

What Can Available Data Tell Us About Summer Youth Employment Program (SYEP) Work Force Development Effectiveness?

**Presented to Office of Youth Services,
DC Department of Employment Services**

**By DC Trust
with support from the
dcyouthinsight.org system
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March 3, 2015



Programs Encompassed by this Presentation

- **Workforce Development** (1) Department of Employment Services (DOES) Summer Youth Employment Program (SYEP) and (2) Trust-funded SYEP. Students enrolled in the DC Public Schools (DCPS) summer bridge academic enrichment program who previously applied for SYEP can select summer bridge as their worksite of choice.

The following table shows participant counts in the program data files on which presentation material is based:

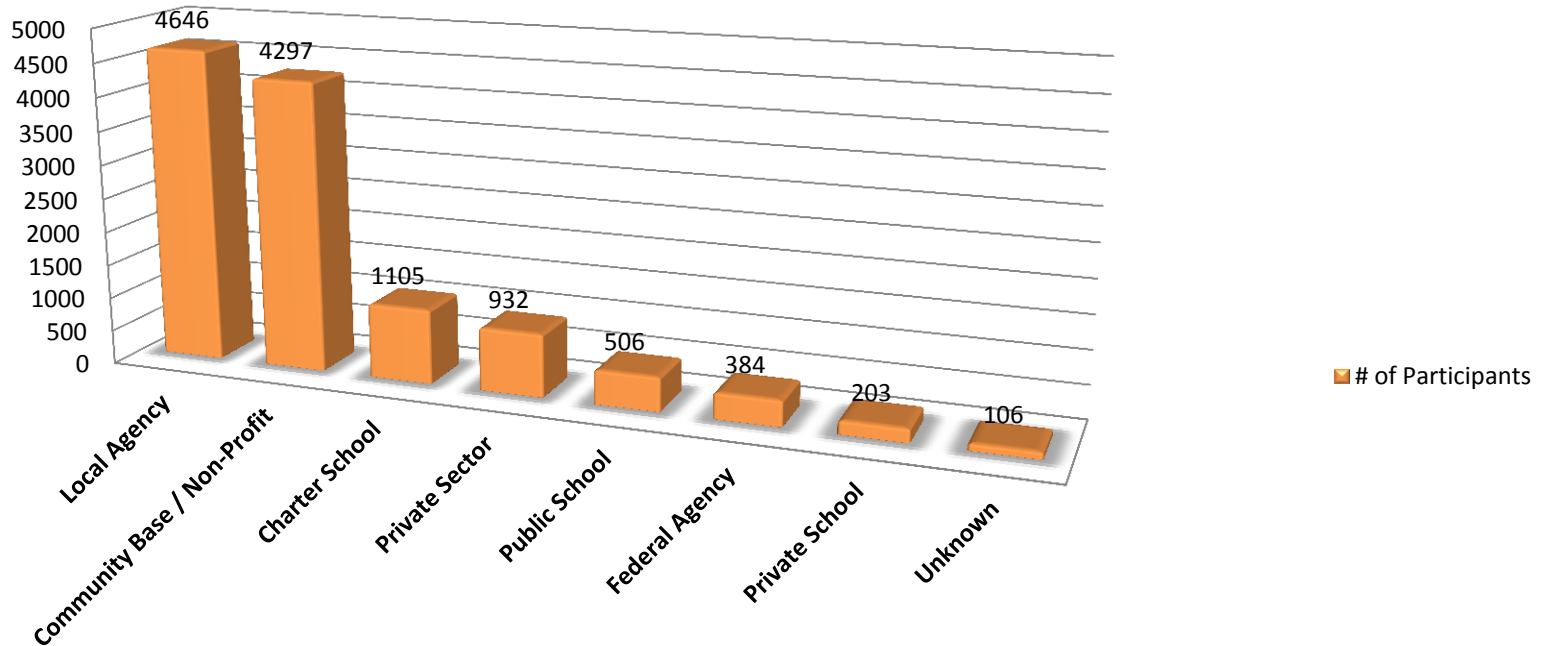
Program	Participants
SYEP	12,111

Much of the analysis is based on supervisory assessments of participants and the SYEP youth survey. Counts for these sources of information are:

SYEP Supervisory Assessments	SYEP Youth Survey
3,373	1,113

Breakout of Participants by Host Organization Sector

of Workforce Development Participants per Host Organization Sector

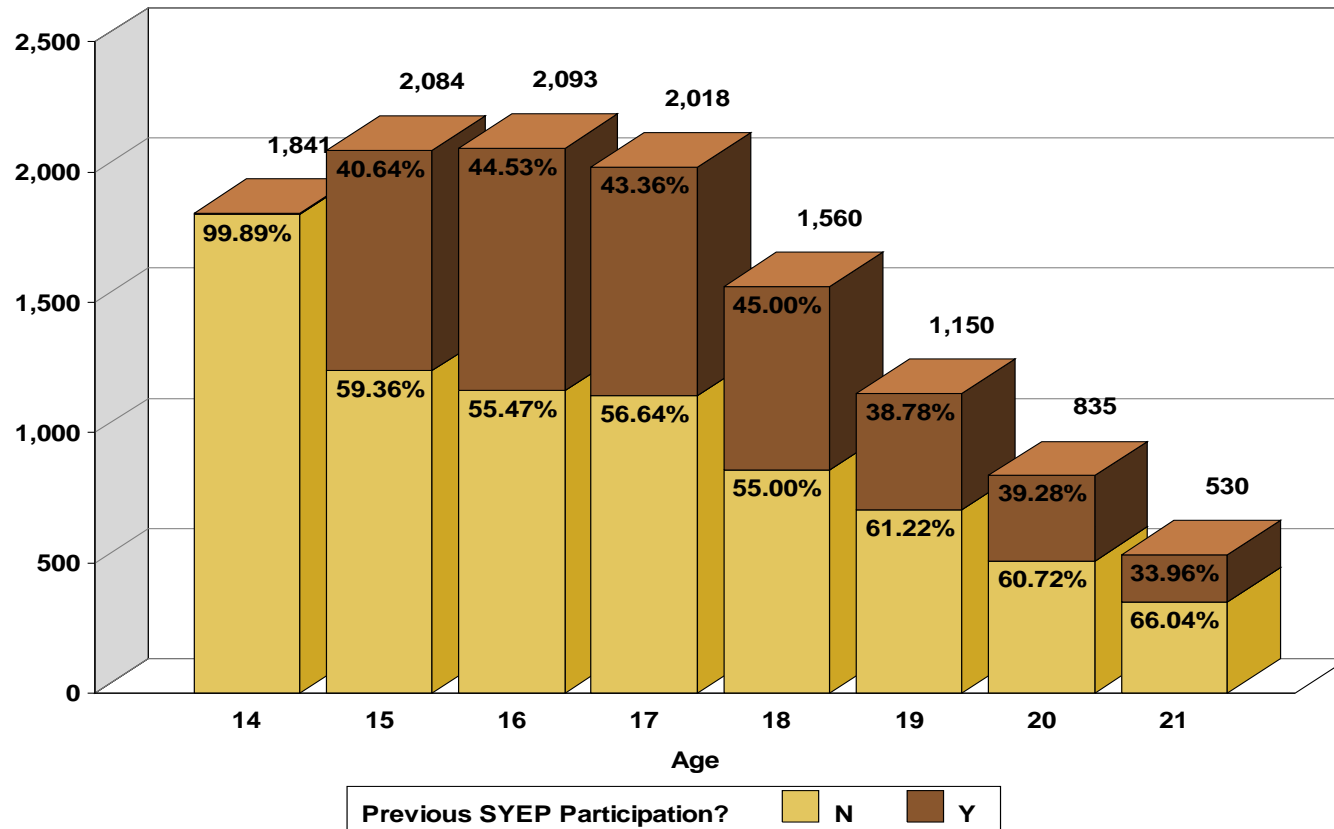


12,111 total participants

Retention of Participants

Workforce Development Programs
Participant Counts by Age and Previous Participation

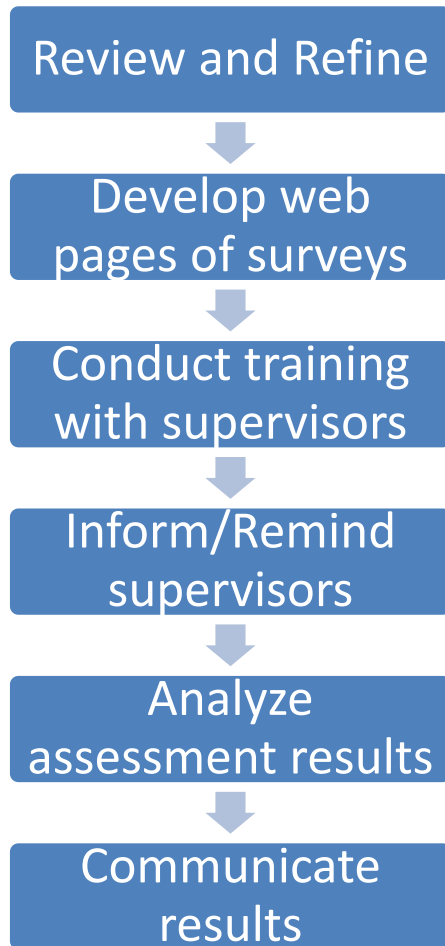
Exhibit WD8



SYEP Supervisor Assessments

- Defined the foundational skills
 - Attendance
 - Punctuality
 - Appearance
 - Taking Initiative
 - Quality of Work
 - Communication Skills
- Provided a ranking of 1 to 4 with:
 - 1 = Never (SYEP participant never met performance expectations)
 - 2 = Sometimes (SYEP participant sometimes met performance expectations)
 - 3 = Most of the Time (SYEP participant sometimes met performance expectations)
 - 4 = Always (SYEP participant always met performance expectations)

Assessment



One City Youth Initiative Washington, D.C. Hi David | Logout

Home Program Data User Guides

SYEP WORK READINESS ASSESSMENT

Please search and select a Youth: Assessment Date:

Youth Last Name: Youth First Name:

Youth Date of Birth (mm/dd/yyyy): Youth Last 4 Digits of SSN:

Supervisor Last Name: Supervisor First Name:

Worksite: Host Organization:

FOUNDATION SKILL	PERFORMANCE EXPECTATIONS	Never	Sometimes	Most of the Time	Always
ATTENDANCE	<ul style="list-style-type: none"> Reports to work each day and is ready for work Notifies supervisor prior to being absent 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PUNCTUALITY	<ul style="list-style-type: none"> Reports to work as on time and is ready for work Notifies supervisor prior to being late Returns from breaks on time 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
APPEARANCE	<ul style="list-style-type: none"> Dresses appropriately for work each day Has a neat appearance and practices good personal hygiene 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TAKING INITIATIVE	<ul style="list-style-type: none"> Asks supervisor for next task upon completion of previous one Participates fully in tasks from initiation to completion 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
QUALITY OF WORK	<ul style="list-style-type: none"> Gives best effort and strives to meet quality standards Evaluates own work and uses feedback to improve performance 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
COMMUNICATION SKILLS	<ul style="list-style-type: none"> Speaks clearly and communicates effectively Uses language and gestures that are appropriate for work Listens attentively and asks for assistance when needed 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
RESPONSE TO SUPERVISION	<ul style="list-style-type: none"> Accepts direction, feedback, and constructive criticism with a positive attitude Uses feedback to improve work performance 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TEAMWORK	<ul style="list-style-type: none"> Relates positively with co-workers Works productively as an individual and in teams Respects diversity in race, gender, and culture 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PROBLEM SOLVING/CRITICAL THINKING	<ul style="list-style-type: none"> Exercises sound reasoning and analytical thinking Uses knowledge and information to solve workplace problems 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WORKPLACE CULTURE, POLICY, AND SAFETY	<ul style="list-style-type: none"> Demonstrates understanding of workplace culture and policies Complies with health and safety rules Exhibits integrity and honesty 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Would you hire this employee to work at your organization again next year? Yes ☐ No ☐

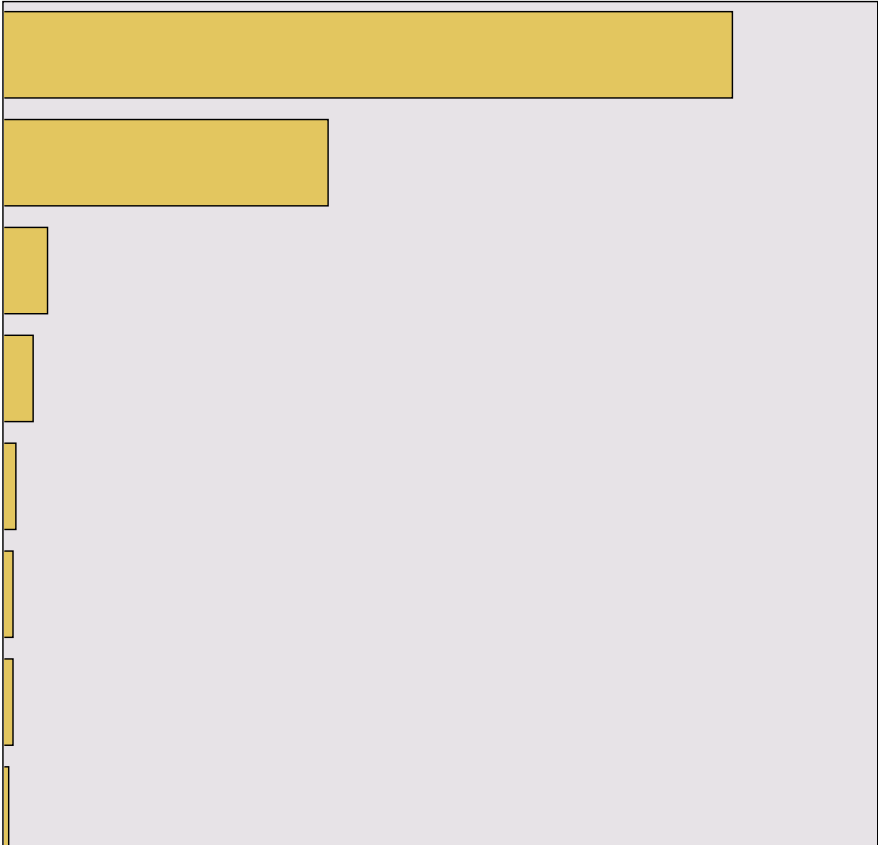
Would you recommend that this employee participate in the SYEP next year? Yes ☐ No ☐

Notes:

☐ I certify that I am the supervisor of the youth participant and/or the information utilized to assess the youth was provided by the direct supervisor of the youth participant.

Supervisor Assessment Results

Sector

		#	%	Cum %
Community Base / Non-Profit		2105	62.41	62.41
Local Agency		940	27.87	90.28
Private Sector		128	3.79	94.07
Federal Agency		88	2.61	96.68
Unknown		36	1.07	97.75
Private School		30	0.89	98.64
Charter School		29	0.86	99.50
Public School		17	0.50	100.00

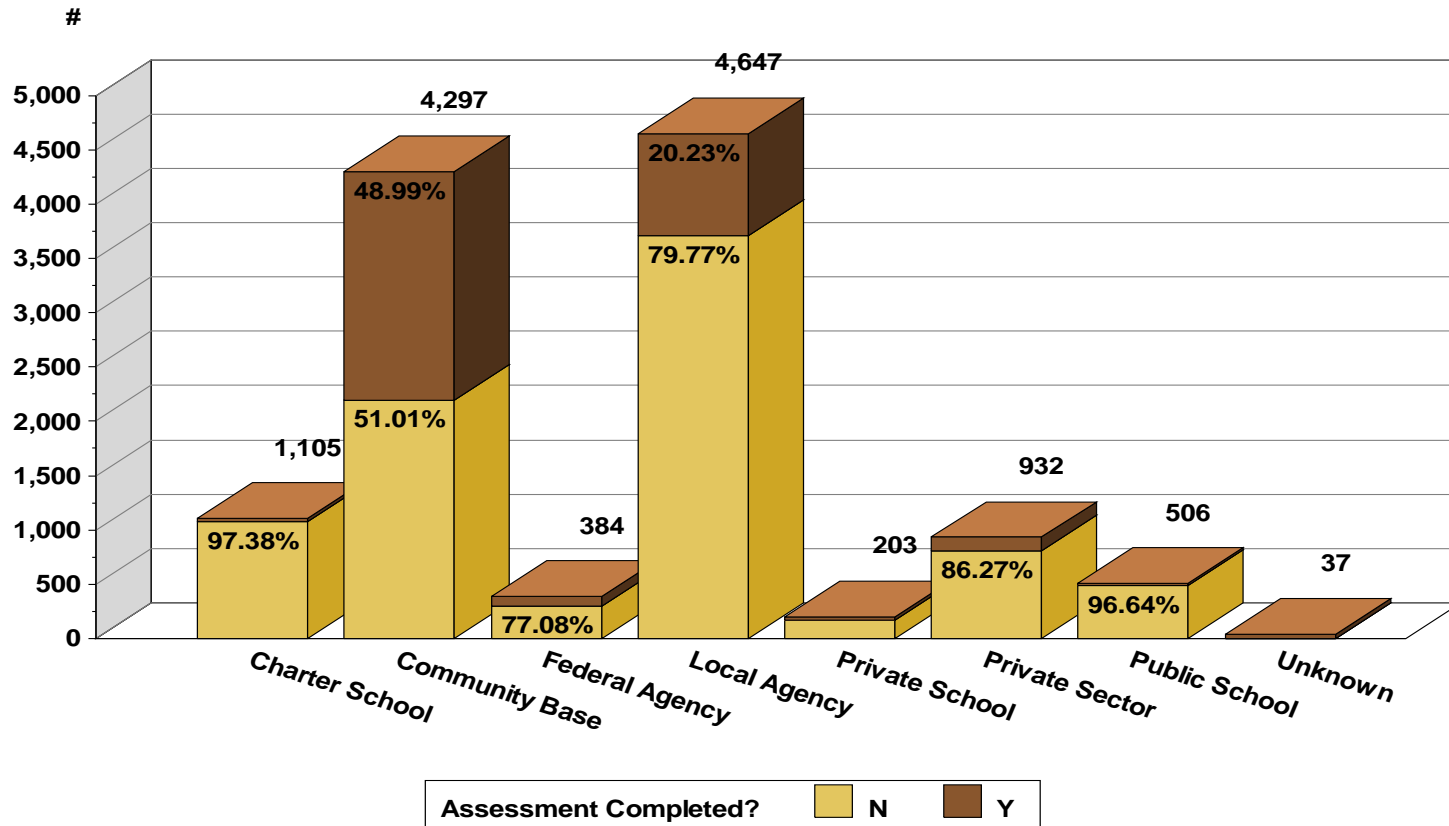
3,373 completed assessments

Supervisor Assessment Results

Workforce Development Programs 2014 Supervisory Assessment Results Completion Rate by Host Organization Sector

