

# 21<sup>st</sup> Century Program Evaluation – June 2021

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## Floyd Elementary SAFE Program Evaluation 2020-2021 School Year

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<p><b>Program Director:</b></p> <p>Jeff Hammar Director of Early Development Nye Communities Coalition <a href="mailto:safedirector@nyeschools.org">safedirector@nyeschools.org</a></p>	<p><b>External Evaluator:</b></p> <p>Steven J. Pradere, Ph.D. Director/Managing Member Student-Centered Institute for Educational Improvement <a href="mailto:Praderesci.1@outlook.com">Praderesci.1@outlook.com</a></p>
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**Introduction:**

During the 2020-2021 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 after-school, 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](http://www.afterschoolalliance.org/policy21stcclc.cfm)

The Floyd SAFE program was facilitated by the NyE Communities Coalition (NyECC), which secured the 21<sup>st</sup> Century grant which funds this project. The program Director is Mr. Jeff Hammar.

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 2020-2021 school year.

**Developing the Evaluation:**

During the 2020-2021 school year, the Nevada Department of Education required the 21st Century After School Grant recipients to hire an external evaluator to coordinate with the grantee to complete a program evaluation. The first step in this process was establishing an evaluation team and developing an evaluation plan that addressed project implementation and performance outcomes. NyECC supported four site-level programs, including Floyd, Hafen, J.G. Johnson, and Manse Elementary Schools. To complete the evaluation Mr. Jeff Hammar the SAFE program Director, pulled together a team that included the NyECC Data Technician, external evaluator, site coordinator, assistant site coordinator, and a teacher representative for each school site. The team followed Nevada Department of Education (NDE) Guidelines when completing the 21<sup>st</sup> Century After School program evaluation.

The process began with Dr. Pradere (external evaluator) and Mr. Hammar facilitating multiple planning meetings with the program evaluation team. This team included representatives from each of the participating schools. The schools include Floyd, Hafen, J.G. Johnson, and Manse Elementary Schools (See Table 1A). Utilizing a coaching and interview process, Dr. Pradere helped the team clarify the service model and the type of data collected during the evaluation process. An outline of the evaluation model was created and shared with the team after each planning meeting. The team provided specific feedback, further refining the model. After completing the initial development process, Dr. Pradere and Mr. Hammar attended the external evaluator training facilitated by the Nevada Department of Education. After

completing the training, Dr. Pradere and Mr. Hammar reviewed the evaluation model and produced a final draft. In December 2020, Mr. Hammar presented the model to the Nevada Department of Education (NDE).

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. It is the information collected through that process that has formed the foundation of this evaluation document. (See Appendix A: Program Evaluation Plan, p. 25)

### **Impact of the COVID19 Pandemic on services:**

In order to comply with state guidelines handed down by Nevada's Governor, Nye County School District (NCS D) adopted a hybrid school model that moved schools to a combination of in-person and virtual learning. The NCS D model placed students at school in person two days per week (Monday, Wednesday, or Tuesday, Thursday) and then in the virtual model for three days. One of those days, Friday, was virtual for all students. During in-person days students follow a traditional school schedule attending each of their classes. Teachers and students worked together to address essential learning elements related to each unit of study. During virtual days, students completed their work at home independent of the teacher. However, they were able to reach out to teachers virtually at specified times to get additional assistance. In terms of the SAFE Program, participating students attended during their in-person days. This model was in place from the start of school until mid-November 2020 for most students. The exception was special education students who attended in-person classes four days per week. The level of service was aligned with their Individualized Education Plan (IEP). In early December, other high-needs students, including additional IEP, English Language Learners (ELL), and high needs students, came back to campus four days per week. In February 2021, the rest of the student body started returning to the four-day in-person model.

Students were only able to access the SAFE program during in-person days. This change significantly reduced the number of students who could be designated as 30, 60, and 90-day participants. The average daily attendance while employing the full hybrid schedule was approximately 30 students per day. When most students moved to the 4-day in-person schedule in February, the average daily attendance jumped to about 60 students per day.

As with all other in-person activities across their community, COVID 19 created issues with social distancing and required staff to make changes to meet the expanded spacing requirements for students. Spacing rules changed planned activities' dynamics and included shifting many activities away from group-based to independent activities. There were also breaks in service at the school due to COVID, where staff and students could not attend as a result of exposure to the disease. Although the staff worked very hard to overcome these barriers, these issues affected both the learning opportunity and quality of service.

In a traditional year, Floyd staff designed and delivered enrichment experiences as four consecutive day activities where students interacted with the project on four successive days, Monday through Thursday. This model supported ongoing experiences that provided students the opportunity to work through complex projects. One example is the development of a Lego Robotics Model. This project goes through the planning, building, and operating stages of constructing the Lego Model. This continuous system did

not work well in the hybrid model, so SAFE staff adjusted the activities to be single-day enrichment experiences. The adjusted system remained in place until February. Once the school moved to the four-day in-person model, the staff offered the expanded four consecutive day enrichment opportunities for participating students. Despite these challenges, the SAFE staff continued to provide high-quality services to students who participated in the program.

**The general theme of program services:**

The SAFE Program followed the 21<sup>st</sup> 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 in mathematics, English Language Arts (ELA), and science.

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.

Many students struggled with the hybrid model, and the SAFE program provided an essential bridge to meet their academic requirements. In the hybrid model, students worked independently from home three days per week. As a result, many students could not complete the required assignments in that environment. The SAFE Program provided the additional time and assistance needed to complete missing homework, makeup exams, and complete other necessary tasks to stay on target.

The movement back to in-person learning has helped to expand the enrichment opportunities. This change led to the use of activities like 4-h, Red Rover, Lego robotics, and others.

Throughout the 2020-2021 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 500 students per year. The ethnic makeup of the student body was primarily white (61%), Hispanic (26%), multiracial (7%), and black (3%). The rest represent Asians (1%), 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**

Floyd Elementary 2020-2021 School Year  
SAFE Student Data

Students	Total	30 day +
	106	89

Floyd - Participant Gender Makeup				
Gender	# of Students	% of Students	30 day +	% 30 day +
M	54	51%	44	49%
F	52	49%	45	51%

Floyd - Participant Demographic Make-up					
Ethnicity	Ethnicity	# of Students	% of Students	30 day +	% 30 day +
Asian	A	0	0.0%	0	0.0%
Black	B	1	0.9%	0	0.0%
Caucasion	C	62	58.5%	54	60.7%
Hispanic	H	24	22.6%	19	21.3%
Indian - Alaskan Native	I	4	3.8%	4	4.5%
Mixed Race	M	15	14.2%	12	13.5%
Pacific Islander	P	0	0.0%	0	0.0%
Total		106	100.0%	89	100.0%

Floyd - Special Populations					
	Spec. Pop	# of Students	% of Students	30 day +	% 30 day +
Special Education	IEP	9	8%	6	7%
English Language Learner	EL	6	6%	5	6%

**Table 1A: Demographic makeup:** Represents demographic makeup of the entire population of students who participated in the SAFE program (106 students)

### 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, within one or two days, students could address their short-term academic deficiencies. 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 help 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 31, 2020, through May 19, 2021, and it included 128 days of service at 16 hours per week. Student services ran from 7:30 AM to 9:00 AM and 2:45 PM to 5:15 PM, Monday through Thursday. By utilizing this time frame and days of service, Floyd Elementary met the after-school requirements of 120 days of service at 12 hours per week established by the Nevada Department of Education NDE.

**Summer session:**

The SAFE program did not offer a summer school option during the 2020-2021 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). The daily program operation was facilitated by site coordinator Pamela Smith and assistant site coordinators 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 fourteen staff members. These included six school day teachers, one community member, two administrators, one college student, three high school students, and one additional non-teaching staff member.

**Staff Training:**

During the 2020-2021 school year, there were four 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
Cayen training general	1
Beyond School Hours Conference	1
Nye County School District Training	3
Showcase Nevada Annual Conference	1

**Table 1B: Professional development for staff members:** Represents the training and attendance opportunities for staff members for the 2020-2021 school year

**Program Terms:**

Morning program:

- Morning start-up - 7:30 AM to 8:30 AM: Students begin arriving at the program at 7:30 AM, where they sign in and move into the multipurpose room where the SAFE staff greets them. Students spend the first ten minutes working on handwriting and grammar. This work includes the use of story prompts, journaling, and alphabet practice.
- Outdoor time 8:30 AM to 8:45 AM: This time begins with a lap around the field. Students then move to a mix of free play and structured physical activities, such as kickball, basketball, soccer, and other similar activities.
- Outdoor cool down 8:45 AM to 8:55 AM: Students finish the outdoor time with stretching, yoga, and breathing activities.
- Exit morning program 9:00 AM: Students transition into their classrooms and begin their regular school day.

