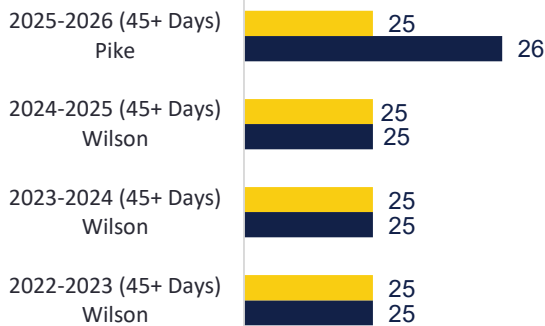




Program Attendance & Participant Characteristics (School-Year Programming)

Annual Program Attendance

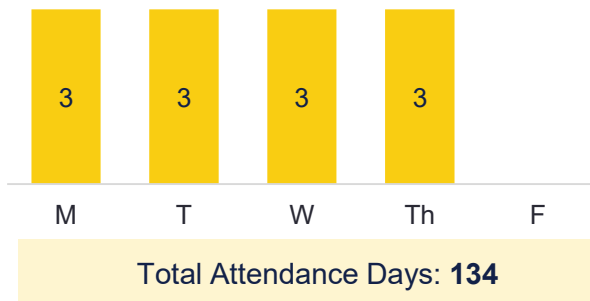
■ Proposed RAPs ■ RAPs Served



Program Hours Offered per Week

(2025-2026 School Year)

■ Before School ■ After School



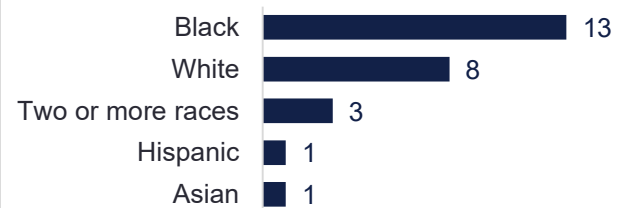
Participant Grade Level

2025-2026 RAPs

- Elementary School: **26**
- Intermediate/Middle School:
- High School:

Race

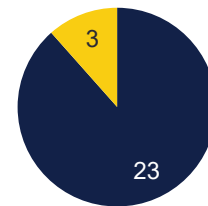
2025-2026 RAPs



Free and Reduced Lunch

2025-2026 RAPs

■ Eligible
■ Not Eligible
■ Unknown



Building Momentum for Next Year

Adapting to Transitions: The program at Pike Elementary adapted to a number of significant changes during the 2025-2026 school year, including new site-level leadership and serving a new feeder school that served a greater number of students from a larger geographic area.

- The program was led by a new site coordinator (formerly the assistant) and a site assistant with no prior 21st CCLC experience. Other Youth Link staff provided intensive support to this new team throughout the year, including a second site coordinator who served as a mentor, the Youth Link Floater who helped manage the student-staff ratio, and the program manager who provided guidance and support.
- Pike Elementary was formed through the consolidation of two elementary schools: Wilson Elementary (where 21st CCLC programming was previously housed) and Thomas Jefferson Elementary. This transition resulted in changes to the student population, school climate and culture, and expansion to school-day staffing. During summer 2025, site staff and program leadership visited the school building to review the layout and adjust planning to adapt to the new space. Staff secured a small classroom that was conducive to out-of-school time programming and used strategic staff placement and technology to develop a safe and efficient dismissal plan for youth.
- New program staff effectively leveraged collaborations to expand enrichment opportunities when compared to prior years. This included hosting some partners multiple times during the year. Staff associated these highly engaging enrichment activities with consistent attendance during the program year. In addition to meeting the program attendance goal, most students attended over 100 days. The program intends to continue to offer high-quality enrichment programming in 2026-2027, which an emphasis on retaining and expanding partnerships.



2025-2026 Performance Measures

Academic Outcomes

Outcome	Target	Performance Measure
69%	65%	of regular attendees will earn a “C” or better or increase their ELA grade from fall to spring.
85%	65%	of regular attendees will earn a “C” or better or increase their math grade from fall to spring.
72%	65%	of regular attendees will improve or need no improvement to “academic performance” in spring (DOE Teacher Survey).
83%	65%	of regular attendees will improve or need no improvement to “completing homework” in spring (DOE Teacher Survey).

Interpersonal/Behavioral Outcomes

Outcome	Target	Performance Measure
66%	65%	of students will report they make better decisions because of the program (Quality Rating Scale).
55%	50%	of students will report getting along better with others (Quality Rating Scale).

Family Engagement Outcomes

Outcome	Target	Performance Measure
100%	65%	of parents will report talking with their child about their school day “a few times a week” to “daily” (Quality Rating Scale).
100%	65%	of parents will report reviewing their child’s grades on assignments and tests at least “once a week” (Quality Rating Scale).

Provide a brief explanation of any missing or incomplete data in the space provided below.