



THE UNIVERSITY OF UTAH

UTAH EDUCATION  
POLICY CENTER

# INTERGENERATIONAL POVERTY INTERVENTIONS AFTERSCHOOL PROGRAM EVALUATION: FOR GRANTEES

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*Year One: 2014-15*



THE UNIVERSITY OF UTAH  

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POLICY CENTER

*Bridging Research, Policy, & Practice*

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## Table of Contents

Acknowledgements.....	3
List of Figures.....	6
List of Tables .....	7
Executive Summary.....	8
Introduction.....	8
Evaluation Overview .....	8
Key Implementation Findings.....	8
To what extent were staff members prepared to implement IGPI afterschool programming? .....	8
To what extent did staff members provide quality IGPI-related afterschool programming? .....	9
To what extent did the IGPI afterschool programs provide academic services and supports for participants? .....	9
To what extent did programs partner with internal and external partners?.....	10
Key Outcomes Findings.....	10
What was the academic performance of IGPI participants in the year prior to their afterschool program participation? .....	10
What were the chronic absence rates of IGPI participants in the year prior to their afterschool program participation? .....	10
Was there a relationship among program participation, program quality, and growth on DIBELS assessments? .....	11
Consideration for Improvement.....	11
Staff Preparation .....	11
Quality IGPI-Related Programming .....	11
Academic Services and Supports.....	12
Program Partnerships .....	12
Previous Academic Performance .....	12
Previous Chronic Absence Rates .....	12
Program Participation and Academic Outcomes (DIBELS).....	12
Introduction.....	13
Overview and Background .....	13
IGPI Afterschool Program .....	13
Poverty .....	16
Intergenerational Poverty.....	16
Education as an Intervention for Intergenerational Poverty .....	17
Afterschool Programming as an Intervention for Intergenerational Poverty .....	18

Evaluation Methods .....	19
Data Sources .....	20
UEPC Staff Survey .....	20
UAN Quality Tool .....	20
Program Participation Data .....	21
DIBELS Assessment Data .....	21
Participant Education Data.....	21
Sample and Response Rates.....	22
Data Analysis .....	23
Additional Evaluation Activities.....	23
Findings .....	23
IGPI Afterschool Participants: Who the Program Served.....	23
Program Implementation .....	24
To what extent were staff members prepared to implement IGPI afterschool programming? .....	25
To what extent did staff members provide quality IGPI-related afterschool programming? .....	32
To what extent did the IGPI afterschool programs provide academic services and supports for participants? .....	39
To what extent did programs partner with internal and external partners?.....	41
Student Outcomes .....	48
Baseline Academic and Attendance Outcomes.....	48
Was there a relationship among program participation, program quality, and growth on DIBELS assessments? .....	52
Considerations for Improvement .....	56
Conclusion .....	59
References.....	62
Appendix A. The Relationship of DIBELS Scores and Afterschool Program Attendance .....	65
Appendix B. Reports of Partnerships by Site Coordinators and Site Managers.....	66
Appendix C. Utah Afterschool Network Quality Assessment Tool (QT) Domain Descriptions and Items .....	67
Quality Tool Items for Safety .....	67
Quality Tool Items for Developing Meaningful Relationships.....	69
QT Items for Learning New Skills.....	69
QT Items for Administration .....	71
Appendix D: Staff Survey Open-ended Items Response Summary.....	73

## List of Figures

Figure 1. Student Proficiency Ratings Prior to Participation .....	10
Figure 2. IGPI Afterschool Program Logic Model .....	15
Figure 3. Program Participant Race/Ethnicity .....	24
Figure 4. Program Participant Characteristics .....	24
Figure 5. Race/Ethnicity of Program Staff.....	25
Figure 6. Age of Program Staff.....	26
Figure 7. Educational Attainment of Program Staff .....	26
Figure 8. Years of Experience Formally Working with Youth.....	27
Figure 9. PD for Providing Academic Support.....	28
Figure 10. PD for Skills Needed to Facilitate Quality Afterschool Programs .....	29
Figure 11. PD for Working with Particular Student Groups.....	29
Figure 12. PD for Supporting and Engaging Families.....	30
Figure 13. Staff Preparedness .....	31
Figure 14. Program Safety .....	33
Figure 15. Behavioral Expectations .....	33
Figure 16. Develop Meaningful Relationships .....	34
Figure 17. Learning New Skills .....	34
Figure 18. Administration.....	35
Figure 19. Implementation Practices Based on Student Needs and School Day Experiences.....	36
Figure 20. Data Driven Implementation Practices.....	36
Figure 21. Managing Student Behavior .....	37
Figure 22. Barriers and Supports .....	38
Figure 23. Academic Services Provided .....	40
Figure 24. Partnerships .....	42
Figure 25. School Partnerships .....	43
Figure 26. Topics Discussed During Meetings with School Partners.....	44
Figure 27. Frequency of Providing Information to Families .....	45
Figure 28. Frequencies of Inviting Families to Participate .....	45
Figure 29. Frequency of Family Participation .....	46
Figure 30. Comparison of Family Invitation and Participation .....	47
Figure 31. External Partnerships.....	48
Figure 32. Percent of Math Proficient Students by grade .....	49
Figure 33. Percent of Science Proficient Students by Grade .....	50
Figure 34. Percent of Language Arts Proficient Students by Grade .....	50
Figure 35. Rates of Chronic Absence .....	52
Figure 36. DIBELS Scores by Grade Level.....	53
Figure 37. Beginning of Year DIBELS Benchmarks and IGPI Participant Scores .....	54
Figure 38. End of Year DIBELS Benchmarks and IGPI Participant Scores .....	54
Figure 39. Reports of Partnerships by Site Coordinators and Site Managers .....	66

## List of Tables

Table 1. Data Sources .....	8
Table 2. IGPI Afterschool Program Evaluation Questions and Data Sources .....	20
Table 3. Data Sources and Response Rates .....	22
Table 4. Staff Survey Response Rates by Role.....	23
Table 5. Attendance Summary.....	39
Table 6. Student Growth Percentiles by Grade.....	51
Table 7. Attendance by Grade Level for Students with DIBELS Scores .....	53
Table 8. DIBELS Scores and Program Attendance .....	55
Table 9. DIBELS Scores and Language Arts Participation .....	55
Table 10. Summary of Findings and Considerations for Improvement.....	56

## Executive Summary

### Introduction

In 2014, the Utah State Legislature passed Senate Bill 43, The Intergenerational Poverty Interventions (IGPI) in Public Schools (sponsored by Senator Reid), which received an appropriation of \$1,000,000 for afterschool programming during the 2014-15 school year. Administered through the Utah State Office of Education (USOE), individual grants were made available to Local Education Agencies (LEAs) for new or existing afterschool programs that provided targeted services for students affected by intergenerational poverty. Through a competitive application process, six LEAs were awarded grants ranging from approximately \$34,000 to \$303,000.

### Evaluation Overview

The Utah Education Policy Center (UEPC) was asked to conduct an external evaluation of the IGPI afterschool grant program. The evaluation focused on the implementation and outcomes associated with the IGPI afterschool programs that were awarded grant funds for the 2014-15 school year. The primary objectives of the evaluation were to 1) determine the extent to which the six funded programs implemented quality afterschool programming that focused on serving the needs of children affected by poverty, and 2) to explore the relationships among program implementation and academic outcomes for K – 6 grade participants.

Data collection and analysis were guided by the following evaluation questions:

#### Implementation

1. To what extent were staff members prepared to implement IGPI afterschool programming?
2. To what extent did staff members provide quality IGPI-related afterschool programming?

3. To what extent did the IGPI afterschool programs provide academic services and supports for participants?
4. To what extent did programs partner with internal and external partners?

#### Outcomes

5. What was the academic performance of IGPI participants in the year prior (2013-14) to their participation in the IGPI afterschool programs?
6. What were the chronic absence rates of IGPI participants in the year prior (2013-14) to their participation in the IGPI afterschool programs?
7. Was there a relationship among program participation, program quality, and growth on DIBELS assessments?

The evaluation utilized five data sources to answer the evaluation questions. Table 1 shows the data sources, number of respondents or participants (N), and the unit of analysis.

Table 1. Data Sources

Data Source	N	Unit of Analysis
UEPC staff survey	216	Staff
Utah Afterschool Network (UAN) Quality Tool (QT)	6	Programs
Program participation data	3,944	Students
DIBELS	1,911	Students
Participant education data	3,124	Students

### Key Implementation Findings

To what extent were staff members prepared to implement IGPI afterschool programming?

The IGPI afterschool program staff had formal education (74% held at least a bachelor's degree) and experience working with youth (56% had worked with youth for three or more years). Although staff members who reported receiving PD found it useful, the majority reported they did not receive PD.



- 80% did not receive PD in delivering science lessons
- 73% did not receive PD in delivering math lessons
- 53% did not receive PD in tutoring students
- 58% did not receive PD for working with students from low income families
- 67% did not receive PD for engaging families in the afterschool program

Despite reports of limited PD, staff members described themselves as prepared and agreed that they had the training they needed to do a good job.

- 96% strongly agreed or agreed that they could lead effective lessons for diverse students
- 87% received the training they needed to do a good job
- 88% knew the state core standards for the content they taught

Although most staff members agreed that they were prepared to serve students, open-ended responses revealed that some staff members felt they needed no additional PD, while others felt they could benefit from additional program specific PD.

To what extent did staff members provide quality IGPI-related afterschool programming?

Programs reported many exemplary areas of program quality such as:

- Providing a safe and healthy afterschool environment,
- Having established student behavior management practices, and
- Providing sound fiscal management.

However, some programs reported the need to further develop their transportation policies. Programs reportedly engaged youth in learning activities, but reports of providing additional opportunities to enhance personal growth and development were relatively low. While aligning

programming with the regular school day and implementing intentional programs from a well-informed perspective were reportedly common practices, programs reported a need to foster additional family involvement. Program personnel were confident and positive about many aspects of program implementation.

- 89% developed learning activities based on student needs
- 86% communicated with school teachers, school counselors, or principals
- 92% knew how to respond to student behavior problems
- 94% knew their programs' goals
- 96% enjoyed working with the afterschool programs
- 96% found their work rewarding

To what extent did the IGPI afterschool programs provide academic services and supports for participants?

Average participation rates in academic and enrichment interventions were low, relative to program enrollment and attendance. The most common academic services provided were effective learning environments, mentoring, opportunities to develop problem-solving skills, help with homework, and academic tutoring.

- 76% of staff members reportedly provided effective learning environments often or very often
- 65% of staff members reportedly provided mentoring for students often or very often
- 59% of staff members provided opportunities to develop problem-solving skills, helped with homework, and provided academic tutoring often or very often

Providing academic support services is a key feature of the IGPI afterschool grant program. Staff members reported low frequencies of providing math lessons, language arts/reading lessons, and science lessons.

- 44% provided math lessons often or very often
- 42% provided language arts/reading lessons often or very often
- 20% provided science lessons often or very often

To what extent did programs partner with internal and external partners?

Most staff members reported active collaborations and coordination with schools, but reported very limited partnerships with health care providers, Department of Human Services, juvenile courts, and the Department of Workforce Services (DWS).

- 63% reported collaborative partnerships with school principals, 60% with classroom teachers, and 46% with school counselors
- 40% reported collaborative partnerships with families
- 18% reported collaborative partnerships with community-based organizations
- 4% reported collaborative partnerships with the DWS, and 41% did not know about DWS partnerships

Most staff members felt that their programs valued school, family, and external partnerships, but many were uninformed about their programs' collaborations and partnerships, especially with external organizations.

- 44% did not know if external partners provided services for their programs
- Staff members who knew of external partnerships generally agreed that those partnerships contributed to their programs.

Among staff members who were aware of school partnerships, almost all reported relatively strong school partnerships.

- 72% strongly agreed or agreed that they worked with school teachers to coordinate school day and afterschool lessons

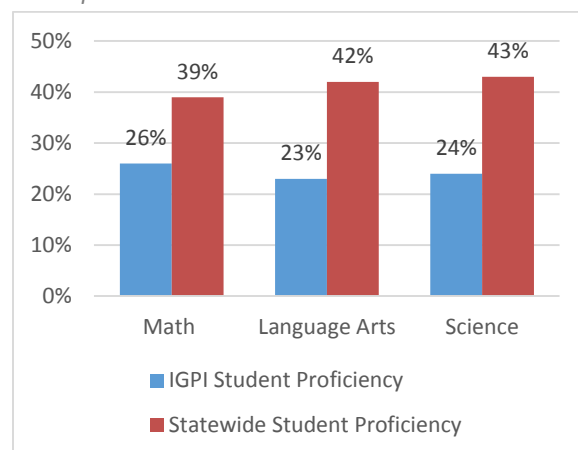
Staff member reports of providing information to families or inviting families to participate were relatively infrequent and family participation was similarly limited.

### Key Outcomes Findings

What was the academic performance of IGPI participants in the year prior to their afterschool program participation?

The percentage of IGPI afterschool students who were proficient in math, science, and language arts was lower than the state average for the year prior to program participation. Figure 1 shows the percentage of students who were proficient in each tested subject area, averaged across grade levels.

Figure 1. Student Proficiency Ratings Prior to Participation



The IGPI afterschool programs were serving students who could benefit from additional academic support.

What were the chronic absence rates of IGPI participants in the year prior to their afterschool program participation?

The percentage of IGPI afterschool students who were chronically absent was slightly lower than the state average for the year prior to program

participation. Eleven percent of Utah students were chronically absent in 2013-14.<sup>1</sup>

- 10% of IGPI afterschool participants were chronically absent from school in the year prior to participation (2013-14)

Was there a relationship among program participation, program quality, and growth on DIBELS assessments?

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is a measure of literacy development for kindergarten through sixth grade students. The IGPI afterschool program participants started the year slightly below the DIBELS benchmark scores in kindergarten, and grades 1, 4, and 5, but were above benchmark scores at the beginning of the year in grades, 2, 3, and 6. By the end of the year, kindergarten, and grades 1, 3, and 6 were all above the benchmarks for DIBELS composite scores. Even though grades 2, 4, and 5 were below the composite score benchmark, the averaged composite scores were above the cut point for risk in all grade levels.

**There was a relationship between program participation and DIBELS scores. The more frequently students attended IGPI afterschool programs, the more their DIBELS scores increased.** When students attended IGPI sessions where language arts support was given, their DIBELS scores increased even more. For every ten days of attending the IGPI afterschool program, DIBELS scores were predicted to increase by an increment of one point. For every ten days of attending IGPI afterschool sessions that specifically focused on language arts, DIBELS scores were predicted to increase by about three points.

### Consideration for Improvement

Based in the key findings, we offer the following state and program level considerations for IGPI afterschool program improvement.

<sup>1</sup> Grade levels averaged include 1<sup>st</sup> through 9<sup>th</sup> grades.

## Staff Preparation

### *State Level Considerations:*

- Increase state level support and coordination for PD that is aligned with where PD is most needed.
- Continue to foster coordination with higher education partners to further develop the pipeline of highly qualified afterschool staff.

### *Program Level Considerations:*

- Continue to hire qualified staff members.
- Continue to offer useful and relevant PD for staff.
- Ensure that staff members receive high quality PD that is tailored to their needs and the needs of their students.
- Consider intentionally differentiating PD offerings for staff with varying afterschool roles and levels of experience or professional background.

## Quality IGPI-Related Programming

### *State Level Considerations:*

- Collaborate with UAN to provide opportunities for IGPI programs to network and share promising strategies for serving students affected by intergenerational poverty.

### *Program Level Considerations:*

- Continue providing a safe and healthy afterschool environment, maintaining student behavior management practices, and providing sound fiscal management.
- Establish transportation policies and communicate that clearly to stakeholders.
- Continue to actively engage youth in learning activities that are specific to their academic needs identified by the school.
- Consider increasing focus on providing opportunities to enhance academic growth and development for students and professional growth of staff members.

- Continue to build on the beneficial program practices identified by staff members.

#### Academic Services and Supports

##### *State Level Considerations:*

- Collaborate with UAN to identify effective academic strategies and programs that are working across the state and share with IGPI programs.

##### *Program Level Considerations:*

- Ensure that students receive the maximum amount of academic and enrichment interventions.
- Continue to expand the academic services and supports that were offered during the first program year and carefully align those services and supports with school day content.
- Increase focus on student learning in math, language arts, and science lessons through enrichment and interventions.

#### Program Partnerships

##### *State Level Considerations:*

- Increase state support for, and coordination of, a partnership infrastructure for programs and partners
- Actively engage with programs and partners to facilitate improved networks of support for students and families.

##### *Program Level Considerations:*

- Continue to build on collaborations with school partners by meeting regularly with classroom teachers, counselors, and principals to align academic support services.
- Increase collaborations and partnerships with families and external partners.
- Focus efforts to build a system of support for students and staff that encompasses schools, families, and external partners.

- Provide opportunities for staff members to learn about and engage with partners to support students' success.
- Increase invitations to families to participate.

#### Previous Academic Performance

##### *Program Level Considerations:*

- In collaboration with school personnel, facilitate studies of academic performance data with afterschool program staff and classroom teachers to identify specific areas for targeted instructional support or interventions.

#### Previous Chronic Absence Rates

##### *State Level Considerations:*

- Identify effective school attendance strategies and programs across the state and share with IGPI programs.

##### *Program Considerations:*

- Continue to promote the importance of school attendance with students and families.
- Continue to monitor school attendance data closely and intervene when students miss 10 or more school days.

#### Program Participation and Academic Outcomes (DIBELS)

##### *State Level Considerations:*

- Identify effective literacy development strategies for afterschool programs and share with IGPI programs.

##### *Program Considerations*

- Continue to refine and enhance reading instructional strategies and tutoring opportunities.
- Continue to provide a balance of afterschool programming activities that include reading interventions and supports, as well as diverse enrichment and developmental activities.

## Introduction

In 2014, the Utah State Legislature passed Senate Bill 43, The Intergenerational Poverty Interventions (IGPI) in Public Schools (sponsored by Senator Reid), which appropriated \$1,000,000 for afterschool programming during the 2014-15 school year. Administered through the Utah State Office of Education (USOE), individual grants were made available to Local Education Agencies (LEAs) that had new or existing afterschool programs ready to provide targeted services for students affected by intergenerational poverty. Through a competitive application process, six LEAs were awarded grants ranging from approximately \$34,000 to \$303,000.

The IGPI Afterschool grant program followed the Intergenerational Poverty Mitigation Act, passed by the Utah Legislature in 2012, which required the Department of Workforce Services (DWS) to develop and maintain a system to identify individuals who are classified as being impacted by intergenerational poverty (IGP). The DWS has since produced three annual reports (2012, 2013, and 2014) that investigated IGP in Utah. According to those reports, which operationalized IGP as two or more successive generations receiving public assistance, approximately 52,000 Utah children are currently affected by IGP and approximately 236,000 are believed to be at risk of becoming impacted by IGP (i.e., those who are currently receiving public assistance). It is the goal of the Intergenerational Poverty Mitigation Act to provide interventions that will help children break the cycle of IGP. The IGPI afterschool program is one such intervention designed to address IGP by providing academic support and enrichment opportunities for students outside of regular classroom hours.

The Utah Education Policy Center (UEPC) was asked to conduct an external evaluation of the IGPI afterschool program. The evaluation focused on the implementation and outcomes associated with the IGPI afterschool programs that were awarded grant funds for the 2014-15 school year. The primary objectives of the evaluation were to 1) determine the extent to which the six funded programs delivered quality afterschool programming that focused on serving the needs of children affected by poverty and 2) to explore the relationships among program implementation and academic outcomes for K – 6 grade participants.

This report contextualizes the evaluation study by introducing the IGPI afterschool program and its position as an intervention for intergenerational poverty. Following the introduction, we present a methods section that includes evaluation questions, as well as an overview of the data sources and how they were used to answer the evaluation questions. The findings section is organized by the evaluation questions, which address the implementation and outcomes associated with the IGPI afterschool programs. Finally, we present considerations for improvement that were derived from the findings.

## Overview and Background

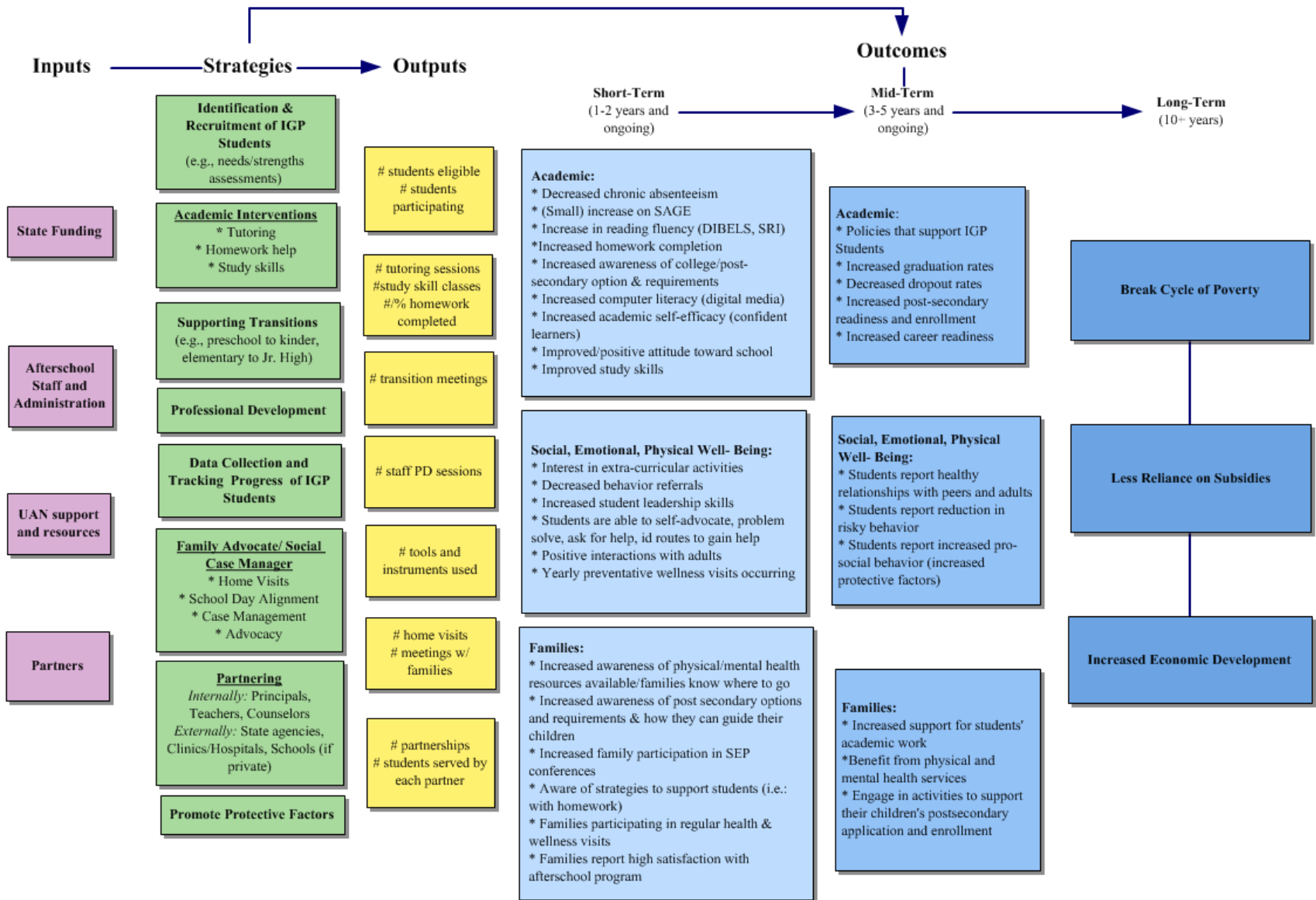
### IGPI Afterschool Program

The IGPI afterschool program grant was administered by the USOE in partnership with DWS. The overall long-term goal of the IGPI program is to break the cycle of intergenerational poverty. The primary short-term goal of the IGPI afterschool program is to enhance the academic success of students. Other short-term goals for students include increased school attendance, improved social behaviors, strengthened relationships with peers and adults, and decreased disciplinary actions, among others. Short-term goals also include providing support for participants' families by increasing awareness of available resources and increasing engagement with their children's educational experiences. The program was designed to achieve these outcomes through afterschool programming focused on academic instruction, tutoring,

enrichment opportunities, targeted academic assistance, and outreach to families. An overview of the inputs, strategies, outputs, and outcomes of the IGPI afterschool program is presented in a logic model in Figure 2.

Six LEAs implemented IGPI afterschool programming at 20 sites. Some programs were well-established prior to receiving funding, while newer programs scaled up throughout the fall of 2014. Two sites used the funding to create new afterschool programs and 18 sites expanded or enhanced current afterschool programming to recruit and serve students affected by intergenerational poverty. Programs used free /reduced lunch eligibility to identify IGPI participants. Programs in each of the six LEAs offered a variety of academic support services and traditional afterschool activities and did so based on their own unique approach to programming. The program sites varied in that they operated four or five days per week and for 12 to 21 hours per week. Half of the programs offered summer programming. The afterschool programs served students in kindergarten through grade 12, but most focused on kindergarten through middle school.

Figure 2. IGPI Afterschool Program Logic Model



The remainder of this section will provide further context for the evaluation study. First, we offer brief background information on poverty and intergenerational poverty in both the U.S. and within Utah. Following that we consider the role of education and afterschool programming as interventions for IGP.

## Poverty

Poverty in the United States is defined by a family's size and annual income. For example, in 2015, a family of four was considered to live in poverty if their reported earnings totaled less than \$23,250 (<http://aspe.hhs.gov/poverty/15poverty.cfm>). However, the formula used for calculating the federally defined poverty level was established in 1960 and has not since been revised (Cauthen & Fass, 2008). It does not account for important distinctions such as costs of living across geographic regions within the continental United States.

