BUENA REGIONAL
SCHOOL DISTRICT

B.O.O.S.T.

2025-26

21ST CENTURY COMMUNITY LEARNING CENTER

NITA M. LOWEY 21ST CCLC GRANTEE

YEAR END EVALUATION REPORT

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BUENA REGIONAL SCHOOL DISTRICT BOOST 21ST CCLC

A. EXECUTIVE SUMMARY

The Buena Regional School District's BOOST 21st CCLC program has been designed to ensure that students attending the district's Dr. J.P. Cleary Elementary School and Buena Regional Middle School have ample access to a variety of after school remediation and enrichment programs under the theme of STEM education. The program is open all students in grades 3 through 8 and offers students critical academic, youth development, artistic and cultural supports to put them on the pathway for success in high school and in their post-secondary pursuits. The program also places emphasis on the role of parents and family members in the education of Buena's youth through regular family engagement events including STEM nights, student showcases, literacy events, holiday and cultural celebrations, as well as college and career readiness nights.

This evaluation assesses student social-emotional development and academic performance outcomes across the school year for participants in the BOOST program. Key findings highlight strong student self-efficacy, positive social-emotional growth, and measurable academic improvements in core subject areas over the course of the 2025-26 school year. Promising indicators of positive youth development and noted development of social emotional skill sets are as follows:

- **Academic Efficacy:** Students demonstrate high intrinsic motivation, taking clear pride in their schoolwork, expressing a strong desire to learn, and reporting frequent autonomy in how they manage their time.
- **Growth Mindset and Problem-Solving:** Program participants report high levels of self-efficacy, expressing confidence that they can solve complex problems and succeed when they apply effort. Crucially, students demonstrate reflective learning by leveraging past mistakes to inform better future decisions.
- **Self-Regulation and Interpersonal Respect:** Students report strong impulse control and emotional self-management, alongside a capacity to engage respectfully with diverse perspectives and ideas different from their own.

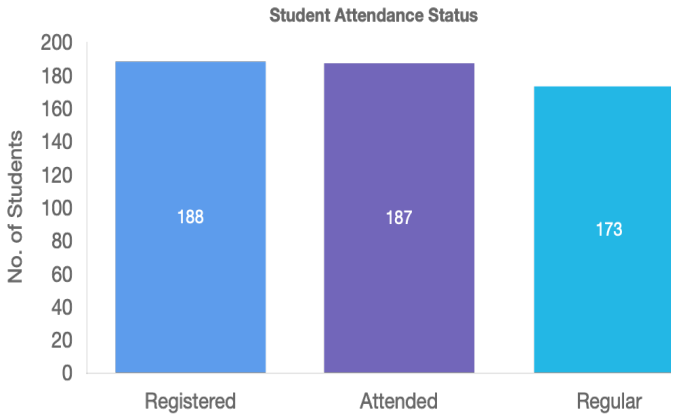
Students have also been positively impacted in terms of academic progress due to participation in the BOOST program. Across grade levels, performance gains in the classroom can be noted. Analysis of year-end academic performance demonstrates consistent growth for BOOST participants over the course of the school year. Comparing Trimester 1 to Trimester 3, elementary participants achieving proficient or advanced marks (3s and 4s) increased significantly across core subjects:

- **Language Arts: +31%** increase in students earning 3s and 4s
- **Mathematics: +20%** increase in students earning 3s and 4s
- **Science: +13%** increase in students earning 3s and 4s

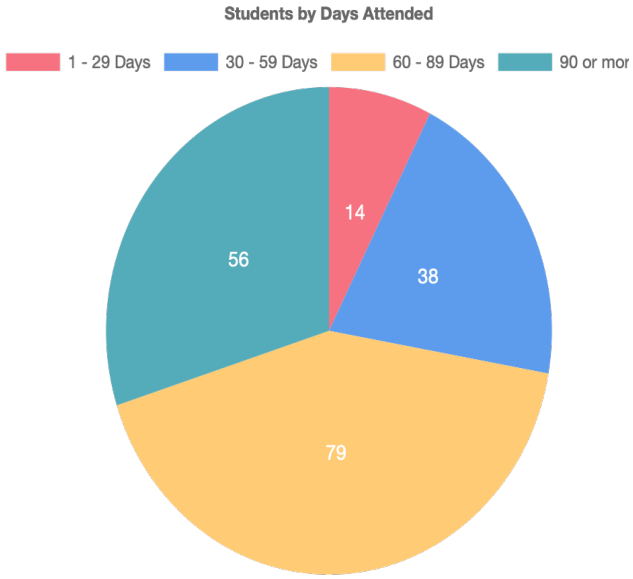
Middle school participants achieved their largest academic gains in science, ending the school year with an **11% increase** in students earning a grade of B or higher compared to the start of the year.

B. TARGET POPULATION SUMMARY

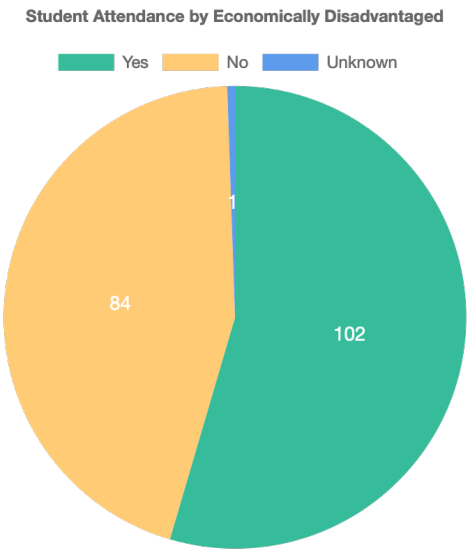
The following data tables illustrate outcomes from EZ Reports enrollment data across two program sites: J.P. Cleary Elementary School and Buena Regional Middle School. Participation numbers represent BOOST students attending between 10/1/25 through 6/5/26. EZ Reports Dashboard sources include Student Summary, Attendance and Demographic data.



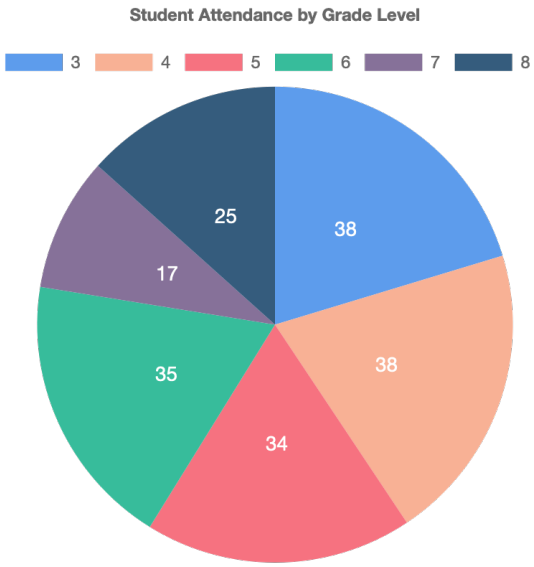
The program operated for 113 days between October 1, 2025, and May 29, 2026. 188 students enrolled across two program sites, with 187 students attending programs to some degree. LOS represented 173 unduplicated students. The program just missed meeting the target level of service of 201 participants for the year.



