Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001
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Jesse H. Ruiz
Chairman

Rod Blagojevich
Governor

Christopher A. Koch, Ed.D.
State Superintendent of Education

DATE: January 10, 2008

M E M O R A N D U M

TO: The Honorable Rod R. Blagojevich, Governor
The Honorable Emil Jones, Jr., Senate President
The Honorable Frank Watson, Senate Minority Leader
The Honorable Michael J. Madigan, Speaker of the House
The Honorable Tom Cross, House Minority Leader

FROM: Jesse H. Ruiz, Chairman
Illinois Task Force on Re-enrolling Students Who Dropped out of School

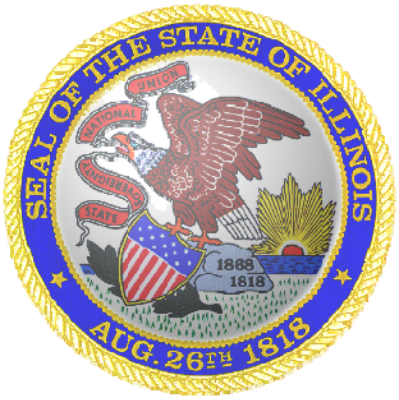
SUBJECT: Re-enrolling Students Who Dropped out of School: Final Report

As required by House Joint Resolution 87 (HJR 87) from the 94th General Assembly, this report outlines the challenges of re-enrolling students who have left school without a high school diploma and presents funding and program recommendations to establish a comprehensive system of support to enable these individuals to return to school and earn a high school diploma.

Submission of this report concludes the duties of the Task Force, as required by HJR 87. If you have any questions or comments, please contact me at 312-369-1135.

cc: Mark Mahoney, Clerk of the House
Deborah Shipley, Secretary of the Senate
Legislative Research Unit
State Government Report Center

Enclosure



Final Report

Executive Summary

January 10, 2008

The Illinois Task Force on Re-enrolling Students Who Dropped out of School was created by Illinois Governor Rod R. Blagojevich and the Illinois General Assembly (House Joint Resolution 87) in October 2005 to examine policies, programs and other issues to develop a variety of successful approaches using best practices to re-enroll, teach, and graduate students who left school before earning a high school diploma.

The Task Force is comprised of community representatives, educators, legislators and representatives from the Governor's Office; the Illinois State Board of Education; the Departments of Human Services, Children and Family Services, and Commerce and Economic Opportunity; and the Illinois Community College Board.

To complete its work, the Task Force conducted a series of 27 public hearings throughout Illinois to discuss the statewide impact of the dropout crisis; review dropout data from Illinois and other states, and at the national level; and investigate potential funding mechanisms used by other states and at other levels of government.

Recommendations

Establish a Statewide System to Re-enroll Students Who Dropped out of School

The Task Force proposes the creation of a statewide system called the Re-enrolled Student Program (RESP) as a new component of the already successful Truants' Alternative and Optional Education Program (TAOEP), with designated funding from the Governor and General Assembly.

The goal of the RESP is to annually return to school 24,800 dropouts by 2013.

RESP grant monies disbursed through TAOEP would provide incentive funds to create a statewide system of re-enrollment programs administered by the state's 45 existing Regional Offices of Education (ROEs) and operated by local school boards, community colleges, and community groups during the five-year period.

Working closely with these entities, ROEs would develop a regional plan for approval by the Illinois State Board of Education (ISBE). These plans would detail re-enrollment programs tailored to the specific needs of dropout students in each ROE, including comprehensive full-time programs, part-time programs, online classes, dual enrollment courses for high school and community college credit, and GED preparation classes. The Task Force finds small, community-based alternative programs to be the most successful at educating and graduating re-enrolled students. Re-enrollment programs funded through RESP would range from 70 to 100 students.

The program year for a new RESP program would start in January, giving recent dropouts a chance to begin attending a re-enrollment program in the same school year, and would continue on a school-year basis in the following and subsequent years. The grant cycle for new programs would include a six-month planning period to run from July 1 through December 30 of each year.

Grant funds would be disbursed by RESP to the ROEs in the January-June period, based upon the proportion of dropouts in each region to the total statewide dropout numbers.

In addition, the average daily attendance of re-enrolled students during the first half of the RESP program year would generate General State Aid (GSA), funds that would be made available to the ROEs for the programs on a reimbursement basis during the following school year.

The combination of RESP and GSA funds would allow for re-enrollment programs to be funded at the rate of $11,500 per opening, comparable to the statewide high school funding average of $12,004 per pupil.

Such funding would allow for the development of comprehensive programs with program components that are key to success: a strong and experienced principal and staff; ongoing professional development for teachers; technology learning centers and curriculum focusing on academic and career subject areas; and support services, including mentors to provide essential support for students.

Programs and student progress would be measured using the following outcomes: enrollments; attendance; skills; credits; grade promotions; graduations; and transitions to college, employment or training.

Illinois State Board of Education (ISBE)
Truants' Alternative Options Education Program's (TAOEP)
Re-enrolled Student Program (RESP)

- To develop a range of programs with a strong emphasis towards comprehensive programs to re-enroll students with funding of at least $11,500 per student based on student attendance.
- RESP funds would be distributed by a formula based on the number of dropouts in each ROE compared to the statewide number of dropouts, as reported by the Illinois State Board of Education (ISBE).
- The ROE, together with community colleges, public schools and community groups would develop a plan to provide openings (averaging $6,000 per opening) for students to re-enroll. The variety of program openings (as outlined above) would range from short term to longer term comprehensive programs, tailored to re-enrolled students' needs.

Statewide System ROEs	
↓	
Develop Plan Community Colleges, Public Schools, ROEs, Community Groups	***July/August***
↓	
ISBE ISBE reviews plan— approves or rejects	***September/October***
↓	
ROEs ISBE approves plan— Programs enter final planning stage	***November/December***
↓	
Program Implementation	***January—June***
↓	
New program planning **Continuing programs**	***July—December***
↓	
New program implementation **Continuing programs**	***January—June***

Funding a Statewide System

RESP funding would be phased in over five years, with a goal of creating 24,800 openings in re-enrollment programs each year by the end of the 2013 program year.

Costs and Benefits of Building a Statewide Comprehensive System for Re-Enrolling Students (Ages 15 – 20) Who Dropped Out of School

Program Year	Yearly System Cost	Revenue Sources	Re-Enrolled Students		Cost benefit to Taxpayers***	
			Served	Graduated	Annual	Cumulative
2008 - 2009	$30.9 M	RESP* GRANTS	7,900 re-enrolled (6,200 openings)	3,600	$ 16,640,000	$ 16,640,000
2009 - 2010	$74.3 M	$52.3 M in RESP $22 M in GSA**	14,100 re-enrolled (11,400 openings)	6,000	$ 28,000,000	$ 44,640,000
2010 - 2011	$110.7 M	$73.6 M in RESP $37.1 M in GSA	20,700 re-enrolled (16,700 openings)	8,000	$ 37,000,000	$ 81,640,000
2011 - 2012	$149.2 M	$96.6 M in RESP $52.6 M in GSA	24,800 re-enrolled (21,100 openings)	11,000	$ 51,000,000	$ 132,640,000
2012 - 2013	$166.1 M	$99.1 M in RESP $67 M in GSA	24,800 re-enrolled (21,100 openings)	11,000	$ 51,000,000	$ 183,640,000

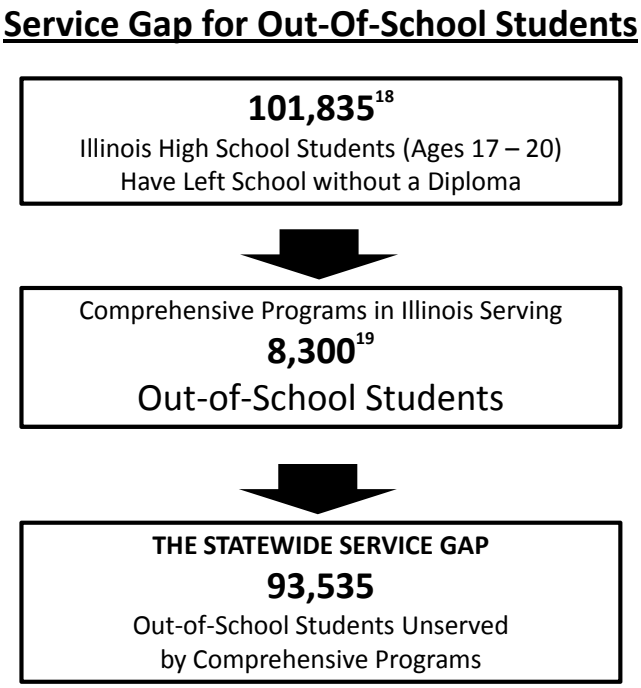
*__RESP__ is Re-Enrolled Student Program, a proposed program which would offer grants for re-enrollment through ISBE.
** **GSA** is General State Aid formula based on average daily attendance (ADA)

***Benefits based on Andrew Sum, Ishwar Khatiwada, et. al., An Assessment of the Labor Market, Income, Health, Social, and Fiscal Consequences of Dropping Out of High School: Findings for Illinois Adults in the 21st Century, Center for Labor Market Studies, Northeastern University, Boston, October, 2007. See Appendix G.

Other Key Task Force Recommendations

- Issuing an annual Illinois report on the condition of re-enrolled students who are out of school and who have re-enrolled;
- Implementing the National Governors Association recommendation on calculating and reporting the high school graduation rate in Illinois;
- The Governor and the Illinois General Assembly advocating for increased federal funding for a variety of programs to re-enroll dropout students;
- Not counting against a school district's dropout measure dropouts who have re-enroll and then drop out again;
- Developing performance standards for programs serving re-enrolled students; and
- Tracking re-enrolled students through the Illinois State Board of Education's Student Information System.

Need for a Statewide System



*Based on Illinois State Board of Education End of Year, Fall Housing and State, Local and Federal Resources Reports.

High school dropout rates are significant in Illinois and are tied to increased unemployment, welfare, and incarceration costs, especially among minorities. According to the findings of the Task Force:

- In Illinois, 24,844 students dropped out of school in the 2005-06 school year.
- A large service gap exists for students who dropped out of school in Illinois: 101,835 students left high school without a diploma, but only 8,300 out-of-school students are re-enrolled into comprehensive programs each year, creating a service gap of more than 93,000 dropout students.
- A large funding gap exists for students who dropped out of school in Illinois. More than $8.2 billion is spent on public high school education for more than 640,000 students, but only $48 million is spent providing comprehensive opportunities for more than 101,000 students who drop out of school. Another way to look at this is that for every $100 spent for enrolled high school students, only 59¢ is spent for students who drop out of school.
- As of June 2006, at least 101,000 students between the ages of 17 and 20 years and 138,000 students between the ages of 21 and 24 years had dropped out of Illinois schools.
- High dropout rates are particularly damaging to minority communities; 64% of out-of-school students are minorities. In the 2005-2006 school year, one out of every six black students and one out of every seven Hispanic students had dropped out of school, while only one out of every 20 white students were dropouts.
- The statewide jobless rate for dropouts is 47%, and dropouts are 3.5 times more likely than high school graduates to be arrested in their lifetimes.
- More than 70% of men in prison are high school dropouts.

Also, statewide graduation figures are likely to fall, in light of the state's new Student Information System (SIS) which will track each student with a personal identifier. States using similar systems have seen their high school graduation rates drop. Massachusetts' graduation rate dropped to 80%, and the Boston rate dropped from 83% to 59%. Indiana's graduation rate declined from 90% to 76%, and Indianapolis dropped from 91% to 52%.

Funding Gap for Illinois Out-Of-School Students

$8,200,000,000 spent on **640,597** Enrolled High School Students	**$48,000,000** spent on **101,835** Out-of-School Students

59¢ spent on re-enrolling out-of-school students into comprehensive programs
For every $100 spent on enrolled high school students

*Based on Illinois State Board of Education End of Year, Fall Housing and State, Local and Federal Resources Reports. See Appendix F.3 for Calculation.

Benefits for Taxpayers and Students of a Statewide System

Addressing the dropout rate now through RESP and the five-year implementation plan would positively affect Illinois taxpayers. Each student who re-enrolls and graduates would benefit taxpayers more than $208,000 in his or her lifetime through increased taxes and lowered social costs, including lower health, welfare, and incarceration costs. By the end of the 2013 program year, Illinois taxpayers will realize a cumulative cost benefit of $183.6 million due to student re-enrollments through RESP.

Re-enrolling 8,000 students would save Illinois more than $37 million a year; 11,000 students would save $51 million. The Task Force believes the Re-enrolled Student Program can bring these students back to school and keep them there.

Upon submitting its final report, the Task Force will be dissolved. The work of the Task Force will be carried on by the Council on Re-enrolling Students Who Dropped out of School, approved by the Illinois General Assembly in the spring of 2007.

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Submission of this report concludes the duties of the Task Force, as required by HJR 87. If you have any questions or comments, please contact me at 312-369-1135.

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Enclosure

Illinois Task Force

on

Re-enrolling Students Who Dropped out of School

Final Report

January 10, 2008

Table of Contents

Section		Page
Executive Summary		i
Call to Action		1
Defining the Problem		4
Large Service Gap for Dropouts		7
Illinois Programs Serving Re-enrolling Students		10
Building a System in Illinois to Re-enroll Students Who Dropped out of School		13
Developing a State System of Comprehensive Openings to Re-enroll Students Ages 15 through 20 Years Who Dropped out of School		18
Costs and Benefits of Building a Comprehensive System for Re-enrolling Students Ages 15 through 20 Years Who Dropped out of School		21
Professional Development for Programs Re-enrolling Students Who Dropped out of School		23
Further Task Force Recommendations		26
Appendix A	Comparison of Indiana and Illinois Graduation Rates	29
Appendix B	1. Cumulative Illinois Dropout Tables, ages 17 to 20 years	30
	2. Calculating Percentage of Illinois High School Students Who Are Out of School	31
Appendix C	Rationale in Estimating Duplicated and Unduplicated Funding and the Numbers of Students Who are Re-enrolled in Comprehensive Programs in Illinois in 2006	32
Appendix D	Current Illinois Programs Serving Out-of-School Youth and Numbers Served for Ages 15-24 Years (2005-06)	34
Appendix E	Characteristics of Successful Comprehensive Programs Re-enrolling Students Who Dropped out of School	44
Appendix F	Illinois Funding Gap for Re-enrolled Students Rationale	47
Appendix G	Rationale of Cost Benefit to Taxpayers for Dropouts Who Re-enroll and Graduate	48
Appendix H	Cost Estimates for a Comprehensive System for Re-enrolling Students Programming in Illinois	49

Executive Summary

The Illinois Task Force on Re-enrolling Students Who Dropped out of School was created by Illinois Governor Rod R. Blagojevich and the Illinois General Assembly (House Joint Resolution 87) in October 2005 to examine policies, programs and other issues to develop a variety of successful approaches using best practices to re-enroll, teach, and graduate students who left school before earning a high school diploma.

The Task Force is comprised of community representatives, educators, legislators and representatives from the Governor's Office; the Illinois State Board of Education; the Departments of Human Services, Children and Family Services, and Commerce and Economic Opportunity; and the Illinois Community College Board.

To complete its work, the Task Force conducted a series of 27 public hearings throughout Illinois to discuss the statewide impact of the dropout crisis; review dropout data from Illinois and other states, and at the national level; and investigate potential funding mechanisms used by other states and at other levels of government.

Recommendations

The Task Force proposes the creation of a statewide system called the Re-enrolled Student Program (RESP) as a new component of the already successful Truants' Alternative and Optional Education Program (TAOEP), with designated funding from the Governor and General Assembly.

The goal of the RESP is to annually return to school 24,800 dropouts by 2013.

RESP grant monies disbursed through TAOEP would provide incentive funds to create a statewide system of re-enrollment programs administered by the state's 45 existing Regional Offices of Education (ROEs) and operated by local school boards, community colleges, and community groups during the five-year period.

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Programs and student progress would be measured using the following outcomes: enrollments; attendance; skills; credits; grade promotions; graduations; and transitions to college, employment or training.