The U.S. began keeping poverty statistics in 1966 and since that time, the national poverty rate has remained, on average, between 11% and 15%. In 2013, 14.5% of Americans met the federal standard of poverty. However, a closer look reveals that poverty rates vary across racial and ethnic groups, geographic regions, family configurations, level of educational attainment, and age. For example, in 2013, 9.6% of non-Hispanic whites were poor, whereas 23.5% Latinos and 27.2% of African Americans were poor. In 2012, the average monthly poverty rate for those with less than 4 years of high school education was 30.7%, 17.4% for those with a high school diploma, and 10.2% for those with one or more years of college (<https://www.census.gov>).

In Utah, the overall poverty rate for 2013 was 12.7%, lower than that year's national average of 14.5%. Similar to the broader U.S. population, poverty rates in Utah remain disproportionate across categories. In 2013, 9.9% of non-Hispanic whites were poor, whereas 24.5% of Latinos, 34.5% of African Americans, and 28.8% of American Indian and Alaskan Natives lived below the poverty level. Similar to nationwide poverty rates, as education goes up, the percentages of those living below the poverty level goes down. Among those in Utah with less than a high school diploma or equivalent, 25% lived below the poverty level, 12.1% of high school graduates (including equivalency) lived below the poverty level, and 5% of those holding a bachelor's degree or higher lived below the poverty level (<http://factfinder.census.gov>).

Families affected by poverty face unique challenges because they have limited access to resources needed to increase their earning potential. For example, education, healthcare, nutrition, housing, and transportation are important, costly resources that, if not available and accessible, can impact current and future earning potential. Despite attempts by the U.S. government to improve access to such resources through a variety of programs, poverty rates have persisted.

## Intergenerational Poverty

The economic, social, and health inequities resulting from persistent poverty are often difficult to overcome and an ongoing lack of access to important resources can result in poverty being passed down from one generation to another. This is exemplified in studies reporting that children who grow up in low income households are more likely to find themselves affected by poverty as adults (Brooks-Gunn & Duncan, 1997; Wagmiller & Adelman, 2009). Researchers have referred to the transmission of poverty from one generation to the next as intergenerational poverty (IGP) (Harper, Marcus, & Moore, 2003). For the purpose of understanding and addressing intergenerational poverty in Utah, the state has defined it as a situation in which "two or more successive generations of a family continue in the cycle of poverty and government dependence (<http://www.rules.utah.gov>)." To further contextualize the problem of IGP in



Utah, 24% of adults who receive public assistance also received public assistance as children and racial minorities in Utah experience IGP disproportionately more than their white counterparts.

Some authors have suggested that the continuation of poverty from one generation to the next often depends on the transmission of social and cultural capital of the parent(s) to their children (Johnson, McGue, & Iacono, 2007). Social capital is a framework for understanding a person's participation or position in a social network or group such as in one's community, school, and/or associations (Bourdieu, 1977; Valenzuela, 1999). Components of social capital such as people, resources, and networks provide support to navigate barriers in society (Putnam, 2001; 2007). A foundation of social capital is that shared values and understandings exists among individuals within their networks. While discussions of social capital often focus on access to economic resources due to social networks, cultural capital includes non-economic resources that may lead to social mobility. Cultural capital is passed from parents to children throughout the socialization process and includes cultural norms, education level, knowledge, practical skills, and/or language(s) spoken (Bourdieu, 1977; Kraaykamp & van Eijck, 2010). Like social capital, cultural capital is built on a foundation of institutional peers, gatekeepers, and a common set of values and experiences. Examples of cultural capital include knowledge, skills, belongings, and education.

Authors have used the concepts of social and cultural capital to highlight the role of parental transmission of educational achievement and socioeconomic status. For example, Bourdieu and Passeron (1977) found that educational achievement was determined by the embodied cultural capital one inherited from one's family. Likewise, Johnson, Brett, and Deary (2010) used three generations of data to explore the transmission of social and cultural capital and found that the social class of parents contributed to both the educational attainment and the social class attainment of their children.

While some authors have used concepts of social and cultural capital to explain why communities of color and low-income communities do not achieve academic and social mobility as often as their counterparts, others have critiqued traditional notions of social capital and cultural capital by presenting a more asset-based perspective that acknowledges the institutionalized and ecological factors associated with IGP (e.g., Bourdieu & Passeron, 1977; Johnson et al., 2010). For example, Yosso (2005) critiqued social and cultural capital as deficit-based ideologies that are used to place blame on families and communities for their economic status and education level.

Instead of looking solely to families as the transmitters of social and cultural capital, some authors have called for an examination of social, ecological, and institutional structures that may further support the transmission of poverty from one generation to another (Bird, 2007; Eamon, 2001). Examples of such structures include lack of access to resources; particular social and cultural structures that are privileged over others; racial, ethnic, and class discrimination; as well as socioeconomic and political barriers (Bird, 2007; Yosso, 2005). Recommendations from such bodies of research have highlighted the need for interventions that address intergenerational poverty through asset-based approaches to the social and cultural capital of each individual, and that simultaneously function within a network of solutions that support and promote socioeconomic mobility (Eamon, 2001; Engle & Black, 2008; Mahone, Lord, & Carryl, 2005).

### Education as an Intervention for Intergenerational Poverty

Within a network of supports, educational attainment is one recognizable and centrally important intervention for intergenerational poverty because researchers have consistently reported strong relationships among education, socioeconomic status, and poverty (Ludwig, & Mayer, 2006). Children

from low income households often begin their school career with lower literacy scores and math competencies as early as kindergarten (Dahl & Lochner, 2005; Gershoff, 2003; Lee & Burkam, 2002). Problems of underachievement are frequently compounded with high rates of chronic absenteeism (Fryer & Levitt 2006; Rathbun, West, & Hausken, 2004). By adolescence, children from low-income households are more likely than their peers to repeat a grade, drop out of high school, and subsequently face challenges in the labor market as adults (Duncan, Ziol-Guest, & Kalil, 2010; Duncan, Yeung, Brooks-Gunn, & Smith, 1998).

Examples of education interventions to address poverty include programs such as Head Start and Title I preschool programs, as well as legislation such as the Elementary and Secondary Education Act and the Higher Education Act of 1965. Both federal and state governments, as well as LEAs, invest in education programs as a strategy to combat poverty because higher levels of educational attainment can contribute to a person's socioeconomic mobility and eventual stability in higher socioeconomic situations.

### Afterschool Programming as an Intervention for Intergenerational Poverty

Afterschool programs first appeared in the late 1800s as a response to problematic issues related to increased urbanization and industrial expansion (Halpern, 2002). With more parents entering the urban workforce, children were often left unsupervised after school, resulting in neighborhood safety issues and problematic behaviors. The emphasis on using afterschool programming as a means to improve students' academic achievement is a relatively recent phenomenon (Halpern, 2002; Lauer et al., 2006). Contemporary reasons behind a growing interest in afterschool programming coalesce around intentional efforts to engage young people in developmentally appropriate activities and focused academic supports that produce positive outcomes (Peterson, 2013).

Many researchers have agreed that shifting from undirected, unsupervised time to purposeful programming in supervised settings can positively influence students' attitudes, behaviors and academic performance (Durlak & Weissberg, 2007; Shernoff, 2010). For example, Huang (2001) suggested that the most often cited outcomes of afterschool participation were improved school attendance, lower dropout rates, and higher aspirations for the future. Chung (2000) cited benefits that included reduced risk of juvenile delinquency, substance use, violent crime victimization, higher grades, and improved social skills. Other researchers have pointed out that low achievers, low-income students, and underprepared students have seen noteworthy gains in math and reading and may stand to gain the most from participating in afterschool programs (Durlak & Weissberg, 2007; Lauer et al., 2006; Vandell, Reisner, & Pierce, 2007; Wright, 2005). Evidence for such positive outcomes has been used to link the need for afterschool programming to issues such as poverty, risky behaviors, and academic achievement (Durlak & Weissberg, 2007; Halpern, 2002). However, for afterschool programs to function as a viable solution to such problems, they must be of sufficient quality (Harvard Family Research Project, 2008; Shernoff, 2010).

To increase the chances of achieving desired outcomes, and in light of findings that program effectiveness can vary depending on program quality (James-Burdumy, et al., 2007; Shernoff, 2010), researchers have explored the characteristics of effective programs. This work has resulted in many recommendations for operating high quality programs. The following is a summary of key recommendations from the literature. High quality afterschool programs:

- Are built on a well-articulated theory of change that is based on a developmental framework (Lerner et al., 2014; Little, 2014),

- Engage students in intentionally designed activities to achieve predetermined outcomes (Balsano, Phelps, Theokes, Lerner, & Lerner 2009; Eccles & Gootman, 2002),
- Offer programming centered on participants' engagement through sequenced, active, focused, and explicit activities to support skill-building and learning (Durlak & Weissberg, 2007; Vaden-Kiernen et al, 2009; Vandell et al., 2007),
- Offer a variety of activities that are well-aligned with students own developmental progress and that address the development of the whole child. (Smith, Akiva, McGovern, & Peck, 2014),
- Are aligned with students' school day experiences in both academics and behavioral expectations (Anderson & Emig, 2014; Smith, Akiva, McGovern, & Peck, 2014),
- Integrate student supports into networks that encompass school, family, and community partnerships to provide fundamental services such as tutoring and mentoring, as well as healthcare, counseling, and support services for families (Anderson & Emig, 2014),
- Foster positive relationships among students and staff members (Pierce, Bolt, & Vandell, 2010),
- Have quality standards and work toward continuous program improvement (Brown, 2015), and
- Hire high quality staff members and insure they are well-prepared and engaged in a continuous improvement process (Harvard Family Research Project, 2008; Smith, Akiva, McGovern, & Peck, 2014).

As programs scale up and grow, it is expected that they actualize their theories of change by coordinating and maximizing opportunities through partnerships that result in networks of support for students and their families while engaging in ongoing program improvements. This presents noteworthy intersections among the recommendations for afterschool programming and suggestions for supporting children who are born into low-income families and who have limited access to resources needed for socioeconomic mobility. For example, high quality afterschool programs function as educational interventions. Education is a noteworthy predictor of overcoming poverty and providing educational support through high quality afterschool programs can promote developmental outcomes and academic achievement. Further, developing and implementing networks of support services for children and families is a recommendation from both the intergenerational poverty literature and the afterschool literature. In the evaluation study that follows we will consider many of the program characteristics noted above and the extent to which they were implemented as interventions for IGP within afterschool programs during the 2014-15 school year.

## Evaluation Methods

The evaluation design for the first program year focused on program quality, program implementation, and academic outcomes of elementary school students. Seven evaluation questions were developed to reflect the strategies of the logic model and guide the evaluation study. Four implementation questions focused on staff preparedness, program quality, provision of academic and prevention education opportunities, and program partnerships. Three outcomes questions addressed students' academic growth and school attendance. Table 2 displays the evaluation questions and data sources.

Table 2. IGPI Afterschool Program Evaluation Questions and Data Sources

<b>Evaluation Questions</b>	<b>Data Sources</b>
<b>Implementation</b>	
To what extent were staff members prepared to implement IGPI afterschool programming?	UEPC Staff Survey
To what extent did staff members provide quality IGPI-related afterschool programming?	UEPC Staff Survey; QT
To what extent did the IGPI afterschool programs provide academic services and supports for participants?	Program participation data; UEPC Staff Survey
To what extent did programs partner with internal and external partners?	UEPC Staff Survey
<b>Outcomes</b>	
Was there a relationship among program participation, program quality, and growth on DIBELS assessments?	Program participation data; QT; DIBELS
What was the academic performance of IGPI participants in the year prior (2013-14) to their participation in the IGPI afterschool programs?	Participant education data
What were the chronic absence rates of IGPI participants in the year prior (2013-14) to their participation in the IGPI afterschool programs?	Participant education data

## Data Sources

Data sources included UEPC staff surveys, the Utah Afterschool Network (UAN) Quality Tool (QT), program participation records, DIBELS assessment scores, and participant education data. Each of the data sources are described below.

### UEPC Staff Survey

The IGPI staff survey was designed by the UEPC to document program quality and implementation from the perspective of staff members who worked directly with participants. Main components of the staff survey included staff members' education and experience, program partnerships and collaborations, usefulness of professional development (PD), program implementation, knowledge of practice, and barriers and supports. All scales in the staff survey were 4-point scales, but many items also included an "I don't know" or a "not applicable" option. Three open-ended items asked staff members to share the benefits of partnerships, suggestions for improving school or family partnerships, and suggestions for improving external partnerships. Four open-ended questions provided the opportunity for respondents to express additional PD topics of interest, needs for additional support, successes they experienced, and recommendations for program improvement.

After creating the initial draft of the staff survey, sharing it with IGPI afterschool program administrators, and integrating their suggestions, we administered the pilot version of the survey to program staff members between February 6 and March 10, 2015. The UEPC evaluation team emailed the staff survey directly to a list of staff members that was provided by IGPI afterschool program administrators.

### UAN Quality Tool

The Utah Afterschool Program Quality Assessment and Improvement Tool (QT) is an internal evaluation tool used by afterschool program providers to "appraise their progress in four quality areas and to promote relevant training and other strategies for ongoing program improvement" ([www.utahafterschool.org](http://www.utahafterschool.org)). The QT includes two main sections. The first addresses general program information such as operations, demographic information about the student population served, and data

collection practices. The second section deals with each program's alignment with four categories of research-based best practices in afterschool programming that include safety, developing meaningful relationships, learning new skills, and program administration.

The QT is administered once per academic year and was made available to IGPI afterschool grantees during February and March, 2015. The administration procedures require that program administrators meet with program staff teams to complete the QT through a group process. Once completed, the group can print their responses as a report that can be used for ongoing program improvement, to document current program practices, and to secure future funding. The QT was included in the IPGI afterschool program evaluation as a measure of program quality and all 20 program sites completed it.

#### Program Participation Data

Each program provided participation records. The purposes of the participation records were 1) to document attendance, 2) to document the number of days that each student participated in academic intervention activities and enrichment activities, and 3) to determine the overall dosage of programming that students received. The program participation data were matched with participant education data and DIBLES assessment data.

#### DIBLES Assessment Data

The Dynamic Indicators of Basic Early Literacy Skills (DIBLES) is a popular literacy assessment often used to assess the literacy development of students in kindergarten through sixth grade. Administered at the beginning, middle, and end of the year, DIBLES is used to predict success or failure in future reading ability, which allows teachers to locate children that may need additional support learning to read. DIBLES can also be used to assess the effectiveness of the early literacy strategies that are being employed within a classroom so that curricula can be modified to support literacy development at various stages of the school year (Good, Gruba, & Kaminski 2001).

DIBLES can be used to assess and predict early literacy skills according to three key domains: phonological awareness, alphabetic principle, and fluency. Phonological awareness is the ability to distinguish and recognize discrete sounds in spoken language. Alphabetic principle is the understanding that letters represent sounds, and combinations of letters represent words. Fluency is the ease at which reading occurs at an appropriate pace without error. Each domain consists of six subsets. Students take several subtests depending on their grade level and the time of year. Researchers have verified DIBLES as reliable and valid indicators of basic early literacy (Good et al., 2001; Goffreda & Diperna, 2010). Evaluators used DIBLES composite scores from the beginning and end of year tests to predict growth on DIBLES scores in relationship to program participation.

#### Participant Education Data

Participant education data included demographics, academic performance, and school attendance. Since no data were available for the current academic year (2014-15), the first evaluation year used aggregated data from 2013-14 to describe participants and to establish a baseline for IGPI afterschool program

participants for the year prior to participation. Participant education data and data for state averages were available through a data sharing agreement with Utah State Office of Education (USOE).<sup>2</sup>

### Sample and Response Rates

The sample consisted of all student participants and staff members of funded IGPI afterschool programs. According to the end of year program participation records, 3,944 students were registered for IGPI afterschool programs during the 2014-15 academic year. However, evaluators had no way to verify the registration numbers. Similarly, program administrators provided contact information for 303 staff members, but the precise number of staff members was unknown. After deleting staff survey responses that included only missing data, there were 216 staff survey responses, 180 of those responses were complete. The DIBELS assessment data included scores for 1,911 IGPI program participants in grades K – 6. For the purpose of establishing baseline student performance, program participation data were matched with participant education data from the previous academic year (2013-14). Through this process 3,124 (79%) students were matched.

Table 3 shows staff survey response rates, number of participants, number of students with DIBELS scores, and number of students matched with 2013-14 participant education data for each IGPI afterschool program. A close look at the staff survey response rates by program revealed that American Preparatory Academy and Granite School District were responsible for 75% of the staff survey responses, which is reflective of the number of participants served by these programs. Table 4 shows the frequency and percentage of staff roles that are represented in the survey data. Most respondents identified themselves as classroom teachers (46%) or program staff (26%).

Table 3. Data Sources and Response Rates

Program	Staff Survey Responses	Staff Survey Response Rates*	Number of Participants	DIBELS: Number of participants	Participant Education Data: Number of participants matched (2013-14)
Provo School District	10	48%	215	207	46
American Prep Academy	78	83%	1623	730	1519
Granite School District	85	88%	1147	109	719
Grand County District	20	61%	247	230	205
Ogden School District	15	39%	578	592	532
Gateway Prep Academy	8**	38%	134	43	103
Totals	216	71%	3944	1911	3124

\*Response rates were calculated based on the number of surveys administered to each program (not shown).

\*\*Gateway Prep staff responses are aggregated with all response groups and no responses <10 are reported.

<sup>2</sup> This report uses data made available through a data sharing agreement between the Utah State Office of Education (USOE) and the Utah Education Policy Center (UEPC). The views expressed are those of the authors and are not necessarily the USOE's nor endorsed by the USOE.

Table 4. Staff Survey Response Rates by Role

Role in the Afterschool Program	Frequency	Percent
Site Coordinator or Site Manager	22	10%
Program Staff	57	26%
Volunteer	4*	2%
Classroom Teacher	100	46%
Principal or Assistant Principal	10	5%
Other	23	11%
<b>Total</b>	<b>216</b>	<b>100%</b>

\*Volunteer responses are aggregated with all response groups and no responses <10 are reported.

Source: UEPC staff survey

## Data Analysis

Descriptive statistics were used to inform each of the evaluation questions and were calculated for all five data sources. A multilevel analyses examined change in DIBELS composite scores from the beginning of the year to the end of the year and included predictors such as afterschool program attendance, gender, grade level, and afterschool program. Further details regarding the predictive data analyses are provided in Appendix A.

## Additional Evaluation Activities

Early in the evaluation process, the evaluation team met with representatives from all six IGPI afterschool programs to collaborate regarding the evaluation plan and data collection activities. Once the staff survey data were collected, and in order to provide useful information to both the USOE and the IGPI afterschool program grantees, the evaluation team created summative reports of staff survey results. Each program received staff survey results for all programs combined, as well as disaggregated for their own programs. The reports of the staff survey results, along with a report of the mid-term program participation data quality and completeness were delivered at a grantee meeting in April 2015. This meeting served as an important exchange of information for both the evaluators and the grantees.

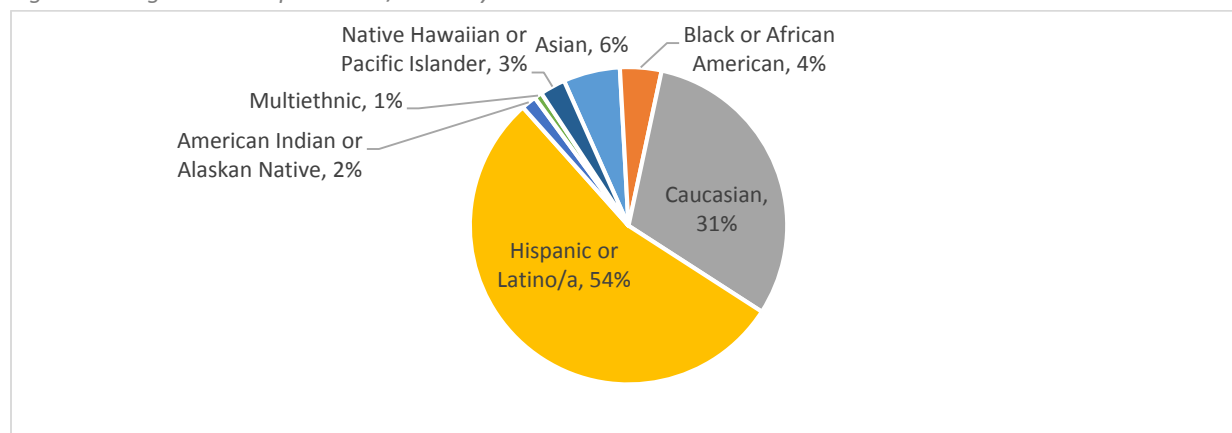
## Findings

This section presents findings of the UEPC evaluation. It begins with a description of the participants and then answers the evaluation questions based on analyses of data sources in two major sections. First, the program implementation section addresses staff members' preparedness, program quality, the provision of academic services, and program partnerships. Secondly, the outcomes section presents students' baseline academic achievement prior to program participation and examines the relationship of attending the IGPI afterschool programs and growth on DIBELS assessment scores.

### IGPI Afterschool Participants: Who the Program Served

We used the matched program participation data and education data to examine the demographic characteristics of IGPI afterschool program participants. Figure 3 shows the ethnicity of those afterschool participants who had education records from the previous academic year (2013-14). The majority of participants identified themselves as Hispanic or Latino/a (42%) or Caucasian (27%). Forty-nine percent of participants were female (not shown).

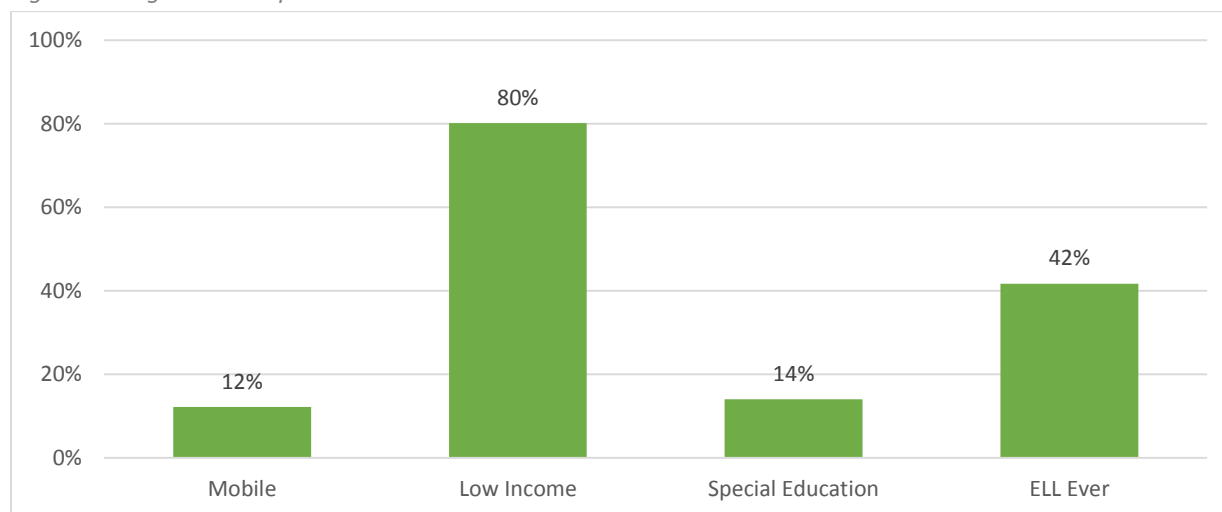
Figure 3. Program Participant Race/Ethnicity<sup>3</sup>



Source: Participant education data (2013-14)

Figure 4 shows the percentages of student characteristics of afterschool participants who had education records from the previous academic year (2013-14). It is the intent of the IGPI afterschool program to serve students with the greatest need and 80% of participants were from low income families. In this case, low income means that students qualified for free or reduced lunch. Further, 42% of participants were identified as English language learners (ELL), which is much higher than the approximately 5% of ELL students statewide.

Figure 4. Program Participant Characteristics



Source: Participant education data (2013-14)

### Program Implementation

To begin, this section provides a description of staff members' backgrounds, the professional development they received, and their overall preparedness to deliver quality IGPI afterschool programming. We then take a close look at program quality by reporting the UAN Quality Tool results, as well as staff survey reports of program implementation, barriers to successful program implementation, and staff perceptions of the support they received. The remaining two sections present staff survey

<sup>3</sup> This figure was updated after the original report was distributed in September 2015.



findings regarding the academic services programs provided and the extent to which the programs partnered with schools, families, and external organizations.

To what extent were staff members prepared to implement IGPI afterschool programming?

