21st Century Program Evaluation – June 2022

Floyd Elementary
SAFE Program Evaluation
2021-2022 School Year

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Introduction:

During the 2021-2022 school year, the Student Academic and Family Enrichment (SAFE) program implemented the third year of a five-year grant project funded by Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) grant program at Floyd Elementary School in Pahrump, Nevada. The Nita M. Lowey grant program is a federally funded project dedicated to supporting local afterschool, before-school, and summer learning projects. Recipients of the grant are local schools that serve students who attend high-poverty, low-performing schools. The Floyd SAFE Program provides:

- Academic development activities that help students meet state and local achievement standards.

- Enrichment services designed to reinforce the regular academic program, such as reading, writing, dance, theater play, physical activities, art, music, nutrition, and STEM education programs

- Education for parents so that they can support their child's academic development at home.

Reference: www.afterschoolalliance.org/policy21stcclc.cfm

The Floyd SAFE program was facilitated by the NyE Communities Coalition (NyECC), which secured the 21st Century grant which funds this project. The program Director is Mr. Jeff Hammar and the Grant Manager is Ms. Jennifer Nelson.

As part of the program requirements, each grant recipient must conduct a program evaluation. The evaluation process aims to assist participating grantees in creating a system to review program implementation and students' academic performance while using the information gathered to make program improvements. This document represents the program evaluation for the Floyd Elementary School SAFE program for the 2021-2022 school year.

Developing the Evaluation Plan:

Mr. Jeff Hammar, the Director of Early Development/SAFE Elementary Program for the NyE Communities Coalition, chose to continue to operate the evaluation process utilizing a similar methodology to that applied during the 2020 – 2021 school year. Operating from that premise, Mr. Hammar and Steven Pradere, Ph.D., the external evaluator, collaborated on a plan to develop an external evaluation of the 21st Century afterschool programs (SAFE) implemented at Floyd Elementary, Hafen Elementary, J.G. Johnson Elementary, and Manse Elementary Schools.

The process began with Mr. Hammar and Dr. Pradere analyzing the 2020-2021 program evaluation results, reviewing state and federal requirements of the 21st Century Program, and then revising the previous evaluation plan to create the 2021-2022 SAFE program evaluation. Mr. Hammar and Dr. Pradere met on multiple occasions to establish the parameters of the process and outcome components of the evaluation.

Planning Dates:

Tuesday, August 17, 2021	Evaluation review and planning meeting
Friday, October 15, 2021	Planning meeting
Friday, October 22, 2021	Planning meeting
Thursday, October 28, 2021	Planning meeting

The final evaluation plan required very little change in the patterns of practice related to the previous evaluation plan. Mr. Hammar and Dr. Pradere shared the 2021-2022 evaluation plan with School leaders, Site Coordinators, Assistant Site Coordinators, and program instructors during the October SAFE program implementation meetings.

Each SAFE program school is participating in a Continuous Improvement Process (CIP), and their plan was due to the Nevada Department of Education on December 1, 2021. This process was formerly known as the School Improvement Planning Process. Mr. Hammar worked with site principals and program leaders to identify where the SAFE Program was connected to the CIP plan and how services could support the school in the school improvement process. Program changes occurred as a result of this work. when this happened, Mr. Hammar and Dr. Pradere will make changes to the program evaluation as needed.

Mr. Hammar and Dr. Pradere completed the evaluation plan and submitted it to the Nevada Department of Education on November 1, 2021.

Once the plan was completed, the evaluation team met monthly to monitor progress and make system changes as data became available. This process allowed the team to operate the program, review program information, and make necessary adjustments as data became available. The evaluation team followed the evaluation plan and data collection procedures as designed. The information collected through this process has formed the foundation of this evaluation document. (See Appendix A: Program Evaluation Plan, p. 24)

The general theme of program services:

The SAFE Program followed the 21st Century guidelines provided by both the U.S. Department of Education and the Nevada Department of Education. It provided services to students in a manner that addressed both academic and enrichment requirements. The academic portion was directly aligned to work completed in the classroom. The work centered on homework and assessment opportunities that gave students an academic boost. The enrichment portion aligned students with applied experiences, including Lego robotics, arts & crafts, physical fitness, Red Rover, and other high-interest activities. These were high-quality extended experiences that tapped into student's interests and provided a sense of accomplishment as they completed each learning activity.

The SAFE Program aims to support students in being successful in the regular classrooms while expanding their interest and academic potential in ELA, math, and science. The program typically targets academically underperforming students that require additional assistance to stay on par with their peers.

The SAFE staff worked very hard to build a welcoming environment and to provide high-interest activities for students. In addition, the team constantly worked to connect with students and help them feel part of the program. As a result, students often shared that they enjoyed the program and felt like it helped them improve their overall school performance.

Throughout the 2021-2022 school year, SAFE staff delivered the program with fidelity and provided learning opportunities considered high-interest, high-quality learning experiences for participating students.

General facts about the school and the SAFE program:

Floyd Elementary is a public elementary school located in Pahrump, Nevada, that provides academic services to approximately 568 students per year. The ethnic makeup of the student body was primarily white (61%), Hispanic (26%), multiracial (10%), and black (1%). The rest represent Native Americans (1%) and Pacific Islanders (1%). The school is considered high poverty as 100% of the student body is eligible for Free and Reduced-Price Lunch (FRL).

The demographic makeup of students participating in the SAFE Program is closely aligned with that of the general student population. The table below represents the population of students who participated in the SAFE program.

Table 1A: SAFE Program Demographic Makeup – Hours of Attendance

Floyd Elementary School SAFE Program	Total Number of Students		Number of Hours				
Students	Total	Less than 15 hours (1,0)	15-44 hours (1,0)	45-89 hours (1,0)	90-179 hours (1,0)	180 - 269 hours (1,0)	270 hours or more (1,0)
	111	25	17	18	51	0	0
		23%	15%	16%	46%	0%	0%

Floyd Elementary School SAFE Program - Participation and Demographic Make-up										
Ethnicity	Ethnicity	# of Students	% of Students	Less than 15 hour	15-44 hours (1,0)	45-89 hours (1,0)	90-179 hours (1,0)	180 - 269 hours (1,0)	270 hours or more (1,0)	Total
Asian	A	0	0%	0	0	0	0	0	0	0
Black	B	5	5%	1	3	0	1	0	0	5
Caucasian	C	57	51%	12	10	10	25	0	0	57
Hispanic	H	31	28%	6	1	5	19	0	0	31
Native American-Alaskan Native	I	4	4%	1	0	0	3	0	0	4
Mixed Race	M	14	13%	5	3	3	3	0	0	14
Pacific Islander	P	0	0%	0	0	0	0	0	0	0
Total		111	100%	25	17	18	51	0	0	111

Table 1A: Demographic makeup: Represents the demographic makeup of the entire population of students who participated in the SAFE program (111 students).

Program attendance:

Average Daily Attendance: The average daily attendance at the SAFE program was 60 students for the 2021-2022 school year. In a review of the month-to-month participation between the 2020-2021 and the 2021-2022 school years the participation levels improved significantly as the school moved out of the pandemic restrictions. These results are positive as the school was able to bring students back to the program.

Figure 1B: SAFE Program Attendance Comparison 2019-2020, 2020-2021, and 2021-2022 School Years
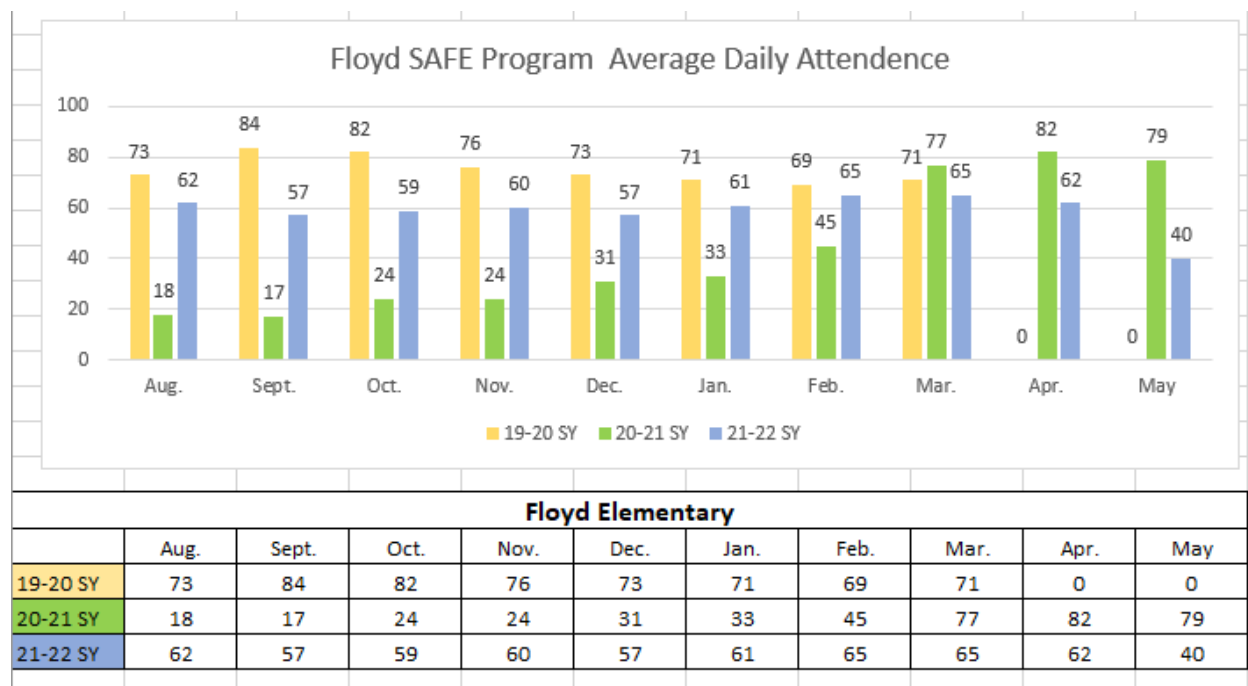

Floyd Elementary										
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
19-20 SY	73	84	82	76	73	71	69	71	0	0
20-21 SY	18	17	24	24	31	33	45	77	82	79
21-22 SY	62	57	59	60	57	61	65	65	62	40

Figure 1B: Average daily attendance comparison by month for the 2019-2020, 2020-2021, and 21-2022 school years.

