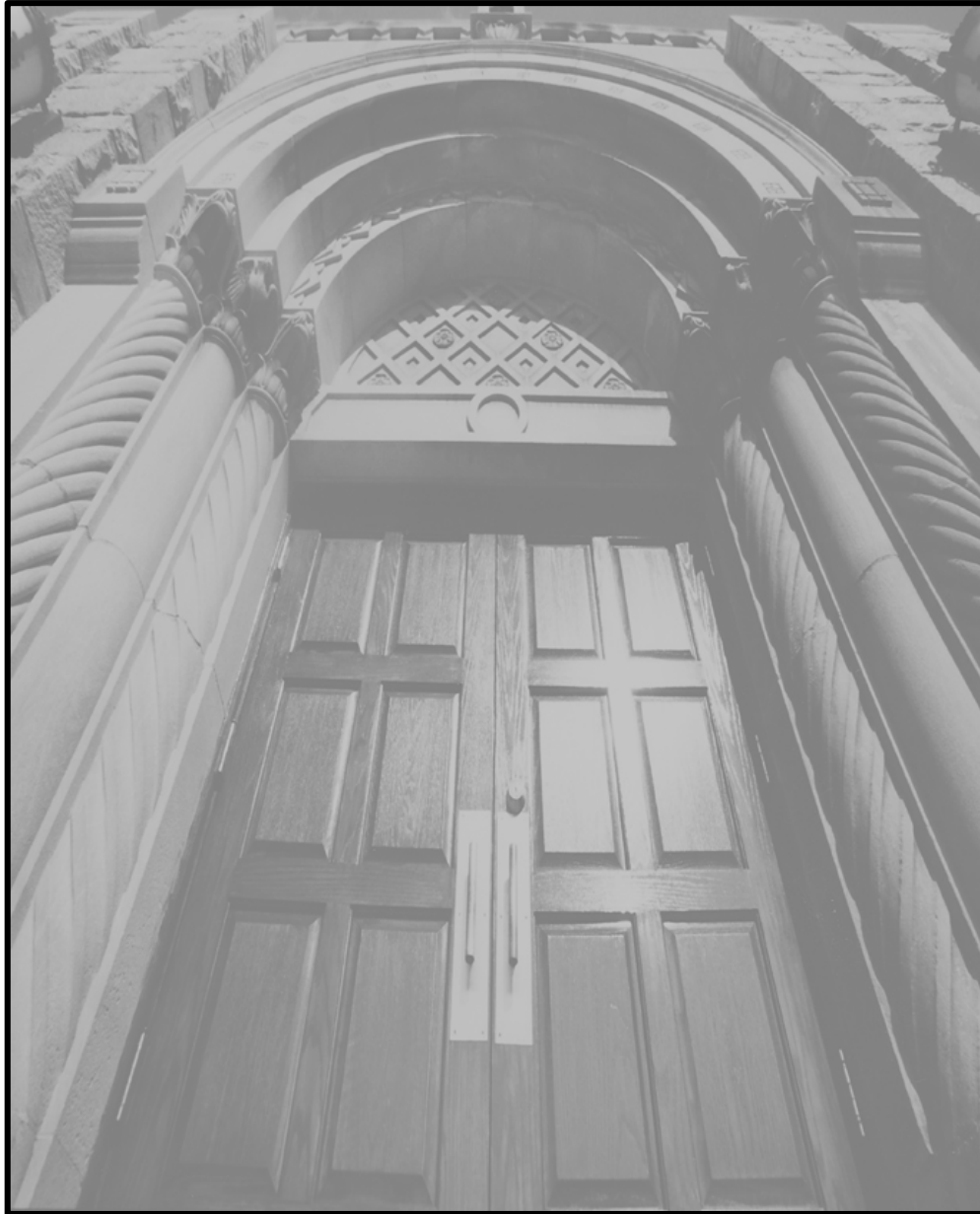# FY 01 Evaluation Report

Truant's Alternative and Optional Education Program (TAOEP)

Illinois State Board of Education
Data Analysis and Progress Reporting Division

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EXECUTIVE SUMMARY

The following are the major findings of the evaluation of the Illinois Truants' Alternative and Optional Education Program (TAOEP) for FY 01.

- There were 28,679 students served in 76 projects in FY 01. Thirty-three of these projects were local education agencies, and 32 were Regional Offices of Education. The remaining 11 projects were administered by community colleges.

- The majority of the students served were white (52.4%). Other students served were African-American (32.1%), Hispanic (13.4%), 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 13% of the students served were retrieved dropouts and 37% were chronic truants. Thirty-nine percent were potential dropouts with low attendance and 11% were potential dropouts **without** low attendance.

- Over half (66%) of the students served achieved one or more of the objectives stated in their Individual Optional Education Plan. The most frequent objectives were: 1) meeting an attendance target (55% met), 2) promotion to the next grade (80% met), and 3) meeting credits earned target (87% met).

- More than 86% of the students achieved positive outcomes. Overall, the most frequent positive outcome was meeting or exceeding the attendance target (42%), followed by being promoted to the next grade (36%).

- Among **retrieved dropouts**, academic counseling was the service most frequently provided (83%), followed by personal counseling (58%), and academic instruction (54%). Over 59% of retrieved dropouts met one or more objectives and more than 88% had positive outcomes.