Key findings related to staff members' preparedness to implement IGPI afterschool programs:

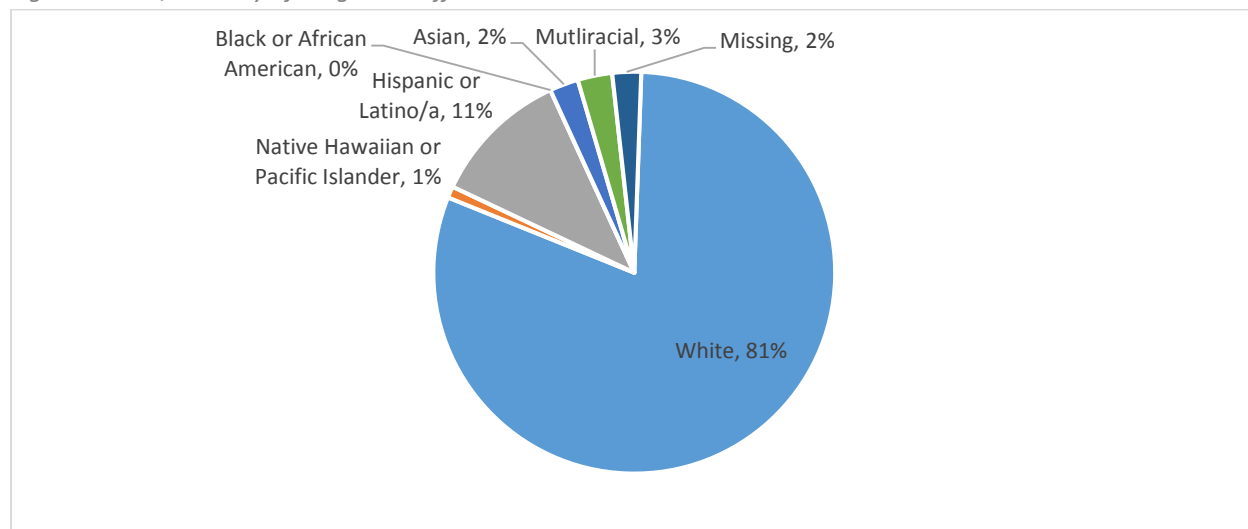
- The IGPI afterschool program staff had formal education and experience working with youth.
- Reports of having received professional development (PD) were low, but staff members who reportedly received PD found it useful.
- Despite reports of limited PD, staff members agreed that they had the training they needed to do a good job and described themselves as prepared.
- Although most staff members agreed with survey items asking if they were prepared to serve students, open-ended responses revealed contradictions that some staff members felt they needed no additional PD, while others felt they could benefit from additional program specific PD.

### *Staff Demographics, Education, and Experience*

Staff members bring varied education and experience to their roles in the IGPI afterschool programs. Hiring well-qualified staff members is critical to high quality program implementation and provides a strong foundation from which to plan and conduct future professional development opportunities.

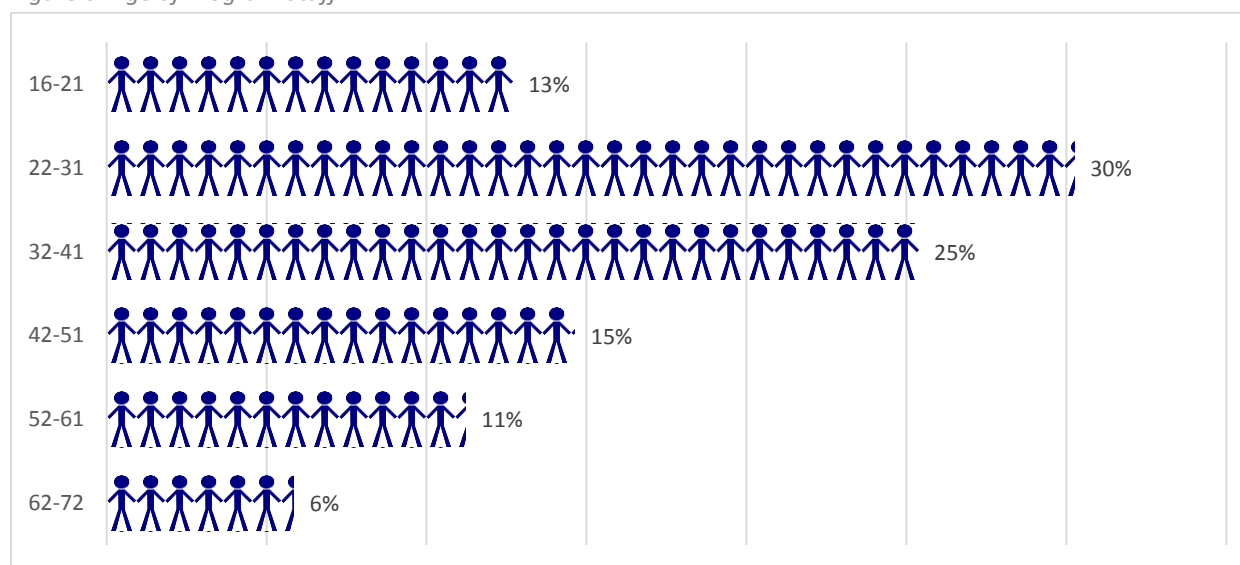
Most of the staff members who responded to the survey were female (75%) (figure not shown) and white (81%) (See Figure 5) and 55% were between 22 and 41 years of age (see Figure 6). The mean age was 36 (SD=13.3) and the median age was 34.

Figure 5. Race/Ethnicity of Program Staff



Source: UEPC staff survey

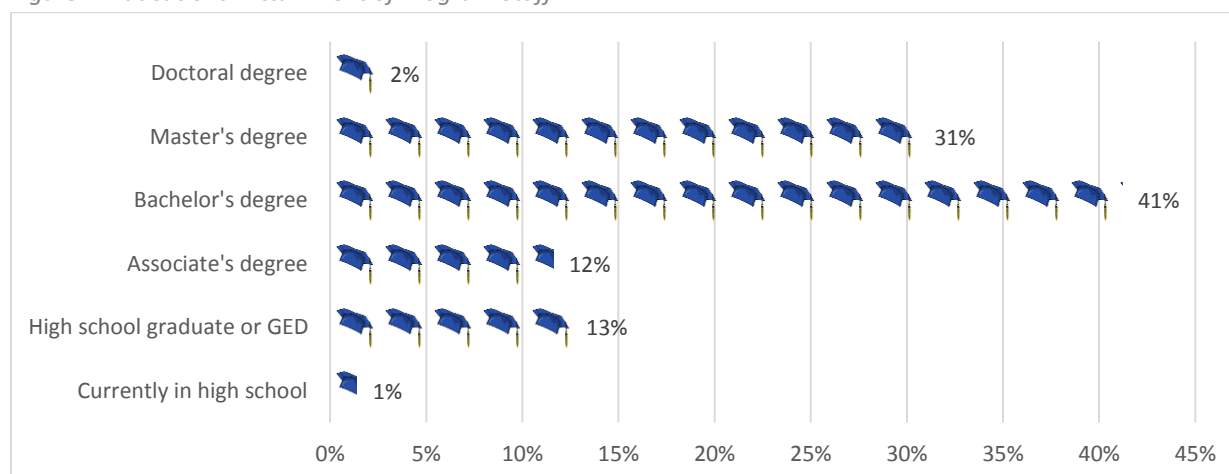
Figure 6. Age of Program Staff



Source: UEPC staff survey

Most of the IGPI afterschool program staff survey respondents held degrees in higher education (see Figure 7). One-third (31%) had master's degrees and more than a third (41%) had earned bachelor's degrees. Twenty five percent of staff survey respondents were currently enrolled in a college or university, most of whom were working toward a bachelor's (13%) or master's degree (6%) (Figure not shown).

Figure 7. Educational Attainment of Program Staff



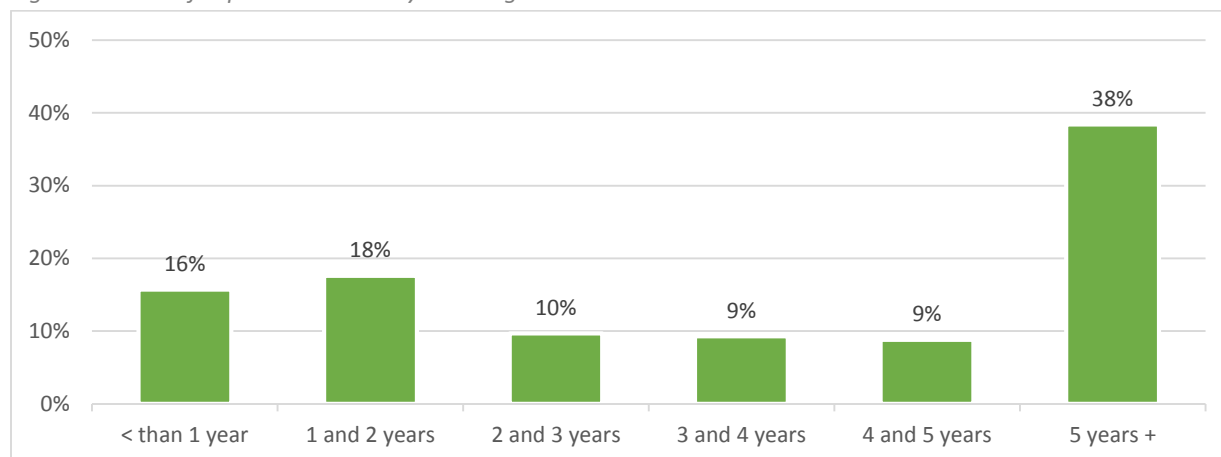
Source: UEPC staff survey

Slightly more than half (54%) of the IGPI staff survey respondents indicated that they had worked for the afterschool program where they were currently employed for less than a year, 19% for one to two years, 11% for two to three years, and the remaining 16% had worked for their respective programs for three years or more (Figure not shown).

Although the professional experience of staff members varied across programs, 56% had formally worked with youth for three or more years (see Figure 8). Half (50%) of the IGPI afterschool staff also served as

classroom teachers during the regular school day. Of those teachers, 28% taught in K – 6 grades, 17% taught middle or junior high school students, and 5% taught in high schools (figure not shown).

Figure 8. Years of Experience Formally Working with Youth



Source: UEPC staff survey

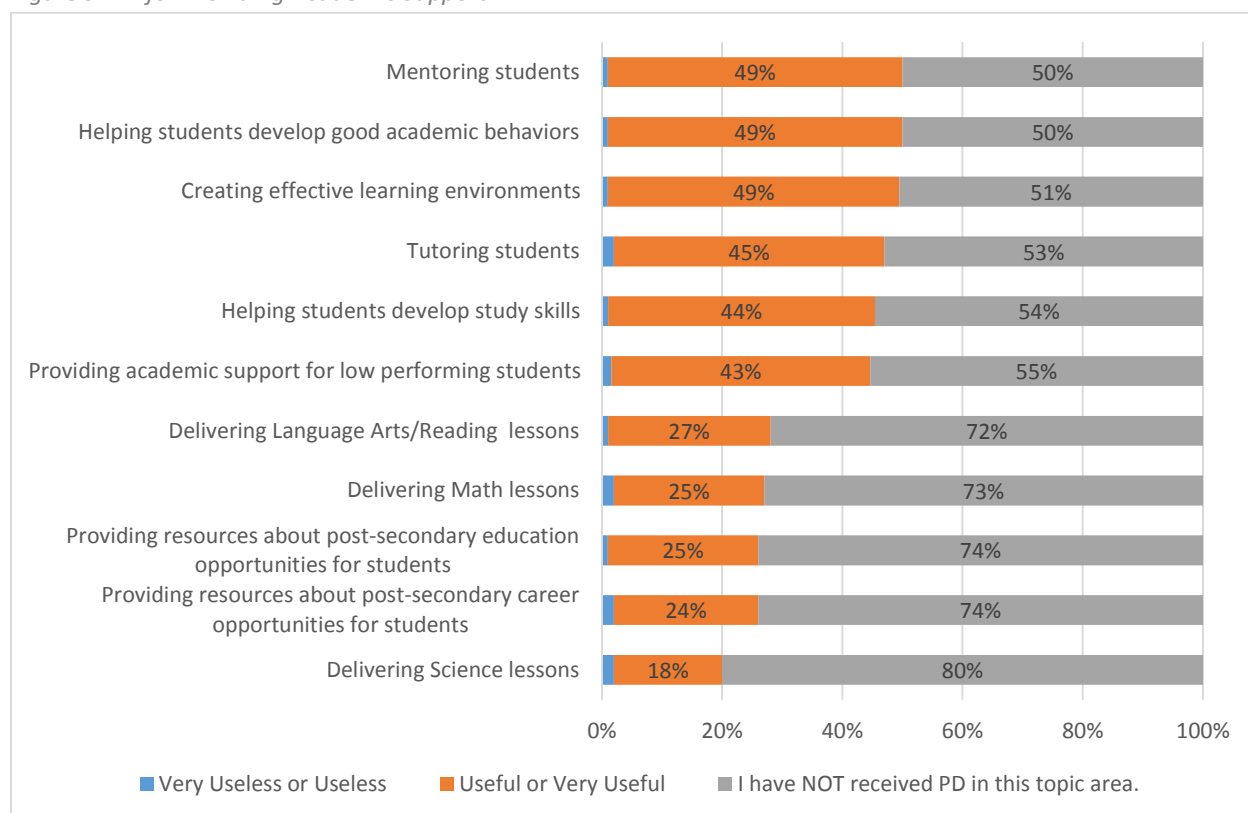
Although there was noteworthy variation in staff members' education and experience across programs, overall, the IGPI afterschool program staff were an educated and experienced group. For example, the typical survey respondent held at least a bachelor's degree and had formally worked with youth for three or more years.

### *Professional Development*

The staff survey included 34 items that asked staff about the usefulness of the professional development (PD) that they received to support their work with students affected by intergenerational poverty. The response choices included an option for staff members to indicate if they had not received PD for each item. The PD items were presented in three categories, one group of items focused primarily on PD for providing academic support (see Figure 9), another on skills needed to facilitate quality afterschool programs (Figure 10), and one asked about professional development for working with particular groups of students (Figure 11).

Mentoring students, helping students develop good academic behaviors, and creating effective learning environments were the most commonly offered PD topics for the items related to providing academic services. Half (50%) of the staff members received PD in these topic areas, and those who received PD found it useful or very useful. Only 28% of staff members indicated that they received PD for delivering language art/reading lessons and even fewer received PD for delivering math lessons (27%) and delivering science lessons (20%). Similarly, few staff members (26%) received PD for providing resources about post-secondary education or career opportunities.

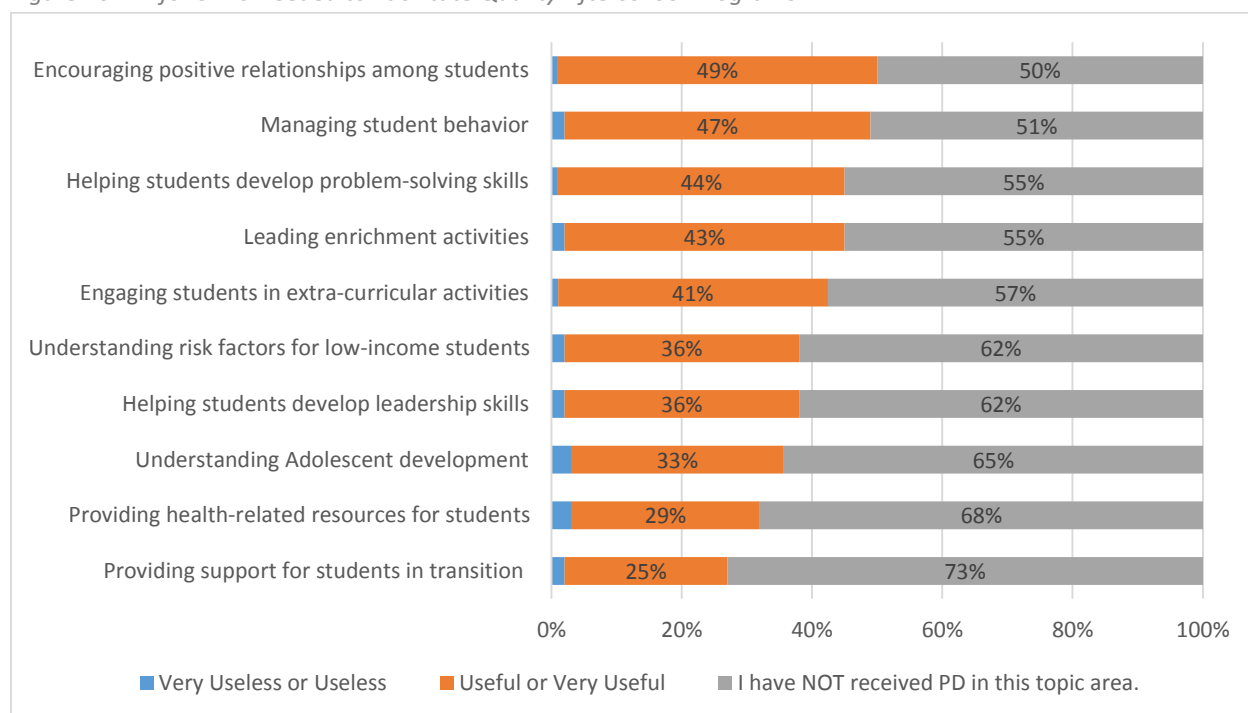
Figure 9. PD for Providing Academic Support



Source: UEPC staff survey

Encouraging positive relationships among students (49% useful or very useful) and managing student behaviors (47% useful or very useful) were the most commonly offered PD topics related to providing quality afterschool programming (see Figure 10). However, less than half of the staff members received PD in the remaining items of this category. Providing support for students in transition and providing health-related resources for students were the least offered forms of PD, with only 27% and 32% of staff members indicating that they received PD in these topic area.

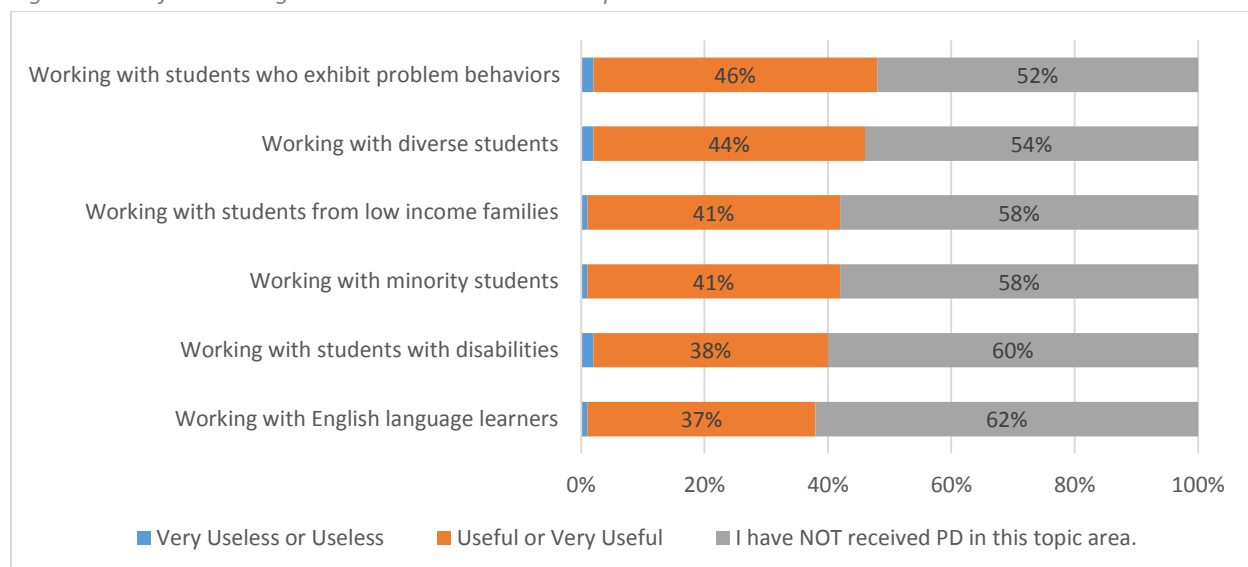
Figure 10. PD for Skills Needed to Facilitate Quality Afterschool Programs



Source: UEPC staff survey

Figure 11 shows that about half (48%) of the staff members received PD for working with students who exhibit problem behaviors and 46% received PD for working with diverse students. Fewer staff members received PD for working with English language learners (38%) and students with disabilities (40%). Less than half (42%) of staff members received PD for working with minority students or working with students from low income families.

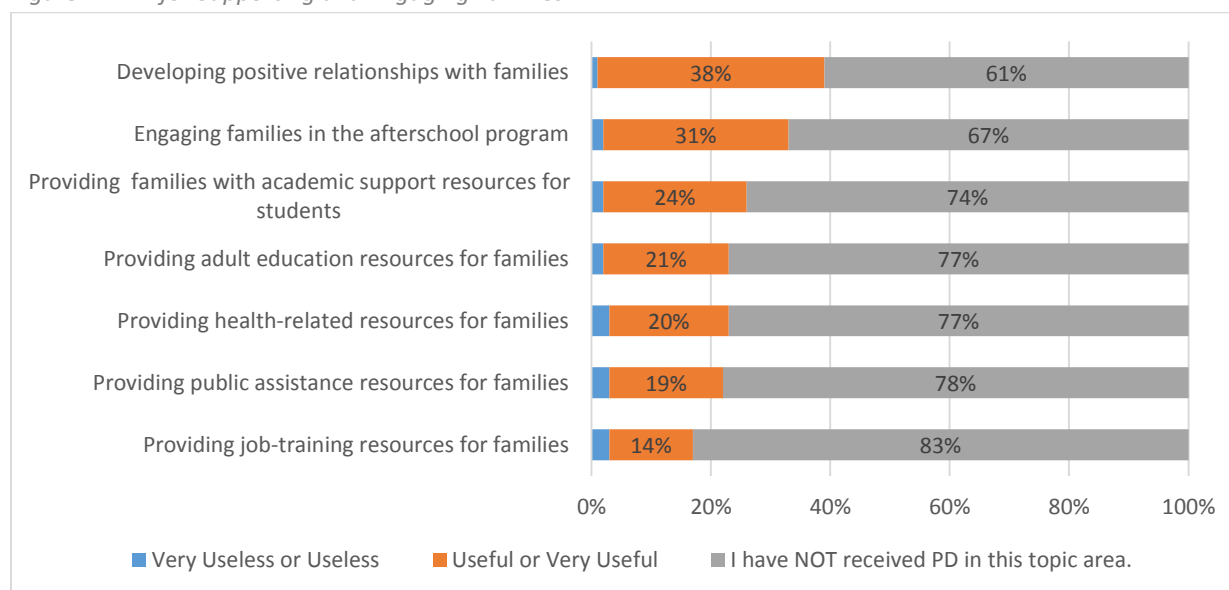
Figure 11. PD for Working with Particular Student Groups



Source: UEPC staff survey

Supporting and engaging students' families is an important aspect of IGPI afterschool programming. However, only 39% of staff members received PD for developing positive relationships with families (see Figure 12). Even fewer received training for providing important resources to families such as information about adult education (23%), health-related resources (23%), public assistance resources (22%), and job-training resources (17%).

Figure 12. PD for Supporting and Engaging Families



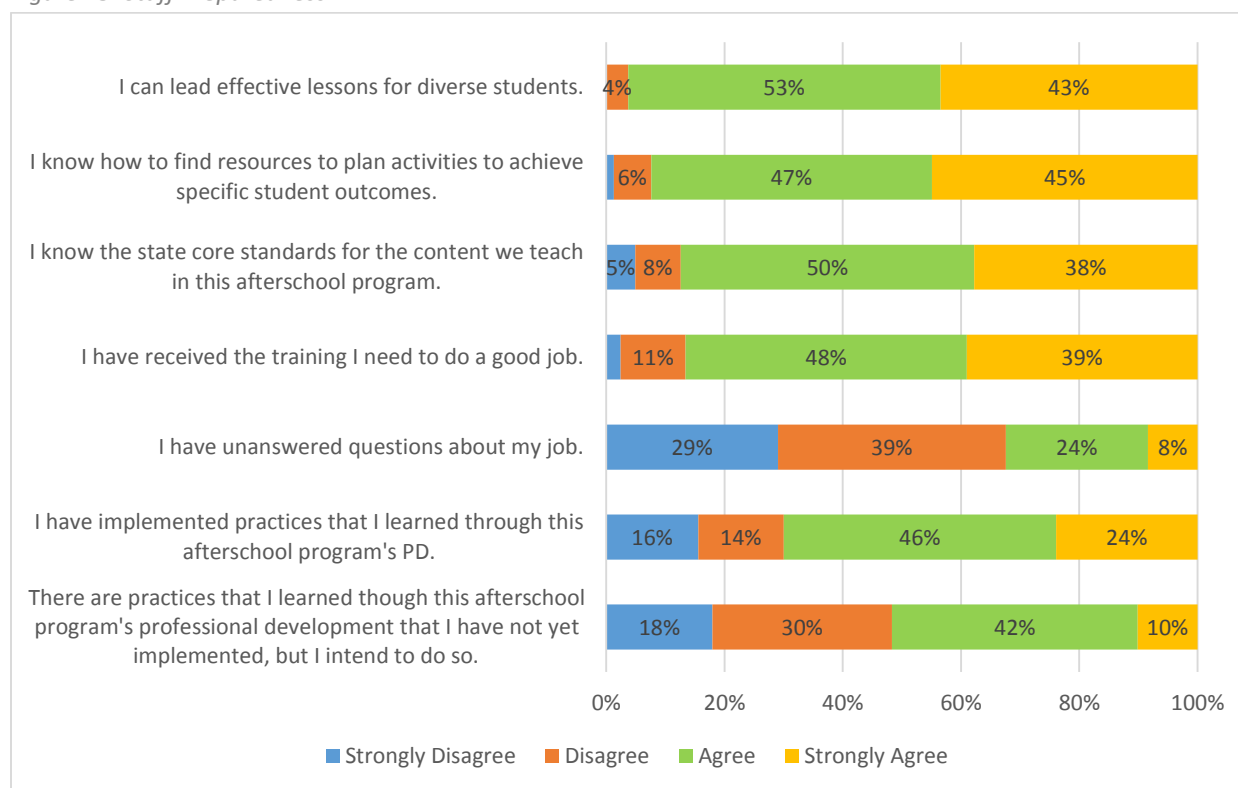
Source: UEPC staff survey

Finally, in spite of the limited PD reportedly received, most staff members (62%), felt that the PD in which they had participated had been about right and 34% felt that the PD had been too little or far too little (Figure not shown). Further, even though the reports of receiving PD were relatively low, staff members reported their overall preparedness as relatively high, which is discussed further below. When asked what topics they would like to learn more about through professional development opportunities, staff members ( $n = 81$ ), 10% stated that that they had received no PD. Other staff members requested PD that would support their work with students and families, in particular several staff members noted the need for PD working with students and families from historically marginalized backgrounds. Additional recommendations for PD topics included teaching strategies, tutoring and mentoring, managing student behavior, and engaging parents and students. A list of summarized topics is available in Appendix D.

