

21st Century Community Learning Centers Program
2019-2020 Grant Evaluation Report

Freeman Elementary School
Greenman Elementary School
Hill Elementary School
Herget Middle School
McCleery Elementary School

West Aurora School District 129
1877 W Downer Place
Aurora, IL 60506

Prepared by:

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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 allowed 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 sixth 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. The grant program is referred to as My Time by program staff, families and students.

Rachel Shields, 21CCLC Project Director
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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 first through eighth and their families. Site-wide, students exceed or meet the state average in most characteristics that label a student at-risk.

Characteristic	Freeman	Greenman	Herget	Hill	McCleery	State
English Language Learner	14%	54%	13%	57%	46%	12%
Disability	13%	14%	14%	12%	13%	15%
Low Income	43%	69%	51%	70%	66%	49%
Homeless	0%	2%	0%	1%	1%	2%

Mobility	6%	10%	5%	7%	8%	7%
Chronic Absenteeism	9%	19%	7%	11%	17%	18%
Chronically Truant	5%	11%	4%	10%	12%	13%

2019 IAR scores indicated 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. Because of school closures due to COVID in March of 2020, the IAR was not administered in West Aurora School District 129.

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

The urban community of Aurora is ethnically, racially and economically diverse and therefore poses many challenges in meeting the needs of its at-risk students. Although park district, club and YMCA-type programs are available in the community, they are often fee-based and transportation to and from these activities is not always conveniently available. Financial and logistical obstacles often keep at-risk students from participating in these programs. Additionally, many students live in homes where English is not the home language. Many of the fee-based enrichment programs offered in the city of Aurora do not offer Spanish-language programming and this could hinder parents’ ability or willingness to enroll their children in those programs.

Most FY19 program recommendations centered around SEL and academic enrichment in Math. These recommendations were addressed through professional development, appropriate SEL interventions and site level academic remediation and interventions in FY19. No significant program changes were made in FY20.

COVID IMPACT

Rachel Shields, Project Director

COVID drastically impacted programming in the spring of 2020 as it temporarily stopped our program before we then resumed a virtual/remote programming model. Summer programs were canceled due to safety concerns all together as the preference would be to provide in person vs remote. Our district chose to carry over unused funding to FY21 in hopes of being able to provide high quality programming to students and families. Summer programs were canceled as it was determined in person would be best and we would not be able to offer the high quality program opportunities virtually for our families.

We were able to resume outreach efforts virtually using zoom, email, phone calls, google voice, seesaw, and schology in the spring. Our parent liaison sent out a survey and weekly resources and opportunities

locally during the start of the pandemic in the spring. Virtual programs via youtube were offered by a few partners including the Fox Valley Park District and Frog Lady, which we were able to send links exclusively to those enrolled in our grant program and use the counts for tracking attendance. Formal and informal wellness check-ins were ongoing during spring 2020 programs for parents and students, we utilized our social workers and school psychologists to be available for SEL.

COVID absolutely affected our programs and posed a learning curve for everyone, staff, students, parents, and community partners alike. We unfortunately had to halt some of our community program partners as they were not able to provide the same level of quality programs in a virtual setting so some funds were not all spent during the spring for those who still had sessions left to complete, for example: Soccer stars and mentors; El Sistema orchestra ; etc. Access to devices and apps and learning them was also a challenge for many. Technology has been a key component to keep programs running and that was a new, foreign way of doing things for many. As we all learned and adapted to the new, remote world it provided an opportunity for reflection and stepping back to view areas of improvement and what we needed to do in order to be successful. PD was a heavy focus for our program staff in the spring, offering many sessions on how to implement programs virtually and learn from others in the field who have been doing so with success. Staying connected and ensuring students' needs were being met wholly was our main objective and reaching grant goals was a bonus during this time. As we look ahead to the future, working together and leaning on one another for support and brainstorming has been instrumental in continuing to offer successful programs. Getting students excited about attending and enrolling virtually is the challenge we face and our hope is to get back to an in person or blended model as soon as it is safe to do so.

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 program making sure any planned activity directly relates to the stated objective. Monthly meetings, with 21CCLC staff and the 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 site coordinator and teacher. Some were administered in paper form before school closures and others were administered electronically.	Spring
Parent Satisfaction Survey and Parent Opinion Survey	Some were sent home in the early spring and returned before school closures and others sent home electronically throughout April and May.	Collected as they are returned through the school in March and the electronic surveys were collected as they were completed in April and May.
Teacher Survey	Site coordinators collect teacher surveys for every regularly attending	March through May

	student. Some were completed before school closures in mid-March and the remaining were collected electronically through the remainder of the spring semester.	
Report card grades	Site coordinators collect report card grades.	*Each quarter- however grades K-5 use standards-based report cards and grades 6-8 gave Pass/Fail grades in Q4 due to COVID closures
State Assessments	IAR Test- not administered in 2020	Not available due to COVID closures
Attendance Data	Attendance was taken daily by after school teachers and attendance slips are collected every day. Student/parent sign in/out sheets at each site.	Daily- until mid-March, after which formal programming stopped.
Discipline Reports	Principal documentation of behavior referrals. Data is collected by the Project Director.	Fall semester. Spring data is unavailable due to school closures in mid-March

III. PROGRAM IMPLEMENTATION

III.A. Students Served

Recruitment and Retention of Students

As this was the sixth 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 improvement in 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 prosocial 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	Year VI
Total Unduplicated Enrollment/Regular Attendees	38/36	71/57	67/56	54/50	62/57	77/72
Total Unduplicated Enrollment School Year only	38	71	67	54	62	77
a) Number of students attending less than 30 days	2	14	11	4	5	5
b) Number of students attending 30-59 days	36	17	16	10	16	20
c) Number of students attending 60-89 days	0	18	23	19	26	52
d) Number of students attending 90+ days	0	22	17	21	15	0

Freeman Students Served in Summer Only	Year I	Year II	Year III	Year IV	Year V	Year VI
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	-

Freeman Students Served Both Summer and School Year	Year I	Year II	Year III	Year IV	Year V	Year VI
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)

Greenman Students Served in School Year Only	Year I	Year II	Year III	Year IV	Year V	Year VI
Total Unduplicated Enrollment/Regular Attendees	65/48	76/58	86/74	78/64	70/55	80/79
Total Unduplicated Enrollment School Year Only	65	76	86	78	70	80
a) Number of students attending less than 30 days	17	18	12	14	15	1
b) Number of students attending 30-59 days	48	11	16	18	6	6
c) Number of students attending 60-89 days	0	34	33	20	24	73
d) Number of students attending 90+ days	0	13	25	26	25	0

Greenman Students Served in Summer Only	Year I	Year II	Year III	Year IV	Year V	Year VI
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	-
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Greenman Students Served Both Summer and School Year	Year I	Year II	Year III	Year IV	Year V	Year VI
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)

Herget Students Served in School Year Only	Year I	Year II	Year III	Year IV	Year V	Year VI
Total Unduplicated Enrollment/Regular Attendees	39/15	76/44	54/25	77/38	74/36	54/46
Total Unduplicated Enrollment	39	76	54	77	74	54
a) Number of students attending less than 30 days	24	32	29	39	38	8
b) Number of students attending 30-59 days	15	25	14	22	22	12
c) Number of students attending 60-89 days	0	15	5	14	13	34
d) Number of students attending 90+ days	0	4	6	2	1	0

Herget Students Served in Summer Only	Year I	Year II	Year III	Year IV	Year V	Year VI
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	-

Herget Students Served Both Summer and School Year	Year I	Year II	Year III	Year IV	Year V	Year VI
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)

