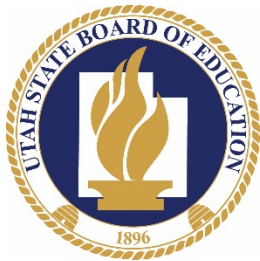EDUCATION

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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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 operating outside of the regular school day. The requirement for this report is to review 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 2019-20 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, allocating $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), from the General Fund, to provide grants to promote high-quality after-school programs. To be eligible to apply for grant funds, UCA 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, the statute requires DWS, OCC and USBE to work together to set and track academic and enrichment components and quality standards.

Grant Distribution and Requirements

The Legislature enabled up to 10 percent 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 after-school 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, based on 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 after-school programming. This tool is based on the most detailed study to date on the costs of high-quality programs.[1]

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.

Prospective applicants and current grantees have expressed difficulty with identifying and maintaining the private cash match requirement. DWS, OCC and USBE will consider options to alleviate the concern for the third cohort in 2021. After two competitive grant releases, USBE program staff could not allocate all the funds, with over $27,000 of the $112,500 allocation remaining. Many grantees were only able to access a small amount of funding due to the match requirement.

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

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Grantor	Grantee	Program Site	Award
DWS, OCC	Asian Association	Evergreen Junior High	$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	$15,625
DWS, OCC	Neighborhood House	Neighborhood House	$15,625
DWS, OCC	Salt Lake County Youth Services	Kearns Junior High	$15,625
DWS, OCC	Young Women's Christian Association of Utah (YWCA-Utah)	YWCA- Utah	$15,623
Total			**$124,991**

Table 1. DWS, OCC PQE Grantees and Award Amount

Grantor	Grantee	Program Site	Award
USBE	Dual Immersion Academy (DIA)	DIA X	$15,000
USBE	Guadalupe School	Guadalupe Afterschool Program	$15,625
USBE	West Jordan Middle School	West Jordan Middle School (WJMS)	$15,000
USBE	Coalition for After-School Serving and Achieving	Walden School	$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
Total			**$84,620**

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;

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8) Allow onsite observations using the School-Age Program Quality Assessment (SAPQA) or the Youth Program Quality Assessment (YPQA), and
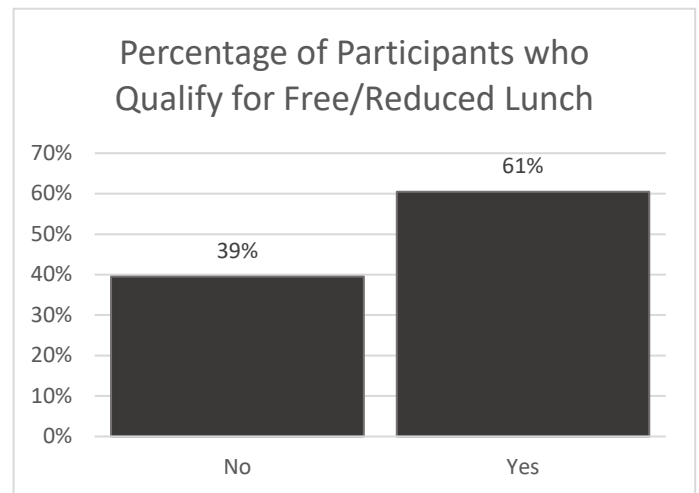9) Provide a mid-year report, annual report, and participation data.

PQE Methodology and Statewide Demographic Impact

During the 2019-20 school year, the program sites had a statewide participation enrollment of 2,258 students. Program sites are required to collect parent consent forms for each participant. Parents reserve the right to deny the program consent to share PII in their reports. Seven hundred and forty-four participants had parents who opted not to share PII in their reporting.

To report verified data that aligns with USBE's accountability reports, grantees report participation for all students and PII for only those whose parent or guardian authorized data sharing. The submitted participation data is then matched with the USBE 2020 enrollment data on the student's Statewide Student Identifier (SSID) number to pull in the student's demographic information. During the participation data match process, 92% of participants' SSIDs were matched to a 2019-20 enrollment record. Statewide, 61% of matched participants qualified for free or reduced lunch (Figure 1), 47% were Caucasian and 40% were Latinx (Figure 2), and 51% were female (Figure 3).

