

West Aurora School District 129

21<sup>st</sup> Century Community Learning Centers Program

2018-2019 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 an FY15 21st 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 one high school in Aurora, IL with a total student population of 12,316.

The 21CCLC grant is in its fifth 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	23%	12%
Disability	14%	15%
Low Income	50%	49%
Homeless	1%	2%
Mobility	8%	7%

2019 IAR scores indicate students enrolled in My Time and district-wide perform below state averages in all areas. The data below details the percentage of regularly attending students enrolled in My Time who met or exceeded expectations on the IAR assessment in comparison to students in the district and then state-wide. State averages are collected from the Illinois State Report Card.

	My Time	District	State
ELA	10%	26%	38%
Math	12%	20%	32%

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

Most FY18 program recommendations centered around SEL, academic strategies and family engagement. These recommendations were addressed through focused professional development in FY19. No significant program changes were made in FY19.

**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 a 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 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 the 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	IAR 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 fifth 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 enroll in 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 phone calls 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)

Freeman Students Served in School Year Only	Year I	Year II	Year III	Year IV	Year V
Total Unduplicated Enrollment/Regular Attendees	38/36	71/57	67/56	54/50	62/57
Total Unduplicated Enrollment School Year only	38	71	67	54	62
a) Number of students attending less than 30 days	2	14	11	4	5
b) Number of students attending 30-59 days	36	17	16	10	16
c) Number of students attending 60-89 days	0	18	23	19	26
d) Number of students attending 90+ days	0	22	17	21	15

Freeman Students Served in Summer Only	Year I	Year II	Year III	Year IV	Year V
Total Unduplicated Enrollment	0	46	27	18	10
a) Number of students attending less than 30 days	0	46	27	18	10
b) Number of students attending 30-59 days	0	0	0	0	0
c) Number of students attending 60-89 days	0	0	0	0	0
d) Number of students attending 90+ days	0	0	0	0	0

<b>Freeman Students Served Both Summer and School Year</b>	<b>Year I</b>	<b>Year II</b>	<b>Year III</b>	<b>Year IV</b>	<b>Year V</b>
Total Unduplicated Enrollment/Regular Attendees	0	20/19	13/13	14/13	8/8
Total Unduplicated Enrollment	0	20	13	14	7
a) Number of students attending less than 30 days	0	1	0	1	0
b) Number of students attending 30-59 days	0	2	2	3	0
c) Number of students attending 60-89 days	0	5	2	3	2
d) Number of students attending 90+ days	0	12	9	7	6

**Greenman Elementary (target enrollment: 80)**

<b>Greenman Students Served in School Year Only</b>	<b>Year I</b>	<b>Year II</b>	<b>Year III</b>	<b>Year IV</b>	<b>Year V</b>
Total Unduplicated Enrollment/Regular Attendees	65/48	76/58	86/74	78/64	70/55
Total Unduplicated Enrollment School Year Only	65	76	86	78	70
a) Number of students attending less than 30 days	17	18	12	14	15
b) Number of students attending 30-59 days	48	11	16	18	6
c) Number of students attending 60-89 days	0	34	33	20	24
d) Number of students attending 90+ days	0	13	25	26	25

<b>Greenman Students Served in Summer Only</b>	<b>Year I</b>	<b>Year II</b>	<b>Year III</b>	<b>Year IV</b>	<b>Year V</b>
Total Unduplicated Enrollment	0	50	28	29	23
a) Number of students attending less than 30 days	0	50	28	29	23
b) Number of students attending 30-59 days	0	0	0	0	0
c) Number of students attending 60-89 days	0	0	0	0	0
d) Number of students attending 90+ days	0	0	0	0	0

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

**Herget Middle School (target enrollment: 80)**

<b>Herget Students Served in School Year Only</b>	<b>Year I</b>	<b>Year II</b>	<b>Year III</b>	<b>Year IV</b>	<b>Year V</b>
Total Unduplicated Enrollment/Regular Attendees	39/15	76/44	54/25	77/38	74/36
Total Unduplicated Enrollment	39	76	54	77	74
a) Number of students attending less than 30 days	24	32	29	39	38
b) Number of students attending 30-59 days	15	25	14	22	22
c) Number of students attending 60-89 days	0	15	5	14	13
d) Number of students attending 90+ days	0	4	6	2	1

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



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

**Hill Elementary School (target enrollment: 80)**

<b>Hill Students Served in School Year Only</b>	<b>Year I</b>	<b>Year II</b>	<b>Year III</b>	<b>Year IV</b>	<b>Year V</b>
Total Unduplicated Enrollment/Regular Attendees	83/59	91/70	74/64	73/67	73/69
Total Unduplicated Enrollment	83	91	74	73	73
a) Number of students attending less than 30 days	24	21	10	6	4
b) Number of students attending 30-59 days	59	11	4	7	14
c) Number of students attending 60-89 days	0	25	24	16	21
d) Number of students attending 90+ days	0	34	36	44	34

<b>Hill Students Served in Summer Only</b>	<b>Year I</b>	<b>Year II</b>	<b>Year III</b>	<b>Year IV</b>	<b>Year V</b>
Total Unduplicated Enrollment	0	88	19	14	22
a) Number of students attending less than 30 days	0	88	19	14	22
b) Number of students attending 30-59 days	0	0	0	0	0
c) Number of students attending 60-89 days	0	0	0	0	0
d) Number of students attending 90+ days	0	0	0	0	0

<b>Hill Students Served Both Summer and School Year</b>	<b>Year I</b>	<b>Year II</b>	<b>Year III</b>	<b>Year IV</b>	<b>Year V</b>
Total Unduplicated Enrollment/Regular Attendees	0	22/22	12/12	14/14	13/13
Total Unduplicated Enrollment	0	22	12	14	13
a) Number of students attending less than 30 days	0	0	0	0	0
b) Number of students attending 30-59 days	0	2	0	2	1
c) Number of students attending 60-89 days	0	1	1	0	0
d) Number of students attending 90+ days	0	19	11	12	12

**McCleery Elementary School (target enrollment: 80)**

<b>McCleery Students Served in School Year Only</b>	<b>Year I</b>	<b>Year II</b>	<b>Year III</b>	<b>Year IV</b>	<b>Year V</b>
Total Unduplicated Enrollment/Regular Attendees	76/50	89/85	89/86	71/66	46/41
Total Unduplicated Enrollment	76	89	89	71	46
a) Number of students attending less than 30 days	26	4	3	5	5
b) Number of students attending 30-59 days	50	16	18	5	4
c) Number of students attending 60-89 days	0	18	18	32	21
d) Number of students attending 90+ days	0	51	50	29	16

<b>McCleery Students Served in Summer Only</b>	<b>Year I</b>	<b>Year II</b>	<b>Year III</b>	<b>Year IV</b>	<b>Year V</b>
Total Unduplicated Enrollment	0	86	63	16	13
a) Number of students attending less than 30 days	0	86	63	16	13
b) Number of students attending 30-59 days	0	0	0	0	0
c) Number of students attending 60-89 days	0	0	0	0	0
d) Number of students attending 90+ days	0	0	0	0	0

<b>McCleery Students Served Both Summer and School Year</b>	<b>Year I</b>	<b>Year II</b>	<b>Year III</b>	<b>Year IV</b>	<b>Year V</b>
Total Unduplicated Enrollment/Regular Attendees	0	38/38	34/33	13/13	36/36
Total Unduplicated Enrollment	0	38	34	13	36
a) Number of students attending less than 30 days	0	0	1	0	0
b) Number of students attending 30-59 days	0	4	2	0	3
c) Number of students attending 60-89 days	0	2	6	0	0
d) Number of students attending 90+ days	0	32	25	13	33

### Student Demographic Characteristics

Freeman Elementary School- 30 Days or More	Year I	Year II	Year III	Year IV	Year V
<b>Total Unduplicated Enrollment</b>	36	57	56	63	65
<b>Male</b>	20	24	18	29	39
<b>Female</b>	16	33	38	3	26
<b>K</b>	0	0	0	0	2
<b>1</b>	7	7	3	10	11
<b>2</b>	8	14	13	14	11
<b>3</b>	7	14	12	13	17
<b>4</b>	8	11	11	15	11
<b>5</b>	6	11	17	11	13
<b>American Indian/Alaska Native</b>	0	0	0	0	0
<b>Asian/Pacific Islander</b>	0	1	1	1	3
<b>Black or African American</b>	6	8	5	11	10
<b>Hispanic or Latino</b>	16	40	38	32	26
<b>White</b>	8	6	11	17	23
<b>Multiracial</b>	6	2	1	2	3
<b>Limited English Proficient Students</b>	3	2	7	17	15