Student recruitment and selection for the SAFE program:

Floyd staff operated the program as an intervention-based model. A combination of SAFE staff, classroom teachers, administrators, and teacher interventionists identified students struggling academically and then recruited those students to be part of the program. These students were typically underperforming in one or more academic areas, and the goal for these students was to join the SAFE program to improve their grades quickly. Usually, students addressed their short-term academic deficiencies within one or two days. This type of intervention focused on helping students catch up and improve their current grades within one or two days.

In addition, the SAFE Program provided students the opportunity to participate in high-quality, high-interest enrichment opportunities. The program helped students to expand their personal and academic

horizons. Finally, staff considers this program a place where students can safely connect with the educational system. This connection allows students to be more successful during the school day.

Program days and hours of service:

School year program:

The SAFE Program operated from August 9, 2021, through May 17, 2022, and it included 128 days of service at 20 hours per week. This equates to a total of 640 hours of service. Student services ran from 7:45 AM to 9:15 AM and 3:15 PM to 5:45 PM, Monday through Thursday. By utilizing this time frame and days of service, Floyd Elementary met the afterschool requirements of 300 hours of service per year as established by the Nevada Department of Education NDE.

Summer session:

The Floyd Elementary SAFE Program did not offer a summer school option during the 2021-2022 school year.

Program location and supervision:

The SAFE Program was a school-based program facilitated by the NyE Communities Coalition in coordination with the Nye County School District (NCSD). Site coordinator Pamela Smith facilitated the daily program operation along with the assistant site coordinator Mariah Delgadillo. The program director was Jeff Hammar, the Director of Wellness/SAFE Elementary Program for the Nye Communities Coalition.

- Program location:

  Floyd Elementary School
  6181 Jane Ave
  Pahrump, NV 89061

- Supervisory Organization

  NyE Communities Coalition
  120 E. Wilson Rd.
  Pahrump, NV, 89048

The NyE Communities Coalition supervised the project and served as the fiscal agent.

Staffing:

In order to implement the SAFE program, the NyE Communities Coalition hired a total of nine staff members. These included four school day teachers, two community members, two administrators, and one high school student.

Staff Training:
During the 2021-2022 school year, there were several training opportunities provided to staff. The training supported systems operations, program improvement, and program management opportunities. The specific training sessions are listed below in Table 1B.

Table 1B: Professional Development for Staff Members

Professional Development	Number of Staff
Beyond School Hours Conference	1
Cayen Training	1
District or Organization Training	1
Nye Communities Coalition SAFE Orientation Meeting	7

Table 1B: Professional development for staff members: Represents the training and attendance opportunities for staff members for the 2021-2022 school year

Program Terms 2021-2022:

Morning program:

- *Morning start-up - 7:45 AM: to 8:30 AM*: Students begin arriving at the program at 7:45 AM, where they sign in and move into the multipurpose room where the SAFE staff greets them. Students get started on completing their homework or moving into some optional activity centers that staff put together. The optional activities include Legos, Silent Reading, Coloring, drawing, Recycling, or chrome book.

- *Silent Reading is 7:45AM: to 8:05 AM:* All students when they arrive will picture read or silent read books. This is a 20-minute event. Older students can read to siblings or younger students.

- *Morning choice of activities above 8:05 AM: to 8:40 AM:* During this time students will choose Coloring, Lego's, Chromebooks, or Homework Help (our instructors & Coordinators will assist) We recycle twice a week and it would be in this time frame.

- *Morning Clean-up & Recess 8:40 AM: to 9:05 AM:* Children clean up what they are doing, line up and go outside weather permitting. All instructors and Coordinators will be outside with the kids keeping an eye on the playground.

- *Exit morning program 9:05 AM:* students transition into their classrooms and begin their regular school day. Younger grades are escorted to class by staff members.

Throughout the morning session, staff coordinates the student activities while maintaining close supervision of students in both learning centers and whole-group activities. Students remain highly engaged throughout the process. Students are Never left unattended.

Afternoon Program:

- *Afternoon check-in: 3:15 PM: to 3:30 PM:* Students check into the program at the multipurpose room, gather their snacks, and have some time to eat their snacks with others before transitioning into the program.

- *3:30 PM: to 3:45 PM:* Students move outside to participate in recess activities, where SAFE staff supervises them in general outdoor movement experiences. The time is spent in the outside activities areas, including play structures and athletic fields.

- **3:45 PM: to 4:45 PM:** Students meet with their grade level teacher and focus on Math, Reading, and Homework, Tutoring, or Sciences. This is a time for students to expand their academic skills and includes the following activities:
  - Math
  - Reading and Writing
  - Science and Social Studies
  - Homework
  - Tutoring

- *Preferred Enrichment Activities - 4:45 PM: to 5:45 PM:* Students move to preferred enrichment activities which include Art Lessons, Readers Theater, Coding, Mindworks Program, Diamond Painting, Bead Pets, Music, Pick a better snack, Craft of the Day, STEAM, Lego Robotics, 4-H, and Red Rover.

- **5:30 PM: to 5:45 PM: Check out closing the Program:** Students check out with their parents from the multipurpose room. Staff closely supervise the check-out process making sure students safely exit the program.

As in the morning sessions, staff closely monitor student activities, keeping them engaged through each of the afternoon's experiences. Staff ensures that we sweep up and pick up any mess that SAFE made while using this room an make sure that all chrome books and cabinets are locked up. Staff leave together for safety.

Table 1C: Enrichment activities 2021-2022 School Year

Enrichment Activities Included the following:	
Arts and Crafts	School-related arts and crafts activities
Lego robotics	Students designed, coded, programmed, and operated Lego robots.
STEAM	Teachers design hands-on high-interest science, engineering, and math activities that help build essential applied science skills for participating students.
Produce of the Month	This project is funded through a SNAP ED grant. This direct education and social marketing intervention aims to increase fruit and vegetable consumption and promote daily physical activity among children.
Physical Education.	Staff developed a series of activities that promote movement and skill development.
Red Rover	Students completed a physical fitness unit with the Red Rover group. Students receive guidance and fitness development during a three to four-week period. At the end of the training period, students tackled an obstacle course that allowed them to demonstrate their fitness and skill levels.
Child Abuse Prevention	This program followed the **ChildHelp Speak Up Be Safe Curriculum.** During two 35-minute sessions, a trained facilitator presented research-based, age-appropriate lessons to help children learn the skills to prevent or interrupt cycles of neglect, bullying, and child abuse (physical, emotional, and sexual.) The Childhelp Speak Up Be Safe curriculum includes information for children, parents, teachers, and communities to reinforce important safety rules.

Table 1C: Represents the enrichment activities offered to SAFE participants during the 2021-2022 school year.

Nye Communities Coalition (NyECC) – SAFE Afterschool Program

On Site, Virtual, or Hybrid: On site

Site: Floyd Elementary School   District/Organization: Nye Communities Coalition (NyECC)

Site coordinator: Pamela Smith   E-mail: safepa6@nyeschools.org

Site assistant: Mariah Delgadillo   E-mail: safepa3@nyeschools.org

21ₛ CCLC Program Information
School Year Program

Start Date: 08/09/2021   **End Date: 05/17/2022**

Day	Before School Hrs.	After School Hours	Daily total hours
Monday	7:45 – 9:15	3:15 – 5:45	5
Tuesday	7:45 - 9:15	3:15 - 5:45	5
Wednesday	7:45 - 9:15	3:15 - 5:45	5
Thursday	7:45 - 9:15	3:15 - 5:45	5
Friday	0		
Saturday	0		
Sunday	0		
		Total Program Hours:	20 (all in person)

21ₛ CCLC Program Information
Summer Program

Start Date: _____   **End Date: _____**

Day	Before School Hrs.	After School Hours	Daily total hours
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			
		Total Program Hours:	

School Information

First Day of School: 08/09/2021   Last Day of School: 05/17/2022
School Hours: 9:15am - 3:15pm   Early Release Hours: N/A
Student Enrollment: Approximately 568

Advisory Board Dates: October 6, 2021   January 19, 2022   May 11, 2022
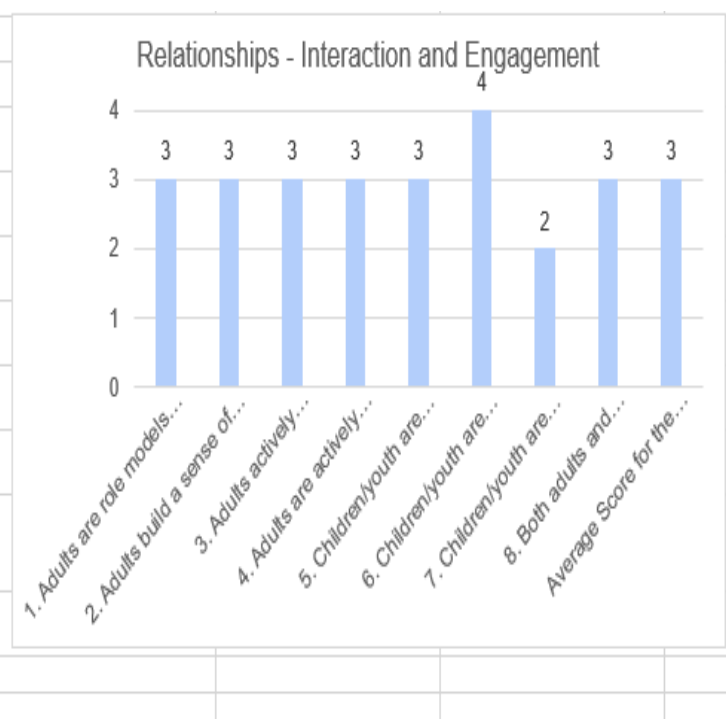
Floyd Elementary Program Quality Self-Assessment:

In order to develop a comprehensive view of the Floyd Elementary SAFE program, the program director, Mr. Hammar, facilitated a program self-assessment process utilizing a review tool adapted from the Connecticut Afterschool Network (2021). Utilizing a team approach to conducting the data collection process, Mr. Hammar and Ms. Nelson gathered an observation team made up of teachers and staff members from the Hafen, J.G. Johnson, Manse SAFE programs, and the Program Evaluator, Dr. Pradere. Mr. Hammar and Ms. Nelson also served on the team. The observation team conducted a formal observation on 2/17/2022. This process was followed by a collaborative interview with the program site coordinator, which included the observation team members on 3/30/2022. This process allowed the team to develop a consensus rating score on each element. The results of each section of the self-assessment are posted below.

