

**2024**  
**2025**

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

# **ANNUAL EVALUATION REPORT**

**Boys & Girls Clubs of Hudson County**

*October 17, 2025*



**Laurus Grant Writing  
& Evaluation Services**

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## Executive Summary

The Boys & Girls Clubs of Hudson County (BGCHC) 21st Century Community Learning Centers (21CCLC) Program successfully completed its third year of afterschool programming, serving students at PS 15 and PS 41 in the Jersey City School District from September 30, 2024, to June 18, 2025. A four-week summer program ran from July 8 to August 1, 2025, at the PS 15 site.

Laurus Grant Writing & Evaluation Services (Laurus) 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. 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.

**Program Reach and Attendance** The program served 202 students total, with 129 students (63% of the 205-student target) attending regularly (30+ days). While total enrollment remained strong at 99% of target, regular attendance declined compared to prior years, indicating a need for enhanced retention strategies.

**Program Offerings** Students participated in 1,276 hours of programming during the school year and summer, while families engaged in 52.25 hours of activities. Programming emphasized academic enrichment, homework support, STEM activities, character development, and physical fitness.

**Student Outcomes** Multiple data sources demonstrated positive program impact:

- **Academic Progress:** Report card analysis of those provided showed 76% of students maintained or improved math grades, while 90% maintained or improved ELA grades
- **Teacher Feedback:** Among students identified as needing improvement, 96% improved in motivation and behavior, 93% improved in homework completion, 92% improved in math, and 95% improved in reading
- **Student Perspectives:** Survey responses indicated students valued the program environment and relationships with staff, though response patterns varied between sites
- **Attendance:** Program participants demonstrated an 8% average absenteeism rate, substantially lower than schoolwide chronic absenteeism benchmarks

With these findings in mind, the focus of recommendations for the program in year 4 include strengthening the advisory board, distributing and collecting parent surveys, continuing student recruitment and retention efforts, engaging in program planning for continuous improvement, and documenting all student council meetings.

## Program Overview

<b>Lead Agency</b>	Boys & Girls Clubs of Hudson County (BGCHC)
<b>Project Director</b>	Michelle Fontanez
<b>Program Sites</b>	Jersey City Public School 15 Whitney M. Young Jr. Middle School <i>Site Coordinators: Evans Roache &amp; Crystal Duncan</i>
	Jersey City Public School 41 Fred W. Martin Elementary School <i>Site Coordinators: Jonathan Greene &amp; Shai Brown</i>
<b>Grant Year</b>	Year 3 of 5
<b>Target Enrollment</b>	205 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 program observations on December 11, 2024, January 16, 2025, March 27, 2025, April 7, 2025, and July 9, 2025; review of program materials; interviews with the Project Director and Site Coordinators; surveys completed by teachers and students; student report cards; quarterly narrative summary reports; and other miscellaneous data sources. All programmatic data included in this report was obtained via the State of New Jersey's PARS21 database on September 25, 2025.

## Enrollment and Attendance

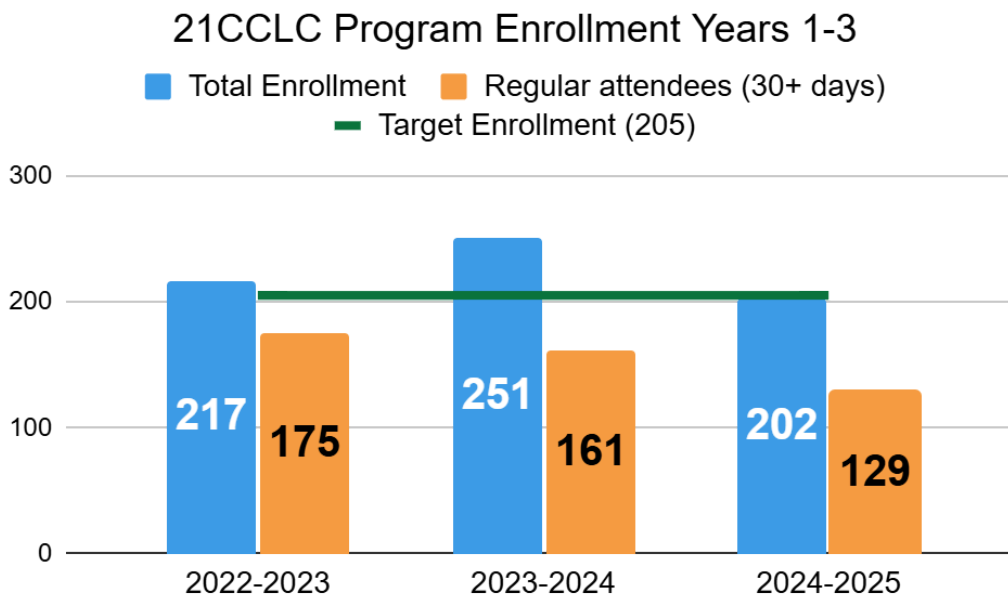
### Participant Attendance

The program's target enrollment for the 2024-2025 school year was 205 students. This year, the program served 202 total students, 99% of its target. In the state of New Jersey, a regular attendee is defined as a student participating in program activities for 30 or more days; this is informed by research showing that consistent attendance by students is correlated to the most positive impact. 129 students (63% of the target enrollment) attended the program for 30 or more days this year.

<b>Program Enrollment</b>	<b>PS 15</b>	<b>PS 41</b>	<b>Total 21CCLC Program</b>	
<b>Target Enrollment</b>			<b>205</b>	
Regular attendees (30+ days)	67	62	129	63% of target
Total Participants	114	88	202	99% of target

