

Detroit Summer Youth Employment Program: Results of Employer and Youth Employee Exit Surveys

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I. Introduction

In the summer of 2009, the Detroit Youth Employment Consortium helped coordinate the employment of more than 7,000 youth across the city of Detroit. Youth ages 14 to 24 years, were employed for six weeks in a variety of positions, from urban forestry and environmental conservation to small business and pharmacy internships. The 2009 Detroit Summer Youth Employment Program (SYEP) represents important growth from the pilot program launched by the Skillman Foundation in 2008, which employed 300 youth across its six targeted Good Neighborhoods. Energized by the success of the 2008 program as well as the opportunity presented by federal funding dollars along with growing employment needs of youth citywide, the Skillman Foundation formed the Detroit Youth Employment Consortium (DYEC) in fall 2008. Bringing together the public, private, and nonprofit sectors, the Consortium is committed to expanding high-quality summer and year-round employment opportunities for youth, with the vision that they will learn new skills, develop work ethics, and gain exposure to future careers.

A. Workforce Investment Act funding

In order to preserve and create jobs, strengthen the nation's economy, and support those hardest hit by the recession, the American Recovery and Reinvestment Act (ARRA) was signed into law by President Barack Obama in February 2009 and made \$1.2 billion available for Workforce Investment Act (WIA) programs. One of the Consortium's first achievements was receiving the contract to oversee Workforce Investment Act (WIA) Title I funding for the Detroit Summer Youth Employment Program.

WIA's focus under ARRA guidelines was to expand summer employment opportunities, with the summer defined as the period May 1 through September 30. WIA also stipulated eligibility requirements for job seekers:

- Youth must be between 14 and 24 years old (expanded for the previous limit of 21 years).
- Youth must be low-income.
- Youth must be faced with specific barriers to workforce entry including school dropout, basic literacy skills deficiency, homeless, runaway, or foster child, pregnant or parenting, an offender, or needing help completing an educational program or securing and holding a job (including youth with disabilities).
- At least 30% of program participants must be out-of-school.

WIA encourages that summer employment opportunities be linked to academic learning and job preparedness. Furthermore, programs are urged to "include tutoring, study skills training and instruction leading to completion of secondary school (including dropout prevention); alternative school services; mentoring by appropriate adults; paid and unpaid work experience (such as internships and job shadowing); occupational skills training; leadership development; and appropriate supportive services" (Department of Labor website).

With the addition of new recovery act dollars, money was available to hire 7000 Detroit youth rather than the usual 2500 or so slots allocated to the city in the recent past. The one caveat to this opportunity is that the new city contract was not finalized and the additional federal funding did not arrive until summer. Thus, even with a rushed timetable, the first orientations didn't take place until the last week of June and

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the first official employment sites didn't start until after the 4th of July. And with a backlog of certifications and placements some young people started work as late as August. With the various partners of the Consortium working together, an infrastructure was built to handle the increased number of youth as well as recruit additional worksites. There were some glitches and problems throughout the process, but by September, the goal of 7000 young people employed was met and a precedent of effective partnership established.

B. National Context of Youth Employment

In order to put the Detroit Summer Youth Employment Program in perspective, it is important to understand the current state of youth employment nationwide. The teen employment rate has typically tended to be highly sensitive to economic cycles, rising strongly during periods of prosperity and falling sharply during recessions and jobless recoveries. Therefore, since the beginning of the most recent recession, teenagers (16-19) and young adult workers (20-24), especially those without four-year college degrees, faced very bleak labor market prospects.

- The overall employment rate of the nation's teens fell to a new post-World War II low of 25% in October 2009, more than 18 percentage points below its value in 2000 and nearly 23 percentage points below its value in 1989 at the peak of the labor market boom in the 1980s.
- In recent months, fewer than 14 of every 100 Black male teens held any type of job.
- The nation's young, adult men 20-24 years old are also working at historically low record rates.
- Young college graduates under 25 are finding it difficult to find jobs related to the college labor market. Less than one-half of all young bachelor degree holders were employed in jobs that required a college degree, frequently displacing their less educated peers in jobs outside the college labor market (National Youth Employment Coalition, 2009).

Furthermore, strengthening of the summer labor market (June through August), which typically expands as youth find seasonal employment or enter the labor market full-time after graduation from high school, has weakened considerably since 2000. Between 2000 and 2003, the teen summer employment rate decreased from 51.7% to 41.7%. This figure remained unchanged in the summer of 2004 and then rose modestly by the summer of 2006. Over the following two summers, the employment rate of teens fell sharply, dropping to 37.4% by the summer of 2008, the lowest summer teen employment rate over the entire post-World War II period. The steep drop in teen employment rates between the summers of 2000 and 2008 was quite widespread across all age, gender, and ethnic groups as well as across income levels. While youth from low income families (an income under \$20,000) were consistently employed at the lowest rate, teens across income levels saw their employment rates decline by double-digits from 2000 to 2008 (National Youth Employment Coalition, 2009).

As teenager and young adult workers face higher unemployment and lower earnings, they typically have responded by getting more education, living longer with their parents, and/or engaging in criminal behavior, with options and opportunities varying according to family income and background (Blanchflower & Freeman, 1996).

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C. About this Report

The remainder of this report presents and discusses findings from the 2009 Detroit Summer Youth Employment Program. The University of Michigan – School of Social Work, Good Neighborhoods Technical Assistance Center (UM-TAC) developed and administered two exit surveys for the Detroit Summer Youth Employment Program: an Employer Exit Survey and a Youth Employee Exit Survey. Both surveys were developed in collaboration with the Skillman Foundation, Youth Development Commission, and Brandeis University.

The purpose of the Employer Exit Survey was to collect feedback and verify satisfaction with the SYEP, providing information on how to engage employers and increase their capacity to provide a meaningful learning experience to youth in future program years. The Employer Exit Survey was administered to 170 employers using Survey Monkey, an Internet-based survey tool. The survey consisted of 18 questions that collected demographic information as well as reflections on the summer program experience. Survey items included multiple choice and open-ended responses. An email invitation was sent to employers at the end of September. Two email reminders were also sent out to all employers who had not yet completed the survey. This report reflects survey results with 110 employers having responded, for a completion rate of 64.7%.

Correspondingly, the purpose of the Youth Employees End-of-Program Survey was to measure the scope and quality of the youth summer experience, attitudes about how this employment opportunity might influence the young person's future occupational and educational aspirations, program impacts on attitudes and knowledge, and overall satisfaction with the program. The Youth Employees End-of-Program Survey was administered using Scantron surveys distributed toward the end of the summer at individual work sites, some of which had ended just before the surveys were approved for release. The survey consisted of 28 questions that collected demographic information, information about their job aspirations and education as well as reflections on the summer program experience. Survey items included multiple choice and a few open-ended responses at the end for young people to offer comments and suggestions. The final number of surveys completed and scanned was 1,416. Although this represents only a fifth of the total youth that participated in the summer youth employment program, the demographic averages are very similar to the full group, so it is unlikely that our results leave out any important constituency.

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II. Data Highlights – Employer Exit Survey

Highlights from the data are presented below. Graphs for each item and qualitative themes are presented in the following sections. All data shows valid percents.

Demographics

- Nearly 70% of respondents represent non-profit organizations while nearly 20% represent for-profit organizations.
- Over 30% of respondents reported that the main purpose of the organization is youth-serving programs and nearly 25% reported a purpose other than those listed.
- Over 60% of respondents employed between 1 and 10 youth this summer while 25% employed over 20 youth.

Orientation to the Work Setting

- About 75% of respondents said they have employed youth in the past.
- Nearly 50% of respondents said it was “somewhat easy” to participate in the Detroit Summer Youth Employment Program.
- Ninety-five percent of respondents provided an orientation to the specific positions youth were employed in.
- For the respondents that provided an orientation, 90% or more reported the following orientation components:
 - o Discussed work schedule – 96%
 - o Talked about job responsibilities – 95%
 - o Introduced youth to other staff members – 91%
 - o Trained youth in any skills needed for the job – 91%
 - o Discussed dress code – 90%

Youth and Organization Outcomes

- Respondents cited the following as the three most important job skills passed on to youth:
 - o Working with others as a team – 81.6%
 - o How to act at work – 70.9%
 - o Communication skills – 57.3%
- Over 40% of respondents said the greatest benefit of employing youth was “additional support for the organization”.
- Eighteen percent of respondents cited “keeping youth on task” as the greatest challenge while 16.5% of respondents cited “assisting youth in developing a positive work ethic” as the greatest challenge. Furthermore, 15.5% of respondents reported “no challenges” in employing youth this summer.
- When asked “how did your work site help prepare youth for future employment?” responses included by building and providing experience with employment skills and by offering exposure to possible career choices.
- When asked “how did your work site help prepare youth academically?”, responses included by building reading and writing skills, by reinforcing the importance of getting an education, and by connecting youth to higher education or educational resources.

Data Highlights

Suggestions for Improvement and Future Participation

- Seventy percent of respondents said the Detroit Summer Youth Employment Program can be improved next year by “starting the program earlier in the summer” while 53% said by “making a year-round employment program”.
- Over 70% of respondents did not have plans to permanently hire youth who worked for them this summer.
- Eighty percent of respondents would consider hiring young people even if salaries were not fully subsidized.
- Ninety-nine percent of respondents would participate in the program again and 98% of respondents would encourage other organizations similar to theirs to participate in the program.

III. Data Highlights – Youth Employees End-of-Program Survey

Highlights from the data are presented below. Graphs for each item and qualitative themes are presented in the following sections. All data shows valid percents.

Demographics

- In the sample, respondents ranged in age from 13 to 26, although most (80%) were between 14 and 18. A little less than half (46%) were male, and the majority (92%) was African American with 5% Latino. These results are similar to the overall sample of youth employed.
- Youth worked in a wide array of job settings, with 23% responding they worked with a youth program for a community organization, 16% with the Police Cadet program and 14% community clean-up.

Orientation to Work Setting

- Eighty percent of respondents reported that their employer provided an orientation for their assigned job duties.
- For the respondents that mentioned receiving an orientation, 35% or more reported the following orientation components:
 - o Discussed work schedule – 47%
 - o Talked about job responsibilities – 54%
 - o Introduced youth to other staff members – 45%
 - o Trained youth in any skills needed for the job – 36%
 - o Discussed dress code – 48%

Youth Outcomes

- The youth had positive experiences with SYEP, with 84% agreeing that they felt safe and were respected by adults; 74% agreeing that there was an adult they felt comfortable talking to, staff challenged them to do their best, and there was a chance to help people in the community, 72% agreeing that they felt like their opinion mattered, and 88% agreeing that they made new friends.
- Notably, 35% reported that they gave the money they earned to their family.
- Forty-eight percent of youth respondents felt they almost always did a good job managing their finances.
- Only 8% reported they would have been working somewhere else if not participating in SYEP.

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- Youth reported learning a range of job skills: working with others as a team (70%), how to act at work (47%), communications skills (38%), and patience (32%) were rated the highest.
- When asked “How did the program help you prepare for future employment?” youth most frequently reported that it helped me decide what kind of job I liked (46%), helped me to understand what qualifications I need for my dream job (44%), prepared me for a job interview (35%), and showed me how to fill out a job application (30%).
- When asked “How did the program help you academically?” youth most frequently reported that it helped me have higher academic expectations for myself (40%) and helped me decide to stay in school (30%).
- Seventy-three percent of youth reported that the program changed their ideas about the future. When asked how, youth most frequently reported that I now have more confidence about whatever I do (37%), I now think that I can get a better job (34%), I now think that I can be a leader in my community (27%), and I now think I can reach a higher level of education (27%).
- Seventy-six percent of youth would recommend the program to other youth who hadn’t participated in it before, while only 2% would not.

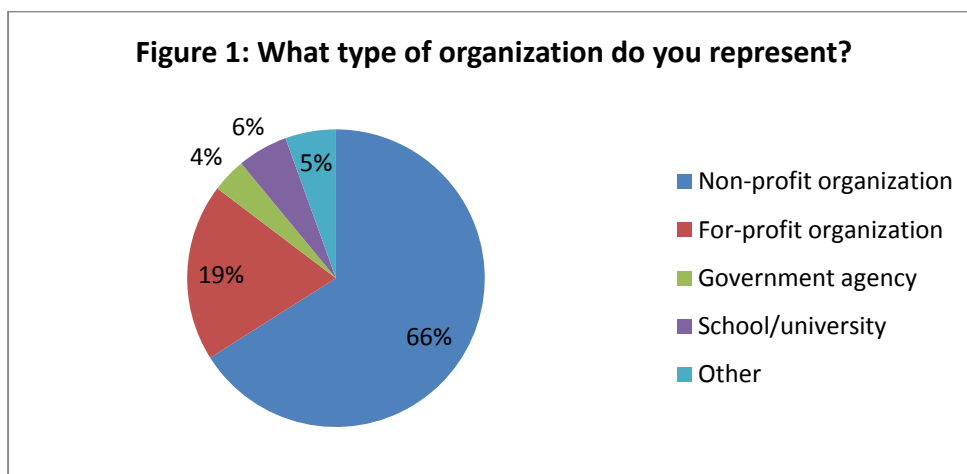
Previous Employment and Educational Goals

- Thirty-five percent of respondents had never worked for pay before. Among those that said they had worked before, most included informal employment such as working with a family member (21%), babysitting and daycare (17%), or in a church or community program (12%). However, 14% reported working before in food service or retail.
- When asked “How much further do you expect to go in school?” all but 20% anticipated at least some post-secondary training. When asked about usual grades in school, 52% reported getting mostly Bs or higher.

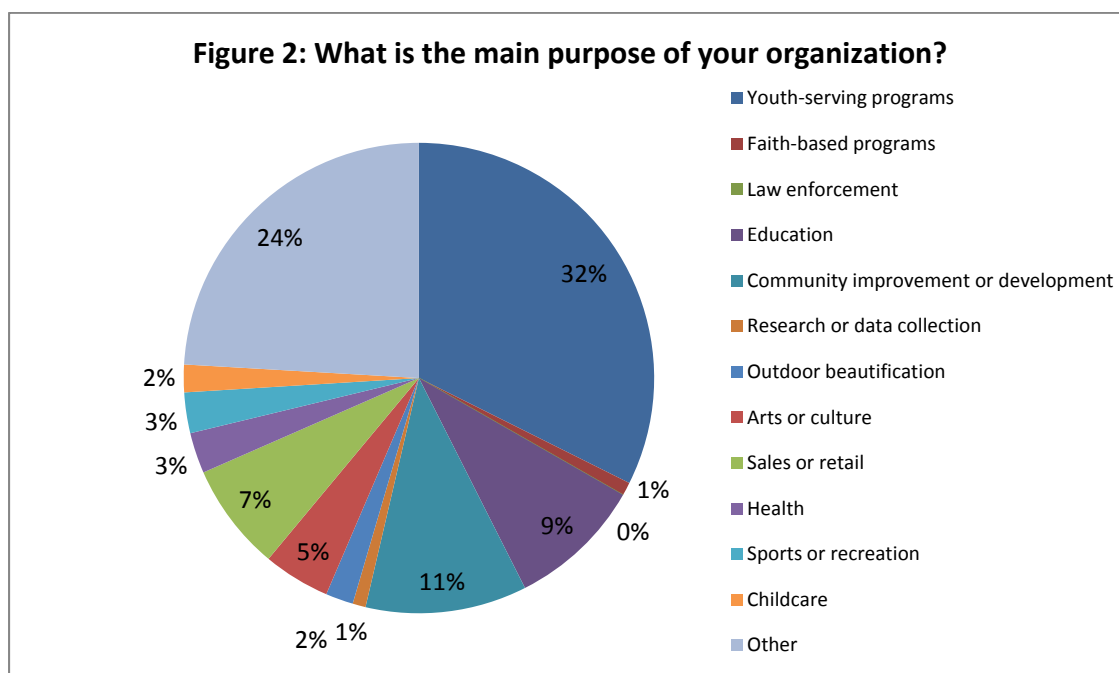
Data Highlights

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IV. Employer Exit Survey Results



Other responses include labor organization, wholesale warehouse, construction, law firm, real estate business, and a housing complex.



Other purposes cited include: human services (e.g. substance abuse, foster care, services for older adults mental health, etc), printing, property management and housing, social justice, commercial construction, waste management, labor union, law, Junior ROTC program, higher education, vocational

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rehabilitation, foreclosure prevention and homeownership counseling, marketing and sales, and industrial services.

Figure 3: How many youth did you employ this summer as part of the Detroit Summer Youth Employment Program?

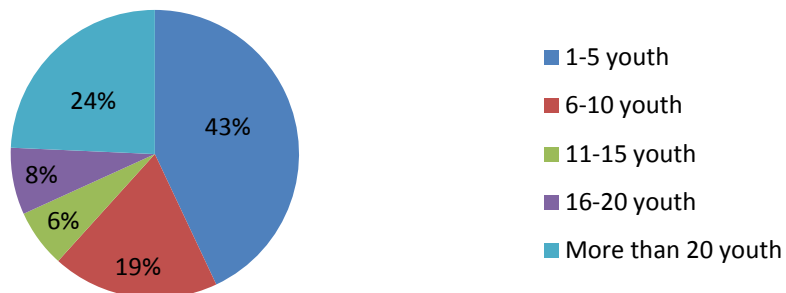
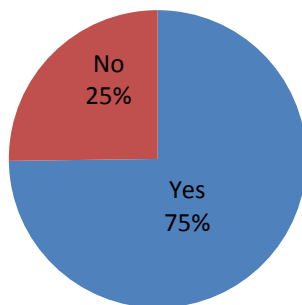


Figure 4: Have you employed youth in the past?



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Figure 5: How easy was it to participate as an employer for the Detroit Summer Youth Employment Program?

