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Evaluation of the 1987 Peche, Island Summer Work Project

by

Mary Elizabeth Medcalf

A Thesis

Submitted to the Faculty of Graduate Studies and Research,
through the School of Social Work, in Partial Fulfillment
for the Degree of Master of Social Work at
the University of Windsor

Windsor, Ontario 1988

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Abstract

This study reports the findings of the evaluation of the Peche Island Summer Work Project. It assesses the effectiveness of the various Project components. The Project was a unique summer program that employed adolescent boys who had been identified as at-risk or not-at-risk for dropping out of school. The data sample was composed of 19 students, 18 parents, 20 school personnel, and 10 Project personnel. Data were collected by means of semi-structured interviews and mailed, self-administered questionnaires. Both formative (process) and summative (outcome) evaluation formed the base for the study.

The process evaluation, in the form of an administrative chronology, indicated that the Project was plagued by lack of planning and interpersonal conflicts. Project personnel expended much energy throughout the summer, but lack of clear guidelines at the outset from the funding source, and lack of coordinated planning resulted in an administrative trend of incremental, day by day, week by week decision-making. This Project was a pilot project in the truest sense of the word.

Further, the analyses indicated that of the four Project components, the Work component was the most effective. The majority of students stated that they had learned the importance of teamwork and work responsibility. In addition, the students rated this component as the most helpful aspect of the Project.

Further, parents and Project personnel consistently described the Work component as most successful.

Similarly, the data suggests that the Disruption component (removal of the students from their homes and neighborhoods to live on Peche Island) was beneficial for the majority of the students. The Discovery component (organized tours of community businesses and sites of interest) was perceived negatively by the students, and many of them did not participate in these activities. The peer-pairing component (pairing at-risk students with non-risk students to maximize positive peer influence) was planned for, but never really operationalized during the Project.

Finally, of those students who were identified as at-risk at the beginning of the Project, 50% have dropped out, or have been expelled from school. Of the at-risk students who remained in school, 50% are still considered to be at-risk. However, of the students who participated in the study and are still in school, all have shown positive changes in several school-related areas. Several recommendations are presented to assist in future Project planning, management, administration and implementation.

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TABLE OF CONTENTS

Abstract..... iv

Acknowledgements..... vi

List of Tables..... xi

List of Figures..... xii

INTRODUCTION..... 1

 Statement of Purpose..... 4

 The Concepts..... 7

REVIEW OF THE LITERATURE..... 8

 The Causes, Characteristics and Consequences
 of Dropping Out of High School..... 9

 Social and Economic Factors..... 9

 School Based Factors..... 11

 Personal Characteristics..... 14

 Family Factors..... 15

 Peer Factors..... 17

 The Process of Dropping Out..... 18

 The Consequences of Dropping Out..... 19

 Prevention Programs for At-Risk Students..... 20

 Peer-Pairing..... 24

 Model Programs for the Peche Island Project..... 27

 Work Orientation Workshop..... 27

 The Junior Forest Ranger Program..... 29

 Camp Vanderbilt..... 30

 Summary..... 32

METHOD..... 35

 Research Design..... 35

 The Setting..... 37

 The Sample Source and Data Collection Method..... 39

 The Procedure..... 40

 The Instruments..... 42

PROJECT DESCRIPTION..... 44

 The Work Component..... 47

 The Disruption Component..... 48

 The Discovery Component..... 50

 The Peer-Pairing Component..... 51

 A Day in the Life..... 52

THE ADMINISTRATIVE CHRONOLOGY..... 54

 Summary..... 62

RESULTS AND DISCUSSION.....	65
The Student Survey Results.....	65
Socio-Demographics.....	65
School-Related Data.....	66
Project-Related Data.....	71
Student Recommendations.....	80
Parents' Survey Results.....	80
School-Related Data.....	82
Parents' Recommendations.....	87
Educators' Survey Results.....	88
Demographics.....	88
School-Related Data.....	90
Educators' Recommendations.....	94
The Project Personnel Survey Results.....	94
Project-Related Data.....	94
Staff Recommendations.....	96
CONCLUSIONS AND RECOMMENDATIONS.....	98
Conclusions Derived from the Literature Review.....	98
Conclusions Related to the Administrative Chronology....	100
Conclusions Related to the Work Component.....	101
Conclusions Related to the Disruption Component.....	101
Conclusions Related to the Discovery Component.....	102
Conclusions Related to the Peer-Pairing Component.....	102
Conclusions Related to the Project Goals and Objectives.....	103
Study Limitations.....	105
Recommendations.....	106
APPENDIX A: STUDENT QUESTIONNAIRE.....	111
APPENDIX B: PARENT QUESTIONNAIRE.....	119
APPENDIX C: COVER LETTER AND EDUCATOR QUESTIONNAIRE.....	124
APPENDIX D: COVER LETTER AND PROJECT PERSONNEL QUESTIONNAIRE.....	130
APPENDIX E: PROJECT CORRESPONDENCE TO PARENTS.....	137
APPENDIX F: STUDENT ORIENTATION PACKAGE.....	140
APPENDIX G: THE CONDUCT CONTRACT.....	144
APPENDIX H: THE ADMINISTRATIVE CHRONOLOGY.....	147
REFERENCES.....	155
Vita Auctoris.....	160

List of Tables

Table		Page
1.	The Occurrence of Behaviors Related to the Decision to Drop Out Reported by the Students (n=14).....	67
2.	Educational Goals of the At-Risk and Non-Risk Students (n=14).....	70
3.	Student Ratings of the Discovery Activities (n=19).....	75
4.	Student Enjoyment Rating of Various Disruption Activities (n=19).....	77
5.	Student Ratings of Other Selected Project Characteristics (n=19).....	78
6.	Parents' Reports of the Occurrence of School-Related Behaviors During 1987-88 (n=14).....	82
7.	Perceived Changes in At-Risk Students as Observed by their Parents (n=10).....	84
8.	Perceived Changes in Non-Risk Students as Observed by their Parents (n=8).....	85
9.	Referral Sources to the Peche Island Summer Work Project (n=20).....	89
10.	Educators' Perceptions of At-Risk Student Changes in School (n=6).....	91
11.	Educators' Perceptions of Non-Risk Student Changes in School (n=8).....	92

List of Figures

Figure		Page
1.	Peché Island.....	37
2.	Evaluation Methods and Data Sources Used in Evaluating the Peché Island Summer Work Project.....	40
3.	Project Components.....	46
4.	Administrative Chronology.....	141

INTRODUCTION

School is an important social institution for adolescents. For many years their performance and work will be continuously evaluated and defined by teachers and the school system (Bachman et al., 1986): Due to the amount of time children spend in school during their formative years, it might be assumed that school has a profound impact upon their decisions about the future and, ultimately, upon their lives.

According to the Education Statistics of Ontario (1985), during the 1985-86 school term, 13.5% of students enrolled in high school left prior to the attainment of a diploma or certificate. In Ontario, the number of students who have dropped out of high school has risen from 60,791 in 1981-82, to 67,676 in 1983-84, to 73,201 in 1985-86. It appears that the majority of students drop out between grades 10 and 12, with the number of students dropping out increasing with each year spent in high school. For example, during the 1985-86 school term in Ontario, it was reported that 11.3% of males and 10.4% of females enrolled in grade 10 the year before did not return. Further, 14.7% of males and 14.3% of females enrolled in grade 11 did not return and 21.5% of males and 22.0% of females did not return to complete grade 12.

In Windsor, Ontario the dropout rate has virtually remained

the same during the last six years. That is, in 1980, 1097 students dropped out, 1161 students dropped out in 1984, and 1090 students dropped out in 1986. Dropout statistics in Windsor seem consistent with provincial trends. For example, the number of students who dropped out of high school increased as grade level increased, and the majority of students dropped out in grades 10, 11 and 12.

Students who drop out of school do so for a variety of reasons. Some researchers have focussed on the school itself as the main factor which influences drop out rates. For example, Poole (1984) stated that the organization and structure of secondary schools has been seriously questioned. More specifically, schools and school systems have been criticized in a number of areas such as: 1) failure to meet the developmental needs of students (Poole, 1983); 2) failure to teach basic academic skills (Johnson, 1980); and, 3) failure to prepare students for their roles as adults (Anderson, 1980). Other investigators have accused schools of perpetuating social inequities. For instance, Giroux (1983) stated that schools reproduce the very race, class and gender inequities that they strive and claim to undo. However, when one examines this issue, most researchers agree that organizational and structural issues impact upon a student's decision to drop out.

Another perspective suggests that personality characteristics contribute significantly to the decision to drop out of school. In this regard, researchers have concluded that

students may drop out as a result of a combination of factors and such factors are often interrelated. For example, Fine (1985) concluded that social and economic stresses experienced by students, school based factors, intrapsychic problems and group psychology may contribute to the decision to drop out.

There may be serious consequences for students who drop out of high school. According to McDonald and Wright (1987), the consequences of leaving high school without a diploma are usually devastating. Further, Rhodes, Duncan and Hall (1987) suggested there was a relationship between problems in school and delinquency. More specifically, dropouts are more likely to be in prison, to have multiple pregnancies and children, to be on welfare, unemployed or in 'dead-end' jobs, than are high school graduates (McDonald et al., 1987, p. 50). In Windsor, the unemployment rate for 15-24 year olds is 10.1%, while overall unemployment in Windsor is 9%, and unemployment in Ontario is 5.8% (Canada Employment and Immigration, personal communication, October 25, 1987).

School officials are becoming increasingly concerned with the incidence and consequences of dropping out of high school. Recently, the U.S. has implemented various programs that are aimed at students who are at-risk for dropping out. This emphasis on preventive intervention in the U.S. has emerged from the alarming reality that in 1980 the national average for dropping out was 25% (Benedict et al., 1987). In other words, one-quarter of the students enrolled did not complete high

school.

Prevention programs usually include one or more of the following components: academic tutoring; small teacher to student ratio; teachers who are trained in specialized teaching techniques and behaviour management; a focus on teaching basic academic skills; voluntary and mandatory vocational, educational, and personal counselling; and, community involvement (McDonald et al., 1987; Quinones, 1987; Slobogin et al., 1986). Slobogin et al., (1986) noted that it was imperative to assess the effectiveness of dropout prevention programs in order to determine which aspects of various programs most influence a potential dropout's decision to stay in school.

Statement of Purpose

During the summer of 1987, the Community Spirit of Windsor Committee, the Windsor Youth Employment Counselling Centre, the Ministry of Natural Resources and the Ministry of Skills Development undertook a project aimed at providing 14-16 year olds identified as at-risk for dropping out of high school an alternative to the 'summer street scene' (YECC/YECS Summer Jobs Project Proposal 1987). Envisioned as a pilot project, the Peche Island Summer Work Project paired at-risk students with non-risk students and provided them with employment and housing on Peche Island for the summer. There were four main components to the Project. These were: 1) work; 2) disruption;

3) discovery; and, 4) peer-pairing.

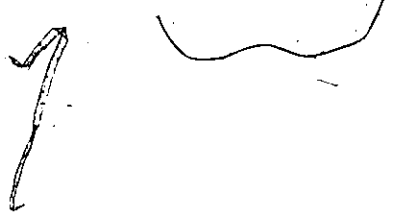
Briefly, the purpose of the work component was to provide the students with a meaningful work experience for the summer. The disruption component was meant to provide them with alternative uses of their free time. The discovery component focussed on exploring employment opportunities in the community through exposure to a cross section of the community. Finally, the peer-pairing was implemented to maximize positive peer influence. These components will be discussed in greater detail later on in this report.

The purpose of this research study was to evaluate the effectiveness of the Peche Island Summer Work Project. The emphasis was on assessing the impact of the work, disruption, discovery and peer-pairing components on both the high risk and non-risk students. Hopefully, the evaluation of the Peche Island Summer Work Project will provide useful information for future Project planning.

Rationale for the study. The majority of students drop out of high school between fifteen and seventeen years of age, and a substantial number leave school in grades 10 and 11 (Education Statistics of Ontario, 1985). Much of the literature suggests that those students who are at risk for dropping out are simply biding their time until they are 16 years of age. Therefore, the evaluation of the Peche Island Project has implications for an at-risk population in the area of preventive intervention. Specifically, the assessment of the provision of constructive

and appropriate free time activities, removal from the home environment, involvement in a meaningful work experience and peer-pairing will enhance social work knowledge in the area of prevention and intervention with potential dropouts.

Recently, there has been an effort to implement and evaluate dropout prevention strategies. Hopefully, this research will enhance previous research in this area. Finally, this evaluation has implications for the community at large, as students identified as 'problem-types' in school are often 'problem-types' in the community (Rhodes et al., 1987).



The Concepts

At-risk adolescents are 14-16 year old boys who, based on academic difficulties, chronic absenteeism and behavioral difficulties in school, have been identified by school personnel as potential dropouts.

Non-risk adolescents are 14-16 year old boys who are achieving in school, are not exhibiting behavioral problems, and who have been identified by school personnel as being a positive influence in the school system.

Disruption, for the purpose of this study, includes the removal of students from their home environments from Monday to Friday for two months and the provision of supervised recreational activities two nights a week.

Discovery is planned supervised outings two nights a week, during which the students explore various small businesses and other sites of interest in the community.

Peer-pairing is a therapeutic technique used to intensify a relationship for purposes of influencing it (Mervis, 1985).

Work experience is the participation in a supervised forty hour work week for two months to: 1) clean, maintain and develop Peche Island; and, 2) teach the students job skills.

REVIEW OF THE LITERATURE

Quinones (1986) suggested that the process of dropping out begins long before a student decides to leave school. The literature is replete with information on predictor variables that may identify a student as at-risk for dropping out. It appears, then, that schools and professionals may intervene prior to the student's decision to drop out.

In order to enhance an understanding of the process of dropping out and to develop knowledge in the area of preventive intervention with at-risk students, the literature review is divided into four sections. The first section will examine the reasons why students drop out, the characteristics of students who drop out and the consequences of dropping out. The second section will provide an overview of prevention programs for potential dropouts, including a summary of various aspects of successful programs and 'effective schools'. Section three will review peer-pairing as an intervention strategy. The Pêche Island Summer Work Project was basically modelled after three outdoor programs for youths, and the fourth section will briefly describe these programs.

The Causes, Characteristics and Consequences of Dropping Out of High School

As previously mentioned, there are a number of reasons for dropping out of school: 1) social and economic factors; 2) school based factors; 3) personality characteristics; 4) familial factors; and, (5) peer group factors. The first subsection of this literature review will examine each of the aforementioned factors. Although they will be discussed separately, it is understood that there is an interrelationship between all factors, and often a combination of one or more contributes to the decision to drop out.

Social and economic factors. Hill (1979) perceived dropping out from an economic perspective. He suggested that different investments in school by individuals may be expressed in a demand-supply framework. In other words, the underlying assumption of investment in this context was that there will be a return for a particular level of achievement, and that one will, in fact, achieve. Thus, the probability of dropping out depends upon 'capacity' (demand) and 'opportunity' (supply) factors. (p. 6). Capacity is inherited and, also, determined by the quality of the school and the curriculum and, opportunity primarily reflects the socioeconomic background of the student. He suggested that capacity and opportunity are interdependent, and that students with the greater opportunities may have the greater capacities to benefit from formal schooling and consequently will not drop out.

Fine (1985) examined dropping out within a social and economic context. She asserted that dropping out of school was considered a problem only if one assumed that remaining and achieving in school would be beneficial. For example, many lower income students may not feel that obtaining a high school degree will result in their social mobility. In fact, many lower income students do not perceive that a high school degree will even help them in obtaining a good job.

In investigating the social and economic issues related to dropping out, Webb (1987) examined the changing nature of the work place. He stated that twenty years ago a high school diploma ensured a decent living in industry-related employment as a blue collar worker. Further, the economy has now shifted from an industrial base to an information base and many blue collar jobs have disappeared. A tighter economy, higher rates of unemployment, lay-offs, job loss and inflation all provide students with good reasons to be suspect about the importance of obtaining a high school degree.

Issues related to dropping out also affect the economic and social structure of society. For example, dropping out impacts upon the readiness of the work force for entering the economic marketplace and creates other more direct costs for society. People who do not complete high school seem overrepresented in correctional settings and public assistance programs and, generally, have higher rates of unemployment (Peck et al., 1987, p. 3). While the social and economic climate may impact upon the

decision to drop out, there is another body of research which suggests that the school structure is the primary reason for dropping out.

School based factors. Some dropouts complain that school seems irrelevant to them. Also, some find no relationship between what they learn in school and the "real" world (Benedict et al., 1987). According to the National Center for Educational Statistics (U.S.A., 1982) students left school for the following reasons: 1) "school was not for me"; 2) "poor grades"; 3) "offered a job" or "chose to work"; 4) "didn't get along with teachers"; 5) "expelled or suspended"; 6) "getting married"; or, 7) "were pregnant". "School was not for me" was the primary reason students gave for dropping out (Fine, 1985, p. 46).

Dropouts have described classrooms as organized around control, the authority of the teacher, and competition (Fine, 1985). However, similar to other researchers, Fine has suggested that often students want to finish high school, and they believe that a high school diploma is important. Regardless, school policies and practices do contribute significantly to the decision to drop out.

Wehlage and Rutter (1986) supported Fine's findings. These authors suggested that school policies and practices which impacted negatively on a potential dropout should be examined. For example, they found that many of the students surveyed believed in the importance of a high school diploma, planned to graduate from high school, and wanted to continue their education

after graduation. Yet, something undermined and discouraged these expectations (p. 6). They suggested that the ways in which schools categorize students may be a contributing factor. More individual emphasis and attention that encouraged all students to pursue their educational aspirations may provide greater insight into curtailing this phenomena (Wehlage et al., 1986).

Further, the findings of Wehlage et al. (1986) indicated some problems with the way in which students, both those who remain in school and those who drop out, perceive school. For instance, many view discipline as unfair and ineffective and perceive that their teachers are not interested in them. Fine (1985) suggested that lack of teacher interest is a symptom of the disempowerment felt by some teachers. She also indicated teachers who feel this way think that no one is interested in their curriculum or classroom work, and inadvertently the teachers, in turn, belittle the school system.

In addition, Fine (1985) stated that parents and students, as well as teachers, may also experience this sense of disempowerment. She stated that parents are often alienated, frightened and uninformed of their rights (p. 45). Parents are often afraid of the system and, therefore, may avoid any dealings with it. They may, in turn, feel that school personnel are not listening to them. Further, Svec (1986) suggested that schools may discriminate against those students whose parents are not involved, and, unfortunately, uninvolved parents may contribute to dropping out.

At the National Center on Effective Secondary Schools on the campus of the University of Wisconsin, researchers reported that it is the school's response to a student who is experiencing problems that may contribute to dropping out (Peck et al., 1987). Budget cutbacks may mean schools often do not have the resources to deal with the problem of dropping out (Trombly, 1986).

In another study, Poole (1984) surveyed high school students to determine the type of schools adolescents would like to attend. The following is a brief summary of the results of this study. First, students expected rules and discipline, but questioned dogmatic authoritarianism. They wanted to have a say in the decision making process, especially in areas directly related to them. They stressed a need for greater subject diversification and more attention to practical experience and vocational relevance. Also, they stated they wanted more say in the selection of their subjects, and their subjects should be related more to their needs in becoming members of the work force. Two aspects of teacher behaviour were seen as important in this context: 1) teacher competence (qualification, experience, knowledge of subject, management of class); and, 2) teacher communication skills (helpfulness and understanding, approachability, student-teacher relationship (p. 452).

