

Dearborn Community Foundation

Project Connect!

18-Month Evaluation

Submitted July 2007 by



Strategic Development Group

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Executive Summary

18-Month Evaluation Report

This is the third six-month evaluation report on Project Connect, Dearborn County's CAPE III project. It was launched in January 2006.

Project Connect, whose creation was overseen by the Dearborn Community Foundation (DCF), covers the county's three school corporations: Sunman-Dearborn, South Dearborn and Lawrenceburg.

The project's long-term goal is that all high school students graduate so that Dearborn County can compete in a modern, knowledge-based economy. Short-term goals include reducing the dropout rate, improving attendance rates and increasing the academic success of at-risk youth. Project Connect has two components.

The first, Connect Counselor, started in January 2006. In this project, counselors assist families whose children have too many unexcused absences. The counselors work with the families to discover the obstacles preventing their children from attending school and then find local services to assist the families.

The second component, Homework Connection, began in the fall of 2006. It is an after-school tutoring program to assist at-risk students in completing their homework and succeeding in school. Students work with teachers and other mentors. It is an extension of an existing, successful program at Lawrenceburg High School.

Strategic Development Group (SDG) was hired by DCF to evaluate Project Connect. After meeting with representatives from DCF and the school corporations, SDG designed a three-part evaluation program: implementation, participation and impact.

Implementation

Both of the program components have been implemented as outlined in the grant application.

For Connect Counselor, the original three counselors remain in their positions; one for each school corporation. The table below lists the number of participating schools and their intervention policies.

School Corp.	Number of Schools Covered	Intervention After
South Dearborn	5	3 absences
Sunman-Dearborn	6	7 absences
Lawrenceburg	4	Policies vary

The connect counselors cover two high schools, four middle schools and nine elementary schools across the three school corporations.

For Homework Connection, the after-school program is being offered at 11 schools. Schools either require that the students attend the sessions based on performance problems or make attendance voluntary.

School Corp.	Staff Utilized	Schools Offering Program	Days Offered Per Week
South Dearborn	26	4	4
Sunman-Dearborn	24	6	2
Lawrenceburg	8	1	2

Participation

For Connect Counselor, the three counselors worked with about 224 students, a 25 percent increase over the last cycle. This number represents only those students who received face-to-face help over a period of time. The program had an even wider reach, though, because counselors had briefer contact with more than 1,300 students.

School Corp.	Students Served	Number of Schools
South Dearborn	36*	5
Sunman-Dearborn	143	5
Lawrenceburg	45**	4

* 837 students had some contact with counselor.

** 535 students had some contact with counselor.

For Homework Connection, about 193 students attended on days when sessions are offered at all 11 schools. This is a small increase over the number served during the last evaluation cycle.

School Corp.	Average Number of Students Served Daily
South Dearborn	56
Sunman-Dearborn	107
Lawrenceburg	30

Impact

Although there are still problems with receiving information from the school corporations on some components, this report constitutes the most complete set of data yet. As a result of the better reporting, SDG was able to draw a more accurate – and positive – picture of Project Connect.

As detailed below, improvements were recorded in almost all the quantifiable data (grades, attendance, etc). These results contrast strongly with the evaluation report a year ago, when little progress was indicated in many categories.

Why the change? The most likely reason is that counselors have had more time to work with students. When the first report was due, some programs had only been in existence for a few months.

This year's evaluation features more feedback from counselors and tutors and more anecdotes from students and their parents. These stories provide insight to the challenges facing both the students and the counselors attempting to help them. Some are heart-wrenching, such as this story from a connect counselor:

Student's mother spent time in jail recently and has done so in the past as well. Her biological father remains incarcerated. Family reports indicate domestic violence and alcoholism to be prevalent concerns within this household. Student reports having little to no support at home and this counselor has observed this as well.

Many observations from students come across as candid (“She put the fear of God into me,” one said about his counselor) and some display a willingness to learn and hope for the future (“She told me the consequences of poor attendance and how dumb it would be to throw my diploma away.”).

Connect Counselor Impact

- The number of students who said they were getting the help they needed at school rose from 5 percent to 60 percent.

- 115 out of 138 students who were tracked improved their attendance rates after taking part in the program.

- It is clear from the anecdotes (a new feature) that the counselors can have a very direct impact on student's lives and that they are providing a service to the children that is not covered by the probation department or other agencies. For example: “I did not drop out of school like I wanted to so now I am going to the high school.” And, “I'm making better choices; doing better in school; and handling situations more appropriately!”

Homework Connection Impact

- ❑ On their surveys, students reported progress in all categories. There was a 47 percent increase in the number of students reporting that they receive the help in school that they need. The number stating that they liked school jumped from 22 percent to 57 percent.
- ❑ In all cases, the tutors determined that the student's behavior and attitude had improved. For instance, the number who reported that the student's attitude toward school was very good went from zero to 66 percent.
- ❑ Anecdote: Student's homeroom teacher said he is the most improved student. She said his "whole attitude changed. It was a complete behavior change. He is your shining star!"

School administrators should be particularly interested in the tutors' answers to the question "What changes would make Homework Connection better?" There are many practical suggestions, which should be shared across school corporations.

By far the most common request is for fewer students or another assistant. One suggestion is one teacher and one assistant for each grade level.

The next most frequent request is for more communication with teachers. For instance, teachers could contact tutors about what students are struggling with or could provide information on upcoming test subjects.

There were other suggestions as well, including the possibility that there's not enough work for students to fill during Homework Connection hours. In other words, it's too long.

The goal for the next evaluation is more thorough and uniform data reporting for some aspects of the program. For example, two of the connect counselors use the agreed-upon forms and collect surveys but the third does not.

With Homework Connections, a uniform system of reporting grades has yet to take hold among program administrators. Some report scores, some report grades and some simply checked either "improved" or "not improved."

To strengthen data collection, SDG makes the following requests for the next reporting cycle, which finished in December 2007:

- ❑ All surveys should be completed online.
- ❑ The December report will include *initial* surveys for the 25 percent of the students who are being tracked. It will also include baseline grades and

attendance rates for students. *Final* surveys, grades, etc., on those same students will be completed for the June 2008 report. If a student that is being tracked leaves the program before the school year is out, administer the final survey before they go.

- For Homework Connection, an online template for recording grades will be provided.

Micro and Macro Performance Indicators

Project Connect's evaluation program has two types of assessments – micro and macro. Micro instruments, such as the surveys, interviews and test scores, provide immediate information on how Project Connect programs impact the lives of individual residents.

Macro instruments, on the other hand, take a larger view – how do the programs affect the community as whole? However, as the evaluation moves to a more macro level, it becomes increasingly difficult to separate Project Connect's influence from many others in the community.

The original grant application listed both micro and macro performance indicators. Evaluation of micro level assessments can be found under the reports for the various components.

SDG's report on macro items are found on the following pages. Some information is contingent upon reporting cycles.

Graduation Rate

The calculation and reporting of graduation rates changed between the 2004-05 and 2005-06 school years. The Class of 2006 is the first group of Hoosier students that could be followed using the state's new formula for calculating graduation rates. Adopted by the Indiana General Assembly in 2003, Indiana now uses what is called a "cohort rate." The new formula begins by establishing a cohort (or class) of first-time freshmen that expands and contracts as students transfer in and out of school during the years that follow.

The four years of data needed for the new rate first became available with the 2005-2006 school year, making Indiana among the first states in the nation to calculate graduation rates based on student-level information.

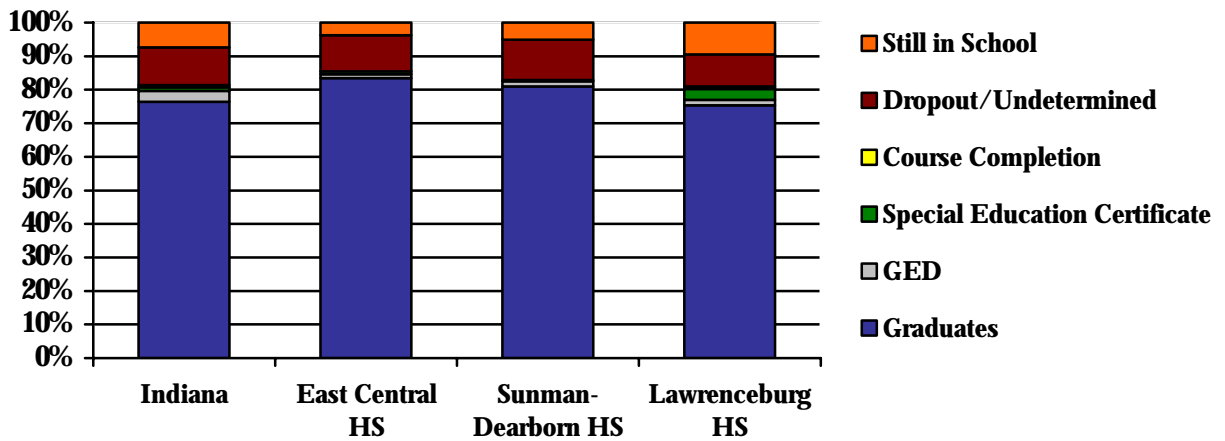
The new graduation rate is lower because it is based on the actual number of students who graduate (receive an Academic Honors, Core 40, or General Diploma after 3, 4, or more years) divided by the actual number of students who are expected to graduate.

The old graduation rate was calculated from the number of students who drop out in each of the grades 9 through 12. A school with no dropouts in a given year has a graduation rate of 100.

See the Indiana Department of Education for additional details about graduation rates (<http://www.doe.state.in.us/htmls/gradrate.html>).

The cohort rate allows for greater detail in reporting. The chart on the following page illustrates the new graduation rate for Dearborn County high schools and the state.

Graduation Rate 2005-06



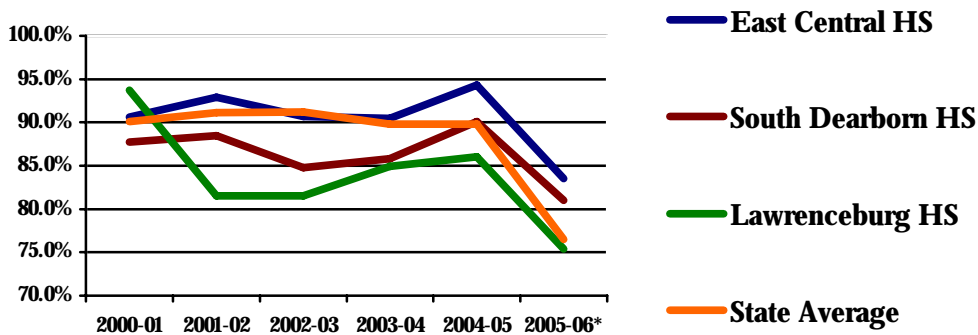
Year	East Central HS	South Dearborn HS	Lawrenceburg HS	State Average
2005-06*	83.5%	81.0%	75.4%	76.5%
2004-05	94.3%	90.1%	86.0%	89.8%
2003-04	90.5%	85.8%	84.9%	89.8%
2002-03	90.7%	84.8%	81.5%	91.2%
2001-02	92.9%	88.5%	81.5%	91.1%
2000-01	90.6%	87.7%	93.7%	90.1%

Source: Indiana Department of Education

*Cohort rate (new formula)

The above table shows the graduation rates of the three Dearborn County high schools for the past several years in comparison with the state average. As expected, the new calculation method lowered the graduation rate for all three school corporations as well as the state.