<b>Students with Disability/IEP (Not LEP)</b>	4	3	11	11	8
<b>Students Receiving Free or Reduced Lunch</b>	32	44	31	41	35

<b>Freeman Elementary School- Less Than 30 Days</b>	<b>Year I</b>	<b>Year II</b>	<b>Year III</b>	<b>Year IV</b>	<b>Year V</b>
<b>Total Unduplicated Enrollment:</b>	2	14	11	23	15
<b>Male</b>	1	9	7	11	5
<b>Female</b>	1	5	4	12	10
<b>K</b>	0	0	0	0	0
<b>1</b>	2	2	0	1	5
<b>2</b>	0	3	1	6	2
<b>3</b>	0	1	5	10	3
<b>4</b>	0	5	3	3	2
<b>5</b>	0	3	2	3	3
<b>Racial/Ethnic Group</b>					
<b>American Indian/Alaska Native</b>	0	0	0	0	0
<b>Asian/Pacific Islander</b>	0	3	0	0	1
<b>Black or African American</b>	0	1	4	1	1

<b>Hispanic or Latino</b>	1	9	4	17	7
<b>White</b>	1	1	1	5	6
<b>Multiracial</b>	0	0	2	0	0
<b>Limited English Proficient Students</b>	0	1	2	5	4
<b>Students with Disability/IEP (Not LEP)</b>	0	2	1	3	3
<b>Students: Free or Reduced Lunch</b>	0	4	7	12	10

<b>Greenman Elementary School- 30 Days or More</b>	<b>Year I</b>	<b>Year II</b>	<b>Year III</b>	<b>Year IV</b>	<b>Year V</b>
<b>Total Unduplicated Enrollment:</b>	48	58	74	72	69
<b>Male</b>	25	29	35	30	35
<b>Female</b>	23	29	39	42	34
<b>K</b>	0	0	2	1	1
<b>1</b>	10	13	12	13	14
<b>2</b>	13	12	18	13	13
<b>3</b>	9	14	18	15	16
<b>4</b>	11	9	17	15	11

<b>5</b>	5	10	7	15	14
<b>American Indian/Alaska Native</b>	0	0	0	0	0
<b>Asian/Pacific Islander</b>	1	5	6	0	2
<b>Black or African American</b>	8	9	12	13	7
<b>Hispanic or Latino</b>	29	39	51	47	49
<b>White</b>	10	3	4	10	8
<b>Multiracial</b>	0	2	1	2	3
<b>Limited English Proficient Students</b>	10	22	39	28	27
<b>Students with Disability/IEP (Not LEP)</b>	3	2	7	12	10
<b>Students: Free or Reduced Lunch</b>	48	53	47	71	46

<b>Greenman Elementary School- Less Than 30 Days</b>	<b>Year I</b>	<b>Year II</b>	<b>Year III</b>	<b>Year IV</b>	<b>Year V</b>
<b>Total Unduplicated Enrollment:</b>	17	18	12	47	38
<b>Male</b>	12	8	11	30	21
<b>Female</b>	5	10	1	17	17
<b>K</b>	0	0	0	0	0
<b>1</b>	2	3	1	5	5



<b>2</b>	2	2	2	9	11
<b>3</b>	4	4	3	10	7
<b>4</b>	3	5	3	14	5
<b>5</b>	6	4	3	9	10
<b>American Indian/Alaska Native</b>	0	0	0	0	0
<b>Asian/Pacific Islander</b>	0	2	0	3	6
<b>Black or African American</b>	2	4	4	5	7
<b>Hispanic or Latino</b>	14	6	6	32	20
<b>White</b>	1	1	2	6	5
<b>Multiracial</b>	0	5	0	1	0
<b>Limited English Proficient Students</b>	4	2	1	23	20
<b>Students with Disability (Not LEP)</b>	2	0	2	4	1
<b>Students on Free or Reduced Lunch</b>	14	16	8	35	32

<b>Herget Middle School- 30 Days or More</b>	<b>Year I</b>	<b>Year II</b>	<b>Year III</b>	<b>Year IV</b>	<b>Year V</b>
<b>Total Unduplicated Enrollment:</b>	15	44	25	39	39
<b>Male</b>	6	29	19	19	20

<b>Female</b>	9	15	6	20	19
<b>6</b>	9	24	4	15	14
<b>7</b>	3	13	15	7	11
<b>8</b>	3	7	6	17	14
<b>American Indian/Alaska Native</b>	0	0	0	0	0
<b>Asian/Pacific Islander</b>	0	2	0	0	0
<b>Black or African American</b>	8	5	1	5	4
<b>Hispanic or Latino</b>	7	30	20	32	30
<b>White</b>	0	7	4	2	5
<b>Multiracial</b>	0	0	0	0	0
<b>Limited English Proficient Students</b>	1	5	8	6	6
<b>Students with Disability/IEP (Not LEP)</b>	6	12	10	13	14
<b>Students on Free or Reduced Lunch</b>	15	37	17	36	31

<b>Herget Middle School- Less Than 30 Days</b>	<b>Year I</b>	<b>Year II</b>	<b>Year III</b>	<b>Year IV</b>	<b>Year V</b>
<b>Total Unduplicated Enrollment</b>	24	32	29	67	38
<b>Male</b>	13	15	20	42	19

<b>Female</b>	11	17	9	25	19
<b>6</b>	12	12	9	42	12
<b>7</b>	5	3	13	13	7
<b>8</b>	7	17	7	12	19
<b>American Indian/Alaska Native</b>	0	0	0	0	0
<b>Asian/Pacific Islander</b>	0	0	0	1	1
<b>Black or African American</b>	7	5	4	14	3
<b>Hispanic or Latino</b>	17	23	20	39	31
<b>White</b>	0	3	5	11	3
<b>Multiracial</b>	0	1	0	2	0
<b>Limited English Proficient Students</b>	8	9	2	15	5
<b>Students with Disability/IEP (Not LEP)</b>	6	7	4	16	12
<b>Students Receiving Free or Reduced Lunch</b>	22	30	22	56	35

<b>Hill Elementary School- 30 Days or More</b>	<b>Year I</b>	<b>Year II</b>	<b>Year III</b>	<b>Year IV</b>	<b>Year V</b>
<b>Total Unduplicated Enrollment:</b>	59	70	64	81	82
<b>Male</b>	33	33	32	36	39

<b>Female</b>	26	37	32	45	43
<b>K</b>	0	0	0	1	0
<b>1</b>	17	13	12	13	17
<b>2</b>	16	16	14	21	17
<b>3</b>	8	17	13	16	16
<b>4</b>	3	17	14	15	18
<b>5</b>	15	7	11	15	14
<b>American Indian/Alaska Native</b>	0	0	0	0	0
<b>Asian/Pacific Islander</b>	0	2	1	8	8
<b>Black or African American</b>	6	4	1	4	8
<b>Hispanic or Latino</b>	52	61	61	66	60
<b>White</b>	0	1	0	2	5
<b>Multiracial</b>	1	2	1	1	1
<b>Limited English Proficient Students</b>	42	1	32	51	44
<b>Students with Disability/IEP (Not LEP)</b>	1	4	11	11	14
<b>Students on Free or Reduced Lunch</b>	58	69	36	59	53

Hill Elementary School- Less Than 30 Days	Year I	Year II	Year III	Year IV	Year V
<b>Total Unduplicated Enrollment:</b>	24	21	10	20	26
<b>Male</b>	8	7	5	8	16
<b>Female</b>	16	14	5	12	10
<b>K</b>	0	0	0	0	0
<b>1</b>	3	1	3	3	7
<b>2</b>	3	3	1	6	8
<b>3</b>	7	3	0	3	6
<b>4</b>	7	5	2	4	2
<b>5</b>	4	9	4	4	3
<b>American Indian/Alaska Native</b>	0	0	0	0	0
<b>Asian/Pacific Islander</b>	0	1	1	1	0
<b>Black or African American</b>	3	3	1	3	6
<b>Hispanic or Latino</b>	19	17	4	15	6
<b>White</b>	1	0	1	1	14
<b>Multiracial</b>	1	0	3	0	0
<b>Limited English Proficient Students</b>	16	0	3	14	2
<b>Students with Disability/IEP (Not LEP)</b>	3	0	2	6	3

