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Summer Youth Employment and Training Program, 1986: Evaluation Study of 15-County Service Delivery Area

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SUMMER YOUTH EMPLOYMENT AND TRAINING PROGRAM

1986 EVALUATION STUDY OF

15-COUNTY SERVICE DELIVERY AREA

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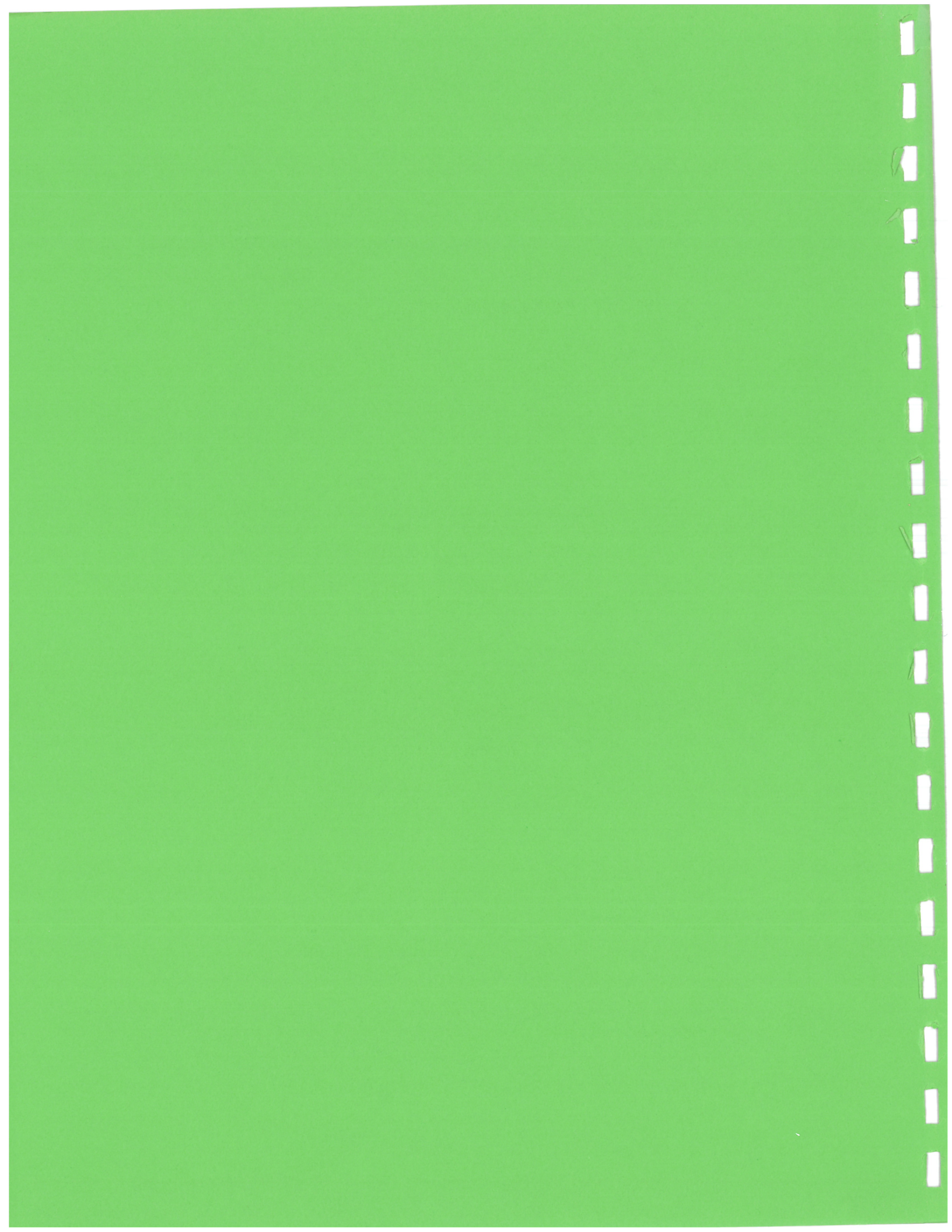
By Dr. Beverly A. Wright

July 28, 1986

Contracted by the National Alliance of Business
Regional Office, Boston, Massachusetts

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SUMMER YOUTH EMPLOYMENT AND TRAINING PROGRAM
1986 EVALUATION STUDY OF
15-COUNTY SERVICE DELIVERY AREA

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SUMMER YOUTH EMPLOYMENT AND TRAINING PROGRAM
1986
EVALUATION STUDY

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SUMMER YOUTH EMPLOYMENT AND TRAINING PROGRAM (SYETP)

1986 EVALUATION

INTRODUCTION

If you have never participated in a Summer Youth Program, the following should help describe the experience. In a one sentence summary, SYETP means that there is too much work in too short a time period. The youth are all recruited, selected, and placed on worksites and then after eight weeks they are gone. This is an illustration of what the Summer Youth Program is like for a staff member and for a participant.

Staff Person:

This is my summer's work and I am here because I like young people and want to help them in some way. My duties include selecting youth according to target groups and local area quotas, matching youth to sites, orienting site supervisors and youth, attending staff meetings, collecting time sheets weekly, getting three copies of every imaginable form, planning classes, writing contact notes, travelling from site to site, trouble-shooting, completing support services requests, writing youth evaluations, correcting the monitor's findings, and documenting competency attainment. I care about the youth and try to listen to the site supervisor. I have only eight weeks to work with the youth in the summer. Sometimes I have so much paperwork that it keeps me from my youth. I think this is a good program and has improved over time.

Youth Participant: I had to fill out a form, get proof of income, and have my parents' sign it and return it to the office. I filled out an interest sheet saying what I wanted to do but I really didn't know. I am fourteen and I have never worked before. I went for an interview before I started work. I try to be on time and do what they tell me but it is hard to get up in the morning. I get bored doing the same thing over and over. My supervisor is OK to me. I guess I am learning responsibility and somehow my job helps the community - at least the school is cleaner. My counselor stops by and talks with me and sometimes we work on worksheets. I think this program is good. It helps kids get a job. If I weren't here, I would be sitting home watching television.

The above monologues are really aggregates of comments that were made to the evaluator during the course of this evaluation study. The comments reflect views about the summer experience and illustrate the shortness of time. One staff person wrote on the feedback sheet, "All youth, even with SYETP training, are not going to be 'Lee lococcas'. Let's just hope for dependable, decent citizens who complain like the rest of us about taxes."

It is important then, to keep in mind realistic expectations of the program. The Summer Youth Employment and Training Program (SYETP) is an eight week program. It is good to remember this throughout the evaluation because some of the problems unique to the Summer Youth Program are due to the short time allowed for planning and delivery. Some aspects of the program can be changed, but some cannot.

