



THE UNIVERSITY OF UTAH

UTAH EDUCATION
POLICY CENTER

**TEEN AFTERSCHOOL
PREVENTION (TAP) GRANT
PROGRAM EVALUATION: FOR GRANTEEES**

Year One: 2016-17



THE UNIVERSITY OF UTAH

**UTAH EDUCATION
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EXECUTIVE SUMMARY

Year One (2016-17) TAP Grant Program Evaluation

The Department of Workforce Services, Office of Child Care (DWS OCC) established the Teen Afterschool Prevention (TAP) grant program in 2016. Funded through Temporary Assistance for Needy Families (TANF) federal grant program, the DWS OCC administered the TAP grant to 51 afterschool programs. During the academic year, ten of those programs transitioned into a different grant program. The 51 original grantees are included in this report. The purpose of the TAP grant is to provide enrichment and prevention-related experiences that will increase protective factors and decrease risk factors for youth ages 13-18 from low income families.

Starting in the 2016-17 academic year, the DWS OCC funded TAP afterschool programs for a three-year grant cycle. Funders required grantees to provide a minimum of 10 hours of preprogramming per week for 30 weeks. Programs were expected to meet quality standards for afterschool programming as defined in the Utah Afterschool Network (UAN) Quality Assessment Tool (QT) and to provide 20 hours of professional development for staff who work 10 or more hours per week. Programs were also expected to provide a balance of academic and enrichment activities, including prevention education and skill-building activities.

The DWS OCC contracted the Utah Education Policy Center (UEPC) to conduct an external evaluation of the TAP afterschool grant program. This executive summary provides answers to seven evaluation questions. Four questions address program implementation and three questions address program outcomes. Data sources used to answer the evaluation questions include a staff survey, student survey, program participation data, and student education data.¹

Who did the TAP Afterschool Programs Serve?

Twenty-one of twenty-three TAP grantees submitted program participation data, which included records for 4,198 student participants. Evaluators matched 2,557 (61%) participants with student education data. Seventy percent of matched TAP participants were female and fifty-one percent were students of color.

Demographic Group	TAP		Statewide	
	Students	%	Students	%
African American	142	6%	9,778	1%
American Indian or Alaskan Native	31	1%	7,465	1%
Asian	143	6%	11,472	2%
Latino/Hispanic	909	36%	112,695	17%
Multi-racial/ethnic	36	1%	16,282	2%
Native Hawaiian or Pacific Islander	44	2%	10,524	2%
White	1,231	49%	495,354	75%
Participant Characteristics	Students	%	Students	%
Mobile	330	13%	100,547	15%
Low Income	1,560	61%	248,831	37%
Special Education	350	14%	87,328	13%
English Language Learners	299	12%	45,333	7%

Sources: 2016-17 Participation Data and Student Education Data

Note: See Table 5 in the full evaluation report for additional information about match rates of program participation and student education data.

*Cache County School District and Salt Lake City School District Community Education programs did not provide sufficient student level data to match with education data.

¹ This report uses data made available through a data sharing agreement between the USBE and the UEPC. The views expressed are those of the authors and are not necessarily the USBE's or endorsed by the USBE.

To what extent were staff members prepared to implement teen prevention-related afterschool programs?

Reports of staff preparation were mixed. In most cases, staff who received PD reported that they found it useful, with 79% reporting that they received about the right amount of PD and 95% reporting that they implemented practices they learned from their afterschool program’s professional development. However, among those who received PD, 30% of staff reported that they had unanswered questions about their jobs and 16% reported that they did not receive enough professional development. Overall, 26% of staff members indicated that they did not receive training or professional development, but most (84%) of those who did not receive PD worked fewer than 10 hours per week. About half (44%) of the staff members who reported that they did not receive PD were program staff and about half (48%) were classroom teachers. Regardless of specific preparation of staff members, 98% of staff reported that they found their work rewarding, 97% reported that they enjoyed working in their programs, and 96% reported that they received support from their supervisor(s).

Staff Preparation	Areas of Success	Opportunities for Improvement
Staff Experience & Education	<ul style="list-style-type: none"> 49% of staff reported that they had 3 or more years of experience working for a program that serves youth. 55% of staff reported that they held bachelor’s degree or higher. 32% of staff reported that they were pursuing additional education. 74% of staff members received PD. 	<ul style="list-style-type: none"> 49% of staff reported that they worked for their current program for less than one year. 26% of staff reported that they received no PD, but 84% of those staff who reported that they did not receive PD worked fewer than 10 hours per week.
Professional Development for Academic Supports	<ul style="list-style-type: none"> 51% of staff reported that they received useful training on helping students learn good work habits or study skills. 50% of staff reported that they received useful PD in academic tutoring. 	<ul style="list-style-type: none"> Less than 40% of staff reported that they received useful PD to help students develop math, science, and English language arts (ELA) skills. While 31% of staff reported that they received PD in helping students develop math skills, 34% reported that it was applicable to their role, but that they did not receive PD on this topic. While 28% of staff reported that they received PD in helping students develop ELA skills, 30% reported that it was applicable to their role, but that they did not receive PD on this topic.
Professional Development for Working with Students	<ul style="list-style-type: none"> 74% of staff reported that they received useful PD on developing positive relationships with students. 55% reported that they received useful PD on working with students from low income families. 	<ul style="list-style-type: none"> While 34% of staff reported that they received PD on working with students with disabilities and English language learners, approximately 38% reported that these topics were applicable to their role, but they did not receive PD on these topics. 33% of staff reported that working with students from low income families was applicable to their role, but that they did not receive PD on this topic.
Professional Development for Prevention Topics	<ul style="list-style-type: none"> 50% of staff reported that they received useful PD in youth violence and gang prevention. 47% of staff reported that they received useful PD in suicide prevention. 	<ul style="list-style-type: none"> On average, 39% of staff reported that they received useful PD in prevention topics. While 30% of staff reported that they received PD in school drop-out prevention, 38% reported that it was applicable to their role, but that they did not receive PD on this topic.
Professional Development for Enrichment Topics	<ul style="list-style-type: none"> 70% of staff reported that they received useful PD in mentoring students. 67% of staff reported that they received useful PD on developing positive interpersonal relationships and 66% reported the same for leadership skills. 	<ul style="list-style-type: none"> While 24% of staff reported that they received PD in helping students transition into new school situations, 40% reported that it was applicable to their role, but that they did not receive PD on this topic.

Staff Preparation	Areas of Success	Opportunities for Improvement
		<ul style="list-style-type: none"> While 27% of staff reported that they received PD in financial literacy, 31% reported that it was applicable to their role, but that they did not receive PD on this topic.
Professional Development for Family Engagement	<ul style="list-style-type: none"> On average, 44% of staff reported that they received training in family engagement. 48% of staff reported that they received useful PD in creating a welcoming environment for families. 	<ul style="list-style-type: none"> On average, 30% of staff reported family engagement topics were applicable to their role, but that they did not receive PD on these topics.
Professional Development for Working with School Day Personnel	<ul style="list-style-type: none"> 51% of staff reported that they received training on aligning student behavior expectations with school-day expectations. 	<ul style="list-style-type: none"> On average, 33% of staff reported that working with school day personnel was applicable to their role, but that they received no PD on these topics.
Application & Amount of Professional Development	<ul style="list-style-type: none"> 79% of staff reported the amount of PD was about right. 95% of staff reported that they implemented practices from their programs' professional development. 	<ul style="list-style-type: none"> 16% of staff reported they received too little or far too little professional development.
Barriers and Supports	<ul style="list-style-type: none"> 98% of staff reported that they found their work rewarding. 96% of staff reported that they received the support they needed from supervisors. 	<ul style="list-style-type: none"> 30% of staff reported that they had unanswered questions about their jobs. 23% of staff reported limited resources hindered their ability to achieve their goals.

To what extent did staff members provide quality afterschool programming?

The staff survey included questions about intentional programming, alignment with the school day, and collaborating with school personnel as indicators of program quality. Reports of aligning afterschool experiences with school day experiences were mixed. Most staff members reported that their programs used data to make programming decisions and based program choices on student needs, but more than a third of staff members reported they did not adjust their afterschool teaching based on data about student learning. Most staff members reported that they collaborated with school day personnel, but more than one-third indicated that they were not working with teachers to coordinate school day and afterschool lessons. We suggest that program providers maximize the use of evidence to make programmatic decisions, work closely with school day personnel, and continue to foster positive and supportive relationships within their programs.

Program Quality	Areas of Success	Opportunities for Improvement
Intentional Programming	<ul style="list-style-type: none"> 98% of staff reported that they knew their programs' goals. 85% of staff reported that their programs developed learning activities based on students' needs. 77% of staff reported that their programs had identified specific student outcomes they expected to influence. 	<ul style="list-style-type: none"> 29% of staff reported they disagreed, strongly disagreed, or did not know if their programs used data to make decisions about program activities.
Alignment with School Day	<ul style="list-style-type: none"> 84% of staff reported that programs were aligning afterschool programming with school day expectations about student behavior. 78% of staff reported that they were collaborating with school day personnel. 	<ul style="list-style-type: none"> 38% of staff reported they disagreed or strongly disagreed that they worked with classroom teachers to coordinate school day and afterschool lessons.

Program Quality	Areas of Success	Opportunities for Improvement
Staff Perceptions of Collaboration with School Day Personnel	<ul style="list-style-type: none"> 69% of staff reported that they communicated with school day personnel. More than 45% of staff reported that they talked about student behavior, student disciplinary issues, and students' academic achievement with school day personnel often or every time they met. 	<ul style="list-style-type: none"> 39% of staff reported that they did not adjust their afterschool teaching based on data about student learning. 25% of staff reported that they did not attend meetings with school personnel.

To what extent did students participate in academic services and supports?

Based on program participation data submitted to the UEPC, TAP programs collectively provided ELA interventions for 2,733 (65%) participants, science interventions for 2,064 (49%) participants, and math interventions for 2,345 (56%) participants. More than half (69%) of the students attended TAP programs for fewer than 30 days. In addition to program reports of participation, 66 % of staff members reported that they provided academic tutoring or homework help often or very often. About one-quarter of staff members reported that they did not provide science, math, and English language arts lessons. Based on these results, we recommend that program providers promote student attendance and maximize exposure to academic interventions.

Academic Supports	Areas of Success	Opportunities for Improvement
Program Attendance	<ul style="list-style-type: none"> TAP grantees reported serving 4,198 students. 	<ul style="list-style-type: none"> 69% of TAP participants attended programs for fewer than 30 days.
Participation in Language Arts Interventions	<ul style="list-style-type: none"> TAP programs reported that 65% (2,733) of their students participated in English language arts interventions at least once. 	<ul style="list-style-type: none"> TAP programs reported that 35% (1,465) of their participants received no ELA interventions TAP programs reported that, on average, students participated in 15 days of ELA interventions.
Participation in Science Interventions	<ul style="list-style-type: none"> TAP programs reported that 49% (2,064) of students received science interventions. 	<ul style="list-style-type: none"> TAP programs reported that 51% (2,134) of their participants received no science interventions TAP programs reported that students participated an average of 9 days of science interventions.
Participation in Math Interventions	<ul style="list-style-type: none"> TAP programs reported that 56% (2,345) of TAP students received math interventions. 	<ul style="list-style-type: none"> TAP programs reported that 44% (1,853) of their participants received no math interventions TAP programs reported that students participated in an average of 12 days of math interventions.
Frequency of Academic Supports Offered	<ul style="list-style-type: none"> 66% of staff reported that they provided academic tutoring or homework help often or very often. 	<ul style="list-style-type: none"> 28% of staff reported that they never offered English language arts lessons. 27% of staff reported that they never offered science or math lessons.

To what extent did programs provide prevention and enrichment learning opportunities for participants?

Two-thirds of staff members reported that they offered healthy relationship education learning opportunities occasionally, often very or often, but overall staff reported that they provided other prevention-related activities relatively infrequently. Student responses differed slightly from those of staff members, with about three-quarters of students reporting that they participated in healthy relationship education sessions. We recommend that program providers offer a balance of academic and developmental supports and that every student participate in prevention education activities.

Prevention and Enrichment Opportunities	Areas of Success	Opportunities for Improvement
Prevention Supports Offered	<ul style="list-style-type: none"> 66% of staff reported that they offered enrichments on healthy relationships occasionally, often, or very often. 50% reported that they offered enrichments related to youth violence and gang prevention occasionally, often, or very often. 	<ul style="list-style-type: none"> Over 40% percent of staff reported that they never offered enrichments on drop-out prevention, suicide prevention, addiction prevention, or pregnancy and STI prevention.
Prevention Supports Received	<ul style="list-style-type: none"> 74% of students reported that they received enrichments on healthy relationships. Over 60% of students reported that they received enrichments on suicide and addiction prevention. 	<ul style="list-style-type: none"> Over 40% percent of students reported that they did not receive enrichments on drop-out prevention, violence prevention, or pregnancy or STI prevention.
Frequency of Enrichments Offered	<ul style="list-style-type: none"> 62% of staff reported that they provided opportunities to participate in physical activities often or very often. 59% of staff reported that they provided opportunities to help students develop positive interpersonal relationships often or very often. 56% of staff reported that they provided opportunities to develop leadership skills often or very often. 	<ul style="list-style-type: none"> 41% of staff reported that they never offered financial literacy. 30% of staff reported that they never offered resources about post-secondary education or career opportunities.

To what extent did program participants decrease risk factors and increase protective factors associated with prevention?

On average, students reported no decrease in risk factors and no increase in five of six protective factors. Students reported a statistically significant increase in one protective factor, *opportunities for prosocial involvement*. We recommend that program providers increase their offerings of prevention-related programming that directly addresses specific risk and prevention factors.

Prevention Related Factors	Areas of Success	Opportunities for Improvement
Risk Factors	<ul style="list-style-type: none"> Students reported relatively low mean scores on all six risk factors. 	<ul style="list-style-type: none"> The changes in means were not statistically different from pretest to posttest.
Protective Factors	<ul style="list-style-type: none"> The changes in means were statistically different from pretest to posttest for one protective factor, <i>opportunities for prosocial involvement</i>. 	<ul style="list-style-type: none"> The changes in means were not statistically different from pretest to posttest for five of six protective factors.

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

The majority of TAP student proficiency rates in math, science, and English language arts were lower than statewide averages, indicating that the programs served students who could benefit from additional academic supports. Chronic absence rates for TAP participants were lower than the state averages for all grades. Chronic absence rates for TAP participants were lower in year one than the baseline year for all grades except grade 9. Providing ongoing, effective academic support and interventions will require program providers to work with school day staff, review student performance, and identify specific areas for targeted instruction.

Academic Subject	Areas of Success	Opportunities for Improvement
Math, Science, and English Language Arts	<ul style="list-style-type: none"> TAP student proficiency rates in math, science, and English language arts were below statewide averages except for grade 6, indicating the programs were serving students who could benefit from additional academic supports. 	<ul style="list-style-type: none"> Overall, TAP baseline and year proficiency rates were lower than the statewide averages.
Chronic Absence	<ul style="list-style-type: none"> Rates of chronic absence for TAP students were lower than the state averages for all grades. Rates of chronic absence in year one (2016-17) were lower than the baseline year (2015-16), except for grade 9. 	<ul style="list-style-type: none"> The rate of chronic absence for TAP students in grade 9 was higher in year 1 (2016-17) than in the baseline year (2015-16).

INTRODUCTION

In 2016, the Teen Afterschool Prevention (TAP) grant program was established by the Department of Workforce Services, Office of Child Care (DWS OCC). Funded through Temporary Assistance for Needy Families (TANF) federal grant program, the DWS OCC initially administered the TAP grant to 51 afterschool programs. During the academic year, ten of those programs transitioned into a different grant program. The 51 original grantees are included in this report. The purpose of the TAP grant is to provide enrichment and prevention-related experiences that will increase protective factors and decrease risk factors for youth ages 13-18 from low income families.

Starting in the 2016-17 academic year, the DWS OCC funded TAP afterschool programs for a three-year grant cycle. Funders required grantees to provide programming for a minimum of 10 hours per week for 30 weeks. Programs were expected to meet quality standards for afterschool programming as defined in the Utah Afterschool Network (UAN) Quality Assessment Tool (QT) and to provide 20 hours of professional development for staff who work 10 or more hours per week. Programs were also expected to provide a balance of academic and enrichment activities, including prevention education and skill-building activities.

This first annual TAP evaluation report was prepared by the Utah Education Policy Center (UEPC), at the request of DWS OCC. This report addresses the implementation and outcomes associated with the first year of the TAP grant program.

