

# EDUCATIONAL ATTENTION



THE UTAH STATE BOARD OF EDUCATION  
Report to the Education Interim  
Committee

## Educational Improvement Opportunities Outside of the Regular School Day Grant Program

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## STATUTORY REQUIREMENT

Utah Code 53F-5-210, *Educational Improvement Opportunities Outside of the Regular School Day Grant Program* requires the Utah State Board of Education to submit a report to the Education Interim Committee on the grant programs' effect on the quality of existing programs and the impact of the existing programs on the academic performance of participating students.

## Executive Summary

This report is provided to the Education Interim Committee to report on the Educational Improvement Opportunities Outside of the Regular School Day Grant Program specified in Utah Code 53F-5-210. This program is also called the Program Quality Enhancement (PQE) grant program as it seeks to improve the quality of existing programs. This report discusses the PQE grant program outcomes, including the quality improvement efforts and the impact on the academic performance of participating students in funded programs during the 2018-19 implementation school year.

## Grant Program Background

In the 2018 General Session, the Legislature passed Senate Bill 202, *After School Program Amendments*. This bill appropriated \$250,000, \$125,000 to the Utah State Board of Education (USBE), and \$125,000 to the Department of Workforce Services, Office of Child Care (DWS OCC), both from the General Fund, to provide grants to promote high-quality afterschool programs. To be eligible to apply for grant funds, U.C.A. Section 53F-5-210 requires applicants to (1) certify the availability of private matching funds equal to the amount of grant funds requested; and (2) submit an application describing proposed developments and improvements to existing programs, describing the impact of the program on the academic performance of participating students, the number of students served, the estimated percentage of students who qualify for free or reduced lunch, and the estimated cost of the applicant's existing program per student. Additionally, statute requires DWS OCC and USBE to work together to set and track academic and enrichment components and quality standards.

## Grant Distribution and Requirements

From the funding appropriated for the program, the Legislature enabled up to 10 percent of it be utilized for administrative costs and the required report. Thus, USBE allocated this 10 percent, \$12,500, for the required program evaluation. USBE and DWS OCC collaborated to develop program goals, outcomes, and requirements. In November 2018, USBE and DWS OCC individually conducted competitive grant application cycle(s) open to school districts, charter schools, and community-based organizations currently operating an afterschool program that:

- 1) had certified availability of private matching funds equal to the amount of grant funds requested;
- 2) served youth ages five through 18;
- 3) met quality standards as described in Utah Administrative Code R277-715-3;
- 4) operated a minimum of 10 hours per week for 32 weeks during the regular school year; and
- 5) served a population with at least 40 percent free or reduced lunch.

The maximum eligible award amount is \$15,625, dependent on a certified match of an equal amount. The amount was established using The Wallace Foundation's out-of-school time cost calculator, assuming for a mid-sized program of 50 attendees between a mid-quality to a high-quality program. The Wallace Foundation's out-of-school time cost calculator provides an estimated cost for high-quality afterschool programming. This tool is based on the most detailed study to date on the costs of high-quality programs<sup>1</sup>.

Fifteen organizations, eight DWS OCC sites (Table 1), and seven USBE sites (Table 2) met the criteria and were awarded grants in various amounts. Three USBE sites, City Academy, Salt Lake Center for Science Education, and Entheos Academy, were selected during the January 2019 cycle. Baseline observations were conducted for these sites, and the Quality Tool and annual report were completed; however, due to the timeline of award notification, participation and academic level data was not collected.

After two competitive grant releases, USBE program staff were unable to allocate all the funds, with over \$27,000 of the \$112,500 allocation remaining. Prospective applicants and current grantees have expressed difficulty with identifying and maintaining the private cash match requirement. Many grantees were only able to access a small amount of funding due to the match requirement.