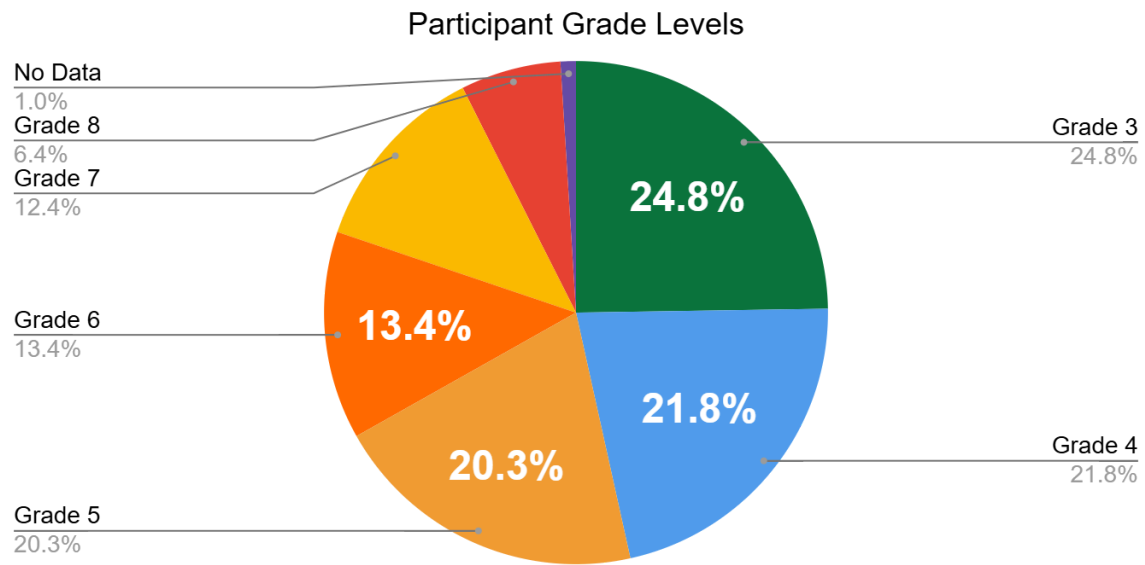
## Annual Enrollment Trends

In year 3, the 21CCLC program's total enrollment and number of regular attendees both decreased compared to year 1 and year 2. As the number of student attendees fell short of the enrollment target, the program should aim to boost student engagement and retention in year 4. However, it should be noted that mitigating factors have played a role in the reduced enrollment which stems from reduced student populations (PS 41 lost 30% of middle schoolers to a charter school), chronic school-day absenteeism that carries over to after-school participation, persistent parental engagement challenges, and competition from multiple concurrent after-school programs at both schools. These combined challenges have made meeting enrollment targets increasingly difficult.

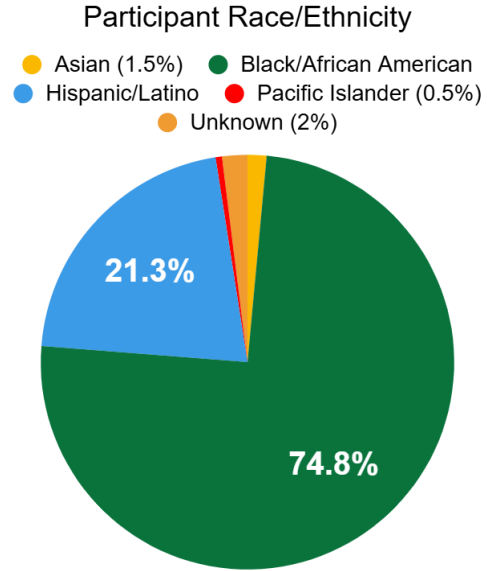
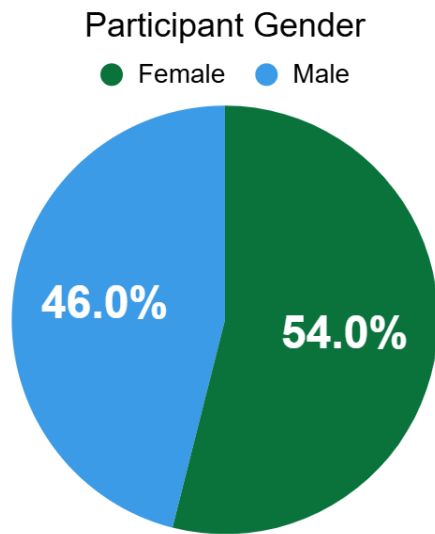


## Participant Demographics

The 21CCLC program serves both male and female students in grades 3 through 8 from a variety of races/ethnicities, as detailed below. 99% of students qualified for free or reduced price lunch, which is New Jersey's measure of family income level.



Grade Levels	PS 15	PS 41	Total 21CCLC Program	
Grade 3	28	22	50	24.8%
Grade 4	27	17	44	21.8%
Grade 5	29	12	41	20.3%
Grade 6	17	10	27	13.4%
Grade 7	11	14	25	12.4%
Grade 8	2	11	13	6.4%
No Data	0	2	2	
Total Participants	114	88	202	



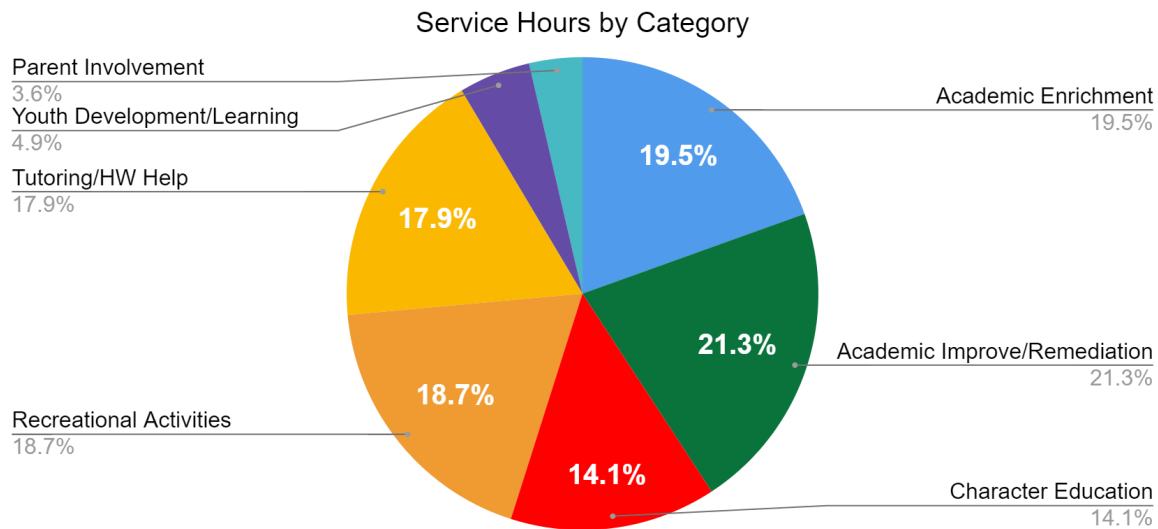
Gender	PS 15	PS 41	Total 21CCLC Program	
Female	68	41	109	54.0%
Male	46	47	93	46.0%
Total Participants	114	88	202	

Race/Ethnicity	PS 15	PS 41	Total 21CCLC Program	
Asian	3	0	3	1.5%
Black/African American	82	69	151	74.8%
Hispanic/Latino	27	16	43	21.3%
Pacific Islander	1	0	1	0.5%
Unknown	1	3	4	2.0%
Total Participants	114	88	202	

## Programming and Activities

### Service Hours

The program offered 1,328.25 (duplicated) hours of student and parent services during the afterschool and summer program: 1,276 (duplicated) hours of student services and 52.25 hours of parent services. Activities are grouped by 21CCLC categories in the PARS21 database, as outlined below.



