staff worked in the same building during the day, they were able to have face-to-face discussions, or they emailed one another regarding students' assignments and needs. Students were also encouraged to email their after-school teachers directly about assignment questions.

During the follow-up site visit to the program sites, two different Carleton teachers were interviewed, and they reported that homework help, sports classes, SEL, and the online programs were all aligned with the regular school day curriculum. Teachers from the regular school day and the after-school program spoke with one another on a daily basis. In addition, most staff knew which teachers assigned homework and easily communicated with them about students. Communication was easy as everyone had access to class Dojo. The Penns Grove H.S. teachers added that after-school tutoring reinforced the regular school day curriculum and that some program offerings (e.g., woodshop) were extensions of the regular school day curriculum. They also agreed with their counterparts at Carleton that communication between classroom teachers and after-school staff was seamless as both staffs were familiar with each other's students.

#### 10. Student Attendance and Social and Disciplinary Behaviors

During the initial monitoring visit, the site coordinator at the Carleton School reported that students liked the program and attended regularly, although there were a few who attended sporadically. During the follow-up site visit, he reported that attendance continued to be solid. The Penns Grove H.S. site coordinator reported that attendance tended to be seasonal, based on sports. There was a group of 15-20 students who attended all the time, and the program had an average daily

attendance of about 80 students during the first half of the program year. He also commented that some students attended because of certain teachers. The registered students who participated in other school activities came to the after-school program before or after those activities to get help with academics. The Kids Around the World class for ESL students encouraged other students to attend who might not have attended otherwise. During the follow-up site visit, the Penns Grove H.S. site coordinator reported that average daily attendance had increased to 90 students during the spring semester.

The Carleton site coordinator reported that most students demonstrated positive social and behavioral interactions, supported one another, and even made new friends in the program, while the Penns Grove H.S. site coordinator commented that some students were immature, but most were socially appropriate. He added that many students started out in the program not being very social, but they became more social in both program attendance and personal interactions as the year progressed. Both site coordinators reported that disciplinary issues were minimal during the program year, with the Carleton site coordinator reporting that the program hadn't experienced any physical altercations between any of the students. However, at the Penns Grove H.S. program site, inappropriate behaviors had resulted in students being dismissed from the program.

During the initial site visit, both Carleton teachers reported that, for the most part, students' attendance was good, and most students attended regularly. At Penns Grove H.S., one teacher commented that some classes were more popular than others, while the other teacher reported that students were eager to attend the program, but the lack of transportation was a barrier to attendance. The Carleton teachers also commented that, for the most part, students' social interactions were positive. One teacher remarked, however, that, "students have their moments, and there are social issues from the regular school day program that carry over at times into the after-school program." The other Carleton teacher also pointed out that, "as students learned new activities, leaders naturally emerged, and students came to trust one another in the program." Both Penns Grove H.S. teachers agreed that most students were socially appropriate for their grade level and interacted in a positive manner. Finally, one Carleton teacher reported that, while students' interactions were generally good, "the main disciplinary behavior that arose was stubbornness when students didn't want to do something they were expected to do. There was also some disrespect among students." Nevertheless, the other teacher added, "there hadn't been any fights or arguments among the students, and he didn't think there was much disciplinary misbehavior among the students. At Penns Grove H.S., both teachers reported they hadn't seen many disciplinary misbehaviors.

During the follow-up site visits, the Carleton teachers who were interviewed reported that student attendance was generally robust, with a core group of students attending regularly. They added, however, that the warmer weather attracted some students to participate in other outside activities, e.g., sports. They also reported that students were generally friendly to others while, on occasion, some students who had had a "bad day" during the regular school day program may not have been as kind as they could have been. For the most part, however, students cared about one another and were socially appropriate. Finally, one Carleton teacher commented that disciplinary behavioral issues sometimes arose when students were mean or physical with others. The other teacher, however, reported that she hadn't seen or had any issues necessitating disciplinary behavior. The Penns Grove H.S. teachers who were interviewed during the follow-up site visit generally agreed with their Carleton counterparts. They reported that attendance was good, with a core group attending daily. Students were eager to stay for the program, and they liked being part of the after-

school community. They also liked having snacks after school. One teacher did note, however, that attendance could vary for several different factors, whether it be the weather, sports, and/or the teachers who were working that day. They also reported that students related and talked with each other, and generally acted in a socially appropriate manner. In the after-school program, students have opportunities to be with others they may not have been able to interact with during the regular school day. Finally, the Penns Grove H.S. teachers reported that they had not experienced any real behavioral issues. Anything that arose was dealt with immediately. If necessary, if something arose that necessitated action, they convened a “feeling circle” to discuss the issue.

## 11. Feedback from Program Participants and Other Stakeholders

### *Feedback from Program Staff*

During the initial monitoring visit, the Carleton site coordinator reported that students enjoyed the program, and parents talked glowingly about the program and saw it as an asset to their children and the community. During the follow-up site visit, he commented that parents especially liked the academic and social progress their children were making. The Penns Grove H.S. site coordinator reported that feedback from the students about the program had also been good; they enjoyed the program and the activities. While during the initial monitoring visit, he commented that he hadn’t received much feedback from parents about the program, during the follow-up site visit, he commented that parents have communicated that they very much appreciated the academic support their children received.

During the initial site monitoring visit, The Carleton and Penns Grove H.S. teachers agreed with their site coordinators that the children got excited about the after-school programs that were offered, and they attended regularly. Both Carleton teachers also reported that parents seemed to love the after-school program, and they shared their appreciation for it when picking up their children. The Penns Grove H.S. teachers also reported that students loved attending the program and seemed to take pride in participating in it. They especially liked the opportunity to play Dungeons & Dragons. One teacher also reported that she got positive feedback from the parents whenever she needed to speak with them.

During the follow-up site visit, the Carleton teachers reported that students loved the program, enjoyed attending, and didn’t complain. The Penns Grove H.S. teachers also reported that students loved the program and their feedback was generally positive, except perhaps when they didn’t like a particular class. One Penns Grove H.S. teacher reported that parents were grateful for the opportunities afforded their children and the safe place for them to be after school. Another teacher reported, however, that she had not received any feedback from parents.

### *Feedback from Students – Initial Site Visit*

During the initial site monitoring visit, four students (two each from Carleton and Penns Grove H.S.) were interviewed about a variety of issues. The feedback that was received is described in the following paragraphs.

