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EVALUATOR

FINAL EVALUATION REPORT

YEAR 5: 2024-2025

21ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM

Project REACH

Egg Harbor City, New Jersey

October 2025



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

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Mary Beth Slivka
President

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Introduction

This is the final report of the evaluation of the fifth and final year of implementation under the current funding cycle of the 21st Century Community Learning Centers (CCLC) REACH program administered by the Egg Harbor City Public Schools.

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 February 4, 2025, and the second visit was conducted on May 19, 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 in the Winter 2025.

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 21st century skills.

Assessment:

Objective 1.1 - There is clear evidence of the attainment of this objective. During the 2024-25 program year, the REACH program in Egg Harbor City established partnerships and collaboration agreements with 10 different community organizations and coordinated its programming with the district's Title I Program (Character Strong), its Kid-Grit program, which provided SEL training and lessons/projects for REACH staff, and with NJSACC for its Lights On program. In addition,

the program established and met frequently with its advisory groups. By the time of the second follow-up monitoring visit by M and E, the Program Advisory Board has convened three times. The program director met (via email, phone, and Zoom meetings) with the program's partners and collaborators 12 times, and the Student Advisory Board also met three times. During the Student Advisory Board meetings, student stakeholders were given opportunities to express their understanding of the program as well as share "wish lists" of items/events they would like to see come to fruition. During the year, students recommended a Jewelry Club and an Art Club, and both had been added to the program. (see paragraphs 4-6 on pp. 13-14)

Objective 1.2 - There is clear evidence of the attainment of this objective. During the 2024-25 program year, the REACH program in Egg Harbor City provided eight academic/enrichment programs; 17 cultural, recreation, and youth development activities; 10 health, nutritional, and physical activities; four character education activities; and conducted 18 parent involvement activities. There is also ample evidence from stakeholder interviews and surveys that these activities were well-organized and led, well-staffed and supplied, well-received, well-coordinated with the regular school day program, and demonstrated a positive impact on students' educations and well-being, especially their academic performance, attendance in school, social skills and behaviors, and self-confidence (see paragraphs 3, 8, 10, and 11 on pp. 12 16-17, and 19); see also selected relevant survey items in Appendix B, Figure 4 (p. 30) and Figure 6 (p. 31).

Objective 1.3 - There is clear evidence of the attainment of this objective. During the 2024-25 program year, the REACH program staff were provided with several opportunities for their continuing professional development from several different sources, including the NJDOE, NJ Food Bank, NJSACC, the school district, and the 21st CCLC program sessions. (see paragraph 7 on p. 14 and in Appendix B, Figures 3-4 (p. 30)

Objective 1.4 - There is evidence of progress toward the ultimate attainment of this objective as measured by the New Jersey Student Learning Assessment and school district records. In English language arts, for the 110 students in grades 3-8 for whom data were available, the total mean scale score on the NJSLA was 720.2 (an increase from 708.3 in Spring 2024). Disaggregating these data reveals that, across all students in grades 3-8, 80.9% were found to have scored in the range of Levels 1-3 (27.3% at Level 1, 26.4% at Level 2, and 27.3% at Level 3). In addition, 18.2% of participating students were found to have scored at Level 4, and approximately 1% were found to have scored at Level 5. For the 110 students in grades 3-8 for whom mathematics data were available, the total mean scale score on the NJSLA was 718.9 (an increase from 707.1 in Spring 2024). Disaggregating these data reveals that, across all students in grades 3-8, 85.5% were found to have scored in the range of Levels 1-3 (20.9% at Level 1, 39.1% at Level 2, and 25.5% at Level 3). In addition, 14.5% of participating students were found to have scored at Level 4, but none (0%) were found to have scored at Level 5. In addition, there is evidence of an increase of 7.4% and 3.71% respectively among students in grades 3-8 who earned report card grades of A, B, or C in ELA/literacy and mathematics between the Fall and Spring quarters of 2024-25. Moreover, attendance data for participating students in grades 3-8 clearly demonstrate that, for the 2024-25 program year (as of the Spring 2025), the vast majority (95%) of students attended school regularly. These data also show an increase in attendance of (1.36%) between Spring 2024 and Spring 2025; i.e., 93.64% in Spring 2024 and 95% in Spring 2025. Finally, there is evidence that the number of disciplinary infractions and the number of offenders among students in the regular school day program decreased between Spring 2024 and Spring 2025. For both years, the average

number of disciplinary infractions was approximately two per student, and these data suggest that most students practice good personal and interpersonal behaviors. (see Tables 1-5, pp. 21-26)

Objective 1.5 - There is clear evidence of the attainment of this objective. During the 2024-25 program year, REACH program administrators and teachers reported that attendance was good and consistent, although attendance was also impacted by the colder weather. Moreover, there is ample evidence that students' participation and engagement in the REACH program had a positive impact on their grades in school, 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. (see paragraphs 9-10 on p. 17 and selected relevant survey items in Appendix B, Figures 1-6, pp. 29-31)

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 attainment of these three objectives. During the 2024-25 program year, the REACH program coordinated its services and activities with several different partners and other external agencies and programs, some of which provided opportunities for parents and families to become more involved in their children's education. The program director and staff also crafted a variety of programs and events to inform parents of participating students about the program's goals, objectives and activities, and which provided opportunities for the parents to participate in the activities with their children. However, while the program director reported that some of the programs and events attracted many parents, the site coordinators and teachers who were interviewed suggested that parent attendance and participation had not been as good as it had been in previous years although they expressed satisfaction that it had been improving. Nevertheless, there is evidence from parent surveys that parent and family-oriented services and activities had been well-received by those who participated and had a positive impact on parents' knowledge, skills, and participation in program activities. (see paragraphs 3, 4, and 12 on pp. 11-12 and 19; see also selected relevant survey items in Appendix B, Figures 4-6, p. 30-31)

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.

Objective 3.4: The grantee will measure the impact of the program on family members of participating students.

Assessment:

Objectives 3.1 to 3.4

There is clear evidence of the attainment of these four objectives. Throughout the program year, the REACH 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 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 during the second cycle of the program in Winter 2025. Finally, year-end student performance data were collected from the school district. This evaluation effort has been designed to provide relevant and useful feedback to the program administrators and other stakeholders (e.g., advisory boards) regarding the extent to which program goals and objectives have been achieved, the impact the program has had 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 21st CCLC Program. (See Conceptual Framework in Appendix A to this report, pp. 27-28)

Limitations of the Study

First, because of budgetary and contract restraints, this study does not include the early morning (a.m.) component of the REACH program; rather it focuses entirely on the after-school program. Second and perhaps more important, 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 instead collected from, and limited to, only school district records that were made readily available to program staff. 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, 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 fifth and final year of implementation (under the current funding cycle).