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<sup>1</sup> Wallace Cost Calculator. N.d. November 25, 2019. <https://www.wallacefoundation.org/cost-of-quality/pages/default.aspx>

| Grantor      | Grantee                              | Program Site                 | Award            |
|--------------|--------------------------------------|------------------------------|------------------|
| DWS OCC      | Asian Association                    | Evergreen Junior ACE Program | \$15,625         |
| DWS OCC      | Asian Association                    | Sunnyvale Teen               | \$15,625         |
| DWS OCC      | Boys and Girls Club of Northern Utah | Brigham Club                 | \$15,625         |
| DWS OCC      | Boys and Girls Club of Weber-Davis   | Hillcrest                    | \$15,618         |
| DWS OCC      | Boys and Girls Club of Weber-Davis   | Roy Teen Club                | \$15,625         |
| DWS OCC      | Neighborhood House                   | Neighborhood House           | \$15,625         |
| DWS OCC      | United Way of Salt Lake              | Kearns Junior High           | \$15,625         |
| DWS OCC      | YWCA                                 | YWCA UT                      | \$15,623         |
| <b>Total</b> |                                      |                              | <b>\$124,991</b> |

Table 1. DWS OCC PQE Grantees and Award Amount

| Grantor      | Grantee  | Program Site                  | Award           |
|--------------|--|-------------------------------|-----------------|
| USBE         | Dual Immersion Academy                         | DIA X                         | \$15,000        |
| USBE         | Guadalupe School                               | Guadalupe Afterschool Program | \$15,625        |
| USBE         | Jordan School District                         | West Jordan Middle School     | \$15,000        |
| USBE         | Walden Charter School                          | CASA                          | \$11,671        |
| USBE         | City Academy                                   | City Academy                  | \$15,625        |
| USBE         | Salt Lake Center for Science Education (SLCSE) | SLCSE                         | \$3,199         |
| USBE         | Entheos Academy                                | Entheos Kearns                | \$8,500         |
| <b>Total</b> |  |                               | <b>\$84,620</b> |

Table 2. USBE PQE Grantees and Award Amount

Selected programs are required to comply with the following:

- 1) support academic achievement;
- 2) offer enrichment and recreation opportunities;
- 3) provide prevention and education programming;
- 4) collaborate with other public and private entities;
- 5) incorporate parental and family involvement;
- 6) provide appropriate training for staff and volunteers;
- 7) adhere to specific quality, safety data and reporting expectations as designated by DWS OCC and USBE; and
- 8) allow onsite observations using the School-Age Program Quality Assessment (SAPQA) or the Youth Program Quality Assessment (YPQA).

Additionally, programs are required to provide a mid-year report, annual report, and participation data.

## PQE Statewide Demographic Impact

During the 2018-19 school year, the reporting programs had a statewide participation enrollment of 1,367 students (Table 3). Programs had a median participation of 77 students. Program sites are required to collect parent consent forms for each participant. Parents reserve the right to deny the program consent to share personally identifiable information (PII) in their reports. One hundred six participants had parents who opted not to share PII in their reporting.

During the participation data match process, 24 reported local student numbers or names were unable to be matched to a statewide student identifier and an additional 14 students to a 2018-19 enrollment record. Overall, USBE was able to match 89% of participants to a statewide student identifier and 2018-19 enrollment record. Statewide, 55% of matched participants received free or reduced lunch (Figure 1), 48% were Caucasian and 30% were Latinx (Figure 2), and 47% were male (Figure 3).

| Program Site                     | Number of Participants |
|----------------------------------|------------------------|
| Brigham Club                     | 50                     |
| DIA X                            | 96                     |
| Evergreen Junior ACE Program     | 38                     |
| Guadalupe Afterschool Program    | 60                     |
| Hillcrest                        | 60                     |
| Kearns Jr. High                  | 94                     |
| Neighborhood House               | 108                    |
| Roy Teen Club                    | 50                     |
| Sunnyvale Teen                   | 24                     |
| CASA                             | 400                    |
| West Jordan Middle School        | 292                    |
| YWCA UT                          | 95                     |
| <b>Total Site Participation</b>  | <b>1367</b>            |
| <b>Median Site Participation</b> | <b>77</b>              |

