

2025-26
Interim Evaluation Report (IER) Template
for NYS 21CCLC Local Evaluators

The New York State Education Department (NYSED) is committed to maintaining and supporting high-quality local evaluation that helps drive continuous improvement and raise the effectiveness of 21CCLC programming statewide. Use this template to share program information and the accompanying tables to report on your program's performance indicators. Add rows and use additional space as needed.

Due Date: February 2026

1. Project Information

Program Name	21 st Century	Project Number	0187-26- 8011
Lead Agency	Groton Central School District		
Program Director Name	Monica Dykeman	email	mdykeman@groton.cnyric.org phone (607) 898-5802 x2194
Evaluator Name & Company	Jami Saladin, Brockport Research Institute	email	jamisaladin@brockportresearchinstitute.com phone (585) 431-3416
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Site #	Name of Participating Site(s) and Location (town/city)	Grade Level(s) Served at Each Site	Program Start Date for Students	Target Student Enrollment	Actual Student Enrolled with 15+ Hours
1	Groton Elementary School @ Groton, NY	K-5	7/1/2025	150	155
2	Groton Junior/Senior High School @ Groton	6-12	7/1/2025	150	TBD
3					
4					
5					
6					
7					
8					
TOTAL Target and Actual Enrollment ?				300	TBD

Describe any important changes that your project experienced during the 2025-26 program year (e.g., location, major staffing changes, etc.).

It has been difficult to obtain accurate attendance data from the Afterschool21 website despite many attempts with the Help Desk. Many PIs cannot be measured at this time.

2. Site Visits

2a. First Site Visit - Readiness Review & Walkthrough

The Local Evaluator and Program Leaders schedule the first site visit to review startup activities and procedures. During this collaborative visit, evaluators may observe early program implementation efforts if possible. Evaluators use a protocol to verify alignment across the program's grant proposal, the logic model, and the program implementation. This visit should serve to identify any obstacles to implementation.

Site # (from page 2)	Visit Date(s)*	Activities Observed (List Activity Titles that Match with AS21 Activity Titles if Possible)	Total N Students Observed
1	10/14/2025	On-site walk-through to observe program enrichment activities such as DIY Science, tutoring, ASL club, kindness club and disc golf club from 3:15 pm – 4:30 pm, including dismissal from the 21st CCLC program by two evaluators.	35
2	10/14/2025	On-site walk-through to observe program enrichment activities such as manga/anime club from 2:57 pm – 3:05 pm by two evaluators.	7
3			
4			
5			
6			
7			
8			

Findings & Recommendations Shared with (select all that apply)

- ☒ Project Director
 ☒ Advisory Committee
 ☐ Site Coordinators
 ☐ Other – Describe below

How were site visit findings shared? (select all that apply)

- ☒ Meeting (in person or virtual)
 ☒ Email
 ☐ Newsletter
 ☐ Other – Describe below

Brief Summary of Findings and Recommendations

Briefly summarize the findings and recommendations for each site for your first site visit(s)

**If the first site visit was not conducted, please explain the reason(s) it was not conducted.*

Summary:

The first site visits at the two schools all occurred on a single day, with two evaluators visiting Groton Jr/Sr High School and then travelling to Groton Elementary School. Because the Program Director was located at Groton Jr/Sr High School, there was time to meet in the STEAM lab and discuss the progress of the fall programming as well as the schedule for the day. The Program Director escorted the evaluators at the Jr/ Sr. High School and then accompanied the evaluators to Groton Elementary School.

Formative Findings Reports were then provided to the Program Director with the following observation summaries:

Groton Junior/Senior High School:

- A manga/ anime club was observed; students were learning about Asian culture by trying new food and discussing literature (i.e., manga, anime).
- The schedule is well-organized, considerate of teacher workload, and aims for quality over quantity (i.e., teachers focusing on their specific club once a week).
- Students and teachers had positive interactions.
- Teachers feel encouraged to try new clubs and this encourages students as well.
- The Program Director has rapport with each person that she interacts with in the building.
- Students were highly and actively engaged in the program activity.
- Teachers choose club topics based on their own passions and interests.
- There were no pressing recommendations for daily programming.