- Among **chronic truants,** personal counseling was the service most frequently provided (62%), followed by case management (57%), and academic counseling (44%). Nearly 60% of chronic truants met one or more objectives and 93% had positive outcomes.

- Among **potential dropouts with low attendance**, low achievement was the next most frequently cited referral criterion (18.5%), followed by low income (17.1%), and high failure rate (16.8%). For these students, personal counseling was the service most frequently provided (51.6%), followed by case management (45.4%), and academic counseling (45.1%). Over 69% of potential dropouts with low attendance met one or more objectives and 95% had positive outcomes.

- Among **potential dropouts without low attendance**, low achievement was the most frequently cited referral criterion (39%), followed by credit deficiencies (37%), and high failure rates (24%). For these students, tutoring was the service most frequently provided (53%), followed by personal counseling (40%), and academic counseling (39%). Nearly 78% of these students met one or more objectives and more than 92% had positive outcomes.

INTRODUCTION

This report describes the characteristics and outcomes of the students served by the Truants' Alternative and Optional Education Program (TAOEP) in FY 01. 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 28,679 students served by the TAOEP in FY 01, a decline of 5% from the previous year. Table 1 shows that over 50% of the students reported were potential dropouts. Over 37% were chronic truants and the remainder was retrieved dropouts. In FY 01, the proportion of potential dropouts was down slightly from what was reported in FY 00 (51%). Almost seventy-eight percent of the potential dropouts had low attendance as a basis of referral, while the remaining 22% of the potential dropouts served did not have either truancy or attendance problems, a significant decline from the 43% reported in FY 00. Approximately 5.7% of the TAOEP students served in FY 01 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 12.6% in FY 00 and the 17% reported in FY 99.

Table 1. Students by Grade Level and Type, FY 01

Grade	Retrieved Dropouts	Chronic Truants	Potential Dropouts with Low Attendance	Potential Dropouts w/o Low Attendance	Total
Kindergarten	-	193	409	99	701
1	-	186	752	177	1,115
2	-	451	679	122	1,252
3	-	388	677	128	1,193
4	-	355	519	168	1,042
5	-	479	561	138	1,178
6	-	670	666	166	1,502
7	-	897	961	136	1,994
8	27	1,097	1,056	126	2,306
9	541	2,441	1,605	388	4,975
10	724	1,433	1,219	437	3,813
11	812	945	1,049	500	3,306
12	1,120	705	1,002	576	3,403
Ungraded	405	45	44	57	551
Total	**3,629**	**10,633**	**11,199**	**3,218**	**28,679**

Table 2 shows that the majority (52.4%) of the students served were white, 32.1% were African-American, and 13.4% were Hispanic. Compared to FY 00, the percentages of students served who were white decreased from 54.1%, while African-American, Hispanic, and other groups increased slightly. 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 01

	GENDER		
Ethnicity	Female	Male	Total
White Non-Hispanic	6,995	8,029	15,024
Black Non-Hispanic	4,586	4,625	9,211
American Indian/Alaskan Native	97	112	209
Asian/Pacific Islander	88	94	182
Hispanic	1,855	2,000	3,855
Other	93	100	193
NA	3	2	5
Total	**13,717**	**14,962**	**28,679**

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, low income, 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 01

BASIS FOR REFERRAL	Kind.	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded
Low Achievement	104	278	248	214	276	267	330	359	456	617	508	378	315	1
Low Attendance	292	588	475	481	441	508	633	898	987	1,990	1,455	1,187	1,148	62
High Failure Rate	9	48	46	47	44	116	130	271	398	867	749	519	446	5
Parenthood	0	0	0	0	0	0	0	9	21	129	126	135	181	88
Credit Deficiencies	0	0	0	0	0	1	22	45	66	938	907	916	1,273	17
Discipline Referrals	70	79	93	106	61	75	106	226	287	591	462	266	231	5
Low Income	226	412	336	313	161	222	289	373	312	528	324	226	187	27
Drug/Alcohol Problems	0	0	1	3	2	6	8	27	30	66	49	60	49	3
Health-Related Problems	17	41	36	44	31	23	29	34	23	95	88	87	57	7
Referred by Law Enforcement Agency or Courts	2	2	7	13	4	4	12	26	34	135	61	44	24	10

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 01. 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 the credits earned target.

Table 4. Participation Objectives by Type of TAOEP Student, FY 01

Objective	Retrieved Dropouts	Chronic Truants	Potential Dropouts With Low Attendance	Potential Dropouts w/o Low Attendance	Total	% of Total Students with Objective*
Earn high school diploma	1,166	1,641	1,534	462	4,803	16.7%
Earn a GED	830	13	15	12	870	3.0%
Return to regular school	169	1,033	856	174	2,232	7.8%
Complete training program	313	53	148	4	518	1.8%
Earn target grade for class (or classes)	338	1,289	2,390	1,231	5,248	18.3%
Get promoted to next grade	354	4,838	5,858	1,684	12,734	44.4%
Improve test scores	592	756	1,765	715	3,828	13.3%
Meet attendance target	914	9,363	10,019	229	20,525	71.6%
Meet credits earned target	1,296	1,576	2,284	1,514	6,670	23.3%
Meet requirements of a work program	76	436	108	4	624	2.2%
Reduce discipline referrals	359	1,654	1,433	384	3,830	13.4%
Obtain admission to college	122	15	49	3	189	0.7%
Pass pre-GED test	739	15	28	12	794	2.8%
Obtain employment	236	119	310	3	668	2.3%

* Total unduplicated student count = 28,679

Program Services

Table 5 shows that in FY 01, 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 personal counseling, and academic counseling.

