THE CHALLENGE PROGRAM:

EVALUATION OF PROGRAM OPERATIONS AND IMPACT

PREPARED FOR:

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Executive Summary

The Challenge Program, founded in 2004, is designed to help students understand the correlation between educational achievement and long-term success. The Challenge Program was established to motivate students, by providing incentives for the successes they achieve, to perform well in school and to build a bridge between high school students and businesses. The guiding mission of The Challenge Program is to:

- Provide each student with the incentive to promote his or her social and academic success;
- Create a supportive environment that promotes self-discipline, motivation, and excellence in learning;
- Lead each student to discover his or her individual value and worth as a human being and develop emotional strength, confidence, and will to achieve;
- Assist students to become independent young adults who succeed and contribute responsibly in our community;
- Offer each student the opportunity to learn the value of self-reward; and,
- Measure the effort and satisfaction of an individual.

By working actively with local businesses within the region, the long-term goals of the program are to enhance the likelihood that students will remain in the local area to pursue productive career opportunities and to promote a sense of community pride that will foster the development of future business and community leaders. To date, the program has been introduced to more than 46,250 students and awards totaling $139,000 have been presented to 556 high school students. For the 2005-06 school year, the program targeted 33 high schools in the region and engaged over 32,000 students.

This report contains results from an independent, third-party evaluation of The Challenge Program (TCP) that involved surveys of program participants (students, school staff, and business ambassadors) as well as interviews and focus groups. The overall results are positive as supported by some of the following evidence:

- The Challenge Program appears to be doing a good job in meeting its basic program objectives. The program has successfully engaged high school principals and guidance counselors in establishing an awards system in participating schools; students who are most closely involved with the program do see the cash awards as an incentive to excel.
- The business ambassador network is well established in each school and these ambassadors feel that their participation in the program has been a positive and worthwhile experience.

- Students who have been directly and closely involved in the program, i.e., those who have won awards or have participated in the Student Networking Program and attended the Showcase for Commerce, are most enthusiastic about the program and more likely to suggest that the program has had a positive impact on their academic achievement.
- Showcase for Commerce feedback from the participating students surveyed shows that participation in this annual event seems to be a significant factor helping TCP to meet its goals of increasing awareness in students of business opportunities in the region.
- School staff and business ambassadors involved in TCP show very strong support for the program. Overwhelmingly, they feel that the program is very well organized and managed, and having a positive impact on students.
- At the same time, there were several suggestions regarding potential program improvements. These suggestions included having TCP to provide more in-school activities and programs for participants and, for improving high school students' awareness of job opportunities, having TCP schedule programs and activities throughout the year.
- Preliminary analyses of student outcome data are encouraging. When compared with state averages, appears that the vast majority of schools participating in TCP had math and reading gains that exceeded gains in the state means for each year of program involvement.
- Initial analyses of other student outcome data also show positive findings. Overall, attendances rates and graduation for 14 of the 15 schools participating in TCP that were included in the analyses have increased relative to statewide averages.

THE CHALLENGE PROGRAM:

Evaluation of Program Operations and Impact

Introduction

The Challenge Program, founded in 2004, is designed to help students understand the correlation between educational achievement and long-term success. Because this program supports a historically underserved economic area, there is a higher incidence of delinquency, educational underachievement and unemployment. The Challenge Program was established to motivate students, by providing incentives for the successes they achieve, to perform well in school, and to build a bridge between high school students and businesses. The guiding mission of The Challenge Program is to:

- Provide each student with the incentive to promote his or her social and academic success;
- Create a supportive environment that promotes self-discipline, motivation, and excellence in learning;
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By working actively with local businesses within the region, the long-term goals of the program are to enhance the likelihood that students will remain in the local area to pursue productive career opportunities and to promote a sense of community pride that will foster the development of future business and community leaders. To date, the program has been introduced to more than 46,250 students and awards totaling $139,000 have been presented to 556 high school students. For the 2005-06 school year, the program targeted 33 high schools in the region and engaged over 32,000 students. Current goals for the next three years include plans to engage 112 high schools throughout central and western Pennsylvania involving 100,000 students.

The Challenge Program (TCP) is comprised of two major program activities. The first is an awards program that makes concrete contributions in terms of student recognition, helping to establish the link that hard work leads to achievement and, in turn, reaps significant rewards; this year, TCP distributed just over $99,000 to 397 deserving students in the region. The second major program component is the annual Showcase for Commerce, an opportunity for local business and industry to unite with the community and demonstrate to the participating students career opportunities in the region; the 2006 showcase was held June 2nd and involved 165 students from participating high schools.

Specific program objectives include:

- Working with high school principals and counselors to establish an awards system;
- Providing cash awards to students for their accomplishments thereby giving them incentives to excel;
- Establishing a business ambassador network to work with each school; and
- Increasing student awareness of local career opportunities.

Review of Relevant Research and Similar Initiatives

High levels of student motivation and engagement in learning have consistently been linked to lower dropout rates and increased levels of student success (Blank, 1997; Kushman, *et al.,* 2000; Woods, 1995). A critical challenge, however, is that it has been shown that student engagement tends to drop as students pass through middle school and into the high school years (Anderman & Midgley, 1998). On a positive note, though, research also suggests that programmatic initiatives and classroom practices can change levels of student engagement (Diaz, 2003; Brooks, *et al.,* 1998; Dev, 1997; Skinner & Belmont, 1991).

Implicitly, TCP is based on research which shows that positive educational outcomes are found with programs that link students to communities, involve some type of mentoring relationship between students and adults, and include cash incentives for student performance. A review of relevant research in each of these three areas follows. Studies produced within the past decade were the primary focus of this literature review and, where appropriate, attention was directed to the rigor of study designs. Several successful initiatives that include at least one of the following elements are highlighted: linking students to communities, mentoring, and cash incentives.

Linking Students to Communities

Several approaches to linking students to communities are found in the literature. These range from "adopt-a-school" programs where local businesses make commitments to individual schools, to programs which match high school students with local college students, to programs which attempt to tie student learning in school directly to internship and service-learning opportunities in the business community. One poll in the Minneapolis area, for example, found that 76 percent of businesses in the area provided financial support for their local schools, 74 percent provided educational assistance (such as speaking to classes), 46 percent offered work-study programs, 44 percent sponsored educational programs and 17 percent provided tutoring or mentoring programs (Fettig, 1992).

Service-learning approaches for linking students to the community are found in most high schools and these approaches have been highly recommended in several recent reports (e.g., Barth, *et al.,* 2000; Steen, 2000; National Association of Secondary School Principals, 1996). However, much of the research evidence on service-learning is mixed. There are several studies that suggest that successful programs are those that integrate

connections to the community, service and academic learning while structuring student experiences to assure that real learning is taking place (Southwest Educational Development Laboratory, 1999). If properly designed, service-learning programs can contribute significantly to student learning through forging community connections (National Commission on the High School Senior Year, 2001). Diaz (2003) conducted a 17 month study on increasing high school engagement and found that, beyond curriculum, instruction, climate and the organization of schools, connections to the community can promote increased involvement and learning. These connections often involve community service and service-learning opportunities.

Another example, the *PrepWork Consortium* in the state of Washington, facilitates community-based opportunities for high school students to link to the business community through service-learning and mentoring relationships. A similar program designed to promote a more global view of business and entrepreneurship is the *Students for the Advancement of Global Entrepreneurship (SAGE)* program. This program is based in California and links college students from around the world with high school students who are interested in global business opportunities. The research suggests, though, that these programs that attempt to link students to work opportunities, are most successful if they are intentionally structured to promote learning through opportunities that tightly align the world of work with high school academic learning objectives and tested standards (Stasz & Stern, 1998).

Some organizations, like the Gus A. Stavros Center for Free Enterprise and Economic Education at the University of South Florida, have developed curricula designed to help students learn more about local business leaders and their paths to success. The *People Who Built Tampa Bay* curriculum is designed to inform students about the local business community by providing a curriculum that helps students practice literacy and writing skills as they learn information about outstanding business leaders who are highlighted in the Tampa Bay Business Hall of Fame. A similar program supported by the Rensselaer County Regional Chamber of Commerce in New York, is designed to link learning with the entrepreneurial world of the 21st century as students learn the relevance and applications of science in everyday life and career opportunities in the region.

Last, Eyler (2002) discusses the importance of a continuous reflection process that allows students to enhance the power of service-learning in attaining goals which facilitate full community participation. The *Linking Learning to Life* program that operates in the region of Burlington, VT., includes such opportunities for student reflection as students are engaged in community service-learning and are mentored through job shadowing experiences.

At the college level, a program at Tufts University, recognizes students for achievements in community service and community leadership though its Presidential Award for Citizenship and Public Service. Similar awards which recognize community service and serve to forge stronger links between students and communities are commonly found at most high schools as well as colleges and universities.

Mentoring

According to Brophy (1987) student motivation is most directly effected through modeling, communication of expectations, and direct instruction or socialization by significant others. These "significant others" are most often teachers or parents but, especially in cases where students come from circumstances that place them at-risk, adult mentors can play a significant role. And, as students grow older and enter high school, engagement in school becomes most closely tied to the influence of peers and adults other than parents or teachers (Strong, *et al.,* 1995; MacIvar & Reuman, 1994).

Public/Private Ventures, a research firm located in Philadelphia, PA, has published numerous reports on the importance of mentoring for youth at-risk of academic failure. Their research clearly shows that providing youth with consistent adult support through long-term mentoring relationships improves academic performance, family relationships, and seems to help prevent initiation of drug and alcohol use (Tierney & Grossman, 1995). It is important, though, that these mentoring relationships be long-term, not one-shot "take a youth to work" relationships (Herrera, 1999). In fact, short-lived mentoring relationships have actually been found to have negative repercussions for youth (Grossman & Rhodes, 1999).

The research literature also suggests that mentoring relationships that link students to the business community can be just as important for college-aged students as those in high school. These relationships are seen to enhance learning and facilitate productive and appropriate career choices (e.g., Cantor 2004; Symans, 2000; Policy Studies Associates, 1995; McCombs & Pope, 1994). For example, one very successful initiative operated through the Humphrey Institute Alumni Association at the University of Minnesota, involves three distinct mentor programs that allow students to connect with alumni who share their professional interests. This initiative also networks with the Office of Career Services at the University in order to facilitate development of professional contacts within the state of Minnesota.

Most large, urban school districts, too, recognize the importance of mentors in the life of students. Many operate mentoring programs such as the School District of Philadelphia's *Communities of Faith Partnerships Program* or programs such as *GEAR UP* which include comprehensive mentoring along with counseling, outreach and supportive services. The District of Columbia Public Schools supports a dozen different mentoring programs including those operated by the *Boy Scouts* and *Girl Scouts*, the *Coalition of 100 Black Women in Partnership with Teens at-Risk Program*, the *Concerned Black Men Mentoring Program*, and *Mentoring, Inc.* One of these programs, *Mentoring, Inc.,* has matched 4,000 students with mentors since it was first founded in 1987. They report that each year well over 90 percent of students in their program graduate high school as compared to 64 percent of their peers citywide in DC; and, 80 percent of program participants go on to postsecondary education.

General Colin Powell founded the *America's Promise Alliance* that partners with *Junior Achievement*, the *National Job Shadow Coalition,* and the *Pew Partnership for Civic*

Change among other organizations, to sponsor "Job Shadow Day". Over one million students across the country go through a normal work day with participating mentors on this day in February. Anecdotal evidence suggests that this connection to the business community and world of work in the local community helps to academically motivate students as they better understand the connection between school-work and the needs and demands of the world of work.

Although much literature can be found on the importance and positive effect of mentoring, one caveat that should be mentioned is that most of these findings are based upon qualitative or "softer" evidence. There continues to be a need for rigorously designed studies with tight statistical controls in order to determine, with high levels of confidence, exactly what components of mentoring programs lead to the greatest success with different types of students (Sipe, 1995).

Cash Incentives

Recently, social commentators have noted that iPods have become the latest wave replacing cash incentives to entice students to participate in survey research, do well in school, and open credit card accounts. In an article in the *Des Moines Register* (April 30, 2006), Ken Fuson reports that iPods have become an increasingly popular incentive used to increase student performance in many colleges. Students at Duke University are given iPods in order to listen to class notes and, if they pass the course, they can keep the iPod. Kilgore (2006) reports that iPods have become an effective incentive used to recruit college students as respondents for survey research as well as classroom incentives for grade-school students. BBC news reports that iPods are being offered to encourage British students at Bournemouth and Poole College to take a course aimed at helping them to find work.

Cash incentives for student performance are not always as obvious as iPods and can take many forms. One Texas program, the Early High School Graduation Scholarship program, provides money for students to attend college in Texas if they complete 9-12th grades in 36 continuous months and complete all their coursework at a public high school in Texas. The program's evaluation data suggest that the scholarship money has served as a strong incentive for students to finish high school on time. Another Texas program run by a nonprofit organization, Advanced Placement Strategies, Inc., operates in 46 high schools, fostering relationships between local businesses/corporations and schools whereby the business community provides money for cash incentives that are given to teachers and students participating in Advanced Placement (AP) courses; they claim that the cash has worked to increase both student and teacher participation and performance in AP initiatives. Several schools districts across the country have used the Texas program as a model for their own cash incentive initiatives (Klausnitzer, 2003).

Many state-wide cash incentive programs often take the form of scholarships. In 1993, Georgia started a trend when the state offered graduating students with good grades scholarships to in-state schools. Today, the Education Commission on the States reports that over a dozen states provide similar academic grants that are based on high school

performance (GPAs), not on financial need. Six states give scholarships to students who perform high on state tests.

The *STRIVE* Program, which is now operated through many local Rotary Clubs in the U.S., matches students with mentors, and provides cash awards for students in categories such as: most improved GPA; second most improved GPA; third most improved GPA; best overall GPA; and, best attendance. The cash awards range from a $250 to $2,000 for college scholarships or continued post-high school training.

A study conducted in Israel (Angist & Lavy, 2002) that looked at cash incentives is important because it is one of the few found in the literature that applied randomized controls in its research design. In both a small pilot-program and a larger follow-up study, this research showed that a cash awards program increased graduation rates while a student-based, non-cash awards control program did not. Similar results are reported from a large-scale evaluation done in Kenya where scholarships were used as an incentive for public school girls (Kremer, *et al,* 2005). Here the cash incentives not only helped to improve test scores of girls, but the program had spillover effects; test scores and attendance of students who were not eligible and those who had no chance of earning an award, also improved. A World Bank-sponsored project in Bangladesh found similar results relative to cash incentives generating enthusiasm for female education and boosting enrollment and graduation of girls in secondary schools (World Bank, 2003).

Related results are reported from anecdotal evidence provided by Sara Miller, staff writer of *The Christian Science Monitor*, in a July 29, 2005 article that cites the use of cash incentives in schools across the country to boost test scores, GPAs, and student attendance. At Chelsea High School in Boston for example, students who do not miss a single day in a marking quarter, receive $25 in an account that is redeemable upon graduation. Supporters of the program in the school report measurable success. They argue that the program is successful because it allows ordinary students to set goals, just as a football player might work to cinch a league championship in the school. In the same news article, Michael Grady, an education professor at St. Louis University, also concurs that there is enough anecdotal evidence to suggest that financial incentives work. His research found that a $50 check per week for students with perfect attendance made a difference at an Illinois charter school. And similarly, Roland Fryer of Harvard University has been running an experiment in 24 of the poorest performing New York schools. He has reported that preliminary results are very encouraging and argues that "no other reform has anywhere near the bang for the buck as paying students" (*Public Sociology*, 2005).

Summary

There is research to support the programmatic components that form the basis for TCP. Numerous professional organizations and foundations support attempts to link students to the community through service-learning, community service projects, and job shadowing opportunities. There is a fairly sizable research base that shows positive educational outcomes tied to mentoring relationships, especially where these relationships are long

term and mentors are connected to the schools in such a way that they can serve as advocates for individual students. Finally, in the area of cash incentives for academic performance, there is considerable anecdotal evidence that shows successful outcomes regardless of the actual amount of the incentive.

Evaluation Design

An evaluation team, comprised of staff from Educational Enterprises, LLC, and Research for Better Schools, Inc. provided an independent, objective, third-party evaluation that was designed to access the degree to which the program is making strides toward attaining program goals and objectives. There were several complimentary components of the evaluation including (1) surveys, (2) interviews and focus groups, and (3) analysis of various student outcomes, targeting a sample of schools that had participated in TCP for at least two years. The intent of the evaluation was to provide insight into program operations and address the following general issues:

- How well is the program working?

- What are the characteristics of successful programs and incentive initiatives for high school students?

- What could be done to improve the program?

Surveys of Program Participants

First, surveys were administered to two distinct samples of program participants:

- Attendees at the Showcase for Commerce, and

- Participants at a sample of five targeted schools that have been involved with TCP for at least two years, and one school where the program has been in operation for only one year.

Four separate surveys were designed: one for the students; one for the school staff (principals and counselors) in attendance at the Showcase for Commerce; one for the business leaders and business ambassadors in attendance at the Showcase for Commerce; and, one for all students attending the Showcase for Commerce, intended to serve primarily as an evaluation of that event. The surveys focused on perceptions of the "measurable effects" of the program and addressed issues such as:

- Do students feel that their performance has improved? Are they more engaged in school? Have their interest and participation in community service increased? Did their awareness of regional employment opportunities change through program participation?

- Do school leaders feel that the awards are really providing an incentive? Are there differences in the opinions of school leaders from schools that have been involved in the program for two or three years as compared to the relatively newer schools? Are more students participating in community service activities? Do school leaders perceive the Showcase for Commerce to be an effective program component?

- Do business leaders feel that students are really getting a good introduction to the business community and possible careers? Do they feel that the time they spend with the program is valuable? Is the program worthwhile? What are they getting out of the program? Are they willing to recruit new members? Do they feel that the Showcase for Commerce is an effective program component?

- For those students attending the Showcase for Commerce, how effective was the Showcase in helping students acquire new knowledge of careers? What are the strengths of the Showcase? How could the Showcase be improved?

The survey instruments incorporated questions that had been previously pilot-tested with each of the respondent groups involved. Draft copies of the surveys were provided to TCP staff for review and comment and the instruments were revised based on the feedback received. TCP staff then administered 1,000 surveys to samples of students in six participating high schools. The evaluation team administered the school staff and business ambassador's surveys at the time of the Showcase for Commerce. In addition, during the Showcase, participating students completed a separate Showcase Feedback Survey.

Interviews and Focus Groups

A second component of the evaluation was more qualitative in nature and involved interviews and focus groups with program participants. The interviews and focus groups took place at TCP offices, local schools, award ceremonies, and the 2006 Showcase for Commerce. The interview and focus group protocols were designed to explore some key issues in a more in-depth manner than could be accomplished with the surveys. They were developed to address perceptions of program strengths and potential areas of improvement and attempted to gain insight about issues such as:

- Do students feel that the program has instilled a sense of community pride and that their accomplishments are being rewarded? Does it motivate all students? Are parents aware of the program and what do they think?

- Do school leaders feel that the program has had an impact in their schools in terms of student outcomes and attitudes? Do they think that the program really motivates students? Are the award categories right? Should there be additional categories, such as for improved attendance? What happens between program orientation at the beginning of the year and the presentation of awards at the end

of the year? Are there, for example, follow-ups of any kind to help keep a focus on the program?

- Do <u>business leaders</u> feel that they are being effective as business and industry ambassadors and do they think they are being successful in their efforts? Do they think that the program really motivates students? What impact are they having on the schools and students? What do they think of the marketing plan? How effective is it and how well known is the program? Are there other, potentially more effective, marketing strategies that could or should be utilized?

Site Visits

Evaluation staff conducted walk-through site visits at two participating high schools, had the opportunity to observe end-of-year awards ceremonies at each school, and spoke with school principals and/or assistant principals about the program. These site visits allowed the evaluation team to observe first hand, in-school student responses to TCP awards and afforded the opportunity for additional in-depth, candid discussions with school leaders about program structure and perceived impact. These visits added rich, anecdotal evidence to support data gathered through the surveys and focus groups.

Student Outcomes

For the 15 high schools (Bishop Carroll, Bishop McCort, Central Cambria, Conemaugh Twp., Conemaugh Valley, Ferndale Area, Forest Hills, Greater Johnstown AVTS, Greater Johnstown, North Cambria, Penn Cambria, Portage Area, Richland, Westmont, and Windber Area) that have been in the program for at least two years an analysis of student outcome data was undertaken. Trend analyses were conducted, beginning with the year prior to the inception of the program at a particular school, through the 2005-06 school year. One primary focus was on student achievement as measured by PSSA results for 11th graders in mathematics and reading/language arts.

As additional student outcomes were thought to be as important as student achievement in terms of assessing program impact, data relative to graduation rates and attendance rates were also examined. It was felt that an examination of these types of data sets would provide a more comprehensive picture of the impact of TCP at the local high schools.

Survey Results and Findings

Research for Better Schools (RBS) was responsible for analyzing and reporting the findings from the four surveys designed to measure the perceptions of TCP participants during the 2005-2006 academic year. These instruments were: Student Survey, Business Ambassadors Survey, School Staff Survey, and Student Networking Feedback Survey. What follows is a summary of the perceptions of the "measurable effects" of the program on four distinct groups of participants: students, school leaders, business leaders, and participants of the Student Networking Program (students participating in the Showcase

for Commerce) in order to help TCP to better serve the needs of all future program participants.

Student Survey

The first part of the Student Survey asks respondents a number of questions about their grade level, knowledge of and involvement with TCP, and plans after high school. The second part of the survey asks students to use a 5-point interval response scale to rate a series of statements about future job prospects, considerations for choosing a place to live in the future, and TCP. The response scale is 1 = "strongly disagree" and 5 = "strongly agree" with a neutral point of 3 = "neither agree nor disagree."

Students at Shade-City Central High school have had TCP in their school for only one year while the other students completing this survey have had the program in their schools for at least two years. As a result, for several questions, survey data were analyzed to test for differences in responses of Shade-City Central High School respondents compared to the respondents from the other five schools. It was hoped that this analysis would shed some light on the effects that the program has in schools over a time period beyond the initial start-up year.

Table 1, below, summarizes the results of Part I of the Student Survey. The respondents (N=833) are fairly evenly distributed across grades 10-12 except for the group from Shade-City Central High School where there was a greater percentage of 10th graders represented. When asked if they have ever heard of The Challenge Program, just over three out of every four students indicated "yes." Of these, one in ten said that they had received an award from TCP. Shade-Central City High School (SCCHS) respondents were significantly less likely than respondents from the other high schools to have heard of The Challenge Program. This was expected since the program is only in its first year of operation at SCCHS.

Table 1: *Student Survey Part I Responses by District (SCCHS, n=123) (Other Districts, n=710)*

What is your current grade level?	10 (%)	11 (%)	12 (%)
Shade	38.2	30.1	31.7
Others	26.2	33.4	40.4
Total	28%	32.9%	39.1%
Have you ever heard of The Challenge Program?	Yes (%)	*No (%)*	Not Sure (%)
Shade	66.4	26.2	7.4
Others	80.7	14.2	5.1
Total	78.6%	15.9%	5.4%
Do you plan to continue your education after high school?			
Shade	71.5	13.8	14.6
Others	92.5	1.7	5.8
Total	89.4%	3.5%	7.1%

The overwhelming majority of respondents (89.4%) indicated that they plan to continue their education after high school. Respondents in grade 12 were more likely to indicate

they plan to continue their education after high school while respondents in grade 10 were more likely to be "not sure" about further education after high school.

Participants were asked to pick one particular field from among business, education, healthcare, and technology, or to specify an "other" field in which they planned to continue their education. As shown in Table 2, 19 percent of respondents chose business, 14.7 percent chose education, 23.9 percent chose healthcare, 12.8 percent chose technology, but the majority of respondents (28.9%) chose "other."

Table 2: *Future Fields of Study by District (SCCHS, n=112) (Other Districts, n=670)*

	Business (%)	Education (%)	Healthcare (%)	Technology (%)	Other (%)
Shade	27.7	13.4	14.3	12.5	32.1
Others	18.4	14.9	25.5	12.8	28.4
Total	19.7	14.7	23.9	12.8	28.9

Some of the "other" occupations listed are included in Table 3, (for the full list of occupations provided by the students, please see Appendix A.)

Table 3: *Partial List of "Other" Occupations Cited by Respondents (n=163)*

Occupation/Field	# Respondents	Occupation/Field	# Respondents
Visual Arts	20	Fashion Industry	5
Engineering	12	Automotive	4
Psychology	12	Biology	4
Performing Arts	11	Cosmetology	4
Criminology/ Law Enforcement	10	Writing	4
Culinary Arts	10	Agriculture/Forestry	3
Law	10	English	3
General Science	9	Environmental Science	3
Journalism	9	Pharmaceutics	3
Veterinarian / Zoology	8	Political Science	3
Construction Arts	7	Tattooing	3
Communications	6		

Respondents were asked to react to the statement that there are many job opportunities available in their community. The mean scores seen in Table 4 reflect the fact that almost one-third of the respondents gave neutral responses ("neither agree nor disagree"), when asked about job opportunities in their community, whether they would stay in the area if they could find a job in the region, and about their perception of the diversity of jobs in the area. However, over one-third of all respondents did answer positively ("strongly agree or agree") to these questions. Differences in responses were found between students at Shade-City Central High School (SCCHS) and the students at the other schools.

Students at all schools appeared to be divided into thirds when responding to the questions concerning job opportunities available in their community. Roughly a third perceived many job opportunities, a third did not agree that there were many opportunities, and a third were neutral in responding to these questions. Differences between the perceptions of students at SCCHS and those at the other schools do seem to suggest that the longer TCP is operating in a school, the more positive the perceptions of job opportunities in the region.

Table 4: *Means & Standard Deviations for Responses to Items on Future Job Prospects in the Region*

Item	School			
	SCCHS		Other	
	M	SD	M	SD
There are many job opportunities in my community. (n=830)	2.25	1.05	3.08	1.04
If I could get a job in this region, I would stay in the area. (n=831)	2.93	1.30	3.47	1.20
There is a great diversity of jobs available in this area. (n=821)	2.26	1.16	2.97	1.04

Table 5 shows that most students from the non-SCCHS group "strongly agree or agree" that the cost of living, potential to make a good income, the quality of schools, and the crime rate are important considerations for choosing a place to live in the future. Students at SCCHS were more likely to give neutral responses ("neither agree nor disagree") compared to the respondents from the other schools.

The differences between the mean response scores of SCCHS as compared to the other schools in this series of survey questions concerning considerations for choosing a place to live in the future is possibly due to the fact that the SCCHS cohort of respondents included a larger percentage of 10th graders (38.2%) as compared to 10th grade respondents from the other schools (26.2%).

Table 5: *Means & Standard Deviations for Responses to Items to Consider when Choosing a Place to Live*

Item	School				Grade					
	SCCHS		Other		10		11		12	
	M	SD	M	SD	M	SD	M	SD	M	SD
The cost of living is important to me in considering where I might live in the future. (n=825)	2.63	1.13	4.00	.87	3.84	1.07	3.71	1.05	3.85	.99
The potential for me to make a good income is important to me in considering where I might live in the future. (n=831)	3.66	1.04	4.32	.75	4.19	.93	4.27	.75	4.20	.82
The quality of schools is important to me in considering where I might live in the future. (n=830)	3.79	.93	4.12	.78	4.04	.90	4.08	.77	4.09	.80
The crime rate is important to me in considering where I might live in the future. (n=832)	3.61	.93	4.19	.83	4.15	.88	4.07	.88	4.11	.86

As shown in Table 6, most students responded positively that they believe if they work hard in school, they can achieve their goals. Students at SCCHS were more likely to "neither agree nor disagree" in comparison to students at the other schools. When asked if they have talked with other students about ways to help in the community, the largest group of respondents gave neutral ("neither agree nor disagree") responses. Again, students at SCCHS responded differently than those from the other schools with more

students likely to "disagree" as compared to students at the other schools. Whether this difference is due to grade differences between the respondents or the length of time that TCP has been operating in the schools could not be determined with certainty from the present analysis.

Table 6: *Means & Standard Deviations for Responses to Items on Achieving Goals & Community Service*

Item	School				Grade					
	SCCHS		Other		10		11		12	
	M	SD	M	SD	M	SD	M	SD	M	SD
I believe that if I work hard in school, I can achieve my goals. (n=831)	3.71	.99	4.41	.79	4.25	.94	4.25	.93	4.39	.73
I have talked with other students about ways to help our community. (n=828)	2.51	1.01	3.07	1.10	2.95	1.15	3.02	1.10	2.98	1.08

The mean scores seen in Table 7 suggest overall neutral responses to a series of questions about perceptions of TCP. These averages reflect responses that were polarized with about one-third of the respondents giving positive responses and one-third responding negatively ("disagree or strongly disagree") to these questions. Just over 40 percent of the students did respond positively that through TCP, they have learned how local business leaders have achieved success.

Table 7: *Means and Standard Deviations for Responses to Items Regarding The Challenge Program*

Item	School				Grade					
	SCCHS		Other		10		11		12	
	M	SD	M	SD	M	SD	M	SD	M	SD
Since learning about The Challenge Program (TCP) awards, my attendance at school has improved. (n=823)	3.67	1.15	3.08	1.13	3.39	1.14	3.15	1.13	3.02	1.15
TCP has helped me to make me more interested in school. (n=827)	2.58	.97	3.02	1.05	3.14	1.06	2.93	1.04	2.84	1.03
The TCP awards have made me more concerned about the grades I receive in my classes. (n=828)	2.67	1.08	3.13	1.06	3.34	1.08	3.03	1.04	2.89	1.06
TCP has helped to increase my interest in doing community services. (n=831)	2.62	1.06	3.07	1.08	3.26	1.07	2.96	1.05	2.86	1.10
The amount of TCP cash awards seems to be about right. (n=829)	2.74	1.16	3.56	.98	3.54	1.11	3.39	1.02	3.40	1.03
I talk about TCP to other students in my school. (n=830)	2.70	1.03	2.80	1.17	2.89	1.14	2.76	1.12	2.73	1.13
Through TCP, I've learned how local business leaders have achieved success. (n=833)	2.33	.99	3.29	1.16	3.15	1.21	3.13	1.18	3.15	1.17

In summary, while most students surveyed do plan to continue their education after high school, and over half would stay in the region if they could get a job, many of the 10th graders give rather neutral responses concerning considerations for choosing a place to live in the future. On several important questions about student perceptions of the effects

TCP has had on their performance, engagement in school, and interest and participation in community service, the responses are mixed. There is a fairly large group of students who remain neutral ("neither agree nor disagree") about the effects TCP has had on their attendance, interest in school, and concern with grades. In addition, half of the students felt that the amount of the cash awards was about right and almost 41 percent indicate that TCP has helped them learn how local business leaders had achieved success.

Business Ambassador Survey

The Business Ambassador Survey was distributed to TCP Business Ambassadors during the Showcase for Commerce. Respondents rated a series of statements using a 5-point interval response scale. The response scale is 1 = "strongly disagree" and 5 = "strongly agree" with a neutral point of 3 = "neither agree nor disagree." The statements are designed to provide understanding of: (1) the attitudes held by these members of the business community concerning TCP introduction to possible careers and to opportunities provided by the business community in the region; (2) feelings about the time that these Ambassadors have spent with the Program; and (3) the overall value that they attribute to TCP and their willingness to recruit new Business Ambassadors to participate in the Program. Eighteen Business Ambassadors completed the survey (there were a total of 49 Business Ambassadors associated with TCP during this past year). The largest group of respondents (44.4%) has been involved with TCP for two years. Results are summarized in Table 8.

Table 8: *Results of the Business Ambassadors Survey (n=18)*

Statements	Agree (%)	Disagree(%)	Neutral (%)
The Challenge Program (TCP) is doing a good job of introducing students to the local business community and possible careers.	100	0.0	0.0
TCP seems to be well designed	100	0.0	0.0
The amount of TCP cash incentive awards seems to be about right.	94.4	0.0	5.6
TCP is an important contribution to local community development.	100	0.0	0.0
I believe that TCP has helped to motivate students to stay in school and do well.	94.4	0.0	5.6
The emphasis of TCP on community service is important to me.	100	0.0	0.0
The time that I have contributed to participation in TCP has been worthwhile.	94.4	0.0	5.6
I have gained personal satisfaction through my participation in TCP.	88.9	0.0	11.1
Most local high school students are not very knowledgeable about good career opportunities in this region.	72.2	5.6	22.2
I think that the Showcase for Commerce will be helpful for my organization's efforts to recruit the best and brightest employees in the near future.	66.7	0.0	33.3
I think that the Showcase was successful in meeting its objectives.	83.6	0.0	16.7
I think that the length of time for the Showcase was about right.	94.4	0.0	5.6
I plan to continue my involvement with TCP.	100	0.0	0.0
I would be willing to help recruit new members for The Challenge Program from the business community.	61.1	0.0	38.9

The Business Ambassadors were overwhelmingly positive in their responses to all of the survey questions. All felt that the program is doing a good job of introducing students to the local business community and possible careers and that the program is well designed. Almost all felt that the cash awards are about right, the program makes an important contribution to local community development, it helps motivate students to stay in school and do well, and the emphasis on community service is important to them. The Ambassadors also are clear that the time they have contributed to participation in TCP has been worthwhile and they have gained personal satisfaction through participation in the program.

Almost three-fourths of the Ambassadors feel that most local high school students are not very knowledgeable about good career opportunities in the region. Two-thirds feel that Showcase for Commerce will be helpful for their organizations' recruiting efforts in the future, that the Showcase was successful in meeting its objectives, and that the length of time for the Showcase was about right. Slightly fewer (61.1%) expressed a willingness to help recruit new members for TCP from the business community.

Table 9 includes a summary of the suggestions that the Business Ambassadors gave in order to make high school students more aware of job opportunities. The three main suggestions for improving high school students' awareness of job opportunities include TCP scheduling programs and activities throughout the year, being involved in job fairs and college fairs, and having an interactive Web presence with profiles of local businesses and job opportunities. The full list of suggestions can be found in Appendix B.

Table 9: *Summary of Suggestions to Increase Student Awareness of Job Opportunities (n=10)*

Suggestions	Comments (%)
Have programs and activities scheduled throughout the year for schools and students.	30.0
Involvement at job fairs and college fairs.	20.0
Interactive Web presence with profiles of local businesses and job opportunities.	20.0
Continued networking.	10.0
Let students from The Challenge Program attend the Murtha Press Conference.	10.0
Tours and inside views.	10.0

Note: Comments that included multiple points were counted more than once.

School Staff Survey

The School Staff Survey was distributed during the Showcase for Commerce. The questions are designed to assess the attitudes of school staff concerning TCP and its incentives; in addition, it contains a few questions concerning the Showcase for Commerce. Twenty-nine individuals completed the School Staff Survey. Almost half (48%) of the respondents to TCP School Staff Survey are school counselors. Teachers make up almost one-quarter of respondents (24.1%) while principals and other administrators each comprised 14 percent of the respondents.

Table 10 shows that the School Staff responded very positively to all questions about the Showcase for Commerce and about the effectiveness of TCP.

Table 10: *Results of the School Staff Survey (n=29)*

Statements	Agree (%)
The Showcase for Commerce was very well organized and presented.	100
The Showcase was very effective in relaying information about job opportunities in the region.	81.5
The length of time for the Showcase was about right.	82.1
The Challenge Program has been effective in increasing student awareness of the importance of having good attendance at school.	86.2
The Challenge Program is effective in getting students to focus on the importance of doing their best every day in school.	93.1
The Challenge Program has helped to increase student awareness of individual grade point averages.	86.2
The amount of The Challenge Program cash incentive awards seems to be about right.	100
The number of awards given out by The Challenge Program in my school seems to be about right.	100
There is a high awareness among students in my school about The Challenge Program.	75.8
I feel that my involvement with The Challenge Program has been worthwhile.	93.1

Table 11 includes a summary of the suggestions that school staff gave in order to make high school students more aware of job opportunities. While a number of suggestions were made, the most outstanding suggestion is for TCP to provide more in-school activities and programs for participants. The complete list of suggestions can be found in Appendix C.

Table 11: *Summary of Suggestions to Increase Student Awareness of Job Opportunities (n=22)*

Suggestions	Comments (%)
More in-school activities and programs.	27.3
E-mail, interactive Web-site, and/or electronic media on program	9.1
Make students more aware of the skills/courses needed for particular careers.	9.1
More job opportunities other than service industry positions.	9.1
Career fair for all students.	9.1
Allow more students to attend the Showcase.	9.1
More interactions between businesses and students including tours and co-ops.	9.1
Schedule a mid-year follow-up to reinforce goals and incentives.	9.1
Hold the Showcase during the school year.	9.1

*Note: Comments that included multiple points were counted more than once.

As shown in Table 12, school staff made a few additional comments. While the majority of comments were positive and expressed that the program did a great job and was enjoyable, a few staff did complain that the time to view the exhibits was too long. In summary, the responses of the School Staff were very positive towards the Showcase for Commerce as well as towards the effectiveness of TCP. Most perceive a high awareness of the program among students at their schools, feel that the program has been effective

in increasing student awareness of the importance of good attendance at school, and is effective in getting students to focus on the importance of doing their best every day in school. Almost all of the school staff responding felt that their involvement with the program was worthwhile.

Table 12: *Additional Comments from the School Staff Survey (n=19)*

Additional Comments	Comments (%)
Great job!	31.6
Enjoyed the program.	31.6
Thank you.	21.1
Amount of time to browse exhibits is too long.	15.8

Note: Comments that included multiple points were counted more than once.

Student Networking Program Feedback Survey

The Student Networking Program Feedback Survey was distributed to students attending the 2006 Showcase for Commerce and participating in the Student Networking Program. The survey uses a 5-point interval response scale formatted so that 1= "strongly disagree" and 5 = "strongly agree" with a neutral point of 3 = "neither agree nor disagree." The survey is designed to evaluate the impact of the Student Networking Program (i.e., attendance at the Showcase for Commerce) on increased knowledge about opportunities for living and working in the region. The questions and their responses are also meant to be useful in designing future Showcases.

The Student Networking Program Feedback Survey was completed by 138 students of the 220 attending the Showcase. Fifty-percent of the students completing the survey are in grade 11, 28.3 percent are in grade 10, and 21.7 percent are in grade 12. Table 13 contains a summary of the results of the Student Networking Feedback Survey.

Table 13: *Results of the Student Networking Program Feedback Survey (n=138)*

Statements	Agree (%)	Disagree(%)	Neutral (%)
I learned about businesses that I never knew existed in our area.	95.0	0.7	4.3
The businesses had a lot more to offer than I thought.	89.8	0.0	10.1
There are many job opportunities available in this region.	84.8	4.3	10.9
I am surprised to learn about the diversity of jobs available in the area.	80.3	9.5	10.2
The Student Networking Program gave me a positive perspective on the area job market.	73.0	3.6	23.4
I intend to return to this region after I pursue higher education or training.	53.2	18.2	28.5
The Student Networking Program helped me make some good contacts for future employment.	45.6	15.9	38.4
The length of time for the Student Networking Program was about right.	66.0	13.8	20.3
I would like to attend future Student Networking Program events.	75.4	7.2	17.4
I would recommend participating in the Student Networking Program to others.	82.6	5.1	12.3

With the exception of student responses concerning whether the Student Networking Program helped them to make good contacts for future employment, well over half to 95 percent of all responses to questions about the Student Networking Program are positive. The Student Networking Program seems to be very successful in exposing students to businesses in the region.

Students were asked to list both what they liked most and what they liked least about the Student Networking Program. Almost half of the students responded that what they liked most was learning about local job opportunities. However, for almost one-fourth of students, the feature they liked least was the lack of diversity in the businesses represented at the Showcase. Some students felt that too many of the businesses were defense industry and technology industry related and suggested having greater diversity. Students also enjoyed meeting knowledgeable friendly business people. However, many students complained that some of the businesses did not interact with students or explain their business operations. Table 14 summarizes the features that students liked most and least; Appendices D and E list all the responses given by students.

Table 14: *Summary of Features Students Liked Most and Least (n=125)*

Features students liked the most	Comments (%)	Features students liked the least	Comments (%)
Learning about local job opportunities	45.0	Lack of diversity in businesses represented at the Showcase.	27.0
Meeting knowledgeable friendly business people	22.4	Businesses did not interact with students/explain business	22.2
Free stuff	18.4	Showcase was too long	17.5
Exhibits/hands-on demonstrations	13.6	Overcrowded	17.5
Learning about technology-related careers	10.4	Showcase was too short	15.9

Note: Comments that included multiple points were counted more than once.

An additional open-end question asked students to list what else they think can be done to make high school students more aware of job opportunities. The majority of students who participated in the Student Networking Program suggested that career related programs and activities should take place in the local high schools. Almost one-fourth of respondents suggested that high school students could be made more aware of job opportunities if advertising were increased and diversified (i.e., Web sites, flyers, television, teachers.) The top suggestions made by respondents are listed in Table 15. The complete list of suggestions is located in Appendix F.

Table 15: *Summary of Suggestions to Increase Student Awareness of Job Opportunities (n=104)*

Suggestions	Comments (%)
Have career related programs and activities in school	51.0
Increase advertising using various media	23.1
Involve more students in The Challenge Program and the Showcase	7.3
Offer students chance to intern or shadow various positions	4.8
Create more jobs	1.9

Note: Comments that included multiple points were counted more than once.

A summary of additional comments from the Student Networking Feedback Survey is located in Table 16. The most frequently cited additional comments were that the respondent enjoyed the Student Networking Program and that the program is great. The complete list of additional comments is located in Appendix G.

Table 16: *Additional Comments from the Student Networking Feedback Survey (n=30)*

Additional Comments	Comments (%)
Enjoyed the program.	40.0
The program is great.	36.7
Hope to participate again.	13.3
Program is informative.	10.0

Note: Comments that included multiple points were counted more than once.

In summary, the Student Networking Survey results suggest that most students did learn about businesses that they never knew existed in their area and learned that these businesses had a lot more to offer than they previously thought. Most of the student attendees at the Showcase (80%) were surprised to learn about the diversity of jobs available in the area, but at the same time, many would have liked the Showcase to spotlight an even greater diversity of businesses with representation that would extend beyond defense-related industries.

