West Aurora School District 129

21st Century Community Learning Centers Program

2017-2018 Grant Evaluation Report

Freeman Elementary School

Greenman Elementary School

Hill Elementary School

Herget Middle School

McCleery Elementary School

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I. Grant Information

West Aurora School District #129 was awarded a FY 15 21 Community Learning Centers Grant (21CCLC) in 2014.   This grant allows the urban school district in Kane County to establish a comprehensive, innovative, developmental and research based extended learning program for students and families of greatest need in the district. West Aurora School District 129 is composed of ten elementary schools, four middle schools and a high school in Aurora, IL with a total student population of 12,414.

The 21CCLC grant is in its fourth year of implementation and is composed of five different program sites within the West Aurora School District #129. The grant is managed by a Program Director and each of the five sites is managed by a Site Coordinator. The five grant sites evaluated in this report are Freeman Elementary School, Greenman Elementary School, Herget Middle School, Hill Elementary School, and McCleery Elementary School.

II. Overview and History of Program

The West Aurora School District #129 21CCLC is designed to create community learning centers providing students with additional academic support, exposure to a broad array of enrichment experiences, parent education and family programming. The overall goal is to develop a comprehensive extended learning program that will support student achievement, improve attendance when needed, develop positive character, decrease discipline referrals as needed, and increase family involvement.

The West Aurora School District #129 21CCLC targets the most at-risk population in grades K-8 and their families. District-wide students exceed or meet the state average in characteristics that label a student at-risk.

Characteristic	District	State
English Language Learner	21%	12%
Disability	13%	15%
Low Income	55%	49%
Homeless	2%	2%
Mobility	7%	7%

2018 PARCC scores indicate students in the district perform below state averages in all areas. The data below details the percentage of students who met or exceeded expectations on the PARCC assessment. State averages are collected from the Illinois State Report Card.

	District	State
Composite	25%	34%
ELA	24%	37%
Math	20%	32%

The urban community of Aurora is ethnically and economically diverse and therefore poses many challenges in meeting the needs of the at-risk students.

Most FY17 program recommendations centered around SEL, academic strategies and family engagement. These recommendations were addressed through focused professional development in FY18. No significant program changes were made in FY18.

II.A. Evaluation Methods

While an outside evaluator, Jodee Craven, has been hired to work with the 21CCLC team, the evaluation process is more inclusive by tapping information from all staff and collectively monitoring the progress of the program. Key questions that guide the evaluation progress are driven by the goals and objectives of the project making sure any planned activity directly relates to the stated objective. Monthly meetings, with 21CCLC staff and evaluator, provide the framework for progress monitoring with focus on continuous improvement. Student attendance and progress is reviewed quarterly and goals are reset according to the results. The following data is used for this this report:

Data	How Collected	When Collected
Student Survey	Surveys are given during programming once a year. They are administered by and collected by the teacher.	Early May
Parent Satisfaction Survey and Parent Opinion Survey	Sent home in the spring and returned throughout April and May. They are also available at spring parent-child activities.	Collected as they are returned through the school in April and May and at family events through the end of school year.
Teacher Survey	Site coordinators collect teacher survey for every regularly attending student.	May
Report card grades	Site coordinators collect report card grades.	Each semester
State Assessments	PARCC Test	Spring- as available
Attendance Data	Attendance is taken daily by after school teachers and attendance slips are collected every day. Student/parent sign in/out sheets at each site.	Daily
Discipline Reports	Principal documentation of behavior referrals. Data is collected by Project Director.	Each semester

III. PROGRAM IMPLEMENTATION

III.A. Students Served
Recruitment and Retention of Students

As this was the fourth year of operation for this grant, students that previously participated in the program were recruited for re-enrollment. Teachers also identified students that have struggled academically for priority enrollment and invited them to the program. The Program Director and Site Coordinators provide ongoing information to each school about the program in regard to recruitment of new students and available space. Report cards are reviewed at the quarter in order to identify students that may be eligible but not enrolled in the program.

The program handbook includes the following description of recruitment and retention practices: *Students will be recruited by school staff and administration based on the State and School Assessments and quarterly grades. Students are encouraged to be retained in the program yearly until improves academic performance is demonstrated.*

The primary student retention strategy is for staff members to increase investment in the program through relationships built with students and families. Staff members take an active interest in the experiences of each child. Staff members use positive reinforcement to encourage pro-social behavior and discipline is non-punitive. Staff members strive to build activities into the schedule based on student preferences, including time for indoor and outdoor play, while continuing to uphold the primary academic goals of the program. When students are absent for multiple days, staff members make call to home to inquire about the absences and encourage attendance.

The program handbook includes the following description of incentives and retention of students: *Weekly/monthly incentives and other motivating activities will be offered based on student and family attendance. Attendance will be recorded for all programming.* The following are offered as examples of retention strategies: *Youth have power and ability to make conscious decisions about their activities and behaviors; Support youth in understanding their roles and responsibilities in the MyTime program; Ensure that youth have input about program content, scheduling, and program operations through surveys, informal questioning and focus groups; Ensure that youth have opportunities to develop and engage in a variety of relationships with a variety of peers and adults; A safe place that does not tolerate, accept, or support violence and aggression; Protecting individuals from bullying due to sexual orientation, ability, gender or ethnicity; Conduct field trips and special events as incentives and rewards for program attendance; Create a culture of high attendance; Provide various attendance awards, recognitions, pins, badges, t-shirts, etc., that are consistent with the background and cultures of the individuals being served; Appoint or elect experienced youth to leadership roles in the program; Create a systematic program of contacting dropouts to determine their reasons for leaving.*

Student Enrollment by Program Site

Freeman Elementary (target enrollment: 80)

Students Served in School Year Only	Year I	Year II	Year III	Year IV
Total Unduplicated Enrollment/Regular Attendees	38/36	71/57	67/56	54/50
Total Unduplicated Enrollment School Year only	38	71	67	54
a) Number of students attending less than 30 days	2	14	11	4
b) Number of students attending 30-59 days	36	17	16	10
c) Number of students attending 60-89 days	0	18	23	19
d) Number of students attending 90+ days	0	22	17	21

Students Served in Summer Only	Year I	Year II	Year III	Year IV
Total Unduplicated Enrollment	0	46	27	18
a) Number of students attending less than 30 days	0	46	27	18
b) Number of students attending 30-59 days	0	0	0	0
c) Number of students attending 60-89 days	0	0	0	0
d) Number of students attending 90+ days	0	0	0	0

Students Served in Both Summer and School Year	Year I	Year II	Year III	Year IV
Total Unduplicated Enrollment/Regular Attendees	0	20/19	13/13	14/13
Total Unduplicated Enrollment	0	20	13	14
a) Number of students attending less than 30 days	0	1	0	1
b) Number of students attending 30-59 days	0	2	2	3
c) Number of students attending 60-89 days	0	5	2	3
d) Number of students attending 90+ days	0	12	9	7

Greenman Elementary (target enrollment: 80)

Students Served in School Year Only	Year I	Year II	Year III	Year IV
Total Unduplicated Enrollment/Regular Attendees	65/48	76/58	86/74	78/64
Total Unduplicated Enrollment School Year Only	65	76	86	78
a) Number of students attending less than 30 days	17	18	12	14
b) Number of students attending 30-59 days	48	11	16	18
c) Number of students attending 60-89 days	0	34	33	20
d) Number of students attending 90+ days	0	13	25	26

Students Served in Summer Only	Year I	Year II	Year III	Year IV
Total Unduplicated Enrollment	0	50	28	29
a) Number of students attending less than 30 days	0	50	28	29
b) Number of students attending 30-59 days	0	0	0	0
c) Number of students attending 60-89 days	0	0	0	0
d) Number of students attending 90+ days	0	0	0	0

Students Served in Both Summer and School Year	Year I	Year II	Year III	Year IV
Total Unduplicated Enrollment/Regular Attendees	0	14/13	12/12	12/8
Total Unduplicated Enrollment	0	14	12	12
a) Number of students attending less than 30 days	0	1	0	4
b) Number of students attending 30-59 days	0	2	0	1
c) Number of students attending 60-89 days	0	1	0	2
d) Number of students attending 90+ days	0	10	12	5

Herget Middle School (target enrollment: 80)

Students Served in School Year Only	Year I	Year II	Year III	Year IV
Total Unduplicated Enrollment/Regular Attendees	39/15	76/44	54/25	77/38
Total Unduplicated Enrollment	39	76	54	77
a) Number of students attending less than 30 days	24	32	29	39
b) Number of students attending 30-59 days	15	25	14	22
c) Number of students attending 60-89 days	0	15	5	14
d) Number of students attending 90+ days	0	4	6	2

Students Served in Summer Only	Year I	Year II	Year III	Year IV
Total Unduplicated Enrollment	0	0	0	28
a) Number of students attending less than 30 days	0	0	0	28
b) Number of students attending 30-59 days	0	0	0	0
c) Number of students attending 60-89 days	0	0	0	0
d) Number of students attending 90+ days	0	0	0	0

Students Served in Both Summer and School Year	Year I	Year II	Year III	Year IV
Total Unduplicated Enrollment/Regular Attendees	0	7/6	53/25	1/1
Total Unduplicated Enrollment	0	7	53	1
a) Number of students attending less than 30 days	0	1	28	0
b) Number of students attending 30-59 days	0	3	14	0
c) Number of students attending 60-89 days	0	2	5	0
d) Number of students attending 90+ days	0	1	6	1

Hill Elementary School (target enrollment: 80)

Students Served in School Year Only	Year I	Year II	Year III	Year IV
Total Unduplicated Enrollment/Regular Attendees	83/59	91/70	74/64	73/67
Total Unduplicated Enrollment	83	91	74	73
a) Number of students attending less than 30 days	24	21	10	6
b) Number of students attending 30-59 days	59	11	4	7
c) Number of students attending 60-89 days	0	25	24	16
d) Number of students attending 90+ days	0	34	36	44

Students Served in Summer Only	Year I	Year II	Year III	Year IV
Total Unduplicated Enrollment	0	88	19	14
a) Number of students attending less than 30 days	0	88	19	14
b) Number of students attending 30-59 days	0	0	0	0
c) Number of students attending 60-89 days	0	0	0	0
d) Number of students attending 90+ days	0	0	0	0

Students Served in Both Summer and School Year	Year I	Year II	Year III	Year IV
Total Unduplicated Enrollment/Regular Attendees	0	22/22	12/12	14/14
Total Unduplicated Enrollment	0	22	12	14
a) Number of students attending less than 30 days	0	0	0	0
b) Number of students attending 30-59 days	0	2	0	2
c) Number of students attending 60-89 days	0	1	1	0
d) Number of students attending 90+ days	0	19	11	12

McCleery Elementary School (target enrollment: 80)

