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A STUDY OF THE
EDUCATION FOR EMPLOYMENT PROGRAM
HENRICO COUNTY, VIRGINIA
AS IT RELATED TO
THE COUNTY DROPOUT RATE, 1979-1986

Submitted to the School of Education
of
Old Dominion University

In Partial Fulfillment of the Requirements for
The Degree of Master of Science in Education

by

Cliff Fink

Richmond, Virginia

May, 1987

This research paper was prepared by C. Clifton Fink under the direction of Dr. John M. Ritz in VTE 636, Problems in Education. It was submitted to the Graduate Program Director as partial fulfillment of the requirements for the Degree of Master of Science in Education.

Approved by John M. Ritz Date 4-27-87

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CHAPTER I

INTRODUCTION

The Education for Employment (E.F.E.) Program has been a part of the Henrico County School System since 1982, and since its inception there has been significant success in reaching the disadvantaged middle school student. In Henrico County there are six middle schools. In 1982, E.F.E. Programs were implemented in four of these six schools. The following year, the remaining two middle schools also adopted the program.

The E.F.E. Program in Henrico County was not unlike other E.F.E. Programs in the state of Virginia. There was a difference evolving around the job experience portion of the program, but not in the content of the program. The students, unlike other programs in which students work outside of school, work within their own school. These students do a variety of different jobs and are expected to keep up their grades in all classes and attend school regularly.

The Education for Employment student had many needs. Students may have been behind in grade level, from broken homes, from homes of low income, or possessed other problems which affected their school work. These problems manifested themselves by becoming discipline problems and/or attendance problems.

The E.F.E. Program provided the student with the support that he/she needed desperately in order to be successful in

school. The program provided a feeling of belonging, self-worth, self-respect, and value. This was accomplished in part by their on campus jobs. These jobs provided the student with a small amount of money. However, the central emphasis was placed on other positive factors of the job, that being to enable the student to feel successful, important, and responsible.

There has been a great deal of support for the E.F.E. Program throughout the Henrico School System since its inception. One of the strong points of the program was the encouragement for students to stay in school. This study will examine this aspect of the E.F.E. curriculum.

STATEMENT OF THE PROBLEM

The E.F.E. Program was in its fifth year. Research had previously been done on the Henrico County Schools' dropout rate and it was believed the E.F.E. Program had helped to decrease the dropout rate within the county.

The problem of this study was to conduct a countywide survey to identify and analyze the E.F.E. Program in Henrico County as it relates to what effect this program has had on the total county dropout rate since 1979.

Henrico County Schools were located to the north, west, and east of Richmond, Virginia, with a total student population of approximately 30,000 students.

RESEARCH GOALS

To answer this problem, the author employed the following research objectives:

1. Determine the Henrico County overall dropout rate from 1978-1986.
2. Analyze the county dropout rate to determine if the E.F.E. Program had an effect on it.
3. Analyze the dropout rates before the student reached the program and after he/she left it.
4. Determine if trends in the study show that the E.F.E. Program had contributed to a decreased dropout rate among eighth grade students and had this had an influence on the dropout rate for all secondary levels, grades 6-12.

BACKGROUND AND SIGNIFICANCE

It was hoped that data could be gathered to determine whether the E.F.E. Program was having an impact on the dropout rate in Henrico County. This study was important in that it attempted to show the significance the E.F.E. Program was having on the Henrico County dropout rate. It was believed by E.F.E. teacher/coordinators and administrators within the county that the E.F.E. Program was having some effect on the dropout rates, but it was not known just how and where the effects were showing up until this study was done.

Henrico County had always kept a record of dropout rates and a study had been done as to why students dropped out. It was believed the goals of the E.F.E. Program were consistent with involvement in the dropout rate. Consequently, it was important that these students did not dropout of school. The need to find out the degree of effect the E.F.E. Program was having on this problem was of the utmost importance.

