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POLICY CENTER**

INTERGENERATIONAL POVERTY INTERVENTIONS
AFTERSCHOOL GRANT PROGRAM EVALUATION

Year Two: 2015-16

Report for Grantees

Bridging Research, Policy, & Practice

The Utah Education Policy Center (UEPC) is a research-based center at the University of Utah founded in the Department of Educational Leadership and Policy in 1990 and administered through the College of Education since 2007. As an integral part of the College's commitment to improving educational access and opportunities, the purpose of the UEPC is to improve the quality of educational policies, practices, and leadership in public schools and higher education by informing and influencing educational policy and practice in Utah and the surrounding region through research, evaluation, and technical assistance.

The UEPC provides advanced and balanced research and evaluation to facilitate sound and informed decisions about educational policy and practice. We are committed to helping our clients understand whether educational policies, programs, and practices are being implemented as intended, whether they are effective and impactful, and how they might be improved.

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Acknowledgments

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Introduction

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 (USBE) 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.

Evaluation Overview

The USBE asked the Utah Education Policy Center (UEPC) to conduct an external evaluation of the IGPI afterschool grant program. This second annual evaluation report primarily addresses the implementation and outcomes associated with the second year of program funding (2015-16). However, it also includes academic outcomes from the first year (2014-15) of program funding. The primary objectives of the evaluation were 1) to determine the extent to which the six funded programs implemented quality afterschool programming that focused on serving the needs of children affected by poverty, and 2) to explore the relationships among program implementation and academic outcomes for K – 6 grade participants.

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

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Implementation

1. To what extent were staff members prepared to implement IGPI afterschool programming?
2. To what extent did staff members provide quality IGPI-related afterschool programming?
3. To what extent did the IGPI afterschool programs provide academic services and supports for participants?
4. To what extent did programs partner with internal and external partners?

Outcomes

5. What was the academic performance of IGPI participants in the first program year (2014-15)?
6. What were the chronic absence rates of IGPI participants in the first program year (2014-15)?
7. Was there a relationship among program participation and growth on DIBELS assessments?

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

Table 1. Data Sources

Data Source	N	Unit of Analysis
UEPC staff survey	181	Staff
Utah Afterschool Network (UAN) Quality Tool (QT)	6	Programs
Program participation data	4,352	Students
DIBELS	2,392	Students
Participant education data	3,942	Students

Key Implementation Findings

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

Key indicators of preparation included staff members' backgrounds, experience, and training. More than half (56%) of the staff members had three or more years of experience working with youth and the majority (72%) held bachelor's degrees. Sixty-four percent of staff members received professional development (PD) during year two and almost all found it useful.

- 36% of staff members did not receive PD. Among those who did not receive PD, 67% were school day classroom teachers.
- 84% indicated that they received about the right amount of PD, an increase from 62% reported in year one.

Overall, staff members described themselves as prepared and agreed that they had the training they needed to do a good job.

- 97% reported implementing practices they learned through their program's PD.
- 93% felt they could lead effective lessons for diverse students.
- 18% had unanswered questions about their jobs.

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

Programs reported they performed moderately well or better in key UAN Quality Tool areas such as managing student behavior, developing meaningful relationships, learning new skills, and administrative practices. Programs reported they performed very well or extremely well in several areas, some of which include:

- Staff and youth know, respect, and support each other.

- Youth are actively engaged in learning activities that promote critical/creative thinking skills and build on individual interests/strengths.
- Academic support/interventions are aligned with school-day curricula and address student learning needs.
- The administration provides sound fiscal management of the program.
- The program has a plan for increasing capacity, ensuring program quality, and promoting sustainability.

Staff members reported the following regarding their implementation practices:

- 97% believed they knew how to respond to student behavior problems.
- 95% reported they communicated with school faculty or staff.
- 88% indicated that they knew the goals of their programs.
- 82% felt their program's implementation practices were based on student needs and adjusted their teaching practices according to student data.

Regarding barriers and supports, almost all staff members felt supported by their supervisors and expressed that they found value in their work. Some staff members expressed a need for additional support working with English language learners and dealing with disruptive students.

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

Similar to year one, overall program attendance rates were relatively low based on reported possible days of attendance. The programs collectively served 4,352 students in year two, an increase of 408 students from year one. About 56% of students attended 30 days or

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fewer. Table 2 shows the percentage of students who received academic and enrichment interventions by program year.

Table 2. Percentage of Students who Received Interventions

Interventions	Year 1	Year 2
English language arts	57%	62%
Math	57%	64%
Science	39%	48%
Enrichment	79%	73%

Most staff members reported that they offered effective learning environments and provided academic supports such as tutoring, targeted support for low performing students, and help with homework. However, almost half of staff members indicated that they never provided resources about post-secondary education and career opportunities or health.

- 84% of staff members reported providing effective learning environments often or very often.
- 77% provided academic tutoring often or very often.
- 44% never provided resources about post-secondary education opportunities.
- 43% never provided resources about post-secondary career opportunities.
- 43% never provided health-related resources.

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

Staff members responded to survey questions about their partnerships with school partners, external partners, and families. Of these three categories, school partnerships were the most developed. Staff members reported moderately well-developed collaborations, coordination of activities, and partnerships with school personnel.

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- 73% of staff members reported collaborating with classroom teachers.
- 72% reported working with school teachers to coordinate school day and afterschool lessons.
- 70% indicated that their program placed a high value on school partnerships.
- 68% reported that they share a clear sense of vision with school partners.

External partnerships appeared underdeveloped.

- Approximately one-third of staff members reported no interaction with external partners such as juvenile courts, the Department of Human Services, local health care providers, Department of Health, or Department of Workforce Services.
- Approximately one-third of staff members reported they did not know the extent to which their programs worked with external partners.
- 35% of staff members were unaware of external partnerships.

Family partnerships also appeared underdeveloped for some programs. Staff members rarely provided families with information about important resources and infrequently invited them to participate in the program. The most common form of family participation was attending special events. Family members appeared to play a relatively minimal role in program planning and implementation.

- 52% of staff members reported providing information about their programs to families often or very often.
- 53% invited families to participate in special school events often or very often.
- Staff members rarely provided family members with information about job-training, adult education, public assistance, or health-related resources.

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Key Outcomes Findings

What was the academic performance of IGPI participants in the first program year (2014-15)?

The IGPI afterschool programs were serving students who could benefit from additional academic support. IGPI student proficiency rates in math, science, and English language arts were lower than statewide averages for the first program year. However, IGPI students showed a greater increase in science and English language arts proficiency rates from baseline (2013-14) to year one (2014-15) than students statewide. In math, IGPI students showed a lesser increase.

- Statewide, science proficiency rates improved by 7%. IGPI students' science proficiency rates improved by 21%.
- Statewide, English language arts proficiency rates improved by 6%. IGPI students' math proficiency rates improved by 23%.
- Statewide, math proficiency rates improved by 15%. IGPI students' math proficiency rates improved by 6%.

What were the chronic absence rates of IGPI participants in the first program year (2014-15)?

With the exception of kindergarten, IGPI student rates of chronic absence were below the state average. With the exception of kindergarten and grade 6, IGPI student rates of chronic absence decreased from baseline to year one.

Was there a relationship among program participation and growth on DIBELS assessment scores?

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is a measure of literacy development for kindergarten through sixth grade students. The creators of DIBELS provide benchmark scores to help teachers identify satisfactory literacy development. At the beginning of the academic year, IGPI students in kindergarten and grades 3, 4, and 5 were slightly below DIBELS benchmarks scores. Program participants in grades 2 and 6 started the year above DIBELS benchmark scores. By the end of the year, IGPI students in all grade level were at or above DIBELS benchmark scores (See Figure 1).

Figure 1. End of Year (EOY) Average DIBELS Assessment Scores and Benchmarks for IGPI Students
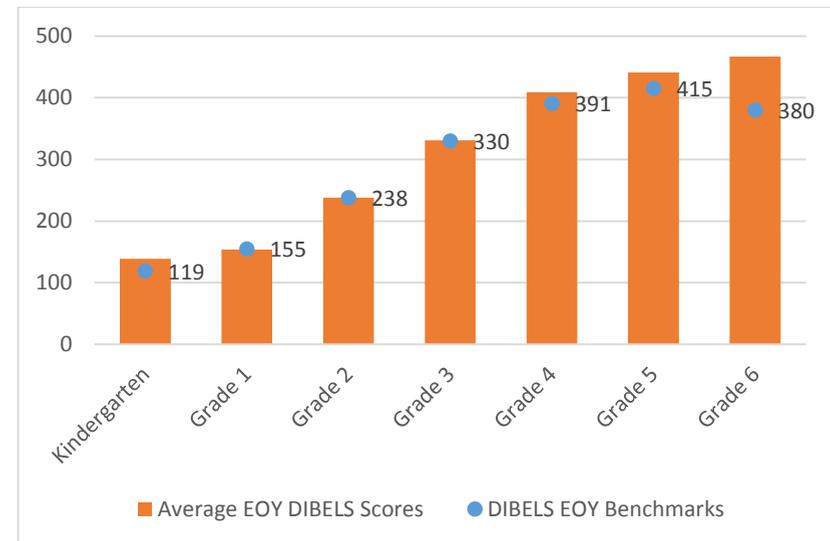
We used the number of days that students attended the programs to predict growth on DIBELS scores and found a positive relationship between IGPI afterschool program attendance and DIBELS scores.

- For every ten days of attending an IGPI afterschool program, DIBELS scores increased by one point.

Considerations for Improvement

Based on the key findings, we offer the following state and program level considerations for IGPI afterschool program improvement. Many of the year two findings and considerations for improvement are consistent with those from year one.

Staff Preparation

State Level Considerations:

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

Program Level Considerations:

- Continue to hire educated, experienced staff members, and also ensure that participants have access to appropriate role models.
- Ensure that all staff members receive professional development.
- Ensure staff members receive high quality professional development tailored to their needs and the needs of their students.
- Consider intentionally differentiating professional development offerings for staff with varying afterschool roles, levels of experience, or professional backgrounds.
- Use program level staff survey reports to better understand specific professional development needs.

Quality IGPI-Related Programming

State Level Considerations:

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

Program Level Considerations:

- Continue ongoing efforts to improve program quality.

- Continue to implement program practices based on student needs and aligned with school day experiences.
- Continue to build on the beneficial program practices identified by staff members.
- Provide additional support for working with English language learners and dealing with disruptive students.

Academic Services and Supports

State Level Considerations:

- Promote a 30-day attendance minimum as a standard of program dosage.
- Collaborate with UAN to identify effective academic strategies for afterschool programs and share those with IGPI grantees.

Program Level Considerations:

- Ensure that students attend a maximum number of days and receive the maximum amount of academic and enrichment interventions.
- Continue to expand academic and enrichment interventions and carefully align those services and supports with school day content.
- Increase focus on student learning in math, science, and language arts lessons through enrichment and interventions.
- Provide additional support for students in transition.

Program Partnerships

State Level Considerations:

- Increase state support for and coordination of a partnership infrastructure for programs and partners.
- Actively engage with programs and partners to facilitate improved networks of support for students and families.
- Convene a meeting(s) with grantees and representatives from key government agencies to promote partnerships.
- Support and promote increased family engagement through targeted professional development opportunities and technical assistance provided by UAN specialists.

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Program Level Considerations:

- Continue to build on collaborations with school partners by meeting regularly with classroom teachers, counselors, and principals to align academic support services.
- Increase collaborations and partnerships with families and external partners, especially government agencies.
- Increase invitations to families to participate.
- Focus efforts to build a system of support for students and staff that encompasses schools, families, and external partners.
- Provide opportunities for staff members to learn about and engage with partners to support students' success.

Academic Performance

Program Level Considerations:

- Facilitate studies of academic performance data with afterschool program staff and classroom teachers to identify specific areas for targeted instructional support or interventions.
- Offer additional support for improvement in math.

Chronic Absence Rates

State Level Considerations:

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

Program Considerations:

- Continue to promote the importance of school attendance with students and families.
- Review school attendance data regularly and coordinate support with school day teachers and staff members as needed.
- Continue to monitor school attendance data closely and intervene when students miss 10 or more school days.

Program Participation and Academic Outcomes (DIBELS)

State Level Considerations:

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

Program Considerations

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

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Intergenerational Poverty Interventions Afterschool Grant Program Evaluation Report: Year 2 (2015-16)

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) administered individual IGPI grants to six Local Education Agencies (LEAs). These LEAs had new or existing afterschool programs prepared to provide targeted services for students affected by intergenerational poverty. As a result of Senate Bill 43 and the IGPI grant, the Department of Workforce Services, Office of Child Care (DWS OCC) qualified for a match through the federal Child Care Development Fund (CCDF). This match allowed DWS OCC to draw down approximately $2,200,000 in supplemental funding and to collaborate with USBE to provide additional support for IGPI afterschool program grantees.

Table 3. Intergenerational Poverty Grant Funding

IGP Grant	Grant Administrator	Funded Afterschool Program	First Year of Funding
Intergenerational Poverty Interventions (IGPI)	USBE	American Preparatory Academy Gateway Preparatory Academy Grand County School District Granite School District Ogden School District Provo City School District	2014
Intergenerational Poverty Interventions Supplemental (IGPI-S)	DWS OCC	Gateway Preparatory Academy Grand County School District Granite School District Ogden School District	2014
		American Preparatory Academy Provo City School District	2015
Intergenerational Poverty Afterschool grant (IGPA)	DWS OCC	Carbon County School District San Juan County School District	2016

The DWS OCC administered the CCDF funds through two grants. The first grant, the *Intergenerational Poverty Interventions Supplemental (IGPI-S)* grant, was initially released in 2014 and provided additional funding for the six Local Education Agencies (LEAs) that received IGPI funding through the USBE. The second grant, the *Intergenerational Poverty Afterschool* grant *(IGPA)*, was released in 2016. It further utilized the CCDF match to fund two additional LEAs in rural school districts with the highest statewide concentration of elementary-age students identified as living in households affected by IGP. Funding information is outlined in Table 3.

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The IGPI, IGPI-S, and IGPA grants serve students by funding afterschool programs designed to provide additional academic support and enrichment opportunities for students and outreach to families. Starting in the 2014-15 academic year, the six LEAs implemented IGPI afterschool programming at 20 sites. Some programs were well-established prior to receiving funding, while newer programs scaled up throughout the fall of 2014. Two sites used the funding to create new afterschool programs and 18 sites expanded or enhanced current afterschool programs to recruit and serve students affected by intergenerational poverty. Program sites operated four or five days per week and for 12 to 21 hours per week. The afterschool programs served students in kindergarten through grade 12, but most focused on kindergarten through middle school.

This evaluation report summarizes key findings from the second year (2015-16) of IGPI afterschool grant program funding. It includes the six LEAs that were originally funded through 2014 S.B. 43 and supported through the USBE.

For additional information about the IGPI grant program, readers are encouraged to review the year one IGPI afterschool program evaluation (available at http://uepc.utah.edu). The year one evaluation report also explains the role of afterschool programming as an intervention for intergenerational poverty. You can find more information about statewide efforts to address intergeneration poverty in annual reports published by the DWS (https://jobs.utah.gov/index.html).

IGPA Grantees

Two additional afterschool programs were funded in 2015-16. The IGPA grantees began planning their afterschool programs during the 2015-16 academic year. Carbon County School District will operate five afterschool program sites and San Juan County School District will operate four sites. Both school districts hired an afterschool administrator and site coordinators for each of their sites.

In the 2015-16 academic year, the DWS OCC, the Utah Afterschool Network (UAN), and the UEPC provided technical assistance to the IGPA grantees. The technical assistance focused on intentional design and high quality implementation of afterschool programs. San Juan County provided summer programming at four sites during the summer of 2016. Both school districts will begin offering afterschool programs during the 2016-17 academic year and will be included in future evaluation activities and reporting.

Program Implementation and Evaluation Design

As the IGP grant programs were released in 2014, funding partners and evaluators met to create a logic model that would guide program implementation and evaluation. The logic model identifies specific outcomes as well as the inputs, strategies, and outputs required to achieve those outcomes (see Figure 2). Funders and evaluators have encouraged IGPI, IGPI-S, and IGPA grantees to use the logic model in their program planning and implementation. The evaluation was designed in response to the strategies and outcomes found in the logic model.

Figure 2. Intergenerational Poverty Interventions in Afterschool Program Logic Model

Inputs → Strategies → Outputs   Outcomes

Inputs
- State Funding
- Afterschool Staff and Administration
- UAN support and resources
- Partners

Strategies
- **Identification & Recruitment of IGP Students** (e.g., needs/strengths assessments)
- **Academic Interventions** * Tutoring * Homework help * Study skills
- **Supporting Transitions** (e.g., preschool to kinder, elementary to Jr. High)
- **Professional Development**
- **Data Collection and Tracking Progress of IGP Students**
- **Family Advocate/ Social Case Manager** * Home Visits * School Day Alignment * Case Management * Advocacy
- **Partnering** *Internally:* Principals, Teachers, Counselors *Externally:* State agencies, Clinics/Hospitals, Schools (if private)
- **Promote Protective Factors**

Outputs
- # students eligible # students participating
- # tutoring sessions #study skill classes #/% homework completed
- # transition meetings
- # staff PD sessions
- # tools and instruments used
- # home visits # meetings w/ families
- # partnerships # students served by each partner

Outcomes

Short-Term (1-2 years and ongoing)

Academic:
* Decreased chronic absenteeism
* (Small) increase on SAGE
* Increase in reading fluency (DIBELS, SRI)
*Increased homework completion
* Increased awareness of college/post-secondary option & requirements
* Increased computer literacy (digital media)
* Increased academic self-efficacy (confident learners)
* Improved/positive attitude toward school
* Improved study skills

Social, Emotional, Physical Well- Being:
* Interest in extra-curricular activities
* Decreased behavior referrals
* Increased student leadership skills
* Students are able to self-advocate, problem solve, ask for help, id routes to gain help
* Positive interactions with adults
* Yearly preventative wellness visits occurring

Families:
* Increased awareness of physical/mental health resources available/families know where to go
* Increased awareness of post secondary options and requirements & how they can guide their children
* Increased family participation in SEP conferences
* Aware of strategies to support students (i.e.: with homework)
* Families participating in regular health & wellness visits
* Families report high satisfaction with afterschool program

Mid-Term (3-5 years and ongoing)

Academic:
* Policies that support IGP Students
* Increased graduation rates
* Decreased dropout rates
* Increased post-secondary readiness and enrollment
* Increased career readiness

Social, Emotional, Physical Well- Being:
* Students report healthy relationships with peers and adults
* Students report reduction in risky behavior
* Students report increased pro-social behavior (increased protective factors)

Families:
* Increased support for students' academic work
*Benefit from physical and mental health services
* Engage in activities to support their children's postsecondary application and enrollment

Long-Term (10+ years)

- Break Cycle of Poverty
- Less Reliance on Subsidies
- Increased Economic Development

How to Use this Report

Following the methods section, this report is organized by the evaluation questions. The methods section provides descriptions of the data sources, explains how we used the data sources to answer evaluation questions, and shows response rates for surveys and sample sizes for matched data. In the findings, each section begins with an evaluation question and a brief summary of key findings. The purpose of the key findings summary is to answer the evaluation questions and provide an overview of the findings that seem most relevant or that appear as themes within the report. Throughout each section of the findings we present figures and tables and point out selected areas of success, as well as opportunities for improvement. In some cases, we simply offer an explanation or summary of the figure or table. We used symbols to draw attention to particular items of interest according to the following key:

Symbol	Item of Interest
❖	General item of interest or Key Finding
✓	Area of Success
➢	Opportunity for Improvement

We encourage readers to review the findings carefully in each section.

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Evaluation Methods

This evaluation focuses on program quality, program implementation, and academic outcomes of elementary school students. Seven key questions guided the evaluation. Four implementation questions focused on staff preparedness, program quality, provision of academic and prevention education opportunities, and program partnerships. Three outcomes questions addressed students' academic growth and school attendance. Table 4 displays the evaluation questions and data sources.

Table 4: IGPI Afterschool Program Evaluation Questions and Data Sources

Evaluation Questions	Data Sources
Implementation	
To what extent were staff members prepared to implement IGPI afterschool programming?	UEPC Staff Survey
To what extent did staff members provide quality IGPI-related afterschool programming?	UEPC Staff Survey; Quality Tool
To what extent did the IGPI afterschool programs provide academic services and supports for participants?	Program participation data; UEPC Staff Survey
To what extent did programs partner with internal and external partners?	UEPC Staff Survey
Outcomes	
What was the academic performance of IGPI participants in the first program year (2014-15)?	Participant education data
What were the chronic absence rates of IGPI participants in the first program year (2014-15)?	Participant education data
Was there a relationship among program participation and growth on DIBELS assessments?	Program participation data; DIBELS data

Data Sources

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

UEPC Staff Survey

The UEPC evaluation team administered the staff survey to IGPI afterschool program staff in the fall of 2015 and spring of 2016. Program administrators provided staff members' email addresses and we emailed an electronic survey link directly to staff members. Response rates are presented in Table 5.

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

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UAN Quality Tool

The Utah Afterschool Program Quality Assessment and Improvement Tool (QT) is an internal evaluation tool used by afterschool program providers to "appraise their progress in four quality areas and to promote relevant training and other strategies for ongoing program improvement" (www.utahafterschool.org). The QT includes two main sections. The first section addresses general program information such as operations, demographic information about the student population served, and data collection practices. The second section deals with each program's alignment with four categories of quality afterschool programming that include safety, developing meaningful relationships, learning new skills, and program administration.

The UAN administered the Quality Tool to IGPI grantees from February 1st through March 4th, 2016. Administration procedures require program administrators to meet with program staff teams to complete the QT through a group consensus process. Once completed, the group can print their responses as a report that can be used for ongoing program improvement, to document current program practices, and to support grant applications. The QT was included in the IGPI afterschool program evaluation as a measure of program quality and all 19 program sites completed it. Appendix B includes item level responses.

Program Participation Data

Administrators provided the UEPC with program participation records that included total days of attendance, days of possible attendance, days of science intervention, days of language arts intervention, days of math intervention, and days of enrichment activities. We used participation data to document program attendance and activity participation. We also matched program participation data with participant education data and DIBELS assessment data.

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. Administered at the beginning, middle, and end of each year, teachers can use DIBELS scores to help predict students' future reading ability. This allows them to locate children who need additional support and to modify instructional strategies as needed.[1] Program administrators provided beginning-of-year (BOY) and end-of-year (EOY) composite DIBELS scores of IGPI participants. We merged DIBELS data with program participation data to explore the relationship of program participation and DIBELS scores.