Finally, students envisioned the school as a resource centre for learning and leisure, and stressed a need for both personal and vocational counselling (p. 454). It is interesting to note that several of the areas addressed by the students in the

previously noted study are areas that have been identified as school related factors associated with the decision to drop out.

It also appears important to examine the structure of the school system and various elements within it as a way to understand the incidence of dropping out. Inadequate instruction, irrelevant curriculum that does not relate to the culture of the students in school, teachers who are not prepared, inadequate facilities, high student-teacher ratios, the inequitable allocation of resources for textbooks and supplies, and inadequate resources for curriculum and staff development all affect dropout rates (State Education Department, 1986). Yet another focus of research on dropping out indicates there are some common characteristics of those students who have dropped out, or who are at-risk for dropping out.

Personal characteristics. Svec (1986) suggested that students who drop out of high school may have lower self concepts than those students who do not drop out. Peck et al. (1987) found that self concept and perceptions of locus of control are determining factors in the decision to drop out. Stein and Catterall (1985) found that at-risk students had an externalised locus of control, and perceived they had little control over their lives or future. These students were less likely to perceive that they were popular with other students, to feel that other students viewed them as good students, as athletes, or as important, and were more likely to perceive that other students viewed them as troublemakers (p. 7). The State Education

Department (1986) cited marriage, pregnancy, alcohol and child abuse as student attributes that increase the likelihood of dropping out.

Generally, dropouts are students who are having academic difficulties (Quinones, 1986; Sosa, 1986). They tend to have lower grade point averages and lower verbal and math achievement scores (Cipollone, 1986; Ekstrom et al., 1986; Wehlage et al., 1986). In the Detroit Early School Leavers Project (1986) failing grades was cited as one of the major reasons for leaving school.

Conrath (1986) profiled at-risk students as 'defeated learners'. He suggested that their lack of skill and educational development led to feeling that they were dumb. Since they perceive that nothing can be done about their 'dumbness', they might as well give up. Conrath (1986) suggested that many of these at-risk students are 'out of sync' with teaching styles. These students are usually practical learners who learn best through experiential and practical application. However, classrooms are not generally conducive to and, therefore, do not facilitate, this learning style.

Finally, dropouts are more likely to have an extended history of discipline problems, the most frequent being lateness and absenteeism (Ekstrom et al., 1986; Wehlage et al., 1986). Sosa (1986) cited chronic absenteeism and behavioral difficulties at school as two of the most common characteristics of dropouts.

Family factors. Family factors are often emphasized when

citing the reasons why students drop out. While many studies suggest that single parent households are a contributing factor, Conrath (1986) questioned this assumption. He stated that the quality of parenting was the important variable. In other words, many single parents may provide strong role models, while two parent households may be weak and emotionally tenuous.

O'Connor (1985) stated that an unsatisfactory relationship with family characterizes most dropouts and he cited a lack of family cohesion as creating a sense of insecurity for some students. It is interesting to note that after the completion of a task force study into dropping out in Detroit, Poulous (1986) found that, generally, the students got along well with their parents. In fact, their parents tried to convince the students to stay in school and were considered to be the strongest opposing force to dropping out.

Another common characteristic of families of dropouts is low socioeconomic status (DePauw 1987; Combs et al., 1968). O'Connor (1985) stated that dropping out decreased as socioeconomic status increased. A longitudinal study by the National Center for Educational Statistics (U.S.A.) confirmed that a disproportionate number of students came from low income families. Wagner (1984) examined the socioeconomic background of dropouts, and identified four categories of reasons why poorer students drop out. First, poorer students take jobs to supplement the family income. Second, poorer students drop out because they cannot compete materially with other students as

there is pressure to dress a certain way, participate in extra-curricular activities and purchase school supplies.

The third reason cited was that poorer students perceive the school curriculum as irrelevant to them, as most of the courses are geared to students who speak 'proper' English and plan on going to college. Fourth, Wagner cited parents' lack of educational aspirations for their children as contributing to the decision to drop out. Further, support for educational success in these families was usually low (Peck et al., 1987). As well, Conrath (1986) stated that parents of dropouts often possess the same characteristics of at-risk students: low skilled; low self confidence; distrustful of institutions; avoidance; and, suspicious of the future. Overall, social and economic issues seem to interact with family and individual factors to influence the decision to drop out.

Peer factors. There is a paucity of literature related to how peers influence the decision to drop out. Although students who drop out are more likely to have siblings who have dropped out, in the Detroit Early School Leavers Project (1986), peer group influence on at-risk students was a more significant factor than if siblings had left school. In this Project, the major peer-related factors cited by dropouts were that friends were dropping out, and they were unable to get along with other students.

Some researchers have found that the profile of the dropout, and their typical attitudinal, behavioral and educational

characteristics may be recognized as early as the third grade (Hammock, 1986). Catterall (1986) challenged researchers to produce longitudinal studies to determine the relevance of this contention. He suggested that most research focussed on the relationship between school, individual and economic factors and the decision to drop out. There appears to be agreement that there is an interaction of several factors and processes at play in the lives of those who drop out. He stated there is a need to examine dropping out as a process, and this is supported by the abundance of literature that states the potential for dropping out can be identified early in a student's school years.

The Process of Dropping Out

The State Education Department (1986) suggested that in the primary grades, school problems have already manifested in school failure, a negative attitude toward school and a poor self-image. By the middle years of elementary school, school problems are exacerbated by the physical and emotional changes associated with the onset of adolescence. Thus, by the time a student reaches high school, negative school experiences are deeply rooted and numerous. Negative school experiences, together with their personal lives and problems, lead students to the decision to drop out.

Wehlage et al. (1986) concur that the drop out process is cumulative in nature. For these authors, it begins with student alienation as a result of the interaction of school based factors and personal characteristics. They suggested that students may

reject school, because they perceive that they have been rejected by the institution. In this regard, the process begins with discipline problems and negative messages about academics, and these messages develop into real problems such as poor grades and absenteeism.

Spady (1970), Tinto (1975) and Bean & Metzner (1985) have developed a model that examined a process of dropping out that is built upon Durkheim's (1961) conceptions of the conditions under which individuals reject society through suicide. In their 'college attrition model', the school is divided into two subsystems: the academic subsystem; and, the social subsystem. Catterall (1986) translated this model into a framework for understanding dropping out of high school.

Integration into the academic and social life of the school contributes to student allegiance to the central goals and values of the school....These commitments contribute in turn to academic performance and social interactions....Early success in school may forge commitments. Early commitments may lead to achievement and quality human interactions; these result in academic and social integration; stronger commitments to academic goals and school behavioral norms follow in turn. And the decision of interest to us -- dropping out -- becomes unlikely (p. 8).

This model concurs with other investigations on dropping out - which suggest that personal characteristics, family background including innate student ability, and the larger social system influence the decision to drop out.

The Consequences of Dropping Out

Cohen (1955) suggested that school failure triggers delinquency. Roff (1986) in his research into predicting

delinquency, relied on teacher ratings for two of three predictor variables. He used the following early indicators of delinquency: stealing in school; stealing in the community; trouble with the law; running away from home; and, lying and truancy (p. 615). Loeber et al. (1983) concluded there were three promising predictors of delinquency: 1) family management problems; 2) child's early conduct problems; and, 3) child's poor academic performance.

Rhodes et al. (1987) stated that a delinquent lifestyle may first manifest in poor school performance, both academically and behaviorally. They asserted that individuals follow a 'pattern of progressive deterioration' which lead them to make serious mistakes that may lead them into school problems, expulsion and/or dropping out, delinquency, crime and chronic unemployment due to inadequate education and lack of work skills (p. 274). In this context, students who drop out of school may well be on the way to a delinquent lifestyle and its consequences.

Prevention Programs for At-Risk Students

McDonald et al. (1987) reviewed a prevention program that began as soon as students entered high school. D. N. Hix in Oxford, North Carolina is a unique school which offers only grade nine. Based on the premise that adjustment to high school is a major milestone for all students, the principal implemented a program called the 'Meaningful Other Person' program. Upon admission to the school, each student is assigned to a teacher (a meaningful other person). This provided the students with a

contact person who is readily available, gets to know the individual students they are assigned and, hopefully, becomes sensitive to the individual needs of the students. The authors suggested that the program was successful as it provided positive adult role models for young people, helped the students set concrete and realistic goals, and 'nobody [students] was lost in the shuffle' (p.368).

In another program in the Springfield School District in Illinois, staff expressed concerns about at-risk students in their high school. They began to develop a program for these students, and are still in the process of defining the program components. However, currently, there are two main components to the program: 1) prevention and intervention (depending upon the student's grade level when the program is deemed necessary or useful); and, 2) mainstreaming. The goal of the latter is to reach the student in the regular classroom rather than in alternative educational settings such as segregated, specialized classes (DePauw, 1987).

There appears to be some disagreement in the literature on the merits of mainstreaming in this context. For example, Slobogin et al. (1986) recommended segregating at-risk students into 'mini-schools'. They stated that segregation may create more favorable learning conditions by training staff in special teaching techniques, smaller student to staff ratios, and modified curricula (p. 7).

Peck et al. (1987) surveyed several programs for dropouts

and gleaned several characteristics common to the most effective programs. They found that the most important characteristic was the quality of the staff. 'Quality staff' had a genuine regard for the students, and a strong belief that these students can learn. These teachers also had a strong commitment to a student-centered approach and actively involved students in the learning process in an innovative way. Other key aspects of these programs were that the teacher consciously made the learning atmosphere a warm, comfortable, home-like climate in which students' insecurity was alleviated, they perceived a sense of belonging, and were able to learn at their own pace (p. 21).

Recently, there is a trend toward understanding the variables that may create an 'effective school'. 'Effective schools' tend to have lower drop out rates and students who seem to be generally happier with their schools. Several studies revealed the following characteristics of an effective school:

- 1) positive school climate;
- 2) the existence of a collaborative planning process;
- 3) clear academic goals;
- 4) clearly defined curricula;
- 5) monitoring of student progress;
- 6) an ongoing concern for improving the effectiveness of teachers and staff;
- 7) administrative leadership;
- 8) parents and community involvement;
- 9) opportunities for student responsibility and participation;
- 10) rewards and incentives for student achievement;
- 11) order and discipline;
- 12) immediate intervention with students who are experiencing difficulties;
- and, 13) high expectations (Peck et al., 1987; Webb, 1987;

Quinones, 1986; Slobogin et al., 1986; State Department of Education, 1986).

Peck et al. (1987) recommended several ways in which a school may begin to work toward becoming more effective. These include: 1) needs assessment and planning efforts should be broadly based; 2) prevention efforts should include all levels from kindergarten to grade 12, with an emphasis on early intervention; 3) organizational variables, policies and procedures affecting the school's ability to meet the needs of high risk students should be revised; 4) schools should reassess the relevance of all their educational programs; 5) programs should continually expand their networking capacity; 6) staff should be carefully selected; 7) ongoing staff development should be built into the school's programs; and, 8) ongoing program evaluation and feedback should be built in as an integral component of the school's program.

An increasingly common component in prevention programs is the use of peer tutors or peer case managers. The rationale for the inclusion of this component is adolescents' orientation toward their peers. Sebald (1986) suggested that two groups influence adolescents' orientations in life, as well as their personalities: the family; and, the peer group. He found that in 'future-oriented situations' adolescents rely on their parents' wishes and in 'present-oriented situations', more on peers' wishes (p. 6). Friedrich et al. (1985) stated that the influence of peer pressure has long been recognized and has been

used successfully in programs such as Alcoholics Anonymous, Gamblers Anonymous, Weight Watchers and others. The next section of this literature review will continue to develop the concept of peer pairing as a therapeutic intervention with adolescents.

Peer Pairing

Samuels and Samuels (1975) suggested that students may not be trained in counselling approaches, but they do know how to talk to their peers. De Rosenroll and Moyer (1983) stated that it is normal for adolescents to look to their peers for support, advice and guidance. In fact, they are often mistrustful, defensive and sensitive to the other helping people in their lives. As a result, adolescents consistently seek out each other for help more than seeking help from the combined total of parents, counsellors and other helpers.

In Blandesburg High School in Maryland, a peer counselling program was implemented in response to a high suicide and drug abuse rate among students. The program, and peer counselling, were aimed at helping students deal with interpersonal problems as well as problems at home and at school. The literature suggested that peer counsellors may effectively help with social and personal problems.

At the Fort Lee Middle School in Fort Lee, Texas, it was observed that several students were falling behind academically and were exhibiting behavioral problems. These students did not meet the criteria for placement in special education classes and were not taking advantage of the school's ancillary services.

In short, they had motivational and attitudinal problems which interfered with their learning. Academic testing revealed they were developing profiles similar to delinquents or drug abusers.

The school developed the Peer Intervention Network Program which was based on three principles: 1) emphasis on the here and now, assumptions of personal responsibilities, and awareness of obstacles to personal growth; 2) the idea that a peer group network would precipitate awareness of a crisis in their lives, and highlight the need to make some improvements; and, 3) the power of peer influence on change and growth (Kehayan, 1983, p. 2). The emphasis of the program was that the students acted as resources to each other and assumed three different types of roles in the group: 'the Expert'; 'the Shadow'; and, 'the Consultant'. The following is a brief summary of the group process.

At the beginning of the group, each student is asked to identify their area of expertise (for example, spelling). A "pool" of expertise is created and distributed to each member. If there are not enough experts in the group, the members must go outside the group until all subject areas are covered. Next, each member of the group must choose a Shadow from the group. The Shadow, with his or her partner develops a plan of action aimed at increasing the partner's academic progress. In essence, the Shadow becomes an alter ego, keeping up with all assignments. Finally, a Consultant role emerges later in the group after members' grades improve to the point that according to specific

guidelines and criteria, they no longer need a Shadow (Kehayan, 1983).

According to Kehayan (1983) the results of the group were encouraging. The overall grade point mean average rose from 1.0 to 2.0, and the average promotion rate was 80%. Finally, follow up revealed that these members were more active in peer support programs in various schools, and they seemed to have developed a 'helping ethic' (p. 7).

In another program, Rhodes et al. (1987) used peer counselling in their work with juvenile delinquents in the school system. Twelve students were chosen to participate in the project. Six of the students had successfully completed the training required for peer counsellors, were receiving excellent grades, were active student leaders and were volunteers in extracurricular activities. The other six students were identified as extreme disciplinary problems in the school and in the community, and their school performance was progressively deteriorating.

At the beginning of the project, the peer counsellors found that they were intimidated by the six juvenile delinquents, and it was quickly discovered that a ratio of 1:1 was not effective. The program staff realized that the peer counselling was more effective if the number of peer counsellors present was higher than the number of disciplinary problem students. As well, when this ratio was altered as such, the peer counsellors were less intimidated and the disciplinary problem students were more open

to ideas and suggestions by the peer counsellors. de Rosenrall and Moyer (1983) would suggest that one of the problems with the group described above was the lack of heterogeneity. They recommended that the more heterogeneous the group the better. Thus, there may have been more success if the group had been more heterogeneous. Perhaps, a more effective group might have been comprised of average students, model students and problem students.

Model Programs for the Peche Island Project

The Project planners had information about three outdoor work programs: 1) the Work Orientation Workshop; 2) the Junior Forest Ranger Program; and, 3) Camp Vanderbilt. They extracted various components of each of these programs, and attempted to integrate them into the Peche Island Summer Work Project. These programs are briefly described below; however, the description is confined to only those aspects of the various programs that are most relevant to the Peche Island Project.

Work Orientation Workshop

The Work Orientation Workshop (hereafter referred to as WOW) is a program offered through Employment and Immigration Canada. The objective of WOW is to provide potential early school leavers, who have the capacity to finish high school, with a developmental learning experience by which they can test and decide upon their future labour market participation. In essence, the program provides students with an orientation about the demands of the labour market, so that they will have this

orientation before they decide to discontinue their education (WOW Sponsor's Handbook, 1986, p. 1). WOW is implemented in partnership with businesses, business associations, non-profit community organizations, local boards of education, social service agencies, municipalities and provincial agencies.

There are three main components to WOW: 1) workshops; 2) work experience; and, 3) personal planning seminars. The workshops are from two to four weeks and emphasize life skills, communication skills, financial management and future employment needs planning. Activities during this phase can take a variety of forms: guest speakers; field trips to large and small industries; and, overnight camping trips or recreational activities aimed at developing peer group working relations.

The second component of the program, the work experience, is a four to six week on-the-job training. The participants are paid minimum wage, and the objective of this phase to develop an awareness of the demands of the work place, to identify and develop good working habits and attitudes and develop awareness of current skills in relation to jobs they may wish to pursue. The personal planning seminar is a one day planned event during which participants summarize what they have learned about the work world, their employment goals and how these goals might be attained (WOW Sponsor's Handbook, p. 4).

If a student drops out of the WOW program during the first or second week of the workshop he or she is replaced, depending on the progress achieved by the other participants. After that

period, the participant is not replaced. This regulation ensures that the dynamics of the workshop are not disrupted.

Obviously, the selection process for students and staff is crucial to the success of the program. Care is taken to ensure the selection of appropriate participants. Staff must have an understanding of youth problems and issues and must have the ability to provide dynamic, stimulating workshops and to establish a good working rapport with the students (WOW Sponsor's Handbook, p. 2). The staff are hired well in advance to ensure the organization of the program.

The Junior Forest Ranger Program

The Junior Forest Ranger Program (hereafter referred to as JFR) provides a work experience for boys and girls who are 17 years of age. There are three components to the program: 1) work experience; 2) recreation; and, 3) education. Applicant selection is on a first come, first serve basis.

The adolescents live away from home for the summer in a work camp-like setting and are employed with the Ministry of Natural Resources in a variety of work activities: forest management; park development and maintenance; trail and canoe route development; and, maintenance; etc. No more than 10% of the work week is spent on 'menial' tasks, and 15% of the work week is spent on education and organized recreation. The recreational program provides for both free time and organized activities. The educational program includes a combination of lectures, organized tours and on-the-job training.

The JFR program consists of two tiers, a Level I Junior Ranger, and a Level II Junior Ranger. The Junior Range I receives \$15.00 per day based on a six day work week plus room and board. Junior Ranger II's receive different salaries depending on whether or not they supply their own room and board or the Ministry of Natural Resources supplies room and board.

To qualify for a Junior Ranger II, the applicants must have been a graduate of the previous year's JFR program or a sub-foreman in the previous year. They must have had a good performance appraisal, and have been recommended for re-hiring. If they are out of high school, they must be enrolled in a related course of study.

Supervisory staff are hired well in advance and given orientation to the camp in the areas of JFR objectives, disciplinary methods, camp policies and procedures, etc. Finally, like the WOW program, adolescents who leave or are asked to leave, are only replaced during the first week.