LIMITATIONS

There were several limitations set to provide direction in this study, and they were as follows:

1. This survey of school dropout rates was limited to Henrico County in Virginia.
2. The data collected on the total county dropout study does not account for the students who dropped out between school years.
3. The data collected on the total county dropout study only includes middle schools, high schools, and the Henrico Trade Center.
4. One middle school E.F.E. Program (1983-86) was isolated to survey what year those who did drop out left school.
5. The students studied were only those in disadvantaged E.F.E. Programs in Henrico

County Schools, and total school dropout rates do not reflect whether a student was in the E.F.E. Program or not.

6. Research was further isolated to a survey of percentage of eighth grade county wide membership of dropouts from 1978-1986, since E.F.E. is an eighth grade program.
7. The survey was also limited to determining the county wide dropout rates of E.F.E. students who dropped out after one year in the program.

ASSUMPTIONS

The assumptions that were associated with this analysis were as follows:

1. It was assumed that the E.F.E. Program in Henrico County was having an effect on the dropout rate of that county's school system.
2. It was assumed that the E.F.E. Program in Henrico County was having a direct effect on students who were involved in the E.F.E. Program as it related to staying in school.
3. The information derived from this study will be utilized in future studies pertaining to dropouts and the E.F.E. Program.

PROCEDURES

Data was collected through compiling information from county and school records. This was done with the cooperation of Henrico County's Research Computer Program. A list of questions based on the assumptions and the limitations concerning E.F.E. Program dropout rates and students were fed into the computers. Raw information was then compiled into workable tables and charts. This data was then used to extract pertinent information into meaningful dialog.

DEFINITION OF TERMS

To help the reader clarify the meaning of certain terms associated with this study, the following information was provided:

1. E.F.E. (Education for Employment) - A disadvantaged program directed to those students who are not achieving on grade level.
2. Membership - The number of students attending school.
3. Dropouts - Students who leave school without completing all twelve years of school.
4. Middle school - Grades six through eight.
5. High school - Grades nine through twelve.

OVERVIEW OF CHAPTERS

The preceding was an overview of a survey concerned with

the dropout rate as it related to Henrico County's E.F.E. Program from 1981 to 1986. Included in the first chapter were a statement of the problem, the research questions, background and significance, limitations, assumptions, procedures, and a definition of terms.

The second chapter reviewed current writings about the dropout problems in schools as they relate to disadvantaged programs.

The third chapter was devoted to the direction undertaken in the study for the purpose of gathering specific data as was evident in county and school records. The chapter included methods used in obtaining this information and how the information was treated when the researcher obtained the data.

The fourth chapter analyzed the data gathered from county and school records. In addition, it interpreted the information so it could be evaluated.

The final chapter summarized the data developed by the study, presented conclusions from the findings, and made recommendations for consideration by teacher/coordinators of the E.F.E. Programs in Henrico County.

CHAPTER II

REVIEW OF LITERATURE

The Education for Employment program in Henrico County has provided the potential dropout an alternative. In this chapter the reader will be given a better understanding of the dropout problem, alternatives, and an overview of Henrico's E.F.E. program. The Review of Literature was presented within four headings: (1) The Dropout Problem, (2) Alternative Programs in Schools, (3) Henrico County's E.F.E. Program, and (4) Summary.

THE DROPOUT PROBLEM

In 1972, a publication from the "National School Public Relations Association" reported that only 752 students out of each 1,000 pupils who entered fifth grade graduated from high school (Howard, 1972, p. 1). The dropouts' attendance at school starts to fall around the seventh grade. Most people believe these students have lower I. Q.'s than those who do not dropout, but 60 per cent of the dropouts have I.Q.'s within the normal range, 90-110 (Schreiber, 1968, p. 7). There also seems to be a relationship between those who do dropout and other members of the family, such as older sisters and brothers and his/her parents also being dropouts.

Society has the tendency to think that the dropout is a troublemaker. This has been found not to be true.

