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**AT&T ASPIRE program**  
**Year 1 Implementation 2009-2010**  
**Program Evaluation Results Brief**  
Judi Vanderhaar, PhD

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The overarching aim of the AT&T High School Success program is to intervene early in the high school careers of at-risk youth and help guide them towards successful high school completion. Evaluation results are organized under each specific program objective and address the grant performance measures.

**Objective 1: To provide school-based support services and activities so that at-risk 9<sup>th</sup> and 10<sup>th</sup> grade students in alternative schools are on track for graduation**

**Number and characteristics of participants**

A total of **82** students were served by the program. However, data are only presented for students enrolled in the program for a minimum of 2 months. A total of **75** students were enrolled in the program for at least 2 months. Of these students, 28 (37%) were served at Breckinridge-Metro and 47 (63%) were served at Buechel- Metro.

	N	%
<i>Gender</i>		
Male	25	33.3%
Female	50	66.7%
<i>Grade</i>		
9	33	44%
10	39	52%
11	3	4%
<i>Ethnicity</i>		
White	15	20.0%
African American	53	70.7%
Other	5	6.7%
Hispanic	2	2.7%
<i>Lunch Status</i>		
Free/Reduced	68	90.7%
Paid	7	9.3%
<i>ECE</i>		
IEP	15	20.0%

### Time in Program

34.7% were in the program for 2-3 months; 41% were in the program for 4-6 months and 24% were in the program the whole school year.

### Reasons for program withdraw during the year

During the 2009-2010 school year, a total of 51 students left the program. Due to the nature of the school and transfer policies, it was expected that the majority of students would not be enrolled for the entire school year.

Reasons	N	%
Drop out	6	11.8%
Family emergency	1	2.0%
LMYDC	7	13.7%
MOVED, whereabouts unknown	1	2.0%
Transferred other school	33	64.7%
transfer outside of district	2	3.9%
withdrawn for attendance	1	2.0%
Grand Total	51	100%

### Activity Participation

The students were provided one-on-one mentoring by the career planner focused on employment and educational assistance, preparation and opportunities. The career planner also provided the participating students with numerous experiences including field trips, college visits, and speakers. The table below was developed by the career planner.

Field Trips	School	Tri- mester	Semester
UofL	Buechel	1	
Sullivan	Buechel	1	
Spencerian	Buechel	1	
UPS Career Fair	Buechel	1	
JCTC	Buechel	2	