Table 3. Site Participation

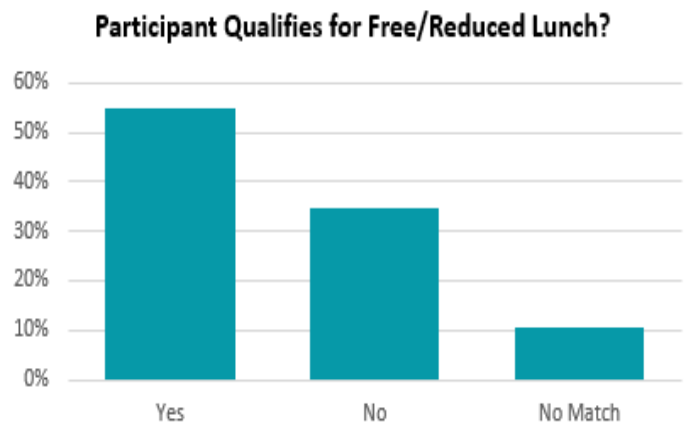


Figure 1. PQE Participants with Free/Reduced Lunch

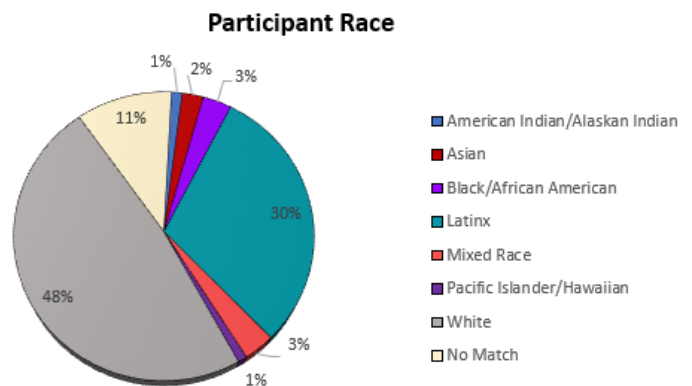


Figure 2. PQE Participants' Race

## Expected Outcomes

USBE and DWS OCC established criteria for four outcomes to measure the impact of the grant program. The four statewide expected outcomes are:

1. The overall quality of the grantee’s afterschool program/out-of-school time program will increase as measured by the Program Quality

Assessment (PQA) tool. If the program’s baseline score is a four (4.0) or higher, it shall be maintained. Scores are determined by an external observation conducted by DWS OCC, USBE, or its designated representative.

2. At least 51 percent of youth will demonstrate academic improvement as measured by academic data reported to DWS OCC or USBE.
3. At least 51 percent of youth will demonstrate increased knowledge around prevention and education components selected in the grantee’s application as measured by pre-/post-tests.
4. Professional development opportunities for afterschool professionals include 20 hours of training for front line staff with an additional five hours of specialized managerial or supervisory targeted training for site coordinators.

Each program site was required to submit an annual report which highlighted site outcomes and evidence for each criteria area. USBE used data collected by implementation partners and site reports to analyze and determine the PQE grant program progress toward meeting the four expected outcomes criteria during year one implementation in the 2018-19 school year.

## Overall Quality of Program

### Expected Outcome

The overall quality of the grantee’s afterschool program will increase as measured by the Program Quality Assessment Observations (PQA) tool. DWS OCC and USBE PQE funded programs are expected to show an increase in the average score between the beginning-of-year observation and end-of-year observation, with a 0.5 margin for the end-of-year observation. If the program’s baseline score is at a four (4.0) or higher it is expected to be maintained. Scores will be determined by an external observation conducted by DWS OCC, USBE, or its designated representative.

## Gender

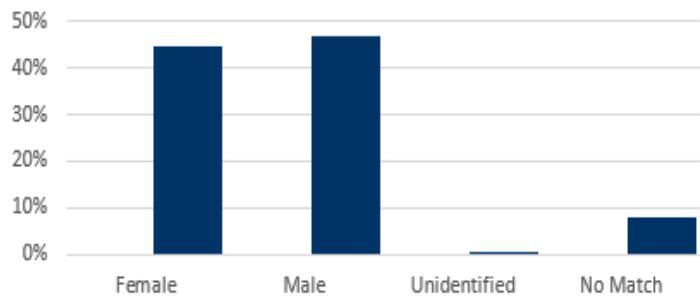


Figure 3. PQE Participants Gender

## Background

To ensure site program quality, USBE and DWS OCC have partnered with Utah Afterschool Network (UAN). UAN supports afterschool programs through consulting, coaching, providing resources, and facilitating training<sup>2</sup>. USBE, DWS OCC, and UAN utilize the UAN Quality Improvement Model (QIM) (Appendix A) as the model for creating high-quality afterschool programs. The QIM provides a model for continuous improvement cycle and is paired with the Quality Assessment and Improvement Tool (Quality Tool) and PQA observations to provide evidence-based program quality evaluations.<sup>3</sup> The Quality Tool's focus is to gather information related to site safety; the ability to develop meaningful relationships between youth, staff, family, program, school, and the community; the development of new skills; and site administration<sup>4</sup>. The PQA is a validated instrument designed to measure the quality of youth programs and identify staff training needs. It has been used in community organizations, schools, camps, and other places where youth have fun, work, and learn with adults<sup>5</sup>.