<b>Students on Free or Reduced Lunch</b>	23	21	8	16	19

<b>McCleery Elementary School- 30 Days or More</b>	<b>Year I</b>	<b>Year II</b>	<b>Year III</b>	<b>Year IV</b>	<b>Year V</b>
<b>Total Unduplicated Enrollment:</b>	50	85	86	79	77
<b>Male</b>	26	46	49	45	43
<b>Female</b>	24	39	37	34	34
<b>K</b>	0	9	4	2	0
<b>1</b>	18	13	18	11	12
<b>2</b>	15	15	12	17	17
<b>3</b>	10	17	16	15	18
<b>4</b>	7	19	20	17	16
<b>5</b>	0	12	16	17	14
<b>American Indian/Alaska Native</b>	0	0	0	0	0
<b>Asian/Pacific Islander</b>	8	13	17	16	7
<b>Black or African American</b>	3	7	7	12	9
<b>Hispanic or Latino</b>	34	49	53	44	54
<b>White</b>	4	2	7	6	6

<b>Multiracial</b>	1	14	2	1	1
<b>Limited English Proficient Students</b>	29	41	42	31	30
<b>Students with Disability/IEP (Not LEP)</b>	5	18	15	7	8
<b>Students on Free or Reduced Lunch</b>	50	85	56	46	45

<b>McCleery Elementary School- Less Than 30 days</b>	<b>Year I</b>	<b>Year II</b>	<b>Year III</b>	<b>Year IV</b>	<b>Year V</b>
<b>Total Unduplicated Enrollment:</b>	26	4	3	21	18
<b>Male</b>	16	4	3	13	8
<b>Female</b>	10	0	0	8	10
<b>K</b>	0	0	0	0	0
<b>1</b>	5	1	0	2	2
<b>2</b>	5	0	1	5	2
<b>3</b>	2	0	0	6	5
<b>4</b>	5	0	1	2	4
<b>5</b>	9	3	1	6	5
<b>American Indian/Alaska Native</b>	0	0	0	0	0
<b>Asian/Pacific Islander</b>	2	0	0	1	2

<b>Black or African American</b>	5	1	2	5	2
<b>Hispanic or Latino</b>	14	3	0	13	10
<b>White</b>	0	0	1	2	4
<b>Multiracial</b>	5	0	0	0	0
<b>Limited English Proficient Students</b>	4	0	1	9	10
<b>Students with Disability/IEP (Not LEP)</b>	6	2	0	1	4
<b>Students on Free or Reduced Lunch</b>	25	4	3	18	16

**Average Daily Attendance (ADA) by Program Site**

<b>Freeman ADA</b>	<b>Year I</b>	<b>Year II</b>	<b>Year III</b>	<b>Year IV</b>	<b>Year V</b>
Overall Average Daily Attendance (ADA)	27.98	41.04	42.16	65.29	65.05
a) ADA for Summer Program	N/A	N/A	21.2	16.38	12.72
b) ADA for After school Program	27.98	41.04	63.13	74.87	71.07
c) ADA for Before School Program	N/A	N/A	N/A	N/A	N/A
d) ADA for weekend/holiday program	N/A	N/A	N/A	N/A	N/A



<b>Greenman ADA</b>	<b>Year I</b>	<b>Year II</b>	<b>Year III</b>	<b>Year IV</b>	<b>Year V</b>
Overall Average Daily Attendance (ADA)	43.33	53.10	42.44	54.04	62.36
a) ADA for Summer Program	N/A	67.12	16.15	18.59	16.41
b) ADA for After school Program	43.33	44.07	68.73	62.99	71.36
c) ADA for Before School Program	N/A	N/A	N/A	N/A	N/A
d) ADA for weekend/holiday program	N/A	N/A	N/A	N/A	N/A

<b>Herget ADA</b>	<b>Year I</b>	<b>Year II</b>	<b>Year III</b>	<b>Year IV</b>	<b>Year V</b>
Overall Average Daily Attendance (ADA)	17.45	27.63	34.92	35.13	35.43
a) ADA for Summer Program	N/A	N/A	N/A	16.76	17.00
b) ADA for After school Program	17.45	27.63	34.92	34.85	34.77
c) ADA for Before School Program	N/A	N/A	N/A	N/A	N/A
d) ADA for weekend/holiday program	N/A	N/A	N/A	N/A	N/A

<b>Hill ADA</b>	<b>Year I</b>	<b>Year II</b>	<b>Year III</b>	<b>Year IV</b>	<b>Year V</b>
Overall Average Daily Attendance (ADA)	59.70	67.02	44.62	74.68	67.09
a) ADA for Summer Program	N/A	74.90	12.20	18.00	17.47
b) ADA for After school Program	59.70	59.13	77.04	81.08	77.35

c) ADA for Before School Program	N/A	N/A	N/A	N/A	N/A
d) ADA for weekend/holiday program	N/A	N/A	N/A	N/A	N/A

<b>McCleery ADA</b>	<b>Year I</b>	<b>Year II</b>	<b>Year III</b>	<b>Year IV</b>	<b>Year V</b>
Overall Average Daily Attendance (ADA)	50.10	68.92	61.01	75.52	77.80
a) ADA for Summer Program	N/A	72.25	43.25	15.41	17.06
b) ADA for After school Program	50.10	65.59	78.78	75.52	79.94
c) ADA for Before School Program	N/A	N/A	N/A	N/A	N/A
d) ADA for weekend/holiday program	N/A	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 Leadership Series, 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 NIU STEMFEST field trip in the fall.

Families from all sites were invited to Fox Valley Park District’s Fitness Fest event.

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

Family Focus of Aurora offered a workshop on Helping Your Child Self-Regulate. All families were invited.

The public library offered a Family Literacy Night and all families were invited.

The Prisco Center offered Trades and Manufacturing Career and College Expo. All families were invited.

Freeman and Hill families were invited by the Fox Valley Orchestra’s El Sistema program to a public performance featuring their children.

**Family Events included:**

Activity	Number of Parents/Caregivers Participating
Program Shadowing Night- Fall	17
Fox Valley Park District Nutrition and Wellness Event- Spring	57
Program Shadowing Night- Spring	77
My Time Family Resource Fair- Fall	29
City of Aurora Resource Fair- Spring	25
NIU STEMFEST Field Trip- Fall	2
Public Library Family Literacy Night- Spring	60
Trades and Manufacturing Career and College Expo- Spring	7
FVO El Sistema Student Performance- Spring	120

**Parent-Only programming included:**

Activity	Number of Parents/Caregivers Participating
Parent Leadership Series: Family Tech Talk- Fall	4
PLS: FAFSA Workshop Completion- Fall	5
PLS: Robert Crown/Mutual Ground- Fall/Spring	26

PLS: Chris Herren- Overcoming Addiction- Fall	5
PLS: Middle School ChromeBook- How to Monitor- Fall	5
PLS: The Happy Kid Handbook- Spring	10
PLS: Harlan Cohen- Raising a Child w/ Grit, Resilience and Passion- Spring	15
Family Focus Aurora- Helping Your Child Regulate- Spring	12
PLS: Let's Talk Mental Health- Spring	5

**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 at all sites. 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.

West Aurora School District 129 provided Science, Technology, Engineering and Math (STEM) programming for ten weeks at the elementary buildings for the 3rd, 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.

Aurora University offered a Philosophical Questioning class for 4th and 5th grade students at Freeman Elementary School for 7 weeks. Students participated in philosophical question and answer sessions with a college professor with a focus on real world and current events.

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 assemblies on various STEAM topics including Geology and Space.

Karate was offered at Herget Middle School for 5 weeks. The focus was on offering a physical activity that many of the students had not been exposed to in the past, as well providing the SEL benefits of the practice.

The Fox Valley Orchestra's El Sistema provided 13 weeks of music lessons and instrument use to students at Freeman and Hill Elementary Schools.

The Fox Valley Park District offered recreational activities for students at all participating sites. Recreational activities, including art and drama, physical activity and arts and crafts. These activities were held 1-2 hours each week over twenty weeks at Greenman, Freeman, Hill, Hergt and McCleery.