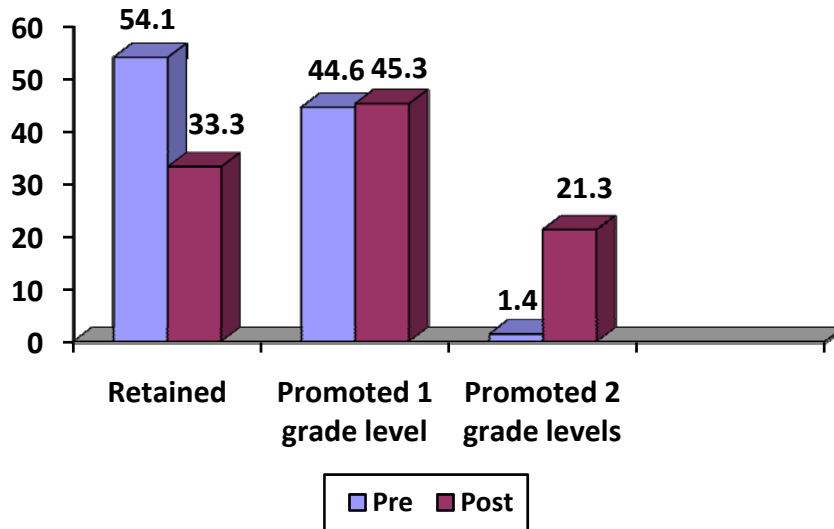
Youth Opportunity Showcase Career Fair	Buechel	3	
<b>Speakers</b>	<b>Presentation</b>	<b>Buechel</b>	<b>Breck</b>
KHEAA	Financial Aid (1 tri)	1 tri	
Kroger Manager	What Employers look for (2 tri)	2 tri	
Focus Louisville	college admissions reps (all tri)	all tri	
JCTC	college programs (all tri)	all tri	1 sem
Sullivan	college programs (all tri)	all tri	1, 2 sem
Spencerian	college programs (all tri)	all tri	1 sem, 2 sem
Champion Program (dept of corrections)	Motivational Speaker (2 tri)	2 tri	2 sem
Carl Brazley - Marketing Co.	Motivational Speaker (2 tri)	2 tri	
UPS	Earn and learn program		1 sem
United States Marine Corp	Basic Info (1 tri)	1 tri	1 sem
It's money Baby	Money Management (3Tri)	3 tri	
Armed Forces		3 tri	
Coast Guard		3 tri	
Navy		3 tri	
Officer Dwight Mitchell		3 tri	
Coach Brian Jean Mary	Good work habits (3 Tri)	3 tri	
Donald Trowell - Metro Parks	jobs, careers in parks and recreation (tri 3)	3 tri	
		<b>Tri- mester</b>	<b>Semester</b>
UofL	Buechel	1	
Sullivan	Buechel	1	
Spencerian	Buechel	1	
UPS Career Fair	Buechel	1	
JCTC	Buechel	2	
Youth Opportunity Showcase Career Fair	Buechel	3	

Of the 75 program participants, 85.3% participated in course recovery, 97% completed a career assessment, 78% completed resume related activities, and 73% were assisted with job search activities. Numerous students obtained actual jobs out of this process.

### Grade promotion rate

	Pre (08-09 to 09-10)	Post (09-10 to 10-11)	Change
<b>Retained in grade</b>	54.1%	33.3%	Decrease 20.8%

<b>Promoted 1 grade level</b>	44.6%	45.3%	Increase 0.7%
<b>Promoted 2 grade levels</b>	1.4%	21.3%	Increase 22.7%



## ACT

Of all 10<sup>th</sup> and 11<sup>th</sup> grade participants a total of 9 participants took the ACT prep test or the actual ACT. Of the 11<sup>th</sup> graders, 2 took the ACT. The average composite score was 14.5 (range from 13-16). Of the 10<sup>th</sup> graders, 7 took the ACT. The average composite score was 12.1 (range from 11-14).

**Objective 2: To improve the at-risk 9<sup>th</sup> and 10<sup>th</sup> grade program participants' school attendance.**

## Attendance

Baseline attendance rate of the 75 participants was 81%. The overall change in attendance will be analyzed at the end of year two as transition into high school can have a large impact on attendance. An analysis was done of the students that enrolled in the program during the month of November. Their absenteeism was compared for 3 months pre (Aug-October) to 3 months during program participation (Nov-Jan). There was a

