EXECUTIVE SUMMARY

The following are the major findings of the evaluation of the Illinois Truants' Alternative and Optional Education Program (TAOEP) for FY 00.

- There were 30,265 students served in 78 projects in FY 00. Thirty-five of these projects were local education agencies, and 34 were Regional Offices of Education. The remaining nine projects were administered by community colleges.

- The majority of the students served were White (54%). Other students served were African-American (32%), Hispanic (13%), and the remaining students were Asian/Pacific Islanders, and American Indian and Alaskan natives

- Over half (54%) of the students served were in high school, and 44% of the students were in elementary grades, with the remaining students in ungraded programs.

- Almost 12% of the students served were retrieved dropouts and 36% were chronic truants. Twenty-nine percent were potential dropouts with low attendance and 22% were potential dropouts without low attendance.

- Over half (65%) of the students served achieved one or more of the objectives stated in their Individual Optional Education Plan. The most frequent objectives were: 1) meet an attendance target (57.7% met), 2) get promoted to the next grade (53.8% met), and 3) meet credits earned target (42.3% met).

- More than 86% of the students achieved positive outcomes. Overall, the most frequent positive outcome was meeting or exceeding attendance target (40%), followed by being promoted to the next grade (22%).

- Among **retrieved dropouts**, academic counseling was the service most frequently provided (76%), followed by personal counseling (54%), and academic instruction (53%). Over 46% of retrieved dropouts met one or more objectives and more than 87% had positive outcomes.

- Among **chronic truants,** personal counseling was the service most frequently provided (65%), followed by case management (56%), and academic counseling (35%). Over 59% of chronic truants met one or more objectives and more than 88% had positive outcomes.

- Among **potential dropouts with low attendance**, credit deficiency was the next most frequently cited referral criterion (14%), followed by high failure rate (13%), and low achievement (10%). For these students, personal counseling was the service most frequently provided (63%), followed by case management (52%), and academic counseling (39%). Over (70%) of potential dropouts with low attendance met one or more objectives and (89%) had positive outcomes.

- Among **potential dropouts without low attendance**, low achievement was the most frequently cited referral criterion (33%), followed by credit deficiencies (28%), and low income (23%). For these students, tutoring was the service most frequently provided (51%), followed by academic counseling (48%), and academic instruction (40%). Over 80% of these students met one or more objectives and 92% had positive outcomes.

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INTRODUCTION

This report describes the characteristics and outcomes of the students served by the Truants' Alternative and Optional Education Program (TAOEP) in FY 00. It also describes the programs which received grant funds and the types of services provided.

Background

Legislation requires the establishment of Truants' Alternative and Optional Education Programs to provide educational services to chronic truants, potential dropouts, and dropouts up to 21 years of age (Section 2-3.66 of the School Code [105 ILCS 5/2-3.66]). TAOEP programs offer modified instructional services on either a full- or part-time basis to help prevent students from dropping out of school. The immediate goal of the program is to reduce student truancy and dropouts, while the long-term goal is to have all students served receive a high school diploma.

The students eligible to receive services include dropouts, chronic truants, and potential dropouts. Dropouts are students at any grade level whose names have been removed from a district's roster for any reason other than graduation, transfer, extended illness, or death. Chronic truants are students subject to compulsory school attendance who have been absent without valid cause for 10% or more of the previous 180 regular school days. Potential dropouts are students subject to compulsory attendance who have been identified by the school district as such based upon criteria other than chronic truancy. These criteria include low achievement, academic failure, low attendance, discipline problems, high school credit deficiencies, low-income backgrounds, parenthood, drug/alcohol problems, or referrals by law enforcement agencies or the courts.

Program services include prevention/intervention and support services as well as alternative education services designed to prevent students from dropping out of school. The prevention and intervention services include academic counseling, tutoring, mentoring, personal counseling, referral services and follow-up, drug/alcohol referral, and case management. Support services, such as parenting courses, job placement, day care services, vocational training, career counseling and guidance, career education, work experience, college counseling, and cultural programs, are also offered. In addition, alternative education services are provided through GED courses, summer school, weekend school, evening school, community college courses, and traditional academic instruction.