Participant Education Data

Participant education data included demographics, Student Assessment of Growth and Excellence (SAGE) proficiency rates, and school attendance. Since there is a one-year lag in the availability of participant education data and program participation, we have included student demographic information from 2014-15 data. We included descriptive comparisons of academic performance and school attendance from the baseline year (2013-14) to year one (2014-15). Education data were provided by the Utah State Board of Education (USBE) in accordance with a data sharing agreement.[2]

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[1] Good, R. H., Gruba, J., & Kaminski, R. A. (2001). Best practices in using DIBELS in an outcomes driven model. In A. Thomas & J. P. Grimes (Eds.). Best practices in school psychology IV (pp. 699-720). Bethesda, MD: National Association of School Psychologists.

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[2] This report uses data made available through a data sharing agreement between the Utah State Board of Education (USBE) and the Utah Education Policy Center (UEPC). The views expressed are those of the authors and are not necessarily the USBE's or endorsed by the USBE.

Sample and Response Rates

The sample consisted of all staff members and student participants of funded IGPI afterschool programs.

Table 5. Fall 2015 and Spring 2016 Staff Survey Response Rates

Program	Fall 2015 Staff Survey				Spring 2016 Staff Survey		
	Number of Fall Surveys Administered	Staff Survey Responses*	Response Rates^		Number of Spring Surveys Administered	Staff Survey Responses**	Response Rates^
Provo School District	25	10	40%		25	10	40%
American Preparatory	78	52	67%		80	52	65%
Granite School District	78	47	60%		80	52	65%
Grand County District	11	7	64%		16	11	69%
Ogden School District	51	14	27%		83	44	53%
Gateway Preparatory	22	12	55%		20	12	60%
Total	**265**	**142**	**52%**		**304**	**181**	**60%**

*The response rates were calculated from raw data and represent the number of staff who started the survey. The total number of complete fall staff survey responses was 117.

^The response rates were calculated based on the number of surveys emailed directly to staff members. There are anonymous responses in the survey results, which suggests that the survey link was circulated beyond the contact list.

**The response rates in the table above were calculated from raw data and represent the number of staff who started the survey. The total number of complete spring staff survey responses was 141.

Table 6: Spring 2016 Staff Survey Responses by Role

Role in the Afterschool Program	Frequency	Percent
Site Coordinator or Site Manager	20	11%
Program Staff	64	36%
Volunteer	4	2%
Classroom Teacher	75	42%
Principal or Assistant Principal	3	2%
Other	9	5%
Total	**179**	**100%**

Data source: 2015-16 UEPC spring staff survey

❖ Most of the respondents identified themselves as program staff or classroom teachers.

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Baseline data for the IGPI evaluation consisted of proficiency and chronic absence rates for IGPI students in the year *prior to* the start of IGPI. Therefore, baseline data were collected by merging program participation data from year one (2014-15) with participant education data from 2013-14. Year one proficiency and chronic absence rates were collected by merging participation data from year one with participant education data from year one. Year two participant education data were not available at the time of reporting.

Table 7. Year One Participation Data and Education Data Match Rate

Program	Number of Year 1 Participants (2014-15)	Number of Year 1 Participants (2014-15) Matched with Baseline (2013-14) Education* Data	Match Rate	Number of Year 1 Participants (2014-15) Matched with Year 1 Education Data	Match Rate
Provo School District	215	6	3%	215	100%
American Preparatory	1,623	1,500	92%	1,617	100%
Granite School District	1,147	717	63%	766	67%
Grand County District	247	199	81%	245	99%
Ogden School District	578	527	91%	578	100%
Gateway Preparatory	134	99	74%	115	86%
Total	**3,944**	**3,048**	**77%**	**3,536**	**90%**

*Programs that serve large numbers of Kindergarten students (e.g., Provo School District) will have lower match rates because kindergarten students had no student records in the year prior.

Table 8. Year Two Participation Data Match Rates for Participant Education Data and DIBELS Data

Program	Number of Year 2 Participants (2015-16)	Number of Year 2 Participants (2015-16) Matched with 2014-15 Education Data	Match Rate	Number of Year 2 Participants (2015-16) Matched with DIBELS Data	Match Rate
Provo School District	168	38	23%	168	100%
American Preparatory	1,614	1,538	95%	740	46%
Granite School District	1,190	1,078	91%	753	63%
Grand County District	52	45	87%	51	98%
Ogden School District	1,275	1,202	94%	655	51%
Gateway Preparatory	53	41	77%	25	47%
Total	**4,352**	**3,942**	**91%**	**2,392**	**55%**

Program administrators submitted participation data for 4,352 students (2015-16; year 2). We used those data to match the previous year's (2014-15; year 1) participant education data. We also matched the 2015-16 participation data with the 2015-16 DIBELS data (see Table 8).

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Data Analysis

Descriptive statistics were used to answer each of the evaluation questions and were calculated from the data source described above. Unless otherwise noted, the staff survey findings are from the spring 2016 administration. We used multilevel models to examine changes in 2015-16 DIBELS composite scores from the beginning of the year to the end of the year based on program attendance and other relevant student characteristics.

Evaluation Findings

IGPI Afterschool Participants: Who the Program Served

Table 9. Characteristics of IGPI Program Participants

Participant Race/Ethnicity		N	Participant Characteristics		N
Hispanic or Latino/a	56%	2,200	Mobile	14%	561
Caucasian	29%	1,150	Low Income	80%	3,170
Asian	6%	220	Special Education	14%	545
Black	5%	191	ELL	27%	1,057
Native Hawaiian or Pacific Islander	2%	94			
American Indian or Alaskan Native	1%	35			
Multiethnic	1%	52			
Total	**100%**	**3,942**			

These students are 2015-16 IGPI program participants who matched with 2014-15 participant education data.
Source: Participant education data 2014-15

❖ 71% of students served by IGPI programs were students of color
❖ 80% of the students served were eligible for free or reduced-price lunch

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Program Implementation

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

Key Findings:

- ❖ Most staff members were educated, white females with several years of experience working with youth; half also worked as school day classroom teachers.
- ❖ About one third of staff members reported that they received no professional development.
- ❖ Most staff members who received professional development found it useful and reported they implemented practices learned through their program's professional development.
- ❖ Supporting and engaging families was the topical area in which most staff members reported they received no professional development.

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Staff Demographics, Education, and Experience

Table 10. Ethnicity of Program Staff

Ethnicity	
White	83%
Hispanic or Latino/a	15%
Black or African American	2%
Asian	1%
American Indian or Alaska Native	1%
Native Hawaiian of Pacific Islander	1%

Data source: 2015-16 UEPC spring staff survey

❖ The majority of IGPI afterschool staff members were white (83%) and female (80%)

❖ Ages of staff members ranged from 18-72, with an average age of 37 years old

Figure 3. Age of Program Staff

Data source: 2015-16 UEPC spring staff survey
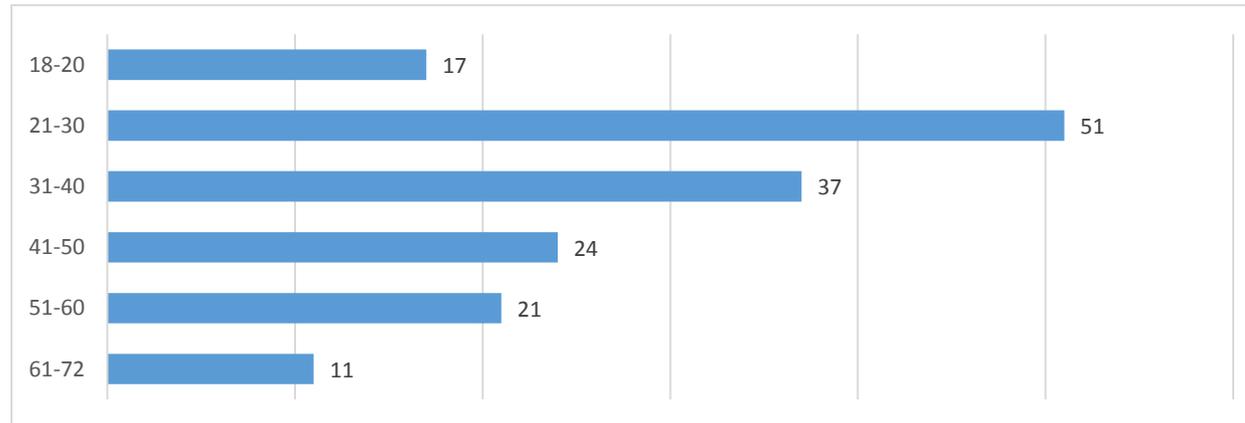
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Figure 4. Educational Attainment of Program Staff
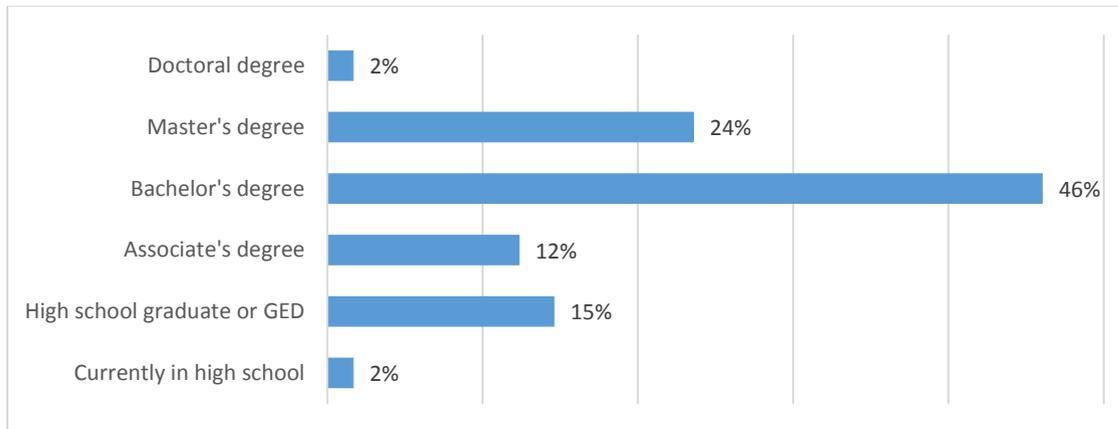
Data source: 2015-16 UEPC spring staff survey

❖ The majority of IGPI staff members (72%) had a bachelor's degree or higher

❖ 12% of staff members held an associate's degree, and 22% were enrolled at a college or university to complete a degree (figure not shown)

Figure 5. Years of Experience Formally Working with Youth
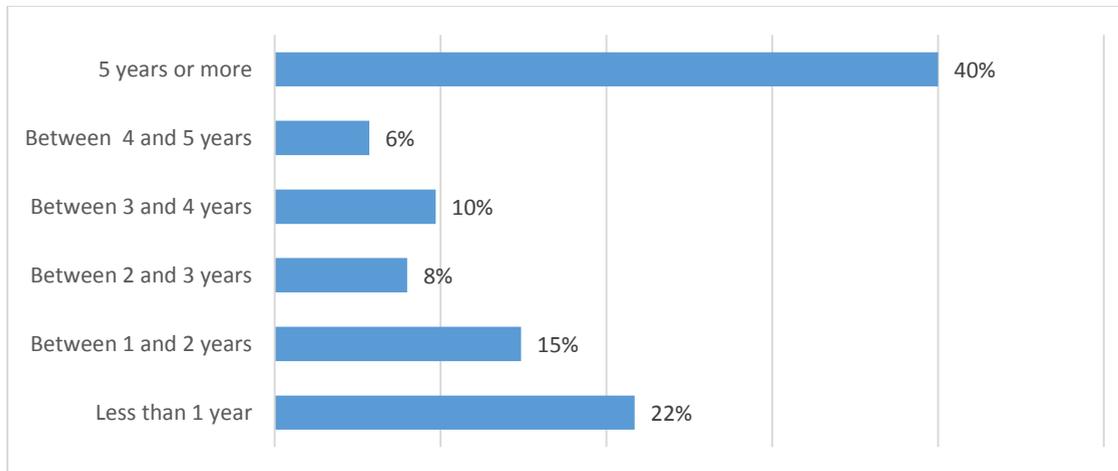
Data source: 2015-16 UEPC spring staff survey

❖ 40% had worked with youth for five or more years. 22% of staff had worked with youth for less than one year

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Figure 6. Percentage of Afterschool Staff who Also Serve as Regular Classroom Teachers

School	Percentage
Ogden School District	80%
Grand County School District	0%
American Preparatory Academy	18%
Provo City School District	33%
Granite School District	73%
Gateway Preparatory Academy	17%
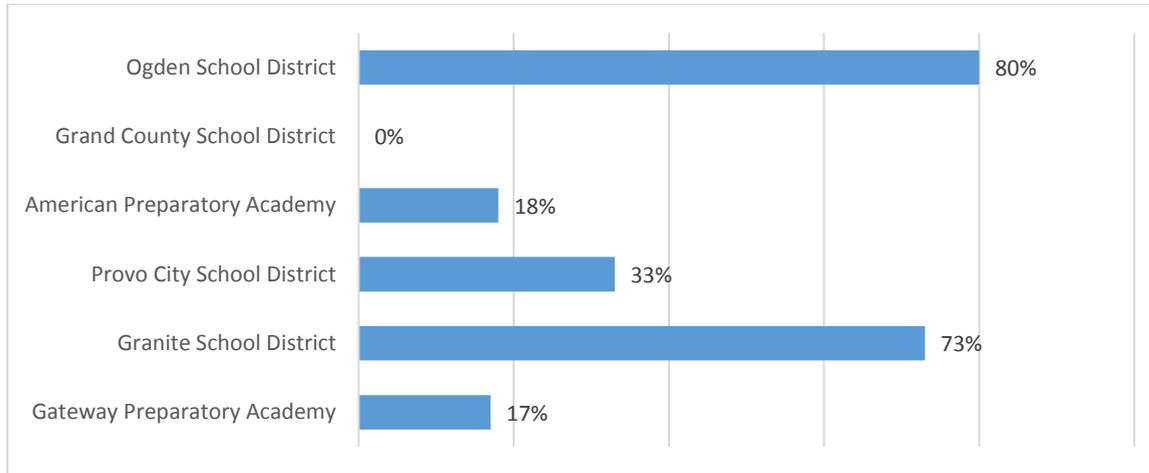
Data source: 2015-16 UEPC spring staff survey

❖ About half (49%) of staff members were serving as classroom teachers outside of their afterschool programs (figure not shown)

❖ Most of the Ogden School District and Granite School District staff members were also classroom teachers

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Professional Development

Sixty-four percent (102) of staff members reported they participated in training sessions or professional development (PD) to support their work as staff members of their afterschool program. Only these 102 staff members responded to questions about the usefulness of the PD they received. Of those who received PD, 42% (43) staff members reported they received 20 or more hours of PD.

Thirty-six percent (57) staff members reported receiving no PD. We took a closer look at these staff members and learned that 67% (38) of staff members who received no PD were classroom teachers and 28% (16) were program staff members.

Figure 7. Percent of Staff Members who Received PD

The Roles of Staff Members who did not Receive PD

- Received PD
- Received No PD

64%   36%

5%

- Program Staff
- Classroom Teacher
- Other role

67%   28%

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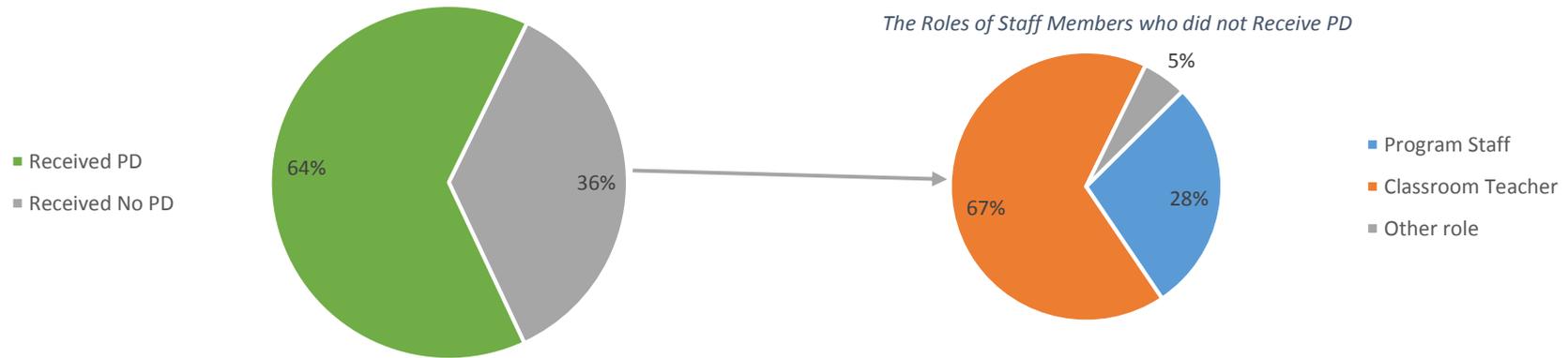
Figure 8. PD for Providing Academic Support
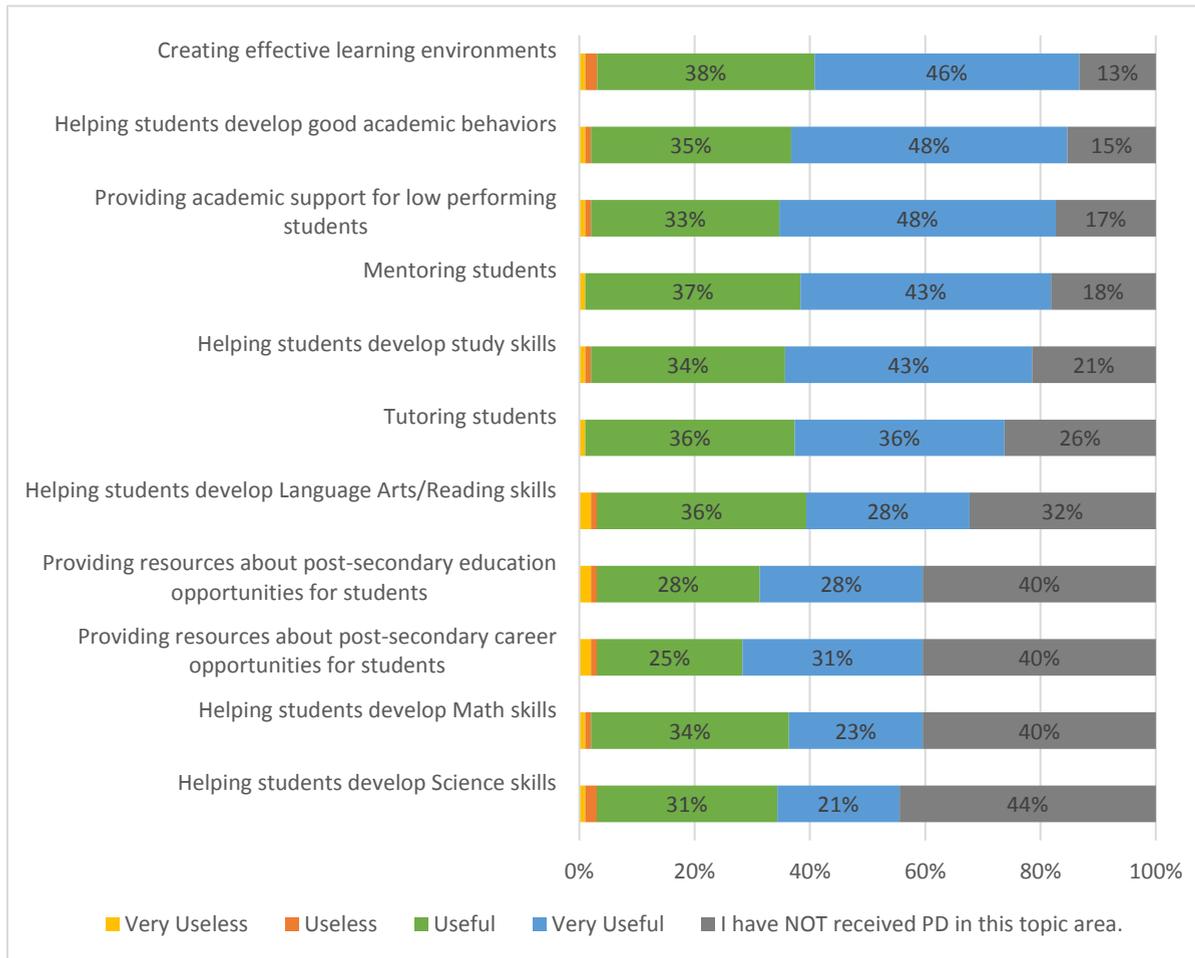
Areas of Success:
- ✓ 84% of staff members received useful PD related to creating effective learning environments
- ✓ 81% received useful PD related to helping students develop good academic behaviors and providing academic support for low performing students
- ✓ 80% received useful PD related to mentoring students

Opportunities for Improvement:
- ➢ 44% received no PD for helping students develop science skills
- ➢ 40% received no PD for helping students develop math skills
- ➢ 40% received no PD for providing resources related to post-secondary education and career opportunities
- ➢ 36% reported they received NO professional development (not shown)