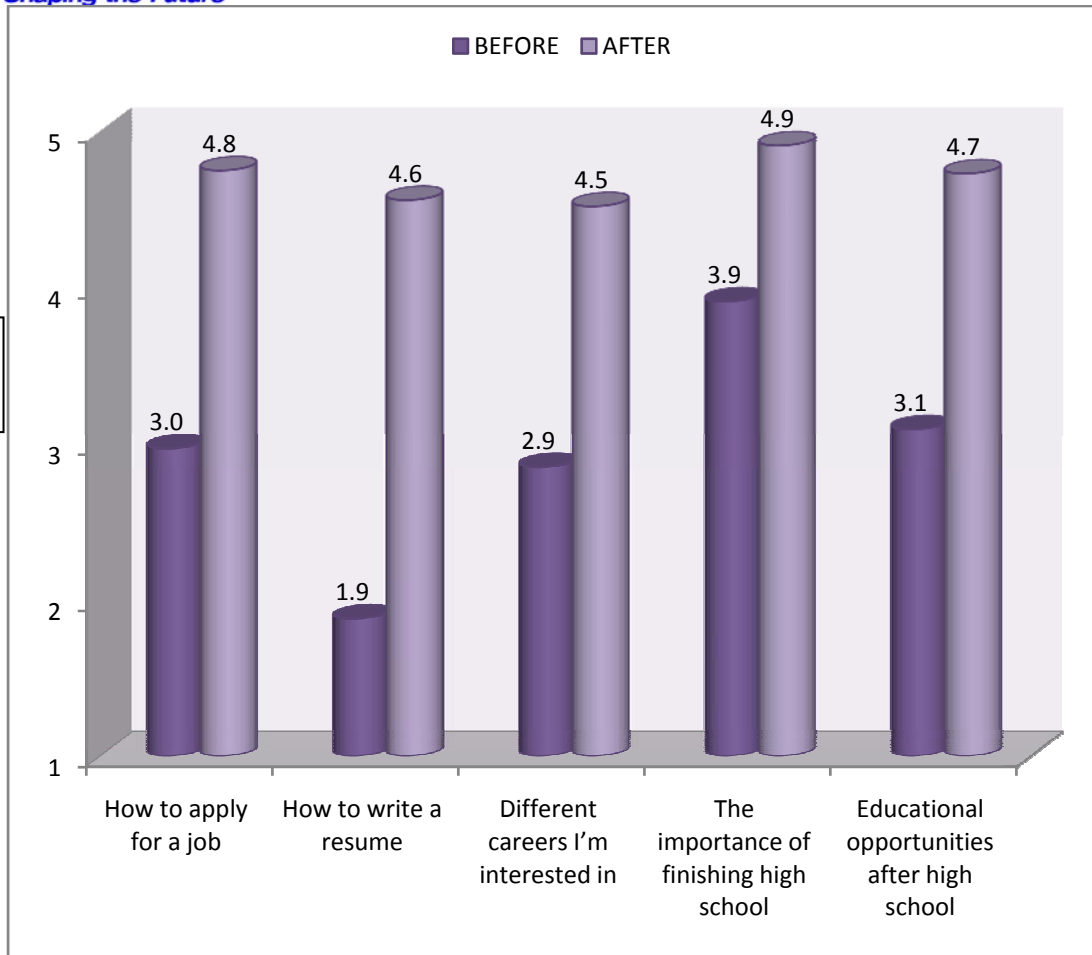
decrease in absenteeism from an average of 8.3 days to 7.4.

**Objective 3: To increase at-risk 9<sup>th</sup> and 10<sup>th</sup> grade program participants' knowledge of educational and vocational career opportunities after high school.**

### **Student Survey Results**

The students completed a retrospective survey at the end of their program participation. As shown on Figures and tables below, there was significant growth in the student's level of awareness and likelihood of graduating from before they participated in the program to post program. A dependent sample T-Test revealed the increases in several items are statistically significant.

