



## **Special School District**

### **At-Risk Programs Program Evaluation**

#### ***Career and Technical Education***

Mike Rogg, Chair

Board : May 24, 2011



# At-Risk Programs: Career and Technical Education Standard Program Evaluation

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## Executive Summary

As required by the Missouri School Improvement Plan (MSIP) standards, school districts must evaluate At-Risk services biennially. The question approved by the Board of Education for the present program evaluation was as follows: *What is the nature of at-risk programs and how do they impact student outcomes?* The present evaluation includes a review of programs provided and assessment data. Based on stakeholder review of the data, strengths, concerns and recommendations are noted.

The data in this report refers to the population of at-risk students who participated in the Jobs for Missouri Graduates (JMG) program.

### Strengths

- Four Year College Enrollments increased to 10% in 2010.
- Two Year College Enrollments increased to 18% in 2010.

### Concerns

- Total Positive Outcomes declined as the decrease in Job Placements was greater than increases in College Enrollments.
- Full time civilian employment declined for the third consecutive year from a high of 80% in 2008 to 63% in 2010.
- Workforce Investment Act funding is for the program through the Urban League is not secured for next year; it is questionable if any funds will be available to continue this program at North Technical School. A preliminary estimate of the cost to continue this program is \$40,000 or roughly \$1000 per at risk student.

### Recommendations

- As post secondary education placement increased in the 2010 year, expand activities that prepare student for matriculation into 2 year, 4 year and other post secondary schools and institutions.



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## Program Evaluation Question(s)

What is the nature of at-risk program(s) and how do they impact student outcomes?

### I. Program/Service Information

1. Name of Program or Services:  
At-Risk Services; Jobs for Missouri Graduates
2. Personnel Responsible for Evaluation and Program:  
Michael B. Rogg, Director of Career and Technical Education
3. Demographic Description of Program:  
Locations: North Technical School  
Number of Staff: 1  
Participants: 40  
Length of Program/Service: one semester of instruction with two years follow up  
Date of Evaluation (Year/Duration): May, 2011
4. Goal/Objective of Program/Services:

The Jobs for Missouri Graduates (JAG) Program provides students the opportunity to earn ½ credit of English (Career English), during one semester of their senior year. Students for the program are recommended for consideration by teachers, counselors, social worker and administrators based on established criteria; recommended students are interviewed to determine student interest, personal barrier criteria, background, and foundation skills needs. All students must agree to participate in required post graduate follow up. Eligible students are recommended to the counselors for scheduling if a credit review warrants program participation. Thirty-seven employment-related competencies are addressed in the course of the semester to include interest inventories, personal resume preparation, application completion, interviewing and various employment letter writing. Each student is also required to complete a minimum of 10 hours of community service.

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

CSIP Goal I Student Performance seeks to “develop and enhance quality educational/instructional programs to improve performance and enable students to meet their person, academic and career goals.”

### II. Evaluation Criteria for Programs/Services Offered

Follow Up Placement Data



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

| Name            | Role  |
|-----------------|---|
| Michael B. Rogg | Director of Career and Technical Education  |
| Shane Trafton   | Administrator of Curriculum and Instruction |
| Michael Powers  | Principal                                   |
| Mary Braun      | Curriculum and Instructions Facilitator     |
| Jim Bilyeu      | Program Certification                       |

## IV. Results

Jobs for Missouri Graduates (JMG) initiative is the primary program for at risk students in the technical schools at North Tech. Needs of at risk students are provided by the sending schools at South Tech which does not have academic classes. JMG is sponsored through the Urban League. This program is modeled after the national Jobs for America's Graduates (JAG) program. The program is a dropout prevention and workforce preparation program for at-risk youth and is delivered during the school day. This program identifies severely at-risk students and provides multiple services to keep them in school and provide them with activities that will enhance their ability to secure and maintain employment after graduation. The total number of student participating in the years 2007 (n=46), 2008 (n=46) , 2009 (n=41) and 2010 (n=40) was 173 students; 170 of those participants graduated North Technical School.