Groton Elementary School:

- Academic evidence was present in each club observed. Clubs observed were DIY Science, Tutoring, ASL, Kindness club and Disc Golf.
- Teachers provided hands-on and engaging activities, and students seemed excited and focused on the tasks.
- Teachers are engaged and gain skills by involving themselves in programming (lesson planning, leadership)
- Teachers choose club topics based on their own passions and interests.
- Teachers expressed clear goals for their clubs (i.e., promoting the concept of community, increasing math skills, connecting students across barriers), and students were eager to accomplish them.
- Teachers created a structured learning environment with routines that all students seemed familiar with.
- Students were able to receive feedback from teachers about areas of improvement (i.e., rethinking a math problem, correcting a disc throwing form) with a positive attitude.
- Program Director has rapport with each person that she interacts with in the building.
- There were no pressing recommendations for daily programming.

BRI used a Formative Findings Report (the template is included as a Required Supporting Document) to deliver a summary of the observations to the Program Director via email on 10/21/2025.

Highlights and recommendations from the Formative Findings Report were then shared at the 1/21/2026 Advisory Board meeting. The meeting was well attended and there were not any questions.

There were no recommendations to address after the initial observation took place. The program's daily activities run smoothly and didn't need any improvements at the time of the observation.

3. Advisory Committee

21CCLC programs are required to hold quarterly Advisory Committee meetings that allow stakeholders to have meaningful involvement in program planning and decision-making. Issues addressed at Advisory Committee meetings should include effectiveness of program features, student development, and other aspects of program evaluation.

Which best describes this program's Advisory Committee(s)?

☒ One Advisory Committee for all sites combined
 ☐ One Advisory Committee per site

☐ A different configuration – explain:

Advisory Committee Configuration & Meeting Dates

On the table below, enter

- the number of people who represented each role and attended at least 2 program Advisory Committee(s) and
- the Advisory Committee meeting dates.

If your program convenes one Advisory Committee for all sites combined, complete row 1 only.

Site # (from page 2)	Representation on the Advisory Committee - enter number								Meeting Dates			
	Program Director or Manager	Other Lead Agency Representative	School Administrators or Staff	Partners	Families	Evaluator	Students	Other Role -Describe and Enter Number <i>Example: Town Supervisor 1</i>	1*	2*	3*	4
1	X		X	X	X	X	X		10/2/2025	1/21/26		
2												
3												
4												
5												
6												
7												
8												

Provide a brief description of your program's Advisory Committee(s) and how it has meaningful involvement in program design planning and assessment. What recommendations and resources did they provide?

The first Advisory Board meeting in the 2025-2026 school year was comprised of the Program Director (PD), TC3 representative, local evaluator, a program teacher and parent. In the meeting, the Program Director reflected on the highlights of the summer program which kicked off Year 4 of the 21st CCLC program. The PD reported to the board that 151 students already reached the 15-hour goal of the 2025-2026 school year through the six-week summer program. Updates were provided by the local evaluator which included findings and recommendations from the Year 3 AER. Updates were also provided on the budget and the plan

for sustainability, including securing the NYS Boost grant. TC3 and the Program Director planned to collaborate throughout the fall on ways to encourage student attendance at TC3. Current TC3 student attendance encouragement activities include: connecting with the EOP department and planning for current TC3 students to speak to current high school seniors to boost excitement toward the community college experience. These discussions build on a recommendation from the local evaluator about continuing to engage high school students.

The second Advisory Board meeting in the 2025-2026 school year was comprised of the Program Director, Superintendent, TC3 representative, local evaluator, a teacher, parent, and student. The Program Director shared with the board that planning for the summer program has begun and that she will be developing programming ideas through conversations with individual staff members. She discussed that planning for the summer program has begun and that she plans to meet with each staff member individually to discuss programming ideas. To ensure the ongoing sustainability of the program, the Superintendent recommended soliciting student feedback regarding the high-interest clubs they would be inclined to maintain in the absence of future funding. The local evaluator shared updates regarding findings and recommendations from the initial site visit from the fall.

4. Conclusions & Recommendations

Provide site-specific information where appropriate.

On the table below, briefly summarize the surveys and focus groups that were conducted as part of this year’s evaluation. Insert additional rows as needed.

