

**21st Century Community Learning Centers Program
2020-2021 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

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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 12,316.

The 21CCLC grant is in its seventh 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. Site-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	17%	56%	21%	52%	52%	13%
Disability	14%	13%	12%	14%	11%	15%
Low Income	36%	57%	47%	61%	62%	48%
Homeless	0%	1%	1%	1%	0%	2%
*Mobility	7%	11%	5%	7%	9%	6%

*Chronic Absenteeism	7%	9%	12%	12%	12%	21%
*Chronically Truant	4%	14%	10%	15%	17%	23%

*Data possibly impacted by COVID-19.

Due to the COVID-19 pandemic districts had the autonomy to select whether or not to take the state IAR assessment in the Spring of 2021 or in the Fall of this year, 2021. West Aurora SD #129 opted for the Spring of 21 testing window; however, because of the two testing windows, cumulative state data is not yet available due to the fact that the testing window for those opting for Fall just closed. However, looking back to 2019, IAR scores indicated students in the qualifying buildings were performing below state 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 Illinois State Report Card.

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

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

COVID IMPACT

Lydia Bartell, Freeman Elementary Site Coordinator

The Pandemic has impacted our MyTime program in so many ways, both positively and negatively.

To begin with, having the summer program of 2020 canceled completely was hard. It has always been such a fun time and it gives students from different schools a chance to meet and mingle with new people. It was unfortunate that they were unable to have that opportunity this past summer. But thankfully they can have that chance again this year.

Having to start the school year off virtually and therefore having the program remotely was also a challenge. Putting aside the fact that some staff members had to learn how to use different programs and technology to have the program work, our registration was next to nothing. Our program went from having 80 students, before the pandemic, down to 15. It was difficult to connect with the students because many did not sign on consistently. Plus, for those who would sign on, it was harder to keep them

engaged on their screens for additional time after having been on them all day. We had to come up with other activities that could be played on zoom, I spy, bingo, group reading.

It was quite a change when we were able to come back in person. Being on the A/B schedule, we had 7 students on one day and 5 students the next! It was wonderful being able to see them and it made for great relationship building. When we had the switch to everyday attendance we were able to continue building those relationships and the students were able to build new ones with the students they didn't get to see previously. They were so excited to be around more classmates! Because of our small numbers, we did not have any youth leaders, which the students enjoy having. They like having someone younger and still in school to look up to.

Due to our lower numbers, we were able to give our students individualized attention. Because we were able to give this individualized attention, the students were able to get the help they needed and finish their homework. Teachers were still able to complete surveys on students. The productivity of students online seemed to be lower than students in person, even while attending MyTime.

The projects and activities we were sent this year were amazing! Both the students and adults genuinely enjoyed them. They piqued the students' interest and kept them engaged. There was more time for us to go over the activities and to thoroughly enjoy the art projects, science lessons, or whatever it happened to be on that particular day.

Professional development had increased greatly while remote. Less time with students meant that there were opportunities to see recorded and live presentations. There were a lot of PD on the social impacts of the pandemic on students and staff. This is an area that we feel should continue after we are in person full time.

The extras during this time were fabulous! It has been wonderful to be able to provide each student with their own set of supplies and "toys". Some examples of what we were able to provide are LEGOs, for STEM activities, Bananagrams, and even color-coded balls. Because we were able to provide these things, we could keep contact with multiple students at a minimum. Working parents enjoyed the increased contact and involvement with program staff. The students that were remote were able to be at home and log in a bit later and working parents could meet with staff via zoom; when they were working and had other people picking up students, they may have had less interaction with program staff.

Most of our surveys and evaluations were able to be completed online. Parent surveys were a bit harder to get collected, as we did not see them and could not ask them to complete it while standing in front of us.

Despite all of the different challenges, we have had a great year! We are going to miss our small groups but are looking forward to seeing more and new faces next year.

Scott Hamling, Greenman Elementary Site Coordinator

At the beginning of the year, our program was fully remote. We had 4 virtual teachers and twelve virtual students enrolled. In March, we transitioned to hybrid where we had in-person students and students who were still remote. Enrollment went up to a total of twenty students when we went hybrid. We decided to keep all of the students and staff in one group in the gym to help with social distancing.

The activities that remained normal were having a daily snack, going out for a daily recess, and academic time. Things that were adapted were some of the partner activities. In a normal year, we would have

guests come in to do activities with the students, this year, they put kits together and sent them to us. The kits had all necessary materials and directions, there was also a video link included with someone giving directions and showing an example. One new activity was having a guest speaker Zoom into our students' devices. She cares for a lot of different reptiles and was able to show students different animals via Zoom.

We made a lot of phone calls, sent a lot of emails and regular mail, and went out to cars to keep students and their families connected and updated on student successes and program information.

We were able to collect all of the same data this year that we do in a usual program year. The parent and teacher surveys were a little bit trickier because not all of the students were in person and some of the virtual classroom teachers were at other schools. So we relied on interoffice mail, the USPS, and emails to help with it.

Luckily, we add adequate staff at all times during the program. We were not able to have staff that didn't work in the building for in person students, so there was no youth staff. Luckily, our enrollment was low, so we were able to get by with just the adult staff.

This year, the academic time was more challenging when we were completely virtual. It was harder to help students with things they were struggling with because we did not have them with us. Once we transitioned to hybrid, it was much easier to meet the academic needs of students because it was easier to show examples and help them with specific problems.

With the changes to how our partnership worked, it was harder to give students increased STEM, arts, music, theater, sports and other recreation activities. Our staff is not experts in all of these areas, we did our best, but it was not the same as having experts come in and teach them.

When students were virtual, it was hard to increase social behaviors because they were often working one on one with staff. Once some of them transitioned back to school, these types of activities and lessons were easier to incorporate.

Unfortunately, there were not a lot of family engagement opportunities this year. Some virtual activities were offered, but with social distancing and schools closed to visitors, it just was not feasible this year.

Students with the greatest need were definitely still chosen to participate in this program. We used the same guidelines as other years for choosing new students.

Again, because of social distancing there were not many opportunities for robust professional development, we were stuck with virtual PD or none at all, neither of which are robust.

Loretta O'Brien, Herget Middle School Site Coordinator

Our program's operations have been impacted by COVID 19 in several ways both positive and negative. My Time started off fully remote for staff and students. We ran the program through the Zoom platform between 4:00pm and 6:00pm. Then during the third quarter Herget went to a Hybrid option where some of our students came on A days or B days. When My Time students were in-person, they stayed after school for My Time. They had assigned seating, provided a snack and then provided time to work on homework. My Time in person ended at 5:30 so that the students could ride the activity buses home.

With no outside partners this year, ending a half hour earlier worked out very well. Our staff tried to do both in person and remote instruction at the same time, however by the fourth quarter when our in-person students started to attend everyday, we added another staff member to take over our virtual students as it became harder to meet the needs of both groups.

Our main activities were homework, snack and free time outside when able. We did have some Fox Valley Park District craft projects to work on, however, they were Herget staff led and students had very little interest in them. Staff had the director make some purchases of some hands on STEM crafts and musical instruments geared towards middle school students.

Our site coordinator was the main point of contact for interactions with parents. She regularly called/emailed parents with regard to student attendance and academic progress. She also would contact parents when a student was missing My Time, getting themselves behind in homework or when their grades were lowering.

Unfortunately with the program not starting with students until well into the second quarter, many of our students struggled to engage, compete and hand in homework assignments. Many had already failed or received incompletes for the first quarter and were well behind in their work in the 2nd quarter. Our students were also inconsistent in their attendance at the program, especially when remote full time. Our staff used schoology as their main way to see students' homework and grades.

I think that one of the positives that came from this year was our ability to accommodate students at home. I feel that being able to connect with students who, for whatever reason, could not stay after school or were fully remote, provided a sense of comfort that someone was looking out for them and were available to help. It may not have been perfect but at least even just having someone to check in with was a valuable resource. Perhaps a mix of in person and virtual programming would appeal to more kids and families. Both groups responded well to the virtual presenters [which was encouraging](#).

Data that was hard to obtain this year due to COVID was parent and remote student surveys, as well as communication with parents seemed harder to maintain. Communication barriers were parents not returning calls or emailing.

The only staffing issues we encountered were not having the extra high school/college workers. COVID restrictions prevented us from allowing any other personnel in the building. However, we were able to have one high school volunteer to help students remotely.

The following bulleted points show how COVID affected our ability to make progress in certain areas and how to measure it.

- Increased academic achievement- negative due to remote start, lack of student engagement and students already far behind in school.
- There were no outside partners coming in, we were able to provide some STEM, music and art activities (staff-led) We did have a virtual visit from the Frog Lady and a seminar on the dangers of prescription drugs. These activities were positively received by students both in person and remote
- Students were limited in social interaction with each other and did have some positive behavior changes once in person.
- There was no real family involvement remote or in person this year. Community partners did reach out, however limited due to COVID
- We were able to have increased student involvement once in person.
- Staff was able to participate in PDs due to much of the year being remote.

Changes and adaptations in the program going forward could perhaps be a mix of in-person and virtual programming. If structured correctly, it would appeal to more kids and families.

The biggest improvement we could make would be more staff support and collaboration with My Time. Whether that be providing copies of assignments with answer keys to help with student work, access to platforms to use to support students (not all staff had access to student academic information etc.) We can help so much more when we have that staff working with us to help their students.

We had a few students that went from failing grades to passing grades. That was a great achievement knowing that some of the students were discouraged and a bit indifferent to school and school work. We did have a student that before starting with My Time had failed most of her first quarter. By the end of the year, she was able to achieve high honor roll status. She worked very hard with her teachers and My Time staff to complete quality homework on time and was rewarded with fantastic grades.

Guadalupe Cuevas, Hill Elementary Site Coordinator

The program at Hill was greatly impacted by COVID-19. The program started later than most years. At first the program was held virtually through Zoom, then the program moved to in-person with virtual still made available as an option. Most students that chose virtual slowly stopped coming to the Zoom meetings. The number of students enrolled was very low due to being virtual and a COVID-19 school year. Also, we only had three adults, including myself, working the program when we usually have six adults and five youth workers. Students were not allowed to share items, which called for all students to have their own supplies. All students had to be spaced six feet apart in the classroom due to having to eat snacks in their classrooms. On Zoom students were in and out of Zoom due to poor connections. At the beginning of in-person My Time, we had less than 10 students participating. Enrollment was exceptionally low and parents were not interested in enrolling their child until the fourth quarter.

Many of the craft activities we normally provided were able to be implemented, for example, sensory bottles. Some activities such as homework help had to be adapted to one-on-one due to students having different activities assigned to them via their iPad or chromebook. Some activities that involved sharing items were not able to be implemented, such as games like Hot Potato, Tag and Uno. Those activities were replaced by Battleship, hula-hoops and jump rope.

