



# **Program and Service Evaluation Community Education/Adult Education**

---

## **I. Program/Service Information**

Name of Program or Services:

Community Education/Adult Education

### **Program Evaluation Questions**

1. Is Special School District's Community Education/Adult Education program meeting the needs of local groups, agencies, and organizations to provide educational, vocational, recreational, cultural, enrichment, and/or other services for the local community?
2. Does Special School District's Community Education/Adult Education program inform the public of adult and community education opportunities via up-to-date and effective communication methods and provide up-to-date means of registration for these programs?
3. Does the current financial structure of the Adult Education Department support business and community needs by allowing funding new programs, program expansion, and the maintenance of services, equipment, and facilities for current programs?

Personnel Responsible for Evaluation (list):

Brenda Russell, Administrator of Adult Education

Date of Evaluation:

Spring 2005

Goal/Objective of Program/Services:

The Adult Education Department provides opportunities for adults to develop new and/or additional competencies, skills, and knowledge to help people advance in their present field of employment or learn a new skill, trade, or occupation.



# Program and Service Evaluation Community Education/Adult Education

---

Brief description of relationship between program goals, CSIP and MSIP Standards:

Community Education/Adult Education goals, MSIP Standard 7.3, and CSIP Goal 1: Objective 2, all reflect the philosophy of providing opportunities for adult learners to develop new skills, acquire knowledge for self-improvement, or broaden their general education through professional and cultural enrichment. The four sites offering Community Education/Adult Education classes provide St. Louis Metropolitan Area residents with easy access to programs.

Demographic Description of Program:

Location(s):

South Technical School: Sunset Hills – Serves the South County area, Jefferson, and Franklin Counties in Missouri, and Illinois residents in the vicinity south of I-64.

North Technical School: Florissant – Serves the North County area, St. Charles, Warren, and Lincoln Counties in Missouri, and Illinois residents north of I-64.

Westminster Academy: Town & Country – Houses the Practical Nurse program and serves the south and western portions of the metropolitan area.

Metropolitan Education and Training Center (MET Center) – Houses the Practical Nurse program and the 900-hour Heating, Ventilation, Air Conditioning, & Refrigeration program. These programs serve students throughout St. Louis City, the North County area, and the eastern metropolitan area.

Number of staff:

- 1 full-time administrator
- 4 part-time, evening supervisors
- 1 full-time coordinator – Customized Training
- 1 full-time program facilitator – Practical Nursing
- 1 60% site facilitator/40% instructor – Practical Nursing
- 1 full-time financial aid specialist
- 4 secretaries



# Program and Service Evaluation Community Education/Adult Education

---

2 full-time trainers – Customized Training  
7 full-time instructors  
40 part-time instructors

## Participants:

Community Education/Adult Education enrollment is on a first come, first served basis, with the exception of the Practical Nursing program. The

Practical Nursing program requires a high school diploma or GED, has an entrance examination and a screening process based on previous grades, recommendations, and interviews.

With all other Community Education/Adult Education programs, anyone who has reached the age of 18 may enroll in classes. High school students may enroll with their parent's approval.

## Length of program/service:

Community Education/Adult Education programs vary in length. The Practical Nursing program is 1440 hours, taking a full year to complete the program. The full-time HVAC-R program is 900 hours, taking 7 months to complete. The Building Maintenance Career Course is 300 hours and is completed in a school year. Other courses range from 175 hours to modules of 36 hours and the combination of semester or quarter courses may take as long as two years to complete.

## II. Description of Stakeholders Engagement in Program Evaluation:

### Parent engagement activities:

Parents may accompany students to open houses, school tours, or conferences with the student's permission

### Community member (i.e., business)

Advisory Committee members for each of the Community Education/Adult Education programs

### SSD staff:

Brenda Russell, Administrator of Adult Education  
Jim Fischer, Evening Supervisor, South Tech  
George Neimeyer, Evening Supervisor, South Tech



# **Program and Service Evaluation Community Education/Adult Education**

---

Harry Toll, North Tech  
Jo Ellison, Facilitator, Practical Nurse Program  
Judy Berger, Facilitator, Marketing Services

### **III. Evaluation Criteria for Programs/Services Offered**

Staff perception  
Financial data  
Student attitude and interest survey  
Perception data

### **IV. Data Collection Methodology**

Staff/administrator survey  
Questionnaire  
Document review

### **V. Results**

- 1. Is Special School District's Community Education/Adult Education program meeting the needs of local groups, agencies, and organizations to provide educational, vocational, recreational, cultural, enrichment, and/or other services for the local community?**

The purpose of the Community Education/Adult Education Program operated by the Special School District is to provide technical education programs and courses related to the preparation and advancement of a career as well as offer continuing education classes. The adult program allows adults to attain skills for personal use and broaden their general education through professional and cultural enrichment.

