21$^{\text{st}}$ Century Program Evaluation – June 2021
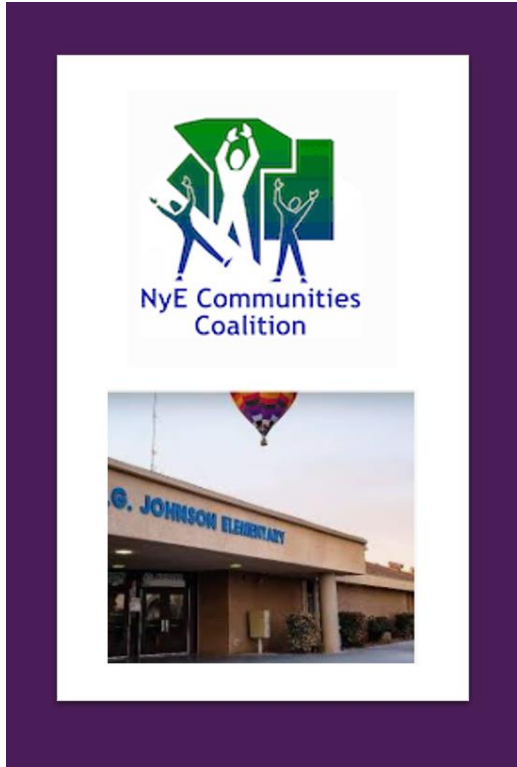
J. G. Johnson Elementary
SAFE Program Evaluation
2020 – 2021 School Year

Program Director:	External Evaluator:
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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 J.G. Johnson 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 J.G. Johnson 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 NyE Communities Coalition (NyECC) facilitated the J.G. Johnson SAFE program, which secured the 21st Century grant that 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 J.G. Johnson 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 21st 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 (NCSD) adopted a hybrid school model that moved schools to a combination of in-person and virtual learning. The NCSD 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. This 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, J.G. Johnson 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 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 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:

J.G. Johnson Elementary is a public elementary school located in Pahrump, Nevada, that provided academic services to approximately 450 students per year. The ethnic makeup of the student body was primarily white (56%), Hispanic (26%), multiracial (9%), and black (5%). The rest represent Asians (2%), 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

JG Johnson Elementary 2020-2021 School Year
SAFE Student Demographic Data

Students	Total	30 day +
	78	61

JG Johnson - Participant Gender Makeup				
Gender	# of Students	% of Students	30 day +	% 30 day +
M	46	59%	36	59%
F	32	41%	25	41%

JG Johnson - Participant Demographic Make-up					
Ethnicity	Ethnicity	# of Students	% of Students	30 day +	% 30 day +
Asian	A	1	1%	1	2%
Black	B	0	0%	0	0%
Caucasian	C	51	66%	36	59%
Hispanic	H	15	19%	15	24%
Indian - Alaskan Native	I	0	0%	0	0%
Mixed Race	M	11	14%	9	15%
Pacific Islander	P	0	0%	0	0
Total		78	100%	61	100%

JG Johnson - Special Populations					
	Spec. Pop	# of Students	% of Students	30 day +	% 30 day +
Special Education	IEP	13	17%	10	16%
English Language Learner	EL	1	1%	1	2%

Table 1A: Demographic makeup: Represents demographic makeup of the entire population of students who participated in the SAFE program (78 students)

Student recruitment and selection for the SAFE Program:

J.G. Johnson 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, the J.G. Johnson 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:

No summer session was offered 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 coordinators Elana Perez and Caitlin Santiago and assistant site coordinators Rhiene Hauschen and Rebecca Whitney. The program director was Jeff Hammar, the Director of Wellness/SAFE Elementary Program for the Nye Communities Coalition.

- Program location:

  J.G. Johnson Elementary School
  900 Jack Rabbit St.
  Pahrump, NV 89048

- 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 sixteen staff members. These included six school day teachers, two community members, two administrators, one college student, and three additional non-teaching staff members. The program also received additional support from three volunteers. In all, the program was staffed by a total of seventeen people.

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	2
Cayen training for Ass. Site Coordinator	1
Beyond School Hours Conference	1
Nye County School District Training	1
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 8:00 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 get started on completing their homework or moving into some optional activity centers that staff put together. The optional activities include Legos, Wiki Sticks, reading, coloring, drawing, or access their chrome book.

- *Whole group academic activities 8:00 AM to 9:00 AM:* During this time, students move into a whole group academic activity led by SAFE staff. These experiences focus on core academic areas, including math, reading, writing, or science.

- *Exit morning program 9:00 AM:* students transition into their classrooms and begin their regular school day.

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.

