



THE UNIVERSITY OF UTAH  
UTAH EDUCATION  
POLICY CENTER

# INTERGENERATIONAL POVERTY INTERVENTIONS AFTERSCHOOL GRANT PROGRAM EVALUATION

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*Year Three: 2016-17*  
*Report for Grantees*



*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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# EXECUTIVE SUMMARY

## Year 3 (2016-17) IGP Grant Program Evaluation

In 2014, the Utah State Legislature passed Senate Bill 43, *Intergenerational Poverty Interventions in Public Schools (IGPI)*, which appropriated \$1,000,000 annually for educational programming outside the regular school day. Through a competitive process, the Utah State Board of Education (USB E) administered IGPI grants to six Local Education Agencies (LEAs) that had new or existing afterschool programs able to provide targeted services for students affected by intergenerational poverty. Additionally, IGPI funds allowed the Department of Workforce Services, Office of Child Care (DWS OCC) to qualify for \$2,200,000 in matching funds through the federal Child Care Development Fund (CCDF), which provided additional funding to the afterschool programs at these six LEAs. In the 2015-16 academic year, the DWS OCC provided additional IGP funding to two additional LEAs. The two additional LEAs began offering programming in 2016-17. Together, the eight grantees operated 29 afterschool programs in the 2016-17 academic year.

The USB E and the DWS OCC contracted with the Utah Education Policy Center (UEPC) to conduct an external evaluation of the IGP<sup>1</sup> afterschool grant programs. This third annual IGP evaluation report marks the completion of one grant cycle. 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, family liaison survey, family engagement survey, program participation data, DIBELS assessment scores, and student education data.<sup>2</sup> A separate report presents results of a longitudinal analysis of IGP afterschool program participation and student academic outcomes over the three-year IGP grant cycle.

### Who did the IGP Afterschool Programs Serve?

Six of the eight IGP grantees submitted program participation data, which included records for 4,485 student participants. Eighty-one percent of IGP program participants were in kindergarten through sixth grade.

| Demographic Group                   | IGP Participants |       | Statewide |       |
|-------------------------------------|------------------|-------|-----------|-------|
|                                     | Students         | %     | Students  | %     |
| Hispanic or Latino/s                | 1,722            | 42.6% | 112,695   | 17.0% |
| White or Caucasian                  | 1,511            | 37.4% | 495,354   | 74.7% |
| American Indian or Alaska Native    | 387              | 9.6%  | 7,465     | 1.1%  |
| Asian                               | 139              | 3.4%  | 11,472    | 1.7%  |
| Black or African-American           | 130              | 3.2%  | 9,778     | 1.5%  |
| Native Hawaiian or Pacific Islander | 85               | 2.1%  | 10,524    | 1.6%  |
| Multiethnic                         | 70               | 1.7%  | 16,282    | 2.5%  |
| State Student Classification        | Students         | %     | Students  | %     |
| Mobile Students                     | 613              | 15.0% | 100,547   | 15.1% |
| Low Income Students                 | 3,391            | 83.0% | 248,831   | 37.3% |
| Special Education Students          | 613              | 15.0% | 87,328    | 13.1% |
| English Language Learners           | 960              | 23.5% | 45,333    | 6.8%  |

Sources: 2016-17 IGP Participation Data and Student Education Data

Note: Statewide numbers in this table show minor differences than those published by the USB E due to varied procedures for cleaning data.

<sup>1</sup> In this executive summary, we use IGP to refer to all programs funded by IGPI, IGPS, and IGPA grants.

<sup>2</sup> This report uses data made available through a data sharing agreement between the USB E and the UEPC. The views expressed are those of the authors and are not necessarily the USB E's or endorsed by the USB E.



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

Reports of staff preparation were mixed. In most cases, staff who received PD found it useful. However, 22% of staff members indicated that they did not receive training or professional development and 32% had unanswered questions about their jobs. Seventy-one 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 family engagement and prevention-related enrichments, followed closely by working with school personnel. Regardless of specific preparation of staff members, 98% of staff reported that they enjoyed their work, 96% reported that they found their work rewarding, and 94% reported that they received support from their supervisor(s).

| Preparation for:                      | Areas of Success   | Opportunities for Improvement  |
|---------------------------------------|--|--|
| <b>Academic Supports</b>              | <ul style="list-style-type: none"> <li>Approximately 60% of staff reported that they received useful training to help students learn good work habits or study skills and to provide tutoring or homework help.</li> </ul>   | <ul style="list-style-type: none"> <li>25% of staff reported, on average, that providing academic supports was applicable to their roles, but they did not receive PD.</li> <li>Overall, 46% of staff reported that they received no PD or no useful PD for academic supports.</li> </ul>  |
| <b>Working with Students</b>          | <ul style="list-style-type: none"> <li>72% of staff reported that they received useful training on developing positive relationships with students.</li> <li>67% reported that they received useful training on encouraging positive relationships with students and engaging students in activities.</li> </ul> | <ul style="list-style-type: none"> <li>36% of staff felt that working with students from low-income families was applicable, but they did not receive related training.</li> <li>Approximately 45% of staff reported that working with students with disabilities and working with English language learners was applicable, but they did not receive related training.</li> <li>Overall, 40% of staff members reported that they received no PD or no useful PD for working with students.</li> </ul> |
| <b>Prevention-related Enrichments</b> | <ul style="list-style-type: none"> <li>Suicide prevention was the most common prevention-related topic in which staff members received PD.</li> </ul>  | <ul style="list-style-type: none"> <li>Few staff members (12%-43%) reported that they received useful training on prevention topics. Many (30-61%) staff reported that training for prevention-related enrichments was not applicable to their roles.</li> <li>Overall, 60% of staff reported that they received no PD or no useful PD for prevention-related enrichments.</li> </ul>  |
| <b>Enrichment Topics</b>              | <ul style="list-style-type: none"> <li>Nearly Two-Thirds of staff reported that they received useful professional development on supporting student leadership, developing of emotional intelligence and self-concept, and developing positive relationships.</li> </ul>   | <ul style="list-style-type: none"> <li>Less than 30% of staff reported that they received useful training on providing resources about post-secondary opportunities, helping with school transitions, and teaching financial literacy.</li> <li>Overall, 40% of staff reported that they received no PD or no useful PD for enrichment topics.</li> </ul>  |
| <b>Family Engagement</b>              | <ul style="list-style-type: none"> <li>On average, 49% of staff members reported that they received useful training on family engagement.</li> </ul>   | <ul style="list-style-type: none"> <li>On average, 28% of staff reported that PD on family engagement were important to their roles, but they did not receive PD.</li> <li>26% of staff felt that inviting families to participate in the program was not applicable to their roles.</li> <li>Overall, 59% of staff reported that they received no PD or no useful PD for family engagement.</li> </ul>  |
| <b>Working with school personnel</b>  | <ul style="list-style-type: none"> <li>52% of staff reported that they received useful training on collaborating with school personnel.</li> </ul>   | <ul style="list-style-type: none"> <li>On average, 34% of respondents reported that although working with school day personell was applicable for their role, that they did not receive PD.</li> <li>32% percent of staff respondents had unanswered questions about their jobs.</li> <li>Overall, 53% of staff reported that they received no PD or no useful PD for working with school personnel.</li> </ul>  |

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

Programs collectively provided English language arts (ELA) interventions for 3,033 participants, science interventions for 1,444 participants, and math interventions, for 2,829 participants. Based on the program participation data submitted to the UEPC, about half (53%) of participants attended IGP programs for fewer than 30 days and 701 (15.6%) IGP program attendees received no academic interventions in the 2016-17 academic year. Most (64%) participants received no science interventions; about one-third did not receive English language arts or 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   |
|---|--|---|
| <b>Student Participation in English Language Arts</b> | <ul style="list-style-type: none"> <li>68% of IGP students participated in ELA interventions.</li> <li>38 Days was the average number of days that students participated in ELA interventions.</li> </ul>  | <ul style="list-style-type: none"> <li>32% of IGP participants received no ELA interventions.</li> </ul>  |
| <b>Student Participation in Science</b>               | <ul style="list-style-type: none"> <li>36% of IGP students participated in science interventions.</li> </ul>   | <ul style="list-style-type: none"> <li>64% of IGP participants received no science interventions.</li> <li>10 Days was the average number of days that students participated in science interventions.</li> </ul>   |
| <b>Student Participation in Math</b>                  | <ul style="list-style-type: none"> <li>63% of IGP students participated in math interventions.</li> </ul>  | <ul style="list-style-type: none"> <li>37% of IGP participants received no math interventions.</li> <li>26 Days was the average number of days that students participated in math interventions.</li> </ul>   |
| <b>Academic Supports Provided by Staff</b>            | <ul style="list-style-type: none"> <li>67% of staff reported offering tutoring or homework help often or very often.</li> <li>63% of staff reported offering targeted academic support for low performing students often or very often.</li> <li>62% of staff reported offering math lessons often or very often.</li> </ul> | <ul style="list-style-type: none"> <li>54% of staff reported that they provided English language arts lessons occasionally or never.</li> <li>48% of staff reported that they did not provide science lessons.</li> </ul>   |
| <b>Student Participation in Enrichment Activities</b> | <ul style="list-style-type: none"> <li>70% of IGP students participated in enrichment activities.</li> <li>32 Days was the average number of days that students participated in enrichment activities.</li> </ul>  | <ul style="list-style-type: none"> <li>30% of IGP participants received no enrichment activities.</li> </ul>  |
| <b>Enrichment Opportunities Provided by Staff</b>     | <ul style="list-style-type: none"> <li>60% of staff reported that they offered opportunities for positive interpersonal relationships often or very often.</li> <li>50% of staff reported that they provided mentoring for students often or very often.</li> </ul>  | <ul style="list-style-type: none"> <li>67% of staff reported that they were not providing financial literacy.</li> <li>53% of staff reported that they were not providing nutrition education.</li> <li>62% of staff reported that they were not providing resources about post-secondary opportunities.</li> </ul> |
| <b>Prevention Supports Provided by Staff</b>          | <ul style="list-style-type: none"> <li>34% of staff reported that they offered youth violence and gang prevention for students at least occasionally.</li> </ul>   | <ul style="list-style-type: none"> <li>Overall, staff reported a low frequency for providing prevention supports.</li> </ul>  |

## To what extent did the IGP programs partner with families and school staff?

Programs that received IGP grant funding are expected to develop, strengthen, and maintain partnerships with families, school day personnel, and external partners. Based on results from the two previous annual IGP afterschool program evaluations, this third year focused special attention on partnerships with families. We used survey results from staff members, family liaisons, and families to better understand family engagement in IGP programs. Based on survey results, we encourage programs to consider how they train staff to interact with families, how they make families feel welcome, and how they understand and respond to families' needs. There will always be opportunities for improvement, but overall, 92% of families reported that they were satisfied with their child's program, 96% of families reported that they were satisfied with the care their children received and that their children enjoyed the program,

95% reported that the program was providing new experiences for their children, and 94% reported that they trusted the staff members. Finally, we also encourage program providers to continue expanding their ongoing partnerships with school day personnel.

| Family Engagement  | Areas of Success  | Opportunities for Improvement  |
|--|---|--|
| <b>Resources for Families</b>                                | <ul style="list-style-type: none"> <li>48% of families reported that they received resources for supporting learning at home.</li> <li>44% of families reported that they received information about what their children were learning in school.</li> </ul>  | <ul style="list-style-type: none"> <li>Relatively few programs were making resources available to families.</li> </ul>   |
| <b>Family Participation</b>                                  | <ul style="list-style-type: none"> <li>63% of families reported that they attended one or two events a year.</li> <li>61% of families reported that they visited their child’s program.</li> </ul>  | <ul style="list-style-type: none"> <li>Family participation in planning activities and volunteering was relatively limited. This aligned with infrequent staff invitations to participate.</li> </ul>  |
| <b>Understanding and Responding to Families’ Needs</b>       | <ul style="list-style-type: none"> <li>69% of families reported that programs asked for their input.</li> <li>78% of families reported that programs tried to understand their needs.</li> <li>79% of families reported that programs responded promptly to their needs.</li> <li>69% of families reported that programs considered their work schedules when scheduling events.</li> <li>80% of family liaisons reported that they worked with school day staff to understand families’ needs.</li> </ul>  | <ul style="list-style-type: none"> <li>42% of families and 35% of staff reported that programs asked families to contribute to planning activities.</li> <li>34% of staff reported that programs conducted formal family needs assessment.</li> <li>40% of families and staff reported that programs used input from families to plan activities.</li> <li>21% of families and 25% of staff reported that programs made childcare available during events.</li> <li>45% of Family Liaisons reported that they attended faculty meeting to serve as a family advocate.</li> </ul>                                 |
| <b>Programmatic Practices for Serving Families</b>           | <ul style="list-style-type: none"> <li>87% of families reported that program providers communicated with them in ways that were easy to understand.</li> <li>71% of families reported that face-to-face was the most common method of communication.</li> <li>76% of families reported that programs stayed in close contact with them.</li> <li>76% of family liaisons reported that they had clear goals for engaging families in their children’s education.</li> <li>Approximately two thirds of family liaisons reported that they had clear goals for engaging families.</li> </ul> | <ul style="list-style-type: none"> <li>57% of staff reported that their programs asked families to indicate their preferred mode(s) of communication.</li> <li>41% of staff and 54% of liaisons reported that their programs offered training or PD to teach staff about effective family engagement.</li> <li>42% of staff and 54% of liaisons reported that their programs had written policies or procedures about family engagement.</li> <li>37% of liaisons reported that they did not have clear goals for training staff to engage families or to support families to meet their basic needs.</li> </ul> |
| <b>Program Provides a Welcoming Environment for Families</b> | <ul style="list-style-type: none"> <li>84% of families reported that they felt comfortable talking to staff members and that staff members treated family members as if they are partners in the child’s development.</li> <li>On average, 91% of families, staff, and liaisons reported that staff greeted family members in a warm, respectful manner.</li> </ul>   | <ul style="list-style-type: none"> <li>Less than half of families reported that programs were incorporating their cultural traditions.</li> <li>On average, 38% of families and staff reported that programs celebrated families’ cultural backgrounds.</li> </ul>   |
| <b>Partnering with School Day Personnel</b>                  | <ul style="list-style-type: none"> <li>62% of staff reported that they discussed students’ academic achievement often or every time they met with school day personnel.</li> <li>78% of families reported that their child’s program helped provide a bridge between families and the school.</li> <li>94% of staff reported that they collaborated with school personnel.</li> </ul>   | <ul style="list-style-type: none"> <li>39% of staff reported that they discussed planning lessons that aligned with the school day never or occasionally</li> <li>25% of staff reported that their programs were not coordinating school day and afterschool lessons.</li> </ul>   |

**What was the academic performance of IGP participants during the 2016-17 academic year?  
 What were the chronic absence rates of IGP participants during the 2016-17 academic year?  
 Was there a relationship between program participation and growth in DIBELS assessments? If so, what was this relationship?**

These three evaluation questions are about understanding the academic outcomes of IGP participants. This cross-sectional (one year) view of academic outcomes provides a limited perspective of longer-term student success. As with the two years prior, 2016-17 IGP participants had lower proficiency rates than the statewide average. We encourage program providers to consider ways to improve academic support for the tested subjects (ELA, math, and science). Like the previous two years, we found a statistical relationship between days of program attendance and change in DIBELS scores. For a more complete understanding of IGP participants' academic outcomes, we conducted a longitudinal analysis of participants' SAGE scores. A report of findings from the longitudinal analysis is available at [uepc.utah.edu](http://uepc.utah.edu).

| Academic Outcomes                               | Areas of Success  | Opportunities for Improvement   |
|---|---|---|
| <b>English Language Arts, Math, and Science</b> | <ul style="list-style-type: none"> <li>IGP programs were serving students who may benefit from additional academic support.</li> </ul>  | <ul style="list-style-type: none"> <li>On average, proficiency rates of IGP participants were lower than the statewide average for every grade in all tested subjects.</li> </ul> |
| <b>Chronic Absence</b>                          | <ul style="list-style-type: none"> <li>Chronic absence rates were within 4 percentage points of statewide rates for Grade 1 through Grade 8.</li> <li>IGP programs were serving students who may benefit from additional academic support.</li> </ul>           | <ul style="list-style-type: none"> <li>Overall, chronic absence rates of IGP participants were slightly higher than statewide averages.</li> </ul>                                |
| <b>DIBELS Scores</b>                            | <ul style="list-style-type: none"> <li>Average EOY DIBELS scores of IGP participants were at or above benchmarks for all grades.</li> <li>There was a significant statistical relationship between days of IGP program attendance and DIBELS scores.</li> </ul> | <ul style="list-style-type: none"> <li>There was no statistical relationship between days of English language arts interventions and DIBELS scores.</li> </ul>                    |

## 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). These LEAs proposed new or existing programs to provide academic support and developmental enrichment for students affected by intergenerational poverty. Programs also provide support for families.

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 approximately \$2,200,000 in supplemental funding to afterschool programs.<sup>3</sup> 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 the six LEAs that received IGPI 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 funding in 2015-16, and 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 served students in kindergarten through 12th grade, with the majority in elementary school. Academic supports included activities such as tutoring, homework assistance, and lessons. Developmental enrichments included activities such as sports, field trips, and life skills.

For additional information about the IGP grant programs, readers are encouraged to review IGP evaluation reports from previous years. These are available on the Utah Education Policy Center website ([uepc.utah.edu](http://uepc.utah.edu)). More information about statewide efforts to address intergenerational poverty is available in annual reports published by the DWS ([jobs.utah.gov/index](http://jobs.utah.gov/index)).