Summary of Survey Findings

On the **student** survey items that attempt to directly show an association between TCP and students' perceptions, the program does not appear to fare well according the survey data presented. The minimum mean for both groups is 2.33 while the maximum mean is 3.67; thus, responses range from disagreeing to being neutral. Students either directly disavowed changing their behaviors due to TCP or were indifferent about the effects of the program on their attendance, on making them more interested in school, on making them more concerned about their grades, on making them more interested in doing community service, and on helping them learn how local business leaders have achieved success. However, it should be remembered that many of these respondents have had very little direct contact with TCP and, given this situation, it seems positive that one-third indicated that the Program helped to increase their interest and participation in community service and just over 40 percent learned more about how local business leaders had achieved success. It should also be noted that these school-wide survey results differ greatly from the student interview and focus group results that follow. The interviews and focus groups were conducted only with program participants who had been directly involved in the Student Networking Program.

The overall results for the **Business Ambassadors** survey were positive. All of the business professionals who completed the survey agree that the program is doing a good job of introducing students to local businesses and possible careers, that the program seems to be well designed, that the program is an important contribution to the local community, and that they plan to continue in the program. However, almost forty percent of business leaders completing the survey were neutral/undecided as to whether

they would be willing to help recruit new members from the business community to participate in TCP.

All **school staff** members who completed the surveys indicated by their responses that they are very satisfied with TCP. Over four-fifths of school staff respondents agreed that TCP has been effective in both increasing student awareness about having good attendance and getting students to focus on doing their best in school. Almost one-fifth of respondents were undecided as to whether there was high awareness of TCP among students at their respective schools.

In terms of the **cash incentive awards**, although only half of the student respondents indicated that the amount of the Cash Incentive Award was about right, 94 percent of business respondents and 100 percent of school staff respondents agreed that $250 is about the right amount for an incentive award. In addition, all school staff respondents agreed that the number of awards given out at their schools is about right.

All of the school staff respondents agreed that the **Showcase for Commerce** was well organized and presented. About four-fifths of school staff respondents agreed that the Showcase was very effective in relaying information about job opportunities in the region and that the length of time for the Showcase was about right. Over four-fifths of business respondents agreed that the Showcase was successful in meeting its objectives and an even greater proportion agreed that the length of time for the Showcase was about right. One-third of business leaders completing the survey were more neutral/undecided about the effects of the Showcase on their organizations' efforts to recruit the best and brightest employees in the near future, while over two-thirds thought the Showcase could help in their future recruiting efforts.

For the most part, students who participated in the **Networking Program** were very positive and agreed that they had learned a lot about businesses in the area, that the businesses had a lot more to offer than expected, and that there are many job opportunities available in the region. Despite their new-found knowledge about jobs in the area, almost half of the students either disagreed or were neutral about their intentions to return to the area after pursuing higher education. However, the responses to this statement may be more indicative of youthful dreams of flights of fancy than an actual inability of the program to convey the opportunities and resources available in the region. Students were more critical of the "right" length of time for the Showcase than were the business leaders and school staff respondents. A little over one-third of students either disagreed or was neutral about the right length of time for the Showcase. Two of the five features that the students liked least about the Showcase were that the Showcase was too long (17.5%) and that the Showcase was too short (15.9%).

Each of the surveys distributed at the **Showcase for Commerce** had an open-ended question that asked respondents to suggest ways to increase student awareness of job opportunities. Students, school staff members, and business leaders all emphasized the need to have career-related programs and activities take place during the school year and at the schools (as opposed to in the community). All three groups of participants also

emphasized that the Program, jobs, and local businesses need to be advertised to students using multiple types of advertisements, including flyers, e-mail, and Web sites. Lastly, all three groups emphasized that there should be more interaction between students and businesses through such activities as career fairs for students, tours of business, shadowing, internships, and co-ops.

As a final note, the comparison between responses of students from SCCHS and the other schools does seem to shed some light on the effects of TCP as it matures in a given school. Although, for simplicity and increased readability, the results of statistical tests of significance (F tests) were not shown in the preceding tables, there was a significant difference found between responses of SCCHS students as compared to students in the other schools. These results suggest that it takes more than one year of operation in a school for the effects of TCP to be seen.

Interviews and Focus Groups

The interviews and focus groups with program participants were designed to provide a deeper level of understanding about program components than could be provided by the survey data alone. The interviews and focus groups took place primarily at the 2006 Showcase for Commerce but rich and useful qualitative data were also obtained through interviews conducted at TCP offices, local schools during site visits, and award ceremonies. A total of 65 students, 30 school staff, and 13 business ambassadors were interviewed or participated in focus groups. Specific comments from the interviews and focus groups are found in Appendix H.

Student Interviews and Focus Groups

In general, two modes of response were found among students when asked about TCP. One group, which comprised about half the students interviewed, tended to be somewhat shy and reserved in their comments about the program. They also seemed reluctant to generalize beyond their own experiences and perceptions; that is, they could articulate their own feelings but where not sure if that was how other students felt or not. The other half of students interviewed, when asked about the program, responded with much enthusiasm. Many of these students had won awards from TCP and, most likely, this provided the basis for their enthusiasm. Most of these students were also quick to suggest or assume that many students in their school shared their awareness and positive feelings about the impact of the program in their daily lives at school.

In terms of their opinions about the degree to which they felt their accomplishments were being rewarded, most felt that the program helped to recognize their accomplishments. For those who had won awards, there was an enthusiastic and most often excited response to this question. Almost every student interviewed, however, did see participation in the Showcase for Commerce as a type of recognition that set them apart from their peers. They were very appreciative of the opportunity to attend the Showcase and meet local political dignitaries and business leaders.

With respect to the degree the program really motivates students, there seemed to be a sense that the program was helpful, and for a wide spectrum of students, not "just for the academically supreme." This response—that the program gives "regular kids" a chance to recognized—was heard often. Also, almost every student interviewed felt that the Showcase was a good motivational tool; those students who were selected to attend felt that participation in the Showcase was not only an honor, but a real opportunity to consider leadership issues and potential employment opportunities. Students saw their attendance at the Showcase as recognition and something that separated them from their peers in a positive light. The students seemed to feel most strongly that the program was instrumental in encouraging them to increase their participation in community service and a feeling that these activities "help everyone."

Last, when questioned about whether their parents were aware of the program and what they thought of it, there was a consensus among the students that their parents were aware of the program and thought that it was "neat." Many of the parents had an awareness of the program that was gained not only through conversations with their children, but through local media attention about TCP. Students who had won awards reported overwhelmingly that their parents were excited about the program and the opportunities it provides. But just as importantly, students who had not won any awards reported that their parents wholeheartedly support the program since it is focused around basic school citizenship and achievement ideals.

School Staff Interviews and Focus Groups

Interviews and focus groups were conducted with school principals, assistant principals, guidance counselors, and teachers. The school staff were much more vocal than the students in their support of the program and had many complimentary comments about the program as well as many ideas and suggestions for making TCP more effective. In terms of program impact, there was a strong consensus that the program was having a positive influence at the schools and that it affected a lot of different kinds of students by exposing them to businesses and opportunities in the region, and "opening student minds to follow dreams." There was a concern, at the newer schools in particular, that the "true" impact of the program might not be seen until three of four years down the road, when the first group of 9th graders is out of the school/program. With respect to the degree to which the program was enhancing student motivation, it seems to fair to conclude that the program works "to some extent, for some kids" and that the relationships with the businesses helped set a positive example for the students. Importantly, two principals noted that they had significantly increased numbers of students with perfect attendance this past year and that they attribute this increase to the influence of TCP. Guidance counselors, too, mentioned that TCP seemed to heighten interest among students in doing community service.

School staff had many ideas and suggestions about the award structure and categories. These included:

- The need to better define the community service award and how to measure community service in a way that is less subjective; it was also suggested that, perhaps, TCP could provide a list of community organizations where students could provide service since many are not aware of service opportunities in the community;

- Establishing an award related to school climate, e.g. students with the most improved disciplinary records;

- Establishing a leadership award for the students that would foster positive relationships within the school;

- Perhaps establishing an award for the fewest number of times tardy;

- Adding 9th grade awards if a school is 9th to 12th; currently that group is left out and it can be a logistical problem relative to getting the whole school to rally around TCP goals/ideals; and,

- Splitting awards in half to keep up motivation throughout the year; students would be provided with a fresh start by giving $125 in January and the other $125 in June.

School staff also had many recommendations about increasing the visibility of TCP throughout the school year. These included:

- Have TCP staff and business leaders hold more frequent meetings at the school to reinforce program concepts;

- Getting the guidance counselors more involved in promoting the program;

- Having some sort of mid-year event to reinforce the program; such events could include sponsoring a basketball game or dance;

- Providing a banner at the school to remind students of the challenges every day;

- Having business sponsors at the school more often and also rotate presentations by the sponsors so the kids get greater exposure to differing types of business opportunities; and,

- In general, have more connections between business leaders and school people so the school can better help support the business ambassadors.

It was also noted that principals appreciate the fact that TCP sends regular email reminders and updates to administrators. These reminders make some principals feel pressure to "get on board," especially with all of the positive media attention related to the program. One principal suggested that TCP could make an attempt to pull all

principals and guidance counselors together quarterly or twice each year for updates on the program. This same principal added that he truly appreciates that the lines of communication have been open between him and principals from other schools involved in the program.

Business Ambassador Interviews and Focus Groups

The business leaders and ambassadors were ardent advocates of TCP and highly supportive of the program and its attempts to reach out to the children of the region. With respect to their opinions of their effectiveness as business ambassadors, there was a unanimous consensus that they were having a positive influence with the schools and students. They applauded the program for providing opportunities for the business community to connect with the youth in their schools and the opportunity to help them define career objectives and prepare them for the workforce. The business ambassadors felt that they are being effective by providing examples and role models and are playing an important role in helping students understand the expectations of business. They were all impressed with how many students really know their business ambassadors and see them as a resource. One sentiment that was expressed frequently was that "even if I only reach one child, I feel I'm being effective and successful" or "I feel that I'm helping a few, but even a few is worth it." At the same time, some business ambassadors felt they could be more effective if they made more individual visits and became more visible in the school, and, if they were in the school more frequently, the relationship might be more cordial and seamless.

The business leaders also had strong opinions about the positive impact they were having on student motivation. While most of the business ambassadors spoke about the smaller, or more limited, number of students with whom they had more direct contact, there was a consensus that the students, across a broad spectrum, are really motivated to find out what business is all about. The business leaders felt strongly that there seems to be a developing sense of responsibility just though meeting business people and community leaders and that students are getting a chance to see things they never would have before. Many business ambassadors were impressed with the notion that "these students sought me out, wanting to know more about my business, and what they would need to do to work for me."

In terms of impact on the students and the benefits of TCP, the business ambassadors felt they are making strong connections with some students and can see them making strides in figuring out what they want to do and how to get there. The business leaders also feel that are helping in building an awareness of work habits and in developing more realistic expectations about the workplace. In their interactions with students, they feel the students are developing a greater sense of the community and their potential roles and they find this encouraging because they see a longer term benefit for businesses because students are being encouraged to come back to the area once they have completed their education. The business ambassadors fully support the idea that by bringing businesses into the school, it gives students a flavor of the real work world and that this will lead to a growth in community awareness. The business leaders feel that the program empowers

students to better themselves and encourages them to do better, and several ambassadors noted that "…the personal notes I get from kids are very touching and attest to the impact."

The business ambassadors were also asked for their opinions about potential marketing plans or strategies that might be useful in expanding TCP. While there was a recognition that effective marketing is expensive, there were many ideas and suggestions offered including: (1) the need to get more exposure in the press, so the community is saying "why isn't my school involved?"; (2) the need to develop marketing on a more personal level, emphasizing personal pay-backs; (3) the real need for more ambassadors; (4) the need to consider opportunities where business leaders meet, have TCP staff go to those events and button-hole them about the advantages of participating in the program; and (5) the need for TCP staff to go to more business groups, like the Altoona Roundtable, and make pitch with comprehensive information packets to distribute at these events. At the same time, there was some sentiment that "the program is growing, maybe just keep doing it like this, one school at a time." And, while we "need to do it school-by-school, don't put it all on the business community – schools need to encourage these ties as well and get to know the business people better."

Program Impact on Student Outcomes

The Pennsylvania System of School Assessment (PSSA) student achievement results for the schools participating in the Student Surveys that have been involved in TCP for at least two years are presented in Appendix I and Appendix J. Achievement scores in mathematics and reading/language arts were examined for the year prior to program involvement through the 2005-2006 school year. Although students from Bishop Carroll, Bishop McCort, and Greater Johnstown AVTS High Schools were included in the Student Survey, their achievement results are not included since they are a non-public/private schools that do not participate in PSSA testing.

Overall, with the exceptions of Ferndale Area and Richland High Schools, it appears that schools participating in TCP had mathematics and reading gains that exceeded gains in the state means for each year of program involvement. It should be noted, though, that the slight decline seen in the Richland scores is very small (two percentage points in reading over the three year period and seven percentage points in mathematics) and not particularly meaningful for the purposes of this report. However, the decline in the Ferndale Area scores is considerably larger in math (23 percentage points over the three year period) than reading (2.2 percentage points over the three year period).

Importantly, these gains in student achievement are very marked when comparing them to state-wide increases, especially in nine of the schools, Central Cambria, Conemaugh Twp, Conemaugh Valley, Forest Hills, Greater Johnstown, Northern Cambria, Portage Area, Westmont Hilltop, and Windber Area. Such gains are not seen in the year prior to involvement with TCP. In the year prior to program involvement, gains in these schools are parallel with state-wide gains. Overall, these charts seem to support the contention

that it takes at least a year for TCP to have an effect on these important indicators of student achievement.

Attendance and graduation rates are presented in Appendix K and Appendix L, respectively. Overall, attendances rates for 14 of the 15 schools participating in TCP are above the state mean. Only, Greater Johnstown AVTS has shown a decline in average daily attendance (12.1 percentage points) from 2002-2004. In addition, graduation rates for 14 of the 15 schools participating in TCP are above the state mean. Only, Greater Johnstown HS has shown a decline in student graduation (13 percentage points) from 2002-2004.

As one of the main goals of the TCP schools was to promote student academic success in a more general scope, entrance rates to post-secondary degree bearing (Associates, Bachelors, Specialized) institutions were examined for the years 2002-2004. Overall, post-secondary rates for 47% (7 out of 15) of the schools participating in TCP are above the state mean. In addition, two schools, Forest Hills and Greater Johnstown HS have shown increases in post-secondary entrance rates that are approaching the state mean. However, the remaining five schools participating in TCP have shown minor decreases in the rate of students entering post-secondary degree bearing institutions. Post-secondary entrances rates are presented in Appendix M.

Final Report Conclusions

TCP is built upon a solid research base that shows that programs that link students to the community, involve some type of mentoring relationship, and include cash incentives for performance are effective. In implementing the program, TCP does appear to be doing a fine job in meeting its basic program objectives. They have successfully engaged high school principals and guidance counselors in establishing an awards system in participating schools. Students who are most closely involved with the program do see the cash awards as an incentive to excel. The business ambassador network is well established in each school and these ambassadors feel that their participation in the program has been a positive and worthwhile experience. Two-thirds of these ambassadors also feel that the Showcase for Commerce will be helpful in helping their organizations recruit the best and brightest talent in the region in the future. Last, the findings clearly show that the longer a student is exposed to the program, the more likely he or she is to have increased awareness of businesses in the region and the diversity of jobs that are available.

In attempting to answer the general question of how well TCP is working, a striking difference is seen between the results found in the Student Surveys and the responses obtained through direct interviews and focus groups with students. It seems that students who are more directly and closely involved in the program, i.e., those who have won awards or have attended the Showcase for Commerce, are most enthusiastic about the program and more likely to suggest that the program has had a positive impact on their academic achievement. The comparison between the Student Surveys from Shade Central City High School, where the program has only been operating for one year, and

those schools that have participated in TCP for at least two years, also possibly support the contention that increased involvement with the program does positively change student perceptions about the "perceived impact" of the program and job opportunities in the region.

Half of the students surveyed, and almost all of the school staff and business ambassadors, felt that the cash incentive amounts of the student awards were "about right." All of the students who were interviewed or participated in focus groups felt that the amount of the incentive was right. This seems to support the general positive feeling that many respondents expressed concerning the overall organization of the program.

Showcase for Commerce feedback from participating students surveyed also shows that participation in this annual event seems to be a significant factor helping TCP to meet its goals of increasing awareness in students of business opportunities in the region. Three-fourths of the students participating in the Showcase gained a more positive perspective on the local job market and about half indicated that they intended to return to the region after pursuing higher education. Most also indicated that they would like to attend the Showcase in the future and that they would recommend it to other students. Clearly, the Showcase for Commerce is an important component of TCP and ways to increase student involvement in the future should be explored.

Showcase feedback from students also indicated that they would like to see the Showcase highlight a greater diversity of businesses in the region. Many also suggested that attempts to disseminate information about job opportunities in the region directly in the high schools could be useful, especially for those students not fortunate enough to be able to participate in the Showcase. Business ambassadors also echoed this sentiment with suggestions that TCP could improve by scheduling job awareness programs and activities throughout the year. TCP may want to consider innovative approaches to this issue such as developing interactive Web profiles of local businesses and job opportunities or other career awareness opportunities that could be accessed directly by students in the schools.

School staff and business ambassadors involved in TCP appear to show very strong support for the program. Overwhelmingly, they feel that the program is very well organized and managed, having a positive impact on students. School staff, especially principals, did make several recommendations for changing the structure of awards in schools to include 9th graders in schools that house grades 9-12, to consider ways to change the community service award category to make its determination less subjective, and to find ways to increase the everyday visibility and awareness of TCP in the schools.

On measures of student achievement, TCP seems to be having a positive effect, especially as the program matures in a particular school. Preliminary analyses of student outcome data are encouraging. When compared with state averages, appears that the vast majority of schools participating in TCP had math and reading gains that exceeded gains in the state means for each year of program involvement. Initial analyses of other student outcome data also show positive findings. Overall, attendances rates and graduation for

14 of the 15 schools participating in TCP that were included in the analyses have increased.

It is perhaps misleading, to try to attempt to draw final conclusions about the impact of TCP by merely presenting survey results, PSSA scores, or other outcome measures. This program has very strong support in the community from parents, school staff, business ambassadors, and participating students. This heartfelt support was evident at site visits that included observation of two awards ceremonies in participating high schools. There was real tension and excitement as TCP awards winners were announced for each award category. There was often some surprise shown among students when a "regular" student was called to the stage to receive an award for best attendance or most improved GPA. The real human impact of this program was seen at one school where school officials announced that the "most improved" award for seniors had not been computed in the usual manner. Usually, this award is for students who improved most from the previous year. In this instance, officials decided to give the award to a student who had improved most since *seventh grade*. Many students began to show tears; teachers also showed their emotions at that moment. The student who was given the award came from a poor, single-parent family that had been abandoned by their father and where two of the three boys in the family were currently in prison. The award-winning student had dropped out of school a year earlier, only to return and graduate with flying colors. It was a genuinely moving moment and all present in that auditorium associated this student's motivation with the incentives and challenge to do your best in school every day in school. It was truly a shining moment for The Challenge Program.

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Appendix A
Complete List of "Other" Occupations Cited by Respondents (n=193)

Occupation/Field	# of Respondents
Visual Arts	20
Engineering	12
Psychology	12
Performing Arts	11
Criminology/ Law Enforcement	10
Culinary Arts	10
Law	10
General Science	9
Journalism	9
Veterinarian / Zoology	8
Construction Arts	7
Communications	6
Fashion Industry	5
Automotive	4
Biology	4
Cosmetology	4
Writing	4
Agriculture/Forestry	3
English	3
Environmental Science	3
Pharmaceutics	3
Political Science	3
Tattooing	3
Computer programming/ networking	2
Forensic Science	2
German	2
Medicine	2
Military	2
Social Services	2
Aerospace Technology	1
Anthropology/Sociology	1
Archeology/History	1
Architecture	1
Astrophysicist	1
Chemistry	1
Early Childhood Development	1
Funeral Director	1
International Relations	1
Linguistics	1
Mathematics	1
Ministry	1
Philosophy	1
Physical Therapy	1
Piracy	1
Sports Training and Exercise	1
Sociology	1
Speech Pathology	1

Appendix B
Complete List of Suggestions from the Business Ambassadors Survey

- Involvement at job fairs and local college recruitment of these students.
- Set up booth at College Fair in fall and talk about Challenge Program – parents attend in evening, help with support/understanding.
- Continue to convey opportunities through networking.
- Formal and continual informational programs for our local school districts outlining, highlighting and touting the employment opportunities that are in our region. Anti "brain draw."
- More interactive Web presence with profiles of local businesses and job opportunities might be worthwhile.
- Have programs and activities planned throughout school year to get schools and businesses together. We talked about it – but with busy schedules it never happened. So Challenge Program should set the expectation and make this happen.
- Let the young adults from The Challenge Program attend the Murtha press conference – the first year they did attend it and they were really amazed at the money being offered by our companies in the Johnstown area.
- Tours – inside views.
- Reinforce through guidance counselors and principals throughout local school districts.
- More involvement of local businesses to create a profile of themselves that could be given to the schools including link to a Web Site, mission/mission statements and contact information.

Appendix C
Complete List of Suggestions from the School Staff Survey

- Send "effective" reps to schools and also to programs such as 2006 Showcase for Commerce – students felt a lack of interest on the part of reps (many sat and talked to one another and ignored students).
- If the showcase was held during the school year, I would bring all my seniors for the day; in addition, maybe all juniors. Excellent showcase.
- Schedule a mid-year follow-up by C/P and/or Business Ambassadors to their schools to reinforce goals, incentives, etc.
- More interaction between the businesses and the students. Speakers in classrooms, tours of facilities.
- My students were so impressed with this experience. I wish more could have attended. It was a wonderful experience.
- Career fair for all students.
- If there were more job opportunities other than service industry positions, I believe our high school students would be more interested in those job opportunities.
- Our school has a career center but it would be beneficial if more students used the center. We need more non-service industry jobs.
- Perhaps large companies such as Lockheed, etc., could interact more with schools, specifically Greater Johnstown Career and Technical Center, and a technical school to make students aware of skills necessary for local employment – value of education.
- Courses could be offered with a description or listing of potential future careers stemming from such a background, i.e., physics should be taken if the student aspires to be an engineer.
- An email program or interactive Web Site.
- Do it before the end of the school year; mid-year; less time for the showcase.
- More activities like these to make students aware of those opportunities.
- More in-school awareness programs.
- More in-school programs/assemblies.
- Have them come into the schools for a career day to reach all the students, not just these few.
- More representatives, more frequently in the schools.
- DVDs available throughout the school year – for reintroduction or CD-ROMS, etc.
- Another workshop/seminar could be held some time during the middle of the school year.
- Push for more co-op.
- Business presentations in the schools.

Appendix D
Complete List of What Students Liked Best about the Student Networking Program

- I liked getting to go around and learn about all of the different businesses in Johnstown.
- The businesses were all friendly.
- I got to sit in a Striker.
- The demonstrations of medical technology.
- Getting to sit inside the Striker.
- They are nice.
- I really liked the whole thing. It was a great experience. I found out lots of new things in each little area I had gone to. I really like it.
- I really liked the vehicles outside of the one building.
- Free stuff.
- Plethora of free items.
- Many interesting jobs.
- Myriad of free things.
- Jason.
- The IV set-up with the amputated arm and the swell stuff.
- The diverging of all the programs in the area.
- I got to see the various jobs available in Johnstown.
- The stuff and all the new programs I learned about.
- The showing of the very new interesting programs.
- The free stuff we got and the important information I learned.
- Learning about all the job opportunities in the area that I did not even know existed.
- Learning about different educational programs. Also, the many different job opportunities.
- The diversity of people and businesses.
- All the different job opportunities.
- Meeting all the different businesses.
- How well we were treated.
- The free and easy information.
- I liked being able to see new jobs that existed in the Johnstown area that I never knew existed.
- Being able to see what really exists in our area and being able to see successful people who have returned to our area to make it better.
- I enjoyed the wide variety of jobs and possibilities displayed at the program.
- Encountering the various businesses in the area.
- I liked the diversity in jobs, free stuff, great food and information to help me with future decisions.
- The architecture booth that handed out the small trees for people to plant and the super cool stuff.
- The military showcases and meeting dignitaries like Mr. Murtha.
- I got to learn about different jobs which will help me decide what I want to do after high school.

- The opportunity to see the available jobs in Johnstown.
- I liked how students ran the program.
- I enjoyed meeting the business people, and it showed me the opportunities around this area.
- All the opportunities to meet new people. Not only business leaders, but students and student leaders.
- Seeing the various products offered.
- The diversity of jobs and the information provided.
- I liked the opportunity to learn about jobs I never knew existed.
- Learning about job opportunities.
- All the different vendors.
- The interaction between the many exhibits.
- I liked meeting all of the many people and representatives of the many different corporations.
- The people I had the opportunity to talk with definitely enriched my experience and made it extremely worthwhile.
- I enjoyed learning about businesses that would possibly offer me job opportunities after college. I enjoyed the booths I talked to.
- The different exhibits in the showcase.
- The opportunities I got to talk to many successful people and learn about what they could offer me.
- The way people at the booths really spoke to you and got you interested in a specific career.
- That I got to learn about job opportunities in my area.
- All the free stuff.
- Meeting John Murtha and Dan Perkins and talking to different businesses.
- Peanuts.
- The diversity of businesses represented.
- I enjoyed the friendly people who were at the display booths. Also, the free items they had to offer were very neat and fun.
- Seeing how many businesses had to offer.
- I liked meeting John Murtha and receiving the free gifts.
- Getting picture and meeting John Murtha. Knowing that are a lot of opportunities out there of jobs.
- The green beans
- I really enjoyed looking at all of the new technology that is out there.
- Seeing the businesses in our area and learning about new technology.
- I liked being rewarded for my efforts.
- The chance to walk around and meeting with those who work with local businesses. They were very knowledgeable and helpful.
- I thought that the technology of this program was good and helped to keep the interest of kids.
- Learning more about our job opportunities around in our area.
- The ability to interact with the business people and the information they provided about their companies and businesses.

- The fact that there is a big world out there and many job opportunities. Also, getting involved in school and the community.
- It was very interesting to see all these businesses in the region. Also, to see the area growing again.
- That you got to see all the jobs available in this area. That you got to do some hands-on activity with some of the jobs they had to offer.
- There were a variety of booths. People were friendly.
- The military associates.
- Learning about the few career opportunities of a graphic designer in this area.
- The diversity of jobs presented at the programs that I thought were unknown to the area. Many more technological opportunities are available here than students are normally told.
- Everything was well planned and well scheduled and finding the places and booths was easy.
- Seeing what each job had to offer and how well they advertised (with pens, pamphlets, etc.).
- To explore possible career options in the area.
- That it gave me the opportunity to explore many businesses and establish connections while receiving free stuff.
- Seeing the different jobs available while receiving free merchandise and candy.
- I particularly enjoyed the free paraphernalia and interacting.
- Seeing all the businesses that are in the area.
- I liked learning about some businesses that I never knew about before. I had no idea there were so many opportunities in this area.
- The pens that were given away.
- The free stuff.
- All of the free items.
- The free items.
- Seeing all the businesses.
- How informed all the business representatives were. There wasn't one question I asked they didn't know the answer.
- Learning about all of the different jobs that are here in our region.
- Seeing all the job opportunities in the area that I had not idea existed.
- Learning about new, interesting careers in Johnstown.
- Realizing how many opportunities there are in Johnstown.
- Talking to all the people about what they do and finding out what was available.
- I loved learning about all of the engineering jobs that were offered. It truly helped me to get more interested in engineering. I am really looking into it now and see that there are many jobs available.
- Diversity/technology in jobs in the area.
- Learning about the many companies with high-tech products in the area.
- That it showed how many different defense organizations in Johnstown that there were.
- The large amount of companies showing off their products and talking about their jobs and jobs available in the area.
- Talking to businesses.

- Seeing how much all the technologically based companies need humanities majors.
- Realizing that there were more than a handful of companies around locally with many job opportunities available.
- I enjoyed learning about different businesses that are located in our area. I never realized how many dealt with technology.
- Talking to the different business leaders.
- Meeting people from different businesses and finding out information.
- Seeing all the different businesses in the area.
- Free stuff.
- The diversity of businesses and their showcases.
- All the variety of booths and how amazing all the technology is in our country today. Very good program.
- The diversity of jobs around the area.
- The ability to explore many different Figures and talk about different jobs and things along those lines – hands-on things.
- The interaction and free stuff.
- The free stuff but especially the groups that provided presentations for their information.
- Free stuff.
- The presenters that had very involved presentations really impacted my opinion on this program.
- All of the free things.
- Interesting.
- Learning about businesses around the area.
- John Murtha – all the way!!!
- Learning about the various businesses in the area.
- Well ran and interesting businesses.
- Exhibits with candy; meeting people; get out of school; food.
- To see there is more advanced technology in this area.
- Learning about new jobs, meeting new people, getting out of school.
- The businesses were willing to answer questions and give you brochures and free stuff.
- I enjoyed learning about the jobs in this area, and of course, the free stuff.

Appendix E
Complete List of What Students Liked Least about the Student Networking Program

- I believe that there wasn't enough time to talk to all the businesses and learn a lot.
- There was not enough time to talk to all of the businesses.
- Not enough range of jobs; healthcare, math, theatre, etc.
- The pictures.
- None.
- All of the walking.
- Not really talking to the business owners because it was kind of hard to relate to some of the things they do.
- Some of the booths didn't really explain their businesses.
- The free things.
- Nothing, I liked it all.
- Getting our picture taken.
- Too much time to view everything.
- Was too short.
- Everything was ideal.
- That it was not on a school day.
- More outgoing atmosphere.
- Not laid back enough.
- Ugly polo shirts – formal shirt & tie would have been much more appropriate (or a suit – suits are sexy!).
- Polo shirts.
- Attire, rather wear a business suit to fit in more.
- The shirts.
- All the walking we had to do.
- Some booths did not provide enough information about their business and didn't interact with the students.
- The program people were not as well prepared to tell us about their companies.
- I thought that most of the businesses were too technical for students our age and too high-tech.
- All the walking. It was too cramped.
- There was nothing I didn't like.
- Having to take the time taking pictures.
- Not enough room. Too crowded.
- There's a lot of things that I wasn't really interested in.
- I wasn't interested in some of the businesses.
- Unfortunately, I did not have the chance to talk to Dan Perkins or Congressman Murtha but I'm glad I at least got a picture with them.
- Nothing that deals with careers in police/crime scenes.
- The walking.
- It was a little too long and our business sponsor wasn't there.
- It was too long, too hot, too crowded.
- The crowdedness.
- How some of the businesses didn't really talk to you when you stopped by.

- It was all very enjoyable.
- I felt most industries involved defense or metal work. I wanted to see a greater multitude of businesses.
- I wished that there had been more of a variety of job types. The majority was by far defense jobs.
- It did not seem very organized.
- The shirts did not fit well.
- Nothing.
- Only having two hours.
- I thought that the businesses were all rather similar.
- Less time for touring.
- Everything was fun.
- The businessmen belittled the students sometimes.
- There weren't many healthcare booths at the showcase.
- It took me forever to field the light-up pins.
- The business owners were not that talkative and open about their businesses.
- Overcrowded.
- There was not diversity among the different businesses.
- The lack of diversity.
- There is a lot of defense and engineering programs. The showroom was not that diverse.
- It was pretty crowded.
- Even though the free shirts were nice, it would be better for the Challenge kids to just dress up and it would save Challenge money.
- The shirt.
- What I liked least about this program is the shirts. It was fantastic that they have been purchased for us, but maybe it would be better if we just dressed nicely.
- The shirt.
- The time length slightly long.
- The length of the program was too long.
- The extensive amount of time.
- Too much time
- No wet bar.
- The heat.
- Getting together for the first group picture was hectic and not very orderly.
- The program lengthy was a bit too long to be walking around booths. Many of the booths also had too many "gidgets and gadgets" to the point where students were not interested in the information but rather the "free stuff."
- I don't think there was enough diversity. Most of the displays were for the military or military-related.
- Most companies were computer-based.
- Too much time to walk around the showcase.
- That they didn't have anything about child development or teaching.
- The showcase was too long.
- It was crowded and there should be more opportunities to talk to companies.
- It was too long.

- It could be shorter.
- Too long. Some exhibits boring.
- Too much time at showcase.
- Nothing at all.
- Too long.
- Several booths just handed out candy and didn't elaborate or inform us on their jobs or technology.
- Out of area businesses – most didn't talk about their business.
- Some of the places were out of state. Not many of the presenters would even talk to us. It seemed most of the places were simply giving out free stuff.
- Most of the program was military-oriented; friendlier and more forward representatives; male and female reps for each display and be able to interact with both male and female students on an even level – some didn't acknowledge female students because of concept that girls are not interested or lack intelligence.
- Not enough hands-on material at certain Figures.
- Most of the representatives would not communicate with me as I approached the Figures.
- Not enough hands-on stuff for students to try out during the showcase.
- I didn't know that certain businesses were there because they were hidden.
- I liked it all.
- I enjoyed the entire thing.
- The pictures were a little much. There were too many.
- Having to take so many pictures. I would rather just be able to walk freely.
- It was geared and designed completely for science and math programs.
- It was completely about manufacturing and science.
- Not enough time.
- That it was too short.
- I liked just about everything.
- Crowds.
- I didn't like when some of the vendors ignored me. It was not often but some would not acknowledge me when I went to their booths.
- Not enough time.

Appendix F
Complete List of Suggestions from the Student Networking Feedback Survey

- I think that more students should be able to go in different grades.
- Have companies visit schools.
- Advertise; get more info out there.
- Bring companies into schools and offer opportunities to meet with them.
- Have the people explain more.
- More information.
- More in-school visits.
- School field trips to the showcase; get more students and schools involved in the Challenge Program, etc.
- TV advertising.
- Having more events such as "showcase for commerce" available for kids to attend.
- Have these more often, geared towards different groups of students.
- More encouragement of students to attend job fairs.
- Tell them of all the businesses and tell what they do so they can see the diversity.
- Have more pamphlets available.
- Make businessmen/women more interested in school students. Talk about education requirements.
- Handout flyers or send things online or have speakers come to schools to speak about job opportunities.
- More explanation and ratios about employment in certain areas.
- MORE JOBS! Neither my friends nor I can find jobs in the area and we are the top in our grade. If it's impossible for us now, it will probably only get worse.
- More exhibits and advertising it.
- Make salaries and job descriptions available at each booth.
- Single picture with Murtha.
- Career fairs.
- Go straight into high school and advertise.
- More opportunities to explore job opportunities in school.
- Go to the schools and put a showcase there.
- They could allow students to shadow people in jobs that they are interested in.
- Advertising.
- Have presentations in school.
- Speak in schools.
- Have teachers in school inform students of what types of jobs are available in their field of study.
- Perhaps career days at the individual schools.
- I'm not really sure.
- More programs like Challenge Program that come to high schools.
- Commercials.
- I believe the Networking Program was a great opportunity for me, but for the others, I would recommend an assembly at my school.

- The programs introduce many jobs. Try to get kids interested in different jobs and not hold everything at once.
- The showcases are wonderful, but time slots should be scheduled so everything isn't chaotic.
- More things like this.
- Advertise more. Have more speakers go to the schools.
- They could be emailed with more information from the businesses they are interested in.
- We could hold a job fair at our high school in order to get a feel for our community's jobs.
- More information and fairs on a student level.
- Bring businesses to high schools.
- Host conventions at the schools.
- More handouts could be provided and open the showcase to more students.
- I think that students would be more aware of job opportunities if this program would be brought through schools. Job fair for our age level.
- Job fairs to create a great outlook on the possible jobs in the area.
- To talk more about all the jobs you could get.
- Nothing.
- Talk to them about the things that might interest them.
- More TCP on a half-year basis.
- More programs like this and more often.
- More programs.
- I think that this program was really informative.
- Advertisements; presentations at school.
- Have speakers come to schools to tell them about stuff.
- It would help if the Challenge Program wasn't limited to only a few students per school.
- Visit the schools.
- More modern jobs need to be brought into the area – in medicine, research – and need to provide high school students with internships and volunteer opportunities.
- Send representatives to schools to discuss what the jobs require.
- Have more local job fairs at the individual high schools.
- Have job fairs of all types of careers in the schools.
- More free stuff.
- Have more job fairs locally and assemblies.
- Have more job fairs to inform students about opportunities.
- Offer more assemblies.
- What else could be done would be to have maybe some sort of Web site that the students could go to get information.
- Make this into a BIG career fair.
- Make it fun and more people will come.
- Career fairs.
- Go to the schools to talk to them.
- Information packets at school or internships and such.
- More students should be exposed to what we were able to see.

- Have representatives from companies come into the schools to talk to students just as college representatives do.
- Showrooms at schools.
- Have more showcases and advertise to kids in the school district. Possibly hold at high schools.
- Have representatives come into the school.
- Showcases, just like this one, or career fairs, where students can learn about various careers.
- Invite more students.
- To have and advertise more at these programs as well as career days.
- Have different types of businesses attend.
- Make it possible for students that aren't representatives to experience such a showcase (field trip?).
- Take activities and more information to the school.
- Try to get more businesses to attend events like this.
- Offering information to high school students about the opportunities in this area all year round.
- Go to the schools and tell kids about jobs.
- I think a good job is being done.
- Advertise jobs that we have in the newspaper with a small article.
- Good activities.
- Thank you to Dan Perkins, as well as Congressman Murtha for spending their valuable time with us. It was very rewarding.
- Scholarships and advertising could be increased.
- More trips.
- More involved, not just one visit to the school a year.
- Maybe offer this to more students each year.
- There could be more opportunities for other students to look at the showcase of commerce.
- Having high school business fair opportunities; going to schools and showing them what is available; more students being able to participate.
- More trips to places.
- Job fairs at the schools.
- More people come to showcases like this.
- I do not know.
- To be honest, I really think this program is good.
- Have an assembly.
- Allow all high school students the opportunity to come to these.
- Have them read pamphlets on different jobs.
- Bring more representatives to schools.
- More hands-on activities.
- To have the career fair in a smaller atmosphere.
- Smaller career fair type networks or getting info to our school.
- Have a scheduled time slot for each business.
- Nothing.
- Talk more to high school about the Challenge Program.

- Job shadowing opportunities.
- High schools should have more students participate in this event.

Appendix G
Additional Comments from the Surveys

Business Ambassadors Survey

- Excellent program! I am very pleased and proud to represent my organization in this program. I believe I have gained as much or more from the students than I contribute to the students.

School Staff Survey

- Reps need to understand how "they" need to approach/interact with students and treat male and female students on the same intellectual levels.
- Great job – keep up the good work!
- I am amazed at the number of defense contractors in our area.
- The shirts are great. Mary Ann Zamias is a wonderful organizer and representative – keep her!! Well organized. A bit less time for exhibits.
- I feel that the amount of time to browse the exhibits was a bit too long.
- Challenge Program – more sustainability/market figure from assembly to awards.
- I enjoyed the opportunity to spend some time with great kids and businesses.
- The Challenge Program has been one of the best incentive programs that I have ever been involved in as a guidance counselor.
- Great job by all and keep up the good work in all grades. This was the best year ever for the program.
- Thank you for your commitment to our kids.
- Great experience. Thanks.
- Great day.
- Great day. Our kids really enjoyed it. Thank you for this opportunity and the opportunities of the Challenge Program – our students at 6JCTC are really benefiting from the program. Great job.
- Maybe start later for schools traveling further and shorten the time for students at showcase. Many students done early and sitting in stands.
- Wonderful opportunity for students to meet <u>personable</u>, <u>accessible</u> business people who are often viewed as "out of reach" to the ordinary student.
- You guys are great. Thanks a million.
- Great program – both the incentives and career awareness opportunities in our area.

Student Networking Program Feedback Survey

- I had a fun and exciting, yet educational time.
- I enjoyed the program. I hope I can come here again.
- Very nice program.
- I think this program is a great success.
- The luncheon had a very nice atmosphere and excellent food.
- I think that this has been an enjoyable experience.
- I enjoyed today.

- I really liked the experience of learning.
- I think I like them.
- Overall, a nice program!
- Needs more candy!
- Loved free stuff.
- Cool!
- I hope to come back next year!!!
- I truly enjoyed this – it was a great experience.
- Advertise this program. It's an excellent program, and I recommend it to all high school students.
- Need ice cream.
- It was a great opportunity and I really enjoyed the opportunity to be a part of it.
- I love you.
- It was very kind of the businesses to offer the various handouts that they did.
- This was a very great experience.
- The OM student advisor, Jason, was very nice and helped me and my fellow pupils around the place.
- This was a great event and enlightened so many young minds about the availability of jobs in the area.
- I was disappointed when I asked questions but the people ignored me or gave me the simplest answer.
- All the students were nice and well behaved.
- Had a good time coming today.
- The program was great.
- I really liked this program. It opened many opportunities not just for the students but for the businesses as well.
- My area – Altoona and much of Blair County – offers very few opportunities beside labor jobs and education. More jobs with engineering, research need to be available in that area in order to keep the future generations from moving out of state.
- I really enjoyed it.
- This was a very good experience and I hope I can do it again.
- I plan on becoming a history teacher, and as someone who doesn't like math or science, it was difficult for me personally to get excited about some of the booths (I'll probably never have a career in any of those companies).
- Enjoyed the technology. Very good.
- I had a very good experience – loved the hands-on things.
- You're advertising jobs that aren't in the area, so how can you say there are opportunities here?
- Free stuff was cool. Food great.
- I love Murtha.
- I really enjoyed this program. It was very informative. I would like to come back.

Appendix H
Specific Comments from Focus Groups and Interviews

What follows are selected quotes from students, school staff/leaders, and business ambassadors. These comments were taken verbatim from the interviews and focus groups that were conducted at the Showcase for Commerce, the TCP offices, and school site visits. Although all comments are not presented here, no attempt has been made to edit these comments and they represent verbatim quotes from the respondents.

Students (a total of 65 were interviewed)

Through the program, do you feel that your accomplishments are being rewarded?

- Yes

- Yes, I won money! I feel better about myself

- Yes! Wow! Money!

- Yes, for sure; I won money! [Note: At least a dozen students responses similar to this one]

- Sure, I won money for my community service

- Yes, especially recognition for my community service

- Yes, being chosen to come to the Showcase

- Yes, just being here at the Showcase makes me feel special

- Yes, I already do well, but I feel that the program helps to put a spotlight on me

- I guess so

- I don't think my accomplishments are being rewarded

- Not really

Do you thing the program really motivates students?

