



Illinois Regional Safe Schools Program

FY 03 EVALUATION REPORT

With Five-Year Data Comparisons

**Illinois State Board of Education
Data Analysis and Progress Reporting Division**

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State Board of Education**

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FOREWORD

This is the first official report written for the Regional Safe Schools Program even though the program was funded and implemented in 1997. This report highlights the data for FY 03 but also provides comparative data from previous years – 1999 through 2002. This report also includes trends of expulsions and suspensions in Illinois public schools.

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EXECUTIVE SUMMARY

Public Act 89-383 which was enacted in 1996, creates the Illinois Regional Safe Schools Program (RSSP) to provide alternative education programs for disruptive students in grades six through twelve. Following are the major findings of the FY 03 evaluation:

- ◆ There were 48 RSSP programs with 101 sites operating in the state of Illinois in FY 03. These programs enrolled a total of 3,087 students which is 200 students less from FY 02 enrollment.
- ◆ RSSP enrolled slightly more expulsion students (44%) than suspension students (43%) in FY 03. The service population of RSSP shifted through the years. The program is increasingly serving more expulsion-eligible students. In particular, Chicago Public School District has the highest enrollment with approximately 12%, and also has the highest number of expulsion and expelled/re-admitted students enrolled across programs in the state.
- ◆ The majority of offenses committed by students in their home schools and the reasons for their subsequent transfer to RSSP include involvement in drugs, assaulting staff or students, and issuing threats.
- ◆ The enrollment of students with disabilities in RSSP has increased from 10% in FY 99 to 13% in FY 03.
- ◆ Students in RSSP are predominantly male (over 70%).
- ◆ About 53% of students are white, 33% are black, and 12% are Hispanics. Hispanic enrollment has decreased from 17% in FY 99 to 12% in FY 03.
- ◆ The program enrolled 6th through 12th grade students. The lowest enrollment is in 6th grade (5%) and the highest enrollment is in 8th grade (20%) and 9th grade (19%). Enrollment among 12th graders has consistently increased by one percent each year from FY 99 through FY 03.
- ◆ Academic instruction is the primary service provided by the program. However, services that respond to the students' social and/or emotional needs, such as behavior modification training, life skills training, and counseling are found to contribute significantly to students' educational success.
- ◆ 75% of RSSP's high school students earned academic credits toward high school graduation. Moreover, the program's high school graduation rate of 66% was a significant increase of 8% from FY 02.
- ◆ About 57% of RSSP's grade eight students graduated from elementary school.
- ◆ The program received \$16,160,900 from the state in 2003. This does not include the general state aid that programs may receive in addition to the state grant.

I. BACKGROUND

The Safe Schools Law

Public Act 89-383, enacted in 1996, provides Illinois with a system of alternative education programs for disruptive students in grades six through twelve. This act known as the **Safe Schools Law** indicates that *“Disruptive students typically derive little benefit from traditional school programs and may benefit substantially by being transferred from their current school into an alternative public school program, where their particular needs may be more appropriately and individually addressed and where they may benefit from the opportunity for a fresh start in a new educational environment”* (Section 13A-1e, PA 89-383). The law describes *disruptive students* as those who are subject to suspension or expulsion based on the disciplinary policies of the school district. With the enactment of the law, these students are now given the option, although voluntary on the part of the school district, to transfer to the **Regional Safe Schools Program** (a program established in 1996 to implement the Safe Schools Law), in lieu of suspension or expulsion. The proponents of the law strongly believed that *“administrative transfers may prove more productive for dealing with disruptive students than out-of-school suspension or expulsion”* (105 ILCS5/13A-1(i)).

The Regional Safe Schools Program

The Regional Safe Schools Program (RSSP) which was established to serve the educational needs of disruptive students, received an appropriation of \$15 million in 1997. The law provides that at least one RSSP program may be located within each of the Regional Offices of Education (ROE) and this program's location must be *“far away from any other school buildings or school grounds”* (105 ILCS5/13A-3(d)). The regional superintendent, except for Chicago Public School District, oversees the program. The oversight functions include, but are not limited to, determining the locations of the programs; implementing the programs' curriculum; hearing cases of parent objections for returning their children to the regular school program; establishing a budget; and disbursing RSSP funds.

Funding for RSSP

The entities eligible to apply for funding to plan and implement Regional Safe School Programs are: the Regional Offices of Education (ROE) [except in Cook County], the Chicago Board of Education, and the three Intermediate Service Centers (ISC) in Suburban Cook County. The RSSP state funds are distributed to these entities using a formula that is driven by the entity's best three months' average daily attendance (ADA) and percent of low-income students. In addition to the state funds, RSSP programs are entitled to receive general State Aid as calculated in subsection (K) of Section 18-8.05 of the School Code.

During its first year of implementation in FY 97, RSSP funded 47 RSSP programs representing 44 ROEs (two ROEs formed a consortium), three ISCs, and the Chicago Board of Education, and serviced 1,325 students. The monies received by the program in the succeeding years with the number of students enrolled in the program during those years, are shown in Table 1.

Table 1. State RSSP Grants with the Number of Students Enrolled in the Program and Cost Per Student: FY 97 through FY 04

Fiscal Year	State Grant to Programs	Number Enrolled	Cost/Student*
FY 97	\$15,000,000	1,325	\$11,321
FY 98	\$15,000,000	4,631	\$3,239
FY 99	\$15,352,000	4,801	\$3,198
FY 00	\$15,352,000	4,015	\$3,824
FY 01	\$16,791,627	4,016	\$4,181
FY 02	\$17,806,626	4,010	\$4,441
FY 03	\$16,160,900	3,807	\$4,245
FY 04	\$17,023,900	3,600 (est)	\$4,729

*Does not include state aid.

As indicated, the initial implementation in FY 97 of the RSSP only enrolled 1,325 students. The \$15 million was used for both program planning and implementation. It was also about this time that buildings and facilities were identified to house the program as well as the recruitment of staff. Obviously, FY 98 and FY 99 remain the time when student eligibility for program services was not clearly mapped out, which explains higher enrollments in the program during this two-year period. Guidelines were then established for the program providing directions in terms of eligible students that should be enrolled in the program, clarifying “full-time” students, the services that needed to be provided, qualifications of staff, and the program curriculum, among others. The decrease of enrollment in FY 00 from FY 99 is not a reflection of a lack of need for the program but rather the service clientele was not clearly defined at that time. A “real” drop in enrollment occurred in 2003, with only 3,807 enrolled from 4,010 in 2002. About this time, funding for the program also dropped by approximately \$1.65 million. The decrease in enrollment may have been triggered by the decrease in funding. Ideally, if the program has to pay a cost per student at the same level as FY 02, which is \$4,441 per student, then the program could only support 3,639 students from the money in FY 03. In this case, RSSP served 168 students more – beyond its funding capacity. ***It should be noted, however, that in addition to the state grant, RSSP programs are also entitled to receive general State Aid. So the cost per student would be higher when State Aid is factored in.***

The formula used in calculating RSSP funds received by each program resulted in a wide range of distribution of funds. In FY 98, monies received by each program ranged from a low of \$80,870 to a high of \$3,000,000. In FY 03, the lowest and the highest amount received by a program were \$75,038 and \$3,269,661, respectively. Some programs enrolled more students than others which translates to a cost per student from a low of \$1,125 to a high of \$11,492.

II. EVALUATION PURPOSES, PROCEDURES, AND LIMITATIONS

PURPOSES

The main purpose of the evaluation is to determine the extent by which the Regional Safe Schools Program met the provisions of the Safe Schools Law. Provisions related to the

administrative transfer, the students enrolled in the program, and the program's curriculum and services will be examined. Specifically, this report:

- a) Describes the students who were administratively transferred to the program.
- b) Describes the program's curriculum and services provided in light of what the law specifies.
- c) Describes the outcomes achieved by these students.
- d) Describes the relationship of services provided to student outcomes.
- e) Presents five years of data, 1999 through 2003, describing enrollment trends and shift of services. The student outcomes across the five-year period are also compared.

In addition, this report presents statewide statistics on expulsions and suspensions and provides recommendations for program improvements.

P R O C E D U R E S

The FY 03 evaluation has three sources of data: 1) the FY 02 End-of-Year Report which reports statewide statistics on suspensions and expulsions, 2) the FY 03 RSSP Student Reporting Application, and 3) the FY 03 RSSP Program Reporting Form. The data elements, particularly the reasons for administrative transfer, service, and outcome categories were developed by staff who managed the program. Before FY 03, the data collection was coordinated by ISBE's division of New Learning Opportunities (NLO). NLO also managed the program at the state level. Starting in FY 03, with NLO abolished, the RSSP student and program data are reported electronically by programs to the ISBE-Division of Data Analysis and Progress Reporting (DAPR). DAPR now has the responsibility of evaluating the program.

The data collection systems experienced several changes. From 1998 through 2001, individual student information was reported using an excel spreadsheet. Since excel is not a database application, the data variables required for reporting on an individual student is limited to 32 columns – to the extent that it could fit on legal size paper. This posed validity and reliability problems. So in 2002, a reporting application was developed that includes data-editing features and expanded number of data items. Further, in 2003, more data items were added to the system related to Special Education students enrolled in the program.

