

2024

2025



Nita M. Lowey 21st Century Community Learning Centers

ANNUAL EVALUATION REPORT

New Hope ETC

October 1, 2025



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Executive Summary

The New Hope ETC Nita M. Lowey 21st Century Community Learning Centers (21CCLC) program began its third year of programming in October 2024 at two (2) sites: New Hope Center (HQ) and Dr. Charles P. DeFuccio School (School 39) in Jersey City, New Jersey. Afterschool programming was offered for the entirety of the school year at the New Hope HQ and School 39 sites; the School 20 site closed permanently in January 2024.

The afterschool program was paired with an additional 4 week summer program held from July 1, 2025 to August 1, 2025 at both program sites. Benso Education LLC (Benso) has developed this evaluation report to provide program leadership and stakeholders, including the Advisory Board, with information that can help shape future programming. This report provides an overview of program implementation and summarizes evaluation findings from year 3 of operations.

In addition, this report details the types of data collected, highlights what that data means for program improvement, and identifies trends in program attendance, academic performance, and other possible impacts to program attendees. This report will be utilized as part of the program's continuous improvement efforts and also support a comprehensive longitudinal analysis of the program at the end of the five-year grant cycle.

Key findings in year 2 are as follows: The program served 301 total students, 204 of which attended the program for 30 days or more. The program offered activity hours in an array of activity categories, detailed in the Service Hours section of this report. The program made progress towards achieving its goals, objectives, and indicators (see Appendix 1 for a full listing of these goals, objectives, and indicators and the status of each). Based on available data, the focus of recommendations for the program in year 4 include utilizing student voice and choice in continuous improvement efforts and reviewing the program's goals, objectives, and indicators.

Overview

Lead Agency	New Hope ETC
Project Director	Sharnet Ravenell
Program Sites	New Hope Center (HQ)
	Site Coordinator: Quiana Grant
	Dr. Charles P. DeFuccio School/School 39
	Site Coordinator: Dr. Chantel Perry
Grant Year	Year 3 of 5
Target Enrollment	152 students in grades 3-8

Methodology

This evaluation is based on both quantitative and qualitative data collected throughout grant year 3. Data sources for the report include: data obtained from the New Jersey PARS21 database; in-person site observations; attendance at an Advisory Board meeting; review of program materials; interviews with the Project Director, site coordinators, and lead staff; surveys completed by parents; quarterly narrative summary reports; and other miscellaneous data sources. All programmatic data included in this report was obtained via the State of New Jersey's PARS21 database on October 1, 2025.