- Yeah, and the good thing is it just not for the academically supreme

- Yes, it makes you feel "special"

- Yes, regular ones

- Yes, my grades are better because the GPA award motivates kids

- It made kids want to do better at my school

- It is starting to, especially as kids are becoming more aware

- Like coming to Johnstown, it's neat

- Yes! Yes! Definitely yes! [Note: A very common response with over half of the respondents]

- I think it motivated everyone at my school

- For community service it helped me

- I guess so

- I never really thought about it. I guess for some students

- Nobody at my school really cared that much, but we did

Has the program instilled a sense of community pride for you?

- It has for me; I have increased the tutoring I've been doing

- I doubled the amount of community services that I did

- It really pushed me to do more community service

- The Showcase really made me proud

- Yes, a lot, especially at the Showcase

- Yes a little, but the Showcase really did instill pride

- Yes, before I didn't know of all these businesses in Johnstown

- Yes, there is lots of excitement, especially with the Showcase

- For me it helped, don't know about others but I don't think so, so much

- I think it helps with everyone

- Maybe, but I really don't know

- I'm not really sure that I have more community pride

- I've have become very interested in community service

Are your parents aware of the program? What do they think?

- Well, yeah, after I told them

- My parents love it

- Yes, they thought it was really cool

- Yes, they know of the program and love it because it helps with attendance and stuff like that

- My parents love it and are glad that I could go to the Showcase

- Yeah, they think we need it

- My parents thought it was cool that I won $250

- Good, they think it sounds like a neat program

- Yes, they like it

- They think its good and they encourage me to do more community service

- They think it's a good new opportunity for kids

- Now that I am coming to Johnstown they know

School Staff (a total of 30 were interviewed)

Do you feel that the program has had an impact in your school in terms of student attitudes and outcomes?

- Yes, certain students are much more interested in doing community service

- Yes, and it has had an impact on different kinds of kids

- Yes, it opens minds to follow dreams

- It exposes them to opportunities, especially locally

- Yes, it gives them an awareness to do the right thing

- Attendance has improved, number of students with perfect attendance has doubled

- Yes, I've seen more inquiries about attendance records than ever before

- Its helped the "regular" kids, not just the academic ones to get recognized

- Been good in fostering communications

- Not going to see a true result until after three years, when the first group of 10th graders are out of the school/program

- Yes, definitely

- Yes, especially with the community service part; students think about it and it makes them think about their GPA and they talk about it all year

- Yes, a whole lot more community service awareness

- The program has had little impact but we're just in our first year

- First year, so no not yet

- I see much more effort related to attendance

- Not much

- Support from businesses is good, they are hearing it from different people, different perspective

Do you think the program really motivates students?

- Yes, it has really been a bonus

- Yes, especially for "regular" kids

- Yes, this is the best organized program that I have ever seen in 30 years as a guidance counselor

- Yes, through demonstrations by business sponsors

- The kids that get the money set an example and that helps

- Yes, and it helps mid-pack kids

- Yes, cash is a great motivator

- Yes, we had a lot of kids applying for awards this year

- Yes, it got kids who weren't "stars" involved

- This is small scale motivation; it pulls in the harder to reach kids

- It has taken two years, but now with more awareness, it's a motivator

- For some kids, not most by any means

- To some extent, for some kids

- Need to think about teachers, get them motivated and excited

Are the award categories right, or should there be additional categories, such as "most improved attendance?"

- Yes, the amounts and categories were good

- Great categories, right where they should be

- I think they are fine as they are

- The "most improved GPA" is one that I liked

- The "most improved GPA helps recognize kids who'd never get recognized

- Attendance award is nice because any kid can win this

- I have a problem with the community services award and how we are actually measuring that

- Would like to see one related to school climate, like "no disciplinary infractions"

- I had to use a lottery system to determine a winner; this discouraged some kids who didn't get money

- The mix of awards is good

- I love the growth in performance award

- Something to do with leadership would be good, the kids that foster positive relationships within the school

- Add 9th grade awards if school is 9th to 12th, currently it leaves that group out and can be a logistical problem in getting the whole school together

- Should add 9th graders into the mix

- One related to tardiness would be good

- The community service award is not easy to monitor

- I have some difficulty because I had multiple students with perfect attendance—and I think that TCP had something to do with this—I do like the most improved GPA category

- Think about splitting in half to keep up motivation through the year, give kids a fresh start by giving $125 in January and the other $125 in June

- Need to get 9th graders involved if this is going to be a school-wide program

What happens between the program orientation at the beginning of the year and the presentation of awards at the end of the year?

- Guidance staff are always talking to kids; we have a school website

- We make announcements, periodically, and the counselors promote it

- Would like to see more frequent meetings to reinforce program concepts

- Nothing happened at our school but we're only in our first year

- This is where the program is lacking; it would be nice to have some event or activity in the middle of the year—a career event would be nice

- Have more meetings with kids, get their ideas, help them connect with one another

- Need to get the guidance counselors more involved in my school

- You have to do something during the year to reinforce the program, maybe sponsor a basketball game or dance

- A banner at the school would be nice to remind them of the challenges everyday

- Could have had more visual reminders beyond a few posters

- All we've got is announcements on the guidance office bulletin board

- Have business sponsors at the school more often and also rotate presentations by the sponsors so the kids get greater exposure to all business opportunities

- More connections between business leaders and school people so we can better help support them

- This is a weak point in the program. By the end of the year, we realized that a mid-year event would have been useful

- All we do is announcements to remind them to turn in their community service forms

- We have announcements from guidance related to community service; they also talk with kids about doing community service

- We just have announcements from guidance counselors and a few posters

- Not this year, but for next year, we've got a committee that will work on ideas for promoting the program

- Not much happens except for some teachers who mention it

- Not much goes on at our school

Business Ambassadors (a total of 13 were interviewed)

Do you feel you are being effective and successful as a business and industry ambassador?

- Absolutely, opportunity to connect youth

- Opportunity to help them define objectives, phenomenal

- Most emphatically, by providing examples and role models

- Yes, it is preparing them for the workforce

- Yes, I'm really impressed how many kids really know their business ambassadors and see them as a resource

- Without a doubt, we play an important role in helping them know what the expectations of business are, particularly in this age of technology

- Yes, keep in mind that these students are my future employees, so I have a very vested interest

- Even if I only reach one child, I feel I'm being effective and successful

- I think I could be more effective if I made more individual visits to the school, it just seems too periodic to me right now to be really visible in the school, if I was there more frequently, the relationship might be more cordial and seamless

- I enjoy talking to the kids, I try to impart that they can be what they want to be

Do you think the program really motivates students?

- Yes, I can say this for sure for those I have worked with, a limited number, in a more in-depth way

- For sure, these students sought me out, wanting to know more about my business and what they would need to do to work for me

- The students I have met and had the chance to interact with really are motivated to find out what business is all about

- Yes, across a broad spectrum of students

- At least for the small number of students I have met, can't speak for the larger student body with whom I've had little or no contact

- There seems to be a developing sense of responsibility just though meeting business people and community leaders, like I want to be like that when I grow up

- Absolutely, they are getting a chance to see things they never would have before

- Yes, for the 9 or 10 kids I have had more direct contact with

- I hope the Challenge Program gets them motivated, it certainly provides them with opportunities to tap into

59

What impact are you having on the schools and students?

- Huge, you can see it in their faces

- At first, they don't know what they want but later you can see them making strides in figuring what they want to do and how to get there

- Building an awareness of work habits

- Yes, they are developing more realistic expectations about the workplace

- I feel that I am helping a few, but even a few is worth it

- We are making strong connections with some students, not sure about a broader impact

- They seem to be developing a greater sense of the community and their potential roles

- The personal notes I get from kids are very touching and attest to the impact

- It encourages students to do better and I feel it will have a longer term benefit for businesses because I think it will encourage kids to come back to the area

- It empowers kids to better themselves

- By bringing businesses into the school, it gives kids a flavor of what it's all about and this will hopefully lead to a growth in community awareness

What do you think of the marketing plan? How effective is it and how well known is the program? Are there other, potentially more effective, marketing strategies that could or should be utilized?

- Need more effective marketing but that takes money for an effective plan

- Need more ambassadors

- Need to develop marketing on a more personal level

- Need to think about opportunities where business leaders meet and go to those events, button-hole them about the advantages of the program

- Focus on one thing and do it well, is it "building awareness of workplace?"

- Need to get more exposure in the press, so community is saying "why isn't my school involved?"

- The program is growing, maybe just keep doing it like this, one school at a time

- Better packets to distribute at potential fundraising events

- Go to more business groups, like the Altoona Roundtable, and make pitch

- I think it would be best to keep this on a personal level, ask them to payback personal favors

- I haven't seen a plan on paper, maybe just a list of activities that could help expand the program would be a start

- Need to do it school-by-school, but don't put it all on the business community – schools need to encourage these ties as well and get to know the business people better

Appendix I

Student Achievement Results – PSSA Mathematics

Central Cambria HS PSSA Math
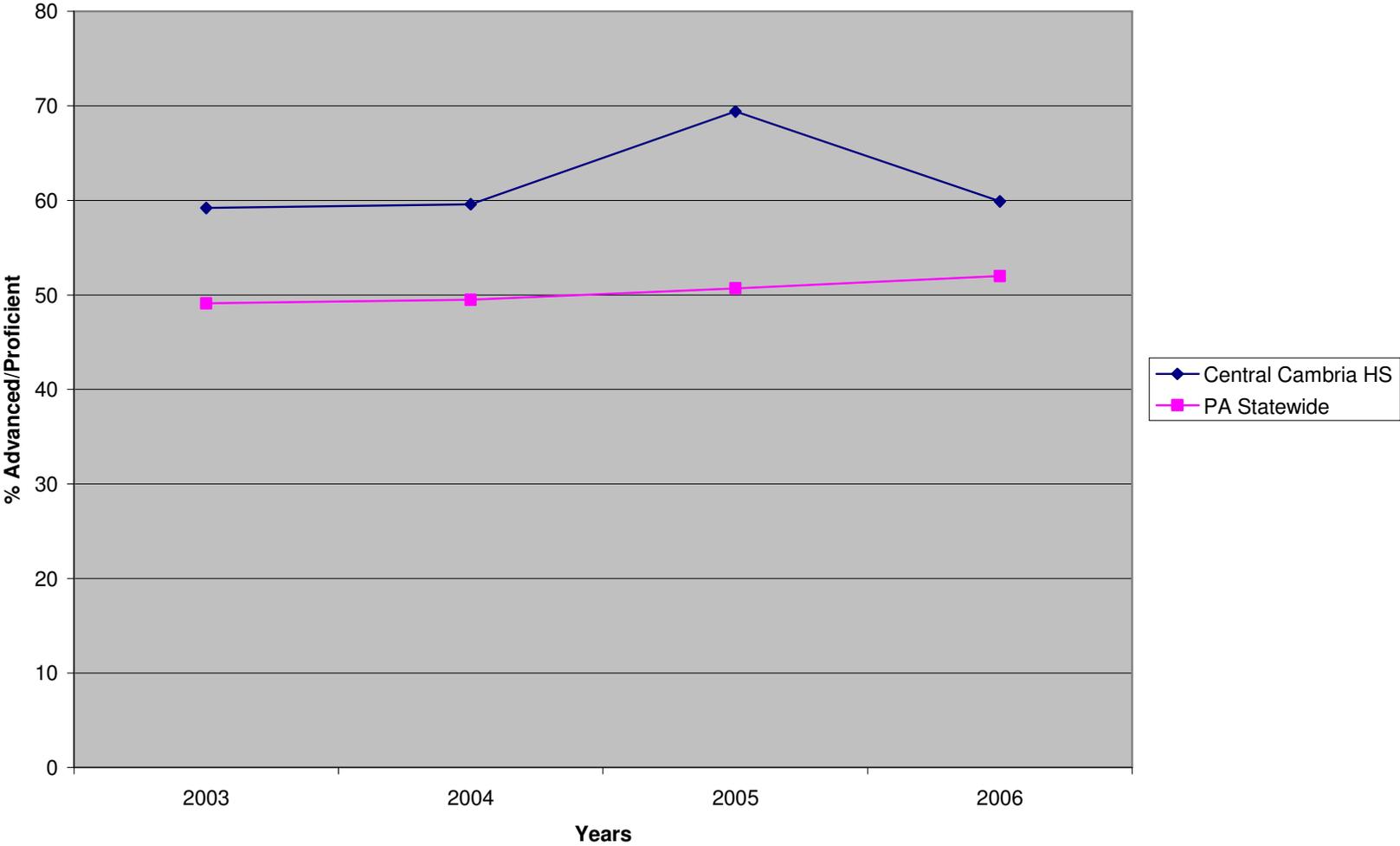
Conemaugh Twp. PSSA Math

Chart showing "% Advanced/Proficient" (y-axis) versus "Years" (x-axis) for Conemaugh Twp. HS and PA Statewide from 2003 to 2006.

Legend:
- Conemaugh Twp. HS
- PA Statewide
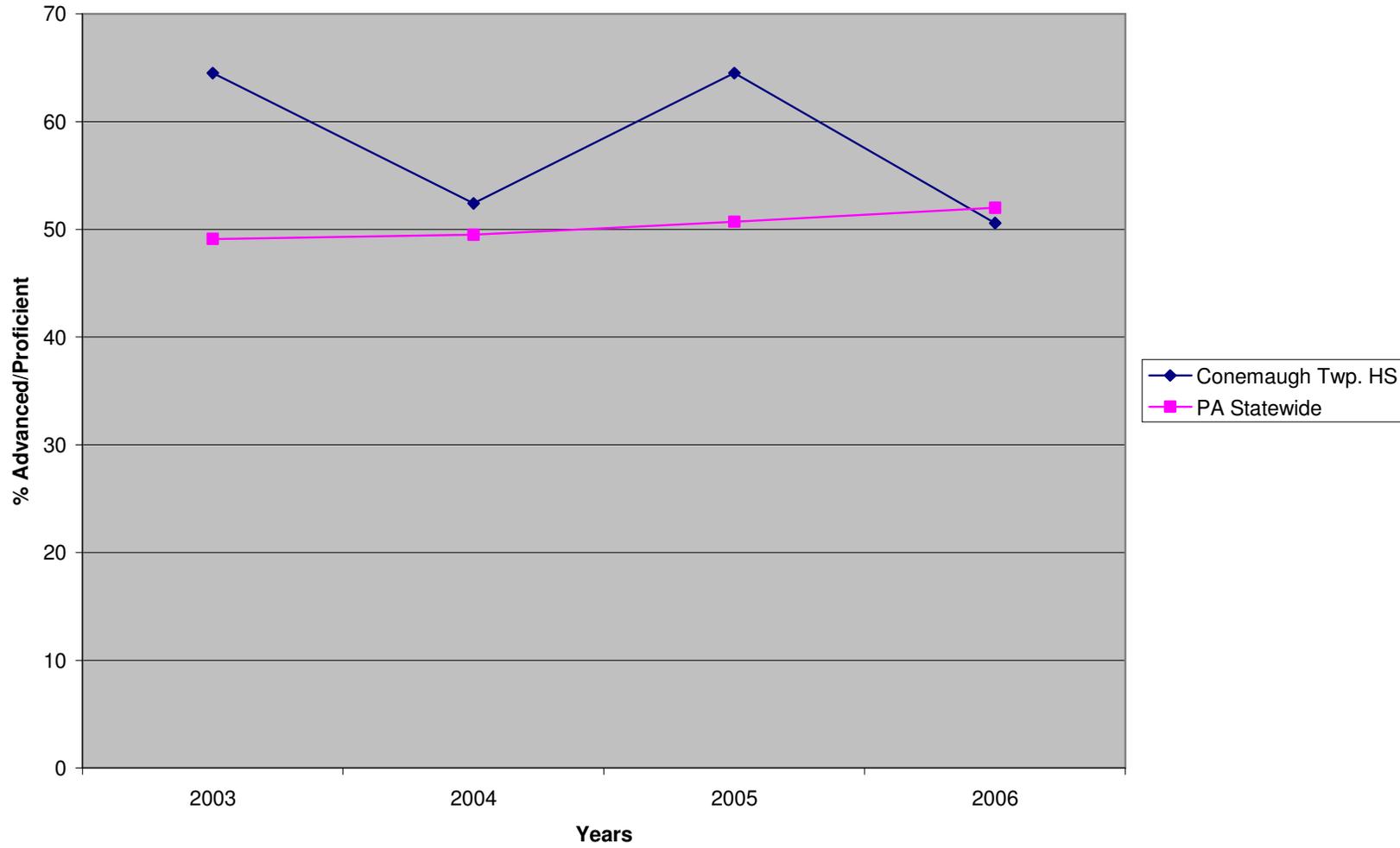
Conemaugh Valley HS PSSA Math

Ferndale Area HS PSSA Math

Legend:
- Ferndale Area HS
- PA Statewide

X-axis: **Years** (2003, 2004, 2005, 2006)
Y-axis: **% Advanced/Proficient** (0 to 70)
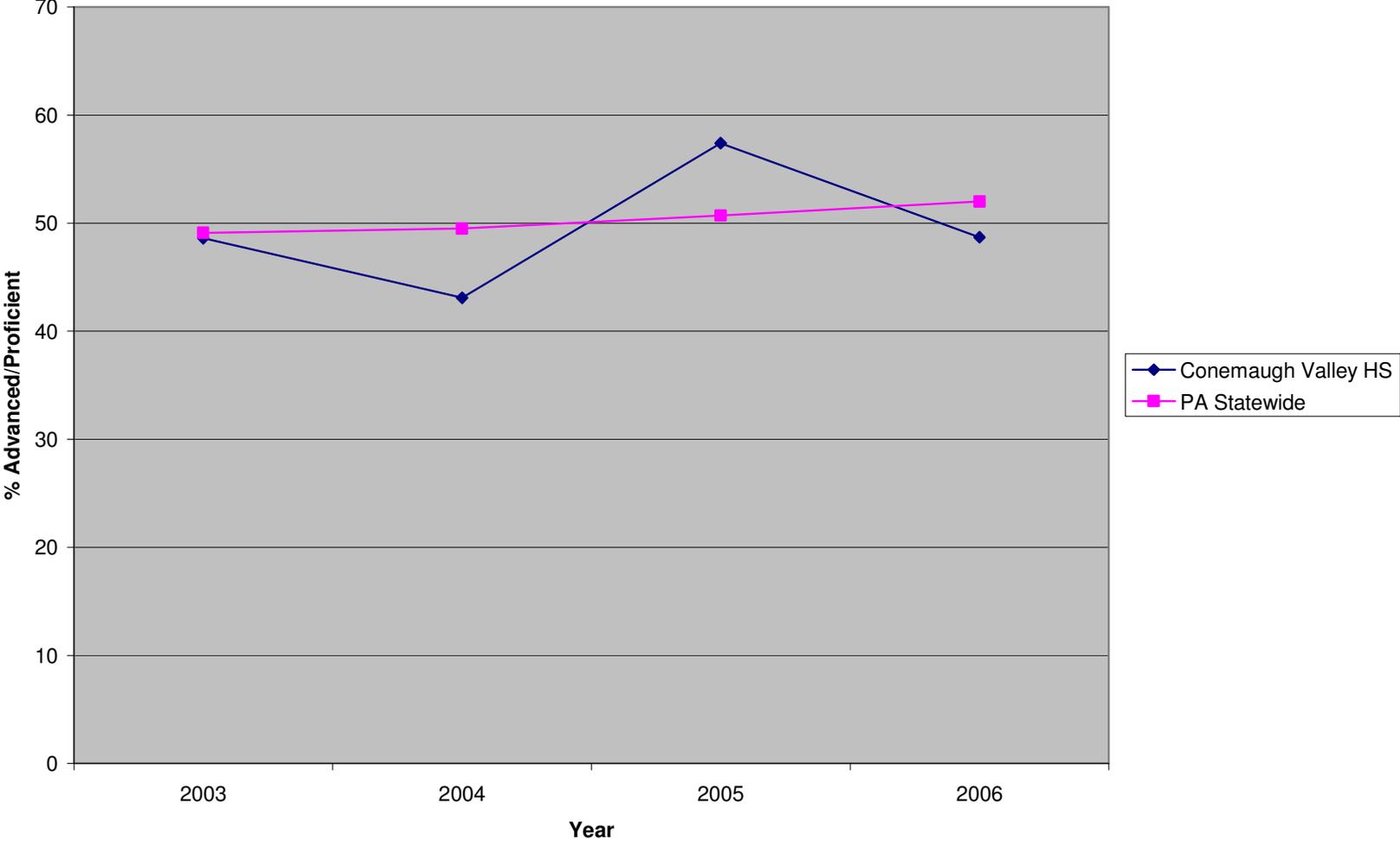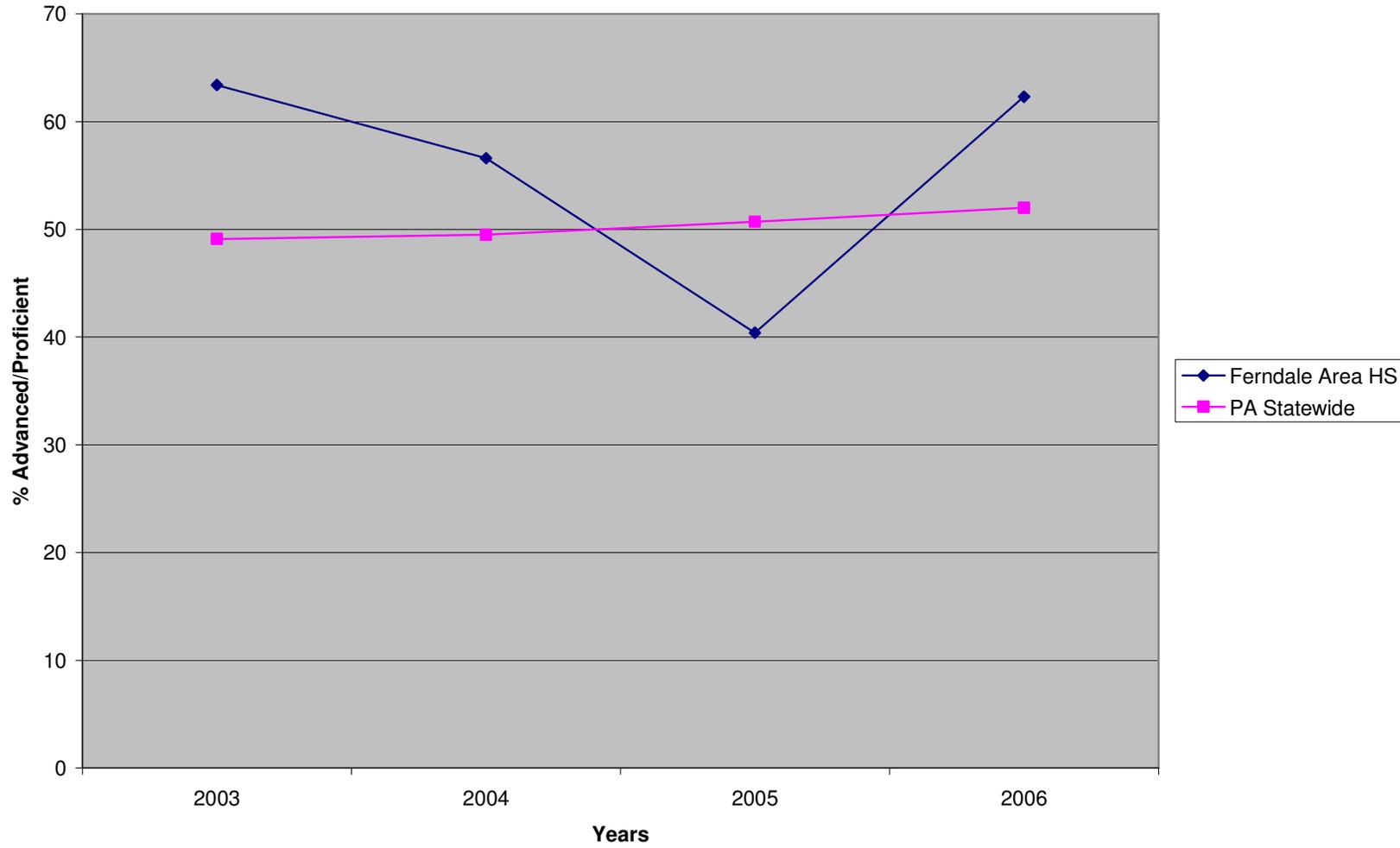
Forest Hills HS PSSA Math
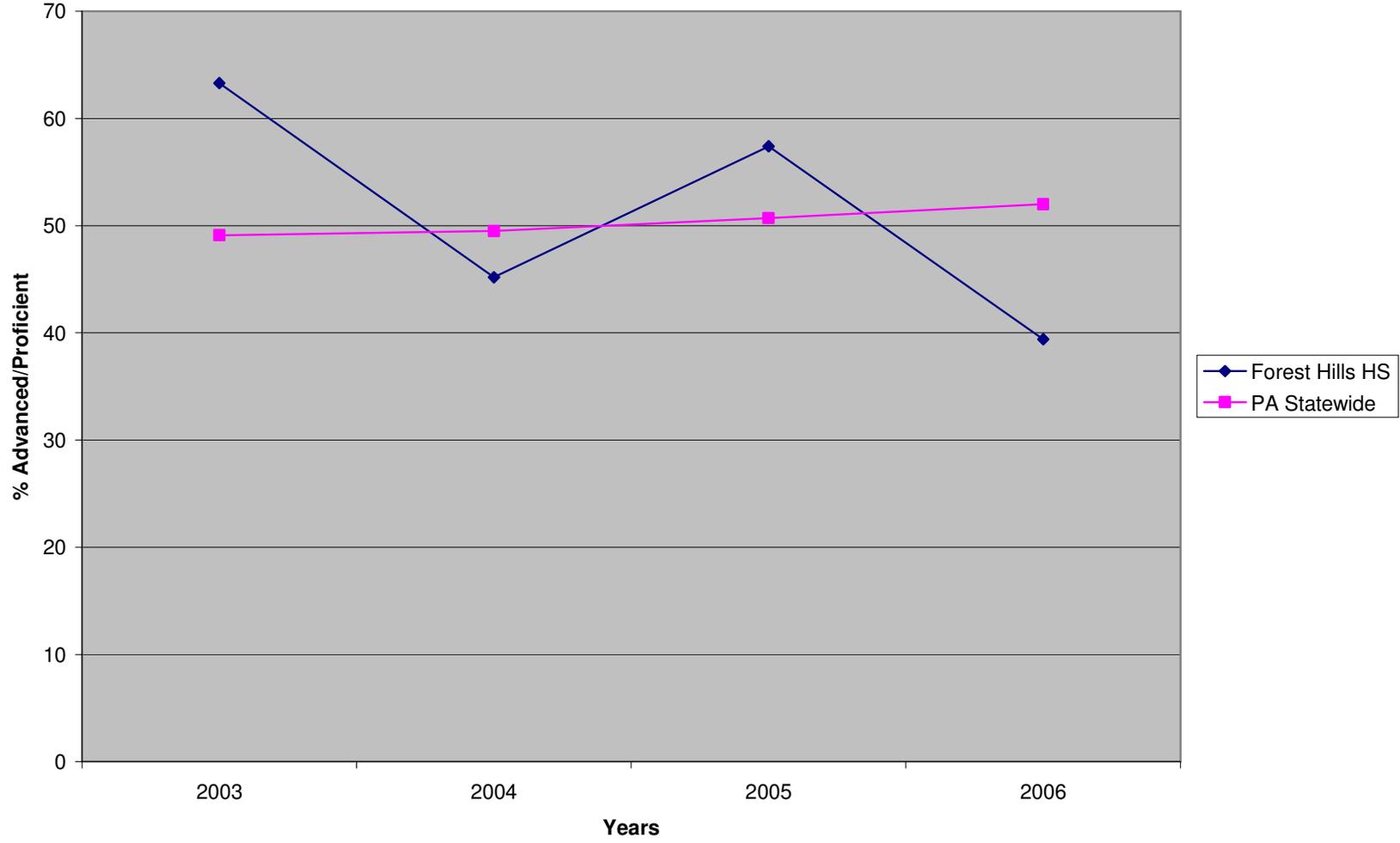
Greater Johnstown HS PSSA Math
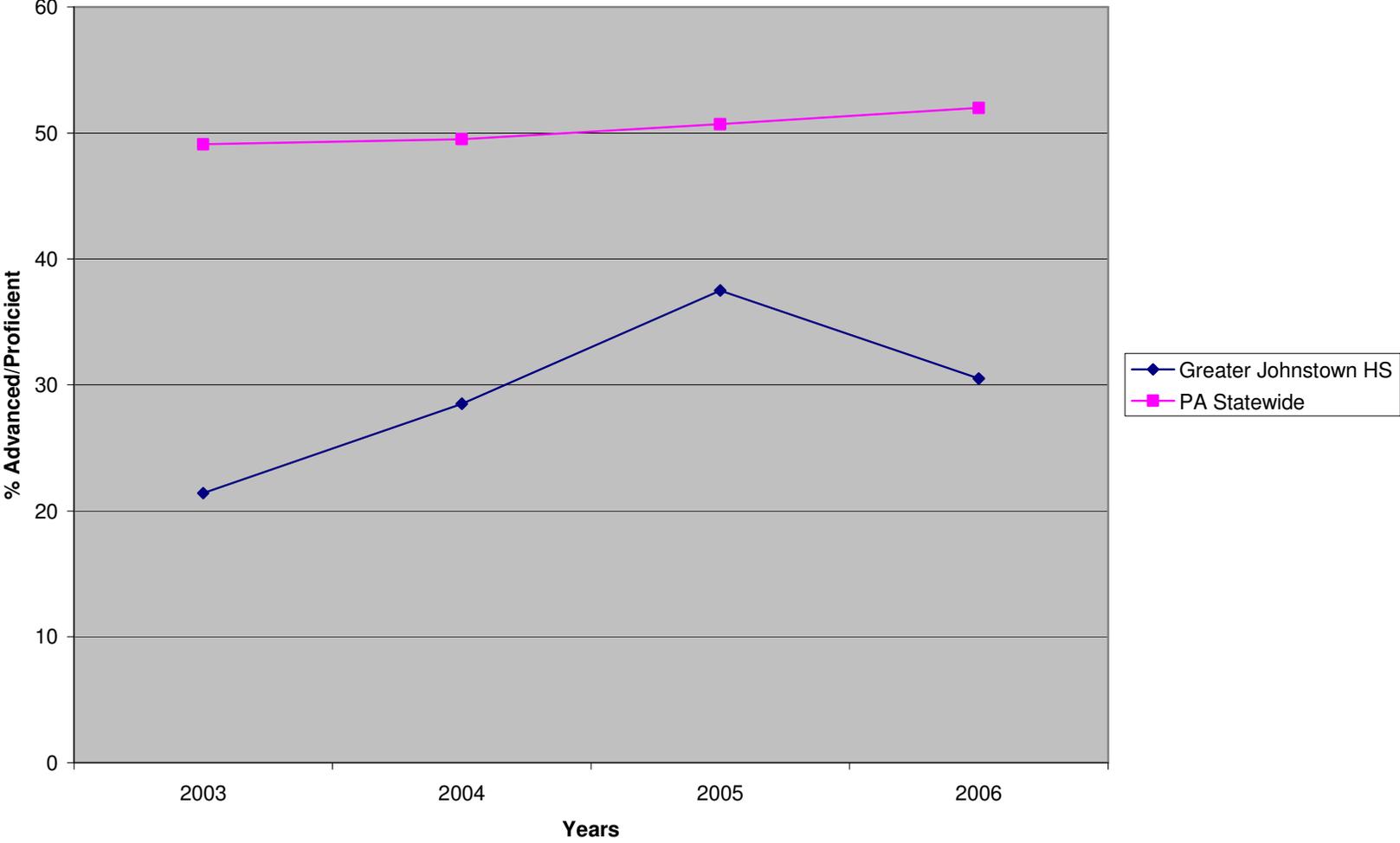
Northern Cambria HS PSSA Math
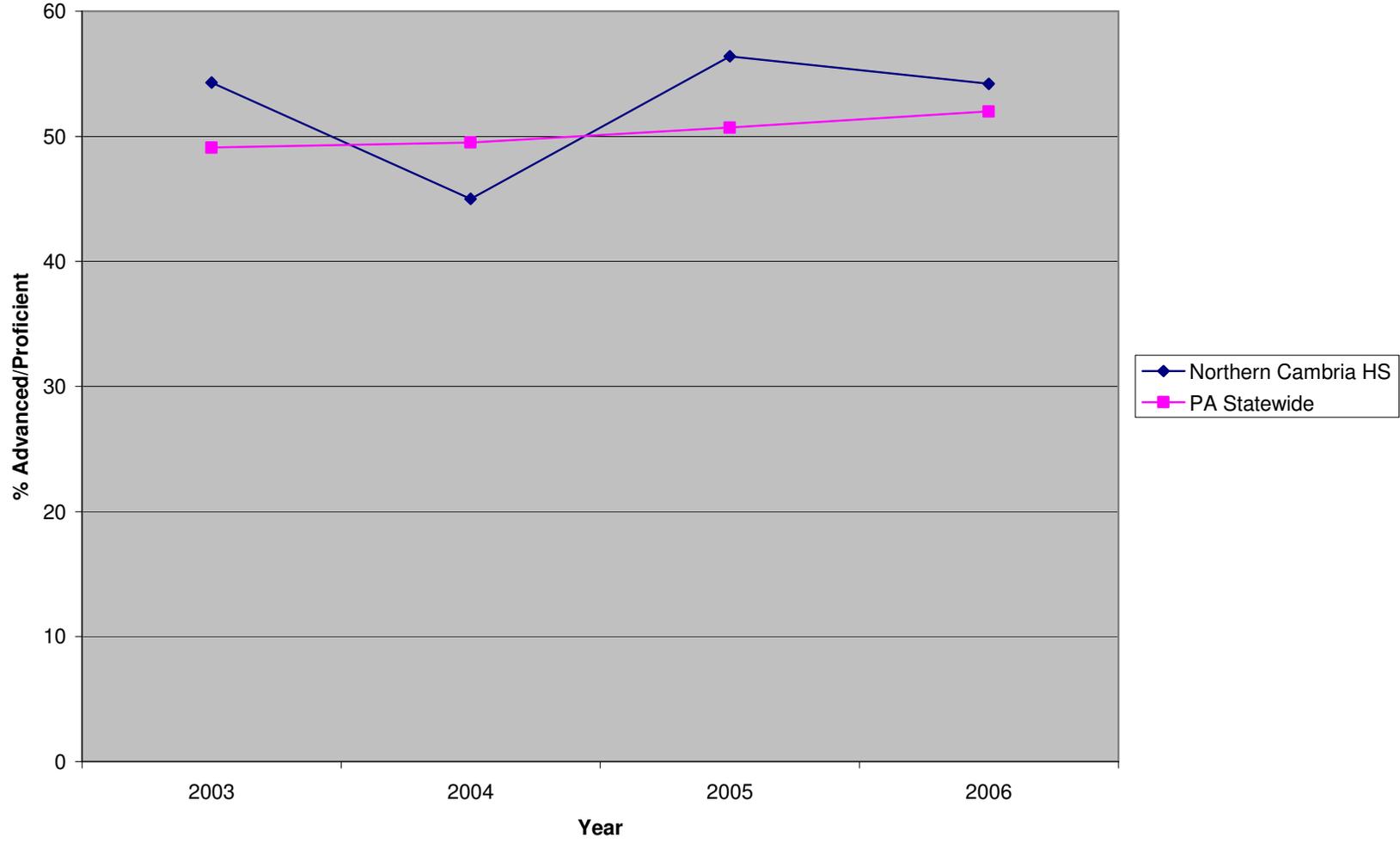
Penn Cambria HS PSSA Math

