

An Evaluation of the District of Columbia Summer Youth Employment Program

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An Evaluation of the District of Columbia Summer Youth Employment Program

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Dedication

To my grandparents – Joginder and Kamal Sachdev and Sheila and Prem Premnath who educated my parents and taught them importance of loyalty, dedication, and motivation – all which they have passed on to me.

To my parents – my father, the first Dr. Sachdev who set the bar high and my mother who taught me to set your own path and nobody can take that from you.

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Abstract of Dissertation

An Evaluation of the District of Columbia Summer Youth Employment Program

The District of Columbia (DC) Summer Youth Employment Program (SYEP) is a six week program through the Department of Employment Services (DOES) designed to provide eligible youth with enriching summer work experiences through placements in community-based, private, or government sectors. The program is open to youth who ages 14 to 21 years, who are DC residents and permitted to work in the United States. SYEP meets the needs of these youth range using a youth development framework promoting positive work experiences.

This evaluation utilized quantitative and qualitative methods including surveys, focus groups, interview, and SYEP records to evaluate if the youth were provided learning opportunities, if youth and supervisors were satisfied with the program, and the effect of SYEP on short term outcomes of increasing employability skills and future goals towards employment as well as increasing positive attitudes towards negative behaviors.

In 2011, SYEP served 12,651 youth. There were about an equal number of males and females, with a majority in high school or below between the ages of 14 and 17 years. In addition, a majority of the participants (53%) came from Wards 7 and 8. It should also be noted that SYEP has a high retention rate, with 88% of the youth returning from the previous summer. In addition, a majority of the organization sites that youth were employed at were local non-profits and DC Government agencies.

Overall the findings show that 95% of the youth felt that they were provided learning opportunities and 69% were satisfied with the program. Furthermore, 95% of supervisors were also satisfied with SYEP and have recognized the improvements that SYEP has made over the past years. With respect to youth outcomes, the program has shown to limited the short term outcomes of the program. The qualitative findings revealed continued improvements can still be implemented specifically around the application process and quality of programming. Recommendations are provided based on these findings including research, policy, and practice implications

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Acronyms

AED	Academy of Educational Development
AYD	Advancing Youth Development
CBO	Community Based Organization
CCDC	Community College of the District of Columbia
CYITC	DC Children and Youth Investment Trust Corporation
DC	District of Columbia and Washington, DC
DCPCS	DC Public Charter Schools
DCPS	District of Columbia Public Schools
DOES	District of Columbia Department of Employment Services
DME	Office of the Deputy Mayor for Education
IRB	Institutional Review Board
GWU	George Washington University
MOU	Memorandum of Understanding
OSSE	Office of the State Superintendent for Education
N/R	No Response
OST	Out of School Time
PCSB	Public Charter School Board
PYD	Positive Youth Development
SAS	Statistical Analysis System
SYEP	Summer Youth Employment Programs

WIC/YIC Workforce Investment/Youth Council

Glossary of Terms

Employability Skills: Set of skills, knowledge and personal attributes that make an individual more likely to secure a job and be successful in the workforce.

Future Orientation: One's expectations and the degree to which one is thoughtful about their future.

Higher Education: Two or four year college/university

Job Readiness Services: Services that include career awareness and exploration activities, general job training activities, resume, cover letter, and interview preparation, and general workforce readiness and skills.

Low-Income: An individual whose family's taxable income for the preceding year did not exceed 150 percent of the poverty level amount.

Work Ethic: Demonstrating personal accountability and effective work habits such as punctuality, working productively with others, time and workload management, and appropriate dress.

Youth: The entire adolescent period, from ages 10 until 24 years.

Youth Development: The physical, social, and emotional processes that occur during the adolescent period, from ages 10 until 24 years.

Youth Development Programs: Programs focusing on fostering the skills necessary for personal, social, and career-related success.

Urban: Belonging to a densely populated city.

Chapter 1: Introduction

Background of Study

The successful transition from youth to adulthood is not only critical to individual development but also the well-being of society. The societal consequences of a well-educated citizenry include increased productivity, lower crime rates, and increased community service. Unfortunately, many issues plaguing youth in the United States--including poverty, sexual health, substance abuse, low academic achievement, and crime--hinder this successful transition. While adolescents often maintain high educational and occupational aspirations, the transition is often characterized by few institutional supports, lack of persistence in education, and a lack of guidance with respect to the combination of post secondary education, work, and family (Mortimer, Zimmerman, Gembeck, Holmes & Shanahan, 2002).

In addition, in today's economy, making a successful transition into adulthood often requires not only finishing high school but also earning a post-secondary education or training credential and maintaining a job. Unfortunately, this is not achieved by many youth from the District of Columbia (DC) (Ross, 2011). In 2007, only 43% of DC youth graduated from high school within five years and only 29% of those students enrolled in post-secondary education within 18 months of graduation (Double the Numbers (DTN), 2006). Moreover, DC Public Schools' (DCPS) students have the fourth highest dropout rate in the nation. In fact, in 2003, 29% of DC's youth (ages 18 to 24 years) were not in school, not working, and had not attained a high school diploma (Urban Alliance (UA),

2010). This contributes to the fact that 67% of DC's youth cannot find viable employment (UA, 2010; Annie Casey Foundation (ACF), 2011).

Furthermore, when compared to other urban cities, DC youth have a lack of opportunities and resources and are threatened by higher rates of high school dropout, teenage pregnancy, violence, and substance abuse (Chaplin, 1999; UA, 2010). Sixty percent of youth live in single-parent households and over half of youth are in households earning below the living standard (200% of the federal poverty line) (ACF, 2011). In 2008, the teenage pregnancy rate in DC was 51 pregnancies per 1,000 girls ages 15 to 19 as compared to 41 per 1,000 nationally (ACF, 2011). Violence continues to be higher than the national average with DC having nine times more child murders than the national average (Finkelhor & Ormrod, 2010).

These statistics further show the fact that nationally African American and urban youth are predisposed to more negative health and social outcomes than their Asian-American and White counterparts due to poverty, educational inequalities, environmental threats, and access to health care (Centers for Disease Control and Prevention (CDC), 2010). In 2009, about one in four of youth who were African American was considered disconnected from education and work (Ross, 2011). Also, low-income African American youth are faced with limited resources and generally have the poorest record of student academic success (Thomas, 2000).

In urban areas, effective out of school time (OST) programs can provide a positive environment to help decrease the negative outcomes by giving opportunities and resources. For example, it was found that youth who participate in at least one hour of OST activities per week are 49% less likely to use drugs and 37% less likely to become

teen parents (National Recreation and Park Association, 2010). The need for these programs is also expressed by the community, as seen at a 2010 Citizens Summit in DC. Here DC residents asked “the District to offer more support for teenagers as they transition to adulthood” with the top three suggestions being to increase mentoring, vocational training, and life skills programs (UA, 2010).

Specifically, youth employment programs play an encouraging role in youth’s lives by exposing them to work environments, teaching leadership, interpersonal and occupational skills, provide opportunities to explore careers and serving as a catalyst for a positive youth development (Ross, 2009). Current studies show that participation in these programs can have lasting academic, vocational and life benefits including increased high school graduation rates, greater employability skills, decreased drug use, and reduced teenage pregnancy rates (Flannery, Hussey & Thomas, 2009). Lastly, summer youth employment has been thought to have the greatest short term benefits to society as it provides an introduction to job skills and experience (Mael, Morath & McLellan, 1997).

One such program is the DC Department of Employment Services (DOES) Summer Youth Employment Program (SYEP). SYEP provides DC youth ages 14 to 21 years with meaningful professional experiences to increase employment related experiences and alleviate the potential for negative developmental outcomes. Through SYEP, youth participants have structured and supervised opportunities to explore vocational interests, develop useful work habits and marketable skills, learn the value of earning money through gainful employment, and obtain educational enrichment.

Statement of Problem

Although the need of providing resources and opportunities is clear, in order to close a \$188 million dollar budget shortfall in 2011, summer youth programs in DC were cut (Cardoza, 2011). There were approximately 5,600 fewer DCPS summer school slots, 1,500 fewer slots with community based organizations (CBO) and about 8,000 less slots in SYEP. This left over 15,000 youth without summer activities that they were planning on participating in. In addition, the many programs that have been created nationally to provide youth development opportunities not only continue to suffer economic hardship, but also lack an empirical evaluation (Matsuba, Elder, Petrucci & Marleau, 2007). Without a sound evaluation, the programs are unable to examine if and how their efforts are impacting their participants.

For example, although SYEP has been in existence since 1979, it has never been formally evaluated with regard to youth outcomes. Research has investigated participant demographic characteristics, satisfaction, and opportunities provided however do not provide findings on the youth behavior outcomes. Therefore, a rigorous evaluation is needed to assess the overall behavioral effectiveness of this program as well as build on the previous research. This dissertation fills this gap by designing and implementing a pilot evaluation to provide recommendations for the program and for longer term evaluation efforts. Not only is this important to help strengthen programming to provide the best outcomes for the youth, but also as about 12% of the total DOES current fiscal year budget is allocated to SYEP, it is important to examine if this investment is beneficial to youth outcomes.

Purpose of Study

The purpose of this study is to design and implement a formative (process) and summative (outcome) evaluation. Process evaluation is intended to look at the delivery of a program by assessing the quality of an intervention, explains why certain results are achieved, and identify factors that facilitate program success (Linnan & Steckler, 2002). Outcome evaluation complements process evaluation while observing the participant outcomes of the program (Wholey, Hatry, & Newcomer, 2004). Therefore, the process evaluation examines the extent to which SYEP is reaching the intended population and providing quality programming with which the participants are satisfied. This joins the outcome evaluation, which examines the short term behavior changes in the youth participants.

To successfully complete these tasks, a framework was first be developed including identifying specific goals and objectives for the program, creating a logic model of the program, developing and implementing measurement tools, and analyzing the data collected to report the findings of the short term objectives. These results assessed the strengths as well as weaknesses of the program and provided recommendations for changes to implementation. In addition, it provided a baseline to further evaluate the longer term outcomes.

Because this evaluation is a pilot evaluation, it is important to provide a theoretical basis as it theory brings a logical framework for program evaluation (Blagg, 2011). This evaluation was developed and implemented using a positive youth development (PYD) approach, focusing on the strengths of youth rather than their weaknesses (Breinbauer and Maddaleno, 2005). PYD suggests that helping young

people achieve their full potential is the best way to prevent them from engaging in risky behaviors (US Department of Health and Human Services, 2010). This approach was chosen as SYEP is implemented using core concepts of PYD. Specifically SYEP is designed to increase the perception that one can succeed in the future, they are accountable and have control over their actions, the increase motivation and ability to learn in school and other settings, and they gain the skills necessary for employment.

Although out of the scope of this dissertation, an ongoing evaluation was suggested to assess the medium and long term objectives of SYEP. The data collected for this study can serve as a baseline or benchmark against which to measure these longer term effects. Overall, this evaluation documented the implementation of the program and the short term impact of SYEP on the youth participants while providing a framework to assess longer term impacts.

This evaluation was developed to provide not only DOES, but also the stakeholders at large such as other agencies, youth, parents, and taxpayers, with results on the effectiveness and quality of programming and resulting behavior change. The evaluation results conveys information about SYEP and describe how and to what effect SYEP is working and provide recommendations for strengthening the program. In addition, this study provides guidance to the implementation and youth outcomes of national summer youth employment programs as the structure of these programs are similar to DC.

Study Aims

Many DC urban youth are not exposed to career opportunities and structured activities during the summer. Although programs have recently been developed to provide youth with these resources, as mentioned, there is a dearth of rigorous evaluations being performed to document both their short and long term effectiveness. Overall, this study aims to expand the understanding of the short term impacts that summer youth employment programs have on youth as they transition to adulthood. Specifically, this dissertation helps determine (1) if SYEP provides engaging opportunities to meet the needs of the youth and (2) has a short term impact on the youth participants: (a) employability and job readiness skills; (b) mastery and future as it relates to future career goals; and (c) attitudes regarding specific risk behaviors.

Research Questions and Hypotheses

The study addresses three main research questions that correspond to the SYEP conceptual framework and the purposes of the evaluation:

Research Question 1: To what extent did supervisors provide learning opportunities geared towards work readiness and employability skills?

Hypothesis 1.1: At the end of the six week program, at least 65% of the youth participants will state that they learned employability skills.

Research Question 2: To what extent are youth and supervisors satisfied with their overall participation in SYEP?

Hypothesis 2.1: At the end of the six week program, at least 65% of SYEP youth participants will be satisfied with their overall participation in SYEP.

Hypothesis 2.2: At the end of the six week program, at least 65% of supervisors will be satisfied with their overall participation in SYEP.

Research Question 3: To what extent has participation in SYEP had an impact on (1) employability and job readiness skills, (2) mastery and future as it relates to employability, and (3) responsibility and autonomy as it relates to attitudes of healthy behaviors?

Hypothesis 3.1: By the end of the six week program, SYEP participants will display an increase in employability skills.

Hypothesis 3.2: By the end of the six week program, SYEP participants will display an increase in mastery and future as it relates to employability.

Hypothesis 3.3: By the end of the six week program, SYEP participants will report a positive change in attitudes of healthy behaviors.

DC Summer Youth Employment Program Objectives

The core activities of SYEP aim to expose youth to meaningful summer employment experiences. These work experiences provide a motivating context integral to the PYD model and ultimately lead to positive personal health benefits, such as decreasing attitudes towards and practice of risk behaviors. For example, employment programs exhibit potential to expose youths to supportive relationships, increasing self-worth, reducing criminal behavior, decreasing high school dropout rates, and decreasing teenage pregnancies.

Although SYEP's primary goal is to provide DC youth with meaningful professional experiences and basic work skills, the program was designed with the hope

that these short term impacts will lead to long term impacts in the development of the youth participants. These impacts include school engagement, workplace readiness, long term decreased engagement in risk behaviors, retention in the program, and enrollment in college which ultimately leads to youth being able to enter the workforce and becoming self-sufficient adults. The specific short, medium, and long term objectives were developed as part of this dissertation and are as follows:

Short Term: By the end of the six-week program:

1. At least 50% of the participants will gain employability and job readiness skills (employability).
2. At least 50% of the participants will display future orientation as it relates to employability (mastery and future).
3. At least 20% of the participants will report positive attitudes towards risk behaviors and a healthy future (responsibility and autonomy).

Medium Term: Within 11 months of the completion of the program:

1. At least 50% of the participants will create a formal resume and cover letter (employability).
2. At least 30% of the participants will report improved academic motivation in school (intellectual ability).
3. At least 30% of the participants will have a decrease in unexcused absences (responsibility and autonomy).

Long Term: Within 23 months of the completion of the program:

1. At least 25% of the participants will see an increase in academic grades (intellectual ability).

2. At least 50% of eligible high school graduates will apply for a postsecondary program (intellectual ability).
3. At least 30% of the participants will report a decrease in risk behaviors (responsibility and autonomy).

Impact Objective

Upon entering adulthood, the youth participants will be prepared to join the workforce and become self-sufficient adults.

Overview of the Methods

This evaluation has two components: a process evaluation and an outcome evaluation. The process evaluation provides feedback with the intention of improving the program (McDavid & Hawthorn, 2006). It includes measures of services provided (characteristics of the participants, enrollment of participants, program offerings), use (youth attendance) and satisfaction with (youth, staff, and employer satisfaction). The outcome evaluation provides information on the effect of the program on youth behaviors. It follows a single group pre-post design to measure the short term effects of SYEP on (1) employability skills; (2) future orientation and it relates to career goals; and (3) attitudes towards risk behaviors.

The evaluation encompassed qualitative and quantitative methods of data collection. The quantitative portion consisted of a survey instrument developed specifically for this study using items from existing surveys. Youth participants took a baseline survey at the start of the program and again at the end of the six week program. The survey covered demographics, career interests, academic characteristics, work

orientation and attitudes towards risk behaviors. A supervisor survey was also administered at the end of the six week program to gather information on their satisfaction with the program. All surveys were administered via internet using the Zoomerang, an online survey software. All quantitative data was analyzed using Statistical Analysis System (SAS) version 9.3.

The qualitative portion of the study included in-depth interviews with 17 supervisors from sites chosen at random. Also, four focus groups including 92 supervisors and three focus groups of a total of 60 SYEP participants were conducted to obtain more in-depth information about their experiences with the program that was not captured in the survey. All qualitative data was analyzed using NVIVO 8.0.

Significance of Study

This study provides valuable information regarding the effectiveness of summer youth employment programs to provide support for funding. Research has found that quality youth employment programs can produce short term gains in skills, literacy, and knowledge; however, there is a lack of studies that assess this is summer youth employment programs and the sustainable long term benefits. This dissertation was developed with the ongoing goal of assessing the long term outcomes to be assessed and documented. By providing this, the full benefits of employment programs can be studied.

Many urban cities have comparable populations that experience similar issues. Therefore, results of this study are applicable to other urban cities providing summer youth employment opportunities or those cities that may want to replicate the program. Also, this evaluation will add to research on youth development programming. For

example, findings from the process evaluation might help guide what were felt to be important learning opportunities, satisfaction with different activities, and strengths and challenges with the application process youth.

Furthermore, the evaluation can be utilized not only by DOES but also the community, youth, parents, funders, and other youth serving agencies. For example, this evaluation can provide DCPS and policymakers with information on how to strengthen a career or college going culture and provide the knowledge of what resources low-income students need to prepare them for adulthood. Consequently, this evaluation will discuss barriers that youth face with programming and help to develop strategies to assist in alleviating these barriers.

Organization of Study

Chapter 1 presents the introduction, background, the statement of the problem, an overview of the theoretical framework, the research questions and hypotheses, the significance of the study, an overview of the proposed methods used, and the contributions and limitations of the study. Chapter 2 is a review of the literature pertaining to youth employment programs, the theoretical framework guiding the program and study, and program description. Chapter 3 presents the methodology including the design, study population, data collection methods, and the data analysis procedures. Chapter 4 presents the findings of the study. Chapter 5 summarizes the findings and discusses the research, practice, and policy implications of the study. References and an appendix follow.

Chapter 2: Literature Review and Program Overview

This chapter presents a review of the current literature related to the importance of youth employment programs. It frames the research questions in a manner that allows the reader to have background knowledge of the topic. The research is reviewed in the context of the Academy of Educational Development (AED) Advancing Youth Development (AYD) Framework. The first section is a literature review that examines youth development and health, the significance of the youth employment programs, and the history of employment programs. The second section provides an in-depth description of SYEP including the population served, the conceptual framework, the program design, and the logic model created for the program.

Literature Review

Youth Development and Health

Youth health is a vital part of society and a growing public health concern globally. It reflects the multifaceted association between political, economic, and environmental factors and an individual's and country's growth and development. Over the past two decades the population of youth in the United States has increased by over 3 million, with youth ages 10 to 24 years currently making up 21% of the total US population (US Census Bureau, 2008). Although this developmental period may generally be assumed to be associated with physical health, the behaviors formed are critical as they are often predictive of the youth's risk for developing chronic diseases in adulthood (Lawrence, Gootman & Sim, 2009).

During adolescence, young people experience profound physical changes, rapid growth and development, and sexual maturation, in addition to psychological and social changes. This often causes them to face issues pertaining to personal identity, sense of self, and emotional independence. In their attempt to cope with the complex changes in and challenges of development they may engage in behaviors considered to be experimental and risky (Breinbauer et al, 2005). Due to this, several important public health and social problems either begin or peak during these years including homicide, suicide, substance use and abuse, sexually transmitted infections, and teen and unplanned pregnancies (Healthy People 2020, 2011). Addressing the positive development of young people can decrease these problems by facilitating their adoption of healthy behaviors and helping to ensure a healthy transition into adulthood (McNeely & Blanchard, 2009).

There are significant disparities in outcomes among racial and ethnic groups. African American and Hispanic youth living in poverty experience worse outcomes, especially with regards to teenage pregnancy, violence, and academic success (Healthy People 2020, 2011). This specific group of adolescents could greatly benefit from social protection, of which public interventions may be the most apt form. Ideally, these interventions will be designed to assist them in better managing risk, taking advantage of opportunities for self-improvement, master skills necessary to achieve their self-set goals, and express their needs and wants through positive and healthy channels (Breinbauer et al, 2005).

Much empirical research has shown that this group of youth lacks direction with the transition from school to the postsecondary and workforce worlds. This issue is

further intensified in urban youth due to the lack of academic preparation, economic issues, and need for youth development skills. There is however evidence that well-designed youth development interventions can lead to both short and long term positive outcomes for youth. Specifically, incorporating PYD into youth employment programs has been shown to increase workforce competencies, provide education and training opportunities, and increase future orientation. Exposure to work during adolescence assists in the growth of adult identities through increased opportunities responsibility, financial independence, and exposure to adult roles and expectations. Ongoing, rigorous evaluation of these programs helps determine what works, why it works, and what are replicable youth development interventions (Bernat & Resnick, 2006).

Significance of Youth Employment Programs

Without the necessary academic and employment skills, many urban youth such as those in DC will continue to achieve negative outcomes such as involvement in gangs, criminal activity, substance abuse, and early childbearing (Hastings, Tsoi & Harris, 2010). Employment programs exhibit potential to expose youths to supportive relationships, increase self-worth, reduce criminal behavior, decrease high school dropout rates, and decrease teenage pregnancies. Also of importance is the fact the need for diverse opportunities to better meet the needs and interests of urban youth (Harvard Graduate School of Education (HGSE), 2011). Employment experiences such as internships, summer jobs, and part-time jobs allow youth to explore their interests, while providing opportunities for learning skills and exposing them to real world workplace

practice (Ross, 2011). Although, these experiences are noted, many youth face challenges in obtaining job experiences.

Post-World War II years included a booming economy where high school graduates had little trouble securing a job and the transition from adolescence to adulthood was typically smooth. Today however, radical changes in the job market, including the growing demand for post-secondary graduates and technology-based global economy, have sharply decreased opportunities making it more difficult for young adults to become economically self-sufficient (HGSE, 2011). This trend is posing a serious challenge on the United States as there are a significant numbers of workers retiring over the next 10 years and there is a lack of prepared students to meet the workplace demands (Casner-Lotto & Barrington, 2006).

During the late 1970's American attitudes toward youth employment started to shift from a positive to negative view when new research concluded that employment during high school tended to weaken youth commitment to their academic and other extracurricular opportunities (Whalen, DeCoursey & Skyles, 2003). However, more current research looking in the early 2000's revealed that youth jobs do in fact have more beneficial than negative outcomes such as the development of employability skills, increased maturity and confidence in communication with adults, and more motivated youth to aspire to seek jobs in their interests through education. Workplaces, it now appears, may be a unique developmental asset for youth and providing youth with job opportunities can have a very positive impact on future prospects for employment and earnings (Whalen et al, 2003; HGSE, 2011).

It should be noted that these benefits are often tied to amount of time worked. Studies have suggested that youth who work long hours (over 20 hours per week) might have conflicts with school and engage in more negative behaviors (Staff & Mortimer, 2010). Contrasting, youth who work a moderate number of hours are more academically engaged and perform better in school than if they were not working (Mortimer, 2003). It is important to distinguish the number of hours working when exploring current research.

Overall, employment, education, and training in job skills equip adolescents with the ability to secure jobs and assist them in becoming self-sufficient adults (Jekielek, Cochran & Hair, 2002). Research studies have also shown that young people who work are more likely to graduate, less likely to be involved with crime, less likely to become teenage parents, and more likely to achieve greater lifetime earnings (Pennsylvania Partnerships for Children, 2011). Alternatively, low-income teenaged males who cannot find work are more likely to become connected with the law and females are more likely to become single mothers (HGSE, 2011).

Likewise, work experience benefits individual youth by providing them with opportunities that assist in the development of work readiness skills including social responsibility, communication, professionalism, and teamwork. In addition, it provides career exploration, financial benefits, education, work preparedness, and future employment. Lastly, exposure to work during adolescence assists in the growth of adult identities through opportunities for increased responsibility, financial independence, and exposure to adult roles and expectations. Employers also gain from work experiences and receive benefits such as increased productivity and opportunities to train future workers.

Career Exposure and Awareness

Students may have limited aspirations for careers and fields of study because they may not have exposure to diverse options. Low-income parents often lack the knowledge and resources to provide this exposure to their children and students as they may not have knowledge of higher education or diverse career exposure (Americas Promise, 2011). In addition, although career guidance and counseling is a component of the traditional school system, it is often inadequate due to high ratios of students to counselors. Moreover, many counselors are trained in the area of mental health and do not have the expertise or training to provide high quality career guidance.

The lack of adequate guidance often leads students to pursue courses in which they are not engaged which may serve as a precursor for dropping out of high school. Providing a visible connection between a program of study and tangible opportunities in the work world reduces the likelihood of this (HGSE, 2011). In addition, providing opportunities and career experiences to young people allows them to develop individualized career goals and pursue high school courses and post-secondary options that align with these goals.

Youth in low-income urban areas especially lack the information or the connections to help them determine and obtain the jobs they want (McClanahan, Sipe & Smith, 2004). It is important that youth learn about different careers as it has been found that jobs that youth find boring and unchallenging in nature create negative attitudes toward work and acceptance of unethical practices (Mael et al, 1997). It is particularly important for youth to learn how to translate their personal interests and strengths as a tool to help guide their career choices and educational options (Whalen et al, 2003).

Employment programs can inform youth about career and educational options and motivate them to see the connection between high school studies and work (Whalen et al, 2003).

Career Exploration

Likewise, students are more likely to succeed in both school and the workplace when they are able to explore topics and acquire skills that are relevant to their interests, when they have supportive adults guiding them, and when they are given opportunities to be exposed to different careers (Lippman & Keith, 2009). Specifically with regards to urban youth, consistent exploration in professional work settings provides them not only with work experiences but also often with the opportunity to be exposed to new neighborhoods, diverse populations, and life skills such as managing a bank account (Whalen et al, 2003). Also, youth who work during their high school years develop strategies of time management that stay with them through their educational career (Staff et al, 2007). Employment programs can help better prepare youth for the world of work and provide unique learning opportunities to acquire these applied skills.

Financial and Social Benefits

Low-income African American and Hispanic youth are generally more susceptible to the consequences of economic fluctuations (Land, 2010). When the economy is doing well, usually their well-being improves also. However, when the economy falls, they experience more hardships than their White counterparts (Land, 2010). Youth with limited work experience also face limited earnings later in life, perpetuating the cycle of poverty (Ross, 2011). For example, between 1979 and 2005, real hourly wages for college graduates rose by 22%, remained constant for high school

graduates, and fell by 16% for high school dropouts (Mishel, Bernstein & Allegretto, 2005). These statistics are of particular importance to low-income youth as they often have lower rates of high school completion and college attendance.