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The 15-County Private Industry Council (PIC) and the Job Training Administrative Office, along with the Service Providers should all feel good about the services that are currently being delivered. In general, they are planned and organized, responsibly delivered, and the summer staff really seem to care about the youth in the program. The majority of the 83 youth and 35 site supervisors interviewed for this study think that the program is good and that it serves both the youth and the community. This is a good commentary on such a short-term program.

But it is now possible, due the quality of services being provided, for the state to move on to another phase in the programming - of going beyond delivery as defined as "work experience" alone. The nature of this study was to investigate other directions, changes, or possibly a new focus that the state could explore for future years. The program seems ready to move onward and perhaps this study can begin the process of creative growth toward different directions.

METHOD OF RESEARCH

This evaluation was completed in a six week time frame. The first two weeks were used for planning. The IIB Service Provider plans were read, some staff in the local areas gave input in the design of the study and questionnaires, and the questionnaires were developed. During the next two weeks, the interviews with youth, site supervisors, and Service Providers were conducted along with the usual monitoring tools. An attempt was made to interview 100 youths statewide, 20 in each Service Provider area. In actuality, there were 83 youth interviewed and 35 site supervisors. Sites and youth were selected randomly for the survey by the interviewers. In addition, a voluntary and anonymous staff questionnaire was distributed to the summer staff in all areas.

Four questionnaires were developed and used: (1) Service Provider Questionnaire, (2) Worksite Supervisor Questionnaire, (3) Participant Questionnaire, and (4) Staff Questionnaire. All of these questionnaires can be found in the appendices, A through D. Informal interviews were held with the representatives of Upward Bound and the Maine Conservation Corps, as well as with some private sector employers. Information was also gathered by the MIS system - information such as the geographic distribution of clients and sites, the totals for the target groups, and the number of Try-Out Employment (TOE) and On-the-Job Trainings (OJT)

During the last two weeks of the study, the data was compiled, the report was written in draft and then refined. Although the study is not as large as desired, it is still a good representative sample of the Summer Youth population as a whole.

It is important to note that the actual field work occurred during the third and fourth weeks of the youths' employment experience.

FINDINGS AND DISCUSSION

This section is divided into two areas: (1) Findings from each of the questionnaires discussed separately, and (2) Discussion of the findings especially as related to the PIC's goals and objectives for SYETP 1986.

(1) FINDINGS FROM THE QUESTIONNAIRES:

A. SERVICE PROVIDER QUESTIONNAIRE

Most service providers are having little difficulty recruiting, although meeting quotas for older youth, dropouts, and private sector sites were cited as concerns. Older youth are attracted to unsubsidized employment

that pays more than minimum wage with forty hours guaranteed weekly. Dropouts have traditionally been difficult to recruit. Some of the providers had no problem with recruitment of private sector sites. For those who had concerns, however, the reasons given were that more lead time is needed to develop those sites and that the private sector has higher expectations of the youth and little knowledge of the Child Labor Laws.

All Service Providers currently have provisions for eliminating bad work sites and site evaluations are completed by summer staff at the end of each summer. Of the Service Provider areas sampled, 35 sites had been eliminated in the past two years. The major reasons for elimination was lack of supervision or the poor quality of supervision. In all Service Provider areas, an active campaign to recruit sites begins in the early spring, usually by an application being mailed to the site.

Summer staff do visit worksites in all areas and talk with both the participants and the worksite supervisors. Some form of career education or work maturity competency for training is reported to be delivered although there is variation in the amount of time, content, and frequency of delivery. Provider areas surveyed, reported that remedial education was being offered to about 110 youth. In some areas, there is no remedial education because there is a lack of local school personnel in the summer. Of the areas surveyed, 146 youth are co-enrolled in IIA and IIB.

Most Service Providers do elicit an evaluation, of the program, either formally or informally, from the summer staff. Some areas do a youth and employer survey of the program as well. Few Service Providers have staff, youth, and employers complete an evaluation of the program. All but one area had some provision for recognizing employers' contributions such as newspaper articles, awards for outstanding efforts, or letters of appreciation.

Recommendations for changes in the program made by Service Providers were:

- more private sector involvement with more lead time for site development,
- less paperwork (especially the 100% monitoring and EDPs),
- a re-examination of the priority point system for selection,
- use of client motivation for selection or placement,
- de-centralization of the program,
- use of local schools for more classes, especially the "co-op" programs,
- more remedial education ("if the schools won't do it, then we should !"),
- further separation from the CETA image,
- more funding for more youth,
- payments for youth attending classes,
- provision of some services for non-selected youth,
- more creative activities like field trips and the arts,
- have industry promise high school graduates some positions like the "Jobs for Graduates Program",
- have information about the SYETP plan to providers earlier,
- target referrals better, and
- the provision of some kind of bonuses for youth who work well, such as gift certificates or scholarships.

It should be noted that many of these suggestions made by providers are expectations way beyond the worksite placements, the PIC's goals and objectives, or the mandates for target populations. From the nature of the suggestions, it is clear that local providers care about the quality of programming and the future directions of the program. They seem to be ready to develop other innovations or "services above and beyond". This is to the credit of these agencies and also the delivery system in the SDA.

B. WORKSITE SUPERVISOR QUESTIONNAIRE

Of the 35 worksite supervisors surveyed, 29 of them had worked with summer youth before. The majority, 20 in fact, commented that the matching of youth to job site was fine. The fifteen sites where matching was a concern was due to younger youth or low skill levels. Worksite supervisors had heard about the summer program in different ways: prior use (15), their own agencies, recruitment letters (8), through the schools (2), JTPA staff called (3), newspaper advertisements, one of their own staff, prior employee of the JTPA system, or they had friends that worked for JTPA (2).

All site supervisors interviewed reported that the expectations of JTPA agencies of the site supervisors were realistic and reasonable. Some stated that their own agencies have similar expectations. A few site supervisors complained about the Child Labor Laws and JTPA's strict enforcement of them. Most site supervisors were comfortable with the paperwork except for the duplication of forms or complicated time sheets. The majority (26) of the site supervisors were given an opportunity to

interview the clients prior to placement. The majority (26) interviewed just one applicant for each job vacancy. Twenty-two of the site supervisors questioned had no knowledge of other JTPA programs. Thirty-one of the them had no knowledge of the content of the workshops or competency classes. Some supervisors expressed an interest in sitting in on the workshops or participating if they were invited to do so.

The site supervisors listed the following recommended changes:

- re-examine the guidelines and the selection system,
- require an interview prior to placement with the site supervisor,
- increase the hours and pay for older youth,
- better screening,
- provide some vocational training,
- longer program,
- year round program,
- involve the employers in the planning process for the program,
- use returning JTPA summer staff if possible,
- place more youth, especially older youth,
- allow work on Sunday,
- start the program earlier,
- distribute an outline of the class sessions in work maturity,
- more career information in classes,
- do a long term follow-up study,
- rewrite the Child Labor Laws, and
- institute a no smoking policy on all sites.