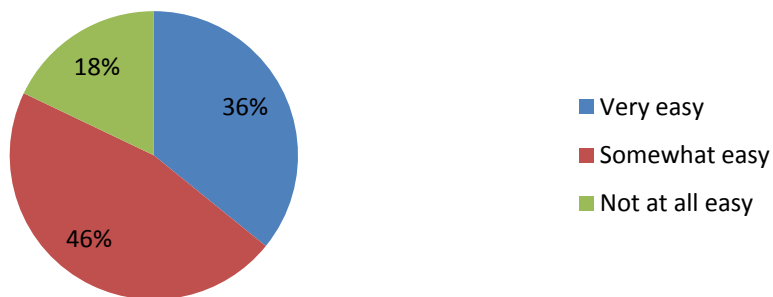
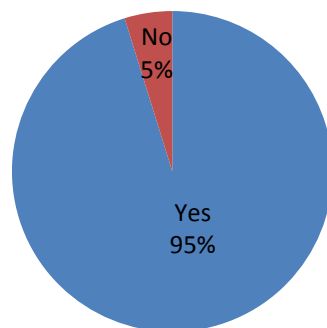
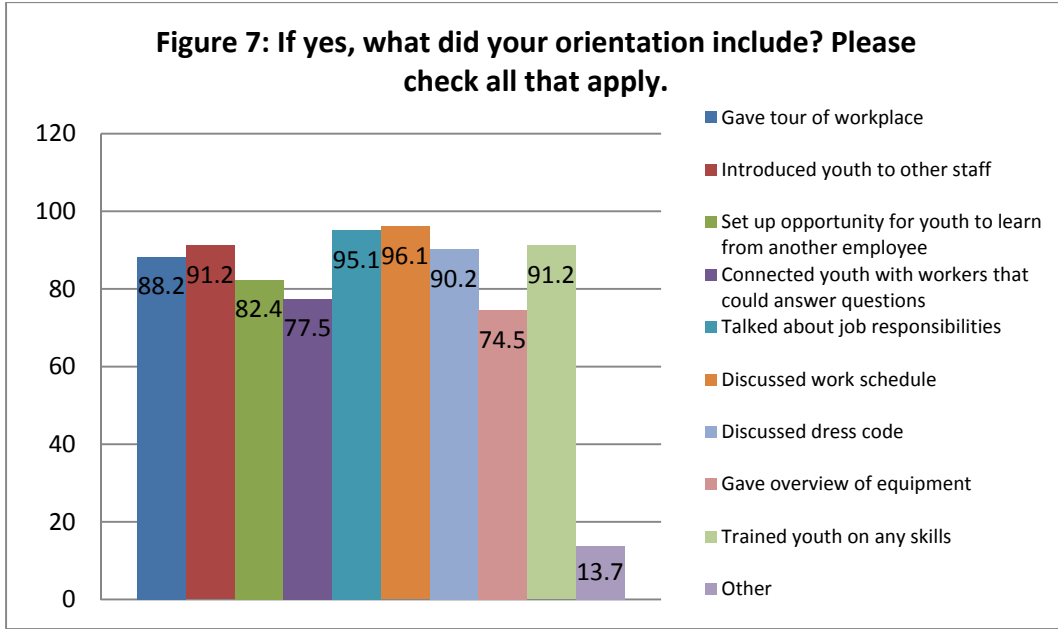


Figure 6: Did you provide an orientation to the specific position(s) youth were employed in?

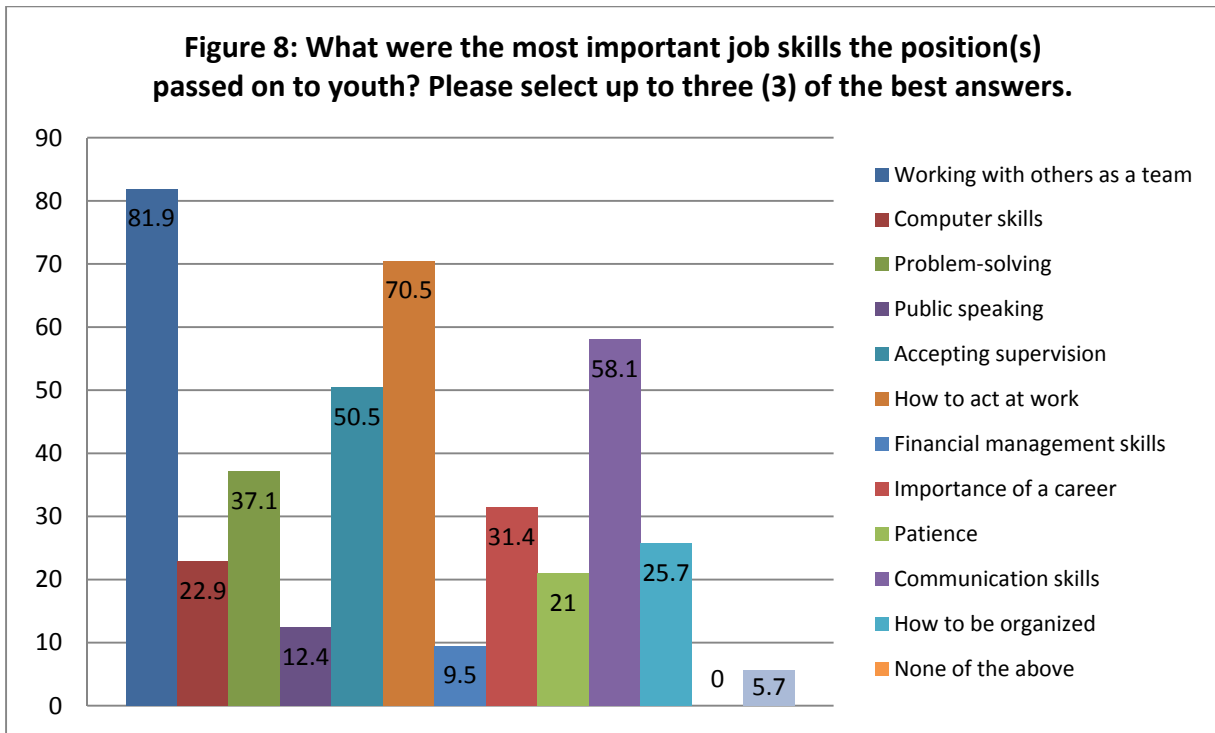


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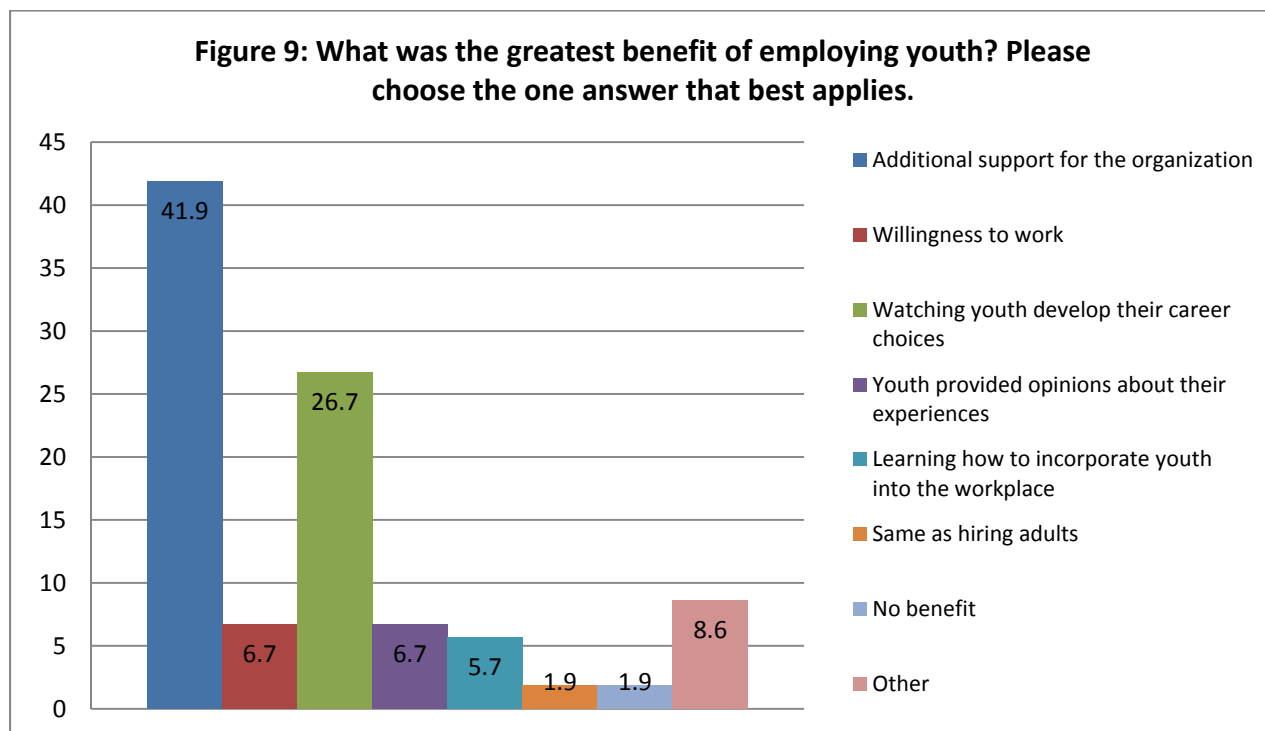
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Other orientation topics reported include: employability, youth competency assessment, employer expectations, computer technology, attendance and being on time, work ethics, financial budgeting, completing a timesheet, workplace etiquette, and organization culture, mission, and guidelines.



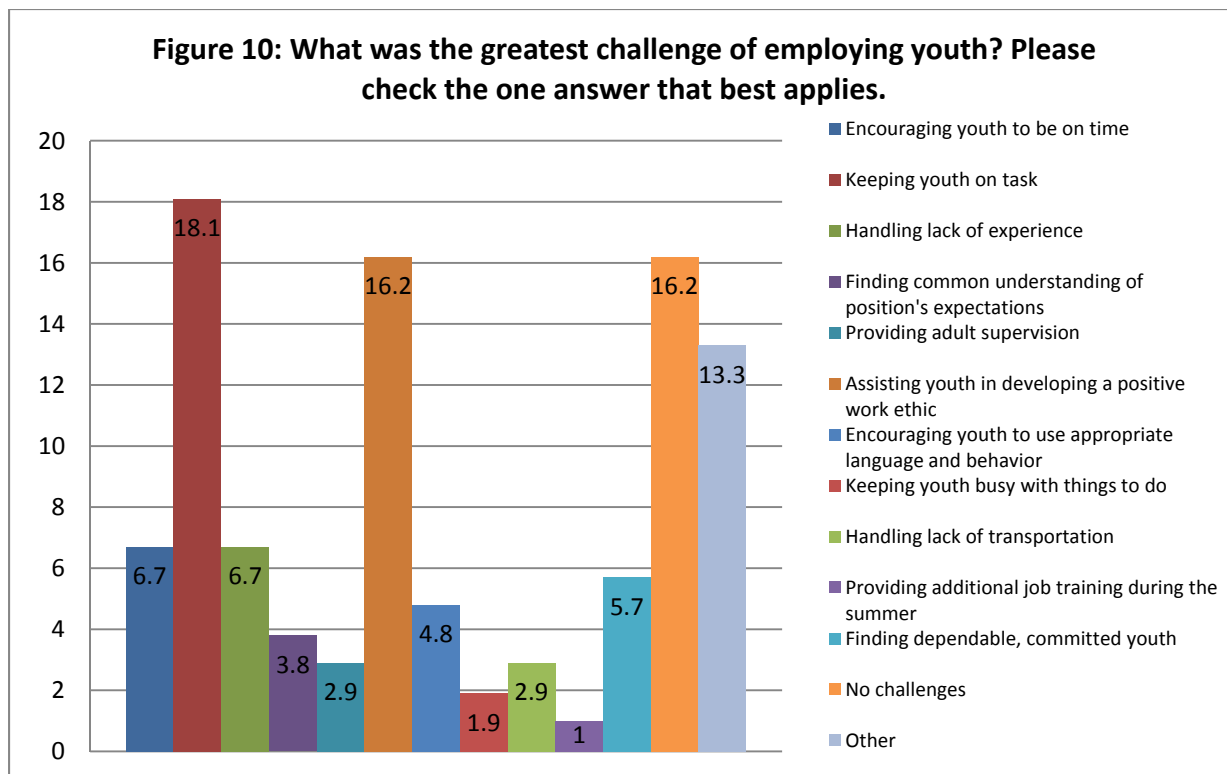
Other job skills reported include: the importance of education and its relationship to job position, leadership, community accountability, internet research, retail and pharmacy technology, and attention to detail.



Other benefits reported include: contributing to youth development (e.g. passing on experience and information, building skills, giving hope, providing alternative to negative influences and environment), watching youth learn to work independently and do a quality job, peer mentoring and having youth role models, and having opportunity to train for potential ongoing positions.

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Other challenges reported include: Not having adequate time for training and finding it necessary to train youth on all aspects of how to be a good employee, keeping youth motivated when dealing with programmatic challenges, working with youth who were experiencing significant personal difficulties (homelessness, hunger, “children in the system”), and handling “irresponsible” youth.

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Table 1: How did your work site help prepare youth for future employment?

89 out of 110 respondents completed this item, for a response rate of 80.9%. Themes developed from the responses are presented below with illustrative comments.

Building computer and technology skills

- Engaged a trainer to train our youth on business uses of Facebook and Twitter
- Offered PC and software exposure
- Provided training on additional computer skills such as mail merge and excel spreadsheets

Helping youth learn to manage their time, responsibilities, and expectations of co-workers

- Learned to manage their time and multiple projects, meeting goals and expectations
- Were taught the importance of staying on task
- Helped our young people learn the importance of being on-time and setting goals and completing task they have been given
- Taught accountability
- Learned how to handle multiple deadlines
- Provided youth with actual work assignments, deadlines, and job training

Building and providing experience with employment skills

- *Appropriate dress and behavior:*
 - Learned to be on time, provide customer service, and how to dress in an office environment
 - The ones who worked out learned how to follow dress code, how to do the work required and how to get their info into program on time to get paid
 - Taught the importance of being faithful and on time, dressing appropriately, staying productive and on task, what behaviors are inappropriate to the workplace, calling when you are running late, etc.
 - We taught the youth about the importance of being on time and prepared for work. We taught them to always remain busy and when you're not how to find something constructive to do or how to reach out to the office to learn what team members were doing
- *Basic employment skills*
 - Learned presentation skills, financial literacy, interviewing and resume preparation development
 - Offered a three-day workshop on the importance of education, goal setting, interviewing techniques, job readiness, and career development
 - Provide training on the use of various office machines and equipment, and helping youth realize what is expected when employed
 - Provided a practice interview session
 - Developed problem-solving and decision-making skills
 - Had the youth understand the basics of employment -- sharing the importance of first impressions, interviewing skills, being punctual, dressing appropriately, as well as real job skills that they will be able to put on their resume
 - Encouraged them to write their resume, which we reviewed and critiqued
- *Advanced employment skills:*
 - Learned specific skills such as multi-line telephone answering and customer service
 - Provided experience in customer services, non-profit program implementation, telemarketing and use of office equipment
 - Provided on-the-job training for clerical, food handler, counselor, and educator positions

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Table 1 Continued
How did your work site help prepare youth for future employment?

Passing on a good work ethic

- Expressed to the youth the importance of having a good work ethic
- Expressed the importance of doing a good job for the paycheck that they receive
- Passed on a willingness to learn, grow, work, and understand their possibilities
- Prepared our youth by letting them know the overall purpose of why we were employing them – it was all about community transformation and self-transformation in learning how to become a really good worker and to be involved in meaningful employment
- Focused on how to adjust in adverse work environments and on becoming more professional each day

Introducing youth to a professional atmosphere

- Provided real corporate work assignments
- Worked in an environment that allowed them to see others working
- Treated youth as "real employees" from interviews to orientation and on-going support
- Provided exposure to a structured work environment
- Treated them as we treat our employees

Teaching the importance of team work

- Showed the positive results of team work
- Provided the opportunity to work as team members
- Helped them to work as a team

Building leadership skills

- Gave them the opportunity to be a leader and take ownership of their program areas
- Taught youth how to make good choices
- Were given leadership skills that they can use in their everyday life

Offering exposure to possible career choices

- Introduced the world of research and academia as a possible career choice
- Provided experience working with children
- Exposed them to various professionals that may motivate them to consider their careers
- Had the students search careers, salaries, and college majors that would help them get to their goals
- Gained experienced by working with professionals in their field of interest
- Selected the youth and placed them on jobs that directly tied into what their individual career goals are and help them to design contacts in that area
- Learned daily activities for day care center
- Learned how to run a non-profit store
- Provided a customized training career ladder in retail and pharmacy
- Learned to umpire, referee and coach
- Prepared youth to be able to have the patience needed to work with young children and taught them how to have compassion and empathy for children

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Table 2: How did your work site help youth prepare academically?

83 out of 110 respondents completed this item, for a response rate of 75.5%. Themes developed from the responses are presented below with illustrative comments.

Building reading and writing skills

- Read to younger youth throughout summer
- Learned to prepare scripts to communicate messages to companies and individuals on the phone and letters that required use of dictionary and other tools to ensure that typos did not exist in written communications
- Provided ongoing English and communications exercises, encouraged reading, and provided several youth with special assistance to improve reading skills
- Had youth write papers, take minutes in meetings, and survey older adults
- Were able to practice applying on line, creating resumes, completing cover letters and new vocabulary words that apply to employment
- Kept journals and were asked to write about their experiences
- Assisted with vocabulary and spelling
- Prepared the youth academically by making them do a daily journal to practice their writing skills, write short term and long term goals, and have group discussions that required them to do some reading
- Youth had various typing assignments: spot essays, outlines and research papers that were checked for grammatical errors

Building math and science skills

- Offered a money management program that was like a math class
- Had all of our work tied into "applied academics" – when they built the garden house we incorporated mathematics and when they worked in the garden we incorporated science
- Used math and different formulas constantly
- Tested math skills in the shop where they had to learn to read a tape measure

Building problem-solving and critical thinking skills

- Had to build upon knowledge they had learned in school in order to complete the tasks
- Had work assignments involve researching topics, writing, and presenting ideas
- Divided children into groups, and problem solve together -- they were given hypothetical situations from a book, and asked to make the best solution, which involved math, reading comprehension and other academic skills

Strengthening skills associated with organization, following directions, and time management

- Emphasized responsibility, organization, attention to detail, following directions and accomplishing goals
- Helped youth be able to organize their time
- Stressed that being punctual, dressing appropriately, and making eye contact during interviews as well as when speaking to anyone also relate to their school environment
- Demanded organization in all that they did
- Emphasized the necessity of planning, learning teaching skills, working in a group to achieve a common goal, and using language for specific uses

Reinforcing study habits

- Taught that reading, studying, and doing a little every day goes a long way
- Offered classes in study skills training
- Coached on how to improve and check their work before they turned it in
- Employed youth as tutors, which helped them with their own skills and abilities in studying
- Encouraged and assisted with homework

Employer Exit Survey Results

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Table 2 Continued
How did your work site help youth prepare academically?