RESP funding would be phased in over five years, with a goal of creating 24,800 openings in re-enrollment programs each year by the end of the 2013 program year.

In addition to RESP, other key Task Force recommendations include:

- Issuing an annual Illinois report on the condition of re-enrolled students who are out of school and who have re-enrolled;
- Implementing the National Governors Association recommendation on calculating and reporting the high school graduation rate in Illinois;
- The Governor and the Illinois General Assembly advocating for increased federal funding for a variety of programs to re-enroll dropout students;
- Not counting against a school district's dropout measure dropouts who have re-enroll and then drop out again;
- Developing performance standards for programs serving re-enrolled students; and
- Tracking re-enrolled students through the Illinois State Board of Education's Student Information System.

Need for the Re-enrolled Student Program

High school dropout rates are significant in Illinois and are tied to increased unemployment, welfare, and incarceration costs, especially among minorities. According to the findings of the Task Force:

- In Illinois, 24,844 students dropped out of school in the 2005-06 school year.
- A large service gap exists for students who dropped out of school in Illinois: 101,835 students left high school without a diploma, but only 8,300 out-of-school students are re-enrolled into comprehensive programs each year, creating a service gap of more than 93,000 dropout students.
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- As of June 2006, at least 101,000 students between the ages of 17 and 20 years and 138,000 students between the ages of 21 and 24 years had dropped out of Illinois schools.
- High dropout rates are particularly damaging to minority communities; 64% of out-of-school students are minorities. In the 2005-2006 school year, one out of every six black students and one out of every seven Hispanic students had dropped out of school, while only one out of every 20 white students were dropouts.
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Benefits of Developing a System to Re-enroll Students

Addressing the dropout rate now through RESP and the five-year implementation plan would positively affect Illinois taxpayers. Each student who re-enrolls and graduates would benefit taxpayers more than $208,000 in his or her lifetime through increased taxes and lowered social costs, including lower health, welfare, and incarceration costs. By the end of the 2013 program year, Illinois taxpayers will realize a cumulative cost benefit of $183.6 million due to student re-enrollments through RESP.

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Upon submitting its final report, the Task Force will be dissolved. The work of the Task Force will be carried on by the Council on Re-enrolling Students Who Dropped out of School, approved by the Illinois General Assembly in the spring of 2007.

Call to Action

House Joint Resolution (HJR) 87 (Giles/Lightford) created the Task Force on Re-enrolling Students Who Dropped out of School to examine policies, programs and other issues related to "developing a variety of successful approaches using best practices to re-enroll, teach and graduate students who left school before earning a high school diploma".

The duties of the Task Force include:

1) Conducting a series of public hearings throughout the state to discuss the impact of students who have left school without a high school diploma on various regions of the state;

2) Completing a review of data regarding students who have left school without a high school diploma that allows for a comparison of Illinois data to national data and with data from other states;

3) Completing a review of various financing and funding mechanisms used by other states, counties, cities, foundations and other financial funding sources;

4) Conducting other work as needed to carry out the duties and charge of the Task Force; and

5) Producing an interim report no later than January 10, 2007, and a final report by January 10, 2008, with recommendations to the Governor and the General Assembly on ways and means to address the challenge of re-enrolling students who have left school without a high school diploma.

The Illinois State Board of Education staff facilitates the work of the Task Force which herein submits a Final Report of its findings to Governor Rod R. Blagojevich and the Illinois General Assembly. Upon filing this report, the Task Force is dissolved.

In the spring of 2007, the Illinois General Assembly unanimously approved HJR 40 (M. Davis/Lightford) creating the Council on Re-enrolling Students Who Dropped Out of School to carry on the work of the Task Force, as stated above.

Membership

The Task Force members include:

- Jesse H. Ruiz, Illinois State Board of Education (Task Force Chairman)
- Jack Wuest, Alternative Schools Network
- Sheila Venson, Youth Connection Charter School
- Bradley Cox, Illinois Association of School Administrators
- Elaine Parker, John A. Logan College
- Michael Bartlett, Illinois Association of School Boards
- Mary McDonald, Illinois Education Association
- Ronald Ragsdale, Illinois Federation of Teachers
- Bill Leavy, Greater West Town Community Development Corporation

- Arne Duncan, City of Chicago School 299
- Alderman Pat O'Connor, Chicago City Council Education Committee
- Senator Carol Ronen
- Senator Kimberly A. Lightford
- Representative Linda Chapa la Via
- Representative Monique Davis
- Senator Dan Cronin
- Senator Todd Sieben
- Representative Jerry Mitchell
- Representative Suzanne Bassi
- Ginger Ostro, Office of Governor Blagojevich
- Sally Veach, Illinois State Board of Education, Accountability Division
- Karrie Rueter, Illinois Department of Human Services
- Cynthia Moreno, Illinois Department of Child and Family Services
- Therese McMahon, Illinois Department of Commerce and Economic Opportunity, Bureau of
- Workforce Development
- Jeff May, Illinois Community College Board
- Pat Dal Santo, Illinois Coalition for Educating At Risk Youth
- Joe Williams, Illinois Association of Regional Superintendents of Schools

Statewide Meetings and Hearings

The Task Force held public meetings, hearings and special events in various locations across Illinois:

Meetings:

October 3, 2006	Chicago	Illinois State Board of Education (ISBE)
November 9, 2006	Forest Park	Proviso Math and Science Academy
November 29, 2006	Springfield	Springfield Hilton
December 12, 2006	Aurora	Prisco Community Center
January 11, 2007	Chicago	ISBE
March 12, 2007	Chicago	Irene Dugan High School
April 18, 2007	Springfield	ISBE
May 18, 2007	Chicago	West Town Academy
June 15, 2007	Joliet	Joliet Premier Academy
July 13, 2007	Sterling	Sterling Coliseum
September 17, 2007	Chicago	Olive-Harvey Middle College
October 12, 2007	Chicago	Ill. Dept. of Commerce & Economic Opportunity
November 19, 2007	Chicago	Ill. Dept. of Commerce & Economic Opportunity
December 14, 2007	Chicago	Ill. Dept. of Commerce & Economic Opportunity
January 8, 2008	Chicago	ISBE

Hearings:

November 9, 2006	Forest Park	Proviso Math and Science Academy
November 13, 2006	Carterville	John A. Logan Community College
November 29, 2006	Springfield	Springfield Hilton

December 6, 2006	Edwardsville	Madison County Admin. Building
December 12, 2006	Aurora	Prisco Community Center
March 12, 2007	Chicago	Irene Dugan High School
May 18, 2007	Chicago	West Town Academy
June 15, 2007	Joliet	Joliet Premier Academy
July 13, 2007	Sterling	Sterling Coliseum
September 17, 2007	Chicago	Olive-Harvey Middle College

Special Events:

October 22, 2006	Chicago	Summit on Re-enrolling Out-of-school Students Union League Club
October 22, 2007	Chicago	Statewide Summit: Building a System to Re-enroll Students Who Dropped out of School Sheraton Chicago Hotel

The Task Force also had a series of work group meetings that looked at issues of programming, finance, and data. Initially there was an individual work group for each one of these three areas. In the final six months, two work groups were developed as the work of the program and finance areas were combined into a Program/Finance Work Group. A Data Work Group continued to meet and outline work to be accomplished. More than 20 meetings were held by these different work groups. Included in this report and the appendices is the result of their work.

Defining the Problem

- In each of the last nine years, students have dropped out of Illinois schools at a pace ranging from 37,375 students in school year 1996-97 to 24,844 students in school year 2005-06. [1]

- As of June 2006, there were more than 101,000 17- to 20-year-old students who had dropped out of school and more than 138,000 21- to 24-year-old students in Illinois who had dropped out of school. This number includes more than 24,000 17- to 19-year-olds who dropped out of school during school year 2005-06. [2]

- In the 2005-06 school year, one out of every six black high school students, one out of every of seven Hispanic high school students, and one out of every 20 white high school students in Illinois had dropped out of school.[3]

- In the 2004-05 school year, the compulsory attendance age in Illinois was increased to 17 years old (PA 93-0858).[4] The number of high school dropouts fell 23 percent from 32,445 in school year 2003-04 to 24,844 in school year 2005-06. This decrease may be a result of stronger education programming; however, the number of chronic truants in Illinois rose 6.4% from 43,972 in school year 2003-04 to 46,803 in school year 2005-06. The previous nine-year average of chronic truants in the state had been 44,700[5].

Comparison of Illinois to Other States: Total Number of Dropouts Ages 16 to 24 Years (2005)

As part of its work, the Task Force considered the number of dropouts in Illinois as compared to the number in other states. Illinois ranks sixth among the 12 largest states in its number of dropouts.

State	***Total Dropouts Ages 16 -24 Years***	***Total Population Ages 16 – 24 Years***
California	695,023	4,472,301
Texas	622,692	2,935,730
Florida	428,440	1,995,914
New York	375,980	2,126,932

[1] Illinois State Board of Education – 2005-2006 Number of High School Dropouts by Grade, Gender and Race/Ethnicity: http://isbe.net/research/pdfs/eoy_dropouts05-06.pdf
[2] Illinois State Board of Education – End-of-Year Reports: http://www.isbe.net/research/htmls/eoy_report.htm
[3] Illinois State Board of Education – 2005-2006 Number of High School Dropouts by Grade, Gender and Race/Ethnicity: http://isbe.net/research/pdfs/eoy_dropouts05-06.pdf
[4] Public Act 93-0858: http://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=093-0858
[5] Illinois State Board of Education – End-of-Year Truant Reports: www.isbe.net/research/htmls/eoy_report_htm

State	***Total Dropouts Ages 16 -24 Years***	***Total Population Ages 16 – 24 Years***
Georgia	267,253	1,099,027
Illinois	**226,896**	**1,517,022**
Pennsylvania	212,744	1,371,911
North Carolina	209,007	943,746
Ohio	207,860	1,337,452
Michigan	182,056	1,218,082
Virginia	135,395	864,469
New Jersey	113,827	956,310

Source: "Left Behind in America: The Nation's Dropout Crisis" – Unreleased Report by the Center for Labor Market Studies at Northeastern University in Boston, September 2007.

Tracking High School Graduation Rates

Some states have instituted a data system to track individual students with a specific tracking number. States using a tracking number have found marked differences in their graduation rates from the rate calculated by systems they previously used. For instance, the statewide Massachusetts graduation rate dropped to 80% after student identification numbers were used, and the Boston graduation rate, in particular, dropped from 83% to 59%.[6] [7] After instituting a system that tracks individual students with a specific identification number, Indiana's official state graduation rate declined from 90% to 76%, and the rate for Indianapolis dropped from 91% to 52%.

In Illinois, the Student Information System (SIS), implemented in the 2007-08 school year, assigns each student an identification number. By 2011, when the first group of students assigned an identification number are set to graduate, Illinois should have a clearer picture of its graduation rate, and the graduation rates of individual school districts. It is very likely that statewide and individual school district graduation rates will fall, perhaps significantly in some school districts that are more urban, in the same way that Indianapolis' and Boston's graduation rates fell when tracking systems were employed.[8]

[6] Boston Public Schools Focus on Children, "State's first report on four year graduation rate highlights challenges for Boston and other urban school districts." February 1, 2007. http://www.boston.k12.ma.us/bps/news/news-2-1-07.asp
[7] Boston Public Schools Focus on Children, "Boston High School Reform Efforts Gain Momentum with Grant," July 7, 2003. http://www.boston.k12.ma.us/bps/news/news_7_7_03.asp
[8] See Appendix A: Comparison of Indiana and Illinois Graduation Rates.

Consequences of Dropping out of School in Illinois

In order to understand the significance of dropping out of school, as well as to build support for action, the following statistics are instructive.

- A young woman who drops out of high school will earn on average less than $8,500 a year (in today's dollars) for the rest of her life.[9]
- The employment rate in 2005 for high school dropouts in Illinois ages 16 to 19 years was 31% (jobless rate of 69%) and for ages 20 to 24 years the employment rate was 53% (a jobless rate of 47%).[10]
- High school graduates in Illinois, on the average, earn $7,291 more per year than high school dropouts and those possessing bachelor's degrees earn $34,574 more per year than dropouts.[11]
- In today's workplace, only 55% of Illinois adults who dropped out of high school are employed compared to 69% of Illinois adults who completed high school and 82% of those with bachelor's degrees.[12]
- Dropouts represent 65% of the institutionalized population of Illinois.[13]
- High school dropouts are 3.5 times more likely than high school graduates to be arrested in their lifetime.[14]
- A 1% increase in high school graduation rates would save approximately $1.4 billion in costs associated with incarceration, or about $2,100 for each male high school graduate.[15]
- A one-year increase in average education levels would reduce arrest rates by 11 percent.[16]

[9] Sum, Andrew et al. "An Assessment of the Labor Market, Income, Health, Social, and Fiscal Consequences of Dropping out of High School: Findings for Illinois Adults in the 21st Century." Special report prepared for Chicago Alternative Schools Network by Center for Labor Market Studies, October 2007, 15.
[10] Sum, 11.
[11] Sum, 15.
[12] Sum, 12.
[13] Sum, 46.
[14] Alliance for Excellent Education. "Fact Sheet, November 2003 – The Impact of Education on Crime."
[15] Ibid.
[16] Ibid.

Large Service Gap for Dropouts

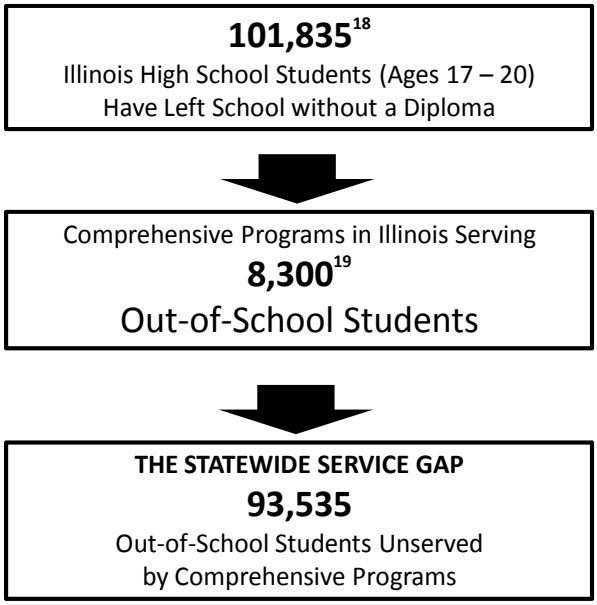
Many of the students who have dropped out of school are low skilled and have accumulated few credits towards high school graduation. Through its research, the Task Force has found that the most effective way to re-enroll and successfully teach these students is through comprehensive programs.

Comprehensive programs are those that operate year-round, have six hours of instruction and offer after-school programs with strong support services necessary to re-enroll, engage and graduate these students who left school before earning a high school diploma.

In 2005-06, there were 16,009 out-of-school students (ages 16 – 19 years) in Illinois community college programs. Only 2,136 of these students were enrolled in comprehensive programs that offer high school credit with the goal of earning a diploma. This represents only 13% of all students enrolled in community college programs[17] and demonstrates the service gap of large numbers of students returning to education programs but unable to enroll in comprehensive programs that will offer them the opportunity to earn a high school diploma.

It is for this reason that we believe that a vast majority of out-of-school students will need comprehensive programs.

Service Gap for Out-Of-School Students



*Based on Illinois State Board of Education End of Year, Fall Housing and State, Local and Federal Resources Reports.

[17] Illinois Community College Board. "Age by Instruction, 2006."
[18] See Appendix B.1: Cumulative Illinois Dropout Tables, ages 17 to 20 years
[19] See Appendix C: Rationale in Estimating Duplicated and Unduplicated Funding and Numbers of Students who are Re-enrolled in Comprehensive Programs in 2006 in Illinois.

Funding Gap for Illinois Out-of-School Students

State funding for education in Illinois has expanded in the past four years. This funding has focused on strengthening public elementary and secondary education so that students accelerate their skills, remain in school and graduate. During this time period, the combined federal, state and local funding for high schools has reached at least $8.2 billion. As the points below indicate, more opportunities must be made available to re-enroll the significant number of students who have left high school without a receiving a diploma.

