Texas Dropout Recovery Pilot Program:

Cycle 1 Evaluation Report

December 2009

A report for:

Texas Education Agency

Arroyo Research Services

CREDITS

Arroyo Research Services is an education professional services firm that helps education organizations meet their goals through meaningful research, measurement, evaluation, and consulting services. We help organizations develop and use actionable data to surpass their prior performance.

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EXECUTIVE SUMMARY

This report presents initial evaluation findings for Cycle 1 of the Texas Dropout Recovery Pilot Program (TDRPP), focusing on implementation and outcomes achieved from August 2008 through May 2009. TDRPP was established based on a recommendation of the High School Completion and Success Initiative Council and was funded by the Texas State Legislature. Competitive grant awards were made to 22 education organizations throughout the state that include local school districts, open enrollment charter schools, institutions of higher education (IHEs), county departments of education, and nonprofit education organizations. The Cycle 1 start date was August 28, 2008. The end date was initially August 31, 2009, but was extended to December 31, 2009.

Among Texas Education Agency (TEA) initiatives, TDRPP is unique in its focus, goals, and funding structure. It focuses directly on dropout recovery, rather than dropout prevention. Within multiple program models that allow maximum flexibility to meet individual student needs, TDRPP allows grantees to assist students under the age of 25 who have dropped out of school by either earning a high school diploma or demonstrating college readiness. College readiness is defined as earning a General Education Development (GED) certificate, meeting minimum passing standards on a Texas Success Initiative (TSI) approved instrument, and earning college credit in a core course or through advanced technical credit. TDRPP uses a pay for performance model that directly ties payments to demonstrated student academic progress and program completion. Grantees may use earned performance funds to bolster services, extend the program past the end date, or to offer student incentives.

The TDRPP funding model has three components: base funding, performance funding, and "other payments." All grantees received a base funding amount of up to $150,000 for purposes of planning, establishing infrastructure, and implementing the program. In addition to the base funding, grantees can earn performance funds based on student achievement of specified academic performance benchmarks and student completion of the program. Grantees may earn $250 (up to a maximum of $1,000) for each student who achieves one or more of the specified academic benchmarks. An award of $1,000 is made for each student who successfully completes the program. As a result, the 22 TDRPP Cycle 1 grantees received a total of $3,212,173 base funding and were authorized up to a total of $2,726,000 for performance funding. Finally, in order to provide a consistent level of funding per student across all grantees, grantees not eligible for Foundation School Program (FSP) payments based on Average Daily Attendance (ADA) of eligible students can earn up to $4,000 in "other payments" for each TDRPP student who demonstrates academic progress. Local education agencies (LEAs) and open enrollment charter schools receive FSP payments based on ADA. IHEs and nonprofit education organizations do not receive FSP payments based on ADA and therefore, are eligible to receive TDRPP "other payments."

TEA contracted with Arroyo Research Services (ARS) in December 2008 to conduct an evaluation of TDRPP program effectiveness. The evaluation focused on four key objectives specified by TEA:

01 | Describe and evaluate the implementation of program strategies
02 | Evaluate the impact of the program on student outcomes
03 | Evaluate the impact of the program on teacher /staff effectiveness
04 | Determine the cost-effectiveness and sustainability of the program

Focusing on implementation and outcomes achieved from August 2008 through May 2009, TDRPP is demonstrating measurable student outcomes and accomplishments within its first year. Grantees are recruiting students within the target population, aggressively implementing educational and support programs, and moving students toward graduation. Main findings for each of the evaluation objectives are listed below.

01 | Implementation of program strategies:
- Grantees included 14 local school districts and 1 county department of education which provided services through a local school district (in essence, 15 local school districts), 3 nonprofit education organizations, 2 IHEs, and 2 open enrollment charter schools. Local school districts and open enrollment charter schools primarily focus on assisting students to complete high school, while IHEs and nonprofit education organizations focus on helping students achieve college readiness.

- As of May 15, 2009 (the data collection cut-off date for this report), TDRPP grantees had served 1,173 students who had previously dropped out of school.   The average number of students per site was 53, with enrollments ranging from 14 to 123 participants.

- Grantees focused on students with diverse academic needs, ranging from students who needed only to pass the Texas Assessment of Knowledge and Skills (TAKS) in order to graduate to students who need several years of course credits to graduate.   Grantees also had the option of pursuing college readiness. This means that while some program completions occurred during the initial grant period, more can be anticipated in subsequent years of the program.

- Grantees recruited students with substantially different academic backgrounds. Among TDRPP enrollees with local school district grantees, 65% last attended 12th grade prior to enrollment, where only 25% of IHE and 21% of open enrollment charter school TDRPP participants last attended 12th grade. IHEs and nonprofit educational organizations had the highest percentage of students whose last grade level of record was 9th or 10th grade. Students attending IHEs were far more likely to have been out of school longer than students enrolled in other grantee types, with only 36% of students last attending school in 2006-2008 compared to 88% of local school district participants and 92% of open

enrollment charter school participants. Seventy-four percent of students in nonprofit educational organizations last attended school between 2006 and 2008.

- Grantees were located in a broad range of communities that had high numbers of dropouts in 2006, as targeted in the TDRPP Request for Applications (RFA). High school completion rates for grantee communities ranged from 59 to 90%, while college degree completion rates ranged from 11 to 38%. Unemployment rates, income, and percentage of families below the poverty line also varied widely, reflecting the diversity of Texas communities facing challenges in working with out-of-school youth.

- TDRPP grantees employed a wide variety of approaches to dropout recovery in nearly every respect, including approaches to recruitment, support, educational options, use of incentives, hours of operation, use of virtual educational programs, use of group versus individual delivery mechanisms, and degree of integration with local school districts.

- On average, grantee sites experienced delays of 2.3 months and yet enrolled more students than projected.

02   Student Impact:
- Sixteen percent (*n*=183) of the 1,173 students who enrolled in a TDRPP completed the program. Of these, 182 graduated from high school, and 1 demonstrated college readiness. Completion rates across the 22 grantees ranged from 0 to 36%. Overall, 86% of students persisted in their TDRPP program, with grantees targeting college readiness achieving a 92% persistence rate[1] and grantees targeting high school graduation achieving an 85% persistence rate (see Table 1 Student Outcomes by Grantee Goal).

- Participants, including those who completed the program, met 493 interim benchmarks as of May 2009, with 375 TDRPP students (32%) achieving at least one benchmark.

- For the 232 students enrolled in programs focused on college readiness, the most common interim benchmark earned was college credit in the core curriculum, with 57 benchmarks met. Additional college readiness interim benchmarks included 24 students who met or exceeded TSI standards and 10 students who earned a GED (see Table 2 Percentage of Students Meeting College Readiness Interim Benchmarks).

- For the 941 students enrolled in programs focused on high school graduation, the most common benchmark earned was grade advancement; 269 grades were advanced by 263 students with four

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[1] Student persistence is defined as the percentage of students who did not drop out of the program; they either remained in or completed the program.

students advancing two or more grades.   In addition, passing TAKS was achieved by 74 of the 941 participants (see Table 3 Percentage of Students Meeting H.S. Diploma Interim Benchmarks).

- No statistically significant relationships between student demographic characteristics and program outcomes have been identified to date.

- The odds of students in open enrollment charter schools completing high school were statistically greater than those in local school districts after other student and program factors were controlled.

- In the nonprofit education organizations, 33% of students met the benchmark for earning college credit in the core curriculum.   While no students in IHEs met this benchmark, 12% of students in IHEs met or exceeded TSI standards, 12% earned GEDs, and 19% enrolled in a Texas IHE.

- In nonprofit education organizations, 15% of students achieved an interim benchmark that was proposed by the grantee.   While the TDRPP application allowed all grantees to propose interim benchmarks, no other grantee types reported custom benchmarks.

- Students who were proficient on their last TAKS had a higher probability of completing high school than those who did not score at or above the proficiency threshold.   Students who were proficient on their last TAKS math exam were almost twice as likely to complete high school within the reporting period as non-proficient students. Similar differences were found for the TAKS reading exam. These differences were statistically significant after controlling for other student and program characteristics.

- Students in programs offering distance learning were more likely to complete the program.

- The top four grantees seeking high school graduation outcomes accounted for 48% of the interim benchmarks and 52% of the program completions achieved. These grantees were more likely to serve students who left high school at a later point in their career, many of whom were primarily in need of completing the TAKS assessment.

Table 1 Student Outcomes by Grantee Goal

| | Grantee Goal | | |
	H.S. Diploma	College Readiness	Overall
Program Completion	18.6%	0.4%	15.6%
Student Persistence	84.5%	92.2%	86.0%

Source: Figures reported are from the sample of 1,173 students; 941 students in programs aiming to achieve high school graduation, and 232 students in programs aiming to achieve college readiness. Data from performance payment reports submitted to TDRPP program management by grantees in May and June of 2009, Public Education Information Management System (PEIMS), and Arroyo Research Services (ARS) coding of grantee types.

Table 2 Percentage of Students Meeting College Readiness Interim Benchmarks

Interim Benchmark	Students Reaching Benchmark
Earned College Credit in Core Curriculum	24.6%
Enrolled in Texas Institution of Higher Education	10.3%
Met other Interim Benchmarks Proposed by Applicant	10.3%
Met or Exceeded TSI Standards	7.3%
Earned GED	4.3%
Advanced Performance Category on Test of Adult Basic Education (TABE)	0.0%

Source: Figures reported are from the sample of 232 students in programs aiming to achieve college readiness. Data from performance payment reports submitted to TDRPP program management by grantees in May and June of 2009, Public Education Information Management System (PEIMS), and Arroyo Research Services (ARS) coding of grantee types.

Table 3 Percentage of Students Meeting H.S. Diploma Interim Benchmarks

Interim Benchmark	Students Reaching Benchmark
Grade Advancement	28.0%
Passing Score on TAKS	7.9%

Source: Figures reported are from the sample of 941 students in programs aiming to achieve high school graduation. Data from performance payment reports submitted to TDRPP program management by grantees in May and June of 2009, Public Education Information Management System (PEIMS), and Arroyo Research Services (ARS) coding of grantee types. Note: denominator is number of students in programs aiming to achieve high school graduation.

03 | Teacher/Staff Impact:

- Of the 137 TDRPP teachers who responded to staff surveys, all met the minimum teaching requirements of a bachelor's degree and 76.3% of teacher respondents at local school districts had also earned their master's degree.

- Approximately 53% of TDRPP teacher respondents have less than a year of experience working directly with dropout recovery students, with some variation across grantee types and program strategy.

- TDRPP teachers report generally high levels of self-efficacy and collective self-efficacy, important determinants of student success.   Teacher self-efficacy is defined as a teacher's belief in his/her capability to influence student achievement and motivation. On a 9-point scale, teacher respondents overall average score was 6.94.

- The lowest ranking for self-efficacy was related to teachers' belief in their ability to assist families in helping students to do well in the program. Nearly two-thirds of teachers (62%) indicate that parents' lack of involvement is a problem for students in the program.

04 | Cost effectiveness and sustainability:

- By design, direct TDRPP funds cover varying percentages of the overall effort associated with educating and supporting TDRPP program participants. Beyond TDRPP grant funds, each grantee was supported by multiple funding sources, including the school district, local government, foundations, and community-based agencies.

- The average TDRPP funding per participant was $2,929[2]. Final cost and cost/benefit calculations are anticipated to fluctuate until final performance figures are available at the close of Cycle 1 program activity.

- Grantee realization of performance funds ranged from 0 to 62.5%, with grantees earning an average of 11% of available performance funds as of May 2009.

- Through May 2009, nonprofit education organizations showed the highest earned percentage of available performance funds, at an average 16%. IHEs earned the lowest average of 5% of available performance funds.

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[2] Calculated using base funding plus earned performance payments. Details are included in chapter 7.

RECOMMENDATIONS

Based on these findings and the detailed discussion and data within the report, the evaluation team recommends the following, by objective:

01 | <u>Implementation of program strategies</u>

Grantee/Program Recommendations

- Encourage/require grantees to conduct needs assessments of targeted students. Many grantees experienced unanticipated student needs that were discovered once students were recruited into the program and went through an initial student needs assessment. Prospective grantees should conduct a needs assessment of their anticipated population during the application and program development process to better inform their program design.

- Broaden the definition of parent involvement. Grantees report that parents are often not directly involved in the lives of TDRPP students, but that broader family participation is important. Expand parent involvement to include broader family participation, as well as providing resources and examples to grantees regarding family involvement during the application and program implementation processes.

- Support pre-planning and cross-site visitation. Sites that reported visiting other dropout recovery programs during their program development found this to be a valuable process. It is therefore recommended that prospective and early implementers be strongly encouraged to visit other programs, confer with other program directors via telephone, and to collaborate across districts on program development.

- Provide stronger guidance on initial staffing strategies. Grantees were better able to identify and recruit students than staff in several cases, due in part to the time limited and performance-based funding structure of the grant. New grantees would likely benefit from examples of how programs successfully identified, hired or transferred, and funded staff and teachers early in the program implementation process.

- Encourage early planning for summer programming. Many grantees did not have initial plans to operate in summer 2009 but discovered that a) their slower than expected startup both required and enabled them to continue operations, and b) that their student population needed continuous services and opportunities in order to succeed. Therefore, strong support for planning summer programs early in the grant cycle, and for identifying how student needs will be met throughout the year in the application process, is recommended.

- Provide structured consultation to grantees regarding program planning and implementation immediately after notification of the award. A group planning meeting or individual grantee phone consultation with TEA staff could assist grantees in their planning for timely program startup and strong program execution

- More detailed specification of indirect funding in the initial application, as well as subsequent reporting of the use of indirect or in-kind funds during implementation is recommended.

- Continue support for Optional Flexible School Day Program. Students and staff report that the program enabled students to work around barriers they experienced in the traditional high school program and to support more rapid credit accumulation strategies.

- Expand grantee guidance regarding student incentive payments. Although the program is designed to encourage experimentation, including differential use of student incentive payments, expanded guidance about how student incentives can be used, as well as examples of how they are being implemented, managed, and explained to teachers, students, parents and community members would likely be useful to grantees.

Evaluation Recommendations:

- Prepare case studies of successful grantees. While this interim report includes data about initial grantee experiences, we plan to include case studies of successful grantees in the final report in order to assist TEA and other grantees in understanding the elements of successful dropout recovery programs in Texas.

02 | Student Impact

Grantee/Program Recommendations

- Continue support for the broad mix of programs and eligible grantees. Each grantee type served different students with different strategies and made a unique contribution to the program. Until further data are available to inform decisions about targeted students or specific outcomes, continuing support for each grantee type is recommended.

- Review unearned benchmarks. Several benchmarks were not achieved by any participants within the reporting period. Some may have been accomplished subsequently. Unearned benchmarks should be reviewed and possibly removed in subsequent applications.

- Review underperforming grantees mid-way through the grant cycle. The flip side of the finding that half of the grantees are responsible for nearly 80% of program outcomes is that the other half is underperforming. While this may be due in part to differences in the students recruited into the program, it is also due to program design and support issues. TEA should identify and work directly with grantees that are underperforming in order to ensure strong program implementation.

- Improve reporting of program completion and grade advancement. Grantees did not uniformly report program completion or grade advancement during the reporting period. The evaluation team compiled program completions from both the student data upload reports and the Performance Payment Reports and reconciled information from the two. All program completions and grade advancements should be reported under the appropriate code on the Performance Payment Reports, and sites should receive further guidance in how to calculate and report attainment of each Completion and Interim Benchmark.

Evaluation Recommendations

- Expand the review of student incentives. Student incentive information used in the interim report is based on an indicator of whether or not student incentives were used. The evaluation will expand its review of student incentives to include information about how the incentives were used, distributed, and communicated in order to inform best practices for subsequent programs.

- Clarify and, if necessary, expand reporting of staff and teachers associated with each program. The initial evaluation design assumed smaller numbers of core teachers with higher TDRPP-specific teaching loads than was in fact the case. To better track survey responses, determine the universe of applicable teachers, and to link teacher information to student and program outcomes, the evaluation team will seek to identify each teacher working with TDRPP students at each site. We therefore recommend including teacher data with the student data upload in each semester.

- Gather and include individual service utilization data. Grantees provided service availability information, but determining the effects of various services would be done best by obtaining individual service utilization information. Service utilization items will therefore be added to the student follow-up surveys.

- Provide survey incentives. While survey response rates were within normal range, the evaluation would be well served by an increased rate of return that enabled direct comparison and use of student and teacher survey data on a per-program basis. We will therefore use student survey incentives to increase the response rate, and increase direct communication with teachers regarding survey completion.

- Expand student matching. Data were missing sufficient identifiers to locate 56 student participants in the Public Education Information Management System (PEIMS). This could be due to multiple factors, including name changes, but is most likely due to missing or incorrect student id numbers. Additional attention on the part of grantees and the TDRPP program is warranted to assure that all relevant data can be linked for the purposes of evaluating the program.

- Consider funding identification and analysis of non-TDRPP dropout recovery programs in Texas, or creation of a control group of Texas dropouts. A control group study using PEIMS data could create a statistically matched group of students who dropped out in similar years with similar characteristics, and review whether and where they returned to a Texas public school, whether they subsequently

completed a high school diploma, and the differences in the time to completion and other outcomes compared to TDRPP participants.

03 | Teacher/Staff Impact

Grantee/Program Recommendations

- Assure that professional development is focused on strategies for supporting dropout recovery students. Professional development can and should be about the general needs of at-risk students, but should also focus on the particular strategies around which each program is designed.

- Encourage grantees to commence professional development early in the life of the program. Respondents from several programs were unable to identify specific TDRPP professional development at the time teacher surveys were administered, which was approximately six months into the program. To assure maximum effect, professional development should be an early and integral part of the program.

- Broaden the definition of professional development. Professional development as a workshop or series of workshops has a place, but research has repeatedly demonstrated that teacher peer coaching, mentoring, participation in professional learning communities that include review of student work and approaches to solving specific student needs, produce stronger student learning outcomes.

Evaluation Recommendations:

- Expand the analysis of the role professional development and staff support in building teacher self and collective efficacy.

- Connect student and teacher survey responses on a per-site basis and include in the outcome model. Doing so is dependent on success with the prior recommendation related to increased survey response rates.

04 | Cost effectiveness and sustainability

Grantee/Program Recommendations

- Improve accounting for non-TDRPP resources. Grantees obtained widely varying amounts of indirect and in-kind support from their organizations, and this information is an important component of the cost-benefit analysis. Recommendations related to guidance and reporting of non-TDRPP resources are included above.

- Provide grantees with best practices in start-up and staffing in order to support the goals of scalability.

Evaluation Recommendations:

- Obtain per-student data on FSP payments generated by TDRPP participants. This would enable more complete consideration of the comparability of funding across grantees and calculation of the true cost to the state on a per-student basis.

- Expand grantee financial reporting. Information available through the current financial reporting is not sufficiently detailed to enable comparison across grantees, to determine the level of effort associated with program strategies, or to make valid comparisons to non-TDRPP dropout recovery programs. We therefore plan to include a request for financial information from grantees that supplements current reporting requirements.

- Expand analysis of comparable, non-TDRPP dropout recovery programs. As indicated within chapter 7, there is a relative dearth of comparable, large-scale dropout recovery programs, and a full and fair comparison of costs and benefits requires that the evaluation team obtain additional data regarding the funding and operations of the programs used for comparison to TDRPP.

SUMMARY

Initial results suggest that Cycle 1 grantees are implementing the program with fidelity and vigor, have achieved important early outcomes, and will continue to achieve outcomes from Cycle 1 funding until the end of the grant period. Given the implementation delays and the early cut-off date for data collection, program outcomes documented in this report are based on six to eight months of actual program operation. Outcomes for the period between May and December 2009 are expected to exceed those reported herein.

The probability of achieving these continued and accelerating outcomes, and the usefulness of additional data for determining cost effectiveness and optimal program strategies, suggest the advisability of continuing the program for an additional year. Results reported above and within the body of the report are preliminary and reflect partial year implementation. As grantees continue providing services through the remainder of the funding period, further demonstration of student academic progress, improvements in the cost-effectiveness, and more complete evaluation data and findings are expected.

Evaluation findings presented in this report should be interpreted with caution. Because student outcomes associated with Cycle 1 participation are likely to be achieved between the data collection cutoff date for this report and the project end date of December 31, 2009 and beyond, it is too early to determine the full extent of Cycle 1 outcomes.   Additionally, grantees achieved full capacity and implementation mid-year and are likely to achieve sustainable levels of implementation and outcomes in future years. Full consideration of Cycle 1 outcomes, using comprehensive data, will be included in the Final Evaluation Report anticipated in September 2010. The Final Evaluation Report will also be bolstered by additional data from the 21 Cycle 2 grantees.

INTERIM EVALUATION REPORT

SCOPE OF THE HIGH SCHOOL DROPOUT PROBLEM IN TEXAS

Texas has had a large and growing problem with high school dropouts for many years. According to the Texas Education Agency (TEA) report on Secondary School Completions and Dropouts in Texas Public Schools 2007-08, 31,437 students who began 9th grade in Texas in Fall 2004 dropped out by Spring 2008. The dropout rate is not evenly distributed across racial/ethnic groups and gender.   While the four-year longitudinal dropout rate overall was 10.5%, the rate varied significantly by group. Asian Pacific Islanders and White students had relatively low longitudinal dropout rates of 3.6% and 5.1% respectively compared to 16.1% for African American students and 14.4% for Hispanic students. Looking at other special populations the disparity is even more apparent. Bilingual/ESL students had a longitudinal dropout rate of 30.6%; the rate for Special Education students was 14.5%; and the rate for economically disadvantaged students was 15.7%.

This issue has an ongoing impact on the lives of students who drop out, as well as on the overall economy in Texas.   Individuals without a high school diploma have lower earning power over the course of their lives. In Texas, the average annual earned income for an individual without a high school diploma is only $18,001, below the official Federal poverty guidelines for a family of three (United States Census Bureau, 2005).   Just completing a high school degree translates to an increase in earnings of almost $7,600 a year ($25,649), while completing a bachelor degree brings the average annual income up to $44,132.

The state of Texas has aggressively sought to address these issues through a variety of state, local, and federally funded initiatives. House Bill 2237 (80th Texas Legislature, 2007), revised the education code and authorized additional funding for grants and programs for dropout prevention, high school success, and college and workforce readiness programs. Many Texas programs focus primarily on dropout prevention, including the Texas Ninth Grade Transition and Intervention Program, the Collaborative Dropout Reduction Pilot Program, Intensive Summer Programs, and the No Child Left Behind Act (NCLB) Communities in Schools projects. Additional programs that address dropout recovery include the Texas School Dropout Prevention and Reentry Program funded through the U.S. Department of Education.

While a noteworthy commitment has been made to prevent students from dropping out, few programs have been initiated to assist individuals who have already dropped out re-enter the educational system. The Texas Dropout Recovery Pilot Program (TDRPP) represents one such effort.   Designed as a state grant program, it seeks to identify and recruit students who have already dropped out of Texas public schools and to offer them the educational and social services they need to continue their education. TDRPP provided up to $6 million in 2008-2009 to 22 Cycle 1 grantees serving more than 1,173 former dropouts. Details of the program design and implementation are provided in chapter 3.

TEA contracted with Arroyo Research Services (ARS) in December 2008 to conduct an evaluation of TDRPP program effectiveness. This report presents initial evaluation findings for Cycle 1 of the TDRPP, focusing on implementation and outcomes achieved from August 2008 through May 2009. TDRPP funded 22 education organizations with a combination of initial awards totaling $3,212,173 and performance based funding authorized to a total of $2,726,000. As of May 15, grantees had served a total of 1,173 former dropouts. Grantees were distributed in seven high dropout Education Service Center (ESC) regions (1, 4, 10, 11, 13, 19, and 20)[3] in Texas and included local school districts, open enrollment charter schools, institutions of higher education (IHEs), county departments of education, and nonprofit education organizations. Details of the program design are provided in chapter 3.

The purpose of the evaluation is to examine the extent to which TDRPP supports students who have dropped out of Texas public schools by offering them educational and social services to earn a high school diploma and/or demonstrate college readiness. The evaluation is designed to address four key objectives specified by TEA:

1. To describe and evaluate the implementation of program strategies
2. To evaluate the impact of the program on student outcomes
3. To evaluate the impact of the program on teacher /staff effectiveness
4. To determine the cost-effectiveness and sustainability of the program

Specific evaluation questions and associated methods and data sources for each objective are discussed in chapter 2, and are used to organize the subsequent chapters.

Note that the evaluation is not designed to evaluate or to establish the outcomes associated with each individual grantee funded by the program, but is focused on determining the outcomes and sustainability of the program as a whole. To do so, the report discusses individual implementation and outcome issues, but does not identify specific grantees.

The program was designed to operate through the period beginning August 28, 2008 and ending August 31, 2009. This funding period has been extended through December 31, 2009. This report focuses on initial implementation using data from inception through May 15, 2009. Relevant, material outcomes associated with Cycle 1 participation are likely to be achieved between the data collection cutoff date and the funding end date, as well as beyond the program funding period. Where relevant, the report addresses these limitations within each section. Full consideration of Cycle 1 outcomes, using comprehensive data, will be included in the Final Evaluation Report anticipated in Fall 2010.

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[3] According to TEA dropout rates for the Class of 2006 in the Academic Excellence Indicator System (AEIS) 2006-07 Region Performance Reports: http://ritter.tea.state.tx.us/perfreport/aeis/2007/region.srch.html

ORGANIZATION OF THE REPORT

The report is designed to answer the evaluation questions as directly as possible while providing appropriate detail available from the data collection. Chapter 2 presents an overview of the evaluation design and methodology. Chapter 3 describes the overall design and structure of the TDRPP, while chapter 4 discusses specific program implementation strategies (Objective 1). Chapter 5 presents the results of detailed preliminary analysis of student outcomes (Objective 2). Chapter 6 presents preliminary data on teacher/staff effectiveness (Objective 3), and chapter 7 examines the preliminary cost effectiveness of the program (Objective 4). Additional technical information, survey instruments, detailed survey responses where appropriate, and supporting tables are included in the Appendices.

CHAPTER 2: RESEARCH METHODS

The evaluation uses multiple methods to address each evaluation objective and is built on a strong base of empirical data available through TDRPP grant management procedures and associated reports, Texas extant data, and evaluator collected data. Each data source informs a rigorous data analysis model designed to answer the research questions that guide this evaluation. This chapter describes the research questions addressed, data sources used to address them, and the methods of analysis used to determine findings.

The evaluation design was guided by multiple levels of review. The TEA Division of Evaluation, Analysis, and Planning (EAP) reviewed all designs and materials. TEA's Data Integrity Review Committee (DIRC) reviewed and approved all surveys and data requests. All surveys, parental and subject consent documents, and confidential data requests, were reviewed and approved by an independent institutional review board (IRB) convened by Independent Review Consulting, Inc., an experienced nonprofit research support organization. Additionally, ARS convened a technical review committee of leading education researchers to review and provide guidance on the research methods and analysis plans.

EVALUATION SCOPE

The evaluation is specifically designed to answer research questions under the four main evaluation objectives, summarized below in Table 4 and discussed in further detail within each subsequent chapter.

Table 4 Research Questions

Objective 1: Program Implementation Research Questions

(A) How do grantees differ in terms of organizational background and experience?

(B) How do participating students differ by program?

(C) What specific strategies and support services, including the initial student assessments, are employed by the programs?

(D) How do programs differ in terms of their overall program design, including recruitment, assessment, placement, monitoring, support, and path through the various components?

(E) How does student participation in each program component differ by the demographics and student profile data gathered above?

(F) Do students enter the program at different points throughout the year? Does this affect the program components in which they participate?

(G) Where do programs exert the most effort in terms of staff time, budget and programmatic emphasis?

(H) What are the major barriers and facilitators to implementation? How might these be addressed in either program design or policy?

Objective 2: Student Outcomes Research Questions

(A) How much variation is there in student outcomes between and within the 22 sites and what student, program, and contextual characteristics explain that variation?

(B) Are there differences in student outcomes associated with the type of TDRPP program delivery method (e.g. tutoring, counseling, online instruction)?

(C) What instructional strategies, support services, and program features are most strongly associated with changes in student outcomes?

(D) Do student, program, or contextual characteristics mediate or moderate the effectiveness of particular instructional strategies, support services, and/or program features on student outcomes?

(E) What association do measures of the fidelity of implementation of the TDRPP program (i.e. student participation level, frequency and duration of intervention activities) have to student outcomes?

(F) How do students' reasons for dropping out, experiences after dropping out, and reasons for participation in TDRPP associate with students' success in TDRPP*?*

Objective 3: Teacher/Staff Effectiveness Research Questions

(A) What are the qualifications and characteristics of TDRPP staff and how do they differ between sites?

(B) What professional development/training is available to and/or received by the TDRPP staff and how does the professional development/training activity vary between sites?

(C) What perceptions do instructors have of the effectiveness of the TDRPP professional development/training activities?

(D) What is the relationship between the degree of implementation and the staffs' perceptions of the effectiveness of the TDRPP programs?

(E) What is the association between staff self-efficacy and collective self-efficacy and student self-efficacy and motivation?

Objective 4: Costs and Sustainability Research Questions

(A) How are the TDRPP program funds being used by grantees and how does the resource allocation differ between sites?

(B) What factors will prohibit or facilitate the continuation and/or scaling up of the TDRPP programs?

(C) What are the costs per student of the TDRPP program and how do these costs differ between sites?

(D) What are the cost per student to impact per student ratios and how do these cost/benefit ratios vary between sites (i.e. which programs are most cost-effective?)

(E) Which grantees have the lowest cost/benefit ratios and why?

(F) How do the costs per student of the TDRPP program compare to those of comparable alternative drop out recovery/prevention programs?

(G) How do the costs associated with helping a TDRPP participant achieve a diploma and become college ready compare to the costs to society and to the participant that would be accrued if the student did not achieve a diploma and become college ready?

(H) What are the opportunity costs that TDRPP participants accrue due to participation in the TDRPP program?

Source: Arroyo Research Services (ARS) TDRPP Evaluation Plan

DATA SOURCES

Existing Data

Student Data

TEA provided de-identified data for all students participating in the program that includes: district last attended; leaver code (reason for leaving); student demographics, including gender, ethnicity, LEP status, migrant student status, special education status, gifted and talented status, economically disadvantaged and at-risk status; and historical (2004-2008) and recent (2008-2009) Texas Assessment of Knowledge and Skills (TAKS) performance data. Current district-level, campus-level, and other district/level data (for matching purposes) were also provided. TEA matched student data to students included in the student data uploads provided by the grantees, and submitted the de-identified files to the evaluators. This extant student data derived from the Public Education Information Management System (PEIMS) and TAKS records.

U.S. Census Bureau Data

U.S. Census Bureau Data for the state in 2008, as well as each community served by grantees was used, which included the percentage of people who obtained a high school degree or higher, percentage with a college degree or higher, percentage unemployed, median household income, and percentage of families below the poverty line.

Evaluator Collected Data

Teacher/Staff Survey

ARS designed teacher/staff surveys that were administered to key program staff. Surveys were distributed via the program coordinators, as the evaluation team had no direct means of communicating with teachers and staff. Per the IRB review, participation in the surveys was voluntary. In some cases, where TDRPP students attended classes comprised primarily of non-TDRPP students, the surveys were completed by key staff only. The teacher/staff survey was completed by 261 respondents. Because the number of staff working with TDRPP students at each site continually changed, depending on the classes in which students enrolled, services they used, etc., it was not possible to obtain total staff numbers and to calculate a response rate for the surveys. A copy of the survey is included in Appendix A: Teacher/Staff Survey.

Student Surveys

Students were asked to complete an Initial Student Survey and a Student Exit Survey. Copies of each are included in Appendix B: Initial Student Survey and Appendix C: Student Exit Survey.   Of the total 1,173 student participants, 335 (29%) completed the Initial Student Survey and 220 (18%) students completed the Student Exit Survey. Survey participation was voluntary and required parental consent for students younger than 18, and completion of a full, IRB-approved consent for all students. Consent forms were available in English and Spanish.

Grantee Site Visits

ARS staff conducted site visits with each of the 22 grantees in March and April 2009. Site visits included extensive interviews with each program coordinator and their key staff, program documentation collection, observation of major program components, and review of program logic models created by the evaluators from the initial project proposals for each site. Summary information across the site visits is discussed in chapter 4: Program Implementation. Summary data for each site visit are included in Appendix D: Site Visit Summaries.

TDRPP Grantee Reporting

Project Proposals

TEA provided the complete original proposals for each Cycle 1 grantee from their grant application, including both the program description and initial budgets.

Progress Reports

Grantees submit progress reports to TEA at the end of the fall and spring semesters that include reports of progress toward the goals, benchmarks and enrollment targets outlined in their initial proposals, and the extent to which they are implementing each proposed program component.

Student Data Uploads

Grantees submit student data uploads each semester that report the student ID and basic information about each student enrolled in the TDRPP, whether they have achieved any benchmarks, and their dates and reasons for entry and exit from the program. This data are used directly in chapter 5, and are also used to provide the initial student IDs for obtaining PEIMS and TAKS data described above. Data from both the PEIMS and student data uploads are de-identified before it is provided to the evaluators.

TDRPP Payment Report Information

Grantees submit payment reports that substantiate their requests for performance funds based on students who achieve benchmarks under the terms of the program or complete the program. Payment report information is used in chapter 5 and chapter 7.

SUMMARY OF ANALYTIC METHODS

The evaluation uses multiple methods to address each evaluation objective, including analysis of qualitative data from interviews and observations, reviews of relevant program documentation, and descriptive and multivariate statistics. Specific analytic methods are described where appropriate within each chapter. In sum, the core strategies are:

Qualitative Analysis. The evaluation team reviewed all program documentation, site visit results, open-ended survey items, and interview data using both structured and semi-structured review protocols to identify program features; implementation challenges; and other aspects of student, staff, and program characteristics.

Literature Review. The report relies on targeted literature reviews to support the financial analysis and comparative analysis of dropout recovery efforts.

Descriptive Statistics. Many of the evaluation objectives and questions of interest are answerable with basic descriptive statistics about variation in program implementation, student characteristics, staff characteristics, and achievement of various benchmarks and completion indicators.

Multi-Level Modeling. The core analysis of student outcomes in chapter 5 is conducted using multiple methods culminating with multi-level logistic regression analysis. Details of the method are included in Appendix E: Logistic Regression Results.

Financial Modeling. Supported by a review of comparable cost analyses, chapter 7 relies primarily on descriptive statistics and basic cost calculations using budget information provided in project proposals and payment reports. Additional detail on methods employed is included within the chapter.

Across methods, the report includes the following considerations:

- All student outcome data are based on TEA-provided data from PEIMS and the site reports, and therefore, includes all students in the program. Students with missing data on key indicators are excluded where appropriate. The number of students included in the analysis is clearly indicated where appropriate.
- Because the response rate for student surveys was lower than anticipated, data from the surveys are used primarily to inform the discussion of program implementation and other areas where students provided open-ended responses. The data are also used to guide the analysis of student level and

grantee-provided outcomes. Student survey data were not included directly in the multi-level modeling.

- Some tables provide per project breakdowns of student and program characteristics; all grantee data have been de-identified throughout.

The design is executed in the context of three basic limitations. First, because the evaluation is not a randomized controlled trial (RCT), and students voluntarily selected to participate in TDRPP, there is no available method to control for self-selection. That is, some students may be sufficiently self-motivated that they would have re-entered school without the additional flexibility, support, or incentive of TDRPP – which is particularly relevant to the cost/benefit analysis. The evaluation takes into account, to the extent possible, other district programs related to this effort and their potential effects on program success. Second, this is the first year of a new grant program. Funded grantees therefore began implementation with varying degrees of intensity and often engaged in trial and error before settling into full implementation relatively later in the cycle. Available data during the period are therefore quite preliminary.   Significant additional outcomes in terms of student completions and academic progress are anticipated. It is also reasonable to anticipate timelier, more consistent implementation that resembles how the program would function over a sustained period within subsequent funding periods. Third, teacher and student surveys were implemented on a voluntary basis, resulting in lower than optimal response rates. We therefore use the survey data only to provide background and initial implementation findings. All data for the outcomes models are for the full sample of participating students based on data provided by TEA and TDRPP Cycle 1 grantees.

CHAPTER 3: BACKGROUND

LEGISLATIVE HISTORY

The Texas Dropout Recovery Pilot Program is designed to offer students who have already dropped out of Texas public middle or high schools the educational and social services they need to continue their education. The program was established and funded based on a recommendation of the High School Completion and Success Initiative Council. Passed by the 80th Texas Legislature in 2007, Rider 53 of House Bill 1, General Appropriations Act, Article III, and further funded at the option of TEA in the 81st Legislature, Rider 51, TDRPP authorizes the use of funds to support the improvement of high school graduation rates and postsecondary readiness. In addition, TDRPP is designed to meet the goals of Texas Education Code (TEC) §39.361(c) which requires the Texas commissioner of education to consider the recommendations of the High School Completion and Success Initiative Council. TDRPP grants are awarded to local school districts, open enrollment charter schools, institutions of higher education (IHEs), and nonprofit education organizations to meet the goals of the council's adopted strategic plan.

TDRPP PROGRAM DESIGN

TDRPP provides competitive grants to Texas education organizations in ESC Regions with previous high dropout rates to identify and recruit students who have already dropped out of Texas public secondary schools and offer them the educational and social services they need to continue their education. Administered by TEA, the program supports students who seek to earn their high school diploma or demonstrate college readiness in order to prepare themselves for continuing post-secondary education. Twenty-two TDRPP grantees were funded for the period September 1, 2008 through December 31, 2009.

TDRPP is designed to accomplish the following objectives:

- Provide Texas students who have dropped out with an opportunity to obtain a high school diploma and/or become college ready;
- Develop a more flexible mechanism to respond to the particular needs of students who have dropped out to facilitate their ability to earn a high school diploma and/or become college ready;
- Expand the state's capacity to provide dropout recovery resources to students who have dropped out;
- Increase the number of students who earn high school diplomas;
- Increase the number of students who become college ready.

While obtaining a high school diploma is easily defined, demonstration of college readiness is more complicated. For the purposes of this program, a student can demonstrate college readiness by satisfying the three following requirements:

1. The student must achieve a passing score on all portions of a Texas Success Initiative (TSI) testing instrument or earn a TSI exemption based on the score received for an alternative test, such as the SAT or ACT assessment;

2. Obtain a General Educational Development (GED) credential;
3. Earn credit for a college course that is within an IHE's approved core curriculum or an equivalent course offered by a private or independent IHE, or earn advanced technical credit.

Students are considered to have completed the TDRPP program when they either earn a high school diploma or demonstrate college readiness per the requirements above. Although grantees can assist students in progressing toward either goal, as a practical matter grantees typically concentrate on one or the other, with local school districts and open enrollment charter schools primarily working toward high school graduation, and nonprofit education organizations and IHEs primarily working toward demonstrating college readiness. Differences in the interim benchmarks and program completion indicators for high school completion and demonstration of college readiness are highlighted throughout the report.

TDRPP was designed by TEA to allow grantees flexibility in meeting the individual needs of students. Once students have been assessed, grantees may deliver services to students in a variety of ways, including direct instruction, online instruction, test preparation, tutoring and mentoring. Grantees also may provide a wide range of support services such as transportation, childcare, and counseling. TDRPP offers grantees maximum flexibility in the services delivered with no requirements on location, length of time,[4] or student course load. Allowable grantee activities include, but are not limited to:

- Student outreach and recruitment
- Direct instruction
- Online instruction or distance learning
- Curriculum development
- Professional development for instructors and administrators
- Credit recovery
- Tutoring
- Counseling, including college readiness counseling
- Provision of social or academic support services
- Services to assist students in passing the General Educational Development (GED) test
- Educational field trips to IHEs or businesses to support implementation of students' P-16 Individual Graduation Plan (IGP)
- Student transportation to and from home, school, and work

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[4] Grantees that receive Foundation School Program (FSP) payments based on Average Daily Attendance (ADA) for eligible students that enroll in their program must meet minimum hours for participants in order to receive these funds.

Additional program requirements include:

- Grantees must be located in one of seven Education Service Center (ESC) regions (1, 4, 10, 11, 13, 19, and 20). These regions were selected based on concentration of dropouts. The most recent data (2006) showed that of the 25,000 dropouts statewide, 19,000 (76%) dropped out of school in these ESC regions.
- Program services are provided to students 25 years of age or younger who have dropped out of a Texas public middle or high school.
- Students who have dropped out of non-public schools are not eligible to be served.
- Once students have been identified and recruited, a grantee must (1) conduct an initial student assessment to determine a student's grade level placement, and (2) develop a P-16 Individual Graduation Plan (P-16 IGP) for the student to show how the student will complete the dropout recovery program and earn a high school diploma or demonstrate college readiness.

FUNDING

Approximately $6 million is available for funding Cycle 1 of TDRPP during the August 15, 2008 through December 31, 2009 project period. Eligible grantees can receive funding in three ways: base funding, performance funding, and "other payments". See chapter 7 for additional information on funding.

Base Funding

Grantees were awarded a base amount of funding, not to exceed $150,000 during the grant period, based on the number of participants they plan to serve, for the purposes of planning, establishing an appropriate infrastructure to implement the program, and implementing the program for eligible students. Most grantees planned to serve more than 12 students and were awarded up to $150,000 in base funding. Grantees planning to serve between 5 – 12 students were awarded up to $75,000 in base funding. In addition to the base funding, grantees may receive performance funding as described in the section below.

Performance Funding

One of the unique features of TDRPP is that, unlike other TEA grant programs, TDRPP requires grantees to produce student outcomes in order to receive any funding beyond the base funds. Grantees are eligible to receive performance funding based on (1) participating students' academic performance as demonstrated by completion of established interim benchmarks and (2) student completion of the program. Grantees can receive up to four $250 interim payments for each participating student (for a total of $1,000 in interim payments per student) who achieves one or more of the 12 established benchmarks (as shown in **Table 5**). For example, grantees earn performance funds for each student who earns the required course credits necessary to advance to the next grade level, or earns a passing score on all subject area TAKS tests in a grade level (including the 11th grade exit-level TAKS test). In addition, grantees receive a payment of $1,000 for each student who successfully completes the program by earning a high school diploma or demonstrating college readiness (as defined by TDRPP).

Table 5 TDRPP Interim Benchmarks

Interim Benchmark	Description
Advanced Grade	Earned the required high school course credits necessary to advance to the next grade level, including all course credits necessary to complete the 12th grade.
Passed TAKS	Earned passing score(s) on all subject area TAKS tests in a grade level, including the 11th grade exit-level TAKS test
Passed AP Exam	Earned a score of 3 or higher on an Advanced Placement (AP) Exam
Demonstrated Readiness for AP, IB, or dual Enrollment	Earned a score on the Preliminary SAT/National Merit Scholarship Qualifying Test or the PLAN that predicts evidence of readiness for placement in AP, International Baccalaureate (IB), or dual enrollment courses
Earned College Credit Education	Earned college credit for a dual credit course that was established through an articulation agreement with an Institution of Higher Education (IHE) or a private or independent IHE
Earned College Credit in Core Curriculum	Earned college credit for a course that is within an IHE's approved core curriculum or an equivalent course offered by a private or independent IHE
Earned College Credit for Advanced Technical Credit	Earned college credit for advanced technical credit
Met or Exceeded TSI Standards	Meets or exceeds the minimum passing standards on all portions of a TSI approved instrument
Earned GED	Earned a GED
Enrolled in Texas Institution of Higher Education	Enrolls in a Texas institution of higher education, including developmental education and certificate program courses
Advanced Performance Category on Test of Adult Basic Education (TABE)	Advancing from High Intermediate Basic Education (or below) to Low Adult Secondary Education and/or Low Adult Secondary Education (or below) to High Adult Secondary Education on all three portions of the Test of Adult Basic Education (TABE)
Armed Services Vocational Aptitude Battery (ASVAB)	ASVAB Armed Forces Qualification Test (AFQT) score of 31 or better. The AFQT is comprised of test results in Arithmetic Reasoning, Math Knowledge, and Verbal Composite x 2. A score of 31 is the minimum score to enter a service branch of the armed forces
Met other Interim Benchmarks Proposed by Applicant	Other interim benchmarks proposed by applicant and approved by the Texas commissioner of education (limited to approved applicants) such as passing one TSI section

Note. Information provided by the TEA TDRPP Program Manager.

Other Payments

In addition to the base funding and performance funding, local school districts and open enrollment charter schools receive payments from the Foundation School Program (FSP) for their Average Daily Attendance (ADA) of eligible students.   Grantees not eligible for FSP payments (IHEs and nonprofit education organizations) can earn $2000 in both the fall and spring semester ($4,000 total) for each TDRPP student who demonstrates academic progress. This funding was instituted to provide a consistent level of funding per student across all grantees.

SUMMARY OF 2008-2009 GRANTEES

TEA awarded 22 Cycle 1 grants to education organizations as part of the TDRPP competitive grant application process. Although the fiscal agents for the grants included county offices of education and cooperative agreements, for the purposes of analysis, the evaluation team categorized each grantee according to the type of organization providing the funded services. As shown in Table 6, grants funded services in 15 local school districts, 2 IHEs, 2 open enrollment charter schools and 3 nonprofit education organizations. TDRPP Cycle 1 grantees initially committed to serve 900 students, but served a total of 1,173 students by May 2009.

Table 6 Number of Grantees and Students Served as of May 2009 by Grantee Type

	# Grantees	Students Served
Open Enrollment Charter School	2	120
IHE	2	59
Nonprofit Education Organization	3	173
Local School District	15	821
Total	**22**	**1,173**

Source: Arroyo Research Services (ARS) coding of project proposals and site visit information.

Grantees were located in a broad range of communities. As summarized in Table 7, high school completion rates in grantee communities ranged from 59 to 90%, while college degree completion rates ranged from 11 to 38%. Similarly, unemployment, income, and percentage of families below the poverty line also varied widely, reflecting the diversity of Texas communities facing challenges in working with out-of-school youth.

Table 7 Summary Statistics on TDRPP Grantee Community Characteristics

	Mean	St. Dev.	Minimum	Maximum
% High School Degree or Higher	78.6	6.9	59.3	90.6
% College Degree or Higher	24.0	6.6	11.2	38.1
% Unemployed (2007)	7.2	1.7	4.5	12.3
Median Household Income (2007)	$47,200	$9,460	$28,328	$68,624
% Families Below Poverty Level (2007)	13.6	6.7	4.5	32.9

Source: U.S. Census Bureau

Within the funding framework described above, grantees receive a combination of base program funding and performance funding. Initial grantee budgets provided anticipated expenditures for the base program funding summarized in Table 8. Grantees each used these budgetary and institutional resources within the unique context of their communities to address the goals of TDRPP and needs of their students. Specific program implementation details are discussed in chapter 4, next.

