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ABSTRACT

The New Horizons Program of the Des Moines (Iowa) Public Schools provides supportive services such as counseling, attendance monitoring, career-related instruction, work experience, and coordination with community agencies to dropout-prone students and their families to improve academic achievement and increase the graduation rate. Work experience, a major component of the program, helps students focus on learning for a purpose and see the connection between what they learn and the application of that knowledge. Funding for the New Horizons Program comes from a variety of sources. Approximately 46% of the funding comes from outside the school district. The total amount budgeted during fiscal year 1996 was \$2,349,816. Staff development is an important part of the New Horizons effort. Services provided by New Horizons encourage and motivate approximately 1,400 students who are at risk of dropping out to stay in school and improve their attendance and school achievement. The program has offered quality services for 29 years. Many New Horizons students have consistently better attendance and lower dropout rates than other Des Moines Public School students even though they were selected for participation in New Horizons because of their poor attendance, low school achievement, and potential for dropping out. Over the last 5 years, New Horizons has consistently met the majority of its objectives including those pertaining to attendance rates, the dropout rate, and the number of placements of students in work experience activities. Future plans for the program, including the integration of the School-Based Youth Services Project for multilevel services, are discussed. (Contains four figures and one chart of program objectives.) (SLD)

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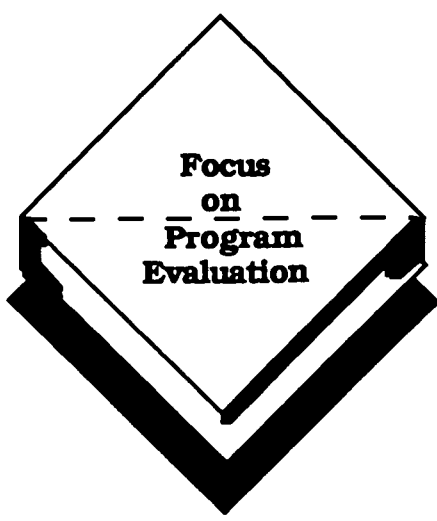
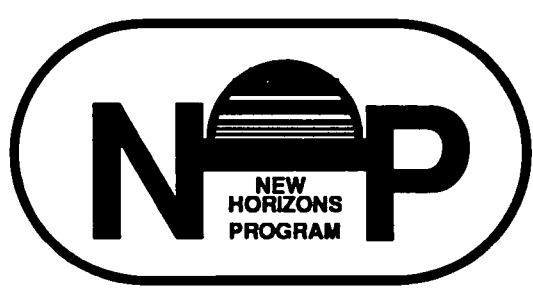
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Des Moines Independent Community School District
1800 Grand Avenue
Des Moines, Iowa 50309-3399

ED 422 418

Planning/Evaluation Report
for
1996-97
New Horizons Program

Dr. Ronald Sallade
Supervisor



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Des Moines, Iowa 50309-3399

October, 1997

New Horizons Program Evaluation Abstract

CONTEXT EVALUATION

The New Horizons Program provides supportive services such as counseling, attendance monitoring, career related instruction, work experience, and coordination with community agencies to dropout-prone students and their families in order to improve students' school achievement and increase their graduation rate. Program services make it possible for students who have low academic interest and who are economically disadvantaged to stay in school, to become consistent in their attendance, and to improve their school achievement. Work experience, a major component of the program, helps students focus on learning for a purpose--to see the connection between what they are being asked to learn in school and the application of that knowledge in the world of work.

INPUT EVALUATION

Funding for the New Horizons Program comes from a variety of sources. During fiscal year 1996, 11 funding sources supported the program with approximately 46 percent of the funds derived from sources outside the district. The total amount budgeted during fiscal year 1996 was \$2,349,816.

Staffing costs for the New Horizons Program were budgeted at \$1,174,460. Youth wages comprised \$270,349 of the budget, and benefits on all salaries and wages were \$330,396. Instructional materials and staff development costs (\$22,317), program supplies and materials, equipment used in providing services to the elderly, conducting special projects in the community and office materials and equipment comprised a total of \$168,958. Staff development activities for New Horizons staff was budgeted at \$15,354 and instructional materials in support of the New Horizons Program were budgeted at \$6,963. Student enrichment incentives for program enrollees comprised \$8,900 of the budget and telephone costs for the New Horizons Program were budgeted at \$8,053. Travel and reimbursement for staff mileage were budgeted at \$43,898.

PROCESS EVALUATION

The responsibility of the Supervisor of the New Horizons Program is to provide leadership which will maintain the integrity of the program's mission and provide management in order for the program to operate in an effective and efficient manner. The Supervisor of the New Horizons Program reports to the Executive Director of Middle and High School Programs and directly supervises the following staff who are officed at 1800 Grand: Grant Specialist, Program Assistant, Program Services Coordinator, Private Sector/Apprenticeship Coordinator, Assistant for Home Repair/Chore Service Programs, four home repair/ chore service staff, three secretarial/clerical staff, one Grant Researcher, and one Grant Writer. In addition, the Supervisor has a consultative relationship with five New Horizons advisors assigned to each of the high schools, two advisors assigned to each alternative high school, two and one-half School Within a School work experience staff, and two Home Remodeling Project instructors at East High and Central Campus. During the summer, the Supervisor directs the work of 11 counselors, and one Iowa Conservation Corps Camp Director. In addition, the New Horizons Supervisor directs the work of the SUCCESS Program Manager and has a consultative relationship with 25 SUCCESS Program case managers.

New Horizons staff have been provided on-going staff development experiences which relate to the diverse needs of the youth and families whom they serve. In 1996-97 these staff development activities were provided: Cultural Diversity, 1996-97 "2 Easy" Computer Update, New Horizons Objectives, Review of Staff Notebook, Time Management Training, Hispanic Resource Center, Total Quality Management Vision Reports, Seven Norms of Collaboration and the Six Thinking Hats, School-to-Work: Defining Your Role, Making Connections Database and Employer Recruitment, Update on STW Feeder Pattern Progress, Stress Management, New Horizons Summer Program, JTPA Summer Youth Programming, and Harold Smith Youth Service Awards.

New Horizons has utilized technology by providing computers at each building and computer classes in Filemaker Pro and the Guidance Information System. The use of computer technology has assisted in better organization of student data information and more creative curriculum for personal, social, career, and life skills development.

PRODUCT EVALUATION

In response to the needs of youth at risk in Des Moines, the New Horizons Program provides youth a variety of experiences and programs, both academic and vocational, which make it possible for youth to stay in school, to become more consistent in their attendance, and to improve their school achievement. The services provided by the New Horizons Program encourage and motivate approximately 1,400 students who are at risk of dropping out of school to stay in school and improve their attendance and school achievement. The goal of the program is to provide supportive services to youth to ensure that they graduate. These services do not supplant other educational services provided to students at risk, but supplement and reinforce them. Program services are offered through the following program components: Work Experience/Supportive Services, Home Remodeling Project, Home Repair/Chore Service, Private Sector Focus Project, Apprenticeship Project, and Summer Youth Employment Program.

The New Horizons Program has been successful in offering quality services for 29 years. The effectiveness of program services can best be assessed in relation to the numbers of program youth who attend school more consistently and graduate. Many New Horizons students have consistently better attendance and lower dropout rates than other Des Moines Public Schools students even though they were selected for participation in New Horizons because of their poor attendance, low school achievement, and potential for dropping out of school. Over the last five years, New Horizons has consistently met the majority of its objectives including those pertaining to attendance rates, the dropout rate, and the number of placements of students in work experience activities. Also, on-the-job experiences promote general employability skill development, i.e., consistency, punctuality, learning to work cooperatively with peers and supervisors, learning to work under supervision, develop a sense of capability, as well as skills unique to their work sites.

FUTURE PLANS

The New Horizons Program will continue to be responsive to the changing needs of youth and families at risk by actively improving services and structures which involve the entire community:

- personal, vocational, and educational counseling as well as attendance monitoring
- career related instruction
- work experience placement and coordination
- outreach to dropouts
- improvement of housing stock through home remodeling, lawn maintenance, as well as home repair/chore services
- intensive case management and comprehensive coordination of services to students/families at high risk, i.e., food, shelter, clothing, unconditional positive regard, advocacy, crisis intervention, and prevention strategies such as health services, counseling, employment connections
- community-wide collaborations providing services to children, youth, and families at high risk

In relation to the challenges we are facing, the district has integrated the School-Based Youth Services Project, formerly funded for four years through the Department of Education, to provide multi-level services which will more comprehensively meet the needs of high-risk students and their families in a coordinated, timely and pro-active fashion within the school setting. The SUCCESS Program, will continue at Edmunds, Findley, King, Longfellow, Lucas, McKinley, and Moulton Elementary Schools, Harding and Hiatt Middle Schools, North and East High Schools, as well as the two alternative high schools. The SUCCESS Program is being evaluated in a separate report.

A copy of the complete report is available upon request from the Department of School Improvement, Des Moines Independent Community School District, 1800 Grand Avenue, Des Moines, Iowa 50309-3399. Telephone: 515/242-7836. All evaluation reports are submitted to the Educational Resources Information Center (ERIC) and Educational Research Service (ERS).