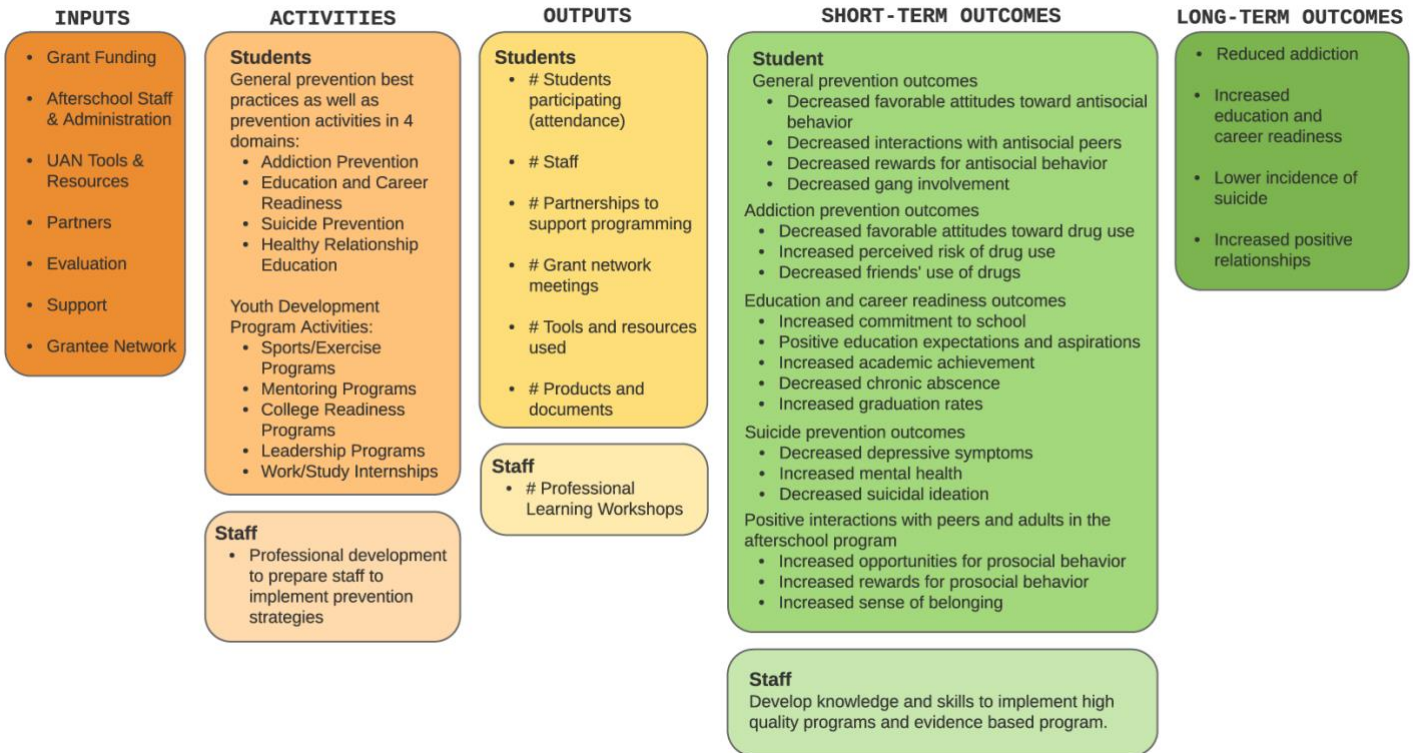
Table 1. Grantees and Number of Programs

TAP Grantees	Number of Programs
American Preparatory Academy	2
Arte Primero	1
Asian Association of Utah	3
Boys and Girls Club of Greater Salt Lake	3
Boys and Girls Club of Northern Utah	2
Boys and Girls Club of Utah County	3
Boys and Girls Club of Weber-Davis	1
Cache County School District	2
Community First	1
Grand County School District*	2
Mercy Housing Mountain Plains	1
Nebo School District	3
Promise South Salt Lake/Utah Federation for Youth*	7
Salt Lake City Corporation*	3
Salt Lake City School District Community Education	1
Salt Lake County Youth Services	2
San Juan Foundation	3
U.S. Dream Academy	1
University of Utah	1
Utah Community Action	1
Utah State University	3
YMCA of Northern Utah	4
Youth Impact Inc.	1

*These grantees were originally awarded funding through the TAP grant program in the fall of 2016, but one or more of their programs were rolled into the Afterschool Matched Partnership grant program during the academic year (2016-17).

In 2016, funding partners and evaluators created a logic model to guide program implementation and evaluation for the TAP grant program. The logic model identifies specific outcomes as well as the inputs, activities, and outputs required to achieve those outcomes (Figure 1). In an effort to increase achievement of outcomes, TAP grantees are encouraged to use the logic model in their program planning and implementation.

Figure 1. Teen Afterschool Prevention Logic Model 2016-17



HOW TO USE THIS REPORT

This first annual TAP evaluation report addresses program implementation and outcomes from the 2016-17 academic year. The methods section presents evaluation questions, data sources, data analyses, descriptions of survey respondents, participant information, and data match rates. The results are organized by evaluation questions and for each question we provide a summary of key findings before presenting the results. Throughout the results section are tables and figures. In some cases, we provide additional explanation for a particular table or figure, but in most cases, we focus narrowly on highlighting key areas of success and opportunities for improvement. The portion of results dealing with professional development has a unique scale and we explain how to utilize the scale to maximize the value of the results.

Following the results is a summary of findings and considerations for program improvement. We encourage readers to consider these findings in light of their own program's context and unique offerings. Some findings may be critical to some programs, while less relevant to others. Several appendices provide additional detail to the results. Appendices include qualitative data findings, additional information about student survey data analysis, and student proficiency and chronic absence tables.

Call-Out Boxes Used in This Report



Area of Success

A call-out box with a checkmark identifies an area of success.



Opportunity for Improvement

A call-out box with a magnifying glass calls attention to findings that may represent opportunities for improvement.

Items of Interest

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

EVALUATION METHODS

The evaluation focuses on program implementation, prevention related outcomes, and student academic outcomes. The following questions guided the evaluation.

Implementation Questions

1. To what extent were staff members prepared to implement teen prevention-related afterschool programs?
2. To what extent did staff members provide quality afterschool programming?
3. To what extent did students participate in academic services and supports?
4. To what extent did programs provide prevention and enrichment learning opportunities to participants?

Outcome Questions

5. To what extent did program participants decrease risk factors and increase protective factors associated with prevention?
6. What were the math, science, and English language arts proficiency rates for TAP participants?
7. What were the chronic absence rates of TAP participants?

Data Sources

Data sources included staff surveys, student surveys, program participation records, and participant education data.

TAP Staff Survey

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

The spring staff survey collected information about staff members' education and experience, professional development, program implementation, and barriers and supports. The UEPC shared results from the spring staff survey with TAP program administrators in July 2017. We present findings from the spring staff survey in the results section of this report. Staff survey open-ended responses are

Student Survey

The UEPC administered the TAP student survey as a pretest in October 2016 and posttest in April and May 2017. We sent a survey link to program administrators and asked them to administer the survey to students. The purpose of the student survey was to measure changes in risk and protective factors. The survey included 12 distinct constructs. Constructs were adapted from existing measures of youth risk and protective factors. Specifically, the items were taken from the Student Health and Risk Prevention (SHARP) survey that is administered in Utah biannually.² The survey also included two open-ended questions related to program implementation.

Participation Data

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

Student Education Data

Student education data included demographics, school attendance, and Student Assessment of Growth and Excellence (SAGE) proficiency rates.³ SAGE is Utah's end-of-year assessments for mathematics and English language arts starting in 3rd grade, and science starting in

² <https://dsamh.utah.gov/data/sharp-student-use-reports/>

³ This report uses data made available through a data sharing agreement between the USBE and the UEPC. The views expressed are those of the authors and are not necessarily the USBE's or endorsed by the USBE.

4th grade. This report uses student education data from 2016-17.

Data Analysis

Survey Data Analysis

Surveys included both multiple choice and open-ended questions. For multiple choice survey questions, the UEPC used descriptive statistics to analyze responses. Open-ended responses were analyzed by identifying themes and the frequency with which they occurred. For the student survey, the UEPC compared the mean scores of risk and protective factors from fall and spring administrations using non-parametric tests of significance.

Program Participation Data Analysis

Participant data required extensive preparation and evaluators asked some program administrators to make

corrections to the original data submitted. We treated cases in which students were missing data for particular interventions as if they had received no interventions. The UEPC evaluation team used these data to calculate attendance rates and average numbers of academic interventions.

Student Education Data Analysis

To evaluate academic achievement, the UEPC matched program participation data with student education data. From these data, the UEPC calculated English language arts, math, and science proficiency rates and chronic absence rates for both TAP participants and students statewide.

Staff Survey Respondents

Table 2. TAP Staff Survey Respondents

TAP Grantees	Fall '16 Responses	Spring '17 Responses
American Preparatory Academy	60	17
Arte Primero	0	4
Asian Association of Utah	5	6
Boys and Girls Club of Greater Salt Lake	11	14
Boys and Girls Club of Northern Utah	10	11
Boys and Girls Club of Utah County	48	42
Boys and Girls Club of Weber-Davis	13	4
Cache County School District	16	14
Community First	3	0
Grand County School District	10	10
Mercy Housing Mountain Plains	1	1
Nebo School District	12	26
Promise South Salt Lake/Utah Federation for Youth	40	37
Salt Lake City Corporation	9	11
Salt Lake City School District Community Education	2	2
Salt Lake County Youth Services	13	10
San Juan Foundation	2	3
U.S. Dream Academy	3	3
University of Utah, CSME	6	4
Utah Community Action	6	2
Utah State University	22	23
YMCA of Northern Utah	11	11
Youth Impact Inc.	13	6
Total	316	261

Source: UEPC 2016-17 Fall and Spring TAP Staff Surveys

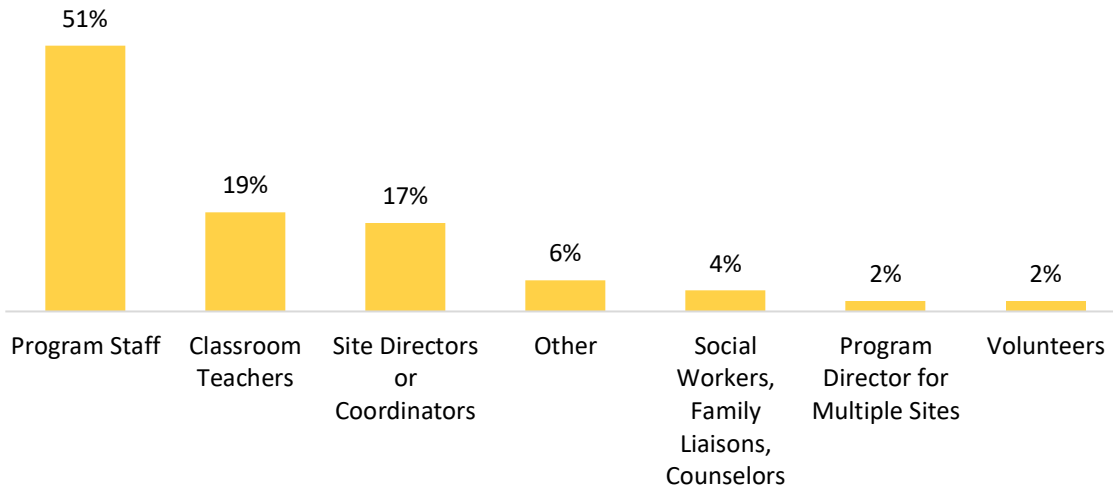
Table 3. Staff Survey Respondent Demographics

Demographic Group	% of Staff
American Indian or Alaska Native	<1%
Asian	2%
Black or African American	6%
Hispanic or Latino/a	15%
Native Hawaiian or Pacific Islander	3%
White	74%

Source: UEPC 2016-17 Spring TAP Staff Survey

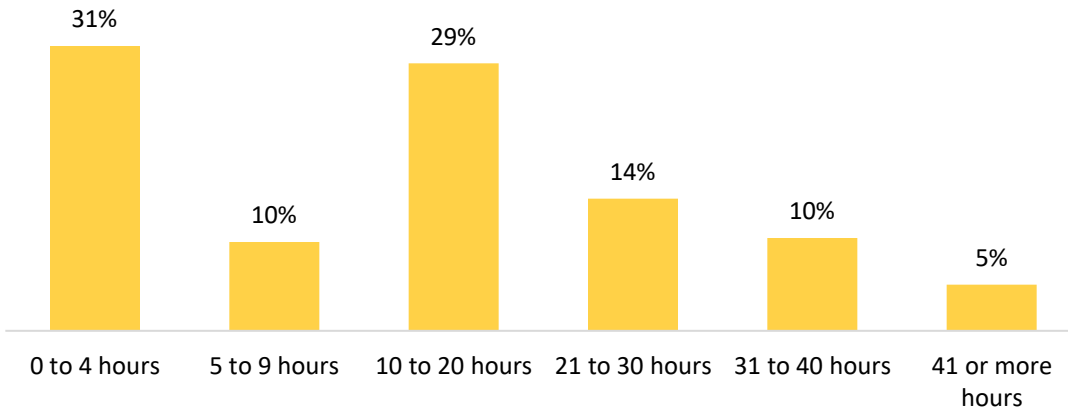
- Five organizations represent 56% of staff survey responses: American Preparatory Academy, Boys and Girls Club-Utah County, Nebo School District, Promise Salt Lake/Utah Federation for Youth, and Utah State University.
- Staff members' ages ranged from 16-67 years old, with an average age of 32 years old.
- 65% of staff members identified as female, 32% male, and 3% identified as another gender.

Figure 2. Role in the Program



Source: UEPC 2016-17 Spring TAP Staff Survey

Figure 3. Number of Hours Staff Worked Per Week



Source: UEPC 2016-17 Spring TAP Staff Survey

- About half of the staff survey respondents identified themselves as program staff.
- Almost of third of staff reported that they worked fewer than five hours per week.

Student Survey Respondents

Table 4. Matched Pretest and Posttest Student Survey Responses

Grantee	Number of Pretest Student Survey Responses	Number of Posttest Student Survey Responses	Number of Matched Student Survey Responses
American Preparatory Academy	215	178	154
YMCA of Northern Utah	52	66	21
Asian Association	44	41	18
Youth Impact	32	24	16
Salt Lake County Youth Services	79	34	12
Grand County School District	17	27	11
Boys & Girls Club of Greater Salt Lake	17	44	10
Boys & Girls Club of Northern Utah	48	15	<10
U.S. Dream Academy	12	15	<10
Mercy Housing Mountain Plains	n<10	n<10	<10
Promise South Salt Lake/ Utah Federation for Youth	17	63	<10
University of Utah	12	20	<10
Utah Community Action	n<10	n<10	<10
Boys & Girls Club of Utah County	n<10	n<10	<10
Cache County School District	40	29	<10
Salt Lake City Corporation	n<10	n<10	<10
San Juan Foundation	n<10	17	<10
Total	627	757	272

Source: 2016-17 TAP Spring Student Survey. Note: Due to a lack of data, the following grantees were not included in the student survey analysis: Arte Primero, Boys & Girls Club of Weber-Davis, Community First, Nebo School District, Salt Lake City School District Community Education, and Utah State University.

- American Preparatory Academy students made up over half of the matched spring student survey responses.
- 46% of student survey respondents identified as female.
- 88% of students reported that they were in grades seven through nine.
- Over half of students reported that they attended their programs four or five days per week.

Student Participant Information

Student Education Data Match Rates

Table 5. Program Participation Data and Education Data Match Rates (2016-17)

Grantee	TAP Participants	TAP Participants Matched with Baseline (2015-16) Education Data	Match Rate	TAP Participants Matched with Year 1 (2016-17) Education Data	Match Rate
American Preparatory Academy	824	808	98%	817	99%
Arte Primero	37	12	32%	12	32%
Asian Association of Utah	81	33	41%	39	48%
Boys & Girls Club of Greater Salt Lake	174	98	56%	99	57%
Boys & Girls Club of Northern Utah	607	293	48%	277	46%
Boys & Girls Club of Utah County	174	97	56%	105	60%
Boys & Girls Club of Weber-Davis	41	25	61%	27	66%
Cache County School District	103	*	0%	*	0%
Grand County School District	201	185	92%	200	100%
Mercy Housing Mountain Plains	25	13	52%	13	52%
Nebo School District	652	275	42%	280	43%
Promise SSL/Utah Federation for Youth	279	110	39%	126	45%
Salt Lake City Corporation	94	57	61%	55	59%
Salt Lake City School District Community Ed.	86	*	0%	*	0%
Salt Lake County Division of Youth Services	113	8	7%	8	7%
University of Utah	45	19	42%	20	44%
US Dream Academy	30	16	53%	16	53%
Utah Community Action	16	13	81%	13	81%
Utah State University	355	264	74%	272	77%
YMCA of Northern Utah	174	160	92%	167	96%
Youth Impact, Inc.	87	11	13%	11	13%
Total	4,198	2,497	59%	2,557	61%

Sources: 2016-17 Participation Data and Participant Education Data

* Cache County School District and Salt Lake City School District Community Education programs did not provide sufficient data to match program participation with education data.