TAOEP program funds are awarded to education agencies through a competitive grant process. The education agencies that receive TAOEP funds include local education agencies, community colleges, and Regional Offices of Education.

Evaluation Questions

The evaluation addresses the following questions:

1) How many students received services, and what were their characteristics?

2) What were the bases for referring students to the program?

3) What were the participation objectives for the students that were served in the program?

4) What services did the students receive?

5) What were the outcomes for the students that participated in the program?

6) To what extent were the students' participation objectives achieved?

7) Which education agencies offered program services?

8) What types of staff participated in offering services?

9) How were program funds allocated for services?

10) What were the student characteristics, program services, and student outcomes for the individual education agencies that offered program services?

Data Sources

The data presented in this report were collected from grant recipients using ISBE Form 41-72A (Truants' Alternative and Optional Education Program End-of-Year Report) and electronically submitted individual student information.

Student Characteristics

There were 30,265 students served by the TAOEP in FY 00. Table 1 shows that over 51% of the students reported were potential dropouts. Over 36% were chronic truants and the remainder were retrieved dropouts. In FY 00, the proportion of potential dropouts was the same as reported in FY 99 (51%). Fifty-seven percent of the potential dropouts had low attendance as a basis of referral, while the remaining 43% of the potential dropouts served did not have either truancy or attendance problems. Approximately 12.6% of the TAOEP students served in FY 00 were within the age of compulsory attendance and did not have low attendance or truancy reported as a basis for referral into the program. This proportion is down considerably from the 17% share reported in FY 99.

Table 1. Students by Grade Level and Type, FY 00

Grade	Retrieved Dropouts	Chronic Truants	Potential Dropouts with Low Attendance	Potential Dropouts w/o Low Attendance	Total
Kindergarten	0	292	338	211	841
1	0	630	545	332	1,507
2	0	481	438	385	1,304
3	0	383	397	420	1,200
4	0	405	401	312	1,118
5	0	486	489	265	1,240
6	0	763	514	302	1,579
7	2	968	678	407	2,055
8	22	1,214	790	432	2,458
9	398	2,681	1,281	760	5,120
10	699	1,354	1,170	853	4,076
11	792	799	876	944	3,411
12	1,047	612	853	1,124	3,636
Ungraded	565	58	55	42	720
Total	**3,525**	**11,126**	**8,825**	**6,789**	**30,265**

Table 2 shows that the majority (54%) of the students served were White, 32% were African-American, and 13% were Hispanic. Compared to FY 99, the percentages of students served who were White and African-American stayed about the same, while the percentage of Hispanic students decreased slightly from 14% to 13%. More than half the total served were male, which is consistent with previous years' data.

Table 2. Students Participating in TAOEP by Ethnicity and Gender, FY 00

	GENDER		
	Female	Male	Total
ETHNICITY	Number	Number	Number
White Non-Hispanic	7,575	8,777	16,352
Black Non-Hispanic	4,722	4,812	9,534
American Indian/Alaskan Native	65	55	120
Asian/Pacific Islander	68	92	160
Hispanic	1,877	2,056	3,933
Other	68	98	166
Total	**14,375**	**15,890**	**30,265**

As stated earlier, students may be referred to the program as potential dropouts based upon criteria other than chronic truancy. Table 3 shows the number of referrals to the program for each of the criterion used to identify potential dropouts. Students may be referred to the program for more than one criterion. For this reason, the total number of referral criteria listed in this table exceeds the number of potential dropouts receiving services. The most frequent referral criterion was low attendance, followed by credit deficiencies, and low achievement. The basis for referral data presented in Table 3 is displayed by grade to highlight the leading basis for referral for each grade level.

