



**GOOD NEIGHBORHOODS YOUTH EMPLOYMENT PROGRAM
EVALUATION REPORT**

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Good Neighborhoods Youth Employment Program Evaluation Report

Background and Purpose

Through its Good Neighborhoods (GN) initiative, the Skillman Foundation funded a series of youth employment opportunities in its six GN communities. Several nonprofit agencies were funded during the 2007-2008 school year to continue and/or expand youth employment programming; the Youth Development Commission (YDC) was funded during the summer of 2008 to spearhead the Good Neighborhoods Youth Employment Program, a large-scale effort that offered 50 jobs in each of the six GN communities.

The University of Michigan – School of Social Work, Good Neighborhoods Technical Assistance Center (UM-SSW TAC) was created in 2005 to serve as a principal partner in the implementation of Good Neighborhoods. The role of the UM-SSW TAC is to serve as the “content” partner – with the specific purpose of building capacity through technical assistance to the Foundation, the neighborhoods and across neighborhoods to the GN community at large. The Skillman Foundation and YDC recruited UM-SSW TAC to assist with an evaluation of these youth employment opportunities. The scope of the evaluation is to determine what is needed to expand the scale of GN youth employment efforts and to ensure long-term sustainability.

Both youth employees and agency/business employers were surveyed. 149 youth employed through YDC’s program completed surveys along with 20 agency/business employers. The Skillman Foundation made three additional youth employment grants to Prevailing Community Development Corporation, Latino Family Services, and Detroit Hispanic Development Corporation. Youth employed with Prevailing Community Development Corporation and Latino Family Services are included in the YDC survey data. Youth employed with Detroit Hispanic Development Corporation’s G.O.O.D. Youth Council were surveyed separately and constitute a second set of survey data.

UM-SSW TAC created three survey instruments, in collaboration with the Skillman Foundation and Youth Development Commission. The youth surveys were piloted with a group of approximately 10 youth. The surveys were administered and collected by their respective organizations from August to October 2008. Surveys were then returned to UM-SSW TAC for data entry and analysis. The survey instruments are included in Appendix A.

This report details the survey findings and provides recommendations for moving youth employment forward in the six Good Neighborhoods communities.

Presentation of Data

This report presents three sets of data: 1) Good Neighborhoods Youth Employment Program youth employees’ survey; 2) Detroit Hispanic Development Corporation, G.O.O.D. Youth Council youth employees’ survey; and 3) Good Neighborhoods Youth Employment Program employer’s survey.

Completed data sets are included in Appendix C.

Data Set #1: Good Neighborhoods Youth Employment Program – Youth Employees Survey¹ (n=149)

I. Demographics

o *Age*

Breakdown by age was as follows: 10.2% were 14 years old; 15.6% were 15 years olds; 27.2% were 16 years old; 27.2% were 17 years old; 19.0% were 18 years old; and 0.6% was 19 years old.

o *Grade Completed in June 2008*

Breakdown by grade was as follows: 8.2% were in 8th grade; 15.1% were in 9th grade; 25.3% were in 10th grade; 25.3% were in 11th grade; 29.5% were in 11th grade; and 21.9% were in 12th grade.

o *Grade Point Average*

The average GPA among the 137 youth who completed this survey item was 2.9 points.

o *Gender*

Of the 148 participants who responded to this item, 41.9% (62) were male and 58.1% (86) were female

o *Ethnicity*

Breakdown by ethnicity was as follows: 74.8% Black or African American; 13.6% Latino/Latina or Hispanic; 5.4% Middle Eastern or Arab American; 1.4% White or Caucasian; 0.7% Asian; and 4.1% multiracial. Multiracial identities represented included: Black-White-Native American, Black-Latino-White, and Latino-White.

o *Home Zip Code*

Participants represented 23 home zip code areas. GN represents 12 zip code areas². 89.8% of participants reside in one of the 6 GN communities.