When asked why they attended the after-school program, the Carleton students commented they attended the program to learn new things, play dodge ball, play in the gym, and enjoy the snacks. The Penns Grove H.S. students attended the program because it was a comfortable place to hang out with friends and enjoy the activities and because it provided an opportunity to get additional language support and get to know the teachers and other students better.

Regarding their grades, the students at both program sites agreed that participating in the after-school program helped them improve their grades in school. They offered that they got help with their homework, which helped them focus on schoolwork more than they could at home.

Regarding their social and disciplinary behaviors, the students at both program sites agreed that participating in the after-school program helped them with their social skills and interpersonal behaviors. One Carleton student remarked that, “[my] behavior is better overall because [I] get to release issues or whatever is bothering [me] during the physical activities,” and the other student remarked, “[I’m] able to get [my] ‘angry issues’ out of [my] system when [I’m] playing in the gym, which in turn, helps with [my] behavior elsewhere.” The two Penns Grove H.S. students commented that their behaviors were better because they learned how to speak to teachers politely. One student didn’t know English very well, but it improved. Another student remarked that, “she was an angry teenager, but has learned how to be kind.”

Regarding their attendance at school during the day, all four students at the two program sites reported they attended school every day and were absent only when they were ill. Therefore, participating in the 21<sup>st</sup> CCLC program had little effect on their regular school day attendance.

Finally, regarding their self-confidence, all four students at the two program sites agreed that participating in the program helped their self-confidence. Among the comments offered by the students were the following:

- “[my] self-confidence has increased because [I] get to help others with their homework making [me] feel better about [myself].”
- “getting to know more people within the program and trying new things have helped [my] self-confidence increase.”
- “[my] self-confidence has gotten better. Being a part of The Kids Around the World class has helped [me]. [I] was quiet before and [am] now more outgoing with suggestions and ideas.”
- “[my] self-confidence is better as [I] talk and socialize more than [I] did before.”

The students were also asked what they liked and didn’t like about the after-school program, as well as what suggestions they had to make the program better.

Regarding things they liked, the Carleton students enjoyed playing dodge ball, gym, having fun, and going outside. The Penns Grove H.S. students liked that everyone who attended the after-school program treated each another like family, that the teachers looked out for the students, the Kids Around the World class, getting to talk and connect with teachers, and having a place outside of the regular school day where it was more intimate and students could get more attention.

The two students at Carleton reported they didn’t like the SNAP-Ed class and when the middle school students were in the gym. One Penns Grove H.S. student didn’t like the sugary snacks, while the other student couldn’t think of anything she disliked about the program. The Carleton students would like more fun days and field trips and more time in the gym without the middle school students. The Penns Grove H.S. students would like better snacks as well as to see more people in the program (one student wondered if putting up a bulletin board might interest others).

### *Feedback from Students – Follow-Up Site Visit*

During the follow-up site monitoring visit, five students (three from Carleton and two from Penns Grove H.S.) were interviewed about a variety of issues. The feedback that was received is described in the following paragraphs.

When asked why they attended the after-school program, the Carleton students commented they attended the program to have fun, to learn and get help with their academics, to make new friends, and because of the teachers and snacks. One student attended because her parents worked. The Penns Grove H.S. students attended to get help with math and other forms of academic support, to play games like *Dungeons & Dragons*, to escape the boredom of being home alone after school, and to experience the fun activities in the program.

Regarding their grades, all five students at the Carleton and Penns Grove H.S. program sites reported that participating in the after-school program, learning new things, and getting tutoring and academic support helped them achieve better grades in school.

Regarding their attendance during the regular school day and their social and disciplinary behaviors, all five students at the Carleton and Penns Grove H.S. program sites reported they always attended school and missed only when they were ill or had doctor's appointments. They further reported they were always well-behaved and participating in the after-school program hadn't changed that.

Regarding their self-confidence, all three Carleton students reported that participating in the after-school program helped them improve their self-confidence. One student reported that having fun in the program and being around his friends made him feel better about himself; another student reported that she felt better about herself because her academics improved since being in the program; and the third student reported she felt calmer and more relaxed around other people and learning new things, so her self-confidence improved. The two Penns Grove H.S. students reported that their self-confidence had also improved. Both students commented that they could more easily talk with other people as a result of participating in the program.

The students were also asked what they liked and didn't like about the after-school program, as well as what suggestions they had to make the program better.

Regarding things they liked, the Carleton students identified the buses, the snacks, being around their friends, the teachers, some of their classmates, and arts and crafts. They didn't like when other students were rude, got into fights, or messed with them or talked about them behind their backs. One student indicated she didn't have anything to share that she didn't like about the program. One Penns Grove H.S. student liked everything about the program, and the other student liked the computer lab and getting to play *Dungeons & Dragons*. They didn't like the waiting times, as in waiting during tutoring to start the next activity if their homework was already done and waiting to get to play *Dungeons & Dragons*. One student reported not liking the snacks.

Finally, the Carleton students would like better behaved kids in the program and suggested they should learn more things about the community. One Penns Grove H.S. student suggested that teachers should check students' work to see if they understood what they were doing, and the other student suggested the teacher for *Dungeons & Dragons* should set up for that activity during the homework hour.

## 12. Availability of Materials and Supplies

During both site visits, a total of eight teachers were interviewed across both program sites, and they all agreed they had all the materials and supplies they needed and were always able to get what might be needed that wasn't already there. One teacher at Penns Grove H.S. noted that, at times, she supplemented the program-provided materials and supplies with a lot of her own materials.

## 13. Parent Involvement and Participation

During the initial monitoring visit, the Carleton site coordinator reported that, generally speaking, families seemed to be engaged with the program. He commented that there were Student Showcase and Family Game Night events, which attracted many parents. However, few parents showed up for the Advisory Board meetings. During the follow-up site visit, he commented that a core group of four parents had attended Advisory Group meetings. At Penns Grove H.S., the site coordinator reported that whenever the program could pair after-school activities with the district activities, more parents attended; however, it has been difficult getting parents to participate in many aspects of the program, because many of them worked and did not have the time to attend.

During the initial site visit, the Carleton teachers reported that parent involvement was limited. Even though the 21<sup>st</sup> CCLC Program offered the Student Showcase event that experienced a great turnout of parents, activities for parents were not held regularly. At Penns Grove H.S., both teachers reported that there hadn't been any activities offered to parents, and it was a continuing challenge to get parents out to events. One teacher did comment, however, that both the Multicultural Night and Back-to-School Night had good parent participation.