Through its work, including the hearings held across the state at which students testified, the Task Force has come to recognize that many of the youth who have dropped out of school are in fact students who would like to return to school to earn their high school diplomas. In light of this, it is critical to recognize these out-of-school youth as students looking for an opportunity; as such, it becomes imperative to develop these opportunities. In an effort to put the problem in perspective, consider the following statistics.

Funding Gap for Illinois Out-Of-School Students

$8,200,000,000 spent on **640,597** Enrolled High School Students	**$48,000,000** spent on **101,835** Out-of-School Students

59¢ spent on re-enrolling out-of-school students into comprehensive programs
For every $100 spent on enrolled high school students

*Based on Illinois State Board of Education End of Year, Fall Housing and State, Local and Federal Resources Reports. See Appendix F.3 for Calculation.

- There are 101,835 of these out-of-school youth (ages 17 to 20 years) in Illinois.
- This figure represents 14% of the total number of students who should be enrolled in school in Illinois.[20]
- Of the total number of out-of-school students, 64% are minority (39,932 black and 24,905 Hispanic).[21]
- As noted above, Illinois spends $8.2 billion on secondary education, which include funds from all school district, state, federal and other sources.[22]
- But only $48 million from all school district, state and federal sources is spent on comprehensive programs to re-enroll 8,300 of the 101,835 out-of-school students. [23]
- This is less than 3/5 of 1% of all the funding for high school students in Illinois.[24]
- Only 59¢ is spent to re-enroll these out-of-school students (ages 17 – 20 years) for every $100 spent for each student enrolled in public high schools.[25]

[20] See Appendix B.2: Calculating Percentage of Illinois High School Students out of School.
[21] See Appendix B.1.
[22] See Appendix F.1.
[23] See Appendix F.2.
[24] See Appendix F.3.
[25] Ibid.

Illinois Programs Serving Re-enrolling Students

Across Illinois there are various programs that re-enroll students who dropped out. These programs break out into two types.

1. Short-term programs with limited hours of instruction per week.

2. Comprehensive programs that offer education and support services throughout the entire year with at least five to six hours of instruction and other services per day, five days a week.

Short-Term Programs

Two sources of funding support short-term programs that re-enroll students and offer limited hours per week for instruction and other services: Illinois Community College Board programs and Illinois Department of Commerce and Economic Opportunity programs through the federal Workforce Investment Act funding.

- The Illinois Community College Board in 2006 re-enrolled the following students in adult education programs[26]:
  - 7,285 students ages 16 to 19 years who had skill levels ranging from the first through eighth grade,
  - 4,514 students ages 16 to 19 years with skill levels ranging from the ninth through the twelfth grade,
  - 8,637 students ages 20 to 24 years with skill levels ranging from the first through the eighth grade, and
  - 5,228 students ages 20 to 24 years with skill levels ranging from the ninth through twelfth grade.
- Enrolled in vocational education programs were 207 students ages 16 to 19 years and 669 students ages 20 to 24 years.[27]

- In 2006, the Illinois Department of Commerce and Economic Opportunity, through the Workforce Investment Act, funded 59 programs that enrolled 5,100 out-of-school youth in GED preparation programs that generally lasted eight months or less and provided 15 or fewer hours per week of programming.[28] [29]

Comprehensive Programs

Four areas of funding support comprehensive programs that re-enroll high school dropouts ages 16 to 24 years and these are described below.

- Illinois State Board of Education's Truants' Alternative and Optional Education Program (TAOEP), and school district programs for 16- to 20-year-olds. TAOEP and school district funds in 2005-06

[26] Illinois Community College Board.
[27] Ibid.
[28] Illinois Workforce Development. "2007 Annual Report." http://www.commerce.state.il.us/NR/rdonlyres/3F198ECE-7747-41F1-BA2B-E41241B5E881/0/2007AnnualReportIllinoisWorkforceDevelopment.pdf 7 November 2007, 28-29.
[29] See Appendix D: Current Illinois Programs Serving Out- of-School Students and Numbers Served, Ages 15-24 Years (2005-06).

supported 52 programs that re-enrolled 7,979 out-of-school youth into comprehensive programs costing $34.4 million.[30]

- Illinois Community College Board provides high school credit programming at several community colleges and the Early School Leavers program. In 2006, 20 high school credit programs re-enrolled 2,321 students ages 16 to 19 years and the combined funding for 16- to 19-year-old students was $1.7 in 2006. There also were 468 students ages 20 to 24 years enrolled.[31]

- Illinois Department of Commerce and Economic Opportunity, Workforce Investment Act programs for youth who dropped out of school ages 16 to 21 years. In 2006, six programs re-enrolled 600 out-of-school youth ages 16 to 21 years in programs costing $3 million.[32]

- The Illinois Department of Children and Family Services (DCFS) supported the re-enrollment of 350 DCFS youth who had dropped out of high school in programs costing $4.9 million.

There are other programs in the state that have been developing and supporting comprehensive programs to re-enroll out-of-school students. Some of these programs include:

- The Alternative Schools Network in Chicago which has operated various programs since 1975 in partnership with city and state agencies that re-enroll out-of-school youth who graduate with a high school diploma.

- The Youth Connection Charter School (YCCS), in partnership with the City of Chicago School District 299, operating since 1997, has 3,200 openings for re-enrolled students in 24 small school sites across the city.

Prevention Programs Serving Students at Risk of Dropping Out

It is important to have a full comprehensive approach to reducing the number of students who drop out. Prevention programs are critical to this effort in order to hold and keep students who are already enrolled in school from dropping out. The National Center for Dropout Prevention has identified the following effective dropout prevention measures.

- Systemic Renewal
- School-Community Collaboration
- Safe Learning Environments
- Family Engagement
- Early Childhood Education
- Early Literacy Development
- Mentoring/Tutoring
- Service-Learning

[30] Truants' Alternative and Optional Education Program. "FY 06 Statistical Report." http://www.isbe.state.il.us/research/pdfs/06TAOEP_statistical_report.pdf 31 October 2007.
[31] Illinois Community College Board. "Age by Instruction, 2006."
[32] Illinois Workforce Development.

- Alternative Schooling
- After-School Opportunities
- Professional Development
- Active Learning
- Educational Technology
- Individualized Instruction
- Career and Technical Education (CTE)

A number of successful programs and initiatives already in place in Illinois are geared toward dropout prevention. These programs include:

- **Advancement Via Individual Determination (AVID) –** http://www.avidonline.org/info/?tabid=4&id=510
- **Career and Technical Education –** http://www.isbe.net/career/html/cte.htm
- **High school reform efforts –** http://www.isbe.net/high_school/default.htm
- **Jobs for Illinois Graduates –** http://www.jilginc.org/
- **Parent Leadership Council –** http://www.illinois.gov/Gov/pdfdocs/execorder2006-10.pdf
- **Preschool for All –** http://www.isbe.net/earlychi/preschool/default.htm
- **Regional Safe Schools Program –** http://www.isbe.net/accountability/html/regional_safe_schools.htm
- **Truants' Alternative and Optional Education Program –** http://www.isbe.net/accountability/html/taoep.htm

Building a System in Illinois to Re-enroll Students Who Dropped out of School

Governor Blagojevich and the General Assembly have shown the vision, leadership and will to develop broad, comprehensive programs to serve all people requiring services in a particular area of need. The All Kids health insurance program, the Preschool For All initiative open to all 3- and 4-year-olds in Illinois, and the proposed Health Care for All program are examples of their vision to deliver services to all people in need.

Taking a lead from the Governor and the General Assembly's vision, leadership, and desire to develop comprehensive programs, the goal is to develop a comprehensive system by 2013 to re-enroll significant numbers of high school dropouts in programs that will enable them to earn their high school diplomas.

Benefits of Students' Returning to and Finishing High School

A re-enrolled high school student who graduates from high school earns over his or her lifetime $355,000 more than a high school dropout. If a re-enrolled high school student earns an associate's degree in college, then he or she will make over $800,000 more in their lifetime than a high school dropout.[33]

Benefits for Taxpayers, Too

Just as the individual who receives his or her high school diploma will benefit, so will taxpayers. Research by the Center for Labor Market Studies in Boston shows that households headed by adults with high school diplomas produced major fiscal benefits for society. These "combined net fiscal" benefits include the payment of income taxes and can add more than $208,000 over the lifetime of each youth who re-enrolls and finishes high school since they will earn significantly more than those individuals who do not earn high school diplomas.[34]

In Illinois, each individual student that re-enrolls and graduates from high school produces an average financial benefit to Illinois taxpayers of $208,000 over his or her 45 years of employment. Therefore the 101,835 out-of-school students cost Illinois $470 million each year.[35]

Re-enrolling and graduating 8,000 of these out-of-school students will save Illinois more than $37 million each year. Re-enrolling and graduating 11,000 of these students will save Illinois more than $51 million each year.[36] Students who graduate significantly increase their earnings and pay more taxes and use state services less (e.g., less government spending for welfare, incarceration, unemployment, health costs).

Key Program Elements

Many out-of-school students re-enroll in programs to get an education but many of these programs are underfunded and too short to help these re-enrolled students get a high school diploma.

[33] Sum.
[34] Ibid.
[35] Ibid.
[36] Ibid.

These re-enrolled students are being asked to run a marathon, but the preparation these programs provide is like walking around the block a few times.

There is clear research, decades of experience and very specific program outcome data demonstrating what practices and types of programs work to successfully re-enroll students who have dropped out of school and educate, graduate and help these students make the transition into postsecondary education, training or employment.

Small, community-based alternative schools have a long history of effectively educating and graduating re-enrolled students.[37]

Programs that are smaller (70 to 100 students) with small classes, a strong and experienced staff and principal, comprehensive support services, innovative education approaches and appropriate funding of at least $11,500 per student (the statewide high school district average for 2004-05 was $12,004 [38]) are able to succeed with re-enrolled students. The cost per re-enrolled student would be adjusted according to the local conditions.

Re-enrolled student programs should be held to strict performance standards measuring enrollment, attendance, skill gains, credit gains, graduations and entrance into jobs or college.

Based on a broad range of research, successful approaches have included the following characteristics[39]:

- Small programs (70 to 100 students) at a separate school site with a distinct identity;
- Specific performance-based goals and outcomes and measures of enrollment, attendance, skills, credits, graduations, and transition to college, training and employment;
- Strong, experienced leadership and teaching staff who are provided with ongoing professional development;
- Voluntary enrollment;
- Positive peer culture with family atmosphere of cooperative support with respect and responsibility as key values for students, faculty, staff, parents and community members;
- High standards for student learning, integrating work experience and education, including during the school year and after school, and summer school programs that link internships, work and learning;
- Comprehensive programs providing extensive support services;
- Small teams of students supported by full-time paid mentors who work to retain and help those students graduate;

[37]See Appendix E: Characteristics of Successful Comprehensive Programs Re-enrolling Students Who Dropped out of School.
[38] See Appendix G: Rationale of Cost Benefit to Taxpayers for Dropouts Who Re-enroll and Graduate.
[39] Appendix E.

- Comprehensive technology learning center with Internet access and broad-based curriculum focusing on academic and career subject areas; and

- Learning opportunities that incorporate action into study.

Performance Outcomes for Programs Re-enrolling Out-of-School Students

The Task Force has identified the following outcomes as essential in terms of monitoring student and overall program progress.

1) **Enrollment** – Programs would report monthly and yearly enrollment levels, measuring student continuity.

2) **Attendance** – Programs would report individual student and total student monthly and yearly attendance.

3) **Skills Gains** – The skill gains of each re-enrolled student would be measured, as well as data collected about the skills gained by all students in an individual program and for the project as a whole, if there is more than one program.

4) **Credit Gains** – The credit gains of each re-enrolled student would be measured, as well as data collected about the credit gained for all students in the individual program and for project as a whole, if there is more than one program.

5) **Promotions** – Individual re-enrolled student promotions would be measured, i.e., the number of freshmen who became sophomores, sophomores became juniors, and juniors became seniors, as well as matriculation levels for individual programs and the project as a whole, if there is more than one program.

6) **Graduation** – The graduation rate is determined for each individual program and the project as a whole, providing the number of students who graduate for each. A reasonable percentage range would be based upon the difficulty and high-risk status of the students who are re-enrolled.

7) **Transition** – Measure the transition of students to post-secondary education (community college, four-year colleges, graduate school), employment, career and technical education, and military service.

Categories of Programs and Services

There are two groups of dropout students for which the Task Force will make recommendations to develop a comprehensive system. The first group consists of students ages 15 through 20 years and the Task Force will recommend a state system to develop a comprehensive system of opportunities. The second group consists of students ages 21 to 24 years and the Task Force will recommend that the support and funding for programs serving these students must come from the federal government.

The Task Force has outlined the components of effective programs beginning on page 13 and in Appendix E, and multiple strategies are needed to create a truly comprehensive system.[40] Financing this system will require improved coordination of various existing programs and recognition of the important role that community colleges, high schools, community-based programs and others play in re-enrolling students. The Task Force recommends the following framework for developing a financing strategy.

Many students who have dropped out want to complete their secondary education in a setting structured for success that recognizes that people learn in different ways. This suggests that Illinois needs more than one approach to meet the widely varied needs of Illinois dropouts, their learning styles and their life situations.

Categories of state-funded programming could include the following.

1) Full-time programs – comprehensive, year-round programs.

2) Part-time programs – combining work and study scheduled at various times flexible to the needs of the students.

3) Online programs/courses – Students take courses and complete on-site, supervised tests that measure the student's mastery of a specific course needed for graduation. Students could take courses online and earn credits or students could prepare to take supervised tests for specific courses for credit leading to receipt of a high school diploma.

4) Dual Enrollment – Students attend high school classes in combination with community college classes or students attend community college classes while simultaneously earning high school credit and eventually a high school diploma.

5) GED Preparation – Students who want to earn a GED enroll in programs offering GED preparation classes at least 12 hours per week. Planning for GED programming will be consistent with Illinois Community College Board's GED programming.

It is recommended that programs be developed to meet the unique needs of the following age groups.

Students Ages 15 through 20 Years. For the group of dropouts ages 15 through 20 years, the Task Force strongly recommends that a state system be developed to provide a range of comprehensive programs geared towards earning a high school diploma. This approach is outlined in Appendix H.

It is anticipated that the primary sources of funding for comprehensive re-enrollment programs will be state, local, and some limited federal (Workforce Investment Act, U.S. Department of Education) funds and other sources.

- **Age 20 years and Below with Limited High School Credits for Graduation** – Full-time, year-round programs, five days per week with significant personal attention and support, and course work that includes time-based and competency-based courses in order to accelerate their earning credits towards completing their high school diploma. After-school programs and summer programs could be

[40] See Appendix E: Characteristics of Successful Comprehensive Programs Re-enrolling Students Who Dropped out of School.

offered that combine education and work. Dual credit programs with community colleges are another option. Under the existing Illinois models, high schools in partnership with community colleges allow students to earn high school and community college credit for enrolling in courses offered at the high school. These programs should, when possible, offer childcare, transportation and other wraparound services.

- **Ages 17 to up to 21 years old and Needing Few High School Credits to Graduate** – Programs combining work, project-based learning, internships and regular school classes combined with competency-based classes should be an option. These students should be offered the option of taking online courses with on-site, supervised tests given to measure students' mastery of specific courses so that they can earn the credits needed to graduate and receive a high school diploma. Evening high school programs would allow students to work in the daytime, and dual credit programs would enable students to earn both high school and college credit.

Students Ages 21 to 24 Years. For students 21 years and older, it is anticipated that the primary sources of funding will come from the federal government with a particular emphasis towards combining work and education. It is assumed that these students will work towards a GED, although some may be awarded a high school diploma through a partnership with their resident unit or high school district or from an alternative school approved to issue a diploma.

Students working towards a high school diploma would do so in a variety of ways, including online courses, competency-based courses and joint partnerships between community colleges and high school districts (although high schools offering these programs would not receive state reimbursement). An example of these joint programs is Local Workforce Area 24 (St. Clair County), which provided "diploma recovery" to a range of re-enrolled students ages 17 to 22 years. Those students over 21 years old were able to receive diplomas from high schools by agreement between the school and the service provider offering the diploma recovery program. The school did not receive nor did it request state reimbursement for providing the program.