Throughout the morning session, staff coordinates student activities while maintaining close supervision while working in learning centers and whole-group activities. Students remain highly engaged throughout the process.

Afternoon Program:

- Afternoon check-in: 2:45 pm to 3:15 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.
- 3:15 pm to 3:30 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.
- 3:30 pm to 4:30 pm: Students meet with their grade level teacher and focus on Math, Reading, and Phonics. This is a time for students to expand their academic skills and includes the following activities:
  - Math
  - Reading and Writing
  - Science and Social Studies
- Preferred Enrichment Activities - 4:30 pm to 5:15 pm: Students move to preferred enrichment activities which include Art Lessons, Physical Education, Coding, Space Camp, Zumba, Pick a better snack, reading club, science exploration, STEAM, Lego Robotics, 4-H, and Red Rover.
- 5:15 pm to 5:30 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.

**Table 1C: Enrichment activities 2020-2021 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.
Pick a better snack	This project is funded through a SNAP ED grant. This direct education and social marketing intervention that aims to increase fruit and vegetable consumption and promote daily physical activity among children.
S. Nye County 4H	This project provided presentations to students on plants, animals, and robotics. Students received home gardening literacy kits that they took home to complete with their families.
Physical Educ.	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 <b>Child Help Speak Up Be Safe Curriculum</b> . 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 2020-2021 school year.

**Figure 1A: 2020-2021 SAFE Program Information**

On Site, Virtual, or Hybrid: On site

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

Site coordinator: Pamela Smith E-mail: [safepa6@nyeschools.org](mailto:safepa6@nyeschools.org)

Site assistant: Mariah Delgadillo E-mail: [safepa3@nyeschools.org](mailto:safepa3@nyeschools.org)

**21<sup>st</sup> CCLC Program Information |  
School Year Program**

Start Date: 08/31/2020 End Date: 04/30/2021

Day	Before School Hrs.	After School Hours	Daily total hours
Monday	7:30 – 9:00	2:45 – 5:15	4
Tuesday	7:30 – 9:00	2:45 – 5:15	4
Wednesday	7:30 – 9:00	2:45 – 5:15	4
Thursday	7:30 – 9:00	2:45 – 5:15	4
Friday			
Saturday	0		
Sunday	0		
Total Program Hours:			<u>16 (all in person)</u>

**21<sup>st</sup> CCLC Program Information (No Summer Program for 2020-2021)  
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: 08/24/2020 Last Day of School: 05/20/2021

School Hours: 9:00 AM to 2:45 PM Early Release Hours: N/A

Student Enrollment: \_\_\_\_\_

Advisory Board Dates: October 16, 2020 March 5, 2021 May 5, 2021

**Program attendance:**

The federal guidelines for the 21<sup>st</sup>-century program recognize the importance of extended student performance. One of the primary thresholds is having students attend for at least thirty days. During the 2020-2021 school year, a total of eighty-nine students attended thirty or more days. Typically, the school would have over one hundred students meet the thirty-day threshold. The challenges posed by the COVID 19 Pandemic and the subsequent hybrid school schedule severely limited the in-person opportunities for students to attend the program. Staff anticipates a return to a traditional school schedule during the 2021-2022 school year.

**Table 1D: SAFE Attendance 2020-2021 School Year**

30-day attendees		
1-29 day attendees	17	16.0%
30-day attendees	41	38.7%
60-day attendees	40	37.7%
90 day attendees	8	7.5%
Total 30+ day attendees	89	84.0%
Total	106	100%

Table 1D: Number of 30, 60, 90 days participants for the 2020-2021 school year.

Additional student attendance data represents a monthly comparison between the 2019-2020 school year and the 2020-2021 school year. Please note that before the 2019-2020 COVID 19 school shutdown, average daily attendances ran at approximately 80 students per day. In 2020-2021 Floyd implemented a hybrid schedule where students only attended school and the SAFE program two days per week. During that time, daily attendance from August to January ranged from eighteen to thirty-three students. Attendance picked up significantly in February when the school moved to a four-day per week traditional schedule. Attendance increased to an average daily rate of approximately seventy-five students. As expected, challenges related to COVID 19 significantly reduced the opportunity for students to participate in the SAFE program. It is anticipated that program participation will increase under normal school conditions that should be in place for the 2020-2021 school year.

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

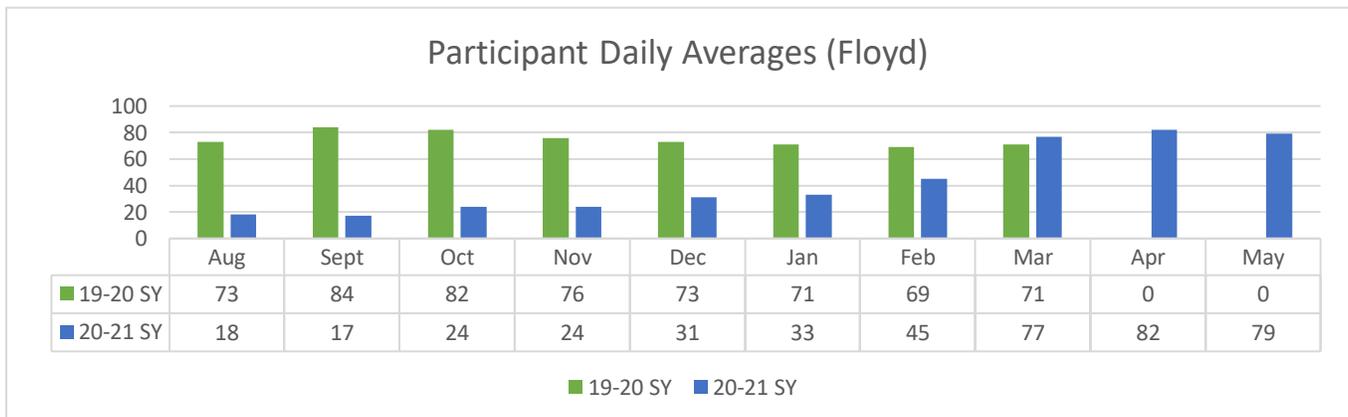


Figure 1B: Average daily attendance comparison by month for the 2019-2020 and 2020-2021 school years.

**Family engagement:**

During the 2020-2021 school year, the COVID 19 Pandemic limited parental opportunity. However, the SAFE program was able to offer three family engagement opportunities that included virtual art night, the Home Depot building and painting project, and the end of year celebration. In all thirty-five parents participated in these activities.

**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:**

At the start of the 2020-2021 school year, each of the 21<sup>st</sup> Century or SAFE programs facilitated by the NyE Communities Coalition utilized a separate Advisory Committee. In other words, each site program ran its own advisory committee. However, the programs at J.G. Johnson, Manse, Hafen, and Floyd Elementary Schools virtually mirror each other. They follow very similar timelines, academic interventions, and enrichment opportunities. In addition, Pahrump is a relatively small community with a limited number of community partners. In order to better leverage support for each program, the program Director, Mr. Jeff Hammar, worked with each school site to develop a single, systemwide SAFE Advisory Committee that would address the needs of all four campuses. The first two meetings operated from a site-based model and took place on October 16, 2020, and March 5, 2021. The third systemwide meeting took place on April 30, 2021, via a zoom platform. This shift created a much more robust meeting and worked as Mr. Hammar intended. The quality of conversations and levels of program support generated for each campus due to this change far exceeded that of the site base meeting. Please see the SAFE Advisory Meeting agenda and minutes on p. 36.

**Field trips:**

SAFE staff did not schedule any field trips for the 2020-2021 school year due to the Covid 19 Pandemic.

**School connections:**

As stated earlier, the academic interventions were based on a homework support model. The academic support focused on assisting students to complete their homework and improve their grades in each of their core 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 help students 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 21<sup>st</sup> 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.
- **Pick a better snack:** 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
- **So Nye County 4H:** This project provided presentations on plants, animals, and robotics to participating students. Students received home gardening literacy kits that they took home to complete with their families.

### Student Academic Performance

In order to measure the academic performance of students who participated in the program, there were three student performance measures considered. The first measure was the number of students who passed both their math and ELA courses during the second and fourth quarters of the 2020-2021 school year. The second measure was the change in student grades between quarters I & II, II & III, III & IV, and I & IV. Finally, a third determined if each SAFE participant met their Rasch Unit (RIT) growth targets on the ELA and mathematics on the FALL to WINTER administration of the MAP assessment.