Exhibit WD2

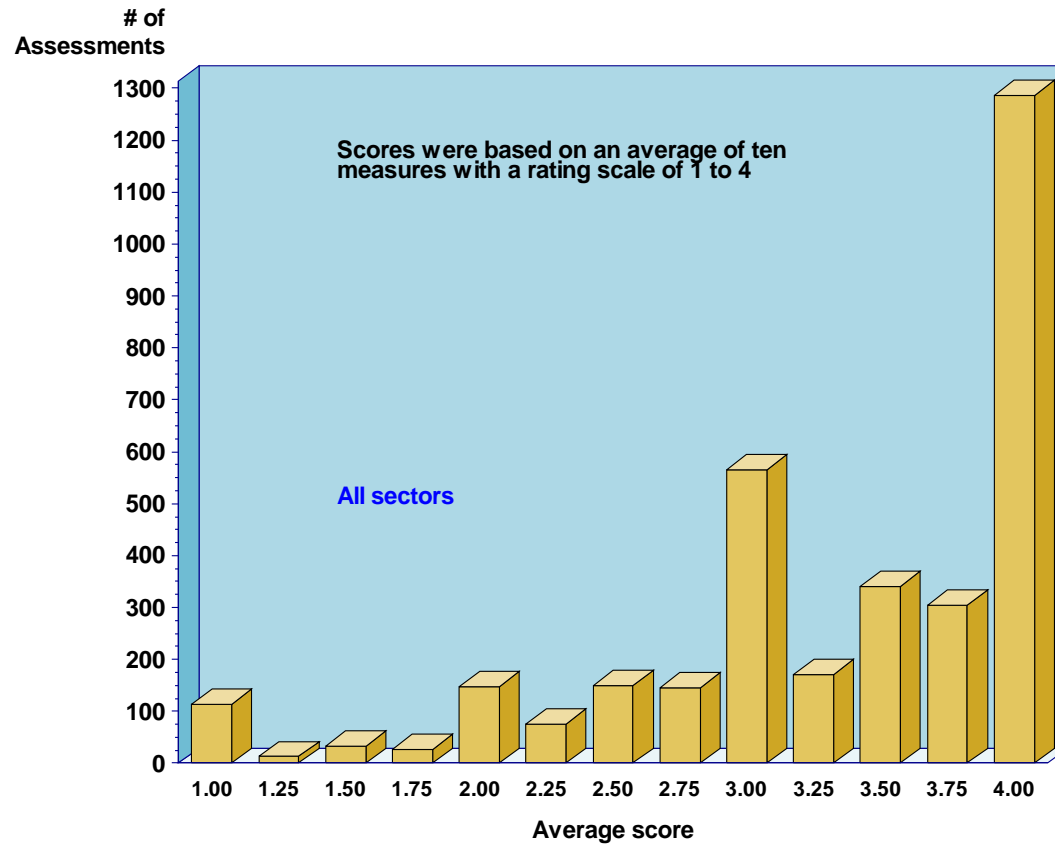
Overall Completion Rate = 27.85%



Overall Results

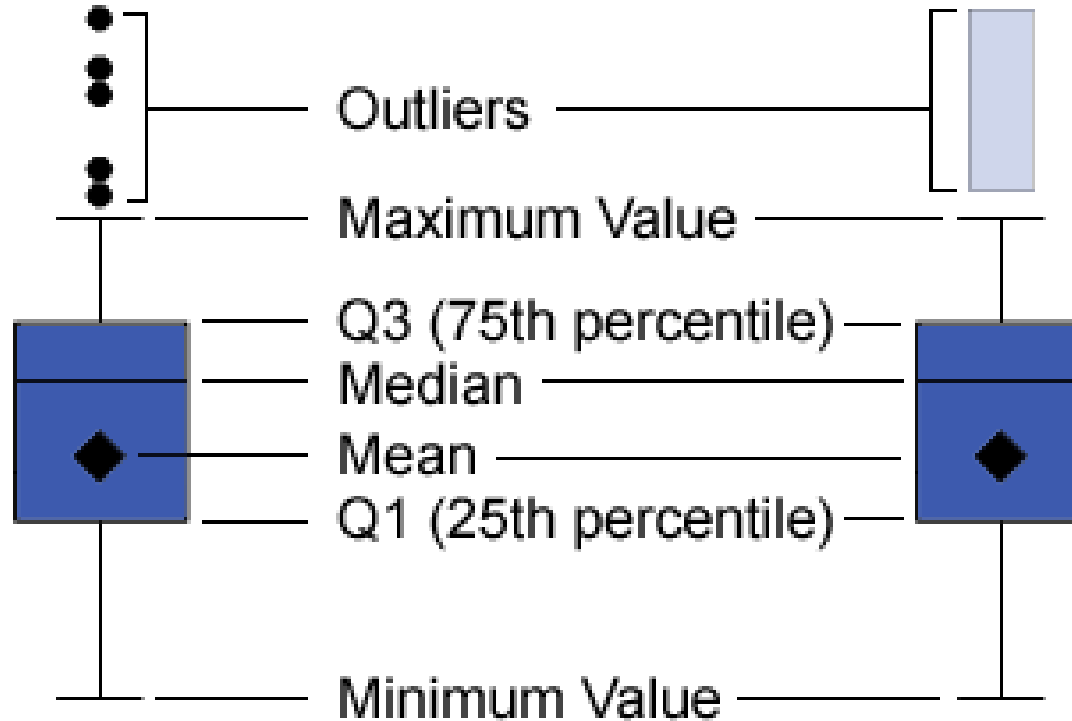
Workforce Development Programs 2014 Supervisory Assessment Results Assessment Score Counts

Exhibit WD3

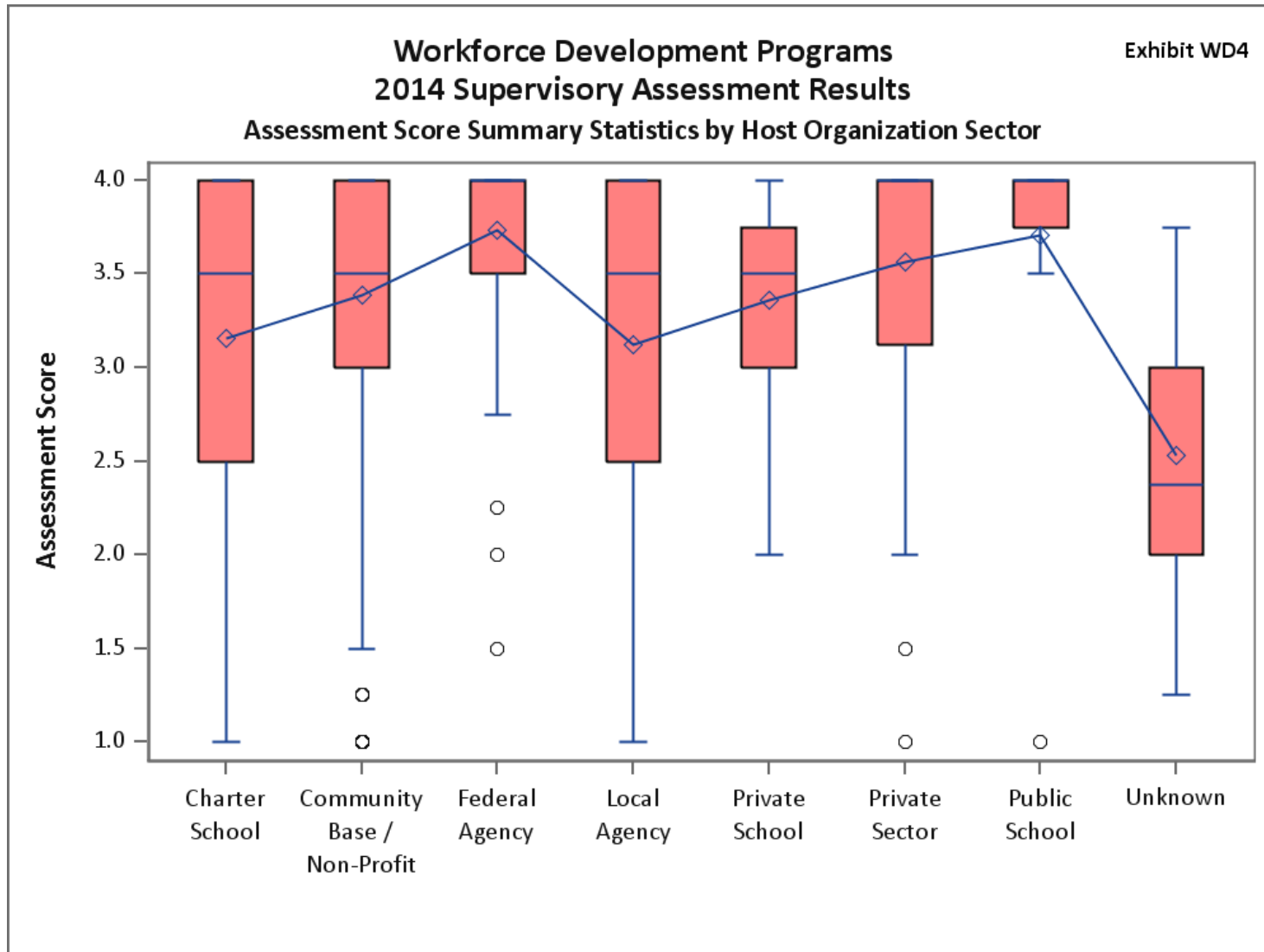


Description of Box Plot Results

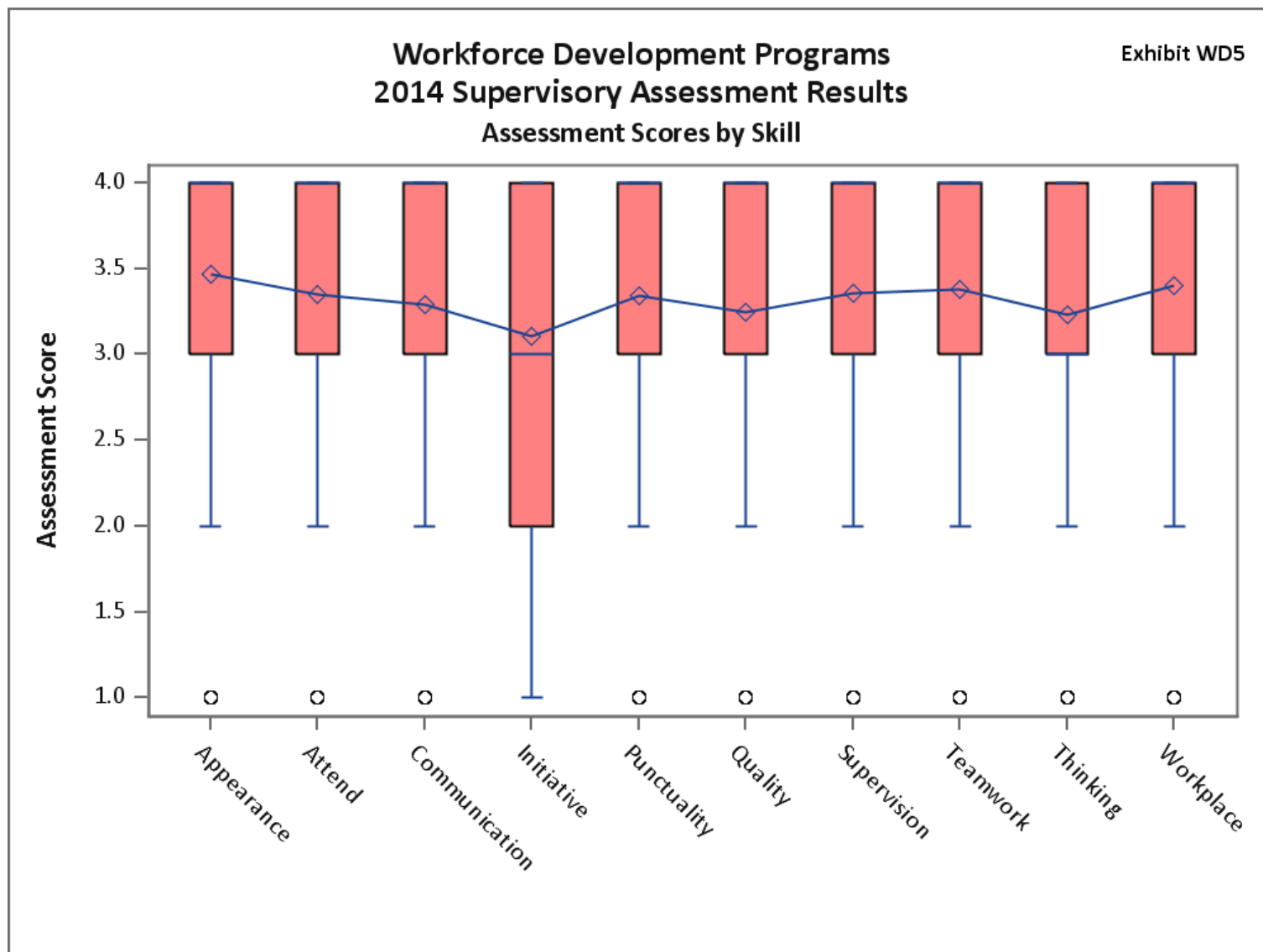
- A box plot displays the distribution of data values by using a rectangular box and lines called “whiskers.”