In order to keep communication open with parents we used email, phone calls, texting using Google voice, and sending home notes to ensure parents understood all that was happening in the program.

It was hard to collect some student surveys due to students being virtual or leaving the program early. Some teachers were out for a while due to COVID-19 which made it hard for them to turn in surveys.

This year it was difficult to find staff that were willing and able to work My Time during the school year. I only had two adults working this year. We were not able to have youth staff work with us this year and snacks were served in classrooms.

COVID-19 affected the program's ability to meet and/or measure progress toward the following:
Increased academic achievement-

There were multiple reasons why some students struggled academically this year. Students were virtual for most of the year, and some did not have access to the internet or poor reception which caused them to miss portions of lessons when they would be kicked off Zoom. It was harder for students to stay on top of their assignments due to the number of assignments teachers gave them on Seesaw. Also, many students started the school year behind academically because of the shutdown last spring, therefore they struggled with the academic content this year.

However, because all work had to be online, it was easier to track student academic progress on Seesaw. Seesaw was a good tool to ensure students were completing and turning in assignments in a timely manner.

Increased involvement in STEM, arts, music, theater, sports and other recreation activities-

Since partners were not able to come into buildings, we had fewer activities in the building such as soccer coaches coming in to work with the students on their soccer skills. Due to COVID-19 restrictions, these activities were not able to be offered because of the social-distancing requirement. The Fox Valley Park District provided kits for the students during the evening and led enrichment activities via video instead of in person, but many students miss the interaction between themselves and their teacher and classmates. They prefer in-person activities.

Increased positive social benefits and positive behavior changes-

Due to being online, students missed the social interaction from being in-person and missed seeing some of their friends in the classroom. Also, on Zoom students were distracted due to being at home and were on and off Zoom due to variables outside our control. It was difficult to improve student behavior because we were not in-person and had no control over their learning environment. Once in-person learning resumed, students had to adjust to being socially distanced six feet from friends, and it took time for them to adjust to not being able to play tag or touch their friends. On a positive note, students who were on Zoom for My Time were able to see students in other classrooms that they were not able to see on a regular basis.

Increased family involvement and opportunities for the community to support the program-

There was an increase in family involvement because students were online for My Time. There were many online events for parents to participate in and attend throughout the year. All events were promoted in the weekly newsletter.

Increased involvement of students with the greatest need-

Due to COVID-19 there was a decrease in student enrollment. Many parents did not want virtual My Time because they believed students were already spending too much time looking at a screen during the school day. Once we offered in-person MyTime we had an increase in enrollment. We were able to offer students help with assignments given to them on Seesaw, whether virtual or in-person. Students that were virtual had a harder time receiving help with assignments because they needed a more hands-on review of the material.

Providing robust professional development-

This year there was a lot of PD offered for staff. The PD was very helpful during this COVID-19 year because of the new approach to instruction this year. Also, the PD allowed us to have a better understanding of safety practices and provided ideas for activities to do with students while virtual or socially distanced.

Creating a sustainability plan-

We were able to acquire and store critical resources such as supply kits, masks, hand sanitizer, cups and craft supplies, in the case of another shutdown in the future we can shift to remote without being caught without the needed supplies. Staff feel more prepared for obstacles in the future.

Some of the adaptations that the program used this year that we may implement in the future include making sure students have their own set of supplies for programming and continuing to keep the lines of communication open between program staff and the parents.

There were many challenges this year including enrollment, attendance, activities and staffing. Staffing was very low due to COVID-19 partly because of the low enrollment numbers and partly because teachers did not want to work additional hours in a virtual format, and once in-person learning resumed teachers did not want to expose themselves to other students in other classes due to the virus. This is an area where we could use some improvement in order to provide low student to teacher ratios. We will continue to implement the safety procedures that were used this year including frequent hand washing and sanitizing to attempt to cut down on the spread of all illness.

Sarah Henneke, McCleery Elementary Site Coordinator

We started the program off in late October starting with a virtual program. All My Time students were virtual. When changes started to be made, the program still remained virtual all school year for those students who selected virtual school during the day. There was a time where in person school had returned. McCleery students who chose to return in-person were on an A/B schedule. They came to My Time on the days they came to school. In April 2021 all in-person students attended school Monday through Friday and those students came to My Time Monday through Thursday. Virtual programming and in person programming ended late May 2021.

At McCleery we had smaller group sizes. Families were afraid to enroll their child in the program due to the amount of screen time the student was already receiving. Also once we went back to in-person programming, parents had the fear of their child being exposed to the virus and they didn't think it was safe. With smaller group sizes, sites were able to do more activities with more instruction so all students benefited from the program. Our virtual programming continued the entire school year. Our staff found ways around the challenging moments and found ways to keep the students engaged with activities and lessons virtually.

Our community partners that usually come in did not provide enrichment programming this year. Examples would be the park district, chess, and fitness groups. The Fox Valley Park District did provide activities weekly for the kids to do in My Time groups or at home. The students enjoyed them. With having a smaller group size, we were able to help the kids more and give more support. The challenging part was doing these activities with virtual kids. When kids are learning virtually, it's harder to give that hands-on support. When they are virtual, it's also easier for them to not join the virtual My Time session. In order to support students and families and keep them connected to and informed about the program I reached out to families by calling them or emailing them. I followed up with them to see if they would be interested in signing their child up for My Time. We sent My Time newsletters electronically and I printed them and handed them out to families during dismissal.

There was some data I was not able to collect due to COVID-19, including some student and parent surveys from virtual students that I did not get back.

Our amount of staff was lower compared to previous years. We did not have a need for the amount of staff we have in a normal school year, including youth/college workers.

COVID-19 affected the program's ability to meet and/or measure progress toward the following:

Increased academic achievement-

Having smaller group sizes allowed us to get homework done and not take as long as usual. When there was extra time, it allowed us to do more activities such as more whole group engaging and hands on activities that the kids enjoyed.

Increased involvement in STEM, arts, music, theater, sports and other recreation activities-

McCleery did a lot of the activities that were given by the Park District. It allowed students to have to follow instructions. There was free time the first hour after snack so the kids played at recess and got their social interaction time in. We did some Stem activities that they really enjoyed. Some other fun activities where they had to follow directions included making slime and sensory bottles.

Increased positive social benefits and positive behavior changes-

Students could make friends with the smaller group sizes. It allowed them to play with everyone and include everyone.

Increased family involvement opportunities for the community to support the program-

The My Time weekly newsletters helped keep families informed of news or program updates. It showed families what we were doing in My Time and also in the community. It gave them some updates with medical or Covid related topic information. It was a positive addition to the program this year.

Increased involvement of students with the greatest need-

With smaller group sizes it helped us focus on those students who needed the most help or needed the most attention. It allowed adults to build relationships with our My Time students. Along with doing homework, it allowed staff to check homework as well.

Providing robust professional development-

Staff took advantage of a large selection of webinars and had the chance to select the ones that were best for them. It allowed staff to be flexible and watch the recordings on their own time.

Some changes, adaptations, or strategies the program used that will be useful to employ going forward include: virtual parent programming, increased communication with students and families via phone and text, mix of virtual and in-person programming, new collaborations with community partners, increased student voice.

Communication is important. The newsletters were great. Virtual parent programming would be a plus. Virtual programming for students is a great addition for those parents who struggle with transportation or pick up issues. It would also benefit those students who want to engage in the program and who want to be there.

Some challenges, needs or areas for improvement that were emphasized or exacerbated by COVID-19 include:

The group sizes had to be small. We were forced to keep the groups at a specific number to meet the required guidelines. With having a specific number of students in a room, we had to have a certain number of classrooms. Space was challenging, but we found ways to accommodate.

One of the positive moments of this year's My Time program is that having small groups allowed for more fun activities and gave each of the students the support they needed. The activities supplied were fantastic and the kids enjoyed them.

II.A. Evaluation Methods

An outside evaluator, Jodee Craven, has been hired to work with the 21CCLC team. The evaluator attends monthly meetings, conducts annual site visits and communicates regularly with the Project Director. Because of the close working relationship between the evaluator and staff the evaluation process is more inclusive by tapping information from all staff and collectively monitoring the progress of the program. Key questions that guide the evaluation progress are driven by the goals and objectives of the program making sure any planned activity directly relates to the stated objective. Monthly meetings, Both remote and in-person in FY21, with the 21CCLC staff, Project Director and the evaluator, provide the framework for progress monitoring with a focus on continuous improvement. Student attendance and progress is reviewed quarterly and goals are reset according to the results. The following data is used for this report:

Data	How Collected	When Collected
Student Survey	Surveys are given during programming once a year. They are administered by and collected by the site coordinator and teacher. Some were administered in paper form and others were administered electronically.	Spring
Parent Satisfaction Survey and Parent Opinion Survey	Some were sent home in the early spring and others sent home electronically throughout April and May.	Collected as they are returned through the school in the spring and the electronic surveys were collected as they were completed in late spring.
Teacher Survey	Site coordinators collect teacher surveys for every regularly attending student. They were completed and collected by mid-May.	April through May
Report card grades	Project director and site coordinators collect report card grades.	Each Quarter
State Assessments	IAR test data collected by project director	As made available by state and local district
Attendance Data	Attendance was taken daily by after school teachers and attendance slips are collected every day. Student/parent sign in/out sheets at each site.	Daily
Discipline Reports	Principal documentation of behavior referrals. Data is collected by the Project Director.	Quarter 1 and Quarter 4
Data Warehouse and Benchmarking Tool Data	Reports are 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,	Three times per year- Summer, Fall and Spring

	programming, staffing and academic performance.	
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

III. PROGRAM IMPLEMENTATION

III.A. Students Served

Recruitment and Retention of Students

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

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

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

The program handbook includes the following description of incentives and retention of students: *Weekly/monthly incentives and other motivating activities will be offered based on student and family attendance. Attendance will be recorded for all programming. The following are offered as examples of retention strategies: Youth have power and ability to make conscious decisions about their activities and behaviors; Support youth in understanding their roles and responsibilities in the MyTime program; Ensure that youth have input about program content, scheduling, and program operations through surveys, informal questioning and focus groups; Ensure that youth have opportunities to develop and engage in a variety of relationships with a variety of peers and adults; A safe place that does not tolerate, accept, or support violence and aggression; Protecting individuals from bullying due to sexual orientation, ability, gender or ethnicity; Conduct field trips and special events as incentives and rewards for program*

attendance; Create a culture of high attendance; Provide various attendance awards, recognitions, pins, badges, t-shirts, etc., that are consistent with the background and cultures of the individuals being served; Appoint or elect experienced youth to leadership roles in the program; Create a systematic program of contacting dropouts to determine their reasons for leaving.