- **Ages 21 to 24 years Who are Significantly Behind in Educational Skills** – Programs in this group would include those that engage students in paid employment and education, allowing for one to two days of educational programming per week.

- **Ages 21 to 24 years with Higher Educational Skills Needing Few Credits to Graduate** – Options can include non-traditional scheduling (evenings and weekends) through community college programs (dual enrollment), evening high schools, online courses and dual credit programs. Part-time, evening programs are an efficient and effective way to meet these students' need to earn a high school diploma.

On-line programs can provide stand-alone options or can be combined with part-time programs to serve these students. Combining part-time evening instruction with on-line coursework appears to be a cost-effective approach to reaching these students. The efficacy of providing a variety of options to earn credits through on-site classes as well as online course work can be validated in terms of students' mastery of course work, through supervised testing conducted on the site of the program.

Developing a State System of Comprehensive Openings to Re-enroll Students ages 15 through 20 Years Who Dropped out of School

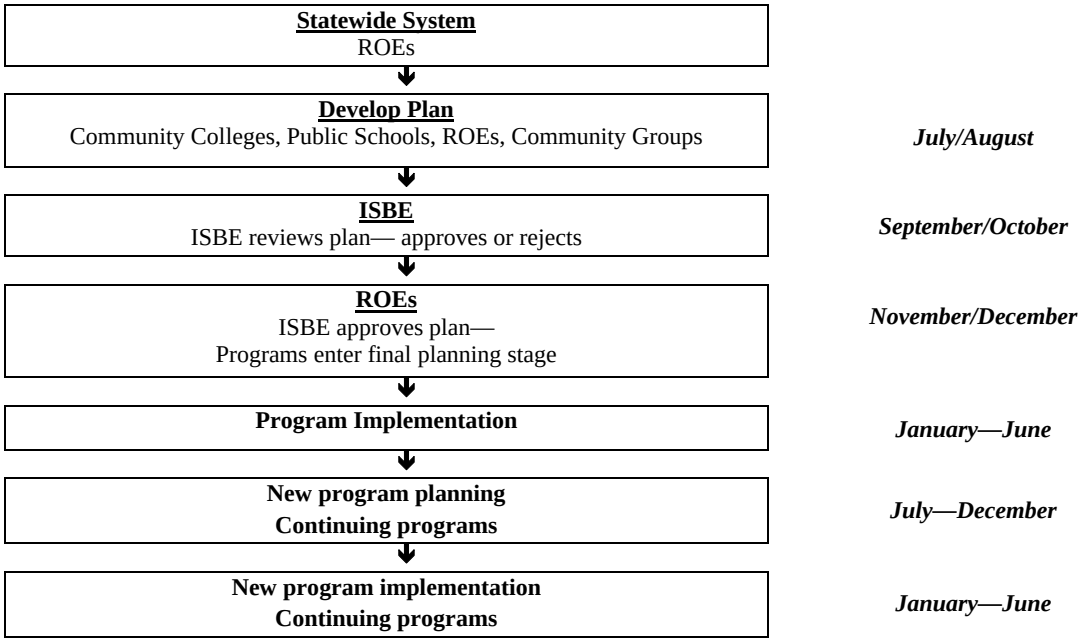
The Task Force recommends the creation of the Re-enrolled Student Program (RESP) to build a state-wide system to re-enroll significant numbers of students ages 15 through 20 years who had dropped out of school.

The RESP program would be administered under the Truants' Alternative and Optional Education Program (105 ILCS 5/2-3.66).

While authorized by the TAOEP law, RESP funding would be separate from and in addition to the existing TAOEP appropriation. The Task Force recommends that the formula for RESP funding authorized by the TAOEP law be separate from the block grant formula that currently exists for TAOEP funds provided to City of Chicago School District 299.

Illinois State Board of Education (ISBE)
Truants' Alternative Options Education Program's (TAOEP)
Re-enrolled Student Program (RESP)

- To develop a range of programs with a strong emphasis towards comprehensive programs to re-enroll students with funding of at least $11,500 per student based on student attendance.
- RESP funds would be distributed by a formula based on the number of dropouts in each ROE compared to the statewide number of dropouts, as reported by the Illinois State Board of Education (ISBE).
- The ROE, together with community colleges, public schools and community groups would develop a plan to provide openings (averaging $6,000 per opening) for students to re-enroll. The variety of program openings (as outlined above) would range from short term to longer term comprehensive programs, tailored to re-enrolled students' needs.



The following outlines the implementation of RESP under the TAOEP law.

- State funding for RESP would be finalized in June of a given year.

  The RESP planning and grant process for new programs would begin in July and be finalized by December.

  The new RESP grant programs would begin January 1 and operate through June 30.

  During this period, the attendance of students who are re-enrolled would generate General State Aid (GSA) that would be available in the next school year on a reimbursement basis. The amount of GSA funds received is dependent upon the program's average daily attendance and would be combined with RESP funds to be used to develop comprehensive programs.

  This cycle would repeat each year as new funds are allocated. Programs from the previous year (January through June) would then be continued in the next year, operating for a full 12-month period (July to June), and new programs would be developed and begin operation in January of a current funding cycle. Beginning new programs in January is important because this provides opportunities for students who dropped out in the first semester of the school year (September through January). Beginning new programs in January also allows for a six-month planning process (July through December) to develop strong programs.

- The RESP grant funds under TAOEP provide the incentive for school districts, community colleges, and community groups to develop a partnership with their respective ROEs for building a comprehensive plan to re-enroll all students in their regions.

- RESP program funding would be distributed according to a formula to be set forth in rules governing TAOEP (23 Ill. Adm. Code 205). Funding for each RESP Program would be based upon the proportion of dropouts in the educational service region to the total number of dropouts in the state. The formula would employ the dropout data provided by school districts to ISBE. In this way, funding would be distributed based upon the need to ensure delivery of "optional education programs" on a statewide basis and in a manner that will have the greatest impact.

- The RESP program would be operated by each Regional Office of Education (ROE) as an approved TAOEP program under Section 2-3.66 of the School Code, allowing the ROE to also collect GSA at the foundation level of support based on the program's average daily attendance. The RESP appropriation (averaging $6,000 per opening) coupled with GSA would result in support for these programs near the statewide average per pupil funding for high school districts in school year 2004-05, which was $12,004 per pupil.[41] The combination of direct grant funding and GSA would enable RESP programs to garner sufficient resources to implement comprehensive, effective programs to successfully re-enroll and retain students.

- Forty-four of Illinois' ROEs, three Intermediate Service Centers and Chicago public schools are statutorily established public education entities that operate the Regional Safe Schools Program for suspension- or expulsion-eligible students authorized under Article 13A of the School Code, and many also offer alternative education programs under Section 18-8.05(K) of the School Code. Therefore, ROEs have extensive experience coordinating programs with school districts, community colleges and community groups.

[41] See Appendix F: Illinois Funding Gap for Re-enrolled Students Rationale.

- RESP funds would be allocated to each of the 45 ROEs (including the suburban Cook County ROE), as authority to do so already exists in Section 2-3.66 of the School Code.

- In order to be eligible for funding, each ROE would be required to develop a Regional Plan to be approved by ISBE. It is expected that the rules for the program would set forth the requirements for that plan. The plan would need the approval of school districts, community colleges and key community programs located in the educational service region to be served before it is sent to ISBE. No funds would be distributed to the ROE until ISBE had approved its plan.

- Rules would be developed to set forth the process for planning and the conditions upon which a regional plan would be approved by ISBE. Additionally, Section 2-3.66 allows either for the ROE to operate the program or for it to provide subgrants to "another not-for-profit entity to implement the program". These other entities could include school districts, community colleges, and/or not-for-profit community-based organizations. It is anticipated that such arrangements, if made, would be specified in the regional plan.

- As noted, the RESP programs that each ROE established could be operated by school districts, community colleges, community agency providers, or through a cooperative partnership among these entities. The ROE would receive the RESP grant from ISBE and could provide funds under a subgrant to other entities to provide services according to the regional plan that was developed.

- Each ROE would coordinate with school districts, community colleges and community-based organizations to meet the needs of all the dropouts in its region, which could avoid duplication of services.

- RESP programs could include the variety of program options that are suggested in Section 2-3.66, including evening school, summer school, community college courses, adult education, preparation courses for the high school level test of General Education Development, vocational training, work experience, programs to enhance self-concept, and parenting courses.

- While the TAOEP law authorizes the establishment of programs to serve dropouts, the rules governing TAOEP would need to be amended in order for the RESP grants to be awarded. Amendments would address program parameters and set forth the funding formula, including the conditions upon which a grant would be awarded.

Costs and Benefits of Building a Statewide Comprehensive System for Re-Enrolling Students (Ages 15 – 20) Who Dropped Out of School

Program Year	Yearly System Cost	Revenue Sources	Re-Enrolled Students		Cost benefit to Taxpayers***	
			Served	Graduated	Annual	Cumulative
2008 - 2009	$30.9 M	RESP* GRANTS	7,900 re-enrolled (6,200 openings)	3,600	$ 16,640,000	$ 16,640,000
2009 - 2010	$74.3 M	$52.3 M in RESP $22 M in GSA**	14,100 re-enrolled (11,400 openings)	6,000	$ 28,000,000	$ 44,640,000
2010 - 2011	$110.7 M	$73.6 M in RESP $37.1 M in GSA	20,700 re-enrolled (16,700 openings)	8,000	$ 37,000,000	$ 81,640,000
2011 - 2012	$149.2 M	$96.6 M in RESP $52.6 M in GSA	24,800 re-enrolled (21,100 openings)	11,000	$ 51,000,000	$ 132,640,000
2012 - 2013	$166.1 M	$99.1 M in RESP $67 M in GSA	24,800 re-enrolled (21,100 openings)	11,000	$ 51,000,000	$ 183,640,000

*__RESP__ is Re-Enrolled Student Program, a proposed program which would offer grants for re-enrollment through ISBE.
** **GSA** is General State Aid formula based on average daily attendance (ADA)

***Benefits based on Andrew Sum, Ishwar Khatiwada, et. al., An Assessment of the Labor Market, Income, Health, Social, and Fiscal Consequences of Dropping Out of High School: Findings for Illinois Adults in the 21st Century, Center for Labor Market Studies, Northeastern University, Boston, October, 2007. See Appendix G.

The table above outlines a five-year process to develop a state-wide system to re-enroll significant numbers of students who had dropped out of school. The goal is that by year 5 there will be more than 21,100 openings each year to re-enroll at least 24,800 students who had dropped out of school. The reason there will be more students served than openings is that in a given year, some students will graduate and be replaced by new students, while others will simply drop out of the program and again be replaced by new students.

The table above also outlines the yearly cost of the RESP program, the sources of funds, the numbers of students re-enrolled and graduated with a high school diploma, and the cost benefit to taxpayers.

It is estimated that many students will take a year to two years to earn a high school diploma through comprehensive programs and that there will be many other students who need few credits to earn a diploma in less than a year.

Over their lifetime, each student that re-enrolls and graduates from high school benefits taxpayers more than $208,000 in terms of increased taxes paid from the graduate's higher levels of income and lowered social costs, including incarceration, health, welfare, etc.

To fund a comprehensive range of effective programs to re-enroll Illinois dropouts, the following state investment is proposed to develop the RESP as part of the TAOEP.

By FY 2009 or sooner, $30.9 million should be appropriated to establish RESP programs to re-enroll 7,900 of the 101,835 Illinois out-of-school students ages 15 to up to 21 years.

Programs could be implemented along the following timeline.

The FY 2009 budget would be finalized by June 2008. The RESP planning and grant process would begin in July and be finalized by December. The RESP grant programs would begin January 1 and operate through June 30. During this period, the attendance of students who are re-enrolled would generate GSA that would be available the next school year on a reimbursement basis. The GSA combined with the RESP funding (averaging $6,000 per opening) in FY 2010 would provide funding of at least $11,500 per re-enrolled student depending on the program's average daily attendance (ADA) in the previous year. The projections of GSA are based on an average student attendance of 75%.

Professional Development for Programs Re-enrolling Students Who Dropped out of School

Professional development is critical to programs so that their staff can improve, advance and accelerate their performance. It also is critical to enhancing and encouraging all staff to work as teams to provide the highest quality of educational and support services for students who will re-enroll in the RESP program. Developing ways to support staff is essential to building a successful state-wide system for students who want to re-enroll in school. Outlined below are key points to achieving a successful re-enrollment system.

Redefining Professional Development

The research on effective professional development is consistent across many studies. A synthesis of professional development literature, conducted by researchers Willis Hawley and Linda Valli,[42] indicates that high-quality professional development has the following characteristics:

- Informed by research on teaching and learning;
- Provides a strong foundation in subject content and methods of teaching;
- Is integrated with school district goals to improve education, guided by a coherent long-term plan, and driven by disaggregated data on student outcomes;
- Is designed in response to teacher-identified needs and utilizes collaborative problem-solving in which colleagues assist one another by discussing dilemmas and challenges;
- Is primarily school based, provides sufficient time and other resources, and enables teachers to work with colleagues in their school building;
- Is continuous and ongoing, incorporates principles of adult learning and provides follow-up support for further learning; and
- Is evaluated ultimately on the basis of its impact on teacher effectiveness and student learning.

Providing Time for Professional Development

Far more time is required for professional development and cooperative work than is now available. In fact, time has emerged as the key issue in every analysis of school change appearing in the last decade (Fullan & Miles, 1992).[43] Professional development can no longer be viewed as an event that occurs on a particular day of the school year; rather, it must become part of the daily work life of educators. Schools must create time for professional development as an integral part of teachers' professional life. Educational communities need to move away from past models of professional development (where it took place only on in-service training days, weekends or summer breaks) to new models that embed professional development into the daily activities of teachers.

[42] The Center for Comprehensive School Reform and Improvement. "Redefining Professional Development." February, 2006. www.centerforcsri.org
[43] Educational Leadership. "Finding Time for Collaboration." September 1993. www.ascd.org

Creating a Targeted Professional Development Plan

As school reform efforts begin to emerge in our school communities, a focused, targeted professional development plan must also be developed to support these efforts. The *Power of Focus* by Nelson, Palumbo, Cudeiro, Leight[44] identifies four critical elements of a targeted professional development plan.

- Build Expertise — Help folks know what to do
- Change Practice — Hold each other accountable for doing it
- Monitor Student Performance — Chart the impact on student performance
- Communicate Relentlessly — Always talk about and share what is being done

Focusing on Program Components to Successfully Re-enroll and Graduate Out-Of-School Students

The following components should be part of any professional development provided to staff in the RESP programs.

- Build Expertise
  - Standards-based, alternative curriculum
  - Individualized and small group tutoring and learning
  - Career counseling
  - Work readiness training and placement
  - Professional learning communities
  - Data-based teaching and learning
  - Technology -- online coursework
  - Resiliency Framework (Benard, 1991)
    - Social competencies
    - Well-developed problem-solving skills
    - Autonomy
    - Belief system
    - Sense of purpose and future
- Change Practice
  - Coaching and support
  - Learning visits
  - Classroom observations
- Monitor Progress
  - Quarterly assessments/interim measures
  - Assessments for learning
  - Power standards
- Communicate Relentlessly
  - Quarterly reports (parents, family, students, staff, administration)
  - Professional learning community

[44]The Power of Focus: Lessons Learned in District and School Improvement. 2005. Pg. 62. www.focusonresults.net

Delivery of Professional Development

Professional development will be built into each RESP program that is implemented in the ROE areas. The following groups listed below will be resources to utilize in the RESP professional development programming that ROEs will develop.

- Illinois Education Association
- Illinois Federation of Teachers
- Regional Offices of Education
- Other relevant groups that provide professional development

Further Task Force Recommendations

The requirements of the federal No Child Left Behind Act (NCLB) must be reconciled with the need to develop performance standards and outcomes that encourage programs to re-enroll students who are low skilled and high risk. This is a critical issue because school districts may be reluctant to re-enroll dropouts – particularly those students who are far behind in their skills – as it may affect the district's ability to achieve Annual Yearly Progress (AYP) goals required by NCLB.

