

**2024**  
**2025**

*Nita M. Lowey 21st Century Community Learning Centers*

# **ANNUAL EVALUATION REPORT**

## **Freehold Borough Schools**

*October 27, 2025*



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## Executive Summary

The Freehold Borough Schools Nita M. Lowey 21st Century Community Learning Centers (21CCLC) program began its first year of afterschool programming on October 7, 2024 at Park Ave Complex. Students were provided with a robust afterschool program for the entirety of the school year, concluding on June 13, 2025, with an additional summer program held from June 30, 2025 to August 1, 2025.

Key findings in year 1 are as follows: The program successfully served 417 students in its first year, including 327 students who participated for 30 days or more, significantly exceeding the target enrollment of 251. These high participation levels highlight strong demand and consistent engagement among long-term attendees. Students and families benefited from a wide range of activities across all 21CCLC required areas: academic remediation; academic enrichment; positive youth development; cultural and arts; health, nutrition, fitness, and physical activity; and parental involvement. Details on program activities are detailed in the Service Hours section of this report.

Data on program impact was collected via student, parent, staff, teacher, and principal surveys as well as student report cards. According to teacher surveys, students who attended the program demonstrated notable academic gains, with 69% showing improvement in math and 64% in reading/ELA; this was echoed by report card analysis. Stakeholders expressed high overall satisfaction with the program in year 1.

With these evaluation findings in mind, the program's recommendations for the upcoming year include establishing a 21CCLC Advisory Board and Student Council, developing an annual parent engagement calendar featuring monthly activities, and expanding collaborations, particularly those focused on family engagement.

## Program Overview

<b>Lead Agency</b>	Freehold Borough Schools
<b>Project Director</b>	Brooke Shaw
<b>Program Site</b>	Park Ave Complex
<b>Program Theme</b>	STEAM
<b>Grant Year</b>	Year 1 of 5
<b>Target Enrollment</b>	251 students in grades 3-8

Laurus Grant Writing & Evaluation Services (Laurus) has developed this evaluation report to provide program leadership and stakeholders with information that can help shape future programming. This report provides an overview of program implementation and summarizes evaluation findings from year 1. In addition, this report details the types of data collected, highlights what that data means for program improvement, and identifies trends in program attendance, academic performance, and other possible impacts to program attendees. This report will be utilized as part of the program’s continuous improvement efforts and also support a comprehensive longitudinal analysis of the program at the end of the five-year grant cycle.

## Methodology

This evaluation is based on both quantitative and qualitative data collected throughout grant year 1. Data sources for the report include: data obtained from the New Jersey PARS21 database; in-person program observations on November 19, 2024, May 19, 2025, and July 29, 2025; review of program materials; interviews with the Project Director, Site Coordinator, and other staff; surveys completed by students, parents, staff, teachers, and school administrators; student report cards; quarterly narrative summary reports; and other miscellaneous data sources. All programmatic data included in this report was obtained via the State of New Jersey’s PARS21 database on October 6, 2025.

## Enrollment and Attendance

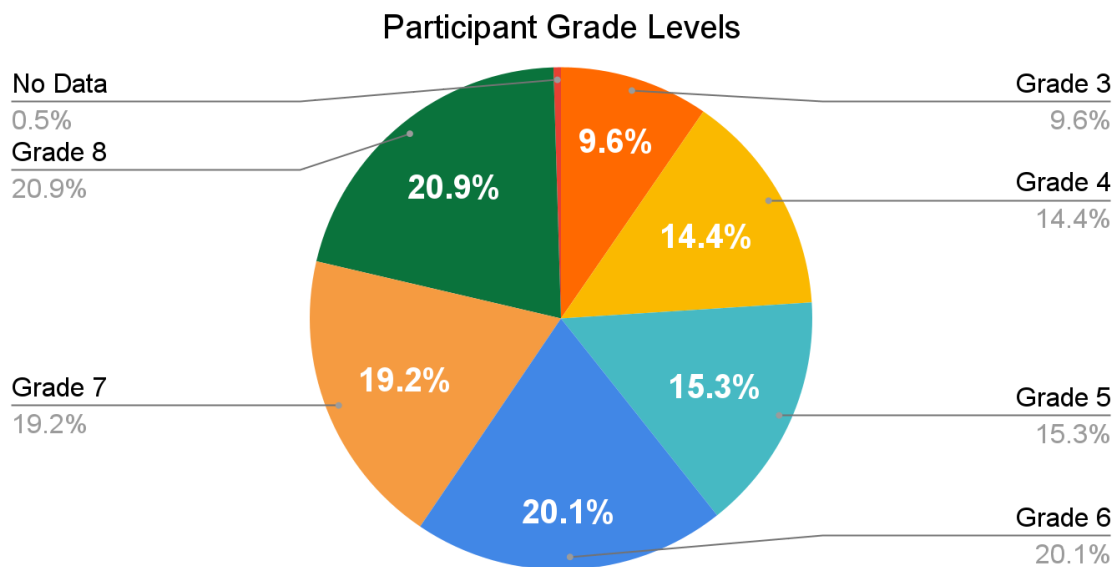
### Participant Attendance

The Freehold Borough program’s target enrollment for the 2024-2025 school year is 251 students. This year, the program served a total of 417 students, exceeding its target. In the state of New Jersey, a regular attendee is defined as a student participating in program activities for 30 or more days; this is informed by research showing that consistent attendance by students makes the most positive impact. 327 students (130% of the target enrollment) attended the program for 30 or more days this year. Over 75% of participants were regular attendees, indicating a high level of retention.