- Twenty-one grantees provided participation data for 4,198 students. The UEPC matched 2,557 program participants with student education data.

Demographics

Table 6. Student Participant Characteristics Compared to State Average

Demographic Group	TAP		Statewide	
	Students	%	Students	%
African American	142	6%	9,778	1%
American Indian or Alaskan Native	31	1%	7,465	1%
Asian	143	6%	11,472	2%
Latino/Hispanic	909	36%	112,695	17%
Multi-racial/ethnic	36	1%	16,282	2%
Native Hawaiian or Pacific Islander	44	2%	10,524	2%
White	1,231	49%	495,354	75%
Total	2,536*	100%	663,570	100%
Participant Characteristics	Students	%	Students	%
Mobile	330	13%	100,547	15%
Low Income	1,560	61%	248,831	37%
Special Education	350	14%	87,328	13%
English Language Learners	299	12%	45,333	7%

Sources: 2016-17 Participation Data and Student Education Data

*The total number of students in this table is different from Table 5 because demographic data was not available for every student.

- 51% of matched TAP participants were students of color.
- 70% of matched TAP participants were female.

RESULTS

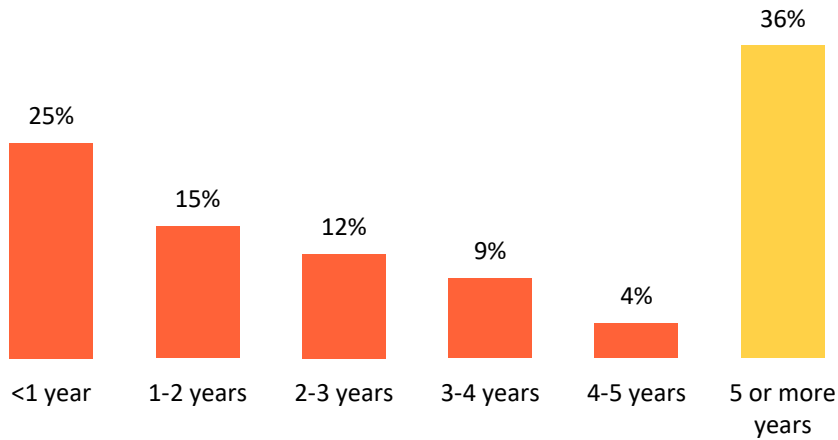
To what extent were staff members prepared to implement teen prevention-related afterschool programs?

Key Findings

- About half (49%) of staff members had three or more years of professional experience working with youth, but 49% were in their first year working within their TAP programs.
- Most staff members had completed post-secondary degrees or were working to complete degrees.
- Not all staff members received professional development, but most staff members who received professional development reported that they found it useful.
- For every professional development topic identified on the staff survey, about one-third of staff members reported that receiving PD on those topics was applicable to their roles, but that they did not receive PD. This was true for key academic subjects such as math, English language arts, and science, as well as prevention topics such as drop-out prevention.
- Fewer than half of staff members reported that they received useful professional development for prevention topics and providing academic support to students.
- Most (79%) staff members reported that they received about the right amount of professional development, but 16% felt that they did not receive enough and 30% reported that they had unanswered questions about their jobs.
- The majority of staff members reported that they found their jobs rewarding and felt supported by their supervisors.

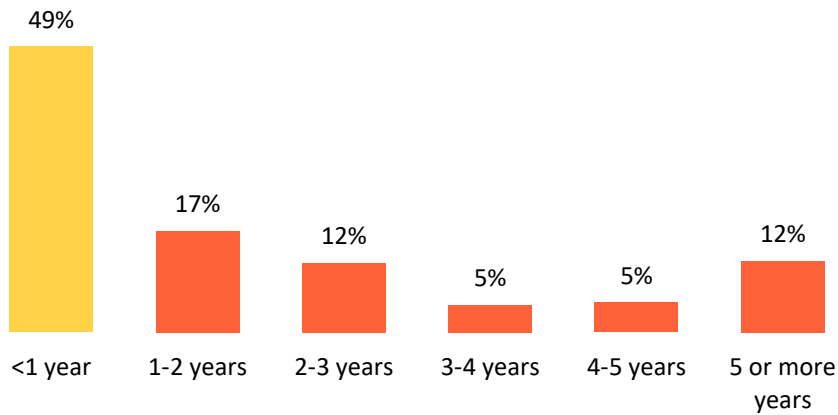
Staff Experience & Education

Figure 4. Staff Experience Working in Programs Serving Youth Ages 10-18



Source: UEPC 2016-17 Spring TAP Staff Survey

Figure 5. Number of Years Worked or Volunteered for Current Program



Source: UEPC 2016-17 Spring TAP Staff Survey

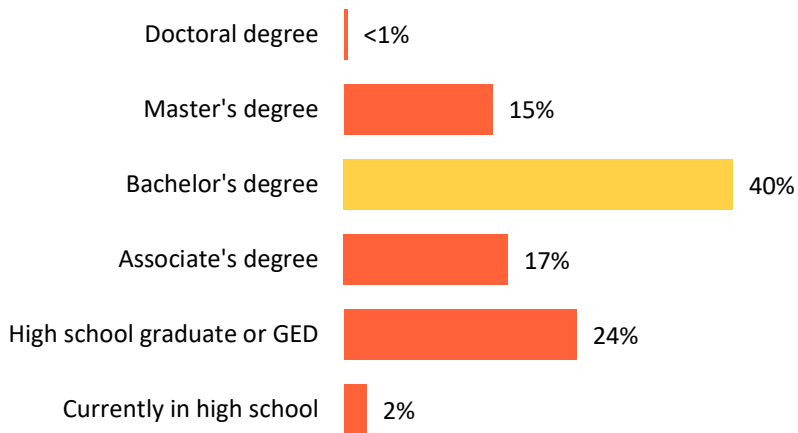


49% of staff reported that they had 3 or more years of experience working for a program that serves youth ages 10-18.



49% of staff reported that they worked for their current program for less than one year.

Figure 6. Staff Highest Education Level Completed



Source: UEPC 2016-17 Spring TAP Staff Survey

Table 7. Staff Currently Enrolled in a Degree Program

Staff Responses	N	%
No – not currently enrolled	173	68%
Yes – currently enrolled in a degree program	80	32%
Total	253	100%
Education programs staff are currently completing	n	%
Associate's degree	16	20%
Bachelor's degree	46	58%
Master's degree	14	18%
Doctoral degree	3	4%
Total	79*	100%

Source: UEPC 2016-17 Spring TAP Staff Survey

*One staff respondent indicated they were in a degree program but did not indicate which type.

Table 7 shows responses to a staff survey question that asked respondents if they were enrolled at a college or university to complete a degree. The 80 staff members who responded “yes” were then asked to identify the type of degree they were pursuing.



55% of staff reported that they held bachelor's degree or higher.

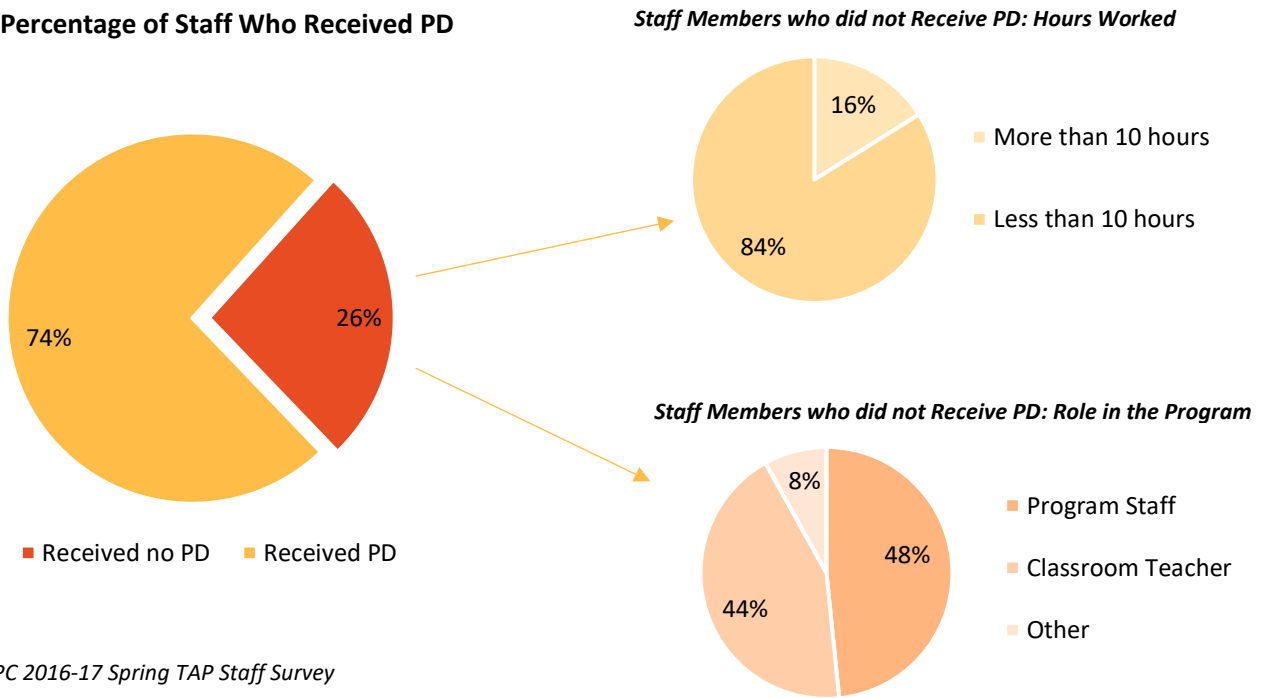
32% of staff reported that they are pursuing additional education.

Professional Development

Seventy-four percent of staff members reported that they participated in training or professional development during the 2016-17 academic year. Among the 26% of staff members who did not receive training or PD (N=62), 84% reported that they worked less than 10 hours per week, 48% were program staff, and 44% were classroom teachers.

Participation in Professional Development

Figure 7. Percentage of Staff Who Received PD



Source: UEPC 2016-17 Spring TAP Staff Survey

Table 8. Professional Development by Role

Role	PD		No PD		Avg. Hours of PD
	N	%	N	%	
Site Director/Coordinator	41	98%	1	2%	25
Program Staff	94	76%	30	24%	16
Classroom Teacher	21	44%	27	56%	7

Given the varied roles and responsibilities of staff members, one cannot assume that all staff members should receive PD in all areas. Some programs utilize staff and volunteers to work with students in specific areas. For instance, a classroom teacher might provide tutoring in English language arts and we would not expect that same teacher to receive PD in math and science.

To account for this phenomenon, the staff survey asked respondents to indicate not only if they received useful PD, but also if PD was applicable to their roles in the program. For each professional development question in the staff survey, respondents indicated one of the following: they received useful professional development, they received PD but it was not useful, the question was applicable for their role but they did NOT receive PD, or the question was not applicable to their role in the program.

In this section, you will see that in most cases staff who received PD found it useful. However, in many areas of professional development, roughly a quarter to a third of staff reported that they did not receive PD in areas that were applicable to their roles.

Professional Development Results

Table 9. Staff Professional Development for Academic Supports

	Received PD, but it was Not Useful	Not Applicable For My Role in this Program	Applicable for My Role, but I Did Not Receive PD	Received Useful PD
Helping students learn good work habits or study skills	5%	14%	30%	51%
Academic tutoring or homework help	2%	15%	33%	50%
Providing targeted academic support for low performing students	4%	19%	33%	44%
Helping students develop science skills	3%	33%	25%	39%
Helping students develop math skills	4%	31%	34%	31%
Helping students develop English language arts skills	2%	41%	30%	28%

Source: 2016-17 UEPC Spring TAP Staff Survey



51% of staff reported that they received useful training on helping students learn good work habits or study skills.

50% of staff reported that they received useful PD in academic tutoring.



Less than 40% of staff reported that they received useful PD to help students develop math, science, and English language arts skills (ELA).

While **31%** of staff reported that they received PD in helping students develop math skills, **34%** reported that it was applicable to their role, but that they did not receive PD on this topic.

While **28%** of staff reported that they received PD in helping students develop ELA skills, **30%** reported that these topics were applicable to their role, but that they did not receive PD on this topic.

Table 10. Staff Professional Development for Working with Students

	Received PD, but it was Not Useful	Not Applicable For My Role in this Program	Applicable for My Role, but I Did Not Receive PD	Received Useful PD
Developing positive relationships with students	3%	8%	15%	74%
Encouraging positive relationships among students	2%	7%	17%	73%
Engaging students in activities	4%	12%	14%	70%
Facilitating group-building activities	5%	17%	16%	62%
Working with diverse students	2%	9%	27%	62%
Designing enrichment activities	5%	18%	20%	58%
Working with students who exhibit problem behaviors	2%	12%	27%	58%
Understanding adolescent development	3%	12%	28%	57%
Working with students from low income families	2%	10%	33%	55%
Working with students who have disabilities	1%	27%	38%	34%
Working with English language learners	2%	26%	39%	34%

Source: UEPC 2016-17 Spring TAP Staff Survey



74% of staff reported that they received useful PD on developing positive relationships with students.

55% reported that they received useful PD on working with students from low income families.



While **34%** of staff reported that they received PD on working with students with disabilities and English language learners, approximately **38%** reported that it was applicable to their role, but they did not receive PD on these topics.

33% of staff reported that working with students from low income families was applicable to their role, but that they did not receive PD on this topic.

Table 11. Staff Professional Development for Prevention Topics

	Received PD, but it was Not Useful	Not Applicable For My Role in this Program	Applicable for My Role, but I Did Not Receive PD	Received Useful PD
Youth violence and gang prevention	4%	24%	22%	50%
Suicide prevention	2%	30%	22%	47%
Addiction prevention	2%	33%	28%	37%
Pregnancy and STI prevention	1%	42%	27%	30%
School drop-out prevention	1%	31%	38%	30%

Source: UEPC 2016-17 Spring TAP Staff Survey



50% of staff reported that they received useful PD in youth violence and gang prevention.

47% of staff reported that they received useful PD in suicide prevention.



On average, 39% of staff reported that they received useful PD in prevention topics.

While **30%** of staff reported that they received PD in school drop-out prevention, **38%** reported that it was applicable to their role, but that they did not receive PD on this topic.

Table 12. Staff Professional Development for Enrichment Topics

	Received PD, but it was Not Useful	Not Applicable For My Role in this Program	Applicable for My Role, but I Did Not Receive PD	Received Useful PD
Mentoring students	2%	9%	19%	70%
Positive interpersonal relationships	4%	13%	16%	67%
Leadership skills	4%	14%	16%	66%
Healthy relationship education	2%	23%	16%	59%
Emotional intelligence and self-concept	5%	18%	21%	56%
Education and career readiness	4%	20%	26%	51%
Physical activity (sports, active games, etc.)	2%	27%	23%	48%
Civic engagement	4%	27%	25%	44%
Post-secondary career opportunities for students	3%	34%	24%	39%
Post-secondary education opportunities for students	3%	33%	26%	38%
Nutrition education	4%	33%	29%	35%
Financial literacy	3%	39%	31%	27%
Help students transition into new school situations	2%	33%	40%	24%

Source: UEPC 2016-17 Spring TAP Staff Survey



70% of staff reported that they received useful PD in mentoring students.

67% of staff reported that they received useful PD on developing positive interpersonal relationships and **66%** reported the same for leadership skills.



While **24%** of staff reported that they received PD in helping students transition into new school situations, **40%** reported that it was applicable to their role, but that they did not receive PD on this topic.

While **27%** of staff reported that they received PD in financial literacy, **31%** reported that it was applicable to their role, but that they did not receive PD on this topic.

Table 13. Staff Professional Development for Family Engagement

	Received PD, but it was Not Useful	Not Applicable For My Role in this Program	Applicable for My Role, but I Did Not Receive PD	Received Useful PD
Creating a welcoming environment for families	5%	18%	30%	48%
Engaging families in the afterschool program	5%	21%	28%	45%
Inviting family members to participate in the program	7%	21%	34%	38%
Developing positive relationships with families	6%	19%	30%	45%
Providing information and resources for families	5%	21%	28%	45%

Source: UEPC 2016-17 Spring TAP Staff Survey



On average, 44% of staff reported they received training in family engagement.