Reinforcing the importance of getting an education

- Reminded and counseled youth concerning the need to be academically challenged and prepared to compete in the learning environment and to assume their role and responsibility in making their contribution to their community and society
- Discussed the importance of education several times throughout their employment
- Encouraged our youth to complete their high school education and provide resources for this to be accomplished
- Talked them through aligning their talents with their educational goals
- Made having a plan for clear educational goal a requirement for employment
- Stressed the importance of a valuable education and utilizing necessary academic resources when they are in need of assistance
- Encouraged youth to focus on education rather than employment
- Provided opportunities to talk to staff in various positions regarding career paths, encouraged youth to do their best academically, rearranged their work schedule to ensure work did not interfere with school attendance
- Discussed the importance of an education to pursue your dreams
- Had youth completed goals for the upcoming school year, which asked youth to compare progress from last school year, rate it, and add measures for what they would like to improve

Connecting youth to higher education or educational resources

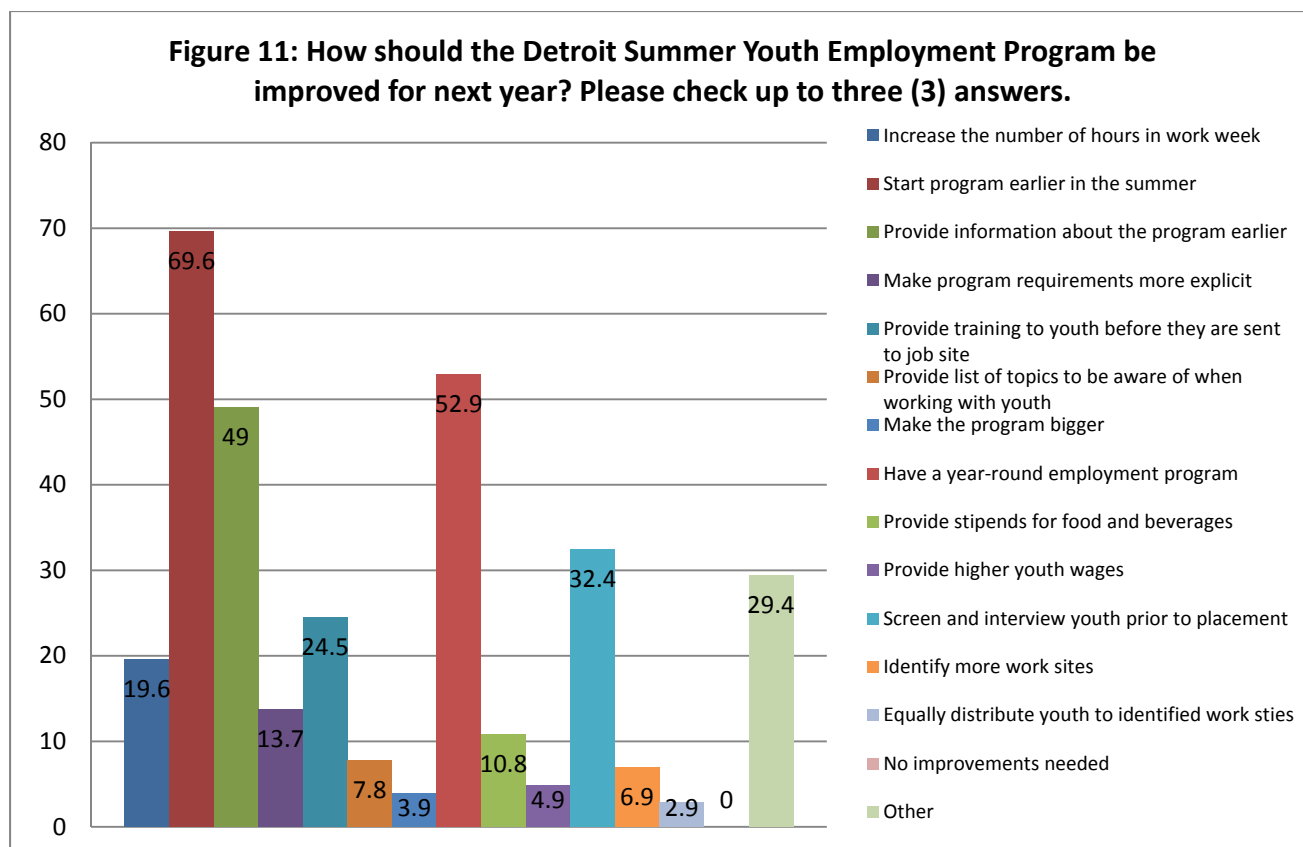
- Connected employment with a college to get hands-on training outside the store location
- Provided information and encouragement to register at a nearby GED program
- Encouraged the young people in their academic pursuits and made them aware of academic resources from other organizations
- Took the youth on a tour of Wayne State University and talked with them about college readiness
- Trained youth who did not complete high school about preparing for college at MSU and financial literacy by Young-Biz
- Had our youth participate in a college fair where they interacted with recruiters from universities and colleges from Michigan and other states
- Provided a free ACT workshop
- Provided tutorial CDs
- Encouraged students to enroll in higher education
- Distributed information on enrolling in school

Building computer and technology skills

- Helped youth become more efficient with the computer
- Made the computer lab available for academics, grant seekers, job search and basic typing skills
- Learned how the data system is used – how to make access cards, monitor and move cameras, and use the computer
- Had them working on computers daily
- Prepared the youth academically by making them use the computers to do a daily journal

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Other improvements suggested include:

- *Involve work sites more in the program*
 - Allow sites to screen and interview youth
 - Involve the sites in decisions and processes
- *Improve screening and placement of youth*
 - Make youth population diverse socially & economically
 - Ensure youth are better matched with their placement in terms of skills and expectations
 - Have drug testing and treatment available for youth
 - Ensure that background checks are done prior to placement so that the employers can place them properly
- *Provide job readiness training prior to employment*
 - Provide the youth with job readiness skills
 - Teach youth about finance, banking and saving/Mail checks/present school registration & attendance as condition for employment
- *Other suggestions*
 - Adhere to requirements specified by employers (i.e., age, academic achievement)
 - Include an onsite supervisor employed by the [implementing] organization to help keep the youth on staff
 - Have pay rate based on duties (i.e. team lead) instead of age
 - Make application and hiring process more user friendly for youth and parents
 - Have consequences for poor work performance

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Figure 12: Do you have plans to permanently hire the youth who worked for you this summer?

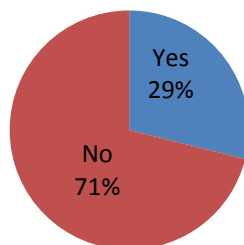


Figure 13: Would you consider hiring young people even if their salaries were not fully subsidized?

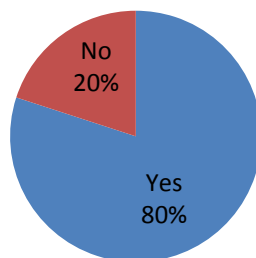


Figure 14: Would you participate in the Detroit Summer Youth Employment program again?

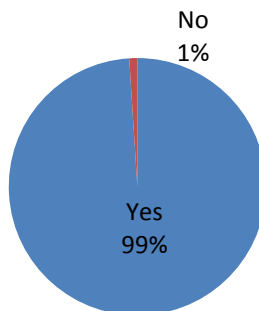


Figure 15: Would you encourage other organizations similar to yours to participate in the Detroit Summer Youth Employment program?

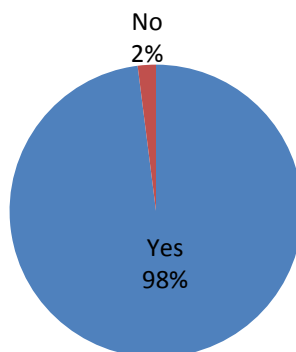


Table 3: Any other comments or suggestions

50% of respondents provided additional comments and suggestions

Accolades for the program

- Overall, we had a very positive experience with all aspects of this program
- Having these four young people has been a very positive experience for all of us. It seems like a real win/win
- Great opportunity for the youth who need every venue to succeed. Some of our youth like a stable environment, and often that first job is the vital link to learning, and growing in the right way. If the experience is good, they remember it forever
- This employment opportunity is saving our youth and giving them hope
- Thank you very much. Excellent students
- The orientation, manual, and support staff were all extremely valuable. I can't believe you put together such a great program in such a short time! Thank you for your commitment to Detroit youth
- Great Program for youth -- don't stop!
- Keep up the great work!
- I think this is a great service to both the youth and the employer

Greater involvement of and support for employers and work sites

- Bring all employers together for a "summit" meeting to discuss the benefits and challenges of their experiences – a half-day with lunch would be great
- The organizations' supervisors should be given a stipend for this program
- Provide stipends for volunteer worksite supervisors
- Planning needs to include partner organizations
- Personal letters should go out to the work sites that provided good positive programs for the youth

Employer Exit Survey Results

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Table 3 Continued
Any other comments or suggestions

More information on working with youth

- More information on how we could further positively influence the youths, business & academically, would be helpful
- I noticed the youth were not motivated to set and achieve goals, which would give a feeling of purpose; money and only money motivated them

Better communication

- A website updated daily or weekly with information for work sites and for youth employees might be helpful
- Need better communication with program staff when issues or conflicts on interest comes up
- It would be helpful if information was more timely, allowing the work site better planning and preparation

Program expansion

- I would love to hire youth year round, but cannot afford it
- Longer periods of employment required
- A summer employment experience should be incorporated into a year round schooling situation. Not only should young people be paid, but they should also receive credit that would satisfy state educational requirements.
- I would hope that the process is started earlier in the year so that youth can start at the beginning of the summer and have a full summer experience
- I tried to hire two of the older youth permanently and would like to have same youths back next year since they are familiar with our agency
- Please consider allowing some organizations to participate in year round youth employment opportunities to stimulate higher measurable outcomes

More screening and training of youth employees

- Provide youth with some basics about working before sending them to a job site
- I think a better screening of what might interest them would be beneficial. We dedicated many hours of training and mentoring for two candidates who did not show up to work on a regular basis. It was very disappointing
- I would recommend a one-day training of workplace protocol so that the employers can feel comfortable that most items were covered in their orientation with the Summer Youth Employment

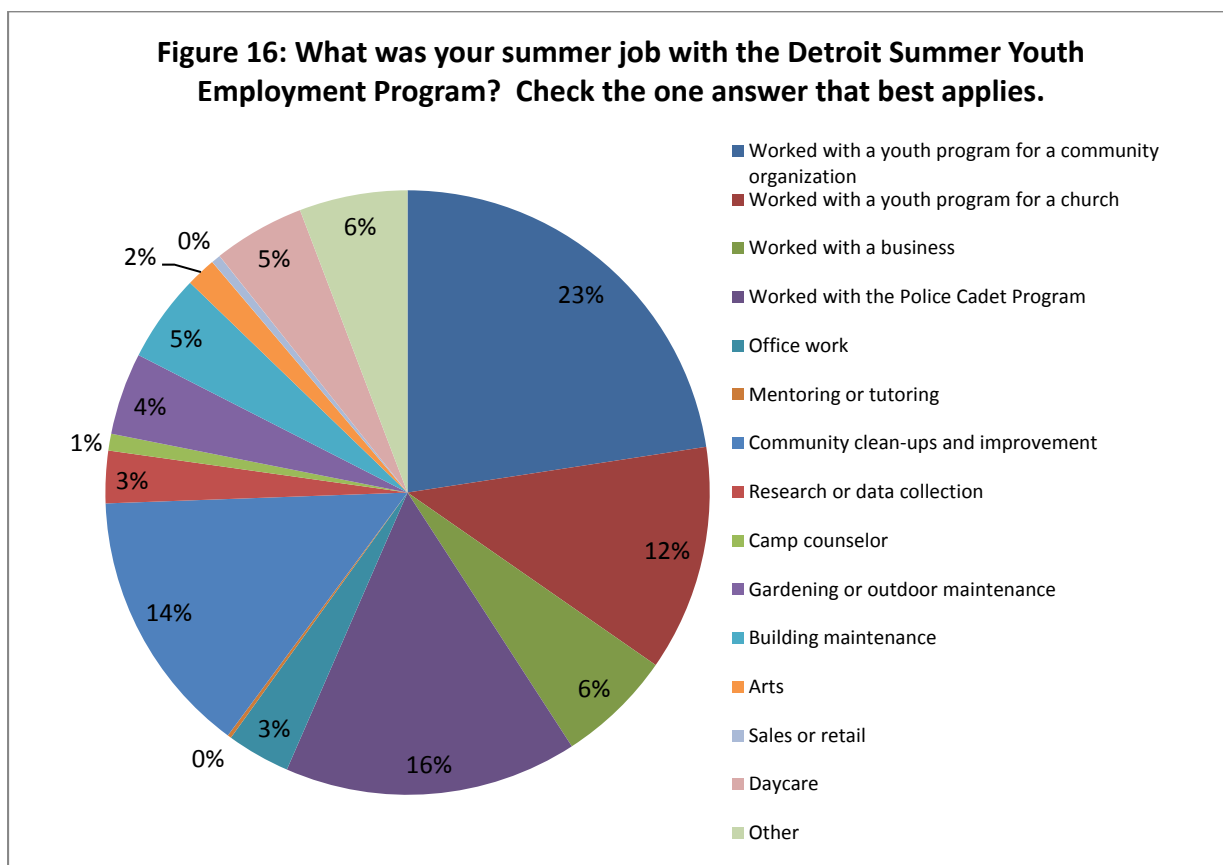
Other suggestions or concerns

- Older children should not go by parent income since many are independent
- If youth don't work out in one work site, provide extensive counseling before sending them to another site
- If salaries were not fully subsidized, we would probably hire less youth depending on the amount required by us. The benefit to the youth has to be balanced by the challenges and added burden the program presents to our staff, so for us it is best to limit the program to 6 weeks
- Receiving reimbursements for our supplies used during program

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V. Youth Employees End-of-Program Survey Results¹



Other jobs mentioned include: Worked with a community group or nonprofit organization, worked with seniors, worked at a school, and food service.

¹ Missing responses of 15% or more are noted following the graph.

Youth Employees End-of-Program Survey Results

Figure 17: Did your employer provide an orientation for your assigned job duties?

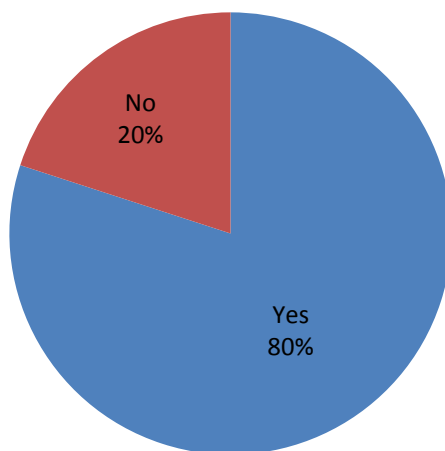
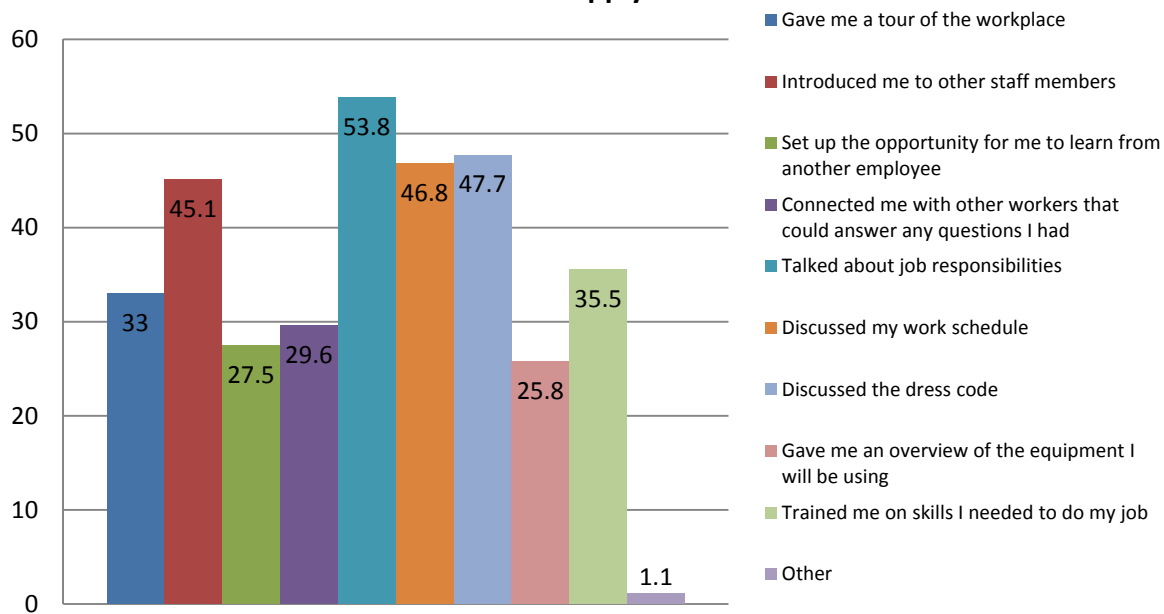


Figure 18: If yes, what did the orientation include? Check all answers that apply.



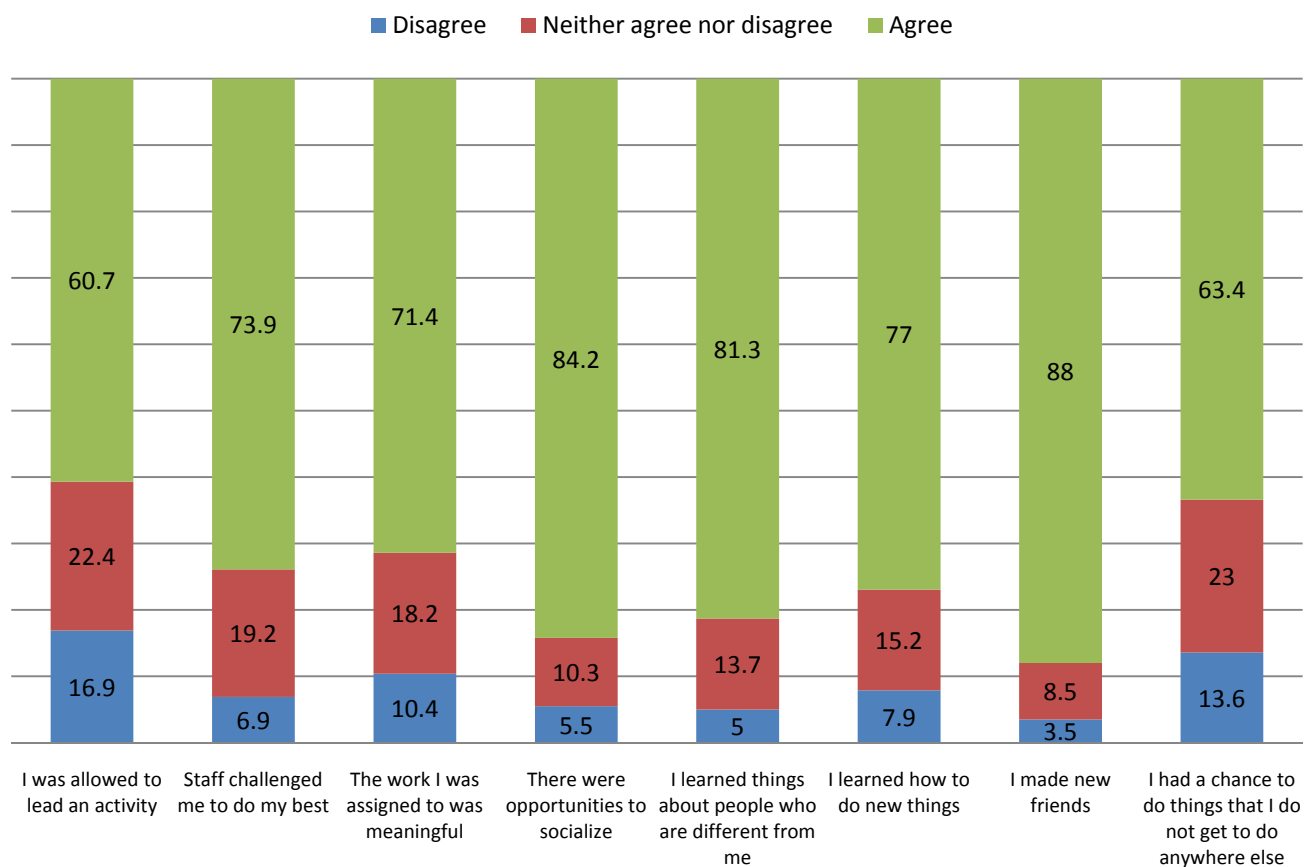
Other orientation components cited include: All of the above, gave motivation, showed me examples of what we were to do, discussed pay, and helped me open a bank account.