Student Enrollment by Program Site

Freeman Elementary (target enrollment: 80)

Freeman Students Served in School Year	FY 19	FY 20	FY 21
Total Enrollment/Regular Attendees	62/57	77/72	19/14
a) Number of students attending less than 30 days	5	5	5
b) Number of students attending 30-59 days	16	20	7
c) Number of students attending 60-89 days	26	52	7
d) Number of students attending 90+ days	15	0	0

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

Greenman Elementary (target enrollment: 80)

Greenman Students Served in School Year	FY 19	FY 20	FY 21
Total Unduplicated Enrollment/Regular Attendees	70/55	80/79	21/11
a) Number of students attending less than 30 days	15	1	10
b) Number of students attending 30-59 days	6	6	10
c) Number of students attending 60-89 days	24	73	1
d) Number of students attending 90+ days	25	0	0

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

Herget Middle School (target enrollment: 80)

Herget Students Served in School Year	FY 19	FY 20	FY 21
Total Unduplicated Enrollment/Regular Attendees	74/36	54/46	34/22
a) Number of students attending less than 30 days	38	8	12
b) Number of students attending 30-59 days	22	12	16
c) Number of students attending 60-89 days	13	34	6
d) Number of students attending 90+ days	1	0	0

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

Herget Middle School students do not attend summer programming.

Hill Elementary School (target enrollment: 80)

Hill Students Served in School Year	FY 19	FY 20	FY 21
Total Unduplicated Enrollment/Regular Attendees	73/69	88/78	26/11
a) Number of students attending less than 30 days	4	10	15
b) Number of students attending 30-59 days	14	16	8
c) Number of students attending 60-89 days	21	62	3
d) Number of students attending 90+ days	34	0	0

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

McCleery Elementary School (target enrollment: 80)

McCleery Students Served in School Year	FY 19	FY 20	FY 21
Total Unduplicated Enrollment/Regular Attendees	46/41	79/78	40/33
a) Number of students attending less than 30 days	5	1	7
b) Number of students attending 30-59 days	4	11	16
c) Number of students attending 60-89 days	21	67	15
d) Number of students attending 90+ days	16	0	2

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

Student Demographic Characteristics

Freeman Elementary School	FY 19	FY 20	FY 21
Total Unduplicated Enrollment: School Year and Summer	80	77	30
Male	44	44	15
Female	36	43	15
K	2	3	1
1	16	13	4
2	13	12	3
3	20	15	3
4	13	17	10
5	16	17	9
American Indian/Alaska Native	0	1	0
Asian/Pacific Islander	4	0	2
Black or African American	11	13	8
Hispanic or Latino	33	36	12
White	29	20	7
Multiracial	3	3	1
Limited English Proficient Students	19	15	7
Students with Disability/IEP (Not LEP)	11	7	3
Students Receiving Free or Reduced Lunch	45	32	14

Greenman Elementary School	FY 19	FY 20	FY 21
Total Unduplicated Enrollment: School Year and Summer	107	80	44
Male	56	36	23
Female	51	44	21
K	1	1	1
1	19	15	3
2	24	16	10
3	23	16	9
4	16	16	12
5	24	16	9
American Indian/Alaska Native	0	0	0
Asian/Pacific Islander	8	0	0
Black or African American	14	11	1
Hispanic or Latino	69	63	36
White	13	4	5
Multiracial	3	2	2
Limited English Proficient Students	47	35	21
Students with Disability/IEP (Not LEP)	11	10	5
Students: Free or Reduced Lunch	78	50	21

Herget Middle School	FY 19	FY 20	FY 21
Total Unduplicated Enrollment: School Year and Summer	77	54	34
Male	39	31	23
Female	38	23	11
6	26	14	12
7	18	26	10
8	33	14	12
American Indian/Alaska Native	0	3	0
Asian/Pacific Islander	1	2	1
Black or African American	7	6	0
Hispanic or Latino	61	32	23
White	8	11	9
Multiracial	0	0	1
Limited English Proficient Students	11	6	12
Students with Disability/IEP (Not LEP)	26	2	9
Students on Free or Reduced Lunch	66	54	34

Hill Elementary School	FY 19	FY 20	FY 21
Total Unduplicated Enrollment: School Year and Summer	108	88	46
Male	55	48	17
Female	53	40	29
K	0	1	0
1	27	16	12
2	25	17	7
3	22	17	11
4	20	19	13
5	17	18	3
American Indian/Alaska Native	0	0	0
Asian/Pacific Islander	8	7	3
Black or African American	14	14	6
Hispanic or Latino	66	64	33
White	19	3	4
Multiracial	1	0	0
Limited English Proficient Students	46	50	35
Students with Disability/IEP (Not LEP)	17	14	3
Students on Free or Reduced Lunch	72	61	27

McCleery Elementary School	FY 19	FY 20	FY 21
Total Unduplicated Enrollment: School Year and Summer	95	79	64
Male	51	37	30
Female	44	42	34
K	0	1	2
1	14	12	10
2	19	16	19
3	23	17	8
4	20	17	13
5	19	16	12
American Indian/Alaska Native	0	0	0
Asian/Pacific Islander	9	17	17
Black or African American	11	9	6
Hispanic or Latino	64	45	37
White	10	8	4
Multiracial	1	0	0
Limited English Proficient Students	40	35	38
Students with Disability/IEP (Not LEP)	12	8	7
Students on Free or Reduced Lunch	61	53	45

Family Participation

Programs were not made available to family members of program participants throughout the school year due to COVID-19 protocols, mitigations and district guidance, however during summer programming My Time offered outdoor events for families that allowed for social distancing and adherence to district COVID mitigation directives. During the summer families were invited to a series of outdoor family events, including: Outdoor Family Adventure Day at Lippold Park, Splash Country Water Park Family Swim Day, and Family Day at Blackberry Farm.

Family and Parent Events included:

Activity	Number of Parents/Caregivers Participating
Outdoor Family Adventure Day	43
Splash Country Water Park	43
Blackberry Farm	45

School Year Activities

During the school year, program staff provided daily math and literacy remediation, homework help, tutoring and enrichment activities, either virtually or in-person depending on district COVID mitigations at the time. Fox Valley Park District offered weekly virtual activity kits and live video recording sessions for all sites, including: Zumba/fitness, red oak nature, art in residency sessions and cooking/healthy meal prep. All sessions were offered virtually. A My Time favorite, the Frog Lady, offered virtual sessions for each of the sites.

Unfortunately, most of the historically popular enrichment programs offered by outside providers and partners were canceled in FY21 due to COVID concerns and school district COVID mitigations.

Summer Activities

Summer programming was designed so academic remediation was the focus in the morning was led primarily by district teachers. The afternoon portion of the program focused on enrichment programming with college and high school students and other non-teaching school day staff leading the activities. All afternoon staff participated in a multi-day training before the start of summer programming that was facilitated by Playworks. During Summer 2021 daily literacy, Math, STEM, fitness, free choice/games, team building, breakfast/lunch, Walking Classroom, Everfi financial literacy and outdoor recess were offered to students. Multiple partners, including FVPD Red Oak Nature Center, A Lady and Her Tools, Chess Wizards, FVPD MVP Sports and FVPD Swimming were able to participate in-person this summer. The local park district was the strongest partner during the summer offering

sports and nature activities as well as swim lessons. Students were also able to take multiple field trips to the following places: Cantigny Park, Blackberry Farm, Stuart Sports FVPD Complex outdoor space for a nature exhibit and field day.

Summary

Data:

Grant goals for program enrollment is 80 students per site. McCleery Elementary came close to meeting this goal during the 2020-2021 school year. This is commendable considering 21CCLC programming started later in the year and was remote for a large portion of the COVID year. Herget Middle School historically has struggled with retention of students. However, for the second year in a row this site had the largest percentage of enrolled students reach the 30 day regular attendee mark.

Sites	Number Students Enrolled	Number Regular Attendees	Percentage Regular Attendees
Freeman	30	14	47%
Greenman	44	11	25%
Herget	34	22	65%
Hill	46	11	24%
McCleery	64	33	52%
Total	218	91	42%

Sites	Enrollment Goal	Actual Enrollment
Freeman	80	30
Greenman	80	44
Herget	80	34
Hill	80	46
McCleery	80	64

Enrollment decreased during the FY21 school year. My Time staff, district-level administration and families believe COVID protocols, district-level and parent concerns about in-person programming, as well as screen-fatigue negatively impacted program enrollment and attendance in FY21. Efforts in the coming year should focus on increasing student enrollment as well as increasing retention rates at all sites.

FY21 was a difficult year for My Time. The retention strategies that had historically brought students to programming night after night became ineffective when the program shifted to a virtual format. Many parents use My Time as a safe place for their child until they get home from work. Because students

were attending school virtually and on a computer for most of their school day, not only did parents not need to use the program for childcare, their children were “screen fatigued” and unwilling to login at the end of the school day. However, demographic data shows that the program is reaching out to a diverse group of students representing the community at large. Spanish speaking students are attending at high rates which is important, as they often feel the most disenfranchised and have the fewest outside resources available to them within the community. Historically the elementary sites have been running at or close to enrollment capacity, although they struggled in FY21 due to COVID. On a positive note, middle school students are continuing to attend more regularly.

Low parent participation in FY21 can be attributed to difficulty with event delivery due to COVID mitigations during the school year. Family events were offered during the summer of 2021 and a significant number of parents/caregivers attended those events.

Some historically popular family and parent education events were either postponed or canceled due to COVID mitigations in FY21. It is recommended that those programs are offered again in FY22. In addition, virtual family events and parent education should be investigated as an option for FY22.

Challenges:

COVID-19 forced the school district to delay the start of programming in the fall and then throughout the first semester, students were only able to attend My Time virtually. The health and safety of all students, staff and families was a top priority. However, remote and hybrid academic delivery was difficult for all stakeholders and these difficulties flowed into the 21CCLC program as well.

Guadalupe Cuevas, Site Coordinator at Hill Elementary expressed these challenges this way, “At first the program was held virtually through Zoom, then the program moved to in-person with virtual still made available as an option. Most students that chose virtual slowly stopped coming to the Zoom meetings. The number of students enrolled was very low due to being virtual and a COVID-19 school year. Also, we only had three adults, including myself, working the program when we usually have six adults and five youth workers. Students were not allowed to share items, which called for all students to have their own supplies. All students had to be spaced six feet apart in the classroom due to having to eat snacks in their classrooms. On Zoom students were in and out of Zoom due to poor connections. At the beginning of in-person My Time, we had less than 10 students participating. Enrollment was exceptionally low and parents were not interested in enrolling their child until the fourth quarter. “

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

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

It is to be expected that enrollment numbers will rebound across all grade levels as COVID mitigation protocols loosen and all stakeholders become more comfortable with program delivery.