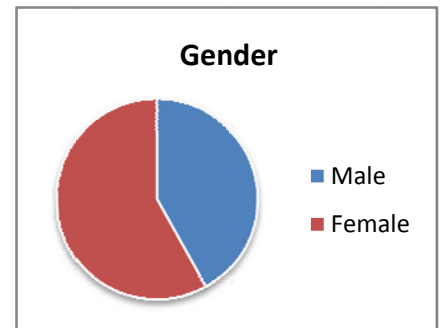
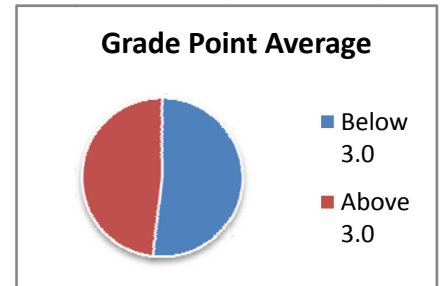
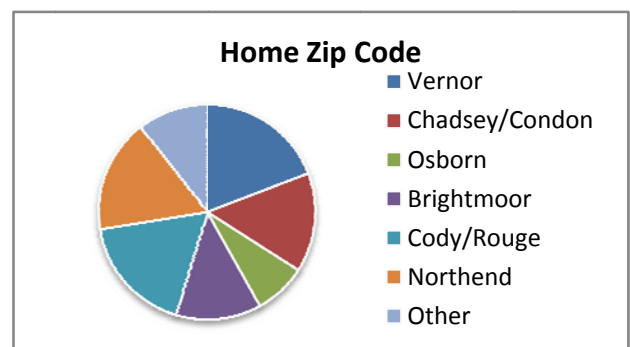


TABLE A (with graph)

GN Community	Youth who indicated this zip code
Vernor (48217, 48209, 48216 ³)	18.6% (27)
Chadsey/Condon (48210, 48208, 48216)	14.5% (21)
Osborn (48234, 48205)	7.6% (11)
Brightmoor (48223)	12.4% (18)
Cody/Rouge (48239, 48228)	17.2% (25)
Northend/Central (48202, 48211)	16.6% (24)



¹ This data includes the Skillman-funded programs offered by Prevailing Community Development Corporation and Latino Family Services.

² Please note that zip code areas are larger than GN community areas. Therefore, one neighborhood may include small areas of multiple zip codes.

³ The 3 participants who indicated 48216 as their home zip code are included in as Vernor residents (Chadsey/Condon also includes 48216)

II. Previous Work Experience

o *Work History*

Of the 145 survey participants, 60.7% (88) have worked for pay in the past while 39.3% (57) have *not* worked for pay in the past.

o *Type of Employment*

Those young people who have worked for pay in the past indicated the following types of work or places of employment:

- Working with a family member
- Trades (heating and cooling, construction, home improvement, electrical)
- Hospitality service (food, retail, valet, caddy)
- Babysitting and day care
- Arts
- Administrative assistance
- Community, nonprofit, and church programs
- Health sector (nursing homes, rehabilitation centers)
- Landscaping and outdoor work
- Camp counselors
- Hair and beauty salons
- Tutoring



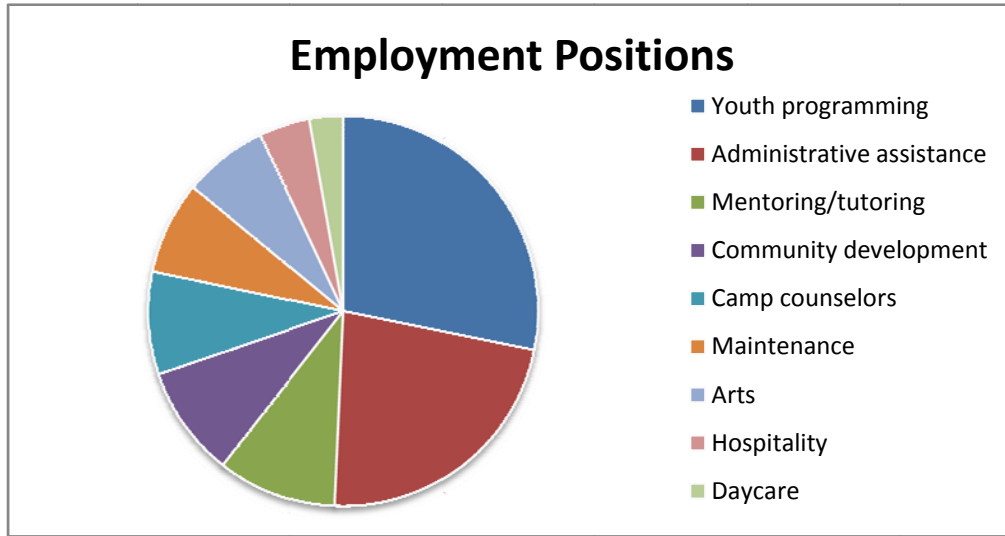
III. Experience with the Good Neighborhoods Youth Employment Program

o *Type of Employment*

142 survey participants responded to this question. Table B provides summary data on the types of employment youth held this summer.