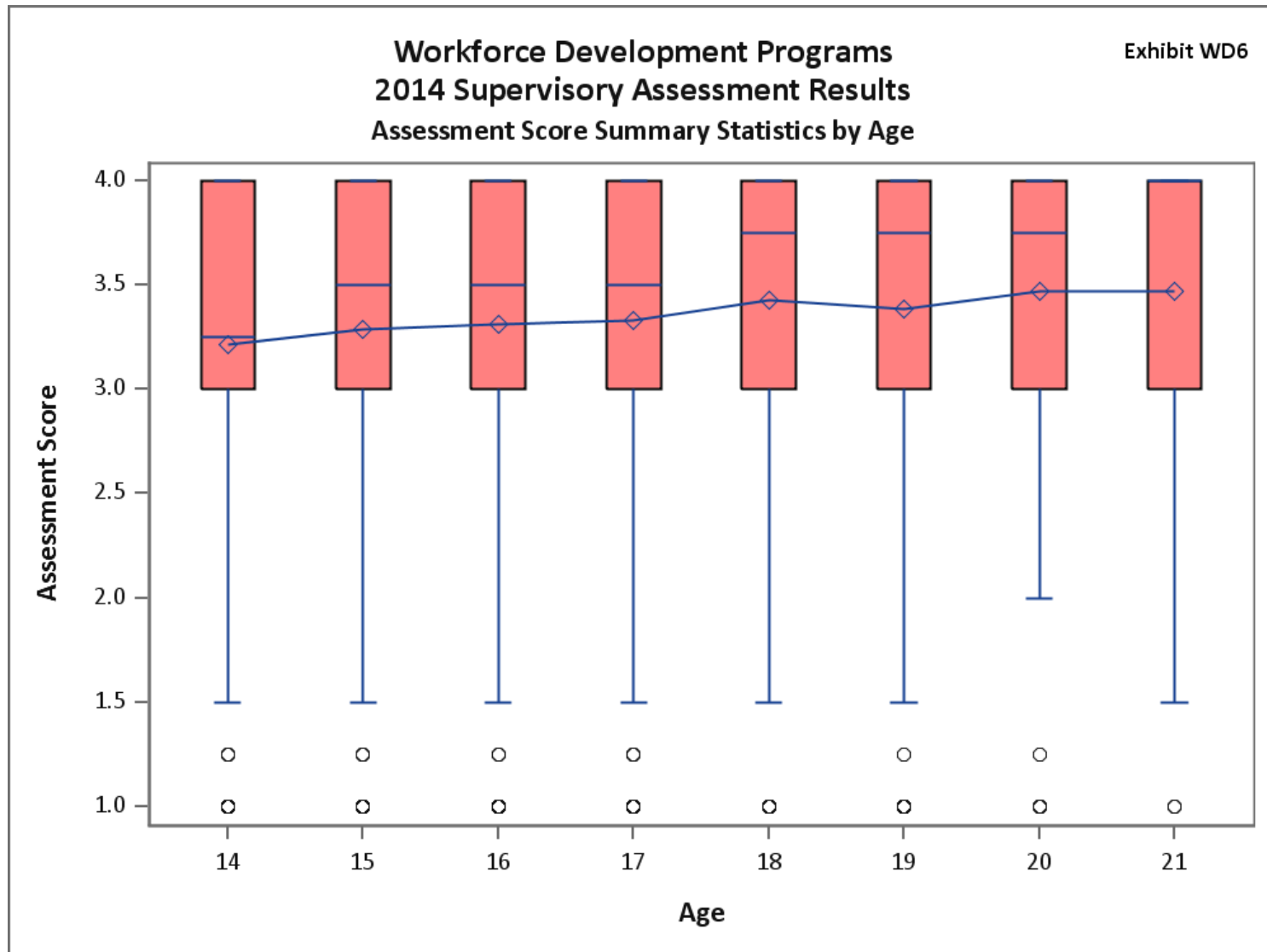
Overall Results by Sector



Overall Results by Skill



Overall Results by Age



More Results...

- 83% of supervisors would hire the youth to work at the given organization next year
- 82% of supervisors would recommended that their youth employee participate in SYEP next year

What is Program Effectiveness?

Answer:

The Degree to Which the Activities are Achieving Their Short Term Objectives , Intermediate Outcomes, and Long Range Goals.

***Objectives** define what programs attempt to accomplish during their five or six week summer sessions such as learn soft skills. **Outcomes** are intended program results in the immediate future, e.g., both workforce and academic programs are intended to enhance the participants' employability. **Impacts** are the degree to which achievement of objectives and outcomes further achievement of city-wide goals like decreased unemployment rates. Objectives, outcomes and impacts should meet the SMART criteria which are:*

- ***Specific***
- ***Measurable***
- ***Achievable***
- ***Relevant***
- ***Time-bound***



SYEP Objectives are Stated in Terms of What Youths Should Experience During Their 29 Days*

1. *Earn money*
2. *Engage in a meaningful experience*
3. *Perform work related to career paths and/or personal interests*
4. *Interact with dynamic working professionals*
5. *Have a positive work environment*
6. *Acquire knowledge and hard skills*
7. *Gain exposure to exciting careers*
8. *Learn soft skills*



* from <http://does.dc.gov/service/summer-youth-employment-program>

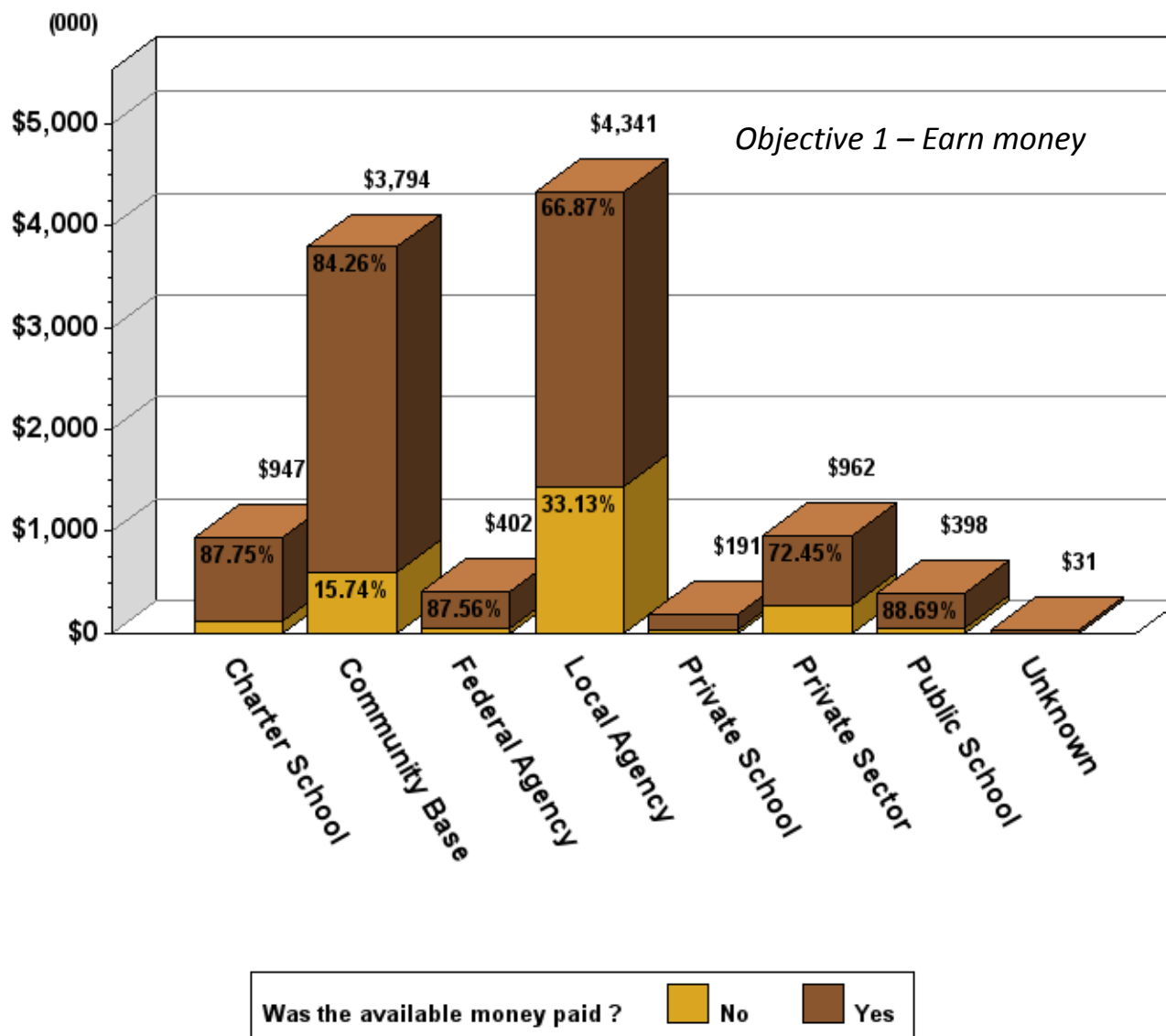
Taking each objective one at a time, what are some of the research questions we might ask?