Hill Students Served in School Year Only	Year I	Year II	Year III	Year IV	Year V	Year VI
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Total Unduplicated Enrollment/Regular Attendees	83/59	91/70	74/64	73/67	73/69	88/78
Total Unduplicated Enrollment	83	91	74	73	73	88
a) Number of students attending less than 30 days	24	21	10	6	4	10
b) Number of students attending 30-59 days	59	11	4	7	14	16
c) Number of students attending 60-89 days	0	25	24	16	21	62
d) Number of students attending 90+ days	0	34	36	44	34	0

Hill Students Served in Summer Only	Year I	Year II	Year III	Year IV	Year V	Year VI
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	-

Hill Students Served Both Summer and School Year	Year I	Year II	Year III	Year IV	Year V	Year VI
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)

McCleery Students Served in School Year Only	Year I	Year II	Year III	Year IV	Year V	Year VI
Total Unduplicated Enrollment/Regular Attendees	76/50	89/85	89/86	71/66	46/41	79/78
Total Unduplicated Enrollment	76	89	89	71	46	79
a) Number of students attending less than 30 days	26	4	3	5	5	1
b) Number of students attending 30-59 days	50	16	18	5	4	11
c) Number of students attending 60-89 days	0	18	18	32	21	67
d) Number of students attending 90+ days	0	51	50	29	16	-

McCleery Students Served in Summer Only	Year I	Year II	Year III	Year IV	Year V	Year VI
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	-

McCleery Students Served Both Summer and School Year	Year I	Year II	Year III	Year IV	Year V	Year VI
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	Year VI
Total Unduplicated Enrollment	36	57	56	63	65	72
Male	20	24	18	29	39	41
Female	16	33	38	3	26	41
K	0	0	0	0	2	3
1	7	7	3	10	11	12
2	8	14	13	14	11	10
3	7	14	12	13	17	14
4	8	11	11	15	11	17
5	6	11	17	11	13	16
American Indian/Alaska Native	0	0	0	0	0	1
Asian/Pacific Islander	0	1	1	1	3	0
Black or African American	6	8	5	11	10	11
Hispanic or Latino	16	40	38	32	26	35
White	8	6	11	17	23	19
Multiracial	6	2	1	2	3	2

Limited English Proficient Students	3	2	7	17	15	15
Students with Disability/IEP (Not LEP)	4	3	11	11	8	5
Students Receiving Free or Reduced Lunch	32	44	31	41	35	30

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

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

Greenman Elementary School- 30 Days or More	Year I	Year II	Year III	Year IV	Year V	Year VI
Total Unduplicated Enrollment:	48	58	74	72	69	79
Male	25	29	35	30	35	36
Female	23	29	39	42	34	43
K	0	0	2	1	1	1
1	10	13	12	13	14	15
2	13	12	18	13	13	16
3	9	14	18	15	16	15
4	11	9	17	15	11	16
5	5	10	7	15	14	16

American Indian/Alaska Native	0	0	0	0	0	0
Asian/Pacific Islander	1	5	6	0	2	0
Black or African American	8	9	12	13	7	11
Hispanic or Latino	29	39	51	47	49	62
White	10	3	4	10	8	4
Multiracial	0	2	1	2	3	2
Limited English Proficient Students	10	22	39	28	27	34
Students with Disability/IEP (Not LEP)	3	2	7	12	10	10
Students: Free or Reduced Lunch	48	53	47	71	46	49

Greenman Elementary School- Less Than 30 Days	Year I	Year II	Year III	Year IV	Year V	Year VI
Total Unduplicated Enrollment:	17	18	12	47	38	1
Male	12	8	11	30	21	0
Female	5	10	1	17	17	1
K	0	0	0	0	0	0
1	2	3	1	5	5	0
2	2	2	2	9	11	0
3	4	4	3	10	7	1

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

Herget Middle School- 30 Days or More	Year I	Year II	Year III	Year IV	Year V	Year VI
Total Unduplicated Enrollment:	15	44	25	39	39	46
Male	6	29	19	19	20	26
Female	9	15	6	20	19	20
6	9	24	4	15	14	10

7	3	13	15	7	11	26
8	3	7	6	17	14	10
American Indian/Alaska Native	0	0	0	0	0	2
Asian/Pacific Islander	0	2	0	0	0	1
Black or African American	8	5	1	5	4	2
Hispanic or Latino	7	30	20	32	30	30
White	0	7	4	2	5	11
Multiracial	0	0	0	0	0	0
Limited English Proficient Students	1	5	8	6	6	6
Students with Disability/IEP (Not LEP)	6	12	10	13	14	2
Students on Free or Reduced Lunch	15	37	17	36	31	46

Herget Middle School- Less Than 30 Days	Year I	Year II	Year III	Year IV	Year V	Year VI
Total Unduplicated Enrollment	24	32	29	67	38	8
Male	13	15	20	42	19	5
Female	11	17	9	25	19	3
6	12	12	9	42	12	4
7	5	3	13	13	7	0

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

Hill Elementary School- 30 Days or More	Year I	Year II	Year III	Year IV	Year V	Year VI
Total Unduplicated Enrollment:	59	70	64	81	82	78
Male	33	33	32	36	39	45
Female	26	37	32	45	43	33
K	0	0	0	1	0	1
1	17	13	12	13	17	15
2	16	16	14	21	17	17

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

Hill Elementary School- Less Than 30 Days	Year I	Year II	Year III	Year IV	Year V	Year VI
Total Unduplicated Enrollment:	24	21	10	20	26	10
Male	8	7	5	8	16	3
Female	16	14	5	12	10	7
K	0	0	0	0	0	0

1	3	1	3	3	7	1
2	3	3	1	6	8	0
3	7	3	0	3	6	1
4	7	5	2	4	2	4
5	4	9	4	4	3	4
American Indian/Alaska Native	0	0	0	0	0	0
Asian/Pacific Islander	0	1	1	1	0	3
Black or African American	3	3	1	3	6	0
Hispanic or Latino	19	17	4	15	6	6
White	1	0	1	1	14	1
Multiracial	1	0	3	0	0	0
Limited English Proficient Students	16	0	3	14	2	8
Students with Disability/IEP (Not LEP)	3	0	2	6	3	2
Students on Free or Reduced Lunch	23	21	8	16	19	10

McCleery Elementary School- 30 Days or More	Year I	Year II	Year III	Year IV	Year V	Year VI
Total Unduplicated Enrollment:	50	85	86	79	77	78

Male	26	46	49	45	43	37
Female	24	39	37	34	34	41
K	0	9	4	2	0	1
1	18	13	18	11	12	12
2	15	15	12	17	17	16
3	10	17	16	15	18	16
4	7	19	20	17	16	17
5	0	12	16	17	14	16
American Indian/Alaska Native	0	0	0	0	0	0
Asian/Pacific Islander	8	13	17	16	7	17
Black or African American	3	7	7	12	9	9
Hispanic or Latino	34	49	53	44	54	44
White	4	2	7	6	6	8
Multiracial	1	14	2	1	1	0
Limited English Proficient Students	29	41	42	31	30	35
Students with Disability/IEP (Not LEP)	5	18	15	7	8	8
Students on Free or Reduced Lunch	50	85	56	46	45	52

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

Students on Free or Reduced Lunch	25	4	3	18	16	1
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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.

The elementary sites held a My Time kick off event at Blackberry Farm in Aurora. This location is a popular one for families with younger children. It is a working historical farm with farm animals, equipment demonstrations and small rides. The event was a huge success as 245 parents/caregivers attended this first My Time family event of the school year.

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

Freeman and Hill families were invited by the Fox Valley Orchestra's El Sistema program to a public performance featuring their children. Unfortunately the Freeman performance was cancelled due to the statewide shutdown due to COVID-19.

Six other family and parent education events were canceled due to COVID-19.