### Staff Preparedness

Despite the high percentages of staff members who indicated that they had not received PD across the 34 items, only 32% indicated that they had unanswered questions about their jobs, 87% indicated that they had received the training they needed to do a good job, 70% had implemented practices that they learned through their afterschool program's professional development offerings, and half (52%) of the staff members reportedly learned practices through their afterschool program's professional development that they had not yet implemented, but intend to do so (see Figure 13). When it came to implementation, almost all of the staff members gave responses that indicated high competency. For example, 96% reported that they could lead effective lessons for diverse students, 92% said they knew how to find resources to plan activities to achieve specific outcomes, and 87% agreed that they knew the core standards for the content they taught.

Figure 13. Staff Preparedness



Source: UEPC staff survey

Staff members reportedly received relatively few PD opportunities, but most expressed agreement that they were prepared to serve students in their programs. There may be some explanations for the high frequency of reports that staff members received no PD in many topics. For example, we do not know the extent to which programs specifically aligned PD opportunities with staff needs. Perhaps many of the topics were not offered because staff members were already well-prepared in those areas. This may be particularly relevant for programs that staffed their afterschool activities with regular school day teachers who may have already received extensive training and PD for many of the topics. As some teachers commented in the staff survey:

*“As a teacher..., I have many trainings on behavior and how to work with children to get them to achieve academically. I feel that I am very qualified to teacher the after-school children and need no more training.”*

*“I ... already know how to teach students academic, social and behavioral skills so the training is generally less detailed than my own experience in delivering instruction to students.”*

*“As a teacher in this afterschool program my job is essentially to tutor students in science and help them with their homework from other classrooms. We receive a lot of PD as teachers on these areas in general so any extra from the afterschool program I feel is unnecessary.”*

Alternatively, other staff members indicated an overall lack of PD and expressed their need for additional training.

*“I have provided instruction for students, but I have never had training administered by the afterschool program. What do they offer and who teaches it and when?”*

*“[I would like PD regarding] Low income learners, refugee learners, how to involve families in the after school programs, how to be a more effective leader”*

There were apparent contradictory reports among some staff members who expressed feeling prepared to serve students and felt they needed no additional PD and those who received no PD and/or felt they could benefit from additional program specific PD. Regardless of the discrepancies concerning access to PD, the staff members who reportedly received PD found it useful. Taken together, these findings suggest that additional, well-targeted PD could be of value for those who need or want it and also opens the door for future conversations about the alignment of PD opportunities with the needs of staff members. In particular, PD could be more intentionally targeted for staff to increase their effectiveness in supporting students affected by intergenerational poverty, including, for example, how to tailor academic support for English learners, refugee students, struggling readers, or for students with challenging social/emotional needs. Additional considerations regarding these findings are discussed in the conclusion section.

To what extent did staff members provide quality IGPI-related afterschool programming?

Key findings related to the quality of IGPI afterschool programs:

- IGPI afterschool programs reported many exemplary areas of program quality such as providing a safe and healthy afterschool environment, having established student behavior management practices, and providing sound fiscal management.
- Some programs may need to further develop their transportation policies.
- Programs reported that they actively engaged youth in learning activities, however they could provide additional opportunities that enhance personal growth and development.
- Key findings from this section that overlap other report sections include a need to foster family involvement to support program goals and offering additional PD to enhance job performance.
- Staff members expressed that responding to student needs, aligning programming with content and activities of the regular school day, and implementing intentional programs from a well-informed perspective were common among their programs practices.
- IGPI afterschool program personnel were confident regarding their ability to manage student behavior.

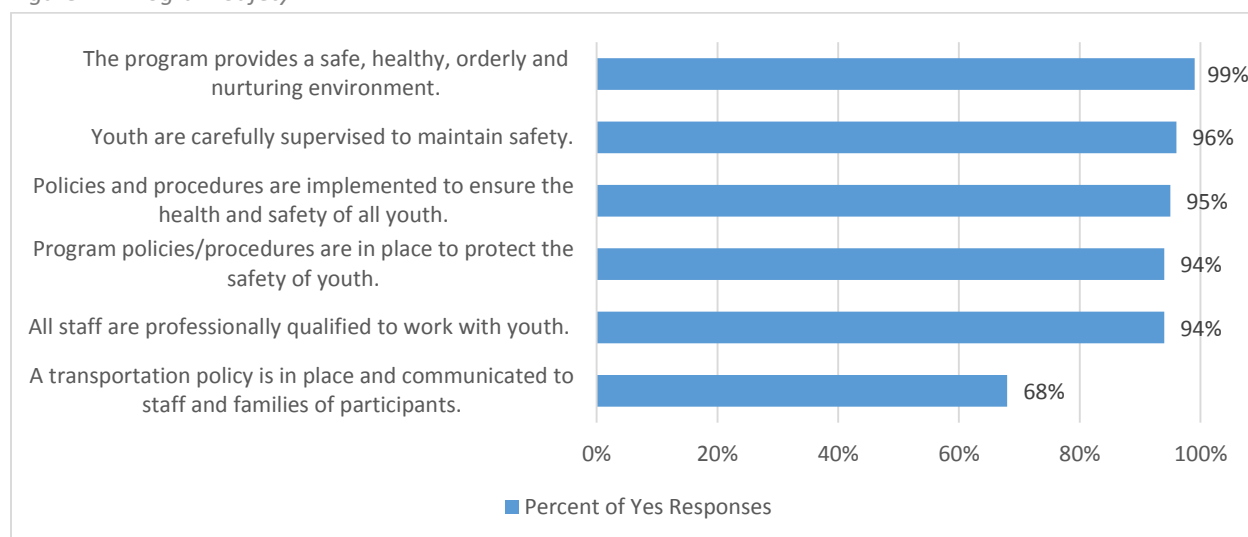
Each of the IGPI afterschool programs completed the Utah Afterschool Network’s Quality Assessment Tool (QT). In addition to collecting information about program operations, summer programming, who the program served, and data collection practices, the QT measures program quality in 4 domains (safety, developing meaningful relationships, learning new skills, and administrative practices.). The figures in this section present program administrator and staff team responses to questions about the 4 domains. In most cases, several items were used to represent the domains on the QT and those items, along with the item level mean responses, are provided in Appendix C.

### **Safety**

Program personnel reported the presence or absence of safety features on 19 QT items by indicating yes or no. Those 19 items are further organized into 6 domains. The averaged percentages of yes responses for each program safety domain are displayed in Figure 14. Overall, the IGPI afterschool programs indicated positive safety ratings (99% - 94%) in all but one domain, transportation (68%).



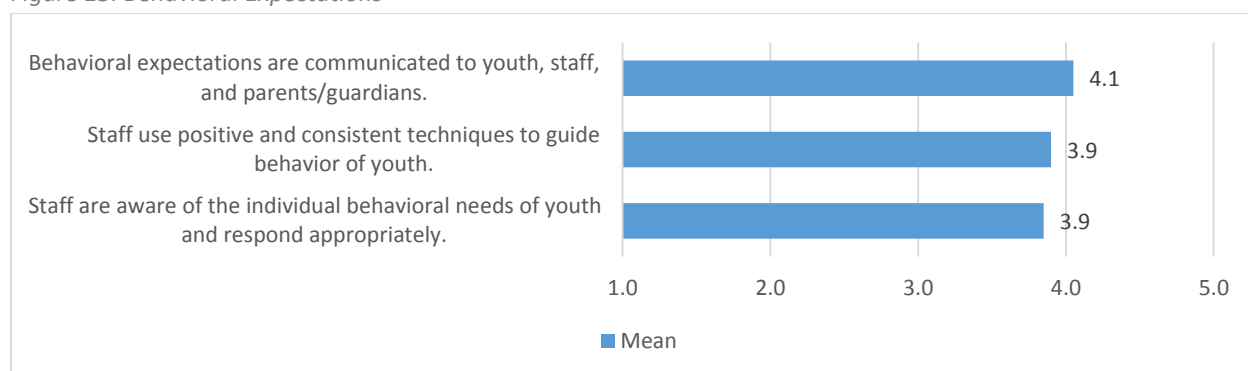
Figure 14. Program Safety



Source: UAN Quality Assessment Tool

A final set of program safety items used a 5 point Likert scale to measure how well programs implemented a consistent and responsive behavior management plan. Figure 15 shows that program staff members and administrators reportedly performed very well regarding their behavior management practices (3.9 - 4.1).

Figure 15. Behavioral Expectations



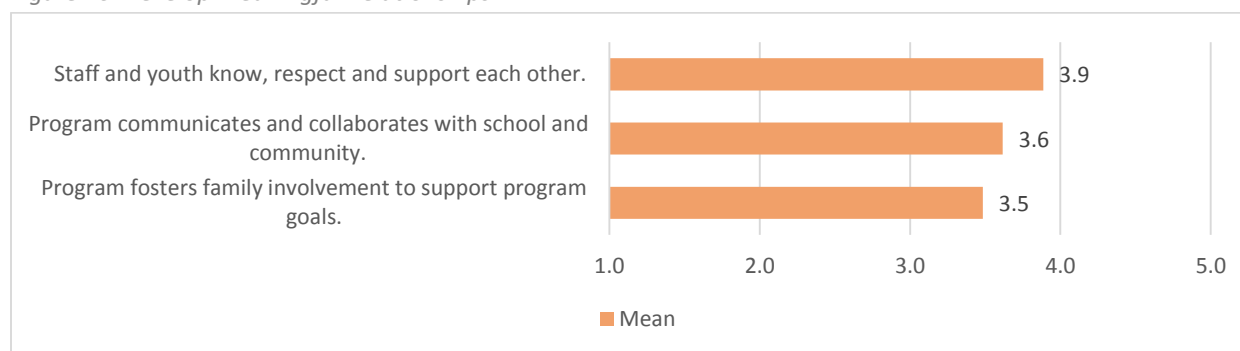
Scale: 1 = Not at all, 2 = Slightly well, 3 = Moderately well, 4 = Very well, 5 = Extremely well

Source: UAN Quality Assessment Tool

### *Developing Meaningful Relationships*

Thirteen QT items asked program personnel to express 1) how well staff members and youth know, respect, and support each other, 2) how well the program communicates and collaborates with the school and community, and 3) how well the program fosters family involvement to support program goals. The mean responses for each of these three domains are displayed in Figure 16. Overall, the IGPI afterschool program staff and administrators indicated that they developed meaningful relationships moderately to very well (3.5 – 3.9), with the most room for growth being their relationships with families.

Figure 16. Develop Meaningful Relationships



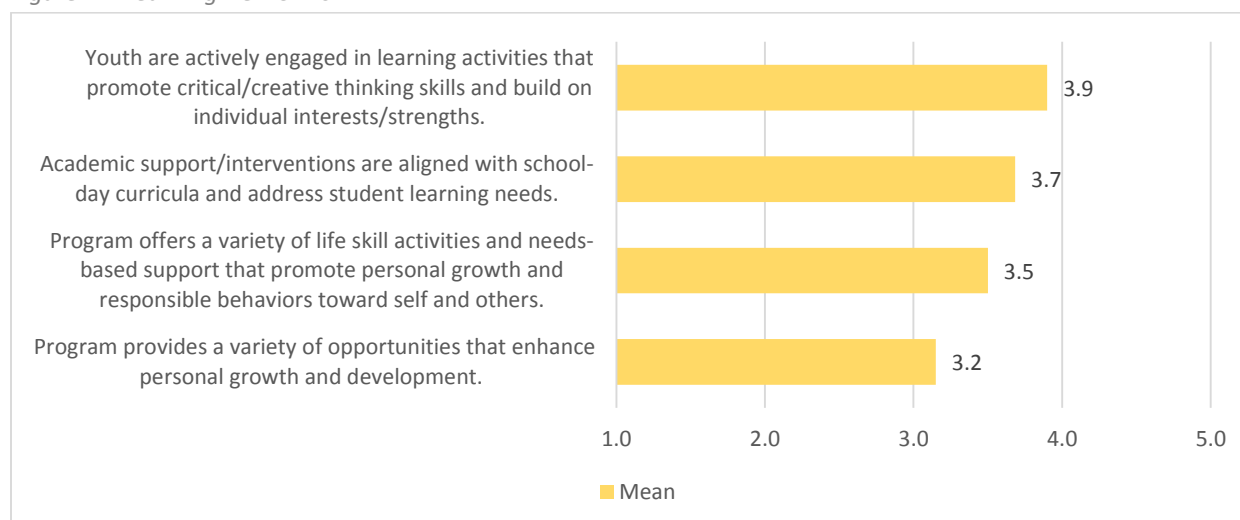
Scale: 1 = Not at all, 2 = Slightly well, 3 = Moderately well, 4 = Very well, 5= Extremely well

Source: UAN Quality Assessment Tool

### Learning New Skills

The QT uses 13 items to assess how well afterschool programs provided opportunities for students to learn new skills. The items measure 4 areas that broadly address youth engagement in critical and creative thinking, aligning support with school day curricula, offering life skill activities and needs based support, and providing opportunities for personal growth. Descriptions of these categories are provided in Figure 17, along with the means for each area. Providing a variety of opportunities that enhance personal growth and development (3.2) emerged as the area with most room for improvement, while actively engaging youth in learning activities (3.9) was reportedly a strength among the programs.

Figure 17. Learning New Skills



Scale: 1 = Not at all, 2 = Slightly well, 3 = Moderately well, 4 = Very well, 5= Extremely well

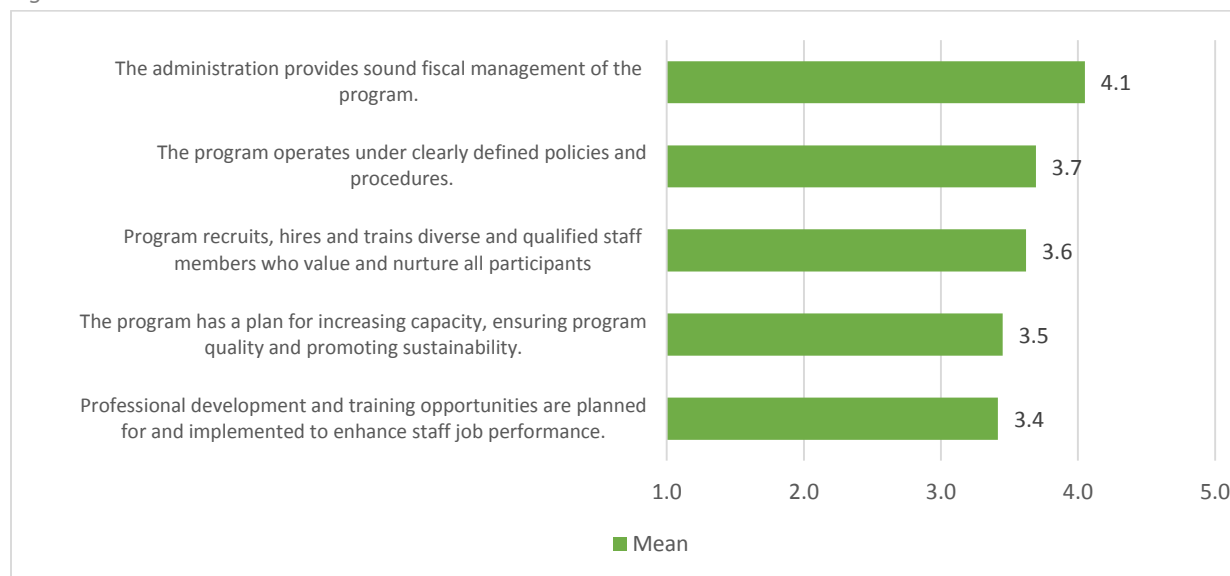
Source: UAN Quality Assessment Tool

### Administration

The administration section of the QT includes 29 items related to program administrative practices. Together, these items generally address 1) program leadership, management, and finance and 2) staffing and professional development. Figure 18 provides a description of the items along with the mean scores for each of 5 administrative areas. Programs were reportedly doing very well (4.1) providing sound fiscal management for their programs. However, they reported doing moderately well regarding planning and

implementation professional development (3.4) for their staff, which is consistent with the staff survey reports of limited PD opportunities.

Figure 18. Administration



Scale: 1 = Not at all, 2 = Slightly well, 3 = Moderately well, 4 = Very well, 5 = Extremely well

Source: UAN Quality Assessment Tool

Based on the QT findings, IGPI afterschool programs reported many exemplary areas of program quality such as providing a safe and healthy afterschool environment, having established student behavior management practices, and providing sound fiscal management. However, there were a number of noteworthy areas that hold potential for growth. In particular, programs could further develop and communicate their transportation policies. Also, the rating of performing *moderately well* at providing a variety of opportunities that enhance personal growth and development for students should be acknowledged as a relatively low rating given the importance of this program feature for the targeted student population.

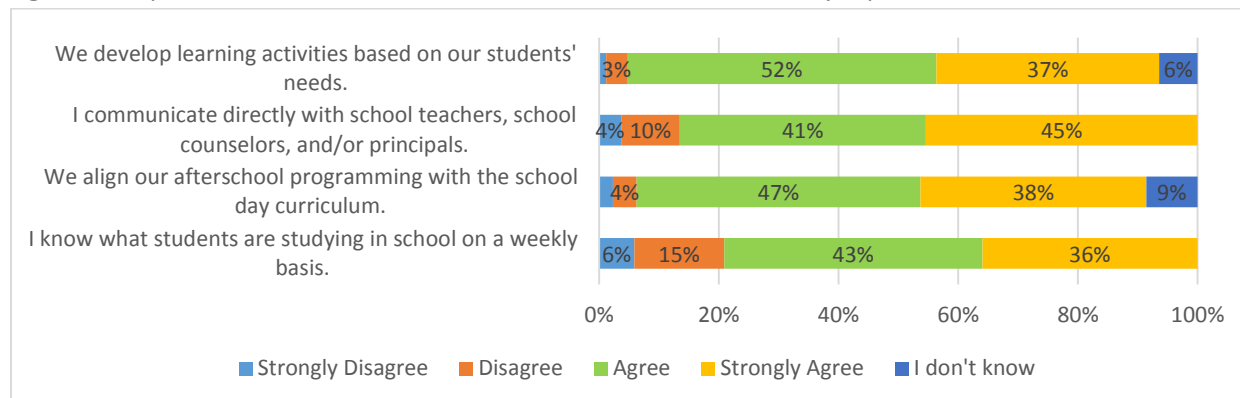
In examining overall program quality, we can contrast the QT findings with staff survey findings. For example, the QT finding that programs were reportedly performing moderately well regarding PD opportunities for staff was minimally aligned with staff survey responses in which most staff members indicated having received no PD across many important topics related afterschool programming. The PD domain in the quality tool received a rating that was low compared with other QT domains, but the staff survey responses suggest that staff members actually participated in even fewer PD opportunities than reported in the QT responses. The QT findings also included reports of moderately extensive collaborations. In a future report section, we will learn more about the extent to which program staff reportedly collaborated with schools, families, and external partners. The next section will add to our understanding of program quality by presenting staff survey findings regarding program implementation practices, knowledge of managing student behavior, and the extent to which they encountered barriers and supports.

### Implementation Practices

According to staff survey responses, program implementation practices were based on staff member's knowledge and awareness of student needs and students' school day experiences. For example, Figure 19

shows that 89% agreed or strongly agreed that they developed learning activities based on students' needs. Further, most staff members (86%) communicated with school representatives, 85% worked to align their programming with school day curriculum, and 79% knew what students were studying in school each week.

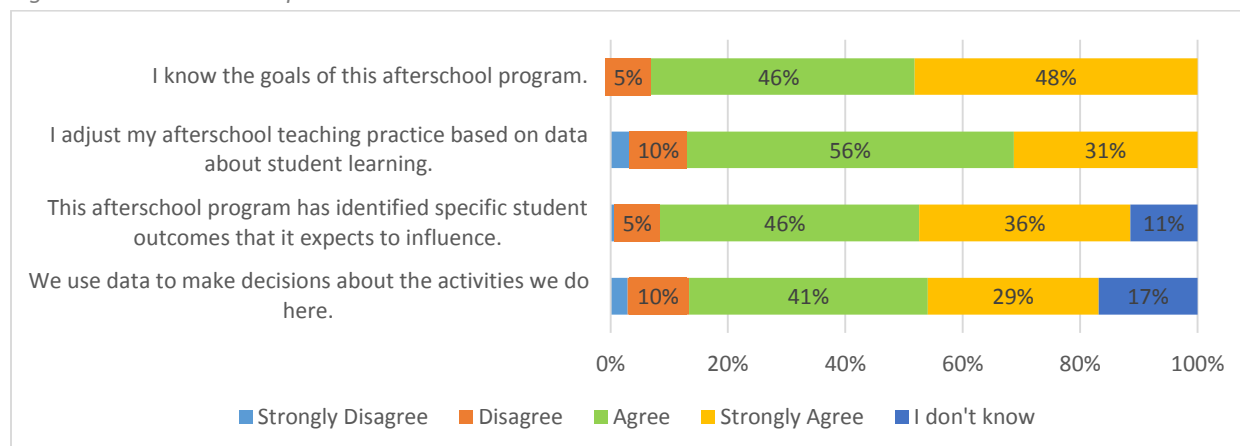
Figure 19. Implementation Practices Based on Student Needs and School Day Experiences



Source: UEPC staff survey

Four items from the staff survey reflected staff perceptions that programs were data-driven and goal-oriented. Figure 20 shows that agreement with each of these items was relatively high; 94% of staff members agreed or strongly agreed that they knew the goals of their program, 87% adjusted program practices based on data about student learning, 82% agreed or strongly agreed that their programs worked to influence particular student outcomes, and 70% used data to inform program practices.

Figure 20. Data Driven Implementation Practices



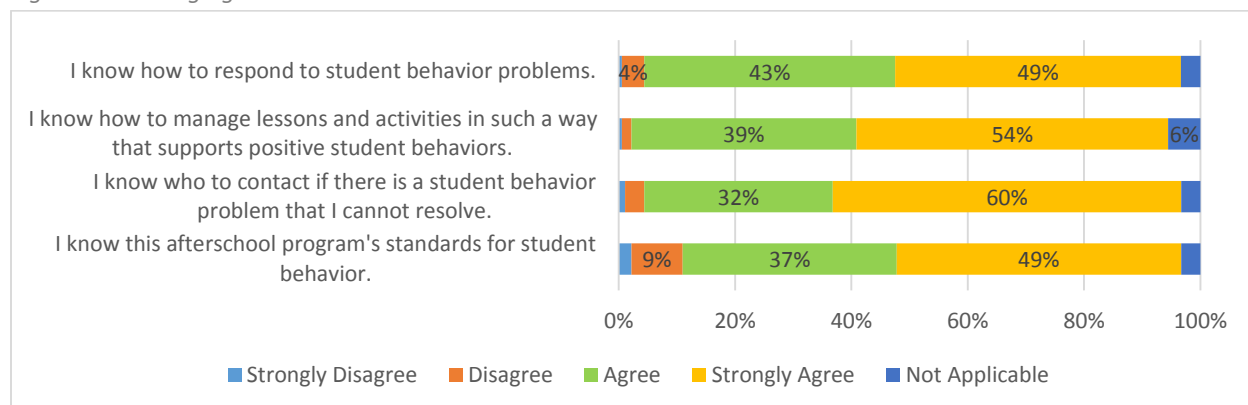
Source: UEPC staff survey

Responding to student needs, aligning programming with content and activities of the regular school day, and implementing intentional programs from a well-informed perspective are important features of high quality programs. Overall, staff members expressed that these practices were common among their programs.

Staff members also indicated widespread agreement regarding their knowledge of managing student behavior. Most staff members agreed (92%) that they knew how to respond to student behavior problems and they knew how to manage lessons and activities to support positive student behaviors. If they had

problems they could not solve 92% knew who to contact and 86% reportedly knew the programs standards for student behavior (See Figure 21).