Enrollment and Attendance

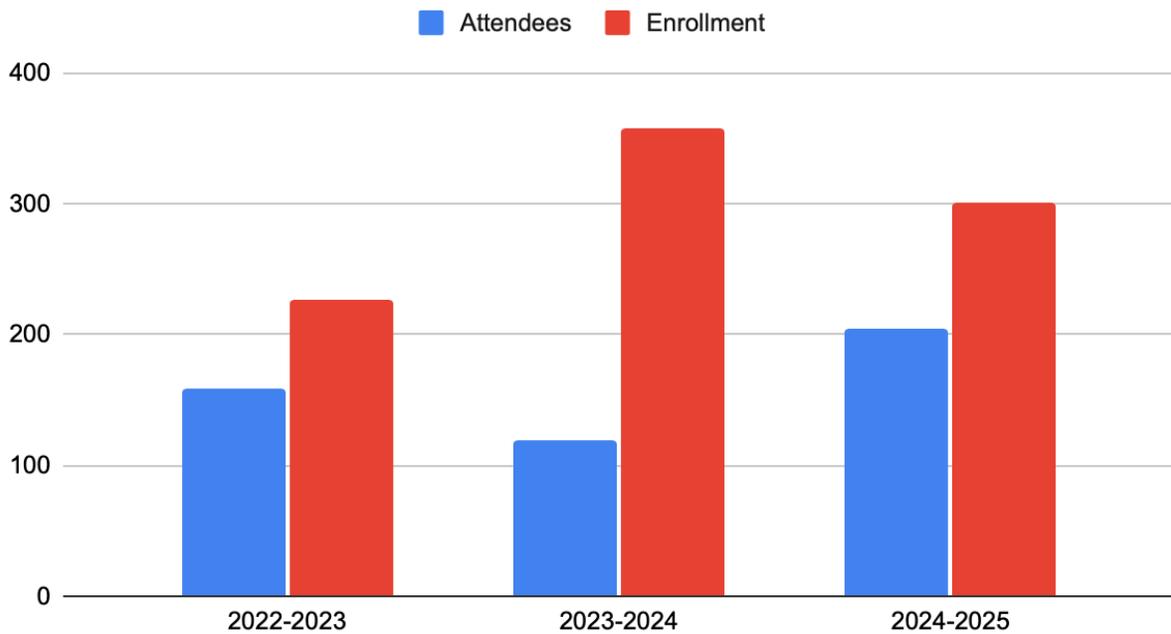
Participant Attendance

The program's enrollment target for the 2024-2025 school year was 152 students. This year, the program served 301 total students. In the state of New Jersey, a regular attendee is defined as a student participating in program activities for 30 or more days; this is informed by research showing that consistent attendance by students makes the most positive impact. 204 students (134% of the target enrollment) attended the program for 30 or more days this year.

Program Enrollment

	HQ	PS 39	Total	% of target
15+ days	46	159	205	134.87%
30+ days	45	159	204	134.21%
Total	113	188	301	198.03%