L I M I T A T I O N S

- 1) The data is self-reported by programs and a process to validate some data entries is not available. The editing features available in the reporting system only checks for the validity of student grades - in relation to age, outcome, and service; and student outcomes - in relation to services received. For example, the new reporting system releases an error message when a student who is in an elementary grade is reported to have graduated from high school.
- 2) The system is collecting more information than necessary. There are service and outcome categories that are not essential in determining the effectiveness of the program.
- 3) There is perplexity in the definition of terms. Some service categories could be collapsed into one category.
- 4) All the outcomes are in categorical scale – there is no numerical data to validate outcomes such as “improved attendance,” “improved behavior,” or “received academic credit.”

Given these limitations, the readers are cautioned in interpreting the data presented in this report.

III. FINDINGS

I. PROGRAMS AND SITES

There were 48 RSSP programs with 101 sites operating in the state of Illinois in FY 03. Chicago Public School District 299 served the most number of students (11.6%), followed by Will county (8.6%), and two intermediate service centers (ISCs) -- North Cook and West Cook, with 6% of students enrolled, respectively. The programs that served over 100 students are shown in Table 2. The types of students served by programs vary – some served more expulsion-eligible students than suspension-eligible students or vice versa. For instance, Chicago Public School District 299 served the most number of expulsion students, the highest in the state. In fact, Chicago's RSSP students were practically all expulsion-eligible or expelled and re-admitted students (99.5%). Other programs which served over 80% of expulsion-eligible students were North Cook (87%), Kane county (94%), South Cook-ISC (90%), and Du Page county (82%). In contrast, the regional educational offices of Champaign/Ford and Grundy/Kendall served more suspension-eligible students. Appendix A shows the number of students served by each program in FY 03.

Table 2. RSSP Programs That Served More Than 100 Students in FY 03

Program Name	Suspension-Eligible		Expulsion-Eligible		Expelled and Re-Admitted		Total	
	Number	Pct	Number	Pct	Number	Pct	Number	Pct
Chicago Public School Dist.	2	0.5	303	68.9	135	30.7	440	11.6
Will	176	53.8	135	41.3	16	4.9	327	8.6
NorthCook-ISC1	22	9.6	199	86.9	8	3.5	229	6.0
WestCook-ISC2	133	58.6	79	34.8	15	6.6	227	6.0
Champaign/Ford	118	81.9	18	12.5	8	5.6	144	3.8
Peoria	19	14.2	58	43.3	57	42.5	134	3.5
Grundy/Kendall	109	82.6	20	15.2	3	2.3	132	3.5
Kane	8	6.4	117	93.6		0.0	125	3.3
DeWitt/Livingston/McLean	57	48.7	60	51.3		0.0	117	3.1
SouthCook-ISC4	11	9.8	101	90.2		0.0	112	2.9
DuPage	20	18.2	90	81.8		0.0	110	2.9

Concentration of Enrollments in RSSP

There were 3,807 students enrolled in or administratively transferred to RSSP in FY 03. This is 200 students less than the FY 02 enrollment. Students enrolled in the program are either eligible for suspension or expulsion or had been expelled and re-admitted. During FY 03, RSSP served slightly more expulsion-eligible students (44%) than suspension-eligible (43%).

As shown in Table 3, it appears that downstate programs, specifically those located in central Illinois or in the northern and southern counties tend, to serve more suspension-eligible students. In contrast, Chicago and the suburbs, including Kane and DuPage counties tend to serve higher numbers of expulsion-eligible or expelled and re-admitted students. In other words, these programs tend to serve students who have committed severe offenses such as bringing weapons to school, assaulting and/or threatening individuals, involvement in drugs, or committing theft and/or arson. For details see Appendix B.

Table 3. Enrollment in RSSP by Location and Student Eligibility Status, FY 03

Location	Eligibility Status						Total	
	Suspension-Eligible		Expulsion-Eligible		Expelled and Re-Admitted			
	Number	Pct	Number	Pct	Number	Pct	Number	Pct
East Central	350	62.6	173	30.9	36	6.4	559	14.7
Northern	401	69.7	97	16.9	77	13.4	575	15.1
Southern	240	57.6	138	33.1	39	9.4	417	11.0
Suburbs	381	31.4	727	59.9	106	8.7	1214	31.9
Urban	2	0.5	303	68.9	135	30.7	440	11.6
West Central	249	41.4	247	41.0	106	17.6	602	15.8
Total Eligibility Status	1,623	43.0	1,685	44.0	499	13.0	3,807	100.0

II. STUDENTS ENROLLED IN RSSP IN FY 03

A. Student Demographics

A1. Students' Administrative Transfer or Enrollment in the Program

Students who are subject to expulsion or suspension or who have been expelled and readmitted to the regular school program, may be administratively transferred to RSSP. This implies that the transfer of these students from the regular school programs is not mandated but encouraged. The decision to offer RSSP as an option depends largely on the school district boards. However, should a student be transferred to RSSP, the law requires that at the earliest time following the transfer of the student, appropriate personnel from the sending school district and the RSSP shall meet to develop an alternative education plan (AEP) for that student. The student's parent or guardian shall be invited to this meeting and the student may be invited to attend. The key to managing the progress obtained by a student while enrolled in the RSSP is its AEP. With regards to students who have disabilities, the individualized education plan of that student shall continue to apply.

A2. Reasons for Suspension or Expulsion and Transfer to RSSP

Table 4 shows the reasons for the students' suspension or expulsion which ultimately led to their transfer to RSSP. What the data reveals is that the reasons for these students' suspension or expulsion significantly varied— from extreme cases, such as possession of weapons, drugs, bomb threats, physical attacks or fights, to minor cases, such as insubordination and disrespect, or to cases unrelated to gross misbehavior, such as chronic truancy. Some of the common reasons for students' expulsion or suspension were involvement in drugs (22.3%) and giving threats (20.4%). Data elsewhere indicated that expelled students are five times more likely to take drugs and twice as likely to commit assaults than students who are suspended.

Table 4. Major Reason(s) for the Administrative Transfer of Students to RSSP, FY 03

Major Reason(s) for Administrative Transfer	Count	Pct of Total Enrolled
Weapons	305	8.0
Drugs	848	22.3
Assault	676	17.8
Threats	776	20.4
Pranks	122	3.2
Computer hacking	493	12.9
Theft, arson, or unwarranted pulling of a fire alarm	432	11.3
Other Reason	1,321	34.7

Among the “other reasons” reported, classroom inappropriate and/or disruptive behavior topped the list (Table 5). This behavior could be described as that which includes verbal assaults or repetitive misconduct. Other reasons for administrative transfers include chronic truancy, insubordination or defiance of authority, and bomb threats. With all these various reasons or circumstances that brought these students to RSSP, it is possible to have students with extremely varying issues and behavioral problems together in one RSSP class. This could pose tremendous challenges to the instructional staff.

Table 5. Other Reason(s) for the Administrative Transfer of Students to RSSP, FY 03

Other Reason(s) for Administrative Transfer	Count	Pct of Total Enrolled
Classroom Inappropriate/Disruptive behavior	771	20.3
Aggravated battery	54	1.4
Attendance/chronic truancy	108	2.8
Chronic Insubordination/Defiance	263	6.9
Gang activity	68	1.8
Non-compliance	29	0.8
Academics	7	0.2
Sexual assault	9	0.2
Bomb threat	5	0.1
Alcohol	7	0.2

A3. Student Eligibility and Ethnicity

In FY 03, school districts transferred more students who have severe disciplinary or behavioral problems to RSSP – which explains an increase in the number of expulsion-eligible students enrolled in these programs. Table 6 shows the ethnicity of these students with their eligibility status. Within an ethnic group, whites have the least proportion of students enrolled as expulsion-eligible. In contrast, minority groups, particularly Hispanics and blacks have higher expulsion-eligible participation. The data in Appendix C shows that within an ethnic group, blacks or Hispanics are more likely to carry weapons, get into fights, or exhibit aggressive behavior. Moreover, Hispanics or Asians are more likely to be involved in drugs. Whites, on the other hand, are more likely to be involved in computer hacking or theft.

Table 6. Number and Percent of Students Enrolled in RSSP by Student Eligibility Status and Student Ethnicity, FY 03

Student Ethnicity	Eligibility Status						Total Ethnicity	
	Suspension-Eligible		Expulsion-Eligible		Expelled and Re-Admitted			
	Number	Pct	Number	Pct	Number	Pct	Number	Pct
Native American/Alaskan		0.0	2	50.0	2	50.0	4	0.1
Asian/Pacific Islander	11	28.2	20	51.3	8	20.5	39	1.0
Black Not Hispanic	411	32.9	651	52.2	186	14.9	1,248	32.8
Hispanic	128	28.0	234	51.2	95	20.8	457	12.0
White Not Hispanic	1,056	52.6	754	37.5	199	9.9	2,009	52.8
Other	17	34.0	24	48.0	9	18.0	50	1.3
Total Eligibility Status	1,623	42.6	1,685	44.3	499	13.1	3,807	100.0

A4. Grade Level and Educational Status

The majority of students (57%) enrolled in RSSP in FY 03 were in grades 8, 9, and 10 (Table 7). The combined enrollments of 6th and 7th graders constitute 15% of the total enrollment; whereas the combined enrollments of 11th and 12th graders constitute 28% of the total enrollment.

