

# 2024-2025 Year-End Report

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## Future Leaders Organization



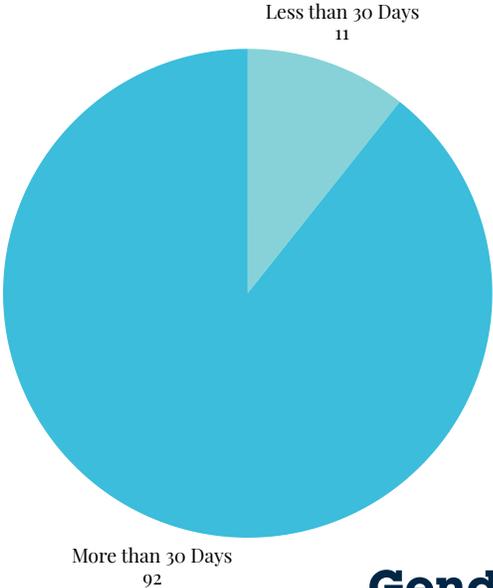
**Prepared by**  
WIZO Educational Services

# Year End Population Demographic

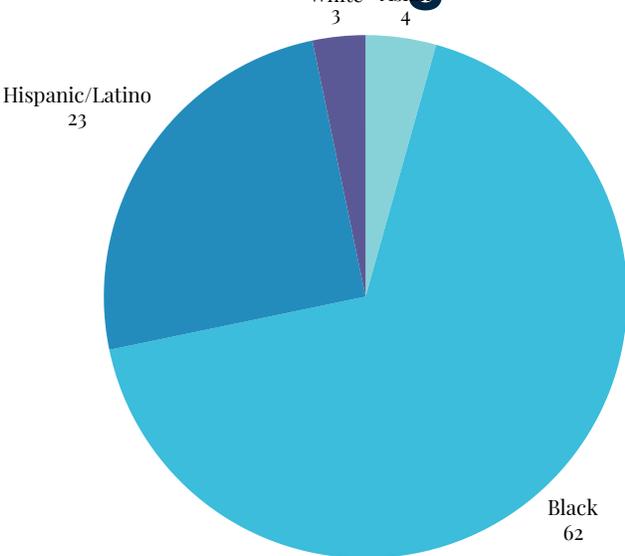


The Future Leaders Organization program operates five days a week for three hours a day for their 21st CCLC program. When a PARS 21 attendance report was generated on September 15, 2025, total enrollment was 103 students with 92 having attended 30 days or more. This marks a participant retention rate of 89% at the interim point in the program year. Target enrollment for the program is 75 students. The following charts offer graphic representations of the target population served by the Future Leaders Organization 21st CCLC Program from September 2024 through August 2025. Numbers include only students meeting regular APR attendance requirements.

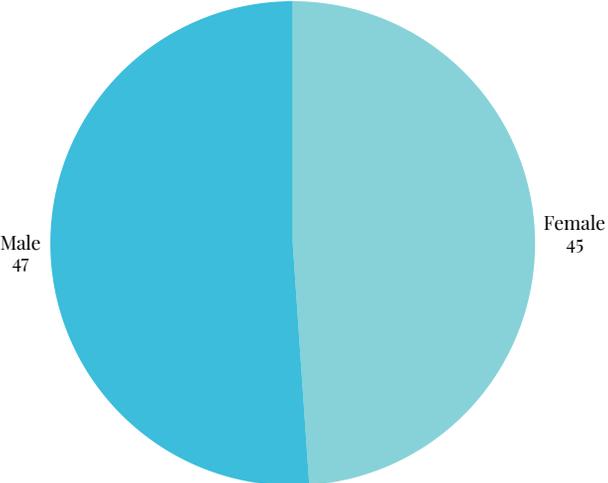
## Total Enrollment



## Racial Background



## Gender Participation



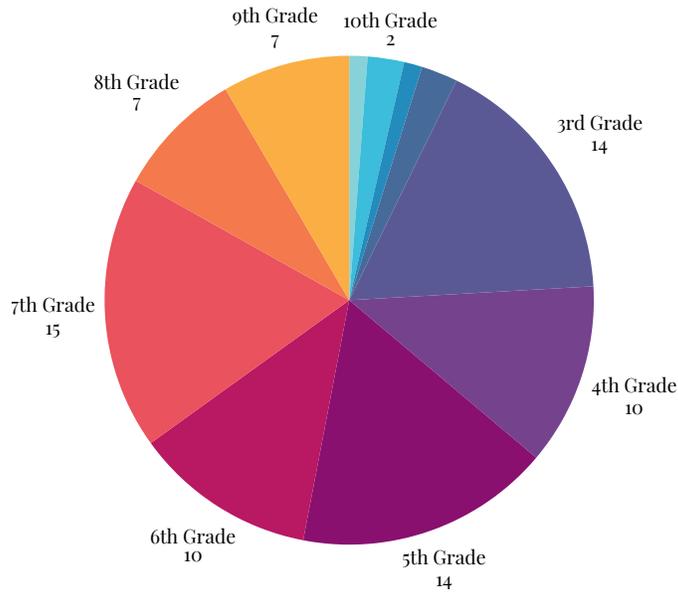
# Year End Population

## Demographic

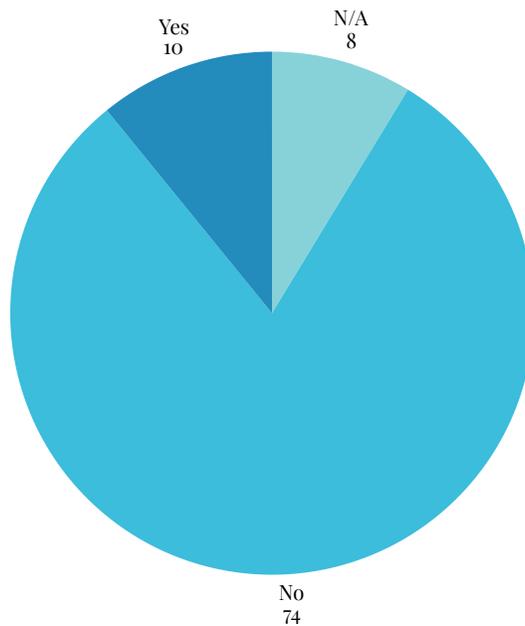
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### By Grade Level