Survey or Focus Group?	Description of Participants (e.g., students, family members, etc.)	N Invited	N Responded or Included	Briefly Describe Any Important Findings
TBD	TBD	TBD	TBD	TBD

If you engaged in data collection or evaluation activities that were not included in your program’s plan but were especially helpful or meaningful, please describe them here.

Describe this project’s successes, including those successes tied to Performance Indicators.

Successes

The 21st CCLC program has been implemented in very close alignment with all aspects of the proposal. Groton’s program had a successful Year 1-3 of its programming and an engaging summer program kicking off Year 4.

This program has a positive and clear impact on students, families, and the Groton community. The program has done well with selecting staff who are engaged and passionate. They bring excitement to the program and participating students, which fosters positive relationships between the students, school, and community. The Program Director creates a programming plan that focuses on quality over quantity. Each club is intentionally scheduled to run once a week so teachers have a manageable workload. TC3 and TST BOCES, the program partners are engaged and active throughout the program by offering both adult and

student courses. Being responsive to students' 'choice and voice' and offering hands-on and interest-based activities is a strength of Groton that promotes high student engagement.

Upon completion of the first semester of the 2025-2026 school year, there have already been 90 students who have both enrolled in dual enrollment courses and also completed the courses ; the Performance Indicator goal to have 30 students accomplish these has already been exceeded. The program has implemented monthly Family Nights as a means to connect regularly with the surrounding community. Four family nights have already been held in Year 4, including a Spook-tacular night, Sciencenter Night, No so Silent Night, and One Book One School. The program further establishes itself within the surrounding community by offering programming that is open to community members to be involved in, either by volunteering to run programming or to participate in the programs. Activities such as the community band and Groton Project (running club) are successful components of the 21st CCLC program which brings participants of all ages of the community together. This interconnectedness has created success in both the Groton school year program as well as the Groton summer program.

Describe this program's struggles and/or challenges.

Although there is great variety of the adult courses available through the partnership with both TC3 and TST BOCES, it has been difficult to collect feedback regarding this component due to the privacy rules of these institutions. The Performance Indicators related to adult education were removed because they have been so difficult to measure. The four program modifications related to the 1.4-1 objective and the one program modification related to the 1.4-2 objective were approved by NYSED on November 3, 2025. The program modifications are listed below:

- 1.4-1: "10% of STEALTH students will have a family member register for an Adult Education Certification Course each year."
- 1.4-1: "50% of each year's registered adults will successfully complete an Adult Education Certification Course."
- 1.4-1: "10% of STEALTH students will have a family member register for a health science class at TC3 each year."
- 1.4-1: "50% of each year's registered adults will successfully complete a class at TC3."
- 1.4-2: "10% of STEALTH students will have a family member attend a TC3 class each year."

Historically, it has also been a challenge to collect enough feedback from students through SSOS surveys. Last summer, only 97 surveys out of a possible 291 surveys for grades K-5 were completed. Only 66 surveys out of a possible 193 surveys for grades 6-12 were completed. For either grade band, this was not considered representative of population. The performance indicators regarding the impact of the program on social -emotional wellness and healthy behavior could not be accurately measured. This year, there will be more of a focus on making the student surveys a priority during the start of programming so every student's voice can be heard.

What are your recommendations for this program?

- Efforts could be made by the PD to have organic conversations with teachers to learn about current areas of struggle for high school students that could be addressed through after-school programming.
- To obtain more student survey responses, ensure teachers have enough time to allow students to complete surveys and consider distributing the surveys electronically. Electronic surveys ensure that students are completing all questions on the survey. This will allow more feedback and data regarding the performance indicators.

- Effective communication and opportunities for feedback for both families and students is critical to ensuring easy access to program activities and program improvements. Ensure that these practices continue to be prevalent to ensure community, family, and student buy in with the program.

5. Logic Model and/or Theory of Change Model

Insert or attach separately your most up-to-date logic model and/or theory of change model.

☐ Select if the logic model/theory of change model has been updated from the program's accepted application.

☐ Year of most recent version if updated

☐ Select if the logic model/theory of change model is being uploaded separately.

