

**21<sup>st</sup> Century Community Learning Centers Program**  
**2023-2024 Grant Evaluation Report**

**Freeman Elementary School**

**Greenman Elementary School**

**Hill Elementary School**

**Herget Middle School**

**McCleery Elementary School**

**West Aurora School District 129**

**1877 W Downer Place**

**Aurora, IL 60506**

Prepared by:

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## I. Grant Information

West Aurora School District #129 was awarded an FY15 21st Community Learning Centers Grant (21CCLC) in 2014. This grant allowed the urban school district in Kane County to establish a comprehensive, innovative, developmental and research-based extended learning program for students and families of greatest need in the district. West Aurora School District #129 is composed of ten elementary schools, four middle schools, 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 tenth and final 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.

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## II. Overview and History of Program

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

The West Aurora School District #129 21CCLC targets the most at-risk population in grades first through eighth and their families. 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%

\*Data is from 2023. The 2024 data was not available at the time of this report.

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.

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

\*Data is from 2023. The 2024 data was not available at the time of this report.

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.

**Reflection:** Staff and Site Coordinators shared their thoughts on how their program goals have changed over the past ten years.

*Our after school program has aimed at helping those students in need. We want to make our program fun and enjoyable, as well as educational. By adding fun additions to our program, such as outside partners and activities, as well as field trips, it makes students want to join our program. We hire individuals that are involved in education during the day and that helps support the needs of students in our program. - Sarah Born, Program Liaison*

*Over the past 10 years, our program goals have indeed evolved significantly. Initially focused solely on student development, we have expanded our vision to encompass broader stakeholders, including parents. Recognizing the integral role parents play in their children's education, we now strive to provide resources and support that benefit both students and parents alike. Our goal is not only to foster academic growth but also to facilitate stronger parent-child engagement and collaboration. By acknowledging and addressing the needs of both students and parents, we aim to create a more holistic and enriching educational experience for all involved. -Anna Jimenez, Site Coordinator, Herget Middle School*

## 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
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/Promotion 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 tenth 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)

Students Served in School Year Only	FY22	FY23	FY24
Total Unduplicated Enrollment	28	47	61
a) Number of students attending 15 hours or less	0	0	1
b) Number of students attending 16-45 hours	1	1	3
c) Number of students attending 46-90 hours	3	3	1
d) Number of students attending 91-180 hours	5	8	14
e) Number of students attending 181-270 hours	8	21	18
f) Number of students attending 271+ hours	11	14	24

Students Served in Summer Only	FY22	FY23	*FY24
Total Unduplicated Enrollment	7	11	NA
a) Number of students attending 15 hours or less	0	0	NA
b) Number of students attending 16-45 hours	1	0	NA
c) Number of students attending 46-90 hours	5	11	NA
d) Number of students attending 91-180 hours	1	0	NA
e) Number of students attending 181-270 hours	0	0	NA
f) Number of students attending 271+ hours	0	0	NA

<b>Students Served in Both Summer and School Year</b>	<b>FY22</b>	<b>FY23</b>	<b>*FY24</b>
Total Unduplicated Enrollment	23	29	NA
a) Number of students attending 15 hours or less	0	0	NA
b) Number of students attending 16-45 hours	0	0	NA
c) Number of students attending 46-90 hours	0	2	NA
d) Number of students attending 91-180 hours	3	0	NA
e) Number of students attending 181-270 hours	7	11	NA
f) Number of students attending 271+ hours	13	16	NA

\*Summer data was unavailable at the time of this report.

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

<b>Students Served in School Year Only</b>	<b>FY22</b>	<b>FY23</b>	<b>FY24</b>
Total Unduplicated Enrollment	34	34	47
a) Number of students attending 15 hours or less	0	2	0
b) Number of students attending 16-45 hours	1	2	0
c) Number of students attending 46-90 hours	4	2	3
d) Number of students attending 91-180 hours	7	5	4
e) Number of students attending 181-270 hours	17	13	6
f) Number of students attending 271+ hours	5	10	34

<b>Students Served in Summer Only</b>	<b>FY22</b>	<b>FY23</b>	<b>*FY24</b>
Total Unduplicated Enrollment	32	8	NA
a) Number of students attending 15 hours or	1	0	NA



less			
b) Number of students attending 16-45 hours	7	1	NA
c) Number of students attending 46-90 hours	17	7	NA
d) Number of students attending 91-180 hours	7	0	NA
e) Number of students attending 181-270 hours	0	0	NA
f) Number of students attending 271+ hours	0	0	NA

<b>Students Served in Both Summer and School Year</b>	<b>FY22</b>	<b>FY23</b>	<b>*FY24</b>
Total Unduplicated Enrollment	15	20	NA
a) Number of students attending 15 hours or less	0	0	NA
b) Number of students attending 16-45 hours	0	0	NA
c) Number of students attending 46-90 hours	0	0	NA
d) Number of students attending 91-180 hours	0	0	NA
e) Number of students attending 181-270 hours	3	0	NA
f) Number of students attending 271+ hours	12	20	NA

\*Summer data was unavailable at the time of this report.

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

<b>Students Served in School Year Only</b>	<b>FY22</b>	<b>FY23</b>	<b>FY24</b>
Total Unduplicated Enrollment	37	43	44
a) Number of students attending 15 hours or less	11	20	14
b) Number of students attending 16-45 hours	12	7	8
c) Number of students attending 46-90 hours	6	10	15
d) Number of students attending 91-180 hours	6	6	6

e) Number of students attending 181-270 hours	2	0	1
f) Number of students attending 271+ hours	0	0	0

<b>Students Served in Summer Only</b>	<b>FY22</b>	<b>*FY23</b>	<b>**FY24</b>
Total Unduplicated Enrollment	6	0	NA
a) Number of students attending 15 hours or less	0	0	NA
b) Number of students attending 16-45 hours	1	0	NA
c) Number of students attending 46-90 hours	4	0	NA
d) Number of students attending 91-180 hours	1	0	NA
e) Number of students attending 181-270 hours	0	0	NA
f) Number of students attending 271+ hours	0	0	NA

<b>Students Served in Both Summer and School Year</b>	<b>FY22</b>	<b>*FY23</b>	<b>**FY24</b>
Total Unduplicated Enrollment	0	0	NA
a) Number of students attending 15 hours or less	0	0	NA
b) Number of students attending 16-45 hours	0	0	NA
c) Number of students attending 46-90 hours	0	0	NA
d) Number of students attending 91-180 hours	0	0	NA
e) Number of students attending 181-270 hours	0	0	NA
f) Number of students attending 271+ hours	0	0	NA

\*Historically, this site has not offered summer programming.

\*\*Summer data was unavailable at the time of this report.

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

<b>Students Served in School Year Only</b>	<b>FY22</b>	<b>FY23</b>	<b>FY24</b>
Total Unduplicated Enrollment	66	81	82
a) Number of students attending 15 hours or less	0	1	1
b) Number of students attending 16-45 hours	5	6	0
c) Number of students attending 46-90 hours	7	3	5
d) Number of students attending 91-180 hours	11	12	7
e) Number of students attending 181-270 hours	43	10	15
f) Number of students attending 271+ hours	0	49	54

<b>Students Served in Summer Only</b>	<b>FY22</b>	<b>FY23</b>	<b>*FY24</b>
Total Unduplicated Enrollment	1	1	NA
a) Number of students attending 15 hours or less	0	0	NA
b) Number of students attending 16-45 hours	0	0	NA
c) Number of students attending 46-90 hours	1	1	NA
d) Number of students attending 91-180 hours	0	0	NA
e) Number of students attending 181-270 hours	0	0	NA
f) Number of students attending 271+ hours	0	0	NA

<b>Students Served in Both Summer and School Year</b>	<b>FY22</b>	<b>FY23</b>	<b>*FY24</b>
Total Unduplicated Enrollment	1	0	NA

a) Number of students attending 15 hours or less	0	0	NA
b) Number of students attending 16-45 hours	0	0	NA
c) Number of students attending 46-90 hours	0	0	NA
d) Number of students attending 91-180 hours	0	0	NA
e) Number of students attending 181-270 hours	0	0	NA
f) Number of students attending 271+ hours	1	0	NA

\*Summer data was unavailable at the time of this report.