Table 3. Basis for Referral for Potential Dropouts by Grade Level, FY 00

BASIS FOR REFERRAL	GRADE LEVELS													
	Kind.	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded
Low Achievement	85	299	253	257	294	247	318	382	474	527	395	340	281	135
Low Attendance	373	602	478	431	454	563	628	838	1,017	1,786	1,542	1,185	1,179	155
High Failure Rate	2	16	15	18	16	28	87	221	390	888	771	614	498	126
Parenthood	0	0	0	0	0	0	0	7	14	86	118	132	219	70
Credit Deficiencies	0	1	8	6	0	0	4	51	67	983	1,130	1,138	1,537	163
Discipline Referrals	41	69	95	88	69	61	126	221	321	634	532	327	298	7
Low Income	249	477	398	377	209	212	211	206	263	306	242	194	155	74
Drug/Alcohol Problems	0	1	0	2	1	0	1	16	35	42	49	63	50	10
Health-Related Problems	32	54	49	48	20	37	36	34	36	97	89	80	71	6
Referred by Law Enforcement Agency or Courts	2	7	5	3	7	3	7	30	35	107	103	89	36	66

Participation Objectives

Each student served in the TAOEP program is required to have an Individual Optional Education Program (IOEP), which includes (among other things) one or more objectives that the student is expected to achieve during the upcoming year. Table 4 presents the data on the participation objectives for students served in the program during FY 00. Since some students may have more than one objective, the total number of objectives shown in the table will exceed the number of students served.

The most frequently listed student objective is to meet an attendance target, followed by getting promoted to the next grade, and meeting credits earned target.

Table 4. Participation Objectives by Type of TAOEP Student, FY 00

Objective	Retrieved Dropouts	Chronic Truants	Potential Dropouts With Low Attendance	Potential Dropouts w/o Low Attendance	Total
Meet attendance target	752	9,837	7,951	2,354	20,894
Improve test scores	741	1,287	574	2,007	4,609
Get promoted to the next grade	295	4,134	4,057	3,882	12,368
Meet credits earned target	1,321	1,650	2,026	2,424	7,421
Reduce discipline referrals	171	1,476	682	891	3,220
Earn high school diploma	1,305	1,502	1,430	1,213	5,450
Earn a target grade for a class (or classes)	197	1,334	1,261	2,760	5,552
Return to regular school	175	629	756	600	2,160
Pass pre-GED test	784	10	11	25	830
Earn a GED	871	22	11	27	931
Meet requirements of a work program	137	94	226	146	603
Obtain admission to college	192	121	20	85	418
Complete training program	204	70	85	213	572
Obtain employment	252	96	68	172	588

Program Services

Table 5 shows that in FY 00, a range of 22 different services were provided by the TAOEP. All students participating in the program received at least one of these services, and most students received more than one service.

Overall, personal counseling was the most frequently offered service, followed by academic counseling, and case management. For retrieved dropouts, academic counseling was the most common service, followed by personal counseling, and academic instruction. Among chronic truants, personal counseling was offered most frequently, followed by case management, and academic counseling. For potential dropouts with low attendance, personal counseling was the most common service, followed by case management, and academic counseling. Among potential dropouts without low attendance, tutoring was offered most frequently followed by academic counseling, and academic instruction.

Table 5. Program Services by Type of TAOEP Student, FY 00

Service	Retrieved Dropouts	Chronic Truants	Potential Dropouts with Low Attendance	Potential Dropouts w/o Low Attendance	Total
Academic Counseling	2,680	3,846	3,435	3,274	13,235
Academic Instruction	1,874	1,859	1,385	2,701	7,819
College Counseling	724	204	212	463	1,603
Community College Course	813	40	71	87	1,011
Evening School	318	453	316	848	1,935
Summer School	347	376	418	709	1,850
Weekend School	37	83	7	211	338
GED Instruction	1,367	38	44	53	1,502
Tutoring	792	1,742	1,908	3,433	7,875
Mentoring	626	2,028	1,878	1,824	6,356
Personal Counseling	1,919	7,265	5,545	2,657	17,386
Drug/Alcohol Referral	105	174	69	169	517
Case Management	642	6,233	4,629	1,148	12,652
Parenting Course	307	408	192	376	1,283
Referral Services and Follow-Up	358	2,406	1,546	169	4,479
Job Placement	339	87	43	357	826
Vocational Training	282	185	125	407	999
Career Counseling/Guidance	1,523	841	1,109	771	4,244
Career Education	594	157	163	473	1,387
Work Experience	187	120	179	142	628
Day Care Service	36	105	61	10	212
Cultural Programs	542	591	164	610	1,907