Groton CSD's 21st Century Community Learning Center Program Logic Model **DRAFT 11.5.2025**

Resources	Activities	Outputs	Outcomes	Impact
<i>Necessary to complete activities</i>	<i>Program actions</i>	<i>Evidence of service delivery</i>	<i>Short-term changes (Performance Indicators)</i>	<i>Long-term changes.</i>
<u>GCSO</u>: Teachers, support staff, counselors, school buildings, transportation services, food services, books, supplies, and other district resources <u>Community Partner</u>: Tompkins Cortland Community College (TC3) <u>Community Organizations</u>: Groton Fire Department TST BOCES <u>Students</u>: 300 students from grades K-12 from Groton Elementary School (Pre-K-5) and Groton Junior/Senior High (6-12) <u>Family members, parents and caregivers</u> <u>Advisory Board</u>): Groton Superintendent, Program Director, building principals, Groton Business Manager, TC3 representative, program teachers, parents	Variety of STEALTH staff PD opportunities Academic support and enrichment programming during the school year (K-12) and summer time (3-12). Workshops for families. Student programming will include: -Case study approach -Project-based learning (nutrition and meal planning, agriculture, fitness, and mental health and core academic skills) -Service learning -Literacy emphasis -Physical Activity including hiking and sports activities -Field trips and access to TC3 Wellness Center.	Summer programming for students 3-12 for six weeks, 120 hours. After school programming for K-12 students. Four weekend days of family programming for K-12 students. Dual Enrollment courses at TC3 conducted during after school and weekends for students; grades 11-12	<u>STEALTH Program Staff</u> 85% of STEALTH staff will complete PD sequence annually. 90% of PD participants will report gains in understanding and confidence in integrating standards. 85% of STEALTH staff will have updated SEL training by the end of the academic year. 90% of PD participants will report gains in understanding and confidence implementing SEL 90% of STEALTH staff will complete the Trauma Sensitive School Checklist. <u>Students</u> 95% of STEALTH students in Grades K-12 attend 15 program hrs Grades 3-12 (Summer) Students will participate in at least one enrichment club/summer. - Students will participate in at least one enrichment club/yr. 30 students/yr. will enroll in dual enrollment courses of EMT and Wilderness First Aid. 85% of students will report being satisfied with completed family activity Grades 1- 9: 90% of students demonstrate a 5% average increase in STAR assessment proficiencies in MATH and READING from fall to spring. Grades 7-8 and 10-12: Students with a prior year unweighted GPAs less than 3.0, 15% will demonstrate an improved GPA. Grades 10-12: 90% of students demonstrate a 5% increase in classroom grades in ELA from fall to spring.	Students experience improved social and emotional health, academic achievement, increased engagement in school, and become agents of their own learning. Students experience higher graduation rates and begin their college future Families experience opportunity to achieve academically, plan for their future and be involved in their student's education Partnerships are established and maintained to increase levels of community collaboration in

and students, and the local program evaluator <u>21st CCLC Grant Funding</u>	Adult Education courses (TST BOCES) for parents Dual Enrollment Courses (TC3) for Grades 11-12	Quarterly Advisory Board meetings.	90% of STEALTH students who participate in at least 30 program hours will graduate in 4 yrs. 50% of STEALTH participants will graduate with college credits. Grades 1-5, 6-8, and 9-12: Of the regularly participating students, 12% or fewer will demonstrate chronic absenteeism. Grades 1-12: 50% of students will demonstrate a decrease in in-school suspensions (ISS) and/or behavioral referrals as compared to the previous school yr. 75% of students will demonstrate an improvement in teacher-reported engagement in learning. Grades K-12: 50% of students participating in 15 hrs of programming will report positive impacts in their social-emotional development and positive changes in attitudes and behaviors related to eating habits and physical activity. <u>Family Members</u> 85% of participating adults report being satisfied with completed courses, classes, and/or activity. 50% of families of students will attend at least one activity/yr. <u>Advisory Board</u> - Advisory Board meetings will be held four times/yr. - Advisory Board members will attend at least three of the four meetings	planning, implementing, and sustaining GCSD programs.
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6. Evaluation Plan & End-of-Year Results Tables

Example

Objective 1	21st CCLCs will offer a range of high-quality educational, developmental, and recreational services for students and their families.
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Sub-Objective 1.1

Core educational services.