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.
Reading club	Students work with teachers to select and or review high-interest books or articles
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 **Child Help 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 2020-2021 school year.

Figure 1A: 2020-2021 SAFE Program Information

On Site, Virtual, or Hybrid: On site_____

Site: _J.G. Johnson Elementary School_____   District/Organization: Nye Communities Coalition (NyECC)

Site coordinator: _Caitlin Santiago_____   E-mail: csantiago@nyeschools.org

Site assistant: ____Rebecca Whitney_____   E-mail: safepa5@nyeschools.org

21st CCLC Program Information
School Year Program

Start Date: 08/31/2020_____   End Date:_05/19/2021_____

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	0		
Saturday	0		
Sunday	0		
		Total Program Hours:	16 (all in person)

21st 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:_____08/24/2020_____   Last Day of School:_____05/20/2021_____
School Hours:____9:00 AM to 2:45 PM_____   Early Release Hours: _____N/A_____
Student Enrollment: _____Aprox 450_____

Advisory Board Dates: ___October 8, 2020_____   January 19, 2021_____   May 5, 2021_____

Program attendance:

The federal guidelines for the 21st-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 sixty-one 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 – J.G. Johnson Elementary		
	# of Students	% of Students
1-29 day attendees	17	21.8%
30-day attendees	24	30.8%
60-day attendees	31	39.7%
90-day attendees	6	7.7%
Total 30+ day attendees	61	78.2%
Total	78	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 J.G. Johnson implemented a hybrid schedule where students only attended school and the SAFE program two days per week. During this time, daily attendance from August to January ranged from seventeen to thirty-nine 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 fifty-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

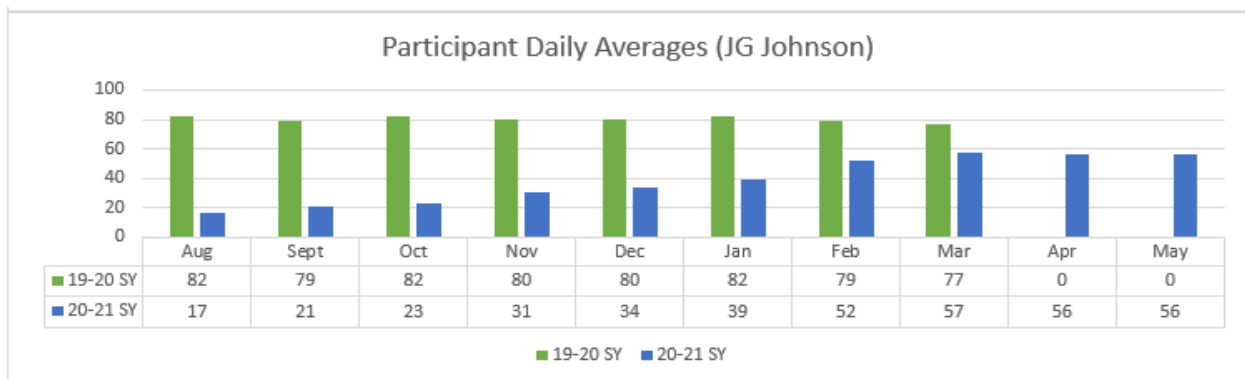| Participant Daily Averages (JG Johnson)	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
19-20 SY	82	79	82	80	80	82	79	77	0	0
20-21 SY	17	21	23	31	34	39	52	57	56	56

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 forty-eight parents participated in these activities.

Transportation:

The SAFE program does not offer transportation for participating students. Parents bring students to and from the program each day.

Advisory committee:

At the start of the 2020-2021 school year, each of the 21st 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 8, 2020, and January 14, 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 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.
- **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. The percentages improved from 92% of the participants passing to 96% passing in mathematics, and ELA remained high at a 97% pass rate.

