

WORK EXPERIENCE AND CAREER EXPLORATION PROGRAM

2002 Evaluation Report

Prepared by

Data Analysis and Progress Reporting Division

**Planning and Performance Center
Illinois State Board of Education**

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FOREWORD

Pursuant to 570.35(a) of Title 29 of the Code of Federal Regulations (CFR), approval to operate a Work Experience and Career Exploration program (WECEP) is contingent on making available the following information related to students' demographics and academic achievement, such as: student eligibility (a list of each student enrolled and their school at-risk status), credits earned (a list of all credits earned by WECEP enrollees for classroom instruction and work-related activities), and their grade-point averages.

Moreover, Section 254.1192 of the Illinois Administrative Code requires all recipients of WECEP funds to establish policies and procedures for continuous evaluation of their WECEP programs and follow-up of students who have completed or left the program. The state requirement for program continuous evaluation resulted in creating WECEP site student databases that include school and work-place level data on students' school attendance, high school credits earned, hours worked and wages earned. Such data are submitted to ISBE and compiled.

Except for the grade-point averages, this report addressed both federal and state reporting requirements. This report has two parts. Part 1 addresses the federal reporting requirements which describe the students served by the program in FY 02, including services received and outcomes achieved by these students. Part 2 is a follow-up for FY 02 of the educational progress of students who participated and exited WECEP in FY 01. Follow-up is conducted by matching the students' social security numbers to those in the 2002 Illinois Student Information System (ISIS) student database.

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Part 1

EXECUTIVE SUMMARY

The Work Experience and Career Exploration Program (WECEP) was established to provide career related classroom instruction and cooperative work experience to 14- and 15-year-old potential dropouts who are enrolled full-time in the regular school. The explicit assumption of the law is that services provided by the program, such as basic education development and enrichment and career education, coupled with work training experiences provided by the private sector, would lead to improved self-image and/or would motivate students to continue in school, not only after they turned 16, but until they graduate from high school. To what extent WECEP has met the intent of the law requires a collection of data which is student-based. In April 2002, with the support of the Illinois Student Information System (a comprehensive application for the collection of student data for the local/regional secondary career and technical education programs), individualized student data was collected for the program. Following are the major findings from the data:

- * Some 1,004 14- and 15-year old students participated in the WECEP in 2002. This is 94 students less than the total number of students that participated in the WECEP in 2001. These students are identified as students who could potentially drop-out of school because of their adverse economic and social conditions and/or low academic achievement levels. In particular, of the students served, approximately 87% were either academically or economically disadvantaged. Moreover, over 54% are chronic truants, 10% have disabilities and 5% are single parents.
- * The proportion of male students participating in the program is equal to that of female students.
- * The number of minority students participating in this program is increasing. Minority students constituted 57% of the total 2001 WECEP enrollment. In 2002, this proportion increased to 59%. In particular, blacks constituted 72% of the minority group and 41% of all students. Hispanics constituted 17% of all students, an increase of 2% from 2001.
- * WECEP services started prior to students' entry into the program where the students' skills, interests, academic strengths, and weaknesses are assessed. The results of these assessments become the basis for the development of the students' academic and career portfolios. Career-related services, including planned activities to explore various career interest areas so students can make informed career decisions, were provided to 99% of students.
- * About 203 private businesses ranging from restaurants, banks, retirement homes, and hospitals provided career and employment experiences to the 1,004 students enrolled in the program. The McDonalds Corporation hires the largest number of WECEP students.
- * About 787 of the 1,004 students (78%) received paid-work experience.
- * Students worked more hours in the spring than in the fall semester. The total number of hours worked in the spring semester was 93,436 hours while that in the fall semester was 76,284 hours.

The total amount of wages earned in the spring was \$438,190 and in the fall it was \$361,558. This results in an annual total of \$799,748. Students were paid an average of \$4.70 an hour.