The majority of site supervisors surveyed rated the program as a good one for them and the youth. They thought that the program had improved over

time. One site supervisor summed up her thoughts by saying, "The future are these kids. How we treat them now is how we will be treated later in life when we are in the nursing homes, If we take them seriously, they will take us seriously. We will get whatever we invest in them now."

C. PARTICIPANT QUESTIONNAIRE

For purposes of this evaluation study, a total of 83 youth were interviewed from all five of the Service Provider areas. All but one of the 83 youth indicated that their worksite supervisor was helpful in teaching work skills and related well to youth. This is really an outstanding finding and indicates the use of worksite supervisors with good supervisory skills. It also demonstrates that Service Providers have eliminated bad sites. All but six of the participants reported that their job counselor or coach had been helpful to them this summer. This is another excellent finding of this study. More than one worksite supervisor made the comment that they see the counselors more often than they did in the past.

About two thirds of the participants had never been in the summer program before. Twenty-four of the youth were returning to the summer program for the second year, two youth had three prior summers, and two participants had been in the program for four summers prior. Sixty-eight participants (82%) commented that they received jobs in the areas of their choice. In view of the short duration of the program, this is an excellent finding.

There is a great disparity in content and duration of the competency or career classes statewide. Nine youth indicated that they had not received any classes by the third week of the program. Three youth had received one class, six youth had two-day workshops, 26 youth have classes weekly for 10 minutes to half an hour, 17 youth have weekly classes beyond half an hour to an hour, and 14 youth have classes of 1½ to 2 hours weekly. Nineteen youth had received some training on job search skills although more indicated that they had acquired it at school or in a IIA JTPA inschool class. Forty-three youth including some of the older youth had not received any job search information this summer. This could be due to the fact that job search information is usually taught at the end of the summer. In one Provider area, it was on the class outline for the last two weeks of the program.

More than 50% (48) of the youth questioned had not been informed about other possible JTPA programs such as in-school programs, try-out employment, OJTs, etc. Sixteen of the participants did know about other JTPA services and described them. Again it is assumed that more youth will be informed as the program progresses. It would not be expected that 14-15 year olds would know about other services from JTPA as most of them are returning to school in the fall.

Recommended changes from the youth were:

- wider variety of job choices including "company jobs",
- more youth in the program,
- re-examine the guidelines,
- describe jobs better and in more detail,

- more hours allowed,
- higher pay,
- more career or job information,
- longer program,
- buses for transportation,
- help other youth who are not selected,
- vocational classes,
- paid holiday,
- more boys doing girls' work,
- notify those selected earlier,
- help youth get a job after school for the fall,
- better sites for younger youth,
- higher wages for youth returning to program, and
- equal amount of work at all sites.

Youth were voluntarily asked some extra questions suggested by one of the Service Provider directors: (1) What else would you be doing if not in SYETP?, (2) What do you do with your money? Their responses were varied and interesting. Nine youth said they would be babysitting, 29 would look for another job, 31 would be at home doing "anything", "bored", "hanging out", or "watching television". Three youth said they would have attended summer school. Fifty-seven of the youth save some part of their checks, 44 spend some part of it, 20 give some to their parents, and three pay bills with it.

Youth interviewed commented that they think the program is good and many returning youth said the program had improved over time. All of the

youth interviewed reported that if they were in charge of a statewide program, they would include work experience as part of the program. To paraphrase what one youth said:

It is a pretty good program. The guidelines do cut some folks and that is too bad. All they can do then is hang out on the streets - there isn't even a way to get to the beach. Kids feel better about themselves when they make money. The program makes kids better people.

D. STAFF QUESTIONNAIRE

There were 62 returned staff questionnaires by July 25, 1986. Thirty-nine of the staff were returning staff or JTPA full-time staff and 23 of the staff were experiencing summer youth for the first time. Forty-nine of the 62 staff are temporary summer staff and 13 are full-time JTPA staff. Of the 62 staff, 43 are college graduates, 53 have prior counseling experience, and 57 have prior youth experience. In addition, twenty-two of the staff have been CETA or JTPA participants. This is an excellent and perhaps a rare profile of education and experience for a temporary staff to have. This could in part explain the high level of service due to staff experience and training.

Thirty-two of the staff complained about the amount and repetition of the paperwork. Several staff questioned whether EDP's for summer youth and lengthy time or payroll procedures were really necessary. Staff requested that paperwork be streamlined and simplified. Some asked why

three copies of job descriptions, worksite agreements and other forms were needed. Some staff would like to see youth evaluations done only twice in the summer.

Other recommendations for changes were:

- longer hours,
- more involvement with the private sector,
- extension of the program to ten weeks,
- higher pay scale or a step scale so that older youth get more hours,
- more diversified worksites,
- more older youth,
- discarding some of the monitoring process,
- re-examination of the priority point system,
- better information before matching youth to site such as what an offender has done,
- continuation of the competencies,
- more field trips,
- have worksite supervisors evaluate the program,
- more job shadowing,
- help youth who don't meet the guidelines find a job,
- change outdated Child Labor Laws,
- use motivation as a criterion for site placement,
- raise salaries of returning summer staff, and
- more tutoring in reading and math.

Some of the quotes from the returning summer staff were:

"I would like to see more youngsters become involved in the program, not only those on the bottom of the economic scale. So many families

need a helping hand and this would not only publicize the agency but also demonstrate that the program is interested in all youngsters."

"I have worked for the summer program for 7 years and I can honestly say that it has evolved into an organization responsible to federal and state regulations. It has gained a great deal of credibility in the eyes of the general public."

A first summer staff person wrote:

"I deem this is a good program that will pay gratifying results in the future. I feel that it should be continued and this would result in further refinement, increased efficiency and even better results."

It is interesting to note that 25 of the 39 (64%) returning staff think that the summer program has improved over time. Some of the summer staff mentioned also that past suggestions made on prior evaluations have been used to improve programming. This is a significant finding of the study. It demonstrates that the summer program has been refining itself over time and that it is at a good point to explore creative innovations or a new focus in the future.

MIS FINDINGS

An examination of the MIS list of worksites and their locations revealed a good balance of rural and urban sites. It was noted that even in very rural areas, sites have been developed. The list of numbers of participants by towns also demonstrated a balance of urban and rural populations. Attempts were made in some areas to meet very structured town quotas.

The majority of placements are maintenance related - 42% of all placements in the service provider areas supplying a list of job categories and numbers in each. There was a total of 893 placements as maintenance workers, laborers, custodial assistants, or groundskeepers. Other positions with larger number of placements were:

- 170 clerical or 8%
- 127 daycare or 6%
- 149 recreation aide or 7%
- 42 kitchen aide or 2%

The target populations are being met with the only exceptions being 16-18 years old and the number of private sector placements. The total for the SDA appear below along with the actual percent (based on 2,126 placements) and the target percentages.