Dr. Daniel Schreiber has done studies which tend to agree

with these beliefs. His studies show that not more than one-third of the dropouts are discipline problems. (Schreiber, 1968, p. 7). There is a small percentage of dropouts in the 140 or above I. Q. range. These students often lose interest in school because it does not challenge them enough. There are many more reasons for students to dropout of school. In Bert Green's book he lists the following reasons for students to be identified as potential dropouts:

- (1) Consistent failure to achieve in regular school work.
- (2) Grade placement level two or more years below average age for the grade.
- (3) Irregular attendance and frequent tardiness in the upper grades.
- (4) Overt antagonism to teachers and principal.
- (5) Marked disinterest in school, with a feeling of not belonging.
- (6) Low scholastic aptitude.
- (7) Low reading ability.
- (8) Frequent changes of schools.
- (9) Non-acceptance by school mates.
- (10) Non-acceptance by school staff.
- (11) His friends are much younger or older.

- (12) He comes from an unhappy family situation.
- (13) He has marked differences from his classmates.
- (14) He is unable to afford the minimal, normal expense or expenditures of his classmates.
- (15) Non-participation in extracurricular activities.
- (16) Inability to compete with, or he is ashamed of his family.
- (17) His performance is consistently below his potential.
- (18) He has a serious physical or emotional handicap.
- (19) He is a discipline problem.
- (20) He is beginning to develop a record of delinquency.

(Green, 1966, p. 18)

Often the disadvantaged youth felt as though he/she was an alien within the school. Very few people consider the rules a school may demand of the youngsters in the way of conformity. Many times these rules are enforced differently for so-called potential dropouts. These students felt as though they were powerless, with no voice at all in their destiny. This type of student does not see any linkage

between school and the future. This, of course, would not be true for the college-bound students. They see the relationship between high school and college, and are willing to put up with high school even if they do not like it.

Along with the previously mentioned reasons and circumstances, there are many more factors involved. Henrico County did its own study in June of 1984. This study was concerned with students who had dropped out of school during the 1982-83 school year. Based upon information collected in that study, at least two groups and possibly a third were identified:

"The first group appeared to be made up of bright students who performed well on standardized tests but underachieved in the classroom. They characteristically had not been retained and did not present a history of major behavior problems in the school setting. The onset of academic failure was usually delayed until high school, and if school behavior or attendance problems emerged at all, they were usually confined to the final stage of their tenure in school. Members of this group usually pursued education and personal growth elsewhere. They were more likely to complete the GED and to score exceptionally high on the exam. It might be said that many members of this group 'marched to the beat of a different drummer.' They were sociable, though not student leaders, and were not considered to be emotionally disturbed.

The second group appeared to be made up of students who could be characterized as slow learners. They began school less ready than most of their classmates; standardized testing consistently reflected academic deficits. Intellectual ability ranged from low average to borderline. They characteristically were retained at least once, K-6, and again in middle school. They often repeated ninth grade subjects and left school when it became evident they were failing tenth grade also. They were considered

sociable and may have participated in sports, but became ineligible to play due to poor grades. Their histories did not reflect major behavior and attendance problems, but they may have occurred after repeated failures. Dropouts' comments from the survey questionnaire reflected much disappointment in themselves and/or the school. They were less likely to complete their education elsewhere, and their employment tended to be trade related, either unskilled or semiskilled in nature.

A third, more complex and less well-defined subgroup also emerged. Students in this group frequently came from highly dysfunctional families. Their histories often included emotional deprivation, physical and even sexual abuse, familial alcoholism, and mental illness. These students were often identified as emotionally disturbed or character disordered.

They performed poorly academically and presented major behavior problems. They were usually afforded a great number of services by the school system and involved community agencies." (Atkinson, 1984, p. 1).

To do something about dropouts, alternatives must be found. We will now look at some alternatives that may be of some help in dealing with some of the reasons previously discussed.

ALTERNATIVE PROGRAMS IN SCHOOLS

Alternatives have, of course, always existed in American education, but these have been in the form of private schools. What we will be looking at are some alternatives in public schools. More than 90 per cent of America's children will attend public schools (Smith, 1976, p. 21). Few of these children's families can afford the luxury of private school and many of the children will fit into the circumstances which

identify them as potential dropouts.

