2024
2025

Nita M. Lowey 21st Century Community Learning Centers

ANNUAL EVALUATION REPORT

Meadowlands YMCA

October 17, 2025

Laurus Grant Writing
& Evaluation Services

37 Kings Road, Madison, NJ 07940
Gina McCormack, MEd
gmccormack@laurusgrants.com

Table of Contents

Executive Summary **2**
Program Overview **3**
Methodology **3**
Enrollment and Attendance **3**
Participant Attendance 3
Participant Demographics 4
Programming and Activities **5**
Service Hours 5
Student Services 6
Summer Program 9
Parent/Family Activities and Engagement 10
21CCLC Advisory Board & Student Council 10
Staffing and Professional Development **11**
Collaborative Work **11**
Partnerships and Collaborations with Local Organizations 11
Community Impact 12
Outcomes and Evaluation **12**
NJ Department of Education Surveys 12
Student Yearend Surveys 12
Parent Yearend Surveys 13
Teacher Surveys 13
Staff Surveys 13
Student Report Cards 14
Student School Day Attendance 14
Limitations 15
Conclusions **15**
Successes 15
Recommendations 16
Appendices **17**
Appendix 1: Student Yearend Survey 17
Appendix 2: Parent Yearend Survey 18
Appendix 3: Program Goals and Objectives 20

Executive Summary

The Meadowlands YMCA 21st Century Community Learning Centers (21CCLC) program began its first year of afterschool programming on September 5, 2024 at Robert L. Craig School. Students were provided with a robust afterschool program for the entirety of the school year, concluding on June 6, 2025, with an additional summer program held from June 23, 2025 to August 8, 2025.

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 1. 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 1 are as follows: The program served 169 students, exceeding its target enrollment. The program held activities in all 6 required program components; Academic Remediation; Academic Enrichment; Cultural & Arts; Positive Youth Development; Health, Nutrition, Fitness, and Physical Activity; and Parental Involvement.

Stakeholder feedback was solicited via surveys from students, staff, and teachers.
Students were highly satisfied with the program; 95% of students indicated that they enjoyed afterschool program activities. Teachers reported that the majority of students who needed improvement in areas such as motivation to learn, class participation, and grades did improve throughout the year. An analysis of student report cards confirmed teacher responses that students attending the 21CCLC program saw positive trends in academic achievement over the course of the year.

Building on these findings, year 2 program recommendations will focus on three key areas: increasing parent feedback, securing professional development for staff, and engaging in program planning.

Program Overview

Lead Agency	Meadowlands YMCA
Project Director	Phil Facendola
Program Site	Robert L. Craig School *Moonachie Public School District*
Program Theme	STEAM
Grant Year	Year 1 of 5
Target Enrollment	126 students in grades 3-8

Methodology

This evaluation is based on both quantitative and qualitative data collected throughout grant year 1. Data sources for the report include: data obtained from the New Jersey PARS21 database; in-person program observations on November 19, 2024, June 3, 2025, and July 15, 2025; review of program materials; interviews with the Project Director, Site Coordinator, and other staff; surveys completed by students, parents, and teachers; 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 19, 2025.

Enrollment and Attendance

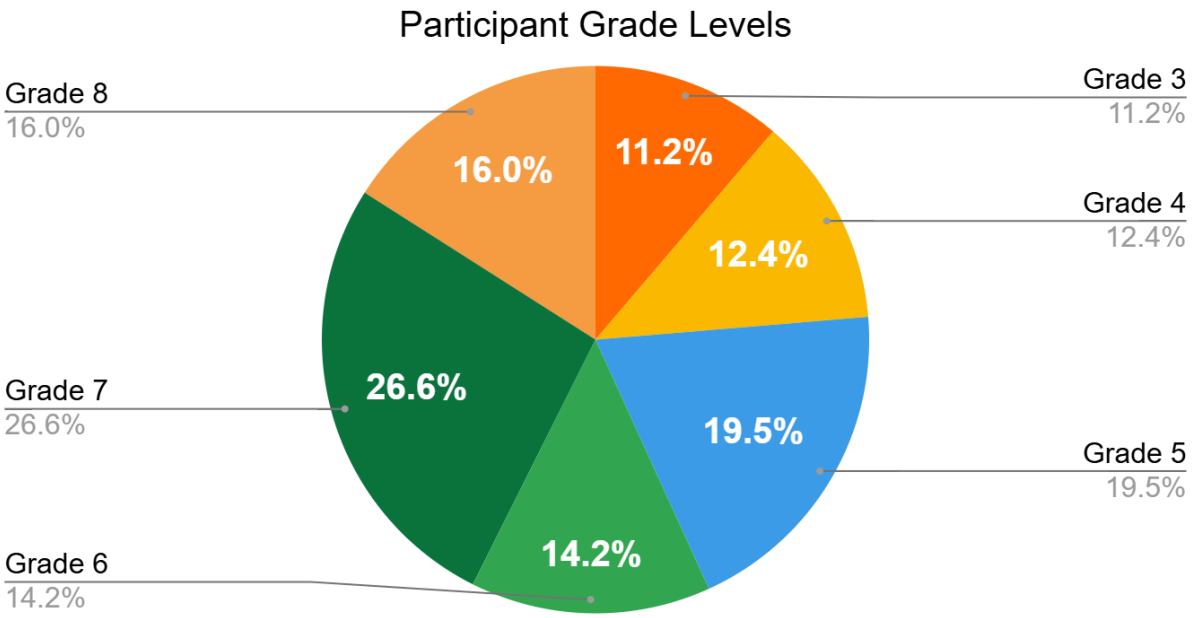
Participant Attendance

The Meadowlands Y program's target enrollment for the 2024-2025 school year is 126 students. This year, the program served a total of 169 students, exceeding 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 makes the most positive impact. 154 students (122% of the target enrollment) attended the program for 30 or more days this year. Over 90% of participants were regular attendees, indicating a high level of retention.

