INTERGENERATIONAL POVERTY INTERVENTIONS IN AFTERSCHOOL GRANTS PROGRAM EVALUATION

Grant Cycle Two: Year One 2017-18

Bridging Research, Policy, & Practice

The Utah Education Policy Center (UEPC) is a research-based center in the University of Utah's College of Education, Department of Educational Leadership and Policy. As an integral part of the College and University's commitment to increasing educational access and opportunities, the purpose of the UEPC is to improve the quality and effectiveness of educational policies, practices, and leadership. We are committed to understanding whether educational policies and programs are being implemented as intended, whether they are effective and impactful, and how they might be enhanced for scalability and sustainability. We provide research, evaluation, and systems of support for improvement and change.

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ACKNOWLEDGEMENTS

The Utah Education Policy Center (UEPC) thanks Robert Palmer and Kamille Sheikh from the Utah State Board of Education (USBE) for their leadership of the Intergenerational Poverty Interventions afterschool grant program and for ongoing collaborations to improve the quality and effectiveness of Utah's afterschool programs. From the Department of Workforce Services Office of Child Care, we thank Tracy Gruber for her leadership of statewide efforts to address intergenerational poverty. We also thank Joellen Robins, Rebecca Turville, and Shannon Thoman-Black for their ongoing coordination of grant implementation and evaluation activities.

We thank the afterschool program grantees for contributing to the design of the staff survey, providing support for survey administrations, and submitting program attendance and participation data. We greatly appreciate the willingness of staff members to complete the staff survey and provide critical insights that will support future program improvements. Thanks also to the Utah Afterschool Network team for providing ongoing technical assistance to grantees. Finally, we acknowledge the UEPC evaluation team, including Dr. Yongmei Ni for her leadership of the data team and oversight of the statistical analyses, Dr. Candace Chow for analyzing responses to open-ended survey questions, Xiangyang Ye for collecting data, Marina Lopez for data visualization, Kristen Weissinger for preparing data, administering surveys, and creating reports of survey results, and Lisa Wisham for reviewing drafts.

Recommended citation:

Shooter, W., Eddings, S. K., Groth, C., Nguyen, H., Qiu, Y., Redd, A., & Zhang, Y. (2019). *Intergenerational Poverty Interventions Afterschool Grant Program Evaluation: 2017-18*. Utah Education Policy Center: Salt Lake City, UT.

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EXECUTIVE SUMMARY

2017-18 IGP Grants Program Evaluation

In 2014, the Utah State Legislature passed Senate Bill 43, *Intergenerational Poverty Interventions in Public Schools (IGPI)*, which appropriated $1,000,000 for educational programming outside of the regular school day. Through a competitive process, the Utah State Board of Education (USBE) awarded IGPI grants to six Local Education Agencies (LEAs) for three academic years (2014-15 through 2016-17). As a result of IGPI, the Department of Workforce Services Office of Child Care (DWS OCC) qualified for a fiscal match through the federal Child Care Development Fund (CCDF). This match allowed DWS OCC to offer two additional grants for afterschool programs serving elementary age students. These matching funds facilitated a collaborative partnership between DWS OCC and the USBE and provided additional support for IGPI grantees.

The USBE and the DWS OCC contracted with the Utah Education Policy Center (UEPC) to conduct an external evaluation of the IGP[1] afterschool grant programs. Although this is the fourth annual evaluation report of the collective IGP grant programs, this report addresses the first year (2017-18) of a new grant cycle. Starting with academic year 2017-18, the USBE funded a second group of grantees for three more years of funding (2017-18 through 2019-20). This grant cycle includes four organizations that were funded in the previous grant cycle, two organizations funded exclusively through the DWS OCC, and four new grantee organizations. In all, there were 10 funded grantee organizations operating 30 programs.

This executive summary provides answers to six evaluation questions. Three questions address program implementation, and three questions address program outcomes. Data sources used to answer the evaluation questions include a staff survey, program participation data, DIBELS assessment scores, and student education data.[2]

[1] In this executive summary, we use IGP to refer to all programs funded by IGPI, IGPS, and IGPA grants.
[2] This report uses data made available through a data sharing agreement between the USBE and the UEPC. The views expressed are those of the authors and are not necessarily the USBE's or endorsed by the USBE.

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Who did the IGP Afterschool Programs Serve?

Eight of ten IGP grantees submitted program participation data, which included records for 3,231 student participants. Evaluators matched 3,116 (96.4%) participants with student education data. Sixty-seven percent of matched IGP participants were students of color and 73% were designated low income students.

Demographic Group	IGP		Statewide	
	Students	%	Students	%
African American	137	4%	10,406	1%
American Indian or Alaskan Native	401	13%	7,785	1%
Asian	147	5%	12,086	2%
Latino/Hispanic	1,305	42%	121,300	17%
Multi-racial/ethnic	46	1%	18,746	3%
Native Hawaiian or Pacific Islander	67	2%	11,138	2%
White	1,013	33%	514,809	74%
State Student Classification	**Students**	**%**	**Students**	**%**
Mobile Students	298	10%	91,178	13%
Low Income Students	2,267	73%	240,102	34%
Special Education Students	434	14%	97,511	14%
English Learners	994	32%	58,940	8%

Sources: 2017-18 IGP Participation Data and Student Education Data

To what extent were staff members prepared to implement IGP programming?

Reports of staff preparation were mixed. In most cases, staff who received professional development (PD) found it useful. However, 18% of staff members indicated that they did not receive training or PD and 19% had unanswered questions about their jobs. Eighty percent of staff members felt that they received about the right amount of training. Staff members reported that they were relatively experienced working with youth, but had limited experience working in their current roles serving IGP participants. Overall, the greatest needs for staff preparation were for working with students and working with school day personnel. Regardless of specific preparation of staff members, 95% reported that they found their work rewarding and 94% reported that they received support from their supervisor(s).

Staff Preparation	Areas of Success	Opportunities for Improvement
Staff Experience & Education	• 59% of staff reported that they had 3 or more years of experience working for a program that serves youth ages 10-18. • 58% of staff reported that they held bachelor's degree or higher. • 31% of staff reported that they were pursuing additional education.	• 54% of staff reported that they worked for their current program for one year or less. • 18% of staff reported that they received no PD; 63% of those staff who reported that they did not receive PD were classroom teachers.
Professional Development for Academic Supports	• 49% of staff reported that they received useful training on providing targeted academic support for low performing students. • 44% of staff reported that they received useful training on helping students learn good work habits or study skills.	• 30% of staff reported that helping students develop ELA skills was applicable to their role, but that they did not receive PD on this topic. • 34% of staff reported that helping students develop math skills was applicable to their role, but that they did not receive PD on this topic.

Staff Preparation	Areas of Success	Opportunities for Improvement
	• 43% of staff reported that they received useful PD in academic tutoring.	• 32% of staff reported that helping students develop science skills was applicable to their role, but that they did not receive PD on this topic.
Professional Development for Working with Students	• 75% of staff reported that they received useful PD on developing positive relationships with students. • 66% of staff reported that they received useful PD on engaging students in activities and encouraging positive relationships among students	• 47% of staff reported that working with students with disabilities was applicable to their role, but they did not receive PD on this topic. • 50% of staff reported that working with English language learners was applicable to their role, but that they did not receive PD on this topic.
Professional Development for Prevention-related Enrichments	• 28% of staff reported that they received useful PD in youth and gang prevention. • 26% of staff reported that they received useful PD in suicide prevention.	• On average, 21% of staff reported that they received useful PD in prevention topics. • 32% of staff reported that school drop-out prevention was applicable to their role, but that they did not receive PD on this topic.
Professional Development for Enrichment Topics	• 62% of staff reported that they received useful PD in mentoring students. • 57% of staff reported that they received useful PD on helping students develop emotional intelligence or positive self-concept.	• 37% of staff reported that helping students learn about civic engagement was applicable to their role, but that they did not receive PD on this topic. • 35% of staff reported that helping students prepare for higher education was applicable to their role, but that they did not receive PD on this topic. • 34% of staff reported that helping students learn about nutrition and financial literacy were applicable to their role, but that they did not receive PD on these topics.
Professional Development for Family Engagement	• On average, 43% of staff members reported that they received useful training on family engagement.	• On average, 34% of staff reported family engagement topics were applicable to their role, but that they did not receive PD on these topics.
Professional Development for Working with school personnel	• 47% of staff reported that they received training on aligning afterschool programming with school day expectations about student behavior. • 45% of staff reported that they received training on collaborating with school personnel.	• On average, 40% of staff reported that working with school day personnel was applicable to their role, but that they did not receive PD on these topics.
Application & Amount of Professional Development	• 80% of staff reported the amount of PD was about right. • 92% of staff reported that they implemented practices from professional development.	• 18% of staff reported they received too little development.
Barriers and Supports	• 95% of staff reported that they found their work rewarding and that they knew the goals of their programs. • 94% of staff reported that they received support they needed from supervisors.	• 31% of staff reported limited resources hindered their ability to achieve their goals. • 19% of staff reported that they had unanswered questions about their jobs.

State Level Considerations to Improve Staff Preparedness

- Increase state level support and coordination for PD that aligns with the greatest needs as identified in the fall staff survey.
- Work with partners (e.g., universities, non-profits, other programs) to develop creative ways to establish a pool of highly qualified afterschool staff.
- Conduct an audit of current PD content and delivery. Collaborate with the UAN to use grantee and program level survey results to design and implement additional opportunities for IGP specific PD.
- Communicate to grantees the importance of all staff members receiving high quality PD that aligns with the needs of IGP students.

Program Level Considerations to Improve Staff Preparedness

- Continue to hire well-educated and experienced staff.
- Use fall staff survey results to plan and implement PD.
- Ensure that staff members receive PD that aligns with their roles and responsibilities.
- Ensure that staff members receive training that focuses on serving students and families affected by poverty.
- Differentiate PD for staff members with varied roles and responsibilities.
- Ensure that all staff members are inviting families to participate and that they understand the importance of doing so.
- Continue to offer support and resources to maintain high levels of job satisfaction among staff teams.

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

Overall, IGP programs reported serving 3,231 students. Programs collectively provided English language arts (ELA) interventions for 2,653 participants, science interventions for 1,723 participants, and math interventions for 2,558 participants. Based on the program participation data submitted to the UEPC, 44% of participants attended IGP programs for fewer than 30 days. About half (47%) of participants received no science interventions, 18% did not receive English language arts interventions, and 21% did not receive mathematics interventions. Based on these results, we recommend the program providers promote student attendance and maximize exposure to academic interventions.

Support Topics	Areas of Success	Opportunities for Improvement
Student Participation in English Language Arts	• 82% of IGP students participated in ELA interventions. • 50 Days was the average number of days that students participated in ELA interventions.	• 18% of IGP participants received no ELA interventions.

Support Topics	Areas of Success	Opportunities for Improvement
Student Participation in Science	• 53% of IGP students participated in science interventions.	• 47% of IGP participants received no science interventions. • 20 Days was the average number of days that students participated in science interventions.
Student Participation in Math	• 79% of IGP students participated in math interventions.	• 21% of IGP participants received no math interventions. • 38 Days was the average number of days that students participated in math interventions.
Student Support Activities Provided by Staff	• 54% of staff reported that they offered targeted academic support for low performing students often or very often. • 53% of staff reported that they offered academic tutoring or homework help often, or very often.	• On average, 36% of staff members reported that they never provided English language arts, math, and science lessons. • Fewer than half (40% - 47%) of staff members reported that they provided academic supports for tested subjects often or very often. • Most (67% - 91%) staff reported that they never offered prevention supports.
Enrichment Opportunities Provided by Staff	• 71% of staff reported that they offered opportunities to develop positive interpersonal relationships often or very often. • 61% of staff reported that they offered opportunities to participate in physical activities.	• Overall, staff reports of providing enrichment supports were relatively low. • 53% of staff reported that they never offered opportunities to learn about financial literacy.

State Level Considerations to Improve Academic Services and Supports

- Continue to promote a 30-day attendance minimum as a standard program dosage. Support program recruiting efforts.
- Consider setting minimum intervention expectations for academic and enrichment supports.
- Communicate to grantees the importance of providing academic supports and program activities that promote academic success in tested subjects.
- Provide resources for implementing academic supports
- Work with programs to match staff training with desired interventions.

Program Level Considerations to Improve Academic Services and Supports

- Work with school personnel, families, and students to increase program attendance rates. Set attendance and participation goals; ensure that students receive a minimum of 30 attendance days.
- Continue to provide academic supports and program activities that promote academic success. Look for ways to increase and expand opportunities for providing academic support.
- Determine the extent to which your program should increase prevention related supports for students and increase prevention support if appropriate.
- Train staff teams to provide students with ongoing academic supports and ensure that all students participate in both academic and enrichment supports.

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

Programs that received IGP grant funding are expected to develop, strengthen, and maintain partnerships with families, school day personnel, and external partners. Almost all staff members (97%) reported that they interacted with school personnel, 85% interacted with or spoke to family members, and 55% interacted with external partners. Of these three categories of partnerships, working with school day personnel was the most developed, followed by partnering with families, and lastly working with external partners. Based on survey results, we encourage programs to continue expanding their ongoing partnerships and to train staff to work with all types of partners. Training staff to engage with school day personnel to provide more targeted academic supports and training staff to engage with families and invite them into the program may be two noteworthy leverage points for improving partnerships.

Partnerships	Areas of Success	Opportunities for Improvement
Partnership Collaborations	• 44% of staff reported that they were collaborating with school principals. • 41% of staff reported that they were collaborating with classroom teachers. • 39% of staff reported that they were collaborating with families.	• 39% of staff reported that their programs had no interaction with juvenile courts and 48% did not know about partnerships with juvenile courts. • 44% of staff did not know about partnerships with DWS. • 43% of staff did not know about partnerships with DHS, health care providers, and DH. • Overall, staff reported relatively underdeveloped partnership collaborations.
Partnerships with School Day Personnel	• 82% of staff members agreed that their programs placed a high value on partnering with school personnel. • 93% of staff agreed that their programs aligned programming with school day expectations about student behavior. • 90% of staff agreed that their programs collaborated with school personnel. • 79% of staff agreed that their programs aligned programming with the school day curriculum and that they communicated directly with classroom teachers, school counselors, and/or principals.	• 33% of staff disagreed that their programs worked with classroom teachers to coordinate school day and afterschool lessons. • 32% of staff disagreed that they knew what participants were studying in school on a weekly bases, that they knew the state core standards for the content taught in their afterschool program, and that they adjusted their teaching practices based on data about student learning.
Meeting with School Day Personnel	• 78% of staff reported that they talked about student behavior with school day personnel often or every time they met. • 63% of staff reported that they talked about students' academic achievement with school day personnel often or every time they met.	• 24% of staff reported that they never discussed planning lessons so they align with school day activities and content. • On average, 16% of staff reported that they did not attend meetings with school personnel.
Working with External Partners	• 75% of staff members agreed that their program placed a high value on partnering with external agencies and organizations. • 50% of staff agreed that their programs shared a clear sense of vision with external partners.	• On average, 44% of staff reported that they did not know about program practices related to external partnerships.

Partnerships	Areas of Success	Opportunities for Improvement
	• 49% of staff agreed that external partners provided services for their programs.	
Partnering with Families	• 81% of staff members agreed that their program placed a high value on partnering with families. • 83% of staff agreed that their programs actively encouraged staff members to engage families. • 80% of staff agreed that their programs had a designated staff member trained to coordinate family outreach and/or engagement. • 45% of staff members reported that they invited family members to attend activities or events often or very often and staff estimated that 50% of families attended.	• 45% of staff reported that they did not know if their programs had written policies or procedures about family engagement. • 35% of staff disagreed that their programs offered training or PD to teach staff about effective family engagement. • 30% of staff disagreed that discussions of family engagement were a regular part of staff meetings. • 60% of staff members reported that they never invited families to help plan program activities and staff estimated 18% of families helped plan program activities.

State Level Considerations to Improve and Expand Partnerships

- Continue to emphasize the importance of partnering with school personnel, external partners, and families.
- Coordinate with programs to ensure that staff have the training and preparation to engage with all types of partners.
- Convene meetings with grantees and representatives from key government agencies to promote partnerships.

Program Level Considerations to Improve and Expand Partnerships

- Increase collaborations and partnerships with families and external partners, especially government agencies.
- Train staff to invite families to participate in the program and provide opportunities that make engaging with the program highly accessible to families.
- Train staff to work closely with families, to understand their needs, and to provide effective opportunities for family engagement.
- Through continued collaboration with school personnel, ensure that afterschool programming aligns with school day activities. Place additional attention on aligning afterschool programming with school day experiences and content.
- Make staff members aware of external partners and the role they play within programs.

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What were the math, science, and English language arts proficiency rates of IGP participants? What were the chronic absence rates of IGP participants?

A critical component of this program is to improve academic proficiency and reduce chronic absence rates for IGP participants. Both outcomes are central to students' long-term success. This report provides a comparison of academic proficiency and chronic absence rates between the IGP participants and statewide averages. While limited to this first year of the second grant cycle, the comparisons provide critical benchmarks by which to assess outcomes as part of a longer-term strategy for student success. As in previous evaluation reports, IGP participants tended to have lower proficiency rates and higher chronic absence rates than the statewide averages. We encourage program providers to consider ways to continue improving evidence-based academic supports for students (and particularly the tested subjects --ELA, math, and science), as well as attendance strategies. For a more complete understanding of IGP participants' academic outcomes, please refer to the report of findings from the longitudinal analysis of participants' SAGE scores available at uepc.utah.edu.

Academic Subject	Areas of Success	Opportunities for Improvement
Math, Science, and English Language Arts	• IGP programs are serving students who may benefit the most from additional academic supports, such as those offered in the IGP afterschool programs. • While the overall proficiency rates were lower among the participants in the IGP programs, there were some grade levels and subject areas in which the difference between the IGP and statewide proficiency rates were smaller.	• The average proficiency rates of IGP participants were lower than the statewide averages for every grade in all tested subjects. • The difference in Math proficiency rates between students participating in IGP programs and those not in IGP programs was 16 points. • The difference in English/Language Arts proficiency rates between students participating in IGP programs and those not in IGP programs was 14 points. • The difference in Science proficiency rates between students participating in IGP programs and those not in IGP programs was 15 points.
Chronic Absence	• IGP programs were serving students who may benefit from additional academic support. • While chronic absence rates were higher in other grades, the rates were lower in IGP than statewide rates for grade 6. • The gap between chronic absence rates of IGP participants and statewide rates were lower in grades 2, 4, and 5.	• Chronic absence rates were higher in IGP than Statewide rates for grades K-5. • Chronic absence rates of IGP participants were highest in grades k-1.

State Level Considerations to Improve Academic and Attendance Outcomes

- Identify effective, evidence-based academic interventions and programs across the state and share with IGP programs.
- Continue to emphasize the importance for IGP program administrators and staff to align their academic content and interventions with those of the school day.
- Continue to emphasize the importance for IGP program administrators and staff to communicate regularly with school day teachers regarding the specific academic needs and interventions for students within the program.
- Identify effective, evidence-based school attendance strategies and programs across the state and share with IGP programs.
- Continue to emphasize the importance for IGP program administrators and staff to communicate regularly with school day administrators and teachers regarding student attendance patterns and possible attendance incentives for students within the program.

