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.¹

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.

<table>
<thead>
<tr>
<th>Evaluation Data Source</th>
<th>N</th>
<th>Unit of Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff survey</td>
<td>181</td>
<td>Staff</td>
</tr>
<tr>
<td>UAN Quality Tool (QT)</td>
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<td>Programs</td>
</tr>
<tr>
<td>Program participation data</td>
<td>4,352</td>
<td>Students</td>
</tr>
<tr>
<td>DIBELS</td>
<td>2,392</td>
<td>Students</td>
</tr>
<tr>
<td>Participant education data</td>
<td>3,942</td>
<td>Students</td>
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</table>

Program Quality

Evidence suggests that IGPI programs met standards of high quality programing. Programs reported performing *moderately well* or better² 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.*

¹ See [https://jobs.utah.gov/edo/intergenerational/igpr.html](https://jobs.utah.gov/edo/intergenerational/igpr.html) for information about intergenerational poverty in Utah.
² Scale: Not at all (1), Slightly well (2), Moderately well (3), Very well (4), Extremely well (5)
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.*

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**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.

*The full IGPI afterschool evaluation report is available at:* [http://uepc.utah.edu/](http://uepc.utah.edu/)

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

<table>
<thead>
<tr>
<th></th>
<th>State Math</th>
<th>IGPI Math</th>
<th>State Science</th>
<th>IGPI Science</th>
<th>State ELA</th>
<th>IGPI ELA</th>
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<tbody>
<tr>
<td></td>
<td>15%</td>
<td>6%</td>
<td>7%</td>
<td>21%</td>
<td>6%</td>
<td>23%</td>
</tr>
</tbody>
</table>

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

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