Since its implementation, RSSP has enrolled students who have disabilities or special education students. Special education students normally constitute 10% of the RSSP enrollment, but recently, in FY 03, the percent of special education students transferred to RSSP rose to approximately 13%. Consistent with the provisions accorded to students with disabilities, the Safe Schools Law requires that the individualized education plan (IEP) of these students (for whom an IEP was developed under Article 14 of the School Code), shall continue to apply following their transfer to RSSP. Data elsewhere showed that of the 492 students enrolled in RSSP with disabilities, 71% have learning disabilities, and 28% have emotional-behavior disorders.

Table 7. Number of Students Enrolled in RSSP by Grade Level and Student Educational Status, FY 03

Grade Level	Educational Status				Total Grade	
	Regular Education		Special Education			
	Number	Pct	Number	Pct	Number	Pct
6th	167	5.0	13	2.6	180	4.7
7th	360	10.9	46	9.3	406	10.7
8th	663	20.0	94	19.1	757	19.9
9th	620	18.7	123	25.0	743	19.5
10th	579	17.5	87	17.7	666	17.5
11th	453	13.7	81	16.5	534	14.0
12th	473	14.3	48	9.8	521	13.7
Total Educational Status	3,315	87.1	492	12.9	3,807	100.0

B. Services Received by Students

RSSP provides an array of services, foremost of which is the provision of academic instruction and the development of alternative education plans for each of the students enrolled in the program.

B1. What the Law Says About the School Program Curriculum

105 ILCS 5/13A-5 requires that any student administratively transferred to RSSP must have an alternative education plan or (AEP). Moreover, students enrolled in RSSP must also receive academic instruction. The law also requires RSSP, through the supervision of the regional superintendent, to implement a multi-disciplinary curriculum, which may include work-based learning and community service work, where students could earn academic credit or credits. So apart from providing instruction on basic subject areas, programs are supposed to offer courses that would prepare students for vocational and occupational training, as well as opportunities to service communities. The reason for an emphasis of service learning in the RSSP's curriculum is borne from research which indicated that "effective" service-learning programs impact the students' school performance, civic, and educational attitudes positively (*National Evaluation of Learn and Serve America, Brandeis University, July 1999*). Further, service-learning not only improves the student but the community as well.

RSSP, like any other alternative or optional education program, is required to run a minimum of five clock hours to constitute a full-day of student attendance for purposes of calculating general State Aid. This five clock hours include the time the student spends in work-based learning and/or community service.

Given what the law requires, a list of services related to career development, work-based learning, and community service are included in the reporting of program data in addition to academic related services.

B2. Services Offered and Received by Students

The following services were received by students enrolled in RSSP in FY 03 (See Table 8). The definitions of each of these services are found in Appendix D.

Alternative Education Plan (AEP) and Academic Instruction

The data show that 98% of students enrolled in RSSP have AEPs. The reasons for lack of AEPs for about 2% of students are not known. The data also show that not all students enrolled in RSSP received academic instruction. Further examination of the data indicated that these 24 students who did not receive academic instruction, were only in the program less than a week. While these students may not have received academic instruction, they received other services, such as written AEPs, behavior modification training, and counseling.

Table 8. RSSP Services Received by Students by Student Eligibility Status, FY 03

Services Offered	Student Eligibility Status							
	Expulsion-Eligible		Suspension-Eligible		Expelled and Re-Admitted		Total	
	Number	Pct	Number	Pct	Number	Pct	Number	Pct
Academic Services								
Academic Instruction	1,676	99.5	1,616	99.6	491	98.4	3,783	99.4
Community College Courses	22	4.5	49	10.4	2	2.2	73	6.9
Individualized Optional Education Plan	1,648	97.8	1,611	99.3	488	97.8	3,747	98.4
Tutoring	735	43.6	779	48.0	204	40.9	1,718	45.1
Work/Career Related Services								
Work-Based Learning	117	7.0	90	5.5	13	2.5	219	5.8
Career-Related Services	690	40.9	567	34.9	238	47.6	1,495	39.3
Social/Emotional Related Services								
Behavior Modification Training	1,122	66.6	1,110	68.4	437	87.6	2,669	70.1
Individual/Group Counseling	1,431	84.9	1,230	75.8	462	92.6	3,123	82.0
Life Skills Training	1,222	72.5	1,323	81.5	385	77.2	2,930	77.0
Mentoring	451	26.8	454	28.0	183	36.7	1,088	28.6
Community Service/Service Learning								
Court-Mandated	111	6.6	108	6.7	42	8.4	261	6.9
Other Volunteerism	180	10.7	117	7.2	14	2.8	311	8.2
RSSP Service Learning	863	51.2	563	34.7	245	49.1	1,671	43.9

Work/Career Related Services

Work-based learning and career-related activities are services that are supposed to prepare students for the world of work. The data show that only about 6% of students went through work-based learning experiences while another 39% participated in career-related activities. These services were received by students across all grades – 6 through 12.

Service Learning

About 44% of students participated in service learning activities. There were 8% of students who volunteered to provide community service and another 7% participated because it was mandated by the court system.

Social/Emotional Related Services

While the law is not specific about services related to the social and emotional well being of students enrolled in RSSP, the data show that services related to this construct, such as behavior modification training, life skills training, and counseling, are services that were received by a majority of students with about 70%, 77%, and 82% of students receiving such services,

respectively. In particular, almost 93% of expelled/re-admitted students received counseling services

C. Student Outcomes

The outcomes of RSSP students in FY 03 are shown in Table 8.

Table 9. Outcomes of Students Enrolled in RSSP, FY 03

Type of Outcome	Count	Pct of Cases
High School Credit Received	1853	75.2
Improved Behavior	2569	67.5
Improved Attendance	2566	67.4
High School Graduation	341	65.5
Elementary Graduation	428	56.5
Promoted to Next Grade (elementary only)	764	56.9
Returned to Home School	1327	34.9
Enrolled in Post-Secondary Education	83	25.0
Employment (Post-High School)	50	15.1
Transferred	326	8.6
Dropped Out of the Program	303	8.0
Employment (Curricular)	256	7.0
Enlisted in Military Service	18	4.7
Dropped from RSSP/Sent Back for Expulsion	146	3.8
Dropped from RSSP/Sent Back for Reassignment	105	2.8
GED Test Completed	41	1.7
Moved Out of State	55	1.4

As in years past, the highest outcome in RSSP comes from high school students attempting to earn credits toward completion of their high school education (75.2%). Relatively, RSSP also has a high graduation rate (65.5%). Moreover, slightly over 67% of the students improved their behavior or improved their attendance. As indicated earlier in this report, not all students transferred to RSSP exhibited disruptive behaviors. Some of them were transferred originally because of truancy, which is a non-disruptive behavior.

Ideally, the students' AEPs are designed to reflect an outcome related to the students' referrals. In cases of students who are non-disruptive, "improved behavior" would not be an appropriate outcome. This may explain why, despite the premise that RSSP was established to make the regular schools "safe," not all students would have an "improved behavior" outcome.

D. Relationship of Services with Student Outcomes

Several stages of statistical analysis were conducted to determine which services significantly contributed to the students' educational success. Students' educational success is operationally defined as that which includes students who received high school credit(s), were promoted to the next grade, graduated from elementary school, graduated from high school, completed GED test, improved behavior, improved attendance, returned to home school, or became employed. An aggregate score is computed for each student on these "success" variables. The next step was to run a factor analysis on services provided. The varimax rotation produced ten factors, but one factor was eliminated because the correlations of the variables on this factor were less than 0.5. With the factors identified, a regression analysis was performed with students' educational success as the dependent variable and the nine factors as the independent variables.

The regression analysis showed that three factors significantly contributed to the students' educational success. These three factors are:

- | | |
|----------|---|
| Factor 1 | Services related to behavior modification, life skills training, and personal counseling. |
| Factor 2 | Services related to career counseling, career assessment, and career portfolio. |
| Factor 3 | Services related to work experience, paid or unpaid. |

Among these three factors, Factor 2 contributed the most to students' educational success with standardized regression coefficient (beta)¹ of 0.20, followed by Factor 1 with beta= 0.16, and then by Factor 3 with beta=.12. Academic instruction ranked fourth with beta=.09.

Other services, such as parenting classes, referrals for services, mentoring, or tutoring, have very small betas to make any inferences of their relationships with student educational success. Service learning has no correlation to students' educational success. These findings somewhat negate the theory that service learning enhances student academic achievement, a theory which was the basis for requiring RSSP to include service learning in their curriculum.