#### Student Pass Rate Percentages in Mathematics and ELA

Overwhelmingly, SAFE participants passed their courses during each Quarter in the areas of ELA and Math. In mathematics, students passing their courses improved from 82% in Quarter II to 95% passing at the end of Quarter IV. ELA remained high with a 93% pass rate during Quarter II and Quarter IV.

**Figure 1C: Percentage of SAFE Students Who Passed their Math and ELA Courses by 2<sup>nd</sup> and 4<sup>th</sup> Quarter**

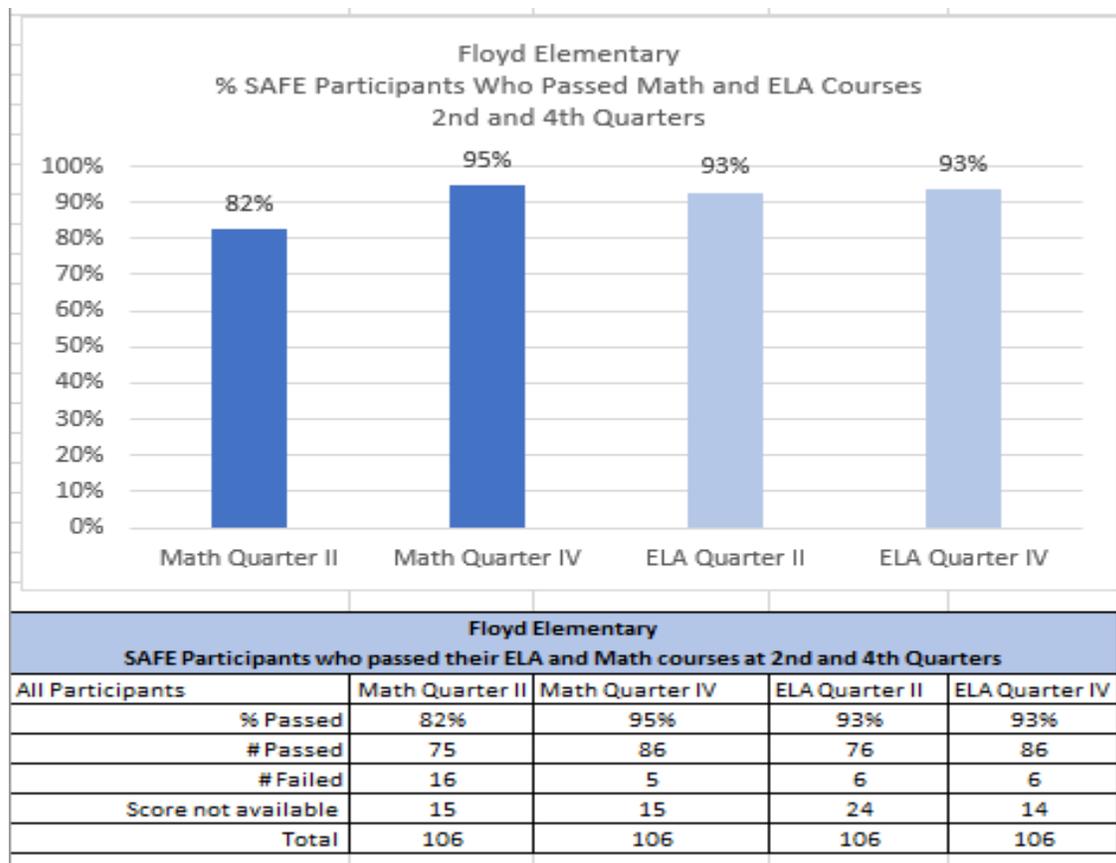


Figure 1C: Represents the number and percentage of students who passed their math or ELA course

Overall, 30-day attendees saw marked improvement between Quarter II and Quarter IV in both math and ELA. There was a 10% increase in math and an 11% increase in ELA. The upward trend between quarters was encouraging. The increased time at school and positive teaching and learning experiences in both the classroom and at the SAFE program likely contributed to these results. As stated above, a large percentage of SAFE students are passing these core classes.

**Figure 1D: Percent of SAFE 30-Day Attendees Who Passed Their Math & ELA Courses 2<sup>nd</sup> & 4<sup>th</sup> Quarter**

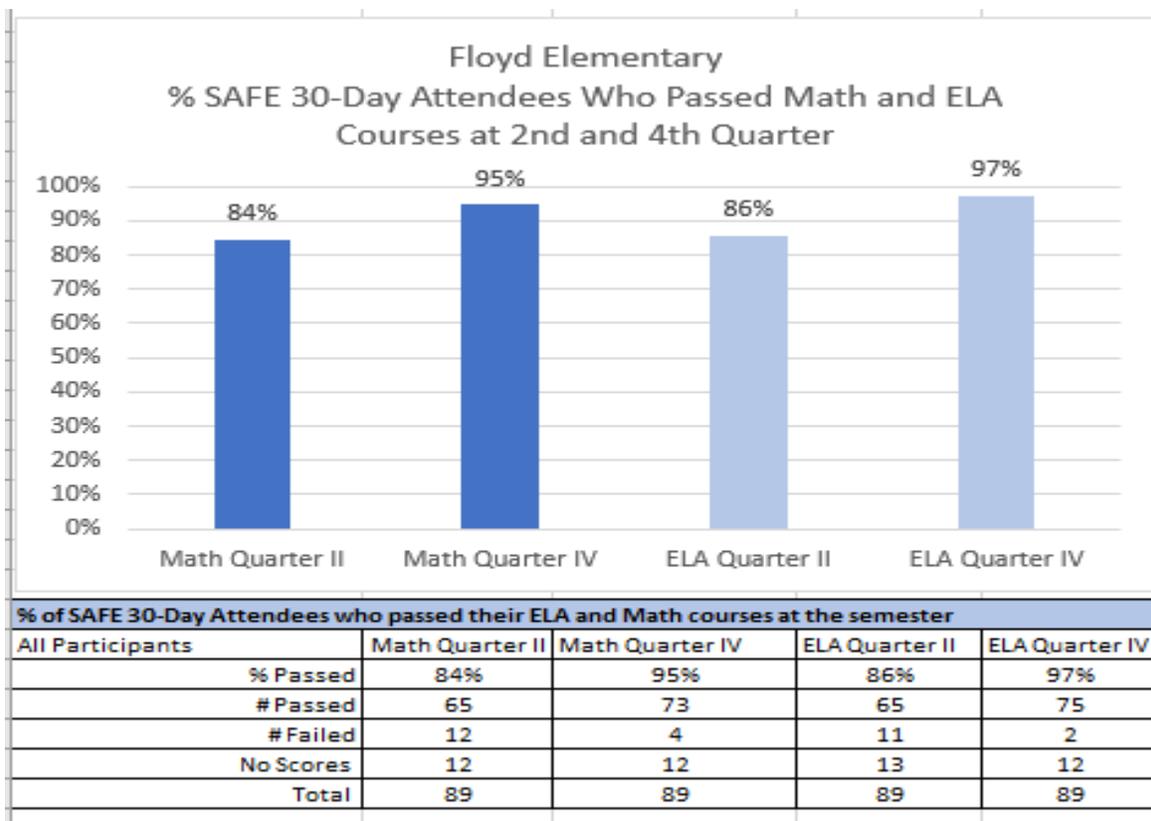


Figure 1D: Represents the number and percentage of 30 Day Attendees who passed their 2<sup>nd</sup> & 4<sup>th</sup> Quarter math or ELA courses