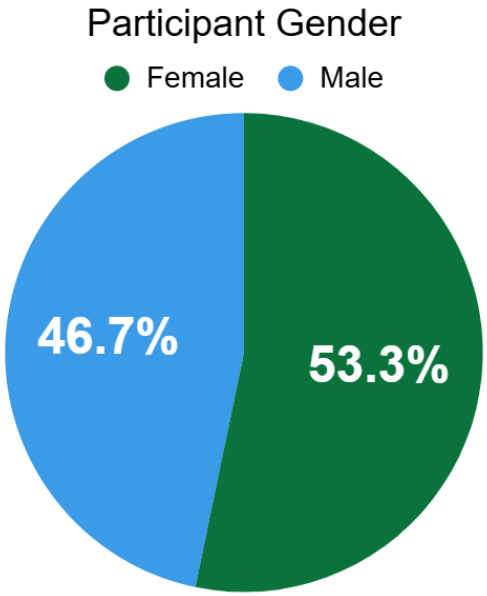
Program Enrollment		
Target Enrollment	**126**	
Regular attendees (30+ days)	154	*122% of target*
Total Participants	169	*134% of target*

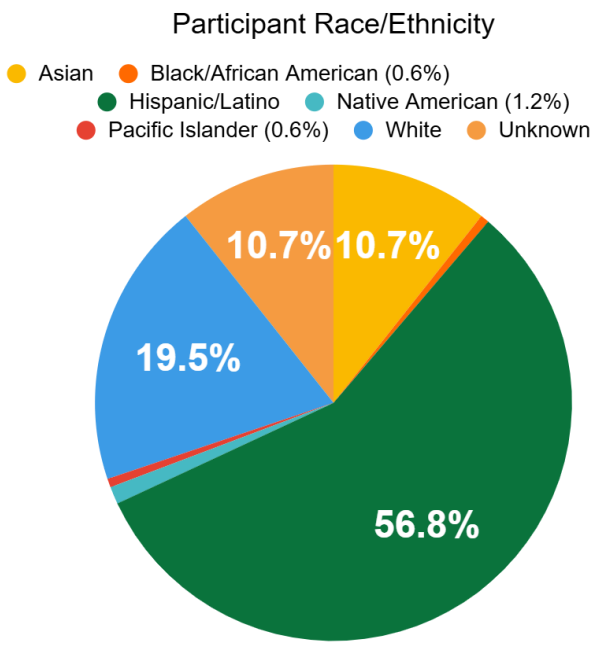
Participant Demographics

The 21CCLC program serves students in grades 3 through 8 from a variety of genders and race/ethnicities, as detailed below.



Grade Levels		
Grade 3	19	*11.2%*
Grade 4	21	*12.4%*
Grade 5	33	*19.5%*
Grade 6	24	*14.2%*
Grade 7	45	*26.6%*
Grade 8	27	*16.0%*
Total Participants	169	





Gender		
Female	90	*53.3%*
Male	79	*46.7%*
Total Participants	169	

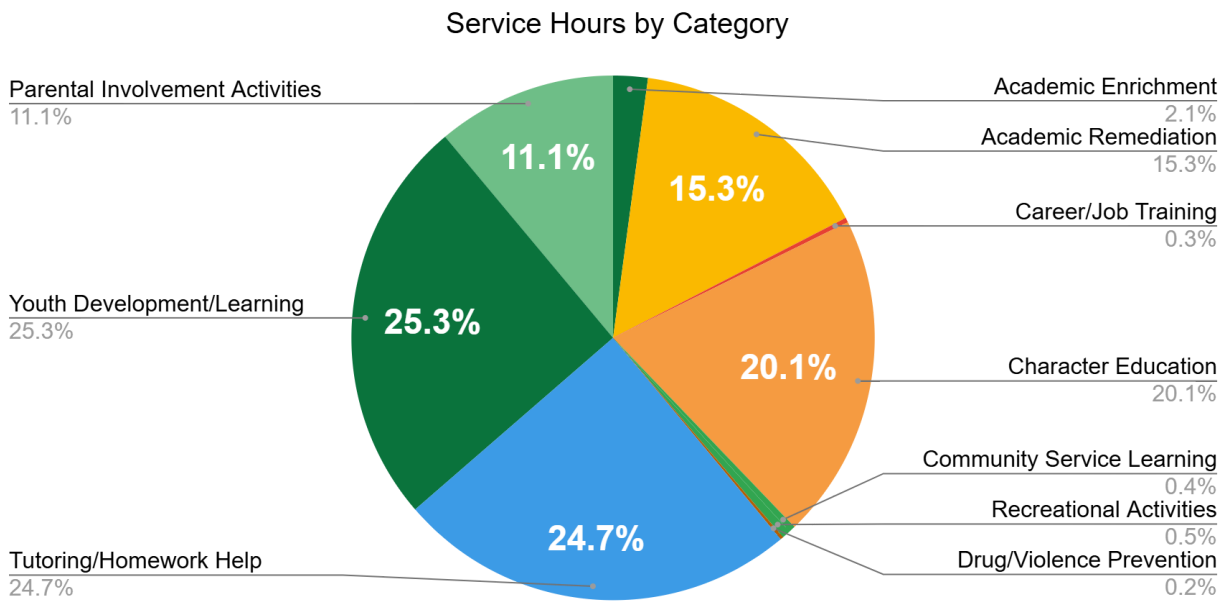
Race/Ethnicity		
Asian	18	*10.7%*
Black/African American	1	*0.6%*
Hispanic/Latino	96	*56.8%*
Native American	2	*1.2%*
Pacific Islander	1	*0.6%*
White	33	*19.5%*
Unknown	18	*10.7%*
Total Participants	169	