Chess Wizards provided small group chess lessons to 30 students at the four elementary sites over eleven weeks to teach the game and develop critical thinking skills.

Various college readiness activities at Herget Middle School were incorporated to encourage interest in higher education and various career opportunities.

### **Summer Activities**

Summer 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 five days a week for five weeks for approximately one to one and a 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, the Museum of Science and Industry and Starved Rock State Park 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.

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 Museum of Science and Industry, Splash Country, and Starved Rock State Park. There was also a program shadowing event offered to parents during summer programming.

## Summary

### Data:

Grant goals for program enrollment is 80 students per site. All five sites met or exceeded this goal during the 2018-2019 school year.

Sites	Number Students Enrolled	Number Regular Attendees	Percentage Regular Attendees
Freeman	80	65	81%
Greenman	107	69	64%
Herget	77	39	51%
Hill	108	82	76%
McCleery	95	78	82%
Total	467	333	71%

Sites	Enrollment Goal	Actual Enrollment
Freeman	80	80
Greenman	80	107
Herget	80	77
Hill	80	108
McCleery	80	95

Enrollment decreased during the 2018-2019 school year compared to the 2017-2018 school year (down a total of 45 students), however the percentage of students who attend programming regularly increased from 65% to 71%. This indicates staff retention strategies are improving and effective. Efforts should continue to focus on increasing retention rates at all sites, especially Herget. All sites are meeting their enrollment goals with the exception of Herget, which is running at 96% capacity. All Site Coordinators should be commended for their recruitment efforts.

Average daily attendance remained the same or improved at four sites and has continued to improve yearly.

Family and parent events were offered to families at all program sites. A grant average of 33.5% of caregivers and students attended an engagement event, exceeding the 10% target. 46% of families at Freeman, 23% of families at Greenman, 9% of families at Herget, 58% of families at Hill and 32% 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. Additionally, retention should be a primary focus at Herget. Middle school retention is difficult at many after school sites. The director and site coordinator are encouraged to investigate effective retention strategies for this school-aged group, including surveying student interests.

Realizing an improvement in the number of parents participating in family education and events during year five 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 five 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 Elementary for five weeks, Monday through Friday from 8:00-2:00.

Site Name: Freeman, Greenman, Herget, Hill and McCleery Hours of Operation: School Year	Year I	Year II	Year III	Year IV	Year V
Total Number of Weeks Site is Open	14	28	28	28	28
Typical Number of Days per Week	4	4	4	4	4
Typical Number of Hours per Week	12	12	12	12	12
Days in the Week in Session	M-Th	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	Year V
School Day Teachers	2	1	2	3	5
Center Administrators	0	1	2	2	1
Other non-teaching school day staff	2	8	6	6	5



Parents	0	0	0	0	0
College students	3	2	4	3	2
High school students	0	1	0	3	4
Other community members	0	0	0	0	0
Other non-school day staff, some or no college	0	0	1	1	0
Total	7	13	15	18	17

<b>Greenman School Year Staffing</b>	<b>Year I</b>	<b>Year II</b>	<b>Year III</b>	<b>Year IV</b>	<b>Year V</b>
School Day Teachers	1	1	4	3	6
Center Administrators	0	1	2	2	1
Other non-teaching school day staff	5	7	5	3	6
Parents	0	0	0	0	0
College students	2	3	3	5	0
High school students	0	1	1	1	3
Other community members	0	0	0	0	0
Other non-school day staff, some or no college	0	0	1	2	0
Total	8	13	16	16	16

<b>Herget School Year Staffing</b>	<b>Year I</b>	<b>Year II</b>	<b>Year III</b>	<b>Year IV</b>	<b>Year V</b>
School Day Teachers	2	0	1	1	5
Center Administrators	0	1	2	2	1
Other non-teaching school day staff	6	7	3	4	4
Parents	0	0	0	0	0
College students	3	4	3	3	3
High school students	0	0	0	1	0

Other community members	0	0	0	0	1
Other non-school day staff, some or no college	0	0	0	0	0
Total	11	12	9	11	14

Hill School Year Staffing	Year I	Year II	Year III	Year IV	Year V
School Day Teachers	5	1	3	1	6
Center Administrators	0	1	2	2	1
Other non-teaching school day staff	2	6	3	4	5
Parents	0	0	0	0	0
College students	2	4	4	4	3
High school students	1	0	0	1	2
Other community members	0	0	0	0	1
Other non-school day staff, some or no college	0	0	2	2	0
Total	10	12	14	14	18

McCleery School Year Staffing	Year I	Year II	Year III	Year IV	Year V
School Day Teachers	2	1	1	2	8
Center Administrators	0	1	2	2	1
Other non-teaching school day staff	5	6	3	5	5
Parents	0	0	0	0	0
College students	2	3	3	2	2
High school students	0	1	1	4	3
Other community members	0	0	0	0	0
Other non-school day staff, some or no college	0	0	1	0	0
Total	9	12	11	15	19

### Staffing Ratio

Freeman Elementary School: 1 staff member to 4.7 students  
Greenman Elementary School: 1 staff member to 6.7 students  
Herget Middle School: 1 staff member to 5.5 students  
Hill Elementary School: 1 staff member to 6.0 students  
McCleery Elementary School: 1 staff member to 5.0 students

### Staff Turnover

Freeman Elementary School: one academic leader left during the year  
Greenman Elementary School: no one left during the school year  
Herget Middle School: no one 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 an individual need. The professional development goal of 12 hours per year has been met and the following table represents training provided to staff during year 5.

Topic	Duration	Staff Attending	Provider
Program Orientation	6 hours	All staff	SD 129, CIS
Mandated Reporter Training	1 hour	All staff	DCFS
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 adult program staff	WASD 129 staff

Everfi Vault Program training	1.5 hours	6 Staff	Everfi
CPR / AED Training	6 hours	10 Staff	Todd Gingerich, SD129 curriculum coord.
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
Academic Strategies	1.5 hours	18 Staff	2 - SD129 curriculum coordinators
Junior Achievement Training	1.5 hours	20 Staff	Cindy Jonke, JA
21CCLC Spring Workshop	8 hours	Project Director	ISBE / AIR/SEDL
National Afterschool Conference	3 days	Project Director	NAA
AIR Special Topic Workshop- SEL	8 hours	Project Director	SEDL / 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, Project Director	Illinois Afterschool Network
SEL	2 hours	5 staff	Second Step webinar
Coding/Robotics Training	8 hours	4 staff	Kelly Papp, Dawn Marmo - SD129 Administrators
Elementary Site Coordinator PD	1 hour	7 staff	Project Director, Grant Evaluator

End of Program Site Coordinator PD	3 hours	7 staff	Project Director
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### **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 most 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 5.6 students, which is up slightly 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 multiple 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 academic remediation 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, staff was surveyed in order to gather input on PD topics and the most convenient times and days for attendance.

### **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 Moby 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 outcomes from the classroom teacher perspective. The return rate for Teacher Surveys on regularly attending students was high, as indicated by the following return rates: Freeman Elementary School- 98%; Greenman Elementary school- 99%; Herget Middle School- 100%; Hill Elementary School- 100%; McCleery Elementary School- 99%.

The chart below provides data on the percentage of regularly attending students demonstrating an improvement in the significant, moderate or slight categories on the teacher surveys. Data is also provided on students that, in the opinion of their classroom teacher, did not need to make improvements in those categories.

2018-19 School Year All Regular Attendees	Students that needed to improve					Did not need to improve				
	% Improvement									
	Freeman	Greenman	Herget	Hill	McCleery	Freeman	Greenman	Herget	Hill	McCleery
Turning in homework	59%	75%	44%	55%	59%	16%	21%	4%	24%	26%
Completing homework	58%	81%	46%	63%	57%	16%	15%	8%	18%	27%
Participating in class	60%	65%	44%	61%	52%	11%	18%	2%	7%	31%
Volunteering (e.g. for extra credit)	29%	35%	19%	40%	34%	31%	28%	2%	8%	42%
Attending class regularly	14%	31%	23%	36%	23%	53%	51%	29%	34%	61%
Being attentive in class	40%	66%	42%	55%	51%	20%	12%	0%	15%	30%
Behaving well in class	28%	51%	31%	41%	32%	42%	34%	19%	31%	53%
Academic performance	70%	79%	42%	82%	66%	5%	7%	0%	2%	19%
Coming to school motivated to learn	48%	61%	35%	57%	41%	27%	25%	2%	18%	44%
Getting along well with other students	25%	41%	35%	43%	26%	47%	46%	21%	35%	63%

Based upon teacher perspectives, My Time is making a difference in academic performance for those students who regularly attend. The Teacher Surveys also showed that on average only 6% of students in the program did not need to academically improve. Of the students that needed to improve in academics, 70% at Freeman, 79% at Greenman, 42% at Herget, 82% at Hill and 66% 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**, 94% of parents believe My Time is helping their child to get their homework done and 88% 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 the end of the first quarter to the 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. The data below reflects the percentage of regularly attending students whose grades improved, maintained or decreased 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.	42%	53%	38%	52%	47%
Decreased their grade by half a grade or more.	39%	24%	41%	28%	44%
Neither increased or decreased their grade.	19%	23%	21%	20%	9%

Report card data shows that on average 46% 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 78% at Freeman, 96% at Greenman, 74% at Herget, 74% at Hill and 83% at McCleery.