Table 5. Program Services by Type of TAOEP Student, FY 01

Service	Retrieved Dropouts	Chronic Truants	Potential Dropouts with Low Attendance	Potential Dropouts w/o Low Attendance	Total
Academic Counseling	3,024	4,619	5,054	1,254	13,951
Academic Instruction	1,975	1,900	1,979	806	6,660
College Counseling	947	101	408	79	1,535
Community College Course	757	12	17	67	853
Evening School	282	521	439	409	1,651
Summer School	569	283	869	421	2,142
Weekend School	175	31	221	1	428
GED Instruction	1,414	20	22	22	1,478
Tutoring	1,003	1,845	2,878	1,703	7,429
Mentoring	643	1,776	2,000	909	5,328
Personal Counseling	2,085	6,601	5,772	1,284	15,742
Drug/Alcohol Referral	86	108	161	25	380
Case Management	905	6,072	5,088	746	12,811
Parenting Course	239	202	431	85	957
Referral Services and Follow-up	570	1,634	1,712	79	3,995
Job Placement	686	419	114	111	1,330
Vocational Training	503	382	248	45	1,178
Career Counseling/Guidance	1,413	886	1,376	206	3,881
Career Education	921	276	461	39	1,697
Work Experience	215	368	73	39	695
Day Care Service	28	18	102	0	148
Cultural Programs	764	458	1,021	13	2,256

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 meeting the attendance target. For earning a GED, GED instruction and academic counseling were the most common services, while case management and personal counseling were the most common services associated with meeting the attendance target. 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 01

	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	3,444	2,5 17	727	148	736	592	192	64	1,612	952	2,379
Earn a GED	686	91	204	179	11	33	-	682	228	78	382
Return to regular school	1,189	1,203	63	77	283	410	1	15	636	213	1,268
Complete a training program	466	419	271	4	109	217	169	41	248	59	342
Earn a target grade for a class(es)	2,886	1,209	324	89	460	505	210	82	2,750	1,607	3,032
Get promoted to the next grade	5,901	2,928	266	12	642	603	232	27	4,868	2,942	7,218
Improve test scores	1,904	1,235	332	60	268	363	217	379	2,142	772	1,703
Meet attendance target	9,274	3,915	739	67	842	1,229	406	200	4,525	3,595	12,008
Meet credits earned target	5,055	3,608	853	326	1,211	1,296	175	17	2,274	1,873	3,932
Meet requirements of a work pgm.	465	497	45	7	249	35	-	9	87	86	183
Reduce discipline referrals	2,512	1,294	259	9	440	294	329	18	1,192	1,151	2,780
Obtain admission to college	167	58	123	53	22	26	2	88	22	20	121
Pass pre-GED test	750	66	139	360	15	30	2	732	42	22	290
Obtain employment	612	360	138	51	203	87	1	150	126	112	306

Table 6. (cont.) Program Services Received by Participation Objectives, FY 01

	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	83	741	152	308	674	724	1,009	704	426	29	469
Earn a GED	2	277	43	98	104	11	416	211	20	7	73
Return to regular school	33	746	123	289	179	208	266	111	154	32	127
Complete a training program	12	251	104	64	281	309	384	316	54	26	227
Earn a target grade for a class(es)	102	1,422	314	373	251	311	730	589	207	74	761
Get promoted to the next grade	170	5,938	494	1,904	530	480	1,712	650	366	19	1,289
Improve test scores	60	1,099	263	429	422	282	796	652	239	8	586
Meet attendance target	179	11,194	671	3,445	649	748	2,346	940	420	109	1,612
Meet credits earned target	106	1,628	384	393	879	890	1,915	808	503	113	988
Meet requirements of a work pgm.	11	109	25	20	416	438	314	304	376	2	83
Reduce discipline referrals	64	1,606	206	343	390	427	721	410	243	14	852
Obtain admission to college	3	44	10	17	21	22	96	59	16	1	13
Pass pre-GED test	2	209	32	102	82	12	242	51	10	5	14
Obtain employment	9	135	35	33	206	181	344	221	83	2	155

Student Outcomes

Student outcomes data are presented in Table 7. These data show that more than 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 29% received either a high school diploma or GED. Another 35% had improved academic performance and 30% 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 01