Service Hours by Category	Total 21CCLC Program		PS 15	PS 41
Academic Enrichment	253.00	19.0%	200.00	53.00
Academic Improvement/Remediation	291.50	21.9%	232.00	59.50
Character Education	140.50	10.6%	58.25	82.25
Recreational Activities	238.00	17.9%	157.00	81.00
Tutoring/Homework Help	288.75	21.7%	143.75	145.00
Youth Development/Learning Activities	64.25	4.8%	45.00	19.25
Parental Involvement Activities	52.25	3.9%	28.25	24.00
<b>Total Service Hours</b>	<b>1,328.25</b>		<b>864.25</b>	<b>464.00</b>

## Student Services

The BGCHC 21CCLC program provided students with activities five days per week from 3:00pm to 6:00pm after school each day. Homework help and/or academic support was provided daily and facilitated by certified teachers. Through the strong connection with the school via school day staff, the 21CCLC program used online academic programs including IXL, Freckle, and Aleks during afterschool academic sessions. The following tables provide a detailed overview of the 21CCLC activities offered this year at each site.

### PS 15 Student Activities

Student Activity	# of Participants	Service Hours
<b>Academic Enrichment</b>		
STEM	97	139.00
Summer Art	32	14.00



Summer Field Trip - America's Grow A Row	16	6.00
Summer Field Trip - Hydroponic Garden	14	3.00
Summer Field Trip - Liberty Science Center	25	6.00
Summer Field Trip - National Museum of Math	25	6.00
Summer Field Trip - Sandy Hook	22	6.00
Summer Field Trip - Superman	27	4.00
Summer STEAM	32	16.00
<b>Academic Improvement/Remediation</b>		
ELA - Instruction M/W/TH	94	100.00
Math Instruction M/T/TH	93	100.00
Summer ELA	32	16.00
Summer Math	32	16.00
<b>Character Education</b>		
Character Development T/TH	88	58.25
<b>Recreational Activities</b>		
Physical Fitness	96	141.00
Summer Physical Fitness	32	16.00
<b>Tutoring/Homework Help</b>		
Power Hour	94	143.75
<b>Youth Development/Learning Activities</b>		
Chess (Summer Vendor)	26	5.00
Christmas Dinner	36	2.00
E Code (Summer Vendor)	31	5.00
End of Year Showcase	30	2.00
Hair Care 4 Kids (Summer Vendor)	31	5.00
Movie Night (Youth)	30	4.00
Parent Meeting (students)	15	4.00
Parent Orientation (students)	9	2.00
Save a Few (Summer Vendor)	25	4.00
Target Gift Giveaway	47	3.00
Thanksgiving Dinner	36	2.00
Women's Empowerment Gala (students)	11	2.00
Youth Advisory Board	2	5.00
<b>Total Hours</b>		<b>836.00</b>

## PS 41 Student Activities

Student Activity	# of Participants	Service Hours
<b>Academic Enrichment</b>		
Math Hoops	82	25.00
STEM Mon-Thur	83	28.00
<b>Academic Improvement/Remediation</b>		
ELA- Instruction Tues/Thur	84	30.00
Math - Instruction Mon/We	85	29.50
<b>Character Education</b>		
Character Development {SEL}	83	82.25
<b>Recreational Activities</b>		
Physical Fitness	85	81.00
<b>Tutoring/Homework Help</b>		
Power Hour	82	145.00
<b>Youth Development/Learning Activities</b>		
Target Gift Giveaway	66	3.50
Youth Development	58	15.75
<b>Total Hours</b>		<b>440.00</b>

## Summer Program

The BGCHC summer program operated for 4 weeks, from July 8, 2025 to August 1, 2025 and was hosted at the PS 15 site. The program provided services Monday through Friday from 9:00am to 5:00pm. Activities offered included academic enrichment to prevent summer learning loss, STEAM, character development, fitness, arts programming, and youth development activities. The program also held 4 field trips for students to explore new things; these included excursions to the following locations: Museum of Math, Liberty Science Center, Gateway National Park, and America Grow a Row. The summer program concluded with a showcase where students displayed projects and celebrated their accomplishments with peers, parents, and families.

## Parent/Family Activities and Engagement

Parents and families were encouraged to participate in the program through 21CCLC monthly events and activities. The program hosted Parent Orientation at the beginning of the year to introduce parents and families to the program and share policies, procedures, and other important information. The program communicated with parents and families through phone calls, text messages, emails, flyers sent home with students, and in-person conversations

during student dismissal. In total, the program hosted 52.25 hours of parent engagement activities, as detailed in the following table.

Parental Involvement Activity	# of Parents	Service Hours
<b>PS 15 Parent Activities</b>		
Advisory Board	4	2.50
End of Year Showcase	7	2.00
Hip Hop Performance (Summer Event)	5	0.50
Hydroponic Garden (Summer Event)	1	3.00
Movie Night	1	3.50
Parent Meeting	14	4.75
Parent Orientation	15	1.00
Parent Workshop	2	1.00
Sandy Hook (Summer Event)	2	6.00
Summer Showcase	10	2.00
Women's Empowerment Gala	9	2.00
<b>PS 41 Parent Activities</b>		
Basketball Tournament	9	1.50
Family Bingo Night	47	4.00
Halloween Trunk or Treat	35	2.00
Motorcycle Gift Giveaway	43	4.00
Parent Engagement Movie Night	28	3.00
Parent Engagement- Read Across America Night	31	2.00
Parent Orientation/Community Schools	23	2.00
Someone Special Dance	29	2.00
Thanksgiving Community Outreach	44	3.50
<b>Totals</b>	<b>359</b>	<b>52.25</b>

## 21CCLC Advisory Board & Student Council

The program leadership held Advisory Board meetings in December, February, April, and May. Agendas were established that included topics such as program updates, upcoming events and field trips, strengths and challenges for the program, and program evaluation data.

