

**21st Century Community Learning Centers Program
2022-2023 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:

Jodee Craven, Grant Evaluator

10 Brook View Drive

La Salle, IL 61301

jcraven@d231.rochelle.net

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, one high school, one special education school, one alternative education school and one center for career development in Aurora, IL with a total student population of 10,925.

The 21CCLC grant completed its ninth 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
West Aurora School District #129
1877 W Downer Pl
Aurora, IL 60506
630-301-5000

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. Grant-wide, students meet or exceed the state average in most characteristics that label a student at-risk.

Characteristic	Freeman	Greenman	Herget	Hill	McCleery	State
English Language Learner	18%	58%	26%	56%	57%	15%
Disability	14%	13%	14%	16%	13%	15%
Low Income	35%	58%	45%	55%	53%	49%
Homeless	NA	3%	2%	NA	NA	2%
Mobility	3%	9%	5%	7%	7%	7%

Chronic Absenteeism	22%	28%	24%	39%	38%	28%
Chronically Truant	46%	51%	12%	59%	55%	20%

2023 IAR scores indicate that students in the My Time buildings were performing below state and district averages in ELA and Math. The data below details the percentage of students who met or exceeded expectations on the IAR assessments. State averages were collected from the 2023 Illinois State Report Card.

	My Time	District	State
ELA	14%	20%	35%
Math	10%	13%	27%

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.

II.A. Evaluation Methods

An outside evaluator, Jodee Craven, was hired to work with the 21CCLC team. The evaluator attended monthly meetings, conducted annual site visits and communicated regularly with the Project Director. Because of the close working relationship between the evaluator and staff, the evaluation process was inclusive by tapping information from all staff and collectively monitoring the progress of the program. Key questions that guided the evaluation process were driven by the goals and objectives of the grant, making sure any planned activity directly related to the stated objective. Monthly meetings with the 21CCLC staff, Project Director and the evaluator, provided the framework for progress monitoring with a focus on continuous improvement. Student attendance and progress was reviewed quarterly and goals were reset according to the results. The following data is used for this report:

Data	How Collected	When Collected	Objective
Student Survey	Surveys were administered once a year. They were administered in person using pencil and paper and/or electronically. Surveys included rating scales and questions with open-ended responses.	Early May	Objective 2, 3

Parent Satisfaction and Opinion Survey	Surveys were administered at spring family and parent education events as well as sent home in the spring via mail and email with a return date of late April to early May. Surveys included rating scales and questions with open-ended responses.	Collected as they were returned to the Site Coordinator. Parents were also offered the opportunity to complete the survey electronically.	Objective 2, 3, 4
Teacher Survey	Site coordinators collected teacher surveys on every enrolled student.	May	Objective 1, 3
Report Card Grades	Site coordinators collected report card grades.	Each quarter	Objective 1
State Assessments	IAR Test / SAT Test	Data will be collected as it is released to schools	Objective 1
Attendance Data	Attendance was taken daily by after school teachers and Site Coordinators. Attendance slips were collected every day. Student/parent sign in/out sheets were used at each site.	Daily	Objective 2, 4
Student Demographic Data	Site coordinators entered student demographic characteristic into a locally-developed data spreadsheet	Data was entered as enrollment forms are received	Objective 5
Discipline Reports	The local evaluator used Principal documentation of behavior referrals. Data was collected by the site coordinators.	End of each semester in the Fall and Spring	Objective 3
Graduation/Pro motion Data	Site Coordinators provided data on enrolled students at the end of the school year.	End of School Year	Objective 2
Data Warehouse and Benchmarking Tool Data	Reports were submitted to the Illinois Report Card through NIU. ISBE oversees this process. These reports contain data regarding daily programming in the area of attendance, demographics, programming, staffing and academic performance.	Three times per year- Summer, Fall and Spring	Objective 1, 2, 4, 5
Evaluation Survey Data	This report is submitted to ISBE and includes descriptions of programming and activities during the school year. Teacher survey data is a key component to this report.	Once per year	Objective 1, 2, 4, 5

III. PROGRAM IMPLEMENTATION

III.A. Students Served

Recruitment and Retention of Students

As this was the ninth 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.*

West Aurora SD submitted the following plan to the Illinois State Board of Education in order to address low student enrollment at Freeman Elementary and Herget Middle School during FY22:

Freeman Elementary

The site coordinator for Freeman has been the same staff member for several years now, and has taken an active role in assisting with both staff and student recruitment when needed and filling any gaps. She has played an integral role in supporting this program and reaching its goals, in turn assisting our students and families who participate. Efforts are made initially in collaboration with building administrators to provide information about openings among grade levels to provide equity and keep staff to student ratios in line in order to provide the highest quality of support and programming. Once initial students with the greatest need have been invited to attend, the Site Coordinator works to further

assist in filling gaps in enrollment. Monthly attendance is reviewed by the Project Director and Grant Evaluator and they collectively work to support the Site Coordinator in ongoing recruitment throughout the year if enrollment drops at any point.

Herget Middle School

The site coordinator for Herget Middle School will assist with communication during Parent/Teacher conferences for students who are enrolled or eligible to attend the 21CCLC program in order to help in creating a plan to support struggling students. Efforts are made throughout the year to work with school administrators to continue recruiting as needed.

New changes this year to try and promote choice offering during after school program; provide an option for morning before school programming; continue to poll students and gather feedback on provided partner programs; offer a variety of cultural, career, and college based field trip educational experiences on Saturdays once monthly for students and at times families; in-kind virtual 1:1 tutoring to be offered twice weekly for students in subject areas of need/choice.

In years past, site coordinators would be able to recruit at start-of-year events such as in-person school registration days, back-to-school open houses or backpack nights, and parent-teacher conferences. As some face-to-face opportunities were occasionally limited during the FY22 school year, site coordinators had to rely more than normally on phone calls, email and text blasts, social media and intentional, prearranged (COVID-safe) face-to-face meetings. This approach is time and labor intensive and site coordinators should be commended for their outreach efforts that we intend to continue implementing for the 2022-23 program year.

Student Enrollment by Program Site

Freeman Elementary (target enrollment: 80)

Freeman Students Served in School Year	FY 21
Total Enrollment/Regular Attendees	19/14
a) Number of students attending less than 30 days	5
b) Number of students attending 30-59 days	7
c) Number of students attending 60-89 days	7
d) Number of students attending 90+ days	0

Freeman Students Served in Summer	Summer 2021
Total Enrollment	13
a) Number of students attending 15 hours or less	0
b) Number of students attending 16-45 hours	0
c) Number of students attending 46-90 hours	13
d) Number of students attending 91+ hours	0

Students Served in School Year Only	FY22	FY23
Total Unduplicated Enrollment	28	47
a) Number of students attending 15 hours or less	0	0
b) Number of students attending 16-45 hours	1	1
c) Number of students attending 46-90 hours	3	3
d) Number of students attending 91-180 hours	5	8

e) Number of students attending 181-270 hours	8	21
f) Number of students attending 271+ hours	11	14

Students Served in Summer Only	FY22	FY23
Total Unduplicated Enrollment	7	11
a) Number of students attending 15 hours or less	0	0
b) Number of students attending 16-45 hours	1	0
c) Number of students attending 46-90 hours	5	11
d) Number of students attending 91-180 hours	1	0
e) Number of students attending 181-270 hours	0	0
f) Number of students attending 271+ hours	0	0

Students Served in Both Summer and School Year	FY22	FY23
Total Unduplicated Enrollment	23	29
a) Number of students attending 15 hours or less	0	0
b) Number of students attending 16-45 hours	0	0
c) Number of students attending 46-90 hours	0	2
d) Number of students attending 91-180 hours	3	0
e) Number of students attending 181-270 hours	7	11
f) Number of students attending 271+ hours	13	16

Greenman Elementary (target enrollment: 80)

Greenman Students Served in School Year	FY 20	FY 21
Total Unduplicated Enrollment/Regular Attendees	80/79	21/11
a) Number of students attending less than 30 days	1	10
b) Number of students attending 30-59 days	6	10
c) Number of students attending 60-89 days	73	1
d) Number of students attending 90+ days	0	0

Greenman Students Served in Summer	Summer 2021
Total Unduplicated Enrollment	31
a) Number of students attending less than 15 hours	0
b) Number of students attending 16-45 hours	0
c) Number of students attending 46-90 hours	31
d) Number of students attending 91+ hours	0

Students Served in School Year Only	FY22	FY23
Total Unduplicated Enrollment	34	34
a) Number of students attending 15 hours or less	0	2
b) Number of students attending 16-45 hours	1	2
c) Number of students attending 46-90 hours	4	2
d) Number of students attending 91-180 hours	7	5
e) Number of students attending 181-270 hours	17	13

f) Number of students attending 271+ hours	5	10
--	---	----

Students Served in Summer Only	FY22	FY23
Total Unduplicated Enrollment	32	8
a) Number of students attending 15 hours or less	1	0
b) Number of students attending 16-45 hours	7	1
c) Number of students attending 46-90 hours	17	7
d) Number of students attending 91-180 hours	7	0
e) Number of students attending 181-270 hours	0	0
f) Number of students attending 271+ hours	0	0