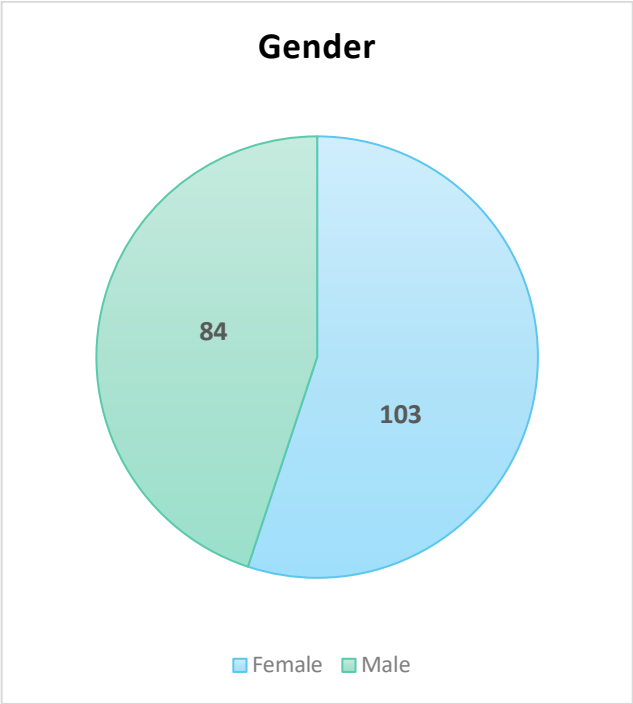
The majority of students attended for between 60 and 90 days or more. The program marked a 93% student retention rate for regularly attending participants. These students met APR attendance targets of 30+ days.

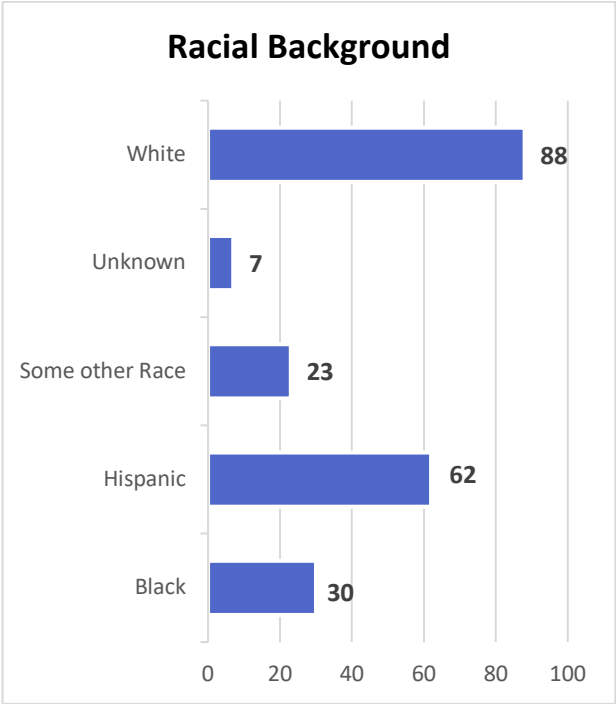


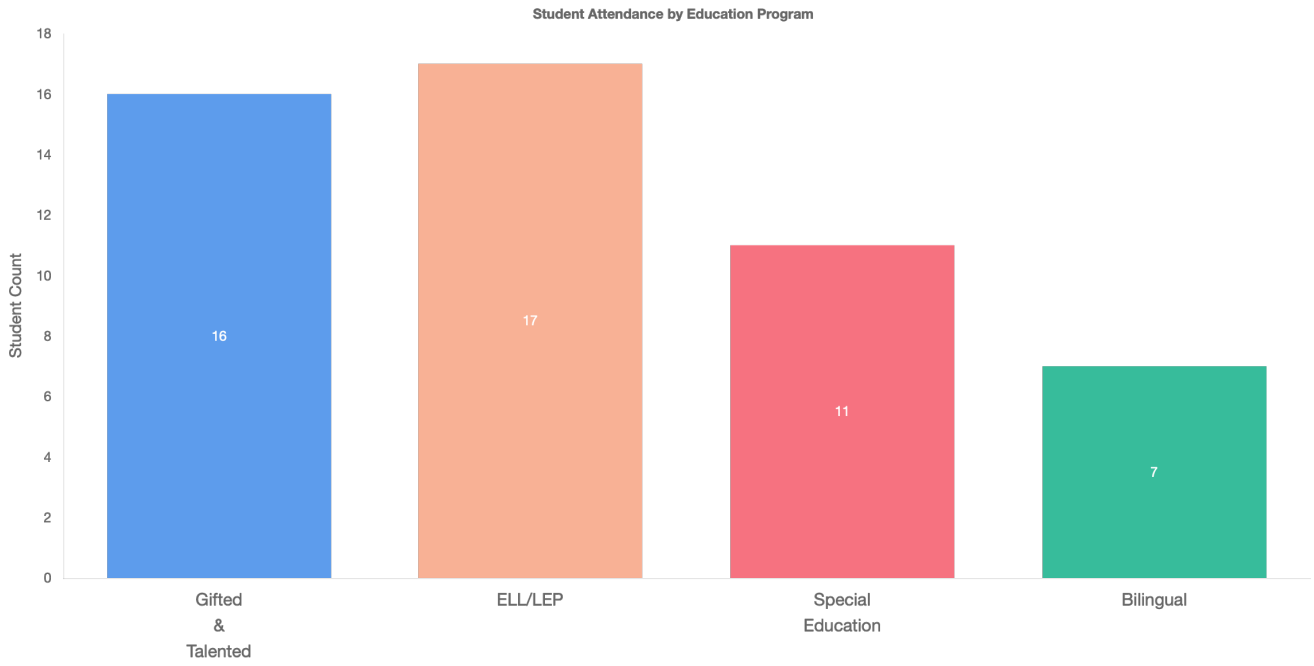
55% of enrolled students are considered economically disadvantaged.



Participation is nearly evenly split with 3rd, 4th and 5th grade participants equaling 59% of enrollment and middle school participants (6th through 8th grades) totaling the remaining 41% of students.







Program enrollment was 55% female, 45% male. Primary attendance by ethnicity were Hispanic and White students. 13% of students were either bilingual or English Language Learners.

C. PROGRAM STRUCTURE

Pursuant to NJDOE expectations, grantees must implement activities in each of the following six (6) categories: academic remediation; academic enrichment; positive youth development; cultural and arts; health, nutrition, fitness, and physical activity; and parental involvement. The following chart gives activity examples supporting the implementation of the six required program components at each site. Types and categories of activities are taken from EZ Reports activity reports run at the conclusion of 2025-26 school year programming.