Students Served in School Year Only	Year I	Year II	Year III	Year IV
Total Unduplicated Enrollment/Regular Attendees	76/50	89/85	89/86	71/66
Total Unduplicated Enrollment	76	89	89	71
a) Number of students attending less than 30 days	26	4	3	5
b) Number of students attending 30-59 days	50	16	18	5
c) Number of students attending 60-89 days	0	18	18	32
d) Number of students attending 90+ days	0	51	50	29

Students Served in Summer Only	Year I	Year II	Year III	Year IV
Total Unduplicated Enrollment	0	86	63	16
a) Number of students attending less than 30 days	0	86	63	16
b) Number of students attending 30-59 days	0	0	0	0
c) Number of students attending 60-89 days	0	0	0	0
d) Number of students attending 90+ days	0	0	0	0

Students Served in Both Summer and School Year	Year I	Year II	Year III	Year IV
Total Unduplicated Enrollment/Regular Attendees	0	38/38	34/33	13/13
Total Unduplicated Enrollment	0	38	34	13
a) Number of students attending less than 30 days	0	0	1	0
b) Number of students attending 30-59 days	0	4	2	0
c) Number of students attending 60-89 days	0	2	6	0
d) Number of students attending 90+ days	0	32	25	13

Student Demographic Characteristics

Freeman Elementary School- 30 Days or More	Year I	Year II	Year III	Year IV
Total Unduplicated Enrollment	36	57	56	63
Male	20	24	18	29
Female	16	33	38	3
Grade				
K	0	0	0	0
1	7	7	3	10
2	8	14	13	14
3	7	14	12	13
4	8	11	11	15
5	6	11	17	11
Racial/Ethnic Group				
American Indian/Alaska Native	0	0	0	0
Asian/Pacific Islander	0	1	1	1
Black or African American	6	8	5	11
Hispanic or Latino	16	40	38	32
White	8	6	11	17
Multiracial	6	2	1	2
Do Not Know	0	0	0	0
Limited English Proficient Students	3	2	7	17
Students with Disability/IEP (Not LEP)	4	3	11	11
Students Receiving Free or Reduced Lunch	32	44	31	41

Freeman Elementary School- Less Than 30 Days	Year I	Year II	Year III	Year IV
Total Unduplicated Enrollment:	2	14	11	23
Male	1	9	7	11
Female	1	5	4	12
Grade				
K	0	0	0	0
1	2	2	0	1
2	0	3	1	6
3	0	1	5	10
4	0	5	3	3
5	0	3	2	3
6	NA	NA	NA	N/A
7	NA	NA	NA	N/A
8	NA	NA	NA	N/A
Racial/Ethnic Group				
American Indian/Alaska Native	0	0	0	0
Asian/Pacific Islander	0	3	0	0
Black or African American	0	1	4	1
Hispanic or Latino	1	9	4	17
White	1	1	1	5
Multiracial	0	0	2	0
Do Not Know	0	0	0	0
Limited English Proficient Students	0	1	2	5
Students with Disability/IEP (Not LEP)	0	2	1	3
Students: Free or Reduced Lunch	0	4	7	12

Greenman Elementary School- 30 Days or More	Year I	Year II	Year III	Year IV
Total Unduplicated Enrollment:	48	58	74	72
Male	25	29	35	30
Female	23	29	39	42
Grade				
K	0	0	2	1
1	10	13	12	13
2	13	12	18	13
3	9	14	18	15
4	11	9	17	15
5	5	10	7	15
6	NA	NA	NA	NA
7	NA	NA	NA	NA
8	NA	NA	NA	Na
Racial/Ethnic Group				
American Indian/Alaska Native	0	0	0	0
Asian/Pacific Islander	1	5	6	0
Black or African American	8	9	12	13
Hispanic or Latino	29	39	51	47
White	10	3	4	10
Multiracial	0	2	1	2
Do Not Know	0	0	0	0
Limited English Proficient Students	10	22	39	28
Students with Disability/IEP (Not LEP)	3	2	7	12
Students: Free or Reduced Lunch	48	53	47	71

Greenman Elementary School- Less Than 30 Days	Year I	Year II	Year III	Year IV
Total Unduplicated Enrollment:	17	18	12	47
Male	12	8	11	30
Female	5	10	1	17
Grade				
K	0	0	0	0
1	2	3	1	5
2	2	2	2	9
3	4	4	3	10
4	3	5	3	14
5	6	4	3	9
6	NA	NA	NA	NA
7	NA	NA	NA	NA
8	NA	NA	NA	NA
Racial/Ethnic Group				
American Indian/Alaska Native	0	0	0	0
Asian/Pacific Islander	0	2	0	3
Black or African American	2	4	4	5
Hispanic or Latino	14	6	6	32
White	1	1	2	6
Multiracial	0	5	0	1
Do Not Know	0	0	0	0
Limited English Proficient Students	4	2	1	23
Students with Disability (Not LEP)	2	0	2	4
Students on Free or Reduced Lunch	14	16	8	35

Herget Middle School- 30 Days or More	Year I	Year II	Year III	Year IV
Total Unduplicated Enrollment:	15	44	25	39
Male	6	29	19	19
Female	9	15	6	20
Grade				
6	9	24	4	15
7	3	13	15	7
8	3	7	6	17
Racial/Ethnic Group				
American Indian/Alaska Native	0	0	0	0
Asian/Pacific Islander	0	2	0	0
Black or African American	8	5	1	5
Hispanic or Latino	7	30	20	32
White	0	7	4	2
Multiracial	0	0	0	0
Do Not Know	0		0	0
Limited English Proficient Students	1	5	8	6
Students with Disability/IEP (Not LEP)	6	12	10	13
Students on Free or Reduced Lunch	15	37	17	36

Herget Middle School- Less Than 30 Days	Year I	Year II	Year III	Year IV
Total Unduplicated Enrollment	24	32	29	67
Male	13	15	20	42
Female	11	17	9	25
Grade				
6	12	12	9	42
7	5	3	13	13
8	7	17	7	12
Racial/Ethnic Group				
American Indian/Alaska Native	0	0	0	0
Asian/Pacific Islander	0	0	0	1
Black or African American	7	5	4	14
Hispanic or Latino	17	23	20	39
White	0	3	5	11
Multiracial	0	1	0	2
Do Not Know	0	0	0	0
Limited English Proficient Students	8	9	2	15
Students with Disability/IEP (Not LEP)	6	7	4	16
Students Receiving Free or Reduced Lunch	22	30	22	56

Hill Elementary School- 30 Days or More	Year I	Year II	Year III	Year IV
Total Unduplicated Enrollment:	59	70	64	81
Male	33	33	32	36
Female	26	37	32	45
Grade				
K	0	0	0	1
1	17	13	12	13
2	16	16	14	21
3	8	17	13	16
4	3	17	14	15
5	15	7	11	15
6	NA	NA	NA	NA
7	NA	NA	NA	NA
8	NA	NA	NA	NA
Racial/Ethnic Group				
American Indian/Alaska Native	0	0	0	0
Asian/Pacific Islander	0	2	1	8
Black or African American	6	4	1	4
Hispanic or Latino	52	61	61	66
White	0	1	0	2
Multiracial	1	2	1	1
Do Not Know	0	0	0	0
Limited English Proficient Students	42	1	32	51
Students with Disability/IEP (Not LEP)	1	4	11	11
Students on Free or Reduced Lunch	58	69	36	59

Hill Elementary School- Less Than 30 Days	Year I	Year II	Year III	Year IV
Total Unduplicated Enrollment:	24	21	10	20
Male	8	7	5	8
Female	16	14	5	12
Grade				
K	0	0	0	0
1	3	1	3	3
2	3	3	1	6
3	7	3	0	3
4	7	5	2	4
5	4	9	4	4
6	NA	NA	NA	NA
7	NA	NA	NA	NA
8	NA	NA	NA	NA
Racial/Ethnic Group				
American Indian/Alaska Native	0	0	0	0
Asian/Pacific Islander	0	1	1	1
Black or African American	3	3	1	3
Hispanic or Latino	19	17	4	15
White	1	0	1	1
Multiracial	1	0	3	0
Do Not Know	0	0	0	0
Limited English Proficient Students	16	0	3	14
Students with Disability/IEP (Not LEP)	3	0	2	6
Students on Free or Reduced Lunch	23	21	8	16

McCleery Elementary School- 30 Days or More	Year I	Year II	Year III	Year IV
Total Unduplicated Enrollment:	50	85	86	79
Male	26	46	49	45
Female	24	39	37	34
Grade				
K	0	9	4	2
1	18	13	18	11
2	15	15	12	17
3	10	17	16	15
4	7	19	20	17
5	0	12	16	17
6	NA	NA	NA	NA
7	NA	NA	NA	NA
8	NA	NA	NA	NA
Racial/Ethnic Group				
American Indian/Alaska Native	0	0	0	0
Asian/Pacific Islander	8	13	17	16
Black or African American	3	7	7	12
Hispanic or Latino	34	49	53	44
White	4	2	7	6
Multiracial	1	14	2	1
Do Not Know	0	0	0	0
Limited English Proficient Students	29	41	42	31
Students with Disability/IEP (Not LEP)	5	18	15	7
Students on Free or Reduced Lunch	50	85	56	46

McCleery Elementary School- Less Than 30 days	Year I	Year II	Year III	Year IV
Total Unduplicated Enrollment:	26	4	3	21
Male	16	4	3	13
Female	10	0	0	8
Grade				
K	0	0	0	0
1	5	1	0	2
2	5	0	1	5
3	2	0	0	6
4	5	0	1	2
5	9	3	1	6
6	NA	NA	NA	NA
7	NA	NA	NA	NA
8	NA	NA	NA	NA
Racial/Ethnic Group				
American Indian/Alaska Native	0	0	0	0
Asian/Pacific Islander	2	0	0	1
Black or African American	5	1	2	5
Hispanic or Latino	14	3	0	13
White	0	0	1	2
Multiracial	5	0	0	0
Do Not Know	0	0	0	0
Limited English Proficient Students	4	0	1	9
Students with Disability/IEP (Not LEP)	6	2	0	1
Students on Free or Reduced Lunch	25	4	3	18

Average Daily Attendance (ADA) by Program Site

Freeman ADA	Year I	Year II	Year III	Year IV
Overall Average Daily Attendance (ADA)	27.98	41.04	42.16	65.29
a) ADA for Summer Program	N/A	N/A	21.2	16.38
b) ADA for After school Program	27.98	41.04	63.13	74.87
c) ADA for Before School Program	N/A	N/A	N/A	N/A
d) ADA for weekend/holiday program	N/A	N/A	N/A	N/A

Greenman ADA	Year I	Year II	Year III	Year IV
Overall Average Daily Attendance (ADA)	43.33	53.10	42.44	54.04
a) ADA for Summer Program	N/A	67.12	16.15	18.59
b) ADA for After school Program	43.33	44.07	68.73	62.99
c) ADA for Before School Program	N/A	N/A	N/A	N/A
d) ADA for weekend/holiday program	N/A	N/A	N/A	N/A