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

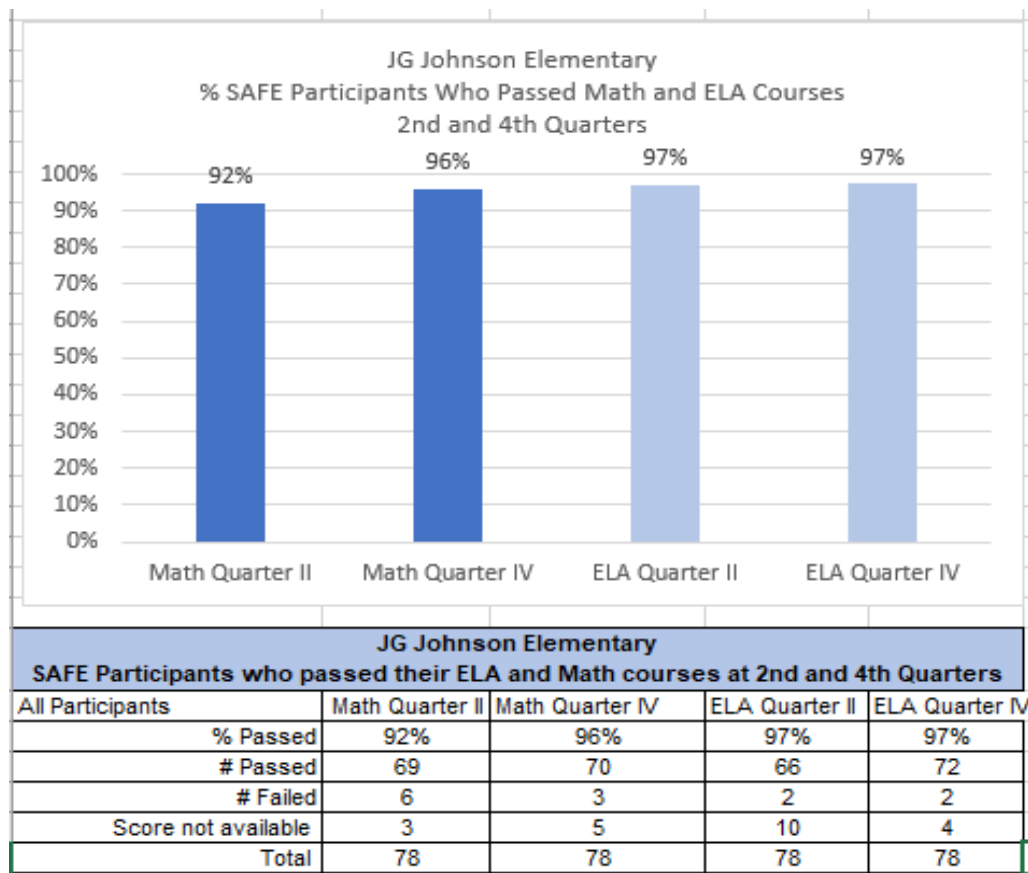| JG Johnson Elementary SAFE Participants who passed their ELA and Math courses at 2nd and 4th Quarters				
All Participants	Math Quarter II	Math Quarter IV	ELA Quarter II	ELA Quarter IV
% Passed	92%	96%	97%	97%
# Passed	69	70	66	72
# Failed	6	3	2	2
Score not available	3	5	10	4
Total	78	78	78	78

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

Overall, 30-day attendees demonstrated a very high pass rate at the 2nd and 4th quarters. There was a 3% increase in math and a 4% increase in ELA over that same time. The upward trend between quarters was encouraging. Thus, the combination of in-school and after-school services supported a marked improvement in the number of students passing their classes between Quarter II and Quarter IV.

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

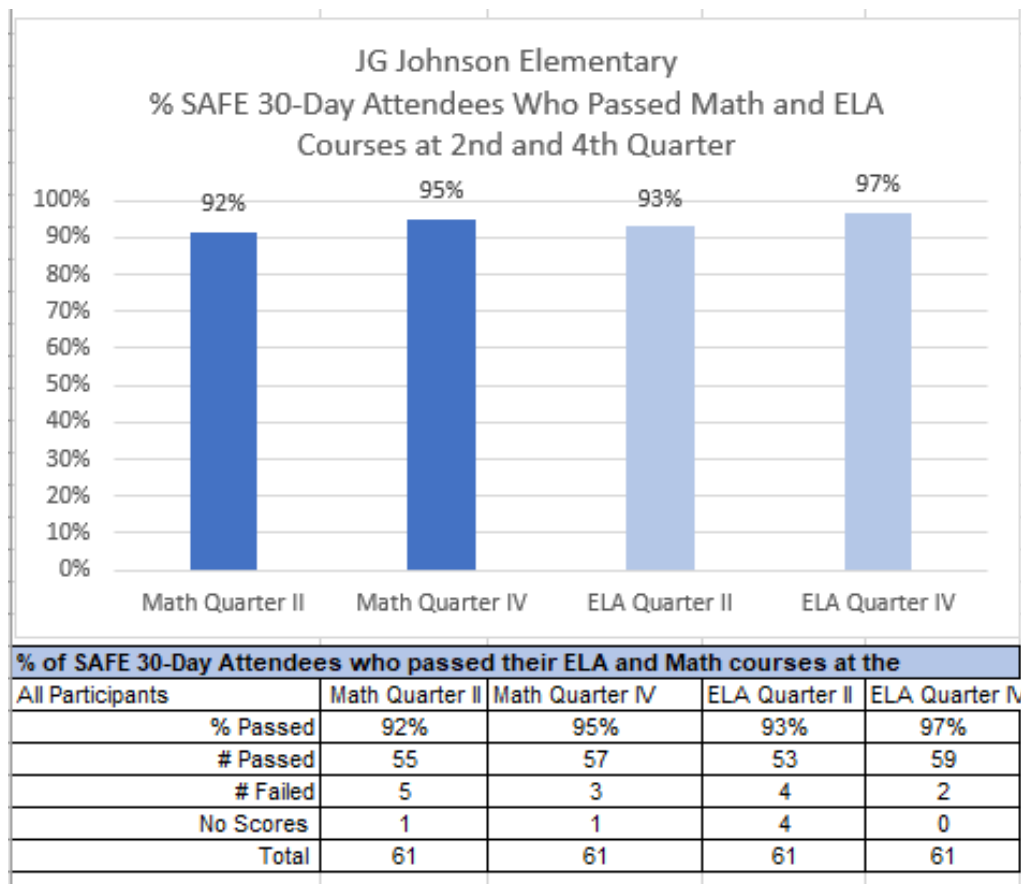| % of SAFE 30-Day Attendees who passed their ELA and Math courses at the				
All Participants	Math Quarter II	Math Quarter IV	ELA Quarter II	ELA Quarter IV
% Passed	92%	95%	93%	97%
# Passed	55	57	53	59
# Failed	5	3	4	2
No Scores	1	1	4	0
Total	61	61	61	61