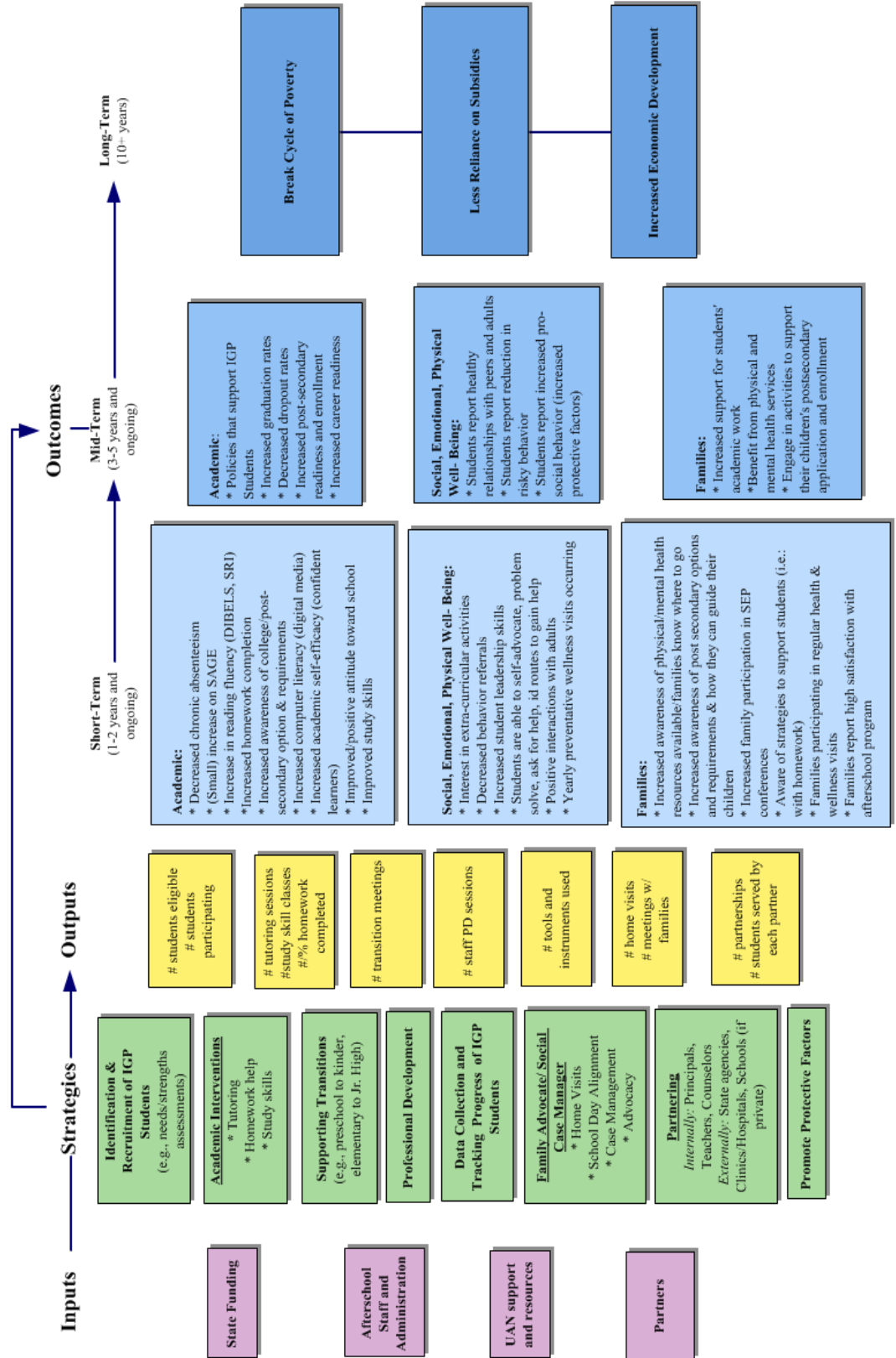
**Table 1. IGP Grants and Grantees**

| IGP Grant  | Administrator | Grantees                        | First Year of Funding | Final Year of Funding |
|--|---------------|---------------------------------|-----------------------|-----------------------|
| <b>Intergenerational Poverty Interventions (IGPI)</b>              | USBE          | American Preparatory Academy    | 2014-15               | 2016-17               |
|  |               | Gateway Preparatory Academy     |                       |                       |
|  |               | Grand County School District    |                       |                       |
|  |               | Granite School District         |                       |                       |
|  |               | Ogden School District           |                       |                       |
| Provo City School District   |               |                                 |                       |                       |
| <b>Intergenerational Poverty Interventions Supplemental (IGPS)</b> | DWS OCC       | Gateway Preparatory Academy     | 2014-15               | 2016-17               |
|  |               | Grand County School District    |                       |                       |
|  |               | Granite School District         |                       |                       |
|  |               | Ogden School District           |                       |                       |
|  | DWS OCC       | American Preparatory Academy    | 2015-16               | 2016-17               |
|  |               | Provo City School District      |                       |                       |
| <b>Intergenerational Poverty Afterschool Grant (IGPA)</b>          | DWS OCC       | Carbon County School District   | 2015-16               | 2019-20               |
|  |               | San Juan County School District |                       |                       |

<sup>3</sup> In this report, we use the term afterschool to refer to all out-of-school-time IGP programs even though some programs may meet before school or on weekends.

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.

Figure 1. IGP Logic Model





## HOW TO USE THIS REPORT

This third annual IGP evaluation report addresses program implementation and outcomes from academic year 2016-17.<sup>4</sup> It includes the six LEAs originally funded through Senate Bill 43, as well as the two rural districts funded through IGPA in 2015-16. Where the previous two years' IGP annual evaluation reports focus broadly on partnerships, this third annual report places additional emphasis on family partnerships.

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. Similarly, the section that addresses family partnerships includes its own introduction. We recommend that you read these introductions as they will help guide you into detailed 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, additional program participation data analysis, 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.

This is the final annual evaluation report for the first three-year grant cycle. In addition to the three annual reports, the UEPC created a separate report that presents the results of a longitudinal analysis of program participation and student academic outcomes over the three-year grant cycle. All three annual evaluation reports and the longitudinal outcomes analysis are available at: [uepc.utah.edu](http://uepc.utah.edu).

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## 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.

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<sup>4</sup> 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 programs?
2. To what extent did the IGP programs provide academic services and supports for participants?
3. To what extent did the IGP programs partner with families and school staff?

### 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 2016-17 academic year? If so, what was this relationship?

### Data Sources

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

In order to look for alignment across respondent groups, the UEPC designed the family engagement survey, family liaison survey, and related staff survey items with similar content. The evaluation team sent survey links to program administrators to forward to all appropriate respondents.

#### IGP Staff Survey

The UEPC evaluation team administered staff surveys in the fall (October) and spring (April – May) of the 2016-17 academic year. The fall survey gathered information about staff needs for professional development. The UEPC shared results from the fall staff survey with IGP program administrators in December 2016.

The spring staff survey collected information about staff members' education and experience, professional development, program implementation, barriers and supports, partnerships with school staff, and partnerships with families. In response to two previous years of evaluation findings that suggested a need for an increased focus on family

involvement, this year's staff survey included additional questions about partnerships with families. The UEPC shared results from the spring staff survey with IGP program administrators in July 2017. 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.

#### Family Liaison Survey

The role of family liaisons is to facilitate collaborative engagement among school day personnel, program staff, students, and families. Ideally, family liaisons help families feel welcome and connected to both the IGP afterschool programs and the schools in which they operate. Some family liaisons also serve as school social workers or program site coordinators.

The purpose of the family liaison survey was to collect information about family interaction and engagement within IGP programs. It included questions about family engagement and collaboration with school day staff. The UEPC administered the survey in May 2017. Family liaisons' responses to open-ended questions can be found in Appendix B.

#### Family Engagement Survey

The purpose of the family engagement survey was to gather information about serving families' needs, building relationships, the extent to which families trust the program, and families' overall satisfaction with the program. The UEPC administered the survey to adult family members of IGP program participants in May 2017. Family members' responses to open-ended questions can be found in Appendix C.

#### Participation Data

Program administrators 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, days of math interventions, and days of enrichment activities. 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.<sup>5</sup> SAGE is Utah's end-of-level assessments for mathematics and English language arts starting in 3<sup>rd</sup> grade, and science starting in 4<sup>th</sup> grade. This report uses student education data from 2016-17.

## **Data Analysis**

### **Survey Data Analysis**

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 D for student proficiency and participation data.

### **DIBELS Data Analysis**

The UEPC matched program participation data and DIBELS data to look for relationships between program participation and change in DIBELS scores from the beginning to the end of the academic year. We analyzed DIBELS scores and participation data at the grant level and the organization level. Appendix E provides detailed information about these analyses and presents results for each organization.

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<sup>5</sup> 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.

## Staff Survey Respondents

Staff members from all eight grantees responded to the UEPC Spring 2016-17 Staff Survey. Four organizations represent 76% of the responses. Notably, programs from Granite and Ogden School Districts made up 50% of staff respondents. Table 2 displays the number of responses from each program. Table 3 summarizes responses by program role.

**Table 2. Staff Survey Responses**

| Grantee                      | Fall '16 Responses | Spring '17 Responses |
|------------------------------|--------------------|----------------------|
| Granite School District      | 55                 | 34                   |
| Ogden School District        | 32                 | 33                   |
| Carbon School District       | 14                 | 19                   |
| American Preparatory Academy | 60                 | 17                   |
| Grand County School District | 13                 | 8                    |
| San Juan School District     | 6                  | 12                   |
| Gateway Preparatory Academy  | 9                  | 10                   |
| Provo City School District   | 9                  | 3                    |
| <b>Total</b>                 | <b>198</b>         | <b>136</b>           |

Sources: UEPC 2016-17 Fall and Spring IGP Staff Surveys

**Table 3. Program Roles of Staff Survey Respondents**

| Role                                | %   |
|-------------------------------------|-----|
| Program Staff                       | 45% |
| Classroom Teachers                  | 31% |
| Site Directors or Coordinators      | 17% |
| Principals and Assistant Principals | 2%  |
| Program Director for Multiple Sites | 1%  |
| Social Workers                      | 1%  |
| Volunteers                          | 1%  |
| Other                               | 3%  |

Source: UEPC 2016-17 Spring IGP Staff Survey

Among staff respondents, 83% identified as female and most identified as white (See Table 4). Respondents ranged in age from 17 to 73 with an average age of 39 years. Half of

IGP staff members (48%) reported that they worked less than 10 hours per week in the program.

**Table 4. IGP Staff Survey Demographic Highlights**

| Demographic Group                   | % of Staff |
|-------------------------------------|------------|
| White                               | 73%        |
| Hispanic or Latino/a                | 14%        |
| American Indian or Alaska Native    | 7%         |
| Asian                               | 3%         |
| Native Hawaiian or Pacific Islander | 2%         |
| Black or African American           | 1%         |

Source: UEPC 2016-17 Spring IGP Staff Survey

## Family Liaison & Family Engagement Survey Respondents

The UEPC received responses from 32 family liaisons and 116 family members. Most family responses came from families associated with four grantees (See Table 5).

**Table 5. Responses from Family Liaisons and Family Members**

| Grantee                      | # of Respondents |                |
|------------------------------|------------------|----------------|
|                              | Family Liaisons  | Family Members |
| Provo City School District   | 8                | 44             |
| Carbon School District       | 8                | 41             |
| Granite School District      | 3                | 13             |
| Grand County School District | 4                | 12             |
| Ogden School District        | 3                | 1              |
| San Juan School District     | 3                | 1              |
| American Preparatory Academy | 2                | 4              |
| Gateway Preparatory Academy  | 1                | 0              |
| <b>Total</b>                 | <b>32</b>        | <b>116</b>     |

Source: UEPC 2016-17 Family Liaison and Family Engagement Surveys

## Participant Information

### Student Education Data Match Rates

The UEPC matched program participation data with student education data. Six grantees provided participation data for 4,485 students. Evaluators matched 4,086 IGP participants with state education data (see Table 6).

**Table 6. Student Education Data Match Rates by Grantee**

| Grantee                      | IGP          |              | Match Rate |
|------------------------------|--------------|--------------|------------|
|                              | Participants | Matched      |            |
| American Preparatory Academy | 1,027        | 1,019        | 99%        |
| Carbon School District       | 409          | 398          | 97%        |
| Grand County School District | 363          | 361          | 99%        |
| Granite School District      | 884          | 627          | 71%        |
| Ogden School District        | 1,329        | 1,319        | 99%        |
| San Juan School District     | 473          | 362          | 77%        |
| <b>Total</b>                 | <b>4,485</b> | <b>4,086</b> | <b>91%</b> |

Sources: 2016-17 IGP Participation Data and Participant Education Data  
Note: The UEPC received participation data from six of eight grantees.

### Demographics

Sixty three percent of IGP participants were students of color, most of whom were Hispanic or Latino/a. See Table 7 for a comparison of IGP and statewide student demographics. Female students comprised 51% of IGP participants, which aligns with statewide percentages.

**Table 7. Participant Demographics and Statewide Student Demographics**

| Demographic Group                   | IGP      |       | Statewide |       |
|-------------------------------------|----------|-------|-----------|-------|
|                                     | Students | %     | Students  | %     |
| Hispanic or Latino/s                | 1,722    | 42.6% | 112,695   | 17.0% |
| White or Caucasian                  | 1,511    | 37.4% | 495,354   | 74.7% |
| American Indian or Alaska Native    | 387      | 9.6%  | 7,465     | 1.1%  |
| Asian                               | 139      | 3.4%  | 11,472    | 1.7%  |
| Black or African-American           | 130      | 3.2%  | 9,778     | 1.5%  |
| Native Hawaiian or Pacific Islander | 85       | 2.1%  | 10,524    | 1.6%  |
| Multiethnic                         | 70       | 1.7%  | 16,282    | 2.5%  |
| Student Characteristics             | Students | %     | Students  | %     |
| Mobile Students                     | 613      | 15.0% | 100,547   | 15.1% |
| Low Income Students                 | 3,391    | 83.0% | 248,831   | 37.3% |
| Special Education Students          | 613      | 15.0% | 87,328    | 13.1% |
| English Language Learners           | 960      | 23.5% | 45,333    | 6.8%  |

Sources: 2016-17 IGP Participation Data and Participant Education Data

### DIBELS Match Rates

The UEPC also matched program participation data with DIBELS data. There was a 75% match rate among IGP participants in kindergarten through grade 6 with 2,705 matched cases. Match rates ranged across grantees from 39% to 96%.

**Table 8. DIBELS Match Rates for IGP Participants**

| Grantee                      | Students     | Students in K-6 | Matched to DIBELS | Match Rate |
|------------------------------|--------------|-----------------|-------------------|------------|
|                              |              |                 |                   |            |
| Carbon School District       | 409          | 409             | 392               | 96%        |
| Grand County School District | 363          | 363             | 337               | 93%        |
| Granite School District      | 884          | 489             | 334               | 68%        |
| Ogden School District        | 1,329        | 891             | 610               | 68%        |
| San Juan School District     | 473          | 465             | 181               | 39%        |
| <b>Total</b>                 | <b>4,485</b> | <b>3,644</b>    | <b>2,715</b>      | <b>75%</b> |

Sources: 2016-17 IGP Participation Data and DIBELS data

## RESULTS

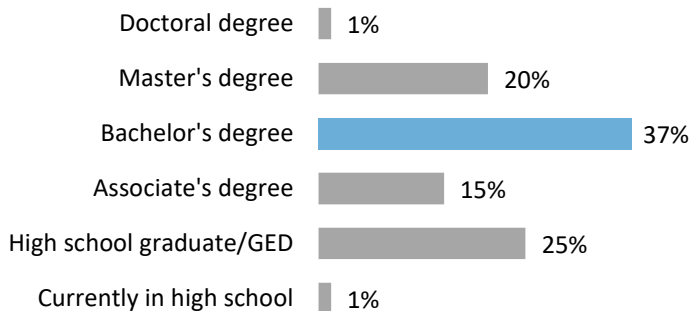
### To what extent were staff members prepared to implement IGP programming?

This section provides information about staff education, professional experience, professional development, barriers and supports to successful program implementation, and staff job satisfaction.

#### Staff Education and Experience

Fifty-eight percent of staff members reported having earned a bachelor's degree or higher (Figure 2).<sup>6</sup> Fifty nine percent of staff members reported that they had three or more years of program experience working with youth ages 10-18 (Figure 3). However, 43% were in their first year working within their respective programs (Figure 4). While staff members were relatively experienced working with youth, they had limited experience working in their current programs.

**Figure 2. Staff Education**

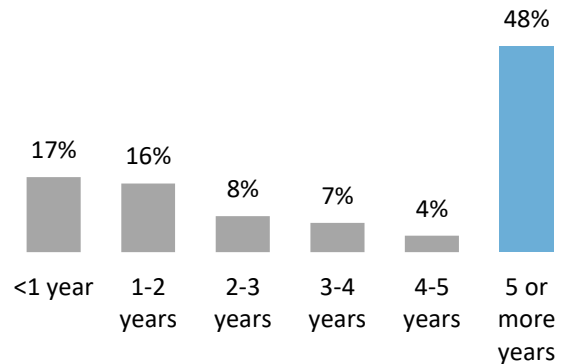


Source: UEPC 2016-17 Spring IGP Staff Survey



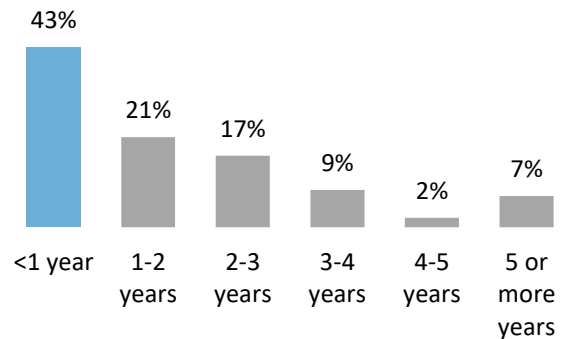
**59%** of staff reported having three or more years of experience working with youth in a school or program.