Objective #1: Earn money

- *How much do the participants earn?*
- *How much was forfeited by work absences?*
- *Relative to participant needs and family economic status, are the earnings significant?*
- *On what do the youths spend the money?*



Workforce Development Programs SYEP Money Paid and Not Paid, by Sector

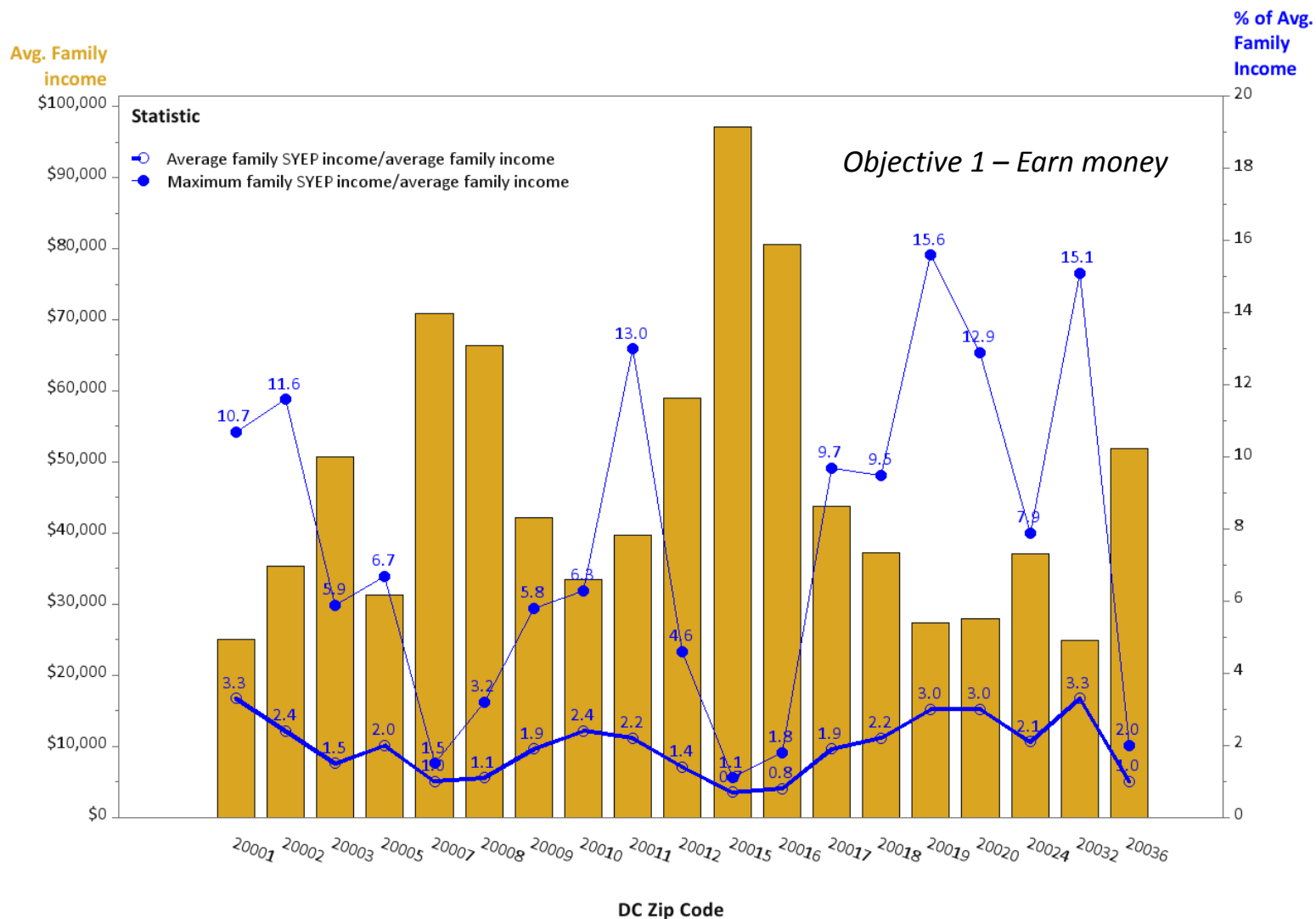


Relative to participant needs and family economic status, are the earnings significant?

SYEP earnings of about \$1,000 or less are not high enough to make much of a difference in average family income even in relatively less affluent areas. However, the importance of SYEP pay increases as families fall significantly below the average and some families have two, three, four and even five children enrolled in SYEP during the same program period.



Workforce Development Programs SYEP Income as a Percentage of Average Family Income by Zip Code

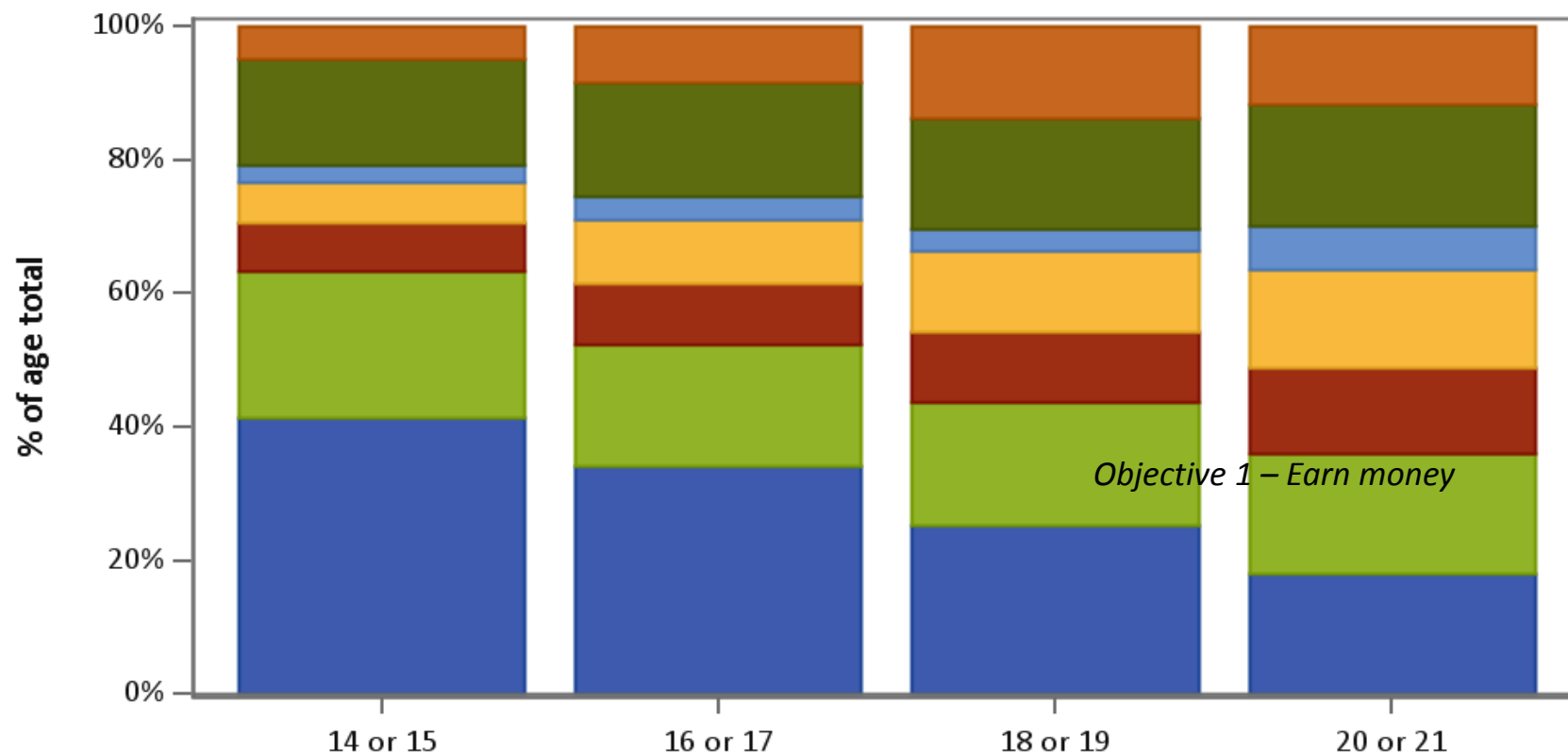


Average family income source:

<http://zipatlas.com/us/dc/washington/zip-code-comparison/median-household-income.htm>

Workforce Development Programs
Response Rate, by Age, to the Youth Survey Question
'How was the SYEP money spent?'

Exhibit WD_Obj1e



Response to Question

Clothing Food GiveToFamily Household PayDebt Savings Tuition

Taking each objective one at a time, what are some of the research questions we might ask?

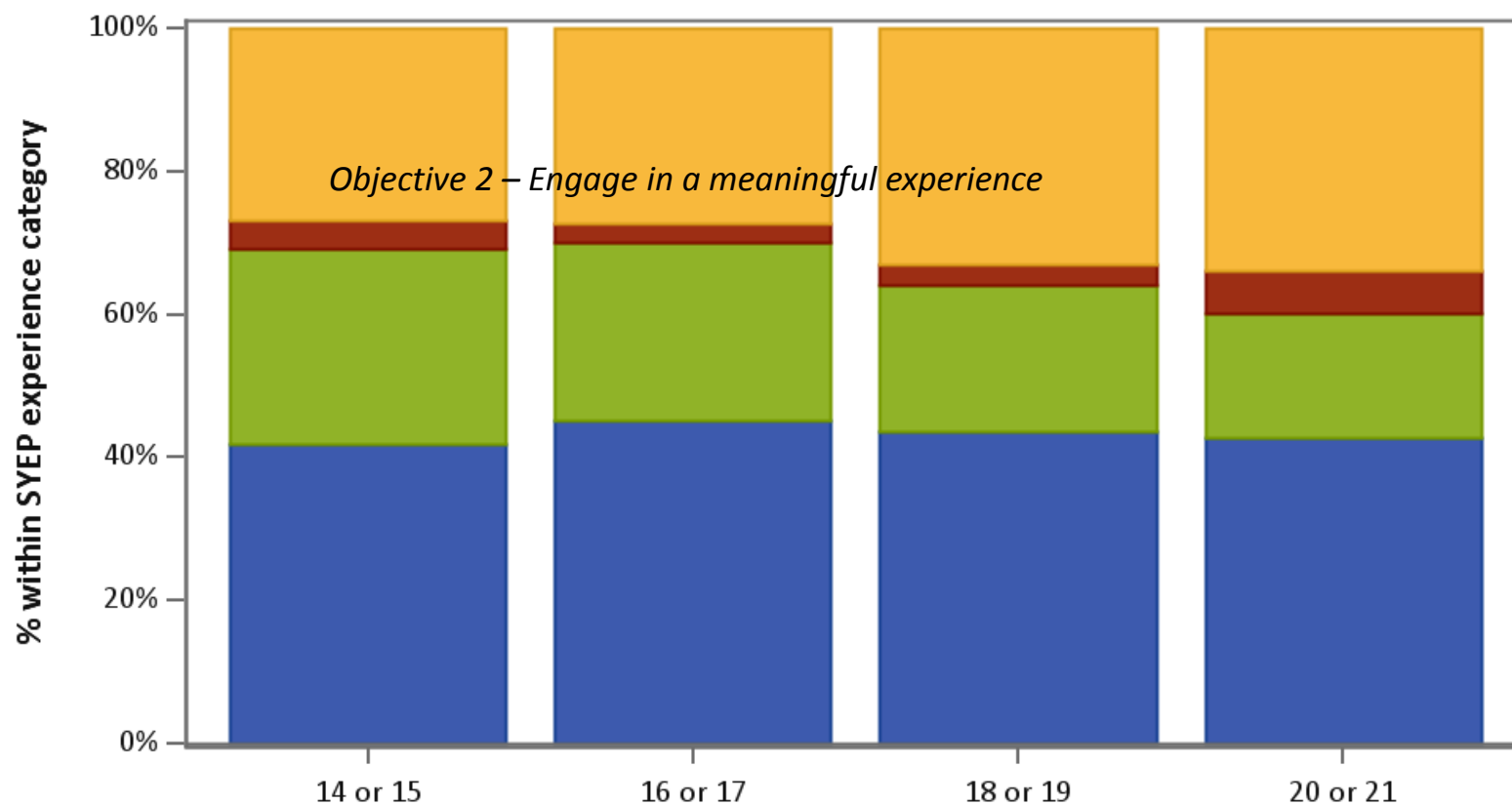
Objective #2: Engage in a meaningful experience

To what degree did the temporary OCYI employment experience introduce and reinforce the rigors, demands, rewards and sanctions of holding a job?