1. **Issue an annual Illinois report on the condition of re-enrolled students who are out of school and who have re-enrolled.** This report would include the numbers and percentages of dropouts across the state by the latest various data sources, the number of re-enrolled students and their outcomes, and other pertinent and relevant data and information addressing the issue of students who have dropped out before earning a high school diploma.

2. **Dropouts who re-enroll and drop out again are not to be counted against a local school district's dropout rate measure.** While this is incorporated into Illinois law, the Task Force heard from many school districts at different hearings that re-enrolled dropouts who again dropped out of school were being again counted against the school's dropout rate. The Task Force therefore strongly recommends that ISBE communicate the requirements of Section 26-2(e) regarding the tracking of re-enrolled students so that school districts can submit accurate dropout statistics to their Regional Offices of Education, as required. The Illinois law is intended to encourage school districts to re-enroll dropout students by not counting a re-enrolled dropout student who drops out against that district's dropout rate performance measure.[45]

   This law states, "A re-enrolled student who again drops out <u>must</u> not count against a district's dropout rate performance measures." (Emphasis added.)

3. **Performance standards should be developed for programs serving re-enrolled students.** Section 26-2(e) of the School Code also states "the State Board of Education shall set performance standards for programs serving re-enrolled students". [46]

4. **Students who have re-enrolled should be tracked and reported through the ISBE Student Information System (SIS).** Section 26-2(e) of the School Code also states that a " 're-enrolled student' means a dropout who has re-enrolled full time in a public school. Each school district should identify, track, and report on the educational progress and outcomes of re-enrolled students as a subset of the district's required reporting on all enrollments".[47]

5. **Make changes to the ISBE data collection (forms that school districts would fill out for the SIS) and reporting system so that all re-enrolled students are reported in terms of their outcomes in the state and in each individual school district in which the re-enrolled student had returned to school.**

[45] Illinois General Assembly. "Public Act 93-0803." http://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=093-0803
[46] Ibid.
[47] Illinois Compiled Statutes, 105 ILCS 5/25-2(e).

6. **Implement the National Governors Association recommendations on calculating and reporting the high school graduation rate until the ISBE Student Information System is fully implemented.[48] This probably would require amending the accountability workbook and submitting it to the U.S. Department of Education for approval before this recommendation can be implemented.**

7. **Address the reauthorization of NCLB to develop performance standards and outcomes that encourage school districts to re-enroll students that are low skilled and high risk.**

8. **The Task Force further recommends that the Governor and the Illinois General Assembly advocate for changes at the federal level, including:**

   - Increased funding for dropout prevention;
   - Increased funding for programs for re-enrolled students;
   - Increased funding to expand the Workforce Investment Act, Youth Conservation Corps, YouthBuild and Job Corps;
   - Reinstatement of the Summer Youth Employment Program; and
   - Including in the re-authorization of the Elementary and Secondary Education Act (ESEA)/NCLB funding for re-enrolling students who dropped out of school.

9. **As the new Department of Juvenile Justice is implemented and re-invigorates its focus on educational services, consideration should be given to targeted programs for youth returning to the community.**

10. **Similarly, as the Department of Corrections refashions its educational system separate from its School District 428, a special area of focus should be efforts to reach those individuals, ages 20 to 24 years who do not have a high school diploma.**

11. **For some students, their special needs also must be taken into consideration.** Specially designed programs will be needed for DCFS wards and youth making the transition from the custody of the Department of Juvenile Justice or Department of Corrections.

12. **The Task Force should continue to explore the obligations to serve and implications for programming for re-enrolled youth who were receiving special education services before they dropped out.** Similarly, the Task Force should continue to explore needs and capacity to serve re-enrolled bilingual students.

13. **A dual credit program similar to *Gateway to College* in Portland, Oregon, could be considered.[49]** Under this model, course work is offered at the community college (rather than the high school) and students earn credit toward their high school diploma in the first year and can take course work toward their associate's degree in their second year. This provides a strong linkage to higher education, not just high school completion. In Oregon, this program is funded through the

[48] National Governors Association. "Graduation Counts: A report of the National Governors Association Task Force on State High School Graduation Data." 2005.
[49] For more information on Gateway to College, please visit: http://www.gatewaytocollege.org/educators.htm

elementary and secondary system. Funding strategies for Illinois at both the elementary and secondary level and through the community college system need further exploration.

14. **For 20- to 24-year-olds with low skills and few credits and who are out of school and have no high school diploma, programs that combine education with employment support** are the primary model. Programs include YouthBuild, Youth Conservation Corps, Job Corps, Workforce Investment Act, etc.

15. **Track high school dropouts enrolled in GED programs at Illinois community colleges through a statewide higher education student data system.**

Appendix A

Comparison of Indiana and Illinois Graduation Rates

Indiana Public Schools

Missing Students – Where are they?

Freshmen in Year	Freshmen in Total #'s	Graduates out Year	Graduates out Total #'s	Missing Students #'s	Missing Students %	4 Yr Graduation %	IDOE Official Graduation %
1996-1997	83,506	2000	60,978	22,528	26.98%	73.02%	89.50%
1997-1998	82,573	2001	59,737	22,836	27.66%	72.34%	90.10%
1998-1999	82,509	2002	58,705	23,804	28.85%	71.15%	91.10%
1999-2000	80,955	2003	58,620	22,335	27.59%	72.41%	91.10%
2000-2001	79,871	2004	59,191	20,680	25.89%	74.11%	89.80%
2001-2002	78,878	2005	58,555	20,323	25.77%	74.23%	89.90%
2002-2003	81,859	2006	62,296	19,563	23.90%	76.10%	76.50%*

Based on Indiana Accountability System for Academic Progress
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* 2006 Graduation Rate based on a new formula

http://www.doe.state.in.us/htmls/docs/GradRate01-02-07.pdf;
http://mustang.doe.state.in.us/TRENDS/trends1.cfm?var=gradrt

Illinois State Board of Education – Public Schools

Missing Students – Where are they?

Freshmen in Year	Freshmen in Total #'s	Graduates out Year	Graduates out Total #'s	Missing Students #'s	Missing Students %	4 Yr Graduation %	ISBE Official Graduation %
1996-1997	157,259	2000	111,835	45,424	28.88%	71.12%	
1997-1998	156,022	2001	110,624	45,398	29.10%	70.90%	83.20%
1998-1999	161,476	2002	116,600	44,876	27.79%	72.21%	85.20%
1999-2000	164,554	2003	117,507	47,047	28.59%	71.41%	86.00%
2000-2001	165,220	2004	124,763	40,457	24.49%	75.51%	86.60%
2001-2002	165,529	2005	123,615	41,914	25.32%	74.68%	87.40%
2002-2003	169,118	2006	127,349	41,769	24.70%	75.30%	87.80%

Sources: ISBE Fall Housing, ISBE End of Year Reports, ISBE Quick Stats Elementary and Secondary Educational Statistics

Appendix B.1

1. Cumulative Illinois Dropout Tables, ages 17 to 20 Years

Illinois Dropouts, Ages 17-20, in 2006

	2002	2003	2004	2005	2006
Class of 2005	F (16) 11,749	F, B (17) 20,525	F, B, J (18) 28,323	F, B, J, B (19) 34,793	F, B, J, B (20) 34,793
Class of 2006		F (16) 10,007	F, B (17) 18,584	F, B, J (18) 24,983	F, B, J, B (19) 31,581
Class of 2007			F (16) 9,000	F, B (17) 15,863	F, B, J (18) 21,848
Class of 2008					F, B (17) 13,813
				Total youth out of school in 2006	101,835

Source: Projections from ISBE End of Year Reports "High School Dropouts by Grade, Gender and Racial/Ethnic Category," 2002 - 2006

Projection of Total Number of Illinois Hispanic Dropouts in 2006, 17-20

	2002	2003	2004	2005	2006
Class of 2005	F (16) 2,956	F, B (17) 4,823	F, B, J (18) 6,397	F, B, J, B (19) 7,822	20 7,822
Class of 2006		F (16) 2,585	F, B (17) 4,394	F, B, J (18) 6,000	F, B, J, B (19) 7,409
Class of 2007			F (16) 2,452	F, B (17) 4,216	F, B, J (18) 5,843
Class of 2008					F, B (17) 4,031
				Total youth out of school in	24,905

Source: Projections from ISBE End of Year Reports "High School Dropouts by Grade, Gender and Racial/Ethnic Category," 2002 - 2006

Projection of Total Number of White, Non-Hispanic Dropouts in 2006, 17-20

	2002	2003	2004	2005	2006
Class of 2005	F (16) 2,733	F, B (17) 6,209	F, B, J (18) 10,000	F, B, J, B (19) 12,903	20 12,903
Class of 2006		F (16) 3,080	F, B (17) 6,255	F, B, J (18) 8,898	F, B, J, B (19) 11,897
Class of 2007			F (16) 2,604	F, B (17) 4,499	F, B, J (18) 7,004
Class of 2008					F, B (17) 3,051
				Total youth out of school in	34,855

Source: Projections from ISBE End of Year Reports "High School Dropouts by Grade, Gender and Racial/Ethnic Category," 2002 - 2006

Projection of Total Number of Black, Non-Hispanic Dropouts in 2006, 17-20

	2002	2003	2004	2005	2006
Class of 2005	F (16) 5,877	F, B (17) 9,124	F, B, J (18) 11,402	F, B, J, B (19) 13,394	20 13,394
Class of 2006		F (16) 4,178	F, B (17) 7,585	F, B, J (18) 9,587	F, B, J, B (19) 11,810
Class of 2007			F (16) 3,823	F, B (17) 2,998	F, B, J (18) 4,897
Class of 2008					F, B (17) 6,208
				Total youth out of school in 2006	36,109

Source: Projections from ISBE End of Year Reports "High School Dropouts by Grade, Gender and Racial/Ethnic Category," 2002 - 2006

Appendix B.2

2. Calculating Percentage of Illinois High School Students Who are out of School

Figures for the following calculation are derived from two sources:

1. The tables above were used to estimate the figure of 101,835 students ages 17 through 20 years who have dropped out of school as of June 2006.

2. The figure for 640,597 high school students enrolled comes from the 2006 ISBE Fall Housing Report.

$$\left(\frac{\text{101,835 students who have dropped out of school age 17 to 20}}{\text{640,597 high school students enrolled+101,835 students who have dropped out of school}}\right) = 14\%$$

Appendix C

Rationale in Estimating Duplicated and Unduplicated Funding and the Numbers of Students Who are Re-enrolled in Comprehensive Programs in Illinois in 2006

In order to fund programs that are comprehensive, multiple sources of funding must be used. Listed below are various sources of funding that are utilized by programs that offer comprehensive services for students to earn a high school diploma. Individual programs that provide the comprehensive services for students to earn a high school diploma combine these sources of funding in various ways to fund their comprehensive programs. The total number of students that we list as duplicated is 11,100. We estimate that the various programs below combine their funding in various combinations to create their comprehensive programs. The ISBE Truants' Alternative and Optional Education Programs (TAOEP) and the Workforce Investment Act (WIA) youth programs combine their funding with other funding sources and are therefore duplicated in the estimates listed below. We estimate after accounting for these duplications that the total number of unduplicated students re-enrolled in Illinois in 2006 was 8,300.

1. **School districts and ISBE**. We estimate that in 2006, 7,979 students were re-enrolled under school district- and ISBE-funded programs. The City of Chicago School District 299 funds 3,200 openings through the Youth Connection Charter School (28 programs). This is a combined 3,800 openings serving approximately 5,000 dropouts. We estimate approximately $7,000 per participant opening which would equal $26.6 million. We estimate that other school districts may re-enroll another 600 dropouts. At an average of $6,000 per participant opening, this would be $3.6 million. There is currently no accurate accounting of the number of re-enrolled students in school districts outside of Chicago. The Illinois State Board of Education supports 24 TAOEP programs that re-enrolled 2,379 dropouts. Approximately $4.2 million of TAOEP funding goes for these programs.

2. **Workforce Investment Act (WIA)**. The following estimates are based on a conversation with Bill Leslie who works in the Department of Commerce and Economic Opportunity in the Youth Programming Division. There is $36 million of total WIA funding for youth. We estimate that 45% of this funding is used for out-of-school youth with 80% of these out-of-school youth being high school dropouts (20% of these out-of-school youth have graduated from high school and are pursuing specific skill training or college-based programs) which would mean that 36% of WIA out-of-school youth funding would be going for high school dropouts, i.e. $13 million. We estimate that as the calculations below show, there are only six comprehensive high school programs in the state and these programs account for approximately $3 million of WIA funding for comprehensive programming based on the average cost per participant of $3,750. DCEO reports that in 2006 there were 1,616 participants indicated for diplomas and equivalent rate calculations and 1,336 participants indicated for credential attainment rate calculations, for a total of 2,952 youth participants. We estimate that 60% of these youth participants were out-of-school youth which would equal 1,770 out-of-school youth served and we would estimate that 80% of these out-of-school youth were high school dropouts which would equal approximately 1,400 high school dropouts served through WIA.

Through a comprehensive phone-calling of WIA youth programs in Illinois, we found 65 programs offering GED or high school diploma programming. GED programming are short-term, eight months or shorter and offer limited hours per week. There were six programs which offer high school diplomas. In order to do this, they had to be more comprehensive, offering at least a year to two years of programming and 25 to 35 hours per week. We estimate that these six WIA comprehensive high school programs served 800 high school dropouts.

3. **Illinois Community College Board (ICCB)**. ICCB re-enrolled 2,321 students in high school credit programs in 2006. Nearly all of the ICCB programs serving these students are funded by multiple sources of funding to develop more comprehensive programming to offer students a high school diploma. ICCB estimates that these programs were funded at $395 per student per year. ICCB re-enrolled 2,321 students ages 16 – 19 years in the program year 2006 at a cost of $926,079. ICCB also operates an Early School Leaver program which is funded at $744,000 and supports 300+ students in six programs across the state. Funding for students ages 16 – 19 years totals approximately $1,670,079.