48% of staff reported that they received useful PD in creating a welcoming environment for families.



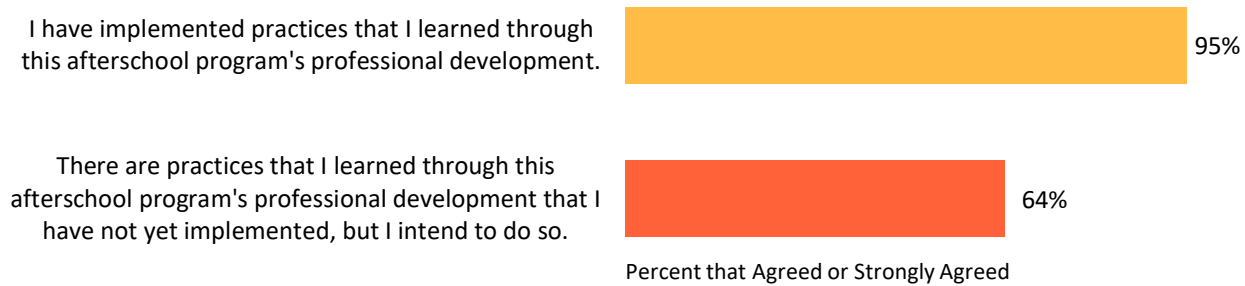
On average, **30%** of staff reported family engagement topics were applicable to their role, but that they did not receive PD on these topics.

Table 14. Staff Professional Development Related to Working with School Day Personnel

	Received PD, but it was Not Useful	Not Applicable For My Role in this Program	Applicable for My Role, but I Did Not Receive PD	Received Useful PD
Aligning expectations about student behavior	2%	19%	28%	51%
Collaborating with school personnel	5%	20%	30%	45%
Aligning afterschool and school day curriculum	2%	29%	29%	40%
Coordinating school day and afterschool lessons	4%	32%	30%	35%

Source: UEPC 2016-17 Spring TAP Staff Survey

Figure 8. Application of Professional Development



Source: UEPC 2016-17 Spring TAP Staff Survey



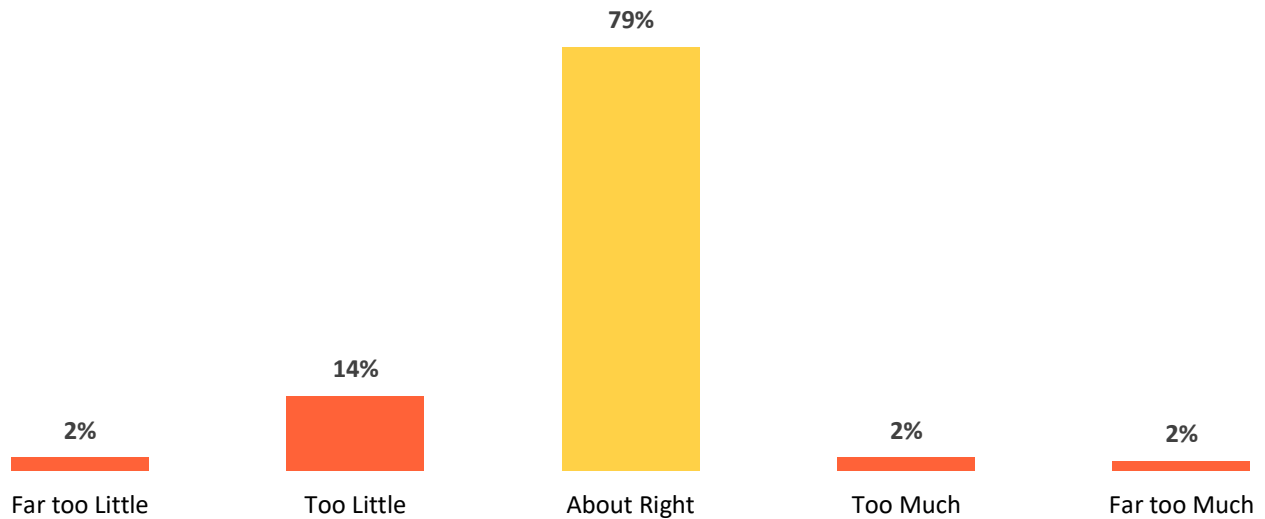
51% of staff reported that they received training on aligning student behavior expectations with school-day expectations.

95% of staff reported that they implemented practices from professional development.



On average, 33% of staff reported that working with school day personnel was applicable to their role, but that they did not receive PD on these topics.

Figure 9. Staff Attitudes about the Amount of Professional Development



Source: UEPC 2016-17 Spring TAP Staff Survey

Staff Reports of Possible Future Professional Development Opportunities

Staff members responded to an open-ended question that asked them to identify the topics they would like to learn more about in future professional development opportunities. Staff members expressed interest in learning more about working with students who have specific needs and working with diverse student groups. Staff reported an interest in additional training in engaging students and improving classroom behavior. Members also requested additional professional development related to prevention training, involving families, partnering with school day staff, and building meaningful relationships. A complete list of summarized responses is available in Appendix A.



79% of staff reported the amount of professional development was ‘about right.’



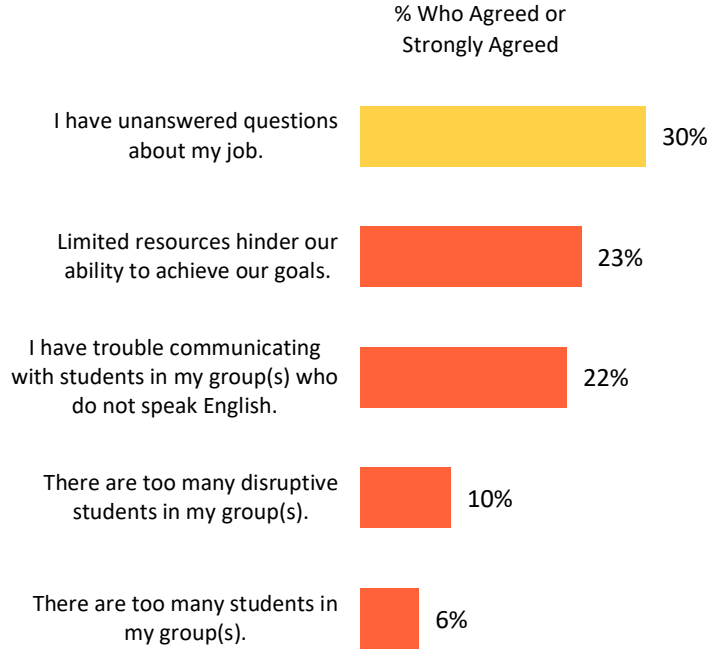
16% of staff reported they received too little or far too little professional development.

Barriers and Supports to Program Implementation

Table 15. Staff Perceptions of Supports and Job Satisfaction **Figure 10. Staff Barriers to Program Implementation**

	% Who Agreed or Strongly Agreed
I find work here rewarding.	98%
I enjoy working here.	97%
I get the support I need from my supervisor(s).	96%
My talents and skills are well-utilized here.	96%
I have the resources I need to do my job effectively.	94%
The site coordinator involves staff in important decisions about programming.	91%
I get useful feedback from my supervisor(s).	90%
I have received the training I need to do a good job.	90%

Source: UEPC 2016-17 Spring TAP Staff Survey



Source: UEPC 2016-17 Spring TAP Staff Survey

Staff Reports of Additional Supports Needed for Program Implementation

In response to an open-ended question that asked staff to identify additional supports they needed to be most effective, some staff requested additional funding and better resources. Some expressed a need for additional PD opportunities, such as linguistic support and improved communication within the program. Appendix B includes a complete list of summarized responses.



98% of staff reported that they found their work rewarding.

96% of staff reported that they received the support they needed from their supervisors.



30% of staff reported that they had unanswered questions about their jobs.

23% of staff reported limited resources hindered their ability to achieve their goals.

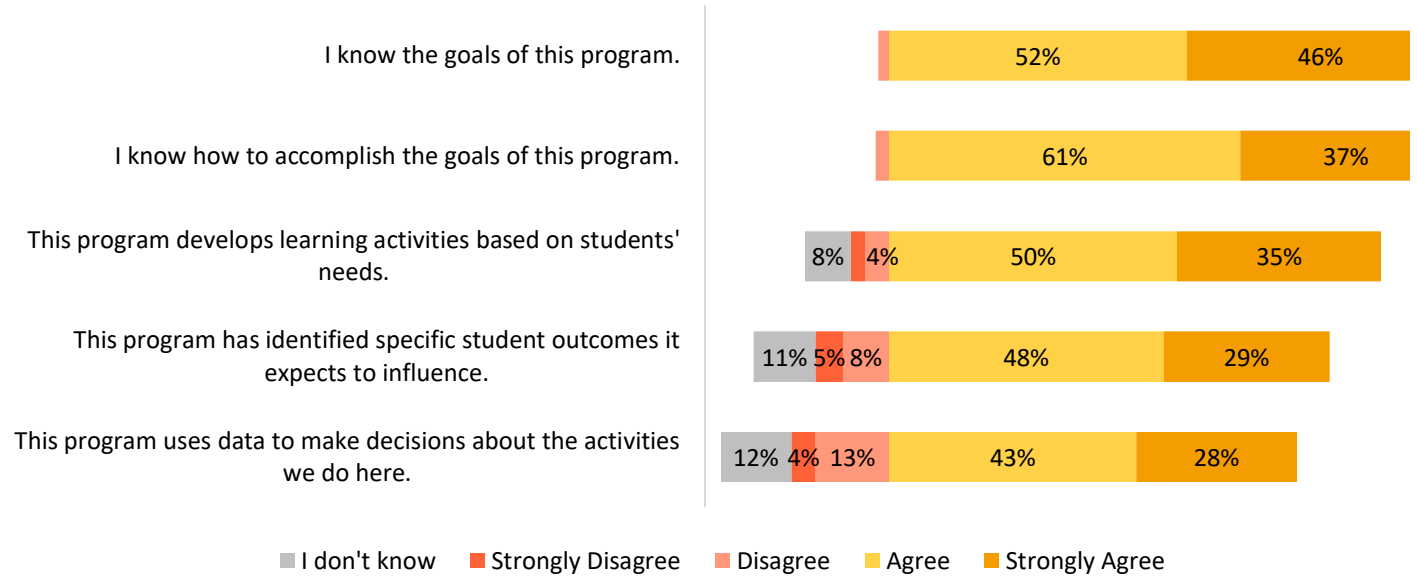
To what extent did staff members provide quality afterschool programming?

Key Findings

- Reports of intentional programming and aligning afterschool experiences with school day experiences were mixed. Most staff members reported that their programs used data to make programming decisions and based program choices on student needs, but more than a third (39%) reported that they did not adjust their afterschool teaching based on data about student learning.
- Almost all (98%) staff members reported that they knew their programs' goals.
- Most (78%) staff members reported that they collaborated with school day personnel, but more than a third (38%) disagreed that they worked with teachers to coordinate school day and afterschool lessons.
- About 75% of staff members reported that they attended meetings with school day personnel and about half of those attendees reported that they discussed student behavior, student disciplinary issues, and students' academic achievement with school day personnel often or every time they met.

Intentional Programming

Figure 11. Goal Oriented and Data-driven Programming



Source: UEPC 2016-17 Spring TAP Staff Survey

Note: The scale for the first two items in this figure “I know the goals of this program” and “I know how to accomplish the goals of this program” did not include “I don’t know” as a response option.

98% of staff reported that they knew their programs’ goals.



85% of staff reported that their programs developed learning activities based on students’ needs.

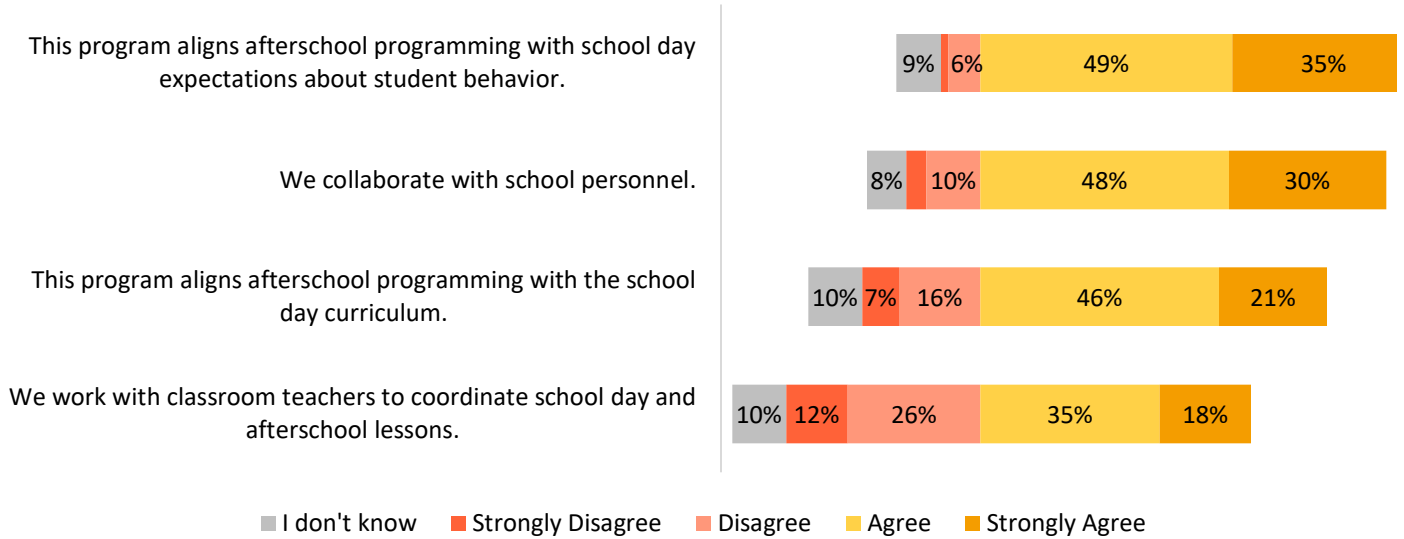
77% of staff reported that their programs had identified specific student outcomes they expected to influence.



29% of staff reported they disagreed, strongly disagreed, or did not know if their programs used data to make decisions about program activities.

Alignment with the School Day

Figure 12. Program Alignment with the School Day



Source: UEPC 2016-17 Spring TAP Staff Survey



84% of staff reported that their programs were aligning afterschool programming with school day expectations about student behavior.

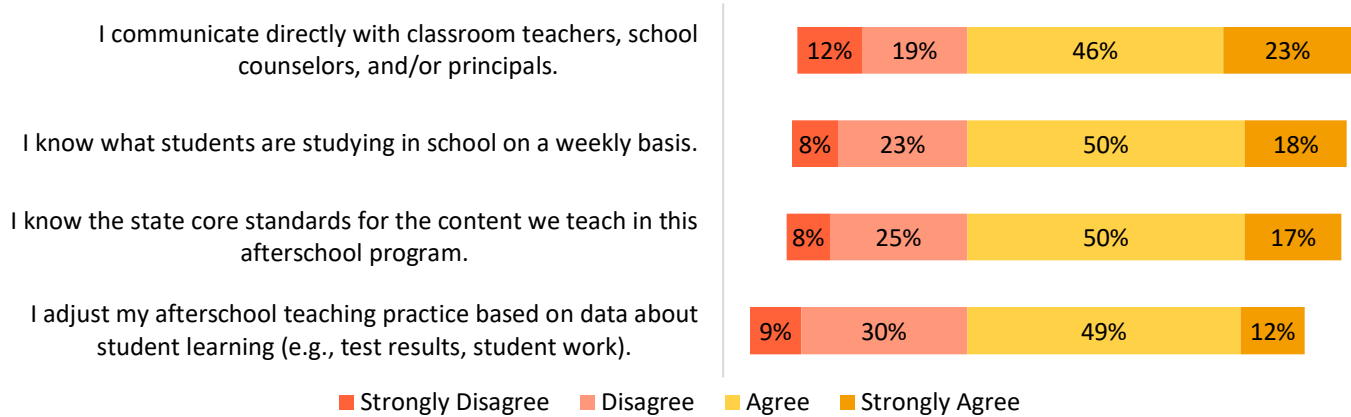
78% of staff reported that they were collaborating with school day personnel.



38% of staff reported they disagreed or strongly disagreed that they worked with classroom teachers to coordinate school day and afterschool lessons.