Graduation Rates 2001-2006



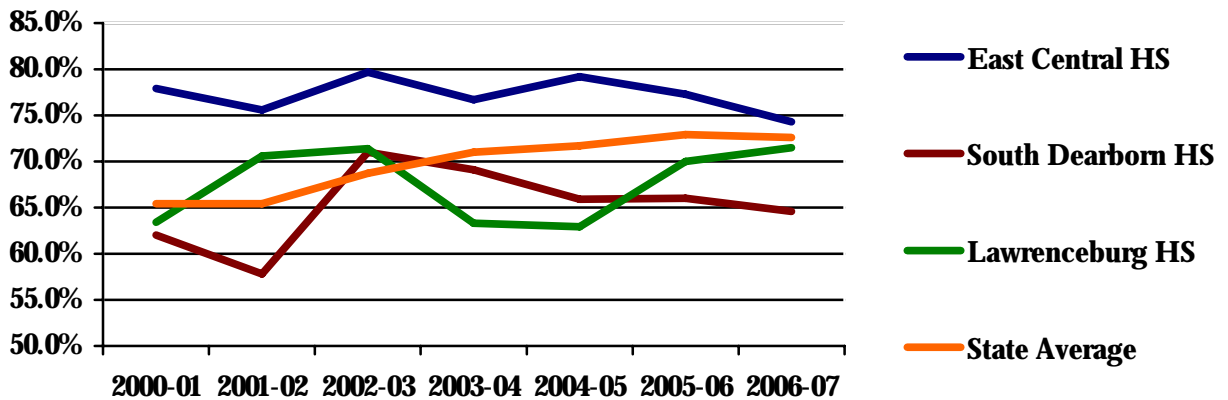
Average Percent Passing ISTEP (all tested grades)

Year	East Central HS	South Dearborn HS	Lawrenceburg HS	State Average
2006-07	74.3%	64.6%	71.5%	72.6%
2005-06	77.3%	66.0%	70.0%	72.9%
2004-05	79.2%	65.9%	62.9%	71.7%
2003-04	76.7%	69.1%	63.3%	71.0%
2002-03	79.7%	71.0%	71.4%	68.7%
2001-02	75.6%	57.8%	70.6%	65.4%
2000-01	77.9%	62.0%	63.4%	65.4%

Source: Indiana Department of Education

The above table gives percentages for students in all grades who passed the ISTEP exam for East Central, South Dearborn, and Lawrenceburg. Only Lawrenceburg's rate showed improvement. The other two corporations, like the Indiana average, went down.

Avg. % Passing ISTEP 2001-2007



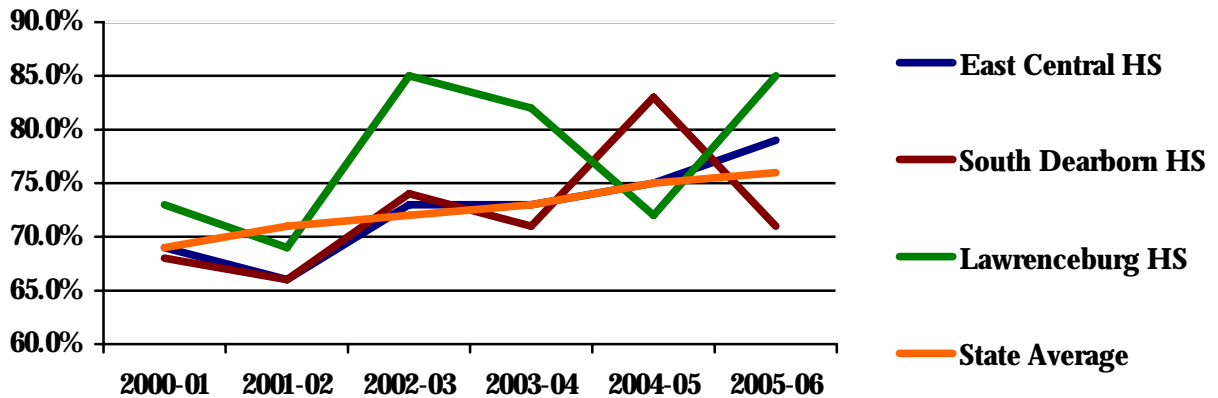
Percent of Graduates Pursuing College Education

Year	East Central HS	South Dearborn HS	Lawrenceburg HS	State Average
2005-06	79%	71%	85%	76%
2004-05	75%	83%	72%	75%
2003-04	73%	71%	82%	73%
2002-03	73%	74%	85%	72%
2001-02	66%	66%	69%	71%
2000-01	69%	68%	73%	69%

Source: Indiana Department of Education

The above table shows the percentage of high school students who have announced their intention to attend college. After a significant increase in graduates pursuing college education, South Dearborn rates have dropped over the past year. Meanwhile, Lawrenceburg and East Central both experienced increased rates of graduates pursuing college.

% of Graduates Pursuing College Education 2001-2006



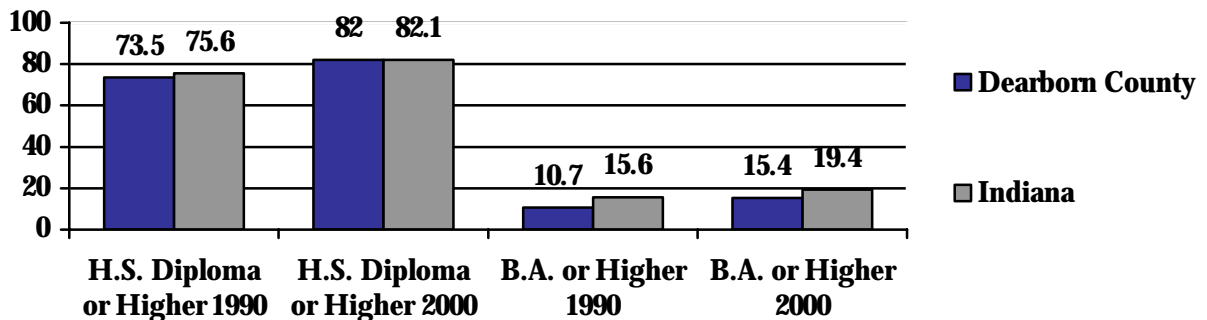
Educational Attainment – Age 25 & Over

Place	H.S. Diploma or Higher		B.A. or Higher	
	1990	2000	1990	2000
Indiana	75.6	82.1	15.6	19.4
Dearborn County	73.5	82.0	10.7	15.4
Caesar Creek township	82.1	96.2	7.2	7.5
Center township	71.8	79.0	10.1	15.7
Clay township	71.0	73.8	5.3	6.6
Harrison township	72.6	83.2	10.6	16.1
Hogan township	69.1	80.9	6.8	11.8
Jackson township	70.2	75.3	6.7	12.0
Kelso township	75.5	84.8	7.2	16.3
Lawrenceburg township	70.9	78.8	14.4	15.6
Logan township	80.4	87.6	9.7	14.5
Manchester township	67.8	81.0	7.8	8.9
Miller township	83.2	92.2	18.2	25.2
Sparta township	72.8	76.3	4.6	10.7
Washington township	78.2	77.1	3.5	8.9
York township	68.8	84.9	6.5	9.8

Source: U.S. Census Bureau 2000

The above table shows educational attainment levels for Dearborn County as a whole. The high school graduation rate is only slightly below the state average by a fraction of a percentage point. The percent of adults with a college degree, however, remains less than the state number. Certain townships in Dearborn County exhibit higher numbers of educational attainment. Caesar Creek, Harrison, Kelso, Logan, Miller and York townships all have higher percentages of high school graduates than the state. Only Miller Township has a higher percentage of college graduates than the state.

Educational Attainment 1990-2000



Dropout Rates

Dropouts Public School Grades 7 to 12

Place	2002-03		2003-04		2004-05	
	# Students	% of Total	# Students	% of Total	# Students	% of Total
Indiana	6,787	1.51%	8,045	1.75%	7,984	N/A
Dearborn County	92	2.2%	93	2.2%	62	N/A

Source: STATS Indiana

Number of Students who have Dropped Out

Year	East Central HS	South Dearborn HS	Lawrenceburg HS	State Average
2005-06	27	31	9	N/A
2004-05	35	27	17	N/A
2003-04	31	36	18	N/A

Source: Indiana Department of Education

Percent of Graduates: Dropout/Undetermined

Year	East Central HS	South Dearborn HS	Lawrenceburg HS	State Average
2005-06*	10.8%	12.0%	9.5%	11.2%

Source: Indiana Department of Education

*From the new graduation rate formula

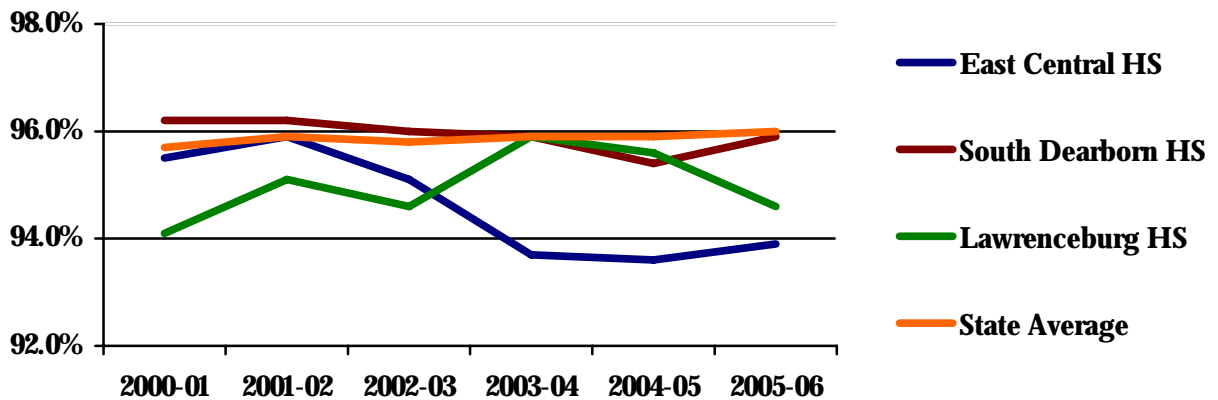
Attendance Rates

Year	East Central HS	South Dearborn HS	Lawrenceburg HS	State Average
2005-06	93.9%	95.9%	94.6%	96.0%
2004-05	93.6%	95.4%	95.6%	95.9%
2003-04	93.7%	95.9%	95.9%	95.9%
2002-03	95.1%	96.0%	94.6%	95.8%
2001-02	95.9%	96.2%	95.1%	95.9%
2000-01	95.5%	96.2%	94.1%	95.7%

Source: Indiana Department of Education

In recent years, East Central attendance rates have fallen below the two other Dearborn County high schools and the state average. While it experienced slight fluctuations, South Dearborn attendance rates are only a fraction below the state average. Lawrenceburg remains below the state average and actually lost ground in the past year.