Figure 21. Managing Student Behavior



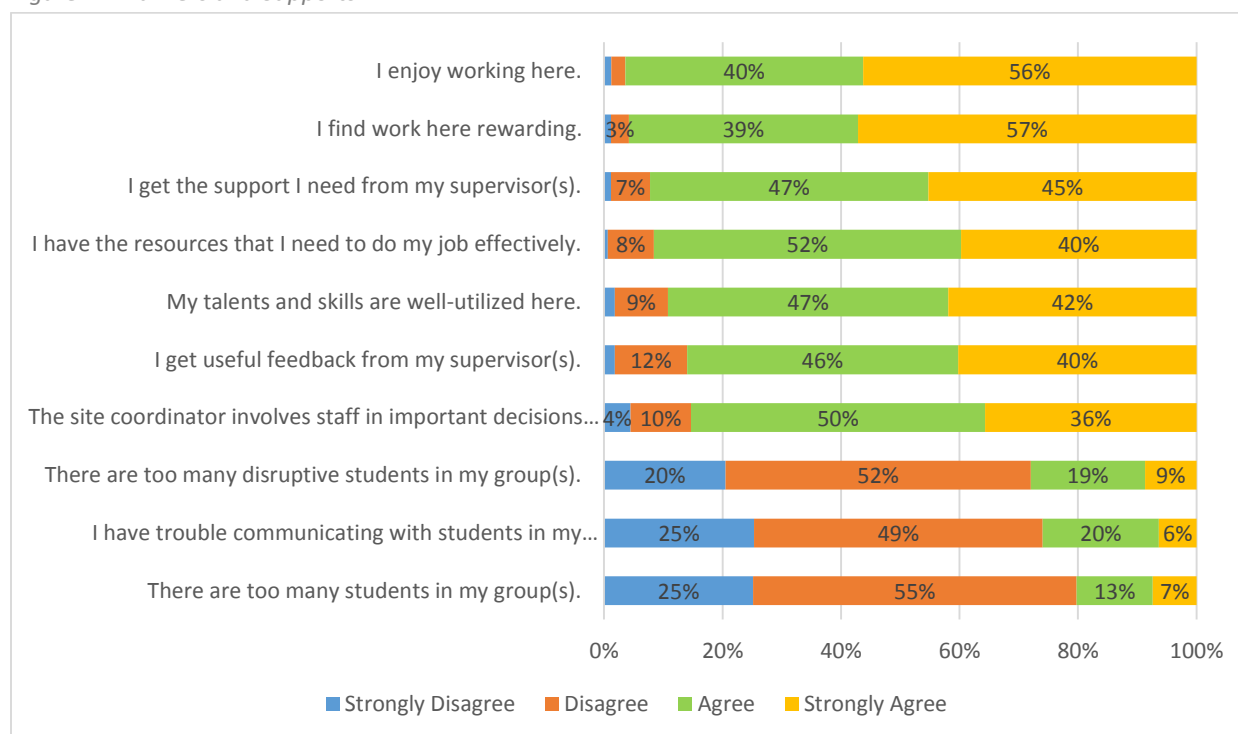
Source: UEPC staff survey

In the case of managing student behavior, the staff responses to survey items and their reports from the UAN QT were closely aligned. This emerged as an area in which IGPI afterschool program personnel were confident regarding their program implementation practices.

### *Barriers and Supports*

The extent to which staff members' encountered barriers and supports can also provide insight into program quality. Figure 22 displays staff members' ratings of barriers and supports that they experienced while working in the IGPI afterschool programs. Almost all staff members (96%) reportedly enjoyed their jobs and found their work rewarding. Most staff members disagreed that barriers such as working with large groups of students (80%), having difficulty communicating with students who do not speak English (74%), and having too many disruptive students (72%) were problematic for them. These findings suggest that supports were reportedly high and barriers relatively minimal, at least regarding those items included in the staff survey.

Figure 22. Barriers and Supports



Source: UEPC staff survey

Open-ended questions on the staff survey asked staff members to identify additional supports needed (N = 89) to be most effective in their current role in the afterschool program and what could be done to improve program quality and better meet students' needs (N = 80). Communication was a prominent theme among the responses. Commenters suggested that communication with teachers, parents and families, and the community could be improved. Staff members also expressed the need for additional support in the form of professional development, more staff, and additional resources such as supplies and funding. Other noteworthy suggestions included increasing parent and family engagement, improving the curriculum, increased administrative support, using data for decision-making and identifying students who need extra support. About 15% of the respondents noted that they felt well-supported. A complete list of summarized responses and the frequencies with which they occurred is available in Appendix D.

When asked to comment regarding their greatest success working in the afterschool program, staff members (n = 101) noted program successes that included program growth, implementing new classes, and increased collaboration with teachers. Regarding their own success as staff members, they engaged students in learning, provided academic support through tutoring and mentoring, and built healthy relationships with students. They pointed out student successes in terms of overall academic achievements, overall growth and development, and benefitting from increased access to opportunities and support (see Appendix D).

We used responses to the UAN Quality Tool Assessment and the IGPI afterschool program staff survey to learn about the quality of IGPI afterschool programs. The QT results uncovered a number of program strengths, as well as some potential areas for growth. Contrasting the QT findings with the staff survey findings we recognized professional development offerings could be increased. Across both the QT and staff survey responses, staff members consistently indicated that they were well prepared to manage

student behavior. The staff survey findings regarding program implementation stood out as particularly positive, but should also be considered along with QT items such as providing opportunities that enhance personal growth and development, which suggested room for growth in the implementation of learning new skills (see Figure 16 and Figure 17). Staff members reportedly enjoyed their jobs and expressed a great deal of support with minimal barriers related to working with students.

To what extent did the IGPI afterschool programs provide academic services and supports for participants?

Key findings related to the provision of academic services and supports:

- Average participation rates in academic and enrichment interventions were low relative to reported program enrolment and attendance.
- The most common academic services were providing effective learning environments, mentoring, opportunities to develop problem-solving skills, help with homework, and academic tutoring.
- Staff members reported low frequencies of providing math lessons, language arts/reading lessons, and science lessons.

Each IGPI afterschool program reported the number of days that students attended their programs, as well as the number of possible days of attendance for each student. Most programs provided further detail by reporting the number of science, language arts/reading, and math interventions, as well as the number of enrichment activities in which students participated. Some program sites did not distinguish among academic disciplines and only reported academic participation as an aggregate total across all three disciplines.

Together, programs reportedly served 3,944 students for a total of 176,986 student attendance days. Days of possible attendance varied from 1 – 180 and 477,750 was the total number of possible attendance days. Half (51%) of the students attended for 26 days or less, 17% attended 27 – 50 days, 13% attended 51 -75 days, 6% attended 76-100 days, 6% attended 101-150 days, and 7% attended 151-180. The overall average participation rate for all programs was 37%. Table 5 provides further detail regarding IGPI afterschool program attendance. The average number of days students participated in interventions was calculated by dividing the number of interventions by the number of students who received interventions.

Table 5. Attendance Summary

<b>Program</b>	<b>Number of Students who Received Interventions</b>	<b>Percent of Students who Received Interventions</b>	<b>Number of Interventions</b>	<b>Average Number of Days Students Participated in Interventions</b>
English Language Arts	2,229	57%	68,389	31
Science	1,532	39%	39,275	26
Math	2,246	57%	62,822	28
Enrichment	3,108	79%	107,988	35

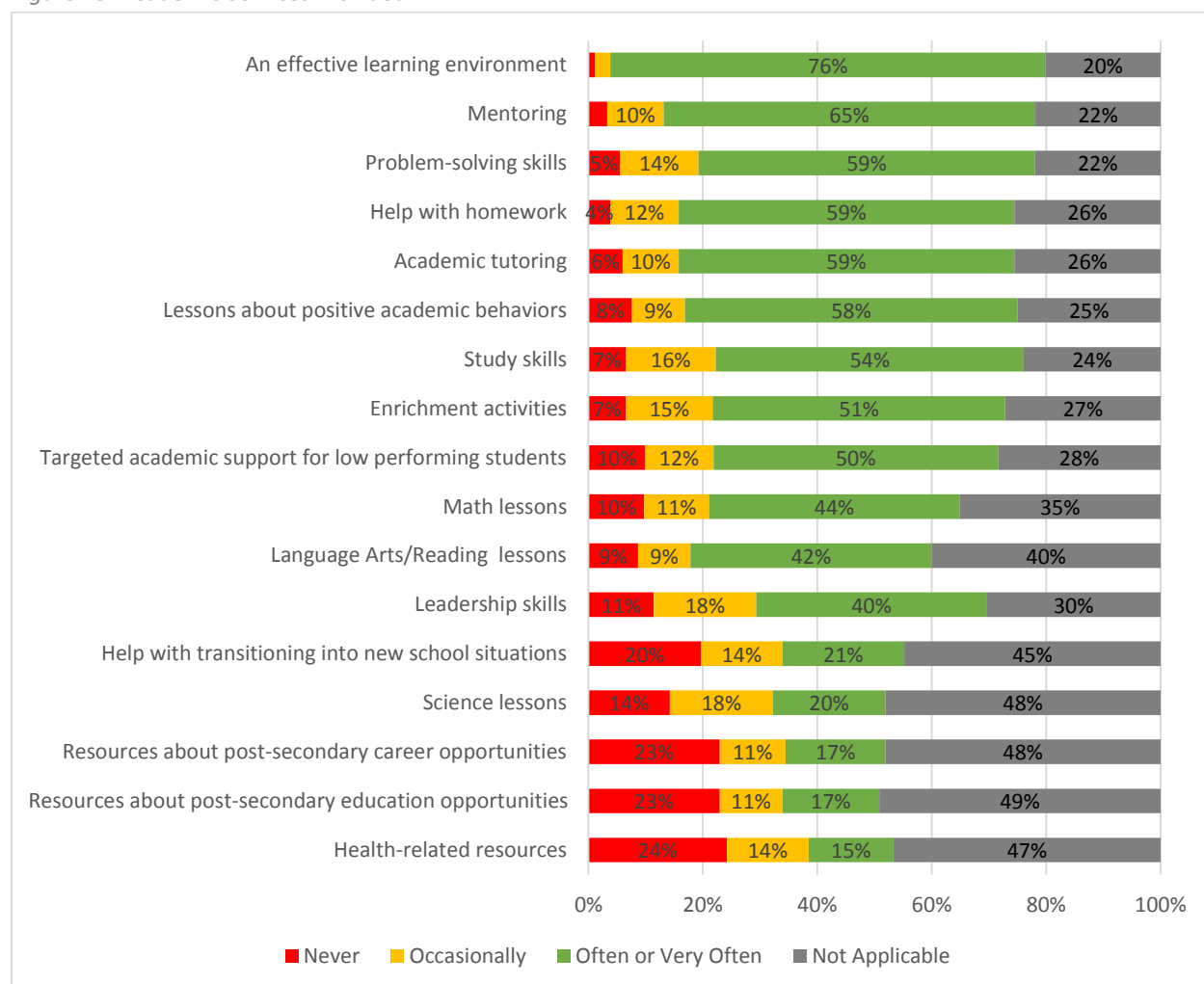
Source: Program Participation Data

When interpreting the average attendance and participation findings, it is important to note that there were inconsistencies in reporting across program sites as they adopted different approaches to documenting student attendance and participation. For example, one school district reported that any day a student was present, that student received academic interventions in science, language arts/reading, and math, as well

as enrichment activities. While this may have been the case, no other program took this approach. For some programs, the total number of academic interventions was greater than days of attendance because students received academic interventions in multiple academic subjects on the same days, while other programs did not take that approach, but instead documented one academic intervention per day of attendance. Further, some program sites accounted for each individual student's possible attendance, while others simply used the total number program days offered during the year. This could have skewed results for student who changed schools during the year or enrolled in afterschool programs at various points during the year. It is unclear if and when some variations were due to actual attendance and participation differences or differences in program or site level reporting practices.

In addition to the attendance and participation data, the staff survey included items that asked about the academic services provided. Figure 23 shows that 76% of staff members indicated that they provided an effective learning environment often or very often. Over half (65%) of the staff members reported that they provided mentoring for students and 59% provided opportunities to develop problem-solving skills, helped with homework, and provided academic tutoring often or very often. The scale included a *not applicable* option because not all of the programs offered all of the academic services included in the list.

Figure 23. Academic Services Provided



Source: UEPC staff survey



Although the responses in Figure 23 are relatively positive, the findings that 44% of staff members provided math lessons often or very often, 42% of staff members provided language arts/reading lessons often or very often, and on 20% of staff members provided science lessons often or very often seem infrequent given the importance of these academic services for the targeted student population. Given the reported participation rates and the findings presented in Figure 23, IGPI afterschool programs provided a range of academic supports and services, but findings suggested that academic, enrichment, health-related resources, and the provision of resources about post-secondary education and career opportunities could be increased substantially.

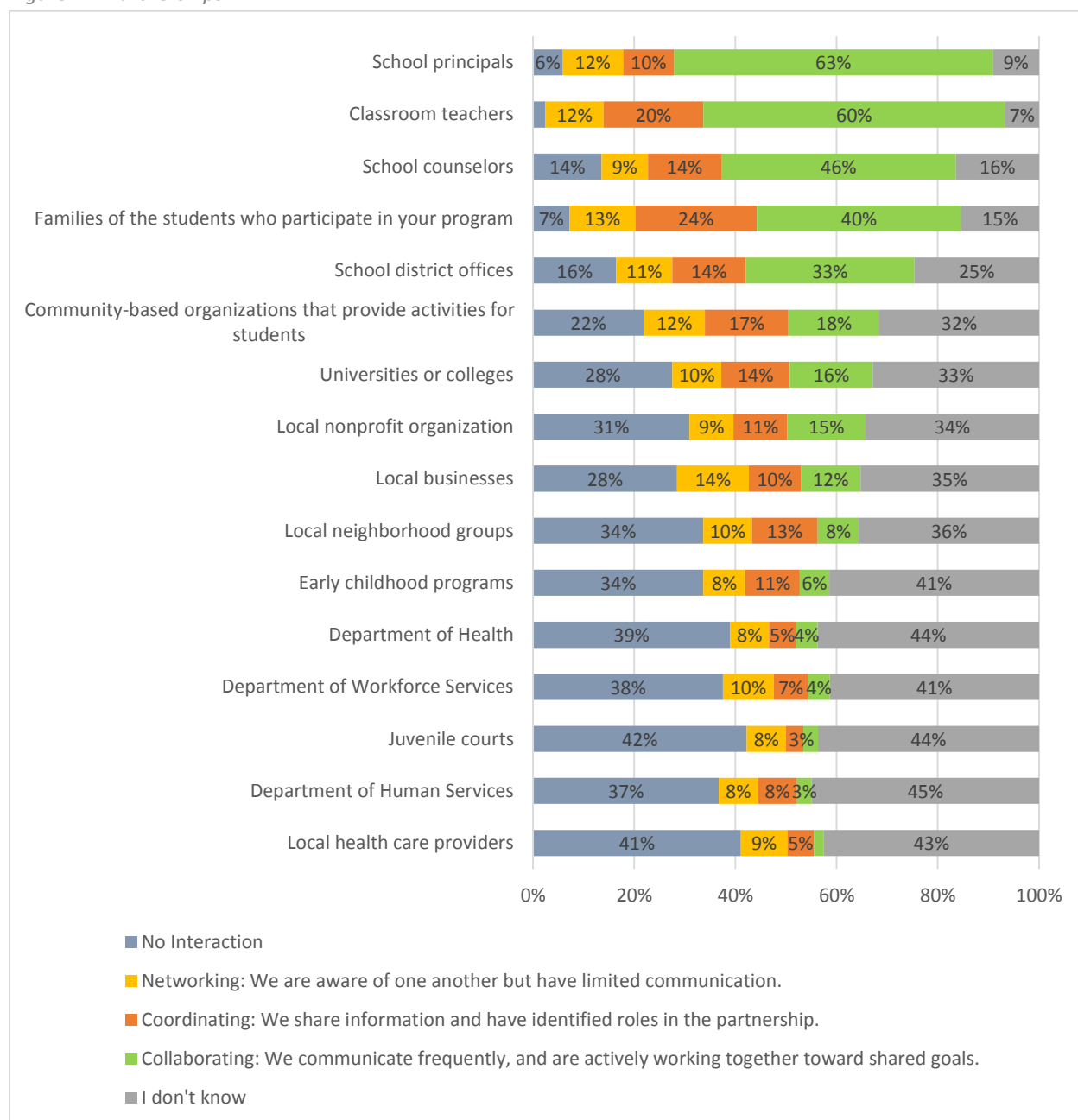
To what extent did programs partner with internal and external partners?

Key findings related to program partnerships are:

- Most staff members reported active collaborations and coordination with schools, but reported limited partnerships with health care providers, Department of Human Services, juvenile courts, and the Department of Workforce Services.
- Most staff members felt that their programs' valued school, family, and external partnerships, but many were uninformed about their programs' collaborations and partnerships, especially with external organizations.
- Among staff members who were aware of school partnerships, almost all reported relatively strong school partnerships.
- Staff member reports of providing information to families or inviting families to participate were relatively infrequent and the infrequency of program participation by families was similarly limited.
- Staff members who knew of external partnerships generally agreed that those partnerships made contributions to their programs.

The staff survey included several groups of items that addressed partnerships. To begin, Figure 24 shows responses that ranged on a continuum from no interaction to collaborating. Respondents were asked to make selections that best described their afterschool program's relationship with each of the partners based on scale points that described characteristics of relationships with partners or potential partners. The most developed partnerships were with school staff members, with over half of the respondents indicating that they collaborated with school principals (63%) and classroom teachers (60%). The least development partnerships included local health care providers (2% collaborating), Department of Human Services (3% collaborating), juvenile courts (3% collaborating), and the Department of Workforce Services (4% collaborating). Also of interest in Figure 24 is the relatively high number of *I don't know* responses, which suggests that many staff members were uninformed about partnerships.

Figure 24. Partnerships



Source: UEPC staff survey

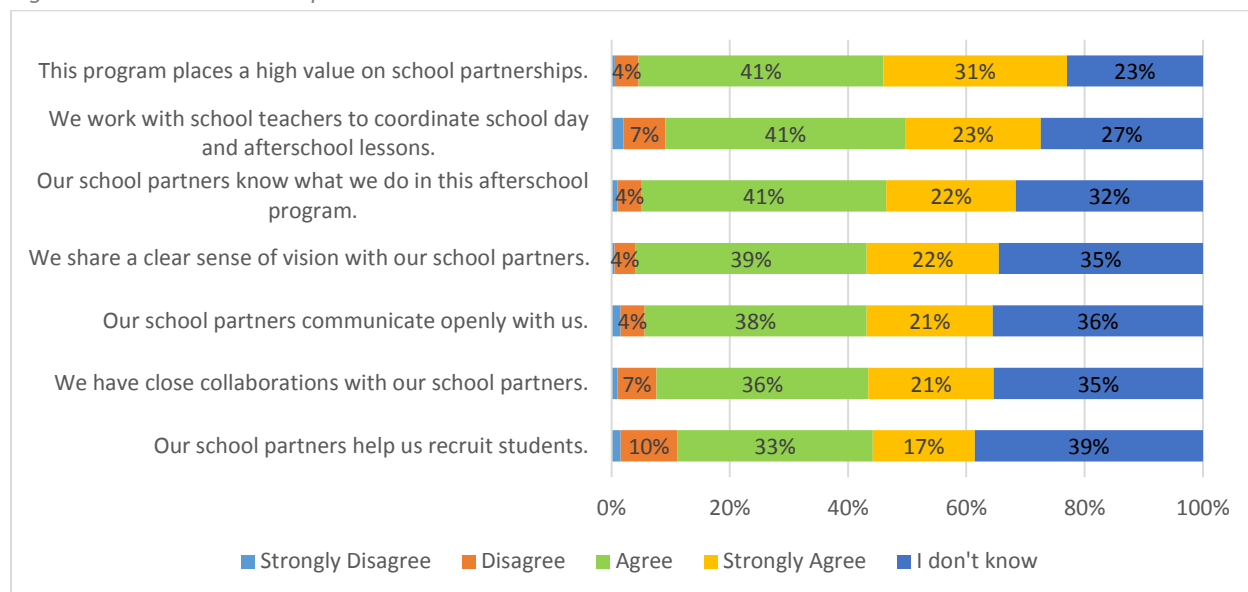
Considering the varied roles and responsibilities assumed by staff members, it is possible that the lack of awareness regarding collaborations could be, at least in part, an artifact of staff function. For example, a math tutor who works in a program for 4 hours a week would probably have limited understanding of the partnerships and collaborations in which the program is engaged. To explore this further, we limited responses to only site coordinators and site managers (N = ~19). We have included a figure of these results in Appendix B. The site coordinators and site managers reported notably more extensive accounts of collaborations and much fewer *I don't know* responses. For example, 90% of the coordinators and managers were reportedly collaborating with school teachers and principals and 10% were coordinating

with school teachers and principals. Similarly, 90% were either coordinating or collaborating with families of participants. However, reports of interactions with external partners were limited. While this further informs our understanding of the extent to which programs were involved in collaborative efforts, questions remain regarding the extent to which various staff should be aware of, and engaged with, partnerships. In addition to the results presented in Figure 24, the staff survey also asked for additional detail about partnerships with school staff members, families, and external organizations.

### *School Partnerships*

Strong partnerships with school principals, classroom teachers, and school counselors is a priority of quality afterschool programs. For the IGPI afterschool programs, 72% of staff members agreed or strongly agreed that the programs they worked for placed a high value on school partnerships. Over half (63%) of the respondents agreed that they collaborated with school teachers to coordinate lessons and 61% reportedly shared a clear sense of vision with their school partners. The finding that approximately one third of the staff members did not know about partnerships with schools may suggest a lack of awareness among afterschool staff members, but cannot be interpreted as instances in which programs were not partnering with schools. In fact, very few staff members (4% - 11%) disagreed or strongly disagreed that their programs were engaged in partnerships with schools. In this sense, the findings in Figure 25 are aligned with those previously considered in Figure 19, in which most staff members agreed that they implemented program practices based on their knowledge and awareness of students experiences during the school day. However, the finding that 23% to 39% of staff members indicated a lack of awareness regarding school partnership activities could justify additional efforts to inform staff about school partnerships.

Figure 25. School Partnerships

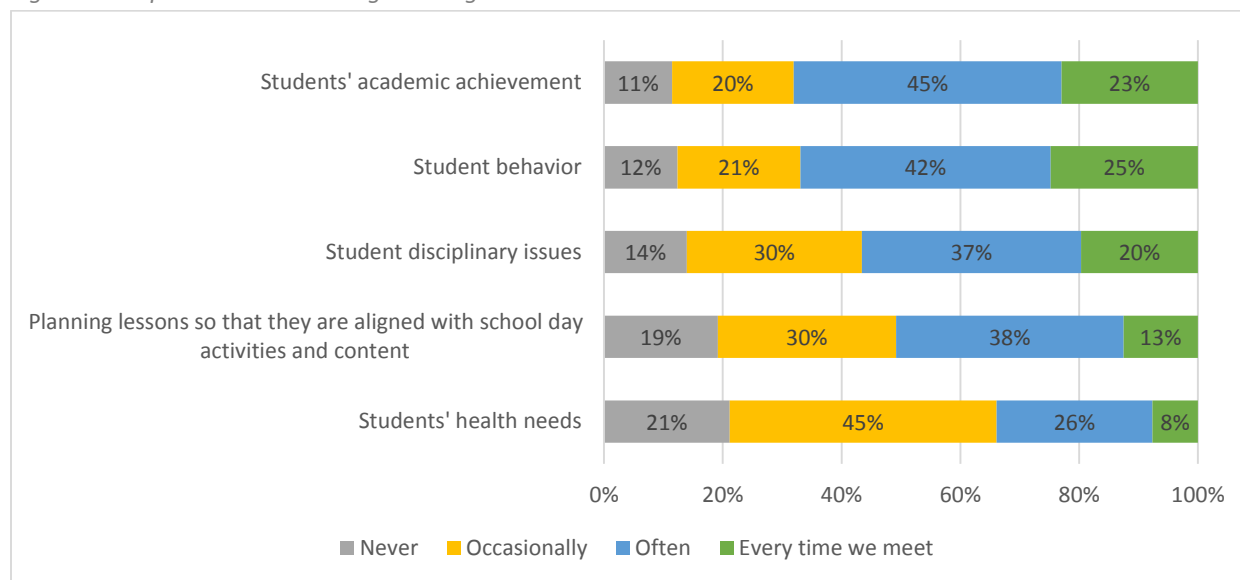


Source: UEPC staff survey

For staff members who were informed about school partnerships and who reportedly attended meetings with school partners ( $n = \sim 121$ ), 68% discussed students' academic achievement often or at every meeting with their school partners, 67% discussed student behavior, and 57% discussed student disciplinary issues (see Figure 26). Half (51%) of the staff members discussed the alignment afterschool lessons with school day activities and content often or at every meeting. Student health needs was the least discussed topics.

These five topics in Figure 26 were the only topics included in the staff survey and staff members likely discuss topics that are not included in this list.

Figure 26. Topics Discussed During Meetings with School Partners

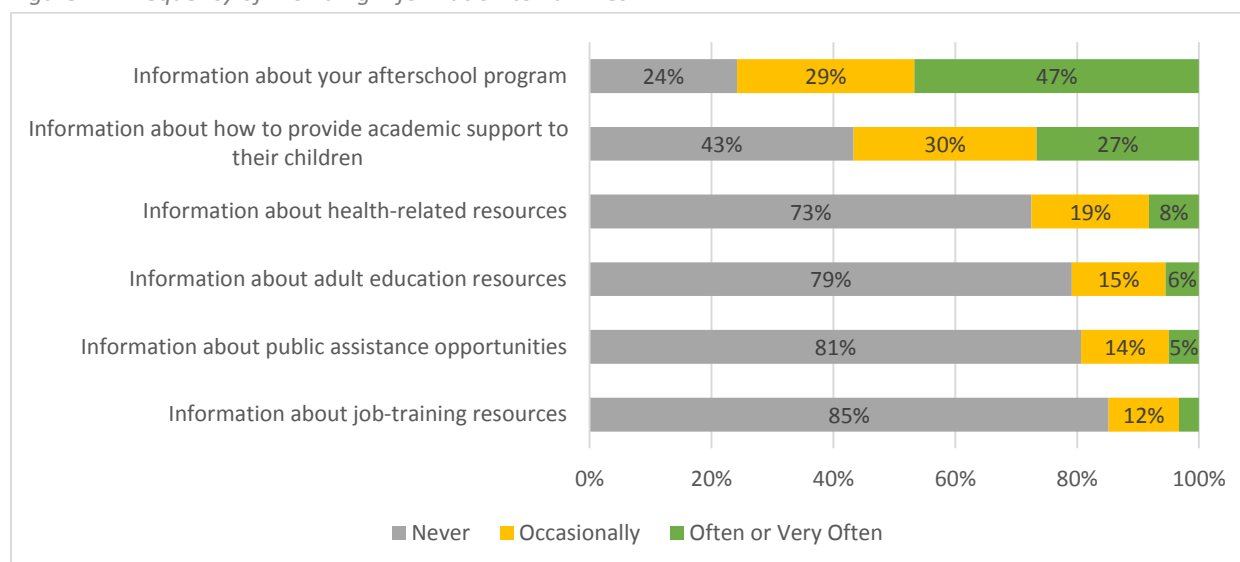


Source: UEPC staff survey

### *Family Partnerships*

Staff members also answered a series of questions about family partnerships. Figure 27 shows the frequency with which they personally provided family members with information about several topics. About half (47%) of staff members reportedly provided families with information about their programs and 27% provided information about how to provide academic support often or very often. For the remaining 4 topics, staff members reportedly provided information to families very infrequently. This stands in contrast to a separate survey question (figure not shown), in which 72% of staff members agreed or strongly agreed that their programs placed a high value on partnering with families. Given the importance of family partnerships and value placed on those partnerships from within the programs, the findings presented in Figure 27 reveal an opportunity to growth.