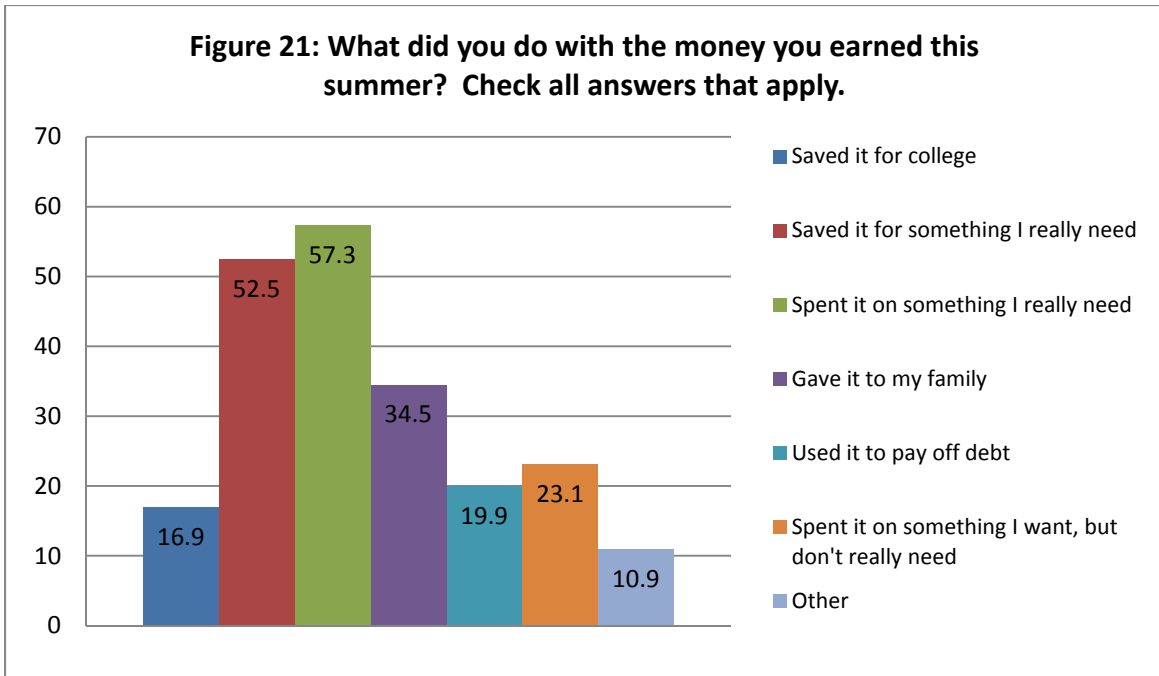
Figure 19: Please read the following statements and check one answer based on your experience with the Detroit Summer Youth Employment Program

■ Disagree ■ Neither agree nor disagree ■ Agree

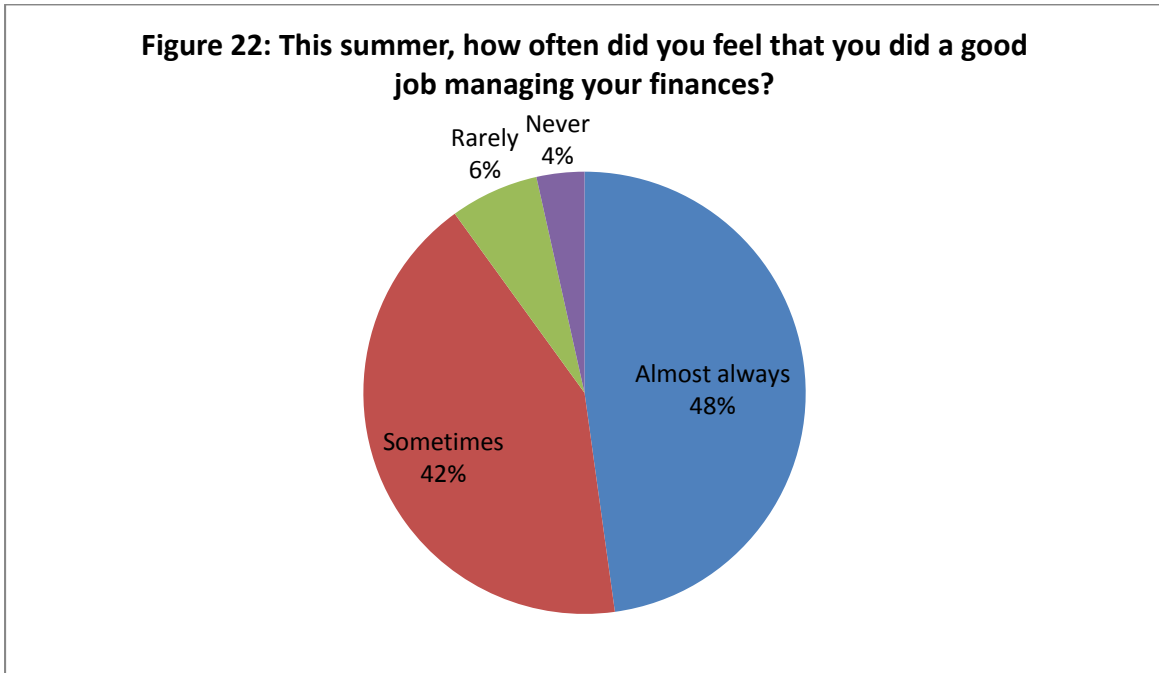


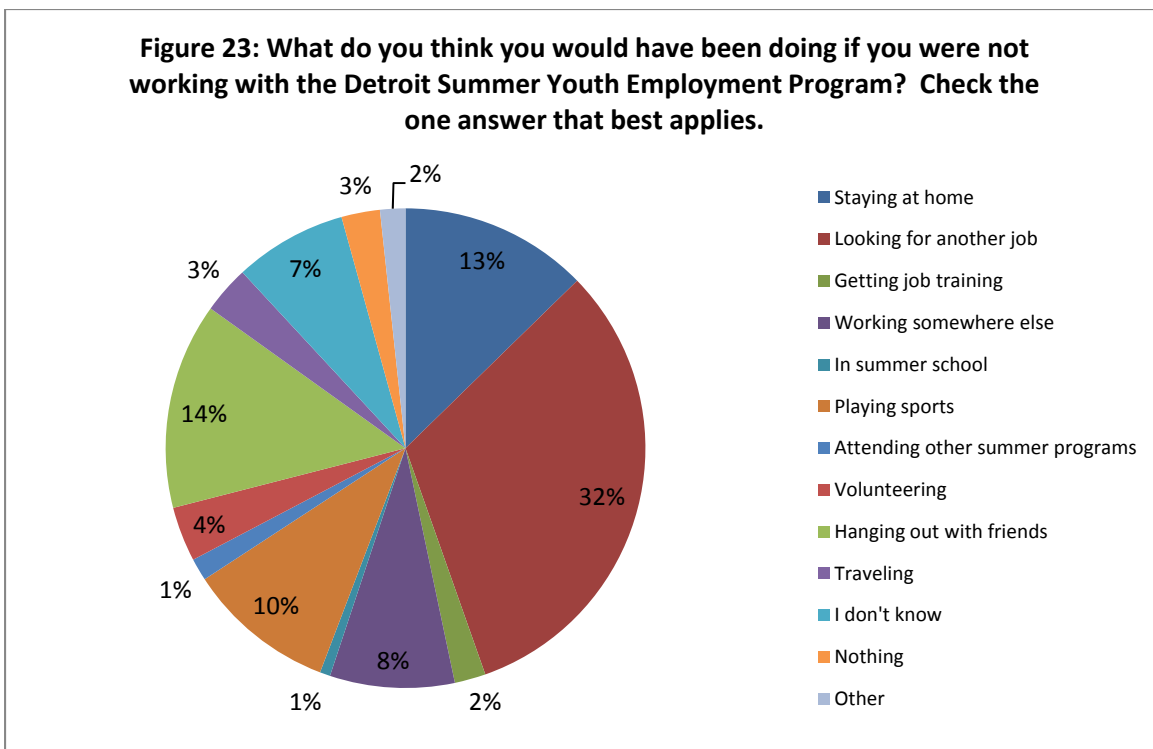
Figure 20: Please read the following statements and check one answer based on your experience with the Detroit Summer Youth Employment Program





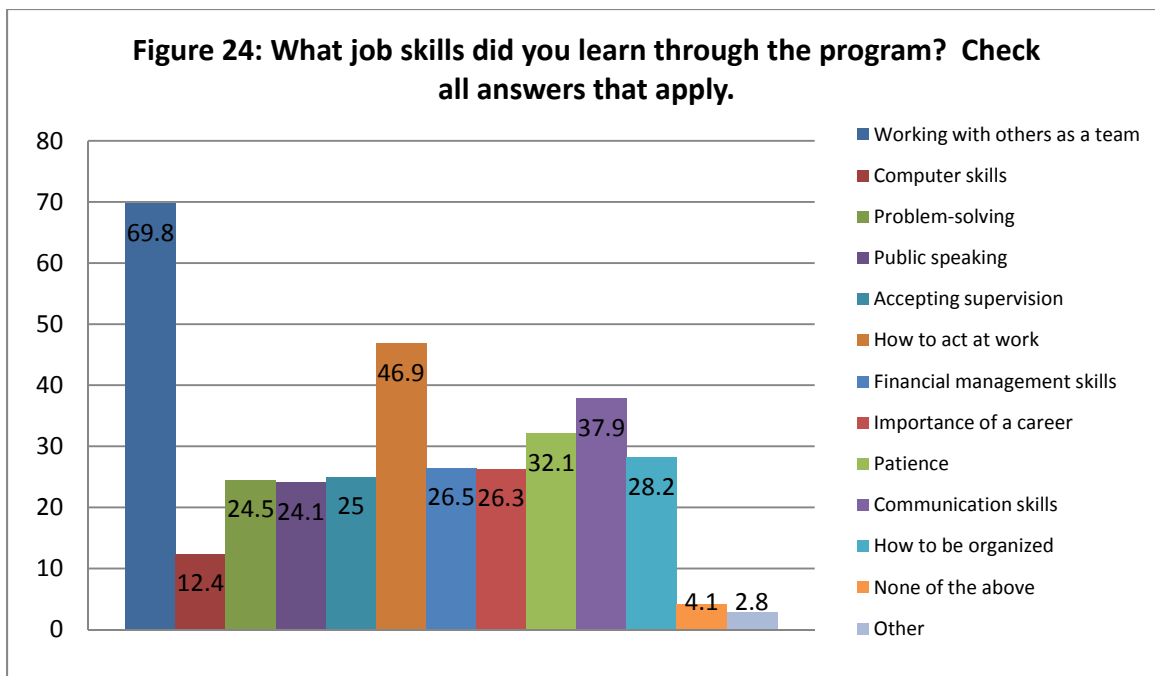
Other responses included: Did not get a check yet, saved it, saved some and spent some, used it for tuition, books, and things for school, spent it on children, and paid bills.



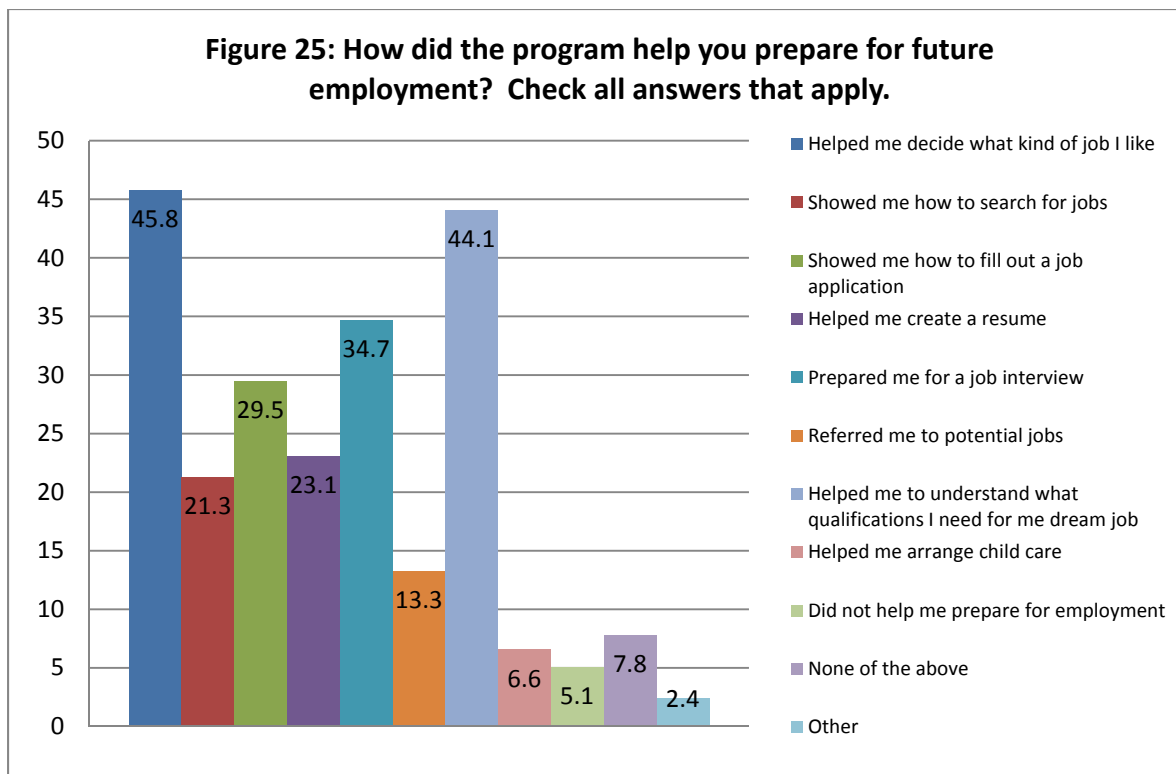


Other responses included: Getting ready for school or college, hanging out with boyfriend/girlfriend, and sleeping.

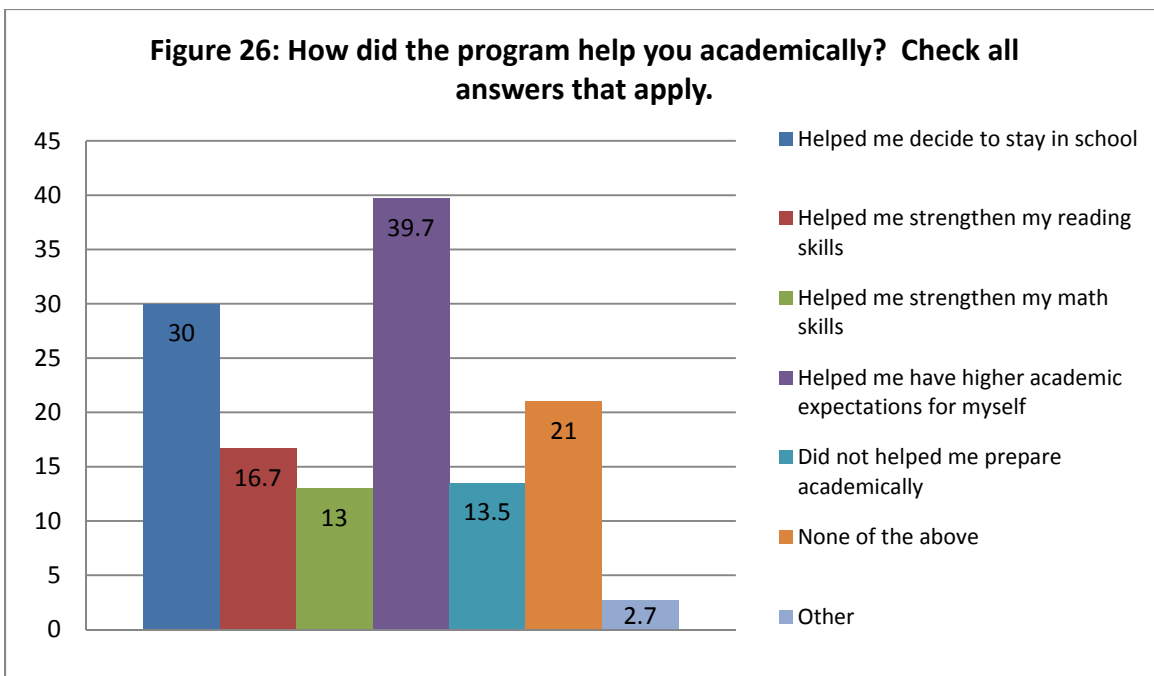
Please note that 26.2% of respondents did not complete this survey item.