Final Conclusions

1. The Egg Harbor City's 21st CCLC REACH daily after-school program provides a safe, supportive, and well-structured environment, in which 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 for the current year.
3. Comparative data from school years 2023–24 to 2024–25 indicate overall improvement within multiple measures, including increases in NJSLA total mean scale scores in both English language arts and mathematics across grades 3–8, higher marking period grades from the first to fourth quarters in the current school year, improved attendance, and fewer disciplinary infractions.
4. The program achieved its Level of Service (LOS) objective, demonstrating that recruitment, enrollment, and retention were effective.
5. There is strong alignment between the regular school day curriculum and the after-school program, as evidenced by activities, such as homework assistance, the Research & Debate Club, STEM classes, the MLK collaborative poster project, and the Earth Day Cleanup event. Because many after-school staff also work in the district during the regular school day, communication between teachers and after-school staff is smooth and seamless, allowing for consistent academic support and reinforcement of the regular school day curriculum.
6. Student feedback indicates high satisfaction with the program. Students report enjoying the activities, making new friends, support of the staff, help with homework, and having fun. Data also demonstrates significant positive impacts, including improved self-confidence, self-esteem, and academic performance.
7. Parents expressed strong appreciation for and reliance on the REACH program, consistently viewing it as a positive resource for their children and families. Parent activities are offered monthly with only limited involvement, unless food is provided. The Festival of Hope and the May Flower Arrangement were well attended.
8. 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 REACH 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 by the program administration.

1. Maintain the overall program design, given its demonstrated successes, while continuing to incorporate best practices in after-school programming.
2. The district and school administrators should support the transition in the program director role by providing training, guidance, and collaborative opportunities to ensure the successful implementation of the REACH program, sustaining prior successes while expanding and enriching program offerings.
3. Continue providing SEL instruction to further strengthen students' social-emotional skills and promote respect among participants. Provide clear instructions and expectations about cell phone usage with students.
4. Establish Advisory Board meeting schedules for both collaborators/partners and students for the full program year, offering virtual participation options for those unable to attend in person.
5. Continue increasing parent engagement by designing meaningful opportunities for involvement. Consider adding Saturday family activities to increase participation.
6. Expand professional development and communication opportunities to further strengthen staff skills, understanding, and capacity.
7. Continue to seek new collaborations (e.g., nearby nursing home, Wawa, local animal rescue) that can provide diverse learning experiences for students and explore other collaborations that may provide food and parent programming.
8. Disseminate this final report to the school administration and stakeholders. Use it as a springboard for discussion and planning, ensuring that identified issues are addressed and programming continues to evolve to meet student and family needs.

Program Description

Program Description and Implementation

The year 2024-25 marked the fifth and final year of implementation under the current 5-year grant cycle of the 21st CCLC Program (REACH) in Egg Harbor City. With a grant of \$400,000¹, the program theme for the current year continued to be civic engagement. The program operated daily from 7:20 a.m. - 8:20 a.m. and from 3:00 p.m. - 6:00 p.m., serving students in grades 3-8 in the areas of academics, enrichment, recreation, character education, and health. The required Level of Service (LOS) for the 2024-25 program year was 126 students.

REACH's goal was to offer high quality, hands-on and inquiry-based opportunities that were designed to improve students' academic achievement, promote positive behavior, improve social interactions, and increase parental involvement. The program provided project-based learning within the scope of STEAM, career awareness, character education, physical fitness/health and wellness, and technology activities, as well as instruction and enrichments to improve students' English language arts (ELA), math, science, and social studies skills.

¹ For program year 2024-25, the total programming cost projected is \$205, 967 and the total administrative cost projected is \$194, 033.

When students arrived at the after-school program, they sat at an assigned location as attendance was taken. After attendance, some had supper, while others went for recess. This pattern switched after 30 minutes. Next, students went to classes based on their grade level to work on SEL skills. From there, students transitioned into homework help for 25 minutes and then into extra homework help, as needed. Different clubs and activities were offered during the final hour of the program.

At the time of the initial monitoring visit on February 4, 2025, the program was serving 174 students (with an LOS target of 126) in grades 3-8 at the EHC Community School, of which 126 students (72%) were in attendance for 30 days or more. At the time of the second monitoring visit on May 19, 2025, the program was serving 168 students in grades 3-8, of which 145 students (86%) were in attendance for 30 days or more. One hundred and twenty-nine students were reported to be receiving free or reduced-price lunch, and 49 students were identified as having physical disabilities, IEPs, or 504 accommodations. No non-public school students participated in the REACH program. The gender and racial/ethnic distribution of students attending the program as of the initial monitoring visit was 64 African American/Black, 48 Caucasian/White, one Asian, 61 Hispanic/Latin, including 91 male and 83 female students.

1. Program Administration

Throughout the year, the program director, Donnel Louis Dulay, maintained overall responsibility for all aspects of the program. The site coordinators, Cindi Craig and Katherine Minutella, assisted him with operational coordination of the program's activities. In that regard, they worked closely with Mr. Dulay in all aspects of the program, including checking student attendance (in & out), scheduling, preparing class lists, and organizing clubs and homework groups, creating Fun Friday lists and activities, planning parent engagement activities, managing student discipline (time out, walk & talk, etc.), checking staff attendance, acquiring substitutes as needed, monitoring students who needed extra time completing their homework, conducting discussions with families, and coordinating activities with club teachers.

2. Recruitment, Enrollment, and Retention Activities

The following strategies were employed during the current program year:

Recruitment - Information about REACH that helped recruit students was done through Facebook, flyers posted around the school and handed out to parents during the program overview night, emails, daily announcements, school bulletin boards, ClassDojo, materials translated into Spanish, phone calls for targeted students from the regular school day I&RS and CST, parent nights (e.g., Carnival Night, Back-to-School Night, conferences), and events held for the community.

Enrollment - All parents in the district were sent notifications via email/Blackboard/ClassDojo regarding registration opportunities, and they received confirmation emails once their child's application was accepted. The program director monitored the number of students in each grade level so there would not be an uneven population in any level. Enrollment applications and other program materials were also available in Spanish.

Retention - The incentive of field trips, special activities, and free play helped to retain students. Students in the program voiced their opinions about what programs and activities they favored, and there was a waiting list for Fun Fridays. These actions, as well as the strict attendance policy outlined in the handbook also helped with retention.

3. Programs, Services, and Activities

The following specific programs, services, and activities were offered during the first half of the program year. Items marked with an asterisk (*) were introduced in the program during the second half of the program year.

Academic and Enrichment Programs

- Remediation in ELA/Math
- Homework Club
- World of Math & Art
- Creative Writing
- Math Hour with Mr. Ross
- ELA with Ms. Cullen
- Coding Club
- Mind Masters

Cultural, Recreational, and Youth Development Activities

- Maniac Missions
- Trivia Club
- Research and Debate Club
- Shark Tank
- REACH Olympics
- Music Club
- Brain Teasers & Building
- Dance Club
- World of Math & Art
- Puzzle Club
- Mentor Club
- Volleyball
- Career Readiness
- Coding Club
- Latch Hook Club*
- Painting Club*
- Gemstone Club*

Health, Nutrition, and Physical Activities

- Yoga Club
- Snap Ed
- Wrestling Club
- Chess Club
- Basketball Club
- Volleyball Club
- Olympics Club
- Cooking Club
- Walking Club*
- Soccer Club*

Infusion of Character Education

- Mentorship Club
- Civics Club
- Brain Teasers & Building
- Daily SEL

Parental Involvement

September 2024

- Family Kickball
- Are you smarter than a Knight?