	Always	Sometimes	Never
<b>Freeman</b>			
My grades better because of the after school program.	43%	37%	20%
I try harder in school because of the after school program.	45%	25%	30%
<b>Greenman</b>			
My grades better because of the after school program.	65%	29%	6%
I try harder in school because of the after school program.	61%	33%	6%



<b>Herget</b>			
My grades better because of the after school program.	17%	45%	38%
I try harder in school because of the after school program.	28%	55%	17%
<b>Hill</b>			
My grades better because of the after school program.	59%	34%	7%
I try harder in school because of the after school program.	62%	26%	12%
<b>McCleery</b>			
My grades better because of the after school program.	38%	54%	8%
I try harder in school because of the after school program.	52%	39%	9%

**IAR:** IAR performance levels in ELA and math for spring 2019 testing were collected on all regularly attending My Time students grades 3-8. Students achieving level 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 2019 District and My Time IAR scores are reflected below .

Regularly attending My Time students compared to District and State:

	State 2019 % Meets/Exceeds	District 2019 %Meets/Exceeds	My Time %Meets/Exceeds
3 <sup>rd</sup> Grade Math	41%	25%	21%
3 <sup>rd</sup> Grade ELA	36%	18%	7%
4 <sup>th</sup> Grade Math	34%	22%	10%
4 <sup>th</sup> Grade ELA	37%	26%	14%

5 <sup>th</sup> Grade Math	30%	23%	5%
5 <sup>th</sup> Grade ELA	38%	28%	5%
6 <sup>th</sup> Grade Math	25%	17%	7%
6 <sup>th</sup> Grade ELA	35%	24%	14%
7 <sup>th</sup> Grade Math	30%	16%	9%
7 <sup>th</sup> Grade ELA	41%	29%	9%
8 <sup>th</sup> Grade Math	33%	18%	6%
8 <sup>th</sup> Grade ELA	40%	32%	0%

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	1	4	6
Greenman Elementary	0	3	3
Herget Middle	3	2	0
Hill Elementary	1	0	2
McCleery Elementary	1	5	7

The IAR 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 IAR 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 available for evaluation, however because of the transition to IAR from PARCC for 2019, year to year 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.

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-2. 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.

**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 2018-19
- 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 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 IAR data will be used in 2019-2020 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.

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: 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, nature lessons, coding, LEGO Boost and Mindstorm lessons, karate, 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:**

**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 60%.

	Agree	Neutral	Disagree
<b>Freeman</b>			
The program offers constructive activities for my child.	100%	0%	0%
My child enjoys attending the program.	96%	4%	0%
<b>Greenman</b>			
The program offers constructive activities for my child.	94%	2%	4%
My child enjoys attending the program.	87%	8%	5%
<b>Herget</b>			
The program offers constructive activities for my child.	100%	0%	0%
My child enjoys attending the program.	76%	11%	13%
<b>Hill</b>			
The program offers constructive activities for my child.	97%	3%	0%
My child enjoys attending the program.	95%	5%	0%

<b>McCleery</b>			
The program offers constructive activities for my child.	100%	0%	0%
My child enjoys attending the program.	100%	0%	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 a response rate of 81%.

	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
<b>Freeman</b>			
I look forward to attending the program.	33%	55%	12%
I like the activities offered after school.	51%	35%	14%
<b>Greenman</b>			
I look forward to attending the program.	59%	38%	3%
I like the activities offered after school.	64%	35%	1%
<b>Herget</b>			
I look forward to attending the program.	17%	69%	14%
I like the activities offered after school.	31%	48%	21%
<b>Hill</b>			
I look forward to attending the program.	51%	38%	11%

I like the activities offered after school.	74%	26%	0%
<b>McCleery</b>			
I look forward to attending the program.	62%	29%	9%
I like the activities offered after school.	69%	31%	0%

**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 outcomes from the classroom teacher perspective. The return rate for Teacher Surveys on regularly attending students was high, as indicated by the following return rates: Freeman Elementary School- 98%; Greenman Elementary school- 99%; Herget Middle School- 100%; Hill Elementary School- 100%; McCleery Elementary School- 100%. 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
<b>Behaving Well</b>	28%	51%	31%	41%	32%
<b>Getting Along with Others</b>	25%	41%	35%	43%	26%

% of regularly attending students not needing to improve

	Freeman Elementary	Greenman Elementary	Herget Middle School	Hill Elementary	McCleery Elementary
<b>Behaving Well</b>	42%	34%	19%	31%	53%
<b>Getting Along with Others</b>	47%	46%	21%	35%	63%

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
<b>Freeman</b>			
The after school program is helping improve my child's behavior.	82%	18%	0%
My child has positive interactions with after school staff.	96%	4%	0%
My child has positive interaction with other youth after school.	84%	16%	0%
<b>Greenman</b>			
The after school program is helping improve my child's behavior.	79%	15%	6%
My child has positive interactions with after school staff.	92%	6%	2%
My child has positive interaction with other youth after school.	96%	0%	4%
<b>Herget</b>			
The after school program is helping improve my child's behavior.	68%	25%	7%
My child has positive interactions with after school staff.	100%	0%	0%
My child has positive interaction with other youth after school.	100%	0%	0%
<b>Hill</b>			
The after school program is helping improve my	82%	18%	0%



child's behavior.			
My child has positive interactions with after school staff.	97%	3%	0%
My child has positive interaction with other youth after school.	97%	3%	0%
<b>McCleery</b>			
The after school program is helping improve my child's behavior.	88%	12%	0%
My child has positive interactions with after school staff.	100%	0%	0%
My child has positive interaction with other youth after school.	100%	0%	0%

Again, 100 percent of parents have not completed a parent survey. However, 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
<b>Freeman</b>			
I look forward to attending the program.	33%	55%	12%
I know the rules and expectations of the after school program.	78%	16%	6%
I feel safe after school.	76%	22%	2%
I get along with other kids in the after school program.	51%	45%	4%

	Always	Sometimes	Never
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<b>Greenman</b>			
I look forward to attending the program.	59%	38%	3%
I know the rules and expectations of the after school program.	74%	26%	0%
I feel safe after school.	82%	15%	3%
I get along with other kids in the after school program.	59%	38%	3%

	Always	Sometimes	Never
<b>Herget</b>			
I look forward to attending the program.	17%	69%	14%
I know the rules and expectations of the after school program.	72%	14%	14%
I feel safe after school.	58%	28%	14%
I get along with other kids in the after school program.	41%	45%	14%

	Always	Sometimes	Never
<b>Hill</b>			
I look forward to attending the program.	51%	38%	11%

I know the rules and expectations of the after school program.	82%	16%	2%
I feel safe after school.	79%	18%	3%
I get along with other kids in the after school program.	57%	38%	5%

	Always	Sometimes	Never
<b>McCleery</b>			
I look forward to attending the program.	62%	29%	9%
I know the rules and expectations of the after school program.	79%	15%	6%
I feel safe after school.	82%	15%	3%
I get along with other kids in the after school program.	58%	42%	0%

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 two students were referred for disciplinary reasons during Semester 1 and both students decreased or maintained their referrals during Semester 2 (100%).