While public and professional interest in alternative schools and programs seems to be increasing, several factors are inhibiting their growth. "Alternative schools are for someone else's children," is one of the biggest problems. Recently some large school districts have created special schools for disruptive students, but these are improperly called alternative schools because the students had no choice in attending. Since the reasons for potential dropouts are so numerous, as previously stated, other alternatives must be considered. These alternatives were found within the school. In the book, Alternatives in Education, seven alternatives within the standard school are stated:

- (1) "Differentiated Programs" - Comprehensive high schools provide tracks to meet needs of students.
- (2) "Open Enrollment" - School districts allow students and their parents to select any school within the system.
- (3) "Selection of Teachers" - Students may select teachers within the school.
- (4) "Elective Programs" - Students may choose all classes.
- (5) "Minischools or Programs" - Programs that are available by choice all or part of the day.
- (6) "Independent Study" - Provides opportunity for students to explore in depth topics they choose.
- (7) "Action Learning" - The development of learning programs outside of the school.

(Smith, 1976, p. 26)

Henrico County, Virginia, has instrumented most of these alternatives. The county has two vocational centers at the high school level and an alternative trade school in which

students choose to be enrolled. In addition, students are allowed to pick certain electives from middle school through high school. Furthermore, the disadvantaged or potential dropout may select to take part in the E.F.E. program at the middle school level.

HENRICO COUNTY'S E.F.E. PROGRAM

Alternatives in Henrico County Schools offer a wide range of choices to the student. In 1982, another alternative was offered to the disadvantaged middle school student. This was called, Education for Employment. One of its primary objectives was to work with the child identified as a potential dropout.

The program was designed to aid students in overcoming the effects of the general characteristics listed above. Historically, many of these students were dropping out of school before having entered high school. Efforts were directed toward keeping the students in school and providing opportunities for them to have exploratory experiences relative to occupations felt to be within their reach, and to begin developing vocational skills. Students spent one period of the school day in a classroom setting learning the necessary laboratory-related instruction. The remainder of the day was devoted to instruction in academic areas tracked especially for them, which included one elective, participation in the school's activity program, on-campus work experience, and the Education for Employment program.

Priority was given this time for mathematics and language arts instruction to help students make maximum progress in these essential areas. Individualized teaching using a variety of learning materials was a characteristic of this phase of instruction.

The broad objectives of the program were:

1. To provide opportunities for students to have orientation and exploratory experiences, enabling students to make tentative decisions regarding their future education and training.
2. To ensure a feeling of success by each student by providing instruction at his/her level of understanding.
3. To promote the development of good self-concepts and favorable attitudes toward others, school, and society in general on the part of the students.
4. To provide opportunities for students to develop a businesslike and logical approach to performing the task at hand and develop a feeling of pride for a job well done.
5. To provide opportunities, through coordination of instruction, for students to discover the relevance of computational and communication skills to laboratory activities, and to capitalize on the motivation to learn

which is stimulated by the hands-on activities.

SUMMARY

In conclusion, Chapter II included a short review of the overall dropout problem and causes, some alternatives to the problem, and what Henrico County, Virginia, was doing to offer alternatives to its students. The alternative E.F.E. program in Henrico County was reviewed closely as it was an alternative program that directly related to potential dropouts.

CHAPTER III

METHODS AND PROCEDURES

This chapter described the basic design of this study. The research procedures and methods of analysis which were used were presented within five headings: (1) The Population, (2) The Instrument, (3) Data Collection, (4) Treatment of Data Collection, and (5) Summary.

THE POLULATION

This sample was drawn from the population of student participants in the E.F.E. Program in Henrico County and compared to all Henrico County students. The study surveyed 840 different students in E.F.E. from 1982-1986, and the dropout rate for all secondary grades since 1979.

THE INSTRUMENT

Questions were devised by the researcher using the research goals stated in Chapter I, (Appendix A). These dealt with such interest areas as:

1. The dropout rate of all secondary Henrico County students.
2. E.F.E. dropout rates in Henrico County.
3. A comparasion of the E.F.E. dropout rate with the rest of the county students.
4. A look at the dropout rate of one E.F.E. program.