100% of Centers will offer high quality services in core academic areas, e.g., reading and literacy, mathematics, and science.

Local Program Objective
aligned to the Statewide Objective 1.1:

All sites provide ELAL and STEM activities at schedules allowing students to participate in at least 15 hours of programming.

Performance Indicators (PIs) of success <i>from your program's approved application or approved program modifications</i>	Measures Data collection instruments & methods	Sample Studied if applicable <i>example:</i> 135 out of 202 students (67%) had 15+ participation hours. ELA: 61% completed the fall test; 61% completed the spring test. Math: 99% completed the fall test; 98% completed the spring test.	Results Expressed in same metric as PI Briefly explain if Partial, Data Pending, or Unable to Measure.
ELA enrichment programming offered 3 hours/day, 3 days/week for 30 weeks, annually.	- Program schedules - Observation with protocol	N/A	Partially Site A offered ELA activities for 3 hours/day, 3 days/week for 30 weeks. Site B had staffing limitations and offered ELA for 2 hours/day, 2 days/week for 25 week.
100% of participating ENL/MLL students receive integrated ENL supports.	Site visit observations, review of evidence of Sheltered Instruction observation Protocol (SIOP) in lesson plans	All 30 ENL/MLL students in 2 afterschool classrooms were observed; weekly lesson plans were reviewed.	Yes 100% of participating ENL/MLL students received integrated SIOP ENL supports.
50 students will participate in a STEM class for at least 30 hours each year.	EZ Reports session attendance records	All participants	No 35 students participated in 30 or more hours of STEM classes.

Objective 1

Sub-Objective 1.1

21st CCLCs will offer a range of high-quality educational, developmental, and recreational services for students and their families.

Core educational services.

100% of Centers will offer high quality services in core academic areas, e.g., reading and literacy, mathematics, and science.

Local Program Objective aligned to the Statewide Objective 1.1:		<i>Program Objective 1.1-1: Program staff will receive Professional Development (PD) to ensure STEALTH programming aligns with school-day curriculum and NYS standards. Program Objective 1.1-2: The STEALTH Program will provide academic support and tutoring opportunities for students in ELA and math.</i>		
Performance Indicators (PIs)	Measures	Sample Studied if applicable	Was PI Met?	Results
1.1-1: 85% of STEALTH staff will complete PD sequence annually.	Annual PD attendance and curriculum records.	TBD	Data Pending	Results will be included in the Year 4 AER.
1.1-1: 90% of participants will report gains in understanding and confidence in integrating standards after each PD session	A satisfaction survey administered after each PD session.	TBD	Data Pending	Results will be included in the Year 4 AER.
1.1-2: At least 95% of the participating students in Grades K-5 (150 targeted), 6-8 (65 targeted), and 9-12 (85 targeted) will attend for at least 15 program hrs/yr.	Grades K-5, 6-8, 9-12 Attendance records recorded in TransAct for each grade band annually.	N/A	Unable to Measure	Full results will be included in the Year 4 AER. 155 K-5 students have already reached 15 hours for this school year as of 1/7/2026.