Portage Area HS PSSA Math

Legend: Portage Area HS, PA Statewide

Y-axis: % Advanced/Proficient

X-axis: Years (2003, 2004, 2005, 2006)
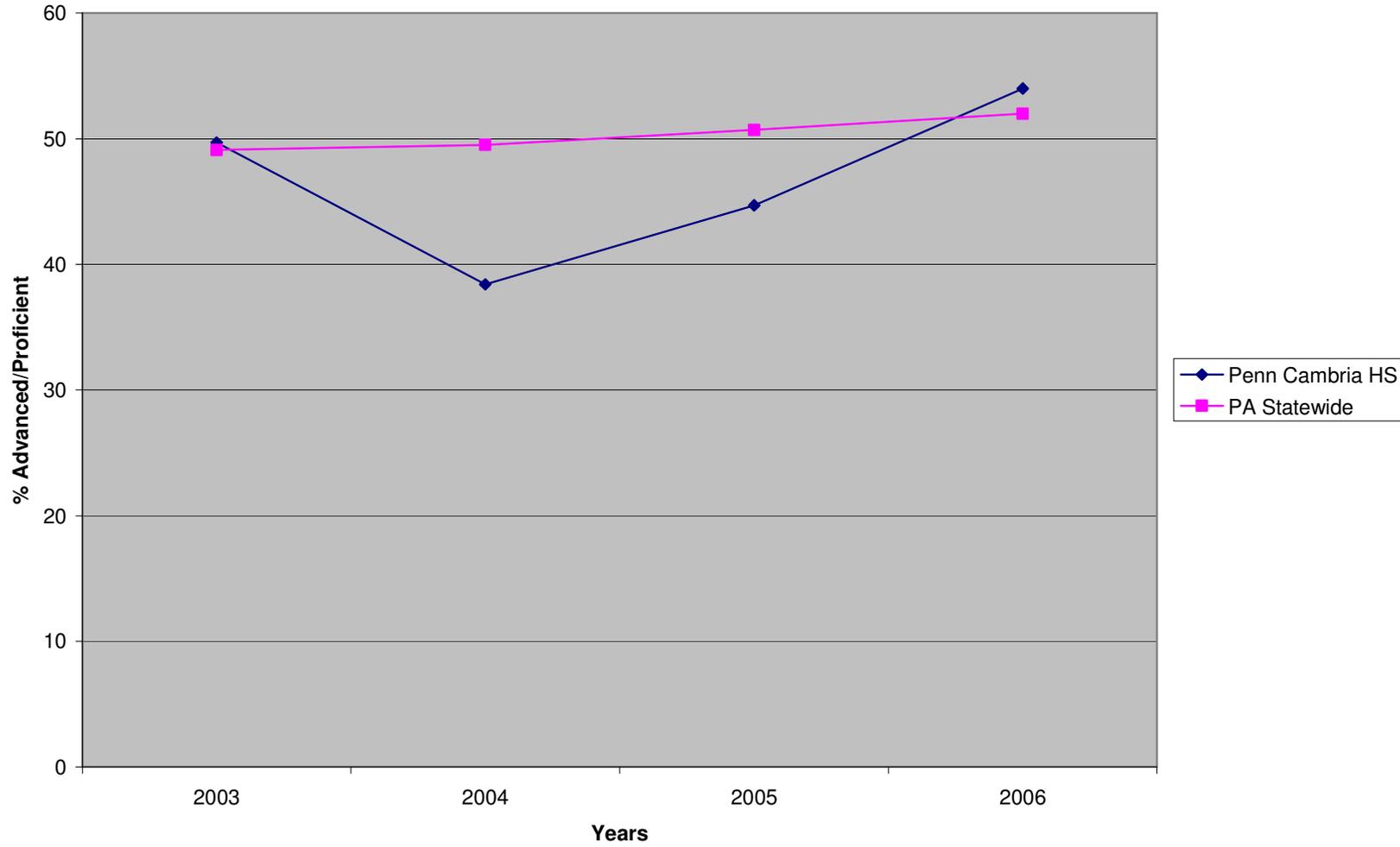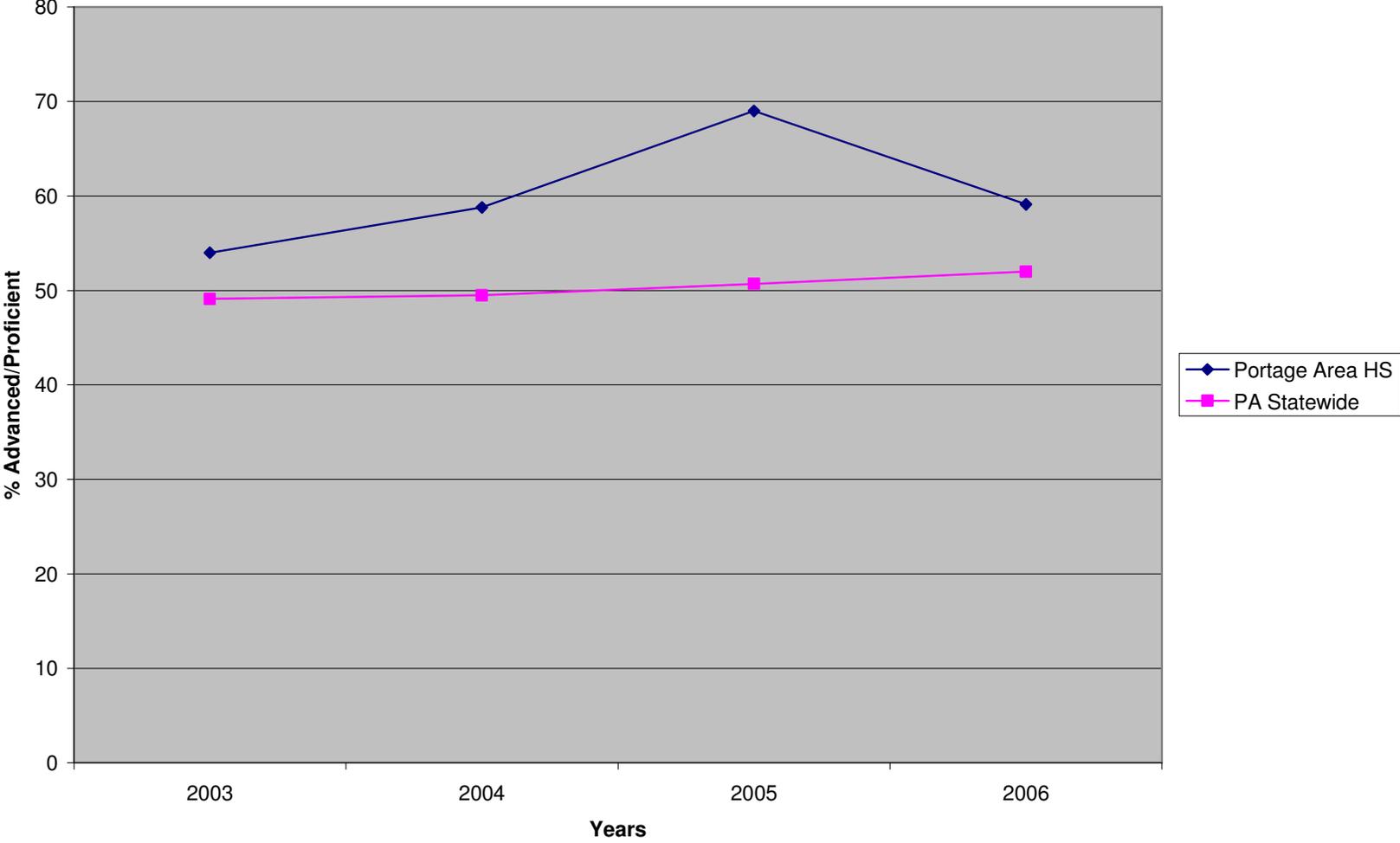
Richland HS PSSA Math
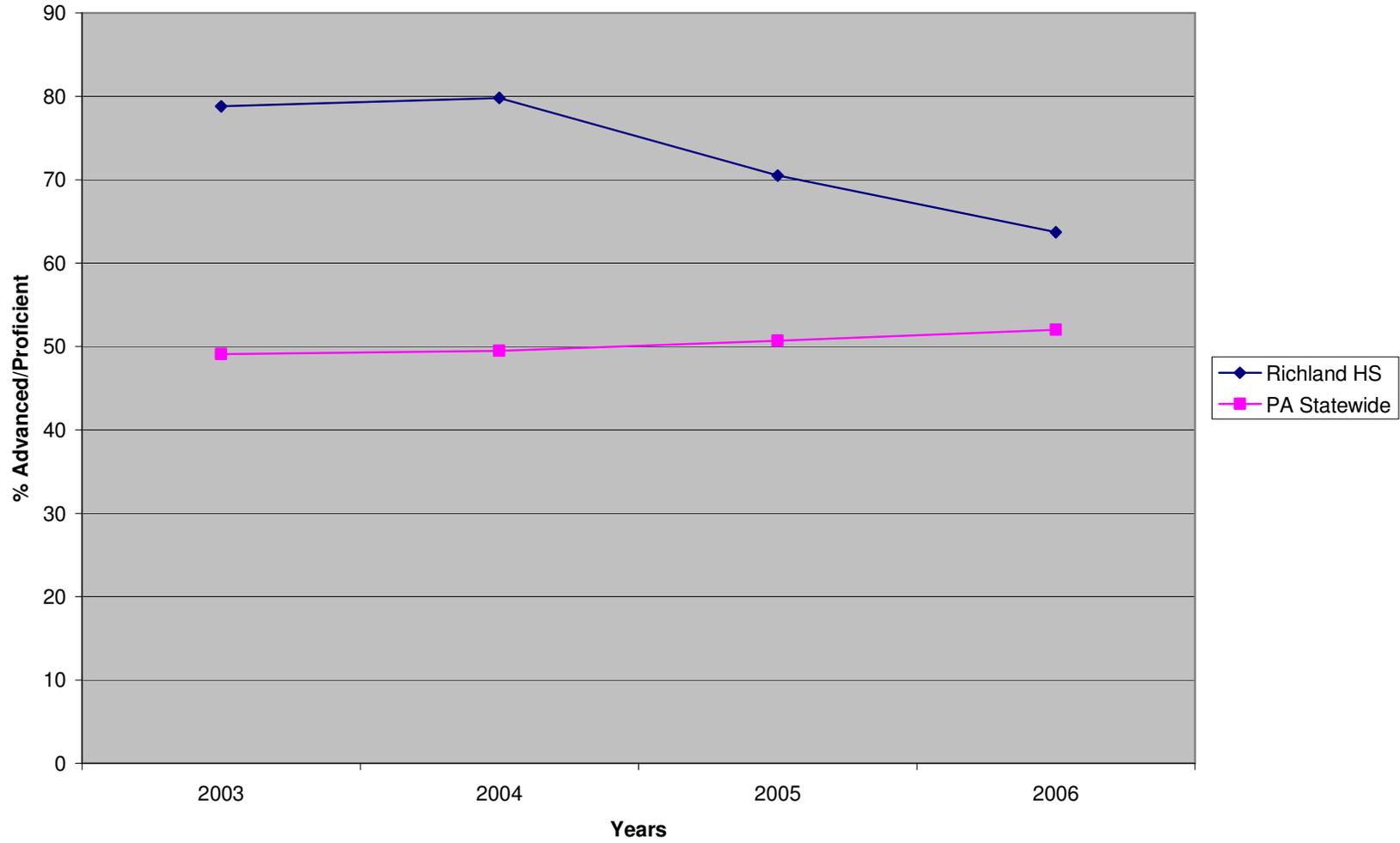
Westmont Hilltop HS PSSA Math
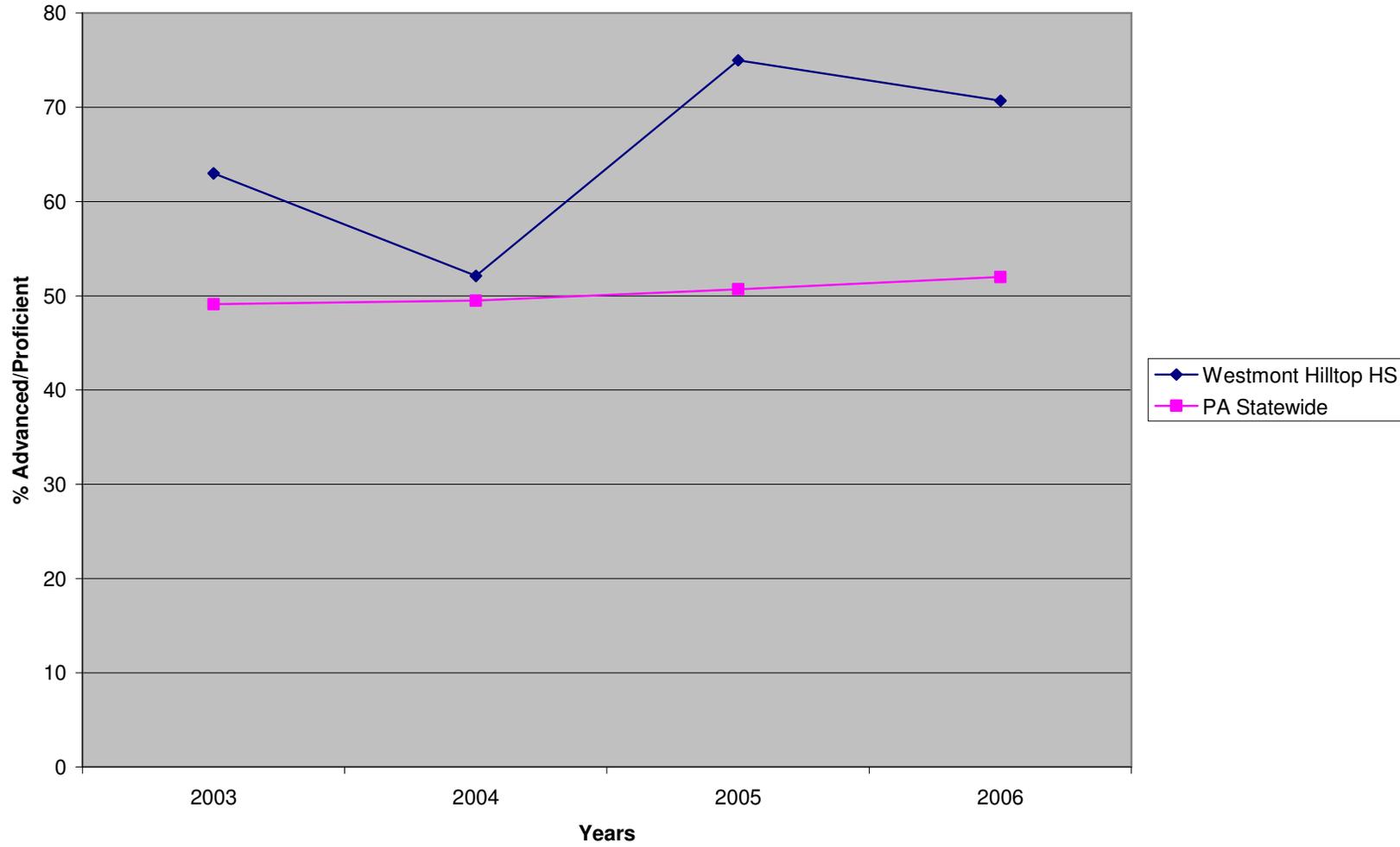
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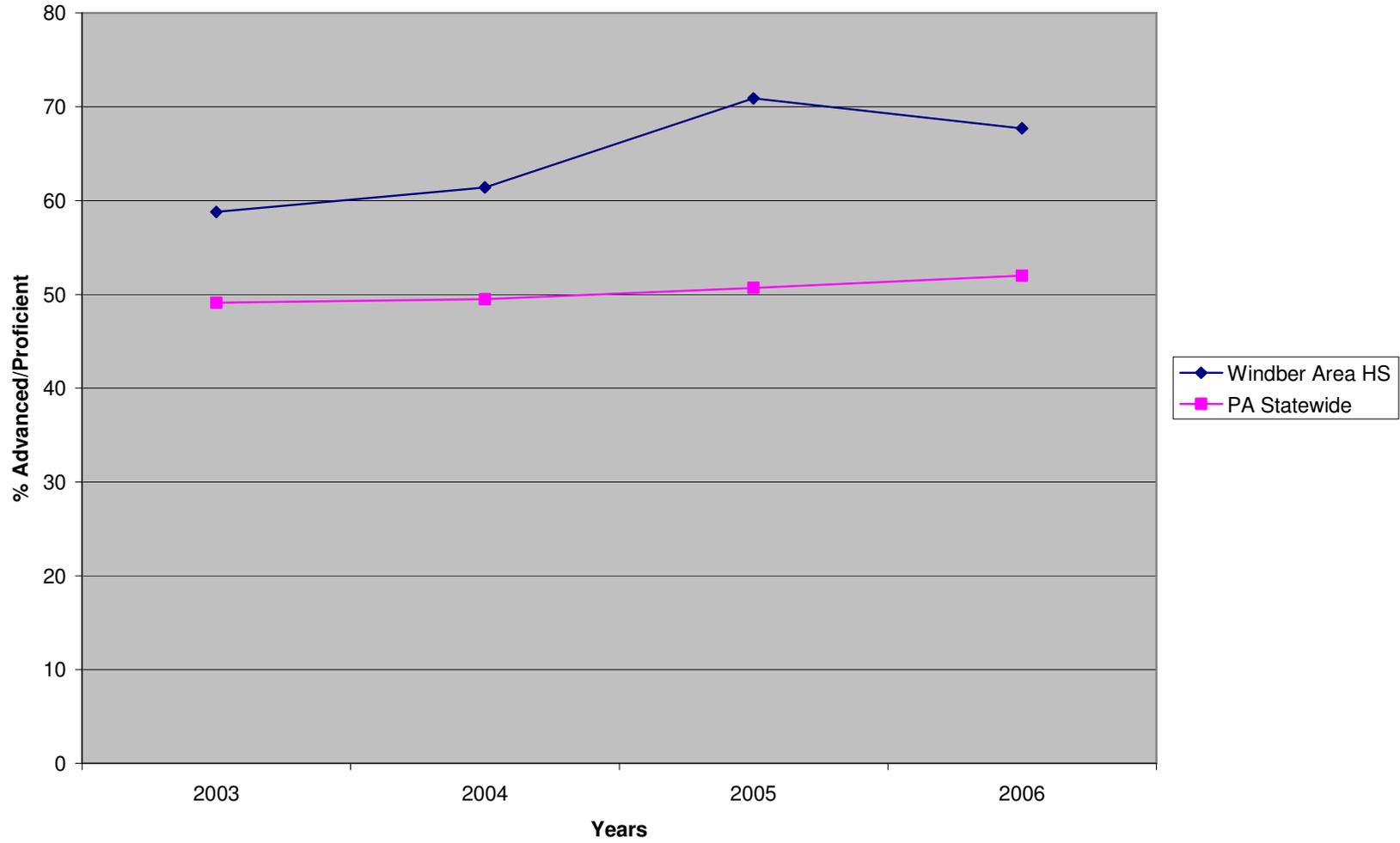
Appendix J

Student Achievement Results – PSSA Reading

Central Cambria HS PSSA Reading
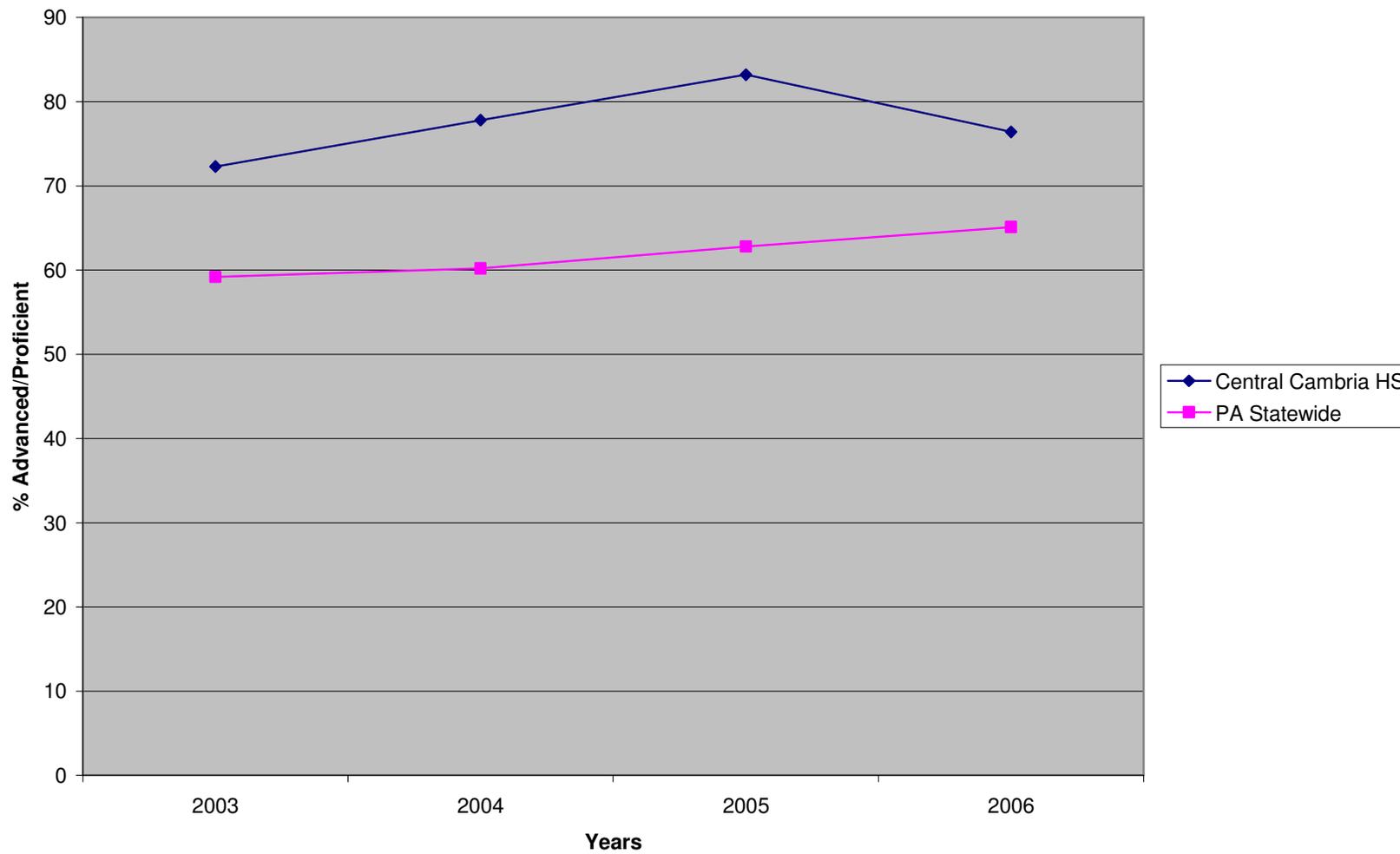
Conemaugh Twp. HS PSSA Reading

A line graph titled "Conemaugh Twp. HS PSSA Reading" with the x-axis labeled "Years" (2003, 2004, 2005, 2006) and the y-axis labeled "% Advanced/Proficient" ranging from 0 to 90. Two lines are plotted: "Conemaugh Twp. HS" and "PA Statewide."
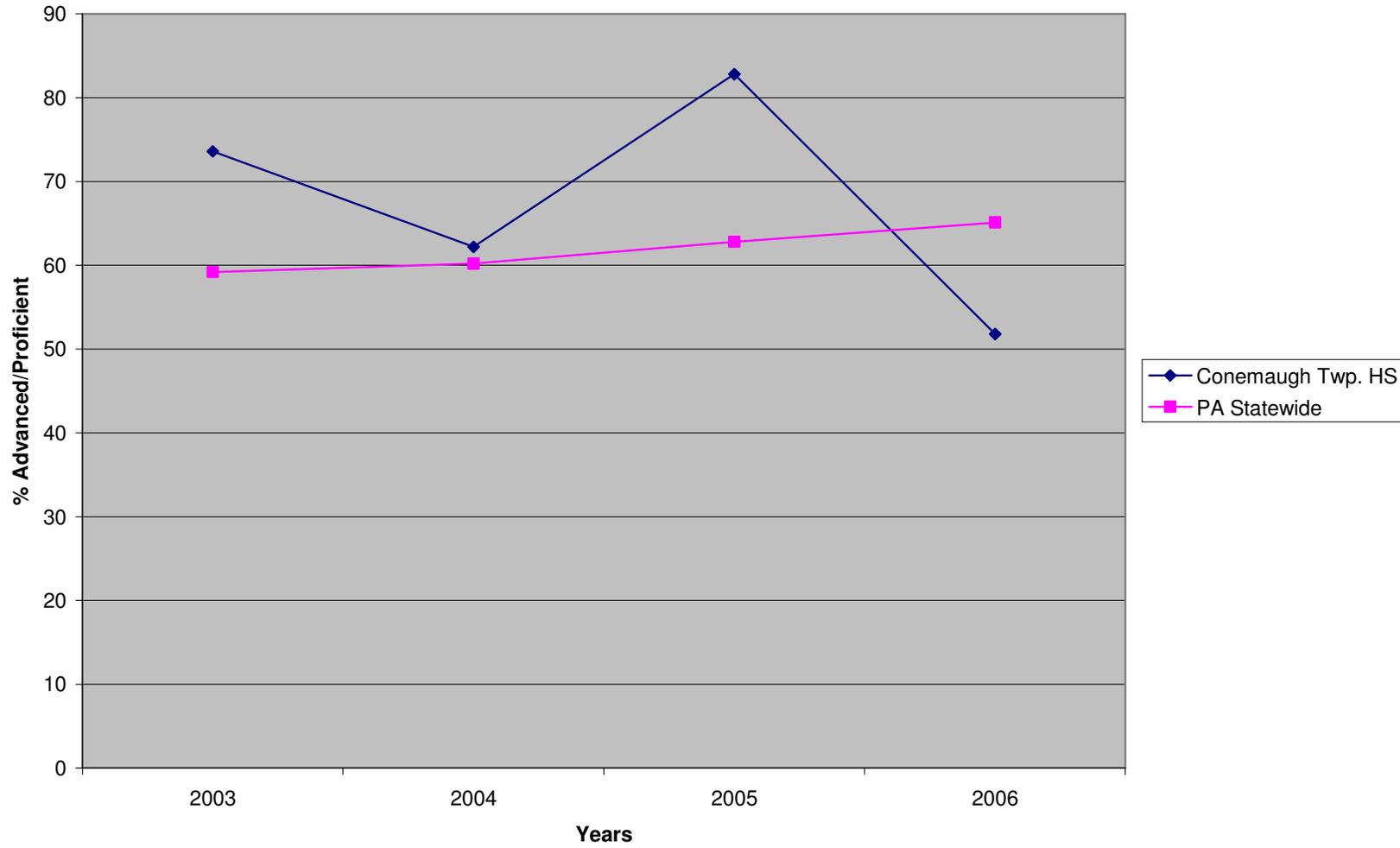
Conemaugh Valley HS PSSA Reading

Legend:
- Conemaugh Valley HS
- PA Statewide

Y-axis: % Advanced/Proficient

X-axis: Years (2003, 2004, 2005, 2006)

Ferndale Area HS PSSA Reading

Legend:
- Ferndale Area HS
- PA Statewide

X-axis: Years (2003, 2004, 2005, 2006)
Y-axis: % Advanced/Proficient (0 to 90)
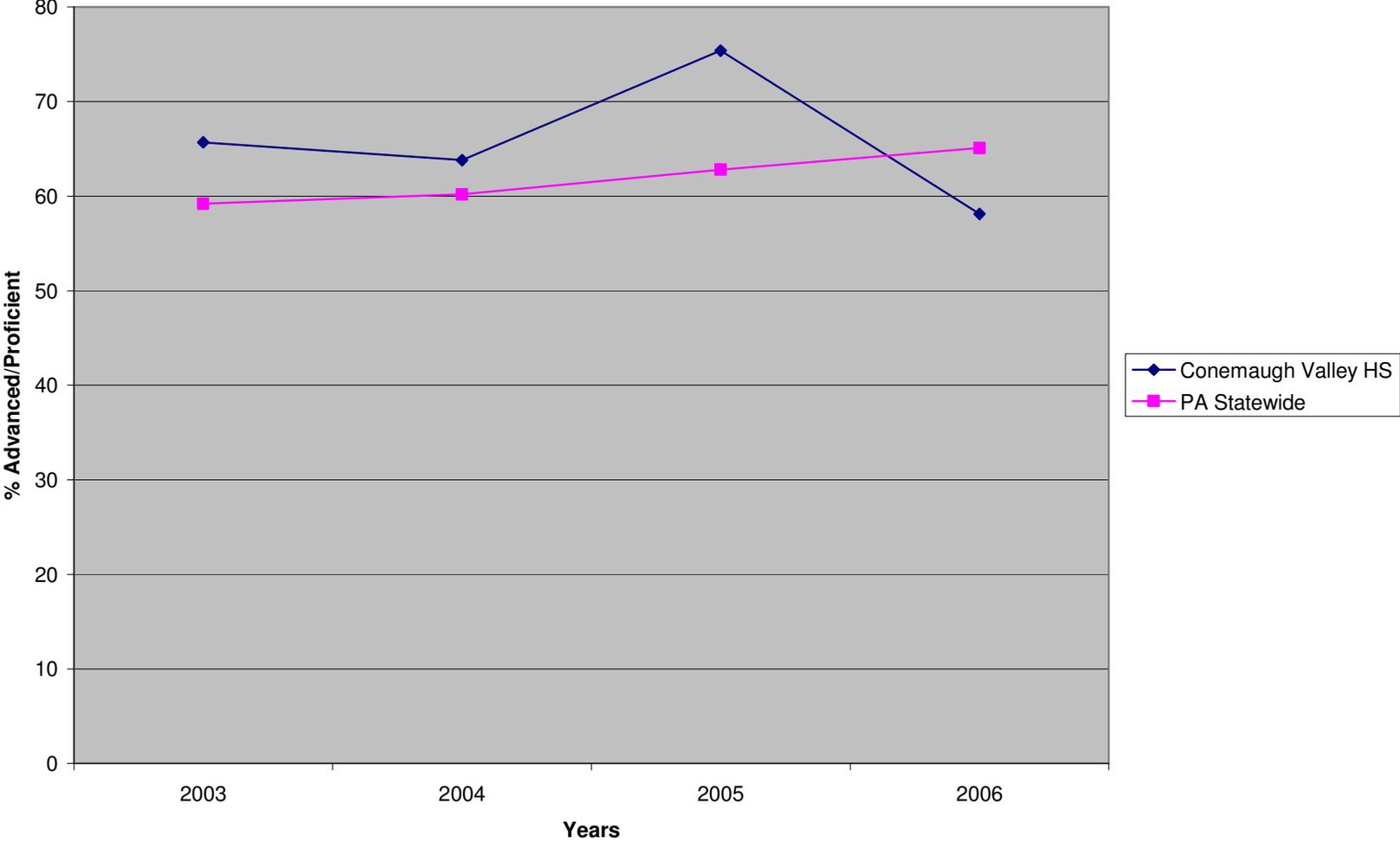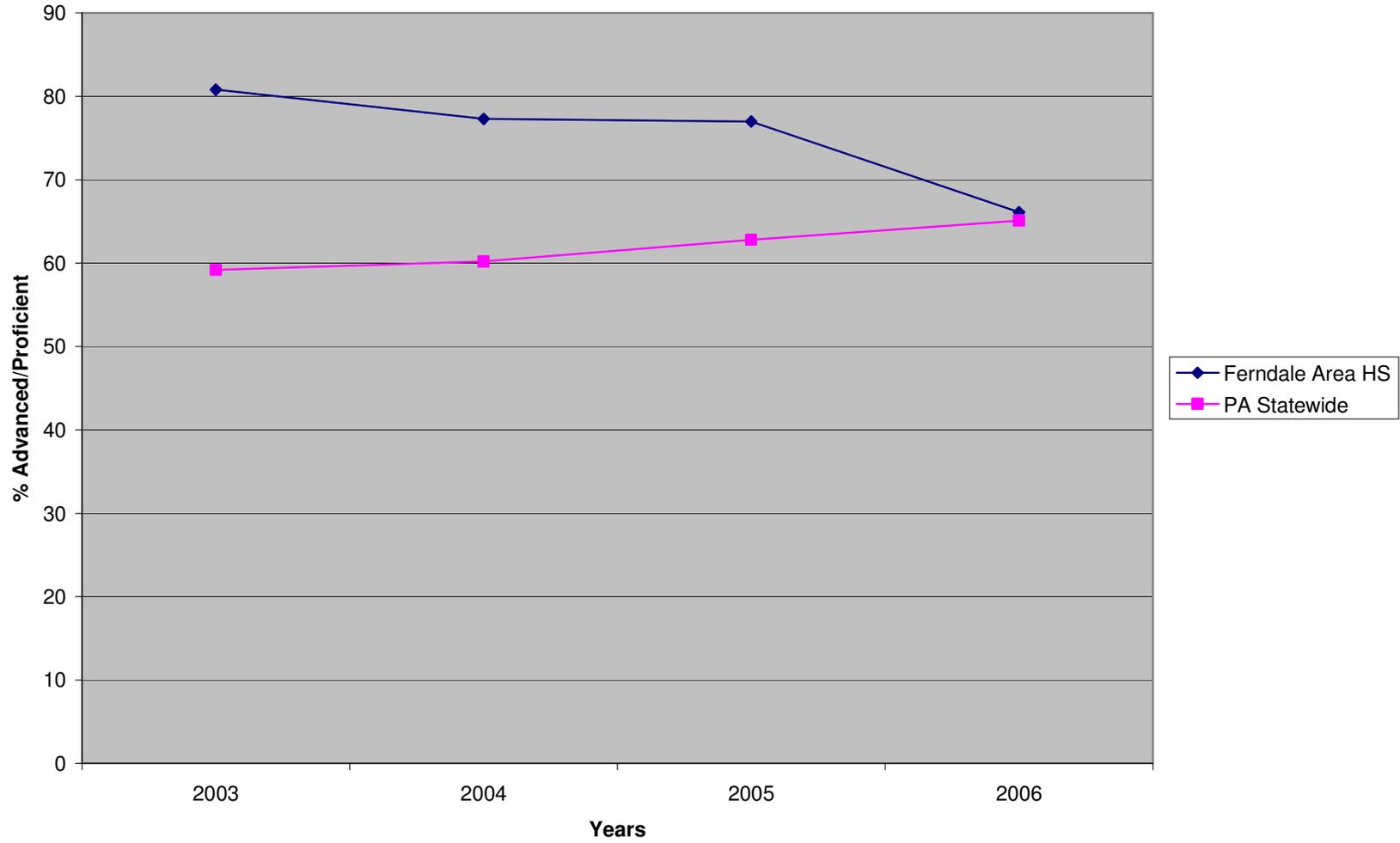
Forest Hills HS PSSA Reading
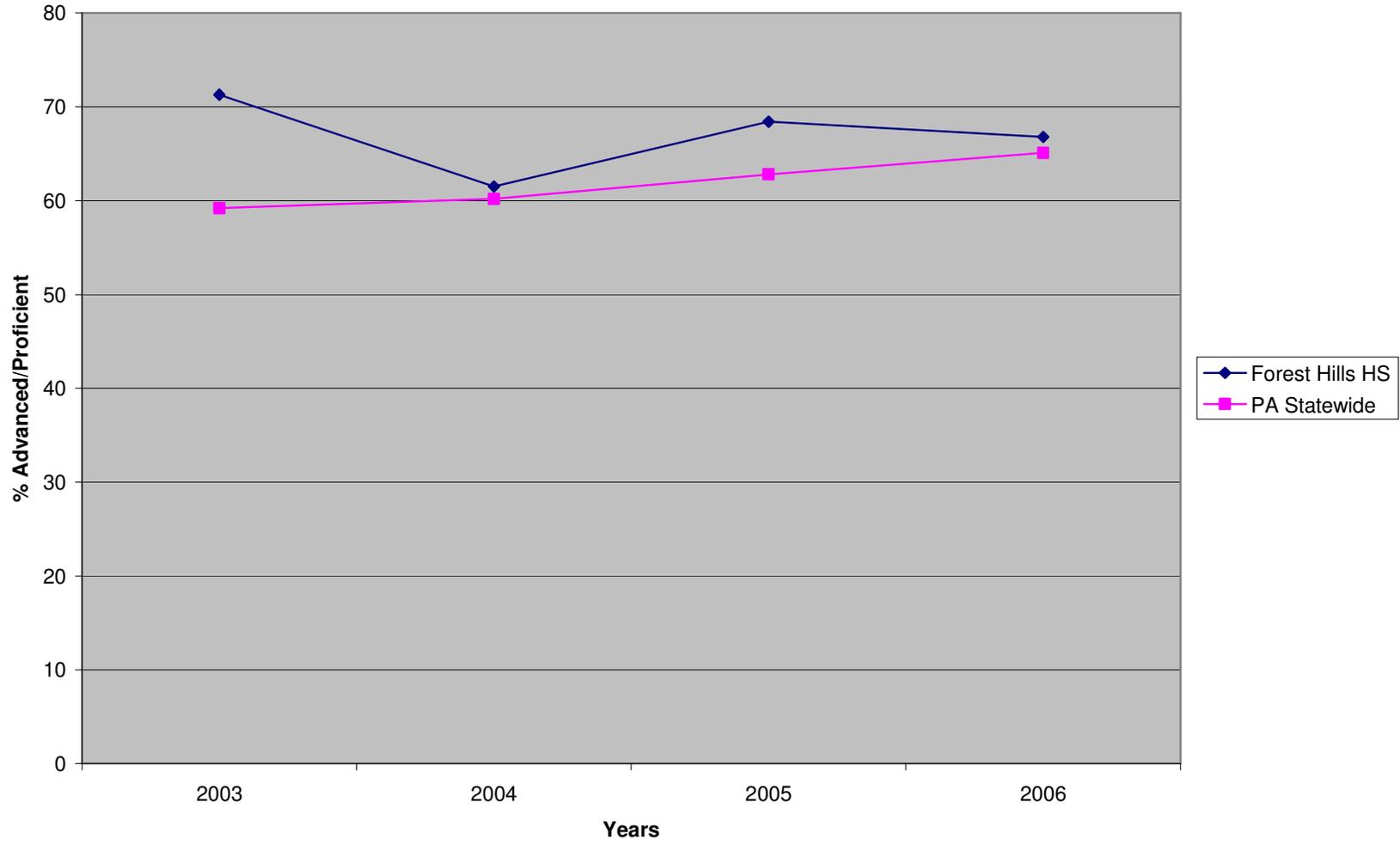
Greater Johnstown HS PSSA Reading
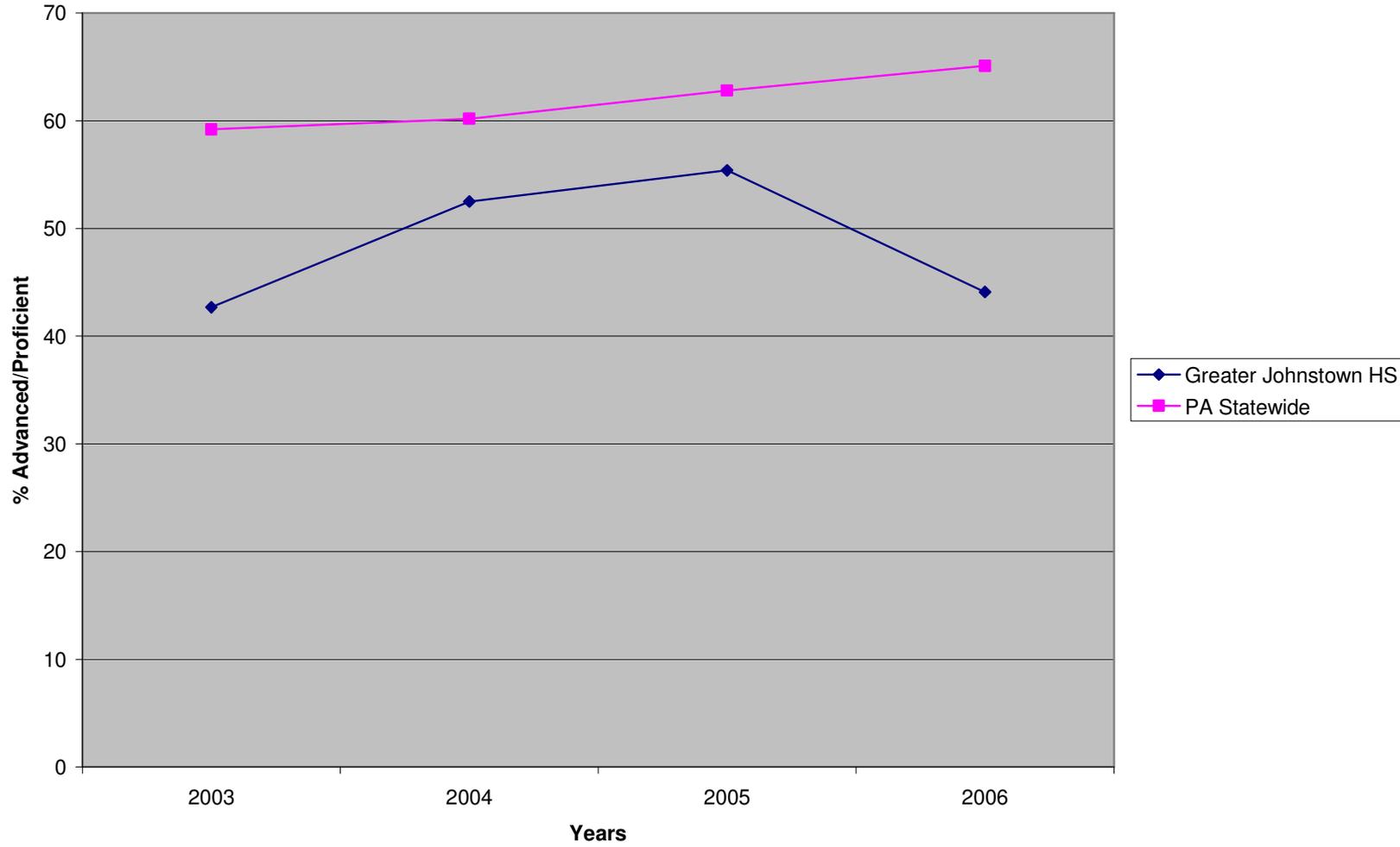
Northern Cambria HS PSSA Reading
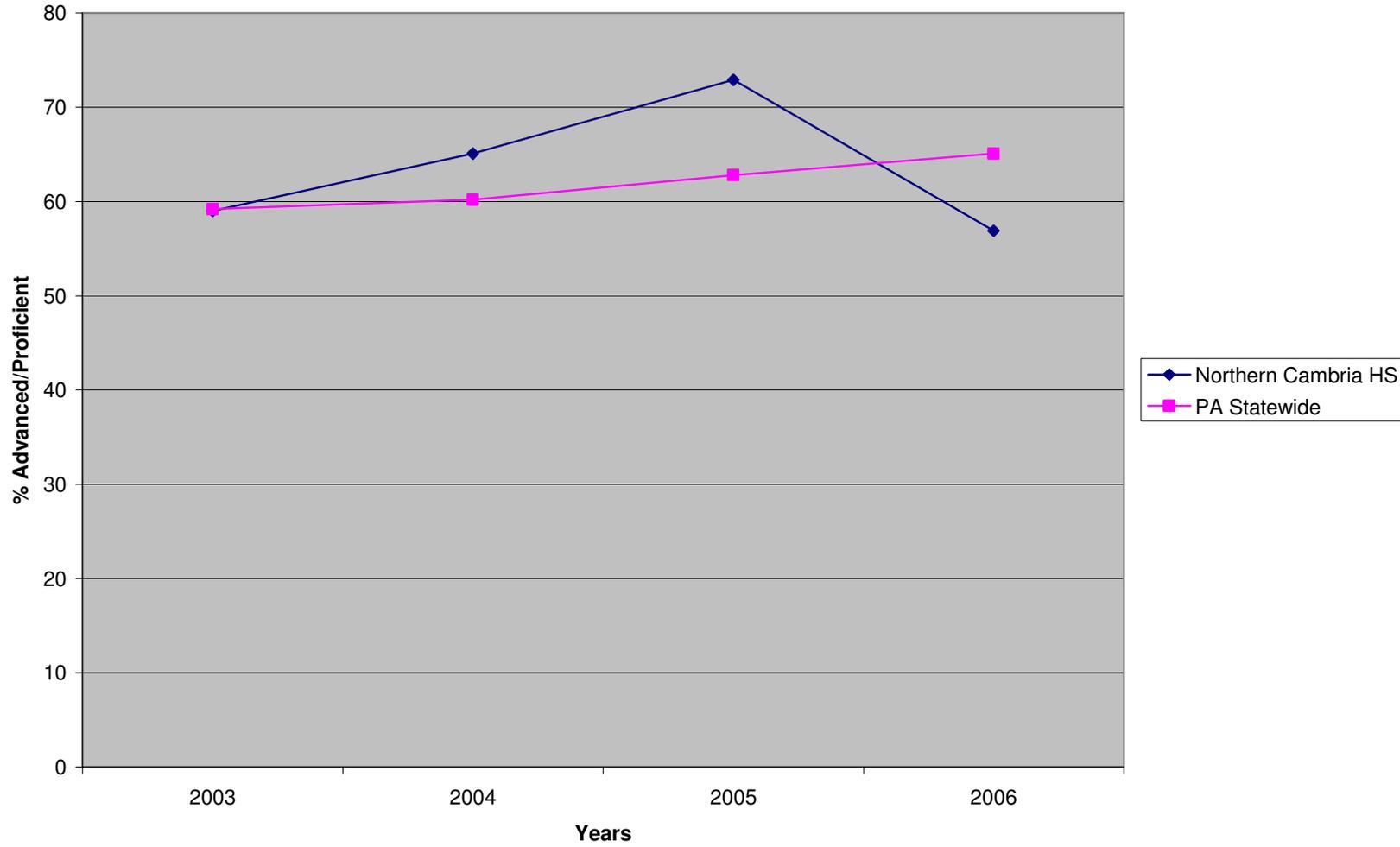
Penn Cambria HS PSSA Reading

Portage Area HS PSSA Reading

A line chart titled "Portage Area HS PSSA Reading" with the x-axis labeled "Years" (2003, 2004, 2005, 2006) and the y-axis labeled "% Advanced/Proficient" ranging from 0 to 90.