### Limited English Proficiency



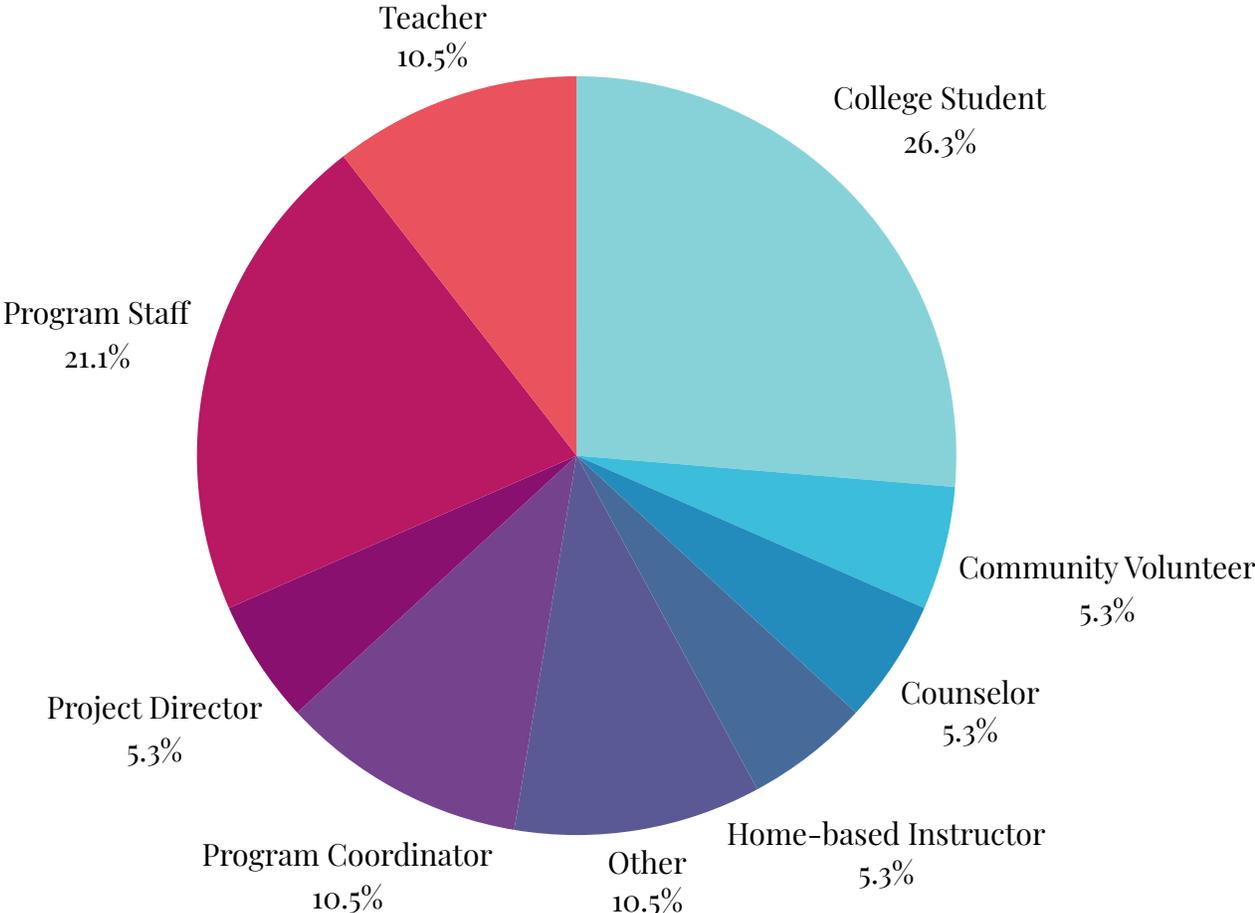
# Staffing

Dawn Rice-Bivens serves as the Future Leaders Organizations Project Manager since the program's grant cycle inception in 2019. Mrs. Rice-Bivens has an extensive background in both the community sector and in the afterschool programming field. She is a wealth of knowledge and resources as well as connected throughout her community and able to bring resources from all over for her program participants. Mrs. Rice-Bivens has been able to literally build this organization from the ground up in a very short time and; in the face of an international pandemic has been able to assist in its thriving.

The program site is led nightly by a Site Coordinator hired by the organization. The following shows both the administrative and instructional staffing. All instructional and non-instructional staff employed by the program have been properly background checked and all necessary paperwork is on file in the project office.