October 2024

- Family Bingo
- Family Paint Starry Pumpkin
- EHC Halloween Parade

November 2024

- Family Game Night
- Snap Ed Hydration Presentation
- REACH Fitness/Wrestling
- ACUA Family Clean-up

December 2024

- Iron Mike Wrestling Clinic
- Festival of Hope
- EHC Christmas Parade

January 2025

- Family Kickball

February 2025

- Financial Literacy*

March 2025

- Family Kickball*

April 2025

- Family Game Night*

May 2025

- Family Movie Night*
- Mother's Day Flower Event*

4. Partners and Collaborating Organizations

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

- Atlantic Prevention Services, Kathleen McFadden - A community-based organization that provided programming/activity-related services, paid staffing, in-kind donations, goods and materials, and adult/parent education.
- ACUA – provided community cleanups and parade floats.
- AtlantiCare – provided seminars on healthy families and attended community functions.
- Cedar Creek – provided student workers and assisted with EHCCS REACH events.
- Community Food Bank of NJ – provided education on healthy eating and shopping habits, as well as staff development and attends all community functions.

- EHC Coalition – provided services to students to promote sustainable living and contributed to community events.
- EHC Mayor’s Office – provided programming support and involvement in community events.
- AC Prosecutor’s Office – provided supplemental enrichment activities through collaboration to design new programs and promote healthy relationships with law enforcement.
- Stockton University – provided student volunteers to assist with homework and enrichment activities.
- Generation Citizen – provided professional development for staff and lesson plans.

5. Coordination with External Agencies and Programs

Throughout 2024-25, the program coordinated its curriculum, activities, and events with the district’s Title I Program (Character Strong) and its Kid-Grit program, which provided SEL training and lessons/projects for REACH staff. REACH also coordinated with NJSACC for its Lights On program.

6. Advisory Boards

By the time of the second monitoring visit in May 2025, the Program Advisory Board had conducted three of its four planned quarterly meetings, at which time the program director provided program updates and shared information about the program’s progress. In addition, the program director met (via Zoom teleconferences) and communicated (via telephone and email exchanges) 12 times with program partners and collaborators to discuss program activities, and the Student Advisory Board convened three of its planned four meetings.

During all of the Student Advisory Board meetings, students were given opportunities to express their understanding of the program as well as to share their “wish lists” of items/events they would like to see come to fruition. Throughout the program year, students recommended a Jewelry Club and an Art Club, and both were added to the program. In addition, several strategies were planned for increasing opportunities for parents to offer input into the program’s planning and implementation.

7. Staffing and Professional Development Activities

At the time of the initial monitoring visit, the program director reported that staffing (including one full-time program director, two part-time site coordinators, 18 part-time teachers, one part-time nurse, and one part-time guidance counselor) was complete. All (100%) program staff members also worked within the school district during the regular school day.

Throughout 2024-25, the program director attended all NJDOE quarterly program director meetings, training offered by the NJ Food Bank for food bank and food handler certification, the Foundations Beyond School Hours Conference, the NJSACC Annual Conference on After-school and Out-of-School Time, and the NJSACC Soaring Conference. In addition, the school district included the program director in its regular administrative meetings, and some REACH staff attended the district’s monthly district staff meetings. The district also provided professional development sessions for the staff on several topics including Safe Schools, Creating Resilience - Trauma Responsive Schools by Michael McKnight, The Science of Reading by Kim Tucker, Best Practices in Math with Innovamat, CPR training, Trauma Review, Differentiation and De-escalation, Sheltered English Instruction, Behavior Basics with Interactive Kids, and Nearpod Training. The REACH Program provided an initial staff orientation in September 2024, monthly staff meetings thereafter, and Generation Citizen training for staff.

EVALUATION MONITORING OF PROGRAM IMPLEMENTATION

Status of Recommendations Offered by M and E in its 2024-25 Interim Report

Recommendation #1 - Given the program's ongoing success, the program director and staff should continue to offer the REACH program as it is currently designed, while continuously incorporating best practices in programming. Efforts should also focus on further enhancing student engagement and learning experiences with some new and different clubs/activities for students to experience.

Status - The program continued to offer the same general design it has been providing in the past. Some new classes were introduced during the third session that students enjoyed, such as the painting, latch hook, gemstone, soccer, and walking clubs.

Recommendation 2 - Keep working on promoting positive students' social and behavioral growth, while integrating opportunities to develop critical thinking, problem-solving, and decision-making skills. Consider having limited cell phone usage during the program hours, consistent consequences for behavioral issues, having a structure in place for regular school day issues that come into the program, making sure each class has a balanced student-teacher ratio, and reinforcing pleasant attitudes that align with expectations.

Status - The program followed the regular school day policy of no cell phones. The program director created behavior modification forms for students who could benefit from them. The program director also was visible and involved during the program time and shook students' hands daily. There was intention in breaking the more desired classes into two separate groups.

Recommendation #3 - Create an Advisory Board meeting schedule that is planned out for the program year. Continue to offer online participation options for members to join if they can't attend in person.

Status - The change in program leadership made implementing this recommendation difficult. It will be done for the upcoming program year.

Recommendation #4 - Explore innovative strategies to enhance parental engagement, promoting meaningful involvement through tailored outreach, interactive programming, and collaborative opportunities that align with parents' interests and availability. Consider offering Saturday opportunities for parents and inquire of their suggestions.

Status - The behavior modification charts worked to communicate better with parents. Parents were invited to attend the program to watch a movie with their students. There was a Mother's Day activity that brought out a lot of families.

Recommendation #5 - Continue seeking new collaborations that bring fresh experiences and opportunities for students. Think about partnering with nearby nursing homes, where students can create hands-on projects for the residents. Consider collaborating with businesses that may be able to provide food for parent programming

Status - The program strengthened its collaboration with Cedar Creek H.S. and planned for 45 high school students to be REACH volunteers starting in September. Snapology will begin in the next program year.

Recommendation #6 - The program director should share this report, in whole or in part, with all stakeholders to increase awareness and support for the REACH program. Program staff should carefully review the report's findings, particularly 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 February 4, 2025, M and E interviewed the program director, one site coordinator, two program staff members, and two students and administered surveys to all of these stakeholders. The findings from these interviews and surveys were previously reported in M and E's Interim Report, which was submitted to the program director on April 8, 2025. Readers are encouraged to review these findings for the specific details of the interviews, and a summary of the findings of the surveys is included in this final report as Appendix B. The findings presented in the following sections describe and discuss the interviews and students' year-end student-related data that were collected during the second monitoring visit on May 19, 2025.