During the follow-up site visit, the Carleton teachers reported that there wasn't much involvement in the program with parents, but they did come out for special activities, e.g., a carnival theme parent night, Zumba classes, and workshops. One teacher noted that parents were invited to a showcase event every six weeks, but more parents came out when food was offered. The Penns Grove H.S. teachers reported that the program was trying to provide more activities that involved parents, and notifications about specific events (e.g., Talent Showcase) were sent home to encourage them to participate.

## 14. Program Accomplishments

The program director identified the following accomplishments during the program year.

- establishment of monthly meetings with personnel involved with PARS,
- communicating with individual students and parents who have stopped attending,
- recruitment of some new staff,
- transition of middle school students to the elementary building,
- having middle school students as peer leaders,
- students creating different safe spaces for different groups of students,
- providing events/activities that brought middle school parents out to the elementary school,
- school offering a whole school family atmosphere.
- getting PARS information into PARS, and
- middle school students acclimating well into the elementary after-school program setting.

Accomplishments cited by the Carleton site coordinators included a safe, loving, and nurturing learning environment in which students could grow and thrive, the academic growth demonstrated by students, and fewer discipline referrals, and at Penns Grove H.S., getting the ESL population

to attend Kids Around the World had been significant accomplishments. Many ESL students had taken an ownership of the building because of the Kids Around the World program. Their involvement after school as well as during the regular school day had increased, and they had enjoyed a new sense of community and belonging.

#### 15. Program Strengths

During both site monitoring visits, the program director identified the following as significant program strengths:

- the supportive families and the appreciation they have for the program,
- having parents as part of the program staff,
- dedicated long-time staff who support the mission and vision of the program,
- communication among all program staff,
- flexible schedule,
- students' choice of program and a rotating schedule, and
- registration that stays open.

The Carleton site coordinator identified the stakeholder relationships, opportunities for academic remediation and enrichment, student and family engagement, and SEL support for some of the program's most challenging students as significant program strengths, and the Penns Grove H.S. site coordinator identified the safety and security of the program site, the academic help that students were provided, and The Kids Around the World program, which helped ESL students with reinforcing language skills and was inclusive for students from around the world. He reported the after-school program also provided a platform for students to work on their social skills that they may have not been able to do at home.

During both rounds of interviews, the Carleton teachers identified consistent programming, an amazing and caring staff who all worked well together, a good group of students who enjoyed adding their voices about what they wanted to do after school, the trust that existed between students and the staff, a safe place for students to be after school, and busing available at the end of the program as significant program strengths.

The Penns Grove H.S. teachers identified their site coordinators who were kind and made the program a welcoming environment as a significant strength. They also identified caring and dedicated staff members and their desire to work with students, the snack program, the student input that was invited which provided students with choices about the activities in which they wanted to engage, and a positive and safe place for students to be after school as significant program strengths.

#### 16. Program Concerns, Shortcomings, Challenges, and/or Obstacles

The program director reported that negative staff behaviors were a concern at times, as their patience and enthusiasm could run thin as a result of working during the regular school day and then again in the after-school program. She also cited the general lack of resources available in the program's service area and a general lack of opportunities for student leadership as obstacles. At Carleton, the site coordinator commented that the Advisory Board meetings had brought out very few parents, which could be better attended. He further added that trying to align program activities directly with the regular school day curriculum could sometimes be a challenge. At Penns Grove H.S., the site coordinator offered that the lack of parent involvement, inconsistent attendance by students, and some students' negative mindset about the program were challenges.

During the initial site monitoring visit, one Carleton teacher reported he couldn't identify any significant concerns, shortcomings, challenges or observe any obstacles to program success, while the other teacher thought there could be more materials available for programming. The Penns Grove H.S. teachers identified the sugary snacks, as well as limited opportunities for students to have experiences beyond the program walls and the community as concerns.

During the follow-up site visit, the Carleton teachers cited the lack of space for sports during the winter season, and snacks that were too minimal in substance for students as concerns. The Penns Grove H.S. teachers cited inconsistent student attendance and minimal parent involvement as concerns.

#### 17. Suggestions for Program Improvement

During the initial monitoring visit, the program director suggested the continuation of efforts to evaluate all aspects of the program to see in what areas it could improve, and during the follow-up site visit, she offered three additional suggestions: to meet in-person with parents for their input rather than just reading the survey results, explore the possibility of a Wawa connection for next year's program, and consider sending out applications in early May for the following year's program.

In addition, the site coordinator at Carleton suggested the program should continue to engage parents, build productive partnerships with additional vendors/service providers, offer more professional development for program staff and continue to identify engaging activities for students in which to participate, while the Penns Grove H.S. site coordinator suggested the program should brainstorm programming that may interest non-attending students, encourage staff to share their skills/talents as program offerings, and create a sensible schedule based on sport seasons.

One Carleton teacher suggested there could be more outside field experiences for the students, while the other teacher suggested that additional teachers (which could keep groups small and yield a better student-teacher ratio) would help to improve the program. The Penns Grove H.S. teachers suggested that the program should offer better snacks and ones that don't have so much sugar in them and that the program should provide opportunities for students to experience activities or events outside of their immediate community.

During the follow-up site visit, the Carleton teachers suggested that program staff should have more input about which students are placed with which groups. They also suggested that the snack size needs to be increased or a meal needs to be offered to the students, and the program could use its own refrigerator. The Penns Grove H.S. teachers suggested that more planning with students was desirable, and getting more teachers involved and bringing new ideas to the program was necessary. They also suggested that more promotion about the program should be offered during the regular school day.

#### 18. Program Sustainability

During the initial monitoring visit, the program director reported she didn't think there would be a way to operate and sustain the program in its entirety without the 21<sup>st</sup> CCLC grant funds. The district would need to look for other funding, if possible. Some partners and collaborators may be able to continue offering the services they have been offering.

### 19. Plans for the 2025 Summer Program

The program director reported that the career exploration summer enrichment program would be offered to 100 students for four weeks (July 7-31), Monday through Thursdays from 8:00 a.m. to 2:00 p.m. Some of the offerings would include electrical, automotive, cosmetology instruction, childcare, STEAM, arts with ELA, and entrepreneurship. In addition to the necessary staff, the program expects to employ two junior student camp counselors who were former students of the 21st CLCC program and two parents. There would also be a field trip (Christiana Skating, Franklin Institute, & Launch Trampoline Park) each week with a Career/Family Showcase & Fun Day during the final week. Families would tour SCVTS and see what students have been doing. Water slides, a foam party, various outdoor activities, as well as Mr. Softee would also be enjoyed during the summer program.

