



Utah State
Board of
Education

Special
Education
Services

Intergenerational Poverty Interventions Grant Program Evaluation Report

Cohort Cycle Three: Year One 2020-21

ADA Compliant: November 2022

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Executive Summary

In 2014, the Utah State Legislature passed Senate Bill 43, *Intergenerational Poverty (IGP) Interventions in Public Schools*, which appropriated \$1,000,000 in ongoing funds for academic-focused after-school programming administered through the Utah State Board of Education (USBE). To sufficiently allow after-school programs the opportunity to develop and implement quality programs, USBE and the Department of Workforce Services, Office of Child Care (DWS, OCC) determined that establishing cohorts for three-year periods was ideal for supporting the local education agencies (LEAs) in implementing quality after-school programs. Funding was originally awarded to the first cohort during the 2014–15 school year and concluded after the 2016–17 school year. The second cohort was established during the 2017–18 school year and completed after the 2019–20 school year. A third cohort began in the 2020–21 school year.

For the third cohort, USBE competitively awarded eleven LEA grants. Additionally, DWS qualified for a fiscal match through the federal Child Care Development Fund (CCDF). DWS, OCC awarded supplemental awards to seven of the USBE grantees serving elementary-age students.

The expected outcome of the grant is to improve the academic achievements of children affected by intergenerational poverty. This report is provided in the State Superintendent's Annual Report to meet the reporting requirement in Utah Code 53F-5-207. The purpose of this evaluation is to report on the following:

- The progress of LEA programs in using grant money
- The progress of LEA programs in improving the academic achievement of children affected by intergenerational poverty
- The LEAs' coordination efforts with DWS, the Department of Health, the Department of Human Services, and juvenile courts

IGP grant funding provides students with enriching academic support hosted in a safe place. Activities in an after-school program are designed to align and support the school day. Participation in an after-school program is optional and requires parent/guardian permission and parent/guardian permission for data sharing. Students participating in after-school programs receiving IGP grant funds are provided with evidence-based strategies for academic support to increase outcomes in their grades, behavior, and state summative (RISE and Utah Aspire

Plus) scores for English language arts (ELA), mathematics, and science assessment proficiency. However, due to the Novel Coronavirus pandemic (COVID-19), schools experienced closures and virtual and in-person attendance during the 2020–21 school year. As a result, USBE advises against using testing data to compare prior years, groups, schools, or districts.

Introduction

During the 2020–21 school year, 11 LEAs operated 22 program sites (Table 1). Due to COVID-19, the Canyons School District sites could not operate safely due to staffing shortages and health conditions. Canyons School District site coordinators worked with USBE grant staff to organize support for students who would have participated. Since no formal programming occurred, Canyons will not display in the information or visual representation of program-related data.

Table 1: 2020–21 LEA and Program Site List

LEA	Program Site
American Preparatory Academy	West Valley 1
American Preparatory Academy	West Valley 2
Cache School District	Canyon Elementary
Cache School District	Lincoln Elementary
Cache School District	Nibley Elementary
Canyons School District	Copperview Elementary
Canyons School District	East Midvale
Canyons School District	Midvale Elementary
Canyons School District	Midvalley Elementary
Davis School District	South Clearfield Elementary
Davis School District	Sunset Elementary
Davis School District	Vae View Elementary
Davis School District	Wasatch Elementary
Entheos Academy	Entheos Academy Kearns
Grand School District	Helen M Knight Elementary
Granite School District	Kearns Jr. High
Guadalupe Charter School	Guadalupe Afterschool Program
Ogden School District	Heritage Elementary
Ogden School District	New Bridge Elementary
Ogden School District	Odyssey Elementary

LEA	Program Site
Pinnacle Canyon Academy	Pinnacle Canyon Academy
Provo School District	Independence High

During the 2020–21 school year, IGP grantees reported 2,095 students attending after-school programming (Table 2). While attending after-school programs, students are expected to receive evidence-based interventions in ELA, math, science, and prevention that align with school-day activities to help improve their academic outcomes. Site coordinators document the days a student receives intervention(s) in a template provided by the grant evaluator. The program sites upload the data templates through a secure data transfer. The grant’s overall average of days a student would receive interventions are 47 days of ELA interventions, 42 days of math interventions, 22 days of science interventions, and 33 days of preventative interventions. LEA and program site averages can be found in Table 3. Grade levels averaged 157 students (Figure 1), while gender was almost evenly split at 51% female, 47% male, and 2% other or students whose parent or guardian did not authorize data sharing (Figure 2).