Each program site will complete the Quality Tool at the beginning of PQE enrollment and again every school year. Information collected by the Quality Tool assists UAN in gauging program growth and increase program quality by identifying target goals and areas needing additional support. UAN will conduct two onsite PQAs during the school year. All PQA observations are conducted by PQA trained specialists using either the School-Age Program Quality Assessment (SA-PQA) for elementary age programs for the Youth Program Quality Assessment (Y-PQA) for teenage groups. Observers receive rigorous training through the Weikart Center and engage in semi-annual reliability checks to maintain reliability. Observation focus areas are scored and then aggregated into an overall observation score between zero and five. Observation scores and notes are recorded in a shared and secured database. USBE, DWS, OCC, and UAN coordinate via monthly meetings and as needed to provide necessary supports for program site progress in achieving goals and outcomes.

## Outcome

**Met.** All program sites that received two observations during the 2018-19 school year increased or maintained their PQA score. Sites are considered as maintaining if they receive a score within .5 points between their beginning-of-year and end-of-year observations. On average, program sites achieving the expected outcome had an observation score increase of 0.41. Three

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<sup>2</sup> Utah Afterschool Network, 2019, *Menu of Services*. October 15, 2019

<sup>3</sup> Shooter, W., Groth, C., Leu, S., Guerrero, V., & Walsh, E. (2017). *Afterschool Program Quality in Utah: Development of a Program Quality Framework*. Salt Lake City, UT: Utah Education Policy Center.

<sup>4</sup> Utah Afterschool Network, 2019, *Quality Tool Assessment*. October 15, 2019

<sup>5</sup> Youth Program Quality Assessment and School-Age Program Quality Assessment. N.D. November 25, 2019. <http://www.cypq.org/assessment>

program sites received only one observation due to late enrollment. The average observation score of program sites with one observation was 4.31.

Outcome Evidence

| Program Site          | Observation I | Observation Score I | Observation II | Observation Score II | Observation Difference | Score Maintained or Improved |
|-----------------------|---------------|---------------------|----------------|----------------------|------------------------|------------------------------|
| Brigham Club          | 12/14/2019    | 3.09                | 5/15/2019      | 3.58                 | 0.49                   | Yes                          |
| CASA                  | 12/12/2018    | 4.41                | 5/14/2019      | 4.64                 | 0.23                   | Yes                          |
| City Academy          | 4/24/2019     | 4.44                |                |                      |                        |                              |
| DIA X                 | 12/17/2018    | 2.62                | 2/19/2019      | 3.93                 | 1.31                   | Yes                          |
| Entheos Kearns        | 4/2/2019      | 3.78                |                |                      |                        |                              |
| Evergreen Junior ACE  | 12/17/2018    | 3.5                 | 5/16/2019      | 3.16                 | -0.34                  | No                           |
| Guadalupe Afterschool | 12/5/2018     | 3.47                | 5/20/2019      | 3.59                 | 0.12                   | Yes                          |
| Hillcrest             | 12/13/2018    | 4.18                | 5/8/2019       | 4.29                 | 0.11                   | Yes                          |
| Kearns Junior         | 12/11/2018    | 3.48                | 4/25/2019      | 3.38                 | -0.1                   | No                           |
| Neighborhood House    | 1/15/2019     | 3.62                | 5/20/2019      | 3.57                 | -0.05                  | No                           |
| Roy Teen Club         | 12/11/2018    | 3.11                | 5/9/2019       | 3.67                 | 0.56                   | Yes                          |
| SLCSE                 | 5/16/2019     | 4.71                |                |                      |                        |                              |
| Sunnyvale Teen        | 12/6/2018     | 3.6                 | 4/30/2019      | 3.66                 | 0.06                   | Yes                          |
| West Jordan Middle    | 1/17/2019     | 3.94                | 5/24/2019      | 3.93                 | -0.01                  | No                           |
| YWCA UT               | 9/13/2018     | 3.94                | 5/22/2019      | 4.3                  | 0.36                   | Yes                          |