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



Source: UEPC 2016-17 Spring IGP Staff Survey

**Figure 4. Staff Experience in IGP Program**



Source: UEPC 2016-17 Spring IGP Staff Survey



**43%** of staff reported that they were in their first year of working in IGP programs.

<sup>6</sup> Among staff respondents, 24 reported that they were enrolled in post-secondary programs. Five were enrolled in associates degree programs, 12 were working on bachelor's degrees, and seven were completing a master's degree.

### Participation in Professional Development

During the 2016-17 evaluation year, 78% of staff reported that they participated in training sessions or professional development related to their work in IGP programs. This was up from 64% of staff reporting the same in 2015-16. Staff members who received PD reported participating in an average of 25 hours of training. Hours of PD participation ranged from one half hour to 85 hours. Of the 22% of staff who reported that they did not receive PD, most (61%) were classroom teachers.<sup>7</sup>

Staff members 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 that they would like to learn more about in future PD opportunities.

**Table 9. Staff Professional Development (PD) by Role**

| Role              | Received PD |      | Received No PD |     |
|-------------------|-------------|------|----------------|-----|
|                   | N           | %    | N              | %   |
| Classroom Teacher | 23          | 58%  | 17             | 42% |
| Program Staff     | 50          | 82%  | 11             | 18% |
| All other roles   | 25          | 100% | 0              | 0%  |

Source: UEPC 2016-17 Spring IGP Survey

### Interpreting Professional Development Results

The IGP staff survey asked questions about professional development in the following areas:

1. Providing academic support to students
2. Working with students
3. Enrichment topics
4. Engaging with families
5. Working with school personnel

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, in many areas of professional development, roughly a quarter to a third of staff reported that they did not receive PD in areas that were applicable to their roles. We also calculated the percentage of staff who did not report receiving useful PD in at least one of the topics in each overarching topic area (e.g., academic support, building relationships). This percentage includes respondents who indicated the topic was not applicable to their roles. For example, 58 staff members (46%) indicated that for the academic topic areas listed, they received no PD, no useful PD, or the PD was not applicable to them.

<sup>7</sup> These percentages were calculated by dividing the number of staff who did not receive PD in one area by the total number of staff who did not receive PD. For example, 17 classroom teachers who did not receive PD / 28 staff who did receive PD = 61%.

### Professional Development Results

Over half of staff respondents received useful professional development for providing academic supports, but fewer than half received PD in helping students develop math, English language arts, and science skills. Twenty-three to thirty percent of respondents reported that they did not receive PD for providing academic supports that they felt were applicable to their roles.

**Table 10. Professional Development on Academic Supports**

|   | Received PD, but it was Not Useful | Not Applicable for My Role in this Program | Applicable to my Role, but I Did Not Receive PD | Received Useful PD |
|---|------------------------------------|--|---|--------------------|
| Helping students learn good work habits or study skills | 2%                                 | 13%  | 24%   | 61%                |
| Academic tutoring or homework help                      | 0%                                 | 16%  | 24%   | 60%                |
| Providing targeted support for low performing students  | 1%                                 | 20%  | 23%   | 57%                |
| Helping students develop math skills                    | 1%                                 | 23%  | 30%   | 46%                |
| Helping students develop English language arts skills   | 2%                                 | 32%  | 23%   | 43%                |
| Helping students develop science skills                 | 1%                                 | 36%  | 24%   | 38%                |

Source: UEPC 2016-17 Spring IGP Staff Survey



**Approximately 60%** of staff reported that they received useful training to help students learn good work habits or study skills and to provide tutoring or homework help.



**On average, 25%** of staff reported that providing academic supports was applicable to their roles, but they did not receive PD.

**Overall, 46%** of staff reported that they received no PD or no useful PD for academic supports.

Over two-thirds of respondents received useful training on engaging students and fostering positive relationships within the program. Nearly half of respondents reported that working with English Language Learners and students with disabilities was applicable to their jobs but they had not received training in these areas.

**Table 11. Professional Development for Working with Students**

|   | Received PD, but it was Not Useful | Not Applicable for My Role in this Program | Applicable to my Role, but I Did Not Receive PD | Received Useful PD |
|---|------------------------------------|--|---|--------------------|
| Developing positive relationships with students     | 1%                                 | 6%   | 21%   | 72%                |
| Engaging students in activities                     | 2%                                 | 10%  | 21%   | 67%                |
| Encouraging positive relationships among students   | 2%                                 | 6%   | 26%   | 67%                |
| Working with diverse students                       | 2%                                 | 7%   | 27%   | 64%                |
| Working with students who exhibit problem behaviors | 3%                                 | 8%   | 29%   | 60%                |
| Working with students from low income families      | 2%                                 | 6%   | 36%   | 57%                |
| Facilitating group-building activities              | 3%                                 | 20%  | 26%   | 51%                |
| Designing enrichment activities                     | 4%                                 | 17%  | 29%   | 50%                |
| Understanding adolescent development                | 2%                                 | 23%  | 31%   | 43%                |
| Working with students who have disabilities         | 2%                                 | 12%  | 45%   | 40%                |
| Working with English Language Learners              | 1%                                 | 18%  | 44%   | 37%                |

Source: UEPC 2016-17 Spring IGP Staff Survey



**72%** of staff reported that they received useful training on developing positive relationships with students.

**67%** reported that they received useful training on encouraging positive relationships with students and engaging students in activities.



**36%** of staff felt that working with students from low-income families was applicable, but they did not receive related training.

**Approximately 45%** of staff reported that working with students with disabilities and working with English language learners was applicable, but they did not receive related training.

**Overall, 40%** of staff members reported that they received no PD or no useful PD for working with students.

Staff reports of receiving professional development for providing prevention-related enrichments were relatively low. Among all PD topics in the staff survey, staff rated the prevention-related enrichments as not applicable for their roles more than any other set of topics.

**Table 12. Professional Development on Prevention-Related Enrichments**

|                                    | Received PD, but it was Not Useful | Not Applicable for My Role in this Program | Applicable to my Role, but I Did Not Receive PD | Received Useful PD |
|------------------------------------|------------------------------------|--|---|--------------------|
| Suicide prevention                 | 5%                                 | 34%  | 18%   | 43%                |
| Youth violence and gang prevention | 2%                                 | 30%  | 29%   | 38%                |
| Addiction prevention               | 8%                                 | 38%  | 21%   | 33%                |
| School dropout prevention          | 3%                                 | 40%  | 31%   | 25%                |
| Pregnancy and STI prevention       | 6%                                 | 61%  | 21%   | 12%                |

Source: UEPC 2016-17 Spring IGP Staff Survey



Suicide prevention was the **most common** prevention-related topic in which staff members received PD.



**Few staff members (12%-43%)** reported that they received useful training on prevention topics.

**Many (30-61%) staff** reported that training for prevention-related enrichments was not applicable to their roles.

**Overall, 60%** of staff reported that they received no PD or no useful PD for prevention-related enrichments.



Staff members reported a wide range (16%-64%) of participation in professional development for general enrichment topics. A relatively high percentage of staff felt that many of these topics were not applicable to their roles. This may be due to the diversity of programs and program offerings, but may also suggest a need for an increased focus on some enrichment topics for some programs.

**Table 13. Professional Development on Enrichment Topics**

|  | Received PD, but it was Not Useful | Not Applicable for My Role in this Program | Applicable to my Role, but I Did Not Receive PD | Received Useful PD |
|--|------------------------------------|--|---|--------------------|
| Developing positive interpersonal relationships    | 4%                                 | 13%  | 18%   | 64%                |
| Developing emotional intelligence and self-concept | 3%                                 | 13%  | 21%   | 62%                |
| Helping students develop leadership skills         | 2%                                 | 18%  | 20%   | 60%                |
| Mentoring students                                 | 2%                                 | 16%  | 26%   | 57%                |
| Delivering healthy relationship education          | 3%                                 | 18%  | 23%   | 56%                |
| Providing physical activities                      | 2%                                 | 26%  | 24%   | 48%                |
| Supporting education and career readiness          | 1%                                 | 27%  | 28%   | 44%                |
| Promoting civic engagement                         | 3%                                 | 24%  | 33%   | 40%                |
| Providing nutrition education                      | 0%                                 | 38%  | 24%   | 38%                |
| Providing resources about post-secondary careers   | 1%                                 | 45%  | 25%   | 29%                |
| Providing resources about post-secondary education | 1%                                 | 42%  | 27%   | 29%                |
| Helping with school transitions                    | 4%                                 | 33%  | 36%   | 27%                |
| Teaching financial literacy                        | 5%                                 | 47%  | 33%   | 16%                |

Source: UEPC 2016-17 Spring IGP Staff Survey



**Nearly two-thirds** of staff reported that they received useful professional development on supporting student leadership, developing of emotional intelligence and self-concept, and developing positive relationships.



**Less than 30%** of staff reported that they received useful training on providing resources about post-secondary opportunities, helping with school transitions, and teaching financial literacy.

**Overall, 40%** of staff reported that they received no PD or no useful PD for enrichment topics.

**Table 14. Professional Development on Family Engagement**

|   | Received PD, but it was Not Useful | Not Applicable for My Role in this Program | Applicable to my Role, but I Did Not Receive PD | Received Useful PD |
|---|------------------------------------|--|---|--------------------|
| Creating a welcoming environment for families         | 1%                                 | 20%  | 28%   | 51%                |
| Providing information and resources for families      | 1%                                 | 27%  | 21%   | 51%                |
| Developing positive relationships with families       | 1%                                 | 18%  | 31%   | 49%                |
| Engaging families in the afterschool program          | 1%                                 | 21%  | 29%   | 49%                |
| Inviting family members to participate in the program | 2%                                 | 26%  | 29%   | 43%                |

Source: UEPC 2016-17 Spring IGP Staff Survey



**On average, 49%** of staff members reported that they received useful training on family engagement.



**On average, 28%** of staff reported that PD on family engagement was important to their roles, but they did not receive PD.

**26%** of staff felt that inviting families to participate in the program was not applicable to their roles.

**Overall, 59%** of staff reported that they received no PD or no useful PD for family engagement.

**Table 15. Professional Development on Working with School Personnel**

|  | Received PD, but it was Not Useful | Not Applicable for My Role in this Program | Applicable to my Role, but I Did Not Receive PD | Received Useful PD |
|--|------------------------------------|--|---|--------------------|
| Collaborating with school personnel (e.g., classroom teachers, school counselors, and/or principals) | 3%                                 | 13%  | 31%   | 52%                |
| Aligning expectations about student behavior   | 2%                                 | 11%  | 35%   | 52%                |
| Aligning afterschool and school day curriculum   | 1%                                 | 20%  | 33%   | 45%                |
| Coordinating school day and afterschool lessons  | 2%                                 | 24%  | 35%   | 39%                |

Source: UEPC 2016-17 Spring IGP Staff Survey

### **Additional Professional Development**

When asked what topics they would like to learn more about through future professional development opportunities, staff members most frequently requested more behavioral management techniques. They also asked for more training related to establishing and maintaining relationships between themselves and students, families, and day school staff. A summary of responses and frequency counts is available in Appendix A.



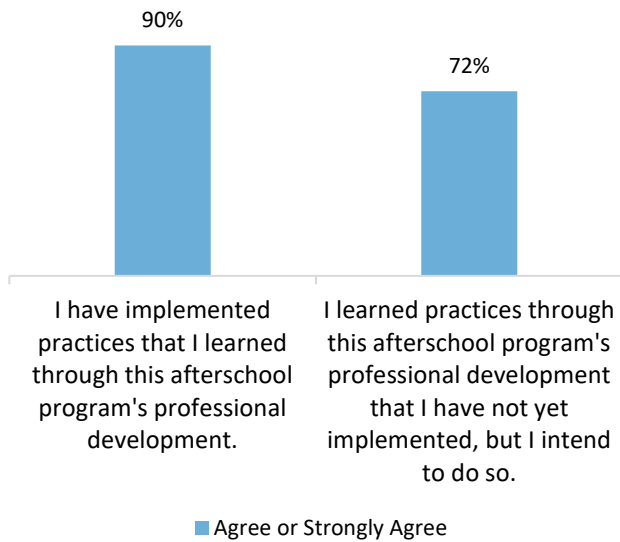
**52%** of staff reported that they received useful training on collaborating with school personnel and aligning expectations about student behavior.



**On average, 34%** of respondents reported that although working with school day personnel was applicable for their role, that they did not receive PD.

**Overall, 53%** of staff reported that they received no PD or no useful PD for working with school personnel.

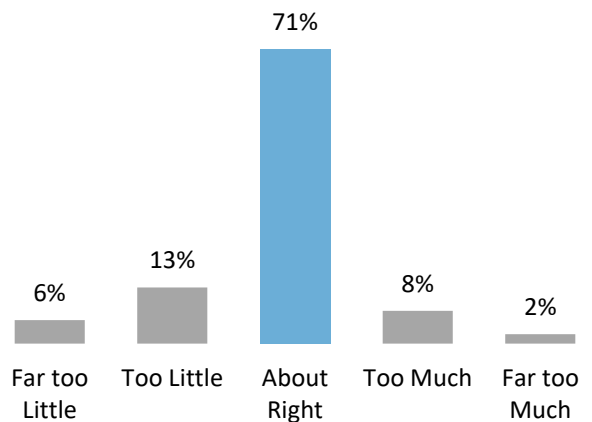
**Figure 5. Implementation of Professional Development**



Source: UEPC 2016-17 Spring IGP Staff Survey

**Figure 6. Amount of Professional Development**

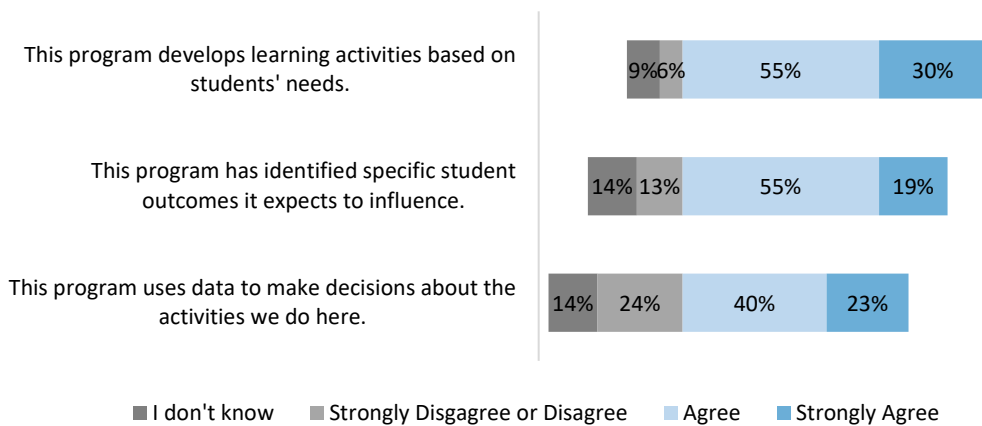
*The professional development that I have participated in to support my work as a staff member of this afterschool program has been...*



Source: UEPC 2016-17 Spring IGP Staff Survey

## Program Planning

**Figure 7. Intentional Program Planning**



*High quality afterschool programs plan and implement their daily activities to achieve specific outcomes.*

*Understanding and enacting such intentional programming is an important aspect of staff preparation.*

Source: UEPC 2016-17 Spring IGP Staff Survey



**90%** of staff reported that they implemented practices from professional development provided by their program.

**85%** of staff reported that their programs designed activities based on student needs.

**74%** of staff reported that their programs had identified specific student outcomes.

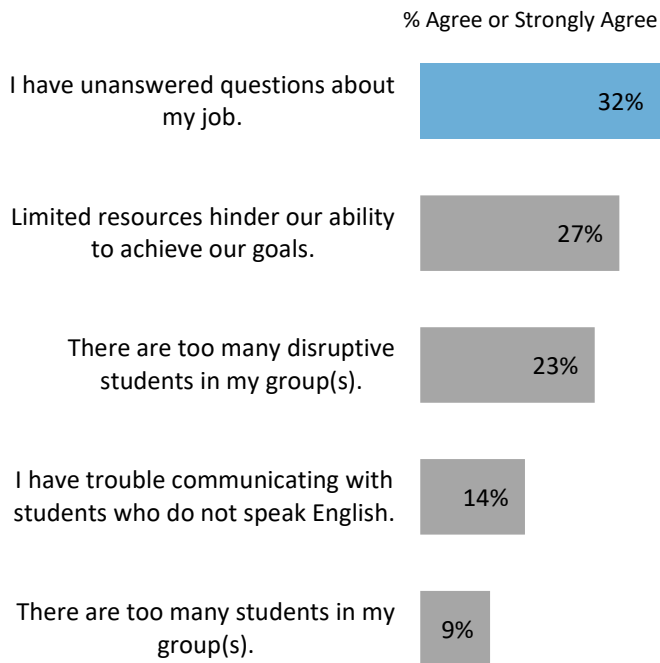


**19%** of staff reported that they participated in too little or far too little professional development.

**One quarter** of staff reported that their programs were not making data-based decisions about program activities.

## Staff Barriers and Supports to Program Implementation

**Figure 8. Staff Barriers to Program Implementation**



Source: UEPC 2016-17 Spring IGP Staff Survey

**Table 16. Staff Perceptions of Supports and Job Satisfaction**

| Statement  | % Agree or Strongly Agree |
|--|---------------------------|
| I enjoy working here.  | 98%                       |
| I find work here rewarding.  | 96%                       |
| I get the support I need from my supervisor(s).  | 94%                       |
| My talents and skills are well-utilized here.  | 92%                       |
| I have the resources I need to do my job effectively.  | 90%                       |
| I know the goals of this program.  | 90%                       |
| I get useful feedback from my supervisor(s).   | 88%                       |
| The site coordinator involves staff in important decisions about afterschool program operations or design. | 88%                       |
| I know how to accomplish the goals of this program.  | 87%                       |
| I have received the training I need to do a good job.  | 82%                       |

Source: UEPC 2016-17 Spring IGP Staff Survey

### Staff Reports of Additional Supports Needed for Program Implementation

Eighty-five staff members answered the question: *What additional support(s) do you need to be most effective in your current role working for this afterschool program?* Many staff expressed that they did not need any additional support. Others noted that additional professional development would be helpful, some requested that their programs hire more staff members, acquire additional funding, or gain access to more curricular and instructional resources. Appendix A offers a detailed list of responses.