Programming and Activities

Service Hours

The program offered 2,830.75 (duplicated) hours of student services during the afterschool and summer program. 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 of this report.



Service Hours by Category		
Academic Enrichment	60.50	*2.1%*
Academic Improvement/Remediation	433.25	*15.3%*
Career/Job Training	8.00	*0.3%*
Character Education	568.50	*20.1%*
Community Service Learning Programs	11.50	*0.4%*
Drug And Violence Prevention Counseling	5.25	*0.2%*
Recreational Activities	15.00	*0.5%*
Tutoring/Homework Help	699.75	*24.7%*
Youth Development/Learning Activities	715.00	*25.3%*
Parental Involvement Activities	314.00	*11.1%*
Total Service Hours	***2,830.75***	

Student Services

The Meadowlands 21CCLC program provided a wide range of program activities, serving students five days per week for three hours daily after school. Homework help was offered to all students each day for 1 hour, and was provided by certified teachers. The following digital programs are available to students and allow for reinforcement of school day instructional and review materials: IXL Math and ELA Program, RAZ Kids Reading Program, and Rocket Math. Enrichment activities were aligned closely with the program's STEAM theme and a new addition during year 1 was the Fashion Design Club. A Financial Literacy Club was offered through

which students had the opportunity to learn about various aspects of money management. Students were provided dinner which was provided by the YMCA. The program offered many opportunities for students to be involved in the local community, which is detailed in the Collaborative Work section of this report.

Robert L. Craig School Student Activities

Student Activity	# of Participants	Service Hours
Academic Enrichment		
Enrichment Program (7Th Grade)	19	7.00
Enrichment Program (8Th Grade)	9	5.00
Finance Club	13	10.50
Liberty Science Center	59	1.00
Robotics Club	8	4.00
Summer Enrichment Program	17	20.00
Summer Finance Club	11	7.00
iFly Field Trip	37	3.00
Summer Veolia Water Program (3rd & 4th)	18	3.00
Academic Improvement/Remediation		
Brain Games (3rd Grade)	18	32.25
Brain Games (4th Grade)	20	33.00
Brain Games (5th Grade)	30	23.25
Brain Games (6-8th Grades)	80	24.75
IXL Math (3rd Grade)	19	37.50
IXL Math (4th Grade)	19	21.25
IXL Math (5th Grade)	31	33.50
IXL Math (6th Grade)	20	6.50
IXL Math (7th Grade)	43	13.25
IXL Math (8th Grade)	24	8.75
IXL Reading (3rd Grade)	17	14.25
IXL Reading (4th Grade)	19	12.00
IXL Reading (5th Grade)	31	20.50
IXL Reading (6th Grade)	20	7.00
IXL Reading (7th Grade)	41	5.25
IXL Reading (8th Grade)	8	0.75
Raz Kids (3rd Grade)	18	27.25
Rocket Math (3rd Grade)	19	30.50
Summer Brain Games (3rd & 4th Grade)	20	27.00
Summer Brain Games (5th Grade)	23	28.00

Summer Brain Games (6th & 7th Grades)	33	26.75
Career/Job Training		
Student Council	12	8.00
Character Education		
Fitness Club (3rd Grade)	19	119.25
Fitness Club (4th Grade)	20	117.00
Fitness Club (5th Grade)	31	113.25
Fitness Club (6-8th Grades)	87	117.00
Summer Fitness (3rd & 4th Grade)	20	34.00
Summer Fitness (5th Grade)	23	34.00
Summer Fitness (6th & 7th Grade)	34	34.00
Community Service Learning Programs		
Chorus Club 9-11 Memorial Service	39	1.00
Chorus Club Annual Borough Tree Lighting Ceremony	30	1.50
Chorus Club Senior Sing-A-Long	50	4.00
Decorating Senior Building	15	4.00
Memorial Day Service Chorus Club	15	1.00
Drug And Violence Prevention Counseling		
Drug Awareness Program (ATOD) 3rd Grade	18	2.25
Drug Awareness Program (ATOD) 4th Grade	19	1.50
Drug Awareness Program (ATOD) 8th Grade	24	1.50
Recreational Activities		
Carnival Fun Friday	50	3.00
Closing Day Barbeque	37	4.00
Movie Day	42	2.00
Splash Down Friday	33	3.00
Summer Splash Down	48	3.00
Tutoring/Homework Help		
Power Hour (3rd Grade)	19	160.00
Power Hour (4th Grade)	20	160.00
Power Hour (5th Grade)	31	159.75
Power Hour (6th-8th)	89	160.00
Saturday Academy	29	34.00
Summer Tutoring - Trause	17	17.00
Summer Tutoring - Vitetta	6	9.00
Youth Development/Learning Activities		