Table 6 on the following page shows the services associated with the participation objectives. Academic counseling and personal counseling were among the most frequently listed services for each of the objectives, except for earning a GED, and earning a target grade for a class(es). For earning a GED, GED instruction was the most common service, while tutoring was the most common service associated with earning a target grade for a class (or classes). In general, Table 6 shows that individual services (counseling, case management, tutoring) appear to be the ones most frequently offered regardless of the participation objective.

Table 6. Program Services Received by Participation Objectives, FY 00

	Academic Counseling	Academic Instruction	College Counseling	Community College Course	Evening School	Summer School	Weekend School	GED Instruction	Tutoring	Mentoring	Personal Counseling
Earn high school diploma	4,129	2,928	933	347	1,058	569	6	233	1,835	1,740	3,659
Earn a GED	768	148	207	175	21	30	7	792	200	73	422
Return to regular school	1,755	1,562	124	110	290	447	6	4	688	799	1,187
Complete a training program	417	357	89	2	191	42	0	42	288	76	282
Earn a target grade for a class(es)	2,814	2,016	360	98	751	441	265	68	3,147	2,055	3,035
Get promoted to the next grade	5,095	3,279	447	91	730	623	268	56	4,633	2,616	6,467
Improve test scores	2,471	2,060	618	101	599	460	272	370	2,377	1,087	2,598
Meet attendance target	8,267	4,568	910	52	1,036	931	280	176	4,452	4,213	13,650
Meet credits earned target	5,723	4,433	879	378	1,396	1,216	49	55	2,841	2,331	4,777
Meet requirements of a work pgm	501	473	63	2	293	37	0	4	186	58	252
Reduce discipline referrals	1,964	919	152	31	539	383	32	17	1,172	1,438	2,305
Obtain admission to college	352	107	152	60	111	24	0	145	55	38	284
Pass pre-GED test	768	41	124	331	28	54	15	752	119	26	355
Obtain employment	480	320	112	74	153	44	0	151	179	34	300

Table 6. Program Services Received by Participation Objectives, FY 00 (cont.)

	Drug/ Alcohol Referral	Case Management	Parenting Course	Referral Services & Follow-Up	Job Placement	Vocational Training	Career Counseling & Guidance	Career Education	Work Experience	Day Care Service	Cultural Programs
Earn high school diploma	201	1,213	461	488	349	506	1,522	705	368	212	782
Earn a GED	14	145	55	119	50	10	312	67	6	14	58
Return to regular school	79	448	146	183	35	29	626	80	151	8	267
Complete a training program	25	44	98	47	176	258	324	281	106	10	53
Earn a target grade for a class(es)	130	1,346	481	640	182	172	925	493	155	59	891
Get promoted to the next grade	265	5,596	453	1,644	215	357	1,161	588	323	10	903
Improve test scores	266	697	430	475	384	409	996	712	259	22	892
Meet attendance target	387	10,347	856	3,970	412	617	2,657	844	527	80	1,281
Meet credits earned target	285	1,671	491	421	533	734	2,223	682	530	78	908
Meet requirements of a work pgm	12	205	53	25	155	259	462	225	239	10	11
Reduce discipline referrals	125	1,219	157	398	65	139	609	122	138	1	570
Obtain admission to college	3	26	29	88	21	64	165	90	38	14	21
Pass pre-GED test	1	118	47	73	41	12	253	41	0	5	43
Obtain employment	13	29	34	30	160	248	343	266	85	9	18

Student outcomes data are presented in Table 7. These data show that approximately 86% of the students achieved one or more positive outcomes (received high school diploma, received GED, returned to regular school and no longer receiving TAOEP services, continued regular school and no longer receiving TAOEP services, improved academic performance, met or exceeded attendance target, completed program of training or services, returned to regular school and receiving TAOEP services reduced discipline referrals, obtained admission to college, passed pre-GED test or course, obtained employment, remained in school, promoted to next grade, transferred to other program, and continued regular school and receiving TAOEP services).