Program Improvement:

As students return to school in FY22 and the district establishes COVID protocols that are familiar and comfortable for families, students and staff, it is recommended site coordinators continue past successful strategies put in place to actively recruit students who have previously been involved in 21CCLC and those identified as most likely to benefit from programming. Because of the concerns around learning loss in FY21, it is important that the site coordinators, teachers and counselors actively recruit students who struggled with virtual and hybrid academic delivery. It is recommended that at the beginning of the year and at the end of each grading period students are invited to participate in programming. Teachers should discuss this referral with parents at parent-teacher conferences and the site coordinator will follow-up by answering parent questions and completing student registration.

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

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

Parent education and family programming was difficult to safely deliver in FY21. During the first six years My Time saw a steady increase in parent involvement in 21CCLC sponsored programs. Staff should reflect on the strategies used to increase parent and family engagement, including the diversification of workshops offered, a continued increase in Spanish-language workshops, and collecting parent feedback at the end of each event/workshop. Site coordinators should continue to focus on getting new parents involved. Staff reported in year six that the increase in new parents attending parent-child programs was a result of the personal invitations parents have received from site coordinators. It is recommended that in year eight site coordinators return to identifying parents each quarter that have not attended an activity and extend a personal invitation to them to attend events.

III.B. Program Operations

Program Hours

Site Name: Freeman, Greenman, Herget, Hill and McCleery Hours of Operation: School Year	FY19	FY20	FY21
Total Number of Weeks Site is Open	28	28	28
Typical Number of Days per Week	4	4	4
Typical Number of Hours per Week	12	12	12

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

Staffing

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

Freeman School Year Staffing	FY19	FY20	FY21
School Day Teachers	5	6	3
Center Administrators	1	2	2
Other non-teaching school day staff	5	2	1
Parents	0	0	0
College students	2	5	0
High school students	4	3	0
Other community members	0	0	0
Other non-school day staff, some or no college	0	0	0
Volunteers	-	-	0
Total	17	18	6

Greenman School Year Staffing	FY19	FY20	FY21
School Day Teachers	6	5	3
Center Administrators	1	2	2
Other non-teaching school day staff	6	3	2
Parents	0	0	0
College students	0	6	0
High school students	3	2	0
Other community members	0	0	0
Other non-school day staff, some or no college	0	0	0
Volunteers	-	-	0
Total	16	18	7

Herget School Year Staffing	FY19	FY20	FY21
School Day Teachers	5	2	1
Center Administrators	1	2	2
Other non-teaching school day staff	4	2	3
Parents	0	0	0
College students	3	4	0
High school students	0	0	0
Other community members	1	0	0
Other non-school day staff, some or no college	0	0	0
Volunteers	-	-	0
Total	14	10	6

Hill School Year Staffing	FY19	FY20	FY21
School Day Teachers	6	3	2
Center Administrators	1	2	2

Other non-teaching school day staff	5	4	2
Parents	0	0	0
College students	3	1	0
High school students	2	5	0
Other community members	1	0	0
Other non-school day staff, some or no college	0	0	0
Volunteers	-	-	0
Total	18	15	6

McCleery School Year Staffing	FY19	FY20	FY21
School Day Teachers	8	4	1
Center Administrators	1	2	2
Other non-teaching school day staff	5	4	3
Parents	0	1	0
College students	2	6	0
High school students	3	0	0
Other community members	0	0	0
Other non-school day staff, some or no college	0	0	0
Volunteers	-	-	0
Total	19	17	6

Summer 2021 Staffing	FY21
School Day Teachers	8
Center Administrators	2
Other non-teaching school day staff	9
Parents	1

College students	4
High school students	4
Other community members	0
Other non-school day staff, some or no college	0
Volunteers	0
Total	28

Staffing Ratio

Freeman Elementary School: 1 staff member to 5 students
Greenman Elementary School: 1 staff member to 6.2 students
Herget Middle School: 1 staff member to 5.6 students
Hill Elementary School: 1 staff member to 7.6 students
McCleery Elementary School: 1 staff member to 10.6 students

Staff Turnover

Freeman Elementary School: no one left during the year
Greenman Elementary School: no one left during the school year
Herget Middle School: no one left during the school year
Hill Elementary School: no one left during the school year
McCleery Elementary School: no one left during the school year

Staff Training

All adult staff attended an orientation meeting regarding program structure and grant requirements, and completed a mandated reporter training provided by ISBE prior to the start of the after school program. Additional professional development training made available to staff are listed below. Staff training has been both site specific and provided grant-wide. The training need has either been identified as a program need or an individual need. The professional development goal of 12 hours per year has been met and the following table represents training provided to staff during year seven.

Topic	Provider	Staff Attended
FY21 Site Coordinator Meetings/PDs-monthly	SD129 Project Director and Grant Evaluator	Site Coordinators/Staff
Fall 2020 and Summer 2021 Program training & Orientation (safety, technology, mandated reporter, staff handbook)	SD129 - Project Director and District Leadership	Site Coordinators/Staff
Mandated Reporter online training	DCFS	All adult staff

ELA and Math Training	District Director of Elementary Education	Project Director/Site Coordinators/Staff
Playworks Workshop	Playworks	Summer Site Coordinators/Staff
IAN SPring Virtual Conference	Illinois Afterschool Network	Project Director/Site Coordinators/Staff
All Required ISBE/AIR PD	ISBE/AIR	Project Director
ISBE Spring 2021 Virtual Conference	ISBE/AIR	Project Director presented as part of COP Facilitator Group
All COP Meetings	Rachel Shields	COP Facilitator
Webinar: "Opportunities for Adolescents Learning in Afterschool"	IQA	Project Director/Herget Site Coordinator

In addition, staff attended Zoom and virtual learning platform tutorials and webinar training for use, ACT Now webinars, Y4Y webinars, STEM and CASEL SEL PD , The Leadership Program free webinars, and Project Based Learning webinars. Staff reported completed webinars to the Project Director and provided copies of certificates with timesheets all year by site and attached them to the CIS invoice every two weeks.

Program Governance

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

The Project Director has convened a Leadership Advisory Team consisting of the grant's Site Coordinators, the Project Director, and Grant Evaluator. Other stakeholders may attend these meetings when appropriate. The Leadership Advisory Team meetings provide support and training on various topics related to program implementation and improvement, evaluation and sustainability.

Summary

Data:

Staff working My Time during FY21 were highly qualified in that all adult staff members were also district employees and were well acquainted with the students, teachers, administration, some families and all students.

Fewer staff were employed in FY21 due to the change in program delivery and fewer enrolled students. The average staffing ratio across all sites was one staff member for approximately every 7 students and a fairly consistent average across all five sites. This low ratio allows for more intense academic remediation, relationship building, and SEL support.

All staff attended multiple training sessions. Due to the pandemic, there was a strong professional development focus on remote programming and SEL. However the diversity of PD offerings throughout the year highlights the well-rounded approach to program improvement. One unintended consequence of the changes to program delivery, which was beneficial to the program, is that staff were afforded the opportunity to participate in multiple professional development training virtually and/or online. This allowed staff to engage in PD when it was most convenient to them.

Challenges:

Hiring was limited to current district employees in order to reduce the number of individuals from the community entering the school buildings and allow for easier contact tracing. Many students enjoy working with some of the younger high school and college-aged staff members, and they were missed in FY21.

Scheduling common time for professional development opportunities during the school year is difficult as there is very limited time not already dedicated to programming, school hours, or after school hours. Holding training during program hours presents the problem of supporting the program with fewer staff or finding replacements. Many staff have commitments after program hours or are unwilling to give up time without compensation to attend training. An additional challenge in FY21 was staff burnout and “screen fatigue”. Many teachers and school day staff were exhausted by the end of the school day and unable or unwilling to extend their working day. Additionally, once the students returned to school in the spring on a hybrid schedule, teachers and school staff were overwhelmed by the challenges of navigating hybrid learning and were, once again, unable or unwilling to extend their working day.

Program Improvement:

The staff ratio at each site has been appropriate for both academic and enrichment programming. Historically, the program has benefited from low staff turnover from year to year, specifically with the site coordinator position, which adds consistency to after school programming. If possible, it is recommended that high school and college-aged staff return to working for My Time in FY22.

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

IV. Progress Toward Objectives

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

Activities: The My Time program provided academic intervention and support through both virtual and in-person after school programming. 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. In addition, virtually-led STEM programming was provided by staff and community partners during the school year and in-person enrichment was offered during the summer.

The focus of the academic intervention is to:

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

Measures, Data Collection and Analysis:

Teacher Survey: Annual teacher survey provides additional information about student outcomes from the classroom teacher perspective. The return rate for Teacher Surveys on regularly attending students was high, as indicated by the following return rates: Freeman Elementary School- 100%; Greenman Elementary school- 100%; Herget Middle School- 77%; Hill Elementary School- 82%; McCleery Elementary School- 97%.

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

2020-2021 School Year All Regular Attendees	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	44%	86%	81%	86%	85%	36%	36%	6%	22%	59%
Completing homework	70%	88%	82%	71%	88%	29%	27%	0%	22%	50%
Participating in class	50%	100%	57%	67%	100%	29%	0%	18%	67%	54%
Volunteering (e.g. for extra credit)	25%	63%	36%	0%	60%	43%	27%	18%	56%	38%
Attending class regularly	13%	40%	25%	50%	75%	43%	55%	53%	33%	75%
Being attentive in class	33%	100%	80%	60%	78%	36%	9%	12%	44%	44%
Behaving well in class	17%	100%	67%	100%	63%	57%	27%	29%	67%	75%

Academic performance	64%	100%	71%	75%	85%	21%	0%	0%	56%	38%
Coming to school motivated to learn	40%	90%	75%	100%	82%	29%	9%	6%	67%	47%
Getting along well with other students	57%	71%	70%	33%	67%	50%	36%	41%	67%	72%

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, 79% showed improvement. The Teacher Surveys also showed that on average only 23% of students in the program did not need to academically improve. This indicates that My Time is enrolling some of the most academically at-risk students in the district.

Parent Satisfaction Survey	Freeman	Greenman	Herget	Hill	McCleery
Program is Helping Get Homework Done	100%	100%	100%	95%	92%
Program is Helping Improve Grades	78%	90%	100%	100%	78%
Satisfied with Program	100%	100%	100%	94%	100%

Parent Satisfaction Survey: On average 97% of parents believe My Time is helping their child to get their homework done and 89% believe the program is helping to improve their child’s grades. 99% of parents are satisfied with the program.

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 regularly attending students whose grades improved, maintained or decreased in math and ELA, grades 6-8 at Herget Middle School.

Math Grade Changes for Regular Attendees:

	Herget
Increased their grade by half a grade or more.	36%
Decreased their grade by half a grade or more.	28%
Neither increased or decreased their grade.	36%

ELA Grade Changes for Regularly Attendees:

	Herget
Increased their grade by half a grade or more.	45%
Decreased their grade by half a grade or more.	32%
Neither increased or decreased their grade.	23%

Student Survey: This survey provides an overview of student perspectives related to academics. Survey return rates were affected at some sites due to inconsistent student attendance in FY21. The survey was given to students in the spring. The student survey return rate was 57% at Freeman, 48% at Greenman, 41% at Herget, 50% at Hill and 58% at McCleery.