- * Hispanic students worked longer hours and made more wages than other racial groups. A Hispanic student worked 262 hours and earned \$1,371 on average for one year compared to a white student who worked only 235 hours and earned \$1,138 on average for one year. Meanwhile, black students worked the least number of hours. A black student worked 181 hours and earned \$767 on average. Hispanic students were paid about a dollar more on average per hour than blacks and forty cents more per hour than whites.
- * On average, female students worked the same number of hours as that of male students. However, male students earned more on average than female students. Male students were paid slightly more per hour than female students.
- * More than half of the students in the program were in 9th grade and 27% in 10th grade. About 17% of students were in grades 7 and 8.
- * The 833 9th and 10th graders in the program earned a combined 3,056.25 academic credits. This number includes credits earned from other courses apart from the WECEP course. Any student who has completed a WECEP program earns from 0.5 to 1.0 credit for one semester. Enrollment in the WECEP is certainly an opportunity for 7th and 8th grade students to earn credits that they could apply toward their high school transcripts.
- * Approximately 92% of students continued in school and 3% dropped out of school. Of the 31 students that dropped out or withdrew from school, 13 were blacks, 10 were whites, seven were Hispanic, and one was Asian.
- * Some 741 WECEP students attended both the fall and the spring semesters. The mean attendance rate of these students in the fall is the same as the mean attendance rate in the spring (88%). The whole year's attendance rate of WECEP students is only 88%, six percentage points below that of the state average attendance rate.
- * Among the three ethnic groups, white students have the lowest average yearly attendance rate of 86%, one percent lower than the average attendance rate of black students. Hispanic students have the highest attendance rate of 94% -- equal to that of the state's average attendance rate.
- * A correlation analysis showed that a **significant positive** relationship exists between hours worked and school attendance ($r=.185$, $p=.01$). While the correlation coefficient is small, statistically it can be inferred that the students' opportunity to work enhances the students' attendance in school.

I. INTRODUCTION

The Work Experience and Career Exploration Program (WECEP) was established under Section 3.66a of the School Code to provide career related classroom instruction and cooperative work experience to 14- and 15-year-old potential dropouts who are enrolled full-time in the regular school. The implicit expectation of this law is that services provided by the program, such as basic education development and enrichment and career education, coupled with work training experiences provided by the private sector, would lead to improved self-image and/or would motivate students to continue in school, not only after they turned 16, but until they graduate from high school.

Funding of the Program

WECEP funds are distributed by the Illinois State Board of Education through a competitive process with priority to school districts which have annual dropout rates and unemployment rates higher than the state average. The number of “academically disadvantaged” students in the school district and the school district’s ability to pay for specific services are used as factors in determining which school district should receive funds. In FY 02, \$2,278,173 was appropriated by the legislature to support the program, and 21 school districts received funding representing 38 schools. (See Appendix A.)

Private Employer Partnership – A Keystone of the Program

Since student work training experience from private employment is a service required by law, school districts which receive funding are required to develop private sector training sites. Specifically, this entails scouting for potential employers for these students to derive their paid-work experiences. This is one of the most challenging areas for programs – finding employers to provide their students the work experience they needⁱ. Despite Child Labor Law waivers, local employers are hesitant to hire these students given their ages and the risk and responsibility involved at work and at school. However, if a private employer agrees to hire these students, a training memorandum (Appendix B) is written spelling out the obligations of all parties involved. This training memorandum is signed by the employer, the teacher coordinator, the student, and the parent. In 2002, 203 private employers participated in the program (see list of employers in Appendix C). The McDonalds conglomerate normally hires the majority of WECEP students, making McDonalds in effect, a major partner of this initiative.

The Planning Advisory Board

The Planning Advisory Board serves as the backbone of the program. The Board which constitutes program coordinators, teachers, and private employers, sets the directions for the program and vigorously pursues the program’s continuous improvement. The Board also plans marketing

ⁱ Based on the written comments of program coordinators in planning discussions during the WECEP statewide planning meeting in October 2002 held in Springfield, IL.

strategies to promote the program. The Board's role was recently tested. With cuts in state education funding, the Board and its constituencies lobbied for the program's funding.

Under this state planning board are regional planning boards which also meet on a regular basis to monitor progress on established regional objectives. Apart from this activity, the regional planning boards also address issues of safety of students in the workplace, expansion of private employer partnerships, and deterrents to the program's existence. The names of the chairs and members of the state planning board and regional boards are found in Appendix D.

II. COLLECTING INDIVIDUAL STUDENT DATA – A RESULT OF WECEP-ISIS CONNECTION

To what extent WECEP has met the intent of the law, and/or to what extent services impact student achievement, requires the collection of individualized student data rather than aggregated reporting by programs. When collecting individualized data was conceptualized, the division that housed WECEPⁱⁱ did not have the capability to enter data into a database system. In 2000, the division administrator sought the assistance of the Illinois Student Information System (ISIS). ISIS is a software package that enables reporting of local/regional secondary career and technical education programs. The database resulting from this application is a statewide collection of comprehensive student data. An agreement was reached between WECEP and ISIS in late 2000, paving the way for collecting of individual student data. Specifically, the partnership involves ISIS personnel keying-in data into the system and downloading this file for WECEP's use and analysis. An additional advantage of having WECEP data in the ISIS database is that it allows a convenient follow-up of students' educational movement and achievement. For instance, WECEP students normally include 8th to 10th grade students (with very few in 7th or 11th grade). Since the ISIS database includes most of the high school students in the Illinois public school system, WECEP could track specifically its 10th grade students if they continued to 11th grade, 12th grade, and/or graduated. In April 2002, WECEP teacher coordinators submitted their individualized student reports to their ISIS local representative. Results of analyses of the data start on page 6 under "Findings." The results of the first FOLLOW-UP study start on page 21.