**Grade Changes by Quarter:**

**Figure 1E: 2020-2021 Quarterly Grade Comparison for All Safe Participants in Math and ELA**

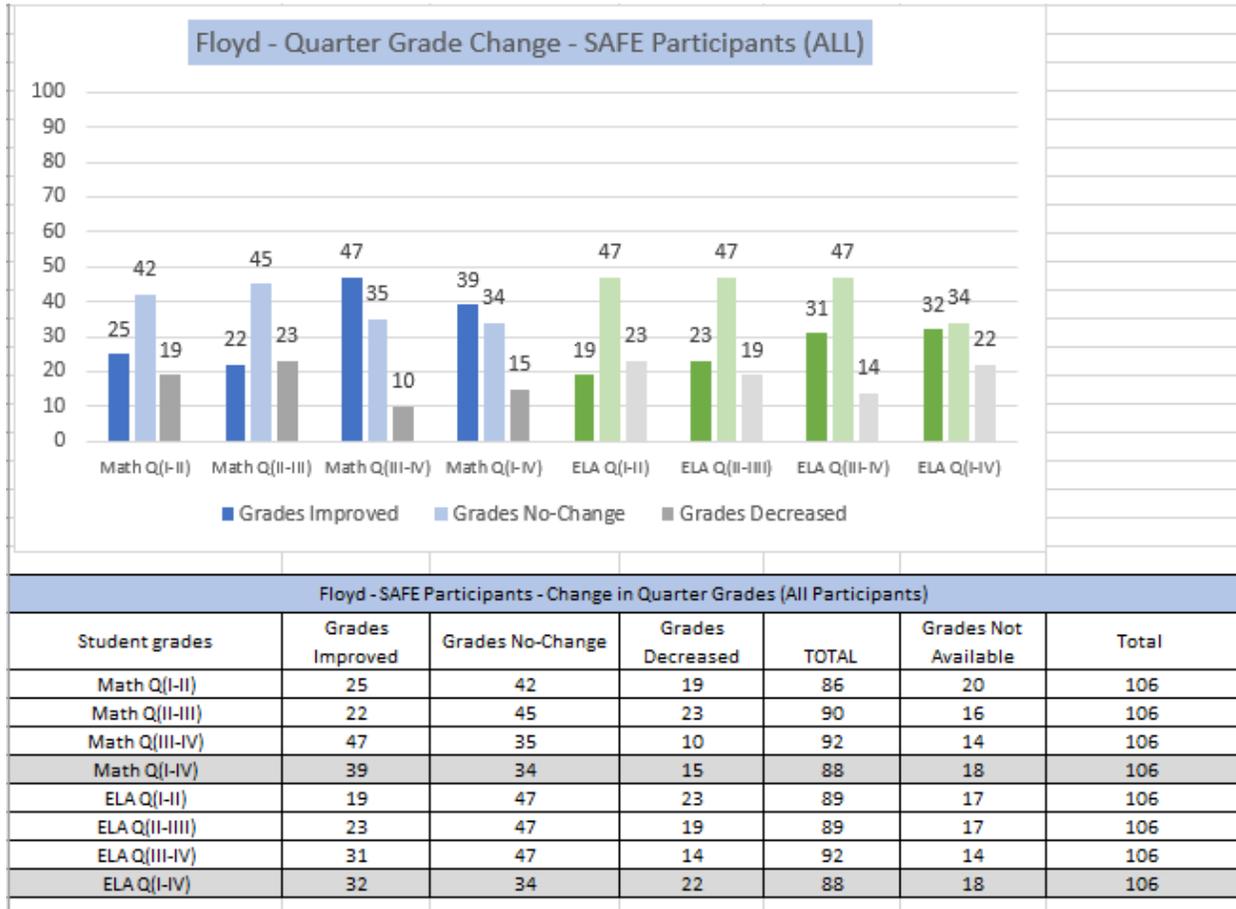


Figure 1E: Represents grade changes in math and ELA for all SAFE participants by Quarter for the 2020-2021 school year.

In reviewing the change in grades between quarters, the most significant area of improvement took place between Quarter III and Quarter IV in mathematics. The comparison in math also revealed similar results when comparing Quarter I and Quarter IV math grades. In ELA, the most significant growth took place between the grading periods of Quarter I and Quarter IV.

**Figure 1F: 2020-2021 Quarterly Grade Comparison for All 90 Day Attendees in Math and ELA**



Figure 1F: Represents the comparison of grade changes in math and ELA for all 30-day attendees by Quarter for the 2020-2021 school year.

When considering the 30-day attendees, the most significant improvement occurred between Quarter III and Quarter IV in mathematics. Similar results appeared in the comparison of Quarter I and Quarter IV math.

ELA data represented a similar performance pattern. The comparison between Quarter I and Quarter IV showed the greatest improvement, followed by the student performance levels between Quarter III and Quarter IV.

The quarterly comparisons of mathematics and ELA performance are similar to the course pass rates presented in the previous section. SAFE students at this site improved their grades and overall pass rates from Quarter II to Quarter IV.

**NWEA MAP results:**

The Nye County School District administers the MAP assessment in the fall and winter 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: 2020-2021 Fall to Winter MAP Comparison for All SAFE Students**

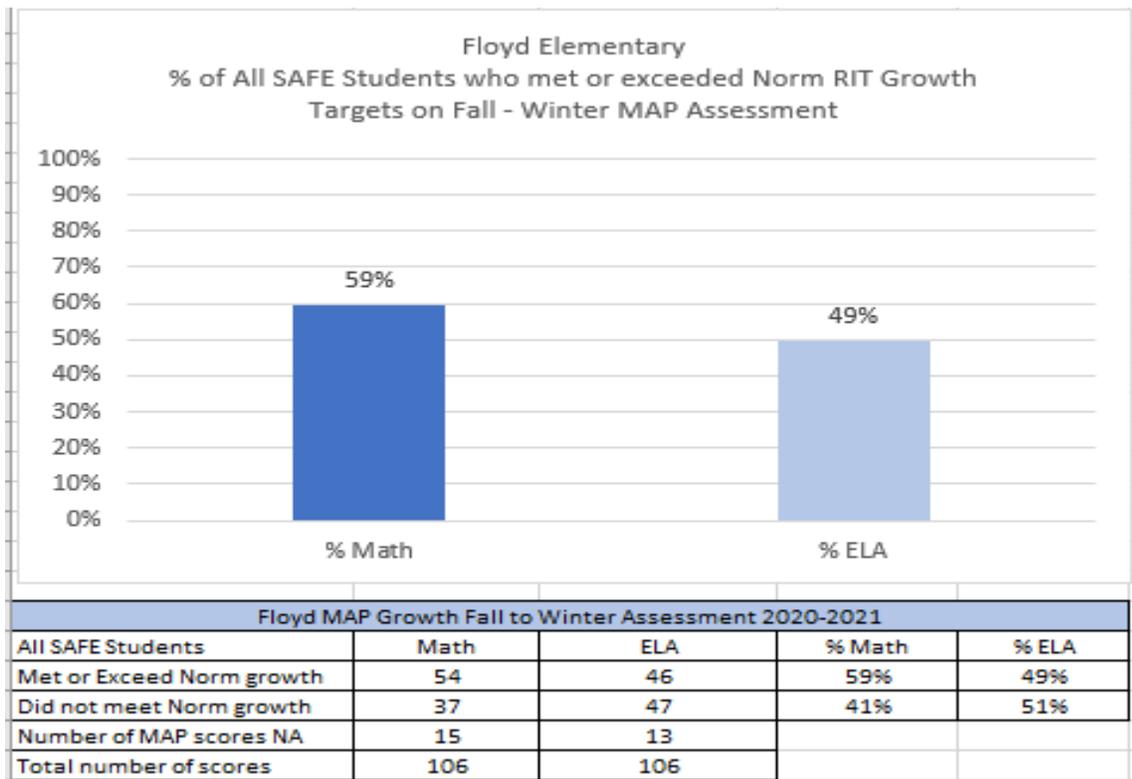


Figure 1G: Represents the number of students who attended the SAFE program and met the norm RIT growth rates on the MAP assessment.

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 59% of the students meeting or exceeding their growth target. In ELA, 49% of all SAFE students met or exceeded the growth targets. In a pandemic year, this represents some very positive results.

