Afterschool Quality Improvement
Fast Facts Years 1 and 2

> To measure impact of the AQI Program, the DWS-OCC contracted with the Utah Education Policy Center (UEPC) to conduct an external evaluation over the three years. This Fast Facts brief highlights key findings from the first two years of the program.

In 2018, the Department of Workforce Services Office of Child Care (DWSOCC) awarded funding to 14 out-of-school time programs through the Afterschool Quality Improvement (AQI) grant for a period of three years (July 2018 through June 2021). This grant seeks to address the critical need for quality out-of-school programming in rural and high poverty areas. To this end, grantees are required to develop program structures that provide students with academic support and prevention education, involve students' families in program activities, facilitate the professional development of staff and volunteers, and partner more closely with schools and community organizations with the understanding that these structures will directly increase program quality.

A few AQI grants are managed by the local school districts, while the majority are run by community-based organizations, in partnership with their local school district. All AQI grant administrators meet with the DWS-OCC funding team throughout the grant cycle to discuss program expectations, explore resources and tools, and share successes and challenges related to program services.

Students Served by AQI in Year 1 and Year 2

In schools served by AQI Programs,
59% of students qualified for free and reduced lunch.

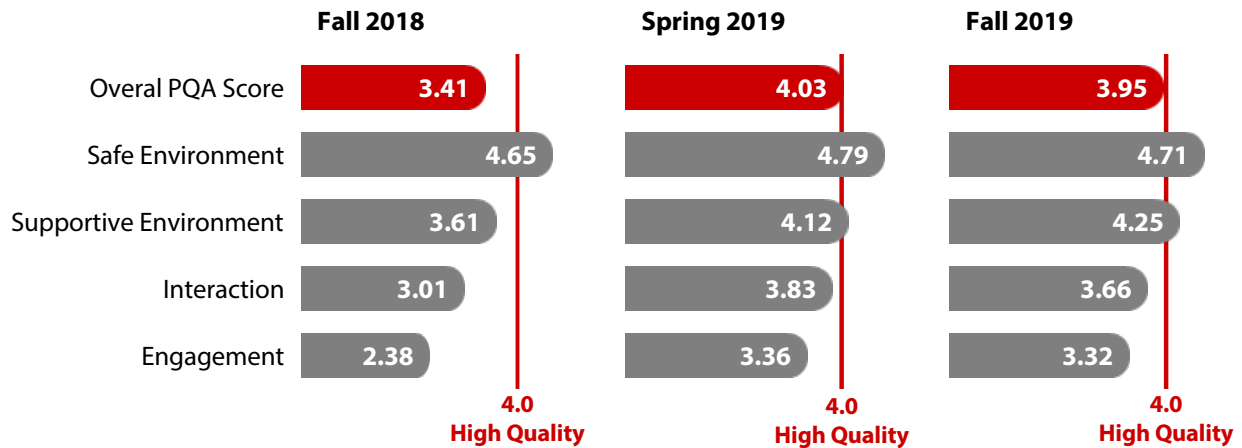|	
Year 1	919
Year 2	1036

AQI Grantee Organizations and Program Sites

The AQI grants spread across the state to serve school-age youth, K – 6th grade in both rural and urban communities within 14 different programs. Cumulative participation between year's 1 & 2 stands at 1,955 students. Of those students, 59% qualify for free or reduced lunch, meeting the need for this grant to target low-income population areas.The first year of this grant established program quality baselines through program schedule and structure, professional development, and evaluations as well as usage of prevention data and data collection to ensure continuous improvement was considered.