Attendance Rates 2001-2006



Attendance-Related Suspensions

Number of Students with More than 10 Unexcused Days Absent

Year	East Central HS	South Dearborn HS	Lawrenceburg HS	State Average
2005-06	300	47	34	N/A
2004-05	296	50	28	N/A
2003-04	234	28	11	N/A

Source: Indiana Department of Education

Number of Students Suspended

Year	East Central HS	South Dearborn HS	Lawrenceburg HS	State Average
2005-06	105	93	54	N/A
2004-05	38	100	59	N/A
2003-04	51	98	71	N/A

Source: Indiana Department of Education

Part 1

Connect Counselor

Summary: Connect Counselor

Implementation

The three connect counselors who were hired at the start of the program in January 2006 remain in their positions and continue running their programs as outlined in the grant application. No counselor reported large shifts in their strategies or approaches. Details on the counselors and how they administer their program can be found in the following pages.

Participation

The three connect counselors have worked with about 224 students during this reporting cycle. These numbers represent only those students who received face-to-face help over a period of time, and not the many children who had shorter-term contact with the counselors, such as a telephone call.

School Corp.	Students Served	Number of Schools	Referrals Made
South Dearborn	36	5	80 to probation; 10 to Child Services; 5 to counseling
Sunman-Dearborn	143	5	22 to probation; 7 to Community Mental Health Center
Lawrenceburg	45	4	1 to Community Mental Health Center

Impact

Although some participants are still turning in incomplete information, better reporting this cycle has led to more accurate data, which in turn led to more positive results. For example:

- The number of students who said they were getting the help they needed at school rose from 5 percent to 60 percent.
- 115 out of 138 students tracked improved their attendance rates after taking part in the program.
- Comments from students: "I did not drop out of school like I wanted to so now I am going to the high school." And, "I'm making better choices; doing better in school; and handling situations more appropriately!"
- It is clear from the anecdotes (a new feature) that the counselors can have a very direct impact on student's lives and that they are providing a service to the children that is not covered by the probation department or other agencies.

Recommendations: Connect Counselor

School corporation representatives met with the evaluator in April 2007 to discuss changes to the program. The keys points from that meeting are:

- ❑ The Evaluation Report due in January will focus on two points:
 - Implementation: Has the goals, staff, location, operating hours or other features of the program changed?
 - Participation: How many students are being assisted by the counselors? How many schools are involved?
- ❑ The Evaluation Report due in July will have updates for implementation and participation and include an additional point:
 - Impact: These will include before/after surveys of only two stakeholders: counselors and students, and it will only be for 25% of the students. Additionally, there will be some data gathering on attendance and grades.
- ❑ At the request of the school corporations, a simplified survey system was installed for this six-month period. The first change was a reduction in the number of stakeholders surveyed. Originally, initial and final surveys were given to the counselors, students, their parents, guidance counselors and teachers. Because it was difficult to get responses from parents and some of the other stakeholders, the school corporations requested that only counselors and students be questioned.

The second change regards the sample size of each group. Originally, all students who had meaningful contact with the counselors were to be surveyed. Now, each counselor is to randomly select 25 percent of the students they are working with at each school and focus on tracking them. They were asked to select those students early in the process and stick with them; if they drop out, record the loss but do not replace them. They were also advised to get a mix of gender, nationalities, tough cases, easy cases, etc.

The goal of this switch was to get quality over quantity. In other words, track fewer students, but successfully gather the surveys from all who are tracked.

- ❑ To save time and better track results, surveys should from now on only be submitted online through the provided Internet site.

Methodology: Connect Counselor

The grant application outlined specific performance indicators. The overall goal of the Connect Counselor program is to improve attendance rates of at-risk students. The outcomes to be measured during the grant cycle are:

- Reduction in dropout rates
- Reduction in unexcused absences
- Improvement in overall attendance rates
- Improvement in graduation rates
- Reduction in attendance-related suspensions

Most of these outcomes will be measured at the *macro* level. That is, they will track the combined rates of all the schools in Dearborn County, not individual students. The specific performance indicators as outlined in the grant application are:

- Number of students who drop out of school before graduating
- Number of unexcused absences
- School attendance
- Graduation rates
- Number of suspensions
- Number of F's
- Number of seniors who graduated

Some of these indicators will be tracked for individual students. Before the program started, SDG met with representatives from the school corporations to review goals and design evaluation tools.

Besides the evaluation goals listed in the grant application, the group decided it would be beneficial to track the progress of individual students using only their student identification numbers as identifiers.

A system of “initial” and “final” surveys were created and refined online. The surveys included:

CC Survey – Connect Counselors – Before is completed by the Connect Counselor at the start of their relationship with the student.

CC Survey – Connect Counselors – After is completed by the Connect Counselor at the completion of their work with the student.

CC Survey – Student - Before is completed by the student as they enter the program.

CC Survey – Student – After is completed by the student when the Connect Counselor has completed their work with the student and their family.

Implementation: Connect Counselor

During early discussions, the school corporations realized they would be implementing the Connect Counselor programs in slightly different ways. For example, one corporation wanted to focus on high school students while another also wanted to include elementary schools. The following tables show how each corporation customized the program.

Sunman – Dearborn School Corporation	
Name of counselor	Jennifer Wilhelm
E-mail & phone number	jwilhelm@sunmandearborn.k12.in.us 812-676-4811 Ext: 1908
Background information	Licensed by the Ohio Social Work and Counselor Board Bachelor of Social Work, Northern Kentucky University 1999. 2000-2005 School-Based Services Case Manager, Family Service.
Schools to be involved	East Central H.S., Sunman Dearborn MS, Sunman-Dearborn IS, Bright, North Dearborn and Sunman. The primary school involved is EC but she is available to all schools in the Corporation.
Criteria for selecting students for program	At the seventh absence the counselor will intervene.
Number of students anticipated in program	125 is an estimate (we already have 78 at EC and 8 S-DMS).

Lawrenceburg School Corporation	
Name of counselor	Dave Selmeyer
E-mail & phone number	dselmeyer@lawrenceburg.k12.in.us
Date of hire	Feb. 1, 2006
Background information	Worked as a school coach for five years and as a teaching assistant and substitute.
Schools to be involved	Greendale Middle School, but Dave also works at Lawrenceburg High, Central Elementary and Lawrenceburg Primary to assist with attendance issues.
Criteria for selecting students for program	One criteria is working with seniors to make sure they stay in school. At the middle and high school look at the number of absences and target students at the high school who are in danger of losing credits.
Number of students anticipated in program	Anticipate 10-15 serious cases per building with maybe as many as 25-30 at the high school and middle school to begin the year until he gets some of them on track rather quickly.

South Dearborn School Corporation	
Name of counselor	Nani Schwier
E-mail & phone number	nani.schwier@sdsc.k12.in.us 812-926-1140; 812-584-2996/812-432-5438
Date of hire	Jan. 1, 2006
Background information	1996 – BA in Social Work & Social Psychology 1996-1997 – Community Mental Health Center Intensive Youth Services Home and school based case manager 1997-2005 – George Junior Republic Preventative Aftercare Home and school based case manager 2005-2006 – Lifeline Youth and Family Services Home and school based case manager All above cases were Probation and DCS referrals.
Schools to be involved	South Dearborn Community Schools: Aurora Elementary K-6 Dillsboro Elementary K-6 Manchester Elementary K-6 Moore's Hill Elementary K-6 South Dearborn Middle 7-8
Criteria for selecting students for program	<ol style="list-style-type: none"> 1. Criteria for selecting students for program (number of absences, etc): 2. Unexcused absences are monitored and counted per school year. 3. Connect Counselor continues to meet regularly with selected students who received these interventions last year and will meet regularly with those new students selected this year. Parent contacts are made as needed. 4. At 3 unexcused absences a notice/letter is sent to parent and Connect Counselor's services are offered. 5. At 6 unexcused absences a notice/letter is sent to parent and a request made to conference. 6. At 9 unexcused absences a notice/letter is sent to parent, parent warned of potential probation referral, and request made to conference. 7. Continued chronic absenteeism results in a probation referral.
Number of students anticipated in program	8-10 selected students per school

Student Attendance Rates: Connect Counselor

Project Connect's long-term goal is that all high school students graduate so that Dearborn County can compete in a modern, knowledge-based economy. Short-term goals include reducing the dropout rate, improving attendance rates and increasing the academic success of at-risk youth.

With those goals in mind, the evaluation tracks the attendance rates of those students most at risk for dropping out (that is, the students who end up in Connect Counselor because of poor attendance rates).

There were differences in how attendance was reported, but SDG received complete data for two school corporations. Both those programs showed improved attendance rates for students involved in the program. In fact, 115 out of 138 students did better.

Attendance Rates for Students in Connect Counselor Program

School Corp.	Average Attendance (prior to intervention)	Average Attendance (after intervention)	No. Students with Improved Attendance
Lawrenceburg	Not Compatible	Not Compatible	5 out of 18
South Dearborn	88%	91%	22 out of 29
Sunman-Dearborn	84%	94%	93 out of 109

Notes: Data for Lawrenceburg was incomplete. Data for Sunman-Dearborn only includes students with complete data; students with incomplete data were taken out of the totals.

SDG could not make the Lawrenceburg data was not compatible with the other reports, but the counselor did add notes explaining problems facing students. For example:

- ❑ Student was placed in an after school program after he was diagnosed with a medical condition. After he came back to school, he continued to miss. Was counseled repeatedly about attendance. He just didn't care. It was later confirmed he was suffering from separation anxiety from brother.
- ❑ Attendance problem from last year. Counseled after 1st absent. A.J. did have 28 tardies because he didn't want to attend school, but was forced to by parents
- ❑ Moved from place to place. Didn't know where he was staying from week to week.

Parental Anecdotes: Connect Counselor

Because so few parents responded to the surveys, a new method of getting their feedback was implemented. Counselors were asked to solicit anecdotes from parents about the program. The stories provide insight to the challenges facing both the students and the counselors attempting to help them.

These first two came from the Sunman-Dearborn project. The names have been changed to protect confidentiality.

□ Student was referred to the program at the beginning of the school year for excessive absences. Student's grades had begun to falter and she had become increasingly withdrawn. Upon the connect counselor interviewing her, student advised a history of depression. Her parent's recent divorce and subsequent life changes had made it more difficult to cope. Student advised that she had frequent debilitating headaches, had begun to avoid social situations (particularly school) and felt anxious most of the time. Student did not feel confident in her ability to discuss her feelings with her mother.

The connect counselor discussed the situation with student's mother, who was very supportive and sought medical treatment for the student. The connect counselor began to meet with the student on a regular basis, providing counseling to the student on developing coping skills for her anxiety. With a combination of support from both student's mother and the school, medications and counseling, student is now back on the right track. Student finished the school year with honors and she and her mother advise significant improvement socially and emotionally.

□ Student is a 14 year old 9th grade student who was referred to the program for a sudden onset of successive absences that put her at risk for expulsion. The student at first advised that the absences were due to a death in the family, but it was evident that the student was not being completely truthful. Later in the day, the student sought out the connect counselor to advise the real reason for the absences. The student was very upset and advised that she was pregnant. Student had not confided in anyone about the pregnancy and did not know how to begin addressing the problem.