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

During the initial monitoring visit, the program director reported that the after-school REACH staff also taught in the regular school day program and were thoroughly familiar with the regular school day curriculum and students. The program director also reported that the Homework Help and tutoring sessions as well as SEL instruction all followed the regular school day curriculum. The regular school day staff were in constant communication with after-school staff and used Google drive, e-mail, and staff surveys as means of communication.

During the initial monitoring visit, the site coordinator also affirmed that all REACH staff worked in the district (at either the Community School or at Spragg Elementary) during the regular school day. She pointed out that the Community School was small, so everyone knew each other and the curriculum, and they used their cell phones, texting, email, and face-to-face interactions to communicate with one another and discuss program issues, as well as the needs and progress of the after-school participants. She further noted that the Homework Help was a direct link to the regular school day curriculum, and the program's clubs were also aligned naturally with the regular school day curriculum. In the follow-up interview during the Spring monitoring visit, the other site coordinator added that both the MLK collaborative poster activity and the Earth Day cleanup event linked directly to the regular school day curriculum.

In addition, during the initial monitoring visit, one of the teachers reported that the program's Homework Help and tutoring sessions were direct curriculum connections to the regular school day as students worked on and/or got help with regular school day curriculum skills and assignments. The Research and Debate Club also used skills found in the regular school day curriculum. Students working with one another was another skill activity that aligned with the regular school day curriculum. REACH program staff communicated daily with regular school day teachers about students' needs, through texting or email. The other teacher reported that, in addition to the Homework Help sessions, SEL, STEM, coding, art, and writing instruction all connected directly to the regular school day curriculum. Regular school day staff used Google Sheets for homework assignments so the REACH staff could easily be aware of any work needing to be completed.

In the interviews during the follow-up Spring monitoring visit, the teachers reported that the Homework Help, STEM, the Science and Gardening clubs, comic book, and coding were all directly linked to the regular school day curriculum. In addition, the regular school day staff communicated easily about student needs with the program director who was on-site daily. The regular school day staff and program staff also communicated often among themselves through emails and texts about student needs.

9. Student Attendance and Social and Disciplinary Behaviors

During the two monitoring visits, the site coordinators reported that student attendance was consistent overall, but it varied as the year went on, with more students attending when the weather turned cold. Regarding students' social and disciplinary behaviors, she reported that students got along well, but some students were goofy and silly, and the younger students tried to mimic behaviors of their older counterparts, who tried to take charge of them. She also noted that the after-school program experienced more behavioral issues than during the regular school day, and there was a lot of friend drama and violations of the no cell phone policy.

The teachers who were interviewed also reported that attendance had been good and consistent, especially among the younger students. Regarding their social interactions and disciplinary behaviors, they noted that, for the most part, students were socially appropriate, kind to their peers, and respectful of teachers. They chose who they wanted to associate with in the program. However, the attitudes of some students were a bit rough this year, and those students tended to hang out with the same friends every day. The teacher further noted that there hadn't been many disciplinary behavior issues, but when they did arise, they were handled promptly and correctly. Some of the disciplinary issues that arose included pushing/shoving at recess, cursing, bad attitudes and disrespect, and phone incidents since phones were to be kept out of sight.

In the interviews during the follow-up Spring monitoring visit, the teachers reported that attendance had been good with the same core group of students attending every day. She further added that the children's social interactions were also good, and most students generally got along well. The older students helped with the younger ones. One teacher reported, however, that some of the girls at times acted in socially inappropriate ways. Finally, the teachers noted that inappropriate cell phone usage and disrespectful behaviors continued to be issues that often resulted in corrective disciplinary action.

10. Feedback from Program Participants and Stakeholders

During the initial monitoring visit, the site coordinator reported that most of the feedback from students had to do with the different clubs. Those in the lower grades especially liked the program. However, there hadn't been much feedback from parents. Both teachers reported that the students liked the program and the different clubs, and they liked socializing with their friends. They further reported that parents also seemed to like the program, insofar as students got dinner, social opportunities, and help with their homework.

During the initial monitoring visit, two students were also interviewed, and when asked why they attended the after-school program, one student reported he attended because it was a safe place to be after school. The other student attended to get help with her homework, to learn new things, and to hang out with her friends.

The students were also asked about what effect participating in the after-school program had on their grades, behaviors, regular school day attendance, and self-confidence. Regarding their grades, both students reported their participation in REACH helped them improve their grades, because they could get help with their homework when they needed it.

One student reported that his behavior had improved because of his participation in REACH, while the other student didn't think her behavior had been affected, since it was always good. Both students reported their attendance during the day in school also wasn't affected because they attended every day and were absent only when they were ill.

Both students also reported that participating in REACH helped their self-confidence. One student commented that the program helped him feel more confident being around other people as he made new friends, while the other student commented she generally already had self-confidence in things, but participation in the program helped her with learning how to build Legos and looking at colleges during the summer program.

When asked about what they liked and disliked about REACH, the students reported they liked the Lego Club, watching movies, the food, helping others with their homework during the Homework Help part of the program, and the clubs. Neither student could identify anything about the REACH program they didn't like. One student suggested that he would like to have more time for the different activities (e.g., homework, clubs, recess), while the other student suggested more field trips, more daily clubs (two instead of one), and going to the Waterpark in the summer.

In the interviews during the follow-up Spring monitoring visit, the program director reported that students didn't always want to leave when their parents came to pick them up. In addition, he noted that parents liked when they got to do activities with their children. The teachers reported that the students loved the program, especially spending time with other students in different grade levels. They also loved the free time even if they didn't want to participate in some of the clubs. When asked why they attended the program, the three students who were interviewed offered similar reasons. One student attended to hang out with friends, get help with her homework, and for the food. Another student attended for the extra homework help, to be with some of the teachers, and to be with friends. The third student attended because her mom couldn't pick her up right after school, and she got to do her homework as well as hang out with her friends.

All three students agreed the after-school program helped them improve their grades in the regular school day program. One student commented that her grades improved because the program helped her learn different ways to understand what was taught during the day. Another student commented that she was failing math at one point and being in the program helped her bring her grade up to a B. Finally, the third student commented that the program helped her grades a lot because she was able to review her regular school day work during the after-school program.

All three students also agreed that their participation in the after-school program had little effect on their attendance at school each day, as they always attended every day unless they were ill. In addition, they agreed that their behaviors hadn't changed due to their participation in the after-school program (they were always well-behaved), although one student commented that being in the program helped her to be a good person. Finally, they all agreed that being in the program helped them improve their self-confidence. One student commented that her self-confidence was better because being around friends made her happy and feel better about herself. Another student

commented that her self-confidence in math increased because of what she learned in the program, and the third students commented that her self-confidence was better because the program helped make her happier.

When asked what they liked and disliked about the after-school program, the students reported they liked the clubs that were offered, recess time, the teachers, hanging out with their friends, and getting their homework done so their evenings could be free. They all agreed they didn't like the food the REACH program provided. They offered several suggestions as follows: offer recess with the older students, offer a singing club, provide better food choices, allow students to use their phones at recess, offer tap dancing, spend time teaching students how to be better human beings, and get students to be nicer to one another.