Students Served in Both Summer and School Year	FY22	FY23
Total Unduplicated Enrollment	15	20
a) Number of students attending 15 hours or less	0	0
b) Number of students attending 16-45 hours	0	0
c) Number of students attending 46-90 hours	0	0
d) Number of students attending 91-180 hours	0	0
e) Number of students attending 181-270 hours	3	0
f) Number of students attending 271+ hours	12	20

Herget Middle School (target enrollment: 80)

Herget Students Served in School Year	FY 20	FY 21
Total Unduplicated Enrollment/Regular Attendees	54/46	34/22
a) Number of students attending less than 30 days	8	12
b) Number of students attending 30-59 days	12	16
c) Number of students attending 60-89 days	34	6
d) Number of students attending 90+ days	0	0

*Herget Students Served in Summer	Summer 2021
Total Unduplicated Enrollment	0
a) Number of students attending less than 15 hours	0
b) Number of students attending 16-45 hours	0
c) Number of students attending 46-90 hours	0
d) Number of students attending 91+ hours	0

Students Served in School Year Only	FY22	FY23
Total Unduplicated Enrollment	37	43
a) Number of students attending 15 hours or less	11	20
b) Number of students attending 16-45 hours	12	7
c) Number of students attending 46-90 hours	6	10
d) Number of students attending 91-180 hours	6	6
e) Number of students attending 181-270 hours	2	0

f) Number of students attending 271+ hours	0	0
--	---	---

Students Served in Summer Only	FY22	*FY23
Total Unduplicated Enrollment	6	0
a) Number of students attending 15 hours or less	0	0
b) Number of students attending 16-45 hours	1	0
c) Number of students attending 46-90 hours	4	0
d) Number of students attending 91-180 hours	1	0
e) Number of students attending 181-270 hours	0	0
f) Number of students attending 271+ hours	0	0

Students Served in Both Summer and School Year	FY22	*FY23
Total Unduplicated Enrollment	0	0
a) Number of students attending 15 hours or less	0	0
b) Number of students attending 16-45 hours	0	0
c) Number of students attending 46-90 hours	0	0
d) Number of students attending 91-180 hours	0	0
e) Number of students attending 181-270 hours	0	0
f) Number of students attending 271+ hours	0	0

*Historically Herget Middle School students did not attend summer programming.

Hill Elementary School (target enrollment: 80)

Hill Students Served in School Year	FY 20	FY 21
Total Unduplicated Enrollment/Regular Attendees	88/78	26/11
a) Number of students attending less than 30 days	10	15
b) Number of students attending 30-59 days	16	8
c) Number of students attending 60-89 days	62	3
d) Number of students attending 90+ days	0	0

Hill Students Served in Summer	Summer 2021
Total Unduplicated Enrollment	32
a) Number of students attending less than 15 hours	1
b) Number of students attending 16-45 hours	2
c) Number of students attending 46-90 hours	29
d) Number of students attending 91+ hours	0

Students Served in School Year Only	FY22	FY23
Total Unduplicated Enrollment	66	81
a) Number of students attending 15 hours or less	0	1
b) Number of students attending 16-45 hours	5	6
c) Number of students attending 46-90 hours	7	3
d) Number of students attending 91-180 hours	11	12
e) Number of students attending 181-270 hours	43	10

f) Number of students attending 271+ hours	0	49
--	---	----

Students Served in Summer Only	FY22	FY23
Total Unduplicated Enrollment	1	1
a) Number of students attending 15 hours or less	0	0
b) Number of students attending 16-45 hours	0	0
c) Number of students attending 46-90 hours	1	1
d) Number of students attending 91-180 hours	0	0
e) Number of students attending 181-270 hours	0	0
f) Number of students attending 271+ hours	0	0

Students Served in Both Summer and School Year	FY22	FY23
Total Unduplicated Enrollment	1	0
a) Number of students attending 15 hours or less	0	0
b) Number of students attending 16-45 hours	0	0
c) Number of students attending 46-90 hours	0	0
d) Number of students attending 91-180 hours	0	0
e) Number of students attending 181-270 hours	0	0
f) Number of students attending 271+ hours	1	0

McCleery Elementary School (target enrollment: 80)

McCleery Students Served in School Year	FY 20	FY 21
Total Unduplicated Enrollment/Regular Attendees	79/78	40/33
a) Number of students attending less than 30 days	1	7
b) Number of students attending 30-59 days	11	16
c) Number of students attending 60-89 days	67	15
d) Number of students attending 90+ days	0	2

McCleery Students Served in Summer	Summer 2021
Total Unduplicated Enrollment	43
a) Number of students attending less than 15 hours	0
b) Number of students attending 16-45 hours	3
c) Number of students attending 46-90 hours	40
d) Number of students attending 91+ hours	0

Students Served in School Year Only	FY22	FY23
Total Unduplicated Enrollment	39	48
a) Number of students attending 15 hours or less	0	1
b) Number of students attending 16-45 hours	6	0
c) Number of students attending 46-90 hours	2	2
d) Number of students attending 91-180 hours	8	10
e) Number of students attending 181-270 hours	5	14

f) Number of students attending 271+ hours	18	21
--	----	----

Students Served in Summer Only	FY22	FY23
Total Unduplicated Enrollment	15	21
a) Number of students attending 15 hours or less	1	1
b) Number of students attending 16-45 hours	0	1
c) Number of students attending 46-90 hours	10	19
d) Number of students attending 91-180 hours	4	0
e) Number of students attending 181-270 hours	0	0
f) Number of students attending 271+ hours	0	0

Students Served in Both Summer and School Year	FY22	FY23
Total Unduplicated Enrollment	47	35
a) Number of students attending 15 hours or less	0	0
b) Number of students attending 16-45 hours	0	0
c) Number of students attending 46-90 hours	0	0
d) Number of students attending 91-180 hours	1	0
e) Number of students attending 181-270 hours	5	2
f) Number of students attending 271+ hours	41	33

Student Demographic Characteristics

Freeman Elementary School	FY21	FY22	FY23
Total Unduplicated Enrollment: School Year and Summer	30	58	87
Male	15	30	44
Female	15	28	43
K	1	3	2
1	4	9	13
2	3	11	18
3	3	15	20
4	10	11	20
5	9	9	14
American Indian/Alaska Native	0	2	0
Asian/Pacific Islander	2	4	5
Black or African American	8	10	13
Hispanic or Latino	12	19	47
White	7	15	21
Multiracial	1	1	1
Limited English Proficient Students	7	14	24
Students with Disability/IEP (Not LEP)	3	6	10
Students Receiving Free or Reduced Lunch	14	30	44

Greenman Elementary School	FY21	FY22	FY23
Total Unduplicated Enrollment: School Year and Summer	44	81	62
Male	23	37	25
Female	21	44	37
K	1	8	1
1	3	15	12
2	10	13	12
3	9	16	14
4	12	14	8
5	9	15	15
American Indian/Alaska Native	0	0	0
Asian/Pacific Islander	0	2	0
Black or African American	1	8	7
Hispanic or Latino	36	67	48
White	5	3	6
Multiracial	2	1	1
Limited English Proficient Students	21	38	22
Students with Disability/IEP (Not LEP)	5	10	9
Students: Free or Reduced Lunch	21	40	32

Herget Middle School	FY21	FY22	FY23
Total Unduplicated Enrollment: School Year and Summer	34	43	43
Male	23	29	29
Female	11	14	14
6	12	6	17
7	10	16	16
8	12	21	10
American Indian/Alaska Native	0	0	0
Asian/Pacific Islander	1	2	0
Black or African American	0	4	4
Hispanic or Latino	23	35	22
White	9	2	12
Multiracial	1	0	5
Limited English Proficient Students	12	24	16
Students with Disability/IEP (Not LEP)	9	13	7
Students on Free or Reduced Lunch	34	26	24

Hill Elementary School	FY21	FY22	FY23
Total Unduplicated Enrollment: School Year and Summer	46	68	82
Male	17	39	39
Female	29	29	43
K	0	0	1
1	12	7	14
2	7	19	16
3	11	12	19
4	13	14	15
5	3	16	17
American Indian/Alaska Native	0	0	0
Asian/Pacific Islander	3	1	2
Black or African American	6	10	7
Hispanic or Latino	33	51	70
White	4	4	1
Multiracial	0	2	2
Limited English Proficient Students	35	51	60
Students with Disability/IEP (Not LEP)	3	11	14
Students on Free or Reduced Lunch	27	43	46

McCleery Elementary School	FY21	FY22	FY23
Total Unduplicated Enrollment: School Year and Summer	64	101	104
Male	30	47	48
Female	34	54	56
K	2	5	4
1	10	19	17
2	19	20	20
3	8	23	20
4	13	14	26
5	12	20	17
American Indian/Alaska Native	0	0	0
Asian/Pacific Islander	17	23	21
Black or African American	6	7	15
Hispanic or Latino	37	60	59
White	4	11	9
Multiracial	0	0	0
Limited English Proficient Students	38	56	50
Students with Disability/IEP (Not LEP)	7	10	13
Students on Free or Reduced Lunch	45	53	50

Family Participation

Programs were made available to family members of program participants throughout the school year and summer.