TABLE B

Type of Employment	Youth employed in this sector
Nonprofit/church youth programming (i.e., youth program specialist, youth leader, youth worker)	28.2% (40)
Administrative assistance (i.e., receptionist, paperwork, filing, computer work, office assistant, data entry, clerical work, accountant’s assistant)	22.5% (32)
Mentoring and tutoring	9.9% (14)
Community development (i.e., community clean-up, park clean-up, community improvement, outreach, flier distribution)	9.2% (13)
Camp counselors	8.5% (12)
Outdoor and building maintenance (i.e., lawn care, landscaping, janitorial work)	7.7% (11)
Arts (i.e., puppet-making, murals, mosaics, pottery)	7.0% (10)
Hospitality and retail services (i.e., cashier, stocking, food preparation, selling produce)	4.2% (6)
Daycare	2.8% (4)



- *Outreach and communication*
145 survey participants responded to the question “How did you find out about the Good Neighborhoods Youth Employment Program?” Table C summarizes the data.

TABLE C

Outreach Method	Youth who found out about program through this method
Family member, friend, neighbor, co-worker, or adult mentor	47.6% (69)
Community agency/business	26.9% (39)
Agency program	11.0% (16)
Teacher, administrator, or staff	5.5% (8)
Church	4.8% (7)
Word of mouth	1.4% (2)
Good Neighborhoods meeting or action planning team	1.4% (2)
Flyer	1.4% (2)

Of the 146 youth who responded to the item, 96.6% (141) said it was easy to sign up for the program and 3.4% (5) said it was *not* easy to sign up. Suggestions for making sign up easier included: more information sooner, to have known at an earlier time, and knowing more about the program.

- *Job Readiness Training*
Of the 146 youth who responded to this item, 91.1% (133) received job readiness training and 8.9% (13) did *not* receive training. For those who received job readiness training, Table D (on the next page) provides summary data on what skills their training included.

TABLE D

Training Component	Youth who received component as part of job readiness training
Exploring education and career options	79.6% (109)
Identifying skills and aptitudes	81.9% (113)
Conducting a job search	73.7% (101)
Completing a job application	88.3% (121)
Writing a resume	84.7% (116)
Interviewing	87.6% (120)
Developing job skills	93.4% (128)
Understanding benefits, W-4, and taxes	82.4% (113)
Understanding a paycheck	92.0% (126)
Managing finances	88.3% (121)
Understanding checking and savings accounts	81.0% (111)
Setting personal and professional goals	87.6% (120)

The vast majority of youth employees found their job readiness training to be helpful in preparing them for both their summer job (99.2%, 130) and for their future goals (97.7%, 127)

Suggestions for how the job readiness training could be improved included:

- Dedicate more time to job readiness training/give more information (i.e., different positions/careers, job searching, resumes, and finances)
- Include more real-life demonstrations, hands-on activities, and practice (i.e., going to the workplaces and observing employees)
- Have different job readiness tracks for employees who already have work experience
- Have few students attending the sessions
- Have more one-on-one time available with instructors/trainers so that training can be customized
- Have the training be better organized
- Include more presenters from different fields

○ *Orientation for assigned duties*

Of the 130 youth employees that responded, 84.6% (110) replied that they did receive an orientation to their assigned job duties. Of the 139 youth that responded, 95.7% (133) said they felt prepared to handle their assigned job duties. For those individuals who did not feel prepared, the following suggestions were given:

- Include more information on what identification and documents are needed for the job
- Have job readiness training prepared you for your specific job
- Distribute more information about the program sooner
- Have employers explained job duties more in-depth

○ *Experience on the job*

This section of the evaluation asked youth to indicate the extent to which they experienced certain conditions in their place of employment. These 29 conditions were based on youth development domains used to assess quality youth programming. The domains are: 1) Opportunities for Belonging; 2) Opportunities for Skill Acquisition/Building; 3) Opportunities for Contribution; 4) Positive Social Norms; 5) Supportive Relationships; 6) Physical and Psychological Safety; and 7) Preparation for Future Education and Employment. Please note that these domains are not intended to track the reduction

Presentation of Data: Data Set #1, GN Youth Employment Program – Youth Employees Survey

of “negative” behaviors, but instead are based in building positive skills and actions among young people. Youth ranked these 29 items on a 5-point scale (1=no opinion to 5=strongly agree). A score of 4 or 5 was considered as agreeing with the condition. Refer to Appendix B for a listing of survey items within each domain.

