

# IGPI AFTERSCHOOL YEAR 2 EVALUATION AT A GLANCE



JANUARY 2017

## Introduction

In 2014, the Utah legislature passed Senate Bill 43, *Intergenerational Poverty Interventions in Public Schools (IGPI)*, which appropriated \$1,000,000 annually for high quality afterschool programming. Through a competitive application process, six local education agencies (LEA) were awarded grants to support new or existing afterschool programs to provide targeted services for students affected by intergenerational poverty.<sup>1</sup>

The Utah Education Policy Center (UEPC), on behalf of the Utah State Board of Education (USBE), is conducting an ongoing evaluation of the IGPI afterschool grant program. The purpose of the evaluation is to assess program quality, program implementation, and academic outcomes of participants.

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

## Program Quality

Evidence suggests that IGPI programs met standards of high quality programming. Programs reported performing *moderately well* or better<sup>2</sup> in major program quality areas assessed in the Utah Afterschool Network's Quality Improvement Assessment Tool. Additionally, most staff members (86%) felt their program's implementation practices were based on student needs and 77% reported that programming was aligned with school day curricula. About three quarters of staff members (72%) held bachelor's degrees or higher, half (56%) had three or more years of experience working with youth, and half (49%) were classroom teachers.

## Program Implementation

### Who the Programs Served

- 4,352 students attended IGPI programs.
- 56% Hispanic or Latino
- 29% White
- 6% Asian
- 9% Black, Native Hawaiian, Pacific Islander, American Indian, Alaska Native or mixed race
- 80% Qualified for free or reduced lunch
- 27% English language learners
- 9% Chronically absent in 2014-15
- 26% Proficient in Mathematics in 2014-15
- 27% Proficient in Language Arts in 2014-15
- 24% Proficient in Science in 2014-15

### Academic Services and Supports

- 2,697 (62%) received English language arts interventions at least once.
- 2,084 (48%) received science interventions at least once.
- 2,774 (64%) received math interventions at least once.
- 3,162 (73%) received enrichment interventions at least once.
- Staff members reported providing effective learning environments (83%), academic tutoring (77%), and targeted academic support for low performing students (71%) *often* or *very often*.

<sup>1</sup> See <https://jobs.utah.gov/edo/intergenerational/igpr.html> for information about intergenerational poverty in Utah.

<sup>2</sup> Scale: Not at all (1), Slightly well (2), Moderately well (3), Very well (4), Extremely well (5)

## Key Outcome Findings

**IGPI students showed a greater increase in proficiency in science and language arts compared to students statewide.**

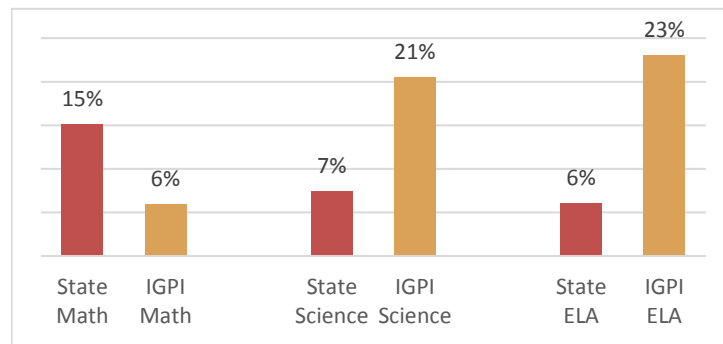
There was a positive relationship between IGPI afterschool program attendance and change in DIBELS scores. **For every ten days of program attendance, DIBELS scores increased by 1 point.**

**Rates of chronic absence decreased from baseline to year one for IGPI students in first through fifth grade.\***

### Academic Outcomes

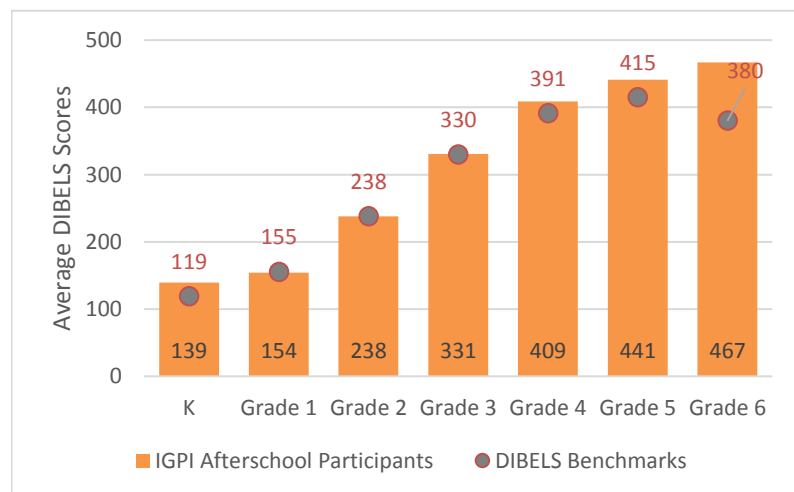
IGPI student proficiency rates in math, science, and English language arts were lower than statewide averages, suggesting that programs were serving students who needed support. IGPI students showed a greater increase than students statewide from baseline (2013-14) to year one (2014-15) in science and English language arts, but not mathematics.

Figure 1. Percent Change in Proficiency from Baseline to Year One



The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) has benchmark goals for each grade level and testing period (beginning, middle, and end of year). Teachers can use benchmark goals to identify satisfactory literacy development and identify students who need additional support. IGPI students in kindergarten through sixth grade were, on average, at or above DIBELS benchmark scores by the end of the year. There was a positive relationship between attending IGPI programs and change on DIBELS scores from beginning of year to end of year. For every ten days of program attendance, DIBELS scores increased by 1 point.

Figure 2. End of Year Average DIBELS Benchmarks and Scores for IGPI Students



\*The full IGPI afterschool evaluation report is available at: <http://uepc.utah.edu/>.