**Figure 1H: 2020-2021 Fall to Winter MAP Comparison for 30-day Attendees**

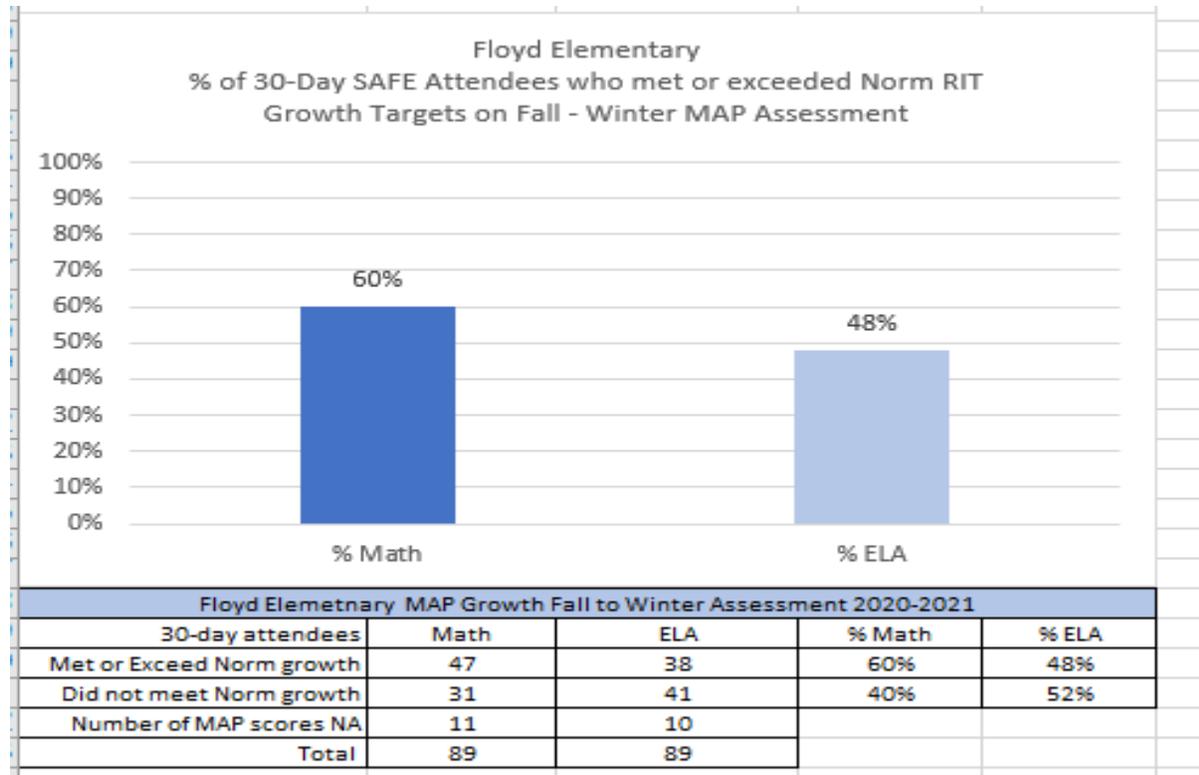


Figure 1H: Represents the number of 30-day attendees who met the norm RIT growth rates on the MAP assessment.

The performance level for 30-day or more attendees represented very similar success rates, with 60% of students meeting the growth rate in math and 48% in ELA. In looking deeper into these numbers, there is still a large percentage of students who did not meet their academic growth targets in ELA and math. Staff may want to consider targeted interventions for underperforming students in the future to help them overcome the academic achievement gap. These interventions could be connected to the NWEA RIT to Concept tools, which can identify the specific skills that students have mastered and those that students need more assistance on. Utilizing this information, teachers can help plan instructional supports to assist students in meeting their academic expectations in these key areas moving forward.

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 after-school program helped students to maintain progress during this very challenging year.

### **Program Systems Review:**

#### **Program strengths:**

The SAFE Program implemented the 21<sup>st</sup> 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 include:

- Creating a positive and supportive environment
  - Applying safe, efficient check-in and check-out
  - 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 Canvas learning management system
  - Teachers connecting with students when 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:
  - Students were clear about expectations and moved through appropriate activities requiring limited guidance
- Documentation Procedures:
  - 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
  - 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.
  - Along this same line, the MAP assessment can be used to define specific skillsets 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 provide the opportunity for students to receive direct interventions on skills that 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.
- **Students leaving the program early:**
    - An additional challenge is parents picking students up early from the after-school portion of the program. This early exit does not allow staff to provide the services they have planned for students. In the coming year, the staff anticipates setting up a policy and working with parents to encourage students to attend the full program each day.
- **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, as it typically does in a non-covid year, 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 21<sup>st</sup> Century program in alignment with the requirements set forth by the Nevada Department of Education. Despite the challenges set forth due to COVID 19, staff provided high-quality experiences for the students. 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:

- Connect 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.
  - 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 over time
- Follow through on the plan to encourage full session attendance during the after-school portion of the program.

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:**

- Nevada Department of Education. (2020). *Nevada Department of Education 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLL) External Evaluation Guide*. Retrieved from [20-10579 NV-Local-Eval-Guide fmt edtk V11.pdf - Google Drive](#)
- Nevada Department of Education. (2020). *Nevada Department of Education 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLL) External Evaluation Toolkit*. Retrieved from [20-10579 NV-Local-Eval-Guide fmt edtk V11.pdf - Google Drive](#)
- Nevada Department of Education. (2020). *Nevada 21<sup>st</sup> Century Community Learning Center State Requirements – COVID-19 Flexibilities*. Retrieved from [Nevada 21st CCLC Support Site - Forms \(google.com\)](#)
- Nevada Department of Education. (2020). *2020-2021 Program Information*. Retrieved from [Nevada 21st CCLC Support Site - Forms \(google.com\)](#)
- Stiggins. R. (2007). Assessment Through the Students' Eyes. *Educational Leadership*, 64(8), 22-26.
- Stiggins. R. (1997). *Student-Centered Classroom Assessment*. Prentice-Hall, Inc.

**Appendix A: Program Evaluation Plan**

**Description of the process:**

The process began with Dr. Pradere and Mr. Hammar, facilitating multiple planning meetings with the program evaluation team. This team included representatives from each of the participating schools. The schools include Floyd, Hafen, J.G. Johnson, and Manse Elementary Schools (See Table 1A). Utilizing a coaching and interview process, Dr. Pradere helped the team clarify the service model and the type of data collected during the evaluation process. An outline of the evaluation model was created and shared with the team after each planning meeting. The team provided specific feedback, further refining the model. After completing the initial development process, Dr. Pradere and Mr. Hammar attended the external evaluator training facilitated by the Nevada Department of Education. After completing the training, Dr. Pradere and Mr. Hammar reviewed the evaluation model and produced a final draft. In December 2020, Mr. Hammar presented the model to the Nevada Department of Education (NDE).

<b>Table 1A: Evaluation Team Members</b>			
<b>Program wide</b>		<b>Program Wide</b>	
Jeff Hammar	Program Director	Marlaina Porter	Data Tech
<b>Floyd Elementary</b>		<b>Hafen Elementary</b>	
Pamela Smith	Site coordinator	Jennifer Nelson	Site Coordinator
Mariah Delgadillo	Site assistant	Susan Hoxie	Site assistant
Traci Priest	Teacher	Elizabeth Ewing	Teacher
Michelle Davis	Teacher		
<b>J.G. Johnson Elementary</b>		<b>Manse Elementary</b>	
Elena Perez	Site coordinator	Micayla Ortiz	Site Coordinator
Rhiene Hauschen	Site assistant	Perla Cruz Mendoza	Site Assistant
Sandra Fields	Teacher	Jasmine Ujifusa	Teacher

**Planning Dates:**

Friday October 16, 2020	Planning meeting whole group
Friday October 23, 2020	Planning meeting whole group
November 13, 2020	Planning follow up after state external evaluator training
November 30, 2020	Draft of evaluation plan shared for final review
December 15, 2020	Evaluation plan shared with Nevada Department of Education

**21<sup>st</sup> Century program evaluation outline –**

The evaluation team followed the report outline provided by the Nevada Department of Education in the 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> 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 use of the model	The site coordinator will produce a program description at the start of the current school year	Site coordinator
	The Center provides opportunities for academic support.	Observe academic support activities regularly	Site coordinator Program director External evaluator
	The Center provides a variety of additional services, programs, and activities (enrichment activities)	Observe enrichment support activities regularly	Site coordinator Program director External evaluator
Exposure: What are the attendance rates of the participants?	Percentage of students who attended programming for more than 30, 60, and 90 days during the school year	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 the academic skill-building PQA — Observation and data collection will take place during the fall semester.  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 grades in reading and math improve when they participate in the 21 <sup>st</sup> Century program	Student report card grades	Students – grades 1-5	Student results will be collected and shared quarterly.	Descriptive statistics comparison	Site coordinator External evaluator Program director
Elementary: Do students who participate in 21 <sup>st</sup> -Century program interventions meet their growth targets on the MAP assessment?	Student growth on the MAP assessment  Additional comparison of 30, 60, 90-day participants	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	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 fact sheet. - Description - Enrichment opportunities - Family engagement opportunities	Site coordinators produce a short program description, including enrichment opportunities for the program	Quarter 1 and is updated quarterly	Site coordinator
Program information times of service sheet	Program information times of service sheet (Utilize NDE template)	Site coordinator completes program information times sheet	Quarter 1 and is updated quarterly or more often as needed	Site coordinator
Program review against 2020-2021 Nevada 21 <sup>st</sup> Century Community Learning Center State Requirements (Include COVID 19 Flexibilities)	Compare program services to the NDE 21 <sup>st</sup> 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 30-60-90-day participants.	Monthly	Site coordinator Data Tech
Program Quality Assessment	Academic Skill-Building: School Age PQA and Academic Skill-Building Supplement	The program director will pull together a team to perform the program observations utilizing the School-Age PQA Instrument. The evaluation team will use the information collected during this process to develop a Continuous Quality Improvement Plan (CQIP).	December – January 2020  (Target areas from the CQIP 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  External evaluator will support in 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 21 <sup>st</sup> 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
Student Grades	Student report card – quarterly grades	<p>Grades will be collected quarterly and uploaded to the CAYEN system (Data may be entered by school district staff utilizing data transfer from Infinite Campus.)</p> <p>Data will be processed utilizing descriptive statistic methods</p>	Quarterly – TBA	<p>Program Director Data Tech</p> <p>External Evaluator</p>
Progress on MAP assessment	MAP growth targets	<p>Test 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.)</p> <p>Data will be processed utilizing descriptive statistic methods</p>	<p>Administered fall and winter</p> <p>Data processed after winter implementation</p> <p>Data shared with evaluation teams when available</p>	<p>Program Director Data Tech</p> <p>External Evaluator</p>
SBAC Results	SBAC Results	<p>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.</p> <p>SBAC results will be included in the evaluation once they become available.</p>	Spring	<p>Program Director Data Tech</p> <p>External Evaluator</p>