	Always	Sometimes	Never
Freeman			
My grades are better because of the after school program.	65%	35%	0%
I try harder in school because of the after school program.	65%	29%	6%
Greenman			
My grades are better because of the after school program.	48%	48%	4%
I try harder in school because of the after school program.	52%	42%	6%
Herget			
My grades are better because of the after school program.	57%	43%	0%
I try harder in school because of the after school program.	50%	43%	7%
Hill			
My grades are better because of the after school program.	78%	22%	0%
I try harder in school because of the after school program.	96%	4%	0%

McCleery			
My grades are better because of the after school program.	54%	38%	8%
I try harder in school because of the after school program.	76%	19%	5%

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

IAR: IAR performance levels in ELA and Math for spring 2021 testing were collected on all regular attending Lights On students grades 3-8. Students achieving levels 4 or 5 are considered “proficient” and those achieving levels 1, 2 or 3 are considered “not proficient”.

IAR Math	Freeman Elem	Greenman Elem	Herget MS	Hill Elem	McCleery Elem
Proficient	0%	17%	0%	17%	20%
Not Proficient	100%	83%	100%	83%	80%

IAR ELA	Freeman Elem	Greenman Elem	Herget MS	Hill Elem	McCleery Elem
Proficient	0%	0%	6%	0%	20%
Not Proficient	100%	100%	94%	100%	80%

Limitations of Data: The student survey return rate was lower than normal at all sites, due to inconsistent attendance in FY21. The parent survey return rate was lower than normal: 39% at Freeman, 6% at Greenman, 44% at Herget, 51% at Hill and 19% at McCleery. Normally parents would fill out the survey at one of the many in-person family and/or family education events, however because My Time did not offer in person programming due to COVID, the return rates were significantly lower.

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.

Due to COVID and the changes in the delivery of academic content, varying levels of support from home and limitations in access to technology and internet, report card grades may not measure true academic growth in FY21.

Additionally, West Aurora School District administered the IAR in the spring when students had only been back to in-person instruction for a short time. Due to the difficulties in delivering academic content for the prior 12 months, it was expected that IAR scores would decline in FY21.

Challenges: Parent and student survey return rates dropped in FY21 due to the limited in-person contact staff had with parents, caretakers and students due to COVID.

Due to COVID and the challenges in the delivery of academic content, varying levels of support from home and limitations in access to technology and internet, report card grades may not measure true academic growth in FY21. Academic data is collected from report card data, teacher survey data, and IAR data on students. However, the IAR was not administered in FY20 due to the statewide shutdown and 2021 IAR data may be affected by the academic-delivery challenges faced throughout the FY21 school year. Additionally, regular school day teachers as well as after school staff struggled with a lack of infrastructure supporting virtual instruction, including overloaded bandwidth and lack of quiet space. Students struggled with technology issues and “screen fatigue”. All of these issues were true challenges and posed obstacles to academic growth in FY21.

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
- Smaller groups and lower student to teacher ratios allowed for strong relationship building
- Teacher surveys indicate teachers are seeing a high rate of students improving academic performance
- Parent surveys indicate parents are highly satisfied with the program
- Summer programming was well attended with approximately 125 students in attendance
- Teachers used the morning portion of the summer program to provide targeted academic remediation

One of the primary goals is to increase student academic achievement in both reading and math. Teacher, parent and student surveys indicate an increase in academic performance.

Using the data available, objective #1 was met.

Recommendations: Because of the shortened school year in FY20 and the constant shifts in academic delivery in FY21, it is important to examine the practices used in academic intervention/enrichment activities during My Time. There should be a clear link between student need and the interventions provided after school. All after school interventions should be tied to grade level standards. Continued communication between the classroom teachers and after school tutors is needed to maximize student performance outcomes. IAR data from 2021 shows that MyTime students are performing well below the district and state averages in both ELA and Math. While this data tells us that teachers and counselors are identifying the appropriate students for the program, these students also would benefit from targeted ELA and Math interventions.

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

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

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

My Time has provided diverse experiences through both virtual and in-person 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 2021.

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. Enrichment experiences are provided at least an hour a week. Some activities included: homework club, EverFi financial literacy, culinary arts, nature lessons and chess. Due to the demographics of the students participating in My Time, financial concerns would have prevented student exposure to additional arts, technology, science and recreational activities, if not provided through after school and summer programming.

Measures, Data Collection and Analysis:

Parent Satisfaction Survey: This survey provides an overview of parent perspectives in regard to programming and attendance. The survey was given in the spring of 2021 with a strong response rate of 69%.

	Agree	Neutral	Disagree
Freeman			
The program offers constructive activities for my child.	100%	0%	0%
My child enjoys attending the program.	100%	0%	0%
Greenman			
The program offers constructive activities for my child.	100%	0%	0%
My child enjoys attending the program.	100%	0%	0%
Hergert			

The program offers constructive activities for my child.	100%	0%	0%
My child enjoys attending the program.	100%	0%	0%
Hill			
The program offers constructive activities for my child.	100%	0%	0%
My child enjoys attending the program.	94%	6%	0%
McCleery			
The program offers constructive activities for my child.	100%	0%	0%
My child enjoys attending the program.	100%	0%	0%

Student Surveys: This survey provides an overview of student perspectives in regard to programming and attendance. This survey was administered in the spring with a response rate of 51%.

	Always	Sometimes	Never
Freeman			
I look forward to attending the program.	59%	41%	0%
I like the activities offered after school.	65%	35%	0%
Greenman			
I look forward to attending the program.	29%	61%	10%
I like the activities offered after school.	81%	19%	0%
Herget			
I look forward to attending the program.	21%	64%	15%
I like the activities offered after school.	57%	36%	7%
Hill			

I look forward to attending the program.	87%	13%	0%
I like the activities offered after school.	100%	0%	0%
McCleery			
I look forward to attending the program.	81%	19%	0%
I like the activities offered after school.	86%	11%	3%

Limitations of Data: The same concerns persist regarding the surveys, that because the survey is administered in the spring, some students may report lower scores as they have become accustomed to and no longer experience the program as novel as the year progresses.

In regard to attendance and involvement in activities, historically in many cases, attendance is not within the control of the students in the program. They may miss school or programming due to reasons related to illness, parents not helping them to be prepared, lack of transportation, or competing responsibilities at home. Thus, targeting children for improved attendance when much of the child’s attendance is within the control of the parent rather than the child, may be ineffective. During FY21 many students had difficulty attending regularly due to COVID concerns related to illness and or quarantine protocols, internet connectivity issues and/or lack of technology.

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

Challenges: We know that students are getting more exposure to enrichment activities as a result of My Time since there is limited opportunity otherwise, however we don’t know what of the experiences was most appealing to students. Also, during FY21, identifying and locating providers for consistent, high-quality and popular student programming was challenging. Both providers and district leadership were reluctant to allow for enrichment programming to be provided by outside staff. Therefore, Fox Valley Park District offered enrichment activities virtually with varying degrees of success.

Summary and Recommendations: Historically, the opportunities provided to My Time students were 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. As programming returns to more of an in-person format, program staff should administer an interest survey in the fall in order to get objective and subjective feedback about the enrichment experiences students are most interested in. The formation of a Kids Council would also be effective in collecting information about student perspectives and recommendations for program improvement.

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

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

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

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

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

My Time provides a variety of quality programming in various areas of youth development through the afterschool program. My Time provided life skills programming, tutoring, mentoring and positive youth development through exposure to mentors and positive adult role models. During FY21 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 seven. 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.

Measures, Data Collection and Analysis

Teacher Survey: Annual teacher survey provides additional information about student outcomes from the classroom teacher perspective. The return rate for Teacher Surveys on regularly attending students was high, as indicated by the following return rates: Freeman Elementary School- 100%; Greenman Elementary school- 100%; Herget Middle School- 77%; Hill Elementary School- 82%; McCleery Elementary School- 97%. The following shows the percentage of improvement for regular attending students who needed to improve and the percent of students that teachers reported did not need to improve.

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

	Freeman Elementary	Greenman Elementary	Herget Middle School	Hill Elementary	McCleery Elementary
Behaving Well	17%	100%	67%	100%	63%
Getting Along with Others	57%	71%	70%	33%	67%

Percent of regularly attending students not needing to improve:

	Freeman Elementary	Greenman Elementary	Herget Middle School	Hill Elementary	McCleery Elementary
Behaving Well	57%	27%	29%	67%	75%
Getting Along with Others	50%	36%	41%	67%	72%

Significant social and/or behavioral issues are not an ongoing concern with the school day teachers of My Time students. If issues arise during after school that teachers feel the need for additional support, the site principals, site coordinator and/or grant director are available for assistance. The small number of Freeman and Herget students who require additional support, according to Teacher Surveys, showed modest growth and would benefit from additional support.

Parent Survey:

	Agree	Neutral	Disagree
Freeman			
The after school program is helping improve my child's behavior.	89%	11%	0%
My child has positive interactions with after school staff.	100%	0%	0%
My child has positive interaction with other youth after school.	100%	0%	0%
Greenman			
The after school program is helping improve my child's behavior.	91%	9%	0%
My child has positive interactions with after school staff.	100%	0%	0%
My child has positive interaction with other youth after school.	100%	0%	0%
Herget			
The after school program is helping improve my child's behavior.	93%	0%	7%
My child has positive interactions with after school staff.	100%	0%	0%
My child has positive interaction with other youth after school.	100%	0%	0%
Hill			

The after school program is helping improve my child's behavior.	94%	6%	0%
My child has positive interactions with after school staff.	94%	6%	0%
My child has positive interaction with other youth after school.	100%	0%	0%
McCleery			
The after school program is helping improve my child's behavior.	78%	22%	0%
My child has positive interactions with after school staff.	87%	13%	0%
My child has positive interaction with other youth after school.	96%	4%	0%

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

Student Survey:

Freeman	Always	Sometimes	Never
I look forward to attending the program.	59%	41%	0%
I know the rules and expectations of the after school program.	88%	12%	0%
I feel safe after school.	82%	18%	0%
I get along with other kids in the after school program.	53%	47%	0%

Greenman	Always	Sometimes	Never
I look forward to attending the program.	29%	61%	10%

I know the rules and expectations of the after school program.	90%	10%	0%
I feel safe after school.	90%	10%	0%
I get along with other kids in the after school program.	76%	24%	0%

Herget	Always	Sometimes	Never
I look forward to attending the program.	21%	64%	15%
I know the rules and expectations of the after school program.	79%	21%	0%
I feel safe after school.	57%	43%	0%
I get along with other kids in the after school program.	57%	43%	0%

Hill	Always	Sometimes	Never
I look forward to attending the program.	87%	13%	0%
I know the rules and expectations of the after school program.	100%	0%	0%
I feel safe after school.	100%	0%	0%
I get along with other kids in the after school program.	87%	13%	0%

McCleery	Always	Sometimes	Never
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I look forward to attending the program.	81%	19%	0%
I know the rules and expectations of the after school program.	76%	14%	10%
I feel safe after school.	92%	8%	0%
I get along with other kids in the after school program.	89%	11%	0%

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

Disciplinary Data: Data was collected on regularly attending 21CCLC students experiencing more than one disciplinary referral during Semester 1 and again during Semester 2. No students were referred for disciplinary reasons during Semester 1 and one student had two referrals during Semester 2.