Camp Vanderbilt

Camp Vanderbilt is sponsored by the Department of Natural Resources, State of Michigan and is a live-in work-oriented program for 18-25 year olds who have been unemployed for one year. The program focusses on improving self-esteem, self-respect, team work, communication skills, work habits, the development of a good work ethic, money management and respect for organizational structure. The official purpose of the program is to conserve, improve and develop Michigan's natural

resources and to enhance, preserve and maintain public lands and waters through the employment of residents of Michigan in work training programs and to provide a work experience that will increase the likelihood of future employment for the members (Department of Natural Resources, Michigan, USA).

Camp Vanderbilt, like the other programs, offers a three-pronged program: 1) work; 2) education; and, 3) recreation. The work experience consists of the development of local forest areas. The educational component includes the encouragement of the members to attend formal education outside the camp, and includes guest speakers and discussions. Recreation activities include billiards, games, karate classes, concerts and events in Detroit, etc.

The camp is based on a level system, a system of rewards for positive behaviour. Increased privileges are given to those members who show motivation, initiative and a desire to improve oneself. If they prove they can handle increased responsibility, the members are given added privileges.

Members are paid minimum wage, work an eight hour day, Monday to Friday, and are provided with much structure during the week. There are rules and expectations that regulate such things as personal behaviour and appearance, use of camp facilities, etc. Each member is provided with a handbook that outlines camp policies and procedures.

Summary

The previous literature review examined the following areas: 1) factors related to dropping out of high school; 2) various aspects of prevention and intervention programs for drop outs and the aspects of effective schools; 3) peer pairing as a therapeutic intervention technique with adolescents; and, 4) programs that provided the models for the development of the Peche Island Summer Work Project.

An examination of the literature on dropping out revealed that the decision to drop out of school is a cumulative process based on the interaction of social and economic climate, school based factors, family background, individual student factors and peer group factors. There is some disagreement between researchers about the extent or degree of the influence of each factor; however, there is agreement about the fact that dropping out is a cumulative process influenced by several factors.

Cook and Alexander (1980) found that socioeconomic status is the single most powerful predictor of educational attainment among measures available in the early years. Some researchers have found that poor academic performance and truancy were considered to be accurate predictors of who will, and will not, drop out of high school. According to Titone (1981) 90% of high school dropouts have failed at least once and 60% have failed twice. Other studies found that low reading and math scores are also accurate predictors (Hirano-Nakanishi, 1982; Anderson, 1974). Behavioral characteristics may also increase the accuracy

of prediction. Absences, disciplinary referrals, suspensions and number of classes cut may also predict high school outcomes (Slobogin et al., 1986, p. 6).

In the review of dropout prevention programs, the emphasis was on the importance of offering a wide range of services to at-risk students (Quinones, 1986). Slobogin et al. (1986), in their evaluation of certain prevention programs suggested several features that contribute to the success of those programs: the selection and assignment of quality staff; a high level of staff communication; a sense of identity and program ownership by students and staff; and, a high level of support from school administrators (p. 6).

The examination of the use of peer pairing revealed that the concept has been developing for several years. Evaluation of peer pairing has indicated how influential this type of intervention has been in helping students achieve both academic and social goals (Jenkins and Jenkins, 1987). Sosa (1986) found that peer tutoring and peer pairing in the school system resulted in significant academic gains, and the benefits of tutoring affected personal and social realms. Improved self-concept and increased cooperation were two benefits of peer counselling which were noted.

Regardless of the type of prevention program that is implemented with students who are at-risk for dropping out of school, evaluation of these programs is essential. In fact, ongoing program evaluation and feedback should be an integral

component of all programs. Thus, programs should be based on measurable outcome objectives with mechanisms for ongoing feedback (Peck et al., 1987, p. 32). It is important to assess what effect a program is having and which practices are most successful in addressing the problem of dropping out (Slobogin et al., 1986, p. 9).

METHOD

The purpose of this program evaluation was to assess the effectiveness of the Peche Island Summer Work Project. The results of this study will be used for a number of purposes: (1) management and administration; (2) to assess the appropriateness of program changes; (3) to identify ways to improve the service delivery of the funding group (Rossi et al., 1985, p. 38). This study will attempt to determine if the goals and objectives of the Project were achieved and will offer recommendations for future program planning.

Research Design

Both formative and summative evaluation provided a comprehensive framework for this study. According to Cayer and Perry (1988), formative information focuses upon how the program functions - not whether the goals are met, but what is done to attempt to meet them. The formative evaluation for this study focussed upon the process of how the Project unfolded, and provided a context in which to study the Project. Documentation of the processes and procedures employed to implement the Project and achieve its goals provided the descriptive aspect of the evaluation.

The administrative chronology provided the basis for the formative aspect of the study. The administrative chronology has

two purposes: 1) it provides the history of the program's growth and development; and, 2) it builds in the potential for other programs to generalize (Holosko, 1987, p. 282). The administrative chronology provided an overview of the major developmental events of the Project.

The summative evaluation provided an assessment of the effectiveness of the Project. In order to determine the effectiveness of the Project, client baseline data was utilized. Client baseline data included: 1) socio-demographic or background data; 2) program specific data; and, 3) program goal data (Holosko, 1987).

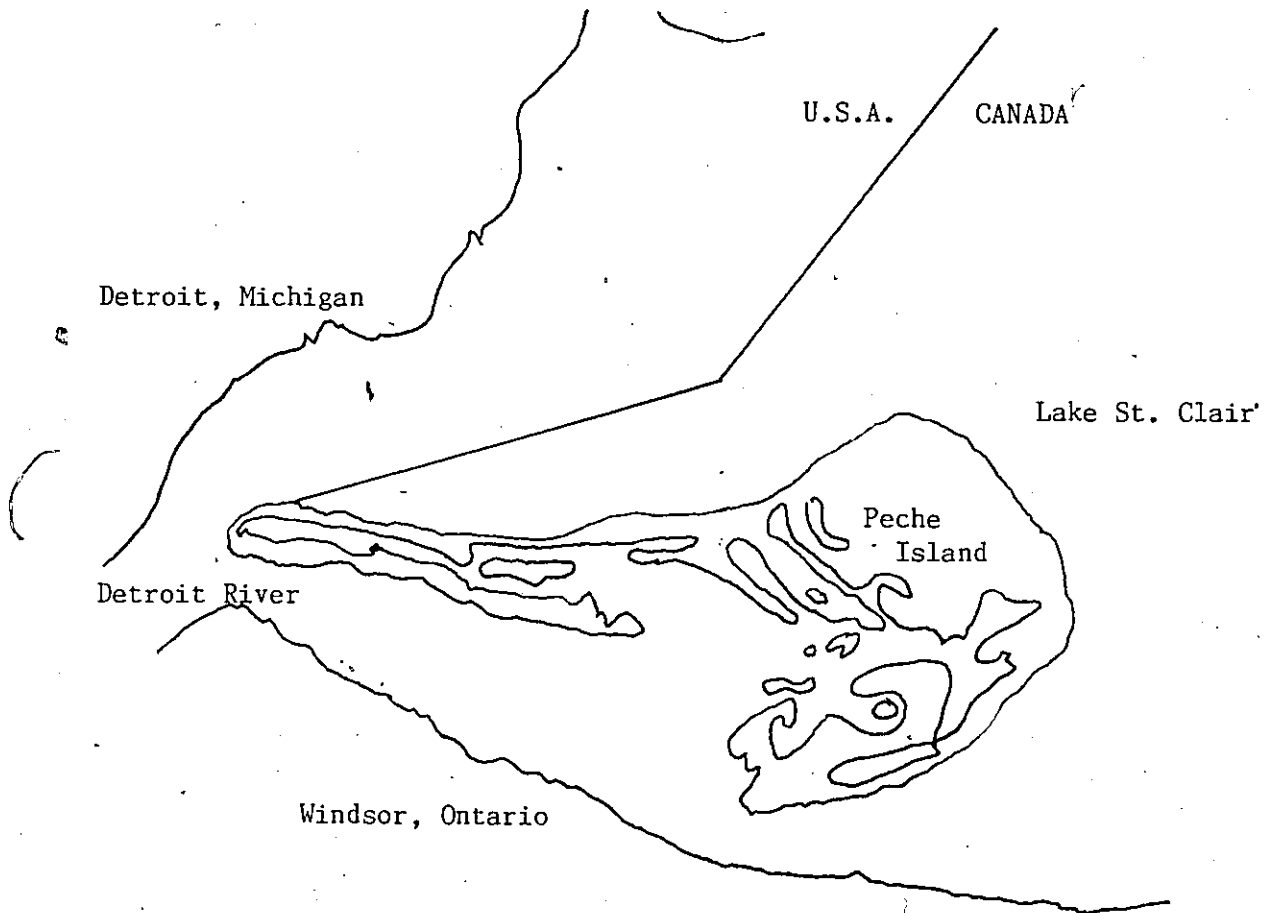
The following background data was obtained: name, age, grade, high school and school status (at-risk or not-at-risk). Program specific data is additional descriptive level data specific to the program and services provided (Holosko, 1987). The following program specific data was gathered: attitude toward school and education; attitude toward teacher and authority; previous and presenting school problems; and, motivation for school and work. Program goal data is related to the overall goals of the program. There were four overall goals of the Project; each goal was related to a component of the Project (e.g. work, disruption, discovery and peer-pairing).

Finally, this study employed an after-intervention or post-hoc measurement of outcome. Quantitative-descriptive data about the adolescents', educators', staff and parents' perception of the effectiveness of the Project was obtained in this regard.

The Setting

Peche Island provided the setting for the Project (see Figure 1).

Figure 1



Peche Island was acquired by the Ministry of Natural Resources in 1970, and legislated as a Provincial Park in 1973. The Island is surrounded by Lake St. Clair (on the east shore), and the Detroit River. The Island is 352 acres, which includes

the mainland property next to T.J's Restaurant on Riverside Drive in Windsor.

The 352 acres is comprised of 452 metres of beach, 5.7 kilometers of interior canals, 5.6 kilometers of footpaths, four footbridges, a large grassy area with 400 yards of frontage on the canal, and seven buildings. Ninety percent of the Island is forested, primarily with maples, mulberry, Kentucky coffee trees, dogwood and oak. The building complex is located on the southeastern shore of the Island. As previously mentioned, there are seven buildings on the Island including a kitchen, dorms, a maintenance area and an office (personal communication, Chuck Fawdry, Assistant Superintendant of Wheatley Provincial Park, July 1, 1988).

The students who participated in the study were from the Windsor-Essex County region, including the city of Windsor and the towns of Essex and Tecumseh. Windsor is located in Essex County and is situated on an agricultural peninsula on the Detroit River, between Lake Erie and Lake St. Clair. Windsor includes the towns of Tecumseh, Essex, Belle River, the village of St. Clair Beach, and the townships of Sandwich West, Sandwich South; Maidstone, Colchester North and Rochester.

Essex County has a total population of 316,362. The population of the city of Windsor is 193,111; the population of the towns of Essex and Tecumseh are 6,134 and 7,731 respectively. Windsor is Canada's southernmost city and is an international border between Canada and the United States.

Windsor is Canada's fifth largest manufacturing centre, primarily due to the auto industry. Chrysler, Ford and General Motors all have plants in Windsor. Chrysler has head offices in Windsor and is the largest employer. The auto industry sets the wage and employment patterns for the area (Marsh, 1985).

There is also considerable employment in construction, trade and service industries. Much of the food and beverage industry consists of processing local farm products. Finally, Windsor is the fourth-ranked tourist and convention centre in Ontario (Marsh, 1985).

The Sample Source and Data Collection Methods

Figure 2 presents the data sources and data collection methods used in this study. Information about the various program components was obtained from a combination of data sources.

Figure 2

Evaluation Methods & Data Sources Used in Evaluating the Peche
Island Summer Work Project

Data Sources	Methods Used (*)	Sample Sizes
1. Project Records	1. process evaluation	
	2. administrative chronology	N/A
2. Students	1. face-to-face interviews(*A)	
	2. process and outcome evaluation	n=19
3. Parents	1. face-to-face interviews(*B)	
	2. process and outcome evaluation	n=18
4. School Personnel	1. mailed questionnaire(*C)	
	2. process and outcome evaluation	n=20
5. Project Staff	1. mailed questionnaire(*D)	
	2. process and outcome evaluation	n=10

Note. (*) - correspond to Appendices A-D.

The Procedure

The Project records were obtained from the YECC office in October 1987. The administrative chronology was completed from data obtained from these records as well as from discussions with Project planners and staff. The names, addresses and phone

numbers of the students who participated in the Project were obtained from the Project records. Of the 30 students who participated, only those who had been in the Project two weeks or longer were chosen to participate in the study. Availability sampling was used to locate those students who had moved or could not be reached by phone.

In March 1988, the evaluator contacted each student and his parent(s) to acquaint them with the evaluation process and inform them that they would be contacted at a future date to arrange personal interviews. One student and two parents did not participate in the study, therefore, nineteen students and eighteen parents were interviewed. Personal interviews were conducted during a one month period from the middle of May 1988 to mid-June 1988. Parent(s) and students were assured that the information collected would be confidential, and used in group form only.

The students were from ten schools in the Windsor-Essex County area: 1) Brennan Secondary School; 2) Herman Secondary School; 3) Lowe Secondary School; 4) Western Secondary School; 5) William Hands Secondary School; 6) Walkerville Secondary School; 7) Shawnee Secondary School; 8) St. Anne's Secondary School; 9) Catholic Central Secondary School; and, 10) Holy Names Secondary School.

The names of the schools that the students were attending and a contact person in the guidance offices were obtained from the Project records. The evaluator called the schools in January

1988 to inform them of the evaluation and arrange for a contact person who would assume responsibility to ensure completion of the questionnaires.

Except for one, all the questionnaires were mailed to the schools at the end of February 1988. An attached cover letter outlining the study purpose and assuring confidentiality was enclosed (see Appendix C). A stamped self-addressed envelope (with the evaluator's personal address as the return address) was mailed with each questionnaire. There was no address, phone number or school listed for one student. This student was not located until the beginning of June 1988 and the final questionnaire was hand-delivered to the school on June 8, 1988.

The questionnaire for the Project staff was designed in mid-June, after the students, parents and school personnel questionnaires were completed. These questionnaires were mailed on July 1, 1988. Again, a cover letter and self-addressed stamped envelopes were enclosed (see Appendix D).

The Instruments

There were four questionnaires designed for this evaluation. Each questionnaire gathered information about the Project and the students' school status. The questionnaire for the school personnel solicited primarily school-related information; the questionnaire for the staff solicited primarily Project-related information. The questionnaires completed by the students and their parents amassed both school-related and Project-related information (for a more comprehensive examination of the

instruments used to evaluate the Project, see Appendices A-D).

PROJECT DESCRIPTION

In the Spring of 1987, the Youth Employment Counselling Centre (YECC) through the initiative of the Community Spirit of Windsor, Committee (CSW) applied to the Ministry of Skills Development (MSD) for funding for a unique summer work program for adolescents in Windsor, Ontario. The proposal that was submitted outlined a live-in work project on Peche Island for an equal number of adolescents who were identified as being at-risk and not-at-risk for dropping out of high school. It was proposed that these adolescents live on the Island five days each week and be supervised by two staff from the Ministry of Natural Resources (MNR) during the work day. The Project was approved for funding by the MSD on May 26, 1987, and was granted \$30,403.00 for an eight week project.

In order to accommodate the Project into its mandate, the MNR accepted the Peche Island Summer Work Project into its volunteer program, thereby granting both the Project and its participants volunteer status with the Ministry. The Director and Assistant Director of the YECC agreed to remain closely involved with the Project. There were, then, four official organizations involved in the Project: The Ministry of Skills Development; the Ministry of Natural Resources; the Youth Employment Counselling Centre; and, the Community Spirit of

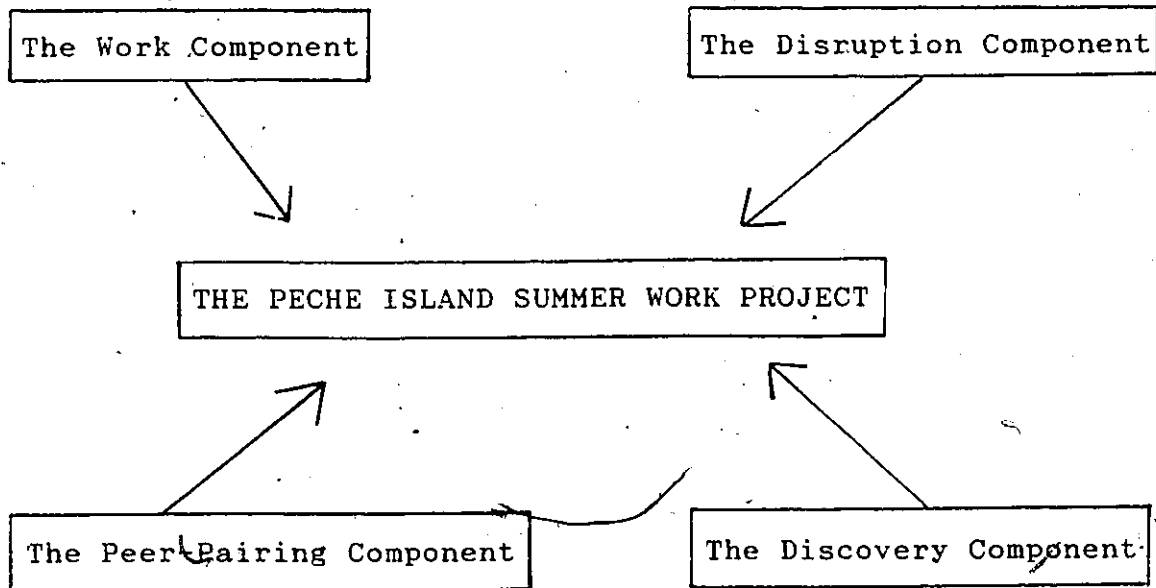
Windsor Committee. In its initial invitation for proposals, the MSD clearly outlined that funding would be dependent upon the inclusion of a 'counselling' component in the Project. As a result, the YECC and CSW hired one Project Manager and two Supervisors for the purposes of counselling, and coordinating the Project. Due to lack of sleeping accommodations and facilities (e.g. only one shower and bathroom), a decision was made to accept only boys into the Project for the first year. In May 1987, school personnel (e.g. principals, vice-principals, guidance counsellors) from the various high schools in the Windsor and Essex County area were contacted and encouraged to refer students to the Project.

In total, approximately 30 boys initially applied to participate in the Project, and 16 were accepted. The guidance counsellors pre-screened most of the students, and then the Project Manager interviewed potential candidates at their respective schools. As students left the Project throughout the summer, the Project Manager relied upon a reserve list of students which was developed at this early stage of the Project. Replacement students (those who entered after this beginning phase) were interviewed at the YECC office prior to their participation. Parents of the participants were then sent a brief memo outlining the Project, a clothing list and a permission form (see Appendix E). The permission form detailed the responsibilities of the MNR, the MSD and the YECC. Upon arrival at the Island, the students were given an orientation

package of information (see Appendix F) which included the following: Kitchen Code (guidelines for acceptable behaviour, in the kitchen); Discovery Rules; and, Living Arrangement and Bunkhouse Rules. Finally, the students were asked to sign a contract, 'The Conduct Contract', agreeing to follow the rules and regulations of the Island (see Appendix G).