Youth in urban neighborhoods often lack positive adult role models for employment as many of the working adults they know often earn low wages, may not have positive experiences to share, and possess only a few occupational skills (McClanahan et al, 2004; Allen, 2006). This may not only inhibit their awareness of careers but also make them complacent with engaging in low paying jobs. Also, parents of youth in poverty often lack the connections to help the youth obtain jobs and do not encourage their children to obtain employment (Allen, 2006).

Youth employment programs have been found to provide long term benefits such as higher annual earnings, greater likelihood of receiving fringe benefits, and higher status occupations. (Jekielek et al, 2003). Also, programs that have supervisors that assume the role of a natural mentor may help youth engage in positive health behaviors (Bauermeister, Zimmerman, Gee, Caldwell & Zue, 2009). Furthermore, it has been found that youth who earn their own money access social services such as medical care and money – all the more reason to adequately prepare low-income youth for successful transition into the workplace (Bauermeister et al, 2009).

Educational Benefits

Youth participation in OST activities including employment programs is predictive of academic success as measured through test scores, absenteeism, school dropout rates, homework completion and school grades, and course enrollment

(Simpkins, 2003). Youth who have quality work experiences are also more likely to be inspired to stay in school, graduate, and form concrete goals (HGSE, 2011).

Between 2000 and 2015, an average of 85% of jobs will require education beyond high school (Casner-Lotto et al, 2006). A majority of young people understand the necessity of a post-secondary degree and aspire to go to college, yet lack the knowledge and motivation to not only apply and enroll in college, including navigating financial aid, but in some cases even to graduate high school. Since many urban youth face the prospect of a difficult transition into the work or college world, practical work experiences can provide income benefits, help them recognize the importance of educational attainment, increase their interactions with working adults, and expand their aspirations (McClanahan et al, 2004). Employment programs can promote positive academic attitudes and increase the likelihood that students will take academic courses of interest (Jekielek et al, 2003).

Work Preparedness

Work experience helps youth develop employability skills. A study by Greenberger & Steinberg (1986) found that working adolescents describe themselves as possessing qualities such as being dependable, punctual, and responsible more than nonworking adolescents (Greenberger et al, 1986). This reinforces the fact that college readiness alone does not equip young people with all of the skills and abilities they will need in the workplace or to successfully complete the transition from adolescence to adulthood (HGSE, 2011).

In addition, employers believe that youth are not equipped with the adequate skills needed to succeed in today's workforce (HGSE, 2011). According to a survey of

several hundred employers, 80% rated professionalism and work ethic as the most important skills needed by entrants to succeed in today's workforce (Casner-Lotto et al, 2006). In addition, over 40% of the same employers responded that new entrants with a high school diploma are poorly prepared in these skills (Casner-Lotto et al, 2006). Furthermore, human resource executives interviewed emphasized the need for proper dress, strong interviewing and communication skills and an understanding of the job application process (Casner-Lotto et al, 2006). Youth employment programs are an excellent venue to prepare youth to enter the workforce.

Future Employment

Research also shows that the more teenagers work in one year, the more likely they are to work in the following year (Ross, 2011). Traditionally, adolescence is a period where youth are structured to engage in long-term academic preparation instead of activities that expose them to the adult world (Whalen et al, 2003). This causes youth to not be exposed to workplace norms and have unrealistic expectations about the work world (Whalen et al, 2003). Reducing the share of youth with low or no qualifications is key to addressing the challenges facing youth in America (Organisation for Economic Co-operation and Development, 2009). By providing these experiences early, youth are exposed to interests that they may pursue in future employment.

Role of Employers

Employers play an important role in preparing youth for successful transition into adulthood. Not only do they provide opportunities for work-linked learning but often also advising and training in relevant skills (Casner-Lotto et al, 2006). Employers also can provide developmental assets to youth that no other setting can fully duplicate

including exposure to the mainstream economy, practices of the working world, authentic information about career options and paths, and opportunities to apply formal learning to solve real-world problems in a team setting (Whalen et al, 2003).

Work experience not only benefits young people but employers as well. Employers can increase their financial and productivity goals by investing in a skilled workforce, particularly in the current economic environment (Martinson, 2010). Employers spend over \$400 billion a year in providing both formal and informal training to employees who have already completed their schooling and are currently working full-time (Casner-Lotto et al, 2006). By providing jobs through youth employment programs, not only are employers preparing youth at an early age for employment, but can also rely on the program to support training efforts. This allows for employers to spend less time and costs on training while preparing their future workforce. Specifically, summer youth employment programs are an excellent avenue to include employers as it allows for them to spend more time providing direct service to youth and less time on program administration (Whalen et al, 2003).

Youth Employment and Training Programs: Past to Present

History of Youth Employment Programs

In the early 1960's, to reduce poverty and inequality in the labor market, the Manpower Development and Training Act was established which provided federal funding for employee training and development. This allowed for the development of youth employment and training programs geared towards low-income youth to provide means for them to not only earn money, but also learn new skills and explore careers

(McCalahan et al, 2004). Specifically, publically subsidized summer youth employment programs were implemented to provide urban youth who lacked opportunities with career experience as well as activities to help them stay out of trouble (McCalahan et al, 2004).

However, in the early 1980's, research revealed that the jobs were often poorly planned and supervised and did not portray real-world work experiences. In addition, critics of the programs stated that an educational focus needed to be included as it is linked to career success (McCalahan et al, 2004). This coupled with the economic growth in the 1990's, which provided youth alternative opportunities for employment, decreased the visibility of youth employment programs. Summer youth employment programs experienced similar trends with rates also reaching historical lows, especially within minorities, low-income youth (Sum, Khatiwada, McLaughlin, Palma, 2008, 2008). Currently there is limited federal money reserved to youth employment programs and no fully federally funded summer job programs. However, many local jurisdictions such as DC have developed their own summer programs using supports from the private, local government, and non-profit sectors (McCalahan et al, 2004).

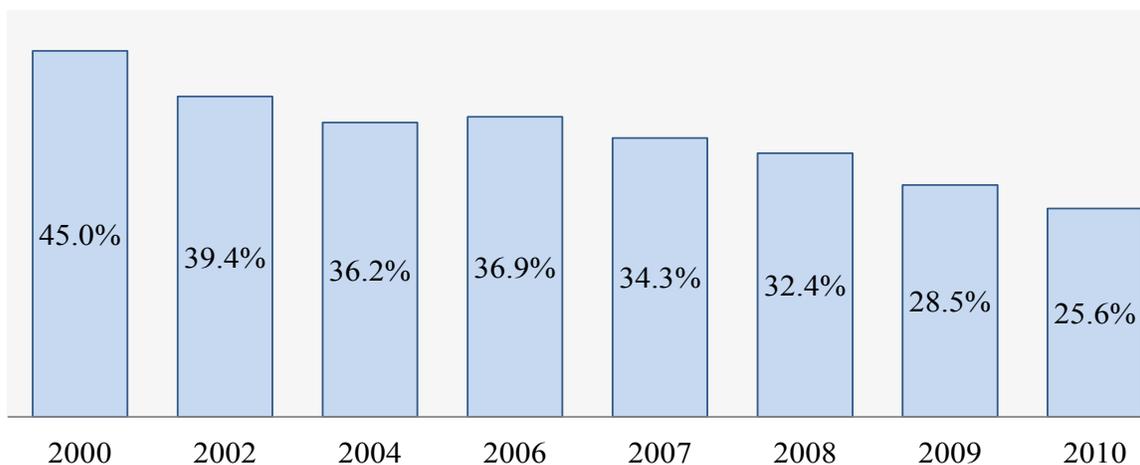
Current State of Summer Youth Employment Programs

In 2010, the unemployment rate for all 16 to 24 year olds fell to its lowest since the end of World War II (18.1%), making 3.8 million youth unemployed (Weeter & Martin, 2011). Teens from low-income families who were African American or Hispanic were more severely affected than the average. Only 19% of low-income African American teens worked during 2007 compared to almost 50% of their more affluent White counterparts (Sum et al, 2008). In addition, according to Kuhen & McDaniel (2009), by the age 24, around half (57%) of low-income African American youth were

employed, compared to nearly three quarters (74%) of White youth (Kuhlen et al, 2009). Summer youth employment programs experienced similar trends and over the past decade the summer youth employment of teens fell from 45% to 25.6% (see Figure 2.1) (McLaughlin & Sum, 2011).

The lack of jobs is further exacerbated for inner city and minority youth, due both to spatial isolation and discrimination, denying youth these developmental benefits (Whalen et al, 2003). Although local jurisdictions are in fact implementing summer youth employment programs, many youth are often turned away due to lack of space with the limited resources. The high rates of applications submitted to participate suggests that many youth do want to work, but are not provided the resources or opportunities due to limited space or financial resources (Hastings et al, 2010). Although the need is evident, youth employment and job training remains a low priority nationally as seen by the reduction of the already small federal budget allocation (First Focus, 2010). This trend is similar in DC with the SYEP experiencing a 50% reduction in the total program budget from 2010 to 2011 (Ross, 2011).

Figure 2.1: Summer Employment/Population Ratio Trends of US Teens (2000 – 2010)



Source: McLaughlin et al, 2011.

DC Summer Youth Employment Program Overview

History of DC Summer Youth Employment Program

SYEP aims to prepare participants for work; help them explore career and vocational opportunities by placing them in supervised career-related jobs or opportunities; provide them adult support and guidance; and provide career-related experiences such as resume writing and interviewing skills. SYEP was initiated by then Mayor Marion Barry in 1979 through both Federal and local District funds. The program was open to all DC youth ages 14 to 21 years.

In 1988, the Federal Workforce Investment Act was established which prohibited federal summer job programs that were not connected with year round programs. Recognizing the importance of the program, Mayor Barry continued to support it through local funds and employed almost 16,000 youth annually (Curnan, Kingley, LaCava & Frees 2010). There continued to be strong support of the program from both the Mayor and the public, however low oversight and accountability led to a lack of quality, scale, and scope.

In 2008, with Mayor Adrian Fenty in office, there were hopes of doubling the youth enrollment from 10,000 to 20,000 youth and increasing the number of worksites. While this goal was reached, little preparation was put into the necessary upgrades in management infrastructure, capacity-building, and payroll systems leading to much criticism from the media and press (Curnan et al, 2010). In an attempt to diminish these criticisms, considerable efforts were made to improve SYEP in the summer of 2009 including new organizational, management, tracking, and payroll systems (Curnan et al, 2010). With these systemic successes, in 2010 efforts were then reinforced on ensuring

youth had positive experiences. Pre-screening site visits of potential worksites were implemented, youth development training was provided to supervisors, a Work Readiness Assessment was performed by the supervisor to evaluate youth performance, and financial training workshops were provided for the youth. This was done while maintaining the success of providing opportunities to 20,000 youth at over 1,300 worksites.

SYEP has grown substantially since its inception in 1979. Key programmatic milestones were implemented beginning in 2006 including expanded youth employment opportunities to include the private and government sector, providing electronic payments on an individualized debit card, a more comprehensive online application system, providing youth with neighborhood based placements, taking in account youth interests and strengths, and site visits to assess quality work assignments.

In the summer of 2010, Brandeis University conducted an exploratory, qualitative study of SYEP to identify successes, challenges, and lessons learned. Through interviews with supervisors, SYEP staff, as well as worksite observations, they found that although there have been many short term and technical advances in the program, longer term strategies are needed such as ensuring age appropriate worksites, decreasing the number of participants to provide quality experience, better communication, and more planning time (Curnan et al, 2010). This study draws on these findings and furthers explores the implementation of SYEP as well as outcomes on for the youth.

Key DC Agency and Organizational Stakeholders

There are multiple agencies in DC that provide, fund, and oversee youth education, training, and employment services (Ross, 2011). However, the different funding streams and performance measures often cause a lack of collaboration and ability for data sharing (Ross, 2011). The main agencies that play a role in youth development employment services in the district can be categorized by Policy/Oversight, Education, and Funding/Service Providers.

Policy/Oversight Agencies

The main policy and oversight agencies in DC include the Workforce Investment/Youth Council (WIC/YIC), Office of the State Superintendent for Education (OSSE), Office of the Deputy Mayor for Education (DME), and the Public Charter School Board (PCSB). WIC/YIC is mandated by the Federal Workforce Investment Act to oversee workforce development and policy, however have been inactive or unsuccessful in the past decade (Ross, 2011). OSSE and PCSB set policies, apply oversight, and direct resources to ensure quality education and resources to DC youth in traditional public and charter schools as well as adult education. Lastly, DME oversees the development of an Education and Youth Development Plan focusing on the current education and youth development policy and practice within DC as well as recommendations for future youth policies and regulations.

Education Agencies

The key education players include DCPS, DC Public Charter Schools (DCPCS), and the Community College of the District of Columbia (CCDC). DCPS and DCPCS offer a variety of special initiatives and programs to engage those enrolled as well

alternative programs for those off-track (Ross, 2011). CCDC offers academic and career-focused associate degrees and workforce development programs for high school graduates who need further study to become college-ready (Ross, 2011).

Funding/Service Providers

The key employment funding/service providers include DOES, DC Children and Youth Investment Trust Corporation (CYITC), and CBOs. DOES is the primary agency responsible for workforce development in DC. A quarter of the budget allocated for DOES goes into youth programming, with a majority of this portion going to SYEP. These programs include a Year-Round In-School Program, Out-of-School Youth Program, the Mayor's Youth Leadership Institute, and SYEP.

CYITC is a public-private partnership with the DC Government and is the primary resource for expanding and improving services and opportunities youth in DC, especially during out of school time. Specifically, CYITC provides grants, technical assistance, capacity building, learning opportunities, and youth development training to youth workers using AED's AYD curriculum in the District. Since the summer of 2009, CYITC has partnered with DOES to provide funding through a competitive proposal process to allow them provide high quality summer programs for SYEP registered youth. Specifically, CYITC seeks to support the delivery of a variety of workforce exploration and experience based programs that will provide purposeful and developmentally appropriate employment and career exploration opportunities.

There are about 136 CBOs in DC that provide education, training, or development services to youth (Ross, 2011). These services include GED preparation, academic assistance, work readiness training, occupational skills training, job and internship

placement, wraparound services, and case management (Ross, 2011). Many of these programs act as Host Agencies for SYEP and provide counselor positions for older youth as well as work readiness training.

Positive Youth Development Framework

PYD recognizes that all youth can be successful if provided support, guidance, and opportunities that meet their needs. The fundamental principle underlying PYD is that youth can successfully progress through adolescence by developing skills and abilities including social and interpersonal skills, basic academic skills, capacity to understand and plan for the future, ability to take responsibility, and obtain knowledge of vocational skills and career interests (Clymer, Edwards, Ponce & Wyckoff, 2002). There are many variations of this approach but important constructs included in all are promoting a sense of safety; providing appropriate structures; creating supportive relationships; providing opportunities to belong; building self-efficacy; providing positive social norms; giving youth responsibilities and meaningful challenges; and providing opportunities for skill building (see Figure 2.2).

PYD occurs in a wide range of settings such as programs, organizations, socializing systems, and communities (Public/Private Ventures (PPV), 2005). Many young people, particularly in low-income communities, rely on PYD programming to help them make a safe and healthy transition into adulthood. PYD programs help youth gain skills and provide them with the resources necessary for them to learn to solve issues they are facing and make decisions that result in healthy living (Clymer et al, 2002).

As mentioned, much empirical research has shown that urban youth lack direction and positive experiences related to the transition from school to the postsecondary and

workforce worlds. This issue is further intensified by the lack of academic preparation, economic issues, and need for youth development skills. There is also growing empirical evidence that well-designed PYD interventions can lead to both short and long term positive outcomes for youth.

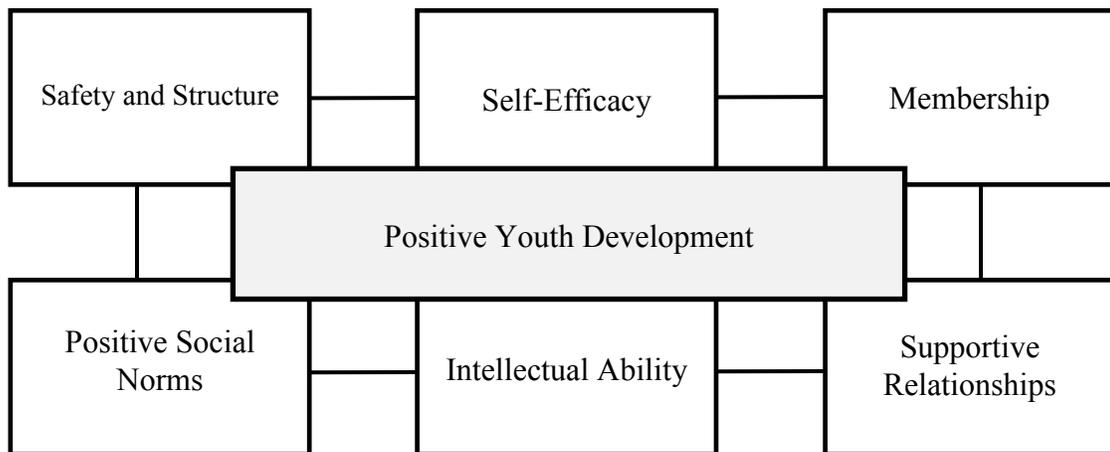
PYD approaches have also been found to be effective with youth employment programs by increasing workforce competencies, providing education and training opportunities, and increasing future orientation. In addition, they usually involve caring adults who serve as role models. Lastly, they incorporate activities that allow peers to interact (Zuckerman, n.d.).

Many PYD theoretical constructs and frameworks have been developed and used to guide OST programming and studies (PPV, 2005). DC has developed a citywide strategy centered on youth development utilizing AED's AYD Curriculum Framework. As the local provider of this curriculum, CYITC provide training for District agencies and providers, front line staff, supervisors and policy makers. In particular, these trainings have been customized for DCPS teachers and staff and DC Metropolitan Police Department school resource officers. To date, over 3,000 youth workers have completed the 30-hour training, representing more than 180 CBOs, DOES, Department of Parks and Recreation, Children and Families Services Administration, and DC Public Libraries.

AED's AYD Curriculum and the citywide use of this model make it the appropriate framework for this evaluation. AED's model identifies opportunities and supports for youth that are necessary to achieve 12 outcomes that indicate healthy development in youth. The model further categorizes these outcomes in areas of identity (youth demonstrate a positive identity when they have a sense of personal well-being and

a sense of connection and commitment to others) and ability (youth demonstrate ability when they gain knowledge, skills and attitudes that prepare them for adulthood) (see Table 2.1 and Figure 2.3). Specifically, SYEP works towards mastery and future, employability, and responsibility and autonomy. Accordingly, the development of the evaluation in this study is grounded in these core constructs.

Figure 2.2: General Positive Youth Development Model.



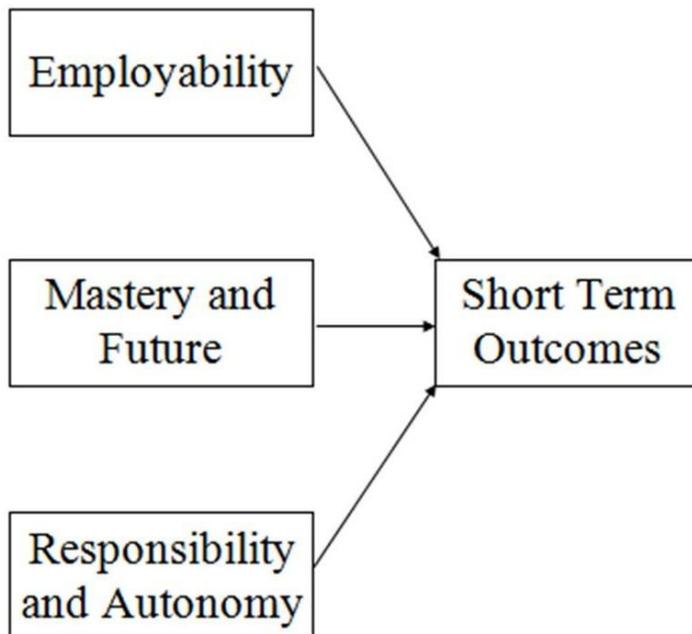
Source: PPV, 2005.

Table 2.1: AED Development Advancing Youth Development Framework

YOUTH DEVELOPMENT OUTCOME	DEFINITION
<i>IDENTITY</i>	
SAFETY AND STRUCTURE	A perception that one is safe in the world and that daily events are somewhat predictable.
MASTERY AND FUTURE	A perception that one is “making it” and will succeed in the future.
SELF-WORTH	A perception that one is a “good person” who contributes to self and others.
BELONGING & MEMBERSHIP	A perception that one values, and is valued by, others in the family and in the community.
RESPONSIBILITY AND AUTONOMY	A perception that one has some control over daily events and is accountable for one's own actions and for the consequences on others.
<i>ABILITY</i>	
SELF-AWARENESS & SPIRITUALITY	A perception that one is unique and is intimately attached to extended families, cultural groups, communities, higher deities, and/or principles.
PHYSICAL HEALTH	The ability and motivation to act in ways that best ensure current and future physical health for self and for others.
MENTAL HEALTH	The ability and motivation to respond affirmatively and cope with adverse situations, to reflect on emotions and surroundings, and engage in fun.
INTELLECTUAL ABILITY	The ability and motivation to learn, to gain basic knowledge needed to graduate from high school, use critical thinking, problem-solving and expressive skills, to be creative, and to conduct independent study.
EMPLOYABILITY	The ability and motivation to gain the functional and organizational skills necessary for employment, including an understanding of careers and options, and the steps necessary to reach goals.
CIVIC & SOCIAL ABILITY	The ability and motivation to work collaboratively with others for the larger good and to sustain caring friendships and relationships with others.
CULTURAL ABILITY	The ability and motivation to respect and affirmatively respond to differences among groups.

Source: DC Children and Youth Investment Trust Corporation (CYITC), 2010.

Figure 2.3: Summer Youth Employment Program Short-Term Outcome Framework



2011 Summer Youth Employment Program Design

SYEP is a six week, locally funded initiative administered by DOES that provided DC youth ages 14 to 21 years with enriching summer work experiences through subsidized placements in the non-profit, private, and government sectors. SYEP is structured to provide youth with experience and training to develop their employment skills and career awareness. It strives to provide young people with the opportunity to earn money and gain meaningful work experience; learn and develop the skills, attitudes, and commitment necessary to succeed in the work world; gain exposure to various exciting career industries; and interact with dynamic working professionals in a positive work environment. The 2011 program began on Monday, June 27, 2011 and ended on Friday, August 5, 2011 (with July 4, 2011 an observed holiday).

Though SYEP is a short term employment and training program, the goal is to introduce DC youth to employers and experiences that will positively impact their futures. Employers in the DC metropolitan area make this program possible by volunteering to serve as Worksite Supervisors (hereby referred to as supervisors) and provide structured job opportunities for youth during the summer. They provide guidance and training which enable young people the opportunity to develop positive work habits, attitudes, and the valuable job skills necessary to enter the workforce prepared and qualified to be productive employees.

In SYEP 2011, youth were paid the federal minimum wage (\$7.25 per hour) fully paid by DOES. Participants were only compensated for time worked up to the maximum number of hours permitted by the program (20 hours per week for youth ages 14 to 15 years and 25 hours per week for youth ages 16 to 21 years). Youth signed in and out daily via an online system (SYEP Youth Portal) and received their bi-monthly pay on a Visa Debit Card. Youth ages 18 years and older had the option to sign up for direct deposit with partnering banking institutions.

Youth who participated were required to participate in an in-person orientation hosted at DOES that went over program details including logistics, rules, and expectations. In addition, there was a supplemental online orientation through the SYEP Youth Portal available prior to the start of the program. The orientation consists of a series of short videos addressing specific SYEP content questions. Also, during the first week, youth were provided orientation at their worksite by their supervisors. This orientation included information pertaining to the hours the youth would be working, the regulations of the worksite, time and length of lunch breaks, emergency contacts to notify

when the youth may be late or absent, safety procedures and steps to take in case of an accident, appropriate attire for the workplace, and a clear explanation of the duties and responsibilities.

Changes to Address Shortcomings in Previous Evaluations

DOES has a poor history of managing their youth programs with issues ranging from failing to meet federal performance requirements, administrative and quality problems, unclear performance measurement, procurement problems, and cost overruns (Ross, 2011). Based on the findings of the study conducted by Brandeis University as well as budget cuts and pressure for sound oversight and accountability, SYEP 2011 incorporated significant changes to improve quality. Specifically, DOES planned for a smaller 2011 SYEP program with an increased emphasis on quality programming and evaluation.

First, the program decreased the number of youth served to target about 12,000 youth and placed an emphasis on older youth with 3,000 slots available to youth ages 14 to 15 years and 7,000 slots available to youth ages 16 to 21 years (see Table 2.2). Furthermore, the online application through the Youth Portal was accompanied with in-person events such as a Job Expo to provide ample opportunity for assistance with the application process and eligibility requirements. The new system also allowed youth to apply for jobs in which they are interested and in which they feel meet their needs. Job placements were categorized in two different strands: (1) work experience programs designed to provide youth with hands-on work experience and (2) work readiness

programs designed to provide youth with an opportunity to receive basic skills training and enrichment in a non-work setting such as a CBO.

The system and SYEP Job Expo not only allowed for multiple opportunities for supervisors to interview and screen the youth participants, but also allowed for the youth to learn about the different opportunities available. This helped ensure placements were made that met the needs of both the youth and the employer. More emphasis was also placed on youth orientation and transparency about all program dates and deadlines by providing this information at the start of the program. Lastly, all supervisors were required to participate in youth development training provided by the CYITC to help with program quality.

Table 2.2: SYEP Youth Participants and Supervisors (2007 – 2011)

YEAR	TOTAL YOUTH PLACEMENTS (% CHANGE FROM PREVIOUS YEAR)	TOTAL SUPERVISORS
2011	12,651 (-41%)	2,243 (+40%)
2010	21,297 (+6%)	1,350
2009	About 20,000 (+5%)	n/a
2008	About 19,000 (+37%)	n/a
2007	About 12,000 (n/a)	n/a

Source: Ross, 2011; Curnan et al, 2010; DOES, 2011.

