

**United Community Corporation  
21st Century Community Learning Center Program  
Year 1 Evaluator Report: 2024-2025**

**Prepared by Fabian Consulting, Inc.  
November 7, 2025**

**A. Introduction**

*Program Description:* The United Community Corporation (UCC) 21<sup>st</sup> CCLC afterschool program served Essex County, NJ 2017-2021 and was refunded in 2024. UCC started the program in November 2024 in two sites: South 17<sup>th</sup> Elementary School and Speedway Avenue School. In March Speedway ended the program at their site.

*Description of target population:* Data for each of the two target schools below was drawn from the New Jersey Department of Education (NJDOE) Performance Reports for the 2023-2024 school year, the most recent available.

**South 17<sup>th</sup> Elementary School**, 619 S 17th St. Newark, NJ 07103, grades PK-7<sup>th</sup> served, 310 total students. 60% males/40% females, 30% Hispanic/70% Black, 84% economically disadvantaged, 22% students with disabilities, 8% multilingual.

**Speedway Avenue School**, 701 S Orange Ave Newark, NJ 07106, PK-8<sup>th</sup> grades served, 552 total students served. 51% males/49% females, 14% Hispanic/70% Black, 84% economically disadvantaged, 19% students with disabilities.

*Program Demographic Breakdown:* The following table describes the demographic breakdown of the regular students who participated in the program during the 2024-25 grant year, including both the school year and summer programs:

<b>DEMOGRAPHICS</b>	<b>South 17th</b>	<b>Speedway</b>	<b>Total Program</b>	<b>(%)</b>
TOTAL REGULAR STUDENTS	66	34	100	
Grade 3	5	7	12	12%
Grade 4	7	10	17	17%
Grade 5	11	9	20	20%
Grade 6	13	3	16	16%
Grade 7	19	3	22	22%
Grade 8	11	2	13	13%
<b>Total all grades</b>	<b>66</b>	<b>34</b>	<b>100</b>	
Asian	0	0	0	0%
African American	44	32	76	76%
Hispanic/Latinx	16	2	18	18%
White	3	0	3	3%
Native American	1	0	1	1%
Two or more races	2	0	2	2%
<b>Total race/ethnicity</b>	<b>66</b>	<b>34</b>	<b>100</b>	
Female	22	17	39	39%
Male	44	17	61	61%

Total gender	66	34	100	
English learners	10	3	13	13%
Students with disabilities	1	7	8	8%
Low-income students	65	32	97	97%

### A. Program Implementation

**Note: All program activities listed in this section have been verified by the evaluation team using PARS and through examination of reports, emails, social media, and artifacts.**

*Challenges:* The Program's challenges include three main items: 1) the late start, 2) the ending of the program at Speedway, and 3) issues with PARS.

The Program started in November 2024 because of a delay in the execution of contract. The Program made significant effort to recruit staff and participants once the process was allowed to proceed.

The Program at Speedway ended in March. The reasons Speedway provided about ending the Program included:

- **Staffing Challenges:** Staffing issues were the primary concern. High turnover had a direct impact on the program, and the principal expressed that 60 students with one teacher is insufficient. Additionally, teaching paraprofessionals should not be responsible for leading lessons. Due to these concerns, administration did not refer additional students.
- **Lack of Staff Support:** Staff felt they were not adequately supported by the Program Coordinator.
- **Curriculum & Supplies:** There is a need for a formalized curriculum that includes necessary supplies.
- **Academic Concerns:** Speedway administrators did not feel that the program's academic component effectively supported closing the achievement gap. This concern was tied to the lack of a consistent certified teacher.
- **Communication Issues:** There were communication challenges between the Program Coordinator and school administration.

Regarding PARS, the system operated effectively through December 2024 with no significant issues. However, at the start of the new year, the system began experiencing problems in which data would not remain saved. Activity entries would intermittently disappear, resulting in incomplete and inaccurate reporting data. As the school year progressed, the issue expanded, and portions of student information were also deleted from the system.

PARS support was contacted multiple times, and Laura, their representative, was extremely helpful throughout the process. She worked closely with our team to identify potential causes and tried several troubleshooting steps on her end to resolve the data retention issues. Despite her consistent communication, quick follow-ups, and best efforts to find a lasting fix, the problems continued to reoccur.

To prevent data loss, the Program maintained paper backups of applications and daily activity sheets completed by staff after each after-school session. These records were used to recover and verify

attendance and participation data. Due to the ongoing system instability, an alternative method for tracking data was implemented to ensure accuracy and reliability in future reporting.

*Staffing:* The Program has three full-time staff members: the Program Director, Program Coordinator, and Program Assistant/Data Entry. At South 17<sup>th</sup> Street, staff includes one Site Coordinator, one Education Specialist, one Parent Liaison, and three Teacher Assistants. At Speedway staff members included one Site Coordinator, one Education Specialist, one Parent Liaison, and three Teacher Assistants.

The Program uses the rubric below to clarify the categories of activities in PARS and the evaluators monitored PARS monthly to ensure that the protocols were followed.

Category	Definition/examples
<b>Academic Remediation</b>	<b>Limited to direct academic activities <u>conducted by certified teachers with children who are struggling academically, with the goal to improve student grades or test scores</u>, primarily in math or language arts, or to improve English Language proficiency for ELL students. If activity is conducted by anyone other than a certified teacher, record it in Homework Help or Tutoring.</b>
<b>Academic Enrichment</b>	<b>Activities conducted with the goal to expand and build upon the subjects children learn in school, such as STEM activities, history, math games, poetry jams, book club. <u>May be performed by any staff, volunteer, vendor, or partner.</u></b>
<b>Tutoring/ Homework Help</b>	<b>Assistance given to children from the general student population <u>by any staff or volunteers</u> with the goal of helping them complete routine academic tasks, such as completing homework on time, overcoming temporary academic roadblocks, or preparing for a test in any subject.</b>
<b>Youth Development/ 21st Century Skills</b>	<b>Activities designed to help students' social-emotional development toward a successful adulthood which <u>may be conducted by any program staff, volunteer, or outside vendor or partner.</u> This category also includes <b>all the creative and fun activities</b>: art, music, dance, gaming, field trips, sports. Other activities might include leadership clubs, character education, college or career readiness activities, icebreakers, diversity and tolerance activities, conflict resolution training, communication skills, mindfulness, wellness, self-care, student planning sessions or student advisory board meetings. This also includes projects that are specifically and intentionally designed to help students develop teamwork, communication skills, problem-solving, research skills, and other 21<sup>st</sup> century skills.</b>
<b>Parental Involvement</b>	<b>Any and all activities that involve enrolled youth and their family members, from showcases to seminars to family movie nights. Also <b>any workshops, classes, or presentations for parents alone to educate or inform them</b> and benefit themselves and their families.</b>