Row Labels	Count
Brigham City	84
City Academy	125
DIA X	119
Entheos Kearns	209
Evergreen Junior High	35
Guadalupe Afterschool Program	112
Hillcrest	50
Kearns Junior High	171
Neighborhood House	149
Roy Teen	62
SLCSE	172
Sunnyvale Teen	33
Walden School of Liberal Arts	393
WJMS	465
YWCA-Utah	79
Total Program Participation	**2258**
Mean Site Participation	**151**
Median Site Participation	**119**

Table 3. PQE Site and Program Participation

Percentage of Participants who Qualify for Free/Reduced Lunch

No: 39% Yes: 61%

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Expected Outcomes

DWS, OCC and USBE 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 after-school 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 learning opportunities for after-school 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 highlighting 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's progress toward meeting the four expected outcomes criteria during year two implementation in the 2019-20 school year.
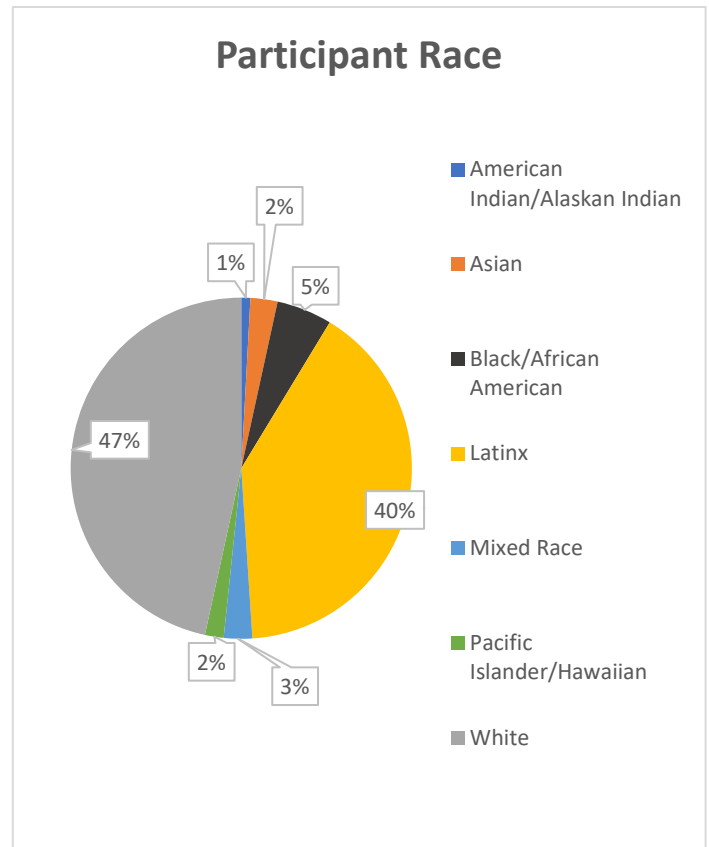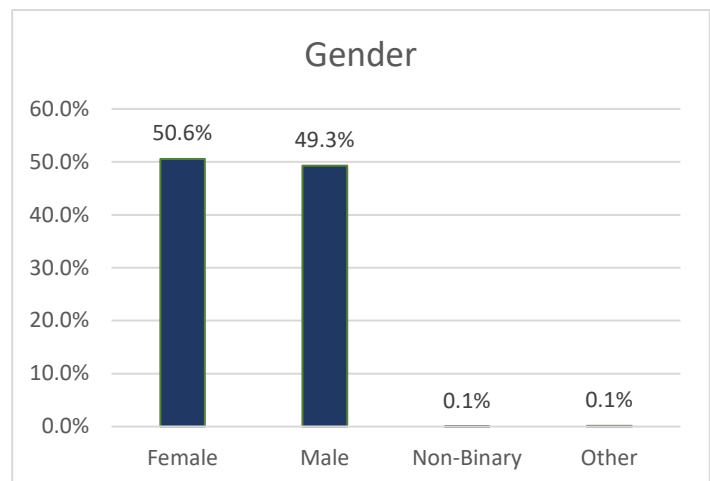

Figure 2. PQE Participants Race

Figure 3. PQE Participants Gender

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Overall Quality of Program

Expected Outcome

The overall quality of the grantee's after-school 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.