As of July 25, 1986: Total Youth 2,126 Total Planned 2,194

	Number	Actual Percent	Planned Percent
Handicapped	323	15%	10%
Ages			
14-15	526	25%	20%
16-18	1,382	65%*	75%
19-21	218	10%	5%
Offenders	162	8%	8%
Dropouts	164	8%	8%
Welfare	1,255	60%	25%

Male	1,065	50%	50%
Female	1,061	50%	50%
Private Sector	189	9%*	10%

It should be noted that only in two areas has the Summer Youth Program not met the target populations - private sector placement and 16-18 year olds. Private sector placement is at 90% of the targeted 10% (very good for a first year effort). A 10% variance for older youth 16-18 years old also was discovered. This is a very responsible record and reflects a selection system that is sensitive to the targeted goals. It is significant also that 60% of the youth are from families of welfare recipients and that the targeted percent was 25%. Clearly, the 15-County SDA is serving people in need presently, according to the computer statistics from the MIS Unit.

OTHER FINDINGS

The question, "How you would design a program for the state if you were in charge?" was asked of youth, worksite supervisors, staff and Service Provider directors or youth directors. A universal finding was that they all would continue work experience at a site. But responses also suggested areas to add to the program: vocational education particularly related to the job site such as childcare training, carpentry, mechanics, cooking etc., more career education and job information, job shadowing, and field trips, remedial education and more private sector experiences. The youth especially suggested that participants should be able to choose from vocational training or worksite experience or mix the two together.

The other question asked of youth, worksite supervisors, staff, and on the Service Provider Questionnaire was, "How could the local schools best be involved in the summer program?" Youth answered this question by suggesting that driver education, computer courses, art and theatre courses, career information, vocational training, and classes on how to relate to others should be offered. Some staff and site supervisors expressed concern that schools be involved in the summer program at all. Other staff and supervisors suggested that the schools offer classes in remedial education and provide some short term vocational training.

(2) DISCUSSIONS OF THE FINDINGS

This section examines the findings of the study based on the Private Industry Council's goals and objectives for the Summer Youth Employment and Training Program, 1986

GOAL 1: To provide useful, well-supervised employment for economically disadvantaged youth who would not otherwise find summer employment;

This goal has certainly been well met. The majority of youth rate their sites as well supervised and said their jobs were helping the community in some way. Service Providers have eliminated about 35 bad sites in the past two years due to the poor quality of supervision. The priority point system does select youth who are economically disadvantaged (60% on welfare). Most youth indicated that they would be looking for jobs or sitting home if they were not in the program.

GOAL 2: To develop quality job sites that emphasize job skills and positive work attitudes;

This goal has certainly been met according to respondents of the study. The majority of youth said they were busy throughout the day and that they had learned some new work skills. Youth are also evaluated by their worksite supervisors based on the attainment of good work habits and work maturity skills.

GOAL 3: To develop job sites and projects which will benefit and provide needed services to the community at large as well as to the youths who participate;

Goal three has been met as the youth respondents commented that they are making a contribution to the community, even if they just make things cleaner. Also site selection uses "meaningful work" as a criterion of the 15-County SDA area.

GOAL 4: To provide youth who are not returning to school the additional services required to obtain unsubsidized employment, including possible transition to other titles;

This goal has been partially met according to this study. It is, however, very early in the program (weeks 3 and 4) to assess the attainment of this goal. Some of the youth do know about other available JTPA services or JOB Corps, but others, even though they are older, do not. Job getting and job search information have been

taught to some of the respondents, but the majority have not received them. There are 217 co-enrolled youth, indicating some transition of services. The results of this study indicate a further need to increase services in this goal area.

GOAL 5: To continue the utilization of job site supervisors in the assessment of client competencies as they relate specifically to work maturity skills and, subsequently, to continue to provide clients training and information designed to result in certification of work maturity competency;

Goal five has been partially met but needs more work as illustrated by this study. Most employers are not aware of what work maturity competencies are, that the summer program uses them or that they use them in the evaluations of youth. On the other hand, all employers said they do teach such things as being on time, the chain of command and calling when ill which are work maturity competencies. The employers all know they fill out an evaluation form on the youth, but for the most of them, there is no awareness that they are evaluating work maturity competencies.

GOAL 6: To increase private sector participation by establishing a goal of 10% minimum use of private sector sites.

90% of goal has been met. There are a total of 189 private sector placements, 140 are try-out sites and 49 are OJT's. In order to meet the 10% of private sector sites, 212 placements would have been

developed. Some reasons why this was not feasible were the time required for development, lack of older youth, lack of publicity on the new emphasis, and the tradition to overcome of dealing with non-profit sites.

All of the Private Industry Council's objectives and goals have been met partially or totally. In addition, youth and site supervisors who were interviewed believe that the program is a good program, that it helps youth and the community, and many would like to see the program expanded. The majority of returning summer staff rated the program as having improved over time. Upward Bound and Maine Conservation Corps noted areas of increased coordination although the logistics of having to deal with five different deliverer's forms, time sheets, career education classes, monitoring process, and personnel is difficult at best. Those special projects would like to see more consistency in forms and perhaps contract directly with the JTAO for programming.

Someone made the comment to the evaluator during this study that Summer Youth is just an "income maintenance program". Even if this is partially true, it is a **very good** income maintenance program. In order to go beyond this concept, the program needs to be **valued** as a serious and dedicated program to the level of other JTPA programs. Staff need to be rewarded for outstanding efforts in the JTPA summer program. Perhaps this could be done by an open house with the PIC or other state officials at the end of the summer.

Incentives for innovations other than good work experience need to be given to local Providers - either with more money, credit, or recognition. The evaluator noted that during this study there was surprise by some that so much time and effort would be spent on evaluating "just the Summer Youth Program." Again there needs to be a recognition for the services that are delivered. Summer Youth is a major program and it makes a significant contribution in service. Sometimes though, it is the last area to be recognized by the JTPA system or the community. An illustration is that presently there is no full-time coordinator for the summer program at the state level. This is perhaps due to the shortage of staff and money at the Jobs Training Administrative Office. Perhaps funding could be increased to include such a position. It really is a large enough and important enough program to warrant such an investment.

RECOMMENDATIONS AND CONCLUSIONS

Recommendations made based on this study are:

1. Increase the number of private sector sites, especially for older youth, to one third of the summer sites and eventually increase it to one half if feasible. Start a statewide level campaign and produce a brochure on the state level that would be ready by February 1st. Also, urge private sector employers in local areas who participated this summer to meet and discuss strategies for increased private sector sites next summer.
2. Explore the possibility of changing the name of "Summer Youth" to something that is more private sector-oriented. This would eliminate the program being referred to as that "CETA Program" with those "CETA Youth". Maybe a PIC contest could be elicited through local Providers for a youth to come up with a catchy logo and name and be paid for it.