As previously mentioned, there were four components to the Project: 1) work; 2) disruption; 3) discovery; and, 4) peer pairing (see Figure 3).

Figure 3
Project Components



The following section of this chapter summarizes descriptions of the various Project components, the corresponding goals, the services that were offered in relation to each component and the actual activities that took place throughout the summer.

I. The Work Component

Description: The provision of a work experience to adolescents who have been identified as at-risk for dropping out of school and adolescents who have been identified as not-at-risk.

Goal #1: To provide a meaningful work experience for adolescents identified as at-risk for dropping out of school and adolescents identified as not-at-risk.

Services:

- Cleaned, developed and maintained Peche Island in an 8 hour per day, 5 day work week.
- Two MNR staff supervised the adolescents during working hours.
- MSD funded the Project under their Summer Work Experience Program.
- The MSD provided audio-visual material for discussion periods.
- MNR accepted the Project into their Ministry Volunteer Program.
- The MNR supplied all tools and equipment.
- The adolescents paid room and board of \$12.00 per day.

- Activities:
- Installed three showers in washrooms.
 - Cut and removed fallen trees.
 - Built and erected new Peche Island sign.
 - Re-built large dock at meadows.
 - Repaired two wooden bridges.
 - Maintained mainland property eg. cut grass, picked litter, repaired fence, removed rusted garbage cans.
 - Painted garbage cans, tables and facilities.
 - Cleared existing trails and picnic areas, and created several new ones.
 - Removed garbage and litter from beaches and trails.
 - Maintained washrooms on Island.
 - Maintained and repaired MNR's equipment (boats, tractors etc.).
 - Cleaned and maintained all buildings.
 - Constructed screen doors for all seven buildings.
 - Installed lighting on sign and dock area.
 - Maintained and repaired three boats and motors.

II: The Disruption Component

Description: The provision of the opportunity for the adolescents to participate in recreational activities and live away from home.

Goal #2: To disrupt the "summer street scene" of the adolescents.

- Services:
- Provision of room and board from Monday to Friday for two months.
 - The MNR provided living quarters and utilities.
 - The MNR provided a boat and motor for transportation to and from the Island.
 - The MNR provided laundry facilities.
 - The MNR provided a van for transportation.
 - The MNR provided bunk beds and mattresses.
 - Recreational activities were provided two nights per week-both active and passive.
 - Nutritional meals were prepared by a chef.

- Activities:
- Adolescents assisted with meal preparation and clean-up.
 - Swimming.
 - Fishing.
 - Evening campfires.
 - Movies on the VCR.
 - Baseball games.
 - Basketball (a hoop and net were erected).
 - Weightlifting.
 - Horseshoes.
 - A long distance run.
 - War games.
 - Scuba diving.
 - Canoeing.
 - Table tennis.

III. The Discovery Component

Description: The provision of organized trips to various businesses in the community to promote community awareness and generate ideas for future employment.

Goal #3: To increase the adolescents' awareness of community businesses, sites of interest, and future employment possibilities.

Services:

- Community exploration of small and large businesses two nights per week.
- Weekly group counselling sessions re: work; values; ethics; job keeping skills, etc.
- Structured and unstructured peer counselling.
- Individual counselling between the Project Manager and students when needed.

Activities:

- A tour of Fort Malden.
- A tour of the Fire Hall.
- A tour of CJOM.
- A tour of the Old Courthouse.
- A tour of the Little River Pollution Plant.
- A first aid demonstration by the Red Cross.
- A tour of CBC.
- A tour of the local Police Station.
- A tour of a Jewish Synagogue.
- Regular rap sessions.

IV. The Peer Pairing Component

Description: To maximize positive peer influence.

Goal #4: The non-risk students will influence the at-risk students to return to school in September, 1988 and remain in school.

Activities: -Each at-risk student was paired with a non-risk student for: peer counselling; work activities; accommodations; disruption activities; and, discovery activities.

-Students shared, interacted and helped each other throughout the day and evening.

The above was a summary of the various Project components, goals and activities. The description was a combination of how the Project was initially conceptualized and what actually took place. This was meant to be comprehensive and not exhaustive as it is clear that in a Project of this type, it is difficult to define, describe and understand the various day-to-day activities and nuances particular to the Project, the people and the Island.

In order to further understand the Project, the next section, entitled "A Day in the Life" will review a typical day on the Island.

A Day in the Life

A.M.

7:00-7:30 : -Morning wake-up by the staff

7:30-8:00 : -Breakfast

Two students were assigned to kitchen duty. These were posted and changed daily.

8:00-10:30 : -On the worksite (somewhere on the Island)

The MNR staff divided the students into two working groups for the day. An attempt was made to pair an equal number of at-risk students with non-risk students. Students were assigned to groups, not to each other.

10:30 : -Break

10:40-12:00 : -On the worksite

P.M.

12:00- 1:00 : -Lunch

During lunch hour the students were given free time.

1:00-2:30 : -On the worksite

2:30-2:40 : -Break

2:40-4:30 : -On work site

- 4:30-5:00 : -Clean up
 5:00-5:30 : -Dinner
 5:30-7:00 : -Free time

Most evenings the students rested, swam, fished etc.

- 7:00-10:00 : -Evening activity

Usually half of the students participated in a Discovery activity and the other half participated in a Disruption activity.

- 10:00-11:00 : -Evening campfire

- 11:00 : -Lights out

The descriptive nature of this chapter is important in that it provides a quick 'snapshot' of the Project goals and activities, and how they were operationalized. By reviewing the Project in this way, one obtains an overall view of the purpose of the Project, its components and the activities. Having gained a further understanding of the Project conceptually, the following chapter will begin to analyze the planning and development of the Project over the eight week period, and the administrative chronology (see Appendix H) will provide the basis for this.

THE ADMINISTRATIVE CHRONOLOGY

In February 1987, the Ministry of Skills Development (MSD) informed the Youth Employment Counselling Centre (YECC) that they would be funding summer employment projects for students in Ontario. In March 1987, the MSD sent a more detailed outline for writing the proposals. The MSD indicated it would consider applications which targeted the employment of students who would complete the 1986-1987 school year, but were identified as possibly at-risk for dropping out of high school at some time in the future.

The Community Spirit of Windsor Committee (CSW), through the initiative of a local businessman, John Dignon, was interested in being involved in a project of this type. The CSW wanted to participate in a project that was aimed at helping Windsor's teenagers. The Project planners identified that vandalism, theft and burglary may be attributed to students who are, or could be, dropouts and that often these students spend the summer with little or nothing to do. It was from this identification that the idea for the Peche Island Summer Work Project originated.

The MSD's guidelines indicated that all projects must contain a number of components: 1) employment counselling; 2) teaching decision-making skills, goals clarification, and life

skills; 3) providing the students with labour market information; and, 4) counselling. Counselling was a mandated component of any summer employment program funded by the MSD. In March, John Dignon from the CSW, Dr. Michael Holosko from the University of Windsor, Carol Libby, Director, YECC, and Donna Moro Assistant Director, YECC met to discuss launching a project. It was agreed that J. Dignon and Dr. Holosko would write the proposal, and the YECC would provide the administrative support. As the Project was envisioned, several people would be involved in its planning and administration: 1) staff from the Ministry of Natural Resources (MNR) would supervise the work; 2) the YECC and CSW would share responsibility for providing support and administration; and, 3) Dr. M. Holosko from the University of Windsor agreed to evaluate the Project.

As a result, there were four formal organizations involved with this Project: two Ministries; one local organization, and one local agency. The involvement of these parties made it imperative that there be close collaboration and cooperation. Unfortunately, the working relationship between some of the people became strained early on in the Project, and in retrospect, it seems that the involvement of so many people and organizations resulted in a cumbersome, and to some extent, ineffective communication system (e.g. getting monies to buy food or supplies, etc.).

The final proposal was submitted to the MSD and verbal approval was received on May 26, 1987. At the end of March, the

school personnel were made aware of the Project via a brief note in the High School Liaison News. As there were only six weeks left until the end of school, it was important to make the school personnel aware of the Project as soon as possible. This sense of urgency and the pressure of time was a constant element in the planning process.

In the middle of April, 1987, the planning committee, consisting of representatives from the MNR, the YECC and the CSW, met to formalize the Project. They detailed the various roles that each would assume throughout the summer and discussed how to operationalize the proposal. The MSD never really provided any formal detailed guidelines about how to operationalize the Project; therefore, the development of the Project relied upon the experience and cooperation of the planning committee.

The work, disruption and discovery components were planned for and integrated into the Project. However, the counselling component was more abstract and, therefore, more difficult to develop and implement. The MSD did not assist the committee to set up this component and did not provide any guidelines related to the inclusion of this component in the Project, apart from indicating that it had to be done. As well, the MSD did not enquire as to whether there was a counselling component in the Project as they assumed it would be addressed. In fact, the counselling component was never formally integrated into the Project. The provision of counselling to the at-risk students and the facilitation of the peer-pairing process required staff with

specialized skills. However, the staff hired for the Project did not have the experience or training to provide the counselling services.

At this planning meeting, an attempt was made to clarify roles; however, as the summer progressed, it was difficult to identify specific areas of Ministerial responsibility and authority, channels of approval and appropriate lines of communication. The administration of this Project was further complicated by the fact that the students' salaries were paid through St. Clair College. Having another organization appended to the Project resulted in pay cheques arriving late, uncertainty about the avenues to access money, and a generally inefficient administrative system.

In the middle of May, the YECC sent memos to all the high schools requesting referrals for the Project. The schools were asked to refer both at-risk and non-risk students. However, it appeared that the guidance counsellors were confused about the criteria for referring students to the Project. The criteria were not delineated outside of a general understanding, and the memo proved to be problematic. This resulted in a delay in the referral process.

The Project Manager was hired at the end of May, and he immediately began to canvas the schools for referrals. There are some other issues to note which were occurring at this time. The schools had been informed about the Project, and had not been given clear criteria on how to select students for the

Project; therefore, precious planning time was spent canvassing the schools. As well, there was no budget for costs accrued during the planning phase, and it was difficult to access money to reimburse the Project Manager for his expenses.

The Project Manager did not begin to meet with the various school personnel until June 10, 1987 and the Project was to begin on July 6, 1987. As one would assume, interviewing, selecting and orienting the boys to the Project was rushed. Similarly, obtaining parental consent and informing parents of the Project was also hurried.

The Project received formal approval from the MSD in the middle of June; however, start-up activities had already begun because verbal approval had been received earlier. The MSD provided the following guidelines three weeks before the Project was to begin: the Project must be evaluated; it must target early school leavers identified by the school board; there must be an effort to include visible minorities; there must be a counselling component; and, the students must be trained in on-the-job safety.

Again, it is interesting to note that there were no guidelines provided as to how to actually operationalize such a Project, and the YECC office seemed content on allowing the Project planners to take the initiative on rendering such decisions. By mid-June the need to hire staff became a pressing issue. There was a need to hire special staff with special skills, especially in the areas of counselling, organization and

program development. With so little time and so little money (\$8.00 per hour for the Project Manager and \$4.85 per hour for the supervisors), it was difficult to find people with the appropriate qualifications.

By this time, the MNR's role seemed to be clearly defined. They were willing to supervise the work component of the Project, and supply the necessary housing, tools and equipment. However, the students were to be involved in repairs and the maintenance of the Island, and it was discovered that the cost for building materials had not been included in the budget.

During this planning phase, there was a good working relationship between the MNR and the YECC. The MNR was so supportive of the Project that they agreed to absorb part of the cost of the required building materials. The MNR granted the Project and the participants volunteer status, and they provided the Project with such things as legal liability guidelines and personnel policies and procedures.

The final two supervisors for the Project were hired in the third week in June. This left two weeks for them to become involved in the planning of the Project. There were many details that had not been attended to, and the assistance of additional staff would have been helpful. For example, there were no job descriptions for the staff, or safety regulations for the Project, and the new staff spent the first week of the Project writing their own job descriptions under the supervision of Dr. Holosko. One of the staff quit one week before the Project was

to begin, and this created a serious crisis for the Project. The planners had to quickly hire someone else, and this seemed to be another problem in an already very problematic planning phase.

The problems encountered in planning this Project culminated in the first week. The events which occurred in this week were not surprising based on the ad hoc and loosely defined planning process. For example, first there was a rush to hire a new staff. Second, the students were not able to start work until July 7, 1987, because the paperwork for hiring the students and staff was not processed until July 6, the day the Project was to begin. Third, it came to the attention of the staff that many of the students did not have social insurance numbers. This had to be taken care of as quickly as possible. However, this task was not easily accomplished because there were no telephone hookups from the Island to the mainland, as the telephone company could not install a phone line.

Fourth, J. Dignon and Dr. Holosko decided to hire a cook for the Island. Originally, D. Moro planned to hire Moro's restaurant to prepare the food and bring it over daily to the Island. However, J. Dignon was concerned about safety and hygiene issues of transporting the food. A potential conflict of interest was also cited as influencing the decision to hire a cook. The decision to hire a cook produced a number of unanticipated consequences.

Hiring a cook meant that there would be greater deductions for room and board from the students' pay cheques. The

difference of a \$9.00 per day deduction to a \$12.00 per day deduction on an already low salary, angered some of the students. The importance of the reserve list became apparent as a number of students threatened to leave in the first week. The most serious consequence of hiring the cook was the total breakdown of the working relationship between the CSW and the YECC. The YECC was angry about not being consulted, and the strain of the planning process began to show.

Fifth, it was at this point that the consequences of so many parties being involved with the Project became apparent. Some problems between the CSW and the YECC seemed exacerbated by certain personality conflicts, management styles, and differing perceptions of how the Project should be operationalized. Finally, the Project's remoteness rendered it difficult to administer due to its isolation. In summary, it is clear from the data examined (e.g. correspondence, minutes etc.,) that the first week of the Project was a stressful one for all.

As the summer progressed, some of the same issues that were evident in the planning and the implementation of the Project continued. For example, two weeks before the end of the summer, there was a shortage of money to feed the students, and the Project Manager was removed from his position. Students had joined and left the Project constantly by this time, and there were still interpersonal conflicts between the Project planners and other Project personnel. In fact, the problems with the administration of the Project continued even after the summer.

In October (1987) the students were awarded bonus cheques; however, there was disagreement about whether or not the students should get the cheques and, if so, how much they should get. There was much tension and anger in the YECC office about this issue and, again, the staff at YECC felt that they had not been consulted on this decision. There was a continuing sense of exasperation and frustration on the part of the Project administrators.

Summary

The Peche Island Summer Work Project was a unique project for several reasons: 1) its remote location on Peche Island; 2) there were four organizations involved in planning and delivering the Project; and, 3) there was potential for the involvement of many levels of people (parents, media, teachers, politicians etc.). However, the very things that made this Project unique are the same elements that created problems planning and administering the Project.

The remote location made it difficult to administer. The involvement of so many organizations and people resulted in an administrative structure that was powerless, and an ineffective decision-making process. No one particular organization or person emerged as "in charge". The lines of authority and accountability were never clear; guidelines were unclear; and, there were power struggles throughout the summer. As a result, there was no one person to facilitate the resolution of the interpersonal, financial and organizational problems.

The administrative trend that emerges most clearly throughout the Project is the incremental, day by day, week by week, ad hoc planning and decision-making. The Project was plagued by a lack of systematized planning which led to a reactive status quo, rather than a proactive one. Lack of leadership, planning and organization resulted in unanticipated events that were difficult to handle. Turnover in both students and staff, and unclear roles and responsibilities resulted in unpredictability and inconsistency. People seemed to come and go throughout the summer with little planning or procedure.

The peer-pairing and counselling component were never really operationalized as envisioned. Although these were mandated components of the Project, simply maintaining the day-to-day functioning of the Project became the priority. The MSD required outcome and follow-up data in August, October and March. It is interesting to note that the guidelines post-Project were elaborate and detailed, while the guidelines for Project development and implementation were vague.

The formal evaluation process began in October, 1987. At that time, the evaluator observed that there was still tension and frustration between various people who had been involved with the Project. The process of accessing written information for the evaluation was indicative of the Project itself: the information had been compiled haphazardly, and was difficult to find.

The Peche Island Summer Work Project was a pilot project in

the truest sense of the word. There was much energy put into this Project, but the lack of clear guidelines at the outset and lack of coordinated planning resulted in a Project that was not what it was originally envisioned to be. The following chapters will present an analyses of the effectiveness of the various Project components, including a discussion of the adolescents' enjoyment of the various activities, and what they said they learned while in the Project.

RESULTS AND DISCUSSION

The results and discussion of the data have been organized according to the information targetted by each set of questionnaires. Therefore, the data collected from the students, parents, educators and Project personnel will be presented separately. Thus, the data analyses is divided into the following sections: I. The Student Survey Results; II. The Parent Survey Results; III. The Educators' Survey Results; and, IV. The Project Personnel Survey Results.

I. The Student Survey Results

Socio-Demographics

Of the 19 students who participated in the study, 63.2% were considered to be at-risk for dropping out of high school, and 42.1% were identified as not-at-risk at the time they were referred to the Project. Their ages ranged from 15-18 years. The mean age of the students was 16.4 years, and the mode, or most frequently reported, age was 17 years. The data indicated that 31.6% were in grade 11, 26.3% were in grade 10, 5.3% were in grade 9, and 5.3% were in a General Learning Disability class at the time of the study. Further, 31.6% of the students were no longer attending school when the questionnaires were administered to the students.

School-Related Data

Of the twelve at-risk students identified to participate in the study, 50% were no longer attending school. When questioned about this, 25% were expelled due to truancy and disciplinary problems, and 25% quit because they had full-time jobs or "did not like" school. When queried about whether or not they were working: 16.6% were "doing odd jobs"; 33.3% were working full-time; 16.6% were unemployed; 16.6% were attending the Youth Employment Counselling Centre; and, the status of 16.6% was unknown.

In an effort to determine how the students who were still in school were doing, they were asked to indicate if the behaviors presented in Table 1 had occurred during the school year. The behaviors chosen for this section of the questionnaire had been gleaned from the literature as possible indicators of the decision to drop out.

Table 1

The Occurrence of Behaviors Related to the Decision to Drop Out
Reported by the Students (n=14)

Type of Behavior	<u>At-Risk</u>		<u>Non-Risk</u>	
	Frequency	Percent	Frequency	Percent
Suspension	2	14.3	1	7.2
Suspension Threatened	3	21.4	2	14.3
Trouble with the Law	1	7.3	-	--
Discipline Problems	5	35.7	-	--
Skipped School	5	35.7	-	--
Participation in Extra-Curricular Activities	1	7.2	2	14.3

Note. These categories were not mutually exclusive.

As noted in Table 1, the greatest difference between the two groups on these factors appears to be related to the frequency of discipline problems and skipping school. That is, the at-risk students reported a higher incidence of these two behaviors than the non-risk students. However, in order to obtain a better understanding of the significance of the occurrence of these behaviors, the students were further asked to compare the current school year with last year.