Family and Parent Events included:

Activity	Number of Parents/Caregivers Participating
Family Kick-Off Event at Blackberry Farm- Fall	245
Fox Valley Park District Nutrition and Wellness Event- Spring	31
Program Shadowing Night- Spring	169
FVO El Sistema Student Performance- Spring	95

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 two sites. Social workers used the Second Step and 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 3rd, 4th and 5th grade students at Freeman Elementary School for 6 weeks. Students participated in philosophical question and answer sessions with a college professor with a focus on real world and current events.

All sites participated in the online EverFi financial literacy program for eight weeks. Fourth through 8th 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 a field trip to their interactive museum that has exhibits featuring various STEAM topics.

Karate was offered at all sites 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 20 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 the elementary sites. Recreational activities, including art and drama, physical activity and arts and crafts, nature education, MVP sports, fitness and Zumba. These activities were held 1-2 hours each week over twenty weeks at Greenman, Freeman, Hill and McCleery.

The Fox Valley Park District also offered recreational activities for students at Herget Middle School. Recreational activities, including culinary classes and nutrition, physical activity, service learning, nature education, karate, boxing and Zumba.

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.

The Paramount School of Performing Arts in Aurora provided five weeks of dance and improv classes for students at the elementary sites.

Super Soccer Stars provided six weeks of soccer and team building activities to students at the four elementary sites.

A chess coach worked with the middle school students for eight week on chess skills and critical thinking.

7th and 8th grade students at Herget Middle School participated in a weeklong workshop called Breaking Free that focused on drug and violence prevention.

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

Summer Activities

Unfortunately there were no summer programs offered due to COVID-19. The region remained in Phase 2 and 3 for a large portion of the summer and district administration were not comfortable or prepared to guarantee consistent social distancing between students. In addition, the district is not one to one and therefore were unable to provide chromebooks or tablets for remote learning opportunities.

Summary

Data:

Grant goals for program enrollment is 80 students per site. All four elementary sites came close to meeting or exceeded this goal during the 2019-2020 school year. This is commendable considering the school year and 21CCLC programming ended 8 weeks early. Herget Middle School historically has struggled with retention of students. This year the site had the most students reach the 30 day regular attendee mark in the history of the program. If the site had not been shut down due to the pandemic, it is possible that they would have had four to five more students reach 30 days.

Sites	Number Students Enrolled	Number Regular Attendees	Percentage Regular Attendees
Freeman	77	72	94%
Greenman	80	79	99%
Herget	54	46	85%
Hill	88	78	89%

McCleery	79	78	99%
Total	378	353	93%

Sites	Enrollment Goal	Actual Enrollment
Freeman	80	77
Greenman	80	80
Herget	80	54
Hill	80	88
McCleery	80	79

Enrollment decreased during the FY20 school year compared to the FY19 school year (down a total of 89 students), however the percentage of students who attend programming regularly increased from 71% to 93%. This indicates staff retention strategies are improving and effective. Efforts should continue to focus on maintaining retention rates at all sites. All elementary sites are meeting their enrollment goals and running at capacity with the exception of Herget, which is running at 68% capacity. All Site Coordinators should be commended for their recruitment and retention efforts.

Family and parent events were offered to families at all program sites. Six family and parent education events were canceled due to COVID. However, a significant number of parents attended 21CCLC programming in FY20 (see chart on page 24).

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 school students are attending more regularly.

Parent participation 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:

COVID-19 forced the closure of My Time in mid-March. Prior to mid-March 2020, it was/is an ongoing challenge to recruit and then keep middle school students in the “regularly attending” category and to attract additional students. Recruitment can be a challenge if students view the program as one only for students who are struggling academically or if their friends are not interested in attending programming. Also, middle school sports and clubs 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.

The regularly attending population has increased over the years of the grant due to the efforts of the site coordinators at all sites. That position is key to the success of all programs, but specifically the middle school program where the creation of after school interventions that are compatible and interesting to the middle school student may increase retention.

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 coordinators, 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. In addition, the middle school site coordinator should consider surveying students at the start of the school year in order to gauge their interest in potential enrichment activities. It is important to cater enrichment programming and after school opportunities to students' interests and offer activities that will motivate students to enroll in the program.

While the retention strategies have been effective and will continue at each site, staff should continue to 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 continue to focus on the goal of having 90% of all enrolled students attend programming 30 days or more.

Realizing an improvement in the number of parents participating in family education and events during year six 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 six 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.

Site Name: Freeman, Greenman, Herget, Hill and McCleery Hours of Operation: School Year	Year I	Year II	Year III	Year IV	Year V	Year VI
Total Number of Weeks Site is Open	14	28	28	28	28	28

Typical Number of Days per Week	4	4	4	4	4	4
Typical Number of Hours per Week	12	12	12	12	12	12
Days in the Week in Session	M-Th	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	Year VI
School Day Teachers	2	1	2	3	5	6
Center Administrators	0	1	2	2	1	2
Other non-teaching school day staff	2	8	6	6	5	2
Parents	0	0	0	0	0	0
College students	3	2	4	3	2	5
High school students	0	1	0	3	4	3
Other community members	0	0	0	0	0	0
Other non-school day staff, some or no college	0	0	1	1	0	0
Total	7	13	15	18	17	18

Greenman School Year Staffing	Year I	Year II	Year III	Year IV	Year V	Year VI
School Day Teachers	1	1	4	3	6	5
Center Administrators	0	1	2	2	1	2
Other non-teaching school day staff	5	7	5	3	6	3
Parents	0	0	0	0	0	0

College students	2	3	3	5	0	6
High school students	0	1	1	1	3	2
Other community members	0	0	0	0	0	0
Other non-school day staff, some or no college	0	0	1	2	0	0
Total	8	13	16	16	16	18

Herget School Year Staffing	Year I	Year II	Year III	Year IV	Year V	Year VI
School Day Teachers	2	0	1	1	5	2
Center Administrators	0	1	2	2	1	2
Other non-teaching school day staff	6	7	3	4	4	2
Parents	0	0	0	0	0	0
College students	3	4	3	3	3	4
High school students	0	0	0	1	0	0
Other community members	0	0	0	0	1	0
Other non-school day staff, some or no college	0	0	0	0	0	0
Total	11	12	9	11	14	10

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

Total	10	12	14	14	18	15
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McCleery School Year Staffing	Year I	Year II	Year III	Year IV	Year V	Year VI
School Day Teachers	2	1	1	2	8	4
Center Administrators	0	1	2	2	1	2
Other non-teaching school day staff	5	6	3	5	5	4
Parents	0	0	0	0	0	1
College students	2	3	3	2	2	6
High school students	0	1	1	4	3	0
Other community members	0	0	0	0	0	0
Other non-school day staff, some or no college	0	0	1	0	0	0
Total	9	12	11	15	19	17

Staffing Ratio

Freeman Elementary School: 1 staff member to 4.3 students
 Greenman Elementary School: 1 staff member to 4.4 students
 Herget Middle School: 1 staff member to 5.4 students
 Hill Elementary School: 1 staff member to 5.9 students
 McCleery Elementary School: 1 staff member to 4.6 students

Staff Turnover

Freeman Elementary School: no one left during the year
 Greenman Elementary School: 2 college students left during the school year
 Herget Middle School: 1 college student left during the school year
 Hill Elementary School: no one left during the school year
 McCleery Elementary School: no one left during the school year

Staff Training

All adult staff attended an orientation meeting regarding program structure and grant requirements, and completed a mandated reporter training provided by ISBE prior to the start of the after school program. Additional professional development training made 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 six.