DATA COLLECTION

Contact was made with Sanford Snider, Director of Research and Planning, Henrico County Schools, (Appendix B), for permission and access to county records. The questions in Appendix A were then fed into the county's computers in order to collect raw numerical information. This was done by requesting printouts of data on past E.F.E. students, total number of withdrawals from different schools at the secondary level, and the year the students dropped out.

TREATMENT OF DATA COLLECTION

The raw data from county records was reviewed, making sure all areas of concern were covered. After the raw data was organized, it was noted that by the organization of data in percentages and charts, the possibility for conclusions were emerging from the data received in response to the questions that were presented.

SUMMARY

The researcher felt that by studying the data on E.F.E. students and Henrico school dropouts, he could develop an hypothesis and reasons for established relationships between the E.F.E. Program and the total dropout rate in Henrico County. A number of questions were developed, (Appendix A), in order to collect raw data on E.F.E. and the overall student population. When the data was returned, it was analyzed in the next chapter, "Findings."

CHAPTER IV

FINDINGS

This study was conducted to identify and analyze the E.F.E. Program in Henrico County as it relates to what effect this program has had on the total county dropout rate since 1979. The research goals set forth in Chapter I were:

1. Determine the Henrico County overall dropout rate from 1978-1986.
2. Analyze the county dropout rate to determine if the E.F.E. Program had an effect on it.
3. Analyze the dropout rates before the student reached the program and after he/she left it.
4. Determine if trends in the study show that the E.F.E. Program had contributed to a decreased dropout rate among eighth grade students and had this had an influence on the dropout rate for all secondary levels, grades 6-12.

The information generated by the study was presented in three sections. The first was a review of Henrico County students withdrawing during the school year and not re-enrolling in school during the same school year, (Table 1).

This gave us a dropout percentage for these Henrico County students. The second section, (Table 2), provides school system dropout statistics for the four years prior to the E.F.E. Program. The third section examined the statistics on the dropout data for E.F.E. students since 1982, (Table 3), and an isolated school (Tables 4, 5, 6).

SECTION 1

To obtain a better understanding of the county dropout problem, it was necessary to acquire percentage membership records or the percentage dropout rate for the years 1978-1986, (Table 1). It is also important in reviewing Table 1 to keep in mind the E.F.E. Program started in Henrico County in 1982. By looking at the percentage rate (2.7 per cent) in 1982-83, it is obvious a change took place in the county dropout rate the same year the E.F.E. Program started.

It should be noted that the numbers in Table 1 are not quite consistent because grade six was being phased into the middle schools throughout the years up to 1979-80. Beginning in 1980-81, all grade six students were included in the middle schools.

TABLE 1

Henrico County Students Withdrawing
 During the School Year and Not
 Re-enrolling in School During
 the Same School Year

All Secondary Schools

<u>School Year</u>	<u>No. of Students</u>	<u>Per Cent of Membership</u>
1978-79	767	4.7%
1979-80	733	4.4%
1980-81	643	3.7%
1981-82	588	3.4%
1982-83	479	2.7%
1983-84	550	3.2%
1984-85	544	3.2%
1985-86	636	3.7%

SECTION 2

Table 2 provided school system dropout statistics for the four years prior to the E.F.E. Program, 1979-79 through 1981-82, and the four years of the E.F.E. Program, 1982-83 through 1985-86. Grade 8 was isolated because most of the E.F.E. students are assigned to that grade level.

While the dropout rate was decreasing steadily from 1978-79 through 1982-83 for grades 6-12 and for grade 8, in particular, the rates for 1982-83 were unusually low. For grade 8, the low percentage of dropouts during 1982-83 was substantially maintained through 1985-86. The increased rate for the school system in grades 6-12 from 1984-85 to 1985-86 is not reflected in grade 8. These patterns could lead one to the conclusion that some factor or combination of factors influenced the dropouts during grade 8 substantially.

While cause and effect cannot be determined, it is true that the lowest dropout rate of any recent year for Henrico County Public Schools, grades 6-12, (2.7 per cent) occurred the same year the E.F.E. Program began in four middle schools. The other two middle schools were added the next year.