Appendix D

Current Illinois Comprehensive Programs Serving Out-of-School Students and Numbers Served Ages 15 – 24 Years (2005-06)

Program type	Ages served	Outcome	Academic Readiness	Program Description	Cost per student per year	Basis for cost	Numbers Re-enrolled	Estimate Annual Cost per Year	Source of Funds
Full-time, Year-round High Schools	15 – 19	Diploma	Grades 1-12	Small programs generally serving 70 – 150 youth, full time, year-round.	$9,100 - $12,000	Based on average cost per student for unit districts ($9,100) and high school districts ($12,000)	Approximately 7,979 re-enrolled state-wide CPS: 3,600 Other school districts: 600	$30.2 million	ISBE
Re-enrolled Student Project	17 – 21	Diploma		Small programs generally serving 70 – 150 youth, full time, year-round.	$5,000	Based on proposal and benchmark goals	800 served in 612 slots	$4 million	ISBE
TAOEP	17 – 21	Diploma		TAOEP is an ISBE-funded dropout prevention and recovery program. A very small part of the students served	$1,700	Based on TAOEP FY 06 Statistical Report	2,379	$4.2 million	ISBE

Program type	Ages served	Outcome	Academic Readiness	Program Description	Cost per student per year	Basis for cost	Numbers Re-enrolled	Estimate Annual Cost per Year	Source of Funds
				are re-enrolled in comprehensive programs leading to a high school diploma.					
Evening high schools and part-time programs	16 – 19 Or 20 – 24	Diploma Or GED	Higher academic skills, grades 8 – 12	Program designed for students needing less than 6 credits to graduate; part-time, flexible hours so students can attend and work.	$903	Based on program serving 520 students for 26 courses	520	Unknown	ICCB
YS^3	17 – 21	Diploma		YS^3 is a program designed to re-enroll wards of the state and youth in foster care into comprehensive, full-time high school programs geared towards earning a diploma. Includes extensive wrap-around services and mentorships.	$12,000	Based on contract and final program reports	410 in 2006-07	$4.9 million	DCFS

Program type	Ages served	Outcome	Academic Readiness	Program Description	Cost per student per year	Basis for cost	Numbers Re-enrolled	Estimate Annual Cost per Year	Source of Funds
WIA	15 – 19	Variety: Re-enrollment for diploma, preparation for GED, school to work		Some WIA funding is used to re-enroll students who have dropped out of school into full-time, comprehensive programming such as alternative high schools and ICCB's high school credit (HSCR) programming.	$5000	See attached rationale	600 per year currently served	$3 million (estimate)	WIA
Job Corps	16 - 24			Job Corps is a no-cost education and vocational training program administered by the U.S. Department of Labor that helps young people ages 16 through 24 years get a better job, make more money, and take control of their lives.	$26,000	Per New York Times, Feb 20, 2007: "Job Corps Plans Makeover for a Changed Economy"	Golconda: 230 Joliet: 280 Paul Simon: 354 Total: 864	$22 million	U.S. Dept. of Labor

Program type	Ages served	Outcome	Academic Readiness	Program Description	Cost per student per year	Basis for cost	Numbers Re-enrolled	Estimate Annual Cost per Year	Source of Funds
YouthBuild Programs	16 – 24	Work and GED		Full-time comprehensive programs	$15,000		All YouthBuild Programs: 510 served	$7.6 million	U.S. Dept. of Labor
High School Credit	16 – 19	Diploma		Curriculum consists of approved courses offered in collaboration with locally approved school district for graduation. Part time, ranging from 3 to 15 hrs	**$395**	Most students enrolled on short, part-time basis	2,321	$926,079	ICCB
	20 - 24	Diploma		Curriculum consists of approved courses offered in collaboration with locally approved school district for graduation. Part time ranging from 3 to 15 hrs	**$395**	Most students enrolled on short, part-time basis	458	$180,910	ICCB

Program type	Ages served	Outcome	Academic Readiness	Program Description	Cost per student per year	Basis for cost	Numbers Re-enrolled	Estimate Annual Cost per Year	Source of Funds
Early School Leaver Program (ICCB)	16 – 19	GED or high school diploma	Grades 8 – 12	Part of Adult Secondary Education with emphasis on job placement and preparing for GED; some students are re-enrolled in HSCR programs of ICCB	About **$2,268** per enrolled youth per year	RFP Issued for FY 2008 program	300+ students (35 students per program per year)	$744,000	ICCB
Dual Credit at Community Colleges	16 – 19	Diploma and community college credit	Students must pass standardized test to enter credit-earning classes at community colleges. Some part of these students is re-enrolled students who dropped out of school.	Current program is a partnership between community college and high school that allows high school students to be enrolled jointly in a course for high school and college credit. High school received GSA for the student, while community college is reimbursed through state grant. 3 – 6 hours per week.	**$655**			$2.9 million	ICCB Tuition P-16 Grants

Appendix D (continued)

Current Illinois Short-Term Programs
Ages 16 – 19 Years

Program type	Ages served	Outcome	Academic Readiness	Program Description	Cost per student per year	Basis for cost	Numbers Re- enrolled	Estimate Annual Cost per Year	Source of Funds
WIA	15 – 19	Variety: Re-enrollment for diploma, preparation for GED, school to work		Some WIA funding is used to re-enroll students who have dropped out of school into full-time, comprehensive programming, such as alternative high schools and ICCB HSCR programming.	$5,000	See attached rationale	600 per year currently served	$3 million (estimate)	WIA
Adult Basic Education	16 – 19	None	Grades 0-8	Open ended Beginning level courses, grades 0 – 3 Intermediate, grades 4 – 8 Designed to raise general basic skills	**$655**	Most student enrolled on short, part-time basis	7,285	$4.8 million	ICCB

Program type	Ages served	Outcome	Academic Readiness	Program Description	Cost per student per year	Basis for cost	Numbers Re- enrolled	Estimate Annual Cost per Year	Source of Funds
				and literacy Part time, ranging from 3 to 15 hours per week					
Adult Secondary Education	16 – 19	GED	Grades 8 – 12	Program is designed to bring a student from grade 8 to grade 12 in preparation for taking and passing the **GED** Part time, ranging from 3 to 15 hrs	**$655**	Most student enrolled on short, part-time basis	4,514	$3 million	ICCB
English as a Second Language (ESL)	16 – 19	None	Student levels are determined to be beginning, intermediate or advanced based on proficiency as measured by ICCB-approved	Beginning, intermediate and advanced classes in listening, speaking, reading and writing in the English language. Part time, ranging from 3 to 15 hours per week	**$655**	Most student enrolled on short, part-time basis	2,832	$2 million	ICCB

Program type	**Ages served**	**Outcome**	**Academic Readiness**	**Program Description**	**Cost per student per year**	**Basis for cost**	**Numbers Re- enrolled**	**Estimate Annual Cost per Year**	**Source of Funds**
			standardized test.						
Vocational Training Programs	16 – 19			Programs offered by ICCB that provide workplace skills which may lead to employment.	**$655**		800+ served	$1 million	ICCB

Appendix D (continued)

Current Illinois Short-Term Programs

Ages 20 – 24 Years

Program type	Ages served	Outcome	Academic Readiness	Program Description	Cost per student per year	Basis for cost	Numbers Re- enrolled	Est. Annual Cost per Year	Source of Funds
Adult Basic Education	20 - 24	None	Grades 0-8	Open ended Beginning level courses, grades 0 – 3 Intermediate, grades 4 – 8 Designed to raise general basic skills and literacy Part time, ranging from 3 to 15 hours per week	**$655**	Most students enrolled on short, part-time basis	8,637	$5.5 million	ICCB
Adult Secondary Education	20 - 24	GED	Grades 8 – 12	Program is designed to bring a student from grade 8 to grade 12 in preparation for taking and passing	**$655**	Most students enrolled on short, part-time basis	5,228	$3.5 million	ICCB

Program type	Ages served	Outcome	Academic Readiness	Program Description	Cost per student per year	Basis for cost	Numbers Re- enrolled	Est. Annual Cost per Year	Source of Funds
				the GED Part time, ranging from 3 to 15 hrs					
English as a Second Language (ESL)	20 - 24	None	Student levels are determined to be beginning, intermediate or advanced based on proficiency as measured by ICCB-approved standardized test.	Beginning, intermediate and advanced classes in listening, speaking, reading and writing in the English language. Part time, ranging from 3 to 15 hours per week	**$655**	Most student enrolled on short, part-time basis	13,654	$8 million	ICCB
Vocational Training Programs	20 - 24			Programs offered by ICCB that provide workplace skills which may lead to employment.	**$655**		800+ served		ICCB

Appendix E

Characteristics of Successful Comprehensive Programs Re-enrolling Students Who Dropped out of School

Listed below are key points for developing high performance schools for re-enrolled students based upon 30 years of successful program experience and research.

A. Programs are small (70 to 100) at a separate school site that site-governed and administered with a distinct identity.

- **Small School Size (70 to 100)** with small, personalized classes (1 to 10 students), and a unified and common focus for the entire school, with personalized and comprehensive programming.
- **Local, Separate School Site with Local Decision-Making** on program and budget issues.
- **Specific Performance-Based Goals and Outcomes** measuring enrollment, attendance, skills, credits, graduations, and transition to college, training or employment as well as other competency-based measures.

B. Strong leadership is provided by the principal/director that builds high teacher and staff expectations for student success. Teachers and staff have high expectations for students, knowledge of and experience of effective teaching methods, and a high level of commitment supporting student success.

- **Strong, Experienced Principal and Experienced, Competent Teaching Staff** who have high expectations for every student to learn deeply and broadly.
- **Respect and Responsibility Are Key Values for Everyone Involved with The School** – staff, students, parents, and community residence.
- **Continuous Staff Training** with time for staff to plan and collaborate.

C. Students choose to attend and a positive peer culture develops in a family atmosphere built on a cooperative effort to succeed.

- **Students are there by their choice**.
- **A positive peer culture develops** and students support program goals.
- **A family atmosphere is developed**, and students engage in a cooperative effort to help one another achieve and succeed.

D. Comprehensive long-term program combines education, employment, skill training and other needed support services. There are high program standards and expectations for student learning; work experience and learning are integrated so that students have the opportunity to earn a high school diploma, find a decent paying job, go to college, or get advanced skill training.

- **Per Student Funding Close to the average 2005-06 operating cost of $12,300** for Illinois secondary schools.
- **Comprehensive Program Focus** combining education, employment and support services.

- **Employment and Internship Programs** are offered during the school year, after-school and summer school programs that link internships, work and learning.
- **Small Teams of Students Supported by Full-Time, Paid Mentors** who worked to retain and graduate students.
- **High Expectations for Students to Learn Both Broadly and Deeply** linked to the highest state standards.
- **A Comprehensive High Technology Learning Center** providing high speed Internet access and a broad-based, highly sophisticated curriculum focusing on academic and world of work subject areas,
- **Students Learn Actively Through Study and Action.**
- **Summer Program Combining School and Work.**

These programs characteristics of effective programs for programs serving high-risk and out-of-school students come from the following reports:

1. Ford Foundation Report on Alternative Schools 1974
2. Alternative Schools for Disruptive Youth, Robert Arnove, Indiana University 1976
3. The U.S. Department of Labor Youth, Knowledge, Development Reports 1980
4. Effective Programs for the Marginal High School Student, Gary Wehlege, University of Wisconsin, Madison 1982
5. Can We Help Dropouts: Thinking About the Undoable, Dale Mann, Columbia University 1986
6. School Dropouts – Survey of Local Programs, General Accounting Office 1987
7. Reducing the Risk – Schools as Communities of Support, University of Wisconsin 1989
8. Effective Program Options for Serving Out-of-school Youth, Center for Human Resources, Brandeis University, Cary Grove 1984
9. Key Components and Characteristics for Effective Programs for Dropouts and At-Risk Students. A Joint Statement to Congress by sixteen leading education and training researchers 1995
10. Alternative Schools: The State of the Art, Mary Anne Raywaid, Hofstra University.
11. Models of Reform: A Comparative Guide, Herbert Walberg, University of Illinois, Chicago 1998
12. Numerous books and articles on small schools from 1995 to present.
13. Successful experience of Alternative Schools Network youth, skills, development and training program for out-of-school foster care youth as reported in annual program reports measuring attendance, skill gains, credit gains, promotions, graduations and transitions/placements since 1999. Also the Youth Connections Charter School successful experience of re-enrolling out-of-school students since 1997 as documented in its annual program reports.
14. These successful program characteristics were also endorsed by the following leaders and experts in education in 1995. Their positions are listed as of that date:
    - Dr. Robert Taggart, Professor, Howard University; Director, Remediation and Training Institute; Former Director, U.S. Department of Labor National Youth Employment Programs.
    - Dr. Stephen F. Hamilton, Professor and Chair, Department of Human Development and Family Studies; Director of the Cornell Youth and Work Program, Cornell University.
    - Norm Fruchter, Co-director, Institute for Education and Social Policy, New York University; Program Advisor, Aaron Diamond Foundation.
    - Dr. Mary Anne Raywid, Professor of Administration and Policy Studies; Director of the Center for the Study of Alternative Education, Hofstra University.
    - Dr. Michelle Fine, Professor of Psychology, City University of New York; Graduate Center.
    - Dr. Gary Wehlage, Associate Director, Center on Organization and Restructuring of Schools, University of Wisconsin – Madison.

- William Spring, Member, Boston School Committee; Former White House Domestic Policy Advisor.
- Dr. Alexandra Weinbaum, Co-Executive Director, School and Community Services, Academy for Educational Development, New York.
- Dr. Donald Moore, Executive Director, Designs for Change, Chicago.
- Dr. Richard Lacey, President, Lacey Associates; Former Program Officer, Ford Foundation.
- Dr. Paul Osterman, Professor, Human Resources and Management, Sloan School Management, Massachusetts Institute of Technology.
- Tony Baez, Faculty, University of Wisconsin Center for Urban Community Development, Milwaukee, Wisconsin.
- Professor Andy Sum, Director, Center for Labor Market Studies, Northeastern University, Boston, Massachussetts.
- Dr. G. Alfred Hess, Jr., Executive Director, Chicago Panel on Policy.
- Dr. Joe Nathan, Director, Center for School Change, Humphrey Institute of Public Affairs, University of Minnesota.
- Gary Walker, President, Public/Private Ventures, Philadelphia.

Appendix F

Illinois Funding Gap for Re-enrolled Students Rationale

"Building a System" assumptions regarding funding, sources and so forth are presented below.

1. *$8.2 billion of local, state and federal funds…2005/2006*
   ISBE reports that in 2004-05 a combined total of $20.6 billion in local, state and federal resources funded Illinois schools and in 2005-06 that figure increased by 3.1% to $21.3 billion (see www.isbe.net/budget/state_local_federal.pdf). If we assume a similar increase of 3.1% in resources for the 2006-07 school year, the new total for that year would have reached $21.9 billion.

   The 2006 ISBE Annual Report details an average operating expense per secondary school pupil in 2004-05 of $12,004 (see www.isbe.net/pdf/isbe_2006_annual_report.pdf). The overall annual increase of school funding for 2005-06 from the previous year was 3.1 percent. Applying this percentage to the 2004-05 the average secondary school pupil operating expense of $12,004, the 2005-06 secondary school pupil operating expense would be $12,376. Using the same percentage of 3.1% for the increase of the overall school spending for 2006-07 as outlined above and applying that percentage to the 2005-06 average secondary school pupil operating expense of $12,376 would show a 2006-07 average secondary school pupil operating expense of $12,760. (These assumptions are made because the average secondary school pupil operating expense has not been reported on the ISBE website for 2005-06 and 2006-07.)

   ISBE reported secondary grade (i.e., 9 – 12) fall enrollment for 2006-07 of 640,597 students (see www.isbe.net/research/htmls/fall_housing.htm). Using an average secondary school pupil operating expense of $12,760, the total cost for these students is $12,760 X 640,597 = $8,173,879,251.

2. This estimate is based on the following assumptions:

Department/Source	Program	Amount
IDCEO	WIA	$3 M
ISBE	Local School Districts re-enrolling drop outs	$30.2 M
ISBE	TAOEP	$4.2 M
ISBE	RSP	$4 M
DCFS	YS[3]	$4.9 M
ICCB	HSCR (High School Credit programs)	$1.7 M
	Total	**$48 M**

3. Calculation for Funding Spent on Re-enrolling Out of School Students

$$\left(\frac{\$48{,}000{,}000 \text{ spent on re-enrolling out of school students}}{\$8{,}200{,}000{,}000 \text{ spent on enrolled high school students}}\right) = \frac{59}{100}\,\%$$

Appendix G

Rationale of Cost Benefit to Taxpayers for Dropouts Who Re-enroll and Graduate

The costs and benefits of building a statewide comprehensive system for re-enrolling students who dropped out of school can be projected by considering the following estimates from the CLMS report *An Assessment of the Labor Market, Income, Health, Social, and Fiscal Consequences of Dropping Out of High School*. This report posits that the cost benefit to taxpayers for each individual who earns a high school diploma over his or her lifetime is $208,000. By dividing this figure by the average earning span for an individual, 45 years, the average annual benefit for each individual earning a high school diploma would be $4,622. Multiplying this figure by the projected 3,600 students who would earn a high school diploma in the first year of the Re-enrolled Student Program, Illinois taxpayers could benefit to the sum of $16,640,000.

$$\left(\frac{\$208{,}000 \text{ cost benefit per individual}}{45 \text{ years}}\right) \times 3{,}600 \text{ students graduated} = \$16{,}640{,}000 \text{ cost benefit in the first year}$$

Appendix H

Cost Estimates for a Comprehensive System for Re-enrolling Students Programming in Illinois