Table 2: LEA Student Count

LEA	Student Count
American Preparatory Academy	766
Cache School District	317
Davis School District	164
Entheos Academy	84
Grand School District	148
Granite School District	89
Guadalupe Charter School	97
Ogden School District	168
Pinnacle Canyon Academy	185
Provo School District	77
Grand Total	2095

Table 3: LEA and Program Site Average Days of Intervention Activities

LEA	LEA/Program Site	Average Days of ELA	Average Days of Math	Average Days of Science	Average Days of Prevention
American Preparatory Academy	American Preparatory Academy	12	8	1	39
American Preparatory Academy	West Valley 1	30	8	1	20
American Preparatory Academy	West Valley 2	8	8	1	44
Cache School District	Cache School District	50	50	24	23
Cache School District	Canyon Elementary	50	50	25	25
Cache School District	Lincoln Elementary	42	42	21	21
Cache School District	Nibley Elementary	50	51	25	25
Davis School District	Davis School District	95	95	30	25
Davis School District	South Clearfield Elementary	95	95	30	25
Davis School District	Sunset Elementary	95	95	30	25
Davis School District	Vae View Elementary	95	95	30	25
Davis School District	Wasatch Elementary	95	95	30	25
Entheos Academy	Entheos Academy	3	8	6	2
Entheos Academy	Entheos Academy Kearns	3	8	6	2

LEA	LEA/Program Site	Average Days of ELA	Average Days of Math	Average Days of Science	Average Days of Prevention
Grand School District	Grand School District	27	19	17	54
Grand School District	Helen M Knight Elementary	27	19	17	54
Grand School District	Granite School District	8	1	19	2
Grand School District	Kearns Jr. High	8	1	19	2
Guadalupe Charter School	Guadalupe Charter School	48	48	24	12
Guadalupe Charter School	Guadalupe Afterschool Program	48	48	24	12
Ogden School District	Ogden School District	59	38	27	88
Ogden School District	Heritage Elementary	42	8	7	49
Ogden School District	New Bridge Elementary	74	63	54	143
Ogden School District	Odyssey Elementary	64	50	27	88
Pinnacle Canyon Academy	Pinnacle Canyon Academy	26	26	26	7
Pinnacle Canyon Academy	Pinnacle Canyon Academy	26	26	26	7
Provo School District	Provo School District	26	26	26	26
Provo School District	Independence High	26	26	26	26
LEA	Site Total Average	47	42	22	33