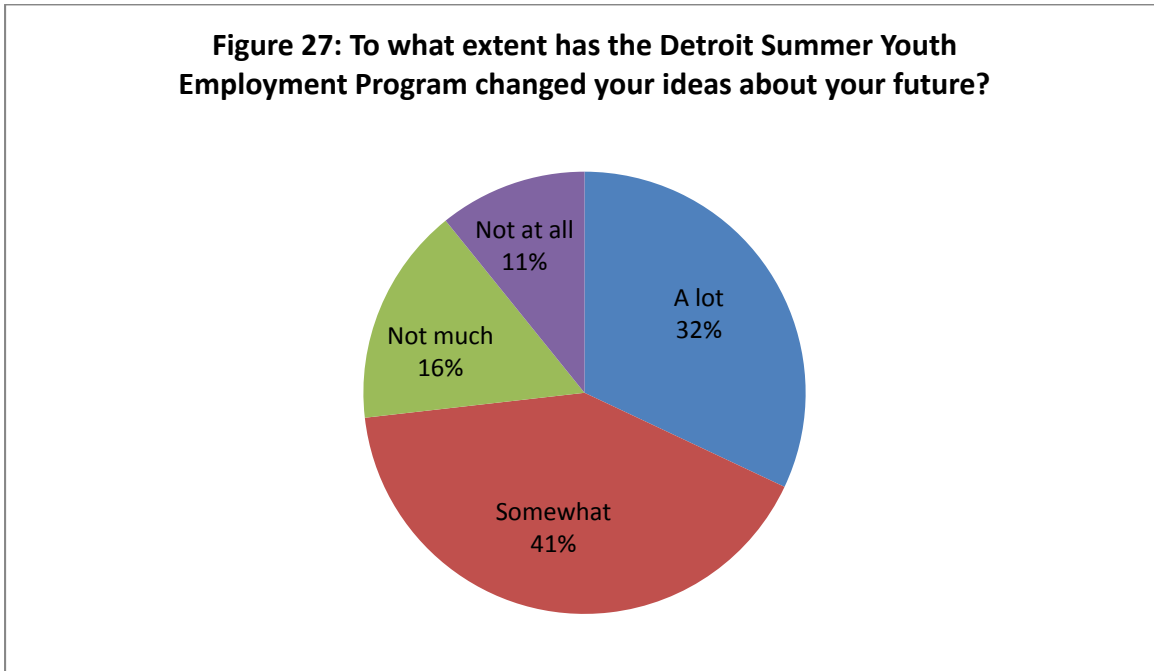
Other job skills learned include: Job readiness skills (career jobs, interviewing), skilled trades (carpentry, installing insulation), leadership skills, life skills, and working with the arts (painting, video camera).

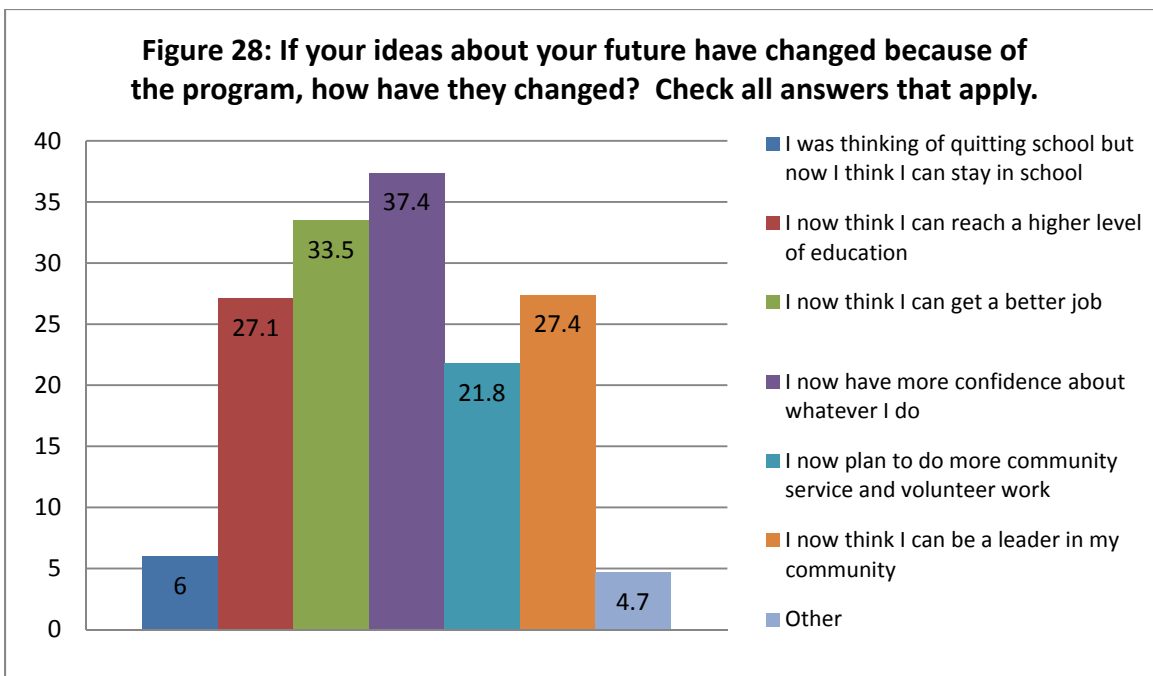


Other responses include: Gave me job experience, helped me learn to be professional, helped me for college, and showed me good entrepreneurial skills.



Other responses include: Did not help me academically, taught me life skills and leadership skills, and helped me strengthen my reading and writing skills.





Other ideas cited include: Did not change, changed my idea about the type of job I want or can get, and taught me specific skills.

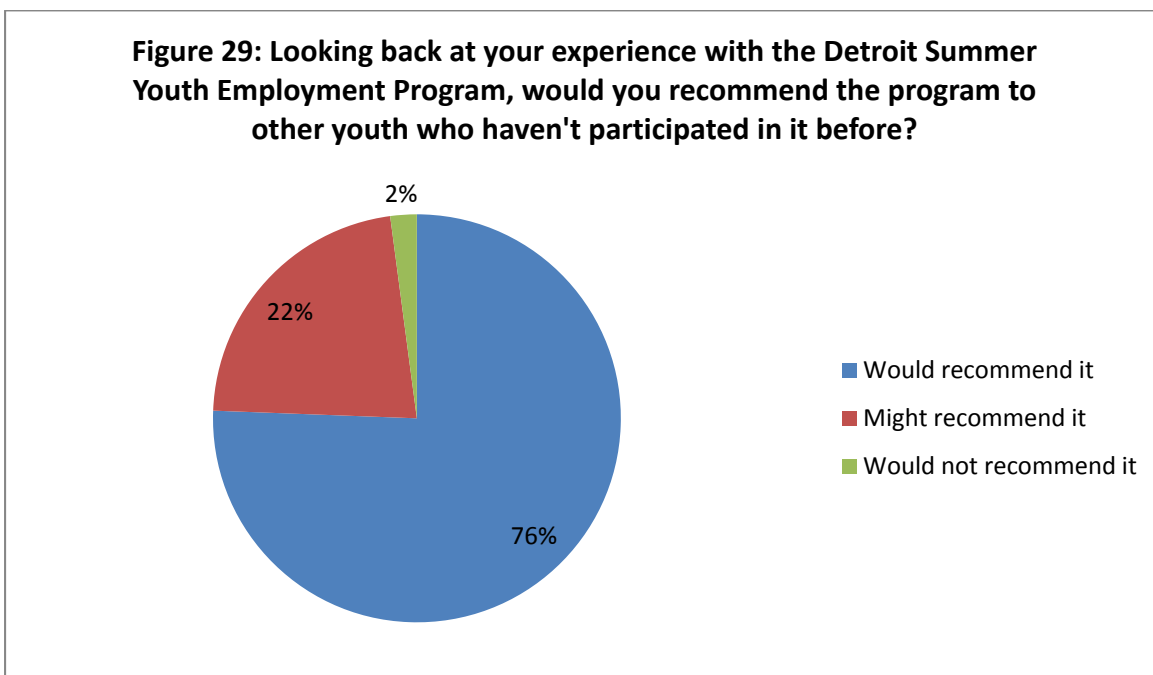


Table 4: What job would you like to be doing in 10 years?

1,141 out of 1,416 respondents completed this item, for a response rate of 80.6%. The top 10 professions are presented below with illustrative comments; see Appendix A for a full list of professions given.

Nurse

- Pediatric nurse, psychiatric nurse, neonatal nurse
- Certified nurse midwife

Doctor

- Pediatrician, OB-GYN, eye doctor, urologist, cardiologist, Army doctor
- Surgeon, anesthesiologist, neurosurgeon, pediatric surgeon, neonatal surgeon
- Medical examiner, holistic doctor, sports medicine physician, radiologist

Lawyer

- Business law, corporate attorney
- Defense attorney, district attorney, prosecution attorney,
- Criminal justice lawyer for juvenile delinquencies

Entrepreneur or shop owner

- Catering, chef owning my own restaurant, massage, spa, production company, salon, barbershop
- Collision shop, car dealership, car wash, painting, heating and cooling
- Daycare, adult care

Engineer

- Electrical, computer, mechanical, automotive, civil, chemical

Sports

- Basketball (NBA, WNBA), baseball (MLB), boxing, football, UFC and mixed martial arts, and bowling

Corporate career

- Business manager, business man/woman, business administration,
- CEO
- Financial advisor, business consulting, marketing, banking, marketing

Arts, dance, and music

- Design art, cartoonist, graphic novelist, computer animation
- Choreographer, dancer, dancing with Alvin Alley, teaching dance
- Music producer, Mariachi with a Master's degree, rapper, R&B and rap artist, singer, music/sound engineer

Police officer, detective, and law enforcement

- SWAT team, homicide detective, K-9 officer

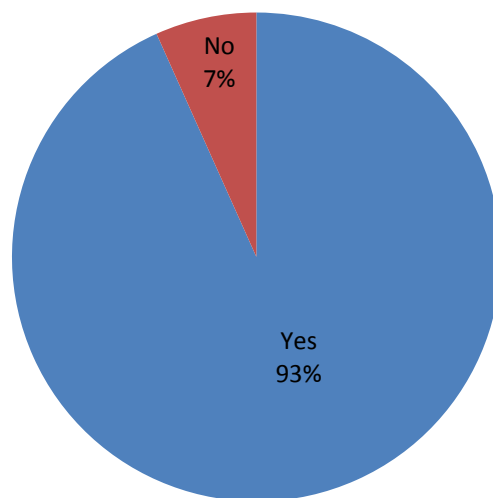
Teacher

- Pre-school teacher, high school teacher, music teacher, English teacher, special education teacher

Youth Employees End-of-Program Survey Results

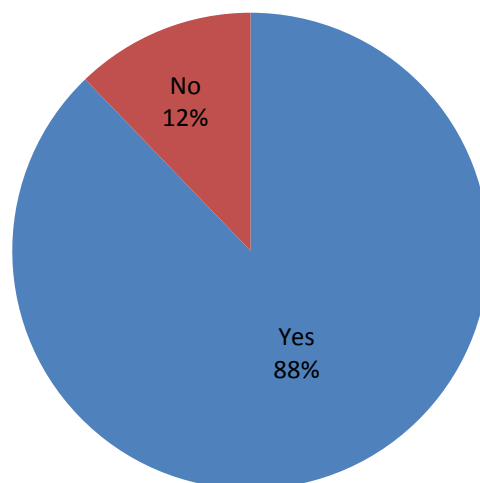
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Figure 30: Do you need to finish high school to get this kind of job?

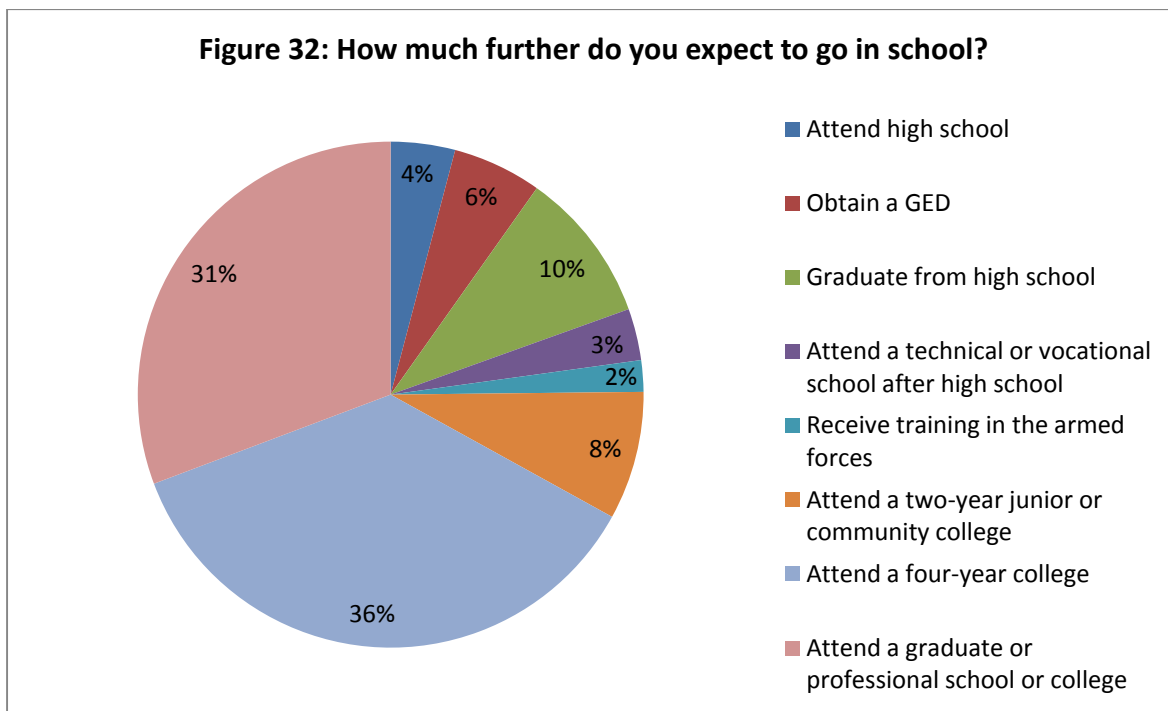


Please note that 15.5% of respondents did not complete this item.

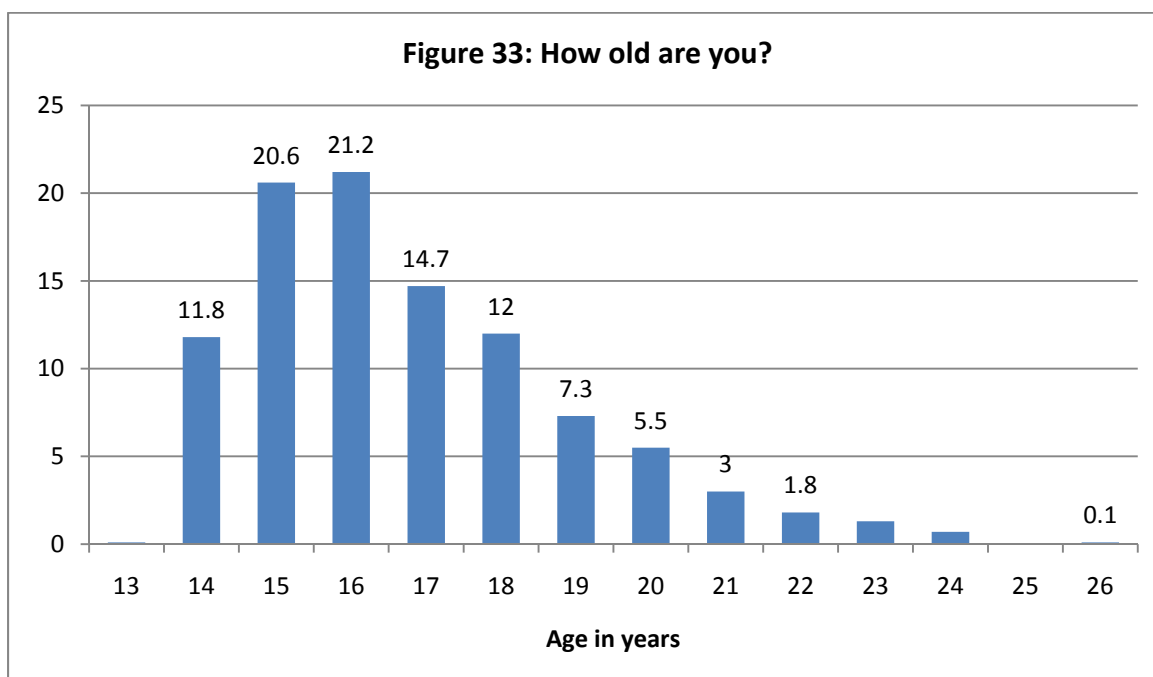
Figure 31: Do you need to finish college to get this kind of job?