Portage Area HS: 2003 ≈ 70, 2004 ≈ 67.5, 2005 ≈ 82, 2006 ≈ 74

PA Statewide: 2003 ≈ 59, 2004 ≈ 60, 2005 ≈ 63, 2006 ≈ 65

Legend:
- Portage Area HS
- PA Statewide
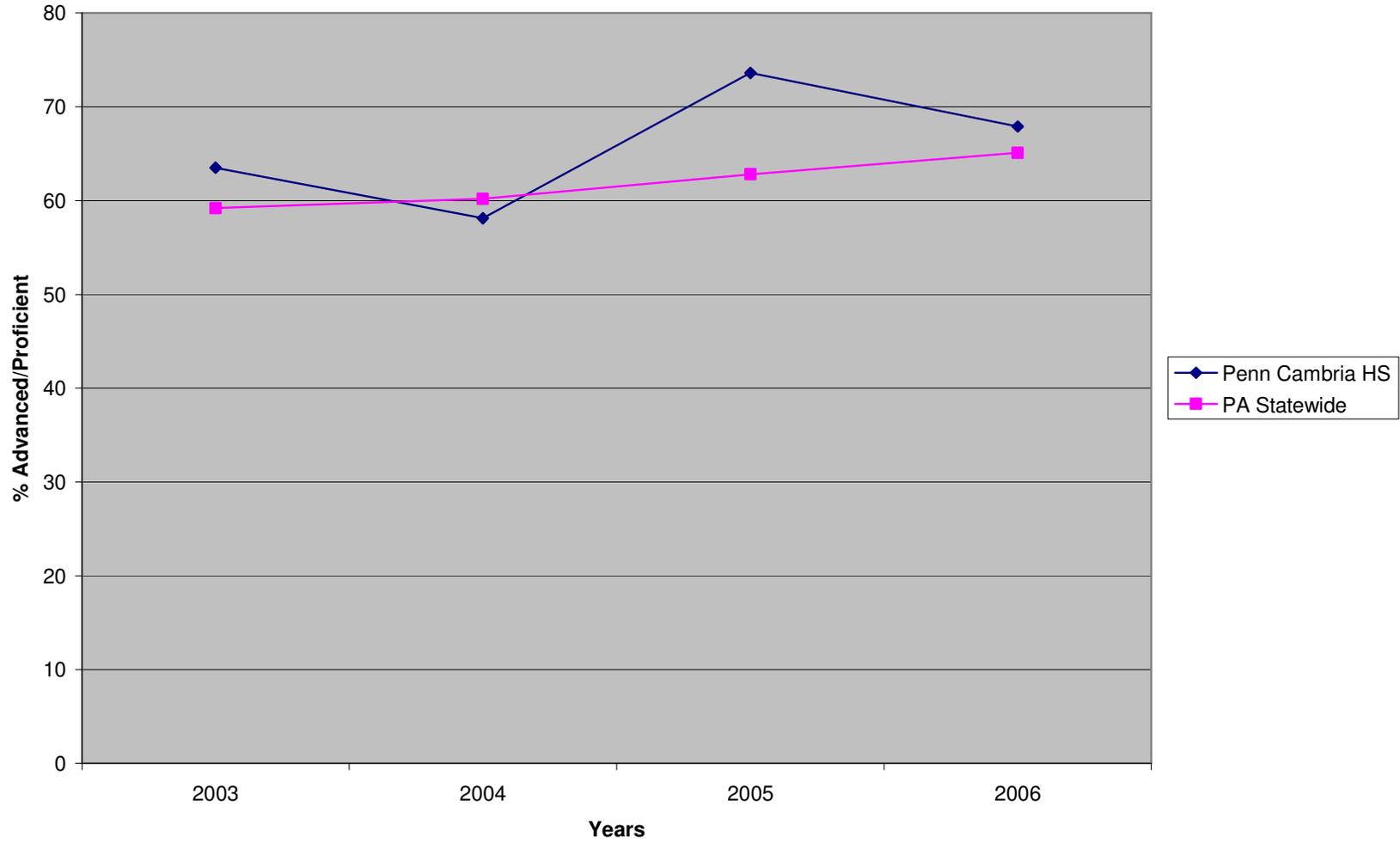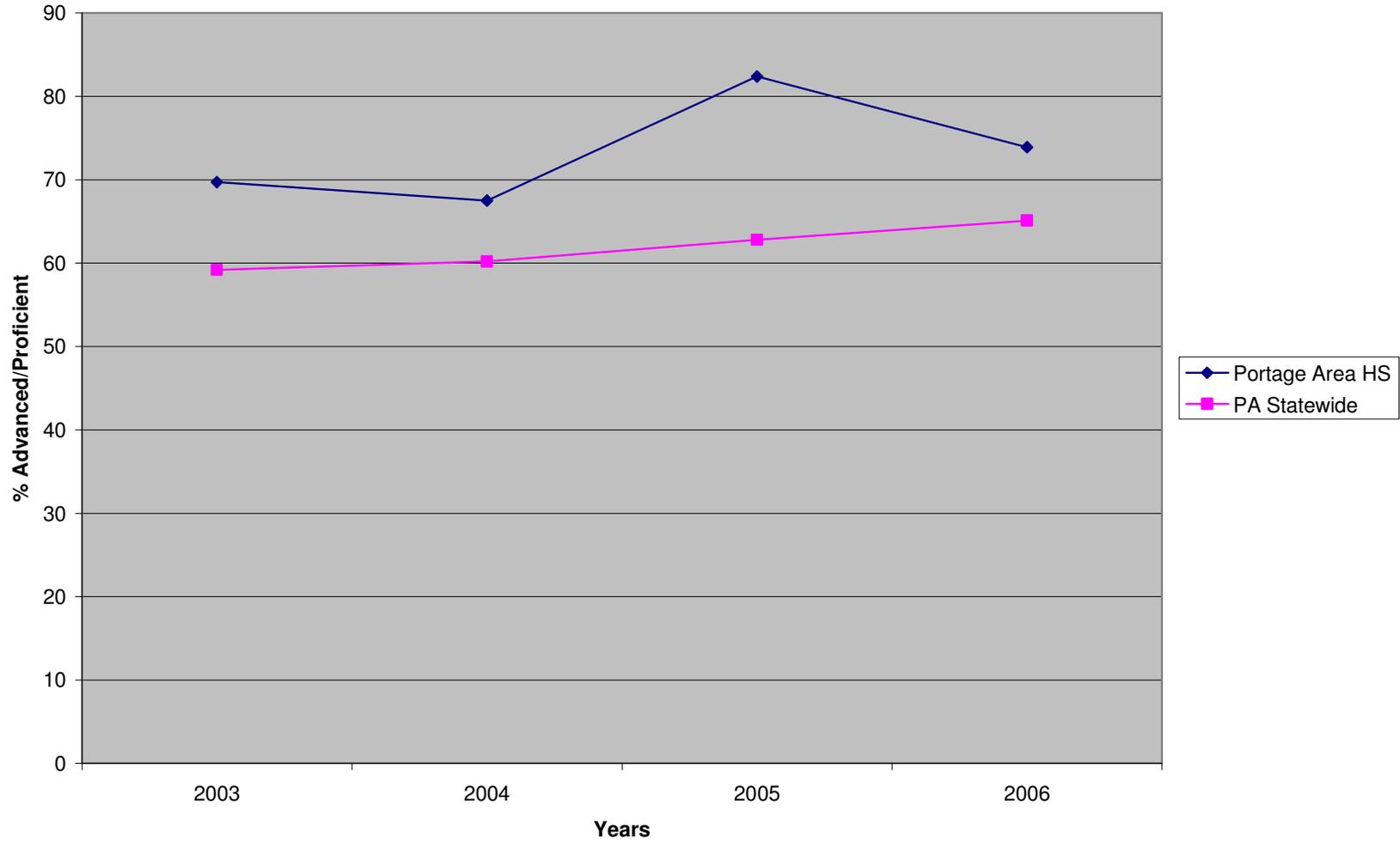
Richland HS PSSA Reading
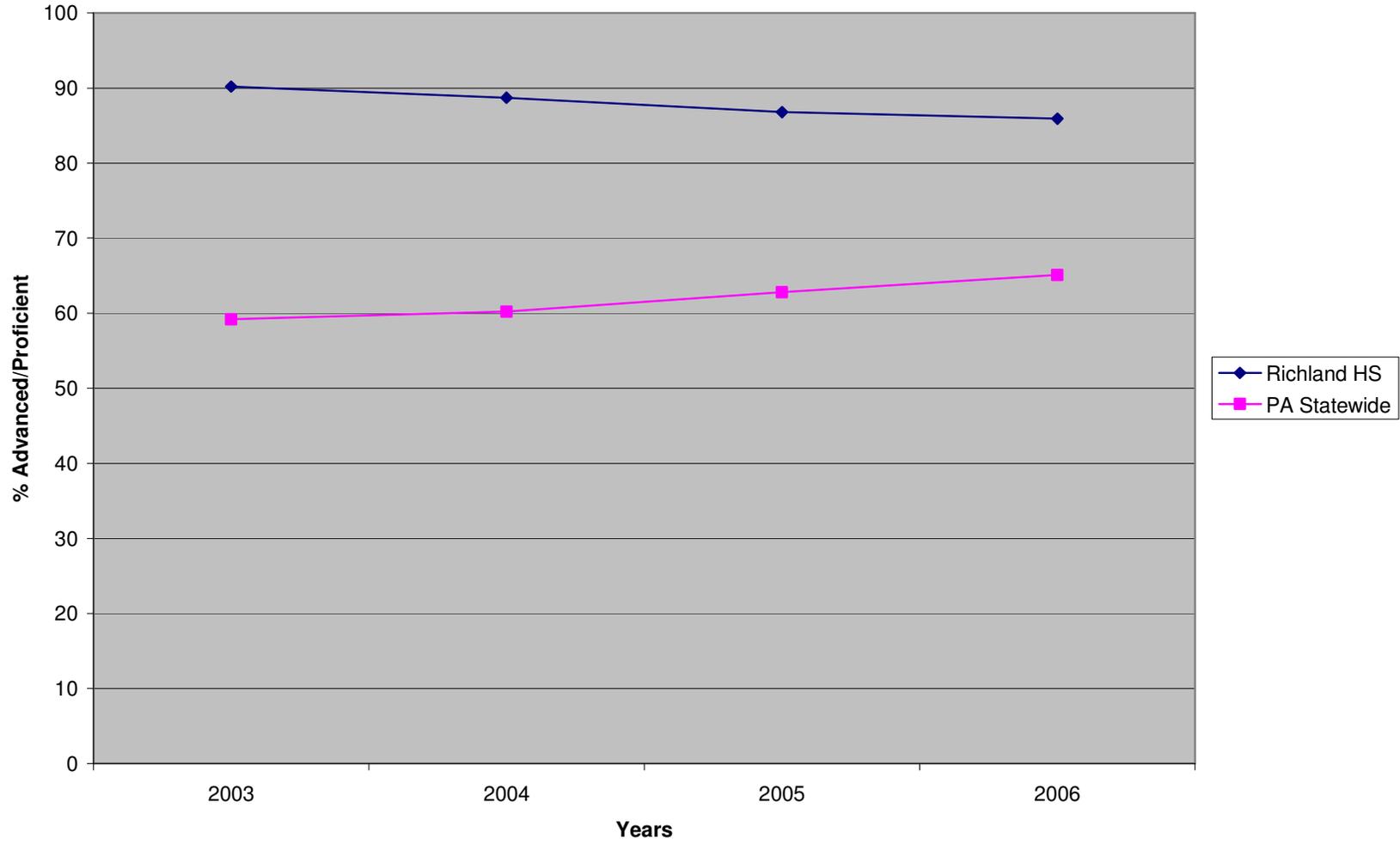
Westmont Hilltop HS PSSA Reading
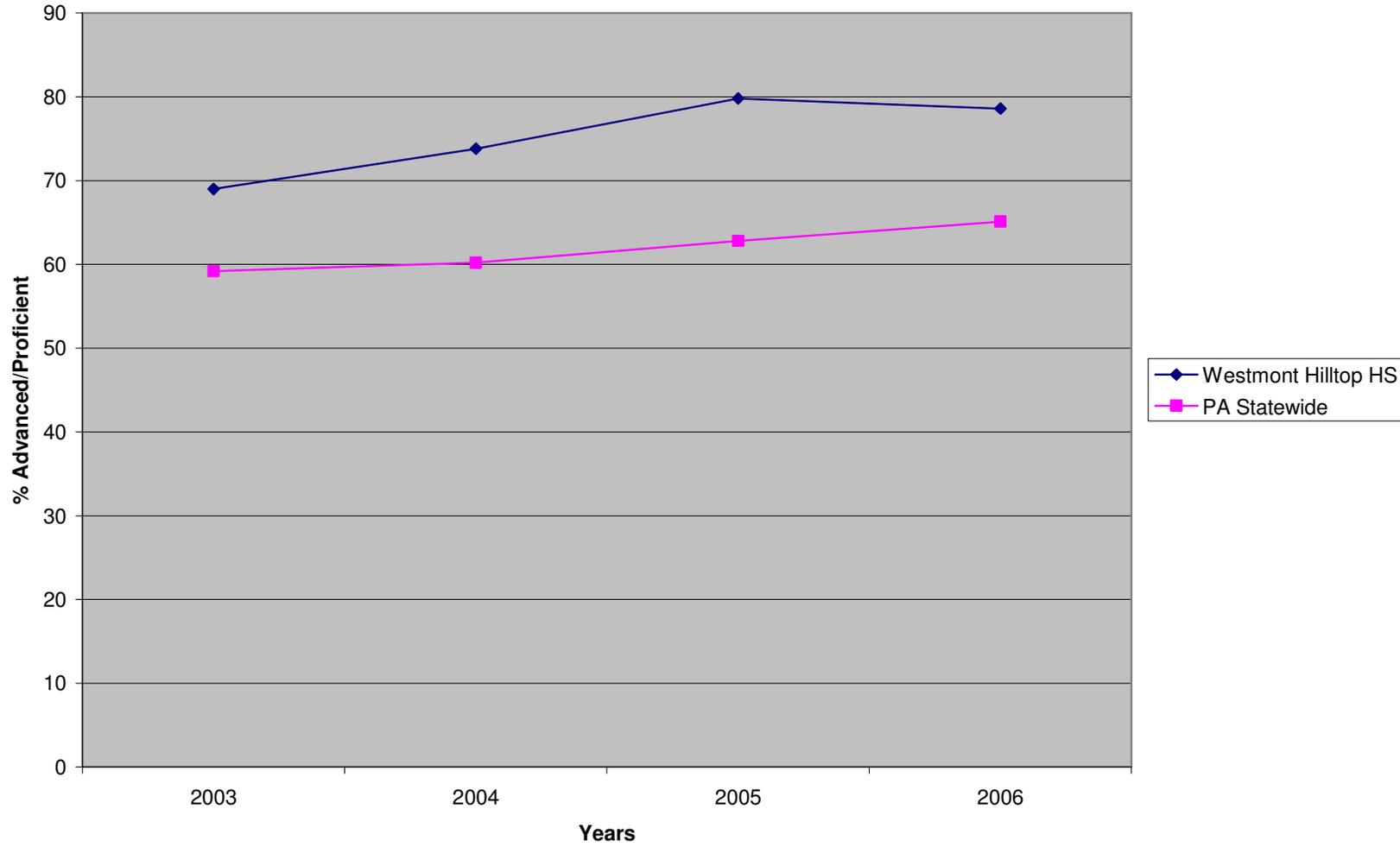
Windber Area HS PSSA Reading
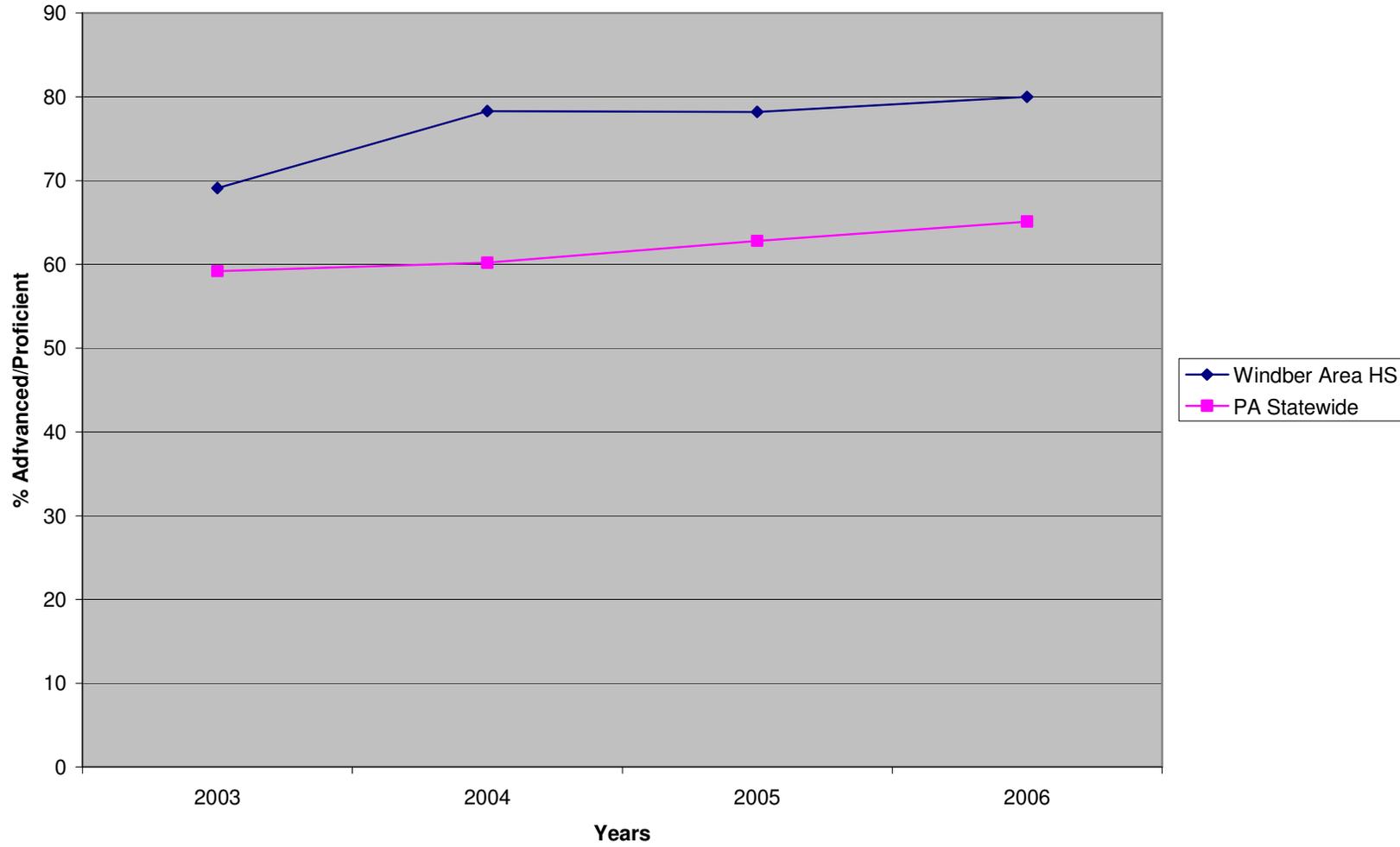
Appendix K

Additional Student Outcomes – Attendance Rates

Central Cambria HS Attendance
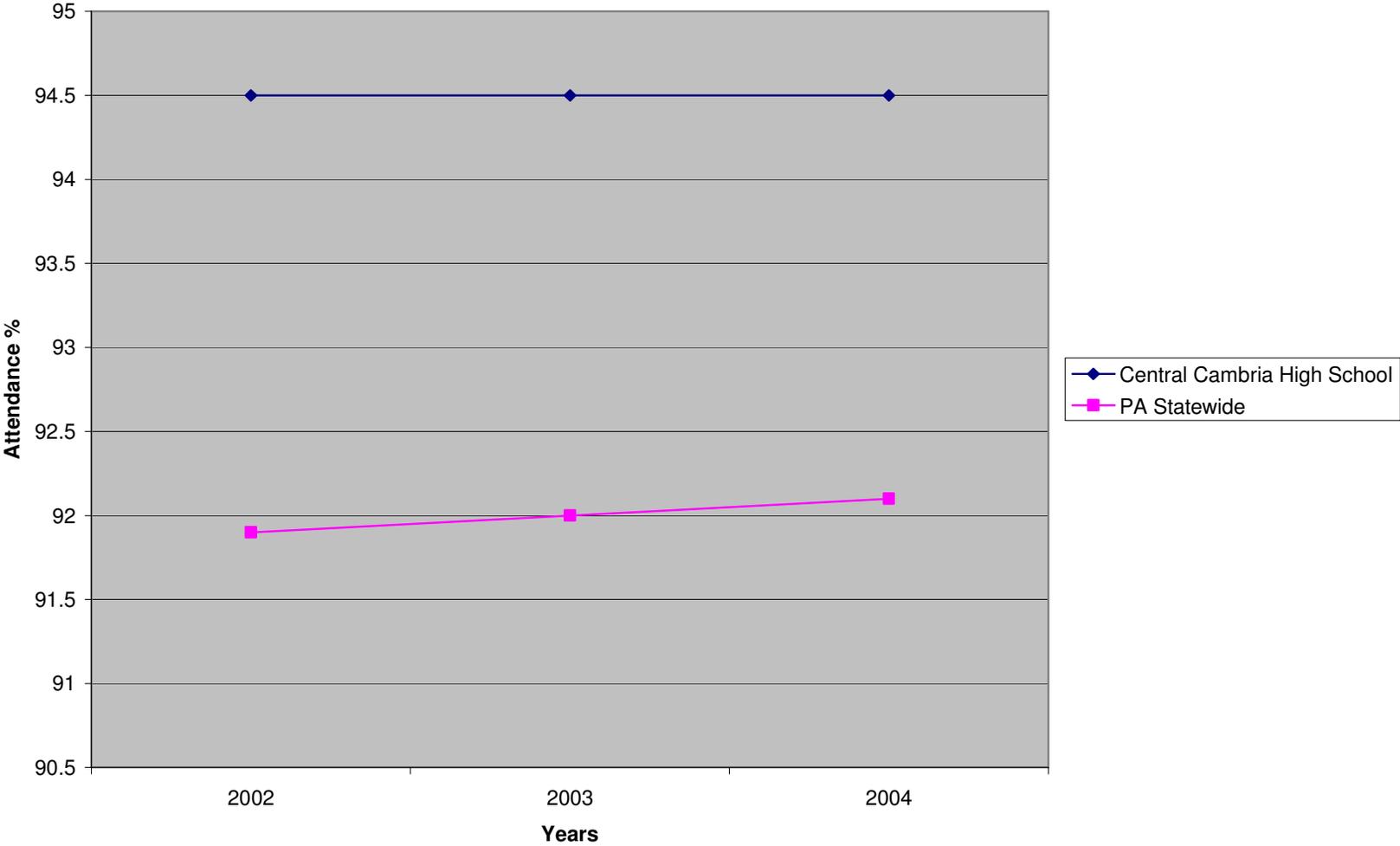
Conemaugh Twp. HS Attendance
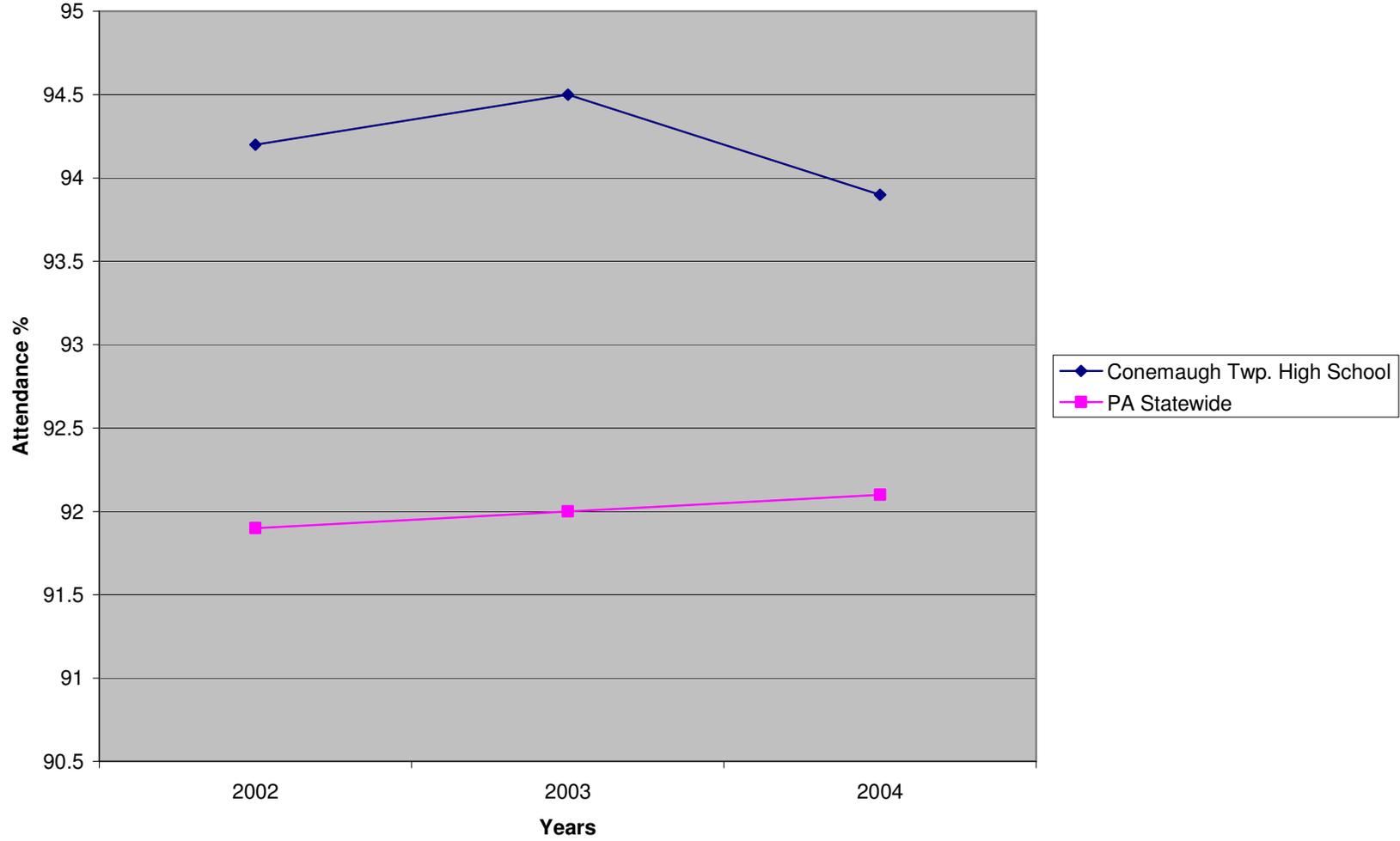
Conemaugh Valley HS Attendance
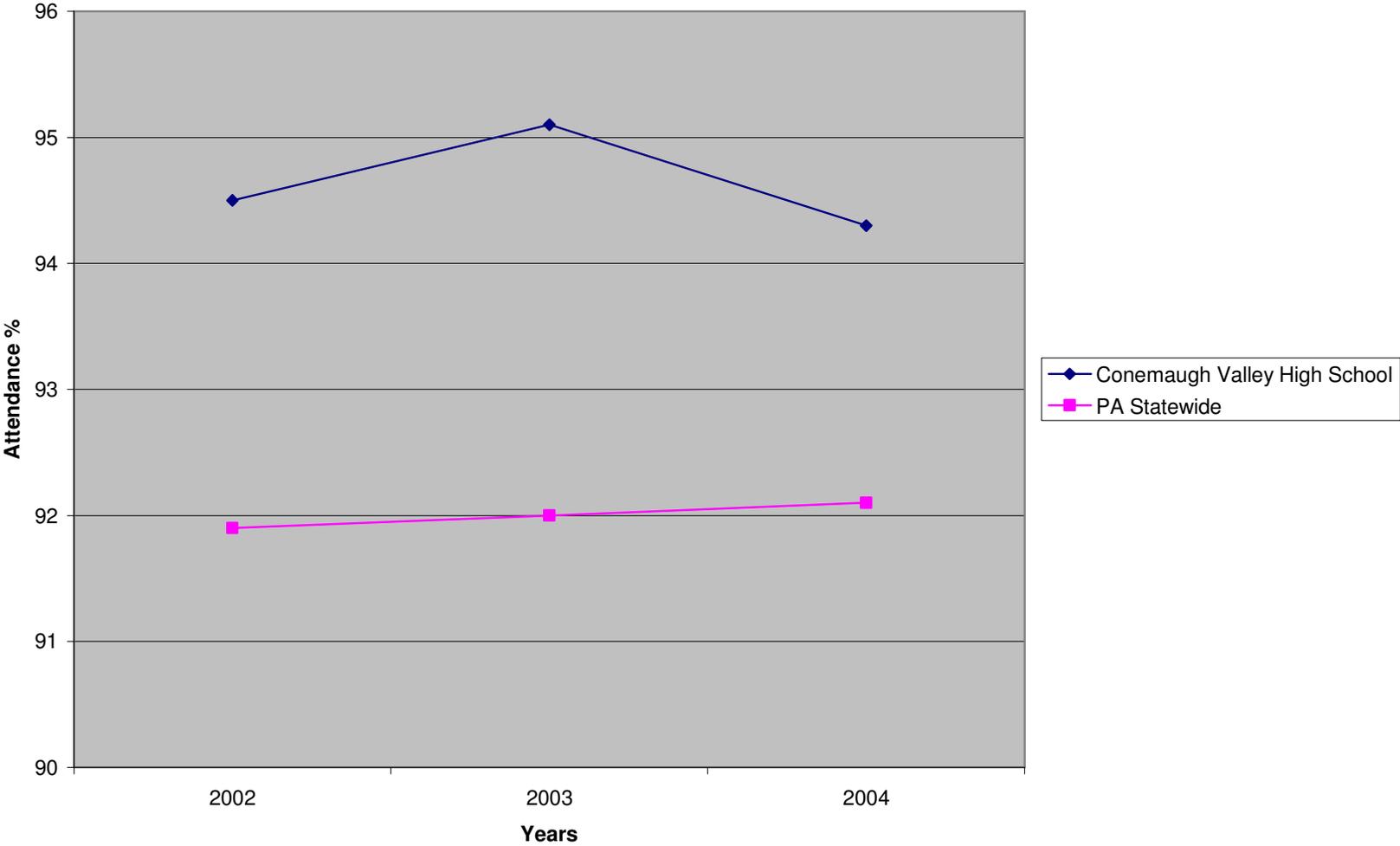
Ferndale Area HS Attendance

Attendance %

Years

Legend:
- Ferndale Area High School
- PA Statewide
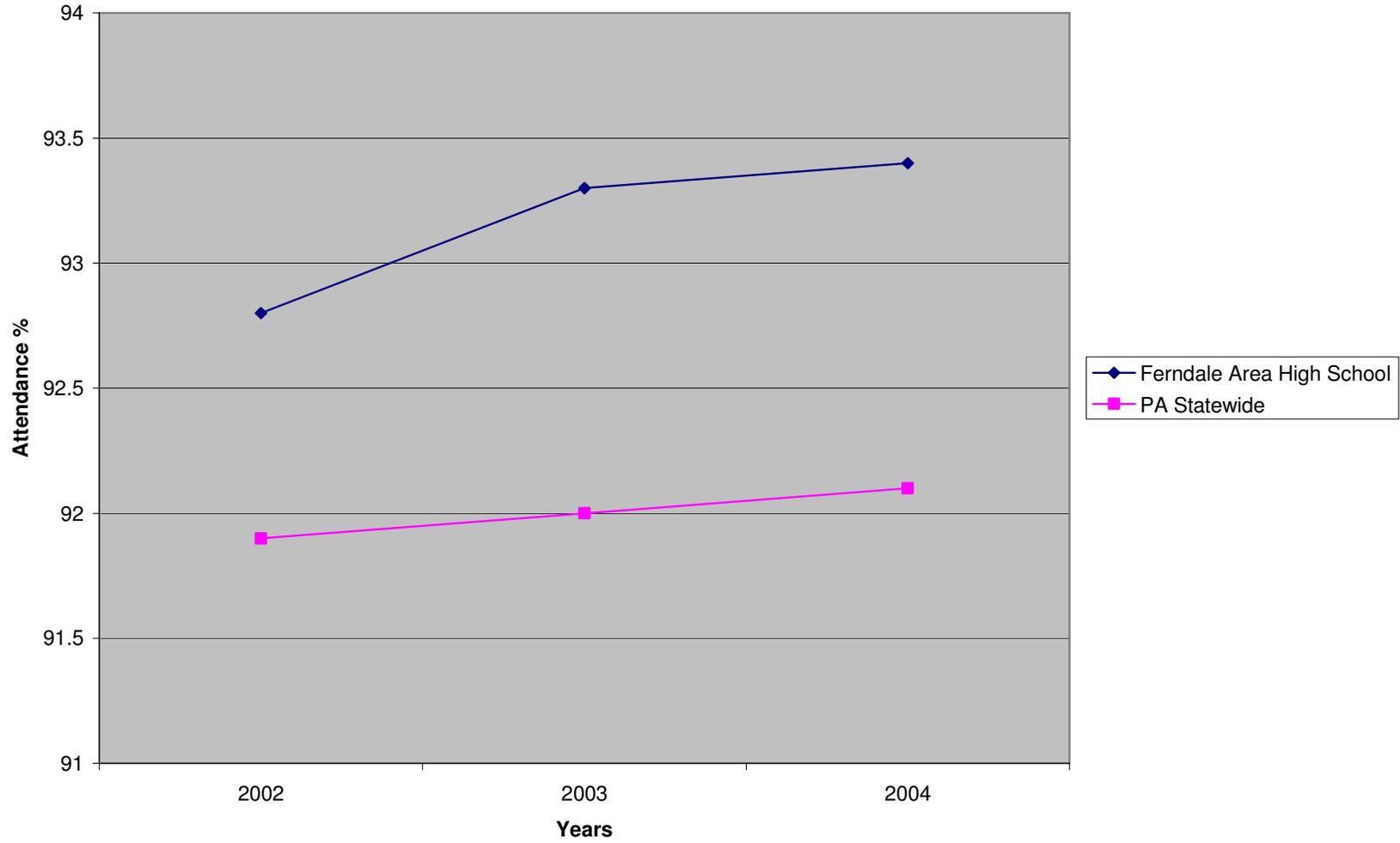
Forest Hills HS Attendance
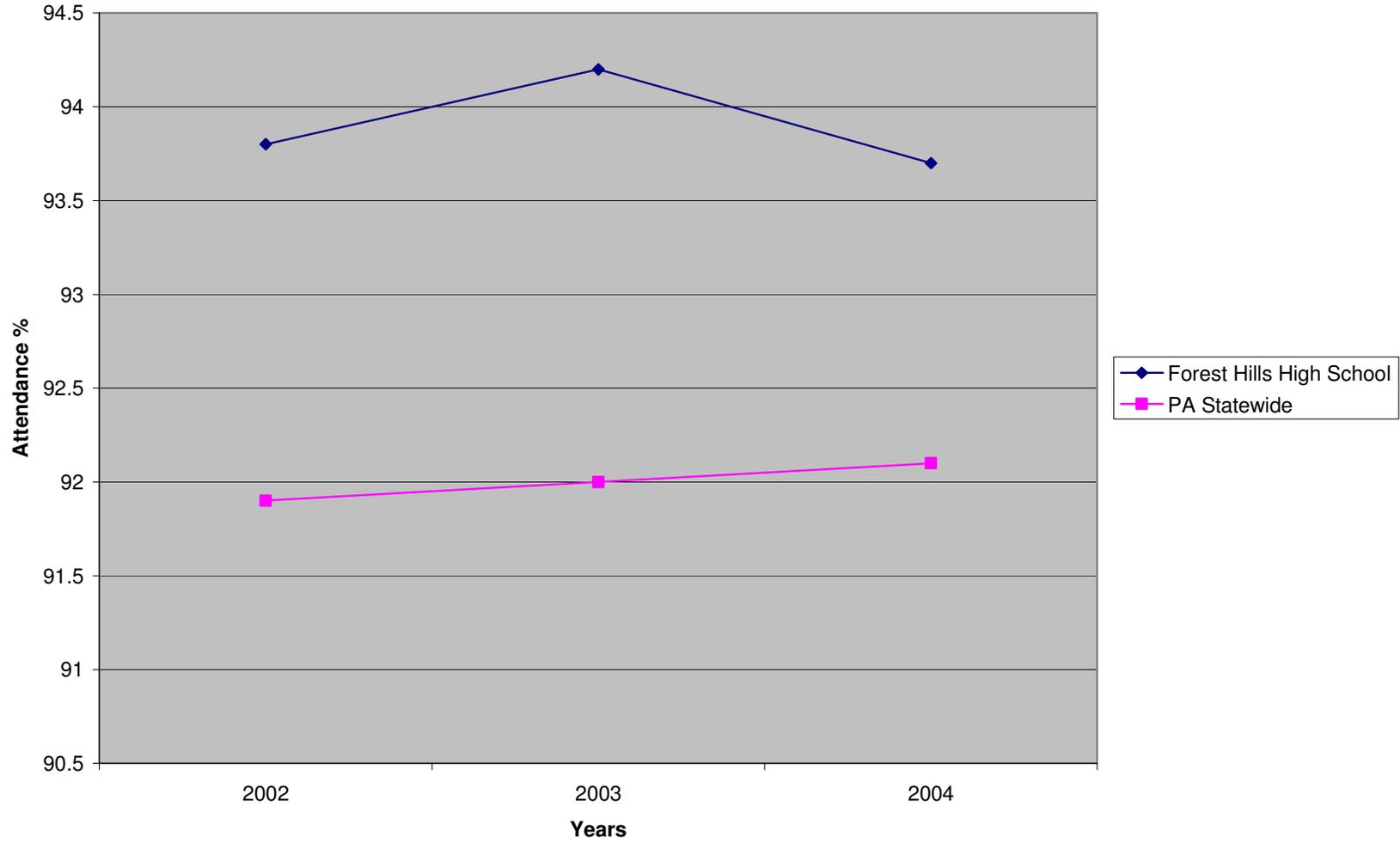
Greater Johnstown AVTS Attendance