The BGCHC Student Council at both PS 15 and PS 41 held monthly meetings, and students provided feedback on program activity offerings which were used in continuous improvement efforts.

## Staffing and Professional Development

In year 3, the BGCHC 21CCLC program was fully staffed at both sites. Program staff consisted of the Project Director, Site Coordinators, data entry staff, certified teachers, and teacher assistants. Staff trained in CPR/First Aid were present each day, as per childcare license requirements. Bilingual staff facilitated communication with parents and families who primarily spoke Spanish.

The program held professional development opportunities for staff throughout the year. Staff orientation held prior to the start of the school year program familiarized staff with policies, procedures, and expectations. Additionally, a summer program orientation was attended by all staff on July 2, 2025. A minimum of 2 staff members who are First Aid/CPR certified are present each day, and staff meetings occur weekly. During the year, training topics included but were not limited to: Youth Mental Health First Aid; Health, Safety, and Child Growth and Development; Distress Your Body; Motivations; SEL; Listening in a Hectic World; Youth as Leaders; Resilience in Education; Parent and Family Engagement Training; and Basics of Trauma. The Project Director and relevant program staff attended conferences to expand their skills; this included the annual NJSACC conference. Staff also attended all required NJ DOE meetings and data sessions hosted by AIR, the statewide evaluator.

## Collaborative Work

### Partnerships and Collaborations with Local Organizations

The 21CCLC program collaborated with Jersey City Public Schools to hold the program at the respective program sites. Additionally, these partners and collaborators listed below provided a range of services and programs as indicated below.

- Center for Supportive Schools - *supported health and wellness, social-emotional, and youth development programs.*
- ECode Learning Center - *provided STEM instruction*
- Zion Baptist Church - *provided occasional snacks*
- Hair Care 4 Kids - *provided a summer program focused on hair care and general hygiene practices*
- Save a Few - *provided instruction in hiphop dance and entrepreneurship*

## Outcomes and Evaluation

### NJ Department of Education Surveys

21CCLC programs are required to complete pre- and post-surveys for students through the new NJ DataHub system that replaced ETRS. In year 3, 103 students participated in the pre-survey

and 95 participated in the post- survey; 84 pre-surveys and 89 post-surveys were completed in full. Students provided positive feedback about how the program has helped them; for example, 86% of students from PS 15 stated that the program has helped them learn things that will be important for their future. 74% of students from PS 41 stated that the program helped them think about what they might like to do when they get older. When asked how often they get to choose which activities they do in the program, 73% of students from PS 15 said they get to choose often or sometimes. Furthermore, students were positive about the adults in the program, with 87% from PS 15 and 82% from PS 41 indicating there is an adult who they enjoy being around and 82% from PS 15 and 80% from PS 41 report there is an adult who they will miss when the program is over. A full reporting of these results, including topics such as student/staff relationships and student values, are available via the NJ DataHub system for program staff to review.

## Principal/Leadership Surveys

The program distributed a survey to school administration at the conclusion of the school year to gain feedback about the program's alignment with the school day, program leadership, program staff, and overall collaboration with the program in year 3 (see Appendix 1 for a link to this survey). One principal from PS 15 completed the survey. The principal had high ratings for the program, responding that they strongly agreed to statements such as "The 21CCLC program is aligned with the school day" and "I have significant communication with 21CCLC program staff." When asked what stands out as a highlight in their partnership with the 21CCLC program, the principal responded with "a highlight is the extracurricular activities that students are able to engage in in addition to academic support. Additionally, parent engagement events help build and further support connections between school and home.

## Teacher Surveys

School day teachers of regularly attending 21CCLC students completed surveys at the end of the year to provide feedback about student progress. Teachers completed surveys for 119 individual students: 69 students from PS 15 and 50 students from PS 41. Of the 46 students needing improvement in coming to school/motivation to learn/get along with others, 96% were reported as showing improvement. Of the 46 students needing improvement in homework completion/class participation, 93% of students showed improvement. Teachers indicated that of the 87 students needing improvement in math grades, 92% students improved and of the 84 students needing improvement in reading grades, 95% improved.

	Improvement Not Needed	Improvement	No Change	Decline
Coming to school/motivation to learn/getting along with others	73	44	2	0
Homework completion & class participation	73	43	3	0
Math Grades this year	32	80	7	0

Reading/Language this year	35	80	4	0
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## Staff Surveys

New Jersey 21CCLC staff are required to complete a survey through the NJ DataHub system to provide feedback and insights into the programs in which they serve. This school year, 23 staff members participated in the survey, with 21 staff completing it in full: 12 from PS 41 and 9 from PS 15. Feedback from staff was overwhelmingly positive. Highlights of their feedback included:

- 92% of staff from PS 41 and 90% from PS 15 agreed or strongly agreed that staff actively and continuously consult and involve youth.
- 100% of staff from PS 41 and 90% from PS 15 agreed or strongly agreed that staff provide structured and planned activities explicitly designed to help students to get to know one another.
- 92% of staff from PS 41 and 90% from PS 15 agreed or strongly agreed that staff provide ongoing opportunities for students to reflect on their experiences.
- 92% of staff from PS 41 and 90% from PS 15 agreed or strongly agreed that staff are effective at finding ways to provide students with meaningful choices when delivering activities.

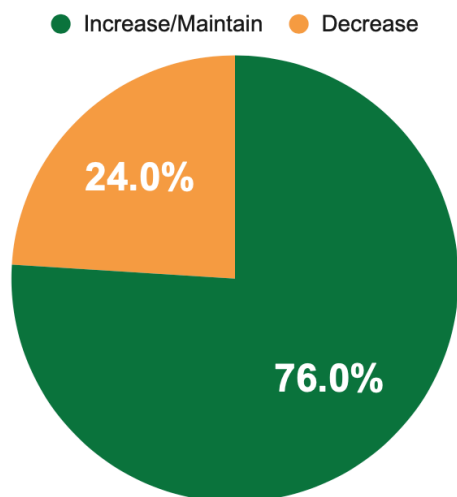
A full reporting of these results are available via the NJ DataHub system for program staff to review.