	Activity Type			
Program Site	Academic	Youth Development/Arts	Parent	Health/Physical Activity
Total Program Days by Activity Type	*144*	*130*	*10*	*113*
J.P. Cleary Elementary	Homework Help Coding Engineering E-Sports Jeopardy Logic Lab Brain Breaks Math Masters Lego Challenge	Beading Puzzles and Games Arts and Crafts Drawing Jewelry Making Crocheting SEL	Family STEM Night Holiday celebrations Family Reading Night Family Science Fair Cooking and Nutrition classes Family Fitness	Fun in the Gym Kids in the Kitchen Outdoor recreation Walking Club YMCA Swimming
Total Program Days by Activity Type	*123*	*91*	*10*	*113*
Buena Regional Middle School	Homework Help E-sports Trivia Jeopardy Kahoot	Board Games Bracelet Making Movies Arts and Crafts Card Games	College and Career Readiness Night Math and Literacy Games	Fun in the Gym Circuit Training Pickleball Top Chef YMCA Swimming

	Math Games	SEL	Student Showcase Community Garden Family Sports Tournament	

D. EVALUATION METHODOLOGY

The BOOST Program is monitored by the local level evaluation team using Education Northwest's Out-of-School Time Program Evaluation: Tools for Action in conjunction with the NJSACC Quality Standards for Afterschool Toolkit and YDEKC student social-emotional assessment survey.

Education Northwest (formerly known as Northwest Regional Educational Laboratories or NWREL) has been working with out-of-school time (OST) programs since the inception of the 21st Century Community Learning Center grants, when Education Northwest's staff conducted bidders' conferences for the northwest region. Relationships established with grantees through that activity led to a variety of evaluation, training, and technical assistance roles for staff. Education Northwest offers research-based services to schools, districts, and states that are designed to improve educational results. The information will be correlated and disaggregated using a custom database that will provide formative and summative data for guidance toward your program improvement. Integrating Education Northwest's tools, the following areas were assessed:

Data Sources used in Evaluation Methodology

Outcomes/Outputs	Data Sources
Student Achievement	Grades collected from school database (Genesis), NJ SLA test scores
Student social-emotional development	Attendance from EZ Reports, behavior reports from schools, YDEKC surveys
Perception of benefits, enjoyment, and quality of programs	YDEKC Student surveys Parent Surveys

	Student focus groups
Perceptions of program quality in core academic areas and satisfaction with enrichment and support activities, including the link with the regular school day	Student, parent, staff, and EZ Reports teacher surveys
Satisfaction with services directed specifically at staff	Staff surveys
Success of partnerships, building of relationships	Advisory Board meetings
Effective communication among stakeholders and program administration	Internal self-assessments
Operational support for program effectiveness	Staff and partnership surveys, administrative self-assessments, leading indicator reports

2025-26 Evaluation Goals

Working with the Project Director and program Site Coordinators, the local level evaluation team established three working goals and objectives for continuous program improvement. These goals were established during on-site monitoring visits based on observed program activities and participant outcomes between October and December 2025. Local level evaluation goals are closely aligned with GPRA measures as well as state level progress goals and are focused on three key areas: student academics, youth positive social development and family engagement.

Goal 1: Academic Achievement- Improve student school day academic outcomes using curriculum-aligned enrichment activities that reinforce daily classroom learning.

Objective 1- By July 2026, 60% of regularly attending students (defined as attending 30 days or more) in grades 3 through 5 will meet or exceed expectations in Math and/or English Language Arts (ELA) as evidenced by trimester grade outcomes.

Objective 2- By July 2026, 40% of regularly attending students (defined as attending 30 days or more) in grades 6 through 8 will show grade level improvements in Math and/or English Language Arts (ELA) as evidenced by year end marking period grades.

Goal 2: Positive Youth Development- Improve student social-emotional skills in fostering mutual respect, empathy, and positive peer-to-peer interactions among all participating students.

Objective- By June 2026, increase the percentage of students who report feeling respected by their peers from a baseline established in December to at least 70%, as measured by post-assessment student experience surveys.

Goal 3: Family Engagement- Build strong, collaborative relationships with families by providing meaningful opportunities for parents to actively participate in and support their child's after school experience.

Objective - By August 2026, achieve a 60% response rate on the annual family satisfaction survey administered in May, with at least 85% of parents reporting that staff keeps them informed about their child's day at the afterschool program.

E. FINDINGS

1) Youth Academic Outcomes

Assessment of youth classroom outcomes monitor progress toward the following federal, state and local level goals:

Federal GPRA: 1 →Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading and language arts.

2. Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in math.

New Jersey State mandated 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.

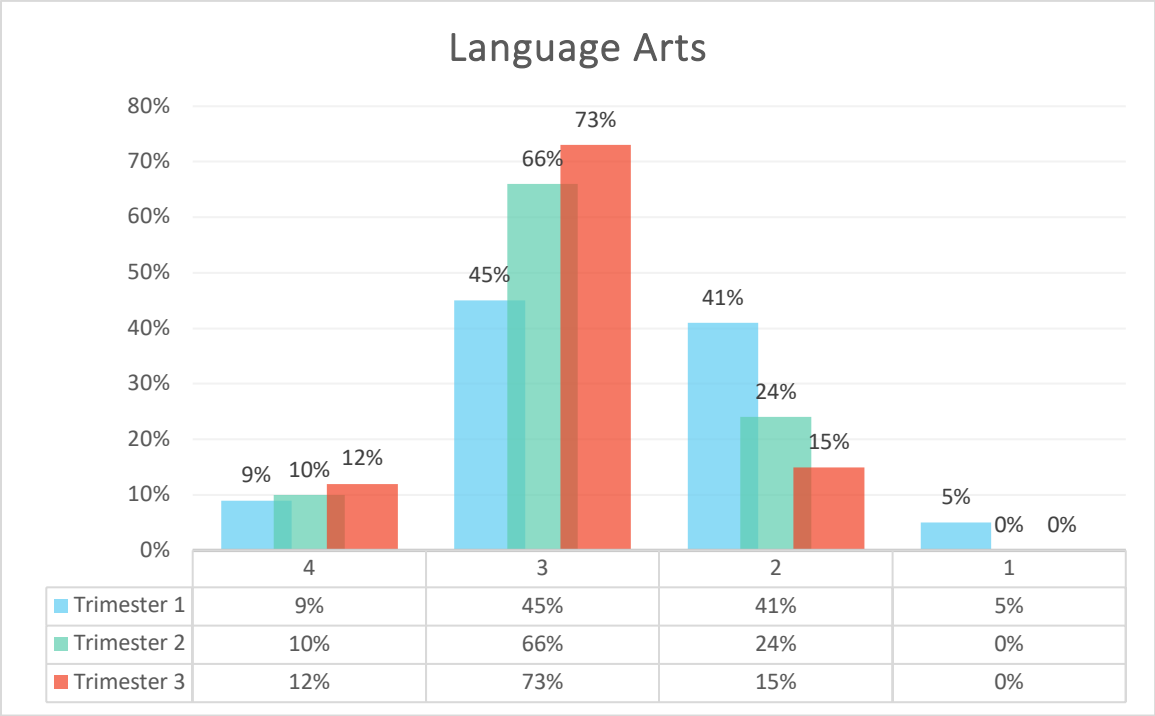
Local level evaluation Goal 1: Academic Achievement → Improve student school day academic outcomes using curriculum-aligned enrichment activities that reinforce daily classroom learning.