Herget ADA	Year I	Year II	Year III	Year IV
Overall Average Daily Attendance (ADA)	17.45	27.63	34.92	35.13
a) ADA for Summer Program	N/A	N/A	N/A	16.76
b) ADA for After school Program	17.45	27.63	34.92	34.85
c) ADA for Before School Program	N/A	N/A	N/A	N/A
d) ADA for weekend/holiday program	N/A	N/A	N/A	N/A

Hill ADA	Year I	Year II	Year III	Year IV
Overall Average Daily Attendance (ADA)	59.70	67.02	44.62	74.68
a) ADA for Summer Program	N/A	74.90	12.20	18.00
b) ADA for After school Program	59.70	59.13	77.04	81.08
c) ADA for Before School Program	N/A	N/A	N/A	N/A
d) ADA for weekend/holiday program	N/A	N/A	N/A	N/A

McCleery ADA	Year I	Year II	Year III	Year IV
Overall Average Daily Attendance (ADA)	50.10	68.92	61.01	75.52
a) ADA for Summer Program	N/A	72.25	43.25	15.41
b) ADA for After school Program	50.10	65.59	78.78	75.52
c) ADA for Before School Program	N/A	N/A	N/A	N/A
d) ADA for weekend/holiday program	N/A	N/A	N/A	N/A

Family Participation

Several programs were made available to family members of program participants throughout the year. Family participation at these events was incentivized through raffle tickets provided throughout the year's events and culminated in a prize drawing at the end of the year. Prizes were donated by local partners and community organizations and businesses.

All sites held a family shadowing event. Families were able to visit during the program hours and learn more about offerings, meet staff, and connect with their child.

Parent University, a series of parent education programs provided by district staff, was offered to all families on a variety of relevant and timely subjects.

Families were invited to join their student on the Blackberry Farm field trip in the spring.

Families from all sites were invited to Fox Valley Park District's nutrition and wellness event.

Families from all sites were invited to the Community Resources Expo that was held in conjunction with the spring Parent University series.

West Aurora SD 129 tech specialists offered a parent education event on Schoology.

St. Augustine College offered a parent education program on GED preparation.

Waubonsee Community College offered a parent education program on preparing for college.

Family Events included:

Activity	Number of Parents/Caregivers Participating
Program Shadowing Night- Fall	16
Fox Valley Park District Nutrition and Wellness Event- Spring	78
Blackberry Farm Field Trip- Spring	240
Program Shadowing Night- Spring	133
Community Resources Expo- Spring	8

Parent-Only programming included:

Parent Program	Number of Parents Participating
Parent University- Fall	45
Parent University- Spring	0
Schoology Workshop- Spring	4
GED Prep for Parents- Spring	0
College Prep Presentation- Spring	2

Provider Activities
School Year Activities

During the school year, program staff provided daily math and literacy remediation and enrichment activities, physical activity, and team building opportunities as part of the program structure. Additionally, time was provided for students to work on homework and receive academic assistance as well as an hour of tutoring each day. Math and literacy remediation and enrichment included time for Moby Max computer programs, Lakeshore Learning math and reading materials, silent and/or group

reading activities, The Walking Classroom, and journals and activities designed to promote literacy skills and interest in these academic areas.

District social workers provided social-emotional learning (SEL) instruction on a weekly basis for 8 weeks. Social workers used the Second Step or YMCA's Peace Program curricula to build self-esteem, promote team building, broaden social and emotional skills, and prevent and manage conflict.
The Girl Scouts in conjunction with AmeriCorps provided 20 weeks of mentoring and service learning activities at the elementary level.

Aurora University provided Science, Technology, Engineering and Math (STEM) programming for ten weeks at the elementary buildings for the 4th and 5th grade students. Units of study were developed by curricular experts to maximize student engagement with hands-on activities while promoting knowledge, comfort and interest in mathematics and science. The program aims to improve attitudes toward studying and pursuing STEM related college and career paths. AU also offered a Philosophy class for 4th and 5th grade students at Freeman Elementary School for 15 weeks. Students participated in philosophical question and answering sessions with a college professor with a focus on real world and current events.

Herget Middle School girls participated in the online Girls Who Code program for eight weeks. The girls were able to explore careers in the tech field as well as enjoy coding activities and games.

Elementary sites participated in the online EverFi financial literacy program for eight weeks. Fourth and fifth grade students were able to increase their financial knowledge through interactive educational units and games.

The Science and Technology Hands On Museum (Sci-Tech) provided workshops on various STEM topics including Geology and Space. Programming included 2 hours of instruction for one week.

Simply Fly provided seven weeks of programming for the students at Herget Middle School. STEM topics included gravity, physics, aviation, flight and planes.

Aurora University's KDP Club is a student-led organization that worked with students from McCleery Elementary School to build literacy skills.

The Fox Valley Orchestra's El Sistema provided 20 weeks of music lessons and instrument use to students at Freeman Elementary School.

The Fox Valley Park District offered recreational activities for students at participating sites. Recreational activities, including art and drama programming, were held 1-2 hours each week over fourteen weeks at Greenman, Freeman, Hill, Hergt and McCleery. Additionally, Red Oak Nature Center through FVPD offered various science and nature activities to students at Herget Middle School and all four elementary buildings for 5 weeks. Also, FVPD also offered boxing lessons to Herget students for eight weeks with a focus on fitness and self-discipline. Elementary students were given karate lessons for five weeks with a focus on fitness and self-discipline.

Triple Threat provided the SPARQ Fitness program delivered in 1.5 hours of instruction over four to fourteen weeks, depending on the site. Triple Threat served the students at Greenman, McCleery, Hill,

Freeman and Herget. SPARQ Fitness programming provides recreational sports, nutrition education and mentoring.

Chess Wizards provided small group chess lessons to 30 students at the four elementary sites over ten weeks to teach the game and develop critical thinking skills. Thirty Herget Middle School students also participated in chess lessons/club for 22 weeks and were able to develop critical thinking and reasoning skills.

Various college readiness activities at Herget Middle School were incorporated to encourage interest in higher education and various career opportunities. Students met with Waubonsee Community College staff to gather information about the school and their offerings. Students also took a field trip to city hall to meet the mayor and learn about city government.

Summer Activities

The Summer 2017 programming was held at Greenman Elementary School due to construction at other locations. This was approved by the 21CCLC program prior to program implementation.

STEM instruction was provided by program staff and the YWCA five days a week for five weeks for approximately one to one and half hours a day. STEM activities included direct instruction and hands-on activities and experiments for students at all levels. On two occasions, field trips were taken to Phillips Park and Aurora Airport to learn about nature, science animals, weather, aviation, gravity, physics and airplanes.

Literacy activities were provided by program staff five days a week to all students to encourage reading and writing fluency. The Friends of Aurora's After School Programs (FAAP) held a weekly reading mentorship program for 2nd and 3rd grade students to encourage an interest in reading and literacy skills. Fourth and fifth grade students used The Walking Classroom to listen to various literacy lessons through an audio MP3 device.

Triple Threat Mentoring offered weekly physical fitness activities focused on sports, physical fitness and nutrition.

EverFi Financial literacy was offered online two days per week for five weeks. Fourth and fifth grade students increased their knowledge of finances using the Vault Program.
Fox Valley Park District offered health and nutrition programming to first through third grade students once a week during summer programming by teaching culinary skills.

During summer school, program staff provided daily physical activity, team building and art activities. Staff also provided twice weekly college and career readiness activities and discussions with the goal of developing relationships, communication skills, cooperation and problem-solving skills.

There were multiple opportunities for family engagement during summer programming. Caregivers and students were provided opportunities to visit the Field Museum in Chicago, Splash Country, and Blackberry Farm for an ice cream social. There was also a program shadowing event offered to parents during summer programming.

Summary
Data:
The grant goal for program enrollment is 80 students per site. All five sites exceeded this goal during the 2017-2018 school year.

	Total Students Enrolled	Total Regular Attendees	Total Students who are Regular Attendees
Freeman	86	63	73%
Greenman	119	72	61%
Herget	106	39	37%
Hill	101	81	80%
McCleery	100	79	80%
Total	512	334	65%

Enrollment decreased during the 2017-2018 school year compared to the 2016-2017 school year (down a total of 119 students), however the percentage of students who attend programming regularly increased from 63% to 65%. This indicates staff retention strategies are improving and effective.

Average daily attendance improved at all sites and continues to improve yearly.

Family and parent events were offered to families at all program sites. A grant average of 32.8% of caregivers and students attended an engagement event, exceeding the 10% target. 37% of families at Freeman, 16% of families at Greenman, 15% of families at Herget, 31% of families at Hill and 65% of families at McCleery attended an engagement event.

The retention strategies put into place at each site have been motivating to students. Demographic data shows that the program is reaching out to a diverse group representing the community at large. Particular attention was given to Spanish speaking families as they often feel the most disenfranchised and have the fewest outside resources available to them within the community.   Elementary sites have been running at or close to enrollment capacity. Middle schools students are not only attending more regularly, enrollment at that site is closer to capacity.

Data indicates a significant increase in parental involvement with the program. The increase can be attributed to parent comfort with the program, attention to the needs of our ESL population, and site coordinator connections with families. Site coordinators are making contact with families that have not been involved and this has been most effective in getting new parents to participate. *100% of MY Time parents have been invited to attend parent and parent-child programs.*

Challenges:
It is an ongoing challenge to keep middle school students in the regularly attending category and to attract additional students. The regularly attending population has increased over the years of the grant due to the efforts of the site coordinators. That position is key to the success of the middle school program through creation of after school interventions that are compatible and interesting to the middle school student.   Middle school sports play a competitive role for available after school hours for students. It continues to be important to work collaboratively with coaches and other after school leaders in order to coordinate after school options for students.

As the program gains ground and becomes more familiar with parents and teachers, recruitment needs to remain focused on students deemed most a-risk and most likely to benefit from program interventions.

Program Improvement:
Related to recruitment, the plan is to continue the strategies put in place to actively recruit students who have previously been involved in 21CCLC and those identified as most likely to benefit from programming. The site coordinator, teachers and counselors should develop a list of students at the end of each grading period that should be invited to participate in programming. Teachers will discuss this referral with parents at parent-teacher conferences and the site coordinator will follow-up by answering parent questions and completing student registration.

While the retention strategies have been effective and will continue at each site, staff should examine reasons for non-attendance and aim to identify students that are regularly absent from the program. Site coordinators should survey students to see if the incentives for participation should continue or new ones put in place, and to determine the strengths of the program and high-interest of engaging activities that protect against non-attendance or attrition. Students missing multiple days should be identified for mentoring, high-interest activities or other interventions. Staff should focus on the goal of having 90% of all enrolled students attend programming 30 days or more.