## Student Report Cards

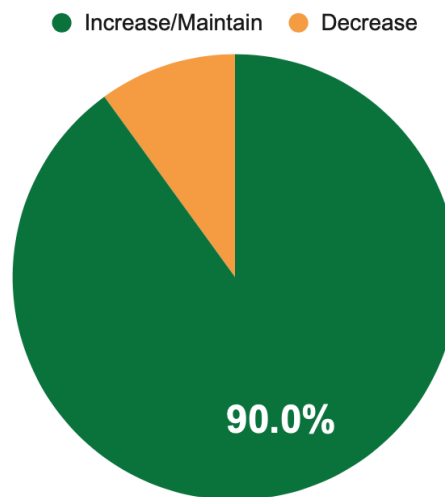
Report cards were collected for a total of 112 students who attended the program for 30 days or more from the PS 15 and PS 41 sites. 58 report cards were collected from PS15, and 54 report cards were collected from PS 41. Changes in student grades for Math and ELA between marking period 1 and marking period 4 were analyzed. Some students did not have grades for one or both marking periods in one or both of these subjects; these students were not analyzed and are identified as “N/A” in the table below. Students demonstrated an overall positive trend in academic achievement between the beginning and end of the school year. In fact, 76% of students maintained or increased their grade in math, and 90% of students maintained or increased their grade in ELA. The following table and charts summarize this data.

Math			ELA		
Increase	11	22%	Increase	30	60%
Decrease	12	24%	Decrease	5	10%
Maintained	27	54%	Maintained	15	30%
N/A	4		N/A	4	

21CCLC Student Progress - Math



21CCLC Student Progress - ELA



## Student School Day Attendance

In addition to student report card grades, absentee rates were also reviewed. Chronic absenteeism is an issue across the Jersey City Public School District. Absenteeism not only impacts a child's ability to learn during the school day, but also to attend the program regularly. According to the NJ School Performance Reports, during the 2023-2024 school year, the chronic absentee rate at the PS 41 School was 47.6%, and at PS 15, it was 46.8%. The statewide chronic absentee rate is 14.9% for all grades. For 21CCLC program participants, these numbers were significantly lower in 2024-2025; The program participants across both sites had an average absenteeism rate of 8%. The PS41 program participants had an average absenteeism rate of 7.3%. At PS15, program participants had an average absenteeism rate of 8.7%. Although schoolwide data for the 2024-2025 school year are not yet available, and exact comparisons are therefore not possible, these rates provide a useful general benchmark.

## Limitations

- Parent Survey Data:** Parent surveys were not successfully distributed and collected at either school site. As a result, standardized parent feedback could not be incorporated into the program evaluation, limiting insights into family perspectives on program impact and areas for improvement.
- Attendance Comparison Data:** School-wide attendance data for the 2024-2025 academic year were not yet available at the time of this report, preventing direct year-over-year comparisons of program participant attendance to the general school population.

# Conclusions

## Successes

- **Positive Outcomes** Stakeholder survey results indicate satisfaction and positive outcomes for students who participated in the 21CCLC program. Students reported favorable perceptions of the program's impact across both sites. Additionally, teachers reported substantial improvement rates among students identified as needing support in specific academic areas.
- **Program Alignment with School Day** The program demonstrates exceptional integration with school-day operations by employing school-day teachers as afterschool staff, creating seamless alignment between academic programming and enabling comprehensive understanding of students' academic and social-emotional needs. Program leadership maintains strong collaborative relationships with school administration, who provide positive feedback and actively support recruitment efforts. Regular communication with building administrators ensures coordination on academic progress and behavioral monitoring.
- **Staff/Student Relationships** Staff have well established, positive relationships with students. During each of the evaluator's site observations, it was immediately apparent that staff are engaged and enjoy working with the students.

## Recommendations

- **Advisory Board** The 21CCLC Advisory Board should be expanded, meet at quarterly intervals each year, and include key stakeholders including the Project Director, Site Coordinator, school staff, program staff, parents, students, the local evaluator, and representatives from partnering organizations at each meeting. These meetings provide valuable feedback from stakeholders to inform continuous improvement efforts. Attendance by parents and students should be entered into the NJDOE identified state data collection system.
- **Parent Surveys** Goal 3 objectives emphasize parent involvement and feedback. Although the evaluator developed and sent parent surveys to the Project Director, none were returned. Parent surveys are a critical source of valuable data. To improve participation in Year 4, the program should consider offering multiple distribution methods, such as in-person surveys at student pick-up times or electronic surveys sent via text or email. Additionally, program staff can distribute and collect surveys during parent events throughout the year to increase response rates and ensure that meaningful feedback is gathered.
- **Program Planning for Continuous Improvement** 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 (see Appendix 3: Program Goals and Objectives), assess progress, and formulate an action plan to meet all goals, objectives, indicators, and evaluator recommendations in year 4.

- **Recruitment and Retention** In year 3, the 21CCLC program's total enrollment and number of regular attendees both decreased compared to year 1 and year 2. As the number of student attendees fell short of the enrollment target, the program should aim to boost student engagement and retention in year 4 by continuing the following proven recruitment and retention strategies: providing engaging, interest-driven activities featured during Fun Fridays that motivate regular participation; distributing informational flyers and monthly activity calendars to students and families; engaging parents in direct outreach.
- **Student Council** Student Council meetings should be documented and data entered into the NJDOE identified state data collection system. Agendas and meeting minutes should be shared with the local evaluator so that this information can be incorporated into future evaluation reports.