> Objective 1- By July 2026, **60%** of regularly attending students (defined as attending 30 days or more) in grades 3 through 5 will meet or exceed expectations in Math and/or English Language Arts (ELA) as evidenced by trimester grade outcomes.
>
> Objective 2- By July 2026, **40%** of regularly attending students (defined as attending 30 days or more) in grades 6 through 8 will show grade level improvements in Math and/or English Language Arts (ELA) as evidenced by year end marking period grades.

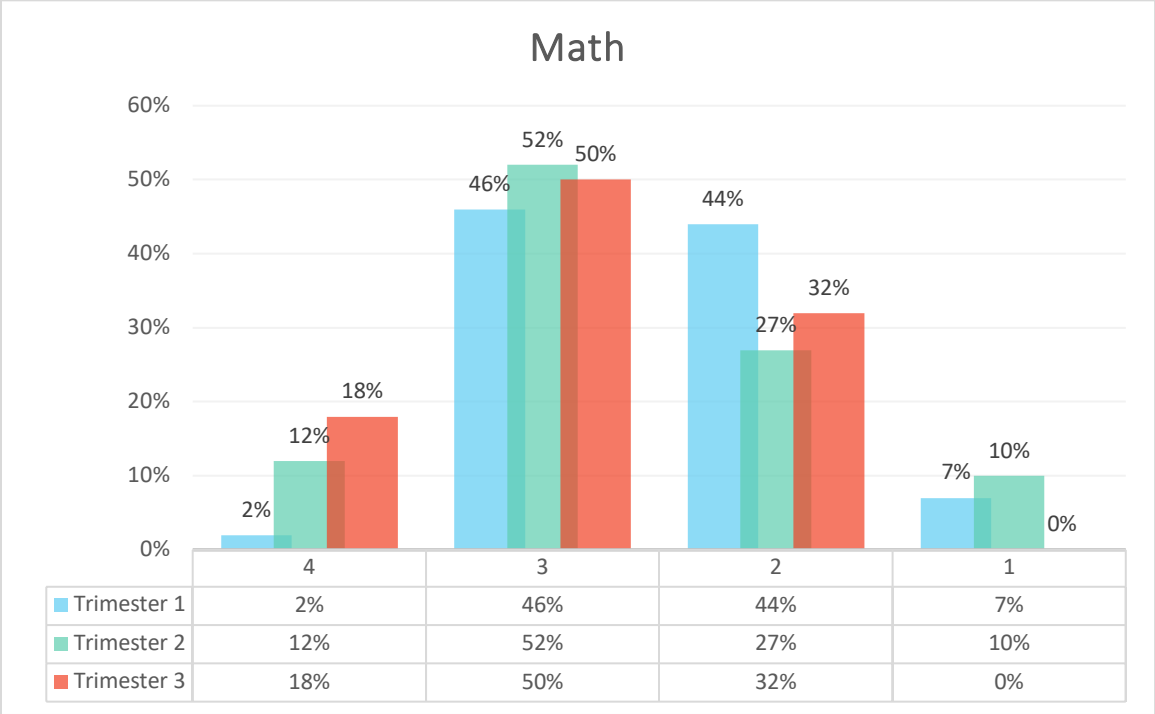
The following grade level analysis uses information pulled from the district student database and was collected by the Project Director and support staff. Charts represent 1st through 4th marking period averages in Language Arts, Math and Science for participants attending the J.P. Cleary Elementary School. Grades for the Buena Regional Middle School are shown as changes from the first to fourth marking periods during the 2025-26 school year. In total, 94 elementary participants and 71 middle school students were included in the data collection.

J.P. Cleary Elementary School Grading Scale

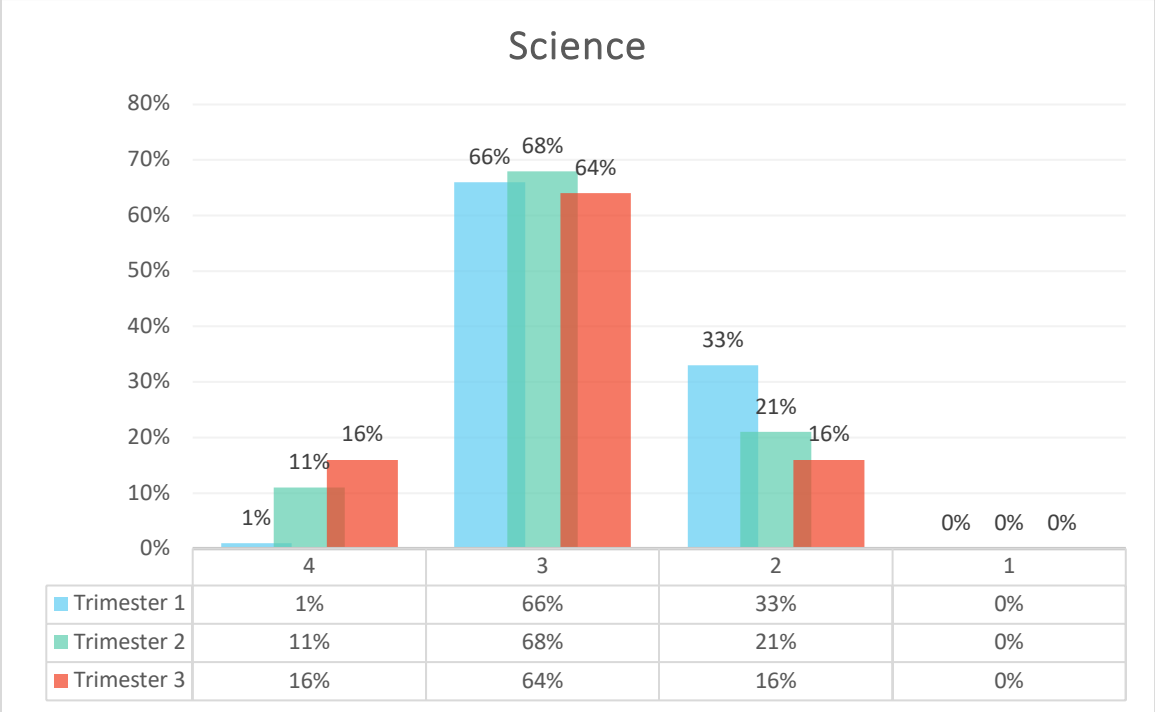
4	Exceeds Expectations
3	Meets Expectations
2	Approaching Expectations
1	Below Expectations



	4	3	2	1
Trimester 1	9%	45%	41%	5%
Trimester 2	10%	66%	24%	0%
Trimester 3	12%	73%	15%	0%