Site/School	Topic	Provider	Duration/hours	Date/Time	# Staff Attended / Total # Staff
FALL 2019					
SCs, Evaluator, Project Director	Site Coordinator Meeting/PD	SD129 Project Director and Grant Evaluator	1.5 hours	9/19/19 3:45-5:15pm	8
ALL Elementary Staff - Mandatory	Fall 2019 Program training & Orientation (safety, technology, mandated reporter, staff handbook)	SD129 - Rachel Shields, Marti Neahring, Kevin Triplett, Michelle Jones CIS - Karen Harkness, Kevin Shoemaker	3 hours	9/24/19 3:30-6:30pm	ALL Elementary Staff
ALL Middle school staff - Mandatory	Fall 2019 Program training & Orientation (safety, technology, mandated reporter, staff handbook)	SD129 - Rachel Shields, Marti Neahring, Kevin Triplett, Michelle Jones CIS - Karen Harkness, Kevin Shoemaker	2 hours	9/25/19 4:00-6:00pm	All herget middle school staff
All adult staff (All sites)	Mandated Reporter online training	DCFS	1 hour	9/25/2019	All adult staff
Project Director	Webinar- Supporting SEL in OST	NCASE	1.5 hours	9/26/2019 3:00-4:30pm	1
Freeman Elementary non-cert and youth program staff	Math/Literacy Activities & Strategies	SD129 Curriculum Coordinators - Jill and Lindsay	1.5 hours	10/3/19 3:00-4:30pm	5
Greenman Elementary non-cert and youth program staff	Math/Literacy Activities & Strategies	SD129 Curriculum Coordinators - Jill and Lindsay	1.5 hours	10/3/19 3:00-4:30pm	4
Hill Elementary non-cert and youth program staff	Math/Literacy Activities & Strategies	SD129 Curriculum Coordinators - Jill and Lindsay	1.5 hours	10/3/19 3:00-4:30pm	8
MCC Elementary non-cert and youth program	Math/Literacy Activities & Strategies	SD129 Curriculum Coordinators - Jill and Lindsay	1.5 hours	10/3/19 3:00-4:30pm	4

staff					
Project Director	21st Century Fall workshop	ISBE	8 hours	10/8/2019 full day	1
Project Director	Northern region COP planning	Rachel Shields	1 hour	10/8/2019 12-1pm	5
SCs, Evaluator, Project Director	Site Coordinator Meeting/PD	SD129 Project Director and Grant Evaluator	1 hour	10/28/2019 4-5pm	7
All district staff	SD129 FALL PD Week	SD129 Admin, teachers	8 hours	11/4-11/7/19 3:30-6:30pm	All district adult staff
Project Director	Webinar- Supporting Bilingual OST	IQA	1 hour	11/7/19 10-11am	1
Project Director	Webinar- how to introduce fun/play in OST programs	National Afterschool Assoc.	1 hour	11/12/19 12-1pm	1
All staff grades 4-8	Everfi Programs Training	Everfi - Lauren	1 hour	11/12/19 3:45-4:45	18
Project Director	Webinar- Stronger together	IQA	1 hour	11/21/2019 10-11am	1
SCs, Evaluator, Project Director	Site Coordinator Meeting/PD	SD129 Project Director and Grant Evaluator	1 hour	12/12/2019 4-5pm	7
Project Director	Webinar- how community organizations leverage strength in managing programs	IQA	1 hour	12/12/2019 10-11am	1
SPRING 2020					
SCs, Evaluator, Project Director	Site Coordinator Meeting/PD	SD129 Project Director and Grant Evaluator	1 hour	1/16/2020 4-5pm	7
All SD129 adult staff	SD129 Power of You Staff professional development- keynote + various breakout sessions and topics	SD129 Power of You Staff professional development for district staff	6 hours	1/17/2020 7:45-1:45pm	
ALL my time staff	SEL PD	SD129 Student Services Coord. - Gina Krizman	1.5 hours	1/22/2020 5:30-7pm	
Project Director	Webinar - Developing a culture of	IQA	1 hour	1/29/2020 10-11am	1

	professional learning to support and retain staff				
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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 4.9 students, which is down from last year and a fairly consistent average across all five sites. This low ratio allows for relationship building, and academic and behavioral support.

All staff attended multiple training sessions. Staff were surveyed at the start of the school year and the training provided was tailored to the survey results. Due to the pandemic, there was a strong professional development focus on remote programming and SEL. However the diversity of PD offerings throughout the year highlights the well-rounded approach to program improvement. One unintended consequence of the statewide shut down, which was beneficial to the program, is that staff were afforded the opportunity to participate in multiple professional development training throughout the spring.

Challenges:

Scheduling common time for professional development opportunities during the school is difficult as there is very limited time not already dedicated to programming or school hours. Holding training 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 training.

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 training 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. Because of program closures, a large assortment of online professional development opportunities were created for staff. Because finding time to provide professional development opportunities has been challenging in the past, it would be worth exploring assigning readily available online PD to staff through sites such as Y4Y, IQA and ACT Now.

IV. Progress Toward Objectives

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

Activities: The My Time program provided academic intervention and support through after school programming. 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 is 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- 100%; Greenman Elementary school- 99%; Herget Middle School- 100%; Hill Elementary School- 100%; McCleery Elementary School- 100%.

The chart below provides data on the percentage of regularly attending students who, according to the teacher surveys, needed to make improvement and demonstrated 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.

2019-20 School Year All Regular Attendees	Students that needed to improve that showed improvement % Improvement					Did not need to improve				
	Freeman	Greenman	Herget	Hill	McCleery	Freeman	Greenman	Herget	Hill	McCleery
Turning in homework	70%	81%	89%	72%	78%	35%	26%	4%	42%	31%
Completing homework	80%	84%	86%	70%	85%	31%	23%	7%	33%	21%
Participating in class	71%	73%	61%	68%	74%	22%	19%	4%	24%	15%
Volunteering (e.g. for extra credit)	31%	46%	46%	50%	50%	25%	17%	0%	24%	31%
Attending class regularly	0%	44%	29%	39%	35%	82%	36%	85%	61%	49%
Being attentive in class	50%	52%	59%	55%	56%	31%	18%	11%	29%	22%
Behaving well in class	48%	68%	19%	50%	48%	54%	24%	54%	54%	38%
Academic performance	73%	76%	82%	82%	72%	24%	13%	2%	15%	12%
Coming to school motivated to learn	56%	73%	41%	63%	65%	38%	24%	26%	32%	23%
Getting along well with other students	48%	71%	0%	56%	51%	63%	33%	72%	57%	45%

Based upon teacher perspectives, My Time is making a difference in academic performance for those students who regularly attend. Of the students that needed to improve in academics, over 70% showed improvement. The Teacher Surveys also showed that on average only 13% of students in the program did not need to academically improve. This clearly indicates that My Time is enrolling some of the neediest students in the district.

Parent Satisfaction Survey	Freeman	Greenman	Herget	Hill	McCleery
Program is Helping Get	93%	100%	100%	92%	87%

Homework Done					
Program is Helping Improve Grades	83%	100%	100%	85%	80%
Satisfied with Program	87%	100%	100%	92%	87%

On the **Parent Satisfaction Survey**, 94% of parents believe My Time is helping their child to get their homework done and 90% believe the program is helping to improve their child’s grades. 93% of parents are satisfied with the program.

Student Grades: In a typical year, 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. Normally, math data would be reported out on the percentage of regularly attending students whose grades improved, maintained or decreased in math, grades 3-8. However, this year because of school closures in mid-March and the difficulty some students and families experienced with remote learning, the district decided to adjust the grading scale at Herget from traditional letter grades to Pass/Fail. The elementary building grading scales added a Meets Remote Learning performance level to the grading scale. Therefore it is not possible to measure grade changes for regular attendees at all sites. However, all regularly attending students either “Met Remote Learning” or “Passed” their ELA and Math courses.