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

<b>Students Served in School Year Only</b>	<b>FY22</b>	<b>FY23</b>	<b>FY24</b>
Total Unduplicated Enrollment	39	48	84
a) Number of students attending 15 hours or less	0	1	0
b) Number of students attending 16-45 hours	6	0	0
c) Number of students attending 46-90 hours	2	2	2
d) Number of students attending 91-180 hours	8	10	11
e) Number of students attending 181-270 hours	5	14	10
f) Number of students attending 271+ hours	18	21	61

<b>Students Served in Summer Only</b>	<b>FY22</b>	<b>FY23</b>	<b>*FY24</b>
Total Unduplicated Enrollment	15	21	NA
a) Number of students attending 15 hours or less	1	1	NA
b) Number of students attending 16-45 hours	0	1	NA
c) Number of students attending 46-90 hours	10	19	NA
d) Number of students attending 91-180 hours	4	0	NA

e) Number of students attending 181-270 hours	0	0	NA
f) Number of students attending 271+ hours	0	0	NA

<b>Students Served in Both Summer and School Year</b>	<b>FY22</b>	<b>FY23</b>	<b>*FY24</b>
Total Unduplicated Enrollment	47	35	NA
a) Number of students attending 15 hours or less	0	0	NA
b) Number of students attending 16-45 hours	0	0	NA
c) Number of students attending 46-90 hours	0	0	NA
d) Number of students attending 91-180 hours	1	0	NA
e) Number of students attending 181-270 hours	5	2	NA
f) Number of students attending 271+ hours	41	33	NA

\*Summer data was unavailable at the time of this report.

### Student Demographic Characteristics

Freeman Elementary School	FY22	FY23	FY24
<b>Total Unduplicated Enrollment: School Year and Summer</b>	58	87	61
<b>Male</b>	30	44	32
<b>Female</b>	28	43	29
<b>K</b>	3	2	4
<b>1</b>	9	13	8
<b>2</b>	11	18	12
<b>3</b>	15	20	12
<b>4</b>	11	20	12
<b>5</b>	9	14	13
<b>American Indian/Alaska Native</b>	2	0	0
<b>Asian/Pacific Islander</b>	4	5	4
<b>Black or African American</b>	10	13	8
<b>Hispanic or Latino</b>	19	47	37
<b>White</b>	15	21	12
<b>Multiracial</b>	1	1	0
<b>Limited English Proficient Students</b>	14	24	19
<b>Students with Disability/IEP (Not LEP)</b>	6	10	9
<b>Students Receiving Free or Reduced Lunch</b>	30	44	41

<b>Greenman Elementary School</b>	<b>FY22</b>	<b>FY23</b>	<b>FY24</b>
<b>Total Unduplicated Enrollment: School Year and Summer</b>	81	62	47
<b>Male</b>	37	25	18
<b>Female</b>	44	37	29
<b>K</b>	8	1	3
<b>1</b>	15	12	4
<b>2</b>	13	12	8
<b>3</b>	16	14	10
<b>4</b>	14	8	12
<b>5</b>	15	15	10
<b>American Indian/Alaska Native</b>	0	0	0
<b>Asian/Pacific Islander</b>	2	0	0
<b>Black or African American</b>	8	7	7
<b>Hispanic or Latino</b>	67	48	37
<b>White</b>	3	6	2
<b>Multiracial</b>	1	1	1
<b>Limited English Proficient Students</b>	38	22	17
<b>Students with Disability/IEP (Not LEP)</b>	10	9	7
<b>Students: Free or Reduced Lunch</b>	40	32	42

<b>Herget Middle School</b>	<b>FY22</b>	<b>FY23</b>	<b>*FY24</b>
<b>Total Unduplicated Enrollment: School Year and Summer</b>	43	43	44
<b>Male</b>	29	29	27
<b>Female</b>	14	14	17
<b>6</b>	6	17	25
<b>7</b>	16	16	8
<b>8</b>	21	10	11
<b>American Indian/Alaska Native</b>	0	0	0
<b>Asian/Pacific Islander</b>	2	0	4
<b>Black or African American</b>	4	4	11
<b>Hispanic or Latino</b>	35	22	7
<b>White</b>	2	12	22
<b>Multiracial</b>	0	5	0
<b>Limited English Proficient Students</b>	24	16	19
<b>Students with Disability/IEP (Not LEP)</b>	13	7	9
<b>Students on Free or Reduced Lunch</b>	26	24	38

\*Summer data was unavailable at the time of this report.



<b>Hill Elementary School</b>	<b>FY22</b>	<b>FY23</b>	<b>FY24</b>
<b>Total Unduplicated Enrollment: School Year and Summer</b>	68	82	82
<b>Male</b>	39	39	42
<b>Female</b>	29	43	40
<b>K</b>	0	1	0
<b>1</b>	7	14	17
<b>2</b>	19	16	15
<b>3</b>	12	19	17
<b>4</b>	14	15	17
<b>5</b>	16	17	16
<b>American Indian/Alaska Native</b>	0	0	0
<b>Asian/Pacific Islander</b>	1	2	4
<b>Black or African American</b>	10	7	5
<b>Hispanic or Latino</b>	51	70	66
<b>White</b>	4	1	4
<b>Multiracial</b>	2	2	3
<b>Limited English Proficient Students</b>	51	60	55
<b>Students with Disability/IEP (Not LEP)</b>	11	14	17
<b>Students on Free or Reduced Lunch</b>	43	46	46

<b>McCleery Elementary School</b>	<b>FY22</b>	<b>FY23</b>	<b>FY24</b>
<b>Total Unduplicated Enrollment: School Year and Summer</b>	101	104	84
<b>Male</b>	47	48	45
<b>Female</b>	54	56	39
<b>K</b>	5	4	3
<b>1</b>	19	17	13
<b>2</b>	20	20	17
<b>3</b>	23	20	17
<b>4</b>	14	26	16
<b>5</b>	20	17	18
<b>American Indian/Alaska Native</b>	0	0	0
<b>Asian/Pacific Islander</b>	23	21	18
<b>Black or African American</b>	7	15	10
<b>Hispanic or Latino</b>	60	59	43
<b>White</b>	11	9	11
<b>Multiracial</b>	0	0	2
<b>Limited English Proficient Students</b>	56	50	42
<b>Students with Disability/IEP (Not LEP)</b>	10	13	9
<b>Students on Free or Reduced Lunch</b>	53	50	66

## Family Participation

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

### Family and Parent Events included:

DATE	LOCATION	EVENT NAME
10/24/2023	McCleery Elementary School	MyTime Family Fall Festival
10/26/2023	Hill Elementary School	MyTime Spooky STEM Family Night
11/07/2023	Freeman Elementary School	Do You Believe in Magic Family Night
11/08/2023	Greenman Elementary School	My Time Family Fall Festival
12/06/2023	Blackberry Farm	Holidays Around the World Celebration
2/21/2024	Prisco Center	Family Bingo Night
*6/22/24	Phillips Park Aquatic Center	Family Swim Night

\*Scheduled for Summer 2024

**Reflection:** Staff and Site Coordinators shared how their approach to family programming evolved over the life of the grant.