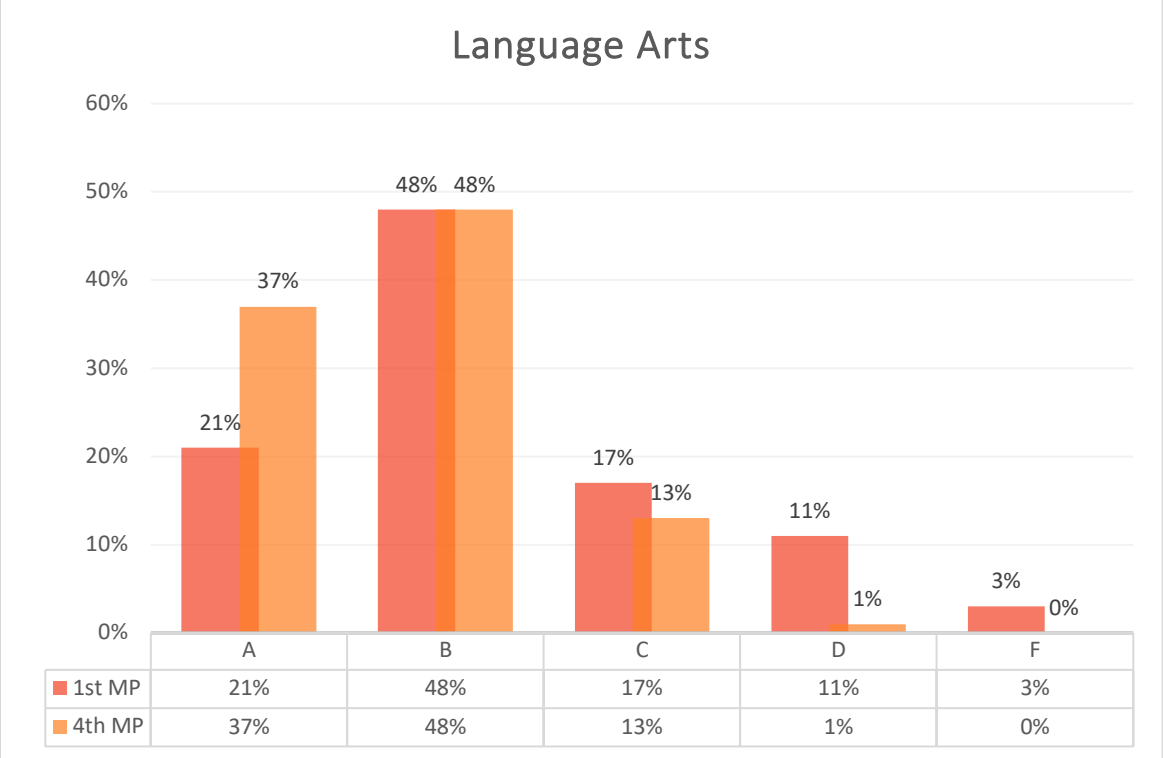
	4	3	2	1
Trimester 1	2%	46%	44%	7%
Trimester 2	12%	52%	27%	10%
Trimester 3	18%	50%	32%	0%

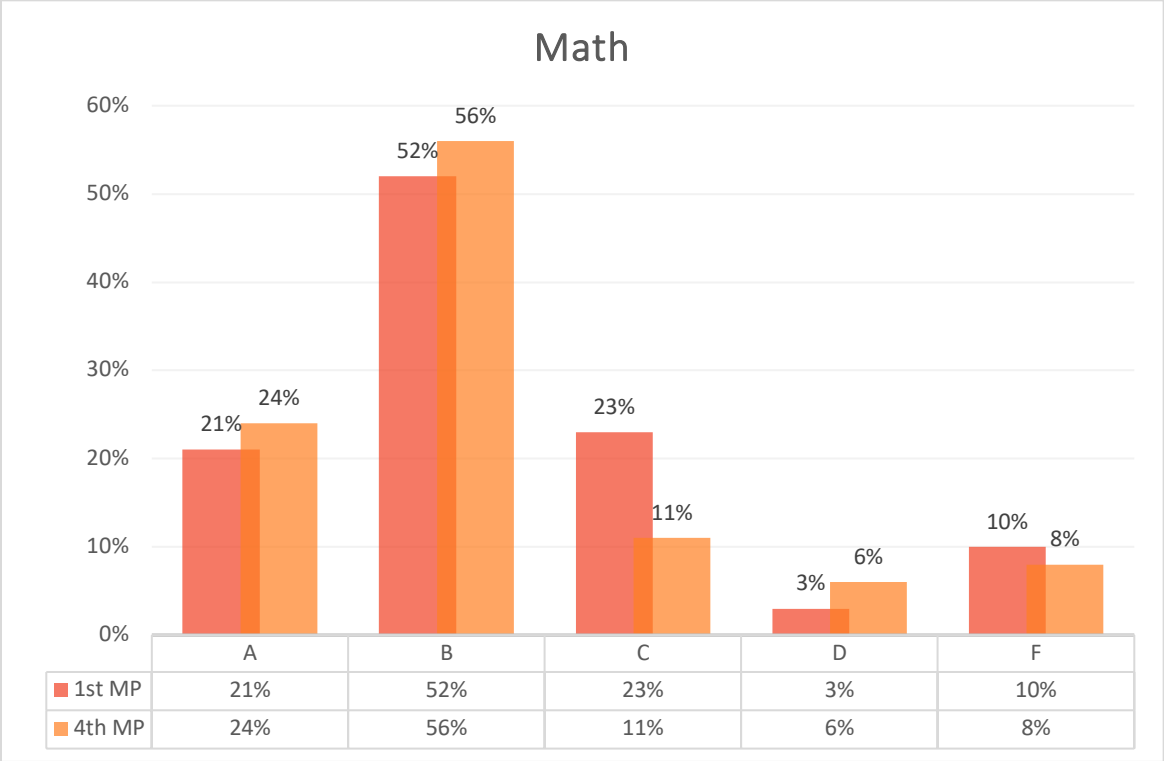


	4	3	2	1
Trimester 1	1%	66%	33%	0%
Trimester 2	11%	68%	21%	0%
Trimester 3	16%	64%	16%	0%

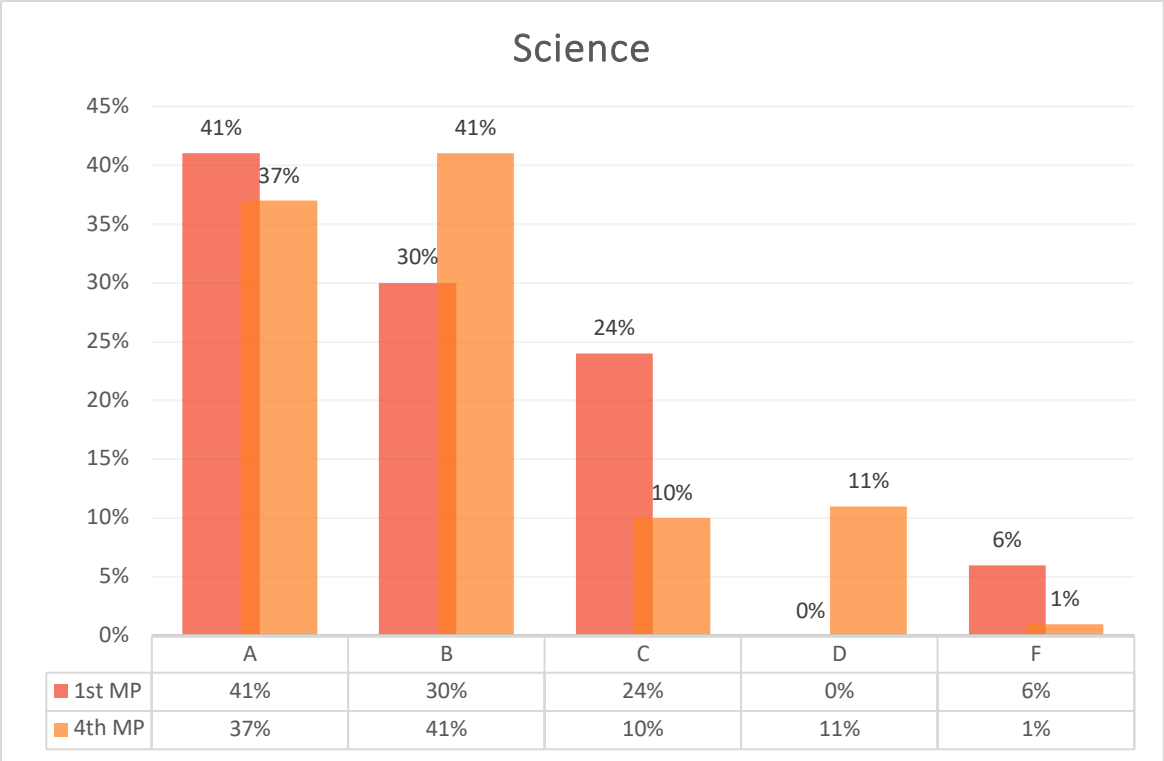
Buena Regional Middle School Grading Scale