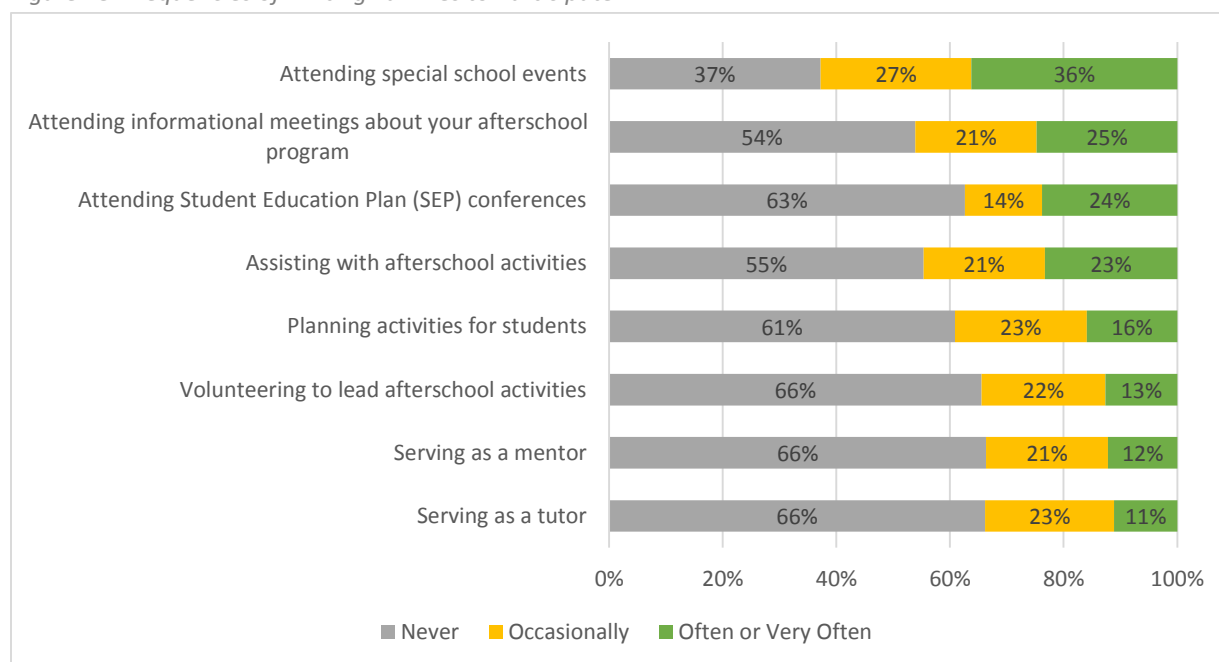
Figure 27. Frequency of Providing Information to Families



Source: UEPC staff survey

Staff members also reported the frequencies with which they personally invited family members to participate in 8 activities. Figure 28 shows results that are similar to those in Figure 27, staff members reported relatively low occurrences of inviting families to participate. The most frequent invitations to families were to attend special school events, with 36% of staff members reporting that they invited families to attend special school events often or very often. More than half (54% - 66%) of the staff members never invited families to participate other activities.

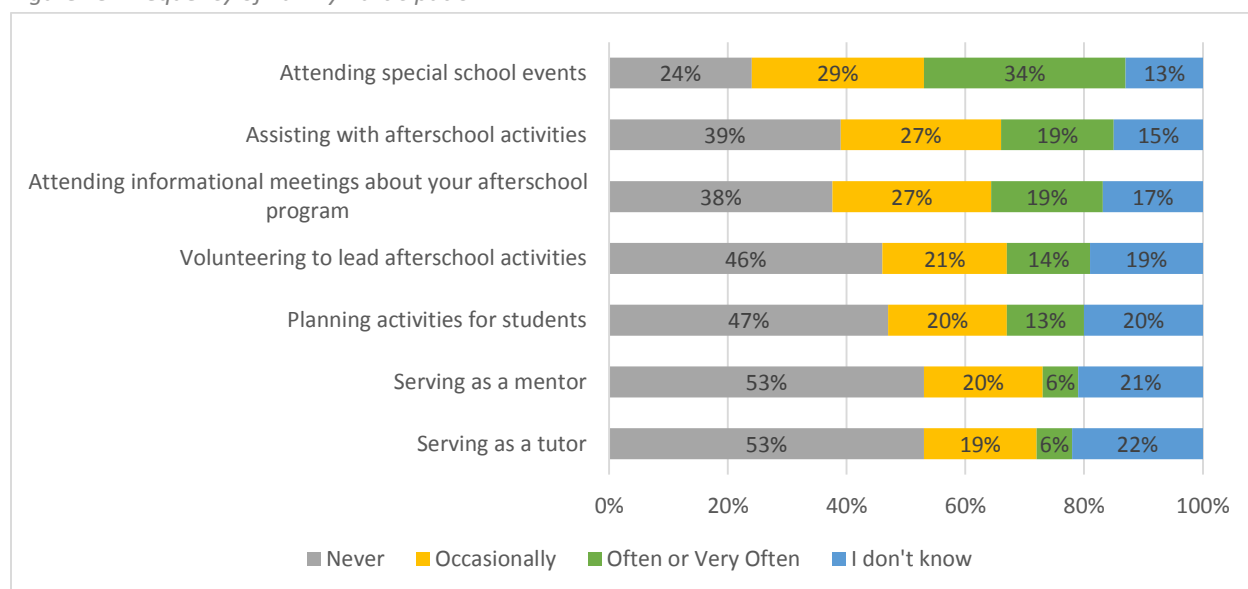
Figure 28. Frequencies of Inviting Families to Participate



Source: UEPC staff survey

Although 63% of the staff members agreed or strongly agreed that their programs had established policies and procedures to promote family engagement (figure not shown), their reports of actually providing information to families or inviting families to participate were relatively infrequent. In addition to reports of providing information and invitations, staff members also reported the extent to which families actually participated in the afterschool programs (see Figure 29). The responses in Figure 28 and Figure 29 appear closely aligned, with attending school events emerging as the most common point of family participation (34% often or very often).

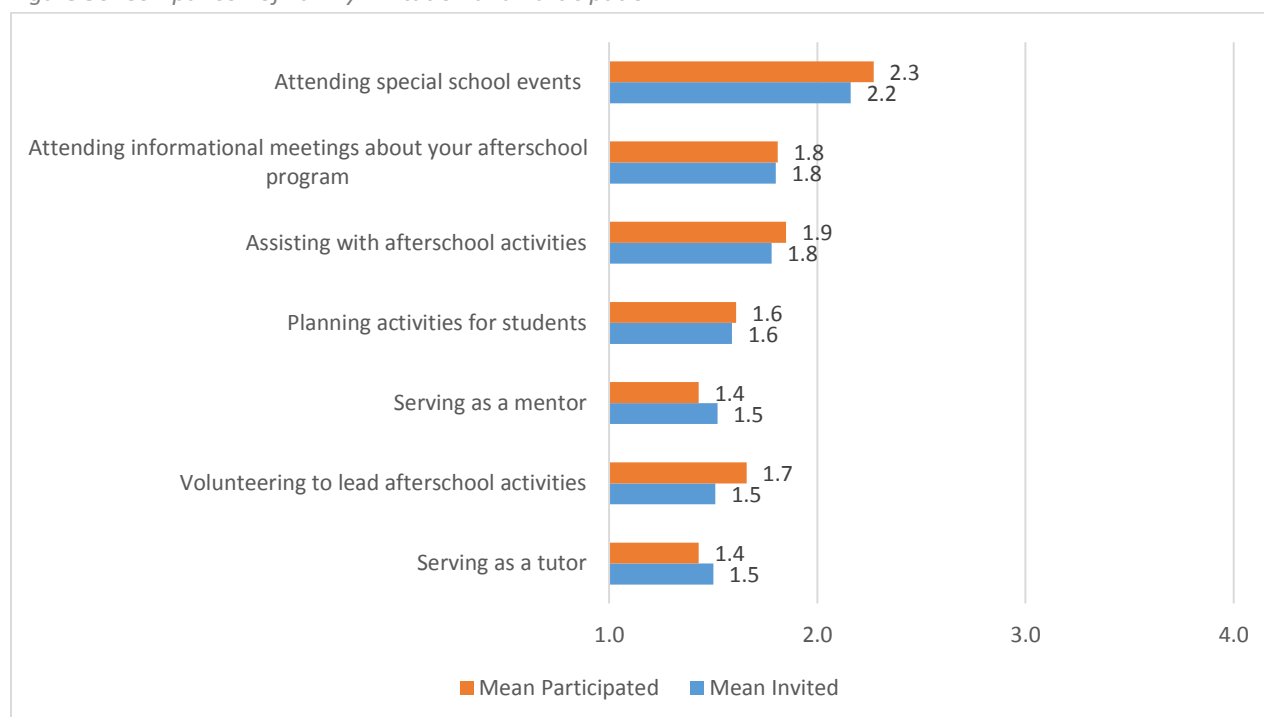
Figure 29. Frequency of Family Participation



Source: UEPC staff survey

We provide further comparison of the frequency of family invitations to participate and reports of family participation in Figure 30. This comparison of means, shows both the relatively infrequent invitations and relatively infrequent family participation were reportedly closely aligned.

Figure 30. Comparison of Family Invitation and Participation



Scale: 1 = Never, 2 = Occasionally, 3 = Often, 4 = Very Often ("I don't know" responses were excluded)

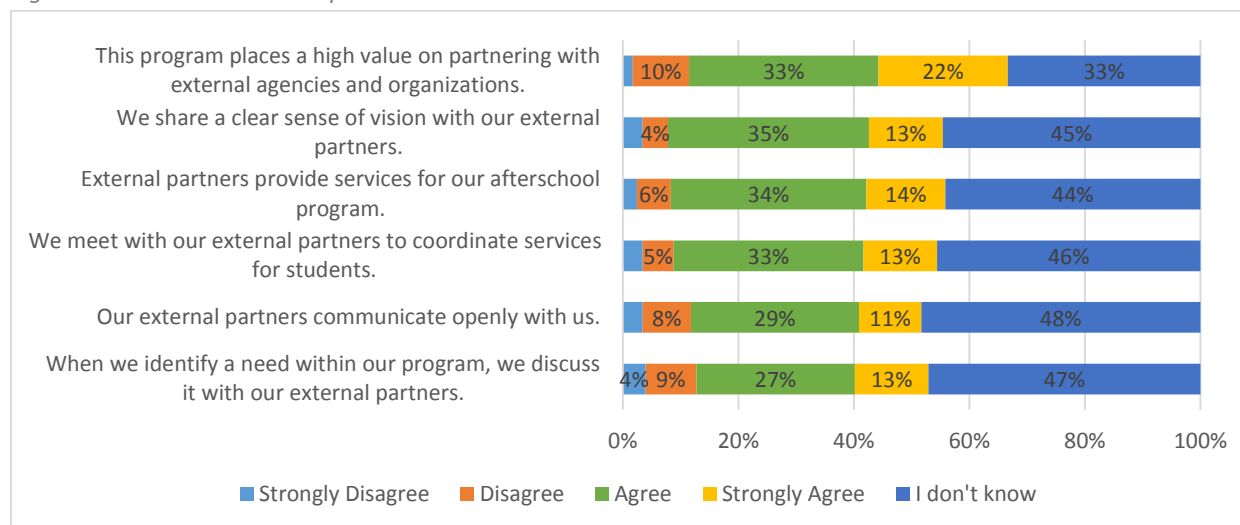
Source: UEPC staff survey

The staff survey included an open-ended survey question that asked for suggestions to improve school and family partnerships. Of the 94 responses, 17 suggested an increase in parent and family engagement. Staff members also suggested that programs increase communication with families, improve communications with all stakeholders, ask for parents' input, create opportunities for parent participation, increase program promotion and outreach efforts to schools and families.

### *External Partnerships*

In addition to partnering with schools and families, IGPI afterschool programs also partnered with external organizations. Figure 31 shows that although 33% to 47% of the staff respondents indicated that they did not know about external partnerships, about half (48%) agreed or strongly agreed that they shared a clear sense of vision with their external partners and that external partners provided services for the programs. Similarly, about half (55%) of staff members reported that their programs placed a high value on partnering with external agencies and organizations. Overall, when staff knew of external partnerships, they generally agreed that those partnerships made contributions to their programs. Again, the lack of awareness regarding partnership activities could justify additional efforts to inform staff about school partnerships.

Figure 31. External Partnerships



Source: UEPC staff survey

Staff survey respondents (n = 83) made suggestions for improving external partnerships. The most frequently suggested topics were to improve communication with partners, to increase outreach to local business and universities to make them aware of the benefits of partnerships, to promote program strengths to attract partnerships, and to involve staff members and teachers more directly (see Appendix D).

When asked about the biggest benefits of partnering with others, staff survey respondents (n = 101) commented that partnerships provided increased opportunities for students, access to additional classes, and provided support for students. Partnerships also increased collaborations among classroom teachers and afterschool staff members and provided an important source of access to material resources. Staff members also commented that benefits of partnerships increased the access to tutors and provided additional support for program planning and implementation (see Appendix D).

Overall, although staff members felt that their programs valued partnerships, the actual frequency of partnering with schools, families, and external partners was mixed. School partnerships were reportedly the strongest, while partnerships with families appeared underdeveloped. Staff members who knew of external partnerships generally agreed that those partnerships made contributions to their programs. However, across all types partnerships there was a lack of awareness among many staff members. Although site coordinators and site managers were aware of partnerships and collaborations, many other staff members were not.

## Student Outcomes

### Baseline Academic and Attendance Outcomes

Key findings related to the academic performance of IGPI participants in the year prior (2013-14) to their participation in the IGPI afterschool programs:

- The percentage of IGPI afterschool students who were proficient in math, science, and language arts was lower than the state average for the year prior to program participation.



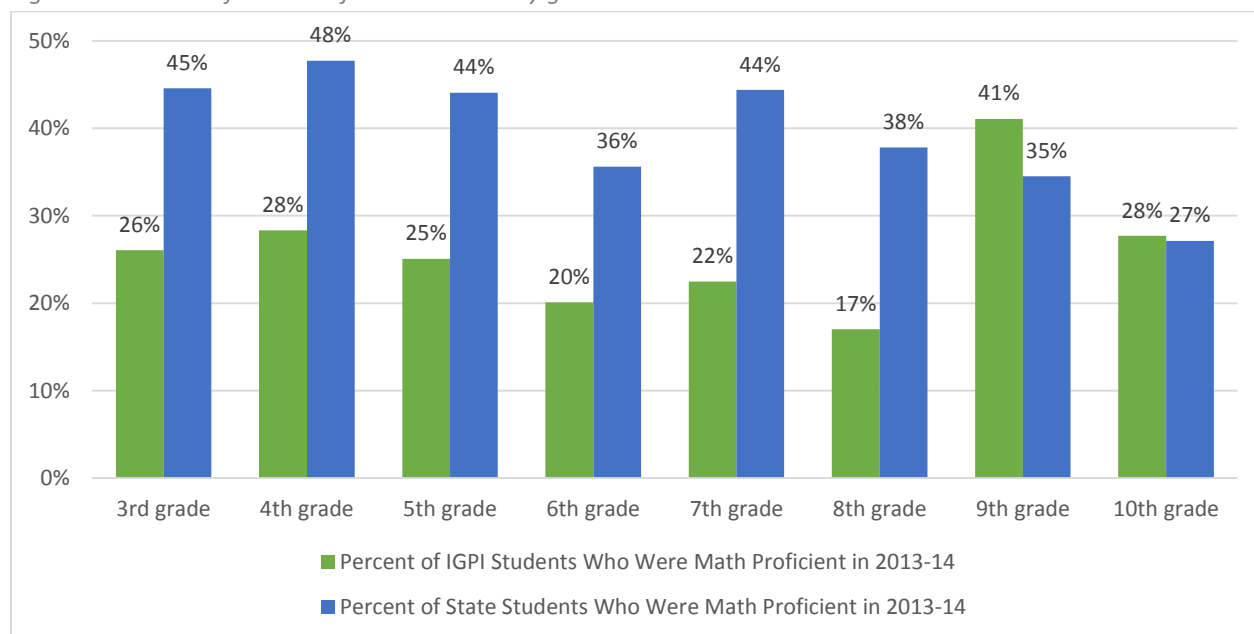
- The IGPI afterschool programs were serving students who could benefit from additional academic support.
- The percentage of IGPI afterschool students who were chronically absent was slightly lower than the state average for the year prior to program participation.

We used the matched program participation data and education data to examine the baseline academic performance and chronic absenteeism rates of IGPI afterschool program participants for the year prior to program participation (2013-14).

*What was the academic performance of IGPI participants in the year prior (2013-14) to their participation in the IGPI afterschool programs?*

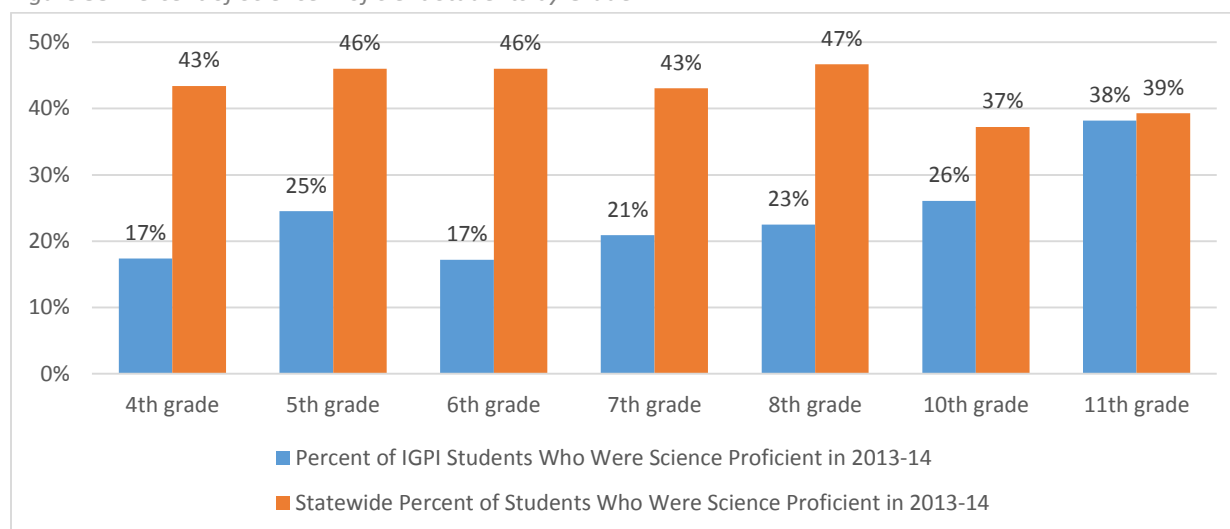
Figure 32, Figure 33, and Figure 34 show math, science, and language arts proficiency ratings for IGPI afterschool participants and all students statewide in each tested grade for the academic year 2013-14. This is the percentage of students in each grade who met the proficiency benchmark on standardized tests in each tested subject. Some upper grades are excluded from the figure because there were too few students in the matched data. This may be because most IGPI afterschool programs serve lower grades. Figure 32 shows that fewer IGPI afterschool program students were proficient in math than the statewide average until 9<sup>th</sup> grade. This sudden increase in percentage in the 9<sup>th</sup> grade is because 92% of IGPI afterschool students in the 9<sup>th</sup> grade in Figure 32 were from the same program.

Figure 32. Percent of Math Proficient Students by grade



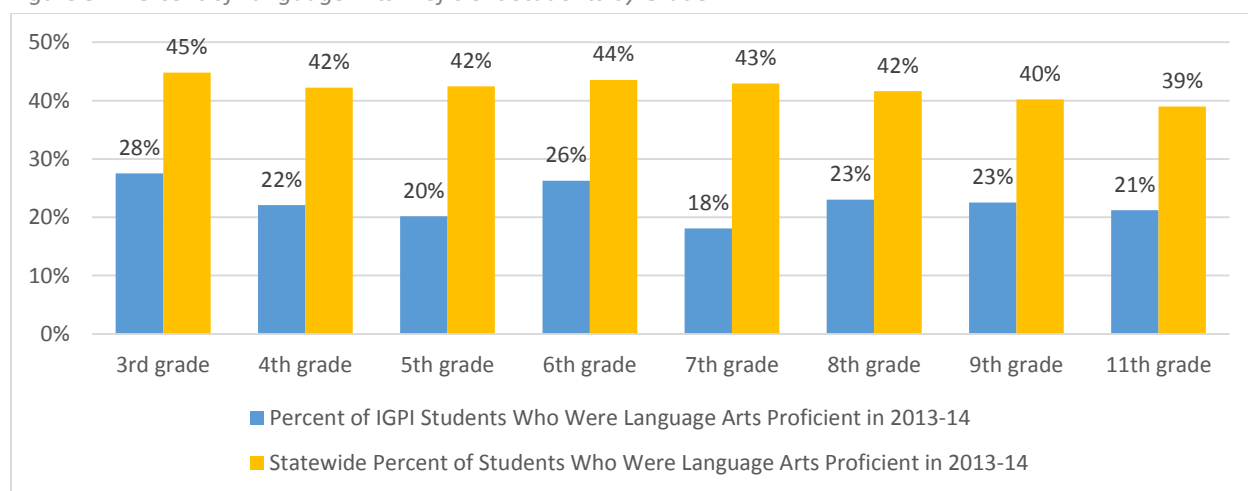
Source: Participant education data

Figure 33. Percent of Science Proficient Students by Grade



Source: Participant education data; 9th grade excluded because N < 10

Figure 34. Percent of Language Arts Proficient Students by Grade



Source: Participant education data

Table 6 shows the average Student Growth Percentiles (SGP) for math, science, and language arts for students who were in grades 5 – 9 in the year prior to their participation in the IGPI afterschool program. The SGPs are a measure of current academic growth that compares the growth of students to other similar students based on their past standardized test scores. In other words, 5<sup>th</sup> grade math students grew more than 54% of other similar students.

Table 6. Student Growth Percentiles by Grade

	N	Mean Math SGP	SD	N	Mean Science SGP	SD	N	Mean LA SGP	SD
<b>4th grade</b>	272	40	28.26	not available			272	46	29.05
<b>5th grade</b>	331	54	28.16	332	51	28.17	329	47	29.80
<b>6th grade</b>	353	55	29.27	353	43	27.45	353	49	28.32
<b>7th grade</b>	370	52	28.76	393	49	26.44	391	42	26.99
<b>8th grade</b>	83	27	25.47	176	48	28.84	180	50	27.92
<b>9th grade</b>	20	66	29.60	N < 10			105	55	26.08
<b>10th grade</b>	15	52	32.96	11	48	31.11	N < 10		
<b>11th grade</b>	N < 10			34	55	24.25	31	38	25.93

Source: Participant education data

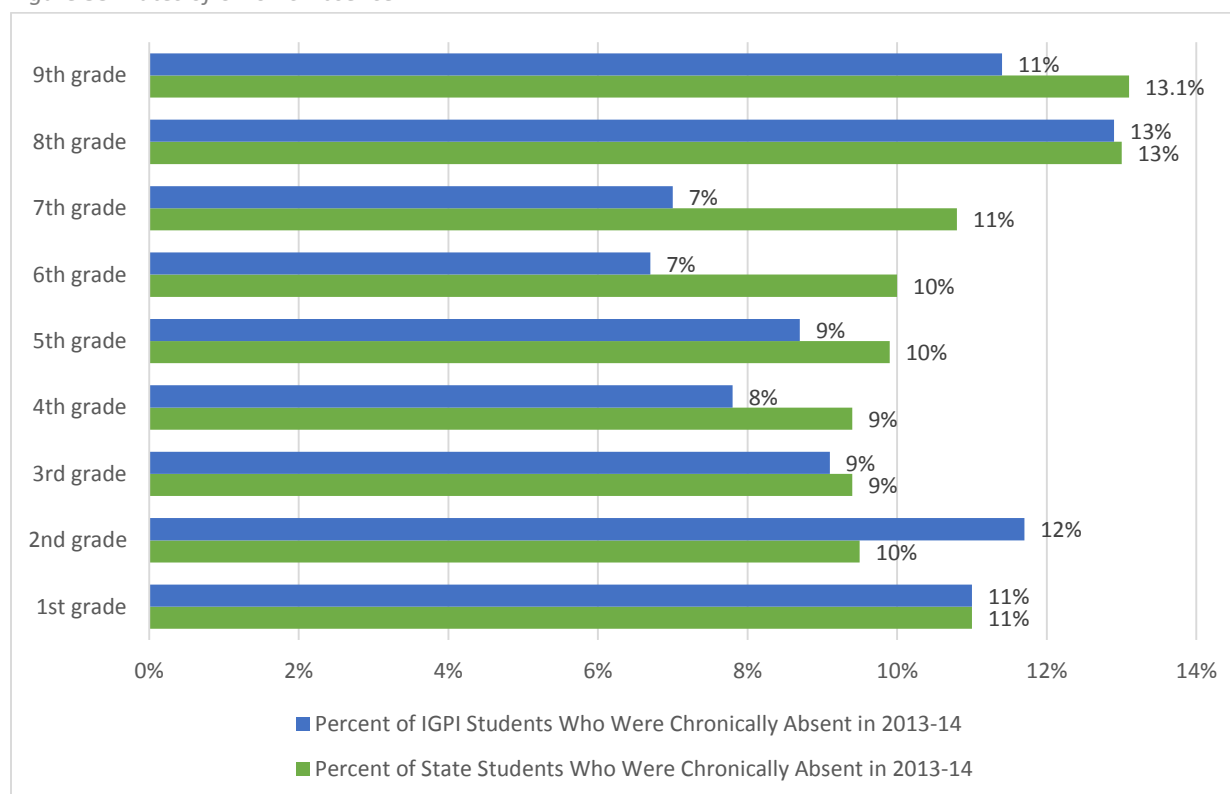
Future evaluations will utilize these baseline measures of student performance to assess future academic growth of IGPI afterschool program participants. However, based on the baseline academic performance of participants, the IGPI afterschool program was serving students who did in fact need additional support.