OUTCOME	BASIS FOR REFERRAL				
	Retrieved Dropout	Chronic Truant	Potential Dropout with Low Attendance	Potential Dropout w/o Low Attendance	Total (Duplicated Count)
Received HS diploma	620	316	610	360	1,906
Received GED	422	10	8	9	449
Returned to regular school & no longer receiving TAOEP services	90	188	484	345	1,107
Continued in regular school & no longer receiving TAOEP services	44	1,396	1,319	275	3,034
Improved academic performance	1,234	1,796	3,089	1,644	7,763
Met or exceeded attendance target	782	5,071	5,991	180	12,024
Completed a program of training	414	446	264	100	1,224
Returned to regular school & receiving TAOEP services	29	210	57	10	306
Reduced discipline referrals	221	893	564	141	1,819
Obtained admission to college	115	26	53	5	199
Passed pre-GED test	351	5	6	8	370
Obtained employment	167	356	198	8	729
Remained in school	1,061	2,012	2,007	692	5,772
Promoted to the next grade	352	3,626	4,896	1,508	10,382
Transferred to other program	159	398	291	67	915
Continues school & still receiving TAOEP	390	3,032	3,469	577	7,468
Discontinued program	150	176	153	188	667
Moved out of district	106	690	499	116	1,411
Dropped out of school	464	523	396	91	1,474
Removed from school	136	109	73	13	331
Column Percent	12.5	37.2	39.1	11.2	100.0

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.

In preparing the data from Table 8, it was necessary to "adjust" some of both the outcomes and objectives to be consistent with the ages and grade levels of students. For example, the number of students reported with "earn high school diploma" as an objective was reduced from 4,803 to 2,298. "Get promoted" was reduced from 12,734 to 7,312 to reflect only elementary grade students for whom the objective pertains.

The adjusted data in Table 8 show that 10 of 14 objectives were actually accomplished in more than 50% of the cases (earn high school diploma, earn a GED, return to regular school, complete training program, earn target grade for class or classes, get promoted to next grade, improve test scores, reduce discipline referrals, obtain admission to college, and obtain employment.). The remaining objectives -- meet attendance target, meet credits earned target, meet requirements of a work program, and pass pre-GED test -- were met in less than 50% of the cases. When the adjusted data on all reported student objectives combined is compared to the adjusted data on the combined number of objectives that were met, it shows that 63%) of all reported objectives were met. The objectives and outcomes data also show that 66% 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. It would appear that more care and attention could be applied to the process of setting individual objectives.

Table 8. TAOEP Students Accomplishment of Objectives, FY 01

Objective (Outcome)	Students with Objective	Students with Objective (Adjusted*)	Students Who Met Objective (Adjusted*)	Percent of Students Who Met Objective	Percent of Students Who Met Adjusted Objectives
Earn high school diploma	4,803	2,298	1,737	36%	76%
Earn a GED	870	814	421	48%	52%
Return to regular school	2,232	2,232	1,332	60%	60%
Improve test scores	3,828	3,828	2,613	68%	68%
Earn a target grade for a class(es)	5,248	5,248	3,475	66%	66%
Meet credits target	6,670	6,457	5,599	84%	87%
Meet attendance target	20,525	20,525	11,225	55%	55%
Complete a training program	518	518	203	39%	39%
Meet work requirement	624	624	301	48%	48%
Reduce discipline referrals	3,830	3,830	1,320	34%	34%
Get promoted to the next grade	12,734	7,313	5,862	46%	80%
Obtain admission to college	189	120	73	39%	61%
Pass pre-GED test	794	756	303	38%	40%
Obtain employment	668	617	320	48%	52%

- Cases were not considered if the objective or outcome was not consistent with the age/grade of a student. Only students listed with an objective were counted as having met the objective.

Project Information

Table 9. TAOEP Education Agencies and Students Served, FY 01

Type of Education Agency	Number	Number of Students Served
Local Education Agency	33	12,453
Regional Office of Education	32	12,688
Community College	11	3,538

In FY 01, 76 education agencies participated in the TAOEP. Thirty-three were local education agencies, 32 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 12% of the students served were in programs conducted by community colleges.

Table 10. Types of Programs Offered by TAOEP Education Projects, FY 01

Types of Programs	Type of Education Unit			
	Regional Office of Education	Local Education Agency	Community College	Total
Alternative Education		2		2
Optional Education	1		1	2
Truants' Retrieval	7	4	1	12
Dropout Prevention	1	4		5
Alternative Ed/Optional Ed Education	2	4		6
Alternative Ed/Truants' Retrieval	1			1
Alternative Ed/Dropout Prevention		1		1
Alternative Ed/Dropout Retrieval		1		1
Optional Ed/Truants' Retrieval		1		1
Optional Ed/Dropout Retrieval			3	3
Truants' Retrieval/Hispanic Dropout	1			1
Truants' Retrieval/Dropout Prevention	6	1	1	8
Truants' Retrieval/Dropout Retrieval	2			2
Alternative Ed/Optional Ed/Truants' Retrieval	1			1
Alternative Ed/Optional Ed/Dropout Prevention		1	1	2
Alternative Ed/Optional Ed/Dropout Retrieval			2	2
Optional Ed/Truants' Retrieval/Dropout Retrieval	1			1
Optional Ed/Dropout Prevention/Dropout Retrieval		1	1	2
Truants' Retrieval/Hispanic Dropout/Dropout Prevention		1		1
Alternative Ed/Optional Ed/Truants' Retrieval/ Dropout Prevention	2	1		3
Alternative Ed/Optional Ed/Truants' Retrieval/ Dropout Retrieval	1	1		2
Alternative Ed/Optional Ed/Dropout Prevention/ Dropout Retrieval		1		1
Alternative Ed/Truants' Retrieval/Dropout prevention/ Dropout Retrieval	1			1
Optional Ed/Truants' Retrieval/Dropout Prevention/ Dropout Retrieval		1		1
Alternative Ed/Optional Ed/Truants' Retrieval/Dropout Prevention/Dropout Retrieval	5	8	1	14
Total	32	33	11	76

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) dropout prevention, and 5) dropout retrieval. Projects may offer more than one type of program, depending upon local needs and resources available. Table 10 shows the different types of programs and program combinations offered by local education agencies, ROE's, and community colleges. Fourteen projects offer all five types of programs, while 21 projects offer only one program type.