A	**90-100**
B	80-89
C	70-79
D	60-69
Failing	59 and below





	A	B	C	D	F
1st MP	21%	52%	23%	3%	10%
4th MP	24%	56%	11%	6%	8%



	A	B	C	D	F
1st MP	41%	30%	24%	0%	6%
4th MP	37%	41%	10%	11%	1%

2) Youth Social Emotional Outcomes

The BOOST program works to develop an afterschool environment that is supportive of social-emotional learning through the design of activities, positive staff to student interactions and relevant staff training. Twice each year, the outcomes of SEL practices are analyzed through pre and post youth assessments as well as through participant focus group sessions. Measurement of social-emotional growth attempts to quantify changes in students' academic identity and behaviors, mindsets, self-management skills, interpersonal skills and program ownership. The evaluation plan consists of several tools to measure youth social-emotional outcomes including pre and post assessment surveys and focus group sessions. Assessment of youth social-emotional outcomes monitor progress to the following goals:
Federal GPRA: 3 → Percentage of students in grades 1-12 participating in 21st CCLC programming during the school year who had a school day attendance rate at/below 90% in the prior school year and demonstrated an improved attendance rate in the current school year.
4. Percentage of students in grades 1-12 participating in 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.

New Jersey State mandated Goal: 3 → To measure participants' progress and program effectiveness through monitoring and evaluating.

Local Level Evaluation Goal 2: Positive Youth Development → Improve student social-emotional skills in fostering mutual respect, empathy, and positive peer-to-peer interactions among all participating students.

> Objective- By June 2026, increase the percentage of students who report feeling respected by their peers from a baseline established in December to at least 70% of responses, as measured by post-assessment student experience surveys.

PARTICIPANT SURVEY OUTCOMES

Using YDEKC post assessment surveys administered by state level evaluator AIR, students are asked to score each content question using a Truth Likert Scale. Outcome percentages shown are students responding affirmatively selecting Completely True and Mostly True or Often and Sometimes as responses. Surveys were administered electronically between May and June 2026 and were completed by 46 participants across two program sites. Outcome percentages have been rounded to the nearest whole number.

SEL Areas Assessed	Core Metrics
Academic Motivation	Study habits, academic motivation, future goal setting and planning.
Self-Management	Task persistence, behavior, empathy, managing one's emotions.
Program Ownership/Buy in	Ability to provide feedback, meaningful and engaging activities.
Relationship Skills	Perception of peer and staff relationships.
Self-Awareness	Self-esteem, growth mindset.

Academic Motivation

Content details	Outcome % by Site	
	Dr. J.P. Cleary School	Buena Middle School
Doing well in school is an important part of who I am	82%	67%
Getting good grades is one of my main goals	95%	79%
I take pride in doing my best in school	96%	84%
Getting a college education is important to me	91%	70%
I am a hard worker when it comes to my schoolwork	91%	79%
It is important to me to learn as much as I can	76%	88%

Self-Management

Content details	Outcome % by Site	
	Dr. J.P. Cleary School	Buena Middle School
I finish whatever I begin	76%	87%

I stay positive when things don't go the way I want	61%	61%
I don't give up easily	82%	75%
I try things even if I might fail	64%	71%
I can solve difficult problems if I try hard enough	77%	83%
I can do a good job if I try hard enough	100%	79%
I stay focused on my work even when it's boring	77%	79%
I can stop myself from doing something I know I shouldn't do	82%	84%
When I'm sad, I do something that will make me feel better	59%	75%
I can control my temper	55%	67%
I can handle stress	27%	58%
I can calm myself down when I'm excited or upset	59%	75%
When my solution to a problem is not working, I try to find a new solution	77%	79%
I think of my past choices when making new decisions	82%	88%
I listen to other people's ideas	77%	92%
I work well with others on group projects	82%	74%
I feel bad when someone gets their feelings hurt	77%	74%
I respect what other people think, even if I disagree	91%	79%
I try to help when I see someone having a problem	82%	78%
When I make a decision, I think about how it will affect other people	82%	88%

Program Ownership/Buy-in

Content details	Outcome % by Site	
	Dr. J.P. Cleary School	Buena Middle School
When you are at this program, how often…		
Do you get to choose how you spend your time?	82%	71%
Can you suggest your own ideas for new activities?	68%	61%
Do you get to choose which activities you do?	55%	62%
Do you get to help plan activities for the program?	19%	54%
Do you get the chance to lead an activity?	41%	55%
Do you get to be in charge of doing something to help the program?	46%	50%
Do you get to help make decisions or rules for the program?	24%	50%

Relationship Skills

Content details	Outcome % by Site	
	Dr. J.P. Cleary School	Buena Middle School
Staff Relationships		
In this program, there is an adult here…		
Who is interested in what I think about things.	64%	75%
Who I can talk to when I am upset.	64%	71%
Who helps me when I have a problem.	77%	67%
Who I enjoy being around.	82%	67%
Who has helped me find a special interest or talent (something I'm good at).	50%	61%

Who asks me about my life and goals.	55%	63%
Who I will miss when the program is over.	59%	71%
Peer Relationships		
Kids here are friendly with each other.	32%	54%
Kids here treat each other with respect.	32%	46%
Kids here listen to what the teachers tell them to do.	55%	50%
Kids here don't tease or bully others.	41%	58%
Kids here support and help one another.	55%	58%

Self-Awareness

Content details	**Outcome % by Site**	
	Dr. J.P. Cleary School	Buena Middle School
This program has helped me…		
Feel good about myself.	63%	70%
With my confidence.	63%	58%
To make new friends.	42%	67%
Find out what is important to me.	68%	67%
Find out what I'm good at doing.	79%	67%
Find out what I like to do.	74%	67%
Discover things I want to learn more about.	68%	71%
Learn things that will help me in school.	63%	71%
Learn things that will be important for my future.	63%	67%

Think about the kinds of classes I want to take in the future.	63%	63%
Think about what I might like to do when I get older.	74%	69%
Learn about things that are important to my community or the environment.	63%	67%
Feel good because I was helping my community or the environment.	63%	63%

Areas to High Light: Students take pride in their schoolwork and want to learn more.
Students profess having impulse control and being able to stop themselves from doing something they know they shouldn't.
Students feel that they can solve difficult problems and do a good job if they apply themselves.
Students feel that they can frequently chose how they spend their time.
Students are able to learn from their past mistakes to make better decisions in the future.
Students can show respect for ideas that differ from their own.