Figure 1: 2021 Participation Count By Grade

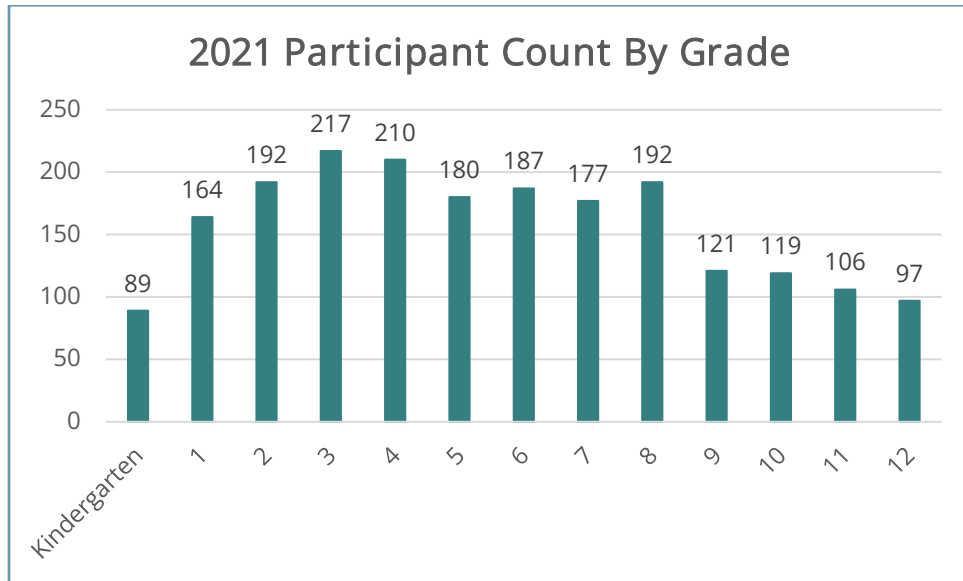
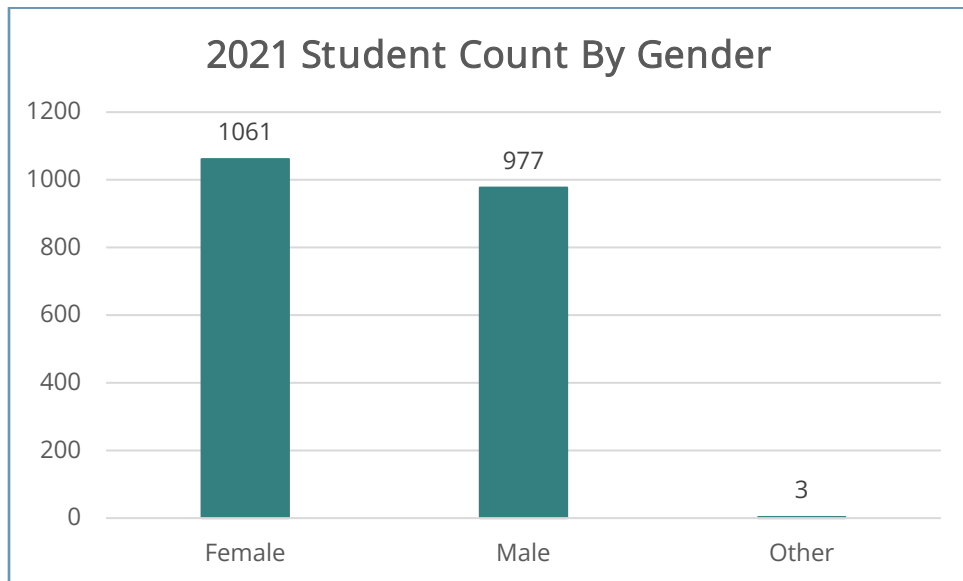


Figure 2: 2021 Student Count By Gender



Progress of LEA Programs Using Grant Money

The first required reporting measure is the progress of LEA programs using grant money. During the 2020–21 school year, all IGP grant LEAs spent their full award amounts (Table 4). During the yearly orientation meeting, USBE and DWS, OCC review the allowable expenditures and reimbursement requirements with the IGP

grant LEAs. LEAs are encouraged to seek reimbursement quarterly to ensure funds are being distributed. 63% of LEAs had drawn down their full award amount by their second reimbursement request. All IGP grantee LEAs are meeting the requirement of spending their awarded amount.

Table 4: 2021 IGP Grant LEA Spending Progress

LEA	% of USBE Funding Spent	% of DSW Funding Spent
American Preparatory Academy	100%	100%
Cache School District	100%	100%
Canyons School District	100%	Not Funded
Davis School District	100%	100%
Entheos Academy	100%	100%
Grand School District	100%	100%
Granite School District	100%	Not Funded
Guadalupe Charter School	100%	100%
Ogden School District	100%	100%
Pinnacle Canyon Academy	100%	Not Funded
Provo School District	100%	Not Funded
Grand Total	100%	100%