Among retrieved dropouts, over 27% received either a high school diploma or GED. Another 27% had improved academic performance and 24% remained in school. Forty-seven percent of chronic truants met or exceeded their attendance target and 28% were promoted to the next grade.   Among potential dropouts with attendance problems, 55% met or exceeded their attendance target and 26% were promoted to the next grade. Over 45% of the potential dropouts without low attendance had improved academic performance and about 47% were promoted to the next grade.

Table 7. TAOEP Students by Outcome and Basis for Referral, FY 00

	BASIS FOR REFERRAL				
OUTCOME	Retrieved Dropouts Number	Chronic Truants Number	Potential Dropout with Low Attendance	Potential Dropout w/o Low Attendance	Total
Received HS diploma	582	411	480	770	2,243
Received GED	386	6	11	17	420
Returned to regular school and no longer receiving TAOEP services	100	232	286	561	1,179
Continued regular school and no longer receiving TAOEP services	33	1,452	1,085	551	3,121
Improved academic performance	969	1,393	1,348	3,090	6,800
Met or exceeded attendance target	271	5,220	4,889	1,672	12,052
Completed program of training or services	299	225	239	460	1,223
Returned to regular school and receiving TAOEP services	29	510	258	104	901
Reduced discipline referrals	107	1,160	517	658	2,442
Obtained admission to college	188	25	28	155	396
Passed pre-GED test or course	327	5	6	14	352
Obtained employment	182	76	41	160	459
Remained in school	834	1,511	1,666	1,261	5,272
Promoted to next grade	257	3,174	2,288	3,178	8,897
Transferred to other program	139	511	227	86	963
Continued regular school and receiving TAOEP services	109	3,249	1,867	1,552	6,777
Discontinued program	158	262	201	175	796
Moved out of district or other involuntary discontinuation	153	616	289	164	1,222
Dropped out of school	598	583	334	126	1,641
Removed from school	148	151	67	51	417

Table 8 shows the extent to which individual student objectives were actually accomplished. While it is desirable for TAOEP students to achieve positive outcomes while being served in the TAOEP program, it is more important that they achieve those individual objectives that have been set out in their individual optional education plans (IOEP). This is because individual objectives are based upon the needs of the student and the overall goals of the local program and are also linked to the services that were provided.

The data in Table 8 show that the objectives of completing a program of training or services, earning target grades for a class (or classes), getting promoted to the next grade, improving test scores, meeting attendance targets, and obtaining employment were actually accomplished in more than 50% of the cases. The remaining objectives were met in less than 50% of the cases. When the data on all reported student objectives combined is compared to the data on the combined number of objectives that were met, it shows that slightly more than half (51%) of all reported objectives were met. This finding is tempered somewhat by the fact that the objectives and outcomes data also show that 65% of the students served achieved one or more of their objectives. As measures of the overall success of the program, both are considerably less than the 86% reported as the proportion of the students who achieved a positive outcome.

In preparing the data from Tables 7 and 8, some interesting findings emerge. Among the 2,243 students reported as receiving high school diplomas, 270 of them did not list the objective of receiving a high school diploma. Similarly, 21 of the 420 students who received GEDs did not show the objective of receiving a GED. These statistics point to the need for more care and attention to be applied to the process of setting individual student objectives. The high school diploma and GED outcomes represent the two best outcomes resulting from being in the TAOEP program and obviously within the reach of a number of students who achieved one or the other of them. Unfortunately, the IOEP's for these students omitted either the diploma or the GED as an objective.