Family and Parent Events included:

DATE	LOCATION	EVENT NAME	PARENT PARTICIPANTS	# MYTIME STUDENT PARTICIPANTS	# OTHER FAMILY MEMBERS	TOTAL # IN ATTENDANCE
12/7/22	Prisco center	Holiday around the world	44	31	35	106
4/6/23	MCC	Mccleery family shadowing @ mytime	18	20	7	45
4/12/23	GRE	Greeman family shadowing @ mytime	15	12	1	28
4/18/23	FRE	Freeman family shadoiwng @ mytime	18	18	0	36
4/26/23	Herget	Family shadowing - gaming coding stem event	4	4	0	8
4/27/23	Hill	Family shadowing @ hill mytime	59	30	0	89
6/22/23	Phillips Park Aquatic center	Family swim safety and summer celebration for all mytime families	43	31	32	106
3/16/23	Prisco center	Attorney General digital safety (CANCELED DUE TO LOW RESPONSE)				

School Year Activities

During the school year, program staff provided homework help, academic enrichment games, indoor and outdoor recreation; ELA/reading/writing/journals; board games/Fitness/recreational outdoor and indoor play; free choice/STEM/Art/Music; teambuilding, etc. Mindworks games and activities were used and curriculum guides for lessons and themed plans were provided to all sites.

Additionally, the following programs were scheduled into the day:

The Walking Classroom – grades 4-5 scheduled by academic leaders around partner schedule (kits are available at every site)

Everfi Programs - in-kind –scheduled by academic leaders around academic and open program times (30 min/session). The program is provided to students in grades 4-8. This program teaches financial literacy through electronic games and lessons.

STEM – Chasewood/Fox Valley Park District provided programming for students in grades 4-8.
 STEM – district STEM teachers taught the lessons to grades 1-3.
 SEL – school psychologist/social worker/CISA interns worked with small groups.
 Chess Wizards was offered for 10 weeks at all sites.

Summer Activities

Summer 2023 programming was designed so academic remediation was offered during the entire day and led primarily by district teachers. Daily literacy, Math, STEM, fitness, free choice/games, team building, arts and music, breakfast/lunch, SEL, cultural and career activities/exploration and outdoor recess were offered to students. Multiple partners, including Brad Smith (chess teacher), Fox Valley Park District and University of Illinois Extension participated in summer programming. Students were also able to take multiple field trips to the following places: Cantigney, Blackberry Farm, Museum of Science and Industry, Lance County Cougars, West Aurora High School Drama Production, Blackberry Oaks Golf Course, Brookfield Zoo.

Summary

Data:

Grant goals for program enrollment is 80 students per site. McCleery, Freeman and Hill met this goal during the 2022-2023 school year. Herget Middle School historically has struggled with the enrollment and retention of students.

Sites	Number Students Enrolled	Number *Regular Attendees	Percentage Regular Attendees
Freeman	87	86	99%
Greenman	62	57	92%
Herget	43	16	37%
Hill	82	75	91%
McCleery	104	101	97%
Total	378	335	89%

*Regular attendee is defined as any student who attended 46 hours or more in FY22.

Sites	Enrollment Goal	Actual Enrollment	Percentage Enrollment Goal
Freeman	80	87	109%
Greenman	80	62	78%
Herget	80	43	54%
Hill	80	82	103%

McCleery	80	104	126%
Total	400	378	95%

Enrollment in FY22 was 351 students, compared to 378 in FY23. Staff should be commended for the jump in enrollment in FY23. Retention remained stable in FY23.

Efforts in the coming year should focus on increasing student enrollment at Greenman and Herget, as well as increasing retention rates at Herget.

Demographic data shows that the program is reaching out to a diverse group of students representing the community at large. Spanish speaking students are attending at high rates which is important, as they often feel the most disenfranchised and have the fewest outside resources available to them within the community. Historically the elementary sites have run at or close to enrollment capacity.

Challenges:

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 compete for students’ time. It continues to be important to work collaboratively with coaches and other after school leaders in order to coordinate after school options for students. Rachel Shields, Project Director, stated, “There are continued efforts to increase middle school enrollment to reach grant goals for total enrollment. Several efforts are ongoing and made to support a recruitment and retention plan to attract students to enroll and regularly attend but it is an ongoing challenge.”

Prior to COVID, the regularly attending population had 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:

It is recommended site coordinators continue past successful 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. Because of the continued concerns around learning loss and social-emotional concerns surrounding COVID, it is important that the site coordinators, teachers and counselors actively recruit students who have struggled both academically and socially since the return to in-person learning. It is recommended that at the beginning of the year and at the end of each grading period students are invited to participate in programming. Teachers should discuss this referral with parents at parent-teacher conferences and the site coordinators 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.

Historically, the retention strategies have been effective and will continue at each site. However, 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 regularly.

During the first several years My Time saw a steady increase in parent involvement in 21CCLC sponsored programs. However, there were challenges surrounding the delivery of parent education and family programming due to COVID in FY21 and FY22. Staff offered outdoor and Zoom events as a strategy to increase parent and family engagement, which were effective last year. In FY23 the program returned to in-person events and they were well received. Site coordinators should continue to focus on getting new parents involved. It is recommended that site coordinators continue to identify parents each quarter that have not attended an activity and extend a personal invitation to them to attend events.

III.B. Program Operations

Program Hours

Site Name: Freeman, Greenman, Herget, Hill and McCleery Hours of Operation: School Year	FY21	FY22	FY23
Total Number of Weeks Site is Open	28	28	28
Typical Number of Days per Week	4	4	4
Typical Number of Hours per Week	12	16	12
Days of the Week in Session	M-Th	M-Th (Sat during Spring Semester)	AM and PM offered at ms level, pm only for elem

Site Name: Freeman, Greenman, Herget, Hill and McCleery Hours of Operation: Summer	FY21	FY22	FY23
Total Number of Weeks Site is Open	4	4	4
Typical Number of Days per Week	4	4	4
Typical Number of Hours per Week	5.5	6	6
Days of the Week in Session	M-Th	M-Th	M-Th

Staffing

West Aurora School District 129 employs a part-time Project Director and a full-time Program Coordinator that are 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	FY21	FY22	FY23
School Day Teachers	3	4	7
Center Administrators	2	2	2
Other non-teaching school day staff	1	5	3
Parents	0	0	0
College students	0	0	3
High school students	0	0	2
Other community members	0	0	0
Other non-school day staff, some or no college	0	0	0
Volunteers	0	0	0
Total	6	11	17

Greenman School Year Staffing	FY21	FY22	FY23
School Day Teachers	3	5	8
Center Administrators	2	2	3
Other non-teaching school day staff	2	10	5
Parents	0	0	0
College students	0	1	2
High school students	0	1	0
Other community members	0	0	1
Other non-school day staff, some or no college	0	0	0
Volunteers	0	0	0
Total	7	19	19

Herget School Year Staffing	FY21	FY22	FY23
School Day Teachers	1	0	1
Center Administrators	2	2	2
Other non-teaching school day staff	3	5	4
Parents	0	0	0
College students	0	0	1
High school students	0	0	0
Other community members	0	0	0
Other non-school day staff, some or no college	0	0	0
Volunteers	0	0	0
Total	6	7	8

Hill School Year Staffing	FY21	FY22	FY23
School Day Teachers	2	4	4
Center Administrators	2	2	2
Other non-teaching school day staff	2	6	4
Parents	0	0	0
College students	0	2	2
High school students	0	0	0
Other community members	0	0	0
Other non-school day staff, some or no college	0	0	2
Volunteers	0	0	0
Total	6	14	14

McCleery School Year Staffing	FY21	FY22	FY23
School Day Teachers	1	2	3
Center Administrators	2	2	2
Other non-teaching school day staff	3	6	5
Parents	0	0	1
College students	0	0	0
High school students	0	0	4
Other community members	0	0	0
Other non-school day staff, some or no college	0	0	1
Volunteers	0	0	0
Total	6	10	16

Summer Staffing	FY21	FY22	FY23
School Day Teachers	8	10	6
Center Administrators	2	2	2
Other non-teaching school day staff	9	12	7
Parents	1	0	0
College students	4	11	5
High school students	4	0	3
Other community members	0	0	0
Other non-school day staff, some or no college	0	0	0
Volunteers	0	0	0
Total	28	35	23

Staffing Ratio

Freeman Elementary School: 1 staff member to 5.1 students
 Greenman Elementary School: 1 staff member to 3.3 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 6.5 students

Staff Turnover

Yes, some turnover since covid and movement from staff who moved school day roles from one building to another thus moved between program sites. Some have retired and no longer wanted to take on the long extended day. Youth staff changes year to year more frequently as expected as students graduate, seek full time employment, high school helpers move away to colleges elsewhere, take higher paying positions, etc.