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

Grade Changes by Quarter:

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

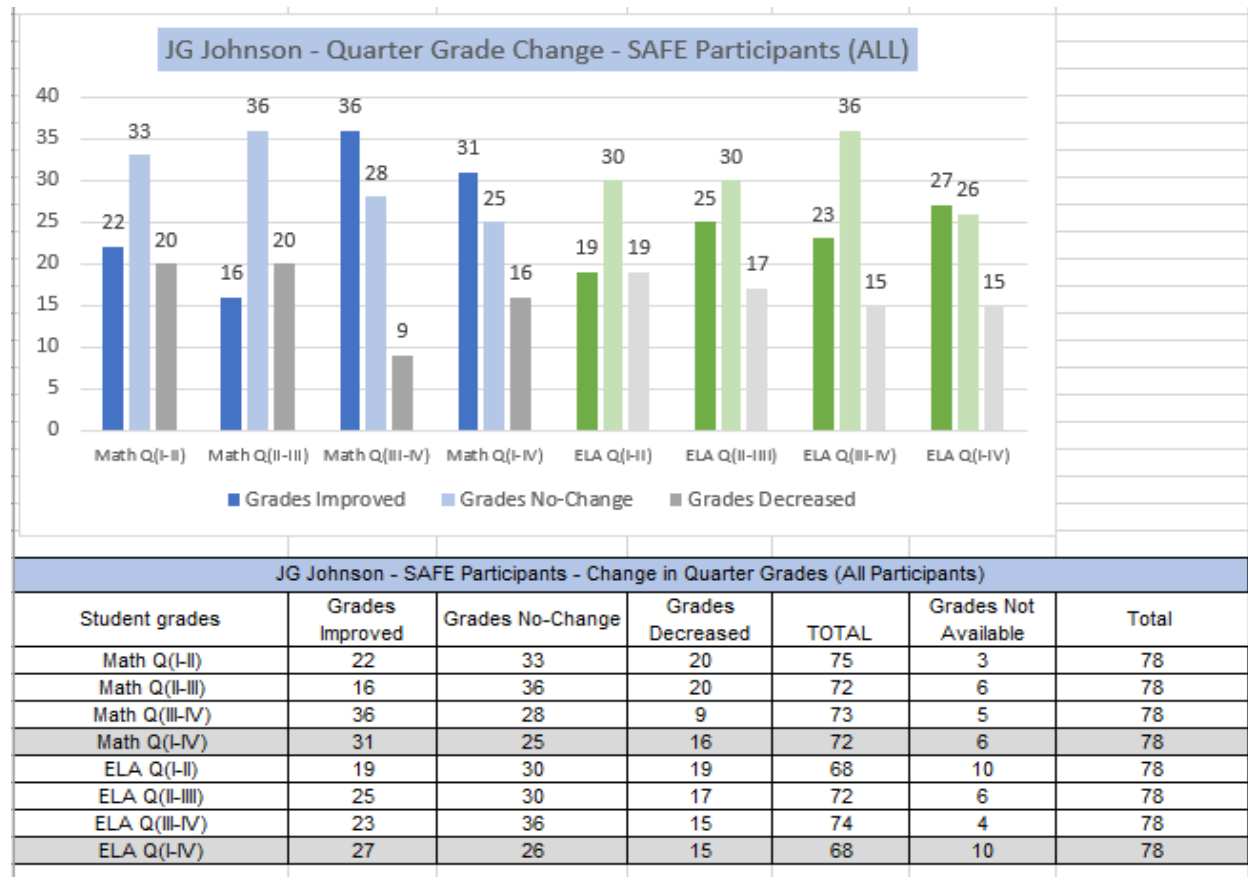| Student grades	Grades Improved	Grades No-Change	Grades Decreased	TOTAL	Grades Not Available	Total
Math Q(I-II)	22	33	20	75	3	78
Math Q(II-III)	16	36	20	72	6	78
Math Q(III-IV)	36	28	9	73	5	78
Math Q(I-IV)	31	25	16	72	6	78
ELA Q(I-II)	19	30	19	68	10	78
ELA Q(II-IIII)	25	30	17	72	6	78
ELA Q(III-IV)	23	36	15	74	4	78
ELA Q(I-IV)	27	26	15	68	10	78