Program Enrollment		
Target Enrollment	251	
Regular attendees (30+ days)	327	130% of target
Total Participants	417	166% of target

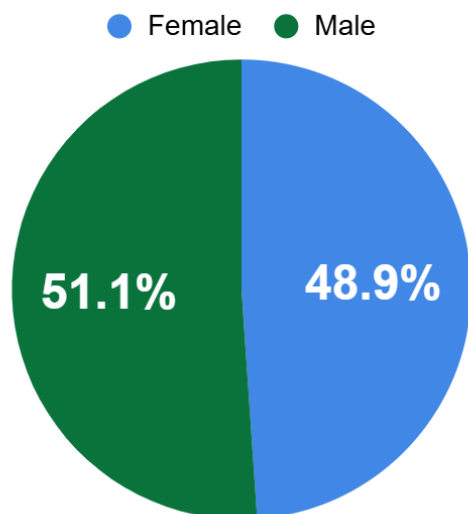
## Participant Demographics

The 21CCLC program serves students in grades 3 through 8 from both genders and a variety of race/ethnicities, as detailed below.

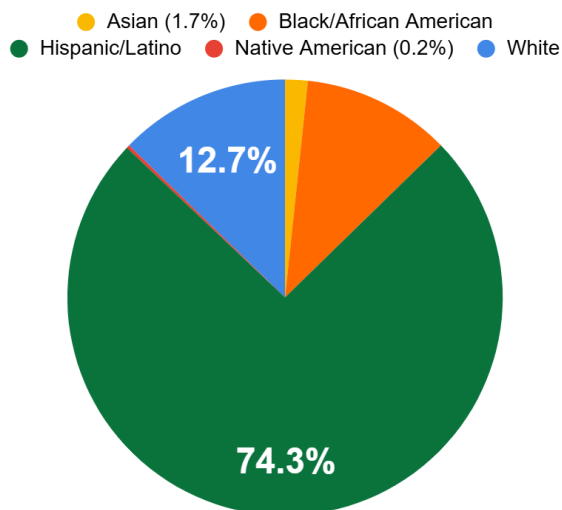


Grade Levels		
Grade 3	40	9.6%
Grade 4	60	14.4%
Grade 5	64	15.3%
Grade 6	84	20.1%
Grade 7	80	19.2%
Grade 8	87	20.9%
No Data	2	0.5%
Total Participants	417	

Participant Gender



Participant Race/Ethnicity



Gender			
Female		204	48.9%
Male		213	51.1%
Total Participants		417	

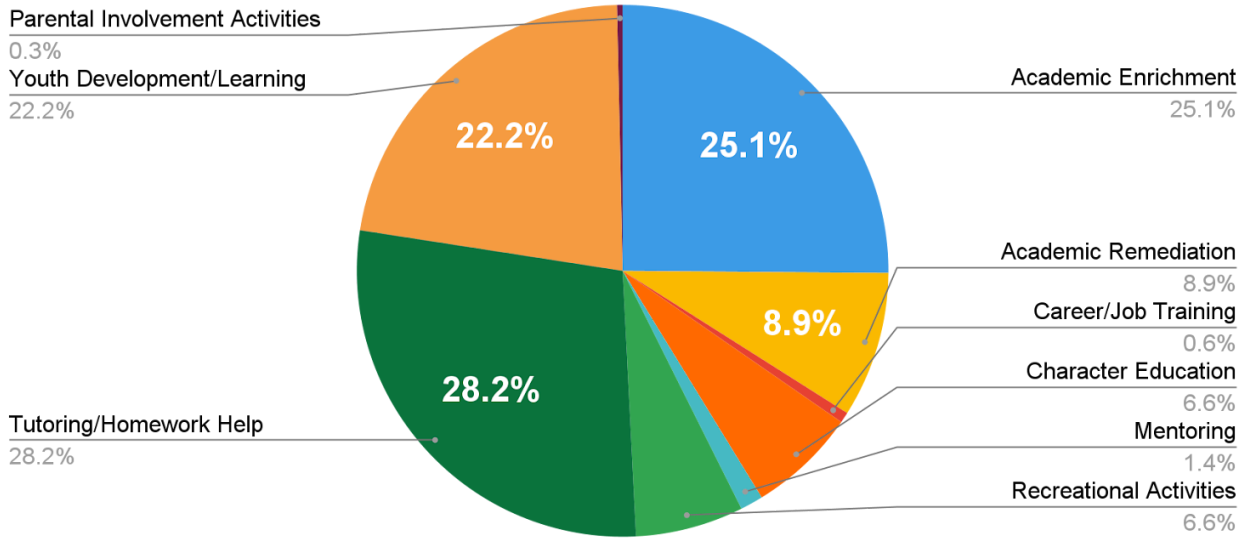
Race/Ethnicity			
Asian		7	1.7%
Black/African American		46	11.0%
Hispanic/Latino		310	74.3%
Native American		1	0.2%
White		53	12.7%
Total Participants		417	

## Programming and Activities

### Service Hours

The program offered 3,240.75 hours of student services during the afterschool and summer program. Activities are grouped by 21CCLC categories in the PARS21 database, as outlined below. The 21CCLC program also provided 11 hours of parent and family engagement services throughout the year, which is detailed in the next section of this report.