Program Level Considerations to Improve Academic and Attendance Outcomes

- Continue to use student learning data to identify areas for targeted supports and evidence-based interventions.
- Ensure that a system is in place to promote frequent communication with school administrators and teachers regarding academic content, student achievement, and attendance patterns.
- Inquire about any existing attendance programs and incentives within the school and communicate with students and families of your program about these incentives. As you develop relationships with students and family members, consider using the Attendance Works website for tools and resources. www.attendanceworks.org
- Set aside specific time for program staff and administrators to regularly study student academic and attendance data and make appropriate adjustments to program services and interventions based on this data.

Was there a relationship between program participation and growth in DIBELS assessments for the 2017-18 academic year? If so, what was this relationship?

Average end of year DIBELS scores of IGP participants were at or above benchmarks for all grades except grade one. In two statistical analyses there was a positive relationship between program attendance and DIBELS scores. Similarly, two analyses found positive relationships between participation in English language arts interventions and DIBELS scores. Providing ongoing, effective academic support and interventions will require program providers to work with school day staff, review student performance, and identify and implement specific areas for targeted instruction.

Academic Outcomes	Areas of Success	Opportunities for Improvement
DIBELS Scores	• Average EOY DIBELS scores were at or above benchmarks for all grades except grade one. • There was a positive relationship between attending IGP afterschool programs and EOY DIBELS scores for kindergarten through six grade students. On average,	• There was a positive relationship between program attendance and EOY DIBLES scores for half (four of eight) of the grantee organizations. • There was a positive relationship between ELA interventions and EOY

Academic Outcomes	Areas of Success	Opportunities for Improvement
	students scored one point higher for every 10 days of program participation. • There was a positive relationship between days of participating in ELA interventions and EOY DIBELS scores for kindergarten through six grade students. On average, students scored 1.4 points higher for every 10 days of ELA interventions. • There was a positive relationship between attending IGP afterschool programs and change in DIBELS scores from the beginning of the year to the end of the year for third through six grade students. For every 10 days of program attendance, DIBELS scores increased by .8 of a point. • There was a positive relationship between participating in ELA and change in DIBELS scores from the beginning of the year to the end of the year for third through six grade students. For every ten days of ELA participation, DIBELS scores increased by 1.2 point.	DIBELS scores for one quarter (two of eight) of the grantee organizations.

State Level Considerations to Improve DIBELS Scores

- Provide ongoing support for programs to identify and implement effective literacy development strategies.
- Provide additional support for grantees who did not see positive results from the DIBELS analyses. For example, share best practices from successful grantees through peer to peer mentoring

Program Level Considerations to Improve DIBELS Scores

- Connect staff to PD opportunities that will support literacy development among students.
- Partner with school-day personnel to create and implement targeted interventions.
- Continue to monitor student progress throughout the academic year, setting and tracking appropriate goals for improving literacy development.
- Ensure that students are receiving a maximum number of high quality literacy interventions.

INTRODUCTION

In 2014, the Utah State Legislature passed Senate Bill 43, *Intergenerational Poverty Interventions in Public Schools (IGPI)*, which appropriated $1,000,000 for educational programming outside of the regular school day. Through a competitive process, the Utah State Board of Education (USBE) awarded IGPI grants to six Local Education Agencies (LEAs) for three academic years (2014-15 through 2016-17).

As a result of IGPI, the Department of Workforce Services Office of Child Care (DWS OCC) qualified for a fiscal match through the federal Child Care Development Fund (CCDF). This match allowed DWS OCC to allocate additional funding to afterschool programs serving elementary age students. These matching funds facilitated a collaborative partnership between DWS OCC and the USBE and provided additional support for IGPI grantees.

The DWS OCC administered the CCDF funds through two grants. The first, the Intergenerational Poverty Interventions Supplemental (IGPS) grant, provided additional funding for IGPI grantees already receiving funding from the USBE. The second, the Intergenerational Poverty Afterschool (IGPA) grant, funded two additional LEAs, Carbon County School District and San Juan County School District. These two LEAs are in rural areas and have the highest statewide concentration of elementary-age students identified as living in households affected by IGP. Carbon and San Juan School Districts received five years of funding that started in 2015-16. Their first year of programming was 2016-17.

Funders expect IGPI, IGPS, and IGPA programs to offer programming for four or five days per week. Each program is required to offer between 12 to 21 weekly hours of student contact. Programs serve students in kindergarten through 12th grade, with the majority in elementary school. Academic supports included activities such as tutoring, homework assistance, and subject specific lessons. Developmental enrichments included activities such as sports, field trips, and life skills.

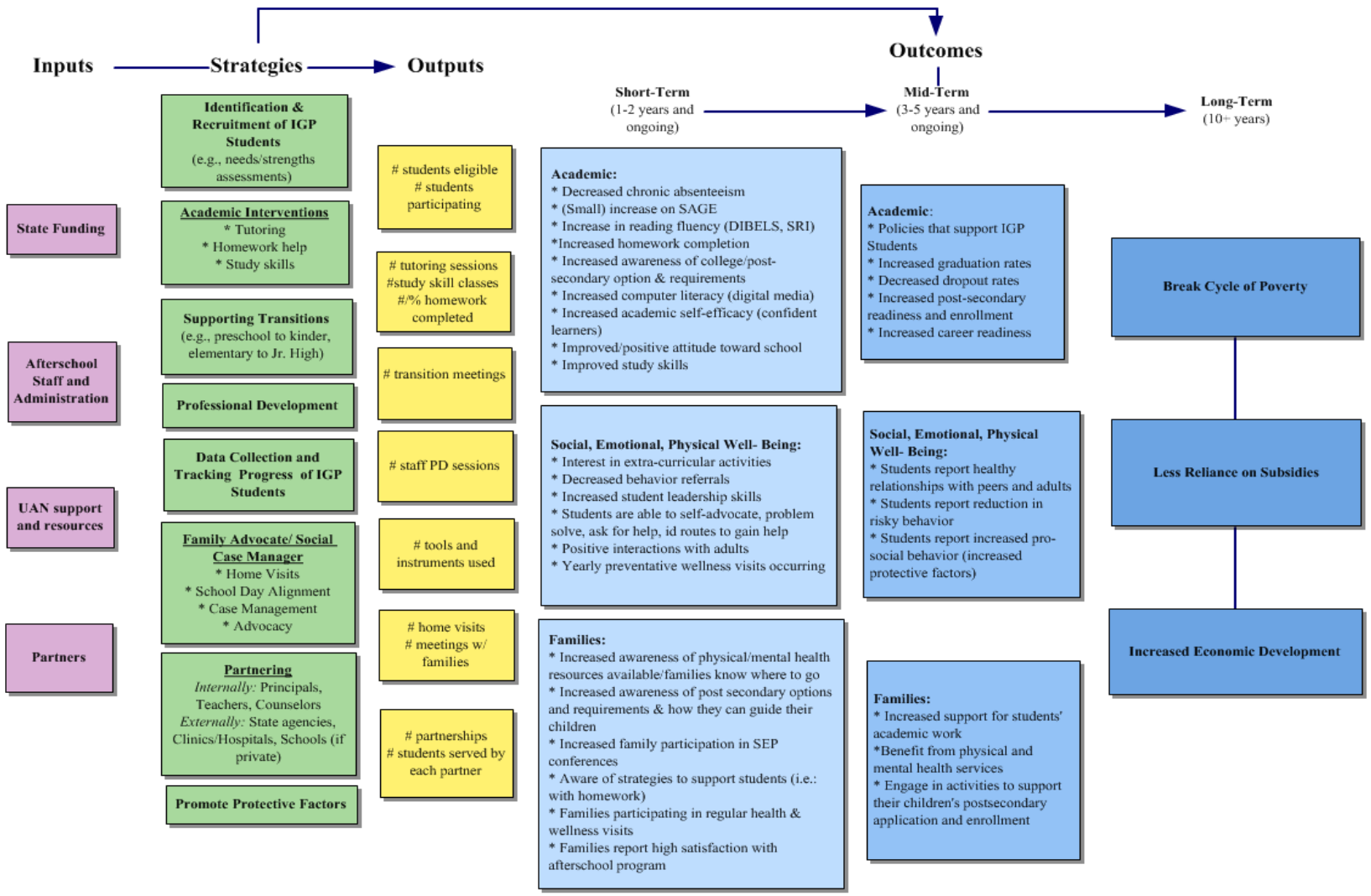
Although this is the fourth annual evaluation report of the collective IGP grant programs, this report addresses the first year (2017-18) of a new grant cycle. Starting with academic year 2017-18, the USBE funded a second group of grantees for three more years of funding (2017-18 through 2019-20). Although four organizations were also funded in the previous grant cycle, and the two IGPA grantees continued receiving funding under their five year agreement, there were also four new grantee organizations. In all, there were 10 funded grantee organizations operating 30 programs. Table 1 shows a list of grantees that were included in this evaluation of the collective IGP afterschool grants.

For additional information about the IGP grant programs, readers are encouraged to review IGP evaluation reports from previous years, as well as a report of longitudinal results from the first three years on funding. These are available on the Utah Education Policy Center website (uepc.utah.edu). More information about statewide efforts to address intergenerational poverty is available in annual reports published by DWS (jobs.utah.gov/index).

Table 1. 2017-18 IGP Grants and Grantees

Operating Grantee Organization	Funding Source			Number of Programs
	IGPI	IGPS	IGPA	
American Preparatory Academy (elementary)	✓	✓		2
American Preparatory Academy (teen)	✓			2
Canyons School District	✓	✓		4
Carbon School District			✓	5
Entheos Academy Charter School	✓	✓		1
Grand County School District: BEACON	✓	✓		1
Guadalupe Charter School	✓	✓		1
Logan School District	✓	✓		1
Ogden School District (elementary)	✓	✓		4
Ogden School District (teen)	✓			2
Provo School District (elementary)	✓	✓		2
Provo School District (teen)	✓			1
San Juan School District			✓	4

In 2014, funding partners and evaluators created a logic model to guide program implementation and evaluation. The logic model identifies specific outcomes as well as inputs, strategies, and outputs required to achieve those outcomes (See Figure 1). In an effort to increase achievement of outcomes, IGP grantees have been encouraged to use the logic model in their program planning and implementation. The evaluation team used the logic model's strategies and desired outcomes to inform evaluation questions.



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HOW TO USE THIS REPORT

This IGP evaluation report addresses program implementation and outcomes from academic year 2017-18.[3] It includes all 10 LEAs originally funded for the 2017-18 academic year.

The methods section presents evaluation questions, data sources, data analyses, descriptions of survey respondents, participant information, and data match rates. The results are organized by evaluation questions. Where needed, we provide introductions to help readers interpret the results. For example, the portion of results dealing with professional development has a unique scale and we explain how to utilize the scale to maximize the value of the results.

Throughout the results section are tables and figures. In some cases we provide additional explanation for a particular table or figure, but in most cases, we focus narrowly on highlighting key areas of success and opportunities for improvement.

Following the results is a summary of findings and considerations for program improvement. We encourage readers to consider these findings in light of their own program's context and unique offerings. Some findings may be critical to some programs, while less relevant to others.

Several appendices provide additional detail to the results. Appendices include qualitative data findings, and student proficiency and chronic absence tables. There is also an appendix that further explains the analysis of DIBELS scores, including analyses of change in DIBELS scores for each organization.

Call-Out Boxes Used in This Report

Areas of Success

A checkmark identifies an area of success.

Opportunities for Improvement

A magnifying glass calls attention to findings that may represent opportunities for improvement.

Items of Interest

- We use this icon to bring attention to findings that are of interest, but may not be clearly identified as an area of success or an opportunity for improvement.

[3] In this report, we use IGP to refer to all programs funded by IGPI, IGPS, and IGPA grants.

EVALUATION METHODS

This evaluation focuses on program implementation and academic outcomes of students involved in IGP afterschool programs. The following six questions guided the evaluation.

Implementation Questions

1. To what extent were staff members prepared to implement IGP afterschool programming?
2. To what extent did students receive academic services and supports?
3. To what extent did IGP programs partner with internal and external partners?

Outcome Questions

4. What were the math, science, and English language arts proficiency rates of IGP participants?
5. What were the chronic absence rates of IGP participants?
6. Was there a relationship between program participation and growth in DIBELS assessments for the 2017-18 academic year? If so, what was this relationship?

Data Sources

Data sources included a staff survey, program participation records, participant education data, and DIBELS assessment scores.

IGP Staff Survey

The UEPC evaluation team administered staff surveys in the fall (October) and spring (April – May) of the 2017-18 academic year. The fall survey gathered information about staff needs for professional development (PD). The UEPC shared results from the fall staff survey with IGP program administrators in November 2017.

The spring staff survey collected information about staff members' education and experience, professional development, barriers and supports, program implementation, partnerships with school staff, and partnerships with families.

The UEPC shared results from the spring staff survey with IGP program administrators in July 2018. We present findings from the spring staff survey in the results section of this report. Staff responses to open-ended questions can be found in Appendix A.

Participation Data

Grantees provided the UEPC with participation records that included total days of program attendance, days of possible attendance, days of science interventions, days of language arts interventions, and days of math interventions. The purpose of collecting participation data was to document program participation in key interventions and to look for relationships between program participation and academic outcomes.

DIBELS Assessment Data

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is an assessment of literacy development of students in kindergarten through sixth grade. Schools administer the assessment at the beginning, middle, and end of the year. DIBELS scores help predict students' future reading ability, allowing teachers to provide additional support for students as needed. For the purpose of the evaluation, DIBELS assessment data was an academic outcome. We collected beginning-of-year and end-of-year composite scores of IGP participants, matched those scores with participation records, and looked for relationships

between participation in the programs and change in DIBELS scores.

Student Education Data

Student education data included demographics, school attendance, and Student Assessment of Growth and Excellence (SAGE) proficiency rates.[4] SAGE is Utah's end-of-level assessments for mathematics and English language arts starting in 3rd grade, and science starting in 4th grade. This report uses student education data from 2016-17 and 2017-18.

Data Analysis

Staff Survey Data Analysis

Staff Surveys included both multiple choice and open-ended questions. For multiple choice survey questions, the UEPC used descriptive statistics to analyze responses. Open-ended responses were analyzed by identifying common themes and the frequency with which they occurred.

Participation Data Analysis

Participant data required extensive preparation and evaluators asked some program administrators to make corrections to the original data submitted. We treated cases in which students were missing data for particular interventions as if they had received no interventions. The UEPC evaluation team used these data to calculate program attendance rates and average numbers of academic interventions. We also matched participation data with student education data and DIBELS data.

Student Education Data Analysis

The UEPC used matched program participation data and student education data to describe student demographics. We also used the matched data to calculate English language arts, math, and science proficiency rates, and chronic absence rates for IGP participants and students statewide. See Appendix B for student proficiency and participation data.

DIBELS Data Analysis

After matching participation data and DIBELS data, evaluators conducted two sets of analyses. For kindergarten through second grade students, we used program attendance, beginning of year DIBELS scores, gender, and grade level to predict the likelihood of students meeting DIBELS benchmark scores. For third through sixth grade students we examined relationships between program participation and change in DIBELS scores from the beginning to the end of the academic year. Appendix C provides detailed information about these analyses and presents results for each organization.

[4] This report uses data made available through a data sharing agreement between the USBE and the UEPC. The views expressed are those of the authors and are not necessarily the USBE's or endorsed by the USBE.

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Staff Survey Respondents

Table 2. Staff Survey Responses

Grantee	Fall 2017 Responses	Spring 2018 Responses
American Preparatory Academy	38	16
Canyons School District	28	42
Carbon School District	15	16
Entheos Academy Charter School	6	6
Grand County School District: BEACON	18	12
Guadalupe Charter School	10	8
Logan School District	14	11
Ogden School District	7	60
Provo School District	0	1
San Juan School District	13	13
Total	**149**	**185**

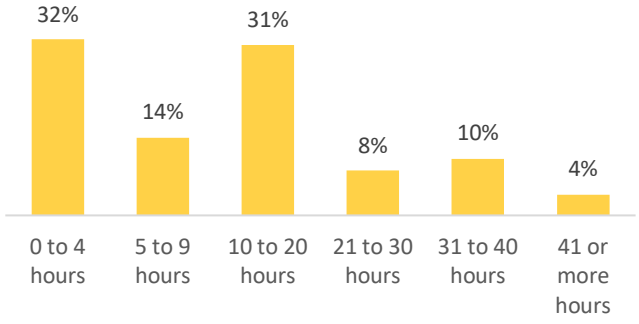
Sources: UEPC 2017-18 Fall and Spring IGP Staff Surveys

Table 3. Staff Survey Respondent Demographic

Demographic Group	% of Staff
American Indian or Alaska Native	4%
Asian	2%
Black or African American	1%
Hispanic or Latino/a	14%
Native Hawaiian or Pacific Islander	0%
White	72%
Multirace	6%
Unknown	1%

Source: UEPC 2017-18 Spring IGP Staff Surveys

Figure 2. Number of Hours Staff Worked Per Week



Source: UEPC 2017-18 Spring IGP Staff Surveys

- Two organizations represent 55% of spring staff survey responses: Canyon School District and Ogden School District.
- Staff members' ages ranged from 16-74 years old, with an average age of 41 years old.
- 75% of staff members identified as female, 22% male, and 3% Preferred not to say.
- 52% of staff survey respondents identified themselves as program staff, 27% as classroom teachers, 11% as site level leader, 4% as other, 3% as volunteers, 1% as program directors, and 1% as principals or assistant principals.

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Student Participant Information

Student Education Data Match Rates

Table 4. Program Participation Data and Education Data Match Rates

Grantee	IGP Participants	IGP Participants Matched with Baseline (2017-18) Education Data	Match Rate
American Preparatory Academy	1,476	1,429	96.82%
Canyons School District	340	334	98.24%
Carbon School District	217	207	95.39%
Entheos Academy Charter School	n/d	-	-
Grand County School District: BEACON	321	308	95.95%
Guadalupe Charter School	n/d	-	-
Logan School District	135	130	96.3%
Ogden School District	185	181	97.84%
Provo School District	118	117	99.15%
San Juan School District	439	410	93.39%
Total	**3,231**	3116	96.44%

Sources: 2017-18 IGP Participation Data and Student Education Data
n/d = no data received

Student Demographics

Table 5. Student Participant Characteristics Compared to State Average

Demographic Group	IGP (2017-18)		Statewide (2017-18)	
	Students	%	Students	%
African American	137	4%	10,406	1%
American Indian or Alaskan Native	401	13%	7,785	1%
Asian	147	5%	12,086	2%
Latino/Hispanic	1,305	42%	121,300	17%
Multi-racial/ethnic	46	1%	18,746	3%
Native Hawaiian or Pacific Islander	67	2%	11,138	2%
White	1,013	33%	514,809	74%
State Student Classification	**Students**	**%**	**Students**	**%**
Mobile Students	298	10%	91,178	13%
Low Income Students	2,267	73%	240,102	34%
Special Education Students	434	14%	97,511	14%
English Learners	994	32%	58,940	8%

Sources: 2017-18 IGP Participation Data and Student Education Data
*The total number of students in this table is different from Table 4 because demographic data was not available for every student.