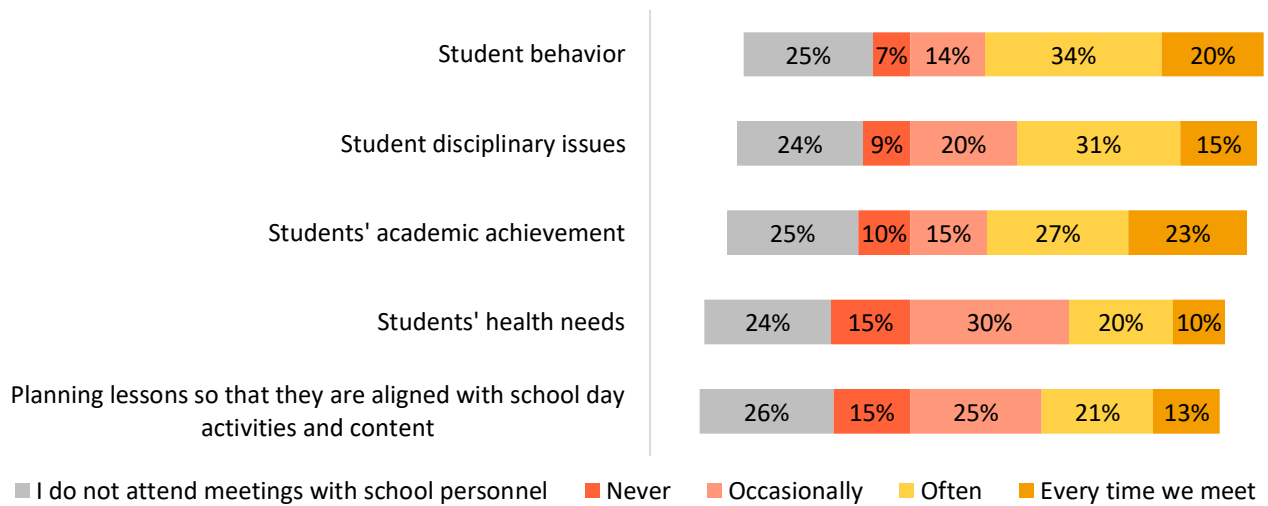
Staff Perceptions of Collaboration with School Day Personnel

Figure 13. Staff Perception of Collaborations with School Day Personnel



Source: UEPC 2016-17 Spring TAP Staff Survey

Figure 14. Frequency of Topic Discussed in Meeting with School Day Personnel



Source: UEPC 2016-17 Spring TAP Staff Survey



69% of staff reported that they communicated directly with school day personnel.

More than **45%** of staff reported that they talked about student behavior, student disciplinary issues, and students' academic achievement with school day personnel often or every time they met.



39% of staff reported that they did not adjust their afterschool teaching based on data about student learning.

On average, 25% of staff reported that they did not attend meetings with school personnel.

Staff Reports of Possible Improvements to Increase Quality and Better Meet the Needs of Students

Staff members responded to an open-ended question that asked them to identify program features that could improve the quality of programming and better meet students' needs. Many staff reported that nothing was needed to increase quality, but some expressed the need for greater communication between school day and afterschool staff and the need for greater family engagement. Staff members also expressed the need for additional funding and staff. Staff reported that activities could be more student centered. A complete list of summarized responses is available in Appendix A.

Staff Reports of Greatest Success in the Afterschool Program This Year

Staff members responded to an open-ended question that asked them to identify their greatest success working in TAP programs. Staff members reported building meaningful relationships with students and helping students to improve their academic performance as their greatest successes. Other successes included fostering social development and quality social interactions, seeing students succeed and grow, engaging students, empowering student leadership, and providing guidance and support. Staff members also expressed that they engaged students and promoted college and career readiness. Staff members highlighted that their programs provided a positive environment for students. A complete list of summarized responses is available in Appendix A.

Student Reports about What They Wish Was Different About the Afterschool Program

Students responded to an open-ended question that asked them to identify what they wish was different about the TAP afterschool program. Many students reported that they wished nothing was different about the program. Some students expressed the need for more engaging activities. Students requested better snacks, more social time, and fewer rules. A complete list of summarized responses is available in Appendix B.



Staff reported that building relationships with students and helping students improve academically were noteworthy successes.

Staff reported that they fostered social development, empowered students to lead, and provided guidance and support.

Most students reported that they would not change anything about the program.



Staff expressed the need for greater communication between school day and afterschool staff.

Staff reported that they felt greater family engagement and more individualized student activities would improve program quality.

To what extent did students participate in academic services and supports?

Key Findings

- Two-thirds of staff members reported that they provided academic tutoring or homework help often or very often.
- About one-quarter of staff members reported that they did not provide English language arts, math, and science lessons.
- Reported average program attendance was lower than expected, with 69% of students attending fewer than 30 days.
- Reported average participation in academic supports was lower than expected, with half (51%) of students receiving no science interventions.

Program Attendance and Participation

TAP programs reported the number of days students attended their programs, the number of possible days of attendance for each student, and the number of English language arts, science, and math interventions in which students participated. Grantees reported serving 4,198 students, who attended a total of 113,241 days. The days of possible attendance varied from 1 – 167. Most students (69%) attended for 29 days or less, 16% attended 30-59 days, 7% attended 60-89 days, and 8% attended 90 days or more. The overall average participation rate for all programs was 21%. The average attendance rate across programs was 21% (days of attendance/days of possible attendance). We treated cases in which students were missing data for particular interventions as if they had received no interventions.

Table 16. Summary of TAP Program Participation

	English Language Arts	Science	Math
Number of Students who Received Interventions at Least Once	2,733	2,064	2,345
Percent of Students who Received Interventions at Least Once	65%	49%	56%
Average Number of Days of Participation	15	9	12

Source: 2016-17 Program Participation Data



TAP grantees reported serving **4,198 students**.

TAP programs reported that **65%** (2,733) of their students participated in English language arts interventions at least once.

TAP programs reported that **49%** (2,064) of students received science interventions at least once.

TAP programs reported that **56%** (2,345) of TAP students received math interventions at least once.



69% of TAP participants attend programs for fewer than 30 days.

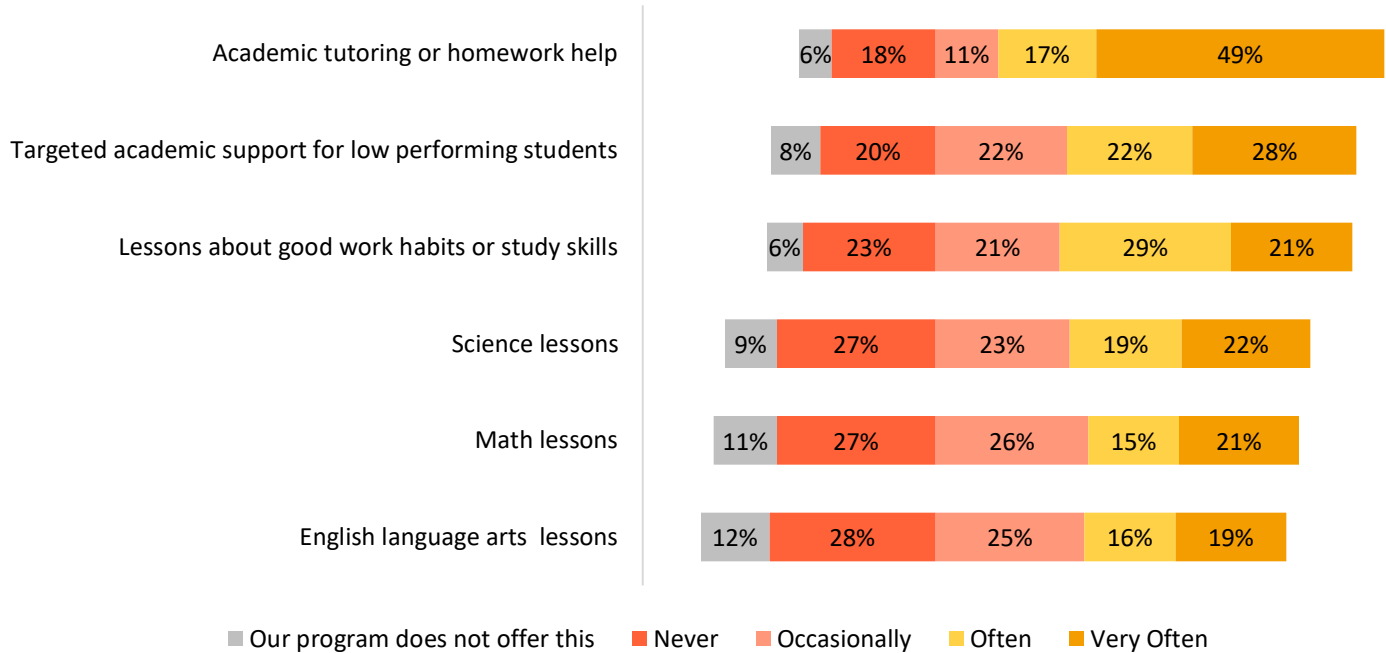
TAP programs reported that **35%** (1,465) of their participants received no English language arts interventions.

TAP programs reported that **51%** (2,134) of their participants received no science interventions.

TAP programs reported that **44%** (1,853) of their participants received no math interventions.

Student Support Activities

Figure 15. Frequency of Academic Supports Offered by Staff



Source: UEPC 2016-17 Spring TAP Staff Survey



66% of staff reported that they provided academic tutoring or homework help often or very often.



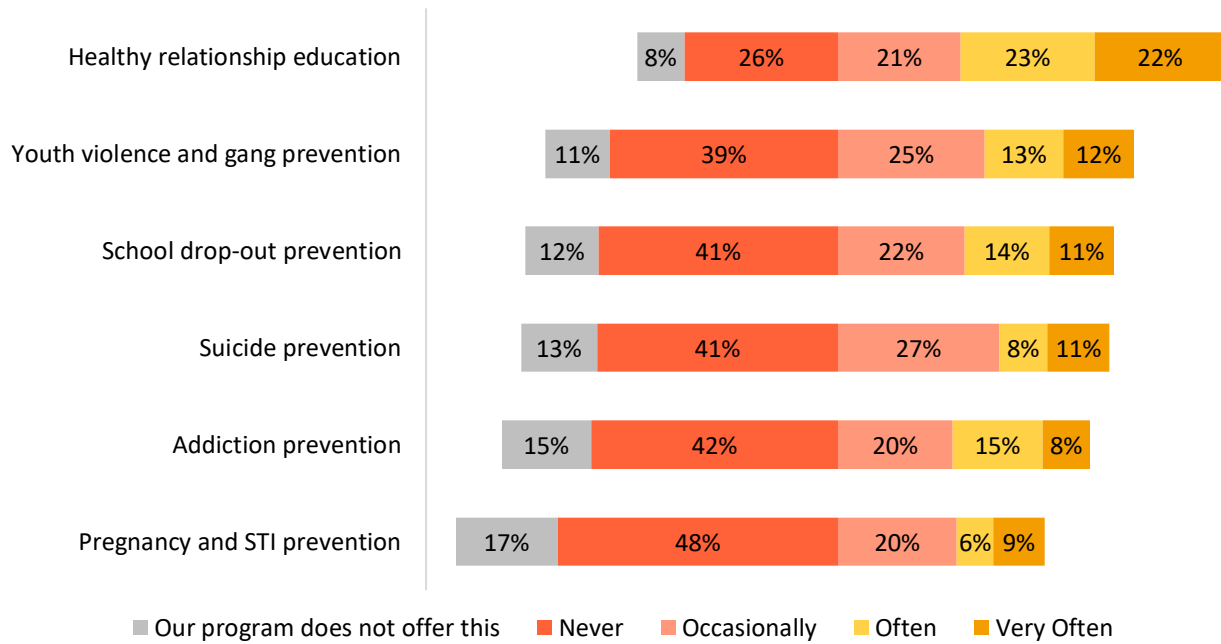
28% of staff reported that they never offered English language arts lessons.
27% of staff reported that they never offered science or math lessons.

To what extent did programs provide prevention and enrichment learning opportunities to participants?

Key Findings

- Overall, staff members reported that they provided prevention-related activities relatively infrequently.
- More than half of staff members reported that they provided opportunities for students to develop leadership skills and that they helped students develop positive interpersonal relationships often or very often.
- Nearly half of students reported that they did not receive enrichments on drop-out prevention, violence prevention, or pregnancy or STI prevention.

Figure 16. Prevention-Related Supports Offered by Program Staff



Source: UEPC 2016-17 Spring TAP Staff Survey



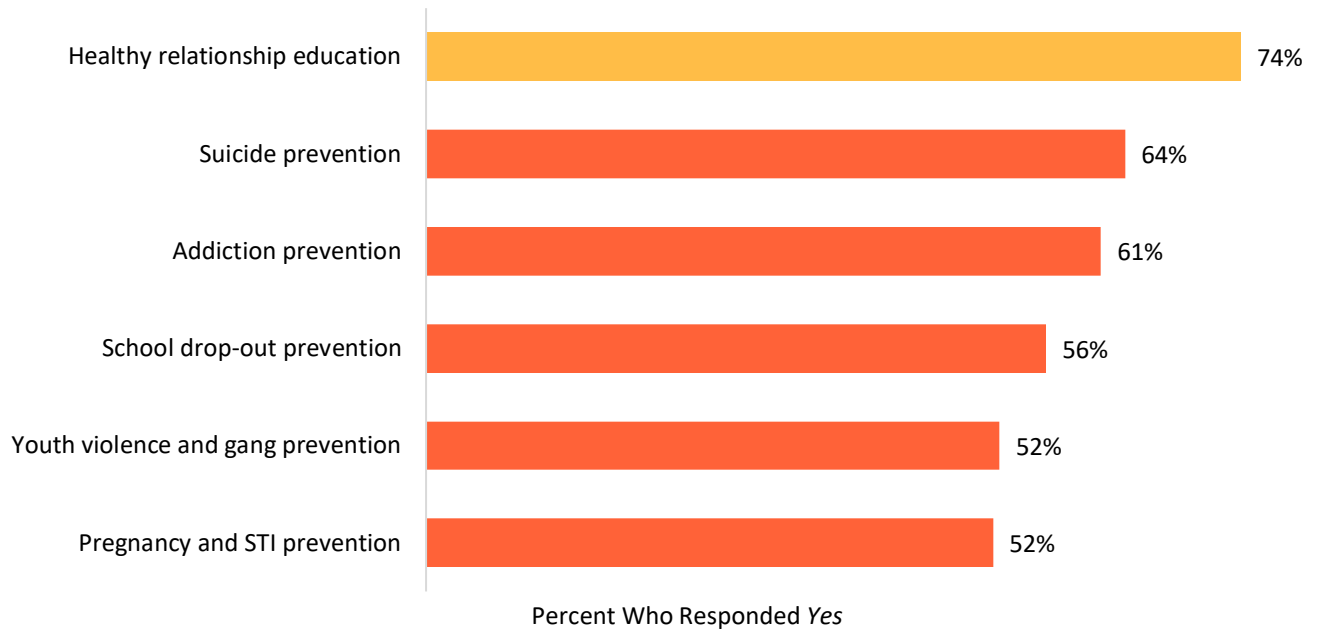
66% of staff reported that they offered enrichments on healthy relationships occasionally, often, or very often.

50% of staff reported that they offered enrichments related to youth violence and gang prevention occasionally, often, or very often.



Over 40% percent of staff reported that they never offered enrichments on drop-out prevention, suicide prevention, addiction prevention, or pregnancy and STI prevention.