Realizing an improvement in the number of parents participating in family education and events during year IV is a positive outcome of coordinated planning with schools and the community. Improvements in parent program implementation included the diversification of workshops offered, a continued increase in Spanish-language workshops, and collecting parent feedback at the end of each event/workshop.   Site coordinators will continue to focus on reaching the parent participation goal specific to their center with a focus on getting new parents involved. Staff reports that the increase in new parents attending parent-child programs during year IV is a result of the personal invitations parents have received from site coordinators. Site coordinators identify parents each quarter that have not attended any activity and extend a personal invitation to them. They are to be commended for implementing this time consuming strategy.

III.B. Program Operations
Program Hours
School year programming was held from 2:30-5:30 at the elementary sites and 3:30-6:30 at Herget Middle School. Summer programming was held at Greenman, Hill and McCleery Monday-Thursday for six weeks in summer 2015. In summer 2016, programming was held at Greenman and Smith

Elementary. Summer 2017 programming was held at Greenman Elementary for five weeks, Monday through Friday.

Site Name: Freeman, Greenman, Herget, Hill and McCleery Hours of Operation: School Year	Year I	Year II	Year III	Year IV
Total Number of Weeks Site is Open	14	28	28	28
Typical Number of Days per Week	4	4	4	4
Typical Number of Hours per Week	12	12	12	12
Days in the Week in Session	M-Th	M-Th	M-Th	M-Th

Staffing

West Aurora School District 129 employs a full-time Project Director that is responsible for overall program management. Each site employs a Site Coordinator, who is a district employee during the day and works part-time for 21st Century Community Learning Centers (21CCLC) during program hours. The Site Coordinator is responsible for planning program activities, providing direct supervision of staff members and students, ensuring policies and procedures are followed, responding to data requests, and providing intervention when needed. Additional staff members may include school day teachers, non-teaching school day staff, college student workers and high school student workers. Additional partners may be subcontracted for provision of activities and mentoring.

Freeman School Year Staffing	Year I	Year II	Year III	Year IV
School Day Teachers	2	1	2	3
Center Administrators	0	1	2	2
Other non-teaching school day staff	2	8	6	6
Parents	0	0	0	0
College students	3	2	4	3
High school students	0	1	0	3
Other community members	0	0	0	0
Other non-school day staff, some or no college	0	0	1	1
Total	7	13	15	18

Greenman School Year Staffing	Year I	Year II	Year III	Year IV
School Day Teachers	1	1	4	3
Center Administrators	0	1	2	2
Other non-teaching school day staff	5	7	5	3
Parents	0	0	0	0
College students	2	3	3	5
High school students	0	1	1	1
Other community members	0	0	0	0
Other non-school day staff, some or no college	0	0	1	2
Total	8	13	16	16

Herget School Year Staffing	Year I	Year II	Year III	Year IV
School Day Teachers	2	0	1	1
Center Administrators	0	1	2	2
Other non-teaching school day staff	6	7	3	4
Parents	0	0	0	0
College students	3	4	3	3
High school students	0	0	0	1
Other community members	0	0	0	0
Other non-school day staff, some or no college	0	0	0	0
Total	11	12	9	11

Hill School Year Staffing	Year I	Year II	Year III	Year IV
School Day Teachers	5	1	3	1
Center Administrators	0	1	2	2
Other non-teaching school day staff	2	6	3	4
Parents	0	0	0	0
College students	2	4	4	4
High school students	1	0	0	1
Other community members	0	0	0	0
Other non-school day staff, some or no college	0	0	2	2
Total	10	12	14	14

McCleery School Year Staffing	Year I	Year II	Year III	Year IV
School Day Teachers	2	1	1	2
Center Administrators	0	1	2	2
Other non-teaching school day staff	5	6	3	5
Parents	0	0	0	0
College students	2	3	3	2
High school students	0	1	1	4
Other community members	0	0	0	0
Other non-school day staff, some or no college	0	0	1	0
Total	9	12	11	15

Staffing Ratio

Freeman Elementary School: 1 teacher to 4 students (same as last year)
Greenman Elementary School: 1 teacher to 3 students (down from 1 to 4 last year)
Herget Middle School: 1 teacher to 3 students (down from 1 to 4 last year)
Hill Elementary School: 1 teacher to 5 students (same as last year)
McCleery Elementary School: 1 teacher to 5 students (down from 1 to 7 last year)

Staff Turnover

Freeman Elementary School: one college student left during the year
Greenman Elementary School: no one left during the school year
Herget Middle School: one school day teacher and one high school student left during the school year
Hill Elementary School: no one left during the school year
McCleery Elementary School: no one left during the school year

Staff Training

All adult staff attended an orientation meeting regarding programming structure and grant requirements and a mandated reporter training provided by ISBE prior to the start of the after school program. Additional professional development trainings available to staff are listed below. Staff training has not been site specific. The training need has either been identified as a program need or again an individual need. The professional development goal of 12 hours per year has been met and the follow table represents training provided to staff during year 4.

Topic	Duration	Staff Attending	Provider
Program Orientation	6 hours	All staff	SD 129, CIS
Mandated Reporter Training	1 hour	All staff	ISBE
Afterschool/ SEL 21st Century Readiness	1 hour	Project Director	Youth Forum Webinar
Boost Afterschool Attendance	1 hour	Project Director	SEDL Webinar
Grants, Funding and Sustainability	1 hour	Project Director	Aperture Ed Webinar
STEM PD Activities	1 hour	5 Staff	Click to Science Webinar
WASD 129 SIP Day	6 hours	All staff	WASD 129 staff
Everfi Vault Program training	1.5 hours	6 Staff	Everfi
CPR / AED Training	6 hours	10 Staff	MaryJo Youngmark, SD 129 Nurse
21CCLC Fall Workshop	8 hours	Project Director	ISBE / IQA
Various Site Specific PD Trainings	4.5 hours	7 site coordinators and support staff	Project Director, CIS, Grant evaluator
Site Coordinator PD	2 hours	5 site coordinators	Project Director, CIS,

			FVPD
Building Workforce Skills Afterschool	1 hour	Herget Site Coordinator	Afterschool Alliance Webinar
Math Strategies	1.5 hours	18 Staff	Katie Withum, WASD 129
Junior Achievement Training	1.5 hours	20 Staff	Katie Withum, WASD 129
21CCLC Spring Workshop	8 hours	Project Director	ISBE / IQA
National Afterschool Conference	3 days	Project Director	NAA
AIR Special Topic Workshop- SEL	8 hours	Project Director	IQA / AIR / ISBE
SEL Webinar	1 hour	Herget social worker	CASEL
Middle School Site Coordinator PD	1 hour	3 Herget staff	Project Director
IAN Spring Workshop	8 hours	3 Site Coordinators	IAN
SEL Second Step	2 hours	5 staff	Second Step webinar
Coding/Robotics Training	12 hours	4 staff	Aurora University- Dr Rahn
Elementary Site Coordinator PD	1 hour	7 staff	Project Director, Grant Evaluator
End of Program Site Coordinator PD	3 hours	7 staff	Project Director

Program Governance

West Aurora School District 129 employs a full-time Project Director, who is responsible for overall program management and reports to the district's Director of Elementary Teaching and Learning. The Project Director supervises and supports the Site Coordinators employed at each program site.
The Site Coordinator is responsible for planning program activities, direct supervision of staff members and students, ensuring policies and procedures are followed, responding to data requests, and providing intervention when needed.
The Project Director has convened a Leadership Advisory Team consisting of the grant's Site Coordinators, the Project Director, and Grant Evaluator. Other stakeholders may attend these meetings

when appropriate. The Leadership Advisory Team meetings provide support and training on various topics related to program implementation and improvement, evaluation and sustainability.

Summary

Data:

In terms of staff hiring, development and retention, the programs were strong. The staff was highly qualified in that all adult staff members were also district employees and were well acquainted with the students, teachers, administration, some families and all students.

The average staffing ratio across all sites was one staff member for approximately every 4 students, which is down from last year and a fairly consistent average across all five sites. This low ratio allows for relationship building, and academic and behavioral support.

All staff attended three trainings. Staff were surveyed at the start of the school year and trainings were tailored to the survey results. There was a strong professional development focus on SEL and STEM. However the diversity of PD offerings throughout the year highlights the well-rounded approach to program improvement.

Challenges:

Scheduling common time for professional development opportunities is difficult as there is very limited time not already dedicated to programming or school hours. Holding trainings during program hours presents the problem of supporting the program with fewer staff or finding replacements. Many staff have commitments after program hours or are unwilling to give up time without compensation to attend trainings.

Program Improvement:

The staff ratio at each site has been appropriate for both academic and enrichment programming. The program has benefited from low staff turnover from year to year adding consistency to after school programming. In order to encourage attendance at professional development trainings outside of school and program time, setting aside funds in the budget to compensate staff for professional development attendance should be considered.

IV. Progress Toward Objectives

Objective 1. Participants in the program will demonstrate increased academic achievement.

 Activities: The My Time program provides academic intervention and support through after school and summer programs. The Mob Max curricula is used to support academic achievement as it supports individualized learning adapted to the needs of the learner. In addition, Guided Reading is used to support reading development. Tutoring and homework help is provided to ensure students develop improved achievement outcomes. This assistance provides additional information to students to better

understand homework directions, extend concept comprehension and encourage completion of assigned work. In addition, STEM programming will be provided by staff and community partners.

The focus of the academic intervention is to:

- Help prepare students for classroom lessons by providing background knowledge or skills needed to be successful in classroom instruction and participation
- Support students with homework completion and re-teach concepts that continues to be a struggle for the student
- Provide enrichment, remedial, homework strategies, tutoring and RTI strategies that aligned with the school day curriculum and Core Standards are provided to students through interactive materials.

Measures, Data Collection and Analysis:
Teacher Survey: Annual teacher survey provides additional information about student outcome from the classroom teacher perspective. The return rate for Teacher Surveys on regularly attending students was high, as indicted by the following return rates: Freeman Elementary School- 87%; Greenman Elementary school- 96%; Herget Middle School- 100%; Hill Elementary School- 100%; McCleery Elementary School- 99%. The following shows the % of improvement for regular attending students and % that teachers reported that did not need to improve.

Percent of students demonstrating an improvement in significant, moderate or slight categories (of the students that needed to improve).