**98%** of staff reported that they enjoyed their work.

**96%** of staff reported that they found their work rewarding.

**94%** of staff reported that they received support from their supervisor(s).



**32%** percent of staff respondents had unanswered questions about their jobs.

**18%** of staff reported that they had not received the training they needed to do a good job.

## To what extent did the IGP afterschool programs provide academic services and supports for students?

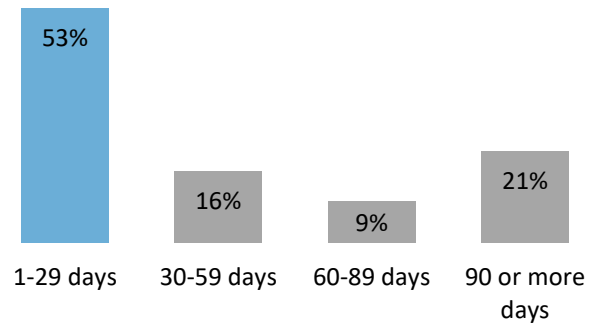
To answer this question, the UEPC reviewed student participation and staff survey responses. This section provides detail on student attendance rates, participation in academic interventions and enrichments, and staff reports of program implementation.

### Program Participation

Six of the eight IGP grantees provided program participation data. Grantees reported the number of days that students attended their programs, the number of possible days of attendance, the number of science, English language arts, and math interventions, and the number of days students participated in enrichment activities for each student.

Grantees reported that 4,485 students participated in their programs for at least one day. The reported days of possible attendance ranged from 84 to 178. To calculate the attendance rate of 34%, we divided the total attendance days by the total days of possible attendance.

**Figure 9. Student Days of Attendance in IGP Programs**



Source: IGP Participation Data

**Table 17. Summary of Student Participation**

|  | English Language Arts | Science | Math  | Enrichments |
|--|-----------------------|---------|-------|-------------|
| Number of Students who Received the Interventions at Least Once  | 3,033                 | 1,444   | 2,819 | 3,122       |
| Percent of Students who Received the Interventions at Least Once | 68%                   | 36%     | 63%   | 70%         |
| Average Number of Days of Participation                          | 38                    | 10      | 26    | 32          |

Source: IGP Participation data



**Almost half (47%)** of the participants attended IGP programs for 30 days or more.



**34%** was the average attendance rate.

**53%** of students participated for fewer than 30 days.

**32%** of IGP participants received no ELA interventions.

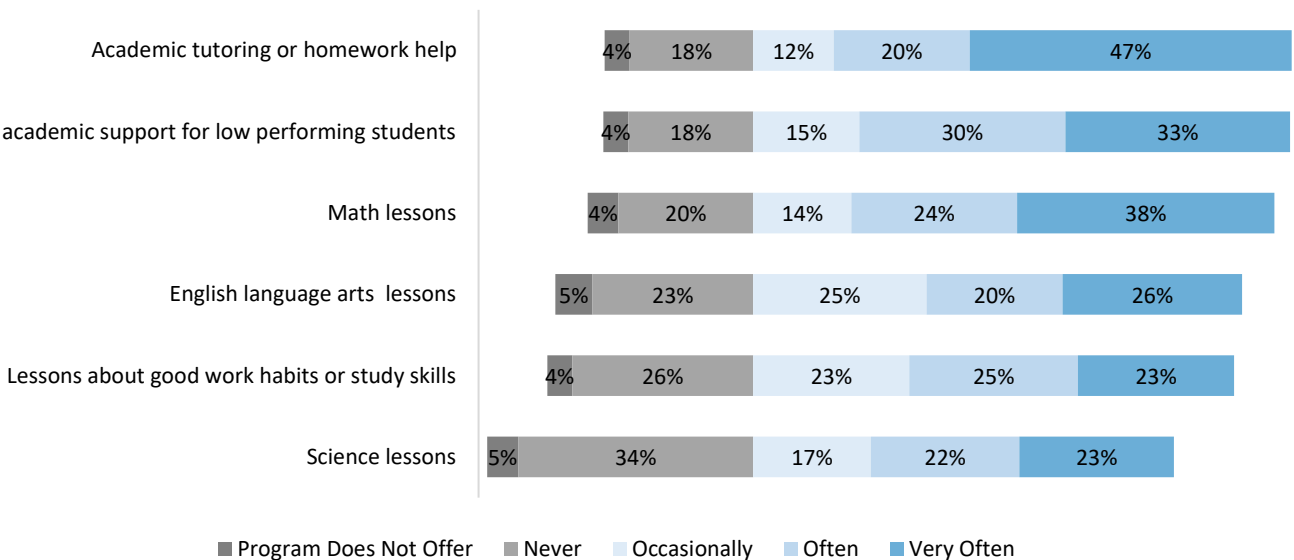
**64%** of IGP participants received no science interventions.

## Program Implementation

In addition to student participation numbers submitted by programs, the staff survey included questions that asked staff members to document the academic, prevention, and enrichment supports they provided. These reports from staff members round out our understanding of the supports that IGP programs made available to students.

### Academic Supports

Figure 10. Frequency of Academic Supports Provided by Staff



Source: UEPC 2016-17 Spring IGP Staff Survey

Note: Staff fulfill a variety of tasks within their programs. Some of the variance in these responses is likely a reflection of staff members' unique roles and responsibilities.



**67%** of staff reported that they offered tutoring or homework help often or very often.

**63%** of staff reported that they offered targeted academic support for low performing students often or very often.

**62%** of staff reported that they offered math lessons often or very often.

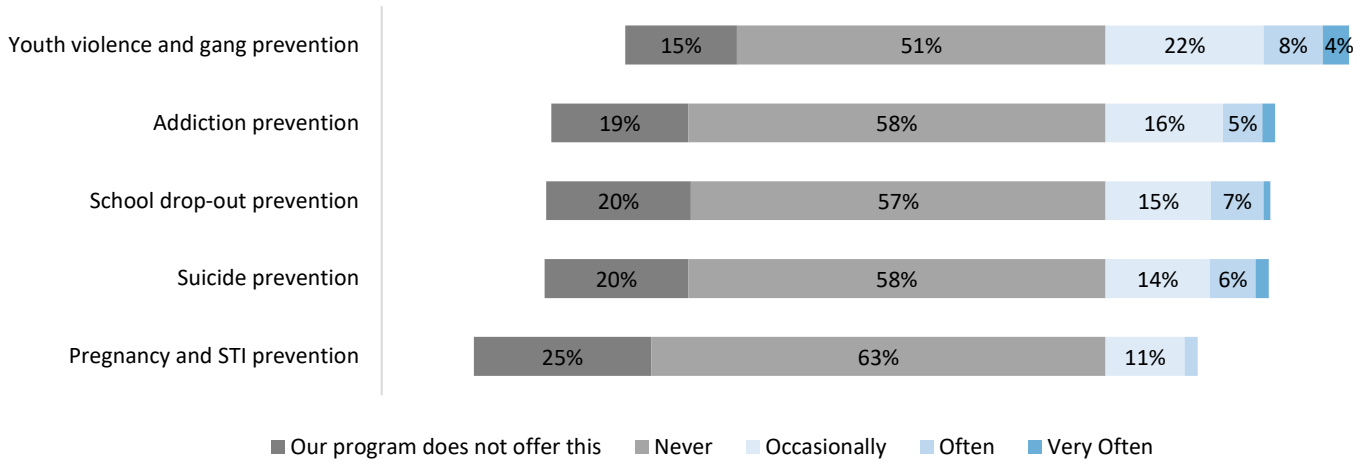


**54%** of staff reported that they provided English language arts lessons occasionally or never.

**39%** of staff reported that they did not provide science lessons.

**Prevention Supports**

**Figure 11. Frequency of Prevention Supports Offered by Staff**



Source: UEPC 2016-17 Spring IGP Staff Survey



**34%** of staff reported that they offered youth violence and gang prevention for students at least occasionally.

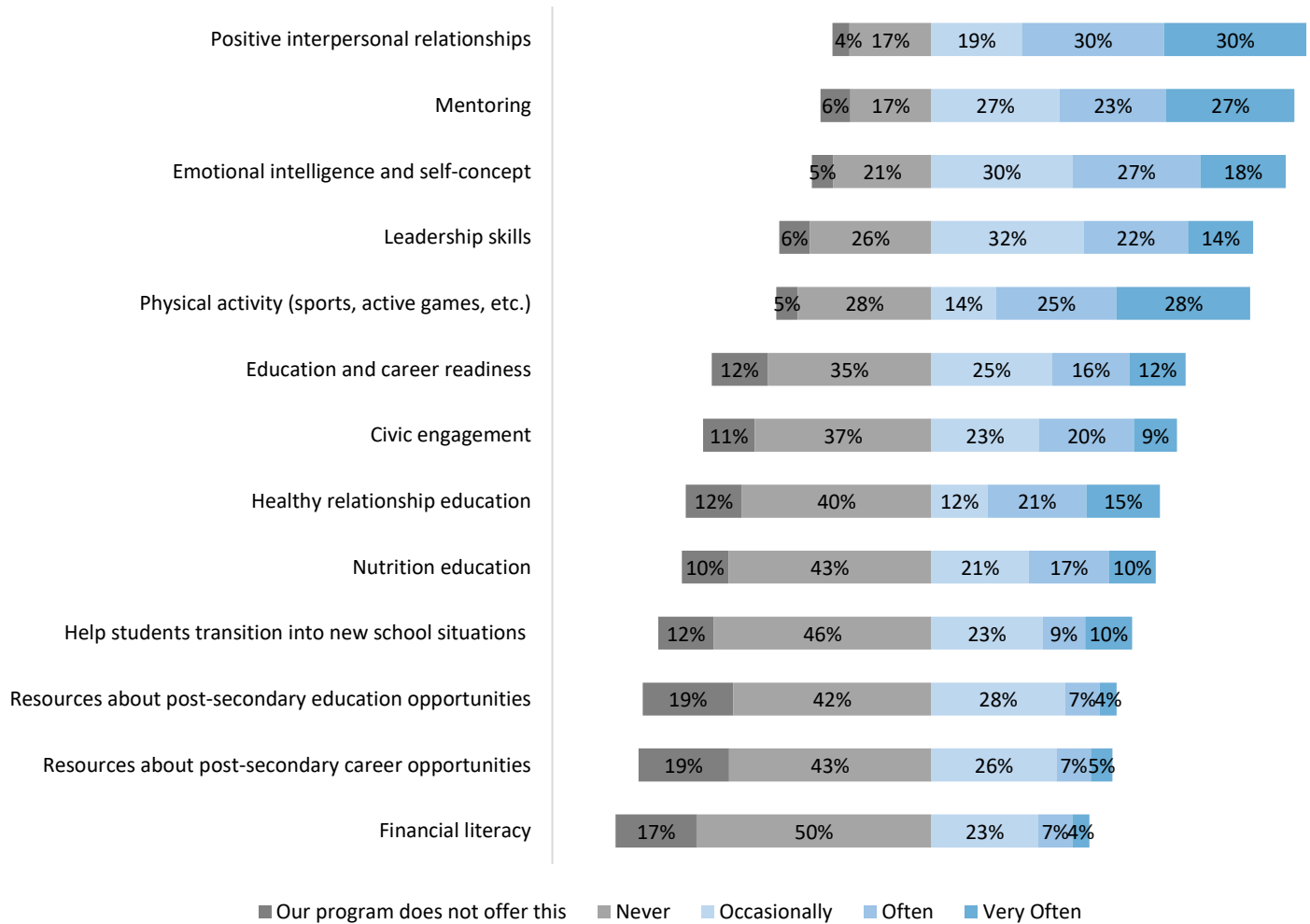


**Overall**, staff reported a low frequency for providing prevention supports.



## Enrichment Opportunities

Figure 12. Frequency of Enrichment Opportunities Provided by Staff



Source: UEPC 2016-17 Spring IGP Staff Survey



**60%** of staff reported that they offered opportunities for positive interpersonal relationships often or very often.

**50%** of staff reported that they provided mentoring for students often or very often.



**67%** of staff reported that they were not providing financial literacy.

**53%** of staff reported that they were not providing nutrition education.

**62%** of staff reported that they were not providing resources about post-secondary opportunities.

## To what extent did the IGP programs partner with families and school staff?

### Partnering with Families

For this evaluation, we focused on family engagement as a key indicator of partnering with families. We defined family engagement as a relationship characterized by an ongoing exchange between afterschool practitioners and families.<sup>8</sup> The goal of such reciprocal relationships is to establish and maintain active partnerships that support student development and academic achievement.

To understand the extent to which programs were partnering with families, we examined:

1. The resources that programs provided for families,
2. The extent to which families were participating in program related activities,
3. The extent to which grantees understood and responded to families' needs,
4. The programmatic practices for serving families,
5. The extent to which grantees provided welcoming environments for families, and
6. Families' satisfaction with and trust in the programs.

We explored these topics from the perspective of program staff and families. From the program perspective we asked staff members and family liaisons about their experiences in the program. We asked families about their experiences interacting with the programs. Where feasible, we asked similar questions to all three respondent groups.

The emphasis on partnering with families in this third annual evaluation report is in response to the previous two years of

annual evaluation reports. In those reports we learned that family partnerships were underdeveloped and that staff members rarely provided information to families and/or invited families to participate in program events. For example, in year 2 we learned that over 66% of staff reported that they never provided information to families about health-related resources, public assistance, adult education, or job training. Additionally, we learned that participation of families in the afterschool programs was relatively limited.

Robust partnerships between educators and families are a critical component of statewide efforts to curtail intergenerational poverty. Researchers have emphasized the important role that families play in their childrens' education.<sup>9</sup> Afterschool programs are in a unique position to serve as a bridge between the home and school. Afterschool program providers that intentionally engage families can serve as a key entry point for building relationships with families and can narrow the divide of home and school.<sup>10</sup>

There are a few noteworthy limitations to interpreting the results in this section. We received limited survey responses from families. In addition to the small sample size, some afterschool organizations are overrepresented, while others had relatively few survey responses. Responses from two organizations make up over half of the family surveys responses. Because of this, we avoid direct comparisons of family and staff responses.

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<sup>8</sup> Iruka, I., Curenton, S., & Eke, W. (2014). The CRAF-E4 family engagement model: Building practitioners' competence to work with diverse families. London, UK: Academic Press.

<sup>9</sup> Duncan, G. J., & Magnuson, K. A. (2005). Can family socioeconomic resources account for racial and ethnic test score gaps? *The Future of Children*, 15, 35-54.

<sup>10</sup> Afterschool Alliance (October 2012). *Afterschool: A key to successful parent engagement*. Issue Brief 57.

**Resources for Families**

**Table 18. Resources Made Available to Families**

|   | <b>Family</b> | <b>Staff</b> | <b>Liaison</b> |
|---|---------------|--------------|----------------|
| Information about nutrition                                   | 25%           | 32%          | 35%            |
| Information about child development or parenting classes      | 15%           | 31%          | 54%            |
| Information about healthcare services                         | 14%           | 37%          | 58%            |
| Information about adult education resources                   | 2%            | 32%          | 31%            |
| Resources for job services                                    | 4%            | 21%          | 35%            |
| Resources to support health and well-being                    | 19%           | 35%          | 65%            |
| Temporary assistance options                                  | 8%            | 32%          | 50%            |
| English language learning resources for adults                | 3%            | 37%          | 46%            |
| Information about legal services                              | 2%            | 12%          | 27%            |
| Resources for supporting learning at home                     | 48%           | 41%          | 54%            |
| Information about enrichment opportunities for their children | 38%           | 53%          | 85%            |
| Information about what children are learning in school        | 44%           | 50%          | 58%            |
| Other   | 10%           | 12%          | 23%            |

Sources: 2016-17 UEPC Family Engagement, Family Liaison, and Spring IGP Staff Surveys  
 Note: This survey question asked respondents to select all of the resources they provided.



**48%** of families reported that they received resources for supporting learning at home.

**44%** of families reported that they received information about what their children were learning in school.



Relatively few programs were making resources available to families.

## Family Participation

**Table 19. Perceptions of Family Participation**

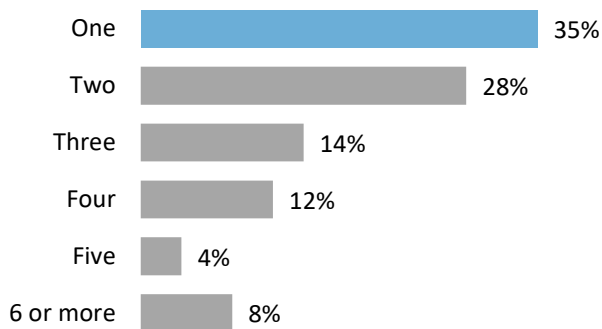
% Agree or Strongly Agree

|  | Families | Staff | Liaisons |
|--|----------|-------|----------|
| Family members attend activities or events.  | 67%      | 59%   | 49%      |
| Family members visit the program.            | 61%      | 32%   | 29%      |
| Family members help plan program activities. | 9%       | 16%   | 17%      |
| Family members volunteer in the program.     | 24%      | 20%   | 10%      |

Sources: 2016-17 UEPC Family Engagement, Family Liaison, and Spring IGP Staff Surveys

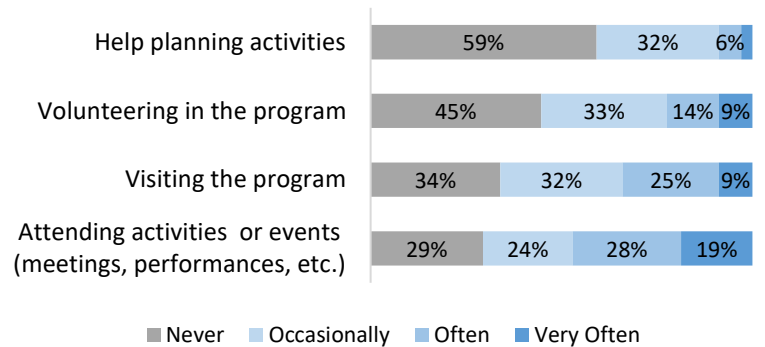
Note: Families selected yes or no to indicate their participation; Staff members and family liaisons provided estimates of family participation.