TABLE E

Youth Development Domain	Youth agreeing that they experienced this domain (average percentage)
Opportunities for Belonging	93.9%
Opportunities for Skill Acquisition/Building	90.9%
Opportunities for Contribution	92.6%
Positive Social Norms	93.0%
Supportive Relationships	89.2%
Physical and Psychological Safety	95.3%
Preparation for Education and Employment	96.9%

IV. Open-Ended Responses

- *Identify three new things learned by participating in the GN Youth Employment Program*

141 youth responded to this open-ended item. Table F summarizes the lessons learned included.

TABLE F

Lesson Learned with examples	Youth who learned this lesson as part of the GN Youth Employment experience
Working with others <ul style="list-style-type: none"> ▪ Being respectful ▪ Adjusting to other people’s attitudes ▪ Working in groups/teamwork ▪ Be helpful anywhere you can ▪ Meeting new people and not being shy ▪ How to play and get along with people I don’t like ▪ People skills ▪ How to make good decisions for my group 	44.7% (63)
New skills <ul style="list-style-type: none"> ▪ Administrative skills (filing, answering phones, typing) ▪ Creative arts (painting, puppet-making, glazing, pottery, mosaics, drawing) ▪ Public speaking ▪ Using a computer ▪ Using a cash register ▪ Landscaping ▪ Bagging groceries ▪ How to organize a library ▪ Plumbing 	41.1% (58)

Presentation of Data: Data Set #1, GN Youth Employment Program – Youth Employees Survey

<p>Interviewing, job etiquette, and job readiness skills</p> <ul style="list-style-type: none"> ▪ Dressing right ▪ Eye contact ▪ Where to look for jobs ▪ How to prepare for the job I really want ▪ How to keep a job ▪ Writing a cover letter ▪ Act professional at all times ▪ Multi-tasking ▪ How to fill out a time sheet ▪ Take concerns to your supervisor ▪ Networking 	<p>40.4% (57)</p>
<p>Financial skills</p> <ul style="list-style-type: none"> ▪ Budgeting money ▪ Reading/writing a check ▪ How to save money ▪ Bank accounts ▪ Making a deposit ▪ Stocks and bonds ▪ Interest rates 	<p>30.5% (43)</p>
<p>Working with, taking care of, and supervising children</p> <ul style="list-style-type: none"> ▪ How to work with little kids ▪ How to work with kids that need help ▪ How to talk to kids effectively ▪ How to be a role model ▪ Love helps all children ▪ I learned to be very patient with toddlers 	<p>27.7% (39)</p>
<p>Life skills</p> <ul style="list-style-type: none"> ▪ How to eat well and healthy ▪ Making better decisions ▪ Accepting things ▪ Discipline ▪ Be ready for the unexpected ▪ Have a positive attitude ▪ I have learned to always be aware and know what's around you ▪ You can be yourself ▪ How to handle certain situations better ▪ How to console and show sympathy ▪ I learned to set goals and plan for the future 	<p>17.0% (24)</p>
<p>Importance of a career and new career possibilities</p> <ul style="list-style-type: none"> ▪ You can be a professional artist ▪ There is always something to do and money to be made ▪ Working is good ▪ Hard work takes you places ▪ I learned the value of having a job and how important it is ▪ Exploring new boundaries of work, career choice 	<p>9.2% (13)</p>
<p>Patience</p>	<p>7.8% (11)</p>
<p>Communication</p> <ul style="list-style-type: none"> ▪ You need more communication for large projects ▪ How to communicate with different cultures ▪ Communication is key to your job ▪ How to speak to others 	<p>7.8% (11)</p>

Presentation of Data: Data Set #1, GN Youth Employment Program – Youth Employees Survey

Time management	7.1% (10)
Leadership <ul style="list-style-type: none"> ▪ How to be a successful leader 	7.1% (10)
Importance of responsibility <ul style="list-style-type: none"> ▪ Being responsible is very important 	5.0% (7)
Importance of working in and on behalf of communities <ul style="list-style-type: none"> ▪ How to be kind and loyal to the community ▪ Try to participate in your community any chance you get ▪ Respect your community 	4.3% (6)
Importance of listening	2.8% (4)
Organization <ul style="list-style-type: none"> ▪ Keep an organized space ▪ How to plan, organize, and expedite 	2.8% (4)
Nothing	0.7% (1)

- *What would you have been doing if you had not participated in this program?*
147 youth responded to this item. Table G highlights their responses.