## Appendices

### **Appendix 1: School Leadership Survey**

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

<https://forms.gle/WePPvJcACzWB5LLK>

## Appendix 2: Program Goals and Objectives

<b>Goal 1. To provide high-quality educational and enrichment programs that will enable students to improve academic achievement, and promote positive behavior and appropriate social interaction with peers and adults.</b>
<b>Obj. 1.1 The grantee will establish and maintain partnerships and collaborative relationships with schools, families, youth, and the community to enhance students' access to a variety of learning opportunities.</b>
<p><b>Indicator 1.1a:</b> Beginning September 1 and continuing through August 31, BGCHC will maintain partnerships with two organizations, the Jersey City School District, and New Jersey City University, as evidenced by signed forms and the year end evaluation report.</p> <p><b>Indicator 1.1b:</b> Beginning September 1 and continuing through August 31, BGCHC will maintain collaborations with the Center for Supportive Schools, Liberty Science Center and the Jersey City Medical Center/Barnabas Health, as evidenced by signed forms, program schedules and the year end evaluation report.</p> <p><b>Indicator 1.1.c.</b> By the end of the program year, relevant staff, the partners, collaborators and Advisory Board including parents and a Student Council representative, will have met four times, once per quarter, as evidenced by meeting attendance logs.</p> <p><b>Indicator 1.1.d.</b> By the end of the program year, a Student Council with representatives from each grade level will have met every other month as evidenced by meeting attendance logs.</p> <p><b>Indicator 1.1.e.</b> By the end of the program year, the program partners will have delivered all of the required components' activities as evidenced in the year-end evaluation report.</p> <p><b>Indicator 1.1.f.</b> By the end of the program year, the program partners will conduct four meet and greet activities for families and students to assist in scheduling in conjunction with school report card evenings, and monthly family activities evidenced by schedules and attendance logs.</p> <p><b>Indicator 1.1.g.</b> By September 15, the program will engage a Project Director, Evaluator, and all required staff.</p> <p><b>Indicator 1.1.h.</b> By September 15, the program will secure all needed curricula, instructional supplies and materials and office supplies and materials needed to implement the program as evidenced by purchase orders and/or invoices.</p>
<b>Obj. 1.2 The grantee will adopt intentional strategies and research-based practices designed to support student skill building and mastery, both academically and from a youth development perspective.</b>
<p><b>Indicator 1.2a:</b> Each day, staff will utilize lesson plans (including a facilitation component, created utilizing NJCC Standards), activities outlined in the grant in the project description sections, and staff and student feedback, as evidenced by lesson plans.</p> <p><b>Indicator 1.2b.</b> By the end of the program year, the program will host 2 student showcases featuring interdisciplinary science/engineering project based activities selected by teachers and students as evidenced by the weekly activities calendar and promotional flyers.</p> <p><b>Indicator 1.2.c.</b> Each day, staff will utilize Kahoots, TeachEngineering curriculum, MindWorks Resources, Ozobots, NBA Math Hoops, Legos, and Hummingbirds, as reflected in lesson plans and activity schedules.</p> <p><b>Indicator 1.2.d.</b> From July 7-August 1, 2025,, the program partners will implement a four week summer program for all participants for 4 hours a day x 5 days per week, focused on continuation of the academic program, cultural, athletic and physical fitness, as evidenced by calendar and attendance logs.</p> <p><b>Indicator 1.2.e.</b> Each quarter, program will conduct a minimum of one STEM focused field trip</p>

**Indicator 1.2.f.** During summer, BGCHC will implement local field trips promoting positive youth development, as evidenced by calendar, field trip permission slips and attendance logs.

**Indicator 1.2.g** Each day, staff will implement inquiry based, research based learning methods, as evidenced by lesson plans.

**Indicator 1.2.h.** Each day staff will implement activities designed to promote youth development and teach leadership skills, working as a team, and solving problems as evidenced by schedules and lesson plans.

**Indicator 1.2.i** In Spring, 2025, there will be a STEM Expo featuring interdisciplinary projects selected by teachers and students, reflecting the STEM theme and project-based activities showcasing their work as evidenced by calendar, attendance logs, flyer, and agendas.

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

**Indicator 1.3a:** By September 30, BGCHC will implement a minimum of a full day of 21st CCLC staff orientation to the research based practices required by the program as evidenced by calendar, professional development schedules, attendance logs, and feedback surveys.

**Indicator 1.3b:** By September 30, BGCHC will hold a full day of professional development in methods of intentional strategies including -lesson plans, inquiry based instruction, use of themes and projects, and infusion of character development practices, as evidenced by calendar, professional development schedules, attendance logs, and feedback surveys.

**Indicator 1.3.c.** By the end of the program year, there will be three professional development days and a myriad of school district based programs, covering curricula, lesson planning including facilitation plans, and STEM themes, presented by staff and/or selected professionals and volunteers to be announced, as evidenced by program agendas and schedules.

**Indicator 1.3.d.** On a daily basis, the program staff will utilize evidenced based/research based programs, curricula and supplies from cross disciplines such as character development and science and engineering, math and language arts, as evidenced by lesson plans.

**Indicator 1.3.e.** By the end of the program year, the Project Director and at least one additional staff will attend two approved conferences regarding after school programs, topics pertinent to the chosen theme and all DOE required meetings, and will turn key information to staff at staff meetings, as evidenced by calendars, agendas, and receipts.

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

**Indicator 1.4.a.** Each program week, all participants will receive two hours of academic instruction in Mathematics and two hours of instruction in Language Arts delivered by teachers certified in those fields, as well as a daily homework assistance session, as evidenced by calendars, attendance logs, and schedules.

**Indicator 1.4.b.** Each program week, all participants will have weekly elective activities incorporating enrichment in computer technology, engineering, and science, delivered by staff and volunteers recruited from STEM departments at the University, as evidenced by lesson plans and schedules.

**Indicator 1.4.c.** By the end of the program year, at least 25% of participating students will meet or exceed proficiencies in LA and 18% will meet or exceed proficiencies in Math, on the prevailing NJ PARCC assessment, as evidenced by results from data analyzed by the Independent Evaluator.

**Indicator 1.4.d.** Each program week, all participants will engage in enrichment activities that reinforce academics including but not limited to: engineering/building, Google's CS First program, and robotics, as evidenced by schedules and attendance logs. Program staff.

**Indicator 1.4.e.** Each program day, all participants will receive a "healthy snack" (along with breakfast and lunch during the summer) that complies with Department of Agriculture requirements, as evidenced by attendance logs.

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

**Indicator 1.5.a.** Each program week, all participants will engage in activities that emphasize character development, including but not limited to: Torch Club, Million Members/Million Hours of Service, Positive Action, team sports, and mentoring by university students, as evidenced by schedules and attendance logs.

**Indicator 1.5.b.** By the end of the program year, 75% of regular participants will show improved attendance, as well as decreased suspensions and disciplinary actions, as evidenced by report cards analysis performed by the Independent Evaluator.