Goals of 2011 DC Summer Youth Employment Program

The core activities of the SYEP program aim to expose youth to meaningful summer employment experiences. These work experiences will provide a motivating context integral to the PYD model and will ultimately lead to positive transition to adulthood while decreasing negative behaviors. Although SYEP’s primary goal is to provide DC youth with meaningful professional experiences and basic work skills, the

program was designed with the hope that these short term impacts will lead to long term impacts in the development of the youth participants. These impacts include school engagement, workplace readiness, decreased engagement in risk behaviors, retention in the program, and enrollment in college which ultimately leads to youth being able to enter the workforce and becoming self-sufficient adults.

Logic Model

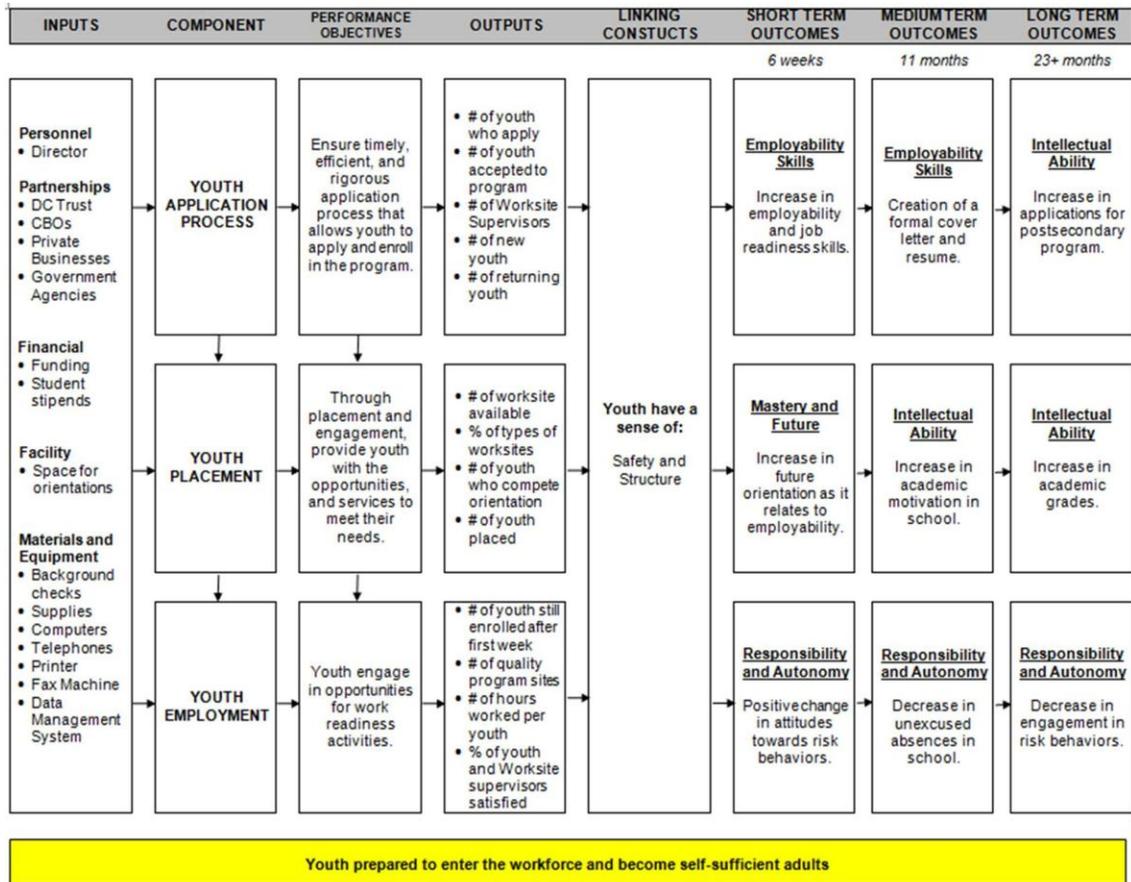
The logic model illustrates the process the study will follow to evaluate the ways in which the program plans to achieve its objectives. The logic model for SYEP is shown in Figure 2.4. The three main components of SYEP are the youth application process, youth placement, and youth employment. Youth first engage in a rigorous application process so they can enroll in the program. This leads to the youth being assigned to an employment opportunity and to services that meet their needs. Ultimately, this leads to the youth engaging in opportunities. These activities are expected to generate a sense of safety and structure in the youth. Successful implementation of the components will generate short, medium, and long term outcomes.

In the short term, youth will gain employability and job readiness skills (employability), future orientation as it relates to employability (mastery and future), and a positive change in attitudes towards risk behaviors (responsibility and autonomy). This will then lead to medium term outcomes including a decrease in unexcused absences (responsibility and autonomy), an increase in academic motivation (intellectual ability), and creation of a resume and cover letter (employability). Ultimately, this will lead to an increase in grades (intellectual ability), increase in college applications (intellectual

ability), and a decrease in engagement in risk behaviors (responsibility and autonomy).

Although the three components are compartmentalized on the logic model, they are all interrelated in achieving the ultimate goal of increasing the number of youth prepared to enter the workforce and become self-sufficient adults.

Figure 2.4: District of Columbia Summer Youth Employment Program Logic Model



Youth Eligibility

Youth ages 14 to 21 years make up about 11.5% (about 69,352 youth) of the total population in DC (US Census Bureau, 2011). It should be noted that Wards 2 and 8 have the greater share of the older teenage population (18 years and older) in the city compared with other wards, according to the 2000 Census, at 10.4 and 10.7 percent,

respectively (US Census Bureau, 2011). The demographics of these two wards are extremely different. The high share of teenagers in Ward 2 is presumably driven by enrollments at Georgetown University and George Washington University (GWU). The share of teenagers in Ward 8 is primarily low-income youth who presumably grew up in the District (or nearby).

Program recruitment targeted youth whose ability to access employment opportunities may be limited. Taking this and the above into consideration, a more accurate estimate of the target youth for SYEP is 50,485 youth ages 14 to 21 years (US Census Bureau, 2011). This estimate was calculated by looking at the youth population of those ages 14 to 21 in Wards 1, 4, 5, 6, 7, and 8. Youth ages 18 to 21 years from Wards 2 and 3 were removed from this calculation as youth in these areas typically do not join the program due to having other resources and opportunities or are due to enrollment of non-DC residents in Georgetown University, GWU, and American University (see Table 2.3). In addition, Wards 1, 4, 5, 6, 7, and 8 are where a majority of the youth were recruited and participated from (see Figure 2.5). During the summer of 2011, SYEP served 12,651 (25%) of these youth.

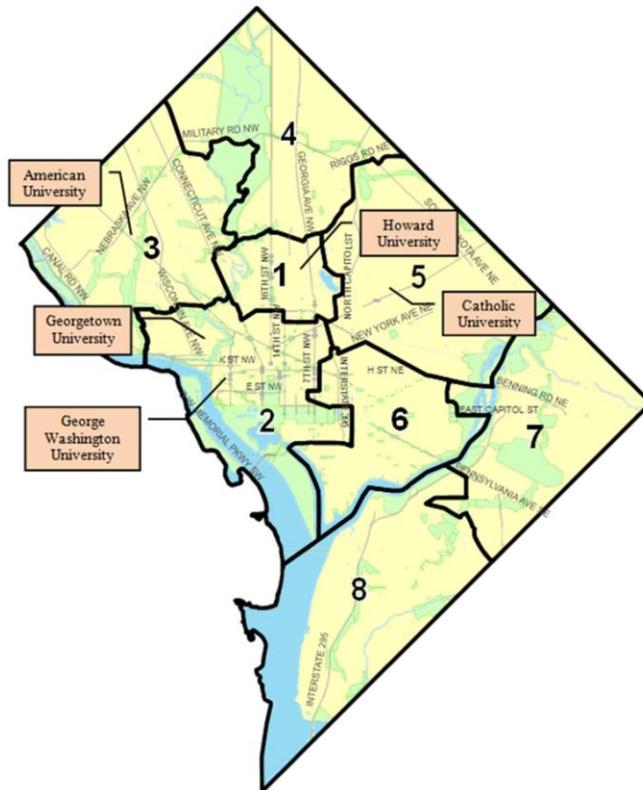
To be eligible for the SYEP program, youth had to be a resident of DC, be between the ages of 14 and 21 years (prior to the start of the program), provide a social security card and birth certificate to verify eligibility to work in the United States, and have parental or guardian permission to participate (if under 18 years of age). Each SYEP participant was placed in a job at a CBO, private, or public agency under the guidance of a supervisor. This provided participants with the opportunity to develop work skills in a real work environment.

Table 2.3: Age Breakdown by Ward

AGE	DC	Ward 1	Ward 2	Ward 3	Ward 4	Ward 5	Ward 6	Ward 7	Ward 8
Total	69,352	7,603	14,196	7,678	6,269	9,478	4,836	9,060	10,232
14 years	5,140	407	161	466	784	701	439	1,126	1,056
15 years	5,347	411	216	400	804	764	432	1,113	1,207
16 years	5,659	404	209	456	811	831	469	1,227	1,252
17 years	6,008	501	211	438	868	890	513	1,227	1,360
18 years	9,656	1,394	1,952	1,198	739	1,267	556	1,167	1,383
19 years	13,249	1,713	4,060	1,901	681	1,683	737	1,132	1,342
20 years	12,516	1,463	3,775	1,529	750	1,694	794	1,062	1,449
21 years	11,777	1,310	3,162	1,290	832	1,648	896	1,006	1,183

Source: U.S. Census, 2010.

Figure 2.5: District of Columbia Wards



Source: Neighborhood Info, 2011.

Youth Application and Selection Process

The youth application process consisted of an online application through the SYEP Youth Portal and a document certification. The application process for 2011 remained open from February 25, 2011 until March 19, 2011. Each youth was required to provide their full social security number and a valid email address to access the system. Recruitment efforts included providing youth with information on public computers available in their neighborhoods.

After the youth successfully completed the online application, they were required to bring their eligibility documents to DOES. These documents included a parental consent form for youth under the age of 18 and verification of residence in DC, age, and permission to work in the United States. If the youth was a prior participant, documents were migrated over from the previous year with the exception of the parental consent and DC residency verification. DOES understood that transportation might be an issue for the youth and therefore held SYEP Eligibility Certification Events in local neighborhoods on evenings and weekends. Youth were also provided email reminders about these events as well as the documents they needed to submit.

SYEP accepted 12,651 eligible youth who completed these steps (62% of those who applied). Youth who completed these steps and did not fall in the available spots were placed on the waitlist. Once the complete application was submitted and accepted, youth were then required to submit a resume, complete an online and in-person orientation course, and apply for specific job opportunities that were of interest to them, all through the SYEP Youth Portal. In addition, youth could view important messages sent by SYEP, learn about financial management, and view total hours worked per pay

period on the SYEP Youth Portal. In addition, the youth were provided a handbook with expectations, logistical information, and further information to help guide their time in the program.

Once youth applied for specific job opportunities through the SYEP Youth Portal, supervisors had the ability to screen, interview, and select, through the Host Employer Portal, the specific youth from the eligible applicant pool who they would like to hire. SYEP also hosted a SYEP Job Expo on April 20, 2011 and April 21, 2011 at the Building Museum that was open to all eligible youth applicants and provided them with an opportunity to meet employers and gain additional information about available summer job opportunities. In addition, employers were able to interview candidates on the spot and make selections of youth who they wanted to hire. For the employers who did not wish to screen or interview youth, DOES placed youth on their behalf. Youth were matched based on selections made by the employers and/or the interests that the youth listed their online application.

SYEP placements followed Department of Labor regulations on child labor laws, although most of the jobs restrictions listed are out of the scope of SYEP and Host Agencies. This includes that youth ages 14 to 15 years cannot engage in public utilities or construction jobs, driving a motor vehicle or helping a driver, manufacturing and mining occupations, power-driven machinery, public messenger jobs, and warehousing and storage. In addition, youth ages 16 to 17 years may not work in jobs involving manufacturing and storing of explosives, driving a motor vehicle and being an outside helper on a motor vehicle, mining, logging and sawmilling, most power-driven machines,

roofing operations, and excavation operations. Youth ages 18 years or older were no longer affected by the child labor laws.

Host Agency Application and Selection Process

Employers who were interested in participating as a host employer were required to submit a Host Agency Application through the Host Agency Portal. The application consisted of contact information, names of employers who would be supervising the youth (required a minimum ratio of one adult to 12 youth workers), contact for who will be coordinating timesheets, and job descriptions detailing the specific opportunities to be offered along with the age and skill criteria required for the positions. Once the application was submitted, a DOES Representative completed a site visit to ensure the site was safe, structured, and properly supervised. Applications were reviewed on a rolling basis and final decisions were made on April 1, 2011. A total of 2,243 supervisors (465 Host Agencies) applied and were accepted. This allowed for a total of 16,629 positions for the youth. A Supervisor's Handbook and Information Packed helped guide the process of employing youth. The handbook also provided information related to payroll, the role of staff, working with youth, and the necessary paperwork required by DOES.

Each Host Agency had to have an identified team to ensure a positive experience for both the employers and youth. The team consisted of a Host Coordinator, Payroll Coordinator, and supervisor. The Host Coordinator was responsible for serving as the primary point of contact between the Host Agency and DOES, communicating problems or questions regarding the program to DOES, and ensuring supervisors collect all

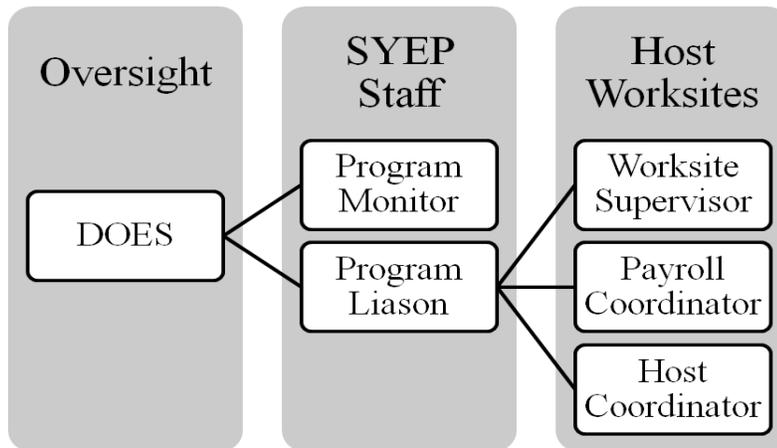
required documentation. The Payroll Coordinator was responsible for submitting time electronically on behalf of the youth weekly and maintaining copies of all timesheets and providing them to DOES at the end of the program. The supervisors were responsible for ensuring that youth were properly supervised at all times, ensuring youth time and attendance procedures were followed, keeping the Host Coordinator informed of all issues, and administering performance evaluation of each youth under their direct supervision. The supervisors become one of the primary adults with whom the young people formed a relationship during the program. They not only provided participants with training and career exposure, but also serve as an adult role model.

Each approved application was provided one of seven SYEP Liaisons based on the sector from which they are applying: CBO, DC Government, Federal Government, Private Sector, or Schools (see Figure 2.6). This SYEP Program Liaison was an SYEP employee who served each sector (e.g. private sector, CBO, etc.) as the primary contact for the Host Agency. The SYEP Program Liaison was responsible for providing support and guidance to employers, communicating pertinent information about the program, facilitating the process for transfers and terminations, resolving pay disputes, and addressing other program issues. In addition, an SYEP Program Monitor was assigned to worksites to monitor the environment, advocate for youth and support supervisors with any issues they may have experienced. Specifically, they monitored the site to ensure youth were receiving quality work experience, supervisors were receiving adequate assistance and resources from DOES, tracked the submission of necessary paperwork, and again assisted youth and supported supervisors with any issues they may be experiencing.

Once the application was approved, all employers at the respective organization or agency who were identified as supervisors were required to attend a mandatory SYEP Supervisor Training and Orientation that provided information about program logistics, payroll instructions, and program planning. Here they were also provided extensive training on youth development following AED's AYD curriculum. These trainings were conducted by CYITC as they are the local provider of this curriculum. Supervisors working directly with youth participants under the age of 18 years were also required to obtain a criminal background clearance within the last two years through the DC MPD prior to the start of the program. DOES provided these clearances free of charge. In addition, during the first week of work, supervisors were required to provide the assigned youth with an onsite orientation. Information to help with this process was in the Supervisor's Handbook.

A select number of CBO sector worksites received funding through a partnership with CYITC and DOES. These organizations went through a competitive proposal process and were chosen for their capacity and ability to provide high quality summer programs for SYEP registered youth ages 14 to 15 years. A total of 41 worksites were selected that served 2,048. These sites were referred to as CYITC-Funded programs and received extra guidance and support to provide intentional work readiness programs to the youth they served. In addition, they were required to also follow all guidelines of SYEP.

Figure 2.6: Supervisor Oversight and Support



Additional Rules of Summer Youth Employment Program Participation

The youth were required to give advance notice of any absences from work, regardless of the reason. If this could not be done in person, the participant was told to telephone the supervisor as soon as they know they will be unable to report to work that day. If the absence continued beyond one day, the participant was to notify the supervisor each day that they would not be present. In addition, the supervisor had to notify their SYEP Program Liaison about the youth worker's absenteeism when the youth was absent more than three consecutive days. Youth were not paid for any absent days; however they could schedule makeup hours if approved by the supervisor or Host Coordinator.

Youth and/or supervisors could request a transfer if there was a safety issue, health concern, site closure, or another approved extenuating circumstances. The Host Coordinator would process transfer requests and make the final determination of the transfer. Youth could face termination from the worksite if they engaged in misconduct including possessing, selling, or using illegal drugs or alcohol while on the job, failing to

report to work on three consecutive work days without prior approval; disruptive behavior such as fighting; physical or verbal assaults; stealing property from the worksite, employees, or other youth workers; falsifying time records; refusing to adhere to the worksite's rules and regulations; and verbal, sexual, or physical harassment. All incidents leading to termination had to be documented and submitted to the Host Coordinator. If approved, an official termination letter was sent to the youth worker. If a SYEP participant believed they had been wrongfully terminated from a worksite, they had the opportunity to schedule an appointment with the Host Coordinator to discuss the issue.

Chapter 3: Methodology

This chapter describes the research methodology that was used to conduct the study. It covers the research questions, study population, design of the study, measures and instruments used, data collection methods, and data analysis and management procedures. The study utilized quantitative and qualitative data to implement both the process (study characteristics and research questions 1 and 2) and the outcome evaluation (research question 3).

Overview

Evaluation designs should take in account the competing pressures of being of sufficient rigor to produce relatively firm conclusions as well as practical considerations which may limit the design options and methodological procedures employed such as time, cooperation, and protection of human subjects (Cain, 1999). These was taken in consideration when designing and implementing this evaluation. To assess achievement of the program objectives and research questions, both qualitative and quantitative methods were used. A youth and supervisor survey developed specifically for this study was supplemented by focus groups and interviews to obtain in-depth information about participants' experience with SYEP.

Research Questions and Hypotheses

As noted, this study addresses three main research questions and tests the associated hypotheses as stated below. These relate back to the SYEP conceptual framework and purposes of the evaluation and were developed from past research.

Research Question 1: To what extent did supervisors provide learning opportunities geared towards work readiness and employability skills?

Hypothesis 1.1: At the end of the six week program, at least 65% of the youth participants will state that they learned employability skills.

Research Question 2: To what extent are youth and supervisors satisfied with their participation in SYEP?

Hypothesis 2.1: At the end of the six week program, at least 65% of SYEP youth participants will be satisfied with their overall participation in SYEP.

Hypothesis 2.2: At the end of the six week program, at least 65% of supervisors will be satisfied with their overall participation in SYEP.

Research Question 3: To what extent has participation in SYEP had an impact on (1) employability and job readiness skills, (2) mastery and future as it relates to employability, and (3) responsibility and autonomy as it relates to attitudes of healthy behaviors?

Hypothesis 3.1: By the end of the six week program, SYEP participants will display an increase in employability skills.

Hypothesis 3.2: By the end of the six week program, SYEP participants will display an increase in mastery and future as it relates to employability.

Hypothesis 3.3: By the end of the six week program, SYEP participants will report a positive change in attitudes of healthy behaviors.

Process Evaluation

Process evaluation addresses whether a program provided the services as intended. It is important to conduct a process evaluation as it allows for assessment of successful or unsuccessful performance and provides information for potential replication. The results also help identify the program efficacy and provide reasoning behind the findings. This process evaluation attempts to do this by examining the characteristics of the participants and testing the hypotheses based on research questions 1 and 2.

Process Evaluation Objectives

The objectives of the process evaluation relate back to the research questions and related hypotheses and are as follows:

1. To ensure SYEP reaches the intended eligible youth (descriptive analysis).
2. To assess if SYEP provided learning opportunities that met the needs of the youth participants (research question 1 and hypothesis 1.1).
3. To assess youth and supervisor satisfaction with implementation and participation in the program (research question and hypotheses 2.1 and 2.2).

Process Evaluation Indicators

The outcomes of interest for this process evaluation are: youth reach, learning opportunities, and participant satisfaction. These were measured through responses to the youth and supervisor surveys and focus groups as well as supervisor interviews (see Table 3.1).

Youth Reach:

It is important to examine how many youth participated in the program to assess if SYEP is reaching the intended population as noted in the Youth Eligibility section. This was assessed using SYEP records on the number of youth enrolled, number of applications received, and overall demographics of the youth. Also, the ease of the application process was assessed using responses to items from the youth survey.

Program Implementation:

It is important to examine if SYEP provided learning opportunities to match the needs of the youth. This ensures that the youth are engaging in activities that support their growth. This was evaluated through youth survey responses regarding questions of engagement in learning activities while participating in SYEP.

Satisfaction:

It is important to ensure that those involved with SYEP were satisfied. If youth are not satisfied with the program, they might stop participating and may give a negative review to other potential participants. In addition, if supervisors are not satisfied, they might be less motivated to provide quality programming. The satisfaction of the youth and supervisors was assessed at the end of the program using survey, focus group, and interview responses.

Table 3.1: Process Evaluation Indicators

CONCEPT	OPERATIONAL DEFINITION	SPECIFIC INDICATOR	SOURCE OF DATA
YOUTH REACH	Youth applications and enrollment	Number of youth who applied and enrolled	SYEP Records
	Demographics of youth participants	Age, race, gender, ward, household size, parent education, language	SYEP Records Youth Survey
	Barriers to application process	Survey responses to items around application and themes from focus groups	Youth Survey Focus Group
PROGRAM IMPLEMENTATION	Learning opportunities	Survey responses to items around job placement	Youth Survey
YOUTH SATISFACTION	Youth satisfaction of services received and supervisors	Survey responses to items around satisfaction and themes from focus groups	Youth Survey Focus Group
SUPERVISOR SATISFACTION	Supervisor satisfaction of youth and program support	Survey responses to items around satisfaction and themes from focus group and interviews	Supervisor Survey Interview Focus Group

Outcome Evaluation

Outcome evaluations help determine if the program was successful in reaching their objectives and provide recommendations for further implementation and replication.

Overall, this outcome evaluation tests the hypotheses based on research question 3.

Outcome Evaluation Indicators

The outcomes of interest relate to the short term program objectives: employability and job readiness skills (employability), future orientation as it relates to employability (mastery and future) and attitudes of risk behaviors (responsibility and autonomy). These were measured through responses to the youth surveys and were supplemented with findings from youth and supervisor focus groups as well as supervisor interviews (see Table 3.2).

Table 3.2: Outcome Evaluation Indicators

CONCEPT	OPERATIONAL DEFINITION	SPECIFIC INDICATOR	SOURCE OF DATA
EMPLOYABILITY	Youth knowledge of employability skills	Survey responses to items around knowledge of employability skills and themes from focus groups	Youth Survey Focus Group Interview
MASTERY AND FUTURE	Youth perception of future employment	Survey responses to items around perception of future employment and themes from focus groups	Youth Survey Focus Group Interview
RESPONSIBILITY AND AUTONOMY	Youth attitudes towards risk behaviors	Survey responses to items around attitudes of risk behaviors	Youth Survey Interview

Design of Outcome Evaluation

This study follows a single group pretest-posttest design utilizing both qualitative and quantitative techniques including interviews and focus groups, surveys, and SYEP records to obtain characteristics of youth and supervisor, experiences, successes, and

challenges in the program and overall development (see Figure 3.1). The study time period is the 6 week program period. It is suggested that DOES conduct a follow-up study each year of the program, however the development of this is out of the scope of this dissertation.

Figure 3.1: Design Notation for Outcome Evaluation

6 Weeks						
	Pretest	SYEP	Posttest		11 Month Follow Up	12+ Month Follow Up
E	O	X	O		O	O

E SYEP Participants
X SYEP
O Observation

Study Population

The eligible study population was SYEP summer 2011 youth participants (n=12,651 youth) and adults who applied and served as supervisors to the youth (n=2,243 supervisors). Youth and supervisors were selected based on their participation in SYEP. Approval to recruit from this program was obtained through a signed Memorandum of Understanding (MOU) between DOES, the researcher, and CYITC in May 2011 and included a data sharing agreement as well as specific evaluation tasks to be completed.

All participants were identified by SYEP and all initial contact with the participants was made through SYEP staff. The inclusion criteria require a youth participant or supervisor to be accepted and enrolled to participate in SYEP. This is

necessary because the study is focusing on the experiences and impact of participation of the program. Chapter 4 discusses the characteristics of the study population.

Protection of Human Subjects

Ethical approval to conduct this study was granted by the Institutional Review Board (IRB) of GWU School of Public Health and Health Services in Washington, DC (IRB# 61125). Approval to recruit from the SYEP program was obtained and an MOU was signed with the researcher, CYITC, and DOES. Eligible participants were identified by SYEP and all communication took place by the researcher via SYEP staff with exception to the scheduling for the supervisor interviews.

Informed consent was obtained from all individuals enrolled in the study as well as their parents if they were under the age of 18 years. Youth under the age of 18 years had to have parental consent and when accessing the survey was unable to proceed unless they clicked that they had returned the signed form. The results of the youth under the age of 18 years were then verified to see if a form was in fact signed and returned to the researcher (matched form with initials, date of birth, and last four of the social security number). Youth 18 years and over and supervisors signed the consent electronically on the first page of the survey.

There were no ethical concerns involved with this study as participation was completely voluntary and participants could discontinue participating at any given time with no consequences. Furthermore, the questions asked were intended to not be of sensitive manner. To the best of ability confidentiality was ensured and did not create any risk of harm to participants. Aside from the time spent completing the surveys and/or

participating in the focus groups or interviews, there were no costs associated with participating in the study.