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DIBELS Match Rates

Table 6. DIBELS Match Rates

Grantee	IGP Participants	IGP Participants in K-6 grades	Matched to DIBELS	Match Rate
American Preparatory Academy	1,476	697	645	93%
Canyons School District	340	340	230	68%
Carbon School District	217	217	204	94%
Entheos Academy Charter School	n/d	n/d	n/d	n/d
Grand County School District: BEACON	321	321	289	90%
Guadalupe Charter School	n/d	n/d	n/d	n/d
Logan School District	135	135	69	51%
Ogden School District	185	174	148	85%
Provo School District	118	118	51	43%
San Juan School District	439	437	220	50%
Total	**3,231**	**2,439**	**1,856**	**76%**

Sources: 2017-18 IGP Participation Data and DIBELS data
n/d = no data received

RESULTS

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

Summary of Key Findings

- 59% of staff members had three or more years of professional experience working with youth, but 54% were in their first year working within their IGP programs.
- 58% of staff members had completed post-secondary degrees or higher; 31% reported that they were pursuing additional education.
- 82% of staff members reported that they received PD and most staff members who received PD reported that they found it useful. Among the 18% who did not receive PD, 63% identified themselves as classroom teachers.
- For many PD items in the staff survey, about one-third of staff members reported that receiving PD on those items was applicable to their roles, but that they did not receive PD. This was true for key academic subjects such as math, English language arts, and science, as well as all items related to working with school day personnel and family engagement.
- Fewer than half (27% - 49%) of staff members reported that they received useful PD for providing academic support to students, family engagement, and working with school personnel.
- 80% of staff members reported that they received about the right amount of PD, but 18% felt that they did not receive enough.
- 19% of staff reported that they had unanswered questions about their jobs.
- The majority of staff members reported that they found their jobs rewarding (95%) and felt supported by their supervisors (94%).

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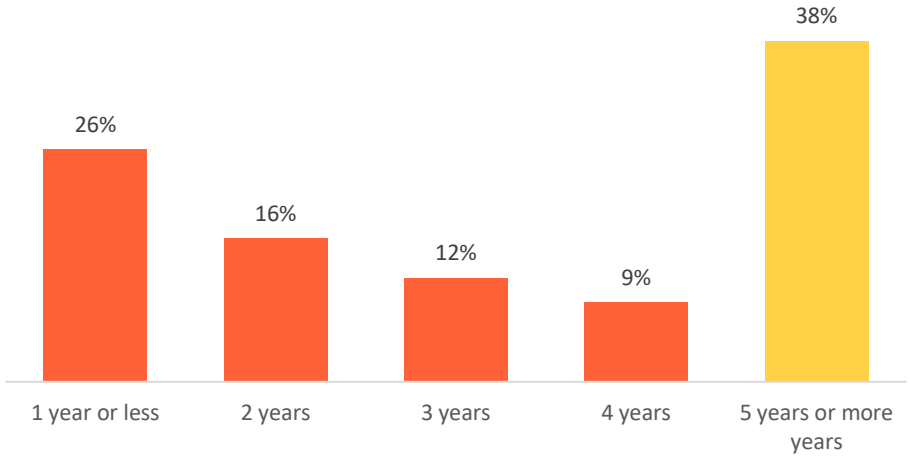
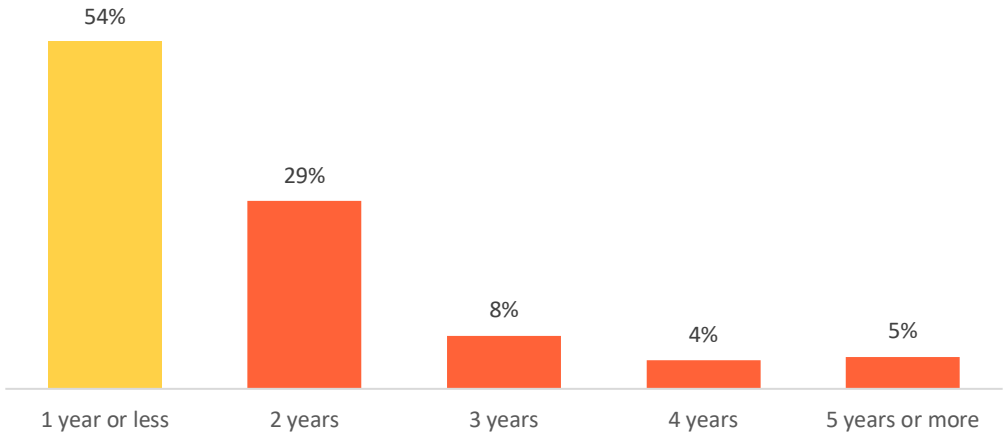
Staff Experience and Education

Figure 3. Staff Experience Working in Programs Serving Youth Ages 10-18



Source: UEPC 2017-18 Spring IGP Staff Survey

Figure 4. Number of Years Worked or volunteered for Current Program

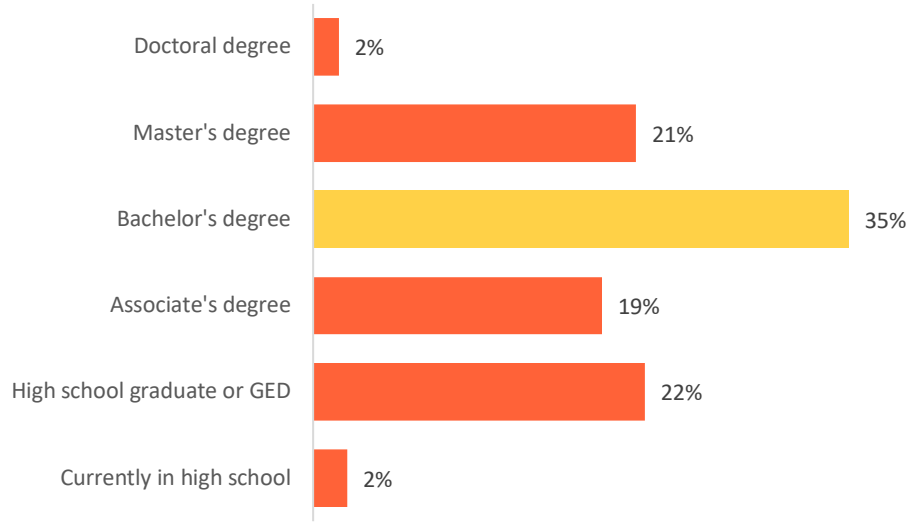


Source: UEPC 2017-18 Spring IGP Staff Survey

59% of staff reported that they had 3 or more years of experience working for a program that serves youth ages 10-18.

54% of staff reported that they worked for their current program for one year or less.

Figure 5. Staff Highest Education Level Completed



Source: UEPC 2017-18 Spring IGP Staff Survey

Table 7. Staff Currently Enrolled in a Degree Program

Staff Responses	N	%
No – not currently enrolled	126	69%
Yes – currently enrolled in a degree program	56	31%
Total	**182**	
Degree programs staff were completing		
Currently completing an associate's degree	13	24%
Currently completing a bachelor's degree	29	53%
Currently completing a master's degree	10	18%
Currently completing a doctoral degree	3	5%

Table 7 shows responses to a staff survey question that asked respondents if they were enrolled at a college or university to complete a degree. The 56 staff members who responded "yes" were then asked to identify the type of degree they were pursuing.

58% of staff reported that they held bachelor's degree or higher.

31% of staff reported that they were pursuing additional education.

Professional Development

Eighty two percent of staff members reported that they participated in training sessions or professional development related to their work in IGP programs. Staff members who received PD reported participating in an average of 15 hours of training. Hours of PD participation ranged from one hour to 55 hours.

Table 8. Staff Professional Development by Grantee

Grantee	Received PD		Received No PD		Average Hours of PD
	N	%	N	%	
American Preparatory	16	100%	0	0%	21
Canyons School District	35	83%	7	17%	9
Carbon School District	16	100%	0	0%	30
Entheos Academy Charter	3	60%	2	40%	4
Grand County School District: BEACON	9	90%	1	10%	16
Guadalupe Charter School	7	88%	1	13%	14
Logan School District	11	100%	0	0%	20
Ogden School District	31	63%	18	37%	10
San Juan School District	11	92%	1	8%	22
Total	**139**	**82%**	**30**	**18%**	**15**

Source: UEPC 2017-18 Spring IGP Staff Survey

Staff who indicated that they did not participate in PD did not receive survey questions about PD. Instead, the survey routed them to an open-ended question that asked them to identify topics they would like to learn more about in future PD opportunities. Of the 18% of staff who reported that they did not receive PD, most (63%) were classroom teachers and 27% were program staff.

Interpreting Professional Development Results

Given the varied roles and responsibilities of staff members, one cannot assume that all staff members should receive PD in all areas. Some programs utilize staff and volunteers to work with students in specific areas. For instance, a classroom teacher might provide tutoring in English language arts and we would not expect that same teacher to receive PD in math and science. To account for this phenomenon, the staff survey asked respondents to indicate not only if they received useful PD, but also if PD was applicable to their roles in the program. For each professional development question in the staff survey, respondents indicated:

a) If they received useful professional development,
b) If they received PD but it was not useful,
c) If the question was applicable for their role but they did NOT receive PD, **or**
d) If the question was not applicable to their roles in the program.

In this section, you will see that in most cases staff who received PD found it useful. However, for many topics staff reported that they did not receive PD, even though they considered the topics to be applicable to their roles.

Table 9. Staff Professional Development for Academic Supports

	Received PD, but it was Not Useful	Not Applicable For My Role in this Program	Applicable for My Role, but I Did Not Receive PD	Received Useful PD
Providing targeted academic support for low performing students	4%	21%	26%	49%
Helping students learn good work habits or study skills	4%	20%	33%	44%
Academic tutoring or homework help	4%	26%	27%	43%
Helping students develop English language arts skills	4%	32%	30%	33%
Helping students develop math skills	3%	32%	34%	31%
Helping students develop science skills	5%	36%	32%	27%

Source: UEPC 2017-18 Spring IGP Staff Survey

49% of staff reported that they received useful training on providing targeted academic support for low performing students.

44% of staff reported that they received useful training on helping students learn good work habits or study skills.

43% of staff reported that they received useful PD in academic tutoring.

While **33%** of staff reported that they received PD in helping students develop ELA skills, **30%** reported that these topics were applicable to their role, but that they did not receive PD on this topic.

While **31%** of staff reported that they received PD in helping students develop math skills, 3**4%** reported that it was applicable to their role, but that they did not receive PD on this topic.

While **27%** of staff reported that they received PD in helping students develop science skills, **32%** reported that it was applicable to their role, but that they did not receive PD on this topic.

Table 10. Staff Professional Development for Working with Students

	Received PD, but it was Not Useful	Not Applicable For My Role in this Program	Applicable for My Role, but I Did Not Receive PD	Received Useful PD
Developing positive relationships with students	1%	2%	22%	75%
Engaging students in activities	4%	4%	26%	66%
Encouraging positive relationships among students	2%	2%	29%	66%
Working with diverse students	1%	3%	34%	62%
Working with students who exhibit problem behaviors	4%	4%	26%	66%
Working with students from low income families	4%	4%	35%	58%
Facilitating group-building activities	3%	15%	20%	61%
Designing enrichment activities	3%	12%	33%	52%
Understanding adolescent development	4%	21%	37%	38%
Working with English language learners	1%	15%	50%	33%
Working with students who have disabilities	4%	19%	47%	31%

Source: UEPC 2017-18 Spring IGP Staff Survey

75% of staff reported that they received useful PD on developing positive relationships with students.

66% reported that they received useful PD on engaging students in activities and encouraging positive relationships among students

While **31%** of staff reported that they received PD on working with students with disabilities, **47%** reported that it was applicable to their role, but they did not receive PD on these topics.

50% of staff reported that working with English language learners was applicable to their role, but that they did not receive PD on this topic.

Table 11. Staff Professional Development for Prevention Topics

	Received PD, but it was Not Useful	Not Applicable For My Role in this Program	Applicable for My Role, but I Did Not Receive PD	Received Useful PD
Youth violence and gang prevention	6%	41%	25%	28%
Suicide prevention	4%	43%	27%	26%
Addiction prevention	1%	51%	25%	23%
School drop-out prevention	2%	46%	32%	20%
Pregnancy and STI prevention	1%	70%	21%	8%

Source: UEPC 2017-18 Spring IGP Staff Survey

- Many staff (41% - 70%) reported that prevention topics were not applicable to their roles.

28% of staff reported that they received useful PD in youth and gang prevention.

26% of staff reported that they received useful PD in suicide prevention.

On average, 21% of staff reported that they received useful PD in prevention topics.

While **20%** of staff reported that they received PD in school drop-out prevention, **32%** reported that it was applicable to their role, but that they did not receive PD on this topic.

Table 12. Staff Professional Development for Enrichment Topics

	Received PD, but it was Not Useful	Not Applicable For My Role in this Program	Applicable for My Role, but I Did Not Receive PD	Received Useful PD
Mentoring students	3%	9%	27%	62%
Helping students develop emotional intelligence or positive self-concept	1%	9%	33%	57%
Providing physical activity options for students	4%	21%	26%	49%
Helping students develop leadership skills	3%	17%	33%	47%
Helping students prepare for higher education	3%	33%	35%	29%
Helping students learn about civic engagement	5%	31%	37%	26%
Helping students learn about nutrition	4%	36%	34%	26%
Helping students learn about post-secondary education opportunities	2%	45%	29%	24%
Helping students learn about post-secondary career opportunities	3%	43%	31%	23%
Helping students transition into new school situations	1%	45%	32%	23%
Helping students learn about financial literacy	4%	49%	34%	14%

Source: UEPC 2017-18 Spring IGP Staff Survey

62% of staff reported that they received useful PD in mentoring students.

57% of staff reported that they received useful PD on helping students develop emotional intelligence or positive self-concept.

37% of staff reported that helping students learn about civic engagement was applicable to their role, but that they did not receive PD on this topic.

35% of staff reported that helping students prepare for higher education was applicable to their role, but that they did not receive PD on this topic.

34% of staff reported that helping students learn about nutrition and financial literacy were applicable to their role, but that they did not receive PD on these topics.

Table 13. Staff Professional Development for Family Engagement

	Received PD, but it was Not Useful	Not Applicable For My Role in this Program	Applicable for My Role, but I Did Not Receive PD	Received Useful PD
Inviting family members to participate in the program	3%	21%	32%	44%
Developing positive relationships with families	3%	17%	36%	44%
Providing information and resources for families	4%	21%	30%	44%
Creating a welcoming environment for families	3%	17%	36%	43%
Engaging families in the afterschool program	4%	20%	34%	42%

Source: UEPC 2017-18 Spring IGP Staff Survey

On average, 43% of staff reported they received training in family engagement.

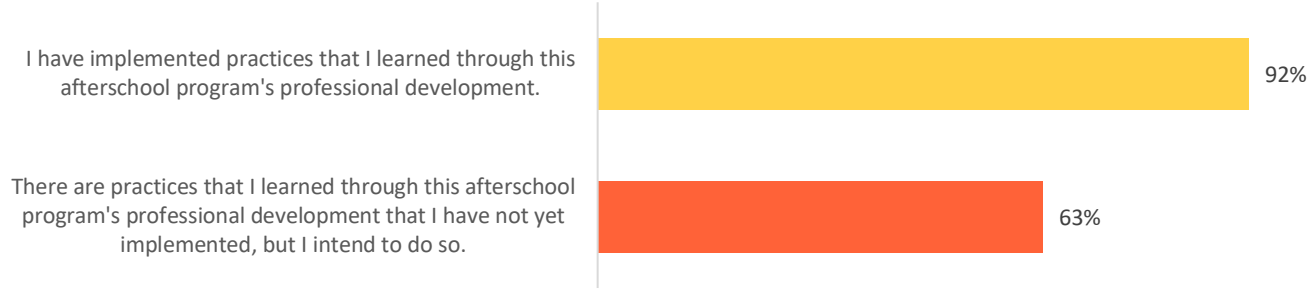
On average, 34% of staff reported family engagement topics were applicable to their role, but that they did not receive PD on these topics.

Table 14. Staff Professional Development for Working with School Day Personnel

	Received PD, but it was Not Useful	Not Applicable For My Role in this Program	Applicable for My Role, but I Did Not Receive PD	Received Useful PD
Aligning afterschool programming with school day expectations about student behavior	6%	11%	36%	47%
Collaborating with school personnel	4%	11%	41%	45%
Working with classroom teachers to coordinate school day and afterschool lessons	1%	25%	40%	34%
Aligning afterschool programming with the school day curriculum	2%	23%	42%	32%

Source: UEPC 2017-18 Spring IGP Staff Survey

Figure 6. Application of Professional Development



Source: UEPC 2017-18 Spring IGP Staff Survey

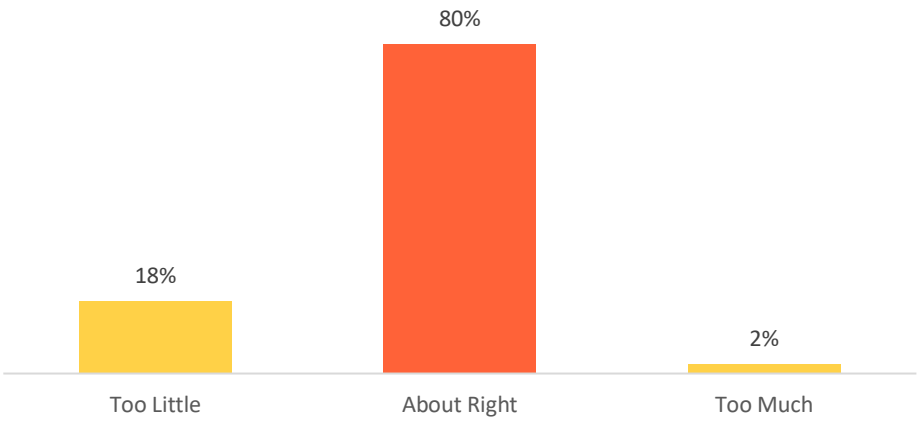
47% of staff reported that they received training on aligning afterschool programming with school day expectations about student behavior.

45% of staff reported that they received training on collaborating with school personnel.

92% of staff reported that they implemented practices from professional development.

On average, 40% of staff reported that working with school day personnel was applicable to their role, but that they did not receive PD on these topics.

Figure 7. Staff Attitudes about the Amount of Professional Development



Source: UEPC 2017-18 Spring IGP Staff Survey

Staff Reports of Possible Future Professional Development

Ninety-one staff members responded to an open-ended question that asked them to identify the topics they would like to learn more about in future professional development opportunities. They most frequently requested more classroom management techniques. Staff also asked for more training related to establishing and maintaining relationships between themselves and students, families, and day school staff, working with diverse groups of students, supporting students' academic needs, and addressing the social, emotional, and mental health needs of students. A summary of responses and frequency counts is available in Appendix A.

80% of staff reported the amount of professional development was 'about right.'

18% of staff reported they received too little professional development.