Overall, 33.3% of the at-risk students stated that they were suspended less this year, while 16.6% answered more. Of the non-

risk students, 12.5% said they were suspended more this year. Further, 50% of the at-risk students were threatened with suspension more this year while 16.6% reported less to this. Similarly, 25% of the non-risk students indicated they were threatened with suspension more often this year. When asked if they had been in trouble with the law, 16.6% of the at-risk students replied less this year, and 16.6% replied more. In the area of discipline problems, 66.6% of the at-risk students indicated they had been sent to the office due to behavior problems more this year than last year, while none of the non-risk students had been sent in this context. In the area of skipping school, 33.3% of the at-risk students said this behavior was occurring more often, while 33.3% of the non-risk said less. In the final area, participation in school activities, 50% of the at-risk students said they were participating less this year than last year. In summary, then, both the at-risk and non-risk students were suspended less, but threatened more, and the at-risk students had more disciplinary problems and were participating less in extra-curricular activities.

As a final point about school-related behavior, the students were asked if they were spending more time on their homework during the current school year as compared to last year. Of the at-risk students, 50% responded "yes", while 50% responded "no". Of the non-risk students, 62.5% are spending more time on their homework, and 37.5% said they are not. The students gave various reasons for spending more time on their homework: the

coursework was more demanding; they wanted to pass the year; and, they considered the current year an important one in terms of future educational plans.

The students were then asked if they had received any awards at school, and, if they had, they were asked to indicate what the award(s) were for. At-risk students (66.6%) received awards for creative writing, academic achievement and sports. Non-risk students (25%) received awards for academic achievement and sports.

Finally, in order to gain a better understanding of the students' overall views and perceptions about school, they were asked if they felt differently about school this year as compared to last year and, if so, why. Of the at-risk students, 66.6% said school was "o.k" this year, and 33.3% "did not like school". According to 50% of these at-risk students, they felt "better" about school this year.

Similarly, when the non-risk students were asked how they felt about school this year, 75% stated they were "enjoying school", while 25% were not. Of these, 37.5% stated they were "doing better", "enjoying school more", "getting along better with other students", and "working harder" this year. Therefore, overall, it appears that school was a more positive experience for the majority of the students who participated in the study.

The final set of school-related questions was designed to determine the students' educational aspirations, and determine their commitment to continuing their education. Table 2 reports

the students' educational plans.

Table 2

Educational Goals of the At-Risk and Non-Risk Students ($n=14$)

Educational Goals	<u>At-Risk</u>		<u>Non-Risk</u>	
	Frequency	Percent	Frequency	Percent
Complete High School	6	100	8	100
Complete College or University	2	33.3	7	87.5

It is important to note that all of the at-risk and non-risk students planned to complete high school, suggesting a commitment to education at this level. This finding is supported by the literature which suggests that most at-risk students want to complete high school. The most significant difference between the two groups was in the area of "plans to attend college or university". While 87.5% of the non-risk students planned to continue their education after high school, only 33.3% of the at-risk students planned to go on. As a final point in this regard, 33.3% of the at-risk students were unsure, and 12.5% of the non-risk students were unsure when answering the question.

The at-risk students were then asked if participation in the Project had influenced their decision to return to school and remain in school. Of the at-risk students who remained in

school, 83.3% said that participation in the Project did not influence their decision, and 16.6% stated that the Project was influential.

Project-Related Data

The students were asked to describe what they had learned while in the Project in the following areas: friends; the community; the use of spare time; school; working; nature; and, money. The most frequent responses in each category are presented below.

Friends. The students' responses in this category were varied, ranging from learning nothing about friends while in the Project (26.3% at-risk and 5.7% non-risk) to learning the importance of cooperation with each other, and working as a team. Thirty-two percent of the non-risk students reported they learned that having friends helps make it easier to work together. Further, 21.1% of the students (non-risk) learned "not to judge people by their looks", and 26.3% (15.9% non-risk and 10.5% at-risk) of the students said they learned that "making an effort results in making friends".

As well, the students learned the importance of "helping each other out" and "sticking up for each other" (15.9% non-risk and 5.7% at-risk). Some of the students said they had learned to respect each other and each others' property (10.5% at-risk). "Friends can be mean" (5.7% at-risk), and "it can be difficult to live with friends" (10.5% at-risk) comprised the remainder of the responses. Overall, 68.4% of the students felt they learned

something about friends, while 31.6% said they learned nothing.

In fairness to these data, the high turnover of students may have made it difficult for some of the students to build relationships with each other, and this may have influenced their perceptions about this variable.

The community. When asked what they had learned about the community, 73.5% (52.3% at-risk and 21.1% non-risk) of the students said they had learned nothing. Only 21.6% of the students (non-risk) reported their knowledge of the community had increased as a result of the Project.

Use of spare time. When asked what they had learned about the use of free time, many of the students (26.3% at-risk and 25.3% non-risk) said they learned the importance of using spare time constructively, particularly after a "day's work". They stated that their time off from work became more "precious" and was no longer taken for granted. Sleeping, walking and having fun were cited as important activities during leisure time. Of all of the respondents, 21.1% (15.9% non-risk and 5.7% at-risk) said they learned nothing about how to use their spare time. The remainder included learning that "I can survive without a T.V." (5.7% at-risk), and "it is important to do what one has to do before one does what one wants to do" (5.7% at-risk).

School. When asked what they had learned about school while they were in the Project, 68.4% of the students (52.6% at-risk and 15.9% non-risk) said "nothing". "Stay in school" and "school pays off in the long run" were responses from 21.1% of the

students, all of whom were non-risk. Of the at-risk students, 5.7% said they weren't going to go back to school after the summer, but after working in the Project, they saw the importance of obtaining a high school diploma in order to "get a good job".

Working. When asked what they had learned about work, the most frequent responses (73.6%) were "it is important to get up in the morning and be on time", "it is important to be responsible", and "it is important to follow orders and do what you are told to do". Of the 73.6% who spoke of learning work responsibility, 52.6% were at-risk and 21.1% were non-risk.

The next most common response was "work hard" or they were "not wanted on the job" (5.7% at-risk and 21.1% non-risk). Other responses included that they had developed skills in construction (10.5% at-risk), "people slack off and others have to carry the load" (10.5% at-risk), one has to learn to "put up with the pressure" (5.7% at-risk), "quality and workmanship is important" (5.7% non-risk), and "I could do something I never thought I could do" (5.7%).

Nature. Next the students were asked if they had learned anything about nature. While 47.4% of the students (31.6% at-risk and 15.9% non-risk) indicated they had learned nothing in this area, 47.4% (21.1% at-risk and 26.3% non-risk) said their knowledge about plants, animals, and the effects of pollution had increased and 5.7% said they had learned to respect nature more.

Money. When asked if they had learned anything about money while they were in the Project, 52.7% (26.3% at-risk and 26.3%

non-risk) said they had not learned anything. Other students responded that they enjoyed having their own money, and they learned to budget it so they could buy personal items and school clothes (15.9% at-risk and 21.1% non-risk). The importance of investigating the salary prior to taking a job was identified by 21.1% (at-risk) of the students as an important lesson learned.

The third set of questions in the student survey were related to the discovery and disruption components of the Project. First, the students were asked to rate the discovery activities as either helpful or not helpful. Discovery activities included presentations, tours, and informal group discussions. The students' responses are recorded in Table 3.

Table 3
 Student Rating of the Discovery Activities (n=19)

Discovery Activities	Helpful	Not Helpful	Didn't Go
	Percent	Percent	Percent
Rap Sessions	73.9	10.5	15.9
Red Cross Demonstration	57.9	10.5	31.6
CBC	47.4	10.5	42.1
Fire Hall	47.4	15.9	36.8
Police Station	42.1	26.3	31.6
MacKenzie Hall	31.6	26.3	42.1
Coast Guard	26.3	15.9	57.9
Fort Malden	21.1	42.1	36.8
CJOM	21.1	21.1	58.0
Little River Pollution Plant	21.1	10.5	68.4
YECC Presentation	21.1	10.5	68.4
Synagogue	15.9	21.1	63.2

Overall, the students said they had very few "rap sessions" throughout the summer; yet, they found the ones that they did have very helpful. These "rap sessions" would have constituted one aspect of the counselling component of the Project, which

suggests that the inclusion of the counselling element may have been positively received by some of the students.

The goal of the disruption activities was to remove the students from their homes and neighborhoods, and provide them with constructive recreational activities during their free time. In this regard, students were asked to rate their enjoyment of the various disruption activities. The students' rating of the activities is presented Table 4.

Table 4

Student Enjoyment Ratings of Various Disruption Activities (n=19)

Disruption Activities	Mean (\bar{x})*
Scuba Diving	5.0
Canoeing	4.7
War Games	4.7
Swimming	4.4
Fishing	4.4
Special Meals	4.3
Long Distance Run	4.2
Pig Roast Day	4.1
Being on T.V.	4.1
Movies on the VCR	4.1
Evening Campfires	4.0
Baseball Games	3.9
Table Tennis	3.8

Note. (*) The enjoyment scale ranged from "1=very unenjoyable" to "5=very enjoyable".

Although scuba diving, canoeing, and war games were most enjoyed by the students, most of the disruption activities appear to have been enjoyed.

Finally, in examining the Project activities, the students were asked to evaluate the helpfulness of seven overall characteristics of the Project, and these data are represented in

Table 5.

Table 5

Student Ratings of Other Selected Project Characteristics (n=19)

General Project Characteristics	Helpful	Not Helpful
	Percent	Percent
Working with MNR Staff	89.5	10.5
Working Eight Hours	89.5	10.5
Earning Own Money	78.9	21.1
Living Away From Home	73.7	26.3
Taking Care of Self	73.7	26.3
Learning to Use Tools	68.4	31.6
Nature	47.4	47.4

An inspection of Table 5 reveals that the students found work-related aspects of the Project most helpful.

Students were then asked what they least enjoyed about the Project. Money related issues were the most frequent complaints (10.5% at-risk and 42.1% non-risk). "Too little pay", "deductions that were too high", and the lack of regularity in receiving their cheques were the most frequent responses cited in this regard. Food (31.6%), the tours (15.9%), missing friends at home (10.5%), and the isolation of the Island (5.2%) were also identified as the least enjoyed aspects of the Project.

When asked what they most enjoyed about the Project, 57.9% (15.8% at-risk and 42.1% non-risk) said they enjoyed "being on the Island", "working in nature", and the "camp-like" atmosphere. Participation in the recreational activities was the next most common response (36.8% at-risk and 15.8% non-risk). Making new friends and "the people in general" were rated as most enjoyed aspects of the Project by 42.1% (10.5% at-risk and 31.6% non-risk) of the students. Finally, 26.3% (5.2% at-risk and 15.9% non-risk) rated one particular staff as most enjoyable.

In an effort to further determine the students' enjoyment of the Project, they were asked whether or not they would consider returning to the Island to work, to visit or to help coordinate some activities. The majority of the students (89.5%) said they would like to return to the Island, and participate in this type of Project again. However, 31.6% of those students would want to assume a leadership role and be paid a higher salary. When asked if they would visit the Island and the staff, 94.7% answered "yes", and most of the students (89.5%) said they would return to the Project to help coordinate activities. Overall, then, it appears that the majority of the students would like to return to the Project in some capacity next summer.

Finally, the students were asked if they still see anyone from the Project. 57.9% of the students (36.8% at-risk and 21.1% non-risk) said "yes". Of the 42.1% (21.1% at-risk and 21.1% non-risk) who said "no", many were quick to inform the interviewer that the reason they did not see anyone was that they did not

live in the same area of the city, they did not attend the same school, or they were just "summer friends".

Student Recommendations

The majority of the students (10.5% at-risk and 36.8% non-risk) recommended that there be more individual choice in participating in activities, and more of a variety of activities. The second most frequent recommendation (21.1% at-risk and 15.8% non-risk) was a higher salary. In addition, 26.3% (at-risk) said they did not want any tours or discovery activities. This group suggested that there is "no need for education during the summer", and they wanted to plan their own time after work. Finally, 21.1% (5.2% at-risk and 15.9% non-risk) of the students recommended that the Project personnel be more forthright about the purpose and the structure of the Project. These students expressed concern about the media coverage of the Project indicating that until that time, they were unaware of the Project goals and purpose. However, overall, 47.4% of the students (26.3% at-risk and 21.1% non-risk) stated they "enjoyed the Project", "had fun", "it was perfect", "it was great", or had no recommendations.

.II. Parents' Survey Results

In order to understand the parents' perception of the Project, they were asked questions related to why their sons had been referred to and, then chosen for the Project, the amount of information they received about the Project, their opinions

about the way the Project was run, their observations of changes in their sons since the Project, and their recommendations. When asked if they were aware of why their sons had been referred to the Project, only 22.2% answered "yes", and these were all parents of at-risk students. The parents of the at-risk students said their sons were referred for a variety of reasons: 1) poor self-esteem; 2) lack of maturity; 3) difficulties at school; and, 4) at-risk for dropping out. Of the remaining parents, 44.4% (27.7% at-risk and 16.6% non-risk), said they were not aware of why their son was referred, and 33.3% said their sons had not been referred to the Project (i.e. they heard about the Project from other students or Project staff and signed up on their own).

Parents were then asked if they felt that, initially, they had received adequate information about the Project. Although 33.3% of the parents said "yes", the majority of the parents (61.1%) said "no" to this item. In order to further determine the extent and nature of the contact between the parents and Project personnel, parents were asked if they had been informed of their sons' progress in the Project. While 11.1% said "yes", 72.2% said "no". Of those parents who answered "no", 50% said they would like to have been more informed of this issue. One parent, who became a foster mother to one of the Project participants in the fall of 1987, was unable to answer these questions.

School-Related Information

Those parents whose sons were still in school were asked to evaluate their school performance in the 1987-1988 school term in several areas. The results of these evaluations are presented in Table 6.

Table 6

Parents' Reports of the Occurrence School Related Behaviors
During 1987-88(n=14)

Noted Behaviors	<u>At-Risk</u>		<u>Non-Risk</u>	
	Frequency	Percent	Frequency	Percent
Phone Call or Letters re: disciplinary problems	3	21.4	2	14.3
Absenteeism	3	21.4	-	--
Lateness	3	21.4	2	14.3

Note. These categories are not mutually exclusive.

Table 6 reveals that, according to their parents' perceptions, the at-risk students continued to have more difficulty at school in the areas of discipline, truancy, and lateness. As these behaviors are related to a student's decision to drop out, it appears that some of the at-risk students are exhibiting behaviors indicative of the potential for dropping out.

In order to further determine if the students had changed

since their participation in the Project, their parents were asked to indicate if they had observed specific changes in their sons in nine mutually exclusive areas. These areas were chosen based on the review of the Project records and the completion of the administrative chronology which suggested that these were areas in which the Project hoped to influence the students. These results are presented in Tables 7 and 8. Table 7 presents the data solicited from the parents of the at-risk students, and Table 8 presents the parallel data from the parents of the non-risk students.

Table 7

Perceived Changes in At-Risk Students as Observed by Their Parent(s) by Percentage (n=10)

Area of Change	Negative	None	Positive	Unable to Judge
Attitude Toward School	5.5	22.2	22.2	5.5
Attitude Toward Teachers	5.5	22.2	16.6	11.1
Attitude Toward Authority	-	27.7	16.6	11.1
Motivation for School	5.5	11.1	33.3	5.5
Money Management	5.5	27.7	16.6	5.5
Peer Group	11.1	22.2	11.1	11.1
Attitude Toward Nature	-	11.1	27.7	16.6
Use of Spare Time	-	33.3	11.1	11.1
Knowledge of the Community	-	22.2	16.6	16.6

Table 7 illustrates that parents' perceived that the at-risk students have made positive changes in all areas. Specifically, motivation for school, attitude toward school, and attitude toward nature were the most frequently reported areas of positive change. The only negative change occurred in the area of peer group.

The parents of the at-risk students were also asked to identify any other areas in which they had observed changes. In

this regard, parents said that 5.5% of these students had a "better attitude toward work", and 5.5% said their son had a more negative attitude toward "officials" (e.g. politicians, Ministry officials).

As previously mentioned, Table 8 reports the parallel changes observed in the non-risk students.

Table 8

Perceived Changes in Non-Risk Students as Observed by Their Parents by Percentage (n=8)

Areas of Change	Negative	None	Positive	Unable to Judge
Attitude Toward School	-	22.2	22.2	-
Attitude Toward Teachers	-	27.7	16.6	-
Attitude Toward Authority	-	27.7	16.6	-
Motivation for School	-	22.2	22.2	-
Money Management	-	22.2	22.2	-
Peer Group	-	27.7	16.6	-
Attitude Toward Nature	-	27.7	16.6	-
Use of Spare Time	-	27.7	16.6	-
Knowledge of the Community	-	11.1	33.3	-

All the parents of the non-risk students reported positive changes in their sons, as there were no negative changes observed in these students. Finally, the parents were asked if they had observed any other areas in which their sons had changed. In the "other" category, 5.5% of the non-risk students learned that they could "master a difficult physical job".

Comparing Table 7 and Table 8 reveals both similarities and differences between the groups of students. For example, attitude toward school was more positive this year for all students. As previously mentioned (p. 72), the students did not think that participation in the Project had taught them anything in the area of school; yet, it might be speculated that the Project may have had some influence. Specifically, the nature of the work (described by some as hard physical labour and menial tasks) may have provided the motivation to continue in school in order to pursue other types of employment.

In addition, the highest percentage of positive changes were noted in the at-risk students as a cohort. Although these students were not formally counselled in school-related matters, the experience itself, informal discussion between students, and between students and staff, may have influenced the students in their attitudes toward school. The only difference between the groups appears to be in the frequency of positive change (more at-risk than non-risk), and that the at-risk students had shown negative changes in one area, while the non-risk students had not.

Parent Recommendations

The most frequent recommendation offered by the parents was related to salary. Specifically, informing both parents and students of the financial arrangements in the beginning, increased pay, more effective management of funds, decreased deductions, and ensuring a regular payday were cited most frequently by parents (50% non-risk and 5.5% at-risk). As well, parents expressed concerns that the students were not adequately supervised. In this regard, more supervision was recommended by 38.8% of the parents (16.6% non-risk and 22.2% at-risk), as apparently some of the students reported to their parents that there was drinking and drug use.

In addition, 33.2% of parents recommended that the Project personnel explain the Project purpose and structure. This recommendation seemed to be primarily the result of the media coverage of the Project. For many parents, they first heard of the Project purpose and goals from the newspaper and T.V. Of the 33% of the parents who made this recommendation, 27% were parents of non-risk students. These parents did not indicate that they would not have sent their sons to the Project if they had known about the Project purpose, but they would have preferred to be more informed. Similarly, 27% (16% non-risk and 11% at-risk) of the parents would like to have received more information about the Project at the beginning, and recommended a parent orientation.

As well as informing parents of the Project purpose and

structure, 33.2% of the parents (16.6% non-risk and 16.6% at-risk) recommended that Project staff remain in contact with them to inform them of their sons' progress. Finally, 11.2% recommended more attention to hygiene (including better facilities), 5.5% suggested there be a contact person on the Island, and 5.5% recommended staff should request and understand each students' medical history.