Data was analyzed and stored in a locked and password protected drive on the computer and the researcher ensured that information related to an individual subject's participation was protected and maintained in a confidential manner. No such information was released beyond the scope of the research staff, the IRB, sponsor, or appropriate institutional officials.

Quantitative Methods

The quantitative portion of the study consisted of a youth survey and supervisor survey developed specifically for this study using prior validated surveys as well as SYEP records.

Study Subjects

All participating youth (n=12,651) were included in the quantitative procedures. The sample subjects involved with the surveys included 931 youth who completed the pretest and 888 youth who completed the posttest. Although all youth were included in the study, according to Fitz-Gibbon & Morris (1987), for a population size of over 10,000, an adequate sample size is 350 (Fitz-Gibbon et al, 1987). This allows for ample consideration for dropouts, non-responses, and those youth under 18 years that do not provide parental consent. An attempt was made to have all the youth participants complete the survey, however only a 7% response rate for the pretest and 7% for the posttest were achieved. In addition, all participating supervisors (n=2,243) were also included in the quantitative procedures. A total of 213 supervisors completed the

supervisor survey, generating a 9% response rate. Chapter 4 discusses characteristics of the study subjects.

Quantitative Measures and Instruments

Youth Survey

A survey was created to assess the short term outcomes as well as their overall experience with SYEP (see Appendix B). The AED AYD framework guided development of the survey. The specific purpose of the survey was to measure the scope, quality, and satisfaction of youth participation in SYEP as well as the effect of SYEP on their employability skills, awareness of career interests, future orientation as it relates to employability, and attitudes towards risk behaviors (research questions 1, 2, and 3).

The survey instrument was developed using items from existing surveys such as Detroit's Summer Youth Employment Program Evaluation 2010, MyCom Summer Work Readiness Assessment, and The Colorado Trust Youth Participant Survey (Shanks & McGee, 2010; Flannery et al, 2009, The Colorado Trust, 2004; Nielsen & McGhee, 2005). These surveys addressed youth employment experiences as well as risk behaviors, however did not provide information over their reliability and validity (see Table 3.3). The final pretest survey included 73 closed-ended questions and the final posttest survey included 74 closed-ended questions (see Table 3.4).

Validity is the scale's ability to measure what it intended to measure. It is especially important to conduct validity checks when the instrument is new or has been changed from its original form as many factors affect the validity of a measure. Since a new survey was developed from existing instruments, steps were taken to ensure the new scale was valid and appropriate for intervention specific outcomes.

First, face validity, which is the degree to which an instrument appears to measure what it is designed to measure was assessed by having non-experts review the survey as well as pilot-testing of the survey using a convenience sample of 10 youth who previously participated in the program but did not this year due to age restriction or missing application deadlines. They specifically assessed the length and readability of the questions.

Content validity is based on the extent to which a tool reflects the specific intended domain of content. Content validity was assessed using a panel of experts including two faculty members at GWU and three researchers in the youth development field, who judged the relevance of the items asked on the. After the pilot testing, no major areas of inquiry were changes within the survey instrument.

Table 3.3: Youth Survey Development Tools

SURVEY	DESCRIPTION	SAMPLE ITEMS	RESPONSE FORMATS
Detroit’s Summer Youth Employment 2010 Exit Evaluation	Measures attitudes of employment opportunities, career and academic goals, and satisfaction of the program	28 items: Did the program help you academically? What job skills did you learn?	Multiple choice, Yes/No, and open-ended.
MyCom Summer Work Readiness Assessment	Measures interpersonal relationships, psychosocial functioning, self-efficacy, and OST activities	20 items: How satisfied are you with your life? How optimistic are you with your future?	Likert-scale
The Colorado Trust Youth Participant Survey	Measures knowledge and attitudes of youth outcomes including sense of self and positive choices	20 items: I feel good about myself. I am good at learning new things. I do well at school.	Likert-scale

Source: Shanks et al, 2010; Flannery et al, 2009, The Colorado Trust, 2004

Table 3.4 Youth Pretest and Posttest Surveys

CONCEPT	DESCRIPTION	PRETEST ITEMS	POSTTEST ITEMS
ELIGIBILITY	Consent and participation verification	6	6
DEMOGRAPHICS	Participant and family characteristics	16	19
EMPLOYMENT	Participation experiences in SYEP	14	22
ACADEMIC CHARACTERISTICS	Experiences with school	8	6
FUTURE ORIENTATION	Perception about future employment	14	9
WORK ATTITUDES	Knowledge of work skills	11	6
SELF-EXPRESSION	Feeling towards self	1	-
RISK BEHAVIOR ATTITUDES AND AWARENESS	Experiences and attitudes towards risk behaviors	3	3
SATISFACTION	Satisfaction with SYEP	-	3

Supervisor Survey

A supervisor post survey was developed to gather information on their satisfaction with SYEP as well as their assessment of how the youth performed and increased work skills (see Appendix C). This survey was intended to be descriptive and gather information on program implementation. The survey included items adapted from Detroit’s Summer Youth Program 2010 Evaluation (Shanks et al, 2010). The survey

consisted for 34 closed-ended questions that collected information on demographics and their experience with the 2011 program.

Validity was also assessed with the supervisor survey as it is an adapted version of an existing survey. This was done by pilot-testing of the survey with a convenience sample of five supervisors who have previously participated in SYEP, however did not this year due to relocation of program or position. In addition, experts in the field such as SYEP staff and GWU faculty reviewed the survey to ensure all relevant content is being captured. These individuals were selected by the researcher through previous knowledge of them in a different capacity. They specifically assessed the length, readability, and overall content being captured. After the pilot testing, no major areas of inquiry were changes within the survey instrument.

SYEP Records

SYEP records provided information regarding characteristics of the agencies and organizations that host the youth and the characteristics and total enrollment of participants.

Quantitative Data Collection Procedures

The youth survey was administered at the start of the program and again at the end of the program via Zoomerang. Youth received a link to complete the questionnaire through an email sent by DOES to all participants. This email also explained the purpose of the evaluation and consent details including youth under 18 years needing to have parental consent to proceed and youth 18 years and over were consenting with participation in the evaluation by proceeding with the survey. The email was sent the first week of the program and the survey remained open for the first two weeks of the

program. Approximately six weeks later, at the end of the program, the youth completed the posttest survey in the same manner as the pretest survey. A reminder email was sent both for the pretest and the posttest. No compensation was given outside of the regular pay that is provided during work hours. The total time associated with taking the survey was 10 to 15 minutes.

The supervisor survey was administered the last week of the program via Zoomerang and remained open until the end of September. An email was sent from DOES to all participating supervisors at the conclusion of the program. This email also explained the purpose of the evaluation and consent details including that by proceeding with the survey they are consenting to participate in the evaluation. In order to increase the response rate, two additional reminder emails were sent in early September as well as one week before the survey was scheduled to close. The total time associated with taking the survey was 10 minutes.

DOES provided SYEP records at the end of the program. Specific de-identified information included the number of youth, ward youth resides in, age of youth, and education level of youth.

Qualitative Methods

The qualitative portion of the study consisted of focus group and an interview protocol developed for the purpose of this study to supplement the survey results. It should be noted that qualitative assessments are not subject to internal and external validity criteria and the purpose of the focus groups is to provide a snap shot of perspectives and perceptions (Creswell, 2003).

Study Subjects

The subjects in the three youth focus groups included 60 youth (n=24, n=13, n=23) ranging from the ages of 14 to 21 years. There were approximately an equal number of males and females and ages represented. The third focus group included 10 youth who applied for the program and did not attend due to space. The subjects in the four supervisor focus groups included 92 supervisors (n=15, n=22, n=33, n=22) from an equal number of various organizations (CBO, public, private, and government agencies). Telephone interviews were conducted with an additional 17 supervisors representing new supervisors to the program as well as supervisors returning to SYEP from all sectors.

Qualitative Measures and Instruments

Supervisor and Youth Focus Groups

A focus group protocol was developed for youth and supervisors with input from SYEP staff (see Appendix D). The youth focus group included 37 guiding questions in 7 categories. The supervisor focus group included 52 guiding questions in 5 categories. In addition, a brief presentation about SYEP 2011 was developed and presented in the beginning of the focus groups by DOES staff that allowed for participants to understand the purpose of the focus group. Both the focus groups protocols included an icebreaker, short presentation, and smaller breakout groups to discuss overall experiences in the summer as well as specific areas such as the application process and payroll.

Supervisor Interviews

A structured interview protocol was developed consisting of 27 open-ended questions addressing satisfaction and experience with SYEP, SYEP's progress towards objectives from their prospective, and strengths and challenges of program

implementation (see Appendix D). In addition, supervisors were asked to provide recommendations for future SYEP programming offerings.

Qualitative Data Collection Procedures

Individuals engaging in the focus groups and interviews were recruited by DOES sending an email inviting all SYEP supervisors and youth to participate. Those interested in participating replied back to DOES where the staff then followed up to provide logistical information. The supervisor focus groups and two of the youth focus groups took place at DOES. The third youth focus group took place at a local CBO. Transportation money and refreshments were provided.

A general introductory presentation was given that outlined the goals of SYEP and the purpose of the focus groups. General questions such as overall experience of participation were then asked. The participants were then placed in groups of six constructed at random where they were asked further questions around SYEP experience. SYEP staff conducted the focus groups with the help of the researcher. It should be noted that SYEP staff has a good relationship with the supervisors and the youth. The total time of the focus groups was between one to two hours.

Because the interviews were looking at themes, it was not necessary to interview everyone. Supervisors recruited for the interviews were chosen at random by SYEP staff and the researcher was provided this randomly generated list of 100 potential participants and their contact information. An email link was sent out inviting a random group of supervisors to participate. Twenty-eight supervisors responded to the link that asked for them to list appropriate times they were available and phone numbers they could be reached at. The researcher then sent a follow-up email to those supervisors confirming

their time of choice and phone number. Seventeen supervisors confirmed the times and participated in the interview via telephone. Each interview took between 45 minutes and one hour. The focus groups and interviews were audio recorded and transcribed verbatim for analysis.

Description of Variables

Variables for demographics, learning opportunities, satisfaction, employability, mastery and future, and responsibility and autonomy were created using items from the youth surveys (with the exception of supervisor satisfaction which utilized an item from the supervisor survey). Table 3.5 lists these variables, their level of measurement, and possible score ranges. Variables are organized by the variable categories mentioned above (i.e. demographics, learning opportunities, satisfaction). For the youth outcomes, responses to Yes/No and Likert questions were used to create continuous variables representing each of these outcomes. Reverse coding occurred for questions as necessary.

Demographics:

Descriptive variables were created using responses to demographic questions regarding gender (categorized 0 if female and 1 if male), race (categorized 0 if other and 1 if black) and age (categorized 1 if 14 or 15 years, 2 if 16 or 17 years, 3 if 18 to 21 years). Ward was categorized as 1 if wards 1 and 4, 2 if wards 2, 3, or 6, 3 if ward 7, or 4 if ward 8. Education level was categorized as 1 if youth was in high school or below, 2 if graduated high school and not attended college, 3 if currently in college, 4 if had some college but did not complete, and 5 if graduated from college. Lastly, prior participation

in SYEP was categorized as 0 if youth was a new participant, 1 if it was their second summer participating, 2 if third summer, and 3 if they have participated four or more summers.

Learning Opportunities:

The variable “learning opportunities” was created using an item from the youth post survey “What job skills do you think you learned through participating in SYEP?” (0 if selected “I learned nothing from participating in SYEP.” and 1 if selected a skill learned).

Satisfaction:

The variable “satisfaction” was created using an item from the post survey “Overall, how satisfied are you with your participation in SYEP?” and coded 1 if very satisfied, 2 if somewhat satisfied, and 3 if not satisfied at all.

Employability:

A variable “employability” was created from youth responses to eight Yes/No questions. A summated rating scale was derived from responses to the following questions where 0 was given if responded No and 1 if response was Yes: “Do you think that there are rules you are expected to follow at work?;” “Do you think you should ask questions if you do not understand what you are supposed to do at work?;” “Do you feel like you have to call your supervisor if you are going to be just a few minutes late?;” “Do you feel it would be okay to take off a few days from work without telling your supervisor?;” “Do you think it is important to have a clean and neat appearance at work?;” “Do you have a cover letter?;” and “Do you have a resume?.” Higher level scores indicate higher outcome for employability.

Mastery and Future:

A variable “mastery and future” was created from youth responses to one Yes/No questions and two three option Likert-scale questions that were converted to a dichotomous (Yes/No). The variable was created by using a summated rating scale derived from those responses to the following questions where 0 was given if the response was No and 1 if the response was Yes: “Can you name three careers you are interested in?;” “How much do you think the things you may learn in SYEP will help you later in life?” (Yes if they responded “Help me very much” or “Help me a little bit and No if responded “Not help me at all”) and “How optimistic are you about your future?” (Yes if responded “The future looks great.” or “The future looks ok.” and No if they responded “The future looks very bad.” Higher level scores indicate higher outcome for mastery and future.

Responsibility and Autonomy:

A variable “responsibility and autonomy” was created by a using a summated rating scale to youth responses from seven statements that included dichotomous responses (True/False) where 0 was given for “False,” and 1 was given for “True”:
“Drinking is bad for me;” “Using LSD, cocaine, amphetamines, or other illegal drugs is bad for me;” “It is ok to get suspended from school for fighting.;;” “It is ok to carry a handgun to protect myself.” “It is bad to sell illegal drugs. It is ok to get arrested for doing something illegal.” and “It is ok to drop out of school.” Higher level scores indicate higher outcome for responsibility and autonomy.

Table 3.5: Measurement of Variables

VARIABLE	# OF ITEMS	LEVEL OF MEASUREMENT	POSSIBLE RANGE
DEMOGRAPHICS			
Gender	1	Nominal	0 = female 1 = male
Age	1	Ordinal	1 = 14 – 15 years 2 = 16 – 17 years 3 = 18 – 21 years
Ward	1	Ordinal	1 = wards 1 and 4 2 = wards 2, 3, and 6 3 = ward 7 4 = ward 8
Race/Ethnicity	1	Nominal	0 = other 1 = black
Education Level	1	Nominal	1 = high school or below 2 = high school, no college 3 = currently in college 4 = some college 5 = graduate from college
Prior Participant	1	Nominal	0 = new participant 1 = second summer 2 = third summer 3 = four summers or more
LEARNING OPPORTUNITIES			
Gained Job Skills	1	Nominal	0 = no 1 = yes
SATISFACTION			
Satisfaction	1	Ordinal	1 = very satisfied 2 = somewhat satisfied 3 = not satisfied at all
YOUTH OUTCOMES			
Employability	7	Continuous	0 – 8
Mastery and Future	3	Continuous	0 – 4
Responsibility and Autonomy	7	Continuous	7 – 21

Data Analysis Procedures

Data was analyzed in SAS version 9.3 and managed by the researcher. Review of data including double entry and data checks was implemented to ensure data accuracy and assumptions are met for the statistical tests being conducted.

Descriptive Analysis

Univariate analysis was conducted to provide descriptive statistics on the participants as well as those who completed the survey (sample characteristics). Specifically frequency distribution was conducted on age, sex, highest grade completed, parents education level, race/ethnicity, language spoken at home, years participating in SYEP, and parents or guardians employment status. These findings relate to the process evaluation to see if the program reached the intended population.

Test of Hypotheses

The hypotheses for the three research questions were tested as outlined below. An alpha of 0.05 was used to assess the significance of findings.

Hypothesis 1.1: At the end of the six week program, at least 65% of the youth participants will state that they learned employability skills.

To test hypothesis 1.1, a one-tailed, directional z-test for single binomial proportion was employed as the research question examined one population (youth participant) with one categorical binomial variable (engaging opportunities – yes or no) and a predefined proportion (65%).

Hypothesis 2.1: At the end of the six week program, at least 65% of SYEP youth participants will be satisfied with their overall participation in SYEP.

To test hypothesis 2.1, a one-tailed, directional z-test for single binomial proportion was employed because the research question examined one population (youth participant) with one categorical variable (satisfaction – very satisfied, somewhat satisfied, not satisfied at all) and a predefined proportion (65%). Specifically, the level tested was “very satisfied.”

Hypothesis 2.2: At the end of the six week program, at least 65% of supervisors will be satisfied with their overall participation in SYEP.

To test hypothesis 2.2, a one-tailed, directional z-test for single binomial proportion was employed because the research question examined one population (supervisor) with one categorical variable (satisfaction – very satisfied, somewhat satisfied, not satisfied at all) and a predefined proportion (65%). Specifically, the level tested was “very satisfied.”

Hypothesis 3.1: By the end of the six week program, SYEP participants will display an increase in employability skills.

Hypothesis 3.2: By the end of the six week program, SYEP participants will display an increase in mastery and future as it relates to employability.

Hypothesis 3.3: By the end of the six week program, SYEP participants will report a positive change in attitudes of healthy behaviors.

To test hypotheses 3, a one-tailed paired samples t-test was employed for each respective outcome (employability, mastery and future, and responsibility and autonomy) because the research question examined one population and two mean scores (pretest and

posttest) that are likely correlated with each other. Due to this correlation the mean of the differences must be tested rather than the difference of the means.

Next, a multiple linear regression was conducted for each respective outcome (employability, mastery and future, and responsibility and autonomy) to assess if demographics (including gender, age, race, education level, ward, and prior participation) were predictive of a difference if it was seen. Lastly, multivariate linear regression was conducted to assess if demographics (categorical variables including gender, age, race, education level, ward, and prior participation) affected the relationship between pretest and posttest scores (continuous variables).

It should be noted that due to the fact that the same youth did not take the pre and post test, data had to be matched on demographic characteristics to account for this missing data. The demographics were equivalent for the pretest and posttest respondents making this possible. To estimate the missing pretest and post scores for each of the three outcomes (employability, mastery and future, and responsibility and autonomy) each outcome variable was regressed each on the demographic variable to create a regression model. These models were then used to complete this missing data. This “new” dataset was used to implement with the data analysis procedures explained above for hypotheses 3. It also should be noted that the results should be taken conservatively due to this.

Qualitative Analysis

All interviews and focus groups were audio recorded and transcribed verbatim for analysis. Once the initial data was transcribed, NVIVO version 8.0, a qualitative software, was used to code the transcribed data for pre-determined concepts. The coded

data was then reviewed to determine emerging concepts of youth and supervisor experiences and future recommendations for SYEP.

Chapter 4: Findings

This chapter presents the process and outcome evaluation findings using results from the youth and supervisor surveys, focus groups, and interviews that address the research questions framing the evaluation. The process evaluation results are revealed through the results of the descriptive analysis including the characteristics of youth participants and study sample as well as the testing of hypotheses 1 and 2. This is complemented with the outcome evaluation findings through the testing of hypothesis 3. In conclusion, themes from the qualitative methods related to the research questions and quantitative findings are provided. Together the quantitative and qualitative findings guide the discussion in the following chapter.

Descriptive Analysis (Youth Reach)

SYEP Participants

At the start of SYEP a total 12,651 youth were employed. Table 4.1 shows the demographic and academic characteristics of the participants. SYEP served about an equal number of males and females. In addition, a majority of the youth were in high school or below (76%) and between the ages of 14 and 17 years (62%) ($M = 16.87$ years, $SD = 2.00$). Although youth participated from all wards, most of the participants came from Wards 7 and 8 combined (53%). Most of the youth identified themselves as Black (Non-Hispanic) (93%). Lastly, SYEP has a high retention rate with about 88% of the participants returning to participate from a previous year. Figure 4.1 shows visual representations of the demographic breakdowns.

Comparing the demographic data of all DC youth ages 14 to 21 years, SYEP served 18% of youth in this age group in DC. It should be noted that of 69,352 14 to 21 year olds in DC, there is a large portion of 18 to 21 year olds in Wards 2 and 3 that could possibly be from Georgetown University, GWU, and American University and are not formally DC residents. Program recruitment targeted youth whose ability to access employment opportunities may be limited. Taking this and the above into consideration, a more accurate estimate of the target youth for SYEP is 50,485 youth ages 14 to 21 years (US Census Bureau, 2011). This estimate was calculated by looking at the youth population of those ages 14 to 21 in Wards 1, 4, 5, 6, 7, and 8 and youth ages 14 to 17 years in Wards 2 and 3 (see Table 2.3). In addition, Wards 1, 4, 5, 6, 7, 8 is where a majority of the youth were recruited and participated from (see Figure 2.6).

Therefore, using this new total, SYEP served about 25% of these youth. In addition, a total of 20,463 youth applied to SYEP during the enrollment period, therefore SYEP reached via recruitment 41% of the eligible youth. Of these youth, 7,820 applied the first day the application went live on the website, and more than 12,000 youth completed their application within the first three days.

Furthermore, of the total population in these Wards (1, 4, 5, 6, 7 and 8), 65% of the population of 15 to 21 years identified themselves as Black with the remaining White (11%), Hispanic (8%), and other (16%). This compares to 93% of SYEP participants identifying themselves as Black (US Census, 2011).

It should be noted that when comparing the SYEP youth to the total census population for DC youth ages 14-21 years there was a significant difference between the two groups.

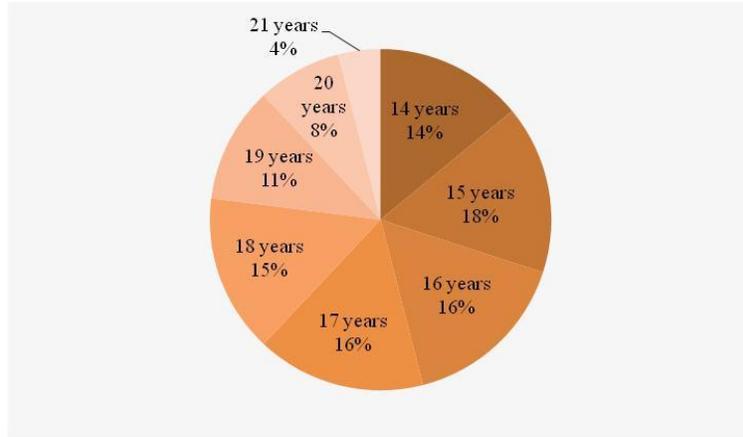
Table 4.1: Demographic Characteristics of SYEP Youth Participants

CHARACTERISTIC	SYEP YOUTH n=12,651	%	DC YOUTH* n=69,352	%
GENDER				
Female	6,987	55%	36,615	53%
Male	5,664	45%	32,737	47%
AGE				
14	1,736	14%	5,140	7%
15	2,049	16%	5,347	8%
16	2,060	16%	5,659	8%
17	2,051	16%	6,008	9%
18	1,869	15%	9,656	14%
19	1,339	11%	13,249	19%
20	982	8%	12,516	18%
21	565	4%	11,777	17%
WARD				
1	829	7%	7,603	11%*
2	258	2%	14,196	20%*
3	60	<1%	7,678	11%*
4	1,563	12%	6,269	9%
5	2,096	17%	9,478	14%*
6	1,018	8%	4,836	7%
7	3,444	28%	9,060	13%
8	3,245	26%	10,232	15%
No Response	138	-	-	-
RACE/ETHNICITY				
American Indian	61	<1%	-	-
Asian (Non-Hispanic)	72	<1%	-	-
Black (Non-Hispanic)	10,576	93%	-	-
Hispanic/Latino	385	3%	-	-
Pacific Islander	8	<1%	-	-
White (Non-Hispanic)	36	<1%	-	-
Other	230	2%	-	-
No Response	1,283	-	-	-
EDUCATION LEVEL				
High School or Below	9,631	76%	-	-
High School Graduate	1,066	9%	-	-
GED Recipient	232	2%	-	-
Left High School No Graduate	186	1%	-	-
College Student	1,530	12%	-	-
No Response	6	-	-	-
PRIOR SYEP PARTICIPANT				
Yes	11,131	88%	-	-
No	1,520	12%	-	-

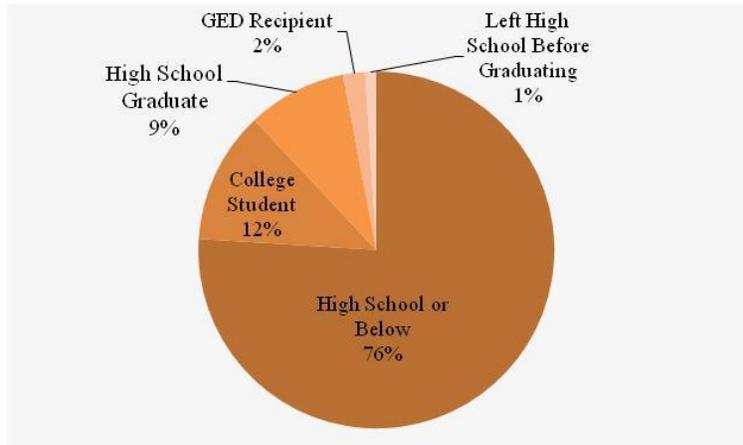
*Note: Includes enrollment of non-DC students in universities (Source: Census, 2011).

Figure 4.1: Characteristics of SYEP Youth Participants

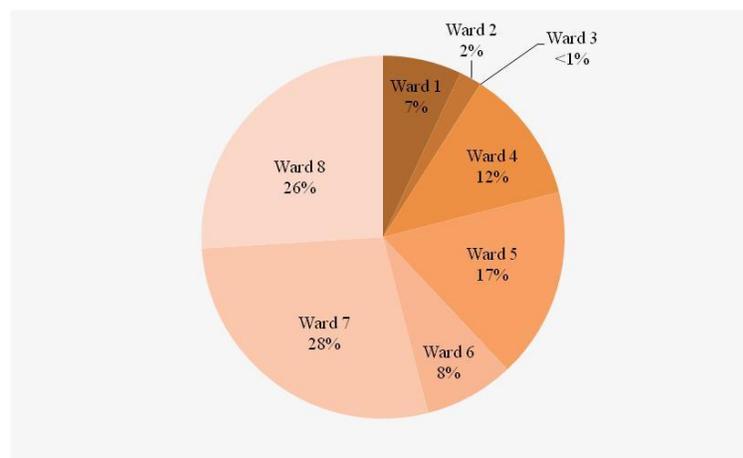
AGE



EDUCATION



WARD



SYEP Youth Study Sample

The study sample includes the youth who completed the pretest (931 youth or 7% of the SYEP participant pool) and/or the posttest (888 youth or 7% of the SYEP participant pool). Analysis of this subgroup of respondents showed similar representation of the total youth population with respect to age, ward, and grade level of the youth (see Table 5). In addition, these results provided further demographic information including parental and household characteristics (see Table 6). These characteristics can be used as an estimation of what these demographic characteristics would like in the entire SYEP youth participant pool. Therefore, the findings provided of the survey can also be representative of the entire SYEP youth participant population.