TABLE G

Responses	Youth who gave this response
Staying at home	19.0% (28)
Looking for another job	16.3% (24)
Nothing	15.0% (22)
Playing sports	10.9% (16)
Working somewhere else	7.5% (11)
Attending other summer programs/ volunteering	6.1% (9)
Hanging out with friends	6.1% (9)
Getting into trouble	4.8% (7)
Working with a parent or relative	4.1% (6)
Getting ready for school/college	4.1% (6)
Travelling	4.1% (6)
I don't know	2.0% (3)

- *How should the GN Youth Employment Program be improved for next year?*
123 youth responded to this item. Table H summarizes their suggestions.

TABLE H

Suggestion for Improvement	Youth who gave this suggestion
No improvements necessary	32.5% (40)
The program should be available to more youth and more communities	13.0% (16)
Special activities and programming (lock-in, talent show, field trips, fun activities)	10.6% (13)
Program/employers should be better organized	10.6% (13)

Presentation of Data: Data Set #1, GN Youth Employment Program – Youth Employees Survey

Longer work week/last the whole summer	4.9% (6)
More variety in the work experience	4.1% (5)
Add more job readiness classes and job orientation	4.1% (5)
Better outreach and communication	3.3% (4)
Better wages/pay	2.4% (3)
Better lunches	1.6% (2)
Hire less people/hire people who really want to participate	1.6% (2)
More opportunities to help others	1.6% (2)
Make year-round employment available	1.6% (2)
Provide transportation, especially to certain meetings that may be in different locations	0.8% (1)
Listen to youth more	0.8% (1)

- *Would you recommend this program to a friend?*
Of the 143 youth who responded to this item, 142 responded yes and 1 responded no.

Comments included:

- It teaches you a lot and it is a great experience
- It is a way for teenagers to stay busy in a positive manner
- I would recommend this program because I developed a positive attitude
- Yes, because this matures you into a better person and there's nothing but love in this program
- It's good training and experience, plus everyone could use the extra money
- It's fun
- It is a new experience for all and helps you with conversations and makes you lose any shyness you might have
- It's a very helpful program. It teaches and gives you a job experience
- This program could teach any friend of mine to be professionally prepared for a job or an interview
- It helps keep you off the streets and out of trouble
- A great place to grow if you are just starting out working, where you learn how to be a great employee and you are able to have a better relationship with staff where they can correct you because they want to see you grow
- It helps you learn a lot of skills and qualities you may not have known before
- It can help you make good decisions later in life
- I would recommend it because it helped me build my self-esteem

Data Set #2: Detroit Hispanic Development Corporation, G.O.O.D. Youth Council – Youth Employees Surveys (n=41)

I. Demographics

o *Age*

The breakdown by age was as follows: 2.4% (1) were 13 years old; 7.3% (3) were 14 years old; 19.5% (8) were 15 years old; 31.7% (13) were 16 years old; 24.4% (10) were 17 years old; and 14.6% (6) were 18 years old.

o *Grade Completed in June 2008*

Breakdown by age was as follows: 4.9% (2) were in 7th grade; 4.9% (2) were in 8th grade; 14.6% (6) were in 9th grade; 31.7% (13) were in 10th grade; 26.8% (11) were in 11th grade; and 17.1% (7) were in 12th grade.

o *Grade Point Average*

The average G.P.A. of the 40 youth who completed this survey item was 3.2 points.

o *Gender*

Of the 38 youth who completed this survey item, 60.5% were male and 39.5% were female

o *Ethnicity*

Breakdown by ethnicity was as follows: 41.5% (17) Black or African American; 31.7% (13) Latino/Latina or Hispanic; 14.6% (6) White or Caucasian; and 12.2% (5) Multiracial. Multiracial identities included Latino-White, White-Puerto Rican-Middle Eastern, and Black-Latino.

o *Home Zip Code*

Participants represented 7 home zip code areas. GN represents 12 zip code areas⁴. 97.4% of participants reside in one of the 6 GN communities.