Data source: 2015-16 UEPC spring staff survey

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Figure 9. PD for Skills Needed to Facilitate Quality Afterschool Programs
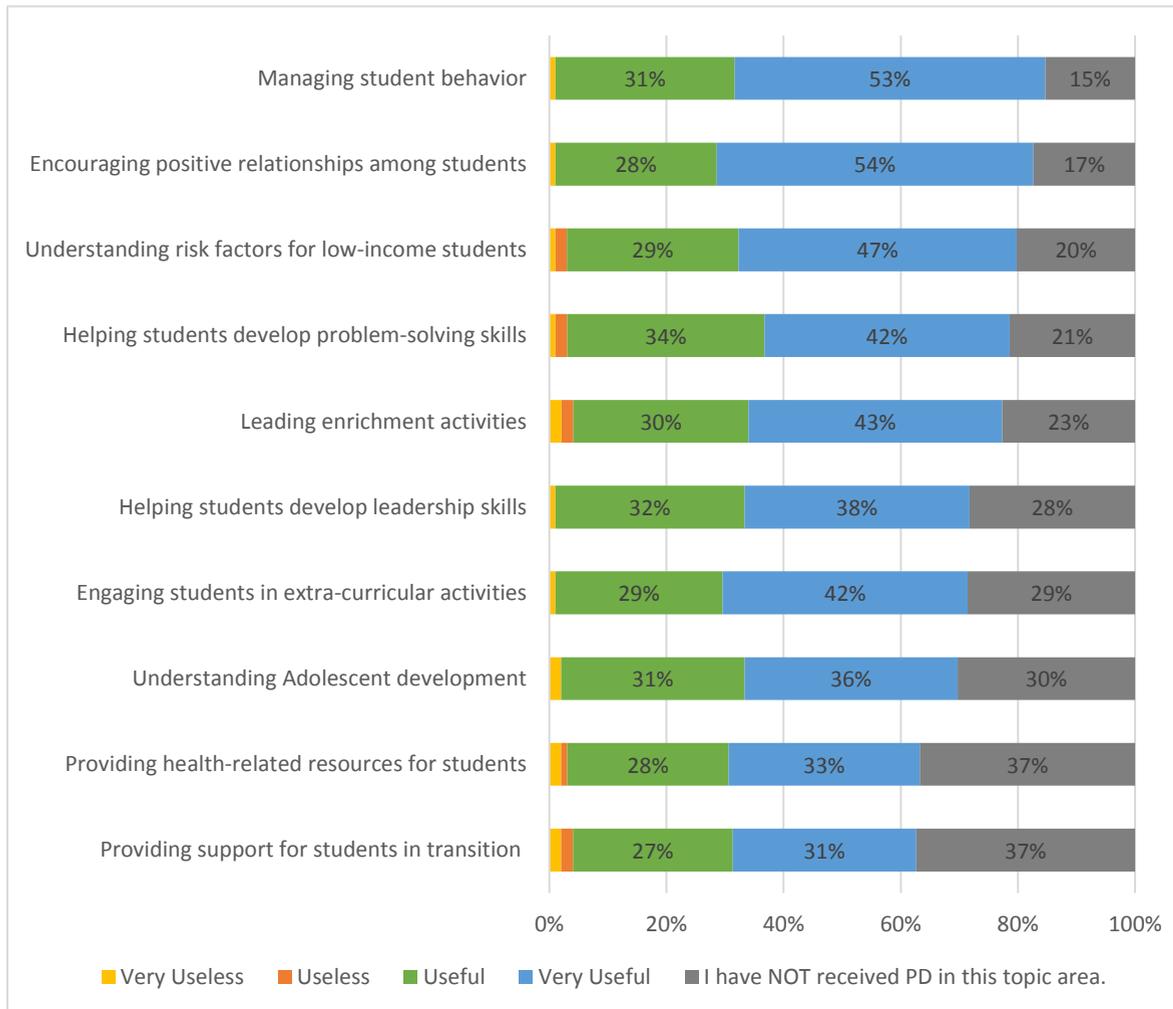
Areas of Success:
- ✓ 84% of staff members found PD related to managing student behavior useful or very useful
- ✓ 82% of staff members found PD related to encouraging positive relationships among students useful or very useful
- ✓ 77% of staff members found PD related to understanding risk factors for low-income students useful or very useful

Opportunities for Improvement:
- ➢ 37% received no PD related to providing health related resources for students
- ➢ 37% received no PD related to supporting students in transition
- ➢ 30% received no PD related to understanding adolescent development

Data source: 2015-16 UEPC spring staff survey

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Figure 10. PD for Working with Particular Student Groups
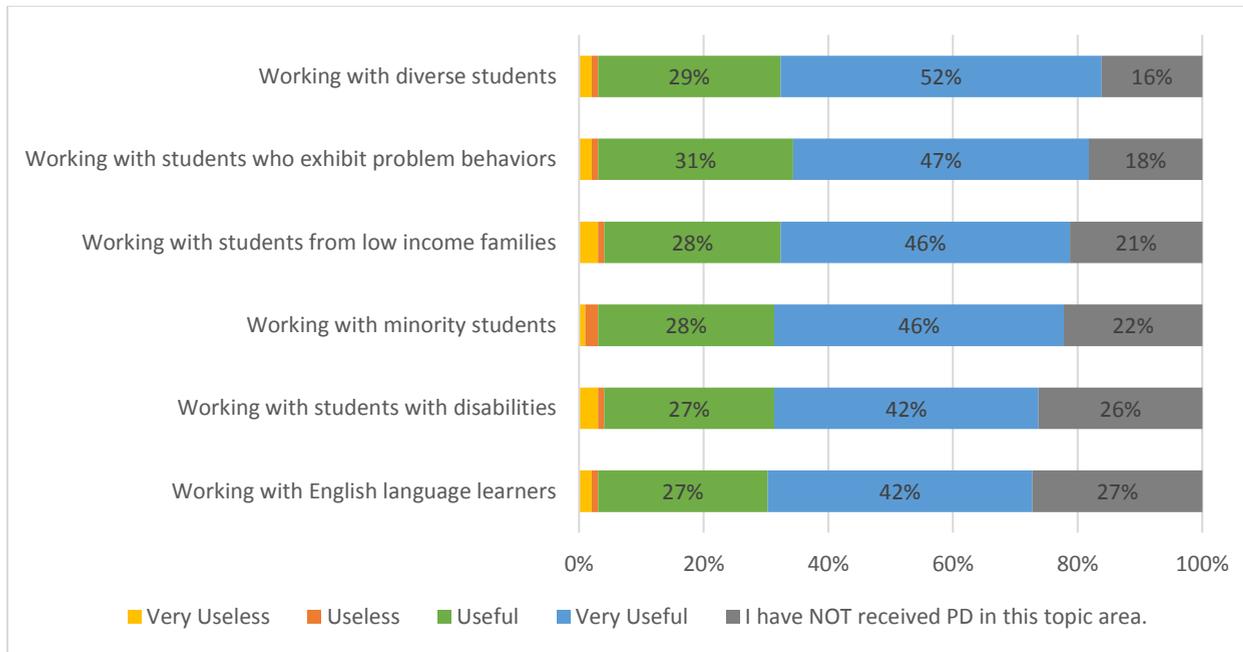
Data source: 2015-16 UEPC spring staff survey

Areas of Success:
- ✓ 81% of staff members found the PD they received about working with diverse students useful or very useful
- ✓ 78% found PD about working with students who exhibit problem behaviors to be useful or very useful

Opportunities for Improvement:
- ➤ 27% of staff members received no PD in working with ELL students
- ➤ 26% received no PD in working with students with disabilities

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Figure 11. PD for Supporting and Engaging Families
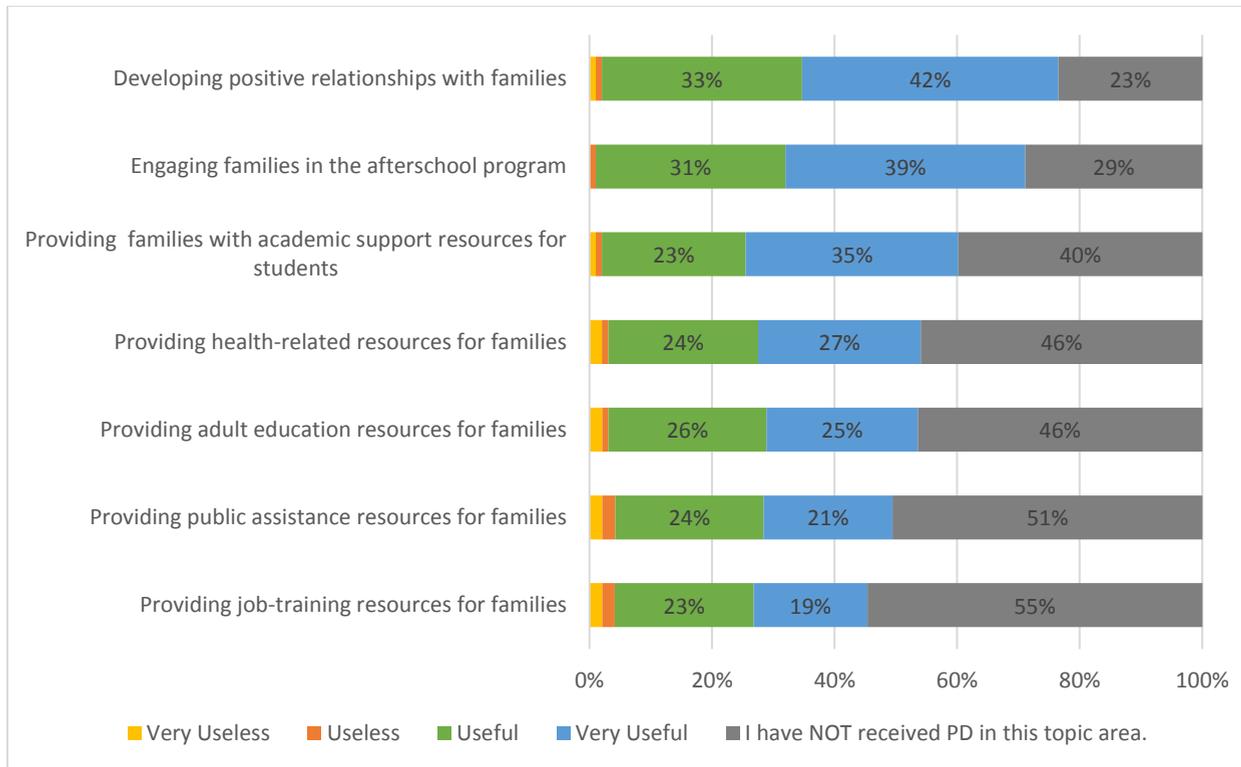
Data source: 2015-16 UEPC spring staff survey

Areas of Success:
- ✓ 75% of staff members found PD in developing positive relationships with families useful or very useful
- ✓ 70% found PD in engaging families in the afterschool program useful or very useful

Opportunities for Improvement:
- ➢ 55% did not receive PD training in providing job-training resources for families
- ➢ 51% received no PD in providing public assistant resources for families
- ➢ 46% received no PD in providing adult education resources or health-related resources for families

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Figure 12. Amount of Professional Development
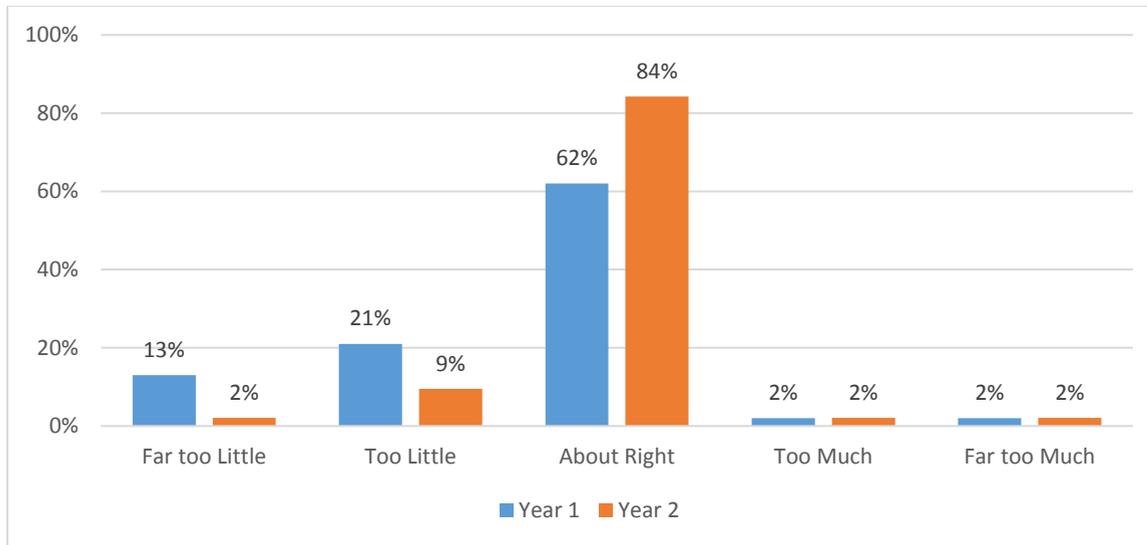
Data source: UEPC 2014-15 and 2015-16 UEPC spring staff survey

❖ 84% of staff members reported that the amount of PD they received was about the right amount; a 22% increase from year one

❖ 97% agreed or strongly agreed that they implemented practices they learned through their program's PD (not shown)

❖ 69% agreed or strongly agreed that they learned practices through their program's PD that intended to implement (not shown)

What topics would staff members like to learn more about through future PD opportunities?

All staff members, including those who reported they received no PD, were asked to identify topics they would like to learn more about through future PD opportunities. Fifty-nine staff members responded to this item. Eight staff members indicated that they would like to receive more subject-specific professional development training. Five staff members wanted to learn more about behavioral management methods, developing relationships with parents, and external partnerships. Staff members also expressed interest in topics such as engaging families, communication techniques, and working with diverse populations.

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Staff Preparedness

Figure 13. Staff Preparedness

Chart data:

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
I have unanswered questions about my job.	33%	48%	14%	4%
I know the state core standards for the content we teach in this afterschool program.	6%	12%	46%	37%
I know how to find resources to plan activities to achieve specific student outcomes.	4%	6%	46%	45%
I can lead effective lessons for diverse students.		5%	46%	47%
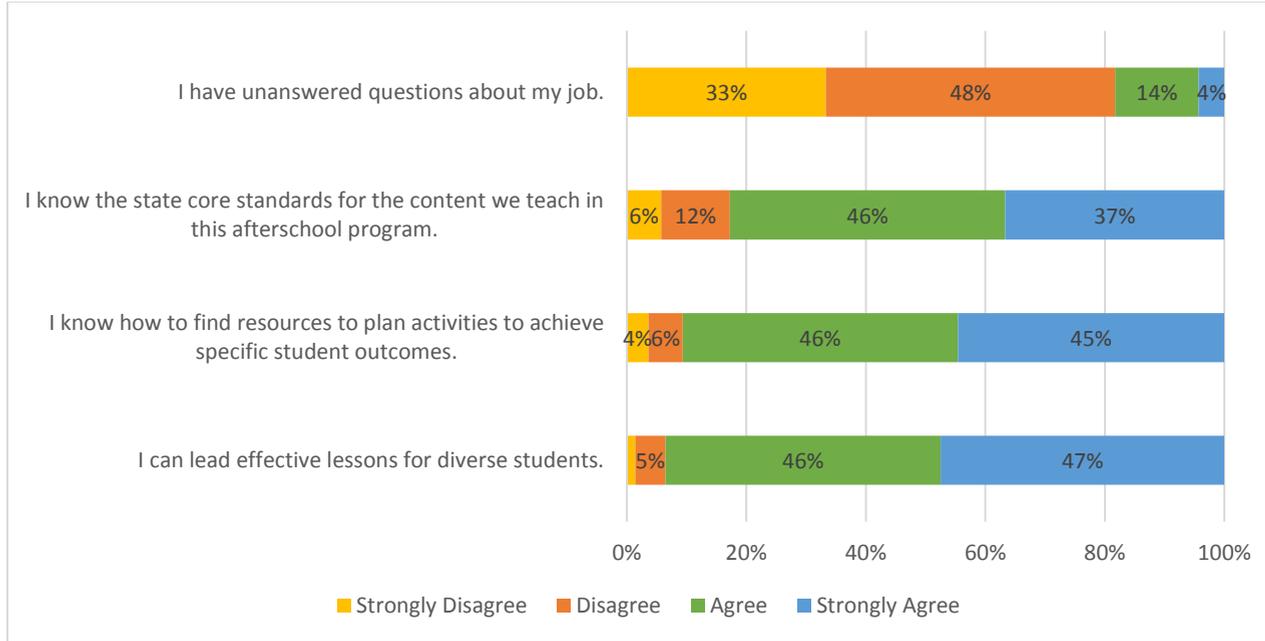
Data source: 2015-16 UEPC spring staff survey

Areas of Success:
- ✓ 18% of staff members had unanswered questions about their job
- ✓ 91% believed they could find resources to plan activities to achieve student outcomes
- ✓ 93% felt they could lead effective lessons for diverse students

Opportunities for Improvement:
- ➢ 18% did not know the state core standards for the content they teach in their afterschool program

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

Key Findings:

❖ Programs reported performing moderately well or better in program quality areas such as managing student behavior, developing meaningful relationships, learning new skills, and administrative practices.
❖ Most staff members felt their program's implementation practices were based on student needs and aligned with school day experiences.
❖ Almost all staff members felt supported by their supervisors and expressed that they found value in their work.
❖ Some staff members may need additional support working with English language learners and dealing with disruptive students.

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Quality Tool Data

Figure 14. Program Safety
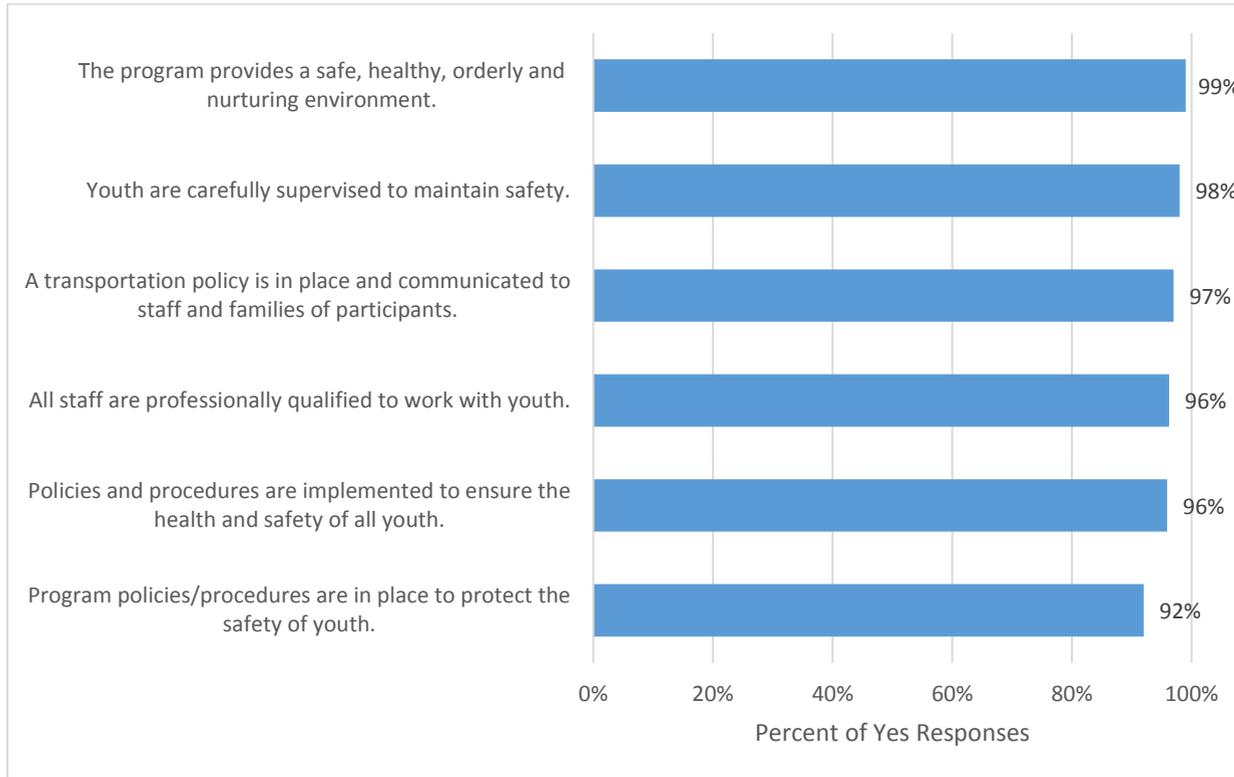
Data source: 2015-16 UAN Quality Assessment Tool

Areas of Success:
- ✓ Most program sites reported providing safe programs.

Opportunities for Improvement:
- ➢ All programs should be 100% safe.
- ➢ Some program sites could further develop their policies or procedures to protect the safety of youth.