Service Hours by Category



Service Hours by Category		
Academic Enrichment	817.00	25.1%
Academic Improvement/Remediation	288.00	8.9%
Career/Job Training	21.00	0.6%
Character Education	215	6.6%
Mentoring	45.00	1.4%
Recreational Activities	213.75	6.6%
Tutoring/Homework Help	918.50	28.2%
Youth Development/Learning Activities	722.50	22.2%
Parental Involvement Activities	11.00	0.3%
<b>Total Service Hours</b>	<b>3,251.75</b>	

## Student Services

The Freehold Borough 21CCLC program provided a wide range of program activities, serving students five days per week for three hours daily after school. Homework help was offered to all students each day for 1 hour, and was provided by certified teachers. Enrichment activities aligned closely with the program’s STEAM theme. Off-site field trips were held during the summer program and are detailed in the next section of this report. The following table provides a detailed overview of the 21CCLC activities offered this year.

## Park Ave Complex Student Activities

Student Activity	# of Participants	Service Hours
<b>Academic Enrichment</b>		
Fall Brain Games FIS Tue	9	13.50
Fall Fractured Fairytales PAE Thur	5	7.50
Fall Global Adventures FIS Mon	5	12.00
Fall Lego Robotics PAE Tue	18	13.50
Fall Lego World PAE Thur	19	7.50
Fall Lego World PAE Tue	16	13.50
Fall Nature Afterschool PAE Thur	10	7.50
Fall Ozobots PAE Wed	16	10.50
Fall Stem Club PAE Thur	14	7.50
Fall iPad Digital Arts PAE Mon	21	12.00
Spring Around The World PAE Tue	13	17.00
Spring Engineer Possible PAE Mon	21	16.50
Spring Future Builders Academy PAE Wed	18	18.00
Spring Gardening Club PAE Thur	14	16.50
Spring Lego Robotics PAE Tue	20	18.00
Spring Makerspace FIS Mon	12	16.50
Spring Mini Science Experiments PAE Wed	18	18.00
Spring Nature Afterschool PAE Thur	12	16.50
Spring Puzzle Design PAE Tue	10	18.00
Spring Steam Diy Art FIS Wed	16	17.50
Spring The Experimentarium PAE Tue	17	18.00
Spring Ipad Digital Arts FIS/PAE Mon	20	16.50
Summer 2025 Fits Grade 6 Session 1	18	48.00
Summer 2025 Fits Grade 4 Session 1	20	48.00
Summer 2025 Fits Grade 4 Session 2	20	32.00
Summer 2025 Fits Grade 5 Session 1	28	48.00
Summer 2025 Fits Grade 5 Session 2	27	32.00
Summer 2025 Fits Grade 6 Session 2	17	32.00
Summer 2025 Fits Grade 7 & 8 Session 1	23	40.50
Summer 2025 Fits Grades 7 & 8 Session 2	23	32.00
Summer 2025 Sandy Hook Trip	107	5.00
Summer 2025 Turtle Back Zoo Trip	106	6.00
Winter Chess Club PAE Mon	15	13.50
Winter Design Squad PAE Wed	19	16.50

Winter Flameless Food Fun PAE Tue	21	18.00
Winter Fractured Fairytales PAE Thur	14	18.00
Winter iPad Digital Arts PAE Mon	19	13.50
Winter Lego Robotics PAE Tue	19	18.00
Winter Make It, Take It FIS Thur	11	18.00
Winter Ozobots PAE Mon	17	13.50
Winter Puzzles & More PAE Tue	19	18.00
Winter Ready Set Drone FIS Tue	12	18.00
Winter Sandwich Bag Science PAE Wed	17	16.50
<b>Academic Improvement/Remediation</b>		
FIS Stem Group 1	18	48.00
FIS Stem Group 2	19	48.00
PAE Stem Group 1	21	48.00
PAE Stem Group 2	24	48.00
PAE Stem Group 3	23	48.00
PAE Stem Group 4	25	48.00
<b>Career/Job Training</b>		
Fall Money Matters FIS Thur	6	7.50
Winter Money Money Money FIS Mon	10	13.50
<b>Mentoring</b>		
Fall Chinese Yoyo PAE Wed	19	10.50
Spring Chinese Yoyo FIS/PAE Wed	20	18.00
Winter Chinese Yoyo PAE Wed	19	16.50
<b>Recreational Activities</b>		
Fall Fun Friday FIS	19	13.50
Fall Fun Friday PAE	67	27.00
Fall Sports & Fitness PAE Mon	24	12.00
Spring Fun Friday FIS	19	24.00
Spring Fun Friday PAE	64	24.00
Spring Games & Gamers FIS Thur	14	16.50
Spring Sports & Fitness PAE Thur	22	16.50
Summer 2025 Nj State Museum Trip	105	5.25
Winter Fun Friday FIS	20	27.00
Winter Fun Friday PAE	72	30.00
Winter Games & Gamers FIS Thur	15	18.00
<b>Tutoring/Homework Help</b>		
Baseball Homework Hour	14	40.00