Workforce Development Programs
Response Rate, by Years in SYEP, to the Youth Survey Question
'Did you like coming to the program?'

Exhibit WD_Obj2a



It is probable that participants like the programs because they find them meaningful

Response Always Sometimes Never No answer

Taking each objective one at a time, what are some of the research questions we might ask?

Objective #3: Perform work related to career path and/or personal interests

Were the work site assignment and work performed consistent with the choices the youth made when applying for the program?

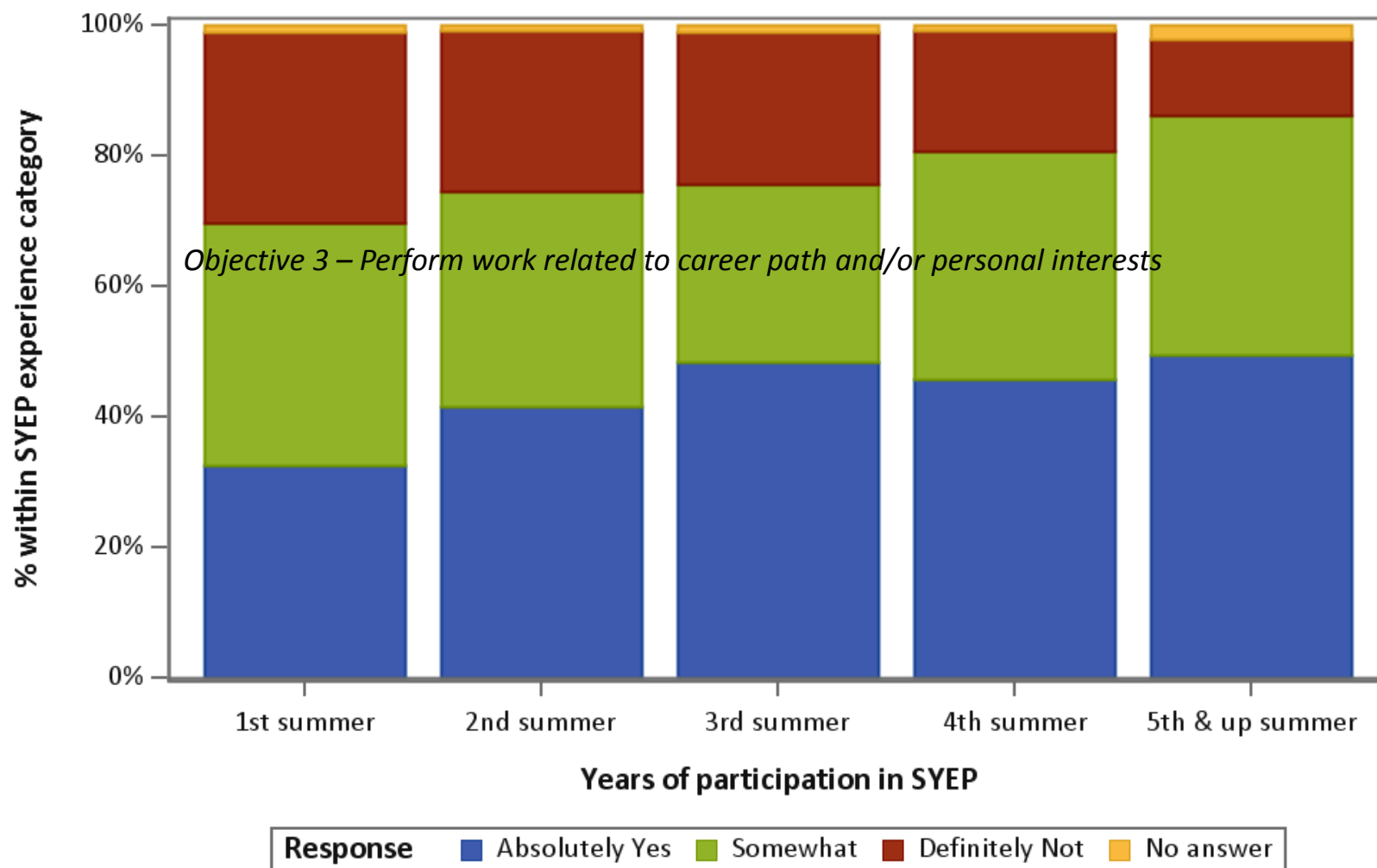


Workforce Development Programs

Exhibit WD_Obj3a

Response Rate, by Years in SYEP, to the Youth Survey Question

'Did you get the kind of work that you wanted when you applied on-line..?'



Taking each objective one at a time, what are some of the research questions we might ask?

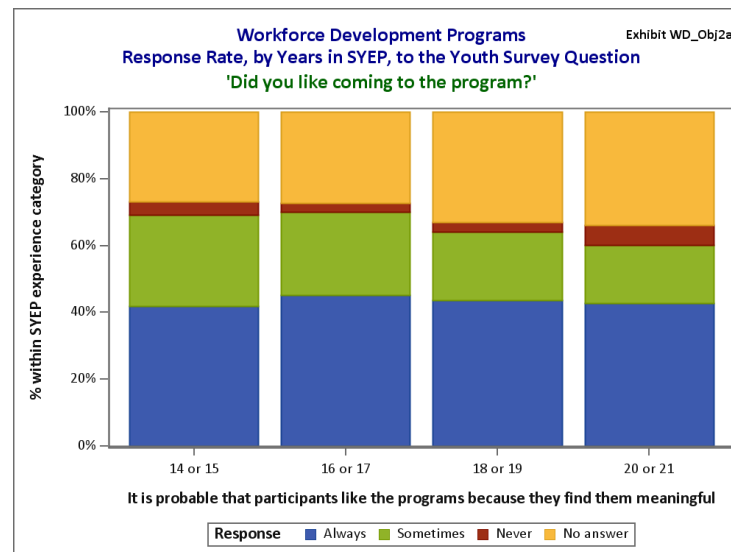
Objective #4: Interact with dynamic working professionals

Have work site supervisors completed a course of studies or achieved a level of competency related to the work being done?

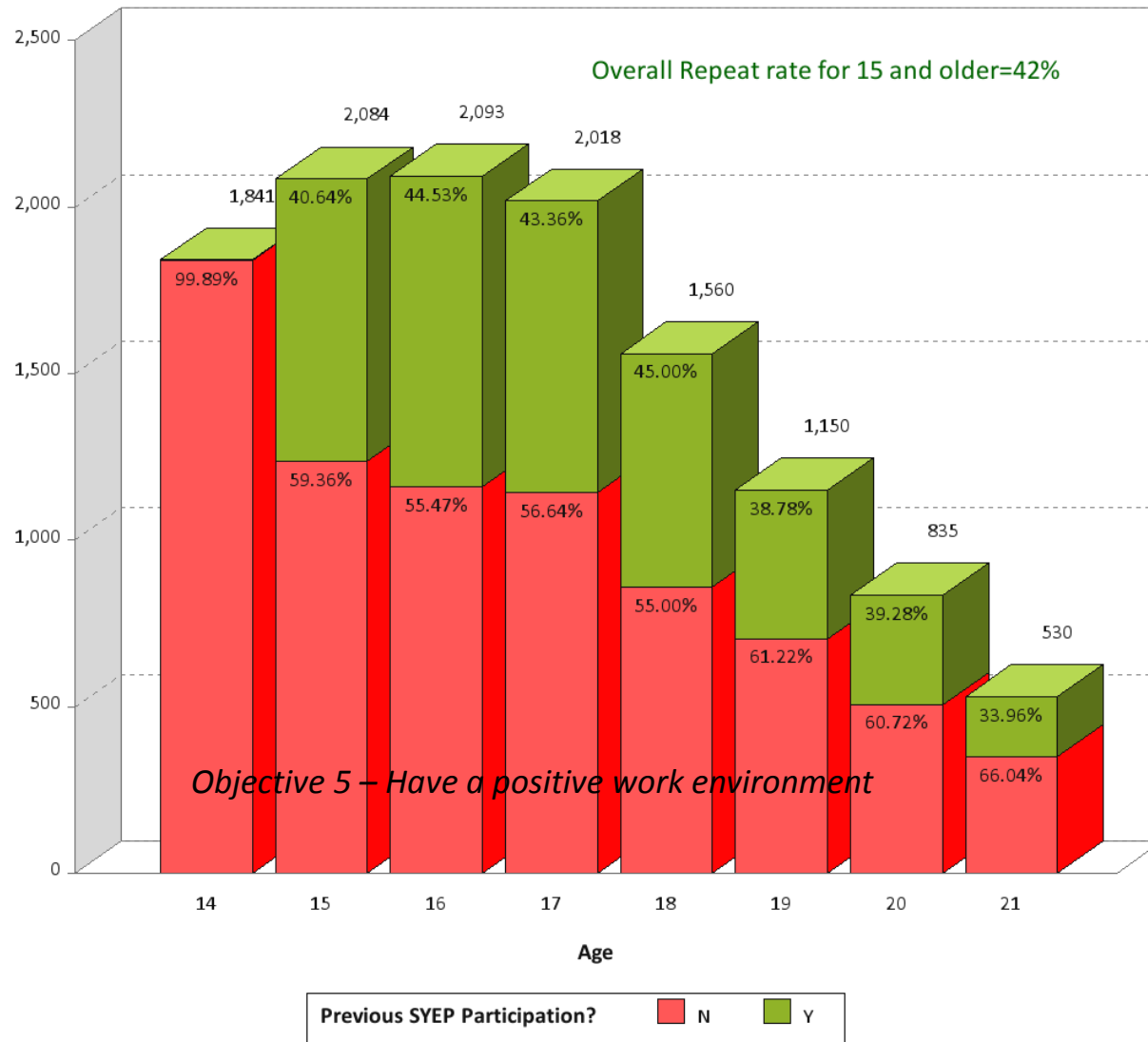
This objective fails the 'M' in SMART as information on site supervisor qualifications is not currently available. Potential sources include evaluation methods like PAAS, employer application data and employer websites. The youth survey could also be expanded to solicit opinions about employer qualifications.