III. THE STUDENT DATA – EVALUATION QUESTIONS AND FINDINGS

A. EVALUATION QUESTIONS

There are several evaluation questions that this report attempts to address apart from asking the broader impact of program services to student achievement. Some questions, however, such as appropriateness of work experience to career interest area, could not be answered by the data. Therefore, evaluation questions that could be answered by the data are limited to the following:

1. How many students participated in the program in 2002? What are the primary reasons (or at-risk status) for their participation in the program? What are their grade levels? What is the student ethnic distribution?
2. Is there a relationship between students' ethnicity and their at-risk status?

ⁱⁱ The Illinois State Board of Education reorganized in January 2002 which abolished the division that housed WECEP.

3. How long do students attend the program?
4. What services were provided and activities conducted for these students?
5. What are the students' career interest areas (CAI)? How do CAIs differ by students' ethnicity and gender?
6. How many hours did the students work? What wages did they receive? How different are the wages by ethnic group or by gender?
7. What are the educational outcomes achieved by these students?
8. How is spring attendance different from fall attendance for students who were in the program for one year?
9. What is the relationship between hours worked and students' school attendance?

Before presenting the answers to the above questions, there are caveats to this report namely, that the two variables "at-risk status" and "services received" involve multiple responses, i.e., more than one category is reported for a student. It would appear that the total count is more than 1,004 and the percent of cases more than 100%. The totals indicated in the tables of these variables are based on duplicated counts. The readers are advised to consider this when interpreting the data. In addition, data are self-reported. This method of data collection may create possibilities for some data to be erroneous. It is necessary, therefore, to conduct edit checks to ensure reliability and validity of data. Even with this effort, there is still a chance that the data are not completely accurate.

B. FINDINGS

Evaluation Question 1:

How many students participated in the program in 2002? What are the primary reasons (or at-risk status) for their participation in the program? What are their grade levels? What is the student ethnic distribution?

About 1,004 students who have high propensity for dropping-out of school, in view of their economic or social conditions and/or low educational performance, participated in the program in 2002. The data in Table 1 indicates that almost 90% of students served by WECEP were either academically or economically disadvantaged. Moreover, 101 of the students have disabilities and 55 are single parents. Among these single parents, 41 were in 9th grade and of this group, 25 were only 15 years of age as of July 2002. So..

Table 1. At-Risk Status of WECEP Students: 2002

At-Risk Status	Number of Students	Percent of Responses
Academically disadvantaged	654	42.5
Economically disadvantaged	689	44.8
Limited English proficient	29	1.9
Individuals with disabilities	101	6.6
Single parent	55	3.6
Displaced homemaker	10	0.7
Duplicated Count	1,538	100.0

Grade Levels. More than half of the students in WECEP were in 9th grade (56%). The program also enrolled 8th grade students (16%) and 10th grade students (27%). Six students were reported in 7th grade (Table 2).

Table 2. Grade Levels of WECEP Students: 2002

Grade Level	Number	Percent
7TH	6	0.6
8TH	165	16.4
9TH	560	55.8
10th	273	27.2
Total	1,004	100.0

Gender and Ethnicity. The proportion of male students is approximately equal to that of female students. Further, there were more minority students in the program than whites (57% vs. 43%). In particular, blacks constituted 72% of the minority group and 41% of all students (Table 3).

Table 3. Ethnicity of WECEP Students: 2002

Student Ethnicity	Number	Percent
ALASKAN/NATIVE AMERICAN	1	0.1
ASIAN/PACIFIC ISLANDER	12	1.2
BLACK, NOT HISPANIC	413	41.1
HISPANIC	169	16.8
WHITE, NOT HISPANIC	406	40.4
Not Reported	3	0.3
Total	1,004	100.0

Evaluation Question 2:

Is there a relationship between students' ethnicity and their at-risk status?

Data in Table 4 indicates that students in WECEP have two common disadvantages: being economically disadvantaged or at the lower stratum of academic achievement levels. While the majority of students are disadvantaged, blacks or Hispanics are more likely to be economically disadvantaged than whites or Asians. Moreover, a student with limited English proficiency is more likely a Hispanic, and students who are single parents are more likely black. Whites had the highest proportion of students with disabilities.