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DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT
DES MOINES, IOWA

MISSION STATEMENTS

DISTRICT MISSION STATEMENT

"The Des Moines Independent Community School District will provide a quality educational program to a diverse community of students where all are expected to learn."

NEW HORIZONS PROGRAM MISSION STATEMENT

"The New Horizons Program of the Des Moines Public Schools will provide supportive services including counseling, work experience, and coordination with community agencies to meet the needs of a selected population of students and their families to improve life skills, school achievement, graduation rates, and visions of their futures."

CONTEXT EVALUATION

History

The New Horizons Program provides instructional and supportive services which make it possible for dropout-prone students to stay in school, to become more consistent in their attendance, and to improve their school achievement. These supportive services include counseling, attendance monitoring, career related instruction, coordination with human services, and work experience placement. Changing demands of the labor market for entry-level workers have made it increasingly more important to provide youth with experiences and services which empower them in their transition from school to work. Work experience, a major component of the program, helps students focus on learning for a purpose--to see the connection between what they are being asked to learn in school and the application of that knowledge in the world of work. Also, on-the-job experiences promote general employability skill development, i.e., consistency, punctuality, learning to work cooperatively with peers and supervisors, learning to work under supervision, develop a sense of capability, as well as the development of skills unique to their work sites.

The New Horizons Program has been successful in offering quality services for 29 years with approximately 46 percent of the program budget derived from sources outside of the district. The effectiveness of program services can best be assessed in relation to the numbers of program youth who attend school more consistently and graduate. Most New Horizons students have consistently better attendance and lower dropout rates than other Des Moines Public Schools students even though they were selected for participation in New Horizons because of their poor attendance, low school achievement, and potential for dropping out of school.

Policies, Standards, and Regulations

Services provided by the New Horizons Program are a part of the district's overall plan to meet the State Standard for Students At Risk. The State Standard is as follows (12.5 [13] Provision for At-Risk Students):

"The board shall have a plan to identify and provide special assistance to students who have difficulty mastering the language, academic, cultural, and social skills necessary to reach the educational levels of which they are capable. The plan shall accommodate students whose aspirations and achievement may be negatively affected by stereotypes linked to race, national origin, language background, gender, income, family status, parental status, and disability.

"The plan shall include strategies for identifying at-risk students and objectives for providing support services to at-risk students. These objectives shall be translated into performance objectives for all school personnel. The plan shall also include provisions for in-service training for school personnel; strategies and activities for involving and working with parents; provisions for monitoring the behavioral, social and academic improvements of at-risk students; provisions for appropriate counseling services; strategies for coordinating school programs and community-based support services; and maintenance of integrated educational environments in compliance with federal and state nondiscrimination legislation."

Current Program Description

In response to the needs of youth at risk in Des Moines, the New Horizons Program provides youth a variety of experiences and programs, both academic and vocational, which make it possible for youth to stay in school, to become more consistent in their attendance, and to improve their school achievement. The services provided by the New Horizons Program encourage and motivate approximately 1,400 students who are at risk of dropping out of school to stay in school and improve their attendance and school achievement. The major goal of the program is to provide supportive services to youth to ensure that they graduate. These services do not supplant other educational services provided to students at risk, but supplement and reinforce them. Program services are offered through the following program components:

- Supportive Services/Work Experience:** provided to 523 dropout-prone New Horizons students and 162 School Within A School (SWS) students in the five comprehensive high schools, at Harding Middle School, and two alternative high schools, seven New Horizons advisors and 2.5 SWS advisors; includes supportive services such as vocational and personal counseling, attendance monitoring, career related instruction, job development and placement, work experience monitoring, enrichment activities, and staff

consultation. An additional 40 students enrolled in various educational programs, i.e., district special education programs, alternative high schools, Youth At Risk Consortium, were provided subsidized work experience services.

- Home Remodeling Project:** funded through City of Des Moines Community Development Block Grant, (CDBG), Vocational Education funds and district funds; is provided to approximately 50 students at East High and Central Campus, with one instructor at each school; includes "hands-on" instruction in home renovation and remodeling and exploration in building trades.
- Home Repair/Chore Service:** funded through a combination of City of Des Moines Community Development Block Grant funds, CrossRoads of Iowa Area Agency on Aging, Inc., Title III and State Elderly Services funds, Mid-Iowa Health Foundation, and the district general funds; four home repair/chore staff and 30 student workers provided minor home repair and chore services to the elderly, handicapped and clients under 60 who meet income guidelines of Des Moines. In 1996, 1,154 different clients were provided services.
- Private Sector Focus Project:** offered to all program enrollees; the Private Sector/Apprenticeship Coordinator includes job development and placement in semi-skilled jobs in the private sector; seeks long-term commitment of private sector employers; 42 youth were placed in private sector jobs through this component.
- Apprenticeship Project:** apprenticeship opportunities are developed for high school seniors on a part-time basis while in school that have the potential of leading to full-time employment upon graduation; provides guidance and leadership to youth wishing to become skilled in their chosen trade; sponsored jointly by the Des Moines Public Schools and the Federal Bureau of Apprenticeship and Training.
- School Within A School (SWS) Work Experience Component:** offered at the five comprehensive high schools; includes career related instruction, supportive services, staff consultation, job development and placement, and work experience monitoring to 162 youth enrolled in SWS; cooperatively managed with SWS Coordinator.
- Summer Youth Employment Program:** funded through City of Des Moines CDBG, private sector employers, Iowa Conservation Corps, Iowa Health System, and United Way Prairie Meadows, provided to 705 economically disadvantaged, dropout-prone youth aged 14 through 21; includes paid work experience, supportive vocational and personal counseling, and career related seminars which emphasize occupational opportunities in central Iowa and current labor market information. The summer program components with 9 counselors include: Summer Horizons Private Sector Project, Iowa Conservation Corps/Summer Component, Neighborhood Improvement Project, Home Repair/Chore Service, Iowa Health System Neighbors Youth Mentoring Project, Learning Connections, United Way/Prairie Meadows "Operation Summertime" Project.

Needs Addressed by the New Horizons Program

The Des Moines Public Schools serves a diverse population of students which includes many defeated, discouraged children and youth who come from fragile families. Tragically, there are growing numbers of these young people and families. According to the Iowa Department of Education, between 1983 and 1990, the number of child abuse cases found to have a basis in fact rose by 39 percent and foster care placements rose by 40 percent. Also, the number of Iowa children living in poverty has doubled during the last eight years: in 1987, one in five was poor, compared with one in ten in 1979.

In spite of the district's best efforts in providing instruction, including corrective and special programming instruction, many of these youth, at best, make marginal progress in mastering basic skills and becoming employable in an increasingly technological work place.

In most American families, children learn the significance of work primarily by example as parents model these values for their children. This is not the case, though, for many of the students served by the New Horizons Program. They need special advocates to help them prepare for work. Because many disadvantaged youth have not had models for work experience, they often have not developed the appropriate values related to productive

work and do not see the relationship between the amount of education one has, the amount of responsibility one has, and the amount of money that one earns.

High school students who benefit from positive, supervised work experience are more likely to graduate and have consistent employment during their adult lives. The transition from school to work is critical. The opportunity for early work experience empowers young people to become part of our economic system. Early work experience also facilitates the development of attitudes and skills necessary for success on the job and in their adult lives. For this targeted group for whom the transition would be difficult, vocationally oriented support services can provide the impetus for a productive and positive transition.

Goals and Objectives

The major goal of the New Horizons Program is to provide supportive services which will assist students in improving their school achievement and attendance rate in order to keep students in school until they graduate. Strategies utilized to reach this goal include individual counseling, attendance monitoring, home contacts and visits, career related instruction, and work experience. The New Horizons Program functions in support of school programs at Harding Middle School and East, Lincoln, North, Hoover, Roosevelt High Schools, and the two Alternative High Schools.

The overall goals and objectives and the supportive services of the New Horizons Program are in alignment with the district's mission statement and objectives and are designed to promote building objectives identified for the 1996-97 school year.

Improvements in Effectiveness

The New Horizons Program (NHP) has consistently met the majority of its program objectives including those related to attendance rates, dropout rates, and placement of students in work experience activities.

Objective	1996-97	1995-96	1994-1995
NHP attendance rate not more than 10% below that of all students at the same schools	NHP at 93.4% compared to 92.6% for all schools	NHP at 92.95% compared to 94.1% for all schools	NHP at 92.4% compared to 92.8% for all schools
Dropout rate will not exceed 5% of the rate for all students at the same schools	NHP dropout rate at 1.1% compared to 3.9% for all schools	NHP dropout rate at 0.5% compared to 3.4% for all schools	NHP dropout rate at 2.2% compared to 3.5% for all schools
Number of work experience placements	475 NHP placements 149 SWS placements	496 NHP placements 169 SWS placements	506 NHP placements 194 SWS placements

For 1996-97, the attendance rate for all New Horizons students was at 93.4% as compared to the attendance rate of all students in New Horizons Program schools at 92.6%. The dropout rate for New Horizons students was 1.1 percent compared to 3.9 percent for all high school students. Eighty-eight percent (475) of all New Horizons students were employed or provided volunteer services, and 94 percent (149) of all School Within A School students were employed or provided volunteer services. There were fewer placements in 1996-97 due to a reduction in subsidized funding and an increase in minimum wage from \$4.65 to \$4.75. There were 153 graduating New Horizons work experience students, 143 or 93% secured productive post-school activities in either unsubsidized employment or in continuing with their educational training.