Table 8 Summary of 2008-2009 TDRPP Grantee Budgets

Payroll	
Program	$1,825,164
Administration	$55,901
Professional and Contract Services	
Professional Development	$70,150
Student Scholarships	$39,870
Facilities	$12,000
Other Services	$415,768
Supplies and Materials	
Program	$193,059
Administration	$2,124
Other Operating Costs	
Program	$230,087
Administration	$1,548
Technology	
Technology	$366,502
Total	**$3,212,173**

Source: Project proposals provided by TEA

CHAPTER 4: PROGRAM IMPLEMENTATION

This chapter examines grantee implementation of program strategies. Data presented in this chapter derive from program documents, initial project proposals, site visits, student data uploads, and survey results where appropriate. Summary information for each grantee's site visit is included in Appendix D: Site Visit Summaries.

RESEARCH QUESTIONS

(A) How do grantees differ in terms of organizational background and experience?

(B) How do participating students differ by program?

(C) What specific strategies and support services, including the initial student assessments, are employed by the programs?

(D) How do programs differ in terms of their overall program design, including recruitment, assessment, placement, monitoring, support, and path through the various components?

(E) How does student participation in each program component differ by the demographics and student profile data gathered above?

(F) Do students enter the program at different points throughout the year? Does this affect the program components in which they participate?

(G) Where do programs exert the most effort in terms of staff time, budget and programmatic emphasis?

(H) What are the major barriers and facilitators to implementation? How might these be addressed in either program design or policy?

KEY FINDINGS

TDRPP grantees represent a wide variety of approaches to dropout recovery in nearly every respect, including different approaches to student recruitment, support, educational options, use of incentives, hours of operation, use of virtual educational programs, use of group versus individual delivery mechanisms, and independence from or integration with local school districts. Grantees also differed in terms of the goals they sought for their students, with some clearly focused on preparing students to demonstrate college readiness by connecting students to post-secondary educational experiences and college admissions, and others focused on credit accumulation and diploma attainment. Key findings for this chapter include:

- Grantee program types included 7 brand new programs, 4 programs that were modified versions of existing programs, and 11 existing programs.
- Most project coordinators with prior alternative education experience reported that TDRPP funds allowed much more intensive recruiting and increased focus on the needs of out-of-school youth, rather than students at-risk of dropping out.
- Grantees experienced average startup delays of 2.3 months, some of which are typical for new projects and are related to staffing and initializing new funding streams, while others were delayed by natural disaster (i.e., Hurricane Ike).
- TDRPP directors typically had substantial prior experience with dropout recovery students, while TDRPP staff had less prior experience with dropout recovery students. Fifteen percent of staff had 10

or more years of experience, while more than half of grantee staff report one year or less experience working with dropout recovery students.

- Students served by the program fit the general profile of Texas out-of-school youth: 62% were economically disadvantaged, 13% were limited English proficient, and 9 % were in special education. Half are female. In terms of race, 63% are Hispanic, 9% African American, 17% White, and 11% identify as Other Race/Ethnicity.

- Grantees recruited students with substantially different academic backgrounds. Among TDRPP enrollees with local school district grantees, 65% last attended 12th grade prior to enrollment, where only 25% of IHE and 21% of open enrollment charter school TDRPP participants last attended 12th grade. IHEs and nonprofit educational organizations had the highest percentage of students whose last grade level of record was 9th or 10th grade.

- Students attending IHEs were far more likely to have been out of school longer than students enrolled with other grantees, with only 36% of students last attending in 2006-2008 compared to 88% of local school district participants and 92% of open enrollment charter school participants. Seventy-four percent of students in nonprofit educational organizations last attended in 2006-2008.

- Grantees offered a broad range of educational and student support services, with emphasis on credit recovery, individual tutoring, and general alternative educational programs. Eight projects provided direct student financial incentives and half provided childcare services. When asked about marketing and promotion, most grantees reported that while they recruited heavily, they were not inclined to promote or "market" the incentive payments available to students enrolled in the program. Expressed concerns included potential negative community reaction to paying students to do "what they should be doing anyway" and creating an incentive for students to drop out of school in order to enroll in the dropout recovery project.

RECOMMENDATIONS

The evaluators make the following recommendations based on the findings in this chapter:

Grantee/Program Recommendations

- Encourage/require grantees to conduct needs assessments of targeted students. Many grantees experienced unanticipated student needs that were discovered once students were recruited into the program and went through an initial student needs assessment. Prospective grantees should conduct a needs assessment of their anticipated population during the application and program development process to better inform their program design.

- Broaden the definition of parent involvement. Grantees report that parents are often not directly involved in the lives of TDRPP students, but that broader family participation is important. Expand parent involvement to include broader family participation, as well as providing resources and examples to grantees regarding family involvement during the application and program implementation processes.

- Support pre-planning and cross-site visitation. Sites that reported visiting other dropout recovery programs during their program development found this to be a valuable process. It is therefore recommended that prospective and early implementers be strongly encouraged to visit other programs, confer with other program directors via telephone, and to collaborate across districts on program development.

- Provide stronger guidance on initial staffing strategies. Grantees were better able to identify and recruit students than to identify and recruit staff in several cases, due in part to the time limited and performance-based funding structure of the grant. New grantees would likely benefit from examples of how grantees successfully identified, hired or transferred, and funded staff and teachers early in the program implementation process.

- Encourage early planning for summer programming. Many grantees did not have initial plans to operate in summer 2009 but discovered that a) their slower than expected startup both required and enabled them to continue operations, and b) that their student population needed continuous services and opportunities in order to succeed. Therefore, strong support for planning summer programs early in the grant cycle, and for identifying how student needs will be met throughout the year in the application process, is recommended.

- Provide structured consultation to grantees regarding program planning and implementation immediately after notification of the award. A group planning meeting or individual grantee phone consultation with TEA staff could assist grantees in their planning for timely program startup and strong program execution.

- Broaden the required initial planning for and subsequent reporting of non-TDRPP funds generated by participants. Local school districts and open enrollment charter schools receive FSP payments for students enrolled in the TDRPP program and incorporated within the ADA calculation. The degree of financial and system support for the TDRPP programs in these organizations varied widely and was not clearly articulated in the reporting and site visits. More detailed specification of indirect funding in the initial application, as well as subsequent reporting of the use of indirect or in-kind funds during implementation is recommended.

- Continue support for Optional Flexible School Day Program. Students and staff report that the program enabled students to work around barriers they experienced in the traditional high school program and to support more rapid credit accumulation strategies.

- Expand grantee guidance regarding student incentive payments. Although the program is designed to encourage experimentation, including differential use of student incentive payments, expanded guidance about how student incentives can be used, as well as examples of how they are being implemented, managed, and explained to teachers, students, parents and community members would likely be useful to grantees.

Evaluation Recommendations:

- Prepare case studies of successful grantees. While this interim report includes data about initial grantee experiences, we plan to include case studies of successful grantees in the final report in order to assist TEA and other grantees in understanding the elements of successful dropout recovery programs in Texas.

- Further clarify the details of student incentive payments, including timing and amounts paid.

GRANTEE BACKGROUND AND EXPERIENCE

Grantees had a variety of experience levels with dropout recovery students in terms of both institutional history and personal staff experience. For the purposes of understanding grantee background and experience, the evaluation team coded each funded grantee as being either a brand new program, a modified program within an existing program, or an extension of an existing program. This determination was based on site visit information, program director interviews, and program documentation including initial proposals and progress reports. As summarized in Table 9, 11 grantees were extensions of existing programs, 4 were modified versions of existing programs, and 7 were brand new programs. All open enrollment charter school and nonprofit education organization grantees were existing programs.

Table 9 Program History by Grantee Type

	Brand New Program	Modified Program within Existing Program	Existing Program
Open Enrollment Charter School	0	0	2
IHE	1	0	1
Nonprofit Education Organization	0	0	3
Local School District	6	4	5
Total	**7**	**4**	**11**

Source: Arroyo Research Services (ARS) coding of project proposals provided by TEA and site visit data.

Related site visit findings include:

- While many grantees had prior alternative education programs, most program coordinators reported that TDRPP funds allowed much more intensive recruiting and focus on the needs of out-of-school youth, rather than students at-risk of dropping out.
- Even grantees that had prior experience with at-risk students reported unanticipated student needs among their target population. For example, one grantee found a greater need for transportation assistance than was anticipated, while another found that childcare demands exceeded their already high expectations, resulting in added staff costs. Grantees are adjusting their programs to respond to the specific needs of the enrolled students.
- Grantees that built on prior alternative education programs or dropout prevention programs were able to start much earlier in the year. Typically these grantees added intensive recruitment, case management, TAKS preparation, student incentives and auxiliary services to serve an expanded target population with existing district educational opportunities. New projects had longer implementation timelines, typically four to six months.
- Nine of the 15 local school district grantees have implemented the Optional Flexible School Day Program as encouraged by TEA in the Application Guidelines. This program allows school districts to provide flexibility in the number of hours each day a student attends; the number of days each week which a student attends; or allows a student to enroll in less than or more than a full course load.   Several grantees reported that the availability of additional TDRPP funds was instrumental in convincing their district to apply for the waiver as part of an overall strategy to address the issue of dropouts.

Table 10 depicts the breakdown of years of experience by grantee type. Program directors typically had multiple years of experience, but more than half of staff survey respondents indicated their experience to be 0-1 years. The percentages indicate that nonprofit education organizations staff had the highest levels of prior experience with dropout recovery students, while IHEs had the highest number of staff members with little prior experience with these students.

Table 10 TDRPP Staff Years of Experience Working with Dropout Recovery Students by Grantee Type

	0-1	2-5	5-9	10+
Open Enrollment Charter School	65%	22%	10%	4%
IHE	71%	14%	0%	14%
Nonprofit Education Organization	33%	11%	33%	22%
Local School District	50%	25%	13%	13%
Overall	**53%**	**25%**	**12%**	**10%**

Source: Experience from Teacher/Staff Surveys. Grantee type from Arroyo Research Services (ARS) coding of project proposal and site visits.

CHARACTERISTICS OF PARTICIPATING STUDENTS

Academic Backgrounds of Participating Students

Grantees served a wide range of out-of-school youth with varying degrees of prior success and credit accumulation in school. Most grantees enrolled students classified as being in Grade 11. Sixty percent of TDRPP enrollees entered the program with scores of Proficient on the TAKS Reading Assessment. Twenty-five percent of TDRPP enrollees entered the program with scores of Proficient on the TAKS Mathematics Assessment. Across grantees these performance and credit accumulation figures varied significantly, and are summarized in Table 11.

Table 11 Academic Characteristics of TDRPP Participants Upon Entry

Grantee ID	Credits Needed for Diploma	Previous HS Course Pass Rate	% Proficient on Last TAKS Reading Assessment	% Proficient on Last TAKS Math
A	14.1	71.6%	78.9%	66.7%
B	17.9	55.9%	56.3%	23.1%
C	13.6	72.0%	73.1%	29.9%
D	15.8	69.6%	57.1%	10.5%
E	16.0	64.7%	56.7%	27.5%
F	16.9	61.5%	54.8%	13.8%
G	16.1	61.4%	46.7%	13.3%
H	16.2	61.0%	69.0%	37.2%
J	13.7	67.2%	71.0%	46.9%
K	16.3	60.6%	80.0%	47.8%
L	15.3	67.9%	56.0%	19.6%
M	14.3	84.1%	75.2%	10.3%
N	12.0	78.1%	44.4%	16.2%
O	12.6	92.9%	75.0%	36.4%
P	16.5	64.5%	41.7%	4.8%
Q	15.3	71.8%	54.5%	24.1%
R	12.3	79.1%	30.8%	30.8%
S	14.6	68.6%	44.8%	21.9%
T	15.6	69.3%	68.2%	33.3%
U	13.7	68.0%	71.4%	26.9%
V	16.7	70.2%	58.0%	35.6%
Mean	15.0	70.2%	60.1%	24.6%

Source: Texas Public Education Information Management System (PEIMS). Note: Texas graduation requirements mandate a minimum of 22 credits. Credits needed for diploma are calculated as 22 minus the number of successfully completed courses using PEIMS course data for program participants provided by TEA.

Demographic Characteristics of Participating Students

Summary statistics for the demographics of students in the sample are provided in Table 12. These statistics indicate that more than half of participants were economically disadvantaged and identify as Hispanic; in terms of gender, participants were equally split. African American students were under-represented in the sample of program participants compared to the sample of state-wide dropouts. This may be due in part to differences in student demographics among early and late implementers, and will be further explored in the Year 2 evaluation.

Table 12 Student Demographic Characteristics

Student Characteristic	Percentage in Sample	Percentage of Statewide Dropouts – 2007-08
Economically Disadvantaged	61.9%	46.5%
Limited English Proficiency	12.7%	8.3%
Special Education	9.1%	14.5%
African American	9.2%	22.9%
White	17.2%	17.9%
Hispanic	62.8%	57.8%
Other Race/Ethnicity	10.8%	1.4%
Female	49.8%	45.1%
Male	50.2%	54.9%

Source: Sample - Data from merged Public Education Information Management System (PEIMS)/student data upload provided by TEA. *N*=1173. Percentage of Statewide Dropouts – Secondary School Completion and Dropouts in Texas Public Schools 2007-08, TEA, July 2009

Figure 1 and Figure 2 present further disaggregation of the student demographic data by grantee type. Note that IHEs and local school districts were more likely to serve Hispanic students, while open enrollment charter schools served both more African American and White students. Charter schools also served a somewhat higher percentage of students who were not economically disadvantaged. While local school districts served the greatest percentage of economically disadvantaged students, these students were a majority for IHEs and nonprofit education organizations as well.
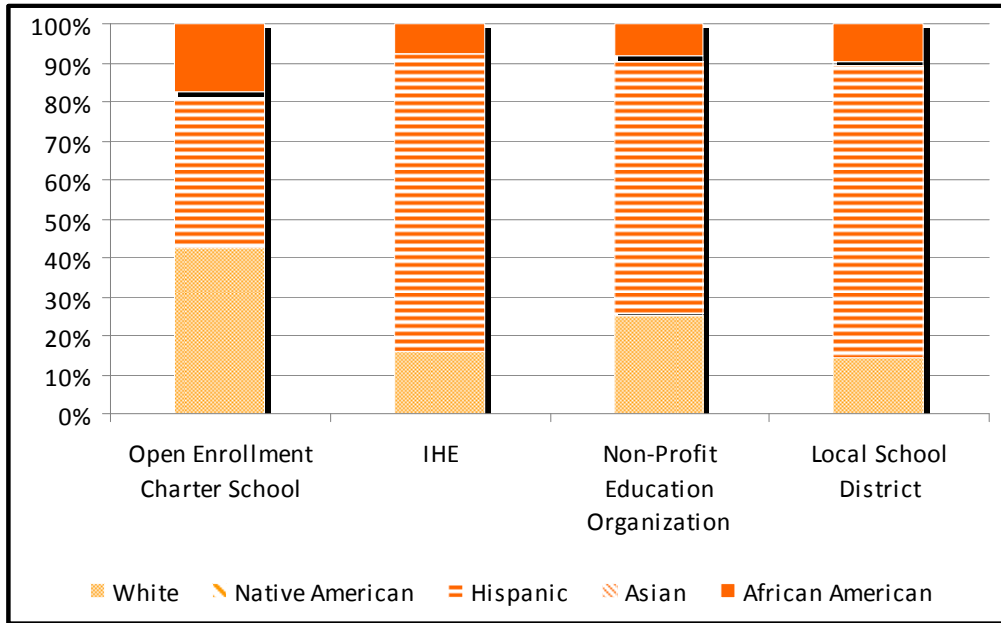
Figure 1 Student Ethnicity by Grantee Type.

Source: Merged Public Education Information Management System (PEIMS)/student data upload provided by TEA and project proposals.
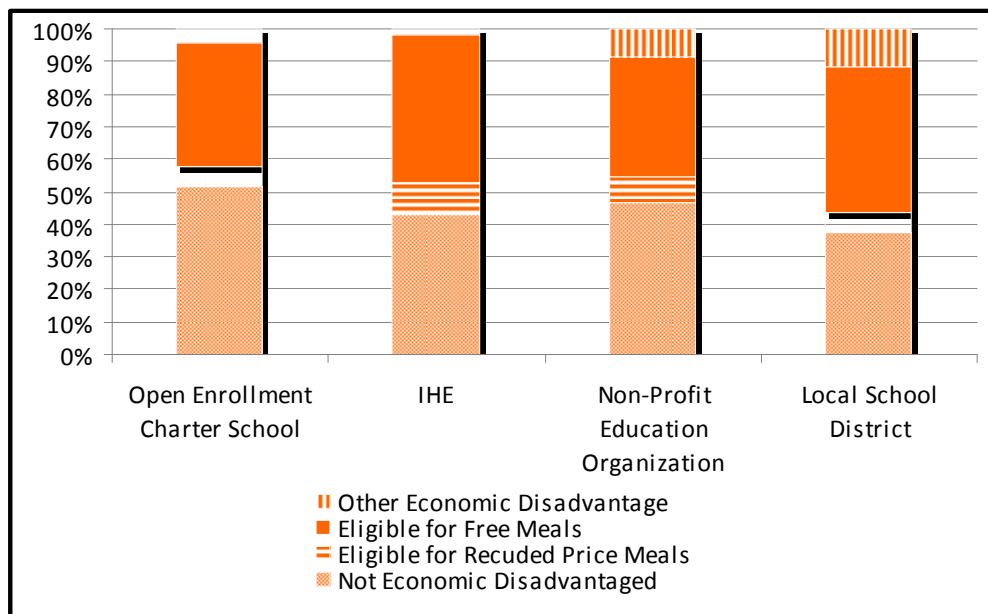
Figure 2 Student Economic Disadvantage Status by Grantee Type.

Source: Data from merged Public Education Information Management System (PEIMS)/student data upload provided by TEA and project proposals.

Grantees recruited students with substantially different academic backgrounds. Table 13 shows the distribution of students by their grade level upon exit from school by grantee type. Among TDRPP enrollees with local school district grantees, 65% last attended 12th grade prior to enrollment, where only 25% of IHE and 21% of open enrollment charter school TDRPP participants last attended 12th grade. IHEs and nonprofit educational organizations had the highest percentage of students whose last grade level of record was 9th or 10th grade.

Table 13 Last Grade Level of Record by Grantee Type

Grantee Type	% of Students Who Exited School at Each Grade Level of Record			
	9	10	11	12
IHE	35%	20%	20%	25%
Local School District	7%	10%	19%	64%
Nonprofit Educational Organization	30%	22%	12%	36%
Open Enrollment Charter School	9%	19%	51%	21%

Student populations also differed significantly by the year of last school attendance. Table 14 summarizes the results by year and grantee type. Students attending IHEs were far more likely to have been out of school longer than students enrolled in other programs, with only 36% of students last attending in 2006-2008 compared to 88% of local school district participants and 92% of open enrollment charter school participants. Seventy-four percent of students in nonprofit educational organizations last attended in 2006-2008. Where appropriate, both the last grade level of record and the last year of attendance are used as controls for determining the effects of program features discussed in subsequent chapters.

Table 14 Year of Last School Attendance by Grantee Type

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
IHE	2%	0%	4%	4%	12%	29%	14%	18%	18%
Local School District	0%	0%	0%	0%	3%	3%	6%	19%	69%
Nonprofit Educational Organization	0%	2%	3%	2%	5%	5%	7%	14%	60%
Open Enrollment Charter School	1%	0%	0%	1%	1%	2%	4%	18%	74%

GRANTEE PROGRAM DESIGNS

Most grantees pursued program designs that used significant portions of their funding to support case management, counseling, and direct contact with students, while utilizing other district and organizational resources for significant portions of students' educational offerings. Additional information about grantee program designs are included in the site visit summaries included in Appendix D: Site Visit Summaries. Grantees were flexible in the approaches available to students. In addition to being very student centered, they wove together multiple strategies for students to make progress. Rather than recruiting students into a predefined alternative educational program, these projects tended to offer combinations of services and service delivery approaches. For example, programs added night school options, computer labs where students could pursue credit recovery through online courses, flexible schedules allowing students to attend classes in the mornings or afternoons, access to student's home campus, access to early college courses, and in general, a "whatever it takes" approach to moving students forward. Findings related to program designs from the site visits include:

- Student incentive payments were largely considered to be outside the normal scope of how a local school district could spend its funds, and were seen as a clear differentiator of TDRPP projects from prior and concurrent efforts to work with similar students.
- When asked about marketing and promotion, most programs reported that while they recruited heavily, they were not inclined to promote or "market" the incentive payments available to students enrolled in the program. The expressed concerns included potential negative community reaction to paying students to do "what they should be doing anyway" and creating an incentive for students to drop out of school in order to enroll in the dropout recovery project.
- Few grantees had any meaningful parent activities or involvement in their projects as outlined in the RFP and the resulting proposals. Most grantees reported that the majority of their students were "well into their adult life," and have only marginal, if any, relationships with their parents. Although it varied considerably by program, many students were living outside their parent's house; most were 18 or older.

- Several grantees that initially planned to end services in May were planning summer services, both because they had excess funds from slower than anticipated startup, and because their students needed additional services in order to make progress prior to the end of Cycle 1.

Assessment and Placement

Local school districts and open enrollment charter schools had access to detailed student records that included TAKS scores, credits accumulated, reason for dropping out, etc. that were routinely used in designing student experiences within TDRPP. Use of student entrance assessments was more central to the intake and placement procedures for nonprofit education organizations and IHEs. Specific assessment and placement practices across all grantees as evidenced in program proposals, site visits, and logic models, are summarized in Table 15.

Table 15 Grantee Assessment and Placement Strategies

	Yes	No
Credit History Review	19	3
TAKS Review	17	5
Placement Exam	13	9
Student Interview	9	13
Student Participation in Goal Setting	7	15

Source: Arroyo Research Services (ARS) coding of site visit data and project proposals.

Progress Monitoring

Grantees monitor student progress intensively with most grantees reporting daily or near daily attendance monitoring and only slightly less frequent performance monitoring. During site visits, many grantees noted that, while TDRPP students are motivated, attendance is an ongoing challenge. Work conflicts, threat of job loss, sick children and transportation difficulties affect student attendance. Project directors often indicated that individualized progress monitoring was a hallmark of TDRPP that differentiated it from other alternative education programs. Specific monitoring strategies varied but included weekly review of computerized student records, review of student progress and graduation plans after each course completion, and weekly mentoring meetings with students to check progress and provide encouragement.

Instructional Program and Student Support Services

Grantees typically built their TDRPP service model using existing educational programs as building blocks, and using TDRPP funds to recruit and support students toward success in the various experiences. In some cases, TDRPP funds directly funded the educational experience, but in many cases TDRPP funds or supported personnel were used to extend the flexibility of existing programs to meet the needs of TDRPP students. For example, grantees used TDRPP funds to provide child care and other support services for TDRPP participants engaged in learning activities. One grantee used TDRPP funds to extend the alternative school program for the local school district into the evening when it had not previously been offered. Overall, the extensive provision of support services reflects the "whatever it takes" approach of grantees. A program coordinator with an IHE who works with TDRPP students on a daily basis describes her role as one-on-one problem solving with students, walking them through the unfamiliar aspects of signing up for assessments, enrolling in courses, and other bureaucratic aspects of campus life. This coordinator says "The shorter you can make the distance for them, the less chance you have of losing them." While this is a specific example, the role of this coordinator is replicated by social workers and program coordinators across the grantee sites. The intensive social services provision is a unique TDRPP feature. Table 16 summarizes the instructional program and support service features offered by grantees.

Table 16 Instructional and Support Services Features of Dropout Recovery Programs

	Yes	No
Distance Learning[a]	7	15
Self-Paced Instruction	16	6
College Exposure Activities	13	9
Tutoring and/or Mentoring	17	5
Transportation Support	15	7
Childcare Services	11	11
Social Worker Services	15	7
Health and/or Dental Services	6	16
Food/meal assistance	4	18
Housing Assistance	3	19
Career Counseling	9	13
Substance Abuse Counseling	5	17

Source: Arroyo Research Services (ARS) coding of site visit data and project proposals. [a]Includes online programs when offered off site, including credit recovery and self-paced instruction.

Recruitment

Grantees identified aggressive recruitment as another area that distinguished TDRPP from other related initiatives. TDRPP sites used such recruitment tactics as going door-to-door in surrounding neighborhoods, running television announcements, distributing flyers to local businesses, and raising awareness through involving mayors or other community figures. Although Table 17 shows that only one site had a full-time recruiter on staff, and more than half did not conduct a specific recruitment campaign, even sites that did not identify a designated recruiter devoted substantial effort to reaching out to prospective participants.

Table 17 Grantee Recruitment Strategies

	Yes	No
Recruitment Campaign	9	13
Recruiter on Staff	1	21
Recruitment from Within Existing Program	8	14

Source: Arroyo Research Services (ARS) coding of site visit data and project proposals.

BARRIERS AND FACILITATORS TO IMPLEMENTATION

Site visits and document reviews identified multiple barriers and facilitators to timely and effective implementation, including:

- Hurricane Ike (September 2008) caused significant delays in Houston-area projects that appeared otherwise ready to make significant early progress. Most were fully underway by December 2008, but often with far fewer and/or different students than they had originally recruited.
- Several grantees had visited other sites to obtain program implementation ideas, and these visits were reported to assist in the development of strong project plans.
- Recruiting staff was a particular problem for grantees that were not building from existing programs, or that did not have strong prior experience with externally funded programs in this domain.
- Recruitment of students was not a significant problem for most grantees. As discussed above, most grantees engaged in active recruitment efforts. As a result, as of mid-May, student enrollment in TDRPP exceeded the enrollment initially proposed by grantees.
- Other basic aspects of implementation, such as securing a physical location, obtaining the curriculum and technology needed, and identifying and confirming student eligibility (dropout status) did not create barriers for most grantees. This suggests that grantees were able to successfully utilize the base funding grants to address basic implementation in a timely manner.

Site visit data regarding barriers to program initiation are summarized below in Table 18.

Table 18 Reported Barriers to Program Start Up

	Yes	No
Confirming Students Dropout Status was an issue	2	20
Securing a facility or space was an issue	3	19
Recruiting staff was an issue	9	13
Recruiting students was an issue	6	16
Securing curriculum and technology was an issue	2	20

Source: Arroyo Research Services (ARS) coding of site visit data and project proposals.

To measure the degree of implementation across the 22 sites, the evaluation team also examined each site along program start date and student enrollment capacity (following Kalafat, Illback, & Sanders, 2007). Table 19 shows these varying levels of implementation. Programs that started on time indicate zero, while sites that started later than the beginning of the academic year show the number of months before program participants enrolled. Across all grantee sites, programs were delayed, on average, by approximately 2 months. Table 19 also indicates the number of students above or below anticipated capacity. Three of the sites show zero for number of students because their enrollment matched projections. The actual enrollment across all TDRPP grantees averaged 7 students more than projected.

Table 19 Implementation Delays and Student Enrollment by Grantee, Calculated

Grantee ID	Number of Months Delayed	Number of Students Above/(Below) Capacity
A	0	0
B	1	(2)
C	2	41
D	2	16
E	1	46
F	0	16
G	0	5
H	0	21
I	2	0
J	5	(46)
K	1	(7)
L	2	27
M	1	73
N	5	(14)
O	1	8
P	6	11
Q	6	(10)
R	6	(57)
S	0	30
T	5	29
U	3	(32)
V	2	0
All Grantees (Mean)	2.3	7

Source: Site visit reports for implementation and capacity and student data uploads for actual enrollment.

The substantial variation across grantees summarized above shows the extent to which programs were implemented in the unique contexts of local education organizations and communities to meet the needs of their students. While grantees each sought to serve the needs of out-of-school youth, they did so with different strategies and goals. This diversity of aims and strategies was promoted by the overall program design, and presents both opportunities for studying differential program effects, as well as challenges associated with comparing projects that are aiming for different interim outcomes. Chapter 5 examines student outcomes and their association with the various program designs discussed above.

CHAPTER 5: STUDENT OUTCOMES

This chapter presents evidence of TDRPP participants' academic progress from August 2008 through May 2009. The objective of this chapter is to understand the program features and student characteristics that relate to students' likelihood of program completion via high school graduation or demonstration of college readiness, academic progress, and program persistence. It investigates whether or not participants' likelihood of success in the program relates to their academic backgrounds and demographic characteristics, explores how the outcomes differ by grantee type (local school district, open enrollment charter school, institution of higher education, nonprofit organization) and examines which intervention strategies, course scheduling options, and student support services associate with positive results.

RESEARCH QUESTIONS

(A) How much variation is there in student outcomes between and within the 22 grantees and what student, program, and contextual characteristics explain that variation?

(B) Are there differences in student outcomes associated with the type of TDRPP program delivery method (e.g., tutoring, counseling, online instruction)?

(C) What intervention strategies, support services, and program features are most strongly associated with changes in student outcomes?

(D) Do student, program, or contextual characteristics moderate the effectiveness of particular intervention strategies, support services, and/or program features on student outcomes?

KEY FINDINGS

- All findings present data for Cycle 1 grantees as of May 15, 2009. Programs remain in operation and have been granted an extension through December 31, 2009. Additional outcomes from Cycle 1 grantees are therefore anticipated.

- There were 1,173 participants enrolled in the 22 TDRPP grantee sites as of May 15, 2009, including 2 open enrollment charter schools, 2 IHEs, 3 nonprofit education organizations, and 15 local school districts. The average number of students per site was 53, with enrollments ranging from 14 to 123 participants.

- Students who entered the program with more coursework completed were more likely to complete the program within the reporting period. A one credit increase in credits needed to graduate associates with a 4% decrease in their odds of program completion when other factors are held constant.

- Students who were proficient on their last TAKS had a higher probability of completing high school than those who did not score at or above the proficiency threshold.   Students who were proficient on their last TAKS math exam were almost twice as likely to complete high school within the reporting period as non-proficient students. Similar differences were found for the TAKS reading exam. These differences were statistically significant after controlling for other student and program characteristics.

- Nearly 16% (n=183) of the 1,173 students who participated in TDRPP completed the program. Of these, 182 graduated from high school, and 1 demonstrated college readiness. Completion rates across the 22 grantees ranged from 0 to 36%.

- Participants, including those who completed the program, met 493 interim benchmarks up to May 2009.   Thirty-two percent of TDRPP participants, or 375 students, met at least one benchmark.

- Eighty percent, or 941, of the 1,173 TDRPP participants were enrolled in programs with the goal of achieving high school graduation. The remaining 20% (232 students) were in programs aiming to achieve college readiness.

- For students trying to achieve high school graduation, the most common benchmark was grade advancement; 269 grades were advanced by 263 students. Four students advanced two or more grades. In addition, passing TAKS was achieved by 74 of these participants; 72 of whom were enrolled in programs operated by local school districts.   Overall, the 941 students enrolled in high school graduation programs achieved a total of 343 benchmarks.

- The 263 students enrolled in college readiness programs met a total of 150 interim benchmarks. The most common college readiness benchmark earned was college credit in core curriculum. Most recipients of this benchmark participated in a partnership program established by a nonprofit educational organization grantee and a local university that provided a custom designed college course for students who passed the appropriate sections of the TSI.

- Overall, 86% of students persisted, with grantees targeting college readiness achieving a 92% persistence rate and grantees targeting high school graduation achieving an 85% persistence rate.

- There are no statistically significant relationships between the demographic characteristics and program outcomes when controlling for program characteristics and student academic backgrounds.

- The odds of students in open enrollment charter schools completing high school were statistically greater than those in local school district programs after other student and program factors were controlled.

- Thirty-three percent of students in the nonprofit education organizations met the benchmark for earning college credit in the core curriculum.   While no students in IHEs met this interim benchmark, more IHE students than nonprofit education organization students met three other college readiness benchmarks: nearly 12% of IHE students met or exceeded TSI standards and earned a GED, and nearly 19% enrolled in a Texas IHE.

- Fifteen percent of students in nonprofit education organizations achieved an interim benchmark that was proposed by the grantee. While the TDRPP application allowed all grantees to propose interim benchmarks, no other grantee types reported custom benchmarks.

- Students in programs offering distance learning were more likely to complete the program.

- TDRPP students who were closer to closer to graduation upon dropping out of school were more likely to advance toward graduation. Among students entering TDRPP in 12th grade, 24% advanced a grade. Students entering in 10th and 11th grade were more likely to advance grades than those entering in 9th grade after other student and program factors were controlled. Fourteen percent of 11th grade students advanced a grade as of May 2009, as did 11% of 10th grade students. In contrast, only 4% of 9th grade students advanced a grade.

- The top four grantees seeking high school graduation outcomes accounted for 48% of the interim benchmarks and 52% of the program completions achieved. These grantees were more likely to serve students who left high school at a later point in their career, many of whom were primarily in need of completing the TAKS assessment.

RECOMMENDATIONS

The evaluators make the following recommendations based on the findings in this chapter:

Grantee/Program Recommendations

- Continue support for the broad mix of programs and eligible grantees. Each grantee type served different students with different strategies and made a unique contribution to the program. Until further data are available to inform decisions about targeted students or specific outcomes, continuing support for each grantee type is recommended.

- Review unearned benchmarks. Several benchmarks were not achieved by any participants within the reporting period. Some may have been accomplished subsequently. Unearned benchmarks should be reviewed and possibly removed in subsequent applications.

- Review underperforming grantees mid-way through the grant cycle. The flip side of the finding that half of the grantees are responsible for nearly 80% of program outcomes is that the other half is underperforming. While this may be due in part to differences in the students recruited into the program, it is also due to program design and support issues. TEA should identify and work directly with grantees that are underperforming in order to ensure strong program implementation.

- Improve reporting of program completion and grade advancement. Grantees did not uniformly report program completion or grade advancement during the reporting period. The evaluation team compiled program completions from both the student data upload reports and the Performance Payment Reports and reconciled information from the two. All program completions and grade advancements should be reported under the appropriate code on the Performance Payment Reports, and sites should receive further guidance in how to calculate and report attainment of each Completion and Interim Benchmark.

Evaluation Recommendations

- Expand the review of student incentives. Student incentive information used in the interim report is based on an indicator of whether or not student incentives were used. The evaluation will expand its review of student incentives to include information about how the incentives were used, distributed, and communicated in order to inform best practices for subsequent programs.

- Clarify and, if necessary, expand reporting of staff and teachers associated with each program. The initial evaluation design assumed smaller numbers of core teachers with higher TDRPP-specific teaching loads than was in fact the case. To better track survey responses, determine the universe of applicable teachers, and to link teacher information to student and program outcomes, the evaluation team will seek to identify each teacher working with TDRPP students at each site. We therefore recommend including teacher data with the student data upload in each semester.

- Gather and include individual service utilization data. Grantees provided service availability information, but determining the effects of various services would be done best by obtaining individual service utilization information. Service utilization items will therefore be added to the student follow-up surveys.

- Provide survey incentives. While survey response rates were within normal range, the evaluation would be well served by an increased rate of return that enabled direct comparison and use of student and teacher survey data on a per-grantee basis. We therefore recommend the use of student survey incentives to increase the response rate, and increased direct communication with teachers regarding survey completion.

- Expand student matching. Data were missing sufficient identifiers to locate 56 student participants in PEIMS. This could be due to multiple factors, including name changes, but is most likely due to missing or incorrect student id numbers. Additional attention on the part of grantees and the TDRPP program is warranted to assure that all relevant data can be linked for the purposes of evaluating the program.

- Consider funding identification and analysis of non-TDRPP dropout recovery programs in Texas, or creation of a control group of Texas dropouts. A control group study using PEIMS data could create a statistically matched group of students who dropped out in similar years with similar characteristics, and review whether and where they returned to a Texas public school, whether they subsequently completed a high school diploma, and the differences in the time to completion and other outcomes compared to TDRPP participants.

CONCEPTUAL FRAMEWORK

Figure 3 presents the conceptual framework guiding this investigation of TDRPP and student outcomes. This investigation focuses on three dimensions of program success:

(1) Program Completion
   To successfully complete the program participants must either earn a high school diploma or demonstrate college readiness (per TDRPP guidelines).

(2) Program Progress
   Progress is measured by the 12 TDRPP interim benchmarks, which include two that are requirements for students to earn a diploma (1) Grade Level Advancement and (2) passing all sections of the TAKS and three that are requirements for students to demonstrate college readiness: (1) Earned a GED; (2) Met or Exceeded TSI standards; (3) Earned College Credit in core curriculum.

(3) Program Persistence
   Students are considered to persist if they did not drop out of the program.

The goal is to understand how these outcomes vary among the 1,173 students and 22 grantees as well as to identify student and program factors that are predictive of student success or failure. This should provide helpful information that can be used in the future design and direction of TDRPP.

Students' likelihood of completing the program, demonstrating progress, and remaining in the program is expected to be influenced by the features of each dropout recovery program. However, the impact grantees have on students will also depend on the academic and demographic characteristics of the students they serve and the context of the community in which they operate.
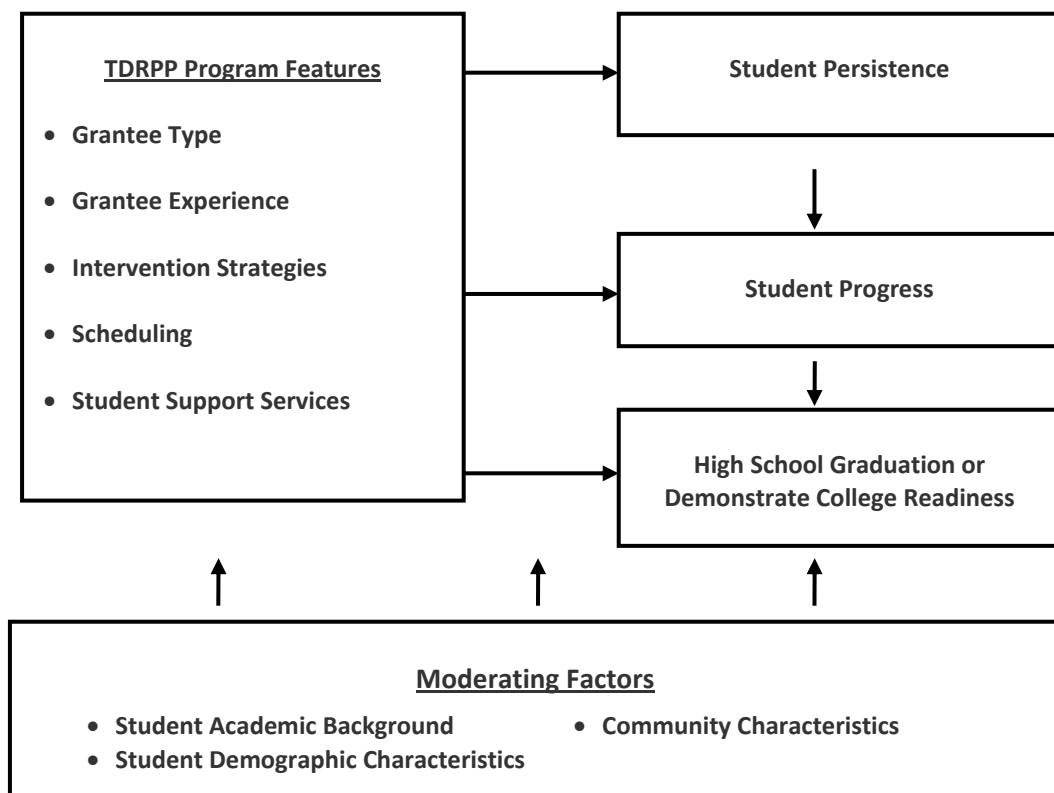
Figure 3 The Relationship of TDRPP Program Features to Student Outcomes

SAMPLE AND METHODS

Sample

There were 1,173 participants enrolled in the 22 TDRPP grantees as of May 15, 2009, including 2 open enrollment charter schools, 2 IHEs, 3 nonprofit education organizations, and 15 local school districts. The average number of students per site was 53, with program enrollments ranging from 14 to 123 participants.

When controlling for student and program factors, the sample used in this analysis is limited to 1,097 students (94% of all students). Fifty-six students were excluded from the analysis for lack of sufficient administrative data on their demographics and academic backgrounds. These were students who did not have complete records in PEIMS. An additional 20 students were excluded because their program entry date was unknown and the analysis required controlling for students' time in the program.

Data Integrity Issues

The analysis uses data from grantees' performance payment reports submitted to TEA in order to receive payments for meeting completion and interim benchmarks. Evaluators were unable to link the payment report records of 56 students in 13 grantees with their PEIMS records. PEIMS records are used in the analysis to control for prior TAKS performance, credits needed to graduate, basic demographics, and other prior academic background data. Where possible, these students are included when reporting actual figures for interim benchmarks and completions, but are not included when the analysis controls for student academic background and demographic characteristics.

The evaluation team also found minor missing data problems in student PEIMS records. Nine percent of the sample did not have course credit history data, meaning we could not determine exactly how many credits they had accumulated prior to enrolling in TDRPP. This is a concern because our analysis needs to account for students' academic standing when they enter the program. Rather than exclude these records, the researchers imputed them by predicting their values based on students' grade level at program entry. This is a defensible approach given the number of credits earned is the primary determinant of a student's grade level.

In addition, 2.1% of students were missing indicators of whether they met proficiency in reading and math proficiency on their last TAKS test. These indicators were also imputed by predicting whether or not the student would pass TAKS based on the student's at-risk status, economic disadvantage status, LEP status, special education status, and the percentage of courses the student passed while initially enrolled in high school.

Research Methods

This chapter uses descriptive statistics and logistic regression analysis to answer the research questions. Details on the specifications and results of the logistic regression model are presented in Appendix E: Logistic Regression Results. Logistic regression allows us to understand the relationship between a given student or grantee factor and the likelihood of a student achieving an outcome (program completion, persistence, grade advancement, or other benchmarks), while holding constant other factors. The logistic regression results provide suggestive evidence about why some grantees have higher completion, progress, or persistence rates than others. Moreover, they help to distinguish between differences in the program outcomes that are due to differences in the academic backgrounds and demographic characteristics of participants and those due to the intervention design and organizational features of the dropout recovery program.

Program Measures

Table 20 describes the student and grantee measures used in the analysis. The measures are aligned with the conceptual framework presented above.

Table 20 Measures used to Evaluate the Relationship of TDRPP to Student Outcomes

Measures	Description	Data Source
TDRPP Program Features		
Grantee Type		
Open Enrollment Charter School	Grantee an open enrollment charter school	TEA
Local School District	Grantee a local school district	TEA
IHE	Grantee an Institution of Higher Education	TEA
Nonprofit Education Organization	Grantee a nonprofit education organization	TEA
Grantee Experience		
Existing Dropout Recovery Program	Dropout recovery program was in place prior to TDRPP	Site visit
Intervention Strategies		
Computer-based Instruction	Program instruction is primarily via computer	Site visit
One on One Tutoring	Program incorporated one-on-one tutoring or mentoring	Site visit
Financial Incentives	Students offered financial incentives for meeting benchmarks	Site visit
College Exposure Activities	Program included college exposure activities	Site visit
Scheduling Options		
Night Classes	Program offered night classes	Site Visit
Weekend Classes	Program offered weekend classes	Site Visit
Distance Learning	Program offered computer-based instruction off-site	
Student Support Services		
Transportation Assistance	Program provided transportation assistance to students	Site Visit
Childcare Assistance	Program provided childcare assistance to students	Site Visit
Career Counseling	Program provided career counseling services to students	Site Visit
Mediating and Moderating Factors		
Student Academic Background		
Credits needed to Earned Diploma	# credits student needs to earn in order to graduate	TEA
Grade Placement	Student's grade placement when entered TDRPP program	TEA
Prior TAKS Reading Proficiency	Student was proficient on last TAKS reading assessment	TEA
Prior TAKS Math Proficiency	Student was proficient on last TAKS math assessment	TEA
Suspended in Previous School	Student was suspended in previous school	TEA
Expelled from Previous School	Student was expelled in previous school	TEA
Student Demographic Characteristics		
Economic Disadvantage Status	Student classified as economic disadvantaged	TEA
Limited English Proficiency Status	Student classified as limited English proficient	TEA
Special Education Status	Student classified as a special education student	TEA
Sex	Student is female	TEA
Race/Ethnicity	TEA race/ethnicity categories	TEA
Community Context		
Urban	Grantee site is in an urban setting	U.S. Census
Suburban	Grantee site is in a suburban setting	U.S. Census
Rural	Grantee site is in a rural setting	U.S. Census

SUMMARY OF 2008-2009 TDRPP STUDENT OUTCOMES

Table 21 reports the number of program completions, interim benchmarks, and other performance indicators (OPIs) met during the reporting period.[5] The figures presented in this table are based on the entire sample of 1,173 students. Of the 1,173 students participating in TDRPP, 15.6% (*n*=183) completed the program. Of these, 1 student demonstrated college readiness and 182 students earned regular high school diplomas.

Participants met 493 interim benchmarks as of May 2009, including those students who completed the program. Thirty-two percent of TDRPP participants met at least one benchmark. The most common benchmark was grade advancement; 269 grades were advanced by 263 students. Four students advanced two or more grades. Passing TAKS was achieved by 74 participants, of whom 72 of were enrolled in grantee sites operated by local school districts. For students enrolled in programs with the goal of achieving college readiness, the most common benchmark students achieved was earned college credit in core curriculum. Overall, students in college readiness programs met 150 interim benchmarks, compared to 343 interim benchmarks met by students in high school diploma programs. Eighty percent of TDRPP students were enrolled in programs aimed at achieving a high school diploma.

None of the grantees reported any students passing an Advanced Placement (AP) exam or demonstrating readiness for AP, International Baccalaureate (IB), or dual enrollment courses.

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[5] This report reflects student outcomes from August 2008 to May 2009. Data on completions and benchmarks was provided by the TDRPP program manager. All grantees were required to submit a fall and spring payment report to TEA documenting students meeting each benchmark. Performance payments were awarded using these reports. The number of completions is derived from both the TDRPP payment reports and separate information on the status of enrolled students provided by each grantee to Arroyo Research Services (ARS) in a "student upload". The payment reports indicated 134 students earning a diploma, however an additional 49 students were identified by grantees in the student upload as having earned a high school diploma or demonstrated college readiness.