¹ Standardized regression coefficient or beta is a test statistic that explains the contribution of an independent variable (in this case any of the nine factors) to the variation of the dependent variable (in this case the student educational success).

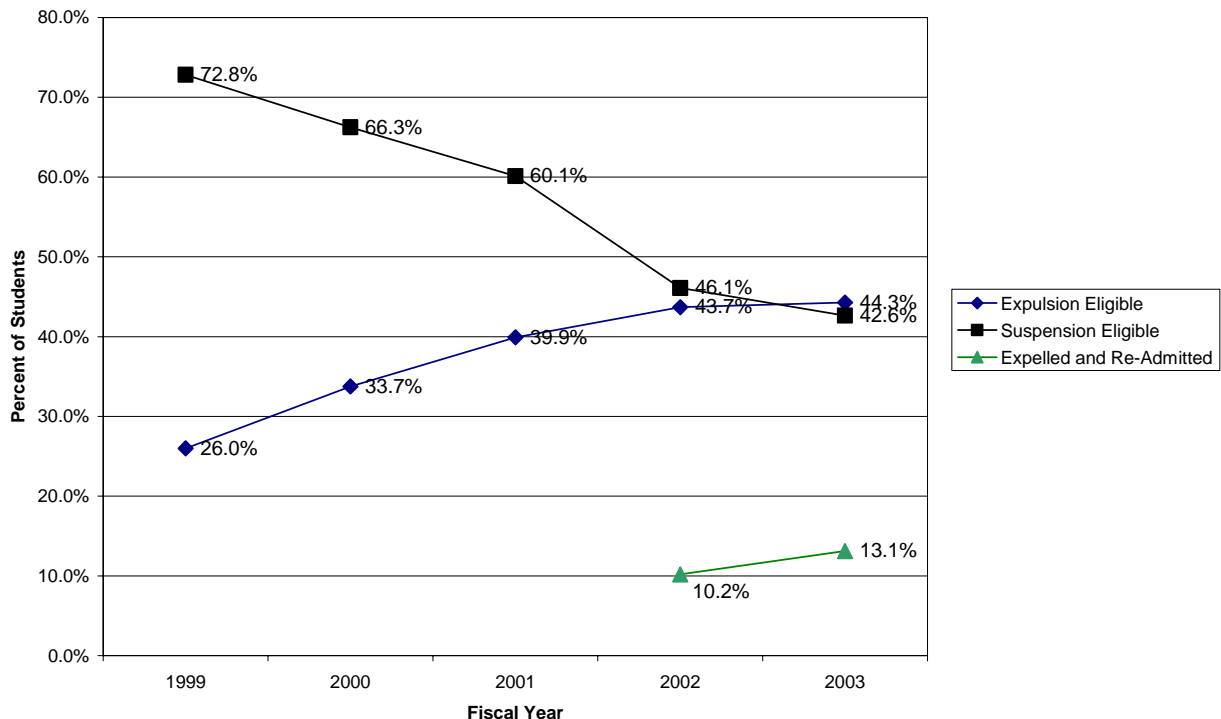
IV. TRENDS

The RSSP was implemented in 1997, but the collection of comparable yearly individual student data started in 1999. The charts included in this section provide demographic trends, as well as services received and outcomes achieved by students enrolled in RSSP from 1999 through 2003.

Enrollments by Student Eligibility

Enrollments in RSSP initially were predominantly suspension-eligible students. However, with time, more and more expulsion-eligible students were enrolled. As can be seen in Chart 1, RSSP had about 73% of suspension-eligible students and only 26% of expulsion-eligible students in 1999. The enrollments of suspension-eligible students continue to decline, in contrast, the enrollments of expulsion-eligible students continue to increase. In 2003, expulsion-eligible enrollment was slightly higher than suspension-eligible students. In 2002, another student eligibility criterion was added which was “expelled and re-admitted.” This criterion was suggested for inclusion by programs with the notion that expulsion-eligible is a separate category from that of students who have already been expelled and were subsequently re-admitted. This particular group of students has also increased by about 3% in 2003 from 2002.

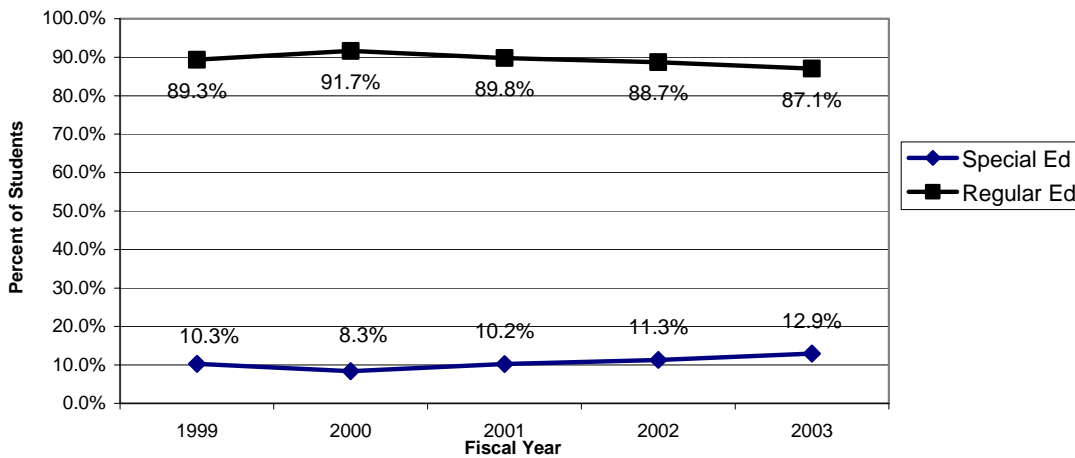
Chart 1. RSSP Students by Eligibility Status: FY 99 Through FY 03



Enrollments by Educational Status

Since RSSP's implementation, the program served, on average, about 10% of students with disabilities. In 2003, this proportion increased by almost 2% from 2002 (Chart 2). Data elsewhere showed that the majority of special education students enrolled in 2003 were expulsion-eligible or expelled and re-admitted students who had learning disabilities.

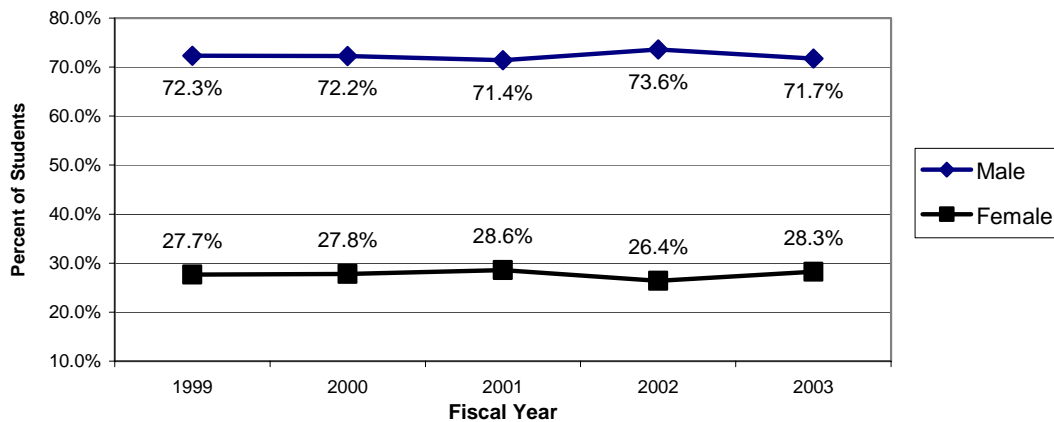
Chart 2. RSSP Students by Educational Status: FY 99 Through FY 03



Enrollments by Gender

Students enrolled in RSSP are predominantly male with over 70% enrolled each year (Chart 3). Female students constitute 26 to 29 percent of the enrollments from 1999 through 2003. Enrollments by male or female fluctuate yearly.