Use of Committees

Three special committees provide input and make recommendations regarding the services of the New Horizons Program.

• **Youth At Risk Coalition:** In September, 1988, those involved in managing a variety of services to students at risk, including the New Horizons Program, began to regularly meet to review these programs' effectiveness and to assess how the district, in light of diminishing resources, can better meet the increasing numbers of needs of children, youth and their families who are living under circumstances which place them at high risk.



The Coalition developed the following definition of children and youth who are at risk: "Children and youth at risk are those whose success in school requires adaptation and modification of educational programs to provide the foundation for personally rewarding lives and to become self-sufficient, contributing, and productive citizens."

The Youth At Risk Coalition was created for the purpose of:

- making recommendations regarding the management of available program resources (time, staff, funds)
 - identifying overlaps and gaps in services
 - monitoring and analyzing the extent and trends of the student dropout rate
 - reviewing policies, procedures, and practices in K-12 programming in an effort to reduce student withdrawals in the upper grades
 - increasing collaborative activities among representatives of the community as well as district staff.
- Membership during the 1996-97 school year included representatives from United Way of Central Iowa, Polk County Department of Human Services, Child and Family Policy Center, 4-H Iowa State University Extension Service, National Council on Alcoholism, Iowa Juvenile Defenders Office, Heartland Area Educational Agency, Homes of Oakridge, Des Moines Police Department, and Child and Adolescent Guidance Center.

•**Children At Risk Planning Council:** The Children At Risk Planning Council is a community-wide effort convened by Community Focus, Inc., United Way of Central Iowa, and the Des Moines Public Schools. The mission of the Council is to:

- integrate human services planning efforts,
- provide for the exchange of information,
- develop common goals and strategies to address the needs of the increasing numbers of children and youth in the Des Moines community who are at high risk

The Council consists of a diverse group of approximately 60 members which includes community representatives as well as representatives from all of the major human service agencies in the county.

•**Career Vocational Advisory Committee:** The Career Vocational Advisory Committee is a district committee which has a membership of 32 individuals from various community agencies and school programs. The goals for the committee are as follows:

- develop an understanding of the existing and future district needs regarding middle and high school exploratory programs, vocational programs, career guidance programs and services
- review the current status and role of the program advisory committee for career and vocational programs
- review the current federal and state initiatives in vocational education
- review current and future articulation activities in skilled trades, post-secondary higher education, union apprenticeship, and job placement
- identify strategies and recommendations for improving and strengthening vocational programs, and career guidance services and activities

INPUT EVALUATION

1996-97 Budget and Sources of Revenue

Revenue to support the New Horizons Program comes from a variety of sources as indicated in the budget that follows:

Figure 1
1996-97 Budget According to Category

Category	Amount
Salaries*	\$ 1,174,460
Youth Wages	270,349
AmeriCorps Stipends	135,066
Benefits	330,396
Purchased Services (childcare, school tuition, contracted services for client/staff training, gas/electricity, taxes)	35,250
Supplies and Materials	168,958
Equipment	41,600
Telephone	8,053
Travel	43,898
In-Service	15,354
Student Incentives	8,900
Instructional Materials	6,963
Other (Drug Free Schools non-public schools budget, medical, dental, emergency expenses for clients, Family Support Center rent/utilities)	110,569
TOTAL	\$ 2,349,816

Figure 2
1996-97 Budget According to Source of Funding

Source	Amount
Des Moines Public Schools	\$ 598,589
Des Moines Public Schools (Instructional Support Levy)	716,795
City of Des Moines, Department of Community Services	293,319
Iowa Conservation Corps/In-School Component	53,685
Iowa Conservation Corps/Summer Component	22,000
AmeriCorps	240,802
Aging Resources, Inc.	39,739
Department of Education-Vocational Education	19,512
Mid-Iowa Health Foundation	10,000
Iowa Health System	16,509
Safe and Drug Free Schools and Communities Act Fund	338,866
TOTAL	\$ 2,349,816

*Positions reflected in the salaries line item are:

Supervisor	Assistant for Home Repair/ Chore Service Project
Assistant to the Supervisor	4 Home Repair/Chore Service staff
Program Services Coordinator	5 New Horizons Advisors assigned to each of the
Private Sector/Apprenticeship Coordinator	high schools
Grant Specialist	2 New Horizons Advisors the alternative high schools
Grant Writer	2 Home Remodeling Project instructors (East High and
Grant Researcher	Central Campus)
5 secretarial/clerical staff	11 Counselors who staff the Summer Youth Employment Program
	Iowa Conservation Corps Camp Director

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1996-97 Expenditure Information

New Horizons 1996-97 Expenditures According to Category Figure 3

Category	Amount
Salaries	\$1,102,801.57
Youth Wages	240,354.59
AmeriCorps Stipends	99,625.47
Benefits	293,392.44
Purchased Services	28,274.85
Supplies and Materials	165,490.21
Equipment	32,371.91
Telephone	6,979.04
Travel	34,049.61
In-Service **	3,177.29
Student Incentives	5,906.05
Instructional Materials	2,172.26
Other	98,776.74
TOTAL	\$ 2,113,372.03

New Horizons 1996-97 Expenditures According to Source of Funding Figure 4

Source	Amount
Des Moines Public Schools	\$ 593,399.43
Instructional Support Levy	647,413.81
City of Des Moines, Department of Housing and Community Services	293,319.00
Iowa Conservation Corps/In-School Component	53,685.00
Iowa Conservation Corps/Summer Component	22,000.00
AmeriCorps	192,216.06
Aging Resources, Inc.	39,739.00
Department of Education-Vocational Education	18,859.30
Mid-Iowa Health Foundation	10,000.00
Iowa Health System	26,704.29
Safe and Drug Free Schools and Communities	216,036.14
TOTAL	\$2,113,372.03

The budgetary entries shown in Figures 1, 2, 3, and 4 are provided by the New Horizons Program Supervisor and the Business and Finance office.

The New Horizons budget according to source of funding is based on the grant award provided during the most recent grantor's fiscal year. The expenditures may not be final, but they provide an indication of the program's costs during the 1996-97 school year.

The expenditures listed in Figures 3 and 4 are for the period of July 1, 1996, to June 30, 1997. Because some program components have a contract year that extended past June, not all the anticipated expenditures have occurred.

Materials and Equipment

Program staff have access to personal computers that were purchased with program funds. In addition, one lap top computer is available to use in a variety of locations to increase efficiency. The staff in the central office each have computers at their work stations. In total, the following equipment is available for use:

Answering Machine	5	TV/VCR	3
Camera		Fax Machine	1
Computers:		Copier	
Macintosh 5300	8	Lanier 6745	1
Laptop	9	Adding Machine	6
Classic 7500	3	Typewriters	
Macintosh SE	2	Royal	1
Keyboard	5	Smith Corona	1
Monitor	5	Dictaphone Machine	2
Modem	2	Electric Stapler	1
External Hard Drive	7	Electric Pencil Sharpener	2
Printer		Scanner	1
Lazer Jet	2		
Hewlett Packard	5		
Image Writer	1		

Community Resources Utilized

New Horizons has forged a positive working relationship with both the private and public sectors of the community. During the 1996-97 school year, approximately 283 entities (410 different job supervisors) supervised New Horizons students. In addition, the following are among the community agencies contributing resources and assistance to the New Horizons Program:

Aging Resources

Archie Brooks Center
Bidwell Riverside Community Center
Boys and Girls Club
Broadlawns Hospital
Callanan Middle School
Callanan Middle School
Central Sterile Processing
Children and Families of Iowa
City of Des Moines Department of Comm.
Community Focus
Creative Visions
Department of Human Services
Department of Social Services
Des Moines Area Community College
Des Moines Child & Adolescent Guidance Center, Inc.
Des Moines General Hospital
Des Moines Park and Recreation
Downtown Children's Center
Drake University
East High Cafeteria
Employee and Family Resources
Environmental Services
First Call for Help
Formative Years
Gingerbread Express
Glendale Cemetery
Greater Des Moines Chamber of Commerce Federation
Grubb YMCA
Heritage Manor of South Des Moines
Home Repair Chore Program

Home Repair Chore Program

Homes of Oakridge
Iowa Bureau of Refugee Services
Iowa Children's and Family Service
Iowa Department of Economic Development
Iowa Department of Employment Services - Work Force Center
Iowa Health System
Iowa Lutheran Hospital
Iowa State University Extension Services, Inc.
KUCB Radio
Lutheran Social Services
Mid City Vision
Mid-Iowa Health Foundation
National Council on Alcoholism
Park Ave Christian Daycare
Polk Co. Supplemental Center
Polk County Social Services Department
State Public Policy Group
Tiny Tot Family Outreach
United Way of Central Iowa
Urban Dreams
Veteran's Medical Center
Vocational Rehabilitation Center
Wallace Building
Wesley Acres
West side Athletic Club
Wilkie House, Inc.
Young Women's Resource Center
Youth Emergency Shelter Services

PROCESS EVALUATION

Work Flow Information

The responsibility of the Supervisor of the New Horizons Program is to: (1) provide leadership which will maintain the integrity of the program's mission, and (2) provide management in order for the program to operate as an effective and efficient program. The organizational tasks to be performed by the Supervisor of the New Horizons Program include planning, implementing, and evaluating the program components, as well as interacting with individuals and groups interested in program services and those providing program funding. The Supervisor is responsible for management of curriculum and instruction activities, personnel and fiscal resources, instructional support services and public relations, as well as maintaining positive working relationships with staff of the district and program funders.