### Summary of Student Performance Data

Three different measures were analyzed regarding student performance in the academic and affective (i.e., social-emotional) domains including (a) the results of the New Jersey Student Learning Assessment (NJSLA) administered in the Spring 2025, (b) attendance data, and (c) disciplinary infraction data. A brief comparative analysis for the periods 2023-24 and 2024-25 is embedded within the data tables for each of these measures, which follow immediately.

A review of the *Score Interpretation Guide for Educators* published by the New Jersey Department of Education shows that students' scale scores can range between 650 and 850 for all grades and are situated in one of five performance levels. As noted in the Guide, "each performance level is a broad categorical level defined a student's overall scale score and is used to report overall student performance by describing how well students met the expectations for their grade level/course." The five performance levels for the NJSLA-ELA [and NJSLA-Math] included the following:

- Level 1 – Did Not Yet Meet Expectations (650-699)
- Level 2 – Partially Met Expectations (700-724)
- Level 3 – Approached Expectations (725-749)
- Level 4 – Met Expectations (750-785)
- Level 5 – Exceeded Expectations (786-850)

Table 1 for the Spring 2025 NJSLA testing cycle shows test scores for 179 and 180 students respectively in grades 4-12 in English Language Arts and mathematics. For the 179 participants for whom test scores were available in English Language Arts, the total mean scale score was 716.8, which clearly situates the students within the category of Level 2, *Partially Met Expectations*. Disaggregating these data reveals that 88.3% were found to have scored in the range of Levels 1-3 (26.3% at Level 1, 38.5% at Level 2, and 23.5% at Level 3). In addition, 11.7% of the students were found to have scored at Level 4, but none (0%) were found to have scored at Level 5. For the 180 participants for whom test scores were available in mathematics, the total mean scale score was 718.5, which also clearly situates the students within the category of Level 2, *Partially Met Expectations*. Disaggregating these data reveals that 79.5% were found to have scored in the range of Levels 1-3 (31.7% at Level 1, 21.1% at Level 2, and 26.7% at Level 3). In addition, 18.3% of the students were found to have scored at Level 4 and 2.2% were found to have scored at Level 5. These data further show that, aside from students who have already fully met or exceeded expectations for English language arts (11.7%), 62% also tested at encouraging levels (*partially meeting* and *approaching* expectations), and for mathematics (where 20.5% have already fully met expectations), 47.8% also tested at similarly encouraging levels.

Comparing NJSLA test scores between students who were tested in the Spring 2024 and Spring 2025 has been seriously limited due to the fact that, in Spring 2024, NJSLA scores in both English Language Arts and mathematics were available for grades 4, 10, and 11 only. Accordingly, the data in Tables 2-4 show that, between the testing cycles of 2024 and 2025, the percentage of students meeting or exceeding expectations in English Language Arts decreased from 36.5 % to only 11.7%. In contrast, between the two cycles of testing, the percentage of students meeting or exceeding expectations in mathematics increased from 12.7 % to only 20.5%. Nevertheless, in reading these data, readers are cautioned to understand the differences in the number and grade levels of students tests in both years.

**Table 1: New Jersey Student Learning Assessment (Spring 2025)**

SCVTS NJSLA RESULTS BY GRADE														
Spring 2025														
English Language Arts														
Grade	Total Number Of Students	Mean Scale Score	# Level 1	% Level 1	# Level 2	% Level 2	# Level 3	% Level 3	# Levels 1-3 Combo	% Levels 1-3 Combo	# Level 4	% Level 4	# Level 5	% Level 5
4	38	723.7	5	13.2%	16	42.1%	10	26.3%	31	81.6%	7	18.4%	0	0.0%
5	25	723.8	6	24.0%	8	32.0%	6	24.0%	20	80.0%	5	20.0%	0	0.0%
6	11	720.9	2	18.2%	4	36.4%	4	36.4%	10	90.9%	1	9.1%	0	0.0%
7	22	709.3	6	27.3%	9	40.9%	6	27.3%	21	95.5%	1	4.5%	0	0.0%
8	13	731.3	3	23.1%	4	30.8%	2	15.4%	9	69.2%	4	30.8%	0	0.0%
9	28	708.9	9	32.1%	11	39.3%	7	25.0%	27	96.4%	1	3.6%	0	0.0%
11	42	710.2	16	38.1%	17	40.5%	7	16.7%	40	95.2%	2	4.8%	0	0.0%
<b>Total</b>	<b>179</b>	<b>716.8</b>	<b>47</b>	<b>26.3%</b>	<b>69</b>	<b>38.5%</b>	<b>42</b>	<b>23.5%</b>	<b>158</b>	<b>88.3%</b>	<b>21</b>	<b>11.7%</b>	<b>0</b>	<b>0.0%</b>

Mathematics														
Grade	Total Number Of Students	Mean Scale Score	# Level 1	% Level 1	# Level 2	% Level 2	# Level 3	% Level 3	# Levels 1-3 Combo	% Levels 1-3 Combo	# Level 4	% Level 4	# Level 5	% Level 5
4	38	718.1	11	28.9%	11	28.9%	10	26.3%	32	84.2%	5	13.2%	1	2.6%
5	25	710.4	11	44.0%	4	16.0%	6	24.0%	21	84.0%	4	16.0%	0	0.0%
6	11	726.0	2	18.2%	3	27.3%	4	36.4%	9	81.8%	2	18.2%	0	0.0%
7	22	705.1	9	40.9%	5	22.7%	7	31.8%	21	95.5%	1	4.5%	0	0.0%
8	14	733.5	3	21.4%	3	21.4%	4	28.6%	10	71.4%	3	21.4%	1	7.1%
9	28	702.4	15	53.6%	5	17.9%	4	14.3%	24	85.7%	4	14.3%	0	0.0%
11	42	734.7	6	14.3%	7	16.7%	13	31.0%	26	61.9%	14	33.3%	2	4.8%
<b>Total</b>	<b>180</b>	<b>718.5</b>	<b>57</b>	<b>31.7%</b>	<b>38</b>	<b>21.1%</b>	<b>48</b>	<b>26.7%</b>	<b>143</b>	<b>79.4%</b>	<b>33</b>	<b>18.3%</b>	<b>4</b>	<b>2.2%</b>