Figure 1E: Represents the comparison of 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 majority of grades for SAFE participants either stayed the same or trended upward. Considering the full SAFE group, the improvement in math scores when comparing Quarter III to Quarter IV and Quarter I to Quarter IV provided the most positive change data. The ELA data showed the most significant improvement when comparing grades between Quarter I and Quarter IV.

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

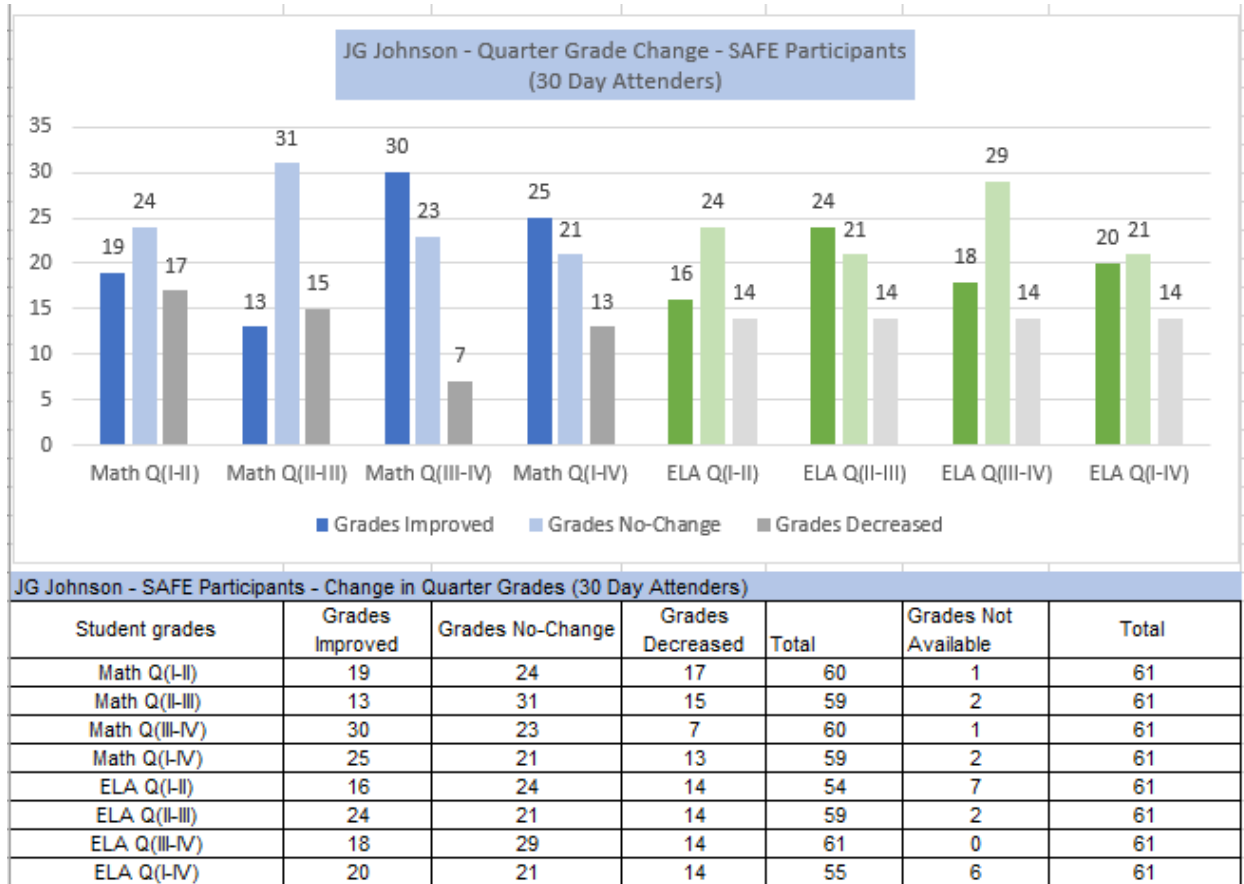| Student grades	Grades Improved	Grades No-Change	Grades Decreased	Total	Grades Not Available	Total
Math Q(I-II)	19	24	17	60	1	61
Math Q(II-III)	13	31	15	59	2	61
Math Q(III-IV)	30	23	7	60	1	61
Math Q(I-IV)	25	21	13	59	2	61
ELA Q(I-II)	16	24	14	54	7	61
ELA Q(II-III)	24	21	14	59	2	61
ELA Q(III-IV)	18	29	14	61	0	61
ELA Q(I-IV)	20	21	14	55	6	61