The Program Specialist provides personnel and fiscal oversight of the program. The Program Services Coordinator provides administrative, curriculum, and monitoring support to the advisors and work experience coordinators. A Private Sector/ Apprenticeship Coordinator provides job development and placement for students in semi-skilled jobs in the private sector. The program has employed advisors who are assigned to each of the comprehensive high schools and Scavo and Casady Alternative High Schools. They provide supportive services and pre-employment and work experiences activities to potential dropouts and disadvantaged students.

Instructional Methods

The services of the New Horizons Program have been effective in improving attendance and keeping students in school until they graduate because they are based on the following innovative, organizing concepts:

- "Hands on" experiential learning--most learn best by doing.
- Individualized/personalized/self-directed learning--there should be less emphasis on doing things for youth and more emphasis on empowering youth to do more by and for themselves: youth setting their own goals, deciding how to reach these goals, and accepting the consequences of their own behavior.
- Career development activities--it is important that young people understand the profound impact that work has on peoples' lives such as how much money they make, where they live, the people they associate with, whether they work primarily with people, things, or ideas.
- Employability skill development--young people must be provided opportunities to learn healthy work attitudes such as consistency, punctuality, self-initiation, learning to work cooperatively, and developing ability to work under supervision.
- Life survival skill development--young people need opportunities to develop competency in financial planning, consumerism, and civic responsibilities to prepare for adult life.
- Specially selected empathetic and innovative staff--staff often must be able to provide more of a counseling approach to deal with feelings than a group instructional approach to deal with information.
- Family involvement--staff must understand and appreciate the profound impact that families and home life have on young people and be willing to visit homes and communicate with families.
- Broad-based community involvement and support--successful school-to-work programs need to involve parents, job supervisors, multi-funding support, advisory committees representing all segments of the community, as well as private sector linkages.

Current Year Goals/Objectives

New Horizons Program objectives are aligned with district and building mission statements and objectives. All program objectives are reviewed, monitored, and evaluated each year. District objectives for the 1996-97 school year which are reflected in New Horizons Program objectives include: 1) By 1999, the district will develop comprehensive, community-wide School-to-Work initiatives to prepare all students to enter and succeed in the changing workplace. 2) The district will provide a safe and orderly environment for students, staff, and parents as documented by 80 percent of responses to items on the Safe and Orderly Environment section of the School Climate Survey being "positive." 3) By the end of the 1999-2000 school year, the district withdrawal (dropout) rate for grades 6-12 will not exceed 2.5 percent. 4) By the year 2005, the district's plan for technology will be implemented to provide a system of support for teaching and learning and management services.

New Horizons Program objectives are developed for each component of the program and differentiated as administrative process, student performance, staff process, parent performance, or student process objectives. Administrative process objectives relate to the coordination of funding, and the definition of roles, objectives, and specific duties of all program personnel. Staff process objectives reflect such things as the assessment of student eligibility, provision of supportive services, and the numbers of households served through the Home Repair/Chore Service. The program objectives and the results of the evaluation of data related to each objective are contained in the Product Evaluation section of this report.

In-Service/Staff Development Efforts

Staff development efforts designed to augment staff understanding of the dysfunctioning family and a variety of other factors which contribute to students being at risk were presented at each of the monthly meetings during the 1996-97 school year. Specifically, the 1996-97 New Horizons Program staff development plan included the following goals:

1. To present current information concerning conditions and characteristics that place youth and families at high risk of not completing high school and of not becoming economically independent adults.
2. To increase staff awareness of effective strategies in serving youth at risk and their families.
3. To keep staff updated with information regarding program objectives.
4. To present staff with current information regarding school-to-work, such as work-based learning opportunities, current labor market trends, work safety, child labor laws, and training opportunities for youth.
5. To present current computer technology to increase quality and quantity of work.
6. To encourage advisor suggestions for staff development topics and guest speakers for monthly staff meetings.

In fulfillment of the above staff development goals, the following topics were presented and discussed with program staff at monthly staff meetings:

<u>Date</u>	<u>Presenter</u>	<u>Topic</u>
August 1996	Employee and Family Resources Karen Sullivan, Program Coordinator	Cultural Diversity 1996-97 "2 Easy" Computer Update New Horizons Objectives Review of Staff Notebook
September 1996	Georgianne Peterson Diane Stilley, Staff Development	Time Management Training
October 1996	Heather Murrell and Christine Burkett, Hispanic Educational Resources, Inc. Ron Sallade	Hispanic Resource Center TQM Vision Reports
November 1996	Diane Stilley, Staff Development	Seven Norms of Collaboration and the Six Thinking Hats
December 1996	Mary Darrow, Central Iowa Regional Planning Board	School-to-Work: Defining Your Role

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<u>Date</u>	<u>Presenter</u>	<u>Topic</u>
January 1997	Karen Sullivan	Making Connections Database and Employer Recruitment Update on STW Feeder Pattern Progress Review of Computer Program "2 Easy"
February 1997	Pat Busick, Employee Assistance Program	Stress Management
March 1997	Paula Rees Karen Sullivan	New Horizons Summer Program
April 1997	Central Iowa Employment Correction	JTPA Summer Youth Programming
May 1997	Patricia Boddy, Boddy Media Group	Harold Smith Youth Service Awards

In addition to the information presented at monthly staff meetings, staff members received memos throughout the school year regarding such topics as programmatic requirements, work safety, and training opportunities for youth and staff.

Professional Meetings/Conferences Attended by Various Staff Members:

1996 Prevention Symposium
American Association of School Administrators
AmeriCorps - Cluster Training
Building Capacity to Reach Children, Youth, and Families at Risk
Career Choices Curriculum Conference
Careers: Pathways to the Future
Central Iowa Regional Planning Board
Community Development Block Grant Contractors Meeting
Conference Without Walls
Corporation for National Service
Effective Schools Conference
Family Centered Practices Symposium
Filemaker Pro Training
Governors Youth Conference
Internet Training for Research
Iowa Apprenticeship Conference
Iowa Association of Alternative Educators Conference
Iowa Counseling Association
Jobs For the Future Conference
Leadership Skills Workshop
National Dropout Prevention Leadership Training
National School Conference
NDPC Summer Leadership Training
Office Personnel Seminar
Risky Business IX
Speak Out Youth - Heartland AEA
Summer School for Helping Professionals
Tech Prep Conference 1997
Training in Cyberspace
Youth At Risk Conference
Youth First Consortium

A total of 40 staff days away from the building/office were utilized in the above programs, meetings, and/or conferences.

Influence of Technology

The building staff are able to provide student access to the personal computer for career awareness, interest inventories, and career education and training information (Guidance Information Systems and Choices, for example). Advisors also utilize computer data bases to organize student data and services to students. A cumulative database assists advisors in tracking and recording student trends with regard to such things as attendance, truancies, and supportive services which ultimately provides staff more reflective time to be spent on counseling and direct supportive services to youth.

Starting with the second semester in January, 1996, staff began utilizing the Filemaker Pro "2 Easy" computer data system to increase data accuracy and alleviate paperwork. All student data is now recorded by the advisor at the school and transferred to the central office by disk. Future planning for the 1997-98 school year includes accessing the system over a shared computer network.

Technology has improved program effectiveness and accountability. Program data has improved both in accuracy and accessibility. All staff have received computer program training in the use of the personal computer. Staff utilize computers on a routine basis to increase both quality and quantity of work. In terms of seeking outside resources and funding, the use of computers has increased our ability to be responsive to requests for proposals on a timely basis and the ability to create quality proposals.

Management Systems for Monitoring

The New Horizons Program has a management system which is appropriate for monitoring program activities and outcomes. Staff involved in implementing programs are informed monthly in writing of their status in attaining individual objectives. In addition, at least once a quarter, each advisor meets with New Horizons management to discuss progress, problems, and emerging programmatic needs.

New Horizons student data are computerized to manage the information effectively and all the data to document objective attainment are submitted to the New Horizons Supervisor and maintained on file.