Attendance % chart for years 2002–2004 showing Greater Johnstown Career and Tech. and PA Statewide attendance percentages.
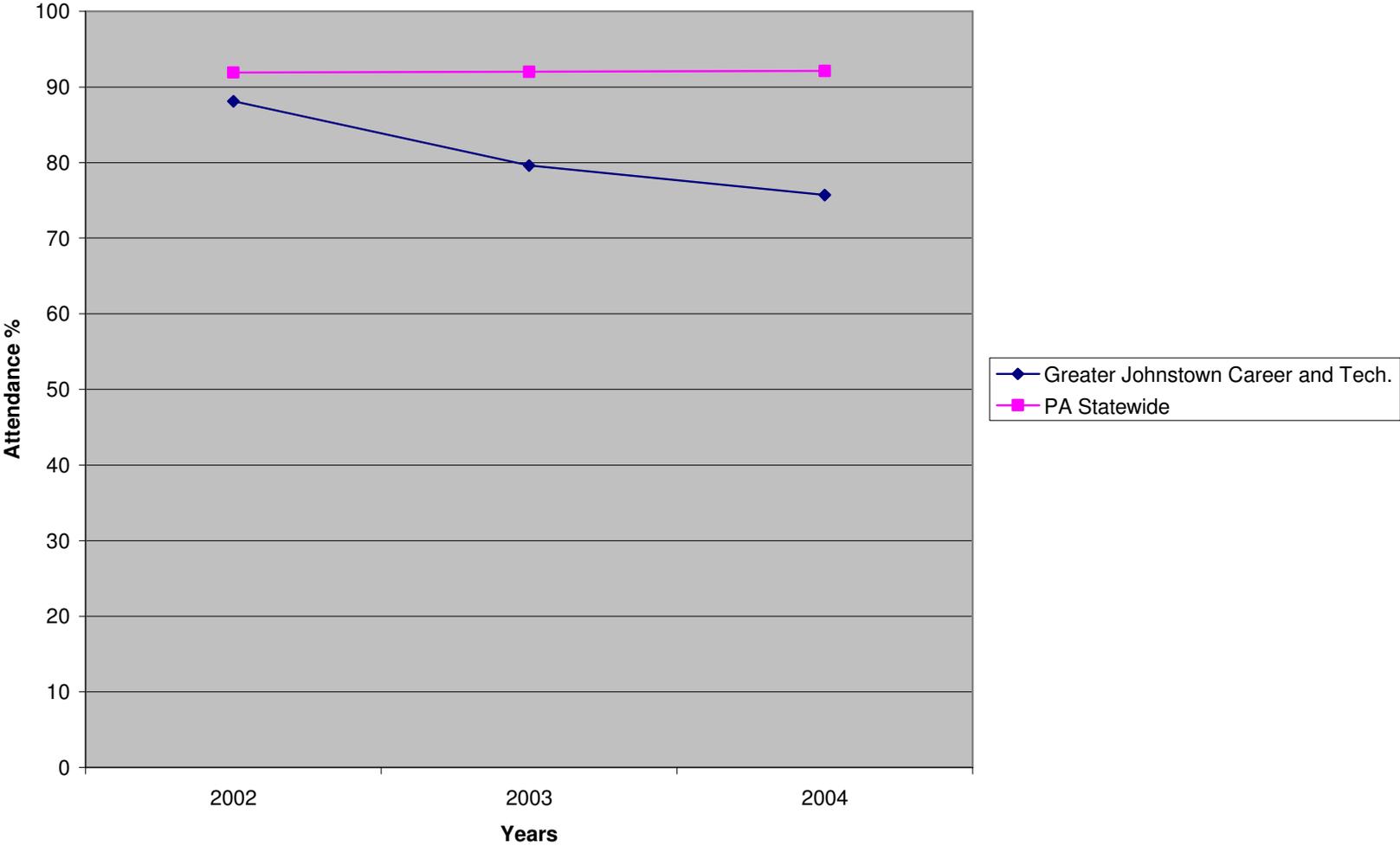
Greater Johnstown HS Attendance
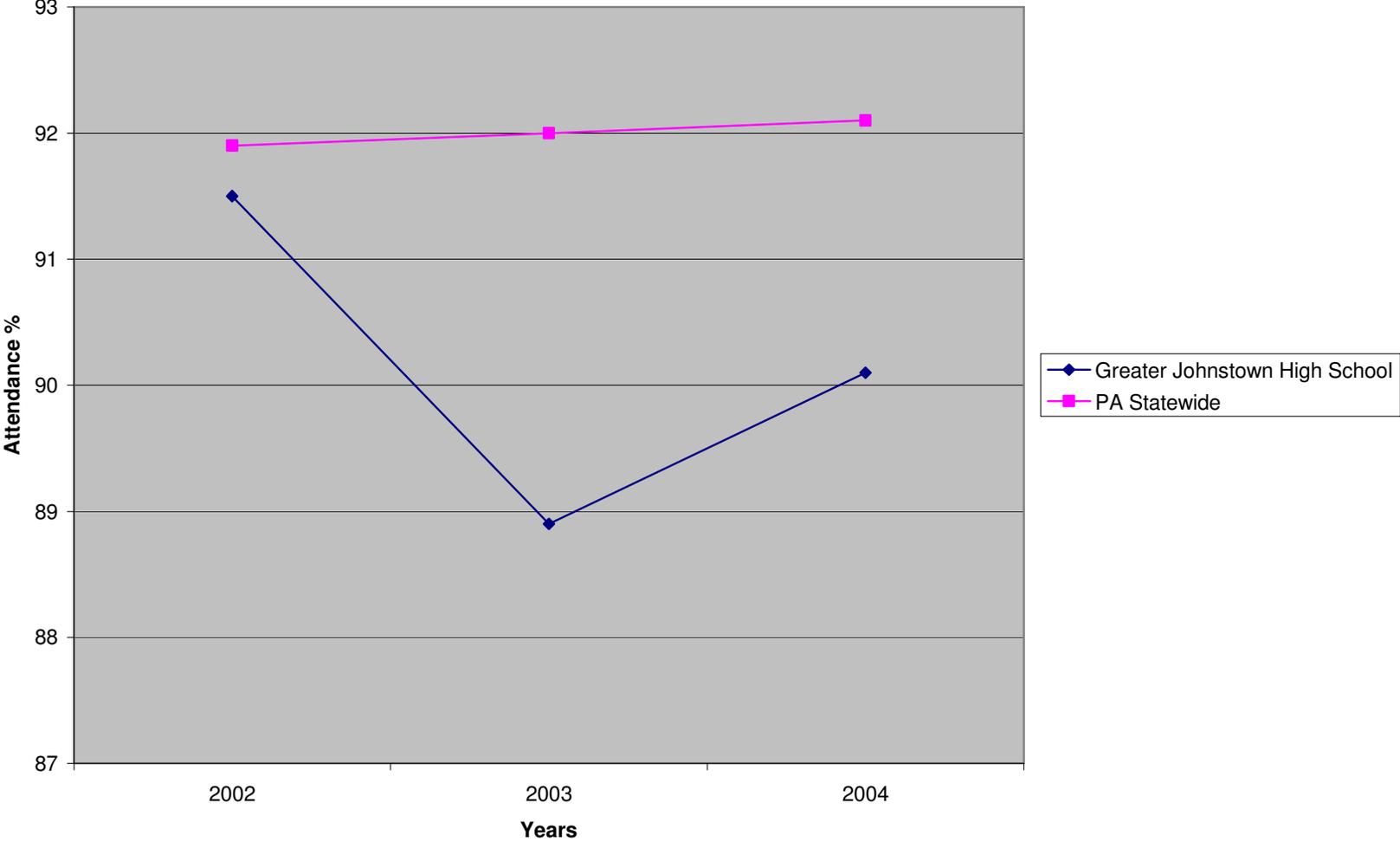
Northern Cambria HS Attendance
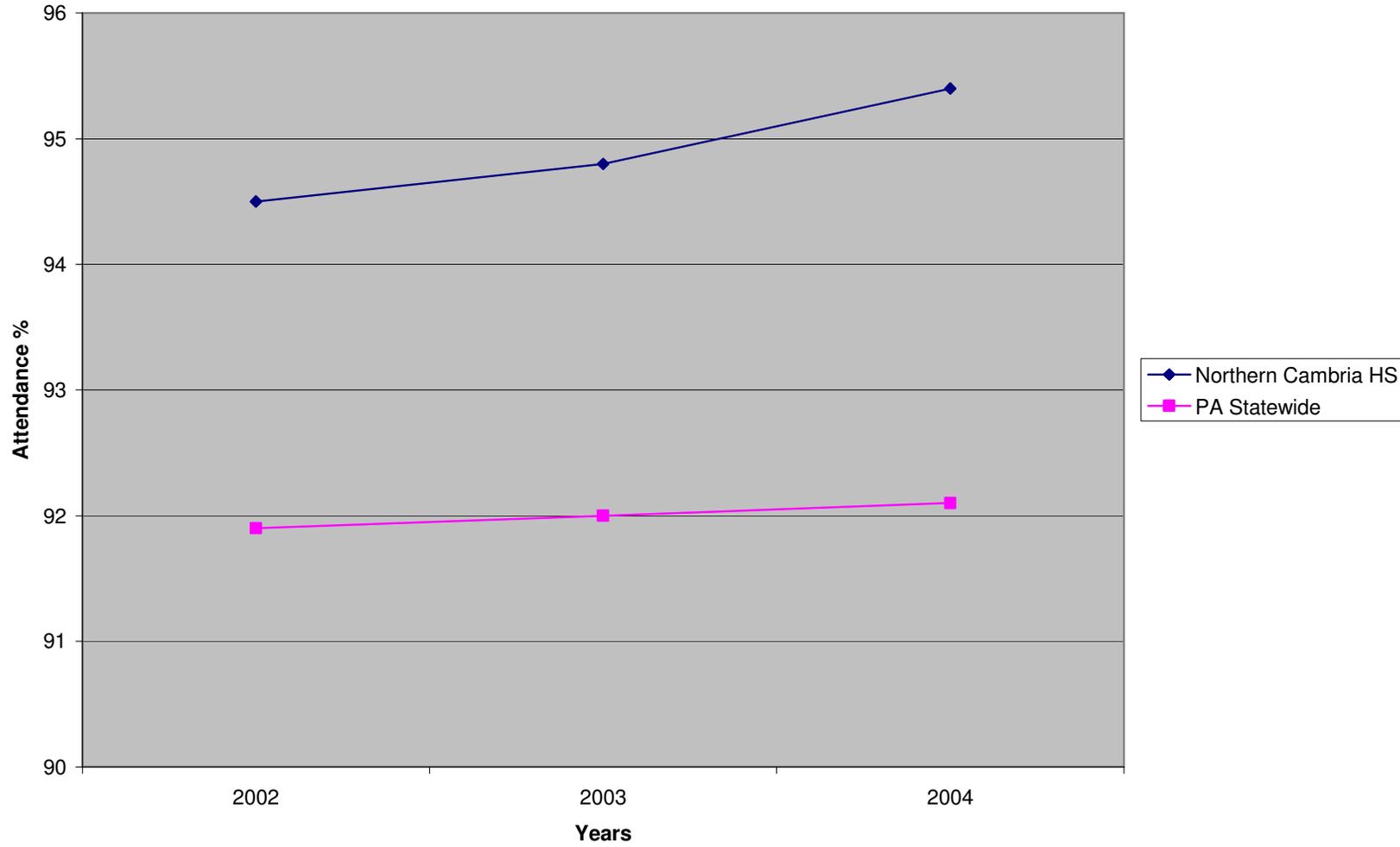
Penn Cambria HS Attendance
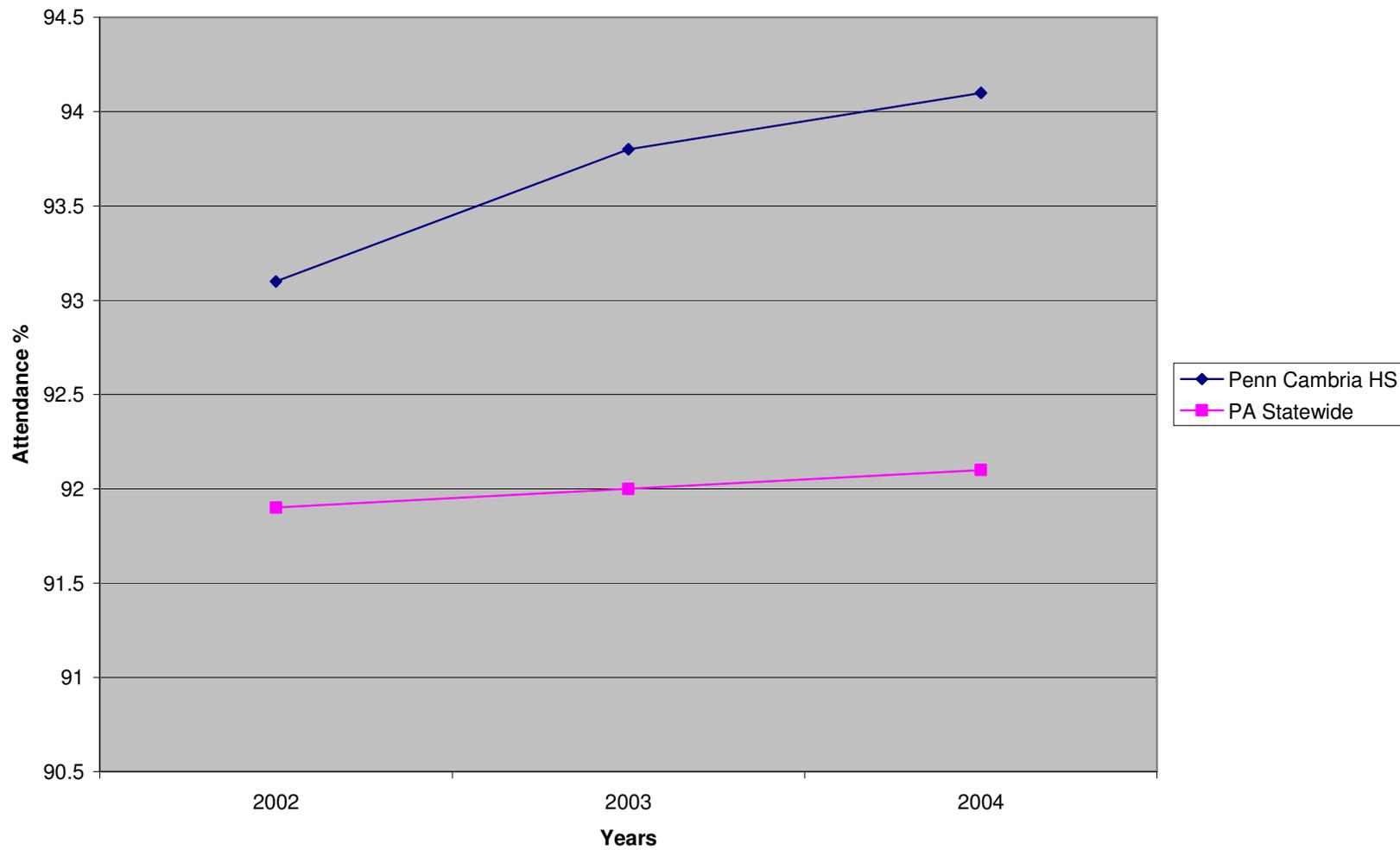
Portage Area HS Attendance
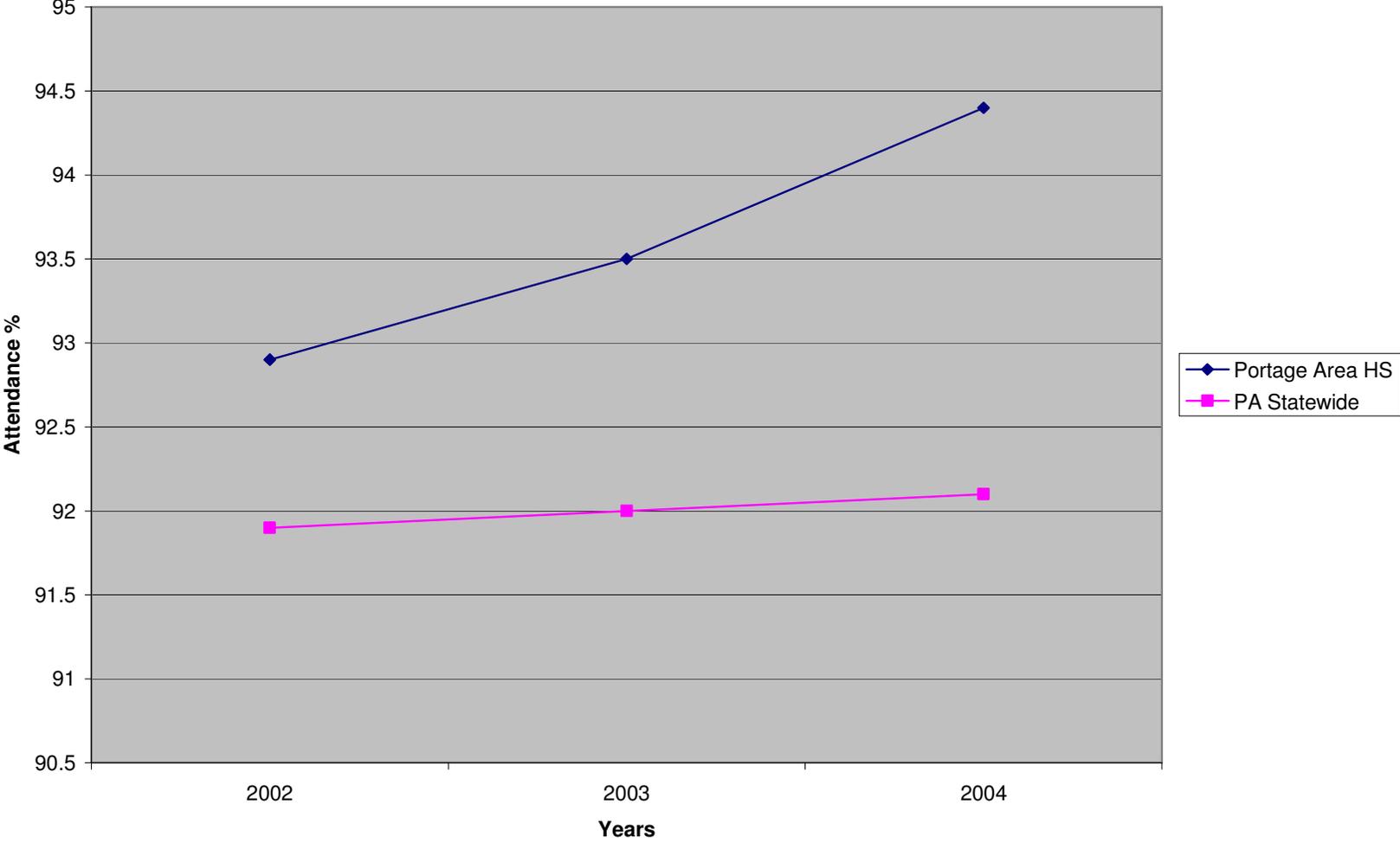
Richland HS Attendance
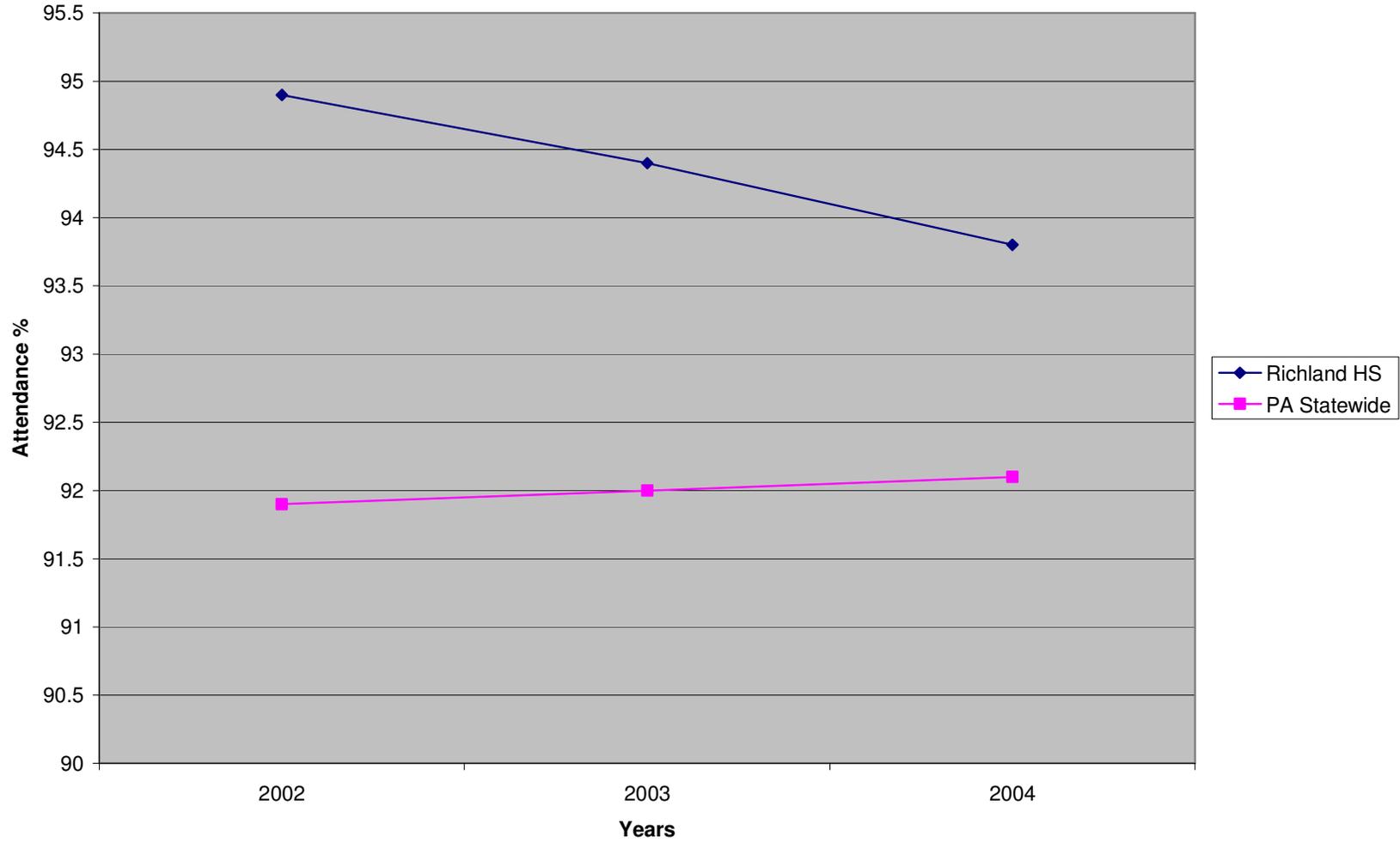
Westmont Hilltop HS Attendance
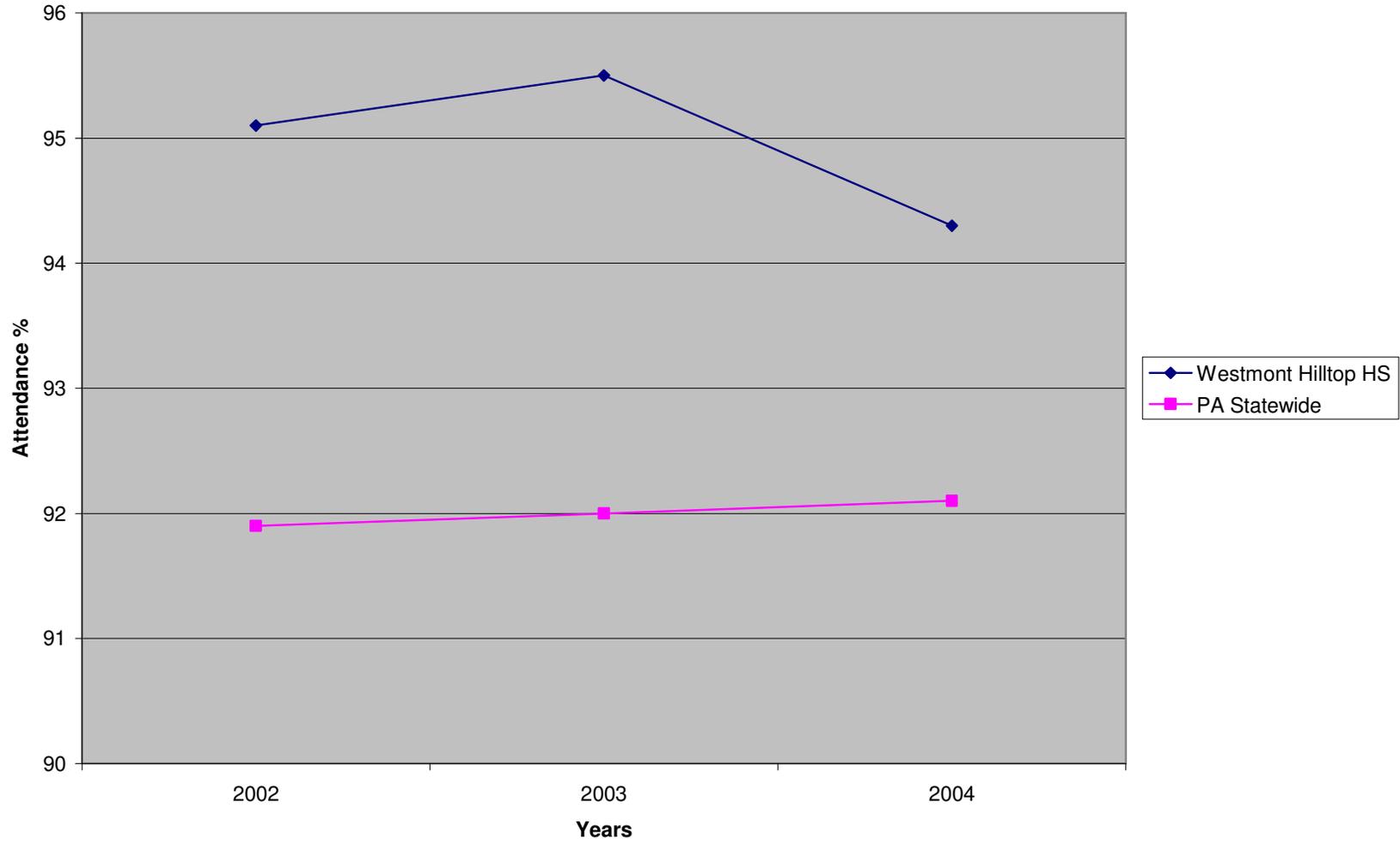
Windber Area HS Attendance

Legend:
- Windber Area HS
- PA Statewide

X-axis: Years (2002, 2003, 2004)

Y-axis: Attendance %
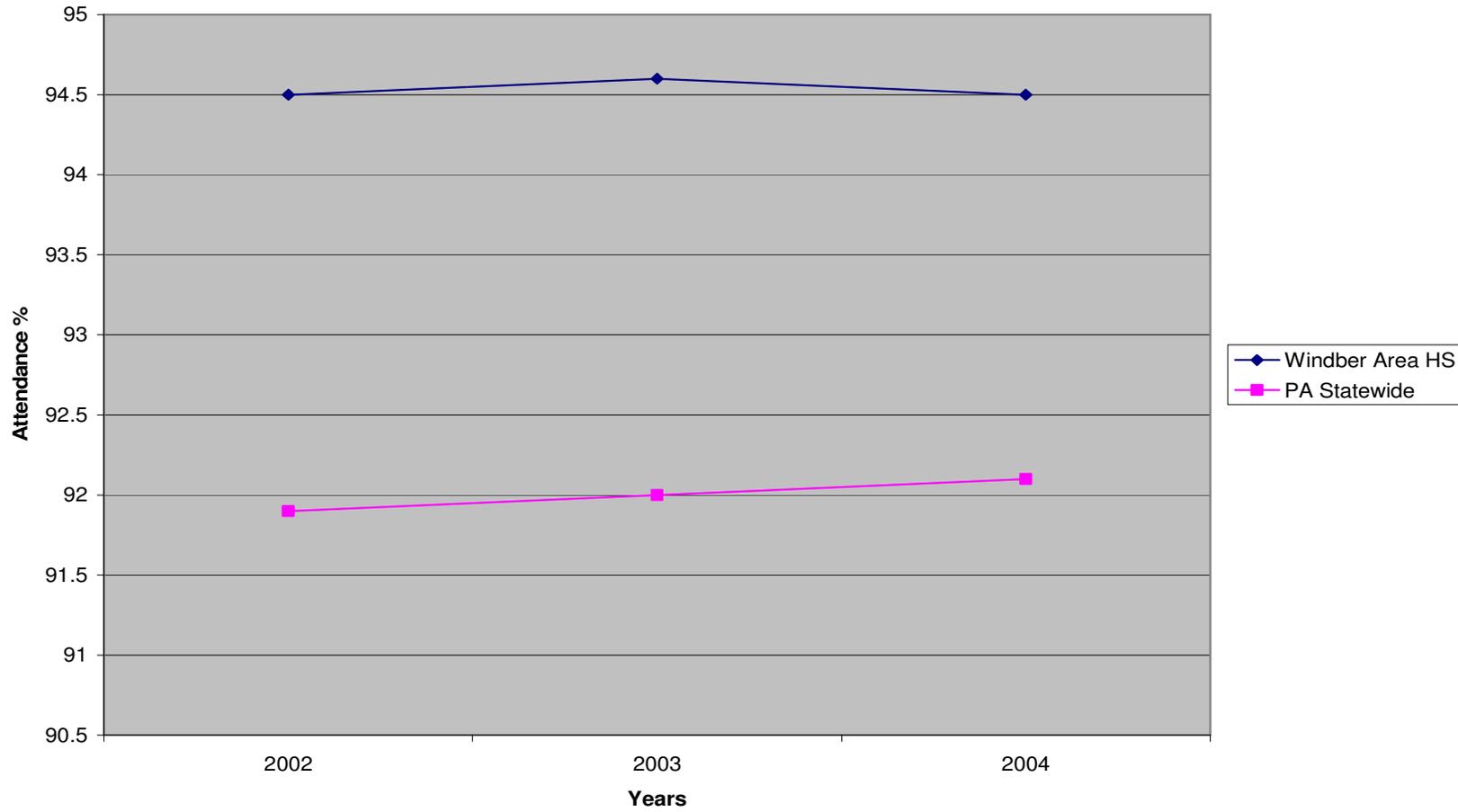
Appendix L

Additional Student Outcomes – Graduation Rates

Bishop Carroll HS Graduation Rates
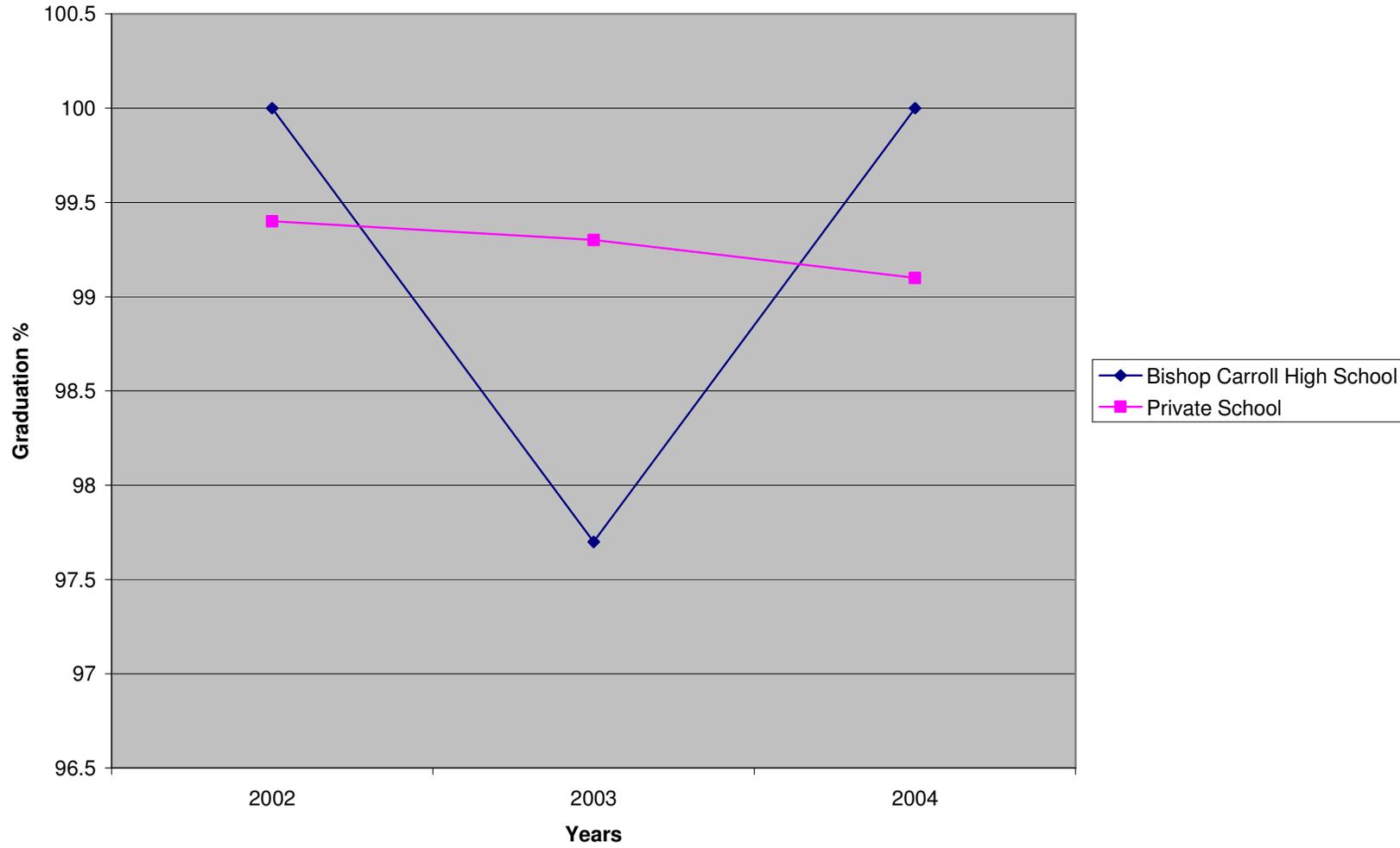
Bishop McCort HS Graduation Rates
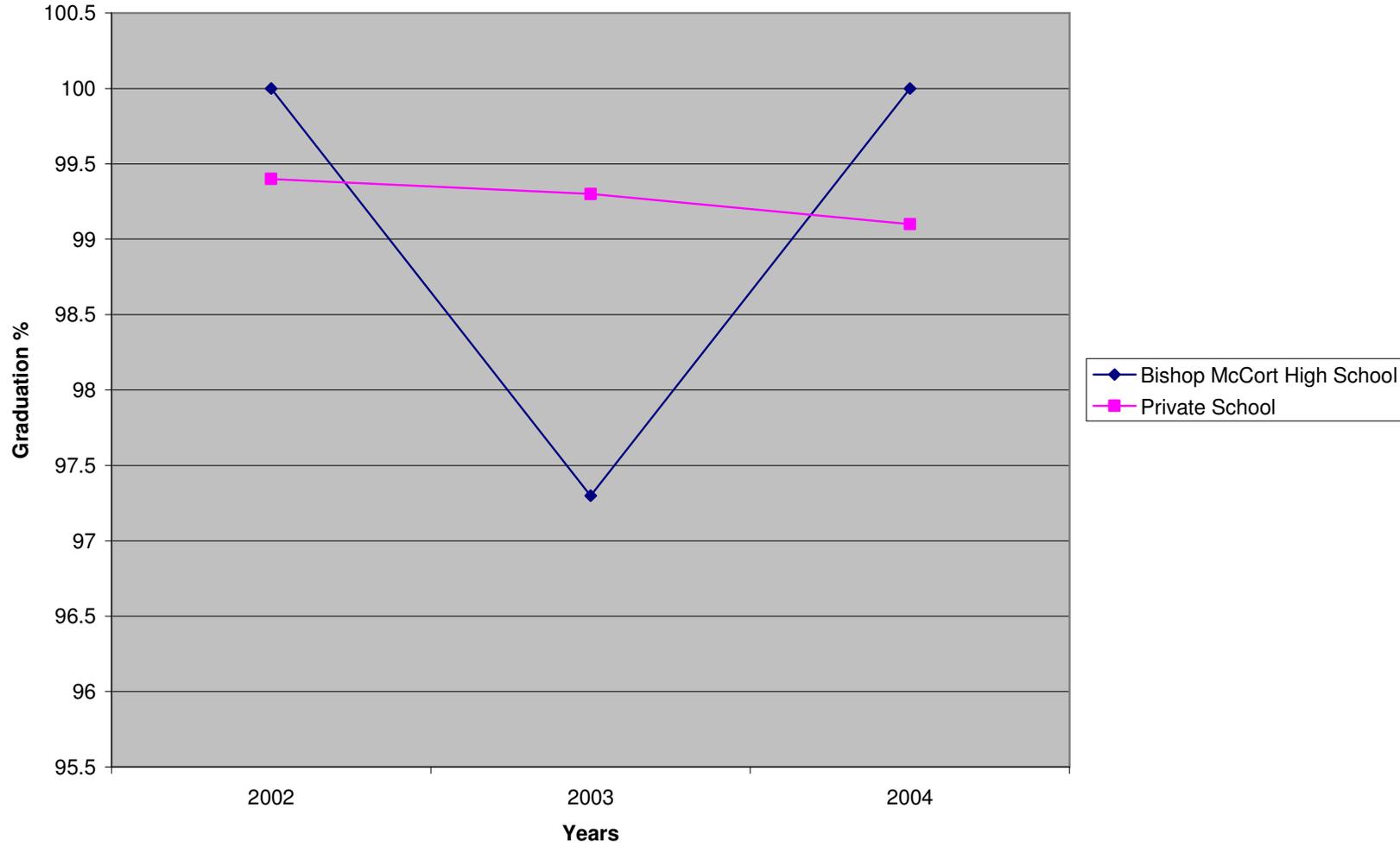
Central Cambria HS Graduation Rates
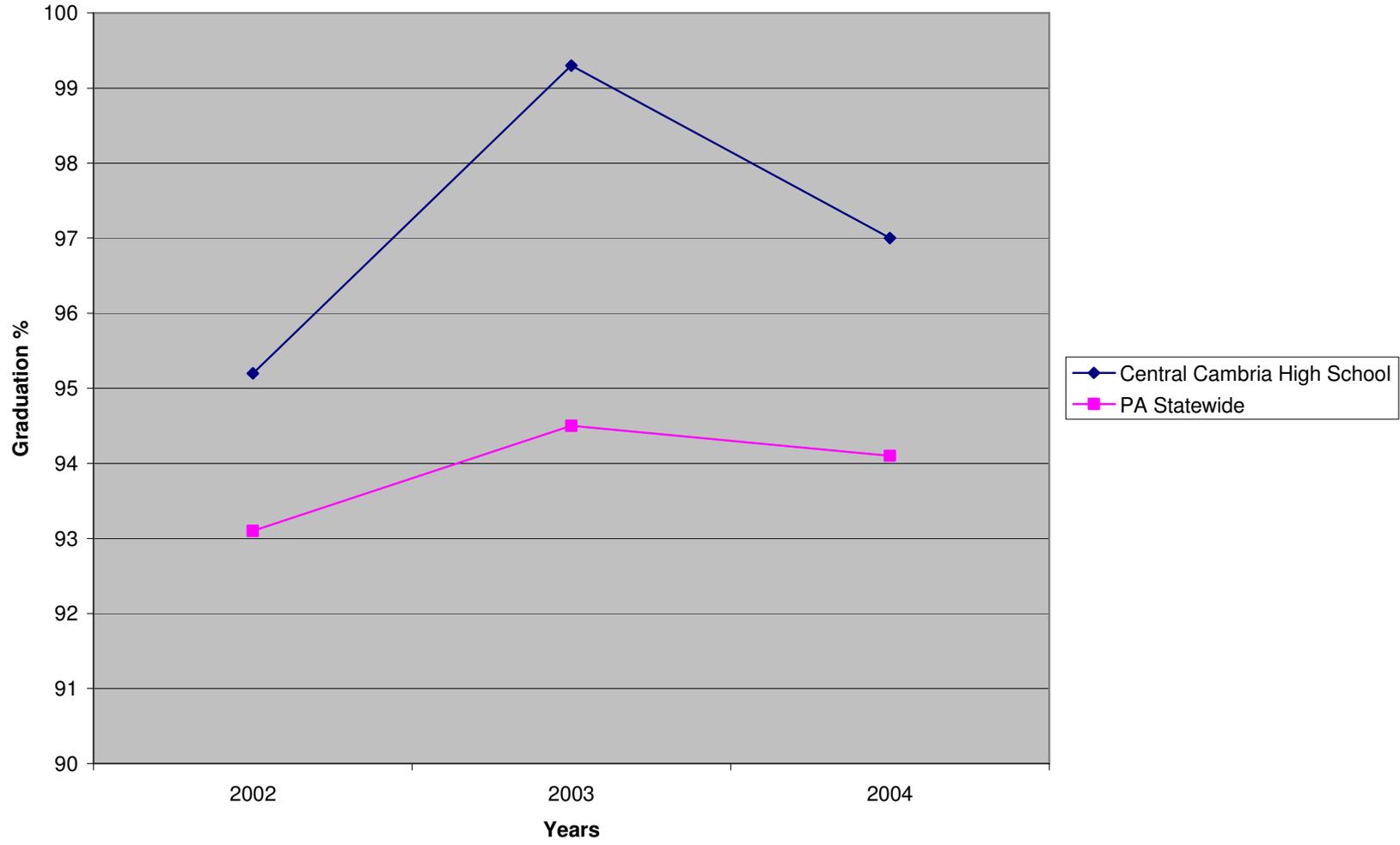
Conemaugh Twp. HS Graduation Rates
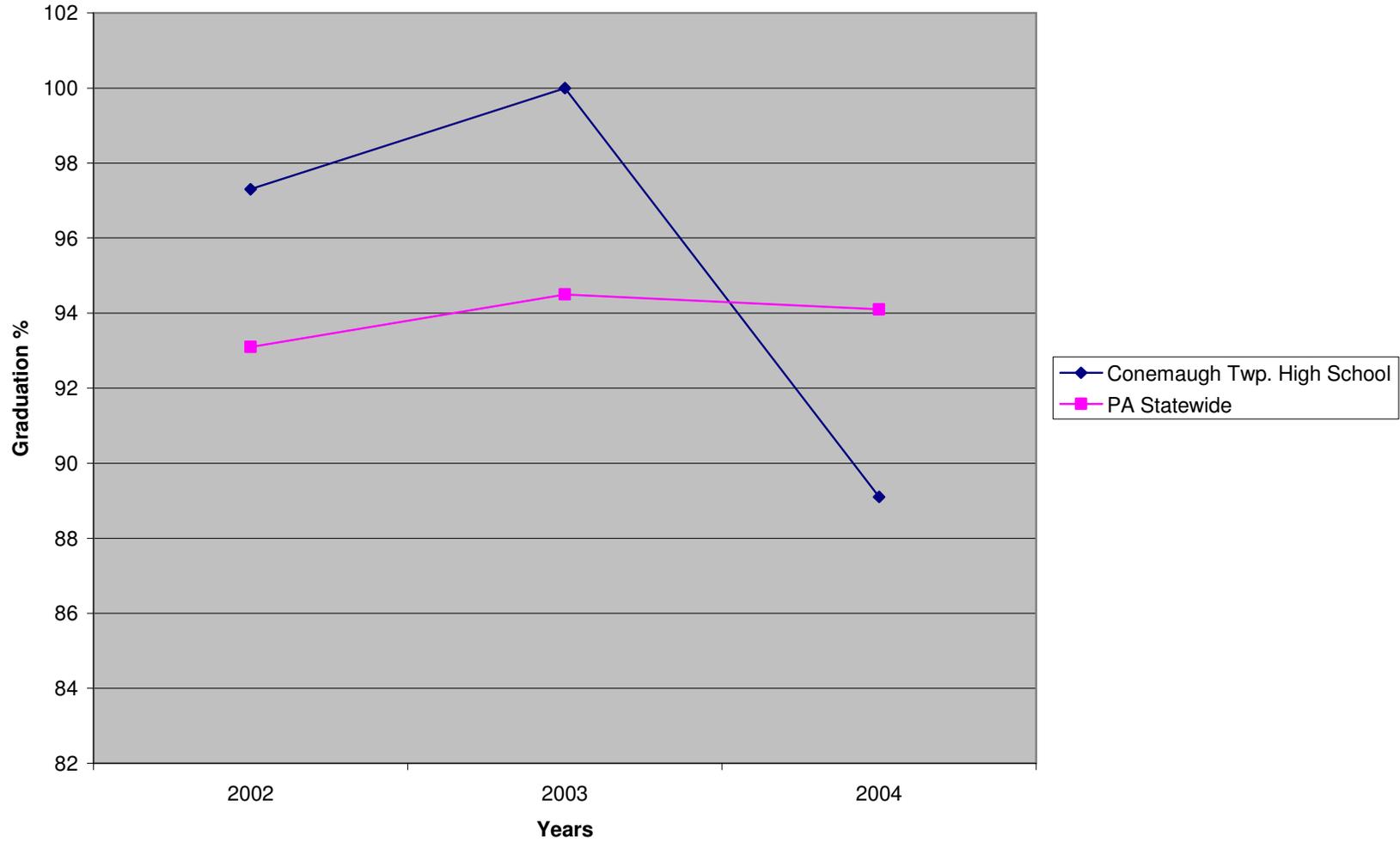
Conemaugh Valley HS Graduation Rates
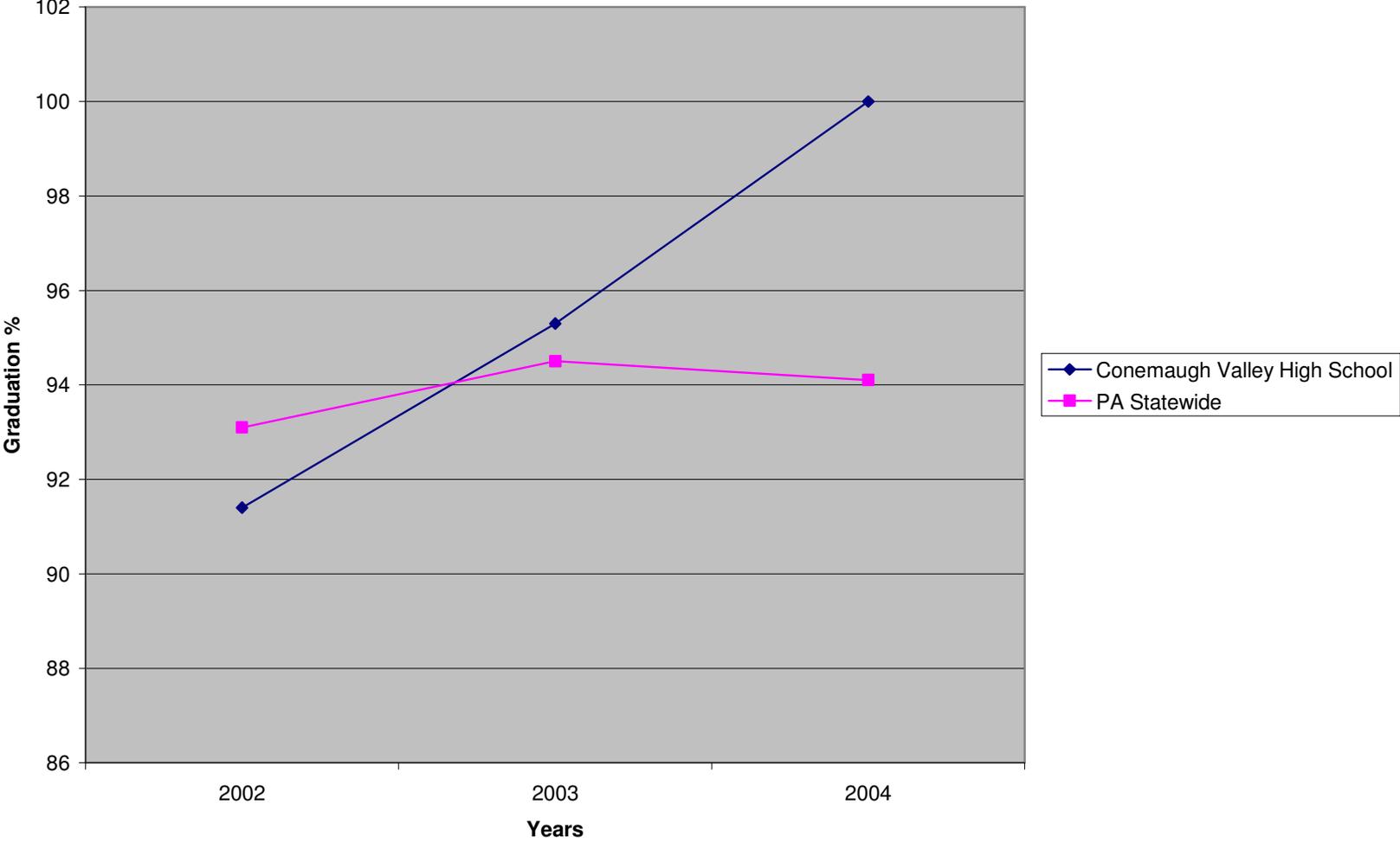
Ferndale Area HS Graduation Rates
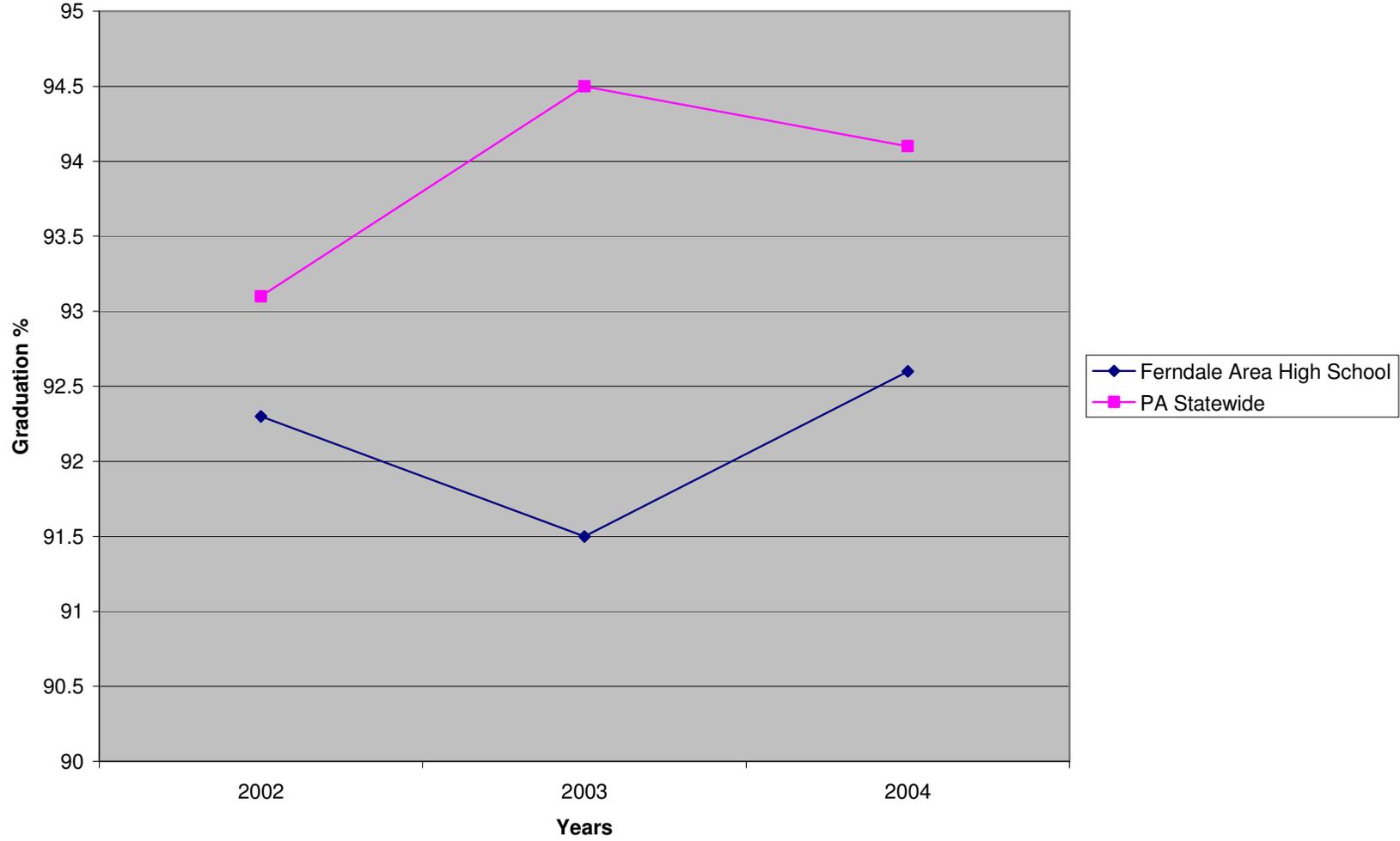
Forest Hills HS Graduation Rates
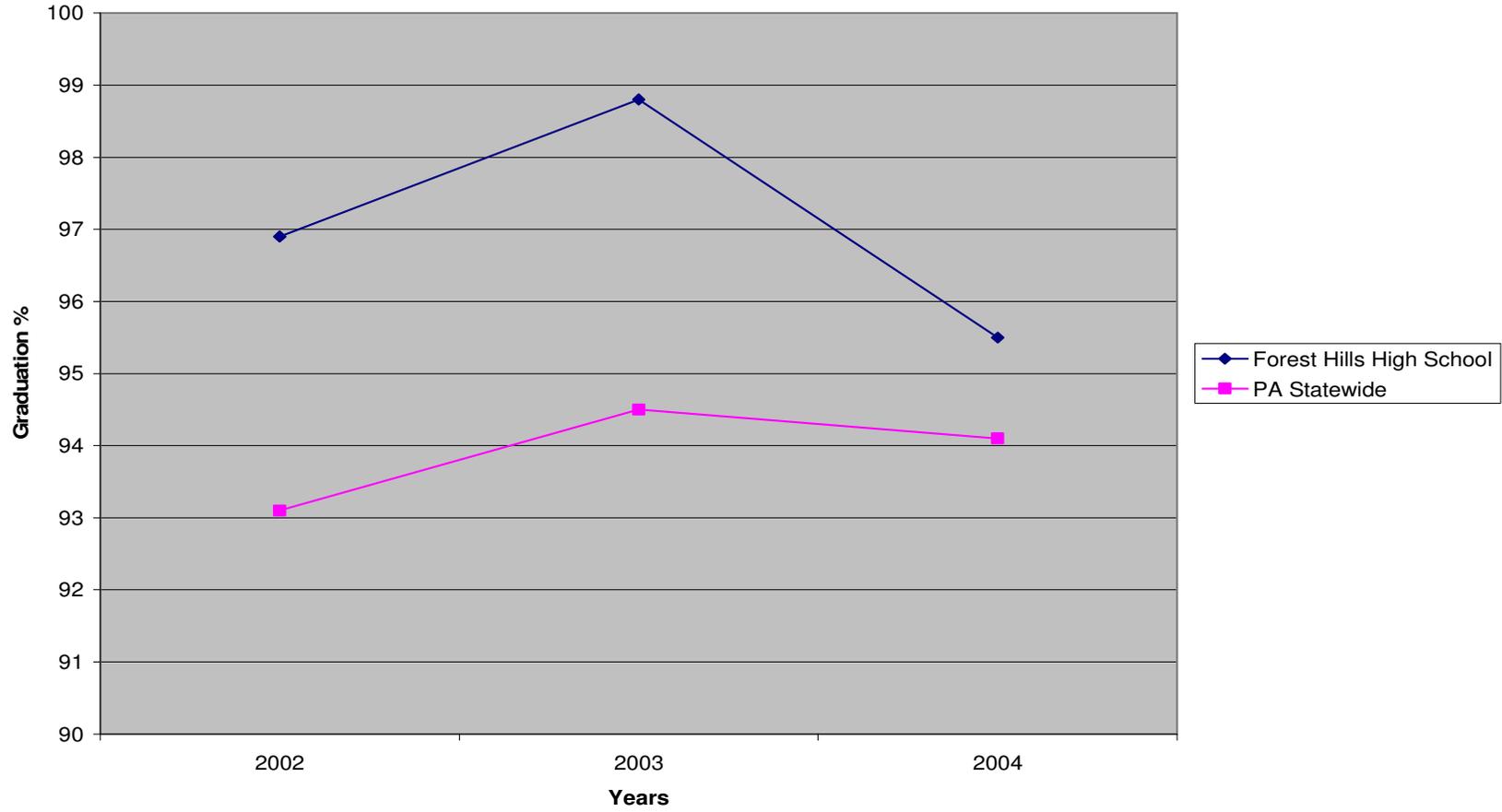
Greater Johnstown AVTS Graduation Rates