**Figure 13. Frequency of Family Participation in Events**



Source: 2016-2017 UEPC Family Engagement Survey

**Figure 14. Staff Invitations for Family Participation**



Source: 2016-17 UEPC IGP Staff Survey



**63%** of families reported that they attended one or two events a year.

**61%** of families reported that they visited their child's program.



**Family participation** in planning activities and volunteering was relatively limited. This aligned with infrequent staff invitations to participate.

## Understanding and Responding to Families' Needs

**Table 20. Program Efforts to Understand Family's Needs**

% Agree or Strongly Agree

|   | Families | Staff | Liaisons |
|---|----------|-------|----------|
| This program asks for input from families.                                  | 69%      | 62%   | 92%      |
| This program asks families to contribute to planning activities.            | 42%      | 35%   | 65%      |
| This program tries to understand families' needs.                           | 78%      | 78%   | 100%     |
| This program asks parents about their child's needs.                        | 75%      | 62%   | 92%      |
| This program has system(s) in place to collect input from families.         | 75%      | 52%   | 58%      |
| This program conducts formal family needs assessments at least once a year. | N/A      | 34%   | 42%      |

Sources: 2016-17 UEPC Family Engagement, Family Liaison, and Spring IGP Staff Surveys

Note: Items for families were edited to fit the context. For example, *this program asks for input from families* was *this program asks for my input*.

**Table 21. Supports for Family Participation**

% Agree or Strongly Agree

|  | Families | Staff | Liaisons |
|--|----------|-------|----------|
| This program uses input from families to plan activities.                                    | 40%      | 40%   | 73%      |
| This program allows family members influence what happens at this program.                   | 59%      | 38%   | 69%      |
| This program responds promptly to the needs or concerns of family members.                   | 79%      | 60%   | 88%      |
| This program uses input from families to plan the types of support or resources it provides. | 48%      | 41%   | 73%      |

Sources: 2016-17 UEPC Family Engagement, Family Liaison, and Spring IGP Staff Surveys



**69%** of families reported that programs asked for their input.

**78%** of families reported that programs tried to understand their needs.

**79%** of families reported that programs responded promptly to their needs.



**42%** of families and **35%** of staff reported that programs asked families to contribute to planning activities.

**34%** of staff reported that programs conducted formal family needs assessments.

**40%** of families and staff reported that programs used input from families to plan activities.

**Table 22. Supports for Family Participation**

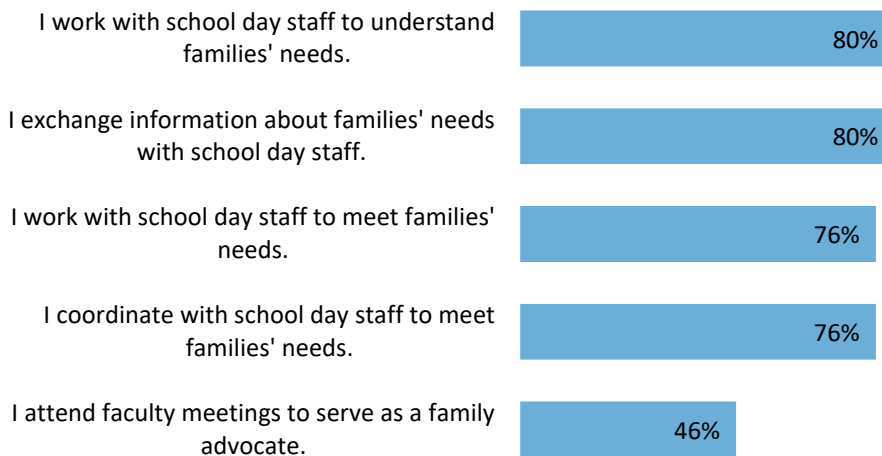
% Agree or Strongly Agree

|   | Families | Staff | Liaisons |
|---|----------|-------|----------|
| This program considers parent work schedules when scheduling events.                      | 69%      | 64%   | 92%      |
| This program provides transportation for family events or activities.                     | 43%      | 26%   | 38%      |
| This program makes childcare available during family events                               | 21%      | 25%   | 46%      |
| This program makes special efforts to accommodate the needs of single or working parents. | N/A      | 61%   | 88%      |

Sources: 2016-17 UEPC Family Engagement, Family Liaison, and Spring IGP Staff Surveys

**Figure 15. Family Liaison Perception of Collaborations with School Personnel to Meet Families' Needs**

% Agree or Strongly Agree



Source: UEPC 2016-17 Family Liaison Survey



**69%** of families reported that programs considered their work schedules when scheduling events.

**80%** of family liaisons reported that they worked with school day staff to understand families' needs.



**21%** of families and **25%** of staff reported that programs made childcare available during events.

**46%** of Family Liaisons reported that they attended faculty meetings to serve as a family advocate.

**Programmatic Practices for Serving Families**

**Table 23. Perceptions of Communication with Families**

% Agree or Strongly Agree

Program communicates with families in ways that are easy to read or understand.

Parents know how to reach program administrators or staff by phone.

Program keeps families informed of program policy changes.

Program provides information for families in a language they can understand.

Program stays in close contact with families.

Program ask families to indicate their preferred mode(s) of communication.

|   | Families | Staff | Liaisons |
|---|----------|-------|----------|
| Program communicates with families in ways that are easy to read or understand. | 87%      | 81%   | 100%     |
| Parents know how to reach program administrators or staff by phone.             | 81%      | 78%   | 100%     |
| Program keeps families informed of program policy changes.                      | 80%      | 71%   | 92%      |
| Program provides information for families in a language they can understand.    | 94%      | 81%   | 88%      |
| Program stays in close contact with families.                                   | 76%      | 73%   | 88%      |
| Program ask families to indicate their preferred mode(s) of communication.      | 76%      | 57%   | 85%      |

Sources: 2016-17 UEPC Family Engagement, Family Liaison, and Spring IGP Staff Surveys

**Table 24. Most Common Methods of Communication with Families**

|                 | Families | Liaisons |
|-----------------|----------|----------|
| Face-to-Face    | 71%      | 100%     |
| Phone Call      | 59%      | 92%      |
| Text Message    | 51%      | 62%      |
| Newsletter      | 38%      | 62%      |
| Email           | 39%      | 46%      |
| Social media    | 16%      | 46%      |
| Meetings/Events | 15%      | 38%      |
| Website         | 12%      | 23%      |
| Other           | 3%       | 19%      |
| Bulletin Board  | 5%       | 12%      |



**87%** of families reported that program providers communicated with them in ways that were easy to understand.

**71%** of families reported that face-to-face was the most common method of communication.

**76%** of families reported that programs stayed in close contact with them.



**57%** of staff reported that their programs asked families to indicate their preferred mode(s) of communication.

Common methods of communicating with families appeared underdeveloped.

Sources: 2016-17 UEPC Family Engagement and Family Liaison Surveys

**Table 25. Programs' Approach to Family Engagement**

% Agree or Strongly Agree

- This program actively encourages staff members to engage families.
- Discussions of family engagement are a regular part of staff meetings.
- This program has a designated staff member trained to coordinate family outreach and/or engagement.
- This program has written policies or procedures about family engagement.
- This program offers training or PD that teaches staff members about effective family engagement.

| Staff | Liaisons |
|-------|----------|
| 60%   | 77%      |
| 47%   | 65%      |
| 50%   | 62%      |
| 42%   | 54%      |
| 41%   | 54%      |

Sources: 2016-17 Family Engagement and Family Liaison Surveys

**Table 26. Family Liaison Perceptions of Their Role in Serving Families**

% Agree or Strongly Agree

- I have clear goals for engaging families in their children’s education.
- I have clear goals for engaging families in the afterschool program.
- I have clear goals for engaging families with the school.
- I have clear goals for training staff members to engage with families.
- I have clear goals for supporting families to meet their basic needs.

|     |
|-----|
| 76% |
| 69% |
| 65% |
| 63% |
| 63% |

Source: 2016-17 Family Engagement and Family Liaison Surveys



**76%** of family liaisons reported that they had clear goals for engaging families in their children’s education.

**On Average, 67%** of family liaisons reported that they had clear goals for engaging families.



**41%** of staff and **54%** of liaisons reported that their programs offered training or PD to teach staff about effective family engagement.

**42%** of staff and **54%** of liaisons reported that their programs had written policies or procedures about family engagement.

**37%** of liaisons reported that they did not have clear goals for training staff to engage families or to support families to meet their basic needs.



**Program Provides a Welcoming Environment for Families**

**Table 27. Perceptions of the Program Environment**

% Agree or Strongly Agree

Program welcomes families from diverse cultural backgrounds.

Staff members greet family members in a warm, respectful manner.

Parents feel comfortable talking to staff members at this afterschool program.

Staff members treat family members as if they are partners in the child's development.

Parents feel welcome at this afterschool program.

Program extended an open invitation to families to visit or observe the program.

|  | Families | Staff | Liaisons |
|--|----------|-------|----------|
| Program welcomes families from diverse cultural backgrounds.                           | 81%      | 90%   | 100%     |
| Staff members greet family members in a warm, respectful manner.                       | 89%      | 92%   | 92%      |
| Parents feel comfortable talking to staff members at this afterschool program.         | 84%      | 88%   | 92%      |
| Staff members treat family members as if they are partners in the child's development. | 84%      | 82%   | 92%      |
| Parents feel welcome at this afterschool program.                                      | 82%      | 82%   | 81%      |
| Program extended an open invitation to families to visit or observe the program.       | 70%      | 71%   | 69%      |

Sources: 2016-17 UEPC Family Engagement, Family Liaison, and Spring IGP Staff Surveys

**Table 28. Perceptions of Cultural Incorporation in IGP Programs**

% Agree or Strongly Agree

Staff members support child in learning about his or her cultural identity.

Program incorporated families' cultural traditions in its activities.

This program has invited family to contribute their cultural perspectives.

Signs and other materials are in families' home languages and in English

This program celebrates families' cultural background.

|   | Families | Staff | Liaisons |
|---|----------|-------|----------|
| Staff members support child in learning about his or her cultural identity. | 52%      | 62%   | 85%      |
| Program incorporated families' cultural traditions in its activities.       | 44%      | 56%   | 73%      |
| This program has invited family to contribute their cultural perspectives.  | 36%      | 48%   | 69%      |
| Signs and other materials are in families' home languages and in English    | N/A      | 56%   | 69%      |
| This program celebrates families' cultural background.                      | 37%      | 39%   | 50%      |

Sources: 2016-17 UEPC Family Engagement, Family Liaison, and Spring IGP Staff Surveys



**84%** of families reported that they felt comfortable talking to staff members and that staff members treated family members as if they are partners in the child's development.

**On average, 91%** of families, staff, and liaisons reported that staff greeted family members in a warm, respectful manner.

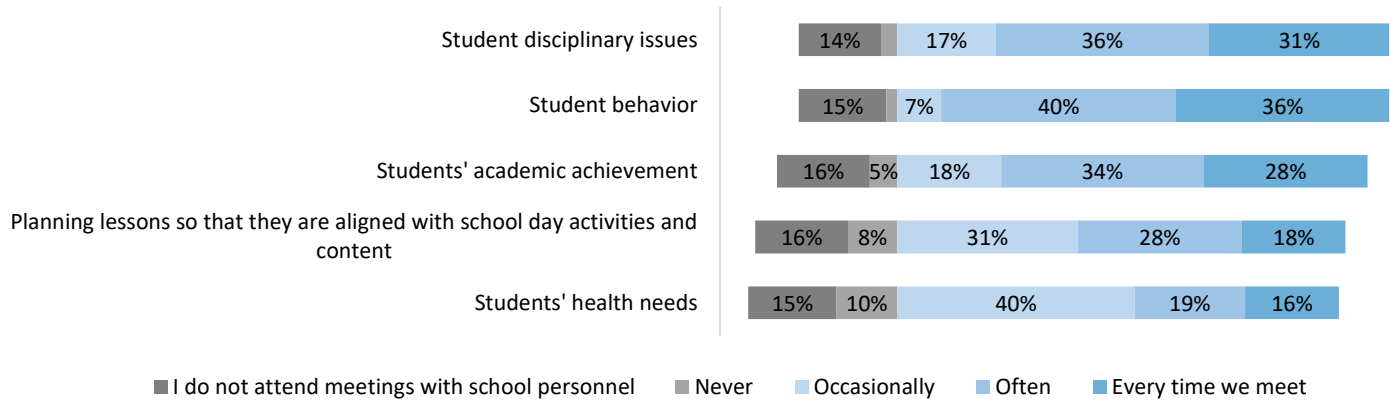


**Less than half** of families reported that programs were incorporating their cultural traditions.

**On average, 38%** of families and staff reported that programs celebrated families' cultural backgrounds.

### Partnering with School Day Personnel

Figure 16. Frequency of Topics Discussed with School Day Personnel



Source: 2016-17 UEPC IGP Staff Surveys

Table 29. Family Connectedness to School

% Agree or Strongly Agree

|  | Families | Staff | Liaisons |
|--|----------|-------|----------|
| This program helps provide a bridge between families and the school. | 76%      | 78%   | 88%      |
| Staff members help establish family and school partnerships.         | N/A      | 75%   | 92%      |
| Family members feel connected to this school.                        | 85%      | 73%   | 77%      |



62% of staff reported that they discussed students' academic achievement often or every time they met with school day personnel.

76% of families reported that their child's program helped provide a bridge between families and the school.

94% of staff reported that collaborated with school personnel.

Sources: 2016-17 UEPC Family Engagement, Family Liaison, and Spring IGP Staff Surveys

Table 30. Staff Perceptions of Collaborations with School Day Personnel

% Agree or Strongly Agree

|  |     |
|--|-----|
| We collaborate with school personnel.  | 94% |
| This program aligns afterschool programming with school day expectations about behavior. | 92% |
| I communicate directly with classroom teachers, school counselors, and/or principals.    | 82% |
| This program aligns afterschool programming with the school day curriculum.              | 80% |
| We work with classroom teachers to coordinate school day and afterschool lessons.        | 75% |
| I adjust my afterschool teaching based on data about students.                           | 70% |

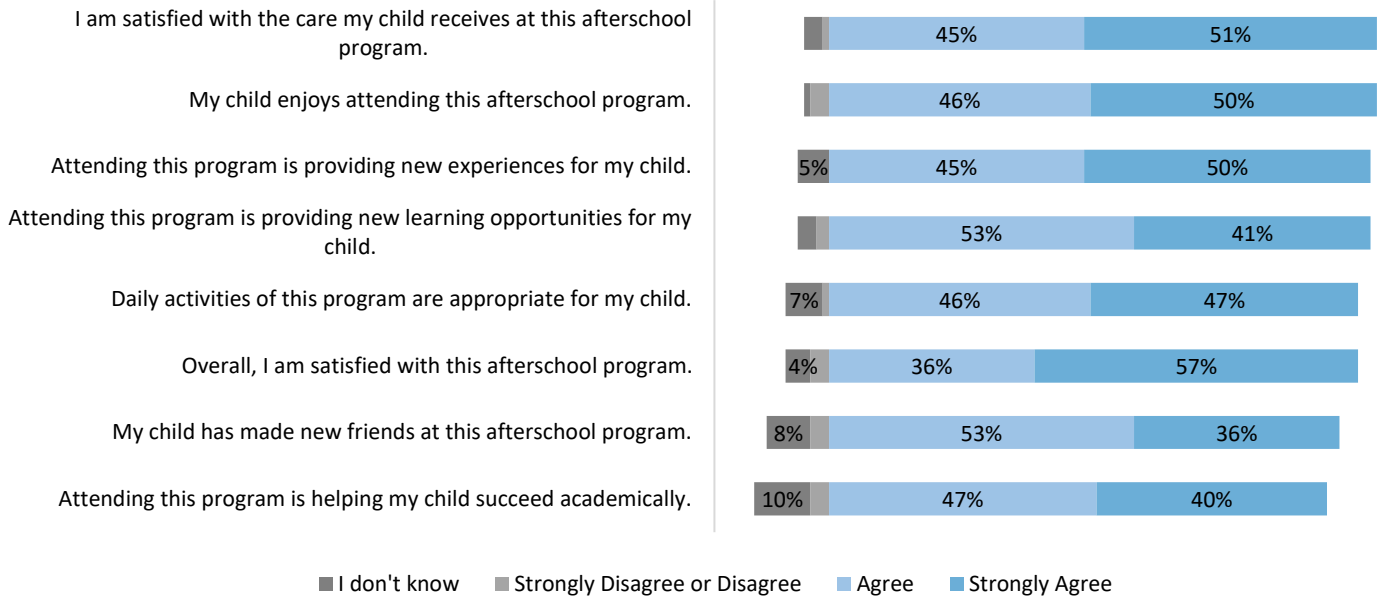


39% of staff reported that they never or occasionally discussed planning lessons that aligned with the school day.