Table 4. 2018-19 PQA Observation Scores

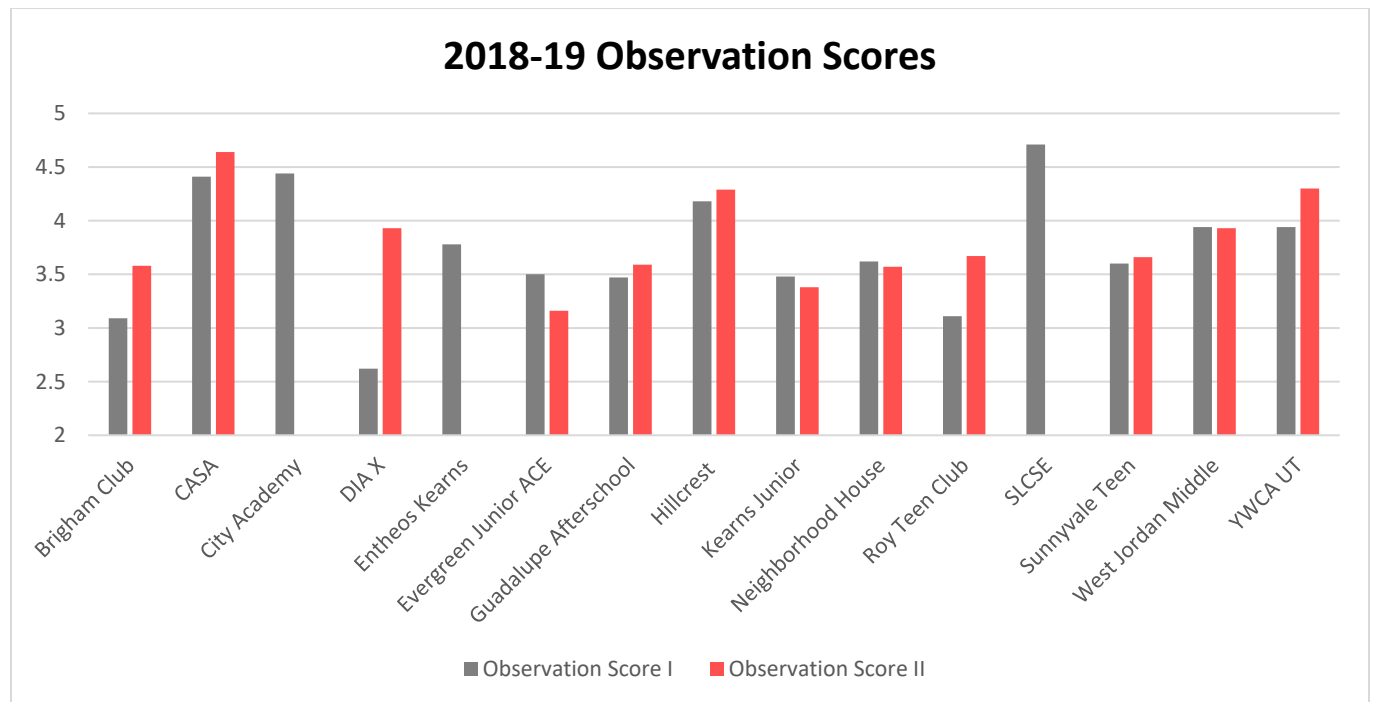


Figure 4. 2018-19 PQA Observation Scores



## Academic Improvement

### Expected Outcome

At least 51 percent of youth will demonstrate academic improvement as measured by academic data reported to DWS OCC or USBE.

### Background

To evaluate student academic improvement, USBE planned to use the self-reported academic data that program sites reported in their annual program report along with state summative assessment data. During the 2018-19 school year, Utah made substantial changes to its state summative assessments. Due to challenges encountered during Utah's testing window, receiving correct and valid vendor data files, and loading validated files into USBE's data warehouse, state summative assessment data was not available in time to include in this report. (USBE provided assessment reports and updates to the Education Interim Committee during the June 19<sup>th</sup>, August 21<sup>st</sup>, and October 20<sup>th</sup>, 2019 Interim meetings.) Due to these challenges, the outcome metric of academic improvement was analyzed using only self-reported program site academic measures. USBE anticipates state assessment data to be available for the 2019-20 PQE report.