(Chart) X-axis: **Years** (2002, 2003, 2004). Y-axis: **Graduation %** (70 to 100).

Legend:
- Greater Johnstown Career and Tech.
- PA Statewide

110
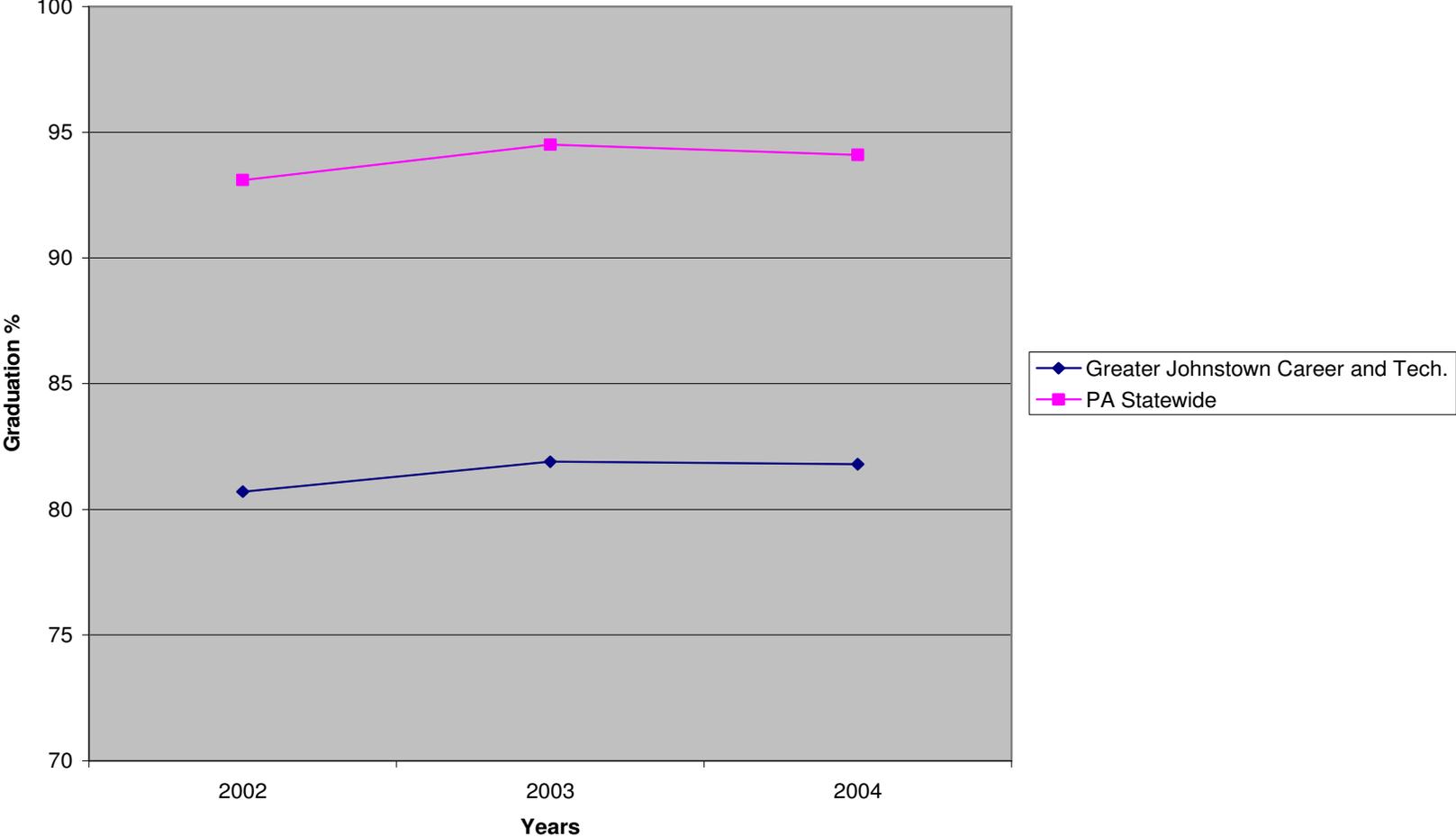
Northern Cambria HS Graduation Rates
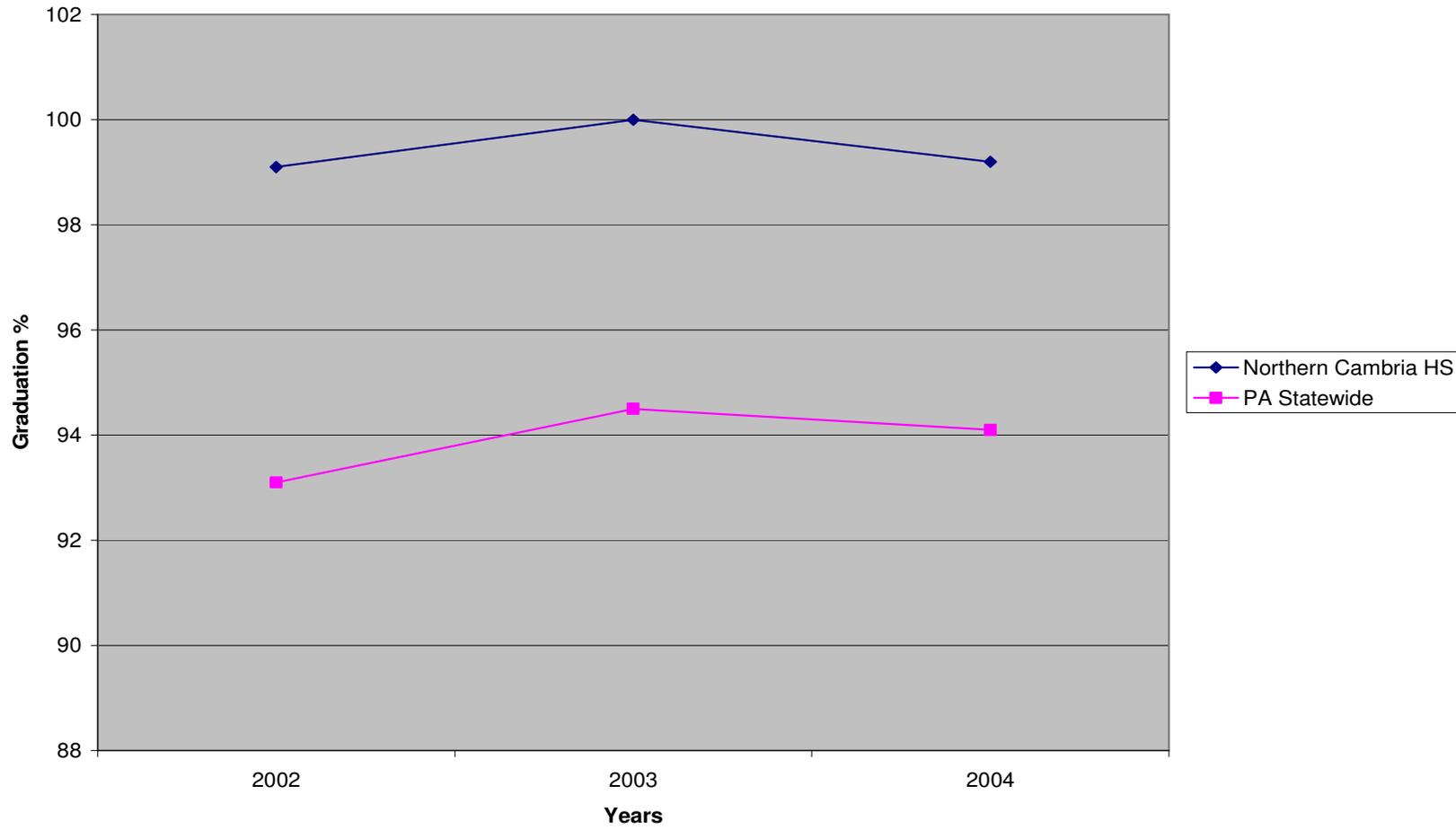
Penn Cambria HS Graduation Rates
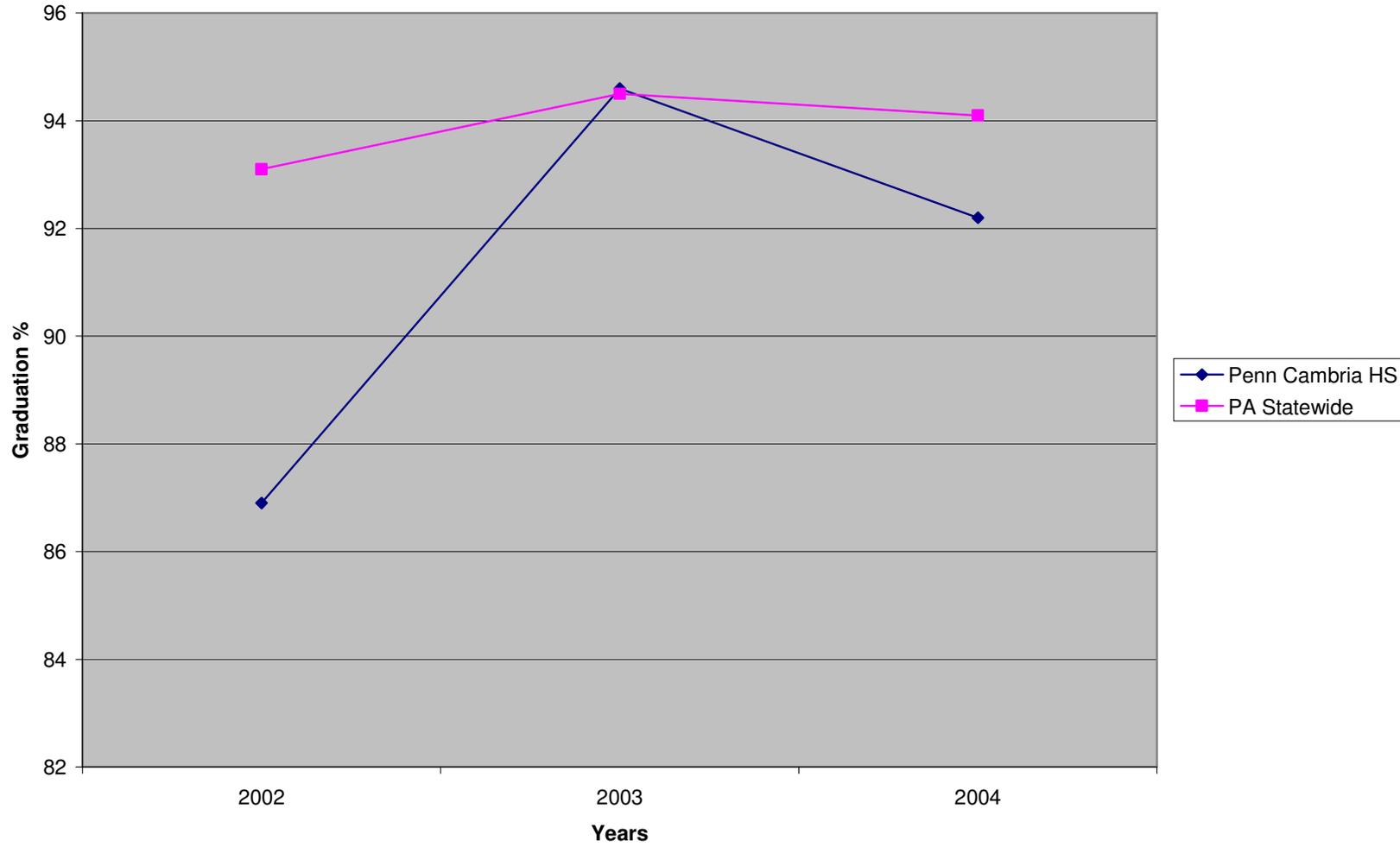
Portage Area HS Graduation Rates
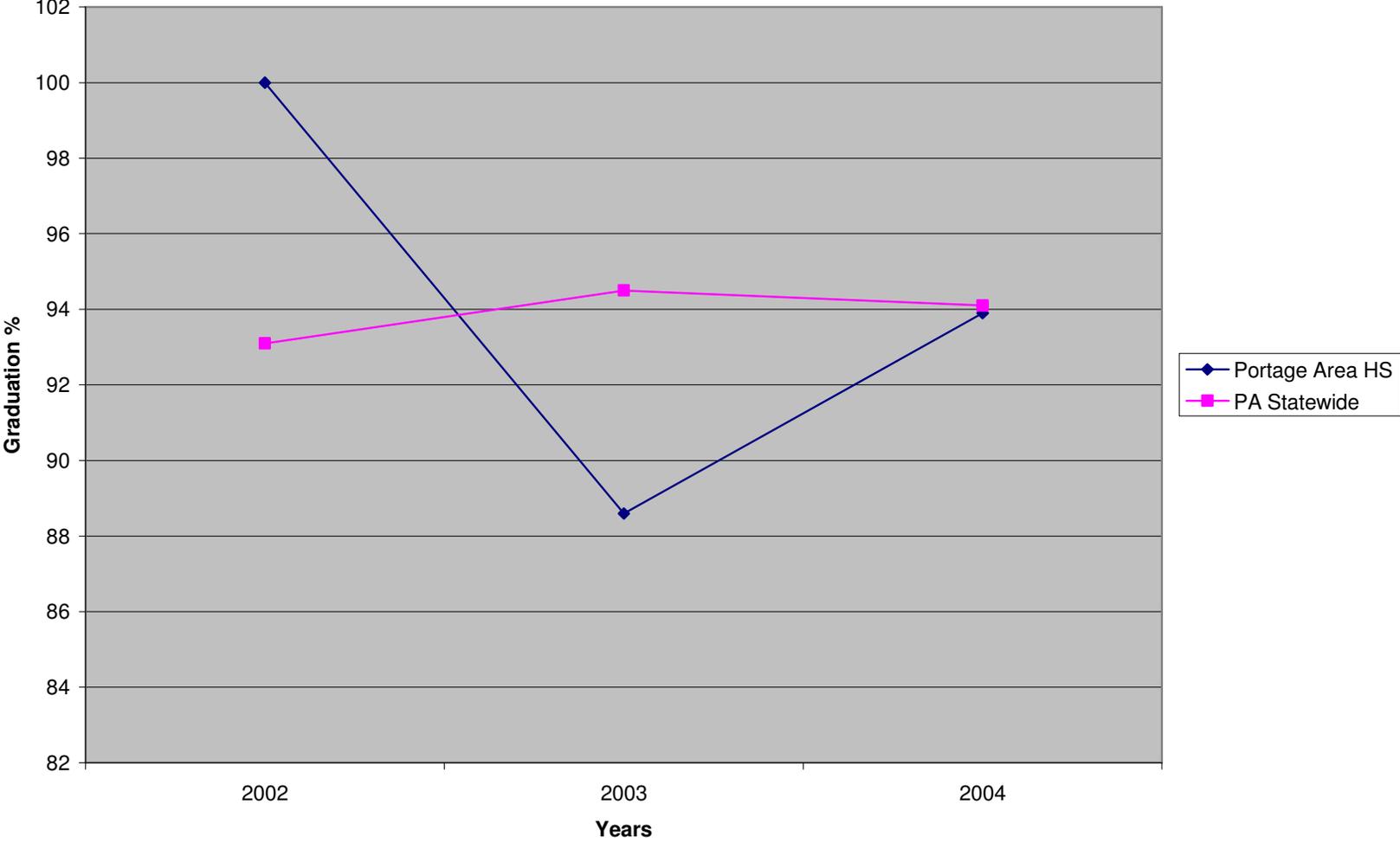
Richland HS Graduation Rates
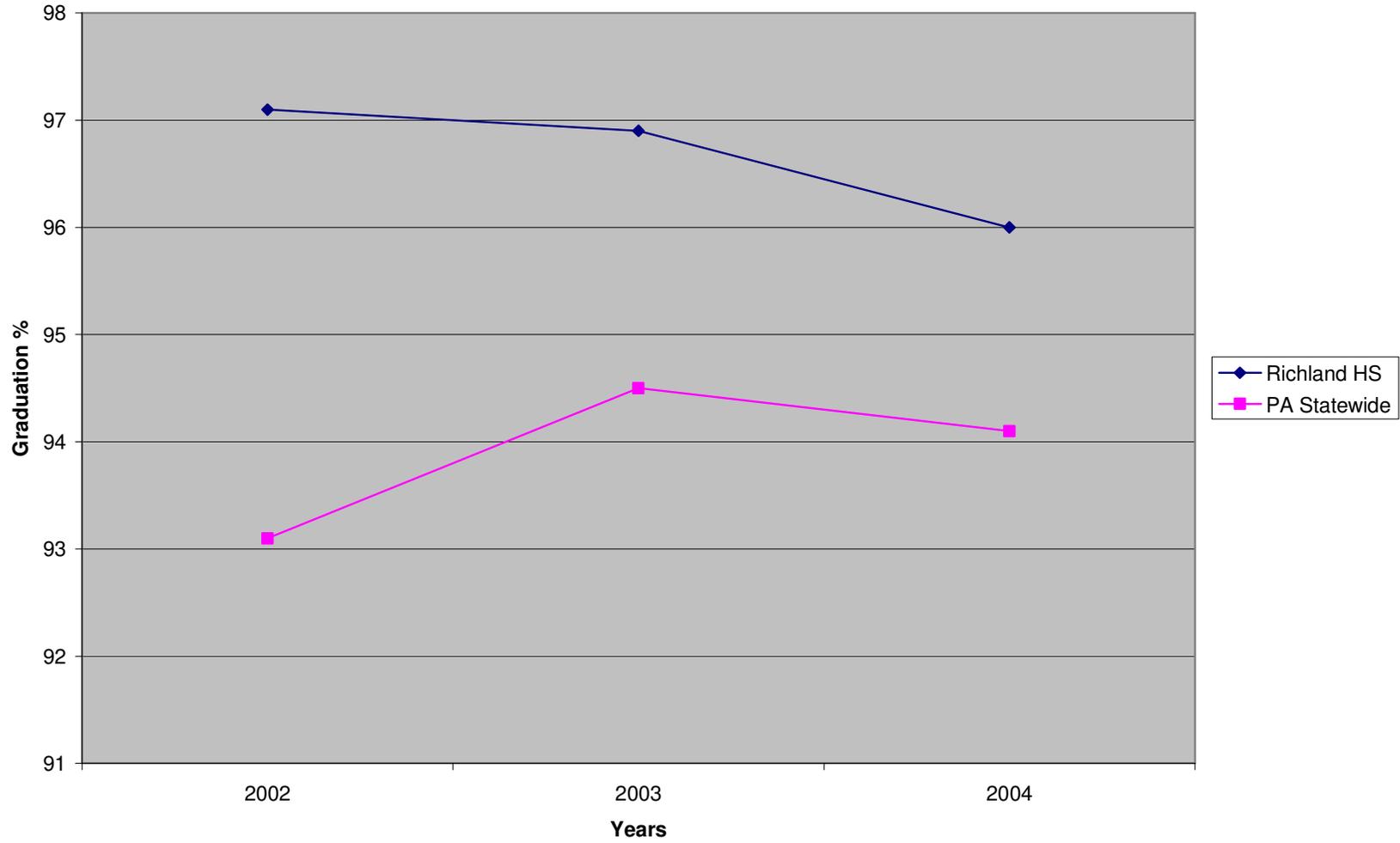
Westmont Hilltop HS Graduation Rates
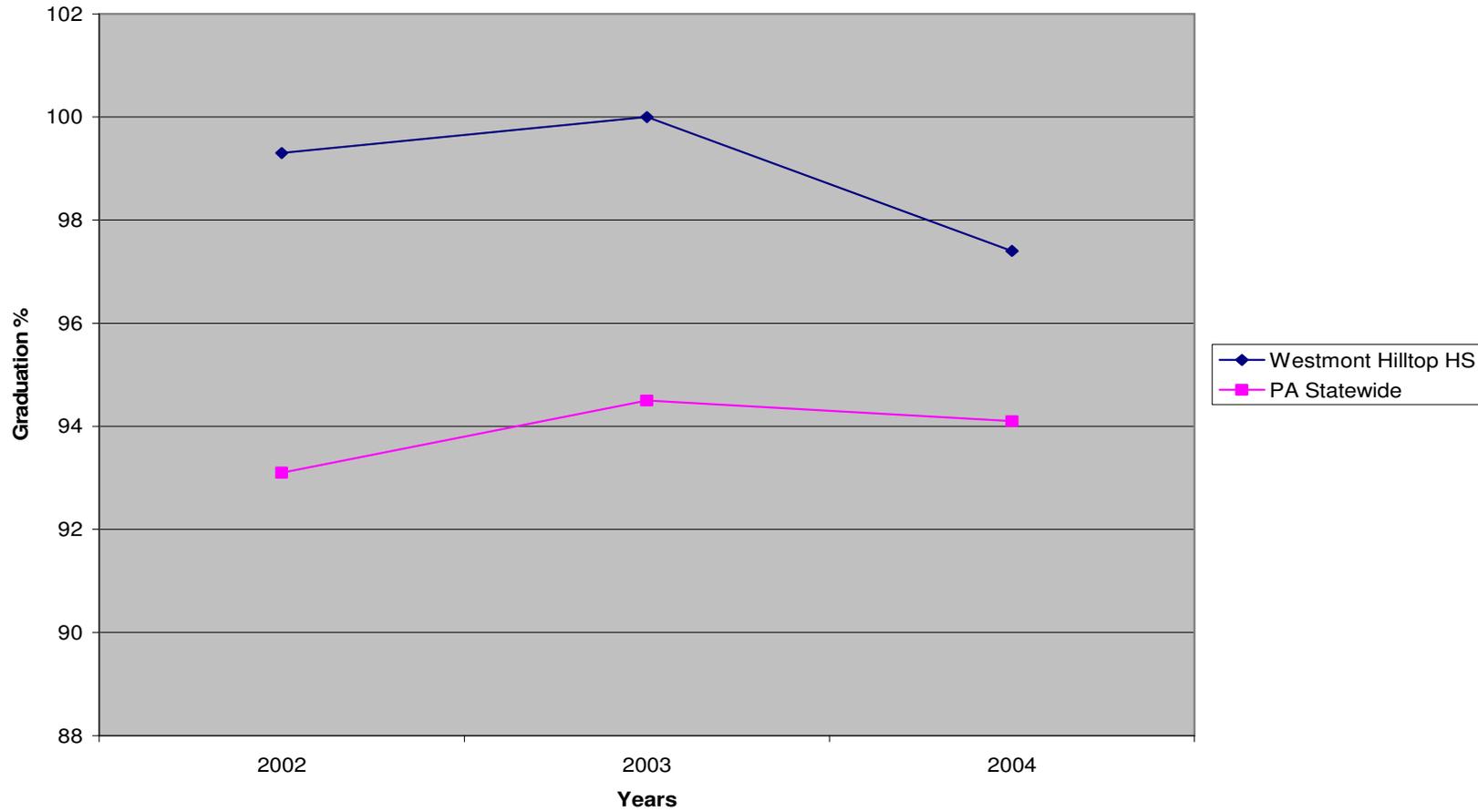
Windber Area HS Graduation Rates

Legend:
- Windber Area HS
- PA Statewide

X-axis: Years (2002, 2003, 2004)
Y-axis: Graduation % (90 to 100)
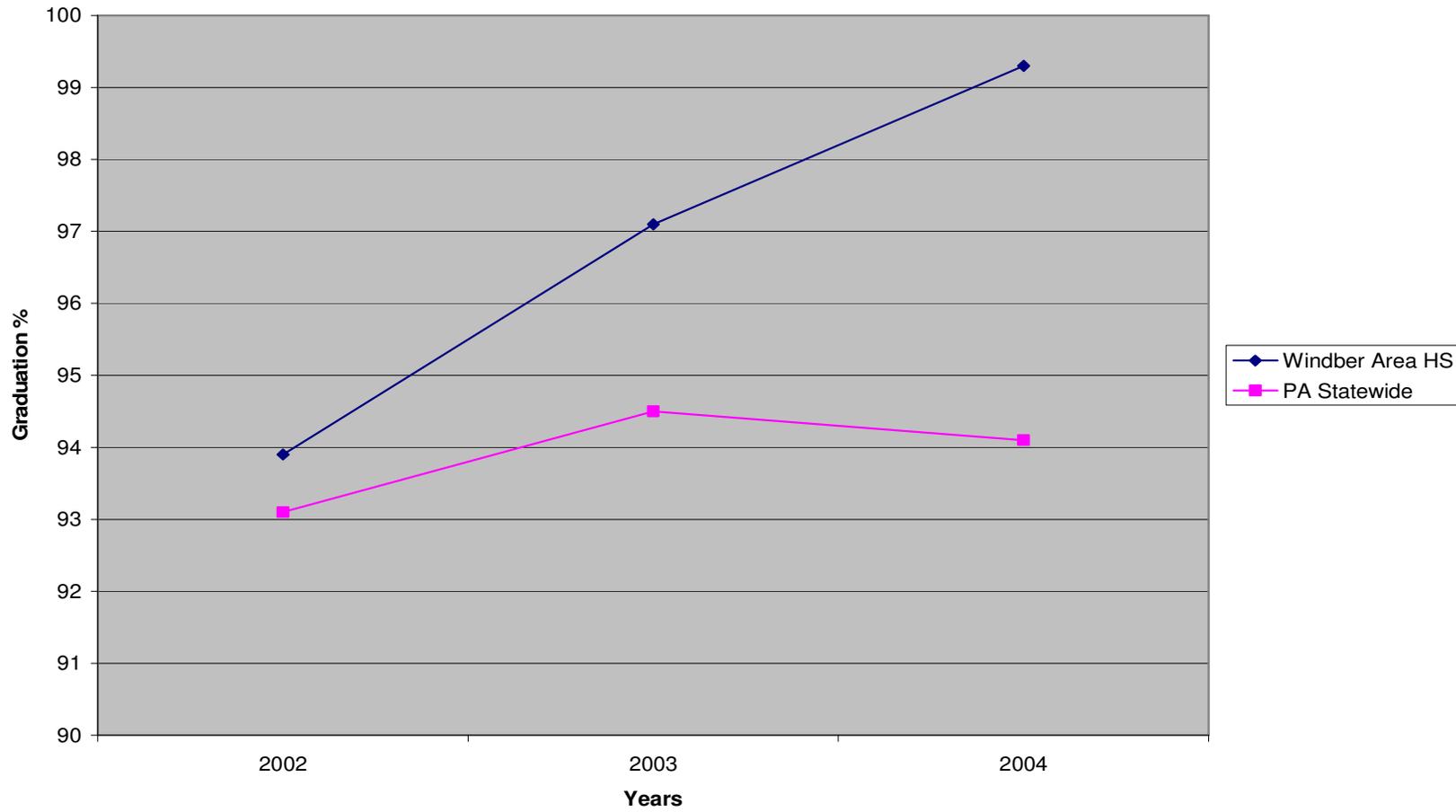
Appendix M

Additional Student Outcomes – Post-Secondary Entrance Rates
(Degree Bearing Institutions)

Bishop Carroll HS Post-Seondary Entrance Rates
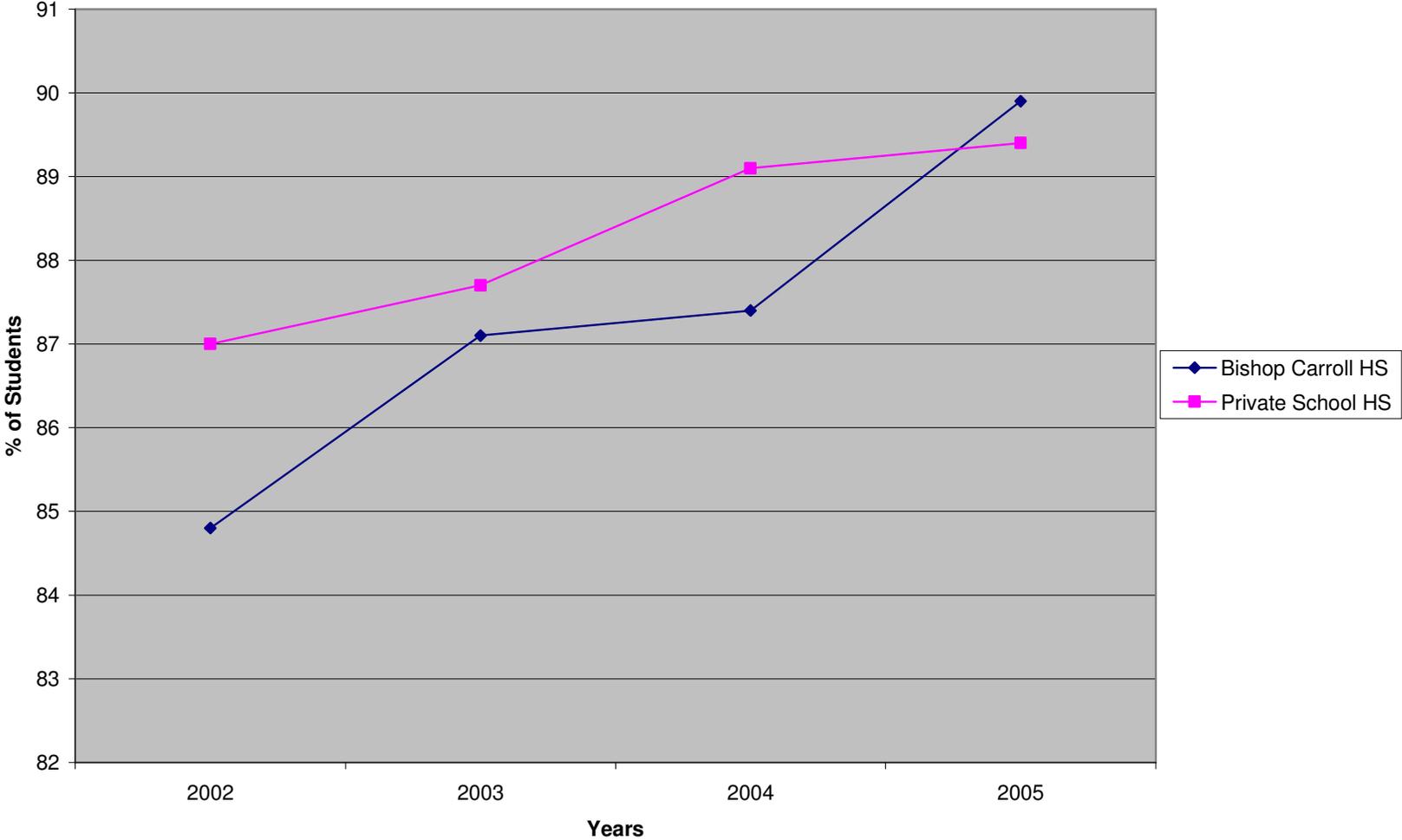
Bishop McCort HS Post-Secondary Entrance Rates