*Our demographics here at Freeman are very mixed. We have those students that are in need of the program and we also have the entitled parents who enroll their child in the program and use it as daycare. We have parents here at Freeman that enroll their child in many different extracurricular activities. They may use the program until a certain time if there is a conflict with another activity or sport. With that information, some families may not be available to attend family events offered by the program when they are busy with other events. For those that can attend, it's a bonus to those families. When we offer those special family nights, it allows them to participate as a family and enjoy an evening together that they may not always be able to do or have the opportunity to do. -Sarah Born, Program Liaison*

*Over the life of the grant, our approach to family programming has evolved significantly. Initially, we focused on providing basic services and resources to families in need. As we progressed, we integrated more community engagement initiatives, fostering a sense of belonging and empowerment among families. We also shifted towards a more holistic approach, addressing not just immediate needs but also long-term goals such as education and skill-building. Embracing feedback and collaboration, we refined our programming to better meet the diverse needs of families. Overall, our evolution has been marked by a deepened understanding of familial dynamics and a commitment to fostering resilience and growth within the communities we serve. -Anna Jimenez, Site Coordinator, Herget Middle School*

**School Year Activities**

During the school year daily activities included: Homework/academic enrichment games indoor and outdoor; reading/writing/journals; board games/fitness/recreational outdoor or indoor play; free choice - STEM, art, music; teambuilding; The Walking Classroom grades 3-5; career exploration; SEL; Mindworks games and activities (included curriculum guides); choice based themes by site/grade level/etc. SEL with restorative practice counselors (in-kind) coordinated individually with each building.

**Summer Activities**

The following is a description of plans for summer programming in 2024:

Summer 2024 programming is designed so academic remediation will be 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 will be offered to students. Breakfast and lunch will be provided. A swim safety and family fun evening is scheduled as well. The program is scheduled to run for four weeks in June.

**Summary**

Grant goals for program enrollment is 80 students per site. McCleery and Hill met this goal during the 2023-2024 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	61	57	93%
Greenman	47	47	100%
Herget	44	21	48%
Hill	82	81	99%
McCleery	84	84	100%
<b>Total</b>	318	290	91%

\*Regular attendee is defined as any student who attended 46 hours or more in FY24.

Sites	Enrollment Goal	Actual Enrollment	Percentage Enrollment Goal
Freeman	80	61	76%
Greenman	80	47	59%

<b>Herget</b>	80	44	55%
<b>Hill</b>	80	82	103%
<b>McCleery</b>	80	84	105%
<b>Total</b>	400	318	80%

Demographic data shows that the program reached out to a diverse group of students representing the community at large. Spanish speaking students attended 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.

It was 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.”

The site coordinator 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.

### III.B. Program Operations

#### Program Hours

<b>Site Name: Freeman, Greenman, Herget, Hill and McCleery Hours of Operation: School Year</b>	<b>FY22</b>	<b>FY23</b>	<b>FY24</b>
Total Number of Weeks Site is Open	28	28	30
Typical Number of Days per Week	4	4	4 elem, 5 middle
Typical Number of Hours per Week	16	12	12
Days of the Week in Session	M-Th (Sat during Spring Semester)	AM and PM offered at ms level, pm only for elem	AM and PM offered at ms level, pm only for elem

<b>Site Name: Freeman, Greenman, Herget, Hill and McCleery Hours of Operation: Summer</b>	<b>FY22</b>	<b>FY23</b>	<b>*FY24</b>
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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	6	6	6
Days of the Week in Session	M-Th	M-Th	M-Th

\*Data is planned program hours.

### 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	FY22	FY23	FY24
School Day Teachers	4	7	3
Center Administrators	2	2	2
Other non-teaching school day staff	5	3	5
Parents	0	0	0
College students	0	3	1
High school students	0	2	2
Other community members	0	0	0
Other non-school day staff, some or no college	0	0	0
Volunteers	0	0	0
Total	11	17	13

Greenman School Year Staffing	FY22	FY23	FY24
School Day Teachers	5	8	6
Center Administrators	2	3	2

Other non-teaching school day staff	10	5	3
Parents	0	0	0
College students	1	2	4
High school students	1	0	2
Other community members	0	1	0
Other non-school day staff, some or no college	0	0	0
Volunteers	0	0	0
Total	19	19	17

<b>Herget School Year Staffing</b>	<b>FY22</b>	<b>FY23</b>	<b>FY24</b>
School Day Teachers	0	1	0
Center Administrators	2	2	2
Other non-teaching school day staff	5	4	5
Parents	0	0	0
College students	0	1	0
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	7	8	7

<b>Hill School Year Staffing</b>	<b>FY22</b>	<b>FY23</b>	<b>FY24</b>
School Day Teachers	4	4	3
Center Administrators	2	2	2
Other non-teaching school day staff	6	4	5
Parents	0	0	0
College students	2	2	2

High school students	0	0	0
Other community members	0	0	0
Other non-school day staff, some or no college	0	2	0
Volunteers	0	0	0
Total	14	14	12

<b>McCleery School Year Staffing</b>	<b>FY22</b>	<b>FY23</b>	<b>FY24</b>
School Day Teachers	2	3	3
Center Administrators	2	2	2
Other non-teaching school day staff	6	5	5
Parents	0	1	0
College students	0	0	1
High school students	0	4	4
Other community members	0	0	0
Other non-school day staff, some or no college	0	1	0
Volunteers	0	0	0
Total	10	16	15

<b>Summer Staffing</b>	<b>FY22</b>	<b>FY23</b>	<b>*FY24</b>
School Day Teachers	10	6	NA
Center Administrators	2	2	NA
Other non-teaching school day staff	12	7	NA
Parents	0	0	NA
College students	11	5	NA
High school students	0	3	NA
Other community members	0	0	NA
Other non-school day staff, some or no college	0	0	NA



Volunteers	0	0	NA
Total	35	23	NA

\*Summer data was not available at the time of this report.

### Staffing Ratio

Freeman Elementary School: 1 staff member to 4.7 students  
 Greenman Elementary School: 1 staff member to 2.8 students  
 Herget Middle School: 1 staff member to 6.3 students  
 Hill Elementary School: 1 staff member to 6.8 students  
 McCleery Elementary School: 1 staff member to 5.6 students

### Staff Turnover

There was some turnover 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. Dupage Children's Museum provided PD for staff during the fall and spring, along with curriculum and program supplies for STEAM units. ISBE and outside providers contracted through ISBE did not offer professional development in FY24.

### 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

Staff working My Time during FY24 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.

Scheduling common time for professional development opportunities during the school year was 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.

#### **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 FY24. 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.

##### **Indicators and Outcomes:**

**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 at all sites with the exception of Greenman, as indicated by the following return rates: Freeman Elementary School- 100%; Greenman Elementary School- 40%; Herget Middle School- 100%; Hill Elementary School- 91%; McCleery Elementary School- 99%.

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.

2023-2024 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	58%	54%	59%	63%	58%	37%	32%	20%	53%	48%
Completing homework	62%	58%	59%	67%	57%	35%	37%	24%	51%	43%
Participating in class	70%	82%	54%	72%	59%	12%	11%	16%	24%	30%
Volunteering (e.g. for extra credit)	28%	23%	28%	57%	67%	32%	32%	12%	34%	39%
Attending class regularly	7%	43%	38%	62%	59%	53%	26%	31%	50%	55%
Being attentive in class	48%	59%	48%	58%	58%	9%	11%	33%	28%	29%
Behaving well in class	31%	40%	56%	63%	56%	37%	21%	31%	45%	48%
Academic performance	61%	56%	69%	78%	78%	2%	16%	14%	22%	24%
Coming to school motivated to learn	49%	50%	50%	65%	58%	25%	16%	22%	32%	46%
Getting along well with other students	47%	64%	53%	61%	55%	40%	26%	35%	49%	54%
Demonstrating appropriate SEL skills	51%	73%	53%	67%	63%	32%	21%	35%	39%	51%

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, 71% showed improvement. The Teacher Surveys also showed that only 17% of students in the program did not need to academically improve. This indicates that My Time enrolled some of the most academically at-risk students in the district.