Table 4. At-Risk Status by Ethnicity: WECEP 2002

At-Risk Status	Alaskan/ Native American	Asian/ Pacific Is	Black Not Hispanic	Hispanic	White Not Hispanic	Duplicated Row Total
With Disability	0	2	31	12	57	102
Academically Disadvantaged	1	5	280	73	315	674
Economically Disadvantaged	0	9	340	145	201	695
Single Parent	0	0	38	16	1	55
Displaced Homemaker	0	0	7	3	0	10
Limited English Proficient	0	2	3	13	11	29
Duplicated Column Total	1	18	699	262	585	1,565

Evaluation Question 3:**How long do students attend the program?**

A majority of students (74%) attended the program for two consecutive semesters. Thirteen percent attended during the fall semester only and 7% attended during the spring semester only. About 6% of students withdrew from the program at the beginning of each semester (Table 5). Attendance in the program is not the same as attendance in school. A student may withdraw from the program but would still be enrolled in school.

Table 5. Student Attendance in the WECEP: 2002

Semester Attended	Number	Percent
Fall Semester Only	135	13.4
Spring Semester Only	65	6.5
Both Semesters	741	73.8
Withdrew Participation	63	6.3
Total	1,004	100.0

Evaluation Question 4:**What services were provided and activities conducted for the students?**

WECEP school staff conducted various activities and provided various services to assist students in succeeding both in school and in the workplace. Their services started prior to the students' entry into the program where the students' skills, interests, academic strengths, and weaknesses are assessed. The results of these assessments become the basis for the development of the students' academic and career portfolios. The importance of these types of activities and services

is clearly shown by the number and percent of students receiving these types of services. As noted in Table 6, services provided to at least 60% of students included *career guidance/development* and *other special instructional resources*. In particular, services pertaining to *career guidance* or *career technical education* was provided to almost all of the students (99%).

Table 6. Number and Percent of Students Receiving a Specific Type of WECEP Service: 2002

Type of Service	Number of Students*	Percent of Students
Assessment	331	32.8
Career Guidance/Development	615	61.0
Career Technical Ed/Special Population Personnel	379	37.6
Dependent Care	10	1.0
ESL Instruction	1	0.1
Mentoring	313	31.1
Note Taking/Interpreting	77	7.6
Preparatory Services	114	11.3
Recruitment Activities	315	31.3
Referral to Educational/Social Services	68	6.7
Special Instructional Resources	616	61.1
Support Groups	126	12.5
Teacher Aide/Paraprofessional	106	10.5
Transition	180	17.9
Transportation	248	24.6
Tuition	18	1.8
Tutoring	268	26.6
Other Support Services	121	12.0

* Duplicate Count

Evaluation Question 5:

What are the students' career interest areas (CAI)? How do CAIs differ by students' ethnicity and gender?

Prior to starting in the program, a student is asked his/her career interests. The data indicate that more students are interested in pursuing a career either in *business and/or administrative services* (24%) or *human and family services* (28%). The choice of a career differs significantly by gender. The majority of male students prefer *business/administrative services* or *engineering/ industrial technology*, whereas, the majority of female students prefer *human and family services* (Table 7). The choice of a career similarly varies with student's ethnicity. Hispanic students tend to choose *business and/or administrative services*, whereas the majority of white students tend to choose *human and family services*. There were equal numbers of black students interested in the two career areas mentioned. All three ethnic groups are least interested in *agriculture* (Table 8).

Table 7. Preferred Career Area by Gender: WECEP 2002

Career Interest Area	Female		Male		Total	
	Number	Pct	Number	Pct	Number	Pct
Agriculture/Natural Resources	15	3.0	32	6.4	47	4.7
Arts and Communications	76	15.0	66	13.2	142	14.1
Business/Administrative Services	104	20.6	137	27.5	241	24.0
Health Care	104	20.6	35	7.0	139	13.8
Human and Family Services	181	35.8	98	19.6	279	27.8
Engineering/Industrial Tech	25	5.0	131	26.3	156	15.5
Total	505	50.3	499	49.7	1,004	100.0

Table 8. Preferred Career Area by Student Ethnicity: WECEP 2002

Career Interest Area	Black Not Hispanic		Hispanic		White Not Hispanic	
	Number	Pct	Number	Pct	Number	Pct
Agriculture/Natural Resources	11	2.7	2	1.2	34	8.4
Arts and Communications	66	16.0	22	13.0	51	12.6
Business/Administrative Services	117	28.3	61	36.1	59	14.5
Health Care	74	17.9	12	7.1	51	12.6
Human and Family Services	117	28.3	35	20.7	121	29.8
Engineering/Industrial Tech	28	6.8	37	21.9	90	22.2
Total	413		169		406	

Evaluation Question 6:

How many hours did the students work? What wages did they receive? How different are the wages by ethnic group or by gender?