During the second year of the grant (2019-20), AQI programs faced unprecedented programming challenges with the COVID-19 pandemic, which

Grantee Organization	AQI Program Name
Afterschool Allstars	East Elementary (K-3)
Cache County School District	Canyon Elementary (CCSD) Lincoln Elementary (CCSD)
Nebo School District	Park Elementary (NSD)
United Way of Northern Utah	Odyssey Elementary
USU Extension – Iron County	East Elementary (USU Ext) Fiddlers Canyon Elementary North Elementary
USU Extension – Sanpete County	Ephraim Elementary Fairview Elementary Manti Elementary Mount Pleasant Elementary
Weber County Commission	Roy Hope Center Elem Program
YWCA	YWCA Elementary Program

impacted in-person programming, attendance rates, and prevention data available from AQI grantees. Thus, the second year of this grant focused on the professional development of the program staff and its relationship to higher quality standards. Please refer to the full Year Two evaluation report for more details on the programming impacted by the pandemic.Quality standards are determined by usage of the School-Age Program Quality Assessment tool through external evaluations, two times per year. Results of the evaluations are found below.

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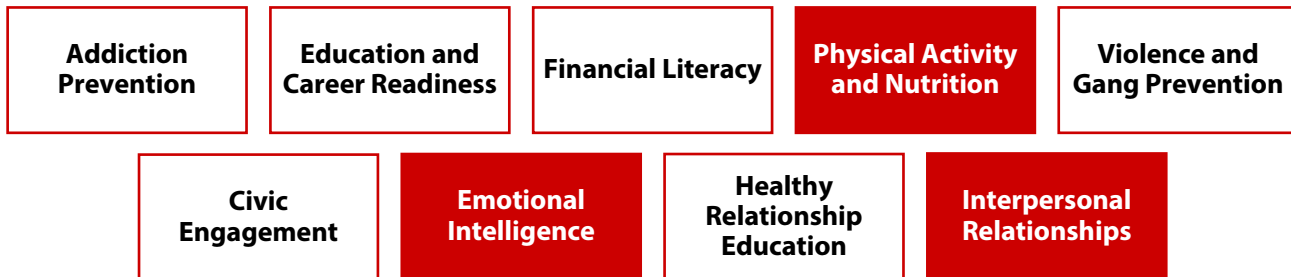www.uepc.utah.edu

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School-Age Program Quality Assessment (SAPQA) Fall 2018 – Fall 2019

All AQI programs were assigned an Out-of-School-Time Specialist from the Utah Afterschool Network. These Specialists worked closely with the AQI teams throughout the first two years of the grant, offering technical assistance to the program teams based on their fall observation scores. The Specialists each observed their AQI programs using the School-Age Program Quality Assessment (PQA) at three different times thus far in the grant cycle. PQA scores indicate that AQI program quality improved substantially during the 2018-19 school year and that teams were able to maintain a high quality of programming during the 2019-20 school year, particularly in the categories of *Safe Environment* and *Supportive Environment*.

Fall 2018

Overal PQA Score	3.41
Safe Environment	4.65
Supportive Environment	3.61
Interaction	3.01
Engagement	2.38

4.0 High Quality

Spring 2019

Overal PQA Score	4.03
Safe Environment	4.79
Supportive Environment	4.12
Interaction	3.83
Engagement	3.36

4.0 High Quality

Fall 2019

Overal PQA Score	3.95
Safe Environment	4.71
Supportive Environment	4.25
Interaction	3.66
Engagement	3.32

4.0 High Quality

Prevention Components

During the grant application process, all AQI grantees were required to identify at least two prevention components based on the specific needs of their students. Grantees selected any two of the following nine components, and those that are filled red are the most prevention components most focused on by these programs.

Addiction Prevention	Education and Career Readiness	Financial Literacy	**Physical Activity and Nutrition**	Violence and Gang Prevention

Civic Engagement	**Emotional Intelligence**	Healthy Relationship Education	**Interpersonal Relationships**

Next Steps: Year Three AQI Prevention Data Support

Year 3 will focus on working with all programs on an individual as well as collective level. Beginning in January 2021, the Utah Education Policy Center (UEPC) will introduce a tool designed for programs to learn how to utilize the continuous improvement cycle based upon previously and newly collected data. UEPC will facilitate monthly prevention data support for AQI program teams in terms of using the tool effectively, not only for prevention efforts but for improvement in all areas.

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