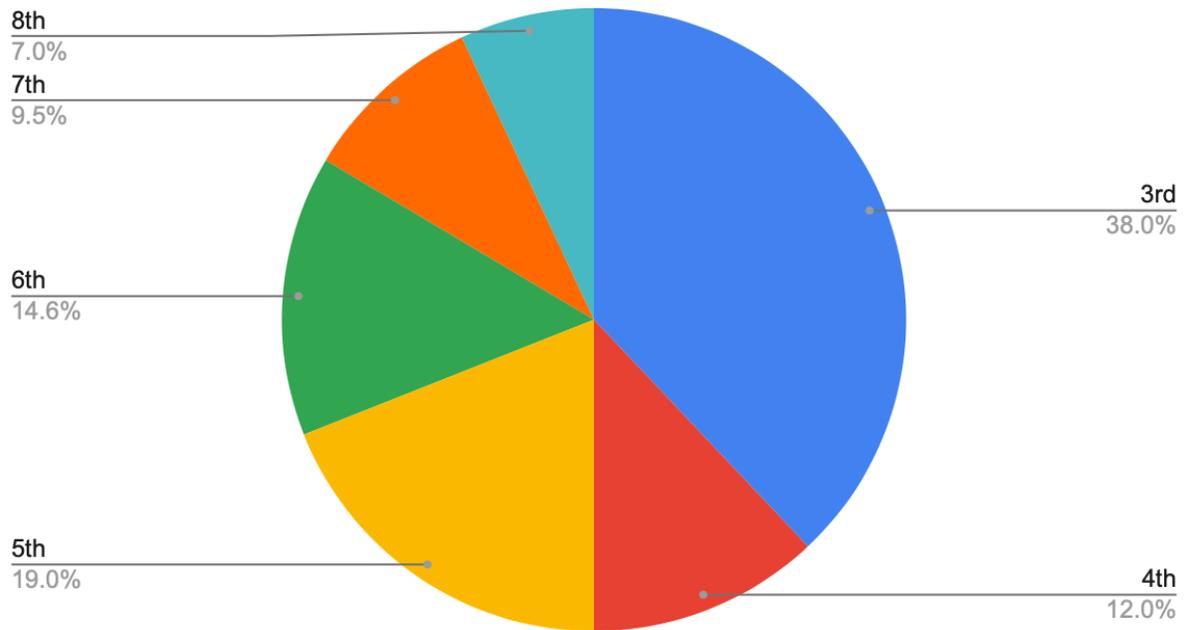
Enrollment Trends Years 1-3



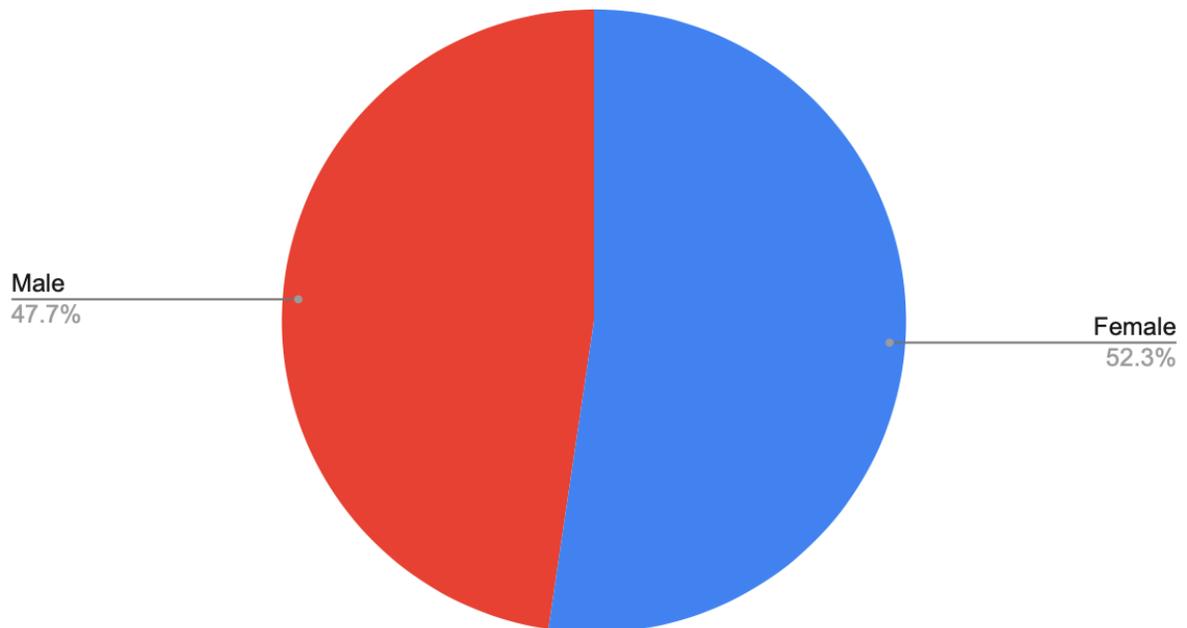
Participant Demographics

The New Hope 21CCLC program serves both male and female students in grades 3 through 8 from a variety of races/ethnicities, as detailed below. All students qualify for free or reduced price lunch, which is New Jersey's measure of household income level.

Student's Demographics



Student's Gender



Race/Ethnicity Group	Percentage
Black / African American	44.0%
Hispanic / Latino	22.8%
White / Other	15.0%
Asian / Pacific Islander	8.8%
Middle Eastern / Arab	9.4%

Service Hours

The program offered 1,028.25 (duplicated) hours of student services during the afterschool and summer program across its three sites. Activities are grouped by 21CCLC categories in the PARS21 database, as outlined below. The 21CCLC program also provided parent and family engagement services throughout the year, which is detailed in the next section.

PS #39 Student Services

Category	Student Activity	# of Students	Service Hours
Academic Enrichment	Steam projects	126	143.5
Academic Enrichment	Homework Help & Tutoring	131	128.75
Recreational Activities	Glow & Flow Silent Party	1	2
Recreational Activities	Glow & Flow Silent Party	1	2
Youth Development Learning Activities	JP Chase Financial literacy workshop	1	1.5
Academic Enrichment	Night of Coding	1	2
Academic Enrichment	Oh, the stories we will read	1	2
Academic Enrichment	Palette Party	1	2
Recreational Activities	Sports Club Student Choice	30	22.5
Recreational Activities	Art Club Student Choice	24	18
Recreational Activities	Gaming Club Student Choice	29	21.75

Youth Development Learning Activities	Mindfulness Exercise	50	25
Youth Development Learning Activities	Recreation & Board Games	57	30.25