Due to the multiple funding sources contributing to the New Horizons budget, an activity and financial reporting system sufficient to report service numbers by type and financial expenditures by program is in place. Reports are prepared on a bi-weekly or monthly basis in keeping with the requirements of the funding source.

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PRODUCT EVALUATION

New Horizons Program objectives are developed for each component of the program and differentiated as administrative process, student performance, staff process, parent performance, or student process objectives. For ease in listing program objectives and their outcomes, all information regarding program objectives is contained in this section of this report.

Contributions to the District Mission

The New Horizons Program provides quality educational programming to youth at risk which makes it possible for them to become productive citizens. New Horizons Program services are designed to meet the special needs of the diverse population of students served in our district. Services encourage and motivate students who are at risk of dropping out of school to stay in school and improve their attendance and school achievement. The major goal of the program is to provide supportive services to youth to ensure that they graduate. These services do not supplant other educational services provided to students at risk, but supplement and reinforce them. The program has employed staff (advisors/coordinators) who are assigned to each of the comprehensive high schools, Harding Middle School, and two alternative high schools to provide the following quality programming to potential dropouts and disadvantaged students:

- Support services such as assessment, counseling, tutoring, career related instruction, home visitations, coordination with human service agencies, and work site coordination which are designed to improve selected students' school adjustment;
- A pre-employment/work experience or service learning activity designed to provide incentives for students to stay in school and complete their education and to improve their employability attitudes and skills primarily through paid work experience.

New Horizons advisors also help students become more successful in developing good attitudes toward themselves, learning, and employment as demonstrated by a one-to-one structured interview administered to students, Parent Questionnaires, and Job Supervisor's Rating Scale of students' on-the-job performance.

Program Strengths

The New Horizons Program has been successful in offering quality services for 29 years. The effectiveness of program services can best be assessed in relation to the numbers of program youth who attend school more consistently and graduate. Program performance objectives indicate that most New Horizons students have consistently better attendance and lower dropout rates than other Des Moines Public Schools students even though they were selected for participation in New Horizons because of their poor attendance, low school achievement, and potential for dropping out of school.

The combination of education, work experience, and supportive services offered by the New Horizons Program is significant in helping youth attend school more consistently. The attendance rate of New Horizons Program enrollees at the five high schools in 1996-97 was 93.4 percent as compared to the attendance rate for all students at their respective schools at 92.6 percent. The attendance rate for SWS work experience students was 93.2 percent as compared to the attendance rate for all students at each program school at 92.6 percent.

The program's success may also be reflected in the decreasing, overall school district dropout rate. The 1996-97 district dropout rate was 3.9 percent. The dropout rate for New Horizons high school students was 1.1 percent. The dropout rate for SWS work experience students was 1.8 percent, as compared to the dropout rate for all students in the program schools at 3.9 percent. These accomplishments in the areas of attendance and dropout rate are especially significant when one considers that the youth selected for services by the New Horizons Program have histories of excessive absenteeism and have characteristics which make them dropout prone.

A total of 705 youth participated in the 1997 Summer Youth Employment Program: 44 in the Neighborhood Improvement Project, 25 in the Iowa Conservation Corps/Summer Conservation Project, 601 in the Summer Horizons Private Sector Project with 555 placements, 24 Learning Connections Project, 9 in the Home Repair/Chore Service, 21 in the Iowa Methodist Mentoring Project, and 27 in the United Way "Operation Summertime." Of these youth, 370 earned one-half unit of elective high school credit.

Over the last five years, New Horizons has consistently met the majority of its objectives including attendance rates for New Horizons students not being more than 10 percent below that of all students at the same schools, the dropout rate not exceeding five percent of the rate for all students at the same schools, and the number of placements of students in work experience activities. Also, on-the-job experiences promote general employability skill development, such as consistency, punctuality, learning to work cooperatively with peers and supervisors, learning to work under supervision, as well as skills unique to specific work sites as indicated by job supervisors' rating scales. There were 153 graduating New Horizons students, 143 (93%) secured productive post-school activities in either unsubsidized employment or in continuing with their educational training.

Deficiencies

Beginning with the 1997-98 school year, the New Horizons Program will no longer have half-time work experience coordinators to work with School Within A School students due to budget reductions. New Horizons advisors will be serving these SWS students on a limited basis. Advisors are also providing leadership with the School to Work Initiative within their buildings and feeder patterns.

Awards, Citations, or Commendations Received

- New Horizons received 1 of 15 nationally funded competitive grants for the AmeriCorps Project.
- New Horizons was recognized for flood relief efforts by President Clinton both in St. Louis, Missouri and Washington, D.C.
- New Horizons was given the key to the City of West Des Moines for the flood relief efforts undertaken during the Flood of 1993.
- New Horizons was chosen to participate as one of 10 urban districts in the National School Reform Network to undertake a study of systemic school reform and restructuring in November, 1992.
- New Horizons was honored with the Excellence in Service Award at the Governor's Conference on Aging in May, 1992, for contributions to the improvement of the quality of life of Iowa's elders through use of CDBG and similar funds.
- New Horizons was one of two CDBG affiliated programs recognized with the National Community Development Week Award on May 16, 1992, by residents and staff associated with CDBG funding in Des Moines.
- New Horizons work experience strategies were recognized for replication to SWS by successfully competing in national competition with 852 school districts and was one of 29 programs awarded U.S. Department of Education funds in 1988.
- New Horizons received national recognition in 1987 from the National Community Development Association by being presented with the Audrey Nelson Community Development Achievement Award for exemplifying the key aspects of the Community Development Block Grant objectives.
- New Horizons was recognized nationally as an innovative program in 1982 when program staff testified before the Republican Research Committee's Task Force on Human Assistance and Support at a hearing in New York City regarding unemployment and successes with New Horizons.
- New Horizons received a \$330,000 grant from the Department of Labor in 1978 to offer a Community-Based Education Project which provided additional career development services to economically disadvantaged young people and included work experience and on-the-job training in the private sector.
- District staff and school board members visited Washington, D.C., in 1968, and initiated the Department of Labor's Work Experience/Career Exploration Program Exemption and was the first public school program to offer work experience to 14- and 15-year-olds.

- New Horizons was one of four programs in the State of Iowa selected to receive funding to provide a School-Based Youth Services Program, the SUCCESS Program, at Moulton, Harding and North, Alternative High School North and South.
- New Horizons was given the key to the City of Des Moines City Council for service to the citizens of Des Moines.
- New Horizons was one of five programs nationally to receive a grant from the Department of Health and Human Services to replicate the SUCCESS case management model at the Homes of Oakridge low income housing project.
- The Success By Six model for case management wrap-around services for prenatal through age six children and their families has been implemented through family resource centers at Moulton, Lucas, Findley and McKinley elementary schools.

Outcomes from Program Supervisor Objectives

The New Horizons Supervisor objectives and corresponding outcomes for 1996-97 are as follows:

1. Meet the organizational expectations of the board, staff, students, parents, program funders, and general citizenry by:
 - A. being visible and accessible
 - B. focusing program direction
 - C. being involved in day-to-day program activities
 - D. serving as Chair of the Youth At Risk Coalition
 - E. serving as staff to the Children At Risk Coalition

The New Horizons Supervisor:

- has frequent personal, face-to-face interactions with program staff and building principals
- provides "hands-on" management
- serves on several committees which provide visibility and accessibility, i.e., Business/Education Alliance, Polk County Decategorization Project, Even Start Advisory Council
- serves as co-staff of the Children At Risk Planning Council and its Executive Committee
- co-chairs the Youth At Risk Coalition
- spends approximately one-third of his time in the office

2. Provide leadership and management to program staff to maintain and increase where possible the level of attainment of program objectives by staff and students in the areas of attendance and dropout rate; and staff contacts with students, parents, and job supervisors for students enrolled in all components of the program by:
 - A. monitoring staff achievement of program objectives
 - B. communicating regularly with staff
 - C. evaluating staff achievement

Written reports are sent to program staff and their principals on a monthly basis which reflect staff progress to date on program objectives. The Supervisor assists buildings principals in the evaluation of building staff.

3. Plan and implement staff development activities which will focus on youth at risk by:
 - A. gathering information on the topic
 - B. conferring with staff regarding the issue
 - C. providing staff development activities
 - D. consulting with staff regarding including a goal or objective in their professional growth plan which relates to youth at risk

In-service/staff development activities of the program are described on pages 11 through 13 of this report.

4. Submit proposals to federal, state and private funding agencies for programming efforts for youth at risk by:
 - A. searching for alternative funding source(s)
 - B. preparing proposals for funding

During 1996-97, through collaboration with program staff and the Grant Consultant, funding proposals were written to and funded by the following sources:

Iowa Department of Education/Vocational Education
Iowa Department of Economic Development, Iowa Conservation Corps
Department of Community Services/City of Des Moines HUD Block Grant Funds
CrossRoads of Iowa Area Agency on Aging, Inc.
Mid-Iowa Health Foundation
Iowa Department of Education
Iowa Department of Public Health
U.S. Department of Health and Human Services
Iowa Department of Education - Drug Free Schools and Communication
Iowa Department of Education - Stewart B. McKinney Homeless Youth

5. Improve printed program information by:

- A. reviewing current printed materials
- B. re-writing materials as needed

During the 1996-97 school year, all program forms and informational materials were reviewed and, where appropriate, revised.