Staff Training

All adult staff attended an orientation meeting regarding program structure and grant requirements, and completed a mandated reporter training prior to the start of the after school program on September 20, 2022. Additional professional development training made available to staff are listed below. Staff training has been both site specific and provided grant-wide. The training need has either been identified as a program need or an individual need. The following table represents training provided to staff during year nine.

Topic	Provider	Location	Date	Duration / Hours	Total # Staff Attended
Intentional Conversations to Build Academic and Social Climate		Freeman	11/21/22		3
Restorative Circles		Freeman	1/17/23		5
DuPage Children's Museum		Freeman	3/4/23		1
CPR/AED Training	Fox Valley Fire Dept	Greenman	10/8/22		
CPR		Hill	10/15/22		5
Restorative Practices		Hill	11/21/22		3
Restorative Circles		Hill	1/17/23		7
DuPage Children's Museum		Hill	3/4/23		2
CPR		McCleery	10/15/22		2
Restorative Practices		McCleery	11/21/22		3
Restorative Circles		McCleery	1/17/23		3
DuPage Children's Museum		McCleery	3/4/23		1

Staff reported completed webinars to the Project Director and provided copies of certificates with timesheets all year by site and attached them to the CIS invoice every two weeks.

Program Governance

West Aurora School District 129 employs a part-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:

Staff working My Time during FY23 were highly qualified in that almost all adult staff members were also district employees and were well acquainted with the students, teachers, administration, some families and all students.

The average staffing ratio across all sites was one staff member for approximately every five students and the average was fairly consistent across all five sites. This low ratio allows for more intense academic remediation, relationship building, and SEL support.

Historically, the program has benefited from low staff turnover from year to year, specifically with the site coordinator position which has seen little turnover and adds consistency to after school programming.

All staff attended multiple training sessions. The diversity of PD offerings throughout the year highlights the well-rounded approach to program improvement. One unintended consequence of COVID was the increase in the number of professional development offered remotely. This allowed staff to engage in PD when it was most convenient to them.

Challenges:

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

Program Improvement:

Because finding time to provide in-person professional development opportunities has been challenging in the past, it would be worth exploring assigning readily available online PD to staff through websites such as Y4Y, IQA and ACT Now. These PD sessions can be assigned to staff by the Project Director and/or site coordinators to target professional development at sites with specific programmatic needs.

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 in-person after school programming in FY23. Tutoring and homework help was 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. 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 align 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- 87%; Greenman Elementary School- 87%; Herget Middle School- 100%; Hill Elementary School- 98%; McCleery Elementary School- 80%.

The chart below provides data on the percentage of enrolled 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.

2022-2023 School Year	Students that needed to improve that showed improvement					Did not need to improve				
	Freeman	Greenman	Herget	Hill	McCleery	Freeman	Greenman	Herget	Hill	McCleery
Turning in homework	59%	39%	68%	71%	60%	35%	43%	14%	44%	48%
Completing homework	57%	55%	64%	66%	66%	28%	39%	16%	38%	40%
Participating in class	73%	73%	53%	73%	74%	21%	19%	21%	21%	25%
Volunteering (e.g. for extra credit)	46%	53%	38%	69%	71%	17%	37%	21%	35%	24%

Attending class regularly	52%	19%	44%	69%	61%	54%	43%	42%	36%	72%
Being attentive in class	71%	53%	52%	71%	80%	28%	20%	23%	28%	29%
Behaving well in class	54%	47%	46%	76%	62%	45%	37%	40%	49%	37%
Academic performance	81%	64%	71%	82%	78%	20%	22%	21%	19%	19%
Coming to school motivated to learn	66%	61%	48%	80%	69%	34%	33%	28%	31%	30%
Getting along well with other students	62%	55%	50%	79%	74%	45%	43%	53%	46%	48%
Demonstrating appropriate SEL skills	61%	41%	48%	74%	74%	42%	28%	51%	38%	43%

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, 76% showed improvement. The Teacher Surveys also showed that on average only 20% of students in the program did not need to academically improve. This indicates that My Time is enrolling some of the most academically at-risk students in the district.

Parent Satisfaction Survey: On average 98% of parents believe My Time is helping their child to get their homework done and 99% believe the program is helping to improve their child’s grades. 100% of parents are satisfied with the program.

Parent Satisfaction Survey	Freeman	Greenman	Herget	Hill	McCleery
Program is Helping Get Homework Done	96%	96%	100%	97%	98%
Program is Helping Improve Grades	98%	100%	100%	98%	100%
Satisfied with Program	100%	100%	100%	100%	100%

Student Grades: Students in grades K-5 use a standard based report card, which cannot be converted to a grading system therefore report card data for those students is not reported.

Math and ELA data is reported on the percentage of enrolled students whose grades improved, maintained or decreased in Math and ELA, grades 6-8 at Herget Middle School.

Math Grade Changes:

	Herget
Increased their grade by half a grade or more.	33%
Decreased their grade by half a grade or more.	38%
Neither increased or decreased their grade.	29%

ELA Grade Changes:

	Herget
Increased their grade by half a grade or more.	42%
Decreased their grade by half a grade or more.	38%
Neither increased or decreased their grade.	20%

Student Survey: This survey provides an overview of student perspectives related to academics. The survey was given to students in the spring. The student survey return rate was 68% at Freeman, 71% at Greenman, 100% at Herget, 86% at Hill and 94% at McCleery.

	Always	Sometimes	Never
Freeman			
My grades are better because of the after school program.	37%	44%	19%
I try harder in school because of the after school program.	49%	34%	17%
Greenman			
My grades are better because of the after school program.	57%	34%	9%
I try harder in school because of the after school program.	64%	25%	11%
Herget			
My grades are better because of the after school program.	41%	43%	16%

I try harder in school because of the after school program.	34%	48%	18%
Hill			
My grades are better because of the after school program.	64%	30%	6%
I try harder in school because of the after school program.	61%	35%	4%
McCleery			
My grades are better because of the after school program.	40%	44%	16%
I try harder in school because of the after school program.	56%	31%	13%

Promotion Data: All regularly attending students were promoted to the next grade level.

IAR: IAR performance levels in ELA and Math for spring 2023 testing were collected on all enrolled Lights On students grades 3-8. Students achieving levels 4 or 5 are considered “proficient” and those achieving levels 1, 2 or 3 are considered “not proficient”.

IAR Math	Entire Cohort
Average Performance Level	1.91
IAR ELA	Entire Cohort
Average Performance Level	1.94

Thirteen students out of 223 students, or 6%, who took the assessment performed at a “proficient” level 4 or 5 score for Math. Twenty-four students out of 224 students, or 11%, who took the assessment performed at a “proficient” level score for ELA.

Limitations of Data: Students in grades K-5 use a standard based report card, which cannot be converted to a grading system therefore report card data for those students is not reported.

Challenges: Due to COVID and the challenges in the delivery of academic content, varying levels of support from home and limitations in access to technology and internet during the prior two school years, there are real continued concerns about student academic stamina and performance. Academic data is collected from teacher survey data, report card data and IAR data on students in grades 6-8. However, the IAR was not administered in FY20 due to the statewide shutdown and 2021 IAR data may be affected by the academic-delivery challenges faced throughout the FY21 school year. Therefore, FY22 IAR data is considered baseline data for this cohort and continues to be used to measure student growth in FY23.

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

- Staff were committed to providing quality, engaging academic remediation and enrichment programs
- Students received reading and math interventions and instruction from certified staff and/or school day staff
- Teacher surveys indicate teachers are seeing a high rate of students improving academic performance
- Parent surveys indicate parents are highly satisfied with the program
- Summer programming was well attended with approximately 130 students in attendance

The Project Director shared, “Being a district applicant, we do very well with bridging the gap between school day and afterschool program communication, objectives, needs, etc. We also do well with collaboration as a team with site coordinators, evaluator, program liaison and project director - regularly communicating, visiting sites, providing ongoing support, etc.”

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. However, Herget report card data indicates that approximately as many students who are showing improvement on their report cards are showing a decrease in grades.

Recommendations: Report card data indicates it is important to examine the practices used in academic intervention/enrichment activities during My Time. There should be a clear link between student need and the interventions provided 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 2023 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.

It is recommended staff identify students with inconsistent attendance during the past few years and target those students for enrollment. Staff should continue to review district benchmark data on a quarterly basis in order to monitor reading and math progress more frequently. The assessment piece is a vital component to the process and allows all teachers to make instructional decisions in the classroom in a consistent manner across the district. The collaborative partnership between classroom teachers and My Time staff should have a positive outcome on student performance.