The programs offered through Community Education/Adult Education are categorized as follows: Upgrading, Preparatory, Apprenticeship, Customized Training, and Continuing Education. In addition, high school credit courses are offered to high school juniors and seniors needing additional academic courses to graduate.

Adult programming is provided at North and South Technical Schools, Westminster Academy (formerly West Technical School), and the Metropolitan Education and Training Center (MET Center). Adult courses are also offered on-site for private sector customers.



# **Program and Service Evaluation Community Education/Adult Education**

---

Developing positive relationships with the public, business and industry, trade unions, and governmental agencies is a goal of Community Education/Adult Education. Attaining this goal is valuable not only to the growth and success of Community Education/Adult Education but also to the positive image of technical training, the technical high schools, and to Special School District as a whole.

The utilization of advisory committees plays an important role in connecting business and industry with technical education. Advisory committees are made up of business, industry, and labor representatives as well as educators. Advisory committees provide valuable advice and assistance for program improvement to meet the changing need of the workforce. In addition to programming and curricular advice, advisory committees are a key factor in public relations by facilitating collaboration between the school and community.

The Administrator of Adult Education, in turn, serves on advisory committees for local community colleges, the Machinist and Tool & Die Joint Apprenticeship Committee, and the regional committee for Missouri's A+ schools. The Adult Education Department also works closely with the District's Business and Labor Relations liaison and personnel who are members of local Chambers of Commerce and other community organizations. Representatives from Community Education/Adult Education also meet with Missouri Career Center representatives and various local agencies such as Better Family Life, MERS Goodwill, and St. Louis Agency on Training and Employment (S.L.A.T.E.). Through these contacts, additional information regarding community programming needs and services are obtained.

Community Education/Adult Education and the Technical Schools work together to make facilities available to local groups. The Community Education/Adult Education evening staff provides these groups with access to the gym for basketball, volleyball, and other events. Classrooms are also provided for meetings and workshops.

Many local organizations, park departments, school districts, the community colleges, and hospitals offer a wide variety of enrichment courses, yet it is a goal of Community Education/Adult Education to make learning accessible and meet the needs of the community. This fall, Community Education/Adult Education is offering enrichment courses that are not typically offered by local school districts. Working with the Painting & Decorating Contractors of America, Community Education/Adult Education is offering a variety of courses on painting techniques. Other enrichment classes being offered are glass etching and American Sign Language.

The Adult Education Department makes every effort to offer the variety and quality of programming that meets the needs of the community.



# Program and Service Evaluation Community Education/Adult Education

---

## Recommendation:

Continue to work with business, industry, labor, and area agencies to identify new opportunities for program expansion and improvement.

- 2. Does Special School District's Community Education/Adult Education program inform the public of adult and community education opportunities via up-to-date and effective communication methods and provide up-to-date means of registration for these programs?**

The Adult Education Department is working toward a multi-media approach to advertise and communicate educational opportunities to potential customers. While we continue to rely heavily on paper advertising through *The Riverfront Times*, *St. Louis Post Dispatch* and *Suburban Journals*, *The Saint Louis American*, and *Independent News*, studies have shown that the current population spends less time with print media than past audiences.

To meet the changing reader patterns, we have altered the format of the ads in the papers to include pictures and fewer words. We are looking for attention grabbers with the intent that a person will see the ad and call for a catalog and detailed information.

Last fall (2004) we began advertising in the *Riverfront Times*. We selected the *Riverfront Times* because it is St. Louis's alternative newsweekly. The audited weekly circulation is 100,000; however, because of the pass-along nature of the *RFT*, the weekly reach is estimated at more than a quarter of a million readers. In addition, the target audience of the *Riverfront Times* is young adults, and it focuses on the issues that are important to that audience. We selected this publication to introduce the new ad format. Approximately 50% of students registering for class in the fall of 2004 said they saw our ad in the *Riverfront Times*.

Also, with fewer people reading the entire paper, the location of the ad is critical. We included the ad in the "Back to School" section of *The Saint Louis American* in the August issue. We are also experimenting with placing the ad on the local sports page of the *Post* and *Journals*. In St. Louis, a topic of local conversation is always the high school a person attended. People generally continue to keep up with their former teams and the teams for which their children play. With that in mind, we chose that location for our ads with the *St. Louis Post Dispatch* and *Suburban Journals*.