Table 21 TDRPP Participant Program Completion and Progress as of May 2009

	# Met
Program Completion (n=1,173)	
Earned High School Diploma	182
Demonstrated College Readiness	1
Total	**183**
High School Diploma Interim Benchmarks (n=941)	
Advanced Grade	269[a]
Passed TAKS	74
College Readiness Interim Benchmarks (n=232)	
Earned College Credit in core curriculum	57
Enrolled in Texas Institution of Higher Education	31
Met other Interim Benchmarks Proposed by Applicant	26
Met or Exceeded TSI standards	24
Earned GED	10
Advanced Performance Category on (TABE)	2
Passed AP Exam	0
Demonstrated Readiness for AP, IB, or dual Enrollment	0
Earned College Credit Education	0
Earned College Credit for Advanced Technical Credit	0
Total Benchmarks Met	**493**
Unique Students Meeting Any Benchmark	**375**
Other Performance Indicators (n=232)	
Demonstrated Progress During Fall Semester	105
Demonstrated Progress During Spring Semester	N.A. [b]
Total	**105**

Source: Data from performance payment reports submitted to TDRPP program management by grantees in May and June of 2009. Results based on the complete sample of 1,173 total students enrolled in program during the reporting period. [a] Grade advancements include both students who advanced a full grade level and students who entered the program as 12 grade students and graduated from high school. OPIs could be earned by students in nonprofit education organizations or IHEs. [b] OPIs for the spring semester were not included in the TDRPP program manager's May 2009 summary of grantee payment reports. These will be included in the final evaluation report.

Examining program outcomes by grantee goals illuminates how grantees pursued different paths to success as defined by TDRPP. Table 22, Table 23, and Table 24 show student outcomes by grantee goal, with open enrollment charter schools and local school districts pursuing high school graduation, and IHEs and nonprofit education organizations pursuing college readiness outcomes. As discussed above, program completion is defined as either high school graduation or demonstrating college readiness. Demonstrating college readiness requires attainment of three different benchmarks that typically need to be accomplished sequentially. It is therefore not surprising that demonstrating college readiness takes longer to accomplish than high school graduation.

Student persistence is defined as the percentage of students who did not drop out of the program; they either remained in or completed the program. Overall, 86% of students persisted, with grantees targeting college readiness achieving a 92% persistence rate and grantees targeting high school graduation achieving an 85% persistence rate.

Table 22 Student Outcomes by Grantee Goal

	Grantee Goal		
	H.S. Diploma	College Readiness	Overall
Program Completion	18.6%	0.4%	15.6%
Student Persistence	84.5%	92.2%	86.0%

Source: Figures reported are from the sample of 1,173 students; 941 students in programs aiming to achieve high school graduation, and 232 students in programs aiming to achieve college readiness. Data from performance payment reports submitted to TDRPP program management by grantees in May and June of 2009, Public Education Information Management System (PEIMS), and Arroyo Research Services (ARS) coding of grantee types.

Table 23 Percentage of Students Meeting College Readiness Interim Benchmarks

Interim Benchmark	Students Reaching Benchmark
Earned College Credit in Core Curriculum	24.6%
Enrolled in Texas Institution of Higher Education	10.3%
Met other Interim Benchmarks Proposed by Applicant	10.3%
Earned GED	4.3%
Advanced Performance Category on Test of Adult Basic Education (TABE)	0.0%

Source: Figures reported are from the sample of 232 students in programs aiming to achieve college readiness. Data from performance payment reports submitted to TDRPP program management by grantees in May and June of 2009, Public Education Information Management System (PEIMS), and Arroyo Research Services (ARS) coding of grantee types.

Table 24 Percentage of Students Meeting H.S. Diploma Interim Benchmarks

Interim Benchmark	Students Reaching Benchmark
Grade Advancement	28.0%
Passing Score on TAKS	7.9%

Source: Figures reported are from the sample of 941 students in programs aiming to achieve high school graduation. Data from performance payment reports submitted to TDRPP program management by grantees in May and June of 2009, Public Education Information Management System (PEIMS), and Arroyo Research Services (ARS) coding of grantee types. Note: denominator is number of students in programs aiming to achieve high school graduation.

STUDENT CHARACTERISTICS AND PROGRAM OUTCOMES

Student Academic and Discipline Background and Program Outcomes

The evaluation site visits revealed important differences across the 22 grantees in the academic backgrounds of their TDRPP students. Some grantees targeted students who needed just a few credits in order to earn a diploma, or students who just needed to pass TAKS. Other grantees focused on students who dropped out in 9th or 10th grade and required intensive coursework over multiple years in order to graduate high school. These student differences explain a substantial amount of the differences in program outcomes. The purpose of this section is to explore the relationship of some measures of students' academic background to their likelihood of program completion, program progress, and persistence.

Figure 4 reports the program completion rates as of May 2009. As expected, students entering TDRPP in 12th grade were far more likely to complete the program than those entering in lower grades.
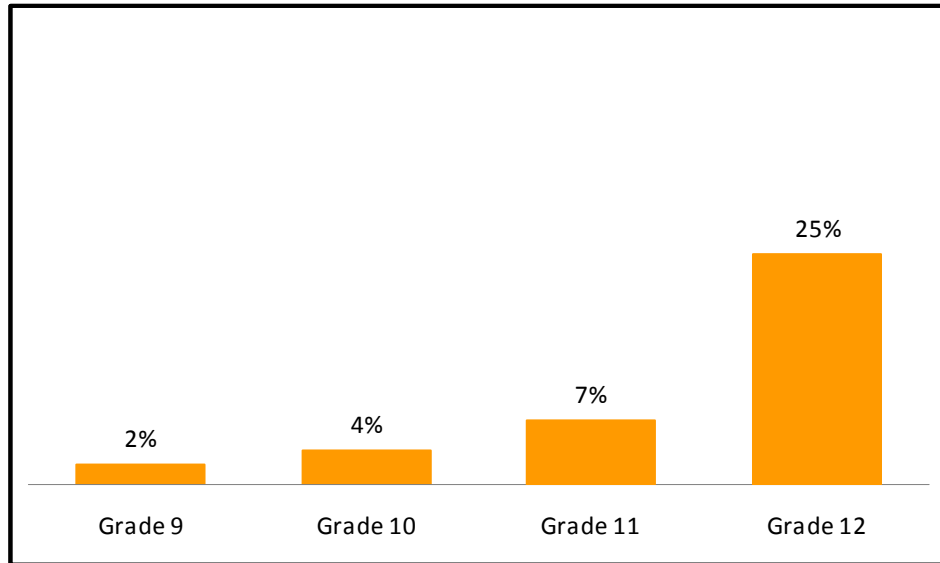
Figure 4 Program Completion Rates as of May 2009 by Grade Level at Program Entry

Source: Figures reported are from the sample of 1,173 students; they are not adjusted for other student and program factors. Data from performance payment reports submitted to TDRPP program management by grantees in May and June of 2009 and student data uploads reported by grantees.

Students entering TDRPP in 12th grade were most likely to advance a grade, with 24% of 12th grade students advancing a grade. Students entering in 11th and 12th grade were more likely to advance grades than those entering in 9th grade after other student and program factors were controlled. Fourteen percent of 11th grade students advanced a grade as of may 2009, as did 11% of 10th grade students. In contrast, only 4% of 9th grade students advanced a grade. The differences between students entering in 9th and 10th grade were not statistically significant.

Students in programs designed to achieve college readiness also showed increased student progress among students in later grades. Although higher percentages of students in the IHE and nonprofit educational organization programs had been out of school for more than a year, students whose last grade of record was 12th grade were significantly more likely to demonstrate progress by achieving an interim college readiness benchmark than students entering at lower grade levels. Figure 5 summarized attainment of college readiness benchmarks by last grade attended.
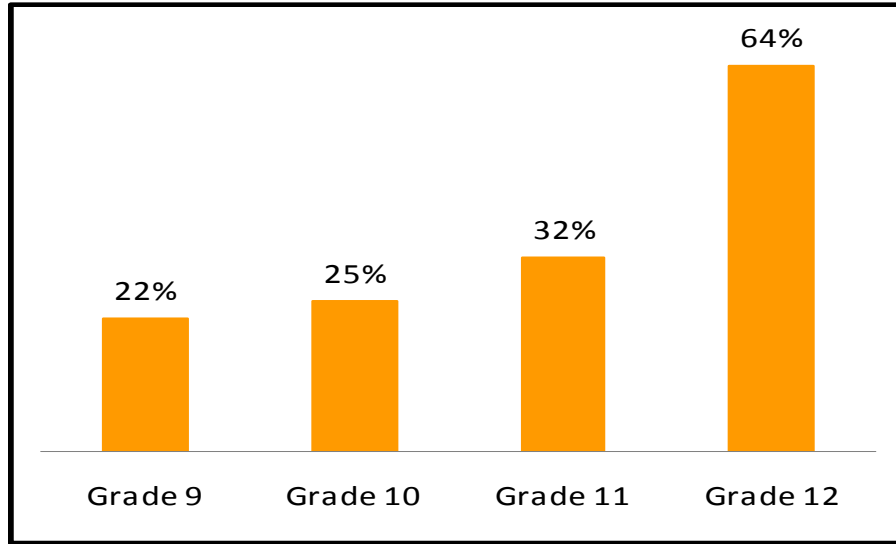
Figure 5 Percentage of Students Achieving College Readiness Benchmarks by Last Grade Attended

Source: Figures reported are from the sample of 232 students in programs designed to achieve college readiness; they are not adjusted for other student and program factors. Data from Public Education Information Management System (PEIMS) data and performance payment reports submitted to TDRPP program management by grantees in May and June of 2009 and student data uploads reported by grantees.

In addition to being more likely to complete the program, 12th grade students were less likely to drop out of TDRPP as of May 2009. The persistence rate of 12th grade students was 91%; for grade 9, 10 and 11 students the persistence rate was 80%. The probability of attrition did not differ significantly among grade levels for students in 9th, 10th, and 11th grade after other student and program factors were controlled.

The analysis also investigated the relationship of students' prior credit accumulation and program success. Texas students are required to earn 22 credits in order to graduate under the minimum graduation program. Therefore, we examined the relationship between the number of credits that a student needed to reach the required 22 credits and program outcomes. Not surprisingly, the results show that the more credits a student has left to earn associates with a small, but statistically meaningful, decrease in their odds of completing high school. A one credit increase in credits needed to graduate associates with a 4% decrease in their odds of program completion when other factors are held constant. That is, students who entered the program with more coursework completed were more likely to complete the program within the reporting period.

Also of interest is the relationship between students' prior academic achievement and their success in TDRPP. Students who were proficient on their last TAKS had a higher probability of completing high school than those who did not score at or above the proficiency threshold.   TAKS proficiency is a graduation requirement for Texas high school students, and many at-risk students struggle to pass the exams. For dropout recovery students, TAKS passage signals a relatively clear path to graduation requiring only credit accumulation.

Students who had not passed TAKS prior to entering the program typically had to accumulate additional credits and also prepare for, take, and pass the TAKS exams. Figure 6 reveals that students who were proficient on their last TAKS math exam were almost twice as likely to complete high school within the reporting period as non-proficient students. Similar differences were found for the TAKS reading exam. These differences were statistically significant after controlling for other student and program characteristics.
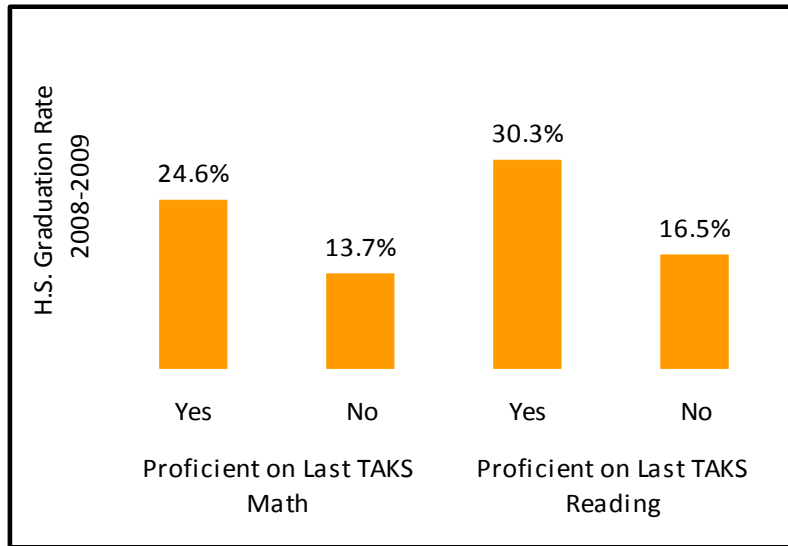
Figure 6 H.S. Graduation by Proficiency on Last TAKS

Source: Figures reported are from the sample of 941 students in programs aiming for high school graduation; they are actual percentages, unadjusted for other student and program factors. Data from performance payment reports submitted to TDRPP program management by grantees in May and June of 2009 and student data reported by grantees to ARS

TAKS proficiency in reading also had a statistically significant relationship with persistence. Ninety percent of students who were proficient on their last TAKS reading test remained in the program, compared to 82% of those who were not proficient.

Additionally, students who were suspended in their previous school had lower persistence rates than those without prior suspensions. The data analysis found the probability of a student with a prior suspension remaining in the program was 78%, compared to 88% for those without prior suspensions, after controlling for other student and program characteristics. This difference was statistically significant.

Student Demographic Characteristics and Program Outcomes

There are no statistically significant relationships between the demographic characteristics and program outcomes when controlling for program characteristics and student academic backgrounds. While not statistically significant, it is worth noting the difference in persistence rates between special education and non special education students. Among special education students enrolled in the TDRPP program as of May 2009, 21 of the 99 (21%) dropped out of the program, compared to 14% of non-special education students. Male students were also less likely than female students to persist, with 18% of male students dropping out compared to 11% of female students although this difference was not statistically different after other student and program characteristics were controlled.

Table 25 Student Outcomes by Student Demographic Characteristics

	H.S. Graduation	Persistence	H.S. Graduation Benchmarks	College Readiness Benchmarks	Other Interim Benchmarks
Economically Disadvantaged					
Yes	19.3%	84.8%	29.2%	30.5%	6.8%
No	20.8%	86.9%	27.8%	43.0%	13.0%
Limited English Proficiency					
Yes	15.4%	89.4%	23.8%	20.0%	10.0%
No	20.7%	85.1%	29.5%	37.0%	9.6%
Special Education					
Yes	17.1%	78.8%	27.6%	12.5%	25.0%
No	20.2%	86.4%	28.8%	38.1%	8.4%
Sex					
Male	19.3%	81.6%	25.9%	30.7%	9.1%
Female	21.8%	89.0%	31.0%	40.0%	10.0%

Source: Figures reported are from the sample of 1,097 students; they are not adjusted for other student and program factors. The sample for the H.S. Graduation and H.S. Graduation Benchmarks (Passing TAKS or grade advancement) is restricted to students in the 17 grantee sites (school district and open enrollment charter school programs) that aimed to meet this benchmark; the sample for the college readiness benchmarks is restricted to students in the 5 grantee sites (IHEs and nonprofit education organizations) that aimed to meet these benchmarks. H.S. graduation benchmarks are: 1) earned required credits to advance to the next grade level and 2) earned a passing score on TAKS. College readiness benchmarks include all other interim benchmarks except those proposed by the grantees and approved by the Texas commissioner of education. Other interim benchmarks include benchmarks proposed by the grantees and approved by the Texas commissioner of education. Data from performance payment reports submitted to TDRPP program management by grantees in May and June of 2009 merged with Public Education Information Management System (PEIMS) data.

Grantee Type and Program Outcomes

A variety of organizations were eligible for TDRPP grants, including school districts, open enrollment charter schools, institutions of higher education, county departments of education, nonprofit education organizations, and education service centers. The Cycle 1 grants were awarded to 2 open enrollment charter schools, 14 school districts and one county department of education whose services were provided to a school district, so in essence 15 school districts, 2 IHEs, and 3 nonprofit education organizations.

Table 26 summarizes the program outcomes across the four grantee types. Open enrollment charter schools and local school districts both had completion rates of 19%. However, the data analysis found that after other student and program factors were controlled, the odds of students in charter schools completing high school were 3.5 times greater than those in district programs.

Table 26 Average Completion and Persistence by Grantee Type

	Program Completion	Student Persistence
Open Enrollment Charter Schools	19.2%	80.8%
Local School Districts	19.4%	84.6%
IHEs	0.0%	90.2%
Nonprofit Education Organizations	0.0%	92.9%

Source: Figures reported are from the sample of 1,173 students; they are not adjusted for other student and program factors. Data from performance payment reports submitted to TDRPP program management by grantees in May and June of 2009, Public Education Information Management System (PEIMS), student data reported by grantees to Arroyo Research Services (ARS), and ARS coding of grantee types

Open enrollment charter school students were also more likely to advance grades than participants in local school district grantees. Thirty-five percent of charter school students advanced at least one grade as of May 2009. In contrast, 27% of participants in school district grantees advanced grades. This difference was statistically significant after controlling for other student and program characteristics.

IHEs and nonprofit education organizations had substantially higher persistence rates than open enrollment charter schools or local school district grantees. The likelihood of a student dropping out of a nonprofit education organization grantee was 7%; for IHEs, the likelihood was 10%. In contrast, the likelihood of a student dropping out of the charter school grantee prior to completing high school as of May 2009 was 19%, while the likelihood of a student dropping out of the 15 school district grantees was 15%. The differences in

persistence between projects operated by IHE and nonprofit education organizations on the one hand, and those operated by open enrollment charter schools and local school districts on the other hand, were statistically significant after controlling for student characteristics and other program factors.

While program completion is an important indicator of success, many participants face significant deficits that need to be addressed prior to completion. Additionally, because of the longer timeframe for accomplishing program completion by demonstrating college readiness, as discussed previously, it is not surprising that the IHEs and nonprofit education organizations pursuing this goal did not have program completions within the reporting period. The analysis therefore examines other interim benchmarks to help understand the extent to which participants were making progress toward demonstrating college readiness or advancing toward high school graduation.

Table 27 and Table 28 report the percentage of students achieving benchmarks by grantee type.[6] In terms of high school completion, more participants in open enrollment charter schools advanced grades, but fewer participants passed TAKS in comparison to participants in local school districts. Regarding college readiness, participants in the IHEs demonstrated the most progress on three of the college readiness benchmarks: (1) students meeting or exceeding the minimum passing standards on all portions of a TSI approved instrument or earning a TSI exemption based on a score from an alternative test such as the SAT or ACT; (2) students earning GEDs; (3) students enrolling in Institutions of Higher Education. Students participating through nonprofit education organizations were most likely to earn college credit in a core curriculum and to meet Other Interim Benchmarks proposed by the grantees in their applications. Thirty-three percent of students in the nonprofit education organizations met the benchmark for earning college credit in the core curriculum. In addition, 15% of students in nonprofit education organizations achieved an interim benchmark that was proposed by the grantee.

Table 27 Percentage of Students Meeting High School Graduation Interim Benchmarks by Grantee Type

	Grade Advancement	Passed TAKS
Open Enrollment Charter Schools	35.0%	1.7%
Local School Districts	26.9%	8.8%

Source: Data from performance payment reports submitted to TDRPP program management by grantees in May and June of 2009 and Arroyo Research Services (ARS) coding of grantee types; results based on the complete sample of 1,173 total students enrolled in program as of May 2009.

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[6] Table 28 is limited to the seven interim benchmarks that were met by students as of May 2009. No students achieved any of the other five benchmarks.

Table 28 Percentage of Students Meeting College Readiness Interim Benchmarks by Grantee Type

	Earned College Credit in core curriculum	Met or Exceeded TSI standards	Earned GED	Enrolled in Texas Institution of Higher Education	Advanced Performance Category on (TABE)	Other Interim Benchmarks
IHEs	0.0%	11.9%	11.9%	18.6%	0.0%	0.0%
Nonprofit Education Organizations	32.9%	5.8%	1.7%	7.5%	0.0%	15.0%

Source: Data from performance payment reports submitted to TDRPP program management by grantees in May and June of 2009 and Arroyo Research Services (ARS) coding of grantee types; results based on the complete sample of 232 students enrolled in IHE or Nonprofit programs.

Grantee Experience and Program Outcomes

Fifteen of the TDRPP grantees were operating dropout recovery programs before they were awarded the TDRPP grant. Most of these grantees sought the TDRPP grant to augment their existing efforts, expand their services, or reach out to different students. The seven other grantees were launching dropout recovery programs from the ground up. The analysis examines whether there are significant differences in student outcomes between previously established programs and grantees launching new programs. Evidence from the site visits suggested start up programs had difficulty starting their program on time because of the need to recruit staff and student participants. The evaluation team therefore hypothesized that start-up programs would demonstrate less progress. However, initial analysis shows moderately higher program completions for start-up programs over previously existing programs. One potential explanation is that all but one of the five programs designed to achieve college readiness were existing programs, and no students in these programs achieved college readiness within the reporting period. The five programs designed to achieve college readiness did, though, demonstrate significant progress on interim college readiness benchmarks as shown in Table 29.

Table 29 Percentage of Students Meeting College Readiness Interim Benchmarks by Program Type

	% of Students Achieving College Readiness Interim Benchmarks
All IHEs	20.3%
All Nonprofit Education Organizations	39.3%
IHE and Nonprofit Education Organizations, Built on Existing Programs	41.9%
New IHE and Nonprofit Education Organization Programs	0.0%

Source: Data from performance payment reports submitted to TDRPP program management by grantees in May and June of 2009 and Arroyo Research Services (ARS) coding of grantee types; results based on the complete sample of 232 students enrolled in IHE or Nonprofit programs.

Intervention Strategies and Program Outcomes

TDRPP allows grantees to deliver instruction to students in a number of ways, including regular classroom instruction, online instruction, and tutoring and mentoring. Of critical importance to this investigation is the level of association between grantees' interventions and student outcomes. Understanding what strategies appear to be working and not working will help inform future TDRPP program designs. We focus on four intervention strategies that were commonly used by the grantees: (1) activities aimed at exposing students to college, such as college visits or presentations from college recruiters; (2) one-on-one tutoring and mentoring activities; (3) offering students financial incentives, which typically involved passing along part or all of the TEA performance funding; and (4) distance-learning online instruction. These are not mutually exclusive categories; many programs used more than one of the four intervention strategies.

When controlling for other student and program factors, four intervention strategies had statistically meaningful differences in program outcomes. Table 30 shows student outcomes by intervention strategy using actual figures. Although many strategies show nominal differences in outcomes, statistically meaningful effects after controlling for other student and program factors are found in the effects on program completion of distance learning and tutoring and mentoring, the effects of financial incentives on achieving college readiness benchmarks, and the effects of tutoring and mentoring, financial incentives and distance learning on achieving high school graduation benchmarks. Students receiving distance learning were more likely to complete the program by earning a diploma and to achieve grade advancements. Students receiving tutoring and mentoring were less likely to complete the program. Students receiving student financial incentives were much less likely to achieve college readiness benchmarks. However, this finding is nearly entirely explained by the overwhelming number of college readiness benchmarks, 61 of the 80 achieved, produced by a single

nonprofit entity that does not provide student financial incentives and should therefore be interpreted with caution.

Table 30 Student Outcomes by Program Intervention Strategies

	H.S. Graduation	Persistence	H.S. Graduation Benchmarks	College Readiness Benchmarks	Other Interim Benchmarks
Distance Learning					
Yes	21.7%	77.9%	26.6%	2.8%	61.1%
No	18.5%	88.6%	28.4%	40.3%	0.0%
College Exposure					
Yes	20.0%	86.3%	27.3%	34.5%	9.5%
No	18.7%	85.6%	28.6%	N.A.	N.A.
Tutoring & Mentoring					
Yes	18.6%	86.5%	27.2%	34.5%	9.5%
No	21.5%	84.3%	30.2%	N.A.	N.A.
Financial Incentives					
Yes	22.3%	85.2%	27.9%	21.1%	24.4%
No	18.5%	86.3%	28.0%	43.0%	0.0%

Source: Figures reported are from the sample of 1,173 students; they are not adjusted for other student and program factors. The sample for the high school graduation and high school graduation benchmarks is restricted to the 941 students in the 17 grantees (school district and open enrollment charter school programs) that aimed to meet this benchmark; the sample for the college readiness benchmarks and other benchmarks is restricted to the 232 students in the 5 grantees (IHEs and nonprofit organizations) that aimed to meet these benchmarks. Data from performance payment reports submitted to TDRPP program management by grantees in May and June of 2009, student data reported by grantees to Arroyo Research Services (ARS), and ARS coding of grantee types. Note: N.A indicates that all programs utilized the specified intervention strategy, thus there is no figure for comparison.

Scheduling Options and Student Outcomes

The evaluation team also examined program course scheduling options. A key focus of dropout recovery programs is figuring out how to accommodate students who have other obligations during the day, such as full-time employment or parenthood. Flexible scheduling makes it easier for students to stay in school by minimizing the costs that arise when students have to give up employment or home life responsibilities to attend classes during the regular day.

Programs offering flexible scheduling of classes on weekends had slightly higher completion rates than those offering night or regular day classes. The three programs that offered weekend classes had 21.4% of their 200 participants graduate, programs offering night classes had 18.8% of students graduate while 19.7% of students in the eight programs offering exclusively regular day class scheduling completed the program as of May 2009. These differences are statistically meaningful when controlling for student and other program factors, including prior credit accumulation.
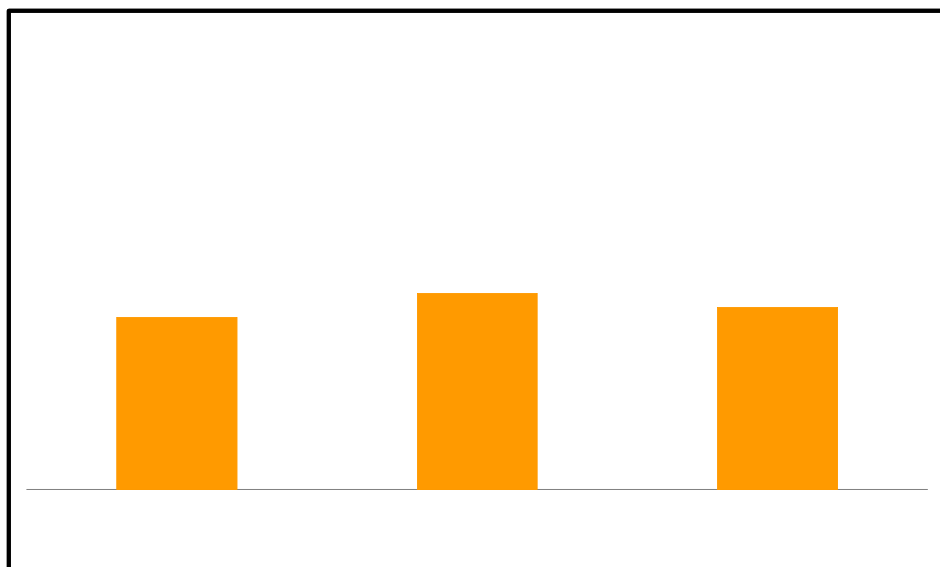
Figure 7 Program Completion by Course Scheduling Options

Source: Figures reported are from the sample of 1,173 students; they are not adjusted for other student and program factors. Data from performance payment reports submitted to TDRPP program management by grantees in May and June of 2009, student data reported by grantees to Arroyo Research Services (ARS), and ARS coding of grantee types.

Student Support Services and Program Outcomes

Finally, we investigated the relationship between the support services offered by grantees and the three student outcomes of program completion, progress, and persistence. Most grantees provided services to address the emotional and physical well being of their students, in addition to their academic services. Some of the services identified during the site visits included healthcare and dental services, food assistance, and

substance abuse counseling.   This report focuses on the three most common support services: (1) transportation assistance to help students get back and forth from campus, (2) childcare assistance for students who are also parents, and (3) career counseling services.

Results from the data analysis found a statistically significant relationship between two main support services and program outcomes after controlling for other student and program characteristics. Career counseling was positively associated with program completion, with students in programs offering this service being statistically more likely to complete than in programs that do not offer this service. Child care was negatively associated with completion, grade advancement and persistence, with students in programs offering these services being less likely to remain in the program than students in programs that did not offer these services. There is little reason to expect that child care services have a negative impact on completion and persistence; rather, these differences are likely due to systematic differences in the students of the child care and non-child care grantees that are not captured well in the current dataset. No other relationships between support services and student outcomes were statistically meaningful.

Table 31 Student Outcomes by Support Services

	H.S. Graduation	Persistence	H.S. Graduation Benchmarks	College Readiness Benchmarks	Other Interim Benchmarks
Transportation					
Yes	18.2%	87.3%	26.7%	34.5%	9.4%
No	21.4%	82.8%	30.2%	N.A.	0.0%
Child Care					
Yes	14.0%	84.6%	24.4%	39.3%	12.7%
No	23.0%	87.3%	30.4%	20.3%	0.0%
Career Counseling					
Yes	21.6%	83.5%	33.9%	N.A.	0.0%
No	17.6%	87.6%	23.4%	41.9%	11.5%

Source: Figures reported are actual, unadjusted figures from the sample of 1,173 students. The sample for program completion and high school graduation benchmarks is restricted to the 941 students in the 17 programs (school district and open enrollment charter school programs); the sample for the college readiness benchmarks and other benchmarks is restricted to the 232 students in the 5 programs (IHEs and nonprofit organizations) that aimed to meet these benchmarks. Data from performance payment reports submitted to TDRPP program management by grantees in May and June of 2009, student data reported by grantees to Arroyo Research Services (ARS), and ARS coding of grantee types.

Program Differences by Levels of Student Success

Among the 15 grantees seeking to assist students in attaining a high school diploma, 4 grantees account for 48% of the interim benchmarks attained, and 52% of the program completions attained. The top 8 grantees account for 76% of grade advancements and 81% of program completions. These higher performing grantees differ from the others in significant ways. First, as shown in Table 32, grantees in the top quarter were less likely than others to offer student financial incentives. The top 8 grantees were more likely to provide tutoring and mentoring. Importantly, grantees that accomplished early graduations and interim benchmarks were also more likely to serve students who left high school at a later point in their career, many of whom were primarily in need of completing the TAKS assessment. As students with greater credit and TAKS deficits begin to reach sufficient numbers of benchmarks to warrant further analysis, the evaluation will reconsider the determinants of program success in the year two evaluation.

Table 32 H.S. Graduation Grantees by Success in Program Completions and Interim Benchmarks

H.S. Graduation Grantees Grouped by Number of Program Completions and Interim Benchmarks	# students enrolled	% Programs Offering Student Financial Incentives	% Programs Offering Tutoring or Mentoring	Mean grade at entry	# of TAKS Completions
Top 4 grantees	394	0%	75%	11.5	64
Next 4 grantees	266	50%	75%	11.0	5
Bottom 9 grantees	281	33%	66%	10.9	5

CHAPTER 6: TEACHER AND STAFF EFFECTIVENESS

This chapter reviews the characteristics of teachers and staff and their association with program effectiveness. Because significant additional Cycle 1 outcomes are anticipated beyond the reporting and initial funding period, we provide only preliminary findings regarding effectiveness as measured by program outcomes. The chapter provides an overview of the research methodology, discusses the data sources relied on to address the research questions, and addresses each question within the following key themes:

- Staff characteristics and qualifications

- Professional development activities

- Staff perceptions

- Degree of implementation

RESEARCH QUESTIONS

(A) What are the qualifications and characteristics of TDRPP staff and how do they differ between sites?

(B) What professional development/training is available to and/or received by TDRPP grantee staff and how does the professional development/training activity vary between sites?

(C) What perceptions do instructors have of the effectiveness of TDRPP professional development/training activities?

(D) What is the relationship between the degree of implementation and the staffs' perceptions of the effectiveness of TDRPP grantee programs?

(E) What is the relationship between staff self-efficacy[7] and collective self-efficacy and student self-efficacy and motivation?

This report focuses on research questions A and B, with preliminary discussion of C , D and E.   The evaluation plan for 2010 includes further exploration to fully address research questions C through E.

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[7] Self-efficacy refers to the extent that the teacher believes that he or she can influence student performance (Tschannen-Moran, 1998).

- Of the 137 teachers who responded to staff surveys, all had earned their baccalaureate degree and 76.3% of those teacher respondents at local school districts had also earned their master's degree.
- Approximately 53% of TDRPP teacher respondents have less than a year of experience working directly with dropout recovery students, with some variation across grantee types and program strategy.
- Staff survey respondents were predominately female (70%) and aged 35 years or older (75%). The racial/ethnic make-up for all survey respondents (teachers and staff) was 48% White, 24% Hispanic, 23% Black, and 3% Asian
- Teacher and staff survey respondents primarily participated in traditional forms of professional development, such as workshops and conferences.
- Sixty-two percent of teacher respondents indicate that lack of parent involvement is an issue for students they serve.
- Teachers report a generally high degree of collective efficacy, with teachers of nonprofit education organizations and IHEs reporting slightly higher collective teacher efficacy than those at local school districts and open enrollment charter schools. Collective efficacy refers to the belief that the efforts of the whole faculty can have an influence on student achievement and motivation. Research suggests a strong positive relationship between collective efficacy and student achievement.

RECOMMENDATIONS

The evaluators make the following recommendations based on the findings in this chapter:

Grantee/Program Recommendations

- Assure that professional development is focused on strategies for supporting dropout recovery students. Professional development can and should be about the general needs of at-risk students, but should also focus on the particular strategies around which each program is designed.

- Encourage grantees to commence professional development early in the life of the program. Respondents from several grantees were unable to identify specific TDRPP professional development at the time teacher surveys were administered, which was approximately six months into the program. To assure maximum effect, professional development should be an early and integral part of the program.

- Broaden the definition of professional development. Professional development as a workshop or series of workshops has a place, but research has repeatedly demonstrated that teacher peer coaching, mentoring, participation in professional learning communities that include review of student work and approaches to solving specific student needs, produce stronger student learning outcomes.

Evaluation Recommendations:

- The Year 2 evaluation will expand the analysis of the role professional development and staff support in building teacher self and collective efficacy.

- Connect student and teacher survey responses on a per-site basis and include in the outcome model. Doing so is dependent on the evaluators' success in increasing the survey response rates, as recommended in the previous chapter.

SOURCES AND METHODS

Sources

Staff surveys primarily informed our findings in this chapter. There were 261 teachers and program staff who completed surveys, representing all but one site. The staff survey inquired about each theme stated above and applied self-efficacy measures adapted from the Ohio State Teacher Efficacy Scale (OSTES). The evaluation team also conducted site visits of all 22 grantees during February and March 2009. In addition to interviewing program staff, we toured facilities and collected documents during the site visit. Insights from our site visits are discussed in this chapter where applicable to survey findings. We provided a Site Visit Summary to TEA in April 2009, excerpts from which are included in Appendix D: Site Visit Summaries.

Research methods

We conducted quantitative and structured qualitative analyses of survey items to describe staff characteristics, professional development activities, staff perceptions, and staff self-efficacy, described in detail within each section.

TEACHER QUALIFICATIONS AND CHARACTERISTICS

Qualifications

Grantee faculty are required by statute to have a baccalaureate or advanced degree. Therefore, in this sub-section we consider the qualifications (degree, certification, years of experience) of teacher respondents only.

Each site met this requirement in that all respondents with a primary role as "Teacher" had earned a bachelor's degree and 43% hold a master's degree. Table 33 shows the percentage of teachers who had earned a master's degree by grantee type. (See Appendix F: Teacher Respondents Who Hold Master's Degree, for detail by grantee).

Table 33 Teacher Respondents with Master's Degree by Grantee Type

Grantee Type	Teacher respondents with master's degree
Open enrollment Charter School	15.6%
IHE	4.4%
Nonprofit Education Organization	3.7%
Local School District	76.3%

Source: Teacher/Staff Surveys (*n*=137)

Collectively, teacher respondents hold varied Texas certifications with 50% having a Secondary certification. Table 34 shows the certifications for all teacher respondents. Eighteen (18%) of teacher respondents hold more than one certification.

Table 34 Texas Certifications held by Teacher Respondents

	Teacher Respondents
Special education	15
English as a Second Language	21
English Language Arts	30
Generalist	8
Science	40
Administrator	7
Mathematics	21
Secondary	69
K-12	20
Middle School	10
Elementary	9

Source: Teacher/Staff Surveys (*n*=137)

Staff segmented their years of experience into three categories on the survey: years of experience with the grantee program, years with dropout recovery students, and years with the school/organization. A majority, 72%, of teacher respondents had been with the grantee program less than a year. Respondents who had been with a grantee program more than a year were in programs established prior to the grant. For years of experience working with dropout recovery students, Table 35 indicates that slightly half of teacher respondents have a year or less of experience working with dropout recovery students. This table also shows that teachers had more experience working with the same school or organization, which suggests that most grantees staffed through internal hiring.

Table 35 Years of Experience for TDRPP Teacher Respondents

Years of experience	% of Teacher respondents		
	With this program	Working with dropout recovery	Working with same school/organization
0-1	72.3%	52.9%	30.4%
2-5	16.1%	25.0%	26.8%
6-9	4.4%	11.8%	18.1%
10+	7.3%	10.3%	24.6%

Source: Teacher/Staff Surveys (n=137)

Staff experience level also varied by program start-up strategy. TDRPP grantees were coded as a) brand new, b) modification of an existing program, or c) existing program. Grantees classified as modifying an existing program typically operated their program outside of normal school hours or with increased flexibility. Table 36 presents the percentages of teachers working with dropout recovery students by program strategy and level of experience. As expected, grantees that built on existing programs have more teachers experienced with working with dropout recovery students.

Table 36 Teacher Respondents' Years of Experience Working Directly with Dropout Recovery Students by Program Start-up Strategy

Program strategy	% of Teacher respondents' years of experience working directly with dropout recovery students			
	0-1	2-5	6-9	10+
Existing	45.6%	31.6%	15.2%	7.6%
Modified	65.5%	10.3%	6.9%	17.2%
Brand New	60.7%	21.4%	7.1%	10.7%
All Programs	52.9%	25.0%	11.8%	10.3%

Source: Teacher/Staff Surveys, Arroyo Research Services (ARS) project coding (n=137)

Also shown in Table 36, approximately 46% of the teachers at grantees coded as existing programs have less than a year of experience. While grantees coded as modified had the highest percentage of teachers with less than a year of experience, those same sites also had a higher percentage of teachers with more than ten years of experience. During our site visits, an administrator at a night school (modified) noted that recruiting experienced teachers who would work in the evening was difficult.

Table 37 shows the years of experience working directly with dropout recovery students based on grantee type. The results indicate that teachers at open enrollment charter schools and IHEs tended to have fewer years of experience working directly with dropout recovery students, and no teachers at these institutions had ten or more years experience working with dropout recovery students.

Table 37 Teacher Respondents' Years of Experience Working Directly with Dropout Recovery Students by Grantee Type

Years of experience working directly with dropout recovery students	% of Teacher respondents' within each experience level			
	Open Enrollment Charter School	IHE	Nonprofit Education Organization	Local School District
0-1	71.40%	66.70%	20.00%	50.00%
2-5	23.80%	16.70%	40.00%	25.00%
6-9	4.80%	0.00%	40.00%	12.50%
10+	0.00%	16.70%	0.00%	12.50%

Source: Teacher/Staff Surveys, Arroyo Research Services (ARS) project coding (n=137)

Demographic Characteristics

This section considers the demographic characteristics of all survey respondents. Table 38 breaks down the gender, age, and racial background by teachers, program staff, and administrators. Teacher respondents were predominately female (65%) and aged 35 years or older (68%), similar to the general population of teachers in Texas. Only one grantee had a majority of its teaching staff respondents below 35 years of age. All other

grantees tended to have more teaching staff respondents older than 35 years of age. Program staff and administrators were predominately female as well. Among program staff respondents, 10% were between the ages of 18-24 (similar in age to TDRPP program participants). Administrator respondents tended to be over 35 years of age (92%).

Teacher respondents represent a mix of races and ethnicities. The racial profile of teacher respondents included 50% White, 23% Hispanic, 21% Black, and 3% Asian. On a site by site basis, there was modest variation in demographic profiles. Teacher respondents were much less likely to be Hispanic than the 2008-2009 TDRPP program participants, who are 65.7% Hispanic. Program staff respondents represented a larger percentage of Hispanic at 31%. There were no administrator respondents who identified as Asian or Hispanic.

Table 38 Demographic Characteristics of Survey Respondents

	% Survey Respondents			
	Teachers	Program staff	Administrators	Overall
Gender				
Female	64.7%	73.7%	77.0%	69.6%
Male	35.3%	26.3%	23.0%	30.4%
Age				
18-24	2.9%	10.5%	3.3%	4.4%
25-34	29.5%	13.2%	4.9%	20.6%
35-44	19.4%	23.7%	31.1%	22.2%
45-54	24.5%	28.9%	29.5%	27.0%
55 +	23.7%	23.7%	31.1%	25.8%
Race/Ethnicity				
Asian	3.6%	2.6%	0.0%	2.8%
Black	21.0%	23.7%	29.5%	23.0%
Hispanic	23.2%	31.6%	0.0%	23.8%
Other	2.9%	5.3%	21.3%	2.4%
White	49.3%	36.8%	49.2%	48.0%

Source: Arroyo Research Services (ARS) Teacher/Staff Surveys (n=253)

TDRPP's Request for Applications (RFA) stipulates professional development as critical to a grantee's successful implementation and operation. Grantees are allowed to use TDRPP funds for professional development for instructors and administrators. In this section we consider professional development activities as reported by staff survey respondents.

Approximately 48% of the survey respondents participated in dropout-recovery specific professional development since the beginning of the project. Table 39 shows the percentages of grantee staff who participated in professional development, on an average site basis.

Table 39 Staff Participation in Dropout Recovery Specific Professional Development

	Teachers	Program staff	Other/admin	All
Received Dropout Recovery Specific Professional Development	47.5%	46.2%	47.5%	47.7%

Source: Teacher/Staff Surveys (n=241)

Staff respondents reported different trainings across grantees, with only a few reporting the same training as another grantee. PLATO and "Boys and Girls Town" were the only common trainings across grantees. Table 40 provides a sample of those professional development offerings with the duration of the training.

Table 40 Sample of Professional Development Activities and Number of Hours

Grantee ID	Professional Development	# of hours
I	CHAMPS	4-12
S	Achieve 3000 Teen Biz	3-12
D, I, L, N	PLATO training	2-20
H, K	Boys and Girls Town	3-12
E	Why Try?	4-80

Source: Teacher/Staff Surveys

The evaluation team coded professional development activities reported via Teacher/Staff Surveys and grantee documentation along the following structural dimensions of effectiveness: 1) collective participation of teachers/staff from the same TDRPP grantee, 2) duration of the activity, and 3) form of the activity (Garet, Porter, Desimone, Birman & Kwang, 2001). Collective participation suggests that professional development is more effective when teachers from the same program participate in the same training. Respondents from the same grantee often listed the same professional development participation. Likewise, the grantee documentation usually indicated that several teachers or staff members would be attending the professional development sessions. Site visits and interviews additionally revealed common training as the norm, though specific data as to the professional development scheduling is limited. The duration of professional development activities among these sites covered a wide range. The duration of these professional development activities ranged from two hours to as many as two weeks. Even for the same professional development activity among staff respondents at the same grantee, different participants had varying levels of participation. Across all professional development activities reported, the average duration was 7.7 hours (See Appendix G: Duration of Professional Development Activities By Site).

The majority of staff participated in traditional forms of professional development, such as workshops and conferences. About half of the grantees participated in reform forms of professional development, such as professional networks and peer coaching[8]. Reform types of activities, such as mentoring or study groups, often have longer durations than traditional activities, i.e. workshops. Research has found activities that are sustained over time tend to be more effective (Garet, 2001).

Table 41 summarizes the available forms of professional development and the number of sites that planned to offer this activity during the funding year.

Table 41 Professional Development Activity Across Grantees

	Traditional					Reform
	Workshop	Course/ Seminar	Conference	Professional Network	Study Group	Peer Coaching
Number of Sites	19	5	4	4	5	9

Source: Project Proposals

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[8] Reform types of professional development typically occur during the regular school day and sometimes during classroom instruction. Examples of these reform types are professional networks, mentoring, and peer coaching which encourage teachers to learn from other teachers and share best practices to affect student performance.

Taken together, these structural dimensions provide a framework for describing what professional development activities were received across grantee sites. During the next year, we anticipate gathering more data on professional development activities through surveys and interviews.

STAFF PERCEPTIONS OF TDRPP PROFESSIONAL DEVELOPMENT EFFECTIVENESS

Cycle 1 professional development data were not independently evaluated by ARS, but were informed by teacher and staff surveys administered early in the spring semester. The Teacher/Staff Survey included several open-ended items regarding professional development activities. Professional development participants indicated what they found most and least helpful about the experience. Participants often found professional development activities that offered more relevant, hands-on experience to be most helpful. A number of staff commented that the least helpful aspect of their experience was the "lack of time" for further professional development. Because responses from staff were brief, and the surveys were fielded early in the anticipated timeline of professional development offerings, the evaluation team will gather additional data through interviews and specific surveys for staff development and its perceived effectiveness for both Cycle 1 and Cycle 2 grantees during year two of the TDRPP evaluation.

STAFF PERCEPTIONS OF IMPLEMENTATION AND EFFECTIVENESS

The evaluation considered the relationship between the degree of implementation and staff perception of the effectiveness of TDRPP grantee programs. Implementation findings were based on analysis of site visits and staff surveys. Because staff surveys were completed relatively early in the process of program implementation, we treat the analysis in this section as preliminary, pending more complete implementation and detailed data to be gathered in the continuing evaluation.   Staff perceptions of program effectiveness were analyzed using thematic content analysis of an open-ended survey item that asked, "What do you think the program has accomplished to date, if anything?" The resulting analysis placed responses into the categories outlined in Table 42. More detailed responses can be found in Appendix H: Staff Survey Responses.

Table 42 Categories from Content Analysis of "What do you think the program has accomplished to date?"

Category	% of Total respondents
Students completing the program/student success	38.0%
Students returning/staying connected/second chance/recruiting and retaining	20.8%
Importance of Education/Personal Growth/Motivation	18.6%
Providing flexibility/Better environment/Support/Employment	14.9%
Nothing/too early	8.1%
Raised awareness of educational options/college readiness	6.8%
Personal connection to adults	5.4%

Source: Teacher/Staff Surveys (n=241)

The categories summarized above provide limited data related to program effectiveness. The year two evaluation will add scaled survey items that ask directly about program effectiveness and will compare responses to complete student outcome data.