**Leadership Team Meeting Dates:**

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

Meeting dates:

- December 11, 2020
- January 15, 2020
- February 12, 2020
- March 19, 2020
- April 9, 2020
- May 14, 2020

**Evaluation Team Meeting Dates:**

Mr. Hammar and Dr. Pradere will co-facilitate the evaluation team meetings, which will occur once per month. During the sessions, team members will review data and provide recommendations for improvement. This shared responsibility model will form the foundation of a continuous improvement cycle.

Meeting dates:

- December 18, 2020
- January 22, 2021
- February 19, 2021
- March 26, 2021
- April 16, 2021
- May 14, 2021

**Completion of the evaluation:**

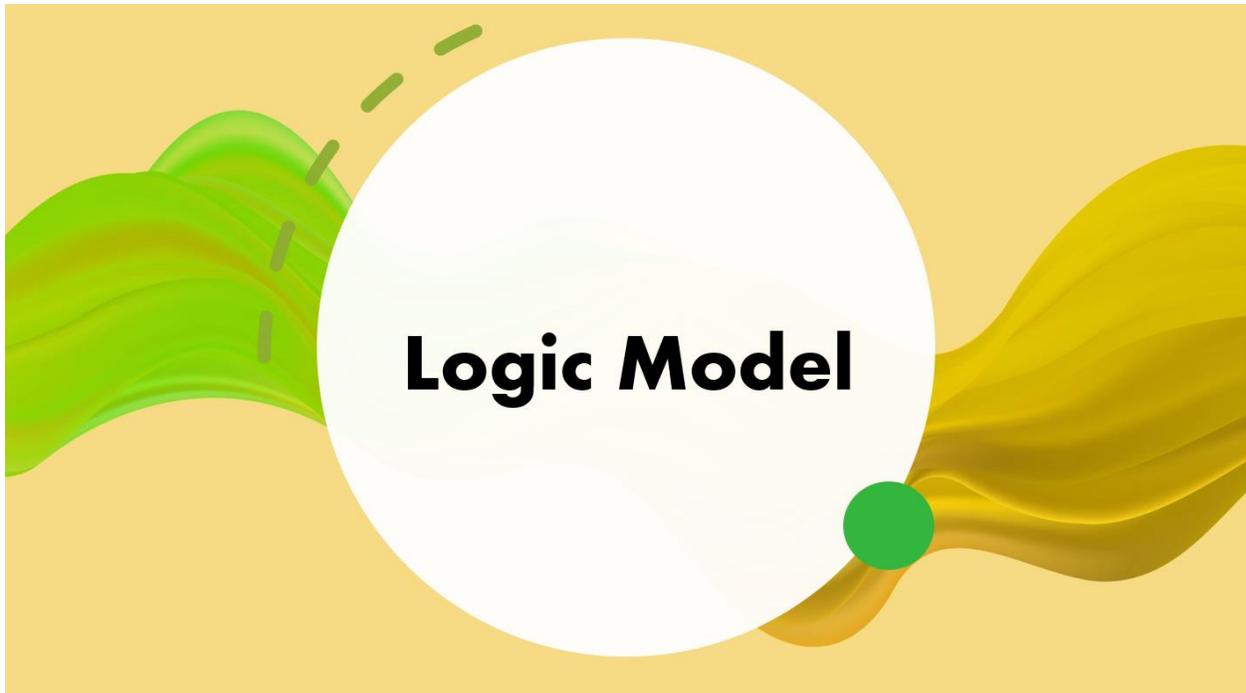
The completion of the evaluation is a year-long process. The program director, evaluation team, and the external evaluator will meet monthly to gather, share, and review program data. The information generated through this process will lead to program adjustments over time, thus creating a continuous 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 2021. 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 2021, the external evaluator will add this new information to the final report before the state deadline of November 1, 2021.

**References:**

- Nevada Department of Education. (2020). *Nevada Department of Education 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLL) External Evaluation Guide*. Retrieved from [20-10579\\_NV-Local-Eval-Guide\\_fmt\\_edtk\\_V11.pdf - Google Drive](#)
- Nevada Department of Education. (2020). *Nevada Department of Education 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLL) External Evaluation Toolkit*. Retrieved from [20-10579\\_NV-Local-Eval-Guide\\_fmt\\_edtk\\_V11.pdf - Google Drive](#)
- Nevada Department of Education. (2020). *Nevada 21<sup>st</sup> Century Community Learning Center State Requirements – COVID-19 Flexibilities*. Retrieved from [Nevada 21st CCLC Support Site - Forms \(google.com\)](#)
- Nevada Department of Education. (2020). *2020-2021 Program Information*. Retrieved from [Nevada 21st CCLC Support Site - Forms \(google.com\)](#)

Appendix B:

Nye Communities Coalition (NyECC) – Elementary 21<sup>st</sup> Century Program Logic Model



Nye County School District/ Nye Communities Coalition (NyECC) – Elementary 21 <sup>st</sup> Century Program – Logic Model					
Student Needs	Center Goals	Inputs (resources/assets)	Program and center activities	Outputs (products/fidelity)	Outcomes (outcome evaluation)
<p>Students identified for this project may not be meeting academic requirements in the classroom and require some additional help to meet their academic obligations.</p> <p>Students targeted for this project are not meeting their academic grade-level benchmarks in math/reading (MAP/SBAC).</p> <p>Students identified for this project will benefit from the enrichment opportunities offered with this program. Most 21<sup>st</sup> century participants qualify for FRL and have limited access to enrichment opportunities included in this program.</p>	<p>To build a 21<sup>st</sup> Century program operating in the required framework of the state/national program requirements. Including:</p> <ul style="list-style-type: none"> <li>• Program attendance</li> <li>• Academic Interventions</li> <li>• Enrichment opportunities</li> </ul> <p>Provide participating students ongoing academic support that will help them to improve their academic skills and performance. Connected to:</p> <ul style="list-style-type: none"> <li>• Classroom</li> <li>• MAP</li> <li>• SBAC</li> </ul> <p>Provide participating students quality enrichment experiences that will expand their horizons and meet state/national program requirements (STEM, ELA, and Math)</p>	<p>Identify students to be served by this project</p> <p>Identify teachers to provide instruction and intervention services.</p> <p>Identify types of intervention services for students</p> <p>Identify the types of enrichment opportunities for students</p> <p>Build a roadmap of activities that outlines the program of services that will be provided for the year.</p>	<p>Select students for the program</p> <p>Select teachers to provide instruction and intervention service</p> <p>Open the program and provide services to students within the model.</p> <ul style="list-style-type: none"> <li>• Teachers provide interventions</li> <li>• Students receive academic services</li> <li>• Students receive enrichment services</li> </ul>	<p>Students complete the program, and progress is reported:</p> <p>Academic data:</p> <ul style="list-style-type: none"> <li>• Classroom level (Grades)</li> <li>• MAP assessment</li> <li>• Other academic areas</li> </ul> <p>Attendance data:</p> <ul style="list-style-type: none"> <li>• 30 day</li> <li>• 60 day</li> <li>• 90 day</li> </ul> <p>Enrichment activities</p> <ul style="list-style-type: none"> <li>• List of activities</li> <li>• Number of participants</li> </ul>	<p>Did students meet their academic performance obligations:</p> <ul style="list-style-type: none"> <li>• Classroom level</li> <li>• (Grades)</li> <li>• MAP assessment</li> <li>• Other academic areas</li> </ul> <p>Did students meet the attendance obligations:</p> <ul style="list-style-type: none"> <li>• 30 day</li> <li>• 60 day</li> <li>• 90 day</li> </ul> <p>Did students attend and participate in the enrichment activities:</p> <ul style="list-style-type: none"> <li>• List of activities</li> <li>• Number of participants</li> </ul>