Some 787 of the 1,004 WECEP students (78%) received paid-work experience. The total number of hours worked for the fiscal year was 169,720 hours, and the total amount of wages earned for the year was \$799,748. This translates to an average pay of \$4.70 an hour.

a. Wages, work hours, and hourly rate by ethnicity

Similar to last year's evaluation results, on average, Hispanic students worked longer hours and earned more wages than other racial groups (Table 9). A Hispanic student worked 262 hours and earned \$1,371 for one year compared to a white student who worked 235 hours and earned \$1,138. Black students, on the other hand, worked the least number of hours with an average of 181 hours and earnings of \$767 for one year. Hispanic students are paid a

dollar more on average per hour than blacks. [Asian and Alaskan/Native American students were not included in the analysis because of very small numbers.]

Table 9. Mean Hours Worked and Mean Wages Earned by Selected Ethnic Groups: 2002

Variable	Ethnicity	Number of Students	Annual Average
Total Work Hours	Black, Not Hispanic	335	181
	Hispanic	132	262
	White, Not Hispanic	307	235
	Total	787	216
Total Wages	Black, Not Hispanic	335	\$767
	Hispanic	132	\$1,371
	White, Not Hispanic	307	\$1,138
	Total	787	\$1,016

b. Wages and work hours by gender

While the number of hours worked by female students is almost the same as that of male students, their salaries varied. Male students earned more and were paid slightly more per hour than female students (Table 10).

Table 10. Average Hourly Rate, Total Wages, and Total Hours Worked by Gender: 2002

GENDER		Average Hourly Rate	Average Annual Total Wages	Average Annual Total Hours Worked
Female	Mean	\$4.60	\$996	216
	N	408	408	408
Male	Mean	\$4.80	\$1,038	215
	N	379	379	379

Evaluation Question 7:

What are the educational outcomes achieved by these students?

Indicators of students' school success in this program include: a) earning high school credits, b) positive exit status, and c) school attendance. One of the benefits of the WECEP data being in the ISIS is that the ISIS system tracks credits earned by students from enrollment in other courses apart from WECEP.

a. High School Credits Earned

All students who completed a semester or a year of WECEP earned academic credit. A 0.5 credit is applied to one semester of attendance and 1.0 credit is applied to one year of attendance in the WECEP. Enrollment in the WECEP is definitely an advantage for 7th and 8th graders since they get to earn at least a 0.5 high school credit which is then applied to their high school transcript. In the case of 9th and 10th graders in the program, the data indicates that apart from the credits they earned from a WECEP course, these students earned a cumulative sum of **3,065.25 weighted credits** from their enrollment in other courses, an average of 10 credits for each student. On the average, a 9th grader in this program earned a cumulative 11 credits, whereas, a 10th grader earned a cumulative nine credits in school year 2002. This performance is impressive given that credits earned are associated with successful completion of a course or courses. This also implies that the WECEP students did fairly well in passing the subjects that they enrolled in.

b. End-of-Year Status and Ethnicity

Approximately 92% of students continued in school, 4% transferred to another school or moved, and 3% withdrew or dropped out of school. There were two students who were expelled and eight students not promoted to the next grade (Table 11).

Table 11. End-of-Year Status of WECEP Students: 2002

End-of-Year Status	Frequency	Percent
Continued	926	92.2
Expelled	2	0.2
Not Promoted	8	0.8
Transferred/Moved	37	3.7
Withdrew	31	3.1
Total	1,004	100.0

Among the three ethnic groups, blacks, whites, and Hispanics, the latter has the lowest continuation rate (86%) and the highest transfer/mobility rate (9%). The reason for the high mobility rate for this group of students is not known from the data. Moreover, the proportion of students withdrawing or dropping out of school is also high among Hispanic students (4%). The high mobility and drop-out rates of this particular group, however, did not deter them from achieving considerable feats in their academics. Analysis of the data showed that on the average, while the mean credits earned by Hispanic students is less than one credit from what their white peers earned (9.83 vs. 10.88), the mean credits earned by Hispanic students on average, is about 1.16 credits more than their black peers. Moreover, Hispanic students enrolled in more courses (maximum=20 courses) than blacks or whites (maximum=18 courses).