Central Cambria HS Post-Secondary Entrance Rates

Legend:
- Central Cambria HS
- PA Statewide

Y-axis: % of Students

X-axis: Years (2002, 2003, 2004, 2005)
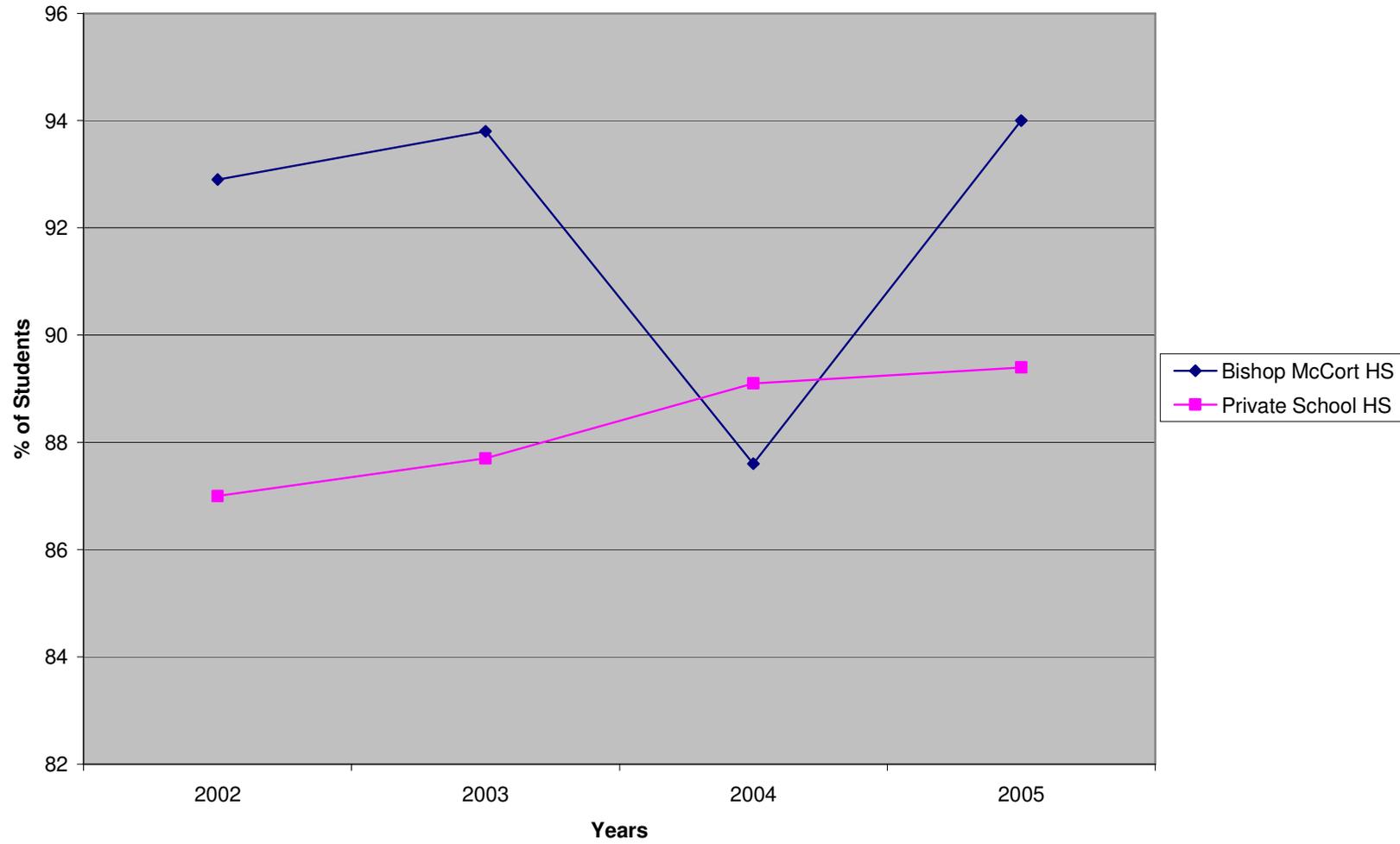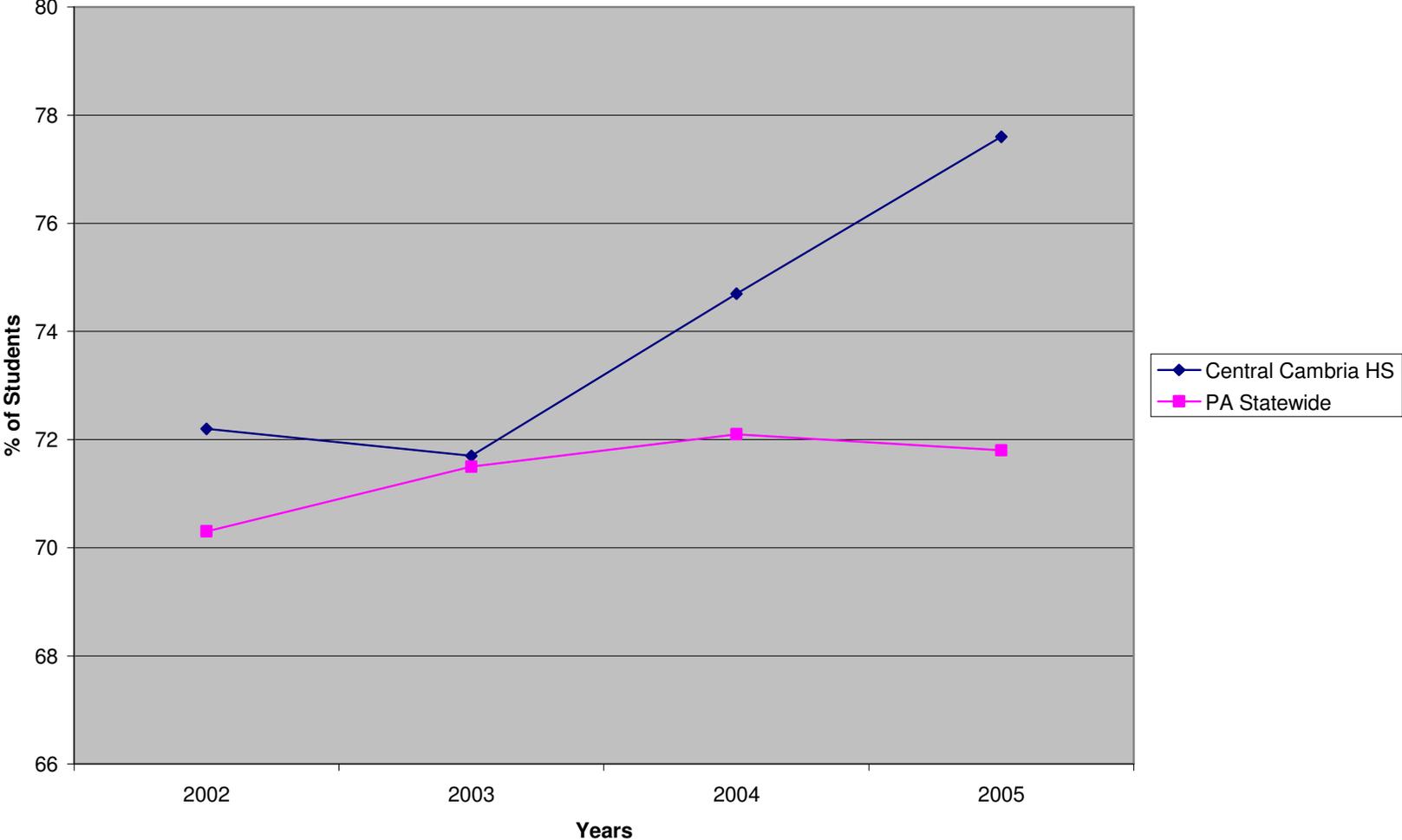
Conemaught Twp. HS Post-Secondary Entrance Rates
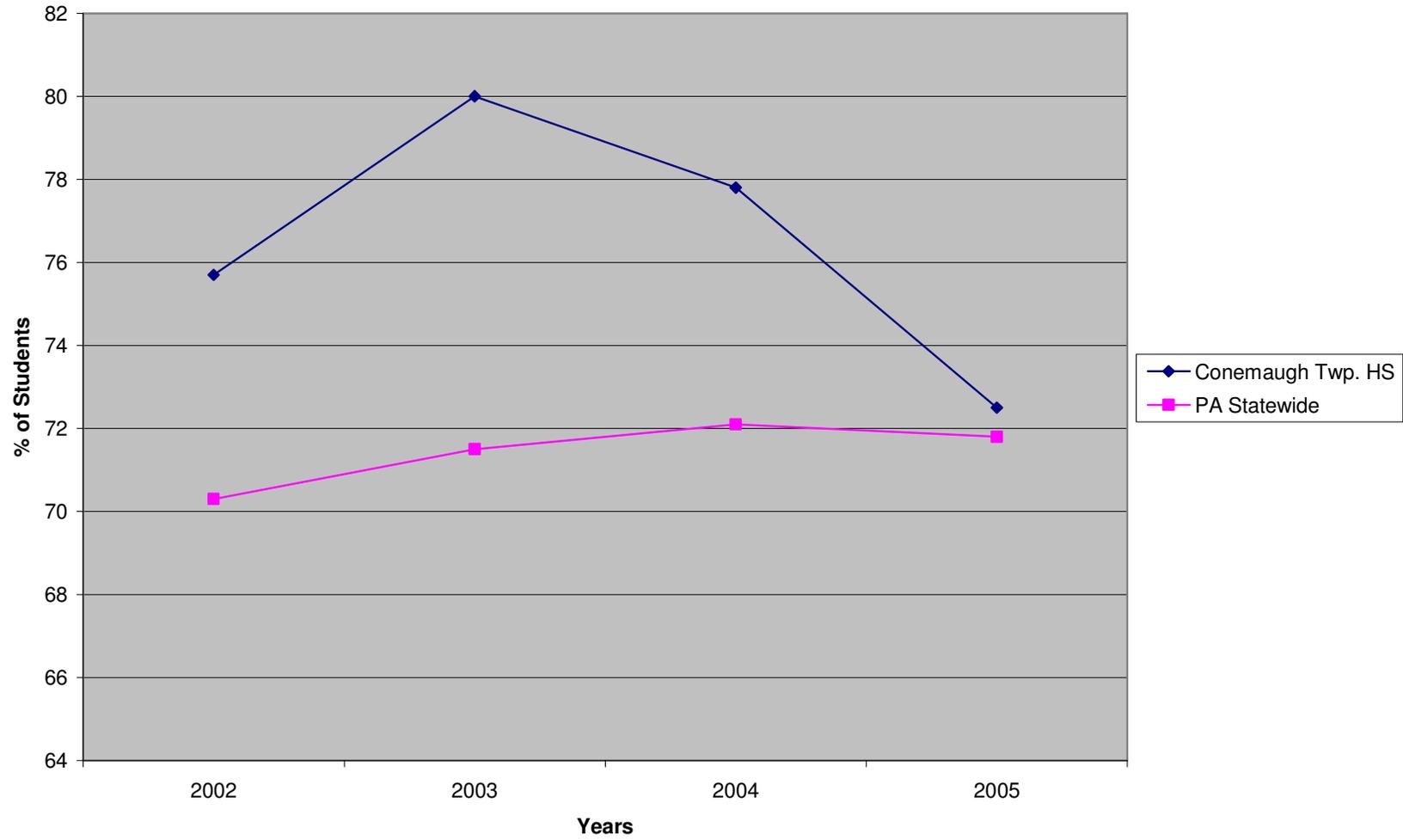
Conemaugh Valley HS Post-Secondary Entrance Rates
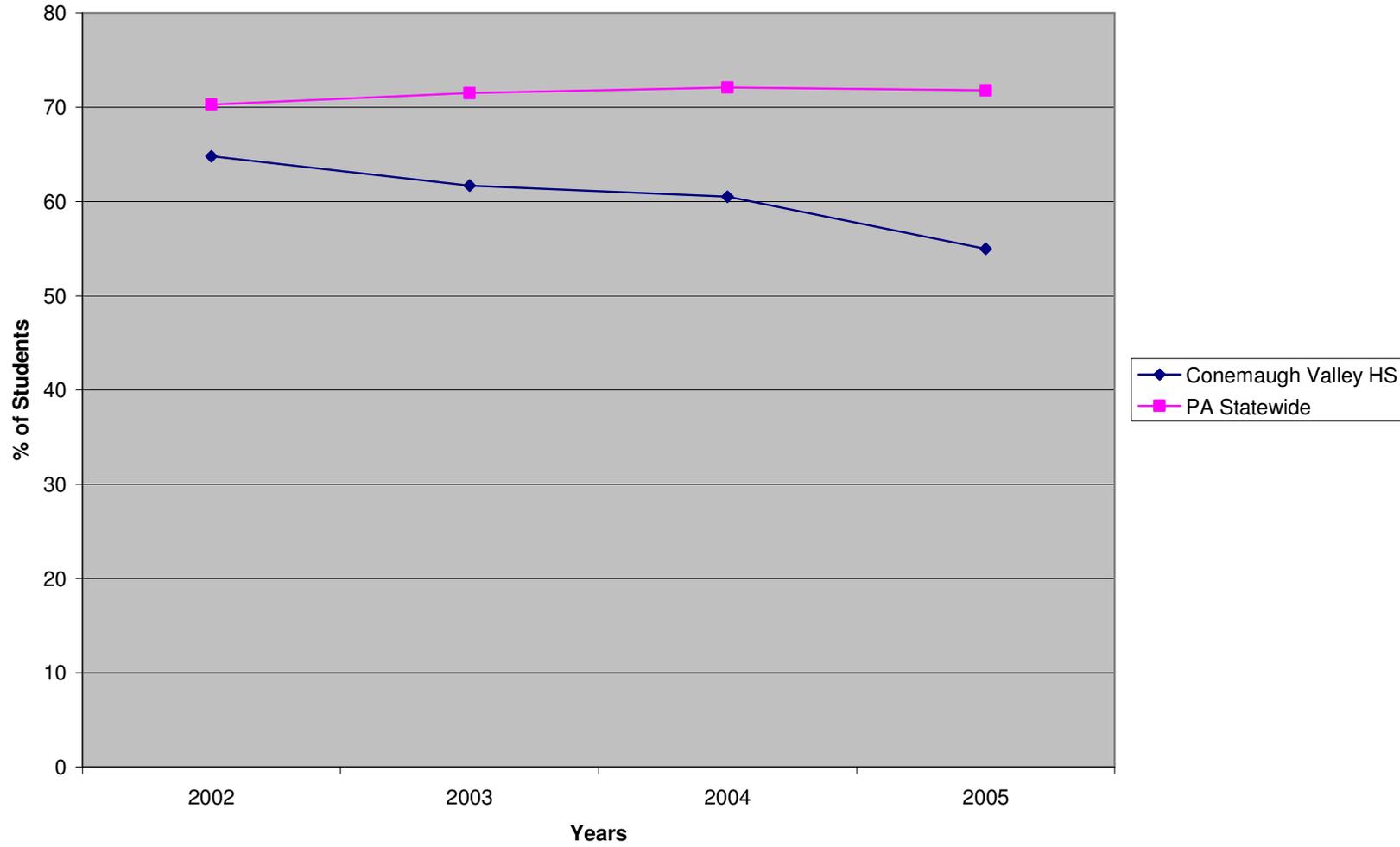
Ferndale Area HS Post-Secondary Entrance Rates
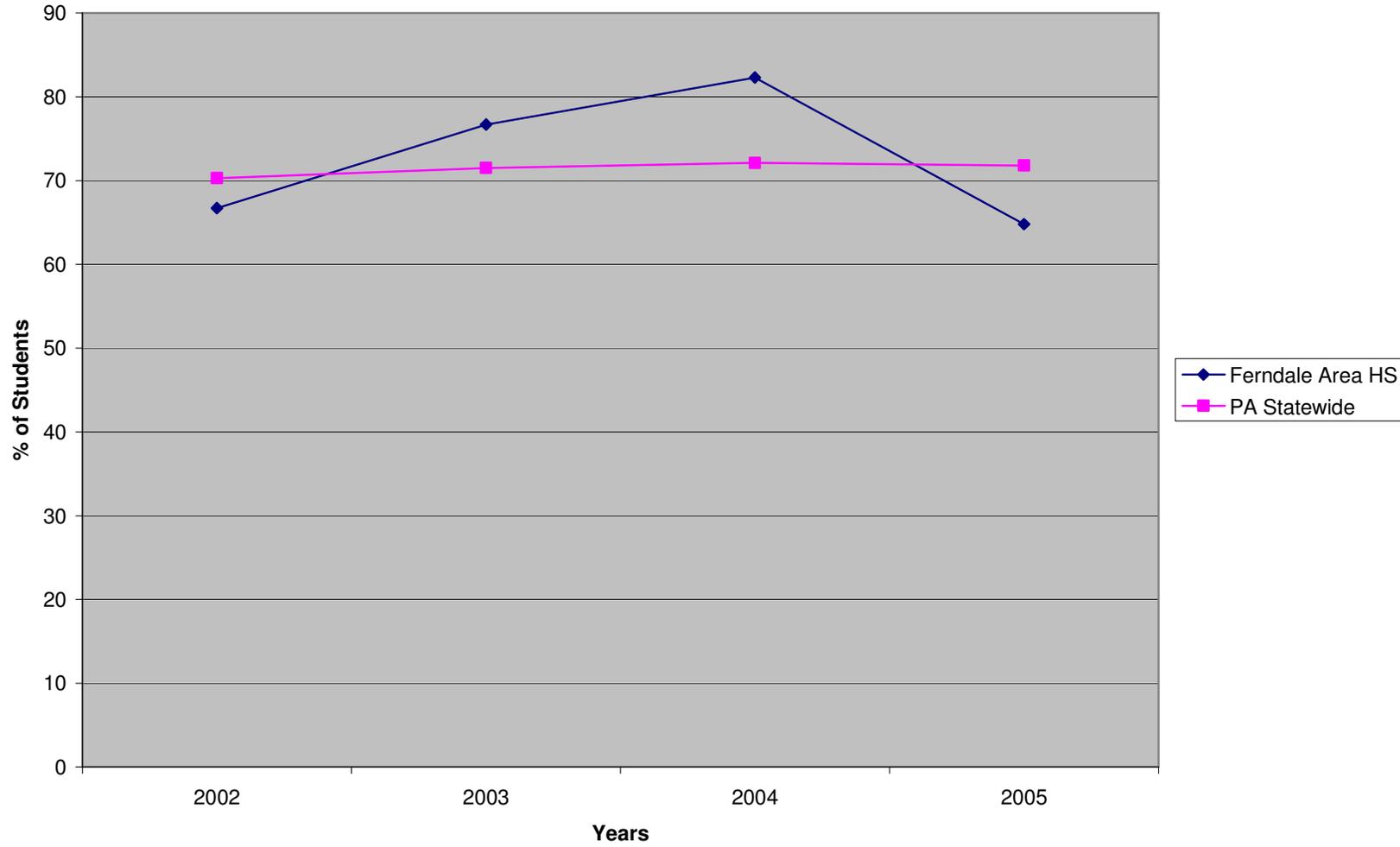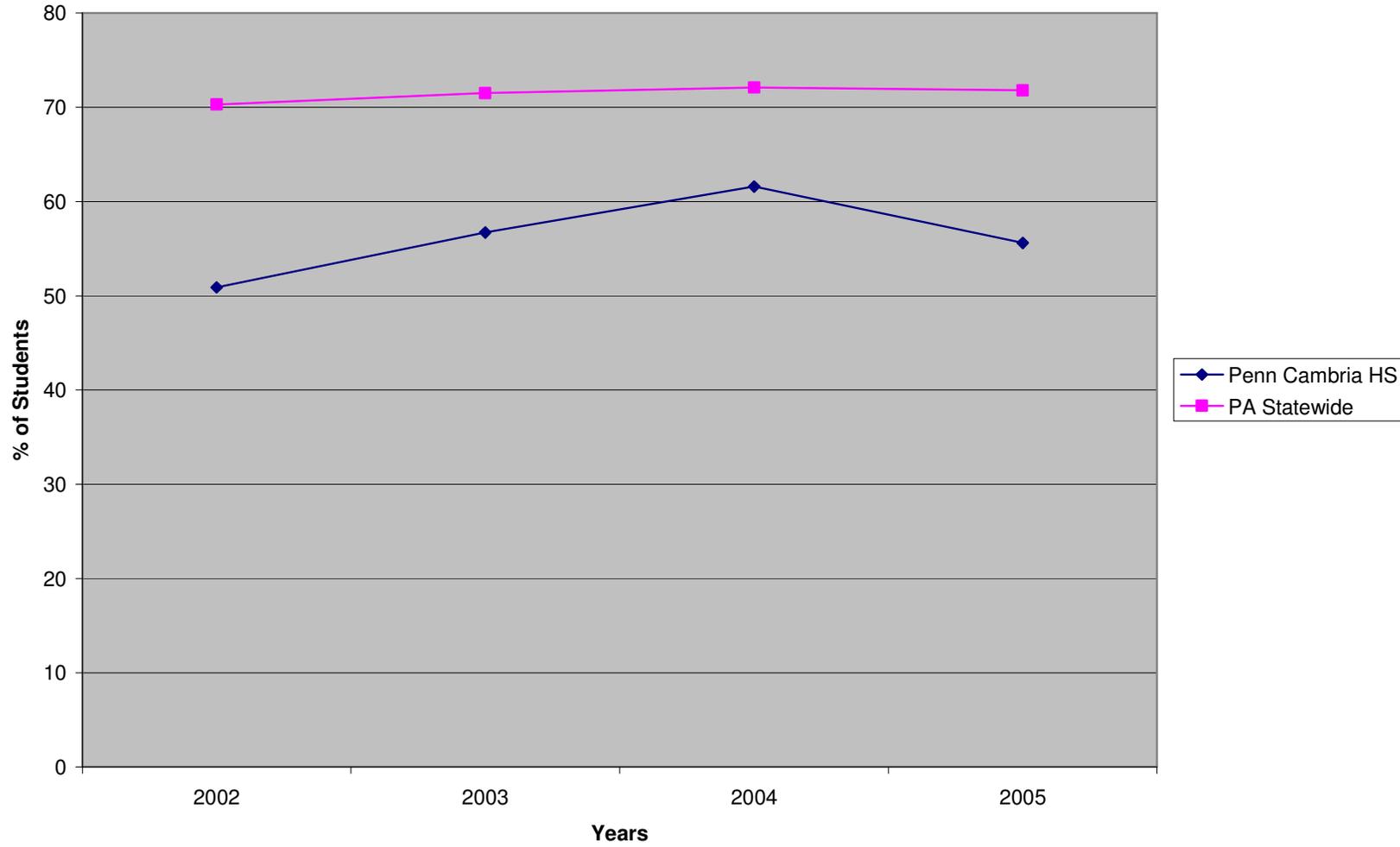
Forest Hills HS Post-Secondary Entrance Rates
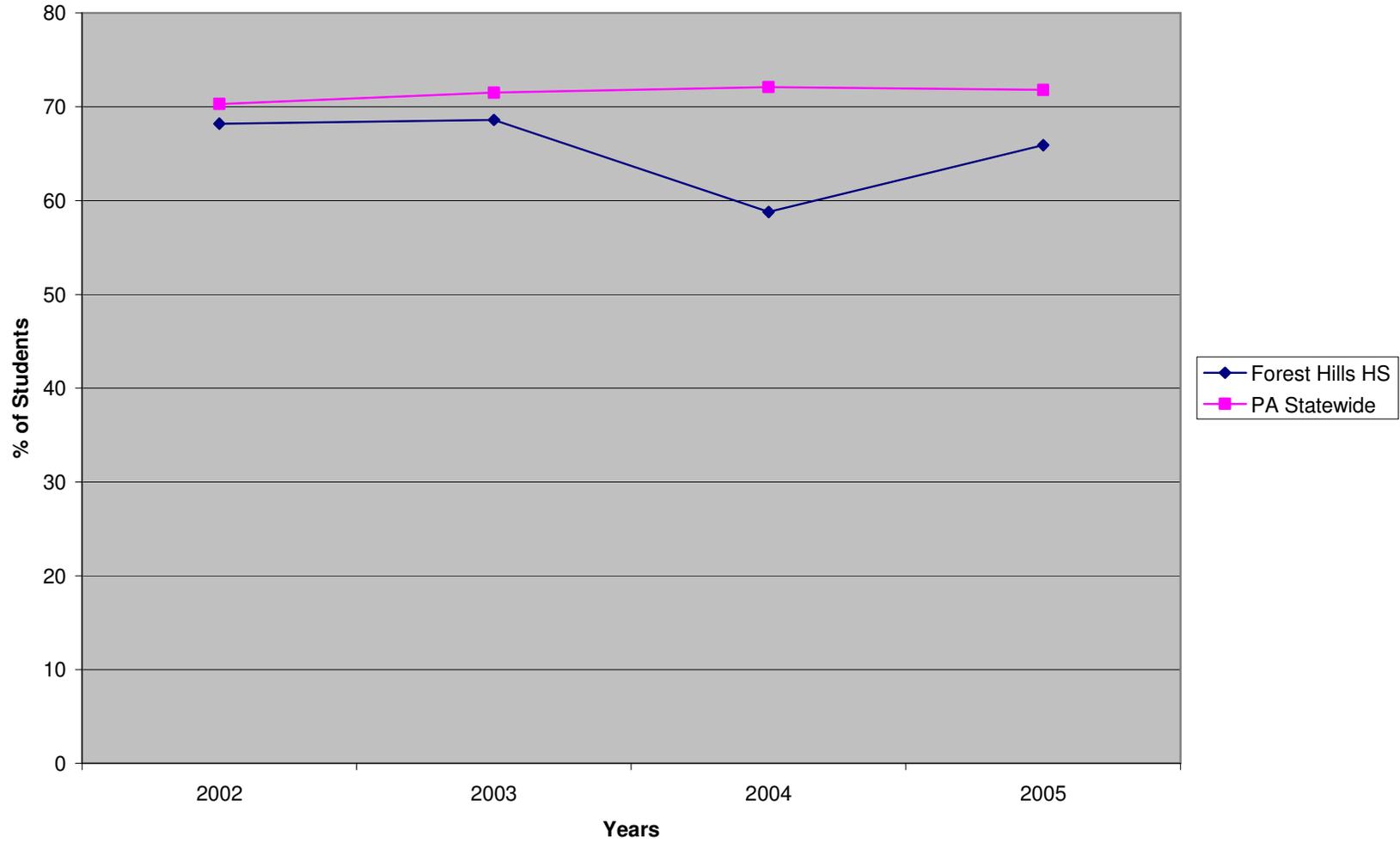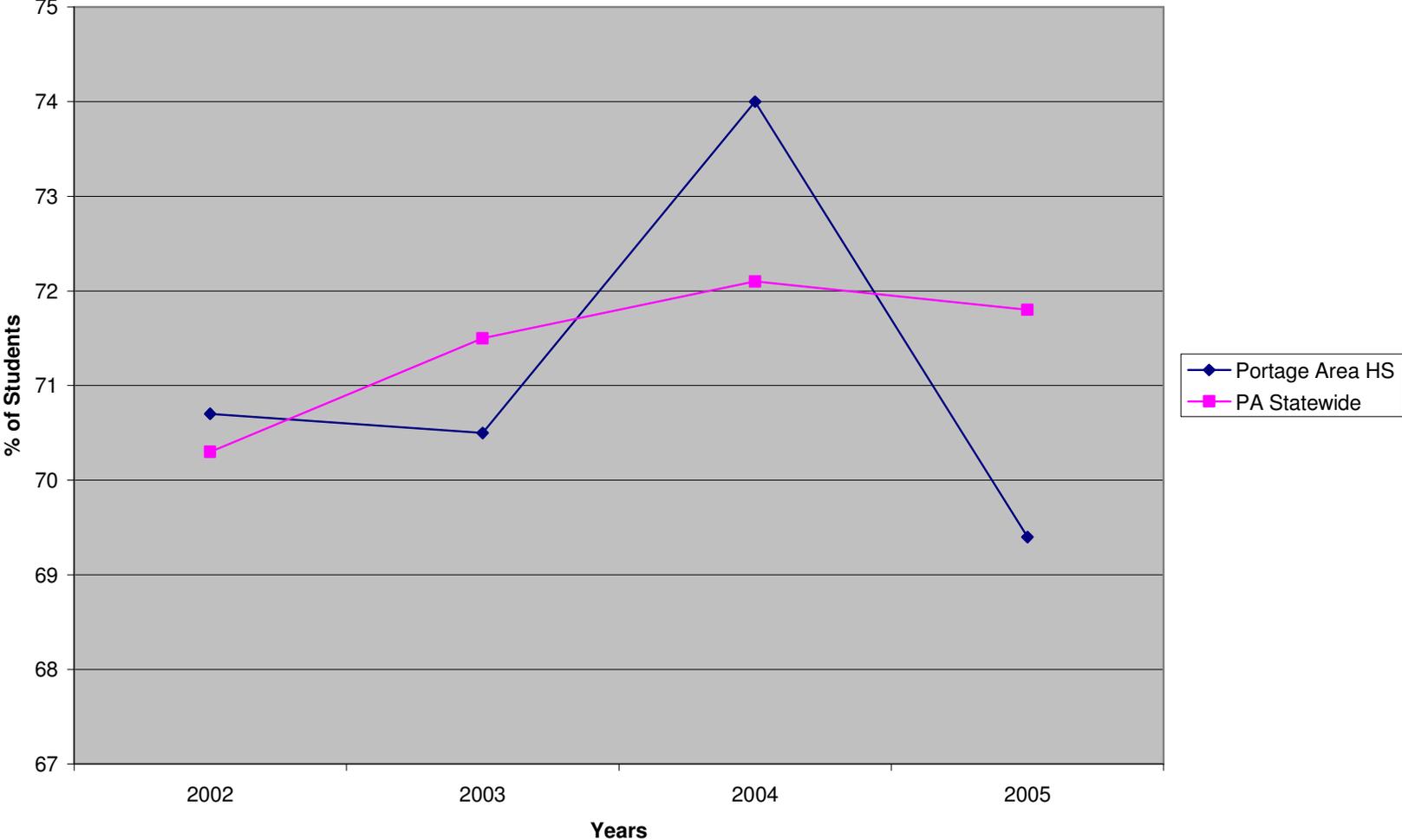
Greater Johnstown HS Post-Secondary Entrance Rates
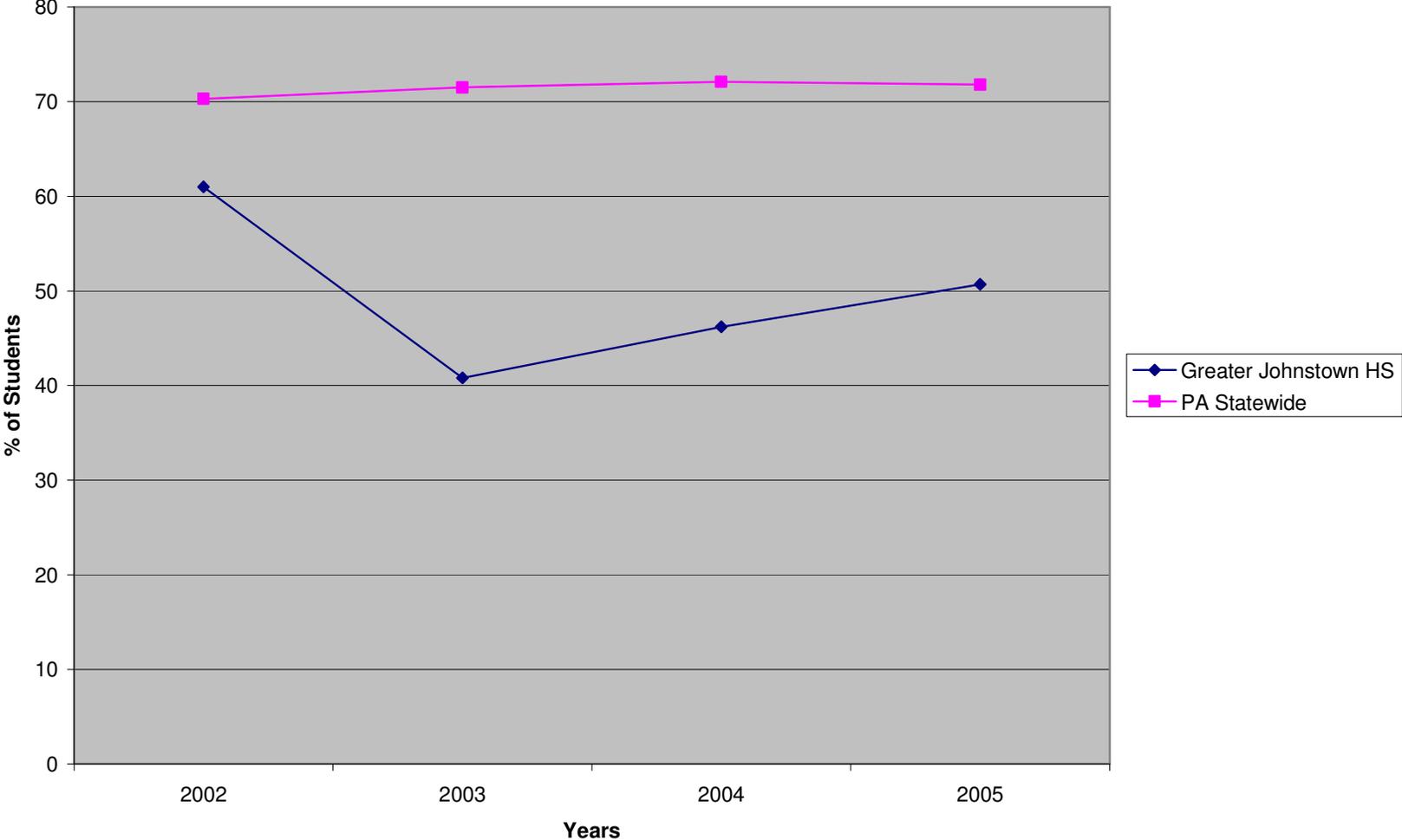
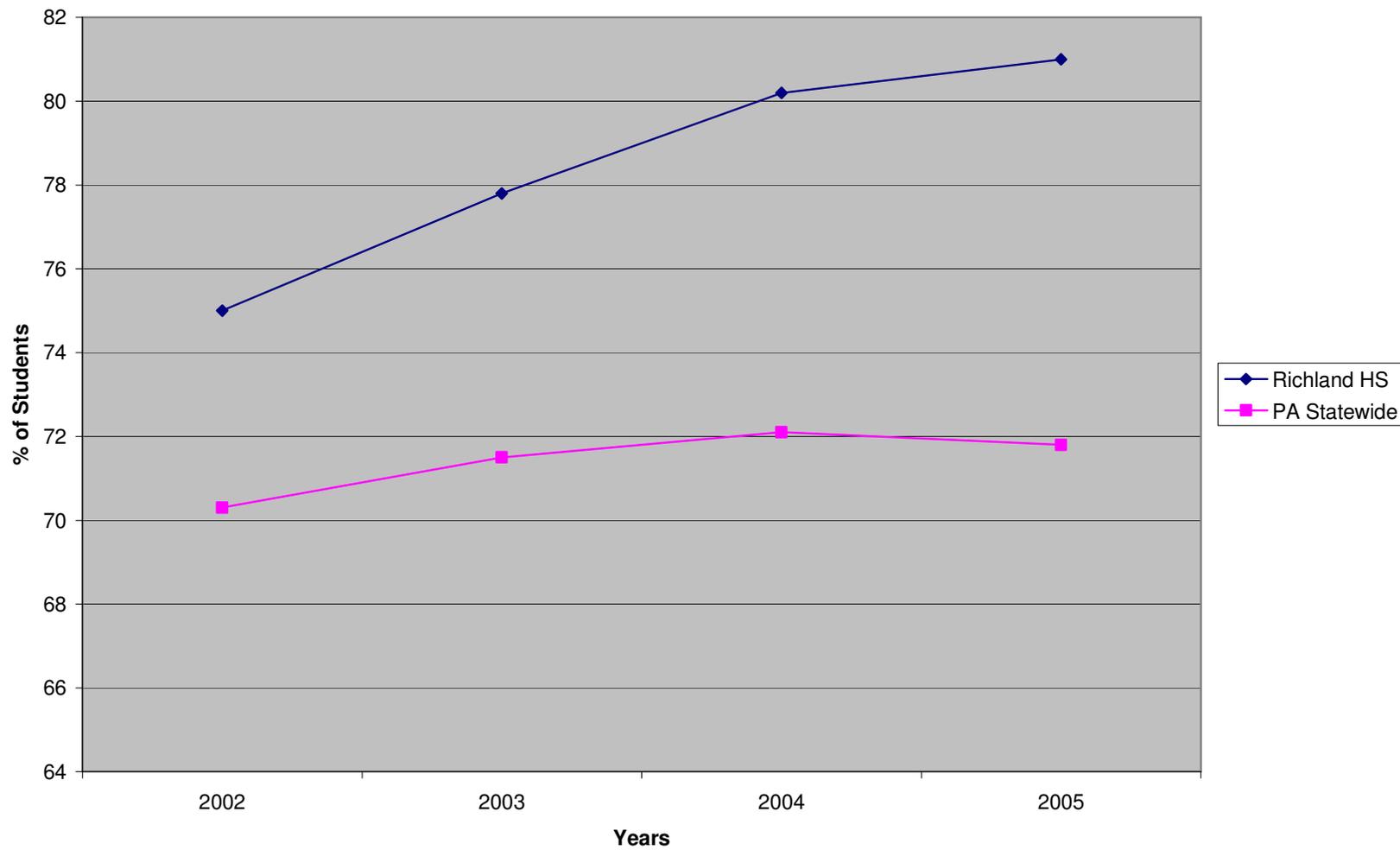# Northern Cambria HS Post-Secondary Entrance Rates
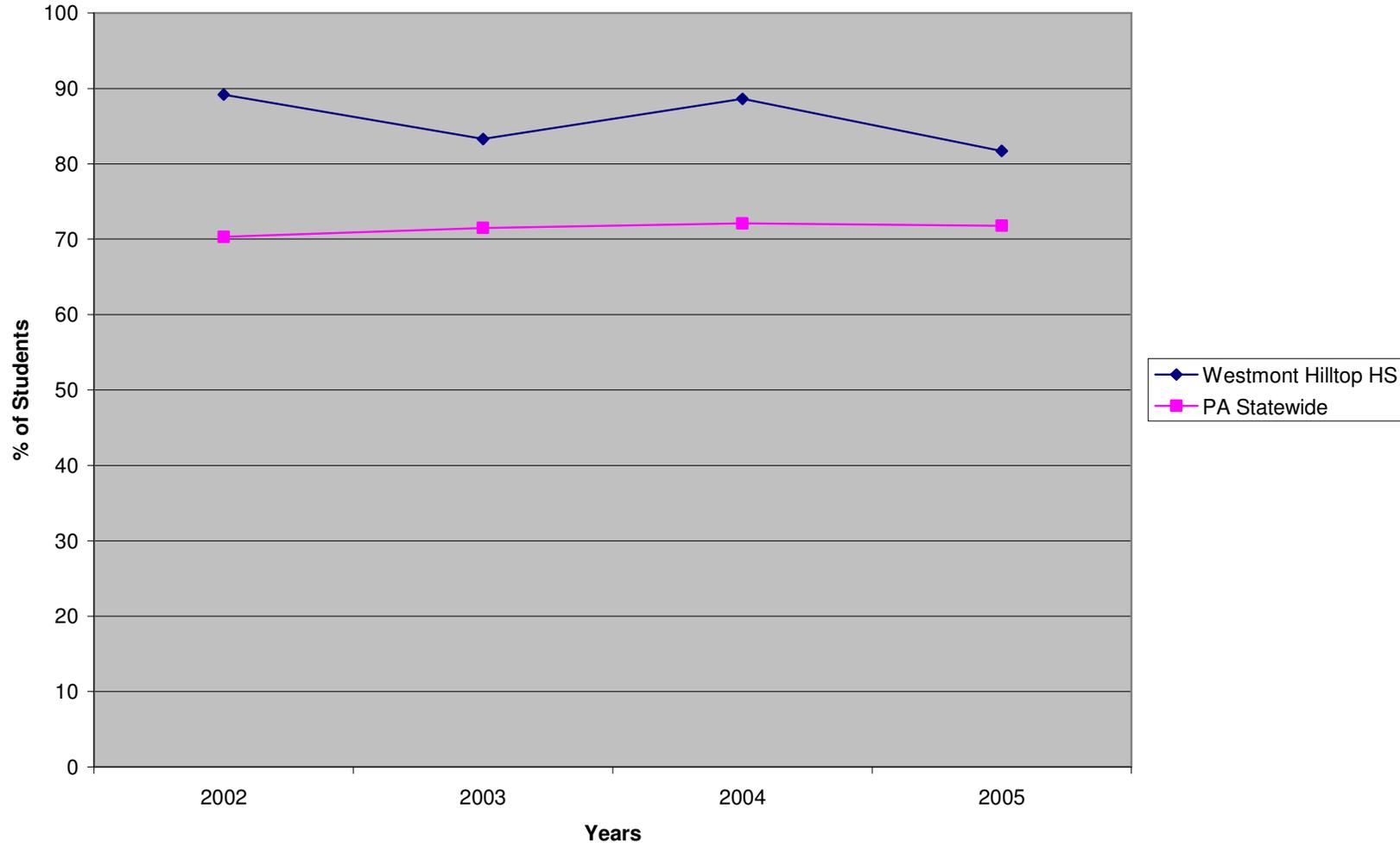
Penn Cambria HS Post-Secondary Entrance Rates

Legend:
- Penn Cambria HS
- PA Statewide

X-axis: **Years** (2002, 2003, 2004, 2005)
Y-axis: **% of Students** (0 to 80)
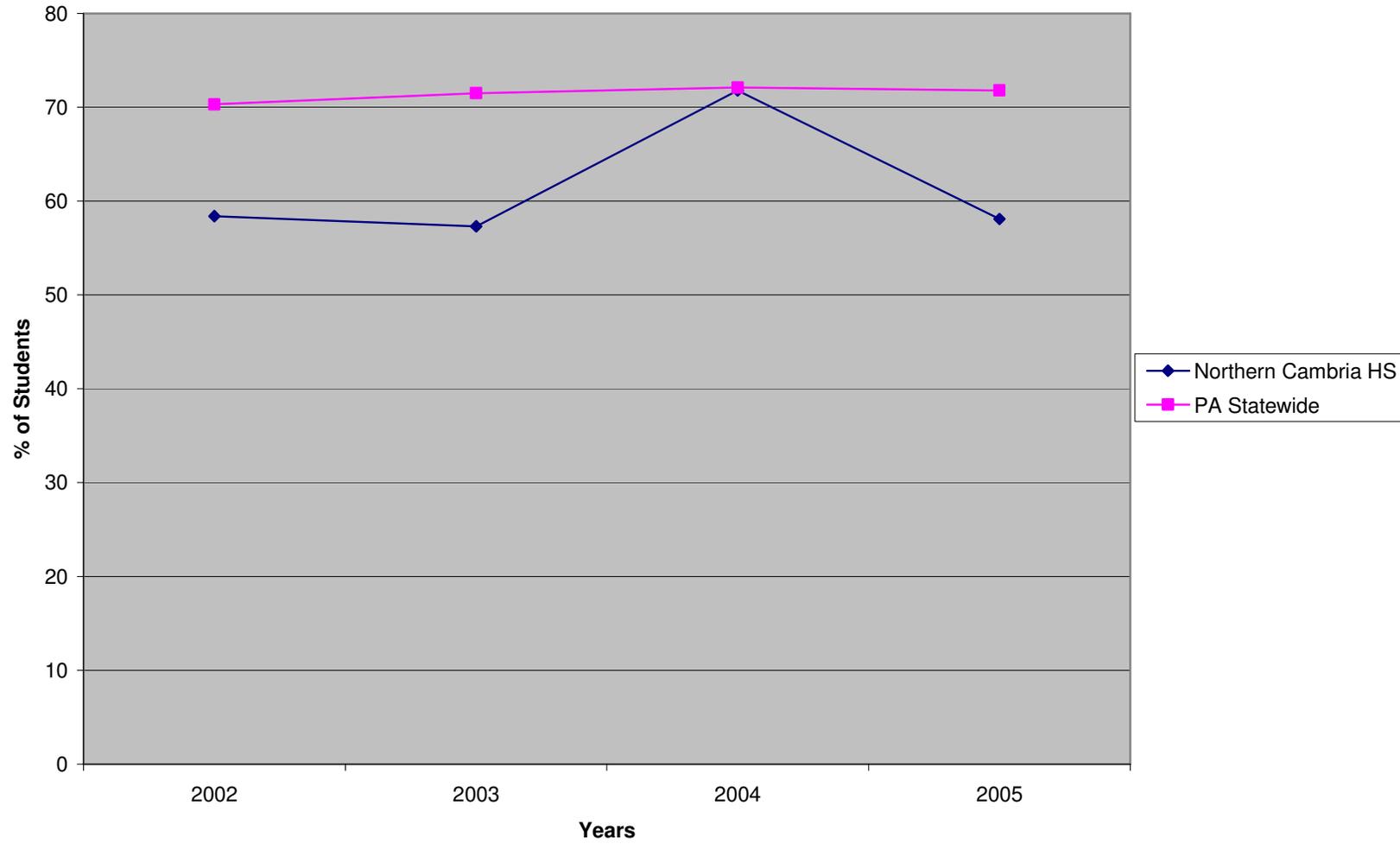
Portage Area HS Post-Secondary Entrance Rates

Richland HS Post-Secondary Entrance Rates

Westmont Hilltop HS Post-Secondary Entrance Rates

Windber Area HS Post-Secondary Entrance Rates