The pretest study sample included a subsample of 931 youth and the posttest included 888 youth, with two-thirds female and one-third males in each subsample. Over half the participants were ages 14 to 17 years (about 55% in the pretest and 57% in the posttest) and from wards 7 and 8 (52% in the pretest and 48% in the posttest). It should be noted that there was a high non-response to youth identifying their ward (20% in pretest and 23% in the posttest) which could be due to youth not knowing what ward they live in. Lastly, similar to the all SYEP participants, a majority of the youth (over 90%) identified themselves as Black (Non-Hispanic).

This study sample of youth shows that over half of the study participants live with only their mother (57% pretest and 60% posttest). In addition, most of the participants lived in a household with three or more people and English was the primary language (92%). Furthermore, the highest education level obtained by a parent was high school or a GED (41% in the pretest and 31% in the posttest), however there also was a high

percentage of a parent having some college or college and above in both the pretest and posttest. In addition, it was found that about 80% of youth in the pretest has at least one parent that is currently employed with 70% in the posttest sample.

It should be noted that when comparing the pretest youth to the post test youth ages 14-21 years there was a significant difference between the two groups.

Table 4.2: Demographic Characteristics of SYEP Youth Survey Participants

YOUTH SAMPLE CHARACTERISTIC	PRETEST		POSTTEST	
	n=931	%	n=888	%
GENDER	920*	99%*	879	99%
Male	305	33%	293	33%
Female	615	67%	586	67%
No Response	11	-	9	-
AGE	912	98%	869	98%
14	109	12%	94	11%
15	173	19%	160	18%
16	140	15%	126	15%
17	122	13%	117	13%
18	143	16%	138	16%
19	97	10%	107	12%
20	75	8%	76	9%
21	53	6%	51	6%
No Response	19	-	19	-
WARD	747	80%	733	83%
1	36	5%	40	5%
2	16	2%	16	3%
3	22	3%	7	1%
4	121	16%	116	13%
5	103	14%	96	11%
6	64	8%	74	8%
7	172	23%	183	21%
8	213	29%	201	23%
No Response	184	-	155	-
RACE/ETHNICITY	892	96%	824	93%
American Indian or Alaska Native	8	<1%	5	1%
Asian or Pacific Islander	8	<1%	7	1%
Black or African American	827	93%	783	95%
Hispanic or Latino	42	5%	22	2%
White	7	<1%	7	1%
No Response	39	-	64	-
PRIOR SYEP PARTICIPANT	910	98%	831	94%
New Participant	225	24%	217	26%
Second Summer	207	23%	180	22%
Third Summer	214	24%	196	23%
Four of More Summers	264	29%	238	29%
No Response	20	-	57	-

*Note: These numbers represent the number and percent who responded to this question.

**No significant difference was found between pretest and posttest groups except with regard to age.

Table 4.3: Academic and Family Characteristics of SYEP Youth Survey Participants

YOUTH SAMPLE CHARACTERISTIC	PRETEST		POSTTEST	
	n=931	%	n=888	%
HIGHEST LEVEL OF EDUCATION	915	98%	868	98%
8 th Grade or Lower	73	8%	64	7%
9 th Grade	181	20%	153	18%
10 th Grade	151	17%	162	19%
11 th Grade	163	18%	141	16%
12 th Grade	139	15%	154	18%
High School/GED and No College	56	6%	36	4%
Freshman in College	60	7%	81	9%
Sophomore in College	51	6%	45	5%
Junior in College	25	3%	20	2%
Senior in College	7	<1%	7	1%
Left College Before Completing	4	<1%	4	<1%
Graduated from College	5	<1%	1	<1%
No Response	16	-	20	-
FAMILY STRUCTURE	918	99%	861	97%
Lives with Both Mother and Father	219	24%	201	24%
Lives with Father	50	5%	36	4%
Lives with Mother	554	57%	520	60%
Other	95	10%	104	12%
No Response	13	-	27	-
HOUSEHOLD SIZE	874	94%	866	98%
1	13	1%	13	1%
2	122	14%	120	14%
3	220	25%	205	24%
4	220	25%	209	24%
5	155	18%	146	17%
6 or More	144	17%	173	20%
No Response	57	-	22	-
PARENT EDUCATION LEVEL	834	90%	771	87%
Middle School/Junior High School	22	2%	27	4%
High School or GED	340	41%	273	35%
Some College	247	30%	235	30%
College or Above	225	27%	236	31%
No Response	97	-	117	-
AT LEAST 1 PARENT EMPLOYED	849	90%	773	87%
Yes	678	80%	624	70%
No	171	20%	149	17%
No Response	82	-	115	13%
PRIMARY LANGUAGE	917	96%	844	95%
English	879	96%	816	92%
Spanish	23	3%	15	2%
Other	15	1%	13	2%
No Response	14	-	44	5%

Job Placements

A majority of the positions that were available to the youth were at local non-profits (CBOs) (34%) and District agencies including DCPS and DCPCS (52%). In addition, these sectors provided a majority of the supervisors (see Table 4.4).

Table 4.4: Organization Types Available

TYPE OF ORGANIZATION	TOTAL HOSTS (n=465)	TOTAL SUPERVISORS (n=2,243)	TOTAL OPEN POSITIONS* (n=16,629)
DC PUBLIC CHARTER SCHOOLS	22 (5%)	52 (1%)	1,303 (8%)
DC PUBLIC SCHOOLS	13 (3%)	74 (2%)	655 (4%)
DISTRICT AGENCY	76 (16%)	1,090 (48%)	6,692 (40%)
FEDERAL AGENCY	46 (10%)	235 (10%)	791 (5%)
NON-PROFIT (CBO)	179 (38%)	612 (27%)	5,802 (34%)
PRIVATE SECTOR	129 (28%)	280 (12%)	1,476 (9%)

**This represents the total number of spaces available at each site.*

SYEP Supervisor Study Sample

A subsample of the supervisors (213 supervisors or 9% of the total SYEP supervisors) completed a supervisor survey. Analysis of this subgroup of respondents shows similar representation of the total supervisors with respect to type of organization (see Table 4.5) allowing the results of the survey can be used as a representation of the supervisors participating in SYEP. The characteristics of supervisors reveal that most supervisors are executive directors or program managers (56%). In addition, many of the supervisors are returning, with over half participating for three or more summers. This high retention rate shows commitment to the program. In addition, more than half have

been working with their organization for over five years. Most of the organizations hosted one to ten youth (47%). Lastly, a majority of the supervisors reported the main purpose of their organization was to serve youth (25%) or educational (21%).

Table 4.5: Characteristics of SYEP Supervisor Survey Participants

CHARACTERISTIC	n=213	%
TYPE OF ORGANIZATION		
Government Agency	70	34%
For-Profit Organization	22	10%
Non-Profit/Community Based Organization	98	46%
School/University	21	10%
Other	2	<1%
PURPOSE OF ORGANIZATION		
Youth	84	25%
Faith	5	1%
Law Enforcement	9	2%
Education	67	21%
Community Improvement or Development	46	14%
Arts or culture	22	7%
Sales or retail	9	2%
Health	16	5%
Other	78	23%
YEARS WORKED AT ORGANIZATION		
Less than 1 year	27	12%
1 to 2 years	40	19%
3 to 5 years	43	20%
5 or more years	103	49%
ROLE IN ORGANIZATION		
Administration	43	20%
Executive Director/Manager	59	28%
Program Manager	75	35%
Other	36	17%
PRIOR SYEP PARTICIPANT		
New Participant	55	26%
Second Summer	50	23%
Three or More Summers	108	51%
AGE OF YOUTH EMPLOYED		
14 to 16 years	79	37%
17 to 21 years	134	63%
NUMBER OF YOUTH EMPLOYED		
1 to 10 youth	100	47%
11 to 20 youth	30	14%
More than 20 youth	83	39%

Testing of Hypotheses

Hypothesis 1.1: Learning Opportunities (Research Question 1)

It was hypothesized that at the end of the six week program, at least 65% of the youth participants will state that they learned employability skills (Hypothesis 1.1).

Table 4.6 shows the results from the z-test for single binomial proportion. The proportion is 0.9505 which is greater than the hypothesized 0.65, therefore is in the same direction as predicted in the hypothesis. In addition, the one-tailed p-value is $p = <0.0001$ which is less than the alpha level set prior to the study (alpha of 0.05).

Therefore, upon repeated sampling from a population where the null hypothesis is true, we would see a z-value this large (18.77) or larger in less than 1 sample out of 10,000.

Because this is less than the alpha level set prior to our analysis (0.05) we reject the null hypothesis, accept the alternative hypothesis, and conclude with reasonable certainty (more than 99.99% confidence) that the alternative hypothesis is true (at least 65% of the youth participants stated that they learned employability skills). Further analysis shows that when asked the top three skills learned, 51% of the youth responded that “being responsible” while 47% stated “reporting to work on time” and 42% youth said “dressing appropriately for work” (see Table 4.7).

Table 4.6: Results of Learning Opportunities (Hypothesis 1.1)

n	sample Π	z-value	p-value
888	0.9505	18.771	<0.0001

Table 4.7: Specific Learning Opportunities

OPPORTUNITIES	n=844	%
BEING RESPONSIBLE	429	51%
REPORTING TO WORK ON TIME	396	47%
DRESSING APPROPRIATELY FOR WORK	351	42%
IMPORTANCE OF A CAREER	307	36%
PUBLIC SPEAKING	289	34%
COMMUNICATION SKILLS	289	34%
HOW TO BE ORGANIZED	278	33%
COMPLETING ASSIGNMENTS ON TIME	277	33%
PROBLEM-SOLVING	259	31%
ASKING FOR HELP	264	31%
ACCEPTING SUPERVISION	256	30%
COMPUTER SKILLS	195	23%
FINANCIAL MANAGEMENT SKILLS	152	18%

Hypothesis 2: Satisfaction of SYEP (Research Question 2)

Hypothesis 2.1: SYEP Youth Satisfaction

It was hypothesized that at the end of the six week program, at least 65% of SYEP youth participants will be satisfied with their overall participation in SYEP (Hypothesis 2.1). Table 4.7 shows the results from the z-test for single binomial proportion. The proportion is 0.6872 which is greater than the hypothesized 0.65 and in the same direction as predicted in the hypothesis. In addition, the one-tailed p-value was 0.0234 which is less than the alpha level set prior to the study (alpha of 0.05). Therefore, the null hypothesis is rejected, the alternative hypothesis is accepted, and it is concluded with reasonable certainty (98% confidence) that the alternative hypothesis is true (at least 65% of the youth participants stated that they were satisfied with the program). It should be

noted that this was a conservative calculation as we considered youth satisfaction as “very satisfied.” The percentage would be even higher if satisfaction was considered “somewhat satisfied” or very satisfied.”

Table 4.8: Results for Youth Satisfaction (Hypothesis 2.1)

n	sample Π	z-value	p-value
649	0.6872	1.9875	0.0234

Hypothesis 2.2: Supervisor Satisfaction

It was hypothesized that at the end of the six week program, at least 65% of SYEP supervisors will be satisfied with their overall participation in SYEP (Hypothesis 2.2). Table 4.9 shows the results from the z-test for single binomial proportion. The proportion is 0.6786 which is greater than the hypothesized 0.65, therefore is in the same direction as predicted in the hypothesis. In addition, the one-tailed p-value 0.2008 which is more than the alpha level set prior to the study (alpha of 0.05) so therefore, we fail to reject the null hypothesis, fail to accept the alternative hypothesis, and fail to conclude with reasonable certainty (95% confidence) that the alternative hypothesis is true (at least 65% of the supervisors stated that they were satisfied with the program). It should be noted that this was a conservative calculation as we considered supervisor satisfaction as “very satisfied.” The percentage would be higher if satisfaction was considered “somewhat satisfied” or “very satisfied.” This was tested and it was found that the proportion was 0.9643 with a z-value of 9.225 (p-value = <0.0001). Therefore, we can conclude with reasonable certainty that the satisfaction level for those that were somewhat satisfied and very satisfied is above 65%.

Table 4.9: Results for Supervisor Satisfaction (Hypothesis 2.2)

	n	sample Π	z-value	p-value
Very Satisfied	196	0.6786	0.8386	0.2008
Very Satisfied/Somewhat Satisfied	196	0.9643	9.2225	<0.0001

Hypotheses 3: Health Behavior Impact (Research Question 3)

Hypothesis 3.1: Employability

It was hypothesized that by the end of the six week program, SYEP participants will display an increase in employability skills (hypothesis 3.1). This was analyzed by seeing if the mean score of employability increased from the pretest to posttest. Looking at the means from the pretest and posttest results, it was seen that there was actually a decrease from pretest mean (M = 6.435) to the posttest mean (M = 6.256) (See Table 4.10). Further analysis of the results from the paired samples t-test showed that this difference was significance (t-value = -7.72, p-value = <0.0001). However, it should be noted that the direction was different than hypothesized, with employability skills decreasing. Next, the results from ANOVA show that pretest scores did impact posttest scores ($R^2 = 0.007$, $b = 0.075$, t-value = 2.85, p-value = 0.004) (Table 4.11), however when demographics were included, ward decreased self-reported employability while grade and prior participant increased self-reported employability ($R^2 = 0.133$) (See Table 4.12).

Hypothesis 3.2: Mastery and Future

It was hypothesized that by the end of the six week program, SYEP participants will display an increase in mastery and future as it relates to employability (hypothesis 3.2). This was analyzed by seeing if the mean score of mastery and future increased from

the pretest to posttest. Looking at the means from the pretest and posttest results, it was seen that there was an increase from pretest mean ($M = 2.750$) to the posttest mean ($M = 2.809$) (See Table 4.10). Further analysis of the results from the paired samples t-test showed that this difference was significant ($t\text{-value} = 4.49$, $p\text{-value} = 0.64$). Next, the results from ANOVA show that pretest scores did not impact posttest scores significantly ($R^2 = 0.001$, $t\text{-value} = 0.008$, $p\text{-value} = 0.789$) (Table 4.11). Also, when demographics were included age increased self-reported mastery and future ($R^2 = 0.028$) (See Table 4.12).

Hypothesis 3.3: Responsibility and Autonomy

It was hypothesized that by the end of the six week program, SYEP participants will report a positive change in attitudes of healthy behaviors. This was analyzed by seeing if the mean score of responsibility and autonomy increased from the pretest to posttest. Looking at the means from the pretest and posttest results, it was seen that there was actually a decrease from pretest mean ($M = 6.231$) to the d posttest mean ($M = 6.217$) (See Table 4.10). Further analysis of the results from the paired samples t-test showed that this difference was not significant ($t\text{-value} = -0.46$, $p\text{-value} = 0.6436$). The results from ANOVA show that pretest scores did not significantly impact posttest scores ($R^2 = 0.000$, $t\text{-value} = 0.22$, $p\text{-value} = 0.824$) (Table 4.11). Also, when demographics were included age increased self-reported responsibility and autonomy ($R^2 = 0.037$) (See Table 4.12).

Table 4.10: Means Results for Health Behavior Impacts (Hypothesis 3)

	n	M (CI)	t-value	p-value
EMPLOYABILITY				
Difference = -0.179				
Pretest	1252	6.435 (6.401 – 6.470)	-7.72	<0.0001
Posttest		6.256 (6.224 – 6.288)		
MASTERY AND FUTURE				
Difference = 0.059				
Pretest	1291	2.750 (2.732 – 2.768)	4.49	<0.0001
Posttest		2.809 (2.791 – 2.827)		
RESPONSIBILITY AND AUTONOMY				
Difference = -0.138				
Pretest	1144	6.231 (6.189 – 6.273)	-0.46	0.6436
Posttest		6.217 (6.168 – 6.258)		

Table 4.11: ANOVA Results for Health Behavior Impacts (Hypotheses 3)

	b	SE	t-value	p-value
EMPLOYABILITY				
Intercept	5.774	0.1698	34.00	<0.0001
Pretest	0.075	0.0262	2.85	0.004
MASTERY AND FUTURE				
Intercept	2.788	0.0782	35.67	<0.0001
Pretest	0.008	0.0282	0.27	0.789
RESPONSIBILITY AND AUTONOMY				
Intercept	6.178	0.1777	34.77	<0.0001
Pretest	0.006	0.0283	0.22	0.8248

Table 4.12: Linear Regression Results for Health Behavior Impacts (Hypotheses 3)

	b	SE	t-value	p-value
EMPLOYABILITY				
Intercept	5.728	0.166	34.49	<0.0001
Gender	0.003	0.025	0.12	0.903
Ward	-0.085	0.033	-2.54	0.011
Age	-0.00003	0.010	-0.00	0.998
Grade	0.168	0.023	7.31	<0.0001
Prior Participant	0.085	0.023	3.69	0.0002
MASTERY AND FUTURE				
Intercept	2.758	0.081	34.11	<0.0001
Gender	0.0002	0.028	0.01	0.994
Ward	-0.023	0.020	-1.20	0.229
Age	0.021	0.006	3.45	0.001
Grade	0.019	0.014	1.41	0.160
Prior Participant	0.021	0.014	1.55	0.123
RESPONSIBILITY AND AUTONOMY				
Intercept	5.942	0.199	29.86	<0.0001
Gender	0.001	0.029	0.04	0.968
Ward	0.071	0.044	1.62	0.105
Age	0.251	0.095	2.64	0.008
Grade	-0.021	0.014	-1.53	0.127
Prior Participant	0.001	0.030	0.04	0.970

Qualitative Findings

The quantitative findings showed that youth felt that they were provided learning opportunities and that youth and supervisors were satisfied with the program. The qualitative results provide more in-depth findings as it relates to process objectives (youth reach, program implementation, and satisfaction) and the youth outcomes (employability

and mastery and future). Overall major and emerging themes that were found include the application process, preparedness for employment, supervisor support, job placement satisfaction, job readiness and work skills and future goals. (See Table 4.13)

Table 4.13: Qualitative Finding Themes

CONCEPT/THEME
YOUTH REACH
Application process
PROGRAM IMPLEMENTATION
Preparedness for employment
Quality of supervisors
Support for supervisors
SATISFACTION
Overall satisfaction
Job placement satisfaction
YOUTH OUTCOMES
Job readiness and work skills
Future goals

Youth Reach

Application Process

Areas around the youth and supervisor application process were themes that emerged from the qualitative analysis.

Overall, the actual task of going to the website to fill out the application was found to be straightforward and many youth stated that their school was a big help in filling out the application. As one youth who was new to the program stated:

“It was my first year doing this and it was user friendly.”

Likewise, supervisors found their application process easy and liked the transparency of information on the website in regards to the supervisor application. For example, a returning supervisor stated:

“The portal overall worked well, everything online. They also did a much better job of informing us with program information. This was done by email and DOES website. Email was good and having everything posted clearly on DOES website was good.”

Although the online application step was favored by the youth, the second step of turning in the eligibility documents was found to be complicated and discouraging for the youth due to long waiting lines and not having access to all of the necessary documents.

For example, a supervisor from a CBO stated:

“The multiple steps for application made it hard for them [the youth] to apply – lines for certification was discouraging – it is hard for kids. I know it is something they have to do but it is hard for them.”

In addition, a supervisor that worked in a school who helped youth apply to SYEP stated:

“The only thing that was hard was tracking down kids to make sure they had everything in. It is hard because a lot of the kids could not find their stuff like birth certificates, etc.”

Another teacher who was a supervisor stated:

“What was hard was supporting the kids to have all of their stuff for their application – it was hard to have the time sources to help the kids. I took a few kids about enrollment events but even that took a lot of time – kids did not have a lot of stuff – kids do not know how to do this stuff and it comes down on the teachers to help.”

Unlike the supervisors that felt that the deadlines and information was transparent, youth had issues around communication of deadlines. A quote from a youth who did not participate in the program stated:

“I wanted to be in the program, I heard about the application process late and the deadline was too short.”

Furthermore, there was an issue around the communication of dates and the recruitment method of communicating through schools. A youth who did not participate stated:

“When I went down to the counselor’s office to talk to her about SYEP, she gives me my application, mind you, its April, she knows that the deadline is up. I did my application, and when I finally give it back to her, she’s all like “oh wait, the deadline is over, you can’t get this job, because no one really informed us.”

Another new participant who had a different experience, showing that the issues were school specific stated:

“I applied at my school, and my school gets out right at 3:30, but they told us we could do it at go to the library at 3:15 when the application came on the internet and everybody went to the library and started applying. Why, because I knew there was a job cut, and you had to do it fast in order to get a job.”

Another youth who did not participate in the program stated:

“Even though they gave the notifications to the schools, it was left up to the schools to whether or not they would get the message out and whether the schools didn’t have time to, or forgot about it or something, the kids just wouldn’t know.”

Lastly, one supervisor stated:

“The biggest obstacle of the program was getting the word out to the parents and getting the youth registered – there was a lot of confusion between the original start date and when registration to end. They were also confused on how to get the student assigned to our specific site. We only take our specific kids in our program.”

Program Implementation

Preparedness for Employment

A majority of the youth stated they received an orientation and supervisors stated giving a job orientation. Of those that received an orientation, most of them consisted of a tour, introduction to other staff members, an overview of job responsibilities, an

overview of the schedule, and explanation of the dress code. However, dress code was a major challenge expressed by the supervisors. One supervisor said:

“Work place attire was a challenge. Some of the youth had to be pulled aside.”

Another supervisor stated the need of a formal dress code due to the issues around attire:

“I continued to tell them and even provided them with a dress code and emphasized importance. Males continued to dress inappropriately. Dress code should be standard. Everyone should have some sort of uniform; it prepares them for the real world.”

In addition, both supervisors and youth felt that parents needed to be involved in helping the youth prepare for the job. One returning youth stated:

“I think it would be good to have communication to give my parents, having information sessions would be good for them”

A supervisor from a district agency stated:

“Get parents involved, they should be there at orientation so they know what is expected so they can properly equip their child.”

Quality of Supervisors

Overall, it was found that quality programming relied on the supervisors and characteristics they possessed of understanding and wanted to guide the students as well as the expectations they set for the students. One supervisor summed this up by stating:

“If someone is an SYEP supervisor but not having interest in the kids, it is not worth it. The youth are youth and some of the youth are raising themselves – we understand that – we have been fortunate that we have a great staff and people here who are willing and patient to work with them.

In addition, one new supervisor stated:

“You not only have to have management experience but also know how to give back to students to help them grow. You have to definitely be patient. I think one thing that is very helpful is to understand the demographics of the young people, knowing where they are coming from – you might have certain expectations – but you can’t expect a student to just come in a mold to your work.”

Another supervisor stated:

“It’s not just DOES, it’s us as well. Our managers didn’t provide enough structured work for the students. They didn’t always see them as real employees.

Furthermore, supervisors expressed the desire to be trained in working with youth. One returning supervisor from the private sector state:

“CYITC was an excellent partnership of SYEP because they showed us the whole purpose of SYEP. We saw how it was to give work experience and that’s a process of youth development and how to get these kids interested in learning about working.”

Another returning supervisor stated:

“I think AYD training needs to happen all across the board. There are a lot of people that need those skills. The last thing I would say is that you have to be able to work with kids and not everyone can do that – if you are not prepared to deal with kids it can be difficult.”

Support for Supervisors

With regards to support, supervisors stated that their questions were answered in a timely manner by SYEP staff and all of the supervisors interviewed expressed how helpful and supportive the SYEP staff was. One new supervisor stated:

“Interaction between my liaison and I was great – they were very proactive, sent emails, constant contact, that was the biggest strengths of the program.”

In addition, another supervisor stated:

“Communication with the program staff was excellent. They were right on everything.”

Lastly, a district agency supervisor stated:

“I think that SYEP did a great job this summer and I hope that we can keep the same employees next year – I think having the relationship with my SYEP liaison was good – and I hope we can have the same one next year.”

Satisfaction

Overall Satisfaction

Overall, supervisors were satisfied with the program. Many supervisors discussed the value of the program on the youth. For example, a CBO supervisor stated:

“I think you all are doing a great job, I am impressed. Are you are certainly doing a great service to the city, and you are making a huge deposit in the lives in youth. I think the payoff will be great.”

In addition, supervisors believed that the program has made improvements as stated by this supervisor:

“I think that they were definitely trying to improve things – there were definitely things that really make a good effective program.”

In addition, youth expressed satisfaction with the program and many of them stated they would want to return next year.

Job Selection Satisfaction

Multiple supervisors expressed an improvement this year in the process of identifying and requesting. For example, a supervisor from a CBO stated and a supervisor from a District agency stated:

“It was a great improvement and it really helps us to be able to identify certain kids that are interested in working for our organization and to be actually be able to interview the kids and receive the kids we choose.”

It should be noted that an area of challenge expressed around this process was the concern that youth need to also engage in the placement process. For example, one supervisor stated:

“The quality of the youth – the screening process was a lot better – but we need to help youth to realize that they have to be serious and if they don’t follow suit they could lose their employment. They need to engage in the process with us.”

In addition, youth expressed that they do in fact like to be able to choose their job placements depending on what their interests are. For example, some youth expressed:

“They should ask us, which they do, our interests and maybe what we want to focus on. Like say somebody wants to be a lawyer, they can work at a law firm part time, or, me I want to do news broadcasting so I would want to be in that office, you know, something like that. It’s a big difference.”

Another youth expressed how choosing job placements are also related to actual job skills that they want to learn. This youth stated:

“Some people in SYEP, they work at a recreation center, or a school, some were at an actual office. And you learn different things depending where you are. Depending on what type of person you are, what type of skills, or what you want to get from this, where your job is at is important.”

Youth Outcomes

Job Readiness and Work Skills

With regards to work readiness and future employment skills, youth reported having gained more of an understanding of career interests and qualifications for future careers. Supervisors reported that they learned good work ethic and an introduction to a professional atmosphere. In addition, the youth learned leadership skills and working in teams.

When the supervisors were asked about an overall assessment of all of their youth around performance indicators at work such as arriving to work on time, following instructions, accepting constructive criticism, working well with others, and behaving in a professional manner, the supervisors reported that at most youth accomplished the skills. The following quote from one supervisor summarizes themes around work readiness that were discussed in the interviews:

“I think they achieved the main goals of having a job – getting the soft skills, calling into work, contacting their supervisor, showing up on time, communicating with their supervisor.”