Although the parents expressed some concerns about the Project, most offered that they understood it was a pilot project, and that difficulties were inevitable. In fact, 94.4% of the parents ended the interview with comments such as "it was a very positive experience for my son", "an excellent opportunity", "he matured", "helpful", "beneficial to the students and the community", "a great program", "helped him to find a job", "he used to be lazy", and "he has a much better attitude". In this regard, 16.6% of the parents recommended that there be a similar Project for girls as they felt their daughters could also benefit from this type of program.

III. Educator Survey Results

Demographics

The educators were asked to indicate the referral sources to the Project, and Table 9 presents these results.

Table 9

Referral Sources to the Peche Island Summer Work Project by
Frequency and Percentage ($n=20$)

Sources	Frequency	Percent
Guidance Counsellors	10	50
Vice-Principals	3	15
Other	3	15
Principal	1	5
Teacher	1	5

Note. Missing values = 2.

As noted in Table 9, the majority of the students were referred by guidance counsellors. When asked how many students their schools referred to the Project, 55% of the educators did not know, and 10% did not answer this question. Of the remaining responses, the schools referred 1-10 students. When asked how long the students had been attending their schools, the range was from 1-3 years, with an average of 2.1 years (20% did not answer this question).

The educators were then asked to indicate why they referred students to the Project. Of the at-risk students, 50% were referred for school related problems such as absenteeism, failing, truancy, poor self-image, poor achievement, low motivation and behavior problems. Of the remaining at-risk students, 16.6% were referred in the hope they would learn team

work and cooperation, and meet with success (16.6% were unsure and 16.6% did not complete this question).

When asked why the non-risk students were referred, 12.5% said because the students were "doing well" and were "considered a positive influence in the school system" and 12.5% could "benefit from social interaction with their peers". Of those students who were not referred, 37.5% signed up after the school announced that applications were available, 25% signed up on their own, and 12.5% were unsure of how the students became involved.

School-Related Data

In order to determine how the students were doing in school this year, the educators were asked to indicate if the students had changed in several school-related areas. The results of their responses are presented in Table 10 (at-risk) and Table 11 (non-risk).

Table 10

Educators' Perceptions of At-Risk Student Change in School
by Percentage ($n=6$)

School Areas	Negative	None	Positive	Unable to Judge
Academically	-	33.3%	50.0	16.6
Behaviourally	16.6	--	66.6	16.6
Attitude Toward School	33.3	--	66.6	--
Attitude Toward Teachers	16.6	16.6	66.6	--
Absenteeism	16.6	16.6	50.0	16.6
Lateness	16.6	33.3	33.3	16.6
Participation in Extra-curricular Activities	16.6	16.6	50.0	16.6
Peer Group	--	--	50.0	50.0
Motivation for School	33.3	--	50.0	16.6

According to the school personnel, there have been noted changes observed in the at-risk students at school, particularly in the areas of behavior, attitude toward school, and attitude toward teachers. Further, in all areas, the majority of at-risk students have shown positive changes in general.

When asked if the students had changed in any other areas, educators commented that 66% of the at-risk students were "more mature and settled", "more open", had "improved hygiene", had "a

greater sense of identity", had "an improved attitude", "enjoyed working", and were "attending school more often".

As previously mentioned, Table 11 presents the parallel changes observed in the non-risk students.

Table 11
Educator's Perceptions of Non-Risk Student School-Related Changes
by Percentage (n=8)

School Areas	Negative	None	Positive	Unable to Judge
Academically	--	37.5	62.5	--
Behaviorally	--	50.0	37.5	12.5
Attitude Toward School	--	37.5	62.5	--
Attitude Toward Teachers	--	50.0	50.0	--
Absenteeism	--	87.5	12.5	--
Lateness	--	75.0	25.0	--
Participation in Extra-curricular Activities	--	75.0	25.0	--
Peer Group	--	62.5	25.0	12.5
Motivation Toward School	--	37.5	62.5	--

The most frequently reported areas of positive change for the non-risk students as noted in Table 11 were academically, attitude toward school, attitude toward teachers, and in their

motivation for school. Similar to the parents responses, the educators noticed positive changes in both the at-risk and non-risk students, with the at-risk students indicating more positive changes overall.

In order to further understand how the students were doing in school this year, the educators were asked to indicate if the students had been sent to either the guidance counsellor's office or principal's office during the school year. Of the at-risk students, 50% had been sent to the principal's office for "insubordination", "refusing to work", "attendance problems", "rudeness" and "behavior problems", while only 12.5% of the non-risk students had been sent. Further, 33.3% of the at-risk students had been sent to the guidance counsellor's office for school and home problems. Of the non-risk students, 12.5% were sent to the guidance office; however, the reasons were not given.

As a final point in this regard, the educators were asked if the school had any contact with the students' parents during the year. Of the at-risk students' parents, 66.6% were contacted to discuss the student's academic or home problems, for consultation purposes, and/or to report chronic absenteeism. Of the non-risk students, 62.5% of their parents were contacted by the school to discuss report cards, school progress, and for lateness.

Finally, in order to determine the students' school status at the time of the study, the educators were asked to identify which students were at-risk for dropping out or remained at-risk. Of the students who were identified as potential dropouts at the

beginning of the Project and were still in school at the time of the survey, 66.6% remain at-risk for dropping out. Of the non-risk students, 12.5% were at-risk for dropping out.

Educators' Recommendations

The following are the recommendations of the school personnel: 1) send referral requests in the early spring preferably before the March break; 2) the Project should supply more information about the purpose, structure and criteria for referral; 3) inform the school of who was accepted into the Project; 4) provide feedback on the students' final status with the Project; and, 5) a follow-up evaluation would be beneficial.

IV. The Project Personnel Survey Results

Project-Related Data

The survey for the Project personnel ($n=10$) was designed to elicit additional information about the clarity of their roles, and their perceptions of the effectiveness and success of various aspects of the Project. When asked if their roles and responsibilities were clear, 75% said "yes". Of the 25% who responded "no", 12.5% stated that their roles constantly changed throughout the summer, and 12.5% said that most personnel did not understand that St. Clair College had full 'management' responsibility.

Next, the respondents were asked if, in their opinion, the various Project components had been successful. When asked about the Work component, 87.5% responded "yes", and 12.5% were "unable

to judge". Staff said that the Work component was successful as "most of the students had not had jobs before, and they were provided with a good working experience", "the students were taught both technical and job skills", "it was the most structured, well-organized component, and yielded the most concrete results", and "the students were given a good view of the work world and having to work together".

When asked about the Discovery component, 37.5% said it was successful, 37.5% were unable to judge, and the remaining respondents said it was not successful. Of those who responded "yes", they felt it was successful because "despite some problems, there were some fun, educational, and interesting tours conducted". Conversely, those staff who said "no" felt that it was not successful because there were "limited resources", the students were "too tired by the end of the day and were not motivated to participate", and "staff were unclear about the purpose of the Discovery component, and the activities were not well-planned".

Next, the personnel were asked if they thought the Disruption component was successful. The majority of staff (75%) responded "yes" as they felt that any opportunity to remove the students from their home environments and neighborhoods was beneficial. The remaining respondents stated they were unable to judge the effectiveness of this aspect.

Finally, the respondents were asked if, in their opinion, the peer-pairing was successful. Of the 37.5% who responded

"yes", they felt that the students benefitted from the opportunity to "work with someone different from themselves", that "the role models set good standards", and that the "idea was conceptually sound". Of those who said "no" (50%), they felt that, although it was a good idea, the peer-pairing was never really formalized and, therefore, did not occur as envisioned. The remaining 12.5% felt unable to judge the success of this component.

In order to further understand the staffs' perception of the Project's strengths and weaknesses, they were asked which aspects they found were most and least helpful to the students. The work experience (50%), the group living experience (50%), and living on the Island (37.5%) were considered most helpful. Internal strife and administrative problems (50%), students paying room and board (12.5%), the Discovery component (12.5%), and the peer-pairing component (12.5%) were cited as least helpful.

Staff Recommendations

The following are the most frequent recommendations presented by the Project personnel: 1) better organization, including clearer roles, more attention to planning, and the involvement of less people (especially volunteers); 2) decrease the number of students, as there was not enough work to keep them busy; 3) eliminate the peer-pairing component; 4) provide a more structured, organized, sports-oriented evening activity program; 5) more Ministerial direction for Project planning and delivery;

6) hire trained staff; 7) allow the students more input into activity planning, and increase the amount of free time given to the students; 8) rent or buy a boat for the exclusive use of the Project; 9) increase staff salaries, and decrease the deductions from the students' salaries; and, 10) provide more adequate supervision of the students when they are not working.

However, similar to the global comments of various study participants, several Project personnel wrote concluding comments such as "despite the disorganization and confusion, the Project was successful", they "enjoyed working with the students", and they "enjoyed being part of giving the students the opportunity to experience the Island, work, and have fun".

CONCLUSIONS AND RECOMMENDATIONS

The findings of this study will be organized according to :

- 1) conclusions derived from the literature review;
- 2) conclusions related to the administrative chronology;
- 3) conclusions related to the work component; 4) conclusions related to the disruption component; 5) conclusions related to the discovery component; 6) conclusions related to the peer-pairing component; 7) overall limitations; and,
- 8) overall recommendations.

Conclusions Derived from the Literature Review

There are several factors related to the decision to drop out of school. These are: 1) school-based; 2) individual; 3) family; 4) social and economic; and, 5) peer factors. It appears that students generally understand the importance of obtaining a high school degree and, in fact, want to complete high school. However, policy, procedural and structural issues such as authority, teacher control, teaching styles, labelling, and the schools' reactions to problem-type students often influence students' decision to drop out.

In addition, personal characteristics such as poor self-concept, poor academic achievement, and discipline problems such as truancy, lateness and disruptive behavior, leads to the

decision to drop out. Further, family factors such as weak parenting, unsatisfactory relationship with family, low socioeconomic status, and low support for educational achievement seem related to dropping out.

Social and economic issues in the area of dropping out are both individual and societal (micro and macro). For individual students, completing high school is only important if obtaining the diploma and achieving in school are seen as important by those students. Students who do not complete high school are usually not adequately prepared to enter the work force and are overrepresented among the unemployed, posing implications for society as a whole. Finally, peer related factors appear to influence the decision to drop out; however, there is very little research in this area.

Dropping out is a multi-faceted process, and can be recognized in the primary levels by a negative attitude toward school, and a poor self-image. The students' feelings are reinforced by the schools' inadequate response, leaving the students feeling rejected and out of place in the system. Once the students drop out, they are generally high risk for delinquency and unemployment.

Programs aimed at helping at-risk students should begin early, and should include both prevention and intervention. Successful and effective programs depend upon the quality of the staff and the immediacy of the intervention. In addition, peer counselling is becoming an increasingly common component in these

programs. Research is beginning to show that students may be effectively trained as peer counsellors, and as such help their peers.

Conclusions Related to the Administrative Chronology

1. The Ministry of Skills Development provided the funding for the Project, but never provided any guidelines about how to administer the Project. There were several consequences of the lack of guidelines from the MSD: 1) no organization or person assumed ultimate responsibility or accountability for the Project; 2) the Project was plagued by lack of planning; and, 3) the Project was characterized by a reactive status quo implementation..
2. Due to the number of people and organizations involved, there was lack of leadership and direction, personnel roles were not clear, lines of communication and authority were unclear, there were power struggles between people and organizations, and there was no resolutions of conflicts and issues.
3. Interpersonal conflicts interfered with effectively planning and implementing the Project. As the summer progressed, the relationships between various Project personnel deteriorated. However, the Ministry of Natural Resources and their staff, appear to have remained the most positive and optimistic force in the Project.

Conclusions Related to the Work Component

1. The Work component of the Project elicited the most enthusiastic response from the students. This was the only category in which every student said they had learned something.
2. The majority of the students identified the importance of teamwork, and of learning responsibility. Further, the students spoke proudly of their accomplishments in cleaning, developing and maintaining Peche Island.
3. The Work component yielded the most concrete, measurable results of the summer, as evidenced by the list of the students' accomplishments provided by the MNR.
4. When asked to rate the overall helpfulness of the Project, the majority of students rated work-related aspects as most helpful.
5. Parents noted that their sons had learned technical skills, had experienced a sense of mastery over difficult physical work, and overall, had a better attitude toward work.
6. The Project personnel consistently described the work component as successful, and in some cases, as the most successful aspect of the Project.

Conclusions Related to the Disruption Component

1. The students who participated in this study were removed from their home environments, and their "summer street

scene" was disrupted from ten to forty days. The data compiled from the respective surveys suggests that removal from the home and neighborhood was beneficial for the students in general.

2. Most students found living away from home and having to take of themselves helpful.
3. Although the students enjoyed the recreational activities, according to both the students and their parents, they learned very little about the use of spare time, and had not really changed the way they used this time.

Conclusions Related to the Discovery Component

1. Although the students found some of the activities and tours helpful, they complained most frequently about this aspect of the Project. Many of the students did not participate in the Discovery component, but suggested they would have if they had been allowed more input into the planning of the activities.
2. Overall, this component did not operationalize as it was originally envisioned, and was perceived negatively by the students.

Conclusions Related to the Peer-Pairing Component


1. The peer-pairing component had merit and was planned for, but never really materialized as envisioned during the Project.

Conclusions Related to the Project Goals and Objectives

There were four main goals of the Peche Island Summer Work Project. The first goal was to provide a meaningful work experience for the students. Based on the data, it appears that this component of the Project was successful. The students accomplished what was expected of them, and successfully cleaned, maintained and developed Peche Island. Further, most of the students stated they had indeed learned something from the work experience, and this was corroborated by their parents and the Project personnel. Finally, the interviewer noted that when speaking to the students about their work during the summer, they were eager to share their accomplishments, and spoke with pride about their work.

The second goal of the Project was to remove the at-risk students from their homes and neighborhoods in order to "disrupt the summer street scene". As well as removing the students, the Project hoped to teach these students alternative uses of their spare time. In terms of removing the students from their home environments, the Project was successful. That is, for various lengths of time, some students were removed from their homes and neighborhoods.

However, in terms of teaching the students alternate uses of their spare time, there is very little data to suggest that the students learned much about the use of their spare time, or generalized what they did learn in the Project to their home and



neighborhood environments. Yet, the students very much enjoyed the recreational activities, particularly scuba diving, canoeing and war games. These activities may not be readily available to them at home, but they were provided with the opportunity to participate in activities that for many of the students they may not otherwise have had a chance to.

The third goal of the Project was to expose the students to various businesses and sites of interest in the community. Although some of the students did participate in the Discovery activities, the data suggests that many students did not, and that, overall, this was one of the least enjoyed aspects of the Project. However, of those students who did attend, they found the activities helpful in terms of increasing their knowledge of the community. The Discovery component encountered planning problems, and an unenthusiastic response from the students.

The final goal of the Project was to influence the at-risk students to return to school, and remain in school by pairing them with the non-risk students, in order to maximize positive peer influence. This component of the Project was not effective for several reasons: 1) the Project staff were not trained in the use of peer-pairing as a therapeutic technique; 2) many of the students themselves were not aware of this component and what was expected of them; and, 3) the students were not formally paired for work or other activities. Therefore, although all of the students have made positive changes in school-related areas, it cannot be concluded that they are a result of the peer-pairing

component.

It is difficult to assess to what extent the Project was effective and achieved its goals in total. For example, although the students have made positive changes in school-related areas, it really cannot be concluded that they are a result of participation in the Project, or more specifically, the peer-pairing component. In addition, the lack of planning and administrative problems made it difficult to assess effectiveness as the Project never really operationalized as hoped.

However, it is clear that participation in the Project has had an impact on the students. Students, parents, and staff agree that the Project provided the adolescents with a very unique opportunity for one summer. For some of these students it was their first time away from home, first time working, first experience in group living, and first time on an Island. All study participants agreed that the Project was not only fun, but a meaningful learning experience as well. Although conclusions related to short and long term benefits of participation in the Project are speculative in nature, for many of the students the summer of 1987 will be remembered as a special time in their lives.

Study Limitations

First, there are several cautions inherent in program evaluation research itself. Evaluation is value-laden, the study design is practical, flexible, and eclectic, and generalizability

is low (Knott, 1986). Second, the after-intervention or post-hoc design relied on the respondents recalling long term information. It can be difficult to recall this information, and perceptions of experiences may be distorted. In addition, it is difficult to determine if other events have occurred which have affected the outcome (Grinnell, 1985).

Third, the use of semi-structured interviews and probing questions posed a problem of interviewer bias. Fourth, there was little control over the selection of students to participate in the study. Consequently, the study included a disproportionate number of at-risk versus non-risk students which may have affected overall results. As a final point in this regard, some student respondents had been fired from the Project or quit, and their status upon leaving the Project may have affected their perceptions.

Recommendations

There are several recommendations that emerge from the evaluation of the Peche Island Summer Work Project.

1. It is important to delineate all personnel roles prior to the implementation of any project. Roles, lines of communication, authority, and responsibilities need to be clearly stated and understood by all during the planning phase. Changes in roles should only occur after deliberation and consultation.
2. The hiring of staff with specialized skills in working with

a special population of adolescents is crucial to the effectiveness of such a Project. The staff should have an understanding of adolescence, and the issues related to dropping out of school. As well, the staff should have clinical skills in both individual and group counselling.

3. The Project Manager's role should be clearly differentiated from the Supervisors. That is, the Project Manager should primarily be an administrator, as it seems there are enough administrative tasks to warrant the full-time attention of one staff member. Further, the Project Manager should possess administrative skills, including leadership skills and financial acumen.
4. The selection of appropriate students is important to the success of the Project. Clear criteria for referring and selecting students needs to be established prior to hiring students. This might reduce the disruption caused by students quitting and joining the Project sporadically throughout the summer.
5. Staff should be hired well in advance, so they may participate in the organization and planning of the Project. If staff are hired in time to assist in the planning of the Project, the planning will not fall to others who may not have the time to devote to a thorough planning process.
6. Parents need to be included at the beginning of the Project and made aware of the Project purpose and structure, perhaps in the form of an orientation. In addition, they should be

kept informed throughout the summer. They may also provide valuable information and insights into individual student's needs which will assist in Project planning and service delivery. Further, parents should be given the name of a contact person on the Island (perhaps the Project Manager) that they can consult with when necessary.

7. One representative from one organization should assume ultimate responsibility for ensuring that the Project is progressing as planned.
8. The students should participate in planning the structured activities. This is especially important when dealing with adolescents. Encouraging their input and feedback might result in the students being more committed to participating in the activities. In this regard, there should be less emphasis on Discovery activities, and more on recreational activities. After working all day, the students might be more receptive to leisure activities and informal discussion periods, which are also more conducive to building relationships with each other and staff.
9. The schools should be informed of who was accepted into the Project, and their final status with the Project. This builds in an evaluation component as the school personnel may then be in contact with the Project staff about student changes related to the Project. In addition, the schools could be contacted for a follow-up survey to determine the effectiveness of the Project.

10. The concept of peer-pairing is worth exploring and developing further. The literature suggests that the students should have been aware of the peer-pairing component, and the non-risk students should have been trained as peer counsellors. Further, the staff should have been skilled in implementing and facilitating the concept of peer-pairing as a therapeutic intervention for potential dropouts.
11. It would have been beneficial to have built in a more effective monitoring evaluation as well as a follow up evaluation. The monitoring evaluation could have been accomplished by daily recordings, weekly staff meetings, and weekly meetings with the boys that focussed upon Project strengths and weaknesses, student needs and progress, and the implementation of changes as needed.