**DAWN RICE-BIVENS**  
PROJECT DIRECTOR



# Program Activities

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## Academic Enrichment

**Spanish Club**

## Academic Improvement/Remediation

**Academic Remediation**

## Activities for Expelled Students

**Expelled Students**

## Character Education

**Life Skills**

## Community Service Learning Programs

**4-H**

**Community Service**

## Mentoring

**Big Brothers/Sister**

**Boys/Girls Club**

## Parent Involvement Activities

**Parent Meeting**

**Remind**

# Program Activities

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## Recreational Activities

<b>Meditation</b>	<b>Recreation</b>
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## Tutoring/Homework Help

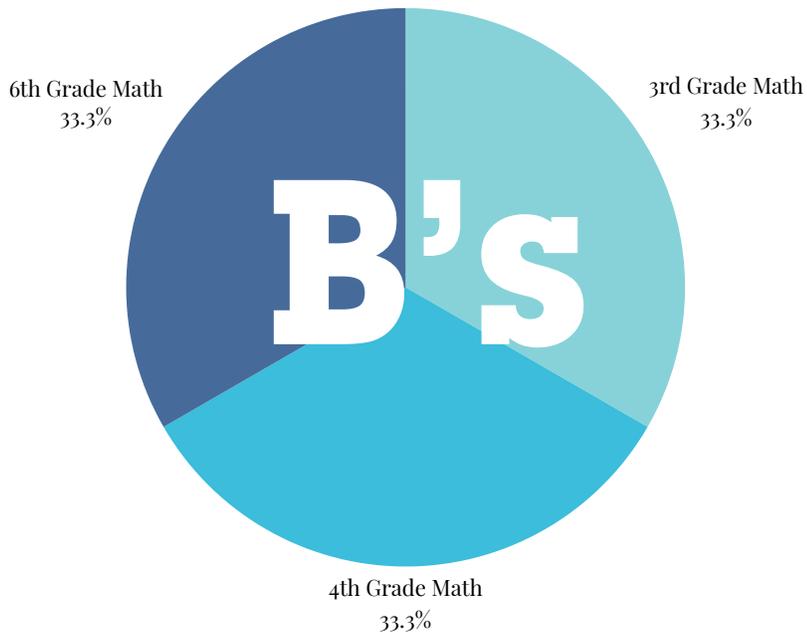
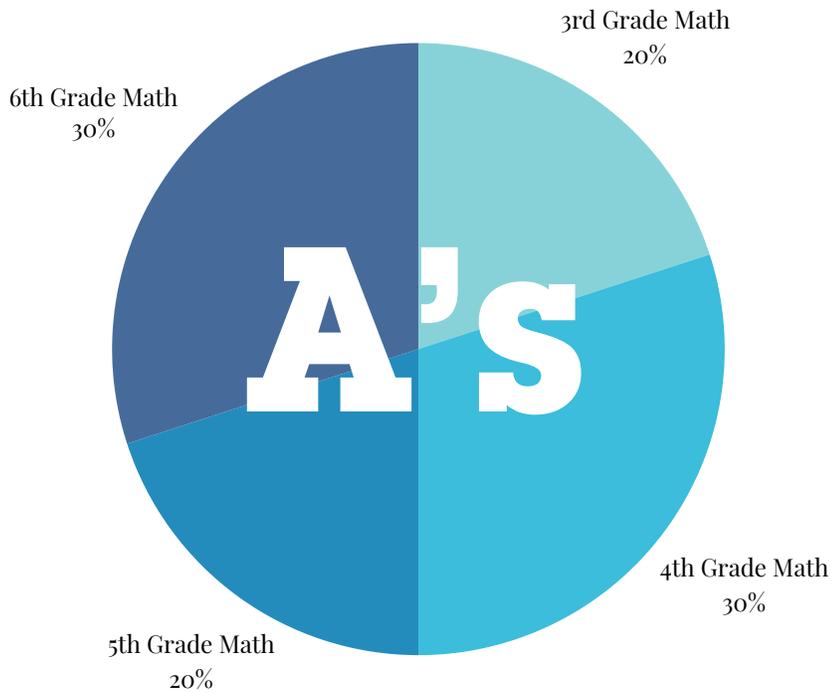
<b>Homework-Sports</b>	<b>Tutoring IDEA</b>	<b>Tutoring/Homework Help</b>
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## Youth Development/ Learning Activities

<b>Arts &amp; Crafts</b>	<b>Beauty Class</b>	<b>Business Club</b>
<b>Dinner</b>	<b>Gardening</b>	<b>Lights on Afterschool</b>
<b>Podcasting</b>	<b>Puzzle Club</b>	<b>Snack</b>
<b>Snack-Jokers</b>	<b>Student Council</b>	<b>T-Shirt Design</b>

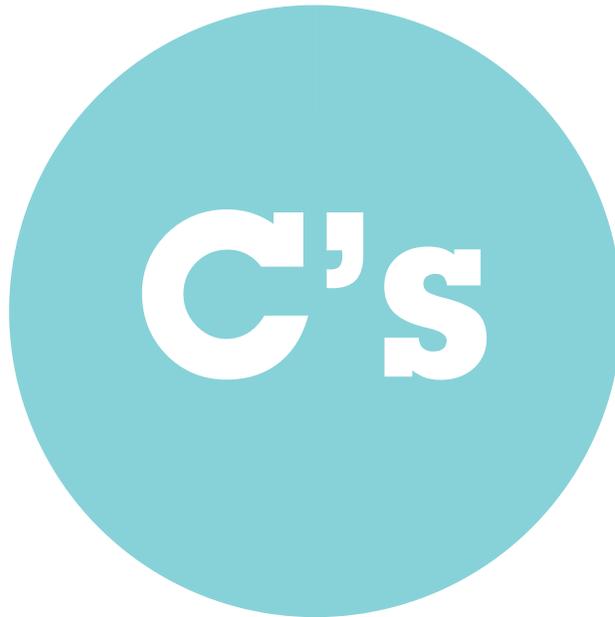
# Academic Trends

Student academic grades are sometimes difficult for the Future Leaders Organization to obtain as sometimes, students do not bring them to program. From the information obtained, the following data has been analyzed for the first marking period at all participating schools