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

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

My Time has provided diverse experiences through enrichment activities that provided 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. These activities were offered throughout the school year as well as in the summer of 2023.

Activities: The enrichment portion of the program provided multiple programs with various topics to engage students in cooperative working groups, expose them to positive adult role models and expose them to resources in the community. Each enrichment experience is provided at least an hour a week. Some activities included: homework club, EverFi financial literacy, SEL small groups, nature lessons and chess. 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 and summer 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 of 2023.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Freeman				
The program offers constructive activities for my child.	86%	14%	0%	0%
My child enjoys attending the program.	81%	17%	2%	0%
Greenman				
The program offers constructive activities for my child.	61%	39%	0%	0%
My child enjoys attending the program.	74%	26%	9%	0%
Herget				
The program offers constructive activities for my child.	61%	39%	0%	0%
My child enjoys attending the program.	39%	61%	5%	0%
Hill				
The program offers constructive activities for my child.	93%	7%	0%	0%
My child enjoys attending the program.	88%	12%	0%	0%
McCleery				
The program offers constructive activities for my child.	82%	18%	0%	0%

My child enjoys attending the program.	79%	21%	0%	0%
--	-----	-----	----	----

Student Surveys: This survey provides an overview of student perspectives in regard to programming and attendance. This survey was administered in the spring.

	Always	Sometimes	Never
Freeman			
I look forward to attending the program.	39%	54%	7%
I like the activities offered after school.	47%	53%	0%
Greenman			
I look forward to attending the program.	66%	32%	2%
I like the activities offered after school.	75%	25%	0%
Herget			
I look forward to attending the program.	20%	64%	16%
I like the activities offered after school.	36%	48%	16%
Hill			
I look forward to attending the program.	65%	28%	7%
I like the activities offered after school.	65%	30%	5%
McCleery			
I look forward to attending the program.	49%	42%	9%
I like the activities offered after school.	59%	33%	8%

Limitations of Data: The same concerns persist regarding the surveys, 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 activities, historically 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: 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.

Summary and Recommendations: Historically, the opportunities provided to My Time students have been 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 parent and student survey data. Project Director Rachel Shields stated, "We excel in offering a variety of community partner and internal enrichment programs for our students, field trips, career based learning, college exploration, family engagement events/offerings, etc."

The formation of a Kids Council would be effective in collecting information about student perspectives and recommendations for program improvement.

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

Tracking of student and parent impressions and school day and after school attendance should continue 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. During FY23 the enrichment portion of the program provided multiple programs with various topics to engage students in

cooperative working groups, exposure to positive adult role models and exposure to resources in the community.

Activities: Activities providing enrichment and development of social-emotional skills were offered during year nine. Program site coordinators and staff guided youth behavior development during both the virtual and in-person 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. School psychologists, social workers and CISA interns provided SEL instruction to small groups throughout the school year.

Measures, Data Collection and Analysis

Teacher Survey: Annual teacher survey provides additional information about student outcomes from the classroom teacher perspective. The following chart shows the percentage of improvement for students who needed to improve and the percent of students that teachers reported did not need to improve.

Percent of students that needed to improve who showed improvement:

	Freeman Elementary	Greenman Elementary	Herget Middle School	Hill Elementary	McCleery Elementary
Behaving Well	54%	47%	46%	76%	62%
Getting Along with Others	62%	55%	50%	79%	74%
Demonstrating Appropriate SEL Skills	61%	41%	48%	74%	74%

Percent of students not needing to improve:

	Freeman Elementary	Greenman Elementary	Herget Middle School	Hill Elementary	McCleery Elementary
Behaving Well	45%	37%	40%	49%	37%
Getting Along with Others	45%	43%	53%	46%	48%
Demonstrating Appropriate SEL Skills	42%	28%	51%	38%	43%

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 and teachers feel the need for additional support, the site principals, site coordinator and/or grant director are available for assistance.

Parent Survey:

	Strongly Agree	Agree	Disagree	Strongly Disagree
Freeman				
The after school program is helping improve my child's behavior.	69%	31%	0%	0%
My child has positive interactions with after school staff.	88%	12%	0%	0%
My child has positive interactions with other youth after school.	83%	12%	5%	0%
Greenman				
The after school program is helping improve my child's behavior.	57%	39%	4%	0%
My child has positive interactions with after school staff.	61%	39%	0%	0%
My child has positive interactions with other youth after school.	52%	48%	0%	0%
Herget				
The after school program is helping improve my child's behavior.	36%	64%	0%	0%
My child has positive interactions with after school staff.	34%	66%	0%	0%
My child has positive interactions with other youth after school.	30%	70%	0%	0%
Hill				
The after school program is helping improve my child's behavior.	67%	29%	4%	0%
My child has positive interactions with after school staff.	88%	12%	0%	0%
My child has positive interactions with other youth after school.	90%	7%	3%	0%
McCleery				
The after school program is helping improve my child's behavior.	63%	37%	0%	0%
My child has positive interactions with after school staff.	79%	21%	0%	0%

My child has positive interactions with other youth after school.	64%	34%	2%	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:

Freeman	Always	Sometimes	Never
I look forward to attending the program.	39%	54%	7%
I know the rules and expectations of the after school program.	85%	15%	0%
I get along with other kids in the after school program.	63%	36%	1%

Greenman	Always	Sometimes	Never
I look forward to attending the program.	66%	32%	2%
I know the rules and expectations of the after school program.	89%	11%	0%
I get along with other kids in the after school program.	64%	27%	9%

Herget	Always	Sometimes	Never
I look forward to attending the program.	20%	64%	16%
I know the rules and expectations of the after school program.	73%	25%	2%

I get along with other kids in the after school program.	52%	48%	0%
--	-----	-----	----

Hill	Always	Sometimes	Never
I look forward to attending the program.	65%	28%	7%
I know the rules and expectations of the after school program.	87%	13%	0%
I get along with other kids in the after school program.	67%	30%	3%

McCleery	Always	Sometimes	Never
I look forward to attending the program.	38%	42%	9%
I know the rules and expectations of the after school program.	71%	26%	3%
I get along with other kids in the after school program.	49%	49%	2%

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 two disciplinary referrals during Semester 1 and again during Semester 2. One student was referred five times during the first semester and then referred during semester two. Two students were referred more than twice during semester one and then had no referrals in semester two. One student increased their number of referrals from one in semester one to three in semester two.

Retention Rates: No students were retained in FY23.

Limitations of Data: Discipline referrals remained low in FY23, similar to the referral rate in FY22. .

Additionally, 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 nine of the program, partners with signed agreements supported the program. The following partners participated in FY23:

Partner	Contribution
West Aurora SD129	Transportation services for program participants.
Aurora University	Provided PD to staff and the School of Social Work offered philosophical questioning sessions to support youth. IN KIND
Junior Achievement	Provided volunteers and curriculum on local businesses and community awareness.
CISA	Co-applicant for grant, staff record management and payroll services, aide in recruiting program staff.

FVPD	Team building, sports, arts, nature programming, swim safety, facility space for PD and family events in collaboration with grant programs.
Literra Tutoring	Virtual 1:1 or small group tutoring offered to Herget Middle School students 1x per week for 20+ weeks. IN KIND, funded through ESSER to support academic gaps and student needs.
Brad Smith - Chess	Chess lessons, instruction, strategy, critical thinking for middle school program.
SEL -CISA	Social worker to provide small group discussion on social emotional learning topics for all program sites.
iCook	Culinary unit, hands on cooking, curriculum based program at all sites.
Frog Lady	Visit to all program sites, nature and educational based including reptiles, amphibians, etc.
Aurora Public Library	Field trips to the library, reading collaborative incentive programs offered via library. In kind, no cost for visits or reading program offerings.
Chess Wizards	Chess lessons to all elementary sites.
APS Academy - STEAM	Coding and robotics unit for 8 weeks at all elementary sites.
Dupage Children's museum	Hands on stem lab, professional development offered to program staff offered in kind.
University of Illinois extension	Summer 2023 culinary unit, offered in kind.
The Magician School	Critical thinking, team building, magic lessons and tricks hands on activities - elementary sites.

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 prior project years, the Grant Director has effectively reached out and incorporated community resources into the program. Parents are required to sign in at all Parent/Child and Parent-Only events and workshops.

Family and Parent Events included:

DATE	LOCATION	EVENT NAME	PARENT PARTICIPANTS	# MYTIME STUDENT PARTICIPANTS	# OTHER FAMILY MEMBERS	TOTAL # IN ATTENDANCE
12/7/22	Prisco center	Holiday around the world	44	31	35	106
4/6/23	MCC	Mccleery family shadowing @ mytime	18	20	7	45
4/12/23	GRE	Greeman family shadowing @ mytime	15	12	1	28

4/18/23	FRE	Freeman family shadowing @ mytime	18	18	0	36
4/26/23	Herget	Family shadowing - gaming coding stem event	4	4	0	8
4/27/23	Hill	Family shadowing @ hill mytime	59	30	0	89
6/22/23	Phillips Park Aquatic center	Family swim safety and summer celebration for all mytime families	43	31	32	106
3/16/23	Prisco center	Attorney General digital safety (CANCELED DUE TO LOW RESPONSE)				

Limitations of Data: 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: 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: In order to continue the high interest in family and parent events in FY24, it is recommended that staff work with historically popular partners and 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. All sites need to continue to track parent attendance at 21CCLC events in FY24.