Budgeting

A majority of the youth reported spending their money on something they really needed, saving their money, or using it for food or transportation. During interviews with supervisors, money management was a common theme that many of the expressed concerns around and many stated that “SYEP needs to work on helping kids manage money more.” Specifically one returning supervisor stated:

“The kids did not understand the concept of savings. They had no reason or incentive to save. I think they need more help with money management. I know that some of them wanted to open a bank account, but the process was actually not that easy.”

Future Goals

Supervisors expressed the desire to evaluate the kids on an ongoing basis, this summer and in the future. For example, some supervisors discussed working on a connection in database to keep track of youth and how they are doing after the program has completed. One returning supervisor stated:

“It would be great to be able to keep track of each individual in the program and how long they have been in the program. In addition, it would be great to have annual evaluations of the youth and even be able to put recommendations in their files.”

In addition, supervisors felt that the youth gained confidence and self-worth that will help them with future employment. One supervisor stated

“SYEP empowered them [the youth] to know that they can be responsible and succeed in the future.”

There was concern about what they youth would do after the program with many stating comments such as:

“What happens when the kids go back on home after the summer.”

Another supervisor stated:

“Some were raising themselves, they did not have parental support and they had no structure to help them or guide them. Very often the parents had to work hours when they were home. There were a couple of pregnancies. A few had to go back to school early. What happens after the summer when they do not have our support?”

Chapter 5: Discussion

This chapter provides a brief summary of the quantitative and qualitative findings discussed in chapter 4. These findings were used to develop recommendations to guide future programming. Limitations of the study are then presented and complemented with contributions of the study in the areas of research, practice, and policy implications.

Summary of Findings

Hypothesis 1.1: Learning Opportunities (Research Question 1)

Overall the findings show that youth were in fact provided learning opportunities. Further analysis showed that the top skills three skills learned were being responsible, reporting to work on time, and dressing appropriately for work with the two least learned skills being financial management skills and computer skills.

In addition, qualitative findings supported the fact that youth did in fact feel that they engaged in learning opportunities and expressed that they liked being able to choose job placements of their interests. However, youth did state they wanted more descriptions of the different job types and opportunities. In addition, findings revealed that youth stated they received an orientation including job responsibilities, appropriate dress, and guidelines such as attendance at work. This could have served as a mechanism for where youth began to engage in learning opportunities and their actual job activity was where they practiced these opportunities. In addition, this could explain the reason why the skills that were least learned were computer skills and financial management as these were not discussed in depth in the orientation.

Hypothesis 2: Satisfaction of SYEP (Research Question 2)

Overall youth were satisfied with the program. Furthermore, supervisors were satisfied with the programming and have recognized the improvements that SYEP has made over the past years. The qualitative findings show that although the above quantitative findings were revealed, continued improvements can still be made. Specifically, around the youth application process, more intentional outreach can be made to youth that do not have access to venues of communication such as schools. In addition, more assistance is needed to help youth navigate the eligibility stage of the application process. Furthermore, it was found that youth and supervisors were satisfied with the option to select the youth they wanted to work with and the youth to select areas of interest that they wanted to work in.

Hypotheses 3: Health Behavior Impact (Research Question 3)

With respect to youth outcomes, the program has shown to effect youth outcomes, however these findings with consideration due to the data that was used to report the findings (lack same youth answering pretest-posttest). This will be discussed further in the limitations section.

Overall, supervisors felt that youth did in fact learn skills, they felt the program does have an effect on youth outcomes, and the program empowers youth. However, there was findings about how the effect on youth behavior could be associated with quality sites and knowledge of working with youth. Supervisors and youth stated that they felt that some sites were of better quality which could have lead to better outcomes in the youth.

With respect to employability, there was a decrease in the crude mean score between pretest and posttest. This could be due to the fact that the youth felt they had the skills prior to the program, however when practicing the skills, they in fact realized they have not mastered it. Furthermore, higher grade level and prior participation predicted greater employability skills. This could be due to the fact that youth that are in a higher grade as well as participated in past summers have learned the skills and felt that they have mastered them. Qualitative findings revealed that appropriate work attire was an issue with many of the youth as stated by the supervisors.

With respect to mastery and future, there was an increase in crude mean scores between the pretest and posttest. In addition, older age predicted greater mastery and future. This could be due to the fact that older the youth have more experience and knowledge of different careers which could help guide their future goals.

Lastly, with respect to responsibility and autonomy, there was a decrease in the crude mean scores between pretest and posttest. In addition, age predicted greater responsibility and autonomy. This could be a result of older youth being more aware and exposed to negative behaviors and more accepting or neutral of them.

It should be noted that the qualitative findings revealed that youth felt they did learn job readiness and work skills. Also, the youth and supervisor findings revealed that the youth did gain a sense of self-worth in addition to learning about future careers. Lastly, overall the youth feel like they gained some aspect of skills and responsibility from participating in the program.

Recommendations

Key recommendations are offered to begin the strategic planning stages of summer 2012 including continual data collection improvements, youth placements quality around host sites and supplemental activities, diversity in participants, and collaboration. These were guided by the findings and additional discussions in the focus groups and interviews.

Improve Data Collection and Evaluation Efforts

SYEP has made a great stride in engaging in evaluation activities, however it is necessary to continue working towards rigorous and comprehensive evaluation. One major recommendation that would strengthen future findings is linking the pretest and posttest to the youth applications in order to ensure the youth complete both. Therefore, the youth would need to complete the pretest at the appropriate time (prior to program participation) and at completion of the program. This would also allow for the youth to have some type of closure to their participation in the program as they would be logging into their account and via the survey having a self-reflection of their participation in the program.

In addition, it is important that all stakeholders are engaged in the evaluation process, from the youth to the funders and policymakers. It is recommended that DOES work with these stakeholders to come up with common goals of the evaluation and engage them in the process. This could help youth understand the importance of completing the surveys which in turn could increase response rate while engaging them in the planning and implementation process. In addition, it would help policymakers

understand why specific outcomes are being measured and allow for their input of other outcomes they would like measured.

Another recommendation around data collection is to implement a quasi-experimental study design. SYEP has a high number of youth applying to the program and only have spots for about half of these applicants. By conducting a quasi-experimental design and having youth on the waitlist as a comparative group, the findings on youth outcomes can be strengthened.

Quality Programming and Supervisors

SYEP has begun to incorporate activities that are age and developmentally appropriate in an environment that engages the youth. In order to continue to build on this it is important that the youth are in quality sites and being engaged positively. For example, worksites should undergo site visits with regards to programming to ensure they are providing positive programming. In addition, worksites that are returning should demonstrate how learning opportunities exist there during their application process.

Work placements should continue to be based on each youth's interests, education, and career goals. More job descriptions should be provided to the youth including example future careers in the respective field, sample types of job placements, and prior skills needed. In addition, a recommendation suggested by a supervisor to alleviate issues that may arise with multiple youth placements is that once a selection of a youth is made, the youth should be removed from the roster until the Host Agency states they are not able to take the youth or the youth declines.

More intentional job placements should also occur around youth interests and expectations of the youth. This could be done through mandatory workshops before

being placed at a worksite where participants can learn about the goals of SYEP, different jobs what is expected of them, and worksite rules and responsibilities. These workshops could continue on quarterly with the help of the Host Agencies and include topics like college planning, life skills, and leadership skills.

Lastly, it is necessary that supervisors have the proper training in working with youth. Although supervisors have the potential of being a key mentor in the lives of the youth they are supervising, few supervisors receive youth development training, leaving them unprepared to help teens make the most of their early work experiences (PPV, 2010). As stated by PPV (2010), “a job becomes a good developmental opportunity only when teens receive support and guidance from adults at work.” Because this is essentially a youth development program in conjunction with a workforce development program, supervisors need to be trained in both aspects.

It is recommended that all supervisors undergo a mandatory training such as AYD training in addition to a more rigorous application process including how they plan to assist the youth in reaching the short term outcomes. It should be noted that although this was the intention of SYEP for 2011, through the qualitative findings, it was found that not all supervisors in fact participated in the trainings. This recommendation seems plausible as there is more of a demand of slots for youth than youth are available (See Table 4.4).

In addition to the training, helping supervisors develop the mentoring and implementation skills is important as this helps build quality and sustainable learning for the youth. Also, further guidance should be provided to the supervisors on skills and objectives that the youth should meet throughout the summer including budgeting skills,

work skills, and social skills. This will help provide youth with more meaningful experience outside of just learning work skills.

Supplemental Activities and Resources

It has been found that a range of services is necessary for positive results such as the combination of early work experience with job training, the inclusion of remedial education in the array of services, and the combination of self-directed job search strategies and job placement program (HGSE, 2011). As SYEP is working with youth who are developing and learning skills to help navigate their transition into adulthood, program elements should be supplemented by other program activities, including career portfolio development, money management, career and educational exposure events, and youth leadership development. Community service should also be promoted as this can further expose youth to career interests and long-term opportunities.

SYEP is an excellent avenue to provide youth with the necessary supplemental activities as they are attracting a major part of the youth population that traditionally lacks resources (as noted, through the application process over 41% of youth are being reached). It is recommended that as early as during or after the web-based application youth are referred to external sites or services of their interests or needs around health, education, or extracurricular activities. This can help the youth become engaged with additional services that could increase their experience with SYEP and later in life.

Expanding Outreach to Reach “Opportunity” Youth

Although SYEP has made progress in diversifying their participants and target youth from areas that lack resources such as Wards 7 and 8, efforts are needed to continue to recruit youth who are at higher levels of negative risk factors such as

dropping out of school and poverty. In addition, SYEP should continue to make a concerned effort to reach those youth who are disengaged such as youth who have dropped out of high school (referred to as Opportunity Youth). SYEP could utilize their offerings to reengage the youth while assisting them with reengaging with positive opportunities. For example, selected spots could be reserved for these youth and coupled with a GED or credit recovery programs to help reengage them. In addition, SYEP should continue to partner with schools to assist with the application process, however make a concerned effort to provide support to underresourced schools to make sure the youth that attend those schools are receiving information.

Collaboration with Other Agencies

There are multiple agencies in DC that provide, fund, and oversee youth education, training, and employment services (Ross, 2011). However, the different funding streams and performance measures often cause a lack of collaboration and ability for data sharing (Ross, 2011). By pulling in collaboration with all of these agencies, a strategic plan with regards to youth workforce development can be achieved and involve not only summer programming but ongoing year round opportunities.

SYEP has already begun to make efforts to collaborate with some of these agencies, and by continuing these efforts; the program can leverage the resources and opportunities available. For example, working with other agencies such as OSSE can streamline recruitment and documentation that they require for programs such as the DC Tuition Assistance Grants. SYEP should also reach out to local universities to provide assistance with not only the implementation of the program but also to provide resources and opportunities such as college tours and career fairs. Lastly, reaching out to local

banks such as PNC and Bank of America to help youth open accounts and teach money management skills.

Year Round Opportunities

Youth engaging in SYEP have support for the time they are in the program during the summer; however this support is not sustained through the school year. A recent needs assessment conducted in DC revealed that youth in fact did want more opportunities for continual mentoring (CYITC, 2011). This program is an excellent avenue to help youth engage in mentoring opportunities, especially with individuals who share similar interests around careers such as their supervisors. These mentors could serve as would serve as a professional role model and assist with not only setting career goals but help with school course selection and the college application process. Overall this could help reinforce the overall long-term outcomes of SYEP as well as keep the youth engaged throughout the year.

Study Limitations

Although this is the most comprehensive evaluation performed to date, there are limitations that place constraints on the current findings. It must be emphasized that this evaluation is a pilot since SYEP has not undergone an outcome evaluation in the past. Findings from the evaluation are intended to not only provide results on short term youth outcomes but also provide recommendations for future programming and to set the stage for future evaluations.

The evaluation was developed in a limited time frame to ensure that it could be implemented during the summer of 2011 and provide DOES with much-needed preliminary results in a timely manner. Therefore, it should be noted that the evaluation

was designed as the necessary starting point for a longer term process. This study is intended to serve as a baseline and future iterations will continually improve it to provide DOES with increasingly useful information.

Furthermore, as this is a pilot evaluation, measurement tools were developed specifically for this evaluation. In order to reach the large number of youth served by the program, the data relies heavily on self-reported information which can be unintentionally biased due to recall bias. In addition, although the tools were developed as part of this dissertation, future validity testing of the tools should occur to ensure that the tools are measuring what they are intended to measure.

Another limitation of this dissertation was the necessity of relying on DOES to distribute the surveys. This poses a control issue as the researcher could not ensure that the survey was being distributed in a timely manner. In addition, instructions were clear and precise, however did not eliminate the possibility that DOES and/or supervisors may have influenced the way the participants responded.

Lastly, as this evaluation was performed for DOES, the relationship between academia and practice needed to be taken into account with the goals and implementation of the evaluation. This was a limitation as some best practices for research could not be taken into account due to client needs or mandated reporting that was needed.

Contributions of Study

Although there are limitations, this dissertation does add to the current research of the effects of summer youth employment programs on youth our specifically in DC. This also helps guide future programming and has policy implications.

Research Implications

A 2009 report by the Wallace Foundation stated that there was a lack of evidence found for youth development outcomes because those outcomes were rarely, if ever, evaluated (Terezen, Anderson & Hamilton, 2009). This dissertation focused on a large sample of urban youth. Few studies regarding youth employment have utilized a similar sample without constraining their analysis across races or ethnicities (Johnson, 2004).

Moreover, a majority of the studies that have evaluated specifically summer youth employment programs focus on process evaluation and not behavior change in participants. Programs are not trained to conduct comprehensive evaluation and use simple research methods to develop quick information about the program and its function. This evaluation combines academic research with a practical model for evaluations of summer youth employment programs. By combining academia with the youth programming field, it allows for researcher to learn the needs, language, and culture while sharing evidence-based practices.

Practice Implications

This dissertation provides successes and challenges for SYEP 2011. As seen there has been much progress made in the past year to strengthen program offerings, recruit youth and host agencies, provide support to youth and staff, and to increase skills learned by the youth. However, there has been no formal evaluation that have guided concrete recommendations and this dissertation takes in account findings that help to strengthen future programming.

In addition, this dissertation provided not only a framework for future evaluation but also documented the process of the program and how these processes lead to youth

outcomes. Prior to this dissertation, there were no clear goals or objectives of SYEP as well as no clear layout of how the activities lead to these objectives. This dissertation develops and describes the processes for not only SYEP to refer to but also other cities to who are interested in replicating the program if desired.

Policy Implications

This dissertation builds in academia with practice which is needed to help guide future policies. Policymakers are often interested on the return of investment of programs that are being funded. This dissertation attempts to provide information on the youth outcomes and areas that can be strengthened in the program. In addition, as this was the first formal evaluation of the program, findings can help guide future evaluations such as looking at years of participation in the program and how this affects youth outcomes. In addition, further research could be done on looking at “opportunity youth” and how investment in programs such as SYEP has an effect on these youth.

Greater support is needed to develop citywide goals and strategies in working with youth. SYEP provides one piece of working towards youth development, but a collaboration and increased support with other agencies is needed to help continually serve the youth. This dissertation highlights the effect of SYEP on youth while providing areas where other agencies can collaborate to help youth transition successfully to adulthood.

Conclusion

SYEP is working towards strengthening programming to maximize youth outcomes. The overall findings show that youth are being provided learning

opportunities and are satisfied with the program; however more effort around building quality program geared towards the goals and objectives of the program are needed. Although there are limitations of the current study, this evaluation is a starting point for SYEP to describe how and to what effect SYEP is working and continually provide recommendations for strengthening the program. Lastly, this study provides guidance to the implementation and youth outcomes of national summer youth employment programs as the structure of these programs are similar to DC.

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Appendices

Appendix A
Youth Survey

Youth Pre Survey

DC Youth Summer Pre Survey

Survey Invitation Email

Hello!

The Department of Employment Services has partnered with the George Washington University and the DC Children and Youth Investment Trust Corporation to evaluate the Summer Youth Employment Program (SYEP).

CLICK ON LINK TO TAKE SURVEY (or copy and paste it in your web browser):

<https://www.zoomerang.com/Survey/WEB22CPSA5E672>

This survey will tell us about the effect SYEP can have on youth. The information you give will be used to develop better programming. All the answers you give will be kept private. No one will know what you write except the people involved in the study.

Make sure to read every question. Answer the questions based on what you really feel. Whether or not you answer the questions will not affect your participation in the program. If you are not comfortable answering a question, just leave it blank. The questions that ask about your background will be used only to describe the students completing this survey. The information will not be used to find out your name, in fact, no names will ever be reported. Please note: completing the survey is voluntary.

Thank you very much for your help!

For more information or questions contact:

Nisha Sachdev at nasachde@gwu.edu

Survey Reminder Email

Hello SYEP Participant,

Two weeks ago you were sent an email about an evaluation study. If you have not done so, please click on the link below to complete the survey about your experience with SYEP and also other outcomes.

This survey is to tell us about the effect that SYEP program can have on youth as well as your experience and reflections on participating in the program. The information you give will be used to develop better programming to help meet your needs as well as the needs of the youth. The answers you give will be kept private. No one will know what you write except the people involved in the study. Completing the survey is voluntary and results are anonymous, therefore please be sure NOT to write your name or organization on any page. The survey can be accessed at this link:

<https://www.zoomerang.com/Survey/WEB22CPSA5E672>

Thank you!

DC Youth Summer Pre Survey

Evaluation of the DC Summer Youth Employment Program Informed Consent Form

You are invited to participate in a program evaluation of the Department of Employment Services (DOES) Summer Youth Employment Program (SYEP). Taking part in this evaluation is entirely voluntary. The status of your employment will not, in any way, be affected should you choose not to participate or if you decide to withdraw from the study at any time. The purpose of this study is to monitor the effectiveness of SYEP and ensure the future success of the program. If you choose to take part in this study, you will be asked questions about your experiences with SYEP, your views on certain issues, and personal reflections. The questions asked will be about demographics, attitudes towards risk behaviors, academic characteristics, and employability skills. The total amount of time you will spend in connection with this study is between 30 and 45 minutes.

You may refuse to answer any of the questions and you may stop your participation in this study at any time. In addition, if you are a DC Public School (DCPS) student choosing to participate in this study, your academic records will be requested from DCPS to show your progress, including information about enrollment, grades, citywide test scores, suspensions, and attendance. This information will not affect your status in school or your grades. There are no unusual risks or discomforts you could experience during this study. Participating in this study poses no risks that are not ordinarily encountered in daily life. You may feel some emotional stress/discomfort answering the survey questions. You are free to skip any questions or stop taking the survey at any point.

You will not benefit directly from your participation in the study. The benefits to science and humankind that might result from this study are: to provide DOES with information about participant's experiences and the overall effectiveness of SYEP. In addition, it will provide other programs with information on the effects of overall summer youth employment programs. The Office of Human Research of George Washington University, at telephone number (202) 994-2715, can provide further information about your rights as a research participant (IRB #061125). Further information regarding this study may be obtained by contacting Nisha Sachdev at 734-358-0151. The principal investigator (Karen McDonnell, Ph.D.) can be reached at 202-994-6823. To ensure anonymity, your signature is not required in this document. Your willingness to participate in this research study is implied if you proceed with completing the survey. You will be emailed a copy of this in a document in case you want to read it again.

There are about 68 questions and the survey will take about 15 minutes. Please click on the "SUBMIT" button at the bottom of each page.

Eligibility Questions

Pick one:

- A. I consent to being a part of BOTH the dissertation study and the program evaluation.
- B. I consent to being a part of only the program evaluation.

Are you at least 18 years old?

- A. Yes
- B. No [*Skip to Screen Out*]

Are you at least 18 years old?

- A. Yes
- B. No [*Received Parental Consent Questions*]

DC Youth Summer Pre Survey

Do you live in DC?

- A. Yes
- B. No [Skip to Screen Out]

Did you have your parent/guardian check YES and sign a consent form like the one below AND you gave it to your supervisor or SYEP staff?

- A. Yes
- B. No [Skip to Screen Out]

Are you a participant in the DC Summer Youth Employment Program (SYEP) for the Summer of 2011?

- A. Yes
- B. No [Skip to Screen Out]

Consent to Participate in the Evaluation Study of the DC SYEP

Dear Parent/Guardian,

Your child, _____ is registered to participate in the DC Department of Employment Services (DOES) Summer Youth Employment Program (SYEP). In order to monitor the effectiveness of SYEP, DOES, the DC Children and Youth Investment Trust Corporation (The Trust), and the George Washington University (GWU) is conducting an ongoing evaluation study. It is the intention of the evaluation to learn how these services and activities benefit students, how the program can be continuously improved, and whether participation in SYEP increases youth development outcomes. Specifically we ask permission from you, as parent/guardian, for a period of up to seven years, until your child's projected date of high school graduation to:

- Contact your child's school and obtain records showing their progress, including information about enrollment, grades, citywide test scores, suspensions, and attendance.
- Talk to employers and SYEP staff about your child's progress and participation in SYEP and review program records on participation in the program.
- Survey and/or interview you and your child about SYEP and its effects.

This is an evaluation of SYEP and is NOT an evaluation of your child. Any information we collect will be used ONLY to assess SYEP and to track general group trends. Individual responses will not be made public. Participating in the evaluation will not affect your child in school, in SYEP, or in any other way. [We will not use your name or your child's name in any report.](#) At the end of the evaluation, we will destroy all records that include personal information.

There are no foreseen risks or discomforts that your child could experience during this study. Participating in this study poses no risks that are not ordinarily encountered in daily life. We expect that no harm will come to you or your child from participation in this study and it may benefit your child by providing opportunities, supports, and services that may enhance development. Participation in the evaluation study is completely voluntary and participants may withdraw at any time with no consequences.

It should be noted that the data collected between June 2011 and December 2011 will be also used as part of a dissertation research study by Nisha Sachdev, a Doctorate of Public Health student at GWU. As noted before, any information we collect will be used ONLY to assess SYEP and to track general group trends. Individual responses will not be made public. Participating in the evaluation will not affect your child in school, in SYEP, or in any other way. We will not use your name or your child's name in any report. At the end of the evaluation, we will destroy all records that include personal information. The Office of Human Research at GWU, at telephone number 202-994-2715, can provide further information about your rights as a research participant. Further information regarding this study may be obtained by contacting Nisha Sachdev at 754-350-0181.

Please select ONE of the options below and return this form to the program director. Thank you.

YES, I GIVE PERMISSION FOR MY CHILD TO PARTICIPATE IN BOTH THE EVALUATION AND THE RESEARCH STUDY. I have read the above information and I give permission for my child to participate in the evaluation of SYEP and the data may also be used in the GWU research study. I also consent for SYEP to obtain my child's records, to interview with researchers for program evaluation purposes, and for my child to take related surveys.

Signature Date

I GIVE PERMISSION FOR MY CHILD TO PARTICIPATE IN THE EVALUATION. I have read the above information and I give permission for my child to participate in the evaluation of SYEP and the data may NOT be used in the GWU research study. I do consent for SYEP to obtain my child's records, to interview with researchers for program evaluation purposes, and for my child to take related surveys.

Signature Date

NO, I DO NOT WANT MY CHILD TO PARTICIPATE. I have read the above information and I DO NOT give permission for my child to participate in the evaluation of SYEP or the GWU Research Study.

Signature Date

DC Youth Summer Pre Survey

This survey will help tell us about the effect that SYEP program can have on youth. The information you give will be used to develop better programming to help meet your needs. The answers you give will be kept private. No one will know what you write except the people involved in the study. Answer the questions based on what you really feel.

Completing the survey is voluntary. Whether or not you answer the questions will not affect your participation in the program. If you are not comfortable answering a question, just leave it blank. The questions that ask about your background will be used only to describe the types of youth completing this survey.

The information will not be used to find out your name. No names will ever be reported - please be sure NOT to write your name on any page. Make sure to read every question.

Thank you very much for your help!!!

There are about 68 questions and the survey will take about 15 minutes. Please click on the "SUBMIT" button at the bottom of each page.

Demographics: This section will ask you about characteristics about you and your family.

What is the first letter of your LAST NAME?

- A. A
- B. B
- C. C
- D. D
- E. E
- F. F
- G. G
- H. H
- I. I
- J. J
- K. K
- L. L
- M. M
- N. N
- O. O
- P. P
- Q. Q
- R. R
- S. S
- T. T
- U. U
- V. V
- W. W
- X. X
- Y. Y
- Z. Z

AA. I would not like to answer this question

What are the last four digits of your social security number? If you do not know this, please write I don't know. _____

DC Youth Summer Pre Survey

What month were you born?

- A. January
- B. February
- C. March
- D. April
- E. May
- F. June
- G. July
- H. August
- I. September
- J. October
- K. November
- L. December
- M. I would not like to answer this question

What day were you born?

- A. 1
- B. 2
- C. 3
- D. 4
- E. 5
- F. 6
- G. 7
- H. 8
- I. 9
- J. 10
- K. 11
- L. 12
- M. 13
- N. 14
- O. 15
- P. 16
- Q. 17
- R. 18
- S. 19
- T. 20
- U. 21
- V. 22
- W. 23
- X. 24
- Y. 25
- Z. 26
- AA. 27
- BB. 28
- CC. 29
- DD. 30
- EE. 31
- FF. I would not like to answer this question

DC Youth Summer Pre Survey

What year were you born?

- A. 1986
- B. 1987
- C. 1988
- D. 1989
- E. 1990
- F. 1991
- G. 1992
- H. 1993
- I. 1994
- J. 1995
- K. 1996
- L. 1997
- M. 1998
- N. 1999
- O. 2000
- P. 2001
- Q. I would not like to answer this question

What is the highest grade you have completed?

- A. 6th grade
- B. 7th grade
- C. 8th grade
- D. 9th grade
- E. 10th grade
- F. 11th grade
- G. 12th grade
- H. Freshman in college
- I. Sophomore in college
- J. Junior in college
- K. Senior in college
- L. Graduated from high school or got GED but not in college
- M. Graduated from college
- N. Left college before completing
- O. I would not like to answer this question

What is your sex?

- A. Female
- B. Male
- C. I would not like to answer this question

How old are you (in years)?

- A. 14 years
- B. 15 years
- C. 16 years
- D. 17 years
- E. 18 years
- F. 19 years
- G. 20 years
- H. 21 years
- I. 22 years
- J. Over 22 years [*Screen Out*]
- K. I would not like to answer this question

DC Youth Summer Pre Survey

Who do you live with most of the time?