Table 8. TAOEP Students Accomplishment of Objectives, FY 00

Objective	Number of students who had that objective	Number of students who met that objective	Percent of students who met that objective
Earn high school diploma	5,450	1,973	36.20
Earn a GED	931	399	42.86
Return to regular school	2,160	976	45.19
Complete a training program	572	4000	69.93
Earn a target grade for a class(es)	5,552	3,076	55.40
Get promoted to the next grade	12,368	6,653	53.79
Improve test scores	4,609	2,475	53.70
Meet attendance target	20,894	12,052	57.68
Meet credits earned target	7,421	3,181	42.86
Meet requirements of a work pgm	603	285	47.26
Reduce discipline referrals	3,220	1,346	41.80
Obtain admission to college	418	116	27.75
Pass pre-GED test	830	275	33.13
Obtain employment	588	326	55.44

Table 9. TAOEP Education Agencies and Students Served, FY 00

Type of Education Agency	Number	Number of Students Served
Local Education Agency	35	13,079
Regional Office of Education	34	13,714
Community College	9	3,472

In FY 00, 78 education agencies participated in the TAOEP. Thirty-five were local education agencies, 34 were Regional Offices of Education, and nine were community colleges. As shown in Table 9, the number of students served by local education agencies was slightly lower than the number served by ROE's. Approximately 11% of the students served were in programs conducted by community colleges.

Table 10. Types of Programs Offered by TAOEP Education Agencies, FY 00

Types of Programs	Local Education Agencies	Regional Offices of Education	Community Colleges
Alternative Education	21	15	4
Optional Education	20	12	9
Truants' Retrieval	19	25	2
Dropout Prevention	2	2	1
Dropout Retrieval	19	21	4

TAOEP projects offer five different types of programs. These are: 1) alternative education, which is a non-traditional education program offered to students of compulsory attendance age, 2) optional education, which is a non-traditional education program offered to students beyond compulsory attendance age, 3) truants retrieval, which are services for chronic truants, 4) drop-out prevention, and 5) dropout retrieval. Projects may offer more than one type of program, depending upon local needs and resources available. Table 10 shows that among local education agencies, alternative education was the leading program offered, followed by optional education. Truants' retrieval and dropout retrieval were the leading programs offered by ROE's, and optional education, alternative education, and dropout retrieval were offered most frequently by community colleges.

TAOEP projects require a wide range of personnel in order to provide program services. Table 11 shows the various types of personnel engaged by education agencies in providing these services.

Table 11. Types of Staff Provided by TAOEP Education Agencies, FY 00

Staff Type	Local Education Agencies	Regional Offices of Education	Community Colleges
High School Teachers	96.2	71.0	90.4
Elementary Teachers	28.1	16.0	10.0
College Instructors	0.0	0.0	3.7
Aides	22.6	20.5	10.8
Caseworkers	16.4	83.1	7.0
Counselors	13.4	13.8	14.7
Nurses	0.7	0.8	0.4
Administrators	20.2	20.3	20.8
Social Workers	15.7	7.5	4.1
Psychologists	1.2	0.0	0.0
Tutors	19.3	161.3	37.6
Mentors	7.1	149.2	11.9
Others	35.6	17.7	14.0

Among local education agencies, high school teachers are the leading type of staff utilized. Among ROE's, tutors and mentors are the primary staff categories, while high school teachers and tutors are the most common TAOEP staff for community colleges.

The amount expended by education agencies when providing TAOEP services is shown in Table 12. In every case, academic instruction was the leading area of expenditure. For local education agencies, case management and tutoring were also major areas of expenditures. For ROE's, a substantial amount was also spent for case management. Among community colleges, academic counseling and tutoring were major areas of expenditure. Aside from academic instruction, the leading areas for service expenditures (case management, counseling, and tutoring) appear to be those that provide for individualized service.