3. Increase awareness of other JTPA programs for youth in the program, especially for older youth, and also for site supervisors. This information may need to be included in the orientation process, summer classes, on brochures and posters, and by discussions with the youth and site supervisors. This may need to be an area added to the monitoring tool.
4. Increase the amount of recognition of employers' efforts in the Summer Youth Program by some kind of banquet, awards, newspaper articles, appreciation letters, or informing the supervisor's agency. Also explore the possibility of small stipends for supervision in the summer. A detailed plan for recognition could be included in the IIB plan each year.
5. Develop more meaningful and varied sites, especially alternatives to maintenance sites. Some maintenance sites will always be needed, but 42% may be excessive.
6. Increase the available monies for special projects for the Summer Program. If this is not feasible, try to induce sites to develop mini-projects with \$100-200 to beautify or build something like ramps for the handicapped or planting trees. These monies would have to come from private sector initiatives.
7. Examine the possibility of simplifying and streamlining paperwork for the summer youth staff. Also look at the monitoring process to see if visits to 100% of the sites and youth is really cost-effective. Perhaps a sample could go through full monitoring and the rest could complete a form for review.

8. Develop a list of job choices that gives youth enough information to base the decision of what to do for the summer. Keep a record locally of what form of recruitment works the best so that in the future years those could be expanded and others eliminated. If they say the schools, how in the schools - guidance counselor, teacher, intercom, poster, etc.?
9. Insure consistency of delivery, of content, and duration of competency classes in the summer statewide. Some areas get 15 minutes to half an hour weekly, some an hour, others 1½ to two hours. Invite supervisors to participate or sit in if they wish to. Job search and job getting skills need to be increased, especially for older youth in the program. This area needs to be monitored closely.
10. Insure that some internal evaluation of the program is completed and that youth, site supervisors, and staff are all given an opportunity to complete an evaluation. An aggregate of these evaluations should be available to the SDA and PIC.
11. Start an active campaign to attract older youth by offering some incentives such as more private industry sites, a higher than minimum wage, a guarantee of other JTPA services, or assistance in finding a part-time job when school begins.
12. Consider the possibility of appointing a Summer Youth PIC Subcommittee to explore the feasibility of appointing full-time summer youth coordinator at the Jobs Training Administrative Office.

13. Conduct at least a three to five-year follow-up study on the 83 youth surveyed for this study. What schooling did they choose, what jobs will they obtain, and how will they look back on their summer youth experience five years from now?
14. Re-examine the priority point system for selection. (Any system chosen will have problems.) Would placement at a worksite be better determined by whether the youth really wants to work and shows up for the interview? Is reliance on the priority points alone enough criteria for placement? Also consider developing a 2-3 day workshop for youth who are not selected to help them find jobs.
15. Elevate the delivery of the summer program to the importance of all JTPA programs. Reward outstanding summer staff with awards, dinners, articles that given the program the credit it deserves.
16. Encourage vocational training mixed with worksite experience in some areas like food services, childcare training, carpentry, etc. This could be done with the joint cooperation of the local school system. Also encourage schools to offer computer programs, driver's education, the arts, remedial education, and courses in human relations that summer youth participants could benefit from. Pay students to attend these classes as part of the summer program.
17. Encourage the local providers to develop innovative and creative service plans as part of the Summer Youth Program. Perhaps award an extra pool of money based on innovations of delivery as measured by a rating system.

Encourage Service Providers to include their local goals in addition to PIC goals, in the IIB plans.

CONCLUSIONS

This has been a limited study of 83 youth interviewed out of 2,126 placed, and 35 site supervisors out of approximately 2,000 statewide. This study has, however, indicated the quality of delivery of services. The Service Providers, the Private Industry Council, and the Jobs Training Administrative Office should all feel good about the findings of this report. The Summer Youth Program operated by the Jobs Training Administrative Office is a very good program. It is really helping youth and the community. The summer staff return year after year and have had prior experience with youth and care about what they do. For them, the program goes way beyond "just doing a job".

If innovations, special projects, use of the private sector, a possible new name, and added focus were emphasized next year and the following years, then this program could be refined even more. The capacity to do it is there now. The staff is ready and more than able. The Service Providers are very experienced. The program just needs to move one more step onward from providing good work experience to adding other possibilities and really enriching the youth's total summer experience. The added bonus of good work experience, counseling, interesting classes, meaningful work, and learning good vocational skills need to be about an 80% occurrence. At present, it is probably a 33% occurrence which is much better than most states.

Probably the summer program can't by itself make Lee lococcas out of the youth, but it can provide the most experience possible for each participant. This might include work experience, some vocational training, remedial education, job

shadowing, career exploration and consistent competency development. It might mean changing the overall expectations of what the Summer Youth Program means. It would mean getting the private sector more interested and involved.

The 15-County SDA is at an excellent point to do this. All the basic needs of the program are being presently met. The delivery system is ready now to be really creative and innovative and to have those attempts rewarded and supported. The future direction of the summer program is in your hands. It is a very exciting and challenging time for the program. It is ready to make the "bonus" experience which occurs for some available for the majority. It may take a little more money, time and attention - but mostly it will take an awareness of just how important the summer program really is and just how much it helps the participants.

APPENDICES

Service Provider QuestionnaireAppendix A

Worksite Supervisor QuestionnaireAppendix B

Participant QuestionnaireAppendix C

Staff QuestionnaireAppendix D

SERVICE PROVIDER QUESTIONNAIRE

ACAP _____ BETP _____ CED _____ MVT _____ TDC _____

Date: _____

Interviewer: _____

Person(s) Interviewed: _____

Total Number of Summer Youth Enrollment: _____

Participant Sample Was (Location): _____

Site Supervisor Sample Was (Location): _____

=====

A. Worksite Experience

1. How many sites were excluded from use last year? _____

During past two years? _____ For what reasons? _____

2. How were worksites evaluated for selection this year? _____

3. Total amount of worksites that applied this year? _____

Total amount that were accepted? _____

Worksite Experience
(Continued)

4. Describe the problems that arose during job site development? _____

(Also for evaluation purposes, the monitoring questionnaire will be used. Responses to the section on job site development, questions 1-4 will be reviewed.)

5. How were worksites matched with clients' interests and abilities? _____

6. In cases where matching was not possible, what were the reasons? (transportation, age, limited worksites, etc.) _____

7. What is the percentage of overall placements that you would estimate were placed in their areas of interests? _____

8. Describe any situations where women were placed in non-traditional jobs? (Give Examples) _____

9. What is the total number approximately of worksites? _____

What is the approximate number of private sector sites? _____

Of those, what number are OJT sites? _____

What number are Try-Out sites? _____

Worksite Experience
(Continued)

Were there any special problems in soliciting or working with private sector sites? _____

Were there problems unique to Try-Out sites that were different from OJT sites? _____

(Also for evaluation purposes, questions 1-3 of orientation section will be used.)