Limitations of Data: Because of COVID and the shifts in academic delivery during FY21, students were attending school irregularly. Changes in routine can cause stress in students and struggles managing behavior. Discipline referrals were low in FY21. This could be due to the lack of direct contact teachers and staff had with students during the school day.

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

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

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

Also, because the number of students with multiple disciplinary infractions is so low, identifying those students who are currently not participating in the program and referring those students for mentoring and other interventions is recommended.

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

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

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

Activities: During year seven of the program, partners with signed agreements made attempts to support the program. The grant director has maintained contact with the partnering agencies and will encourage these agencies to resume support of the program when COVID mitigations allow. Parent/Child activities and Parent-Only programming and attendance information are discussed previously in this report. The following partners participated in family activities and/or parent programming during the summer of 2021:

Fox Valley Park District	Funding programs, use of facilities
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Assessment, Data Collection and Analysis: Each partner has a signed agreement. A log is kept on each partner and their contribution. Based upon the involvement and contribution of partners during all prior project years, the Grant Director has effectively reached out and incorporated community resources into the program. Parents are required to sign in at all Parent/Child and Parent-Only events and workshops.

Family and Parent Events included:

Activity	Number of Parents/Caregivers Participating
Outdoor Family Adventure Day	43
Splash Country Water Park	43
Blackberry Farm	45

Limitations of Data: Family and parent events were not offered during the FY21 school year due to the COVID-19 pandemic, therefore rates of parent participation were affected. However, the data that was collected provides detailed information about the involvement of the partners and support provided to the program. A partner feedback form may provide additional information on both funding avenues and direct family/parent programming available through Partner agencies. Additionally, surveying parents after every family and parent program would be useful in determining programs and workshops of greatest interest for My Time families.

Challenges: COVID-19 was a challenge that forced the cancelation and postponement of most family and parent education programs until the summer of 2021. However, the challenge continues to be to find a way to engage those parents who are not currently involved in the program and identify barriers preventing them from attending. Childcare, work schedules, attitudes toward school and other barriers impact the number of families able to attend events and may not reflect the number of families interested in accessing resources. Attendance at provided programs may not reflect those families connected to outside agencies or support services.

Summary and Recommendations: In order to resume the high interest in family and parent events in FY22, it is recommended that staff identify additional partners to involve each year, which will strengthen services and the sustainability plan. Developing a survey to use with parents related to parent education may increase parent participation by providing workshops and programs that parents identify as a need. Staff should continue to examine obstacles to attendance such as interest level, childcare, transportation, time and dates of events, and language barriers in order to continue to increase parent involvement. All sites need to continue to track parent attendance at 21CCLC events in FY22. Additionally, if COVID concerns continue to be an obstacle to providing in-person family and parent events, it is recommended that sites offer virtual events in FY22.

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

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

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

Assessment, Data Collection and Analysis: Attention is focused on enrolling students with the highest need into the program. Teachers are the primary referral source to My Time. Report card grades are reviewed quarterly for further identification of students. Results of the teacher survey showed that only 23% of participating students did not need to improve in reading and math. 66% of students participating in My Time qualify for free/reduced lunch. A collection of evidence shows that My Time staff is identifying some of the neediest students for the program.

Demographic Data- All Enrolled Students

- 65% are eligible for free/reduced lunch
- 12% are eligible for special education services
- 52% are LEP students
- 65% Hispanic, 10% Black or African American, 13% White and 11% Asian

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

- 63% needed improvement in turning in homework
- 70% needed improvement in completing homework

- 64% needed improvement in participating in class
- 65% needed improvement in volunteering in class
- 42% needed improvement in attending class regularly
- 69% needed improvement in being attentive in class
- 45% needed improvement in behaving well in class
- 76% needed improvement in academics
- 67% needed improvement in motivation
- 43% needed improvement in getting along with other students

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

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

Challenges: Site coordinators have developed very effective systems for keeping demographic and academic data on all participating students, and students are added as space is available. 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 delay enrollment.

Summary and Recommendations: Based on demographics and teacher survey data, My Time is serving some of the lowest performing students in the district. Using teacher recommendations to target students lets us reach the population in most need. Teachers demonstrate more of an investment in the process when he/she has identified the student need and ongoing coordination of interventions with site coordinator and My Time staff. This method will continue for the 2021-2022 year. The data shows that My Time made significant progress during the first six years in recruiting and retaining students in the program, and as students return to in-person learning in FY22, enrollment and attendance numbers are expected to rebound. Process and procedures for all aspects of the program have been written and included in the staff and parent handbook. This written information provides a clear description of the program and eligibility for students.

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

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

Activities: Staff participate in a variety of training and workshops provided to improve and maintain the quality of the program. Professional development occurs in three ways: district-offered; My Time staff offered as a team; and/or requests made by staff to attend conferences/workshops in areas of need or interest. Staff training has been both site specific and offered grant-wide. The training need has either been identified as a program need or an individual need. A silver lining of COVID is that staff were able to complete online professional development training at their own pace and when it was most convenient for them due to the shifts in academic delivery.

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

Measures, Data Collection and Analysis: Staff attendance is collected at each PD.

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

Challenges: A procedure was not in place to collect staff feedback upon completion of each PD. Additionally, many staff members were exhausted by the stressors of working and teaching during the pandemic, and it was occasionally difficult to convince staff to “login” for one more thing.

Summary and Recommendations: A form should be developed and used upon completion of each PD. This staff feedback should provide direction for future staff development. PD evaluation form should be kept on file in the Grant Director's office. In addition, staff should continue to seek out remote professional development opportunities. Many online professional development trainings are archived and available to participate in at the convenience of staff members.

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

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

West Aurora School District 129 in the past seven years has brought together almost 20 community partners to assist with many activities of the My Time after school program. All partners were involved in the shared vision building and assisting with planning results and outcomes that were mutually defined goals, intervention strategies and activities. Partners have stepped forward from all areas of the region in order to make this a comprehensive program and to share their expertise and time to help students achieve academic standards and master new skills. Partners come from the social services area, health industry, civic organizations, colleges and universities, businesses, park district, library, city government, special needs agencies, and regional offices of education.

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

The following partners have been actively involved during the 2020-2021 school year.

Partner	Value of Subcontract Held by Partner	Contribution	In-Kind Value
West Aurora SD129	\$10000	Transportation services for program participants.	\$0
Fox Valley Park District	\$35000	School Year- All Virtual: Zumba/Fitness, Red Oak nature program, Art in Residency, Cooking/Healthy Meal Prep	\$0

Fox Valley Park District	\$12500	Summer: Red Oak nature programs, MVP sports, swim lessons, use of outdoor recreation spaces	\$0
Chess Wizards	\$10,400	Chess instruction - 10 weeks for all elementary sites.	\$0
Frog Lady	\$2500	Virtually- School Year http://www.thefroglady.com/program_gradeschool.html . Nature/animal sessions aligned to IL State Standards	\$0
A Lady and Her Tools	\$1500	Summer Programming - building, engineering, STEM	\$0
Communities in Schools	\$12000	Parent Liaison for family engagement, translation support, parent newsletters.	\$0
Communities in Schools	\$64000	CIS Admin fee and benefits cost for employee payroll and record management for program staff.	\$0
Fox Valley Park District	\$2000	Summer 2021 Swim Safety and Lessons for eligible program participants - June/July.	
Play Works	\$2250	Summer 2021 All Staff Professional Development half day workshop - 2 instructors to provide hands-on training.	
Everfi Vault Program	NA	Financial literacy program - Summer 2021	\$1000
Fox Valley Park District	\$4000	Summer 2021 Family events (3) Blackberry Farm, Lippold Park, Splash Country - open to all program participants and families from all sites.	
The Walking Classroom	\$3000	MP3 Social Science/ELA curriculum - Summer 2021	\$0
External Evaluation	\$20000	Jodee Craven to provide grant evaluation, local report, observation, and collaboration with Project Director and Site leaders.	

The partner list is substantially smaller in FY21 due to the inability to provide virtual programming in the fall and in-person services while the students were attending programming in the spring. The Project Director has maintained contact with all partners and will re-engage their services in FY22.

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

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

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

V. Overall Recommendations and Action Plans

It is difficult to use the traditional “measures of success” during the FY21 programmatic year to speak to recommendations and action plans for FY22. At a very real level, having students attend programming in FY21, in any capacity, whether virtual or in-person, was a success.

Reengaging students in 21CCLC programming will be a primary goal in FY22, as there was a significant drop in both student enrollment and retention. Navigating COVID was challenging for all involved. 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. It is of vital importance that My Time begins programming as soon as possible in FY22 in order to provide the academic and SEL support that students will need as they assimilate back into the regular school day setting.

Another primary goal is to increase student academic achievement in both reading and math. Significant learning loss is a concern of schools as students return in FY22. It is important that staff regularly monitor student progress in order to identify students who would benefit from academic interventions and then provide appropriate interventions.

Depending on comfort level for in-person programming in FY22, staff should consider offering online parent education opportunities until the COVID-19 pandemic subsides and allows for safe in person programming. Staff should survey parents about their interests for parent education.

Community partners continue to support the program giving both monetary, time and service donations. The relationship with partners has been building the foundation for sustaining the program over time. During COVID and due to social distancing restrictions, staff will need to reach out to partners and investigate whether they are able to offer programming appropriate for current restrictions in FY22.

Overall, as COVID continues to impact programming in FY22, it is important that staff continue to focus on the primary goals of the program which include: student recruitment, enrollment and retention; family support; and the engagement of community partners. Many students and families will need SEL support, academic remediation and information on community resources for assistance throughout the fall and winter.

Discussions were held with site coordinators at the end of the school year, discussing the challenges and successes of the FY21 academic year. The following recommendations are the results of those conversations.

Recommendation	Plan	Track Progress
Freeman		
Continue to offer virtual tutoring for students.	Offer virtual tutoring 4 nights a week by having a teacher on standby and available so	Collect attendance data on virtual tutoring sessions.

	students can login for academic and SEL support, as needed.	
Students, families and staff enjoyed the strong relationships that were built due to low enrollment numbers. Keeping teacher/student ratios as low as possible in FY22 is recommended.	Monitor both enrollment and attendance numbers closely in order to maximize budgeted funds for staff salaries. Adjust staffing numbers and invite partners to participate in programming to meet the needs of the students and families.	Continue to closely monitor enrollment data, staffing and partner participation in the Staffing and Enrollment spreadsheets kept by the Grant Director.