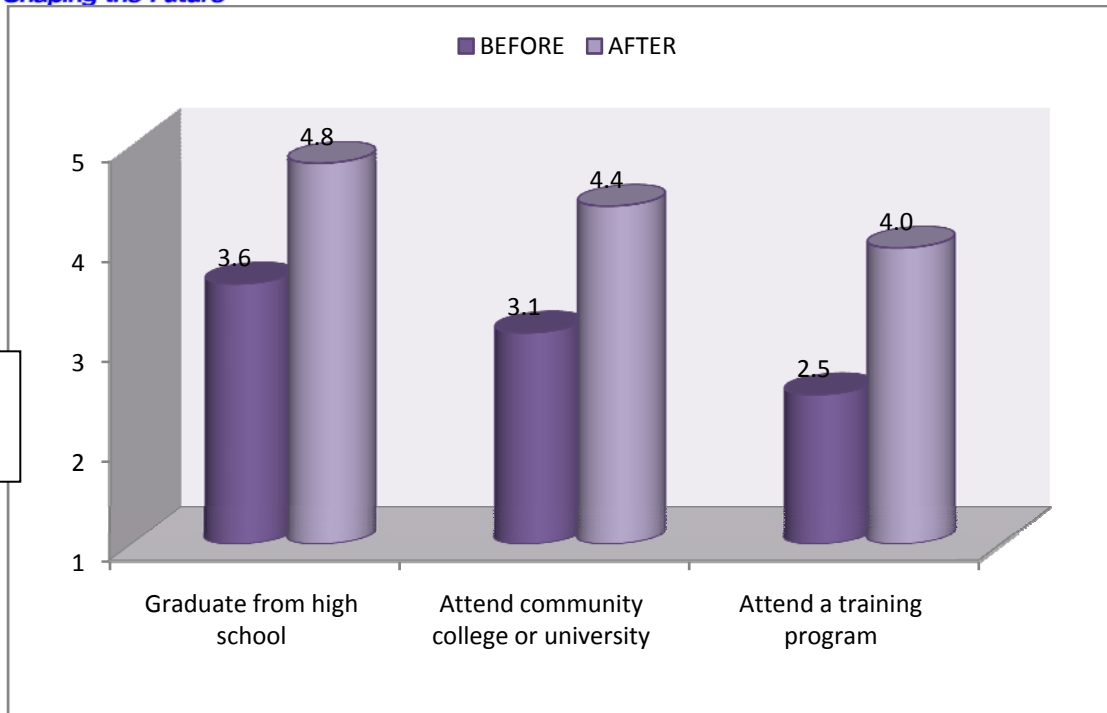
#### **Change in Knowledge/Awareness**



5 = Very Aware  
1 = Not Aware

	% showing gains	BEFORE	AFTER	CHANGE
How to apply for a job	81%	2.97	4.75	1.78
How to write a resume	84%	1.88	4.56	2.68
Different careers I'm interested in	85%	2.85	4.52	1.67
The importance of finishing high school	52%	3.91	4.91	1.00
Educational opportunities after high school	79%	3.09	4.73	1.64

### Change in Likelihood



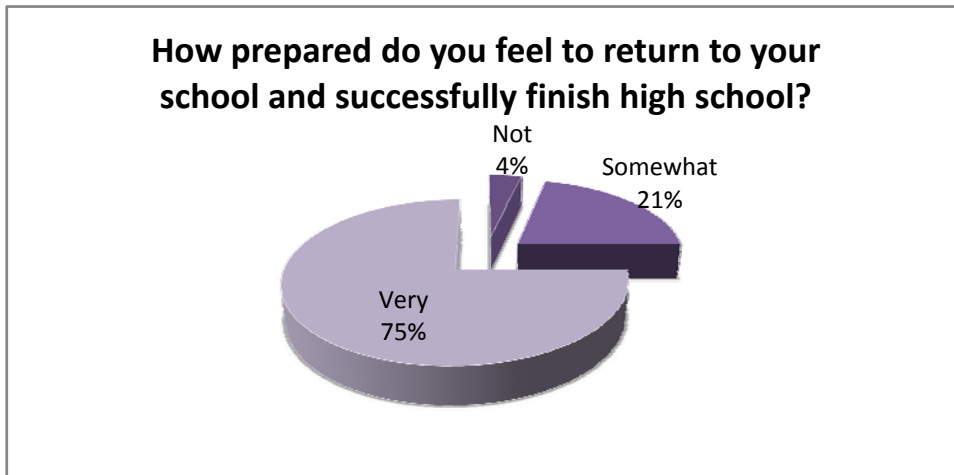
1=Not Likely  
5 = Very Likely

	% showing gains	BEFORE	AFTER	CHANGE
<b>Graduate from high school</b>	67%	3.61	4.82	1.21
<b>Attend community college or university</b>	67%	3.12	4.39	1.27
<b>Attend a training program</b>	72%	2.50	3.97	1.47

### Additional Analysis

- There was a statistically significant correlation *between number of months in the program and growth in reporting of importance of graduating high school* (pre to post change) – alpha .418 (p=.033).
  - The longer in the program, the stronger the growth in changing perception of importance of graduating high school!
- No significant differences between schools on changes
- Differences by gender:

- There was more growth in likelihood of graduating high school from males, but females started with higher intent to graduate in the beginning, which can explain statistically significant difference.