The connect counselor developed a plan with the student that allowed her to confide in her mother and overcome the fear and avoidance that the student had been using to cope. The connect counselor also

reached out to student's mother. Student and her mother dealt with the pregnancy together and student is doing much better. Student has improved emotionally, is attending school and her grades are good.

These two came from the South-Dearborn project.

☐ Student is an 8th grade male attending South Dearborn Middle School. He resides at home with his mother, father and sister. His grandfather's home is near his residence and at times he resides at this home. Both parents are employed. Student's attendance was poor during the 2005-2006 school year. In addition his discipline record was lengthy. He appeared unmotivated and took a higher interest in his peer interactions than in his school performance. He displayed a poor ability to accept responsibility for his actions. Student reported he was not taking any medication for his Attention Deficit Disorder.

Connect counseling services picked up again at the start of the 2006/2007 school year. Student presented with a higher motivation and interest in counseling. Student was placed formally on probation in November 2006. Student and his parents approached student's probation seriously. The family kept scheduled appointments and made the needed arrangements to maintain proper contact with Probation. Student completed assignments given in counseling and was prepared for meetings. Student's mother communicated that she observed that student was improving at school, was getting up and going to school without problems, and that she believed his self-esteem to be good. Parents reported they make sure student is up for school and that school work is completed. In addition, student's parents started student back on his ADD medications. The family consistently reported having a close and positive relationship with one another. Student's parents did not initiate contact with this counselor, however did meet with the counselor when asked to do so. Student's attendance rate improved from 87.5% during 2005/2006 to 93.89% during 2006/2007.

☐ Student is an 8th grade female attending South Dearborn Middle School. She resides at home with her mother, her mother's boyfriend, and her sister. Both her mother and her mother's boyfriend are unemployed. Student's attendance was poor during the 2005/2006 school year, however her attendance declined over the 2006/2007 school year. These counseling services were initiated in October 2006. Skill development in the areas of coping, communication, and decision-making were consistently addressed in services. Student was open to these services and cooperative in sessions. Student's mother spent time in jail recently and has done so in the past

as well. Her biological father remains incarcerated. Family reports indicate domestic violence and alcoholism to be prevalent concerns within this household. Student reports having little to no support at home and this counselor has observed this as well. Student's mother and student argue as if they were siblings. Consistent family conflict is reported. This counselor encouraged and recommended family therapy to student's mother, however mother did not follow through with this. The family was receiving home-based counseling early in the school year, however these services were terminated due to poor cooperation from student's mother. Mother did not utilize these services and did not return counselor's phone calls.

Student's attitude and performance at school declined. Poor self-esteem continues to be of concern. Student does have a close and supportive relationship with a select few teachers and support staff at school. She will seek these individuals out on difficult days. There has been increased concern due to student's declining attendance and reported increased family issues. Referrals have been made to the appropriate agencies noting these concerns. Student reports and school staff have observed that family issues are affecting student's performance at school. Student's attendance rate dropped from 89 percent during 2005/2006 to 76 percent during 2006/2007.

This report is from the Lawrenceburg connect counselor.

□ Attendance has improved at all lower grade buildings. At the high school attendance is lower for a variety of reasons. Student suspension, lack of parent involvement, not wanting to come to school, not passing ISTEP test, and not being held accountable are some of the problems leading to a low attendance at the high school. Most of the home visits I made, I either woke the student up, or they wouldn't answer the call. In some cases the student missed the bus and didn't have a way to school, so I transported the student to school. In some cases the student was removed from their home by the courts and placed in the YES home. In this case the court appointed home made sure the student attended school every day. Most of the time when the student's were returned to their homes their attendance still remained high. When students lost their first semester credits for attendance, some chose to either stop coming to school or withdrew to be "home schooled." In some cases there were issues in the home life that the student would not share with either school or me that affected their attendance.

Our withdrawals mainly were from students who were either behind in credits, could not pass the ISTEP, or didn't want to finish school. Those students who were behind in credits either lost them due to attendance, suspension, or not achieving passing grades in their course work during their school career. The majority of the withdrawals were from lower social economical families where education wasn't an important issue. In other cases the parent tried to make the student come to school, the student would either become a problem in the classroom or wouldn't do any work at all.

Follow-Up Action: Connect Counselor

Counselors began noticing some positive spin-offs from the program. Some of those are documented here.

This report is from the Sunman-Dearborn connect counselor.

❑ A collaboration was begun with the local Community Mental Health Center to provide on-site counseling services. A therapist is present at the school every Wednesday to serve students referred by the connect counselor. School-based counseling provides services to students who may not otherwise receive counseling due to barriers such as transportation. Thus far, the connect counselor has referred 7 students to receive counseling through this program.

The Project Connect staff wrote and received a grant to support the efforts of the connect counselor. The local Citizens Against Substance Abuse (CASA) will fund the grant. The grant will provide counseling groups to students with substance abuse issues, educational presentations on substance abuse to school staff, parents/community members and students, and funding for a resource library that will be available to counselors so that needed information can be shared with parents, teachers, etc.

We are working closely with the local probation department to have children seen by the courts/probation when they are high risk or our interventions are not enough. We have also changed our policies/handbook to include the probation interventions and tighten the policy.

This report is from the South-Dearborn connect counselor.

❑ **School Policy Changes:** No direct changes have occurred at this time with school policy. However, as we continue to utilize this program, subtle changes are being considered to allow each school to make the best use of the counseling time that is designated for each of the five schools involved in this service. For example, the possibility of counseling being for referred student's only rather than counseling being provided with less intensity to a larger number of students.

Probation Referral Results: No changes have occurred over this school year in regards to the process of referring students and/or their families to probation. The school system, however, has observed a higher response rate from probation. It is believed that having one individual (Connect Counselor) responsible for all communication with

the probation department has assisted with this progress. The Connect Counselor assesses individual students, refers appropriate students/families by completing the proper documentation and reports, and communicates directly with each probation officer regarding progress and needs. In turn, each probation officer has only one individual they need to contact when needed. As a result, a working relationship is maintained between two large systems.

Typical Cases: The Connect Counseling Program is being used by this school system to provide a service to the most severe and/or needed cases. Those students who respond by improving their attendance with less intensive intervention may not be included in the identified group statistical information is provided for. Students may require these services during the current school year due to family and/or personal issues but were not of concern during the previous school year. Many students received more intensive services due to their severely poor attendance and therefore were also referred to the appropriate agencies. Due to the process of a probation referral, a number of students will continue to be monitored at the start of the 2007/2008 school year and may receive legal action immediately if their attendance continues to be of concern.

Stakeholder Surveys: Connect Counselor

The evaluation system was designed to survey students when they first entered the program, and then again when the connect counselor finished working with them at the end of the school year.

At the request of the school corporations, a simplified survey system was installed beginning with this six-month period.

The first change was a reduction in the number of stakeholders surveyed. Originally, initial and final surveys were given to the counselors, students, their parents, guidance counselors and teachers. Because it was difficult to get responses from parents and some of the other stakeholders, the school corporations requested that only counselors and students be questioned.

The second change regards the sample size of each group. Originally, all students who had meaningful contact with the counselors were to be surveyed. Now, each counselor is to select 25 percent of the students they are working with at each school and focus on tracking them. They were asked to select those students early in the process and stick with them; if they drop out, record the loss but do not replace them. They were also advised to get a mix of gender, nationalities, tough cases, easy cases, etc.

The goal of this switch was to get quality over quantity. In other words, track fewer students, but successfully gather the surveys from all who are tracked.

One other change was instituted by SDG, the evaluation firm. As shown in the following table, an uneven number of initial and final surveys were turned in. In all cases, more stakeholders filled out the final survey. When that happens, the baseline for tracking progress is lost. It doesn't mean much if a student says they like school "some of the time" at the end of the year if we don't know how they felt at the beginning.

For that reason, SDG only compiled the data for students (tracked through an identification number) who completed both surveys. The final number of surveys tallied is smaller, but the results are more meaningful because they follow progress in the same individuals.

To complete that cycle, SDG also only tallied the connect counselor surveys that corresponded with students who had filled out questionnaires. In other words, if a counselor completed a survey about a student who *had not* completed his own survey, we didn't count it.

Applying these restrictions, SDG ended up with complete information on 25 students.

The following table shows the amount of surveys received for this reporting period.

Number of Surveys Turned In

School Corp.	Initial - Counselor	Final - Counselor	Initial - Student	Final - Student
Lawrenceburg	1	14	0	14
South Dearborn	7	17	6	17
Sunman-Dearborn	18	20	17	20
Total	26	50	23	51

Results: Surveys

Connect Counselor: Student Surveys

These results reflect only those 25 students (tracked through an identification number) who completed both surveys. SDG received many incomplete sets; for example, students who only did the final survey.

Do you ...

	Yes, Very Much		Yes, Some of the Time		No		Not Sure	
	Initial	Final	Initial	Final	Initial	Final	Initial	Final
Like school?	5%	8%	45%	72%	50%	16%	-	4%
Feel connected to school?	-	36%	78%	56%	22%	4%	-	4%
Get the help with school that you need?	5%	60%	79%	36%	16%	-	-	4%

These responses show progress. For instance, initially only 5 percent of the students said that they "very much" were getting the help with school that they need. That number rose to 60 percent by the end of the year for those same students. Conversely, the number who said they weren't getting the necessary help dropped from 50 percent to 16 percent.

The following are students' answers to questions about the program. They include every student who filled out a survey and not just the 25 who were tracked. Many observations come across as candid ("She put the fear of God into me," one student said about his counselor) and also display a willingness to learn and hope for the future ("She told me the consequences of poor attendance and how dumb it would be to throw my diploma away.").

Has the Connect Counselor helped you do better in school? If so, how?

- She checks on me and talks with me about my problems.
- Yes. She has helped me realize I can't just NOT come to school and she explained what would happen if I didn't very well.
- Yes, Mrs. Wilhelm has helped me. She has helped me get through my hard problems at home. Also, when lets me talk to her and she listens whenever I need someone to talk to she is there. If I am having a bad day at school I can go talk to her. She has sat down and talked to me about the attendance and told me what my consequences are if I miss any more school.
- Yes, she pushed me harder and I believe that she does care.

- She has told me the consequences of poor attendance and how dumb it would be to throw my diploma away.
- Yea, she put the fear of God into me.
- Yes, she makes deals to keep you out of trouble.
- Yes. She has talked to me and helped make sense of things.
- Yes, Mrs. Wilhelm helped me see what is more important.
- No.
- Yes, helped the principals better understand why I was absent.
- Yes, she has because I have someone to talk to.
- Yes, she talked me through everything when I needed her and I thank her very much for that.
- Yes, she has been great! By helping me ignore all of what has been going on and it really helps.
- Sure, she informed me on the consequences.
- Yeah, talked to me.
- Yes, she calmed me down and talked to me and she was understanding so I felt she cared.
- Yes, she is a positive influence.
- Yes, she lets me come talk if I have a lot on my mind and need advice.
- Yes, sometimes.
- Let me know when my attendance is getting bad.
- Yep, she helps me set goals into studying more.
- Yes, because she told me the reasons why I should go to school every day and be on time and it's helping me do better.
- Yes, she gave me motivation.
- Not really.
- Encouraged me to come to school.
- Not sure.
- Yes, my day has been better and I get along with people better now.
- Set rules up fore me and talk to me about it.
- Yes, she helped me with going to school, and being on task.
- I don't really know.
- Yes, she talked more to me about it and I have been trying to get here more.
- Yes, she talked to me about how I need to come to school more often.
- Fantastic with my attendance.
- Yes she talks me out of doing stupid stuff.
- Yes, to do stuff that helps me not get mad.
- Yes, she has told me to come to school if I feel well.
- Yes, she has helped me by getting on time.