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 Projects, FY01

Staff Type (FTE)	Local Education Agencies	Regional Offices of Education	Community Colleges
High School Teachers	109.9	59.0	64.1
Elementary Teachers	47.5	12.5	10.5
College Instructors	21.3	0.0	4.6
Aides	31.8	23.5	10.3
Caseworkers	17.5	78.1	7.3
Counselors	117.7	9.7	15.4
Nurses	2.1	0.5	0.0
Administrators	22.6	24.4	14.8
Social Workers	15.1	9.0	2.3
Psychologists	1.4	0.0	0.0
Tutors	14.7	141.7	34.3
Mentors	6.6	130.3	9.0
Others	38.4	59.0	7.9

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 academic and personal counseling 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, FY01

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	540,809	386,615	927,424	317,611	46,501	364,112	258,397	162,076	420,473
Academic Instruction	942,404	3,761,654	4,704,058	964,574	1,862,860	2,827,434	1,672,729	1,736,778	3,409,507
College Counseling	0	9,986	9,986	20,045	11,629	31,674	14,065	38,539	52,604
Community College Course	0.	0	0	1,541	0	1,541	23,991	14,690	38,681
Evening School	126,992	273,163	400,155	49,917	17,603	67,520	7,316	17,294	24,610
Summer School	54,947	255,873	310,820	23,799	94,506	118,305	53,008	58,381	111,389
GED Instruction	12,922	409,365	422,287	10,503	52,948	63,451	55,521	154,379	209,900
Tutoring	336,134	207,106	543,240	289,488	34,627	324,115	260,190	110,005	370,195
Mentoring	260,216	62,242	322,458	141,665	6,258	147,923	50,171	38,749	88,920
Personal Counseling	436,134	315,660	751,794	473,802	78,219	552,021	200,138	86,566	286,704
Drug/Alcohol Referral	10,601	54,282	64,883	7,116	0	7,116	4,245	5,000	9,245
Case Management	2,955,898	489,835	3,445,733	1,976,932	202,740	2,179,672	161,012	72,038	233,050
Parenting Course	40,929	89,488	130,417	61,525	54,474	115,999	2,800	8,000	10,800
Referral Services & Follow-Up	83,318	52,931	136,249	297,089	36,398	333,487	60,403	29,500	89,903
Job Placement	646	15,575	16,221	5,780	0	5,780	8,309	7,678	15,987
Vocational Training	48,230	124,543	172,773	16,237	56,957	73,194	8,930	14,565	23,495
Career Counseling/Guidance	93,171	104,105	197,276	88,340	58,879	147,219	114,434	54,287	168,721
Career Education	8,041	19,313	27,354	11,097	11,886	22,983	9,940	51,204	61,144
Work Experience	8,960	64,675	73,635	5,460	31,382	36,842	1,563	5,356	6,919
Day Care Service	0	50,000	50,000	0	0	0	28,316	42,000	70,316
Cultural Programs	4,180	5,152	9,332	17,339	5,295	22,634	67,429	11,854	79,283

SUMMARY AND RECOMMENDATIONS

In general, the program appears to be reasonably effective in meeting the needs of the students served. Ten of 14 objectives were accomplished in more than 50% of the cases. By comparison, in FY 2000, only six of 14 objectives were accomplished in more than 50% of the cases. Sixty-three percent of all individual student objectives were met in FY 01 compared to 51% in FY 00. However, focusing on the number of students who achieved one or more of the objectives set forth in their Individual Optional Educational Plans shows only a slight increase in FY01 over FY 00, 66% compared to 65%. The number of students achieving one or more positive outcomes in the course of participating in the TAOEP, remained the same as in FY 00, staying at 86%. It should be noted, however, that in FY 99, 70% of the students achieved one or more objectives, and 88% of the participants achieved one or more positive outcomes.

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. Recent revisions in the TAOEP governing regulations appear to have had an impact. The intent of the revisions was to ensure that students served have truancy or attendance issues as a basis for referral. In FY 01, the number served with such issues was 94.3%, an increase from 87.4% in FY 00, and 83% in FY 99. It is recommended that for the FY 02 evaluation, the options for reporting the basis for referral be changed to ensure that the primary basis for program referral addresses attendance and/or truancy issues.

Also recommended for the FY 02 evaluation are changes in how certain program outcomes are determined. Since the projects are asked to supply numeric data for outcomes such as "improved attendance," "met attendance target," "improved achievement," or "credits earned," a greater degree of accuracy could be obtained if ISBE calculates whether or not the outcome has been achieved. This would eliminate the situation with the FY 01 data where 12,024 students are reported as having met their attendance target and the numeric data showed the opposite for 5.9% of those students or was missing for 3.9%.