Boys Basketball Homework Hour	19	34.50
Boys Soccer Homework Hour	22	33.00
Cheerleading Homework Hour	22	33.00
Cross Country Homework Hour	25	31.00
Fall 2024 21St Century Homework Help FIS	30	43.50
Fall 2024 PAE 21St Century (Grade 3) Homework Help	29	43.50
Fall PAE 21St Century (Grade 4 & 5) Homework Help	59	43.50
Field Hockey Homework Hour	26	31.00
Girls Basketball Homework Hour	15	33.00
Girls Soccer Homework Hour	17	31.00
Softball Homework Hour	18	41.50
Spring 2025 21St Century (Grade 3) Homework Help	34	69.00
Spring 2025 21St Century FIS Homework Help	34	69.00
Spring PAE 21St Century (Grade 4 & 5) Homework Help	64	69.00
Track & Field Homework Help	62	42.00
Winter 2024-25 21St Century (Grade 3) PAE Homework Help	35	66.00
Winter 2024-25 21St Century FIS Homework Help	29	66.00
Winter PAE 21St Century (Grade 4 & 5) Homework Help	68	66.00
Wrestling Homework Hour	45	33.00
<b>Youth Development/Learning Activities</b>		
Fall Artist Studio PAE Mon	15	12.00
Fall Artsy Crafty PAE Wed	14	10.50
Fall Basketball PAE Thur	22	7.50
Fall Bowling PAE Tue	12	13.50
Fall Bracelet Making FIS Tue	13	13.50
Fall Chalk Art PAE Wed	13	10.50
Fall Diy Art FIS Wed	9	10.50
Fall Flameless Food FIS Wed	18	12.00
Fall Flameless Food Fun PAE Tue	20	13.50
Fall Plant Adventures PAE Tue	7	13.50
Fall Playdoh World PAE Wed	21	10.50
Fall Ready Set Drone FIS Mon	12	12.00
Fall Scrapbooking PAE Mon	13	12.00
Fall Wrestling FIS/PAE Mon	12	12.00
Fall Wrestling FIS/PAE Thur	19	7.50
Fall Wrestling FIS/PAE Tue	6	13.50

Spring 3D Puzzles FIS Tue	15	18.00
Spring 3D Puzzles PAE Thur	14	16.50
Spring Artist Studio PAE Mon	18	16.50
Spring Artsy Crafty PAE Wed	19	18.00
Spring Basketball FIS Thur	7	16.50
Spring Basketball PAE Tue	23	18.00
Spring Basketball PAE Wed	21	18.00
Spring Chalk Art PAE Mon	14	16.50
Spring Lets Play Soccer PAE Thur	23	16.50
Spring Scrapbooking PAE Mon	20	16.50
Spring Soccer FIS Mon	12	16.50
Spring Soccer FIS Tue	11	18.00
Spring Soccer FIS Wed	11	18.00
Summer 2025 Music Session 1	27	5.00
Summer 2025 Soccer Session 1	51	60.00
Summer 2025 Soccer Session 2	49	32.00
Winter 2025 Knob Hill Bowling Trip	71	3.00
Winter Artist Studio PAE Mon	18	13.50
Winter Artsy Crafty PAE Wed	21	16.50
Winter Chalk Art PAE Tue	23	18.00
Winter Diy Art FIS Wed	14	16.50
Winter Diy Art PAE Wed	14	16.50
Winter Flameless Food FIS Wed	13	16.50
Winter Hallway Bowling PAE Thur	19	18.00
Winter Loom Weaving PAE Thur	23	18.00
Winter Music Of The Ages FIS Mon	14	13.50
Winter Scrapbooking PAE Mon	20	13.50
Winter World Jewelry FIS Tue	14	18.00
Winter World Jewelry PAE Thur	14	18.00
Winter Yoga PAE Thur	12	18.00
	<b>Total Hours</b>	<b>3,025.75</b>

## Summer Program

The Freehold Borough 21CCLC Summer Program ran June 30 to August 1, 2025, Monday through Friday, from 8:00 a.m. to 12:00 p.m. The program offered an assortment of activities, including open sessions where students could choose from options such as sports and fitness, academic remediation, music, soccer, and STEM activities like Digital Arts, Ozobots, and Lego

World. Summer field trips greatly enriched students' learning and enthusiasm. These trips were held on Fridays and provided students with hands-on experiences. The trips included visits to the NJ State Museum, the Secrets of Salt Marsh at Sandy Hook Gateway National Recreation Area, Turtle Back Zoo, and Knobhill Lanes.