Survey Results

"Customer satisfaction" is demonstrated in three major assessments. First, a structured one-to-one interview is administered to approximately ten percent of the students enrolled in New Horizons, School Within A School Work Experience, Home Remodeling, Home Repair/Chore Service Project, and the summer Neighborhood Improvement Project. All of these students interviewed responded positively. Second, a locally-developed attitude scale is sent to parents and families of students enrolled in New Horizons, School Within A School Work Experience, and Neighborhood Improvement. The 53 parents (7 percent) who returned the survey, responded favorably to the program as a whole. One hundred percent of the persons served by the Home Repair/Chore Service Project indicated completion of and satisfaction with the service provided by signing and completing Home Repair/Chore Service Application for Service and Evaluation of Services. All of the surveys reflect clients' positive experiences with program services and are on file with the New Horizons Supervisor.

Summary of Observations by Supervisor

The New Horizons Program is effective in providing alternative education services which include special advocacy counseling, work experience coordination, enrichment activities, and career related instruction to students who are socially, academically, or economically disadvantaged. Many of the young people served by the program have long histories of poor school attendance and need an alternative to the traditional school program. Many of these young people are lacking in self confidence and need additional encouragement and support to stay in school and become more consistent in their school attendance. Therefore:

- Student attendance should continue to be emphasized.
- Program services need to continue to keep students in school.
- The Program Supervisor must continue to work with New Horizons staff and monitor their progress toward meeting program objectives--particularly in the area of job supervisors' ratings of students' work performance and employability attitudes.
- Career related instruction needs to continue to be strengthened and staff needs to continue to be encouraged to offer it on a weekly basis.
- Personal contacts with parents of New Horizons students will continue to be monitored and emphasized.

- Recognition of students must continue to be emphasized through certificates, awards, presentations at public meetings, and Harold Smith Youth Service Awards in May.
- Private sector employment activities need to continue to be developed.
- Apprenticeship opportunities need to continue to be developed.
- Program staff should continue to seek funding for the Home Repair/Chore Service and the Summer Youth Employment Program.
- Program staff must continue to seek subsidized funding for youth in the New Horizons Program.
- Program staff need to continue to develop innovative programming to address the emerging needs of students and families at risk.

Cost Versus Benefit

The work experience and supportive services offered to disadvantaged young people during the 1996-97 school year through the New Horizons Program have been critical in offering an educational alternative which helps young people make a smoother transition from school to work. Program experience tells us that a combination of school and work is significant in helping youth to attend school more, drop out less, and to make a successful transition from school to work. By offering an education that is more relevant, students who have low academic interests or who are economically disadvantaged are more inclined to stay in school and become more consistent in their attendance.

In addition to these direct benefits to youth and the indirect benefits of more successful youth making positive contributions to the total community, the organizations for which the youth performed work were greatly benefited as well. Six hundred and eighty youth were employed during the 1996-97 school year, for at least two hours daily. Calculating these hours at \$6.50, the average prevailing wage of an entry-level adult worker in our community, these hours worked would equate to a value of \$1,149,200 ($\$6.50 \times 2 \text{ daily hours} \times 5 \text{ days/week} \times 26 \text{ weeks} \times 680$). Compared to our work experience cost of \$239,865, clearly the benefit to the community far exceeds the investment made. In addition, comparing the daily costs of providing services to a resident of a public institution (December, 1995) such as Toledo, Eldora, Anamosa, or the Polk County Juvenile Home (Toledo State Juvenile Home, \$135 daily; Eldora Training School, \$129 daily; Anamosa Men's Reformatory, \$38 daily; Polk County Juvenile Home, \$165 daily) the investment of all subsidized funds in Iowa's youth (\$17.64 daily, based on a youth working three hours with 2.41 percent fringe benefits) is very prudent, worthwhile, and will pay incalculable dividends to all in our society.

The value and essence of the New Horizons Program can be summarized in the statement:

"Give me a fish and I eat for a day. Teach me to fish and I eat for a lifetime."

Outcome From New Horizons Objectives

The chart, New Horizons Program Objectives 1996-97, delineates program objectives and the performance outcomes and comments related to these objectives.

Objective	Outcomes	Was Objective Met?	Comments																															
A. Administrative Process Objectives																																		
1. New Horizons Supervisor will coordinate all funding activities		Yes																																
2. New Horizons Supervisor will define roles, objectives, and duties of New Horizons personnel		Yes																																
B. Work Experience/Supportive Services Component																																		
Student Performance																																		
1. Attendance rate of New Horizons and SWS students who complete the program will be not more than 10% below that of all students at the same school	The attendance rate for all New Horizons students, 93.4%, as compared to the attendance rate of all students in New Horizons Program schools, 92.6%.	Yes																																
2. Withdrawal rate will not exceed 5% of the rate for all students at the same school	<table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">Dropout Percentage</th> </tr> <tr> <th>NHP</th> <th>SWS</th> <th>School</th> </tr> </thead> <tbody> <tr> <td>East Hoover</td> <td>0.0</td> <td>4.3</td> <td>5.5</td> </tr> <tr> <td>Lincoln</td> <td>0.0</td> <td>0.0</td> <td>3.1</td> </tr> <tr> <td>North</td> <td>6.3</td> <td>0.0</td> <td>2.8</td> </tr> <tr> <td>Roosevelt</td> <td>0.0</td> <td>7.6</td> <td>4.5</td> </tr> <tr> <td>TOTAL</td> <td>0.0</td> <td>0.0</td> <td>3.8</td> </tr> <tr> <td></td> <td>1.1</td> <td>1.8</td> <td>3.9</td> </tr> </tbody> </table>		Dropout Percentage			NHP	SWS	School	East Hoover	0.0	4.3	5.5	Lincoln	0.0	0.0	3.1	North	6.3	0.0	2.8	Roosevelt	0.0	7.6	4.5	TOTAL	0.0	0.0	3.8		1.1	1.8	3.9	Yes	The dropout rate for New Horizons students was 1.1 percent compared to 3.9 percent for all high school students NH student dropout rate was lower than the school rate at all schools except Lincoln SWS student dropout rate was lower than the school rate at all schools except North
	Dropout Percentage																																	
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TOTAL	0.0	0.0	3.8																															
	1.1	1.8	3.9																															

Objective	Outcomes	Was Objective Met?	Comments
3. 90 percent of NHP and SWS work experience students shall achieve average or higher job supervisor ratings on work performance and employability attitudes	<p>NHP rated average or higher: work performance 98% employability attitudes 95%</p> <p>SWS rated average or higher: work performance 98% employability attitudes 94%</p>	Yes	
4. 75 percent or more of a sample of NHP and SWS students interviewed will respond positively to the program	<p>100% responded positively</p> <p>48 NHP students were interviewed</p> <p>18 SWS students were interviewed</p>	Yes	<p>NHP students were most positive about:</p> <ul style="list-style-type: none"> •wanting to stay in school until they graduate •having goals for their future and receiving assistance in developing career interests •feeling they can make decisions and solve problems better •knowing their advisor is helpful and interested in them <p>SWS students were most positive about:</p> <ul style="list-style-type: none"> •the interest their advisor showed in them and the help they received from their advisor •their attendance at work •wanting to do well in school
5. 70 percent of youth will demonstrate progress on their individually identified goals	<p>446 students met their goal</p> <p>114 needs improvement</p> <p>80% demonstrated progress on their individually identified goals</p>	Yes	
6. 70 percent of youth will demonstrate progress on personal and social development	<p>685 students (36%) made progress on their personal and social development</p> <p>93 students (89%) need improvement</p>	Yes	

Objective	Outcomes	Was Objective Met?	Comments
<p>7. 70 percent of youth will complete career and life skills development activities (including career awareness, career interest inventories, self awareness, work exploration, goal planning, skill building activities, and awareness of community and recreational resources)</p> <p>8. 85 percent of youth participating in the program who complete their high school education will have secured productive post-school activities in either unsubsidized employment or in continuing with their educational training</p> <p><u>Staff Process</u></p>	<p>97% demonstrated progress on their career life skills</p> <p>79% completed career and life skills development activities</p> <p>153 New Horizons and School Within A School youth completed their high school education</p> <p>143 or 93 percent secured productive post-school activities in either unsubsidized employment or in continuing with their educational training</p>	<p>Yes</p> <p>Yes</p>	<p>116 (92%) of the graduating New Horizons youth obtained productive post-school activities</p> <p>27 (100%) of the graduating School Within A School youth obtained productive post-school activities</p>
<p>1/5. Advisors will have at least one personal contact with 90% of parents or parent substitutes</p> <p>Advisors will make home visits to 70 percent of new students and 35 percent of previously enrolled students</p>	<p>Met or surpassed at each school</p> <p>Met or surpassed at each school</p> <p>Surpassed at each school</p>	<p>Yes</p>	<p>NHP: •97% of all families were contacted •81% of all new families were visited •91% of all previously enrolled were visited</p> <p>SWS: •97% of all families were contacted •87% of all new families were visited •80% of all previously enrolled were visited</p> <p>Total NHP contacts and visits: •1,478 personal contacts •534 home visits</p> <p>Total SWS contacts and visits •881 personal contacts •316 home visits</p>
<p>6. Advisors will have an average of one individual counseling session per month per student</p>	<p>Met at all program schools</p>	<p>Yes</p>	