**Parent Satisfaction Survey:** On average 97% of parents believe My Time is helping their child to get their homework done and 95% believe the program is helping to improve their child’s grades. 94% of parents are satisfied with the program. The parent survey return rate was 59%.

Parent Satisfaction Survey	Freeman	Greenman	Herget	Hill	McCleery
Program is Helping Get Homework Done	90%	100%	100%	100%	93%
Program is Helping Improve Grades	90%	100%	100%	100%	85%
Satisfied with Program	80%	100%	100%	100%	90%

**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.	39%
Decreased their grade by half a grade or more.	43%
Neither increased or decreased their grade.	18%

**ELA Grade Changes:**

	Herget
Increased their grade by half a grade or more.	31%
Decreased their grade by half a grade or more.	45%
Neither increased or decreased their grade.	24%

**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 96% at Freeman, 77% at Greenman, 100% at Herget, 62% at Hill and 88% at McCleery.

	Always	Sometimes	Never

<b>Freeman</b>			
My grades are better because of the after school program.	42%	49%	9%
I feel more successful in school because of the after school program.	47%	36%	17%
<b>Greenman</b>			
My grades are better because of the after school program.	42%	44%	14%
I feel more successful in school because of the after school program.	58%	36%	6%
<b>Herget</b>			
My grades are better because of the after school program.	49%	45%	6%
I feel more successful in school because of the after school program.	53%	39%	8%
<b>Hill</b>			
My grades are better because of the after school program.	71%	29%	0%
I try harder in school because of the after school program.	67%	29%	4%
<b>McCleery</b>			
My grades are better because of the after school program.	41%	41%	18%
I feel more successful in school because of the after school program.	53%	38%	9%

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

**IAR:** IAR data was unavailable at the time of this report.

**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

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.

**Reflection:** Staff and Site Coordinators provided reflection statements in regard to Objective #1.

*The program has allowed students to be able to complete homework assignments. With our educated staff we can provide educational activities throughout our program. These educational activities are fun and enjoyable and also allows the students to learn new material. -Sarah Born, Program Liaison*

*The academics have been a great point of this program. It has given these students access to help and assistance within the subjects that they are struggling with. There is a good mix of adult helpers and the school has allowed for access to materials to help the students prepare and catch up. It has really helped students. IT is a good resource for these students and I feel academic achievements have been improved. -Tim Schaiberger, Adult Leader, Herget Middle School*

**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 2024.

**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, The Walking Classroom, SEL small groups, and Mindworks games. 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.

**Indicators and Outcomes:**

**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 2024.

	Strongly Agree	Agree	Disagree	Strongly Disagree
<b>Freeman</b>				
The program offers constructive activities for my child.	70%	20%	10%	0%
My child enjoys attending the program.	65%	30%	0%	5%
<b>Greenman</b>				
The program offers constructive activities for my child.	40%	60%	0%	0%
My child enjoys attending the program.	20%	80%	0%	0%
<b>Hergert</b>				
The program offers constructive activities for my child.	62%	35%	3%	0%
My child enjoys attending the program.	37%	62%	1%	0%
<b>Hill</b>				
The program offers constructive activities for my child.	67%	33%	0%	0%
My child enjoys attending the program.	63%	37%	0%	0%
<b>McCleery</b>				
The program offers constructive activities for my child.	68%	20%	5%	7%
My child enjoys attending the program.	70%	20%	2%	8%

**Student Surveys:** This survey provides an overview of student perspectives in regard to programming and attendance. This survey was administered in the spring of 2024.

	Always	Sometimes	Never
<b>Freeman</b>			
I look forward to attending the program.	47%	49%	4%
I like the activities offered after school.	51%	42%	7%
<b>Greenman</b>			
I look forward to attending the program.	75%	25%	0%
I like the activities offered after school.	78%	22%	0%
<b>Herget</b>			
I look forward to attending the program.	35%	61%	4%
I like the activities offered after school.	45%	51%	4%
<b>Hill</b>			
I look forward to attending the program.	57%	35%	8%
I like the activities offered after school.	63%	33%	4%
<b>McCleery</b>			
I look forward to attending the program.	50%	45%	5%
I like the activities offered after school.	58%	38%	4%

**Summary:** 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.

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.

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."

**Reflection:** The site coordinators provided reflection statements in regard to Objective #2.

*Our program brings in outside partners that use technology, arts, and sports. The variety of activities benefits students. It keeps them learning new material and it doesn't burn them out. -Sarah Born, Program Liaison*

*The MYTIME grant has really helped us help kids discover some of their interests and talents. We have had our students not only come to MyTime but have been involved in many other aspects of extracurricular activities such as, Football, Cheerleading, Soccer, Minecraft club, Adventure club, and Photography club. The students have also been exposed to outside sports and activities from our various field trips. It has really opened up options for these kids to pursue for their future -Tim Schaiberger Adult Leader, Herget Middle School*

**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 provided 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 FY24 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 ten. 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.

**Indicators and Outcomes:**

**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
<b>Behaving Well</b>	31%	40%	56%	63%	56%
<b>Getting Along with Others</b>	47%	64%	53%	61%	55%
<b>Demonstrating Appropriate SEL Skills</b>	51%	73%	53%	67%	63%

Percent of students not needing to improve:

	Freeman Elementary	Greenman Elementary	Herget Middle School	Hill Elementary	McCleery Elementary
<b>Behaving Well</b>	37%	21%	31%	45%	48%
<b>Getting Along with Others</b>	40%	26%	35%	49%	54%
<b>Demonstrating Appropriate SEL Skills</b>	32%	21%	35%	39%	51%

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

<b>Freeman</b>				
The after school program is helping improve my child's behavior.	50%	40%	10%	0%
My child has positive interactions with after school staff.	70%	20%	10%	0%
My child has positive interactions with other youth after school.	75%	25%	0%	0%
<b>Greenman</b>				
The after school program is helping improve my child's behavior.	40%	60%	0%	0%
My child has positive interactions with after school staff.	20%	80%	0%	0%
My child has positive interactions with other youth after school.	20%	80%	0%	0%
<b>Herget</b>				
The after school program is helping improve my child's behavior.	69%	27%	4%	0%
My child has positive interactions with after school staff.	38%	58%	4%	0%
My child has positive interactions with other youth after school.	58%	40%	2%	0%
<b>Hill</b>				
The after school program is helping improve my child's behavior.	60%	40%	0%	0%
My child has positive interactions with after school staff.	71%	29%	0%	0%
My child has positive interactions with other youth after school.	63%	37%	0%	0%
<b>McCleery</b>				
The after school program is helping improve my child's behavior.	58%	33%	1%	8%
My child has positive interactions with after school staff.	72%	20%	1%	7%
My child has positive interactions with other youth after school.	68%	19%	5%	8%

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:**

<b>Freeman</b>	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
I look forward to attending the program.	47%	49%	4%
I know the rules and expectations of the after school program.	84%	13%	3%
I get along with other kids in the after school program.	62%	31%	7%

<b>Greenman</b>	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
I look forward to attending the program.	75%	25%	0%
I know the rules and expectations of the after school program.	86%	11%	3%
I get along with other kids in the after school program.	50%	50%	0%

<b>Herget</b>	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
I look forward to attending the program.	35%	61%	4%
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.	59%	39%	2%

Hill	Always	Sometimes	Never
I look forward to attending the program.	57%	35%	8%
I know the rules and expectations of the after school program.	75%	25%	0%
I get along with other kids in the after school program.	61%	37%	2%

McCleery	Always	Sometimes	Never
I look forward to attending the program.	50%	45%	5%
I know the rules and expectations of the after school program.	78%	20%	2%
I get along with other kids in the after school program.	68%	31%	1%

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 enrolled 21CCLC students experiencing more than two disciplinary referrals. Ten students were referred two or more times at Herget, two students at Freeman, none at Greenman, one at Hill and two at McCleery.