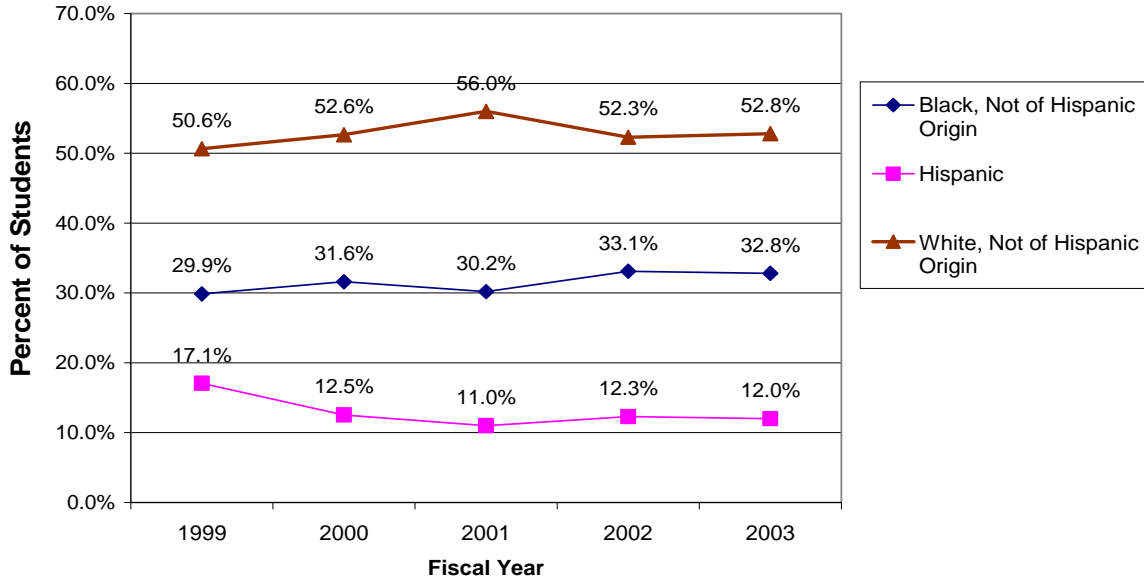
Chart 3. RSSP Students By Gender: FY 99 Through FY 03



Enrollments by Student Ethnicity

RSSP enrolls over 50% of white students, with the highest enrollment of 56% experienced in 2001 (Chart 4). In contrast, Hispanic enrollment was at its lowest (11%) during this year. The Hispanic enrollment was at its peak in 1999 at 17%, whereas the black enrollment was at its ebb this year at 30%. Black enrollment was at its highest in 2002 with 33% enrollment. It remained at the same level in 2003.

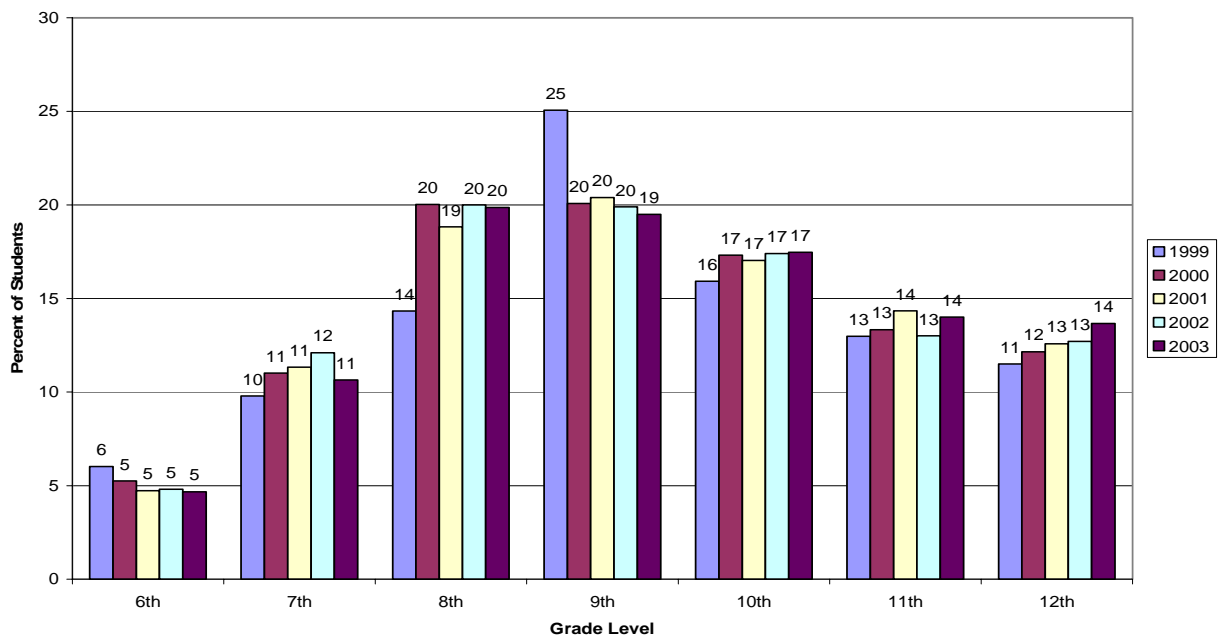
Chart 4. RSSP Students by Selected Student Ethnic Groups: FY 99 Through FY 03



Enrollments by Grade Level

Grades 8, 9, and 10 constitute the majority of enrollments in RSSP (Chart 5) with about 55% to 57%. In particular, enrollment of grade 9 students peaked in 1999 at 25%, the highest enrollment ever reported for a grade level. While enrollments of grade 6 students continue to decline, that of grade 12 students continue to increase.

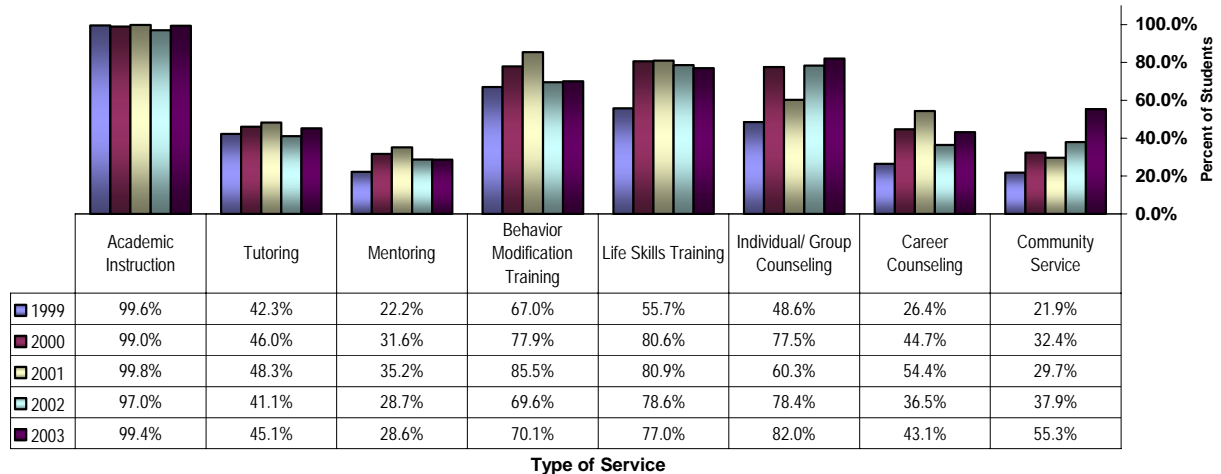
Chart 5. RSSP Students by Grade Level: FY 99 Through FY 03



Student Services Provided by RSSP

To establish valid comparisons, the services that are reported in Chart 6 are limited to the seven services that were commonly listed across the five-year period. As shown in the chart below, academic instruction is the primary service provided by RSSP with individual/group counseling, behavior modification training, or life skills training ranking second in terms of proportion of students receiving a service. Moreover, the percent of students participating in community service has significantly increased in 2003 by 17% from 2002.

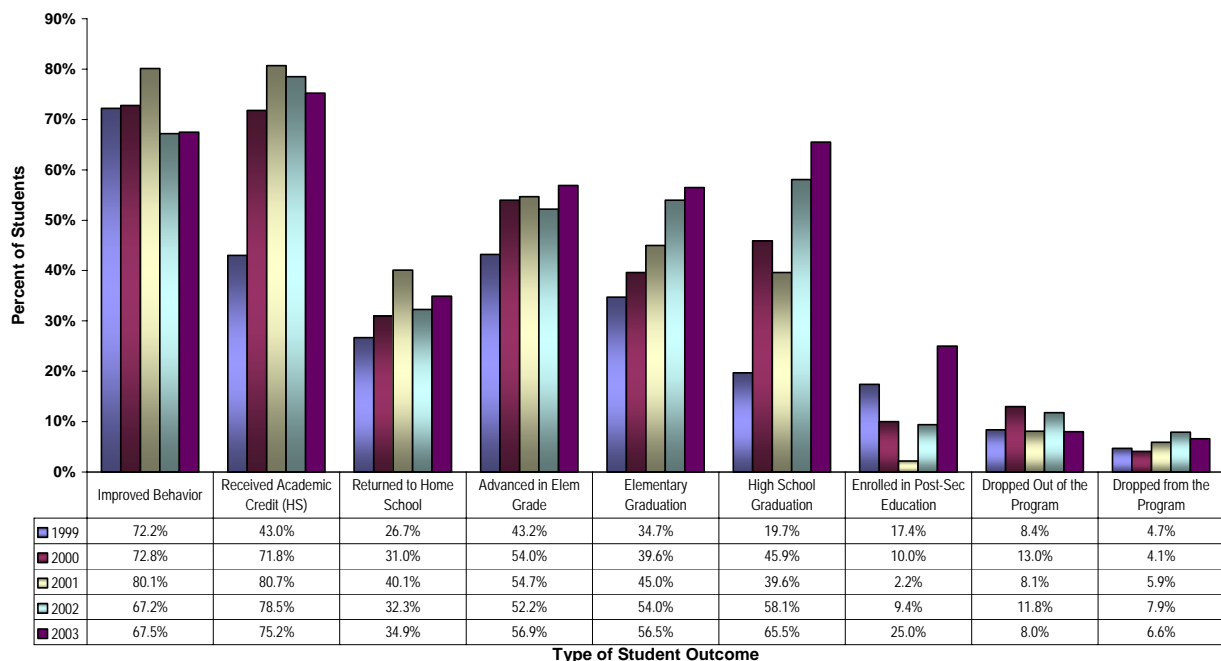
Chart 6. Services Received by Students Enrolled in RSSP: FY 99 Through FY 03



Outcomes of Students

The outcomes achieved by RSSP students during the five-year period are shown in Chart 7.