<p><b>Support Services</b></p>	<p>Activities performed by program staff alone or in partnership with another agency focused on <b>meeting youth or family needs that stand in the way of youth academic or social-emotional development</b>. Things like food or clothing distributions, health fairs, vaccine education events, mental health seminars. These could be offered by the agency for enrolled youth, their families, and could also include the general public (best if attendance were taken of 21st CCLC participants.)</p>
<p><b>Community service</b></p>	<p><b>Student activities focused on providing a community service</b> like working in a community garden or making cards for nursing home residents or healthcare workers.</p>
<p><b>Enrichment/ Recreation</b></p>	<p>This category only applies to unstructured/free play time per GPO. It was used sparingly.</p>

Using these classifications, the program provided 61.5 hours of academic enrichment, 27 hours of academic improvement/remediation, 95.5 hours of tutoring/homework help, 49.5 hours of youth development, 18 hours of community service learning, and 47 hours of recreational activities, during the entire 2024-25 program year, including the in-person summer program.

During the program year, the Program maintained compliance with all practices expected of 21<sup>st</sup> CCLC programs, as follows.

*Parent Communication, Engagement, Involvement, and Education:* The Program communicated with parents seven times during the November-June. Topics included recruitment for school year and summer programming, program events, and community resources.

*Communications with the Public:* The Program sent out three public communications related to recruitment during the period November-June.

*Staff Supervision and Professional Development:* The Program had eight staff meetings/professional development sessions during the period November-June. Topics included safety training, parental involvement, and student engagement.

*Communications with School Day Staff:* The Program has regular communication with school-day staff in each grade level, as evidenced by emails between program staff and school-day staff.

*Participation in Evaluation Activities:* The program was compliant with all NJDOE requirements around reporting in PARS, ETRS, EWEG, and APR. In addition, the evaluation team performed a site visit in May 2025 to observe the students in action, conducted a Parent Survey with program staff, and supervised the administration of the NJQSA surveys. The results were analyzed and reviewed for program improvement and are summarized in the sections below.

**B. Self-Assessment and Action Research**

To ensure continuous quality improvement, the program utilized NJSACC Quality Standards questionnaires, monthly reviews of PARS and other evaluation data with the evaluation team, and listening sessions with staff to monitor program quality and make any necessary course corrections. The Program Director and evaluator also worked together to complete the Self-Assessment report in ETRS and participated in self-assessment training and exercises conducted by AIR in the spring and early summer of 2025.

**C. Measures and Outcomes**

**NOTE: As Speedway Avenue School was dropped from the program early in the year, no outcomes have been measured for that site.**

**Goal A – Improve Student Achievement – Standardized Test Scores (NJSLA)**

The New Jersey Student Learning Assessments (NJSLA) are statewide assessments that assess students’ progress toward the New Jersey Student Learning Standards in English Language Arts (ELA), mathematics, and science. Each assessment is typically administered in computer-based (CBT) format, although paper-based testing (PBT) is available as an accommodation. ELA assessments focus on close reading, synthesizing ideas within and across texts, determining the meaning of words and phrases in context, and writing effectively when using and/or analyzing sources. Mathematics assessments focus on applying skills and concepts and understanding multi-step problems that require abstract reasoning and modeling real-world problems, precision, perseverance, and strategic use of tools.

For both ELA and mathematics, scale scores range from 650 to 850 for all grades/courses. Based on test results, a student’s performance is categorized into a specific performance level. There are five performance levels in ELA and mathematics ranging from 1 (Did Not Yet Meet Expectations) to 5 (Exceeded Expectations.)

For the purposes of this evaluation, only ELA and Mathematics scale scores will be considered and tracked over the five-year grant period. Of 35 regular students for whom 2025 scores were available, the average ELA score was 722 and the average Math score was also 722. While these scores are at a high Level 2, Partially Met Expectations, and are below the level 4 to 5 proficiency levels expected for college and career readiness, they will be used as a baseline for future measurement.

**Goal A: Improve Student Academic Achievement – Classroom Performance**

*Report Card Grades:* As this was the first year of this program cycle, this year’s evaluation reviewed changes in regular student average grades from first quarter to last quarter. Future years’ evaluations will compare final average grades over time and will measure longitudinal progress of individual students.

Letter grades were converted to numeric values as follows:

A=4 A-=3.6 B+=3.5 B=3 B-=2.6 C+=3.5 C=3 C-=1.6 D+=1.5 D=1 D-=.5 F=0

<b>South 17<sup>th</sup> Street School Average Grades 2024-25</b>	<b>Q1</b>	<b>Q4</b>	<b>Change</b>
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ELA	1.72	2.02	17.2%
Math	1.67	1.92	15.1%

*Parent Survey:* The Parent Survey asked parents if their child has become more successful in school since starting the program. Of 29 respondents, 4 indicated that this was not an issue for their child. Of the 25 parents for whom academic success was an issue, 24 of 25 responded positively.

<b>Parent Responses: Academic Achievement</b>	<b>South 17th</b>
% of parents whose child needed academic improvement who reported that since starting the program, their child is more successful in school (n=25)	96%

Although the evaluation team cannot ascribe causality to the program’s impact on student achievement, the evidence suggests that the program may have had some positive impact on student academic achievement for students in need of such improvement during the 2024-25 school year

**Goal A: Improve Student Academic Achievement – Student Homework Completion**

*Teacher survey:* Student academic achievement was measured using responses to a questionnaire modeled after the former PARS teacher survey. This question asked about relative change in student homework completion from the beginning of the year to the end.