- A. Mother
- B. Father
- C. Both Mother and Father
- D. Neither Mother or Father

How many people (including you) live in your household?

- A. 1
- B. 2
- C. 3
- D. 4
- E. 5
- F. 6
- G. 7
- H. 8 or more

What ward do you live in?

- A. 1
- B. 2
- C. 3
- D. 4
- E. 5
- F. 6
- G. 7
- H. 8
- I. Don't Know

What is the highest level of education completed by your mother?

- A. Middle School or Junior High School
- B. High School
- C. Some College
- D. College or Above
- E. Don't Know

What is the highest level of education completed by your father?

- A. Middle School or Junior High School
- B. High School
- C. Some College
- D. College or Above
- E. Don't Know

Are one or more of your parents or guardians you are living with working?

- A. Yes
- B. No
- C. Don't Know
- D. Not Applicable

What is your race/ethnicity? (Select one or more responses)

- A. American Indian or Alaska Native
- B. Asian or Pacific Islander
- C. Black or African American
- D. Hispanic or Latino
- E. White
- F. Not sure

DC Youth Summer Pre Survey

What is the language you use most often at home?

- A. English
- B. Spanish
- C. Other

Employment: These questions will ask you about previous participation in SYEP or other jobs.

How many summers have you participated in SYEP?

- A. This is my first summer.
- B. This is my second summer.
- C. This is my third summer.
- D. This is my fourth summer.
- E. I have participated in SYEP five or more summers.

Was it easy to apply for SYEP this year (2011)?

- A. Yes
- B. No

What is the name of your worksite (the name of the organization, company, or agency)? _____

Are you happy with your job placement?

- A. Yes
- B. No

Do you think that you will learn about careers by participating in SYEP?

- A. Yes
- B. No

Have you worked for pay in the past?

- A. No
- B. Yes, part-time (at least 20 hours/week)
- C. Yes, full-time (more than 20 hours/week)

If yes, what type of paid work did you do in the past? Check all answers that apply.

- A. Working with a family member
- B. Trades
- C. Food service or retail
- D. Hospitality service
- E. Babysitting and daycare
- F. Arts
- G. Office work/administrative assistant
- H. Community program
- I. Church program
- J. Health sector
- K. Landscaping and outdoor work
- L. Camp counselor
- M. Hair and beauty salon
- N. Tutoring
- O. Other

Do you think that you will learn about work skills by participating in SYEP?

- A. Yes
- B. No

DC Youth Summer Pre Survey

How much do you think the things you may learn in SYEP will help you later in life?

- A. Help me very much
- B. Help me a little bit
- C. Not help me at all

Do you feel well-prepared for this job?

- A. Yes
- B. No

What other activities (if any) are you participating in this summer?

- A. I am only participating in SYEP
- B. Working at another job/internship outside of SYEP
- C. Going to summer school
- D. Taking college-level courses
- E. Going to camp or other activities
- F. Completing volunteer/community service hours
- G. I do not have plans
- H. Other

What are your goals of this summer experience? Check all answers that apply.

- A. Gain experience to advance my career
- B. Gain experience to better understand career options
- C. Gain experience to advance my studies
- D. Earn money
- E. Learn how to be professional in the world of work
- F. Other

Do you feel safe at your job site?

- A. Always
- B. Sometimes
- C. Never

What challenges do you feel you might have while participating in SYEP? Check all that apply.

- A. Paying for transportation
- B. Paying for lunch
- C. Interacting with other youth
- D. Finding child care
- E. Staying interested in what I'm doing
- F. Conflict with my schedule
- G. I don't think I will have any challenges

Did your supervisor provide an orientation for your job duties?

- A. Yes
- B. No

If yes, what did your orientation include? Check all answers that apply.

- A. Gave me a tour of the workplace
- B. Introduced me to other staff members
- C. Connected me with other workers that could answer any questions I had
- D. Talked about job responsibilities
- E. Discussed my work schedule
- F. Discussed the dress code
- G. Trained me on skills I needed to do my job
- H. Other

DC Youth Summer Pre Survey

Academic Characteristics: These questions will ask you about your experience with school.

I am in high school or college currently.

- A. Yes [*Skip to Future Orientation Questions*]
- B. No

What kind of grades do you get in school?

- A. Mostly A's
- B. Mostly B's
- C. Mostly C's
- D. Mostly D's
- E. Mostly F's

Do you like going to school?

- A. Almost always
- B. Sometimes
- C. Never

Do you feel that the school and homework you are given is important?

- A. Almost always
- B. Sometimes
- C. Never

Does it matter to you if you do well in school?

- A. Almost always
- B. Sometimes
- C. Never

Is what you learn in school important to you?

- A. Almost always
- B. Sometimes
- C. Never

How interesting are most of your school courses to you?

- A. Interesting
- B. Sometimes interesting and sometimes boring
- C. Always boring

Are you doing as well as you would like to in school?

- A. Yes
- B. No

Future Orientation: These questions will ask you about your future careers.

Can you name three careers you are interested in?

- A. Yes
- B. No

Have you talked to other people about what your career interests are?

- A. Yes
- B. No

DC Youth Summer Pre Survey

Do you think about jobs or careers that you might be good at?

- A. Yes
- B. No

Have you ever written a cover letter?

- A. Yes
- B. No

Have you ever written a resume?

- A. Yes
- B. No

Do you know what your strengths are in the workplace?

- A. Yes
- B. No

How likely is it that you will attend and graduate from college?

- A. Very likely
- B. Somewhat likely
- C. Not at all likely
- D. I am in college right now

Do you know what it takes to succeed in a job?

- A. Yes
- B. No

Do you know what your weaknesses are in the workplace?

- A. Yes
- B. No

How energetic and healthy do you feel right now?

- A. Very healthy
- B. Somewhat healthy
- C. Not healthy at all

What are your future school plans? (Check up to two that apply)

- A. I have no plans to finish high school or get a GED
- B. I plan to finish high school or get a GED
- C. I plan to work after high school and not go to college
- D. I plan to complete a job training program (for example: electrician, plumber, hairstylist)
- E. I plan to graduate from college
- F. I already graduated from a college
- G. I plan to join the army
- H. None of the above

How satisfied are you with your life right now?

- A. Not satisfied at all
- B. Somewhat satisfied
- C. Very satisfied

How much stress or pressure is in your life right now?

- A. A lot of stress
- B. Some stress
- C. No stress at all

DC Youth Summer Pre Survey

How optimistic are you about your future?

- A. The future looks very bad
- B. The future looks ok
- C. The future looks great

Work Attitudes: The following questions ask about your things that might happen at work.

Do you feel it would be okay to take off a few days from work without telling your Worksite Supervisor?

- A. Yes
- B. No

Did you arrive to work on time today?

- A. Yes
- B. No
- C. I did not go to work today.

Do you feel like you have to call your supervisor if you are going to be just a few minutes late?

- A. Yes
- B. No

Do you think it is important to have a clean and neat appearance at work?

- A. Yes
- B. No

Do you think it is okay to wear a cap or scarf to work if your hair doesn't look good?

- A. Yes
- B. No

Do you think that there are rules you are expected to follow at your worksite?

- A. Yes
- B. No

Do you think you should ask questions or for help at work if you do not understand what you are supposed to do?

- A. Yes
- B. No

Do you think you should complete tasks neatly and to the best of your ability, even if you do not feel like it?

- A. Yes
- B. No

Do you think if you do a good job then your boss won't have to supervise you all of the time?

- A. Yes
- B. No

Do you think it is important to have a positive attitude at work?

- A. Yes
- B. No

Do you think if you did something the wrong way at work, it is okay to blame other workers?

- A. Yes
- B. No

DC Youth Summer Pre Survey

Self-Expression: These statements and questions ask about your feelings about yourself. This section also asks some other personal questions. Remember, your answers are confidential. This means your answers will stay secret.

Please answer the following statements and respond:

1. Always
2. Sometimes
3. Never

I am good at telling others my ideas and feelings.

I am good at listening to other people.

I work well with others on a team.

I make good decisions.

I am good at setting goals.

I am important in my community.

I am a good leader.

I am good at solving problems.

I care about other people.

I am good at taking care of problems without violence or fighting.

I feel like I have at least one adult that supports me.

I stand up for what I believe in.

I am interested in the community and world problems.

I feel I do not have control over things that happen to me.

Risk Behavior Attitudes and Awareness: These questions ask about your experiences in other parts of your life. It asks some other personal questions. Remember, your answers are confidential. This means your answers will stay secret.

For the next group of questions respond:

1. 1 friend
2. 2 friends
3. 3 friends
4. 4 or more friends
5. Don't know
6. None of my friends

In the past year (12 months), how many of your closest friends have:

Used marijuana when their parents didn't know about it?

Tried beer, wine or other liquor when their parents didn't know about it?

Used LSD, cocaine, amphetamines, or other illegal drugs?

Been suspended from school?

Dropped out of school?

Been arrested?

Carried a handgun?

Sold illegal drugs?

DC Youth Summer Pre Survey

For the following questions, respond whether you feel like the statements are:

1. True
2. False

Drinking is bad for me.

Using LSD, cocaine, amphetamines, or other illegal drugs is bad for me.

It is ok to get suspended from school for fighting.

It is ok to carry a handgun to protect myself.

It is bad to sell illegal drugs.

It is ok to get arrested for doing something illegal.

It is ok to drop out of school.

It is ok to beat up people if they start the fight.

It is bad to take something without asking if you can get away with it.

It is important to be honest with someone, even if they become upset or you get punished.

How honest were you in filling out this survey?

- A. I was honest all of the time.
- B. I was honest some of the time.
- C. I was not honest at all.

Thank you so much for completing the pre-survey. You will be contacted again at the end of the summer to complete a post-survey!!!! Have a great summer!!!!



Youth Post Survey

DC Summer Post Survey

Survey Invitation Email

Hello!

The Department of Employment Services has partnered with the George Washington University and the DC Children and Youth Investment Trust Corporation to evaluate Mayor Vincent C. Gray's One City Summer Youth Employment Program (SYEP).

CLICK ON LINK TO TAKE SURVEY (or copy and paste it in your web browser):

<https://www.zoomerang.com/Survey/WEB22CVAVGRYPH>

This survey will tell us about the effect SYEP can have on youth. The information you give will be used to develop better programming. All the answers you give will be kept private. No one will know what you write except the people involved in the study.

Make sure to read every question. Answer the questions based on what you really feel. Whether or not you answer the questions will not affect your participation in the program. If you are not comfortable answering a question, just leave it blank. The questions that ask about your background will be used only to describe the students completing this survey. The information will not be used to find out your name, in fact, no names will ever be reported. Please note: completing the survey is voluntary.

Thank you very much for your help!

Survey Reminder Email

Hello SYEP 2011 Participant:

Several weeks ago, you were sent an email about an evaluation study related to Mayor Vincent C. Gray's One City Summer Youth Employment Program (SYEP).

If you have not done so already, please click on the following link to complete a survey about your experience with SYEP and also other outcomes:

<https://www.zoomerang.com/Survey/WEB22CVAVGRYPH>

This survey is designed to help us learn more about the effects that the SYEP may have on its youth participants as a whole and also provides us with insight into your specific experience as a participating youth in the program. The information you provide will be used to help improve the program to better meet your needs as well as the needs of the employers who participate in the SYEP.

The answers you give will be kept private. No one will know what you write except the people involved in the study. Completing the survey is voluntary and results are anonymous, therefore please be sure NOT to write your name on any page. Once again, the survey can be accessed at the following link:

<https://www.zoomerang.com/Survey/WEB22CVAVGRYPH>

Thank you!

DC Summer Post Survey

Evaluation of the DC Summer Youth Employment Program Informed Consent Form

You are invited to participate in a program evaluation of the Department of Employment Services (DOES) Summer Youth Employment Program (SYEP). Taking part in this evaluation is entirely voluntary. The status of your employment will not, in any way, be affected should you choose not to participate or if you decide to withdraw from the study at any time. The purpose of this study is to monitor the effectiveness of SYEP and ensure the future success of the program. If you choose to take part in this study, you will be asked questions about your experiences with SYEP, your views on certain issues, and personal reflections. The questions asked will be about demographics, attitudes towards risk behaviors, academic characteristics, and employability skills. The total amount of time you will spend in connection with this study is between 30 and 45 minutes.

You may refuse to answer any of the questions and you may stop your participation in this study at any time. In addition, if you are a DC Public School (DCPS) student choosing to participate in this study, your academic records will be requested from DCPS to show your progress, including information about enrollment, grades, citywide test scores, suspensions, and attendance. This information will not affect your status in school or your grades. There are no unusual risks or discomforts you could experience during this study. Participating in this study poses no risks that are not ordinarily encountered in daily life. You may feel some emotional stress/discomfort answering the survey questions. You are free to skip any questions or stop taking the survey at any point.

You will not benefit directly from your participation in the study. The benefits to science and humankind that might result from this study are: to provide DOES with information about participant's experiences and the overall effectiveness of SYEP. In addition, it will provide other programs with information on the effects of overall summer youth employment programs. The Office of Human Research of George Washington University, at telephone number (202) 994-2715, can provide further information about your rights as a research participant (IRB #061125). Further information regarding this study may be obtained by contacting Nisha Sachdev at 734-358-0151. The principal investigator (Karen McDonnell, Ph.D.) can be reached at 202-994-6823. To ensure anonymity, your signature is not required in this document. Your willingness to participate in this research study is implied if you proceed with completing the survey. You will be emailed a copy of this in a document in case you want to read it again.

There are about 68 questions and the survey will take about 15 minutes. Please click on the "SUBMIT" button at the bottom of each page.

Eligibility Questions

Pick one:

- C. I consent to being a part of BOTH the dissertation study and the program evaluation.
- D. I consent to being a part of only the program evaluation.

Are you at least 18 years old?

- C. Yes
- D. No [*Skip to Screen Out*]

Are you at least 18 years old?

- C. Yes
- D. No [*Received Parental Consent Questions*]

DC Summer Post Survey

Do you live in DC?

- B. Yes
- B. No [Screen Out]

Did you have your parent/guardian check YES and sign a consent form like the one below AND you gave it to your supervisor or SYEP staff?

- A. Yes
- B. No [Screen Out]

Are you a participant in the DC Summer Youth Employment Program (SYEP) for the Summer of 2011?

- C. Yes
- D. No [Skip to Screen Out]



Consent to Participate in the Evaluation Study of the DC SYEP

Dear Parent/Guardian,

Your child, _____ is registered to participate in the DC Department of Employment Services (DOES) Summer Youth Employment Program (SYEP). In order to monitor the effectiveness of SYEP, DOES, the DC Children and Youth Investment Trust Corporation (The Trust), and the George Washington University (GWU) is conducting an ongoing evaluation study. It is the intention of the evaluation to learn how these services and activities benefit students, how the program can be continuously improved, and whether participation in SYEP increases youth development outcomes. Specifically we ask permission from you, as parent/guardian, for a period of up to seven years, until your child's projected date of high school graduation to:

- Contact your child's school and obtain records showing their progress, including information about enrollment, grades, citywide test scores, suspensions, and attendance.
- Talk to employers and SYEP staff about your child's progress and participation in SYEP and review program records on participation in the program.
- Survey and/or interview you and your child about SYEP and its effects.

This is an evaluation of SYEP and is NOT an evaluation of your child. Any information we collect will be used ONLY to assess SYEP and to track general group trends. Individual responses will not be made public. Participating in the evaluation will not affect your child in school, in SYEP, or in any other way. We will not use your name or your child's name in any report. At the end of the evaluation, we will destroy all records that include personal information.

There are no foreseen risks or discomforts that your child could experience during this study. Participating in this study poses no risks that are not ordinarily encountered in daily life. We expect that no harm will come to you or your child from participation in this study and it may benefit your child by providing opportunities, supports, and services that may advance development. Participation in the evaluation study is completely voluntary and participants may withdraw at any time with no consequences.

It should be noted that the data collected between June 2011 and December 2011 will be also used as part of a dissertation research study for Nisha Sachdev, a Doctorate of Public Health student at GWU. As noted before, any information we collect will be used ONLY to assess SYEP and to track general group trends. Individual responses will not be made public. Participating in the evaluation will not affect your child in school, in SYEP, or in any other way. We will not use your name or your child's name in any report. At the end of the evaluation, we will destroy all records that include personal information. The Office of Human Research at GWU, at telephone number 202-994-2715, can provide further information about your rights as a research participant. Further information regarding this study may be obtained by contacting Nisha Sachdev at 754-559-0161.

Please select ONE of the options below and return this form to the program director. Thank you.

YES, I GIVE PERMISSION FOR MY CHILD TO PARTICIPATE IN BOTH THE EVALUATION AND THE RESEARCH STUDY. I have read the above information and I give permission for my child to participate in the evaluation of SYEP and the data may also be used in the GWU research study. I also consent for SYEP to obtain my child's records, to interview with researchers for program evaluation purposes, and for my child to take related surveys.

Signature _____ Date _____

I GIVE PERMISSION FOR MY CHILD TO PARTICIPATE IN THE EVALUATION. I have read the above information and I give permission for my child to participate in the evaluation of SYEP and the data may NOT be used in the GWU research study. I do consent for SYEP to obtain my child's records, to interview with researchers for program evaluation purposes, and for my child to take related surveys.

Signature _____ Date _____

NO, I DO NOT WANT MY CHILD TO PARTICIPATE. I have read the above information and I DO NOT give permission for my child to participate in the evaluation of SYEP or the GWU Research Study.

Signature _____ Date _____

DC Summer Post Survey

This survey will help tell us about the effect that SYEP program can have on youth. The information you give will be used to develop better programming to help meet your needs. The answers you give will be kept private. No one will know what you write except the people involved in the study. Answer the questions based on what you really feel.

Completing the survey is voluntary. Whether or not you answer the questions will not affect your participation in the program. If you are not comfortable answering a question, just leave it blank. The questions that ask about your background will be used only to describe the types of youth completing this survey.

The information will not be used to find out your name. No names will ever be reported - please be sure NOT to write your name on any page. Make sure to read every question.

Thank you very much for your help!!!

There are about 68 questions and the survey will take about 15 minutes. Please click on the "SUBMIT" button at the bottom of each page.

Demographics: This section will ask you about characteristics about you and your family.

What is the first letter of your LAST NAME?

- A. A
- B. B
- C. C
- D. D
- E. E
- F. F
- G. G
- H. H
- B. I
- C. J
- D. K
- E. L
- F. M
- G. N
- H. O
- I. P
- J. Q
- K. R
- L. S
- M. T
- N. U
- O. V
- P. W
- Q. X
- R. Y
- S. Z
- T. I would not like to answer this question

What are the last four digits of your social security number? If you do not know this, please write I don't know. _____

DC Summer Post Survey

What month were you born?

- N. January
- O. February
- P. March
- Q. April
- R. May
- S. June
- T. July
- U. August
- V. September
- W. October
- X. November
- Y. December
- Z. I would not like to answer this question

What day were you born?

- A. 1
- B. 2
- C. 3
- D. 4
- E. 5
- F. 6
- G. 7
- H. 8
- I. 9
- J. 10
- K. 11
- L. 12
- M. 13
- N. 14
- O. 15
- P. 16
- Q. 17
- R. 18
- S. 19
- T. 20
- U. 21
- V. 22
- W. 23
- X. 24
- Y. 25
- Z. 26
- AA. 27
- BB. 28
- CC. 29
- DD. 30
- EE. 31
- FF. I would not like to answer this question

DC Summer Post Survey

What year were you born?

- A. 1986
- B. 1987
- C. 1988
- D. 1989
- E. 1990
- F. 1991
- G. 1992
- H. 1993
- I. 1994
- J. 1995
- K. 1996
- L. 1997
- M. 1998
- N. 1999
- O. 2000
- P. 2001
- Q. I would not like to answer this question

What is the highest grade you have completed?

- A. 6th grade
- B. 7th grade
- C. 8th grade
- D. 9th grade
- E. 10th grade
- F. 11th grade
- G. 12th grade
- H. Freshman in college
- I. Sophomore in college
- J. Junior in college
- K. Senior in college
- L. Graduated from high school or got GED but not in college
- M. Graduated from college
- N. Left college before completing
- O. I would not like to answer this question

What is your sex?

- A. Female
- B. Male
- C. I would not like to answer this question

How old are you (in years)?

- A. 14 years
- B. 15 years
- C. 16 years
- D. 17 years
- E. 18 years
- F. 19 years
- G. 20 years
- H. 21 years
- I. 22 years
- J. Over 22 years [*Skip to Screen Out*]
- K. I would not like to answer this question

DC Summer Post Survey

Who do you live with most of the time?

- A. Mother
- B. Father
- C. Both Mother and Father
- D. Neither Mother or Father

How many people (including you) live in your household?

- A. 1
- B. 2
- C. 3
- D. 4
- E. 5
- F. 6
- G. 7
- H. 8 or more

What ward do you live in?

- A. 1
- B. 2
- C. 3
- D. 4
- E. 5
- F. 6
- G. 7
- H. 8
- I. Don't Know

How old is your mother?

- A. 18 to 21 years
- B. 22 to 25 years
- C. 26 to 30 years
- D. 30 to 35 years
- E. 36 to 40 years
- F. 40 to 45 years
- G. 45 to 50 years
- H. Over 50 years
- I. I don't know

How old is your father?

- A. 18 to 21 years
- B. 22 to 25 years
- C. 26 to 30 years
- D. 30 to 35 years
- E. 36 to 40 years
- F. 40 to 45 years
- G. 45 to 50 years
- H. Over 50 years
- I. I don't know

DC Summer Post Survey

What is the highest level of education completed by your mother?

- A. Middle School or Junior High School
- B. High School
- C. Some College
- D. College or Above
- E. Don't Know

What is the highest level of education completed by your father?

- A. Middle School or Junior High School
- B. High School
- C. Some College
- D. College or Above
- E. Don't Know

Are one or more of your parents or guardians you are living with working?

- A. Yes
- B. No
- C. Don't Know
- D. Not Applicable

What is your race/ethnicity? (Select one or more responses)

- A. American Indian or Alaska Native
- B. Asian or Pacific Islander
- C. Black or African American
- D. Hispanic or Latino
- E. White
- F. Not sure

What is the language you use most often at home?

- A. English
- B. Spanish

Do you have a son or daughter?

- A. Yes
- B. No

If yes, how old is your oldest child?

- A. 0 to 2 years
- B. 3 to 6 years
- C. 7 to 10 years
- D. Over 10 years
- E. Don't know

Employment: These questions will ask you about participation in SYEP and other activities.

How many summers have you participated in SYEP?

- A. This is my first summer.
- B. This is my second summer.
- C. This is my third summer.
- D. This is my fourth summer.
- E. I have participated in SYEP five or more summers.

DC Summer Post Survey

Was it easy to apply for SYEP this year (2011)?

- A. Yes
- B. No

What is the name of your worksite (the name of the organization, company, or agency)? _____

Were you happy with your job placement?

- A. Yes
- B. No

What was your summer job with the SYEP? Select up to two answers that apply.

- A. Worked with a business
- B. Worked with the government
- C. Office work
- D. Mentoring or tutoring
- E. Community clean-ups and improvement
- F. Research or data collection
- G. Camp counselor
- H. Gardening or outdoor maintenance
- I. Building maintenance
- J. Daycare
- K. Academic or educational classes
- L. Other

Do you think you were well-prepared for your summer job?

- A. Yes
- B. No

Did you feel safe at your job site?

- A. Always
- B. Usually
- C. Never

Overall, how satisfied were you with your supervisor?

- A. Very satisfied
- B. Somewhat satisfied
- C. Not satisfied at all

Do you think you were well-prepared for your summer job?

- A. Yes
- B. No

Did you feel safe at your job site?

- A. Always
- B. Usually
- C. Never

DC Summer Post Survey

What challenges do you feel you had while participating in SYEP? Select all that apply.

- A. Paying for transportation
- B. Paying for lunch
- C. Interacting with other youth
- D. Finding child care
- E. Staying interested in what I'm doing
- F. Conflict with my schedule
- G. I had no challenges

How much do you think the things you may learn in SYEP will help you later in life?

- D. Help me very much
- E. Help me a little bit
- F. Not help me at all

Overall, how satisfied were you with your supervisor?

- A. Very satisfied
- B. Somewhat satisfied
- C. Not satisfied at all

Did your supervisor provide an orientation for your job duties?

- A. Yes
- B. No

If yes, what did your orientation include? Select all that apply.

- A. Gave me a tour of the workplace
- B. Introduced me to other staff members
- C. Connected me with other workers that could answer any questions I had
- D. Talked about job responsibilities
- E. Discussed my work schedule
- F. Discussed the dress code
- G. Trained me on skills I needed to do my job
- H. Other

To what extent have the activities you participated in changed your ideas about your future?

- A. A lot
- B. Somewhat
- C. Not at all

If a lot or somewhat, how have your ideas about your future changed this summer? Select all that apply.

- A. I was thinking about quitting school but now think I can stay in school.
- B. I can reach a higher level of education.
- C. I now think I can get a better job.
- D. I now have more confidence about whatever I do.
- E. I now plan to do more community service and volunteer work.
- F. I now think I can provide leadership in my community.
- G. Other

This summer, how often did you feel that you did a good job managing the money you earned?

- A. Always
- B. Sometimes
- C. Never

DC Summer Post Survey

What did you do with most of the money you earned this summer? Select up to two answers that apply.

- A. Saved it for college
- B. Saved it for something I really needed
- C. Spent it on something I really needed
- D. Gave it to my family
- E. Used it to pay off money I owed
- F. Spent it on something I want, but really didn't need
- G. Spent it on food
- H. Other

How did your job placement help you prepare for future employment? Select all that apply.

- A. Helped me decide what kind of job I like
- B. Showed me how to search for jobs
- C. Showed me how to fill out a job application
- D. Helped me create a resume
- E. Prepared me for a job interview
- F. Referred me to potential jobs
- G. Helped me to understand what qualifications I need for my dream job
- H. Helped me arrange child care
- I. Other
- J. Did not help me prepare for employment

What job skills did you think you learned through participating in SYEP? Select all that apply.

- A. Computer skills
- B. Problem-solving
- C. Public speaking
- D. Accepting supervision
- E. Financial management skills
- F. Importance of a career
- G. Communication skills
- H. How to be organized
- I. Reporting to work on time
- J. Dressing appropriately for work
- K. Completing assignments on time
- L. Asking for help when I don't understand an assignment
- M. Being responsible
- N. Using numbers
- O. Other
- P. I learned nothing from participating in SYEP

DC Summer Post Survey

Have you worked for pay before this summer?