Table 13. INDIVIDUAL TAOEP PROJECT DATA, FY 01

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Project Name	# of Students Served	Type of Educ. Unit	Truancy Status				Grade Level Group			Student Ethnicity					Student Success Rate
			Ret. Dropout	Chronic Truant	with Low Attend.	w/o Attend. Problems	Elem. School	High School	Un-graded	% White	% Black	% Hispan.	% Other Minority	% Not Reported	
Adams/Pike	495	ROE	0.2%	26.9%	66.3%	6.7%	64.4%	35.6%	0.0%	86.1	6.9	0.0	0.4	6.7	83.0%
Alexander/Johnson/Massac/ Pulaski/Union	474	ROE	11.6%	3.8%	60.5%	24.1%	56.3%	43.7%	0.0%	50.8	24.3	1.1	1.1	22.8	95.4%
Alton Comm. Unit School District 11	426	LEA	21.6%	57.3%	21.1%	0.0%	11.3%	88.7%	0.0%	54.2	44.1	1.4	0.2	0.0	89.9%
Aurora East Unit School District 131	574	LEA	0.3%	7.1%	70.2%	22.3%	49.3%	50.7%	0.0%	14.6	16.2	48.1	0.2	20.9	72.0%
Belleville TWP HS District 201	205	LEA	24.9%	15.1%	60.0%	0.0%	0.0%	100%	0.0%	72.7	22.9	3.4	1.0	0.0	74.6%
Black Hawk College	624	CC	86.1%	3.0%	0.0%	10.9%	0.5%	96.8%	2.7%	63.5	10.7	13.9	1.0	10.9	76.8%
Bloom TWP H S District 206	262	LEA	8.4%	5.3%	12.6%	73.7%	0.0%	100%	0.0%	8.0	14.5	3.8	0.0	73.7	74.4%
Bond/Effingham/Fayette	244	ROE	2.0%	0.8%	93.4%	3.7%	86.1%	13.1%	0.8%	95.5	0.8	0.0	0.0	3.7	66.4%
Boone/Winnebago	552	ROE	33.9%	4.5%	55.6%	6.0%	57.6%	42.4%	0.0%	70.3	8.5	13.8	1.4	6.0	74.5%
Brown/Cass/Morgan/Scott	175	ROE	13.7%	63.4%	22.9%	0.0%	0.0%	100%	0.0%	91.4	6.3	1.7	0.6	0.0	55.4%
Calhoun/Greene/Jersey/ Macoupin	256	ROE	40.2%	0.8%	35.5%	23.4%	58.2%	1.6%	40.2%	75.4	0.8	0.0	0.4	23.4	73.0%
Carbondale Comm. H S District 165	332	LEA	62.3%	13.6%	0.0%	24.1%	0.0%	100%	0.0%	52.1	21.4	1.8	0.6	24.1	93.4%
Carroll/Jo Daviess/Stephenson	331	ROE	0.0%	2.4%	21.5%	76.1%	98.5%	1.5%	0.0%	21.8	5.7	0.3	0.9	71.3	94.0%
Champaign/Ford	193	ROE	0.0%	43.0%	57.0%	0.0%	94.3%	5.7%	0.0%	37.3	59.6	0.5	2.6	0.0	96.4%
Chicago Heights School District 170	161	LEA	0.0%	0.0%	100%	0.0%	100%	0.0%	0.0%	1.2	88.2	0.0	10.6	0.0	100%
Chicago Public Schools	4,011	LEA	1.2%	65.4%	33.3%	0.0%	0.9%	99.0%	0.0%	7.8	64.8	24.0	3.3	0.0	83.2%
City Colleges of Chicago	695	CC	100%	0.0%	0.0%	0.0%	0.0%	100%	0.0%	4.0	71.2	18.0	6.6	0.1	88.1%

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Table 13. INDIVIDUAL TAOEP PROJECT DATA, FY 01