Areas for Improvement: Students may need more support in staying positive when things don't go as planned.
Students seem ill equipped to deal with feelings of stress and sadness.
Students may not feel they can control their tempers.
Students may need more opportunities to be part of program decision-making as they do not feel they are able to make plans for activities.
Mixed outcomes are seen for both peer and staff relationships noting that neither may be very strong.
There may be bullying issues and students may not feel supported by peers.
Students may need more direction to build greater self-awareness.

FOCUS GROUP OUTCOMES

Focus groups are conducted once each year with a random control group of students and are performed in person at each of the participating elementary school sites as well as the middle school. Outcomes evaluated student perception of activity quality, impact on family and home environment, perceived benefit, and comfort level with program staff. Participant answers were kept anonymous to ensure transparency of information and all focus groups transcripts were shared with the Project Director and Site Coordinators. Each transcript also carried

a list of recommendations and conclusions developed by the local level evaluation team. Questions have been reproduced below with the most common answers highlighted.

Why did you join/start participating in the program?

- My dad/mom works and needed childcare
- It sounded like fun
- I heard you could help with homework
- To spend time with friends

Do you enjoy the program, overall?

- It's alright
- Yes, but it needs better snacks
- Most students reply "yes" to this question

What afterschool activities do you feel help you the most?

- I like cooking because we learn new recipes and try new stuff
- Gym
- Beading and bracelet making
- Art
- Circuit Travels

How important is it to you that you get good grades?

- It is important because I want to go to ACIT
- It is important to my parents that I get good grades

Does the afterschool program help you understand your homework/classroom assignments better?

- Yes, it helps me finish my work and have more time
- There are fewer distractions here than at home
- No, the teachers do not help unless I ask

Do you feel that the adults who work with the afterschool program could help you if you had a problem?

- No, I would rather talk with friends
- It depends, if it's a big problem them yes, for a small problem, no
- Yes, some of them

Do you think the program has helped your behavior? If so, how?

- Yes, BOOST has helped me control my emotions
- I'm usually pretty well behaved
- It kind of helped me — I made more friends
- No, I help myself

Do you feel that you work well with/interact with other students in a positive way?

- Yes, I get along with everyone
- Only my friends
- Certain people
- For the most part, yes

Do you feel like the students here treat each other with respect?

- Most kids
- Not really, only if it's convenient for them
- Sometimes

Does the afterschool program recognize your achievements? (i.e., good grades, good behavior, consistent attendance?)

- You get awards for 30 days of attendance
- We get verbal praise

Are you able to suggest ideas for activities or help plan new activities?

- Not really; I don't feel like my suggestions count
- Some staff ask if I have ideas in gym;
- Yes, I could if I wanted to;
- They don't really ask

What would you like to see changed about the afterschool program?

- More art and science activities
- Go to the gym more
- Better snacks
- Have the teachers more involved, so they're not just supervising

What ideas do you have to make the program better?

- Add crocheting
- More field trips
- Earn points for a whole gym day
- The teachers should be more involved

E. LIMITATIONS

When evaluating after-school programs, acknowledging evaluation limitations is crucial for maintaining academic rigor, satisfying grant requirements, and setting realistic expectations for stakeholders. Below is a summary of the noted limitations encountered during the BOOST program evaluation between October 2025 and July 2026.

1. SELECTION BIAS

Participation in after school evaluator led student focus groups was largely determined by program Site Coordinators. Focus group participants were preselected before the arrival of the evaluator by instructional and administrative staff. Students who were selected may already demonstrate higher levels of motivation, parental involvement, or academic engagement than those who did not participate. This makes it difficult to establish a true, unbiased comparison group.

2. LACK OF CONTROL GROUPS

In school-based settings, establishing a true randomized control trial (RCT) is often ethically or logistically impossible, as administrators cannot easily deny services to students in need. Without a control group, it is challenging to prove that student progress was directly caused by the program rather than natural developmental maturation or classroom-day instruction.

3. DATA COLLECTION CHALLENGES

The evaluation also experienced limitations in participation rates for parent satisfaction surveys. No parents responded to online end-of-year surveys; this is not typical for the BOOST program. The lack of available parent feedback this year may not provide the most accurate picture of overall student and parent outcomes.

4. LACK OF LOCAL LEVEL DATA SHARING

Annual evaluation methodology typically looks at state level site staff engagement surveys to determine additional outcomes on students and staff. At this point in the data collection, ETRS staff verification and management surveys cannot be accessed by program, only for the entirety of New Jersey state grantees. For this reason, the data was determined to be too broad to be useful for the BOOST program and analysis of outcomes have not been included in this report as is typical.

F. SUMMARY AND CONCLUSIONS

The following outcomes have been noted for the BOOST 21st CCLC Program based on analysis of marking period grades and school day attendance, post assessment surveys, focus group results, conversations with program staff and administration and regular monitoring observations. Each subgroup is attached to the analysis of a specific data type to help determine progress toward established local level evaluation metrics. Local level evaluation goals and objectives are also assessed below.

Youth Academics - Marking Period Grades

Analysis of year-end grades for BOOST participants shows that these students are making academic advancements over time. Between the first and third trimesters, there was a 31% increase in participants in grades 3 through 5 earning 3s and 4s in Language Arts. 3s and 4s earned in Math increased by 20% along with a 13% increase in Science. The biggest academic gain for middle school participants was seen in Science, with 11% more students earning Bs in the subject by the end of the school year versus the beginning.

Program Attendance

Program attendance and participant retention shows that BOOST prioritizes student engagement. 135 students attended the program for 60 days or more during the 2025-26 school year, marking a 93% participant retention rate.

Youth Social-Emotional Outcomes - YDEKC Surveys

Students display strong indicators of academic motivation and task persistence. In online post-assessment surveys, students comment that they are committed to doing a good job in school and learning as much as they can. Response rates also show that students feel confident they can control their emotions, learn from their past mistakes, and repsect opinions and ideas that are different than their own.

Youth Social-Emotional Outcomes - Focus Groups

In focus group sessions, students mention a number of enrichment programs that they enjoy including Cooking, time in the Gym and arts activities like beading and bracelet making. Students also speak positively of their peer relationships, noting that they mostly get along well with others, epsecially their friends.

Parent Perception

Although parents did not complete annual satisfaction surveys this year, it must be noted that attendance at monthly parent engagement events surpassed 600 families during the 2025-26 school year. This shows to some extent that BOOST parents are actively engaged with their child's progress in the after school program.

*Progress Made Toward Continuous Quality Improvement Goals***:** To support continuous quality improvements in the afterschool program, the local level evaluator has used the preceding program outcomes to inform the progress toward achievement of annual evaluation goals. The goals, found previously in the evaluation methodology section, have been recopied below to determine levels of success.