TEACHER SELF-EFFICACY AND COLLECTIVE SELF-EFFICACY

This section considers teachers' beliefs about their ability to influence student performance. The two measures of teachers' beliefs included on the staff survey are self-efficacy and collective efficacy. (Although other respondents with primary roles as program staff or administrator also responded to these items, we focus our discussion here on teacher respondents since the research in that area is further developed.)

Self-Efficacy

Teacher self-efficacy is defined as a teacher's belief in his/her capacity to influence student achievement and motivation. Extensive research over the past 20 years has established a strong connection between teacher self-efficacy and teacher behaviors that foster student achievement (Tschannen-Moran, Hoy, & Hoy, 1998). For TDRPP staff survey items, we adapted self-efficacy measures from the Ohio State Teacher Efficacy Scale (OSTES). The OSTES uses a 9-point scale to measure efficacy in student engagement, efficacy in instructional practices, and efficacy in classroom management.

TDRPP survey respondents were asked to indicate their level of agreement with statements, ranging on a scale from 1 – "Not at all" to 9 – "A great deal." Five of the twelve statements on the OSTES are included on the staff survey.

The overall self-efficacy mean score for teacher respondents was 6.94. Scores ranged from 3.8 to 9. Approximately 24% of the 138 teacher respondents scored between 8 and 9 on the self-efficacy scale. Among this subgroup of teacher respondents, 56% had participated in dropout-recovery specific professional development since the beginning of the project. As indicated in Table 43, this overall score includes responses related to efficacy in classroom management and efficacy in student engagement.

Table 43 Teacher Self-Efficacy, Mean Scores

	Classroom Management	Teaching Task Analysis	Overall Mean Score
All Teacher Respondents	7.63	6.79	6.94

Source: Arroyo Research Services (ARS) Teacher/Staff Surveys (n=137)

The first self-efficacy item on the staff survey relates to classroom management and asks, "How much do you believe you are able to control disruptive behavior in the classroom?" The mean score for all teacher respondents to this statement was 7.63.

The remaining four self-efficacy items on the staff survey measure efficacy in student engagement. Those items are as follows:

- How much do you believe you are able to motivate students who show low interest in course work?

- How much do you believe you are able to get students to believe they can do well in course work?

- How much do you believe you are able to help your students value learning?

- How much do you believe you are able to assist families in helping a student do well in the program?

The mean score of all teacher respondents for efficacy in student engagement was 6.79, with the lowest score reflected in the fourth item. The lower score for this item is consistent with our finding of limited parent involvement among several TDRPP grantees. Likewise, 62% of teacher respondents indicated that "parents' lack of involvement" was an issue for students they served. One teacher's description of her students is that the "parents did not have success in school so the students have no sense of pride in their educational future."

Collective Self-Efficacy

Goddard et al (2000) extend the research on teacher self-efficacy from individual to collective efficacy. Collective efficacy is the teacher's belief that the efforts of the whole faculty can have an influence on student achievement and motivation. Emerging research suggests a strong positive association between higher collective teacher efficacy and student achievement.

Starting from the Collective Teacher Efficacy Scale (CTE) developed by Goddard et al, the ARS Teacher/Staff Surveys use a 5-point scale for measuring collective efficacy that takes into account group competence and analysis of the teaching task. The underlying rationale for considering both group competence and task analysis is that collective efficacy results from teachers considering the difficulty of the task in relation to the group's capability. Task analysis statements on the CTE scale examine perceptions of available resources or barriers to success. Group competence statements on the CTE scale consider the faculty's expertise or methods. Both positively and negatively worded items are included on the scale and are adjusted accordingly in the overall scoring. An example of a positively worded statement about group competence is "Teachers in this school have what it takes to get the children to learn." A negatively worded statement of group competence is "Teachers here need more training to know how to deal with these students." Examples of statements related to analysis of teaching task are as follows:

- The quality of school facilities here really facilitates the teaching and learning process. (positive)

- The lack of instructional materials and supplies makes teaching very difficult. (negative)

Nineteen of the 21 items on CTE are included in the staff survey.

The mean score in collective efficacy for all teacher respondents was 3.78, ranging from 2.58 to 4.16 (on a scale of 1 to 5). When we examined this score by grantee type, we found a slightly higher collective teacher efficacy among teacher respondents at non-profit organizations and IHEs, as shown in Table 44.

Table 44 Collective Teacher Efficacy by Grantee Type, Mean Scores

	Group Competence	Teaching Task Analysis	Overall Mean Score
Non-profit Education Organizations	4.50	3.64	4.20
IHEs	4.28	4.00	4.18
Local School Districts	4.13	3.28	3.82
Open Enrollment Charter Schools	3.93	2.96	3.57

Source: Arroyo Research Services (ARS) Teacher/Staff Surveys (n=137)

Subsequent analysis will examine whether different forms of TDRPP professional development affect teacher self-efficacy and the extent to which differences in teacher self and collective efficacy affect TDRPP student outcomes. Additionally, site visits and interviews will explore determinants of teacher collective self-efficacy and the nature of program efforts to develop their teachers and staff.

CHAPTER 7: COST EFFECTIVENESS

This chapter identifies the short and long-term costs and benefits associated with TDRPP program participation. The findings focus on costs. The analysis of both costs and benefits should be considered preliminary rather than definitive both because the cost accounting for related expenditures would benefit from additional detailed data collection, and because significant program outcomes due to Cycle 1 efforts may occur subsequent to the Cycle 1 reporting deadline (May 15, 2009) through the end of the program period.

RESEARCH QUESTIONS

(A) How are TDRPP program funds being used by grantees and how does the resource allocation differ between sites?

(B) What factors will prohibit or facilitate the continuation and/or scaling-up of TDRPP?

(C) What are the costs per student of the TDRPP program and how do these costs differ between grantees?

(D) What are the costs per student to impact per student ratios and how do these cost/benefit ratios vary between grantees (i.e. which grantees are most cost-effective?)

(E) Which grantees have the lowest cost/benefit ratios and why?

(F) How do the costs per student of TDRPP compare to those of comparable alternative drop out recovery/prevention programs?

(G) How do the costs associated with helping a TDRPP participant achieve a high school diploma or become college ready compare to the costs to society and to the participant that would be accrued if the student did not achieve a diploma and/or become college ready?

(H) What are the opportunity costs that TDRPP participants accrue due to participation in TDRPP?

This report focuses on research questions A, C, F, and H. We anticipate having additional data to further explore the other research questions in Year 2.

- By design, direct TDRPP funds cover varying percentages of the overall effort associated with educating and supporting TDRPP program participants. Beyond state TDRPP funds, each grantee was supported by multiple funding sources, including the school district, local government, foundations, and community-based agencies.
- The average TDRPP funding per participant as of May 2009 was $2,929[9].
- Grantee realization of performance funds ranged from 0 to 62.5%, with grantees earning an average of 11% of available performance funds as of May 2009.
- Nonprofit education organizations showed the highest earned percentage of available performance funds, at an average 16.0%. IHEs earned the lowest average of 5% of available performance funds. Performance funds associated with student progress can be earned throughout the program period (December 31, 2009) and for a period of time thereafter as students achieve benchmarks based on efforts extended by grantees during the grant period.
- A majority of student respondents indicated no or few opportunity costs associated with their participation in TDRPP.

RECOMMENDATIONS

The evaluators make the following recommendations based on the findings in this chapter:

Grantee/Program Recommendations

- Improve accounting for non-TDRPP resources. Grantees obtained widely varying amounts of indirect and in-kind support from their organizations, and this information is an important component of the cost-benefit analysis. Recommendations related to guidance and reporting of non-TDRPP resources are included in this chapter.
- Provide grantees with best practices in start-up and staffing in order to support the goals of scalability.

Evaluation Recommendations:
- Obtain per-student data on FSP payments generated by TDRPP participants. This would enable more complete consideration of the comparability of funding across grantees and calculation of the true cost to the state on a per-student basis.
- Expand grantee financial reporting. Information available through the current financial reporting is not sufficiently detailed to enable comparison across grantees, to determine the level of effort associated with program strategies, or to make valid comparisons to non-TDRPP dropout recovery programs. We therefore plan to include a request for financial information from grantees that supplements current reporting requirements.

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[9] Calculated using base funding and performance payments, but not other payments. See discussion within the chapter for a detailed explanation of the source data and calculations.

- Expand analysis of comparable, non-TDRPP dropout recovery programs. As indicated within chapter 7, there is a relative dearth of comparable, large-scale dropout recovery programs, and a full and fair comparison of costs and benefits requires that the evaluation team obtain additional data regarding the funding and operations of the programs used for comparison to TDRPP.

DATA SOURCES

Data for this section are drawn from TDRPP grantee reporting and other research studies on dropout recovery and prevention costs. TDRPP program expenditure data are drawn from two sources: TDRPP program budgets (base funding) and TDRPP Performance Funding Reports.

TDRPP Program Budgets

Each grantee was required to submit a program budget as part of the grant application. One site received a budget allocation of $75,000 to support fewer than 12 students. All other sites received approximately $150,000. (See detailed budgets in Appendix K: Site-based Budgets for TDRPP Funds and Appendix I: TDRPP Funding Detail).

Program sites report expenditures against these budget estimates throughout the year. For the purposes of this analysis, we use the initial budget figures (as amended) as proxies for actual expenditure because expenditure reporting significantly lags actual expenditures, and is therefore unhelpful for these purposes.

Performance Payment Reports

Grantees submit periodic Performance Payment Reports, in a format required by TEA, that detail individual student progress and earned benchmark and completion payments. This analysis is based upon Performance Funding Reports as of May 15, 2009. The basis for payment of Performance Funding is described in this chapter under "Overview of TDRPP Funding".

RESEARCH METHODS

Findings in this chapter are based on analysis of preliminary TDRPP financial data available from grantees and TEA. For the purposes of this Cycle 1 analysis, cost calculations examine direct TDRPP program funds only. We cannot fully take into account non-TDRPP funding generated by or expended on behalf of participating students. For example, we did not have access to FSP payments for ADA generated by students in TDRPP. While grantees were asked about in-kind contributions of space, personnel or instructional programming, or other resource sharing, we cannot validate the amounts reported or verify that grantees are accounting for these funds in a consistent manner. Additionally, we have no independent means to account for the number of out-of-school youth who may have returned to school in the absence of TDRPP-funded programs. We therefore anticipate conducting a more detailed analysis informed by additional financial data reflecting more mature implementation in 2010.

OVERVIEW OF TDRPP FUNDING

Approximately $5.94 million was available to the 22 TDRPP grantees during Cycle 1 (2008-2009). The total grant funding includes base funding, performance funding, and "other payments."

Base Funding

All grantees were eligible to receive maximum base funding of $75,000 for serving 5-12 students, or maximum base funding of $150,000 for serving more than 12 students. Among the 22 grantees, only one proposed serving fewer than 12 students and was therefore awarded $75,000. The remaining grantees received the maximum base funding of approximately $150,000.

Each grantee budgets for this base funding in the grant application. These funds are to be used for the purposes of planning, establishing the infrastructure required to implement the program, and implementing the program for eligible students. Base funding is provided through the Notice of Grant Award (NOGA) process. Grantees draw down the funds through the automated expenditure reporting (ER) system.

Performance Funding

In addition, all grantees are eligible to receive "performance funding" during the program year for both student academic progress as well as program completion. Academic progress is measured by interim benchmarks, such as advancing a grade level, passing a TAKS subject test, or earning college credit. Grantees receive $250 for each student benchmark attained, up to a maximum of $1,000 per student. Grantees may receive a payment of $1,000 for each student who completes the program by earning a high school diploma or demonstrating college readiness. (See Table 5 TDRPP Interim Benchmarks, and performance details and college readiness criteria in chapter 5 of this report).

The total amount of performance funding available to a grantee is determined by the initial number of students projected to be served. However, grantees are allowed to serve additional students (above the projected number) and receive performance funds for benchmarks and completions achieved by these students, as long as the maximum budgeted amount is not exceeded. The performance funding that would have been earned for a student who does not complete the program or attain the maximum benchmarks is available to be earned via another student. The majority of sites are serving more students than initially projected.

Other Payments

Under the FSP, Texas local school districts are entitled to funding to provide a basic education for each student based on ADA. As a result, local school districts and open enrollment charter schools participating in TDRPP receive FSP payments for the TDRPP students they serve. Although the evaluation team does not have specific information on revenue generated by TDRPP students, Texas public schools received an average of $5,898 per student in 2008 in FSP funds (Texas Legislative Budget Board, 2009).

Because IHEs and nonprofit education organizations are not eligible to receive FSP payments based on ADA, TDRPP "other payments" were designed to provide a consistent level of per student funding across all grantees. Through "other payments," grantees not eligible for FSP payments can earn $4,000 ($2,000 per semester) for each student who demonstrates academic progress on a pre-approved assessment instrument. IHE's and nonprofit education organizations identified the assessment instrument and explained how progress would be measured in their grant application. The instrument could have been a standardized test or a performance assessment with standardized scoring protocols. All assessment instruments were approved by the Texas commissioner of education prior to grant award. The same instrument was used upon initial enrollment in the program and at the end of each subsequent semester. "Other payments" were capped based on the number of projected enrollees.

Table 45 shows the base funding for each grantee and total available performance funding.   Additional budget details are included in Appendix K: Site-based Budgets for TDRPP Funds.

Table 45 Base Funding and Available Performance Funding

Grantee ID	Base funding	Performance funding (maximum)	Total
A	150,000	40,000	190,000
B	142,857	40,000	182,857
C	150,000	120,000	270,000
D	150,000	40,000	190,000
E	150,000	40,000	190,000
F	150,000	40,000	190,000
G	150,000	200,000	350,000
H	148,832	60,000	208,832
I	148,355	40,000	188,355
J	150,000	160,000	310,000
K	149,600	64,000	213,600
L	150,000	50,000	200,000
M	147,529	100,000	247,529
N	150,000	200,000	350,000
O	75,000	12,000	87,000
P	150,000	60,000	210,000
Q	150,000	100,000	250,000
R	150,000	200,000	350,000
S	150,000	100,000	250,000
T	150,000	40,000	190,000
U	150,000	120,000	270,000
V	150,000	200,000	350,000
Totals	3,212,173	2,026,000	5,238,173

Source: Project proposals, Performance Payment Reports. Note: Performance funding includes payments for program completions and attainment of benchmarks. It does not include "other payments."

Grantee realization of performance funds ranged from 0 to 62.5%, with grantees earning an average of 11% of available performance funds as of May 2009. As shown in Table 46, the range of performance funding earned by grantee type varied. Nonprofit education organizations showed the highest earned percentage of available performance funding, at an average of 15.3%. IHEs earned the lowest average of 6.5% of available performance funds.

Table 46 Performance Funding Earned in Cycle 1 by Grantee Type

Grantee Type	Performance funding available, range	Performance funding earned, range	Performance funding earned, average %
Open Enrollment Charter School	40,000 – 200,000	9,250 – 19,000	11.8%
IHE	40,000 – 60,000	0 – 6,500	6.5%
Nonprofit Education Organization	40,000 - 120,000	3,000 – 20,000	15.3%
Local School District	12,000 – 200,000	0 – 43,000	10.6%

Source: Performance Payment Reports provided by TEA as of May 15, 2009.

Table 47 highlights the "other payments" as proposed in the grant application and actual expenditures for this category for all eligible grantees.

Table 47 Other Payments Available and Expended in Cycle 1 by Eligible Grantee

Grantee ID	Grantee Type	Proposed # of students	Proposed Other Payments	Total Other Payments Earned	% Other Payments Earned
B	IHE	20	80,000	16,000	20%
C	Nonprofit Education Organization	60	240,000	120,000	50%
D	Nonprofit Education Organization	20	80,000	46,000	58%
F	Nonprofit Education Organization	20	80,000	40,000	50%
P	IHE	30	120,000	0	0%
Totals		150	600,000	222,000	37%

Source: Project proposals, Performance Payment Reports. "Other payments" earned are as of June 2009.

External, Non-TDRPP Funding

By design, direct TDRPP funds cover varying percentages of the overall effort associated with educating and supporting TDRPP program participants. Site visits clearly revealed that each grantee was supported by multiple funding sources beyond TDRPP funds, including the school district, local government, foundations, and community-based agencies. Additionally, several grantees shared costs, such as space and administrative support, with a school district or community agency. Resources are often provided in-kind, such as volunteers, which makes it difficult to assess their value. We therefore focus on direct TDRPP costs in this evaluation, and

expect to focus on direct and indirect costs to the State of Texas in subsequent evaluations. Table 48 presents a snapshot of the varied resources used by a sample of grantees.

Table 48 Additional Program Resources Used by Selected Grantees

Grantee ID	Grantee Type	Additional program resources
A	Open Enrollment Charter School	In-kind resources from 60+ grantors
B	IHE	Approximately 20 partnership agreements with internal departments and external agencies
F	Nonprofit Education Organization	Additional resources include facilities with utilities provided, insurance coverage, janitorial services, administrative support and other staffing
N	Local School District	District provides social workers, counselors, and facilities

Source: Site visits and Arroyo Research Services (ARS) project coding.

TDRPP PROGRAM COSTS AND RESOURCE ALLOCATION

Grantees indicated their budget allocations in the grant application. If program changes necessitate budget modifications in excess of 25%, grantees are required by TEA to amend their budgets. This analysis of resource allocations relies on TDRPP program budgets as amended by agreement with TEA. We disaggregated the program costs, as shown in Table 49, and determined the relevant costs for various program features, such as professional development, technology, and facilities across all grantees. See Appendix J: Resource Allocation of TDRPP Program Funds for grantee-specific resource allocations.

Table 49 Budgeted Resource Allocations for TDRPP Program Funds by Grantee Type

Grantee Type	% of Total Funds					
	Payroll	Professional Development	Student Scholarships	Facilities	Technology	Other
Open Enrollment Charter School	79.0%	0.0%	0.0%	0.0%	0.9%	20.1%
IHE	65.4%	0.0%	5.5%	0.0%	1.2%	27.9%
Nonprofit Education Organization	73.8%	0.0%	0.0%	2.7%	5.6%	17.9%
Local School District	51.6%	3.2%	1.1%	0.0%	15.4%	28.6%

Source: Project grant proposals

The majority of TDRPP funds were allocated to personnel costs across all grantee types. Overall, local school districts had a lower percentage of their funding allocated to personnel. One local school district showed no funding allocated to personnel because it offered an online curriculum. Therefore, a larger share of funds was allocated to technology. Local school districts, overall, allocated a more significant amount to technology than other grantee types. Technology funds were often used to support specific TDRPP strategies such as credit recovery or online learning. Only one grantee, a nonprofit education organization that applied 2.7% towards a lease, used TDRPP funds for facilities. Facility costs were typically covered by other funds from districts, community colleges, or community agencies. The professional development allocation is lower than expected but consistent with our finding that sites rely on a number of external sources for professional development. Although the resource allocation for professional development represents only a small fraction of all TDRPP funds, program staff and faculty still participated in professional development offerings that were paid through the district or other funding sources. Subsequent data gathering in the next evaluation period will include additional detail regarding indirect funding and allocation of personnel costs.

COSTS PER STUDENT

For the purposes of this analysis we stipulate the Cycle 1 costs of TDRPP program to be the budgeted base program funding plus performance funding earned during the period.   Because we do not have information on FSP funds generated by eligible grantees for students in TDRPP, we exclude "other payments" (made in lieu of FSP funding) for the sake of comparing across grantees.   Table 50 shows the funding category and cost per student of TDRPP funding.

Table 50 TDRPP Base and Performance Funding per Student

Actual # of students served	TDRPP Base Funding	TDRPP Performance Funding Earned	Total TDRPP Cycle 1 Funding	TDRPP Funding per Student (mean)
1,173	$3,212,173	$223,000	$3,435,173	$2,929

Source: Program Budgets and Performance Payment Reports. Mean is weighted. Costs exclude Foundation School Program (FSP) payments and "other payments."

Direct TDRPP costs varied by grantee type, reflecting both policy differences in available funding and the program capacity of each grantee. Table 51 indicates variance in costs per student across grantee types. As

indicated above, both the expenditure of resources on behalf of the dropout recovery programs, as well as the additional revenue generated by them, were outside the scope of data collection in Cycle 1 and are therefore not considered in this analysis.

Table 51 TDRPP Funding (Base and Performance) Cost per Student by Grantee Type

Grantee Type	Students Served, Total	TDRPP Cycle 1 Funding, Total	TDRPP Funding per Student, Range	TDRPP Funding per Student, Mean
Open Enrollment Charter School	120	$328,250	$1,690 – $7,963	$2,735
IHE	59	$299,357	$3,659 - $8,298	$5,074
Nonprofit Education Organization	173	$480,500	$1,683 - $4,375	$2,777
Local School District	821	$2,327,066	$1,504 - $6,164	$2,683

Source: Initial project proposals and Performance Payment Reports. Means are weighted. Costs exclude Foundation School Program (FSP) payments and "other payments."

The direct TDRPP costs per student for open enrollment charter schools, nonprofit education organizations, and local school districts are very comparable, while IHEs incurred the highest cost per student. The lowest end of the range for average costs per student for IHE grantees starts higher than the other grantee types. This is due in large part to the lower number of students served as of May 2009 in the IHEs. The Base Funding categories established two levels of payment, one for grantees that projected serving 12 or fewer students, and the other for all grantees projected to serve over 12 students. IHEs projected high enough student enrollment to qualify for higher level of base payments, but only projected an average of 25 students compared to the overall average projected enrollment of 46 students. They therefore have higher base funding per student than other grantee types.

Though related to grantee type, funding by core grantee goal also varies. Table 52 shows funding averages by grantee goal. Additional cost per student data can be found in Appendix L: Costs per Student of TDRPP Funding.

Table 52 TDRPP Funding (Base and Performance) per Student by Grantee Goal

Grantee Goal	Students Served, Total	Total TDRPP Cycle 1 Funding	Funding per Student, Range	Funding per Student, Mean
Demonstrate College Readiness	232	$779,857	$1,683 – $8,298	$3,361
Earn High School diploma	941	$2,655,316	$1,504 - $7,963	$2,822

Source: Initial project proposals and Performance Payment Reports. Means are weighted.

COSTS/BENEFITS OF TDRPP PROGRAMS

During 2010, we will compile additional data to execute a conservative, preliminary cost–benefit analysis to examine nominal costs associated with program completion. Completing the estimate during Cycle 1 reporting period would be premature for the following reasons:

- significant outcomes due to Cycle 1 efforts may be obtained subsequent to the Cycle 1 reporting deadlines for inclusion in this report (May 2009).

- enrollment has been climbing and should be "full" as of Fall 2009.

- many grantees extended their programs through the summer in part because of their late starts. This extension should result in more students completing the program which can be captured next year. All grantees received an extension through December 31, 2009 which should also result in increased numbers of completions and other interim benchmarks.

The methodology for determining costs and benefits will be modeled on the work of the Center for Benefit-Cost Studies of Education at Teachers College, Columbia University (Belfield & Levin, 2007). The framework applied by CBCSE begins with identifying, then estimating a value for the resources used by an education intervention. All resources are summed to obtain a total direct cost, normally viewed on a per-student basis. For TDRPP, direct TDRPP resources are supplemented by substantial additional funding leveraged by the grantees, much of it via the Texas public education system. Specific estimates of TDRPP costs per program completion will be provided in the final report, together with consideration of the probable benefits to the students and to the state of Texas. The benefits relate to educational outcomes generated by those costs incurred. These can be both direct benefits in terms of increased participant earnings and anticipated additional tax revenue from increased earnings, to decreased long term costs of health care, social services, and incarceration that are linked to dropping out of school.

A full accounting of the specific Texas-based societal benefits of program completion is beyond the scope of this study and would include estimates of increased productivity and tax revenue generation, as well as decreased social program expenditures. For the purposes of this analysis, we will focus on anticipated increases in earning potential demonstrated by respected research. According to the US Census Bureau (2005), a Texas high school graduate can expect to earn $25,649 annually, as compared to $18,001 for a dropout. By multiplying this difference of $7,600 by the number of students who completed a dropout recovery program one can estimate the total benefit (on an annual basis) to personal income via TDRPP completion. Alternatively, economist Cecelia Rouse models lifetime earnings differentials between high school graduates and non graduates, using discounted present value and other means, to be $260,000 (2005). Further consideration will be given to broadly known costs to society for each student who does not achieve a diploma or demonstrate college readiness. These costs are well-documented, and include increases in healthcare, criminal justice services, and welfare benefits (Martin & Halperin, 2006). The National Governor's Association (2008), for example, estimates that over the course of a lifetime, a dropout costs society on average $40,500 in increased health costs, $26,600 from increased criminal activity, and $3,000 in increased welfare costs. These

estimates will be included in the final cost benefit calculation. We anticipate using these as starting points for detailed analysis in Year 2.

COSTS/BENEFITS OF ALTERNATIVE PROGRAMS

The National Dropout Prevention Center/Network (NDPCN) maintains a database of dropout-related programs across the country. We selected a sampling of programs that best matched the focus of TDRPP, offering dropout recovery to adults aged 18 and over with a goal of college-readiness or high school graduation. All of the sites summarized in Table 53 offer dropout recovery services to participants over 18 years of age.

With the exception of Alternative Diploma Partnership (ADP), the programs in Table 53 also offer dropout prevention services. Therefore, the enrollment and cost estimates require further analysis to isolate the dropout recovery components before use as direct comparisons. The dropout recovery offerings available through these programs are as diverse as TDRPP grantees. For example, ADP offers virtual learning for students who have failed state tests. This is similar to the 5 TDRPP grantees offering programming that focus directly on passing TAKS. Additional TDRPP grantees have virtual learning for credit recovery students. The L'Anse Creuse Riverside Academy program offers classroom instruction and numerous social services which are similar to most TDRPP grantees.

Both the Communities and Schools for Success (CS2) of Massachusetts and Oklahoma Technical Assistance Center programs are statewide initiatives that provide funding to districts. CS2 began in 1993 and operates through a network of school districts and community-based organizations. Of the 43 CS2 programs, only two are devoted to dropout recovery. Both CS2 dropout recovery programs allow flexible scheduling through local school districts. The Oklahoma initiative was piloted in 1982 through the state's department of education to address the state's then-increasing high school dropout rate. Since then, the state has increased its funding to support alternative education programs throughout Oklahoma. The programs funded through Oklahoma Department of Education vary in size and instructional strategy. Over 11,000 students are served annually through Oklahoma's initiative, with approximately 1,200 of those students being recovery students similar to TDRPP participants.

Future analysis will provide estimates based on more complete funding data, careful consideration of additional resources used in comparable programs, and isolation of the dropout recovery components of these programs.

Table 53 Descriptions of Other Comparable Dropout Recovery Programs

Program (state)	Established	Number of students (2007-08)	Annual costs/ funding per grantee	Funding sources
Alternative Diploma Partnership (VA)	2007	Less than 50	$200,000 - $500,000	Federal Agencies
Communities and Schools For Success (MA)	1993	7,900 (250 - recovery)	$3.5M	State Agencies
L'Anse Creuse - Riverside Academy (MI)	1990	500+	$200,000 - $500,000	Federal Agencies State Agencies
Oklahoma Technical Assistance Center (OK)	1982	11,000 (1,200 – recovery)	$16.9 M	State Agencies
Simon Youth Foundation (National)	1998	2,400	$6.4M	Federal Agencies State Agencies School Districts Donations

Source: National Dropout Prevention Center/Network and program annual reports, where available.

According to the NDPCN, national programs with a focus on dropout recovery for adult-aged students rely on a number of funding sources, as shown in Table 53. There are little data available from the NDPCN or individual program reports to determine total and per student funding. The Oklahoma alternative education program, however, has established a rigorous evaluation process which estimates that state funding represents about 30% of all funding and, on a per student basis, ranges from $278 to $8,267. According to Oklahoma's evaluation data, per student costs were affected by program structure (i.e. single or multiple sites) and program size (fewer than 10 students).

Students report relatively low opportunity costs in comparison to the perceived benefits of participating in the TDRPP programs. For the purposes of this discussion, opportunity costs are defined to be job earnings, lifestyle considerations, or other benefits forgone by virtue of their return to school and participation in the program. To learn what opportunity costs of program participation accrue to students, we asked this question on initial surveys: *Please describe any sacrifices you are making to participate in the program*. Although opportunities costs are often measured in financial terms, students indicated responses that are not readily quantifiable. Table 54 summarizes the categories of opportunity costs among student survey respondents. Additional detail can be found in Appendix M: Student Survey Responses.

Table 54 Types of Opportunity Costs for Program Participation (per student surveys)

Category	Number of respondents	% of Total respondents
Job/Income	29	17.9%
Personal Time	26	16.0%
Daycare arrangements/costs	9	5.6%
Other (sleep, level of effort, and transportation issues)	21	13.0%
None	77	47.5%

Source: Arroyo Research Services (ARS) administered student surveys, Spring 2009

While slightly more than half of program participants (54.4%) indicated that getting a job had been important to their decision to drop out of school, only 17.9% of respondents indicated that job/income was an opportunity cost for program participation. For the students who indicated job/income was an opportunity cost, we have no data to calculate these costs in financial terms.

We expected that these students who experienced employment related opportunity costs would attend programs that have regular day schedules. However, when we analyzed the program characteristics for those students who indicated "job/income" as an opportunity cost, we found this to be unrelated to program schedules. Students did, though, experience employment related opportunity costs as evidenced in these student comments:

- "I wanted to get a job in the afternoon but I can't because I go to school in the day and now in the night, too."

- "I had to quit a good paying job and start a new one taking a pay cut just to come participate in this program."

- "Lost hours from work and have to work night shifts till 1 or 2 am."

- "I wanted to work a full time job but because of school I can't do that."

The majority of respondents indicated that they were making no sacrifices to participate in the program. These students explained why there was no sacrifice for them.

- "None, I come to school then go to work."

- "To be honest I haven't made any sacrifice. This program is very good and efficient plus the schedules are fine."

- "There are none, I'm just bettering myself for the best or how should I say to do better in life not for myself but for my kids."

- "None, it's a very convenient program"

PROGRAM SUSTAINABILITY/SCALE-UP

Continuation and scale-up issues are affected by a combination of program implementation and funding issues. Several significant issues related to this were identified during the Cycle 1 site visits. These include:

- Development and implementation of standard protocols and procedures

- Staff selection and hiring status, e.g. permanent full time, part time, contract, "borrowed," etc.

- The extent of program integration with related initiatives

- Use of incentives and their relationship to recruitment and persistence

- Use of existing alternative education programs

- Maturity of other district support systems

- Maturity of district grant funding infrastructure

Cycle 1 data are preliminary and will be supplemented next year with research-based interview questions and survey items designed to more fully understand implementation strategies and leadership roles related to program sustainability and scale-up.

Overall costs and benefits associated with the TDRPP will be more thoroughly pursued in 2010 with extended data collection regarding program expenditures and resources, as well as more complete student outcome data.

CHAPTER 8: NEXT STEPS IN THE EVALUATION

The TDRPP evaluation is designed to build on initial evidence of Cycle 1 outcomes and implementation in this report, by continuing through the 2009-2010 school year. A final report covering TDRPP outcomes and evidence for Cycles 1 and 2 is expected to be complete by September 2010. Next steps and issues to be addressed in the continuing evaluation include the following:

- Analysis of final program activity and outcomes for Cycle 1 grantees, as well as initial program activity and outcomes for Cycle 2 grantees

- Follow-up site visits to selected Cycle 1 grantees, initial site visits to Cycle 2 grantees, and collection of program implementation documentation from all grantees

- Continued collaboration with TEA to obtain student data from grantee reports and PEIMS

- Expanded student survey incentives to increase response rates

- Detailed analysis of final student outcomes for Cycle 1 grantees

- Expanded collection of project financial information to inform the cost/benefit analysis

- Expanded collection and analysis of cost and implementation information from other comparable dropout recovery programs to inform the cost/benefit analysis

- Further refinement of the outcome model through the TDRPP Evaluation Technical Review Committee

The final report will provide a more complete picture of the implementation, impact, and cost effectiveness/sustainability of Cycle 1 grantees by analyzing all outcome variables (e.g., student achievement, graduation rates, financial data); and provide a full picture of implementation, and a partial picture of impact and cost effectiveness/sustainability of Cycle 2 grantees. Cycle 3 grantees (and Cycle 1 "continuation" grants if awarded) will not be included in the September 2010 report.

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Texas Dropout Recovery Pilot Program
Staff and Teacher Survey

Target Population: All teachers and staff who work directly with participating students.
Administration: online via Survey Monkey. Formatting will be done using standard, professional online templates.

This survey is designed for teachers and staff who work with students in projects funded by the Texas Dropout Recovery Pilot Program. It is being conducted by Arroyo Research Services, the Texas Dropout Recovery Pilot Program Evaluator contracted by the Texas Education Agency. All responses will be confidential. No personally identifiable information will be reported or released to the Texas Education Agency. Your participation in this survey is voluntary. Thank you for your assistance in this effort.

1) With which Dropout Recovery Program or district do you work? [dropdown]
   - a. Alief ISD
   - b. American Youthworks
   - c. Arlington ISD
   - d. Austin Community College
   - e. Birdville ISD
   - f. Christian Fellowship of San Antonio
   - g. Clear Creek ISD
   - h. Community Action Inc. of Hays, Caldwell & Blanco Counties
   - i. Dallas County Community College District
   - j. Dallas ISD
   - k. El Paso ISD
   - l. Galveston ISD
   - m. Grand Prairie ISD
   - n. Harlandale ISD
   - o. Harris County Department of Education
   - p. Healy-Murphy Center, Inc.
   - q. Lewisville ISD
   - r. Pasadena ISD
   - s. Pharr-San Juan-Alamo ISD
   - t. Round Rock ISD
   - u. San Antonio ISD
   - v. Winfree Academy Charter School
   - w. Other: (please describe)_____

2) Primary role:
   - a. Teacher
   - b. Program Staff (tutor, mentor, case worker, social worker)
   - c. Other (please describe):_____
3) For teachers: Course(s) you teach
4) Years of experience with this program? [dropdown list: 0-1, 2-5, 6-9, 10+]
5) Years of experience working directly with dropout recovery students? [dropdown list: 0-1, 2-5, 6-9, 10+]
6) Years of experience with this school or organization? [dropdown list: 0-1, 2-5, 6-9, 10+]

7) Bachelor's degree?
   a. Yes
   b. No
      Major:_____

8) Master's degree?
   a. Yes
   b. No
      Major Field of Study: _____

9) Type(s) of Texas certification (check all that apply)
   a. Educational Diagnostician (Grade Level EC-12)
   b. English as a Second Language Generalist (Grade Level 4-8)
   c. English as a Second Language Generalist (Grade Level EC-4)
   d. English as a Second Language Supplemental (Grade Level NA)
   e. English Language Arts and Reading (Grade Level 4-8)
   f. English Language Arts and Reading (Grade Level 8-12)
   g. English Language Arts and Reading/Social Studies (Grade Level 4-8)
   h. Generalist (Grade Level 4-8)
   i. Generalist (Grade Level EC-4)
   j. Generalist (Grade Level EC-6)
   k. Life Sciences (Grade Level 8-12)
   l. Mathematics (Grade Level 4-8)
   m. Mathematics (Grade Level 8-12)
   n. Mathematics/Science (Grade Level 4-8)
   o. Physical Sciences (Grade Level 8-12)
   p. Principal (Grade Level EC-12)
   q. School Counselor (Grade Level EC-12)
   r. School Librarian (Grade Level EC-12)
   s. Science (Grade Level 4-8)
   t. Science (Grade Level 8-12)
   u. Special Education (Grade Level EC-12)
   v. Superintendent (Grade Level EC-12)
   w. Other: please describe _____
   Subject areas (if applicable):

10) Gender:
    a. Male
    b. Female

11) Race/Ethnicity:
   a. American Indian or Alaska Native
   b. Asian
   c. Black
   d. Hispanic
   e. Native Hawaiian or Other Pacific Islander
   f. White
   g. Other

12) First language:
   a. English
   b. Spanish
   c. Other (please describe): _____

13) I can also communicate effectively in:
   a. English
   b. Spanish
   c. Other (please describe): _____

14) Age
   a. 18-24
   b. 25-34
   c. 35-44
   d. 45-54
   e. 54-65
   f. 66+

15) How would you characterize the students you teach/support (e.g., demographics, motivation level, etc.)?

16) **How much of an issue are the following to students you serve:**	1 – Not an issue	2	3	4	5 – A major issue
Parents' lack of involvement	○	○	○	○	○
Drug use	○	○	○	○	○
Criminal activity	○	○	○	○	○
Low grades	○	○	○	○	○

17) What do you think the program has accomplished to date, if anything?

18) What factors facilitated any program successes to date?

19) **Please indicate your opinion about each statement below[10]:**	1 – Not at all	2	3- Very Little	4	5 – Some Influence	6	7 - Quite a Bit	8	9 – A Great Deal
How much do you believe you are able to control disruptive behavior in the classroom?	○	○	○	○	○	○	○	○	○
How much do you believe you are able to motivate students who show low interest in course work?	○	○	○	○	○	○	○	○	○
How much do you believe you are able to get students to believe they can do well in course work?	○	○	○	○	○	○	○	○	○
How much do you believe you are able to help your students value learning?	○	○	○	○	○	○	○	○	○
How much do you believe you are able to assist families in helping a student do well in the program?	○	○	○	○	○	○	○	○	○

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[10] Adapted from the *Teachers' Sense of Efficacy Scale* short form. Tschannen-Moran, M., & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17, 783-805.

20) **Please indicate the extent to which you agree with the following statements regarding teachers and students in your program.**[11]

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
If a child doesn't learn something the first time teachers will try another way.	○	○	○	○	○
Drugs and alcohol abuse in the community make learning difficult for students here.	○	○	○	○	○
If a child doesn't want to learn teachers here give up.	○	○	○	○	○
Learning is more difficult at this school because students are worried about their safety.	○	○	○	○	○
Students here just aren't motivated to learn	○	○	○	○	○
Teachers here are confident they will be able to motivate their students.	○	○	○	○	○
Teachers here are well-prepared to teach the subjects they are assigned to teach.	○	○	○	○	○
Teachers here don't have the skills needed to produce meaningful student learning.	○	○	○	○	○
Teachers here fail to reach some students because of poor teaching methods.	○	○	○	○	○
Teachers here need more training to know how to deal with students.	○	○	○	○	○
Teachers in this school are able to get through to difficult students.	○	○	○	○	○
Teachers in this school are skilled in various methods of teaching.	○	○	○	○	○
Teachers in this school do not have the skills to deal with student disciplinary problems.	○	○	○	○	○
Teachers in this school have what it takes to get the children to learn.	○	○	○	○	○
Teachers in this school really believe every child can learn.	○	○	○	○	○
The lack of instructional materials and supplies makes teaching very difficult.	○	○	○	○	○

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[11] Adapted from Goddard, Hoy and Hoy (2000).

20) **Please indicate the extent to which you agree with the following statements regarding teachers and students in your program.**[11]

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The opportunities in this community help ensure that these students will learn.	○	○	○	○	○
The quality of school facilities here really facilitates the teaching and learning process.	○	○	○	○	○
These students come to school ready to learn	○	○	○	○	○
Teachers in this school think there are some students that no one can reach.	○	○	○	○	○

21) Did you participate in any dropout-recovery-specific professional development since the beginning of the project?
   a. Yes (if yes, continue to question 22)
   b. No (if no, please skip to question 24)

22) Please indicate the dropout recovery-specific professional development in which you have participated since the beginning of the project:

Professional Development or Training	Number of hours	What did you find most helpful about this experience?	What did you find least helpful about this experience?
a)			
b)			
c)			
d)			

23) What additional professional development, if any, have you received that supports your work with dropout recovery students?

24) On a scale of 1(lowest) to 5(highest), how would you rate the support you've received thus far to be successful at working with dropout recovery students?

	Lowest 1	2	3	4	Highest 5
From TEA	○	○	○	○	○
From Parents	○	○	○	○	○
From Administrators	○	○	○	○	○
From Program Staff	○	○	○	○	○

For teachers (using branching on Q2)

25) How often do you collaborate/meet with other instructors to discuss student performance?
   a. Daily
   b. Weekly
   c. 2-3 times a month
   d. Monthly
   e. Rarely
   f. Never

26) What pre-assessments or other methods do you use to place students and plan for their instruction?

27) How do you determine student progress and performance?

28) How do your students receive feedback on their performance?

For staff (using branching on Q2):

29) How often do you meet with fellow staff to discuss student progress?
   a. Daily
   b. Weekly
   c. 2-3 times a month
   d. Monthly
   e. Rarely
   f. Never

30) How do you determine student progress and performance?

31) What are the steps taken to get a new dropout recovery student the services you offer?

32) What services, in addition to those already offered through the TDRPP, do you think would benefit the dropout recovery students currently in your program?

33) How are you notified if a student is at-risk of leaving the program?

34) What do you do when a student is absent for an extended period?

35) Additional comments:

Texas Dropout Recovery Pilot Program
Parental Consent Form

February 16, 2009

Reference: Evaluation of the Texas Dropout Recovery Pilot Program

Dear Parent/Guardian:

We are asking for your permission to allow your child to take part in a study of the Texas Dropout Recovery Pilot Program. The study is being conducted by Arroyo Research Services.

Please read this letter and enclosed permission form. After you do that, please complete and sign the permission form. You may return the form to Arroyo Research Services in 1 of 4 ways as indicated on the top of the permission form. Please return the form by February 28, 2009.

Your child is or recently was enrolled in the Dropout Recovery Pilot Program at <insert program name>. This program is designed to help students complete their high school education and prepare for college and/or a career. By taking part in this study, your child will help the Texas Education Agency and the Texas Legislature understand the Dropout Recovery program's impact on Texas students. They seek to learn about the experiences of students in the program. Findings from the student surveys will help us improve the program.

Your child will receive no direct benefit from participating in the study. However, he or she may take pride in being part of a study that will help us learn more about their education.

As part of the study, your child will be asked to fill out 2 or 3 surveys. The surveys should take about 30 minutes and will be completed online. One survey will be done within the next month. A second survey will be done when your child completes or leaves the program.

The surveys will ask some basic questions about your child and your family.   We will ask about work and school, your child's reasons for dropping out, and what school was like before he or she dropped out. We will ask about future plans and your child's confidence.

Information obtained about your child as part of this study will be strictly confidential. Your child has the right to stop the survey at any time without punishment, either by their own choosing or by yours. The answers your child provides will not affect his or her grades.

Your child's survey answers will be seen only by the research team. TEA or your child's school will not see the surveys or know whether your child took part. Arroyo Research Services will protect your child's information and will destroy all identifying information at the end of the study.

While strong protections will be in place, there is a slight risk that your child's information or survey answers could be released.   Arroyo Research Services has conducted many studies and has never released any information in the past.

If you have questions about this study, you can contact Arroyo Research Services directly:

Kirk Vandersall
Director/Principal Investigator
Telephone: 213-291-1556
Email: kirk@arroyoresearchservices.com

If you have questions about your rights or complaints you don't want to take to them, you can call an impartial reviewer, Independent Review Consulting at 800-IRC-3421 or write to them at P.O Box 170, San Anselmo, CA 94979.

Thank you very much for your time and consideration.

Sincerely,

Kirk Vandersall

Arroyo Research Services

PARENTAL/GUARDIAN PERMISSION FORM

Evaluation of the Texas Dropout Recovery Pilot Program

Directions: Please complete this form and return it to Arroyo Research Services in 1 of 4 ways:

At School: Have your child return the signed form to <coordinator name> at school

By Mail (please use attached self-addressed, stamped envelope):

Kirk Vandersall

Arroyo Research Services

858 Adelaide Drive

Pasadena, CA 91104

By Fax: 213-607-3106   Attn: Kirk Vandersall

By Email: kirk@arroyoresearchservices.com

Participation in the Dropout Recovery Pilot Program Student Survey

I have read the information about the student survey being done as part of the evaluation of the Texas Dropout Recovery Pilot Program. By giving my consent, my child will be asked to complete a survey up to three times between January 2009 and December 2010. In addition to my consent, my child will also be asked for their consent to complete the survey. My child can stop participating in the survey, either by their own choosing or by mine, at any time without penalty. The answers my child provides will not impact his or her grades. All information my child provides will remain confidential and will not be made available to any one other than the research staff.

Please check the box below, fill in the information requested, sign, and return the form.

☐ **I DO** give my consent for my child to agree to complete surveys for this evaluation.

☐ **I DO NOT** give my consent for my child to agree to complete surveys for this evaluation.

_____

Child First and Last Name: _____

Parent/Guardian First and Last Name (print): _____

Signature of Parent/Guardian: _____

Date: _____/_____/_____

Texas Dropout Recovery Pilot Program
Initial Student Survey

Target Population: All students in a Texas Dropout Recovery Pilot Program
Administration: Online.

Survey Introduction Letter

We are asking you to complete this survey because you are participating in a program funded by the Texas Education Agency's Dropout Recovery Pilot Program. The survey is being conducted by Arroyo Research Services, who was hired by TEA to collect information about you and your experience in the dropout recovery program. The results of this survey will help the Texas Education Agency understand how well the program is working and what can be changed to make the program more successful in the future.

The survey should take approximately 30 minutes to complete. Your participation is completely voluntary. You do not have to complete the survey and you may stop at any time. You do not need to answer any questions you feel are inappropriate.

All of your responses will be confidential. No personally identifiable information will be released to your program or the Texas Education Agency.

Thank you for taking the time to complete this survey!

1. Your name: _____

2. Maiden name, if applicable: _____

3. Your Date of Birth:(survey will have designated spaces for month, day, and year)

4. Through which school district or organization are you participating in this dropout recovery program? [dropdown]

   a.   Alief ISD
   b.   American Youthworks
   c.   Arlington ISD
   d.   Austin Community College
   e.   Birdville ISD

f.   Christian Fellowship of San Antonio
g.   Clear Creek ISD
h.   Community Action Inc. of Hays, Caldwell & Blanco Counties
i.   Dallas County Community College District
j.   Dallas ISD
k.   El Paso ISD
l.   Galveston ISD
m.   Grand Prairie ISD
n.   Harlandale ISD
o.   Harris County Department of Education
p.   Healy-Murphy Center, Inc.
q.   Lewisville ISD
r.   Pasadena ISD
s.   Pharr-San Juan-Alamo ISD
t.   Round Rock ISD
u.   San Antonio ISD
v.   Winfree Academy Charter School
w.   Other: (please describe)_____

5. Last school attended (prior to this program):_____ District:_____

6. Please indicate the group that best describes your race/ethnicity
   O American Indian or Alaska Native

   O Asian
   O Black
   O Hispanic
   O Native Hawaiian or Other Pacific Islander
   O White

7. Please indicate your gender
   O Female

   O Male

8. Do you speak English fluently?
   O Yes

   O No

9. Do you speak a language other than English at home?
   O Yes

   O No (Skip to question 11)

10. What language do you use most frequently at home?

 O English

 O Spanish

 O Other: please indicate_____

11. Approximately when did you drop out of school? (Indicate year and month)

12. What grade were you in when you dropped out of school? (Drop down list with grades)

13. Are you a primary care provider for a child?

 O Yes

 O No (Skip to question 15)

14. (If Yes to 13) how many children do you care for?