**Table 2: Summary Comparative Analysis – Percentage of Students At (level 4) and Above (Level 5) NJSLA Standards in ELA and Math**

	<b>Percentage Meeting and Exceeding NJSLA Expectations for <u>Only</u> Grades 4, 10, 11 (Spring 2024)</b>	<b>Percentage Meeting and Exceeding NJSLA Expectations for Grades 4 through 11 (Spring 2025)</b>
<b>English Language Arts</b>	36.5%	11.7%
<b>Mathematics</b>	12.7%	20.5%

**Note:** in 2024, NJSLA data were available for selected grades only.

**Table 3: Comparative Analysis – Percentage of Students At (level 4) and Above (Level 5) NJSLA Standards in ELA**

<b>SCVTS NJSLA RESULTS BY GRADE Year-to-Year Comparison 2024 to 2025</b>														
<b>English Language Arts</b>														
Grade	Total Number of Students	Mean Scale Score	% Level 1		% Level 2		% Level 3		% Levels 1-3 Combo		% Level 4		% Level 5	
			2024	2025	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025
		2025												
4	38	723.7	14.3%	13.2%	38.1%	42.1%	19.0%	26.3%	71.4%	81.6%	28.6%	18.4%	0.0%	0.0%
5	25	723.8	0.0%	24.0%	0.0%	32.0%	0.0%	24.0%	0.0%	80.0%	0.0%	20.0%	0.0%	0.0%
6	11	720.9	0.0%	18.2%	0.0%	36.4%	0.0%	36.4%	0.0%	90.9%	0.0%	9.1%	0.0%	0.0%
7	22	709.3	0.0%	27.3%	0.0%	40.9%	0.0%	27.3%	0.0%	95.5%	0.0%	4.5%	0.0%	0.0%
8	13	731.3	0.0%	23.1%	0.0%	30.8%	0.0%	15.4%	0.0%	69.2%	0.0%	30.8%	0.0%	0.0%
9	28	708.9	0.0%	32.1%	0.0%	39.3%	0.0%	25.0%	0.0%	96.4%	0.0%	3.6%	0.0%	0.0%
10	0	0.0	13.3%	0.0%	33.3%	0.0%	26.7%	0.0%	73.3%	0.0%	26.7%	0.0%	0.0%	0.0%
11	42	710.2	0.0%	38.1%	11.1%	40.5%	40.7%	16.7%	51.9%	95.2%	44.4%	4.8%	3.7%	0.0%
Total	179	716.8	7.9%	26.3%	25.4%	38.5%	30.2%	23.5%	63.5%	88.3%	34.9%	11.7%	1.6%	0.0%

**Note:** in 2024, NJSLA data were available for selected grades only.

**Table 4: Comparative Analysis – Percentage of Students At (level 4) and Above (Level 5) NJSLA Standards in Math**

Mathematics														
Grade	Total Number Of Students	Mean Scale Score	% Level 1		% Level 2		% Level 3		% Levels 1-3 Combo		% Level 4		% Level 5	
			2024	2025	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025
4	38	718.1	19.0%	28.9%	38.1%	28.9%	14.3%	26.3%	71.4%	84.2%	28.6%	13.2%	0.0%	2.6%
5	25	710.4	0.0%	44.0%	0.0%	16.0%	0.0%	24.0%	0.0%	84.0%	0.0%	16.0%	0.0%	0.0%
6	11	726.0	0.0%	18.2%	0.0%	27.3%	0.0%	36.4%	0.0%	81.8%	0.0%	18.2%	0.0%	0.0%
7	22	705.1	0.0%	40.9%	0.0%	22.7%	0.0%	31.8%	0.0%	95.5%	0.0%	4.5%	0.0%	0.0%
8	14	733.5	0.0%	21.4%	0.0%	21.4%	0.0%	28.6%	0.0%	71.4%	0.0%	21.4%	0.0%	7.1%
9	28	702.4	0.0%	53.6%	0.0%	17.9%	0.0%	14.3%	0.0%	85.7%	0.0%	14.3%	0.0%	0.0%
10	0	0.0	6.7%	0.0%	66.7%	0.0%	26.7%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
11	42	734.7	29.6%	14.3%	33.3%	16.7%	29.6%	31.0%	92.6%	61.9%	7.4%	33.3%	0.0%	4.8%
Total	180	718.5	20.6%	31.7%	42.9%	21.1%	23.8%	26.7%	87.3%	79.4%	12.7%	18.3%	0.0%	2.2%

**Note:** in 2024, NJSLA data were available for selected grades only.

In addition to the academic test scores available for students, attendance data reported below in Table 5 clearly show that, between program years 2023-24 and 2024-25, there was an increase in the number (+98) and percentage (+4.91%) of participating students who consistently attended the regular school day program.

**Table 5: Participant Attendance Rates**

SALEM COUNTY VOCATIONAL-TECHNICAL SCHOOL COMPARATIVE ANALYSIS - ATTENDANCE RATES (Spring 2024 and Spring 2025)				
Grade	# Students (2024)	Attendance Rate (2024)	# Students (2025)	Attendance Rate (2025)
4	24	88.68%	39	94.50%
5	35	91.87%	26	94.62%
6	15	89.74%	13	92.91%
7	15	90.44%	25	93.78%
8	5	86.67%	14	94.42%
9	21	90.11%	29	95.11%
10	16	85.83%	39	95.63%
11	27	91.67%	48	95.27%
12	13	88.16%	36	94.80%
<b>Total</b>	<b>171</b>	<b>89.86%</b>	<b>269</b>	<b>94.77%</b>

Finally, the data in Table 6 show that 86 students were cited for 297 disciplinary infractions during the 2023-24 for an average of approximately 3.5 infractions per student. In comparison, during the 2024-25, 104 participants were cited for 297 disciplinary infractions for an average of approximately 3.2 infractions per participant.