TABLE 2

DROPOUT STATISTICS
HENRICO COUNTY PUBLIC SCHOOLS

SCHOOL YEAR	NO. OF DROPOUTS GR 6-12	% OF MEMBERSHIP GR 6-12	NO. OF DROPOUTS GR 8	% OF MEMBERSHIP GR 8
1978-79	767	4.7%	40	1.6%
1979-80	733	4.4%	47	2.0%
1980-81	643	3.7%	30	1.3%
1981-82	588	3.4%	30	1.2%
4 YEAR TOTALS	2731	4.0%	147	1.5%
1982-83	479	2.7%	21	0.8%
1983-84	550	3.2%	20	0.7%
1984-85	544	3.2%	25	1.0%
1985-86	636	3.7%	20	0.8%
4 YEAR TOTALS	2209	3.2%	86	0.8%

SECTION 3

Table 3 of the dropout data for E.F.E. students provides some insight into trends that examine how the E.F.E. Program had contributed to a decreased dropout rate. The E.F.E. Program does not continue beyond the middle school. An examination of data for students the year after they were enrolled in E.F.E. reveals that most of them were in high school. Some of the students were enrolled in the Henrico Trade Center. For the three groups of students investigated, a total of 66 (10.9 per cent) dropped out of school the year after they were enrolled in E.F.E. While this is higher than the dropout rate of the students during the E.F.E. Program, it still indicates that over 89 per cent of them did not dropout.

A printout is also included in this section of all E.F.E. students from one school program. This particular program started in 1983. The printout follows each student in this one program and lists the dropout date if the student left school. The printout also includes the grades which they received as eighth grade E.F.E. students, their grade levels from 1978-86, phone numbers, birthdates, and, originally their names (which I have omitted for reasons of privacy).

The data shows no dropouts during 1985-86, while in the E.F.E. Program (Table 4). In 1984-85, (Table 5), four students dropped out, but re-entered the next year, only to dropout again in the ninth grade along with three others. The group from 1983-84, (Table 6), had only two dropouts at the end of

The E.F.E. Program and one of them re-entered. Three left after entering the ninth grade only to re-enter again the following year. All three dropped out again the next year, along with six other students. These figures show that from the group enrolled in the E.F.E. Program in 1983-84, (Table 6), twenty-six out of thirty-six students were still in school two years later and twenty had not failed a grade level.

TABLE 3

DROPOUT DATA FOR E.F.E. STUDENTS

SCHOOL YEAR	TOTAL STUDENTS	DROPPED OUT SAME YEAR	OF PREV.COL. RETURNED NEXT YEAR	OF PREV.COL. DID NOT COMPLETE NEXT YEAR	TOTAL DROPPED OUT NEXT YEAR
1985-86	235	12 (5.1%)	-	-	-
1984-85	232	11 (4.7%)	9	7	29 (12.5%)
1983-84	219	9 (4.1%)	6	5	21 (9.6%)
1982-83	154	5 (3.2%)	2	0	16 (10.4%)
TOTALS	840	37 (4.4%)	17	12	66 (10.9%)