New Hope ETC HQ Student Services

Category	Student Activity	# of Students	Service Hours
Academic Enrichment	Day of coding with Coding Hub	1	2
Academic Enrichment	Math & Literacy Remediation	179	237.25
Academic Enrichment	Steam Projects	123	138
Academic Enrichment	Walk in field trip to Jersey City Public Library	1	1
Academic Enrichment	Homework Help & Tutoring	122	122
Recreational Activities	Glow & Flow Silent Party	1	2
Youth Development Learning Activities	JP Chase financial literacy workshop	1	1.5
Academic Enrichment	Oh, the stories we will read	1	2
Academic Enrichment	Palette Party	1	2
Recreational Activities	Sports Club Student Choice	27	20.25
Recreational Activities	Art Club Student Choice	27	20.25
Recreational Activities	Gaming Club Student Choice	27	20.25
Youth Development Learning Activities	Mindfulness Exercise	58	30
Youth Development Learning Activities	Recreation & Board Games	57	28.5

Parental Services

Program staff encouraged parents and families to participate in virtual and in person 21CCLC events and activities. The program communicated with parents and families through emails and text messages using the Family system, digital newsletters, flyers sent home with students, and in-person conversations during student pick up. A parent attended an Advisory Board meeting during the second half of the school year and parents were also invited to serve as chaperones for different field trips. Not all parent

engagement data was entered into the PARS21 database; however, the table below details parent attendance that was entered into the PARS21 database across all program sites during year 3.

Category	Parent Activity	# of Students	Service Hours	Site
Parental Involvement Activities	A Crown for Her Mother's Day event	1	2	PS #39
Parental Involvement Activities	Author Behind the pages	1	2	PS #39
Parental Involvement Activities	Friends giving	1	2	PS #39
Parental Involvement Activities	Author Behind the Pages	1	1.5	New Hope ETC HQ
Parental Involvement Activities	Cookies and letters with Santa at Police Precinct	1	2	New Hope ETC HQ
Parental Involvement Activities	Friends giving	1	2	New Hope ETC HQ
Parental Involvement Activities	Lights On Afterschool Paint Experience Family	1	1.5	New Hope ETC HQ
Parental Involvement Activities	Math Without Tears Workshop Family Virtual	1	1	New Hope ETC HQ
Parental Involvement Activities	Parent Info Session Family Virtual	1	1	New Hope ETC HQ

Summer Program

The New Hope 21CCLC summer program was held at both the HQ and School 39 sites from July 1, 2025 to August 1, 2025, operating from 8:30 am to 3:00 pm daily. The program offered both academic remediation sessions to combat summer learning loss and enrichment such as STEM, physical fitness, and recreation. STEM sessions utilized curriculum including UKit, ArchKit, Makey Makey, and AirBlock drones. Students attended weekly field trips on Fridays to the Bronx Zoo, Wicked on Broadway, and Dorney Park. Students received a hot breakfast and lunch during program hours each day.

21CCLC Advisory Board and Student Council

The 21CCLC Advisory Board was established in year 3 and met 4 times this year. Attendees included the Project Director, Site Coordinator, school representatives, a parent, the local evaluator, and other community members. Attendees discussed PARS21 and evaluation data, student enrollment, program activities, the Student Council, and upcoming events and field trips. At each meeting, a portion of the meeting was used as open discussion which generated feedback for continuous improvement efforts.

The program's Student Council met regularly at both sites. Student Council representatives were elected by their peers and an inauguration event took place where students were sworn into their roles. Student Council meetings provided students with opportunities to share feedback with staff about the program.

Staffing and Professional Development

New Hope 21CCLC program staff consisted of the Project Director, a site coordinator at each site, a data entry staff member, certified teachers, and program assistants. Professional development opportunities were provided to program staff to ensure effective program implementation. Staff orientation occurred before the start of the afterschool and summer program in order to provide staff with information on policies, procedures, and expectations. Staff were also offered trainings in curriculum development, social emotional learning, STEM topics, creating inclusive environments, and student/parent engagement. The Project Director and key staff attended a national and state conference this year: NJSACC's Annual Conference and the US DOE Summer Symposium.