**Retention Rates:** No students were retained in FY24.

**Summary:** Discipline referrals remained low in FY24, similar to the referral rate in FY23.

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.

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.

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.

**Reflection:** The site coordinators provided reflection statements in regard to Objective #3.

*We provide social and emotional sessions throughout our program. It helps those students in need of coping with an issue that may be bothering them. It gives our students someone to talk to when needed.*  
-Sarah Born, Program Liaison

*Over the life of the grant, I feel that there have been many successes as far as social benefits and positive behavioral changes. In a middle school setting it is easy for kids to close themselves off and not to try to make connections with other kids. The Mytime program attracts kids from all grade levels and social groups. Within our Mytime group, we have seen many kids become comfortable within our safe space and begin to participate and come out of their shells. On the flip side, we have seen the more outgoing students willing to welcome the more reserved students and participate with them in various activities or even during homework time. These changes have also made their way into the regular school day as they run into each other in class or during passing periods and acknowledge each other and share a smile or a wave. These small changes have had lasting impacts, especially for our more reserved students.* -Leticia Nunez, Adult Leader, Herget Middle School

**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 ten of the program, partners with signed agreements supported the program. The following partners participated in FY24:

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.
Jodee Craven	External evaluation services.
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.SY and Summer 2024.
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. Family engagement partner, course offerings, tours, host events for families.
Chess Wizards	Chess lessons to all elementary sites.
APS Academy - STEAM	Coding and robotics unit for 10 weeks at all elementary sites and middle school.
Dupage Children's Museum	Hands on stem lab, professional development offered to program staff offered in kind. Fall and Spring term curriculum, training, and supplies for two different STEAM units to be implemented within elementary program sites.
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.

Additionally, Hergert Middle School partnered with the following businesses for their career and college exploration educational field trips in 23-24:

Fall	<p>9/21 Vaughn Center 4pm depart, leave promptly at 5:30 to return for 5:45 activity bus at school.</p> <p>10/5 WCC Sugar Grove Campus 3:55 depart, leave promptly by 5:20 to return for 5:45 activity bus.</p> <p>10/19 Vaughn Center 4pm depart, leave promptly at 5:30 to return for 5:45 activity bus at school.</p> <p>11/2 TBD</p> <p>11/16 Vaughn Center 4pm depart, leave promptly at 5:30 to return for 5:45 activity bus at school.</p> <p>December - family engagement trip to Alive Center TBD</p>
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Spring	Field trips (2x/month 1st and 3rd week, various locations) 1/18 Prisco 3:45-5:15pm 2/1 NO TRIP 2/15 Prisco 3/7 WAHS Tour arrival -4:15 depart- 5:20 enter door 16A 3/14 Auto Facility North Aurora SD129 4:15-5:15 3/21 LOCAL 701 UNION 2650 N Farnsworth ave 60502 4/4 Boxing at their studio 4/18 FVPD greenhouse 259 S Russell Avenue No trips in May
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**Indicators and Outcomes:** Each partner has a signed agreement. A log was kept on each partner and their contribution. Based upon the involvement and contribution of partners during all prior project years, the Grant Director effectively reached out and incorporated community resources into the program. Parents were required to sign in at all Parent/Child and Parent-Only events and workshops.

**Family and Parent Events included:**

DATE	LOCATION	EVENT NAME
10/24/2023	McCleery Elementary School	MyTime Family Fall Festival
10/26/2023	Hill Elementary School	MyTime Spooky STEM Family Night
11/07/2023	Freeman Elementary School	Do You Believe in Magic Family Night
11/08/2023	Greenman Elementary School	My Time Family Fall Festival
12/06/2023	Blackberry Farm	Holidays Around the World Celebration
2/21/2024	Prisco Center	Family Bingo Night
*6/22/24	Phillips Park Aquatic Center	Family Swim Night

**Summary:** The data that was collected provides detailed information about the involvement of the partners and support provided to the program.

The challenge continued to be to find a way to engage those parents who were not currently involved in the program and identify barriers preventing them from attending. Childcare, work schedules, attitudes toward school and other barriers can 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.

**Reflection:** The site coordinators provided reflection statements in regard to Objective #4.

*Some students in our program are involved with many other extracurricular activities and it doesn't give those families much availability to attend our family night events. For those that can attend, it's a great opportunity for them to join and spend the evening together. Those families may not always have the opportunity to get out and enjoy the evening if it wasn't for our program. -Sarah Born, Program Liaison*

*I have seen with great joy when the students trust us when they need help in academics, socially, and emotionally, and give them a space for developing their bodies with sports as well. Talking about field*



*trips ( community involvement )they are tremendously interesting. From my point of view, it impacts them, opens their curiosity, and opens the doors to the future. They are so excited to tell their parents what was about it. - Luciana Galindo, Adult Leader, Herget Middle School*

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

**Activities:** Each site qualifying for the grant served high poverty students in the district. Site coordinators worked closely with school staff in attempts to identify the students most in need for My Time. Teacher recommendations, assessment results and daily performance were used as an indicator when making referrals. The process for referral to the program was ongoing throughout the year as seats became available.

#### **Indicators and Outcomes:**

Attention was focused on enrolling students with the highest need into the program. Teachers were the primary referral source to My Time. Report card grades were reviewed quarterly for further identification of students. Results of the teacher survey showed that only 17% of participating students did not need to improve in reading and math. 73% of students participating in My Time qualify for free/reduced lunch. A collection of evidence shows that My Time staff identified some of the neediest students for the program.

#### **Demographic Data- All Enrolled Students**

- 73% are eligible for free/reduced lunch
- 16% are eligible for special education services
- 48% are LEP students

#### **Teacher Survey- Percentage of Students that Needed Improvement**

- 59% needed improvement in turning in homework
- 60% needed improvement in completing homework
- 79% needed improvement in participating in class
- 730% needed improvement in volunteering in class
- 53% needed improvement in attending class regularly
- 76% needed improvement in being attentive in class
- 60% needed improvement in behaving well in class
- 83% needed improvement in academics
- 68% needed improvement in motivation
- 55% needed improvement in getting along with other students
- 61% needed improvement in demonstrating appropriate SEL skills

This data shows that students participating in My Time were recruited from a high needs group of D129 students. It includes students with IEPs, LEP and eligible for free/reduced lunch.

**Summary:** 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.

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.

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 allowed staff to reach the population in most need of programming. Teachers demonstrated more of an investment in the process when they have identified the student's need and were involved in the coordination of interventions with the site coordinator and My Time staff. Longitudinal data shows that My Time has made significant progress during the past ten years in recruiting and retaining students in the program. Process and procedures for all aspects of the program have been written and included in the staff and parent handbook. This written information provides a clear description of the program and eligibility for students.

**Reflection:** The site coordinators provided reflection statements in regard to Objective #5.

*When we enroll those students in need of academic help, we see success throughout the year in scores. When they enroll in our program, they benefit from getting help with their homework and the learning continues through their afternoon. They learn new material and their background knowledge increases.*  
-Sarah Born, Program Liaison

*Over the period I have worked with the MyTime program, I have seen academic success and social-emotional growth among the targeted students.* -Rose Tellez, Herget Middle School

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

**Activities:** Staff participated in training and workshops provided to improve and maintain the quality of the program. Professional development occurred 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 was both site specific and offered grant-wide specific.