**Indicator 1.5.c.** By the end of the program year, perception of participants' social and disciplinary behaviors by parents, staff and students, will be at a 75% or better level of acceptance, as evidenced by surveys.

**Indicator 1.5.d.** By the end of the program year, reports by staff, parents and students will indicate improved leadership skills, problem solving skills and teamwork, as evidenced by pre- and post-surveys.

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

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

**Indicator 2.1.a.** By the end of the program year the Project Director and invited volunteer speakers will hold an orientation session and two parent workshops dedicated to providing information to parents regarding the program themes and activities, as well as exploring parents' goals, current involvement in children's education, and topics of interest, as evidenced by schedules and feedback surveys.

**Indicator 2.1.b.** By the end of the program year, the program partners will host a "New Jersey Celebrates After School" community service event where providers will distribute information regarding a wide array of services available to families, as evidenced by schedules and community recruitment documentation.

**Indicator 2.1.c.** By the end of the program year, Program staff and workshop presenters will host Parent Science Nights and Tech Nights, aligned with curriculum, and geared towards parent education as evidenced by sign in sheets.

**Indicator 2.1.d.** By the end of the program year, through collaboration with the Medical Center and the University, educational opportunities for education and literacy will be communicated to parents via websites, newsletters and flyers home.

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

**Indicator 2.2.a.** By the end of the program year, 75% of parents of participating students will report via mid and year end surveys increased involvement in literacy related activities with dependent children under their care, including activities such as assisting with homework, utilizing lending libraries, bedtime and/or other stories, as evidenced by surveys and the year end evaluation report.

**Indicator 2.2.b.** By the end of the program year, 60% of parents of participating students will have attended at least one parent professional development session and/or motivational speaker event, as evidenced by event sign in sheets.

**Indicator 2.2.c.** By the end of the program year, BGC Hudson County will coordinate with program partners and community collaborators to inform parents of parent/teacher conferences, library activities

**Indicator 2.2.d.** By the end of the program year, at least 75% of parents of participating students will report via written surveys, increased involvement with their children's education in the form of checking homework, discussing students' classroom work, reading with their children and attending educational events, as evidenced by surveys and evaluation reports.

**Indicator 2.2.e.** By the end of the program year, at least 75% of parents of participating students will meet with their children's teacher(s), as evidenced by teacher and parent surveys and evaluation reports.

**Indicator 2.2.f.** By the end of the program year, at least two parents will serve on the Advisory Board, providing input regarding the program activities and events, as evidenced by Advisory Board member list and meeting attendance logs.

**Indicator 2.2.g.** By the end of the program year, Project Director and program staff will have hosted three parent training events focused on STEM themes, program curricula, and themes suggested by the Advisory Board, as evidenced by schedules and attendance logs.

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

**Indicator 2.3.a.** On a quarterly basis the Project Director and Site Coordinators will send newsletters to parents that include discussion of program goals, reports about academic and enrichment events and activities, resources for parents, children's articles and art, opportunities for parents' involvement, field trips, and more, as evidenced by parent address list, quarterly newsletters and surveys.

**Indicator 2.3.b.** On a monthly basis, the Project Director will send home to parents a calendar of upcoming events and activities for the next month, as evidenced by parent address list, quarterly newsletters and surveys.

**Indicator 2.3.c.** By the end of the program year, two parents will serve on the Advisory Board where program goals, objectives and evaluation reports are discussed and recommendations are made for program activities, as evidenced by Advisory Board member list and meeting attendance logs.

**Indicator 2.3.d.** At midyear and year end, the Project Director will distribute surveys to all parents, asking for feedback about the program and recommendations for improvement as evidenced by completed surveys.

**Indicator 2.3.e.** By the end of the program year, 75% of parents completing the survey will indicate familiarity with the program goals, as evidenced by completed surveys and year end evaluation.

**Indicator 2.3.f.** By the end of the program year, at least 75% of parents will have met with teachers, as evidenced by completed surveys and year end evaluation.

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

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

**Indicator 3.1.a.** The Project Director will complete the NJ Quality Standard for Assessment forms twice annually in collaboration with program staff; and the Project Director and Independent Evaluator will utilize the results to formulate plans for improvement where needed, as evidenced by completed Quality Assessment forms and evaluation reports.

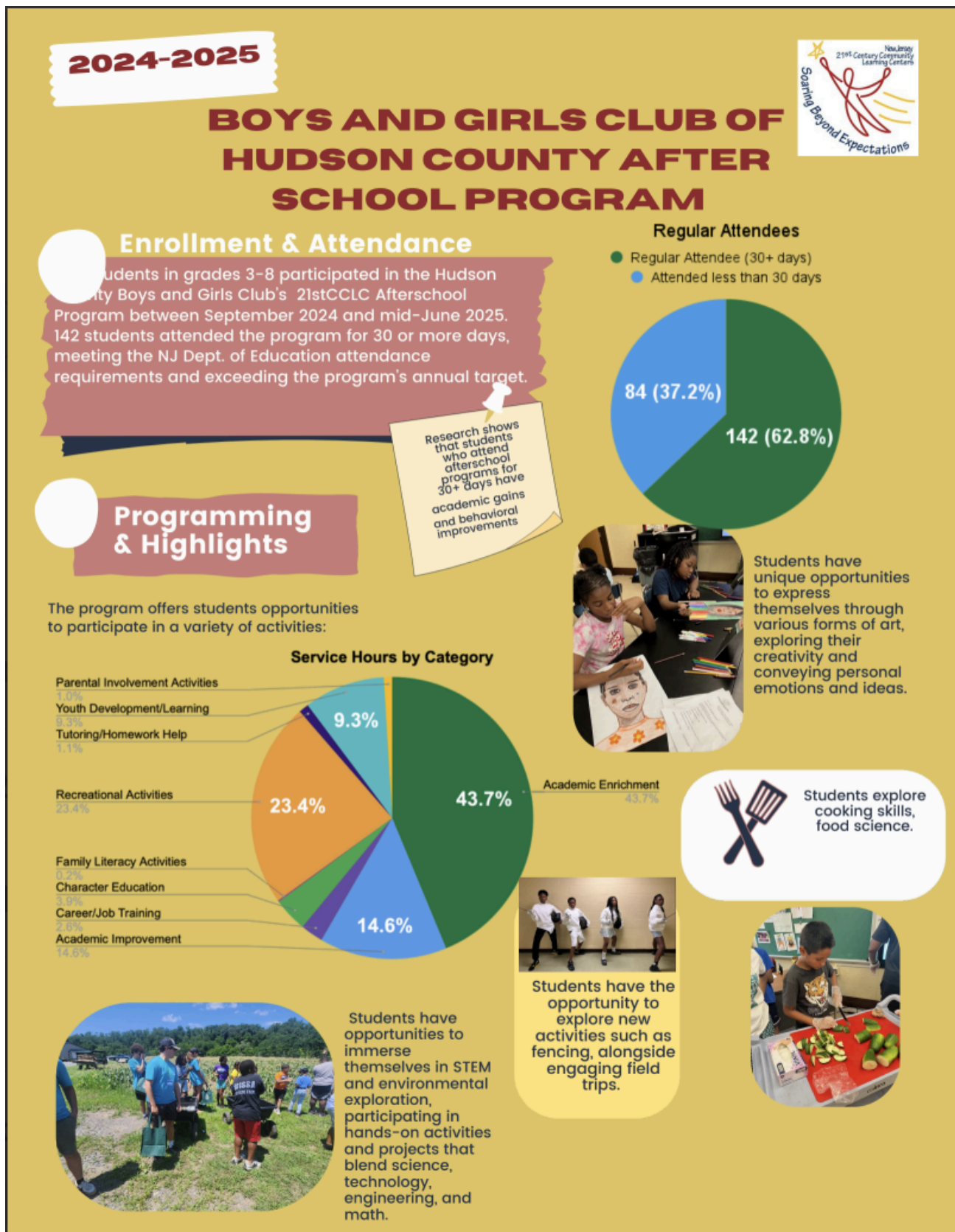
**Indicator 3.1.b.** An independent evaluation will take place at midyear and year end, and will include onsite observations, interviews, data collection, and recommendations for improvement used to plan and implement quality improvements in the program, as evidenced by formal reports generated twice annually.