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.

Similar to the all SAFE group, the math data between Quarter III and Quarter IV and Quarter I and Quarter IV showed the greatest level of improvement. In ELA, the comparison between quarters II and III represented the most significant positive change.

When reviewing the change in student grades for SAFE participants, the data showed a slight upward trend. A majority of students either maintained or slightly improved their grades in math and ELA from quarter to quarter.

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

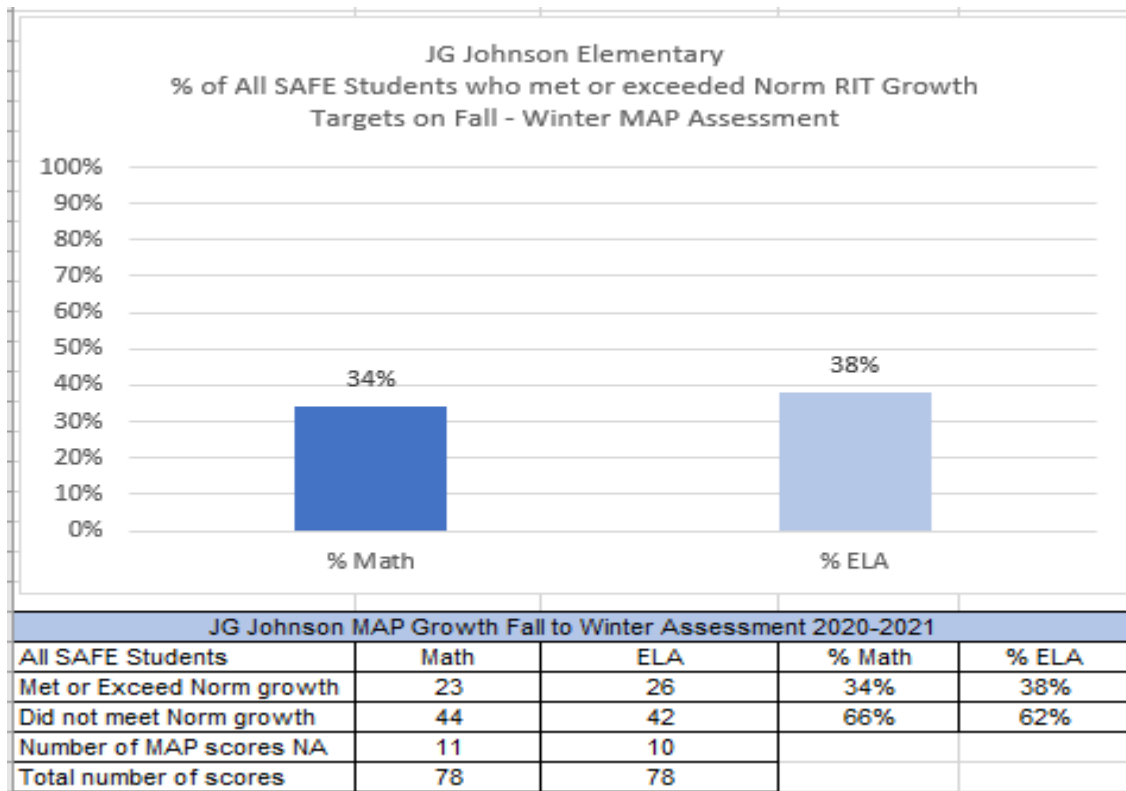| JG Johnson MAP Growth Fall to Winter Assessment 2020-2021				
All SAFE Students	Math	ELA	% Math	% ELA
Met or Exceed Norm growth	23	26	34%	38%
Did not meet Norm growth	44	42	66%	62%
Number of MAP scores NA	11	10		
Total number of scores	78	78		

Figure 1G: Represents the number of students who attended the SAFE program and 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 both reading and mathematics. The SAFE students at J.G. Johnson elementary fell well below that target area, with only 34% of the math students and 38% of the ELA students meeting the 50% threshold.