**Indicators and Outcomes:** Staff attendance is collected at each PD. Discussion of FY24 professional development training is provided earlier in this report.

**Summary:** 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.

**Reflection:** The site coordinators provided reflection statements in regard to Objective #6.

*Professional development helps our staff stay educated and as educators we learn new material as well. We conquer issues or problems in our program and we can learn how to solve problems. Some professional development can teach us how to use programs and those programs will be useful and enjoyable to our students. It adds on to the wonderful benefits of the program.* -Sarah Born, Program Liaison

*Throughout the duration of the grant, I've been fortunate to achieve several significant milestones in professional development. One of the most notable accomplishments has been facilitating tailored training sessions that directly address the evolving needs of our program, staff, and students. By collaborating with ISBE resources, we've implemented targeted strategies that enhance our effectiveness in meeting educational objectives. These efforts have resulted in measurable improvements in both staff performance and student outcomes, reflecting the impactful synergy between program initiatives and ISBE support. -Anna Jimenez, Site Coordinator, Herget Middle School*

**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 ten years 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 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.

Partners that were actively involved during the 2023-2024 school year are listed earlier in the report in the discussion of Objective 4.

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 ten. 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 was developed in addition to the partner committee with the specific purpose of ongoing dialogue related to sustainability.

The My Time staff have 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. Conclusion**

There has been consistent, year-to-year positive progress in all areas of programming, including: grades and teacher, parent and student surveys were collected for all students; enrollment goals were exceeded at most sites; students received homework assistance, reading and math interventions and instruction

from qualified staff; teachers, counselors, principals and parents made referrals to the program; and a variety of activities were implemented in before/after school and summer school programs to engage students in the learning process and provide additional enrichment experiences.

Engaging students and providing meaningful standards-based academic remediation through 21CCLC programming was the primary goal of this grant. Navigating COVID was challenging for all involved during 2020 and 2021. Shifting academic delivery methods; COVID quarantine, illness and death; disruptive home environments for students during remote learning; teacher burnout; and financial strains impacted all stakeholders. MyTime was a crucial component of student support during the pandemic and the program continued to support students, families and the school district as concerns surrounding learning loss became the focus in the last few years. 21CCLC has played a vital role in the lives of families in Aurora west Unit School District 129.

Community partners continued to support the program giving both monetary, time and service donations, and because of these partners students were able to participate in activities that would, under normal circumstances, be out-of-reach for them. The vast array of community partners that supported MyTime were instrumental in the success of the program.

The following recommendations are for Herget from the FY23 local evaluation report, and include progress made in FY24.

Recommendations in FY23 Report	Plan	Track Progress	FY24 Progress
<b>Herget</b>			
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.	44 students enrolled in MyTime in FY24. This represents 55% of the enrollment goal.
Periodically review retention incentives with students to make	Site coordinator will develop a student focus group and report back	Minutes from the student focus group will be given to the	48% of enrolled students were regular attendees in FY24.

<p>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>at the monthly meeting.</p>	<p>grant director including plans for using student information.</p>	
<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.</p>	<p>Disseminate an interest survey at the beginning of the school year to identify clubs students are most interested in forming.</p>	<p>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.</p>	<p>"Club-style" programming was investigated, but not implemented in FY24.</p>

The following were recommendations for the cohort as a whole for the FY24 school year:

Recommendations in FY23 Report	Plan	Track Progress	FY24 Progress
<p>Administer an enrichment interest survey to students at the start of programming in the fall.</p>	<p>Site coordinators will, to the best of their ability, cater appropriate enrichment programming to the tastes of the students.</p>	<p>Site coordinators will communicate the results of the interest survey to the Project Director for evaluation and potential additional enrichment program adjustments</p>	<p>Enrichment interest surveys were not administered.</p>
<p>Gather parental feedback about parent-child activities and workshops.</p>	<p>Develop a parent survey to be completed at the end of each parent-child activity/parent education</p>	<p>Site coordinator will complete a summary sheet after the planned event. This will be reported to the Grant</p>	<p>The program did not administer post-event surveys to parents.</p>

	workshop. This will measure parent satisfaction with what program offered and provide additional interests.	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.	PD feedback forms were not administered.

### Summary of Grant Achievements

The staff and site coordinators were able to share their perspective about the overarching impact of the grant on their school communities.

*We have a goal of enrolling 80 students as long as we have the amount of staff that can support those students. We offer social time, homework time, and educational time. By offering these activities in our program, it allows our students to get that educational time, but also some fun social time as well. When they are in school all day, we break up some time and start our social recess time at the beginning of our program. That helps them refresh and relax after a long school day. When we offer field trips, that is exciting for our students. Some students may not always have that opportunity to go some places and this allows them to be able to participate and learn as well. Not all students have the chance to complete homework at home. Attending our program allows them to get help with homework and be able to complete it too. -Sarah Born, Program Liaison*

*Over the course of the grant, our program has demonstrated several notable strengths and accomplishments. One of our key strengths lies in our ability to adapt and innovate in response to emerging challenges and opportunities. Whether it's leveraging technology to enhance learning experiences or implementing data-driven approaches to improve outcomes, we've consistently embraced creativity and flexibility. Additionally, our program has excelled in fostering a supportive and collaborative environment. Through strategic partnerships with stakeholders, including ISBE, we've been able to leverage collective expertise and resources to maximize impact. This collaborative spirit has been instrumental in achieving our shared goals and ensuring the success of our students and staff alike. Moreover, our commitment to continuous improvement has been a driving force behind our accomplishments. We've implemented robust evaluation processes to assess our progress and identify areas for growth, enabling us to refine our strategies and enhance our effectiveness over time. Overall, our program's strengths lie in our adaptability, collaborative approach, and dedication to excellence, all of which have been instrumental in achieving meaningful outcomes and making a lasting impact in our community. -Anna Jimenez, Site Coordinator, Herget Middle School*

## **Lessons Learned**

Staff were able to share their perspectives about the lessons learned while managing the grant in their school communities.

*I have learned that it's a great program for students in need. It gives them a safe place to go to after school. It even allows parents to be able to keep working as well. Our program allows student's brains to keep working and learn new things. When you have staff that is educated and you can trust, a program will run smoothly.*

*The biggest challenge in the last few years has been having that amount of staff available when we start our program. We have staff come from different school buildings or some staff may not be able to start our program until their daytime contract ends. We network and spread the word to try to hire adults that could be available at this time. We work with what we have and that could be holding off on enrolling more students until we have more staff.*

*When we bring in outside partners and provide field trips to students, they like that. When we have the right amount of staff at the beginning of our program, it makes it easier to run. -Sarah Born, Program Liaison*

*Behavior and inconsistent attendance have been the greatest challenges this year with the program. Partnering with the Dean of students has assisted with improving the behavior of student participants and contacting parents to let them know that attendance is important to have continued success. -Rose Tellez, Herget Middle School*

*Through my experiences, I've learned the importance of fostering a supportive and inclusive environment where every participant feels valued and empowered to succeed. Effective communication and collaboration are essential for maximizing the impact of any program, ensuring all stakeholders are aligned with the goals and strategies. Flexibility and adaptability are crucial in navigating the evolving needs and challenges of both participants and the broader community. Continuous evaluation and reflection allow for ongoing improvement and innovation, ensuring the program remains responsive and effective in meeting its objectives. Finally, prioritizing equity and accessibility ensures that all individuals, regardless of background or circumstance, have equal opportunities to benefit from the program's offerings. -Anna Jimenez, Site Coordinator, Herget Middle School*