## Parent/Family Activities and Engagement

Parents and families were encouraged to participate in the program through 21CCLC events, activities, and consistent contact. The program communicated with parents and families through phone calls, text messages, emails, flyers sent home with students, the school newsletter, the school website, and in-person conversations during student pick up. Staff also participated in back-to-school nights, setting up information tables where parents could ask questions about the program or their child's progress. In total, the program hosted 11 hours of parent engagement activities with a total of 294 duplicated parents, as detailed in the following table.

Parental Involvement Activities	# of Parents	Service Hours
"Someone Special" Paint Night	22	2.00
2024 Open House Week	13	4.00
Arbor Day 2025	8	1.00
Fall 2024 Parent Orientation	92	1.00
Spring 2025 Parent Orientation	10	1.00
Summer 2025 Parent Orientation	126	1.00
Winter 2024-25 Parent Orientation	23	1.00
<b>Totals</b>	<b>294</b>	<b>11.00</b>

## Staffing and Professional Development

Freehold Borough 21CCLC program staff included the Project Director, Site Coordinator, certified teachers, paraprofessionals, volunteers, and the data manager. The program consistently worked towards maintaining a full staff roster. Staff recruitment efforts included attending nearby college job fairs and online postings of open staff positions. Teachers held certifications in different areas including Special Education, Math, ELA, and Science. The program provided new and existing program staff with relevant professional development opportunities throughout the year. Staff orientation was held prior to the start of the afterschool and summer program to familiarize staff with policies and procedures. The Project Director attended all required NJ DOE Project Director meetings and trainings held by AIR Statewide Evaluator.

## Collaborative Work

### Partnerships and Collaborations with Local Organizations

The program benefits from having the support of dedicated community partners who help expand opportunities for students. The Freehold Borough Police Department provided information on safety and substance use prevention and the Freehold Shade Tree Commission hosted an Arbor Day event where students actively participated and contributed by donating tree and garden supplies. The Freehold Public Library created opportunities for groups of students to visit, receive library cards, and explore the resources available to them. The Freehold Borough Town Council welcomed students to a council meeting, giving them firsthand experience in how local government functions. The Freehold Borough Education Foundation supported family engagement events by donating snacks and drinks. Let's Play Soccer offered weekly soccer clinics during the school year and summer, encouraging healthy activity and teamwork. In addition, volunteers from the Freehold Regional High School Honor Society provided in-class support for afterschool STEM programs, including iPad Digital Arts, LEGO Robotics, and Chinese Yoyo. Together, these collaborations enriched student learning, fostered civic engagement, and created meaningful pathways for youth to grow academically, socially, and personally.

## Outcomes and Evaluation

### NJ Department of Education Surveys

21CCLC programs are required to complete pre- and post-surveys for students through the NJ DataHub system. In year 1, 61 students participated in the pre-survey and 75 participated in the post-survey; 58 pre-surveys and 72 post-surveys were completed in full. Participants in the Freehold 21CCLC program consistently identified as academically focused, with 74% of students affirming that academic success is a key part of their identity and 84% citing good grades as one of their top priorities. Students provided overwhelmingly positive feedback about how the program has helped them; for example, 77% of students reported that it helped them acquire knowledge and skills that directly support their performance in school. When asked how often they get to choose how they spend their time in the program, 80% of students said they get to choose often or sometimes. Furthermore, students were positive about the adults in the program, with 79% indicating there is an adult who they enjoy being around. A full reporting of these results are available via the NJ DataHub system for program staff to review.

### Student Summer Surveys

In addition to the required NJ DOE pre- and post-student surveys, staff also distributed a survey developed by the local evaluator at the end of the summer program to gain feedback about student experiences (see *Appendix 1* for a copy of this survey). The program collected 52

student surveys. The vast majority of students indicated that they enjoyed summer program activities this year- 89% of students stated that they thought the program was awesome or fun. Students indicated some positive aspects of the program with their survey responses; 77% of students felt safe at the summer program and 80% stated that their parents felt the program was a positive place for them. Additionally, 71% of students indicated that staff were helpful and caring. Students also reported what their favorite activities and field trips were; the majority of students stated that their favorite field trip was the zoo and their favorite activity was soccer.

## **Parent Summer Surveys**

The program also distributed parent surveys at the end of the summer program to gather feedback from families. Electronic versions of the survey were completed by 38 parents (see *Appendix 2* for a link to this survey). Overall parent responses indicated a high level of satisfaction with the summer program; in fact, 100% of parents indicated that they were satisfied or very satisfied with the summer program. Similarly, when asked to rate communication with program staff, 95% responded that communication was good or excellent. When they were asked about their student's participation, 100% of parents felt that the summer program was a positive place for their child and 97% felt their child was safe at the program.

## **Principal/Leadership Surveys**

The program distributed a survey to school administration from Freehold Intermediate School at the conclusion of the school year to gain feedback about the program's alignment with the school day, program leadership, program staff, and overall collaboration with the program in year 1 (see *Appendix 3* for a link to this survey). The program received responses from both the principal and the vice principal. Both respondents had high ratings for the program, responding that they strongly agreed to statements such as "the 21CCLC program helps your school achieve its goals" and "I have significant communication with 21CCLC program staff." When asked to identify key highlights of their partnership with the 21CCLC program, the principal and vice principal emphasized two areas:

- *"College and career readiness that align to the Freehold Borough Curriculum"*
- *"Communication between program and school, creative activities for students to learn, hands-on learning for life skills, school work support, physical movement and skills training"*

## **Teacher Surveys**

School day teachers of regularly attending 21CCLC students completed surveys at the end of the year to provide feedback about student progress. Teachers completed surveys for 112 individual students. Out of the 29 students needing improvement in coming to school/motivation to learn/getting along with others, 55% improved. Similarly, of the 40 students needing improvement in homework completion and class participation, 58% improved. Teachers reported that students improved academically as well, with 69% of students needing

improvement in math and 64% of students needing improvement in reading/language showing improvement.