**Table 6: Participant Disciplinary Infraction Rates**

SALEM COUNTY VOCATIONAL-TECHNICAL SCHOOL COMPARATIVE ANALYSIS - DISCIPLINARY INFRACTION COUNTS (Spring 2024 and Spring 2025)				
Grade	# Students (2024)	Number of Incidents (2024)	# Students (2025)	Number of Incidents (2025)
4	10	43	18	87
5	21	89	13	71
6	9	27	4	11
7	4	5	12	27
8	N/A	N/A	2	10
9	12	47	15	40
10	9	39	9	27
11	15	38	20	40
12	6	9	11	24
<b>Total</b>	<b>86</b>	<b>297</b>	<b>104</b>	<b>337</b>

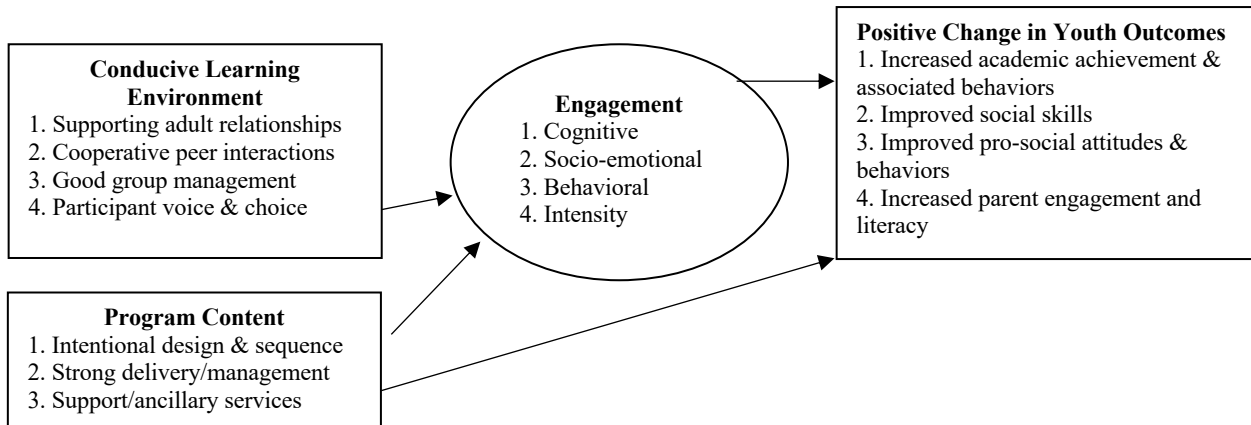
**Note:** In the Spring 2024, data for students in grade 8 were not available

# APPENDIX A

## Evaluation Conceptual Framework and Methodology

### Conceptual Framework for the Evaluation

As in past years, the model that has guided this evaluation effort is research-based and designed to review data, within selected contextual areas, in light of stated goals, objectives, and indicators. Among the contextual areas are: learning environment (is it conducive for student engagement and learning?), levels of student engagement (i.e., cognitive, socio-emotional, and behavioral) and its intensity, and program content (its curricular design and sequence, delivery and management, and support services). The evaluation, therefore, focuses on positive changes in youth outcomes, including student achievement, social-emotional development, and character skills needed to foster a healthy and productive school climate, and pro-social attitudes and behaviors that will enable students to perform better in their regular day school programs and progress toward meaningful adult lives. The evaluation also assesses the engagement of parents in their children's education.



**Source:** Grossman, J.B., Goldsmith, J., Sheldon, J., & Arbreton, A.J. (2009, Spring). Assessing after-school settings. *New Directions for Youth Development*, 121, 91.

The logic that underpins this model is predicated upon anticipated positive changes in youth outcomes (this is the dependent variable of the model). The factors (independent variables) that contribute to these anticipated outcomes are represented in the program's learning environment, the program content, and the extent to which program participants (students) are actively engaged in the program. The independent and dependent variables are operationally defined as follows.

#### *Learning Environment*

In order for the program to be successful, there must be a *conducive learning environment* that includes supportive adult-student relationships, cooperative peer interactions, good group management (in a regular day school environment, this might better be known as classroom management), and youth voice and choice.

#### *Program Content*

Effective programs are well-planned, well-implemented, and well-managed. The *content* of such programs is intentionally sequenced with empirically observable S.M.A.R.T.<sup>2</sup> objectives. Teachers

<sup>2</sup> Specific, Measurable, Attainable, Realistic, Time-bound.

are highly qualified and motivated and driven by an outcomes orientation. Instructional activities are clear and organized, provide for active (hands-on) participation by students, and are characterized by effective nurturing teacher-student interactions, appropriate support services, and meaningful and candid feedback about learning by teachers.

### *Engagement*

Well-planned, well-implemented, and well-managed program content that is delivered in an environment conducive for learning that pro-actively *engages* students cognitively, emotionally, and behaviorally will be successful. *Engagement* infers positive motivation and active participation (students have got to want to be there and want to actively participate; but they must also be aware of the objective of what they're doing). Furthermore, engagement is measured in terms of its intensity (as in consistent attendance), its duration (the length of continued participation), and its breadth (scope of activities).