Student Survey: This survey provides an overview of student perspectives related to academics. Survey return rates were affected at some sites by the school shut down in mid-March. The survey was given to students in the spring after the shutdown through Google or over the phone. The student survey return rate was 30% at Freeman, 76% at Greenman, 61% at Herget, 39% at Hill and 58% at McCleery.

	Always	Sometimes	Never
Freeman			
My grades are better because of the after school program.	26%	65%	9%
I try harder in school because of the after school program.	48%	35%	17%
Greenman			
My grades are better because of the after school program.	70%	23%	7%

I try harder in school because of the after school program.	86%	11%	3%
Herget			
My grades are better because of the after school program.	37%	48%	15%
I try harder in school because of the after school program.	40%	30%	30%
Hill			
My grades are better because of the after school program.	68%	32%	0%
I try harder in school because of the after school program.	71%	29%	0%
McCleery			
My grades are better because of the after school program.	28%	54%	17%
I try harder in school because of the after school program.	46%	43%	11%

IAR: IAR was not administered in the spring of 2020 because of the statewide shut down due to COVID-19.

Limitations of Data: Because of the statewide shut down in March due to COVID-19, report card data and IAR data are unavailable for the report. Additionally the student survey return rate was lower than normal at all sites. Normally the surveys would be administered during program time, but site coordinators attempted to contact students via email and through telephone calls. A 100% return rate is the goal. Site coordinators should be commended for their efforts.

The parent survey return rate was lower than normal: 39% at Freeman, 6% at Greenman, 44% at Herget, 51% at Hill and 19% at McCleery. Typically a 50% return rate is the goal, however because of the state shutdown, site coordinators attempted to administer the survey via Google and phone calls. Site Coordinators should be commended for their attempts.

Challenges: The statewide shutdown due to COVID-19 affected every aspect of academic data collection, with the exception of Teacher Surveys. The incredibly high return rate is a testament to the efforts of the site coordinators and classroom teachers during such unusual circumstances.

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
- 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.

Using the data available, objective #1 was met.

Recommendations: Even with the shortened school year, 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. IAR data from 2019 shows that MyTime students are performing well below the district and state averages in both ELA and Math. While this data tells us that teachers and counselors are identifying the appropriate students for the program, these students also would benefit from targeted ELA and Math interventions.

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.

We can only hope that in school attendance will resume to normal so we can begin to be able to collect historical IAR data.

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 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, EverFi financial literacy, culinary arts, a field trip to the Sci-Tech, boxing, nature lessons, coding, LEGO Boost and Mindstorm lessons, karate, violin lessons and orchestra, chess, Moby Max and dance and improv lessons through the Paramount School of Performing Arts. 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 after the statewide shutdown with a lower than normal response rate of 32%.

	Agree	Neutral	Disagree
Freeman			
The program offers constructive activities for my child.	94%	3%	3%
My child enjoys attending the program.	87%	3%	10%
Greenman			
The program offers constructive activities for my child.	100%	0%	0%
My child enjoys attending the program.	100%	0%	0%
Herget			
The program offers constructive activities for my child.	100%	0%	0%
My child enjoys attending the program.	100%	0%	0%
Hill			

The program offers constructive activities for my child.	87%	9%	4%
My child enjoys attending the program.	92%	4%	4%
McCleery			
The program offers constructive activities for my child.	93%	0%	7%
My child enjoys attending the program.	87%	13%	0%

Student Surveys: This survey provides an overview of student perspectives in regard to programming and attendance. This survey was administered in the spring after the statewide shutdown with a response rate of 53%.

	Always	Sometimes	Never
Freeman			
I look forward to attending the program.	35%	65%	0%
I like the activities offered after school.	26%	65%	9%
Greenman			
I look forward to attending the program.	75%	23%	2%
I like the activities offered after school.	79%	21%	0%
Herget			
I look forward to attending the program.	15%	70%	15%
I like the activities offered after school.	24%	52%	24%

Hill			
I look forward to attending the program.	88%	9%	3%
I like the activities offered after school.	85%	15%	0%
McCleery			
I look forward to attending the program.	43%	52%	5%
I like the activities offered after school.	61%	37%	2%

Limitations of Data: This survey was administered after the state shutdown. Normally this survey is administered during programming which ensures a higher return rate. That being said, the same concerns persist, that because the survey 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.

In regard to attendance and involvement in school activities, in many cases, attendance is not within the control of the students in the program. They may miss school or programming 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: Administering the survey remotely during the shutdown was a challenge for all involved. Return rates were lower than normal. However, 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, or are fee-based programs which limit access for low-income, at-risk students. Both elementary and middle school students enjoyed the activities as demonstrated by regular attendance data. However, in the narrative portion of the survey, students consistently ask for new enrichment activities. Project staff should administer an interest survey in the fall in order to get objective and subjective feedback about the enrichment experiences

students are most interested in. The formation of a Kids Council would also 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 in 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 six. An SD129 social worker implemented a SEL / violence prevention program using the Second Step curriculum. Breaking Free offered a violence and drug prevention program to 7th and 8th grade students at Herget. Fox Valley Park District offered karate and boxing which focused on self-discipline and Super Soccer Stars offered soccer programming as well as team building and mentoring activities. 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- 100%; Greenman Elementary school- 99%; Herget Middle School- 100%; Hill Elementary School- 100%; McCleery Elementary School- 100%. The following shows the percentage of improvement for regular attending students who needed to improve and the percent of students that teachers reported did not need to improve.

Percent of regularly attending students that needed to improve who showed improvement:

	Freeman Elementary	Greenman Elementary	Herget Middle School	Hill Elementary	McCleery Elementary
Behaving Well	48%	68%	19%	50%	48%
Getting Along with Others	48%	71%	0%	56%	51%

Percent of regularly attending students not needing to improve:

	Freeman Elementary	Greenman Elementary	Herget Middle School	Hill Elementary	McCleery Elementary
Behaving Well	54%	24%	54%	54%	38%
Getting Along with Others	63%	33%	72%	57%	45%

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. The small number of Herget students who require additional support, according to Teacher Surveys, showed little growth and would benefit from additional support.

Parent Survey:

	Agree	Neutral	Disagree
Freeman			
The after school program is helping improve my child's behavior.	66%	27%	6%
My child has positive interactions with after school staff.	86%	7%	7%
My child has positive interaction with other youth after school.	86%	7%	7%
Greenman			
The after school program is helping improve my child's behavior.	40%	60%	0%
My child has positive interactions with after school staff.	100%	0%	0%
My child has positive interaction with other youth after school.	80%	20%	0%
Herget			

The after school program is helping improve my child's behavior.	92%	8%	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%
Hill			
The after school program is helping improve my child's behavior.	85%	9%	6%
My child has positive interactions with after school staff.	87%	9%	4%
My child has positive interaction with other youth after school.	89%	7%	4%
McCleery			
The after school program is helping improve my child's behavior.	83%	20%	7%
My child has positive interactions with after school staff.	87%	13%	0%
My child has positive interaction with other youth after school.	87%	13%	0%

Again, 100 percent of parents have not completed a parent survey. However, of the parents that responded, they feel their child’s behavior is improving and their child’s interactions with staff and peers are positive. Parent satisfaction does impact student attendance and attitudes.