Nye County School District/ Nye Communities Coalition (NyECC) – Elementary 21 <sup>st</sup> Century Program – Logic Model					
Student Needs	Center Goals	Inputs (resources/assets)	Program and center activities	Outputs (products/fidelity)	Outcomes (outcome evaluation)
<p>Students identified for this project will benefit from the structured system of interventions and enrichment opportunities provided by the 21<sup>st</sup> Century Community of Learners Model.</p>	<p>The organization will use a program evaluation and a system of continuous improvement to implement the program with fidelity and meet students' needs. Program implementation will focus on meeting the State and Federal 21<sup>st</sup> Century requirements. Includes:</p> <ul style="list-style-type: none"> <li>• Process Data</li> <li>• Progress Data</li> <li>• Information reviewed on regular intervals</li> </ul>	<p>Develop/Utilize a logic model and theory of change.</p> <p>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</p> <ul style="list-style-type: none"> <li>• Program roadmap                             <ul style="list-style-type: none"> <li>- List of all activities</li> <li>- Review progress regularly</li> <li>- Verification of completion of the evaluation</li> </ul> </li> <li>• Progress data                             <ul style="list-style-type: none"> <li>- Attendance data</li> <li>- Classroom data</li> <li>- MAP data</li> <li>- Grades</li> </ul> </li> <li>• Process data                             <ul style="list-style-type: none"> <li>- Survey data</li> <li>- Observation data</li> <li>- Program quality assessment</li> </ul> </li> </ul>	<p>Implement the project:</p> <p>Follow the program and evaluation roadmaps</p> <p>Collect and review:</p> <ul style="list-style-type: none"> <li>• Progress data                             <ul style="list-style-type: none"> <li>- Attendance data</li> <li>- Classroom data</li> <li>- MAP data</li> <li>- Grades</li> </ul> </li> <li>• Process data                             <ul style="list-style-type: none"> <li>- Survey data</li> <li>- Observation data</li> <li>- Program quality assessment</li> </ul> </li> <li>• Program review                             <ul style="list-style-type: none"> <li>- Leadership teams meet on regular intervals</li> <li>- Review the data</li> <li>- Make program improvements</li> </ul> </li> </ul>	<p>Program data and preliminary evaluation report</p> <ul style="list-style-type: none"> <li>• Progress data                             <ul style="list-style-type: none"> <li>- Attendance data</li> <li>- Classroom data</li> <li>- MAP data</li> <li>- Grades</li> <li>- Other data</li> </ul> </li> <li>• Process data                             <ul style="list-style-type: none"> <li>- Survey data</li> <li>- Observation data</li> <li>- Program quality assessment</li> </ul> </li> </ul>	<p>Executive Summary Program Evaluation Changes to the program based on results collected</p>

**Appendix C: Advisory Committee Agendas/Minutes****Floyd E.S. Advisory Committee Meeting****October 16, 2020****7:30 am - 8:30am**

**Meeting Attendance** - Jeff Hammar (Director of SAFE), Steven Pradere (21st Century Program Evaluator, Mr Simmons (Floyds Asst Principal), Scot (Custodian), Michelle Davis (School teacher), Marian D (Assistant Site Coordinator), Arielle (mom) Sevina & Brook (daughters), & Pam Smith (Floyd's Site Coordinator)

School & General SAFE Overview: (Current Enrollment & Attendance)

Mondays & Wednesdays : Cohort **A** 34-35 children attending

Tuesdays & Thursdays: Cohort **B** 12-14 children attending

Current total enrollment is 72 children

**SAFE'S** average daily attendance not steady enough to gage attendance

Due to Covid 19 and outbreaks

We discussed this in detail of what is happening during the Coronavirus and how this is affecting attendance and participation.

**SAFE SCHEDULE** - we are Monday - Thursday right now

7:30am- 9:00am (Morning session) 2:45pm - 5:15pm (afternoon session)

Snack is outside and children are socially distanced.

**CURRENT SAFE** Activities - Handwriting practice, journaling, Reading, PBS

Programs Ruff Ruffman, Martha Speaks, Ready Jet Go. We are implementing a running club and also when we are able to - We have developed a Reading Buddies program. We are going to launch a Robotics Program. We will be teaching the children how to make slime, Kinetic Sand, Playdough. There will be a cooking class, Grow a tree, The children will be able to vote this year for what superhero they want to be President. We are going to be adding Social & Emotional Learning opportunities. We have also obtained DRI Science Alive for our Science part of SAFE.

**SAFE CHALLENGES:** We asked Arielle (parent) her opinion and challenges of SAFE for her and her family. Mom told us that she loves having SAFE available at Floyd Elementary. She told us that she couldn't work if it wasn't for this program. She also said having this program to help her children makes a world of difference for her girls. Her recommendations to us is to work on more Reading and Homework. She said that You-Tube is a concern because having the children on Chromebooks and they are able to access You-Tube is a problem. Mr Simmons said that some of the teachers are using You-Tube for things that they are doing or learning in Virtual - that there isn't a way to remove or restrict the access unfortunately.

We did also discuss that SAFE might go Virtual and how would that work for Arielle and her family. She said that she would like SAFE to stay the way it is - LIVE in PERSON. Jeff asked the girls what they like about SAFE and they like the ARTS & CRAFTS & the people that work at SAFE. Mom emphasized that it has made a difference with her children to attend SAFE.

**SAFE IMPROVEMENTS:** We are going to have a key for the bathroom. SAFE might go Virtual. This was discussed by Jeff. Jeff also explained to us in this Advisory meeting how SAFE came to be in the NYE County School District. Jeff told us that the Elementary School District approached the Nye County Coalition and

asked to have SAFE in this district. He discussed that the school districts said that they would provide the Space, the Cleaning, and the snacks for the children. Then a contract was signed.

SAFE storage room has been re-organized and slimmed down - cleaned out to eliminate some of the urban sprawl feel. Teachers can fit thru the back book area much easier now to access books or materials that they need. (as we share space with the school) One of the biggest Improvements is control of the students and student accidents. This is due to the amount of children that we have signed up at this time. We have 73 students at this time and they are spread out in Cohorts (A & B) Our normal registration numbers are over 120 children.

Also another improvement is the sanitation part of SAFE. We have implemented that each child has their own school materials to use. (Their own boxes, pencils, crayons, chromebooks, etc) every school room, desk, chair is sanitized every day, everytime a child uses. Also every child has to use hand sanitizers, and wear a mask. We keep the child apart by grade level.

**SAFE Concerns & General Comments:** Scot Trot Floyd's Custodian attended our advisory meeting because he had some concerns about our program. We invited Scot to express those concerns and see what we can do to make this experience better for him. Scot mentioned that there are several areas of concern. He started off by stating that SAFE puts a strain on the Infrastructure of the School. We impact and add stress to the School, Janitorial Staff, Kitchen Staff, Taking up Space and leaving a mess. He finds Clay everywhere and that the floor is dirty. The bathrooms are left dirty with children not flushing after themselves. When we 1st started all we had was a shelf, then we asked for more space and got a small room, and now we are sprawled out all over (URBAN SPRAWL) and are blocking teachers access to getting their materials that they need for teaching. He also has concerns about us not asking the children if they have homework. He identified that he doesn't see us working one on one with the children. That we don't talk to the children appropriately. He also states that when SAFE 1st came to the school that it's in a contract that the School Janitorial staff didn't have to pick up after SAFE. Jeff, Mr Simmons & Scot discussed this and they are going to look at ways to help alleviate some of this pressure. Jeff explained to Scot that Floyd is the only School that seems to be having these problems and issues. He also mentioned that we entered a room that had already been cleaned to have our meeting - when the Principal herself recommended that we use the Computer Room for the Social distancing component. It was agreed that we would all communicate better with each other. On Site Coordinators end that I would communicate with the principal on school matters.

Jeff brought up that SAFE might try a virtual SAFE Zoom online program. Mr Simmons was curious how would that workout That it would be great to have that extra tier available. Jeff said that this is still in the working it out stage. Arielle also asked how would this workout. This Concept was left up in the air of whether it's a go.

Thanked all whom attended our 1st Advisory Board Meeting and agreed to follow up on all concerns that were brought up.

## SAFE Advisory Board Meeting Agenda/Minutes

April 30, 2021 1:00 P.M.