- A. Yes, part-time (at least 20 hours/week)
- B. Yes, full-time (more than 20 hours/week)
- C. No

If yes, what type of paid work did you do in the past? Select all that apply.

- A. Working with a family member
- B. Trades
- C. Food service or retail
- D. Hospitality service
- E. Babysitting and daycare
- F. Arts
- G. Office work/administrative assistant
- H. Community program
- I. Church program
- J. Health sector
- K. Landscaping and outdoor work
- L. Camp counselor
- M. Hair and beauty salon
- N. Tutoring
- O. Other

Outside of SYEP, what other activities (if any) did you participate in this summer? Select all that apply.

- A. I only participated in SYEP
- B. Worked at another job/internship outside of SYEP
- C. Went to summer school for middle school or high school
- D. Took college-level courses
- E. Went to camp or other activities
- F. Volunteer/community service hours
- G. Played sports
- H. Hung out with friends
- I. Traveled
- J. Babysat
- K. Other

How did the job placement help you academically? Select all that apply.

- A. Helped me decide to stay in school
- B. Helped me strengthen my reading skills
- C. Helped me strengthen my math skills
- D. Helped me have higher academic expectations for myself
- E. Other
- F. Did not help me prepare academically

Academic Characteristics: These questions will ask you about your experience with school.

I am in high school or college currently.

- C. Yes [*Skip to Future Orientation Questions*]
- D. No

DC Summer Post Survey

What kind of grades do you get in school?

- F. Mostly A's
- G. Mostly B's
- H. Mostly C's
- I. Mostly D's
- J. Mostly F's

Do you like going to school?

- D. Almost always
- E. Sometimes
- F. Never

Does it matter to you if you do well in school?

- D. Almost always
- E. Sometimes
- F. Never

How interesting are most of your school courses to you?

- D. Interesting
- E. Sometimes interesting and sometimes boring
- F. Always boring

Are you doing as well as you would like to in school?

- C. Yes
- D. No

Future Orientation: These questions will ask you about your future careers.

Can you name three careers you are interested in?

- A. Yes
- B. No

Did you talk to supervisors at your worksite about jobs you are interested in?

- A. Yes
- B. No

Do you have a cover letter?

- A. Yes
- B. No

Do you have a resume?

- A. Yes
- B. No

How energetic and healthy do you feel right now?

- D. Very healthy
- E. Somewhat healthy
- F. Not healthy at all

How satisfied are you with your life right now?

- D. Not satisfied at all
- E. Somewhat satisfied
- F. Very satisfied

DC Summer Post Survey

How much stress or pressure is in your life right now?

- D. A lot of stress
- E. Some stress
- F. No stress at all

How optimistic are you about your future?

- D. The future looks very bad
- E. The future looks ok
- F. The future looks great

What are your future school plans? (Check up to two that apply)

- I. I have no plans to finish high school or get a GED
- J. I plan to finish high school or get a GED
- K. I plan to work after high school and not go to college
- L. I plan to complete a job training program (for example: electrician, plumber, hairstylist)
- M. I plan to graduate from college
- N. I already graduated from a college
- O. I plan to join the army
- P. None of the above

Work Attitudes: The following questions ask about your things that might have happened at work.

Did you arrive to work on time today?

- A. Yes
- B. No

Do you feel it would be okay to take off a few days from work without telling your Worksite Supervisor?

- C. Yes
- D. No

Do you feel like you have to call your supervisor if you are going to be just a few minutes late?

- C. Yes
- D. No

Do you think it is important to have a clean and neat appearance at work?

- C. Yes
- D. No

Do you think that there would be rules you are expected to follow at work?

- A. Yes
- B. No

Do you think you should ask questions if you do not understand what you are supposed to do at work?

- A. Yes
- B. No

DC Summer Post Survey

Risk Behavior Attitudes and Awareness: These questions ask about your experiences in other parts of your life. It asks some other personal questions. Remember, your answers are confidential. This means your answers will stay secret.

Please respond whether you feel like the statements are:

1. True
2. False

Drinking is bad for me.

Using LSD, cocaine, amphetamines, or other illegal drugs is bad for me.

It is ok to get suspended from school for fighting.

It is ok to carry a handgun to protect myself.

It is bad to sell illegal drugs.

It is ok to get arrested for doing something illegal.

It is ok to drop out of school.

What do you think you would have done if you had not participated in SYEP? Select all that apply.

- A. Stayed at home
- B. Looked for another job
- C. Worked somewhere else
- D. Played sports
- E. Attended other summer programs
- F. Volunteered
- G. Hung out with friends
- H. Summer school for middle or high school
- I. Travelled
- J. Took summer courses in college
- K. Babysat
- L. Other
- M. I don't know

If I did not have a job this summer, I would have been more likely to get into trouble or be a trouble maker in my community.

- A. Yes
- B. No
- C. I don't know

Satisfaction: These questions ask about your experience with participating in 2011 SYEP.

Overall, how satisfied are you with your participation in SYEP?

- A. Very satisfied
- B. Somewhat satisfied
- C. Not satisfied at all

Do you want to participate in SYEP next summer?

- A. Yes, at the same job
- B. Yes, but at a different job
- C. No

If no, why don't you want to participate in SYEP next summer? Select all that apply.

- A. I expect to have a better job.
- B. I expect to be in school.
- C. I do not expect to be living in the District of Columbia.
- D. I did not have a good experience.

DC Summer Post Survey

How honest were you in filling out this survey?

- A. I was honest all of the time.
- B. I was honest some of the time.
- C. I was not honest at all.

Appendix B
Supervisor Survey

Supervisor Survey

Survey Invitation Email

Hello SYEP Supervisor,

The Department of Employment Services has partnered with the George Washington University and the DC Children and Youth Investment Trust Corporation to evaluate Mayor Vincent C. Gray's One City Summer Youth Employment Program (SYEP).

The survey can be accessed at this link: <http://www.zoomerang.com/Survey/WEB22CVA38RGNM>

This survey is to tell us about the effect that SYEP program can have on youth as well as your experience and reflections on participating in the program. The information you give will be used to develop better programming to help meet your needs as well as the needs of the youth. The answers you give will be kept private. No one will know what you write except the people involved in the study. Completing the survey is voluntary and results are anonymous, therefore please be sure NOT to write your name or organization on any page.

In addition, over the next month you may be contacted to participate in an in-person or phone interview. Once again, participation in this is completely voluntary.

Thank you!

Survey Reminder Email

Hello SYEP 2011 Supervisor:

Several weeks ago, you were sent an email about an evaluation study related to Mayor Vincent C. Gray's One City Summer Youth Employment Program (SYEP).

If you have not done so already, please click on the following link to complete a survey about your experience with SYEP:

<http://www.zoomerang.com/Survey/WEB22CVA38RGNM>.

This survey is designed to help us learn more about the effects that the SYEP may have on its youth participants and also provides us with insight into your experience as a participating employer in the program. The information you provide will be used to help improve the program to better meet your needs as well as the needs of the youth.

The answers you give will be kept private. No one will know what you write except the people involved in the study. Completing the survey is voluntary and results are anonymous, therefore please be sure NOT to write your name or organization on any page.

Once again, the survey can be accessed at the following link:
<http://www.zoomerang.com/Survey/WEB22CVA38RGNM>

Thank you!

Supervisor Survey

Evaluation of the DC Summer Youth Employment Program Informed Consent Form

You are invited to participate in a program evaluation of the Department of Employment Services (DOES) Summer Youth Employment Program (SYEP). Taking part in this evaluation is entirely voluntary. The status of your employment will not, in any way, be affected should you choose not to participate or if you decide to withdraw from the study at any time. The purpose of this study is to monitor the effectiveness of SYEP and ensure the future success of the program. If you choose to take part in this study, you will be asked questions about your experiences with SYEP, your views on certain issues, and personal reflections. The questions asked will be about demographics, attitudes towards risk behaviors, academic characteristics, and employability skills. The total amount of time you will spend in connection with this study is between 30 and 45 minutes. You may refuse to answer any of the questions and you may stop your participation in this study at any time. There are no unusual risks or discomforts you could experience during this study. Participating in this study poses no risks that are not ordinarily encountered in daily life. You may feel some emotional stress/discomfort answering the survey questions. You are free to skip any questions or stop taking the survey at any point.

You will not benefit directly from your participation in the study. The benefits to science and humankind that might result from this study are: to provide DOES with information about participant's experiences and the overall effectiveness of SYEP. In addition, it will provide other programs with information on the effects of overall summer youth employment programs.

It should be noted that the data collected between June 2011 and December 2011 will be also used as part of a dissertation research study for Nisha Sachdev, a Doctorate of Public Health student at GWU. This dissertation is under the direction of Dr. Karen McDonnell of the Department of Prevention and Community Health at George Washington University (GWU). As noted before, any information we collect will be used ONLY to assess SYEP and to track general group trends. Individual responses will not be made public. We will not use your name in any report. At the end of the evaluation, we will destroy all records that include personal information. The Office of Human Research of GWU, at telephone number 202-994-2715, can provide further information about your rights as a research participant. Further information regarding this study may be obtained by contacting Nisha Sachdev at 734-358-0151.

Eligibility Questions

Pick one:

- A. I consent to being a part of BOTH the dissertation study and the program evaluation.
- B. I consent to being a part of only the program evaluation.
- C. I consent to being a part of only the dissertation study.

Did you participate in the DC Summer Youth Employment Program (SYEP) for the Summer of 2011?

- A. Yes
- B. No [*Screen Out*]

Supervisor Survey

Please complete this survey as honestly as you can and any information provided will be confidential. In addition, please make sure you answer every question and select only one response unless noted that you may select more than one. In addition, you may be contacted in the next few weeks to participate in a voluntary in-person or phone interview. The purposes of these interviews are to obtain more in-depth information about your experience with SYEP. If there are any questions or you are unable to access the survey online, please contact Nisha Sachdev at nasachde@gwu.edu. Please complete the survey online by September 10, 2011. The survey contains about 35 questions and takes about 15 minutes to complete.

Demographic Information

What type of organization do you represent?

- A. Non-Profit/Community Based Organization
- B. For-Profit Organization
- C. Government Agency
- D. School/University
- E. Other

What is the main purpose of your organization? Select up to two answers that apply.

- A. Youth
- B. Faith
- C. Law enforcement
- D. Education
- E. Community improvement or development
- F. Research or data collection
- G. Outdoor beautification
- H. Arts or culture
- I. Sales or retail
- J. Health
- K. Sports or recreation
- L. Childcare
- M. Other

How many years have you worked at your organization/agency?

- A. Less than 1 year
- B. 1 to 2 years
- C. 3 to 5 years
- D. 5 to 8 years
- E. More than 8 years

What is your primary role within your organization/agency?

- A. Administration
- B. Youth worker
- C. Executive Director/Manager
- D. Assistant
- E. Program Manager
- F. Other

How many years have you participated in SYEP?

- A. This is my first summer.
- B. This is my second summer.
- C. This is my third summer.
- D. This is my fourth summer.
- E. I have participated in SYEP five or more summers.

Supervisor Survey

Was the online Host Agency Portal easy to use?

- A. Always
- B. Sometimes
- C. Never
- D. I did not use the portal

Did you have issues with the payroll system?

- A. Always
- B. Sometimes
- C. Never
- D. I did not use the payroll system.

Did you participate in the Advancing Youth Development training?

- A. Yes
- B. No
- C. I don't know

If yes, do you believe this training was helpful in working with the youth this summer?

- A. Yes
- B. No

How many youth did you employ this summer as part of SYEP?

- A. 1 to 5 youth
- B. 6 to 10 youth
- C. 11 to 15 youth
- D. 16 to 20 youth
- E. More than 20 youth

What age group did a majority of your youth fall in?

- A. 14 to 16 years
- B. 17 to 21 years

Did you identify the specific youth you wanted to engage at your specific worksite?

- A. Yes
- B. No
- C. I don't know

If yes, did you receive the youth you identified?

- A. Yes, all of them
- B. Yes, some of them
- C. No

Do you believe you had a clear understanding of your responsibilities before the start of SYEP?

- A. Yes
- B. No

Do you feel that you were given the information necessary to properly plan a high quality program?

- A. Yes
- B. No

Supervisor Survey

Did you provide an orientation to the specific position(s) youth were employed in?

- A. Yes
- B. No

If yes, what did your orientation include? Please check all that apply.

- A. Gave a tour of the workplace
- B. Introduced youth to other staff members
- C. Set up the opportunity for youth to learn from another employee
- D. Connected youth with other workers that could answer any questions they had
- E. Talked about job responsibilities
- F. Discussed work schedule
- G. Discussed the dress code
- H. Gave an overview of the equipment they would be using
- I. Trained youth on skills they needed to do their job
- J. Other

Overall, do you feel like you were prepared to work with the youth this summer?

- A. Yes
- B. No

Do you feel that any questions or concerns you had were addressed by your SYEP liaison appropriately and in a timely manner?

- A. Yes
- B. No
- C. I did not have any questions or concerns

How did your worksite help prepare youth for future employment? Select up to two answers that apply.

- A. Passing on good work ethic
- B. Introducing youth to a professional atmosphere
- C. Teaching the importance of team work
- D. Building leadership skills
- E. Offering exposure to possible career choices
- F. Other
- G. My worksite did not help prepare youth for future employment.

Did your worksite help prepare youth academically?

- A. Yes
- B. No

If yes, how did your worksite help prepare youth academically? Select up to three answers that apply.

- A. Building reading and writing skills
- B. Building math and science skills
- C. Building problem-solving and critical thinking skills
- D. Strengthening skills associated with organization, following directions, and time management
- E. Reinforcing study habits
- F. Reinforcing the importance of getting an education
- G. Connecting youth to higher education or educational resources
- H. Building computer and technology skills

Supervisor Survey

What do you think were the most important job skills that were passed on to youth this summer? Select up to three answers that apply.

- A. Computer skills
- B. Problem-solving
- C. Public speaking
- D. Accepting supervision
- E. Financial management skills
- F. Importance of a career
- G. Communication skills
- H. How to be organized
- I. Reporting to work on time
- J. Dressing appropriately for work
- K. Completing assignments on time
- L. Asking for help when they don't understand an assignment
- M. Being responsible
- N. Using numbers
- O. Other

Do you think that SYEP helped the youth with any of the following? Choose all answers that apply.

- A. Telling others about ideas and feelings
- B. Listening to other people
- C. Working with others on a team
- D. Making good decisions
- E. Setting goals
- F. Being a good leader
- G. Taking care of problems without violence or fighting
- H. Finding at least one adult that supports them
- I. I do not think that SYEP helped the youth with any of the above.

How do you feel the youth engaged with your program or organization?

- A. Youth were involved and engaged.
- B. Youth were not interested initially, but became interested.
- C. Youth were not involved or engaged.

Do you believe the youth fully understood the requirements of participating SYEP?

- A. A majority of the youth
- B. Some youth
- C. None of the youth

What do you feel was the greatest challenge of employing youth? Select up to two answers that apply.

- A. Encouraging youth to be on time
- B. Keeping youth on task
- C. Lack of experience of the youth
- D. Finding common understanding of expectation
- E. Providing adult supervision
- F. Assisting youth in developing a positive work ethic
- G. Encouraging youth to use appropriate language and behavior
- H. Keeping youth busy with things to do
- I. Handling youth transportation issues
- J. Providing additional job training during the summer
- K. Finding dependable, committed youth
- L. No challenges
- M. Other

Supervisor Survey

The following questions are assessing the performance of the youth at the end of the program. Please rate if you feel a majority of the youth (at least 75% of the youth supervised) accomplished the following skills.

Choose:

1. At least 75% of the youth supervised accomplished the skill.
2. At least 75% of the youth supervised DID NOT accomplish the skill.
3. You are unsure if the youth accomplished the skill.

Reported to work at the appropriate time and place

Called when late or absent

Had regular attendance

Dressed appropriately

Had a positive attitude

Accepted constructive criticism from supervisors and co-workers

Completed tasks appropriately

Followed instructions

Worked well with others

Asked appropriate questions

Behaved in a professional manner at the worksite

Showed initiative

Do you have plans to permanently hire the youth who worked for you this summer?

- A. Yes
- B. No
- C. I don't know

Would you have hired the youth even if their salaries were not fully subsidized?

- A. Yes
- B. No
- C. I don't know

Would you participate in SYEP again?

- A. Yes
- B. No

Would you encourage other organizations similar to yours to participate in SYEP?

- A. Yes
- B. No

Overall, how satisfied are you with your participation in SYEP?

- A. Very satisfied
- B. Somewhat satisfied
- C. Not satisfied at all

Was your organization a grantee of the DC Children and Youth Investment Trust Corporation (The Trust)?

- A. Yes
- B. No [*Screen Out*]

Supervisor Survey

Which resource(s) offered by the Trust did you find beneficial?

Respond:

1. Very Beneficial
2. Somewhat Beneficial
3. Not Beneficial

Program Officer

Programming Support

Administrative Support

Access to Agency Partnerships

Funding

Which process of communication with the Trust worked best for your organization?

- A. Communicating with only one agency
- B. Communicating with both agencies simultaneously
- C. Communicating separate concerns to separate agencies

How supportive was the Trust with the following:

1. Very Supportive
2. Somewhat Supportive
3. Not Supportive

Program support

Youth engagement

Grant expectations

Communication with DOES

Length of grant

Access to funding

Would you consider applying for the SYEP grant through the Trust next summer?

- A. Yes
- B. No
- C. I don't know

Thank you for participating in the evaluation of SYEP!!!

Appendix C

Focus Group and Interview Guides

Youth Focus Group Guide

Youth Focus Group Guide

Hello SYEP 2011 Participants:

First, thank you again for your participation in Mayor Vincent C. Gray's One City Summer Youth Employment Program (SYEP). I hope that you enjoyed your time in the program and that you will apply again next year.

Our team is currently finalizing plans for SYEP 2012, but we need your help! We will be working with the George Washington University (GWU) and the DC Children and Youth Investment Trust Corporation (CYITC) to host our SYEP 2011 Youth Focus Group Sessions.

These sessions will be held on Thursday, November 10 and Monday, November 14 from 4:30-6:30PM at the DOES Headquarters Building which is located at 4058 Minnesota Avenue NE (right next to the Minnesota Avenue Metro Station).

These sessions are a chance for you to tell us what you really think of SYEP...

- What did you like or dislike about your experience?
- What, if anything, did you learn?
- How can we improve the program?
- What aspects of the program worked well and what didn't work so well?
- How can we help ensure you are better prepared for work?
- How can we communicate with you better?

If you have something to say, we want to hear it! We want to capture your feedback so that we can make this program the best in the nation!

If you would like to attend one of our SYEP 2011 Youth Focus Group Sessions, please RSVP by clicking the correct link below:

SYEP Youth Focus Group – Session 1 (Thursday, November 10 from 4:30-6:30PM):
<https://www.surveymonkey.com/s/SYEPYouthFocusGroupSession1>

SYEP Youth Focus Group – Session 2 (Monday, November 14 from 4:30-6:30PM):
<https://www.surveymonkey.com/s/SYEPYouthFocusGroupSession2>

Transportation assistance is available and refreshments will be served! Hope to see you there!

All the best,
Gerren Price
Associate Director
DOES Office of Youth Programs

Youth Focus Group Guide

YOUTH FOCUS GROUP GUIDE

Recruitment/Outreach

1. How did you hear about the SYEP application?
2. How did you hear about the program (flyers, radio, ads)?

Application Process

1. Was the on-line application user friendly?
2. Did you need assistance at any point with the application?
3. Who assisted you with the application process (teacher, parent, etc.)?
4. Were you aware of all application requirements?
5. Did you understand the career categories and interest questions?
6. How can we improve the certification process?
7. Did you bring your documents in person? Did you know what to bring?
8. What prevented you from completing the application process?

Job Placement

1. Did your job placement match your listed career interested?
2. Did you gain reliable/transferable skills from your job? Would you go back?
3. Did you know how to select your job in the SYEP system? Why or Why not?
4. Did you attend the SYEP Job Expo? Was it helpful to you?
5. Were you interviewed? Were you ready for your interview?
6. Is it important that you work close to home or within your career interest?

Youth Preparedness/Orientation

1. Were you prepared for the first day of work?
2. Did you have the right clothes?
3. Were you able to get to your job the first day?
4. Was orientation helpful?
5. Was the information presented clearly in orientation? How can we improve it?
6. Was there anything difficult about your job? Did your supervisor help you?

Payroll

1. Were you paid on time and correctly?
2. If you had any payroll issues, were they resolved in a timely manner?
3. How did you use your funds? Did you need assistance with anything?
4. Were you aware of proper card use? Fees? Balance-checking etc.?
5. Did you have issues accessing your funds?
6. Did you withdraw all funds at once?

On the Job Experience

1. Did you feel safe on the job?
2. Did you have clear responsibilities? Was your supervisor helpful?
3. Do you know anyone who was terminated? Do you know why? Do you understand the process?
4. Were there any barriers that hindered your participation?

Post SYEP/Next Steps

1. What did you do after the SYEP shift was over?
2. What did you do after SYEP concluded for the summer?
3. How did SYEP support your future goals?
4. What is one thing you would change (besides wages/hours)?
5. Are you using skills used in SYEP in school or school in SYEP?

Supervisor Focus Group Guide

Supervisor Focus Group Guide

SUPERVISOR FOCUS GROUP GUIDE

Host/Youth Application Process

1. What are the strengths/weaknesses of the host application?
2. What are the strengths/weaknesses of the job matching process?
3. What are the strengths/weaknesses of the youth selection process?
4. How can we do better at making sure that we get the word out to all constituents?
5. Is there anything in the application that people found difficult?
6. Were you satisfied with the confirmation process?
7. How can we improve the confirmation process?
8. Was the application easy to access?
9. Was the application easy to use?
10. What are additional questions we can add to the application to better assist you with identifying youth that match your program criteria/needs?
11. Did the application capture all information necessary?
12. Overall how would you rate the SYEP 2011 Host/Youth Application Process?

Host/Youth Preparedness/Experience

1. Were you and your youth prepared for the first day of work?
2. What are the strengths and weaknesses of the Employer Orientation?
3. What are the strengths and weaknesses of the job fair?
4. What are the strengths/ weaknesses of the youth portal?
5. What capacity building things can we do to better equip the young people with to make them better prepared for their work experience?
6. What should the young people have gained from the experience?
7. Were you able to make contact with your youth prior to the start of the program?
8. What would have made your youth better prepared for the first day of work?
9. What are some of the common barriers for youth at your site? How could DOES assist in these areas?
10. Overall how would you rate the SYEP 2011 Host/Youth Preparedness/Experience process?

Payroll

1. How did the once a week pay schedule work for you and your payroll coordinator?
2. What are the strengths/ weaknesses of the time entry system?
3. What are the strengths/weaknesses of the pay resolution system?
4. How user friendly was the time application?
5. Were you able to successfully enter time for your youth each pay period?
6. Overall how would you rate the SYEP 2011 Payroll process?

Policies and Procedures

1. Was there a clear transfer/termination process outlined?
2. What are the strengths/weaknesses of the termination process and policies?
3. What are the strengths/weaknesses of the transfer process and policies?
4. Did you have more control over transfers to your site?
5. Did you receive adequate warning when youth were added to your site?
6. How do you rate/feel about the policy as it pertains to disciplining youth?
7. Did the policies and procedures address the needs of your program?
8. Were there some policies that you felt were not helpful, if so which ones?
9. How easy or difficult did you find it to adhere to the rules and regulations regarding SYEP 2011?
10. Overall how would you rate the SYEP 2011 Policies and Procedures process?

Supervisor Focus Group Guide

Communication/Customer Service

1. Did you find the Monitors helpful for your site? Any suggestions on the Monitoring component?
2. Was DOES responsive to all inquiries regarding deadlines?
3. What are the strengths/weaknesses of the liaison communication system?
4. What are the strengths/weaknesses of our email communication system?
5. Was your liaison helpful in assisting you with all your issues and concerns?
6. Were the program monitors helpful with assisting you with your issues and concerns?
7. Were you aware of all program deadlines?
8. What could we do better to inform you?
9. Overall how would you rate the SYEP 2011 Communication/Customer Service?

Supervisor Interview Guide

Supervisor Interview Guide

Hello SYEP Supervisor,

The Department of Employment Services and George Washington University are conducting an evaluation of the Summer Youth Employment Program (SYEP) to monitor effectiveness and ensure future success of the program.

You are invited to participate in an in-person or phone interview to share your experiences. Participation is VOLUNTARY and all responses are CONFIDENTIAL and ANONYMOUS.

If you wish to participate, please click on the link below to schedule the day and time you are available to speak for about 45 minutes.

<http://www.zoomerang.com/Survey/WEB22D4NTCA2DL>

If you have any questions, please feel free to contact Nisha Sachdev at nasachde@gwu.edu or 734-358-0151.

Thank you!
Nisha

SUPERVISOR INTERVIEW GUIDE

1. How did you find out about the SYEP?
2. Have you participated in SYEP previously?
3. How many youth did you employ?
4. What information did you receive about your duties and responsibilities?
5. Describe your assigned duties.
6. What do you do if you finish your work early?
7. What do you feel like a successful summer looks like in the eyes of the youth and the employers?
8. What do you feel were the overall strengths of this year's SYEP program?
9. What support and resources do you feel you had that helped with your experiences?
10. What was your biggest obstacle this summer? What do you think would have helped you overcome this obstacle?
11. What barriers have stood in the way of intended implementation of SYEP?
12. What were your big goals for the summer? Do you feel like you met these goals?
13. What do you feel worked better this summer than last summer?
14. What do you hope the youth gained through their summer experience?
15. How do you think the employers benefited from SYEP?

Supervisor Interview Guide

16. What staff skills and knowledge is necessary to run the summer program effectively?
17. Please comment on the level of support SYEP provided you during the summer.
18. What communication techniques from DOES were helpful to you during your experience?
19. What benefits do you realize from participating in this program?
20. What other resources or supports (if any) would have been helpful?
21. What are your opinions about the AYD Training?
22. Please describe any highlights or memorable moments you experienced during the program.
23. What kinds of Work site problems occurred if any? How did you solve them?
24. What issues do you feel effected youth success at the work site?
25. Do you have any suggestions for improving the program, other comments, or questions?
26. If you could change one thing about SYEP what would it be? Explain.
27. Would you participate in SYEP in 2011? Explain.