Appendix A

STUDENT QUESTIONNAIRE

PECHE ISLAND PROJECT QUESTIONNAIRE
(STUDENTS)

Assurance that information the student provides will be presented in group form only. _____

STUDENT NAME: _____ R. N

1. Age: _____

2. Are you still in school?

1. yes _____ 2. no _____

(a) If yes, what school are you attending? _____

(b) Is this the school that you attended last year?

1. yes _____ 2. no _____

(c) If no, why did you leave school?

(d) If no, what are you presently doing?

IF NO, PROCEED TO QUESTION 13.

3. Since September, have you:

	Yes	No	# of Times	More	Less Than Last Year
(a) been suspended?					
(b) been threatened with suspension?					
(c) been in trouble with the law?					
(d) been sent to the office due to behavior problems?					
(e) skipped school?					
(f) participated in any extra-curricular activities?					

4. How are your grades this year?

1. A _____ 2. B _____ 3. C _____ 4. D _____
 5. E _____ 6. F _____

5. How were your grades last year?

1. A _____ 2. B _____ 3. C _____ 4. D _____
 5. E _____ 6. F _____

6. Are you spending more time on your homework this year?

1. yes _____ 2. no _____

(a) If yes, why?

7. Are you involved in sports at school this year?

1. yes _____ 2. no _____

(a) Is this more or less than last year? 1. more _____ 2. less _____

8. Since September, have you received any awards at school? (eg. sports, music etc.)

1. yes _____ 2. no _____

(a) If yes, for what? _____

9. How do you feel about school this year?

10. Is this any different than the way you felt last year?

1. yes _____ 2. no _____

(a) If yes, why do you feel differently?

11. Do you plan to graduate from high school?

1. yes _____ 2. no _____

(a) If yes, do you plan to attend college or university?

1. yes _____ 2. no _____

12. Do you think participating in the Project helped you decide to stay in school?

1. yes _____ 2. no _____

(a) If yes, how did the Project influence your decision?

13. Do you hang around with or telephone anyone that you met at the Project?

1. yes _____ 2. no _____

(a) If yes, who?

(b) If no, why not?

14. Thinking back on the summer and the things you did, tell me if you found the following activities helpful or not helpful.

Activity	Helpful	Not Helpful	Didn't Go
(a) Fort Malden tour			
(b) Fire Hall tour			
(c) CJOM tour			
(d) Little River Pollution Plant tour			
(e) Courthouse tour			
(f) Red Cross demonstration			
(g) CBC tour			
(h) Police Station tour			
(i) Jewish Synagogue tour			
(j) Rap sessions			
(k) Coast Guard visit			
(l) Living away from home for the summer			
(m) Learning to use tools			
(n) Presentations by Futures			
(o) Taking care of yourself			
(p) Working eight hours daily			
(q) Working with MNR staff			
(r) Earning your own money			
(s) Learning about nature			

15. Rate the following activities from 1 to 5, where 1 is the least enjoyable and 5 is the most enjoyable.

Activity	1 (least)	2	3	4	5 (most)
(a) Swimming	1	2	3	4	5
(b) Fishing	1	2	3	4	5
(c) Evening campfires	1	2	3	4	5
(d) Movies on the VCR	1	2	3	4	5
(e) Baseball games	1	2	3	4	5
(f) Special meals	1	2	3	4	5
(g) Basketball	1	2	3	4	5
(h) Weightlifting	1	2	3	4	5
(i) Long distance run	1	2	3	4	5
(j) War games	1	2	3	4	5
(k) Scuba diving	1	2	3	4	5
(l) Canoeing	1	2	3	4	5
(m) Table tennis	1	2	3	4	5
(n) Pig roast day	1	2	3	4	5
(o) Being on T.V.	1	2	3	4	5

16. Thinking back on the summer, what did you learn about:

- (a) Friends _____

- (b) The Community _____

- (c) Use of Spare Time _____

(d) School _____

(e) Working _____

(f) Nature _____

(g) Money _____

17. What did you least enjoy about the Project last summer?

18. What did you enjoy most about the Project last summer?

19. Would you like to return to the Project next summer to:

	Yes	No
(a) participate?		
(b) visit the staff and the island?		
(c) help coordinate some activities?		
(d) other? _____ _____ _____ _____		

20. Would you recommend the Project to **your** friends?

1. yes _____ 2. no _____

(a) If yes, why?

(b) If no, why not?

21. Do you have any recommendations that will help us to make the Project better for next summer?

Appendix B
PARENT QUESTIONNAIRE

PECHÉ ISLAND PROJECT QUESTIONNAIRE
(PARENTS)

Assurance that information will be used in group form only. _____

Name: _____

Relationship to _____: _____

1. Do you know why _____ was referred to the Project?

1. yes _____ 2. no _____

(a) If 'Yes', why was he referred?

2. At the time _____ was chosen to participate in the Project, do you think you received adequate information about the Project?

1. yes _____ 2. no _____

3. Were you informed of _____ progress in the Project?

1. yes _____ 2. no _____

(a) If 'No', would you like to have been more informed?

1. yes _____ 2. no _____

4. Does _____ still hang around with or telephone anyone from the Project?

1. yes _____ 2. no _____ 3. unsure _____

(a) If 'Yes', who? _____

(b) Do you think this contact is a positive influence on _____?

1. yes _____ 2. no _____

(c) If 'No', why not?

(d) If 'Yes', in what way(s)?

5. Since _____ participation in the Project, have you observed or has it come to your attention, that he has changed in any of the following areas? If there has been change, please indicate the nature of the change.

AREA	CHANGE			
	Positive	None	Negative	Unable to Judge
(a) Attitude toward school				
(b) Attitude toward teachers				
(c) Attitude toward authority				
(d) Motivation for school				
(e) Money management				
(f) Peer group				
(g) Attitude toward nature				
(h) Use of spare time				
(i) Knowledge of the community				
(j) Other _____ _____ _____ _____				

6. Is _____ still attending school?

1. yes _____ 2. no _____

(a) If 'No', why did he leave school?

(b) What is he doing now?

7. We are interested in how _____ is doing in school this year. Please indicate if any of the following have occurred since September. Also, is this more or less than last year?

Yes No More Less Than Last Year

	Yes	No	More	Less	Last Year
(a) Expulsion from school					
(b) Suspension from school					
(c) Threatened suspension from school					
(d) Phone calls or letters about disciplinary problems					
(e) Absenteeism					
(f) Chronic lateness					
(g) Involvement in school clubs					
(h) Involvement on school teams					
(i) Received an award(s)					
(j) Other _____ _____ _____ _____					

8. Do you have any recommendations that will help us to make the Project better next year, or will help you as the parent(s) or guardian(s)?

Appendix C

COVER LETTER AND EDUCATORS QUESTIONNAIRE

#1-561 Parent Avenue
Windsor, Ontario
N9A 2C2

February 23, 1988

Dear

Re: Peche Island Summer Work Project

Further to our phone conversation in January, you will recall that I am conducting an evaluation of the Peche Island Summer Work Project. This Project was a joint effort of the Youth Employment Counselling Services, the Ministry of Skills Development, the Ministry of Natural Resources and the Community Spirit of Windsor Committee. The Project employed several youths throughout the summer of 1987.

In addition to interviewing the students who participated in the Project, their parent(s), and the Project staff, questionnaires are being forwarded to those school personnel who referred students to the Project. Please note that the names of the student(s) from your school who participated in the Project appear on the questionnaires. I would appreciate it if you would distribute the questionnaires to the referring teacher or guidance counsellor.

Please return the survey, using the pre-paid envelope, at your earliest convenience. If you have any questions, please do not hesitate to call me. I can be reached at 255-7440 ext. 233 during the day and 254-3927 in the evening. Thank you for your cooperation and if you are interested, I would be happy to send you a copy of the study findings.

Respectfully,

Mary Medcalf
University of Windsor

PECHE ISLAND PROJECT QUESTIONNAIRE
(EDUCATORS)

This survey is designed to determine your opinion about the Peche Island Project and the current educational status of the students who participated in the Project. Please answer as accurately as possible and be assured that the information you provide will be presented in group form only.

STUDENT NAME: _____

1. School Name: _____

2. Please indicate your rank: (check one)

1. Teacher _____ 2. Guidance Counsellor _____ 3. Vice-Principal _____
3. Principal _____ 5. Other _____

3. Do you know how many students your school referred to the Project?

1. yes _____ 2. no _____

(a) If yes, how many? _____

4. How long has _____ attended your school? _____

5. At the time _____ was referred to the Project was he considered to be at-risk for dropping out of school?

1. yes _____ 2. no _____

6. Please describe why _____ was referred to the Project. (be specific)

7. In June were you contacted by anyone from the Project and informed of _____ acceptance or rejection as a candidate for the Project?

1. yes _____ 2. no _____

8. At the time of the referral do you think you received adequate information about the Project?

1. yes _____ 2. no _____

9. In August were you informed of _____ final status in the Project?

1. yes _____ 2. no _____

10. Does _____ still attend your school?

1. yes _____ 2. no _____

(a) If no, please explain why not.

NOTE: IF YOU ANSWERED NO TO QUESTION 10 PLEASE OMIT THE NEXT SECTION AND MOVE TO QUESTION 17.

11. Since September, has _____ been referred to the principal's office for disciplinary problems?

1. yes _____ 2. no _____

(a) If yes, how often? _____

(b) If yes, what was the nature of the disciplinary problem(s)?

12. Since September, has _____ been referred to the guidance counsellor's office for disciplinary problems?

1. yes _____ 2. no _____

(a) If yes, how often? _____

(b) If yes, what was the nature of the disciplinary problem(s)?

13. Since September, has the school had any contact with _____ parents?

1. yes _____ 2. no _____

(a) If yes, please explain.

14. Since last year have you observed, or has it come to your attention, that _____ has changed in the following areas? (Please indicate if there has been a positive change, no change, a negative change or you are unable to judge by checking (✓) the appropriate box.)

AREA	CHANGE			
	Positive	None	Negative	Unable to Judge
(a) academically				
(b) behaviorally				
(c) attitude toward school				
(d) attitude toward teachers				
(e) absenteeism				
(f) tardiness				
(g) involvement in extra-curricular activities				
(h) peer group				
(i) motivation				

15. Are there any other areas in which you have noticed _____ has changed?

1. yes _____ 2. no _____

(a) If yes, please describe the change(s).

16. Do you see _____ as being at-risk for dropping out of school?

1. yes _____ 2. no _____

17. Do you have any recommendations that will help us in future Project planning or that will help you as the referral source?

-THANK YOU-

WOULD YOU LIKE A COPY OF THE STUDY FINDINGS? yes _____ no _____

Appendix D

COVER LETTER AND PROJECT PERSONNEL QUESTIONNAIRE

1-561 Parent Avenue
Windsor, Ontario
N9A 2C2

June 29, 1988

Dear

Re: Pêche Island Summer Work Project

This final questionnaire is being sent to the staff and planning personnel who have information about the Project which will be helpful in the evaluation. The completion of this questionnaire represents the final phase of the evaluation study. At this point, data has been collected from the students who participated in the Project, their parents, and school personnel. This data, as well as information about the organizational structure of the Project, has been compiled and reviewed.

The questions on the enclosed survey were prepared after examining the overall Project. I have chosen not to ask you about those aspects of the Project that I have already learned about from the previous data collection. Please be assured that the information which you provide will be used in group form only, and that your anonymity will be ensured.

Please complete and return the enclosed questionnaire, using the pre-paid envelope at your earliest convenience. If you wish to discuss the questionnaire, the Project or findings to date, I would be happy to arrange to speak with you. I can be reached at 254-3927 in the evening.

Thank you for your time in completing this survey.

Respectfully,

Mary Medcalf

PECHE ISLAND PROJECT QUESTIONNAIRE
(PERSONNEL)

This survey is designed to determine your opinion about the Pêche Island Summer Work Project. Please answer as accurately as possible and be reminded that your answers will be held in strictest confidence.

1. Name: _____

2. Your position in the Project: _____

3. While you were involved with the Project, do you think your roles and responsibilities were clear?

1. yes _____ 2. no _____

(a) If no, please explain.

4. In your opinion, was the work component of the Project successful? (eg. cleaning, developing Island; teaching the students job skills)

1. yes _____ 2. no _____ 3. unable to judge _____

(a) If yes, why?

(b) If no, why not?

5. Do you think that the Discovery component (community exploration) of the Project was successful?

1. yes _____ 2. no _____ 3. unable to judge _____

(a) If yes, why?

(b) If no, why not?

6. In your opinion, was the Disruption component (removal from home environment, provision of recreational activities) of the Project successful?

1. yes _____ 2. no _____ 3. unable to judge _____

(a) If yes, why?

(b) If no, why not?

7. Do you think the Peer-Pairing component of the Project was successful?

1. yes _____ 2. no _____ 3. unable to judge _____

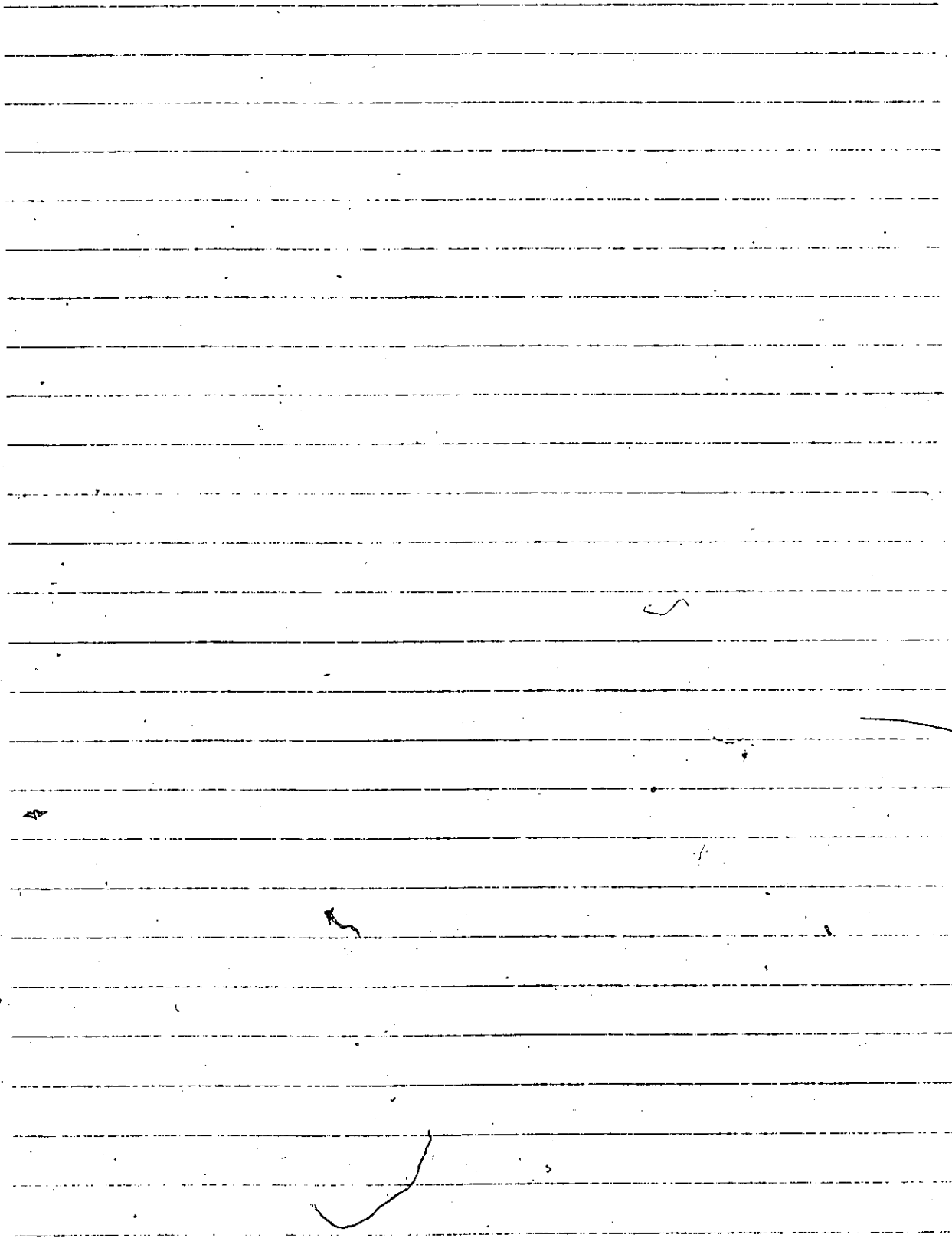
(a) If yes, why?

(b) If no, why not?

8. Which aspects of the Project do you think were most helpful for the students?

9. Which aspects of the Project do you think were least helpful for the students?

10. Do you have any recommendations that would be helpful in planning a Project of this type in the future?



Appendix E

PROJECT CORRESPONDENCE TO PARENTS



PECHE ISLAND PROJECT

* SIXTEEN STUDENTS WILL LIVE ON PECHE ISLAND MONDAY TO FRIDAY DURING JULY AND AUGUST

* THEY WILL WORK ON THE ISLAND WITH THE STAFF OF THE MINISTRY OF NATURAL RESOURCES CLEARING PATHS, REPAIRING BOARDWALKS AND BUILDINGS, CLEARING THE BEACHES, AND GENERAL PARK MAINTENANCE

* PAY WILL BE \$3.50/HR. FOR A 40 HR. WEEK

* THERE WILL BE EVENING ACTIVITIES MONDAY THROUGH THURSDAY IN WHICH ALL STUDENTS WILL PARTICIPATE

* STUDENTS WILL CONTRIBUTE A SMALL AMOUNT TOWARD FOOD, AND WILL NEED TO BRING A SLEEPING BAG AND PILLOW

* PERMISSION OF PARENT OR GUARDIAN WILL BE NEEDED AT TIME OF ACCEPTANCE INTO THE PROGRAM

138
PECHE ISLAND PROJECT

SUMMER '87

I hereby grant _____ permission to participate in the Summer Youth Project of the Pêche Island clean-up beginning July 6, 1987 and ending August 28, 1987.

It is understood that the group will be properly supervised and reasonable safety precautions will be taken.

I understand that the Ministry of Natural Resources, the Ministry of Skills Development and the Youth Employment Counselling Centre is responsible only for any negligence of itself, its employees, servants or agents.

I also understand and agree that the Ministry of Natural Resources, the Ministry of Skills Development and the Youth Employment Counselling Centre assumes no responsibility for any damages, losses or costs unless caused by such negligence and agree to indemnify the same by reason of any claim made on account of injury received without such negligence.

TIME OF DEPARTURE FROM MARINA MONDAYS WILL BE 8:30 A.M.

TIME OF RETURN TO MARINA FRIDAYS WILL BE 5:00 P.M.

MEANS OF TRAVEL WILL BE BY BOAT.