Background

To ensure site program quality, DWS, OCC and USBE have partnered with Utah Afterschool Network (UAN). UAN supports after-school programs through consulting, coaching, providing resources, and facilitating training.[2] USBE; DWS, OCC; and UAN utilize the UAN Quality Improvement Model (QIM) (see Appendix A) as the model for creating high-quality after-school programs. The QIM provides a model for the 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.[3] 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.[4]

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.[5]

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 increasing 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

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[2] Utah Afterschool Network, 2019, *Menu of Services*. October 15, 2019.
[3] 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.
[4] Utah Afterschool Network, 2019, *Quality Tool Assessment*. October 15, 2019.
[5] Youth Program Quality Assessment and School-Age Program Quality Assessment. N.D. November 25, 2019. http://www.cypq.org/assessment.

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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 provide the necessary support for program site progress in achieving goals and outcomes.

Outcome

Unable to Measure Outcome. All but one of the program sites received the first observation by December 5, 2019. Five of the fourteen, or 36%, received an observation score greater than 4. However, second observations were not conducted due to the Novel Coronavirus pandemic (COVID-19), which closed schools to in-person attendance on Friday, March 13, 2020. As a result, outcome measurements for the PQA tool are not available.

Outcome Evidence

Program Site	Observation I Date	Observation Score I
Boys and Girls Club of Northern Utah, Brigham City Club	11/12/2019	3.04
City Academy	12/5/2019	3.33
Dual Immersion Academy	11/12/2019	3.18
Entheos Kearns	Not Available	Not Available
Asian Association, Evergreen Junior High	10/10/2019	3.83
Guadalupe School, Guadalupe Afterschool Program	11/13/2019	3.00
Boys and Girls Club of Weber-Davis, Hillcrest Elementary	11/18/2019	3.61
United Way of Salt Lake, Kearns Junior High	10/16/2019	3.70
Neighborhood House	11/18/2019	3.82
Boys and Girls Club of Weber-Davis, Roy Teen	10/29/2019	4.35
Salt Lake Center for Science Education	10/15/2019	4.32
Asian Association, Sunnyvale Center Teen	10/2/2019	4.51

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Walden School of Liberal Arts	11/7/2019	4.26
West Jordan Middle Schools	11/6/2019	3.51
YWCA-Utah	9/25/2019	4.80

Table 4. 2019-20 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

The evaluation staff planned to use proficiency scores on Utah's summative assessments, RISE and Utah Aspire Plus, to evaluate student academic improvement. Students could not complete their state summative or Local Education Agency assessments during the 2019-20 school year. As a result, no assessment data is available for the school year 2019-20. USBE anticipates state assessment data to be available for the 2020-21 PQE report.

Outcome

Unable to Measure Outcome. Program sites provided participation data that documented daily attendance and the number of days a participant attended site activities focused on academic interventions. Forty-six percent of student participants attended their program for 30 or more days during the school year (Figure 4). Students participating in PQE after-school programs participated in 48% of possible attendance days (50% median). Furthermore, 88 of PQE after-school participants attended 100% of possible attendance days compared to 16 participants who attended 0%. In addition, the school year 2019-2020 participations rates through March 13, 2020, were similar to the 2018-19 full school year participation rates (Figure 5).
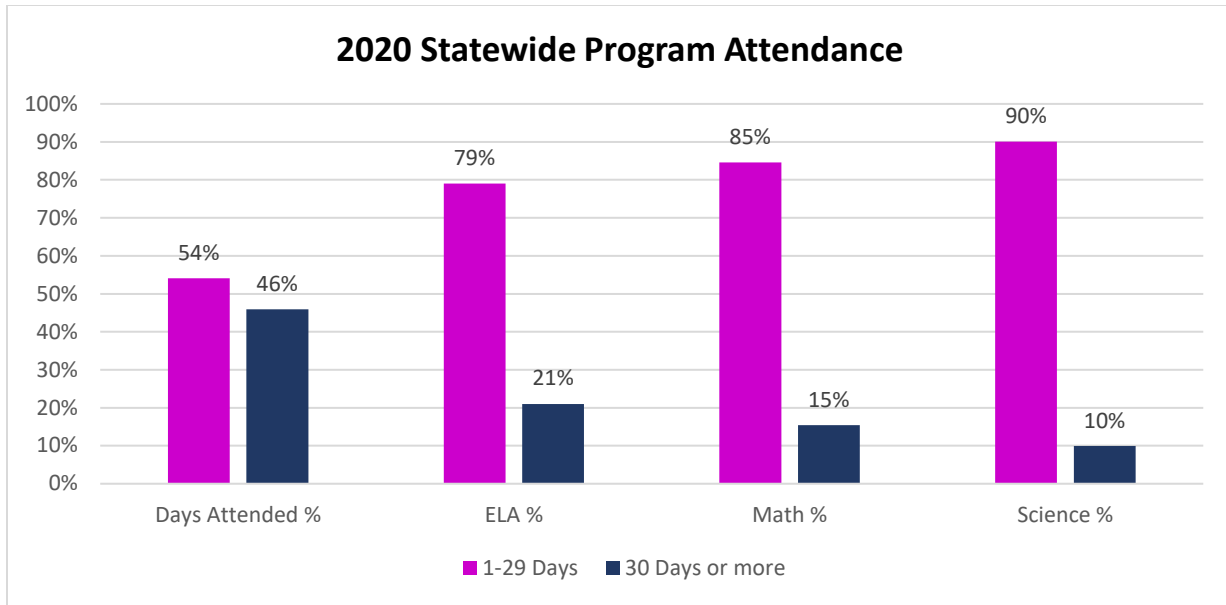
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2020 Statewide Program Attendance