B. Client Experience

1. Was there a problem recruiting enough youth overall? Yes _____ No _____ Why or Why Not? _____

2. Was there a problem recruiting certain target groups? Yes _____ No _____ If yes, which ones
and what reasons possibly _____

3. Who did the intakes this year for summer youth at your agency? _____

How many youth went through intakes? _____ How many were selected? _____
4. Was there any assessment done during intake (for competencies, transportation, etc.)? _____
Describe briefly and attach form if possible: _____

(For use in evaluation will be questions 1-5 in participant outreach section of monitoring
questionnaire.)

5. Who in your agency informs summer clients of other JTPA services that might be available to
them? _____
When is this done? _____

Client Experience
(Continued)

6. Client orientation was done by (check those that apply):

Counselor/Job Coach _____ Other JPTA Staff (Specify) _____

in groups _____ Individually _____ Both in groups and individually _____

Majority was in groups _____ Individually _____ both _____

Site supervisor was present: usually _____ sometimes _____ rarely _____ never _____

(Responses to questions 4 and 5 of the orientation section of the monitoring questionnaire will be reviewed for the evaluation also.)

7. What types of counseling services are provided by your staff during the summer? _____

8. What other types of assistance (other than monetary) does your staff provide for summer clients? _____

9. How are referrals to other agencies done? _____

List your most frequent referrals: _____

10. Describe any philosophy or attitude that your agency emphasizes in dealing with youth i.e., "World of Work", etc. _____

Client Experience
(Continued)

11. How do youth evaluate the summer program? _____

- What eventually is done with those evaluations? _____

12. In that ways are youth treated differently than other clients in your agency? _____

C. Educational Experience
(Competencies, Remediation,
and Occupational Skills)

1. Does the job description contain an individual client outline of specific occupational skills to be obtained this summer? _____ Do you revise this outline at all during the summer? _____
For what reasons? _____

2. What specific skills are taught in the job workshops? _____

- (Attach an outline if possible)
- Where are they usually taught? _____ How long each week? _____
- Who generally delivers them? _____
3. What remediation services are available for the summer for clients? _____

Educational Experiences
(Continued)

How are clients selected for remediation? _____

How many youth participate in remediation services? _____

What expectations do you have of youth who participate in those services i.e. GED, or other outcomes? _____

4. What actual job search techniques are taught or implemented with summer clients?

Traditional resume typing available _____ pocket resume typing available _____

Register at job service _____ Call employers from office _____

fill out actual applications _____ mock interview practice _____

follow up letters to employers _____ job ads posted _____

List of jobs for youth _____ transportation provided for job search _____

Other: _____

5. Describe any educational need that a client could have that SYETP could not assist them

with? _____

(For evaluation, questions 1-4 in the competency attainment section will be used from the monitoring questionnaire.)

6. Describe your job shadowing component. (Who does it?, how often?) _____

D. Program Management

1. When and by whom was planning for SYETP initiated? _____

2. What reports etc. were used to help write the IIB Plan? _____

3. Describe the evaluation process used for SYETP 1985? _____

Was there an internal report written about SYETP 1985? (If yes, please attach copy)

Are there any changes in the evaluation process for SYETP 1986? _____

4. What changes were made from last year's program? _____

What precipitated those changes? _____

5. In addition to the PIC 1986 goals, did your agency establish its own SYETP goals and objectives? Yes _____ No _____ If yes, how were those formulated? _____

Program Management
(Continued)

6. How is summer youth intergrated with Title IIA? _____

Approximately how many summer youth clients are also enrolled in Title IIA? _____
(Evaluation will review responses to program management section, questions 1-3, of the monitoring questionnaire.)

E. Geographics

1. Are youth easier to recruit in one of your counties or areas than others? Yes _____ No _____
Which ones and why do you think? _____

2. Are target populations harder to fill in one of your areas or counties? Yes _____ No _____
Which ones and why? _____

3. Which rural or urban areas are hardest to service? _____

Why (population, transportation, limited jobs, etc.)? _____

(Evaluation will look at responses to question 2, participant questionnaire, in the monitoring questionnaire.)

F. Special Projects

1. How were special projects solicited? _____

2. How were the final projects chosen? _____

3. How were the youth selected to participate in the projects? _____

4. Describe briefly the special projects in your area: _____

5. Any special problems emerge in developing those projects? _____

6. How will you evaluate the effectiveness of those projects? _____

7. For what reasons, would you not use an agency again for a special project? _____

G. Staffing

1. Total number of summer staff? _____
(Supervisor plus line staff)

Staffing
(Continued)

Number of supervising staff _____ Number of line staff _____

How many are regular JTPA employees? _____

How many of those have worked with youth prior? _____

How many are temporary employees? _____

2. What are the educational requirements for a counselor/job coach?

HS Graduate _____ College graduate _____ prior counseling experience _____ prior work with youth _____

Other: _____

3. Describe the training process for summer staff? (duration, content of training, etc.)

4. How are the summer staff informed about other JTPA services for youth clients?

5. How do summer staff evaluate the program? (Attach form if possible)

How are those evaluations used? _____

H. Employer Issues

1. How do employers receive recognition for summer efforts? (awards, articles in newspapers, thank you letters, etc.) _____

2. Do employers complete an evaluation of the summer program? (attach form if possible) _____

- How is their input used? _____

3. Are employers solicited to help with the planning process for SYETP? _____
If so, how is this done (on telephone, group meeting, individually, etc.) _____

4. Other than as a worksite supervisor, how does your summer program use employer input or services (mock interviews, competency training, etc.)? _____

I. Recommendations

1. What changes would you recommend for SYETP 1987? _____

Recommendations
(Continued)

2. List some types of youth or types of services that you think SYETP should not serve or provide: _____

3. What is the greatest frustration in dealing with SYETP for your agency year after year? _____

4. Please comment on paperwork - What you think is essential. What is not essential _____

5. How ideally would you design a summer program for youth if you were not limited to numbers, target population, or dollars? _____

6. If the local educational systems become involved with summer youth, how would you like to see that done? _____

7. Additional Comments: _____

WORKSITE SUPERVISOR QUESTIONNAIRE

ACAP _____ BETP _____ CED _____ MVT _____ TDC _____

Date: _____

Interviewer: _____ Please Check Private Sector: Try-Out Site: _____
OJT Site: _____

Worksite: _____

Location: _____

Supervisor's Name: _____

A. Worksite Experience

1. How did you first learn about SYETP? _____

2. Have you participated in SYETP before? Yes _____ No _____ If yes, how many years? _____

3. Have you worked with JTPA before? Yes _____ No _____ How? _____

4. If you were sent a recruiting letter, were there specific expectations listed for your services? Yes _____ No _____ If yes, list a few of them: _____

Did you have a problem with them? _____

5. How were clients matched to your site? _____

Worksite Experience
(Continued)

Did you interview clients prior to placement? Yes _____ No _____ Sometimes _____

Were you sent more than one client to interview for a job? Yes _____ No _____ Sometimes _____

Did the client you interviewed match the request that you had made for an employee? Yes _____
No _____ Sometimes _____ If no or sometimes, how didn't they match your request?