Objective	Outcomes	Was Objective Met?	Comments																								
7. Advisors will have at least as many staff consultation sessions as they have students enrolled	Met at all program schools	Yes																									
8. NHP and SWS advisors will have at least as many vocational, career related and life skills instruction sessions as they have students enrolled in the program	<table border="1"> <thead> <tr> <th></th> <th>NHP</th> <th>SWS</th> </tr> </thead> <tbody> <tr> <td>East</td> <td>873</td> <td>247</td> </tr> <tr> <td>Hoover</td> <td>420</td> <td>150</td> </tr> <tr> <td>Lincoln:</td> <td>409</td> <td>227</td> </tr> <tr> <td>North:</td> <td>372</td> <td>136</td> </tr> <tr> <td>Roosevelt:</td> <td>241</td> <td>235</td> </tr> <tr> <td>AHS-N:</td> <td>435</td> <td>--</td> </tr> <tr> <td>AHS-S:</td> <td>511</td> <td>--</td> </tr> </tbody> </table>		NHP	SWS	East	873	247	Hoover	420	150	Lincoln:	409	227	North:	372	136	Roosevelt:	241	235	AHS-N:	435	--	AHS-S:	511	--	Yes	<p>A total of 3,261 sessions were held at NHP Program schools, averaging 465 sessions per school</p> <p>A total of 995 sessions were held at SWS Work Experience Component schools, averaging 199 sessions at each school</p>
	NHP	SWS																									
East	873	247																									
Hoover	420	150																									
Lincoln:	409	227																									
North:	372	136																									
Roosevelt:	241	235																									
AHS-N:	435	--																									
AHS-S:	511	--																									
9. Advisors will average twice as many contacts with job supervisor per month as there are students working: 50% will be on-site	NHP: Exceeded at all program schools SWS: Met or exceeded at all program schools	Yes																									
10. New Horizons advisors will communicate with appropriate community agencies as the need arises	Met at each school	Yes	Total NHP community agency contacts: 325 Total SWS community agency contacts: 78																								
11. New Horizons advisors will provide assistance to non-New Horizons students as the need arises	Met at each school	Yes	Total non-NHP student contacts: 2,518 Total non-SWS student contacts: 1,065																								
12. 80% of youth will have employment, work experience or volunteer service	88 percent of New Horizons students had employment, work exploration or volunteer service 94 percent of SWS students had employment, work exploration or volunteer service	Yes																									
<u>Parent Performance Objective</u>																											
1. Parents and/or parent substitutes of New Horizons students will respond positively to the services provided by the New Horizons Program	523 New Horizons and 162 SWS parent questionnaires were sent. Six percent were returned. Parents that returned the survey responded favorably to the program as a whole	Yes	The majority of the parents responding to the questionnaire were pleased with the program; however, the number responding was so small that one cannot generalize the findings to the total population																								

Objective	Outcomes	Was Objective Met?	Comments
C. Home Remodelling Project			
<u>Student Performance</u>			
1. Home Remodeling students will successfully achieve an average of 80% of teachers' objectives	Over 93.64% of objectives attained	Yes	
2. Home Remodeling students will exhibit a positive attitude toward the project by having an average attendance rate of no less than 80%	Average attendance rate East: 86.63% Central Campus: 85.1%	Yes	
3. 90% of Home Remodeling students will exhibit a positive attitude as evidenced by a positive score on an attitude survey	100% responded positively 9 East students interviewed 15 Central Campus students interviewed	Yes	Students responded most positively to: -staying in school until they graduate -making decisions and solving problems -having goals for the future -being absent from school less -being reliable on the job -feeling of having something important to do with their life time
D. Home Repair/Chore Service			
<u>Student Performance</u>			
1. 90 percent of Handyman/Chore students will receive average or higher supervisor ratings	97% were rated average or higher on work performance 100% rated average or higher on attitudes	Yes	

Objective	Outcomes	Was Objective Met?	Comments
2. 90% of Home Repair/Chore Service students will respond positively to the program	100 percent responded positively	Yes	17 students were interviewed Students responded most positively to: <ul style="list-style-type: none"> •having identified more goals for the future than before program participation •wanting to stay in school until graduation •having an advisor who was friendly and helpful •staying out of trouble in school and personal life
<u>Staff Process Objectives</u>			
1./3. Five home repair/chore staff will provide service to 930 households and will provide 16,400 units of service	1,140 households served 23,078 units of service	Yes	
E. Private Sector Focus Project			
<u>Staff Process</u>			
1/3. A minimum of 50 eligible youth will be identified, assessed, and enrolled	42 youth were enrolled	No	Private Sector Apprenticeship Project Coordinator terminated employment March, 1997
4. At least 50 semi-skilled work experience positions will be identified and maintained	42 youth enrolled in the Private Sector Focus Project with 40 different job supervisors at 34 businesses in semi-skilled positions.	No	
F. Apprenticeship Project			
<u>Staff Process</u>			
1/2. Students will be identified, assessed, and enrolled as they express interest	3 students enrolled as apprentices	Yes	

Objective	Outcomes	Was Objective Met?	Comments
3.	Apprenticeable Trades Coordinator will provide appropriate coordination with the Bureau of Apprenticeship and Training	Yes	
G.	Summer Neighborhood Improvement Project Performance		
1.	90% of enrollees interviewed will respond positively to the program	Yes	23 youth were interviewed 100% indicated that their work relationship with their supervisor had been good
2.	85% of enrollees will receive average or higher job supervisor ratings	Yes	
3.	Enrollees will have an average absenteeism rate of 15% or less	Yes	Possible days of attendance 1,753 Day of absences 253 Attendance rate 86 Absenteeism rate 14
4.	50 percent of enrollees will participate in the planned related career development activity	Yes	
5.	80% of enrollees will maintain employment throughout the summer period	Yes	
6.	Enrollees will participate in a health and safety orientation	Yes	
	Process		
1.	Staff will maintain an internal evaluation of the program	Yes	
2.	At least 460 clients will be served and 1,380 lawns will be mowed	Yes	Clients served 602 Lawns/lots mowed 1,932

H. Summer Horizons Private Sector Project

Staff Process

1. 250 youth will be provided with quality private sector employment opportunities 555 youth were employed 46 received employability training training Yes 310 businesses employed 555 youth generating approximately \$785,934 in youth wages

I. Iowa Conservation Corps/Summer Component

Student Performance

1. Enrollees will respond positively to the project 94% indicated they would return/were undecided about next summer Yes Enrollees were positive about:
 •learning a variety of skills in the conservation area
 •meeting new people
 •learning teamwork skills
 •helping in the community
 •improving work ethics
 •learning leadership skills

2. 85% of enrollees will receive crew leader ratings which are at least average in the areas of work performance and employability attitudes 91% received average or better ratings Yes

3. Enrollees will have an average absenteeism rate of 15% or less 6% absenteeism rate Yes

Possible hours of attendance 3,898
 Hours of absences 243
 Attendance rate 94%
 Absenteeism rate 6%

4. Enrollees will participate in planned related instruction activities Yes

5. 70% of enrollees will maintain employment throughout the summer 87% maintained employment Yes

23 youth participated in the project
 3 youth terminated from the project

39

J. AmeriCorps

COMMUNITY SERVICE OBJECTIVES:

Summer:

1. Seventy percent of 25 children and their families who participate in summer family strengthening and applied learning activities to include parents reading with their children; parents playing games with their children; and parents viewing and discussing various entertainment media with their children, (movies, T.V., radio, tapes) will respond positively to a questionnaire administered after each activity.

Yes
100% responded positively to the exit questionnaire

4 family nights were held and the goal was to enhance family communication and bonding.

2. Fifty percent of the 25 children and families involved in mentoring/tutoring during the summer months will participate in all 3 above activities.

Yes
50% of the attendees participated in at least 2 of the sessions.

We found that food was a good way to get the whole family to attend. We received donated food to make the family nights a success.

School Year:

1. Seventy percent of 30 children and youth participating in mentoring/tutoring activities for a minimum of 12 weeks or 2 grading periods will show improvement in either attendance, grades or self-esteem as measured by pre-and post-surveys of these indicators.

Yes
65 youth participated

The number of youth being referred by counselors has increased by 91% from March to December, and the consistency of their attendance increased.

2. Thirty volunteers will provide 360 hours of service to 30 children and youth for a minimum of 12 weeks or 2 grading periods.

No
39 volunteers provided 162 hours of service to 15 children and youth

Although we did not meet the goal, we did establish a strong foundation for a mentoring/tutoring program at North High School, a school that has never has this opportunity.