**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 the 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 to 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 five of the program, multiple partners with signed agreements were actively supporting 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, Funding Programs
Aurora University	In-Kind- Funding programs
Friends of the Aurora Afterschool Program	In-Kind- Volunteers
Fox Valley Orchestra	In-Kind- 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
NIU STEMFEST- Fall	2
Family Resource Fair- Fall	29
Program Shadowing Night- Fall	17
Program Shadowing Night- Spring	77
Family Fitness Fest- Spring	57
City Resource Fair- Spring	25
FAAP Family Literacy Night- Spring	60
Trades & Manufacturing Careers and College Expo- Spring	7
FVO El Sistema Student Performance- Spring	120

**Parent-Only Programming included:**

Program	Number of Parents/Caregivers Attending
Parent Leadership Series: Tech Talk	4
Parent Leadership Series: Robert crown/Mutual Ground	14
Parent Leadership Series: Chris Herren- Overcoming Addiction	5
Parent Leadership Series: Parenting Middle School Students with Chromebooks	5
Parent Leadership Series: Robert Crown/Mutual Ground- Spring	7
Parent Leadership Series: Harlan Cohen- Raising Children with Grit, Resilience and Passion	15

Parent Leadership Series: Let's Talk Mental Health	5
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**Percentage of Parents Participating:**

School	Percentage of Parents Participating 2016-2017	Percentage of Parent Participating 2017-2018	Percentage of Parents Participating 2018-2019
Freeman	12.7%	36.7%	45.7%
Greenman	7.6%	14.4%	22.6%
Herget	10.2%	8.8%	8.9%
Hill	31.1%	14.9%	58.1%
McCleery	64.2%	19.5%	32.1%

**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 an 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 7% of participating students did not need to improve in reading and math. 69% 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**

- 63% are eligible for free/reduced lunch
- 16% are eligible for special education services
- 37% are LEP students
- 66% Hispanic, 11% Black or African American, 14% White and small percentage of Asian and other

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

- 82% needed improvement in turning in homework
- 83% needed improvement in completing homework
- 86% needed improvement in participating in class
- 78% needed improvement in volunteering in class
- 54% needed improvement in attending class regularly
- 85% needed improvement in being attentive in class
- 64% needed improvement in behaving well in class
- 93% needed improvement in academics
- 77% needed improvement in motivation
- 58% 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 My Time has made significant progress over the past four 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.

**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 development. 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, intervention 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 2018-2019 school year.

Partner	Value of Subcontract Held by Partner	Contribution	In-Kind Value
West Aurora SD129	\$5000	Transportation services for program participants.	
Independent Evaluation services	\$18000	Jodee Craven to provide external, independent grant evaluation services for all program sites. \$3600/site.	
Fox Valley Park District	\$11,000	School year Art, Red Oak Nature program, boxing, karate, fitness, nutrition, service learning programs.	\$0
Fox Valley Park District	\$2000	Summer: Zumba/fitness, art programs.	\$0
Junior Achievement + Local businesses/colleges	NA	Career/college fair - Spring 2018 for all middle school program participants including several local businesses and colleges set up for students/parents to visit by organization; panelist speakers. .	\$3000
Fox Valley Park District	NA	Prisco Community Center to host Career/College event, two event space rooms provided in kind for 3 hour event- spring 2019.	\$1000
Fox Valley Park District	NA	Open house event - new fitness facility and event spaces - activities for families and local business vendors available- open to all program participants and families. October 2018 evening event after program hours.	\$1000
Aurora University	NA	Dr. Walter to provide 20 week Philosophy sessions @ AU	\$2500
Chess Wizards	\$10,400	Chess instruction - 10 weeks for all elementary sites.	\$0
Brad Smith - Chess	NA	Chess instruction - 15 weeks for middle school only - funded via City of Aurora grant.	\$750
Frog Lady	1500	Summer <a href="http://www.thefroglady.com/program_gradeschool.html">http://www.thefroglady.com/program_gradeschool.html</a> . Nature/animal sessions aligned to IL State Standards	
Girl Scouts/Americorps	NA	Mentoring, life skills instruction 1-2 grade girls.	\$1000

Fox Valley Orchestra	\$6,500	Music- Orchestra lessons, instruction, performance for families- grades 3-5 @ 2 program sites.	\$0
SciTech	\$2500	STEM instruction/workshops at all elementary sites.	\$0
Friends of Aurora's After School Program	\$3200	Mentorships, 1:1 Reading support at one site Fall/Spring and during summer 2018 to grades 2-3.	\$0
West Aurora School District 129	\$3600	Social workers/psych to provide student SEL instruction using CASEL framework at all sites.	\$0
West Aurora School District 129	\$3800	Teachers to provide 10 week STEM unit, grades 3-5 at all elementary sites.	\$0
Communities in Schools	\$4000	Parent Liaison for family engagement, translation support, parent newsletters.	\$0
Communities in Schools	\$64000	CIS Admin fee and benefits cost for employee payroll and record management for program staff.	
City of Aurora	NA	Summer 2018 field trip transportation cost.	\$750
Waubensee Community College	NA	Family workshop/educational opportunities presentation	\$250
Everfi Vault Program	NA	6 week Financial literacy program - grades 4-5, all elementary sites.	\$1000
Fox Valley Park District	NA	Vaughn Center - Family Fun and Fitness Event - open to all program participants and families from all 5 sites. 3 hour event on Sunday evening in winter 2019.	\$1500
Santori Aurora Public Library/FAAP	NA	Family Reading Night, activities for the whole family. 1 event per site for all elementary program participants/families.	\$2000
Northern Illinois University	NA	FREE STEM Fest - Fall 2018 at NIU - open to all middle school program participants and families, bus provided.	\$500
Girls Who Code	NA	Online coding curriculum - optional, open to all girl participants grades 4-8.	\$500
St Augustine College	NA	GED informational workshop for parents held at WCC.	\$200
The Walking Classroom	\$3000	MP3 Social Science/ELA curriculum - grades 4-5.	

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 received reading and math interventions and instruction from qualified staff; teachers, counselors, principals and parents are making referrals to the program; sites ran 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 the 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 the last annual report, some continue as recommendations to keep focus on each through full implementation. Additional recommendations for the 2018-2019 year primarily focus on strengthening curriculum in My Time.

Recommendation	Plan	Track Progress
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<p>Continue current recruitment strategies and make attempts to recruit students that have not participated in My Time at the end of each grading period.</p>	<p>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.</p>	<p>Quarterly report will be given to grant director with recruitment recommendations and/or challenges.</p>
<p>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.</p> <p>Track student attendance rates with particular focus given to students close to the 30 day attendance mark.</p> <p>Use attendance incentives for students as they reach 30, 60 and 90 days.</p>	<p>Site coordinators will have a focus group at each site and report back at the monthly meeting.</p> <p>Site Coordinators will track rates of regular attendance while working toward the 90% regular attendee goal and report back at the monthly meeting.</p> <p>Track attendance regularly and reward students at regular intervals.</p>	<p>Minutes from the student focus group will be given to grant director including plans for using student information.</p> <p>Monthly retention data will be shared with the Grant Director.</p> <p>Data will be reported at monthly meeting with grant director and evaluator.</p>
<p>Continue to use multiple points of data, including PPARC results, teacher referral and local benchmarks to identify the neediest students. Performance Series data should be collected.</p>	<p>When district receives state assessment data, site coordinators and curriculum director will review each attendee's information and summarize findings. Begin collecting Performance Series data.</p>	<p>Site coordinators will complete section on Excel document and present findings and recommendations to grant director and evaluator.</p>
<p>Site coordinators will collect teacher surveys on 100% of all students attending 30 days or more.</p>	<p>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.</p>	<p>Track student attendance and returned teacher surveys in Excel document.</p>
<p>Reach out to parents who have not participated in any of the My Time family/parent programs or activities.</p> <p>Send home regular newsletters and/or promote program through social media. Programming information and highlights of</p>	<p>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.</p>	<p>The number of new parents attending My Time activities will be on file in the Grant Director's office.</p> <p>File newsletters electronically or in</p>

activities and students should be the focus.	Site coordinators will communicate with families regularly through newsletters and social media posts.	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.
<b>Curriculum goals</b>		
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 discussions 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.
<b>Sustainability Goals</b>		
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.
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## 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: Freeman, Greenman, Herget, Hill and McCleery**