Figure 17. Percent of Students Who Reported Receiving Information about Prevention-Related Supports



Source: UEPC 2016-17 Spring TAP Student Survey



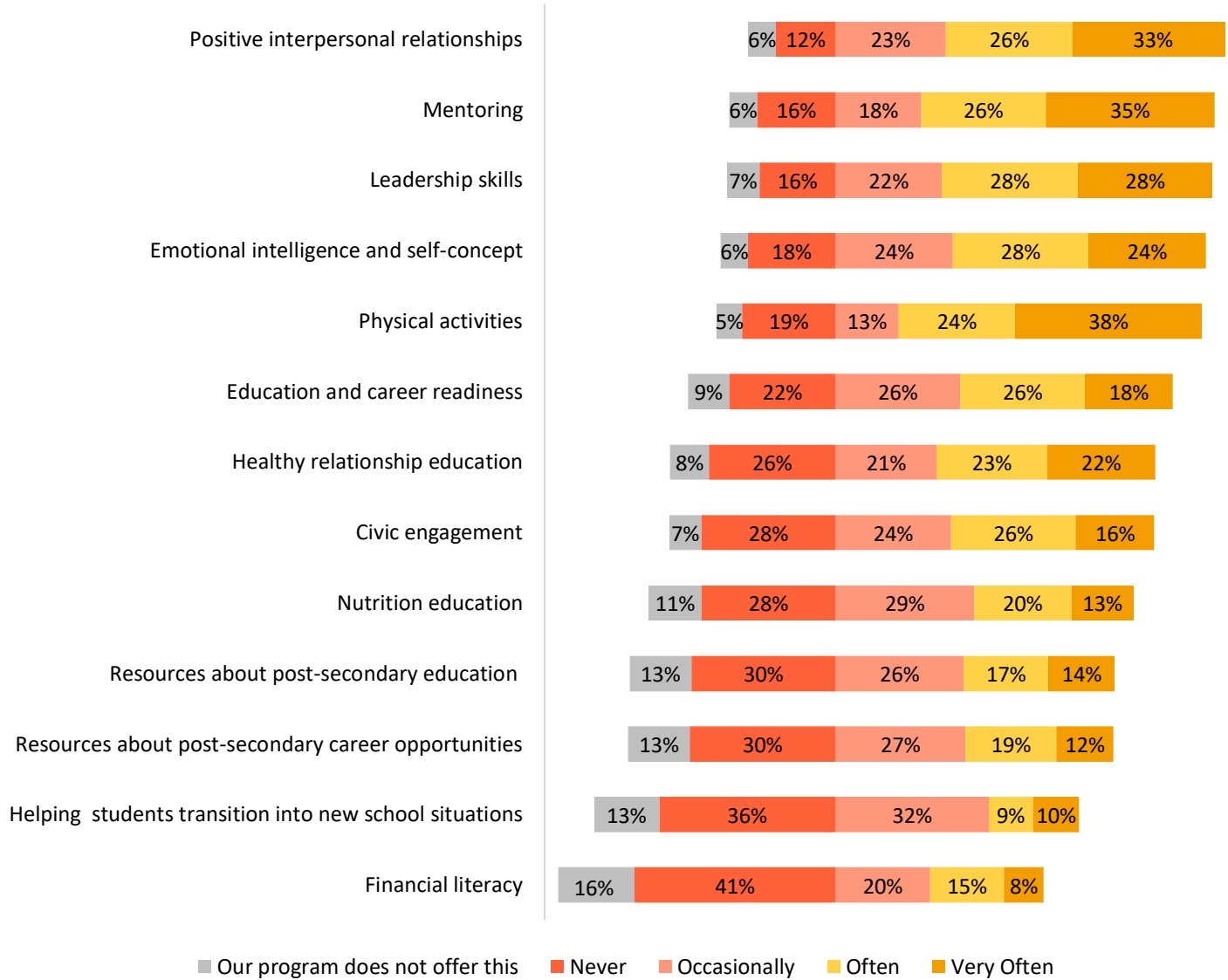
74% of students reported that they received information on healthy relationships.

Over 60% of students reported that they received information about suicide and addiction prevention.



Over 40% percent of students reported that they did not receive information about drop-out prevention, violence prevention, or pregnancy or STI prevention.

Figure 18. Frequency of Enrichments Offered by Staff



Source: UEPC 2016-17 Spring TAP Staff Survey

62% of staff reported that they provided opportunities for students to participate in physical activities often or very often.



59% of staff reported that they provided opportunities to help students develop positive interpersonal relationships often or very often.

56% of staff reported that they provided opportunities for students to develop leadership skills often or very often.



41% of staff reported that they never offered financial literacy.

30% of staff reported that they never offered resources about post-secondary education or career opportunities.

To what extent did program participants decrease risk factors and increase protective factors associated with prevention?

Key Findings

- On average, students reported no decrease in risk factors.
- On average, students reported no increase in five of six protective factors.
- On average, student reported an increase in *opportunities for prosocial involvement*.

Risk Factors

Table 17. Pretest and Posttest Means Comparison for Risk Factors

Risk Factor	Pre (Mean)	Post (Mean)	Difference	Scale
Low commitment to school	2.15	2.21	.06	1=low risk 5=high risk
Attitudes favorable to antisocial behavior	1.50	1.56	.06	1=low risk 4=high risk
Rewards for antisocial behavior	1.45	1.53	.08	1=low risk 5=high risk
Perceived risk of drug use	1.66	1.64	-.02	1=low risk 4=high risk
Attitudes favorable to drug use	1.35	1.40	.05	1=low risk 4=high risk
Friends' attitudes favorable to drug use	1.41	1.48	.07	1=low risk 4=high risk

Source: UEPC 2016-17 Fall and Spring TAP Student Surveys



Students reported relatively low mean scores on all six risk factors.



The changes in means were not statistically different from pretest to posttest.

- See Appendix C for an overview of constructs.

Protective Factors

Table 18. Pretest and Posttest Means Comparison for Protective Factors

Protective Factor	Pre (Mean)	Post (Mean)	Difference	Scale
Positive view of the afterschool program	3.04	3.09	.05	1=low protective 4=high protective
Opportunities for prosocial involvement	2.86	2.99	.13*	1=low protective 4=high protective
Rewards for prosocial involvement	2.99	3.06	.07	1=low protective 4=high protective
Peer rewards for prosocial involvement	3.40	3.48	.08	1=low protective 5=high protective
Positive relationships with program adults	3.04	3.09	.05	1=low protective 4=high protective
Positive relationships with program peers	3.16	3.14	-.02	1=low protective 4=high protective

Source: UEPC 2016-17 Fall and Spring TAP Student Surveys. *Difference between means is significant ($p < .05$).



The changes in means were statistically different from pretest to posttest for one protective factor, *opportunities for prosocial involvement*.



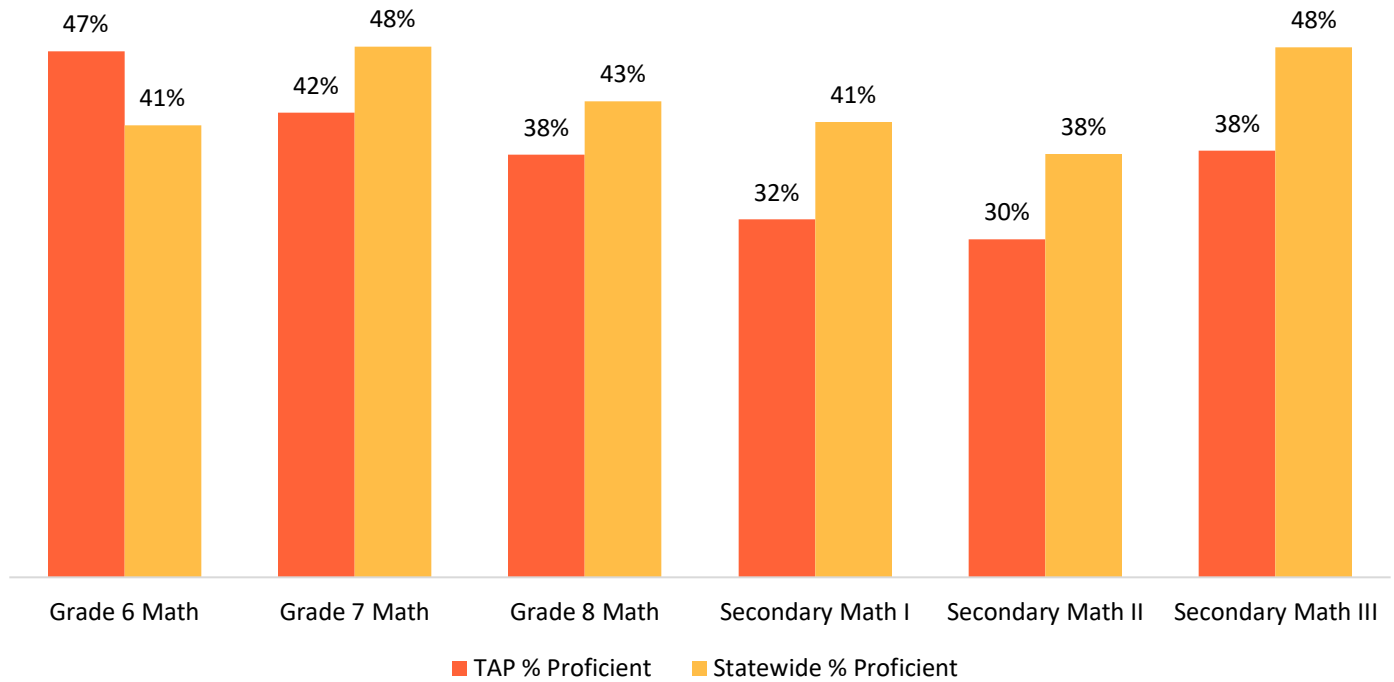
The changes in means were not statistically different from pretest to posttest for five of six protective factors.

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

Key Findings

- TAP student proficiency rates in math, science, and English language arts were below statewide averages except for grade 6, indicating the programs were serving students who could benefit from additional academic supports.
- Overall, TAP baseline and year one proficiency rates were lower than the statewide averages.

Figure 19. Percent of Math Proficient Students (2016-17)

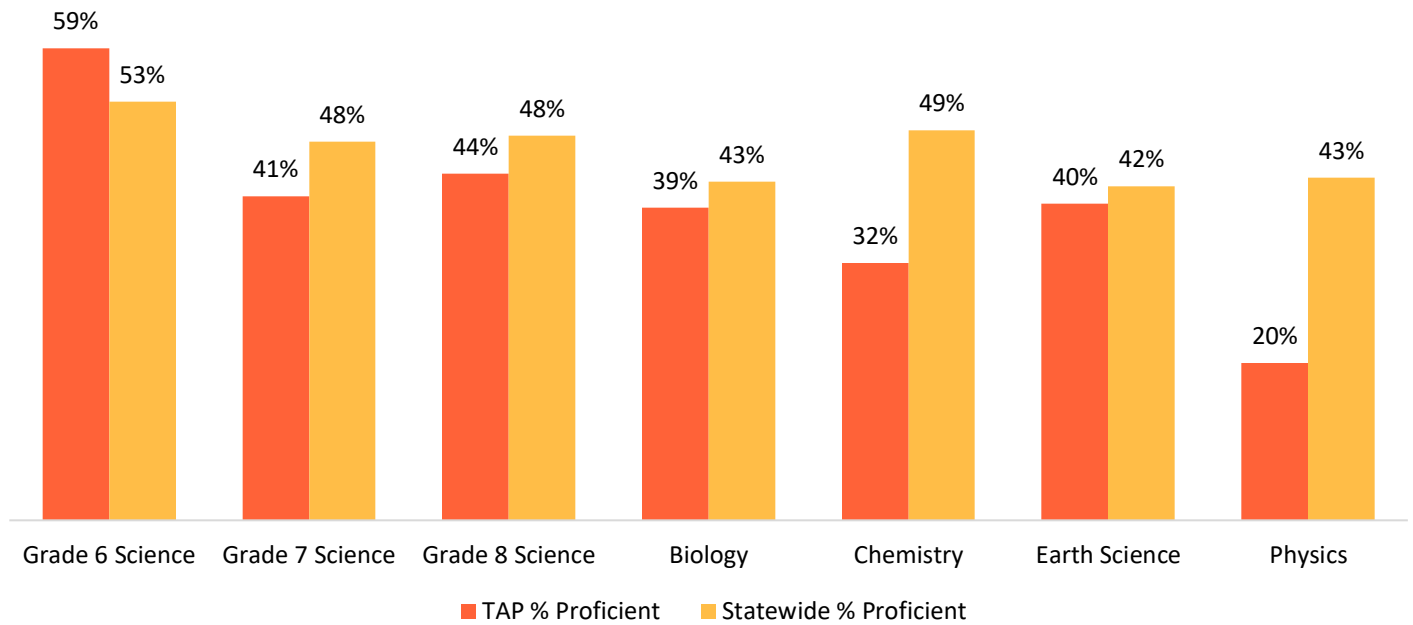


Sources: 2016-17 Participant Education Data and State Education Data

Note: See Appendix D for methods and complete statistics.

- TAP students' math proficiency ratings were lower than the statewide average except for Grade 6.

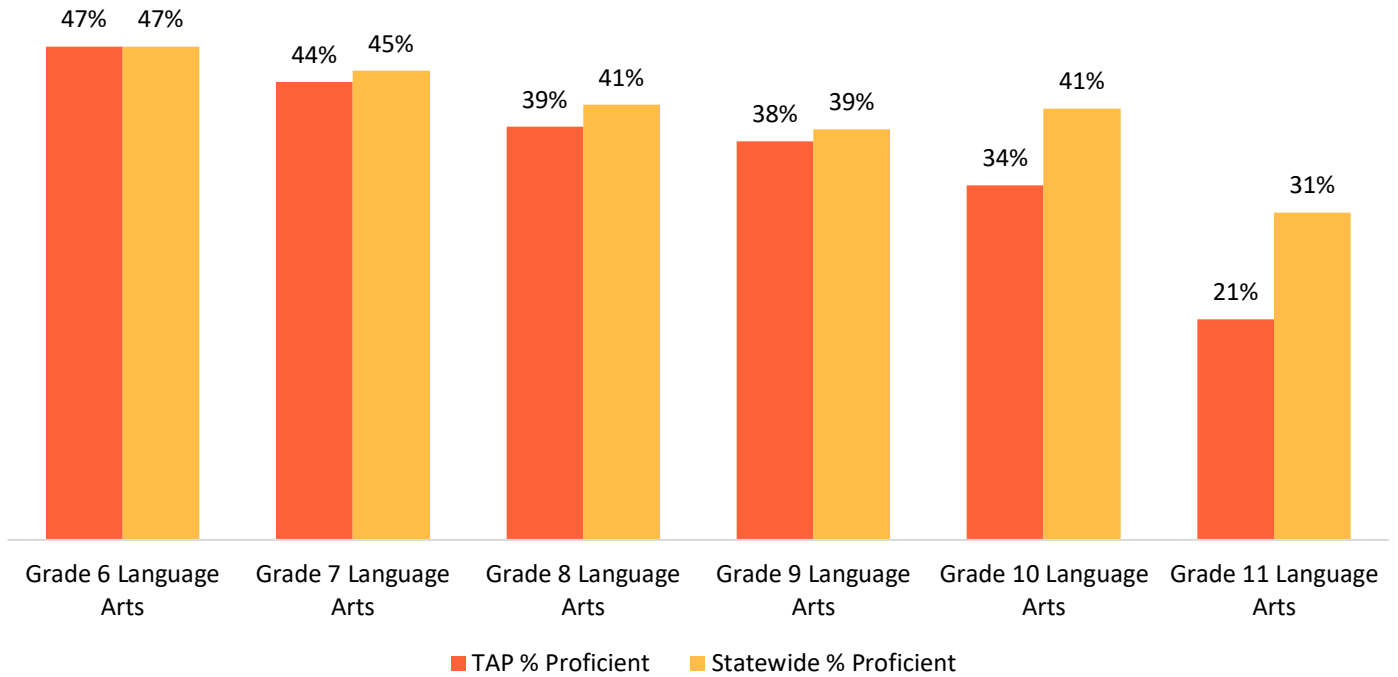
Figure 20. Percent of Science Proficient Students (2016-17)



Sources: 2016-17 Participant Education Data and State Education Data
Note: See Appendix D for methods and complete statistics.

- TAP students' science proficiency ratings were lower than the statewide average except for Grade 6.

Figure 21. Percent of English Language Art Proficient Students (2016-17)



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

Note: See Appendix D for methods and complete statistics.

- TAP students' English language proficiency ratings were lower than the statewide average except for Grade 6.

Figure 22. Percent of Proficient Students by Tested Subject at Baseline (2015-16) and Year One (2016-17)



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

Note: See Appendix D for methods and complete statistics.