Did your teachers and guidance counselors help with this program? How?

- Not really.
- No not really ... I never really see my guidance counselor.
- Not with attendance.
- No
- Yea ... I don't know, they have faith in me.
- Yes, Mrs. Schneider is cool.
- Yes. They talked and helped me out of so much trouble.
- Yes, they would check up on my grades and they were always there if I needed anything.
- Yes, they help me understand things I'm naive about.
- Some, but it's more of an individual effort to come to school.
- Sure, they made sure I was on track.
- No, except for Mrs. Wilhelm. She helped me improve overall with everything, not just school.
- Not really. I don't talk to them much.
- No.
- Not really, only one teacher talked to me.
- No, teachers just get mad when you miss a lot of school and don't try to help. They say you miss, it's your problem.
- They do if I am in need of guidance.
- Not really.
- Sometimes.
- Help me with my work.
- Uh ... supported me?
- I don't have a guidance counselor, and my teacher didn't really help with this program.
- Yes he encouraged me to come to school.
- Some, because they let use have extra recess if we don't have work.
- Yes, they told me I need to come to get better grades.
- Not sure.
- My guidance counselors helped me do better with attendance by telling me to go to bed earlier, and pick out clothes before bed.
- Yes because the try to help me.
- No.
- No. They didn't talk to me much.
- No.
- Don't know.
- Yes showing me what to do.

- No. They were not here.
- I don't have a guidance counselor.
- I am not sure if they have.
- I don't have a guidance counselor, but my teacher has helped school be more fun for me.

The best part of this program was:

- Being able to talk with someone.
- Everyone is very friendly and understanding.
- Getting my stuff together.
- Talking with my counselor.
- Mrs. Wilhelm.
- Nothing.
- It helps keep people on track and get their schooling done.
- Realizing anything is possible if I put my mind to it.
- Having Mrs. Wilhelm to talk to.
- The understanding from Mrs. Wilhelm.
- Mrs. Wilhelm.
- Having someone there that would talk things through with me instead of looking at me like I was crazy.
- The good times me and Mrs. Wilhelm had and the laughs we shared.
- Nothing.
- Getting things off my chest.
- Mrs. Wilhelm.
- The visits and the free candy.
- Her feedback was very helpful.
- Make sure I'm on track.
- Setting goals and learning how to deal with tuff situations.
- Learning to be at school everyday on time.
- The benefits of coming
- Getting out of class.
- Talking about getting to school.
- Not sure.
- I now have good attendance.
- That I improved some.
- When I realized how bad I was doing.
- I actually got my grades up.
- Improving my attendance.
- Don't know.

- Helping me.
- Talking.
- To tell me what to do when I get mad.
- Coming to school was the best part.
- Helping my attendance.

The worst part of this program was:

- There really wasn't one.
- Everybody getting on me and nagging on me ... it was annoying.
- Nothing.
- Having to be here on senior skip day.
- Nothing.
- They know where you're at all the time.
- Getting up every day.
- Suspending kids from school because the kids end up missing more school.
- The nagging.
- All of it.
- The thought of being put on probation.
- Threatened with probation.
- There wasn't anything.
- Nothing.
- Come to school.
- The rules!
- Get to school.
- I don't know.
- Getting out of class.
- Lose time to work on school work.
- Nothing.
- Nothing.
- Not sure.
- Nothing.
- Leaving class.
- None.
- There really wasn't one.
- None.
- Nothing.
- Nothing.
- None.
- There wasn't a worst part.

- Missing out on Earagor was the worst part.
- Not allowed to sleep in longer.

What changes did you make to achieve success in this program?

- I'm still trying to get it together.
- I just came to school when I felt sick and stuck it out.
- I made sure I got up every day and got on the bus. My mom would also get up and make sure I am up and ready for school.
- I tried harder to make it to school and do my best.
- Come to school.
- Not missing school.
- I started coming to school and getting myself on track.
- I went to be earlier. I woke up earlier in the morning. And just focused on what needed to be done.
- Woke up earlier, started getting my shower at night.
- I didn't work as late.
- I got the help I needed to make it easier for me to be here.
- Coming to school every day.
- Set my alarm.
- I am trying to have a better attitude.
- Moved in with my aunt.
- I came to school regularly.
- I tried to not miss anymore days.
- Um, I'm making better choices; doing better in school; and handling situations more appropriately!
- I started to make sure my alarm was set and I didn't take much time on one thing in the morning. I got up earlier and went to bed earlier.
- I started come more and get up earlier.
- Not sure.
- I go to bed earlier, pick out my school clothes before I go to bed.
- Get up earlier and catch the bus.
- I started going to school every day, and went to class on time, and I behave well, and have good grades.
- My attitude; my grades; my friends.
- I come to school more often than usual.
- My AR, my attendance, my tardies.
- I did not drop out of school like I wanted to so now I am going to the high school.
- Going to school and learning more.
- I have did my homework and got up at the write time.

Connect Counselor: Counselor Surveys

Of the surveys turned in, only 25 sets had initial and final information from both the students and counselors. These complete sets are important because they allow the tracking of progress in specific students. In other words, the 25 students who filled out the surveys in the previous sections are the same individuals being referred to by the counselors in their surveys.

How would you rate this student?

	Very Satisfactory		Satisfactory		Unsatisfactory	
	Initial	Final	Initial	Final	Initial	Final
General behavior	0%	8%	76%	84%	24%	8%
Cooperative skills	-	8%	80%	88%	20%	4%
Self-esteem	-	-	68%	88%	32%	12%

These results also show progress in most categories. Initially, no students' general behavior, cooperative skills or self-esteem was judged "very satisfactory" by counselors. By the end of the semester, 8 percent received that designation for general behavior and cooperative skills.

The following are the connect counselors' observations about the students they worked with.

In what ways (if any) have the student's behaviors changed (differences in defiance, apathy, disorganization, etc.).

- Behavior in classroom has improved. Teacher is able to manage behavior within the class setting.
- Student reports less frequent peer conflicts.
- Student reports maintaining steady attendance now to avoid action from probation department.
- Student continues to have problems socially and with her mother. Services are now involved to address needs.
- Student has progressively deteriorated as semester went on. Student has extensive psychological/emotional needs that she is just beginning to address.
- Student eventually became receptive to people helping her and seems to have progressed emotionally.
- Student's emotional state has improved greatly.
- Student has received the help she needed from outside sources and has improved greatly.
- Student is currently in a treatment program and student is progressing well.
- Student's emotional issues have improved.

- Student seemed to become more trusting.
- Student had a very poor attendance problem this year. He has just been diagnosed with separation anxiety. He will repeat his freshman year over.
- Student has been very eager to succeed in school. Very positive attitude.
- Student is taking a very active role in working toward better grades. Through the program he has learned the value of an education.
- Student had a very low self-esteem of himself. After working with the staff, student has been able to work at a local establishment. He has been on the A/B Honor role 5 of the 6 six-weeks.
- Student is just doing enough to get by. Will tell you what you want to hear and then slides by his classes by the skin of his teeth.
- Student has become very positive in her behavior here at Lawrenceburg. She still will back talk, but it is the argument stage that she was doing in the earlier part of the year.
- Student doesn't want to come to school. He is constantly late everyday. His behavior is "I don't care" approach to school. Takes hour long showers before school which causes this tardys to school.
- Student has improved in the behavior aspect at school. She is no longer argumentative towards teachers and classmates. She is having a more positive outlook towards school.
- Student will not graduate this year. Will be a few credits shy. Student has three six-weeks where attendance and grades suffered. He would not go into why or what the problem was. Would not answer the door when I went to the home visits.
- Student behavior as changed a great deal since the beginning of the school year. He is showing better respect to his teachers and his attendance has also improved.
- Student has the "I don't care" attitude. With the passing of his grandfather earlier in the school year, student's attendance and grades have suffered. Student has spent time away from school to have professional help in dealing with his problems. When he returned to school the attitude is still there and he doesn't do any work at school.
- Had a good attitude for the school year. Always positive.
- Student's behavior has remained the same from the beginning of the year to the end. He is very defiant at times and other times very cooperative. Overall, student is a good individual who is very immature.
- Older brother was arrested and student's behavior changed. Student missed numerous days of school, was placed in an alternative school setting. Student final quit school when he found out that he wasn't going to graduate this year.
- Student presents more confident and goal directed. Student's mood consistently positive.
- No changes in behavior. Remains satisfactory.

- Student's behavior in classroom improved. Student is open to discussing peer conflicts and appropriate resolutions/communication. Concern remains due to student not consistent with behavior. Student continues to respond to negative peer influences.
- Student displayed improved behavior and was cooperative with addressing coping and communication needs, however behavioral and self esteem concerns remain. More progress is needed.
- No changes. Behavior remains appropriate.
- Student displays a higher awareness of how her own choices affect attendance and performance at school.
- Student shows interest in class work however expectations of self remain minimal. Student presents happy.
- Student displays an ability to consider options before making choices, improved coping techniques, and has shown and followed through with interests and future goals. Improved behavior and attendance as a result.
- Student has shown progress with coping and communication skills while within the school setting. Attitude toward authority figures has shown improvement. Though student has shown progress, areas marked unsatisfactory due to the need for more progress. Family issues affecting self esteem, school functioning and attendance.
- Student showed an interest in improving communication, coping and goal setting skills. Student communicated and displayed use of these skills, sought out support when needed, and followed through with coping techniques.
- Student polite and respectful during meetings/conferences however maintains low expectations and poor follow through.

How would you rate family involvement in the education of this student?

Very Supportive		Somewhat Supportive		Not Very Supportive		Unknown	
Initial	Final	Initial	Final	Initial	Final	Initial	Final
16%	24%	20%	36%	52%	40	12%	-

The percentage of parents whose involvement was termed very supportive went from 16 percent to 24 percent during the cycle.

What are your most recent observations about family involvement?

- Counselor has made attempts to contact father and has requested that father contact counselor. Father has failed to make any contacts with school counselor.
- Parents present concerned and will discuss school needs with school staff; however, parents do not utilize counseling service fully.