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Table 1. Placement of JMG Graduates

| North Technical High School                               | 2007      |            | 2008      |            | 2009      |            | 2010      |            |
|---|-----------|------------|-----------|------------|-----------|------------|-----------|------------|
|   | (n=46)    |            | (n=46)    |            | (n=41)    |            | (n=40)    |            |
|   | Total     | %          | Total     | %          | Total     | %          | Total     | %          |
| <b>Total Graduates</b>                                    | 44        | 96%        | 45        | 98%        | 41        | 100%       | 40        | 100%       |
| Full-Time Job with no School/Training                     | 20        | 45%        | 18        | 40%        | 12        | 29%        | 9         | 23%        |
| Full-Time Job with School/Training                        | 11        | 25%        | 9         | 20%        | 6         | 15%        | 5         | 13%        |
| Part-Time Job with no School/Training                     | 0         | 0%         | 6         | 13%        | 4         | 10%        | 1         | 3%         |
| Part-Time Job with School/Training                        | 3         | 7%         | 3         | 7%         | 7         | 17%        | 10        | 25%        |
| <b>Total Civilian Job Placements</b>                      | 34        | 77%        | 36        | 80%        | 29        | 71%        | 25        | 63%        |
| Military Service  | 2         | 5%         | 1         | 2%         | 0         | 0%         | 0         | 0%         |
| <b>Total Civilian Job Placements and Military Service</b> | 36        | 82%        | 37        | 82%        | 29        | 71%        | 25        | 63%        |
| 4 Year College Enrollments                                | 2         | 5%         | 0         | 0%         | 2         | 5%         | 4         | 10%        |
| 2 Year College Enrollments                                | 0         | 0%         | 1         | 2%         | 5         | 12%        | 7         | 18%        |
| Other Education   | 0         | 0%         | 1         | 2%         | 3         | 7%         | 0         | 0%         |
| In School   | 0         | 0%         | 0         | 0%         | 0         | 0%         | 0         | 0%         |
| In School connected                                       | 0         | 0%         | 0         | 0%         | 0         | 0%         | 0         | 0%         |
| <b>Total Positive Outcomes</b>                            | <b>38</b> | <b>86%</b> | <b>39</b> | <b>87%</b> | <b>39</b> | <b>95%</b> | <b>36</b> | <b>90%</b> |
| Unavailable for Employment (Per JAG Standard)             | 1         | 2%         | 1         | 2%         | 0         | 0%         | 1         | 3%         |
| Unable to Contact During the Reporting Period             | 2         | 5%         | 2         | 4%         | 0         | 0%         | 0         | 0%         |
| Available/Unemployed                                      | 3         | 7%         | 3         | 7%         | 2         | 5%         | 3         | 8%         |
| <b>Total Non-Positive Outcomes</b>                        | <b>6</b>  | <b>14%</b> | <b>6</b>  | <b>13%</b> | <b>2</b>  | <b>5%</b>  | <b>4</b>  | <b>10%</b> |



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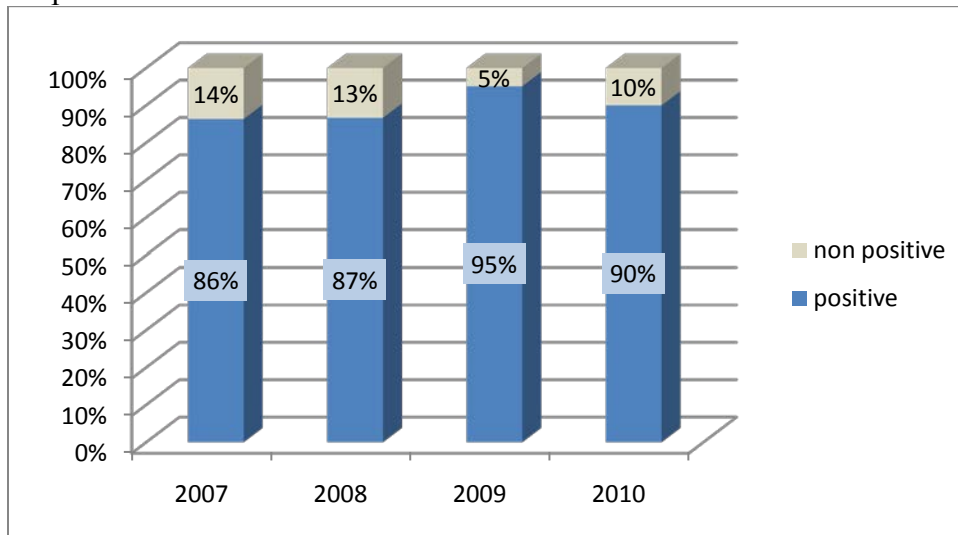
## Full time job Positive Outcomes

Positive Outcomes decline from 2009 levels 95% (n=39) to 90% (n=36) for 2010 after holding relatively steady at 86% (n=38) and 87% (n=39) in 2007 and 2008 respectively. Two and Four Year College enrollments and Part-time Job with School/Training subgroups reported increases partially offsetting declines in Full-Time Job and Part-Time job with on School/Training subgroups. Total Civilian Job Placements fell from a high of 80% (n=36) in 2008 to 63% (n=25) in 2010, down 17% reflecting the difficult economic situation. Civilian Job Placement subcategory Part-time Job with School/Training saw an increase, increasing from 7% (n=3) in 2009 to 25% (n=10) in 2010.