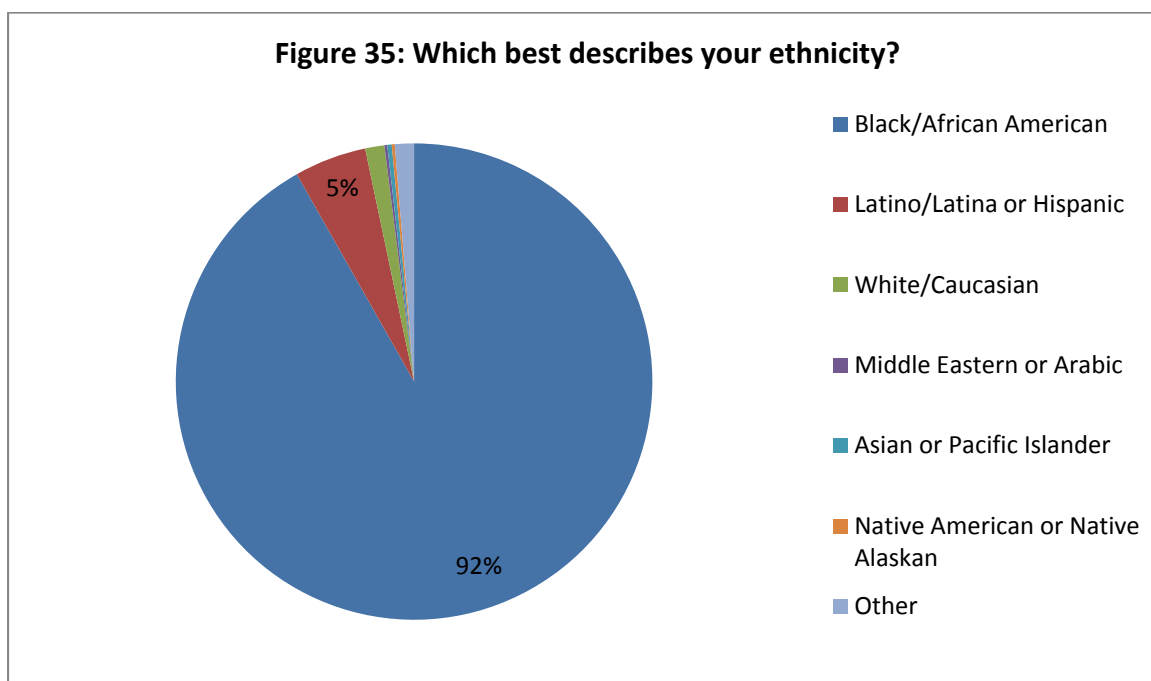
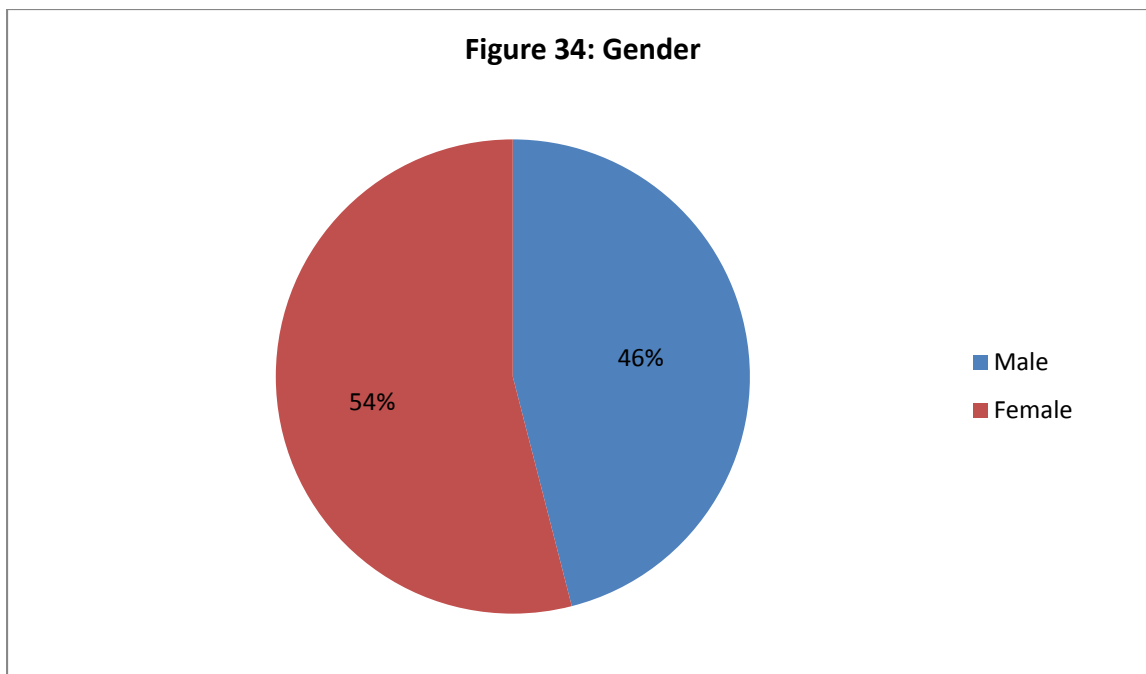


Please note that 15.0% of respondents did not complete this item.

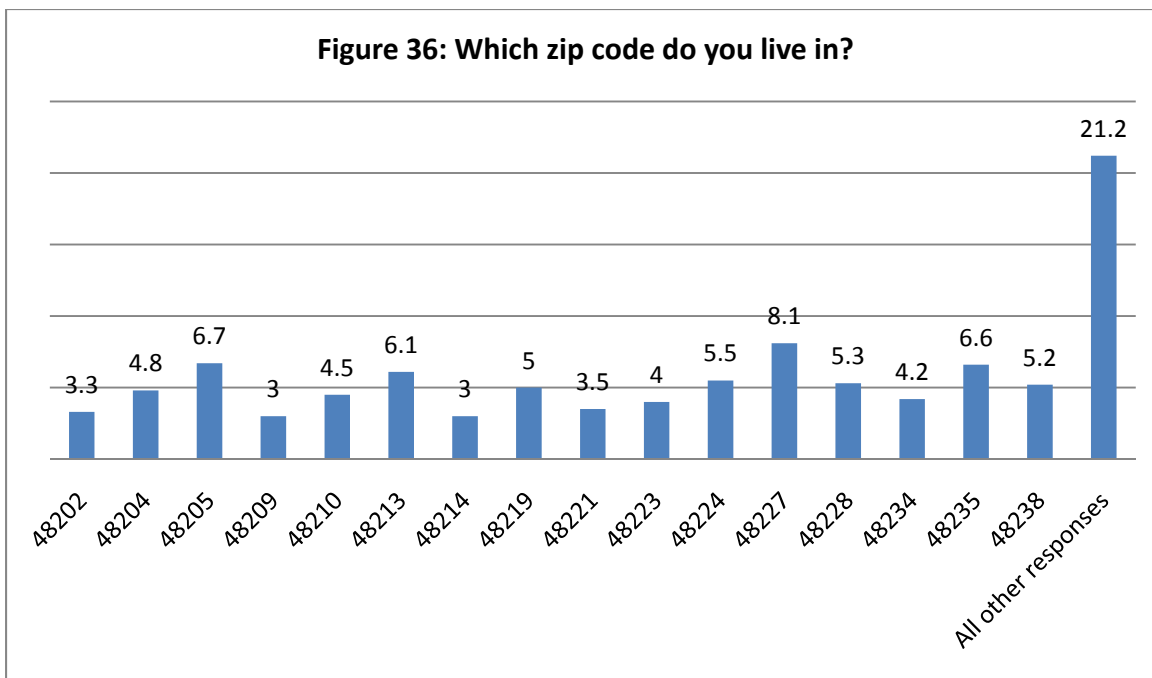


Please note that 29.8% of respondents did not complete this item.

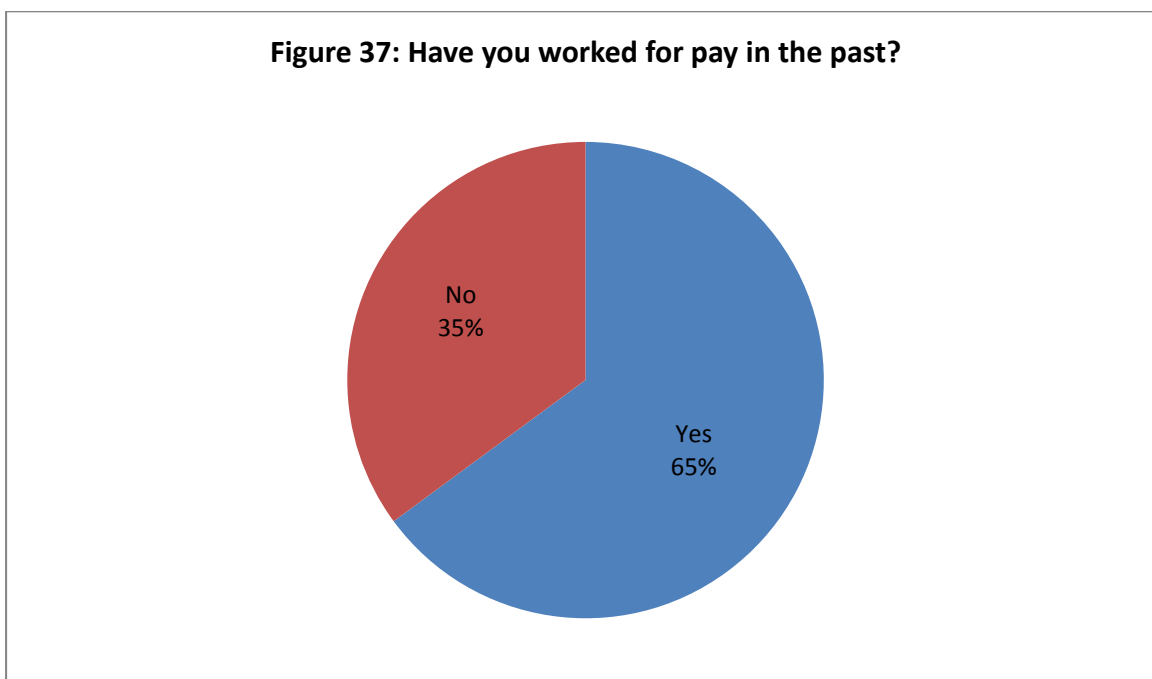




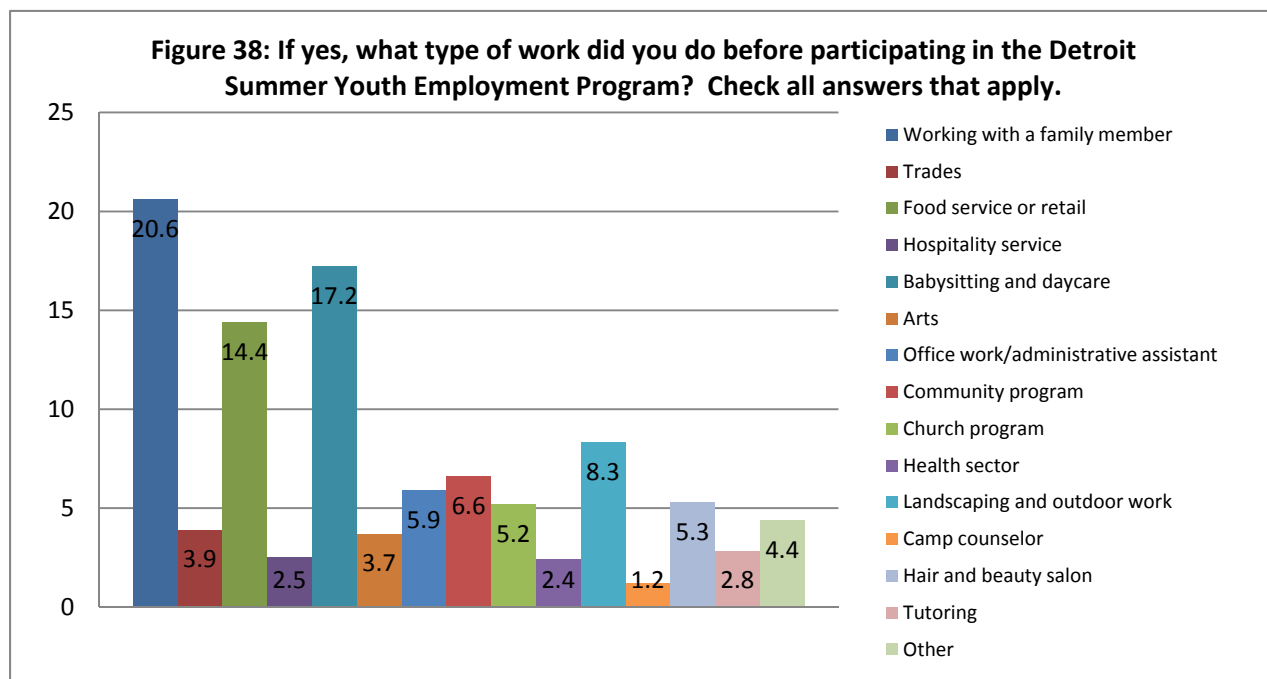
Other ethnicities cited include: African American and Caucasian, African American and Chinese, African American and Hispanic, Aboriginal



Please note that 20.2% of respondents did not complete this item.



Please note that 16.7% of respondents did not complete this item.

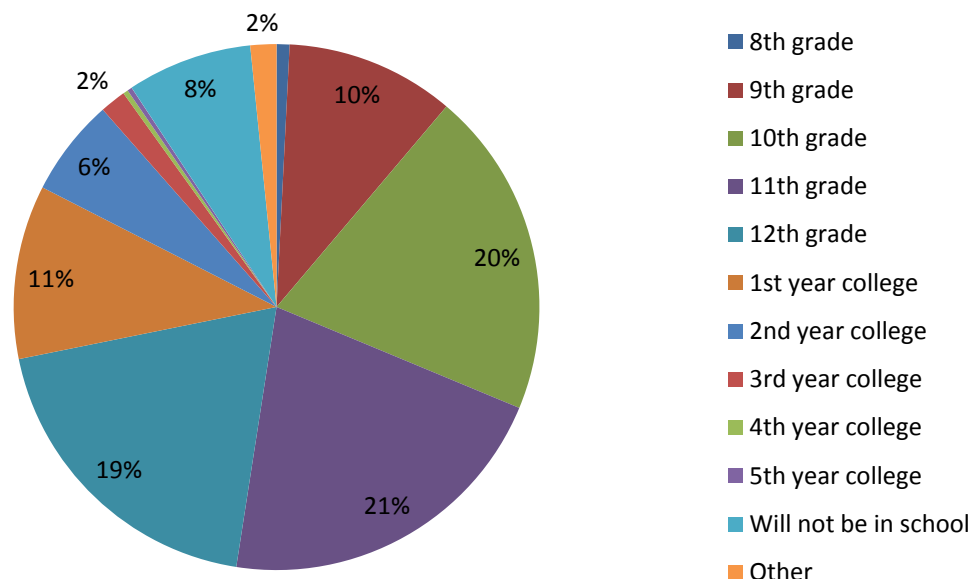


Other jobs mentioned include: Junior Police Cadet Program, I haven't worked for pay in the past, other summer programs, youth programs and working with children, and manufacturing.

Youth Employees End-of-Program Survey Results

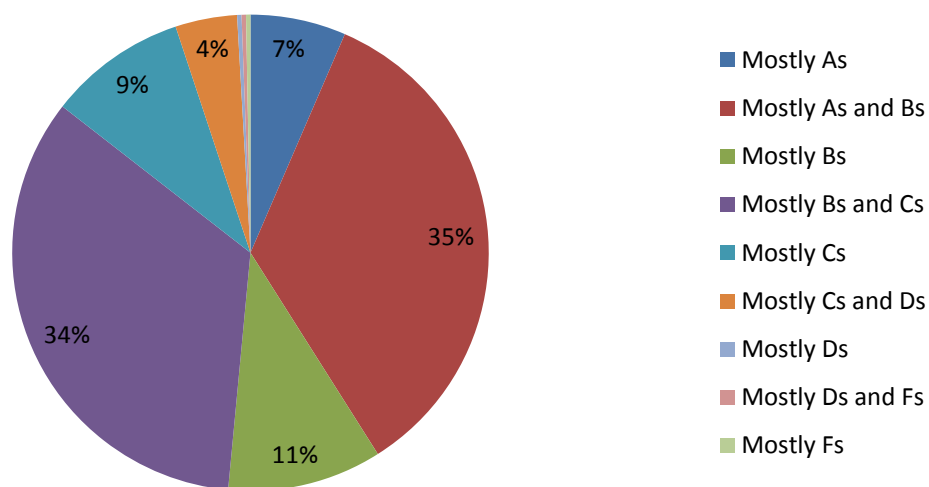
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Figure 39: What grade will you be in school in September 2009?



Other grades cited include: Getting a GED, graduated high school but not starting college until 2010, already graduated. *Please note that 15.4% of respondents did not complete this item.*

Figure 40: What grades do/did you usually get in school?



Please note that 18.5% of respondents did not complete this item.

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Figure 41: In one week, how much time do/did you usually spend doing homework?

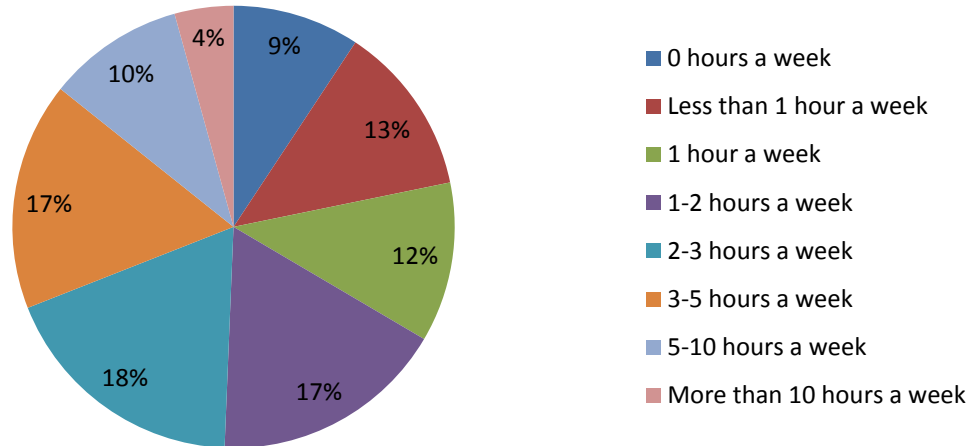


Table 5: Share any additional comments you have about your job site

652 out of 1,416 respondents completed this item, for a response rate of 46.0%. Themes developed from the responses are presented below with illustrative comments.