### Outcome

**Met.** All grantees provided academic data in their annual report which demonstrated academic improvement based on their program goals. Program sites provided participation data that documented daily attendance and the number of days a participant attended site activities focused on English language arts (ELA), Mathematics (Math), or Science. Fifty percent of student participants attended their program for 30 or more days during the school year (Figure 5).

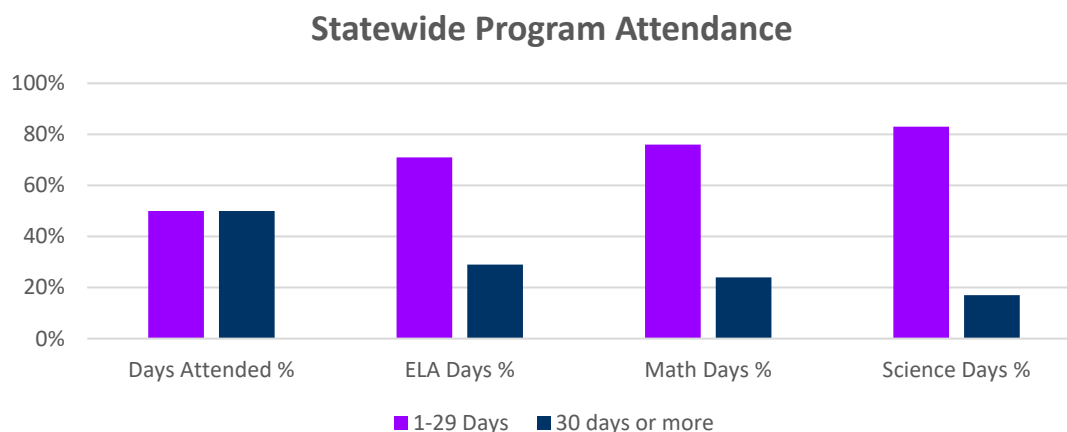


Figure 5. Statewide Program Participation

## Outcome Evidence

The two Asian Association sites, Evergreen Junior High School and Sunnyvale Community Center, reported students participating in the afterschool program had GPAs that increased each quarter of the academic school year: Quarter 1 - 2.94, Quarter 2 – 3.12, Quarter 3 – 3.18. West Jordan Middle School reported that the average GPA of regularly participating afterschool students was 3.25, while United Way of Salt Lake: Kearns Junior High School reported that 80% of regularly participating afterschool students had a GPA of 2.5 or higher during the second term. United Way of Salt Lake also completed a survey of participants’ teachers and reported that teachers indicated homework completeness for 62% and 70% homework satisfaction. Furthermore, 70% of participants actively participate in class.

Dual Immersion Academy utilized the Imagine Learning K – 4<sup>th</sup> Grade Assessment as a pre-/post-literacy assessment. Afterschool participants outscored non-afterschool participants by 20 points during the pre-assessment and by 156 points at the post-assessment (Table 5).

| Participant                 | Beginning Score | End Score |
|-----------------------------|-----------------|-----------|
| Afterschool Participant     | 363             | 455       |
| Non-Afterschool Participant | 343             | 299       |
| Point Difference            | 20              | 156       |

*Table 5. Dual Immersion Academy Imagine Learning Scores*

The YWCA and Neighborhood House utilized KidzLit and KidzMath curricula in their programs. The Neighborhood House participants overall reported a 10% increase in reading enjoyment and growth in confidence throughout the school year. 85% of YWCA participants’ parents declined to share student data. As a result, YWCA is only able to report that post-tests show an increase in reading and math enjoyment.

Guadalupe School utilized the STAR program. The post-test showed 61% percent of program participants had an average number of words read correctly increase by 40 words per minute.

Finally, Walden Charter School reported a 20% drop in reading non-proficiency and a 12% drop in math non-proficiency from 2018 to 2019.

## **Increased Knowledge Around Prevention Education**

### Expected Outcome

At least 51% of youth will demonstrate increased knowledge around prevention and education components selected in the grantee’s application as measured by pre-/post-tests.

### Outcome

**Met.** All grantees are utilizing the evidence-based practices selected in their applications. All grantees provided evidence in their annual report that youth demonstrated increased knowledge of prevention and education components following the administration of their pre- and post-test.