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 showed that only 20% of participating students did not need to improve in reading and math. 52% 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

- 52% are eligible for free/reduced lunch
- 14% are eligible for special education services
- 46% are LEP students

Teacher Survey- Percentage of Students that Needed Improvement

- 61% needed improvement in turning in homework
- 64% needed improvement in completing homework
- 78% needed improvement in participating in class
- 73% needed improvement in volunteering in class
- 49% needed improvement in attending class regularly
- 74% needed improvement in being attentive in class
- 58% needed improvement in behaving well in class
- 80% needed improvement in academics
- 69% needed improvement in motivation
- 53% needed improvement in getting along with other students
- 60% needed improvement in demonstrating appropriate SEL skills

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.

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. In the past, 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 would 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 allows staff to reach the population in most need of programming. Teachers demonstrate more of an investment in the process when they have identified the student's need and are involved in the coordination of interventions with the site coordinator and My Time staff. This method will continue for the 2023-2024 year. Longitudinal data shows that My Time has made significant progress during the first nine years in recruiting and retaining students in the program, and as students returned to full-year,

regular, in-person learning in FY23, enrollment and attendance numbers rebounded at the elementary sites. 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 training 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 been both site specific and offered grant-wide specific. A silver lining of COVID is that because of the many professional development opportunities now offered online, staff were able to complete professional development training at their own pace and/or when it was most convenient for them.

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

Measures, Data Collection and Analysis: 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, many staff members were exhausted by the stress of working and teaching throughout the day, and it was occasionally difficult to convince staff to “login” for one more thing.

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 the 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 staff members.

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 in the past nine years has brought together multiple 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.

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

The following in-kind partners have been actively involved during the 2022-2023 school year.

Partner	Contribution
West Aurora SD129	Transportation services for program participants.
Aurora University	Provided PD to staff and the School of Social Work offered philosophical questioning sessions to support youth. IN KIND
Junior Achievement	Provided volunteers and curriculum on local businesses and community awareness.
CISA	Co-applicant for grant, staff record management and payroll services, aide in recruiting program staff.
FVPD	Team building, sports, arts, nature programming, swim safety, facility space for PD and family events in collaboration with grant programs.
Literra Tutoring	Virtual 1:1 or small group tutoring offered to Herget Middle School students 1x per week for 20+ weeks. IN KIND, funded through ESSER to support academic gaps and student needs.
Brad Smith - Chess	Chess lessons, instruction, strategy, critical thinking for the middle school program.
SEL -CISA	Social worker to provide small group discussion on social emotional learning topics for all program sites.
iCook	Culinary unit, hands on cooking, curriculum based program at all sites.
Frog Lady	Visit to all program sites, nature and educational based including reptiles, amphibians, etc.
Aurora Public Library	Field trips to the library, reading collaborative incentive programs offered via library. In kind, no cost for visits or reading program offerings.
Chess Wizards	Chess lessons to all elementary sites.
APS Academy - STEAM	Coding and robotics unit for 8 weeks at all elementary sites.
Dupage Children's museum	Hands on stem lab, professional development offered to program staff offered in kind.
University of Illinois extension	Summer 2023 culinary unit, offered in kind.

The Magician School	Critical thinking, team building, magic lessons and tricks hands on activities - elementary sites.
---------------------	--

While the 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 in years one through nine. The goal of program 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

A primary goal is to increase student academic achievement in both reading and math. Significant learning loss continues to be a concern of schools. It is important that staff regularly monitor student progress in order to identify students who would benefit from academic interventions and then provide appropriate interventions.

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 built the foundation for sustaining the program over time.

Overall, 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 continue to need SEL support, academic remediation and information on community resources for assistance throughout the fall and winter.

The following recommendations are from last year's FY22 local evaluation report and include progress made in FY23.

Recommendations for FY23	Plan	Track Progress	FY23 Progress
Freeman			
Examine current recruitment strategies and make attempts to recruit students that	Site coordinator, teachers and counselors will develop a list of students either	Quarterly reports will be given to the grant director with recruitment	Freeman operated at 109% of its enrollment goal in FY23. This goal was met.

<p>have not participated in 21stCCLC programming at the end of each grading period and/or focus efforts on students who are exhibiting learning loss due to the challenges of the last two years. In FY23 the goal is to increase enrollment from 73% to 90% of the enrollment goal.</p>	<p>failing or not making progress at the end of each grading period to be recruited for 21stCCLC programming. Phone calls, face-to-face meetings, mailings and other outreach efforts should be implemented.</p>	<p>recommendations and/or challenges.</p>	
--	--	---	--

Recommendations for FY23	Plan	Track Progress	FY23 Progress
Greenman			
<p>Periodically review retention incentives with students to make sure they are of high interest and have an impact on improving the number of hours attended. Retention will increase from 89% to 90+% of students attending 46+ hours a year.</p>	<p>Site coordinator will develop a student focus group and report back at the monthly meeting.</p>	<p>Minutes from the student focus group will be given to the grant director including plans for using student information.</p>	<p>92% of enrolled students attended 46+ hours in FY23. This goal was met.</p>

Recommendations for FY23	Plan	Track Progress	FY23 Progress
Herget			
<p>Examine current recruitment strategies and make attempts to</p>	<p>Site coordinator, teachers and counselors will develop</p>	<p>Quarterly reports will be given to the grant director with</p>	<p>Herget operated at 54% of its enrollment goal in FY23. This</p>

<p>recruit students that have not participated in 21stCCLC programming at the end of each grading period and/or focus efforts on students who are exhibiting learning loss due to the challenges of the last two years. In FY23 the goal is to increase enrollment from 54% to 90% of the enrollment goal.</p>	<p>a list of students either failing or not making progress at the end of each grading period to be recruited for 21stCCLC programming. Phone calls, face-to-face meetings, mailings and other outreach efforts should be implemented.</p>	<p>recruitment recommendations and/or challenges.</p>	<p>recommendation will be carried over for the FY24 school year.</p>
<p>Periodically review retention incentives with students to make sure they are of high interest and have an impact on improving the number of hours attended. Retention will increase from 44% to 90+% of students attending 46+ hours a year.</p>	<p>Site coordinator will develop a student focus group and report back at the monthly meeting.</p>	<p>Minutes from the student focus group will be given to the grant director including plans for using student information.</p>	<p>Retention in FY23 decreased to 37%. This recommendation will be carried over for the FY24 school year.</p>
<p>This is an ongoing recommendation. Academic activities will address specific learning topics and standards that are linked to the school-day goals, particularly in Math with a goal of increasing the percentage of students who improved their ELA grade from 28% in FY22 to 40% in FY23.</p>	<p>Review of intervention lesson plans will show evidence of targeted instruction.</p>	<p>Lesson plans will be on file in the Director's office.</p>	<p>42% of students increased their ELA grade by a half a grade or more in FY23. This recommendation and goal was met.</p>

Investigate the possibility of offering "clubs" on different days of the week. This will give the students more of a voice and choice for programming.	Disseminate an interest survey at the beginning of the school year to identify clubs students are most interested in forming.	Site coordinator will communicate the results of the interest survey to the Project Director for evaluation and potential additional enrichment program adjustments. If clubs are offered, attendance at each club will be tracked and kept on file with the Grant Director.	An interest survey was not disseminated and club schedules were not altered. This recommendation will be carried over for FY24.
--	---	--	---

Recommendations for FY23	Plan	Track Progress	FY23 Progress
Hill			
Examine current recruitment strategies and make attempts to recruit students that have not participated in 21stCCLC programming at the end of each grading period and/or focus efforts on students who are exhibiting learning loss due to the challenges of the last two years. In FY23 the goal is to increase enrollment from 85% to 90% of the enrollment goal.	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 21stCCLC programming. Phone calls, face-to-face meetings, mailings and other outreach efforts should be implemented.	Quarterly reports will be given to the grant director with recruitment recommendations and/or challenges.	Hill operated at 103% of its enrollment goal in FY23. This recommendation/goal was met.

Recommendations for FY23	Plan	Track Progress	FY23 Progress
McCleery			

There were no site-specific recommendations. See cohort recommendations below.			
--	--	--	--

The following recommendations are from last year's FY22 local evaluation report for the entire cohort and include progress made in FY23.