<b>TEACHER SURVEY HOMEWORK COMPLETION (N=34)</b>	<b>South 17th</b>
<b>Students Not Needing Improvement</b>	<b>7</b>
<b>Students Needing Improvement</b>	<b>27</b>
Significant +	4
Moderate +	5
Slight +	11
<b>Total Positive:</b>	<b>20</b>
<b>% Positive</b>	<b>74%</b>
<b>No change</b>	<b>7</b>
<b>% No Change</b>	<b>26%</b>

Although the evaluation team cannot ascribe causality to the program’s impact on student achievement, the evidence suggests that the program may have had some positive impact on student homework achievement for students in need of such improvement during the 2024-25 school year.

**Goal B: Improve Student Behavior and Attitudes – School Day Attendance**

School day attendance was measured using responses to the two-question teacher survey from the NJDOE. This question asked about relative change in students’ regular attendance in class from the beginning of the year to the end. Data shows that of regular students identified by their classroom

teachers as in need of improvement in school day attendance, 78% demonstrated improvement as indicated in the table below:

<b>TEACHER SURVEY: SCHOOL DAY ATTENDANCE</b>	<b>South 17th</b>
<b>Students Not Needing Improvement</b>	<b>11</b>
<b>Students Needing Improvement</b>	<b>23</b>
Significant +	1
Moderate +	9
Slight +	8
<b>Total Positive:</b>	<b>18</b>
<b>% Positive</b>	<b>78%</b>
<b>No change</b>	<b>5</b>
<b>% No Change</b>	<b>22%</b>

Although the evaluation team cannot ascribe causality to the program’s impact on student achievement, the evidence suggests that the program may have had some positive impact on student school day attendance for students in need of such improvement during the 2024-25 school year.

**Goal B: Improve Student Behavior and Attitudes – Afterschool Program Attendance**

*PARS21:* In 2024-25 the afterschool program served 105 students. Of the 105 students, 49 were considered “regular students” who attended the program 30 or more days during the school year.

<b>DEMOGRAPHICS*</b>	<b>South 17th</b>	<b>Speedway</b>	<b>Total Program</b>
TOTAL STUDENTS ENROLLED	67	38	105
Total students attending < 30 days	29	20	49
Total regular students	66	34	100
Target regular students	60	66	126
% Actual to Target regular students	91%	52%	79%

**Goal B: Improve Student Behavior and Attitudes – Behavior in Class**

*Parent Survey:* The Parent Survey asked parents if their child has gotten into trouble less often since starting the program. Of 29 respondents, 5 indicated that this was not an issue for their child. Of the 24 parents for whom classroom behavior was an issue, 20 responded positively.

<b>PARENT SURVEY: BEHAVIOR IN CLASS</b>	<b>South 17th</b>
% of parents reporting that since starting the program, their child gets into trouble less often (n=24)	83%

*Teacher survey:* The evaluation team has utilized teacher survey responses in class participation as a potential indicator for this performance measure.

<b>TEACHER SURVEY CLASS PARTICIPATION (N=34)</b>	<b>South 17th</b>
<b>Students Not Needing Improvement</b>	<b>7</b>
<b>Students Needing Improvement</b>	<b>27</b>
Significant +	4
Moderate +	5
Slight +	11
<b>Total Positive:</b>	<b>20</b>
<b>% Positive</b>	<b>74%</b>
<b>No change</b>	<b>7</b>
<b>% No Change</b>	<b>26%</b>

Although the evaluation team cannot ascribe causality to the program’s impact on student achievement, the evidence suggests that the program may have had some positive impact on class participation for students in need of such improvement during the 2024-25 school year.

**Goal B: Improve Student Behavior and Attitudes**

*Social-Emotional Functioning: Motivation to Learn and Attentiveness*

Youth Survey: The evaluation team analyzed results from the 2024-25 Youth Pre- and Post-Surveys which were conducted in the ETRS system in November 2024 and March 2025, respectively. N=14 for the Pre-Survey and 10 for the post-survey.

<b>% Responding Mostly or Completely True</b>	Doing well in school is an important part of who I am	Getting good grades is one of my main goals	I take pride in doing my best in school	Getting a college education is important to me	I am a hard worker when it comes to my schoolwork
PRE	79%	100%	86%	100%	86%
POST	100%	100%	89%	89%	89%
CHANGE	26.6%	0%	3.5%	-11%	3.5%

Parent Survey: The evaluation team has used parent responses to questions regarding success in school and general attitude as potential indicators for this performance measure. (Parents indicating that this is not an issue for their child were excluded from the universe for this indicator.)

<b>PARENT RESPONSES: SUCCESS IN SCHOOL AND GENERAL ATTITUDE</b>	<b>South 17th</b>
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% of parents reporting that since starting the program, their child is more successful in school (n=25)	96%
% of parents reporting that since starting the program, their child has a better attitude (n=24)	79%

Teacher survey: The evaluation team has utilized teacher survey responses on motivation to learn to report on this performance measure.

<b>TEACHER SURVEY: MOTIVATION TO LEARN</b>	<b>South 17th</b>
<b>Students Not Needing Improvement</b>	<b>11</b>
<b>Students Needing Improvement</b>	<b>23</b>
Significant +	1
Moderate +	9
Slight +	8
<b>Total Positive:</b>	<b>18</b>
<b>% Positive</b>	<b>78%</b>
<b>No change</b>	<b>5</b>
<b>% No Change</b>	<b>22%</b>

While the results of the youth survey are mixed and merit further examination by the Program Director and Evaluator, and while the evaluation team cannot ascribe causality to the program’s impact on student achievement, the majority of the evidence suggests that the program may have had some positive impact on motivation to learn for students in need of such improvement during the 2024-25 school year.

*Social-Emotional Functioning: Relationship Quality with Peers / Social Support*

Relationship quality was measured using responses to the FCI Parent Survey. These questions asked parents about changes in their children’s ability to get along well with other students and their feelings of acceptance and inclusion from other students since joining the program.

The FCI parent survey shows that 25 of 29 respondents for whose children this had been an issue agreed to the statement, “My child gets along better with other students since starting the 21<sup>st</sup> CCLC program.” In addition, 26 of 28 respondents for whose children this had been an issue agreed to the statement, “My child feels more accepted or included by other students since starting the 21<sup>st</sup> CCLC program.”