Basketball Club	16	63.50
Drama Club (7th Grade)	37	43.50
Drama Club (8th Grade)	21	45.00
Drawing Club (3rd Grade)	16	22.50
Drawing Club (4th Grade)	20	20.25
Drawing Club (5th Grade)	29	21.00
Drawing Club (6th-8th Grade)	78	22.50
Fashion & Sewing Club	5	33.75
Fine Arts (3rd Grade)	18	27.00
Fine Arts (4th Grade)	19	25.50
Fine Arts (5th Grade)	31	27.00
Fine Arts (6-8th Grades)	75	25.50
Garden Club (3rd Grade)	17	9.25
Garden Club (4th Grade)	18	8.00
Pinot'S Palette Field Trip	22	2.00
Summer Crochet Club	27	10.25
Summer Fine Arts (3rd & 4Th Grade)	20	27.00
Summer Fine Arts (5th Grade)	23	28.00
Summer Fine Arts (6th & 7th Grade)	33	27.75
Summer Garden Club (3rd & 4th)	19	4.00
Summer Technology (3rd & 4th Grade)	20	25.00
Summer Technology (5th Grade)	23	28.00
Summer Technology (6th & 7th Grade)	33	26.75
Technology Club (3rd Grade)	17	30.25
Technology Club (4th Grade)	19	29.25
Technology Club (5th Grade)	28	41.25
Technology Club (6-8th Grades)	79	41.25
	Total Hours	**2,516.75**

Summer Program

The 21CCLC summer program operated Monday through Friday from June 23, 2025 to August 8, 2025. The program provided a full day of services from 8:30am to 2:30pm, well over the required hours per day for 21CCLC summer programs. Activities offered included many of those offered during the school year, such as academic enrichment, fitness and sports, STEM, arts programming, and events just to name a few. Liberty Science Center held on-site field trips during the summer program. Off-site field trips included excursions to Pinot's Palace, the YMCA for swimming, and I-Fly.

Parent/Family Activities and Engagement

Parents and families were encouraged to participate in the program through 21CCLC events and activities, held monthly. The program communicated with parents and families through phone calls, text messages, emails, flyers sent home with students, the school newsletter, the school website, and in-person conversations during student pick up. The program's virtual parent ESL classes have continued to be an extremely valuable activity for parents and families who are eager to attend so that they have the ability to better communicate with school staff and support their child's education.

In total, the program hosted 314 hours of parent engagement activities, as detailed in the following table.

Parental Involvement Activities	# of Parents	Service Hours
9-11 Memorial Service	39	1.00
Advisory Board Meeting	12	4.00
Back To School Night	86	2.00
Borough Tree Lighting (12/7/24)	64	2.00
Chorus Club Holiday Show	59	1.50
Culture Night	25	2.00
Curriculum Expo	39	1.50
Enrichment Parent Information Night (7th Grade)	46	1.00
ESL Parents	7	292.00
Family Fun Day	76	3.00
High School Information Night	42	1.50
Holiday Concert	132	1.50
Parent Conference	8	1.00
Totals	**635**	**314.00**

21CCLC Advisory Board & Student Council

The program Advisory Board convened in November, February, and May. Participants included the Project Director, Robert L. Craig's school principal, school day staff, a representative from a local councilman's office, a student council representative, and the local evaluator. Participants discussed topics such as the program's strengths and weaknesses, program improvements, new activities, program events, program compliance visits, staff training, and program planning. Program staff gave all stakeholders time during meetings to share any additional feedback as well.

The Student Council met monthly throughout the school year and provided feedback to program staff. The program's student council consisted of student representatives from 6th grade to 8th grade and were included in the Advisory Board meetings. Members of the student council had the opportunity to attend a Student Council Night at a Moonachie City Council Meeting and coordinated a fundraising event in order to provide a bottle filler water fountain to the school.

Staffing and Professional Development

In year 1, the 21CCLC program was fully staffed for the entirety of the year. Program staff consisted of the project director, site coordinator, data entry staff, certified teachers, paraprofessionals, and YMCA youth development staff. All staff members were First Aid/CPR certified, and the program followed all childcare license requirements with certified staff present each day the program was held. Bilingual staff assisted the program with communicating with Spanish speaking parents and families.

The program provided new and existing program staff with relevant professional development opportunities throughout the year. These experiences included weekly leadership and staff meetings with individualized turnkey sessions and monthly YMCA leadership meetings. Staff orientation was held prior to the start of the afterschool and summer program to familiarize staff with policies and procedures. The Project Director attended all required NJ DOE meetings as well as several key conferences including the NJSACC Conference, NIOST Conference, and Soaring Beyond Expectations Conference, thereby ensuring continuous professional growth and information sharing across the team.