25% of staff reported that their programs were not coordinating school day and afterschool lessons.

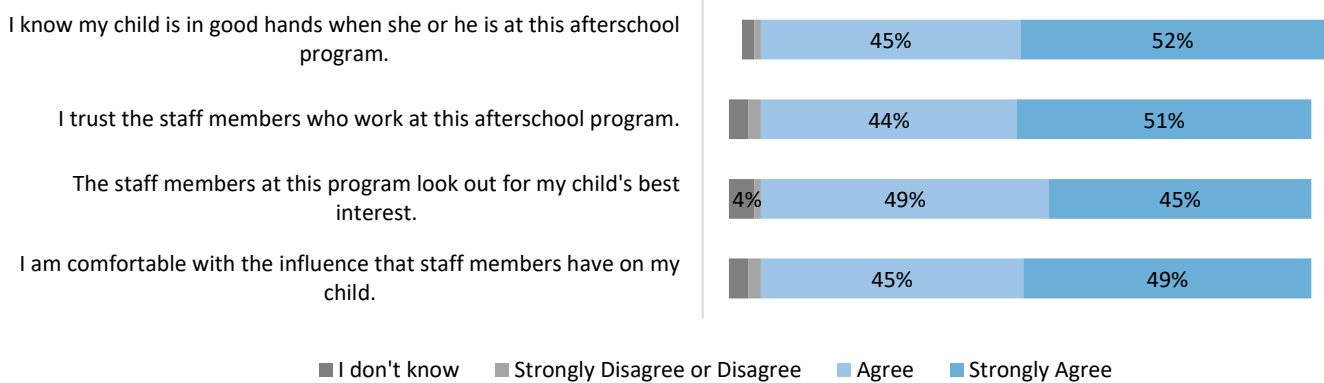
### Family Satisfaction and Trust

**Figure 17. Family Satisfaction with IGP Programs**



Source: 2016-17 UEPC Family Engagement Survey

**Figure 18. Families Trust in IGP Programs**



Source: 2016-17 UEPC Family Engagement Survey



**92%** of families reported that they were satisfied with the program.

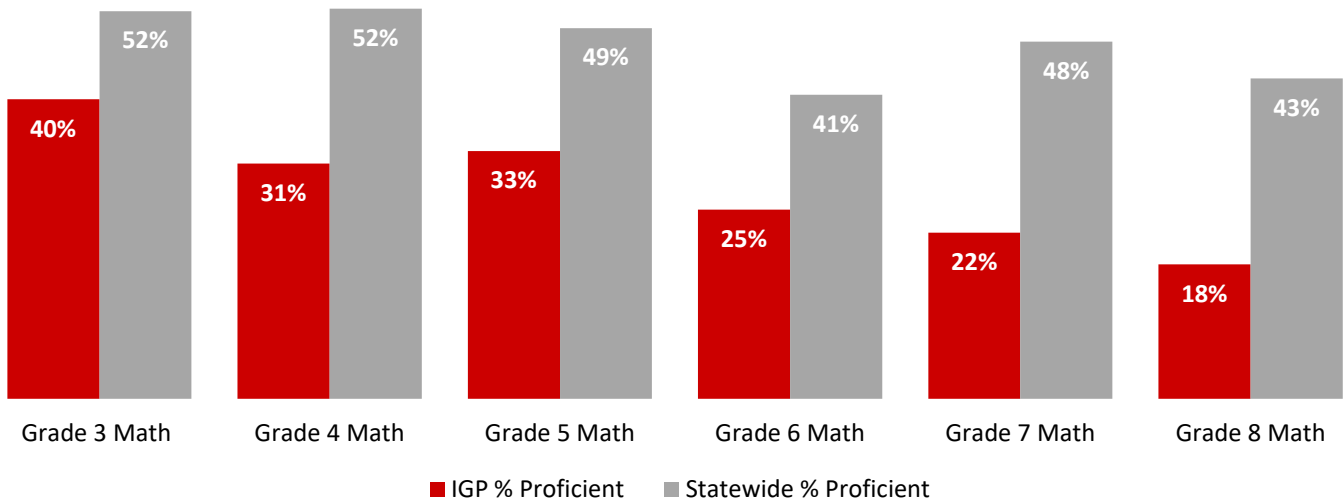
**96%** of families reported that they were satisfied with the care their child received and that their children enjoyed the program.

**95%** of families reported that the program was providing new experiences for their child.

**94%** of families reported that they trusted the staff members.

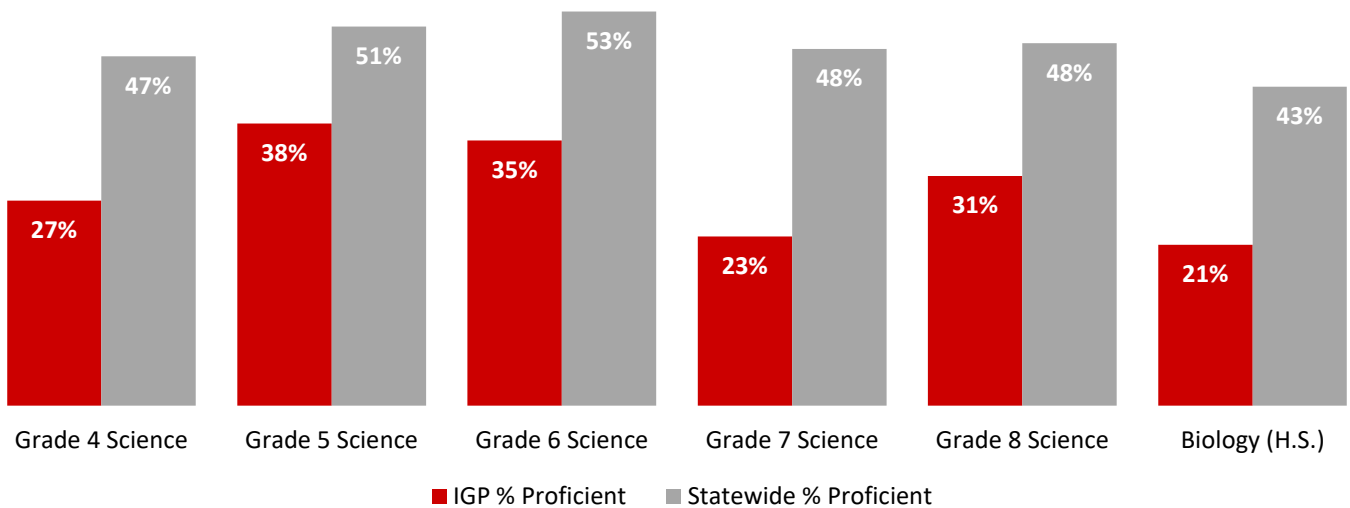
What were the proficiency rates in math, science, and English language arts of IGP participants?

**Figure 19. Percent of Math Proficient Students in Year 3 (2016-17)**



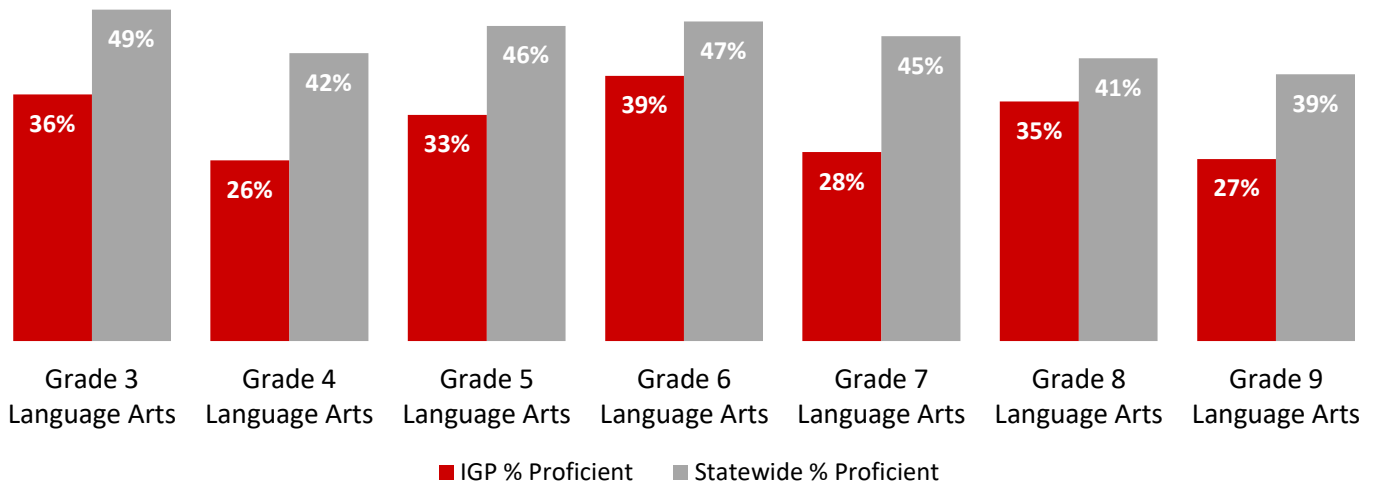
Sources: 2016-17 Participant Education Data and State Education Data  
 Note: No data for secondary math due to a small sample size of IGP participants (n<10)

**Figure 20. Percent of Science Proficient Students in Year 3 (2016-17)**



Sources: 2016-17 Participant Education Data and State Education Data  
 Note: No data available for secondary chemistry, earth science, or physics due to a small sample size of IGP participants (n<10)

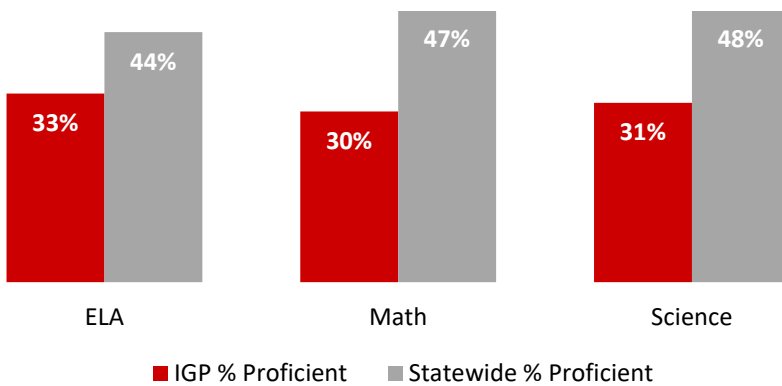
**Figure 21. Percent of English Language Arts Proficient Students in Year 3 (2106-17)**



Sources: 2016-17 Participant Education Data and State Education Data

Note: No data available for Grades 10 - 12 English language arts due to a small sample size of IGP participants (n<10)

**Figure 22. Average Proficiency Rates for All Grades in Year 3 (2016-17)**



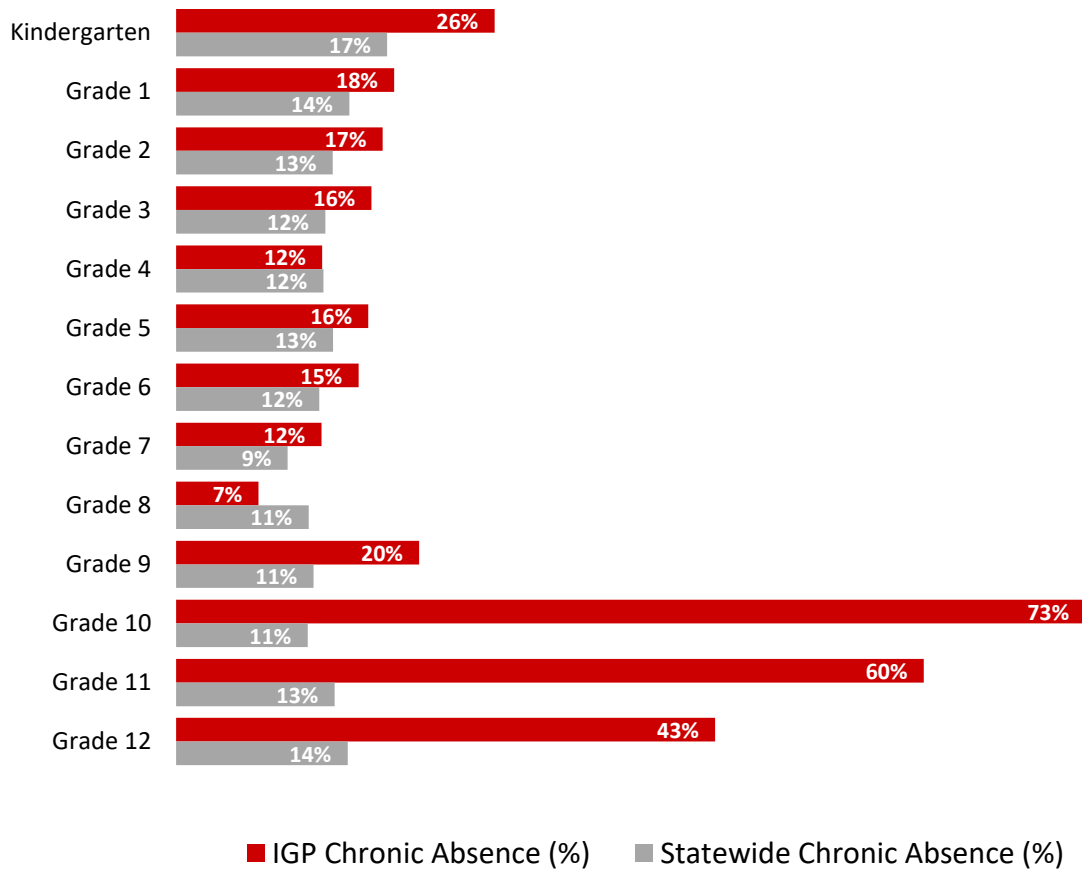
Sources: 2016-17 Participant Education Data and State Education Data



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

## What were the chronic absence rates of IGP participants?

**Figure 23. Percent of Chronically Absent Students in Year 3 (2016-17)**



Sources: 2016-17 Participant Education Data and State Education Data

Note: Chronic Absence rates for Grades 10, 11, and 12 were all from one grantee and had much lower sample sizes than all other grades (see Appendix D).



Chronic absence rates were within 4 percentage points of statewide rates for Grade 1 through Grade 7.

Grade 8 chronic absence rates for IGP participants were below the statewide average.



Overall, IGP chronic absence rates were higher than statewide rates.

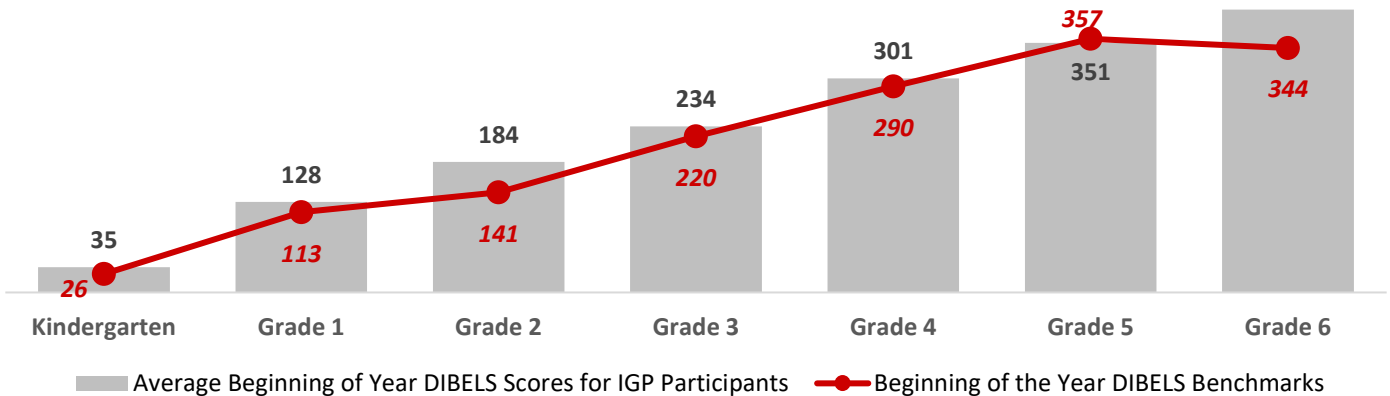
**Was there a relationship between program participation and growth in DIBELS assessments? If so, what was this relationship?**

**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.

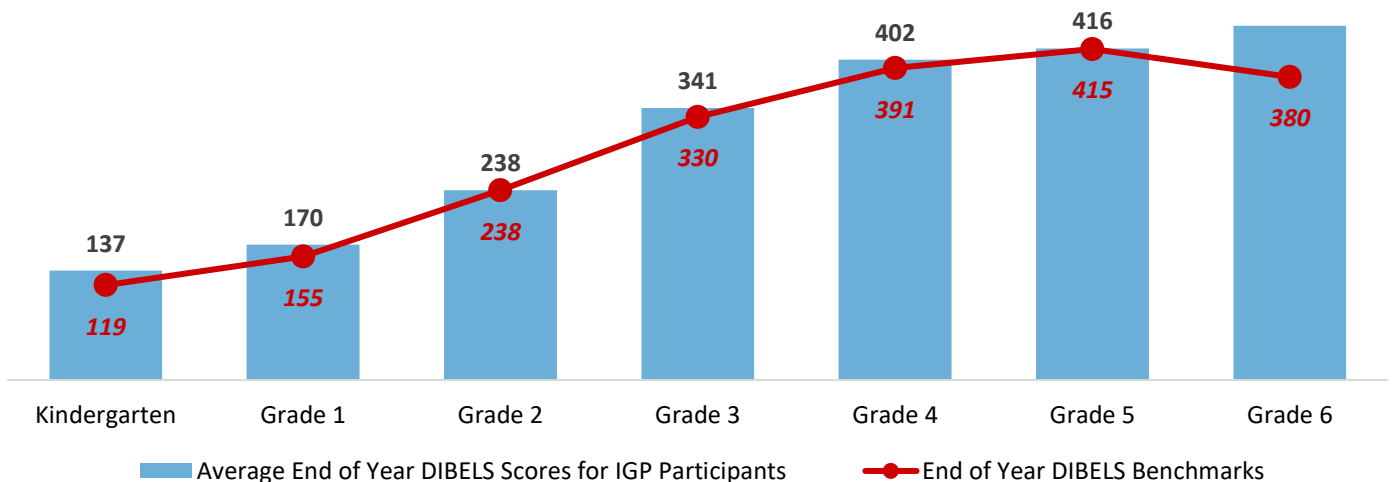
Figure 24 shows the composite benchmark beginning of year scores and the composite beginning of year scores of IGP participants. Similarly, Figure 25 shows benchmark end of year scores and the composite end of year scores of IGP participants. Average IGP DIBELS scores were at or above benchmarks except for the average beginning of year DIBELS score for the grade five cohort which was slightly below benchmark.