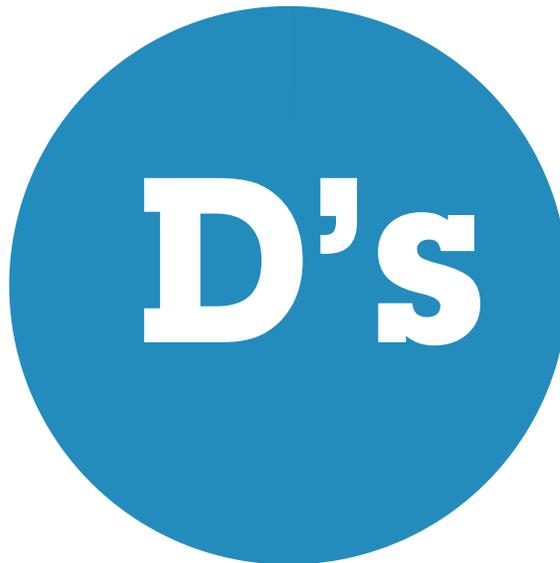


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3rd Grade Math  
1

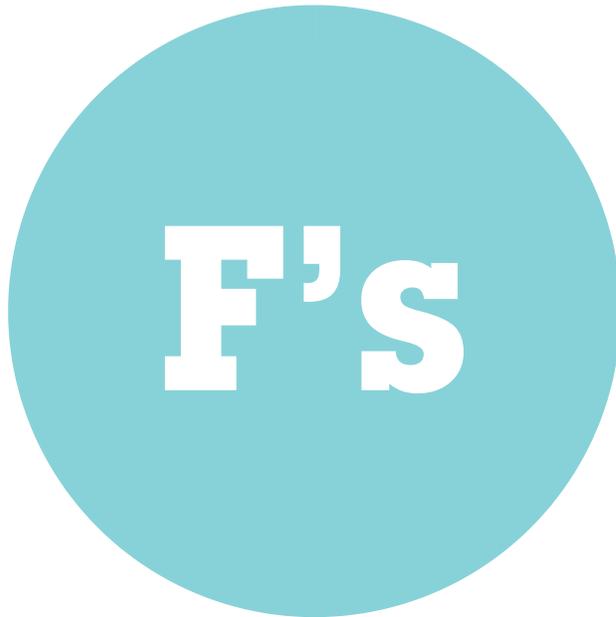


5th Grade Math  
2

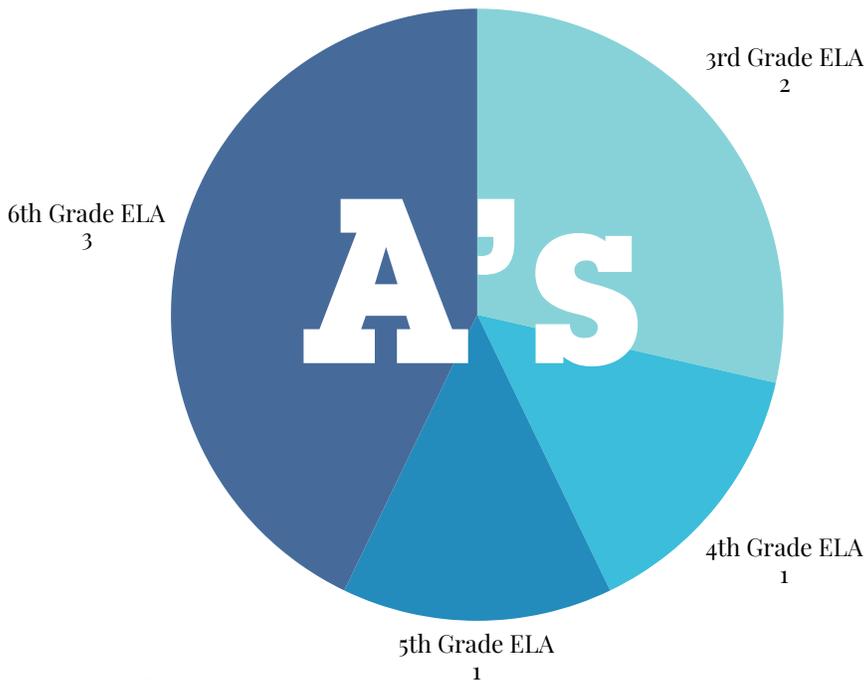


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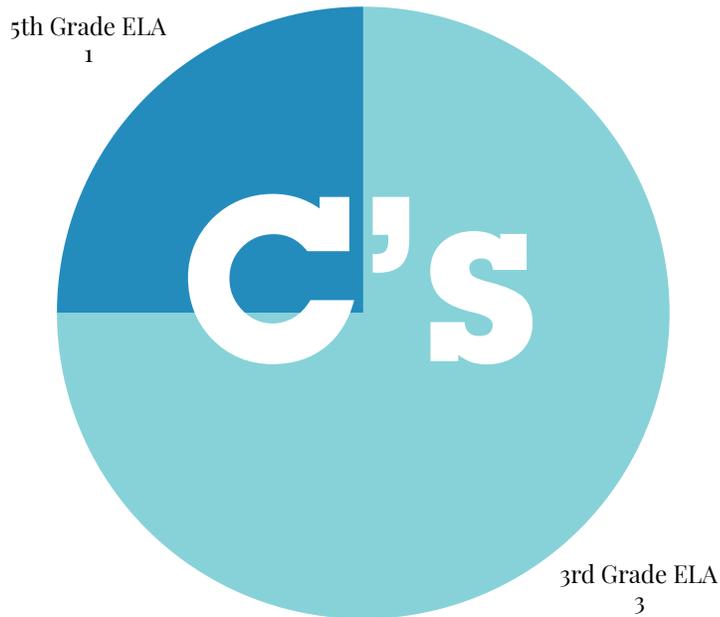
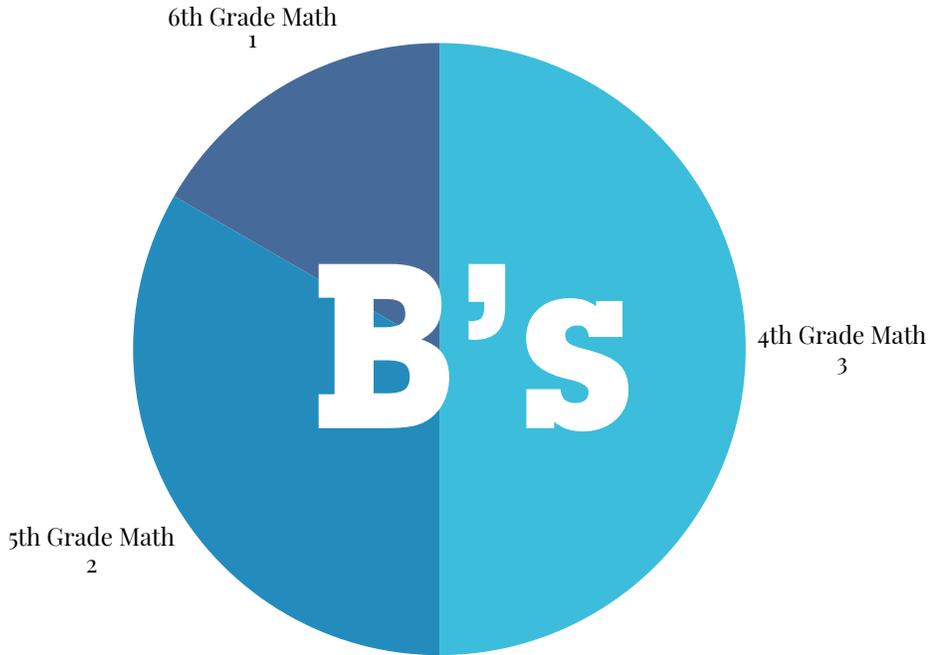


3rd Grade Math  
1



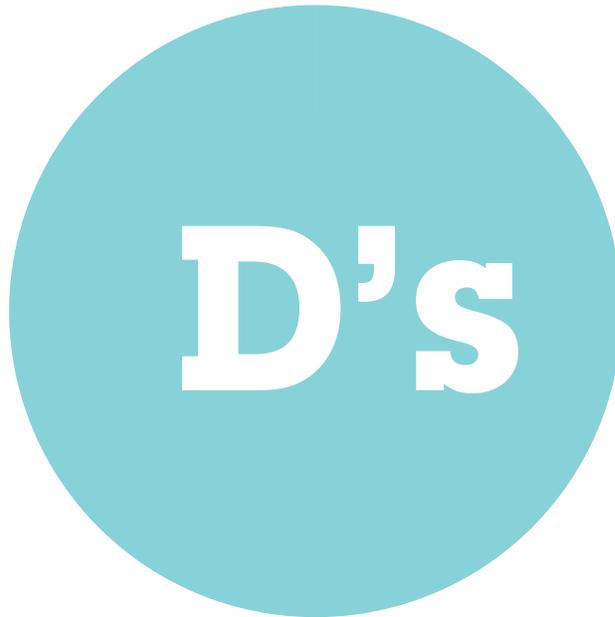
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3rd Grade Math  
1





# Collaborating Schools

Leeds Avenue School  
South Main Street School  
Middle School of Pleasantville  
Pleasantville High School

# Stakeholder Agencies

4-H Youth Development Program  
Big Brothers Big Sisters of Atlantic/Cape May Counties  
Coalition for a Safe Community  
City of Pleasantville  
4H Rutgers cooperative Extension of Mercer County  
High Expectation  
Cedar Food Market, LLC  
Weaker Vessel

# Evaluation Methodology



The A.S.P.I.R.E program is monitored by the local level evaluation team using the Northwest Regional Educational Laboratories (NWREL) 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.

NWREL has been working with out-of-school time (OST) programs since the inception of the 21st Century Community Learning Center grants, when NWREL 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 from NWREL's Education, Career, and Community Program. NWREL 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. Using the NWREL tools, the following areas were assessed:

Data Sources used in Evaluation Methodology

Outcomes/Outputs	Data Sources
Student Achievement	Grades collected from school database, NJSLA Test scores from PARS21
Student Behavior	Attendance from PARS21, Behavior reports from schools, PARS21 Teacher Survey, NWREL Student/Staff Surveys, YDEKC Surveys
Perception of benefits, enjoyment and quality of programs	Student, parent, and staff surveys, student focus groups
Perceptions of program quality in core academic areas and satisfaction with enrichment and support activities, including the link with regular school day	Staff, parent, staff and PARS21 Teacher Surveys
Satisfaction with services directed specifically at staff	Staff Surveys
Success of partnerships, building of relationships	Partnership survey
Effective communication among stakeholders and program administration	Partnership survey, internal self-assessments
Operational support of program effectiveness	Staff and partnership surveys, administrative self-assessments, leading indicators report

# Social Emotional Trends



The Future Leaders Organization 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. This year, no reports have been made regarding the YDEKC surveys administered by state evaluator AIR. Without this information being made available to programs, there is no way to determine student impacts through youth development surveys. Therefore, social emotional learning has been gauged by direct interviews with students in evaluator led focus groups. These focus groups are conducted once each year with a random control group of students.

Outcomes evaluate student perception of activity quality, impact on family and home environment, perceived benefit and comfort level with program staff. Participant answers are kept anonymous to ensure transparency of information and all focus group transcripts were shared with the Project Manager and Site Coordinators. Each transcript also carried a list of recommendations and conclusions developed by the local level evaluation team. The January and February site visit reports are copied in the following pages.