*What were the chronic absence rates of IGPI participants in the year prior (2013-14) to their participation in the IGPI afterschool programs?*

In the year prior to program participation, 10% of the IGPI afterschool program participants were chronically absent (averaged 1<sup>st</sup> through 9<sup>th</sup> grades). Figure 35 shows the rates of chronic absence for students who participated in IGPI afterschool programs compared to the statewide average<sup>4</sup>.

<sup>4</sup>We identified chronically absent students as those who missed school 10% of the time, or more, for any reason.

Figure 35. Rates of Chronic Absence



Source: Participant education data

Future evaluations will utilize the percentage of students who were chronically absent as baseline measures for IGPI afterschool program participants.

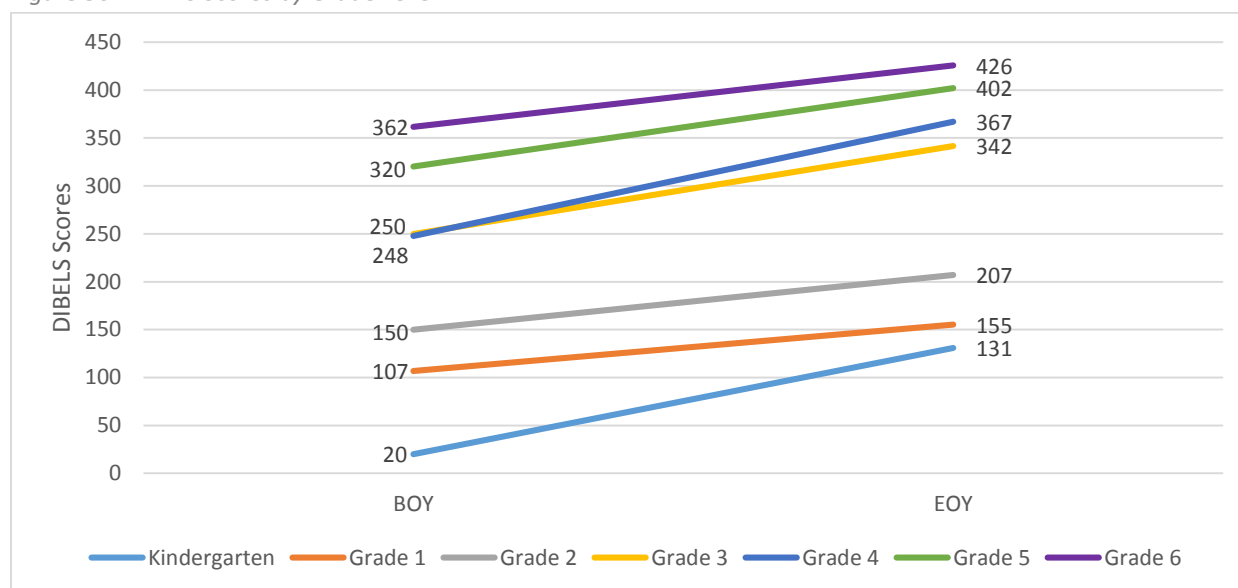
Was there a relationship among program participation, program quality, and growth on DIBELS assessments?

Key findings regarding the relationship of program participation and growth on DIBELS assessments:

- There was a positive relationship between IGPI afterschool program participation and DIBELS composite scores.
- For every ten days of attending an IGPI afterschool program, DIBELS scores were predicted to increase by an increment of 1 point.
- For every ten days of attending an IGPI afterschool session that specifically focused on language arts, DIBELS scores were predicted to increase by about 3 points.

The evaluation team matched DIBELS assessment data with IGPI program participation data to conduct a predictive analysis of DIBELS assessment scores based on IGPI afterschool program attendance. The DIBELS assessment was administered to K – 6 grade students. The descriptive statistics are presented by grade in Figure 36 and Table 7. Figure 36 shows the mean DIBELS scores for the beginning of the year (BOY) and the end of the year (EOY) testing times for each grade level. Kindergarten students typically show the largest score increase from BOY to EOY and, as expected, the average scores increased as grade level increased. Table 7 displays the median, mean, and standard deviations (SD) of number of days attended for each grade level. Program administrators reported Kindergarten students as the most regular attenders.

Figure 36. DIBELS Scores by Grade Level



Source: DIBELS assessment data

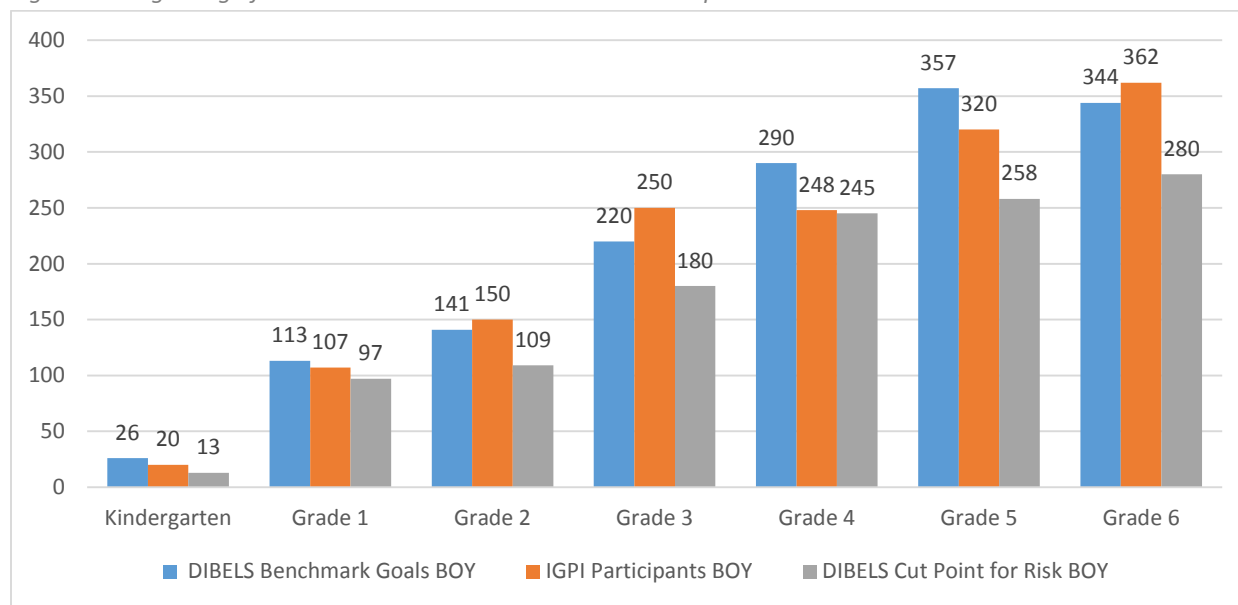
Table 7. Attendance by Grade Level for Students with DIBELS Scores

Grade Level	N	Median	Mean Days Attended	SD
Kindergarten	304	154	122.2	55.29
Grade 1	183	56	63.1	43.42
Grade 2	185	58	68.6	47.63
Grade 3	194	53	62.2	50.44
Grade 4	252	38	53.8	49.91
Grade 5	317	24	43.3	48.17
Grade 6	305	21	39.9	45.03
<b>Total</b>	<b>1740</b>			

\*N = students with both DIBELS assessment scores and IGPI afterschool attendance records

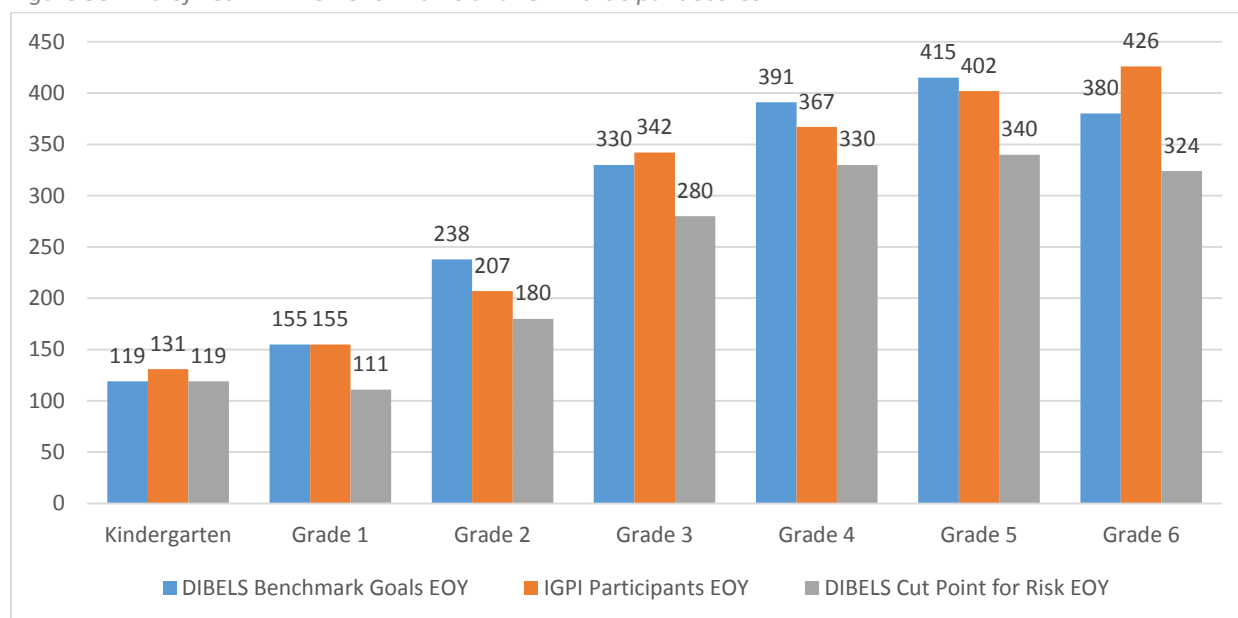
To provide further interpretation of IGPI afterschool program participants' DIBELS composite scores, we compared the average scores of participants to the DIBELS benchmark goals and cut points for risk. Benchmark goals are used to identify satisfactory literacy development and cut points for risk are used to identify students who need additional literacy development support (Dynamic Measurement Group, 2010). Figure 37 shows the composite BOY scores that are DIBELS benchmark goals, the composite BOY scores of IGPI participants, and the BOY cut points for risk. Similarly, Figure 38 shows the same, but for the EOY. IGPI afterschool program participants started the year slightly below the benchmark scores in kindergarten, grades 1, 4, and 5, but were above the benchmark scores at the beginning of the year in grades 2, 3, and 6. By the end of the year, kindergarten, grade 1, 3, and 6 were all above the benchmarks for DIBELS composite scores. Even though grades 2, 4, and 5 were below the composite score benchmark, the averaged composite scores were above the cut point for risk in all grade levels.

Figure 37. Beginning of Year DIBELS Benchmarks and IGPI Participant Scores



Sources: Dynamic Measurement Group (2010) and DIBELS assessment data

Figure 38. End of Year DIBELS Benchmarks and IGPI Participant Scores



Sources: Dynamic Measurement Group (2010) and DIBELS assessment data

To test the relationship of IGPI afterschool program attendance and DIBELS scores we first constructed a multilevel model that included predictors of DIBELS scores at three levels: 1) time of DIBELS administration (i.e., beginning of year or end of year, 2) student data such as gender, grade level, and number of program attendance days, and 3) program quality. The program quality measure was calculated as one overall mean score for each program based on the Utah Afterschool Network's Quality Tool Assessment (QT). Although results showed significant differences across programs in both baseline

student DIBELS scores and growth on DIBELS scores, those differences could not be accounted for by scores on the QT. An analysis of QT scores across programs suggested that there was not enough variance among QT scores to include them in the analysis. Therefore, in the final regression-based multilevel analyses we retained the programs at the third level, but did not include a measure of program quality.

Table 8 shows the results for the final analysis predicting growth on DIBELS scores from the number of days students attended the program, controlling for grade level and gender. Results from this model showed significant, positive relationships between attending IGPI afterschool programs and change on DIBELS scores between the beginning of the year and the end of the year administrations. There were also significant relationships for gender and grade level. The negative coefficient for *gender* suggested that male students were 10.74 points lower than female students, on average. The positive coefficient for *grade* suggested that a one unit increase of grade level (e.g., from third grade to fourth grade) was associated with a 51.84 points increase in DIBELS scores, on average. The positive coefficient for *time* suggested that scores increased by 84.16 points from the beginning of the year administration to the end of the year administration, on average. To answer the evaluation question, we used the number of days students attended the IGPI afterschool program to predict the change from beginning of the year to the end of the year. The positive *days of attendance* coefficient suggested that for each day the student attended an IGPI afterschool program DIBELS scores increased 0.10 points between the beginning and the end of the year. In other words, **for every ten days of attending the IGPI afterschool program, DIBELS scores were predicted to increase by an increment of 1 point.**

A second analysis used the same model but predicted change from beginning of the year to the end of the year by the number of days students received language arts interventions through IGPI program participation (see Table 9). The effects of gender, grade, and time were similar for the two models but the effect of days of attendance increased to .29 points. In other words, **for every ten days of attending an IGPI afterschool session that specifically focused on language arts, DIBELS scores were predicted to increase by about 3 points.**

Table 8. DIBELS Scores and Program Attendance

Fixed Effect	Coefficient	Standard Error	T ratio	df	P
Intercept (G000)	70.150	40.763	1.720	5	0.0145
Gender (G010)	-10.735	4.855	-2.211	1735	0.027
Grade (G020)	51.843	1.349	38.407	1735	0.000
Time: Growth on DIBELS (G100)	84.157	1.633	51.524	3471	0.000
Days of Attendance (G110)	0.104	0.024	4.317	3471	0.000

Table 9. DIBELS Scores and Language Arts Participation

Fixed Effect	Coefficient	Standard Error	T ratio	df	P
Intercept (G000)	66.884	45.057	1.484	5	0.198
Gender (G010)	-10.744	4.889	-2.197	1735	0.028
Grade (G020)	52.335	1.357	38.564	1735	0.000
Time: Growth on DIBELS (G100)	84.158	1.593	52.844	3471	0.000
Days of LA Participation (G110)	0.291	0.032	9.189	3471	0.000

These two analyses showed that the more frequently students attended IGPI afterschool programs, the more they increased DIBELS scores during the school year and when students attended IGPI sessions where language arts support was given, their DIBELS scores increased even more. While this analyses established a positive relationship between days of attendance and growth on DIBELS scores, and suggests that focused language arts interventions were associated with the intended outcome, the models were not causal and results do not suggest that program attendance caused the growth on DIBELS scores.

## Considerations for Improvement

Taken together, the findings in this evaluation report point to many strengths of the IGPI afterschool programs, as well as opportunities for growth. For example, despite reports by most staff members that they were prepared to serve students, overall findings related to PD suggested that programs could do more to train and prepare staff. Similarly, evidence suggested that efforts could be increased to further develop partnerships and to make staff members aware of partnerships.

Table 10 presents a summary of key findings and considerations for improvement based on each evaluation question. The considerations for improvement that are aligned with the four implementation questions represent actions that state and program level administrators should consider in order to achieve IGPI afterschool program outcomes.

Table 10. Summary of Findings and Considerations for Improvement

Evaluation Questions	Findings	Considerations for Improvement
<p><b>To what extent were staff members prepared to implement IGPI afterschool programming?</b></p>	<ul style="list-style-type: none"> <li>• The IGPI afterschool program staff had formal education and experience working with youth.</li> <li>• Reports of having received professional development (PD) were low, but staff members who reportedly received PD found it useful.</li> <li>• Despite reports of limited PD, staff members agreed that they had the training they needed to do a good job and described themselves as prepared.</li> <li>• Although most staff members agreed with survey items that they were prepared to serve students, open-ended responses revealed contradictions in which some staff members felt they needed no additional PD, while others felt they could benefit from additional program specific PD.</li> </ul>	<p><b>State Level Considerations</b></p> <ul style="list-style-type: none"> <li>• Increase state level support and coordination for PD that is aligned with where PD is most needed.</li> <li>• Continue to foster coordination with higher education partners to further develop the pipeline of highly qualified afterschool staff.</li> </ul> <p><b>Program Considerations</b></p> <ul style="list-style-type: none"> <li>• Continue to hire educated, experienced staff members.</li> <li>• Continue to offer useful and relevant PD for staff.</li> <li>• Ensure that staff members receive high quality PD that is tailored to their needs and the needs of their students.</li> <li>• Consider intentionally differentiating PD offerings for staff with varying afterschool roles and levels of experience or professional background.</li> </ul>



Evaluation Questions	Findings	Considerations for Improvement
<p><b>To what extent did staff members provide quality IGPI-related afterschool programming?</b></p>	<ul style="list-style-type: none"> <li>• IGPI afterschool programs reported many exemplary areas of program quality such as providing a safe and healthy afterschool environment, having established student behavior management practices, and providing sound fiscal management.</li> <li>• Some programs reported the need to further develop their transportation policies.</li> <li>• Programs reportedly engaged youth in learning activities, however reports of providing additional opportunities to enhance personal growth and development were relatively low.</li> <li>• Programs reported a need to foster family involvement that would support program goals.</li> <li>• Staff members expressed that responding to student needs, aligning programming with content and activities of the regular school day, and implementing intentional programs from a well-informed perspective were common among their programs practices.</li> <li>• IGPI afterschool program personnel were confident regarding their ability to manage student behavior.</li> </ul>	<p><b>State Level Considerations</b></p> <ul style="list-style-type: none"> <li>• Collaborate with UAN to provide opportunities for IGPI programs to network and share promising strategies for serving students affected by intergenerational poverty.</li> </ul> <p><b>Program Considerations</b></p> <ul style="list-style-type: none"> <li>• Continue providing a safe and healthy afterschool environment, maintaining student behavior management practices, and providing sound fiscal management.</li> <li>• Establish transportation policies and communicate that clearly to stakeholders.</li> <li>• Continue to actively engage youth in learning activities.</li> <li>• Consider increasing focus on providing opportunities to enhance growth and development for students and staff.</li> <li>• Continue to build on the beneficial program practices identified by staff members.</li> </ul>
<p><b>To what extent did the IGPI afterschool programs provide academic services and supports for participants?</b></p>	<ul style="list-style-type: none"> <li>• Average participation rates in academic and enrichment interventions were low, relative to program enrollment and attendance.</li> <li>• The most common academic services provided were effective learning environments, mentoring, opportunities to develop problem-solving skills, help with homework, and academic tutoring.</li> <li>• Staff members reported low frequencies of providing math lessons, language arts/reading lessons, and science lessons.</li> </ul>	<p><b>State Level Considerations</b></p> <ul style="list-style-type: none"> <li>• Collaborate with UAN to identify effective academic strategies and programs that are working across the state and share with IGPI programs.</li> </ul> <p><b>Program Considerations</b></p> <ul style="list-style-type: none"> <li>• Ensure that students receive the maximum amount of academic and enrichment interventions.</li> <li>• Continue to expand the academic services and supports that were offered during the first program year and carefully align those services and supports with school day content.</li> <li>• Increase focus on student learning in math, language arts, and science lessons through enrichment and interventions.</li> </ul>

Evaluation Questions	Findings	Considerations for Improvement
<p><b>To what extent did programs partner with internal and external partners?</b></p>	<ul style="list-style-type: none"> <li>• Most staff members reported active collaborations and coordination with schools, but reported limited partnerships with health care providers, Department of Human Services, juvenile courts, and the Department of Workforce Services.</li> <li>• Most staff members felt that their programs' valued school, family, and external partnerships, but many were uninformed about their programs' collaborations and partnerships, especially with external organizations.</li> <li>• Among staff members who were aware of school partnerships, almost all reported relatively strong school partnerships.</li> <li>• Staff member reports of providing information to families or inviting families to participate were relatively infrequent and the infrequency of program participation by families was similarly limited.</li> <li>• Staff members who knew of external partnerships generally agreed that those partnerships made contributions to their programs.</li> </ul>	<p><b>State Level Considerations</b></p> <ul style="list-style-type: none"> <li>• Increase state support for and coordination of a partnership infrastructure for programs and partners</li> <li>• Actively engage with programs and partners to facilitate improved networks of support for students and families.</li> </ul> <p><b>Program Considerations</b></p> <ul style="list-style-type: none"> <li>• Continue to build on collaborations with school partners by meeting regularly with classroom teachers, counselors, and principals to align academic support services.</li> <li>• Increase collaborations and partnerships with families and external partners.</li> <li>• Focus efforts to build a system of support for students and staff that encompasses schools, families, and external partners.</li> <li>• Provide opportunities for staff members to learn about and engage with partners to support students' success.</li> <li>• Increase invitations to families to participate.</li> </ul>
<p><b>What was the academic performance of IGPI participants in the year prior (2013-14) to their participation in the IGPI afterschool programs?</b></p>	<ul style="list-style-type: none"> <li>• The percentage of IGPI afterschool students who were proficient in math, science, and language arts was lower than the state average for the year prior to program participation.</li> <li>• The IGPI afterschool programs were serving students who could benefit from additional academic support.</li> </ul>	<p><b>Program Considerations</b></p> <ul style="list-style-type: none"> <li>• Facilitate studies of academic performance data with afterschool program staff and classroom teachers to identify specific areas for targeted instructional support or interventions.</li> </ul>

Evaluation Questions	Findings	Considerations for Improvement
<p><b>What were the chronic absence rates of IGPI participants in the year prior (2013-14) to their participation in the IGPI afterschool programs?</b></p>	<ul style="list-style-type: none"> <li>The percentage of IGPI afterschool students who were chronically absent was slightly lower than the state average for the year prior to program participation.</li> </ul>	<p><b>State Level Considerations</b></p> <ul style="list-style-type: none"> <li>Identify effective school attendance strategies and programs across the state and share with IGPI programs.</li> </ul> <p><b>Program Considerations</b></p> <ul style="list-style-type: none"> <li>Continue to promote the importance of school attendance with students and families.</li> <li>Continue to monitor school attendance data closely and intervene when students miss 10 or more school days.</li> </ul>
<p><b>Is there a relationship among program participation, program quality, and growth on DIBELS assessments?</b></p>	<ul style="list-style-type: none"> <li>There was a positive relationship between IGPI Afterschool program participation and DIBELS composite scores.</li> <li>For every ten days of attending the IGPI afterschool program, DIBELS scores were predicted to increase by an increment of 1 point.</li> <li>For every ten days of attending an IGPI afterschool sessions that specifically focused on language arts, DIBELS scores were predicted to increase by about 3 points.</li> </ul>	<p><b>State Level Considerations</b></p> <ul style="list-style-type: none"> <li>Identify effective literacy development strategies for afterschool programs and share with IGPI programs.</li> </ul> <p><b>Program Considerations</b></p> <ul style="list-style-type: none"> <li>Continue to refine and enhance reading instructional strategies and tutoring opportunities.</li> <li>Continue to provide a balance of afterschool programming activities that include reading interventions and supports, as well as diverse enrichment and developmental activities.</li> </ul>

## Conclusion

This evaluation report was developed to inform the implementation and outcomes associated with the IGPI afterschool programs grant. With the exception of a few tables, the findings, conclusions, and considerations for improvement were aggregated for all funded programs. We encourage each program to consider the results of this report through the lens of their own program knowledge and experience and to utilize the findings in ways they find useful to their own program improvement efforts.

Two themes that surfaced within the evaluation, and overlapped across evaluation questions, were related to professional development and partnerships. While it is encouraging that staff members who received professional development found it useful, there was a surprisingly high percentage of staff members who reported that they did not receive PD in many key program areas, particularly in relation to specific support for students affected by poverty. Having discussed this finding with grantees, we recognize that interpreting these results requires further consideration.

In spite of reports that staff members received limited PD, many staff members also reported feeling prepared to serve students and that they were well-prepared to manage student behavior. There could be

several explanations for this seeming contradiction. Some grantees have suggested that staff members may not have recognized training they received as “professional development.” This could be especially true for programs that embrace professional learning models and/or that focus on providing trainings that are integrated into the regular work day through professional learning communities, on the job training, and mentorships, rather than offered as a titled event within a specific time frame (e.g., a specific two hour PD session on delivering academic lessons). In sum, staff members may have received PD, but not recognized as such based on the way items were presented in the staff survey. Future administrations of the staff survey will account for this, where feasible, by expanding the language of PD to include “trainings”.