**Indicator 3.1.c.** The program partners will conduct bi-weekly staff meetings with 21st CCLC staff and collaborators to informally monitor program effectiveness, as evidenced by schedules and meeting attendance logs.

<p><b>Indicator 3.1.d.</b> On a weekly basis, the Project Director will ensure that required data is entered into the PARS system and PPICS by the administrative assistant/data entry clerk as evidenced by grantee reports to NJDOE.</p>
<p><b>Obj. 3.2 The grantee will work to obtain data on students' in-school progress in the areas of academic achievement, behavior, and social development and use this information to inform the design and delivery of programming.</b></p>
<p><b>Indicator 3.2.a.</b> By the end of the program year, the evaluation team will collect data from the NJ State Tests, including Mathematics, Language Arts and Science; and the Independent Evaluator will collate and analyze such data to determine student participants' performance both in relation to their peers, as well as individual progress over time during subsequent grant years, as evidenced by the year end evaluation report.</p> <p><b>Indicator 3.2.b.</b> By the end of the program year, the evaluation team will collect behavior data from report cards; from staff, parent and student surveys; as well as from observations and interviews and will report progress as evidenced by the year end evaluation report.</p> <p><b>Indicator 3.2.c.</b> By the end of the program year, the evaluation team will collect attendance data from the program and the regular school day with the expectation of improved school day attendance as evidenced by the year end evaluation report.</p>
<p><b>Obj. 3.3 Throughout the grant period, the grantee will adopt measures as needed within the program when data is not available from other sources to assess (a) youth engagement in program activities; (b) the academic and/or social-emotional needs of participating youth; and (c) program impact.</b></p>
<p><b>Indicator 3.3.a.</b> The Student Council comprised of members from each grade will provide qualitative data and observations at least every other month and be represented on the Advisory Board, as evidenced by Student Council and Advisory Board member lists and meeting attendance logs and minutes.</p> <p><b>Indicator 3.3.b.</b> On a biannual basis, the evaluation team will assess youth engagement in program activities, based upon student feedback surveys, student demand for specific program offerings, and Student Council feedback, as evidenced by surveys and meeting attendance logs and minutes</p> <p><b>Indicator 3.3.c.</b> On a biweekly basis, individual needs will be continually assessed through feedback from staff in biweekly meetings, parents through telephone or in person meetings, and students, through interactions with staff, as evidenced by biweekly staff meeting minutes.</p> <p><b>Indicator 3.3.d.</b> On a biannual basis, program impact will be assessed by perceptions of staff, parents and students through written surveys that are administered by the Independent Evaluator and reported to the Project Director and the Advisory Board through written reports, as evidenced by the evaluation reports.</p>
<p><b>Obj. 3.4 The grantee will measure the impact of the program on family members of participating students.</b></p>
<p><b>Indicator 3.4.a.</b> On a biannual basis, the evaluation team will distribute surveys to families asking for their feedback on the following specific issues: the overall impact of the program; their improvement in participation in their children's education activities, participation in literacy activities, personal growth in literacy, and the program's influence on their children's academic performance, social and discipline behaviors, as evidenced by completed surveys and the evaluation reports.</p> <p><b>Indicator 3.4.b.</b> On a biannual basis, the evaluation team will distribute surveys to families asking for their feedback on the following specific issues: strengths, areas needing improvement and recommendations, as evidenced by completed surveys and the evaluation reports.</p> <p><b>Indicator 3.4.c.</b> The Independent Evaluator will collect and analyze parent surveys on a biannual basis and report findings and recommendations to the Project Director and Advisory Board, as evidenced by evaluation reports.</p>

## Attachments

### Attachment 1: AIR Data Story





## Positive Impact

### 2025 Spring Student Survey

94 Responses

- 95% say they have learned things that help them in school.
- 96% say they have discovered things they want to know more about.
- 96% now think about the kinds of classes they would like to take in the future.
- 97% have learned things that are important to their community or the environment.



### Why Afterschool Matters:

**Increased school attendance:** Students in after-school programs are more likely to attend school regularly.

**Higher grades and test scores:** Programs that include tutoring or homework help often lead to improved performance in math, reading, and overall GPA.

**Improved behavior and self-regulation:** Structured environments foster self-discipline and emotional control.

**Increased physical activity:** Programs that offer sports or movement-based activities support better physical health.

**Stronger family-school connections:** Programs offer family events, parent workshops, and communication that boost engagement.

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June 2025