- Parents will discuss attendance concern when counselor is able to contact a parent. Parents, however, have not initiated any contact with school to address issue and have not consistently returned phone calls.
- Student's attendance continues to be poor and no response has been received by parents.
- Mother tries to do the best for her daughter but lacks appropriate skills.
- Mother has transferred custody to her sister and student has improved.
- After establishing a relationship with the mother, communication improved and the parent responded to the needs of the student.
- Mother communicates well with school and is addressing student's needs with the appropriate supports.
- Mother is always responsive to concerns and needs.
- Mother's attentiveness to student's needs has improved.
- Mother communicates well with the school and seeks out assistance when needed.
- Father provides little response to school, but student advises he is very involved at home and has high expectations for her.
- Little response from parents.
- Mother was receptive to suggestions and followed through with getting student help.
- Parents are concerned and respond to student's needs.
- Parents never respond.
- Although parent does not respond to school, student indicates strict expectations by parent.
- Mother is always very responsive to concerns and addresses student's needs.
- Parents never respond.
- Older and younger brother are have bad influence on him. With the older brother out of the picture and his medical condition identified, Jason should be able to cope better.
- Constant communication with the mother. Wanting to know what she can do to help student to be successful.
- Both parents are in prison. He is living with an aunt whose is raising her own children.
- Have had contact with the parents throughout the school year about student's grades and conduct. Family has seen a change for the better in student.
- Parents want student to be successful, but don't make him do any homework at home.
- Haven't had any contact with the family this semester.
- Mom is trying to make him accountable at school. But doesn't force him to attend home assistance after school. Wants him to, but he doesn't show up. Dad not very forceful at home.

- Not much support from the family. Father works nights and mother is a special needs individual.
- No contact with the parents. Would not respond to any communication sent to the home.
- Grandparents are his basic support for getting school work completed. His parents will communicate with me, but don't force student to do homework.
- Parents are trying to help and be supportive, but student refuses to do what is asked on him.
- There wasn't much family involvement. Parents were always on the move; stayed at many different places during the school year.
- Both parents want student to succeed in school to move on to college and then take over the family business. They are willing to work with and check on student's on a weekly basis.
- Mother was not very supportive of student. Student basically had to take care of his mother due to medical conditions.
- Mother openly discussed with counselor her student's involvement with this program.
- Mother did not respond or contact counselor when requested to do so. Contacts were initiated by counselor. Mother reported she provides little structure with bed times and discipline. Mother being investigated for educational neglect.
- Parents did not respond or contact counselor when requested to do so.
- Father contacted the school regarding his concern with student's attendance and communicated his support of school's action of referring student to probation. Mother has failed to respond or contact the counselor when requested to do so. Student's motivation low.
- Mother became more responsive and increased contact with counselor after student was referred to probation for absences. Mother cooperative and communicates an interest in student progressing at school.
- Parents did not respond or contact counselor when requested to do so.
- Mother made contacts with counselor and was open to addressing needs. Mother noted progress at home with routines.
- Student is aware of parental expectations and limits. It appears that student manages school work on her own.
- Mother has reported that she allows student to stay home with her on mother's days off work. Student reports conflicts with father.
- Parent assists student with keeping scheduled appointments and responsibilities. Parent however does not initiate communication with school staff. Counselor initiates all contacts even though parent has been encouraged to contact counselor.
- Student has communicated, and counselor has observed, that student receives little to no family support. Mother has spent time in jail recently. Mother's

boyfriend reported student absent on full week of school to help him baby-sit younger family members. Mother has not followed through with suggested counseling. Students' grades and attendance have suffered during these last few months of school. Student reports family conflict. Referrals have been made to the appropriate agencies.

- Mother presents with high interest and involvement. Student reports she is able to talk with her mom about own issues. Father presents less involved.
- Mother does not keep scheduled conference appointments. Mother has displayed poor follow through.

Part 2

Homework Connection

Summary: Homework Connection

Implementation

The after-school program is being offered at 11 schools across Dearborn County. The sessions are held either once or twice a week and are run by staff. Volunteers have not played a major role. Schools either require the student to attend the sessions based on performance problems or make attendance voluntary.

School Corp.	Staff Utilized	Schools Offering Program	Days Offered Per Week
South Dearborn	26	4	4
Sunman-Dearborn	24	6	2
Lawrenceburg	8	1	2

Participation

About 193 students are served on days when homework sessions are offered at all 11 schools. This is an increase over the numbers served during the last evaluation cycle.

School Corp.	Average Number of Students Served Daily
South Dearborn	56
Sunman-Dearborn	107
Lawrenceburg	30

Impact

Data reporting was not as complete or consistent for Homework Connection as it was for Connect Counselor, and so the impact evaluation is not as thorough. The discrepancy is probably because the program is newer and there are still kinks to work out. Also, unlike Connect Counselor, many more people are involved in working with the students, which complicates the problem of getting uniform reporting. SDG will work with participants to improve reporting next cycle.

On the other hand, the data that was gathered was generally positive. For example:

- ❑ On their surveys, students reported progress in all categories. There was a 47 percent increase in the number of students reporting that they receive the help in school that they need. The number stating that they liked school jumped from 22 percent to 57 percent.
- ❑ In all cases, the tutors determined that the student's behavior and attitude had improved. For instance, the number who reported that the student's attitude toward school was very good went from zero to 66 percent.

Recommendations: Homework Connection

❑ Results for Homework Connection are not as complete as they are for Connect Counselor. The main problems were partial data sets (example: no initial survey for students) and variation in how grades were recorded. Some tutors reports grades (A, C+, etc.) while others reported scores (92, 75, etc.).

Further discussions are needed to determine the best method of tracking changes in the students' grades.

❑ For the next reporting cycle, surveys should only be filled out online.

❑ Distribute surveys to students and tutors. Do not survey parents, teachers and guidance counselors (or administrators).

❑ Survey 25%-30% of the students with a continuing level of involvement in the program. Individual schools can decide which students to track. For example, one school may select from students who have signed the attendance sheet more than three times. Please be careful to get a mix of gender, nationalities, tough cases, easy cases, etc.

❑ School administrators should check the tutor's answers to the question "What changes would make Homework Connection better?" for suggestions.

Methodology: Homework Connection

The grant application outlined specific performance indicators. The overall goal of Homework Connection is to improve attendance rates of at-risk students.

The outcomes to be measured during the grant cycle are:

- Students will show gains of one grade level per year in reading and mathematics
- Students will improve attendance in school
- Students will improve ISTEP+ and other standardized test scores
- Reduction in dropout rates
- Reduction in unexcused absences
- Improvement in overall attendance rates
- Improvement in graduation rates

The specific performance indicators as outlined in the grant application are:

- Number of students who drop out of school before graduating
- Number of unexcused absences
- School attendance
- Graduation rates
- Number of suspensions
- Student attendance in tutoring program
- Students' grades in school
- Teachers' observations
- Standardized test scores in reading and mathematics
- ISTEP+ scores grades 3,4,5,6,7,8,9
- Number of F's

Some of these indicators will be tracked for individual students. Before the program started, SDG met with representatives from the school corporations to review goals and design evaluation tools.

Besides the evaluation goals listed in the grant application, the group decided it would be beneficial to track the progress of individual students using only their student identification numbers as identifiers. A system of "before" and "after" surveys were created for the major stakeholders, who had the option of completing them online or on hard copies. The surveys included:

Tutor - Before is completed by the student's guidance counselor at the start of the student's work with the Homework Connection.

Tutor - Final is completed by the student's guidance counselor after the student has completed their work with the Homework Connection.

Student - Before is completed by the student as they first enter the program.

Student - Final is completed by the student when the Homework Connection program is completed.

Implementation: Homework Connection

The following tables show how each corporation customized Homework Connection.

Sunman-Dearborn					
Program director		Lenore Hynes			
E-mail & phone number		ldhynes@yahoo.com 812-623-2291			
School	Staff*	Volunteers	Students a Day (average)	Days Offered Per Week	Percent to be Tracked
Bright K-5	3	0	17	2	20%
North Dearborn K-5	4	0	27	2	20%
Sunman K-5	3	0	13	2	20%
S-D Intermediate 5,6	6	0	12	2	20%
S-D Middle 7,8	4	0	21	2	20%
East Central 9-12	4	0	17	2	20%

**Staff number vary at the schools because we have 2 nights of tutoring, at some schools one teacher does both nights and at other schools, teachers only tutor one night. This number includes certified teachers and instructional assistants.*

Sunman-Dearborn use test scores (ISTEP+) and grades as criteria for selecting students for the program.

South Dearborn					
Program director		Jack Heller			
E-mail & phone number		jheller@seidata.com 812-926-2090			
School Corp.	Staff	Volunteers	Students a Day (average)	Days Offered Per Week	Percent to be Tracked
Moore Hill ES	*	0	15	4	25%
Manchester ES	*	0	11	4	25%
S. Dearborn MS	*	0	4.7	4	25%
Aurora ES	*	0	25	4	25%

**26 staff members cover the four schools.*

South Dearborn sends students to the program with a teacher's recommendation after they have failed or tested below grade level in the ISTEP test or have an F in a subject. Attendance at South Dearborn MS may be lower than the other schools because it serves a wider area, making after-school transportation difficult for some parents.

Lawrenceburg					
Program director		David Selmeyer			
E-mail & phone number		dselmeyer@lburg.k12.in.us 1-812-537-7219 ext.1117			
Staff		Missy Tedesco, Amanda Purcell, Pete Arnold, Barb McGill, Sharon Sturgeon, Kay Bohman, Crystal McBride and David Selmeyer.			
School	Staff	Volunteers	Students a Day (average)	Days Offered Per Week	Percent to be Tracked
Lawrenceburg HS	8	0	30	2	21%

Attendance at the Lawrenceburg program is strictly voluntary. It is recommended to students by Selmeyer (who also is a connect counselor) and the guidance department. Homework assistance is placed on the speaker announcements every day. Three volunteers from the Argosy casino have participated twice in the first half of the year.

Student Grades: Homework Connection

Project Connect's long-term goal is that all high school students graduate so that Dearborn County can compete in a modern, knowledge-based economy. Short-term goals include reducing the dropout rate, improving attendance rates and increasing the academic success of at-risk youth.

With those goals in mind, the evaluation tracks the grades of students attending Homework Connection.

Unfortunately, a uniform system of reporting grades has yet to take hold among program administrators. For example, some reported scores while others reported grades. Some went by semesters and other quarters. SDG will work with the school corporations for the next cycle, but for this report only partial data is available.

A few teachers turned in their grading information via anecdotes, as in these two examples:

❑ Student is a fifth grader at Aurora Elementary. He attends Homework Connection on a regular basis. Student's teacher and mother both see a difference in his attitude towards school and homework. They say he has more confidence. And it is no longer a struggle to get him to complete his homework. Student's teacher also comments that student never finished his homework in class and if it wasn't for Homework Connection he would not have it completed and turned in on a daily basis. Student made improvements in many subject areas this last nine weeks. He improved his math grade (his most difficult subject) to a c+. Student also increased his social studies grade from a c+ to an a+.

❑ Student is a sixth grader at Aurora Elementary. Student started attending late in the year after his grades continued to fall. One of student's teachers made a recommendation to his mother that Homework Connection would be a good program for student to take advantage of to help improve his grades and make sure his homework got turned in daily. During the program student received one-on-one help to complete many past assignments that had not been previously turned in as well as help with his current assignments. Student improved many of his grades the last nine week grading period. He raised his English grade from a 0- to a c+. His reading grade went from a d to a c+. In total, student raised his grades in five subject areas. Student's homeroom teacher said he is the most improved student. She said his "whole attitude changed. It was a complete behavior change. He is your shining star!"