**Figure 1C: Program Quality Self-Assessment Results Floyd Elementary 2021-2022 School Year**

1. Relationships – Interactions and Engagement

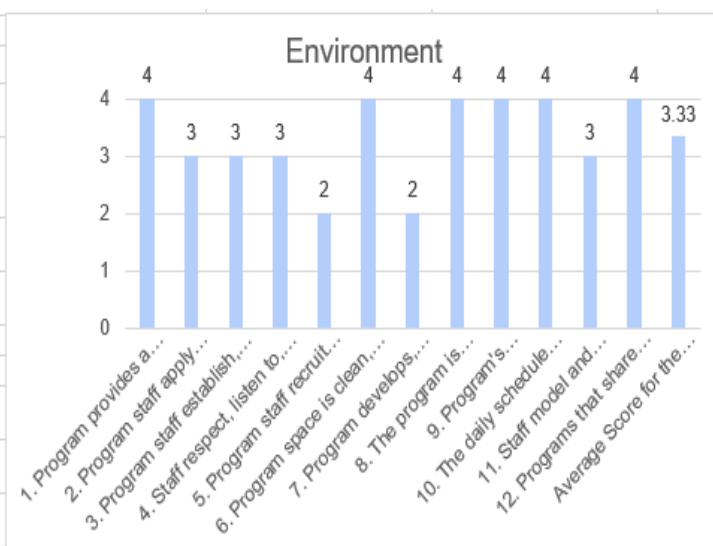| Floyd Elementary	
1. Relationships - Interactions and Engagement	**Score**
1. Adults are role models of positive and respectful relationships with both fellow staff and children/youth.	3
2. Adults build a sense of community and a welcoming, positive social/emotional climate.	3
3. Adults actively implement strategies to build positive relationships with each and every child/youth participant.	3
4. Adults are actively engaged with the children/youth as observed through their enthusiasm, interest, and interactions.	3
5. Children/youth are shown how to make responsible choices and offered opportunities to practice these skills.	3
6. Children/youth are empowered to request, design, and/or select activities that follow emerging interests.	4
7. Children/youth are active participants in leadership activities that may include program planning activity leading, evaluation, and community outreach.	2
8. Both adults and children/youth promote physical and emotional safety through a culture of support, inclusion and mutual respect.	3
Average Score for the section	**3**

2. Family and Community Partnerships

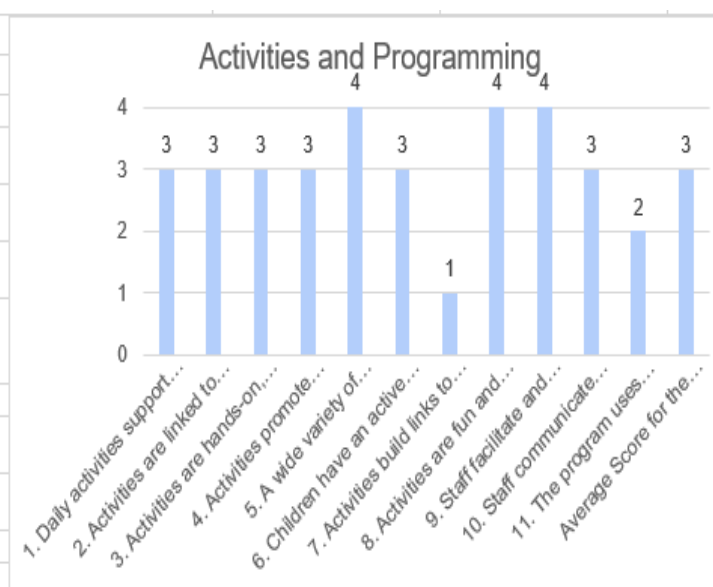| Floyd Elementary	
2. Family and Community Partnerships	Score
1. Program staff acknowledge, welcome, and treat family respectfully.	3
2. Program staff regularly consider the assets of families, their culture, background, values, and traditions as they relate to program activities and mission.	3
3. Program staff involves families in decision making and program planning.	2
4. Program staff communicate regularly with families concerning the well-being and progress of the child.	3
5. Program staff collaborate with community health and social service agencies to meet the needs of individual families and information available to families.	2
6. Program staff act liaison between school and families to increase parent knowledge about school resources, activities, and expectations.	3
7. A sense of partnership is established between the school and after school program that involves frequent communication, sharing of academic resources (website/curriculum), and aligned behavior management strategies.	3
8. School building administration and the after school site leader meet regularly (at least monthly) to discuss the program and address student needs.	2
9. After school staff attend 504/IEP meetings and are actively involved in school community (committees/events/etc.)	1
10. Program staff build relationships with arts, cultural and other community institutions to expand and enhance after school offerings.	1
11. Program promotional materials (recruitment, handbooks, etc.) are in the language of the families and include the message that children/youth with special needs are welcome.	2
12. Program engages in school and community collaborations to plan and implement intentionally designed programs based on youth needs and interests.	3
Average Score for the section	2.33
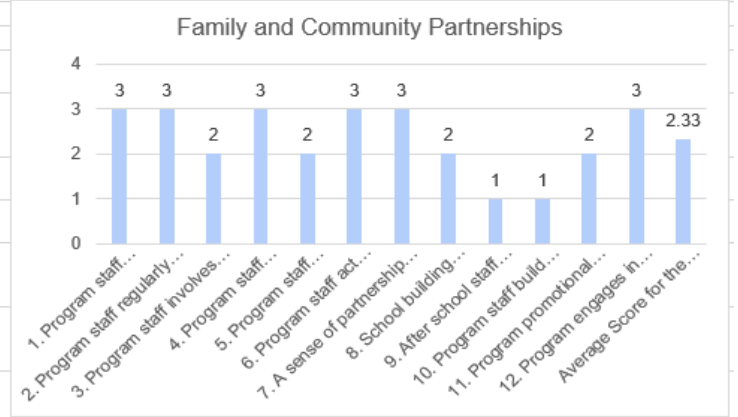
3. Environment

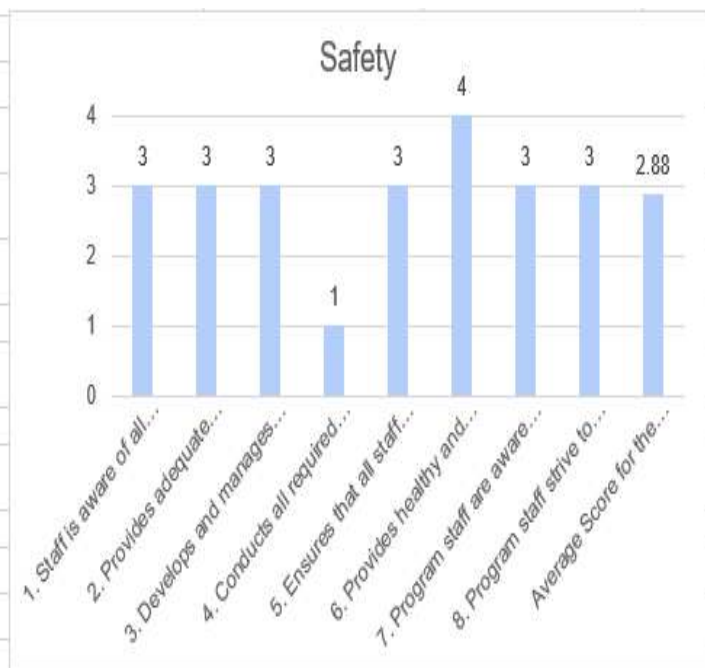| Floyd Elementary	
3. Environment	Score
1. Program provides a stimulating, welcoming, and supportive environment for all children/youth.	4
2. Program staff apply behavior guidance techniques appropriately and consistently and encourage and guide youth to resolve their own conflicts.	3
3. Program staff establish, maintain and communicate code of conduct to participants, staff, and their families.	3
4. Staff respect, listen to, and appropriately respond to the needs and feelings of youth.	3
5. Program staff recruit and welcome youth with disabilities.	2
6. Program space is clean, safe, and inspected regularly.	4
7. Program develops, implements, and shares approved safety plans and procedures with staff and families.	2
8. The program is appropriately and adequately equipped for activities being conducted.	4
9. Program's indoor/outdoor space meets or exceeds local health and safety codes (and child care licensing regulations if applicable).	4
10. The daily schedule provides balance of both indoor/outdoor and low/high energy activities.	4
11. Staff model and facilitate positive interactions to promote healthy relationships.	3
12. Programs that share space have written agreements and communicate regularly with school teachers/staff/administration.	4
Average Score for the section	3.33