Signed _____
(parent/guardian)

(please detach this portion and return to 515 Riverside Drive West as soon as possible)

THINGS TO BRING TO ISLAND
Check List

sleeping bag	_____
any fishing gear	_____
work boots	_____
swim suits	_____
lowel and face cloths	_____
tooth brush and toothpaste	_____
running shoes	_____
windbreaker	_____
shorts	_____
underwear	_____
t-shirts	_____
sweat shirts	_____
socks	_____
old clothes for working in (pants, shirts, etc.)	_____
soap, deodorant, general toiletries	_____

* Please pack lightly due to limited storage.

Appendix F

STUDENT ORIENTATION PACKAGE

THE PECHE ISLAND PROJECT

KITCHEN CODE

1. Islanders are not allowed in the kitchen until meal times, unless they are on assigned kitchen duty, or authorized by staff to do so.
2. Swearing or yelling during meal time is not allowed.
3. A neat and clean appearance which includes clean hands, tidy clothes, as well as shirts and shoes must be adhered to at all times.
4. Islanders are not permitted to walk behind counter space unless authorized by staff to do so.
5. Throwing food is not permitted.
6. Meal time is meant to be a quiet and peaceful time. Your mission is to keep this time peaceful and pleasant for others.
7. Islanders should make a special effort to be courteous and respectful to the cook at all times.
8. After each meal, each Islander is responsible for picking up their own debris and returning their dirty dishes to the counter or dish bin.
9. Islanders should not linger in the kitchen. If your wish to linger and chat after the meal, go outside and do it.

LIVING ARRANGEMENTS AND BUNKHOUSE RULES

1. Smoking is not permitted in the bunkhouses at any time. Smoking is permitted only in the courtyard.
2. All bunkhouses will be locked during working hours.
3. Vandalism in the bunkhouses or on the Island will not be tolerated. This includes the deliberate carving of furniture or doors with knives, or damaging property.
4. Wake up is at 7:00 a.m.
Work starts at 8:00 a.m.
Work ends at 5:00 p.m.
Lights out at 11:00 p.m.
5. Stereos and ghettoblasters must be turned off at 11:30 p.m., and they must be played quietly when being used. The use of earphones is encouraged.
6. Stealing of any kind (from other Islanders, the MNR or the Project) will not be tolerated and will result in immediate expulsion.
7. No swearing, spitting or littering is permitted in the bunkhouses.
8. Islanders are responsible for keeping the bunkhouses neat and clean and making their beds daily.

DISCOVERY RULES

1. The Discovery part of the program is meant to be both educational and fun. If it is not educational or fun, you should inform the Island staff why you are not learning anything, or having fun.
2. Islanders will take an active part in helping to plan the discovery activities.
3. Smoking or swearing is not allowed in the van or the boats, or in canoes.
4. Upon each discovery activity, one staff member will be the co-ordinator for that activity. This co-ordinator has ultimate responsibility for the discovery activity. If you have a problem, question or concern about discovery, indicate it to the discovery co-ordinator.
5. The use of alcohol or drugs during discovery activities results in immediate expulsion from the Island Program.
6. During discovery activities, each Islander will be paired with a partner or buddy. You are never to wander or walk off on your own without your partner or buddy.
7. In the van, seat belts must be worn at all times.
8. In the boat and canoes, life jackets must be worn and tied up.
9. Islanders may spend their own money on discovery activities.
10. At discovery activities Islanders must follow the same code of conduct that is expected on the Island.

Appendix G
THE CONDUCT CONTRACT

THE PECHE ISLAND PROJECT

THE CONDUCT CONTRACT

Date: _____

I _____, will conduct myself in a manner that is appropriate of an Islander at all times. This means that I will follow the rules and regulations that are set up for the Island. I further agree that violations of these rules will be sufficient grounds for expulsion from the Island Program. The following are the rules.

1. No swearing or abusive language will be used on the Island or in Discovery Activities.
2. All work will be performed to the satisfaction of the Ministry of Natural Resources, in accordance to their goals, targets and safety regulations.
3. All Islanders must conduct themselves in a manner that is respectful to both the environment (the Island) and their fellow Islanders.
4. The use of alcohol or drugs results in immediate expulsion from the program.
5. All Islanders will be accountable to the MNR staff, and the Peche Island staff during wake-up, meal times and after work.
6. Islanders will conduct themselves in a manner that in no way endangers themselves or other Islanders.
7. All rules and regulations regarding the Island, cabin and the kitchen will be observed.
8. All Islanders will strive to work hard and efficiently while having as much fun as possible.
9. All Islanders must understand that this project is meant to be educational and fun.

10. Failure to comply to these rules involves penalties and expulsion.

11. No boating or canoeing is permitted after dark.

Appendix H

THE ADMINISTRATIVE CHRONOLOGY

Figure 4. Administrative Chronology of the Peche Island Summer Work Project

Date	Event Which Transpired	Policies/Procedures	Service	Personnel/Budget	Comment
February 25/87	Memorandum from the Ministry of Skills Development (MSD) to Carol Libby, Director of Youth Employment Counselling Centre (YECC) offering opportunity to apply for funding for summer employment projects	Application forms and Ministry Guidelines re: projects will be forwarded to YECC in mid-March/87. MSD will evaluate each application in relation to detailed guidelines	Provision of community based summer employment projects for approximately 400 students in Ontario	YECC will design and deliver the work project.	Who will write this proposal? How will this project take shape?
March 10/87	John Dignon (Community Spirit of Windsor Committee-CSW), Dr. Michael Holosko (University of Windsor), C. Libby & Donna Moro (YECC) met to discuss the possibility of launching a work project	C. Libby & D. Moro offered their support and outlined their role, providing J. Dignon and M. Holosko write the proposal	J. Dignon & M. Holosko outlined the basis for the proposal, including the evaluation component		The impetus for the proposal was a desire to do something good for the community and Windsor's teenagers. The proposal would have to satisfy the needs of all Ministries involved
March 9/87	Memorandum from MSD, Youth Employment Services Branch to C. Libby inviting proposals for Summer Jobs Project	Summer Jobs Project 1987 Program description and guidelines for proposals and application sent to YECC. The deadline for proposal submissions was April 16/87	Provision of a counselling and work experience for students who are expected to complete the 1986/87 school year but have been identified as not likely to return to school in September 1987	Total cost of Project will be paid for by MSD Funds are available under the Summer Experience Program Funding will be on a one-time basis	In addition to an employment experience, there was to be a strong counselling component to the Project including employment counselling, decision making skills, goals clarification, labour market information, life skills etc. Whether or not the counselling component, which was mandated by the MSD can be meaningfully operationalized in the Project is questionable
March 25/87	D. Moro composes & sends memo to be printed in High School "Liaison News" informing school personnel of the Project	School personnel are made aware of the Project and can call Donna if they require further information	Students will be referred to the Project by school personnel		Donna wanted to inform the school personnel, because by the time the Project is approved, time will be of the essence

(Figure 4 continued)

Date	Event Which Transpired	Policies/Procedures	Service	Personnel/Budget	Comment
March 30/87	Letter to J. Dignon from Dept. of Natural Resources re: MCCC Camp Vanderbilt in Lansing, Michigan	Also want information on Camp Katimavik in Canada to assist in planning the Project Have not perfected a way to evaluate the Project	Provision of MCCC's policies, procedures etc. and provision of the name of a contact for more detailed information		Ross Dodge, Special Projects Coordinator, is contact person for information about Camp Vanderbilt Project personnel did not contact Ross Dodge
April 10/87	CSW submits initial proposal to YECC and MNR	Project will be evaluated CSW proposes to be the employer of record Precedents for room and board were from the Junior Forest Ranger Program, Camp Vanderbilt and Future Residential Centres	At-risk students will be paired with non-risk students and provided with jobs and housing on Peche Island for the summer	The MNR will supervise a 40 hr. 5 day work week CSW will apply for a wage subsidy of \$1.25/hr. to Ontario Summer Employment Program to pay \$290/week for food technician from St. Clair College Project will hire 1 Project Manager and 2 Supervisors	The project planners identified that vandalism, theft & burglary may be attributed to kids who are or could be dropouts; these kids usually spend the summer with little or nothing to do and no money to spend
April 16/87	Formal Project proposal and application completed by YECC and sent to MSD Carbon copies sent to J. Dignon and M. Hoisko	Planning committee consisted of CSW, MNR & YECC MNR will provide supervision of work CSW members will make frequent visits to the Island YECC & CSW will work closely together YECC will maintain contact with all parties involved and will provide orientation and training to staff		MNR will supervise the work, provide equipment, boat, motor, bunk beds, mattresses St. Vincent de Paul will provide pots & pans Windsor Store Fixtures will provide dishes & utensils Kids and staff will pay \$12/day for food Food Services Technician from St. Clair College will provide cooking services for 8 weeks for a total cost of \$9,914. D. Moro projected a total budget of \$30,403 of which \$29,285. was salaries and benefits and \$1,118 was administrative costs	Hiring personnel is now an issue MNR role is more clearly defined Administrative difficulties beginning e.g. salaries will be administered through St. Clair College which will prove to be a slow, cumbersome process
May 8/87	Letter from D. Moro to Gary Barnardt, Senior Project Officer from MSD	Assurance that YECC will remain closely involved with the project	See above		

(Figure 4 continued)

Date	Event Which Transpired	Policies/Procedures	Service	Personnel/Budget	Comment
May 13/87	Advertisement for Project staff is posted at Canada Employment Counselling Services				0
May 14/87	Meeting at J. Dignon's house with M. Holosko, C. Libby and Jack Sulston from MNR	Continued to detail and outline proposed summer project and to clarify MNR's role	Confirmed that MNR would assume responsibility for work component and YECC would assume all other responsibilities		Certain issues are still unresolved: liability insurance, provision of food and cooking, pay, boundaries of each Ministry's responsibility
May 19/87	D. Moro sends letters to all high schools requesting referrals - all city & some county	School personnel from each school are to identify five at-risk and 5 non-risk students up to 17 years of age. Applications were enclosed	Referral service		Starting to recognize the difficulties in labelling kids as high risk and non-risk Many of the guidance counsellors found the memo confusing; the criteria for referring students was not clear
May 19/87	Application for volunteer status with MNR completed	Agreement between MNR and Project signed YECC re: volunteer status of Project signed MNR now covered by its volunteer policy	Project will assist in Island maintenance and development	Kids and staff will work from July 6 - August 28/87, 40 hours per week MNR will supply equipment etc. (see April 16)	Question of whether to include both boys & girls; decided to go with boys only D. Moro wanted to include boys and girls and so, in memo to the schools did not specify either boys or girls J. Dignon was adamant re: boys only; D. Moro was concerned about public scrutiny re: discrimination However, only boys were accepted Question of whether to have two 4 week sessions or one 8 week

(Figure 4 continued)

Date	Event Which Transpired	Policies/Procedures	Service	Personnel/Budget	Comment
May 26/87	Verbal confirmation of Project approval received from MSD head office Request for Special Project approval submitted	YECC requested separate cost centre for project: St. Clair College	Beginning start-up activities	Applications for staff positions reviewed Interviews begin, interviewed by D. Moro with support from J. Dignon and M. Holosko	Recognizing that the Project Manager will have much responsibility and inadequate pay
May 28/87	C. Libby, by memo informs Betty Topp, head account- ant, St. Clair College that Jeff Patterson has been hired as Project Manager	Normal hiring procedures followed		Manager will work from June 1 - Sept. 4/87, 40 hrs. per week at \$8/hr. + 4% vacation pay	Recognizing need to hire supervisors as soon as possible Manager participated in interviewing and hiring process
June 10/87	Referrals from schools beginning to come in	Project Manager phoned some of the school personnel and met with them informally	Recruiting for kids	There is a need for money for administrative costs to get Project going (e.g. gas for Project Manager); however, could not access money	St. Clair College financially controls all YECC projects
June 16/87	Letter to C. Libby from MSD re: approval of the project	Project must be evaluated, must target early school leavers identified by school board, must be an effort to include visible minorities, must be a counselling component, must be training in on-the-job safety		\$30,403 promised by MSD	Canvassing of schools was done haphazardly and was not systematized Difficulties obtaining money posed administrative problems
June 18/87	J. Sulston supplies information package to YECC on volunteer status with MNR	MNR outlines policies and procedures related to volunteer status with them	MNR will provide legal liabilities guidelines, policies (re: personnel, conditions of agreement, park management), and a volunteer handbook that will provide information to help structure the project, train volunteers etc.		Jeff, through recommendation of J. Dignon, procured canoes from Hands Secondary School
					There were no guidelines from MSD about how to administer the Project or evaluate the Project
					MNR are going to assume full responsibility for the work component; YECC will provide support component

(Figure 4 continued)

Date	Event Which Transpired	Policies/Procedures	Service	Personnel/Budget	Comment
June 19/87	Lyn Medler hired by D. Moro and J. Patterson to be a Supervisor	Interviewed, application processed for hiring		Will work for Project at \$4.85/hr.	It was assumed Lyn would be with the Project for the summer
3rd week of June/87	Lyn Medler quits to work in YECC office				This left the Project short-staffed and in a crisis
June 30/87	Pots & pans rented from St. Vincent de Paul Society	Returned Sept. 1/87			
July 6/87	C. Libby, in a memo, informs M. Krakano of 15 kids and 2 Supervisors who have been hired Sistine Scarbo is hired to cook for the Project	Project formally initiated M. Holosko would assume responsibility for evaluation component		Kids will be paid \$3.50/hr. for a 40 hr week Supervisor A will receive \$7.00/hr for a 36 hr week Supervisor B will receive \$4.85/hr for a 40 hr week Project Manager will receive \$500/wk for food supplies	Difficulties accessing money for Project needs There are no job descriptions for the staff No safety regulations have been defined. Some of the kids don't have social insurance numbers S. Scarbo is recommended and contacted by J. Dignon
July 7/87	Staff and kids begin work	M. Holosko provided staff with an orientation about writing job descriptions writing job descriptions in consultation with M. Holosko			MSD does not require or outline job descriptions, policies, procedures or evaluation Kids begin to raise the issue of minimum wage and the room & board deductions They are dissatisfied and staff are attempting to deal with the kids' anger
July 9/87	Memo that many of the students do not have S.I.N.s	Students who don't have S.I.N.s are applying Kids signed for \$12/day deduction for food			The paperwork to personnel re: hiring was not done on time; this has become an urgent task There are problems with the telephone hood, ups on Island, making it difficult to facilitate the kids getting their S.I.N.s Importance of reserve list of kids became clear as some kids threatening to quit due to poor wages

(Figure 4 continued)

Date	Event Which Transpired	Policies/Procedures	Service	Personnel/Budget	Comment
July 9/87	Letter to C. Libby from D. Moro re: hiring a cook for the Project	J. Dignon contacted the nutrition program at St. Clair College and tried to recruit a cook but to no avail J. Dignon and M. Holosko decided to hire a cook and did so	On Island food preparation with support of kitchen duty from staff and kids	1 cook, 36 hrs/wk + food = \$12/day deduction for the kids If Moro's had supplied the food, the deduction would have been \$9/day	The original plan was to hire Moro's restaurant to prepare the food and bring it over daily to the Island D. Moro was angry that the plans had been changed in her absence YECC program concerned that the decision had been made without their consultation CSW was concerned about the safety and hygiene of transporting food, and a potential conflict of interest
3rd week of July	Mike Jones joined the Project & one MNR staff was relieved of his responsibilities as Work Director	J. Dignon knew M. Jones and invited his involvement	New Work Director	M. Jones was not paid	Disintegration of relationship between J. Dignon and MNR No formal procedure to include M. Jones
July 28/87	YECC receives formal agreement between MSD and St. Clair College re: summer project	The agreement outlines the MSD's and St. Clair's interest in and responsibility to the Project	Funding, identification of target population, provision of the Project including insurance and financial management etc. outlined		
July 29/87	Dishes rented from Windsor Store Fixtures	Returned Aug. 28/87			
August 11/87	MSD sent, and project received, information package, including forms to conduct outcome and follow up survey on kids				
August 12/87	J. Dignon, in a letter to C. Libby, recommends that J. Patterson be removed as Project Manager	J. Dignon, in a letter to Safety and Hygiene issues that are identified in memo		Removal of Project Manager	Supervisor recommended as Project Manager All were concerned about how this would affect the kids

(Figure 4 continued)

Date	Event Which Transpired	Policies/Procedures	Service	Personnel/Budget	Comment
August 17/87	C. Libby assigns one of the Supervisors to take over as Project Manager; Jeff Patterson is assigned to coordinate administrative and financial aspects of the Project		Supervisor is to plan and organize after work counselling and activities for students as well as be responsible for student safety and food ordering	Two staff are now working directly with the kids	There is one less staff to work with the kids which raises concern about adequacy of supervision and how the kids may react
August 19/87	The project requests \$1,000 from MSD for food for final weeks	Project under-budgetted St. Clair College advances the project \$1,000 and MSD reimburses St. Clair on August 31/87		Continuing issues of funds being delayed, advances being forwarded cumbersome accounting process	There are concerns and questions about management of funds (i.e. food costs vs. administrative costs)
August 20/87	J. Patterson writes a letter on behalf of one of the students advocating for the student's acceptance back to school	This letter was required by the school Standard procedure followed re: YECC recommendation	Good public relations for the Project Community liaison function		This seems like a good idea; perhaps, should have been done for all students
August 21/87	Section A follow up completed	Completed by J. Patterson in YECC office Required by MSD			This follow up was for general stats such as # of students who went through the program, length of time in program etc.
August 26/87	J. Sulston sends C. Libby a letter describing the work and tasks achieved by the project				
September 14/87	MNR thanks Gerry Campeau Windsor Coalition for Development, who wrote a letter in praise of the Project	Project will be evaluated by an M.S.W. student to determine Project effectiveness and the possibility of a Project taking place again next year	Formal evaluation, both process and outcome Audio-visual tape by M. Hološko	Continued partnership between MNR, CSV, MSD	Copy of letter sent to J. Dignon, M. Hološko, MSD

(Figure 4 continued)

Date	Event Which Transpired	Policies/Procedures	Service	Personnel/Budget	Comment
October 9/87	Final meeting with kids to give them bonus cheques Took place at YECC office with Jeff Patterson	Kids were informed by J. Patterson at beginning of the Project that they would receive bonus money at the end of the Project		There was \$800 left over from the extra \$1,000	Beginning of involvement of M.S.W. student, Mary Medcalf There was lack of communication and collaboration between people involved in the Project re: whether kids should get money and how much they should get There was much confusion in the office about the cheques YECC administration very angry with J. Dignon; the working relationship between the two had been breaking down throughout the Project J. Dignon had been told not to show up at the office to have anything to do with the kids or cheques
October 16/87	Stats Form B completed re: outcome and follow-up Final report re: total program costs	Completed by Jeff Required by MSD			All kids followed up are in school Total costs \$31,309.
April/88	M. Medcalf began to gather information for evaluation Stats Form C completed re: outcome and follow up	Xeroxed relevant information for beginning phase of evaluation Completed by D. Moro at YECC office	Beginning of process evaluation	YECC absorbed xeroxing costs	Information accumulated through the months was at the YECC office; however, there was no systematized documentation, the info was haphazardly filed Initially, D. Moro could not find the forms. They were finally found in a binder in the YECC office Forms completed by D. Moro, with assistance from M. Medcalf Sent to MSD late
December 16/87	Account at CIBC still open	Looking for a volunteer to close it (from YECC) Need to return the money to MSD			

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