2017-18 School Year	Students that needed to improve All regular attendees % Improvement					Did not need to improve all regular attendees				
	Freeman	Greenman	Herget	Hill	McCleery	Freeman	Greenman	Herget	Hill	McCleery
Turning in homework	67%	67%	35%	50%	44%	20%	19%	26%	37%	40%
Completing homework	73%	73%	44%	68%	72%	16%	11%	16%	22%	15%
Participating in class	51%	75%	35%	56%	59%	22%	13%	23%	17%	15%
Volunteering (e.g. for extra credit)	9%	57%	16%	40%	36%	31%	20%	26%	26%	26%
Attending class regularly	25%	33%	0%	30%	21%	45%	47%	73%	41%	65%
Being attentive in class	55%	53%	28%	54%	62%	25%	21%	33%	16%	19%

Behaving well in class	36%	31%	21%	37%	37%	36%	43%	51%	41%	40%
Academic performance	80%	83%	47%	84%	79%	5%	8%	16%	6%	4%
Coming to school motivated to learn	45%	68%	30%	56%	54%	27%	19%	30%	28%	23%
Getting along well with other students	40%	29%	14%	37%	33%	36%	55%	67%	45%	49%

Based upon teacher perspective, My Time is making a difference in academic performance for those students who regularly attend. The Teacher Survey also showed that on average only 8% of students in the program did not need to academically improve. Of the students that needed to improve in academics, 80% at Freeman, 83% at Greenman, 47% at Herget, 84% at Hill and 79% at McCleery showed improvement. This clearly indicates that My Time is enrolling some of the neediest students in the district.   On the **Parent Satisfaction Survey**, 96% of parents believe My Time is helping their child to get their homework done and 91% agree the program is helping to improve their child's grades. 97% of parents are satisfied with the program.

Student Grades: Additional academic data is gathered from the actual grade changes from second semester to end of year report cards. This data may be considered somewhat less subjective in that the grades are collected from teacher grade books rather than teacher's judgment. Students in grades K-2 use a standard based report card, which cannot be converted to a grading system therefore report card data for those students, is not reported. Additionally, Reading grades are standard based in grades K-5, therefore report card data for those students is not reported. McCleery did not collect significant grade data on report cards. Numbers below reflect percentage of regularly attending students that improved in math, grades 3-8.

Math grade changes for regular attendees:

	Freeman	Greenman	Herget	Hill	McCleery
Increased their grade by half a grade or more.	15%	56%	38%	46%	NA
Decreased their grade by half a grade or more.	53%	22%	32%	20%	NA
Neither increased or decreased their grade.	33%	22%	30%	34%	NA

Report card data shows that on average 38.75% of students increased their grades in math.   Data shows the need to continue to evaluate and monitor academic curriculum and interventions in the after school program.

Student Survey: This survey provides an overview of student perspectives related to academics. The survey was given to students in the spring. The student survey return rate was 81% at Freeman, 68% at Greenman, 74% at Hill and 75% at McCleery. Herget Middle School did not administer Student Surveys.

	Always	Sometimes	Never
Freeman			
My grades better because of the after school program.	38%	27%	35%
I try harder in school because of the after school program.	58%	20%	22%
Greenman			
My grades better because of the after school program.	56%	26%	18%
I try harder in school because of the after school program.	62%	16%	21%
Hill			
My grades better because of the after school program.	64%	33%	3%
I try harder in school because of the after school program.	66%	25%	9%
McCleery			
My grades better because of the after school program.	43%	48%	9%
I try harder in school because of the after school program.	41%	43%	16%

Partnership for Assessment of Readiness for College and Careers (PARCC): PARCC performance levels in ELA and math for spring 2018 testing were collected on all regular attending My Time students grades 3-8. Students achieving levels 4 or 5 are considered "proficient" and those achieving levels 1, 2 or 3 are

considered "not proficient". This is considered baseline data for My Time students and will be used to monitor student growth from year to year. The 2018 District and My Time PARCC scores are reflected below.

Regular attending My Time students compared to District and State:

	State 2018 % Meets/Exceeds	District 2018 %Meets/Exceeds	My Time %Meets/Exceeds
3rd Grade Math	38%	27%	13%
3rd Grade ELA	37%	19%	4%
4th Grade Math	32%	23%	0%
4th Grade ELA	38%	23%	0%
5th Grade Math	31%	20%	0%
5th Grade ELA	36%	21%	0%
6th Grade Math	26%	15%	10%
6th Grade ELA	34%	22%	0%
7th Grade Math	31%	18%	0%
7th Grade ELA	40%	31%	0%
8th Grade Math	31%	19%	NA
8th Grade ELA	36%	31%	NA

The number of My Time students in the **proficient** category in **Reading and /or Writing**:

	30-59 Days	60-89 Days	90+ Days
Freeman Elementary	2	0	1
Greenman Elementary	0	0	0
Herget Middle	0	0	0
Hill Elementary	0	0	1
McCleery Elementary	0	0	4

The PPARC data shows the majority of students participating in My Time perform in the "Not Proficient" category. The percentage of My Time students that "Meet/Exceed" is lower than other students in the district.

Limitations of Data: Only standard based report card data is available for students in grades K-2. Additionally, some buildings are moving to standard based report cards in the upper elementary grades as well. Academic data is collected from report card data, teacher survey data and PARCC data on students in grades 3-8. There is a true lack of academic data on students in grades K-2 other than teacher surveys.

Previous state assessment data was not available for evaluation, therefore year to analysis of student growth is not included in this report.

Although the student survey return rate was high at the elementary schools, a 100% return rate is the goal. Because Herget did not administer the survey, middle school opinions of programming are not reflected in the data.

The parent survey return rate was high: 62% at Freeman, 64% at Greenman, 55% at Herget, 63% at Hill and 57% at McCleery. Typically a 50% return rate is the goal. Site Coordinators should be commended for the high return rate.

Challenges: While report card data is collected on students at the end of each semester, a consistent system has not been in place in the after school program to monitor academic progress more frequently and tailor academic remediation and enrichment to individual student needs. It is challenging not to have more growth rate data on all students, particularly K-3. Although it is difficult to objectively determine the impact My Time has on academic progress, for students that regularly attend, the additional support is making a difference based on teacher, student and parent surveys. However, because teacher and student survey return rates were not at 100%, data is incomplete for these surveys.

Summary: Some positive variables that have an impact on objective outcomes include:

- ➢ Little turnover in before and after school staff
- ➢ Students are receiving reading and math interventions and instruction from certified staff and/or school day staff
- ➢ ADA improved at each site in 2017-18
- ➢ Teachers, counselors, principals and parents are making referrals to the program
- ➢ Greenman, Herget, Hill and McCleery ran at or close to enrollment capacity
- ➢ Teacher surveys indicate teachers are seeing a high rate (83%) of students improving academic performance
- ➢ Parent surveys indicate parents are highly satisfied with the program
- ➢

One of the primary goals is to increase student academic achievement in both reading and math. Teacher, parent and student surveys indicate an increase in academic performance. Math grade changes were significant, over 10%, at each of the reporting sites. However, although data shows that improvements are being made, there remain a number of students at each location that actually show no increase or a decline in grades.

Using the data available, objective #1 was met. Historical PARCC data will be used in 2018-2019 to further assess growth.

Recommendations: It is important to examine the practices used in academic intervention/enrichment activities. There should be a clear link between student need and the interventions provided either before or after school. All after school interventions should be tied to grade level standards.   Continued communication between the classroom teachers and after school tutors is needed to maximize student performance outcomes.

Review district benchmark data on a quarterly basis in order to monitor reading and math progress more frequently. The assessment piece is a vital component to the process and allows all teachers to make instructional decisions in the classroom in a consistent manner across the district. The collaborative partnership between classroom teachers and My Time staff should have a positive outcome on student performance.

District Performance Series data will be collected in 2018-2019 in order to gather additional academic data on students, specifically students in grades K-2.

Data will be **disseminated** via this report, which is shared and discussed with staff members, school and district administrators, and grant partners. This report may also be presented at meetings with community members.

Objective #2: **Participants will demonstrate an increased involvement in school activities and will have opportunities in other in other subject areas such as technology, arts, music, theater, sports and other recreation activities.**

My Time has provided diverse experiences through the enrichment activities that provide students with opportunities for exposure to the arts, life-long recreational activities, and sports. These opportunities encourage attendance not only during after school programming, but during the school day as well.

Activities: The enrichment portion of the program provided approximately 30 programs with various topics to engage students in cooperative working groups, exposure to positive adult role models and exposure to resources and jobs in the community. Enrichment experiences are provided at least an hour a week. Some activities included: Girl Scouts, engineering activities with district staff and Sci Tech, robotics, homework club, Walking Classroom, The Vault financial literacy, culinary arts, a field trip to the Field Museum, swimming, lessons on aviation, nature lessons, coding, LEGO Boost and Mindstorm lessons, karate, SPARQ fitness, violin lessons and orchestra, chess and Moby Max lessons. Due to the demographics of the students participating in My Time, financial concerns would have prevented student exposure to additional arts, technology, science and recreational activities, if not provided through after school programming. .

Measures, Data Collection and Analysis:
Attendance Rates: Among students missing 5 or more days of school per year, the goal is to have 10% of the students decrease their rate of absence from quarter 1 to quarter 4.

	# of Students Absent 5 or More Days	% of Students Decreased Rate of Absence
Freeman	43	35%
Greenman	36	25%
Herget	32	33%

Hill	58	19%
McCleery	46	26%

Parent Satisfaction Survey: This survey provides an overview of parent perspectives in regard to programming and attendance. The survey was given in the spring with a strong response rate of over 50%.

	Agree	Neutral	Disagree
Freeman			
The program offers constructive activities for my child.	95%	5%	0%
My child enjoys attending the program.	95%	5%	0%
Greenman			
The program offers constructive activities for my child.	98%	2%	0%
My child enjoys attending the program.	98%	0%	2%
Herget			
The program offers constructive activities for my child.	95%	5%	0%
My child enjoys attending the program.	89%	9%	2%
Hill			
The program offers constructive activities for my child.	98%	0%	2%
My child enjoys attending the program.	98%	0%	2%
McCleery			
The program offers constructive activities for my child.	98%	2%	0%

My child enjoys attending the program.	98%	2%	0%

Student Surveys: This survey provides an overview of student perspectives in regard to programming and attendance. This survey was administered in the spring with response rates of 68% or higher, with the exception of Herget Middle School, who did not administer the survey.

	Always	Sometimes	Never
Freeman			
I look forward to attending the program.	38%	35%	27%
I like the activities offered after school.	47%	33%	20%
Greenman			
I look forward to attending the program.	48%	43%	9%
I like the activities offered after school.	64%	30%	6%
Hill			
I look forward to attending the program.	72%	25%	3%
I like the activities offered after school.	72%	25%	3%
McCleery			
I look forward to attending the program.	56%	43%	1%
I like the activities offered after school.	65%	38%	3%

Limitations of Data: Although a student survey is completed annually, because it is administered in the spring, some students may report lower scores as they have become accustomed to and no longer experience the program as novel as the year progresses. There was not a 100% return rate on the student surveys and the middle school program did not administer the survey, therefore survey data is somewhat incomplete.