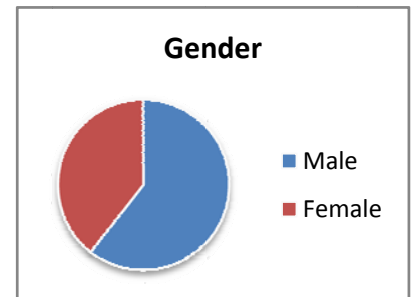
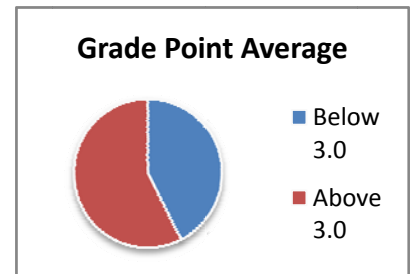
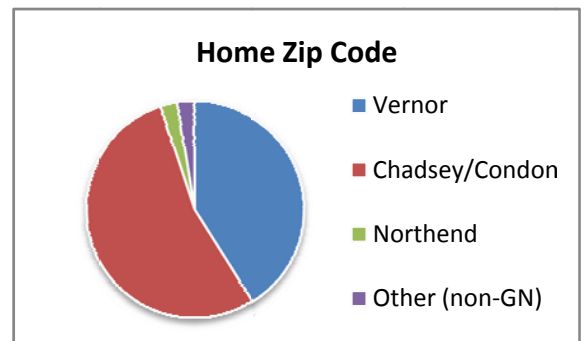


TABLE I (with graph)

GN Community	Youth who indicated this zip code
Vernor (48217, 48209, 48216 ⁵)	42.1% (16)
Chadsey/Condon (48210, 48208, 48216)	55.3% (21)
Osborn (48234, 48205)	0% -- not a DHDC service area
Brightmoor (48223)	0% -- not a DHDC service area
Cody/Rouge (48239, 48228)	0% -- not a DHDC service area
Northend/Central (48202, 48211)	2.6% (1)



⁴ Please note that zip code areas are larger than GN community areas. Therefore, one neighborhood may include small areas of multiple zip codes.

⁵ The participants who indicated 48216 as their home zip code are included in as Vernor residents (Chadsey/Condon also includes 48216)

II. Previous Work Experience

o *Work History*

Out of the 40 youth who responded to this item, only 20% (8) had worked for pay in the past while 80% (32) had *not* worked for pay in the past.

o *Type of Employment*

Those young people who have worked for pay in the past indicated the following types of work or places of employment:

- Youth dialogues project with University of Michigan – Ann Arbor
- Landscaping
- Hospitality services and retail (Burger King, Fire Mountain, Club International)
- Nonprofit agency program (youth council, leadership program)



III. Experience with the DHDC G.O.O.D. Youth Council Employment Program

o *Type of Employment*

36 survey participants responded to this question. Table J provides summary data on the types of employment youth held this summer. Please note that the types of employment were coded according to the responses youth employees gave on the survey, and may reflect different interpretations of the same position. DHDC should be contacted for further information.

TABLE J

Type of Employment	Youth employed in this sector
Youth leader	66.7% (24)
Community service and projects	22.2% (8)
Leadership Academy/Schools	8.3% (3)
Outreach and Events (i.e. design flyers, made posters & t-shirts	5.6% (2)

o *Outreach and communication*

41 survey participants responded to the question “How did you find out about G.O.O.D?” Table K summarizes the data.

TABLE K

Outreach Method	Youth who found out about program through this method
Friend	53.7% (22)
School	12.2% (5)
DHDC Staff	12.2% (5)
Parent or relative	9.8% (4)
From youth who were already part of G.O.O.D.	4.9% (2)
Mail	4.9% (2)
Church	2.4% (1)

Presentation of Data: Data Set #2, DHDC G.O.O.D. Youth Council – Youth Employees Survey

Of the 40 youth who responded to the item, 92.5% (37) said it was easy to sign up for the program and 7.5% (3) said it was *not* easy to sign up. Suggestions for making sign up easier included: not so many essays and experience with writing a resume (individual stated, “I had never done a resume before”).

o *Job Readiness Training*

Of the 33 youth who responded to this item, 90.9% (30) received job readiness training and 9.1% (3) did *not* receive training. For those who received job readiness training, Table L provides summary data on what skills their training included.

TABLE L

Training Component	Youth who received component as part of job readiness training
Exploring education and career options	70.3% (26)
Identifying skills and aptitudes	81.1% (30)
Conducting a job search	48.6% (18)
Completing a job application	83.8% (31)
Writing a resume	81.1% (30)
Interviewing	81.1% (30)
Developing job skills	94.6% (35)
Understanding benefits, W-4, and taxes	24.3% (9)
Understanding a paycheck	83.8% (31)
Managing finances	78.4% (29)
Understanding checking and savings accounts	45.9% (17)
Setting personal and professional goals	86.5% (32)

Out of 38 respondents, 97.4% (37) said the job readiness training was helpful in preparing them for their summer job. Out of 36 respondents, 100% (36) said the job readiness training was helpful in preparing them for future goals. Suggestions for how the job readiness training could be improved included:

- Group leaders and group members need to control people’s talking/less talking
- More hands-on activities
- Better food
- Better youth leaders

o *Orientation for assigned duties*

Of the 31 youth who responded, 93.5% said that they received an orientation for their assigned job duties. 87.5% (28) of youth who responded (32) felt prepared to handle their assigned duties. One individual stated that “more encouragement” would have helped him/her feel more prepared for the assigned job duties.

o *Experience on the job*

This section of the evaluation asked youth to indicate the extent to which they experienced certain conditions in their place of employment. While the original survey contained 29 conditions, an error in copying resulted in the DHDC G.O.O.D. Youth Council survey only including 21 conditions. These conditions were based on positive youth development domains used to assess quality youth programming. The domains are: 1) Opportunities for Belonging; 2) Opportunities for Skill Acquisition/Building; 3) Opportunities for Contribution; 4) Positive Social Norms; 5) Supportive Relationships; 6) Physical and Psychological Safety; and 7) Preparation for Future Education and

Presentation of Data: Data Set #2, DHDC G.O.O.D. Youth Council – Youth Employees Survey

Employment. Please note that these domains are not intended to track the reduction of “negative” behaviors, but instead are based in building positive skills and actions among young people. Youth ranked these items on a 5-point scale (1=no opinion to 5=strongly agree). A score of 4 or 5 was considered as agreeing with the condition. Refer to Appendix B for a listing of survey items within each domain. Table M provides summary data.

TABLE M

Youth Development Domain	Youth agreeing that they experienced this domain (average percentage)
Opportunities for Belonging	94.1%
Opportunities for Skill Acquisition/Building	95.8%
Opportunities for Contribution	96.6%
Positive Social Norms	93.8%
Supportive Relationships	93.2%
Physical and Psychological Safety	98.3%
Preparation for Education and Employment	97.5%

IV. Open-Ended Responses

Due to error in copying the original survey (last page not copied), the open-ended questions were not included in the DHDC G.O.O.D. Youth Council survey.

Data Set #3: Good Neighborhoods Youth Employment Program – Employers Surveys (n=20)

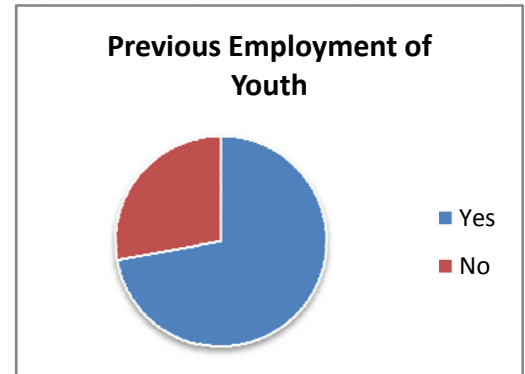
I. Demographics

o *Main purpose of organization*

Of the 19 respondents who completed this survey item, 78.9% (15) were non-profit agencies and 21.1% (4) were for-profit agencies. These agencies represented many sectors: 47.4% (9) work with arts and culture; 45.0% (9) with education; 15.0% (3) with faith-based services; 30.0% (6) with health; 10.0% (2) with outdoor beautification; 10.0% (2) with retail; 15.0% (3) with sports and recreation; 40/0% (8) with youth-serving programs; and 5.0% (1) with another sector – in this case, media.

o *Previous employment of youth*

72.2% (13) of respondents had employed youth in the past while 27.8% (5) had *not* employed youth in the past



II. Good Neighborhoods Youth Employment Program

o *Youth employed through GN Youth Employment Program*

On average, the agencies and businesses involved in the GN Youth Employment Program employed 3 youth during the 2008 summer. 10.5% (2) employers hired 1 youth; 31.6% (6) hired 2 youth; 10.5% (2) hired 3 youth; 21.1% (4) hired 4 youth; 5.3% (1) hired 5 youth; 5.3% (1) hired 7 youth; and 5.3% (1) hired 10 youth.

Table N summarizes the types of positions employers reported youth holding during their summer employment

TABLE N

Type of Position	Youth who held this position
Clerical support/administrative assistant	35.0% (7)
Program assistant	35.0% (7)
Art apprenticeship	15.0% (3)
TV studio technician	5.0% (1)
General help	5.0% (1)
Retail (duties include cleaning, cashiering)	5.0% (1)

o *Participation in GN Youth Employment Program*

Of the 17 respondents, 100.0% (17) said it was easy to participate as an employer for the GN Youth Employment Program.