Chart 7. Outcomes Achieved by RSSP Students: FY 99 Through FY 03



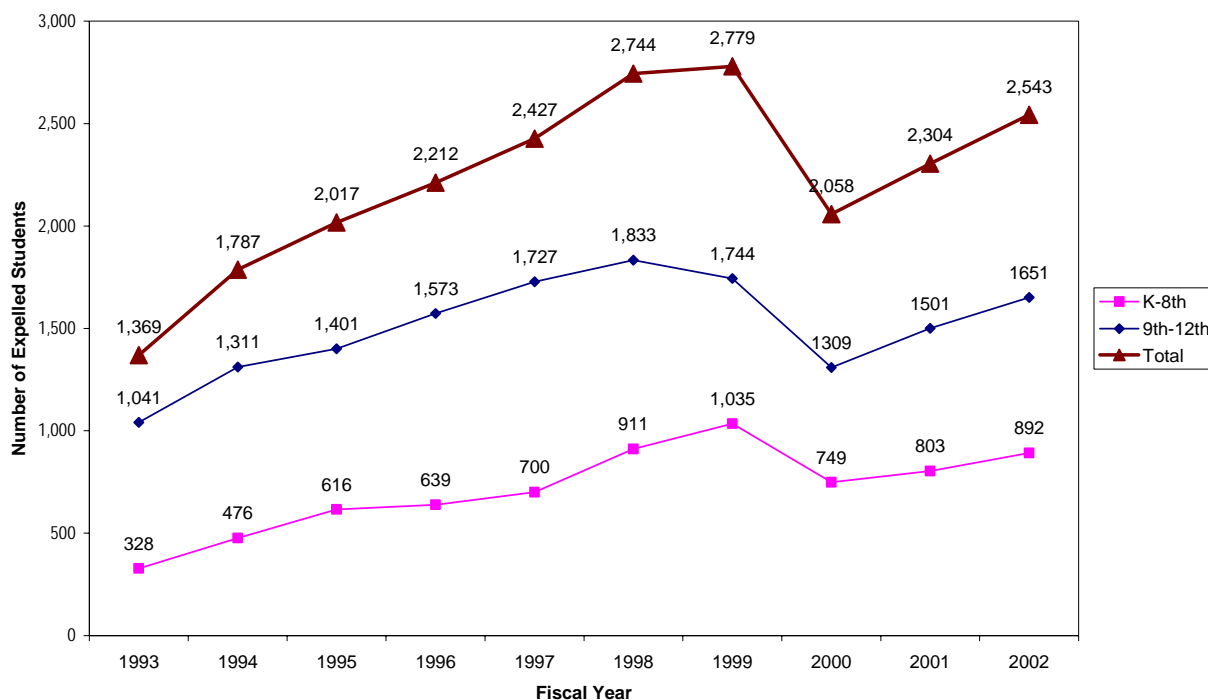
RSSP has progressively made strides in effecting positively on the education of the students that it serves. In particular, its high school graduation rate has increased significantly in 2003 from previous years. Consequently, because of higher graduation rates, more students are now enrolled in post-secondary education, from 17% in 1999 to 25% in 2003. Moreover, RSSP has effected an increase in the number of students earning high school credits.

V. SUSPENSION AND EXPULSION DATA IN THE STATE

The following charts (Chart 8 and Chart 9) show the status of student expulsions and multiple suspensions in Illinois public schools. The most current state data available about student expulsions is in 2002. The 2003 data is still being collected.

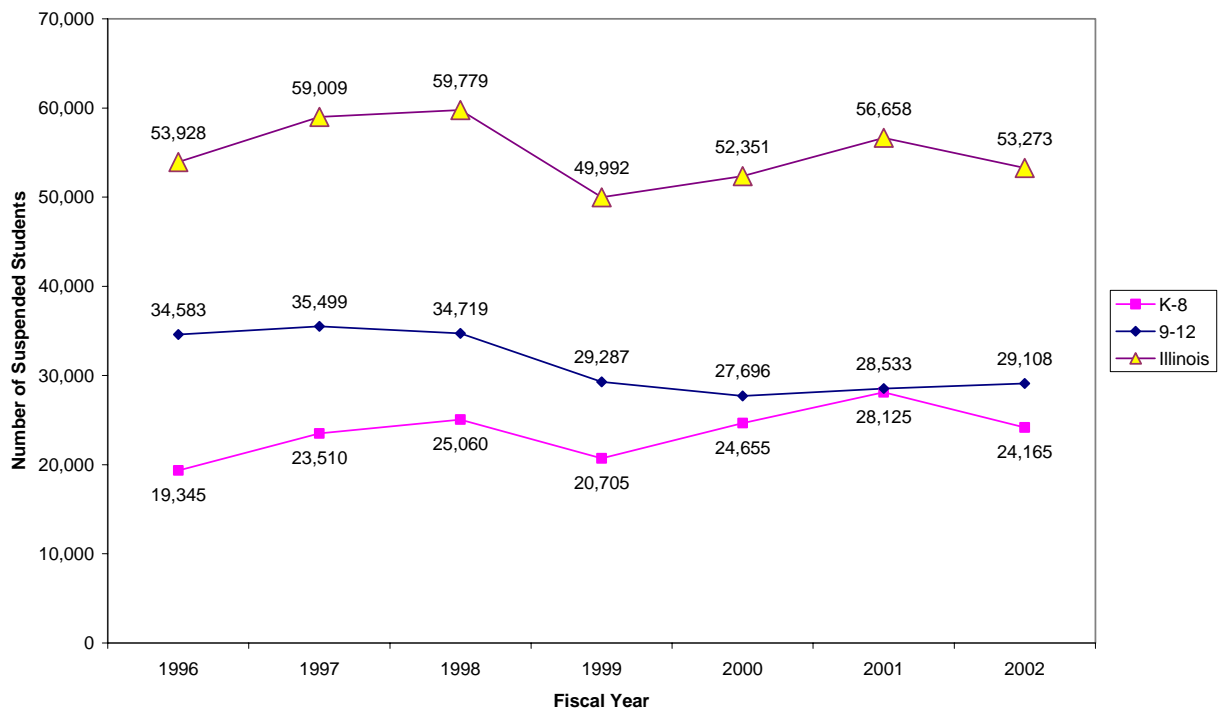
Between 1994 through 2002, the number of expulsions was highest in 1999 with 2,779 students and dramatically took a big dip in 2000 with 2,058 students; 700 students less (Chart 8). However, the expulsion numbers climbed again in the succeeding two years with an increase of 500 students in 2003 from 2000. The data also show that high school students are twice as likely to be expelled as elementary students.

Chart 8. Number of Students Expelled in Illinois Public Schools: FY 93 through FY 02



In contrast to expulsions, the number of students with multiple suspensions peaked in 1998 with approximately 60,000 students and then decreased significantly about 10,000 students in 1999 (chart 9). Similar to the number of expulsions, more high school students received multiple suspensions than elementary students.

Chart 9. Number of Students with Multiple Suspensions in Illinois Public Schools: FY 96 Through FY 02



VI. CONCLUSIONS AND RECOMMENDATIONS

The data in FY 03 show that the Regional Safe Schools Program (RSSP) in Illinois is increasingly serving students who have severe disciplinary issues – the most challenging students in the state. Specifically, these are students who brought weapons to school, assaulted personnel and other students, were involved with drugs, or exhibited repetitive defiant and disruptive behavior.

The data show that RSSP has met the challenge of educating these students. First, during the last three years, the number of students who earn academic credits is increasing. It is at its highest in 2003 with 75% of high school students earning credits. This outcome is important because earning high school academic credits raises the probability of a student graduating from high school. Second, the high school graduation rate in RSSP in 2003 was 66%. Though this rate is 20% less than the state graduation rate – it is a significant success because without RSSP, these students would have not graduated at all.

More importantly, RSSP's presence provides an opportunity for students who would have been expelled or suspended from school to continue their education in a setting that contributes to the attainment of such educational goals. RSSP, like any other alternative education program has lower student/teacher ratio which allows more attention to individual student needs, be it academic, emotional, or physical. Students enrolled in RSSP have access to an array of services, which may not be possible with regular education programs. While it may appear from the data that RSSP has not fully instituted some requirements of the law, for instance, only 44% participated in career-related activities or 45% participated in RSSP-sponsored service learning, RSSP focused its priorities on services or activities that are most needed by students – that of

meeting their social and emotional needs. Moreover, without RSSP, more students would have been expelled or suspended. The numbers in the following tables explain this contention. The term “recouped” refers to recovered students from being expelled or suspended. Table 10 shows that RSSP has increasingly recovered students from expulsion starting with 28% in 1998 to 41% in 2002.