Evaluation Question 8:

How is spring attendance different from fall attendance for students who were in the program for one year?

[Caveat: Analysis of “student attendance” is limited to students who attended the program for one year and comparisons are based on a two-semester attendance. Programs did not collect attendance prior to or after students’ participation in the program. Moreover, the **cohort** only includes Hispanic, black, and white students. Asians and Native Americans are not included in the analysis because of very small numbers.]

Some 741 WECEP students attended both the fall and the spring semesters. The mean attendance rate of these students in the fall is the same as the mean attendance rate in the spring (88%). The whole year’s attendance rate of WECEP students is only 88%, six percentage points below that of the state average attendance rate.

Attendance Performance by Ethnicity

Among the three ethnic groups, white students have the lowest average yearly attendance rate of 86%, one percent lower than the average attendance rate of black students. Hispanic students have the highest attendance rate of 94% -- equal to that of the state’s average attendance rate.

Evaluation Question 9:

What is the relationship between hours worked and students’ school attendance?

A correlation analysis was conducted in order to determine the relationship between school attendance and hours worked to address concerns about whether “work” impedes student attendance. The statistical analysis showed **a significant positive** relationship between hours worked and school attendance ($r=.185$, $p=.01$). While the correlation coefficient is small, statistically it can be inferred that the students’ opportunity to work enhances the students’ attendance in school.

IV. CONCLUSION AND RECOMMENDATIONS

Given the results of the analysis of the 2002 data, WECEP has met the intent of the law in the following areas:

- * Practically all of the students served are economically and academically disadvantaged. In particular, about 54% of students are chronic truants and over 59% are minority. 55 of the students served were teen parents with the youngest age at 15 years old.
- * The programs provided the necessary services and training activities that would prepare these students for the “world of work.”

- * Approximately 787 of students (78%) were referred by the programs to the private sector for work training experiences -- one of the major requirements of the law.
- * Over 92% of students were promoted to the next grade and continued their education.
- * The credits earned by the 9th and 10th graders in this program are more than sufficient to ensure their timely graduation from high school.
- * Hispanic students have the highest attendance rate (94%) among the three ethnic groups. On average, the high school academic credits that these students earned are higher than that of black students. This contradicts findings of numerous research studies claiming alienation and low school attendance or low academic achievement of Hispanic students. The findings from the data present implication of the efficacy of WECEP in serving and in meeting the educational needs of Hispanic students. This may be one program that is best suited for Hispanic students to succeed in school.

On the other hand, the program has yet to show progress in the following performance indicators:

- * Improved attendance - The average yearly attendance of WECEP students is below that of the state average. Moreover, only 46% of students have average yearly attendance of 90% and higher. While the data show a positive relationship between hours worked and school attendance, it may well be for the best interest of the students if WECEP coordinators control and monitor the amount of time spent in the workplace so that attendance in school is not jeopardized.
- * Performance of students at work – Aside from the current student database, it would be valuable to know how students perform in the workplace. A study conducted by Pong and Post (2000)ⁱⁱⁱ indicated that school-to-work programs for middle school graders, such as the WECEP, effect behavioral change among its student participants. Though the study is silent about early employment to academic performance, nevertheless, Pong and Post indicated that early employment may teach many important values for adolescent development. Such values include responsibility, independence, and effort or hard work.
- * Another issue that needs to be addressed is the alignment of student career interest areas to their work experiences. This will give the students a significant head-start as they embark on full-time jobs on career areas of their choice after graduation from high school.

It is recommended that the WECEP statewide planning advisory board include the above suggestions for discussions at one of its meetings.

ⁱⁱⁱ Post D. and Pong, S. (2000). *Employment During Middle School: The Effects on Academic Achievement in the U.S. and Abroad*. Educational Evaluation and Policy Analysis, Fall 2000, Vol. 22 No. 3, pp. 273-298.