<b>PARENT SURVEY: STUDENT PEER RELATIONSHIPS / SOCIAL SUPPORT</b>	<b>South 17th</b>
% of parents reporting that since joining the program, their child gets along better with other students. (n=29)	86%

% of parents reporting that since joining the program their child feels more accepted or included by other students. (n=28)	93%
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The evaluation team also reviewed the results of the **Youth Pre- Post Survey** for this indicator. Again, while most students had positive responses in both pre- and post-surveys, and while the students showed sizeable gains in indicators of respect and helpfulness pre- to post-service, the results were surprising in their decline pre- to post in other areas, as follows:

% Mostly or Completely True	I listen to other people's ideas	I work well with others on group projects	I feel bad when someone gets their feelings hurt	I respect what other people think, even if I disagree	I try to help when I see someone having a problem	When I make a decision, I think about how it will affect other people
PRE (n=14)	64%	57%	79%	50%	71%	71%
POST (n=10)	78%	56%	67%	78%	89%	56%
CHANGE	21.9%	-1.8%	-15.2%	56%	25.4%	-21.1

The evaluation team also took into consideration the results of the Teacher Survey around Getting Along with Others.

<b>TEACHER SURVEY: GETTING ALONG WITH OTHERS</b>	<b>South 17th</b>
<b>Students Not Needing Improvement</b>	<b>11</b>
<b>Students Needing Improvement</b>	<b>23</b>
Significant +	1
Moderate +	9
Slight +	8
<b>Total Positive:</b>	<b>18</b>
<b>% Positive</b>	<b>78%</b>
<b>No change</b>	<b>5</b>
<b>% No Change</b>	<b>22%</b>

While the results of the youth survey are mixed and merit further examination by the Program Director and Evaluator, and while the evaluation team cannot ascribe causality to the program’s impact on relationship quality with peers, the parent and teacher survey results suggest that the program may have had some positive impact for students in need of improvement in peer relations during the 2024-25 school year.

*Social-Emotional Functioning: Positive Feelings Toward School*

Parent Survey: The evaluation team has used parent responses to questions regarding feelings about school to report on this performance measure. The FCI parent survey shows that 25 of 26 parents whose

child needed improvement in this area agreed with the statement “My child feels more positive about school since starting the 21<sup>st</sup> CCLC program.” (Three parents indicated that this was not applicable to their child.)

<b>PARENT SURVEY: FEELINGS TOWARD SCHOOL</b>	<b>South 17th</b>
% of parents reporting that since starting the program, their child feels more positive about school (n=26)	96%

**Goal B: Improve Student Behavior and Attitudes: 21<sup>st</sup> Century Skills and Career Readiness**

For this goal, the evaluator reviewed observation data from the afterschool program. With input from program administration and with the goals of the program in mind, the FCI team developed “Scales and Ladders” scoring rubrics for both schoolyear and summer program observations, each of which utilized a 4 point scale for each skill group in which 1 = Does Not Meet Expectations and 4 = Exceeds Expectations. The criteria for the rubrics were guided by 2020 New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills and other sources. The selected standards included the following:

- Collaboration and Teamwork – Engagement
- Collaboration and Teamwork – Interpersonal Skills
- Creativity and Innovation
- Critical Thinking
- Problem-solving

The evaluator performed site visits at all three schools in May 2025 utilizing one of those rubrics to assess the extent to which students were exhibiting 21<sup>st</sup> Century skills during their clubs. She observed three clubs at South 17<sup>th</sup> Street School: Chess Club, Art Club, and Science Club.

The average scores for each category are as follows:

- Collaboration and Teamwork: Engagement: 4.0 out of 4, Exceeds Standard. In all three clubs, all students contributed to or participated in the group activity or discussion.
- Collaboration and Teamwork: Interpersonal skills: 4.0 out of 4, Exceeds Standards. All verbal and nonverbal interactions among students and between students and staff were positive or neutral.
- Creativity/Imagination: For Art Club and Science Club 4.0 out of 4, Exceeds Standard. Students demonstrated a high amount of creativity/ imagination during the activity. (This standard was considered Not Applicable to Chess Club.)
- Critical Thinking Skills: For Chess Club and Science Club 4.0 out of 4, Exceeds Standard. Students demonstrated a high level of critical thinking skills during the activity. (This standard was considered Not Applicable to Art Club.)
- Problem Solving Skills: 4.0 out of 4, Exceeds Standard. In all three clubs, students demonstrated a high level of problem-solving skills during the activity.

Based on the data, the evaluation team concludes that this program has been highly successful in helping students achieve 21<sup>st</sup> Century career readiness skills in these core areas.

**Goal C: Increase Parent Education and Involvement**

*Parent Survey:* The FCI parent survey was used to measure parent involvement in school day activities, student academics and program impact on family relationships.

<b>Parent Responses: Parent Involvement in Student Academics</b>	<b>South 17th</b>
I help my child with homework (or look over my child’s completed homework or schoolwork) more often than I did before my child started in the 21 <sup>st</sup> CCLC program (n=27, 2 parents skipped the question)	89%
<b>Parent Responses: Parent Involvement in School Day Activities</b>	
I am more involved in my child’s education than I was before my child started the 21 <sup>st</sup> CCLC program (n=28, 1 parent skipped the question)	93%
<b>Parent Responses: Improved family relationships</b>	
The 21 <sup>st</sup> CCLC program has been good for our family. (n=25, 4 parents skipped the question.)	96%

Based on the responses, the evaluation team concludes that this program has had a positive impact on parent involvement in their children’s education and on family relationships.

**Goal D: Improve Community Partnerships**

Despite the delayed start, program has developed successful collaborations with Arts for Kids; Arman Roy Foundation; Essex County Department of Parks, Recreation, and Cultural Affairs; JaxLake; iMatter2 Inc.; and 211 Impact.

**D. Ensuring Quality Programming**

*NJQSA Self-Assessment Tools:* As per NJDOE requirements of first year grantees, UCC and the evaluation team administered three NJQSA surveys: Programs & Activities, Administration, and Human Relationships. The latter was administered both to staff and in a simplified format for youth.

*Programs & Activities Survey Analysis*

NOTE: This 2025 survey had 10 respondents: 6 represented South 17<sup>th</sup> and 4 represented Speedway. While staff at both Speedway and South 17<sup>th</sup> Street completed this survey, the evaluation team is only reporting on South 17<sup>th</sup> for two reasons. First, the program was discontinued at Speedway, and second, because there was one outlier at Speedway that skewed the responses due to the small sample size.