As mentioned, most of the quantifiable data was not complete enough to draw conclusions or the formats varied too widely to be assembled. What data could be salvaged was positive, such as this example from a Sunman – Dearborn school. Average scores for both students working on math and reading went up by the end of the school year.

Quarter 1 - Math	Quarter 4 - Math	Quarter 1 - Reading	Quarter 4 - Reading
62	81	82	87
82	87	83	84
65	77	67	84
47	67	69	92
81	84	74	97
87	88	71	69
83	85	79	85
79	87	78	88
87	81	84	86
89	91	82	78
83	89	88	81
87	86	92	88
79	78	82	91
81	79	-	-
79	74	-	-
Average 78	Average 82	Average 79	Average 85

Anecdotes: Homework Connection

Because so few parents responded to previous survey requests, a new method of getting their feedback was implemented. Tutors were asked to solicit anecdotes from parents about the program. The stories provide insight to the challenges facing both the students and the counselors attempting to help them.

These following entries, usually collected by the tutors, come from different schools.

❑ The parent response to the Homework Connection program was very positive. One parent made a point of stopping in the office shortly after her son began attending the after school program to let me know how much she appreciated Homework Connection. Homework time was always a battle at her house, and this program had solved most of the problems their family had been facing each evening. Parents also valued the daily conversations with the HC teachers regarding their child's progress and performance. Another parent reported that her child felt better about coming to school each day knowing that the homework was completed.

❑ Overall the parent response to Homework Connection was favorable. Since the parents had to sign out the students a daily dialogue took place. The teacher had an opportunity to discuss with the parent what had been accomplished and what needed to still be finished at home.

❑ Most parents liked the daily contact with instructional staff. The fact that fewer "homework" battles took place at home was often mentioned as a plus for the program at school. Because the parent didn't have to fight that fight it made the evening go much better and improved the child/parent relationship.

For at least one parent it was a "save face" situation. They have a limited education and can't do 6th grade math. Since the school helped with the homework, the parent did not have to say, I don't know how!

❑ A phone conversation was held with two parents regarding their child's performance at Homework Connection. The first parent has a son who attends our fourth, fifth and sixth grade program. Her son is a fifth grader at Aurora Elementary. His attitude toward school improved due to the one-on-one help he received. His mother commented that he really enjoyed working on math with a particular tutor. His performance at school is shown by his improvement in his grades. She appreciated having Homework Connection because it

helped to improve student's relationship with his family. Since, student was able to finish all of his homework at school; she didn't have to argue with him to get it done at home. She helped student by enrolling him in Homework Connection and always making sure he had a ride home after he finished his homework.

The second parent has a child that attends our second and third grade program. Her daughter is a third grader at Aurora, Elementary. She didn't always enjoy school or Homework Connection, however, she did appreciate the help she received completing her homework. Her performance at school did improve by receiving better grades on her homework assignments and the science tests she often studied for during Homework Connection. She started attending Homework Connection late in the school year. Her mother wished she had enrolled her earlier so the improvement would have been even greater.

This program was not only great for student, but also for her mom. Mrs. X said that by student finishing her assignments and getting the extra help at tutoring she was able to have more time to help her other children at home. This also enabled student to be able to participate in other activities.

A parent said that their child was very excited to stay after school on Tuesday and Thursday to attend the tutoring program and the parent asked if it would be available next school year.

A parent said that their child really liked the tutoring help at the beginning, but then began to get tired of staying after school for two hours on tutoring nights.

These comments were directly from parents.

My daughter thoroughly enjoyed it and talked about it often and the skills that were taught.

This is a great program. I like the fact that it was an after-school program and that my son didn't get pulled out of class. What about an assessment in the middle of the tutoring time to see if there is growth and learning? If improvements are made can they then move out?

Good program-the extra attention for my son was a huge positive. Discipline improved in the classroom due to the learning and confidence gained in tutoring.

I loved the program. It was great for the kids. My girls loved it and

learned a lot!

The following are tutor anecdotes about the program.

- ❑ This program was great!! The thing that impressed me most was how independent the students became by the end of the school year. When we first began the program the students were starving for attention from the tutors and needed tons of guidance on their assignments. We started noticing that after teaching some organizational and study skills how independent the students became. The students really made a connection with all staff involved in this program. I think this is an excellent program and am looking forward to being a tutor next year.

- ❑ I found this program to be very instrumental in the development of healthy study habits, self-esteem, and independence. The staff and students alike have seen great improvements in grades and motivation. The students have been able to see the rewards that come with hard work and then are motivated by their successes to continue to work. The students have also developed positive relationships with their fellow classmates that also attend this homework connection. These healthy relationships strengthen esteem and further spur students to work toward a common goal. The students seem to have a positive effect on each other. Overall, I found this program to be a huge success.

- ❑ Students that came to tutoring consistently showed a great benefit. Their grades improved and they seemed to pick up a more positive attitude toward school. Those that struggle with math really improved skills with the small group attention verses 30+ in the classroom.

- ❑ As the year progressed, many students that just needed to get their act together in the new building, get organized, and feel confident - stopped coming and continued their success. Others needed that extra help which also relieved their parents from the "battles" that sometimes occur over homework.

- ❑ I think it is a great program. I know I worked hard with students the whole time they were here. I saw benefits in raised grades, positive attitudes, and completed work.

- ❑ The students connected and tried to use the strategies for comprehension that were taught at tutoring in the class.

- ❑ There needs to be better communication with the teachers about

enrollment. Many teachers did not know who were asked to attend and then did not know who signed up for the program.

- We loved the program but attendance of our students was a problem. There was a lack of commitment from the parents and students at the 3rd grade level.
- We loved it! The program added a lot remedial support and the students enjoyed coming.
- We hope the program lasts as there were gains made in all of the students that attended, whether academic, behavioral and/or emotional gains.
- A teacher stated that she was happy that the program was offered to help give the students some extra reinforcement and help boost their confidence level in school.
- A teacher said that the two students in her class that attend tutoring are very excited about staying after school and constantly ask if it is a night that they get to stay for tutoring.
- A teacher said that she is happy that this program is offered at our school and wishes that more students could take part in it.
- A teacher said that she can see the growth in her student's ability that has attended the tutoring program for this school year.

Stakeholder Surveys: Homework Connection

At the request of the school corporations, a simplified survey system was installed beginning with this six-month period.

The first change was a reduction in the number of stakeholders surveyed. Originally, initial and final surveys were given to the counselors, students, their parents, guidance counselors and teachers. Because it was difficult to get responses from parents and some of the other stakeholders, the school corporations requested that only counselors and students be questioned.

The second change regards the sample size of each group. Originally, all students who had meaningful contact with the counselors were to be surveyed. Now, each counselor is to randomly select 25 percent of the students they are working with at each school and focus on tracking them. They were asked to select those students early in the process and stick with them; if they drop out, record the loss but do not replace them. They were also advised to get a mix of gender, nationalities, tough cases, easy cases, etc. The goal was quality over quantity. In other words, track fewer students, but successfully gather surveys from all who are tracked.

One other change was instituted by SDG. As shown in the following table, an uneven number of initial and final surveys were turned in. In all cases, more stakeholders filled out the final survey. When that happens, the baseline for tracking progress is lost. It doesn't mean much if a student says they like school "some of the time" at the end of the year if we don't know how they felt at the beginning.

For that reason, SDG only compiled the data for students (tracked by an identification number) who completed both surveys. The tally of surveys is smaller, but the results are more meaningful because they track the same individuals.

To complete that cycle, SDG also only tallied the connect counselor surveys that corresponded with students who had filled out questionnaires. In other words, if a counselor completed a survey about a student who *had not* completed his own survey, we didn't count it. Applying these restrictions, SDG ended up with complete information on 32 students. The following table shows the amount of surveys received for this reporting period.

Number of Surveys Turned In – By School Corp.

Survey Type	Tutor - Initial	Tutor - Final	Student - Initial	Student - Final
Lawrenceburg	16	16	4	4
South Dearborn	6	10	7	14
Sunman-Dearborn	38	44	28	59
Total	60	70	39	77

Homework Connection: Student Surveys

These results reflect only those 32 students (tracked through an identification number) who completed both surveys. SDG received many incomplete sets; for example, students who only did the final survey.

Do you ...

	Yes, Very Much		Yes, Some of the Time		No		Not Sure	
	Initial	Final	Initial	Final	Initial	Final	Initial	Final
Like school?	22%	57%	69%	34%	9%	9%	-	-
Feel connected to school?	38%	82%	43%	9%	16%	3%	-	-
Get the help with school that you need?	25%	72%	63%	22%	9%	-	3%	6%

Students reported progress in all categories. For example, there was a 47 percent increase in the number of students reporting that they receive the help in school that they need. The number stating that they liked school jumped from 22 percent to 57 percent.

The following are students' answers to questions about the program.

What subjects did you work on?

- Math (15 responses)
- Reading (13 responses)
- Spelling (two responses)
- Health (two responses)
- Science (two responses)
- English (two responses)

Did the tutors help you? How?

- Yes, they showed me how math problems were done and made me do the work.
- Yes, on multiplication.
- Yes, he helped me by helping me with fractions, place value, multiplication, and division.
- Yes they sat with me and helped me.
- Yes they helped me understand.
- You helped me in English.
- He helped me read.

- Reading.
- Yes helped me learn more.
- Yes helped me read.
- Yes helped me use the number line.
- Yes you helped me sound out words.
- Yes, they helped me when I didn't understand.
- Yes, order of operations.
- Yes, the tutor helped me on dividing.
- Yes, the tutor helped me on order of operations.
- Yes worked with us.
- Yes helped me with math facts.
- Yes. They helped me study science notes.
- Yes. They explained the rules of how you're supposed to do it and, if someone needed help, they would and try to make it fun.
- Yes, by teaching me what I need help with.
- Yes, when I didn't understand, they helped me until I did.
- They helped me a little with order of operations.
- He help me read better.
- Yes he helped by making reading fun.
- Yes, they sat with me until I got my work finished.
- Yes. Mr. Selmeyer and the other teachers were always asking what homework I need to do. They made sure that I got it done before leaving.
- Yes. At times Mr. Selmeyer had a personal tutor for me. If one wasn't there, the teachers helped me.
- You help me on reading.
- Yes, they helped me do my homework.
- Yes with difficult problems.

The best part of this program was:

- Reading.
- Snacks.
- It made me do better in math.
- It helped me in school.
- Learning new things.
- Everything and everyone.
- Reading books.
- Flash cards.
- Reading.
- Everything.

- That I get help
- Reading and getting or points.
- Learning more things.
- Doing math.
- The snack.
- Learning new stuff; doing better in math.
- Learning a lot.
- Flash cards.
- Meet people like you.
- They helped me when I needed it.
- Reading.
- I liked it all, especially one-on-one help.
- Getting my grades up.
- The last few days.
- The teacher being nice and not mad when I didn't understand something.
- Playing around the world.
- Being helped in school.
- Reading a story.
- I liked the snacks and the people who worked there.
- The food and being able to have someone willing to work with me.
- The food.
- Him reading us a book.
- Getting my homework done on time.
- Getting individual attention from teacher.