	Improvement			
	Not Needed	Improvement	No Change	Decline
Coming to school/motivation to learn/getting along with others	83	16	13	0
Homework completion & class participation	72	23	17	0
Math Grades this year	58	37	17	0
Reading/Language this year	68	28	16	0

## Staff Surveys

New Jersey 21CCLC staff are required to complete a survey through the NJ DataHub system to provide feedback and insights into the programs in which they serve. This school year, 21 staff members participated in the survey, with 20 staff completing it in full. Feedback from staff was overwhelmingly positive. Highlights of their feedback included:

- 95% of staff agreed or strongly agreed that staff provide structured and planned activities explicitly designed to help students get to know one another.
- 91% of staff agreed or strongly agreed that staff are effective at finding ways to provide students with meaningful choices when delivering activities.
- 91% of staff agreed or strongly agreed that staff actively and continuously consult and involve students.
- 86% of staff agreed or strongly agreed that staff provide opportunities for students to help or mentor other students in completing a project or task.

A full reporting of these results are available via the NJ DataHub system for program staff to review.

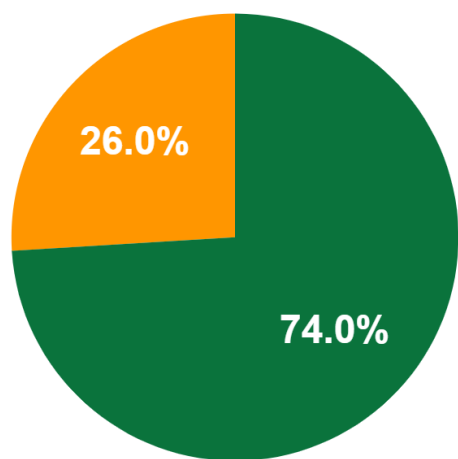
## Student Report Cards

Report cards were collected for a total of 313 students who attended the program for 30 days or more. Changes in student grades for math and ELA between marking period 1 and marking period 4 were analyzed. Some students did not have grades for one or both marking periods in one or both of these subjects; these students were not analyzed and are identified as “N/A” in the table below. Students demonstrated a positive trend in academic achievement between the beginning and end of the school year. 74% of students maintained or increased their grade in math and 68.5% of students maintained or increased their grade in ELA. The following table and charts summarize this data.

Math			ELA		
Increase	150	48.7%	Increase	136	44.2%
Decrease	80	26.0%	Decrease	97	31.5%
Maintained	78	25.3%	Maintained	75	24.4%
N/A	5		N/A	5	

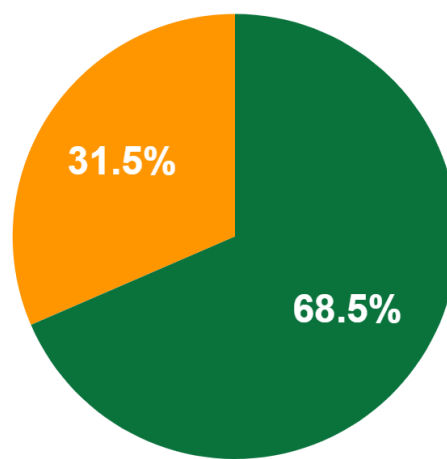
21CCLC Student Progress - Math

● Increase/Maintain ● Decrease



21CCLC Student Progress - ELA

● Increase/Maintain ● Decrease



## Limitations

- School year attendance data and discipline records for program participants were not provided to the Evaluator. Therefore, this data could not be analyzed and incorporated into this evaluation report.

## Conclusions

### Successes

- **Student Engagement** The Freehold Borough 21CCLC program staff implemented high quality, innovative programming to continuously engage students enrolled, which is made evident through the high number of regular attendees; this year, 327 of all youth, 130% of the program's target, participated in the program for 30 days or more. Total enrollment in the program (417 students) was 166% of the 251 target enrollment for the year.