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Figure 15. Behavioral Expectations
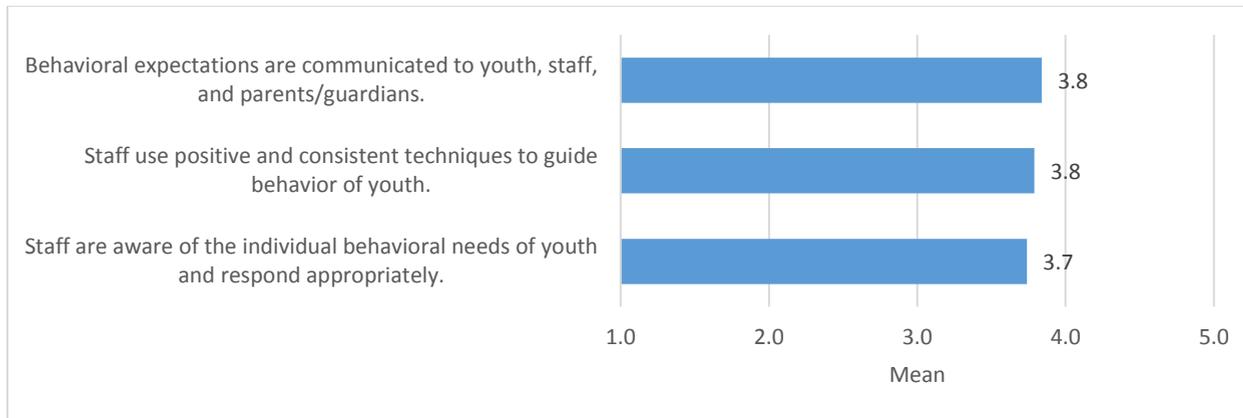
Behavioral expectations are communicated to youth, staff, and parents/guardians. — 3.8

Staff use positive and consistent techniques to guide behavior of youth. — 3.8

Staff are aware of the individual behavioral needs of youth and respond appropriately. — 3.7

Mean (scale 1.0 to 5.0)

❖ Programs reported performing moderately to very well regarding their behavior management practices

Scale: 1 = Not at all, 2 = Slightly well, 3 = Moderately well, 4 = Very well, 5 = Extremely well
Data source: 2015-16 UAN Quality Assessment Tool

Figure 16. Develop Meaningful Relationships
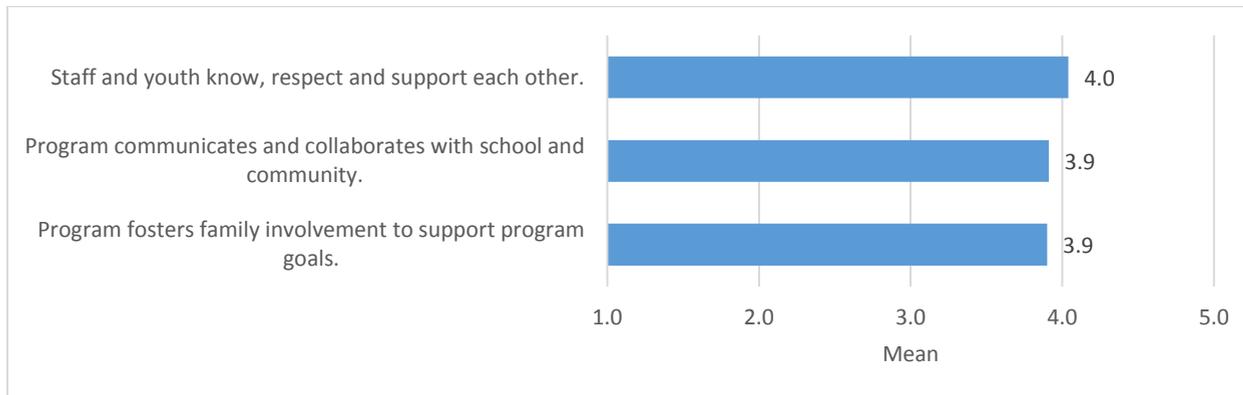
Staff and youth know, respect and support each other. — 4.0

Program communicates and collaborates with school and community. — 3.9

Program fosters family involvement to support program goals. — 3.9

Mean (scale 1.0 to 5.0)

❖ Programs reported they performed very well regarding their practices related to developing meaningful relationships with students, with their school communities, and with families

Scale: 1 = Not at all, 2 = Slightly well, 3 = Moderately well, 4 = Very well, 5 = Extremely well
Data source: 2015-16 UAN Quality Assessment Tool

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Figure 17. Learning New Skills
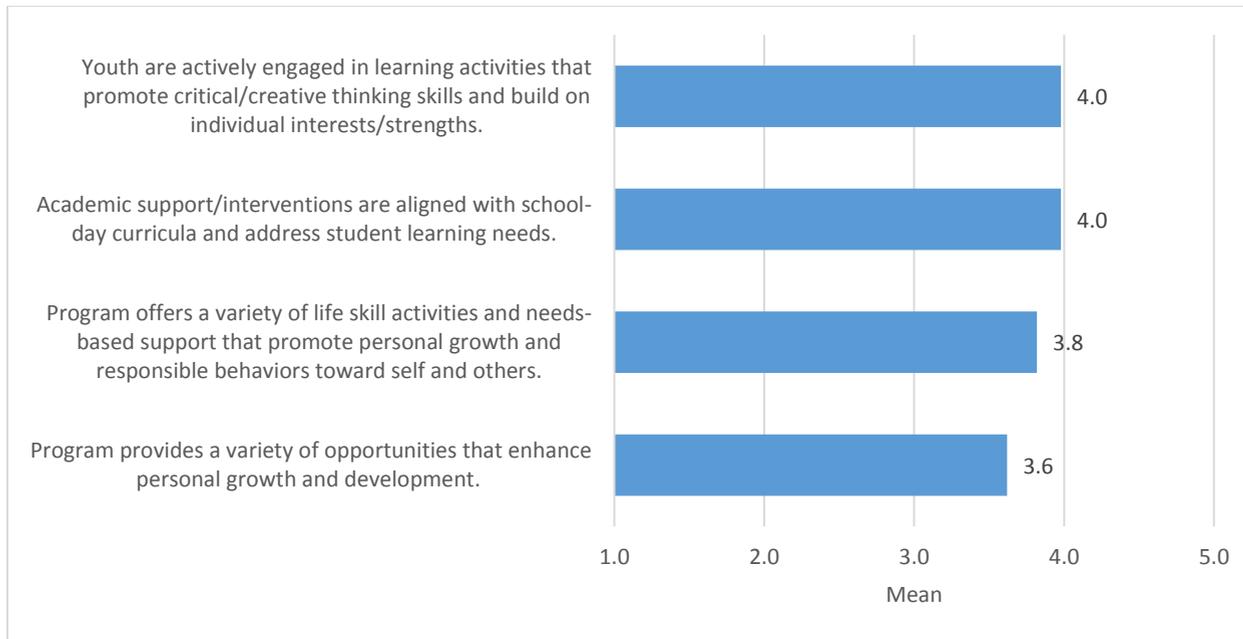
Youth are actively engaged in learning activities that promote critical/creative thinking skills and build on individual interests/strengths.	4.0
Academic support/interventions are aligned with school-day curricula and address student learning needs.	4.0
Program offers a variety of life skill activities and needs-based support that promote personal growth and responsible behaviors toward self and others.	3.8
Program provides a variety of opportunities that enhance personal growth and development.	3.6

Mean

❖ Programs reported they performed very well in the category of students learning new skills, including critical or creative thinking skills and aligning academic support interventions with school-day curricula

❖ Programs performed moderately to very well in providing opportunities for growth and development

Scale: 1 = Not at all, 2 = Slightly well, 3 = Moderately well, 4 = Very well, 5 = Extremely well
Data source: 2015-16 UAN Quality Assessment Tool

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Figure 18. Administration
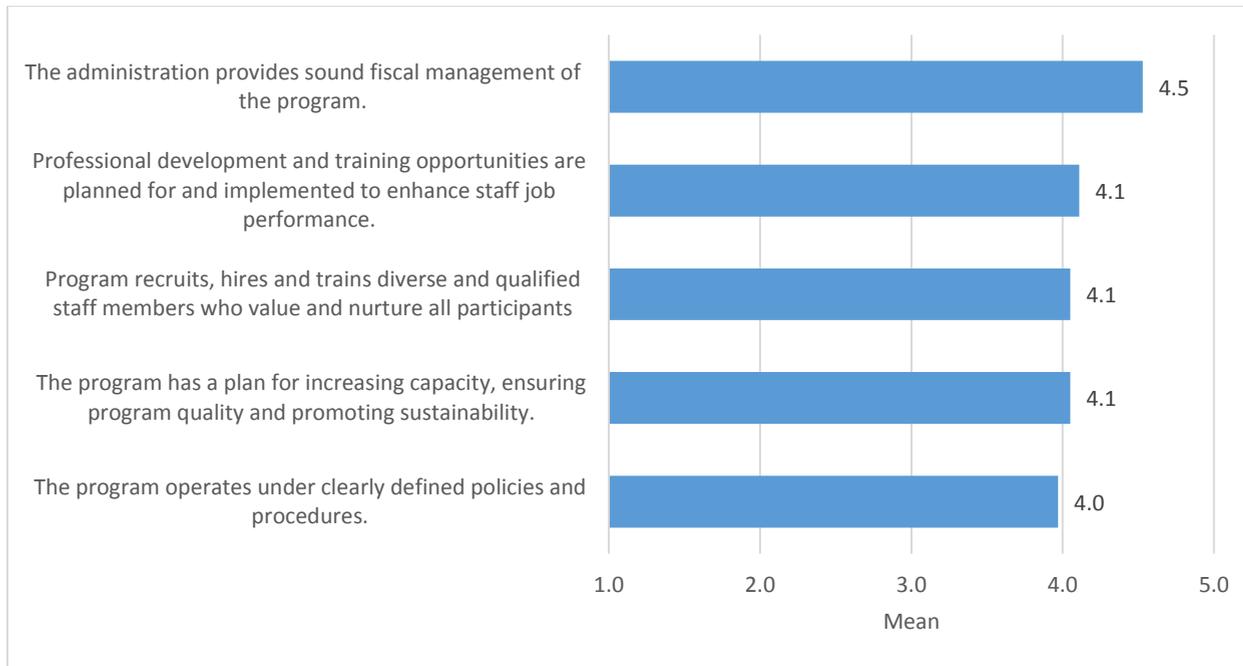
Item	Mean
The administration provides sound fiscal management of the program.	4.5
Professional development and training opportunities are planned for and implemented to enhance staff job performance.	4.1
Program recruits, hires and trains diverse and qualified staff members who value and nurture all participants	4.1
The program has a plan for increasing capacity, ensuring program quality and promoting sustainability.	4.1
The program operates under clearly defined policies and procedures.	4.0

❖ Programs reported they performed very well in administrative practices, especially in providing sound fiscal management

Scale: 1 = Not at all, 2 = Slightly well, 3 = Moderately well, 4 = Very well, 5 = Extremely well
Data source: 2015-16 UAN Quality Assessment Tool

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Implementation Practices

Figure 19. Implementation Practices Based on Student Needs and School Day Experiences
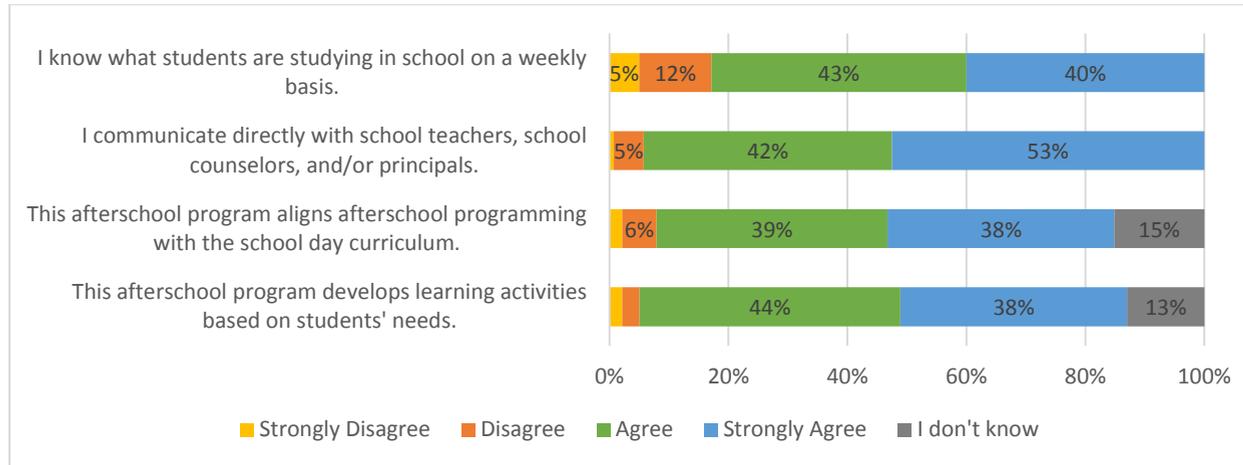
Data source: 2015-16 UEPC spring staff survey

Figure 20. Data-Driven Implementation Practices

Data source: 2015-16 UEPC spring staff survey

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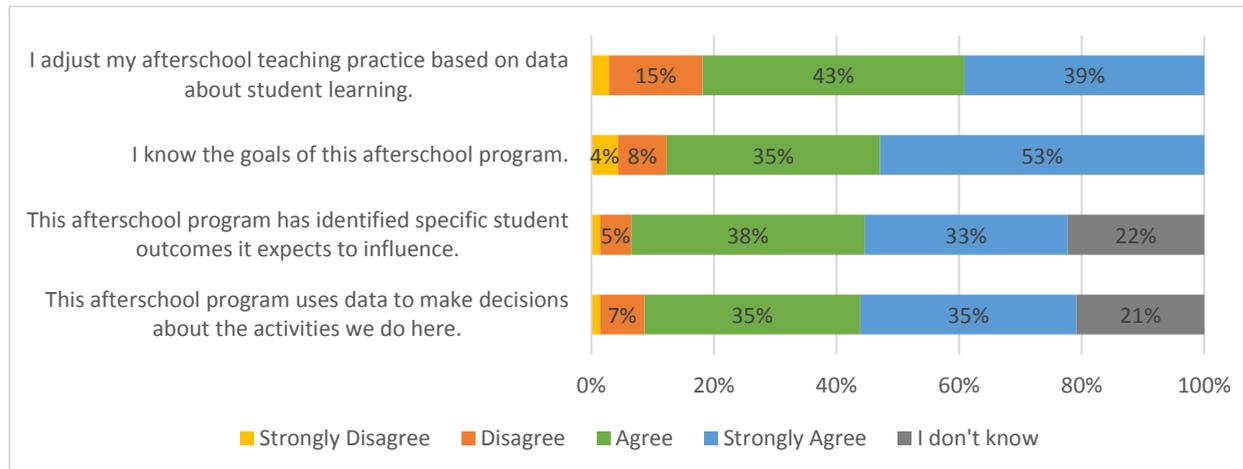
Areas of Success:
- ✓ 95% of staff members agreed or strongly agreed that they communicated with school faculty or staff
- ✓ 88% knew the goals of their programs
- ✓ 83% knew what students were studying in school on a weekly basis
- ✓ 82% felt their afterschool programs developed learning activities based on students' needs
- ✓ 82% agreed that they adjusted their teaching practices according to student data

Opportunities for Improvement:
- ➢ 22% did not know if their program had identified outcomes they expected to influence
- ➢ 21% did not know if their program used data to make decisions about choosing activities

Figure 21. Managing Student Behavior
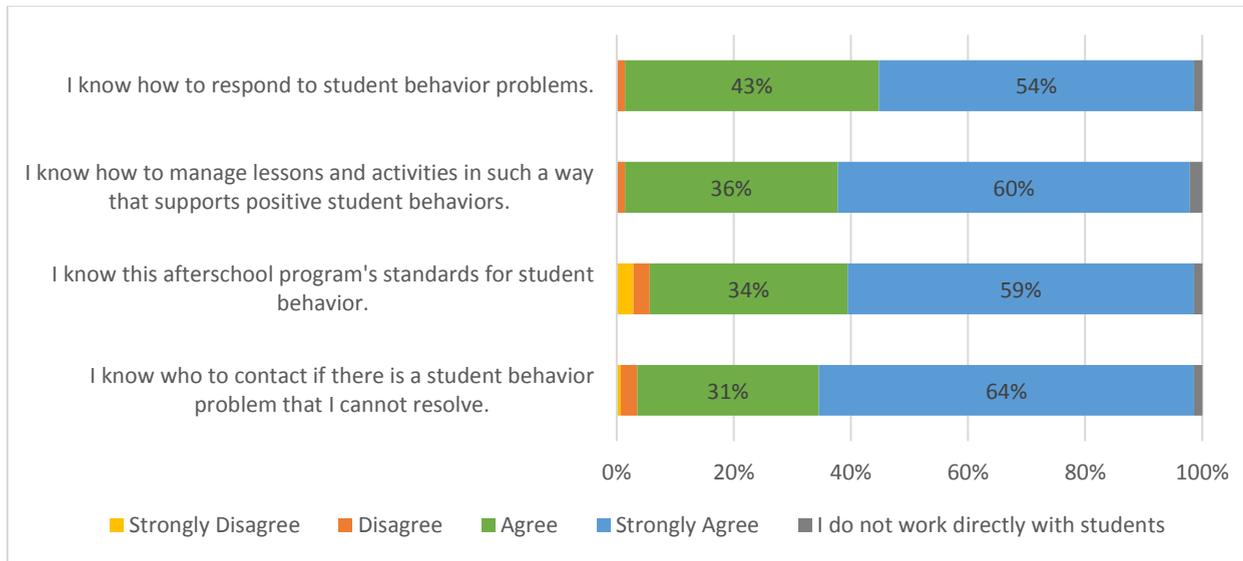
Data source: 2015-16 UEPC spring staff survey

Areas of Success:
- ✓ 97% of staff members agreed or strongly agreed that they knew how to respond to student behavior problems
- ✓ 96% agreed or strongly agreed that they knew how to support positive student behaviors

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Figure 22. Barriers and Supports

	Strongly Disagree	Disagree	Agree	Strongly Agree
There are too many students in my group(s).	33%	54%	10%	4%
I have trouble communicating with students in my group(s) who do not speak English.	31%	41%	25%	
There are too many disruptive students in my group(s).	25%	50%	20%	6%
I have the resources that I need to do my job effectively.		6%	54%	38%
The site coordinator involves staff in important decisions about afterschool program operations or design.	5%	7%	51%	36%
My talents and skills are well-utilized here.		6%	51%	40%
I get useful feedback from my supervisor(s).	4%	6%	51%	39%
I find work here rewarding.			47%	50%
I get the support I need from my supervisor(s).		6%	46%	46%
I enjoy working here.			43%	54%

Data source: 2015-16 UEPC spring staff survey

Areas of Success:
- ✓ 97% of staff members found their work rewording and enjoyed working in their programs
- ✓ 92% agreed that they had the resources and support they needed and felt supported by their supervisors
- ✓ 91% agreed that their skills were well-utilized in their programs

Opportunities for Improvement:
- ➢ 28% had trouble communicating with students who did not speak English
- ➢ 25% felt they had too many disruptive students in their groups

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What additional supports did staff members feel they needed to be effective?

Sixty-four staff members responded to an open-ended question that asked them to indicate what additional supports they needed to be most effective in their afterschool role. Sixteen staff members indicated that they did not need any additional support to be effective. Seven staff members suggested additional funding and resources. Staff members also mentioned that improved communication (5 responses), more collaboration with school-day staff (4 responses), and a higher number of afterschool staff (5 responses) would allow them to be more effective (see Appendix A for responses).

What were staff members' greatest successes?

Seventy-eight staff members responded to an open-ended survey question that asked them to reflect on their greatest success in their afterschool program. Twenty staff members mentioned assisting students with academic improvement, 14 mentioned observing student development, and 13 mentioned building positive relationships with students as being their greatest successes. Other common responses included assisting students with personal development (9 responses), encouraging student engagement (7 responses), providing a safe afterschool space (6 responses), and providing fun and engaging activities (6 responses; see Appendix A for responses).

What did staff members recommend for improving program quality?

Staff members also responded to an open-ended question that asked for suggestions for improving the quality of programming for students. Sixty staff members responded to this item. Thirteen staff had no recommendations for improving program quality. Additional responses included creating a more engaging program for students (6 responses), improving collaboration with school-day staff (6 responses), and incorporating better methods for addressing behavioral issues (3 responses; see Appendix A for responses).

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

Key Findings:

- ❖ Program attendance rates were relatively low, especially based on reported possible days of attendance.
- ❖ Half of IGPI students reported they received no science interventions, and about one-third received no English language arts or mathematics interventions.
- ❖ One-quarter of IGPI students received no enrichment interventions.
- ❖ Most staff members reported they offered effective learning environments and provided academic supports such as tutoring, targeted support for low performing students, and help with homework.
- ❖ The greatest needs regarding academic services were in providing post-secondary and career resources, providing health-related resources, and helping students transition into new school situations.

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Program Attendance and Participation

Each IGPI afterschool program reported the number of days that students attended their programs, as well as the number of possible days of attendance for each student. Most programs provided further detail by reporting the number of science, English language arts, and math interventions, as well as the number of enrichment activities in which students participated.

Together, programs reported serving 4,352 students, for a total of 199,405 student attendance days. The days of possible attendance ranged from 1 – 180. About 56% of students attended 30 days or less, 14% attended 31-60 days, 9% attended 61-90 days, and 22% attended 91 days or more. Attendance rates ranged from 15% - 93% and the overall average participation rate for all programs was 32%. Table 11 shows the number and percent of students who received interventions at least once.

Table 11. Summary of Student Participation

	English Language Arts	Science	Math	Enrichment
Number of Students who Received the Intervention at least once	2,697	2,084	2,774	3,162
Percent of Students who Received the Intervention at least once	62%	48%	64%	73%

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Figure 23. Academic Services Provided

Service	Never	Occasionally	Often or Very Often	Our program does not offer this
An effective learning environment	8%	6%	84%	
Academic tutoring	15%	6%	77%	
Targeted academic support for low performing students	17%	10%	71%	
Help with homework	14%	13%	71%	
Mentoring	18%	11%	68%	
Problem-solving skills	13%	16%	68%	
Enrichment activities	19%	14%	64%	
Math lessons	17%	15%	63%	5%
Language Arts/Reading lessons	17%	17%	62%	5%
Lessons about positive academic behaviors	20%	18%	58%	4%
Study skills	23%	20%	55%	
Science lessons	29%	21%	45%	5%
Leadership skills	31%	21%	44%	5%
Resources about post-secondary education opportunities	44%	15%	29%	13%
Help with transitioning into new school situations	36%	22%	28%	14%
Resources about post-secondary career opportunities	43%	17%	27%	12%
Health-related resources	43%	19%	27%	11%

Areas of Success:
- ✓ 84% of staff members reported that they provided effective learning environments often or very often
- ✓ 77% provided academic tutoring often or very often
- ✓ 71% provided targeted academic support for low performing students often or very often

Opportunities for Improvement:
- ➢ 44% never provided resources about post-secondary education opportunities
- ➢ 43% never provided resources about post-secondary career opportunities
- ➢ 43% never provided health-related resources
- ➢ 36% never provided help with transitioning into new school situations

Data source: 2015-16 UEPC spring staff survey

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

Key Findings:

- ❖ Most staff members interacted with or spoke to family members, more than half interacted with school partners, and about a third interacted with external partners.
- ❖ Staff members reported moderately well-developed collaborations, coordination of activities, and partnerships with school personnel.
- ❖ External partnerships with government agencies appeared under-developed.
- ❖ Staff members rarely provided families with information about important resources and infrequently invited them to participate.
- ❖ The most common form of family participation was attending special events. Family members appeared to play a relatively minimal role in program planning and implementation.
- ❖ More than one-third of staff members were uninformed about external partnerships. However, those who knew about external partnerships reported that these partnerships were valuable.

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To better understand who was responding to survey items about partnerships, we asked staff members whether or not they interacted with partners. We did not use these items to filter responses; we asked all staff members to respond to the partnership survey questions regardless of whether or not they reported interacting with partners.