Did you make the final selection for employment or was it done jointly with a JTPA staff
person? _____

6. Are you able to follow the original training outline on the job description or job site
application? Yes _____ No _____ Sometimes _____ If no or sometimes, what seemed to be the
problem (youth too young, limited skills, etc.)? _____

Have you revised any of the training outlines? Yes _____ No _____ If yes, what types of
changes have you made? _____

7. How did you choose or were you chosen as a supervisor by your own agency for the summer?

Did you receive any special training from your own agency to supervise youth? _____

8. How are youth workers different from adult workers? (other than Child Labor Laws) _____

Worksite Experience
(Continued)

9. In your opinion, what would be a successful summer work experience for youth at your site?

10. How were you oriented to the agency? Individually _____ In groups _____ Both _____

Did a JTPA staff person tell you about other services available to youth through the JTPA system? Yes _____ No _____ If no, are you familiar with them anyway? Yes _____ No _____

11. Has the JTPA staff person been helpful to you this summer? Why or Why not? _____

B. Client Experience

1. Has a JTPA staff person come by your site to visit the youth? Yes _____ No _____ About how frequently? _____

Does this JTPA staff person help youth with the problems and assist them with work skills? Yes _____ No _____ Sometimes _____ If no or sometimes, what is lacking? _____

2. Have the youth at your site been referred to other agencies for services? Yes _____ No _____ Don't know _____ If yes, was it by the JTPA staff _____ or by you _____

C. Educational Experience

1. Who teaches the job skills workshops? _____
 Where are they held and how long do they take place? _____
 Are they offered weekly? _____

Describe what skills are covered if you have knowledge of them: _____

2. What else would you like to see included in the job skills workshops? _____

3. Did a JTPA staff person explain the use of the work maturity competencies or other competencies in the summer program? Yes _____ No _____ Don't Know _____
 If no, do you teach the summer youth skills such as being on time, the chain of command, calling in when ill, etc.? Yes _____ No _____ Sometimes _____

4. Do any of the youth at your site receive tutoring for their GED or help with reading? Yes _____ No _____ Don't Know _____ If yes, how many? _____

D. Program Management

1. Did you participate in any of the JTPA planning process for the Summer Youth Program? Yes _____ No _____ If yes, what specifically did you do? _____

Program Management
(Continued)

2. Will you be given a change to evaluate the summer program this year? Yes _____ No _____ Don't Know _____
3. Have you evaluated the program in the past? Yes _____ No _____ If yes, what have you recommended for changes? _____

4. If you have participated year after year, would you say the program has gotten better over the years or is it about the same? _____

What improvements have you noted? _____

E. Geographics

1. Rural site _____ Urban site _____ Other: _____
 2. Total number at site _____ Older youth (18-21) _____ Younger Youth (14-15) _____
 3. Is transportation a problem to the site? Yes _____ No _____ Sometimes _____
- Describe the problem and any solutions that you or JTPA have devised? _____

F. Special Projects

1. How as your special projected solicited? _____

2. How was your project chosen by the JTPA agency? _____

3. How were youth selected to participate in the project? _____

4. What type of evaluation process will be used? _____

5. Where there any problems in coordinating your services with the JTPA program? _____

G. Recommendations

1. What changes would you recommend for SYETP 1987? _____

2. List some types of youth or services that you think SYETP should not serve or provide? _____

Recommendations
(Continued)

3. Did you have an problem with the paperwork? _____

4. What is your greatest frustration in dealing with SYETP? _____

5. How ideally would you like to see the program designed to help youth in the summer? _____

6. If the local educational systems become involved in the summer youth, how would you like to see that done? _____

7. Additional Comments: _____

(Also evaluation will look at responses to the SYETP Worksite Supervisor Interview done for monitoring purposes.)

PARTICIPANT QUESTIONNAIRE

Participant Name: _____ Worksite Supervisor: _____

Worksite: _____ Interviewer: _____

Job Title: _____ Date: _____

ACAP _____ BETP _____ CED _____ MVT _____ TDC _____

A. Worksite Experience

1. How were you matched to your worksite? _____

Did you go through an interview before you were hired? Yes _____ No _____

2. Did the job you were given match your interests or your prior requests? Yes _____ No _____

If not or somewhat, what is the difference? _____

Was your placement due to transportation problem or other? _____

3. Have you seen an outline of the skills you will learn on your job? Yes _____ No _____
Don't Know _____

What skills are you actually learning on your job? _____

Worksite Experience
(Continued)

Is that what you thought you would learn from the outline? Yes _____ No _____ If no, what
is different? _____

4. How do you fill in the gaps of time when you don't have enough work to do? _____

5. In what ways do you think your job helps the community? _____

6. Is your worksite supervisor helpful to you in learning work skills? Yes _____ No _____

Sometimes _____ In what ways could the supervisor help you learn more? _____

7. Does your supervisor relate well to youth and understand their needs and problems

(interviewer will explain if needed)? Yes _____ No _____ Given an example of what your

mean _____

Worksite Experience
(Continued)

8. Have you worked before on a job? Yes _____ No _____ If yes, What? _____

Have you volunteered your services and if so where? _____

B. Client Experience

1. How did you first learn about the summer program? _____

2. Have you participated in summer youth before? Yes _____ No _____ If yes, how many summers?
_____ Did you have a good experience? _____

3. Have you been told about other JTPA services that might be available to you? Yes _____ No _____
_____ Don't Know _____ If yes, describe briefly _____

4. Have you been referred to other agencies through JTPA? Yes _____ No _____ N/A _____
If yes, which ones: _____

Client Experience
(Continued)

5. Has your JTPA counselor/job coach been helpful to you this summer? Yes _____ No _____ Why
or why not? _____

Has your counselor assisted you in other ways besides job counseling or workshops? _____

What else could your counselor do to help you more? _____

C. Educational Experience

1. What specific skills, such as work maturity competencies have you learned from your
workshops? _____

Educational Experience
(Continued)