**Student Survey: Freeman, Greenman, Herget, Hill and McCleery**

**21<sup>st</sup> Century My Time  
Teacher Survey  
2018-2019  
Freeman Elementary School**

**Summary of regular attendees. Return rate: 98%**

Category	Did Not Need	Significant Improvement	Moderate	Slight	No Change	Slight Decline	Moderate Decline	Significant Decline
Turning in Homework on Time	16%	6%	31%	22%	20%	2%	0%	3%
Completing Homework to Satisfaction	16%	11%	31%	16%	22%	2%	0%	3%
Participating in Class	11%	8%	25%	27%	25%	3%	2%	0%
Volunteering	31%	3%	9%	17%	39%	0%	0%	0%
Attending Class Regularly	53%	6%	6%	2%	31%	2%	0%	0%
Being Attentive in Class	20%	5%	13%	22%	39%	0%	2%	0%
Behaving Well in Class	42%	8%	9%	11%	25%	3%	2%	0%
Academic Performance	5%	9%	33%	28%	22%	2%	2%	0%
Coming to School Motivated to Learn	27%	8%	17%	23%	20%	3%	2%	0%

<b>Getting Along Well with Other Students</b>	47%	3%	11%	11%	25%	2%	2%	0%
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**21<sup>st</sup> Century My Time  
Teacher Survey  
2018-2019  
Greenman Elementary School**

Summary of regular attendees. Return Rate: 99%

<b>Category</b>	<b>Did Not Need</b>	<b>Significant Improve</b>	<b>Moderate</b>	<b>Slight</b>	<b>No Change</b>	<b>Slight Decline</b>	<b>Moderate Decline</b>	<b>Significant Decline</b>
<b>Turning in Homework</b>	21%	38%	24%	13%	3%	1%	0%	0%
<b>Completing Homework</b>	15%	47%	21%	13%	3%	1%	0%	0%
<b>Participating in Class</b>	18%	22%	21%	22%	18%	0%	0%	0%
<b>Volunteering in Class</b>	28%	18%	10%	7%	37%	0%	0%	0%
<b>Attending Class Regularly</b>	51%	10%	9%	12%	15%	3%	0%	0%
<b>Being Attentive in Class</b>	12%	12%	26%	28%	12%	7%	1%	1%
<b>Behaving Well in Class</b>	34%	9%	21%	21%	7%	6%	1%	1%
<b>Academic Performance</b>	7%	22%	25%	32%	6%	4%	3%	0%
<b>Coming to School Motivated to Learn</b>	25%	12%	25%	24%	9%	3%	0%	3%



<b>Gets Along Well with Other Students</b>	46%	9%	22%	10%	4%	3%	3%	3%
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**21<sup>st</sup> Century My Time  
Teacher Survey  
2018-2019  
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
<b>Turning in Homework on Time</b>	4%	4%	21%	19%	31%	13%	2%	6%
<b>Completing Homework to Satisfaction</b>	8%	6%	19%	21%	25%	15%	6%	0%
<b>Participating in Class</b>	2%	4%	15%	25%	48%	6%	0%	0%
<b>Volunteering</b>	2%	0%	4%	15%	69%	6%	2%	2%
<b>Attending Class Regularly</b>	29%	0%	8%	15%	38%	8%	0%	2%
<b>Being Attentive in Class</b>	0%	6%	15%	21%	33%	17%	6%	2%
<b>Behaving Well in Class</b>	19%	2%	8%	21%	29%	13%	8%	0%
<b>Academic Performance</b>	0%	8%	17%	17%	29%	21%	2%	6%
<b>Coming to School Motivated</b>	2%	6%	19%	10%	44%	10%	6%	2%

<b>Gets Along Well with Others</b>	21%	4%	10%	21%	38%	4%	0%	2%
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**21<sup>st</sup> Century My Time  
Teacher Survey  
2018-2019  
Hill Elementary School**

Summary of regular attendees. Return rate: 100%

<b>Category</b>	<b>Did Not Need</b>	<b>Significant Improve</b>	<b>Moderate</b>	<b>Slight</b>	<b>No Change</b>	<b>Slight Decline</b>	<b>Moderate Decline</b>	<b>Significant Decline</b>
<b>Turning in Homework on Time</b>	24%	19%	21%	15%	16%	4%	1%	0%
<b>Completing Homework to Satisfaction</b>	18%	22%	19%	22%	14%	4%	1%	0%
<b>Participating in Class</b>	7%	14%	25%	22%	27%	4%	0%	1%
<b>Volunteering</b>	8%	9%	12%	19%	48%	2%	0%	1%
<b>Attending Class Regularly</b>	34%	15%	8%	13%	25%	5%	0%	0%
<b>Being Attentive in Class</b>	15%	9%	20%	26%	22%	6%	0%	0%
<b>Behaving Well in Class</b>	31%	9%	14%	18%	21%	5%	2%	0%
<b>Academic Performance</b>	2%	16%	32%	34%	11%	2%	1%	1%

<b>Coming to School Motivated</b>	18%	16%	16%	25%	19%	1%	5%	0%
<b>Gets Along Well with Others</b>	35%	16%	11%	16%	18%	1%	2%	0%

**21<sup>st</sup> Century My Time  
Teacher Survey  
2018-2019  
McCleery Elementary School**

Summary of regular attendees. Return rate: 100%

<b>Category</b>	<b>Did Not Need</b>	<b>Significant Improve</b>	<b>Moderate</b>	<b>Slight</b>	<b>No Change</b>	<b>Slight Decline</b>	<b>Moderate Decline</b>	<b>Significant Decline</b>
<b>Turning in Homework on Time</b>	26%	29%	17%	13%	5%	6%	4%	0%
<b>Completing Homework to Satisfaction</b>	27%	30%	17%	10%	12%	3%	1%	0%
<b>Participating in Class</b>	31%	14%	22%	16%	16%	1%	0%	0%
<b>Volunteering</b>	42%	9%	16%	9%	25%	0%	0%	0%
<b>Attending Class Regularly</b>	61%	10%	9%	4%	13%	3%	0%	0%
<b>Being Attentive in Class</b>	30%	9%	23%	19%	13%	5%	0%	0%
<b>Behaving Well in Class</b>	53%	10%	13%	9%	5%	8%	1%	0%
<b>Academic Performance</b>	19%	14%	35%	17%	9%	5%	0%	0%

<b>Coming to School Motivated</b>	44%	10%	19%	12%	10%	3%	1%	0%
<b>Gets Along Well with Others</b>	63%	10%	10%	6%	4%	5%	1%	0%

**My Time Parent Involvement and Satisfaction Survey  
2018-2019  
Freeman Elementary School  
Parent Responses: 50**

	<b>Strongly Agree</b>	<b>Somewhat Agree</b>	<b>Neither Agree nor Disagree</b>	<b>Somewhat Disagree</b>	<b>Strongly Disagree</b>
The after school program is helping my child to get his/her homework done.	72%	28%	0%	0%	0%
The after school program is helping my child's grade improve in school.	40%	44%	16%	0%	0%
The after school program is helping my child's behavior improve in school.	38%	44%	18%	0%	0%
The after school program provides a safe environment for my child.	88%	10%	0%	2%	0%
The after school program provides constructive activities for my child once his/her homework is done.	68%	32%	0%	0%	0%
My child's interactions with staff members at the after school program are positive.	48%	48%	4%	0%	0%
My child's interaction with other youth at the after school program are positive.	38%	46%	16%	0%	0%

My child enjoys the after school program.	38%	58%	4%	0%	0%
I am satisfied with the after school program.	78%	20%	2%	0%	0%
I feel comfortable talking to the staff at the after school program.	68%	30%	2%	0%	0%
Staff keep me informed about my child's day at the after school program.	50%	46%	4%	0%	0%
I consider myself to be involved in my child's education.	44%	52%	4%	0%	0%

**My Time Parent Involvement and Satisfaction Survey  
2018-2019  
Greenman Elementary School  
Parent Responses: 52**

	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.	73%	19%	4%	0%	2%
The after school program is helping my child's grade improve in school.	56%	27%	13%	0%	4%
The after school program is helping my child's behavior improve in school.	50%	29%	15%	2%	4%
The after school program provides a safe environment for my child.	77%	17%	2%	0%	4%
The after school program provides constructive activities for my child once his/her homework is done.	71%	23%	2%	0%	4%
My child's interactions with staff members at the after school program are positive.	69%	23%	6%	0%	2%
My child's interaction with other youth at the after school program are positive.	71%	25%	0%	0%	4%