### *Anticipated Changes in Youth Outcomes*

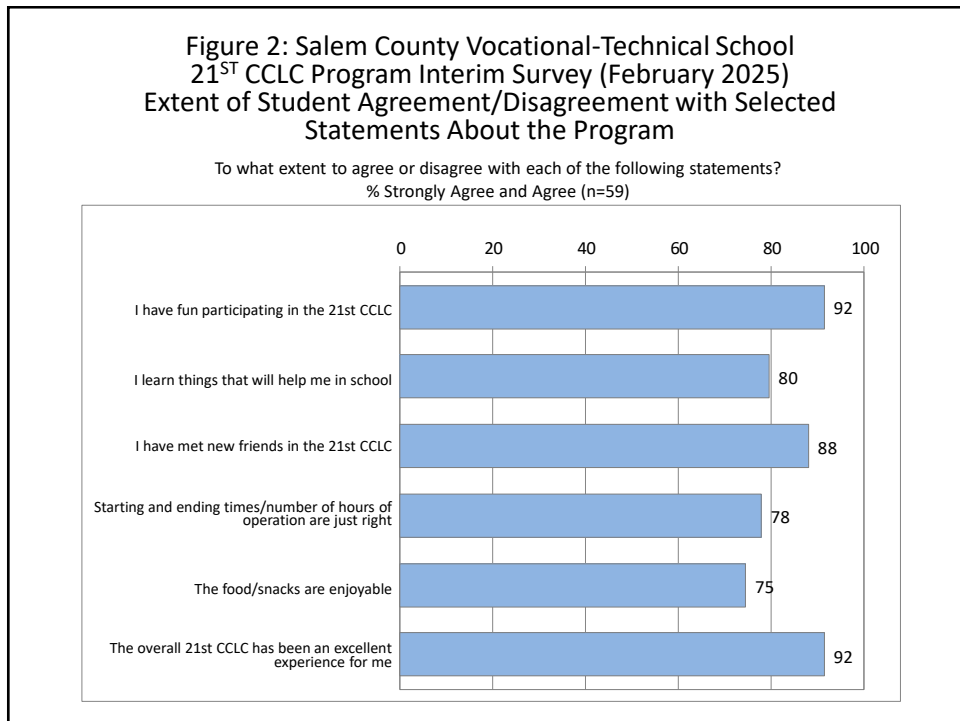
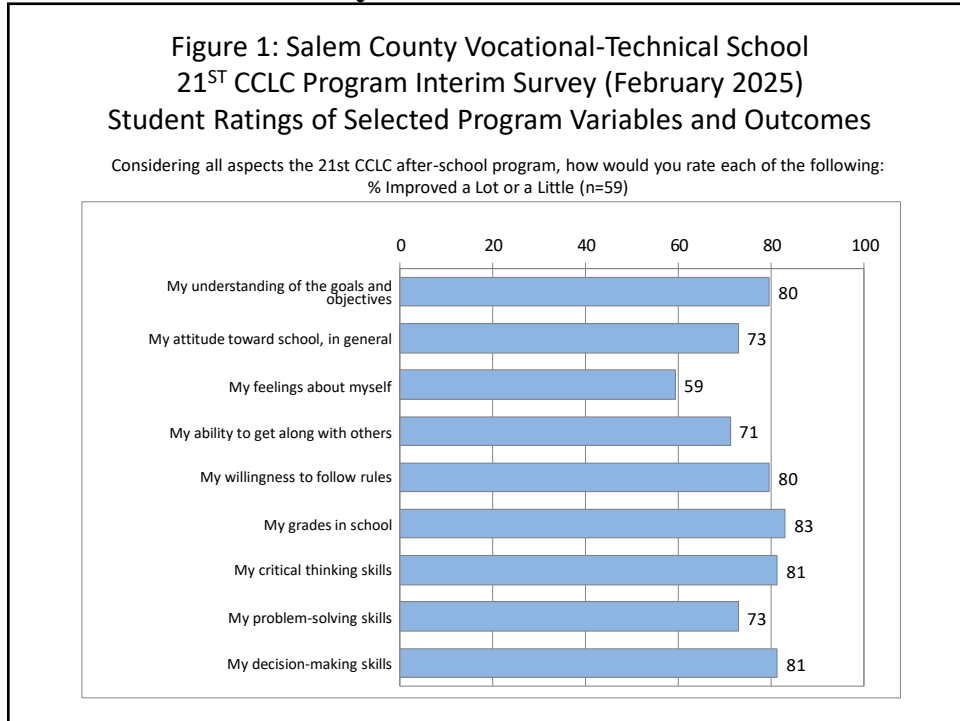
Grossman et al. (2009) measure success in terms of the improvements that can be observed in the following youth outcomes: (a) cognitive learning (typically, but not limited to, language arts, mathematics, writing, etc.), (b) personal social skills, and (c) pro-social attitudes and behaviors. Furthermore, because of its importance in the overall teaching and learning enterprise, the extent to which parents are engaged in their children's education, as well as their own literacy, is also assessed.

### **Evaluation Methodology**

The data collection methodology for this evaluation effort has included the development and implementation of (a) site visit interview guides, which provided data about the program environment, content, and levels of engagement, (b) stakeholder surveys, which also provided data about the program environment, as well as stakeholder perceptions of program impact, and (c) empirical data (where available) about students' academic performance, as measured by standardized test performance data, attendance, and disciplinary behavior data. These data provided important and useful information about student outcomes and program impact.

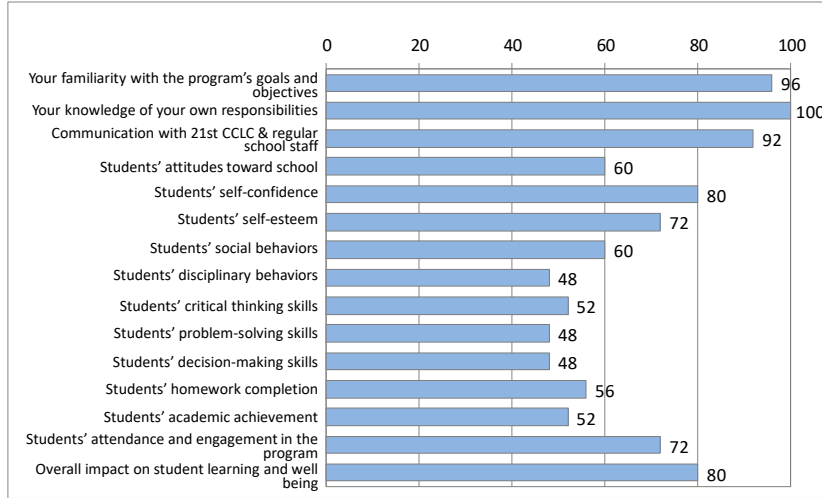
## APPENDIX B

### Salem County Vocational-Technical School 21<sup>st</sup> CCLC Program – Salem County Achievers 2028 Survey Results – Fall 2024



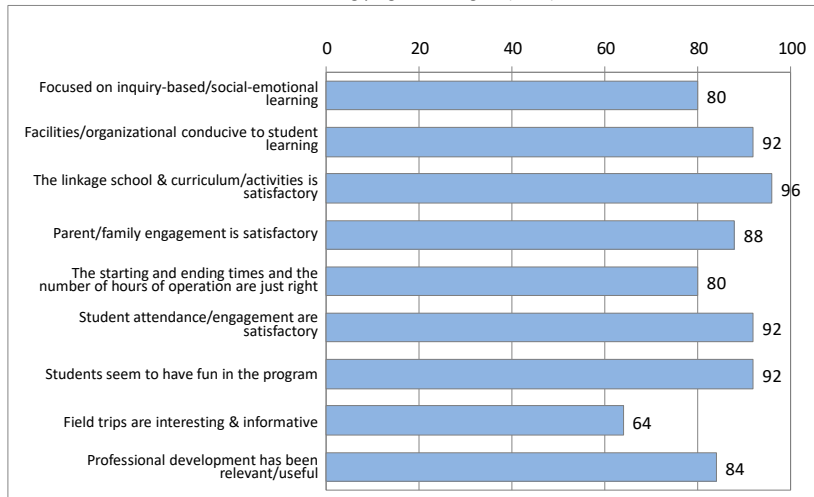
**Figure 3: Salem County Vocational-Technical School  
21<sup>ST</sup> CCLC Program Interim Survey (February 2025)  
Staff Ratings of Selected Program Variables and Outcomes**