Recommendations for FY23	Plan	Track Progress	FY23 Progress
Administer an enrichment interest survey to students at the start of programming in the fall.	Site coordinators will, to the best of their ability, cater appropriate enrichment programming to the tastes of the students.	Site coordinators will communicate the results of the interest survey to the Project Director for evaluation and potential additional enrichment program adjustments	The survey was not disseminated. This recommendation will be carried over for FY24.
Academic activities will address specific learning topics and standards that are linked to the school-day goals, particularly in ELA and Math with the goal to increase IAR scores to 15% proficiency in FY23.	Gradebooks will be reviewed regularly and report card grades will be reviewed quarterly.	Review of ELA and Math intervention lesson plans will show evidence of targeted instruction. Progress monitoring data will be on file in the Director's office.	Tracking of IAR shifted in FY23, therefore data for this recommendation is unavailable.
Gather parental feedback about parent-child activities and workshops.	Develop a parent survey to be completed at the end of each parent-child activity/parent education workshop. This will measure parent satisfaction with what program offered and provide additional interests.	Site coordinator will complete a summary sheet after the planned event. This will be reported to the Grant Director for future planning purposes.	An event feedback form was not developed and disseminated. This recommendation will be carried over into FY24.

A feedback form should be developed and used upon completion of each PD.	This staff feedback should provide the Grant Director and site coordinators direction for future staff development.	Results of the PD evaluation will be on file at the Regional Office of Education.	A PD feedback form was not used in FY23. This recommendation will be carried over into FY24.
--	---	---	--

The following site-specific recommendations for Herget Middle School.

Recommendations for FY24	Plan	Track Progress
Herget		
Examine current recruitment strategies and make attempts to recruit students that have not participated in 21stCCLC programming at the end of each grading period and/or focus efforts on students who are exhibiting learning loss due to the challenges of the last two years. In FY24 the goal is to increase enrollment from 54% to 90% of the enrollment goal.	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 21stCCLC programming. Phone calls, face-to-face meetings, mailings and other outreach efforts should be implemented.	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 hours attended. Retention will increase from 44% to 90+% of students attending 46+ hours a year.	Site coordinator will develop a student focus group and report back at the monthly meeting.	Minutes from the student focus group will be given to the grant director including plans for using student information.
Investigate the possibility of offering "clubs" on different days of the week. This will give	Disseminate an interest survey at the beginning of the school year to identify clubs students are most interested in forming.	Site coordinator will communicate the results of the interest survey to the Project Director for evaluation and potential additional enrichment

the students more of a voice and choice for programming.		program adjustments. If clubs are offered, attendance at each club will be tracked and kept on file with the Grant Director.
--	--	--

The following are recommendations for the cohort as a whole for the FY24 school year.

FY24 Recommendation	Plan	Track Progress
Administer an enrichment interest survey to students at the start of programming in the fall.	Site coordinators will, to the best of their ability, cater appropriate enrichment programming to the tastes of the students.	Site coordinators will communicate the results of the interest survey to the Project Director for evaluation and potential additional enrichment program adjustments
Gather parental feedback about parent-child activities and workshops.	Develop a parent survey to be completed at the end of each parent-child activity/ parent education workshop. This will measure parent satisfaction with what program offered and provide additional interests.	Site coordinator will complete a summary sheet after the planned event. This will be reported to the Grant Director for future planning purposes.
A feedback form should be developed and used upon completion of each PD.	This staff feedback should provide the Grant Director and site coordinators direction for future staff development.	Results of the PD evaluation will be on file at the Regional Office of Education.

VI. Dissemination of Evaluation

Data will be disseminated via this report, which will be 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
2022-2023
Freeman Elementary School**

Category	Did Not Need	Significant Improve	Moderate Improve	Slight	No Change	Slight Decline	Moderate Decline	Significant Decline
Turning in Homework on Time	35%	14%	10%	14%	25%	2%	0%	0%
Completing Homework to Satisfaction	28%	17%	14%	10%	24%	7%	0%	0%
Participating in Class	21%	10%	20%	28%	20%	1%	0%	0%
Volunteering	17%	8%	13%	17%	45%	0%	0%	0%
Attending Class Regularly	54%	10%	6%	8%	21%	1%	0%	0%
Being Attentive in Class	28%	8%	20%	23%	17%	4%	0%	0%
Behaving Well in Class	45%	7%	8%	14%	21%	5%	0%	0%
Academic Performance	20%	11%	24%	30%	11%	4%	0%	0%
Coming to School Motivated to Learn	34%	10%	13%	21%	18%	4%	0%	0%
Getting Along Well with Other Students	45%	13%	11%	10%	21%	0%	0%	0%
Demonstrating Appropriate SEL Skills	42%	13%	10%	13%	22%	0%	0%	0%

**21st Century My Time
Teacher Survey
2022-2023
Greenman Elementary School**

Category	Did Not Need	Significant Improve	Moderate Improve	Slight	No Change	Slight Decline	Moderate Decline	Significant Decline
Turning in Homework	43%	4%	6%	13%	31%	3%	0%	0%
Completing Homework	39%	4%	9%	22%	24%	2%	0%	0%
Participating in Class	19%	5%	11%	43%	22%	0%	0%	0%
Volunteering in Class	37%	7%	9%	17%	28%	2%	0%	0%
Attending Class Regularly	43%	2%	4%	6%	43%	1%	1%	0%
Being Attentive in Class	20%	9%	7%	26%	22%	11%	5%	0%
Behaving Well in Class	37%	6%	7%	17%	22%	9%	2%	0%
Academic Performance	22%	4%	11%	35%	22%	4%	2%	0%
Coming to School Motivated to Learn	33%	2%	6%	33%	19%	7%	0%	0%
Gets Along Well with Other Students	43%	1%	7%	22%	19%	4%	4%	0%
Demonstrating Appropriate SEL Skills	28%	4%	7%	19%	35%	6%	1%	0%

**21st Century My Time
Teacher Survey
2022-2023
Herget Middle School**

Surveys given to ELA or Math teachers.

Category	Did Not Need	Significant Improve	Moderate Improve	Slight Improve	No Change	Slight Decline	Moderate Decline	Significant Decline
Turning in Homework on Time	14%	9%	16%	33%	16%	9%	3%	0%
Completing Homework to Satisfaction	16%	9%	26%	19%	21%	9%	0%	0%
Participating in Class	21%	9%	9%	23%	35%	3%	0%	0%
Volunteering	21%	4%	7%	19%	49%	0%	0%	0%
Attending Class Regularly	42%	4%	5%	16%	26%	7%	0%	0%
Being Attentive in Class	23%	4%	14%	21%	26%	12%	0%	0%
Behaving Well in Class	40%	3%	9%	16%	23%	7%	2%	0%
Academic Performance	21%	9%	19%	28%	14%	9%	0%	0%
Coming to School Motivated	28%	7%	9%	19%	33%	4%	0%	0%
Gets Along Well with Others	53%	3%	7%	14%	23%	0%	0%	0%
Demonstrating Appropriate SEL Skills	51%	0%	7%	16%	26%	0%	0%	0%

**21st Century My Time
Teacher Survey
2022-2023
Hill Elementary School**

Category	Did Not Need	Significant Improve	Moderate Improve	Slight	No Change	Slight Decline	Moderate Decline	Significant Decline
Turning in Homework on Time	44%	24%	9%	8%	14%	1%	0%	0%
Completing Homework to Satisfaction	38%	25%	9%	8%	19%	1%	0%	0%
Participating in Class	21%	26%	16%	15%	20%	2%	0%	0%
Volunteering	35%	23%	14%	8%	20%	0%	0%	0%
Attending Class Regularly	36%	25%	16%	3%	20%	0%	0%	0%
Being Attentive in Class	28%	23%	16%	12%	20%	0%	1%	0%
Behaving Well in Class	49%	23%	10%	6%	11%	0%	0%	1%
Academic Performance	19%	28%	15%	22%	15%	0%	1%	0%
Coming to School Motivated	31%	24%	15%	16%	12%	0%	0%	2%
Gets Along Well with Others	46%	28%	5%	10%	10%	0%	1%	0%
Demonstrating Appropriate SEL Skills	38%	25%	9%	12%	14%	1%	0%	1%

**21st Century My Time
Teacher Survey
2022-2023
McCleery Elementary School**

Category	Did Not Need	Significant Improve	Moderate Improve	Slight	No Change	Slight Decline	Moderate Decline	Significant Decline
Turning in Homework on Time	48%	12%	13%	6%	16%	1%	4%	0%
Completing Homework to Satisfaction	40%	12%	16%	12%	14%	5%	1%	0%
Participating in Class	25%	11%	25%	19%	13%	2%	2%	1%
Volunteering	24%	14%	14%	25%	23%	0%	0%	0%
Attending Class Regularly	72%	8%	5%	4%	10%	1%	0%	0%
Being Attentive in Class	29%	12%	24%	13%	11%	10%	0%	1%
Behaving Well in Class	37%	11%	18%	10%	14%	7%	3%	0%
Academic Performance	19%	11%	34%	18%	17%	0%	0%	1%
Coming to School Motivated	30%	13%	22%	13%	16%	5%	0%	1%
Gets Along Well with Others	48%	12%	15%	12%	12%	1%	0%	0%
Demonstrating Appropriate SEL Skills	43%	8%	22%	12%	11%	4%	0%	0%