Collaborative Work

Partnerships and Collaborations with Local Organizations

The 21CCLC program collaborated closely with local organizations to ensure that program students received high-quality programming. In addition to Moonachie Public School District, the program worked with the following organizations this year:

- Radley Macalintal
- Meadowlands Family Success Center
- Moonachie School Child Study Team
- Moonachie Department of Public Works
- Moonachie Fire Department
- Moonachie First Aid & Rescue Squad
- Moonachie Mayor & Council
- Moonachie Municipal Alliance
- Moonachie Police Department
- Moonachie PTO
- Moonachie Recreation
- New Jersey YMCA State Alliance

- Rutgers University Dr. Judith Harrison
- Rutgers University Cooperative Extension of Essex County
- Segovia Restaurant
- Suez Water Education Program
- Montclair Farms
- Valley Bank

Services provided by partners and collaborators this year included:

- Enrichment programming
- Gardening programming
- Collaboration on community engagement events
- Collaboration on parent events and workshops
- Financial literacy programming

Community Impact

The Meadowlands 21CCLC program, through its partnerships and collaborations with Moonachie Public School District and numerous community organizations, fostered impactful connections with the local community in year 1. Each year, program students sing at Borough

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. In year 1, 100 students participated in the pre-survey and 97 participated in the post- survey; 98 pre-surveys and 94 post-surveys were completed in full. Students provided overwhelmingly positive feedback about how the program has helped them; for example, 94% of students stated that the program has helped them learn things that will be important for their future. When asked how often they get to choose how they spend their time in the program, 85% of students said they get to choose often or sometimes. Furthermore, students were positive about the adults in the program, with 96% indicating there is an adult they will miss when the program is over. A full reporting of these results are available via the NJ DataHub system for program staff to review.

Student Yearend Surveys

In addition to the required Department of Education pre- and post-student surveys, staff also distributed a survey developed by the local evaluator at the end of the afterschool program to gain feedback about student experiences (see Appendix 1 for a copy of this survey). The program collected 43 student surveys. The vast majority of students indicated that they enjoyed afterschool program activities this year- 95% of students responded that they either liked program activities a good amount or very much. Additionally, 71% of students indicated that

teachers and staff treat them with respect, and 74% stated that they have an adult that they can talk to if they need help. Students also reported what their favorite activities were; the majority of students stated that their favorite activity was drama club.

Parent Yearend Surveys

The program distributed parent surveys at the end of the afterschool program to gather feedback from parents and families (see Appendix 2 for a copy of this survey). The program faced challenges in receiving surveys back from parents but was able to collect a survey from 4 parents. Because of the small number of responses, these results were not analyzed, as accuracy and generalizability is impacted by low response rates.

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 133 individual students. Out of the 54 students needing improvement in coming to school/motivation to learn/getting along with others, 93% improved. Similarly, of the 62 students needing improvement in homework completion and class participation, 90% improved. Teachers reported that students improved academically as well, with 89% of students needing improvement in math and 87% of students needing improvement in reading/language showing improvement.

	Improvement Not Needed	Improvement	No Change	Decline
Coming to school/motivation to learn/getting along with others	79	50	4	0
Homework completion & class participation	71	56	6	0
Math Grades this year	53	70	9	0
Reading/Language this year	45	76	11	0

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, 10 staff members participated in the survey, with 9 staff completing it in full. Feedback from staff was overwhelmingly positive. Highlights of their feedback included:

- 89% of staff agreed or strongly agreed that staff provide ongoing opportunities for students to reflect on their experiences.
- 90% of staff agreed or strongly agreed that staff actively and continuously consult and involve youth
- 100% of staff agreed or strongly agreed that staff provide opportunities for students to help or mentor other students in completing a project or task.

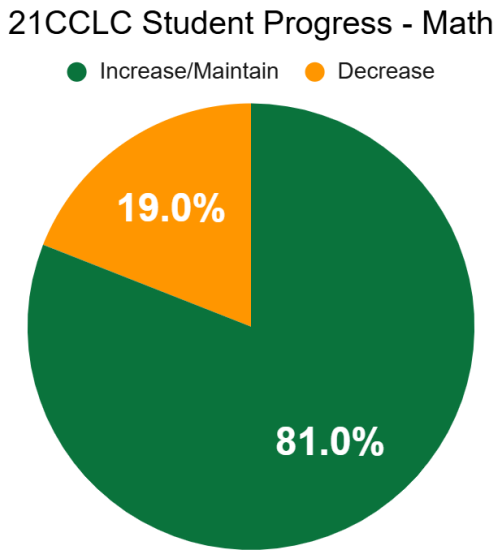
- 100% of staff agreed or strongly agreed that staff are effective at providing students with opportunities to set goals and make plans within the confines of the program.

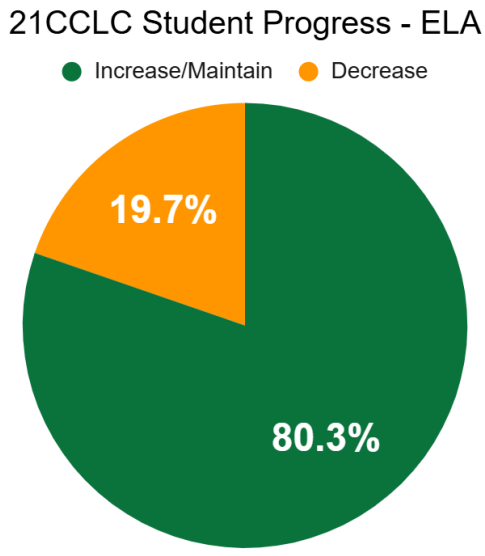
A full reporting of these results are available via the NJ DataHub system for program staff to review.