Table 10. Recouped Expulsion Rates: FY 98 Through FY 02

Fiscal Year	Expulsion-Eligible Students Served by RSSP	Number of Students Expelled from Illinois Public Schools	Number of Students that Could Have Been Expelled from Illinois Public Schools	Recouped Rate
1998	1,059	2,744	3,803	28.0
1999	1,248	2,779	4,027	31.0
2000	1,355	2,058	3,413	40.0
2001	1,450	2,304	3,754	39.0
2002	1,754	2,543	4,297	41.0

Table 11. Recouped Suspension Rates: FY 98 Through FY 02

Fiscal Year	Suspension-Eligible Students Served by RSSP	Number of Students with Multiple Suspensions in Illinois Public Schools	Number of Students that Would Have Been Under Multiple Suspensions in Illinois Public Schools	Recouped Rate
1998	3,517	59,779	63,296	6.0
1999	3,496	49,992	53,488	7.0
2000	2,660	52,351	55,011	5.0
2001	2,414	56,658	59,072	4.0
2002	1,847	53,273	55,120	3.0

Similarly, multiple suspensions would be higher without RSSP. For example, multiple suspensions in 1998 would have been 63,296 if RSSP had not enrolled the 3,517 students in the program (Table 11).

Recommendations

The regression analysis shows that career-related services, specifically, career portfolios, career counseling, and/or career assessments, contributed significantly to the students’ educational success. In fact, among all services, these services, as one construct, have the highest correlation to the students’ educational success. In addition, work experience, whether paid for by RSSP or not, also correlate significantly to the students’ educational success. Given these results, it is recommended that programs need to pursue the possibility of increasing the availability of such services to students. In FY 03, less than 50% of the students received the aforementioned services.

Corollary to this recommendation is the streamlining of services. Some services need to be combined or eliminated, particularly those received by less than 10% of the students, like “speakers,” “field trips,” “registered apprenticeship,” or the “other” categories under “career focus,” “career development,” etc.

Lastly, some student outcomes need to be validated. As indicated earlier, one of the limitations of this evaluation is the manner by which some outcomes are reported. All the outcomes are in categorical scale (which means that programs only need to check boxes), and there is no hard data to validate, for instance, “improved attendance,” “improved behavior,” or “high school academic credits received.” One outcome in particular which needs to be explored in depth is “improved behavior.” Programs significantly vary in reporting this construct and, in all cases the assessment is subjective – if they are measured at all. It is recommended, therefore, that outcomes related to behavior, attendance, or credits earned need to be supported with numerical data.

Appendix A

Number of Students Enrolled in Each RSSP Program by Student Eligibility Status, FY 03

Program Name	Suspension-Eligible		Expulsion-Eligible		Expelled and Re-Admitted		Total	
	Number	Pct	Number	Pct	Number	Pct	Number	Pct
Chicago Public School District	2	0.5	303	68.9	135	30.7	440	11.6
Will	176	53.8	135	41.3	16	4.9	327	8.6
NorthCook-ISC1	22	9.6	199	86.9	8	3.5	229	6.0
WestCook-ISC2	133	58.6	79	34.8	15	6.6	227	6.0
Champaign/Ford	118	81.9	18	12.5	8	5.6	144	3.8
Peoria	19	14.2	58	43.3	57	42.5	134	3.5
Grundy/Kendall	109	82.6	20	15.2	3	2.3	132	3.5
Kane	8	6.4	117	93.6		0.0	125	3.3
DeWitt/Livingston/McLean	57	48.7	60	51.3		0.0	117	3.1
SouthCook-ISC4	11	9.8	101	90.2		0.0	112	2.9
DuPage	20	18.2	90	81.8		0.0	110	2.9
Adams/Pike	78	4.8	10	0.6	2	0.4	90	2.4
Iroquois/Kankakee	67	4.1	21	1.2		0.0	88	2.3
Lake	11	0.7	6	0.4	67	13.4	84	2.2
LaSalle	54	3.3	16	0.9	6	1.2	76	2.0
Clk/Cls/Cmbn/Dglas/Edgr/Mltr/Shelby	43	2.6	24	1.4	4	0.8	71	1.9
Boone/Winnebago	24	1.5	8	0.5	35	7.0	67	1.8
StClair	32	2.0	33	2.0		0.0	65	1.7
Madison	40	2.5	24	1.4		0.0	64	1.7
RockIsland	50	3.1	8	0.5	6	1.2	64	1.7
Carrol/JoDaviess/Stephenson	52	3.2	5	0.3	5	1.0	62	1.6
Knox	50	3.1	5	0.3	7	1.4	62	1.6
Sangamon	29	1.8	30	1.8	3	0.6	62	1.6
Logan/Mason/Menard	49	3.0	6	0.4	2	0.4	57	1.5
Macon/Piatt	15	0.9	37	2.2	4	0.8	56	1.5
Bureau/Henry/Stark	48	3.0	3	0.2	3	0.6	54	1.4
Marshall/Putnam/Woodford	6	0.4	35	2.1	8	1.6	49	1.3
Calhoun/Greene/Jersey/Macoupin	23	1.4	25	1.5		0.0	48	1.3
Tazewell	5	0.3	17	1.0	25	5.0	47	1.2
Clay/Cwford/Jspcr/Lwrnce/Rhlan	8	0.5	35	2.1	1	0.2	44	1.2
DeKalb	33	2.0	7	0.4	4	0.8	44	1.2
Edwd/Gltn/Hdin/Pop/Sine/Wbh/Wn	28	1.7	13	0.8	3	0.6	44	1.2
Alexander/Johnson/Massac/Pulaski	25	1.5	11	0.7	1	0.2	37	1.0
Christian/Montgomery	1	0.1	35	2.1		0.0	36	0.9
Clinton/Marion/Washington	13	0.8	2	0.1	19	3.8	34	0.9
Lee/Ogle	15	0.9	11	0.7	8	1.6	34	0.9
Monroe/Randolph	27	1.7	7	0.4		0.0	34	0.9
Fulton/Schuyler	19	1.2	7	0.4	7	1.4	33	0.9
Bond/Effingham/Fayette	18	1.1		0.0	12	2.4	30	0.8
McHenry	14	0.9	10	0.6	6	1.2	30	0.8
Franklin/Williamson	24	1.5	2	0.1		0.0	26	0.7
Hancock/McDonough	4	0.2	21	1.2		0.0	25	0.7
Vermillion		0.0	8	0.5	13	2.6	21	0.6
Hamilton/Jefferson	14	0.9	6	0.4		0.0	20	0.5
Jackson/Perry	11	0.7	5	0.3	3	0.6	19	0.5
Whiteside	2	0.1	9	0.5	1	0.2	12	0.3
Brown/Cass/Morgan/Scott	10	0.6	1	0.1		0.0	11	0.3
Henderson/Mercer/Warren	6	0.4	2	0.1	2	0.4	10	0.3

Appendix B

Reasons* for the Administrative Transfer of Students to RSSP by Student Eligibility Status and Location, FY 03

	East Central		Northern		Southern		Suburbs		Urban		West Central		Total	
Weapons	No.	Pct	No.	Pct	No.	Pct	No.	Pct	No.	Pct	No.	Pct	No.	Pct
Expelled and Re-Admitted	4	10.8	11	44.0	3	9.7	28	26.4	26	29.9	5	26.3	77	25.2
Expulsion-Eligible	30	81.1	10	40.0	23	74.2	74	69.8	61	70.1	13	68.4	211	69.2
Total	37		25		31		106		87		19		305	
Drugs	No.	Pct	No.	Pct	No.	Pct	No.	Pct	No.	Pct	No.	Pct	No.	Pct
Expelled and Re-Admitted	14	16.5	34	37.0	16	21.1	42	11.9	36	30.5	41	33.3	183	21.6
Expulsion-Eligible	47	55.3	30	32.6	37	48.7	257	72.6	82	69.5	74	60.2	527	62.1
Total	85		92		76		354		118		123		848	
Assault	No.	Pct	No.	Pct	No.	Pct	No.	Pct	No.	Pct	No.	Pct	No.	Pct
Expelled and Re-Admitted	6	5.3	11	20.8	5	6.1	25	9.5	29	49.2	24	22.4	100	14.8
Expulsion-Eligible	48	42.5	16	30.2	31	37.8	183	69.8	30	50.8	34	31.8	342	50.6
Total	113		53		82		262		59		107		676	
Threats	No.	Pct	No.	Pct	No.	Pct	No.	Pct	No.	Pct	No.	Pct	No.	Pct
Expelled and Re-Admitted	4	2.0	17	15.7	10	10.5	13	6.1	10	25.0	28	23.3	82	10.6
Expulsion-Eligible	46	23.1	23	21.3	25	26.3	145	67.8	29	72.5	47	39.2	315	40.6
Total	199		108		95		214		40		120		776	
Pranks	No.	Pct	No.	Pct	No.	Pct	No.	Pct	No.	Pct	No.	Pct	No.	Pct
Expelled and Re-Admitted	0	0.0	6	37.5	3	25.0	8	13.6	7	50.0	2	28.6	26	21.3
Expulsion-Eligible	6	42.9	5	31.3	4	33.3	47	79.7	7	50.0	3	42.9	72	59.0
Total	14		16		12		59		14		7		122	
Computer Hacking	No.	Pct	No.	Pct	No.	Pct	No.	Pct	No.	Pct	No.	Pct	No.	Pct
Expelled and Re-Admitted	2	1.7	5	4.7	4	6.7	11	9.1	2	50.0	6	7.2	30	6.1
Expulsion-Eligible	16	13.6	20	18.7	15	25.0	73	60.3	2	50.0	37	44.6	163	33.1
Total	118		107		60		121		4		83		493	
Theft/Arson	No.	Pct	No.	Pct	No.	Pct	No.	Pct	No.	Pct	No.	Pct	No.	Pct
Expelled and Re-Admitted	1	1.5	7	6.8	1	1.9	4	3.4	1	100.0	17	18.9	31	7.2
Expulsion-Eligible	8	12.3	8	7.8	10	18.5	39	32.8	0	0.0	30	33.3	95	22.0
Total	65		103		54		119		1		90		432	

* Programs checked as many reasons that apply to a student, therefore, the total is more than the total number of students enrolled.