2. Who generally teaches your workshops? _____

Does the worksite supervisor ever help teach the workshops? _____

How frequently are your workshops? _____ How long? _____

3. How could the workshops be improved to help you learn more? _____

4. Has anyone worked with you to help you read better or obtain your GED? Yes _____ No _____

N/A _____

5. What actual job search techniques have you completed?

Had a resume or pocket resume typed _____ Registered at Job Service _____

Filled out an application _____ Written follow up letters _____

Called employers _____ Answered job ads _____

Mock Interviews _____ Transportation to job interview _____

Other: _____

6. Comment on any job shadowing experience you have had: _____

D. Program Management

1. Will you get a chance to evaluate the summer program? Yes _____ No _____ Don't Know _____

2. If a repeater in summer youth, have you evaluated the program before? Yes _____ No _____

What were your recommendations for changes then? _____

Program Management
(Continued)

3. If you are an older youth (16-21):

Do you know about possible OJT's? Yes _____ No _____ Don't Know _____

Have you heard about any skilled training programs? Yes _____ No _____ Don't Know _____

4. Have you been enrolled in an inschool program this year with JTPA? Yes _____ No _____ If
yes, where and how long? _____

Have you been enrolled in Try-Out or OJT prior to summer youth? Yes _____ No _____ If
yes, where were you placed? _____

Was there a problem with your OJT and Try-Out Placement? _____

E. Geographics

1. Do you live in a rural area? _____ Urban Area _____ Other: _____

2. Was transportation to the worksite a problem? Yes _____ No _____ Describe: _____

3. Were the choices for worksites limited for you? Yes _____ No _____ Don't Know _____ If
yes, why do you think? _____

F. Special Projects

1. How did you first learn about the special project? _____

2. How were you selected for the project? _____

3. What are you doing for work on the project? _____

4. Do you have a JTPA Counselor and a special projects counselor? Yes _____ No _____ Does
that present a problem for you? _____

5. What could improve the project? _____

G. Recommendations

1. What changes would you recommend for SYETP 1987? _____

2. What was the greatest frustration for you in dealing with summer youth this year? _____

Recommendations
(Continued)

3. If the school system was involved in Summer Youth, how would you like to see that done? _____

4. Describe the best program that summer youth could provide to help youth learn work skills
in the summer? _____

5. Additional Comments: _____

H. Miscellaneous

1. What would you do if you were not working here this summer? _____



Miscellaneous
(Continued)

2. What do you generally do with your money? (Save, Spend, Give to Parents) _____

3. Does your parent or parents work? Yes _____ No _____ One _____ Both _____

FOR EVALUATION PURPOSES:

Older youth (18-21) _____
Younger youth (14-15) _____
16-17 _____
Handicapped _____

Female in non-traditional role _____
Specify what: _____
Special project participant _____
Specify where: _____
Other: _____
Private Sector Participant: OJT _____ Try Out _____

Evaluation will also review responses to SYETP participant interview from the Monitoring Questionnaire.

SUMMER YOUTH STAFF QUESTIONNAIRE
(For Supervisors of Summer Staff, Counselors,
Job Coaches, and other Summer Staff)

NOTE: This is an anonymous questionnaire developed for an evaluation study of Summer Youth Program statewide. This is not an evaluation of your agency but rather is a look at the program as a whole, its future direction, any areas of concern, and different areas to focus on. Please fill this out even if you think no changes are needed so that there can be a valid sampling. You can return it to your supervisor, the state monitor, or if you prefer mail it directly to me. Bev Wright, RR 1, Box 315 E. Apt. #2, Gorham, ME 04038. These questionnaires will need to be returned to me by July 17th, to be included in the study. Thank you for your valuable input and time. B.A. Wright

Service Provider: ACAP _____ BETP _____ CED _____ MVT _____ TDC _____

Your Position: Counselor/job coach _____ Supervisor of summer staff _____
Other (Specify): _____

Background Information: (Check all that apply)

First summer youth experience _____
Worked on summer youth prior _____
(How many summers?) _____
Temporary job _____ Full time JTPA staff _____
HS Graduate _____ College Graduate _____
Degree(s) in _____
Prior counseling experience _____
Prior youth experience _____
Prior CETA or JTPA participant _____

Training for Summer Job:

What type of training did you receive for your summer job?
(Please comment on its relevance)

Number of days _____ Group training _____ Individual Training _____

Did you receive a copy of the overall goals and objectives of the summer program?
Yes _____ No _____

Did you see an overall plan for Summer Youth? Yes _____ No _____

Was there any special training in dealing with youth? _____

Were you given an opportunity to evaluate or assess the training session?

Yes _____ No _____ How was that done? _____

Staff Meetings

How frequently do you meet together? _____

Is there a written agenda? _____

Are the staff meetings helpful? Yes _____ No _____ Sometimes _____

What might improve them? _____

Worksite Experiences

How were youth and supervisors oriented this year (individually, in groups, mixtures, etc.)? _____

Describe any problems that arose during orientation: _____

How frequently do you visit your worksites? _____

Who do you generally talk with at the site? _____

What skills are taught in the job workshops? _____

What specific job search techniques are taught to the youth? _____

What types of problems have developed at worksites? _____

Of those, how many would you rate as excellent, how many as very good, etc. in working with and supervising youth?

Excellent _____
Very Good _____
Good _____

Adequate _____
Sometimes Adequate _____
Not at all Adequate _____

For those that you rate adequate or below, what are the areas of concern (time with youth, commitment, role model, etc.)?

What strengths can you identify for those worksite supervisors rated above adequate?

If you have Try-Out or OJT sites, describe any differences working with the sites or problems unique to those sites? If so, compare and contrast Try-Out with OJT sites. _____

Client Experiences

How large a caseload do you have? _____

Approximately how many are:

Younger youth (14-15) _____
Older youth (18-21) _____
Handicapped _____
Try-Out _____
OJT's _____

Offenders _____
Females in non-traditional jobs _____
Specify jobs _____

How many of your clients are co-enrolled in Title IIA? _____

How many of your clients were placed in SYETP from an OJT or Try Out in the spring that didn't work out? _____

Have you referred any youths to other agencies? Yes _____ No _____

If yes, which ones: _____

Are any of your youth being tutored for GED or for help in reading? Yes _____ No _____
If yes, how many? _____

Recommendations:

Will you be given an opportunity to evaluate the SYETP 1986 program? Yes _____
No _____ Don't Know _____

If yes, how will that be done? _____

Have you completed evaluation in prior years? Yes _____ No _____

If yes, what were your major recommendations for change in the Summer Youth Program? _____

Have you noted any changes over the years? Yes _____ No _____ If yes, what were the areas? _____

Would you say that overall the program remained the same, improved over time, or changed in some other way? _____

What suggestions would you have for SYETP 1987? _____

Please comment on the paperwork. What do you think is essential for paperwork? _____

What is not essential? _____

What are your major frustrations in working on SYETP 1986? _____

If the local educational systems became involved in Summer Youth, how would you like to see that done? _____

How would you ideally like to see a summer program designed for youth that was not limited to numbers, target populations, or dollars? _____

Additional Comments: _____

Again thank you for your responses. Hope you have a good SYETP 1986 experience!
Bev. Wright, Project Evaluator