In many cases, attendance is not within the control of the students in the program. They may miss school due to reasons related to illness, parents not helping them to be prepared, lack of transportation,

or competing responsibilities at home. Thus, targeting children for improved attendance when much of the child's attendance is within the control of the parent rather than the child, may be ineffective.

Because programming is offered at the elementary and middle school level, dropout rates are not collected.

Challenges: We know that students are getting more exposure to enrichment activities as a result of My Time since there is limited opportunity otherwise, however we don't know what of the experiences was most appealing to students. Additionally, identifying and locating providers for consistent, high-quality and popular student programming is challenging. Occasionally providers, because they are volunteers or do not typically work in a traditional school setting, struggle to make connections with the students.

Summary and Recommendations: The opportunities provided to My Time students are diverse and something not offered during the school day and/or in the community. Both elementary and middle school students enjoyed the activities as demonstrated by regular attendance data. Project staff should review all surveys used and incorporate questions that would give objective feedback about the enrichment experiences and student perspective on the effectiveness of academic and homework interventions. The formation of a Kids Council would be effective in collecting information about student perspectives and recommendations for program improvement.

Project staff should work on the identification of students with high rates of school day absences and implement after school attendance incentives for those students, align students with low levels of engagement with opportunities for mentoring, SEL instruction and team building activities.

Tracking of student and parent impressions and school day and after school attendance should continue if the upcoming school year.

Data will be **disseminated** via this report, which is shared and discussed with staff members, school and district administrators, and grant partners. This report may also be presented at meetings with community members.

Objective #3: Participants in the program will demonstrate social benefits and exhibit positive behavioral changes.

The District uses PBIS throughout the school day and the same program is incorporated into the after school program.

My Time provides a variety of quality programming in various areas of youth development through the afterschool program. My Time provided life skills programming, tutoring, mentoring and positive youth development through exposure to mentors and positive adult role models. The enrichment portion of the program provided approximately 30 programs with various topics to engage students in cooperative working groups, exposure to positive adult role models and exposure to resources and jobs in the community.

Activities: An array of activities providing enrichment and development of social-emotional skills was offered during year four. Triple Threat offered mentoring through the SPARQ program, which used trained Nike educators. An SD129 social worker implemented a SEL / violence prevention program using the Second Step curriculum. Fox Valley Park District offered karate which focused on self-discipline and Girl Scouts worked with the female students with a focus on positive self-esteem and life skills. In

addition, program site coordinators and staff guided youth behavior development during other elements of programming by developing supportive relationships with youth, providing anticipatory guidance, and providing correction with skill development when necessary. Staff communicated regularly with teachers for feedback.

Measures, Data Collection and Analysis

Teacher Survey: Annual teacher survey provides additional information about student outcome from the classroom teacher perspective. The return rate for Teacher Surveys on regularly attending students was high, as indicted by the following return rates: Freeman Elementary School- 87%; Greenman Elementary school- 96%; Herget Middle School- 100%; Hill Elementary School- 100%; McCleery Elementary School- 99%. The following shows the % of improvement for regular attending students and % that teachers reported that did not need to improve.

% of regularly attending students showing improvement

	Freeman Elementary	Greenman Elementary	Herget Middle School	Hill Elementary	McCleery Elementary
Behaving Well	36%	31%	21%	37%	37%
Getting Along with Others	40%	29%	14%	37%	33%

% of regularly attending students not needing to improve

	Freeman Elementary	Greenman Elementary	Herget Middle School	Hill Elementary	McCleery Elementary
Behaving Well	36%	43%	51%	41%	40%
Getting Along with Others	36%	55%	67%	45%	49%

Significant social and/or behavioral issues are not an ongoing concern with the school day teachers of My Time students. If issues arise during after school that teachers feel the need for additional support, the site principals, site coordinator and/or grant director are available for assistance.

Parent Survey:

	Agree	Neutral	Disagree
The after school program is helping my child's behavior improve.	84%	15%	1%
My child has positive interactions with staff after school.	97%	2%	1%

My child has positive interaction with other youth after school.	95%	4%	1%

Again, 100 percent of parents have not completed a parent survey. Of the parents that responded, they feel their child is making progress; the program is meeting their expectations and is of high quality. Parent satisfaction does impact student attendance and attitudes.

Student Survey:

	Always	Sometimes	Never
Freeman			
I look forward to attending the program.	38%	35%	27%
I know the rules and expectations of the after school program.	76%	15%	9%
I feel safe after school.	60%	33%	7%
I get along with other kids in the after school program.	49%	42%	9%
Greenman			
I look forward to attending the program.	48%	43%	9%
I know the rules and expectations of the after school program.	72%	18%	10%
I feel safe after school.	66%	28%	6%
I get along with other kids in the after school program.	66%	33%	1%
Hill			
I look forward to attending the program.	72%	25%	3%
I know the rules and expectations of the after school program.	89%	11%	0%
I feel safe after school.	86%	13%	1%

I get along with other kids in the after school program.	64%	33%	3%
McCleery			
I look forward to attending the program.	56%	43%	1%
I know the rules and expectations of the after school program.	63%	24%	13%
I feel safe after school.	73%	24%	3%
I get along with other kids in the after school program.	59%	37%	4%

Generally, students at the elementary level have a positive attitude about school and the program. Their relationships during after school time are strong, as well as their grasp of the rules and expectations.

Disciplinary Data: Data was collected on regularly attending 21CCLC students experiencing more than one disciplinary referral during Semester 1 and again during Semester 2. A total of ten students were referred for disciplinary reasons during Semester 1 and seven students decreased or maintained their referrals during Semester 2 (70%).

Limitations of Data: Disciplinary referrals are not always made in response to a student behavioral concern; teachers may avoid making referrals when extensive documentation is required of them; different schools respond differently to child behavioral concern (for example, one school does not use detention and another school does); child behavioral concern tends to be lower in first and fourth quarters due to circumstances other than the child's behavior alone. Additionally, behavioral improvements in the after school program may not necessarily generalize to the school day because the school day generally has a higher degree of structure; thus behavioral change may not be reflected in teacher ratings.

Challenges: Measuring students' social-emotional learning changes is difficult due to the lack of sensitivity in assessment tools, bias or lack of background information from the individual completing the assessment and confidentiality issues.

Summary and Recommendations: Teachers and parents both report progress socially in students as a result of participation in My Time. Students indicate they are having positive interactions with other students and understand the rules and expectations of the program. Due the low number of students with high rates of discipline referrals and teacher survey feedback about the number of students not needing to improve their behavior, negative behaviors are not a concern during My Time. However, all students will benefit from continued opportunities to participate in mentoring, team building and SEL activities.

Also, because the number of students with multiple disciplinary infractions is so low, identifying those students and referring those students for mentoring and other interventions is recommended.

Staff should continue to teach and reinforce clear, positively stated expectations for behavior.

Data will be **disseminated** via this report, which is shared and discussed with staff members, school and district administrators, and grant partners. This report may also be presented at meetings with community members.

Objective 4: **The 21CCLC program will provide opportunities for the community to be involved and will increase family involvement of the participating children**.

Activities: During year four of the project, multiple partners with signed agreements actively supported the program. The support ranged from providing goods or materials, volunteering, providing programming or contributed funds. Parent/Child activities and Parent-Only programming and attendance information are discussed previously in this report. The following partners participated in family activities and/or parent programming:

Fox Valley Park District	Funding programs
City of Aurora	In-Kind- Volunteers, Funding programs
West Aurora School District 129	In-Kind- Multiple Parent Presentations
St Augustine College	In-Kind- Parent Presentation
Waubonsee Community College	In-Kind- Parent Presentation
Community Foundation of Northern Illinois	Funding programs

Assessment, Data Collection and Analysis: Each partner has a signed agreement. A log is kept on each partner and their contribution. Based upon the involvement and contribution of partners during all project years, the Grant Director has effectively reached out and incorporated community resources into the program. This is demonstrated through the ongoing in-kind and financial contributions of local agencies.

Parents are required to sign in at all Parent/Child and Parent-Only events and workshops.

Family Events included:

Activity	Number of Parents/Caregivers Participating
Program Shadowing Night- Fall	16
Fox Valley Park District Nutrition and Wellness Event- Spring	78
Blackberry Farm Field Trip- Spring	240

Program Shadowing Night- Spring	133
Community Resources Expo- Spring	8

Parent-Only programming included:

Parent Program	Number of Parents Participating
Parent University- Fall	45
Parent University- Spring	0
Schoology Workshop- Spring	4
GED Prep for Parents- Spring	0
College Prep Presentation- Spring	2

Percentage of Parents Participating:

School	Percentage of Parents Participating 2017-2018	Percentage of Parent Participating 2016-2017
Freeman Elementary School	36.7%	12.7%
Greenman Elementary School	14.4%	7.6%
Herget Middle School	10.2%	8.8%
Hill Elementary School	31.1%	14.9%
McCleery Elementary School	64.2%	19.5%

Limitations of Data: The data provides detailed information about the involvement of the partners and support provided to the program. A partner feedback form may provide additional information on both funding avenues and direct family/parent programming available through Partner agencies. Additionally, surveying parents after every family and parent program would be useful in determining programs and workshops of greatest interest for My Time families.

Challenges: The challenge is to continue to find a way to engage those parents who are not currently involved in the program and identify barriers preventing them from attending. Childcare, work schedules, attitudes toward school and other barriers impact the number of families able to attend events and may not reflect the number of families interested in accessing resources. Attendance at provided programs may not reflect those families connected to outside agencies or support services.

Summary and Recommendations: The staff is to be commended for the progress made in boosting attendance at family and parent programming. Identifying additional partners to involve each year will

strengthen the services and sustainability plans. Developing a survey to use with parents related to parent education may increase parent participation by providing workshops and programs that parents identify as a need. Staff should continue to examine obstacles to attendance such as interest level, childcare, transportation, time and dates of events, and language barriers in order to continue to increase parent involvement.

Data will be **disseminated** via this report, which is shared and discussed with staff members, school and district administrators, and grant partners. This report may also be presented at meetings with community members.

Objective # 5: **Programs will serve students with the greatest need of academic assistance.**

Activities: Each site qualifying for the grant serve high poverty students in the district. Site coordinators work closely with school staff in attempts to identify the students most in need for My Time. Teacher recommendation, assessment results and daily performance is used as indicator when making referrals. The process for referral to the program is ongoing throughout the year as seats become available.

Assessment, Data Collection and Analysis: Attention is focused on enrolling students with the highest need into the program. Teachers are the primary referral source to My Time. Report card grades are reviewed quarterly for further identification of students. Results of teacher survey shows that only 8% of participating students did not need to improve in reading and math. 79% of students participating in My Time qualify for free/reduced lunch. A collection of evidence shows that My Time staff is identifying some of the neediest students for the program.

