

# IGPI AFTERSCHOOL EVALUATION YEAR 1

## FAST FACTS

NOVEMBER 2015

### Introduction

In 2014, the Utah legislature passed Senate Bill 43, *The Intergenerational Poverty Interventions (IGPI) in Public Schools*, which appropriated \$1,000,000 for afterschool programming. Through a competitive application process, six local education agencies (LEAs) were awarded grants to support new or existing afterschool programs providing targeted services for students affected by intergenerational poverty.<sup>1</sup> Additionally, the Department of Workforce Services (DWS) provided \$537,000 of supplemental funding to four of the LEAs.

In collaboration with the Utah State Office of Education (USOE) and the DWS, the Utah Education Policy Center (UEPC) conducted an external evaluation of the first year (academic year 2014-15) of the IGPI afterschool grant program. The evaluation objectives were to assess program quality and explore relationships among participation and academic outcomes.

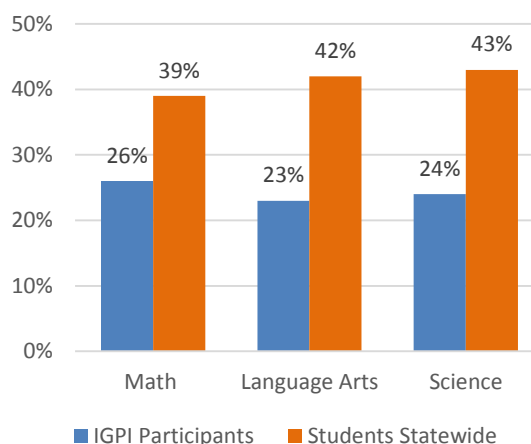
### Who the Programs Served<sup>2</sup>

- 54% Hispanic or Latin American
- 31% Caucasian; 6% Asian
- 10% Black; Native Hawaiian or Pacific Islander; American Indian or Alaska Native; Multiethnic
- 80% Qualified for free or reduced lunch
- 42% English language learners
- 10% Chronically absent in 2013-14
- 26% Proficient in Mathematics in 2013-14
- 23% Proficient in Language Arts in 2013-14
- 24% Proficient in Science in 2013-14

Table 1. Evaluation Data Sources

Data Source	N	Unit of Analysis
Staff survey	216	Staff
UAN Quality Tool (QT)	6	Programs
Program participation data	3,944	Students
DIBELS	1,911	Students
Participant education data	3,124	Students

Figure 1. Baseline Participant Proficiency Rates compared to State Proficiency Rates (2013-14)



### Academic Services and Supports

- 3,944 students attended the IGPI afterschool programs
- 2,229 (57%) received English language arts interventions at least once
- 1,532 (39%) received science interventions at least once
- 2,246 (57%) received math interventions at least once
- 3,108 (79%) received enrichment interventions at least once
- Staff members reported providing mentoring (83%), help with homework (79%), and academic tutoring (79%) 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> These students are 3,124 (79%) IGPI program participants who were matched with participant education data from the academic year prior (2013-14) to participation in the program.

There was a positive relationship between afterschool program participation and DIBELS scores.

**Every 10 days of attendance at an IGPI afterschool program predicted a 1-point increase in DIBELS scores.**

**Every 10 days of participation in an IGPI session that specifically focused on English language arts predicted a 3-point increase in DIBELS scores.**

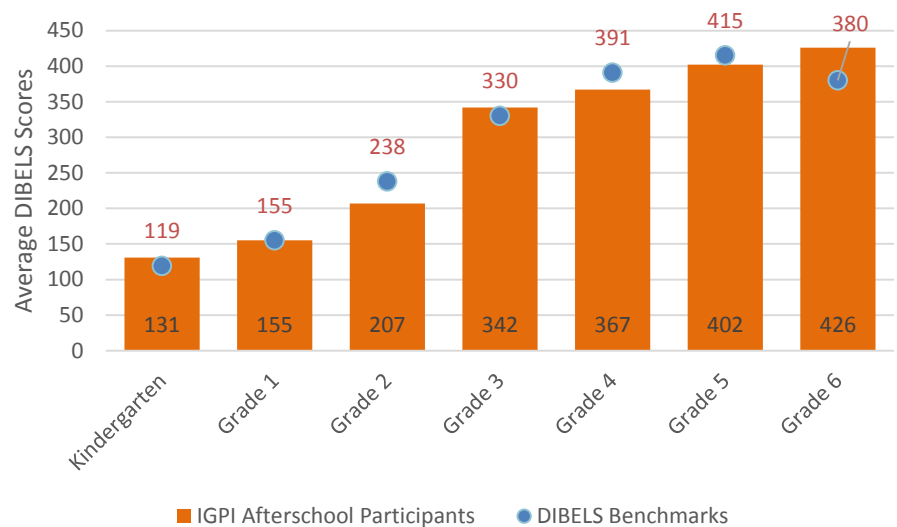
**Although program participation predicted increased DIBELS scores, this positive relationship does not indicate that participation caused growth.**

### Participant DIBELS Scores

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assess literacy skills of students in kindergarten through sixth grade. Administered at the beginning, middle, and end of the year, DIBELS is used to predict success or failure in reading.

Kindergarten, 1<sup>st</sup>, 3<sup>rd</sup>, and 6<sup>th</sup> grade averages were at or above the DIBELS benchmark. In addition to benchmark goals, DIBELS also offers cut-points for risk, which direct attention to students who need additional support. The DIBELS scores of IGPI participants were, on average, above the cut-point for risk at both the beginning and end of year.

*Figure 2. IGPI Afterschool Participant DIBELS Scores at End of Year Compared to DIBELS End of Year Benchmarks*



### Lessons Learned from Year One

- The IGPI afterschool programs served many students who needed support.
- Based on program attendance and activity participation counts, programs should continue to provide and expand their offerings of balanced afterschool programming activities that include academic interventions and diverse enrichment activities.
- Accurate and complete participation data are critical to inform an understanding of program implementation and outcomes.
- The more frequently students attended IGPI afterschool programs, the more their DIBELS scores improved; when students participated in English language arts interventions, their DIBELS scores increased even more.
- Despite the positive relationship between program participation and growth on DIBELS scores, the results do not indicate that program participation caused the growth. This is the first year of the grant program and results should be considered preliminary.

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