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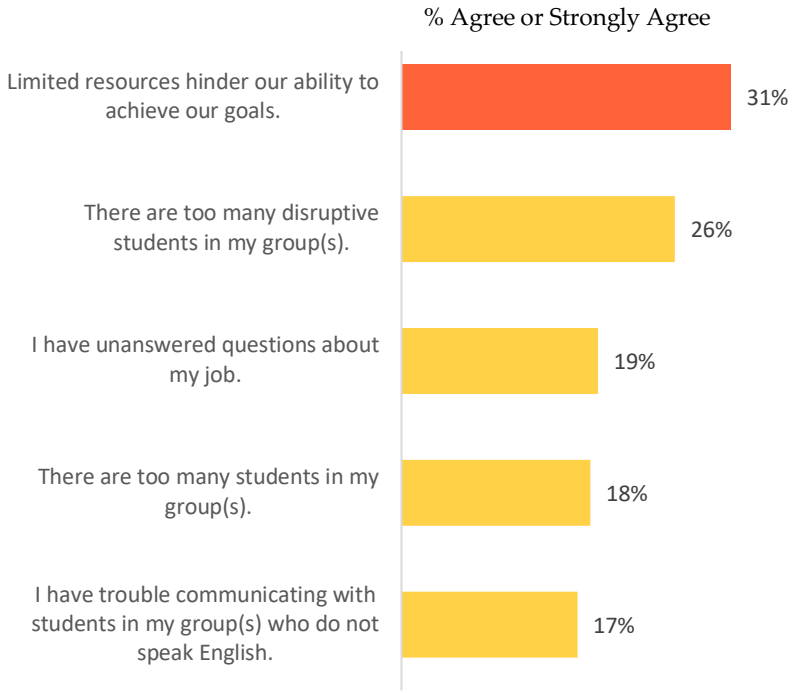
Staff Barriers and Supports to Program Implementation

Figure 8. Staff Barriers to Program Implementation



Source: UEPC 2017-18 Spring IGP Staff Survey

Table 15. Staff Perceptions of Supports and Job Satisfaction

	% Agree or Strongly Agree
I find work here rewarding.	95%
I know the goals of this program.	95%
I get the support I need from my supervisor(s).	94%
I know how to accomplish the goals of this program.	93%
I enjoy working here.	92%
My talents and skills are well-utilized here.	91%
The site coordinator involves staff in important decisions about afterschool program operations or design.	90%
I have received the training I need to do a good job.	89%
I have the resources I need to do my job effectively.	88%
I get useful feedback from my supervisor(s).	87%

Source: UEPC 2017-18 Spring IGP Staff Survey

Staff Reports of Additional Supports Needed for Program Implementation

In response to an open-ended question that asked staff to identify additional supports they needed to be most effective, many staff expressed that they did not need any additional support. Others noted that additional collaboration with schools, more and better resources, and additional staff and volunteers would be useful. Appendix A offers a detailed list of responses.

95% of staff reported that they found their work rewarding and that they knew the goals of their programs.

94% of staff reported that they received the support they needed from their supervisors.

31% of staff reported limited resources hindered their ability to achieve their goals.

19% of staff reported that they had unanswered questions about their jobs.

To what extent did students receive academic services and supports?

Summary of Key Findings

- Reported average program attendance was relatively low, with 44% of students attending fewer than 30 days.
- Most students participated in English language arts interventions (82%) and math interventions (79%), but participation in science interventions was notably lower (53%).
- On average, 36% of staff members reported that they never provided English language arts, math, and science lessons.
- About half of staff members reported that they offered targeted academic support for low performing students often or very often (54%) and provided academic tutoring or homework help often or very often (53%).
- Most (67% - 91%) staff reported that they never offered prevention supports.
- 71% of staff reported that they offered opportunities to develop positive interpersonal relationships often or very often, but overall, staff reports of providing enrichment supports were relatively low.

Program Attendance

Eight of the ten IGP grantees provided program attendance and participation data. Grantees reported the number of days that students attended their programs, the number of possible days of attendance, and the number of English language arts, science, and math interventions. Grantees reported serving 3,231 students, who attended a total of 185,790 days. The days of possible attendance varied from 1 – 172. Forty-four percent of participants attended for 29 days or less, 14% attended 30-59 days, 11% attended 60-89 days, and 31% attended 90 days or more. The average attendance rate across programs was 44% (days of attendance/days of possible attendance). We treated cases in which students were missing data for particular interventions as if they had received no interventions.

Table 16. Program Attendance by Grantee

Grantee	Number of Participants	Days Attended	Possible Days of Attendance	Average Attendance Rate
American Preparatory Academy	1,476	73,894	258,300	29%
Canyons School District	340	27,328	33,528	82%
Carbon School District	217	15,701	18,994	83%
Entheos Academy Charter School	n/d	n/d	n/d	n/d
Grand County School District: BEACON	321	13,362	15,084	89%
Guadalupe Charter School	n/d	n/d	n/d	n/d
Logan School District	135	12,213	14,376	85%
Ogden School District	185	13,212	30,155	44%
Provo School District	118	10,405	16,055	65%
San Juan School District	439	19,675	40,172	49%
Total	**3,231**	**185,790**	**426,664**	**44%**

Source: IGP Student Participation Data
n/d = no data received

IGP grantees reported serving **3,231 students**.

44% of IGP participants attend programs for fewer than 30 days.

Program Participation

Program providers reported the number of days that students received English language arts (ELA), math, and science interventions. Tables 17-19 offer a closer look at student participation by providing summaries of ELA interventions, math interventions, and science interventions. These three tables include only the students who received the interventions. In each table, the *percent of students who received the intervention* was calculated by dividing the number of students who participated in the intervention by the number of students who attended each program (Table 16). The *average number of days students participated in ELA intervention* is the *total number of days students participated in ELA interventions* divided by the *number of students who received ELA intervention*. For example, among the 69% of American Preparatory Academy students who received language arts interventions, students received an average of 33 days of ELA interventions.

Table 17. English Language Arts Interventions by Grantee

Grantee	Number of Students who Received ELA Interventions	Percent of Students who Received ELA Interventions	Total Number of Days Students Participated in ELA Interventions	Average Number of Days Students Participated in ELA Interventions
American Preparatory Academy	1,016	69%	33,694	33
Canyons School District	340	100%	27,328	80
Carbon School District	216	100%	8,314	38
Entheos Academy Charter School	n/d	n/d	n/d	n/d
Grand County School District: BEACON	304	95%	11,188	37
Guadalupe Charter School	n/d	n/d	n/d	n/d
Logan School District	135	100%	12,213	90
Ogden School District	138	75%	12,249	89
Provo School District	68	58%	9,205	135
San Juan School District	436	99%	18,811	43
Total	**2,653**	**82%**	**133,002**	**50**

Source: IGP Participation Data
n/d = no data received

IGP programs reported that **82%** (2,653) of their students participated in English language arts interventions at least once.

IGP programs reported that students participated an average of **50 days** of English language arts interventions.

IGP programs reported that **18%** (578) of their participants received no English language arts interventions.

Table 18. Science Interventions by Grantee

Grantee	Number of Students who Received Science Interventions	Percent of Students who Received Science Interventions	Total Number of Days Students Participated in Science Interventions	Average Number of Days Students Participated in Science Interventions
American Preparatory Academy	703	48%	3,444	5
Canyons School District	339	100%	9,075	27
Carbon School District	208	96%	4,660	22
Entheos Academy Charter School	n/d	n/d	n/d	n/d
Grand County School District: BEACON	260	81%	6,297	24
Guadalupe Charter School	n/d	n/d	n/d	n/d
Logan School District	94	70%	1,055	11
Ogden School District	51	28%	421	8
Provo School District	68	58%	9,205	135
San Juan School District	n/d	n/d	n/d	n/d
Total	**1,723**	**53%**	**34,157**	**20**

Source: IGP Participation Data
n/d = no data received

IGP programs reported that **53%** (1,723) of students received science interventions.

IGP programs reported that **47%** (1,508) of their participants received no science interventions.

IGP programs reported that students participated an average of **20 days** of science interventions.

Table 19. Math Interventions by Grantee

Grantee	Number of Students who Received Math Interventions	Percent of Students who Received Math Interventions	Total Number of Days Students Participated in Math Interventions	Average Number of Days Students Participated in Math Interventions
American Preparatory Academy	1,004	68%	27,127	27
Canyons School District	262	77%	11,606	44
Carbon School District	214	99%	6,465	30
Entheos Academy Charter School	n/d	n/d	n/d	n/d
Grand County School District: BEACON	285	89%	9,365	33
Guadalupe Charter School	n/d	n/d	n/d	n/d
Logan School District	133	99%	3,109	23
Ogden School District	156	84%	12,464	80
Provo School District	68	58%	9,205	135
San Juan School District	436	99%	18,710	43
Total	**2,558**	**79%**	**98,051**	**38**

Source: IGP Participation Data
n/d = no data received

IGP programs reported that **79%** of participants received math interventions.

IGP programs reported that **21%** of their participants received no math interventions.

IGP programs reported that students participated in an average of **38 days** of math interventions.

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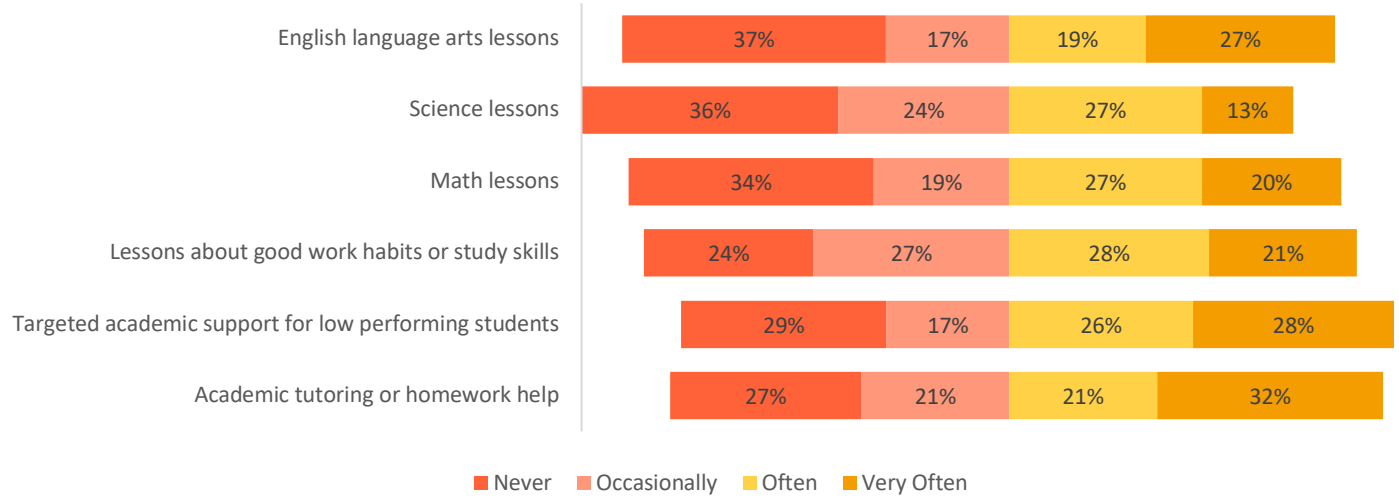
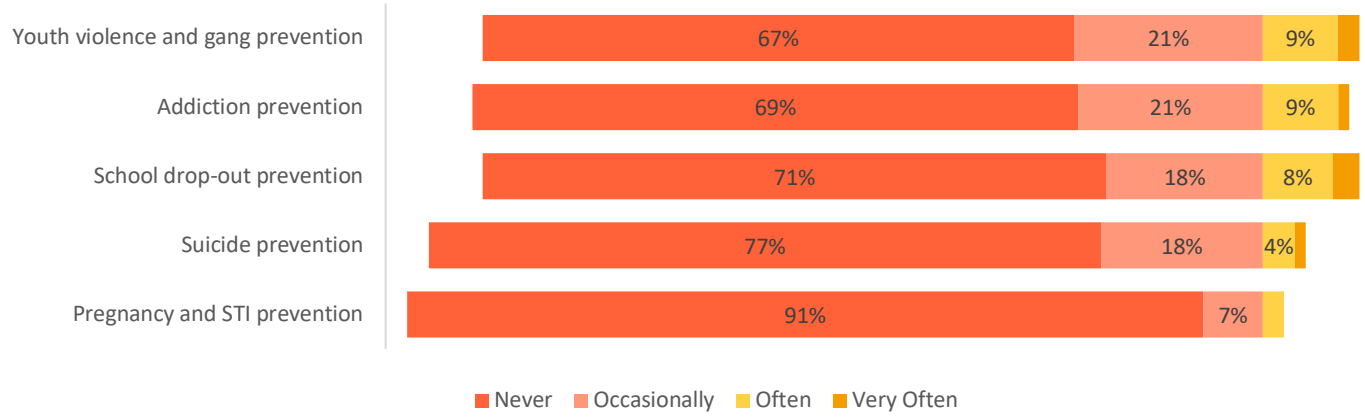
Student Support Activities

Figure 9. Frequency of Academic Supports Provided by Staff



Source: UEPC 2017-18 Spring IGP Staff Survey

Figure 10. Frequency of Prevention Supports Offered by Staff



Source: UEPC 2017-18 Spring IGP Staff Survey

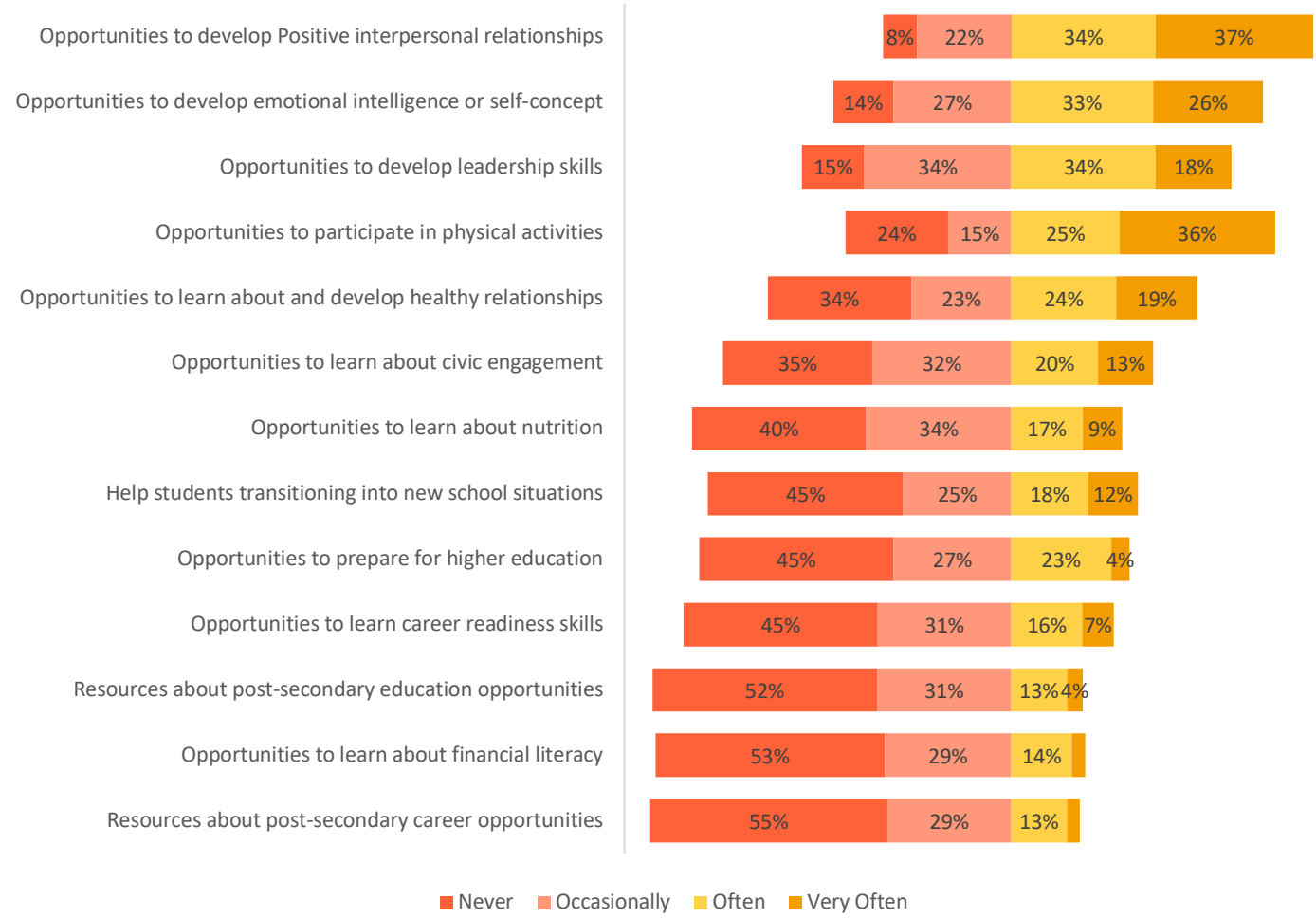
54% of staff reported that they offered targeted academic support for low performing students often or very often.

53% of staff reported that they offered academic tutoring or homework help often or very often.

Fewer than half (40% - 47%) of staff members reported that they provided academic supports for tested subjects often or very often.

Most (67% - 91%) staff reported that they never offered prevention supports.

Figure 11. Frequency of Enrichment Opportunities Provided by Staff



Source: UEPC 2017-18 Spring IGP Staff Survey

71% of staff reported that they offered opportunities to develop positive interpersonal relationships often or very often.

61% of staff reported that they offered opportunities to participate in physical activities.

53% of staff reported that they never offered opportunities to learn about financial literacy.

Overall, staff reports of providing enrichment supports were relatively low.

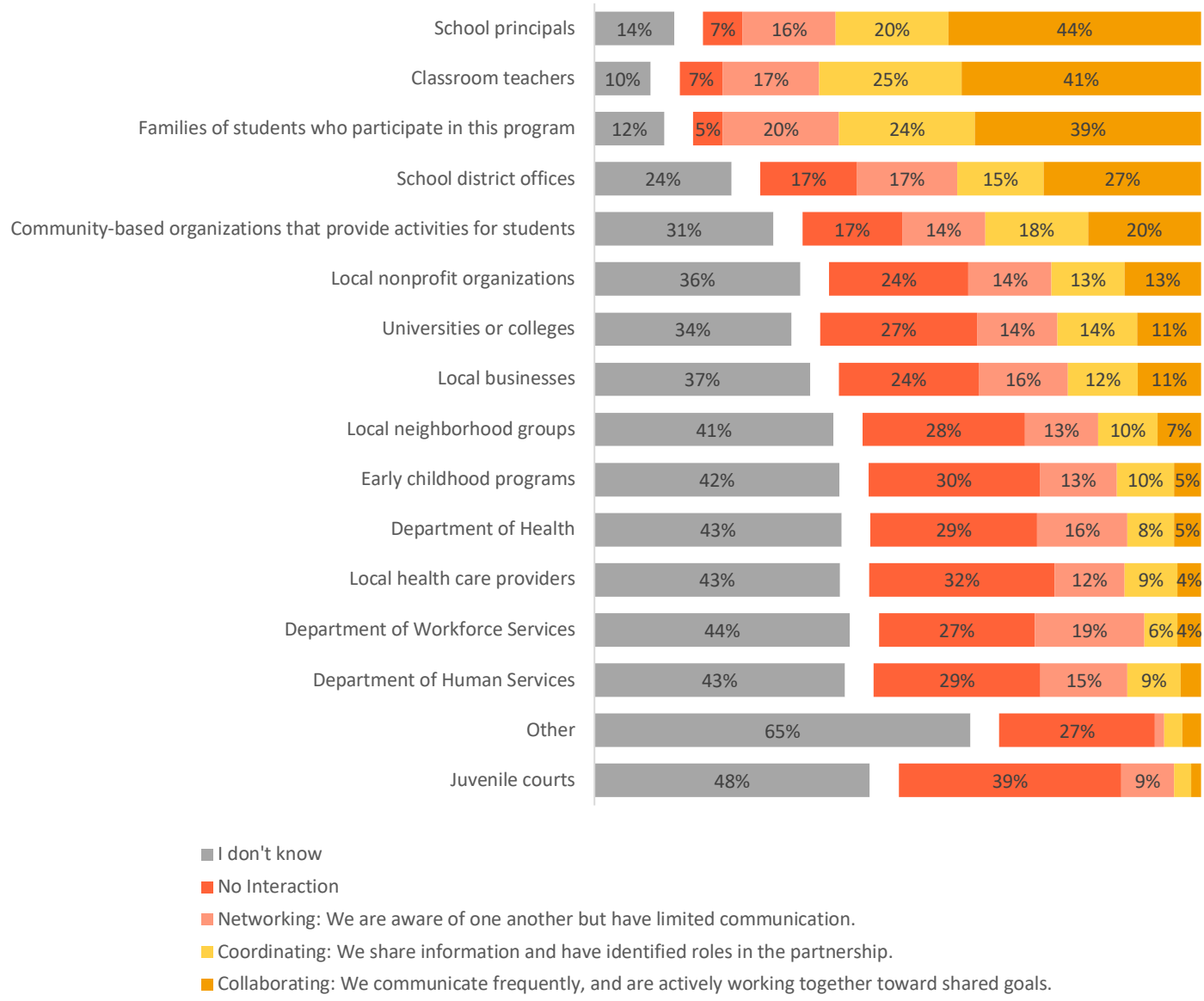
To what extent did the IGP programs partner with internal and external partners?