11. Availability of Materials and Supplies

During both monitoring visits, all four of the teachers who were interviewed reported that materials and supplies were plentiful and readily available and that, when they submitted supply orders, they were received promptly.

12. Parent and Family Participation

At the time of the initial monitoring visit, the site coordinator reported that overall, parent participation this year had not been as good as it had been in previous years. The program offered activities once a month for parents, who generally come out primarily when free food was involved. She did note, however, that there was a Festival of Hope in December that drew a lot of families. In the follow-up interview during the Spring monitoring visit, she noted that a flower arrangement Mother's Day event had occurred which had good family participation. The teachers also reported that parent participation had been minimal, even when Family Fridays were conducted. They did agree, however, with the site coordinator about the Festival of Hope event that attracted many parents. One teacher also offered that REACH hosted a March Madness event that usually had good attendance. In the interviews conducted during the follow-up Spring monitoring visit, both teachers reported that the program hosted family wellness, kickball, flower arranging, and Mother's Day events. They added that, normally, only a handful of parents attended such events; however, the Mother's Day event brought out a lot of families.

13. Program Accomplishments

During both monitoring visits, the program director and site coordinators identified the following as significant program accomplishments:

- The staff and parents were happy.
- Programming was more consistent and manageable than it had been previously.
- Bringing in high school students as mentors on Fun Fridays.
- Families got food from the Food Bank.
- Parent involvement increased.
- Program achieved its enrollment targets that had been set earlier in the program year.
- The mentoring students got from teachers in an environment different from the regular school day.

14. Program Strengths

During the initial monitoring visit, the program director reported that significant program strengths included the fact that the staff worked well together and were flexible, and the partners and collaborators supported the program. In addition, the site coordinator reported that third graders

got to experience middle school, other participating students socializing with students whom they didn't normally see during the regular school day, and providing a place for older students to be that was not out on the street were all significant program strengths. In the follow-up interview during the Spring monitoring visit, the program director added that the program provided a safe place for students to be after school when parents weren't yet home, which was a significant strength. And he added that the gifts and talents staff brought to the program and the opportunity to provide students with extra homework time, if needed, were also significant strengths.

The teachers who were interviewed during the initial monitoring visit identified the following as significant program strengths:

- a safe place to be after school,
- Homework Help,
- tutoring,
- staff stepping up to the plate, when necessary,
- students getting to know different teachers, and
- social opportunities offered to students and the relationships they developed with students among different grade levels.

In the interviews during the follow-up monitoring visit in the Spring, the teachers identified the following as significant program strengths:

- The dedicated staff who went above and beyond for students,
- a present and involved program director,
- the relationships made between and among the students and staff, and
- a safe after-school place for children to play and learn.

15. Concerns, Shortcomings, Challenges, and/or Obstacles to Success

During the initial monitoring visit, the program director reported several challenges. Specifically, the building's space was limited in its ability to provide services to the high number of students. The REACH program competed with other events/activities/sports after school, making it difficult to find spaces for physical activities. There were students with regular school day behavioral issues that intruded on the after-school program, affecting other students' ability to enjoy programming, and there were several changes in program leadership within the current program year, which created many challenges.

During the initial monitoring visit, the site coordinator reported that the REACH program director and school administrators kept changing, which created a challenge. She also noted that getting students and keeping them engaged and getting the older students to attend regularly were also challenges. No additional concerns, shortcomings, challenges, or obstacles were noted during the follow-up Spring monitoring visit. Both teachers reported that the constant change in program leadership (three different directors during this year alone) had been a significant challenge. In addition, they identified some students' behaviors and the fact that many parents regarded the program as a free babysitting service as areas of concern. In the interviews during the follow-up monitoring visit in the Spring, the teachers reported that the continuing changes of program directors, inappropriate student behaviors, and excessive chances given to students for their inappropriate behaviors were all matters for concern.

16. Suggestions for Program Improvement

During both monitoring visits, the program director and site coordinators offered the following suggestions:

- provide more parental involvement,
- create a program structure/systematizing,
- provide additional SEL,
- provide more community learning,
- improve relationships and trust with parents, and
- continue communication with all stakeholders to find new topics/activities that excite students.

The teachers would like parents to realize that the program was not a babysitting service. They also suggested that the development of ways for having students earn their way into the program and that more consistent and firm consequences for adverse student behaviors were necessary. Specifically, stricter discipline was needed, as well as the quick removal students from the program if they had already been warned and continued to demonstrate the same inappropriate behavior. The teachers also suggested that planned/upcoming parent activities should be advertised on social media.

17. Plan for Program Sustainability

During the initial monitoring visit, the program director reported that the district would not have the funds to continue the REACH program in its current program design and hours of operation without 21st CCLC funding. With that said, the district probably would have to create a district-wide advisory board to explore sustainability, bringing in the program's partners and collaborators, as well as the community leaders. They would have to hold events to bring in additional partners and come up with fundraising plans. In the interim, the partnerships and collaborators would be encouraged to continue providing some type of services for the students and their families. The district would also have to apply for grants available that would support aspects of the program.

18. Plan for the 2025 Summer Program

The summer program for 43 students will run from 8:00 a.m. to 12:00 p.m. from July 7th to July 31st, and will offer Snap Ed & Mindfulness, Gym and Physics, Rocket Launching 101, and Art classes. Students will have the opportunity to go on several field trips such as the Funny Farm Animal Rescue, Atlantic City Cruises Bay Ride, LWG Laser Tag, and EHC Lake Day.

Summary of Student Performance Data

Four 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) academic report card data showing the percentage of students earnings grades of A, B, and/or C, (c) attendance data, and (d) disciplinary infraction data. The data tables for each of these measures 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)

The data in Table 1 show that, for the 110 students in grades 3-8 for whom English language arts data were available, the total mean scale score was 720.2 (an increase from 708.3 in Spring 2024), which situates these students near the top of the category of Level 2, *Partially Met Expectations*. Disaggregating these data reveals that, across all students in grades 3-8, 80.9% were found to have scored in the range of Levels 1-3 (27.3% at Level 1, 26.4% at Level 2, and 27.3% at Level 3). In addition, 18.2% of participating students were found to have scored at Level 4, and approximately 1% were found to have scored at Level 5.

For the 110 students in grades 3-8 for whom mathematics data were available, the total mean scale score was 718.9 (an increase from 707.1 in Spring 2024), which situates these students within the category of Level 2, *Partially Met Expectations*. Disaggregating these data reveals that, across all students in grades 3-8, 85.5% were found to have scored in the range of Levels 1-3 (20.9% at Level 1, 39.1% at Level 2, and 25.5% at Level 3). In addition, 14.5% of participating students were found to have scored at Level 4, but none (0%) were found to have scored at Level 5.