**My Time Parent Involvement and Satisfaction Survey
2022-2023
Freeman Elementary School**

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
The after school program is helping my child to get his/her homework done.	79%	17%	4%	0%
The after school program is helping my child's grade improve in school.	69%	29%	2%	0%
The after school program is helping my child's behavior improve in school.	69%	31%	0%	0%
The after school program provides a safe environment for my child.	88%	10%	2%	0%
The after school program provides constructive activities for my child once his/her homework is done.	86%	14%	0%	0%
My child's interactions with staff members at the after school program are positive.	86%	14%	0%	0%
My child's interactions with other youth at the after school program are positive.	83%	12%	5%	0%
My child enjoys the after school program.	81%	17%	2%	0%
I am satisfied with the after school program.	83%	17%	0%	0%
I feel comfortable talking to the staff at the after school program.	88%	12%	0%	0%
Staff keep me informed about my child's day at the after school program.	81%	17%	0%	2%
I consider myself to be involved in my child's education.	76%	24%	0%	0%

**My Time Parent Involvement and Satisfaction Survey
2022-2023
Greenman Elementary School**

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
The after school program is helping my child to get his/her homework done.	57%	39%	4%	0%
The after school program is helping my child's grade improve in school.	43%	57%	0%	0%
The after school program is helping my child's behavior improve in school.	39%	57%	4%	0%
The after school program provides a safe environment for my child.	780%	26%	4%	0%
The after school program provides constructive activities for my child once his/her homework is done.	61%	39%	0%	0%
My child's interactions with staff members at the after school program are positive.	61%	39%	0%	0%
My child's interactions with other youth at the after school program are positive.	52%	48%	0%	0%
My child enjoys the after school program.	74%	26%	0%	0%
I am satisfied with the after school program.	65%	35%	0%	0%
I feel comfortable talking to the staff at the after school program.	61%	39%	0%	0%
Staff keep me informed about my child's day at the after school program.	48%	43%	9%	0%
I consider myself to be involved in my child's education.	57%	43%	0%	0%

**My Time Parent Involvement and Satisfaction Survey
2022-2023
Herget Middle School**

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
The after school program is helping my child to get his/her homework done.	89%	11%	0%	0%
The after school program is helping my child's grade improve in school.	32%	68%	0%	0%
The after school program is helping my child's behavior improve in school.	36%	64%	0%	0%
The after school program provides a safe environment for my child.	34%	66%	0%	0%
The after school program provides constructive activities for my child once his/her homework is done.	61%	39%	0%	0%
My child's interactions with staff members at the after school program are positive.	36%	64%	0%	0%
My child's interactions with other youth at the after school program are positive.	30%	70%	0%	0%
My child enjoys the after school program.	39%	61%	0%	0%
I am satisfied with the after school program.	45%	55%	0%	0%
I feel comfortable talking to the staff at the after school program.	34%	66%	0%	0%
Staff keep me informed about my child's day at the after school program.	43%	57%	0%	0%
I consider myself to be involved in my child's education.	34%	66%	0%	0%

**My Time Parent Involvement and Satisfaction Survey
2021-2022
Hill Elementary School**

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
The after school program is helping my child to get his/her homework done.	83%	14%	3%	0%
The after school program is helping my child's grade improve in school.	69%	29%	2%	0%
The after school program is helping my child's behavior improve in school.	67%	29%	4%	0%
The after school program provides a safe environment for my child.	93%	4%	3%	0%
The after school program provides constructive activities for my child once his/her homework is done.	93%	7%	0%	0%
My child's interactions with staff members at the after school program are positive.	90%	10%	0%	0%
My child's interactions with other youth at the after school program are positive.	90%	7%	3%	0%
My child enjoys the after school program.	88%	12%	0%	0%
I am satisfied with the after school program.	88%	12%	0%	0%
I feel comfortable talking to the staff at the after school program.	88%	12%	0%	0%
Staff keep me informed about my child's day at the after school program.	81%	19%	0%	0%
I consider myself to be involved in my child's education.	86%	4%	0%	0%

**My Time Parent Involvement and Satisfaction Survey
2022-2023
McCleery Elementary School**

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
The after school program is helping my child to get his/her homework done.	82%	16%	2%	0%
The after school program is helping my child's grade improve in school.	66%	34%	0%	0%
The after school program is helping my child's behavior improve in school.	63%	37%	0%	0%
The after school program provides a safe environment for my child.	82%	18%	0%	0%
The after school program provides constructive activities for my child once his/her homework is done.	82%	18%	0%	0%
My child's interactions with staff members at the after school program are positive.	82%	18%	0%	0%
My child's interactions with other youth at the after school program are positive.	64%	34%	2%	0%
My child enjoys the after school program.	79%	21%	0%	0%
I am satisfied with the after school program.	84%	16%	0%	0%
I feel comfortable talking to the staff at the after school program.	79%	21%	0%	0%
Staff keep me informed about my child's day at the after school program.	84%	16%	0%	0%
I consider myself to be involved in my child's education.	71%	29%	0%	0%

**21st Century Grant: My Time
Student Survey
2022-2023
Freeman Elementary School**

	Always	Sometimes	Never
Do you look forward to going to the after school program?	39%	54%	7%
Do you know the rules and expectations for the after school program?	85%	15%	0%
Do your parents check your homework?	59%	22%	19%
Do your parents encourage you to do well in school?	88%	8%	4%
Do you get along with other students at the after school program?	63%	36%	1%
Do you like the activities offered in the after school program?	47%	53%	0%
Are your grades better because of the after school program?	7%	44%	19%
Do you finish your homework during the after school program?	47%	25%	28%
Do you feel more successful during the school day because of the experiences in the after school program?	49%	34%	17%
Do you have a positive relationship with the after school staff?	75%	25%	0%

**21st Century Grant: My Time
Student Survey
2022-2023
Greenman Elementary School**

	Always	Sometimes	Never
Do you look forward to going to the after school program?	66%	32%	2%
Do you know the rules and expectations for the after school program?	89%	11%	0%
Do your parents check your homework?	43%	34%	23%
Do your parents encourage you to do well in school?	84%	7%	9%
Do you get along with other students at the after school program?	64%	27%	9%
Do you like the activities offered in the after school program?	75%	25%	0%
Are your grades better because of the after school program?	67%	34%	9%
Do you finish your homework during the after school program?	55%	25%	20%
Do you feel more successful during the school day because of the experiences in the after school program?	64%	25%	11%
Do you have a positive relationship with the after school staff?	77%	20%	3%

**21st Century Grant: My Time
Student Survey
2022-2023
Herget Middle School**

	Always	Sometimes	Never
Do you look forward to going to the after school program?	20%	64%	16%
Do you know the rules and expectations for the after school program?	73%	25%	2%
Do your parents check your homework?	45%	39%	16%
Do your parents encourage you to do well in school?	89%	11%	0%
Do you get along with other students at the after school program?	52%	48%	0%
Do you like the activities offered in the after school program?	36%	48%	16%
Are your grades better because of the after school program?	41%	43%	16%
Do you finish your homework during the after school program?	70%	23%	7%
Do you feel more successful during the school day because of the experiences in the after school program?	34%	48%	18%
Do you have a positive relationship with the after school staff?	66%	32%	2%

**21st Century Grant: My Time
Student Survey
2022-2023
Hill Elementary School**

	Always	Sometimes	Never
Do you look forward to going to the after school program?	65%	28%	7%
Do you know the rules and expectations for the after school program?	87%	13%	0%
Do your parents check your homework?	51%	33%	16%
Do your parents encourage you to do well in school?	84%	14%	2%
Do you get along with other students at the after school program?	67%	30%	3%
Do you like the activities offered in the after school program?	65%	30%	5%
Are your grades better because of the after school program?	64%	30%	6%
Do you finish your homework during the after school program?	68%	29%	3%
Do you feel more successful during the school day because of the experiences in the after school program?	61%	35%	4%
Do you have a positive relationship with the after school staff?	77%	23%	0%

**21st Century Grant: My Time
Student Survey
2022-2023
McCleery Elementary School**

	Always	Sometimes	Never
Do you look forward to going to the after school program?	49%	42%	9%
Do you know the rules and expectations for the after school program?	71%	26%	3%
Do your parents check your homework?	49%	28%	23%
Do your parents encourage you to do well in school?	69%	21%	10%
Do you get along with other students at the after school program?	49%	49%	2%
Do you like the activities offered in the after school program?	59%	33%	8%
Are your grades better because of the after school program?	40%	44%	16%
Do you finish your homework during the after school program?	55%	31%	14%
Do you feel more successful during the school day because of the experiences in the after school program?	56%	31%	13%
Do you have a positive relationship with the after school staff?	77%	19%	4%