# Social Emotional Trends

**Program Name:** Future Leaders Organization

**Date & Time:** February 5, 2025; Observed 3:00 pm-5:30 pm

**Site:** The Center

**Staff at the site:** Deborah Gardner, Dawn Rice-Bivens, Ms. Reena

**Activities for the Afternoon:** SNAP, Homework as needed

**Snack:** Water, Carrots, Celery and Dip

**Hot Meal:** French toast sticks and sausage

**Evaluator:** Barbara Wilchensky

## **Observed Activities**

### **STUDENT ARRIVAL, HOMEWORK & SNACK TIME (3:15- 4:00)**

The first group of students arrived at 3:20. They entered the program and signed in.

Once they signed in, they had a snack and sat at their tables.

After students finished their snacks, they worked on homework with Ms. Debbie. The teacher individually assisted students as needed, encouraging them to complete the work and stating that she would be back to check it. The teacher also coached students to use the process of elimination.

As additional students entered, Ms. Debbie stopped to greet them.

**Student Attendance for the day:** six boys, seven girls

**\*Note:** Dawn noted that attendance has been down since the issues with immigration.

### **SNAP Program (4:00- 4:45)**

Eight students attended the SNAP food lesson. They were asked to introduce themselves and name their favorite food. Ms. Dawn sat near the group and encouraged the students to answer. Then, students and SNAP teachers played a game of heads-up, seven-up.

SNAP teachers gave students workbooks they had been using and announced that they would be discussing snacks and beverage choices. The teacher quizzed the students on the five food groups; two answered all. Then, the teachers asked volunteers for a sugar experiment incorporating math computations. Students worked through the various beverages, identifying the amount of sugar from the nutrition label.

Two boys entered at 4:20 pm. Ms. Reena has a student pick up her head and pay attention.

# Social Emotional Trends



Teachers provided the recipe and had the students read the recipe as they added the ingredients. As the samples were being poured the students identified the food groups in the smoothie. Students were challenged to determine what they would do differently.

**Transition:** Six students worked with Ms. Reena, two did homework, four went upstairs with Ms. Debbie, and the rest were with the SNAP program.

**Arts and Crafts (4:45- 5:25)**

Ms. Reena worked with the students on a Valentine's craft. The boys were highly engaged in the project.

When the students were done, they were to work on their Black History Month presentation. They were to select from a display of individuals hung on the wall.

5:30- Clean up, and dinner was served.

**Recommendations:**

Since the students were very much involved in the lollipop Valentine's Day craft, you might consider turning it into a community service by donating the candy lollipops to a nearby nursing home or hospital.

Consider conducting the Black History Project as a Living Wax Museum. More information at [Living Wax Museum](#) and <https://www.chesterbrookacademy.com/wp-content/uploads/sites/2/2018/02/Living-Wax-Museum-.pdf>.

# Social Emotional Trends



**Program Name:** Future Leaders Organization

**Date & Time:** February 27, 2025; 3:30-5:00

**Site:** The Center

**Staff at the site:**

**Activities for the Afternoon:** Focus Group Conducted

**Snack:**

**Hot Meal:**

**Evaluator:** Barbara Wilchensky

**General Overview:** The focus group consists of students from grades 3 to 6, with varying lengths of participation in the afterschool program. Three students have been part of the program for their “whole life”, two were students for 1-2 years and the other were in the program last than a year. The responses provide insights into their experiences, preferences, and suggestions for improvement.

**Key Findings:**

**Overall Enjoyment:** Most students enjoy the program, with activities like community service, homework help, painting, writing, and sports being popular.

**After School Activities:** Community service, homework help, painting, writing, gardening, and sports were mentioned as beneficial.

**Comfort with Staff:** Most students feel comfortable talking to the adults in the program. One student answered, “Yes, I can talk to them about anything.” Two students, however, felt they couldn’t talk to the staff.

**Parental Involvement:** Mixed responses regarding increased parental interest in schoolwork due to the program. Four students responded that their parents regularly ask them about their schoolwork, two said they don’t know if their parents are more interested because they have been in the program so long, and two stated their parents do not ask them about their schoolwork.

**Homework and Classroom Assistance:** Six students feel the program helps with homework, while others feel not all staff can assist effectively. One student stated, “I know I can ask for help if needed.” Two other students felt the staff couldn’t help them with their homework, one student mentioned the math was too hard for the staff to help with.

# Social Emotional Trends



**Behavior Improvement:** Many students report positive behavioral changes, such as better self-control and less trouble at school. One student stated, “community service has helped me grow.”

**Peer Interaction:** Generally positive, with students making friends and mentoring others. One student stated, “Now that I am older I try to mentor the other students.”

**Recognition of Achievements:** Achievements like honor roll and good behavior are recognized, sometimes with rewards like gift cards. Several students mentioned that their honor roll is posted by the door.

**Unique Opportunities:** Activities like writing letters to the president, college trips, and Big Brothers Big Sisters were highlighted.

**Encouragement of Feedback:** Students feel their feedback is encouraged, but would like to see a suggestion box and more student advisory involvement.

**Student Ideas for Improvement:** Students mentioned adding gaming systems, providing different drinks, more podcasts, and changing the color of walls.

## Conclusion

The focus group responses indicate that the afterschool program is generally well-received by students, who appreciate the variety of activities and the support they receive. While there are areas for improvement, such as enhancing homework assistance and diversifying activities, the program's positive impact on behavior, peer interactions, and recognition of achievements is evident. By addressing the students' suggestions, the program can continue to evolve and better meet their needs, ensuring a more engaging and supportive environment for all participants.

# Achievement of Local Indicators



**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.**

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

Performance Indicator 1.1a: By August 31, 2025, the after school program will retain and actively engage at least 8 collaborating and/or partnering organizations as evidenced by participation on the advisory council and in student centered activities.