Objective 1	21st CCLCs will offer a range of high-quality educational, developmental, and recreational services for students and their families.			
Sub-Objective 1.2	Enrichment and support activities. 100% of Centers will offer enrichment and youth development activities such as nutrition and health, art, music, technology and recreation.			
Local Program Objective aligned to the Statewide Objective 1.2:	<i>Program Objective 1.2-1: STEALTH program will provide opportunities for enrichment in health, science, nutrition, cultural exposure, and youth development via sponsored clubs and sports.</i> <i>Program Objective 1.2-2: Support student's mental health and encourage social emotional learning.</i> <i>Program Objective 1.2-3: The STEALTH Program will offer opportunities to high school students to gain professional certifications and higher education credits in Health Science.</i>			
Performance Indicators (PIs) of success from your program's approved application or approved program modifications	Measures Data collection instruments & methods	Sample Studied if applicable example: All (100%) 300 participating students with 15+ attendance hours	Was PI Met?	Results Expressed in same metric as PI Briefly explain if Partial, Data Pending, or Unable to Measure.
1.2-1: Grades 3-5, 6-8, 9-12 (Summer): Students will participate in at least one enrichment club/summer.	Attendance records in TransAct.	N/A	Unable to Measure	Results will be included in the Year 4 AER. There is currently no report in Afterschool21 that provides accurate information to measure the PI.
1.2-1: Grades K-12 (School Year): -150 students - Grades K-5 -65 students - Grades 6-8 -85 students - Grades 9-12 will participate in at least one enrichment club/school yr.	Attendance records in TransAct	N/A	Unable to Measure	Results will be included in the Year 4 AER. There is currently no report in Afterschool21 that provides accurate information to measure the PI.
1.2-1: Four enrichment activities will be provided per yr.	Program calendar	N/A	Yes	Four (4) enrichment activities have already been held in the first semester of this school year and more are being planned. Four elementary enrichment activities from the fall include Chess Club, Clay Jewelry Club, Disc Golf and Craft Club. Four junior/ senior high enrichment activities from the fall include Cooking Class, Darts, Craft Class, and Groton Community Band
1.2-2: 85% of STEALTH staff will have updated SEL training by the end of the academic year.	Professional development attendance provided by Program Director	TBD	Data Pending	Results will be included in the Year 4 AER.
1.2-2: 90% of PD participants will report gains in understanding and confidence implementing SEL after each PD session.	An exit survey administered after each PD session.	TBD	Data Pending	Results will be included in the Year 4 AER.
1.2-2: 90% of STEALTH Program staff will complete the Checklist annually.	List of 21st CCLC Program staff that has completed the Checklist	TBD	Data Pending	Results will be included in the Year 4 AER.
1.2-2: A committee including building principals and district administration will identify areas for improvement each spring.	Summary report each spring.	N/A	Data Pending	Results will be included in the Year 4 AER.
1.2-3: 30 students/yr. will enroll in dual enrollment courses.	Attendance records provided by Program Director.	N/A	Yes	As of February 2026, 90 students were enrolled in a dual enrollment course. Groton has already exceeded this PI for Year 4.
1.2-3: 25 students/yr. will successfully complete dual enrollment courses.	Annual course completion records.	N/A	Yes	As of February 2026, 90 students completed a dual enrollment course. Groton has already exceeded this PI for Year 4.

Objective 1

Sub-Objective 1.3

21st CCLCs will offer a range of high-quality educational, developmental, and recreational services for students and their families.

Community Involvement.

100% of Centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs. *Compliance with Indicators in SMV Section G.

Local Program Objective aligned to the Statewide Objective 1.3:		<i>Program Objective 1.3-1: An Advisory Board composed of stakeholders will be created to ensure all program decisions and actions are effective and equitable to all students.</i>		
Performance Indicators (PIs)	Measures	Sample Studied if applicable	Was PI Met?	Results
1.3-1: Advisory Board meetings will be held four times/yr.	Advisory Board meeting agendas from the Program Director	N/A	Data Pending	Two Advisory Board meetings have been held so far in Year 4. Their dates were: 10/1/2025 and 1/21/2026.
1.3-1: A representative from each school and TC3 will attend at least three of the four Advisory meetings per year.	Advisory Board meetings attendance records	N/A	Data Pending	As of January 2026, TC3 and GCSD representatives have attended 2/2 Advisory meetings. Groton is on target to meet this PI in Year 4.

Objective 1

Sub-Objective 1.4

21st CCLCs will offer a range of high-quality educational, developmental, and recreational services for students and their families.

Services to parents and other adult community members.

100% of Centers will offer services to parents of participating children. *May serve as an evidence source for documenting "Adult Learning Opportunities" for SMV Indicator G-5.