	Days Attended %	ELA %	Math %	Science %
1-29 Days	54%	79%	85%	90%
30 Days or more	46%	21%	15%	10%

Figure 4. 2020 Statewide PQE Participation Rates

2019 Statewide Program Attendance

	Days Attended %	ELA Days %	Math Days %	Science Days %
1-29 Days	50%	71%	76%	83%
30 days or more	50%	29%	24%	17%
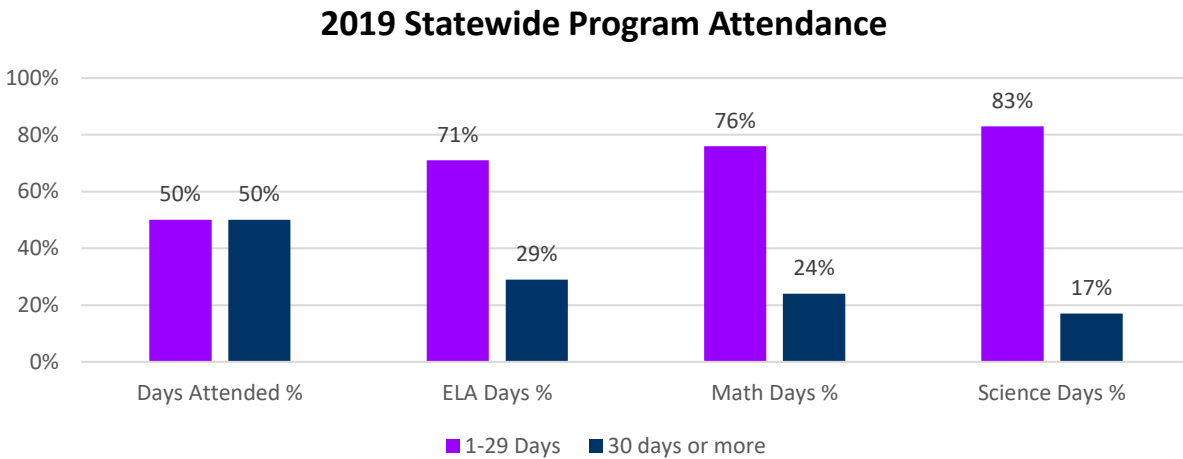
Figure 5. 2019 Statewide PQE Participation Rates

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

Unable to Measure Outcome. Due to the COVID-19 in-person school closures, programs were unable to conduct post-tests for outcome measurement. Program sites reported the number of days students participated in prevention or intervention activities. Participants in the after-

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school PQE programs received an average of 16 days of prevention education with a median of five days. Thirty-five percent of participants received 17 or more days of prevention education.

Additionally, PQE program sites submitted data on family engagement activities. Overall, 98 family events were held (Table 5). The median number of families that participated in events was 19, with an average of 68 families. Family events planned to take place after March 13, 2020, were canceled due to COVID-19 mandates.

Organization	Program Site	# of Family Engagement Activities
Asian Association of Utah	Evergreen Jr. High	1
Asian Association of Utah	Sunnyvale Teen	1
Boys & Girls Club of Northern Utah	Brigham City	5
Boys & Girls Clubs Weber-Davis	Roy Teen	2
Boys and Girls Clubs of Weber Davis	Hillcrest	2
City Academy	City Academy	3
Coalition for After-School Serving and Achieving	Walden School of Liberal Arts	5
Dual Immersion Academy	DIA X	30
Entheos Academy	Entheos Kearns	4
Guadalupe School	Guadalupe Afterschool Program	2
Neighborhood House	Neighborhood House	6
Salt Lake Center for Science Education	SLCSE	25
Salt Lake County Youth Services	Kearns Junior High	2
West Jordan Middle School Afterschool	WJMS	7
YWCA-Utah	YWCA-Utah	3
Grand Total		98

Table 5. 2019-20 Count of PQE Program Site Family Engagement Activities

Professional Development for Afterschool Professionals

Expected Outcome
Professional learning opportunities for after-school 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 utilizing evidence-based strategies and maintaining qualified staff, recipients must provide professional learning opportunities, including 20 hours of training for front-line staff and an additional five hours of specialized training for managerial or supervisory coordinators.