**Status: MET**

Performance Indicator 1.1b: By August 31, 2025 the program will recruit two new collaborating organizations whose services and vision align with the Civic Engagement and Career Exploration theme-based project for our activity plan.

**Status: MET**

Performance Indicator 1.1c: By June 30, 2025, partnering and collaborating organizations will contribute a minimum of \$25,000 in in-kind financial donations to assist the program in planning for sustainability.

**Status: MET**

Performance Indicator 1.1d: By January 2025, we will establish and maintain partnerships and collaborations with local community organizations and city municipalities to enhance participant access to after school learning opportunities and provide additional civic engagement activities.

**Status: MET**

**Objective 1.2: The grantee will adopt intentional strategies and research-based practices designed to support student skill building and mastery, both academically and from a youth development perspective.**

Performance Indicator 1.2a: By November 2024 and continuing throughout the program year, will employ research-based practices that align with district curriculum and pedagogy including: Quizlet, Khan Academy, Core Program, Prentice Hall Reading, Compass Learning Literacy/Math Program, Scholastics Reading Systems, and S.E.L with Weaker Vessel Pleasantville Public School, Stockton University, and other collaborators.

**Status: MET**

# Achievement of Local Indicators



Performance Indicator 1.2b: By November 30, 2024, our student council will be developed at the program site to provide leadership, citizenship awareness, service learning projects, peer mediation, organize community service projects, and plan career educational opportunities with local businesses.

**Status: MET**

Performance Indicator 1.2c: 4% of our student in grades 3rd-5<sup>th</sup>, that attend during the after school program and summer session will be demonstrate improved in their engagement in learning, through project based learning.

**Status: MET**

**Objective 1.3: The grantee will adopt practices to support the orientation, training, and development of afterschool staff in the adoption and use of intentional strategies and research-based practices to ensure program quality.**

Performance Indicator 1.3a: By July 2025, the staff will attend a minimum of two (2) Professional Development workshops on instructional strategies or research-based practices that are aligned with the school day from all high schools.

**Status: MET**

Performance Indicator 1.3b: By August 31, 2025, the staff will disseminate this information to 75% of participating parents and/or community members through parent meetings, advisory board meetings and informal communication.

**Status: MET**

Performance Indicator 1.3c: The Project Director and at least three additional after school staff member will attend the NJSACC Annual Conference for Afterschool before June 2025 and a National OST Annual Conference before August of 2025. Professional development will be virtual or traditional conference attendance.

**Status: MET**

Performance Indicator 1.3d: The Project Director will attend all meetings, training and technical assistance workshops as required by the NJ DOE.

**Status: MET**

Performance Indicator 1.3e: The Project Director and staff will attend all training and technical assistance workshops with Pleasantville Public school to align academic enrichment activities with the school day.

**Status: MET**

# Achievement of Local Indicators



**Objective 1.4: Students regularly participating in the program will be positively impacted in terms of performance on state assessments in language arts and mathematics.**

Performance Indicator 1.4a: By June 2025, students regularly participating in the after school program in grades 4th–8th will exceed the median score of their grade level district peers on the state assessment for reading by 5% as evidenced through a comparison of means of participating and non-participating student assessment scores per GPRA.

**Status: MET**

Performance Indicator 1.4b: By June 2025, students regularly participating in the after school program will exceed the median score of their grade level district peers on the state assessment for mathematics by 5% as evidenced through a comparison of means of participating and non-participating student assessment scores.

**Status: MET**

Performance Indicator 1.4c: Between June to August 2025, students regularly participating during the summer session in grades 4th–8th will increase their median score of their grade level district peers on the state assessment by 5% as evidenced through a comparison of means of participating and non-participating student assessment scores per the GPRA in mathematics.

**Status: MET**

Performance Indicator 1.4b: By June 2025, students regularly participating in the after school program will exceed the median score of their grade level district person the state assessment for reading by 5% as evidenced through a comparison of means of participating and non-participating student assessment scores.

**Status: MET**

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

Performance Indicator 1.5a: By May 2025, 3% of students in grades 3rd–12th regularly participating in the after school and summer program will show increased daily attendance who are at/or below 90% increase during the prior, will show improved attendance.

**Status: MET**

# Achievement of Local Indicators



Performance Indicator 1.5b: By March 2025, students regularly participating in the after school program will so decreased disciplinary referrals by 3% as evidenced through a comparison of means of participating and non- participating student in school referral records.

**Status: MET**

Performance Indicator 1.5c: By May 2025, 5% of students regularly participating in the after school program during the school year in grades 7-8 and 10-12 with a prior-year unweighted GPA of less than 3.0 with demonstrate an improved GPA.

**Status: MET**

Performance Indicator 1.5d: At the culmination of each quarterly reporting period, students regularly participating will showcase activity that highlights their accomplishments in any area, this event will resemble the New Jersey Celebrates After School event.

**Status: MET**

Performance Indicator 1.5e: By August 2025, 3% of students regularly participating in the program during the summer session in grades 7-8 and 10-12 with a prior-year unweighted GPA of less than 3.0 with demonstrate an improved GPA.

**Status: MET**

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

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

Performance Indicator 2.1a: By August 31, 2025, our local governmental agency will provide instruction that includes reading comprehension and community based drug and alcohol awareness for both students and families. Stockton University and Omega Psi Phi, Fraternity, Inc. will provide journalistic writing and reading activities for students

**.Status: MET**

Performance Indicator 2.1b: By April 2025, Big Brothers Big Sisters will work with at least 20 students' homework and academic enrichment activities that involves both reading comprehension and basic application as well as offer age appropriate literature and activities to adults and family members of project participant.