The worst part of this program was:

- Having to be there for three hours.
- Staying after school.
- Not being able to come home after school.
- Nothing.
- Nothing and no one.
- A.R. time.
- Math w.s.
- Nothing.
- Doing math.
- Recess.
- I was tired.
- Nothing.
- Having to stay after school.

- Having to stay late and then I can't get other homework done.
- Having to stay after school.
- Nothing.
- Getting tired.
- Coming all of the time.
- Having to stay after school.
- Nothing.
- The teacher alone can't help everyone when a lot of students show up.
- I didn't like doing at school at all!
- Staying after school.
- Writing stuff down.
- Some of the other students who were there.
- At times it was too noisy to study.
- Making us work all of the time.
- Work.
- I didn't like to practice my cursive.
- Filling out surveys.

What were your goals for this program? Did you meet them?

- Not sure.
- Getting my grades up and getting ungrounded.
- Getting a better grade, yes.
- My goal was to do better in school. Yes.
- learning new things and understanding.
- To get better grades and more help, yes I did meet them.
- Yes.
- Yes
- Not yet.
- Get me better grades.
- Yes, my math paper I missed two questions.
- Yes, I learned how to read bigger books.
- Yes, I can read better.
- Yes, I learned how to read a book myself.
- To do better.
- I wanted to be more confident in myself in math; yes I met that goal.
- I wanted to help me in school and yes I met my goal.
- Approving my math grades yes.
- Get better at selling and reading, yes I did.
- Yes.

- Yes I learned how to read more
 - Get my grades up. Yes.
 - To get my grades up. Yes-I now get A's and B's.
 - Yes, I meet my goal.
 - To better understand math and yes, my grade went up and I found a cool teacher!
 - I wanted to bring up my grades; no I still got C's in Math
 - To be a better reader; yes.
 - YES.
 - To get my homework done and to leave early; yes.
 - I want to play football in the fall. Homework Connect help me get the grades to be able to play next fall.
 - I made the honor role.
 - To do better in a lot of subjects; yes.
- 

Homework Connection: Tutor Surveys

These results reflect only those 32 tutors who completed both initial and final surveys. SDG received many incomplete sets; for example, tutors who only did the final survey.

How would you rate this student?

	Very Good		Good		Not Very Good		Don't Know	
	Initial	Final	Initial	Final	Initial	Final	Initial	Final
School performance	-	33%	28%	66%	69%	-	3%	-
Attitude toward school	-	66%	44%	33%	50%	-	6%	-
Self-esteem	-	66%	34%	33%	60%	-	6%	-

In all cases, the tutors determined that the student's behavior and attitude had improved.

The following are tutors' answers to questions about the program.

How can this program best help the student?

- Parents called requesting help for student in all of his classes.
- Will help her to study for her classes.
- Help to maintain his grades at an acceptable level.
- Help with becoming responsible for his work.
- Makes the student study and completes assignments.
- Helps the student with completing assignments.
- Forces the student to be held accountable for their actions in the classroom
- Helps to build self-esteem and to let student get the counseling needed.
- Will force her to become more organized in completing her assignments.
- Student needs study skill to pass U.S. History to graduate.
- Help the student over come a speech and self-esteem problem. It will also help him deal with family problems.
- He will get the help needed to pass the classes he need to graduate in 2007.
- It will help the student to interact with other students in the sessions.
- In more ways that than one. She will be held accountable for work, she will have to communicate with others, and interact with her teachers.
- Will make accountable for his actions.
- Student will have to show improved grades to have the opportunity for after school activities.
- Keep him on task and prevent him from rushing through work.

- Help him keep focused and complete his homework instead of getting behind.
- Student has problems with spelling.
- She struggles with science.
- Reinforcing good study habits, use of materials, and organization skills.
- Remediation of math skills.
- This program will reinforce the skills taught in class & help the student gain confidence.
- This program will reinforce the skills taught in class & help the student gain confidence and develop into a better reader.
- This program will reinforce the skills taught in class & help the student gain confidence and develop reading abilities.
- This program will reinforce the skills taught in class & help the student gain confidence.
- This program will reinforce the skills taught in class & help the student gain confidence in himself and help him develop into a better reader.
- This program will reinforce skills taught in class & help the student gain confidence.
- Help improve student's self-esteem. Help improve reading and math skills. Give more individual help to student.
- Improve skills and attitude about learning
- This program can help the basic reading skills improve.
- This program can help academically and emotionally for this student.
- Learn more skills in Math
- Sharpen Math skills and work on IN Math Standards
- He needs to learn the fundamental skills of reading comprehension.
- Help improve phonics skills. Help improve fluency & comprehension skills.
- Help this student gain confidence in their work. Help this student improve reading fluency and comprehension skills. Help this student with math computation (addition & subtraction facts).
- Help improve fluency & comprehension reading skills. Help student develop a positive attitude with school.
- Help improve confidence in math & reading. Help student with math facts & understand problem solving steps. Help improve independent reading comprehension skills.
- Increase study skills and encourage completion of homework. To reinforce skills taught in Math &/or Reading in the school program. Reinforce learning can be fun through games and small group or 1 on 1 instruction.

Did this program help the student? Why or why not?

- Student was peer tutored and this helped her to gain a better attitude toward life. Grades improved.
- Yes. Student maintained his grades and also became a peer tutor and helped with the program. It also helped his self-esteem.
- Yes, student not only bettered his grades, but will graduate. He also has been able to find and job and work after school.
- Yes, student was able to get help from both teacher and tutors.
- Yes, student was able to make new friends and improved her grades
- For the fifth and sixth six-weeks, Jared's grades have improved with a grade no lower that a C. Most of his grades are in the B range.
- Showed the student that teachers were willing to help him with his studies. Was able to get the individual instruction needed.
- Yes, not only did student make the honor role four out of the five six weeks, he also was able to attain employment in the community.
- Yes. I made her come out of her shell and interact with other students. Has a self-esteem problem. Grades also improved.
- She was able to pass U.S. History with a B average and will graduate.
- Yes. He is becoming more comfortable in social settings. He is also able to deal with family problems better. Grades have also improved.
- He will be able to graduate in 2007
- Self-esteem improved and was able to interact with other students.
- Saw an improvement in social setting. Had a more positive attitude toward school.
- Yes, made the student come to session with work that he needed help with. Was able to get the one on one instruction he needed.
- Student was able to raise his grades to acceptable levels.
- Yes. She lacks self confidence and this program gave her the extra assurance she needed.
- Yes. The student responded well to one on one help and attention. Her confidence increased throughout the year.
- Yes. The student was able to "see" the steady improvement in grades and became the leader of a study group.
- This student needs continual redirection and support to complete a task. He responded to the one-on-one help. He became more independent as the year progressed.
- Yes. Time with student allowed us to explain missing concepts in math.
- Yes. This child receives very little support at home. This program provided consistency and assisted him in completing his assignments so he was prepared for class the next day.

- Yes. It kept him focused on tasks, making sure he understood concepts instead of skipping or rushing through problems.
- Yes, when he attended.
- Yes, he improved on his spelling.
- Yes, her science grade improved.
- Yes, student's self-esteem and work habits have improved.
- Yes, she was able to get her assignments finished and the extra help she needed.
- Yes, student really used this time to finish her homework.
- Yes, it reinforced the skills being taught in class.
- Yes, learning and attitude improved as a strong rapport was built.
- Yes -- the attention give made her feel successful as well as the reteaching of the basic comprehension skills.
- Yes because behavior and emotional well being improved due to the attention give.
- Yes -- the attention helped to improve attitude, motivation, and skills.
- Yes --- motivation to improve increased as the skills were retaught and practiced.
- Yes, it reinforced the skills being taught in class.
- Yes because he learned strategies to help improve his Reading Comprehension.
- Yes, she improved in her reading fluency and comprehension skills. Also her math skills improved with performing add/sub facts.
- Yes, he raised his reading level and began reading confidently.
- Yes, the students confidence level raised & grades improved due to stronger comprehension skills & math skills.
- Yes, the student gained more confidence and a positive attitude of school.
- Yes, he improved in math & reading skills. He raised his confidence level.
- Yes. She seemed to enjoy the chance to talk openly about areas of concern, and she was able to finish big English assignments without so much stress.
- with Basic Geometry skills
- Yes. He is very determined to do well in school and on the SAT. He reached his goal of achieving at least a 600 on each section of the SAT. It also gave him a chance to talk about areas of interest and concern.
- helps with basic algebra skills
- Yes, some - inconsistent attendance
- Some, irregular attendance
- Yes, homework completed at school & skills reinforced.
- Yes, allowed homework completion at school. Reinforced skills from class.
- Yes, consistent attendance & very hard worker.

- Yes, reinforced subject matter - allowed for 1 on 1 & small group time.
- Some - his attendance was very inconsistent
- Yes, allowed for additional help in subject areas
- Yes! In general I have seen a major improvement in all student grades. Students love attending this program ... snacks, skills, completed homework ... Great for self-esteem & skill development.
- Yes, math performance improved. Allowed her to pass Math facts for X.

What changes would make Homework Connection better?

- None.
- Having a list of missed assignments for the students that are attending.
- I would like additional materials to help engage students who have completed their assignments.
- Teachers should recommend students to counselors before approaching parents.
- More emphasis on getting missing work. Counselor should have more say when outside help is needed.
- Better communication with teachers.
- Homework Connection could be shorter. They do not always have that much homework for 3 hours.
- Having more one-on-one interaction.
- None.
- Student will be retained this year. We feel that this program along with some other help will help student be successful next year!
- Less students or another assistant!
- Less students or another teacher/assistant.
- Available to more students.
- This student required more 1 on 1 attention than what I could give.
- Some students require so much attention that it's difficult at times to meet needs. Reduce the # of students or have 1 teacher and 1 assistant for each grade level.
- Have fewer students or add another teacher.
- Less students or add another teacher/assistant!
- Less students or another teacher/assistant.
- The length of tutoring is long for the young students.
- Have fewer students or add another teacher.
- None.
- Have more books available on a variety of reading levels. Have older students or adults available for reading buddies to have more one on one reading opportunities.

- A better connection & communication between the student's teacher and tutor. Have teacher contact tutor more with concepts the student is struggling on.
- Greater communication between teacher & tutor.
- None.
- I don't think anything would. I wish more students would take advantage of it, because those who come really seem to enjoy working in that kind of atmosphere. Of course, maybe if more came the atmosphere wouldn't be so conducive to working and receiving individual attention. I guess it is better that it isn't like a class, but instead a work/help session.
- I really can't think of any. I wish more students would take advantage of it, but there is a distinct benefit for those who come when the numbers aren't too big. They receive much more individual attention, obviously.
- Scheduled planning time
- Provide transportation home.
- As we reviewed the year and its success. We found a need to address test preparation. We plan to modify next year to provide Thursdays as a special study for the test night. Most tests are given on a Friday and many need the extra help in spelling or social studies or science where a great deal of memory is required. Parents indicated this would be most helpful.