Student Report Cards

Report cards were collected for a total of 147 students who attended the program for 30 days or more. 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 a positive trend in academic achievement between the beginning and end of the school year. In fact, 81% of students maintained or increased their grade in math and 80.3% of students maintained or increased their grade in ELA. The following table and charts summarize this data.

Math			ELA		
Increase	67	*47.2%*	Increase	46	*32.4%*
Decrease	27	*19.0%*	Decrease	28	*19.7%*
Maintained	48	*33.8%*	Maintained	68	*47.9%*
N/A	5		N/A	5	





Student School Day Attendance

In addition to student report card grades, absentee rates were also reviewed. Chronic absenteeism is an issue across the Moonachi 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 Robert L. Craig School was 12.5%. The statewide chronic absentee rate is 14.9% for all grades. For 21CCLC program participants, these numbers were significantly lower in 2024-2025; The Robert L. Craig school program participants had an average absenteeism rate of 3.9%. 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 Surveys** As previously mentioned, the program received 4 surveys back from parents. Because low response rates for all stakeholder feedback surveys can result in potentially biased responses, the results were not reported on here.

- **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

- **Project-based, Hands on Learning** Program staff demonstrate creativity and responsiveness in designing engaging, skill-building activities that align with student interests and future-oriented learning. The program introduced several innovative initiatives during the year that garnered strong positive feedback from participants. The Financial Literacy Club, an eight-week program developed in partnership with Valley National Bank, facilitated sessions on topics such as money management, credit scores, employment preparation, and banking fundamentals. Additional programming innovations include a Sewing Club, where students used program-purchased sewing machines to create their own clothing, and a Crochet Club developed in response to student survey feedback. These initiatives reflect the program's commitment to providing high-quality, interest-driven activities that develop practical skills while fostering community connections and student engagement.

- **Student Engagement** The program staff implemented creative programming to continuously engage students enrolled, which is made evident through the high number of regular attendees; this year, 91% of all youth participating in the program did so for 30 days or more. Total enrollment in the program (169 students) was 134% of the 126 target enrollment for the year.

- **Student Voice & Choice** The program has a well-established Student Council, which is composed of students elected by their peers. The Student Council provides program staff with important feedback, including input about new activities students would like to attend. Members of the Student Council are also incorporated into 21CCLC Advisory Board meetings.

Recommendations

- **Parent Feedback** As previously mentioned, the program received 4 completed parents this year. In year 2, the program should develop a distribution plan for parent surveys to increase the number of surveys returned. Goal 3 objectives focus on parent involvement and feedback. Develop a strategy for year 2 to obtain parent feedback by offering incentives, in-person distribution at pick-up, or electronic surveys distributed via text or email.

- **Program Planning** Program staff should review this evaluation report at the first 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 3.

- **Professional Development** The project director has identified two critical professional development needs: training staff to effectively support students with special needs, including those with IEPs and requiring behavioral or learning accommodations, and equipping staff with practical strategies to embed social-emotional learning competencies into daily activities and program routines. Qualified trainers should be hired to deliver comprehensive workshops and ongoing coaching support using evidence-based curriculum materials that address both areas.

Appendices

Appendix 1: Student Yearend Survey



2024-25 Yearend Student Survey

Meadowlands YMCA Nita M. Lowey 21st Century Community Learning Centers Afterschool Program

---

What grade are you in?

☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

How much did you enjoy the program activities this school year? *(please circle your answer)*

★★★★	★★★	★★	★
Liked very much	Liked a good amount	Liked a little	Did not like

Please select the answer that best says how you feel. Please answer all questions.

Because I participated in this program:	✔ **Yes**	**Maybe**	✘ **No**
I tried activities that I had never done before.	☐	☐	☐
I work better with others on a team.	☐	☐	☐
I am better at solving problems.	☐	☐	☐
I am better at telling others about my ideas and feelings.	☐	☐	☐

Please select the answer that best says how you feel.	✔ **Yes**	**Maybe**	✘ **No**
The teachers and staff treat me with respect.	☐	☐	☐
I have an adult that I can talk to if I need help with my problems at this program.	☐	☐	☐

What were your favorite activities this year? *Please check all that apply.*

☐ Homework Help/Tutoring	☐ Chorus	☐ Fashion & Sewing Club
☐ Enrichment Program	☐ Basketball	☐ Fine Arts
☐ Finance Club	☐ Drama	☐ Garden Club
☐ Fitness	☐ Drawing Club	☐ Technology Club
☐ Program events	☐ Something else: _____	

Would you like to attend our summer program?

☐ Yes ☐ No

Please share any suggestions you have for the program:

Thanks for completing this survey & helping to make our program stronger!

Appendix 2: Parent Yearend Survey

2024-25 Yearend Parent/Guardian Survey

Meadowlands YMCA Nita M. Lowey 21st Century Community Learning Centers Afterschool Program

---

1. Why is your student enrolled in the afterschool program? *(please check all that apply)*

- ☐ Academic reasons
- ☐ Behavioral reasons
- ☐ Social/emotional reasons
- ☐ For enrichment activities
- ☐ Homework assistance
- ☐ So I can work/attend school
- ☐ Other: _____

2. How much does your student enjoy the afterschool program?

- ☐ ⭐⭐⭐ Likes the program very much
- ☐ ⭐⭐ Mostly likes the program
- ☐ ⭐ Does not like the program

3. Based on your observation of your child, please select the answer that best describes how they have changed after having attended the program.