 O 1

 O 2

 O More than 2

15. Do you have a job?

 O Yes

 O No (Skip to question 17)

16. (If Yes to 15) approximately how many hours a week do you work?

 O Less than 10 hrs

 O Between 10 and 20 hrs

 O Between 21 and 30 hrs

 O Between 31 and 40 hrs

 O More than 49 hrs

17. Are you living with your parent(s), legal guardian(s), or other relatives?

 O Yes

 O No

18. For the following statements, please rate your level of agreement using the following scale:

    1 = *strongly disagree*   2 = *disagree*   3 = *neutral*   4 = *agree*   5 = *strongly agree*

My parents or guardians are supportive of my decision to participate in this program	1	2	3	4	5
My parents or guardians help me with my homework	1	2	3	4	5
I have friends or family that are available to help me with my homework	1	2	3	4	5

19. Do you have any siblings that dropped out of school?

    O   Yes
    O   No
    O   Unsure

20. Did either of your parents or legal guardians graduate from high school?

    O   Yes
    O   No (Skip to question 22)
    O   Unsure

21. (If Yes to 20) Did either of your parents or legal guardians graduate from college?

    O   Yes
    O   No
    O   Unsure

22. How many of your friends have dropped out of high school?

    O   None

    O   Very Few
    O   Some
    O   About Half
    O   Most
    O   All

23. Did you have to quit your job to participate in the program?

    Yes   O
    No   O

24. In the space below, please describe any sacrifices you are making to participate in the program?

_____

_____

25. Please rate the level of importance each reason below played in your decision to drop out of school using a scale from 1 to 5, where *1 = not at all important* and *5 = extremely important.*

	Not at all Important	Not Very Important	No Opinion Either Way	Somewhat Important	Extremely Important
Classes were not interesting	1	2	3	4	5
To care for a family member	1	2	3	4	5
To get a job and make money	1	2	3	4	5
To spend more time with friends	1	2	3	4	5

Was doing poorly in school	1	2	3	4	5
Had to repeat a grade	1	2	3	4	5
Became a parent	1	2	3	4	5
Didn't get along with other students	1	2	3	4	5
Didn't get along with teachers	1	2	3	4	5
Teacher/Administrator suggested I leave	1	2	3	4	5
Was expelled	1	2	3	4	5
Family moved	1	2	3	4	5
Language barrier	1	2	3	4	5

26. Were there other reasons why you decided to leave school?
    - O   Yes
    - O   No (Skip to question 28)

27. (If Yes to 26) Please describe the other reasons you dropped in the space below:

_____
_____
_____

28. When did you first start thinking about dropping out of school?

        O   Before 9th grade
        O   9th grade
        O   10th grade
        O   11th grade
        O   12th grade

29. Please indicate your level of confidence in each subject area *before you dropped out of school* on a scale from 1 to 10, where 1 = *not at all Confident* and 10 = *Totally Confident*

	Not at All Confident									Totally Confident
Mathematics	1	2	3	4	5	6	7	8	9	10
Reading	1	2	3	4	5	6	7	8	9	10
Writing	1	2	3	4	5	6	7	8	9	10
Science	1	2	3	4	5	6	7	8	9	10
Computers/Technology	1	2	3	4	5	6	7	8	9	10

30. In what extra-curricular activities did you participate while attending school? (check all that apply)

        O   Sports
        O   Theater/drama
        O   Choir
        O   Band
        O   None
        O   Other

31. What types of grades did you receive before you dropped out of school?

        O   Mostly A's
        O   Mostly B's
        O   Mostly C's
        O   Mostly D's
        O   Mostly F's

32. Were you ever suspended from school?

        O   Yes

        O   No (Skip to question 35)

33. (If Yes to 32), approximately how many different occasions were you suspended?

    O   Once

    O   Twice
    O   More than twice

34. (If Yes to 32) What was the most common reason you were suspended from school?

_____

35. Were you ever expelled from a school?

        O   Yes
        O   No (Skip to Question 38)

36. (If Yes to 35) how many different occasions were you expelled?

        O   Once
        O   Twice

        O   More than twice

37. (If Yes to 35) Please explain the reason(s) why you were expelled from school?

_____
_____

38. Did you repeat any grades before you dropped out of school?

    O   Yes

    O   No (Skip to Question 40)

39. Please indicate the grades you repeated.

O	1st grade	O	7th grade
O	2nd grade	O	8th grade
O	3rd grade	O	9th grade
O	4th grade	O	10th grade
O	5th grade	O	11th grade
O	6th grade	O	12th grade

40. Please rate your level of agreement with the following statements using the following scale[12]:

1 = *Not at all True*   2 = *Hardly True*   3 = *Moderately True*   4 = *Exactly True*

If I try my best, I can be successful in school	1	2	3	4
I can always manage to solve difficult problems if I try hard enough*	1	2	3	4
It is easy for me to stick to my aims and accomplish my goals*	1	2	3	4
I can solve most problems if I invest the necessary effort*	1	2	3	4
When I am confronted with a problem, I can usually find several solutions*	1	2	3	4
If I am in trouble, I can usually think of a solution*	1	2	3	4
I can usually handle whatever comes my way*	1	2	3	4

---

[12] Jerusalem, M. & Schwarzer, R. General Self-Efficacy Scale items indicated by *

41. Please rate your level of agreement with the following statements using the following scale[13]:

1 = *strongly disagree*   2 = *disagree*   3 = *neutral*   4 = *agree*   5 = *strongly agree*

I feel that I am a person of worth, at least on an equal plane with others.	1	2	3	4	5
I feel that I have a number of good qualities.	1	2	3	4	5
All in all, I am inclined to feel that I am a failure.	1	2	3	4	5
I am able to do things as well as most other people.	1	2	3	4	5
I feel I do not have much to be proud of.	1	2	3	4	5
I take a positive attitude toward myself.	1	2	3	4	5
On the whole, I am satisfied with myself	1	2	3	4	5
I wish I could have more respect for myself.	1	2	3	4	5

---

[13] The Rosenberg Self-Esteem Scale Items

42. Please rate the level of importance of each reason for participating in this program using a scale from 1 to 5, where *1 = not at all important* and *5 = extremely important.*

	Not at all Important	Not Very Important	No Opinion Either Way	Somewhat Important	Extremely Important
To get a good job	1	2	3	4	5
To go to college	1	2	3	4	5
To feel good about myself	1	2	3	4	5
Because I enjoy learning	1	2	3	4	5
To make my parents happy	1	2	3	4	5
To have a better future	1	2	3	4	5
To support my family	1	2	3	4	5

43. How did you find out about this program?

O   Somebody from the program contacted me
O   A friend told me about it
O   My parents told me about it
O   Other (please specify):_____

44. What do you plan to do after you graduate from high school:

     O   Go to college
     O   Get a job
     O   Enlist in the military
     O   Go to a trade school
     O   Not sure yet
     O   Other (please specify): _____

45. Do you have a career goal?

     O   Yes

     O   No (Skip to 46)

46. (If Yes to 44) Please describe your career goal in the space below.

_____
_____

47. When did you enroll in this program? (Designated spaces for month, day, year)

48. For the following statements, please rate your level of agreement using the following scale:

1 = *strongly disagree*   2 = *disagree*   3 = *neutral*   4 = *agree*   5 = *strongly agree*

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am glad I am participating in the (PROGRAM NAME)	1	2	3	4	5
I am enjoying the (PROGRAM NAME) more than my previous school	1	2	3	4	5
My teachers are challenging me to achieve	1	2	3	4	5
Participating in the (PROGRAM NAME) has been a positive experience for me	1	2	3	4	5
I would recommend (PROGRAM NAME) to other students	1	2	3	4	5
The activities in this program fit with how I like to learn	1	2	3	4	5
I feel motivated to work hard in this program	1	2	3	4	5
There is at least one adult in this program who personally cares about my success	1	2	3	4	5

49. How much homework are you currently doing?

 O None
 O Less than 1 hour per day
 O Between 1 and 2 hours per day
 O Between 2 and 3 hours per day
 O More than 3 hours per day

50. Please indicate your current level of confidence in each subject area on a scale from 1 to 10, where 1 = *not at all Confident* and 10 = *Totally Confident*

	Not at All Confident									Totally Confident
Mathematics	1	2	3	4	5	6	7	8	9	10
Reading	1	2	3	4	5	6	7	8	9	10
Writing	1	2	3	4	5	6	7	8	9	10
Science	1	2	3	4	5	6	7	8	9	10
Computers/Technology	1	2	3	4	5	6	7	8	9	10

51. What is one thing you like about this program so far?

_____
_____

52. What is one thing you would change about this program?

_____
_____

Texas Dropout Recovery Pilot Program
Student Exit Survey

Target Population: All students in a Texas Dropout Recovery Pilot Program that are exiting the program prior to the evaluation's scheduled administration of the follow-up survey.
Administration: online via Survey Monkey. Formatting will be done using standard, professional online templates. Paper administration where necessary using auto-generated forms from Survey Monkey.

Survey Introduction Letter

We are asking you to complete this survey because you participated in a program funded by the Texas Education Agency's Dropout Recovery Pilot Program. The survey is being conducted by Arroyo Research Services, wich was hired by TEA to collect information about you and your experience in the dropout recovery program. The results of this survey will help the Texas Education Agency understand how well the program is working and what can be changed to make the program more successful in the future.

The survey should take approximately 15 minutes to complete. Your participation is completely voluntary. You do not have to complete the survey and you may stop at any time. You do not need to answer any questions you feel are inappropriate.

All of your responses will be confidential. No personally identifiable information will be released to your program or the Texas Education Agency.

Thank you for taking the time to complete this survey!

1. Your name: _____

2. Maiden name, if applicable: _____

3. Your Date of Birth: Month:_____ Day:_____ Year:_____

4. What is your current status with the dropout recovery program?

a. Completed
b. Current participant
c. Left the program without completing

5. If you completed, on what date did you complete the program?

6. Which of the following indicated that you completed the program?
   a. Obtained GED
   b. Obtained High School Diploma
   c. Received passing score on TSI, ACT or SAT
   d. College/career credit
   e. Other (please specify):_____

7. Why did you leave the program?

8. (If answered c. to question 4) Please rate the level of importance each reason below played in your decision to leave the program using a scale from 1 to 5, where *1 = not at all important* and *5 = extremely important.*

	Not at all Important	Not Very Important	No Opinion Either Way	Somewhat Important	Extremely Important
Classes were not interesting	1	2	3	4	5
To care for a family member	1	2	3	4	5
To get a job and make money	1	2	3	4	5
To spend more time with friends	1	2	3	4	5
Was doing poorly in my classes	1	2	3	4	5
Became a parent	1	2	3	4	5

Didn't get along with other students	1	2	3	4	5
Didn't get along with teachers	1	2	3	4	5
Teacher/Administrator suggested I leave	1	2	3	4	5
Was expelled	1	2	3	4	5
Family is moving	1	2	3	4	5
Language barrier	1	2	3	4	5
Transferring to a different school or dropout recover program	1	2	3	4	5

9. Please rate your level of agreement with the following statements using the following scale[14]:

    1 = *Not at all True*   2 = *Hardly True*   3 = *Moderately True*   4 = *Exactly True*

If I try my best, I can be successful in school	1	2	3	4
I can always manage to solve difficult problems if I try hard enough*	1	2	3	4
It is easy for me to stick to my aims and accomplish my goals*	1	2	3	4
I can solve most problems if I invest the necessary effort*	1	2	3	4

---

[14] Jerusalem, M. & Schwarzer, R. General Self-Efficacy Scale items indicated by *

When I am confronted with a problem, I can usually find several solutions*	1	2	3	4
If I am in trouble, I can usually think of a solution*	1	2	3	4
I can usually handle whatever comes my way*	1	2	3	4

10. Please rate your level of agreement with the following statements using the following scale[15]:

1 = *strongly disagree* 2 = *disagree* 3 = *neutral* 4 = *agree* 5 = *strongly agree*

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I feel that I am a person of worth, at least on an equal plane with others.*	1	2	3	4	5
I feel that I have a number of good qualities.*	1	2	3	4	5
All in all, I am inclined to feel that I am a failure.*	1	2	3	4	5
I am able to do things as well as most other people.*	1	2	3	4	5
I feel I do not have much to be proud of.*	1	2	3	4	5
I take a positive attitude toward myself.*	1	2	3	4	5
On the whole, I am satisfied with myself*	1	2	3	4	5
I wish I could have more respect for myself.*	1	2	3	4	5

---

[15] The Rosenberg Self-Esteem Scale Items

11. For the following statements, please rate your level of agreement:

1 = *strongly disagree*　　2 = *disagree*　3 = *neutral*　4 = *agree*　5 = *strongly agree*

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Graduating from high school is vital to my future success	1	2	3	4	5
I intend to earn a high school diploma	1	2	3	4	5
I feel motivated to work hard to earn a diploma	1	2	3	4	5

12. What do you plan to do now that you have completed or left the program?

- O　　Go to college
- O　　Get a job
- O　　Enlist in the military
- O　　Go to a trade school
- O　　 Not sure yet
- O　　Other (please specify): _____

13. Do you have a career goal?

- O　　Yes

- O　　No (Skip to 15)

14. (If Yes to 13) Please describe your career goal in the space below.

_____
_____
_____

15. For the following statements, please rate your level of agreement about this dropout recovery program:

1 = *strongly disagree* 2 = *disagree* 3 = *neutral* 4 = *agree* 5 = *strongly agree*

I am glad I participated in this program	1	2	3	4	5
I am enjoyed this program more than my previous school	1	2	3	4	5
My teachers challenged me to achieve	1	2	3	4	5
Participating in this program was a positive experience for me	1	2	3	4	5
I would recommend this program to other students	1	2	3	4	5
The activities in this program fit with how I like to learn	1	2	3	4	5
I was motivated to work hard in this program	1	2	3	4	5
There was at least one adult in this program who cared about my success	1	2	3	4	5

16. Please indicate your current level of confidence in each subject area on a scale from 1 to 10, where 1 = *not at all Confident* and 10 = *Totally Confident*

	Not at All Confident									Totally Confident
Mathematics	1	2	3	4	5	6	7	8	9	10
Reading	1	2	3	4	5	6	7	8	9	10
Writing	1	2	3	4	5	6	7	8	9	10
Science	1	2	3	4	5	6	7	8	9	10
Computers/Technology	1	2	3	4	5	6	7	8	9	10

17. What about the dropout recovery program was most important to your success?

_____
_____

18. What changes would improve the dropout recovery program for others?

_____
_____

Per TEA policy, all reports have been de-identified. Site visits were conducted in March and April 2008.

Site:	A
Program Synopsis or Summary	This program has traditionally served dropouts or students at-risk of dropping out. Typically, the program's focus has been 'dropout recovery' for those students who were restricted from returning to their home campus. The program combines classroom instruction or self-paced, computer-based instruction through the A+ Learning Systems. The additional funding through TDRPP allowed the program to expand its existing enrollment figures by 20 students. As students advance through the program, career services are provided. To further support students in completing the program, students have access to a variety of support services including counseling, transportation, housing, and medical care.
Target Population	The target population of this program is young adults who have dropped out of school and face barriers, such as employment, parenting, or homelessness, that make enrollment in a traditional school difficult.
Number of Participants	20
Number of Participants if Full	20
Implementation Month	August 2008
Implementation Narrative: How did this program begin? Was it phased in, started with full cohort, built from another program, or pre-recruited?	The program began with a full cohort of 20 students, as an extension of programming already offered through this district.

Site:	A

Theory of Action: How does this program seek to accomplish its goals?	Students are placed in either a traditional classroom setting or a self-paced classroom using the A+ Learning System, a technology-based curriculum. The program utilizes the Reconnecting Youth curriculum, a model program designed by the Substance Abuse and Mental Health Administration. As students advance through the program, a Career Connections class incorporates experiential learning and engages students in creating a resume and participating in job shadowing or paid internship opportunities.
Unique Features: What makes this program unique, if anything?	This program incorporates a service learning component, which mandates participation by all students. The service learning component is focused on home 'green' restoration and trail restoration.
New Program? Describe whether the program was built from an existing program and how or whether it was a new program.	This district had previously worked with at-risk and dropouts for over 10 years. The TDRPP grant allowed the program to expand its enrollment.
Staffing Arrangement: what staff, through what funds, is considered to be part of the program? What additional staff resources are used by program participants?	Program staff consists of a program director, a program coordinator, and an academic coach specifically assigned to the 20 students in the program. The coach is part administrator, teacher, and counselor. The academic coach provides students an extra layer of supervision. There are also three other coaches and teachers who interact with program students on a regular basis. In its proposed budget, the program included a part-time social worker but that has not worked out. The program still plans to fund a 'mentor coordinator' who will organize mentor-student relationships outside of the school setting. Under TDRPP funding, an additional teacher and the mentor coordinator are included. Other staff associated with this program are paid through the school's funding.

Site:	A
Student Goals: (e.g., College Readiness, General Educational Development (GED), High School (HS) Diploma)	The immediate goal for students in this program is to complete their high school diploma. Five students who tested out prior to March 2009 are now focused on entering college.
Recruitment Process	The program did not actively recruit for students, although the school does have a full time recruiter. Because the school had an existing dropout program, program participants came from the normal enrollment process.
Student characteristics narrative - i.e., length of time since last school attended, employment, family, parental status, expectations/goals	Program participants tend to be in their late teens, with adult responsibilities. Many have children and work at least part-time. There are a number of homeless students in this program. The academic coach says 'housing issues are huge!' in this area. The majority of students have been out of school for at least 30 days or longer, a few up to over a year. There are no language barriers with any students.
When can students enter the program?	Currently, the program has its planned complement of 20 students who entered at the beginning of the program and no additional students are expected.

Site: A

Initial Assessment and
Placement Process   Students' files were reviewed by the program coordinator, academic
                                 coaches, and teachers to determine admission into the program. Once
                                 admitted, the academic coach for the program creates an 'identity' for
                                 the student in AEIS IT database (AEIS IT Online). AEIS IT is a test data
                                 analysis tool designed for the TAKS and other Texas assessment tests.
                                 AEIS IT Online is a reporting module that provides administrators with
                                 detailed TAKS and benchmark assessment results for the campus, each
                                 teacher, and student. Teachers may view or print student assessment
                                 results, demographic data, and sub-groups results.

                                 Based on data from AEIS IT, the coach can create the student's
                                 individual graduation plan. Students are also given a Learning Styles
                                 Test, which provides various scores and grade equivalency results. All
                                 of this information helps the academic coach to determine place in a
                                 classroom or the A+ software.

Student Learning Options   Students obtain credit towards their high school diploma by
                                 completing coursework in the assigned classroom or through the A+
                                 software.

Site: A

Attendance and Progress
Monitoring

This program, as well as the school, has very strict rules regarding attendance. Attendance is considered a contractual agreement for students when entering the program and they are required to be on site four hours per day. The academic coach monitors attendance via the internal data system. When students are absent, they receive two phone calls and a home visit. Students are encouraged and told that they can always return to the program.

The academic coach meets regularly with students, teachers, and campus administrator to monitor progress. The coach keeps a tracking worksheet on each individual student and shares it with the student for feedback.

When student behavior issues arise, teachers meet with the students in twice-weekly Student Success Teams. During these meetings students exhibiting problem behaviors are told they are valued and that the staff is there to help. Students then go through a two-week observation period where their behavior is closely monitored. All teachers become involved if there is a serious behavior issue.

Student Support
Process/Strategies

The program provides child care and transportation support to any program participant. There is an on-site daycare for infants and free bus passes available. For tutoring support, undergraduates have been hired to work with students. This program also partners with a number of social service agencies, including family planning, crisis intervention, the local food bank, city housing, and the youth shelter. A local community college provides financial aid information to program participants. The program will be hosting a "College Day" to bring post-secondary institutions to the campus.

Technology Used for Learning

Students are placed in a self-paced classroom using the A+ Learning System, a technology-based curriculum.

Site:	A
Staff prior experience working with Dropouts	The teaching staff associated with this program is part of the existing school staff and is experienced working with students who have dropped out of school.
Additional District Dropout Programs and Resources	The district has provided dropout prevention and recovery programs for students for over 10 years.
Other context of note	This program is co-located in a large, multilevel building along with all other dropout programs offered by the district.
Barriers and facilitators to implementation	Due to a lag in student selection for the program, it took one to two months to set up and begin the program. With the delay in TDRPP funding from TEA, the program actually began before funding arrived.
Start-up Issues, if any (e.g., reasons for delays, specific problems encountered)	
Estimated value of in-kind resources used by program	This program receives in-kind support from over 60 grantors. While the program has not calculated a specific dollar value for the in-kind resources, they represent a significant contribution to the program.

Site:	B
Program Synopsis or Summary	This program is based at a local community college and operates as part of an adult education program. The adult education program incorporates other services, such as English as a Second Language and a literacy program. Students in this dropout recovery program are enrolled to complete their GED and the site has offered this program for many years. In addition to classroom instruction for GED preparation, students in this program are also exposed to college-readiness activities in critical thinking skills and algebra.
Target Population	The target population for this program is young adults, primarily in their early 20s, who face barriers to enrollment in traditional high schools, such as employment, parenting, prior conflicts with their schools, or relatively long lapses in education.
Number of Participants	19
Number of Participants if Full	20
Implementation Month	September 2008
Implementation Narrative: How did this program begin? Was it phased in, started with full cohort, built from another program, or pre-recruited?	The program began with a full cohort of 20 students. This full cohort was made possible through the site's existing GED preparation program. The number fell to 15 during the first semester of the program, but the staff was able to immediately fill those slots with four students. The four students selected were further along in their studies, therefore requiring a shorter remediation period.

Site:	B
Theory of Action: How does this program seek to accomplish its goals?	The underlying concept of this program is a "GED+" program, which incorporates GED preparation with additional academic content in areas key to college readiness such as critical thinking and algebra. Students participate in a minimum of 16 hours of classroom instruction weekly, plus additional individual tutoring and lab hours assigned based on academic need. Students who are "college-ready" in any area can enroll in credit-bearing courses while continuing GED preparation. (Students must have extenuating circumstances to take a credit-bearing course if they have not finished their GED; when they pass any portion of their Texas Higher Education Assessment (THEA)/TCOM college readiness test, they can take their college course, while continuing in their GED preparation courses.)
Unique Features: What makes this program unique, if anything?	Students go through three educational processes in one institution: GED, College Readiness, and College Courses. They have the same advisors, teachers, and coordinator through all levels of progress. The program is modeled after a project originated by the supporting community college.
New Program? Describe whether the program was built from an existing program and how or whether it was a new program.	This program is modeled after an existing 12-week intensive remediation program, which has been in place for the past 10 years. Staff has 'stretched out' that program, including acquisition of a GED, and adapted it to this dropout recovery program.
Staffing Arrangement: what staff, through what funds, is considered to be part of the program? What additional staff resources are used by program participants?	Staff consists of a program director, an adult education coordinator, and a program coordinator (hired specifically by the program for day-to-day oversight). Additionally, there are six instructors, counselors, two advisors, and several support staff. Teachers/instructors are from the site's existing programs. There are also tutors who provide GED instruction. TDRPP grant funds support additional part-time teachers and tutors, while other staff that support this program are funded by the site.

Site:	B
Student Goals: (e.g., College Readiness, GED, HS Diploma)	The short term goal for students in this program is to complete their GED. Ultimately, after the GED is earned, they will focus on earning an associate's degree or a certification program, in some kind of post-secondary education or technical training.
Recruitment Process	This site has hundreds of adults who participate in its GED program. Students tend to hear of the program and enroll, rather than through an established recruiting process. Staff for this dropout recovery program has access to the site's files and reviewed them for potential candidates.
Student characteristics narrative - i.e., length of time since last school attended, employment, family, parental status, expectations/goals	Dropout recovery students tend to be in their early to mid 20s and out of school for one to three years. According to staff, while most are low-income, there are more middle class students than expected. Failure of TAKS test, conflicts with their schools, and economic pressures tend to be the primary reasons that these program participants dropped out. Many want a degree; others are looking for some kind of certification. Approximately 40 % have children. Many (90 %) are working, and are confronting economic factors in their lives.
When can students enter the program?	Students can enter the program at the beginning of the semester.

Site: B

Initial Assessment and   After screening the Student Information Sheets (SIS) from the
Placement Process   community college GED orientation sessions, the counselor and
                                program coordinator narrowed down the pool of potential participants
                                based on their baseline Test of Adult Basic Education (TABE) tests. The
                                coordinator then contacted and met individually with potential
                                members to conduct a screening interview with students. In this
                                interview, she determined 1) the students' commitment to and goals
                                for their education, 2) the students' maturity level and likelihood of
                                completing the program and 3) the outside support (family, work, etc.)
                                available for the students' success. Upon a student's entrance into the
                                dropout recovery program, the coordinator meets again with him or
                                her individually to help establish individual 12-month goals. Individual
                                meetings occur again at mid-semester. Advisors are also involved in
                                this process. Students have two or three interactions with these adults
                                during a semester.

Student Learning Options   As the program is based at a community college, students are only
                                eligible for a GED. They obtain college credit upon completion of their
                                academic course at the community college. Students show progress
                                through the Progress TABE tests which are administered after 60 or
                                more instruction hours. They also show progress by taking the Official
                                GED tests administered by the coordinator. Additionally, once a
                                student and his or her instructors and the coordinator agree, based on
                                class attendance, class assignments, and practice tests, that he or she
                                is ready, the student takes the TCOM and/or the THEA tests.

Site:	B

Attendance and Progress Monitoring

Although the vast majority of students are motivated and excited about being in the program, attendance is an on-going challenge. Work conflicts, threat of job loss, sick children, and transportation difficulties have some effect on attendance. Staff find that attendance in math class (where students most struggle) is higher than reading and writing class. The staff continue to monitor attendance

"The shorter you can make the distance for them, the less your chance of losing them"

patterns and brainstorm ways to encourage higher class attendance. The program uses various assessments to decide on a student's placement and success in the program. Assessments include GED practice assessments, TCOM, and THEA for college readiness. It is the instructors and coordinators jobs to focus

on what student academic needs are related to assessment results. Quizzes and on-line practice tests are also utilized. Instructors, who have 20 to 30 years experience working in adult education, have numerous tools and 'test banks' at their disposal to assess and monitor students' progress. The program coordinator works with students on a daily basis, providing ongoing mentoring and problem solving. She indicates that problem solving is a large part of her role and that there is a lot of one-on-one problem solving with students. Her role becomes somewhat of a 'reality check' for students, handholding them as they navigate the maze of bureaucracy associated with college campus life, and the issues around testing, and other aspects. Something as simple as signing up for an assessment can become a 'big deal.' She says, "the shorter you can make the distance for them, the less your chance of losing them." Staff find that feedback to the program's students is critical. Staff indicates there is constant feedback around assessment for their students to build confidence. Ideally, the level of contact with the program coordinator, instructors, and counselors provides this feedback.

Site: B

Student Support Process/Strategies	A variety of support services, including financial assistance for tuition, books, and assessment fees, are available; however, there tends to be little demand from program students. All students who obtain their GED and enroll in the community college are eligible for scholarships or financial incentives. The dropout recovery program provides tuition assistance and pays for the books, fees, and tuition of the student's first college level course, once they have been enrolled. There is no support for child care, though there is transportation assistance. While most students have their own transportation, those who do not find that getting to class and testing dates is a time-consuming ordeal given the city bus system. The program provides students with bus passes, which does assist them financially. Tutors are available, though students tend to go back to their GED instructors, and use them as tutors. Staff says this is one of the most successful aspects of the program. There is also an annual mentoring activity, where former GED students return to campus, communicating with students how they were able to complete their GED and move on. The program wants its students to see others who are successful students.
Technology Used for Learning	The program utilizes online practice tests for the THEA and TCOM tests.

Site:	B
Staff prior experience working with Dropouts	The dropout recovery program is a new program, though the community college adult education program has historically worked with students returning to complete a GED. The teaching staff associated with the dropout recovery program is part of the existing community college adult education program, and is experienced working with students returning to complete GEDs. All instructors participate in professional development (PD) activities. Staff indicated a 'dropout recovery' PD activity was planned for March, the focus of which was to give instructors an understanding of the 'ups and downs' in the lives of their students. Staff indicated "they need to be counselors to some degree." Instructors, coordinators, advisors, and counselors meet monthly to discuss students and the program.
Additional District Dropout Programs and Resources	N/A
Other context of note	Given the space challenges on the campuses, this dropout recovery program meets on two different campuses. An administrative building on a college campus houses the dropout recovery program.
Barriers and facilitators to implementation	Classroom space was an issue at start-up in the fall semester. With 36,000 students attending the sponsoring community college, the Adult Ed program has almost no dedicated space. The program therefore, operates on two of the eight campuses, using partner space.
Start-up Issues, if any (e.g., reasons for delays, specific problems encountered)	Certifying student eligibility as a dropout was difficult. "Districts are a pain to work with" says staff. Staff says they are forced to go the affidavit route or use withdrawal letters to be able to certify that entering students are in fact dropouts.
Estimated value of in-kind resources used by program	The dropout recovery program has many partnerships internal to the sponsoring community college. There are also partnerships off campus, including the local Workforce board, and LifeWorks - a local nonprofit. The community college has some 20 partnership agreements, with a few connected to the dropout recovery program.

ID	C
Program Synopsis or Summary	The program is an open enrollment program; hence, there is no waiting list to enter. The results of initial assessments determine whether students start immediately in a college course or begin this program in a GED preparation course. The introductory college course was developed specifically for this population of students. The flexibility of the program permits students to begin the college courses and prepare for the GED after course completion. Students who begin this program with GED preparation have an opportunity to enroll in the college course after they have completed their GED preparation and college-readiness activities. Students have several opportunities to enroll in a college course over the year.
Target Population	Any student in the local region, under age 25, who has dropped out of traditional public high school and faces non-traditional challenges, such as work and parenting.
Number of Participants	110 . The program's goal is to have 60 students complete the program by achieving college readiness. To reach that goal the program allows for continuous enrollment. This provides students the ability to complete the program, transfer, or allow for emergencies and return to the program. Students are grouped in cohorts of 30 (plus or minus) for an eight week college class. Based on the level of each student's needs the program does Accuplacer and GED preparations before and after the class. As some students complete aspects of the program and enroll in college, the program usually has consistent classroom activity of around 60. At this time, the program has 1) a cohort completing the Accuplacer and GED testing, 2) a cohort preparing for a college class, and 3) applications coming in for a new cohort. With the three different stages of enrollment, the actual number of students at this time is 110.
Number of Participants if Full	60 (see above)
Implementation Month	October 2008

ID	C
Implementation Narrative: How did this program begin? Was it phased in, started with full cohort, built from another program, or pre-recruited?	Staff began recruiting students and preparing for college readiness and college courses during the end of August and through September. The first possible college course engagement began October 21. The program enrolled its first cohort from October 21 – December 9 with 25 students enrolled in a college course at a local community college.
Theory of Action: How does this program seek to accomplish its goals?	This program operates in two identifiable patterns according to the readiness of each student. Some students begin with GED preparation, college readiness, and then enrollment in college course. Other students, who show college readiness in their initial assessment, are enrolled in a college course while they finish Accuplacer readiness goals and GED testing. The preliminary college course focuses on developing the essential skills of reading, writing, personal journaling, test taking, and group project assignments, while fulfilling the college requirements of the program. Staff says this immediate college enrollment strategy is also an attempt to shift students' vision, to help them develop an identity, where they can tell their friends and family that they are in college.
Unique Features: What makes this program unique, if anything?	The program is located adjacent to the partnering college. The message this sends to students is that 'College is right there!' The close proximity gives students an opportunity to tour the campus, complete assessments (AccuPlacer and GED) on campus, enroll in courses, and begin to see themselves as college students and not as dropouts.
New Program? Describe whether the program was built from an existing program and how or whether it was a new program.	This organization had previously worked with at-risk and dropouts for over 10 years. This grant allowed an expansion of services that could be offered to the regional community. Likewise, the organization was able to extend its physical space to accommodate additional program participants.

ID	C
Staffing Arrangement: what staff, through what funds, is considered to be part of the program? What additional staff resources are used by program participants?	The program has three teachers and six part-time tutors funded through TDRPP. All staff members operate administratively as well as in the role of a teacher/tutor. All staff is experienced and trained in tutorial based learning and preparation for all areas of the Accuplacer and GED tests.
Student Goals: (e.g., College Readiness, GED, HS Diploma)	Students' short term goal is to complete their GED.
Recruitment Process	Recruitment for this program began at the end of August 2008. Brochures were distributed and staff spoke about the program at area schools. The biggest marketing tool has been student referrals. Students in the program have referred family members and friends. Because the program is now citywide, many counselors, teachers, and administrators at local area schools have been referring students to the program over the past few months.
Student characteristics narrative - i.e., length of time since last school attended, employment, family, parental status, expectations/goals	Spanish is the primary language of most students in this program. Approximately half of the students are what the staff term disengagement dropouts, or recently dropped out, and the other half has been out of school as long as three or four years. One student has been out of school for five years. Around 10% of students are in their 20s. About 20% of program participants are parents, with more than one child, or are expecting. Other demographics for program participants are 58% female; 65% economically disadvantaged; 62% Hispanic, 25% White, and 11% African American.
When can students enter the program?	Students can enter the program at any time.

ID	C
Initial Assessment and Placement Process	After the student interview and application process, students are assessed. These assessments include a staff created pre-Accuplacer, career assessment, the initial Accuplacer Test and the official GED test. Staff also reviews the student's transcript to ensure qualification for the program and remaining credits. Students that have not reached college readiness levels are placed in the daily GED preparation course in order to raise levels of readiness in reading, writing, and math. As students work on completing the GED testing and courses, they work on raising Accuplacer Readiness levels. They are retested and then placed in appropriate college course if ready.
Student Learning Options	After initial assessments, students are assigned remediation via college courses, Plato coursework, Steck-Vaughn curriculum, GED courses, and/or staff led classes to prepare them for retesting. Students are required to complete 16 seat hours of work, with a minimum of 2 hours per block, before retesting can occur.
Attendance and Progress Monitoring	When students are absent, staff make calls to the student and the home, and sometimes, staff initiate home visits. Students are allowed more flexibility regarding their tutoring/lab schedule. Staff adhere to the philosophy that the 'door is always open.' Most students are working to support themselves and their families, so staff and students set a weekly school schedule together. Student progress and attendance are also monitored through weekly staff meetings, attendance in college courses, tutoring, class attendance records, and Plato online attendance records.

ID	C
Student Support Process/Strategies	The program provides students who need transportation bus passes to get to their college course. (A staff person at one of the campuses actually shuttles students to and from the sites for program activities.) Program participants who have children are referred to community agencies that assist with childcare costs. Female students are able to use services offered through the partnering college's women's center. Students may take advantage of service learning opportunities provided for them. There are no financial incentives for students; though the program does pay for students' registration fees for the Accuplacer, GED, and college course, as well as all supplies and materials. Staff members also serve in support and mentoring roles for students.
Technology Used for Learning	The Plato System, an on-line credit recovery/tutoring program, is being used to provide remediation for Accuplacer and GED tests. All students are able to use the Plato coursework, either at the program sites or at home. Students also make use of ALEKS software for self-paced tutoring.
Staff prior experience working with Dropouts	The teaching staff associated with this program has over 10 years experience working with students who have dropped out and are returning to complete GEDs.
Additional District Dropout Programs and Resources	This program is part of an organization that provides other dropout recovery programs. The organization partners with a number of community agencies that provides extended support services, such as parenting classes, drug counseling, and technical certification courses.
Other context of note	The program operates in two physical locations. Both sites are conveniently located adjacent to partnering college campuses.
Start-up Issues, if any (e.g., reasons for delays, specific problems encountered)	None reported.

ID   C

Estimated value of in-kind   Several local nonprofit education organizations have donated space,
resources used by program   food, and other resources and services. The value of in-kind resources
                               has not been calculated.

ID	D
Program Synopsis or Summary	This site supports the adult education program for the region. As part of the sponsoring organization's programming, the dropout recovery program couples its GED preparation with a focus on college readiness instruction. Dropouts from several local school districts are referred to this program. Instruction is offered through a combination of small group settings and distance learning options, particularly the Plato system. The focus is on obtaining GEDs, preparing students for Texas Success Initiative (TSI) testing, getting them the financial aid they need, and enrolling them in credit-bearing college courses. Vocational education is also an option for students who express interest. A local postsecondary institution provides TSI testing, counseling, and evaluation services. A community college and a workforce development partner with post-secondary education transition.
Target Population	The target population for this program is young adults (primarily in early 20s), who have been out of school for more than a year and who face barriers to traditional high school such as limited English proficiency, parenting, and employment.
Number of Participants	18
Number of Participants if Full	20
Implementation Month	September/early October 2008
Implementation Narrative: How did this program begin? Was it phased in, started with full cohort, built from another program, or pre-recruited?	The program began with recruiting participants from the regular GED classes already offered at the site. The site has historically provided GED preparation to a low-income dropout population in the area. Thus, there was an infrastructure in place to respond to this request for proposals.

ID	D
Theory of Action: How does this program seek to accomplish its goals?	This program has a three-pronged approach to accomplishing its goals: individualized academic instruction designed to prepare students to pass the GED and college entrance exams, individualized academic counseling with the development of individual graduation plans, and work with students on various other college survival skills. The Plato System, an on-line credit recovery/tutoring program, allows students to log in from anywhere. Both counselor and teacher assist students in developing their individual graduation plans and courses. Working with a counselor and teacher, students learn to break their long-term goals into smaller and smaller steps. This way, they know what they need to do on a daily and weekly basis to get closer to their larger goals. Individual Graduation Plan (IGP) update meetings are scheduled approximately once per month.
Unique Features: What makes this program unique, if anything?	The program is using what they call a 'hybrid model' which includes individualized instruction with distance learning, the development of the IGP, and the achievement of the Texas College Readiness Standards.
New Program? Describe whether the program was built from an existing program and how or whether it was a new program.	This dropout recovery program is based on an existing GED preparation program; however, the TDRPP funding allowed for the site to add a college readiness component.
Staffing Arrangement: what staff, through what funds, is considered to be part of the program? What additional staff resources are used by program participants?	Staff, funded in part by TDRPP, consists of a program director, a coordinator, three teachers, and a part-time evaluator. There are current plans to add another teacher and a part-time counselor/case manager to assist the program coordinator. An additional seven teachers who are part of the regular GED program also teach courses in the dropout recovery program, although they are compensated by the site.
Student Goals: (e.g., College Readiness, GED, HS Diploma)	Students' short-term goal is to complete their GED. Ultimately, they will focus on either post-secondary education or technical training.

ID	D
Recruitment Process	Word of mouth has been the de facto recruiting process for this program. Students tend to find out about the dropout recovery program when they come to enroll in GED preparation at the site. Some flyers were distributed to advertise the college readiness features, which resulted in several inquiries.
Student characteristics narrative - i.e., length of time since last school attended, employment, family, parental status, expectations/goals	Students in this dropout recovery program tend to be in their early 20s. Staff characterize the students as serious about their goals, more mature than other high school students, and strongly motivated. The majority have been out of school for at least a couple of years and returned to complete their GEDs. Over half of the participants are parents, with many being working mothers supporting up to three children.
When can students enter the program?	Students can apply at any time but typically enroll in the dropout recovery program after entering the site's regular GED program. New student orientations occur throughout the program year.
Initial Assessment and Placement Process	The initial assessment for students interested in this program is a GED practice test. Students are expected to have an average score of 440 on the GED Reading and Social Studies practice tests, although there is some flexibility around that score in relation to the student's individual situation. Admittance is based on practice test scores and teacher recommendations. Once admitted, staff provide students with an orientation to explain program details, enrollment documentation, PLATO enrollment, incentives for which they may qualify, the 'steps' to get into college, financial aid for college; and to develop their individual graduation plan. The program also uses the TABE test for baseline and progress assessments.
Student Learning Options	Students receive instruction through small group settings and distance learning options, including Plato. In addition to GED preparation, students may participate in vocational education.

ID	D
Attendance and Progress Monitoring	Students must maintain an 85% attendance rate and they must give notice when they will be absent. Attendance is considered as a part of a contract students agree to when entering the program,. Teachers and the counselor are continually revisiting students' goals, as outlined in the individual graduation plan, and their progress toward them. Progress is monitored approximately once a month, although teachers usually see students weekly. Each student has a portfolio of academic work that includes an essential file to track progress towards potential incentives. Out-of-class work is monitored through Plato, which provides a summary of a student's skill level in a given subject. Students are shown their current level, progress status, and goal level during regular counseling sessions.
Student Support Process/Strategies	Support services are offered on an as-needed basis. Each student is eligible for up to $500 to cover child care and transportation; however, this amount is flexible depending on student needs. The program provides "gas cards" on an as needed basis to help students get to and from class and testing centers. Exam fees (GED and TSI), tuition, and textbooks are paid by the program for each participant. Staff is currently considering how registration and other college fees may be covered for graduates. Tutors are available for in–class sessions. Tutors also serve as mentors to students.
Technology Used for Learning	The Plato System, an on-line credit recovery/tutoring program, allows students to log in from anywhere. Much of the college and career research by students is done via the internet.
Staff prior experience working with Dropouts	The teaching staff associated with the program is part of the site's existing adult education program, and has extensive experience working with GED students.
Additional District Dropout Programs and Resources	N/A
Other context of note	This program is based in a rural community and co-located with a community agency that runs numerous education programs.

ID	D
Barriers and facilitators to implementation	A barrier to implementation for this program has been the geographic reach, which is logistically challenging. The program coordinator may drive 500 miles in a week visiting program participants.
Start-up Issues, if any (e.g., reasons for delays, specific problems encountered)	Certifying student eligibility as a dropout is difficult, given that students never arrive with dropout codes on their transcripts. Staff are then forced to follow the affidavit procedures in order to certify dropout status.
Estimated value of in-kind resources used by program	It is difficult to place a value on in-kind resources, given the extent of resources. The facilities, computer technology, and additional staff/teachers are all in-kind resources provided by the site.

ID	E
Program Synopsis or Summary	Prior to funding support for students over 18, the district operated a dropout program for students of school age. The current dropout recovery program supports adult students through the district's alternative school and combines academic instruction with life skills, such as financial management, social literacy, and time management. Program participants take courses during four different time blocks, as well as a variety of online instruction and credit recovery options. The dropout recovery program offers additional flexibility and more intensive support services than available through the alternative school.
Target Population	The target population for this program is over-aged, at-risk students who were previously enrolled in but did not complete the district's dropout prevention/recovery initiatives.
Number of Participants	35
Number of Participants if Full	35
Implementation Month	September 2008
Implementation Narrative: How did this program begin? Was it phased in, started with full cohort, built from another program, or pre-recruited?	The program expands on the district's existing program for dropouts age 18 and under.

ID	E
Theory of Action: How does this program seek to accomplish its goals?	The sponsoring school district operates a flexible alternative school for over-age, at-risk students. The existing academy offers courses during four different time blocks as well as a variety of online instruction and credit recovery options. The dropout recovery program offers all existing resources with a greater emphasis on combining academic instruction with life skills, such as financial management, social literacy, and time management. The program offers courses during four different time blocks, providing greater flexibility, as well as a variety of online instruction and credit recovery options. Additionally, more intensive support services are in place for higher-risk, "re-recovery" students.
	The program is looking into paying $1500 per student for Penn-Foster software licenses. It is also investigating use of incentive dollars to purchase more Odysseyware software, which has proven successful with the students.
Unique Features: What makes this program unique, if anything?	Additional flexibility in curriculum and scheduling makes this program unique to its district. The specific curriculum has been developed by campus staff in conjunction with the district curriculum specialists and curriculum consultants hired for this program. The curriculum follows the Texas Essential Knowledge and Skills (TEKS), but is divided into modules. This program also has more flexible hours/days than the district and permits students to work online from home.
New Program? Describe whether the program was built from an existing program and how or whether it was a new program.	The structure of this program is based on the district's previous dropout initiatives, although it has a different target population.

ID	E
Staffing Arrangement: what staff, through what funds, is considered to be part of the program? What additional staff resources are used by program participants?	Staff for this program includes a project director, project coordinator, teachers, case managers, counselors, and technology lab manager. Teachers and counselors work with this program outside of their normal daily responsibilities and are, therefore, paid through extra duty compensation. The project coordinator supervises the case managers who are responsible for five to seven students each, providing continual outreach. The project director also serves as the school principal. Finally, the technology lab manager was hired specifically for this program and is paid through TDRPP funding.
Student Goals: (e.g., College Readiness, GED, HS Diploma)	Students' short term goal is to complete their high school diploma. A couple of students desire to obtain a GED. GED and AccuPlacer testing fees are covered by the program.
Recruitment Process	A formal recruiting plan was developed but not implemented. For the most part, students come to this program through word of mouth. In addition to referrals from other students within the alternative school, the regular high school campuses also refer students to this program.
Student characteristics narrative - i.e., length of time since last school attended, employment, family, parental status, expectations/goals	Only four of the existing students are under 18. The majority of students are aged 18 - 25. Most program participants have been out of school for three or more years. The life circumstances of these students are described as "complicated;" thus, program staff feel the students need someone to connect and advocate for them. Students are highly motivated to graduate, but struggle with multiple barriers to continued enrollment. To accommodate these external variables, program staff focus on all of their interventions, while students are in the program and on site. Because the program accepts dropouts who are over the age of 18, there are many requests from surrounding school districts. However the program only accepts residents of their district.
When can students enter the program?	This campus and any of its open programs accept new students each Monday. Currently the program has a complement of 35 active students who entered at the beginning of the program.