4. Activities and Programming

Floyd Elementary	
4. Activities and Programming	Score
1. Daily activities support the program mission and vision.	3
2. Activities are linked to school day but offer expanded and enriched exploration of topics.	3
3. Activities are hands-on, project based, intentional, and build on previous activities (sequential).	3
4. Activities promote reflection, problem solving, and independent thinking (active).	3
5. A wide variety of activities are available that reflect the interests of the children/youth and their increasing maturity and skill mastery (focused).	4
6. Children have an active role in activity planning and implementation.	3
7. Activities build links to the community and include service learning projects.	1
8. Activities are fun and engaging. Children and youth are active participants.	4
9. Staff facilitate and participate in all program activities with youth.	4
10. Staff communicate with each other during program hours about youth and program needs as they arise.	3
11. The program uses assessment tools to identify individual learning needs and measure progress toward goals (explicit).	2
Average Score for the section	3

5. Safety

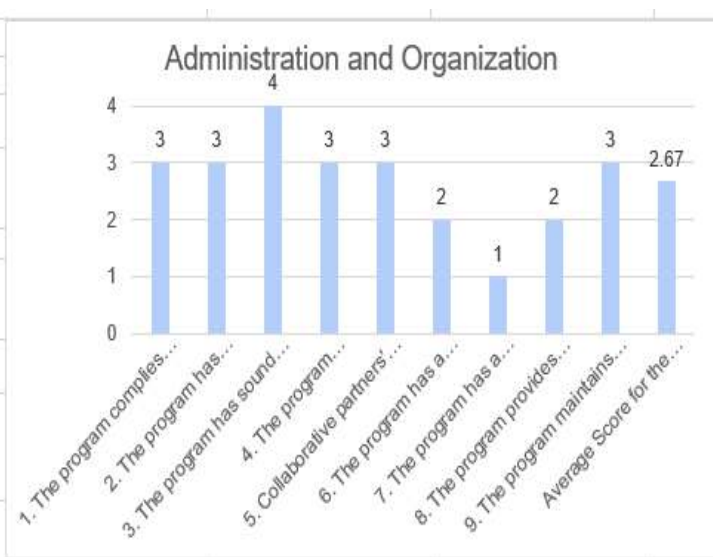| Floyd Elementary	
5. Safety	Score
1. Staff is aware of all requirements regarding health and safety procedures.	3
2. Provides adequate security and participants are supervised by an approved adult at all times.	3
3. Develops and manages effective arrival and dismissal procedures and plans for safe travel home.	3
4. Conducts all required fire/safety drills.	1
5. Ensures that all staff have current CPR, First Aid, and Blood Borne Pathogen training.	3
6. Provides healthy and nutritious snacks.	4
7. Program staff are aware of and record any special health needs of children/youth.	3
8. Program staff strive to be role models of healthy behaviors.	3
Average Score for the section	2.88

6. Staffing and Professional Development

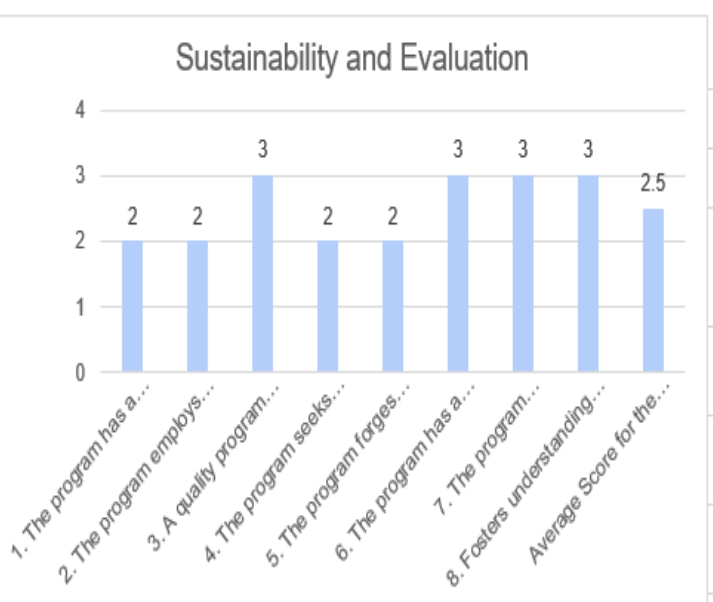| Floyd Elementary	
6. Staffing/Professional Development	Score
1. The director is committed to his/her own professional development and attends and participates in training.	3
2. Program recruits, hires, and develops staff who reflect the diversity and culture(s) of the community.	3
3. Treats staff as professionals and provides opportunities for advancement and growth.	3
4. Program ensures staff members have competence in core academic areas, where applicable.	3
5. Program maintains staff-to-participant ratio as per state regulations, where applicable.	3
6. Program provides positive working conditions for staff and appropriate supervision, support, and feedback.	3
7. Program assesses professional development needs of staff and provides appropriate supports such as training, coaching, mentoring, and peer learning.	2
8. Program has regular staff meetings with written agendas.	2
9. All staff, including volunteers, receive orientation to work responsibilities and emergency plans that are in place for natural or other disasters.	2
10. All staff, including volunteers, are screened for prior criminal records, child protective service findings, and other improper conduct.	4
11. Program has a plan in place to provide adequate staff coverage in case of emergency.	3
12. Staff have access to professional development resources (library, organizational memberships, opportunities to visit other sites).	2
13. Program provides salaries that support consistency and continuity of staffing.	1
14. Program staff upholds basic principles of trust, confidence, honesty, integrity and respect in professional and business relationships.	3
Average Score for the section	2.64

7. Administration/Organization

Floyd Elementary	
7. Administration/Organization	**Score**
1. The program complies with government mandates such as licensing.	3
2. The program has policies, procedures, and schedules that are responsive to the needs of children/youth and families in the community.	3
3. The program has sound fiscal accounting polices and procedures.	4
4. The program establishes strong links to the school day that includes, for example, activity planning, sharing space and resources, and emergency, procedures.	3
5. Collaborative partners' roles and expectations are clearly defined and maintain regular and ongoing communication.	3
6. The program has a handbook for families that includes policies and procedures for scheduling, behavior, emergencies, filed trips, linkages to the school day, and inclusion of special needs children/youth.	2
7. The program has a comprehensive staff handbook that includes, for example, clear expectations, behavior management protocol, and social media use policy.	1
8. The program provides staff with frequent regular opportunities for professional development and program administrators seek training in supervision and program management.	2
9. The program maintains current and accurate records, including, for example, schedules, enrollment, registration documents, and personnel files.	3
Average Score for the section	**2.67**

8. Sustainability and Evaluation

Floyd Elementary	
8. Sustainability and Evaluation	**Score**
1. The program has a clear mission statement and is accountable for measuring progress toward those goals.	2
2. The program employs staff members who know, understand, and embrace the program's mission and goals.	2
3. A quality program involves key stakeholders, including, staff, board of directors, school administration and personnel, and families and children/youth in long-term planning, fiscal management, and decision-making.	3
4. The program seeks active partnerships with higher education, businesses, arts and cultural institutions, and community organizations that can help support the program mission.	2
5. The program forges relationships with advocates for program quality and availability with community leaders, businesses, other afterschool providers, and elected officials.	2
6. The program has a effective marketing strategy that publicizes the program and its achievement within the school and broader community.	3
7. The program establishes a regular and systematic method for assessment of all program aspects (activities, staffing, student engagement) and uses these findings for continues program improvement.	3
8. Fosters understanding and appreciation for established program quality standards, evaluation and program improvement among staff.	3
Average Score for the section	**2.5**

General summary of self-assessment results:

A general review of the results of this self-review process indicated that the SAFE staff serving students at Floyd Elementary provided outstanding opportunities for improvement on the campus. The staff created a positive and supportive environment for students. They created strong academic and enrichment opportunities that would support each student's academic and personal growth. They established strong routines and kept students actively engaged throughout each learning session. The site implemented the requirements of the 21st Century program with fidelity and met each of the requirements set forth by the Nevada Department of Education. A deeper description of the strengths and challenges of the program are posted on p. 20.

Family engagement:

The SAFE Program offered five family engagement opportunities that included a Halloween, Christmas, and Valentines Night, Family Bingo, and Red Rover Obstacle Course. Average attendance for these events was 20 - 30 participants, with Valentine's Night having 72 participants.

Transportation:

The SAFE Program does not offer transportation for participating students. Parents pick up and drop off students at the SAFE Program each day.

Advisory committee:

Each of the NyE Community Coalition SAFE afterschool programs is located in the city of Pahrump. The programs are very similar and access common community resources. For this reason, program leaders chose to move to a single advisory committee meeting that supports all four programs (Floyd, Hafen, J.G. Johnson, & Manse). The advisory committee met three times during the 2021-2022 school year. The meetings took place on October 6, 2021, January 19, 2022, and May 11, 2022. This committee is high functioning and provided an excellent opportunity to share information and gather guidance in support of the program. Please see the SAFE Advisory Meeting agendas and minutes on p. 35.

Field trips:

SAFE staff did not schedule any field trips for the 2021-2022 school year due to the Covid 19 Pandemic.

School connections:

The academic support focused on assisting students to complete their homework and improve their grades in each of their content areas. Teachers provided homework help to students by first accessing Canvas and assisting students in identifying and then completing quizzes and assignments. Teachers worked with students to first be sure that the student could complete the task independently. If so, they monitored progress and made sure the homework was completed. If the student required further

guidance, the supervising teacher provided a mini lesson to understand the expectation and complete the required task. This process created a tight connection between work completed at SAFE and the required work assigned by the classroom teacher.