Figure 24. Interaction with Partners
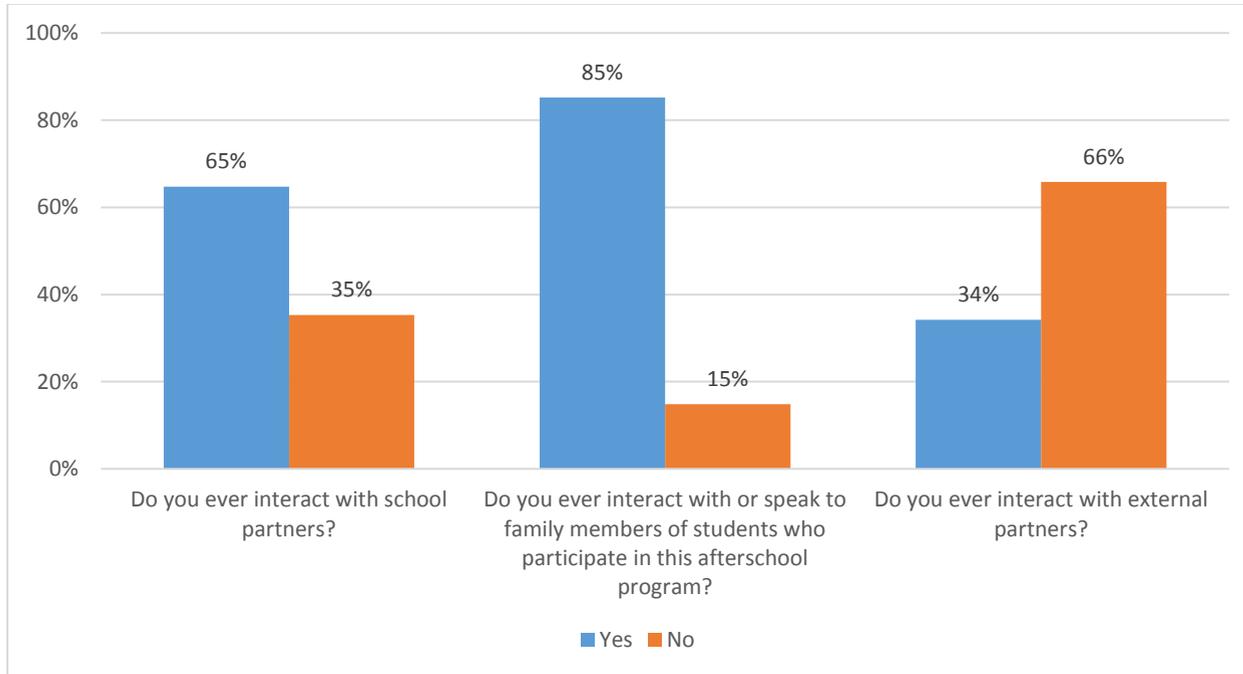
❖ 65% of staff members reported they interacted with school partners
❖ 85% interacted with or spoke to family members
❖ 34% interacted with external partners

Data source: 2015-16 UEPC spring staff survey

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Figure 25. Partnerships

Data source: 2015-16 UEPC spring staff survey
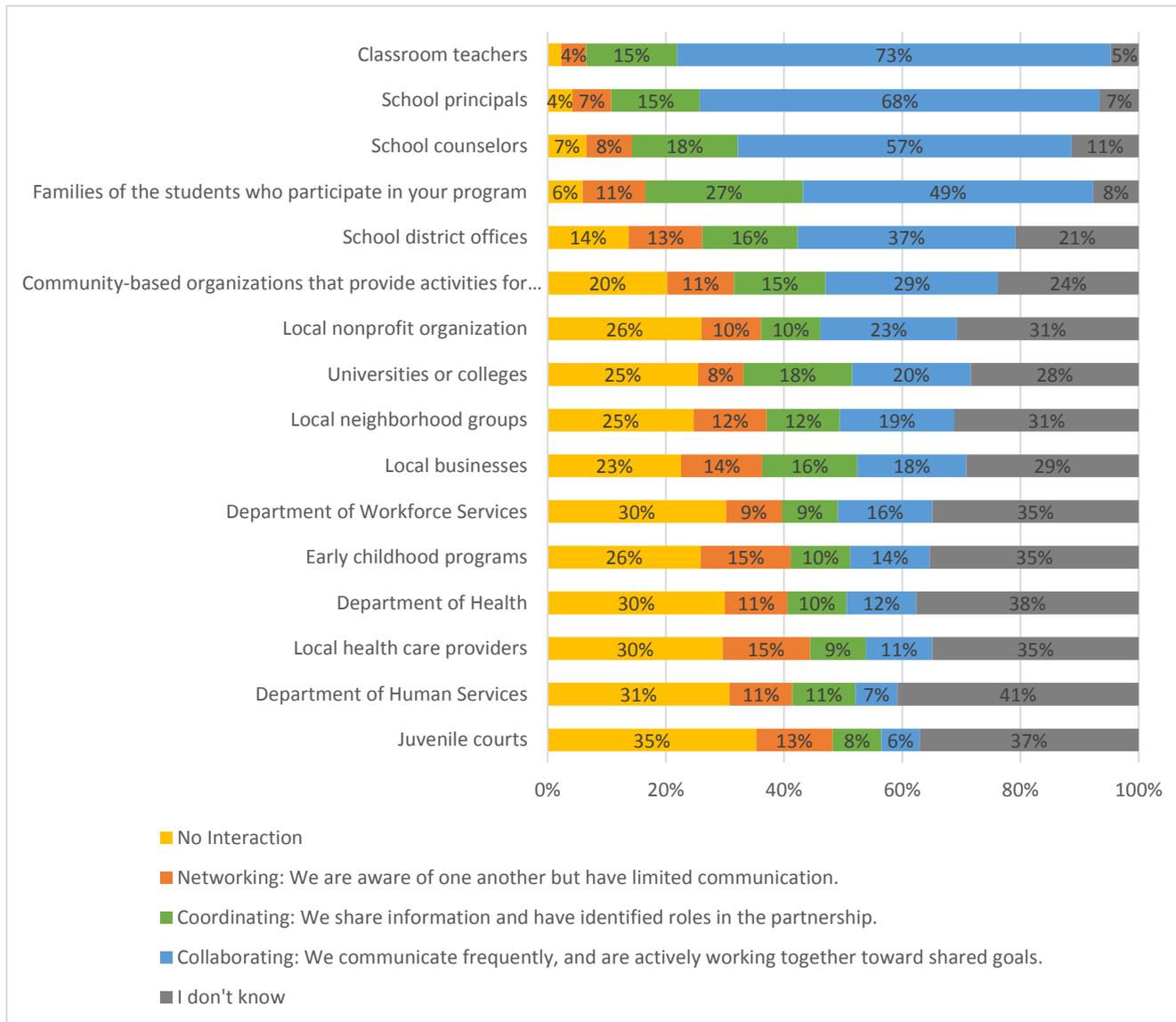
Areas of Success:
- ✓ 73% of staff members reported collaborating with classroom teachers
- ✓ 68% were collaborating with school principals
- ✓ 57% were collaborating with school counselors

Opportunities for Improvement:
- ➢ 35% reported no interaction with juvenile courts
- ➢ 31% reported no interaction with Department of Human Services
- ➢ 30% reported no interaction with local health care providers, Department of Health, or Department of Workforce Services

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School Partnerships

Figure 26. School Partnerships
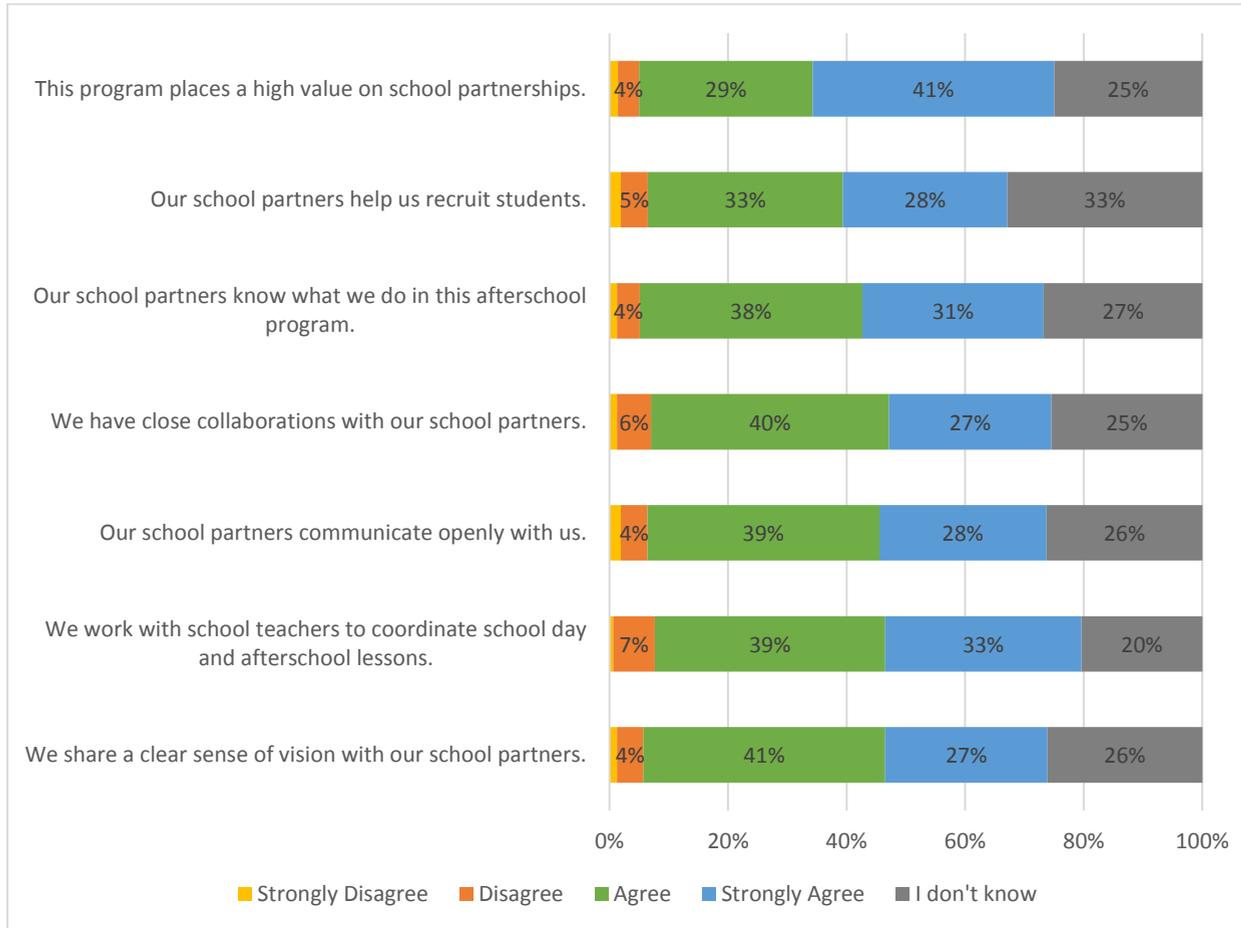
Areas of Success:
- ✓ 72% of staff members reported they worked with school teachers to coordinate school day and afterschool lessons
- ✓ 70% agreed that their program placed a high value on school partnerships
- ✓ 69% agreed that their school partners knew what they did in their afterschool program
- ✓ 68% agreed that they shared a clear sense of vision with their school partners
- ✓ 67% agreed that they had close collaborations with school partners and that their school partners communicated openly with them

Opportunities for Improvement:
- ➢ 33% did not know if their school partners helped them recruit students
- ➢ About 25% were generally unaware of school partnerships

Data source: 2015-16 UEPC spring staff survey

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Figure 27. Topics Discussed During Meetings with School Partners
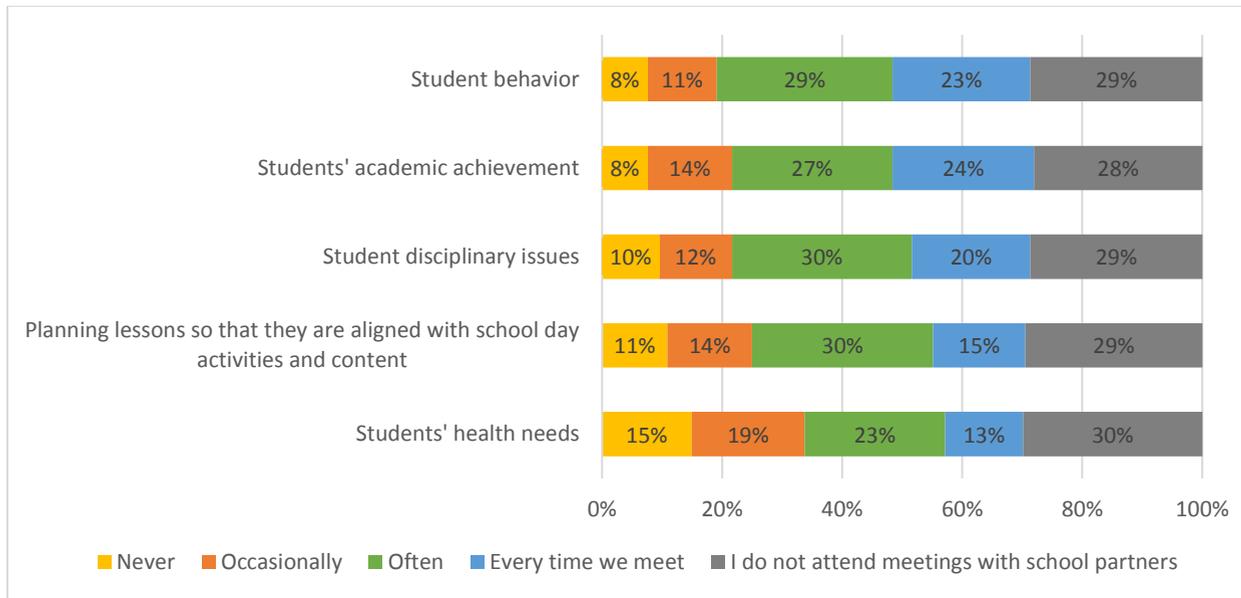
Areas of Success:
- ✓ 52% of staff members who met with school partners discussed student behavior
- ✓ 51% discussed students' academic achievement
- ✓ 50% discussed disciplinary issues

Opportunities for Improvement:
- ➢ 8% never discussed students' academic achievement and 14% did so occasionally
- ➢ 15% never discussed students' health needs and 19% did so occasionally

Data source: 2015-16 UEPC spring staff survey

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Family Partnerships

Figure 28. Frequency of Providing Information to Families
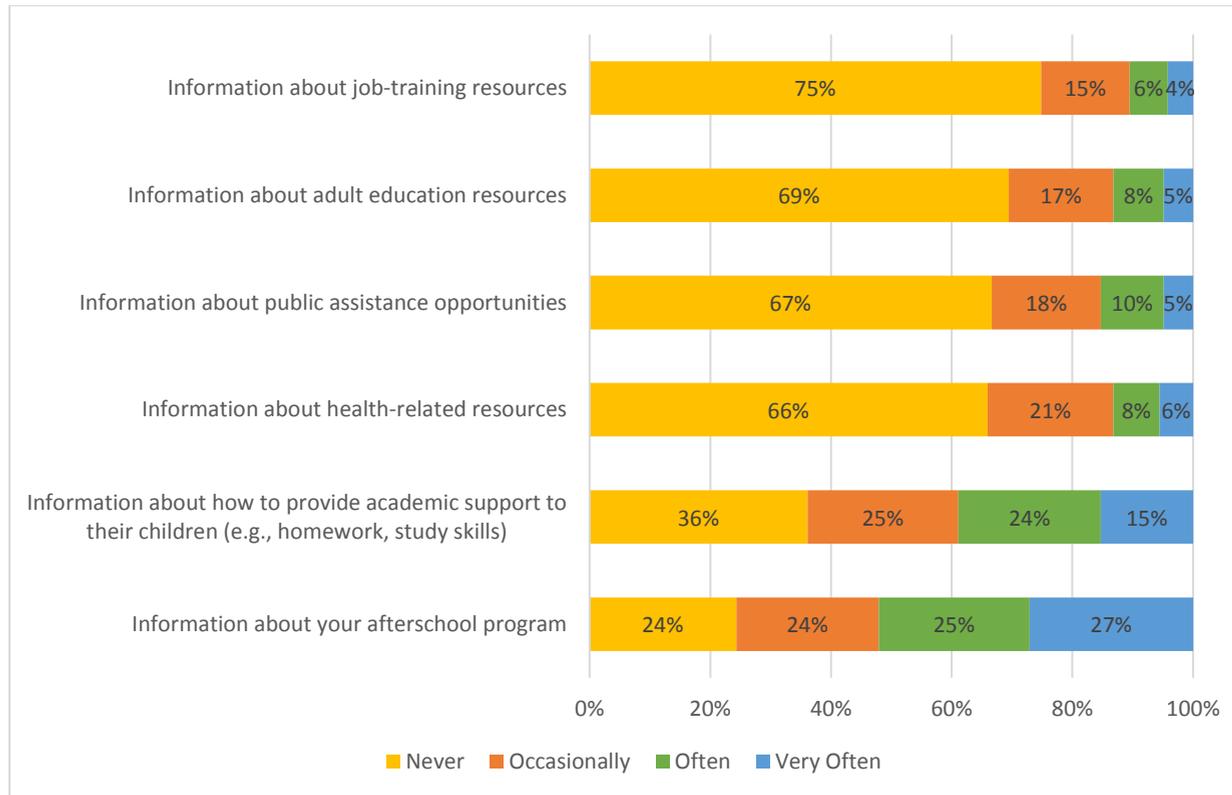
Areas of Success:
- ✓ 52% of staff members reported they provided information about their programs to families often or very often
- ✓ 39% provided information about how provide academic support to their children often or very often and 25% did so occasionally

Opportunities for Improvement:
- ➢ 75% never provided families with information about job-training resources
- ➢ 69% never provided families with information about adult education resources.
- ➢ 67% never provided families with information about public assistance opportunities.
- ➢ 66% never provided families with information about health-related resources

Data source: 2015-16 UEPC spring staff survey

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Figure 29. Frequency of Inviting Families to Participate

Serving as a mentor: Never 63%, Occasionally 26%, Often 6%, Very Often 6%
Serving as a tutor: Never 59%, Occasionally 28%, Often 8%, Very Often 5%
Attending Student Education Plan (SEP) conferences: Never 56%, Occasionally 15%, Often 17%, Very Often 11%
Volunteering to lead afterschool activities: Never 48%, Occasionally 30%, Often 15%, Very Often 7%
Planning activities for students: Never 48%, Occasionally 30%, Often 16%, Very Often 7%
Attending informational meetings about your afterschool program: Never 45%, Occasionally 24%, Often 17%, Very Often 14%
Assisting with afterschool activities: Never 45%, Occasionally 30%, Often 16%, Very Often 9%
Attending special school events: Never 28%, Occasionally 19%, Often 27%, Very Often 26%

Legend: ■ Never ■ Occasionally ■ Often ■ Very Often

Data source: 2015-16 UEPC spring staff survey

Areas of Success:
- ✓ 53% of staff members reported they invited families to participate in special school events often or very often
- ✓ 55% invited families to attend informational meetings about their afterschool programs
- ✓ 55% invited families to assist with afterschool activities
- ✓ 52% invited families to plan activities for students
- ✓ 52% invited families to volunteer to lead activities

Opportunities for Improvement:
- ➢ 63% never invited family members to serve as mentors
- ➢ 59% never invited family members to serve as tutors
- ➢ About 50% never invited family members to attend SEP conferences; volunteer, plan or assist with activities; or attend informational program meetings

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Figure 30. Frequency of Family Participation

Areas of Success:
- ✓ 53% of staff members reported that families attended special school events often or very often
- ✓ 51% reported that families attended informational meetings
- ✓ 51% reported that families assisted with afterschool activities

Opportunities for Improvement:
- ➢ 50% reported that family members never served as mentors
- ➢ 48% reported that family members never served as tutors
- ➢ 40% reported that family members never participated as volunteers
- ➢ 40% reported that family members never participated in planning activities

Data source: 2015-16 UEPC spring staff survey

What are staff members' suggestions for improving school or family partnerships?

Sixty-five staff members responded to an open-ended question that asked them to provide suggestions for improving school or family partnerships. Twenty-one respondents suggested that communication with the school and with families could be improved. Other common recommendations were more parental involvement (15 responses), greater collaboration with school day staff (6 responses), greater understanding of goals and expectations (5 responses), and more activities for families (5 responses; see Appendix A for responses).

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External Partnerships

Figure 31. External Partnerships

This program places a high value on partnering with external agencies and organizations.
4% | 29% | 34% | 31%

External partners provide services for our afterschool program.
4% | 32% | 24% | 37%

We meet with our external partners to coordinate services for students.
4% 6% | 30% | 22% | 39%

We share a clear sense of vision with our external partners.
4% | 35% | 21% | 37%

Our external partners communicate openly with us.
6% | 29% | 19% | 42%

When we identify a need within our program, we discuss it with our external partners.
4% 6% | 33% | 18% | 40%

Legend: ■ Strongly Disagree ■ Disagree ■ Agree ■ Strongly Agree ■ I don't know

Data source: 2015-16 UEPC spring staff survey

Areas of Success:
✓ 63% of staff members agreed or strongly agreed that their programs placed a high value on external partnerships
✓ 56% of staff members agreed or strongly agreed that external partners provided services for their programs
✓ 56% of staff members agreed or strongly agreed that they shared a clear sense of vision with external partners

Opportunities for Improvement:
➢ 42% were unaware if external partners communicated openly with the program
➢ 40% were unaware if their programs discussed needs with external partners
➢ About 35% were generally unaware on how their programs were interacting with external partners

What were staff members' suggestions for improving external partnerships?

Fifty-eight staff members provided suggestions for improving external partnerships. The most frequent suggestion was for improved or increased communication with external partners (13 responses). Staff members also suggested building and improving partner relationships (9 responses), greater understanding of program goals and expectations (7 responses), and increasing external partnerships (6 responses). Other themes in the responses included transparency (5 responses), improved planning (3 responses), and strategies for marketing to potential partners and community members (3 responses; see Appendix A for responses).

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Student Outcomes

What was the academic performance of IGPI participants in the first program year (2014-15)?

Key Findings:

> ❖ IGPI student proficiency rates in math, science, and English language arts were lower than the statewide average.
> ❖ The IGPI afterschool programs were serving students who could benefit from additional academic support.
> ❖ IGPI student proficiency rates increased greater than the statewide average from the baseline year (2013-14) to year one (2014-15) in science and English language arts, but not in math.

What were the chronic absence rates of IGPI participants in the first program year (2014-15)?

Key Findings:

> ❖ With the exception of kindergarten, IGPI student rates of chronic absence were below the state average.
> ❖ With the exception of kindergarten and grade 6, IGPI student rates of chronic absence decreased from baseline to year one.

See Appendix C for additional information about proficiency rates and chronic absence data.