Appendix A

List of School Grantees with Number of Students Served in FY 02

	Number of Students	Percent
Aurora West Senior High School	21	2.1
Austin Community Academy High School	23	2.3
Bloomington High School	50	5.0
Cahokia High School	25	2.5
Calumet Career Prep Academy High School	31	3.1
Carmi-White County High School	26	2.6
Cary-Grove Community High School	15	1.5
Civic Memorial High School	26	2.6
Crystal Lake Central High School	13	1.3
Crystal Lake South High School	9	0.9
Danville High School	57	5.7
De Diego Elem Community Academy	25	2.5
De Kalb High School	20	2.0
East St. Louis Senior High School	45	4.5
Eldorado High School	26	2.6
Galesburg High School	16	1.6
Goudy Elementary School	23	2.3
Juarez Community Academy High School	25	2.5
Kankakee High School	20	2.0
Kelly High School	25	2.5
Kelvyn Park High School	31	3.1
Lanphier High School	18	1.8
Manley Career Community Academy HS	35	3.5
Manual High School	28	2.8
McLeansboro High School	27	2.7
Michele Clark Middle School	24	2.4
Moline Sr. High School	24	2.4
Monmouth High School	26	2.6
Oglesby Elementary School	22	2.2
Prairie Ridge High School	11	1.1
Springfield High School	29	2.9
Springfield Southeast High School	34	3.4
Spry Elementary Community School	20	2.0
St. Charles High School	28	2.8
Steinmetz Academic Centre High School	26	2.6
Sycamore High School	24	2.4
Urbana High School	51	5.1
Young Elementary School	25	2.5
Total	1,004	100.0

Appendix B

Training Memorandum

Appendix C

SCHOOL YEAR 2001-2002 EMPLOYERS

A & W Root Beer	Danville Civic Center
A-Karrasel Day Care	Del's Popcorn
Alderman's Office	Delnor Community Residential
All Makes Office Supplies	Depke Welding Supplies
American Red Cross	Dillman Chemical Company
Animal Kingdom, Inc.	DMI Information Proc. Ctr.
Animal Medical Center of Crystal Lake	Dollar Number 1
APAC Teen Reach	Domino's Pizza
Aramaak Corporation	Dorothy's Home Day Care
Arby's	Ducky's Formal Wear
Arrowhead Ranch	Dunkin Doughnuts
Asbury Towers Retirement Home	Eurest Dining Service
Asian Association	Evanston Child Care
Aspira	EYAs Day Care
Axline Pharmacy	Fairplay Foods
Azer Clinic	Farm King
Barb City Manor	Fazoli's
B-Mans Turf Mgmt. & Odd Job Service	Fink's
Bone Daddy	First Commonwealth Dental Insurance
Bosnia Market, Inc.	Flexi-Mat Corporation
Boulds Farms	Foot Locker
Boys and Girls Club	Frye's Fur Farm
Bridalway Stables	Gallery 37
Burger King	Giselle's Flower Shop
Burlington Coat Factory	Goldblatts
Busey-Evans Residence Hall	Grayson Hill Farms
Byron's Fast Food	Great Clips
Caribbean Fire Pit	Gregory Residence Hall
Carmi Church of the Nazarene	Griffin Center Youth Services
Carmi Library	Gullberg & Johnson Inc. Furniture
Carnicera Tepecoa	Hawthorn Inn and Suites
Casa Central	Hobby Lobby
Casa Juan Diego	Holy Land Diner
Cashco	Homestyle Café
Cesar's Music	Hungry Hobo
Chartwell Food Service	Hy-Vee
Chicago Park District	Illini Towers Food
Chicago Pizza	Imani Headstart
Chickie's Restaurant	Inferno Technologies, Inc.
China 1	Italian Village
Christian Activity Center	Jean's Flower Shop & Greenhouse
Chuck E. Cheese	Jeans & Things
Classic Lady Hair Salon	Jewel Foods
Clayton's Plumbing	Jimmy Johns
Coca Cola Bottling	Joe Rogers Chili Parlor
Community Action Program	Kentucky Fried Chicken
Cookie Factory	Kevin Boulds Trucking
Cottage Corner	KG's Market
Country Doughnuts	K-Mart
County Market	Krispy Kreme
Culver's	Kroger
Curlies Bakery	La Chiquita Supermercados
Dairy Queen	Lady Foot Locker

Leamington Foods
Leavitt's Candy Store
Lesse Bates Neighborhood House
Levell's General Contractor
Lincoln Avenue Residence Hall
LITH Animal Hospital
Little Clown Pizza
Logan Square Neighborhood
Loop Recycling
Lots of Love Day Care
Louis Lakis Ford
Maid-Rite
Mancino's
Maple City Chiropractic
Marquette Bank
Mary McDowell Settlement
McDonald's
McHenry County Orthopedics, S.C.
McLeansboro Day Care
Meijer's
Mex
Monty's Subs
Mr. Egg Roll
Nathan Winston Service, Inc.
New Construction Homes Final Clean
New Fue City
Northern Illinois University
Notre Dame High School
Office of Equal Opportunity & Access
Oscar's Beepers
Pat's Car Wash
Peabody Residence Hall
Pediatrics-Orthopedic Rehabilitation Assoc.
Penn Avenue Residence Hall
Pennsylvania Residence Hall
Perfumania
Pinky's Kids & Accessories
Platinum Salon & Spa
Plum Landing Retirement Home
Popeye's Chicken & Biscuits
Prevention Partnership, Inc.
Prisca's Fine Food
Provena Fox Knoll Retirement Home
Providing A Sure Start
Quizno's
Rags Clothing Store
Ray Harrington Catering
River Bend Animal Clinic
Riverbluff Nursing Home
Robert's Seafood
Roeser's Bakery
Rosati's Pizza
Rouse Elliott Photography
Schnucks Supermarket
Schroeders Drive In
Scitech Building Systems
Sherrill's Communications
Showcase Cinemas