Summary of Key Findings

- 97% of staff reported that they interacted with school personnel, 85% interacted with or spoke to family members, and 55% interacted with external partners.
- Staff members reported moderately well-developed partnerships with school personnel, with 90% of staff in agreement that their programs collaborated with school personnel.
- 79% of staff agreed that their programs aligned activities with the school day curriculum and that they communicated directly with classroom teachers, school counselors, and/or principals. However 33% disagreed that their programs worked with classroom teachers to coordinate school day and afterschool lessons.
- Although 63% of staff reported that they talked about students' academic achievement often or every time they met with school day personnel, 24% of staff reported that they never discussed planning lessons that aligned with school day activities and content.
- Although 81% of staff members agreed that their program placed a high value on partnering with families, 35% disagreed that their programs offered training or PD to teach staff about effective family engagement.
- Staff reports of inviting families to participate were relatively low, with 51% never inviting families to volunteer in the program.
- Staff estimated more family engagement in program activities for which they invited families to participate than for activities for which they offered less frequent invitations.
- Of all possible partnerships, staff members reported that external partnerships were the least developed, with 31% - 44% of staff reporting that they did not know about external partnerships with specific external agencies and an average of 44% reporting that they did not know about program practices related to external partnerships.

To better understand who was responding to survey items about partnerships, we asked staff members whether or not they interacted with partners. We asked all staff members to respond to the partnership survey questions regardless of whether or not they reported interacting with partners. Almost all staff members (97%) reported that they interacted with school personnel, 85% interacted with or spoke to family members, and 55% interacted with external partners.

Figure 12. Partnership Collaborations



Source: UEPC 2017-18 Spring IGP Staff Survey

44% of staff reported that they were collaborating with school principals.

41% of staff reported that they were collaborating with classroom teachers.

39% of staff reported that they were collaborating with families.

39% of staff reported that their programs had no interaction with juvenile courts and **48%** did not know about partnerships with juvenile courts.

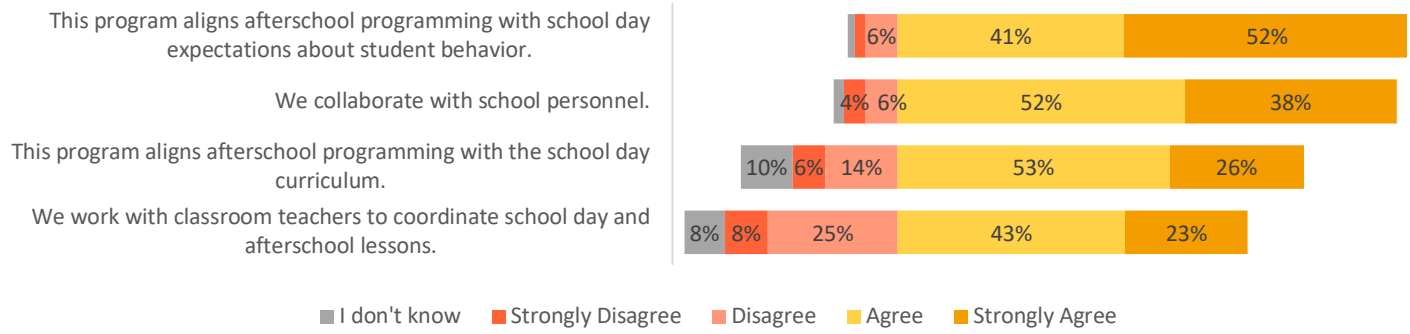
44% of staff did not know about partnerships with DWS.

43% of staff did not know about partnerships with DHS, health care providers, and DH.

Overall, staff reported relatively underdeveloped partnership collaborations.

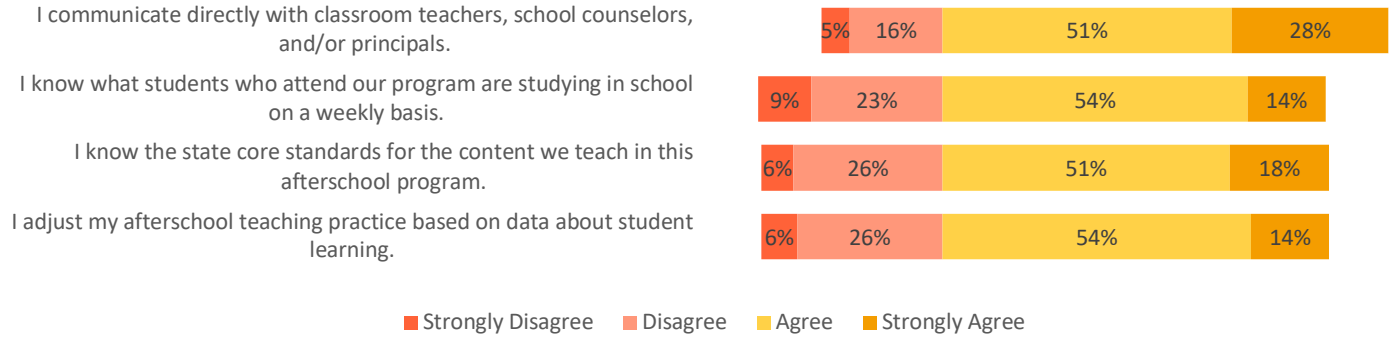
Partnerships with School Day Personnel

Figure 13. Alignment with the School Day



Source: UEPC 2017-18 Spring IGP Staff Survey

Figure 14. Partnering with School Day Personnel



Source: UEPC 2017-18 Spring IGP Staff Survey

- 82% of staff members agreed that their programs placed a high value on partnering with school personnel (figure not shown).

93% of staff agreed that their programs aligned programming with school day expectations about student behavior.

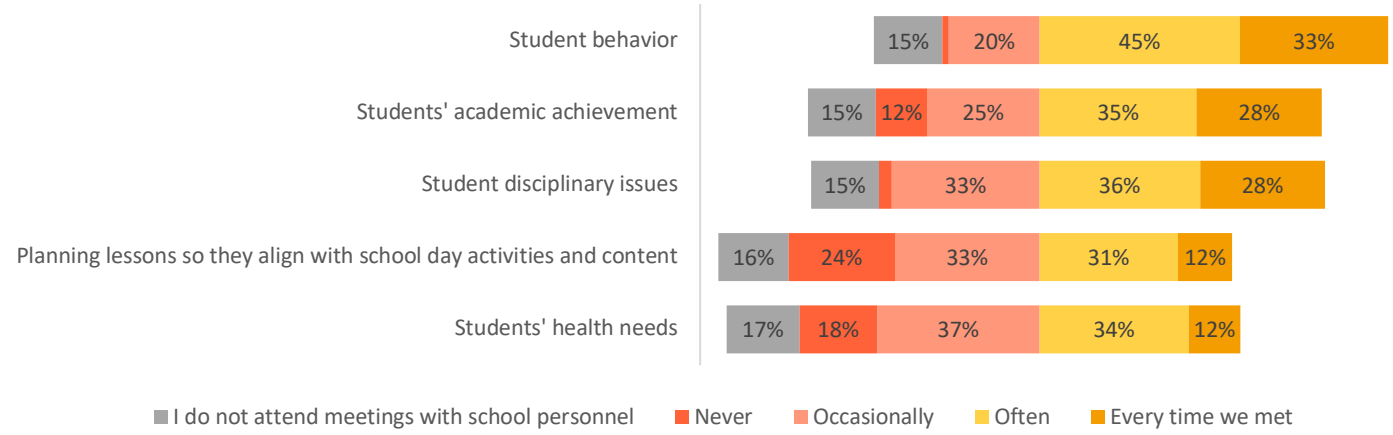
90% of staff agreed that their programs collaborated with school personnel.

79% of staff agreed that their programs aligned programming with the school day curriculum and that they communicated directly with classroom teachers, school counselors, and/or principals.

33% of staff disagreed that their programs worked with classroom teachers to coordinate school day and afterschool lessons.

32% of staff disagreed that they knew what participants were studying in school on a weekly bases, that they knew the state core standards for the content taught in their afterschool program, and that they adjusted their teaching practices based on data about student learning.

Figure 15. Frequency of Topics Discussed with School Day Personnel



Source: 2017-18 UEPC IGP Staff Surveys

78% of staff reported that they talked about student behavior with school day personnel often or every time they met.

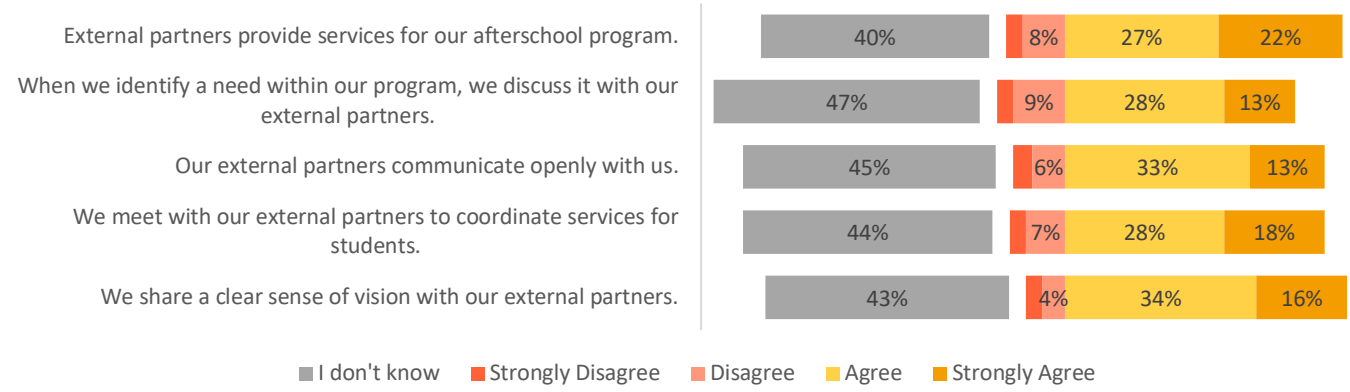
63% of staff reported that they talked about students' academic achievement with school day personnel often or every time they met.

24% of staff never discussed planning lessons so they align with school day activities and content.

On average, 16% of staff reported that they did not attend meetings with school personnel.

Working with External Partners

Figure 16. Program Practices for Working with External Partners



Source: UEPC 2017-18 Spring IGP Staff Survey

- 75% of staff members agreed that their program placed a high value on partnering with external agencies and organizations (figure not shown).

What have been the biggest benefits of working with external partners?

There were 94 staff responses to this question. Staff members most often mentioned funding and/or resource assistance as well as providing new opportunities for students, particularly opportunities they may not otherwise have access to, as being the two greatest benefits external partners provided. Staff also noted expanded student learning (as compared to school day learning) and staff assistance as other key contributions and benefits provided by partners. A summary of responses and frequency counts is available in Appendix A.

What suggestions do you have for improving external partnerships?

There were 80 staff responses to this question. Of those who provided suggestions, staff members most often mentioned increasing communication and collaboration between program staff and partners as key areas for improvement. They also suggested training for partners as well as programs making staff more aware of partnerships. Some staff members stated that improvements were not needed. A summary of responses and frequency counts is available in Appendix A.

50% of staff agreed that their programs shared a clear sense of vision with external partners.

49% of staff agreed that external partners provided services for their programs.

On average, 44% of staff reported that they did not know about external partnerships.

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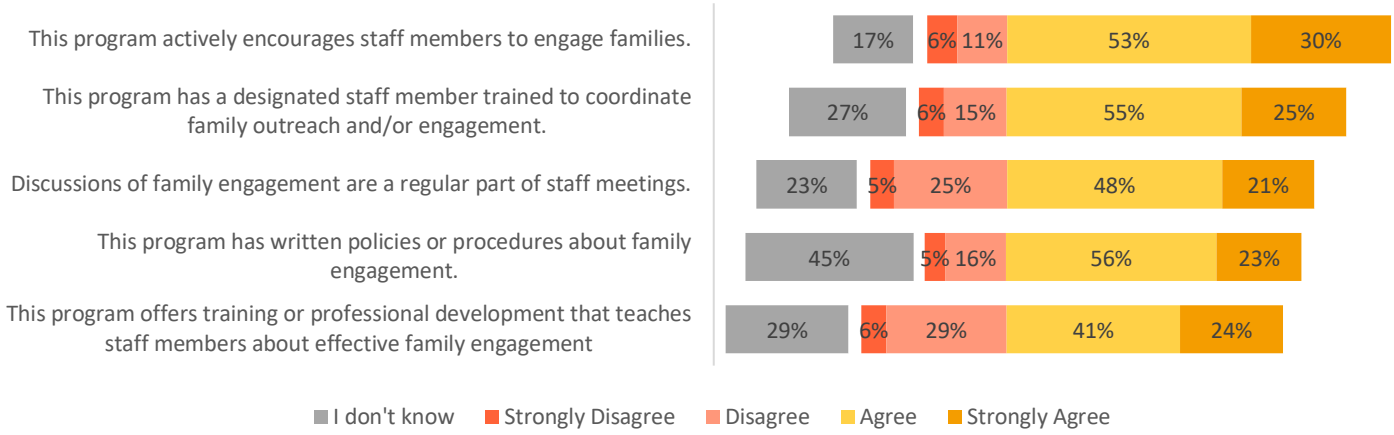
Partnering with Families

Figure 17. Program Practices for Working with Families



Source: UEPC 2017-18 Spring IGP Staff Survey

Figure 18. Frequency of Staff Members Inviting Families to Participate and Estimated Family Engagement

Program Activities	Frequency of personal invitations from staff members				Staff estimated family engagement*
	Never	Occasionally	Often	Very often	
Help plan program activities	60%	27%	8%	5%	18%
Volunteering in the program	51%	31%	13%	6%	21%
Visiting the program	36%	31%	22%	11%	34%
Attending activities or events	26%	29%	25%	20%	50%

Source: UEPC 2017-18 Spring IGP Staff Survey *This item set asked staff to estimate the % of families that engaged in each program activity.

- 81% of staff members agreed that their program placed a high value on partnering with families (figure not shown).

83% of staff agreed that their programs actively encouraged staff members to engage families.

80% of staff agreed that their programs had a designated staff member trained to coordinate family outreach and/or engagement.

45% of staff members reported that they invited family members to attend activities or events often or very often and staff estimated that **50%** of families attended

45% of staff reported that they did not know if their programs had written policies or procedures about family engagement.

35% of staff disagreed that their programs offered training or PD to teach staff about effective family engagement.

30% of staff disagreed that discussions of family engagement were a regular part of staff meetings.

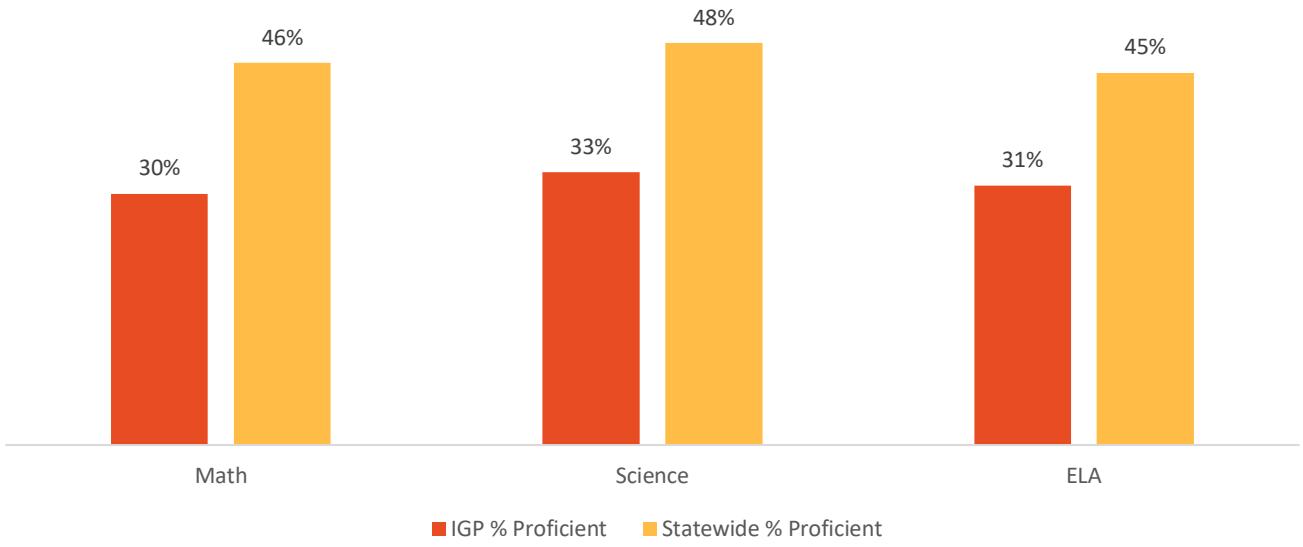
60% of staff members reported that they never invited families to help plan program activities and staff estimated **18%** of families helped plan program activities.

What were the math, science, and English language arts proficiency rates of IGP participants?