STUDENTS IN EFE DURING 1934-35 TABLE 5

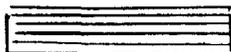
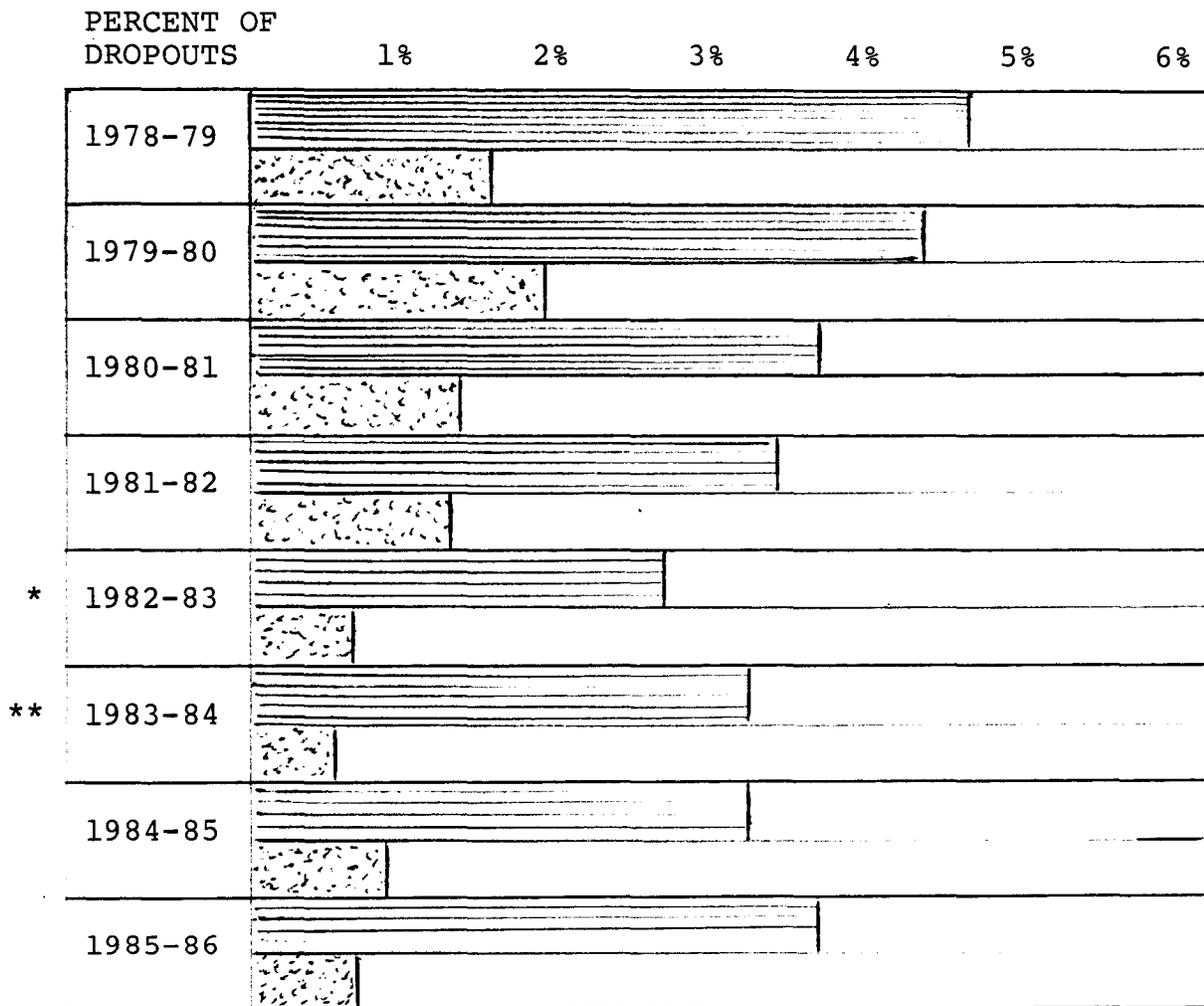
SC8435=510

	P	BIRTHDAY	GRN	GRN	GRN	GRN	GRN	GRN	GRN	GRN	GRN	POP	SM	SM	FIN	GR	S	DRP
			773	779	780	881	882	883	884	885		885	885	885	885	886	886	886
OTCE	737	2184	12/15/69															
	737	2615	05/11/69	3	3	4	5	5	5	5								
	737	2647	12/11/69															
	737	2642	02/10/70	2	3	3	4	4	5	5								
	737	2642	04/11/70															
	737	2642	12/11/69															
	737	2642	05/11/70															
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	737	2642	12/17/69															
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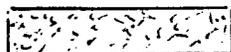
SUMMARY

The results were reported in the following table:

TABLE 7



TOTAL SECONDARY DROPOUT RATE



GRADE EIGHT DROPOUT RATE

* E.F.E. PROGRAM STARTED IN FOUR HENRICO COUNTY MIDDLE SCHOOLS

** E.F.E. PROGRAM IN ALL SIX HENRICO COUNTY MIDDLE SCHOOLS

The table shows an impact on the dropout rate in 1982-1986. In the next chapter (Chapter V), conclusions were examined and analyzed.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The problem of this study was to conduct a countywide survey to identify and analyze the E.F.E. Program in Henrico County as it related to what effect this program had had on the total county dropout rate since 1979. This chapter summarized procedures, drew conclusions about the findings, and made recommendations based on the findings.