Student Survey:

	Always	Sometimes	Never
Freeman			
I look forward to attending the program.	35%	65%	0%
I know the rules and expectations of the after school program.	83%	17%	0%
I feel safe after school.	87%	13%	0%

I get along with other kids in the after school program.	57%	43%	0%
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	Always	Sometimes	Never
Greenman			
I look forward to attending the program.	75%	23%	2%
I know the rules and expectations of the after school program.	93%	7%	0%
I feel safe after school.	65%	28%	7%
I get along with other kids in the after school program.	61%	36%	3%

	Always	Sometimes	Never
Herget			
I look forward to attending the program.	15%	70%	15%
I know the rules and expectations of the after school program.	73%	21%	6%
I feel safe after school.	61%	36%	3%
I get along with other kids in the after school program.	61%	33%	6%

	Always	Sometimes	Never
Hill			
I look forward to attending the program.	88%	9%	3%
I know the rules and expectations of the after school program.	88%	12%	0%
I feel safe after school.	94%	6%	0%
I get along with other kids in the after school program.	85%	15%	0%

	Always	Sometimes	Never
McCleery			
I look forward to attending the program.	43%	52%	5%
I know the rules and expectations of the after school program.	65%	30%	5%
I feel safe after school.	61%	33%	6%
I get along with other kids in the after school program.	39%	54%	7%

Generally, students at the elementary level have a positive attitude about school, friendships and the program. Their relationships during after school time are strong, as well as their grasp of the rules and expectations. The students at Herget aren't as positive about attending the program, but that is not an unusual attitude as students grow older.

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 four students were

referred for disciplinary reasons during Semester 1 and before the school closures all students decreased their referrals during Semester 2 (100%).

Limitations of Data: Due to COVID-19, schools closed in mid-March and were unable to complete the year, therefore the data is incomplete. In addition, 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. Also, 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 who are currently not participating in the program 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 six 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
EverFi	In-Kind- Funding programming
Breaking Free	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 and Parent Events included:

Activity	Number of Parents/Caregivers Participating
Family Kick-Off Event at Blackberry Farm- Fall	245
Fox Valley Park District Nutrition and Wellness Event- Spring	31
Program Shadowing Night- Spring	169
FVO El Sistema Student Performance- Spring	95

Percentage of Parents Participating:

School	2016-2017	2017-2018	2018-2019	2019-2020
Freeman	12.7%	36.7%	45.7%	33.7%
Greenman	7.6%	14.4%	22.6%	15%
Herget	10.2%	8.8%	8.9%	NA
Hill	31.1%	14.9%	58.1%	28.4%
McCleery	64.2%	19.5%	32.1%	40.5%

Limitations of Data: Six family and parent events were canceled in the Spring due to the COVID-19 pandemic, therefore rates of parent participation were affected. However, the data that was collected 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: COVID-19 was a challenge and cancelled many spring family and parent education programs. However, prior to the shutdown the challenge continues to be 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 fantastic attendance at the My Time kick-off event at Blackberry Farm. In order to keep interest high it is recommended that staff identify additional partners to involve each year, which will strengthen services and the sustainability plan. 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. Herget needs to track parent attendance at 21CCLC events in FY21.

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 serves 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 recommendations, 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 the teacher survey shows that only 13% of participating students did not need to improve in reading and math. 66% 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- All Enrolled Students

- 66% are eligible for free/reduced lunch
- 11% are eligible for special education services

- 37% are LEP students
- 63% Hispanic, 13% Black or African American, 12% White and small percentage of Asian and other

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

- 72% needed improvement in turning in homework
- 77% needed improvement in completing homework
- 86% needed improvement in participating in class
- 81% needed improvement in volunteering in class
- 37% needed improvement in attending class regularly
- 78% needed improvement in being attentive in class
- 55% needed improvement in behaving well in class
- 87% needed improvement in academics
- 71% needed improvement in motivation
- 46% 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. Seats at most sites in this program fill quickly and occasionally there are more students who are interested in and could benefit from the program, but space and staffing delay enrollment.

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 2020-2021 year. The data shows that My Time has made significant progress over the past six years in recruiting and retaining students in the program. Process and procedures for all aspects of the program have been written and included in the staff and 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 and 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 conferences/workshops in areas 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. A silver lining of COVID is that staff were able to complete many more online professional development trainings this year due to the state shutdown.

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 should be kept on file in Grant Director's' office. In addition, staff should continue to seek out remote professional development opportunities. Many online professional development trainings are archived and available to participate in at the convenience of the staff member.

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 17 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 the 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 2019-2020 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 2020.	\$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 http://www.thefroglady.com/program_gradeschool.html . 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. In spring provided virtual programs for families and students.	\$1500
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

It is difficult to use the traditional “measures of success” during the FY20 programmatic year to speak to recommendations and action plans for FY21. At a very real level, having students attend programming in FY21, in any capacity, whether virtual or in-person, will be a success. Progress prior to March 13 includes: teacher surveys 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 retention of middle school students; parent/family events

were well attended; and a variety of activities are being implemented in the 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. Unfortunately, staff were unable to collect academic data other than Teacher Surveys. In FY21, due to the change in the delivery of regular school day academics, it is of vital importance that staff regularly monitor student progress in order to provide appropriate interventions..

Due to the outreach efforts of the site coordinator, parents are 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 through parent-child activities and parent education programs. In FY21, staff should consider offering online parent education opportunities until the COVID-19 pandemic subsides and allows for safe in person programming. Staff should survey parents about their interests for parent education.

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. During COVID and due to social distancing restrictions, staff will need to reach out to partners and investigate whether they are able to offer programming appropriate for current restrictions.

The following recommendations focus on fine-tuning some elements of the program, to increase student retention at the middle school level, 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, they will continue as recommendations in order to keep focus on each through full implementation.

Overall, as COVID continues to impact programming in FY21, it is important that staff continue to focus on the primary goals of the program which include: student recruitment, enrollment and retention; family support; and the engagement of community partners. Many students and families will need SEL support, academic remediation and information on community resources for assistance throughout the fall and winter.

Recommendation	Plan	Track Progress
Continue current recruitment strategies and, if appropriate, make attempts to recruit students who are eligible that have not participated in My Time at the end of each grading period.	Site coordinator, teachers and counselors will develop a list of students either failing or not making progress at the end of each grading period to be recruited for My Time.	Quarterly reports will be given to the grant director with recruitment recommendations and/or challenges.
Periodically review retention incentives with students to make sure they are of high interest and have an impact on improving the number of days attended.	Site coordinators will have a focus group at each site and report back at the monthly meeting. Site coordinators will, to the best of their ability, cater appropriate enrichment	Minutes from the student focus group will be given to the grant director including plans for using student information. Site coordinators will communicate the results

<p>Administer an enrichment interest survey to students at the start of programming in the fall.</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>programming to the tastes of the students.</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>of the interest survey to the Project Director for evaluation and potential additional enrichment program adjustments.</p> <p>Monthly retention data will be shared with the Grant Director.</p> <p>Data will be reported at monthly meetings with the grant director and evaluator.</p>
<p>Continue to use multiple points of data, including IAR results (when administered), teacher referral and local benchmarks to identify the neediest students. Performance Series data should be collected.</p>	<p>When the 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 sections on an Excel document and present findings and recommendations to the 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 Fall 2020 through Summer 2021.</p>	<p>Track student attendance and returned teacher surveys in Excel documents.</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 the program through social media. Programming information and highlights of activities and students should be the focus.</p>	<p>Site coordinators will identify 10 parents at each site that have not participated and make personal contacts with those parents in attempts to reach site goals for parent participation.</p> <p>Site coordinators will communicate with families regularly through newsletters and social media posts.</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 binder in the Grant Director's office.</p>

Gather parental feedback about parent-child activities and parent education 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 all planned events. This will be reported to the Grant Director for future planning purposes.
Curriculum goals		
Academic activities address specific learning topics and standards that are linked to the school day goals, particularly in literacy, math and science.	Review of intervention lesson plans will show evidence of targeted instruction .	Progress monitoring data will be on file in the 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 files of data collected will be on file in the Grant Director office.
Sustainability Goals		
Continue to explore ways for 21CCLC to support district and Title plans.	Collaborate when offering family events.	Collect sign in sheets at family events and track attendance on Excel documents.
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 the Grant Director’s office.