Summary of Key Findings

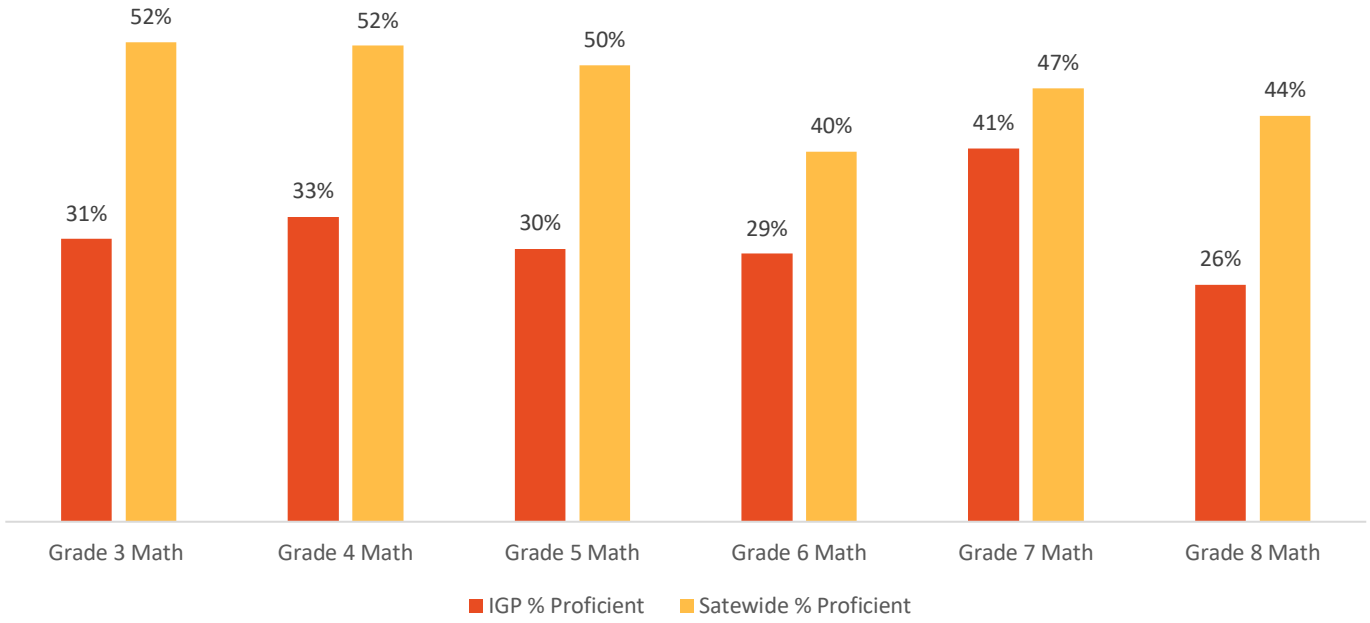
- The average proficiency rates of IGP participants were lower than the statewide averages for every grade in all tested subjects, suggesting that the IGP programs are serving students who may benefit the most from additional academic supports, such as those offered in the IGP afterschool programs.
- The average gap between the IGP and Statewide proficiency rates were between 14-16 percentage points.
- While the overall proficiency rates were lower among the participants in the IGP programs, there were some grade levels and subject areas in which the difference between the IGP and Statewide proficiency rates were smaller.
    - For example, the gaps between IGP and Statewide proficiency were smallest in Grade 7 Math (7 percentage points), Grade 6 Science (10 percentage points), and Grade 6 Language Arts (7 percentage points).

Figure 19. Overall Proficiency by Subject in Year 1 (2017-18)



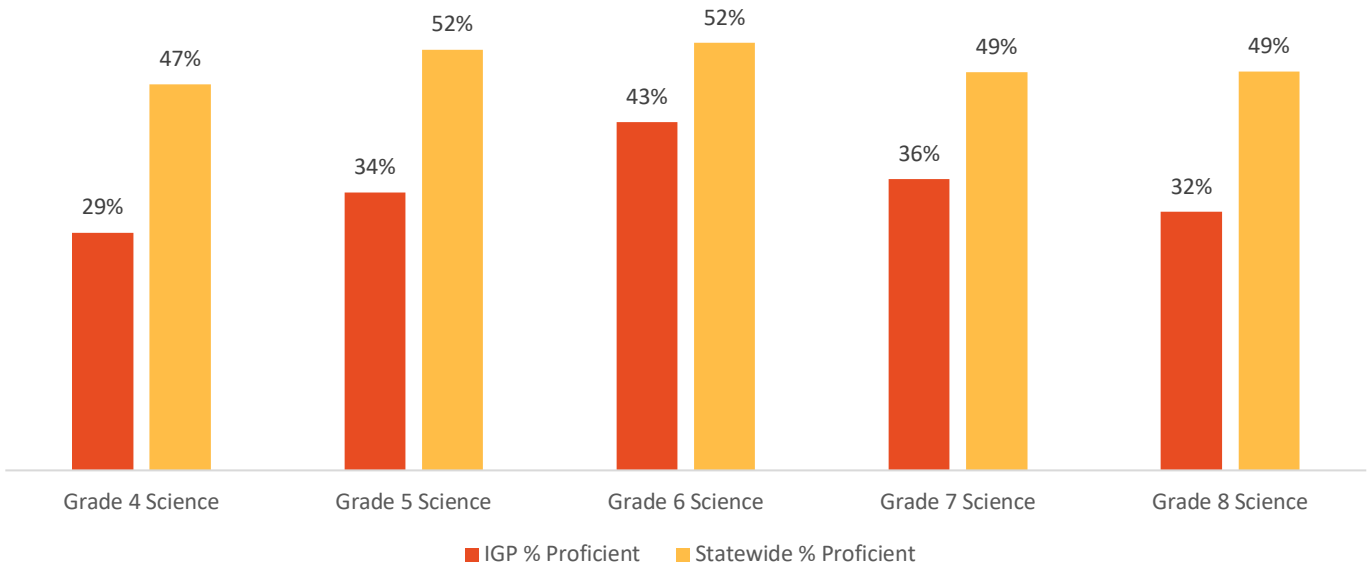
Sources: 2017-18 Participant Education Data and State Education Data.

Figure 20. Percent of Math Proficiency in Year 1 (2017-18)



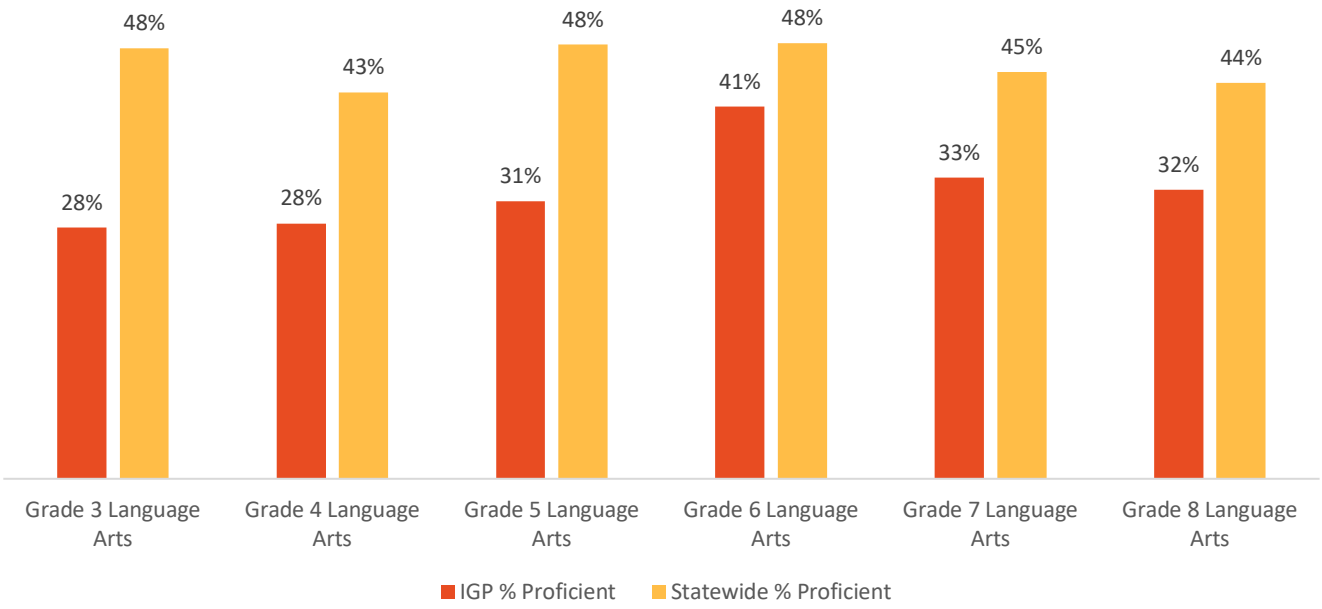
Sources: 2017-18 Participant Education Data and State Education Data.

Figure 21. Percent of Science Proficiency in Year 1 (2017-18)



Sources: 2017-18 Participant Education Data and State Education Data.

Figure 22. Percent of Language Arts Proficiency in Year 1 (2017-18)



Sources: 2017-18 Participant Education Data and State Education Data.

- The average difference between the IGP and Statewide proficiency was 16 percentage points for Math, 15 percentage points for Science, and 14 percentage points for Language Arts.

Average proficiency rates of IGP participants were lower than the statewide averages for every grade in all tested subjects.

- The gap between IGP and Statewide proficiency in Grade 7 Math was only 7 percentage points.
- The gap between IGP and Statewide proficiency in Grade 6 Science was only 10 percentage points.
- The gap between IGP and Statewide proficiency in Grade 6 Language Arts was only 7 percentage points.

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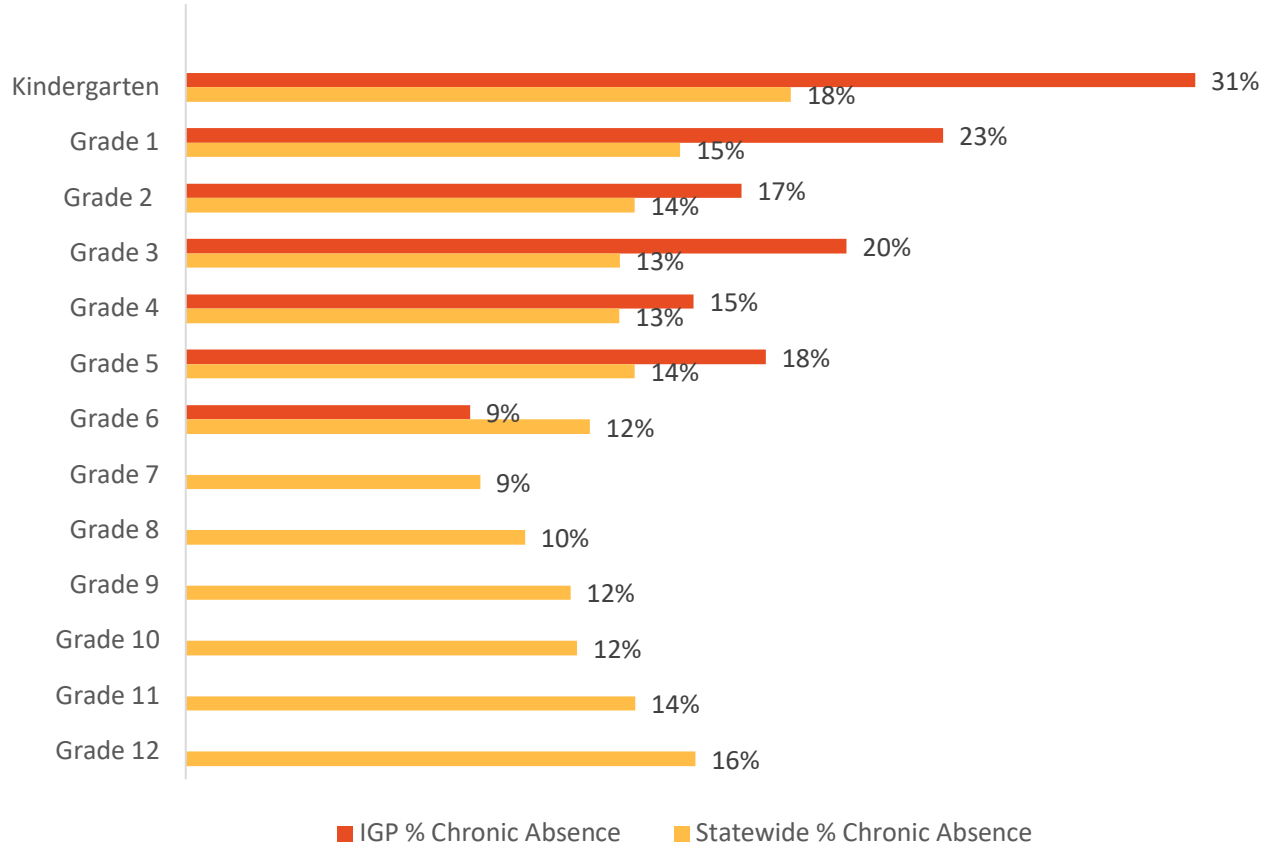
What were the chronic absence rates of IGP participants?

Summary of Key Findings

- The chronic absence rates for IGP participants were higher than the statewide percentages except in Grade 6, which was lower than that statewide rate.
- The gap was lowest between IGP participants and statewide percentages at 2nd, 4th, and 5th grades.
- Note that rates are not reported for n's lower than 10.

Figure 23. Chronic Absence Rates for IGP Participants and Statewide Students In Year One (2017-18)



Sources: 2017-18 Participant Education Data and State Education Data.

Note: IGP chronic absence rates for grades 7-12 are not reported here because the n sizes were below 10.

Chronic absence rates for IGP participants were highest among Kindergarten and 1st grade.

- The chronic absence rates for IGP participants were lowest in 6th grade.

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Was there a relationship between program participation and growth in DIBELS assessments? If so, what was this relationship?

This section describes program participation and DIBELS composite scores, and presents two sets of statistical analyses that used program participation to predict DIBELS scores. The first includes kindergarten through six grade students and is an ordinary linear regression analysis that used program participation to predict end of year (EOY) DIBELS scores, while controlling for beginning of year (BOY) DIBELS scores, gender, and grade level. The second includes grades three through six and is a multi-level, growth model that uses program participation to predict change in DIBELS scores from BOY to EOY. We separated these two sets of analyses by grade level because DIBELS scores are not scaled to examine within-year growth for BOY and EOY DIBELS scores for kindergarten through second grade.

Summary of Key Findings

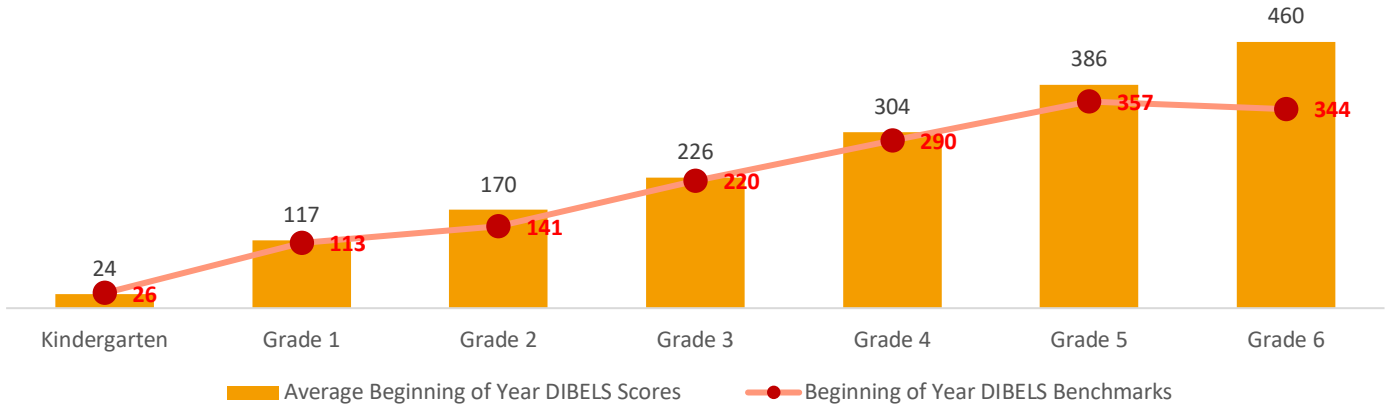
- Average end of year DIBELS scores were at or above benchmarks for all grades except grade one.
- There was a positive relationship between attending IGP afterschool programs and EOY DIBELS scores for kindergarten through six grade students. On average, students scored one point higher for every 10 days of program participation.
- There was a positive relationship between days of participating in ELA interventions and EOY DIBELS scores for kindergarten through six grade students. On average, students scored 1.4 points higher for every 10 days of ELA interventions.
- There was a positive relationship between attending IGP afterschool programs and change in DIBELS scores from the beginning of the year to the end of the year for third through six grade students. For every 10 days of program attendance, DIBELS scores increased by .8 of a point.
- There was a positive relationship between participating in ELA and change n DIBELS scores from the beginning of the year to the end of the year for third through six grade students. For every ten days of ELA participation, DIBELS scores increased by 1.2 point.
- There was a positive relationship between program attendance and EOY DIBLES scores for four of eight grantee organizations.
- There was a positive relationship between ELA interventions and EOY DIBELS scores for two of eight grantee organizations.

DIBELS Benchmarks

The creators of DIBELS assessment publish benchmark goals of DIBELS scores for each grade level and testing period (beginning of year, middle of year, and end of year). Benchmark goals increase as the year progresses. Teachers can use benchmark goals to identify satisfactory literacy development and to identify students who may need additional support.

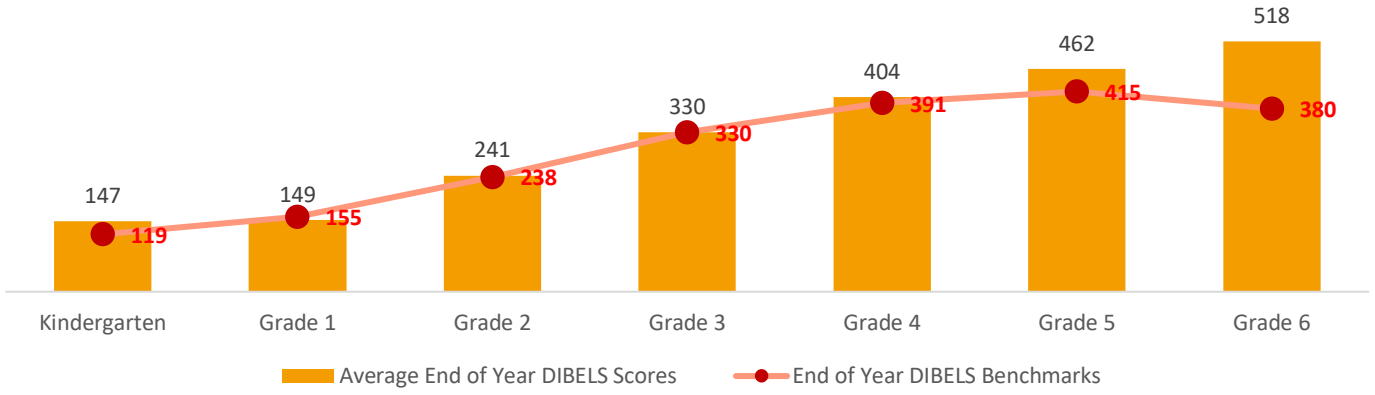
Figure 24 shows the average composite benchmark beginning of year scores and the average composite beginning of year scores of IGP participants by grade. Similarly, Figure 25 shows benchmark end of year scores and the composite end of year scores. Average end of year DIBELS scores were at or above benchmarks for all grades except grade one.