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



Sources: 2016-17 Participation Data and DIBELS Scores

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

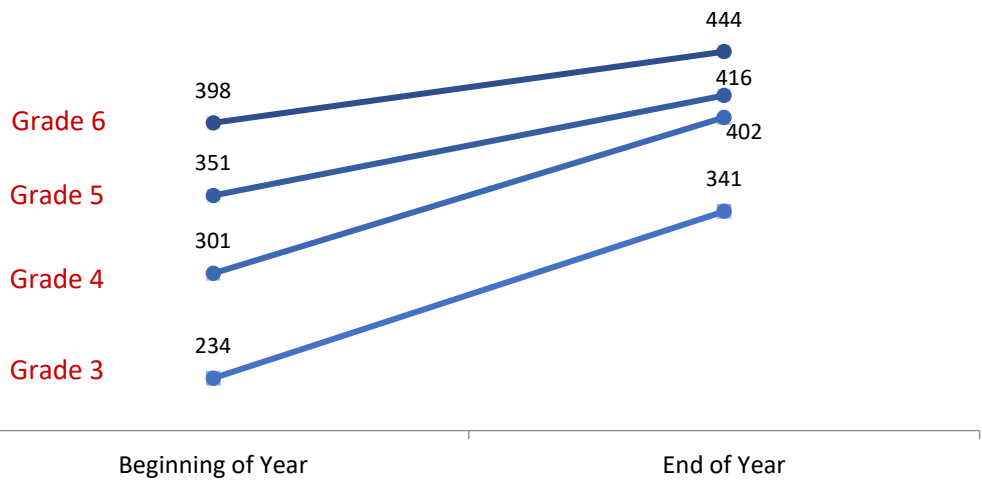


Sources: 2016-17 Participation Data and DIBELS Scores

### Program Participation and DIBELS Scores

Figure 26 shows mean DIBELS composite scores for beginning of year and the end of year DIBELS assessments for 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 31 shows the number of IGP participants who matched with DIBELS data for each grade and who were included in an analysis that examined the relationship of IGP afterschool program participation and change in DIBELS scores from the beginning of year to the end of the year.

**Figure 26. Average DIBELS Composite Scores of IGP Participants**



Sources: 2016-17 Participation Data and DIBELS Scores

**Table 31. Program Attendance by Grade Level for IGPI Students with DIBELS Scores**

| Grade        | Number of Participants | Median Days Attended | Mean Days Attended | SD          |
|--------------|------------------------|----------------------|--------------------|-------------|
| Grade 3      | 455                    | 63.5                 | 51.0               | 49.2        |
| Grade 4      | 454                    | 54.2                 | 37.5               | 48.4        |
| Grade 5      | 427                    | 48.7                 | 31.0               | 45.5        |
| Grade 6      | 415                    | 39.3                 | 22.0               | 41.0        |
| <b>Total</b> | <b>1,751</b>           | <b>55.3</b>          | <b>41.0</b>        | <b>47.4</b> |

Sources: 2016-17 Participation Data and matched DIBELS data



Table 32 shows results of an analysis that predicted growth on DIBELS scores from 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 from beginning of the year to the end of the year. We ran the same statistical test for the number of days students received English language arts interventions to predict change in DIBELS scores and received non-significant results. See Appendix E for more detailed information on participation and DIBELS scores, including analyses for each grantee.

We used the following model to predict growth on DIBELS scores based on IGP program attendance:

**Level-1 Model**

$$Y = P0 + P1*(TIME) + R$$

**Level-2 Model**

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

$$P1 = B10 + B11*(DAYSATTENDED)$$

**Table 32. The Relationship of DIBELS Scores and Program Attendance**

| Fixed Effect                  | Coefficient | Standard Error | T ratio | df    | p     |
|-------------------------------|-------------|----------------|---------|-------|-------|
| Intercept (G000)              | 116.581     | 13.67          | 8.53    | 1,748 | 0.000 |
| Gender (G010)                 | 15.446      | 6.49           | 2.38    | 1,748 | 0.018 |
| Grade (G020)                  | 43.516      | 2.91           | 14.98   | 1,748 | 0.000 |
| Time: Growth on DIBELS (G100) | 80.497      | 1.56           | 51.48   | 1,748 | 0.000 |
| Days of Attendance (G110)     | 0.105       | 0.03           | 3.25    | 3,497 | 0.002 |

Sources: 2016-17 Participation Data and DIBELS Scores

Average end of the year DIBELS scores of IGP participants were **at or above benchmarks** for all grades.



There was a **positive relationship** between attending IGPI afterschool programs and change on DIBELS scores from the beginning of the year to the end of the year.

For every ten days of program attendance, **DIBELS scores increased** by 1 point.



There was **no statistical relationship** between days of participation in IGP program attendance and English language arts interventions.

## CONSIDERATIONS FOR IMPROVEMENT

This evaluation report addresses the third and final year of a three-year IGP grant cycle. While many of the findings in this report align with previous years, there are some noteworthy differences. For example, the expanded section on family partnerships offers new insights into the extent to which families are developing and maintaining reciprocal relationships with afterschool program providers. Also, in the PD section of the survey results, by clearly identifying if program topics were relevant to each respondent’s role in the programs, the revised scale offered a more focused look than previous years into the extent to which staff members received adequate training.

The following tables summarize the 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 programs?

| Summary of Findings   | Considerations for Improvement   |
|---|--|
| <ul style="list-style-type: none"> <li>• Staff members were relatively experienced working with youth, but they had limited experience working in their current roles serving IGP participants.</li> <li>• In most cases, staff who received PD found it useful.</li> <li>• Approximately two-thirds of staff members reported that they received useful training in key program areas such as helping students develop academic skills and building relationships.</li> <li>• Roughly a quarter to a third of staff reported that they did not receive PD in areas that they felt were applicable to their roles. This included providing academic supports, working with students from low income families, and engaging families.</li> <li>• One quarter of staff members felt that inviting families to participate in the program was not applicable to their roles.</li> <li>• More than half (60%) of staff members received no training on prevention topics and many (30% - 61%) staff members felt that prevention topics were not applicable to their roles.</li> <li>• Almost all (98%) staff reported that they enjoyed their jobs; most (94%) received useful feedback from supervisors.</li> </ul> | <p><b>State Level Considerations</b></p> <ul style="list-style-type: none"> <li>• Increase state level support and coordination for professional development that aligns with the greatest needs as identified in the fall staff survey.</li> <li>• Work with partners to develop a pool of highly qualified afterschool staff.</li> <li>• Communicate to grantees the importance of all staff members receiving high quality PD that addresses the needs of IGP students.</li> </ul> <p><b>Program Level Considerations</b></p> <ul style="list-style-type: none"> <li>• Continue to hire well-educated and experienced staff.</li> <li>• Ensure that staff members receive professional development that aligns with their roles and responsibilities.</li> <li>• Ensure that staff members receive training that specifically focuses on serving students and families affected by poverty.</li> <li>• Ensure that all staff members are inviting families to participate and understand the importance of doing so.</li> <li>• Use fall staff survey reports to better understand specific professional development needs.</li> <li>• Continue to offer support and resources to staff to maintain high levels of job satisfaction.</li> </ul> |

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

| Summary of Findings  | Considerations for Improvement   |
|--|--|
| <ul style="list-style-type: none"> <li>• Program attendance rates were relatively low (53% of students attended less than 30 days).</li> <li>• Approximately two-thirds of IGP participants received no science interventions; about one-third received no English language arts or mathematics interventions.</li> <li>• Approximately two-thirds of staff reported that they offered tutoring or homework help often or very often.</li> <li>• About half (54%) of staff members reported that they provided English language arts lessons occasionally or never.</li> <li>• One-third of IGP students received no enrichment interventions.</li> <li>• Staff members reported that they rarely (34% or less) provided prevention related supports.</li> <li>• Staff reported that they rarely offered enrichment opportunities such as learning about financial literacy (34%), resources for post-secondary opportunities (36% avg.), and learning about nutrition (48%).</li> <li>• Almost two-thirds of staff reported that they provided opportunities for positive interpersonal relationships often or very often.</li> </ul> | <p><b>State Level Considerations</b></p> <ul style="list-style-type: none"> <li>• Continue to promote a 30-day attendance minimum as a standard program dosage. Support program recruiting efforts.</li> <li>• Consider setting minimum intervention standards for academic and enrichment supports.</li> <li>• Continue to work with afterschool partners, including UAN, to identify effective academic and enrichment intervention strategies.</li> <li>• Work with programs to match staff training with desired interventions.</li> </ul> <p><b>Program Level Considerations</b></p> <ul style="list-style-type: none"> <li>• Encourage student attendance to ensure maximal exposure to academic interventions and other enrichment activities.</li> <li>• Expand academic and enrichment interventions and carefully align those services and supports with school day content.</li> <li>• Increase focus on student learning in math, science, and English language arts through enrichment and interventions.</li> <li>• Determine the extent to which your program should increase prevention related supports for students.</li> <li>• Consider participant needs and offer relevant enrichment opportunities.</li> <li>• Ensure that all students participate in both academic and enrichment activities.</li> </ul> |

## To what extent do the IGP programs engage and collaborate with families and school staff?

| Summary of Findings  | Considerations for Improvement   |
|--|--|
| <ul style="list-style-type: none"> <li>• Programs were making resources available to families on a limited basis.</li> <li>• Half of liaisons and less than half (41%) of staff reported that their programs offered PD about effective family engagement.</li> <li>• Approximately two thirds of family liaisons reported that they had clear goals for engaging families.</li> <li>• Family participation in planning activities and volunteering was relatively limited, which aligned with infrequent staff invitations to participate.</li> <li>• Despite relatively low reports of asking families for input or conducting needs assessments, most families felt that programs tried to understand (78%) and respond (79%) to their needs.</li> <li>• Most (87%) families felt that program providers communicated with them in ways that were easy to understand.</li> <li>• Most (76%) families reported that their child’s program helped provide a bridge between families and the school.</li> <li>• Less than half of families and about one-third of staff reported that programs incorporated families’ cultural backgrounds into programming.</li> <li>• Most families (89%), staff (92%), and liaisons (92%) reported that staff greeted family members in a warm, respectful manner.</li> <li>• Almost all families reported that they were satisfied with the care their child received (96%), that their child enjoyed the program (96%), and that they trusted the staff members (94%).</li> <li>• Most (94%) family liaisons reported that they collaborated with school personnel, but less than half (45%) reported serving as family advocates at faculty meetings.</li> </ul> | <p><b>State Level Considerations</b></p> <ul style="list-style-type: none"> <li>• Coordinate with programs to ensure that liaisons and staff have the training and preparation to engage with families and school partners.</li> <li>• Continue to emphasize the importance of partnering with families and school personnel.</li> <li>• Provide additional support for helping programs make resources available to families.</li> <li>• Require all family liaisons to have clear goals for serving families, provide leadership for partnering with families, and work closely with school personnel.</li> </ul> <p><b>Program Level Considerations</b></p> <ul style="list-style-type: none"> <li>• Provide additional opportunities for families to participate and train staff to invite families into the program.</li> <li>• Consider conducting family needs assessments.</li> <li>• Continue to make families feel welcome and consider additional ways to incorporate families’ cultural backgrounds into programming.</li> <li>• Celebrate the satisfaction and trust of families while looking for additional ways further develop reciprocal relationships.</li> <li>• Ensure that afterschool programming aligns with school-day activities through continued collaboration with school personnel.</li> </ul> |

**What was the academic performance of IGP participants during the 2016-17 academic year?**

| Summary of Findings  | Considerations for Improvement  |
|--|---|
| <ul style="list-style-type: none"> <li>On average, proficiency rates of IGP participants were lower than the statewide average for every grade in all tested subjects.</li> <li>IGP programs were serving students who may benefit from additional academic support</li> </ul> | <p><b>Program Level Considerations</b></p> <ul style="list-style-type: none"> <li>Facilitate studies of academic performance data with afterschool program staff and classroom teachers to identify specific areas for targeted instructional support or interventions.</li> <li>Offer additional academic support for improvement in math, science and language arts.</li> </ul> |

**What were the chronic absence rates of IGP participants during the 2016-17 academic year?**

| Summary of Findings   | Considerations for Improvement  |
|---|---|
| <ul style="list-style-type: none"> <li>Overall, chronic absence rates of IGP participants were slightly higher than statewide averages.</li> <li>Chronic absence rates were within 4 percentage points of statewide rates for Grade 1 through Grade 8.</li> </ul> | <p><b>State Level Considerations</b></p> <ul style="list-style-type: none"> <li>Identify effective school attendance strategies and programs across the state and share with IGP programs.</li> </ul> <p><b>Program Level Considerations</b></p> <ul style="list-style-type: none"> <li>Continue to promote the importance of school attendance with students and families.</li> <li>Review school attendance data regularly and coordinate support with school day teachers and staff members as needed.</li> <li>Continue to monitor school attendance data closely and intervene when students miss school days.</li> <li>Provide afterschool programming that makes students want to come to school.</li> </ul> |

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

| Summary of Findings   | Considerations for Improvement   |
|---|--|
| <ul style="list-style-type: none"> <li>• Average EOY DIBELS scores of IGP participants were at or above benchmarks for all grades.</li> <li>• 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.</li> <li>• For every ten days of program attendance, DIBELS scores increased by 1 point.</li> <li>• There was no statistical relationship between days of participation in IGP program attendance and English language arts interventions.</li> </ul> | <p><b>State Level Considerations</b></p> <ul style="list-style-type: none"> <li>• Provide support for programs to identify and implement effective literacy development strategies.</li> </ul> <p><b>Program Level Considerations</b></p> <ul style="list-style-type: none"> <li>• Connect staff to professional development opportunities that could support literacy development among students.</li> <li>• Continue to monitor student progress throughout the academic year, setting and tracking appropriate goals.</li> <li>• Ensure that students are receiving a maximum number of literacy interventions.</li> <li>• Partner with school-day personnel to create and implement targeted interventions.</li> </ul> |

## 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 were seven open-ended questions presented here in the following order:

- 1) Professional Development
- 2) Greatest successes
- 4) Additional Support Needed
- 5) Program Quality
- 6) Suggestions for Improving Family Partnerships

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

#### Summary

There was a total of 116 staff responses to this question. Staff members most frequently requested more behavioral management techniques. They also asked for more training related to establishing and maintaining relationships between themselves and students, families, and day school staff.

| <b>Working with Students</b>                     | <b>N</b> |
|--|----------|
| Behavioral management methods                    | 9        |
| Building relationships with students             | 7        |
| Working with students with disabilities          | 5        |
| Working with diverse populations                 | 4        |
| Addressing non-academic needs of students        | 3        |
| Engaging students                                | 2        |
| LGBTQ populations/curriculum                     | 2        |
| Working with ADHD populations                    | 2        |
| Working with ESL students                        | 2        |
| Positive reinforcement techniques                | 1        |
| Working with older students                      | 1        |
| <b>Instructional</b>                             | <b>N</b> |
| Reading practices                                | 5        |
| STEM content and activities                      | 4        |
| Teaching positive habits                         | 4        |
| Integrating school day instruction/curriculum    | 2        |
| Mathematics strategies                           | 2        |
| Physical education /activities                   | 2        |
| Subject-specific training                        | 2        |
| Integrating program subjects and activities      | 1        |
| Journalism activities                            | 1        |
| Lesson planning and developing activities        | 1        |
| Post-secondary school opportunities              | 1        |
| Teaching methods                                 | 1        |
| Student outcomes                                 | 1        |
| <b>Working with Families &amp; the Community</b> | <b>N</b> |
| Engaging families                                | 6        |

|  |   |
|--|---|
| Connecting afterschool with school day staff | 5 |
| Developing relationships with parents        | 3 |
| Community outreach                           | 1 |

**Health & Safety** **N**

|                          |   |
|--------------------------|---|
| Health & safety training | 6 |
| Child abuse & neglect    | 2 |
| Emergency protocol       | 2 |
| Prevention programs      | 2 |
| Self-defense             | 2 |
| Suicide prevention       | 1 |

**Professionalism** **N**

|                             |   |
|-----------------------------|---|
| Collaboration/Communication | 2 |
| Analyzing student data      | 1 |
| Computer technology         | 1 |
| Information database        | 1 |
| Leadership training         | 1 |
| Staff management            | 1 |

**Other** **N**

|                              |   |
|------------------------------|---|
| None                         | 7 |
| Any professional development | 6 |

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

**Summary**

There were 126 staff responses to this question. Staff members overwhelmingly mentioned assisting students with academic achievement, building positive relationships with students, and instilling positive habits as their greatest successes this academic year. They also valued building relationships with families and developing positive socio-emotional behaviors and habits with students. Some staff members also framed their own professional and organizational growth as a success. There were 25 themes organized into categories of working with students, working with families and colleagues, and programmatic successes, and displayed in order of frequency.