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			Ret. Dropout	Chronic Truant	with Low Attend.	w/o Attend. Problems	Elem. School	High School	Un-graded	% White	% Black	% Hispan.	% Other Minority	% Not Reported	
Clay/Crawford/Jasper/Lawrence/ Richland	397	ROE	5.5%	3.0%	18.1%	73.3%	35.3%	61.7%	3.0%	26.7	0.0	0.0	0.0	73.3	78.6%
Clinton/Marion/Washington	282	ROE	9.9%	83.7%	6.4%	0.0%	76.2%	19.5%	4.3%	91.8	6.4	1.1	0.7	0.0	82.6%
Clark/Coles/Cumberland/Douglas /Edgar/Moultrie/Shelby	419	ROE	0.0%	18.4%	81.6%	0.0%	90.5%	8.4%	1.2%	96.4	2.4	1.0	0.2	0.0	90.0%
Collinsville C U School District 10	222	LEA	0.5%	5.9%	93.7%	0.0%	0.0%	100%	0.0%	80.2	10.4	8.1	1.4	0.0	82.4%
Cook County	80	ROE	0.0%	62.5%	37.5%	0.0%	100%	0.0%	0.0%	11.3	51.3	36.3	1.3	0.0	83.8%
Danville C C School District 118	299	LEA	9.0%	31.8%	30.1%	29.1%	57.2%	42.5%	0.3%	71.9	11.7	3.7	0.7	12.0	91.3%
DeWitt/Livingston/McLean	367	ROE	0.3%	51.2%	39.2%	9.3%	41.7%	58.0%	0.3%	77.4	9.8	3.0	0.5	9.3	56.1%
DuPage	563	ROE	0.0%	33.7%	63.2%	3.0%	70.0%	30.0%	0.0%	58.3	9.6	23.6	5.5	3.0	66.4%
East Alton-Wood River C H S D 14	65	LEA	10.8%	27.7%	55.4%	6.2%	0.0%	100%	0.0%	90.8	3.1	0.0	0.0	6.2	73.8%
Edwardsville C U School District 7	109	LEA	0.0%	100%	0.0%	0.0%	0.0%	99.1%	0.9%	89.0	9.2	0.9	0.9	0.0	94.5%
Edward/Gallatin/Hardin/Pope/ Saline/Wabash/Wayne/White	155	ROE	6.5%	49.0%	25.2%	19.4%	17.4%	82.6%	0.0%	75.5	4.5	0.6	0.0	19.4	96.8%
Fulton/Schuyler	176	ROE	0.0%	70.5%	7.4%	22.2%	55.7%	44.3%	0.0%	77.8	0.0	0.0	0.0	22.2	85.2%
Galesburg C U School District 205	117	LEA	0.0%	5.1%	27.4%	67.5%	100%	0.0%	0.0%	16.2	6.8	8.5	0.9	67.5	68.4%
Granite City C U School District 8	152	LEA	16.4%	32.9%	46.1%	4.6%	48.0%	41.4%	10.5%	69.7	23.0	1.3	1.3	4.6	77.0%
Grundy/Kendall	1,419	ROE	16.4%	43.0%	20.8%	19.8%	40.5%	58.9%	0.9%	41.6	11.3	26.2	1.2	19.7	89.3%
Hamilton/Jefferson	686	ROE	8.9%	44.2%	6.3%	40.7%	56.3%	36.4%	7.3%	47.1	10.3	1.2	0.7	40.7	86.0%
Hancock/McDonough	1,672	ROE	34.8%	37.2%	25.7%	2.4%	47.8%	48.2%	4.0%	87.8	3.9	1.2	4.7	2.4	73.5%

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			Ret. Dropout	Chronic Truant	with Low Attend.	w/o Attend. Problems	Elem. School	High School	Un-graded	% White	% Black	% Hispan.	% Other Minority	% Not Reported	
Harlem Unit School District 122	83	LEA	0.0%	14.5%	85.5%	0.0%	0.0%	100%	0.0%	94.0	2.4	3.6	0.0	0.0	95.2%
Harvard C U School District 50	102	LEA	0.0%	18.6%	42.2%	39.2%	61.8%	38.2%	0.0%	33.3	0.0	27.5	0.0	39.2	92.2%
Harvey School District 152	661	LEA	0.0%	0.0%	100%	0.0%	97.4%	0.2%	2.4%	1.1	90.0	8.3	0.6	0.0	54.6%
Illinois Central College	818	CC	14.9%	2.3%	37.7%	45.1%	0.4%	99.6%	0.0%	46.1	8.1	1.5	1.2	43.2	81.8%
Iroquois/Kankakee	562	ROE	0.0%	96.6%	3.4%	0.0%	82.4%	17.6%	0.0%	40.6	52.0	7.1	0.4	0.0	89.0%
J S Morton HS District 201	252	LEA	0.0%	100%	0.0%	0.0%	0.0%	100%	0.0%	22.2	1.6	75.4	0.8	0.0	59.1%
Jackson/Perry	443	ROE	0.0%	36.1%	63.9%	0.0%	85.3%	14.4%	0.2%	80.6	17.6	1.6	0.2	0.0	77.9%
Jersey C U School District 100	252	LEA	0.0%	0.0%	35.7%	64.3%	79.4%	20.2%	0.4%	34.5	0.4	0.8	0.0	64.3	31.7%
John Logan College	116	CC	34.5%	19.0%	46.6%	0.0%	0.0%	99.1%	0.9%	94.8	3.4	1.7	0.0	0.0	90.5%
Kane	784	ROE	10.8%	89.0%	0.1%	0.0%	72.3%	27.7%	0.0%	35.6	23.1	37.8	3.6	0.0	71.3%
Kankakee School District 111	182	LEA	8.8%	26.4%	64.8%	0.0%	0.5%	99.5%	0.0%	36.8	59.9	3.3	0.0	0.0	69.8%
Kishwaukee College	455	CC	41.5%	4.6%	53.8%	0.0%	31.2%	67.5%	1.3%	62.9	9.9	25.7	1.5	0.0	91.4%
La Salle	249	ROE	0.0%	0.0%	100%	0.0%	91.2%	8.8%	0.0%	89.6	3.6	6.8	0.0	0.0	96.0%
Lake	565	ROE	0.0%	100%	0.0%	0.0%	70.6%	29.4%	0.0%	50.6	34.2	12.7	2.5	0.0	80.9%
Lake Land College	159	CC	100%	0.0%	0.0%	0.0%	0.6%	25.8%	73.6%	100.0	0.0	0.0	0.0	0.0	88.7%
Lee/Ogle	243	ROE	0.0%	19.3%	80.7%	0.0%	71.2%	28.8%	0.0%	77.4	7.4	12.8	2.5	0.0	74.5%
Lewis and Clark College	58	CC	100%	0.0%	0.0%	0.0%	0.0%	0.0%	100%	87.9	12.1	0.0	0.0	0.0	94.8%