Considering all aspects the 21st CCLC after-school program, how would you rate each of the following:  
% Excellent and Good (n=25)



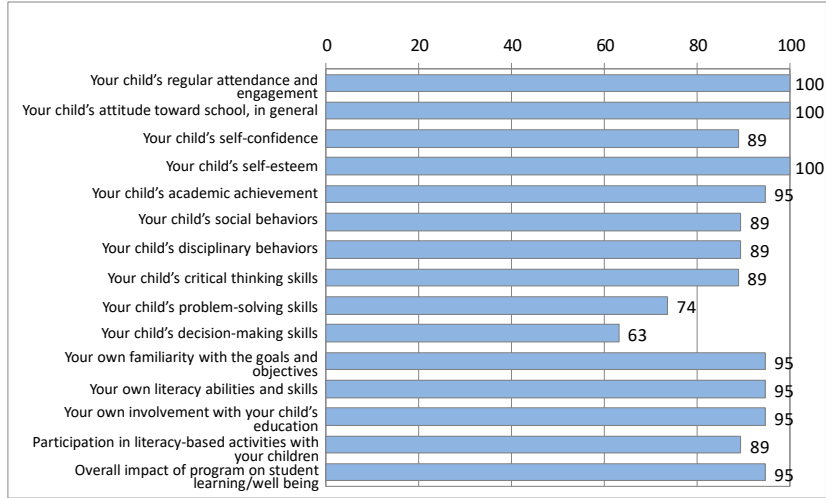
**Figure 4: Salem County Vocational-Technical School  
21<sup>ST</sup> CCLC Program Interim Survey (February 2025)  
Extent of Staff Agreement/Disagreement with Selected  
Statements About the Program**

To what extent to agree or disagree with each of the following statements?  
% Strongly Agree and Agree (n=25)



**Figure 5: Salem County Vocational-Technical School  
21<sup>ST</sup> CCLC Program Interim Survey (February 2025)  
Parent Ratings of Selected Program Variables and Outcomes**

Considering all aspects the 21st CCLC after-school program, how would you rate each of the following:  
% Excellent and Good (n=19)



**Figure 6: Salem County Vocational-Technical School  
21<sup>ST</sup> CCLC Program Interim Survey (February 2025)  
Extent of Parent Agreement/Disagreement with Selected  
Statements About the Program**

To what extent do you agree or disagree with each of the following statements?  
% Strongly Agree and Agree (n=19)

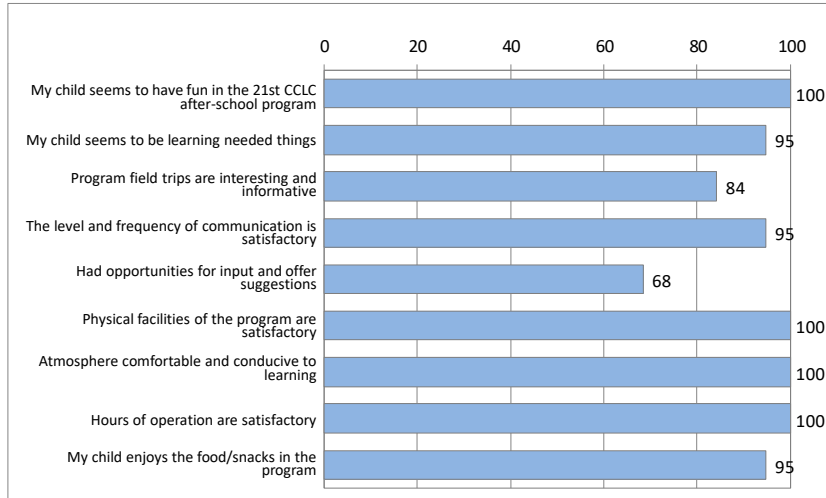
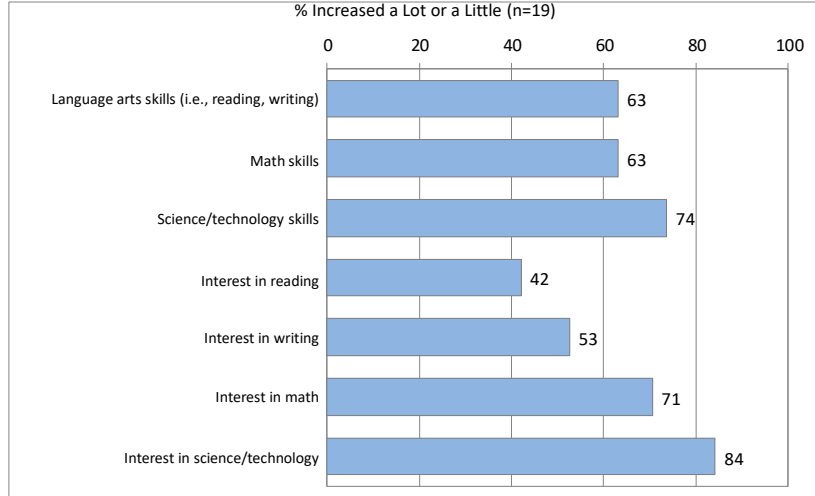


Figure 7: Salem County Vocational-Technical School  
21<sup>ST</sup> CCLC Program Interim Survey (February 2025)  
Extent of Parent Increased a Lot or a Little with Selected  
Statements About the Program

Since your child began participating in the 21st CCLC After-School Program,  
have you noticed any changes in his/her...?

% Increased a Lot or a Little (n=19)



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The following staff formed the primary team assigned to this project: Mary Beth Slivka, President; Margaret Goodher, 21st CCLC Program Specialist and Lead Evaluator; Tom Monahan, Ed.D. Evaluation Design and Instrument Development Specialist; John M. Quinn, Ed.D. Vice President of Services; and Kathy Twardy, Data Analyst.

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