ID	E
Initial Assessment and Placement Process	Once admitted, staff provides students with an orientation to explain enrollment and details of the program. The program director interviews every student candidate and reviews their credit history, length of time out of school, and commitment to completion. Various assessment tools are utilized once students have been admitted. This program uses Lexile scores, pretests for online programs, and TAKS results to help place students. The counselor and administrative team review what needs to be addressed in terms of TAKS tutoring and then assigns the students to the appropriate sessions. While some students object to tutoring, it is one of the nonnegotiable agreements signed during the interview and intake process. This program uses the Bridges program to establish career interest profiles.
Student Learning Options	Students can choose from four different time blocks for instruction as well as online instruction and credit recovery options.
Attendance and Progress Monitoring	Absenteeism is a huge problem for this program. Staff monitor attendance on a daily basis. The campus averages about 80% attendance. Although students are motivated to complete the program, staff cited lack of maturity and lack of support from family and/or friends as contributing to absenteeism. In many cases, students are absent due to scheduling conflicts with their employment. Case managers maintain constant communication with students outside of school and during home visits to help monitor progress. Case managers assess students' social and academic needs. Students receive feedback weekly and maintain a copy of their individual graduation plan. All student case files contain all meeting notes, assessments, IGPs, lab time, and other documentation of student progress and effort. Case managers maintain contacts with students who run into discipline problems or are forced to withdraw for other reasons. The goal is to keep the door open to allow students to return to the program.

ID	E
Student Support Process/Strategies	Case managers utilize initial interviews and ongoing communication to determine each student's individual need for support services. Case managers arrange support services for students. There are numerous community agencies that provide in-kind support. Services include child care, transportation (bus passes), psychological services, and access to the local food bank. The program will also pay for summer tuition to allow students to advance without interruption. All students in this program are required to participate in tutoring. This program hires private entities to provide tutoring in content areas and TAKS. A grant, obtained by the program, pays for science tutoring. The program is considering community mentors for students, while, currently, case managers are serving in that capacity.
Technology Used for Learning	This program utilizes Odysseyware, PLATO, ALEKS, AgileMind and READ 180 with TDRPP students. Only Odysseyware is funded through TDRPP. The program is considering but has not yet purchased Penn Foster. They also rely on PC tablets, laptops, graphing calculators, GED calculators, desk top computers, and LCD projectors to support learning.
Staff prior experience working with Dropouts	The teaching staff associated with this program is part of the existing dropout program in the district and has extensive experience working with this population.
Additional District Dropout Programs and Resources	The district offers a program for dropouts on the same campus as this existing program.
Other context of note	This program is located in portables on the campus of a local alternative high school.
Barriers and facilitators to implementation	

ID	E
Start-up Issues, if any (e.g., reasons for delays, specific problems encountered)	There were no real challenges, per se, to starting the program, given that the site already supported dropouts. The program was ready once the funding was announced. Curriculum development and software purchases all happened very quickly, though there was some lag time in interviewing for a Lab manager.
Estimated value of in-kind resources used by program	In-kind services come from intra-district departments, such as food service, transportation services, and the Communities in Schools initiative.

ID	F
Program Synopsis or Summary	The sponsoring organization has served pregnant teens, dropouts, and other at-risk youth for more than three decades. The current dropout recovery program offers a GED preparation program with a college-readiness initiative and a wide range of social services to assist 20 students in reaching their goals. On-site support services include a large child care facility and a clinic.
Target Population	Students eligible under grant guidelines.
Number of Participants	20
Number of Participants if Full	20
Implementation Month	August 2008
Implementation Narrative: How did this program begin? Was it phased in, started with full cohort, built from another program, or pre-recruited?	This program began with a cohort of 18 students. Since the site already operated a GED program, the TDRPP funding allowed the program to begin college readiness activities for up to 20 students who were working towards their GED and met eligible program criteria.
Theory of Action: How does this program seek to accomplish its goals?	This program seeks to accomplish its goals by identifying and then removing barriers to success for each participant. Funds and activities are focused on providing academic remediation needed to perform college-level work and meeting social services needs that may have led to the student dropping out of high school.
Unique Features: What makes this program unique, if anything?	This program is unique in that it seeks to address all likely issues associated with dropping out of school, such as economic, family, lack of interest, childcare, personal problems, and/or adjudication. This "whole student" approach is coupled with academic support.

ID	F
New Program? Describe whether the program was built from an existing program and how or whether it was a new program.	TDRPP funding allowed this program to support additional qualified students in its existing GED preparation courses. The program participants are also provided extensive social services.
Staffing Arrangement: what staff, through what funds, is considered to be part of the program? What additional staff resources are used by program participants?	Program staff includes one teacher, a case manager, and an assistant teacher who are funded through TDRPP. Administrative staff, teachers, and counselors for the site are available to these program participants, although they are not funded through TDRPP.
Student Goals: (e.g., College Readiness, GED, HS Diploma)	Students' short term goal is to complete their GED and then enter college.
Recruitment Process	This program did not have a formal recruiting process in place. Students learned of the program through word of mouth about the sponsoring organization. The local school district includes this site in its brochures as an alternative program. A local newspaper is featuring a story about one student's experience as he maneuvers through the program earning his GED and eventually entering college.
Student characteristics narrative - i.e., length of time since last school attended, employment, family, parental status, expectations/goals	Students in this program tend to be in their late teens and have dropped out within the past 6 to 12 months. Ninety percent of students in this program are parents. Many program participants are mothers who work in entry-level jobs and have multiple children. About 50% speak English as their second language. There is very little parent involvement in this program since many of the students live independently. Some 25% of participants are classified as homeless. Some students in the program are court-ordered to the school.
When can students enter the program?	Students can enter the program any time during the year.

ID	F
Initial Assessment and Placement Process	Student test scores, assessments, and stated career goals are considered by the case manager and the teacher before a student is registered in the program. Once admitted, staff provides students with an orientation explaining the program guidelines and how its emphasis on college readiness supports their goals. As part of the enrollment process, staff completes an individual graduation plan for each participant. Prior to completing the individual graduation plan, program participants must take the pre-GED assessment. The teacher establishes a baseline for the student's instructional plan. Teachers work with the student to ensure adequate placement. Social service needs are also assessed prior to enrollment. For college placement, students take the Accuplacer practice test prior to taking the official Accuplacer test administered on the campus of their choice.
Student Learning Options	Students enroll in GED preparation courses. Once they pass the GED test, they enroll in college-level courses. Four participants have already enrolled in college courses.
Attendance and Progress Monitoring	When students are absent, the teachers and the case manager attempt to track them down. The cause of absenteeism frequently tends to be family problems and work-related issues.
Student Support Process/Strategies	Students have access to support services including a full-time nurse educator, community health services, and other community support agencies. The site has several established partnerships in the community. Although there are no formal mentoring or tutoring programs with this program, program staff see themselves as teacher/mentor/tutor. Given that students come from several districts, those districts provide textbooks and teachers for the site. There are a number of local postsecondary institutions that support the program through its college-readiness activities.
Technology Used for Learning	Students have access to computers and the Internet.

ID	F
Staff prior experience working with Dropouts	The staff members associated with the dropout recovery program are part of the existing programs offered by the sponsoring organization. They bring experience working with students who have left school and seek GEDs.
Additional District Dropout Programs and Resources	This site has other GED preparation programs, as does a neighboring district that collaborates with this program.
Other context of note	
Barriers and facilitators to implementation	Facilitators to implementation of this program include the close association with the faculty and staff of the site, as well as the success of the previous GED programs. Unfortunately, there are far more barriers that the program must overcome in order to help students succeed. Barriers to overcome include student absenteeism, amount of remediation work students need to become ready to enter college-level courses, the short time span between start date of program and college enrollment deadlines (unrealistic), clarification of and agreement on benchmarks, the benchmark requirement that program participants pass all sections of the Accuplacer, and tying the attainment of a GED to passing the Accuplacer. Staff feels the requirement that students pass all sections of Accuplacer is unrealistic given the pass rate for all Texas students, and is a barrier for students in the program who are seeking to obtain their GEDs.
Start-up Issues, if any (e.g., reasons for delays, specific problems encountered)	Staff indicated two issues that delayed their program start-up. As a site supporting students from districts across the region, it was difficult to retrieve information and confirm dropout status from some districts. In a few cases, districts were reluctant or flatly refused to write a letter confirming a student is a dropout. The program was forced to use the affidavit route to determine students' dropout status. Staff also expressed there was some difficulty in clarifying state benchmarks.

ID	F
Estimated value of in-kind resources used by program	There is no monetary estimate; however the program received in-kind resources from numerous organizations. Those in-kind resources included rental of facilities, food, insurance, janitorial services, administrative support, and other staffing needs.

ID	G
Program Synopsis or Summary	The student population for this district is 98% Hispanic, 90% economically disadvantaged, and 76% at-risk. The community has a high dropout rate and very low level of high school completion. The district operates three alternative education programs in the tri-city area: a school of choice, a career academy, and a program for teen parents. TDRPP will allow the district to implement a night school at these sites and to provide a social worker to support students. In other words, the three sites are separate entities, basically under one TDRPP program. There are 50 students in the career academy; the other sites currently have 25 students each. Staff consists of a program director, a program coordinator, and some 50 teachers across all three sites.
Target Population	Students eligible under grant guidelines with a particular focus on students who only need to pass TAKS or recover a few credits at one site, and on teen parents at another site.
Number of Participants	104
Number of Participants if Full	100
Implementation Month	The program started up in August, but the program coordinator was a late hire, coming on board in November.
Implementation Narrative: How did this program begin? Was it phased in, started with full cohort, built from another program, or pre-recruited?	It is a new program.

ID	G
Theory of Action: How does this program seek to accomplish its goals?	The program uses A+ and Nova Net online credit recovery software across all three campuses. Students have the options of using software in or out of the classroom. Instruction on all campuses is individualized for the most part, though there are some courses like math and science that are taught en masse by an instructor. The program also uses the Read 180 reading program.
Unique Features: What makes this program unique, if anything?	The program offers a variety of flexible scheduling options at three different campuses, including different day schedules, night school, and Saturday courses. The site focusing on the needs of teen parents offers homebound instruction to meet the medical needs of pregnant students.
New Program? Describe whether the program was built from an existing program and how or whether it was a new program.	The program is new but builds upon existing programs and resources at each of the locations.
Staffing Arrangement: what staff, through what funds, is considered to be part of the program? What additional staff resources are used by program participants?	There is one program coordinator overseeing the three campuses. There are 50 teachers/instructors across the three sites. Teachers work with all students at a site rather than being assigned specifically to students in the program. Additionally, each site has a supervisor and principal supporting the program.
Student Goals: (e.g., College Readiness, GED, HS Diploma)	All students want to graduate as soon as possible, and most expect to continue their education. Short term goals are to complete a GED or obtain a diploma. Staff members state that they are sometimes surprised to see that most students have specific educational goals of wanting to succeed. Students who do not have legal documents are not as likely to have specific goals.

ID	G
Recruitment Process	The campaign to solicit students to return to complete their education, 'the Countdown to Zero' had major support from local judges, the mayors of the tri- cities, and the public. This campaign featured the three program sites along with two other options.
Student characteristics narrative - i.e., length of time since last school attended, employment, family, parental status, expectations/goals	The majority of students in this dropout recovery program tend to be out of school for one to two years prior to entering the program. Most are working, have families, and many are considered 'head of household.' Many of these students are also taking care of their parents. There are a high number (approximately 60%) of Limited English Proficiency (LEP) students in the program. Students tend to have the greatest challenge with math and science. There is some variation among the three sites. For one site, the greatest need is passing TAKS. Another site has older students, in their 20's, most of whom are working parents. The third site focuses on pregnant teens and their unique needs.
When can students enter the program?	Students can enter the program at any time, up to the maximum enrollment of 100 students. Staff report some flexibility on the student limit given the high mobility rates in the district.
Initial Assessment and Placement Process	There is no plan or form for students to see where they are in terms of their progress. Staff says this piece needs to be further developed, so students can readily see where they stand in their progress. Students meet with a counselor, community liaison, and the program coordinator to discuss intake and services. Ongoing communication is the responsibility of the counselors.
Student Learning Options	Learning options vary by site, based on the needs of the students enrolled. One site focuses primarily on credit recovery. Students at this site are significantly behind their peers. None have tested out of the program as of yet. Another site focuses on TAKS Tutoring.

ID	G
Attendance and Progress Monitoring	Across the sites, when students are absent for any length of time, staff initiates calls and home visits if necessary. At one site, the home liaison makes a home visit to any student who has been absent for two days. Students do occasionally leave the program due to a number of factors, including work, return to Mexico, or family issues. The majority of students are expected to finish the program with a high school diploma in May. Sixteen students completed the program in December. All teachers keep academic records on students. Program staff also is responsible for providing feedback to students. At one site, the counselor works with students to develop the IGP and credit recovery aspect of the program, communicating with teachers on a nearly daily basis. At another site, the principal works with TAKS assessments and monitoring of student program and benchmarks. This school is in the process of developing portfolios for students and training its teachers to be facilitators. At the third site, the school counselor develops the IGP and produces a recommended plan for each student. Students' schedules are reviewed by the counselor every time a student acquires a new credit. The counselor also meets with each student at least once a month.
Student Support Process/Strategies	There are two parent educators across the three campuses responsible for calling parents and keeping them informed of meetings. However, they have found it difficult to engage parents, mainly because many students are 'on their own.' All three sites offer child care through a day care service. Currently, there are no cash incentives used in the program, but consideration has been given to something when students reach certain benchmarks. Each campus offers tutoring, typically after school and on Saturdays. Tutors are not paid from the program. The program provides support services, including transportation and child care for those who meet the criteria. There are psychological services including mental health services, anger management services, a gang intervention program, substance abuse services, and parenting/family courses.
Technology Used for Learning	One of the sites uses Read 180 and the Agile Minds program (algebra). Students also have access to A+ and NovaNet.

ID	G
Staff prior experience working with Dropouts	Some teaching staff associated with the program were part of an existing program and have experience working with students returning to complete their education. All teachers participate in professional development, including TAKS training and Read 180 training.
Additional District Dropout Programs and Resources	The district offers a dropout prevention program. One site already had a "transition to college" program in place prior to the dropout recovery program. Additional resources come from the affiliated community college. A local professor offers a college skills course to students in the program.
Other context of note	Program staff believe the factors critical to success of students in this recovery program are 1) an emphasis on social and psychological aspects of students' lives, and 2) having a program coordinator with social work experience. Program staff think each site needs a social worker on campus.
Barriers and facilitators to implementation	No significant barriers were identified
Start-up Issues, if any (e.g., reasons for delays, specific problems encountered)	The program was not delayed in implementation, although the program coordinator was not hired until November.
Estimated value of in-kind resources used by program	While the program has not calculated a specific dollar value for in-kind resources, the contribution is significant, including all teaching staff and program space.

ID	H
Program Synopsis or Summary	This district and several community agencies partnered to develop an alternative education program for dropouts. An online curriculum including 100 academic courses and 60 career programs is available to program participants. Through this program, participants also have access to career certification, social services, and work stipends. The district oversees the program and provides a program director who is responsible for case management and coordination of all activities. The goal is for students to complete their high school diplomas and to enroll in IHE or a career-focused education program.
Target Population	Students eligible under grant guidelines.
Number of Participants	30
Number of Participants if Full	30
Implementation Month	August 2008
Implementation Narrative: How did this program begin? Was it phased in, started with full cohort, built from another program, or pre-recruited?	This program began with 26 students. By the second day of the program, an additional six students had enrolled.
Theory of Action: How does this program seek to accomplish its goals?	This program seeks to accomplish its goals by having students enrolled in credit recovery courses, on-line or in a classroom. The focus of the funding from the grant was applied towards the purchase of technology and software, which supports computer-based curriculum. The courses offered through the online environment can be applied towards high school credit for their diploma.
Unique Features: What makes this program unique, if anything?	The program made a significant effort to recruit students. It employs a very intensive, student-focused approach with daily contact between students and program staff.

ID	H
New Program? Describe whether the program was built from an existing program and how or whether it was a new program.	This program was developed as a result of the available funding.
Staffing Arrangement: what staff, through what funds, is considered to be part of the program? What additional staff resources are used by program participants?	The staff for this program consists of a director, administrative assistant, one full-time teacher, two part-time teachers, and a home liaison person. These staff positions are all paid by the district. The district provides other administrative support to the program as needed.
Student Goals: (e.g., College Readiness, GED, HS Diploma)	Students' short term goal is to complete their high school diploma. If 9th grade – 11th grade, short term goals are to move up a grade level and pass TAKS.
Recruitment Process	To recruit students into this program, there was direct contact and a broad outreach initiative. The project coordinator mined a list of district students who had dropped out over the last two years and contacted them directly. Another recruitment tool was a community-wide outreach effort which included the superintendent, the mayor, and local business leaders. People walked the streets and knocked on doors, asking and encouraging students to return to school who had dropped out of school. The main result of these communications with students was that the students did not feel that they would be supported if they returned to their old school. Staff discovered that these students who had dropped out had social/personal issues that could not be addressed through a traditional high school schedule. Direct contact and outreach efforts paid off, resulting in full enrollment by the second day of school.

ID	H
Student characteristics narrative - i.e., length of time since last school attended, employment, family, parental status, expectations/goals	The majority of students in this program are parents. In fact, parenting was the reason that many of them cited for dropping out. Other factors for students to drop out were legal issues and financial responsibilities. Most of the program participants have been out of school two or more years and the average age is 22. The older students tend to be more mature, while those in their late teens still lack the maturity and understanding of the importance of an education. Due to the age of this population, there is little parent involvement. Instead, extended family members are more involved.
When can students enter the program?	Students can enter the program anytime during the school calendar, under the conditions that they meet the eligibility requirements and there is an opening in the program (i.e., a current participant has graduated).
Initial Assessment and Placement Process	To enroll a student in this program, the program staff first verifies the student's eligibility status. One criterion for eligibility is that the student must have a leaver code of a dropout. All students participate in an orientation session. Once the students' official academic achievement record (AAR) / transcript is evaluated, the student is placed into the correct grade level according to the year the student entered high school, the number of credits earned and district policy. The program director also interviews the student to set academic goals and assess the student's need for other support services (i.e., daycare or transportation). The student is then registered, given a class schedule, and contact is made with other departments/agencies if needed.
Student Learning Options	Students can obtain credits through self-paced on-line curriculum/computer-based instruction. Once the student completes all the requirements for the course(s) and shows mastery of at least a 70, credit is earned. Students show mastery by passing unit tests and semester exams.

ID	H
Attendance and Progress Monitoring	Students are assigned a schedule that meets their individual needs (i.e., jobs, day care). After one absence, the program staff calls the student. If the student cannot be reached, the staff member will conduct a home visit. Progress is continually monitored through unit tests, end-of-course exams, and the completion of the state's standardized testing to advance towards completion of high school courses. Students are recognized and their accomplishments celebrated with verbal praise.
Student Support Process/Strategies	Students enrolled in this dropout recovery program receive personalized attention both with their graduation plan and family care issues. Given the small student/teacher ratio, all students have daily interaction with adult staff. This program operates on an optional, flexible instructional day schedule to accommodate child care and job arrangements. Since the majority of students have young families, the program curriculum includes enrollment in parenting classes. Students who are experiencing transportation difficulties are provided unlimited public transportation access cards. Other support services include access to Dental Van and assistance with financial aid for college as well as college applications.
Technology Used for Learning	On-line curriculum being used for this program is PLATO and Penn Foster.
Staff prior experience working with Dropouts	The teaching staff associated with the program is experienced working with students who have dropped out.
Additional District Dropout Programs and Resources	The district has identified several educational options to provide services to at-risk students to meet the district's goal of having every student graduate with a high school diploma. Available options include several alternative education sites and a GED program.
Other context of note	Although this program services young adults, the physical site is based in the adjoining building of a middle school. This site was chosen due to the availability of classroom space.

ID	H
Barriers and facilitators to implementation	The state offered and the district, with the school board's approval, applied for an Optional Flexible Extended Day option to report attendance for this school. This option allowed the school to accrue student's individual instructional hours for attendance. Based on this option, every six hours of instruction equal one day of attendance. Additional software was purchased for recordkeeping.
Start-up Issues, if any (e.g., reasons for delays, specific problems encountered)	The facility for this program was not ready for immediate occupancy when the program started. The building needed painting, air conditioning, furniture, and cleaning. The district had projected a completion time that was two weeks after the start of school, not realizing that the program would reach its capacity by the second day.
Estimated value of in-kind resources used by program	There was no specific estimate of in-kind resources, however the district pays for all salaries related to this program.

ID	I
Program Synopsis or Summary	This dropout recovery program builds on a prior alternative education program where students dual enroll in their home campus and the district-run alternative education program. Dropout recovery students also receive additional support, counseling, incentives, and case management. Through the program, students can take courses at their home campus, through the Night School, program courses offered during the normal school day, the Virtual School, or through PLATO courses either at home or at school.
Target Population	Within the guidelines, participating students tend to be relatively recent dropouts with TAKS deficiencies, but participants also include over-age Sophomores and Juniors making major progress toward credit accumulation.
Number of Participants	25
Number of Participants if Full	20
Implementation Month	October 2008
Implementation Narrative: How did this program begin? Was it phased in, started with full cohort, built from another program, or pre-recruited?	The program was built as an add-on to a prior, existing program. The district did initiate specific recruiting for the dropout recovery program. Implementation began in October upon receipt of the official NOGA; full implementation began in December 2008. 650-700 students are served by the program on which the dropout recovery program is built.
Theory of Action: How does this program seek to accomplish its goals?	This program is an add-on to an existing alternative education program and seeks to achieve its goals through: 1) strong one-on-one support and case management leading to accountability for specific individual learning plans, 2) student monetary incentives, and 3) expanded student course taking flexibility.

ID	I
Unique Features: What makes this program unique, if anything?	This program builds on a flexible and extensive alternative education program and adds strong student support and accountability within it. The program also adds PLATO home access licenses.
New Program? Describe whether the program was built from an existing program and how or whether it was a new program.	No.
Staffing Arrangement: what staff, through what funds, is considered to be part of the program? What additional staff resources are used by program participants?	Funded Staff: Full time program coordinator, partial funding for three counselors and a college coordinator. In-kind: alternative school staff and teachers, district supervision and support, and computer labs.
Student Goals: (e.g., College Readiness, GED, HS Diploma)	High school diploma and credit accumulation for over-age Sophomores and Juniors.
Recruitment Process	Dropout recovery students are recruited together with the district's recruitment for the alternative education program. Recruitment includes: identification of students who have recently dropped out in the student information system, mail to the household, three attempts to contact by telephone, in-person recruitment during the "Reach Out to Dropouts" initiative (which includes same-day availability of counselors and admission personnel), direct recruitment via Accountability Assistant Principals at each campus, and identification of Dropout Recovery-eligible students within this general recruitment framework.
Student characteristics narrative - i.e., length of time since last school attended, employment, family, parental status, expectations/goals	Students were primarily focused on completing their diplomas. Most had dropped out during the prior school year and needed assistance with passing TAKS. Eighty-five percent were employed. All lived at home.

ID	I
When can students enter the program?	At any point.
Initial Assessment and Placement Process	The program had no formal assessment in use. Program staff reviewed the last available Individual Graduation Plan within their student information system, updated this together with the student, and designed a revised, realistic plan for student completion. The review usually includes review of TAKS scores and specific areas where students need additional work.
Student Learning Options	Students can and do obtain course credits from any of the following, a) their home campus, b) night school, c) day-time alternative education program, d) PLATO courses at home or in the alternative school, and e) virtual school.
Attendance and Progress Monitoring	Staff monitor attendance daily, meet with students frequently, and monitor progress during each student meeting. All progress is viewable within their student information system.
Student Support Process/Strategies	Dropout recovery students receive priority access to staff in the alternative education program and are supported by the full-time coordinator and part-time counselors. Additional student support and specific student planning are the key things that set the dropout recovery program apart from the prior program.
Technology Used for Learning	The program uses PLATO courses both in computer labs on the Alternative Education campus and via home access. Students may also take courses from the Virtual School.
Staff prior experience working with Dropouts	All staff have been working with school leavers and alternative education prior to receipt of TDRPP funds.
Additional District Dropout Programs and Resources	See prior information.

ID	I
Other context of note	
Barriers and facilitators to implementation	None noted other than late start.
Start-up Issues, if any (e.g., reasons for delays, specific problems encountered)	The only specific problem mentioned was the October date for the official NOGA.
Estimated value of in-kind resources used by program	While the program has not calculated a specific dollar value for in-kind resources, there are significant contributions, including use of existing teaching staff and program space.

ID	J
Program Synopsis or Summary	This dropout recovery program provides intensive recruitment, counseling, and case management, enabling students to access multiple paths to credit accumulation leading to graduation. Students can take courses via PLATO credit recovery, at their home campus, through Open Entry/Open Exit, or in the district Early College program; and can participate in TAKS-prep academies and individual tutoring. Students may also enroll in neighboring district night school and a local independent alternative school.
Target Population	Students age 18 to 21 who are near completion but no longer attending school.
Number of Participants	27
Number of Participants if Full	80
Implementation Month	January 2009
Implementation Narrative: How did this program begin? Was it phased in, started with full cohort, built from another program, or pre-recruited?	The program received their NOGA in late August, a few days before Hurricane Ike. Hiring was therefore delayed until November. Because the person selected to run the program was in a district position, they had to phase out of that position before starting the dropout recovery program. Recruiting for the dropout recovery program began in earnest in December 2008, with most students joining in January 2009.
Theory of Action: How does this program seek to accomplish its goals?	The program spends most of its funds on case management and counseling to support students in the program. Students are guided toward completion paths that match their specific needs. Counselors track attendance, progress and student well-being; meet with parents and students regularly; and provide access to ancillary services as needed, such as child care and transportation. Credit accumulation occurs mainly within district alternative programs or through special arrangement with neighboring district alternative programs. Some students use the district Early College Program or by special arrangement, a local independent alternative school.

ID	J
Unique Features: What makes this program unique, if anything?	District Early College Program and arrangement with local independent alternative school.
New Program? Describe whether the program was built from an existing program and how or whether it was a new program.	Yes.
Staffing Arrangement: what staff, through what funds, is considered to be part of the program? What additional staff resources are used by program participants?	Funded staff: full time coordinator/counselor and part-time counselors provide the vast majority of non-instructional dropout recovery staff support.
Student Goals: (e.g., College Readiness, GED, HS Diploma)	The program offers all three options, College Readiness, GED, or High School Diploma. There is at least one enrolled student currently pursuing each of these goals.
Recruitment Process	The program conducted initial outreach via mail and telephone to all students who dropped out in the last year. Additionally, the program conducted training with counselors and administrators on each campus regarding dropout recovery services and the district program. Subsequent admissions have been through campus counselor and administrator referral, student participant referrals, and community organization referrals.
Student characteristics narrative - i.e., length of time since last school attended, employment, family, parental status, expectations/goals	Students largely mirror the demographics of the district, which is somewhat more affluent than neighboring districts. All but one student are between the ages of 18 and 21. Most have dropped out between one and six months prior to enrolling in the program. About half are living independent of their parents.

ID	J
When can students enter the program?	Students can enter at any time, although it is most practical to do so at the beginning of a semester as most options for accumulating credits are provided through the district on a semester basis.
Initial Assessment and Placement Process	There is no formal pre-assessment; counselors have access to and review the student's transcripts and assessment information through the district student information system and prepare an Individual Graduation Plan and Service based on this information during the initial enrollment meeting.
Student Learning Options	Students can obtain credits through: their home campus, the district Early College program, enrollment in night school at a neighboring district, a local academy (with tuition paid by the program), district credit recovery program, and the Open Entry/Open Exit option.
Attendance and Progress Monitoring	Attendance and progress is monitored vigorously by Dropout Recovery-funded counselors. For in-district programs, counselors check attendance daily in the district student information system. For out-of-district programs, counselors receive email updates from the programs where students are placed. District credit recovery teachers work in close proximity to the dropout recovery counselors and provide frequent updates on student progress.
Student Support Process/Strategies	Students receive frequent counseling and monitoring services. Students also have access to child care, tuition, tutoring, and other services either through program funds, referral to local agencies, or referral to other district services.
Technology Used for Learning	PLATO is used for credit recovery in combination with the Open Entry/Open Exit option. The district virtual school provides limited opportunities for dropout recovery students.
Staff prior experience working with Dropouts	All program staff have prior experience working with students in alternative schools and counseling at-risk students in the district.

ID	J
Additional District Dropout Programs and Resources	The district operates a credit recovery lab/program, which is independent of the dropout recovery program.
Other context of note	
Barriers and facilitators to implementation	Late start due to Hurricane Ike. Not knowing whether funding will continue past August.
Start-up Issues, if any (e.g., reasons for delays, specific problems encountered)	Hurricane Ike hit the district shortly after receipt of the NOGA, delaying hiring until November.
Estimated value of in-kind resources used by program	The program provides significant in-kind resources but has not calculated or estimated the value of these resources.

ID	K
Program Synopsis or Summary	This program was specifically designed to recruit and meet the needs of out of school teen parents. The program builds on the already mature alternative education programs and district teen parenting program by recruiting teen parent dropouts and offering additional services, such as intensive case management and counseling, Optional Flexible scheduling, a credit recovery lab, childcare, and formal mentoring with performance incentives provided to mentors of students who achieve program benchmarks.
Target Population	Thirty-two pre-identified teen parents who dropped out of the district within the two years prior to the program start date.
Number of Participants	22
Number of Participants if Full	32
Implementation Month	September 2008
Implementation Narrative: How did this program begin? Was it phased in, started with full cohort, built from another program, or pre-recruited?	The program was proposed for a specific cadre of 32 teen parents who had previously participated in the district teen parenting program but had subsequently dropped out of school. The program began with these 32 students, but was immediately interrupted by Hurricane Ike. Ike not only interrupted the operation of schools in the district, but also caused many targeted students to move out of the district and the area. The current cohort includes approximately half of the original cohort plus additional students who have been recruited. With a waiver from TEA, the program has also opened its recruitment to non-teen-parents who meet the dropout recovery eligibility requirements.

ID	K
Theory of Action: How does this program seek to accomplish its goals?	The program focuses on offering case management, mentoring, credit recovery, and providing auxiliary services to teen parent participants to assist in school completion. Although credit recovery is available through another district program, the existing program is highly structured and does not work well for the teen parents targeted by this program. The program therefore uses grant funds to support a credit recovery lab that operates using the Optional Flexible school day waiver from TEA. Program funds support a childcare center in the same building as the credit recovery lab and project support staff. Additionally, the district recently began offering a virtual school option and grant funds are being used to purchase laptop computers for students who wish to complete their studies via the virtual school.
Unique Features: What makes this program unique, if anything?	The program provides incentives to the adult mentors of students who obtain program benchmarks.
New Program? Describe whether the program was built from an existing program and how or whether it was a new program.	This program makes use of resources designed by the district's existing teen parent program. It also recruits from the teen parent program. However it is a new program in that no prior district program was focused on dropout recovery. The program adds new credit recovery and childcare options that are separate from the district alternative day school.
Staffing Arrangement: what staff, through what funds, is considered to be part of the program? What additional staff resources are used by program participants?	Grant funds provide support for the program coordinator and support staff, for mentor incentives, and for part-time counselors and case managers. The project receives considerable district in-kind support that includes ample space, childcare facilities, computer labs, computer program licenses, and multiple credit recovery teachers. Because the district lost students as a result of Hurricane Ike after teachers were contracted, the district had excess teachers that were then assigned to support the dropout recovery program's credit recovery lab.
Student Goals: (e.g., College Readiness, GED, HS Diploma)	Strongly focused on getting students to college via a High School Diploma.

ID	K
Recruitment Process	The initial cohort of 32 students was directly recruited from past participants in the district teen parent program. Because of Ike-related disruption to the program, including substantial housing displacement, subsequent participants have been drawn from ongoing recruitment via the school accountability officers, social service referrals, and participant referrals.
Student characteristics narrative - i.e., length of time since last school attended, employment, family, parental status, expectations/goals	Most students in the program are parents, and have been out of school for 6 to 24 months. Most are not living with their parents, and in some cases, are considered to be technically homeless per the Texas state definition. Students are seeking entrance into college via a High School Diploma, and are mostly engaged in credit recovery and TAKS preparation in order to complete their studies.
When can students enter the program?	At any point.
Initial Assessment and Placement Process	Students who enter the district alternative education program are tested using the Nelson Denning reading assessment. For all other participants, program staff review transcripts and TAKS performance via the district student information system and create individual graduation plans for each student.
Student Learning Options	Student learning options include: the district alternative day school, extended hours for the alternative day school, virtual school, project-funded credit recovery lab via the Optional Flexible School Day, and placement at students' home school.
Attendance and Progress Monitoring	Student attendance is monitored daily. Program staff follow up with students via telephone each time they are absent. Program staff additionally work with social services staff at government programs to assure attendance compliance.

ID	K
Student Support Process/Strategies	In addition to program operated childcare on the campus of the alternative educational programs, students are supported by intensive case management and counseling, adult mentors, and continued progress monitoring. Program counselors also work with area social service agency staff and case workers to coordinate student support and related services. The program has strong knowledge of and working relationships with both government and community based social service agencies.
Technology Used for Learning	PLATO credit recovery lab. Online Virtual School. Program-provided laptops to enable Online Virtual School participation.
Staff prior experience working with Dropouts	All staff have been working with school leavers, teenage parents, and alternative education prior to receipt of TDRPP funds.
Additional District Dropout Programs and Resources	Although the district had existing dropout prevention and alternative education programs, we noted no prior dropout recovery programs.
Other context of note	1) The program was able to take advantage of shrinking enrollment in the district to obtain very good facilities for the program, housing it with other alternative education programs in a newly remodeled building focusing on special programs. 2) Shrinking enrollment was due largely to major impacts of Hurricane Ike. 3) The target population of teen parents was dramatically affected by the devastation of public housing in the hurricane, which caused many to relocate further inland, outside of the district.
Barriers and facilitators to implementation	As noted, Hurricane Ike had a broader, deeper impact on this district and program than any other reviewed by the evaluation team. While the program had pre-recruited a full cohort of 32 students for whom the program was designed, the hurricane caused many to move out of the district, and majorly disrupted jobs and living arrangements of those that remained. The resulting decline in enrollment, however, also provided substantial additional in-kind resources to the program that enabled smooth implementation for students in the program.

ID	K
Start-up Issues, if any (e.g., reasons for delays, specific problems encountered)	Hurricane Ike caused major disruption, outlined above.
Estimated value of in-kind resources used by program	Although not estimated, includes multiple full-time teachers, four classrooms in remodeled building, and three computer labs.

ID	L
Program Synopsis or Summary	The program operates an alternative night school four days a week aimed at 18-22 year old out-of-school youth. Located on the campus of the district-run alternative day school, students attend the night school under an Optional Flexible School Day waiver. The program is staffed by grant-funded extra-duty district teachers who each teach two nights a week. Although leveraging resources from the alternative day school, the program runs independently of the daytime programs, serving students who work during the day and/or have children. The program provides childcare, job fairs, college counseling, and student case management, as well as Saturday TAKS preparation classes leading up to each TAKS administration.
Target Population	Students eligible under grant guidelines. Most students in the program work during the day and many have children.
Number of Participants	50
Number of Participants if Full	50
Implementation Month	Oct-08
Implementation Narrative: How did this program begin? Was it phased in, started with full cohort, built from another program, or pre-recruited?	The program began in October 2008 with a nearly complete cohort. Students and teachers were recruited during the summer and were ready to start in September but were delayed by Hurricane Ike. Although the program is run independently, it is located on the campus of the alternative day school, and uses the computer labs, programs, and classrooms of the day school. Teachers are all drawn from the district and provided extra-duty pay. This sped teacher recruitment and training. All are certified and Highly Qualified in their area of instruction. Many students were identified through the "Reach Out to Drop Outs" citywide campaign; others were recruited from the district dropout lists.

ID	L
Theory of Action: How does this program seek to accomplish its goals?	This program seeks to provide a high degree of personal connection and meeting of individual student needs by working to create a family atmosphere in the evening school. Dinner and childcare are provided each evening, and students can attend on a schedule that meets their specific needs. Additionally, the PLATO-driven courses are designed to be completed at the individual pace of each student. The bulk of program funds provide teacher salaries and student incentives.
Unique Features: What makes this program unique, if anything?	The program has a strong, supportive family environment within the evening alternative school. The program is a joint effort of the County Office of Education and the local school district.
New Program? Describe whether the program was built from an existing program and how or whether it was a new program.	While building on the structure of the Alternative Day School, the grant-funded program is operated independently, using a different recruitment and staffing strategy and is therefore considered to be a new program. The district had no prior formal dropout recovery program. The district did have a program for repeat 9th grade students.
Staffing Arrangement: what staff, through what funds, is considered to be part of the program? What additional staff resources are used by program participants?	Grant funds are allocated for teacher extra-duty pay, a full-time recruiter, and night school administrators and a data clerk. The district provides fiscal management and grants compliance staff.
Student Goals: (e.g., College Readiness, GED, HS Diploma)	The primary student goal is to obtain a high school diploma. Staff argued strongly for this to be more thoroughly rewarded than college readiness.
Recruitment Process	Initial recruitment was conducted through the Reach Out to Drop Out program. Subsequently, dropouts were monitored daily, and were called to try to get them to consider the program. Additionally, out-of-school youth in need of TAKS were contacted via telephone and U.S. mail leading up to each TAKS administration regarding program-funded TAKS prep courses.

ID	L
Student characteristics narrative - i.e., length of time since last school attended, employment, family, parental status, expectations/goals	Most student in this program were age 18-20, through there were some 17 year olds and several students older than 21. Most are reported to be working, and many are parents. Of the 50 enrollees, nine were 11th grade students, the rest were 12th grade students. Most considered themselves to be emancipated youth, bringing boyfriends, girlfriends, husbands and wives to family nights rather than parents. Staff report student goals to be primarily focused on high school graduation and less focused on college enrollment.
When can students enter the program?	At any point.
Initial Assessment and Placement Process	Students are assessed using the COMPASS college admissions test. They are placed using this and a review of their transcript, including course completion, TAKS performance, and other assessment information.
Student Learning Options	The primary student learning option is attendance of the alternative evening school. Students can also enroll in summer school and attend Saturday TAKS prep sessions.
Attendance and Progress Monitoring	Student attendance is monitored daily. Program staff follow up with students each time they are not in attendance. Progress is monitored at the end of each completed course as students return to program staff for counseling and course planning, and during courses through the PLATO information screens that show the teacher, student, and administrators where the student is within the courses they are enrolled.
Student Support Process/Strategies	Student support is provided through close personal monitoring of students each evening by program staff, provision of tailored case management and related social services, and connection to local community organizations. The staff actively seeks to support a family environment for students.

ID	L
Technology Used for Learning	PLATO is used for credit recovery in combination with the Open Entry/Open Exit option.
Staff prior experience working with Dropouts	Core program staff were prior principals with experience working in the repeat 9th grade program. Teachers were drawn from a variety of schools throughout the district and prior experience was not determined.
Additional District Dropout Programs and Resources	Alternative day school. The Success Academy for repeat 9th grade students is technically a dropout prevention rather than dropout recovery program.
Other context of note	The program is located in the same building as and piggybacks on the resources of the alternative day school.
Barriers and facilitators to implementation	Only Hurricane Ike was identified as an implementation barrier. The program reached out to every pastor and faith-based organization in the area to aid in recruitment.
Start-up Issues, if any (e.g., reasons for delays, specific problems encountered)	Hurricane Ike.
Estimated value of in-kind resources used by program	The value of in-kind resources is high but has not been specifically estimated or calculated by the program. Includes county and district staff time, building space, classroom space, computers, and computer program licenses.

ID	M
Program Synopsis or Summary	This dropout recovery program focuses primarily but not exclusively on TAKS-deficient out-of-school youth who either failed exit level TAAS/TAKS testing or failed to meet requirements for graduation. These students make up approximately 60% of the 134 students served by the program. The program provides Saturday TAKS tutoring, coordinates with district-provided evening TAKS tutoring, and enrolls students in alternative daytime and evening courses as well as an onsite GED program. Substantial grant resources were devoted to aggressive recruitment of out-of-school youth and providing mentoring, support, and direct assistance to students. The district provides nearly a full time position as an in-kind contribution to the program. Grant funds are used for additional staff time, recruitment expenses, tuition and incentive payments, mileage, cell phone usage, and other services that are related to providing student support.
Target Population	Students who have dropped out because of TAKS deficiencies; other students who are near completion.
Number of Participants	134
Number of Participants if Full	100
Implementation Month	September.
Implementation Narrative: How did this program begin? Was it phased in, started with full cohort, built from another program, or pre-recruited?	The program was built around a series of existing alternative, evening and GED programs. Grant funds were used to add aggressive and focused recruitment, student incentives, student support, and Saturday TAKS preparation. Because no new staff were hired for the program, as existing staff were allocated to focus on the dropout recovery program, the program was able to be up and running in time for the October TAKS, despite initial setbacks due to Hurricane Ike. Students were recruited from the district dropout lists, with emphasis on TAKS deficient out-of-school youth.

ID	M
Theory of Action: How does this program seek to accomplish its goals?	The project uses a multi-pronged approach. TAKS-deficient students can participate in Saturday TAKS preparation, day-time alternative school TAKS preparation or Community Evening School TAKS tutoring. Students in need of additional credits and headed for high school graduation take courses from the existing day time alternative school or Community Evening School. Older students in need of major additional credits are guided toward the GED program. Younger students are typically guided toward an alternative school designed for over-age 9th and 10th grade students, but are not easily served by the program. The emphasis is on students who can meet benchmarks within the near-term timeframe of the grant. In addition to course taking and tutoring, the project provides case management and intensive student support, hands-on guidance to students in applying for college, including financial aid, applications, college visits, etc.
Unique Features: What makes this program unique, if anything?	This program has a very clear focus on TAKS deficient students. It makes use of very experienced dropout recovery staff to serve students. The program has access to and leverages existing alternative programs. The district has a strong commitment to serving dropouts.
New Program? Describe whether the program was built from an existing program and how or whether it was a new program.	The program demonstrates newly aggressive recruiting, but is built largely on top of existing district alternative educational programs.
Staffing Arrangement: what staff, through what funds, is considered to be part of the program? What additional staff resources are used by program participants?	The district and TDRPP grant fund the program coordinator's salary. Additional grant funds are allocated for independent tutors and extra pay for district staff to provide TAKS tutoring. Additional district resources provide GED support, alternative education courses, and miscellaneous program items.
Student Goals: (e.g., College Readiness, GED, HS Diploma)	Students seek high school diplomas through TAKS preparation and passage, and GED where appropriate.

ID	M
Recruitment Process	The district identified TAKS-deficient students within their database and contacted them via mail and phone calls. Two mailings were sent, one before and one after Hurricane Ike. Additionally, the program is in direct contact with counselors and assistant principals at all district high schools. Students have also been referring other students to the program.
Student characteristics narrative - i.e., length of time since last school attended, employment, family, parental status, expectations/goals	Most students have dropped out within the past year. Most are also living independently from their parents. The majority is seeking high school graduation and is working toward college attendance.
When can students enter the program?	Students can enter the program at any time.
Initial Assessment and Placement Process	GED students are assessed using Accuplacer and the district standard GED placement tools. All others are placed by a review of their district individual graduation plan, transcripts, and TAKS performance data available via the district student information system.
Student Learning Options	TAKS Preparation and Tutoring classes are offered by the grant program and via the Community Evening School. Alternative education program is available during the daytime. Community Evening School Courses, home school courses, and Plato credit recovery are also available.
Attendance and Progress Monitoring	Program staff actively monitor student attendance. All main courses and tutoring are offered in the same central building. Most progress monitoring is done directly by tutors and via TAKS monitoring. Additional weekly progress monitoring is performed by the project coordinator.

ID	M
Student Support Process/Strategies	Students are provided direct, hands on assistance in applying for college, financial aid, and other course registration. Program staff have accompanied students to college campuses, provided transportation, worked with parents regarding college entrance, and intervened directly with students when attendance became problematic. Core dropout recovery staff provide all student support associated with the program.
Technology Used for Learning	The program makes use of some PLATO credit recovery. The GED program is substantially technology-based.
Staff prior experience working with Dropouts	Principal/program director and the program coordinator both had more than 12 years experience working with dropouts and out-of-school youth.
Additional District Dropout Programs and Resources	The district operates two alternative schools that focus on students at-risk of dropping out, and serves formerly out-of-school youth in these programs. They report, however, that the focused recruitment and incentives clearly set apart the new program. The dropout recovery program was able to build on a strong base of existing alternative programs.
Other context of note	
Barriers and facilitators to implementation	Hurricane Ike caused a delay in implementation, but it was minor compared to other neighboring districts. The program was able to start relatively quickly, with an initial cohort ready to take the October TAKS.
Start-up Issues, if any (e.g., reasons for delays, specific problems encountered)	Hurricane Ike hit immediately after the first mailing went to out-of-school youth. All sessions had to be rescheduled and an additional updated mailing sent out.
Estimated value of in-kind resources used by program	At least $100,000 in staff and other resources.

ID	N
Program Synopsis or Summary	This dropout recovery program offers students aged 16-25 the opportunity to complete their high school diploma through a computer-based evening program at any of its seven high school campuses. Participants also have access to TAKS tutoring and all district-provided social services that may be needed.
Target Population	Students eligible under grant guidelines.
Number of Participants	29
Number of Participants if Full	100
Implementation Month	January 2009
Implementation Narrative: How did this program begin? Was it phased in, started with full cohort, built from another program, or pre-recruited?	This dropout recovery program began in January 2009. During Fall 2008, the director and other staff were hired to support the program. The director and several other staff personnel were already employed within the district so this reduced the hiring process time. The district database of potential students provided an initial cohort for this program.
Theory of Action: How does this program seek to accomplish its goals?	Students enrolled in this program can recover their credits through the computer-based PLATO software. The computer labs are open on Tuesday and Thursday evenings each week. A teacher is available in the evenings to answer questions that students may have and provide one-on-one assistance.
Unique Features: What makes this program unique, if anything?	Students may return to their home campus or select another high school campus in the district.

ID	N
New Program? Describe whether the program was built from an existing program and how or whether it was a new program.	The dropout recovery program is operated as a part of each high school in the district. There is an established alternative high school and other dropout prevention programming in place.
Staffing Arrangement: what staff, through what funds, is considered to be part of the program? What additional staff resources are used by program participants?	The staff for the dropout recovery program includes a director, one or two counselors at each school, and one or two teachers at each school. Several teachers and counselors are already staffed in the district so the program compensates them through extra duty pay. Other staff resources used by program participants include mental health counselors, social workers, and substance abuse counselors. These additional resources are funded through outside agencies or the district.
Student Goals: (e.g., College Readiness, GED, HS Diploma)	The goal for students of this dropout recovery program is to earn a high school diploma. Staff mentioned that this cohort does not yet view college as an option.
Recruitment Process	Recruitment efforts for this dropout recovery program involved contacting students that had a PEIMS leaver code of "98 (Other)" in their records and reviewing cohort lists from TEA.
Student characteristics narrative - i.e., length of time since last school attended, employment, family, parental status, expectations/goals	Students of this dropout recovery program were described as diverse with different life situations. Staff added that several students with special needs enrolled in the program.
When can students enter the program?	Students can enter the program at anytime, since it is a computer-based, self-paced curriculum.