Figure 24. Beginning of Year Average DIBELS Scores and Benchmarks for IGP Participants



Sources: 2017-18 Participation Data and DIBELS Scores

Figure 25. End of Year Average DIBELS Scores and Benchmarks for IGP Participants

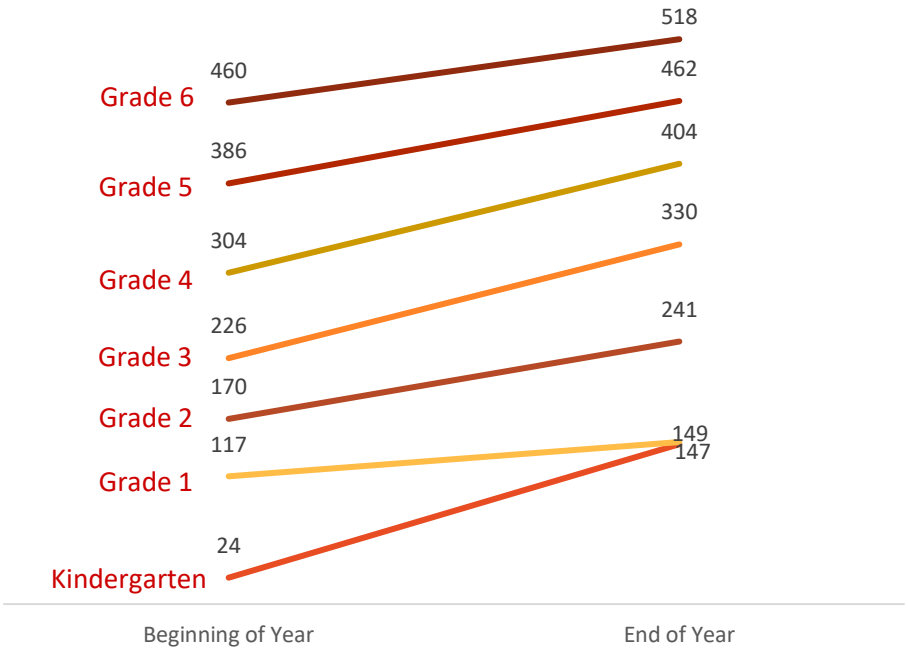


Sources: 2017-18 Participation Data and DIBELS Scores

Program Participation and Change in DIBELS Scores for Students in Kindergarten through Grade Six

Figure 26 shows mean DIBELS composite scores for beginning of year and end of year DIBELS assessments for students in kindergarten through sixth grade. Table 20 shows the number of IGP participants who matched with DIBELS data for each grade level and who were included in an analysis that examined the relationship of IGP afterschool program participation and end EOY DIBELS scores.

Figure 26. Average DIBELS Composite Scores of IGP Participants



Sources: 2017-18 Participation Data and DIBELS Scores

Table 20. Program Attendance by Grade Level for IGP Students with DIBELS Scores

Grade	Number of Participants	Median Days Attended	Mean Days Attended	SD
Kindergarten	134	111	99.2	56.69
Grade 1	307	68	72.7	53.43
Grade 2	317	71	76.8	51.90
Grade 3	329	76	76.1	53.67
Grade 4	287	82	78.5	52.77
Grade 5	315	61	65.5	52.36
Grade 6	166	29	49.5	50.25
Total	**1,855**	**71**	**74.0**	**53.01**

Sources: 2017-18 Participation Data and matched DIBELS data

To understand the relationship between program participation and EOY DIBELS scores for students in kindergarten through sixth grade, we used the number of program attendance days to predict EOY DIBELS

scores, while controlling for BOY DIBELS scores, gender, grade level. Table 21 shows that there was a significant relationship between program attendance and EOY DIBELS scores. On average, students scored one point higher for every 10 days of program participation. Table 22 shows that there was a significant relationship between days of participating in English language arts interventions and EOY DIBLES scores, when controlling for BOY, gender, and grade level. On average, students scored 1.4 points higher for every 10 days of ELA participation. See Appendix C for more detailed information on participation and DIBELS scores, including analyses for each grantee.

The model is shown below:

EOY = V0 + V1*(BOY) + V2*(GENDER) + V3*(GRADE) + V4*(DAYSATTENDED) + E

Table 21. The Relationship of Program Attendance and EOY DIBELS Scores

EOY	Coefficient	Standard Error	T ratio	p
Intercept	66.396	4.23	15.68	<0.001
BOY	.909	0.01	69.34	<0.001
Gender	3.418	2.99	1.14	0.253
Grade Level	8.144	1.26	6.46	<0.001
Days of Attendance	**0.101**	**0.03**	**3.70**	**<0.001***

N = 1,855 *statistically significant (p<.05)
Sources: 2017-18 Participation Data and DIBELS Scores

Table 22. The Relationship of Participation in ELA Interventions and EOY DIBELS Scores

EOY	Coefficient	Standard Error	T ratio	p
Intercept	62.681	4.45	14.10	<0.001
BOY	.919	.014	66.92	<0.001
Gender	3.132	3.13	1.00	.318
Grade Level	8.860	1.30	6.79	<0.001
Days of ELA	**.137**	**.04**	**3.86**	**<0.001***

N = 1,687 *statistically significant (p<.05)
Sources: 2017-18 Participation Data and DIBELS Scores

Program Participation and Change in DIBELS Scores for Students in Grades Three through Six

Kindergarten, first, and second grade students are excluded from this analysis because DIBELS composite scores for those grades are not scaled to be used as a measure of within-year growth. Table 23 shows results of an analysis that predicted change in BOY to EOY DIBELS scores based on the number of days students attended IGP programs, controlling for grade level and gender. There was a significant relationship between number of days students attended the IGP program and change in DIBELS scores. For every 10 days of program attendance, DIBELS scores increased by .8 points. Similarly, Table 24 shows that there was also a significant relationship between the number of days students received English language arts interventions and change in DIBELS scores. For every ten days of ELA interventions, DIBELS scores increased by 1.2 points. See Appendix C for more detailed information on these analyses.

We used the following model to predict growth on DIBELS scores based on IGP program attendance for student in grades three through six:

Level-1 Model

Y = P0 + P1*(BOY and EOY) + R

Level-2 Model

P0 = B00 + B01*(GENDER) + B02*(GRADE) + U0

P1 = B10 + B11*(DAYSATTENDED)

Table 23. Relationship of Program Attendance and Change in DIBELS Scores (grades 3 – 6)

Fixed Effect	Coefficient	Standard Error	T ratio	df	*p*
Intercept	6.957	16.70	0.42	1,094	0.677
Gender	32.109	7.78	4.13	1,094	<0.001
Grade	70.811	3.69	19.19	1,094	<0.001
BOY and EOY	88.009	1.88	46.80	1,095	<0.001
Days of Attendance	**0.083**	**0.03**	**2.44**	**1,095**	**0.015***

*statistically significant (p<.05)

Sources: 2017-18 Participation Data and DIBELS Scores

Table 24. Relationship of Participation in ELA Interventions and Change in DIBELS Scores (grades 3 - 6)

Fixed Effect	Coefficient	Standard Error	T ratio	df	*p*
Intercept	3.428	18.9	.19	950	.850
Gender	34.260	8.39	4.09	950	<0.001
Grade	69.843	4.08	17.10	950	<0.001
BOY and EOY	91.586	2.00	45.87	951	<0.001
Days of ELA Participation	**0.124**	**.05**	**2.70**	**951**	**.008***

*statistically significant (p<.05)

Sources: 2017-18 Participation Data and DIBELS Scores

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CONSIDERATIONS FOR IMPROVEMENT

This evaluation report addresses the first year (2017-18) of a new IGP afterschool programs grant cycle. The following tables summarize key findings presented throughout this report and provide considerations for improvement. The findings are summaries of the areas of success and opportunities for improvement. In order to make the most of the findings summaries, we encourage readers to carefully review the results section. The considerations for improvement represent actions that state and program level administrators might consider in order to maximize IGP afterschool program outcomes.

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

Summary of Findings	To Improve Staff Preparedness
• 59% of staff members had three or more years of professional experience working with youth, but 54% were in their first year working within their IGP programs. • 82% of staff members reported that they received PD. Among the 18% who did not receive PD, 63% identified themselves as classroom teachers. • Most staff members who received professional development reported that they found it useful • For many PD items in the staff survey, about one-third reported that receiving PD was applicable to their roles, but that they did not receive PD. This was true for key academic subjects such as math, English language arts, and science, as well as all items related to working with school day personnel and family engagement. • Fewer than half (27% - 49%) of staff members reported that they received useful PD for providing academic support to students, family engagement, and working with school personnel. • 80% of staff members reported that they received about the right amount of PD, but 18% felt that they did not receive enough. • Nineteen percent of staff reported that they had unanswered questions about their jobs. • The majority of staff members reported that they found their jobs rewarding (95%) and felt supported by their supervisors (94%).	**State Level Considerations** • Increase state level support and coordination for PD that aligns with the greatest needs as identified in the fall staff survey. • Work with partners (e.g., universities, non-profits, other programs) to develop creative ways to establish a pool of highly qualified afterschool staff. • Conduct an audit of current PD content and delivery. Collaborate with the UAN to use grantee and program level survey results to design and implement additional opportunities for IGP specific PD. • Communicate to grantees the importance of all staff members receiving high quality PD that aligns with the needs of IGP students. **Program Level Considerations** • Continue to hire well-educated and experienced staff. • Use fall staff survey results to plan and implement PD. • Ensure that staff members receive PD that aligns with their roles and responsibilities. • Ensure that staff members receive training that focuses on serving students and families affected by poverty. • Differentiate PD for staff members with varied roles and responsibilities. • Ensure that all staff members are inviting families to participate and that they understand the importance of doing so. • Continue to offer support and resources to maintain high levels of job satisfaction among staff teams.

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To what extent did students receive academic services and supports?

Summary of Findings	To Improve Afterschool Program Quality
• Reported average program attendance was relatively low, with 44% of students attending fewer than 30 days. • Most students participated in English language arts interventions (82%) and math interventions (79%), but participation in science interventions was notably lower (53%). • On average, 36% of staff members reported that they never provided English language arts, math, and science lessons. • About half of staff members reported that they offered targeted academic support for low performing students often or very often (54%) and provided academic tutoring or homework help often or very often (53%). • Most staff (67% - 91%) reported that they never offered prevention supports. • 71% of staff reported that they offered opportunities to develop positive interpersonal relationships often or very often, but overall, staff reports of providing enrichment supports were relatively low.	**State Level Considerations** • Continue to promote a 30-day attendance minimum as a standard program dosage. Support program recruiting efforts. • Consider setting minimum intervention expectations for academic and enrichment supports. • Communicate to grantees the importance of providing academic supports and program activities that promote academic success in tested subjects. • Provide resources for implementing academic supports • Work with programs to match staff training with desired interventions. **Program Level Considerations** • Work with school personnel, families, and students to increase program attendance rates. Set attendance and participation goals; ensure that students receive a minimum of 30 attendance days. • Continue to provide academic supports and program activities that promote academic success. Look for ways to increase and expand opportunities for providing academic support. • Determine the extent to which your program should increase prevention related supports for students and increase prevention support if appropriate. • Train staff teams to provide students with ongoing academic supports and ensure that all students participate in both academic and enrichment supports.

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To what extent do the IGP programs partner with internal and external partners?

Summary of Findings	To Improve and Expand Partnerships
• 97% of staff reported that they interacted with school personnel, 85% interacted with or spoke to family members, and 55% interacted with external partners. • Staff members reported moderately well-developed partnerships with school personnel, with 90% of staff in agreement that their programs collaborated with school personnel. • 79% of staff agreed that their programs aligned activities with the school day curriculum and that they communicated directly with classroom teachers, school counselors, and/or principals. However 33% disagreed that their programs worked with classroom teachers to coordinate school day and afterschool lessons. • Although 63% of staff reported that they talked about students' academic achievement often or every time they met with school day personnel, 24% of staff reported that they never discussed planning lessons that aligned with school day activities and content. • Although 81% of staff members agreed that their program placed a high value on partnering with families, 35% disagreed that their programs offered training or PD to teach staff about effective family engagement. • Staff reports of inviting families to participate were relatively low, with 51% never inviting families to volunteer in the program. • Staff estimated more family engagement in program activities for which they invited families to participate than for activities for which they offered less frequent invitations. • Of all possible partnerships, staff members reported that external partnerships were the least developed, with 31% - 44% of staff reporting that they did not know about external partnerships with specific external agencies and an average of 44% reporting that they did not know about program practices related to external partnerships.	**State Level Considerations** • Continue to emphasize the importance of partnering with school personnel, external partners, and families. • Coordinate with programs to ensure that staff have the training and preparation to engage with all types of partners. • Convene meetings with grantees and representatives from key government agencies to promote partnerships. **Program Level Considerations** • Increase collaborations and partnerships with families and external partners, especially government agencies. • Train staff to invite families to participate in the program and provide opportunities that make engaging with the program highly accessible to families. • Train staff to work closely with families, to understand their needs, and to provide effective opportunities for family engagement. • Through continued collaboration with school personnel, ensure that afterschool programming aligns with school day activities. Place additional attention on aligning afterschool programming with school day experiences and content. • Make staff members aware of external partners and the role they play within programs.

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What were the math, science, and English language arts proficiency rates of IGP participants?

Summary of Findings	To Improve Proficiency Rates
• The average proficiency rates of IGP participants were lower than the statewide averages for every grade in all tested subjects, suggesting that the IGP programs are serving students who may benefit the most from additional academic supports, such as those offered in the IGP afterschool programs. • The average gap between the IGP and Statewide proficiency rates were between 14-16 percentage points. • While the overall proficiency rates were lower among the participants in the IGP programs, there were some grade levels and subject areas in which the difference between the IGP and Statewide proficiency rates were smaller. • The gaps between IGP and Statewide proficiency were smallest in Grade 7 Math (7 percentage points), Grade 6 Science (10 percentage points), and Grade 6 Language Arts (7 percentage points).	**State Level Considerations to Improve Academic Outcomes** • Identify effective, evidence-based academic interventions and programs across the state and share with IGP programs. • Continue to emphasize the importance for IGP program administrators and staff to align their academic content and interventions with those of the school day. • Continue to emphasize the importance for IGP program administrators and staff to communicate regularly with school day teachers regarding the specific academic needs and interventions for students within the program. **Program Level Considerations to Improve Academic and Attendance Outcomes** • Continue to use student learning data to identify areas for targeted supports and evidence-based interventions. • Ensure that a system is in place to promote frequent communication with school administrators and teachers regarding academic content, student achievement, and attendance patterns.

What were the chronic absence rates of IGP participants?

Summary of Findings	To Decrease Chronic Absences
• The chronic absence rates for IGP participants were higher than the statewide percentages except in Grade 6, which was lower than that statewide rate. • The gap was lowest between IGP participants and statewide percentages at 2nd, 4th, and 5th grades. • Note that rates are not reported for grades 7-12 because the n sizes were lower than 10.	**State Level Considerations to Improve Attendance Outcomes** • Identify effective, evidence-based school attendance strategies and programs across the state and share with IGP programs. • Continue to emphasize the importance for IGP program administrators and staff to communicate regularly with school day administrators and teachers regarding student attendance patterns and possible attendance incentives for students within the program. **Program Level Considerations to Improve Academic and Attendance Outcomes** • Ensure that a system is in place to promote frequent communication with school administrators and teachers

	regarding academic content, student achievement, and attendance patterns. • Inquire about any existing attendance programs and incentives within the school and communicate with students and families of your program about these incentives. As you develop relationships with students and family members, consider using the Attendance Works website for tools and resources. www.attendanceworks.org

Was there a relationship between program participation and growth in DIBELS assessments for the 2017-18 academic year? If so, what was this relationship?

Summary of Findings	To Improve DIBELS Scores
• Average end of year DIBELS scores were at or above benchmarks for all grades except grade one. • There was a positive relationship between attending IGP afterschool programs and EOY DIBELS scores for kindergarten through six grade students. On average, students scored one point higher for every 10 days of program participation. • There was a positive relationship between days of participating in ELA interventions and EOY DIBELS scores for kindergarten through six grade students, such that. On average, students scored 1.4 points higher for every 10 days of program participation. • There was a positive relationship between attending IGP afterschool programs and change on DIBELS scores from the beginning of the year to the end of the year for third through six grade students. For every 10 days of program attendance, DIBELS scores increased by .8 of one point. • There was a positive relationship between participating in ELA and change on DIBELS scores from the beginning of the year to the end of the year for third through six grade students. For every ten days of ELA participation, DIBELS scores increased by 1.2 point. • There was a positive relationship between program attendance and EOY DIBLES scores for four of eight grantee organizations. • There was a positive relationship between ELA participation and EOY DIBELS scores for two of eight grantee organizations.	**State Level Considerations** • Provide ongoing support for programs to identify and implement effective literacy development strategies. • Provide additional support for grantees who did not see positive results from the DIBELS analyses. For example, share best practices from successful grantees through peer to peer mentoring. **Program Level Considerations** • Connect staff to PD opportunities that will support literacy development among students. • Partner with school-day personnel to create and implement targeted interventions. • Continue to monitor student progress throughout the academic year, setting and tracking appropriate goals for improving literacy development. • Ensure that students are receiving a maximum number of high quality literacy interventions.

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APPENDIX A: Staff Survey Open-ended Items Response Summary

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

1) Professional Development
2) Greatest successes
4) Additional Support Needed
5) Program Quality
6) External Partner Benefits
7) Suggestions for Improving External Partnerships
8) Suggestions for Improving Family Partnerships

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

There was a total of 91 staff responses to this question.

Students' Academic Needs	N
General support for students' academic performance	9
Working with students with specific needs	8
School curriculum e.g., common core	3
Teaching strategies e.g., differentiation	2
Strategies for teaching 21st century skills	1
Techniques for homework help	1

Students' Social Emotional Needs	N
Improving classroom management	19
Addressing social, emotional, and mental health needs of students	12
Building meaningful relationships	4
Building student-to-student relationships	3
Engaging students	3
Strategies for teaching personal development skills	1

Programmatic	N
Working with diverse student groups	15
Delivering STEM programming	5
More information/improving programs and activities	4
College and career readiness info	3
Improving athletic/physical activities	3
Integrating art	2
Creating positive environment	1

Operations and Personnel	N
Prevention training	7
Crisis management training	2
Retaining and developing staff	2

Formal teacher or other job preparation or training	1
Financial training, e.g., fundraising techniques	1
Health and safety training	1
Leadership training for supervisors	1
Technology focused training	1
Using data for evaluation	1

Developing and Sustaining Partnerships	**N**
Partnership with day school	12
Involving parents and family	7
More or better community partnerships	1

Other	**N**
None required	8
Any professional development	2

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

There were 127 staff responses to this question.

Working with Students	**N**
Seeing students succeed and grow	27
Helping to improve student academic performance	21
Building meaningful relationships with students	18
Engaging and helping students	11
Effective behavior management	9
Fostering social development and social interactions	8
Helping students realize success in a final product	5
Developing engaging and interactive activities and classes	4
Exposing students to offsite and new experiences	3
Helping students with homework	3
Preparing students for future endeavors	3
Empowering student leadership and student choice	1
Seeing students grow in desire to learn	1
Seeing students have fun and feel like they belong	1
Supporting students linguistically	1

Staff Growth	**N**
Professional growth and development	5
Taking on more responsibility	2
Building relationships with staff	1
Facilitating team building	1
Making it through	1

Programmatic	N
Obtaining resources	3
Providing a positive program environment	2
Improving program structure and compliance to standards	1

Partnerships	N
Developing community relationships	2
Working with parents	2

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

There were 107 staff responses to this question.