For the 2010 year, total College and other Education rates continued to increase to 28% (n=11) from 24% (n=10) in 2009, 4% (n=2) in 2008 and 5% (n=2) in 2007. The increase in Further Education as a Positive Outcome partially offset the decreases reported for civilian Job Placement. For the 2010 year, Two Year educational program placement was 18% (n=17) reflecting their highest levels of positive placement for the period studied. The Four Year College placement rate 10% (n=4) in 2010 doubled the previous highest rate of 5% (n=2). These increases in educational placement reflect both the need for more education in the current economy and the successful removal of barriers to further education for this at risk group.

The number of students unable to be contacted fell to 0 for the 2010 year from 5% (n=2) Unable to Contact recorded in 2007. Available/unemployed rose to 8% (n=3) in 2010, after declining slightly in 2009.

Graphic 1. Percent of Students with Positive Placement Outcomes



Graphic 1 shows a decline in positive placement outcomes for the at-risk students in 2010 while remaining above 2007 and 2008 levels.



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Table 2. Identified Barriers for JAG Students

| <b>Barrier</b>  | <b>2007</b> | <b>2008</b> | <b>2009</b> | <b>2010</b> | <b>Total</b> |
|---|-------------|-------------|-------------|-------------|--------------|
| Number of Students  | 46          | 46          | 41          | 40          | 173          |
| Lacks marketable occupational skills that are in demand in the local labor market | 44          | 43          | 39          | 38          | 164          |
| Basic skills deficient (reading and math in particular)                           | 45          | 38          | 31          | 32          | 146          |
| Low academic performance  | 45          | 33          | 26          | 14          | 118          |
| A past record of excessive absences as verified by school officials               | 32          | 25          | 30          | 26          | 113          |
| Having inadequate or no work experience   | 26          | 25          | 29          | 26          | 106          |

Table 2 lists the five most frequently identified barriers for students enrolled in the JAG Program by year for the period studied. Training provided by JAG prepares personnel involved with this program to identify student barriers from student information and interviews. Some students may have more than one barrier and additional barriers not listed in addition to those listed as the most frequent.

Identification of these barriers had the highest rate of occurrence in 2007 with the exception of “Having inadequate or no work experience” which had the highest number of identifications reported in 2009. While “Having inadequate or no work experience” is the least frequently identified barrier of the top five barriers, the number of identifications per year has been the most consistent each year for the period studied. The largest decline in identification of barriers occurred in “Low academic performance” being identified forty-five times in 2007 and declining to fourteen in 2010.

## V. Discussion

### Strengths

- Four Year College Enrolments increased to 10% in 2010.
- Two Year College Enrollments increased to 18% in 2010.

### Concerns

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## Recommendations

- As post secondary education placement increased in the 2010 year, expand activities that prepare student for matriculation into 2 year, 4 year and other post secondary schools and institutions.

## Follow up on recommendations from previous program evaluation.

- *Continue to use STAR to assess student progress on Reading and Mathematics.*  
The STAR tests are being used to assess student progress.
- *Continue the use of remediation programs such as Keytrain and PassKeys.*  
Use of PassKeys is continuing in the tenth grade program. The use of KeyTrain, which is now available over the internet, is being expanded for all career education programs.
- *Continue to support the JMG program.*  
The JMG, Jobs for Missouri Graduates program has been supported, however, state and federal funding for the program has been removed for the future.
- *Expand the after school tutoring program at North Tech and consider effective methods of delivering more tutoring services during the day at South Tech.*  
The after school tutoring program has been continued at North Tech. The Success Center program using PassKeys and KeyTrain was used to deliver tutoring services at South Tech.
- *Disaggregate STAR scores for the two semesters of the 10th grade at South Tech. Implement at North Tech the pilot begun at South Tech for students who score "at or above grade level" by not requiring continued testing once that level has been achieved.*  
The assessment and analysis process correctly disaggregates STAR scores for 10<sup>th</sup> graders at South Tech. The assessment plan for both schools uses STAR to determine grade level and does not require further testing once grade level has been achieved.

Person responsible to champion action plan: Michael B. Rogg

Timeframe for reporting updates to Board of Education: Biennially

Date: \_\_\_\_\_

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