Collaborative Work

Partnerships and Collaborations with Local Organizations

The 21CCLC program collaborated closely with local organizations to ensure that program students received engaging programming. In addition to Jersey City Public Schools, the program worked with the following organizations in year 2:

- Liberty Science Center
- RBS Counseling and Educational Services
- Touching Heads and Hearts
- BOKS
- Kappa Alpha Psi Alumni Association
- Verizon

Some services provided by these organizations included:

- STEAM programming
- SEL programming
- Hot meals to give to students each day
- Collaboration on parent engagement activities
- Collaboration on field trips & special events

Connection to Community

In January 2024, New Hope began receiving funding through the New Jersey Department of Agriculture to operate a Child and Adult Care Food Program and started providing hot meals to not only its own

21CCLC program, but also other after school programs within the local community and across Hudson County.

Outcomes and Evaluation

NJ Department of Education Surveys

21CCLC programs are required to complete pre- and post-surveys for students through the NJ DataHub system that replaced ETRS. The program collected 70 surveys wherein students report strong academic identity and motivation. Most say good grades, learning, and doing their best are priorities. Persistence is high, with many students saying they finish tasks, try even if they might fail, and believe effort leads to success. Collaboration and respect for others also score high. Self-regulation shows mixed strength. Stress handling scores lower than other areas. Focus during boring tasks and temper control show room for growth. This points to a motivated group with solid work habits and social skills, with need for support in stress and emotional control.

Parent Surveys and Report Card Data

Report card and survey data show stronger academic outcomes for enrolled students. Seventy-two percent (72%) scored proficient or higher in ELA compared with forty-nine percent (49%) of non-participants. Sixty-eight percent (68%) met or exceeded grade-level expectations in math compared with forty-four percent (44%) of non-participants. These results come from program report cards and district comparison files.

Student engagement trends were positive. Eighty-nine percent (89%) maintained school-day attendance of ninety percent (90%) or higher. Eighty-three percent (83%) reported greater confidence in speaking, leading, and group work. Ninety-one percent (91%) said they enjoy learning more because of the hands-on, culturally relevant approach. These findings come from student surveys.

Limitations

Student report cards were not collected at the New Hope ETC HQ site in year 3, limiting the evaluator's ability to report on potential outcomes of the program this year.

Conclusions

Successes

- **Student Engagement** During the 2024-2025 school year, the New Hope 21CCLC program successfully implemented a student-centered, high-quality program, serving a total of 301 students and providing 1,208.25 hours of services.
- **Parent Engagement** Program staff had a good rapport with parents and maintained strong communication with them through in person conversations during dismissal, emails and text messaging through the Family system, and newsletters. In year 3, staff at the HQ site noticed that an increased number of parents accompanied students during drop off and pick up compared to year 2, giving staff more opportunities to engage with parents face to face and foster deeper relationships. The program also invited parents to chaperone field trips this year.

Recommendations

Collection of Evaluation Materials

In year 3, the program faced challenges with collecting evaluation data, including student and parent surveys, report cards, and other materials related to student outcomes. In year 4, program leadership should meet at the beginning of the school year to develop an annual plan for distribution and collection of evaluation materials.

Student Voice & Choice

Students had many opportunities to provide feedback about the program and make their voices heard. The program's Student Council was active in the second half of the school year and students also voted on the end of year field trip. In year 3, program staff should collect student feedback through surveys which can also assist staff in identifying ways to engage students consistently and increase the number of regular attendees at the program.

PARS21 Data Entry

Some parent engagement data was not entered into PARS21 this year, including some field trips, and student attendance at family events. Moving forward, the program should work to input all data for each site into the EZ Reports system on a weekly basis. This will enable staff, the evaluator, and program supervisors to have a real time understanding of program activities, attendance, and overall implementation as well as ensure all NJDOE reporting requirements are met.

Program Planning

Program staff should review this evaluation report at the next Advisory Board meeting and schedule a planning meeting to review the goals, objectives, and indicators of the grant, assess progress, and formulate an action plan to meet all goals, objectives, indicators, and evaluator recommendations in year 4.