My child enjoys the after school program.	60%	27%	8%	1%	4%
I am satisfied with the after school program.	69%	25%	2%	0%	4%
I feel comfortable talking to the staff at the after school program.	60%	36%	0%	0%	4%
Staff keep me informed about my child's day at the after school program.	48%	31%	11%	4%	6%
I consider myself to be involved in my child's education.	65%	27%	2%	0%	6%

**My Time Parent Involvement and Satisfaction Survey  
2018-2019  
Herget Middle School  
Parent Responses: 45**

	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.	29%	56%	16%	0%	0%
The after school program is helping my child's grade improve in school.	29%	62%	9%	0%	0%
The after school program is helping my child's behavior improve in school.	24%	44%	25%	7%	0%
The after school program provides a safe environment for my child.	53%	47%	0%	0%	0%
The after school program provides constructive activities for my child once his/her homework is done.	53%	47%	0%	0%	0%
My child's interactions with staff members at the after school program are positive.	62%	38%	0%	0%	0%

My child's interaction with other youth at the after school program are positive.	60%	40%	0%	0%	0%
My child enjoys the after school program.	27%	49%	11%	9%	4%
I am satisfied with the after school program.	49%	47%	4%	0%	0%
I consider myself to be involved in my child's education.	38%	40%	20%	2%	0%

**My Time Parent Involvement and Satisfaction Survey  
2018-2019  
Hill Elementary School  
Parent Responses: 38**

	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.	68%	29%	3%	0%	0%
The after school program is helping my child's grade improve in school.	63%	24%	11%	3%	0%
The after school program is helping my child's behavior improve in school.	47%	35%	18%	0%	0%
The after school program provides a safe environment for my child.	79%	18%	3%	0%	0%
The after school program provides constructive activities for my child once his/her homework is done.	74%	23%	3%	0%	0%
My child's interactions with staff members at the after school program are positive.	68%	29%	3%	0%	0%
My child's interaction with other youth at the after school program are positive.	71%	26%	3%	0%	0%

My child enjoys the after school program.	74%	21%	5%	0%	0%
I am satisfied with the after school program.	86%	11%	3%	0%	0%
I feel comfortable talking to the staff at the after school program.	79%	16%	5%	0%	0%
Staff keep me informed about my child's day at the after school program.	71%	21%	8%	0%	0%
I consider myself to be involved in my child's education.	76%	21%	3%	0%	0%

**My Time Parent Involvement and Satisfaction Survey  
2018-2019  
McCleery Elementary School  
Parent Responses: 49**

	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.	84%	12%	4%	0%	0%
The after school program is helping my child's grade improve in school.	76%	20%	4%	0%	0%
The after school program is helping my child's behavior improve in school.	72%	16%	12%	0%	0%
The after school program provides a safe environment for my child.	90%	10%	0%	0%	0%
The after school program provides constructive activities for my child once his/her homework is done.	88%	12%	0%	0%	0%
My child's interactions with staff members at the after school program are positive.	80%	20%	0%	0%	0%
My child's interaction with other youth at the after school program are positive.	74%	26%	0%	0%	0%



My child enjoys the after school program.	88%	12%	0%	0%	0%
I am satisfied with the after school program.	88%	10%	2%	0%	0%
I feel comfortable talking to the staff at the after school program.	82%	16%	2%	0%	0%
Staff keep me informed about my child's day at the after school program.	72%	22%	2%	4%	0%
I consider myself to be involved in my child's education.	86%	10%	4%	0%	0%

**21st Century Grant: My Time  
Student Survey  
2018-2019  
Freeman Elementary School**

51 student surveys returned

	Always	Sometimes	Never
Do you look forward to going to the after school program?	33%	55%	12%
Do you know the rules and expectations for the after school program?	78%	16%	6%
Do you feel safe after school?	76%	22%	2%
Do your parents talk to you about school or homework?	55%	35%	10%
Do your parents check your homework?	55%	24%	21%
Do your parents encourage you to do well in school?	84%	12%	4%

<b>Do you get along with other kids at the after school program?</b>	51%	45%	4%
<b>Do you like the activities offered in the after school program?</b>	51%	35%	14%
<b>Are your grades better because of the after school program?</b>	43%	37%	20%
<b>Do you finish your homework during the after school program?</b>	61%	37%	2%
<b>Do you try hard in school because of the after school program?</b>	45%	25%	30%
<b>Do you like your after school teachers and site coordinator?</b>	76%	24%	0%

**21<sup>st</sup> Century Grant: My Time  
Student Survey  
Spring 2019  
Greenman Elementary School**

**66 student surveys returned**

	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
<b>Do you look forward to going to the after school program?</b>	59%	38%	3%
<b>Do you know the rules and expectations for the after school program?</b>	74%	26%	0%
<b>Do you feel safe after school?</b>	82%	15%	3%
<b>Do your parents talk to you about school or homework?</b>	58%	24%	18%
<b>Do your parents check your homework?</b>	48%	23%	29%
<b>Do your parents encourage you to do well in school?</b>	89%	9%	2%

Do you get along with other kids at the after school program?	59%	38%	3%
Do you like the activities offered in the after school program?	64%	35%	1%
Are your grades better because of the after school program?	65%	29%	6%
Do you finish your homework during the after school program?	62%	36%	2%
Do you try hard in school because of the after school program?	61%	33%	6%
Do you like your after school teachers and site coordinator?	85%	14%	1%

**21<sup>st</sup> Century Grant: My Time  
Student Survey  
Spring 2019  
Herget Middle School**

**29 student surveys returned**

	Always	Sometimes	Never
Do you look forward to going to the after school program?	17%	69%	14%
Do you know the rules and expectations for the after school program?	72%	14%	14%
Do you feel safe after school?	58%	28%	14%
Do your parents talk to you about school or homework?	45%	31%	24%
Do your parents check your homework?	21%	21%	58%
Do your parents encourage you to do well in school?	83%	7%	10%

<b>Do you get along with other kids at the after school program?</b>	41%	45%	14%
<b>Do you like the activities offered in the after school program?</b>	31%	48%	21%
<b>Are your grades better because of the after school program?</b>	17%	45%	38%
<b>Do you finish your homework during the after school program?</b>	17%	72%	10%
<b>Do you try hard in school because of the after school program?</b>	28%	55%	17%
<b>Do you like your after school teachers and site coordinator?</b>	62%	21%	17%

**21<sup>st</sup> Century Grant: My Time  
Student Survey  
Spring 2019  
Hill Elementary School**

**61 student surveys returned**

	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
<b>Do you look forward to going to the after school program?</b>	51%	38%	11%
<b>Do you know the rules and expectations for the after school program?</b>	82%	16%	2%
<b>Do you feel safe after school?</b>	79%	18%	3%
<b>Do your parents talk to you about school or homework?</b>	49%	34%	16%
<b>Do your parents check your homework?</b>	44%	23%	33%
<b>Do your parents encourage you to do well in school?</b>	82%	16%	2%

<b>Do you get along with other kids at the after school program?</b>	57%	38%	5%
<b>Do you like the activities offered in the after school program?</b>	74%	26%	0%
<b>Are your grades better because of the after school program?</b>	59%	34%	7%
<b>Do you finish your homework during the after school program?</b>	70%	23%	7%
<b>Do you try hard in school because of the after school program?</b>	62%	26%	12%
<b>Do you like your after school teachers and site coordinator?</b>	79%	20%	1%

**21<sup>st</sup> Century Grant: My Time  
Student Survey  
Spring 2019  
McCleery Elementary School**

**65 student surveys returned**

	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
<b>Do you look forward to going to the after school program?</b>	62%	29%	9%
<b>Do you know the rules and expectations for the after school program?</b>	79%	15%	6%
<b>Do you feel safe after school?</b>	82%	15%	3%
<b>Do your parents talk to you about school or homework?</b>	51%	29%	20%
<b>Do your parents check your homework?</b>	49%	18%	33%
<b>Do your parents encourage you to do well in school?</b>	83%	15%	2%

<b>Do you get along with other kids at the after school program?</b>	58%	42%	0%
<b>Do you like the activities offered in the after school program?</b>	69%	31%	0%
<b>Are your grades better because of the after school program?</b>	38%	54%	8%
<b>Do you finish your homework during the after school program?</b>	91%	9%	0%
<b>Do you try hard in school because of the after school program?</b>	52%	39%	9%
<b>Do you like your after school teachers and site coordinator?</b>	83%	15%	2%