The enrichment activities followed the 21st Century formula and were designed to generate student interest and expand the academic horizons of program participants. The staff created activities that allowed students to participate in physical activity, health, music, art, and STEM experiences. The experiences were grade-level appropriate and helped develop the students' academic foundation in alignment with school expectations.

Program partners:

The NyE Community Coalition has formed several partnerships to support the SAFE program. The partners include:

- **AmeriCorps:** Supported program staffing in coordination with NyECC.
- **Child abuse prevention:** During two 35-minute sessions, a trained facilitator presented research-based, age-appropriate lessons to help children learn the skills to prevent or interrupt cycles of neglect, bullying, and child abuse (physical, emotional, and sexual.) The Childhelp Speak Up Be Safe curriculum includes information for children, parents, teachers, and communities to reinforce important safety rules.
- **Produce of the Month:** This enrichment element was funded through a SNAP-ED grant. This direct education and social marketing intervention aimed to increase fruit and vegetable consumption and promote daily physical activity among children.
- **Red Rover:** Physical fitness organization that facilitates a health and physical fitness program for the SAFE project

Student Academic Performance

In order to measure the academic performance of students who participated in the SAFE program, the SAFE program leadership chose to determine if the SAFE program participant met their Rasch Unit (RIT) growth targets on the MAP assessments. The comparison addressed the results that occurred between the fall and spring administration of the MAP assessment.

NWEA MAP results:

The Nye County School District administers the MAP assessment in the fall, winter, and spring each year. The results of these assessments were used to review student progress in English Language Arts (ELA) and math against the performance of similar students from across the country. As students take the exam, the assessment adjusts the knowledge and level of rigor the student is exposed to, based on each response. In essence, as students answer questions, the depth of knowledge and difficulty increases as each correct response is provided. If students respond incorrectly, the complexity of questioning moves down. This process allows the MAP program to formulate a reliable picture of what each student knows and can do. Once compiled, the results provide a comprehensive picture of what students have mastered and what content requires additional attention.

Along with providing a skill-based picture of every student, the MAP assessment also provides a projected level of growth. On a national level, students should build essential skills each month, which can be measured in RIT points on this exam. In other words, as students gain skills that are measured on the exam, the RIT points earned by each student go up.

The MAP assessment can also be used as a diagnostic tool to measure student skills across the essential state and national standards in both ELA and math by looking at the RIT score earned by each student. By utilizing the RIT to Concept map, school staff can identify the specific skills that students have mastered on a majority of the essential state standards in the core areas of math and ELA. Currently, the SAFE staff is not using the RIT scale to identify student skill sets and provide interventions based on that information. However, they are assisting students with their homework, which does help to improve student skills. In a general way, the SAFE Program supports students to better understand the content they are learning in the classroom. The MAP assessment will measure the extent to which students have mastered essential learning connected to state and national standards over time. For purposes of this study, the researcher is attempting to determine if SAFE students mastered essential standards at the same rate as their national norm peer group on the MAP assessment. In other words, did the RIT point growth for the SAFE students meet that of their national peer group?

Many factors can impact student growth scores on the MAP assessment, including the quality of instruction in the classroom, student connectedness to the learning experiences, and possibly support students received in the SAFE program. Therefore, if students meet their RIT growth targets, we cannot attribute that success to the SAFE Program alone. However, we could say that the SAFE program may have contributed to student success on the MAP assessment.

Figure 1G: 2021-2022 Fall to Spring MAP Comparison for All SAFE Students - Mathematics

Hours of SAFE Attendance and Growth Performance on the MAP Assessment 2021-2022 School Year - Mathematics							
	Math	Did not take both assessments	Did take both assessments	Met Growth Fall to Spring	% of students	Did not meet growth Fall to Spring	% of students
All SAFE students	111	16	95	57	60%	38	40%
Less than 15 hours	25	10	15	7	47%	8	53%
15 to 44 hours	17	1	16	6	38%	10	63%
45 to 89 hours	18	3	15	9	60%	6	40%
90 to 179 hours	51	2	49	35	71%	14	29%
180 to 269 hours	0	0	0	0	#DIV/0!	0	#DIV/0!
270 or more hours	0	0	0	0	#DIV/0!	0	#DIV/0!

Figure 1G: Represents the number of students who attended the SAFE program and met the norm RIT growth rates on the MAP assessment.

Figure 1H: 2020-2021 Fall to Spring MAP Comparison for 30-day Attendees - ELA

Hours of SAFE Attendance and Growth Performance on the MAP Assessment 2021-2022 School Year - ELA							
	ELA	Did not take both assessments	Did take both assessments	Met Growth Fall to Spring	% of students	Did not meet growth Fall to Spring	% of students
All students	111	17	94	50	53%	44	47%
Less than 15 hours	25	10	15	9	60%	6	40%
15 to 44 hours	17	1	16	8	50%	8	50%
45 to 89 hours	18	3	15	7	47%	8	53%
90 to 179 hours	51	3	48	26	54%	22	46%
180 to 269 hours	0	0	0	0	#DIV/0!	0	#DIV/0!
270 or more hours	0	0	0	0	#DIV/0!	0	#DIV/0!

Figure 1H: Represents the number of SAFE attendees who met the norm RIT growth rates on the MAP assessment.

Schools that perform at the national average on the MAP assessment will have at least 50% of their student population meeting the RIT growth targets on the fall to winter administration of the MAP assessment in math and reading. The SAFE students at Floyd elementary exceeded this target in mathematics, with 60% of the students meeting or exceeding their growth target. In ELA, 53% of all SAFE students met or exceeded the growth targets. In a pandemic year, this represents some very positive results.

In the area of mathematics, SAFE students who attended between 45 and 179 hours performed at a higher rate than those students who attended SAFE less than 44 hours. In the area of ELA there was not a discernible difference between the performance of students when comparing the range of participation between 0 and 180 hours.

Overall, in both the areas of math and ELA, students performed relatively well on the MAP assessment. The combination of services in the classroom and the afterschool program helped students to maintain their academic progress for the 2021-2022 school year.

School Day Attendance Rates for SAFE Program Participants:

The Nevada Department of Education added a new student performance measure to the 21st Century Requirements during the 2021-2022 school year. This new measure is student attendance rates during the regular school day.

Table 1F: 2020-2021-2022 SAFE Students Attendance During the Regular School Day

Floyd - SAFE students who demonstrated greater than 90% during the regular school day.					
	Total # of students	# of students with Greater than 90% Attendance	% of students with Greater than 90% Attendance	# of SAFE students with Less than 90% Attendance	% of SAFE students with Less than 90% Attendance
2020-2021	97	83	86%	14	14%
2021-2022	111	89	80%	22	20%

Table 1F: SAFE student attendance during the regular school day – This data represents the attendance rate of SAFE participants during the regular school day.

A review of the data shows that the attendance rate in school of SAFE participants dropped between the 2020-2021 school year and the 2021-2022 school year. However, we believe that the difference may be related to the way the data was calculated between school years. Due to COVID rules, attendance was based on the hybrid school model, where attendance was a combination of at-home and in-school calculations. However, during 2021-2022 attendance was measured by a student attending in person at school. A future comparison utilizing a common measurement between the 2021-2022 and 2022-2023 will likely provide a more accurate comparison if the school continues to use a full in-person instructional model during future school years.

Areas of program improvement from 2020-2021 that took place during 2021-2022:

There were two specific areas that the SAFE staff addressed during the previous school year. These areas included:

- Transition times between activities
- Students leaving the program continuously during service hours of the afterschool program, limiting services and causing disruptions to program classes

Transition times:

During the 2020-2021 program review SAFE staff noted through the data collection process that there was a lot of instructional and enrichment activity time lost as students transitioned between activities. Staff made a conscious effort to eliminate that time loss. Their efforts were effective, in that this down time was not observed during the program review conducted during the 2021-2022 school year.

Students leaving early:

During the 2020-2022 program review SAFE staff identified that parents were constantly picking up their students throughout the afterschool program opportunities. This early pick up was causing unnecessary distractions and reduced learning opportunities for participating students. To address this, SAFE staff set to designated pick up times that fell within the SAFE schedule. Parents honored this change and this change in practice resolved this issue.

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Program Systems Summary:

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Program strengths:

The SAFE Program implemented the 21st Century model with fidelity. Staff met program requirements and provided opportunities for students to receive academic support and participate in enrichment activities that expanded their horizons.

The program strengths included:

- Creating a positive and supportive environment
    - Applying safe, efficient check-in and check-out procedures
    - Greeting students warmly, connecting to students throughout the program
    - Developing an environment that promoted a sense of belonging
- Connecting students to classroom work through the use of the student information system
    - Teachers connect with students as they arrive at each academic session
    - Providing effective support and guidance to students as they work through their assignments
- Providing an appropriate combination of homework help and enrichment opportunities
    - Facilitating strong enrichment activities that are of high interest and, in many cases, build upon academic work
- Staff kept students actively engaged in both homework and enrichment sessions
- Procedures and transitions:

- o   Students were clear about expectations and moved through appropriate activities requiring limited guidance
- ● Documentation Procedures:
    - o   The SAFE staff has established routines to collect the required information and post the required data in CAYEN. They are also working with the Nye County School District office of accountability to have required data imported into the CAYEN system.

Program challenges:

- ● Instructional scaffolding
    - o   One of the challenges identified in this program is that much of the support is focused on homework help. Although the homework help model will assist students in completing an assignment, it may not be enough to master an essential skill. There are cases where students may require additional scaffolding and experiences to master specific knowledge or skill.
    - o   Along this same line, the MAP assessment can be used to define specific skill sets for students. Utilizing this information, SAFE staff can develop specific intervention experiences that can be used to develop student skills for the long term. This MAP-related targeted intervention could be used along with the homework help model to allow students to develop essential skills and improve their overall performance in the classroom and on state standardized tests.