	✔ Improved	No Change	✘ Declined	Didn't Need Improvement
Attitude towards school/learning	☐	☐	☐	☐
Behavior	☐	☐	☐	☐
Ability to maintain positive relationships and friendships	☐	☐	☐	☐

4. How would you rate the communication between you & afterschool program staff?

- ☐ ⭐⭐⭐⭐ Excellent
- ☐ ⭐⭐⭐ Good
- ☐ ⭐⭐ Could be better
- ☐ ⭐ There is little or no communication

5. How satisfied are you overall with the afterschool program?

- ☐ ⭐⭐⭐⭐ Very satisfied
- ☐ ⭐⭐⭐ Satisfied
- ☐ ⭐⭐ Somewhat satisfied
- ☐ ⭐ Not satisfied

6. Have you attended parent/family events at the program?

- ☐ Yes
- ☐ No, I did not attend

☐ No, I was not invited to attend

If yes, which events did you attend?

_____

7. Would you like your child to attend our summer program?

☐ ✔ Yes ☐ ❌ No

If yes, please provide your name and contact information so our staff can follow up with you about registration: _____

8. Please list any suggestions you have for the afterschool program staff:

Thank you for completing this survey & helping to make our program stronger!

Appendix 3: Program Goals and Objectives

Meadowlands YMCA Program Goals, Objectives, and 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.
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.
Indicator 1.1a: By October 1, 2024, the Meadowlands YMCA will convene its Advisory Board, composed of the Project Director, Moonachie Superintendent/Craig School Principal, Moonachie Director of Curriculum and Instruction; School Psychologist; Borough of Moonachie Councilman; South Bergen Rotary President; Family Success Center Director; Bi-lingual Educator; parents, and at least two Student Council representatives. Advisory Board meeting minutes will serve as evidence. **Indicator 1.1b**: By October 1, 2024, the Meadowlands YMCA will enter into a written contract and/or Memorandum of Understanding with each partner and collaborator outlining on-going responsibilities, including meeting schedule and reporting requirements. Copies of the contracts maintained by each partner will serve as evidence. **Indicator 1.1c:** Beginning on October 1, 2024, the program will solicit the talents and expertise of local businesses, organizations and families to provide workshops, community service opportunities and other activities. **Indicator 1.1d:** Beginning on October 1, 2024, monthly newsletters and additional information will be provided to all parents, students and stakeholders. **Indicator 1.1e:** By November 1, 2024, the program will have established a Student Council, which will help us develop activities that will enhance students' access to a variety of opportunities. **Indicator 1.1f:** The program will work with partners, collaborators and the community to establish a NJ Celebrates Afterschool event that will help develop relationships that will continue to support the program over time.
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.
Indicator 1.2a: Through the length of our program, 100% of students will have the opportunity to participate in the following activities that promote the development and mastery of new STEAM skills: Lego Robotics, Technology Lab, Makerspace, K'nex, Science Action Club, Rubrik's, Earth Networks, 21st Century Afterschool Science Project, and Financial Literacy. Sign-in sheets and attendance reports will serve as evidence. **Indicator 1.2b**: Through the length of our program, 100% of students will have the opportunity to participate in the following activities that promote the development and mastery of new skills across a variety of disciplines: Student Council, Horizon Healthy U with CATCH Kids Club Nutrition, culinary arts, gardening, tennis, basketball, soccer, volleyball, badminton, softball, floor hockey, lacrosse, frisbee, bowling,

dance, fitness test, Readers Theater, chess, special Events; Advisory Board; Parent Activities and Field Trips. Sign-in sheets and attendance reports will serve as evidence.
Indicator 1.2c: All program activities will emphasize inquiry-based learning to help students find answers themselves, encourage them to ask new questions along the way, provide them with time to think, investigate and problem solve before answering questions. Lesson plans will serve as evidence.

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: Prior to program start-up, the Meadowlands YMCA will offer an orientation and training session to 100% of the program staff, where they will receive training on curricula that relate to the program activities listed above, ensuring that activities are implemented accurately and so as to have maximum impact on students.
Indicator 1.3b: All staff will be provided with quarterly professional development opportunities, including those offered through college professors, to help learn how to structure and implement inquiry-based learning and use research-based strategies across program activities. Training agendas and attendance records will serve as evidence.
Indicator 1.3c: Program partner the Craig School will provide additional staff training and development opportunities to 100% of program staff at least quarterly.
Indicator 1.3d: The program will provide training to help increase the quality of STEAM Instruction; these will include participation in professional development opportunities offered by the Moonachie School District and program partners such as Liberty Science Center.

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 1.4a: At least 50% of regularly participating students will show improvement in scores on the language arts state assessment at the end of the first year of the program, as measured by a comparison of 2024 and 2025 test scores.
Indicator 1.4b: At least 50% of regularly participating students will show improvement in scores on the math state assessment at the end of the first year of the program, as measured by a comparison of 2024 and 2025 test scores.

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 1.5a: At least 75% of regularly participating students will demonstrate improved yearly school-day attendance, compared to the year before the program started, as evidenced by school-day attendance records.
Indicator 1.5b: At least 75% of regularly participating students will demonstrate improved classroom behavior and social-emotional functioning by the end of the first program year, as evidenced by school disciplinary records, teacher evaluations and student surveys.
Indicator 1.5c: At least 75% of regularly attending students will display more positive attitudes towards work, and increased cooperation, collaboration and teamwork, as evidenced by teacher surveys and parent and teacher reports.