**Status: MET**

# Achievement of Local Indicators



Performance Indicator 2.1c: By August 31, 2025 Coalition For A Safe Community, team members, Cynthia Stocks, and Pleasantville Police Department will provide drug and alcohol awareness, anti-bullying, literacy workshops and referrals for supportive and mental wellness services for 50% of the parents/families of participating students.

**Status: MET**

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

Performance Indicator 2.2a: By June 2025, at least 20% of parents/guardians/family members of participating students, will volunteer in a student centered grant funded activity as evidenced by event attendance sheets.

**Status: MET**

Performance Indicator 2.2b: By April 2025, at least 30% of parents/guardians/family members of participating students will attend a school sponsored teacher/parent conference as evidenced by conference attendance sheets.

**Status: MET**

Performance Indicator 2.2c: By August 31, 2025 at least 50% of parents/guardians/family members of participating students will attend two (2) family fun events during the grant period as evidenced by event attendance sheets.

**Status: MET**

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

Performance Indicator 2.3a: By December<sup>1</sup>, 2024 and continuing each month over the grant year, an informational newspaper/calendar/media snip will be distributed to 100% of the parents/guardians/families of participating students.

**Status: MET**

Performance Indicator 2.3b: By December<sup>1</sup>, 2024 and continuing each month over the grant year, at least 30% of program parents will have two (2) direct interaction with staff as evidenced by written logs or remind entry maintained by site coordinator or team members.

**Status: MET**

# Achievement of Local Indicators



Performance Indicator 2.3c: By October 2024, parents will be provided USDA guidelines for healthy snack choices and healthy meal ideas. Cedar Food Market LLC, South Jersey Community Food Bank and Mazzeo's Produce will provide information, demonstrations or products.

**Status: MET**

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

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

Performance Indicator 3.1a: On September 23, 2024 and continuing on a weekly basis over the grant year, the Project Director will gather attendance data from site and have this information into PARS21 and the monthly attendance chart.

**Status: MET**

Performance Indicator 3.1b: On September 23, 2024 and continuing on a weekly basis over the grant year, the Project Director will gather homework help, academic remediation and academic enrichments activities data from the site and have this information recorded into PARS21.

**Status: MET**

Performance Indicator 3.1c: On September 23, 2024 and continuing on a weekly basis over the grant year, the Project Director will gather cultural and arts activity data from the site and record this information into PARS21.

**Status: MET**

Performance Indicator 3.1d: On September 23, 2024 and continuing on a weekly basis over the grant year, the Project Director will gather positive youth development activity data from the site and record this information into PARS21.

**Status: MET**

Performance Indicator 3.1e: On September 23, 2024 and continuing on a weekly basis over the grant year, the Project Director will gather health, nutrition, fitness and physical conditioning activity data from the site and record this information into PARS21.

**Status: MET**

Performance Indicator 3.1f: On September 23, 2024 and continuing on a weekly basis over the grant year, the Project Director will gather parental/family involvement activity data from the site and record this information into PARS21.

**Status: MET**

# Achievement of Local Indicators



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

Performance Indicator 3.2a: By at the end of the first marking period and continuing at the end of each successive marking period, site coordinator will obtain a copy of each participating students' report card to input information on academic achievement into PARS21.

**Status: MET**

Performance Indicator 3.2b: By June 2025, School Liaison will obtain State testing and District assessment data for each participating student to input information on academic achievement into PARS21. (If scores are available.)

**Status: MET**

Performance Indicator 3.2c: By the end of the first marking period and continuing at the end of each successive marking period, School Liaison with cooperation from building principals, will review each participating students' attendance record to determine progress made toward in school attendance goals.

**Status: MET**

Performance Indicator 3.2d: By at the end of the first marking period and continuing at the end of each successive marking period, School Liaison with cooperation from building principals, will review each participating students' discipline record to determine progress made toward behavioral goals.

**Status: MET**

Performance Indicator 3.2e: By May 2025, each participating students' teacher will complete a students' growth survey to be recorded into PARS21.

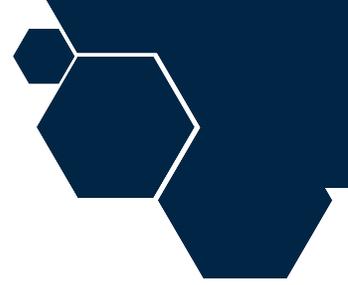
**Status: MET**

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

Performance Indicator 3.3a: By November 2024, the Project Director will use informal notes from weekly site coordinator and School Liaison meetings to assess the impact of the program and adopt measures for improvement.

**Status: MET**

# Achievement of Local Indicators



Performance Indicator 3.3b: On a quarterly basis, the Project Director, in conjunction with the external evaluator, will analyze information from school databases, PARS21, 4-H Rutgers Cooperative Extension's assessment tools, monthly site visits, surveys, focus groups, report cards and NJ DOE generated assessment reports to gauge impact on student and staff attendance, parent/family participation, parent/family educational gains and student growth performance.

**Status: MET**

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

Performance Indicator 3.4a: By June 2025, all parents/guardians of participating students will complete at least two (2) surveys administered by the local level evaluator and project director.

**Status: MET**

Performance Indicator 3.4b: By September 2024, all after school staff members, when interacting with family members of participating students, will document in writing all complaints or praises and review this information with Project Director during monthly staff meetings.

**Status: MET**

Performance Indicator 3.4c: By September 2024, all after school staff members, when interacting with family members of participating students, will document in writing all parent involvement activities with Project Director during monthly staff meetings.

**Status: MET**

Performance Indicator 3.4d: In January 2025 and July 2025, 4-H Rutgers Cooperative Extension will survey student and parents about the program's offering.

**Status: MET**

# Contact Us



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