ID	N
Initial Assessment and Placement Process	A review of transcripts and TAKS results determines where students are placed for their credit recovery. Once students can log into PLATO, they begin with a pre-assessment in that subject area. The results of the PLATO pre-assessment then determine level and focus areas for student lessons.
Student Learning Options	Through the computer-based PLATO software, students are instructed with lessons and assessments. Teachers can generate reports from PLATO with assessment results. These reports, as well as one-on-one interactions with students, help teachers to determine student progress. If students need to pass TAKS, the district offers TAKS tutoring on Saturday mornings and Wednesday evenings.
Attendance and Progress Monitoring	Teachers assigned to the computers labs for PLATO credit recovery track attendance and progress. Teachers can generate reports from PLATO for each student. These reports are also used to facilitate student feedback.
Student Support Process/Strategies	All of the student support services are offered by the district, which include a pregnancy program, social workers, mental health counseling, substance counseling, and housing assistance.
Technology Used for Learning	Students enrolled in the dropout recovery program use computer-based PLATO for credit recovery. The computer lab at the high school campuses is available two nights per week; students are also able to access PLATO via the web.
Staff prior experience working with Dropouts	Unknown
Additional District Dropout Programs and Resources	The district has three alternative high schools which support students at-risk of dropping out or have already dropped out, such as teen mothers, students with discipline issues, new immigrants, etc.

ID	N
Other context of note	The high schools that host the dropout recovery program are large, traditional high schools.
Barriers and facilitators to implementation	Hiring staff through the district's process was a barrier to implementation. It helped to facilitate implementation that the district already had experience working with dropouts through its alternative high schools.
Start-up Issues, if any (e.g., reasons for delays, specific problems encountered)	No start-up issues were noted.
Estimated value of in-kind resources used by program	In-kind resources provided by the district include counselors, social workers, and facilities.

ID	O
Program Synopsis or Summary	This dropout recovery program offers self-paced computer-based program or online coursework for students to earn credits toward their high school diploma. With an emphasis on flexibility and "outside the school walls," program participants receive a laptop for their use and can schedule individual time with a teacher at a convenient location to review their progress.
Target Population	Students eligible under grant guidelines.
Number of Participants	12
Number of Participants if Full	12
Implementation Month	September 2008
Implementation Narrative: How did this program begin? Was it phased in, started with full cohort, built from another program, or pre-recruited?	This district-based program launched in September 2008. Program staff invited potential students and their families, partners, and community supporters to informational sessions. These sessions recruited students, mentors, and partners to the program. Students enrolled in the program on a first-serve basis until full. Laptops with wireless access were offered to students so they could complete assignments away from campus. Once students are introduced to their teacher, they set up a regular schedule in public sites, off-campus.
Theory of Action: How does this program seek to accomplish its goals?	Students use the A+ Learning System and/or take online courses. Computer access for students makes it possible for the program to support its participants. The program provides laptop computers with a wireless connection so that program participants who are unable to come to the computer lab are able to continue their coursework. Likewise, teachers meet with students in public places at times that best meet the student's schedule.

ID	O
Unique Features: What makes this program unique, if anything?	Students enrolled in this program receive a laptop with wireless access and complete all coursework via the computer. Teachers meet with students regularly in off-campus locations. The program also extends mentoring and counseling services to students after they have graduated. Ongoing participation with a mentor is intended to assist graduates as they pursue career options
New Program? Describe whether the program was built from an existing program and how or whether it was a new program.	This is a new program developed from the district's current on-campus computer lab which allows dropouts to recover credits. The new program offers off-site flexibility with more intensive support and mentoring.
Staffing Arrangement: what staff, through what funds, is considered to be part of the program? What additional staff resources are used by program participants?	Teachers and social workers are covered through the funds provided by TDRPP. However the project coordinator, academic counselor, and other administrative staff who interface with program participants are funded through the school's operation.
Student Goals: (e.g., College Readiness, GED, HS Diploma)	High school diploma.
Recruitment Process	Program staff made phone contacts with names of students they received from a PEIMS listing and intra-district referrals. At the entrance to the high school a signage display, which read, "Drop out? Drop in, Let's Talk," also attracted a few students.
Student characteristics narrative - i.e., length of time since last school attended, employment, family, parental status, expectations/goals	Students enrolled in this dropout recovery program are employed parents who need flexibility and timeframes to accomplish their academic goals. Through trial and error, the program staff discovered that students must have timeframes for goals to prevent procrastination. The most immediate goal that students have is to earn their high school diploma.

ID	O
When can students enter the program?	Students can enter the program at any time because it is self-paced.
Initial Assessment and Placement Process	The enrollment process includes an interview, document review, plan of action, and support documentation. The TAKS report and transcript provide support for determining course placement and/or tutoring services.
Student Learning Options	Students obtain credits through computer-based curriculum.
Attendance and Progress Monitoring	Attendance and progress can be tracked through reports generated from the online programs. Students unable to come to campus due to scheduling meet with a teacher on a regular basis who tracks their progress towards program completion.
Student Support Process/Strategies	Students who need to complete TAKS have access to TAKS tutorials offered through the district. Social workers meet with students to support them in matching with any needed social services.
Technology Used for Learning	Courses for students enrolled in this dropout recovery program are completed via the computer.
Staff prior experience working with Dropouts	The staff involved with this program have extensive experience working with dropouts. Administrators, counselors, and teachers have gained experience through the alternative high school where this dropout recovery program is based.
Additional District Dropout Programs and Resources	This dropout recovery program is based at the alternative high school which operates a full-time dropout retention and recovery program along with several vocational programs.
Other context of note	See previous response.

ID	O
Barriers and facilitators to implementation	There were no significant barriers to implementation. The prior experience of the district and the staff involved were facilitators.
Start-up Issues, if any (e.g., reasons for delays, specific problems encountered)	There were no significant start-up issues or delays.
Estimated value of in-kind resources used by program	The district administrators manage the budget and support the program with information systems. Other in-kind resources include the community partnerships that support students with workforce/employment matters.

ID	P
Program Synopsis or Summary	This dropout recovery program provides individuals aged 18-25 years with GED Preparation classes. Students are dually enrolled in the pilot program and the local community college. Services to program participants include tutoring, weekly seminars, and access to community college support services, which consist of mentoring and child care offerings. Upon passing the GED, program participants can enroll in college classes.
Target Population	Young adults between ages of 18 and 25 who have dropped out of high school and are far behind peers in college-readiness.
Number of Participants	32
Number of Participants if Full	30
Implementation Month	February 2009
Implementation Narrative: How did this program begin? Was it phased in, started with full cohort, built from another program, or pre-recruited?	Prior to implementation in February, program organizers focused on staff hiring and student recruitment. TDRPP participants are taking GED preparation courses in the core curriculum areas of verbal and/or math.
Theory of Action: How does this program seek to accomplish its goals?	Students enrolled in this program can obtain a GED through GED test preparation courses. Students attend a Math course on Tuesday evenings and/or a Verbal course on Wednesday evenings. All students attend a counseling session on Thursday evenings. Once students pass the GED they can immediately enroll in courses at the community college.

ID	P
Unique Features: What makes this program unique, if anything?	Unique to this program, each participant is enrolled in a counseling course that meets on Thursday evenings. The Thursday evening course, led by the staff counselor, offers an informal format for program participants to discuss life and academic issues, and topical issues relevant to college readiness.
New Program? Describe whether the program was built from an existing program and how or whether it was a new program.	This is a new program.
Staffing Arrangement: what staff, through what funds, is considered to be part of the program? What additional staff resources are used by program participants?	Staffing for the dropout recovery program includes a project director, administrative assistant and licensed counselor. The four part-time faculty members who work with the program are funded through the partner community college.
Student Goals: (e.g., College Readiness, GED, HS Diploma)	To earn a GED and enroll in a college-level course.
Recruitment Process	Radio blitzes, neighborhood canvassing, and poster displays were used to recruit new program participants. Staff report that it took time to recruit and they had to make broad efforts to reach the goal of 30 students. Community college staff, in collaboration with the Continuing Education program, canvassed the surrounding neighborhood to distribute brochures/leaflets. Several area businesses, including Applebee's, washeterias, and liquor stores, also posted notices about the dropout recovery program. Although the community has a large Hispanic population, none of the recruitment literature was published in Spanish. Program staff believes that English is the language of the community as a whole and best signals a "college-going" culture, which contrasts the "home" culture of its local target students.

ID	P
Student characteristics narrative - i.e., length of time since last school attended, employment, family, parental status, expectations/goals	Most of the TDRPP participants have been out of school for two or more years. Because some of the students are employed, evening courses accommodate their schedules. Staff report that most of the program participants have strong support at home but their homes lack a college-going culture. The current group of program participants also includes single mothers and former juvenile offenders.
When can students enter the program?	Students can enroll in the program at any time during the term.
Initial Assessment and Placement Process	Students begin the program with a GED pre-test in Math and Verbal skills. Student scores on the GED pre-test determine the course placement in verbal and/or math. Students may be assigned to either "PreVerbal" or "Verbal", based on their Verbal score of the GED pre-test. Students may be assigned to either "PreMath" or "Math", based on their Math score of the GED pre-test.
Student Learning Options	Students enroll in GED test preparation courses and are dually enrolled in the local community college for access to additional services. Once students pass the GED they are enrolled in a college course. Students are required to attend evening math and/or verbal courses as well as a counseling course.
Attendance and Progress Monitoring	Program faculty monitors the attendance and academic progress of students. If a student is absent for an extended period, the counselor will send a reminder email.

ID	P
Student Support Process/Strategies	While completing their GED test preparation courses, students are dually enrolled in the community college, which provides the additional support services of the campus community. For example, tutoring and mentoring support for TDRPP participants is offered through programs already established by the college. Career Center is also available for program participants. Counseling is a support service being offered and funded through the TDRPP budget. The licensed counselor was hired to address dropout reasons and help students "work with end in mind," i.e., understand "Why are you here?" Although transportation passes had been included as a support service in the original grant, fewer program participants than expected need this assistance.
Technology Used for Learning	None noted.
Staff prior experience working with Dropouts	None of the staff expressed any previous experience working with dropouts. One of the staff members had previously worked with the college's Upward Bound program, while other staff had higher education and counseling backgrounds.
Additional District Dropout Programs and Resources	There are no other similar programs offered by this community college for high school dropouts.
Other context of note	Due to facilities and space limitations on the college campus, this dropout recovery program is currently based at an office building approximately three or four miles away from the main campus. Sharing the office space with another college administrative office has been an additional resource during the program initiation. Students, however, have limited opportunities to visit the main campus. A community event is planned on campus during the Spring and program staff will provide transportation for participants.

ID	P
Barriers and facilitators to implementation	Three facilitators to implementation cited by staff are 1) student-centered staff, 2) team-based program, and 3) licensed counselor on staff. The program director noted that a barrier to implementing such a program within this community is that the "college-going" culture is not in the home. However, for the group of students currently enrolled, most of them have strong support at home, which facilitates their completion of the program.
Start-up Issues, if any (e.g., reasons for delays, specific problems encountered)	Staffing was the biggest challenge to starting the program. Other business aspects of the program were also time-demanding, such as buying books.
Estimated value of in-kind resources used by program	In-kind resources from the local community college have included physical space, supplies, student services, and faculty.

ID	Q
Program Synopsis or Summary	This school district offers three tiers of courses for students aged 19-25 who have dropped out of high school. Participants in the dropout recovery program can complete their education through 1) TAKS tutoring, 2) Online/offline courses for credit recovery, and 3) GED preparation courses (maximum 10 participants).
Target Population	Students eligible under grant guidelines.
Number of Participants	20
Number of Participants if Full	40 (high school diploma); 10 (GED preparation)
Implementation Month	February 2009
Implementation Narrative: How did this program begin? Was it phased in, started with full cohort, built from another program, or pre-recruited?	This dropout recovery program began in February 2009. The district experienced a budget crisis from August to November 2008, which halted the implementation of this program. After the district emerged from this situation, the hiring and selection process began for new staff. Given this late start and the fact that the academic year ends in late June, staff focused on students with fewer credits to recover. No arrangements have been made for students to continue their coursework through the summer months if they do not graduate this Spring. Participants report to a local alternative high school (Monday – Thursday) to recover credits through a self-paced course offered on the computer with texts to support the software program. A teacher is available while students are working on their assignments. If a prospective participant has a high number of credits to complete, program staff may recommend that the student prepares to take the GED. Several participants only needed to pass the TAKS so TAKS tutoring was provided. Because of the demand for TAKS tutoring, an additional tutor is being hired for upcoming exams.

ID	Q
Theory of Action: How does this program seek to accomplish its goals?	Students enrolled in this program have the option of obtaining support for completing their high school diploma or preparing for the GED. The funds for this program relate to helping students reach these goals. Once students have completed their diploma or passed the GED, the program offers incentives of up to $250 towards enrollment in a core course at a local community college.
Unique Features: What makes this program unique, if anything?	The dropout recovery program offers support for receiving either a high school diploma or a GED.
New Program? Describe whether the program was built from an existing program and how or whether it was a new program.	This program is a new offering through the district. Prior to this program, dropouts in the 19 to 25 year-old range were not supported through any of the services offered at each high school. Each high school has a center which operates as a dropout prevention center for those currently-enrolled students at-risk.
Staffing Arrangement: what staff, through what funds, is considered to be part of the program? What additional staff resources are used by program participants?	The program staff consists of four members – manager, program coordinator, counselor, and social service advisor. A new position is being established called "community liaison." This new staff member will conduct home visits (along with a security officer) and stay in touch with students during their program, serving as a mentor.
Student Goals: (e.g., College Readiness, GED, HS Diploma)	Students are pursuing high school diplomas and GEDs with the intent of enrolling in postsecondary education.
Recruitment Process	The program coordinator for this program phoned and mailed students who had a PEIMS leaver code of "98 (Other)" in the district. Flyers for the program were also posted at local community agencies, YMCA, and libraries. After the first few students started, they, in turn, told others about the program; thus some new students started the program through these referrals.

ID	Q
Student characteristics narrative - i.e., length of time since last school attended, employment, family, parental status, expectations/goals	Students participating in this program are described to be motivated in their efforts to complete their education. Only a few participants are employed. Most of the participants have two or more children. Approximately half of them are living at home, although there has been minimal parental participation in the program thus far. As far as future goals, the majority of participants want to attend college; one seeks to enlist in the military, while a few are undecided.
When can students enter the program?	Students can enter this program at any time during the term, however the program is planning to follow the district's calendar and end in late June.
Initial Assessment and Placement Process	The program coordinator and counselor review student transcripts and TAKS reports to determine course placement. There are no initial assessments that students have to take prior to enrolling in the program.
Student Learning Options	Students enrolled in this program can complete their courses on a program called NovaNet. This program has several courses available which are supplemented with reading materials that students complete "off-line." If students only need to complete TAKS, then a tutor is available each day leading up to the assessment date. The program is currently located at an alternative high school which does not offer facilities for physical education courses. Because several students need to complete a physical education requirement, the program is making arrangements with a local community college to meet this need.
Attendance and Progress Monitoring	Faculty track attendance and progress for students enrolled in the program. Upon enrollment, students sign a contract to complete the program. If there are any violations of this agreement, such as extended absences, students are dismissed.

ID	Q
Student Support Process/Strategies	During the program orientation, students meet with the staff social worker to determine what social services may be needed. Students enrolled in this program have been provided with bus passes, childcare services, and drug/alcohol counseling. The social worker has located the childcare and drug/alcohol counseling services through community agencies. Once students are ready, the program will also offer ACT waivers.
Technology Used for Learning	NovaNet.
Staff prior experience working with Dropouts	The staff involved with this dropout recovery programs working with dropouts for the first time. Prior to this program, staff members had a broad range of professional experiences, primarily within the current school district.
Additional District Dropout Programs and Resources	The district currently offers a dropout prevention program that is based at each high school. The target population for those centers is under aged 18 and still enrolled. When prevention program staff learn of students who are perhaps eligible for the dropout recovery program, then they refer these students to this program.
Other context of note	The program is located on an upper level of a converted office building near the city's downtown. There are security staff and a metal detector at the building's entrance then another security officer posted near the elevator once you arrive at the program classrooms. Classes are offered during three periods of the day.
Barriers and facilitators to implementation	District hiring policies slowed implementation in the Fall due to a hiring freeze. However, because district employees were hired to fill the positions, the delay was less than it would have been if the positions had been filled externally. Another positive outcome of internal hiring is that staff have a stronger knowledge of district people and processes which has facilitated the Winter implementation.

ID	Q
Start-up Issues, if any (e.g., reasons for delays, specific problems encountered)	The program startup was delayed due to the district's budget crisis. Once the district spending freeze was lifted, the program was able to hire additional staff and recruit students.
Estimated value of in-kind resources used by program	In-kind resources from the district have included teachers, counseling services, facilities, pupil accounting, and other central office staff support.

ID	R
Program Synopsis or Summary	Students who participate in the credit recovery program at this dropout recovery program can complete their high school diploma by taking courses on PLATO, doing independent work, or attending a course offered at the alternative high school campus. A number of academic and social services are provided through the district to ensure that students complete the program. While other district programs serve school age dropouts, TDRPP funds are used to provide opportunities for older out-of-school youth.
Target Population	Students eligible under grant guidelines with focus on those far behind peers in credits.
Number of Participants	22
Number of Participants if Full	50
Implementation Month	February 2009
Implementation Narrative: How did this program begin? Was it phased in, started with full cohort, built from another program, or pre-recruited?	Student recruitment and staff hiring began in the Fall 2008. The center was started in early 2009 with substantial support and resources from the central district office. All other district-based dropout programs serviced students who were school age; this initiative made it possible to serve older students. A flexible daily schedule and academic calendar supports this target population. The credit recovery program will have a second semester during the summer months. In addition, participants may access social services through the district or community-based agencies.
Theory of Action: How does this program seek to accomplish its goals?	This program seeks to support its students in obtaining their high school diploma through three avenues – 1) Computer-based PLATO software, 2) independent study, or 3) direct instruction. Credit recovery courses focus on the core subject areas. Certified teachers are present to assist students and ensure comprehension and course completion. Center hours are 8:30 am to 6:30 pm to offer flexibility for students.

ID	R
Unique Features: What makes this program unique, if anything?	This program shares its facility with a program for teen mothers and on-site daycare.
New Program? Describe whether the program was built from an existing program and how or whether it was a new program.	This new credit recovery program is closely related to other district dropout efforts. The prior programs focused on students 18 and under, while TDRPP grant funds enable a focus on older former students.
Staffing Arrangement: what staff, through what funds, is considered to be part of the program? What additional staff resources are used by program participants?	The staff involved with this credit recovery program includes district administrators, principal, social workers, tutors, and teachers. Only the teachers are covered by TDRPP funds. The central district office provides support for this credit recovery program through the dropout prevention program where the program is housed, administrative oversight, social workers, math tutor, program liaison, and access to college readiness department.
Student Goals: (e.g., College Readiness, GED, HS Diploma)	High School diploma
Recruitment Process	Recruitment of new students involved a community-wide effort where the superintendent, community leaders, and others helped publicize the dropout program to the community. The district also has Outreach Specialists who identify out-of-school youth and refer them to the appropriate district program to meet their needs. Broadly reaching into the community has also led to word of mouth referrals to the credit recovery program.
Student characteristics narrative - i.e., length of time since last school attended, employment, family, parental status, expectations/goals	Students in this program are typically working at night and already have families of their own. In the past, the traditional school setting did not work for them. The program staff noted that "many of them 'dropped out' in the 6th grade but didn't [officially] do it until they were of age." The goal for these students now is completing the high school diploma in a setting that can support their myriad needs.

ID	R
When can students enter the program?	Students can enter the program at anytime.
Initial Assessment and Placement Process	During the enrollment phase, program staff interview students to determine the best plan of action based on credits required for graduation. A transcript review provides staff with information needed to place students in their courses and develop an individual graduation plan.
Student Learning Options	Computer-based credit recovery, independent work, or teacher-directed instruction.
Attendance and Progress Monitoring	Teachers follow student progress, make phone calls, and conduct home visits. In this mentoring role, teachers can alert staff if there are students at-risk of not completing the program. Feedback on students' academic progress is given through regular progress reports and grades. If a student is absent for an extended period, then the staff gets support from other agencies or district departments that can assist in helping the student return to school. For example, if a student is absent because of transportation or childcare, then staff seeks resources to help remove those barriers and ensure student's attendance.
Student Support Process/Strategies	Students enrolled in this credit recovery program have at their disposal a social worker, an at-risk coordinator, tutors, childcare services, transportation support, and a career exploration program. Students can meet with the social worker or at-risk coordinator to discuss any social services needed. The math and science tutors are college students available Monday to Thursday. There are also three certified teachers available when needed for tutoring.
Technology Used for Learning	Students can use PLATO software to recover credit.

ID	R
Staff prior experience working with Dropouts	Several staff members of this program had formerly worked with dropout initiatives in the district. The credit recovery program is co-located with the district's dropout prevention/recovery program, which provides additional staff support.
Additional District Dropout Programs and Resources	The district also offers a program for teenage mothers who have dropped out.
Other context of note	The facility where this program is housed is a school within a school. There's a separate area of the high school campus for teen mothers and the credit recovery program. A childcare facility is also on-site. The classroom for credit recovery is an oversized room that has an invisible line drawn between a traditional classroom on one side and a computer lab on the other side.
Barriers and facilitators to implementation	The district already had several dropout programs in place and a site for this additional dropout recovery program. When this program was announced, administrators were fully prepared to implement the program and hire the best staff available
Start-up Issues, if any (e.g., reasons for delays, specific problems encountered)	Student recruitment took longer than anticipated, leading to a delayed start date.
Estimated value of in-kind resources used by program	Staff estimated that an additional $500K has come from the district to support this program. The central district office provides support for this credit recovery program through the dropout prevention program where the program is housed, administrative oversight, social workers, math tutor, program liaison, and access to the college readiness department.

ID	S
Program Synopsis or Summary	This is a new district-based program, based at an alternative high school. Most of the students served in this program are parents, so the program is designed to meet their scheduling needs. Students can complete their high school diploma through on-line or classroom-based courses. The program offers morning, afternoon, and evening classes, although the evening session is reserved for those students aged 21 and over. AVID-trained staff is available for individualized tutoring.
Target Population	Students eligible under grant guidelines.
Number of Participants	67
Number of Participants if Full	50
Implementation Month	August 2008
Implementation Narrative: How did this program begin? Was it phased in, started with full cohort, built from another program, or pre-recruited?	The school district opened a new alternative high school in August 2008. The TDRPP funds support a dropout recovery program on the same campus. Because the dropout recovery program targets students over 18, program staff actively recruited dropouts living in the district to participate in this program.
Theory of Action: How does this program seek to accomplish its goals?	Students enrolled in this program have flexible options for succeeding in this program, which includes distance-learning, three timeframes for taking classes, and open enrollment. While the student is enrolled in the program, he/she may take advantage of internships and other introductions to the local business community that the alternative program arranges.
Unique Features: What makes this program unique, if anything?	The dropout recovery program offers AVID support to its students, including specialized tutoring services as well as social development skill-building.

ID	S
New Program? Describe whether the program was built from an existing program and how or whether it was a new program.	Both the dropout recovery program and the Alternative Education Program with which it is housed are new to the district in 2008.
Staffing Arrangement: what staff, through what funds, is considered to be part of the program? What additional staff resources are used by program participants?	TDRPP funds support a coordinator, AVID tutors, and teachers. The teachers are already employed with the district and therefore, receive extra-duty pay for their work with the dropout recovery students. Other administrative support, funded by the district, includes the alternative high school staff and central district office personnel.
Student Goals: (e.g., College Readiness, GED, HS Diploma)	The goals for students enrolled in this dropout recovery program are to earn a high school diploma and/or become college ready.
Recruitment Process	To recruit students for this dropout recovery program, staff posted flyers in all stores, ran television ads, hosted a dropout recovery fair, made announcements at Rotary meetings, and sought the support of retired teachers. All students recruited to the program came through one of these sources.
Student characteristics narrative - i.e., length of time since last school attended, employment, family, parental status, expectations/goals	The majority of students enrolled in this program are parents, employed, and "well into adult life." Student goals include attending college or joining the military.
When can students enter the program?	Students can enter the program at any time.

ID	S
Initial Assessment and Placement Process	Prospective students must first apply to the program. Once the complete applications are received, program staff pulls transcripts and other student documentation for review. This documentation is then used to determine course placement. The administrators at the alternative high school meet with the prospective student and notify him/her of the projected path to completion. Students choosing to enroll in the program have a second meeting with the program coordinator. The student is then ready to advance into a course.
Student Learning Options	Students have several learning options available through this program: on-line courses, classroom instruction, and individualized tutoring through AVID-trained staff.
Attendance and Progress Monitoring	Attendance and progress are monitored by the teacher and program coordinator. Students must also track their own progress. (Upon enrollment, each student receives a form that must be used to track own progress.) Students complete the coursework in the classroom or through a computer-based program. Students receive "credit slips" for each completed course. Students then present the credit slips to the program coordinator. These forms are tracked for record-keeping purposes and the administrative team announces this accomplishment to the entire student body over the intercom system. If a student has an extended period of absences, he or she must make up the time with extra hours.
Student Support Process/Strategies	Students enrolled in this dropout recovery program have access to mentoring, nursing care, or social worker services provided by the district. When the student is interviewed by administrators and program staff, specific arrangements can then be made to help that student. The program staff stated that the "door never shuts" for these students.
Technology Used for Learning	This program uses Achieve 3000-Teen Biz for differentiated instruction in reading and writing.

ID	S
Staff prior experience working with Dropouts	Prior to this working with this program, the program staff had extensive experience working with dropouts and students with similar profiles.
Additional District Dropout Programs and Resources	The alternative education program, which is co-located with the dropout recovery, is the other district initiative that supports dropouts.
Other context of note	This dropout recovery program is located at a newly renovated facility in a retail shopping area. The facility is spacious with a cafeteria and an indoor area for physical education classes. A childcare facility has been constructed and will be ready for use in the Fall 2009.
Barriers and facilitators to implementation	A key facilitator for this program to start was the support of district administrators and the school board. The "buy-in" and "mindset" are qualities of this district and community, which program staff believe to be most critical to the success that the program has had in getting started.
Start-up Issues, if any (e.g., reasons for delays, specific problems encountered)	There were no start-up issues.
Estimated value of in-kind resources used by program	In-kind resources provided by the district include administrative oversight, social services, teachers, and facilities.

ID	T
Program Synopsis or Summary	This dropout recovery program offers an array of opportunities for students to earn a high school diploma four nights per week. Students are offered two courses per night to earn credits towards their diploma. In addition, the program offers TAKS and individualized tutoring. For those students who will complete a GED instead, there are GED preparation classes and testing offered.
Target Population	Students eligible under grant guidelines.
Number of Participants	37
Number of Participants if Full	20
Implementation Month	January 2009
Implementation Narrative: How did this program begin? Was it phased in, started with full cohort, built from another program, or pre-recruited?	From August through December 2008, the district conducted regular organizational meetings to plan for the night school program. This cross-functional team established a program start date, set policies and guidelines, and hired program staff. A curriculum coordinator, also a member of the organizational team, developed the entire curriculum that would be used for the program. The organizational team selected an advisory committee, which started meeting in October. The advisory committee is comprised of district personnel and community leaders. Program staff began with recruiting students to the program.
Theory of Action: How does this program seek to accomplish its goals?	Students enrolled in the night school program are delivered a rigorous, project-based curriculum with real-life learning experiences. The classroom environments have a small-group focus and emphasize dialogue and debate. Students have access to computer-based applications as a supplement to their classroom activities. Program staff also focuses on relationships with students as a way to support students with completing the program.

ID	T
Unique Features: What makes this program unique, if anything?	This dropout recovery staff has been actively collecting data about its program through surveys and focus groups of students and parents.
New Program? Describe whether the program was built from an existing program and how or whether it was a new program.	The district already offered an alternative high school during the day. This program adds an evening schedule that other students within the district can attend for accelerated coursework. According to a press release, the district had already approved funding for this program, with or without the grant.
Staffing Arrangement: what staff, through what funds, is considered to be part of the program? What additional staff resources are used by program participants?	The staff for the evening program includes administrators, teachers, counselor, and nurse. Funds from the TDRPP cover part-time support for the teachers, counselor, and nurse. All other staff support is covered by district funding.
Student Goals: (e.g., College Readiness, GED, HS Diploma)	High School diploma or GED
Recruitment Process	Staff for this dropout recovery program conducted 65 home visits, made hundreds of phone calls, and posted announcements (in both English and Spanish). There were a number of "dead-ends" with attempting to reach potential students. Once the program was operational, new students came to the program through referrals by current program participants.
Student characteristics narrative - i.e., length of time since last school attended, employment, family, parental status, expectations/goals	Students enrolled in this dropout recovery program represent a range of income level but most are employed. It will take most program participants 6 to 12 months to complete the program as most program participants need four or five credits for completion. A number of students were referred by staff as "TAKS completion dropouts" whose only requirement is to pass TAKS.

ID	T
When can students enter the program?	Students can enter the program at the beginning of the term.
Initial Assessment and Placement Process	Each student takes the Basic Achievement Skills Inventory, developed by Pearson Assessments, prior to an initial meeting. To enroll, the student meets with program staff to review the student's transcript and scores on skills inventory. The information gathered during this initial meeting determines course placement. Students attend orientation upon enrollment
Student Learning Options	Program participants can obtain credit through courses at the night school. There are two courses offered each night, Monday through Thursday. Depending on student needs, PLATO software is also used as a supplement for the four core courses.
Attendance and Progress Monitoring	Teachers track attendance and progress through a computer-based information system. In cases where students are absent for an extended period, they are allowed to make up the time or attend tutoring sessions. Administrative staff tracks attendance and progress as well to ensure students complete the program.
Student Support Process/Strategies	During the application and enrollment phase, the counselor meets with students to also determine their social service needs. Food service, health services, and social worker services are additional support options being offered to students enrolled in the dropout recovery program. Although there is a need for childcare services, the district had a licensing issue which precluded them from offering these services to students.
Technology Used for Learning	Program participants have access to PLATO software in the four core courses.

ID	T
Staff prior experience working with Dropouts	Prior to this program, current staff worked with populations similar to these program participants. Also, the dropout recovery program is located at the alternative high school, which provides additional staff resources that are familiar with the needs of program participants.
Additional District Dropout Programs and Resources	The district has an alternative high school, which has several vocational classes available. The dropout recovery program is located on the campus of this alternative school.
Other context of note	N/A
Barriers and facilitators to implementation	District and board support were key to program implementation. With or without TDRPP, the district was committed to this night school program. The district continues to fund the majority of program expenses and staff stated that "this is a mission that [the district] will continue." The organizational meetings and tasks/timeline also facilitated timely program implementation.
Start-up Issues, if any (e.g., reasons for delays, specific problems encountered)	There were minor internal district information system issues related to grading and attendance reporting requirements, as well as some difficulty recruiting teachers for evening courses.
Estimated value of in-kind resources used by program	The district support of the dropout recovery program and night school is approximately $700K. These resources largely cover administrative oversight, teachers, and security services at the campus. Before the program offices were ready, the district set up portable offices for their comfort.

ID	U
Program Synopsis or Summary	This district-based dropout recovery program relies on intensive case management and a flexible schedule offering direct instruction and on-line learning tools. The program funds were recently used to obtain additional software to support students with their reading comprehension and strategies. Students can complete the courses at their own pace. Intensive case management and necessary social services are provided to each program participant.
Target Population	Students eligible under grant guidelines.
Number of Participants	23
Number of Participants if Full	30
Implementation Month	
Implementation Narrative: How did this program begin? Was it phased in, started with full cohort, built from another program, or pre-recruited?	The program is being phased in as students are recruited. It builds on an existing alternative education program.
Theory of Action: How does this program seek to accomplish its goals?	This dropout recovery program seeks to assist students with earning a high school diploma by offering varied instructional methods. The alternative education program had already developed curriculum that combined direct instruction with texts and written activities. With these "packets", students can progress at their own pace. The courses are also offered both day and evening to better accommodate the schedule of adult program participants. The computer-based Read 180 software has recently been implemented to help with reading strategies and comprehension.

ID	U
Unique Features: What makes this program unique, if anything?	Program participants have an option of attending the program at their home campus or the alternative education campus, where the program staff is based.
New Program? Describe whether the program was built from an existing program and how or whether it was a new program.	The district already operated an alternative education program, particularly for pregnant teens. The dropout recovery program brings adult students to the existing program.
Staffing Arrangement: what staff, through what funds, is considered to be part of the program? What additional staff resources are used by program participants?	There are two staff members supported by TDRPP funds. Both work full-time with students as recruiters, counselors, and mentors. The district provides other staff resources including central administrators, teachers, and high school dropout prevention specialists.
Student Goals: (e.g., College Readiness, GED, HS Diploma)	High School diploma.
Recruitment Process	Program staff worked with the district technology team to obtain names and contact information for students with appropriate PEIMS leaver codes. Counselors then made phone calls to invite students to the program. Dropout prevention specialists, based at the high schools, also provided referrals to the program.
Student characteristics narrative - i.e., length of time since last school attended, employment, family, parental status, expectations/goals	Many of the students in this dropout recovery program have not attended school since the 2005-06 academic year. Program participants tend to live with friends, rather than parents. A staff member noted that most parents of program participants are not involved in or are "counterproductive" to the student's academic success. Program participants expect this program to be easy and want to finish soon.

ID	U
When can students enter the program?	Students can enter the program at any time.
Initial Assessment and Placement Process	The enrollment process includes a review of transcripts and TAKS reports. There are no pre-assessments.
Student Learning Options	Students may obtain credit for their courses by completing teacher-assigned activities or computer-based assignments.
Attendance and Progress Monitoring	Campus staff tracks daily attendance. When students enter and leave the campus, they report to the main office and "punch in/out" on a time clock system, similar to working on a job. Classroom teachers monitor program on a regular basis and provide feedback to students through individual meetings. When students receive credit for a class, they receive a "credit slip" from the teacher, which the student submits to their counselor.
Student Support Process/Strategies	The program staff works closely with each student to determine any social services needs. A key need for most students, particularly during the evening, is transportation to and from the campus. Staff had been working with a local taxi service to provide transportation but those arrangements have not been settled. Through a local organization, students are able to receive job-training support. Partnerships with local clinics have also been arranged to provide support to students.
Technology Used for Learning	Read 180
Staff prior experience working with Dropouts	The program staff had limited prior experience working with dropouts.
Additional District Dropout Programs and Resources	The district has dropout prevention staff at each of the high schools that the program relies on for student referrals.

ID	U
Other context of note	The alternative education program is situated near the back parking lot of a large, traditional high school in a cluster of portable trailers. The dropout recovery program is based in a portable on the alternative education site. The portables are surrounded by a fence and the first entry area leads directly to the main office portable.
Barriers and facilitators to implementation	The staff who wrote the proposal are no longer with the district. Newly hired program staff found student recruitment more difficult than expected and believed the proposed 60 student goal was not achievable. The revised enrollment goal is now 30 participants. The proposed program has not proven well-matched to the needs of actual program participants. For example, enrolled students need transportation support which was not included in the initial grant. Counselors have had to occasionally transport students to ensure their attendance.
Start-up Issues, if any (e.g., reasons for delays, specific problems encountered)	Read 180 software didn't arrive until February; its implementation was further delayed by teacher-training needs.
Estimated value of in-kind resources used by program	In-kind resources provided by the district include support from Families-in-Transition program, childcare services, and system support from technology department. There is also administrative oversight of this program at the central district office. Students in the dropout recovery program also benefit from job training resources provided by a local community agency.

ID	V

Program Synopsis or Summary

This dropout recovery program leverages the facilities and instructional strategies already established at the school. Since its inception, the school has focused on at-risk populations with dropout prevention and dropout recovery programming. Students who enroll in this program can attend one of five campuses during the morning, afternoon, or evening. The program is self-paced although there is a combination of computer-based instruction, one-on-one instruction, and traditional-style lectures.

Target Population

Students eligible under grant guidelines.

Number of Participants

79

Number of Participants if Full

100

Implementation Month

October 2008

Implementation Narrative: How did this program begin? Was it phased in, started with full cohort, built from another program, or pre-recruited?

Prior to students beginning the program in October 2008, staff spent approximately two months planning and designing the program. All staff were newly hired to support this program and manage the grant. During January 2009, staff members re-evaluated the program to determine what, if any, modifications were needed to meet the grant requirements. The dropout recovery program is modeled on other district programs for at-risk students.

Theory of Action: How does this program seek to accomplish its goals?

Students enrolled in this dropout recovery program are placed into TAKS tutoring and/or academic courses based on their transcripts and district referral. The district has developed a curriculum that students can complete at their own pace. The curriculum is supplemented by computer-based coursework and tutoring services. Social services are offered to each program participant to assist with completing the program.

ID	V
Unique Features: What makes this program unique, if anything?	Students are seated in a classroom for four-hour blocks of time while teachers rotate to the classroom. The district has published its own curriculum, which is supplemented by texts and other computer-based activities. Many students are recovering math and science coursework and therefore, have breakout sessions for math and science where the teachers conduct direct instruction.
New Program? Describe whether the program was built from an existing program and how or whether it was a new program.	Dropout prevention and dropout recovery is the focus of this school district. The funding from the state allowed for additional staffing to focus on students who met the criteria set by the grant.
Staffing Arrangement: what staff, through what funds, is considered to be part of the program? What additional staff resources are used by program participants?	The staff supported by this grant work directly with students in an enrollment, academic counseling, and program administration capacity. The district funds additional staff including teachers, assessment coordinators, student services personnel, and other administrators.
Student Goals: (e.g., College Readiness, GED, HS Diploma)	High School diploma and college readiness.
Recruitment Process	Given the makeup of students who would normally enroll in this school, no recruitment was necessary. The dropout recovery program was able to obtain new students through the normal referral and enrollment process.
Student characteristics narrative - i.e., length of time since last school attended, employment, family, parental status, expectations/goals	Students enrolled in this dropout recovery program were described as more transient than other students at the school. Many have families of their own to support or are technically homeless. Although it is difficult for many of them to see college as an option, a number of program participants are attracted to trade schools. Most of the students are 18 or 19 years old, while the oldest is 24 years old.

ID	V
When can students enter the program?	Students enter the program at set times based on when it best fits in the term. For example, a student may enroll at any set time; however, they may start their coursework a week or two later, depending on the schedule.
Initial Assessment and Placement Process	As part of the program orientation, students take a pre-assessment on Study Island and a TAKS benchmarking assessment. These tools support counselors in determining student placement. All students begin with a "Practical Writing Skills" workshop as their registration process is being finalized and prior to their actual course enrollment.
Student Learning Options	Students in this dropout recovery program have several options for obtaining credits. Courses are available during the morning, afternoon, and evening to offer flexibility across five campuses. In the classroom setting, students have access to a district-published curriculum with texts and supplemental materials. Other coursework can be completed through PLATO. Math and science courses are usually completed through direct instruction by a teacher. One-on-one instruction is available, as well as TAKS tutoring.
Attendance and Progress Monitoring	The district has truancy officers who follow-up with absent students. Attendance staff at each campus also tracks daily attendance figures. Classroom teachers monitor students academically and track progress on a standardized form that outlines academic goals and behavioral progress. Students must sign these forms. There are informal student-teacher sessions throughout the term to provide feedback.
Student Support Process/Strategies	The district already provides a number of social services to its students at each campus. Students in this dropout recovery program have access to the same services. During the enrollment process, program participants complete a survey indicating the type of social services that they would need to complete the program. Many program participants have been provided transportation support (including bike and helmet), anger management counseling, and drug counseling. Math tutoring is another support service provided by the district for all dropout recovery program participants.

ID	V
Technology Used for Learning	Study Island and PLATO.
Staff prior experience working with Dropouts	Staff have prior experience with similar populations, including one former Truancy Officer with experience with dropouts through that capacity.
Additional District Dropout Programs and Resources	The district is focused on serving at-risk students and therefore, has a host of programming and support services for dropouts.
Other context of note	The locations of these programs are non-traditional in that the buildings are typically renovated commercial facilities. Once inside, the large, open spaces allow for program participants to complete coursework as desired, i.e., using the computer, working in a small group, meeting one-on-one, or reading a text. Some of the classrooms are divided by portable walls, allowing flexible floor plans. Childcare facilities are provided on-site where mothers can study in the same area with their child.
Barriers and facilitators to implementation	The fact that the district was already operating with a focus on this population of students meant that the program could start with fewer hiccups.
Start-up Issues, if any (e.g., reasons for delays, specific problems encountered)	The program did not experience any start-up issues.
Estimated value of in-kind resources used by program	In-kind resources provided by the district include facilities, teachers, counselors and administrators at the central district office. A local community college has provided free Accuplacer tests to program participants.

MULTI-LEVEL LOGISTIC REGRESSION MODELS

To account for the nesting of students within 22 sites, as well as the dichotomous nature of our three outcome variables of interest (completion, attrition, and grade advancement), we specify the following two-level logistic regression model to examine the factors that explain variation in student outcomes.[16]

Student Level Equations

Equation 1 Student Level Multi-level Logistic Regression

$$\ln\left(\frac{P}{1-P}\right)_{ij} = \beta_{0j} + \beta_{1...6j}(Academic_{ij}) + \beta_{7j}(Duration_{ij}) + \beta_{8...13j}(Demographics_{ij}) + e_{ij}$$

Where:

The outcome is either the log odds of TDRPP participant *i* in school *j* earning a high school diploma, the log odds of the student advancing a grade. The model is run separately for each outcome, or the log odds of the student remaining in the program (persistence).

Academic is a vector of six measures of the prior academic experiences of student *i* in site *j*, including: (1) the number of credits needed to earn a high school diploma, (2) student's grade placement at entry in the TDRPP program, (3) an indicator if the student was proficient on the last TAKS reading test taken prior to dropping out of high school, (4) an indicator if the student was proficient on the last TAKS math test taken prior to dropping out of high school, (5) an indicator if the student was ever suspended in their prior school and (6) an indicator if the student was previously expelled from a prior school. These measures are included to account for systematic differences between the 22 sites in the academic characteristics of the students they serve. Most importantly, we want to account for the distance between a student's current academic standing and the high school diploma. This is necessary because we do not want to incorrectly conclude that some programs (or

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[16] In many of the 22 sites the students are served at different campuses. This may create additional clustering that is not accounted for in a two level model. We do not account for this clustering because we lack sufficient information to reliably link students to the campuses where they actually attended classes. In cycle 2 of this evaluation we intend to gather additional data from grantees to address this concern, thus allowing a three-level HGLM: students nested in campuses nested in schools.

program features) are more effective than others at producing diplomas, when in fact these differences stem from differences in the types of students that the programs are recruiting. .

Duration is a single measure of the number of weeks from the time the student enrolled in the TDRPP program until the time they left the program. For those students who remained in the program until the end of the year (i.e. did not complete or dropout of the program) this measure assumes the final week of instruction was May 15, 2009. While May 15 is not the final day of the 2008-2009 school year, it is the date when our last wave of data on students' performance status were collected and thus using May 15 maintains consistency for the evaluation time period. [17] This measure is excluded from the model where student attrition status is the outcome because attrition status will predict weeks enrolled, rather than vice versa.

Demographics is a vector of six demographic characteristics of the students, including: (1) an indicator if the student was classified by TEA as economic disadvantaged (categorized as either on Free lunch, reduced-price lunch, or other economic disadvantage), (2) an indicator if the student was classified by TEA as Limited English Proficiency (LEP) at the time of their last observation in the PEIMS data, (3) an indicator if the student was classified as Special Education, (4) an indicator of sex (female =1), (5) an indicator if the student is African-American, and (6) an indicator if the student is Hispanic.

 All continuous variables at the student level are centered on their grand mean, meaning that a one unit change represents a departure from the sample mean. All dichotomous variables are left uncentered. In the final model only the intercept in level 1 is allowed to vary randomly across grantees.[18]

Grantee Level Equation

Equation 2 Grantee Level Multi-level Logistic Regression

$$\beta_{0j} = \gamma_{00} + \gamma_{01...02}(Community_j) + \gamma_{03..5}(Type)..\gamma_{06}(Experience_j) + \gamma_{07...10}(Instruction_j) + \gamma_{011...012}(Schedule_j)$$
$$+ \gamma_{013..015}(Support_j) + u_{0j}$$

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[17] Ideally, we would also like to be able to control for the number of hours per week, or even better a measure of the total number of hours of instruction during the 2008-2009 year that a student received. This is not possible because our data on students' hourly participation was self-reported by the 22 sites and contained substantial numbers of missing observations, which would have reduced the sample by 436 students and left three of the 22 TDRPP sites completely unobserved in level 2.

[18]Other models were tested that allowed level 1 slopes to vary across sites. A model allowing the effect of prior TAKS reading and math proficiency on high school completion to vary randomly was tested and did not find any significant effects. This model was restricted to level 2 factors where the coefficients were twice the size of the standard errors. In addition, a model allowing the effect of prior TAKS reading proficiency on retention to vary randomly did not find any significant effects.

At the grantee level, the average outcome β_0 of site j after adjusting for the student factors is explained by various features of the TDRPP programs. Note that we only have 22 observations at level 2 (22 grantees), therefore we have limited degrees of freedom to work with and we cannot examine all of the program factors that may be interesting. Consequently, we focus on those features that most directly relate to the objectives of the evaluation and/or were revealed via the descriptive analyses to be strongly associated with program completion, attrition, or grade advancement.

Community is a vector of two indicators of site location (urban, suburban), where rural serves as the excluded reference category. *Type* is a vector that includes an indicator if the grantee is a open enrollment charter school, an indicator if the grantee is a nonprofit education organization, and an indicator if the grantee is an IHE. The 15 grantees that are housed at traditional public school districts serve as the reference category and thus their indicator is excluded.

Experience is an indicator equal to one if the grantee had an existing dropout recovery program in place prior to the TDRPP program. This measure is included because we are interested in learning if existing programs were more effective than start-up programs when other factors are held constant.