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Figure 32. Percent of Math Proficient Students in Year 1 (2014-15)

Data sources: 2014-15 Participant education data; Secondary Math III excluded (N = 15)
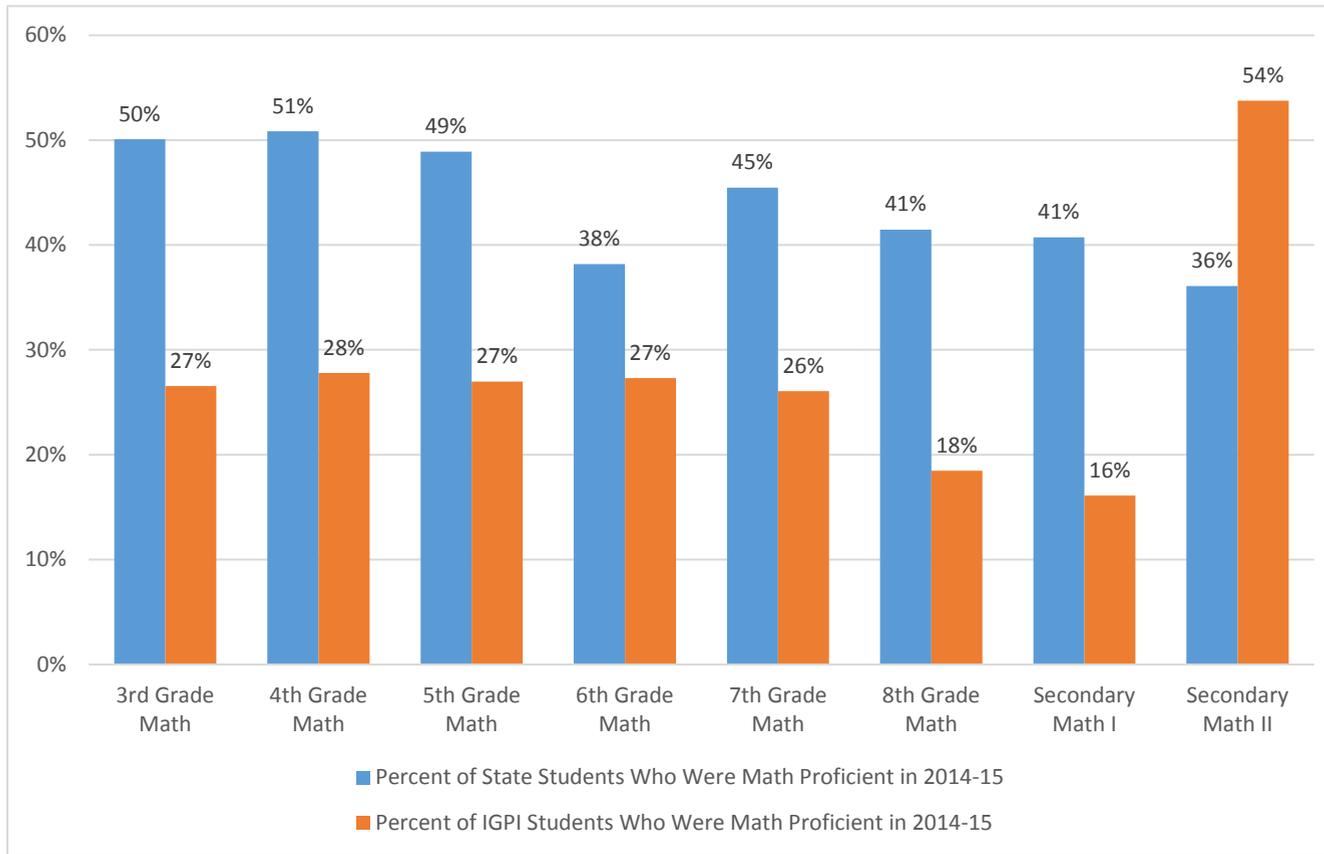
❖ Excluding Secondary Math II, IGPI students' math proficiency rates were lower than the statewide average

❖ 95% of the IGPI students who had Secondary Math II scores attended one program

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Figure 33. Percent of Science Proficient Students in Year 1 (2014-15)
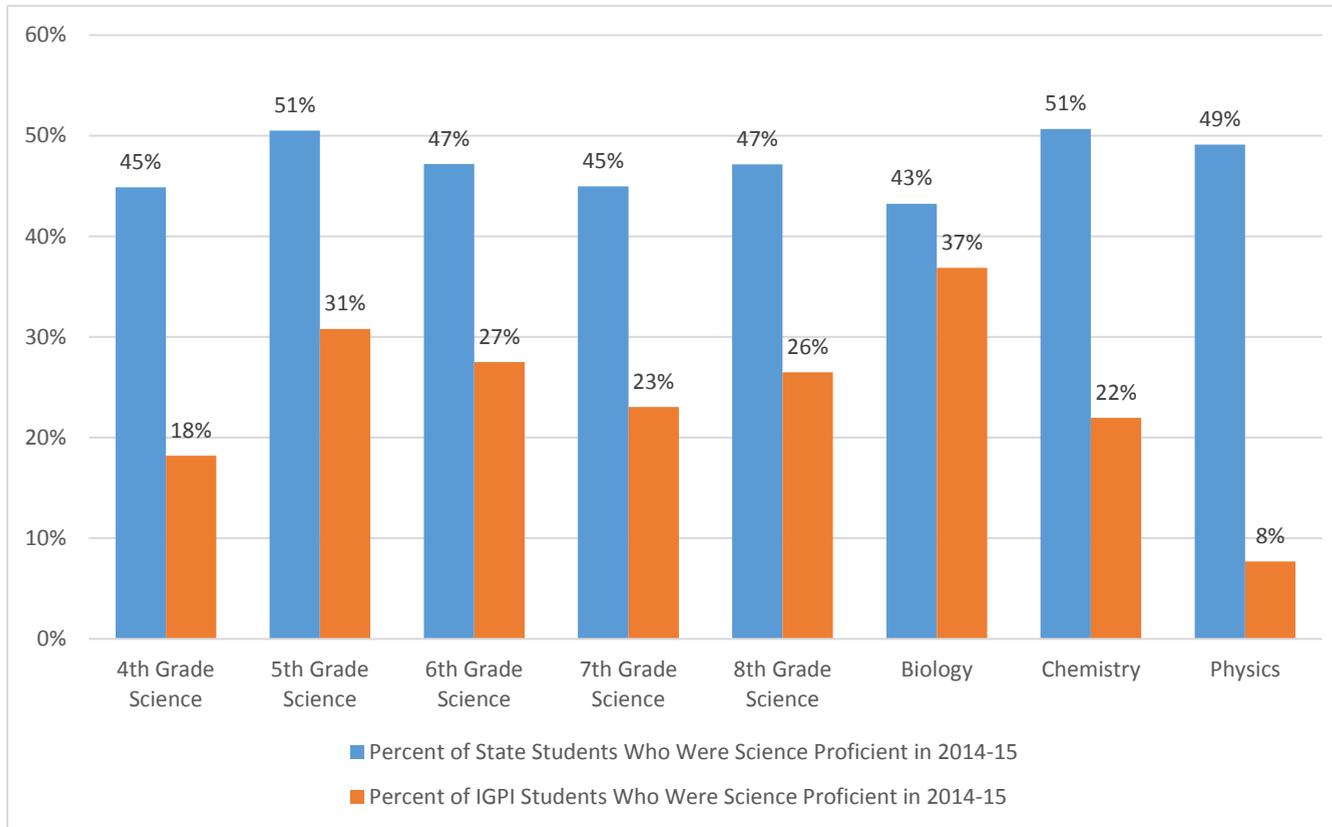
❖ IGPI students' science proficiency rates were lower than the statewide average

Data sources: 2014-15 Participant education data; Earth Science excluded (N <10)

Figure 34. Percent of Language Arts Proficient Students in Year 1 (2014-15)

- ❖ IGPI students' English language arts proficiency rates were lower than the statewide average

■ Percent of State Students Who Were English Language Arts Proficient in 2014-15
■ Percent of IGPI Students Who Were English Language Arts Proficient in 2014-15

Data sources: 2014-15 Participant education data; English language arts 12th grade excluded (N < 10)

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Figure 35. Percent Point Difference of Student Proficiencies by Tested Subject at Baseline (2013-14) and Year One (2014-15)
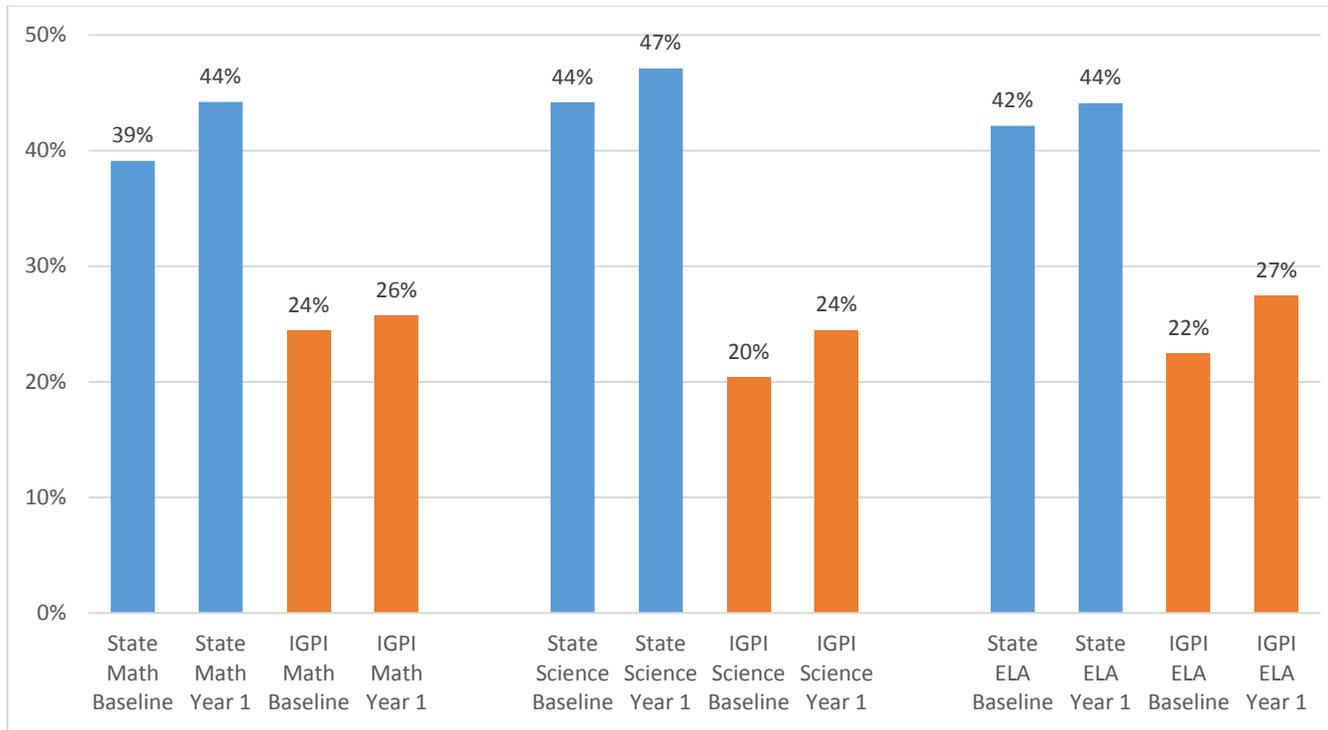
Data sources: 2013-14 and 2014-15 Participant education data

❖ Average math proficiency rates increased 5 percentage points statewide and increased 2 percentage points for IGPI students

❖ Average science proficiency rates increased 3 percentage points statewide and 4 percentage points for IGPI students

❖ Average English language arts proficiency rates increased 2 percentage points statewide and 5 percentage points for IGPI students

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Figure 36. Percent Change in Student Proficiency Rates from Baseline (2013-14) to Year One (2014-15)
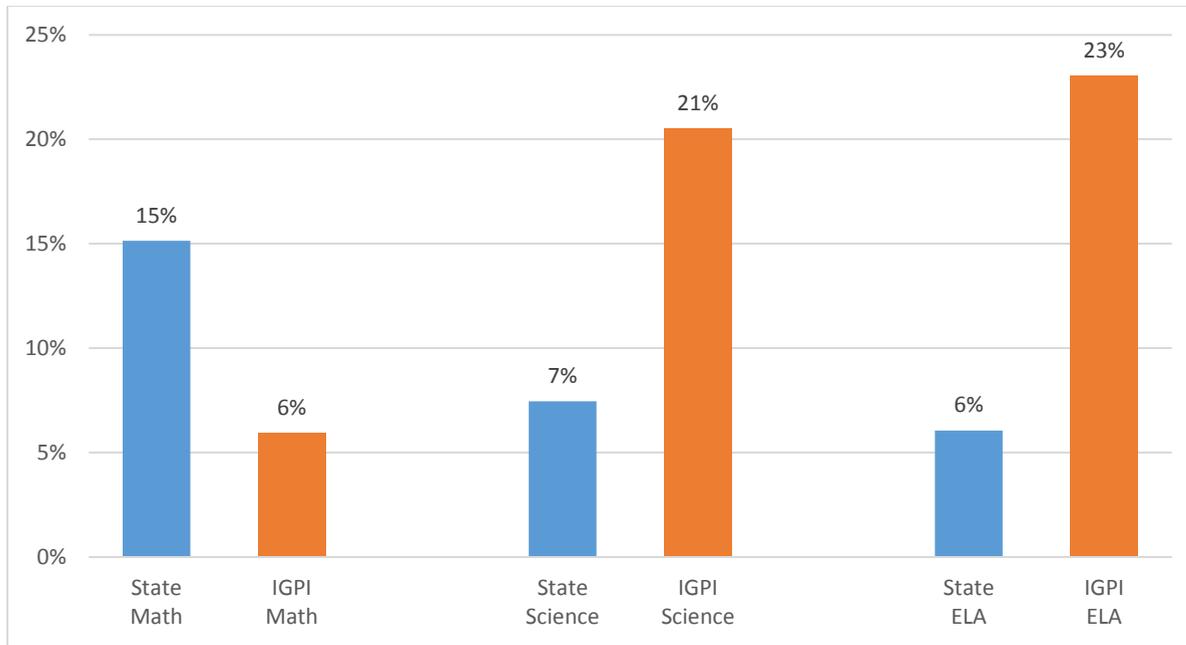
Data sources: 2013-14 and 2014-15 Participant education data
Note: Percent change was calculated by dividing the percent point difference by baseline proficiency rates (see Appendix C).

❖ Statewide, students' math proficiency rates improved by 15%. IGPI students' math proficiency rates improved by 6%

❖ Statewide, students' Science proficiency rates improved by 7%. IGPI students' math proficiency rates improved by 21%

❖ Statewide, students' English language arts proficiency rates improved by 6%. IGPI students' ELA proficiency rates improved by 23%

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Figure 37. Percent of Chronically Absent Students in Year 1 (2014-15)

Grade 9: 11% (State), 10% (IGPI)
Grade 8: 11% (State), 9% (IGPI)
Grade 7: 9% (State), 4% (IGPI)
Grade 6: 9% (State), 9% (IGPI)
Grade 5: 9% (State), 7% (IGPI)
Grade 4: 8% (State), 7% (IGPI)
Grade 3: 8% (State), 8% (IGPI)
Grade 2: 9% (State), 7% (IGPI)
Grade 1: 10% (State), 9% (IGPI)
Kindergarten: 15% (State), 18% (IGPI)

■ Percent of State Students Who Were Chronically Absent in 2014-15
■ Percent of IGPI Students Who Were Chronically Absent in 2014-15
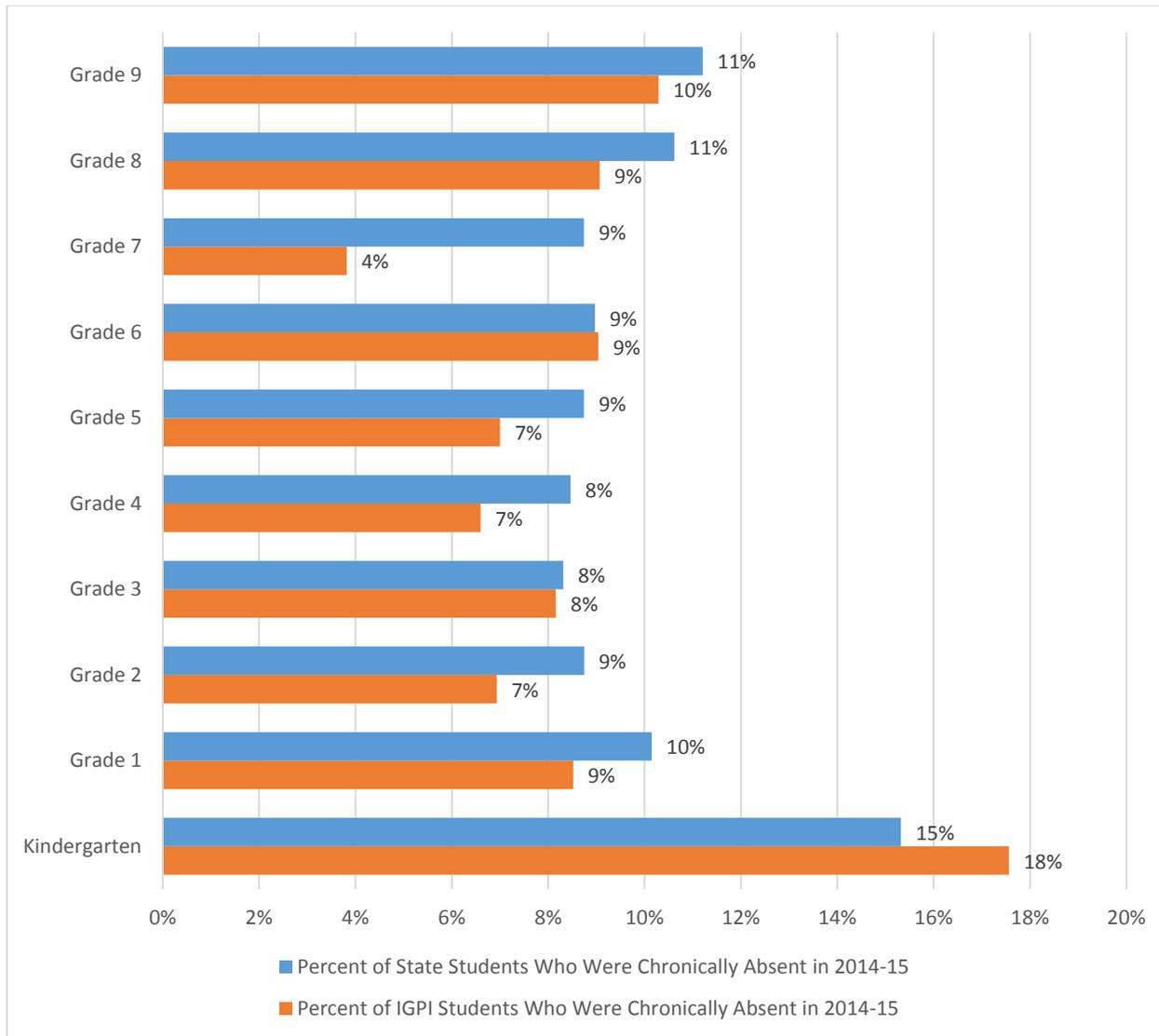
❖ With the exception of Kindergarten, IGPI student rates of chronic absence were similar to, or below, the state average

Data sources: 2014-15 Participant education data
Note: Grades 10 – 12 are excluded due to low N sizes (N<10).

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Figure 38. Percent of Chronically Absent IGPI Students at Baseline (2013-14) and Year One (2014-15)

- Percent of IGPI Students Who Were Chronically Absent in 2013-14
- Percent of IGPI Students Who Were Chronically Absent in 2014-15

Data sources: 2013-14 and 2014-15 Participant education data; Grades 10, 11, and 12 excluded (N <10)
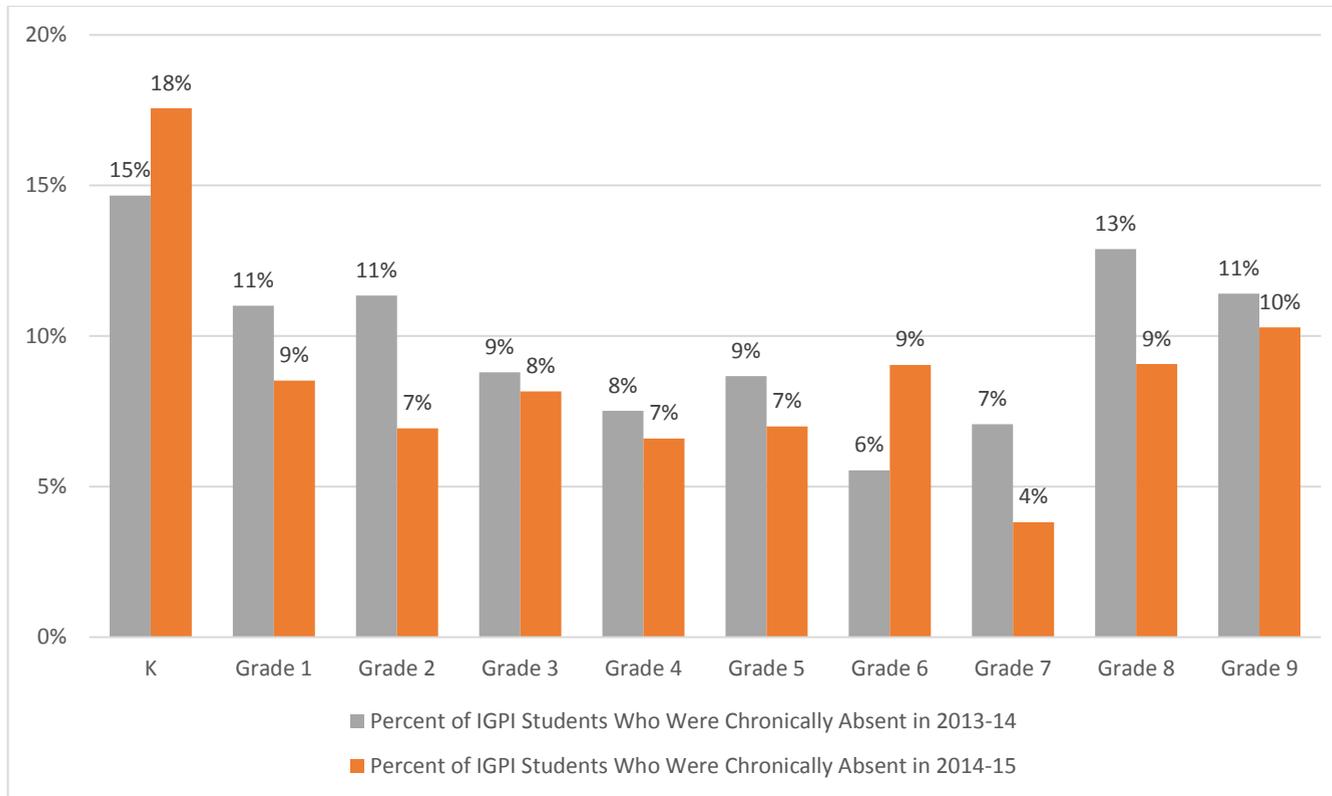
❖ With the exception of kindergarten and grade 6, rates of chronic absence decreased from baseline to year one

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Was there a relationship among program participation and growth on DIBELS assessment scores?