### Outcome Evidence

On average, the Asian Association sites, Evergreen Junior High and Sunnyvale Community Center participants, received 32 prevention-based lessons and activities. The Asian Association is utilizing the Development Asset Profile, which scores students across five asset-building contexts, which include personal, social, family, school, and community on a scale ranging from challenged, vulnerable, adequate, and thriving. Site participants in Fall 2018 showed a median score of average. In the Spring 2019 post-test, all remained at average or increased to thriving in the family domain.

Boys and Girls Club of Northern Utah: Brigham Club, Boys and Girls Club of Weber-Davis: Hillcrest Elementary School and Roy Teen Club utilize Project Learn and the Boys and Girls Club of America curricula. Boys and Girls Club of Northern Utah: Brigham Club utilized the Triple Play curriculum and reported post-tests showed an increase in eating a healthy snack every day, exercising regularly, and self-esteem.

Dual Immersion Academy is utilizing the Second Step curriculum and currently designing prevention and education after school programming based on the Adverse Childhood Experiences (ACEs). They are adding pre-/post-test assessments for the 2019-20 school year.

Guadalupe School is utilizing the Prevention Dimensions and Second Step curricula. Guadalupe reported a 29% increase in Empathy Awareness and a 12% increase in Character-Building from the 2018-19 pre-/post-tests.

West Jordan Middle School utilized the CASEL curriculum and reported 87% - 89% of



*Figure 6. Guadalupe participants learn about crops and gardening*



*Figure 7. West Jordan Middle School participant engaged in healthy lifestyle activity*

participants reported improved self-awareness, self-management, social awareness, relationship skills, and decision-making skills.

The Neighborhood House utilized the Gender Studies program beginning in 2017-18. At the time of annual reporting, they anticipated 80% of participants will show increases in positive interpersonal relationships. The Neighborhood House is also implementing the Promoting Alternative Thinking Strategies program to pre-/post-test student prevention and education components for the 2019-20 school year.

United Way of Salt Lake: Kearns Junior High School utilized Health Rocks, Food Fun Fitness, and Utah Futures. They plan to incorporate pre-/post-test assessments during the 2019-20 school year. United Way of Salt Lake's annual family engagement survey results showed that 75% of families feel more connected. Seventy-four percent of parents know how to access Gradebook, while 104 parents accessed the Family Center. Additionally, United Way of Salt Lake classes had an average of 35 attendees, and 62 individuals were assessed using medical resources such as mobile clinics, vision screening, and smart smiles.

Walden Charter School utilized the CASEL curriculum and provided college prep, writing labs, and college week activities to encourage enrollment. Participants who were high school seniors completed a collective total of 29 college applications.

YWCA utilized Wasatch Community Garden Partnership, Community Empowerment, and Sanctuary Models curricula at their site. Wasatch Community Garden Partnership to build planting and harvesting skills, as well as prepare nutritious snacks and increase knowledge on crops and gardening. The Speak Up Be Safe curriculum taught students to identify abusive situations and provided safe supports and increased awareness when in an unsafe situation. Community Empowerment increased self-awareness of identities and emotion and strengthened family relationships. Finally, Sanctuary Models is a campus-wide approach to being trauma-informed and utilized sanctuary toolkits to help enhance relationships and create nurturing environments.

## **Professional Development for Afterschool Professionals**

### Expected Outcome

Professional development opportunities for afterschool professionals include 20 hours of training for front line staff with five additional hours of specialized managerial or supervisory targeted training for site coordinators.

### Background

To ensure grantees continue developing quality program curriculum and maintain qualified staff, recipients must provide professional development opportunities, which include 20 hours

of training for front line staff and five hours of specialized training for managerial or supervisory coordinators.

### Outcome

**Met.** All grantees provided documentation demonstrating successful completion of the required professional development and training outcome. Some conferences and trainings included UAN conferences and trainings courses such as Crucial Conversations, Promising Youth Conference, Utah Association for the Education of Young Children Conference, BYU Aspiring Principals, and the Utah Association for Career and Technical Education (UACTE) Conference.

### **Strategies to Support Outcomes for 2019-20**

During the 2018-19 implementation year, the PQE grant project supported grantees in establishing a foundation for program quality and academic outcomes. Overall, the implementation year resulted in all grantees contribute towards achieving each expected outcome. USBE and DWS OCC together have identified key areas to focus on improvements for the 2019-20 school year.