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

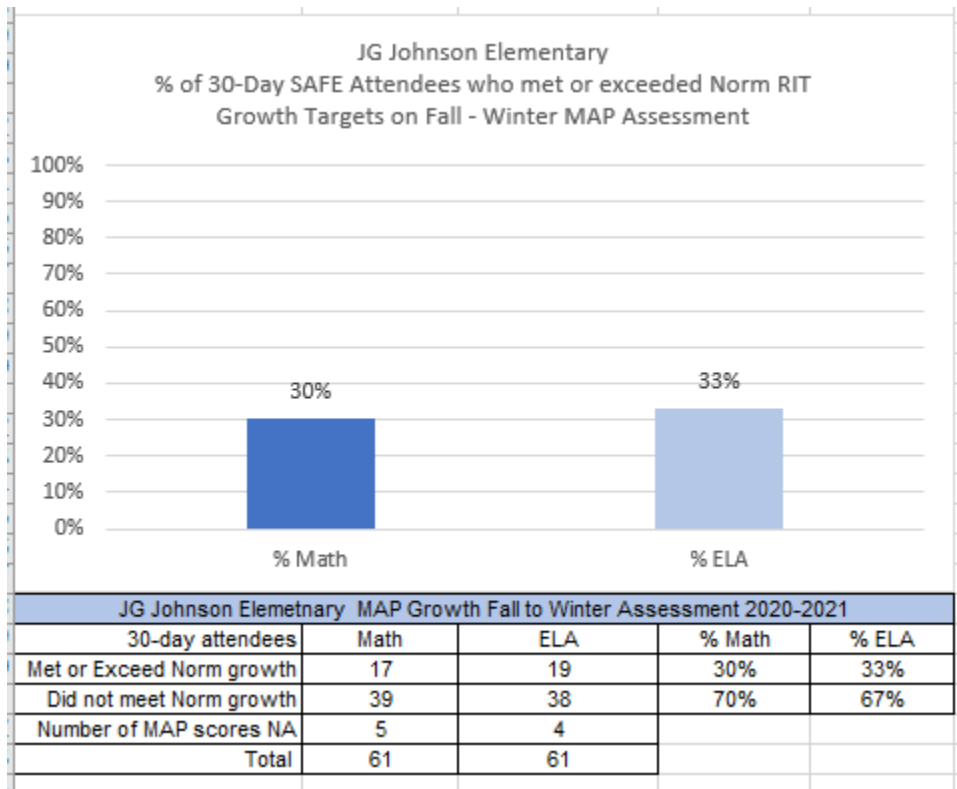| JG Johnson Elemetnary MAP Growth Fall to Winter Assessment 2020-2021				
30-day attendees	Math	ELA	% Math	% ELA
Met or Exceed Norm growth	17	19	30%	33%
Did not meet Norm growth	39	38	70%	67%
Number of MAP scores NA	5	4		
Total	61	61		

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 attendees was even lower than that of the group representing all SAFE students. Only 30% of the students in this group met their RIT growth target and 33% in ELA. Although these results are not completely unexpected because of the burdens put on the school as a result of COVID 19, the results are still concerning. Clearly, the reduced time in school due to the adoption of the hybrid model had a negative effect on student performance.

In looking deeper into these numbers, a large percentage of students 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 ELA and Math areas, the performance of SAFE students fell below the expected performance levels on the MAP assessment. This is specific to the actual RIT growth rates compared to the projected RIT growth rates on the MAP assessment.

<div align="center">

Program Systems Review:

</div>

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 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. 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.

- **Students leaving the program early:**

  - o 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)**

  - o 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 J.G. Johnson 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. 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 21st Century Community Learning Centers (21st 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 21st Century Community Learning Centers (21st CCLL) External Evaluation Toolkit.* Retrieved from 20-10579_NV-Local-Eval-Guide_fmt_edtk_V11.pdf - Google Drive

Nevada Department of Education. (2020). *Nevada 21st 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).