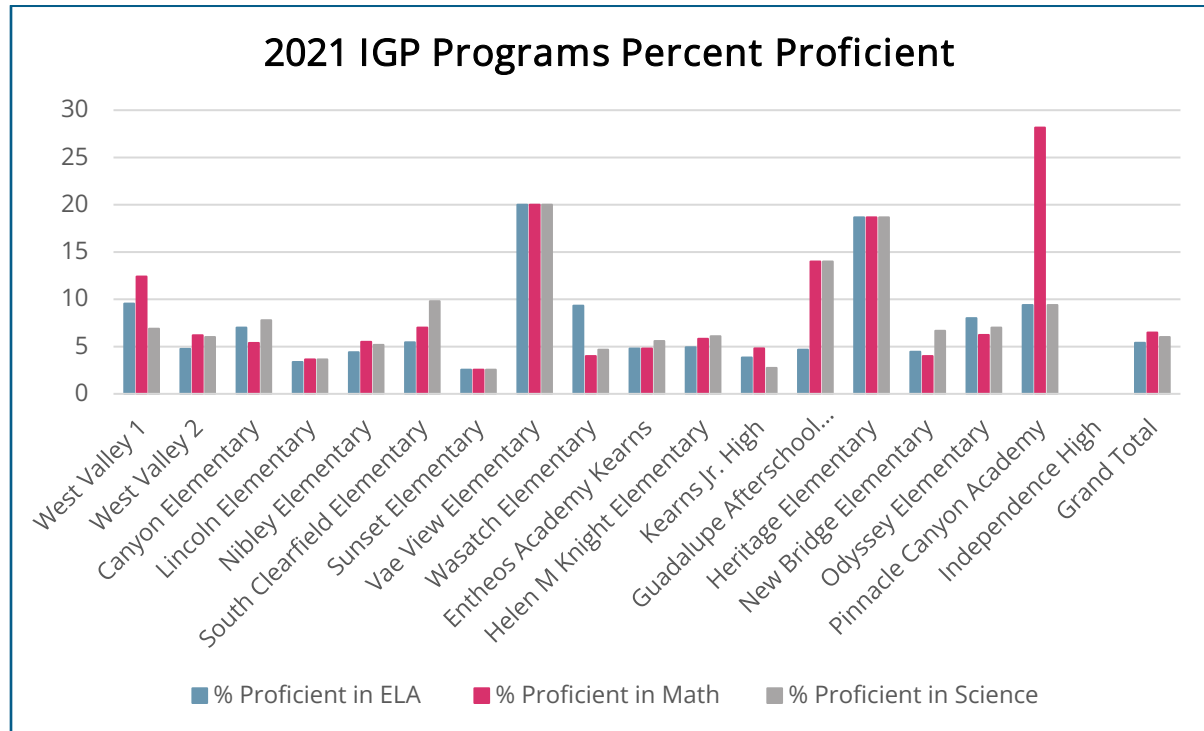
Progress of LEA programs in Improving Academic Achievement

The second required reporting measure is the progress of LEA programs in improving the academic achievement of children affected by intergenerational poverty. To measure this requirement, LEAs submit a data template of the students participating in their program. This template is used to match the data to the student’s academic information in the USBE data warehouse. Through the matching process, 1,700 or 81% of the students were successfully matched with data. Students in kindergarten, first, second, eleventh, and twelfth grade cannot be matched due to not having a testing record or taking the ACT. Additionally, students who did not have parent/guardian permission for data sharing were unmatchable.

Students who scored a proficiency score of one or two are considered not proficient. Students who score a proficiency score of three or four are considered

proficient. During the 2020–21 school year, seven percent of program participants were proficient in ELA, nine percent were proficient in math, and eight percent were proficient in science (Figure 3). It is important to note that only twenty percent of Independence High participants took part in RISE or Utah Aspire Plus testing.

Figure 3: 2021 Site Proficient Percentage



LEA Coordination Efforts

The final reporting requirement is the LEA’s coordination efforts with the DWS, the Department of Health (DOH), the Department of Human Services (DHS), and the juvenile courts. Program sites provide a list of family engagement activities they conduct over the school year to measure this requirement. The list includes information on event partners. Due to COVID-19, during the 2020–21 school year, program sites were limited in organizing family events. Despite the challenges, 88 family events were held either virtually or in person. The DWS, DOH, or juvenile courts supported thirty-three events (Table 5).

Further, to ensure that program staff is trained, USBE and DWS, OCC require staff to receive ten hours of professional learning and the site coordinator to receive 25

hours of professional. All program staff and coordinators met the requirements with an average of 28 professional learning hours (Table 6).

Table 5: 2021 Event Partner Count

Event Partner	Count of Family Activities
Department of Health	18
Department of Workforce Services	2
Juvenile Courts	2
Other	11
No Partner	55
Grand Total	88

Table 6: 2021 Average LEA Professional Learning Hours

LEA	Average of Professional Learning
American Preparatory Academy	40
Cache School District	11
Davis School District	36
Entheos Academy	42
Grand School District	25
Granite School District	21
Guadalupe Charter School	34
Ogden School District	26
Pinnacle Canyon Academy	20
Provo School District	62
Grand Total	28

Conclusion

Despite the challenge presented by the continuation of mitigating COVID-19 during the 2020–21 school year, IGP grantee LEAs met the objective required by the grant statute. LEAs appropriately spent their allocated funding. Eighty percent of students participating in IGP-funded after-school programs were successfully matched to a testing record. While most students were matched and proficiency percentages were reported, a comparison of the grants proficiency rate could not be compared to other groups or students due to the testing circumstances during the school year. Finally, programs successfully coordinated efforts with DWS, DOH, and the juvenile courts to provide safe family engagement activities during the school year.