These data clearly show that, aside from students who have already fully met or exceeded expectations for English language arts (19.1%), 53.7% tested at encouraging levels (*partially meeting* and *approaching* expectations), and for mathematics, where 14.5% have already fully met expectations, 64.6% also tested at similarly encouraging levels. In summary, the data clearly show that while significant percentages of students in grades 3-8 tested at levels that had not yet met expectations (i.e., achieved the desired standards) in both English language arts and mathematics, more than half of those participants who were tested scored at levels where they were partially meeting and approaching the desired expectations in both English language arts and mathematics.

The data in Table 2 (see p.24) also show increases in the percentage of students achieving Levels 4 and 5 on the NJSLA between testings in 2024 and 2025. Specifically, in English language arts, across the span of grades 3-8, the percentage of students meeting or exceeding expectations increased from 5.3% in Spring 2024 to 19.1% in Spring 2025, (increases were noted in every grade except grade 6). Similarly, in mathematics, across the span of grades 3-8, the percentage of students meeting or exceeding expectations increased from 3.9% in Spring 2024 to 14.5% in Spring 2025, (increases were noted in every grade except grade 3).

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

EGG HARBOR CITY 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
3	24	704.5	12	50.0%	7	29.2%	2	8.3%	21	87.5%	3	12.5%	0	0.0%
4	22	722.2	6	27.3%	6	27.3%	4	18.2%	16	72.7%	5	22.7%	1	4.5%
5	16	720.0	3	18.8%	6	37.5%	5	31.3%	14	87.5%	2	12.5%	0	0.0%
6	14	720.7	2	14.3%	5	35.7%	7	50.0%	14	100.0%	0	0.0%	0	0.0%
7	21	724.2	5	23.8%	4	19.0%	7	33.3%	16	76.2%	5	23.8%	0	0.0%
8	13	738.8	2	15.4%	1	7.7%	5	38.5%	8	61.5%	5	38.5%	0	0.0%
Total	110	720.2	30	27.3%	29	26.4%	30	27.3%	89	80.9%	20	18.2%	1	0.9%

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
3	24	715.8	6	25.0%	9	37.5%	6	25.0%	21	87.5%	3	12.5%	0	0.0%
4	22	719.8	4	18.2%	9	40.9%	7	31.8%	20	90.9%	2	9.1%	0	0.0%
5	16	707.8	5	31.3%	8	50.0%	2	12.5%	15	93.8%	1	6.3%	0	0.0%
6	14	717.9	4	28.6%	4	28.6%	5	35.7%	13	92.9%	1	7.1%	0	0.0%
7	21	723.7	2	9.5%	8	38.1%	7	33.3%	17	81.0%	4	19.0%	0	0.0%
8	13	730.5	2	15.4%	5	38.5%	1	7.7%	8	61.5%	5	38.5%	0	0.0%
Total	110	718.9	23	20.9%	43	39.1%	28	25.5%	94	85.5%	16	14.5%	0	0.0%

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

Egg Harbor City Regular School Year Program COMPARATIVE ANALYSIS – NJSLA STUDENT PERFORMANCE DATA Spring 2024 & 2025		
	Percentage Meeting and Exceeding NJSLA Expectations for Grades 3-8 (Spring 2024)	Percentage Meeting and Exceeding NJSLA Expectations for Grades 3-8 (Spring 2025)
ELA Total	5.30%	19.1%
Grade 3	6.7%	12.5%
Grade 4	8.3%	27.2%
Grade 5	0.0%	12.5%
Grade 6	6.7%	0.0%
Grade 7	0.0%	23.8%
Grade 8	8.7%	38.5%
Mathematics Total	3.90%	14.5%
Grade 3	26.7%	12.5%
Grade 4	0.0%	9.1%
Grade 5	0.0%	6.3%
Grade 6	3.3%	7.1%
Grade 7	0.0%	19.0%
Grade 8	0.0%	38.5%

Note: In the Spring 2024 no (0%) REACH participants exceeded NJSLA expectations (Level 5) for English language arts, and in Spring 2025, only one student (a 4th grader) exceeded NJSLA expectations (Level 5) for English language arts. In the Spring 2024 and Spring 2025, no (0%) REACH participants exceeded NJSLA expectations (Level 5) for mathematics.

The data in Table 3 show the percentages of students earning grades of A, B, or C in English language arts (ELA)/Literacy and mathematics during the regular school year program in the Fall (1st Quarter) of 2024 and then again in the Spring (4th Quarter) of 2025. An increase of 7.4% was observed in ELA/Literacy across all grades 3-8 between the Fall and Spring quarters. It is noteworthy that, in the Spring 2025, all (100%) of the students in grades 3-8 for whom data were available earned grades of A, B, or C. In mathematics, an increase of 3.71% was observed across all grades 3-8. Once again, it is noteworthy that, in the Spring 2025, all (100%) of the students for whom data were available in grades 4, 5, and 7 earned grades of A, B, or C. Insofar as this type of data was not collected as part of M and E’s 2023-24 evaluation effort, a comparative analysis was not performed.

Table 3: Egg Harbor City School District Report Card Grades (Fall – Spring, 2024-25)

EGG HARBOR CITY REGULAR SCHOOL YEAR PROGRAM REPORT CARD GRADES - PERCENTAGE OF STUDENTS EARNING A-B-C GRADES FALL (1st QTR) 2024 AND SPRING (4th QTR.) 2025				
Grade	Language Arts/Literacy	Mathematics	Language Arts/Literacy	Mathematics
	1st Quarter	1st Quarter	4th Quarter	4th Quarter
	39.13%	82.61%	70.83%	87.50%
	100.00%	95.45%	100.00%	100.00%
	100.00%	93.75%	100.00%	100.00%
	100.00%	92.86%	100.00%	92.86%
	95.24%	95.24%	100.00%	100.00%
	100.00%	92.31%	100.00%	92.31%
Total	86.24%	91.74%	93.64%	95.45%

In addition to the academic data demonstrated by the program participants, attendance data for participating students in grades 3-8 reported below in Table 4 clearly demonstrate that, for the 2024-25 program year (as of the Spring 2025), the vast majority (95%) of students attended regularly. These data also show an increase in attendance of (1.36%) between the two years: 93.64% in Spring 2024 and 95% in Spring 2025).

Table 4: Participant Disciplinary Infraction Rates

EGG HARBOR CITY REGULAR SCHOOL YEAR PROGRAM COMPARATIVE ANALYSIS – ATTENDANCE RATES (Spring 2024 & Spring 2025)				
Grade	# Students (2024)	Attendance Rates (2024)	# Students (2025)	Attendance Rates (2025)
3	16	94.72%	24	94.04%
4	26	94.04%	22	95.18%
5	26	92.99%	16	94.41%
6	30	94.28%	14	94.72%
7	16	92.05%	21	95.05%
8	24	93.45%	13	97.39%
Total	138	93.64%	110	95.00%

Finally, the data in Table 5 show that there were 102 reported disciplinary infractions among 46 students in grades 3-8 for whom data were available during the 2023-24 program year, for an average of approximately 2.2 infractions per student, while during the 2024-25 program year, there were 81 reported disciplinary infractions among 36 students in grades 3-8 for whom data were available, for an average of approximately 2.2 infractions per student. These data suggest that most students practice good personal and interpersonal behaviors.