Objective	Outcomes	Was Objective Met?	Comments
<p>3. Eighty percent of 200 residents of the Enterprise Community, who participate in project activities focused on home and neighborhood safety, will improve their perception that their homes and neighborhoods are safe based on information gathered from baseline assessments, post-program evaluation and analysis of daily log information.</p>	<ul style="list-style-type: none"> •A random sample of 167 households in the E.C. was performed which provided us baseline information for our project •3 debris filled vacant lots were developed into green spaces •35 vacant lots cleaned to deter criminal activity •Security assessments and operation identification implemented for 33 seniors, low-income, and disabled persons •12 dead bolts installed •36 Blue star contacts made •8 homes painted and follow up safety check performed •Assisted with 6 SCRUB days for beautification and safety in 5 neighborhoods 	Yes	<p>The impact of AmeriCorps neighborhood improvement activities has been substantial.</p> <ul style="list-style-type: none"> •AmeriCorps was a catalyst for surrounding neighbors to beautify their homes and yards •The green spaces are used and maintained by the neighborhoods
<p>4. Sixty percent of 50 volunteers of the Enterprise Community who participate in activities such as neighborhood improvement, school success and community safety will continue to be involved in one or more of these activities as reported in a follow-up survey or focus group.</p>	<p>60% of 50 volunteers will continue to be involved in one or more of these activities</p>	<p>A total of 259 volunteers worked in these areas and over 60 of these volunteers have been involved in two or more activities.</p>	<p>The involvement of volunteers in the AmeriCorps projects has provided additional support for the neighborhoods and their associations.</p>
<p>COMMUNITY BUILDING/Strengthening OBJECTIVES:</p>	<p>1. One hundred volunteers will provide a total of 900 hours of mentoring/tutoring services to 150 youth.</p>	No	<p>Even though we did not meet this goal, we have forged new relationships with potential sources of committed volunteers which we anticipate will yield an increase in volunteerism. A relationship was built with the University of Osteopathic Medicine and North High School has matched 15 female mentors with 15 young women. They now want to establish a men's group.</p>

2. Four Corps Members will provide a total of 50 hours of training/education/assistance to 200 residents of the community.	14 Members provided 1,002 hours of service to 4,729 residents	Yes	Training sessions and workshops have been provided for families, summer youth job programs, Iowa Conservation Corps and youth in elementary grades.
3. Fifty volunteers will provide a total of 1,000 hours of volunteer services that benefit 200 households in the community based on a daily log of project activities.	114 volunteers provided 1,721 hours to over 1,000 households	Yes	Our AmeriCorps project has become a clearing house for matching volunteers to service projects.
MEMBER DEVELOPMENT OBJECTIVES:			
1. Eighty percent of Members who participate in weekly discussion groups will include an action plan for continued participation in government and community service as part of the Individual Growth Plan they develop and revise quarterly.	All Members upon completion of their service hours have reported they will continue to have service as a component in their lives.	Yes	Eleven Members returned for a second term of service.
2. Seventy percent of the 36 Members will complete their term of service and receive satisfactory performance evaluations.	78% of the 36 Members completed their term of service and received a satisfactory performance evaluation.	Yes	Trainings have been designed to assist Members in career development skills, resume writing, interview and overall job search.
3. Seventy percent of the Members who complete their term of service will be employed or enrolled in an educational program three months following the completion of their term of service.	100% of Members are employed or enrolled in a school of higher education or vocational trade.	Yes	<ul style="list-style-type: none"> •Five Members enrolled in a higher education program •Eleven returned for another term of service •One Member is employed as a translator for an industry •One Member is the program assistant for the AmeriCorps Project

Improvements Made

The following is a list of the needs that were identified in the previous program evaluation and a report of progress:

NEED

PROGRESS

Preparing students for future productive lives.

New Horizons continues to offer identification and assessment of high risk students, work experience strategies, counseling, parental involvement, and community-wide supportive services. The attendance rate for New Horizons students improved from 92.9 percent in 1995-96, to 93.4 percent in 1996-97. This compares to the district attendance rate of 92.6 for 1996-97. Similarly, the program's success may also be a factor in the decreasing district dropout rate. The 1996-97 district dropout rate was 3.9 percent, compared to the New Horizons dropout rate at 1.1. These accomplishments in the areas of attendance and dropout rate are especially significant when one considers that the youth selected for services by the New Horizons Program have histories of excessive absenteeism and have characteristics which make them drop-out prone.

The need for innovation in curriculum, structure, and schedules to accommodate students in work experience programs.

Program objectives have been revised to include individualized curriculum in the following areas: career awareness, career interest inventories, self awareness, work exploration, goal planning, skill building activities, and awareness of community and recreational resources. New Horizons advisors continue to work with school counselors, teachers, and staff to provide flexible scheduling for work-based learning opportunities and career training programs. New Horizons staff have assumed leadership roles in the School-to-Work Initiative.

Need for more career counseling and exposure to the work place prior to graduation.

Program objectives were written to ensure that at least 80 percent of New Horizons students will have had either subsidized or unsubsidized employment, work exploration and/or volunteer service. During 1996-97, 88% of the New Horizons students worked or volunteered. In addition, *Career Portfolios, The Basics of Job Search and Career Success* has been purchased to expand career counseling and related instruction.

The District needs to continue to increase its grant writing capacity by employing additional grant writing staff. A grant technician needs to be employed to assist the Grant Consultant with research, data collection, Federal Register review, and to do routine grant writing.

During the 1996-97 school year, a Grant Team consisting of Grant Specialist, Grant Writer, and Grant Researcher wrote 19 proposals. School-to-Work will be the primary focus of the Grant Team during 1997-98.

FUTURE PLANNING

The New Horizons Program began in 1968 in response to a crisis of need among young people in the Des Moines inner-city community. New Horizons continues to be responsive to the changing needs of youth and families at risk by actively improving services and structures which involve the entire community:

- personal, vocational, and educational counseling as well as attendance monitoring
- career related instruction
- work experience placement and coordination
- outreach to dropouts
- improvement of housing stock through home remodeling, lawn maintenance, and home repair/chore services
- case management and intensive coordination of services to students/families at high risk, i.e., food, shelter, clothing, unconditional positive regard, advocacy, crisis intervention, and prevention strategies such as health services, counseling, employment connections
- community-wide collaborations providing services to children, youth, and families at high risk

The challenges facing the district in preparing students for future productive lives are myriad and complex. Given the risk factors associated with life in an urban community which are highly correlated with drug and alcohol abuse, teen pregnancy, low self-esteem, dysfunctioning families, minority unemployment and poverty, and family violence, New Horizons will continue to offer identification and assessment of high risk students, work experience strategies, counseling, parental involvement, and community-wide supportive services.

These challenges also include preparation for occupations which will require higher skill and education levels; a demand in the labor force for more entry-level workers who have the skills and attitudes that will make them adaptable; the need for innovation in curriculum, structures and schedules to accommodate students in work experience programs; and the need for more career counseling and exposure to the work place prior to graduation. These challenges are exacerbated by the increasing numbers of children, youth, and families who are living under conditions which place them at high risk. Simply stated, our community's youth must have skills to compete in the increasingly global marketplace in spite of deficits that must be accommodated.

In light of the district improvement goal regarding School-to-Work, New Horizons staff are continuing to expand the mission of the New Horizons Program so that staff provide more consultative services on school-to-work with their respective building staff; more intensive, closely coordinated services for those students most in need; developing more effective connections and more opportunities for student learning within the community.

This expansion of mission requires staff to adopt and/or adapt School-to-Work elements. To do this, staff need to be empowered to provide services beyond present support services and work experience coordination both within their building or feeder pattern as well as developing connections within the community. Also, they need more knowledge about existing school-to-work resources and how to utilize the services of the state, regional, and local school-to-work offices in accessing services. In relation to empowering student learning and increasing community connections, staff will need ongoing staff development experiences. Staff from other programs such as School Within A School and Guidance and Counseling will also benefit from this training.

With regard to technology needs and to ensure that the New Horizons Program maintains its capacity for data collection and communication that facilitates the efficient transfer of information, we will need to link the central office with the New Horizons offices in the buildings. Additional staff development on accessing information on the Internet must be provided for the New Horizons Program Work Experience Advisors to allow student access to the Internet as well. At least one staff development position at an approximate cost of \$40,000 needs to be added in order to provide staff with instruction regarding the Internet.

The New Horizons Vision Committee will be reactivated to consider such issues as:

- The School-to-Work Initiative.
- The need for innovation in scheduling to accommodate students in work-based learning opportunities.
- The need to develop innovative career development curriculum in relation to current technology and the school-to-work initiative.
- The need to develop work-based learning opportunities which help prepare students for occupations which will require higher skill and education levels.
- The need to develop long-term relationships with our community partners in order to collaboratively develop a system for preparing youth with the skills needed in the changing workplace. In developing this partnership,

community partners need to view New Horizons and the district as a strategic economic, employee development plan, not just a social obligation.

- The need to provide leadership and support in the development of the school-to-work initiative at all levels, i.e., building, feeder pattern, district.

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