This analysis reports on responses which included five levels of agreement with the statements on the questionnaire, on a scale with complete disagreement having a value of zero and complete agreement having a value of 4. There was also an option of not sure/not applicable for each question, which was not factored into the averages for each question. Within each standard/element, the numeric values for each question were summed then averaged. Each section of the survey provided respondents with a comment box to write in examples or rationale. An average score of 2 means some progress made/approaching standard, 3 means satisfactory/meets standards, and 4 means excellent/exceeds standards.

An analysis of the responses shows that according to the program staff, the afterschool program meets (numeric value =3) or exceeds (numeric value =4) standards in all areas, as follows:

**Standard One: The program offers a variety of activities.** The average response was 3.09, indicating that the program meets this NJQSA quality standard.

A. Activities are intentional and are aligned with the program's mission. Meets standard,	3.2
B. Youth can choose which activity to participate in from among a variety of activities offered. Meets standard.	3.0
C. There is a balance among types of activities offered in (but not limited to) these categories: literacy, the arts, STEAM (Science, Technology, Engineering, Art and Math), community service/service learning, sports and games, health promotion, quiet activity, socializing, and multicultural/global learning. Meets standard.	3.25
D. Within the activities, whenever possible and necessary, there should be options and choices for a range of youth abilities, skills, and interests. Nearing standard.	2.8
E. There are both youth-directed and staff-directed activities. Nearing standard.	2.8
F. Youth of all abilities have opportunities to play/work individually as well as collaboratively in a small (2-6 youth) or large (7+ youth) group. Meets standard.	3.2
G. Diversity, equity, and inclusion are infused across program initiatives. If diversity is not widely represented among staff, diverse voices and lived experiences are integrated to inform programming and be present in the program via guest speakers and performers, advisory groups, volunteers, board members, and committee members. Meets standard.	3.4

**Standard Two: Activities are modified for individual youth.** The average response was 3.23, indicating that the program meets this NJQSA quality standard.

A. Activities are geared towards developing each individual youth's interests, talents, and skills. Meets standard.	3.0
B. Activities are suited to the individual learning styles of youth in the program. Meets standard.	3.4
C. Activities represent the languages and cultures of youth in the program. Meets standard	3.2
D. Activities are age appropriate, developmentally appropriate and modified as needed to meet the needs of all participants. Meets or exceeds standard	3.6

E. Program content and lesson planning are inclusive of the voices of all stakeholders. Meets standard	3.0
F. Staff focus on recognizing youth for their effort versus their ability. Meets standard.	3.2

**Standard Three: Youth learning through program activities is experiential and related to real-world challenges.** The average response was 3.45, indicating that the program meets this NJQSA quality standard.

A. Most activities are hands-on, interactive, project based, inquiry based and/or encourage youth exploration of their world. Meets or exceeds standard.	3.8
B. Program activities, projects, and initiatives are modified to support participation of youth with a range of abilities. Meets standard	3.2
C. Program activities are culturally responsive and relevant to the needs and lived experiences of the communities served. Meets standard.	3.2
D. When selecting curricula, the program considers how and if the curricula is culturally responsive and relevant to the communities served. Meets or exceeds standard.	3.6
E. When selecting curricula, the program considers how and if the curricula support global education so that youth can learn about and appreciate diversity in society even if it is not prevalent in their communities. Meets standard.	3.4
F. Curricular content and activities incorporate relevant community and society culture, climate, and current events. Meets or exceeds standard.	3.6
G. Curricular content and activities build upon and include the youth’s lived experiences. Meets standard.	3.4
H. There is diverse representation in both fiction and non-fiction characters presented within curricular content. Meets standard.	3.25
I. Staff facilitate conversations that allow youth to make connections between program activity and real-world experiences. Meets or exceeds standard.	3.6

**Standard Four: Activities support the development of youths' social and emotional skills.** The average response was 3.4, indicating that the program meets this NJQSA quality standard.

A. The program includes a strong focus on developing youths' social and emotional skills. These include self-awareness skills, self-management skills, social awareness skills, relationship skills, responsible decision-making skills, and other learning skills. Meets or exceeds standard.	3.6
B. The program is explicit about the specific social and emotional skills it seeks to develop and what program activities support these goals. Meets standard.	3.2
C. Activities for teaching social and emotional skills revolve around giving youth opportunities to practice these skills. Meets standard.	3.4
D. For building complex social and emotional skills, the program scaffolds learning by providing opportunities for youth to practice skills in a low-risk environment. Meets standard.	3.0

E. Staff intentionally mix groups to prevent isolation and exclusion to foster cross-cultural skills. Meets or exceeds standard.	3.8
F. Staff provide opportunities for youth to reflect on activity content and its relevance in their daily lives. Meets standard.	3.4

**Standard Five: Programming includes, but is not limited by, homework and tutoring activities.** The average response was 3.4, indicating that the program meets this NJQSA quality standard.

A. There is a balance between time youth spend doing homework and time spent doing other activities. Meets or exceeds standard.	3.6
B. The program is accommodating to youths' different learning styles while completing homework. For example, students are allowed to do homework in a variety of spaces and positions. Meets standard.	3.2
C. The program has a policy on how it approaches homework and shares this policy with parents/guardians. Meets standard.	3.4

**Standard Six: The program's use of technology and electronics is intentional** and supports quality programming. The average response was 3.15, indicating that the program meets or exceeds this NJQSA quality standard.

A. Activities encourage active versus passive involvement with technology and electronics. Meets standard.	3.0
B. Activities and staff encourage youth to make safe, healthy, and carefully considered choices in their use of technology and electronics. Meets standard.	3.4
C. The program has established policies regarding use of technology that include rules on sharing personal information, photos, social media etc. Meets standard.	3.2
D. The program's use of technology and electronics is intentional and supports quality programming. Meets standard.	3.0

**Standard Seven: The daily routine is structured and stable, while flexible enough to meet the changing or individual needs of youth.** The average response was 3.29, indicating that the program meets or exceeds this NJQSA quality standard.