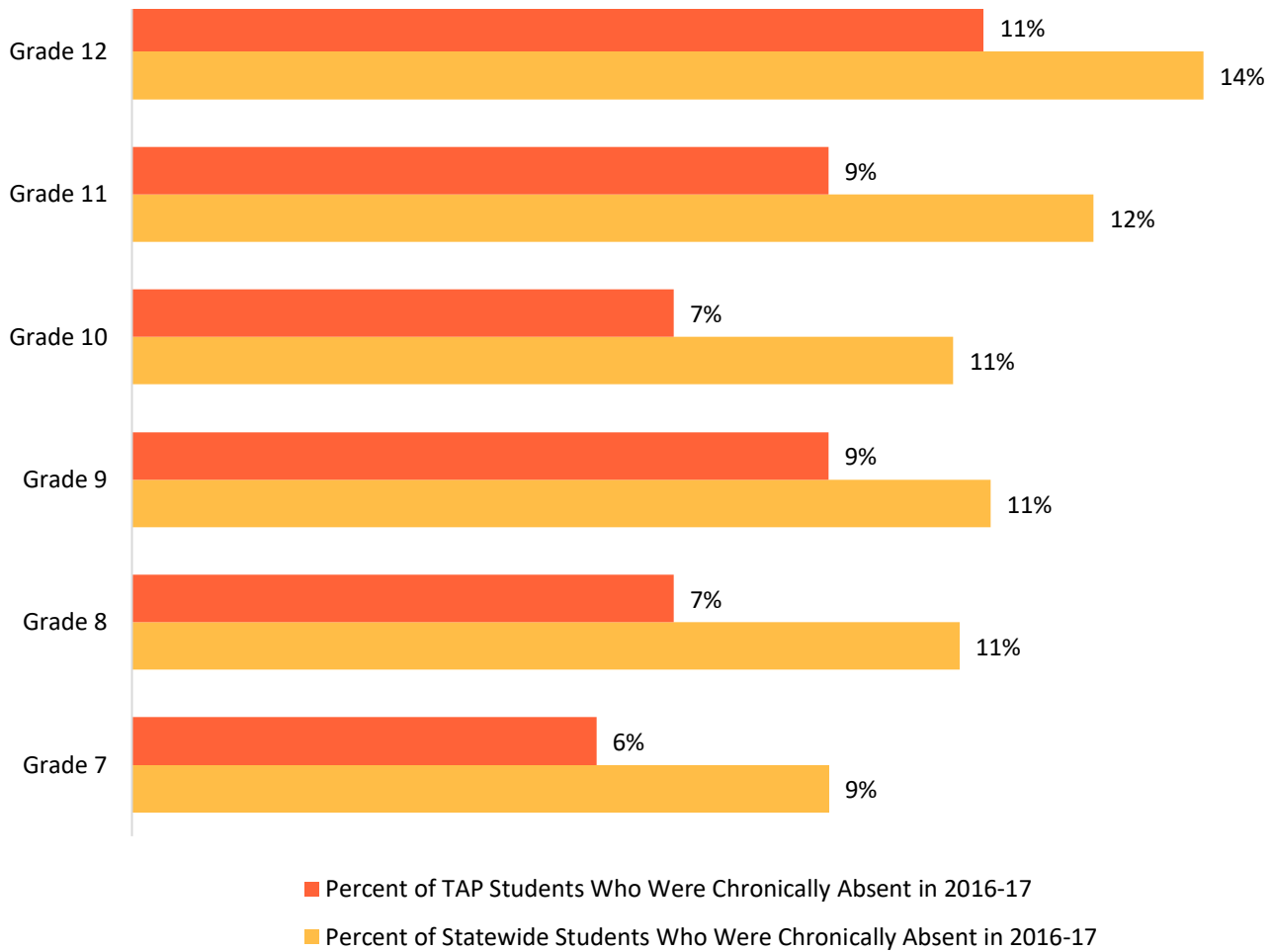
- The difference between baseline and year one proficiencies were similar for TAP participants and students state-wide.

What were the chronic absence rates of TAP participants?

Key Findings

- Rates of chronic absence for TAP students were lower than the state average for all grades.
- Rates of chronic absence in year one (2016-17) were lower than the baseline year (2015-16), except for grade 9.

Figure 23. Percent of Chronically Absent Students in Year 1 (2016-17)

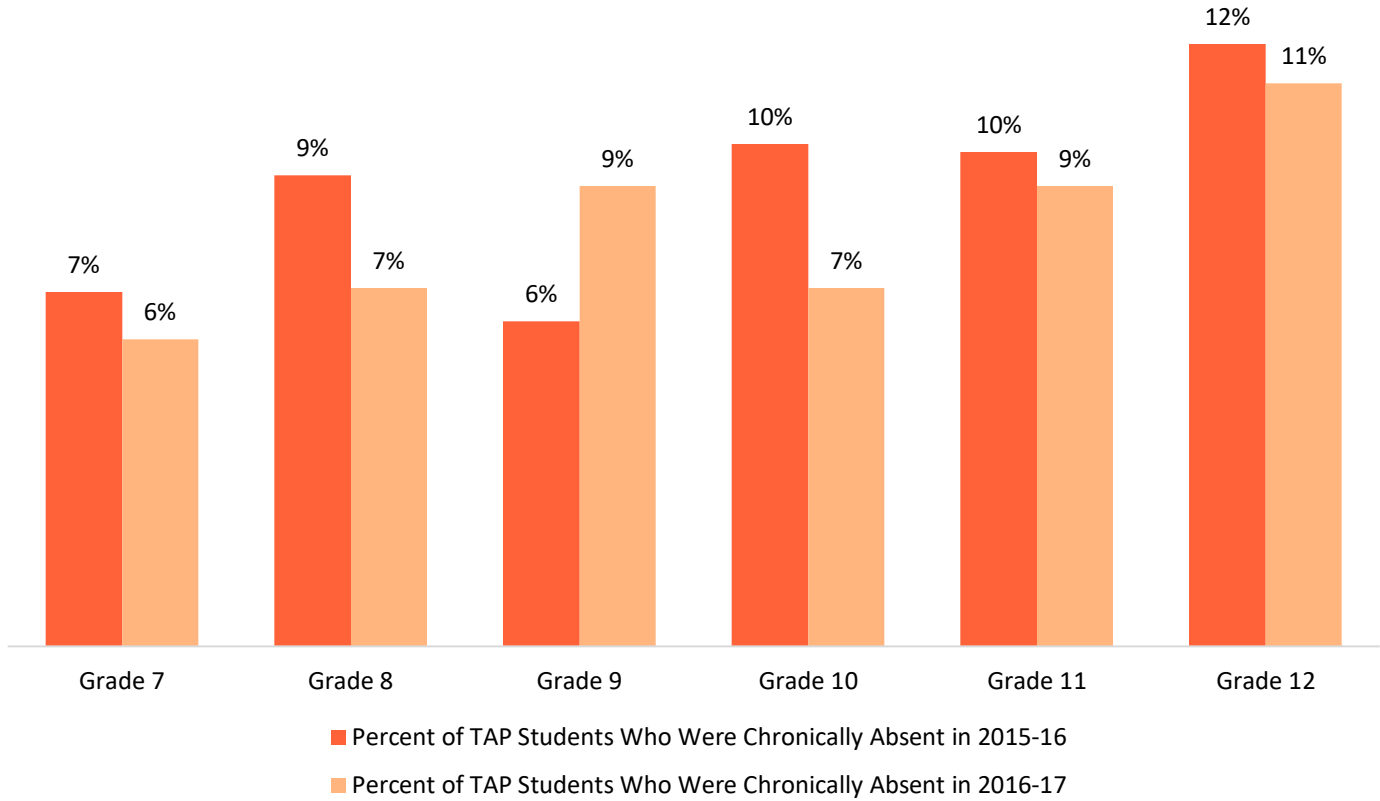


Sources: 2016-17 Participant Education Data and State Education Data

Note: Grade 6 was excluded from this figure due to low N sizes (N<10). See Appendix D for methods and complete statistics.

- TAP students had lower chronic absence rates than students statewide.

Figure 24. Percent of Chronically Absent Students Baseline Year (2015-16) and Year 1 (2016-17)



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

Note: Grade 6 was excluded from this figure due to low N sizes (N<10). See Appendix D for methods and complete statistics.

- Rates of chronic absence in year one (2016-17) were lower than the baseline year (2015-16), except for grade 9.

CONSIDERATIONS FOR IMPROVEMENT

This evaluation report addresses the first year (2016-17) of the TAP grant program. The following tables summarize the key findings presented throughout this report and provide considerations for improvement. The findings are summaries of the areas of success and opportunities for improvement. In order to make the most of the findings summaries, we encourage readers to carefully review the results section. The considerations for improvement represent actions that state and program level administrators might consider in order to maximize TAP afterschool program outcomes.

To what extent were staff members prepared to implement teen prevention-related afterschool programs?

Summary of Findings	Considerations for Improvement
<ul style="list-style-type: none"> • About half (49%) of staff members had three or more years of professional experience working with youth, but 49% were in their first year working within their TAP programs. • Most staff members had completed post-secondary degrees or were working to complete degrees. • Not all staff members received PD, but most staff members who received PD reported that they found it useful. • For every PD topic identified on the staff survey, about one-third of staff members reported that it was applicable to their roles, but they did not receive it. This was true for key academic subjects such as math, English language arts, and science, as well as prevention topics such as drop-out prevention. • Fewer than half of staff members reported that they received useful PD for prevention topics and providing academic support to students. • Most (79%) staff members reported that they received about the right amount of PD, but 16% felt that they did not receive enough and 30% reported that they had unanswered questions about their jobs. • Staff members reported that they found their jobs rewarding and felt supported by their supervisors. 	<p>State Level Considerations</p> <ul style="list-style-type: none"> • Work with partners to develop creative ways to establish a pool of highly qualified afterschool staff. • Increase state level support and coordination for PD that aligns with the greatest needs as identified in the fall staff survey. • Collaborate with the UAN to use grantee and program level survey results to design and implement PD opportunities. • Communicate to grantees the importance of high quality PD that aligns with program goals and staff needs. <p>Program Level Considerations</p> <ul style="list-style-type: none"> • Continue to hire educated, experienced, and capable staff teams. • Use fall staff survey results to plan and implement PD. • Ensure that all staff members receive high quality PD that aligns with program goals. • Differentiate PD for staff members with varied roles and responsibilities. • Continue to offer support and resources so that staff maintain high levels of job satisfaction.

To what extent did staff members provide quality afterschool programming?

Summary of Findings

- Reports of intentional programming and aligning afterschool experiences with school day experiences were mixed. Most staff members reported that their programs used data to make programming decisions and based program choices on student needs, but more than a third (39%) reported that they did not adjust their afterschool teaching based on data about student learning.
- Staff members (98%) reported that they knew their programs' goals.
- Most (78%) staff members reported that they collaborated with school day personnel, but more than a third (38%) disagreed that they worked with teachers to coordinate school day and afterschool lessons.
- About 75% of staff members reported that they attended meetings with school day personnel and about half of those attendees reported that they discussed student behavior, student disciplinary issues, and students' academic achievement with school day personnel often or every time they met.

Considerations for Improvement

State Level Considerations

- Encourage grantees and program administrators to use data for programmatic decision-making. Consider creating and sharing recommendations, resources, and standards for evidence-based programming.
- Provide support for afterschool program providers to develop and maintain working relationships with school-day personnel.
- Communicate the importance of afterschool programming as related to, and in support of, the school day.

Program Level Considerations

- Use all available sources of evidence to inform program design and implementation.
- Collaborate with school day personnel and ensure that they are aware of your desire to support their efforts.
- Increase efforts to identify and implement strategies to align academic support with school day curriculum.

To what extent did students participate in academic services and supports?

Summary of Findings	Considerations for Improvement
<ul style="list-style-type: none"> Two-thirds of staff members reported that they provided academic tutoring or homework help often or very often. About one-quarter of staff members reported that they did not provide English language arts, math, and science lessons. Reported average program attendance was lower than expected, with 69% of students attending fewer than 30 days. Reported average participation in academic supports was lower than expected, with half (51%) of students receiving no science interventions. 	<p>State Level Considerations</p> <ul style="list-style-type: none"> Communicate to grantees the importance of providing academic supports and program activities that promote academic success in tested subjects. Provide resources for implementing academic supports. Promote a 30-day program attendance minimum as a standard program dosage. <p>Program Level Considerations</p> <ul style="list-style-type: none"> Continue to provide academic supports and program activities that promote academic success. Look for ways to increase and expand opportunities for providing academic support. Train staff members to provide students with ongoing academic supports and ensure that all students receive academic support. Work with school personnel, families, and students to increase program attendance rates. Set attendance and participation goals; ensure that students receive a minimum of 30 attendance days.

To what extent did programs provide prevention-related learning opportunities to participants?

Summary of Findings	Considerations for Improvement
<ul style="list-style-type: none"> Overall, staff members reported that they provided prevention-related activities relatively infrequently. More than half of staff members reported that they provided opportunities to develop leadership skills and that they helped students develop positive interpersonal relationships often or very often. Nearly half of students reported that they did not receive enrichments on drop-out prevention, violence prevention, or pregnancy or STI prevention. 	<p>Program Level Considerations</p> <ul style="list-style-type: none"> Consider increasing prevention-related activities for students. Offer a balance of academic and developmental supports; ensure that every student participates in prevention education activities. Continue to provide opportunities for students to develop leadership skills and positive relationships.

To what extent did program participants decrease risk factors and increase protective factors associated with prevention?

Summary of Findings	Considerations for Improvement
<ul style="list-style-type: none"> On average, students reported no decrease in risk factors. On average, students reported no increase in five of six protective factors. On average, student reported an increase in <i>opportunities for prosocial involvement</i>. 	<p>State Level Considerations</p> <ul style="list-style-type: none"> Consider that mean scores on these scales typically increase as respondents' ages increase. Encourage program providers to increase implementation of prevention-related programming that directly addresses specific risk and prevention factors. <p>Program Level Considerations</p> <ul style="list-style-type: none"> Increase offering of prevention-related programming that directly addresses specific risk and prevention factors.

What were the math, science, and English language arts proficiency rates for TAP participants?

Summary of Findings	Considerations for Improvement
<ul style="list-style-type: none"> TAP student proficiency rates in math, science, and English language arts were below statewide averages except for grade 6, indicating the programs were serving students who could benefit from additional academic supports. Overall, TAP baseline and year one proficiency rates were lower than the statewide averages. 	<p>State Level Considerations</p> <ul style="list-style-type: none"> Provide support and technical assistance to help program administrators access and use student assessment data to plan intervention strategies. <p>Program Level Considerations</p> <ul style="list-style-type: none"> Use student assessment data to plan academic support interventions for participants.

What were the chronic absence rates of TAP participants?

Summary of Findings	Considerations for Improvement
<ul style="list-style-type: none"> Rates of chronic absence for TAP students were lower than the state average for all grades. Rates of chronic absence in year one (2016-17) were lower than the baseline year (2015-16), except for grade 9. 	<p>Program Level Considerations</p> <ul style="list-style-type: none"> Use student school day attendance data to plan interventions for specific students. Work with school day personnel to plan attendance interventions.

APPENDIX A. STAFF SURVEY OPEN-ENDED ITEMS RESPONSE SUMMARY

This appendix includes a summary of responses from open-ended response questions on the staff survey. Following each summarized theme is the number of times that particular topics appeared in the responses. There were four open-ended questions presented here in the following order:

- 1) Professional Development
- 2) Greatest Successes
- 3) Additional Support Needed
- 4) Program Quality

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

There was a total of 207 staff responses to this question.

Student	N
None required	16
Any Professional Development	3
Not Sure	1

Training & Personnel	N
Prevention Training	16
Health & Safety Training	7
Crisis management training	6
Improving staff management/leadership skills	4
Building Staff Engagement/Community	3
Technology focused training	2
Specific STEM program PD	1
Staff Development	1
Finding Resources for Students	1
Recruiting Qualified Staff	1
Recruiting volunteers	1

Working with Students	N
Working with students with specific needs	15
Working with diverse student groups	14
Engaging students	13
Improving classroom behavior/management	12
Building meaningful relationships	8
Creating Positive Environment	6
Building Student-to-Student Relationships	5
Addressing emotional/mental needs of students	2
Addressing race and racial bias	1

Civic Engagement	1
Student Empowerment/Leadership	1

Partnerships **N**

Involving parents/family	14
Partnership W/ Day School	7
More or Better Community Partnerships	3

Student Academic Improvement **N**

Strategies for teaching personal development skills	5
Teaching strategies/Differentiation	5
Age Appropriate Programming	4
More information/improving programs and activities	4
Techniques for homework help	3
Improving Athletic Activities	2
Integrating Art	2
More Content-Based PD/Knowledge	2
Incorporating Outdoor Activities	1
Strategies for teaching 21st Century Skills	1
College and Career Readiness Info	1
Delivering STEM programming	1
Understanding student learning development	1

Operations **N**

Grant training	2
Recruitment Strategies	2
Time management or Efficient use of time	2
Administrative tasks	1
Clarified guidelines and expectations	1
Fundraising Techniques	1
Improving Current Programming	1

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

There was a total of 237 staff responses to this question.