## Student Perceptions

The open ended responses on the survey coupled with the focus group results with participants reflected a very positive and valuable experience in the program. The results indicate that the participants appreciated, enjoyed, and gained from program activities and working with the career planner. Overall, students expressed a desire to participate in the program for a longer period of time.

<p><b>What has been the best thing about participating in the program for you?</b></p> <ul style="list-style-type: none"> <li>• Help getting info about jobs and college;</li> <li>• helped getting prepared for the real world after high school</li> <li>• helped me get into higher position with my resume</li> <li>• Getting job opportunities;</li> <li>• Learning about how to fill out applications</li> <li>• Creating resume</li> <li>• Getting to work on/complete ILP (Individual Learning plan)</li> <li>• Feeling like someone cares and supports you</li> </ul> <p><i>"It's helping me stay on track with school"</i></p>
<p><b>What specific activities were the most helpful for you?</b></p> <ul style="list-style-type: none"> <li>• course recovery</li> <li>• College fair/ Field trips</li> <li>• Learning about job opportunities;</li> <li>• Learning the correct way to apply and how to do an interview, what to say;</li> <li>• Individual one on one help with job applications</li> <li>• job fair (but not hiring anyone younger than 18)</li> </ul>
<p><b>Do you feel like this has impacted your school attendance?</b></p> <ul style="list-style-type: none"> <li>• Yes</li> </ul> <p><i>"when she is here I make sure I'm there because I know I'll get something important done"</i></p> <ul style="list-style-type: none"> <li>• yes because she encourages me to come to school</li> <li>• yes because I need to graduate</li> </ul>
<p><b>Do you feel that these things are going to help you stay on track for graduation?</b></p> <ul style="list-style-type: none"> <li>• yes, it helped me look at the bigger picture</li> <li>• Course recovery is a big help with staying on track.</li> </ul> <p><i>"I knew I wanted to graduate already but she influenced me to set that goal and complete specific things I need to do to graduate"</i></p>
<p><b>Do you feel like you learned new things about possibilities for you after graduation?</b></p> <ul style="list-style-type: none"> <li>• Yes</li> </ul> <p><i>"My goal is to be a football player, but she helped me see what else I could be doing, you know, have a back-up plan."</i></p> <ul style="list-style-type: none"> <li>• yes, the ILP helped with career stuff more in-depth</li> <li>• How to apply for college and scholarships</li> <li>• 1 student said he wants to be a scientific forensic criminologist and go to UofL;</li> </ul>

the other wants to be a mechanic; and the other wants to go to military
<b>What do you think could help improve this program for other students?</b>
<ul style="list-style-type: none"> <li>• More time (and more teachers to help people really focus like she does)</li> <li>• Job shadowing, see jobs in action; more exposure to outside world.</li> <li>• More college trips (additional possibilities) and field trips</li> <li>• Have jobs set up that we can step into - its hard getting a job; "All regular schools should have the same help like Ms Preston gives."</li> </ul>

**Recommendations:**

- Consider involving some Breck-metro participants in field trip/college visits
- Possible ACT information/preparation assistance
- Student follow up in regular school to ensure continued support
- Student Recognition
- Evaluation:
  - Increased emphasis on qualitative data collection (Observation of participation engagement during a project activity in the spring of 2011 & student focus groups)
  - a quasi-experimental comparison group analysis