        - ▪ If SAFE Staff decide to include the MAP component, they may want to consider dividing their program into three separate elements: homework help, enrichment, and academic enrichment. The academic enrichment would serve as a connection to the MAP component. Students would work with teachers during the academic enrichment time to build the skills identified on the NWEA RIT to Concept Tool. This three-pronged approach may allow students to receive direct interventions on skills they will need moving forward. By retaining experiences that support homework help and enrichment opportunities and adding support with skills identified on the MAP, staff could increase the academic potential of each student that it serves.

        - ▪ If SAFE staff move to add this third component, they should also use a targeted selection process for participating students. The selection process may lead to identifying students who may be low performing but also fall within specific RIT performance ranges. This process would allow the school to identify the students who have the highest academic need and use the MAP information to group students so that the interventions could be more aligned to the skill sets of the participating students. If staff proceeds with this change, it is recommended that the school use data from the fall, winter, and spring administrations of the MAP assessment.

- **Staff and student handbook:**

  - One tool that can be very helpful to program staff and families is the presence of a handbook that outlines the policies and program opportunities that are provided through the afterschool program. SAFE staff identified that they did not have either a staff or family handbook and they are going to develop those documents to put them in place for the upcoming school year.

- **Connecting the SAFE Program to the School Performance Plan (SPP)**

  - There is not a clear connection between the SAFE Program and the school performance plan. School staff has not identified clear performance targets for students being served by the SAFE program. Also, there are no definitions of how the SAFE program can be used to address school performance with the support of the SAFE program. If the school is able to serve over a hundred students, and the interventions provided during the SAFE program are combined with success in the classroom, then RIT scores on the MAP will go up. This improvement is likely to help elevate the school's performance rating on the Nevada School Performance Framework, which is used to measure school performance in Nevada.

Summary:

The Floyd SAFE team has a well-established program that implements the 21st Century program in alignment with the requirements set forth by the Nevada Department of Education. As noted in the program strengths above, they established safe and effective routines for implementing the program. They divided student services between academic support and enrichment activities. They effectively addressed check-in & check-out procedures and worked closely with their advisory board to continue implementing the program. Finally, SAFE staff continually worked with students to build relationships and support students to meet their academic responsibilities.

Recommendations:

As noted throughout the report, SAFE staff built and implemented a strong program falling within the framework set forth by the Nevada Department of Education. The SAFE team should continue implementing the program addressing academic support and enrichment opportunities for the students they serve.

In order to improve the program site leadership should consider the following:

- Connecting the SAFE program to the School Improvement Planning process. This should include addressing specific student performance goals for the SAFE program. It should also identify how the SAFE Program can support school performance initiatives as specified on the School Performance Plan.

- o Once goals are set, site staff should set specific benchmarks, timelines for gathering data, and methods for reporting SAFE program results to key stakeholders over time.
- Consider building opportunities to use MAP data to identify specific student skills and plan for interventions to improve student performance on classroom and state assessments.
- Support SAFE staff to develop their staff and family handbooks so that they match program and school requirements and make sure those documents are available to staff and families at the start of the 2022-2023 school year.

Finally, I would like to recognize the SAFE staff for the ongoing support of the students that they serve. They continue to create a system that leads to increased academic performance and expands student learning opportunities through the use of high-leverage enrichment experiences.

References:

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Appendix A: Program Evaluation Plan

Description of the process:

Mr. Jeff Hammar, Director of Early Development/SAFE Elementary Program for the NyE Communities Coalition, chose to continue to operate the evaluation process utilizing a similar methodology applied during the 2020 – 2021 school year. Operating from that premise, Mr. Hammar and Steven Pradere, Ph.D., the external evaluator, collaborated on a plan to develop an external evaluation of the 21st Century afterschool programs (SAFE) implemented at Floyd Elementary, Hafen Elementary, J.G. Johnson Elementary, and Manse Elementary Schools.

The process began with Mr. Hammar and Dr. Pradere analyzing the 2020-2021 program evaluation results, reviewing state and federal requirements of the 21st Century Program, and then revising the previous evaluation plan to create the 2021-2022 SAFE program evaluation. Mr. Hammar and Dr. Pradere met on multiple occasions to establish the parameters of the process and outcome components of the evaluation.

Planning Dates:

Tuesday, August 17, 2021   Evaluation review and planning meeting
Friday, October 15, 2021   Planning meeting
Friday, October 22, 2021   Planning meeting
Thursday, October 28, 2021   Planning meeting

The final evaluation plan required very little change in the patterns of practice related to the previous evaluation plan. Mr. Hammar and Dr. Pradere shared the 2021-2022 evaluation plan with School leaders, Site Coordinators, Assistant Site Coordinators, and program instructors during the October SAFE program implementation meetings. During those meetings, if changes are made, Mr. Hammar and Dr. Pradere will adjust the plan and notify the Nevada Department of Education of the changes.

Each SAFE program school is participating in a Continuous Improvement Process (CIP), and their plan was due to the Nevada Department of Education on November 1, 2021. This process was formerly known as the School Improvement Planning Process. Mr. Hammar is working with site principals and program leaders to identify where the SAFE Program is connected to the CIP plan and how services can support the school in the school improvement process. Program changes may occur as a result of this work. If this happens, Mr. Hammar and Dr. Pradere will make changes to the program evaluation as needed. Mr. Hammar will notify the Department of Education if adjustments are needed.

Mr. Hammar and Dr. Pradere completed the evaluation plan and submitted it to the Nevada Department of Education on November 1, 2021.

21st Century program evaluation outline

Mr. Hammar and Dr. Pradere followed the evaluation report guidelines provided by the Nevada Department of Education in the 21st Century Community Learning Centers (21st CCLC) External Evaluation Guide to develop this program evaluation plan (NDE, 2020)

1. **Introduction and fact sheets**
2. **Program overview**
3. **Process evaluation plan and results**

Process Evaluation Plan			
Process Question	Process Measure	Data collection method and timeline	Responsible party
Adherence: Is the Program being implemented as designed?	Description of the program model per site and verification of the use of the model The Center provides opportunities for academic support. The Center provides a variety of additional services, programs, and activities (enrichment activities)	The site coordinator will produce a program description at the start of the current school year Observe academic support activities regularly Observe enrichment support activities regularly	Site coordinator Site coordinator Program director External evaluator Site coordinator Program director External evaluator
Exposure: What are the attendance rates of the participants?	Percentage of students who attended the program including those that attended less than 15, 15-44, 45-89, 90-179, 180-269, 270 hours or more.	Daily attendance records will be reviewed monthly	Site coordinator External evaluator
Quality: Is the Program being delivered in a high-quality manner?	The program staff completes a program self-assessment	Formal program observation will be conducted using a portion of the PQA — or another similar observation tool that provides a comprehensive picture of services provided by the SAFE Program The information includes a report of staff training	Site coordinator Program Director External evaluator
Engagement: How are participants responding to the program?	Percentage of stakeholders who report positive responses to program experiences: Students Parents Teachers	Parent, student, teacher survey results Survey results will be collected in March - April	Site coordinator Center Staff Data tech

4. Outcome evaluation plan and results

Outcome	Performance measure	Participants	Data collection procedures	Data analysis and reporting	Responsible Party
Elementary: Do students who participate in 21st-Century program interventions meet their growth targets on the MAP assessment?	Student growth on the MAP assessment and RIT performance level on the MAP Assessment (Fall and Spring Administrations) Additional comparison of performance by all participants as well as those who attended less than 15, 15-44, 45-89, 90-179, 180-269, 270 hours or more.	Students – Grades 1-5	Map results will be collected after the spring administration of the MAP assessment and will be used to compare fall and spring data for student growth as well as overall RIT scores for each SAFE participant	Descriptive statistics comparison	Site coordinator External evaluator Program director

5. Summary of strengths, recommendations, and next steps
6. Appendix
   a. **Executive summary**
   b. **Additional data**

Data Collection Table:

Process Data Collection (Section I)				
Process elements	Process Measure	Data collection method – Review Method	Timeline	Responsible party
Program description Program information times of service sheet	Program fact sheet. - Description - Enrichment opportunities - Family engagement opportunities Program information times of service sheet (Utilize NDE template)	Site coordinators produce short program descriptions, including enrichment opportunities for the program Site coordinator completes program information times sheet	Quarter 1 and is updated quarterly Quarter 1 and is updated quarterly or more often as needed	Site coordinator Site coordinator
Program review against 2021-2022 Nevada 21st Century Community Learning Center State Requirements (Include COVID 19 Flexibilities)	Compare program services to the NDE 21st Century Community Learning Center State Requirements	The evaluation team will review current services against state requirements. If the site-level program has applied for a waiver, the changes will be part of the review.	Quarter 2 and is reviewed quarterly or more often as needed	Program Director Evaluation Team External Evaluator
Participation verification	Program attendance	Program staff will gather and report the number of all students who participated in less than 15, 15-44, 45-89, 90-179, 180-269, 270 hours or more.	Monthly	Site coordinator Data Tech
Program Quality Assessment	Select portions of the School-Age PQA or similar tools to be used to gather data regarding program implementation	The program director will pull together a team to perform the program observations portions of the School-Age PQA Instrument or similar tool. The evaluation team will use the information collected during this process to develop a Continuous Quality Improvement Plan (CQIP).	December – January 2021-2022 (Target areas from they reviewed monthly for progress)	Program Director Site Coordinators External Evaluator

