

Teen Afterschool Prevention Grant

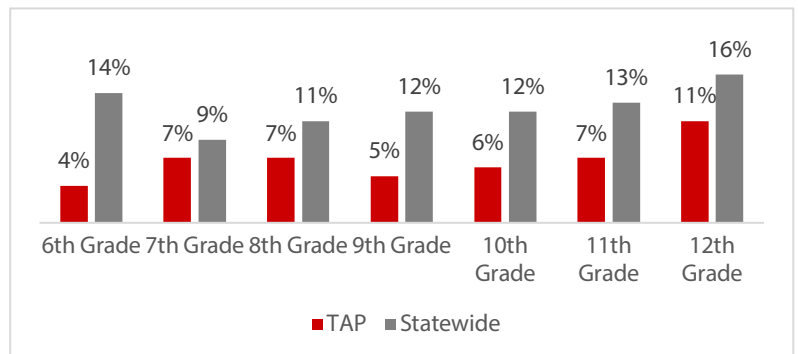
Fast Facts (April 2020)

In collaboration with The Department of Workforce Services, Office of Child Care (DWS OCC), the Utah Education Policy Center (UEPC) conducted an external evaluation of the *Teen Afterschool Prevention (TAP)* grant program for the three consecutive years of the grant (2016-2019).

The DWS OCC administered the TAP grant to 39 afterschool programs over the three years. The purpose of the TAP grant was to provide enrichment and prevention-related experiences that increase protective factors and decrease risk factors for youth ages 13-18 from low income families. This Fast Facts brief highlights key findings from the Final Evaluation Report, released by the UEPC in March 2020.

Lower Chronic Absence Rates for TAP Participants

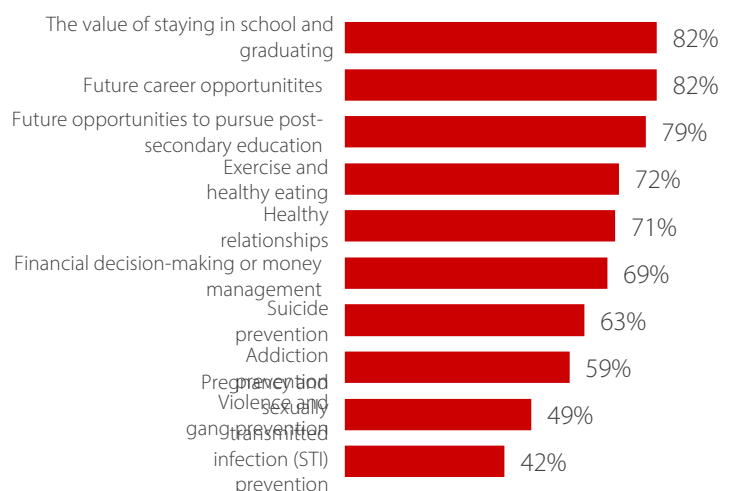
- Chronic absence rates were lower than statewide rates in grades 6-12 in Year Three of the program.
- For grades 7-9, Year Three chronic absence rates were either the same or lower than Year One baseline rates.



Percent of Chronic Absences for Grades 6-12

Prevention-Related Supports Offered

- **82%** of students reported that they received information on the value of staying in school and graduating as well as future career opportunities.
- **79%** of students reported that they received information on future opportunities to pursue post-secondary education.



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Academic Proficiency Results

- Students who attended more *days* of TAP programming performed better across math, English language arts, and science.
- Students who participated in TAP for more *years* performed better in English language arts and science.

Considerations and Lessons Learned



Ensure that all staff, students, parents, and stakeholders fully understand the **specific purposes of the program services** and how these services are intentionally aligned to the needs of the students and families.



Continue to offer ongoing, **job-embedded professional learning opportunities** for program staff alongside school day faculty focused on the program services and student/family needs. This professional learning can be supported by other federal, state and local resources and organizations to ensure targeted professional learning that is evidence-based and aligned with other current efforts.



Continue encouraging the use of **community SHARP data** to help drive the ongoing decisions around program services and the professional learning to support and implement these services.



Encourage the consistent use of additional data beyond prevention measures to track and support progress towards student and program outcomes, including the use of **multiple data sources to inform efforts to align more intentionally** with the structures, processes, and academic content of the school day.



Reinforce practices such as helping **students learn to track and monitor their own academic progress**, and ensuring that **every** English language arts, math, and science lesson and activity is **intentionally aligned to grade-level standards** will also strengthen opportunities for favorable student outcomes.

Information in this evaluation brief is taken from the Final Year 3 Evaluation Report by the Utah Education Policy Center. Data sources: staff survey, student survey, program participation data, and student education data. This brief uses data made available through a data sharing agreement between the USBE and the UEPC. The views expressed are those of the authors and are not necessarily the USBE's or endorsed by the USBE.

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