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Met. All grantees provided documentation demonstrating successful completion of the required professional learning and training outcome. Eighty-seven percent of program sites had an average of 20 or more hours of professional learning training (Table 6). Eighty-one percent of program staff received 20 or more hours of professional learning training. Additionally, 88 percent of managerial or supervisory coordinators received five or more hours of specialized training.

Organization	Program Site	Number of Staff	Average of Hours of Professional Development
Asian Association of Utah	Evergreen Jr. High	7	24
Asian Association of Utah	Sunnyvale Teen	2	19
Boys & Girls Club of Northern Utah	Brigham City	14	66
Boys & Girls Clubs Weber-Davis	Roy Teen	3	20
Boys and Girls Clubs of Weber Davis	Hillcrest	12	32
City Academy	City Academy	4	27
Coalition for After-School Serving and Achieving	Walden School of Liberal Arts	18	28
Dual Immersion Academy	DIA X	4	22
Entheos Academy	Entheos Kearns	6	49
Guadalupe School	Guadalupe Afterschool Program	3	35
Neighborhood House	Neighborhood House	2	40
Salt Lake Center for Science Education	SLCSE	4	16
Salt Lake County Youth Services	Kearns Junior High	8	25
West Jordan Middle School Afterschool	WJMS	30	27
YWCA-Utah	YWCA-Utah	4	40
Grand Total		121	33
% Of Sites with average hours of Professional Development over 20 hours			87%

Table 6. 2019-20 PQE Program Site Average Professional Development Hours for all Staff

School Year 2019-20 Insights

During the 2019-20 school year, year two of implementation, the PQE grant project continued to support grantees in establishing a foundation for program quality and academic enrichment activities to support student outcomes. Due to COVID-19, end-of-year observations were not able to be completed at programs sites. Program sites were unable to conduct student prevention or intervention post-tests, and schools could not administer the RISE or Utah Aspire Plus summative assessments. As a result, three of the four program measures did not have the necessary information to complete outcome measures.

However, the increase of accuracy in data collections, as demonstrated by an increased match rate from 2018-19 (87%), provides optimism in matching students when assessment data is available in the future.

Additionally, program sites reporting similar participation rates during the shortened 2019-20 school year to the rates from 2018-19 is a positive trend. USBE and DWS, OCC will continue to work with programs sites to continue increasing the number of participants who attend 30 days or more while also increasing the number of days participants receive programming focusing on English language arts (ELA), mathematics, and science curricula.

Furthermore, in March 2020, state general funds were removed by legislative mandate from DWS, OCC. This resulted in PQE being supported by Child Care and Development Funds, which allowed for relaxation of match requirements

Finally, program sites meeting the professional development outcome of at least 20 hours of training with an additional five hours for coordinators ensure those leading PQE funded after-school programs understand current best practices and program quality efforts.

Acknowledgments

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Appendix A

UAN Quality Improvement Model

Quality Improvement Resources	Improvement Strategies	Dosage	Staff Behaviors	Youth Outcomes
Quality Tool Data	Data Driven Improvement Cycle	# & Type of resources & data & # of Cycles	Deep understanding of QP Standards	Academic Success
Program Implementation Data	OST Technical Assistance	# & Type of TA Visits # & Type of participants	Implement program in high quality way	Improved Non-cognitive Skills
Needs Assessment Data	Professional Learning	# & Type of PL Sessions # & Type of participants	Deep understanding of goals and theory of change	Improved health and well-being
Youth Outcomes Data	Leaders give support & feedback to staff	# & Type of Mtgs. # & Type of resources provided to staff	Activities aligned with program goals	Increased protective factors and decreased risk factors
UAN Website Resources & Leadership Toolkit	Clear goals & theory of change in daily practice		Increase in Staff Retention	Increased pro-social relationships

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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 us 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.

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