Recommendation	Plan	Track Progress
Greenman		
Continue to offer virtual tutoring, read alouds and SEL opportunities for students.	Offer virtual opportunities 4 nights a week by having a teacher on standby and available so students can login, as needed.	Collect attendance data on virtual tutoring sessions.
Continue to use multiple forms of communication with families in order to foster trust and familiarity with My Time staff.	Use face-to-face, phone calls, texts, newsletters, social media posts and emails and USPS mail to communicate with families.	Keep copies of newsletters, emails and letters sent to families on file digitally or in the district office. Keep a log of phone calls and face-to-face parent communication.

Recommendation	Plan	Track Progress
Herget		
Continue to offer both virtual and in-person tutoring for students. Students and parents responded well to this type of academic intervention in FY21.	Offer virtual tutoring 4 nights a week by having a teacher on standby and available so students can login, as needed.	Collect attendance data on virtual tutoring sessions.
Begin My Time programming as quickly as possible in FY22, because when the start date is delayed, students are already	Priority will be given to upper grade levels to begin programming at the beginning of the school year in order to prevent a backlog of homework	Meet with district leadership to develop a plan for MY Time homework assistance at the start of the school year.

behind on homework at the beginning of My Time.	assignments at the beginning of 21CCLC programming.	Calendars will be kept on file in the Grant Directors office.
Investigate the possibility of offering "clubs" on different days of the week. This will give the students more of a voice and choice for programming.	Disseminate an interest survey at the beginning of the school year to identify clubs students are most interested in forming.	Site coordinator will communicate the results of the interest survey to the Project Director for evaluation and potential additional enrichment program adjustments. If clubs are offered, attendance at each club will be tracked and kept on file with the Grant Director.

Recommendation	Plan	Track Progress
Hill		
Continue to offer virtual tutoring for students.	Offer virtual tutoring 4 nights a week by having a teacher on standby and available so students can login, as needed.	Collect attendance data on virtual tutoring sessions.
Provide more SEL/socialization opportunities for students. During virtual tutoring in FY21, students from different grade levels were online at the same time and strong friendships were built across all ages.	Offer opportunities for students to interact with other grade levels and develop positive peer relationships through programs such as "reading buddies". (Follow district COVID guidelines for social distancing)	Collect SEL-based lesson plans and keep them on file digitally or in the Grant Director's office.
Continue to use multiple forms of communication with families in order to foster trust and familiarity with My Time staff.	Use face-to-face, phone calls, texts, newsletters, social media posts and emails and USPS mail to communicate with families.	Keep copies of newsletters, emails and letters sent to families on file digitally or in the district office. Keep a log of phone calls and face-to-face parent communication.

Recommendation	Plan	Track Progress
McCleery		
Continue to offer virtual and face-to-face tutoring for	Offer virtual tutoring 4 nights a week by having a teacher on	Collect attendance data on virtual tutoring sessions.

students.	standby and available so students can login, as needed.	
Continue to use multiple forms of communication with families in order to foster trust and familiarity with My Time staff.	Use face-to-face, phone calls, texts, newsletters, social media posts and emails and USPS mail to communicate with families.	Keep copies of newsletters, emails and letters sent to families on file digitally or in the district office. Keep a log of phone calls and face-to-face parent communication.

The following recommendations focus on fine-tuning some elements of the program, to increase student retention at the middle school level, review ways to monitor student academic growth, to increase parental involvement and strengthen long term sustainability. While some of these recommendations are carried over from the last annual report, they will continue as recommendations in order to keep focus on each through full implementation.

Recommendation	Plan	Track Progress
Focus recruitment efforts on students who exhibit learning loss due to the changes in academic delivery due to COVID mitigations.	The site coordinator will work with teachers and counselors to develop a list of students in need of academic remediation. These lists will be developed at the start of the school year and reviewed each quarter.	Quarterly reports will be given to the grant director with recruitment recommendations and/or challenges.
Administer an enrichment interest survey to students at the start of programming in the fall.	Site coordinators will, to the best of their ability, cater appropriate enrichment programming to the tastes of the students.	Site coordinators will communicate the results of the interest survey to the Project Director for evaluation and potential additional enrichment program adjustments
Continue to use multiple points of data, including IAR results, teacher referral and local benchmarks to identify the neediest students.	When the district receives state assessment data, site coordinators and curriculum director will review each attendee’s information and summarize findings.	Site coordinators will complete sections on an Excel document and present findings and recommendations to the grant director and evaluator.
Contact parents who have not participated in any of the My	Site coordinators will identify 10 parents at each site that have not participated and make personal contacts with those	The number of new parents attending My Time activities

Time family/parent programs or activities.	parents in attempts to reach site goals for parent participation.	will be on file in the Grant Director's office.
Offer virtual family events and parent education in FY22.	Staff will offer one family event and one parent education program in a virtual format in FY22.	Records of parent attendance will be kept on file in the Grant Director's office.
Gather parental feedback about parent-child activities and parent education workshops.	Develop a parent survey to be completed at the end of each parent-child activity/ parent education workshop. This will measure parent satisfaction with what program offered and provide additional interests.	Site coordinators will complete a summary sheet after all planned events. This will be reported to the Grant Director for future planning purposes.
Begin My Time programming as quickly as possible in FY22, because when the start date is delayed, students are already behind on homework at the beginning of My Time.	Priority will be given to upper grade levels to begin programming at the beginning of the school year in order to prevent a backlog of homework assignments at the beginning of 21CCLC programming.	Meet with district leadership to develop a plan for MY Time homework assistance at the start of the school year.
Grant Director and District Curriculum Director will continue to work with site coordinators and staff to develop standard based learning activities for math, literacy, science and the arts.	Monthly meetings will be used to have discussions about the link between after school academics, curriculum benchmarks and student goals and growth.	Minutes and action plans will be on file in the Grant Director's office.
A 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.
Continue efforts towards sustainability through community partnerships and grants.	Grant Director will recruit two new partners in FY22 and offer an annual partner meeting in order to share the needs for sustainability.	Partnership letters, outside funding sources and grants will be on file in the Grant Director's office. Minutes from the partner meeting will be kept on file in the Grant Director's office

VI. Dissemination of Evaluation

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

Attachments:

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

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

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

**21st Century My Time
Teacher Survey
2020-2021
Freeman Elementary School**

Summary of regular attendees. Return rate: 100%

Category	Did Not Need	Significant Improvement	Moderate	Slight	No Change	Slight Decline	Moderate Decline	Significant Decline
Turning in Homework on Time	36%	21%	0%	7%	29%	0%	0%	7%
Completing Homework to Satisfaction	29%	7%	14%	29%	14%	0%	0%	7%
Participating in Class	29%	7%	0%	29%	29%	0%	7%	0%
Volunteering	43%	0%	7%	7%	36%	0%	7%	0%
Attending Class Regularly	43%	7%	0%	0%	36%	7%	7%	0%
Being Attentive in Class	36%	7%	0%	14%	36%	0%	7%	0%
Behaving Well in Class	57%	0%	7%	0%	29%	7%	0%	0%
Academic Performance	21%	7%	7%	36%	21%	0%	7%	0%
Coming to School Motivated to Learn	29%	7%	0%	21%	36%	0%	7%	0%
Getting Along Well with Other Students	50%	0%	0%	29%	21%	0%	0%	0%

**21st Century My Time
Teacher Survey
2020-2021
Greenman Elementary School**

Summary of regular attendees. Return Rate: 100%

Category	Did Not Need	Significant Improve	Moderate	Slight	No Change	Slight Decline	Moderate Decline	Significant Decline
Turning in Homework	36%	0%	27%	27%	10%	0%	0%	0%
Completing Homework	27%	10%	27%	27%	9%	0%	0%	0%
Participating in Class	0%	9%	27%	64%	0%	0%	0%	0%
Volunteering in Class	27%	10%	18%	18%	27%	0%	0%	0%
Attending Class Regularly	55%	9%	0%	9%	27%	0%	0%	0%
Being Attentive in Class	9%	9%	18%	64%	0%	0%	0%	0%
Behaving Well in Class	27%	10%	27%	36%	0%	0%	0%	0%
Academic Performance	0%	0%	36%	64%	0%	0%	0%	0%
Coming to School Motivated to Learn	10%	9%	45%	27%	9%	0%	0%	0%
Gets Along Well with Other Students	36%	0%	0%	45%	19%	0%	0%	0%

**21st Century My Time
Teacher Survey
2020-2021
Herget Middle School**

Summary of surveys given to ELA or Math teachers on regularly attending students. Return rate: 77%

Category	Did Not Need	Significant Improve	Moderate	Slight	No Change	Slight Decline	Moderate Decline	Significant Decline
Turning in Homework on Time	6%	6%	41%	29%	18%	0%	0%	0%
Completing Homework to Satisfaction	0%	6%	41%	35%	18%	0%	0%	0%
Participating in Class	18%	12%	24%	12%	34%	0%	0%	0%
Volunteering	18%	0%	18%	12%	52%	0%	0%	0%
Attending Class Regularly	53%	0%	12%	0%	29%	6%	0%	0%
Being Attentive in Class	12%	6%	24%	40%	18%	0%	0%	0%
Behaving Well in Class	29%	0%	12%	35%	24%	0%	0%	0%
Academic Performance	0%	0%	42%	29%	29%	0%	0%	0%
Coming to School Motivated	6%	0%	35%	35%	24%	0%	0%	0%
Gets Along Well with Others	41%	0%	35%	6%	18%	0%	0%	0%

**21st Century My Time
Teacher Survey
2020-2021
Hill Elementary School**

Summary of regular attendees. Return rate: 82%

Category	Did Not Need	Significant Improve	Moderate	Slight	No Change	Slight Decline	Moderate Decline	Significant Decline
Turning in Homework on Time	22%	12%	22%	33%	11%	0%	0%	0%
Completing Homework to Satisfaction	22%	12%	22%	22%	22%	0%	0%	0%
Participating in Class	67%	11%	11%	0%	11%	0%	0%	0%
Volunteering	56%	0%	0%	0%	44%	0%	0%	0%
Attending Class Regularly	33%	12%	0%	22%	22%	0%	11%	0%
Being Attentive in Class	44%	12%	22%	0%	22%	0%	0%	0%
Behaving Well in Class	67%	11%	22%	0%	0%	0%	0%	0%
Academic Performance	56%	11%	11%	11%	11%	0%	0%	0%
Coming to School Motivated	67%	0%	11%	22%	0%	0%	0%	0%
Gets Along Well with Others	67%	0%	11%	0%	22%	0%	0%	0%