Table 5: Participant Disciplinary Infraction Rates

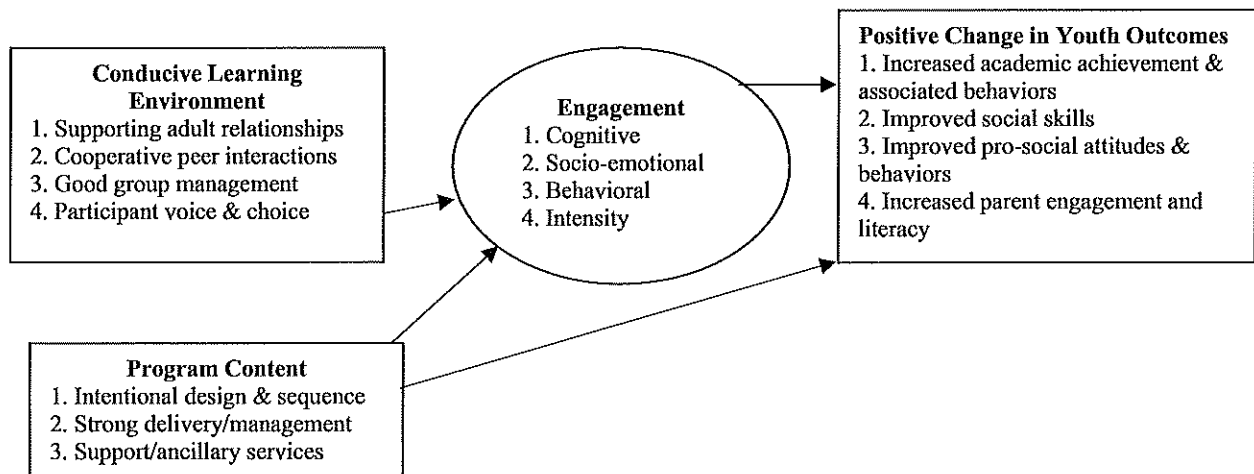
EGG HARBOR CITY 21st CCLC PROGRAM EVALUATION - REACH COMPARATIVE ANALYSIS - DISCIPLINARY INFRACTION COUNTS (Spring 2024 and 20245)				
Grade	# Students (2024)	Number of Incidents (2024)	# Students (2025)	Number of Incidents (2025)
3	3	7	8	21
4	6	19	8	16
5	8	21	5	11
6	13	21	4	6
7	7	21	5	13
8	9	13	6	14
Total	46	102	36	81

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.² objectives. Teachers 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 report cards and standardized test performance data, attendance, and disciplinary behavior data. These data provided important and useful information about student outcomes and program impact.

² Specific, Measurable, Attainable, Realistic, Time-bound.

APPENDIX B

Interim Survey Results – Winter 2025

Figure 1: EGG HARBOR CITY
21ST CCLC Program Interim Survey (February 2025)
Student Ratings of Selected Program Variables and Outcomes
 Considering all aspects the 21st CCLC after-school program, how would you rate each of the following:
 % Improved a Lot or a Little (n=20)

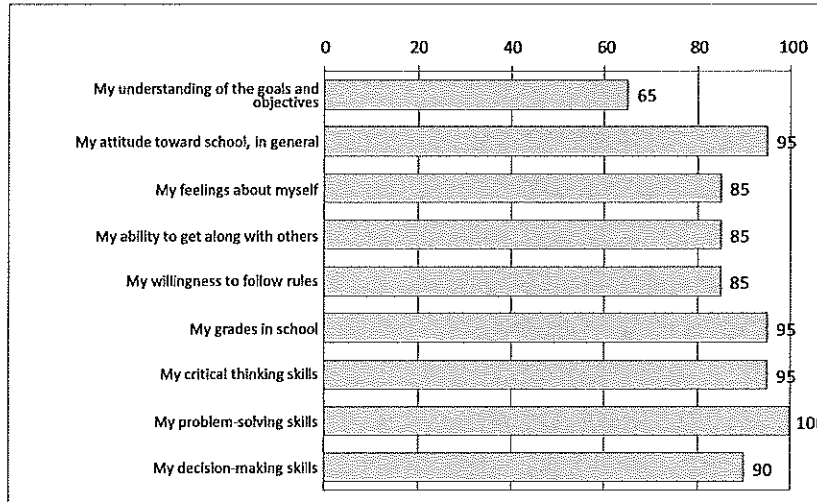
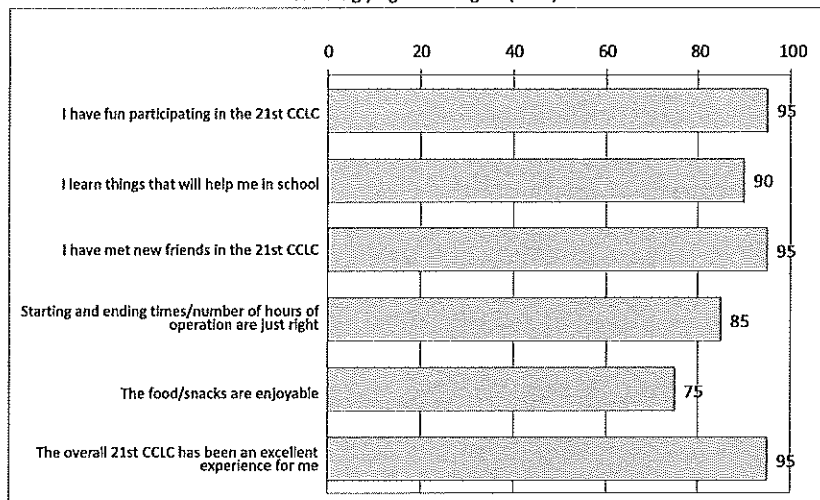


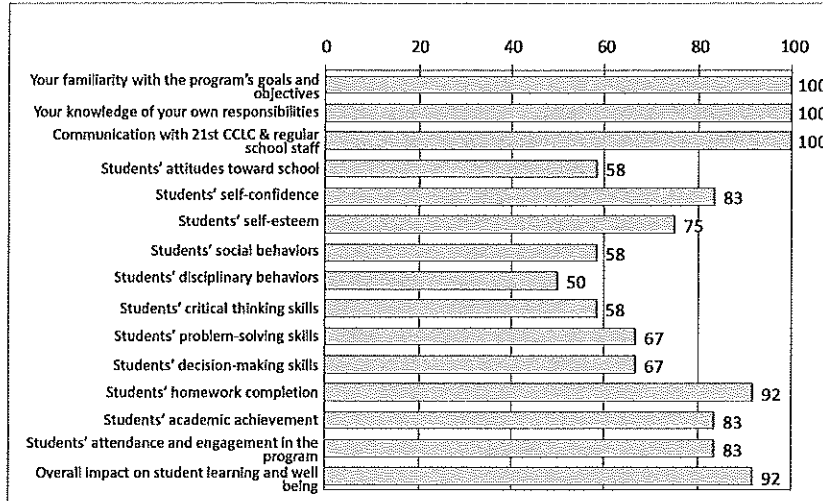
Figure 2: EGG HARBOR CITY
21ST CCLC Program Interim Survey (February 2025)
Extent of Student Agreement/Disagreement with Selected Statements About the Program