A. Most days follow the same basic structure. Meets standard.	3.00
B. A daily schedule is posted where it can be viewed throughout different areas of the program and presented in formats which are understood by all participants such as use of pictures or in multiple languages. Meets standard.	3.25
C. There are procedures in place for communicating about upcoming activities to families. Examples are monthly calendars or newsletters. Meets standard.	3.4
D. The program allows adjustments to the regular schedule when appropriate. Meets standard.	3.2
E. Staff incorporate strategies to address multiple learning modalities (visual, auditory, kinesthetic, tactile) Meets standard.	3.6

**Standard Eight: Movement between activities is youth centered.** The average response was 3.23, indicating that the program meets or exceeds this NJQSA quality standard.

A. Youth can move between activities on their own without waiting for the whole group to move, to the extent possible. Meets or exceeds standard.	3.6
B. When the group has to move as a whole, the program manages the movement, so it is orderly and quick and youth waiting is limited. Meets standard.	3.4
C. The program considers youth of varying abilities in the transitions of the program and makes necessary accommodations when needed. Meets or exceeds standard.	3.6

**Standard Nine: Materials are adequate for programming.** The average response was 3.4, indicating that the program meets this NJQSA quality standard.

A. Materials are in good condition. They are stored in an organized manner to maintain them and encourage youth to take good care of them. Meets or exceeds standard.	3.8
B. There are enough materials for the number of youth and the activities offered. Meets standard.	3.2
C. The materials are age appropriate and developmentally appropriate for youth of all abilities. Meets standard.	3.2

**Standard Ten: The afterschool program is linked to the school day.** The average response was 3.21, indicating that the program meets this NJQSA quality standard.

A. Staff use formal procedures and/or information methods for communicating with the schools the youth attend. Meets standard.	3.25
B. Program staff have a system to keep informed of the content and skills the youth are learning during the school day. Meets standard.	3.2
C. Activities complement the school day rather than repeat what youth do in the classroom. Meets standard.	3.00
D. Program links to the school day and activities are informed by the needs of the individual youth. Meets standard.	3.4
E. The program takes steps to communicate with school(s) the value of the after-school program and what it offers to support the school day. Meets standard.	3.2

**Standard Eleven: Professional development around programming and activities is appropriate and high quality.** The average response was 3.13, indicating that the program meets this NJQSA quality standard.

A. Program staff receive training to ensure they are qualified to oversee program activities. Meets standard.	3.0
B. Staff training around programming and activities is suited to the needs of the particular program. Meets standard.	3.2

C. The program links professional development opportunities for program staff and for school. The program aligns professional development opportunities for program and school staff. Meets standard.	3.2
D. Professional development in this area follows the guidelines for appropriate and high-quality professional development outlined in the Administration section, standard #4. For example, professional development around programming and activities includes mentoring and on-going, job embedded learning, in addition to formal training opportunities. Meets standard.	3.2
E. Staff are trained in accommodations, offering choices appropriately, and modifying activities to support youth of all abilities. Meets standard.	3.2
F. Reasonable accommodations are provided at professional development events to ensure content is accessible to learners. Meets standard.	3.00

*Administration Survey Analysis*

NOTE: This 2025 survey had 13 respondents: 6 represented South 17<sup>th</sup> and 7 Speedway. As with the Programs & Activities survey, the evaluation team is only reporting on South 17<sup>th</sup>.

**Standard One: This program has a mission statement.** The average response was 3.77, indicating that the program meets or exceeds this NJQSA quality standard.

A. The program has a written mission statement that sets forth the program’s primary purposes. Meets or exceeds standard.	3.8
B. The mission statement guides administrative decisions about the program, including decisions about curriculum, staffing, and policy. Meets or exceeds standard.	3.75
C. Staff are aware of the mission statement. Meets or exceeds standard.	3.75

**Standard Two: The administration takes steps to facilitate continuous improvement in program quality.** The average response was 3.67, indicating that the program meets or exceeds this NJQSA quality standard.

A. The administration oversees the development of program goals and objectives. Meets standard.	3.5
B. The administration conducts an internal monitoring or evaluation system to continuously improve program quality. Meets or exceeds standard.	3.75
C. The administration incorporates input and feedback from program stakeholders as central components of the quality improvement process. Meets standard.	3.75

**Standard Three: The administration offers staff the best possible working conditions and pay.** The average response was 3.53, indicating that the program meets or exceeds this NJQSA quality standard.

A. The program offers staff paid preparatory time. Nearing standard.	2.67
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B. The program facilitates opportunities for additional training that is related to a staff person's professional growth plan, including paying for outside training if appropriate. Meets or exceeds standard.	3.75
C. Staff have opportunities to discuss their own concerns regarding the program. Meets or exceeds standard.	3.8
D. Staff have opportunities within the program for self-direction, decision-making, and developing long-term program plans and vision. Meets or exceeds standard.	3.75
E. There are policies and procedures in place to give positive feedback and recognize the contributions of staff members. Meets or exceeds standard.	3.67

**Standard Four: The administration provides a high-quality system of professional development.**

The average response was 3.42, indicating that the program meets or exceeds this NJQSA quality standard.

A. The administration conducts an ongoing assessment of the program's professional development needs and evaluation of the professional development offerings. Meets standard.	3.33
B. The administration develops an annual professional development plan with a timeline. Meets standard.	3.33
C. The administration uses qualified, experienced trainers and/or evidence-based training materials for professional development. Meets standard.	3.33
D. Professional development at the program includes mentoring and on-going, job-embedded learning in addition to formal training opportunities. Meets or exceeds standard.	3.67

**Standard Five: The administration manages volunteers effectively.**

A. The program has plans for recruiting, orienting, training, supervising, and recognizing volunteers. Meets standard.	3.22
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**Standard Six: The administration takes steps to support effective communication.** The average response was 3.77, indicating that the program meets or exceeds this NJQSA quality standard.

A. There are policies or procedures in place that support effective and frequent communication between program staff and families (example: calling the homes of a few families each week for check-ins.) Meets or exceeds standard.	3.67
B. There are policies or procedures in place that support positive communication between program staff and families (not just contacting when there is a problem or the program needs information.) Exceeds standard.	4.0

C. There are policies or procedures in place that support effective communication between program staff and the host agency or other community stakeholders. Meets standard.	3.4
D. Program policies and procedures support effective communication among program staff, including administrative staff and non-administrative staff. Exceeds standard.	4.0

**Standard Seven: The administration values input and feedback about the program and is responsive to it.** The average response was 3.38, indicating that the program meets this NJQSA quality standard.