APPENDIX C

Reasons* for Suspension or Expulsion by Student Ethnicity, FY 03

Reason for Suspension or Expulsion	Student Ethnicity						Total*
	Native American/Alaskan	Asian/Pacific Islander	Black Not Hispanic	Hispanic	White Not Hispanic	Other	
Weapons	0	1	146	51	101	6	305
% Across Ethnicity	0.0	0.3	47.9	16.7	33.1	2.0	6.1
% Within Ethnicity	0.0	2.6	11.7	11.2	5.0	12.0	
Drugs	3	14	231	133	453	14	848
% Across Ethnicity	0.4	1.7	27.2	15.7	53.4	1.7	17.1
% Within Ethnicity	75.0	35.9	18.5	29.2	22.6	28.0	
Assault	1	9	290	79	289	8	676
% Across Ethnicity	0.1	1.3	42.9	11.7	42.8	1.2	13.6
% Within Ethnicity	25.0	23.1	23.2	17.3	14.4	16.0	
Threats	1	7	273	79	412	4	776
% Across Ethnicity	0.1	0.9	35.2	10.2	53.1	0.5	15.6
% Within Ethnicity	25.0	17.9	21.9	17.3	20.6	8.0	
Pranks	0	2	37	20	62	1	122
% Across Ethnicity	0.0	1.6	30.3	16.4	50.8	0.8	2.5
% Within Ethnicity	0.0	5.1	3.0	4.4	3.1	2.0	
Computer hacking	0	2	168	33	283	7	493
% Across Ethnicity	0.0	0.4	34.1	6.7	57.4	1.4	9.9
% Within Ethnicity	0.0	5.1	13.5	7.2	14.1	14.0	
Theft or Arson	0	0	137	22	269	4	432
% Across Ethnicity	0.0	0.0	31.7	5.1	62.3	0.9	8.7
% Within Ethnicity	0.0	0.0	11.0	4.8	13.4	8.0	
Other Reasons	0	12	394	162	736	17	1321
% Across Ethnicity	0.0	0.9	29.8	12.3	55.7	1.3	26.6
% Within Ethnicity	0.0	30.8	31.6	35.5	36.7	34.0	
Duplicated Total	5	47	1,676	579	2,605	61	4,973
	0.1	0.9	33.7	11.6	52.4	1.2	100.0

*Programs checked as many reasons that apply to a student, therefore, the total is more than the total number of students enrolled.

APPENDIX D

Definitions of Services

Individual Optional Education Plan (IOEP) – Each student must have an IOEP that has been prepared specifically for him or her. The initial IOEP is developed upon enrollment into RSSP. It should include, at a minimum, academic, career, and personal goals and steps to achieve each goal. It should include the anticipated length of stay in RSSP and transition back to the sending school, graduation, or GED, if appropriate, employment, or other transitions. The IOEP should be reviewed and amended at regular intervals and, as needed. The IOEP should be developed with input from the student, parent or guardian and the RSSP counselor or teacher and a representative from the sending school.

Academic Instruction – Provision of direct academic instructional services, or computer-assisted instructional services, or a combination of both. All students must receive academic instruction.

Tutoring – Additional instructional services, usually provided on a one-to-one basis, to supplement regular instruction.

Mentoring – Coaching and/or guiding students with their career/educational goals. A mentor can be a peer, an older student, staff members, or a community member who may be employed in the career field in which the student is interested. Mentors should receive mentoring training.

Behavior Modification Training – Any of various behavior management/conflict resolution training systems that help students improve their behavior, manage stress, control anger, and make better choices.

Life Skills Training – This training may include decision-making (critical thinking, problem solving, and communication), social skills, cultural awareness, financial management, etc.

Individual/Group Counseling – RSSP programs may provide individual and/or group counseling that may relate to social, emotional, or health problems. Please note that clicking on this rubric indicates that the student received individual counseling, or group counseling, or both. There is no separate rubric for individual counseling and group counseling.

Community College Course - The student took a course at a community college as part of his/her RSSP academic program as developed in the IOEP.

Career Assessment and Awareness - An identification and exploration of careers through activities to help students focus on career choices. It usually involves use of a standardized assessment instrument to provide direction toward career decision-making. It may also include such activities as job shadowing, text research, informational interviews, video programs, computer software programs, and Internet searches.

Career Portfolio – A collection that captures important documents and accomplishments in the student's progress toward success. Such documents should reflect the students' achievements, present an overview of their personal experiences, identify transferable skills, and outline areas of learning. The items contained in the career portfolio may include, but are not limited to, employment history, job applications, a resume, a brief biography, transcripts, letters of recommendation, certificates, awards, and recognitions.

Career Counseling - Activities to assist students in making informed educational and occupational choices. Aspects of career counseling may include career awareness, planning, decision-making, and job placement. Knowledge of local, state, and national occupational, educational, and labor market needs, trends, and opportunities, aid students to develop career options that may surmount gender, race, ethnicity, disability, language, or socioeconomic impediments to career options and encouraging careers in non-traditional employment.

Career Fairs - Events at which employers and/or post-secondary institutions meet with students and explain available career opportunities. Initial job interviews or appointments for job interviews may be arranged at career fairs.

Other Career Focus – Any other career focus related activities not specifically defined above.

Field Trips - A work-site experience (1-3 hours) during which a group of students, escorted by school staff, tours a business. This activity is appropriate for any grade level as the format and information presented can be tailored to student age/grade levels.

Job Shadowing - A work-site experience during which students observe employers in their specific career paths. This experience is appropriate for a single student or a small group of students.

Speakers – This activity involves members of the community who meet with the students and provide them with first hand information about the career paths they (the speakers) have chosen.

Paid Work Experience (Not Coop) - Paid work experience that is not a part of a cooperative education program, may include a workplace learning experience for which a student is paid but receives no high school credit, or any employment in which a student is involved in after school hours.

Cooperative Education - A cooperative education program combines the efforts and resources of the employment community and the local education agency for the purpose of providing students with learning experiences that lead to the development of entry or intermediate level job skills.

Unpaid Work Experience - A work experience at the employer's site in which students gain technical skills through an unpaid work experience that is closely integrated with school-based activities. This experience must meet six guidelines established for trainees or student trainees.

School-Based Business – This is an enterprise or business that is located within the educational environment, is planned and managed by the students, and is developed to promote the spirit of entrepreneurship.

Registered Apprenticeship – The student participates in a program that is authorized by the registered apprenticeship agency and approved by the Bureau of Apprenticeship Training.

Entrepreneurship - Entrepreneurship training is a process through which students may obtain skills, knowledge, constructive attitudes, and experiences toward self-employment.

Other Career Development Activities – Any other career development activities that are not specifically identified above.

RSSP-Sponsored – This indicates participation in a community service project that was developed as part of the RSSP program.

Court-Mandated Participation – This indicates student participation in a community service project that was mandated as part of a court services program in which the student is involved.

RSSP Service Learning – This indicates student participation in a Service Learning project developed as part of the RSSP program.

Other Volunteerism – This indicates any other student participation in any other community service program not otherwise identified above.

Referral to Social Services - The RSSP program may refer the student for services that are provided by government agencies, public or private social service agencies, or community-based organizations.

Parenting Classes for Students - The RSSP may provide parenting classes for students who are pregnant, or the parents of children, or may refer students for such services provided outside of RSSP.

Parenting Classes for Parents (of RSSP students) – The RSSP may provide parenting classes for parents of RSSP students as part of parental involvement in the RSSP program, or as needed in individual circumstances on a case-by-case basis. Such classes may be provided directly by RSSP or by referral to another agency.

Other Services – Any other services provided to the student that have not been described elsewhere. Other services may include drug/alcohol or other substance abuse counseling or testing that may be provided directly by the RSSP program, or within the context of the RSSP program, or may be handled by referral to an outside agency.