Another concern regarding reports of limited PD offerings is the range of staff members who work within the afterschool programs and the varied roles that they fulfill. Some programs utilize a large pool of staff members, tutors, mentors, volunteers, and activity facilitators. This may have played a role in the responses to the PD items as some staff members are only hired to contribute by providing specific types of student support. For example, if a program is organized such that college students provide enrichment and sports programming, but classroom teachers and outside tutors are hired to deliver academic supports, then those staff members may not be cross trained in content that is presumably irrelevant to their roles within the program. Therefore, in this example, many college students might have indicated having received no training to provide academic support, which would be appropriate considering they do not deliver academic programming. Similarly, many classroom teachers, professional tutors, and qualified volunteers may need only limited professional development. We offer this as consideration when interpreting the findings and suggestions for improvement related to PD.

Reports that many staff members were unaware of partnerships and collaborations also surfaced as a noteworthy finding that requires additional consideration. Again, the varied roles of staff members may have influenced response patterns. It was a positive finding that site coordinators and managers were aware of partnerships and indicated a more developed network of partnerships than did the aggregated responses. In some cases, the role of staff members was such that they do not interact with families or with external partners, so they may have limited awareness of collaborative efforts. However, expanding awareness of partnerships and collaborations across staff member roles might improve efforts to support students and families.

Collaborations with school partners should be viewed as a positive finding and a strength for many programs. Researchers have repeatedly pointed out the importance of alignment among afterschool programming with school day activities and this emerged as a program asset that can be further leveraged. However, networks of external partnerships can be further developed. Considering the importance of developing networks of support for families and students affected by intergenerational poverty, it is especially critical to develop systems and networks with external partners who can support programming efforts to overcome social, ecological, and institutional structures that have previously hindered economic mobility. Overcoming such challenges requires an asset-based approach to the social and cultural capital of each individual and linking students and families with services to support their transition out of intergenerational poverty.

Overall, there was evidence that programs were implementing many of the logic model strategies with fidelity. For example, staff member reports that programs were data-driven and goal oriented is consistent with operationalizing the logic model. The 8 strategies presented in the logic model are closely aligned with evaluation efforts and recommendations from the literature regarding best practices of high quality

afterschool programs. It is our hope that the logic model, suggestions from the literature, and findings of this evaluation report will provide valuable information for IGPI afterschool programs to use in their ongoing program improvement efforts.

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## Appendix A. The Relationship of DIBELS Scores and Afterschool Program Attendance

To understand relationships among program participation, program quality and growth on DIBELS assessments, we developed a model that predicted changes in DIBELS scores from the beginning of the school year to the end of the school year based on how often students participated in an IGPI afterschool program. The model included data at three levels: DIBELS scores, students, and programs. The level one variables included composite DIBELS scores from the beginning of year (BOY) and end of year (EOY) and was defined as *time*. The level two variables included student data such as *gender*, *grade level*, and number of program *days attended*. The level three variable was initially a measure of program quality that was constructed by averaging program level responses to two UAN Quality Tool items that represented, *develop meaningful relationships* and *learn new skills*. However, there was not enough variance among QT scores to include them in the analysis. Therefore, in the final multilevel model we retained the programs at the third level, but did not include a measure of program quality.

To determine if there was enough variance at each level to proceed with the multilevel model, we first ran an unconstrained, or null, model with no predictors. In the unconditional model, 51% of variance was between students (level 2), 30% of variance was between programs (level 3), and 19% of the variance was the time between the two tests (level 1). The variation between students was significant ( $\chi^2=11082.21$ ,  $p<0.000$ ), and the variance between programs was also statistically significant ( $\chi^2=1224.15$ ,  $p<0.000$ ). These findings from the null model indicated significant variation among students and programs to proceed with the analyses.

The model shown below is the final model used to predict growth on DIBELS scores based on program attendance. In a second model, we replaced the variable DAYSATTENDED with DAYS\_LA, which was the number of days that each student received language arts interventions. The results tables are presented and described in the main body of the evaluation report (see Table 8 and Table 9).

### Level-1 Model

$$Y = P_0 + P_1*(TIME) + E$$

### Level-2 Model

$$P_0 = B_{00} + B_{01}*(GENDER) + B_{02}*(GRADE) + R_0$$

$$P_1 = B_{10} + B_{11}*(DAYSATTENDED)$$

### Level-3 Model

$$B_{00} = G_{000} + U_{00}$$

$$B_{01} = G_{010}$$

$$B_{02} = G_{020}$$

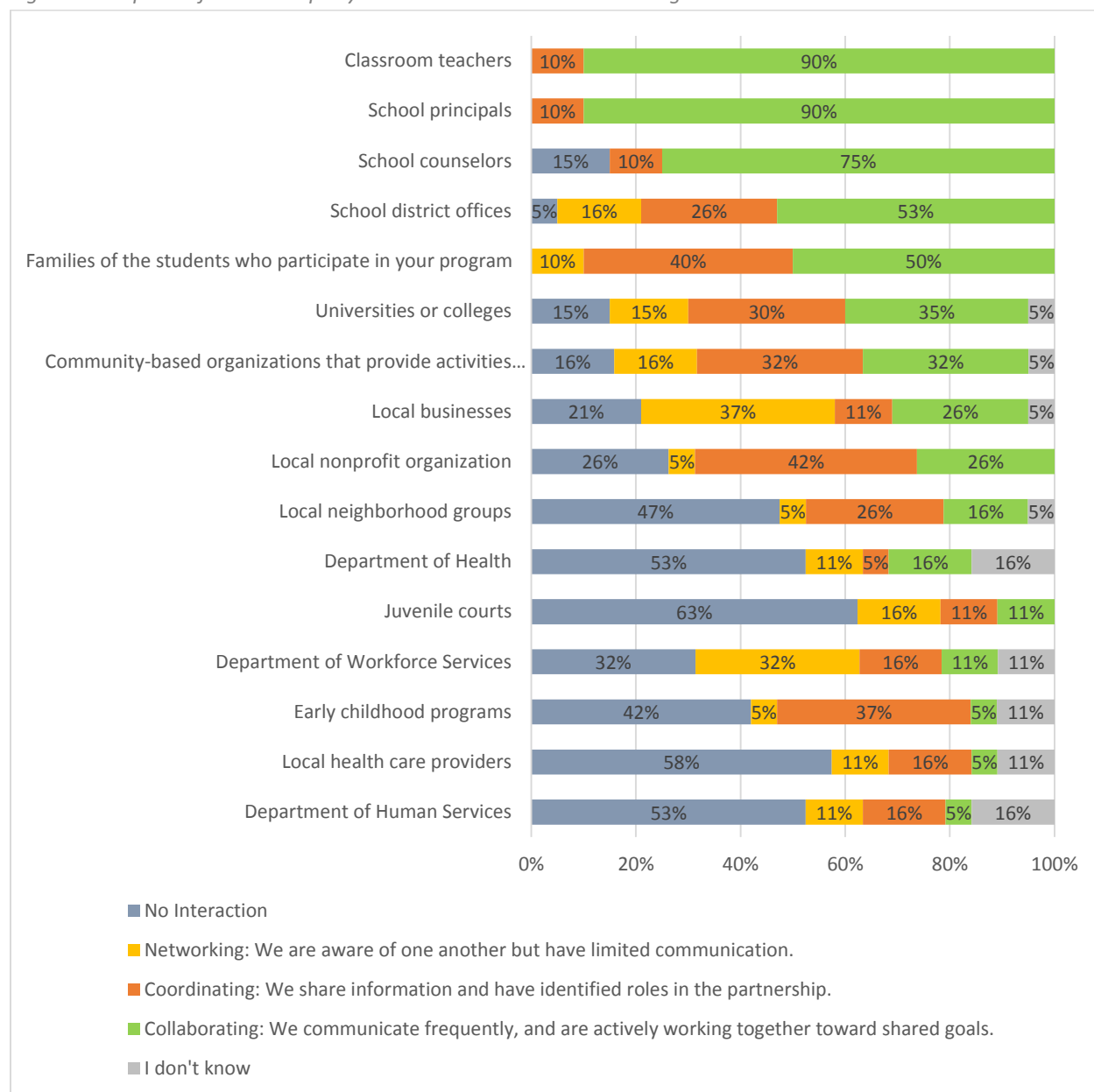
$$B_{10} = G_{100}$$

$$B_{11} = G_{110}$$

## Appendix B. Reports of Partnerships by Site Coordinators and Site Managers

The Figure 39 further disaggregates the results presented in Figure 24 by showing only responses from site coordinators or site managers (N = ~19).

Figure 39. Reports of Partnerships by Site Coordinators and Site Managers



Source: UEPC staff survey

## Appendix C. Utah Afterschool Network Quality Assessment Tool (QT)

### Domain Descriptions and Items

This appendix presents tables of the items used as indicators for each of the four Quality Tool domains (Safety, Developing Meaningful Relationships, Learning New Skills, and Administration). The titles of each figure are the domain descriptions that appear in figures in the findings section. The items reported in percentages were calculated based on yes or no responses. The items reported as means were calculated from a five point scale that included 1 = not at all, 2 = slightly well, 3 = moderately well, 4 = very well, 5 = extremely well.

#### Quality Tool Items for Safety

<b>All staff are professionally qualified to work with youth.</b>	<b>% in compliance</b>
All staff meet minimum age requirements and position qualifications.	100%
Criminal background checks are conducted on all staff and volunteers who work alone with youth.	100%
All staff are required to read and sign an organization's "Code of Conduct" and adhere to confidentiality requirements.	90%
All staff will read and document their understanding of program's policies and procedures.	85%
A minimum of 20 hours of in-service training is made available to all staff annually.	90%
At least one staff member certified in CPR/First Aid is with youth at all times.	90%
Staff have knowledge of child abuse and neglect reporting requirements and procedures.	100%
Food handler permits are required for staff responsible for preparing and serving food that is not pre-packaged.	95%
<b>Averaged percentage</b>	<b>94%</b>

<b>Policies and procedures are implemented to ensure the health and safety of all youth.</b>	<b>% in compliance</b>
Program implements a regular schedule that is communicated to all staff, parents and participants.	95%
Participant registration information is accessible and includes emergency contact/release numbers, allergies, medications and other needs.	100%
Special health needs of participants are documented and staff is informed, as appropriate.	100%
Emergency medical treatment release consent is on file for each participant.	90%
Procedures/policies are in place to address the administration of medication to youth.	90%
Youth with communicable diseases are not permitted in the program and participant parents/guardians are notified in writing of any possibility of exposure.	90%
Program implements a written computer use and internet safety policy.	95%
Parents/guardians are notified regarding urgent issues that could impact the health and safety of participants.	95%
Healthy practices and hand washing procedures are implemented especially after using the toilet or before handling food.	95%
Nutritious snacks are provided, as appropriate, in accordance with USDA nutrition guidelines and drinking water is always available.	100%
<b>Averaged percentage</b>	<b>95%</b>

<b>Youth are carefully supervised to maintain safety.</b>	<b>% in compliance</b>
Staff supervise youth according to youths' ages and abilities.	95%
Staff increase supervision according to level of need and or risk involved in an activity.	100%
Staff record when youth arrive, when they leave, and if picked up, with whom they leave.	100%
A written policy/procedure is in place to prevent unauthorized people from taking youth from the program.	95%
Program ensures safe arrival of all youth to the program site. (Elementary only.)	95%
A participant release policy/process is in place to ensure safe departure for all youth.	90%
A minimum of two staff are on site at all times.	100%
A written policy/process is in place to address injuries, accidents, and incidents.	95%
<b>Averaged percentage</b>	<b>96%</b>

<b>A transportation policy is in place and communicated to staff and families of participants.</b>	<b>% in compliance</b>
The program complies with all legal requirements for vehicles and drivers.	65%
The program provides written policies and procedures to transport youth safely to and from off-site activities.	70%
<b>Averaged percentage</b>	<b>68%</b>

<b>The program provides a safe, healthy, orderly and nurturing environment.</b>	<b>% in compliance</b>
Policy/procedures are in place regarding facility use, liability, maintenance, and repairs.	100%
Indoor/outdoor space meets state and local health, safety and cleanliness requirements.	100%
Program utilizes both indoor and outdoor spaces to implement developmentally appropriate programs and activities.	100%
Space provided is appropriate and suitable for activities being conducted.	100%
Staff protect youth from potential health and safety hazards.	95%
<b>Averaged percentage</b>	<b>99%</b>

<b>Program policies/procedures are in place to protect the safety of youth.</b>	<b>% in compliance</b>
An emergency and disaster preparedness plan is maintained on site and accessible.	90%
Emergency drills (fire, earthquake, lockdown, power outages, etc.) are conducted quarterly.	95%
Staff have access to first aid supplies and bodily fluid clean up kits.	95%
A phone is available at all times for communication between staff and parents/guardians.	95%
<b>Averaged percentage</b>	<b>94%</b>

## Quality Tool Items for Developing Meaningful Relationships

<b>Staff and youth know, respect and support each other.</b>	<b>Mean</b>
Staff promote a respectful and welcoming environment for all youth.	3.9
Staff facilitate and participate in all program activities with youth.	3.9
Staff promote and demonstrate respect for all cultural backgrounds and ability levels.	4.0
Staff respect, listen, and appropriately respond to the needs and feelings of youth.	4.0
Staff model and facilitate positive interactions to promote healthy relationships.	4.0
Staff communicate with each other during program hours about youth and program needs as they arise.	3.9
Staff encourage and guide youth to resolve their own conflicts.	3.7
<b>Grand Mean</b>	<b>3.9</b>

<b>Program communicates and collaborates with school and community.</b>	<b>Mean</b>
Program engages in school and community collaborations to plan and implement intentionally designed programs based on youth needs and interests.	3.7
Program builds relationships with arts, cultural, service learning and other organizations to expand and enhance program offerings.	3.6
Program develops and maintains positive working relationships with hosting and collaborating organizations.	3.6
<b>Grand Mean</b>	<b>3.6</b>

<b>Program fosters family involvement to support program goals.</b>	<b>Mean</b>
Program encourages family involvement and maintains ongoing outreach efforts with parents/guardian.	3.4
Program makes community resource information available to families.	3.4
Staff interact with parents/guardians on matters concerning the well-being of their youth.	3.8
<b>Grand Mean</b>	<b>3.5</b>

## QT Items for Learning New Skills

<b>Youth are actively engaged in learning activities that promote critical/creative thinking skills and build on individual interests/strengths.</b>	<b>Mean</b>
Program offers a balance of intentionally designed academic and enrichment activities that are age and skill level appropriate.	4.0
Program offers enrichment activities that allow youth to explore new ideas, build skills and demonstrate their knowledge in a variety of learning environments.	3.9
<b>Grand Mean</b>	<b>3.9</b>

<b>Academic support/interventions are aligned with school-day curricula and address student learning needs.</b>	<b>Mean</b>
Program offers needs-based academic support, including tutoring and/or homework help.	4.0
Program establishes communication with school day administration and staff regarding academic and behavioral progress of participants.	3.5
Program coordinates with day school to align academic components and activities to Common Core State Standards.	3.6
<b>Grand Mean</b>	<b>3.7</b>

<b>Program offers a variety of life skill activities and needs-based support that promote personal growth and responsible behaviors toward self and others.</b>	<b>Mean</b>
Program provides opportunities for youth to develop the skills needed to make positive choices and promote self-responsibility.	3.7
Program provides opportunities for youth to develop the skills needed to interact appropriately with others.	3.7
Program offers evidence-based prevention/intervention education to build skills and knowledge that promote social success of youth.	3.4
Program addresses needs of youth requiring individualized attention and support.	3.4
Program provides activities that promote health and wellness.	3.5
<b>Grand Mean</b>	<b>3.5</b>

<b>Program provides a variety of opportunities that enhance personal growth and development.</b>	<b>Mean</b>
Program involves youth in planning, implementation and evaluation.	2.9
Program provides varied opportunities for the development of personal responsibility, self-direction and leadership skills.	3.3
Program provides opportunities to build 21st century skills that prepare youth to be responsible citizens, effective communicators, and life-long learners.	3.4
Program incorporates interest-based and age-appropriate career exploration and college readiness experiences.	3.1
<b>Grand Mean</b>	<b>3.2</b>

## QT Items for Administration

<b>The program has a plan for increasing capacity, ensuring program quality and promoting sustainability.</b>	<b>Mean</b>
Program has developed a clear mission statement and goals that promote youth success.	3.8
Program involves key stakeholders (staff, families, youth, community organizations, etc.) in long-term planning, decision-making and evaluation.	3.6
Program engages in intentional school/community collaborations and partnerships that support its mission and goals and promote program quality.	3.6
Program fosters relationships with community leaders/stakeholders to build advocacy and program support.	3.8
Program utilizes multiple funding and in-kind resources to promote sustainability.	3.9
Program administration participates in annual program evaluation, assessment and ongoing improvement.	4.0
Program utilizes multiple data sources for program design, enhancement, and evaluation.	4.0
Program reports progress, impacts, and achievements to the community at large (families, local businesses, schools, etc.) and community partners/boards.	3.5
Program develops and implements a marketing plan to increase awareness, involvement and support and revises strategies as needed.	3.8
<b>Grand Mean</b>	<b>3.8</b>

<b>The program operates under clearly defined policies and procedures.</b>	<b>Mean</b>
Program makes written organizational policies and procedures accessible to staff, family and the community for review.	3.7
Program utilizes an employee handbook outlining staff expectations and policies and procedures.	3.7
Program provides a parent handbook that includes information about program policies, procedures and expectations for youth, family and staff.	3.8
Program administration maintains staff files.	4.1
Program provides for a written youth and parent/guardian grievance process.	3.6
Program has a clearly defined participant attendance policy.	3.7
<b>Grand Mean</b>	<b>3.7</b>

<b>The administration provides sound fiscal management of the program.</b>	<b>Mean</b>
Program is aware of and complies with federal, state and local laws and regulations.	4.2
Program expenditures are aligned with the program budget and reflect the mission and goals.	3.9
Program administration implements financial procedures in accordance with the organization's financial policies and generally accepted accounting practices.	4.1
Program meets reporting requirements.	4.1
<b>Grand Mean</b>	<b>4.1</b>

<b>Program recruits, hires and trains diverse and qualified staff members who value and nurture all participants</b>	<b>Mean</b>
Program implements a standard hiring process that ensures all staff have the personal attributes, ability to learn needed skills, and professional qualifications appropriate for their position.	3.9
Program recruits, hires and develops staff who reflect the diversity, languages and cultures of the community served.	3.5
Program provides an orientation for all staff (including volunteers).	3.7
Staff participate in regularly scheduled program meetings.	3.8
Program administration sets aside time for staff communication and planning around youth and program needs.	3.5
Responsibilities and duties are shared among staff so that activities are effectively implemented and potential problems are handled smoothly.	3.5
Program staff receive regular supervision and support, as needed and at least one annual formal performance review.	3.6
<b>Grand Mean</b>	<b>3.6</b>

<b>Professional development and training opportunities are planned for and implemented to enhance staff job performance.</b>	<b>Mean</b>
Program assesses staff training needs and provides relevant training and support (developmentally appropriate activities, culturally responsive, positive behavior management, etc.).	3.8
Program promotes and encourages career development pathways for all staff.	3.3
Program implements a professional development plan that promotes best practices working with youth, families and community.	3.2
<b>Grand Mean</b>	<b>3.4</b>



## Appendix D: Staff Survey Open-ended Items Response Summary

This appendix provides summarized results from open-ended response item on the staff survey. Following each summarized theme is the number of times that particular topical theme appeared in the responses. There were 7 open-ended items and they are presented here in the following order:

- 1) Professional Development
- 2) Greatest successes
- 3) Benefits of Partnerships
- 4) Additional Support Needed
- 5) Program Quality
- 6) School and Family Partnerships
- 7) External Partnerships

What topics would you like to learn more about through professional development opportunities?

There were 80 responses to this question and we have summarized them below in order of frequency.

- Working with students and families from historically marginalized backgrounds (13)
- Have received no PD (8)
- Improving teaching strategies/ problem solving methods/ study strategies (7)
- Engaging students in learning and activities (7)
- Learning effective strategies to discipline students (6)
- Improving tutoring and mentoring skills (4)
- Engaging parents in school activities (4)
- Availability of external resources (3)
- Classroom management (3)
- Coordination of school day curriculum and afterschool activities (3)
- Leading/managing/hiring staff (3)
- Working with students with special needs (3)
- Content and curriculum (3)
- Technology and software (2)
- Collaborating and networking with community organizations (2)
- Developing students social skills (2)
- Empathizing and assisting students experiencing difficult family situations (2)
- Managing difficult situations—such as bullying (2)
- Diverse and cultural activities (1)
- Higher education opportunities (1)
- PD should be relevant (1)
- Collaborating and networking with families (1)

What has been your greatest success working in this afterschool program this year?

There were 101 responses to this question and we have summarized them below in order of frequency.

- Overall academic improvements and achievements (22)
- Providing academic support/ tutoring and mentoring (12)
- Engaging students in learning (11)

- General student growth and development (9)
- Program growth/ implementing new classes (7)
- Building healthy relationships with students (6)
- Improved math/ science scores and instruction/learning (6)
- Increase in participation numbers (5)
- Students getting access to opportunities/ additional classes/ extra support (5)
- Increased collaboration with teachers (4)
- Building rapport with families and community partners (4)
- Students enjoy the program (4)
- Students taking ownership (4)
- Improved student confidence (4)
- Improved teaching strategies (4)
- Providing support and inspiration to students (3)
- Further development of social skills (3)
- Sense of accomplishments (3)
- Increasing career and college readiness (2)
- Improved DIBELS score (2)
- Improvements in student reading ability (2)
- Learning to work with historically marginalized students (1)

What have been the biggest benefits of partnering with others so far this year?

There were 101 staff responses to this question and they are summarized below in order of frequency:

- Access to material resources (20)
- Increased access to opportunities and additional classes for students (12)
- No known partnerships or no interaction with partners (12)
- Increased communication amongst staff (10)
- Source of support for the program and students (10)
- Additional help for students (6)
- Increased collaboration with teachers and afterschool (6)
- Increased access to activities for students and families (5)
- Increased academic, emotional, and social support for students (4)
- Increased amount of tutors (4)
- Increased opportunities for coaching, development, and networking (4)
- Support for program planning and implementation (4)
- Increased student academic achievement (3)
- Supported a college going culture (1)
- Identification of students who need help and support (2)
- Improved student behavior (1)
- Increased understanding of student needs (1)
- Increase the number of students served (1)

What additional support(s) do you need to be most effective in your current role working for this afterschool program?

There were 89 responses to this question and we have summarized them below in order of frequency.

- Feel well-supported (13)
- More supplies/ funding/ resources available (11)
- Hire more quality staff/ a coordinator/ volunteers (10)
- Offer more professional development (i.e. tutoring strategies, classroom management, resources/program available through school, student/parent engagement) (10)
- Provide additional administrative/ school/ school district support (6)
- Increased parent engagement (5)
- Clear and effective curriculum (4)
- Increased communication between school staff (4)
- Increase staff/teacher pay (3)
- Clarify staff roles (2)
- Increase planning/ program delivery time
- Increased autonomy for program delivery (2)
- Provide more information about data tracking and referrals (3)
- Provide timely feedback from supervisor (1)
- Offer opportunities for teachers to train and facilitate professional developments (2)
- Allow for staff feedback and input (1)
- Separate students by grade (1)

What could be done here to improve the quality of programming and better meet students' needs?

There were 80 responses to this question and we have summarized them below in order of frequency.

- Improve communication/ feedback within the program and with teachers (10)
- Hire more staff members/ tutors/ mentors (9)
- Increase funding and access to resources (7)
- Identify students who need the extra support/ meet students' needs (6)
- Improve communication with parents/ community (6)
- Improve organization within the school(3)
- Adopt effective curriculum/ Align school day curriculum with afterschool learning (3)
- Clarify student expectations from the beginning of the school year (1)
- Include feedback from parents/ increase parent engagement (3)
- Increase student participation (3)
- Increase pay for staff members (3)
- Increase program implementation time (1)
- Offer a less restrictive schedule (1)
- Offer more administrative/school district support (3)
- Offer more fun activities/ more enrichment opportunities (4)
- Offer more training/ Improve PD (1)
- Organize smaller class sizes (1)
- Require diversity and inclusion training for staff (1)
- Use student data for program decision making (3)

What suggestions do you have for improving school or family partnerships?

There were 94 responses to this question and we have summarized them below in order of frequency.

- Increase parent and family engagement (17)
- Increase communication with families (10)
- Improve communication with all involved parties (9)
- Solicit parent input (4)
- Increase the number of opportunities for parents to participate (4)
- Promote the program strengths to attract school and family partnerships (4)
- Establish an annual schedule early in the year (3)
- Increase teachers awareness of the program (3)
- Establish a clear vision of program and partner goals (2)
- Increase intentional outreach efforts (2)
- Provide easier access to funding for activities for staff (1)
- Raise expectations (1)
- Have a designated counselor to address student well-being (1)
- Hire a full-time coordinator (1)
- Hire a partnership liaison (1)
- Increase consistency of funding for program (1)
- Increase student attendance and participation (1)
- Collect and share data (1)
- Conduct a periodic workshop with classroom teachers (1)

What suggestions do you have for improving external partnerships?

There were 83 responses to this question and we have summarized them below in order of frequency.

- Ask partners for feedback (2)
- Clarify grant and partnership goals (2)
- Hire more staff members (3)
- Hold events between partners and students (1)
- Improve communication from/with partners (15)
- Increase partners involvement (2)
- Invite partners to observe/visit program (1)
- Involve staff members and teachers more directly (4)
- Make everyone aware of partnerships (2)
- No known partnerships (2)
- Outreach to local businesses/colleges about benefits of partnerships (10)
- Promote program strengths to attract school partnerships (6)
- Provide opportunities for students to do service (2)
- Recognize the efforts of partners (2)
- Streamline the partnerships process—less paperwork (1)