**21st Century My Time
Teacher Survey
2020-2021
McCleery Elementary School**

Summary of regular attendees. Return rate: 97%

Category	Did Not Need	Significant Improve	Moderate	Slight	No Change	Slight Decline	Moderate Decline	Significant Decline
Turning in Homework on Time	59%	19%	10%	6%	6%	0%	0%	0%
Completing Homework to Satisfaction	50%	6%	32%	6%	6%	0%	0%	0%
Participating in Class	54%	9%	9%	28%	0%	0%	0%	0%
Volunteering	38%	5%	13%	19%	25%	0%	0%	0%
Attending Class Regularly	75%	9%	3%	7%	3%	3%	0%	0%
Being Attentive in Class	44%	7%	19%	19%	9%	2%	0%	0%
Behaving Well in Class	75%	3%	9%	3%	7%	3%	0%	0%
Academic Performance	38%	6%	28%	19%	9%	0%	0%	0%
Coming to School Motivated	47%	9%	22%	13%	9%	0%	0%	0%
Gets Along Well with Others	72%	7%	9%	3%	9%	0%	0%	0%

**My Time Parent Involvement and Satisfaction Survey
2020-2021
Freeman Elementary School
Parent Responses: 9**

	Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree
The after school program is helping my child to get his/her homework done.	78%	22%	0%	0%	0%
The after school program is helping my child's grade improve in school.	67%	11%	22%	0%	0%
The after school program is helping my child's behavior improve in school.	67%	22%	11%	0%	0%
The after school program provides a safe environment for my child.	78%	22%	0%	0%	0%
The after school program provides constructive activities for my child once his/her homework is done.	78%	22%	0%	0%	0%
My child's interactions with staff members at the after school program are positive.	78%	22%	0%	0%	0%
My child's interactions with other youth at the after school program are positive.	78%	22%	0%	0%	0%
My child enjoys the after school program.	78%	22%	0%	0%	0%
I am satisfied with the after school program.	89%	11%	0%	0%	0%
I feel comfortable talking to the staff at the after school program.	78%	11%	0%	11%	0%
Staff keep me informed about my child's day at the after school program.	78%	11%	11%	0%	0%
I consider myself to be involved in my child's education.	100%	0%	0%	0%	0%

**My Time Parent Involvement and Satisfaction Survey
2020-2021
Greenman Elementary School
Parent Responses: 11**

	Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree
The after school program is helping my child to get his/her homework done.	82%	18%	0%	0%	0%
The after school program is helping my child's grade improve in school.	45%	45%	10%	0%	0%
The after school program is helping my child's behavior improve in school.	55%	36%	9%	0%	0%
The after school program provides a safe environment for my child.	73%	27%	0%	0%	0%
The after school program provides constructive activities for my child once his/her homework is done.	82%	18%	0%	0%	0%
My child's interactions with staff members at the after school program are positive.	73%	27%	0%	0%	0%
My child's interactions with other youth at the after school program are positive.	73%	27%	0%	0%	0%
My child enjoys the after school program.	55%	45%	0%	0%	0%
I am satisfied with the after school program.	73%	27%	0%	0%	0%
I feel comfortable talking to the staff at the after school program.	64%	36%	0%	0%	0%
Staff keep me informed about my child's day at the after school program.	46%	27%	27%	0%	0%
I consider myself to be involved in my child's education.	45%	55%	0%	0%	0%

**My Time Parent Involvement and Satisfaction Survey
2020-2021
Herget Middle School
Parent Responses: 15**

	Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree
The after school program is helping my child to get his/her homework done.	93%	7%	0%	0%	0%
The after school program is helping my child's grade improve in school.	93%	7%	0%	0%	0%
The after school program is helping my child's behavior improve in school.	86%	7%	0%	7%	0%
The after school program provides a safe environment for my child.	93%	7%	0%	0%	0%
The after school program provides constructive activities for my child once his/her homework is done.	86%	14%	0%	0%	0%
My child's interactions with staff members at the after school program are positive.	93%	7%	0%	0%	0%
My child's interactions with other youth at the after school program are positive.	93%	7%	0%	0%	0%
My child enjoys the after school program.	86%	14%	0%	0%	0%
I am satisfied with the after school program.	93%	7%	0%	0%	0%
I feel comfortable talking to the staff at the after school program.	86%	14%	0%	0%	0%
Staff keep me informed about my child's day at the after school program.	79%	14%	0%	7%	0%

I consider myself to be involved in my child's education.	93%	7%	0%	0%	0%
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**My Time Parent Involvement and Satisfaction Survey
2020-2021
Hill Elementary School
Parent Responses: 19**

	Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree
The after school program is helping my child to get his/her homework done.	53%	42%	5%	0%	0%
The after school program is helping my child's grade improve in school.	37%	63%	0%	0%	0%
The after school program is helping my child's behavior improve in school.	47%	47%	6%	0%	0%
The after school program provides a safe environment for my child.	68%	32%	0%	0%	0%
The after school program provides constructive activities for my child once his/her homework is done.	68%	32%	0%	0%	0%
My child's interactions with staff members at the after school program are positive.	68%	26%	6%	0%	0%
My child's interactions with other youth at the after school program are positive.	74%	26%	0%	0%	0%
My child enjoys the after school program.	79%	16%	5%	0%	0%
I am satisfied with the after school program.	68%	26%	6%	0%	0%
I feel comfortable talking to the staff at the after school program.	74%	26%	0%	0%	0%
Staff keep me informed about my child's day at the after school program.	63%	32%	5%	0%	0%
I consider myself to be involved in my child's education.	63%	37%	0%	0%	0%

**My Time Parent Involvement and Satisfaction Survey
2020-2021
McCleery Elementary School
Parent Responses: 23**

	Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree
The after school program is helping my child to get his/her homework done.	57%	35%	4%	4%	0%
The after school program is helping my child's grade improve in school.	35%	43%	22%	0%	0%
The after school program is helping my child's behavior improve in school.	43%	35%	22%	0%	0%
The after school program provides a safe environment for my child.	61%	35%	4%	0%	0%
The after school program provides constructive activities for my child once his/her homework is done.	57%	43%	0%	0%	0%
My child's interactions with staff members at the after school program are positive.	52%	35%	13%	0%	0%
My child's interactions with other youth at the after school program are positive.	57%	39%	4%	0%	0%
My child enjoys the after school program.	78%	22%	0%	0%	0%
I am satisfied with the after school program.	70%	30%	0%	0%	0%
I feel comfortable talking to the staff at the after school program.	70%	26%	4%	0%	0%
Staff keep me informed about my child's day at the after school program.	57%	30%	13%	0%	0%
I consider myself to be involved in my child's education.	61%	39%	0%	0%	0%

**21st Century Grant: My Time
Student Survey
Spring 2021
Freeman Elementary School**

17 student surveys returned

	Always	Sometimes	Never
Do you look forward to going to the after school program?	59%	41%	0%
Do you know the rules and expectations for the after school program?	88%	12%	0%
Do you feel safe after school?	82%	18%	0%
Do your parents talk to you about school or homework?	76%	24%	0%
Do your parents check your homework?	70%	24%	6%
Do your parents encourage you to do well in school?	88%	12%	0%
Do you get along with other kids at the after school program?	53%	47%	0%
Do you like the activities offered in the after school program?	65%	35%	0%
Are your grades better because of the after school program?	65%	35%	0%
Do you finish your homework during the after school program?	88%	12%	0%
Do you try hard in school because of the after school program?	65%	29%	6%

Do you like your after school teachers and site coordinator?	94%	6%	0%
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**21st Century Grant: My Time
Student Survey
Spring 2021
Greenman Elementary School**

21 student surveys returned

	Always	Sometimes	Never
Do you look forward to going to the after school program?	29%	61%	10%
Do you know the rules and expectations for the after school program?	90%	10%	0%
Do you feel safe after school?	90%	10%	0%
Do your parents talk to you about school or homework?	29%	61%	10%
Do your parents check your homework?	38%	48%	14%
Do your parents encourage you to do well in school?	62%	33%	5%
Do you get along with other kids at the after school program?	76%	24%	0%
Do you like the activities offered in the after school program?	81%	19%	0%
Are your grades better because of the after school program?	48%	48%	4%
Do you finish your homework during the after school program?	52%	48%	0%
Do you try hard in school because of the after school program?	52%	42%	5%

Do you like your after school teachers and site coordinator?	81%	19%	0%
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**21st Century Grant: My Time
Student Survey
Spring 2021
Herget Middle School**

14 student surveys returned

	Always	Sometimes	Never
Do you look forward to going to the after school program?	21%	64%	15%
Do you know the rules and expectations for the after school program?	79%	21%	0%
Do you feel safe after school?	57%	43%	0%
Do your parents talk to you about school or homework?	50%	50%	0%
Do your parents check your homework?	29%	42%	29%
Do your parents encourage you to do well in school?	79%	21%	0%
Do you get along with other kids at the after school program?	57%	43%	0%
Do you like the activities offered in the after school program?	57%	36%	7%
Are your grades better because of the after school program?	57%	43%	0%
Do you finish your homework during the after school program?	43%	50%	7%
Do you try hard in school because	50%	43%	7%

of the after school program?			
Do you like your after school teachers and site coordinator?	64%	29%	7%

**21st Century Grant: My Time
Student Survey
Spring 2021
Hill Elementary School**

23 student surveys returned

	Always	Sometimes	Never
Do you look forward to going to the after school program?	87%	13%	0%
Do you know the rules and expectations for the after school program?	100%	0%	0%
Do you feel safe after school?	100%	0%	0%
Do your parents talk to you about school or homework?	100%	0%	0%
Do your parents check your homework?	61%	39%	0%
Do your parents encourage you to do well in school?	92%	4%	4%
Do you get along with other kids at the after school program?	87%	13%	0%
Do you like the activities offered in the after school program?	100%	0%	0%
Are your grades better because of the after school program?	78%	22%	0%
Do you finish your homework during the after school program?	74%	26%	0%

Do you try hard in school because of the after school program?	96%	4%	0%
Do you like your after school teachers and site coordinator?	92%	8%	0%

**21st Century Grant: My Time
Student Survey
Spring 2021
McCleery Elementary School**

37 student surveys returned

	Always	Sometimes	Never
Do you look forward to going to the after school program?	81%	19%	0%
Do you know the rules and expectations for the after school program?	76%	14%	10%
Do you feel safe after school?	92%	8%	0%
Do your parents talk to you about school or homework?	49%	41%	10%
Do your parents check your homework?	51%	32%	17%
Do your parents encourage you to do well in school?	78%	19%	3%
Do you get along with other kids at the after school program?	89%	11%	0%
Do you like the activities offered in the after school program?	86%	11%	3%
Are your grades better because of the after school program?	54%	38%	8%
Do you finish your homework during the after school program?	38%	54%	8%

Do you try hard in school because of the after school program?	76%	19%	5%
Do you like your after school teachers and site coordinator?	97%	3%	0%