(Only themes with more than 10 responses are highlighted here; see Appendix B for a full list of responses)

I enjoyed the experience – 52% of respondents shared this type of comment

- It was a good first experience
- I liked it and finally found a job I enjoy doing and makes me want to work
- Working with this youth program made my summer meaningful
- I was given the chance to work hard and make new friends
- I had a great experience doing something I never thought I would be doing
- One of the best decision I've made this summer -- very fun and educating program that all youth should attend

I liked the people I worked with – 12% of respondents shared this type of comment

- The staff made me feel like I had been there for many years
- The staff at my worksite were very helpful and they assisted me with any problem that I may have
- I love my job site. Everyone is nice and it feels like my family. I can call on everyone for help if I need it
- They were really friendly and didn't mind explaining things for me. They taught me a lot that I will need in my future and I will be forever grateful!
- The supervisors were really nice to us; they helped us out a lot, not only in our job but in our life and the way we see the world and I liked how they brought in an important man to talk to us --- that meant a lot to me

I would like to continue working with my job site or work at my job site next year – 10% of respondents shared this type of comment

- I would love to stay here paid or unpaid (preferably paid)
- I would love for my job to continue throughout the year

I learned life skills or job readiness skills

- It taught me honesty, communication skills, receiving constructive criticism and work skills
- I learned to work well with others, to take control in a group and be the group leader
- It was a good experience and helped me realize the job opportunity I have out there and how you can't get nowhere without an education
- Showed me how to budget my money
- I learned how to communicate with other people and work as a team
- It was a lot of work but we got through it as a team and it looks great

I liked meeting new people

- I had a nice time meeting new people, that I will make sure I keep in contact with
- I have made new friends and I have also opened up more
- It really gave me a chance to meet people who need the same things and to spend the summer doing something productive

It was boring

- While working here there were times when they did not have anything for us to do and it got boring
- It was boring because we didn't do anything but sit inside and talk
- Very boring --- sat and watched movies all day

Table 5 Continued

Share any additional comments you have about your job site

I enjoyed working with children

- I was happy to help the youth
- I actually wouldn't mind working at a daycare

I had a negative experience

- I did not appreciate that I was not placed at a worksite where people who came for the program at the end got placed somewhere where they worked 30 hours a week, where as I worked 20
- The only thing I have to say about my worksite is that if you don't get all of your work done or if you make a mistake the adults get mad, but if they make a mistake they want you to feel sorry for them . . .and I hate it
- This was very unprofessional job site --- we simply sat and did nothing 90% of the time; it did NOT prepare me for school or the workforce,
- I feel as though the time spent here was meaningless, and I hope that this program will be revamped
- I couldn't stand it – I worked in somewhat of the same program last year and it was a lot better

I enjoyed working with the community

- I got to go out into my community and talk to people about how they felt about the safety
- It helps the community of Detroit – this wasn't my forte of work but it was for the better of the community
- I really liked working here and cleaning up the community. I felt good about myself, thinking that I was doing something good for myself and others

Extend the program

- I would like year-round work
- I wish this program should be extended because it will help me pay for school books, school clothes, and school supplies

I learned new skills

- I really enjoyed working here because I didn't know how to draw and now I know how to do a little more than what I use to
- At my jobsite I learned things I never knew how to do and I had fun doing it; we did office work and community services

Gave me exposure to a new job

- I really enjoyed putting my own ideas in the articles of the magazine, researching editing and most of all publishing the magazine
- I enjoyed going into homes informing homeowners of how to conserve on their energy bills and putting retrofits into homes

I enjoyed working with seniors

- I enjoyed working with seniors -- you can learn a lot from them

Staff was not respectful

- Some people need to learn how to speak to others and I feel if we are doing the same work we are co-workers and should not be treated like kids at school
- Employees need to have more respect for the summer youth employees!
- Supervisor, counselors were very impatient and never really wanted feedback on themselves

Table 6: Share any other comments or suggestions to improve the summer employment program
 511 out of 1,416 respondents completed this item, for a response rate of 36.1%. Themes developed from the responses are presented below with illustrative comments.
 (Only themes with more than 10 comments are highlighted here)

Better way to get checks out, better pay, get checks out on time – 31% of respondents shared this type of comment

- Pay us a little more so we can be able to do more
- I think that the way the checks are issued should be changed. Sometimes you would have to wait in line for 6 hours to get the check you earned, and I don't think that's fair
- Have 2 days where the youth and older youth can receive their checks – some people I have ran into said they will not be in SYEP next year
- Didn't get the rest of my 1st check till 3 weeks later; I'm very disappointed in the program and I have a very important task to complete with my check
- You should be able to provide the checks to their worksite; the picking up checks in a line of line 700 people and standing in the rain, is not my cup of coffee
- Pay employees on time, and give correct amount
- This is the most pitiful work program I ever been in because I've been waiting for my check for awhile and I really been busting my butt working thinking I was gonna get a check and didn't get a damn thing ... I am PISSED OFF!!!
- It needs to be more money for 14-17 year olds

No improvements needed – 24% of respondents shared this type of comment

Program should be more organized – 15% of respondents shared this type of comment

- Actually have something planned for the workers
- More communication
- More organization, less time losing files, be faster, and have a plan
- Start the program on time
- There should be more organization when signing up for this program

Longer program, more work, and start earlier

- Program should start in July
- More work
- More hours and days of the week

More positive attitudes

- Actually care!
- Get more mature people
- More positive mentors
- Employees who are respectful and courteous
- What would make the program better are the employees getting to know each other better!

Table 6 Continued**Share any other comments or suggestions to improve the summer employment program****Improve job placement**

- Job placement for older youth
- We should have more of a decision as to where we work
- Give more choices and make the jobs a little fun
- I think that they should improve the time --- it takes too long for them to get people in the program and starting on their jobs
- Have sites where people will interact with us
- Let us choose our worksites

I want to work with the program next year**Have a year-round program**

- I want a regular check
- Year-round program for older youth
- Year-round program for younger youth
- I think the summer youth programs should be able to give more teenagers jobs and help them get a job when the summer program is over because some parents still can't get the stuff the kids need for school and other thing they do

Lunch issues

- I think we all should be able to go out to eat for lunch
- Free lunch
- Lunch program
- A space to have lunch in

Let more youth know about the program and employ more youth

- More kids
- Help out kids who really need it
- Up the age limit to 25 years

Comfort and dress issues

- More comfortable chairs
- More fans or air conditioners
- Be allowed to wear shorts when it is hot
- Need to work indoors with A/C
- New uniform

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VI. Data Findings – Gender, Age, and Academic Achievement

Youth responses are compared by gender (*male and female*), age (*13-15, 16-18, 19-21, 22 and older*), and academic achievement (*mostly As and Bs, Mostly Bs and Cs, Mostly Ds and Fs*). Differences at a significance level of .01 or less are noted.

A. Gender

Most jobs and placement sites had a similar number of males and females. However, there were a few areas where the proportion of males and females differed noticeably. These include four job areas where more females reported working than males: working with a business (51 vs. 28), office work (30 vs. 9), arts (14 vs. 4), and daycare (47 vs. 15). More males than females reported working in building maintenance (28 vs. 18).

When answering what they would have been doing if not in the summer program, there were some responses that were more likely to come from males than females. These include getting job training (14 vs. 5) and playing sports (66 vs. 20). Females were more likely to respond staying at home (71 vs. 46), volunteering (23 vs. 10), and “I don’t know (44 vs. 24).” There were no significant gender differences in response to questions about orientation and positive development experiences. With respect to what they did with money earned over the summer, females were more likely to respond that they “spent it on something I really needed (62% vs. 54%).”

Regarding job skills learned through the program, females were more likely to respond “how to act at work (51% vs. 42%)” and “patience (37% vs. 28%).” Males were more likely to generally respond that “the program changed my ideas about the future” somewhat or a lot (76% vs. 69%). Females were more likely to respond that the program specifically changed their ideas in that “I have more confidence (42% vs. 33%)” and “I can be a leader in my community (30% vs. 23%).” Females were more likely to agree that “you need to finish high school to get the job you want (96% vs. 91%)” and also that “you need to finish college to get the job you want (92% vs. 83%).”

Males were more likely to have worked for pay before (70% vs. 60%). However, the type of work that males and females had done also differed. Males were more likely to have previously worked with a family member (31% vs. 17%), in the trades (8% vs. 2%), and in landscaping (18% vs. 2%). Females were more likely to have previously worked in babysitting and daycare (27% vs. 11%) or at a hair and beauty salon (9% vs. 2%). Finally, there were significant gender differences in academic achievement. Females were much more likely to report getting grades of As and Bs (49% vs. 33%).

Thus, although there were relatively few gender differences, the differences that exist are profound. Gendered differences in employment seem to start early, at least with respect to the type of work men and women are likely to do—with females tending toward child care, hair care, and clerical work and males tending toward physical labor and skilled trades. And within this population of mostly low-income youth of color, the women were more likely to see value in higher education and report getting better grades.

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B. Age

The type of job or placement often differed by age. The older youth (22 and over) were more likely to work with a youth program for community organization, with a business, in office work and building maintenance. The younger youth (13-15 years old) were more likely to be part of the police cadet program and community clean-up. The 19-21 year old group was most likely to be involved with daycare and also community clean-up. The 16-18 year olds comprised the biggest group numerically and were fairly well represented in all job areas except for being placed with a business or in office work.

The response to what they would have been doing if not in the summer program also differed by age. The older youth (both 19-21 and 22 and over) were much more likely to say they would be looking for another job (55% and 50% respectively) or working elsewhere (both around 17%). The youngest youth (13-15) were much more likely to say staying at home (17.5%), playing sports (14.5%), volunteering (5.1%), hanging out with friends (21.2%) or nothing (4%) than their older peers. This might reflect that there are fewer options and a greater sense of urgency around employment for the older respondents.

There are many substantive differences based on the age of youth respondent. For all nine questions about orientation skills, older youth were more likely to say yes, the orientation included the stated aspects. For the positive youth development questions, older youth were more likely than younger youth to report: there was an adult I felt comfortable talking to, I received feedback on my performance, I felt my opinion mattered, I was allowed to lead an activity, staff challenged me to do my best, and I learned how to do new things. Older youth were more likely than younger youth to say they used their summer earnings to pay off debt and that they did a good job managing finances. Conversely, the 13-15 year old youth were more likely to report spending their summer earnings on something I do not really need.

The oldest youth (22 and over) were more likely than all other age groups to report that they learned job skills that include the importance of a career and how to be organized. The youngest respondents were least likely to report learning job skills that include accepting supervision, patience, and communication skills. However, younger youth were more likely to report becoming prepared for more basic employment skills such as how to fill out a job application and preparing for a job interview. The youngest age group (13-15 year olds) were the most likely to report that the program helped them to stay in school. The older youth were more likely to report that the summer program changed their ideas in that they felt I can get a better job or have more confidence. Generally, the older youth seemed to appreciate the opportunity more and were most likely to report that they would recommend the program to others (88% for the 22+ group vs. 71% for the 13-15 year old group).

Life experience also differed by age of respondent. One hundred per cent of youth 22 and older reported having worked for pay before. This percentage ranged from 83% for 19-21 year olds to only 46% for 13-15 year olds. In addition, the older youth (22 and over) were more likely to have previously worked in trades, food service or retail, hospitality, office work, landscaping and community programs than the other three age groups.

Finally, there were no differences in reported school grades among the four age groups, although their expectations for how much further they would go in school diverged dramatically. The youngest

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respondents (13-15 year olds) were more likely to report planning to both just attend high school (6.4%) and to attend graduate or professional school (34%). These younger youth were also more likely to report planning to receive training in the armed forces (although only 2.3%). The oldest youth (22 and over) were more likely to report planning to obtain a GED (19%), to attend technical or vocational school (8%) and to attend a two year college (22%). This older age group was the least likely to report planning to attend a four-year college or graduate school. The 16-18 year old group was most likely to report planning to just graduate from high school (12%). All age groups but the oldest were equally likely to report planning to attend a four-year college (37%).

These age differences probably reflect both developmental differences and the type of work being done. Younger participants learned basic work, employment, and employability skills and were more likely to have less well developed financial management skills than older participants. Thus, they report spending money without a plan for saving, investing or reducing expenses. Older participants seemed more likely to use jobs to explore employment and education trajectories and reported better developed financial management skills than younger participants. Finally, older participants reported much more employment experience than younger ones did and perhaps had realistic and mature expectations for their academic and occupational prospects.

C. Academic Achievement

Grades in school did not have a significant impact on what type of job or placement that was given or on what the young person would be doing if not in the summer employment program. There were some differences in how young people with differing grades in schools responded to whether they experienced positive youth development. Those that typically received As and Bs in school were more likely to report having an adult I felt comfortable talking to and receiving feedback on my performance. In addition, those typically receiving poor grades (Ds and Fs) were significantly less likely to feel safe at the workplace.

Those that typically received As and Bs were more likely to report having saved their summer earnings for college or “something I really need.” Interestingly, those typically receiving lower grades (Ds and Fs) were more likely to report that the program changed their ideas about the future, particularly that “I can reach a higher level of education.” However, responses to queries about education differ substantially by grades received. Those typically receiving poor grades (Ds and Fs) were less likely to agree that “you need to finish high school to get the job you want” and also less likely to agree that “you need to finish college to get the job you want.” Thus, it is no surprise that those typically receiving better grades also were more likely to plan to go further in their education. Those typically receiving As and Bs were almost twice as likely to respond that they planned to attend graduate or professional school and less than half as likely to respond that they planned to attend a two year college than other youth. In a similar vein, those typically receiving poor grades (Ds and Fs) were twice as likely to report planning to obtain a GED and less likely to report planning to attend a four-year college than other youth. Finally, those with better grades (As and Bs) were more likely to report typically spending five or more hours a week on homework.

In sum, better grades seemed to lead to a better employment experience in some areas and make a clear difference in likelihood of further educational attainment. It was encouraging to find that participating in the program seemed to lead those with poorer grades to at least consider higher

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levels of education. Given that academic preparedness and motivating young people to remain in school is one goal of the program, gaining a better understanding of and then building upon this inclination is important.

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VII. Lessons and Implications

After summarizing and analyzing data from the two surveys, there are a few general lessons or implications that can be drawn.

A. Employers

- This summer, Detroit non-profit organizations stepped up to serve as worksites in large numbers. There was clearly mutual benefit. However, if funding is not available for fully subsidized positions, it might be more sustainable to have a diverse mix of organizations, including more for-profit companies and other entities that are in a position to pay a portion of youth salaries as well as possibly hire larger numbers of youth.
- Although it is important to build on past successes and improve annually, it is encouraging to note that 25% of employers had never employed youth before. The Consortium should consider ways to strategically recruit and develop new potentially high-quality worksites each year.
- Overall, employers were unanimously satisfied with the program and would be willing to participate again. The Consortium can build upon this goodwill.
- Given current economic circumstances and the statistics shared about youth employment prospects nationally, the fact that 25% of employers planned to permanently hire youth is a positive outcome. The Consortium might want to learn more about both the circumstances that led employers to make an offer as well as the circumstances that prevented others from doing so. It also encouraging that 80% of employers responded that they would hire youth even if not fully subsidized.
- From employer comments, it is clear that they were engaged in the larger goals of the program. They wanted to help prepare youth for future employment as well as support them academically. Many expressed interest in becoming more involved and offered to assist with logistical processes. Others expressed interest in receiving more training to provide better support to their youth employees.

B. Youth Employees

- Most young people recognized the summer youth employment program as an opportunity. They participated in orientation and sought to use these short-term positions to better themselves and leverage their future options. Figuring out how to systematically connect more young people to positive youth development experiences, to school and academic achievement, and to appropriate support services is the next challenge.
- According to self-reported responses, only a small portion of youth spent their earnings frivolously. They saved, paid off debt, purchased necessities and helped provide for their families. Although about half responded that they almost always do a good job managing their finances, younger participants were less likely to be good financial managers. A useful addition to the program might be practical information on budgeting and financial management. Ideally, including options for automatic deposit or opening low-cost bank accounts would be a welcome addition.
- Given that the vast majority of these youth (92%) responded that they would not have had other viable alternatives for employment, sustaining and strengthening the SYEP would be a great service to the City of Detroit.

C. Logistics

- While both employers and youth pointed out logistical concerns and made specific suggestions for improvement, these all are quite fixable and were largely a function of the pressed timeline. For example: complete certification and verify worksites in the spring before the summer employment program begins; do appropriate matching when possible so that young people have experiences linked to their interests and employers are assigned youth that meet their expectations; and rethink payroll distribution so that youth don't have to wait in long lines to receive their paychecks.

VIII. Recommendations

- 1) *Build on the progress* – Create mechanisms to build upon previous summer experiences so that there is continuity within the program and young people are allowed to progress over time. For example, when possible offer opportunities for more challenging settings and greater responsibilities. And as more year-round positions arise, these can be a reward for those that have already proven themselves in other settings.
- 2) *Prepare youth for the experience* – Generate a thoughtful strategy on how to best prepare participants (especially the younger age group and those with fewer skills and greater academic challenges) to have successful employment trajectories. Given that employability training and 'soft skills' are a goal of the program, this may entail using initial assessments to certify and assign youth, but also requires being mindful of documenting their progress. For example, intentionally incorporate a checklist of technical/professional skills (i.e. computer knowledge, public speaking, customer service) as well as opportunities to practice self-presentation (i.e. resume writing, interviewing, and undergoing performance evaluations).
- 3) *Continue to improve data collection* – Continue to gather better data and incorporate more centralized and longitudinal data collection strategies. For example, this year's report had a better response rate among employers and collected a much larger number of surveys from youth, allowing for more interesting comparisons and analyses than the report for the summer of 2008. For 2010, the Consortium might consider establishing a protocol for pre- and post-tests and possibly linking to database information when feasible.
- 4) *Tell the story* – Use data and stories to promote the Summer Youth Employment Program. This might entail sharing existing materials, but could also mean generating new information. For example, seek out the employers that hired their summer youth to generate a positive buzz. Inquire among police precincts as to whether juvenile and young adult crime rates decreased in July and August. Inform school principals that some of their students had a great summer employment experience and solicit their support in promoting SYEP as well as reinforcing messages about the importance of school.

The Detroit Youth Employment Consortium has a strong base of partner organizations and information upon which to expand and improve employment opportunities for local young people. The interest to continue with the program is certainly present in many of the employers and youth employees. Hopefully this report will assist the Consortium as it strives to reach its strategic goals of increasing job placements, building relationships and awareness, and developing resources for sustainability.