Objective #5: Have a positive work environment

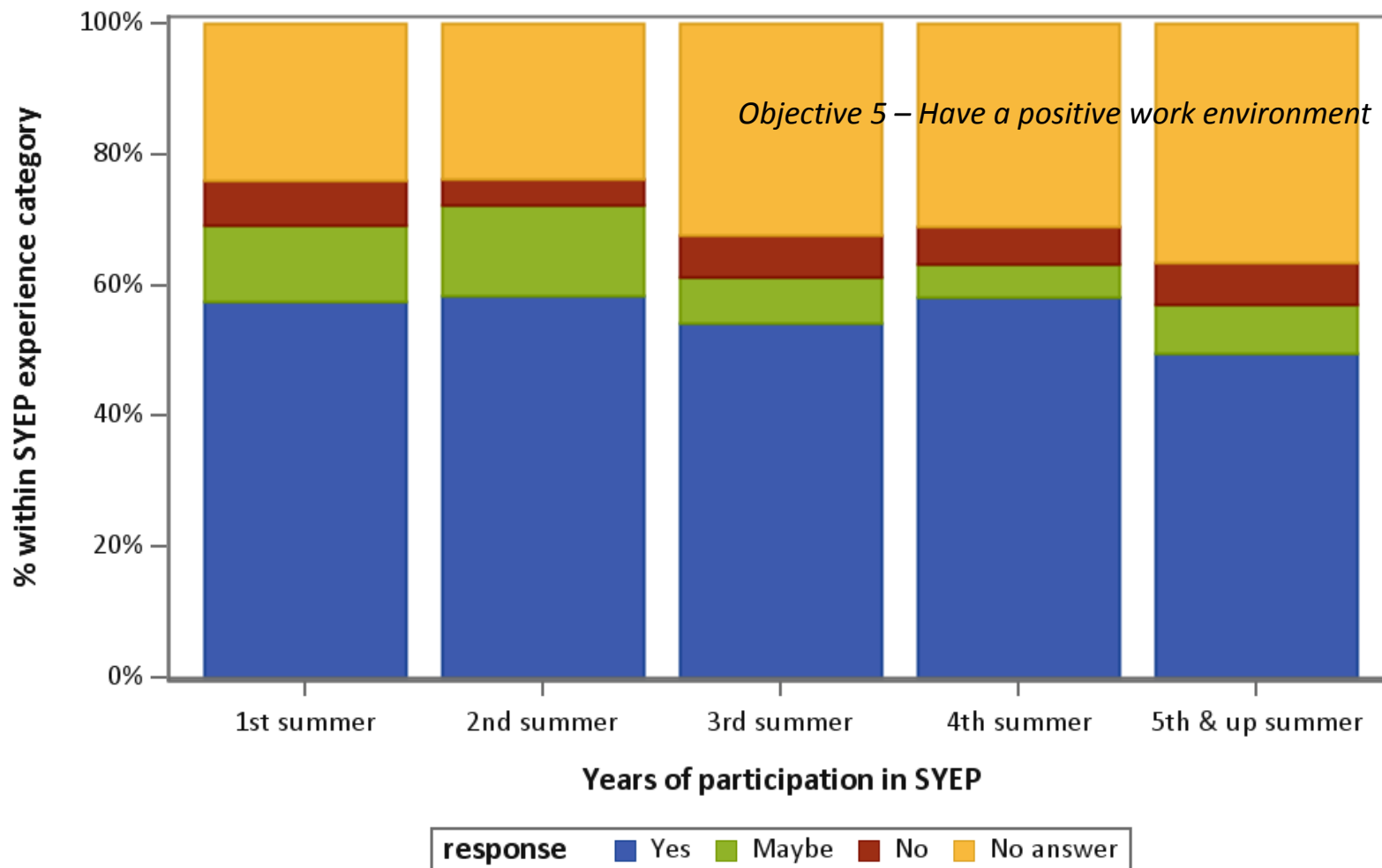
Directly measured by response rates to the survey question ‘...did you like coming to the program’ (see objective 2 & below). Indirect measures include years of participation, willingness to recommend SYEP, and attendance rates.



Workforce Development Programs
Participant Counts by Age and Previous Participation



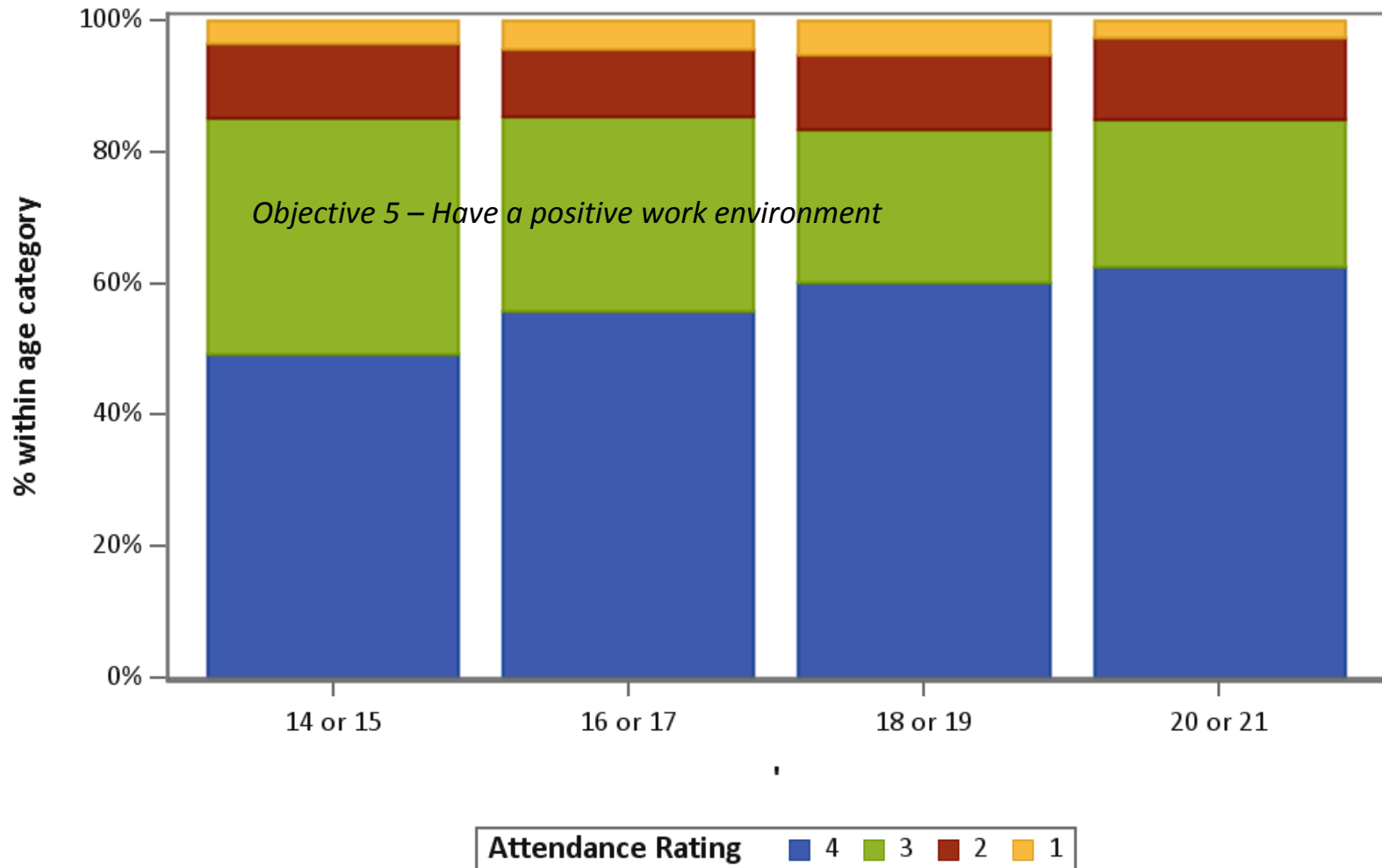
Workforce Development Programs Exhibit WD_Obj5b
Response Rate, by Years in SYEP, to the Youth Survey Question
'Would you recommend the summer program(s)... to your friends?'



Workforce Development Programs Supervisory Assessment Ratings of Attendance, by Age

Exhibit WD_Obj5c

4 = Highest 1 = Lowest



For objectives relating to hard and soft skills, what are some of the research questions we might ask?