Working with Students **N**

Building meaningful relationships with students	35
---	----

Fostering social development	18
Fostering quality social interactions	12
Seeing students succeed/grow	12
Engaging students	9
Empowering Student Leadership/Choice	8
Providing guidance/support	8
Fostering/Observing Positive Developmental	7
Working with diverse groups	7
Improving general student behavior	6
Effective Behavior Management	3
Encouraging cooperation and idea exchange	1
Exposing Students to Offsite Experiences	1
Improving program structure	1
Preparing students for future endeavors	1
Providing unique opportunities	1

Academic Achievement

N

Helping to improve student academic performance	33
Promoting College and Career Readiness	8
Developing engaging and interactive activities/classes	7
Helping students with homework	7
Helping students realize success in a final product	4
Developing 21st Century Skills	3
Entering students into competitions	2
Supporting Students Linguistically	2
Connecting school-day and program curriculum	1
Students Learning/Continuing STEM skills	1

Programmatic & Staff

N

Providing a positive program environment	10
Professional growth and development	5
Aiding in program success	3
Applying skills and knowledge	3
Improving student enrollment	2

Building relationships with staff	1
Facilitating team building	1
Integrating Student Feedback	1
Improving program structure	1
Obtaining resources	1
Providing Successful Leadership	1
Taking on more responsibility	1

Partnerships	N
Working with parents	5
Developing community relationships	3

Other	N
Everything	1

What additional supports do you need to be most effective in your current role working for this afterschool program?

Resources and Professional Development	N
More Funding	13
More/Better resources	10
More staff	7
Professional development opportunities	7
Linguistic Support	5
Additional Academic Support for Students	4
Improved Facilities	4
More technology	3
Increase in Pay	2
More professional staff	2
How to fill out student assessments	2
Program Specific PD	2
Access to Wi-Fi	1
Better advertising	1
Common core training	1
Greater Advertisement of Program	1
Hire a student counselor	1
More Content Specific PD	1

More Online Resources/Trainings	1
More/Better training - age group specific	1
Prevention Programs & Training	1
Behavioral/classroom management training	1

Collaboration and Partnerships **N**

Collaboration with schools	10
Collaboration with community partners	4
More parental involvement/relationships	4
Recruiting Volunteers	4

Staff and Operations **N**

Improved communication	7
Clarified goals and expectations	5
More support from administrators and staff	5
More Hours	3
More long-term commitment from staff	3
Collaboration Amongst Staff	2
Consistent student enrollment	2
Increased Staff Engagement	2
How to fill out student assessments	2
Access to student grades/data	1
Feedback from administration	1
More Flexible Hours	1
More Stability	1
More Time	1
More/Better organization	1
Transportation solutions	1

Working with Students **N**

Additional Academic Support for Students	4
Increase student engagement	3
Addressing emotional/developmental needs of students	2
Assistance developing new and creative activities	1
Building relationships	1
Differentiated Goals/Support per Student	1
Empowering Student Leaders	1
More effective disciplinary measures	1
More field trips	1

Real World Application of Content	1
Smaller group sizes	1
Working with diverse student populations	1
Other	
None required	30
Not Sure	2

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

There was a total of 173 staff responses to this question.

Partnerships	N
More Communication Between Day and After School	11
Increased Family Engagement/Supports	10
More or Better Community Partnerships	1

Resources	N
Additional Funding	10
Additional Staff	9
More or Better Advertising/Marketing	6
More or Better Facilities	4
Provide Student Transportation	4
More Resources	3
More PD	3
More Differentiated PD	1
More Technology	1

Student Academics	N
More Student-Centered Activities	7
Academic/Behavioral Interventions	3
Additional Learning/Curricular Resources	3
Focused Goals and Curriculum	3
More Meaningful Activities	3
Art Integration	2
More Diverse Activities	2
More Focus on Homework Help	2
More Homework Time	2
More Prevention Activities/Programs	2

Working with Students	N
Individual or More Time W/ Students	6
More Student Engagement	5
Access to Student Data	4
Clear and Rigorous Expectations/Rules for Students	2
More Understanding of Students	2
Strategies for Developing Student Socioemotional Skills	2
Student Surveys/Input	2
More Strategies for Students with Special Needs	1
More Student Choice/Freedom	1
More Student Empowerment/Leadership	1
Support for Working W/ ESL Populations	1

Staff and Operations	N
More Staff Engagement w/ Students	5
More Student Enrollment	4
Better Leadership/Administration	3
More or More Reliable Volunteers	3
More Time for Prep	3
Staff Retention/Stability	3
More Organization	2
More Staff Meetings/Communication	2
Program Timing	2
Higher Expectations for Staff	1
Higher Pay for Staff	1
More Time	1
Reevaluation of Program Yearly	1

Other	N
None	16
Not Sure	7

APPENDIX B. STUDENT SURVEY OPEN-ENDED ITEMS RESPONSE SUMMARY

This appendix includes a summary of responses from open-ended response questions on the student survey. Following each summarized theme is the number of times that particular topics appeared in the responses. There were two open-ended questions presented here in the following order:

- 1) Best Thing About the Program
- 2) What Should Be Different

What is the best thing about attending this afterschool program?

There was a total of 272 student responses to this question.

Topic Area	N
Academic help	70
Hanging out with friends	38
Having fun	24
The mentors	19
Learning new things	18
Comfortable Environment	17
Snacks	16
Social activities	12
Staying busy	9
Social events (e.g., sports, dances)	8
Like everything	7
Meeting new people	7
Computer games	4
Ability to express self	4
Get advice from others	4
Field trips	2
Good for college applications	2
Working with others	2

What do you wish was different about this afterschool program?

There was a total of 272 student responses to this question.

Topic Area	N
Nothing	52
More engaging activities/computer time	36
Better snacks	27
More social time	19
Fewer rules	18
New or additional mentors	8
Fewer mean kids, less bullying	7
Students work harder	7
More sports	6
More students	6
More time each day	5
More space	5
Better communication or organization	4
More life lessons	4
Less homework	3
Less time each day	3
Staff less judgmental or mean	2
More time for fun	2
More inclusive	2
More field trips	2

APPENDIX C: RISK AND PROTECTIVE FACTOR CONSTRUCTS

This appendix includes the questions and response options for each factor construct.

Table 19. Risk and Protective Factors, Survey Items, and Response Items

Risk Factor Constructs	Survey Items	Response Options
Low commitment to school	1. How often do you feel that the school work you are assigned is meaningful and important?	Never, Seldom, Sometimes, Often, Almost always
	2. Thinking back over the LAST FOUR WEEKS, a. How often did you enjoy being in school? b. How often did you hate being in school?	
	3. How many whole days of school have you missed because you "skipped" or "cut"?	None, 1 day, 2 days, 3 days, 4-5 days, 6-10 days, 11 or more days
	4. How important do you think the things you are learning in school are going to be for your later life?	Not at all important, Slightly important, Fairly important, Quite important, Very important
	5. How interesting are most of your courses to you?	Not at all interesting, Slightly interesting, Fairly interesting, Quite interesting, Very interesting, and stimulating
Attitudes favorable to antisocial behavior	1. How wrong do you think it is for someone your age to: a. Take a handgun to school? b. Steal anything worth more than \$5? c. Pick a fight with someone? d. Attack someone with the idea of seriously hurting them? e. Stay away from school all day when their parents think they are at school?	Not wrong at all, A little bit wrong, Wrong, Very wrong
Rewards for antisocial behavior	1. What are the chances you would be seen as cool by other students in this afterschool program if you: a. Smoked cigarettes? b. Began drinking alcoholic beverages regularly, that is, at least once or twice a month? c. Smoked marijuana? d. Carried a handgun?	No or very little chance, Little chance, Some chance, Pretty good chance, Very good chance
Perceived risk of drug use	1. How much do you think people risk harming themselves (physically or in other ways) if they: a. Smoke one or more packs of cigarettes per day? b. Try marijuana once or twice? c. Smoke marijuana regularly? d. Take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day? e. Have five or more drinks of an alcoholic beverage once or twice a week?	No risk, Slight risk, Moderate risk, Great risk
Attitudes favorable to drug use	1. How wrong do you think it is for someone your age to: a. Drink beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly? b. Smoke cigarettes? c. Smoke marijuana? d. Use LSD, cocaine, amphetamines or another illegal drug?	Not wrong at all, A little bit wrong, Wrong, Very wrong
Friends' attitudes favorable to drug use	1. How wrong do your friends feel it would be for you to: a. Have one or two drinks of an alcoholic beverage nearly every day? b. Smoke tobacco? c. Smoke marijuana? d. Use prescription drugs not prescribed to you?	Not wrong at all, A little bit wrong, Wrong, Very wrong

Protective Factor Constructs	Items	Response Options
Positive view of afterschool program	1. Please indicate how strongly you DISAGREE or AGREE with the following statements about your experiences in this afterschool program: <ol style="list-style-type: none"> This is a great place to be. I have fun here. I like coming here. I like the activities here. I learn a lot here. I get to choose what I want to do here. I am included in the activities here. 	Strongly disagree, Disagree, Agree, Strongly agree
Opportunities for prosocial involvement	1. Please indicate how strongly you DISAGREE or AGREE with the following statements: <ol style="list-style-type: none"> In this program, adults ask me to work on special projects. There are lots of chances for students to talk with adults one-on-one in this program. In this program, I have lots of chances to be part of discussions or activities. 	Strongly disagree, Disagree, Agree, Strongly agree
Rewards for prosocial involvement	1. Please indicate how strongly you DISAGREE or AGREE with the following statements: <ol style="list-style-type: none"> There are people in this program who notice when I am doing a good job and let me know about it. There are people in this program who are proud of me when I do something well. There are people in this program who encourage me to do my best. If I had a personal problem, there is someone in this program I could ask for help. 2. Please indicate how strongly you DISAGREE or AGREE with the following statements. <ol style="list-style-type: none"> Adults in this program notice when I am doing a good job and they let me know about it. I feel safe at this program. Adults at this program let my parents know when I have done something well. 	Strongly disagree, Disagree, Agree, Strongly agree
Peer rewards for prosocial involvement	1. What are the chances you would be seen as cool by other students in this afterschool program if you: <ol style="list-style-type: none"> Worked hard in school? Defended someone who was being verbally abused? Regularly volunteered to do community service? 	No or very little chance, Little chance, Some chance, Pretty good chance, Very good chance
Positive relationships with program adults	1. Please indicate how strongly you DISAGREE or AGREE with the following statements about the adults that lead the activities in this afterschool program. <ol style="list-style-type: none"> I look up to the adults here. There are adults here I can talk to about my problems. The adults here listen to me. The adults here go out of their way to help kids. I can trust the adults here. 	Strongly disagree, Disagree, Agree, Strongly agree
Positive relationships with program peers	1. Please indicate how strongly you DISAGREE or AGREE with the following statements about the kids in this afterschool program: <ol style="list-style-type: none"> I have friends I can trust here. I am liked by the other kids here. I get along well with other kids here. I get to know other kids really well here. I like other kids here. 	Strongly disagree, Disagree, Agree, Strongly agree

APPENDIX D: STUDENT PROFICIENCY AND CHRONIC ABSENCE RATES

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

- When the data had multiple records in the same year, we applied the following rules:
 - Race and grade level were reported as missing if records were different.
 - The student record with the highest score was used if there were multiple test scores recorded for a single student.
 - The student record with the highest total membership was reported if there were multiple membership day totals recorded.
- TAP participants are included in statewide totals.
- We identified students as chronically absent if they missed school at least 10% of their total membership days and had at least 60 total calendar days of enrollment.
- The tables in this appendix provide additional detail about the number of students represented in Figure 19 through Figure 24 in the report.

Table 20. Math Proficiency Rates for TAP Participants and Statewide Students in Year One (2016-17)

Math Level	TAP Participants			Statewide		
	N	Proficient (N)	Proficient (%)	N	Proficient (N)	Proficient (%)
6th Grade Math	53	25	47%	46,020	18,646	41%
7th Grade Math	641	267	42%	43,838	20,872	48%
8th Grade Math	554	210	38%	43,908	18,738	43%
Secondary Math I	399	128	32%	43,074	17,595	41%
Secondary Math II	231	70	30%	37,990	14,422	38%
Secondary Math III	102	39	38%	10,176	4,838	48%
Total	1,980	739	37%	225,006	95,111	42%

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

Table 21. Science Proficiency Rates for TAP Participants and Statewide Students in Year One (2016-17)

Science Level	TAP Participants			Statewide		
	N	Proficient (N)	Proficient (%)	N	Proficient (N)	Proficient (%)
6th Grade Science	54	32	59%	46,181	24,260	53%
7th Grade Science	676	275	41%	45,388	21,580	48%
8th Grade Science	641	279	44%	44,458	21,469	48%
Biology	278	109	39%	40,511	17,224	43%
Chemistry	65	21	32%	19,570	9,589	49%
Earth Science	151	60	40%	22,499	9,430	42%
Physics	233	46	20%	14,914	6,416	43%
Total	2,098	822	39%	233,521	109,968	47%

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

Table 22. English Language Arts Proficiency Rates for TAP Participants and Statewide Students in Year One (2016-17)

English Language Arts Level	TAP Participants			Statewide		
	N	Proficient (N)	Proficient (%)	N	Proficient (N)	Proficient (%)
6th Grade Language Arts	53	25	47%	46,204	21,631	47%
7th Grade Language Arts	686	299	44%	45,392	20,277	45%
8th Grade Language Arts	628	247	39%	44,391	18,396	41%
9th Grade Language Arts	419	159	38%	41,425	16,194	39%
10th Grade Language Arts	219	74	34%	38,234	15,707	41%
11th Grade Language Arts	100	21	21%	9,999	3,119	31%
Total	2,105	825	39%	225,645	95,324	42%

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

Table 23. Student Proficiency by Subject at Baseline (2015-16) and Year One (2016-17)

	N	Proficient (N)	Proficient (%)
Statewide Math Baseline	294,156	130,429	44%
Statewide Math Year 1	225,006	95,111	42%
TAP Math Baseline	2,297	858	37%
TAP Math Year 1	1,981	739	37%
Statewide Science Baseline	292,559	142,958	49%
Statewide Science Year 1	233,521	109,968	47%
TAP Science Baseline	2,297	933	41%
TAP Science Year 1	2,098	822	39%
Statewide ELA Baseline	302,065	132,160	44%
Statewide ELA Year 1	225,645	95,324	42%
TAP ELA Baseline	2,330	942	40%
TAP ELA Year 1	2,105	825	39%

Sources: 2015-16 and 2016-17 TAP Participant Education Data and State Education Data.

Table 24. Percent of Change from Baseline to Year One by Tested Subject

	Baseline % Proficient	Year 1 % Proficient	% Point Difference	% Change
Statewide Math	44.34%	42.27%	-2.07%	-4.67%
TAP Math	37.35%	37.30%	-0.05%	-0.14%
Statewide Science	48.86%	47.09%	-1.77%	-3.63%
TAP Science	40.62%	39.18%	-1.44%	-3.54%
Statewide ELA	43.75%	42.25%	-1.50%	-3.43%
TAP ELA	40.43%	39.19%	-1.24%	-3.07%

Sources: 2015-16 and 2016-17 TAP Participant Education Data and State Education Data.

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

Table 25. Chronic Absence Rates for TAP Participants and Statewide Students in Year One (2016-17)

Grade Level	TAP Participants			Statewide		
	N	Chronic Absence (N)	Chronic Absence (%)	N	Chronic Absence (N)	Chronic Absence (%)
Grade 7	732	46	6%	50,917	4,662	9%
Grade 8	670	47	7%	50,174	5,448	11%
Grade 9	458	41	9%	49,186	5,562	11%
Grade 10	256	18	7%	48,529	5,273	11%
Grade 11	223	21	9%	47,397	6,056	12%
Grade 12	146	16	11%	45,549	6,555	14%
Total	2,485	189	8%	291,752	33,556	12%

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

Table 26. Chronic Absence Rates of TAP Participants at Baseline (2015-16) and Year One (2016-17)

Grade Level	TAP Participants 2015-16			TAP Participants 2016-17		
	N	Chronic Absence (N)	Chronic Absence (%)	N	Chronic Absence (N)	Chronic Absence (%)
Grade 7	650	45	7%	732	46	6%
Grade 8	456	42	9%	670	47	7%
Grade 9	252	16	6%	458	41	9%
Grade 10	214	21	10%	256	18	7%
Grade 11	145	14	10%	223	21	9%
Grade 12	17	2	12%	146	16	11%
Total	1,734	140	8%	2,485	189	8%

Sources: 2015-16 and 2016-17 TAP Participant Education Data and State Education Data.

NOTE: Grade 12 is excluded due to low N size (N<10) in Baseline year.