## **VI. Dissemination of Evaluation**

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

## **Attachments:**

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

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

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



**21<sup>st</sup> Century My Time  
Teacher Survey  
2023-2024  
Freeman Elementary School**

Category	Did Not Need	Significant Improve	Moderate Improve	Slight Improve	No Change	Slight Decline	Moderate Decline	Significant Decline
Turning in Homework on Time	37%	9%	9%	19%	21%	5%	0%	0%
Completing Homework to Satisfaction	35%	9%	18%	14%	22%	2%	0%	0%
Participating in Class	12%	7%	16%	39%	1%	5%	0%	0%
Volunteering	32%	7%	3%	9%	47%	2%	0%	0%
Attending Class Regularly	53%	0%	0%	3%	37%	5%	2%	0%
Being Attentive in Class	9%	2%	11%	30%	35%	9%	2%	2%
Behaving Well in Class	37%	0%	9%	10%	33%	9%	2%	0%
Academic Performance	2%	4%	12%	44%	35%	3%	0%	0%
Coming to School Motivated to Learn	25%	5%	9%	23%	32%	5%	2%	0%
Getting Along Well with Other Students	40%	2%	4%	23%	26%	2%	3%	0%
Demonstrating Appropriate SEL Skills	32%	2%	9%	25%	25%	5%	2%	0%

**21<sup>st</sup> Century My Time  
Teacher Survey  
2023-2024  
Greenman Elementary School**

Category	Did Not Need	Significant Improve	Moderate Improve	Slight Improve	No Change	Slight Decline	Moderate Decline	Significant Decline
Turning in Homework	32%	0%	0%	36%	32%	0%	0%	0%
Completing Homework	37%	0%	0%	37%	26%	0%	0%	0%
Participating in Class	11%	5%	32%	37%	11%	4%	0%	0%
Volunteering in Class	32%	5%	11%	0%	47%	5%	0%	0%
Attending Class Regularly	26%	0%	11%	21%	26%	5%	11%	0%
Being Attentive in Class	11%	0%	11%	42%	21%	15%	0%	0%
Behaving Well in Class	21%	0%	11%	21%	42%	0%	5%	0%
Academic Performance	16%	0%	11%	37%	36%	0%	0%	0%
Coming to School Motivated to Learn	16%	0%	16%	26%	42%	0%	0%	0%
Gets Along Well with Other Students	26%	16%	11%	21%	21%	5%	0%	0%
Demonstrating Appropriate SEL Skills	21%	11%	21%	26%	16%	5%	0%	0%

**21<sup>st</sup> Century My Time  
Teacher Survey  
2023-2024  
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	20%	6%	10%	31%	24%	3%	2%	4%
Completing Homework to Satisfaction	24%	6%	10%	29%	20%	4%	3%	4%
Participating in Class	16%	10%	18%	16%	33%	3%	0%	4%
Volunteering	12%	6%	3%	16%	57%	0%	0%	6%
Attending Class Regularly	31%	6%	6%	14%	41%	2%	0%	0%
Being Attentive in Class	33%	6%	8%	18%	29%	2%	0%	4%
Behaving Well in Class	31%	6%	4%	29%	29%	0%	0%	1%
Academic Performance	14%	10%	14%	35%	14%	4%	4%	4%
Coming to School Motivated	22%	8%	6%	24%	31%	3%	0%	6%
Gets Along Well with Others	35%	6%	8%	20%	31%	0%	0%	0%
Demonstrating Appropriate SEL Skills	35%	6%	4%	24%	27%	4%	0%	0%

**21<sup>st</sup> Century My Time  
Teacher Survey  
2023-2024  
Hill Elementary School**

Category	Did Not Need	Significant Improve	Moderate Improve	Slight Improve	No Change	Slight Decline	Moderate Decline	Significant Decline
Turning in Homework on Time	53%	14%	4%	12%	15%	1%	1%	0%
Completing Homework to Satisfaction	51%	14%	4%	15%	14%	1%	1%	0%
Participating in Class	24%	20%	14%	22%	22%	0%	0%	0%
Volunteering	34%	12%	14%	12%	28%	0%	0%	0%
Attending Class Regularly	50%	12%	7%	12%	16%	3%	0%	0%
Being Attentive in Class	28%	16%	14%	12%	30%	0%	0%	0%
Behaving Well in Class	45%	14%	9%	12%	18%	1%	1%	0%
Academic Performance	22%	14%	19%	28%	16%	1%	0%	0%
Coming to School Motivated	32%	23%	9%	12%	24%	0%	0%	0%
Gets Along Well with Others	49%	15%	5%	11%	20%	0%	0%	0%
Demonstrating Appropriate SEL Skills	39%	16%	7%	18%	20%	0%	0%	0%

**21<sup>st</sup> Century My Time  
Teacher Survey  
2023-2024  
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%	7%	12%	19%	2%	0%	0%
Completing Homework to Satisfaction	43%	12%	7%	13%	21%	4%	0%	0%
Participating in Class	30%	7%	14%	19%	26%	2%	2%	0%
Volunteering	39%	17%	7%	17%	20%	0%	0%	0%
Attending Class Regularly	55%	8%	6%	12%	16%	2%	0%	1%
Being Attentive in Class	29%	13%	10%	18%	22%	6%	2%	0%
Behaving Well in Class	48%	8%	8%	12%	19%	4%	1%	0%
Academic Performance	24%	12%	18%	29%	16%	1%	0%	0%
Coming to School Motivated	46%	8%	11%	12%	21%	2%	0%	0%
Gets Along Well with Others	54%	7%	11%	8%	17%	2%	0%	1%
Demonstrating Appropriate SEL Skills	51%	7%	10%	14%	17%	0%	1%	0%

**My Time Parent Involvement and Satisfaction Survey  
2023-2024  
Freeman Elementary School**

	<b>Strongly Agree</b>	<b>Somewhat Agree</b>	<b>Somewhat Disagree</b>	<b>Strongly Disagree</b>
The after school program is helping my child to get his/her homework done.	65%	25%	10%	0%
The after school program is helping my child's grade improve in school.	50%	40%	10%	0%
The after school program is helping my child's behavior improve in school.	50%	40%	10%	0%
The after school program provides a safe environment for my child.	70%	30%	0%	0%
The after school program provides constructive activities for my child once his/her homework is done.	70%	20%	10%	0%
My child's interactions with staff members at the after school program are positive.	70%	20%	10%	0%
My child's interactions with other youth at the after school program are positive.	75%	25%	0%	0%
My child enjoys the after school program.	65%	30%	0%	0%
I am satisfied with the after school program.	70%	10%	20%	0%
I feel comfortable talking to the staff at the after school program.	70%	30%	0%	0%
Staff keep me informed about my child's day at the after school program.	70%	20%	10%	2%
I consider myself to be involved in my child's education.	70%	30%	0%	0%

**My Time Parent Involvement and Satisfaction Survey  
2023-2024  
Greenman Elementary School**

	<b>Strongly Agree</b>	<b>Somewhat Agree</b>	<b>Somewhat Disagree</b>	<b>Strongly Disagree</b>
The after school program is helping my child to get his/her homework done.	40%	60%	0%	0%
The after school program is helping my child's grade improve in school.	40%	60%	0%	0%
The after school program is helping my child's behavior improve in school.	40%	60%	0%	0%
The after school program provides a safe environment for my child.	20%	80%	0%	0%
The after school program provides constructive activities for my child once his/her homework is done.	40%	60%	0%	0%
My child's interactions with staff members at the after school program are positive.	20%	80%	0%	0%
My child's interactions with other youth at the after school program are positive.	20%	80%	0%	0%
My child enjoys the after school program.	20%	80%	0%	0%
I am satisfied with the after school program.	40%	60%	0%	0%
I feel comfortable talking to the staff at the after school program.	40%	60%	0%	0%
Staff keep me informed about my child's day at the after school program.	20%	80%	0%	0%
I consider myself to be involved in my child's education.	60%	40%	0%	0%