VI. Dissemination of Evaluation

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

Attachments:

Teacher Survey: Freeman, Greenan, Herget, Hill and McCleery

Parent Involvement and Satisfaction Survey: Freeman, Greenman, Herget, Hill and McCleery

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

**21st Century My Time
Teacher Survey
2019-2020
Freeman Elementary School**

Summary of regular attendees. Return rate: 100%

Category	Did Not Need	Significant Improvement	Moderate	Slight	No Change	Slight Decline	Moderate Decline	Significant Decline
Turning in Homework on Time	35%	11%	15%	19%	18%	0%	1%	0%
Completing Homework to Satisfaction	31%	11%	21%	24%	13%	0%	1%	0%
Participating in Class	22%	10%	18%	28%	19%	3%	0%	0%
Volunteering	25%	4%	4%	14%	51%	0%	1%	0%
Attending Class Regularly	82%	0%	0%	0%	15%	1%	0%	1%
Being Attentive in Class	31%	3%	14%	18%	24%	8%	3%	0%
Behaving Well in Class	54%	1%	14%	7%	13%	11%	0%	0%
Academic Performance	24%	8%	24%	24%	14%	4%	1%	1%

Coming to School Motivated to Learn	38%	6%	18%	11%	18%	8%	1%	0%
Getting Along Well with Other Students	63%	3%	3%	13%	17%	3%	0%	0%

**21st Century My Time
Teacher Survey
2019-2020
Greenman Elementary School**

Summary of regular attendees. Return Rate: 99%

Category	Did Not Need	Significant Improve	Moderate	Slight	No Change	Slight Decline	Moderate Decline	Significant Decline
Turning in Homework	26%	23%	18%	19%	13%	1%	0%	0%
Completing Homework	23%	22%	14%	23%	17%	1%	0%	0%
Participating in Class	19%	18%	17%	24%	22%	0%	0%	0%
Volunteering in Class	17%	9%	22%	8%	45%	0%	0%	0%
Attending Class Regularly	36%	12%	9%	8%	33%	3%	0%	0%
Being Attentive in Class	18%	17%	15%	23%	26%	1%	0%	0%
Behaving Well in Class	24%	15%	17%	19%	23%	0%	1%	0%
Academic Performance	13%	23%	15%	28%	19%	1%	0%	0%

Coming to School Motivated to Learn	24%	21%	13%	22%	21%	0%	0%	0%
Gets Along Well with Other Students	33%	18%	13%	17%	19%	0%	0%	0%

**21st Century My Time
Teacher Survey
2019-2020
Herget Middle School**

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

Category	Did Not Need	Significant Improve	Moderate	Slight	No Change	Slight Decline	Moderate Decline	Significant Decline
Turning in Homework on Time	4%	13%	20%	52%	11%	0%	0%	0%
Completing Homework to Satisfaction	7%	11%	20%	50%	11%	2%	0%	0%
Participating in Class	4%	2%	13%	43%	37%	0%	0%	0%
Volunteering	0%	4%	7%	35%	65%	0%	0%	0%
Attending Class Regularly	85%	0%	2%	2%	9%	2%	0%	0%
Being Attentive in Class	11%	2%	9%	41%	37%	0%	0%	0%
Behaving Well in Class	54%	0%	0%	9%	37%	11%	0%	0%

Academic Performance	2%	7%	9%	65%	15%	2%	0%	0%
Coming to School Motivated	26%	0%	4%	26%	43%	0%	0%	0%
Gets Along Well with Others	72%	0%	0%	0%	17%	9%	2%	0%

**21st Century My Time
Teacher Survey
2019-2020
Hill Elementary School**

Summary of regular attendees. Return rate: 100%

Category	Did Not Need	Significant Improve	Moderate	Slight	No Change	Slight Decline	Moderate Decline	Significant Decline
Turning in Homework on Time	42%	13%	19%	10%	10%	5%	1%	0%
Completing Homework to Satisfaction	33%	16%	16%	14%	15%	4%	0%	1%
Participating in Class	24%	13%	19%	20%	24%	0%	0%	0%
Volunteering	24%	13%	16%	9%	38%	0%	0%	0%
Attending Class Regularly	61%	9%	4%	3%	22%	0%	1%	1%
Being Attentive in Class	29%	8%	15%	16%	28%	1%	0%	3%

Behaving Well in Class	54%	10%	5%	8%	22%	1%	0%	0%
Academic Performance	15%	18%	23%	29%	13%	1%	0%	1%
Coming to School Motivated	32%	9%	15%	19%	23%	3%	0%	0%
Gets Along Well with Others	57%	9%	8%	8%	16%	1%	1%	0%

**21st Century My Time
Teacher Survey
2019-2020
McCleery Elementary School**

Summary of regular attendees. Return rate: 100%

Category	Did Not Need	Significant Improve	Moderate	Slight	No Change	Slight Decline	Moderate Decline	Significant Decline
Turning in Homework on Time	31%	21%	17%	17%	15%	0%	0%	0%
Completing Homework to Satisfaction	21%	27%	23%	18%	12%	0%	0%	0%
Participating in Class	15%	13%	18%	32%	22%	0%	0%	0%
Volunteering	31%	10%	9%	15%	35%	05	0%	0%
Attending Class Regularly	49%	0%	6%	12%	29%	1%	0%	0%
Being Attentive in Class	22%	6%	19%	18%	32%	1%	1%	0%

Behaving Well in Class	38%	5%	9%	15%	29%	1%	1%	0%
Academic Performance	12%	10%	24%	29%	23%	1%	0%	0%
Coming to School Motivated	23%	5%	27%	18%	24%	1%	1%	0%
Gets Along Well with Others	45%	1%	8%	19%	27%	0%	0%	0%

**My Time Parent Involvement and Satisfaction Survey
2019-2020
Freeman Elementary School
Parent Responses: 30**

	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.	63%	30%	0%	0%	7%
The after school program is helping my child's grade improve in school.	43%	40%	13%	0%	3%
The after school program is helping my child's behavior improve in school.	43%	23%	27%	3%	3%
The after school program provides a safe environment for my child.	77%	17%	0%	0%	7%
The after school program provides constructive activities for my child once his/her homework is done.	73%	20%	3%	0%	3%
My child's interactions with staff members at the after school program are positive.	67%	20%	7%	0%	7%

My child's interactions with other youth at the after school program are positive.	50%	33%	7%	0%	7%
My child enjoys the after school program.	57%	30%	3%	3%	7%
I am satisfied with the after school program.	70%	17%	7%	0%	7%
I feel comfortable talking to the staff at the after school program.	70%	23%	0%	0%	7%
Staff keep me informed about my child's day at the after school program.	53%	30%	13%	0%	3%
I consider myself to be involved in my child's education.	63%	30%	3%	0%	3%

**My Time Parent Involvement and Satisfaction Survey
2019-2020
Greenman Elementary School
Parent Responses: 5**

	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.	100%	0%	0%	0%	0%
The after school program is helping my child's grade improve in school.	80%	20%	0%	0%	0%
The after school program is helping my child's behavior improve in school.	20%	20%	60%	0%	0%
The after school program provides a safe environment for my child.	100%	0%	0%	0%	0%
The after school program provides constructive activities for my child once his/her homework is done.	80%	20%	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 interactions with other youth at the after school program are positive.	60%	20%	20%	0%	0%
My child enjoys the after school program.	80%	20%	0%	0%	0%
I am satisfied with the after school program.	100%	0%	0%	0%	0%
I feel comfortable talking to the staff at the after school program.	60%	20%	0%	20%	0%
Staff keep me informed about my child's day at the after school program.	60%	20%	0%	20%	0%
I consider myself to be involved in my child's education.	80%	20%	0%	0%	0%