Programmatic	N
More and better resources	12
Improved facilities including storage space	4
More funding	4
Sessions on college preparation	2
Smaller group sizes	2
Greater variety of classes	1
More physical activities and lessons on health	1
General support	1
Greater advertisement of program	1
More and better food	1

Professional development for supporting student needs	N
Classroom management training	5
Common core training and curricular support	4
Addressing emotional and developmental needs of students	3
General professional development opportunities	3
Lesson plans and ideas for activities	3
Additional academic support for students	2
More content or program specific professional development	2
Working with diverse student populations	2
How to fill out student assessments	1

Staff and operations	N
Need more staff and volunteers	11
Clarified goals and expectations	7
Improved communication	5
Administration and leadership need to provide more support and feedback to staff	4
More stability e.g., stable student enrollment, stable staff, stable funding	3
Need for stronger leaders	2
More and better organization	2
Need more collaboration among staff	2

Need more high-quality staff	2
Handling emergencies and crises	1
More prep time	1
More time	1
Streamlined processes	1

Collaboration and partnerships	N
Collaboration with schools	15
More parental involvement	2

Other	**N**
None required	23

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

There were 110 staff responses to this question.

Personnel and Relationships	**N**
Additional staff and leadership or less students	9
Higher and clearer expectations for staff	6
More staff meetings and communication	4
Increased family engagement	2
More qualified and reliable staff and volunteers	2
Staff retention and stability	2
Hire support staff for staff	2
Encouraging staff to change attitudes	1
Higher pay for staff	1

Programmatic	**N**
More communication between day and after school	15
Clear and rigorous expectations and rules for students	3
Focused goals and curriculum	3
More organization	3
More prevention activities and programs	2
Student surveys and use of student Input	2
Access to student data and use of student data	1
Following standards and systems	1
More focus on homework help	1
More or better community partnerships	1
More student enrollment	1
Provide student transportation	1
Staff surveys and use of staff input	1

Resources	**N**
More diverse activities	8
More professional development	7
Academic and behavioral interventions	6

Strategic student grouping	5
Additional funding	3
More or better food	3
More technology	3
Incentives for students	3
Allow flexible use of funding	2
More or better facilities	2
More resources	2
Individual time with students	2
More student empowerment and leadership	2
More student-centered activities	2
Reevaluating how funding is allocated	1
Additional learning and curricular resources	1
Art integration	1
More or better field trips	1
More time with students	1
More understanding of students and their specific needs	1

General	**N**
None	20

What have been the biggest benefits of working with external partners?

There were 94 staff responses to this question.

Student Focused	**N**
New opportunities for students	15
Expanded student learning	10
Providing fun activities for students	8
Student engagement	4
Rewards for students	3
Developing relationships with students	1
Youth development	1

Staff	**N**
Staff assistance	10
Mentors/Tutors	5
Guest artists/mentors	3
Volunteers with specialized knowledge and skills	2

Programmatic	**N**
Funding/Resource Assistance	15
Networking	7
Program support	4

Improving afterschool programming	2
Overall positive experience	1
Student behavioral support	2
Accommodate more students	1
Coordinating with school administration	1

Community	**N**
Connecting students to their community	5
New opportunities for families	3

What suggestions do you have for improving external partnerships?

There were 80 staff responses to this question.

Student Focused	**N**
Increased student-community connections	3
More activities for students	1
More opportunities for students	1

Partner Relations	**N**
Improved communication	9
Improved collaboration	8
Increased awareness of partnerships	5
More well-matched partners	3
Better understanding of partner availability and capacity	2
Collaborate with school day staff	1
Establishing shared goals	1
Increased partner commitment	1
More meetings	1
Partner with library and museums	1
Shared goal setting	1

Programmatic	**N**
Training for partners	5
More partners	4
Increased partner involvement	3
More networking	3
Increased resources	2
Continue the afterschool program	1
Improved partner selection process	1

Improved payment processes for partners	1
More appreciation for partners	1
More efficient volunteer process	1
More events	1
More time	1

General	N
None	13

What suggestions do you have for improving family partnerships?

There were 64 staff responses to this question.

Communication	N
Increase communication	11
Increase advertising	6
Improve communication	5
Create opportunities to elicit parent input	4

Create additional ways to engage families	N
Invite parents to volunteer and participate	11
Invite families to events and meetings	9
Training on how to engage families	4
Meet families' needs	3
Incentives	1
Let parents know they are welcome	1
Require parents to engage	1

Programmatic	N
Additional prep time	1
Additional staff	1
More STEM	1

Other	N
Nothing additional	9
It's just the way it is: parents are not involved	6
I don't know	4
Parents are already supportive	2

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APPENDIX B: Student Proficiency and Chronic Absence Rates

UEPC evaluators used matched participation data and student education data to calculate proficiency and chronic absence rates. We used the following procedures and data cleaning rules:

- When a student had multiple records in the same year, we applied the following rules:
  - Race and grade level were reported as missing if records were different.
  - The student record with the highest score was used if there were multiple test scores recorded for a single student.
  - The student record with the highest total membership was reported if there were multiple membership day totals recorded.
- IGP participants are included in statewide totals.
- We identified students as chronically absent if they missed school at least 10% of their total membership days and had at least 60 total calendar days of enrollment.
- The tables in this appendix provide additional detail about the number of students represented in Figure 19 through Figure 22 the report.

Figure 27. Student Proficiency by Subject Year One (2017-18)

	IGP			Statewide		
Subject	**N**	**Proficient (N)**	**IGP % Proficient**	**N**	**Proficient (N)**	**Satewide % Proficient**
Math	1,822	552	30%	374,664	172,678	46%
Science	1,561	514	33%	332,571	161,193	48%
ELA	1,901	595	31%	370,741	166,513	45%

Sources: 2017-18 Participant Education Data and State Education Data.

Table 25. Math Proficiency Rates for IGP Participants and Statewide Students in Year 1 (2017-18)

	IGP			Statewide		
Grade Level	**N**	**Proficient (N)**	**Proficient (%)**	**N**	**Proficient (N)**	**Proficient (%)**
Grade 3 Math	348	107	31%	48,301	25176	52%
Grade 4 Math	380	126	33%	49,137	25443	52%
Grade 5 Math	418	124	30%	48,884	24277	50%
Grade 6 Math	199	58	29%	46,917	18883	40%
Grade 7 Math	133	54	41%	43,697	20601	47%
Grade 8 Math	163	42	26%	43,603	19251	44%
Secondary Math I	87	14	16%	44,410	18589	42%
Secondary Math II	76	11	14%	39,819	15036	38%
Secondary Math III	18	16	89%	9,896	5422	55%
Total	1,822	552	30%	374,664	172,678	46%

Sources: 2017-18 Participant Education Data and State Education Data.

Table 26. Science Proficiency Rates for IGP Participants and Statewide Students in Year 1 (2017-18)

	IGP			Statewide		
Grade Level	**N**	**Proficient (N)**	**Proficient (%)**	**N**	**Proficient (N)**	**Proficient (%)**
Grade 4 Science	381	111	29%	49,271	23,307	47%
Grade 5 Science	420	143	34%	49,080	25,313	52%
Grade 6 Science	199	85	43%	47,080	24,655	52%
Grade 7 Science	168	60	36%	45,502	22210	49%
Grade 8 Science	199	63	32%	44,905	21,951	49%
Biology	95	41	43%	42,152	18,276	43%
Chemistry	n<10	n<10	-	18,605	9,686	52%
Earth Science	n<10	n<10	-	22,598	9,675	43%
Physics	94	n<10	-	13,378	6,120	46%
Total	1561	514	32.93%	332,571	161,193	48%

Sources: 2017-18 Participant Education Data and State Education Data.

Table 27. English Language Arts Proficiency Rates for IGP Participants and Statewide Students in Year 1 (2017-18)

	IGP			Statewide		
Grade Level	**N**	**Proficient (N)**	**Proficient (%)**	**N**	**Proficient (N)**	**Proficient (%)**
Grade 3 Language Arts	349	97	27.79%	48,346	23,044	48%
Grade 4 Language Arts	382	108	28.27%	49,307	21,105	43%
Grade 5 Language Arts	410	126	30.73%	48,990	23,554	48%
Grade 6 Language Arts	199	82	41.21%	47,060	22,710	48%
Grade 7 Language Arts	165	55	33.33%	45,367	20,420	45%
Grade 8 Language Arts	200	64	32%	44,751	19,610	44%
Grade 9 Language Arts	95	24	25.26%	43,722	18,116	41%
Grade 10 Language Arts	101	39	38.61%	40,952	17,092	42%
Total	1,901	595	31.3%	368,495	166,513	45%

Sources: 2017-18 Participant Education Data and State Education Data.

Table 28. Chronic Absence Rates for IGP Participants and Statewide Students In Year One (2017-18)

	IGP			Statewide		
Grade Level	**N**	**Chronic Absence (N)**	**Chronic Absence (%)**	**N**	**Chronic Absence (N)**	**Chronic Absence (%)**
Kindergarten	262	82	31%	48058	8853	18%
Grade 1	332	77	23%	50280	7567	15%
Grade 2	334	57	17%	50878	6951	14%
Grade 3	361	73	20%	52075	6880	13%
Grade 4	399	62	15%	53418	7053	13%
Grade 5	438	78	18%	53727	7340	14%
Grade 6	205	18	9%	52244	6424	12%
Grade 7	176	n<10	-	50984	4567	9%
Grade 8	214	n<10	-	50625	5226	10%
Grade 9	100	n<10	-	49332	5775	12%
Grade 10	118	n<10	-	47840	5699	12%
Grade 11	84	n<10	-	46198	6321	14%
Grade 12	66	n<10	-	44519	6904	16%
Total	3,089	459	15%	650178	85560	13%

Sources: 2017-18 Participant Education Data and State Education Data.

APPENDIX C: The Relationship of DIBELS Scores and Program Attendance

To understand the relationship between program participation and DIBELS scores for kindergarteners through sixth grade students, we developed an ordinary linear regression model that used number of program attendance days to predict EOY DIBELS scores, while controlling for BOY DIBELS scores, gender, and grade level. The model is shown below:

EOY = V0 + V1*(BOY) + V2*(GENDER) + V3*(GRADE) + V4*(DAYSATTENDED) + E

In the report, Table 21 shows a significant positive relationship between the number of days students attended IGP programs and EOY DIBELS scores, when controlling for gender and grade level. The relationship was such that, on average, students scored one point higher for every 10 days of program participation. In the report, Table 22 shows a significant positive relationship between the number of days students participated in English language arts interventions and EOY DIBELS scores, when controlling for gender and grade level. The relationship was such that, on average, students scored 1.4 points higher for every 10 days of ELA participation.

We ran these same analysis for each grantee. Tables 32 – Table 38 present results from these analyses.

In a second set of analyses, kindergarten, first, and second grade students were excluded because DIBELS composite scores for those grades are not scaled to be used as a measure of within-year growth. To understand the relationships between program participation and growth on DIBELS composite scores for students in kindergarten through grade two, we developed a hierarchical linear model that predicted changes in DIBELS scores from the beginning of the school year to the end of the school year based on the number of days students participated in IGP afterschool programs. The model included data at two levels. The level one variables included composite DIBELS scores from the BOY and EOY for student in grades three through six and was defined as time. The level two variables included student data such as gender, grade level, and number of program days attended.

To determine if there was enough variance at each level to conduct the analysis, we ran an unconstrained model with no predictors. In the unconditional model, 77% of variance was between student (level 2), and 23% of the variance was within student (level 1). The variation between students was significant (x_2=8,413; p<0.001). These findings from the null model indicate sufficient variance to do the analyses.

The model shown below is the model used to predict change in DIBELS scores based on program attendance. In a second model, we replaced the variable DAYSATTENDED with DAYS_LA (the number of days of student participation in ELA interventions).

Level-1 Model
Y = P0 + P1*(TIME) + R

Level-2 Model
P0 = B00 + B01*(GENDER) + B02*(GRADE) + U0
P1 = B10 + B11*(DAYSATTENDED)

In the report, Table 23 shows a significant relationship between the number of days students attended IGP programs and change in DIBELS scores from BOY to the EOY, while controlling for grade level and gender. Female students scores were, on average, 32 points higher than male students. DIBELS scores increased by an average of 88 points from the beginning of the year to the end of the year, while controlling for all the other variables.

In the report, Table 24 shows a significant relationship between the number of days students participated in ELA interventions and change in DIBELS scores from BOY to the EOY, while controlling for grade level and gender. Female students scores were, on average, 34 points higher than male students. DIBELS scores increased by an average of 92 points from the beginning of the year to the end of the year, while controlling for all the other variables.

Finally, we conducted the ordinary linear regression analysis for individual grantee organizations. Results from those analyses are presented in Table 32 - 47. These results should be interpreted with caution. We have noted with an asterisk where days of attendance or days of ELA were significantly related to EOY DIBLES. While the findings are useful to determine which grantees might benefit from additional support, these findings are not suitable to be used as a single source for high stakes decision making.

The Relationship of DIBELS Scores and IGP Afterschool Program Attendance for Each Organization

American Preparatory Academy

Table 29. DIBELS Scores and Program Attendance for American Preparatory Academy

Fixed Effect	Coefficient	Standard Error	T ratio	p
Intercept	50.391	8.11	6.21	.000
Grade Level	10.630	2.10	5.07	.000
Gender	5.811	4.31	1.35	.178
BOY	.900	.02	42.60	.000
Days of Attendance	**.0773**	**.04**	**2.07**	**.039***

N = 645 *statistically significant (p<.05)

Table 30. DIBELS Scores and Participation in ELA Interventions for American Preparatory Academy

Fixed Effect	Coefficient	Standard Error	T ratio	p
Intercept	48.858	8.38	5.83	.000
Grade Level	10.898	2.28	4.78	.000
Gender	5.495	4.66	1.18	.239
BOY	.911	.02	39.52	.000
Days of ELA	**.090**	**.06**	**1.4**	**.161**

N = 528

Canyons School District

Table 31. DIBELS Scores and Program Attendance for Canyons School District

Fixed Effect	Coefficient	Standard Error	T ratio	p
Intercept	5.440	13.75	.40	.693
Grade Level	20.141	3.34	6.02	.000
Gender	-.855	8.28	-.10	.918
BOY	.933	.04	23.55	.000
Days of Attendance	**.254**	**.10**	**2.56**	**.011***

N = 230 *statistically significant (p<.05)

Table 32. DIBELS Scores and Participation in ELA Interventions for Canyons School District

Fixed Effect	Coefficient	Standard Error	T ratio	p
Intercept	5.439	13.75	.40	.693
Grade Level	20.141	3.34	6.02	.000
Gender	-.855	8.28	-.10	.918
BOY	.933	.04	23.55	.000
Days of ELA	**.255**	**.10**	**2.56**	**.011***

N = 230 *statistically significant (p<.05)

Carbon School District

Table 33. DIBELS Scores and Program Attendance for Carbon School District

Fixed Effect	Coefficient	Standard Error	T ratio	p
Intercept	68.108	12.80	5.32	.000
Grade Level	8.184	3.81	2.15	.033
Gender	1.552	9.25	.17	.867
BOY	.938	.05	19.93	.000
Days of Attendance	**.082**	**.09**	**.09**	**.367**

N = 204

Table 34. DIBELS Scores and Participation in ELA Interventions for Carbon School District

Fixed Effect	Coefficient	Standard Error	T ratio	p
Intercept	71.567	11.88	6.02	.000
Grade Level	8.030	3.80	2.11	.036
Gender	1.552	9.30	.17	.868
BOY	.939	.05	19.97	.000
Days of ELA	**.082**	**.16**	**.51**	**.608**

N = 203

Grand County School District: Beacon

Table 35. DIBELS Scores and Program Attendance for Grand County School District: Beacon

Fixed Effect	Coefficient	Standard Error	T ratio	p
Intercept	66.160	9.94	6.66	.000
Grade Level	4.276	2.99	1.43	.154
Gender	9.095	7.71	1.18	.239
BOY	.982	.03	29.16	.000
Days of Attendance	**.244**	**.10**	**2.43**	**.016***

N = 289 *statistically significant (p<.05)

Table 36. DIBELS Scores and Participation in ELA Interventions for Grand County School District: Beacon

Fixed Effect	Coefficient	Standard Error	T ratio	p
Intercept	70.279	10.18	6.90	.000
Grade Level	4.243	3.05	1.39	.165
Gender	6.539	8.08	.81	.419
BOY	.982	.04	27.80	.000
Days of ELA	**.229**	**.12**	**1.93**	**.054**

N = 274

Logan School District

Table 37. DIBELS Scores and Program Attendance for Logan School District

Fixed Effect	Coefficient	Standard Error	T ratio	p
Intercept	-51.603	29.40	-1.76	0.084
Grade Level	50.224	11.75	4.28	.000
Gender	9.040	16.00	.56	.574
BOY	.959	.11	8.92	.000
Days of Attendance	**.177**	**.16**	**1.08**	**.285**

N = 69

Table 38. DIBELS Scores and Participation in ELA Interventions for Logan School District

Fixed Effect	Coefficient	Standard Error	T ratio	p
Intercept	-51.60	29.40	-1.76	.084
Grade Level	50.224	11.75	4.28	.000
Gender	9.040	16.00	.56	.574
BOY	.959	.11	8.92	.000
Days of ELA	**.177**	**.16**	**1.08**	**.285**

N = 69

Ogden School District

Table 39. DIBELS Scores and Program Attendance for Ogden School District

Fixed Effect	Coefficient	Standard Error	T ratio	p
Intercept	63.547	18.37	3.46	.001
Grade Level	5.454	4.19	1.30	.196
Gender	1.582	11.54	.14	.891
BOY	.908	.05	19.98	.000
Days of Attendance	**.207**	**.11**	**1.92**	**.057**

N = 148

Table 40. DIBELS Scores and Participation in ELA Interventions for Ogden School District

Fixed Effect	Coefficient	Standard Error	T ratio	p
Intercept	51.858	21.01	2.47	.015
Grade Level	10.152	4.72	2.15	.034
Gender	5.290	12.62	.42	.676
BOY	.912	.05	17.75	.000
Days of ELA	**.174**	**.15**	**1.20**	**.234**

N = 113

Provo School District

Table 41. DIBELS Scores and Program Attendance for Provo School District

Fixed Effect	Coefficient	Standard Error	T ratio	p
Intercept	51.217	28.58	1.79	.080
Gender	6.364	9.655	.66	.513
BOY	1.655	.24	6.95	.000
Days of Attendance	**.417**	**.17**	**2.50**	**.016***

N = 51 Kindergarten students *statistically significant (p<.05)

Table 42. DIBELS Scores and Participation in ELA Interventions for Provo School District

Fixed Effect	Coefficient	Standard Error	T ratio	p
Intercept	51.217	28.58	1.79	.080
Gender	6.364	9.66	.66	.513
BOY	1.656	.24	6.95	.000
Days of ELA	**.417**	**.17**	**2.50**	**.016***

N = 51 *statistically significant (p<.05)

San Juan School District

Table 43. DIBELS Scores and Program Attendance for San Juan School District

Fixed Effect	Coefficient	Standard Error	T ratio	p
Intercept	55.703	13.13	4.24	.000
Grade Level	15.050	5.860	2.57	.011
Gender	-3.760	9.90	-.38	.705
BOY	1.024	.06	18.17	.000
Days of Attendance	**.043**	**.13**	**.32**	**.746**

N = 219

Table 44. DIBELS Scores and Participation in ELA Interventions for San Juan School District

Fixed Effect	Coefficient	Standard Error	T ratio	p
Intercept	56.087	13.16	4.26	.000
Grade Level	15.043	5.86	2.57	.011
Gender	-3.722	9.89	-.38	.707
BOY	1.025	.06	18.19	.000
Days of ELA	**.035**	**.13**	**.26**	**.793**

N = 219

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