**My Time Parent Involvement and Satisfaction Survey  
2023-2024  
Herget Middle School**

	<b>Strongly Agree</b>	<b>Somewhat Agree</b>	<b>Somewhat Disagree</b>	<b>Strongly Disagree</b>
The after school program is helping my child to get his/her homework done.	83%	17%	0%	0%
The after school program is helping my child's grade improve in school.	33%	67%	0%	0%
The after school program is helping my child's behavior improve in school.	69%	27%	4%	0%
The after school program provides a safe environment for my child.	33%	65%	2%	0%
The after school program provides constructive activities for my child once his/her homework is done.	62%	35%	3%	0%
My child's interactions with staff members at the after school program are positive.	38%	58%	4%	0%
My child's interactions with other youth at the after school program are positive.	58%	40%	2%	0%
My child enjoys the after school program.	37%	62%	1%	0%
I am satisfied with the after school program.	48%	52%	0%	0%
I feel comfortable talking to the staff at the after school program.	38%	62%	0%	0%
Staff keep me informed about my child's day at the after school program.	44%	56%	0%	0%
I consider myself to be involved in my child's education.	33%	67%	0%	0%



**My Time Parent Involvement and Satisfaction Survey  
2023-2024  
Hill Elementary School**

	<b>Strongly Agree</b>	<b>Somewhat Agree</b>	<b>Somewhat Disagree</b>	<b>Strongly Disagree</b>
The after school program is helping my child to get his/her homework done.	65%	35%	0%	0%
The after school program is helping my child's grade improve in school.	67%	33%	0%	0%
The after school program is helping my child's behavior improve in school.	60%	40%	0%	0%
The after school program provides a safe environment for my child.	65%	35%	0%	0%
The after school program provides constructive activities for my child once his/her homework is done.	67%	33%	0%	0%
My child's interactions with staff members at the after school program are positive.	60%	40%	0%	0%
My child's interactions with other youth at the after school program are positive.	63%	37%	0%	0%
My child enjoys the after school program.	63%	37%	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.	71%	29%	0%	0%
Staff keep me informed about my child's day at the after school program.	71%	29%	0%	0%
I consider myself to be involved in my child's education.	63%	37%	0%	0%

**My Time Parent Involvement and Satisfaction Survey  
2023-2024  
McCleery Elementary School**

	<b>Strongly Agree</b>	<b>Somewhat Agree</b>	<b>Somewhat Disagree</b>	<b>Strongly Disagree</b>
The after school program is helping my child to get his/her homework done.	68%	25%	2%	5%
The after school program is helping my child's grade improve in school.	58%	27%	10%	5%
The after school program is helping my child's behavior improve in school.	58%	33%	1%	8%
The after school program provides a safe environment for my child.	73%	18%	1%	8%
The after school program provides constructive activities for my child once his/her homework is done.	68%	20%	5%	7%
My child's interactions with staff members at the after school program are positive.	72%	20%	1%	7%
My child's interactions with other youth at the after school program are positive.	68%	19%	5%	8%
My child enjoys the after school program.	70%	20%	2%	8%
I am satisfied with the after school program.	70%	20%	2%	8%
I feel comfortable talking to the staff at the after school program.	76%	11%	5%	8%
Staff keep me informed about my child's day at the after school program.	76%	15%	1%	8%
I consider myself to be involved in my child's education.	73%	15%	5%	7%

**21st Century Grant: My Time  
Student Survey  
2023-2024  
Freeman Elementary School**

	Always	Sometimes	Never
Do you look forward to going to the after school program?	47%	49%	4%
Do you know the rules and expectations for the after school program?	84%	13%	3%
Do your parents check your homework?	42%	31%	27%
Do your parents encourage you to do well in school?	89%	9%	2%
Do you get along with other students at the after school program?	2%	31%	7%
Do you like the activities offered in the after school program?	51%	42%	7%
Are your grades better because of the after school program?	42%	49%	9%
Do you finish your homework during the after school program?	58%	36%	6%
Do you feel more successful during the school day because of the experiences in the after school program?	47%	36%	17%
Do you have a positive relationship with the after school staff?	64%	31%	5%

**21<sup>st</sup> Century Grant: My Time  
Student Survey  
2023-2024  
Greenman Elementary School**

	Always	Sometimes	Never
<b>Do you look forward to going to the after school program?</b>	75%	25%	0%
<b>Do you know the rules and expectations for the after school program?</b>	86%	11%	3%
<b>Do your parents check your homework?</b>	39%	36%	25%
<b>Do your parents encourage you to do well in school?</b>	86%	8%	6%
<b>Do you get along with other students at the after school program?</b>	50%	50%	0%
<b>Do you like the activities offered in the after school program?</b>	78%	22%	0%
<b>Are your grades better because of the after school program?</b>	42%	44%	14%
<b>Do you finish your homework during the after school program?</b>	25%	47%	28%
<b>Do you feel more successful during the school day because of the experiences in the after school program?</b>	58%	36%	6%
<b>Do you have a positive relationship with the after school staff?</b>	81%	19%	0%

**21<sup>st</sup> Century Grant: My Time  
Student Survey  
2023-20234  
Herget Middle School**

	Always	Sometimes	Never
Do you look forward to going to the after school program?	35%	61%	4%
Do you know the rules and expectations for the after school program?	73%	25%	2%
Do your parents check your homework?	43%	43%	14%
Do your parents encourage you to do well in school?	88%	12%	0%
Do you get along with other students at the after school program?	59%	39%	2%
Do you like the activities offered in the after school program?	45%	51%	4%
Are your grades better because of the after school program?	49%	45%	6%
Do you finish your homework during the after school program?	49%	49%	2%
Do you feel more successful during the school day because of the experiences in the after school program?	53%	39%	8%
Do you have a positive relationship with the after school staff?	61%	31%	8%

**21<sup>st</sup> Century Grant: My Time  
Student Survey  
2023-2024  
Hill Elementary School**

	Always	Sometimes	Never
Do you look forward to going to the after school program?	57%	35%	8%
Do you know the rules and expectations for the after school program?	75%	25%	0%
Do your parents check your homework?	58%	20%	22%
Do your parents encourage you to do well in school?	65%	33%	2%
Do you get along with other students at the after school program?	61%	37%	2%
Do you like the activities offered in the after school program?	63%	33%	4%
Are your grades better because of the after school program?	71%	29%	0%
Do you finish your homework during the after school program?	67%	29%	4%
Do you feel more successful during the school day because of the experiences in the after school program?	67%	29%	4%
Do you have a positive relationship with the after school staff?	71%	25%	4%

**21<sup>st</sup> Century Grant: My Time  
Student Survey  
2023-2024  
McCleery Elementary School**

	Always	Sometimes	Never
Do you look forward to going to the after school program?	50%	45%	5%
Do you know the rules and expectations for the after school program?	78%	20%	2%
Do your parents check your homework?	50%	31%	19%
Do your parents encourage you to do well in school?	87%	9%	3%
Do you get along with other students at the after school program?	68%	31%	1%
Do you like the activities offered in the after school program?	58%	38%	4%
Are your grades better because of the after school program?	41%	41%	18%
Do you finish your homework during the after school program?	43%	42%	5%
Do you feel more successful during the school day because of the experiences in the after school program?	53%	38%	9%
Do you have a positive relationship with the after school staff?	68%	30%	2%