Table 12. Funds Expended by Type of Service, FY 00

Service	Local Education Agencies			Regional Offices of Education			Community Colleges		
	TAOEP Funds	All Other Funds	Total	TAOEP Funds	All Other Funds	Total	TAOEP Funds	All Other Funds	Total
Academic Counseling	362,625	194,876	557,501	460,284	67,662	527,946	206,077	147,852	353,929
Academic Instruction	1,580,165	2,155,901	3,736,066	7,449,959	1,209,939	8,659,898	1,481,287	917,290	2,398,577
College Counseling	6,853	500	7,353	8,982	2,319	11,301	35,009	16,549	51,558
Community College Course	1,500	0	1,500	1,156	0	1,156	10,899	5,000	15,899
Evening School	113,753	198,468	312,221	59,319	21,480	80,799	6,868	16,529	23,397
Summer School	197,178	28,168	225,346	34,520	46,672	81,192	50,735	46,763	97,498
Weekend School	8,640	0	8,640	77	0	77	0	0	0
GED Instruction	6,743	417,732	424,475	29,721	173,516	203,237	48,116	151,578	199,694
Tutoring	669,096	80,604	749,700	334,765	20,966	355,731	271,988	118,687	390,675
Mentoring	256,929	43,832	300,761	116,335	6,587	122,922	68,510	57,742	126,252
Personal Counseling	369,065	73,246	442,311	484,754	63,734	548,488	109,505	67,278	176,783
Drug/Alcohol Referral	2,661	50,788	53,449	20,874	0	20,874	3,249	5,000	8,249
Case Management	3,103,428	65,782	3,169,210	1,908,499	175,379	2,083,878	103,292	44,538	147,830
Parenting Course	80,011	72,039	152,050	88,329	44,413	132,742	2,800	11,000	13,800
Referral Services and Follow-Up	42,120	50,049	92,169	257,263	32,530	289,793	17,327	7,500	24,827
Job Placement	3,844	31,205	35,049	8,536	0	8,536	4,541	6,500	11,041
Vocational Training	3,960	24,677	28,637	13,000	11,700	24,700	1,572	7,083	8,655
Career Counseling/Guidance	53,381	105,503	158,884	68,519	83,086	151,605	93,722	109,573	203,295
Career Education	4,981	66,700	71,681	25,376	15,641	41,017	36,787	16,342	53,129
Work Experience	6,550	38,300	44,850	711	26,000	26,711	845	6,000	6,845
Day Care Service	100,000	3,000	103,000	0	0	0	54,506	44,000	98,506
Cultural Programs	3,846	1,785	5,631	30,878	0	30,878	52,812	2,300	55,112

SUMMARY AND RECOMMENDATIONS

In general, the program appears to be reasonably effective in meeting the needs of the students served. Although 51% of all individual student objectives were met, well over half (65%) of the students served achieved one or more of the objectives set forth in their Individual Optional Education Plans. In addition, 86% of the students served achieved one or more positive outcomes in the course of participating in the TAOEP program. It should be noted, however, that the success indicators are slightly lower than those reported in FY 99. In FY 99, 52% of all individual objectives were met, 70% of the students achieved one or more objectives, and 88% of the participants achieved one or more positive outcomes.

Last year's evaluation noted that the proportion of students who achieve their objectives could rise if projects would more carefully specify objectives based on a case-by-case consideration of individual circumstances. Once again, this continues to be a problem. As reported earlier, 270 of the 2,243 students who earned high school diplomas did not have earning the diploma as an objective, and 21 of the 420 students who earned a GED did not have earning a GED as an objective. These data point out the continuing need for projects to give careful attention in setting objectives and to include all objectives that students might reasonably achieve during the year.

As noted in last year's evaluation report, the TAOEP program serves substantial numbers of students who: a) are within the limit of compulsory attendance, and b) do not have either attendance or truancy problems reported. Some progress has been made in reducing the proportion of students served in this group. In FY 00, 12.6% of the total number of students served were in this group as compared to 17% in FY 99. Recent revisions to the TAOEP program's governing regulations have addressed this issue so that all future students served in the program will have truancy and/or attendance issues as a basis for referral.

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