Demographic Data- Regularly Attending Students

- 79% are eligible for free/reduced lunch
- 17% are eligible for special education services
- 41% are LEP students
- 67% Hispanic, 13% Black or African American, 12% White and small percentage of Asian and other

Teacher Survey- Regularly Attending Students- Percentage of Students that Needed Improvement

- 71% needed improvement in turning in homework
- 84% needed improvement in completing homework
- 83% needed improvement in participating in class
- 75% needed improvement in volunteering in class
- 47% needed improvement in attending class regularly
- 78% needed improvement in being attentive in class
- 58% needed improvement in behaving well in class
- 93% needed improvement in academics
- 75% needed improvement in motivation
- 50% needed improvement in getting along with other students

This data shows that students participating in My Time are recruited from a high needs group of D129 students. It includes students with IEPs, LEP and eligible for free/reduced lunch. The racial diversity is comparable to the demographics of the city.

Limitations of Data: Free and reduced-fee meal eligibility is determined by an application completed by parents indicating low-income status. Parents do not always complete this application, which may affect the numbers of students qualifying as eligible.

Challenges: Site coordinators have developed very effective systems for keeping demographic and academic data on all participating students, and students are added as space is available. Data has not been collected on the number of students eligible for the program when space is no longer available.

Summary and Recommendations: Based on demographics and teacher survey data, My Time is serving some of the lowest performing students in the district. Using teacher recommendations to target students lets us reach the population in most need. Teachers demonstrate more of an investment in the process when he/she has identified the student need and ongoing coordination of interventions with site coordinator and My Time staff . This method will continue for the 2018-19 year. The data shows that the My Time has made significant progress over the past three years in recruiting and retaining students in the program. Process and procedures for all aspects of the program have been written and included in a parent handbook. This written information provides a clear description of the program and eligibility for students.

Data will be **disseminated** via this report, which is shared and discussed with staff members, school and district administrators, and grant partners. This report may also be presented at meetings with community members.

Objective #6: Professional development will be offered by the programs and ISBE to meet the needs of the program, staff and students.

Activities: Staff participate in a variety of trainings/workshops provided to improve and maintain the quality of the program. Professional development occurs in three ways: district-offered; My Time staff offered as a team; and/or requests made by staff to attend conference/workshop in area of need or interest. Staff training has not been site specific. The training need has either been identified as a program need or an individual need.

See the Staff Training table in Section III. B. Program Operations.

Measures, Data Collection and Analysis: Staff are surveyed at the beginning of the year to collect information on training needs. Staff attendance is collected at each PD. Staff

Limitations of Data: Professional Development surveys were not disseminated to staff.

Challenges: A procedure was not in place to collect staff feedback upon completion of each PD. Additionally, because most staff members work in the schools during the regular school day, finding time to offer Professional Development is challenging.

Summary and Recommendations: A form should be developed and used upon completion of each PD. This staff feedback should provide direction for future staff developments. PD evaluation form will be on file in Grant Director's' office.

Data will be **disseminated** via this report, which is shared and discussed with staff members, school and district administrators, and grant partners. This report may also be presented at meetings with community members.

Objective #7: Project will create a sustainability plan to continue the program beyond the federal funding period.

West Aurora School District 129 brought together 16 community partners to assist with many activities of the My Time after school program. All partners were involved in the shared vision building and assisting with planning results and outcomes that were mutually defined goals, interventions strategies and activities. Partners have stepped forward from all areas of the region in order to make this a comprehensive program and to share their expertise and time to help students achieve academic standards and master new skills. Partners come from social services area, health industry, civic organizations, colleges and universities, businesses, park district, library, city government,, special needs agencies, and regional offices of education.

Lists of coordinating/collaborating agencies and types of services, along with letters of agreement are maintained. All community partners, whether contracted or in-kind, have provided letters of commitment stating intent to provide services beyond the funding as feasible.

The following partners have been actively involved during the 2017-2018 school year.

Partner	Value of Subcontract Held by Partner	Contribution	In-Kind Value
Dr. Cool and Pride	$1000	Summer 2017 PBIS Assembly to promote positive self-esteem, anti-bully message.	$0
McGowan	NA	Summer 2017 Career and Ethics sessions - grades 4/5	$250
Fox Valley Park District	$10,000	School year Art, Red Oak Nature program, boxing, karate, fitness, nutrition, service learning programs.	$0
Fox Valley Park District	$500	Summer 2017 Art, STEM, Storybook Art Cooking.	$0
Aurora University	NA	Dr. Rahn to provide in-kind STEM PD to district teachers for STEM Programming.	$500
Aurora University	NA	Dr. Walter to provide 15 week Philosophy sessions	$1000
Chess Wizards	$10,400	Chess instruction - 10 weeks for all elementary sites.	$0
Brad Smith	NA	Chess instruction - 15 weeks for middle school.	$500
Triple Threat	$5,000	SPARQ Fitness, sports, mentoring	$0
Girl Scouts / Americorp	NA	Mentoring, life skills instruction	$1000
Fox Valley Orchestra	$6,000	Music lessons, instruction, performance	$0
SciTech	$1,000	STEM instruction	$0
Friends of Aurora's After	$2,250	Mentorships, 1:1 Reading support at one site.	$0

School Program			
West Aurora School District 129	$1120	Social workers/psych to provide student SEL instruction, Parent/Family Programming	$1,000
West Aurora School District 129	$3600	Teachers to provide 10 week STEM unit.	$0
Communities in Schools	$6773	Parent Liaison for family engagement.	$0
City of Aurora	NA	Field trip to City Hall	$100
City of Aurora	NA	Summer 2017 field trip transportation cost.	$1000
Waubonsee Community College	NA	Family workshop/educational opportunities presentation	$250
Everfi Vault Program	NA	Financial literacy program	$500
YWCA	$500	STEM workshop	$0
Girls Who Code	NA	Online coding curriculum	$500
St Augustine College	NA	GED informational workshop for parents	$200
The Walking Classroom	NA	MP3 Social Science curriculum	$1000

While the subcontractors and in-kind contributors have expressed a willingness to work together with My Time to sustain their involvement, real funding constraints in conjunction with burgeoning service populations limit the capacity of community agencies to provide unfunded services. Additionally, the availability of federal, state and foundation funding is limited due to tax revenues and investment returns, and high numbers of organizations asking for support.

Involving the partners listed above is clearly a success of this project. The goal of project staff was to engage partners with purpose in order to develop a variety of programs and enrichment opportunities. An Advisory Board has been developed in addition to the partner committee with the specific purpose of ongoing dialogue related to sustainability.

The My Time staff has done an outstanding job incorporating a number of partners into the program. The positive and productive relationships with community partners will help build long-term sustainability of some of the program components.

V. Overall Recommendations and Action Plans

Progress includes: grades and teacher survey were collected for most students; little turnover in before and after school staff; students receive reading and math interventions and instruction from qualified staff; teachers, counselors, principals and parents are making referrals to the program; sites run near enrollment capacity; there has been an increase in the number of middle school students that regularly attend; parent/family participation has significantly increased; and a variety of activities are being implemented in before/after school program to engage students in learning process and provide additional enrichment experiences.

One of the primary goals is to increase student academic achievement in both reading and math. The data shows that some improvements are being made however there remain a number of students at each location that actually show no increase or a decline in grades. Quarterly monitoring of student progress should be in place for the 2018-19 school year.

Due to the outreach efforts of the site coordinator, more parents have attending programs offered through My Time. Parent information is printed in both English and Spanish. Notification of events is given to parents in a timely manner. My Time staff has done an excellent job offering diverse opportunities for families from education through parent-child activities. Staff should continue to add to the existing strategies in order to get new parents involved.

Community partners continue to support the program giving both monetary, time and service donations. The relationship with partners has been building the foundation for sustaining the program over time.

The following recommendations focus on fine-tuning some elements of the program, to increase student retention, review ways to monitor student academic growth, to increase parental involvement and strengthen long term sustainability. While some of these recommendations are carried over from last annual report, some continue as recommendations to keep focus on each through full implementations. Additional recommendations for the 2018-2019 year primarily focus on strengthening curriculum in My Time.

Recommendation	Plan	Track Progress
Continue current recruitment strategies and make attempts to recruit students that have not participated in My Time at the end of each grading period.	Site coordinator, teachers and counselors will develop a list of students either failing or not making progress at the end of each grading period to be recruited for My Time.	Quarterly report will be given to grant director with recruitment recommendations and/or challenges.
Periodically review retention incentives with students to make sure they are of high interest and have an impact on improving the number of days attended. Track student attendance rates with particular focus given to students close to the 30 day attendance mark. Use attendance incentives for students as they reach 30, 60 and 90 days.	Site coordinators will have a focus group at each site and report back at monthly meeting. Site Coordinators will track rates of regular attendance while working toward the 90% regular attendee goal and report back at monthly meeting. Track attendance regularly and reward students at regular intervals.	Minutes from the student focus group will be given to grant director including plans for using student information. Monthly retention data will be shared with the Grant Director. Data will be reported at monthly meeting with grant director and evaluator.
Continue to use multiple points of	When district receives state	Site coordinators will

data, including PPARC results, teacher referral and local benchmarks to identify neediest students. Performance Series data should be collected.	assessment data, site coordinators and curriculum director will review each attendee's information and summarize findings. Begin collecting Performance Series data.	complete section on Excel document and present findings and recommendations to grant director and evaluator.
Site coordinators will collect teacher surveys on 100% of all students attending 30 days or more.	Site coordinators will disseminate and collect surveys from classroom teachers whose students who attended 30 days or more of programming from Summer 2018 through Spring 2019.	Track student attendance and returned teacher surveys in Excel document.
Reach out to parents who have not participated in any of the My Time family/parent programs or activities. Send home regular newsletters and/or promote program through social media. Programming information and highlights of activities and students should be the focus.	Site coordinators will identify 10 parents at each site that have not participated and make personal contacts to those parents in attempts to reach site goal for parent participation. Site coordinators will communicate with families regularly through newsletters and social media posts.	The number of new parents attending My Time activities will be on file in the Grant Director's office. File newsletters electronically or in binder in Grant Director's office.
Gather parental feedback about parent-child activities and workshops.	Develop a parent survey to be completed at the end of each parent –child activity/ parent education workshop. This will measure parent satisfaction with what program offered and provide additional interests.	Site coordinators will complete a summary sheet after planned event. This will be reported to Grant Director for future planning purposes.
Curriculum goals		
Academic activities address specific learning topics and standards that are linked to the school day goals, particularly in literacy, math and science	Review of intervention lesson plans will show evidence of targeted instruction	Progress monitoring data will be on file in Director's office.