First, USBE and DWS OCC will provide increased support and technical assistance to all grantees. Support will focus on increasing the accuracy of data collection. Second, USBE will implement mid-year data check meetings to ensure grantees are documenting participation accurately. USBE's Data Privacy team will hold a data-sharing webinar with all grantees to ensure the safe sharing of student data. Finally, USBE and DWS OCC are also developing resources for prevention and education programming data collection.

USBE and DWS OCC will work with grantees on strategies to increase the number of participants who attend 30 days or more while also increasing the number of days participants receive programming with a focus on ELA, Mathematics, and Science curricula.

Additionally, after two competitive grant cycles, USBE was unable to award over \$27,000 of the allocated funds due to a lack of program sites who were able to provide the certified private funds match required by U.C. 53E-3-508. During the October 2019 meeting of the Education Interim Committee, the Education Amendment bill was reviewed, and a portion of this bill would remove the need for a private funds match. The proposed committee bill would require applicants and awardees to certify matching funds only. Removing the private match would allow more school districts and charters with high-quality afterschool programs to qualify for funding.

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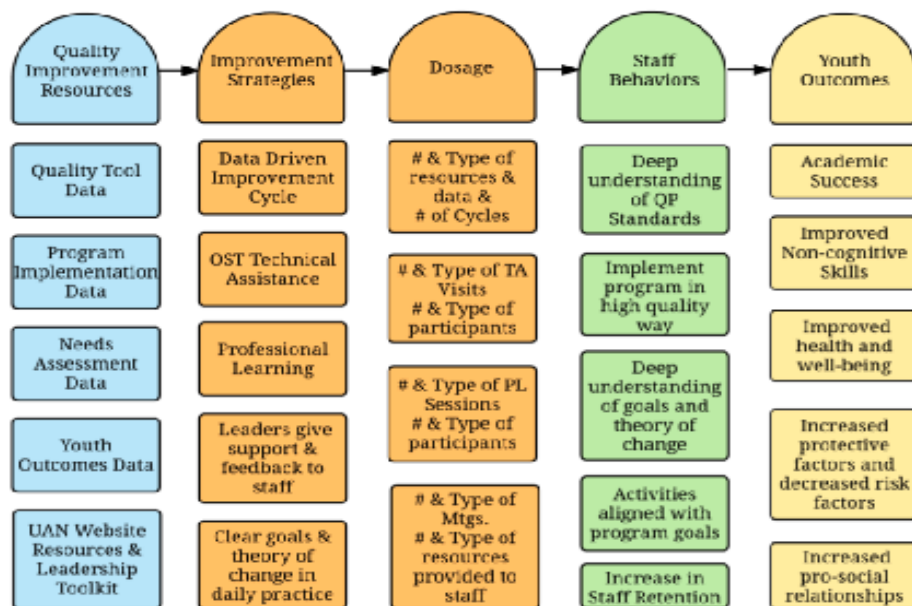
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# Appendix A

## UAN Quality Improvement Model



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### **Explanation of the Quality Improvement Model as described in the Afterschool Program Quality Report:**

The Quality Improvement Model (QIM) includes four primary components. The QIM suggests that program providers should use *Quality Improvement Resources* (first component) such as data and other available resources to make evidence-based decisions to plan and implement *Improvement Strategies* (second component) that will positively influence *Staff Behaviors* (third component) and ultimately improve *Youth Outcomes* (fourth component). The QIM adds value to the Utah Afterschool Program Quality Assessment and Improvement Tool (Quality Tool) by placing it within an evidence-based continuous improvement cycle as one of several sources of evidence. Improvement strategies include interventions such as facilitating professional development sessions, coaching, and providing feedback to staff. As the outcome of interest, staff behaviors should reflect deep understanding of high quality program standards, as well as a working knowledge of program goals and theory of change. The youth outcomes included in the QIM were derived from a stakeholder meeting that was held in the summer of 2016. It is a fundamental assumption of the QIM that intentional program design and implementation are basic standards of high quality program practice.

#### **Recommended Citation:**

Shooter, W., Groth, C., Leu, S., Guerrero, V., & Walsh, E. (2017). *Afterschool Program Quality in Utah: Development of a Program Quality Framework*. Salt Lake City, UT: Utah Education Policy Center.