Sojourn Thrift Shop
Sonic Drive In
Spartan Enterprises
Sport 37
Sports Academy
Springfield School District 186
St. Bernard Hospital
St. Peter's Rock Church
Star Detective and Security Agency
Steak Escape
Stonehenge Condominiums
Subway
Sunshine Church
Sycamore Monuments
Szechwan
Taco Bell
Taco Gringo
Taco John's
Talkington Farms
Taqueria Huitzucó
Tech 37 Video Production
Tender Love Child Care
The Braid Palace
The Cat House
The Fountain's of Crystal Lake
The Garden Market
The Marketing Group
The Sandlot Daycare
The Spaghetti Shop
Tony's Finer Foods
Touchette Regional Hospital
Tulsa Power Service, Inc.
Two Rivers Head Start
Unity Fellowship MB Church
US Cheer America
Vickroy's Furniture
Walgreens
Wendy's
Westside Gyros
White Hen Pantry
Wiener Works
Word 37
YMCA
Youth Community Outreach

Appendix D

WECEP PLANNING BOARDS

WECEP State Advisory Board

Chair: Julie Dobski, Proprietor – McDonalds Restaurant

Co-Chair: Evelyn Phelps, Illinois State Board Of Education

Members:

Lina C. Wombacher Bloomington High School

Ron Schaefer Cahokia High School

Russ Kaminski Juarez High School (Chicago School District 299)

Hommer Simmons East St. Louis Sr. High School

Jeff Houston Galesburg High School

Charles Grant Monmouth High School

Lisa Dandre St. Charles High School

Larry Johnson Urbana High School

WECEP Regional Planning Boards

Southern Region Chair: Hommer Simmons

Central Region Chairs: Jeff Houston and Larry Johnson

Northern Region Chair: Lisa Dandre

Chicago Chair: Russ Kaminski

Part 2

FOLLOW-UP OF 2001 WECEP STUDENTS

One of the major reasons for having WECEP data in the ISIS database is that, not only does the storing of WECEP data in the ISIS allows a convenient follow-up of students' educational movement and achievement but it also raises the validity and reliability of matched cases. For instance, WECEP students normally enroll only 8th to 10th grade students. Since the ISIS database includes most of the high school students in the Illinois public school system, WECEP could track specifically its 10th grade students if they continued to 11th grade, 12th grade and/or graduated. The educational progress of students participating in the WECEP is determined by matching their social security numbers to that of the social security numbers of all students in the ISIS database. The measures of educational progress are limited to advancement to the next grade and graduation. Previously enrolled students are matched with the most current ISIS database. Since the FY 03 ISIS data is not still available at the time this report is written, only the educational progress of students participating in the WECEP in 2001 will be followed-up using the 2002 ISIS database.

Of the 1,098 students that were reported to have participated in 2001, 20 were duplicates, therefore, only 1,078 students were matched with the 2002 ISIS database. Of the 1,078 students, only 899 matched, the reason being that 155 students withdrew or dropped from WECEP, 22 transferred or moved and two could not be accounted for. The grade levels of these 899 WECEP students from 2001 in 2002 are shown in Table 12.

Table 12. Follow-Up of Grade Levels of WECEP Students from 2001 to 2002

Grade Level in 2001	Grade Level in 2002								Total
	8th		9th		10th		11th		
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	
8th	1	0.8	128	99.2					129
9th			57	10.6	479	89.4			536
10th					16	6.8	218	93.2	234
Total	1	0.1	185	20.6	495	55.1	218	24.2	899

Of the 899 matched students, 74 or 8% (highlighted cells) were retained in grade and 825 (92%) were promoted to the next grade. Specifically, of those retained, one was in 8th grade, 57 were in 9th grade and 16 were in 10th grade. Of the students promoted to the next grade, 128 (99%) 8th grade students were promoted to 9th grade, 479 (89%) 9th grade students were promoted to the 10th grade and 218 (93%) 10th grade students were promoted to 11th grade. These 899 students will be followed-up again in 2003.