**Working with Students** **N**

|  |    |
|--|----|
| Assisting students with academic improvement                   | 36 |
| Building positive relationships with students                  | 19 |
| Instilling positive academic behaviors and habits              | 16 |
| Observing prosocial behaviors among students                   | 6  |
| Observing student development                                  | 6  |
| Encouraging student engagement                                 | 5  |
| Helping students realize their potential                       | 3  |
| Observing positive changes in students with negative behaviors | 3  |
| Providing fun and engaging activities                          | 3  |
| Effectively conveying new ideas and information to students    | 1  |
| Fostering student critical thinking/creativity/communication   | 1  |
| General growth   | 1  |
| Providing more students with individual attention              | 1  |
| Working w/ diverse students                                    | 1  |



| <b>Working with Families and Colleagues</b>                        | <b>N</b> |
|--|----------|
| Building positive relationships with families                      | 7        |
| Improved communication and relationships with school day staff     | 4        |
| General support for students & families                            | 3        |
| Increased family engagement  | 1        |
| Successful family/community engagement nights                      | 1        |
| <b>Programmatic</b>  | <b>N</b> |
| Increasing program attendance                                      | 2        |
| Becoming more patient  | 2        |
| Acquiring new professional development skills                      | 1        |
| Improving data collection/analysis for student/program improvement | 1        |
| Improving program administration and management                    | 1        |
| Increasing program attendance                                      | 2        |

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

**Summary**

There were 85 staff responses to this question. Many staff expressed that they did not need any additional support. Others noted that additional professional development would be helpful, some requested that their programs hire more staff members, acquire additional funding, or gain access to more curricular and instructional resources.

| <b>Resources</b>  | <b>N</b> |
|---|----------|
| More professional development training                              | 12       |
| More staff/mentors  | 7        |
| More funding  | 6        |
| More curricular/instructional resources                             | 5        |
| More or better access to resources                                  | 1        |
| More or healthier food  | 1        |
| More subject related training                                       | 1        |
| More support for administrators                                     | 1        |
| More training for addressing individual student needs               | 1        |
| More Training on Student Development                                | 1        |
| Quality Tool Training/Support                                       | 1        |
| Technology Support  | 1        |
| Training on behavioral management methods                           | 1        |
| Training on how to instill positive academic habits                 | 1        |
| <b>Programmatic</b>   | <b>N</b> |
| Clarified program goals and outcomes                                | 7        |
| Greater collaboration with school-day staff                         | 5        |
| More or better leadership   | 3        |
| Improved communication  | 2        |
| More time to prepare  | 2        |
| Access to student and family information to better meet their needs | 1        |
| Benefits/job stability  | 1        |
| Better facility   | 1        |

|   |   |
|---|---|
| More consistency                            | 1 |
| More time to work with students             | 1 |
| Opportunity for self-care                   | 1 |
| Clarified program goals and outcomes        | 7 |
| Greater collaboration with school-day staff | 5 |
| More or better leadership                   | 3 |

|                          |          |
|--------------------------|----------|
| <b>Work with Parents</b> | <b>N</b> |
|--------------------------|----------|

|                                    |   |
|------------------------------------|---|
| More parental involvement          | 4 |
| Greater communication with parents | 1 |

|              |          |
|--------------|----------|
| <b>Other</b> | <b>N</b> |
|--------------|----------|

|      |    |
|------|----|
| None | 14 |
|------|----|

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

### Summary

There were 105 staff responses to this question. To improve program quality, staff most frequently mentioned improving the collaboration between afterschool and day school staff. Many staff members replied that they did not have any suggestions to improve the program or felt that there were no improvements needed. Some staff members suggested increasing the number of staff and funding as well.

|  |          |
|--|----------|
| <b>Collaboration and Communication</b> | <b>N</b> |
|--|----------|

|   |    |
|---|----|
| Improve collaboration with school-day staff                                 | 10 |
| Improved communication  | 4  |
| More community involvement  | 4  |
| Improved efforts in program operations and management                       | 3  |
| Increase parental awareness and involvement                                 | 3  |
| Improved relationships with students  | 2  |
| Improved scheduling   | 2  |
| Obtaining feedback from students, parents, and partners to meet their needs | 2  |
| Increased collaboration among staff   | 1  |
| Opportunities to meet with parents  | 1  |
| Staff restructuring   | 1  |

|                  |          |
|------------------|----------|
| <b>Resources</b> | <b>N</b> |
|------------------|----------|

|   |   |
|---|---|
| More staff                                    | 9 |
| More staff training                           | 7 |
| More funding                                  | 6 |
| Improved curriculum                           | 4 |
| More access to resources                      | 4 |
| Fewer students to classroom/instructor        | 3 |
| Creating an afterschool website/social media  | 2 |
| Ability to offer programming to more students | 1 |
| Bus transportation for kids                   | 1 |
| Fewer or no surveys                           | 1 |

|   |   |
|---|---|
| Improved dedication from staff and volunteers | 1 |
| More technology                               | 1 |

| <b>Instruction</b>  | <b>N</b> |
|---|----------|
| Improving classroom management                                | 4        |
| Increased focus on tailoring curriculum to meet student needs | 3        |
| More time & flexibility in working with students              | 3        |
| Better organization   | 2        |
| Creating a more engaging program for students                 | 2        |
| More focus on academics                                       | 2        |
| Strategic student grouping by needs                           | 2        |
| Improving environment   | 1        |
| More hands-on activities                                      | 1        |
| Nature-based lessons & activities                             | 1        |
| Teaching positive habits and goal setting skills              | 1        |
| <b>Other</b>  | <b>N</b> |
| None  | 10       |

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

### Summary

There were 64 staff responses to this question. Staff members most often mentioned wanting to improve the connections between afterschool staff members and families. They also suggested improving communication and holding more events for families.

| <b>School and Partnership</b>                                     | <b>N</b> |
|---|----------|
| More connections with families/parents                            | 11       |
| Improved or increased communication                               | 9        |
| None  | 9        |
| More involvement from community and families                      | 5        |
| More family activities/events                                     | 4        |
| Staff training  | 4        |
| Clarified Expectations & Goals                                    | 3        |
| Improved planning   | 3        |
| More dedicated volunteers and or staff                            | 3        |
| Access to assistance and resources                                | 2        |
| Diversity Training  | 2        |
| More open-door policies for families                              | 2        |
| Providing translation services                                    | 2        |
| Hold events in community spaces                                   | 1        |
| Improved collaborations with schools                              | 1        |
| Improving the curriculum  | 1        |
| Parent workshops  | 1        |
| Strategies for marketing to potential partners/community/families | 1        |

## APPENDIX B: Family Liaison Survey Open-Ended Responses

The family liaison survey included one open-ended question: *Please provide additional information about your role as a family liaison and the successes or challenges you have had.* This appendix includes a summary of responses from 32 staff members serving as family liaisons for afterschool programs.

| <b>Successes</b>                           | <b>N</b> |
|--|----------|
| Meaningful connections w/ parents/families | 2        |
| Numerous family engagement events          | 2        |
| Open communication w/ families             | 2        |
| Community partnerships/resources helpful   | 2        |
| Coaching families to be advocates          | 1        |
| Collaboration w/ teachers                  | 1        |
| High participation w/ teachers             | 1        |
| High student participation                 | 1        |
| Home visits successful                     | 1        |
| Implemented family surveys/gathered input  | 1        |
| Meaningful connections w/ students         | 1        |
| Progress bridging families/schools         | 1        |
| Providing additional/targeted tutoring     | 1        |

| <b>Challenges</b>                               | <b>N</b> |
|---|----------|
| Interns unreliable                              | 2        |
| Need more clear goals/objectives                | 2        |
| Difficult to implement family engagement events | 1        |
| General challenge working w/ families           | 1        |
| Hard to recruit volunteers                      | 1        |
| Lack of participation                           | 1        |
| Need for better afterschool management          | 1        |
| Not implemented home visits                     | 1        |
| Role needs general improvement                  | 1        |
| Traditional work week restrictive               | 1        |
| Unclear definition of role                      | 1        |

| <b>Other</b>                          | <b>N</b> |
|---------------------------------------|----------|
| Will have full time liaison next year | 2        |

## APPENDIX C: Family Engagement Survey Open-Ended Responses

The family engagement survey included one open-ended question: *Please provide additional information about your experiences with your child's afterschool program.* Sixty families answered this question. Families expressed general satisfaction with IGP programs, noted that their children enjoyed the program, and that their children demonstrated engagement in the program activities.

| <b>Successes</b>                                 | <b>N</b> |
|--|----------|
| General satisfaction with program                | 13       |
| Children/child enjoys program                    | 10       |
| Child is engaged in activities of interest       | 7        |
| Family loves/appreciates staff                   | 6        |
| Hope program continues                           | 3        |
| Child able to make friends/develop social skills | 3        |
| Fosters child development/growth                 | 2        |
| Huge help for working parents                    | 2        |
| Appreciate child being active                    | 1        |
| Appreciate concerts/sharing of child work        | 1        |
| Appreciate free cost                             | 1        |
| Child enjoys learning                            | 1        |
| Child hopes to participate again                 | 1        |
| Meets child's individual needs                   | 1        |
| Observed increase in child's confidence          | 1        |
| Program great for all ages                       | 1        |

| <b>Challenges</b>                                   | <b>N</b> |
|---|----------|
| Change group disciplinary measures                  | 1        |
| Difficult location                                  | 1        |
| Difficult timing                                    | 1        |
| More attention to bullying                          | 1        |
| No communication from afterschool                   | 1        |
| Would like greater flexibility in attendance policy | 1        |

## APPENDIX D: Student Proficiency and Chronic Absence Rates

**Table 33. Number and Percent of Math Proficient Students in Year 3 (2016-17)**

| 2016-2017    | IGP (N)      | IGP Proficient (N) | IGP % Proficient | Statewide (N)  | Statewide Proficient (N) | Statewide % Proficient |
|--------------|--------------|--------------------|------------------|----------------|--------------------------|------------------------|
| Grade 3 Math | 501          | 200                | 40%              | 49,493         | 25,572                   | 52%                    |
| Grade 4 Math | 552          | 173                | 31%              | 49,547         | 25,754                   | 52%                    |
| Grade 5 Math | 536          | 177                | 33%              | 47,823         | 23,627                   | 49%                    |
| Grade 6 Math | 480          | 121                | 25%              | 46,020         | 18,646                   | 41%                    |
| Grade 7 Math | 289          | 64                 | 22%              | 43,838         | 20,872                   | 48%                    |
| Grade 8 Math | 285          | 51                 | 18%              | 43,908         | 18,738                   | 43%                    |
| <b>Total</b> | <b>2,643</b> | <b>786</b>         | <b>30%</b>       | <b>280,629</b> | <b>133,209</b>           | <b>47%</b>             |

Sources: 2016-17 Participant Education Data and State Education Data. No analysis conducted for secondary math due to a small sample size of IGP participants (n<10).

**Table 34. Number and Percent of Science Proficient Students in Year 3 (2016-17)**

| 2016-2017       | IGP (N)      | IGP Proficient (N) | IGP % Proficient | Statewide (N)  | Statewide Proficient (N) | Statewide % Proficient |
|-----------------|--------------|--------------------|------------------|----------------|--------------------------|------------------------|
| Grade 4 Science | 553          | 151                | 27%              | 49,545         | 23,078                   | 47%                    |
| Grade 5 Science | 537          | 202                | 38%              | 47,922         | 24,213                   | 51%                    |
| Grade 6 Science | 481          | 170                | 35%              | 46,181         | 24,260                   | 53%                    |
| Grade 7 Science | 288          | 65                 | 23%              | 45,388         | 21,580                   | 48%                    |
| Grade 8 Science | 281          | 86                 | 31%              | 44,458         | 21,469                   | 48%                    |
| Biology (H.S.)  | 56           | 12                 | 21%              | 40,511         | 17,224                   | 43%                    |
| <b>Total</b>    | <b>2,196</b> | <b>686</b>         | <b>31%</b>       | <b>274,005</b> | <b>131,824</b>           | <b>48%</b>             |

Sources: 2016-17 Participant Education Data and State Education Data. No analysis conducted for secondary chemistry, earth science, or physics due to a small sample size of IGP participants (n<10).

**Table 35. Number and Percent of English Language Arts Proficient Students in Year 3 (2016-17)**

| 2016-2017             | IGP (N)      | IGP Proficient (N) | IGP % Proficient | Statewide (N)  | Statewide Proficient (N) | Statewide % Proficient |
|-----------------------|--------------|--------------------|------------------|----------------|--------------------------|------------------------|
| Grade 3 Language Arts | 501          | 181                | 36%              | 49,502         | 24,040                   | 49%                    |
| Grade 4 Language Arts | 551          | 146                | 26%              | 49,558         | 20,907                   | 42%                    |
| Grade 5 Language Arts | 537          | 178                | 33%              | 47,910         | 22,135                   | 46%                    |
| Grade 6 Language Arts | 481          | 187                | 39%              | 46,204         | 21,631                   | 47%                    |
| Grade 7 Language Arts | 289          | 80                 | 28%              | 45,392         | 20,277                   | 45%                    |
| Grade 8 Language Arts | 282          | 99                 | 35%              | 44,391         | 18,396                   | 41%                    |
| Grade 9 Language Arts | 45           | 12                 | 27%              | 41,425         | 16,194                   | 39%                    |
| <b>Total</b>          | <b>2,686</b> | <b>883</b>         | <b>33%</b>       | <b>324,382</b> | <b>143,580</b>           | <b>44%</b>             |

Sources: 2016-17 Participant Education Data and State Education Data. No analysis conducted for Grade 10 or Grade 11 English language arts due to a small sample size of IGP participants (n<10).

**Table 36. Number and Percent of Chronically Absent Students in Year 3 (2016-17)**

| <b>2016-2017</b> | <b>IGP<br/>(N)</b> | <b>IGP<br/>Chronic<br/>Absence (N)</b> | <b>IGP<br/>% Chronic<br/>Absence</b> | <b>Statewide<br/>(N)</b> | <b>Statewide<br/>Chronic<br/>Absence (N)</b> | <b>Statewide<br/>% Chronic<br/>Absence</b> |
|------------------|--------------------|--|--------------------------------------|--------------------------|--|--|
| Kindergarten     | 290                | 75                                     | 26%                                  | 49,249                   | 8,535  | 17%  |
| Grade 1          | 380                | 67                                     | 18%                                  | 50,861                   | 7,228  | 14%  |
| Grade 2          | 443                | 74                                     | 17%                                  | 51,920                   | 6,661  | 13%  |
| Grade 3          | 514                | 81                                     | 16%                                  | 53,348                   | 6,514  | 12%  |
| Grade 4          | 567                | 67                                     | 12%                                  | 53,624                   | 6,470  | 12%  |
| Grade 5          | 559                | 87                                     | 16%                                  | 52,154                   | 6,706  | 13%  |
| Grade 6          | 494                | 73                                     | 15%                                  | 50,907                   | 5,967  | 12%  |
| Grade 7          | 307                | 36                                     | 12%                                  | 50,917                   | 4,662  | 9%   |
| Grade 8          | 301                | 20                                     | 7%                                   | 50,174                   | 5,448  | 11%  |
| Grade 9          | 51                 | 10                                     | 20%                                  | 49,186                   | 5,562  | 11%  |
| Grade 10         | 44                 | 33                                     | 75%                                  | 48,529                   | 5,273  | 11%  |
| Grade 11         | 68                 | 41                                     | 60%                                  | 47,397                   | 6,056  | 13%  |
| Grade 12         | 46                 | 20                                     | 43%                                  | 45,549                   | 6,555  | 14%  |
| <b>Total</b>     | <b>4,064</b>       | <b>684</b>                             | <b>17%</b>                           | <b>653,815</b>           | <b>81,637</b>                                | <b>12%</b>                                 |

Sources: 2016-17 Participant Education Data and State Education Data.

Grade 10, Grade 11, and Grade 12 data were all from one grantee. The UEPC identified students as chronically absent if they were enrolled for 60 or more calendar days and missed 10% or more school days, whether the absence was excused or not excused. Students who had less than 60 calendar days of enrollment are not included in this table.

## APPENDIX E: The Relationship of DIBELS Scores and Program Attendance

To understand the relationships between program participation and growth on DIBELS composite scores, 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 beginning of year (BOY) and end of year (EOY) for student in grades 3 – 6 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, 83% of variance was between student (level 2), and 17% of the variance was within student (level 1). The variation between students was significant ( $\chi^2 = 28,950$ ;  $p < 0.001$ ). These findings from the null model indicate sufficient variance to do the analyses.

The model shown below is the model used to predict growth on 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

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

$$P1 = B10 + B11*(DAYSATTENDED)$$

**Table 37. DIBELS Scores and Program Attendance**

| Fixed Effect                  | Coefficient | Standard Error | T ratio | df    | p     |
|-------------------------------|-------------|----------------|---------|-------|-------|
| Intercept (G000)              | 116.581     | 13.67          | 8.53    | 1,748 | 0.000 |
| Gender (G010)                 | 15.446      | 6.49           | 2.38    | 1,748 | 0.018 |
| Grade (G020)                  | 43.516      | 2.91           | 14.98   | 1,748 | 0.000 |
| Time: Growth on DIBELS (G100) | 80.497      | 1.56           | 51.48   | 1,748 | 0.000 |
| Days of Attendance (G110)     | 0.105       | 0.03           | 3.25    | 3,497 | 0.002 |

Sources: 2016-17 Participation Data and DIBELS Scores

Notes: This analysis did not include the two grantees that did not provide participation data.

The table above shows a significant relationship between number of days students attended the IGP program and change in DIBELS scores from beginning of year to the end of year, while controlling for grade level and gender. Female students DIBELS scores were, on average, 15.4 points higher than male students. DIBELS scores increased by an average of 80.5 points from the beginning of the year to the end of the year, while controlling for all the other variables.

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