**My Time Parent Involvement and Satisfaction Survey
2019-2020
Herget Middle School
Parent Responses: 24**

	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.	12%	88%	0%	0%	0%
The after school program is helping my child's grade improve in school.	21%	79%	0%	0%	0%
The after school program is helping my child's behavior improve in school.	8%	84%	2%	0%	0%
The after school program provides a safe environment for my child.	12%	88%	0%	0%	0%
The after school program provides constructive activities for my child once his/her homework is done.	8%	92%	0%	0%	0%

My child's interactions with staff members at the after school program are positive.	8%	92%	0%	0%	0%
My child's interactions with other youth at the after school program are positive.	4%	96%	0%	0%	0%
My child enjoys the after school program.	4%	96%	0%	0%	0%
I am satisfied with the after school program.	4%	96%	0%	0%	0%
I feel comfortable talking to the staff at the after school program.	12%	88%	0%	0%	0%
Staff keep me informed about my child's day at the after school program.	8%	92%	0%	0%	0%
I consider myself to be involved in my child's education.	4%	96%	0%	0%	0%

**My Time Parent Involvement and Satisfaction Survey
2019-2020
Hill Elementary 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.	64%	27%	4%	0%	4%
The after school program is helping my child's grade improve in school.	58%	27%	11%	0%	4%
The after school program is helping my child's behavior improve in school.	42%	42%	9%	2%	4%
The after school program provides a safe environment for my child.	69%	20%	7%	0%	4%
The after school program provides constructive activities for my child once his/her homework is done.	60%	27%	9%	0%	4%

My child's interactions with staff members at the after school program are positive.	58%	29%	9%	0%	4%
My child's interactions with other youth at the after school program are positive.	56%	33%	7%	0%	4%
My child enjoys the after school program.	62%	29%	4%	0%	4%
I am satisfied with the after school program.	69%	22%	4%	0%	4%
I feel comfortable talking to the staff at the after school program.	69%	24%	2%	0%	4%
Staff keep me informed about my child's day at the after school program.	56%	27%	11%	2%	4%
I consider myself to be involved in my child's education.	64%	29%	2%	0%	4%

**My Time Parent Involvement and Satisfaction Survey
2019-2020
McCleery Elementary School
Parent Responses: 15**

	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.	74%	13%	0%	13%	0%
The after school program is helping my child's grade improve in school.	67%	13%	13%	7%	0%
The after school program is helping my child's behavior improve in school.	46%	27%	20%	7%	0%
The after school program provides a safe environment for my child.	66%	27%	7%	0%	0%
The after school program provides constructive activities for my child once his/her homework is done.	60%	33%	0%	7%	0%

My child's interactions with staff members at the after school program are positive.	60%	27%	13%	0%	0%
My child's interactions with other youth at the after school program are positive.	54%	33%	13%	0%	0%
My child enjoys the after school program.	67%	20%	13%	0%	0%
I am satisfied with the after school program.	73%	13%	0%	13%	0%
I feel comfortable talking to the staff at the after school program.	60%	33%	0%	7%	0%
Staff keep me informed about my child's day at the after school program.	61%	13%	13%	13%	0%
I consider myself to be involved in my child's education.	60%	33%	7%	0%	0%

**21st Century Grant: My Time
Student Survey
2019-2020
Freeman Elementary School**

23 student surveys returned

	Always	Sometimes	Never
Do you look forward to going to the after school program?	35%	65%	0%
Do you know the rules and expectations for the after school program?	83%	17%	0%
Do you feel safe after school?	87%	13%	0%
Do your parents talk to you about school or homework?	57%	43%	0%

Do your parents check your homework?	61%	35%	4%
Do your parents encourage you to do well in school?	96%	4%	0%
Do you get along with other kids at the after school program?	57%	43%	0%
Do you like the activities offered in the after school program?	26%	70%	4%
Are your grades better because of the after school program?	26%	65%	9%
Do you finish your homework during the after school program?	61%	39%	0%
Do you try hard in school because of the after school program?	48%	35%	17%
Do you like your after school teachers and site coordinator?	78%	22%	0%

**21st Century Grant: My Time
Student Survey
Spring 2020
Greenman Elementary School**

61 student surveys returned

	Always	Sometimes	Never
Do you look forward to going to the after school program?	75%	23%	2%
Do you know the rules and expectations for the after school program?	93%	7%	0%
Do you feel safe after school?	66%	28%	7%
Do your parents talk to you about school or homework?	66%	21%	13%

Do your parents check your homework?	49%	31%	20%
Do your parents encourage you to do well in school?	90%	8%	2%
Do you get along with other kids at the after school program?	61%	36%	3%
Do you like the activities offered in the after school program?	79%	21%	0%
Are your grades better because of the after school program?	70%	23%	7%
Do you finish your homework during the after school program?	74%	20%	7%
Do you try hard in school because of the after school program?	86%	11%	3%
Do you like your after school teachers and site coordinator?	90%	10%	0%

**21st Century Grant: My Time
Student Survey
Spring 2020
Herget Middle School**

33 student surveys returned

	Always	Sometimes	Never
Do you look forward to going to the after school program?	15%	70%	15%
Do you know the rules and expectations for the after school program?	73%	21%	6%
Do you feel safe after school?	61%	36%	3%
Do your parents talk to you about school or homework?	45%	39%	15%

Do your parents check your homework?	24%	24%	52%
Do your parents encourage you to do well in school?	91%	9%	0%
Do you get along with other kids at the after school program?	61%	33%	6%
Do you like the activities offered in the after school program?	24%	52%	24%
Are your grades better because of the after school program?	37%	48%	15%
Do you finish your homework during the after school program?	45%	48%	6%
Do you try hard in school because of the after school program?	40%	30%	30%
Do you like your after school teachers and site coordinator?	64%	27%	9%

**21st Century Grant: My Time
Student Survey
Spring 2020
Hill Elementary School**

34 student surveys returned

	Always	Sometimes	Never
Do you look forward to going to the after school program?	88%	9%	3%
Do you know the rules and expectations for the after school program?	88%	12%	0%
Do you feel safe after school?	94%	6%	0%
Do your parents talk to you about school or homework?	82%	12%	6%

Do your parents check your homework?	82%	12%	6%
Do your parents encourage you to do well in school?	97%	3%	0%
Do you get along with other kids at the after school program?	85%	15%	0%
Do you like the activities offered in the after school program?	85%	15%	0%
Are your grades better because of the after school program?	68%	32%	0%
Do you finish your homework during the after school program?	53%	47%	0%
Do you try hard in school because of the after school program?	71%	29%	0%
Do you like your after school teachers and site coordinator?	94%	6%	0%

**21st Century Grant: My Time
Student Survey
Spring 2020
McCleery Elementary School**

46 student surveys returned

	Always	Sometimes	Never
Do you look forward to going to the after school program?	43%	52%	5%
Do you know the rules and expectations for the after school program?	65%	30%	5%
Do you feel safe after school?	61%	33%	6%
Do your parents talk to you about school or homework?	46%	41%	13%

Do your parents check your homework?	43%	39%	17%
Do your parents encourage you to do well in school?	70%	17%	13%
Do you get along with other kids at the after school program?	39%	54%	7%
Do you like the activities offered in the after school program?	61%	37%	2%
Are your grades better because of the after school program?	28%	54%	17%
Do you finish your homework during the after school program?	63%	33%	4%
Do you try hard in school because of the after school program?	46%	43%	11%
Do you like your after school teachers and site coordinator?	78%	17%	5%