A. The program uses formal and informal methods to seek feedback and input from youth and families. Meets or exceeds standard.	3.6
B. There are procedures in place for the program to get input and feedback from the host agency or other community stakeholders. Meets standard.	3.25
C. The program is responsive to input and feedback from youth, families, the host agency, and other stakeholders. Meets standard.	3.33
D. The program involves staff, families, and youth in decision-making and planning. Meets standard.	3.33

*Human Relationships Survey Analysis*

As noted above, the Human Relationships Survey was administered to both students and staff from both schools in March 2025. The adult survey was administered in English only and the simplified and shortened student version was offered at a 5<sup>th</sup> grade reading level in both English and Spanish. Four staff from South 17<sup>th</sup> and one UCC administrative staff member completed the full adult version, and 14 students from South 17<sup>th</sup> completed the youth version. The following tables show the results from each

**Standard One: Staff relate to all youth in positive ways.** The adults rated the program as exceeding this standard, with an average of 3.93, but the youth rated the program as meeting this standard, with an average of 3.29.

Responses	Adult	Youth
A. Staff make youth feel welcome and comfortable. A staff member is assigned the explicit responsibility of greeting and welcoming each youth at the beginning of each program day to “check-in.” (When I come to the program, one of the staff greets me and makes me feel welcome.)	4.0	3.33
B. Staff treat youth with respect and listen to what they say. (The staff in the program treat me with respect and listen to what I say)	4.0	3.07
C. Time is built into each program day for a group gathering where youth can share their thoughts and feelings. Youth know they can speak with an adult in a one-on- one setting, if necessary. (In the program, I am allowed to share my feelings with the group, and if I need to, I can talk with one of the staff)	3.67	3.25

D. Staff respond to youth with acceptance and appreciation. (I feel accepted and appreciated by the staff in this program)	4.0	3.38
E. Staff are actively engaged with youth during activities. (The staff works actively with us during the activities.)	4.0	3.42

**Standard Two: Staff respond appropriately to individual needs.** The adults rated the program as meeting this standard with an average of 3.42, and the youth rated the program as meeting this standard with an average of 3.28.

Responses	Adult	Youth
A. Staff implement ways to recognize each youth for their special talents and interests. (I feel like the staff notices my special talents and interests and find ways to recognize me)	3.0	2.69
B. Staff recognize the range of youths' feelings and temperaments and respond appropriately.( I feel like the staff understands how different kids feel and act, and they respond in a good way)	3.67	3.38
C. Staff recognize the range of youths' abilities and adapt activities to be inclusive of the unique needs of each youth.(I feel like the staff understands that kids have different abilities and make activities work for everyone)	3.0	3.55
D. Staff respect and embrace youths' cultural style and primary language incorporating aspects of their culture into the activities. (I feel like the staff respects my culture and language and include parts of my culture in the activities.)	4.0	3.5

**Standard Three: Staff encourage youth to make choices and become more responsible.** The adults rated the program as meeting or exceeding this standard with an average of 3.75, but the youth rated the program as only approaching this standard with an average of 2.61.

Responses	Adult	Youth
A. Staff offer assistance without taking control and in a way that supports a youth's initiative. (I feel like the staff supports my ideas and helps me without taking over.)	4.0	3.0
B. Staff encourage all youth to take leadership roles. (The staff in this program give me chances to lead.)	4.0	2.92
C. Staff give youth many opportunities to choose what they will do, how they will do it, and with whom. (In the program, I can choose what to do, how to do it, and who to do it with.)	3.33	1.75
D. Staff help youth make informed and responsible choices. (I feel like the staff helps us to make good and smart choices)	3.67	2.79

**Standard Four: Staff intentionally engage with you in developmentally age-appropriate ways that build skills and help them learn.** The adults rated the program as meeting this standard with an average of 3.42, and the youth also rated the program as meeting this standard with an average of 3.31.

Responses	Adult	Youth
A. Staff ask questions that encourage youth to think for themselves.( I feel like the staff helps me think for myself.)	3.33	3.15
B. Staff share skills and resources to help youth gain information and solve problems. (The staff helps me find the information I need when I am solving a problem.)	3.33	3.21
C. Staff vary the approaches they use to help youth learn such as showing, telling and letting youth try on their own. (The staff helps me learn in many different ways.)	3.0	3.57
D. Staff help youth use learned skills by providing opportunities for demonstrating what was learned. (The staff gives me chances to use what I have learned.)	4.0	3.31

**Standard Five: Staff recognize youth as program collaborators and foster in youth a sense of program ownership and belonging.** The adults rated the program as meeting this standard with an average of 3.16 and the youth also rated the program as meeting this standard with an average of 3.13

Responses	Adult	Youth
A. Staff encourage input and feedback from youth regarding the program and youth have a formal way to offer feedback regarding the program. (The staff wants to hear my ideas and opinions about the program and give me a way to share them.)	3.33	3.38
B. Staff involve youth in creating and agreeing on the community agreements and consequences for the program as a whole and for individual activities. (We all help create the rules and consequences for games, activities, and the program.)	3.0	3.21
C. Staff involve youth in creating activity plans. (We all help create activity plans.)	3.0	2.79

**Standard Six: Staff use positive effective techniques to understand, and when appropriate, guide the behavior of youth.** The adults rated the program as meeting this standard with an average of 3.2 and the youth also rated the program as meeting this standard, but with a higher average of 3.47

Responses	Adult	Youth
A. Staff model positive behavior when with the youth. (I can look to the staff to see the right way to treat other people.)	3.67	3.77

B. Staff use positive feedback in response to positive behaviors, such as when youth cooperate, share, or care for materials and one another. (The staff lets me know when I have done something right or well.)	3.33	3.43
C. Staff communicate consistent program expectations. (The staff lets me know what kind of behavior is okay in this program)	3.0	3.69
D. Staff make sure youth understand the behavior expectations, rules, and consequences of the program. (I understand the rules and what happens if they are broken in the program.)	3.0	3.46
E. Staff enforce rules and expectations fairly and consistently. (I feel like the staff enforces the rules fairly and the same for everyone.)	3.33	3.23
F. When youth break rules, staff use immediate, short-term, developmentally appropriate consequences that are directly related to the broken rule. (I feel like the staff responds quickly and fairly when a student breaks a rule.)	3.33	3.46
G. Staff do not use any discipline method such as shaming in front of peers, yelling, name calling, or mandatory physical movement such as running laps. (I feel like the staff disciplines us in a fair way without shaming, yelling, or making us do things like run laps.)	3.33	3.36
H. Staff seek to help youth replace concerning or challenging behavior with new behavior skills. For example, this may include teaching and modeling conflict resolution skills. (I feel like the staff helps me learn better ways to behave with others.)	3.0	3.77
I. Staff encourage youth to safely and respectfully resolve their own conflicts. If needed, staff step in to discuss the issues and work out a solution together with the youth. (The staff encourages me to solve my own problems with other students and helps me if I can't.)	3.0	3.5
J. The program provides an alternative space for youth to visit, who may be overstimulated or upset, when a break is desired. (There is a place I am allowed to go during the program if I feel upset and need a break.)	3.67	3.08