Instruction represents four indicators of features of the grantees' instructional program, including an indicator if the program offered primarily computer-based instruction, an indicator if the program offered one-on-one tutoring, and indicator if the program provided financial incentives to students for meeting program benchmarks and/or earning a diploma, and an indicator if the program included college exposure activities such college visitations or presentations from college representatives at the program sites. It is important to note these are not mutually exclusive categories; many programs offered more than one of these services. Therefore, the HGLM estimate of a given instructional feature represents the differences between the programs that offered that instructional feature and those that did not.

Schedule is a vector of two indicators of the program's flexible scheduling options for students, including an indicator if the program offered night classes and an indicator if the program offered weekend classes. We hypothesize that programs that offer flexible scheduling may have lower dropout rates as a result of providing more flexibility scheduling opportunities that reduce the opportunity cost of school attendance by allowing them to work or provide childcare during the day.

Support is a vector of three measures of the support services provided by the sites, including an indicator if the site provided transportation assistance, an indicator if the site provided childcare assistance, and an indicator if the site offered regular career counseling to program participants. We hypothesize that the first two factors will influence students' probability of dropping out by making it less burdensome to attend school. We also hypothesize the third factor will influence students' probability of earning a diploma by helping students recognize the career opportunities that are available upon high school or college graduation.

To examine the variance explained by the student level variables (academic background, duration, demographics), a model with just the student level variables was tested against the null model using the procedures described below. To examine the variance explained by the program level variables (community, grantee type, grantee experience, instructional strategies, scheduling, and student support services), the final

unrestricted model was tested against the model that included just the student level variables. All models are estimated with robust standard errors.

The results of the logistic regression are presented in Table 55. The estimates presented in the tables are odds ratios, where a value of one indicates the likelihood of the outcome (completion, attrition, grade advancement) is equivalent for values of the independent variable. A value greater than one indicates the odds of the outcome increase for a one unit increase in the independent variable. Correspondingly, a value less than one indicates a negative association.

Table 55 Predicted Odds Ratios of Program Completion, Attrition, and Grade Advancement from Final Logistic Regression Model (including all student and grantee level predictors)

	Program Completion	Grade Advancement	College Readiness Benchmarks	Student Persistence
Student Academic Background				
Credits needed to Earned Diploma	0.96*	0.98	1.04	0.98
Suspended in Previous School	1.36	1.15	4.68**	0.76*
Expelled from Previous School	2.33	1.52	0.00	1.45
Prior TAKS Reading Proficiency	1.57**	1.82***	0.88	1.64*
Prior TAKS Math Proficiency	1.97***	1.31***	1.90	1.21
10th Grade	1.39	2.41	1.09	0.88
11th Grade	2.70	3.10**	1.18	1.47
12th Grade	14.10***	5.40***	2.09	2.76**
Duration				
Weeks Enrolled	0.94	0.98	1.18***	--
Student Demographic Characteristics				
Economic Disadvantage Status	1.03	1.22	0.62	0.99
Limited English Proficiency Status	1.02	0.94	0.34	1.62
Special Education Status	1.18	1.27	1.31	1.07
Female	1.15	1.08	2.08	1.37
African American	0.68	0.62	0.15	0.67
Hispanic	1.02	0.94	0.79	1.15
Community Characteristics				
Suburban	0.19***	0.03**	0.00	0.30
Urban	0.23***	0.03***	2.67	0.78
Grantee Type				
Open Enrollment Charter School	3.51**	26.32***	N.A.	0.58
IHE	N.A.	N.A.	N.A.	3.93*
Nonprofit Education Organization	N.A.	N.A.	N.A.	2.70
Grantee Experience				
Established Program	0.75*	1.87**	N.A.	1.23
Instructional Strategies				
College Exposure	0.86	1.40	N.A.	0.49
Tutoring & Mentoring	0.51*	0.20***	N.A.	1.43
Financial Incentives	2.12	0.03***	0.02***	0.77
Distance Learning	2.89**	3.50**	N.A.	0.85*
Scheduling Options				
Night Class	1.12*	0.05***	11.15***	0.431
Weekend Class	3.59**	0.31**	N.A.	1.26
Student Support Services				
Transportation	1.34	0.65	N.A.	1.28
Child Care	0.39**	0.13***	N.A.	0.54*
Career Counseling	2.41***	0.41	N.A.	0.96
Pseudo R-Squared	0.42	0.56	0.43	0.73

Note. Sample for program completion and student persistence columns include 1,097 student observations for which all data were complete; grade advancement column include 879 observations from 17 grantees focused on high school graduation; and college readiness benchmarks include 218 observations from 5 grantees focused on college readiness. Data from performance payment reports submitted to TDRPP program management by grantees in May and June of 2009, Public Education Information Management System (PEIMS), student data reported by grantees to Arroyo Research

Services (ARS), and ARS coding of grantee types. * p. <.10, **p. <.05, ***p. <.01

The Intraclass Correlation (ICC) distinguishes between variation in outcomes that are explained between the sites and within the sites. It expresses the between-site variance as the proportion of the total variance in the sample. A low ICC indicates a relatively small amount of the variance is between-sites.

Calculating the ICC when the outcome of interest is categorical or dichotomous is more complex than when the outcome is continuous. The logistic distribution of level 1 variance, σ_R^2, implies a variance of $\pi^2/3 = 3.29$ (Snijders & Bosker, 1999). Therefore, the ICC for a two-level logistic random intercept model with a random intercept of τ_0^2 is:

Equation 3 Interclass Correlation

$$\rho = \frac{\tau_0^2}{\tau_0^2 + \sigma_R^2}$$

We measure the proportion of overall variance in the outcomes that is explained by the predictors using the method recommended by (Snijders & Bosker, 1999; p. 225). The variance in a two-level model is equal to:

Equation 4 Variance in Two-Level Logistic Regression Model

$$\mathrm{var}(Y_{ij}) = \sigma_F^2 + \tau_0^2 + \sigma_R^2$$

Where σ_F^2 = is the explained part of the variance, which is found as the variance in the linear prediction of the fixed portion of the model. τ_0^2 is the intercept (between-site) variance, and σ_R^2 is the level 1 (within site) variance, which in a logistic regression is fixed to $\pi^2/3$ =3.29. Using these three variance components, the variance explained by the model is found as:

Equation 5 Logistic Regression Model Variance

$$R^2_{\log} = \frac{\sigma^2_F}{\sigma^2_F + \tau^2_0 + \sigma^2_R}$$

The remaining (residual) ICC is found as:

Equation 6 Logistic Regression Model Residual/ICCC

$$\rho_M = \frac{\tau^2_0}{\tau^2_0 + \sigma^2_R}$$

To test whether the predictors added to the logistic regression model explain a significant amount of variation in the likelihood of the outcome, we use the Likelihood Ratio (LR) Chi-Square test. The LR test compares the deviance of a null model with that of the new fitted model. The null hypothesis of this test is that there is no difference between the two models. This model yields a Chi-Square statistic as: G = [-2ln (likelihood of original model)] – [-2ln(likelihood of new model)].   The significance of G informs whether or not the new model leads to a better fit of the observed data.

Table 56 Variance and Model Fit Statistics for Logistic Regression Models

	High School Completion			Grade Advancement			Student Persistence		
	Null	+ Student Factors	+ Program Factors	Null	+ Student Factors	+ Program Factors	Null	+ Student Factors	+ Program Factors
Pseudo R-Squared	--	0.29	0.42	--	0.05	0.56	--	0.60	0.73
ICC/Residual ICC	0.28 (ICC)	0.24	0.01	0.66 (ICC)	0.56	0.26	0.24 (ICC)	0.22	0.00
Likelihood Ratio Test Chi-Square	--	105.6**	28.6**	--	28.16**	30.85**	--	44.28**	15.83*

Note. Sample includes 1,097 student observations in 22 sites. Data from performance payment reports submitted to TDRPP program management by grantees in May and June of 2009, Public Education Information Management System (PEIMS), student data reported by grantees to Arroyo Research Services (ARS), and ARS coding of grantee types. * $p < .10$, **$p < .05$, ***$p < .01$

Grantee ID	Teacher respondents with master's degree
A	33.3%
B	100.0%
C	0.0%
D	50.0%
E	33.3%
F	100.0%
G	10.0%
H	100.0%
I	51.7%
J	0.0%
K	100.0%
L	60.0%
M	33.3%
N	0.0%
O	0.0%
P	66.7%
Q	100.0%
S	0.0%
T	50.0%
U	66.7%
V	44.4%
Total % of all Teachers	43.1%

Source: Teacher/Staff Surveys

Grantee ID	Average Duration (hrs)
A	10.2
B	8.6
C	3.9
D	8.9
E	12.8
F	1.0
G	10.8
H	5.5
I	11.0
J	2.0
K	9.0
L	1.9
M	7.0
N	12.0
O	11.2
P	8.8
Q	2.5
S	3.3
T	16.0
U	15.2
V	9.0
Total Average	**7.7**

Source: Teacher/Staff Surveys

Related to answering Research Question 5d – What are the opportunity costs that TDRPP participants accrue due to participation in the TDRPP program?

Question 18. What do you think the program has accomplished to date, if anything?

Open-Ended Responses

Students completing the program/success

- *I have seen adolescents graduate, pass TAKS, and establish upward mobility.*

- *A lot of kids are graduating; graduating rate has improved.*

- *Higher level of graduation.*

- *I feel it has given students an opportunity to recover credits and graduate*

- *Several who would have dropped out are being very successful in the program*

- *I have seen students graduate, pass TAKS and attain upward mobility.*

- *Reading, math and language gains. GED graduates. College enrollments.*

- *We have restored opportunities, hope, and academic success to over 100 students and families. As many as 70 have completed a college course, and even more have raised their Accuplacer/college readiness scores. Ten students have fully completed their GED, while 40 more are in process of completion of the tests.*

- *Redirect students to achieve their academic goals*

- *11 students have obtained their GED, 17 students are in the process of testing for GED, and 4 students are in college. Many other students have show improvement in overall pre GED scores.*

- *We have 6 graduates & two students who have changed grade levels. We have many students who have been out of school for extended periods of time who are trying. We are helping students reach goal of graduation.*

- *We have graduated several students so far this year that are the first in their families to graduate high school. We have also brought back in dropouts and let them feel success*

- *I think this program is giving numerous students the opportunity to achieve their goals of getting their high school diploma. The majority of the students involved are very committed to completing what is needed to get their high school diploma. Several students have made the decision to work toward college readiness and are in the process of passing their GED so they may begin classes at the community colleges.*

- *I believe several of our student's are returning with realistic graduation goals. With mentors and needed support, we have had 4 returning dropouts graduate since program was implemented.*

- *Highly successful, many have gone on to graduate and post high school education. College, trade school, and military.*

- *I think that we have graduated students who have no other options.*

- *Enabled students who would have dropped out to graduate and to go to college or get better jobs because they graduated*

- *We have graduated several students, changing the lives of these individuals.*

- *Has seen some successes, graduation for a few*

- *Many students who are motivated to take advantage of this opportunity are earning credits and graduating.*

- *I has graduates 100's of students whom without the program they would have been lost without a degree*

- *To promote to the next level, pass the TAKS and graduate.*

- *Helping students graduate with a high school diploma who otherwise would not graduate in the traditional high school setting.*

- *More students earning academic credits leading to graduation*

- *Offered assistance in completing diploma requirements*

- *The drop-out recovery program in our district has raised graduation rates, increased the number of students pursuing education post high school, empowered those who have returned to be successful, and produced prospective employees for surrounding businesses.*

- *Helping students graduate that wouldn't have done so before the program*

- *I think the program has changed the lives of the student's themselves and their family. Last year I attended high school graduation for the first time since being in the district. The reason for my participation was a student that dropped out to help his mother take care of his younger siblings. I had*

tears in my eyes as he crossed that stage. After the ceremony, I asked him how he felt. He said, Proud!' Wow!

- *Drop out recovery, Graduate rate increase, Higher educational values, College oriented students, Scholarship monies, Parental skills, Home & family education, Social skills, Financial assistance, Emotional & drug counseling, Community involvement, Math & science skills, Communication skills, Support main campuses: with at-risk students, teacher training in science, student preparation/tutoring for state science exam, district benchmark development, state model for alternative programs.*

- *Helped students to complete their graduation requirements and has helped a few to go on to community college.*

- *Students are graduating*

- *Help a lot of students received their diplomas*

- *Effectively and actively graduated students. TAKS testing is a major obstacle here.*

- *Two of my students have excelled, one entered ACC and the other completed her GED*

- *Some student success, acquiring diplomas increased scores*

- *The program has given some students the incentive to complete their GED and be college ready and others it has helped them pass TAKS and they now have their high school diploma and so it has been quite effective.*

- *Recovering Students and one graduate*

- *The program has helped many students earn their high school diploma and go onto junior colleges and also get high paying jobs.*

- *The drop out program has been a success I had a couple of students graduate already.*

- *It has given students who would otherwise not be able to get a HS diploma an actual chance of completing this very important milestone.*

- *We have had a couple of students who graduated in our first term. We have students making plans to attend junior college. And we have students who look forward to coming to school every night to the point that they arrive 30 minutes before class starts.*

- *In our program we have students that they are drop outs and they were at-risk to be a drop out. During this school year, around 27% of the students got all the credits that they were needed. We still working with the rest of the students and by the end of the school year we will see this percentage increase in a very successfully way.*

- *Students are graduating!*

- *We have graduated students who would not have graduated had our school not existed.   We have given many students hope and an opportunity to succeed. We have created citizens who are prepared to work in the community and support their families.*

- *Upon beginning none of the students had passed their GED. All passed and some have passed ACC entrance exam and are taking college classes*

- *The program has improved the number of graduating students.*

- *9 students have earned high school diplomas this year*

- *We have graduated nine students. Two have enrolled in college after getting their diploma. One will be entering college in the fall. One entering the Military.*

- *The program initiated just last year, but already is yielding good results with a greater graduation rate.*

- *Many students are successful in completing their coursework with the Plato software and they have gone on to receive their diplomas.*

- *Assisted students to come back & finish that would not have or been able to if accommodations hadn't been made for them. Several graduates.*

- *We have saved some students and got them to graduate. These students would never have graduated without us!*

- *Graduates, changes in personal goals/expectations and self-esteem, a safe place to become more mature*

- *Some success. I was surprised, and quite happy, to see some students back. One former student did graduate all ready.*

- *We have assisted students in obtaining their GED, a few have started college, they have set and consistently achieved the goals that they set for themselves and they continue to stay motivated even when they are having personal issues.*

- *Support system for students more like a family. Sense of belonging. + 8 graduates*

- *We've already had some graduates and have seen success in many of the students. Increased self esteem and academic progress is definitely noticed.*

- *I believe that this program has provided a meaningful means to obtain a diploma for those who see this as a chance to progress. I have witnessed a number of graduates who otherwise would have never accomplished this. It provided a means for success.*

- *Help students graduate*

- *It has allowed for many students to be successful.*

- *The program has already helped two students graduate and several others are quite close to that goal.*

- *We have enrolled 4 students in college, 3 more who have recently applied for admission, and have helped 11 obtain their GED and have 18 in the process of testing.*

- *Higher number of students are graduating, the drop out number is decreasing, students that fail a class doing a day class has had a chance to make up the class and continue their education.*

- *Nine graduates and students earning credits.*

- *A lot of students have come back and graduated using the program.*

- *Our program has dispensed not only hope of attaining a high school diploma but made it possible for the students' goals to become realities. We have had several students to graduate in seven months, (approximately seventy already).   I know that our school keeping them off the streets and out of mischief because they have a safe place to go to learn and teachers who are eager to help them. I think our program has made the impossible become the possible. I believe many students' negative attitudes toward school have evolved into more positive ones because they have finally found a setting where they are able to succeed. The smaller setting makes it possible for them to feel safer and to make a connection with the teachers and staff rather than feeling like a "number" in an ocean of other students, many of whom they cannot relate or identify with. Our program has also made a positive impression on the community and parents because they can be proud to see the first person in their family to ever graduate. Our program makes it possible for young teenage mothers to complete their high school education. Our program is actually focusing on the kids we are here to serve and focusing on graduation rather than getting sidetracked with football and other extracurricular activities that most of these students do not have the financial resources for to begin with. The need for these schools is tremendous.*

- *Increased students' motivation to fulfill academic needs for graduation. Graduation of some students.*

- *Many of my students have seen successes in our program that they have never had before.*

- *Has helped students to learn and graduate that may not have with other conditions.*

Importance of Education/Personal Growth/Motivation/Hope

- *The program has given students hope!*

- *It has brought hope to students.*

- *Hope*

- *These students want to be understood and are willing to work for you if you respect them. Also, helping them to finish faster is very motivating.*

- *Alternative, accelerated graduation options, motivation due to hope*

- *This program has provided the opportunity to pair learning with "life".*

- *Motivated students*

- *It has focused these students beyond just getting their GED. They see and feel that someone believes in them and that has made a huge difference. Many of the students are already taking their college course. They see that they can, indeed, learn and learn at high levels.*

- *Given opportunities to those who those there chances were all gone.*

- *I see some students buying into the program.*

- *It has allowed students to recover credits for graduation and has made them feel successful and that they have accomplished something.*

- *It has given students the opportunity to recover credits and feel successful about themselves.*

- *Helping students foresee the goal of graduating.*

- *Graduates, changes in personal goals/expectations and self-esteem, a safe place to become more mature*

- *It has motivated students and parents to change for better, instilled self worth and an attainable future, and given students hope to see that graduation and a positive lifestyle is available to them via the alternate tracks. I have witnessed students state how they had no hope watched them make tremendous gains after seeing the effort put into their success by others and being made aware of alternative programs.*

- *I know of at least one student that this program has help motivate. She is now only a few more credits away from graduating this year, even though she wanted to just drop out again at the beginning of this year.*

- *We have graduated students who would not have graduated had our school not existed.   We have given many students hope and an opportunity to succeed. We have created citizens who are prepared to work in the community and support their families.*

- *Drop out recovery, Graduate rate increase, Higher educational values, College oriented students, Scholarship monies, Parental skills, Home & family education, Social skills, Financial assistance, Emotional & drug counseling, Community involvement, Math & science skills, Communication skills, Support main campuses: with at-risk students, teacher training in science, student preparation/tutoring for state science exam, district benchmark development, state model for alternative programs.*

- *The program has accomplished incredible changes in the students. They have grown not only as pupils but as citizens as well. When the students enter the program, they are often scared and uninformed about the world around them. As they exit the program and enter college, they feel informed and confident, ready and able to fulfill their goals and become functioning members of the community.*

- *We've already had some graduates and have seen success in many of the students. Increased self esteem and academic progress is definitely noticed.*

- *Instilled/rekindled hope in a brighter future. Appreciation of school personnel for their commitment to students' success   Provides opportunities outside the traditional school hours for students to attend TAKS Prep classes*

- *These are baby steps, but right now they are getting active in taking steps towards having a future. They are working on getting their GED and then something comes along that offers them a chance to pay for their test, prepare for college, learn about financial add and plan for the next step. Many of these students are working in low paying jobs and realizing that they are not making ends meet. They are realizing the true value of education and how it relates to pay in the workforce, especially during times of economic crisis. I think they see this as an opportunity to go back and set things right and it is giving them hope.*

- *Provides the opportunity to make up for poor educational decisions.*

- *Students are motivated*

- *IT GIVES STUDENTS A SECOND CHANCE.*

- *This program has opened doors of possibility for many students. Students unable to graduate due to failing the TAKS test, pregnant students, students with no credits and/or poor grades, students who have with other negative factors have all completed their first college course. This program has given these students hope and the chance to make a better life for their families. No other school or program can or will take these students. Without the Dropout Recovery Program, these students have nowhere to go.*

- *Increased students' motivation to fulfill academic needs for graduation. Graduation of some students.*

- *It is a good chance to give the students that drop out a chance to go back and get their education for their self.*

- *Gives drop outs an opportunity.*

- *I think it has offered hope to many of the students involved in that the program offers them the opportunity to realize their potential and graduate. Many of them are interested in college and will be the first people in their family to attend.*

- *Raising self-esteem and they are realizing that they are capable.*

- *Students were able to realize how important education is.*

- *We have had approx. 350 students graduate due to the AIM program. Many of those students were dropouts, self-supporting, supporting their family, teen parents, or just needed a smaller school environment.*

- *The drop-out recovery program in our district has raised graduation rates, increased the number of students pursuing education post high school, empowered those who have returned to be successful, and produced prospective employees for surrounding businesses.*

- *This program has given them a second chance, and they take this opportunity every seriously.*

- *It has increased the level of hope*

- *Motivated some kids*

- *Opportunities for students to control their own destinies and success at their pace.*

- *I think that the program has got the students to realize why school is so important and why it is important to come every day in order to get the work completed. School is exemplified as a must in order to be successful in life.*

- *If gives the students a chance to succeed and do so in a short time frame.*

- *Showing student that they can succeed and this program is here to help them succeed!*

- *The program has helped those students that have left school work towards a high school diploma. The students in the program see that they are making progress and they are motivated to get their diploma.*

- *I think it's helping those who really want to succeed in life goals. I also think that it is helping those who otherwise would not have a chance to complete their education without this program.*

- *It has provided an opportunity for dropouts a second chance at graduation. It has also allowed other students a chance for early graduation or on-time graduation instead of dropping out of school.*

- *The program has given many teen parents who have dropped out an opportunity and hope for a second chance at receiving a high school diploma.*

Student's returning/staying connected/second chance/recruiting and retaining

- *Reconnect kids with educational opportunities*

- *Students coming back to school*

- *I think it has kept some kids coming to school and progressing.*

- *Getting the students back into school/study mode*

- *Helped interested students in completing credits toward graduation quickly*

- *The program has encouraged some students to come back to school because of special programs and incentives. Without these programs and incentives, students would not have returned.*

- *Has provided the opportunity and materials for students to go to school that could not afford to otherwise*

- *Bringing back dropouts and re-familiarizing with school environment and desire to do better, identifying gaps in our existing programs*

- *Able to recognize the dropout students and bring them to school and guide them to finish HS and graduate.*

- *It has gotten some kids off the street and given them a second chance. I have had new mothers come and complete their degree because they can come at night when a babysitter is available. Others are able to come because they can work and go to school because of the hours.*

- *I believe that this program has provided an excellent opportunity for these students to come back and work at getting their education on their time table. Many of them have told me that they made mistakes the first time around and they are very happy that they could return to school. Many have said they felt like they would never have had the opportunity to return if it wasn't for this program.*

- *It is giving these at-risk youth a real chance at getting a diploma. It has motivated a lot of kids to the point they believe they can succeed.*

- *The opportunity for students to return to school and earn a high school diploma at no cost*

- *It has helped students who have dropped out and came back to try to graduate*

- *The program has accomplished for students that are high risk or have dropped out to come back*

- *The program has helped those students that have left school work towards a high school diploma. The students in the program see that they are making progress and they are motivated to get their diploma.*

- *I think this program has given some students an opportunity to graduate, other recover credit and go back to their home school to graduate, others use this program's services to help with other issues such as homelessness, hunger, and mental health of children.*

- *It has been an encouragement to older students who previously dropped out. It has gotten kids back in school who would have otherwise not have graduated.*

- *I think we have taken the first step toward helping a group of students. This district has not had any program to help students drop out for many years.*

- *It has helped students stay in school and be successful in getting a high school diploma.*

- *I think the program has helped to bring students back into the school environment and motivate them to succeed with their educational goals.*

- *It has brought back numerous dropouts for a second chance*

- *It has done a really good job I have seen many of our kids come back to school and join grant programs and are doing really well in school*

- *Redirecting students back to school.*

- *The program has given students a way to reconnect with the school. Also the program appears to educate the students using a variety of methods.*

- *It has brought back many students*

- *This program as accomplished keeping students in school, off of drugs, graduation and credit recovery so that students will be successful.*

- *Accomplishments to date include customized instruction for success, flexible classes, focused instruction, catch up on failed classes, recharge of student energy.*

- *Moved several students toward diploma*

- *At least we have a program offered to the students who want to respond and they are moving toward graduation.*

- *Getting students back on track to graduate*

- *Getting students at-risk to return to school to graduate when otherwise they would not have.*

- *Getting back to school*

- *Getting students back in school to finish diploma requirements*

- *Some of the students have become motivated to finish school and some to go on to college.*

- *We have a good percentage of students who are 2008 cohorts that have returned to school to prepare for the TAKS tests. Many of these only need the TAKS test in one or more areas in order to graduate (L19 students). I think the TDRPP will continue to help students who are struggling with life challenges to stay in school.*

- *Have brought more students into class.*

- *The program has gotten many students back in school.*

- *Assisted students to come back & finish that would not have or been able to if accommodations hadn't been made for them. Several graduates.*

- *I think we have done a good job recovering students. There's always room for improvement though.*

- *Keep kids on track*

- *It has kept the students connected to the school, motivated some students to finish their education, and it has added another element of hope for students who thought it was over for them. It has given them the opportunity to plan ahead. So many students who leave us once they leave they feel like it is hopeless so why come back but this program has added different programs and flexibility to our school that helps the student be successful when it comes to their education.*

- *We have been privileged to aid over 150 students in returning to the educational process and half of them have already taken part in a college class as a college student.*

- *The program is adequate in encouraging students to continue to work towards securing their high school diploma.*

- *Located and brought in a few students.*

- *It has allowed some students to enroll in CATE classes that have not had the chance to do so in the past.*

- *I think there will definitely be less drop-outs because of this program...*

- *The program has decreased the dropout rate. The program has encouraged students to pursue their high school diploma after being out of school for a long period of time.*

- *Our program has done much in helping them recover course credit, meet graduation requirements, give them a head start in college credit. And provide the avenues of assistance that is out there for them be it housing, child care, Medicaid, workforce, legal issues and counseling.*

- *It has helped us low or dropout numbers district-wide. Has helped us recruit students that would be on lever codes for dropouts, a greater awareness of our students by each campus.*

- *These are baby steps, but right now they are getting active in taking steps towards having a future. They are working on getting their GED and then something comes along that offers them a chance to pay for their test, prepare for college, learn about financial add and plan for the next step. Many of these students are working in low paying jobs and realizing that they are not making ends meet. They are realizing the true value of education and how it relates to pay in the workforce, especially during times of economic crisis. I think they see this as an opportunity to go back and set things right and it is giving them hope.*

- *Well, compared to last year it has made a difference, students are becoming aware of the importance of their education, they realize that there has been change throughout the district to help them achieve a diploma. For example, the fact that student who are over the age of 21 are encourage to return to school and complete their course work therefore able to obtain a diploma.*

- *Having the students come to school more often, because of drop-out recovery walks that the school district has done at the beginning of the school year.*

- *It is a good chance to give the students that drop out a chance to go back and get their education for their self.*

- *Successful recruitment & retention of students that have dropped out, presentation of information about college and technical careers, student enrollment into Houston Community College, student enrollment into SAT/ACT prep classes.*

Personal connection with adults/individualization:

- *reaching out to the students personally; this showed the students that the district really does care about them and their futures*

- *The program has shown the children that someone cares and is concerned about them getting an education.*

- *The teacher helps the students by providing them good advice, checking with them often, and a hope that they will be able to overcome and graduate.*

- *We have created a community where our students can belong and feel like family. We have provided a program for students who benefit from a self pace program that includes great support from our academic coaches, teachers, and principal.*

- *I feel that we have establish a trust and therefore there is a commitment*

- *Our program provides the students with stability, showing compassion toward meeting their individual needs.*

- *Students are responding to the individual attention and have improved grades and levels of completing assignments*

- *Reducing drop-out rates due to engaging more personally with students*

- *One on One student support and direction, someone that care*

- *Has helped if teachers had an in person interview with the student and explained the possibilities that the student could be successful.*

- *The program helps to individualize instruction.*

- *Support system for students more like a family. Sense of belonging. + 8 graduates*

Raised awareness of Available Options/college readiness:

- *Gearing towards preparing our students to further their education beyond high school.*

- *Making students and parents aware of all their options*

- *Drop out recovery, Graduate rate increase, Higher educational values, College oriented students, Scholarship monies, Parental skills, Home & family education, Social skills, Financial assistance, Emotional & drug counseling, Community involvement, Math & science skills, Communication skills, Support main campuses: with at-risk students, teacher training in science, student preparation/tutoring for state science exam, district benchmark development, state model for alternative programs.*

- *Reading, math and language gains. GED graduates. College enrollments.*

- *Upon beginning none of the students had passed their GED. All passed and some have passed ACC entrance exam and are taking college classes*

- *It has focused these students beyond just getting their GED. They see and feel that someone believes in them and that has made a huge difference. Many of the students are already taking their college course. They see that they can, indeed, learn and learn at high levels.*

- *Helped students to complete their graduation requirements and has helped a few to go on to community college.*

- *The program has helped many students earn their high school diploma and go onto junior colleges and also get high paying jobs.*

- *We have assisted students in obtaining their GED, a few have started college, they have set and consistently achieved the goals that they set for themselves and they continue to stay motivated even when they are having personal issues.*

- *Our program has done much in helping them recover course credit, meet graduation requirements, give them a head start in college credit. And provide the avenues of assistance that is out there for them be it housing, child care, Medicaid, workforce, legal issues and counseling.*

- *The drop-out recovery program in our district has raised graduation rates, increased the number of students pursuing education post high school, empowered those who have returned to be successful, and produced prospective employees for surrounding businesses.*

- *Two of my students have excelled, one entered ACC and the other completed her GED*

- *Three students have begun college courses, and several others have begun taking the necessary steps to enter college. Students have become aware of the options open to them and are developing the academic skills and confidence to pursue their goals. Students are also learning important self-reliance, planning, and life skills.*

- *Successful recruitment & retention of students that have dropped out, presentation of information about college and technical careers, student enrollment into Houston Community College, student enrollment into SAT/ACT prep classes.*

- *The program has seen two groups of students through a college class successfully (100% completion), and is beginning another group for the Spring Flex II semester. We have also seen many students increase in their Accuplacer scores, several reaching full college readiness.*

Nothing/Too early/Uncertain:

- *I feel that the pilot program here in my district is not tracking the students effectively to gain the desired results of success enough. If a poll were taken on the students that were signed up for this program and the students actually in attendance, it would be very low. The program has accomplished to help some students that were highly motivated to graduate do so to date.*

- *Not sure*

- *Not much*

- *Unknown by me*

- *I am not sure. I cannot really answer this question since this is my first year as a teacher in an alternative campus.*

- *Unclear of the accomplishments to date--still relatively new and too early to assess*

- *This program is fairly new and still developing.*

- *Parent are losing the control that they have with their children, they are not keeping them in school, allowing the student to make the choice to attend school.*

- *We were able to say that we recovered many students on paper. However, I'm not sure if the students actually continued attending school after the initial enrollment.*

- *No graduates yet, but a couple of students with good production.*

- *n/a*

- *I'm not sure.*

- *I just started 3 days ago but from what I can the students are happy and excited to be here. They appreciate the opportunity Night School affords them.*

- *N/A*

- *instilled in students the fear of failing TAKS...the TEST is the focus of their education*

- *N/A*

- *Students are able to quickly get their credits, but I'm not sure if they have the depth of knowledge and skills required to master TAKS.*

- *For the ***** kids specifically, I have seen less than enthusiastic response for a number of the initiatives, including paid work programs. Our regular students are active in an extra-curricular work preparedness program we have begun.*

Providing flexibility/Better environment/Support/Employment

- *Our program provides the students with stability, showing compassion toward meeting their individual needs.*

- *I think it allows kids a better opportunity to finish high school in different setting.*

- *Graduates, changes in personal goals/expectations and self-esteem, a safe place to become more mature*

- *It has gotten some kids off the street and given them a second chance. I have had new mothers come and complete their degree because they can come at night when a babysitter is available. Others are able to come because they can work and go to school because of the hours.*

- *If gives the students a chance to succeed and do so in a short time frame.*

- *The program has provided an environment of support and concern for each student. The small classroom, individualized instruction, flexibility in scheduling, and support case managers encourages students to remain in school and be productive.*

- *I think it has given students of this population a place to be educated. They wouldn't make it in a regular school.*

- *Serving the young adults often overlooked*

- *Opened up another option to encourage students to graduate by offering evening school hours and also a choice to complete PLATO online classes and Virtual classes*

- *I think that the program has helped to give our students a chance to attend school that serves their needs the best way possible. It helps the students that need to work in the day attend school at night and complete their high school education. I know that some of my students would not be able to go to school without the Night High School program.*

- *It has helped a few students with the flexible aspects of the program.*

- *The night school program has given students who might not have earned a high school diploma an opportunity to find success.*

- *The students have been exposed to educational settings they normally would not have been exposed to.*

- *It has provided support to many individuals feeling they did not have a chance at a successful future.*

- *It has provided the opportunity for the drop-out student to complete credits in an accelerated manner, which is important to them.*

- *Assisted student in getting more access to social programs that can help them overcome obstacles*

- *We have created a community where our students can belong and feel like family. We have provided a program for students who benefit from a self-pace program that includes great support from our academic coaches, teachers, and principal.*

- *Accomplishments to date include customized instruction for success, flexible classes, focused instruction, catch up on failed classes, recharge of student energy.*

- *A safe caring learning environment*

- *Motivated students to work successfully toward completing required credits. We have established a safe environment for students to come and openly engage in class instruction.*

- *It has provided students in teaching employment skills and programs.*

- *Support for the at-risk*

- *Helped the students that were ready for help*

Uncategorized

- *Somewhat improved*

- *It has seen an increase in student achievement*

- *A guided students back in the right evaluation*

- *We have started the program. Procedures are being set up. We are learning the procedures to follow. We have started enrolling. We have begun different types of counseling - goal setting, finding out what is needed to meet goal, learning work skills.*

- *Great gains.*

- *Collecting data on bridging the gaps, facilitating success*

- *Taught skills to succeed*

- *Facilitate student achievement in academics - help students focus on learning styles, strengths in order to reach their academic goals*

- *The program has given a great opportunity for the few dropout students but it has also given a door to escape for the students who want to graduate early.*

| Grantee ID | Maximum # of Students | Base Funding | Performance Funding | | | Total Eligible Funding |
			Available for Benchmark	Available for Completion	Available for Other	
A	20	150,000	20,000	20,000	0	190,000
B	20	142,857	20,000	20,000	80,000	262,857
C	60	150,000	60,000	60,000	240,000	510,000
D	20	150,000	20,000	20,000	80,000	270,000
E	20	150,000	20,000	20,000	0	190,000
F	20	150,000	20,000	20,000	80,000	270,000
G	100	150,000	100,000	100,000	0	350,000
H	30	148,832	30,000	30,000	0	208,832
I	20	148,355	20,000	20,000	0	188,355
J	80	150,000	80,000	80,000	0	310,000
K	32	149,600	32,000	32,000	0	213,600
L	25	150,000	25,000	25,000	100,000	300,000
M	50	147,529	50,000	50,000	0	247,529
N	100	150,000	100,000	100,000	0	350,000
O	6	75,000	6,000	6,000	0	87,000
P	30	150,000	30,000	30,000	120,000	330,000
Q	50	150,000	50,000	50,000	0	250,000
R	100	150,000	100,000	100,000	0	350,000
S	50	150,000	50,000	50,000	0	250,000
T	20	150,000	20,000	20,000	0	190,000
U	60	150,000	60,000	60,000	0	270,000
V	100	150,000	100,000	100,000	0	350,000
Totals	1013	$3,212,173	$1,013,000	$1,013,000	$700,000	$5,938,173

Source: Project Proposals; Performance Payment Reports

ID	Payroll	Professional Development	Student Scholarships	Facilities	Technology	Other Program Operating Costs	Total
A	$118,630	$0	$0	$0	$2,650	$21,220	$142,500
B	$88,055	$0	$16,000	$0	$0	$38,802	$142,857
C	$107,500	$0	$0	$12,000	$13,200	$17,300	$150,000
D	$108,863	$0	$0	$0	$10,000	$23,637	$142,500
E	$56,373	$5,000	$0	$0	$20,709	$67,918	$150,000
F	$103,630	$0	$0	$0	$2,004	$38,066	$143,700
G	$78,873	$4,600	$0	$0	$13,227	$53,300	$150,000
H	$0	$1,500	$0	$0	$61,332	$86,000	$148,832
I	$44,245	$6,600	$12,620	$0	$43,000	$41,890	$148,355
J	$78,000	$0	$0	$0	$21,000	$51,000	$150,000
K	$33,300	$0	$0	$0	$26,750	$82,070	$142,120
L	$69,156	$0	$0	$0	$4,500	$68,844	$142,500
M	$34,144	$34,150	$0	$0	$55,500	$16,465	$140,229
N	$138,246	$0	$0	$0	$0	$11,754	$150,000
O	$29,164	$1,000	$0	$0	$32,610	$8,946	$71,720
P	$92,881	$0	$0	$0	$3,500	$42,882	$139,263
Q	$99,303	$0	$8,750	$0		$41,947	$150,000
R	$120,000	$4,000	$2,500	$0	$19,500	$4,000	$150,000
S	$96,800	$3,400	$0	$0	$9,500	$40,300	$150,000
T	$97,826	$9,900	$0	$0	$7,520	$32,754	$148,000

ID	Payroll	Professional Development	Student Scholarships	Facilities	Technology	Other Program Operating Costs	Total
U	$119,205	$0	$0	$0	$20,000	$10,795	$150,000
V	$111,000	$0	$0	$0	$0	$39,000	$150,000
Totals	$1,825,164	$70,150	$39,870	$12,000	$366,502	$838,890	$3,152,576

Source: Project Budgets (without administrative costs)

Site ID	Program	Admin	Total
A	142,500	7,500	150,000
B	142,857	0	142,857
C	150,000	0	150,000
D	142,500	7,500	150,000
E	150,000	0	150,000
F	143,700	6,300	150,000
G	150,000	0	150,000
H	148,832	0	148,832
I	148,355	0	148,355
J	150,000	0	150,000
K	142,120	7,480	149,600
L	142,500	7,500	150,000
M	140,229	7,300	147,529
N	150,000	0	150,000
O	71,720	3,280	75,000
P	139,263	10,737	150,000
Q	150,000	0	150,000
R	150,000	0	150,000
S	150,000	0	150,000
T	148,000	2,000	150,000
U	150,000	0	150,000
V	150,000	0	150,000
Totals	3,152,576	59,597	3,212,173

Source: Project Budgets

Grantee ID	Grantee Type	Program Strategy	Students Enrolled	Base Funding	Performance Funds Earned	Total TDRPP Funding	TDRPP Costs Per Student
A	Charter School	Existing	20	150,000	9,250	159,250	7,963
B	IHE	Existing	18	142,857	6,500	149,357	8,298
C	Nonprofit Education Organization	Existing	101	150,000	20,000	170,000	1,683
D	Nonprofit Education Organization	Existing	36	150,000	7,500	157,500	4,375
E	Local School District	Existing	66	150,000	11,750	161,750	2,451
F	Nonprofit Education Organization	Existing	36	150,000	3,000	153,000	4,250
G	Local School District	Creating Flex	105	150,000	33,000	183,000	1,743
H	Local School District	New	51	148,832	15,000	163,832	3,212
I	Local School District	Existing	25	148,355	5,750	154,105	6,164
J	Local School District	New	34	150,000	5,250	155,250	4,566
K	Local School District	Existing	25	149,600	2,000	151,600	6,064
L	Local School District	New	52	150,000	6,250	156,250	3,005
M	Local School District	Existing	123	147,529	37,500	185,029	1,504

Grantee ID	Grantee Type	Program Strategy	Students Enrolled	Base Funding	Performance Funds Earned	Total TDRPP Funding	TDRPP Costs Per Student
N	Local School District	Creating Flex	86	150,000	0	150,000	1,744
O	Local School District	Creating Flex	14	75,000	7,500	82,500	5,893
P	IHE	New	41	150,000	0	150,000	3,659
Q	Local School District	New	40	150,000	1,750	151,750	3,794
R	Local School District	New	43	150,000	0	150,000	3,488
S	Local School District	New	80	150,000	17,750	167,750	2,097
T	Local School District	Creating Flex	49	150,000	9,000	159,000	3,245
U	Local School District	Existing	28	150,000	5,250	155,250	5,545
V	Charter School	Existing	100	150,000	19,000	169,000	1,690
Totals			**1,173**	**3,212,173**	**223,000**	**3,435,173**	**3,929**

Source: Project budgets and performance payment reports submitted to TDRPP program management by grantees in May and June of 2009.

Related to answering Objective 4, Question 8: What are the opportunity costs that TDRPP participants accrue due to participation in the TDRPP program?

Question 29. In the space below, please describe any sacrifices you are making to participate in the program?

Open-Ended Responses

Job/income:

- *Lost hours from work and have to work night shifts till 1 or 2 am*

- *I SACRIFICED MY JOB WHICH IS PROBABLY THE MAIN THING SINCE WORKING AND SCHOOL IS MY WHOLE LIFE. I STRONGLY FEEL IT WAS A SACRIFICE THAT WOULD BENIFIT ME ALOT MORE BY COMMITTING MYSELF 100% TO SCHOOL AND MAKE MY FAMILY PROUD AND GET A HIGHER PAYING JOB THEN A PARTTIME ONE AT THE MALL. I STRIVE TO BE SUCCESSFULL*

- *Less hours at work, but I have no problem with that.*

- *not working as much*

- *not being able to work till five so I use to get cut on my hours at my old job...and having to get rides from other people even if I'm late to school.*

- *I wanted to work a full time job but because of school I can't do that.*

- *The sacrifices I'm making is that I left a whole other state to join this program.*

- *I can't work because I don't have day care for my child so I'm sacrificing my financial stability to go to school*

- *I had to work less hours for my education.*

- *Miss two or three days of work*

- *I wanted to get a job in the afternoon but I can't because I go to school in the day and now in the night to. I also don't have a lot of time to spend time with my daughter.*

- *I'm trying to find a job because I'm being faced with homelessness.*

- *having to request some days off of work so that I can make sure I have everything up to date with all my school things. Waking up so I could be there on time and not miss anything and be behind on work.*

- *loss of work hours*

- *I sacrificed day time hours that would have been full time*

- *Losing Hours of overtime at work.*

- *To get a better job*

- *I have to put my job search on hold*

- *I stop working full time.*

- *I did not have to quit my job, but I am unable to get a job until I finish, because I have to take care of my children.*

- *working*

- *the only sacrifices I'm doing is getting less work hours*

- *I'm taking time away from my job.*

- *Everything. I can't work I don't spend much time with my son.*

- *MY JOB MY TIME*

- *I have a daughter that I can't work for because I am still in high school, or a job that I want require a high school diploma.*

- *I am sacrificing time that is greatly needed to work to earn more money. Times are hard with the economy the way it is. I had to quit a good paying job and start a new one taking a pay cut just to come participate in this program. I can just barely make enough money to get myself to work class and back home granted I may need to borrow some money from friends which I very much hate. I have been asking around if there is a program that can help me with gas to come to school at least I guess I am asking around 20 dollars a week.*

- *took some time off work*

- *since I came back to school I haven't been working to focus on my studies and things are getting really hard for me and my husband to pay off bills*

- *Money*

- *work hours, sleep*

Personal time:

- *hanging out with friends*

- *time*

- *have to come during my lunch hour to study because I work full time. I am also a single parent*

- *Just a little bit of extra time.*

- *Losing some time with my kids but I think this is a good sacrifice to be able to give them something better for them in the future*

- *I am Sacrificing my sleeping time and fishing time and time with my girl friend*

- *time with some friends, that's it...*

- *All I am sacrificing is 4 hours a day, 5 days a week. This school is way better than any other public school I've been to.*

- *My mornings two days a week.*

- *Time with my son. Although it is for his future as well as mine.*

- *I don't get to spend much time with my kids or my family*

- *Spending less time with my son.*

- *home time with my daughter*

- *Time*

- *the only sacrifice that I'm making to be in this program is spending more time with my daughter.*

- *time*

- *Being away from my kids.*

- *I don't spend that much time with friends. I don't watch that much of T.V. If I have a lot of studying to do, I have to concentrate on my work I know that I can't go nowhere until I get the studying done.*

- *I don't watch my favorite TV show*

- *I am waking up at five in the morning to go drop off my husband to work, since we only have one car, it's very tough for me and my two children to wake up at that time and leave them in daycare but it's worth it.*

- *I am sacrificing the time to I have to spend with my children to give them a better future.*

- *time away from home.*

- *Time away from home and hours on studying*

- *By taking almost 10 hours or more at school restoring my grades and credits.*

- *Staying away from my family because they think that I'm good for nothing.*

Daycare arrangements/costs:

- *I have to leave my son with his dad when I'm here. is a sacrifice because he's always tellin me that one of this days he's gonna take my son away from me n I'm scared.*

- *I leave my kids with a sitter*

- *letting someone take care of the 3 family members in which I have to care for but I insist on finishing school so I have to sacrifice a lot and I know that so I miss my turn some days to insure that I can get to school even if not every day but I also have to make some sacrifices from school also*

- *well I've have to come to be a better person to be someone and I've had to leave my son at home in order for me to take this program.*

- *To really find a babysitter for my nephew*

- *I have to leave my son in a day care so I can be able to go to school and the program.*

- *Having to pay for childcare*

- *I have to leave my three month old baby at home, but I know it's for a good cause!*

- *well the biggest sacrifice is that I'm given my baby to day care and she is not use to and she cries a lot and that hurts my feelings*

Sleep:

- *sleep*

- *Sleep but it's all worth it........*

- *Sleeping time*

- *not getting the rest I'm supposed to, unhealthy at the moment...*

- between my responsibilities for work and school I'm only getting about 5 hours of non-consecutive sleep

Additional effort:

- I am coming to class on time I leave my house early I had a job but that was my own mistake to be fired.

- staying in school and not living at home so that I can stay in school

- I'm going to study more often to be able to graduate and receive my diploma. Even though I work a full time job, I can make time and effort.

- coming to school everyday

- I am making the effort to work my butt off everyday so that I may be able to graduate

- Sometimes it's hard to make it to class because I have to work or have other stuff to do.

- I'm trying my best to come to school but is hard

Transportation related issues:

- Having to find rides, having to work around my surgery dates and make up time for what I miss for my surgery

- getting there while I am pregnant and almost due in the next couple of days...so I can go into labor at anytime...

- not taking the car to save gas....

- NONE BUT GAS MONEY

- Money on gas and time. I don't mind the time I sacrifice, but it does make it hard for me to work and do anything else with my life. But then again, it's only temporary.

Other:

- I have been having to work, school and a new baby.

- *Tuesdays & wed out early*

- *I am not able to volunteer at church which is something I'm very passionate about, I leave my children in the afternoon, therefore cutting study time for them, I'm limiting my time in order to complete this program . These are sacrifices that are hard emotionally but I'm more than willing to take them now and better myself.*

- *everything (my life)*