Join Zoom Meeting

<https://zoom.us/j/5548549889?pwd=QnZkdVR1TjFTaCs4VTBFZzNvdFJQQT09>

Meeting ID: 554 854 9889 Passcode: SAFE2020

Agenda topics

1. **Welcome and introduction:** Jeff Hammar: *Have each advisory committee member introduce themselves and share their role and connection to the program.*
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:*
    - Red Rover: Josh Melver,*
    - 4-H Stem Project: Stormy Ingersoll,*
    - Lego Robotics*
    - Child abuse prevention: Marlaina Porter*
  - c. *External Evaluation: Steve Pradere: Student-Centered Institute for Educational Improvement.*
3. **Attendance and participation rates:**
  - a. *The state requires a minimum of 120 days of programming. Students must attend a minimum of 30 days to be counted as regular participant. We must provide a minimum of 12 hrs/wk.*
  - b. *20-21 planned for 142 days and 375 regular participants*
  - c. *Current Projected Data: 132 days in session with 431 registered students. 309 students projected as regular attendees. Regular attendees by site: Floyd: Hafen: JG: Manse:*
4. **Student performance data:** Jeff Hammar: *update on student data.*
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 the next meeting date*

## SAFE Advisory Board Meeting Agenda/Minutes

## SAFE Advisory Board Meeting Minutes

April 30, 2021 1:00 P.M.

Join Zoom Meeting

<https://zoom.us/j/5548549889?pwd=QnZkdVR1TjFTaCs4VTBFZzNvdFJQQT09>

Meeting ID: 554 854 9889 Passcode: SAFE2020

Meeting Minutes on 4/30/21 from 1:00pm to 2:00pm

1. Schools talked about some things they do with their kids during programming:
  - Floyd- does programs that the school uses on chromebooks
  - Mase-Writing Brain, 1 on 1 tutoring, and small groups.
  - JG- Coordinates with teachers on using similar things, creative writing, work on handwriting, use programs the school uses
  - Hafen- academic 2nd hour and 1st hour legos or RR, also has a dance club and book club.
  - All schools do arts and crafts, legos, and RR
  
2. Pick a Better Snack Program-Tamalyn Talor
  - May will be Strawberries
  - Does educational studies about being healthy
  - Works with 2nd and 3rd graders.
  - She wants to continue the program into next year.
  
3. Red Rover(RR)-Josh Melver
  - 2nd time coming to Pahrump
  - Wants to continue next year and also bring it into the schools themselves
  - Helps fight for child obesity
  - Coming out May 8th for finale RR obstacle course
  
4. 4H-Stormy(not present Jeff talked about program)
  - They send home take home packets with books and activities
  - They come around and help with lego robotics, they have their own team
  - They do fun activities for the kids and families like bring a trained dog to the safe program.
  
5. Lego Robotics Expo and RR Finale
  - All 4 schools meet at Floyd, May 8th from 8am to 12pm at specific times to limit the amount of families and kids.
  - RR obstacle course outdoors and Lego Robotics Expo indoors
  
6. Child Speak Up Be Safe Program(no speaker, Jeff Talked about it)
  - 2nd and 4th grade participated.
  - Grant from the state to fund next year for 1st through 5th grades.
  - Kelly Hodge from RCMS held it this time, but Jeff wants to find 4 social workers or counselors for all 4 sites, to continue the program.

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## 7. External Evaluation- Dr. Steve

- Job is to help with looking at the program as a whole, and looking from the outside to help build a better structure.
- Makes sure we meet Federal and State guidelines

## 8. Americor- Sofia Allison

- 3 members currently working, 2 at Floyd, and 1 at Hafen
- Plans to get more staff for next year
- Currently looking for 17 and up participants.

## 9. SAFE Parents

## Floyd Safe Parent-Jackie and daughter Molina

- Feels that we should structure academic/tutoring time around Homework more, due to her daughter struggling with Homework.
- Molina loves the program, loves the creativity and can't wait for next year, to do more exercising like she does in RR.

## Manse Parent- Janette

- Has a kinder student, also is SAFE staff
- Would like to see more sports worked in to SAFE
- Jeff--- said he would look into the structure and maybe find teachers to do a club or work sports in our physical activities.

## JG- Shamika

- Loves the communication, the creativity, and has 2 kids in the program

## 10. State Requirements

- Wanted 431 students but only reached 309 students due to covid.

## 11. Students Performance

- Winter Mapp Scores to help gear towards students who need the homework help.
- Bubble kids? Students below and not meeting standards.
- With left open space, for other students to join.
- Pam(Floyd)-- wants to know about cutting down students per grade.
- Jeff--- 12 to 13 students, possibly 15 per grade.
- Lori(Floyd)-- feels that if we only focus on academics then we might miss the kids at home who don't get the support they need, from the SAFE program (troubled kids).

## SAFE Advisory Board Meeting Minutes

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Meeting ID: 554 854 9889 Passcode: SAFE2020

- Liz Ewing-- wants to see us break kids down into groups, not grades, with what they need help with and focus on that group as a group and not as a grade.
- Lori(Floyd Principal)-- Brought up IReady and the data they collect on it, and thinks that maybe it will help Jeff with the data.
- Lori(Floyd Principal)-- feels we should wait till school opens up and use the population of the buildings, take the 3 pieces to help run safe, tutor the bubble kids. Want to know what is the SAFE program goal?
- Jeff-- The goal for the SAFE program is to get with the principles and staff at the schools and gear the academics around what the students need.
- Karen(grant writer)-- Personal Opinion is not to focus on just bubble kids and to focus on all the kids that truly need help, and to have open communication with all the staff.

## 12. Concerns and Challenges

- Pam(Floyd)-- would like to see next year some kind of open house, so we can tell the parents what we do and explain rules and our structure in SAFE. She feels that parents use us as a babysitter and do not fully understand what we do here and why it is important to only have your child in the program if they need help.
- Jeff- Said that it is a great idea, he will go over it and try to make it work for next year, and to maybe be a part of the school's open house, so that way we get to see a lot of students and parents to tell them about the program.
- Jeff-- is also concerned about how many parents use SAFE as a buffer for 15 to 20 mins, and don't keep kids in the program for the full sessions. He wants to change the pick up times to 4:30 and 5:30 to free up the door and only allow students to leave before this time in an emergency, and not sports or other obligations, it takes up a spot for a student who could really need it.
- Jeff- wants to cut down on the playground time between snack and academics, it is just to let them work off energy before going into homework mode.

Next meeting should be around September, no specific time or date, due to opening up to 5 days next year.

SAFE Advisory Board Meeting Attendees  
 April 30, 2021 1:00 P.M.

<b>NAME</b>	<b>POSITION</b>	<b>EMAIL</b>
Jeff Hammar	NyECC Director	safedirector@nyeschools.org
Steve Pradere	Director/Managing Member, Student-Centered Institute for Educational Improvement	grantevaluator@nyeschools.org
Josh Melver	Red Line Fitness: Red Rover	josh@redroverfitness.com
Tamalyn Taylor	NyECC SNAP-ED Coordinator	tamalyn@nyecc.org
Karen Holley	Coordinator of Federal & State Programs Nye County School District	kholley@nyeschools.org
Lori Metscher	Principal: Floyd Elem.	lmetscher@nyeschool.org
Sofia Allison	POP AmeriCorps Program Director	sofia@nyecc.org
Genoveva Lopez	Asst. Principal: Manse Elem.	glopezangelo@nyeschools.org
Debbie Carle	Principal: JG Johnson Elem.	dcarle@nyeschools.org
Michelle Davis	Teacher: Floyd Elem.	mdavis@nyeschools.org
Liz Ewing	Teacher: Hafen Elem.	eewing@nyeschools.org
Jamine Ujifusa	Teacher: Manse Elem.	lujifusa@nyeschools.org
Jeanette Ogden	Parent	jogden@nyeschools.org
Jennifer Nelson	Site Coordinator: Hafen Elem.	safepa2@nyeschools.org
Pamela Smith	Site Coordinator: Floyd Elem.	safepa6@nyeschools.org
Micayla Ortiz	Site Coordinator: Manse Elem.	mortiz@nyeschools.org
Caitlin Santiago	Site Coordinator: JG Johnson Elem.	csantiago@nyeschool.org
Rebecca Whitney	Asst. Site Coord. JG Johnson Elem.	safepa5@nyeschools.org
Mariah Delgadillo	Asst. Site Coord. Floyd Elem.	safepa3@nyeschools.org
Jacqueline Miller	Parent: Floyd Elementary	jacquelinesusanmiller@gmail.com
Malia Miller	Student: Floyd Elemntary	
Shamika Nettles	Parent: JG Johnson Elementary	ssnettles2005@yahoo.com