# **Program and Service Evaluation Community Education/Adult Education**

---

This year, we have also chosen radio station KMJM to reach the African American audience. Research shows that radio reaches almost 75% of African Americans on a daily basis. We chose this adult, urban radio station because of the variety of programming that reaches a universal audience; however, the primary demographic 25-54.

Students may register for Community Education/Adult Education classes either by phone, by mail, or in person. Students registering by phone must have a debit or credit card. We encourage students to pay the full amount of tuition at registration; however, a minimum \$50 deposit at the time of registration must be made.

Students registering by mail may fill out an enrollment form, list the classes they want to take and then pay by check or credit card.

Students registering in person must come to South Technical School between the hours of 8 a.m. and 4 p.m., Monday through Friday, until August 15. At that point we have evening hours from 4 p.m. to 8 p.m., until classes begin. Then the Community Education/Adult Education hours at South Tech are 8 a.m. to 9:30 p.m., Monday through Thursday, and 8 a.m. to 4 p.m. on Friday.

To register in person at North Tech, students may stop by the North Technical School Office beginning August 15. Community Education/Adult Education does not have a staff person available in the summer or during the school day throughout the school year. Community Education/Adult Education office hours are 4 p.m. to 8 p.m., Monday through Thursday, beginning August 15. Those hours are extended to 9:30 p.m. when fall classes begin.

The Adult Education Department also has a representative available to answer question, displays information, and distribute brochures during Open Houses and Parent's Nights at both North and South Technical Schools. In addition, Department representatives attend community meetings, serve on advisory committees for various trades, visit career centers, and attend job fairs.

Our major shortfall in communication is via the Internet. Our competitors, both public and private, have web sites with links to their technical programs. Students attending these schools have the ability to register and pay for classes on-line. As the demand for easy access to current information increases, it is imperative that we provide the opportunity for students to access, register and pay for programs on-line.



# Program and Service Evaluation Community Education/Adult Education

---

## Recommendation:

Develop a web site that would interface with a student information system to support on-line registration and communications.

### **3. Does the current financial structure of the Adult Education Department support business and community needs by allowing funding new programs, program expansion, and the maintenance of services, equipment, and facilities for current programs?**

When the State Board of Education approves a school district as an AVTS provider, it is implicit in the approval that due to the cost of equipping and maintaining an AVTS facility, the AVTS will serve both high school students and adults. Thus, a district operating an AVTS also agrees to operate appropriate Community Education/Adult Education programs.

The financial goal of the Adult Education Department is to be relatively self-sufficient. In planning tuition and fee schedules, every attempt is made to cover teacher and staff salaries, supplies, advertising, and then to retain a percentage of money for program improvement and equipment purchases. With that goal in mind, it is also the responsibility of Community Education/Adult Education to be proactively responsive to the needs of business and industry. As such, it must be able to quickly implement programs, which are immediately responsive to workforce needs. To do this properly, Community Education/Adult Education must operate on a shorter financial cycle than other district programs.

For example, a long-term program such as Practical Nursing fits the district budget cycle since it operates on an on-going annual cycle. Customized Training, on the other hand, is more responsive to annual fluctuations in training needs and economic conditions. Even more so, short-term programs are reliant upon pressing needs of small business and industries which necessitates an almost immediate need to develop, fund, and implement training programs.

As with any self-sufficient business operation, new program starts or program reorganization may require significant start-up costs. However, there is no present mechanism for initiating the funding of new programs other than requesting the funds from local sources.

Community Education/Adult Education has often in the past and will likely continue in the future, to maintain slightly higher levels of revenue than expenditures. Currently these excess funds are returned to the current year budget as general revenues. If these funds were placed in a





# **Program and Service Evaluation Community Education/Adult Education**

---

reserve account for future growth, the timeline for funding new programs could be substantially reduced. By setting aside excess revenues in profitable years, funds could be banked, and then with proper approval, withdrawn as needed without having to request additional subsidies from the Board for new program initiatives. This would provide a more expeditious mechanism for funding short-term programs, which are responsive to the needs of business and industry.

## **Recommendation:**

Create and maintain a long-term, reserve revenue account for Community Education/Adult Education that would provide “seed” money for new programs or program expansion.

## **VI. Action Plan for Recommendations as A Result of Program Evaluation**

Person responsible to champion action plan:

Brenda Russell, Administrator of Adult Education

Timeframe for reporting updates to Board of Education:

May 2006

\_\_\_\_\_ Date: \_\_\_\_\_  
**Signature of Administrator Responsible for Chairing Evaluation**