- **Program Alignment with School Day** Program leadership worked closely with school administration and staff to provide comprehensive programming aligned with the school's needs, standards, and goals. The Project Director met with the Principal in person every two weeks and actively participated in school attendance meetings. She worked closely with the Guidance Counselor to support student needs and referred families to outside services as needed. Additionally, having certified teachers in the program ensured a seamless, daily connection with the school's academic environment. Students received tutoring and academic support directly from their own instructors, fostering stronger learning connections and enhancing the overall effectiveness of the program's tutoring component.
- **Program's Academic Impact** Teacher surveys and student report cards were collected to measure the program's academic impact on students. Teachers completed surveys for 112 individual students. Out of the 29 students needing improvement in coming to school/motivation to learn/getting along with others, 55% improved. Similarly, of the 40 students needing improvement in homework completion and class participation, 58% improved. Teachers reported that students improved academically as well, with 69% of students needing improvement in math and 64% of students needing improvement in reading/language showing improvement. Student report card data validated these results, with 74% of students maintaining or increasing their grade in math and 68.5% of students maintaining or increasing their grade in ELA. The number of report cards (313) analyzed was significantly higher than the number of teacher surveys completed (112), but this still demonstrates consistency across data sources.
- **Parent Satisfaction** 38 parents completed a feedback survey at the end of the summer and results showed that parents valued the program. In fact, 100% of parents indicated that they were satisfied or very satisfied with the summer program. Similarly, when asked to rate communication with program staff, 95% responded that communication was good or excellent. 100% of parents felt that the summer program was a positive place for their child and 97% felt their child was safe at the program. Having strong parental support for the program will enable staff to increase student and parent engagement moving forward.
- **Staff/Student Relationships** Staff have well established, positive relationships with students. During the evaluator's site observations, it was immediately apparent that staff are dedicated to their work, enjoy working with the students, and prioritize student learning. Additionally, 71% of students indicated in surveys that staff were helpful and caring. The supportive atmosphere of the program enables students to develop not only their academic skills, but also their interpersonal skills with peers and adult staff members.

## Recommendations

- **Parent Involvement** In year 2, program staff should develop an annual parental involvement calendar to distribute to parents and families during Parent Orientation. This will assist the program in holding monthly parent activities as required by the 21CCLC grant while expanding parent engagement numbers. In accordance with the grant, opportunities for literacy and related educational development should be provided to families.
- **Collaborators** The program has successfully established strong partnerships, including the Freehold Borough Police Department, Freehold Shade Commission, Freehold Borough Education Foundation, and Let's Play Soccer during year 1. In year 2, in alignment with the grant's goals and objectives, the program should develop a collaborative relationship with an institution of higher learning to expand literacy and related educational opportunities for the families of participating students as proposed in the grant.
- **Advisory Board and Student Council** Stakeholder involvement and student leadership are essential components of the 21CCLC grant. In year 2, both the Advisory Board and the Student Council should be formally established. Advisory Board members should include, but are not limited to, the Project Director, the school principal or other administrators, teachers, parent representatives, a student representative from the Student Council, collaborators, community members, and the program evaluator. Student Council members should be elected from each grade level served. During the Advisory Board's first meeting, members should review this evaluation report, including *Appendix 4: Program Goals and Objectives*, identify areas for improvement, and develop an action plan as needed to achieve all grant goals.

# Appendices

## Appendix 1: Student Summer Survey



21st Century Community Learning Centers Program - Freehold  
**Summer 2025 Student Survey**



What grade were you in last year?     3     4     5     6     7     8

Did you participate in the 21CCLC Afterschool Program last year?     Yes     No

How much did you enjoy the summer program activities this year?

- ★★★★★ It was awesome!
- ★★★★ It was fun
- ★ I did not like it

**Please circle the answer that best describes how you feel:**

I am allowed to share my ideas and opinions at the summer program.	Yes	No	Unsure
I feel safe at this summer program.	Yes	No	Unsure
The staff are helpful and caring at the summer program.	Yes	No	Unsure
I work on group and team projects at the summer program.	Yes	No	Unsure
I am learning information that will help me in school.	Yes	No	Unsure
I am participating in new activities that I have never done before.	Yes	No	Unsure
My parent(s) feel that this summer program is a positive place for me.	Yes	No	Unsure

What were your favorite activities/field trips this summer? \_\_\_\_\_

Are you interested in joining the afterschool program in the Fall?     Yes     No

What activities would you like to participate in afterschool in the Fall? \_\_\_\_\_

Please share with us any suggestions you have to improve the summer program:

*Thank you for helping us make the program better!*

## **Appendix 2: Parent Summer Survey**

The Google Form used for the summer program parent survey can be found here:

<https://forms.gle/vuZsxSWaqh1U8tPPA>

## **Appendix 3: School Leadership Survey**

The Google Form used for the school leadership survey can be found here:

<https://forms.gle/WePPvJcACzWB5LLK8>

## Appendix 4: Program Goals & Objectives

Freehold Borough Schools Program Goals, Objectives, and Indicators
<p><b>Goal 1. To provide high-quality educational and enrichment programs that will enable students to improve academic achievement, and promote positive behavior and appropriate social interaction with peers and adults.</b></p>
<p><b>Obj. 1.1 The grantee will establish and maintain partnerships and collaborative relationships with schools, families, youth, and the community to enhance students' access to a variety of learning opportunities.</b></p>
<p><b>Indicator 1.1a:</b> Program will meet with partners and collaborators on a regular basis with a focus on the enhancing students' access to a variety of learning opportunities as evidenced by sign-in sheets, agenda and meeting minutes  <b>Indicator 1.1b:</b> Program will seek out new partners and collaborative relationships as evidenced by letters, phone logs and meeting minutes on a quarterly basis.</p>
<p><b>Obj. 1.2 The grantee will adopt intentional strategies and research-based practices designed to support student skill building and mastery, both academically and from a youth development perspective.</b></p>
<p><b>Indicator 1.2a:</b> At least 60% of the students will demonstrate increased positive behavior as evidenced by school records that show decrease in detentions, office referrals, suspensions for our program students. Attendance records and report cards will be monitored twice a year.  <b>Indicator 1.2b:</b> At least 60% of the students will demonstrate increased positive behavior as evidenced by quarterly parent, teacher and student surveys.</p>
<p><b>Obj. 1.3 The grantee will adopt practices to support the orientation, training, and development of afterschool staff in the adoption and use of intentional strategies and research-based practices to ensure program quality.</b></p>
<p><b>Indicator 1.3a:</b> The program will require all staff to attend an orientation at the beginning of the program year and at the beginning of the summer year on the adoption and use of intentional strategies and research-based practices to ensure program quality.  <b>Indicator 1.3b:</b> Program staff will be required to attend a minimum of two staff development workshops that are based on inquiry, research-based instruction.  <b>Indicator 1.3c:</b> The Project Director will attend all local, state and national meetings and turnkey information to staff at least twice during the program year.  <b>Indicator 1.3d:</b> At least once during the grant year, the program will collaborate with NJSACC for training and development of staff in the adoption and use of intentional strategies and research-based practices.</p>
<p><b>Obj. 1.4 Students regularly participating in the program will be positively impacted in terms of performance on state assessments in language arts and mathematics.</b></p>

**Indicator 1.4a:** At least 60% of the students attending programs for 30 days or more will show a 10% increase on District Benchmark in reading and math.

**Indicator 1.4b:** At least 60% of the students attending programs for 30 days or more will demonstrate an increase of at least one grade point on their report cards in the areas of math and reading and receive positive comments in these areas by teachers and parents as indicated on surveys.

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

**Indicator 1.5a:** At least 60% of the students attending the program for 30 days or more will demonstrate improved classroom performance, decreased disciplinary actions and other adverse behavior as evidenced by report cards and data indicating decrease in suspensions, fights and detentions by 10%.

**Indicator 1.5b:** At least 60% of the students attending the program for 30 days or more will demonstrate improved classroom performance, decrease disciplinary actions and other adverse behaviors as evidenced by parent, teacher and student surveys by 10%.

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

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

**Indicator 2.1a:** Throughout the academic school year, the agency will maintain its strong ties with collaborators and establish an additional collaborative relationship with an institution of higher learning that will expand opportunities for literacy and related educational development to the families of participating students as evidenced by sign-in sheets and agendas.

**Indicator 2.1b:** Throughout the academic school year, the agency will offer a minimum of 4 workshops for evidenced by sign-in sheets and topics.

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

**Indicator 2.2a:** At least 60% of the parents participating in programs for 30 days or more will demonstrate an increase in the participation of their child's education as a result of the program as evidenced by sign in sheets that demonstrate their attendance at Back to School Night, Parent/Teacher conferences and program workshops by 10%.

**Indicator 2.2b:** At least 60% of the parents of participating students will increase involvement in the education of their child as evidenced by participation in 21st CCLC Open House Week, parent and staff surveys and attendance at PTO Meetings by 10%.

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

**Indicator 2.3a:** At least 60% of the parents participating in the program 30 days or more will demonstrate an increase of returning surveys that indicate understanding of program goals and objectives and their child's experience in the program by 10%.

**Indicator 2.3b:** At least 60% of the parents of students participating will show an increased involvement in attendance of parent informational meetings by 10%, during the academic school year.

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

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

**Indicator 3.1a:** Throughout the grant period the center will continually assess program implementation and effectiveness quarterly through formal observations of programs, daily walk-throughs by site supervisors, quarterly staff meetings as evidenced by sign-in sheets, records of observations and informal notes.

**Indicator 3.1b:** Throughout the grant period the center will continually assess program implementation and effectiveness through reports to the advisory council and quarterly surveys.

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

**Indicator 3.2a:** The center will measure students' in school progress in the areas of academic achievement, behavior and social development as evidenced by State Mandated tests data, school report cards and program report cards.

**Indicator 3.2b:** The center will measure students' in school in the areas of academic achievement, behavior and social development as evidenced by quarterly surveys.

**Indicator 3.2c:** The center will collect data from pre- and post assessments given during programs to assess design and delivery of programming.

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

**Indicator 3.3a:** Throughout the grant period, the center will use within-program measures and assessments of others to gauge direct program impact as evidenced by teacher observations, daily walk-throughs and parent/teacher surveys.

**Indicator 3.3b:** Throughout the grant period the center will use within-program measures and assessments of others to gauge direct program impact as evidenced by reports from school staff and administration.

**Obj. 3.4 The grantee will measure the impact of the program on family members of participating students.**

**Indicator 3.4a:** The center will measure the impact of the program on family members of participating students as evidenced by sign-in sheets at parent workshops and involvement in the education of their children as evidenced by report cards and attendance in school functions.

**Indicator 3.4b:** The center will measure the impact of the program on family members of participating students as evidenced by the number of referrals to family agencies and comments on parent surveys.