SUMMARY

In order to conduct a study of, and analyze the problem stated above, it was necessary to secure information and statistics from Henrico County school records as they pertained to E.F.E. students, secondary dropout rates, and eighth grade dropout rates. The analysis of this information served as the basis for the conclusions and recommendations of this study.

CONCLUSIONS

The results of this study demonstrated there were strong indications that the E.F.E. Program was having an impact on the dropout rate in Henrico County, Virginia.

The following conclusions were drawn from the statistical findings:

1. By studying the overall dropout rate from 1978-1986, one could see an impact when the E.F.E. Program was implemented.
2. The survey of the findings showed that another measure of success of the E.F.E. Program was the degree to which the enrolled students continued in school. The program was intended to motivate students to stay in school and to prepare them to be responsible employees when they left formal education. The statistics in the study did support students staying in school.
3. The rate at which the E.F.E. students dropped out of school for the four years of the program was 4.4 per cent. This was considerably higher than the overall dropout rate for grade eight. However, the E.F.E. dropout rate of 4.4 per cent could appear low when the characteristics of these students were considered.
4. The dropout rate decreased in 1978-79 through 1982-83 for grades six through twelve and for grade eight. The grade eight low percentage of dropouts was maintained through 1985-86. The increased rate for the school system in grades six through twelve was not reflected in grade

- eight. The E.F.E. Program was likely to have contributed to these changes.
5. The evidence seemed to indicate that the E.F.E. Program had helped most of the eight hundred forty students studied to find some success. The trends shown in the dropout statistics led to the conclusion that the E.F.E. Program had likely contributed to the decreased dropout rate among grade eight students. This, in turn, had also influenced the dropout rate for all secondary grade levels, six through twelve.

RECOMMENDATIONS

Founded on the results of information analyzed and studied in Chapter IV, the following recommendations were submitted:

1. It was recommended that the E.F.E. Program be examined closely, with the intent to isolate the reasons for success, which did not exist in other programs. These reasons could then be implemented into other existing programs.
2. It was recommended that the E.F.E. Program

be continued into the ninth and tenth grade levels, at which time other vocational programs could help fill the void.

3. It was recommended that an additional study be done investigating how many of the E.F.E. students graduated from high school.
4. It was recommended that a study be done as to why all students and E.F.E. students drop out of school.

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APPENDICES

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APPENDIX A

SURVEY QUESTIONS

1. What was the dropout rate of all secondary Henrico County students from 1978-1986?
2. What was the dropout rate of E.F.E. students in Henrico County?
3. How does the dropout rate of E.F.E. students compare to the county dropout rate?
4. What were the dropout rates for the different secondary schools in Henrico?
5. What was the dropout rate on the number of dropouts from 1978-1979 on the eighth grade level in all middle schools in the county, as it compared to the number of dropouts in grades 6-12, percent of membership grades 6-12, and percent of membership eighth grade?
6. What was the dropout rate for one school's E.F.E. Program?

APPENDIX B

LETTER TO HENRICO COUNTY

Fairfield Middle School
Stop 15½ Nine Mile Road
Richmond, Virginia 23223
January 10, 1987

Dr. Sanford Snider
Director, Research and Planning
Henrico County Schools
P.O. Box 40
Highland Springs, Virginia 23075

Dear Dr. Snider:

In preparation for my research project at Old Dominion University, Norfolk, Virginia, I am soliciting your assistance to complete an analysis of the E.F.E. Program in Henrico County, as it relates to the county dropout rate from 1979-1986.

It is my hope, because of your personal interest in the E.F.E. Program and your abilities in the field of educational research, that you will be willing to allow me access to the county's school records.

I wish to assure you that all findings will be made available to you or to Henrico County Schools.

Your assistance in this study is greatly appreciated.

Sincerely yours,

Cliff Fink
Fairfield Middle School