**Standard Seven: Staff strive to eliminate concerning or unsafe peer interactions.** The adults rated the program as meeting this standard with an average of 3.33 and the youth also rated the program as meeting this standard, but with a higher average of 3.52

Responses	Adult	Youth
A. Staff are consistently observant of youth interactions. (The staff pays attention to how we treat each other.)	3.67	3.5
B. Staff intervene immediately to stop negative or unsafe peer interactions. (The staff quickly stops anyone who is being unsafe or treating someone badly.)	3.33	3.77
C. Staff facilitate and teach conflict resolution steps to youth. (The staff teaches us specific steps to resolve conflicts.)	3.33	3.42

D. Staff follow up to check on the emotional state of all the youth involved and to identify the source of the challenging dynamic. (The staff checks in on how everyone is feeling after a disagreement and tries to understand what happened.)	3.33	3.58
E. Staff educate youth in how to respond to negative or unsafe peer interactions and how to report them to an adult. (The staff teaches us what to do if another kid is making us feel unsafe, and how to tell an adult.)	3.0	3.31

Questions for the following six standards were only asked of the adults.

**Standard Eight: Staff display respect and sensitivity to the diverse cultures and backgrounds of the youth** The average response was 3.33, indicating that the program meets this NJQSA quality standard.

A. Staff display sensitivity to youths' ethnicity, language, religion, and family make- up.	3.67
B. Diverse family structures are honored, celebrated, and affirmed	3.0
C. The program creates opportunities to honor and celebrate the cultures of the youth in the program in a way that is meaningful and culturally responsive.	3.33

**Standard Nine: The program structure supports strong staff-youth relationships.** The average response was 3.67, indicating that the program meets or exceeds this NJQSA quality standard.

A. The program and schedule are structured so that staff and youth have the opportunity to develop sustained, trusting relationships with each other.	3.67
B. Youth are able to work with the same staff over extended periods of time.	3.67
C. Youth are given the opportunity to spend time with different staff members.	3.67
D. A confidential, emotionally safe protocol for youth to share concerns with leadership is established and consistently followed.	3.67

**Standard Ten: Youth generally interact with one another in positive ways.** The average response was 3.08, indicating that the program meets this NJQSA quality standard.

A. Youth appear relaxed and involved with each other.	3.0
B. Youth show respect for each other.	3.0
C. Youth usually cooperate and work well together.	3.33
D. When problems occur, youth have opportunities to mediate, repair the harm through a solution and restore relationships.	3.0

**Standard Eleven: Staff interact with each other in positive ways** The average response was 3.87, indicating that the program meets or exceeds this NJQSA quality standard.

A. Staff communicate with each other while the program is in session to ensure that the program operates smoothly.	3.67
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B. Staff are cooperative with and respectful of each other.	4.0
C. Staff see themselves as professionals and treat each other as professionals.	4.0
D. Staff have opportunities for self-direction within the program.	4.0
E. Staff are provided with a confidential and respectful pathway to voice program concerns with leadership without fear of retribution.	3.67

**Standard Twelve: Staff interact with families in positive ways.** The average response was 3.67, indicating that the program meets or exceeds this NJQSA quality standard.

A. Staff welcome families and treat them with respect.	3.67
B. Staff and families greet and acknowledge each other.	4.0
C. Staff encourage and seek feedback and input from families.	4.0
D. Families are provided with a confidential and respectful pathway to share program concerns with leadership without fear of retribution.	3.0
E. There are meaningful and inclusive family and community engagement opportunities to contribute to the program through planning and/or volunteering.	3.67
F. There are different types and levels of family engagement available to address the needs and capacity of all families.	3.67
G. Opportunities for families to participate in programs and events exist and are accessible. Events will be held in ADA compliant venues and advance opportunities for families to request accommodations such as American Sign Language (ASL) interpretation, audio description or captioning.	3.67

**Standard Thirteen: Staff communicate with families about key matters concerning the individual child or youth.** The average response was 3.44, indicating that the program meets this NJQSA quality standard.

A. Staff communicate with families on matters concerning the well-being of the child or youth.	3.67
B. Staff work together with families to make arrivals and departures between home and the program go smoothly.	3.67
C. Program materials are in the primary language(s) spoken within the community, including accessible formats such as large print.	3.0
D. Staff provide information about community resources or other resources that address the needs of youth and their families.	3.33
E. Staff provide opportunities for families to share strategies that have been successful with the child or youth in the past. For example, families may share strategies that relate to behavior, learning, or health maintenance.	3.33

F. Staff provide respectful and confidential opportunities for families to share information about their child.	3.67
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Overall, the results indicate that this program is well within alignment with research-based best practices as measured by these three sections of the NJQSA.

**E. Summary and Conclusions**

The evaluator has the benefit of having worked with this program in both its first 21<sup>st</sup> CCLC award period (2017 – 2022, although the first two years of the program utilized a different evaluator) and this first year of the current award period. While the prior program did good work, the evaluator finds a positive difference in the “feel” of the program from the previous award period, most likely due to a new administrative team, better understanding of program ideals and requirements, and the lack of pandemic upheaval. In particular, the interactions between students and staff and among peers have shown a marked improvement over the prior grant period. The staff seem to genuinely enjoy their work with the students, and a positive, supportive atmosphere pervades the entire program. Club activities are structured, engaging, and outcome directed. Initial outcomes vary but are largely promising and provide a solid baseline for future evaluation. The FCI team looks forward to working with this revitalized 21<sup>st</sup> CCLC program as it continues to grow and develop.