Process Data Collection (Section II)				
Process Elements	Process Measure	Data collection method – Review Method	Timeline	Responsible party
Impacts of COVID 19 (Changes in operations)	Description of COVID impact on the program	Site coordinators will provide a summary of the impact of COVID 19 on the program each month. The summary may also include mitigating actions taken by the site team to address these challenges. Site coordinators will share the information with the evaluation team at the monthly meetings.	Monthly	Site coordinator
Perception surveys from stakeholders, including: Teachers Parents Students	Stakeholders complete the survey during the projected data collection window	The site coordinator will work with site staff to distribute and collect surveys from stakeholder groups The external evaluator will support the process of creating methods for sharing this data (Descriptive/Visual Statistics)	March - April	Site coordinator Data Tech External Evaluator
Advisory Committee Meetings	Meeting Minutes	Site coordinators will provide an agenda and minutes for program advisory meetings	Quarterly	Site coordinator Program director
Staff training information	List of training that staff attended during the 2020-2021 school year	The program director, in conjunction with site coordinators, will create a list of training attended by 21st Century staff for the 2020-2021 school year	Quarter 2 and is updated quarterly or more often as needed	Program director Site coordinator

Outcome Data Collection (Section I)				
Outcome Elements	Outcome Measure	Data collection method – Review Method	Timeline	Responsible party
Progress on the MAP assessment	MAP growth and performance targets	The assessment is administered in Fall and Winter by the school district. Results will be posted to the CAYEN system as they become available. (Data may be entered by school district staff utilizing data transfer from Infinite Campus.) Data will be processed utilizing descriptive statistic methods	Administered fall and Spring Data processed after Spring implementation Data shared with evaluation teams when available	Program Director Data Tech External Evaluator
SBAC Results	SBAC Results	The school district will administer the test during the spring semester. School District staff will enter the information into the CAYEN system when results become available. SBAC results will be included in the evaluation once they become available.	Spring	Program Director Data Tech External Evaluator
Attendance Results	Attendance results	The school district will gather the number of days SAFE students attend school and their average daily attendance. They will also collect last year's results and compare both values for each student.	Both values will be collected at the end of the year, and a statistical comparison will be completed	Program Coordinator Data Tech External Evaluator
Suspension Results	Attendance results	The school district will gather the number of days SAFE students were suspended during the 2021-2022 school year. They will also collect last year's results and compare both values for each student.	Both values will be collected at the end of the year, and a statistical comparison will be completed	Program Coordinator Data Tech External Evaluator

Leadership Team Meeting Dates:

The leadership team planned to meet once per month to review progress and prepare for the advisory committee and evaluation team meetings. This time together allowed the leadership team the opportunity to review data and determine the next steps. This pre-work allowed program leadership to set up an environment that allowed the evaluation team to become active members in reviewing data and making recommendations for program improvement. The leadership team included Jeff Hammar, the SAFE Program Director, Karen Holley, The State and Federal Programs Coordinator, and Steven Pradere, Ph.D., the External Evaluator.

Meeting dates:

- November 5, 2021
- December 3, 2021
- January 7, 2022
- February 4, 2022
- March 4, 2022
- May 6, 2022

Evaluation Team Meeting Dates:

Mr. Hammar and Dr. Pradere will co-facilitated the evaluation team meetings, which will occurred once per month. During these sessions, team members reviewed data and provided recommendations for improvement. This shared responsibility model formed the foundation of a continuous improvement cycle.

Meeting dates:

- November 12, 2021
- December 10, 2021
- January 14, 2022
- February 11, 2022
- March 25, 2022 (Hafen)
- March 30, 2022 (Floyd
- March 31, 2022 (Hafen)
- April 1, 2022 (Manse)
- April 8, 2022 (JG Johnson)
- May 13, 2021

Completion of the evaluation:

The completion of the evaluation is a year-long process. The program director, the evaluation team, and the external evaluator met monthly to gather, share, and review program data. The information generated through this process will led to program adjustments over time, thus creating a continuous improvement process for the program. At the same time, Dr. Pradere will be adding information to the evaluation report until it is completed in June of 2022. This version will serve as a final report as long as the student performance data is available at that time. If additional data is made available after June of
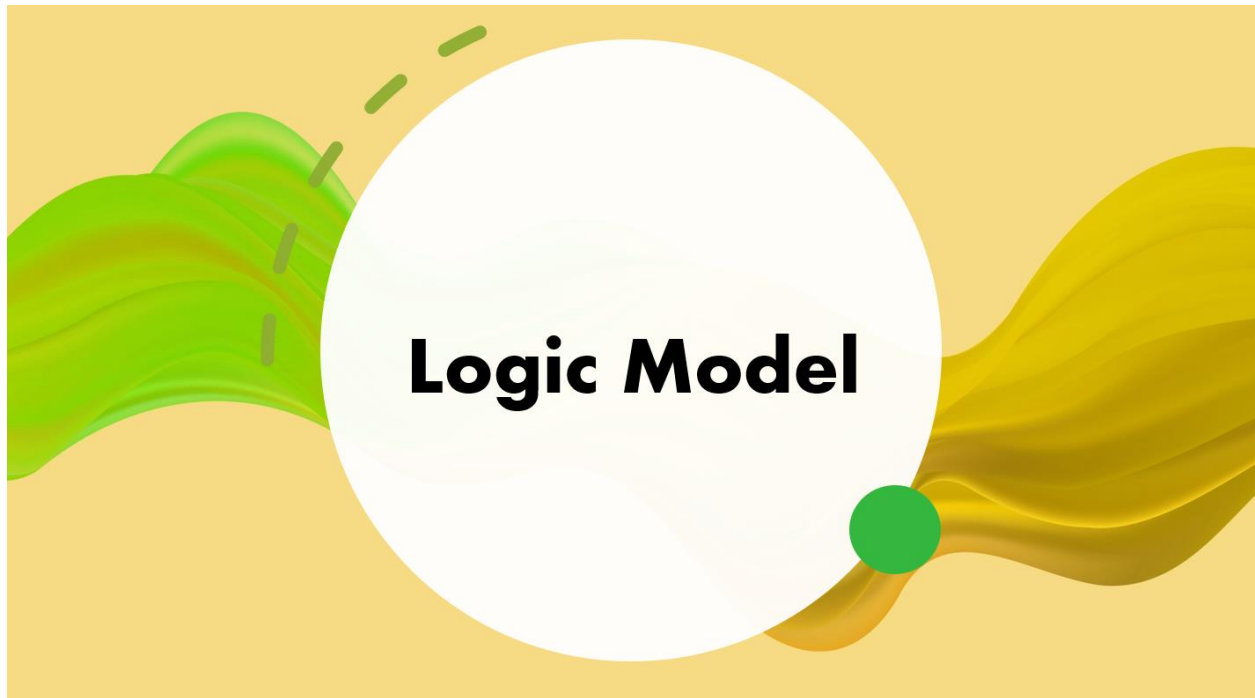
2022, the external evaluator will add this new information to the final report before the state deadline of November 1, 2022.

References:

Nevada Department of Education. (2020). *Nevada Department of Education 21st Century Community Learning Centers (21st CCLL) External Evaluation Guide.* Retrieved from 20-10579_NV-Local-Eval-Guide_fmt_edtk_V11.pdf - Google Drive

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Appendix A:

Nye Communities Coalition (NyECC) – Elementary 21st Century Program Logic Model

Nye County School District/ Nye Communities Coalition (NyECC) – Elementary 21st Century Program – Logic Model					
Student Needs	Center Goals	Inputs (resources/assets)	Program and center activities	Outputs (products/fidelity)	Outcomes (outcome evaluation)
Students identified for this project may not meet academic requirements in the classroom and require additional help to meet their academic obligations. Students targeted for this project are not meeting their academic grade-level benchmarks in math/reading (MAP/SBAC). Students identified for this project will benefit from the enrichment opportunities offered by this program. Most 21st century participants qualify for FRL and have limited access to enrichment opportunities included in this program.	To build a 21st Century program operating in the required framework of the state/national program requirements. Including: ● Program attendance ● Academic Interventions ● Enrichment opportunities Provide participating students ongoing academic support that will help them to improve their academic skills and performance. Connected to: ● Classroom ● MAP ● SBAC Provide participating students quality enrichment experiences that will expand their horizons and meet state/national program requirements (STEM, ELA, and Math)	Identify students to be served by this project Identify teachers to provide instruction and intervention services. Identify types of intervention services for students Identify the types of enrichment opportunities for students Build a roadmap of activities that outlines the program of services that will be provided for the year.	Select students for the program Select teachers to provide instruction and intervention service Open the program and provide services to students within the model. ● Teachers provide interventions ● Students receive academic services ● Students receive enrichment services	Students complete the program, and progress is reported: Academic data: ● MAP assessment ● Other academic areas Attendance data: ● less than 15, ● 15-44, ● 45-89, ● 90-179, ● 180-269, ● 270 hours or more. Enrichment activities ● List of activities ● Number of participants	Did students meet their academic performance obligations: ● Classroom level ● (Grades) ● MAP assessment ● Other academic areas Did students meet the attendance obligations: ● less than 15, ● 15-44, ● 45-89, ● 90-179, ● 180-269, ● 270 hours or more. Did students attend and participate in the enrichment activities: ● List of activities ● Number of participants

Nye County School District/ Nye Communities Coalition (NyECC) – Elementary 21st Century Program – Logic Model					
Student Needs	Center Goals	Inputs (resources/assets)	Program and center activities	Outputs (products/fidelity)	Outcomes (outcome evaluation)

Students identified for this project will benefit from the structured system of interventions and enrichment opportunities provided by the 21st Century Community of Learners Model.	The organization will use a program evaluation and a continuous improvement system to implement the program with fidelity and meet students' needs. Program implementation will focus on meeting the State and Federal 21st Century requirements. Includes:
	● Process Data
	● Progress Data
	● Information reviewed at regular intervals
		Develop/Utilize a logic model and theory of change.
		