Table 1A: Evaluation Team Members			
Program wide		**Program Wide**	
Jeff Hammar	Program Director	Marlaina Porter	Data Tech
Floyd Elementary		**Hafen Elementary**	
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		
J.G. Johnson Elementary		**Manse Elementary**	
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

21st Century program evaluation outline –

The evaluation team followed the report outline 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 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 21st 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 21st-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 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 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 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
Student Grades	Student report card – quarterly grades	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.) Data will be processed utilizing descriptive statistic methods	Quarterly – TBA	Program Director Data Tech External Evaluator
Progress on the MAP assessment	MAP growth targets	The test was 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 winter Data processed after winter 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

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 21st Century Community Learning Centers (21st 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 21st Century Community Learning Centers (21st CCLL) External Evaluation Toolkit.* Retrieved from 20-10579_NV-Local-Eval-Guide_fmt_edtk_V11.pdf - Google Drive

Nevada Department of Education. (2020). *Nevada 21st 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 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 be meeting academic requirements in the classroom and require some 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 with 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:
• Classroom level (Grades)
• MAP assessment
• Other academic areas

Attendance data:
• 30 day
• 60 day
• 90 day

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:
• 30 day
• 60 day
• 90 day

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 system of continuous improvement 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 on 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
		  - Grades
		• 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
			  - Grades
			• Process data
			  - Survey data
			  - Observation data
			  - Program quality assessment
			• Program review
			  - Leadership teams meet on regular intervals
			  - Review the data
			  - Make program improvements
				Program data and preliminary evaluation report
				
				• Progress data
				  - Attendance data
				  - Classroom data
				  - MAP data
				  - Grades
				  - Other data
				• Process data
				  - Survey data
				  - Observation data
				  - Program quality assessment
					Executive Summary Program Evaluation Changes to the program based on results collected

Appendix C: Advisory Committee Agendas/Minutes

JG Johnson E.S. SAFE Advisory Committee Meeting

10/8/2020

7:00 AM

1. Meeting Attendance

2. JG Johnson & General SAFE Overview: Enrollment & Attendance

    a. Enrollment:

        i. JG Johnson: 74

        ii. SAFE Total:

        iii. SAFE Attendance Snapshot:

            1. Average daily attendance all months: 21

            2. Average daily attendance September: 21

            3. Average daily attendance October: 23

3. Previous Minutes

    a. Updates on suggestions from the last meeting

4. SAFE Schedule

    - Students get dropped off from 7:30 AM to 8:15 AM, gets hand sanitizer, are asked if they have homework, or either write or read
    - 8:15 AM to 8:40 AM students participate in an enrichment activity from either STEM, Art, PE, etc
    - 8:40 AM to 8:55 AM Physical Activity and are lined up to be released to their class.
    - In the afternoon, the students are released to the SAFE Program by 2:45 PM. The students find their designated spot and wait for hand sanitizer and their snack. By 3:05 PM, students are released outside for physical activity.
    - 3:15 PM, the Teachers arrive and head out to the playground to pick up their students.
    - 3:30 PM to 4:30 PM students are in Tutoring with their SAFE Teacher.
    - 4:30 PM to 5:15 PM, the students stay with their designated SAFE Teacher and participate in an enrichment activity. Kindergarten and first-grade students have been doing plays and art. Second and third graders have been working on a family tree. Fourth and fifth graders have been doing art projects.

5. Current SAFE Activities
    - Morning Academic (Homework), Silent reading/ Writing, Tutoring, Art, Morning Art, Music appreciation, Theater/Play, Pick a better snack, snack time, Miss Pahrump Dancing Special event, Morning Physical Activity, Physical Fitness/Education, PM Enrichment Physical Activity, Family Tree, AM STEM, STEM

6. Recurring SAFE Clubs
    - Due to COVID19 Lego Robotics and Red Rover are on hold.

7. SAFE Challenges
   ● Due to COVID19, one of the challenges was how we would be able to keep the students distanced, what activities the students would be able to participate in without having to have physical contact

8. SAFE Improvements
   ● The program is more structured
   ● Have more Teacher assistance for academics and enrichments.
   ● Academics have been incorporated into the morning session

9. Concerns and General Comments
   ● The parent representative stated that her children love the SAFE program but miss the parent engagement activities because these activities were the highlight of her child's day.
   ● The student representative stated that the SAFE Program is awesome and that he reads books. He also mentioned that the SAFE program is different from last year because of the separation. He said he missed playing with Legos and being able to do Lego Robotics.
   ● The principal stated that they would be rolling kids back into school slowly. They will be doing four days a week instead of Cohort, which is twice a week. She also mentioned that the School's main goal is "Student Response from written to oral," using words appropriately. She also proposed that the SAFE program should offer training for parents for Lexia, Zearn, and Canvas.
   ● The teacher representative stated that she would like the SAFE students to be able to work on Zearn and Lexia.

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 participates.

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).

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- 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.

NAME	POSITION	EMAIL
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.	jujifusa@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