Grant Director and District Curriculum Director will continue to work with site coordinators and staff to develop standard based learning activities for math, literacy, science and the arts.	Monthly meetings will be used to have discussion about the link between after school academics, curriculum benchmarks and student goals and growth.	Minutes and action plans will be on file in the Grant Director's office.
Identify strategies for infusing literacy and math goals into STEM activities.	My Time staff should meet to discuss further integration of curriculum so that STEM activities are more routinely incorporated with academic plans rather than stand alone activities.	A list of plans that have been implemented will be on file in the Grant Director office that will include teacher feedback of the lesson.
Performance Series data should be used to guide academic interventions.	Data will be collected at each assessment interval on My Time students.	Excel file of data collected will be on file in the Grant Director office.
Sustainability Goals		
Continue to explore ways or 21CCLC to support district and Title plans.	Collaborate when offering family events.	Collect sign in sheets at family events and track attendance on Excel document.
Continue efforts towards sustainability through community partners and grants.	Grant Director will offer an annual partner meeting in order to share the needs for sustainability and identify partners that may provide more financial support.	List of funding sources and grants will be on file in Grant Director's office.

VI. Dissemination of Evaluation

Data will be disseminated via this report, which is shared and discussed with staff members, school and district administrators, and grant partners. This report may also be presented at meetings with community members.

Attachments:
      Teacher Survey: Freeman, Greenan, Herget, Hill and McCleery
      Parent Involvement and Satisfaction Survey
      Student Survey

21st Century My Time
Teacher Survey
2017-18
Freeman Elementary School

Summary of regular attendees. Return rate: 87%

Category	Did Not Need	Significant Improve	Moderate	Slight	No Change	Slight Decline	Moderate Decline	Significant Decline
Turning in Homework on Time	20%	35%	18%	24%	7%	5%	0%	0%
Completing Homework to Satisfaction	16%	24%	25%	24%	9%	2%	0%	0%
Participating in Class	22%	13%	15%	24%	24%	2%	2%	0%
Volunteering	31%	0%	0%	9%	56%	4%	0%	0%
Attending Class Regularly	45%	13%	5%	7%	24%	2%	0%	4%
Being Attentive in Class	25%	11%	5%	38%	15%	2%	2%	2%
Behaving well in class	36%	18%	7%	11%	16%	9%	0%	2%
Academic Performance	5%	13%	36%	31%	13%	2%	0%	0%
Coming to School Motivated to Learn	27%	13%	5%	27%	20%	4%	0%	4%
Getting Along Well with Other Students	36%	11%	13%	16%	18%	4%	2%	0%

21st Century My Time
Teacher Survey
2017-18
Greenman Elementary School

Summary of regular attendees. Return Rate: 96%

Category	Did Not Need	Significant Improve	Moderate	Slight	No Change	Slight Decline	Moderate Decline	Significant Decline
Turning in Homework	19%	40%	11%	16%	11%	0%	4%	0%
Completing Homework	11%	41%	17%	15%	13%	0%	3%	0%
Participating in Class	13%	11%	28%	36%	8%	3%	1%	0%
Volunteering in class	20%	9%	21%	27%	21%	0%	0%	1%
Attending Class Regularly	48%	9%	13%	11%	17%	0%	1%	0%
Being Attentive in Class	21%	5%	21%	27%	19%	4%	3%	0%
Behaving well in class	43%	4%	12%	15%	19%	5%	1%	1%
Academic Performance	8%	25%	27%	31%	8%	0%	1%	0%
Motivated to Learn	9%	9%	27%	32%	11%	1%	0%	1%
Gets Along Well with Other Students	55%	5%	11%	13%	8%	7%	0%	1%

21st Century My Time
Teacher Survey
2017-18
Herget Middle School

Summary of surveys given to ELA or Math teachers on regularly attending students.   Return rate: 100%

Category	Did Not Need	Significant Improve	Moderate	Slight	No Change	Slight Decline	Moderate Decline	Significant Decline
Turning in Homework on Time	26%	2%	9%	23%	28%	9%	2%	0%
Completing Homework to Satisfaction	16%	2%	14%	28%	37%	2%	0%	0%
Participating in Class	23%	5%	9%	21%	35%	2%	5%	0%
Volunteering	26%	2%	5%	9%	56%	0%	2%	0%
Attending Class Regularly	72%	0%	0%	0%	23%	5%	0%	0%
Being Attentive in Class	33%	2%	7%	19%	33%	5%	0%	0%
Behaving well in class	51%	0%	5%	16%	23%	2%	2%	0%
Academic Performance	16%	2%	9%	35%	28%	9%	0%	0%
Coming to School Motivated	30%	2%	9%	19%	37%	0%	0%	2%
Gets Along Well with Others	67%	0%	7%	7%	14%	2%	2%	0%

21st Century My Time
Teacher Survey
2017-18
Hill Elementary School

Summary of regular attendees.   Return rate: 100%

Category	Did Not Need	Significant Improve	Moderate	Slight	No Change	Slight Decline	Moderate Decline	Significant Decline
Turning in Homework on Time	37%	33%	7%	10%	10%	2%	0%	1%
Completing Homework to Satisfaction	22%	35%	16%	17%	9%	0%	0%	1%
Participating in Class	17%	28%	12%	16%	24%	0%	1%	1%
Volunteering	26%	20%	12%	9%	32%	1%	0%	1%
Attending Class Regularly	41%	21%	2%	7%	23%	4%	0%	1%
Being Attentive in Class	16%	22%	16%	16%	24%	2%	2%	1%
Behaving well in class	41%	21%	10%	6%	16%	2%	2%	1%
Academic Performance	6%	32%	27%	26%	6%	0%	2%	1%
Coming to School Motivated	28%	22%	16%	18%	15%	0%	0%	1%
Gets Along Well with Others	45%	22%	6%	9%	13%	2%	1%	1%

21ˢᵗ Century My Time
Teacher Survey
2017-18
McCleery Elementary School

Summary of regular attendees.   Return rate: 99%

Category	Did Not Need	Significant Improve	Moderate	Slight	No Change	Slight Decline	Moderate Decline	Significant Decline
Turning in Homework on Time	40%	26%	9%	9%	14%	1%	1%	0%
Completing Homework to Satisfaction	15%	31%	23%	18%	6%	4%	3%	0%
Participating in Class	15%	18%	22%	19%	22%	3%	0%	1%
Volunteering	26%	10%	17%	9%	38%	0%	0%	0%
Attending Class Regularly	65%	8%	6%	6%	12%	3%	0%	0%
Being Attentive in Class	19%	17%	32%	13%	12%	5%	1%	1%
Behaving well in class	40%	12%	15%	10%	14%	5%	3%	1%
Academic Performance	4%	14%	50%	15%	8%	4%	4%	1%
Coming to School Motivated	23%	18%	24%	12%	18%	1%	3%	1%
Gets Along Well with Others	49%	15%	12%	6%	14%	3%	1%	0%

My Time Parent Involvement and Satisfaction Survey
2017-2018
Parent Responses: 224

	Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree
The after school program is helping my child to get his/her homework done.	66%	28%	4%	1%	1%
The after school program is helping my child's grade improve in school.	57%	34%	8%	0%	1%
The after school program is helping my child's behavior improve in school.	51%	33%	14%	1%	1%
The after school program provides a safe environment for child.	80%	19%	1%	0%	1%
The after school program provides constructive activities for my child once his/her homework is done.	68%	29%	3%	0%	0%
My child's interactions with staff members at the after school program are positive.	67%	27%	2%	1%	1%
My child's interaction with other youth at the after school program are positive.	62%	32%	4%	1%	0%
My child enjoys the after school program.	67%	30%	3%	0%	0%
I am satisfied with the after school program.	75%	22%	2%	1%	0%
I consider myself to be involved in my child's education.	72%	22%	4%	1%	1%

55 student surveys returned

	Always	Sometimes	Never
Do you look forward to going to the after school program?	38%	35%	27%
Do you know the rules and expectations for the after school program?	76%	15%	9%
Do you feel safe after school?	60%	33%	7%
Do your parents talk to you about school or homework?	45%	36%	18%
Do your parents check your homework?	38%	25%	36%
Do your parents encourage you to do well in school?	87%	4%	9%
Do you get along with other kids at the after school program?	49%	42%	9%
Do you like the activities offered in the after school program?	47%	33%	20%
Are your grades better because of the after school program?	38%	27%	35%
Do you finish your homework during the after school program?	51%	41%	9%
Do your try hard in school because of the after school program?	58%	20%	22%
Do you like your after school teachers and site coordinator?	73%	20%	7%

61 student surveys returned

	Always	Sometimes	Never
Do you look forward to going to the after school program?	48%	42%	10%
Do you know the rules and expectations for the after school program?	72%	18%	10%
Do you feel safe after school?	66%	27%	7%
Do your parents talk to you about school or homework?	56%	34%	10%
Do your parents check your homework?	38%	21%	41%
Do your parents encourage you to do well in school?	87%	10%	3%
Do you get along with other kids at the after school program?	66%	33%	1%
Do you like the activities offered in the after school program?	64%	29%	7%
Are your grades better because of the after school program?	56%	26%	18%
Do you finish your homework during the after school program?	59%	36%	5%
Do your try hard in school because of the after school program?	63%	16%	21%
Do you like your after school teachers and site coordinator?	82%	18%	0%

21ˢᵗ Century Grant: My Time
Student Survey
Spring 2017
Hill Elementary School

64 student surveys returned

	Always	Sometimes	Never
Do you look forward to going to the after school program?	42%	25%	3%
Do you know the rules and expectations for the after school program?	89%	11%	0%
Do you feel safe after school?	86%	13%	1%
Do your parents talk to you about school or homework?	66%	21%	13%
Do your parents check your homework?	53%	22%	25%
Do your parents encourage you to do well in school?	81%	16%	3%
Do you get along with other kids at the after school program?	64%	33%	3%
Do you like the activities offered in the after school program?	72%	25%	3%
Are your grades better because of the after school program?	64%	33%	3%
Do you finish your homework during the after school program?	82%	13%	5%
Do your try hard in school because of the after school program?	66%	25%	9%
Do you like your after school teachers and site coordinator?	91%	6%	3%

21st Century Grant: My Time
Student Survey
Spring 2018
McCleery Elementary School

63 student surveys returned

	Always	Sometimes	Never
Do you look forward to going to the after school program?	56%	43%	1%
Do you know the rules and expectations for the after school program?	63%	24%	13%
Do you feel safe after school?	73%	24%	3%
Do your parents talk to you about school or homework?	48%	37%	15%
Do your parents check your homework?	40%	36%	24%
Do your parents encourage you to do well in school?	78%	19%	3%
Do you get along with other kids at the after school program?	58%	37%	5%
Do you like the activities offered in the after school program?	65%	32%	3%
Are your grades better because of the after school program?	43%	48%	9%
Do you finish your homework during the after school program?	66%	33%	1%
Do your try hard in school because of the after school program?	41%	43%	16%
Do you like your after school teachers and site coordinator?	81%	14%	5%