Re-enrolled Student Group	Academic Readiness	Program Type	Services	Cost per student per year	Basis for cost	Number to be served	Estimate Annual Cost per Year	Source of Funds	Statutory or policy changes
• **15 - 20 years** • **Limited high school credits**	• **Academic Skills, grades 1 – 4** • **Low social skills**	Comprehensive, full-day small school program, intensive individual and small group and classroom activities, year-round combining education and work in the summer, after-school programming	Standards-based, alternative curriculum, individualized and small group tutoring and learning, special education, counseling, drug prevention and rehab, day care, shelter/foster home, health care, case management, career counseling, work readiness training and placement, flexible hours, online learning, English language enhancement.	$12,000 - $14,000	Average cost per student for high school districts of $12,000 with additional costs for individualized, intensive services	Year 1: 1,000 Year 2: 1,600 Year 3: 2,100 Year 4: 2,600 Year 5: 2,600	Year 1: $4.8 million Year 2: $10.7 million Year 3: $15.1 million Year 4: $20.1 million Year 5: $22.7 million	Year 1: RESP Year 2: RESP/GSA Year 3: RESP/GSA Year 4: RESP/GSA Year 5: RESP/GSA	No statutory change required TAOEP administrative rules amended
	• **Academic Skills, grades 5 – 8** • **Low to moderate social skills**	Comprehensive, full-day small school program, intensive individual and small group and classroom activities, year-round combining education and work in the summer, after-school programming	Standards-based, alternative curriculum, individualized and small group tutoring and learning, special education, counseling, drug prevention and rehab, day care, shelter/foster home, health care, case management, career counseling, work readiness training and placement, flexible hours, online/virtual high school courses and programs, credits earned through competency and time-based learning, work-based learning, English language enhancement.	$9,000 - $12,000	Average cost per student for high school districts of $12,000	Year 1: 1,200 Year 2: 1,900 Year 3: 2,700 Year 4: 3,400 Year 5: 3,400	Year 1: $6 million Year 2: $13.4 million Year 3: $18.9 million Year 4: $25.2 million Year 5: $28.3 million	Year 1: RESP Year 2: RESP/GSA Year3: RESP/GSA Year 4: RESP/GSA Year 5: RESP/GSA	No statutory change required TAOEP administrative rules amended

Re-enrolled Student Group	**Academic Readiness**	**Program Type**	**Services**	**Cost per student per year**	**Basis for cost**	**Number to be served**	**Estimate Annual Cost per Year**	**Source of Funds**	**Statutory or policy changes**
• **15 - 20 years** • **Limited high school credits (continued)**	• **Academic Skills, grades 9 - 12** • **Moderate to high social skills**	Comprehensive, full-day small school program, intensive individual and small group and classroom activities, year-round combining education and work in the summer, after-school programming; dual credit programs	Standards-based, alternative curriculum, individualized and small group tutoring and learning, special education, counseling, drug prevention and rehab, day care, shelter/foster home, health care, case management, career counseling, work readiness training and placement, flexible hours, online learning, credits earned through competency and time-based learning, work-based learning, dual enrollment, English language enhancement.	$9,000 - $12,000	Average cost per student for high school districts of $12,000	Year 1: 1,500 Year 2: 2,300 Year 3: 3,100 Year 4: 3,800 Year 5: 3,800	Year 1: $7.2million Year 2: $16.1million Year 3: $22.7 million Year 4: $30.2 million Year 5: $34 million	Year 1: RESP Year 2: RESP/GSA Year 3: RESP/GSA Year 4: RESP/GSA Year 5: RESP/GSA	No statutory change required TAOEP administrative rules amended
• **15 - 20 years** • **6 or fewer credits to graduate**	• **Academic Skills, grades 5 – 12** • **Moderate to high social skills**	Comprehensive, full-day small school program, intensive individual and small group and classroom activities, year-round combining education and work in the summer, after-school programming; dual credit programs	Standards-based, alternative curriculum, Individualized and small group tutoring and learning, special education, counseling, drug prevention and rehab, day care, shelter/foster home, health care, case management, career counseling, work readiness training and placement, flexible hours, online/virtual high school courses and programs, credits earned through competency and time-based learning, work-based learning, dual enrollment, English language enhancement.	$9,000 - $12,000	Average cost per student for high school districts of $12,000	Year1: 1,800 Year 2: 3,000 Year 3: 4,000 Year 4: 4,700 Year 5: 4,700	Year 1: $8.4 million Year 2: $19.4 million Year 3: $28.2 million Year 4: $38.1 million Year 5: $43.1 million	Year 1: RESP Year 2: RESP/GSA Year 3: RESP/GSA Year 4: RESP/GSA Year 5: RESP/GSA	No statutory change required TAOEP administrative rules amended

Re-enrolled Student Group	**Academic Readiness**	**Program Type**	**Services**	**Cost per student per year**	**Basis for cost**	**Number to be served**	**Estimate Annual Cost per Year**	**Source of Funds**	**Statutory or policy changes**
• **15 - 20 years** • **6 or fewer credits to graduate (continued)**	• **Academic Skills, grades 5 – 12** • **Moderate to high social skills**	Twilight and evening high schools, part-time programs; dual credit programs	Standards-based, alternative curriculum, Individualized and small group tutoring and learning, special education, counseling, drug prevention and rehab, day care, shelter/foster home, health care, case management, career counseling, work readiness training and placement, flexible hours, online/virtual high school courses and programs, credits earned through competency and time-based learning, work-based learning, dual enrollment.	$6,000 - $8,000	Pro-rated based on part-time to full-time costs	Year 1: 1,800 Year 2: 3,300 Year 3: 5,300 Year 4: 5,300 Year 5: 5,300	Year 1: $3.6 million Year 2: $10.7 million Year 3: $18.8 million Year 4: $25.6 million Year 5: $28 million	Year 1: RESP Year 2: RESP/GSA Year 3: RESP/GSA Year 4: RESP/GSA Year 5: RESP/GSA	None
	• **Academic Skills, grades 9 - 12** • **Moderate to high social skills**	Competency-based diploma. Students earn credits required for graduation based on supervised testing for each course credit at current GED test sites.	Students prepare in a variety of ways: classes and or individually, online, etc.	$3,000	Combination of individual and class preparation work.	Year 1: 600 Year 2: 2,000 Year 3: 3,500 Year 4: 5,000 Year 5: 5,000	Year 1: $.9 million Year 2: $4 million Year 3: $7 million Year 4: $10 million Year 5: $10 million	Year 1: RESP Year 2: RESP/GSA Year 3: RESP/GSA Year 4: RESP/GSA Year 5: RESP/GSA	None Program needs to be developed aligning standards, curriculum and credit to test for course credit based on competencies.
	• **Academic Skills, grades 9 - 12** • **Moderate to high social skills**	Virtual high school	Students take courses online and earn credit.	$600	$150 per course cost			RESP and tuition	

Re-enrolled Student Group	Academic Readiness	Program Type	Services	Cost per student per year	Basis for cost	Number to be served	Estimate Annual Cost per Year	Source of Funds	Statutory or policy changes
• **20 - 24 years** • **Limited high school credits (continued)**	• **Academic skills, grades 1 – 12** • **Low to moderate social skills**	Comprehensive full-day program combining paid productive work that builds technical employment skills with educational skills and courses to earn a high school diploma; dual credit programs	Standards-based, alternative curriculum, Individualized and small group tutoring and learning, special education, counseling, drug prevention and rehab, day care, shelter, health care, case management, career counseling, work readiness training and placement, flexible hours, online/virtual high school courses and programs, credits earned through competency and time-based learning, work-based learning, specific skill training and productive work activity at least 4 days per week.	$18,000 - $20,000	Combination of salary paid for productive work and skill training and comprehensive educational program costs.			Federal funding for this initiative must be expanded significantly.	
• **20 - 24 years** • **6 or fewer credits to graduate**	• **Academic skills, grades 7 – 12** • **Moderate to high social skills**	Comprehensive full-day program combining paid productive work that builds technical employment skills with educational skills and courses to earn a high school diploma; dual credit programs.	Standards-based, alternative curriculum, Individualized and small group tutoring and learning, special education, counseling, drug prevention and rehab, day care, shelter, health care, case management, career counseling, work readiness training and placement, flexible hours, online/virtual high school courses and programs, credits earned through competency and time-based learning, work-based learning, specific skill training and productive work activity at least 4 days per week,	$18,000 - $20,000	Combination of salary paid for productive work and skill training and comprehensive educational program costs.			Federal funding for this initiative must be expanded significantly	

Re-enrolled Student Group	**Academic Readiness**	**Program Type**	**Services**	**Cost per student per year**	**Basis for cost**	**Number to be served**	**Estimate Annual Cost per Year**	**Source of Funds**	**Statutory or policy changes**
• **20 - 24 years** • **6 or fewer credits to graduate (continued)**	• **Academic skills, grades 7 – 12** • **Moderate to high social skills**	Twilight and evening high schools, part-time programs; dual credit programs.	Standards-based, alternative curriculum, Individualized and small group tutoring and learning, special education, counseling, drug prevention and rehab, day care, shelter/foster home, health care, case management, career counseling, work readiness training and placement, flexible hours, online/virtual high school courses and programs, credits earned through competency and time-based learning, work-based learning, dual enrollment.	$6,000 - $8,000	Pro-rated based on part-time to full-time costs	Year 1: 1,800 Year 2: 3,000 Year 3: 3,600 Year 4: 4,800 Year 5: 4,800	Year 1: $4.2million Year 2: $11.1 million Year 3: $15.6 million Year 4: $19.8 million Year 5: $19.8 million	ICCB	None
	• **Academic skills 7 – 12** • **Moderate to high social skills**	Competency-based diploma. Students earn credits required for graduation based on supervised testing for each course credit at current GED test sites.	Students prepare in a variety of ways: classes and/or individually, online, etc.	$3,000	Combination of individual and class preparation work.	Year 1: 600 Year 2: 2,000 Year 3: 3,500 Year 4: 5,000 Year 5: 5,000	Year 1: $.9 million Year 2: $4 million Year 3: $7 million Year 4: $10 million Year 5: $10 million	ICCB	None

Re-enrolled Student Group	**Academic Readiness**	**Program Type**	**Services**	**Cost per student per year**	**Basis for cost**	**Number to be served**	**Estimate Annual Cost per Year**	**Source of Funds**	**Statutory or policy changes**
• **20 - 24 years** • **6 or fewer credits to graduate (continued)**	• **Academic Skills, grades 9 - 12;** • **Moderate to high social skills**	Virtual high school	Students take courses online and earn credit.	$600	$150 per course cost			RESP and Tuition	

Appendix H (continued)

Program Year

2008 - 2009

Costs expressed in millions of dollars

Skills level (grades	Numbers served	Openings	Funding (State)	1/2 Year program
1st - 4th	1,000	800	$ 4.8	$ 4.8
Total	1,000	800	$ 4.8	$ 4.8
5th - 8th	1,200	1,000	$ 6.0	$ 6.0
Total	1,200	1,000	$ 6.0	$ 6.0
9th - 12th	1,500	1,200	$ 7.2	$ 7.2
Total	1,500	1,200	$ 7.2	$ 7.2
5th - 12th	1,800	1,400	$ 8.4	$ 8.4
Total	1,800	1,400	$ 8.4	$ 8.4
Evening	1,800	1,200	$ 3.6	$ 3.6
Total	1,800	1,200	$ 3.6	$ 3.6
Competency/Online High School Diploma	600	600	$ 0.9	$ 0.9
Total	7,900	6,200	$ 30.9	$ 30.9

Calculation of Costs:
1. $6,000 - for half year, January to June 30, all state funds.
2. $3,000 for evening -- all State funds.
3. New programs begin at 40 - 60 openings

Appendix H (continued)

Program Year
2009 - 2010
Costs expressed in millions of dollars

Skills level	Numbers served	Openings	State Funds	GSA	Total Funds
1st - 4th					
Continuing Program Openings	1,000	800	$ 4.8	$ 3.5	$ 8.3
New Program Openings	600	400	$ 2.4	$ -	$ 2.4
Total Program Openings	1,600	1,200	$ 7.2	$ 3.5	10.7
5th - 8th					
Continuing	1,200	1,000	$ 6.0	$ 4.4	$ 10.4
New	700	500	$ 3.0	$ -	$ 3.0
Total	1,900	1,500	$ 9.0	$ 4.4	13.4
9th - 12th					
Continuing	1,500	1,200	$ 7.2	$ 5.3	$ 12.5
New	800	600	$ 3.6	$ -	$ 3.6
Total	2,300	1,800	$ 10.8	$ 5.3	16.1
5th - 12th					
Continuing	1,800	1,400	$ 8.4	$ 6.2	$ 14.6
New	1,200	800	$ 4.8	$ -	$ 4.8
Total	3,000	2,200	$ 13.2	$ 6.2	19.4
Evening					
Continuing	1,600	1,200	$ 3.6	$ 2.6	$ 6.2
New	1,700	1,500	$ 4.5	$ -	$ 4.5
Total	3,300	2,700	$ 8.1	$ 2.6	10.7
Competency/Online High School Diploma	2,000	2,000	4	$ -	$ 4.0
Total	14,100	11,400	$ 52.30	$ 22.00	$ 74.30

Calculation of Costs:
1. GSA is $5,734 (2008-09) - $200 INCREASE FOR 2009-10 = $5,934
2. $5,934 (estimate 2009-10 GSA) X 75% attendance rate = $4,450 for GSA reimbursement.
3. RESP grant of $6,000.
4. New programs begin at 40 - 50 openings on average, continuing programs expand to 80 - 100 openings.

Appendix H (continued)

Program Year
2010 - 2011
Costs expressed in millions of dollars

Skills level	Numbers served	Openings	State Funds	GSA	Total Funds
1st - 4th					
Continuing	1,500	1,200	$ 7.2	$ 5.5	$ 12.7
New	600	400	$ 2.4	$ -	$ 2.4
Total	2,100	1,600	$ 9.6	$ 5.5	15.1
5th - 8th					
Continuing	2,000	1,500	$ 9.0	$ 6.9	$ 15.9
New	700	500	$ 3.0	$ -	$ 3.0
Total	2,700	2,000	$ 12.0	$ 6.9	18.9
9th - 12th					
Continuing	2,300	1,800	$ 10.8	$ 8.3	$ 19.1
New	800	600	$ 3.6	$ -	$ 3.6
Total	3,100	2,400	$ 14.4	$ 8.3	22.7
5th - 12th					
Continuing	2,800	2,200	$ 13.2	$ 10.2	$ 23.4
New	1,200	800	$ 4.8	$ -	$ 4.8
Total	4,000	3,000	$ 18.0	$ 10.2	28.2
Evening					
Continuing	3,400	2,700	$ 8.1	$ 6.2	$ 14.3
New	1,900	1,500	$ 4.5	$ -	$ 4.5
Total	5,300	4,200	$ 12.6	$ 6.2	18.8
Competency/Online High School Diploma	3,500	3,500	$ 7.0	$ -	$ 7.0
Total	20,700	16,700	$ 73.60	$ 37.10	$ 110.70

Calculation of Costs:
1. GSA is $5,934 (2009-10) - $200 INCREASE FOR 2010-11 = $6,134
2. $6,134 (estimate 2010-11 GSA) X 75% attendance rate = $4,650 for GSA reimbursement.
3. RESP grant of $6,000.

Appendix H (continued)

Program Year
2011 - 2012
Costs expressed in millions of dollars

Skills level	Numbers served	Openings	State Funds	GSA	Total Funds
1st - 4th					
Continuing	2,000	1,600	$ 10.0	$ 7.6	$ 17.6
New	600	400	$ 2.5	$ -	$ 2.5
Total	2,600	2,000	$ 12.5	$ 7.6	20.1
5th - 8th					
Continuing	2,700	2,000	$ 12.6	$ 9.5	$ 22.1
New	700	500	$ 3.1	$ -	$ 3.1
Total	3,400	2,500	$ 15.7	$ 9.5	25.2
9th - 12th					
Continuing	3,000	2,400	$ 15.1	$ 11.4	$ 26.5
New	800	600	$ 3.7	$ -	$ 3.7
Total	3,800	3,000	$ 18.8	$ 11.4	30.2
5th - 12th					
Continuing	3,600	3,000	$ 18.9	$ 14.2	$ 33.1
New	1,100	800	$ 5.0	$ -	$ 5.0
Total	4,700	3,800	$ 23.9	$ 14.2	38.1
Evening					
Continuing	4,600	4,200	$ 13.8	$ 9.9	$ 23.7
New	700	600	$ 1.9	$ -	$ 1.9
Total	5,300	4,800	$ 15.7	$ 9.9	25.6
Competency/Online High School Diploma	5,000	5,000	$ 10.0	$ -	$ 10.0
Total	24,800	21,100	$ 96.60	$ 52.60	$ 149.20

Calculation of Costs:
1. GSA is $6,134 (2010-11) - $200 INCREASE FOR 2011-12 = $6,334
2. $6,334 (estimate 2011-12 GSA) X 75% attendance rate = $4,750 for GSA reimbursement.
3. RESP grant of $6,300--an increase of $300.