To what extent to agree or disagree with each of the following statements?
 % Strongly Agree and Agree (n=20)



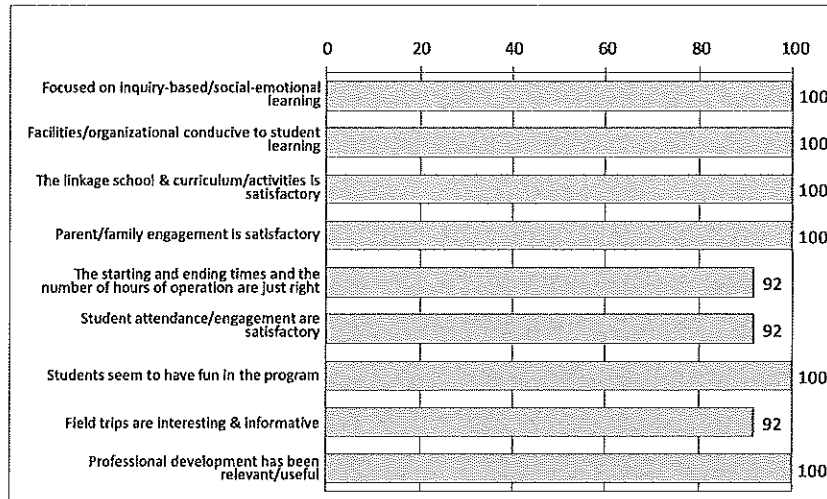
**Figure 3: EGG HARBOR CITY
21ST CCLC Program Interim Survey (February 2025)
Staff Ratings of Selected Program Variables and Outcomes**

Considering all aspects the 21st CCLC after-school program, how would you rate each of the following:
% Excellent and Good (n=12)



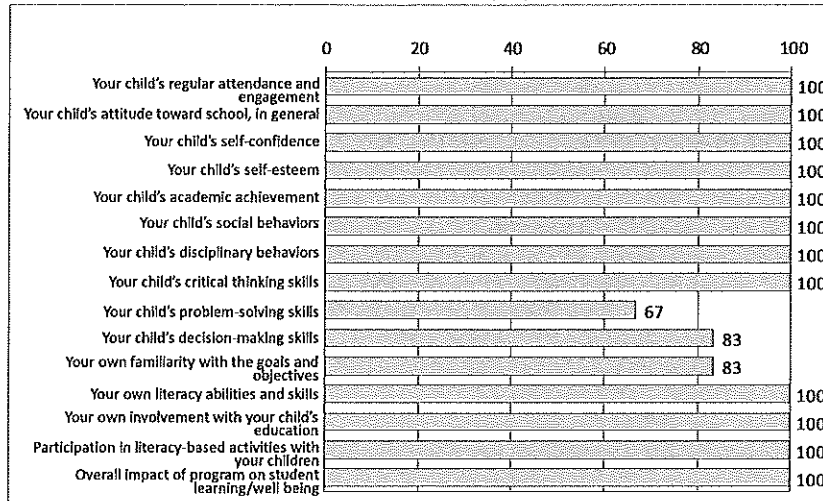
**Figure 4: EGG HARBOR CITY
21ST CCLC Program Interim Survey (February 2025)
Extent of Staff Agreement/Disagreement with Selected
Statements About the Program**

To what extent to agree or disagree with each of the following statements?
% Strongly Agree and Agree (n=12)



**Figure 5: EGG HARBOR CITY
21ST 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=6)



**Figure 6: EGG HARBOR CITY
21ST 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=6)

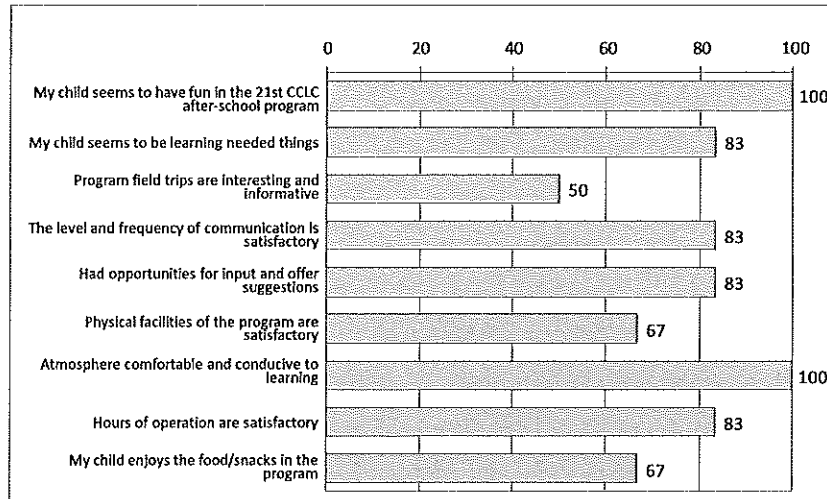
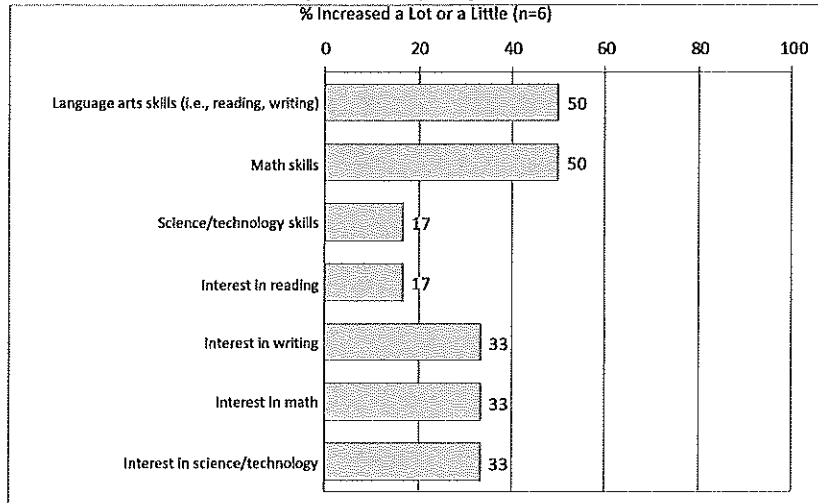


Figure 7: EGG HARBOR CITY
21ST CCLC Program Interim Survey (February 2025)
Extent of Parent Increased a Lot or a Little with Selected
Statements About the Program

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



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