Lessons and Implications, Recommendations

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X. Appendixes

A. What job would you like to be doing in 10 years?

Q14: What job would you like to be doing in 10 years?		
Theme	Number of responses	Examples
Nurse	132	RN, certified nurse midwife, pediatric nurse, psychiatric nurse, neonatal nurse, BSN, midwife
Doctor	124	Pediatrician, surgeon, anesthesiologist, medical examiner, neurosurgeon, OB-GYN, holistic doctor, sports medicine physician, pediatric surgeon, radiologist, neonatal surgeon, eye doctor, doctor in the Army, urologist, cardiologist, sports medicine
Lawyer	94	Lawyer, business law, defense attorney, district attorney, prosecution attorney, criminal justice lawyer for juvenile delinquencies, corporate attorney
Shop owner/entrepreneur	77	Catering, massage, production company, electrical company, salon, barbershop, daycare, collision shop, internet business, spa, chef owning my own restaurant, car dealership, adult care, painting, heating and cooling, sports store, car wash, own restaurants
Engineer	60	Electrical, computer, mechanical, automotive, civil, chemical
Sports	46	NBA, WNBA, MLB, UFC, basketball player, baseball player, boxing, bowling, football, mixed martial arts fighting
Corporate career	46	Financial advisor, business manager, business man/woman, making big money working in an office, business consulting, CEO, secretary at a big firm, business management, business administration, marketing, work in the corporate world, banking, marketing
Art, dance, and music	43	Music producer, choreographer, design art, cartoonist, Mariachi with a Master's degree, rapper, R&B and rap artist, dancer, singer, graphic novelist, computer animation, dancing with Alvin alley, teaching dance, music/sound engineer
Police officer, detective, law enforcement	40	SWAT, homicide detective, K-9 office, police cadet
Teacher	38	Teacher, pre-school teacher, high school teacher, teaching music, English teacher, special education teacher
I don't know yet/Still thinking about it	29	
Television, film, radio, and theatre	29	Television broadcasting, acting, movie director, screenwriter, theatre, radio host, film producer, playwright, performing arts, animator, talk show host
Chef	28	Chef, culinary chef, pastry chef, cuisine chef, culinary arts, bakery
Therapist, psychologist, psychiatrist	21	Counselor
Forensics	20	Forensic scientist, forensic anthropology, forensic analyst, crime scene investigation, coroner

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Veterinarian, working with animals	20	Veterinarian, working at theme parks with sea animals, animal specialist, working in a zoology center, marine biology, working at an animal hospital
Social worker	20	Social work with children
Computers, information technology	20	Computer technician, computer scientist, working with computers, computer networking, computer technology, computer programmer
Journalist, writer	19	News reporter, editor, writing stories
Fashion, modeling	18	Fashion designer, model, fashion seamstress, have a clothing line
In college	18	In school, finishing a degree, I will still be going to school and become a cardiac surgeon or a neuro surgeon, studying criminal law, finishing up school for my masters in obstetrician, finishing medical school, graduate school, in college and working hard
Accountant, mathematics, working with numbers	18	
Skilled trades	16	Carpentry, building trades, HVAC, electrician, operating heavy equipment, plumbing, general contractor, technical electrician/construction technology
Something in the medical field	16	Internship at a hospital, something medical with kids
Military, armed forces	15	Navy, Marines, Army, Air force, Army police, military police
Medical assistant, nurse's aide	12	Nursing assistant, CAN, medical assistant, surgical technician
Dentist, orthodontist	12	
Pharmacist, pharmaceuticals	12	Pharmacist, pharmacy technician
Architect	12	
Beauty industry	11	Hair dresser, barber, cosmetology, teaching cosmetics, beautician
Firefighter	10	Firewoman
Video game design	9	Video game designer
Graphic design	9	Doing media, graphic artist
Working with children	9	I want to make unhealthy babies healthy, child development, helping children, neonatal intensive care unit
Building homes, fixing homes	9	Home improvement, maintenance
FBI agent, US Marshall, ATF agent, CIA agent, DEA agent	8	
Construction	8	
Real estate	7	Buying and selling houses

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Physical therapist	6	
Pilot	6	Aviation Science pilot
Childcare, daycare	6	
Coaching, sports management	6	Athletic trainer, operating a pro-basketball organization, basketball coach
Hospitality service	5	Working at a restaurant, bouncer, Starbucks, Wendy's, cleaning homes
Public service, politics	5	Working for the city, President
A job that pays the bills, a job with benefits, making money	5	Having a steady job with good care and finances taken care of
Environment	5	Environmental justice, naturalist, food security/justice, landscaping
Physical trainer, chiropractor, massage therapist	4	
Parole/probation officer, department of corrections	4	
Dental hygienist	4	
Administrative work	4	Office supervisor, office work
Criminal justice	4	
Judge	3	
Retail	3	Car salesman, working at GameStop
Same job I had with SYEP	3	
Entertainment	3	Performing
Helping people	3	
Mortician	3	
Be a successful person	3	Be wealthy, be successful
Manufacturing	3	A plant (GM or Ford), automotive machinist
Science	3	Astronomer, geologist, meteorologist
Whatever I can get, find	3	
Translator	2	
Mechanic, auto body work	2	
Working with people	2	
Auto design	2	
Education (excluding teacher)	2	Working at a school, principal

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Travelling	2	
Other	2	Trainings, green job
Nonprofit work	1	Working at the WOW Center
Legal secretary, paralegal	1	
Security	1	
Flight attendant	1	
United Nations	1	Work at the UN as a political consultant
Interior decorating	1	
A career in something I enjoy doing everyday	1	
A job that would benefit my future	1	
My career is already going	1	
Truck driving	1	
Retired	1	
Home owner	1	
Stay healthy	1	

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B. Share any additional comments you have about your job site

Q27: Share any additional comments you have about your job site		
Theme	Number of responses	Examples
I enjoyed the experience	336	We had a ball!, excellent program and can't wait until next year, eye-opening, learned a lot from my job site, very comfortable, it was a good first experience, I liked it and finally found a job I enjoy doing and makes me want to work, this is a good program for young people, I feel that I was put in the right site I can actually say that I love what I do, working with this youth program made my summer meaningful. I was given the chance to work hard and make new friends, it's a good program that kept youth off the streets!, it was really fun and we had a lot of positive mentors, the job site was the best thing that ever happen to me, I had a great experience doing something I never thought I would be doing, I had a wonderful experience working here -- this program has united kids from different neighborhoods as a family, this is one of the best decision I've made this summer -- very fun and educating program that all youth should have to attend
I liked the people I worked with	80	The people at [name withheld] were nice and helpful and they were there when you needed them, counselors were fun and open-minded, the staff made me feel like I had been there for many years, I didn't feel like the new guy, the staff at my worksite were very helpful and they assisted me with any problem that I may have, I love my job site. Everyone is nice and it feels like my family. I can call on everyone for help if I need it, they were really friendly and didn't mind explaining things for me. They taught me a lot that I will need in my future and I will be forever grateful! :), I love the staff at my work site, we are all one happy family, and we work very well together, the supervisors were really nice to us; they helped us out a lot, not only in our job but in our life and the way we see the world and I liked how the brought in an important man to talk to us --- that meant a lot to me, you have good staffs -- thanks for giving us the chance to help the community, and getting some individuals out the hood, Love my supervisor at [name withheld] especially Mr. X -- he taught me about applying to college
I would like to continue working with my job site or work with my job site next year	65	I would love to stay here paid or unpaid (preferably paid), I would love for my job to continue throughout the year, I really enjoyed it and hope to go again, I want the same job and worksite, I'll be back next year
I learned life skills, job readiness skills	29	It gave me more knowledge about how to succeed in life, I really enjoyed working with [name withheld] because it taught me honesty, communication skills, receiving constructive criticism & work skills, I learned a lot of business ethics and how to build relationships for work, I liked it cause helped me with my communication with other people, I learned good qualities here dealing with punctuality and organizational skills, good skills were learned at the work sites with budgeting, debt, credit and stocks, I learned to work well with others, to take control in a group and be the group leader, It was an good experience help me realize the job opportunity I have out there and how you can't get nowhere without an education, it helped me to be a people person, learn how to talk in front of a crowd, and taught me that a volunteer could help and be useful in many ways, showed me how to budget my money, I learned how to communicate with other people and work as a team, I think this program helped me be more of a leader and helped me respect a lot of people, it taught me a lot about the real world. I became even more mature from this program, I already came in this program mature but I'm even more mature and it also let me know what else I want to do in life if I don't make it as a basketball player, Working at [name withheld] was a good opportunity to learn life skill and to develop independence, I learned lots of skills that I need to be more professional in finding a job and life skills, taught me to have more patience, I learned self discipline, it was a lot of work but we got through it as a team and it looks Great

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I liked meeting new people	26	I had a nice time meeting new people, that I will make sure I keep in contact with, I learned a lot and met other, different teens who share some of the same interests, I have made new friends and I have also opened up more, it really gave me a chance to meet people who need the same things and to spend the summer doing something productive, this job experience was a good one yet a challenge because you had to get along with everyone and most people were to themselves.
It was boring	18	We just played games all day, it was boring, especially in the first weeks, while working here there were times when they did not have anything for us to do and it got boring, nothing was fun, not my style, we didn't garden anything, all we did was pull weeds and get dirty, the Seniors were not playing with us much, my job site is [name withheld] and I feel it was boring because we didn't do anything but sit inside and talk, very boring --- sat and watched movies all day, the supervisors did nothing at all but text and watch TV, more fun activities, it makes me tired, more activities for the cadets, we did not have a lot to do.
I enjoyed working with children	14	I was happy to help the youth, it taught me how to have patience with children. I actually wouldn't mind working at a daycare.
I had a negative experience	13	I washed at [name withheld]; we cleaned the entire school without the custodians and after that, they kicked us out, I did not appreciate that I was not placed at a worksite where people who came for the program at the end got placed somewhere where they worked 30 hours a week, where as I worked 20, we ran out of work and should have been out in the community more than in the building, job intern was a not a good leader and messed up on our work hours, I hated my supervisor; he didn't care about her cadets and shaved it (hours?) at all times, the place we were at could have been a lot cleaner, leaders were kind of rude and some people were corruptive, the only thing I have to say about my worksite is that if you don't get all of your work done or if you make a mistake the adults get mad, but if they make a mistake they want you to feel sorry for them . . .and I hate it, this was very unprofessional job site --- we simply sat and did nothing 90% of the time; it did NOT prepare me for school or the workforce, I feel as though the time spent here was meaningless, and I sincerely hope that this program will be revamped, I couldn't stand it I worked in somewhat of the same program last year and it was a lot better, no cursing, smoking and drinking --- worksite did not follow any of these; No family members should work together, too many problems, it is not something I would have picked for myself
I enjoyed working with the community	13	I got to go out into my community and talk to people about how they felt about the safety in the community, it helps the community of Detroit, this wasn't my forte of work but it was for the better of the community, I had fun working at Detroit outpost; it really taught me how to solve problems peacefully and working with people, I love the fact that I get the chance to meet new people and was able to help the community in any way I could, I really liked working here and cleaning up the community. I felt good about myself, thinking that I was doing something good for myself and others, I like my job site cause we help a lot of kids and the community
Extend the program	13	I would like year-round work, I want a regular paycheck, my job site was a good job site the only improvement I would request is more time; I didn't start working until the last week of July; but now it seems it'll be over September 30. I didn't get enough time to learn much, and didn't get a chance to save more, start the program at the beginning of the summer, I wish this program should be extended because it will help me pay for school books, school clothes, and school supplies, the program should run beyond 6 weeks, I would like the program to extend the weeks for more experience
I learned new skills	12	I learned how to paint, the job site gave me more skills, trades and different attitudes towards people, I really enjoyed working here because I didn't know how to draw and now I know how to do a little more than what I use to, I learned how to clean, at my jobsite I learned things I never knew how to do and I had fun doing it; we did office work and community services, at our jobsite, we clean up classrooms; for instance: sweep, dust, mop, and scrub, I learned how to do clerical work and work in the office. It showed me how to prepare for another job in an office position, we built a bench, and made a bike trail in Rouge Park.
Gave me exposure to a new job	11	I want to know more things about the job, the work [apartment maintenance] is not too hard and I would recommend people to have thoughts of working there because it is a real dependent business that you will like working for, I really enjoyed putting my own ideas in the articles of the magazine, researching editing and most of all publishing the magazine, I enjoyed the marketing experience I received, I learned a lot about real estate, I enjoyed going into homes informing homeowners of how to

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		conserve on their energy bills and putting retrofits into homes, I learned new things about computers, got to see the importance of the City Police and the stress on them.
I enjoyed working with seniors	11	I enjoyed working with seniors -- you can learn a lot from them
Staff were not respectful	10	Kids were not always treated respectfully, assistant principal was too nose and sometimes rude, some people need to learn how to speak to others and I feel if we are doing the same work we are co-workers and should not be treated like kids at school, the people were rude, employees need to have more respect for the summer youth employees!, Supervisor, counselors were very impatient and never really wanted feedback on themselves
Job site could have been more organized	7	Could have been more selective about jobs at my worksite, some of the adults were unorganized, give out more information about what we are going to be doing and where
I gained self-confidence	7	I feel like a grown person, I now have more encouragement in myself and I know I can do it, being in the atmosphere made me further realize my potential and my drive to become an inspirational and powerful woman, this program has taught me how to become not only a better employee but a more effective leader, I think this program not only empowers youth but inspire us, my job site was very pleasant and made me really want to strive and achieve threw high school and college, I actually like having responsibility
Pay was good	7	
The job was easier than I expected	6	We could have had more responsibility, my job site was not really hard it was pretty easy I did office work, community relations, and community service, I thought that everything was pretty straight forward. The work was light and basic
Job was hot and dirty	6	They had us in the sun, Always hot and the air conditioning does not work
I had problems getting paid, improve the way employees get paid	6	We need direct deposit because that's a long line we have stand in, I was kind of mad about the program not coming to pick up our time sheets because I didn't get paid for four weeks, they didn't pay my money on time!!
Job site was in a good location	5	Close to home, I could easily get there in time
I didn't care about the job site; I just wanted to work	3	I didn't really care about the site I just worked there because I had to do what I had to do, I want to work all year round and it really doesn't matter what I would be do, I think my job site could have place half of us at a real job but at least we were able to be somewhere getting free money
Needed better/proper work supplies	3	I think for cadets working in parks, they should provide bags and gloves so we can clean up the area to help the environment, more gloves and other supplies, we need proper materials for the urban gardening such as gloves, heavy duty trash bags and rakes
Have more work sites	2	My job site was okay... I just didn't like the rudeness of the elders.
Lunch issues	2	Only youth 18 and over can leave for lunch, we need food
Work site too far	2	Need a better work site location, I thing the job site was a little too far

Appendix B

Longer hours, year-round work	2	
I will not participate in the program again	1	Wouldn't do this again
We worked hard all the time	1	We worked hard all the time and had a lot of tasks that we finished
Job helped me personally	1	This job helped me stay off drugs
Dress code issues	1	I think that my summer youth job site, would not allow young ladies to dress in tanks or short shorts, because the pastor have told us the dress code the 1st day & many does not follow it.
Less working hours	1	

Appendix B

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C. Share any other comments or suggestions to improve the summer employment program

Q28: Share any other comments or suggestions to improve the summer employment program		
Theme	Number of responses	Examples
Better way to get checks out, better pay, get checks out on time	157	Pay us a little more so we can be able to do more, the way we got our checks should have been a different way, we don't need to be standing in that long line waiting for our check we work hard for, I think that the way the checks are issued should be changed. Sometimes you would have to wait in line for 6 hours to get the check you earned, and I don't think that's fair, maybe put paychecks on a bankcard or mail them to house, check should be at the work site like normal jobs, have 2 days where the youth and older youth can receive their checks some people I have ran into said they will not be in SYEP next year, streamline the payroll/paycheck process and consider sending the paychecks to the work site by the summer youth site monitor, open up other offices so the lines for checks and employment won't be crowded; it didn't bother me with the wait, but you could feel the negativity, have more than 1 place that the youth employees go to pick up their check!!, more money, didn't get the rest of my 1st check till 3 weeks later; I'm very disappointed in the program and I have a very important task to complete with my check, you should be able to provide the checks to their worksite; the picking up checks in a line of line 700 people and standing in the rain, is not my cup of coffee, pay employees on time, and give correct amount, this is the most pitiful work program I ever been in because I've been waiting for my check for awhile and I really been busting my butt working thinking I was gonna get a check and didn't get a damn thing ... I am PISSED OFF!!!, Don't take taxes out of our money, the pay 11.00 per hr. should be for 21 and older not 22 and older, pay every week, it needs to be more money for 14-17 year olds
No improvements needed	122	
Program should be more organized	76	Job sites should be more organized, more administrators, actually have something planned for the workers, be more organized with placement, more communication, more organization, less time losing files, be faster, and have a plan, It should be more enjoyable and make people want to come back to work, more stuff for us to do, start the program on time, time sheets should be typed and delivered on time. Weekly inspections from DSYEP Staff. Worksites should be notified of rules and regulations. Monitor check up. Weekly work assignment sheet. Checks should be passed out as follow: worksite personnel. DSYEP personnel. special day (last name). different times (not all at once), there should be more organization when signing up for this program
Longer program, more work, start program earlier	30	Program should start in July, work hours, more work, more hours and days of the week, I think the people who got a job this year should get one next year, bus pass limit up to 10pm weekdays and up to 3pm on Saturdays
More positive attitudes (both staff and youth)	19	Actually care, get more mature people, more positive mentors, get youth who really want to work and not no ghetto kids who want to do what they want to, employees who are respectful and courteous, be more understanding and listen more, some staff should control the way they talk to these children and stop reaching down to their levels they should act like adults at all times, [name withheld] need to have better attitudes, What would make the program better is the employees getting to know each other better!, people should respect other people, help all members get along, the old people felt ungrateful at Brush Park
Improve job placement	15	Job placement for older youth, get people jobs earlier, we should have more of a decision as to where we work, I think we should have been stationed at one particular site after a couple weeks, better sites, I think we should've done community service but I like it because they taught us some things we did not know, give more choices and make the jobs a little fun, I think that they should improve the time --- it takes too long for them to get people in the program and starting on their jobs, Have sites where people will interact with us, let us choose our worksites, more worksites, pick more places to help

Appendix C

I want to work with the program/job site next year	13	
Have a year round program	13	I want a regular check, year-round program for older youth, year-round for 18 and older, year-round program for younger youth, I think the summer youth programs should be able to give more teenagers jobs and help them get a job when the summer program is over because some parents still can't get the stuff the kids need for school and other thing they do.
Lunch issues	12	I think we all should be able to go out to eat for lunch, free lunch, lunch program, more snack machines, a space to have lunch in, let everyone leave for lunch, lunch break, let us have food when we are hungry
Let more people know about the program, employ more youth	11	More kids, help out kids who really need it, I suggest to keep doing this program every year so kids have the opportunity to experiment this, up the age limit to 25 yrs
Comfort and dress issues	10	More comfortable chairs, more fans or air conditioners, be allowed to wear shorts when it is hot, longer breaks, need to work indoors with A/C, different color hats and shirts, new uniform, new shirt
Give more "real work"	8	Have us do real work instead of having it like school, get more things to do before the program starts so there is always something to do for the youth, actually do the things that we are supposed to! Have structure in the days. Be specific about the rules of the program. Perhaps the leaders could actually TEACH what is in the books rather than just giving them to us and telling us to complete them, responsibility, Find more work and don't have us pick up asphalt, I think we should have more things to do at the parks
Learned job readiness skills	7	Helped me learn about job searching, I know what I want to do in life. I have my life goal mapped out. I know what school I want to attend and how much it cost and how long I have to be there to get my degree.
I enjoyed the staff I worked with	6	Happy to have had Coach X, Mr. X, and crew
Have field trips, activities, and more fun	6	More fun activities, more fun, I think the rules were a little tight
Program helped me learn to work with others	4	I learned how to respect others, I learned how to communicate with elders
Would like to be outside more	4	Go outside more, more outside work, could be more active and go outside
Other comments	4	The survey that asked questions about your personal life was a little stereotypical to me. I think just because someone is in a low in-come family doesn't mean that they are pregnant or live in a shelter. I think some of those questions shouldn't be asked, age groups should be separated, well the only thing I don't like about was the dart because I'm a girl, There just wasting time and think that people should put there talents and skills out there because some body might want those skills and talent at there jobs. Everything learned I will used in the future.
I enjoyed meeting new people	2	

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Would like to meet more people	2	I think they should try to get more different ethnic groups mixed in together
Allow youth to contribute to program	2	They need to let people give them idea
Improve safety	2	Safer environment, I would suggest that there should be a light on the basketball court for all the late night games
Getting up early was hard	1	
Better end-of-program survey	1	The surveys should be shorter and have better questions
Better employee training	1	
No supervisors	1	

Appendix C