Goal 1: Academic Achievement- Improve student school day academic outcomes using curriculum-aligned enrichment activities that reinforce daily classroom learning.

Objective 1- By July 2026, **60%** of regularly attending students (defined as attending 30 days or more) in grades 3 through 5 will meet or exceed expectations in Math and/or English Language Arts (ELA) as evidenced by trimester grade outcomes.

STATUS: By the end of the third trimester, 85% of participants met or exceeded expectations in Language Arts along with 68% of participants met this same benchmark in Math. This objective is considered to have been met.

RECOMMENDATION: The program is encouraged to continue to build student academic mastery in the elementary grade levels by introducing new and exciting subjects that may not be part of the regular school day curriculum. These can include Language Arts and Math rich initiatives such as creative writing, poetry and coding.

Objective 2- By July 2026, **40%** of regularly attending students (defined as attending 30 days or more) in grades 6 through 8 will show grade level improvements in Math and/or English Language Arts (ELA) as evidenced by year end marking period grades.

STATUS: According to analysis of full year marking period grades, it is estimated that 32% of participants middle school participants made academic gains in Math along with 44% who improved grades overtime in Language Arts. While this does show mixed outcomes regarding the evaluation metric of 40% of students showing improvement, it also shows that students are benefiting academically from the after school program.

RECOMMENDATION: In evaluator led student focus groups, middle school participants comment that the homework time is not really beneficial to them, and they feel like it is not helpful. It is suggested that program administration review the homework program at the middle school site to determine ways it can be improved for functionality.

Goal 2: Positive Youth Development- Improve student social-emotional skills in fostering mutual respect, empathy, and positive peer-to-peer interactions among all participating students.

Objective- By June 2026, increase the percentage of students who report feeling respected by their peers from a baseline established in December to at least **70%**, as measured by post-assessment student experience surveys.

STATUS: When responding to post-assessment YDEKC surveys, students are asked to agree with the statement “Kids here treat each other with respect”. On average, only 39% of student say this is mostly or completely true. Students also report mixed feelings on peer respect in focus groups. The objective pertaining to positive youth development at the local level is considered to not have been met during the 2025-26 program year.

RECOMMENDATION: It is recommended that the program purposefully integrate teaching prosocial communication skills into daily youth development to build respectful relationships among youth.

Goal 3: Family Engagement- Build strong, collaborative relationships with families by providing meaningful opportunities for parents to actively participate in and support their child's after school experience.

Objective - By August 2026, achieve a **60% response rate** on the annual family satisfaction survey administered in May, with at least **85%** of parents reporting that staff keeps them informed about their child's day at the afterschool program.

STATUS: No parents recorded survey responses during the spring 2026 survey window. For this reason, a conclusion cannot be drawn pertaining to this objective.

RECOMMENDATION: The program is encouraged to eliminate any possible parent communication barriers by consolidating program communication into a single predictable platform (e.g., Remind, ClassDojo, or direct SMS updates) paired with brief physical newsletters for families without reliable digital access.

E. APPENDIX

Attached to this report are copies of survey instruments used in the evaluation methodology. Included are samples of Education Northwest's student focus groups and parent surveys. Education Northwest (formerly NWREL) offers evaluation services and actionable toolkits to measure outcomes for out-of-school time (OST) and after-school programs. They specialize in custom data collection and user-friendly surveys that gauge program quality, family engagement, and student growth.

Student Focus Group Questions

1. Why did you join/start participating in the program?

2. Do you enjoy the program, overall?

3. What afterschool activities do you feel help you the most?

4. How important is it to you that you get good grades?

5. Does the afterschool program help you understand your homework/classroom assignments better?

6. Do you feel that the adults who work with the afterschool program could help you if you had a problem?

7. Do you think the program has helped your behavior? If so, how?

8. Do you feel that you work well with/interact with other students in a positive way?

9. Do you feel like the students here treat each other with respect?

10. Does the afterschool program recognize your achievements? (i.e., good grades, good behavior, consistent attendance?)

11. Are you able to suggest ideas for activities or help plan new activities?

12. What would you like to see changed about the afterschool program?

13. What ideas do you have to make the program better?

21st CCLC Afterschool Parent Survey

Default Section

*** 1. How would you rate your child's after-school program in the following areas?**

	Poor	Fair	Good	Excellent	Don't know/Not applicable
The overall after-school program	○	○	○	○	○
The safety of your child while he/she is at the program	○	○	○	○	○
The atmosphere and comfort of the room(s) where the program operates	○	○	○	○	○
The snacks that are served to your child on a daily basis	○	○	○	○	○
The hours of operation	○	○	○	○	○
The transportation provided, if any	○	○	○	○	○

*** 2. To what extent to you agree or disagree with the following statements about the program?**

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't know
I am satisfied with the kinds of programs and activities offered at the after-school	○	○	○	○	○

program.					
There is adequate quiet time for my child to complete homework.	○	○	○	○	○
The after-school program has helped my child get his/her homework done on time.	○	○	○	○	○
There is adequate opportunity for physical activity.	○	○	○	○	○

*** 3. Why does your child attend the after-school program?**

- [ ] Student needs after-school supervision
- [ ] Student is interested because friends are attending
- [ ] Student is interested because of the enrichment activities offered
- [ ] Parent is interested in enrichment programs
- [ ] Teacher recommended program
- [ ] Student needs homework assistance
- [ ] Additional reasons for attending (please enter reason below)

Additional reasons for attending

*** 4. To what extent to you agree or disagree with the following statements describing your child's experience in the after-school program? My child...**

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't know
Enjoys attending the after-school program.	○	○	○	○	○

Feels comfortable with the after-school staff.	○	○	○	○	○
Seems happier or less stressed since participating in the after-school program.	○	○	○	○	○
Has friends in the after school program.	○	○	○	○	○
Completes homework with greater ease.	○	○	○	○	○
Has a better attitude toward school	○	○	○	○	○

*** 5. To what extent do you agree or disagree with the following statements about the after-school staff?**

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't know
I am comfortable talking with the staff.	○	○	○	○	○
The staff welcomes suggestions from parents.	○	○	○	○	○
The staff keeps me informed about my child's day at the after-school program.	○	○	○	○	○
The staff welcomes parents who wish to observe.	○	○	○	○	○
I am comfortable					

with how the staff handles discipline problems.	◯	◯	◯	◯	◯
The staff encourages positive interactions among the children.	◯	◯	◯	◯	◯
I am satisfied with the number of adult staff available to work with the students.	◯	◯	◯	◯	◯
The after school staff interacts with students in positive ways.	◯	◯	◯	◯	◯
The staff has clearly informed me about how to contact them during the after-school program.	◯	◯	◯	◯	◯
I am satisfied with the overall performance of the after-school program.	◯	◯	◯	◯	◯

*** 6. Have you been involved as a volunteer in the after-school program?**

◯ Yes

◯ No

If yes, how have you participated?

7. Since beginning the program, have you noticed any improvements in your child's...

	Yes	No
Behavior	◯	◯
Grades	◯	◯
Self-Esteem	◯	◯
Motivation	◯	◯
Homework completion	◯	◯

Other (please specify)

Done

Powered by SurveyMonkey
See how easy it is to create a survey.

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