Appendix H (continued)

Program Year
2012 - 2013
Costs expressed in millions of dollars

Skills level	Numbers served	Openings	State Funds	GSA	Total Funds
1st - 4th					
Continuing	2,600	2,000	$ 12.9	$ 9.8	$ 22.7
New			$ -	$ -	$ -
Total	2,600	2,000	$ 12.9	$ 9.8	22.7
5th - 8th					
Continuing	3,400	2,500	$ 16.1	$ 12.2	$ 28.3
New			$ -	$ -	$ -
Total	3,400	2,500	$ 16.1	$ 12.2	28.3
9th - 12th					
Continuing	3,800	3,000	$ 19.3	$ 14.7	$ 34.0
New			$ -	$ -	$ -
Total	3,800	3,000	$ 19.3	$ 14.7	34
5th - 12th					
Continuing	4,700	3,800	$ 24.5	$ 18.6	$ 43.1
New			$ -	$ -	$ -
Total	4,700	3,800	$ 24.5	$ 18.6	43.1
Evening					
Continuing	5,300	4,800	$ 16.3	$ 11.7	$ 28.0
New			$ -	$ -	$ -
Total	5,300	4,800	$ 16.3	$ 11.7	28
Competency/Online High School Diploma	5,000	5000	$ 10.0	$ -	$ 10.0
Total	24,800	21,100	$ 99.10	$ 67.00	$ 166.10

Calculation of Costs:
1. GSA is $6,334 (2011-12) - $200 INCREASE FOR 2012-13 = $6,534
2. $6,534 (estimate 2012-13 GSA) X 75% attendance rate = $4,900 for GSA reimbursement.
3. RESP grant of $6,450--an increase of $150.

OFFICE OF THE GOVERNOR **NEWS**

ROD R. BLAGOJEVICH - GOVERNOR

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Governor Blagojevich launches task force to focus on re-enrolling high school dropouts

Efforts will focus on continuing Illinois progress in reducing dropout rates and increasing graduation rates

SPRINGFIELD – Governor Rod R. Blagojevich today announced a new task force to focus on re-enrolling students who have dropped out of high school. Research shows that high school graduates earn more than $9,000 more a year than high school dropouts. Dropouts are also three and a half times more likely than high school graduates to be arrested in their lifetime.

The new task force brings together advocates, educators, legislators and state agencies to build on the Governor's ongoing efforts to keep kids in school and re-enroll those who drop out. Last year, the dropout rate for Illinois students showed the greatest one-year improvement since 1994, the year the State began tracking this information.

The creation of this task force builds on increased support for efforts to re-enroll, teach and graduate students across Illinois. In the current fiscal year, Gov. Blagojevich's budget includes $18.1 million for the Illinois State Board of Education's (ISBE) Truant Alternative and Optional Education Program, and $18.5 million for the Regional Safe Schools program – a $500,000 increase in both programs over the previous fiscal year. The budget includes an additional $24 million to fund after school programs at schools throughout the state.

"Two years ago, I signed legislation raising the drop out age from 16 to 17. That law has helped, but we need to do more," said Gov. Blagojevich. "We need to find new ways to give at-risk kids the help they need, so they stay in school, graduate, and go on to bigger and better things."

Sponsored by state Representative Calvin Giles (D-Chicago) and state Senator Kimberly A. Lightford (D-Maywood), House Joint Resolution 87 establishes the Task Force on Re-enrolling Students Who Dropped Out of School. The task force will examine research and existing

- more -

policies to develop ways to re-enroll, teach and graduate students who left school before earning a high school diploma. The task force is made up of public representatives and legislators along with individuals from the Governor's Office; the Illinois State Board of Education; the Departments of Human Services, Children and Family Services, and Commerce and Economic Opportunity; and the Illinois Community College Board. State Board of Education Chairman Jesse H. Ruiz will chair the task force, which plans to hold a series of meetings throughout Illinois.

"This task force will address one of the biggest challenges in our schools today," said State Board of Education Chairman Jesse H. Ruiz. "By bringing together educators, business and government leaders along with representatives from the state's human service agencies, we will be able to look at the issue in detail and make new recommendations for ways to address this problem that affects the entire state. We are grateful to Representative Giles, Senator Lightford and Governor Blagojevich for bringing together this group to address this very serious issue."

"Out-of-school youth," Sen. Lightford added, "should be supported and encouraged in a positive way—as young people who want to re-enroll back in school."

"We believe this is a great opportunity to address a problem that has impacted our communities for years," said task force member state Senator Carol Ronen (D-Chicago). "Illinois is in a position to develop real solutions on this issue, and we must support the many young people who want to re-enroll in school."

The dropout rate for Illinois students last year showed the greatest one-year improvement since 1994, the year the State began tracking this information. As the dropout rate dropped to an all-time low of 4.0 percent, the graduation rate increased to 87.4 percent, the highest rate in the State's history.

Research conducted by Northeastern University shows 174,168 Illinois youth ages 16 to 24 and 98,908 youth ages 16 to 21 have not graduated from high school and are out of school. The majority of these dropouts are from low-income areas of the state.

The benefit to the individual student includes increased wages. Students without a high school diploma earning $516,000 less over their lifetimes than people who have a high school diploma and some college education.

Reducing dropout rates and re-enrolling students brings benefits to the entire state as well. With Illinois employers experiencing a shortage of skilled workers, re-enrolled students could provide the additional workers necessary to meet the needs of Illinois' economy and Illinois' businesses. The benefit to Illinois taxpayers is $312,000 over the lifetime of a re-enrolled student who returns to school and earns a high school diploma in terms of that person paying more taxes and reducing costs for welfare services, mental health and other dependency services, and being less likely to enter prison or incur other costs related to crime.

The National Dropout Prevention Center/Network (NDPC/N) reports alarming statistics showing the effects that dropping out of high school have on the economy, crime, literacy and health.

Economy
Each year's class of dropouts will cost the country over $200 billion during their lifetimes in lost earnings and unrealized tax revenue. The estimated tax revenue loss from every male between the ages of 25 and 34 who did not complete high school would be approximately $944 billion, with cost increases to public welfare and crime at $24 billion. Nationally, students from low-income families have a dropout rate of 10 percent, with middle income families 5.2%, and high income families 1.6 percent.

Personal Income and Employment
High school graduates earn an average of $9,245 more per year than high school dropouts. Between October 2001 and October 2002, about 400,000 persons dropped out of high school. The unemployment rate for this group was 29.8 %—almost 13 percentage points higher than the unemployment rate for recent high school graduates who were not enrolled in college. In today's workplace, only 40 percent of adults who dropped out of high school are employed, compared to 60 percent of adults who completed high school, and 80 percent for those with a bachelor's degree. Employment projections show that jobs requiring only a high school degree will grow by just 9 percent by the year 2008; while those requiring a bachelor's degree will grow by 25 percent.

Crime
High school dropouts are three and a half times more likely than high school graduates to be arrested in their lifetime, with 75 percent of America's state prison inmates and 59 percent of the country's federal prison inmates being high school dropouts.

The Alliance for Excellent Education (AEE) found that efforts to decrease dropout rates yield dramatic results, showing that a one percent increase in high school graduation rates would save approximately $1.4 billion in incarceration costs, or about $2,100 per each male high school graduate. Their study further found that a one year increase in average education levels would reduce arrest rates by 11 percent.

Health
AEE's research also found serious health concerns related to dropping out of high school, with the U.S. death rate for those with fewer than 12 years of education 2.5 times higher than the rate of those with 13 or more years of education (alliance for Excellent Education, 2003b).

The Illinois State Board of Education will facilitate the task force, which will hold public hearings throughout the Illinois to discuss the impact of students who have left school without a high school diploma on various regions of the state and to compare Illinois data with other states in the region and across the country. The task force meets for the first time tomorrow.

The individuals named to the task force include:
- Jack Wuest, Alternative Schools Network
- Sheila Venson, Youth Connections Charter School
- Bradley Cox, Illinois Association of School Administrators
- Elaine Parker, John A. Logan College

- Michael Bartlett, Illinois Association of School Boards
- Mary McDonald, Illinois Education Association
- Ronald Ragsdale, Illinois Federation of Teachers
- Bill Leavy, Greater Westtown Community Development Corporation
- Arne Duncan, Chicago Public Schools
- Alderman Pat O'Connor, Chicago City Council Education Committee
- Jesse H. Ruiz, State Board of Education (Task Force Chairman)
- Senator Carol Ronen
- Senator Kimberly A. Lightford
- Representative Linda Chapa la Via
- Representative Monique Davis
- Senator Dan Cronin
- Senator Todd Sieben
- Representative Jerry Mitchell
- Representative Suzanne Bassi
- Ginger Ostro, Office of Governor Blagojevich
- Sally Veach, Illinois State Board of Education, Accountability Division
- Karrie Rueter, Illinois Department of Human Services
- Cynthia Moreno, Illinois Department of Child and Family Services
- Therese McMahon, Illinois Department of Commerce and Economic Opportunity, Bureau of Workforce Development
- Jeff May, Illinois Community College Board

The task force will issue an interim report to the Governor and the General Assembly by January 10, 2007 and will complete its work by making final recommendations to the Governor and the General Assembly by January 10, 2008.

# # #

STATEWIDE "TASK FORCE ON RE-ENROLLING STUDENTS WHO DROPPED OUT OF SCHOOL"

The ***"Statewide Task Force on Re-Enrolling Students Who Dropped Out of School"*** will be launched on Tuesday, October 3, 2006. The Task Force will bring together representatives from the Governor's office, five state agencies, state legislators and other public officials, and community-based organizations that work closely with youth.

Overview

School districts in Illinois have reported to the Illinois State Board of Education, the following statewide dropout numbers for the indicated schools years:

2001-2002:	**36,373 dropouts in Illinois**
2002-2003:	**34,370 dropouts in Illinois**
2003-2004:	**32,445 dropouts in Illinois**
2004-2005:	**27,386 dropouts in Illinois**

As projected, using this Illinois State Board of Education data, the total number of 14 to 20 year old dropouts in Illinois in any given year would be at least 130,000.

Youth In The U.S., Illinois, And Chicago: A Statistical Portrait Of Youth Who Were Dropouts Or Out Of School In April Of 2000 - All data comes from the 2000 U.S. Census

Data from the 2000 Census shows the extent of this crisis in Chicago, Illinois, and across the country:

In the U.S. 1 out of every 7 youth (16 – 24) is a high school dropout.
In the U.S. 1 out of every 11 White Youth (16 - 24) is a high school dropout.
In the U.S. nearly 1 out of every 3 Hispanic youth (16 - 24) is a high school dropout.
In the U.S. 1 out of every 6 Black youth (16 - 24) is a high school dropout.

In Illinois 1 out of every 7 youth (16 – 24) is a high school dropout.
In Illinois 1 out of every 14 White youth (16 - 24) is a high school dropout.
In Illinois 1 out of every 3 Hispanic youth (16 - 24) is a high school dropout.
In Illinois nearly 1 out of every 5 Black youth (16 – 24) is a high school dropout.

In Chicago 1 out of every 5 youth (16 – 24) is a high school dropout.
In Chicago 1 out of every 17 White youth (16 - 24) is a high school dropout.
In Chicago 1 out of every 3 Hispanic youth (16 - 24) is a high school dropout.
In Chicago 1 out of every 5 Black youth (16 - 24) is a high school dropout.

Detailed Summary

- **4,791,991 youth in the U.S. were dropouts (ages 16 - 24) – 14 % of the total age group, which means 1 of every 7 youth, is a high school dropout.**

- 1,869,765 were Hispanic, which is 39 % of all of the dropouts in U.S. for this age group. Hispanic youth for this population comprised 17% of the total population for this age group.

- 1,878,233 were White, which is 44% of all of the dropouts in U.S. for this age group. White youth for this population comprised 62% for the total population for this age group.

- 808,448 were Black, which is 17% of all of the dropouts in U.S. for this age group. Black youth for this population comprised 14% for the total population for this age group.

➢ **210,193 youth in Illinois were dropouts (ages 16 - 24) – 14% of the total age group, which means 1 of every 7 youth, is a high school dropout.**

- 94,134 were Hispanic, which is 45% of all of the dropouts in Illinois for this age group. Hispanic youth for this population comprised 17% of the total population for this age group.

- 63,221 were White, which is 30% of all of the dropouts in Illinois for this age group. White youth for this population comprised 60% of the total population for this age group.

- 48,105 were Black, which is 23 % of all of the dropouts in Illinois for this age group. Black youth for this population comprised 17% for the total population for this age group.

➢ **78,944 youth in the Chicago were dropouts (ages 16 - 24) - 20% of the total age group, which means 1 of every 5 youth, is a high school dropout.**

- 43,925 were Hispanic, which is 56% of all of the dropouts in Chicago for this age group. Hispanic youth for this population comprised 34% of the total population for this age group.

- 27,977 were Black, which is 33% of all of the dropouts in Chicago for this age group. Black youth for this population comprised 35% for the total population for this age group.

- 5,679 were White, which is 7% of all of the dropouts in Chicago for this age group. White youth for this population comprised 25% of the total population for this age group.

Research and Proven Successful Approaches To Re-Enroll, Educate and Graduate Out of School Students

Illinois has strong, effective model programs that successfully re-enroll and graduate out of school students.

- The Illinois State Board of Education Truants Alternative Optional Education Program since 1986 has supported successful programs re-enrolling and graduating out of school youth.

- The Alternative Schools Network in Chicago, since 1975 has operated various programs that successfully re-enroll and graduate out of school youth.

- The Youth Connections Charter School in Chicago, operating since 1997 has 2800 openings for re-enrolled students in 24 small school sites across Chicago. Last year over 900 re-enrolled students graduated through this program through YCCS.

Listed below are key points for developing high performance schools for re-enrolled students based upon 30 years of successful program experience and research.

A. Programs are small (50 to 150) At A Separate School Site That Is Site Governed And Administered With A Distinct Identity.

- **Small School Size (50 to 150) -** with small, personalized classes, and a unified and common **focus** for the entire school, with personalized and comprehensive programming.

- **Local, Separate School Site With Local Decision Making** on program and budget issues

- **Specific Performance - Based Goals And Outcomes** measuring enrollment, attendance, skills, credits, graduations, and transition to college, training or employment as well as other competency based measures,

B. Strong Leadership Is Provided By The Principal/Director that builds high teacher and staff expectations for student success. Teachers and staff have high expectations for student, knowledge of and experience of effective teaching methods, and a high level of commitment supporting student success.

- **Strong, Experienced Principal And Experienced, Competent Teaching Staff** who have high expectations for every student to learn deeply and broadly.

- **Respect And Responsibility Are Key Values For Everyone Involved With The School** – staff, students, parents, and community residence.

- **Continuous Staff Training** with time for staff to plan and collaborate.

C. Students Choose to Attend and a positive peer culture develops in a family atmosphere built on a cooperative effort to succeed.

- **Students are there by their over choice**.
- **A positive peer culture develops** and students support program goals.
- **A family atmosphere is developed**, and students engage in a cooperative effort to help one another achieve and succeed.

D. Comprehensive Long-Term Program Combines Education, Employment, Skill T raining And Other Needed Support Services. There are high program standards and expectations for student learning; work experience and learning are integrated, students have the opportunity to earn a high school diploma, find a decent paying job, go to college, or get advanced skill training.

- **Per Student Funding Close to the average 2005-06 operating cost of $12,300** for Illinois secondary schools.
- **Comprehensive Program Focus** combining education, employment and support services.
- **Employment And Internship Programs -** School year, after-school and summer school programs that link internships, work and learning.
- **Small Teams Of Students Supported By Full Time, Paid Mentors** who worked to retain and graduate students
- **High Expectations For Students To Learn Both Broadly And Deeply** linked to the highest state standards.
- **Have A Comprehensive High Technology Learning Center** providing high speed internet access and a broad based, highly sophisticated curriculum focusing on academic and world of work subject areas,
- **Students Learn Actively Through Study And Action.**
- **Summer Program Combining School and Work**