Local Program Objective aligned to the Statewide Objective 1.4:	<i>Program Objective 1.4-1: Provide participating student family members educational opportunities that facilitate employment in the Health Science field. Program Objective 1.4-2: The program will provide educational development opportunities for family members of participating students. Program Objective 1.4-3: Healthy activities and healthy choice learning opportunities will be provided to STEALTH students and their families.</i>			
Performance Indicators (PIs) of success <i>from your program's approved application or approved program modifications</i>	Measures Data collection instruments & methods	Sample Studied if applicable <i>example:</i> Parent survey response rate: 47% (54/115)	Was PI Met?	Results Expressed in same metric as PI Briefly explain if Partial, Data Pending, or Unable to Measure.
1.4-1: 85% of adults that complete a TST BOCES course each year will report satisfaction.	Satisfaction surveys at the conclusion of each course.	N/A	Data Pending	Results will be included in the Year 4 AER.
1.4-2: 85% of adults that complete a class each year will report satisfaction with it.	Satisfaction surveys at the conclusion of each course	N/A	Data Pending	Results will be included in the Year 4 AER.
1.4-3: Family activities will be offered at least four times/academic yr.	Family activity calendar and promotional materials	N/A	Yes	Four family activities have already been held in the first semester of this school year and more are being planned. Groton has already met this PI for Year 4.
1.4-3: 50% of families of students will attend at least one activity/yr.	Attendance reported by Program Directo.	N/A	Data Pending	Results will be included in the Year 4 AER.
1.4-3: 85% of participating adults will report satisfaction with each activity.	Satisfaction surveys at the conclusion of each course.	TBD	Data Pending	Results will be included in the Year 4 AER.
1.4-3: 85% of participating students will report satisfaction with each activity.	Satisfaction surveys at the conclusion of each course	TBD	Data Pending	Results will be included in the Year 4 AER.

Objective 1

Sub-Objective 1.5

21st CCLCs will offer a range of high-quality educational, developmental, and recreational services for students and their families.

Extended Hours

More than 75% of Centers will offer services at least 15 hours a week on average and provide services when school is not in session, such as during the summer and on holidays.

Local Program Objective aligned to the Statewide Objective 1.5:		<i>Program Objective 1.5-1: The STEALTH program will provide students in Grades K-12 with after-school, weekend, and summer programming.</i>		
Performance Indicators (PIs) of success <i>from your program's approved application or approved program modifications</i>	Measures Data collection instruments & methods	Sample Studied if applicable <i>example:</i> 527 Students with 1+ hours. 407 Student with 15+ hours.	Was PI Met?	Results Expressed in same metric as PI Briefly explain if Partial, Data Pending, or Unable to Measure.
1.5-1: Students will attend at least 15 program hrs each year (150 K-5 students, 65 6-8 students and 85 9-12 students)	Summer and school year schedules and attendance records recorded in TransAct.	TBD	Data Pending	Full results will be included in the Year 4 AER. 155 K-5 students have already reached 15 hours for this school year as of 1/7/2026.

Objective 1

Sub-Objective 2.1

21st CCLCs will offer a range of high-quality educational, developmental, and recreational services for students and their families.

Achievement.

Students regularly participating in the program will show continuous improvement in achievement through measures such as test scores, grades, and/or teacher reports.

Local Program Objective aligned to the Statewide Objective 2.1:		Program Objective 2.1-1: Increase students' ELA and math skills by their integration into healthy choice learning opportunities. Program Objective 2.1-2: Graduation rates will rise for the program's high school participants.			
Performance Indicators (PIs) of success <i>from your program's approved application or approved program modifications</i>	Measures Data collection instruments & methods	Sample Studied if applicable <i>example:</i> 135 out of 202 students (67%) had 15+ participation hours. ELA: 61% completed the fall test; 61% completed the spring test. Math: 99% completed the fall test; 98% completed the spring test.	Was PI Met?	Results Expressed in same metric as PI Briefly explain if Partial, Data Pending, or Unable to Measure.	
	2.1-1: Grades 1-9: 90% of regularly participating students will demonstrate a 5% average increase in STAR assessment proficiencies in MATH from fall to spring.	Grades 1-9: STAR proficiency scores in MATH	TBD	Data Pending	Results will be included in the Year 4 AER.
	2.1-1: Grades 1-9: 90% of regularly participating students will demonstrate a 5% average increase in STAR assessment proficiencies in READING from fall to spring.	Grades 1-9: STAR proficiency scores in READING	TBD	Data Pending	Results will be included in the Year 4 AER.
	2.1-1: Grades 10-12: 90% of regularly participating students will demonstrate a 5% increase in classroom grades in ELA from fall to spring.	Grades 10-12: ELA classroom grades	TBD	Data Pending	Results will be included in the Year 4 AER.
	2.1-1: Grades 10-12: Of the regularly participating students with a prior year unweighted GPA less than 3.0, 15% will demonstrate an improved GPA from year to year.	Grades 10-12: GPA scores	TBD	Data Pending	Results will be included in the Year 4 AER.
	2.1-1: Grades 7-8: Of the regularly participating students with a prior year unweighted GPA less than 3.0, 15% will demonstrate an improved GPA from year to year.	Grades 7-8: GPA scores	TBD	Data Pending	Results will be included in the Year 4 AER.
	2.1-2: Grades 9-12: 90% of high school students who participate in at least 30 program hours will graduate in 4 yrs.	Student participation hours and graduation data.	N/A	Data Pending	Results will be included in the Year 4 AER.
	2.1-2: Grades 9-12: 50% of regularly participating high school students will earn college credits by the time they graduate.	Student participation hours and graduation data.	N/A	Data Pending	Results will be included in the Year 4 AER.