Key Findings:

❖ There was a positive relationship between IGPI afterschool program attendance and DIBELS scores.
❖ For every ten days of attending an IGPI afterschool program, DIBELS scores increased by one point.

Figure 39 shows mean scores for beginning of the year (BOY) and the end of the year (EOY) DIBELS scores for each grade level. Kindergarten students typically show the largest score increase from BOY to EOY and, as expected, the average scores increased as grade level increased. Table 12 provides a summary of program attendance for students with matched DIBELS scores for each grade level.

Figure 39. Average DIBELS Scores of IGPI Students by Grade Level

❖ DIBELS scores increased from the beginning of the year to the end of year across all grade levels during the 2015-16 academic year
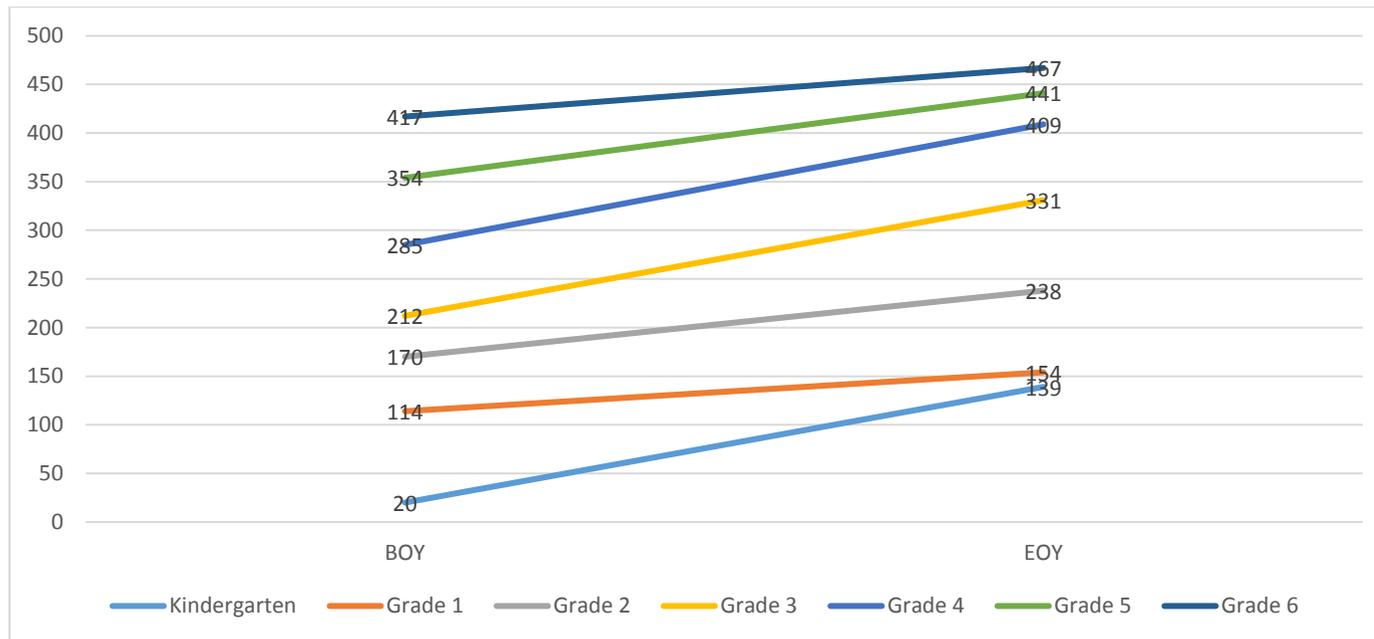
Data source: 2014-15 DIBELS assessment data

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Table 12. Attendance by Grade Level for IGPI Students with DIBELS Scores

Grade	Number of Participants	Median Days Attended	Mean Days Attended	SD
Kindergarten	338	135	114.7	59.85
Grade 1	298	74	72.4	46.43
Grade 2	279	88	79.3	46.68
Grade 3	348	58	79.3	53.08
Grade 4	313	49	62.0	49.63
Grade 5	398	32	49.5	48.41
Grade 6	418	33	48.5	45.85
Total	**2,392**	**58**	**68.89**	**54.46**

Data sources: 2015-16 matched DIBELS assessment data and participation data

Among students with matched attendance and DIBELS scores:

- ❖ Kindergarten students had the highest reported program attendance, followed by second and third grade students

DIBELS Benchmarks

The creators of the 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 literacy development support.[3] Figure 40 shows the composite BOY scores that are DIBELS benchmark goals and the composite BOY scores of IGPI participants. Similarly, Figure 41 shows the same, but for the EOY.

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[3] Dynamic Measurement Group, Inc. (2010). DIBELS Next Benchmark Goals and composite Score.

Retrieved from: https://dibels.uoregon.edu/docs/DIBELSNextFormerBenchmarkGoals.pdf

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Figure 40. Beginning of Year Average DIBELS Assessment Scores and Benchmarks for IGPI Students
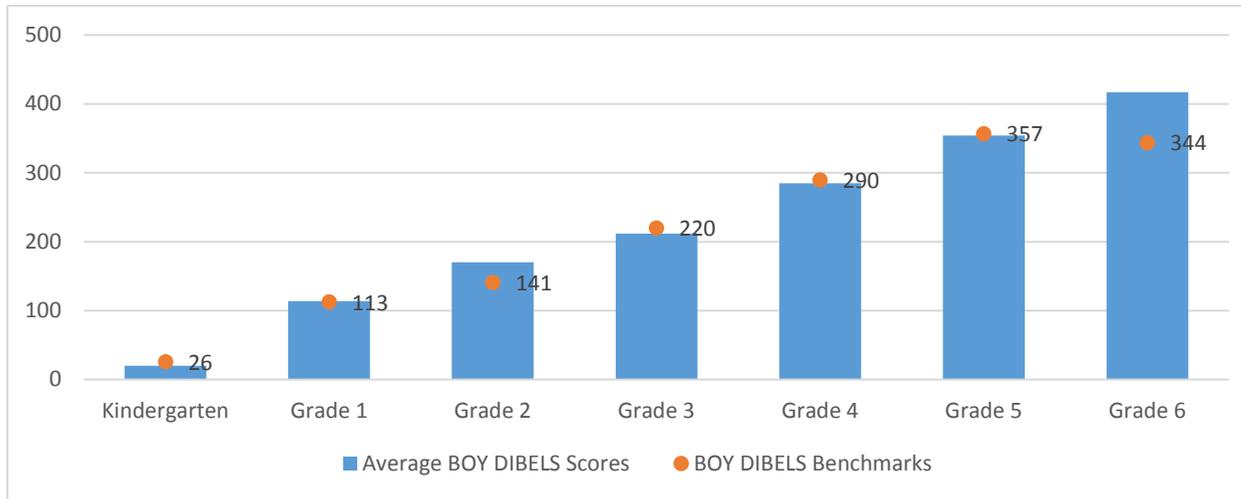
Data sources: 2014-15 participant education data; 2015-16 DIBELS assessment data and participation data

Beginning of Year:
- ❖ IGPI students in kindergarten, grades 3, 4, and 5 started the year slightly below DIBELS benchmarks scores
- ❖ Program participants in grades 2 and 6 started the year above DIBELS benchmark scores

Figure 41. End of Year Average DIBELS Assessment Scores and Benchmarks for IGPI Students

Data sources: 2014-15 participant education data; 2015-16 DIBELS assessment data and participation data

End of Year:
- ❖ By the end of the year, IGPI students in all grade levels were at or above DIBELS benchmark scores

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Table 13 shows results of an analysis that predicted growth on DIBELS scores from the number of days students attended the program, controlling for grade level and gender. There were significant relationships for program attendance, gender, and grade level. The positive *days of attendance* coefficient suggested that for each day the student attended an IGPI afterschool program, DIBELS scores increased 0.10 points from the beginning and the end of the year. Female students were 13.3 points higher than male students, on average. One unit increase of grade level (e.g., from third grade to fourth grade) was associated with a 63.8 points increase in DIBELS scores, on average. DIBELS scores increased by 86.7 points from the beginning of the year to the end of the year administration, on average.

A second analysis used the same model but predicted change from beginning of the year to the end of the year by the number of days students received English language arts interventions. The results were similar to the attendance model, although not as pronounced. See Appendix D for additional detail about these analyses.

Table 13. DIBELS Scores and Program Attendance

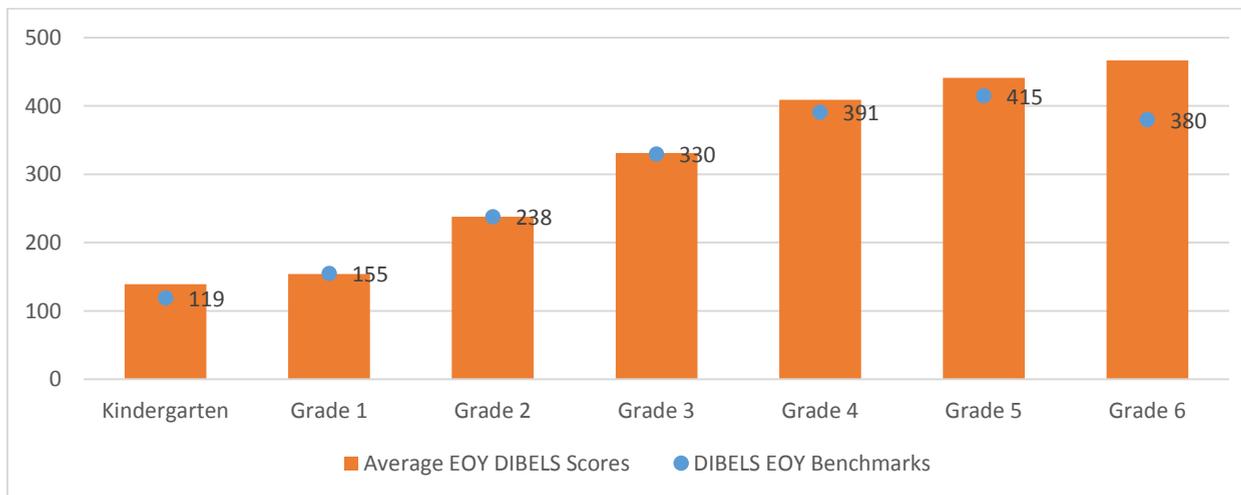| Fixed Effect	Coefficient	Standard Error	T ratio	df	P
Intercept (G000)	-61.44	5.16	-11.91	2389	0.000
Gender (G010)	13.33	4.44	3.00	2389	0.003
Grade (G020)	63.78	1.12	57.19	2389	0.000
Time: Growth on DIBELS (G100)	86.72	1.41	61.67	4660	0.000
Days of Attendance (G110)	0.10	0.02	5.21	4660	0.000

Table 14. DIBELS Scores and English Language Arts Participation

Fixed Effect	Coefficient	Standard Error	T ratio	df	P
Intercept (G000)	-60.61	3.83	-15.84	2389	0.000
Gender (G010)	13.34	4.48	2.98	2389	0.003
Grade (G020)	63.49	0.99	64.39	2389	0.000
Time: Growth on DIBELS (G100)	86.78	1.40	61.82	4660	0.000
Days of LA Participation (G110)	0.07	0.02	3.42	4660	0.001

❖ There was a positive relationship between attending IGPI afterschool programs and change on DIBELS scores from BOY to EOY

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

❖ There was a positive relationship between the number of days that students received language arts interventions and change on DIBELS scores from BOY to EOY

❖ For every ten days of attending an IGPI afterschool session that specifically focused on language arts, DIBLES scores were predicted to increase by .07 of a point

While these two analyses established a positive relationship between days of attendance and growth on DIBELS scores, and between language arts interventions and growth on DIBELS scores, the models are not causal and results do not suggest that program attendance caused the growth on DIBELS scores.

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Considerations for Improvement

This evaluation report addresses the second funded program year of the IGPI Afterschool Grant Program. In the second year, the grant program served 408 more students than in the first year. Many of the year two findings and considerations for improvement are consistent with those from year one. For example, despite reports by most staff members that they were prepared to serve students, overall findings related to professional development suggested that programs could do more to train and prepare staff. Similarly, evidence suggested that while many programs reported partnering with school personnel, external partnerships could be further developed, especially with government agencies. Additional themes included the need to increase program attendance and participation in academic and enrichment activities (dosage), and a need to further develop partnerships with families and increase family engagement.

Table 15 presents a summary of key findings and considerations for improvement based on each evaluation question. The considerations for improvement that are aligned with the four implementation questions represent actions that state and program level administrators should consider in order to achieve IGPI afterschool program outcomes.

Table 15. Summary of Findings and Considerations for Improvement

Evaluation Questions	Findings	Considerations for Improvement
To what extent were staff members prepared to implement IGPI afterschool programming?	• Most staff members were educated, white females with several years of experience working with youth; half also worked as school day classroom teachers. • About one third of staff members reported they received no professional development. • Most staff members who received professional development found it useful and reported they implemented practices learned through their program's professional development. • Supporting and engaging families was the topical area in which most staff members reported receiving no professional development.	State Level Considerations • Increase state level support and coordination for professional development that is aligned with the greatest needs. • Continue to foster coordination with higher education partners to further develop the pool of highly qualified afterschool staff. Program Considerations • Continue to hire educated, experienced staff members, and also ensure that participants have access to appropriate role models. • Ensure that all staff members receive professional development. • Ensure staff members receive high quality professional development tailored to their needs and the needs of their students. • Consider intentionally differentiating professional development offerings for staff with varying afterschool roles, levels of experience, or professional background. • Use program level staff survey reports to better understand specific professional development needs.

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Evaluation Questions	Findings	Considerations for Improvement
To what extent did staff members provide quality IGPI-related afterschool programming?	• Programs reported they performed moderately well or better in program quality areas such as managing student behavior, developing meaningful relationships, learning new skills, and administrative practices. • Most staff members felt their program's implementation practices were based on student needs and aligned with school day experiences. • Almost all staff members felt supported by their supervisors and expressed that they found value in their work. • Some staff members may need additional support working with English language learners and dealing with disruptive students.	State Level Considerations • Collaborate with UAN to provide opportunities for IGPI grantees to network and share promising strategies for serving students affected by intergenerational poverty. Program Considerations • Continue ongoing efforts to improve program quality. • Continue to implement program practices based on student needs and in alignment with school day experiences. • Continue to build on the beneficial program practices identified by staff members. • Provide additional support for working with English language learners and dealing with disruptive students.
To what extent did the IGPI afterschool programs provide academic services and supports for participants?	• Program attendance rates are relatively low, especially based on reported possible days of attendance. • Half of IGPI students reported they received no science interventions, about one-third received no English language arts or mathematics interventions. • One-quarter of IGPI students received no enrichment interventions. • Most staff members reported offering effective learning environments and provided academic supports such as tutoring, targeted support for low performing students, and help with homework. • The greatest needs regarding academic services were in providing post-secondary and career resources, providing health-related resources, and helping students transition into new school situations.	State Level Considerations • Promote a 30 day attendance minimum as a standard of program dosage. • Collaborate with UAN to identify effective academic strategies for afterschool programs and share those with IGPI grantees. Program Considerations • Ensure that students attend a maximum number of days and receive the maximum amount of academic and enrichment interventions. • Continue to expand academic and enrichment interventions and carefully align those services and supports with school day content. • Increase focus on student learning in math, science, and language arts lessons through enrichment and interventions. • Provide additional support for students in transition.
To what extent did programs partner with internal and external partners?	• Most staff members interacted with or spoke to family members, more than half interacted with school partners, and about a third interacted with external partners.	State Level Considerations • Increase state support for and coordination of a partnership infrastructure for programs and partners.

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Evaluation Questions	Findings	Considerations for Improvement
	- Staff members reported moderately well-developed collaborations, coordination of activities, and partnerships with school personnel. - External partnerships with government agencies appeared under-developed. - Staff members rarely provided families with information about important resources and infrequently invited them to participate. - The most common form of family participation was attending special events. Family members appeared to play a relatively minimal role in program planning and implementation. - More than one-third of staff members were uninformed about external partnerships. However, those who knew about external partnerships reported that these partnerships were valuable.	- Actively engage with program administrators and partners to facilitate improved networks of support for students and families. - Convene a meeting(s) with grantees and representatives from key government agencies to promote partnerships. - Support and promote increased family engagement through targeted professional development opportunities and technical assistance provided by UAN specialists. Program Considerations - Continue to build on collaborations with school partners by meeting regularly with classroom teachers, counselors, and principals to align academic support services. - Increase collaborations and partnerships with families and external partners, especially government agencies. - Increase invitations to families to participate. - Focus efforts to build a system of support for students and staff that encompasses schools, families, and external partners. - Provide opportunities for staff members to learn about and engage with partners to support students' success.
What was the academic performance of IGPI participants in the first program year (2014-15)?	- IGPI student proficiency rates in math, science, and English language arts were lower than the statewide average. - The IGPI afterschool programs were serving students who could benefit from additional academic support. - IGPI student proficiency rates increased greater than the statewide average from the baseline year (2013-14) to year one (2014-15) in science and English language arts, but not in math.	Program Considerations - Facilitate studies of academic performance data with afterschool program staff and classroom teachers to identify specific areas for targeted instructional support or interventions. - Offer additional support for improvement in math.

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Evaluation Questions	Findings	Considerations for Improvement
What were the chronic absence rates of IGPI participants in the first program year (2014-15)?	• With the exception of kindergarten, IGPI student rates of chronic absence were below the state average. • With the exception of kindergarten and grade 6, IGPI student rates of chronic absence decreased from baseline to year one.	State Level Considerations • Identify effective school attendance strategies and programs across the state and share with IGPI programs. Program Considerations • Continue to promote the importance of school attendance with students and families. • Review school attendance data regularly and coordinate support with school day teachers and staff members as needed. • Continue to monitor school attendance data closely and intervene when students miss 10 or more school days.
Was there a relationship among program participation and growth on DIBELS assessments?	• There was a positive relationship between IGPI afterschool program attendance and DIBELS scores. • For every ten days of attending an IGPI afterschool program, DIBELS scores increased by one point.	State Level Considerations • Identify effective literacy development strategies for afterschool programs and share with IGPI programs. Program Considerations • Continue to refine and enhance reading instructional strategies and tutoring opportunities. • Continue to provide a balance of afterschool programming activities that include reading interventions and supports, as well as diverse enrichment and developmental activities.

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Appendix A: Staff Survey Open-ended Items Response Summary

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

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

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

There were 59 responses to this question and we have summarized them below in order of frequency.

- Subject-specific training (8)
- Behavioral management methods (5)
- Developing relationships with parents (5)
- External partnerships (5)
- None (5)
- Working with diverse populations (5)
- Lesson planning and developing activities (4)
- Resource access for families (4)
- Classroom management methods (3)
- Engaging families (3)
- Increased attendance (3)
- More effective communication techniques (3)
- Addressing non-academic needs of students (2)
- Any professional development (2)
- Childhood/Psychological development (2)
- Connecting afterschool with school day staff (2)
- Engaging students (2)

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- Health & safety training (2)
- Program goals and objectives (2)
- Staff management (2)
- Teaching methods (2)
- Teaching positive habits (2)
- Training tailored to address the needs of staff (2)
- Better organization techniques (1)
- Community resources (1)
- Integrating program subjects and activities (1)
- Positive reinforcement techniques (1)

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

There were 78 responses to this question and we have summarized them below in order of frequency.

- Assisting students with academic improvement (20)
- Observing student development (14)
- Building positive relationships with students (13)
- Assisting students with personal development (9)
- Encouraging student engagement (7)
- Providing a safe afterschool space (6)
- Providing fun and engaging activities (6)
- Acquiring new professional development skills (5)
- Helping students realize their potential (5)
- Developing effective classroom management skills (4)
- Effectively conveying new ideas and information to students (4)
- Increased family engagement (3)
- Working with students (3)
- Fostering teamwork toward accomplishing a goal (2)
- Improved program quality and curriculum (2)
- Improving program administration and management (2)
- Instilling positive academic behaviors and habits (2)
- Observing positive changes in students with negative behaviors (2)
- Provided postsecondary preparedness activities and information (2)

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- Providing academic assistance otherwise not available (2)
- Becoming more patient (1)
- Being a part of the program (1)
- Building positive relationships with families (1)
- Developing confidence in personal teaching abilities (1)
- Developing effective behavioral management techniques (1)
- Developing tools/techniques to meet student academic needs (1)
- Discovering a renewed passion for teaching (1)
- Fostering positive relationships among staff (1)
- Greater proficiency in writing grants (1)
- Improved balance among student staff and program needs (1)
- Improved communication and relationships with school day staff (1)
- Improving communication with students (1)
- Improving staff management techniques (1)
- Increased program advertisement and awareness (1)
- Increasing program attendance (1)
- Learning from students (1)
- Meeting non-academic needs of students (1)
- No success observed (1)
- Observing prosocial behaviors among students (1)
- Providing more students with individual attention (1)

What have been the biggest benefits of partnering with others so far this year?
There were 75 staff responses to this question and they are summarized below in order of frequency.