		Develop/Utilize an evaluation activities roadmap that outlines the collection and review of program data at regular intervals.
		Follow the evaluation roadmap to collect and review process and progress data
		● Program roadmap
		  - List of all activities
		  - Review progress regularly
		  - Verification of completion of the evaluation
		● Progress data
		  - Attendance data
		  - Classroom data
		  - MAP data
		● Process data
		  - Survey data
		  - Observation data
		  - Program quality assessment
			Implement the project:
			
			Follow the program and evaluation roadmaps
			
			Collect and review:
			
			● Progress data
			  - Attendance data
			  - Classroom data
			  - MAP data
			● Process data
			  - Survey data
			  - Observation data
			  - Program quality assessment
			● Program review
			  - Leadership teams meet at regular intervals
			  - Review the data
			  - Make program improvements
				Program data and preliminary evaluation report
				
				● Progress data
				  - Attendance data
				  - Classroom data
				  - MAP data
				  - Other data
				● Process data
				  - Survey data
				  - Observation data
				  - Program quality assessment – or similar tool
					Executive Summary Program Evaluation Changes to the program based on results collected

Appendix C: Advisory Committee Agendas/Minutes

SAFE Advisory Board Meeting Agenda
October 6, 2021 3:30 P.M.
Join Zoom Meeting https://zoom.us/j/92329719878?pwd=b0lYRStaL0x6cUJiTWI1Z2g1UUFOZz09
Meeting ID: 923 2971 9878 Passcode: 673w46

Agenda topics

1. **Welcome and introduction:**

2. **General program progress:** *Provide a general summary of program progress highlighting some of the success and challenges that have come up between advisory meetings*
   a. *Site Coordinators – Academic Activities, Tutoring, Homework Help, Software products*
   b. *Enrichment Activities/Partners:*
      Produce Pick of the Month: Tamalyn Taylor
      Red Rover: Josh Melver,
      Lego Robotics
      Child abuse prevention: Marlaina Porter
   c. *External Evaluation: Steve Pradere: Student Centered Institute for Educational Improvement.*
   d. *AmeriCorps: Sofia Cano-Allison*
   e. *Nye County School District: Karen Holley, Laura Weir*
   f. *Parent/Student reports:*
   g. *Elementary School Administrators:*
   h. *Site Teachers:*

3. **Attendance and participation rates:**
   a. State requires minimum of 300 hours of programming per year. We are offering approx.. 552 hrs.
   b. Student attendance is now tracked by hours attended not days.
   c. 21-22 planned for 138 days with 4 hours a day. A minimum of 302 participants

4. **New Federal GPRA (Government Performance and Results Act) & Annual Performance Report**
   - Percentage of students in grades fourth through eighth participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading and language arts on state assessments.
   - Percentage of students in grades fourth through eighth participating in 21st CCLC programming during the school year and summer who demonstrate growth in mathematics on state assessments.
   - Percentage of students in grades 1-12 participating in 21st CCLC during the school year who had a school day attendance rate at or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year.
   - Percentage of students in grades 1-12 attending 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.
   - Percentage of students in grades 1-5 participating in 21st CCLC programming in the school year and summer who demonstrated an improvement in teacher reported engagement in learning.

SAFE Advisory Board Meeting Agenda
October 6, 2021 3:30 P.M.
Join Zoom Meeting https://zoom.us/j/92329719878?pwd=b0lYRStaL0x6cUJiTWI1Z2g1UUFOZz09
Meeting ID: 923 2971 9878 Passcode: 673w46

5. **Program Concerns and Challenges:** *Address any program challenges or concerns. If possible look for recommendations from advisory members.*

6. **Program improvements:** *If not addressed above, provide a general summary of program improvements that have taken place between meetings.*

7. **Advisory board recommendations:** *Gather information and feedback from the advisory board. Look for areas where the team can identify areas for program improvement*

8. **Future meeting topics:** *Identify future topics and verify next meeting date*

SAFE Advisory Board Meeting Agenda
January 19, 2022 3:30 P.M.
Join Zoom Meeting
https://zoom.us/j/91557097887?pwd=VVcxb2RlRHExYWN5cUoxZldJUENEQT09
Meeting ID: 915 5709 7887 Passcode: J17k1p

Agenda topics

1. **Welcome and introduction:**

2. **General program progress:** *Provide a general summary of program progress highlighting some of the success and challenges that have come up between advisory meetings*
    a. *Academic enrichment: Site Coordinators - Tutoring, Homework Help, Software products*
    b. *Enrichment Activities/Partners:*
        Pick a better Snack: Tamalyn Taylor UNR program - presentation
        Red Rover: Josh Melver, 8 weeks fitness-based games beginning in March Just finished obstacle course program upcoming fund raiser May 4 will be RED rover obstacle course
        Lego Robotics – 4h did help judge and will update them in April (scheduled for April 30th)
        Child abuse prevention: Marlaina Porter – Instructor at each of the 4 sites with child help be safe program…

    c. *External Evaluation: Steve Pradere: Student Centered Institute for Educational Improvement.*

    d. *Americorp: Sofia Cano-Allison*

    e. *Parent/Student input:*

3. **Attendance and participation rates:**
    Active students registered: Floyd (128), Hafen (146), JG (155), Manse (140)

    Average daily attendance as of 12/17/21: Floyd (59), Hafen (48), JG (68), Manse (59)

4. **Student performance data:** J. Hammar

5. **Survey data:** *Update on Survey data. Student, Parent, and Teacher Surveys*

6. **Program Concerns and Challenges:** *Address any program challenges or concerns. If possible look for recommendations from advisory members.*

7. **Program improvements:** *If not addressed above, provide a general summary of program improvements that have taken place between meetings.*
   Get this list from Jeff – specific…. Including just the two pick up times.

8. **Advisory board recommendations:** *Gather information and feedback from the advisory board. Look for areas where the team can identify areas for program improvement*

SAFE Advisory Board Meeting Agenda
January 19, 2022 3:30 P.M.
Join Zoom Meeting
https://zoom.us/j/91557097887?pwd=VVcxb2RlRHExYWN5cUoxZldJUENEQT09
Meeting ID: 915 5709 7887 Passcode: J17k1p

9.   **Future meeting topics:** *Identify future topics and verify next meeting date*

Haffen – 3 teachers

SAFE Advisory Board Meeting Agenda
May 11, 2022 3:30 P.M.
Join Zoom Meeting
https://zoom.us/j/91557097887?pwd=VVcxb2RlRHExYWN5cUoxZldJUENEQT09
Meeting ID: 915 5709 7887 Passcode: J17k1p

Agenda topics

1. **Welcome and introduction:**

2. **General program progress:** *Provide a general summary of program progress highlighting some of the success and challenges that have come up between advisory meetings*
   a. *Academic enrichment: Site Coordinators - Tutoring, Homework Help, Software products*
   b. *Enrichment Activities/Partners:*
      Pick a better Snack: Tamalyn Taylor
      Red Rover: Josh Melver,
      Lego Robotics
      Child abuse prevention: Marlaina Porter

   c. *External Evaluation: Steve Pradere: Student Centered Institute for Educational Improvement.*

   d. *Americorp: Sofia Cano-Allison*

   e. *Parent/Student input:*

3. **Attendance and participation rates:**
   Active students registered: Floyd (115), Hafen (109), JG (143), Manse (122)

   Average daily attendance as of 12/17/21: Floyd (59), Hafen (52), JG (70), Manse (62)

4. **Student performance data:** J. Hammar

5. **Survey data:** *Update on Survey data. Student, Parent, and Teacher Surveys*

6. **Program Concerns and Challenges:** *Address any program challenges or concerns. If possible look for recommendations from advisory members.*

7. **Program improvements:** *If not addressed above, provide a general summary of program improvements that have taken place between meetings.*

8. **Advisory board recommendations:** *Gather information and feedback from the advisory board. Look for areas where the team can identify areas for program improvement*

9. **Future meeting topics:** *Identify future topics and verify next meeting date*

Advisory Board Members

SCHOOL	NAME	POSITION	EMAIL
Hafen	Jennifer Nelson	Site Coordinator	safepa2@nyeschools.org
	Dubb Mapp	Principal	dmapp@nyeschools.org
	Jared Peruch	Asst. Principal	jperuch@nyeschools.org
		Teacher	
		Parent	
		Student	
Floyd	Pam Smith	Site Coordinator	safepa6@nyeschools.org
	Meagan Hoffman	Principal	mhoffman@nyeschools.org
	Brian Todd	Asst. Principal	btodd@nyeschools.org
	Michelle Davis	Teacher	mdavis@nyeschools.org
		Parent	
		Student	
Manse	Micayla Ortiz	Site Coordinator	mortiz@nyeschools.org
	Genoveva LopezAngelo	Principal	glopezangelo@nyeschools.org
	Elizabeth Ewing	Asst. Principal	eewing@nyeschools.org
		Teacher	
	Jeanette Ogden	Parent	jogden@nyeschools.org
		Student	
JG Johnson	Rebecca Whitney	Site Coordinator	safepa5@nyeschool.org
	Debbie Carle	Principal	dcarle@nyeschools.org
	Sylvia Demasi	Asst. Principal	sdemasi@nyeschools.org
		Teacher	
	Shamika Nettles	Parent	ssnettles2005@yahoo.com
		Student	
	Josh Melver	Red Rover	josh@redroverfitness.com
	Marlaina Porter	CAP & Cayen Data Entry	marlaina@nyecc.org
	Tamalyn Taylor	Produce of the Month	tamalyn@nyecc.org
	Sofia Cano-Allison	AmeriCorp	sofia@nyecc.org
	Lara Weir	NCSD Director	lweir1@nyeschools.org
	Karen Holley	NCSD Grant Coordinator	kholley@nyeschools.org