Objective 1

Sub-Objective 2.1

21st CCLCs will offer a range of high-quality educational, developmental, and recreational services for students and their families.

Behavior.

Regular attendees in the program will show continuous improvement on measures such as school attendance, classroom performance, and disciplinary actions or other adverse behaviors.

Local Program Objective aligned to the Statewide Objective 2.1:	<i>Program Objective 2.2-1: Participating students in Grades 1-12 will demonstrate improved attendance as compared to the previous year.</i> <i>Program Objective 2.2-2: Participating students in Grades 1-12 will demonstrate a decrease in in-school suspensions (i.e., better behavior) as compared to the previous year.</i> <i>Program Objective 2.2-3: Participating students in Grades 1-5 will demonstrate an improvement in teacher-reported engagement in learning.</i> <i>Program Objective 2.2-4: Participating students will demonstrate increased levels of social-emotional learning and regulation.</i> <i>Program Objective 2.2-5: Physical health measures and habits will improve among participants.</i>			
Performance Indicators (PIs) of success <i>from your program's approved application or approved program modifications</i>	Measures Data collection instruments & methods	Sample Studied if applicable <i>example:</i> # targeted by PI: 452 # data: 237 (52%)	Was PI Met?	Results Expressed in same metric as PI Briefly explain if Partial, Data Pending, or Unable to Measure.
2.2-1: Grades K-5, 6-12: Of regularly participating students, chronic absenteeism (i.e., more than 19 days absent) will be 12% or lower.	Grades K-5, 6-12: Student absences	TBD	Data Pending	Results will be included in the Year 4 AER.
2.2-2: Grades K-5, 6-12: 50% of regularly participating students will demonstrate a decrease in in-school suspensions (ISS) in the next year as compared to the previous school yr.	Grades K-5, 6-12: Student ISS data.	TBD	Data Pending	Results will be included in the Year 4 AER.
2.2-2: Grades K-5, 6-12: 50% of regularly participating students with behavior referrals from the previous year will demonstrate a decrease in referrals in the next year	Student referral data.	TBD	Data Pending	Results will be included in the Year 4 AER.
2.2-3: 75% of regularly participating students in Grades 1-5 will demonstrate an improvement in teacher-reported engagement in learning at the end of the school year.	Classroom teacher survey	N/A	Data Pending	Results will be included in the Year 4 AER.
2.2-4: Grades K-5, 6-12: 50% of regularly participating students will report the program positively impacts their social-emotional development (self-esteem, self-confidence, and motivation) by the spring.	Grades K-12: Short-term Student Outcome Survey (SSOS)	TBD	Data Pending	The SSOS survey has not been administered yet for Year 4. Results will be included in the Year 4 AER.
2.2-5: Grades K-5, 6-12: 50% of regularly participating students will self-report positive changes in attitudes and behaviors related to eating habits and physical activity in the spring.	Grades K-12: Short-term Student Outcome Survey (SSOS)	TBD	Data Pending	The SSOS survey has not been administered yet for Year 4. Results will be included in the Year 4 AER.