- Access to resources (22)
- Providing unique opportunities and activities for students (19)
- Developing new ideas (9)
- Collaborative efforts & partnerships (8)
- Assistance from experience professionals (7)
- Aiding student development and success (6)
- Providing individual assistance to students (5)
- Developing relationships with students (4)

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- Effective communication strategies (4)
- Applying various teaching techniques and methods (3)
- Financial support (3)
- Needs-based support provided (3)
- Clear goals and expectations (2)
- Collaboration with school staff (2)
- Community Improvement/Development (2)
- More Ownership or Buy-in (2)
- Networking (2)
- Program awareness (2)
- Providing a safe program environment (2)
- Understanding individual student situations and needs (2)
- Volunteers (2)
- Parental Involvement (1)
- Positive interactions with staff (1)

What additional support(s) do you need to be most effective in your current role working for this afterschool program?
There were 64 responses to this question and we have summarized them below in order of frequency.

- None (16)
- More funding (7)
- Improved communication (5)
- More or better access to resources (5)
- Greater collaboration with school-day staff (4)
- More staff/mentors (4)
- More dedication from staff (3)
- More support for administrators (3)
- Assistance with grants (2)
- More or better program marketing/advertising (2)
- More subject related training (2)
- More time to work with students (2)
- Training on how to instill positive academic habits (2)
- Access to space just for staff (1)

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- Access to tools for effective program management (1)
- Fewer district-level barriers to staff hiring (1)
- Greater communication with parents (1)
- Having administrators observe classes & provide feedback (1)
- Improved top-down support system (1)
- Incentives for students (1)
- More certified teachers on staff (1)
- More classroom space (1)
- More community support/involvement (1)
- More flexibility within the program structure (1)
- More follow-through on staff ideas (1)
- More information on program-community partnerships (1)
- More parental involvement (1)
- More professional development training (1)
- More professionalism from staff (1)
- More training for addressing individual student needs (1)
- Standardized behavioral regulations and consequences (1)

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

There were 60 responses to this question and we have summarized them below in order of frequency.

- None (13)
- Creating a more engaging program for students (6)
- Improve collaboration with school-day staff and curriculum (6)
- Better methods for addressing behavioral issues (3)
- Better organization (3)
- Improved dedication from staff and volunteers (3)
- More staff (3)
- Fewer students to classroom/instructor (2)
- Improved communication (2)
- Improved efforts in program operations and management (2)
- Improved procedures (2)
- Increase parental awareness and involvement (2)

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- Increased focus on tailoring curriculum to meet student needs (2)
- More accountability (2)
- More community involvement (2)
- More staff training (2)
- Acquiring and developing partnerships (1)
- Clarified goals and expectation for curriculum (1)
- Efforts focused on increasing attendance (1)
- Fewer or no surveys (1)
- Implementing data-based program changes (1)
- Improve staff salaries/compensation (1)
- Increased collaboration among staff (1)
- More access to resources (1)
- More and better food for students (1)
- More classroom observations by program administration (1)
- More funding (1)
- More programming during the week (1)
- More space for program activities (1)
- More time & flexibility in working with students (1)
- Obtaining feedback from students parents and partners to meet their needs (1)
- Staff restructuring (1)
- Teaching positive habits and goal setting skills (1)

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

There were 65 responses to this question and we have summarized tem below in order of frequency.

- Improved communication (21)
- More parental involvement (15)
- Greater collaboration with school day staff (6)
- Greater understanding of goals and expectations (5)
- More activities for families to participate in (5)
- None (4)
- Greater access to partners (2)
- Greater focus on meeting the needs of students and parents (2)

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- More opportunities for parent-staff meetings (2)
- Promoting community awareness of the program (2)
- Better organization (1)
- Better trained staff (1)
- Improve relationships with parents (1)
- Incentivize Involvement (1)
- More parent volunteers (1)
- Providing parents with regular information hand-outs (1)
- Utilizing external resources to connect with parents (1)

What suggestions do you have for improving external partnerships?

There were 58 responses to this question and we have summarized them below in order of frequency.

- Improved or increased communication (13)
- Building and improving partner relationships (9)
- Greater understanding of program goals and expectations (7)
- None (7)
- Increase External Partnerships (6)
- Transparency (5)
- Improved planning (3)
- Strategies for marketing to potential partners and community (3)
- Community Outreach (2)
- Ensuring partners benefit from the relationship (2)
- Increase acknowledgment of partners (2)
- Increase direct connections between families and partners (2)
- More dedicated volunteers and or staff (2)
- Access to assistance and resources (1)
- Greater access to program partners (1)
- Greater awareness of partnerships and resources (1)
- More involvement from community and families (1)
- Staff Training led by partners (1)
- Staff training on developing partnerships (1)

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Appendix B. Utah Afterschool Network Quality Assessment Tool (QT) Domain Descriptions and Items

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

Quality Tool Items for Safety

All staff are professionally qualified to work with youth.	% in compliance
All staff meet minimum age requirements and position qualifications.	100%
Criminal background checks are conducted on all staff and volunteers who work alone with youth.	100%
All staff are required to read and sign an organization's "Code of Conduct" and adhere to confidentiality requirements.	95%
All staff will read and document their understanding of program's policies and procedures.	95%
A minimum of 20 hours of in-service training is made available to all staff annually.	90%
At least one staff member certified in CPR/First Aid is with youth at all times.	100%
Staff have knowledge of child abuse and neglect reporting requirements and procedures.	95%
Food handler permits are required for staff responsible for preparing and serving food that is not pre-packaged.	95%
Averaged percentage	**96%**

Youth are carefully supervised to maintain safety.	% in compliance
Staff supervise youth according to youths' ages and abilities, actively.	100%
Staff increase supervision according to level of need and or risk involved in an activity.	100%
Staff record when youth arrive, when they leave, and if picked up, with whom they leave.	100%
A written policy/procedure is in place to prevent unauthorized people from taking youth from the program.	90%
Program ensures safe arrival of all youth to the program site. (*elementary only*)	95%
A participant release policy/process is in place to ensure safe departure for all youth.	100%
A minimum of two staff are on site at all times.	100%
A written policy/process is in place to address injuries, accidents, and incidents.	95%
Averaged percentage	**98%**

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Policies and procedures are implemented to ensure the health and safety of all youth.	**% in compliance**
Program implements a regular schedule that is communicated to all staff, parents and participants.	100%
Participant registration information is accessible and includes emergency contact/release numbers, allergies, medications and other needs.	95%
Special health needs of participants are documented and staff is informed, as appropriate.	85%
Emergency medical treatment release consent is on file for each participant.	90%
Procedures/policies are in place to address the administration of medication to youth.	95%
Youth with communicable diseases are not permitted in the program and participant parents/guardians are notified in writing of any possibility of exposure.	95%
Program implements a written computer use and internet safety policy.	95%
Parents/guardians are notified regarding urgent issues that could impact the health and safety of participants.	100%
Healthy practices and hand washing procedures are implemented especially after using the toilet or before handling food.	100%
Snacks (if provided) are served in accordance with Federal Nutrition guidelines.	100%
Drinking water is always accessible to program participants.	100%
Averaged percentage	**96%**

A transportation policy is in place and communicated to staff and families of participants.	**% in compliance**
The program complies with all legal requirements for vehicles and drivers.	100%
The program provides written policies and procedures to transport youth safely to and from off-site activities.	94%
Averaged percentage	**97%**

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

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Program policies/procedures are in place to protect the safety of youth.	**% in compliance**
An emergency and disaster preparedness plan is maintained on site and accessible.	95%
Emergency drills (fire, earthquake, lockdown, power outages, etc.) are conducted quarterly.	84%
Staff have access to first aid supplies and bodily fluid clean up kits.	90%
A phone is available at all times for communication between staff and parents/guardians.	100%
Averaged percentage	**92%**

Program implements a consistent and responsive behavior management plan.	**Mean**
Behavioral expectations are communicated to youth, staff, and parents/guardians.	3.84
Staff use positive and consistent techniques to guide behavior of youth.	3.79
Staff are aware of the individual behavioral needs of youth and respond appropriately.	3.74
Grand Mean	3.79

Quality Tool Items for Developing Meaningful Relationships

Staff and youth know, respect and support each other.	**Mean**
Staff promote a respectful and welcoming environment for all youth.	4.21
Staff facilitate and participate in all program activities with youth.	3.95
Staff promote and demonstrate respect for all cultural backgrounds and ability levels.	4.21
Staff respect, listen, and appropriately respond to the needs and feelings of youth.	4.00
Staff model and facilitate positive interactions to promote healthy relationships.	4.11
Staff communicate with each other during program hours about youth and program needs as they arise.	3.89
Staff encourage and guide youth to resolve their own conflicts.	3.89
Grand Mean	**4.04**

Program communicates and collaborates with school and community.	**Mean**
Program engages in school and community collaborations to plan and implement intentionally designed programs based on youth needs and interests.	3.95
Program builds relationships with arts, cultural, service learning and other organizations to expand and enhance program offerings.	3.84
Program develops and maintains positive working relationships with hosting and collaborating organizations.	3.95
Grand Mean	**3.91**

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Program fosters family involvement to support program goals. | **Mean**

Program encourages family involvement and maintains ongoing outreach efforts with parents/guardian.	3.74
Program makes community resource information available to families.	3.74
Staff interact with parents/guardians on matters concerning the well-being of their youth.	4.21
Grand Mean	**3.90**

Quality Tool Items for Learning New Skills

Youth are actively engaged in learning activities that promote critical/creative thinking skills and build on individual interests/strengths. | **Mean**

Program offers a balance of intentionally designed academic and enrichment activities that are age and skill level appropriate.	4.00
Program offers enrichment activities that allow youth to explore new ideas, build skills and demonstrate their knowledge in a variety of learning environments.	3.95
Grand Mean	**3.98**

Academic support/interventions are aligned with school-day curricula and address student learning needs. | **Mean**

Program offers needs-based academic support, including tutoring and/or homework help.	4.05
Program establishes communication with school day administration and staff regarding academic and behavioral progress of participants.	3.95
Program coordinates with day school to align academic components and activities to Common Core State Standards.	3.95
Grand Mean	**3.98**

Program offers a variety of life skill activities and needs-based support that promote personal growth and responsible behaviors toward self and others. | **Mean**

Program provides opportunities for youth to develop the skills needed to make positive choices and promote self-responsibility.	4.11
Program provides opportunities for youth to develop the skills needed to interact appropriately with others.	4.05
Program offers evidence-based prevention/intervention education to build skills and knowledge that promote social success of youth.	3.47
Program addresses needs of youth requiring individualized attention and support.	3.74
Program provides activities that promote health and wellness.	3.74
Grand Mean	**3.82**

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Program provides a variety of opportunities that enhance personal growth and development.	Mean
Program involves youth in planning, implementation and evaluation.	3.42
Program provides varied opportunities for the development of personal responsibility, self-direction and leadership skills.	3.68
Program provides opportunities to build 21st century skills that prepare youth to be responsible citizens, effective communicators, and life-long learners.	3.95
Program incorporates interest-based and age-appropriate career exploration and college readiness experiences.	3.42
Grand Mean	**3.62**

Quality Tool Items for Administration

The program has a plan for increasing capacity, ensuring program quality and promoting sustainability.	Mean
Program has developed a clear mission statement and goals that promote youth success.	4.05
Program involves key stakeholders (staff, families, youth, community organizations, etc.) in long-term planning, decision-making and evaluation.	4.05
Program engages in intentional school/community collaborations and partnerships that support its mission and goals and promote program quality.	3.89
Program fosters relationships with community leaders/stakeholders to build advocacy and program support.	3.68
Program utilizes multiple funding and in-kind resources to promote sustainability.	4.16
Program administration participates in annual program evaluation, assessment and ongoing improvement.	4.37
Program utilizes multiple data sources for program design, enhancement, and evaluation.	4.26
Program reports progress, impacts, and achievements to the community at large (families, local businesses, schools, etc.) and community partners/boards.	4.05
Program develops and implements a marketing plan to increase awareness, involvement and support and revises strategies as needed.	3.95
Grand Mean	**4.05**

The program operates under clearly defined policies and procedures.	Mean
Program makes written organizational policies and procedures accessible to staff, family and the community for review.	4.26
Program utilizes an employee handbook outlining staff expectations and policies and procedures.	3.84
Program provides a parent handbook that includes information about program policies, procedures and expectations for youth, family and staff.	3.53
Program administration maintains staff files.	4.53
Program provides for a written youth and parent/guardian grievance process.	3.84
Program has a clearly defined participant attendance policy.	3.79
Grand Mean	**3.97**

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The administration provides sound fiscal management of the program.	**Mean**
Program is aware of and complies with federal, state and local laws and regulations.	4.32
Program expenditures are aligned with the program budget and reflect the mission and goals.	4.58
Program administration implements financial procedures in accordance with the organization's financial policies and generally accepted accounting practices.	4.74
Program meets reporting requirements.	4.47
Grand Mean	**4.53**

Program recruits, hires and trains diverse and qualified staff members who value and nurture all participants	**Mean**
Program implements a standard hiring process that ensures all staff have the personal attributes, ability to learn needed skills, and professional qualifications appropriate for their position.	4.32
Program recruits, hires and develops staff who reflect the diversity, languages and cultures of the community served.	3.58
Program provides an orientation for all staff (including volunteers).	3.74
Staff participate in regularly scheduled program meetings.	4.05
Program administration sets aside time for staff communication and planning around youth and program needs.	4.26
Responsibilities and duties are shared among staff so that activities are effectively implemented and potential problems are handled smoothly.	4.32
Program staff receive regular supervision and support, as needed and at least one annual formal performance review.	4.11
Grand Mean	**4.05**

Professional development and training opportunities are planned for and implemented to enhance staff job performance.	**Mean**
Program assesses staff training needs and provides relevant training and support (developmentally appropriate activities, culturally responsive, positive behavior management, etc.).	4.11
Program promotes and encourages career development pathways for all staff.	4.05
Program implements a professional development plan that promotes best practices working with youth, families and community.	4.16
Grand Mean	**4.11**

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Appendix C. Student Proficiency and Chronic Absence Rates

The evaluation team used participant education data to calculate rates of proficiency and chronic absence. We used the following procedures and data cleaning rules.

- In rare cases in which students had multiple records with conflicting data, the following rules were applied:
    - Student race and grade level were reported as missing if records were in conflict for those variables.
    - If students had multiple test scores recorded for a single test, the student record with highest score was used.
    - If students had multiple membership day totals recorded, we reported the record with the highest total membership days.
- The statewide totals include IGPI participants.
- We identified students as chronically absent if they missed school at least 10% of their total membership days and had at least 60 total membership days.

Table 16. Math Proficiency Rates for IGPI Students and Statewide Students in Year One (2014-15)

	IGPI Students			Statewide		
Test	**N**	**Proficient (N)**	**Proficient (%)**	**N**	**Proficient (N)**	**Proficient (%)**
3rd Grade Math	241	64	26.56%	48,409	24,243	50.08%
4th Grade Math	313	87	27.80%	47,062	23,930	50.85%
5th Grade Math	393	106	26.97%	47,003	22,981	48.89%
6th Grade Math	370	101	27.30%	46,033	17,580	38.19%
7th Grade Math	349	91	26.07%	43,192	19,634	45.46%
8th Grade Math	422	78	18.48%	43,471	18,030	41.48%
Secondary Math I	236	38	16.10%	44,415	18,092	40.73%
Secondary Math II	93	50	53.76%	40,744	14,701	36.08%
Secondary Math III	15	11	73.33%	28,043	13,414	47.83%
Total	**2,432**	**626**	**25.74%**	**388,372**	**172,605**	**44.44%**

Note: Due to low N size (<10), Special Education students are excluded from these proficiency rates.

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Table 17. Science Proficiency Rates for IGPI Students and Statewide Students in Year One (2014-15)

Test	IGPI Students			Statewide		
	N	Proficient (N)	Proficient (%)	N	Proficient (N)	Proficient (%)
4th Grade Science	313	57	18.21%	47,057	21,111	44.86%
5th Grade Science	393	121	30.79%	47,108	23,794	50.51%
6th Grade Science	371	102	27.49%	46,244	21,816	47.18%
7th Grade Science	386	89	23.06%	44,766	20,130	44.97%
8th Grade Science	434	115	26.50%*	43,970	20,736	47.16%
Biology	122	45	36.89%	43,040	18,612	43.24%
Chemistry	91	20	21.98%	23,853	12,089	50.68%
Physics	195	15	7.69%	17,960	8,823	49.13%
Total	**2,305**	**564**	**24.47%**	**313,998**	**147,111**	**46.85%**

Note: Due to low N size (<10), Special Education students and Earth Science are excluded from these proficiency rates. *26.50% appears as 26% in Figure 33 due to rounding error.

Table 18. Language Arts Proficiency Rates for IGPI Students and Statewide Students in Year One (2014-15)

Test	IGPI Students			Statewide		
	N	Proficient (N)	Proficient (%)	N	Proficient (N)	Proficient (%)
3rd Grade Language Arts	242	54	22.31%	48,154	21,941	45.56%
4th Grade Language Arts	312	76	24.36%	46,837	19,778	42.23%
5th Grade Language Arts	391	110	28.13%	46,798	21,089	45.06%
6th Grade Language Arts	369	118	31.98%	46,010	20,742	45.08%
7th Grade Language Arts	383	99	25.85%	44,371	19,288	43.47%
8th Grade Language Arts	430	130	30.23%	43,527	18,605	42.74%
9th Grade Language Arts	192	44	22.92%	42,069	18,908	44.95%
10th Grade Language Arts	110	39	35.45%	40,383	18,809	46.58%
11th Grade Language Arts	89	21	23.60%	37,201	15,270	41.05%
Total	**2,518**	**691**	**27.44%**	**395,350**	**174,430**	**44.12%**

Note: Due to low N size (<10), Special Education students are excluded from these proficiency rates.

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Table 19. Student Proficiency by Subject at Baseline (2013-14) and Year One (2014-15)

	N	Proficient (N)	Proficient (%)
Statewide Math Baseline	369,391	142,585	38.60%
Statewide Math Year 1	388,372	172,605	44.44%
IGPI Math Baseline	2,127	517	24.30%
IGPI Math Year 1	2,432	626	25.74%
Statewide Science Baseline	329,956	143,861	43.60%
Statewide Science Year 1	313,998	147,111	46.85%
IGPI Science Baseline	2,001	406	20.30%
IGPI Science Year 1	2,305	564	24.47%
Statewide ELA Baseline	388,962	161,808	41.60%
Statewide ELA Year 1	395,350	174,430	44.12%
IGPI ELA Baseline	2,189	488	22.30%
IGPI ELA Year 1	2,518	691	27.44%

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Table 20. Percent of Change from Baseline to Year by Tested Subject

	Baseline % Proficient	Year 1 % Proficient	% Point Difference	% Change
Statewide Math	38.60%	44.44%	5.84%	15.13%
IGPI Math	24.30%	25.74%	1.44%	5.93%
Statewide Science	43.60%	46.85%	3.25%	7.45%
IGPI Science	20.30%	24.47%	4.17%	20.54%
Statewide ELA	41.60%	44.12%	2.52%	6.06%
IGPI ELA	22.30%	27.44%	5.14%	23.05%

Note: Due to rounding the baseline and year one proficiencies in Figure 35, some percent point differences appear smaller or larger in the report than they do in this table.

To better understand the change in proficiency rates from the baseline year to year one for both statewide students and IGPI participants, we calculated the percent of change. Percent of change was calculated by dividing the percent point difference by baseline proficiency rates.

Table 21. Chronic Absence Rates of IGPI Students and Statewide Students in Year One (2014-15)

	IGPI Students			Statewide		
Grade Level	**N**	**Chronic Absence (N)**	**Chronic Absence (%)**	**N**	**Chronic Absence (N)**	**Chronic Absence (%)**
Kindergarten	393	69	17.56%	49,522	7,587	15.32%
1st Grade	223	19	8.52%	51,966	5,273	10.15%
2nd Grade	231	16	6.93%	52,029	4,550	8.75%
3rd Grade	245	20	8.16%	50,842	4,226	8.31%
4th Grade	318	21	6.60%	49,630	4,200	8.46%
5th Grade	400	28	7.00%	49,589	4,336	8.74%
6th Grade	376	34	9.04%	48,960	4,392	8.97%
7th Grade	393	15	3.82%	47,801	4,180	8.74%
8th Grade	452	41	9.07%	47,281	5,021	10.62%
9th Grade	204	21	10.29%	47,010	5,269	11.21%
Total	**3,235**	**284**	**8.78%**	**494,630**	**49,034**	**9.91%**

Note: Grades 10 – 12 are excluded due to low N sizes (N<10).

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Table 22. Chronic Absence Rates of IGPI Students at Baseline (2013-14) and Year One (2014-15)

Grade Level	IGPI Students 2013-14			IGPI Students 2014-15		
	N	Chronic Absence (N)	Chronic Absence (%)	N	Chronic Absence (N)	Chronic Absence (%)
Kindergarten	225	33	14.67%	393	69	17.56%
1st Grade	218	24	11.01%	223	19	8.52%
2nd Grade	238	27	11.34%	231	16	6.93%
3rd Grade	307	27	8.79%	245	20	8.16%
4th Grade	386	29	7.51%	318	21	6.60%
5th Grade	369	32	8.67%	400	28	7.00%
6th Grade	379	21	5.54%	376	34	9.04%
7th Grade	438	31	7.08%	393	15	3.82%
8th Grade	194	25	12.89%	452	41	9.07%
9th Grade	114	13	11.40%	204	21	10.29%
Total	**2,868**	**262**	**9.14%**	**3,235**	**284**	**8.78%**

Note: Grades 10 – 12 are excluded due to low N sizes (N<10).

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Appendix D. The Relationship of DIBELS Scores and Afterschool Program Attendance

To understand relationships among program participation and growth on DIBELS scores, we developed a model that predicted changes in DIBELS scores from the beginning of the school year to the end of the school year based on how often students participated in an IGPI afterschool program. The model included data at two levels: DIBELS scores and students. The level one variables included composite DIBELS scores from the beginning of year (BOY) and end of year (EOY) and was defined as *time*. The level two variables included student data such as *gender*, *grade level*, and number of program *days attended*.

To determine if there was enough variance at each level to proceed with the multilevel model, we first ran an unconstrained, or null, model with no predictors. In the unconditional model, 81% of variance was between students (level 2), and 19% of the variance was the time between the two tests (level 1). The variation between students was significant (x^2= 21865.2, p<0.000). These findings from the null model indicated sufficient variance among students and programs to proceed with the analyses.

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

Level-1 Model
        Y = P0 + P1*(TIME) + R
Level-2 Model
        P0 = B00 + B01*(GENDER) + B02*(GRADE) + U0
        P1 = B10 + B11*(DAYSATTENDED)

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