Indicator 1.5d: At least 75% of regularly attending students will show increased creativity, critical thinking, problem solving and decision making, as evidenced by teacher surveys and parent and teacher reports.

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 2.1a: Each year of the grant, the program will offer 100% of program parents the opportunity to participate in the Family Literacy Nights, as evidenced by program schedules and letters, e-mails and phone calls to parents.
Indicator 2.1b: The program will provide referrals to the Meadowlands Family Success Center, which offers a variety of services, many of which are literacy-related, as evidenced by letters sent home, program newsletters and Meadowlands Family Success Center records.
Indicator 2.1c: By the end of the first year of the grant, at least 50% of program families will participate in at least one parent activity/event including the Bilingual reading program, that promotes literacy, as measured by sign-in sheets.
Indicator 2.1d: By the end of the program's first year, at least 75% of parents will report spending time on a literacy-related activity with their child (examples include participating, reading together, going to the library, helping with homework, writing a song, practicing lines for a play) as reported through and student and parent surveys.
Indicator 2.1e: By the end of the program's first year, information and materials to assist families with involvement in literacy activities will be sent home to 100% of program families.

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

Indicator 2.2a: Over the course of the program's first year, 100% of parents will be invited to participate in the program Advisory Board, as evidenced by records of phone calls to parents, as well as copies of letters and emails.
Indicator 2.2b: Over the course of the program's first year, 100% of parents will be invited to attend quarterly Recognition Ceremonies; at least 75% of parents will attend at least one, as evidenced by sign-in sheets.
Indicator 2.2c: By the end of the first year of the grant, at least 60% of program families will participate in at least one parent activity/event, as measured by sign-in sheets.
Indicator 2.2d: By the end of the first year of the grant, at least 75% of program families will report encouraging student participation in 21 CCLC activities, as measured by parent surveys.

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 2.3a: At the beginning of each year of the grant, 100% of parents will be invited to participate in program Open Houses that describe program goals, objectives, and activities. Evidenced by letters sent home and invitations.
Indicator 2.3b: Each month the program will provide 100% of parents with a newsletter that addresses the program's goals and describes activities that have taken place that month and activities that will be occurring. Evidenced by copies of newsletters.
Indicator 2.3c: At the end of each program semester, the program will provide 100% of parents with an evaluation of their child's performance in the program, addressing attendance, academic performance, behavior and changes over time. Evidenced by copies of evaluations.
Indicator 2.3d: 100% of parents will be offered the opportunity to participate in one-on-one conferences with program staff regarding their child's performance in the program. Evidenced by letters sent home and schedule of meetings.

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 3.1a: By the end of the program's first year, school-day teachers of at least 50% of program participants will complete surveys addressing student improvement over the life of the grant, as evidenced by completed surveys. **Indicator 3.1b**: By the end of the program's first year, at least 90% of program participants will complete surveys providing feedback about the 21 CCLC program. **Indicator 3.1c**: By October 1, 2024, the program will engage experienced 21 CCLC evaluator Laurus Grant-Writing and Evaluation Services, LLC to provide regular review of program indicators, including attendance, report cards and surveys, as evidenced by evaluator reports. The Evaluator will meet regularly with program stakeholders. **Indicator 3.1d:** The Project Director will review PARS 21 Attendance data on at least a bi-weekly basis, as evidenced by reports to the Program Supervisor. **Indicator 3.1e**: Data on program performance will be shared with the Advisory Committee and program staff at least quarterly, as evidenced by meeting minutes. **Indicator 3.1f:** The evaluation will be guided by the principles of action research, as evidenced by the evaluation plan. **Indicator 3.1g**: The program will utilize the NJ Quality Standards for Afterschool Tool to evaluate the program plan for continuous improvement.
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.

Indicator 3.2a: At least 90% of regularly participating students' report card grades in reading, mathematics and other subjects will be collected and analyzed during each marking period. **Indicator 3.2b**: By the end of the program's first year, teachers of at least 90% of program participants will complete surveys addressing student academic performance, behavior and social development, as evidenced by completed surveys. **Indicator 3.2c**: Evaluator and program staff will consult school incident reports and records of disciplinary action on at least a quarterly basis.
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.
Indicator 3.3a: By the end of the first year of the program, the following will have completed at least one survey: Craig school principal; 90% of program staff; 50% of school day teachers; 90% of program partners; 50% of parents; and 90% of students; as evidenced by completed surveys. **Indicator 3.3b**: Program staff will conduct formal classroom observations of all program activities on at least a quarterly basis, as measured by staff notes. **Indicator 3.3c**: Program staff will acquire consistent reports from school-day teachers on student homework completion, academic performance, and classroom behavior, as measured by staff notes. **Indicator 3.3d**: Program staff will utilize the NJ Quality Standards for Afterschool Assessment Tool at least twice each program year, using the results to adapt the program, as necessary. Measured by completed Assessment Tool worksheets.
Obj. 3.4 The grantee will measure the impact of the program on family members of participating students.
Indicator 3.4a: Each year the program will distribute surveys to 100% of parents; at least 50% will complete surveys, as measured by completed surveys. **Indicator 3.4b**: The program will utilize the Advisory Committee to elicit additional parent feedback to guide program direction, as measured by Advisory Committee meeting notes.