Objective #6: Acquire Knowledge and Hard Skills

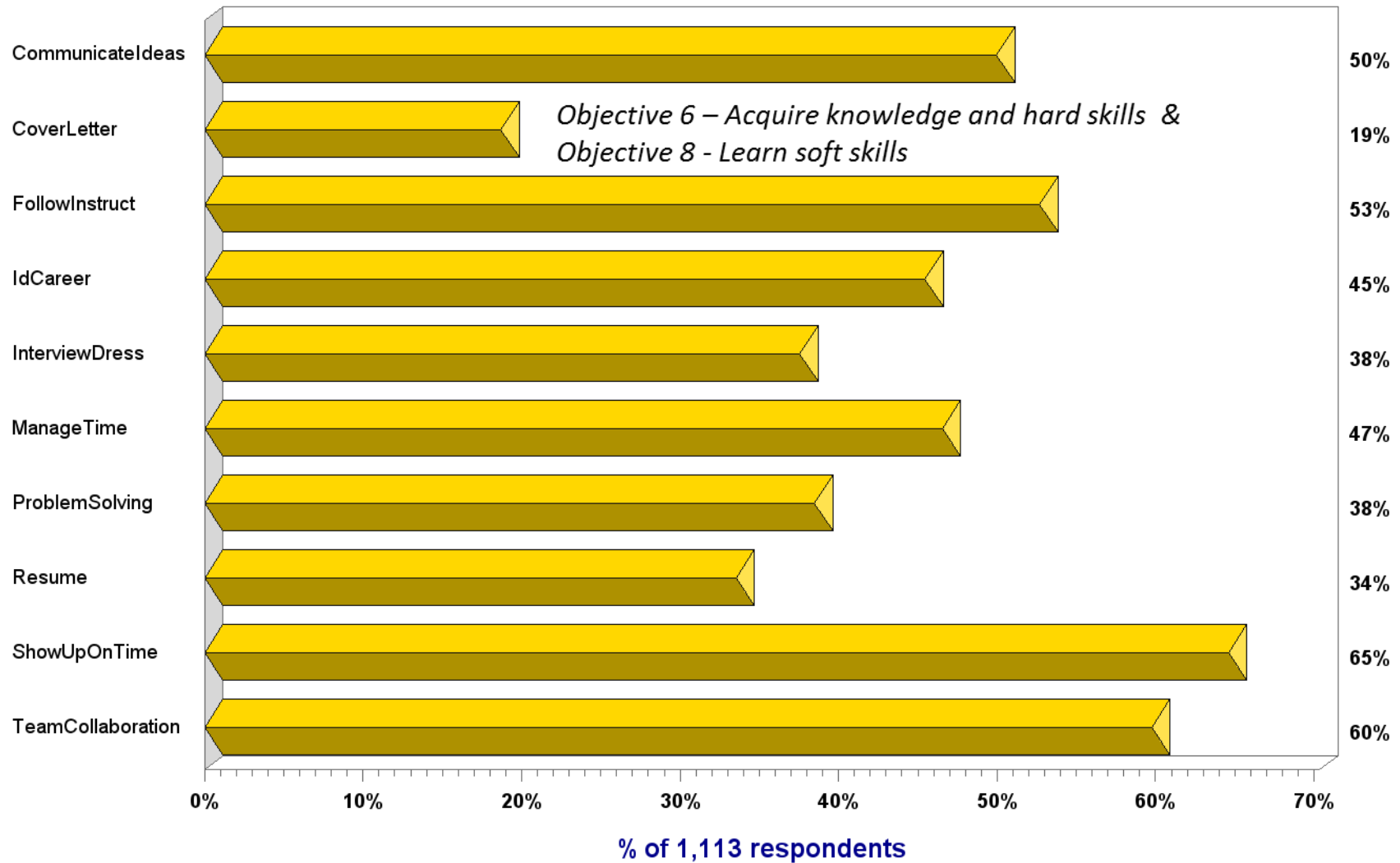
Objective #8: Learn Soft Skills

- *Did the work experience include instructions on resume preparation, computer literacy, job searches or other work readiness topics?*
- *Did the youths acquire, or improve, skills during the employment program?*
- *Is there evidence of soft skill learning and/or improvement?*

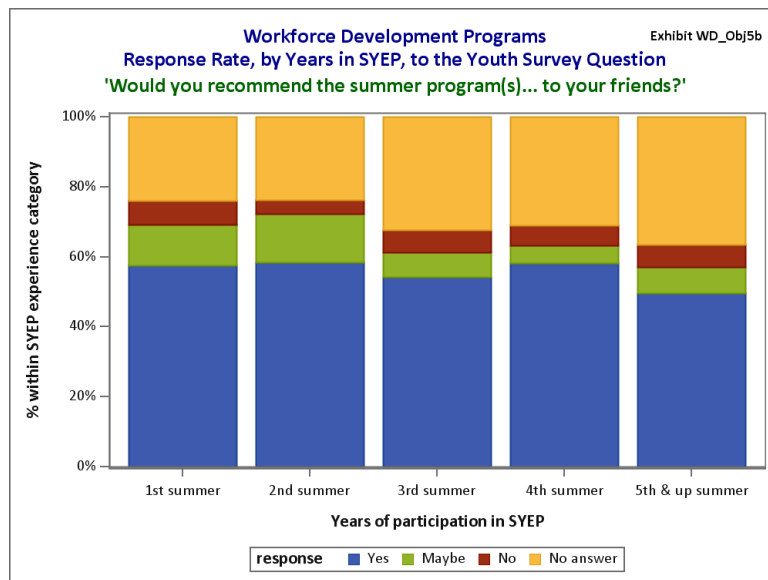


Workforce Development Programs SYEP - Responses to Youth Survey Questions

Question: Gave me and opportunity to increase the following skills ...?



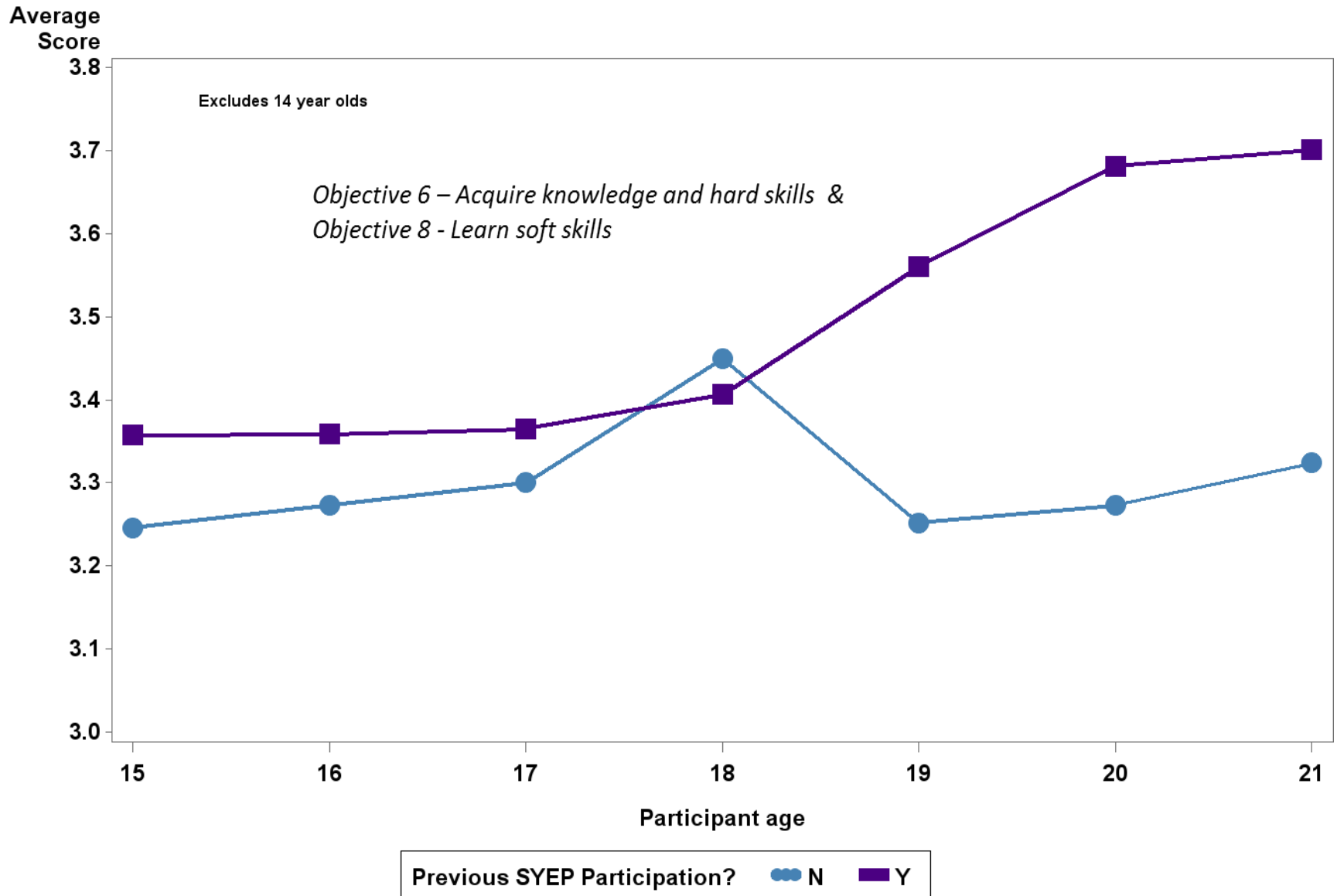
As previously shown, nearly half of SYEP youths are repeat participants with some for five or more years.



Supervisory assessments, which mostly concern soft skills (e.g., punctuality, teamwork, appearance), provide evidence of the beneficial cumulative effect of SYEP participation on soft skill learning

Workforce Development Programs

Average Assessment Rating by Age and Previous Participation



Taking each objective one at a time, what are some of the research questions we might ask?

Objective #7: Gain exposure to exciting careers

- *To what extent did individual employment programs expose youths to career opportunities beyond those associated with their specific work sites?*
- *Across all programs and work sites, how many, and which, career opportunities did youth participants, as a group, learn about?*

This objective fails several SMART criteria (viz., specific & measurable). Other than short program descriptions, little detailed information exists on program content during the 29 days of the SYEP. Potential sources include evaluation methods like PAAS and an expanded youth questionnaire

SYEP Long Range Goals

SMART Goal	Research Question(s) What do we want to know from the data we collect?	Analytical Methodology How are we going to get answers to the questions?
Impact 1: Increased youth employment and reduced overall unemployment	<ul style="list-style-type: none"> Have OCYI employment programs reduced DC unemployment overall and by age group? 	<ul style="list-style-type: none"> Geographically and over time, compare changes in OCYI employment program participation counts to changes in DC unemployment rates to investigate possible cause/effect relationships
Impact 2: Lower job turnover	<ul style="list-style-type: none"> Have OCYI employment programs helped former participants not only get jobs but keep them? 	<ul style="list-style-type: none"> Statistically compare job tenure and turnover from tax files for youths who did, and did not, participate in OCYI employment programs to evaluate group differences
Impact 3: Increased high school graduation rates	<ul style="list-style-type: none"> Is the high school graduation rate higher for OCYI employment program participants vs. nonparticipants? Can changes in OCYI employment participation rates be correlated with changes in high school graduation rates? 	<ul style="list-style-type: none"> Obtain youth specific high school dropout and graduation data from SLED, flag records of OCYI participants and analyze group differences Geographically (i.e., ward, census tract) and over time, compare changes in OCYI employment program participation counts to changes in high school graduation rates
Impact 4: Increased college graduation rates	<ul style="list-style-type: none"> Is the college graduation rate higher for OCYI employment program for participants vs. nonparticipants? Can changes in OCYI employment participation rates be correlated with changes in college graduation rates? 	<ul style="list-style-type: none"> Obtain youth specific college dropout and graduation data from SLED, flag records of OCYI participants and analyze group differences Geographically and over time, compare changes in OCYI employment program participation counts to changes in college graduation rates