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Lincoln Community H S District 404	123	LEA	10.6%	36.6%	52.8%	0.0%	0.0%	100%	0.0%	90.2	4.1	3.3	2.4	0.0	60.2%
Logan/Mason/Menard	197	ROE	0.0%	100%	0.0%	0.0%	100%	0.0%	0.0%	94.9	2.5	2.5	0.0	0.0	89.8%
Macon/Piatt	151	ROE	2.0%	58.3%	6.0%	33.8%	37.1%	62.9%	0.0%	36.4	29.8	0.0	0.0	33.8	97.4%
Madison	201	ROE	0.0%	99.5%	0.5%	0.0%	88.1%	11.9%	0.0%	86.1	11.9	0.5	1.5	0.0	35.3%
Monroe/Randolph	179	ROE	8.9%	25.7%	64.8%	0.6%	55.3%	37.4%	7.3%	91.1	6.7	1.1	0.6	0.6	77.1%
Oregon C U School District 220	21	LEA	0.0%	0.0%	100%	0.0%	100%	0.0%	0.0%	100.0	0.0	0.0	0.0	0.0	100%
Peoria School District 150	443	LEA	0.0%	69.3%	30.7%	0.0%	66.4%	33.6%	0.0%	46.7	47.6	3.8	1.8	0.0	84.9%
Posen-Robbins Elementary SD 143-5	47	LEA	0.0%	44.7%	55.3%	0.0%	100%	0.0%	0.0%	0.0	85.1	14.9	0.0	0.0	100%
Quincy School District	554	LEA	0.0%	0.0%	99.8%	0.2%	99.8%	0.0%	0.2%	76.9	21.7	0.9	0.4	0.2	100%
Rantoul Township School District 137	194	LEA	0.0%	0.0%	0.0%	100%	0.0%	100%	0.0%	76.8	18.6	0.0	4.6	0.0	99.5%
Rend Lake College	241	CC	0.0%	0.0%	100%	0.0%	0.0%	100%	0.0%	85.1	12.0	2.1	0.8	0.0	88.4%
Rock Island	326	ROE	0.0%	0.0%	100%	0.0%	99.1%	0.9%	0.0%	57.7	29.1	12.0	0.6	0.6	100%
Rockford School District 205	368	LEA	0.0%	100%	0.0%	0.0%	100%	0.0%	0.0%	40.2	48.1	10.3	1.4	0.0	100%
Round Lake Area SCHS District 116	338	LEA	0.0%	42.9%	41.7%	15.4%	73.1%	26.9%	0.0%	47.3	7.7	29.6	0.6	14.8	90.8%
Sangamon	317	ROE	0.9%	90.9%	8.2%	0.0%	76.0%	24.0%	0.0%	60.3	38.8	0.3	0.3	0.3	89.0%
School District 46	426	LEA	18.1%	15.7%	56.6%	9.6%	0.0%	90.4%	9.6%	17.8	38.3	30.5	4.5	8.9	57.5%
Sparta C U School District 140	68	LEA	8.8%	61.8%	29.4%	0.0%	0.0%	100%	0.0%	83.8	16.2	0.0	0.0	0.0	89.7%

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Springfield School District 186	30	LEA	0.0%	3.3%	96.7%	0.0%	100%	0.0%	0.0%	40.0	60.0	0.0	0.0	0.0	86.7%
St. Clair	1,258	ROE	0.0%	52.5%	47.3%	0.2%	66.1%	30.8%	3.2%	39.5	59.1	0.6	0.6	0.2	72.5%
Steger School District 194	173	LEA	0.0%	0.0%	100%	0.0%	100%	0.0%	0.0%	80.3	4.0	13.9	1.7	0.0	98.3%
Thornton TWP H S District 205	142	LEA	2.1%	29.6%	59.9%	8.5%	0.0%	98.6%	1.4%	4.2	61.3	26.1	0.0	8.5	66.9%
Triton College	372	CC	0.3%	3.0%	95.4%	1.3%	21.8%	78.2%	0.0%	6.2	75.5	15.9	1.1	1.3	60.5%
Urbana School District 116	430	LEA	32.1%	1.2%	28.6%	38.1%	67.9%	32.1%	0.0%	24.0	32.1	1.2	4.7	38.1	74.4%
Whiteside	157	ROE	0.0%	26.1%	73.9%	0.0%	75.2%	24.8%	0.0%	81.5	3.2	15.3	0.0	0.0	91.1%
Zion Elementary School District 6	168	LEA	100%	0.0%	0.0%	0.0%	0.0%	100%	0.0%	22.6	26.8	22.6	28.0	0.0	74.4%
TOTAL	28,679	100%	12.7%	37.1%	39.0%	11.2%	44.1%	54.0%	1.9%	45.2	30.2	12.5	1.8	10.2	80.7%

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