Suggestions for what made participation easy or what could have made participation easier include:

- Youth were fast and willing learners
- Youth salaries were pre-set and job readiness materials were provided
- All documents and requirements were self-explanatory
- Youth Development Commission took steps to ensure compliance with security and matching youth to employment opportunities
- Previous experience with youth employment
- Program was well-implemented
- More advance notice of program and required would be a helpful improvement

Presentation of Data: Data Set #3, GN Youth Employment Program – Employers Survey

o *Job Readiness Training and Orientation*

Of the 18 employers who responded to this item, 83.3% (15) provided job readiness training to their youth employees and 16.7% (3) did *not* provide job readiness training. For those who provided job readiness training, Table O provides summary data on what skills their training included.

TABLE O

Training Component	Employers who provided component as part of job readiness training
Exploring education and career options	66.7% (10)
Identifying skills and aptitudes	80.0% (12)
Conducting a job search	40.0% (6)
Completing a job application	46.7% (7)
Writing a resume	53.3% (8)
Interviewing	53.3% (8)
Developing job skills	73.3% (11)
Understanding benefits, W-4, and taxes	33.3% (5)
Understanding a paycheck	60.0% (9)
Managing finances	33.3% (5)
Understanding checking and savings accounts	46.7% (7)
Setting personal and professional goals	60.0% (9)

Of the 18 employers who responded, 77.8% (14) did provide an orientation to the specific position/positions youth were employed in and 22.2% (4) did *not* provide an orientation. For those who did provide an orientation, Table P summarizes was the training included.

TABLE P

Orientation Component	Employers who provided component as part of orientation
Overview of agencies, program, and tasks (including job expectations and performance)	60.0% (9)
Discussion of schedule and attendance	53.3% (8)
Discussion of rules, regulations, and job safety	46.7% (7)
Overview of equipment, facilities, and standard operations	20.0% (3)
Job shadowing	6.7% (1)
Being an effective youth leader	6.7% (1)
Context and benefits of community work	6.7% (1)
Discussion of goals and priorities for summer work experience	6.7% (1)
Introduction to other staff members	6.7% (1)
Weekly meetings to discuss materials provided	6.7% (1)

III. Open-ended Questions

- *Were youth helpful in the day-to-day activities for your workplace? Please explain.*
100.0% (19) of employers found youth helpful in the day-to-day activities of their workplace.

Explanations included:

- Assisted with front desk activities
- Videotaped activities
- Provided that extra helping hand
- Assisted teachers (i.e. retrieving supplies, set-up and breakdown, lunches, outdoor activities)
- Led group activities and were active role models
- Provided office clean-up and organization (i.e., purging necessary papers and files)
- Assisted with outreach (i.e., distributing flyers)
- Created public artwork (i.e., installed tiles, created designs, set up work area, cleaned equipment)

Two comments illustrate the assistance youth provided to the organization – “For the most part, they were very helpful. But, there were times we had to try to find things for them to do” and “They assisted in areas we needed assistance in. Their presence was helpful in the fact that it also helped free up other staff members to concentrate on a specific task instead of having to multi-task.”

- *What were the benefits of employing youth?*
Table Q summarizes the comments made by employers.

TABLE Q

Benefit	Employers who cited this benefit
Additional support for the organization/team ▪ One employer commented that this was especially helpful since the Foundation covered the majority of expenses	36.8% (7)
Willingness to work/energetic	26.3% (5)
Youth gained knowledge in what is expected in the workplace as an employee/watching youth develop their career choices	21.1% (4)
Providing the opportunity for youth to learn about public art (as source of income, as part of community development)	10.5% (2)
Youth provided insight on their culture/listening to their experiences	10.5% (2)
Learning how to treat others with respect, dignity, and patience	5.3% (1)
Same as hiring adults	5.3% (1)

- *What were the challenges of employing youth?*
Employers noted the following challenges in employing youth:
 - Encouraging youth to being on time/keep track of schedule
 - Keeping youth on task
 - Handling lack of experience
 - Finding a common understanding of the position’s expectations (i.e., completing assignments, taking orders without being offended)
 - Providing adult supervision at all times
 - Assisting youth in developing a positive work ethic
 - Encouraging youth to use correct language/behavior
 - Keeping them busy with things to do
 - Handling lack of transportation

Presentation of Data: Data Set #3, GN Youth Employment Program – Employers Survey

- Providing additional job training during the summer
 - Finding dependable, committed youth
 - Making sure youth were challenged to learn each day
 - Nothing
- *How should the Good Neighborhoods Youth Employment Program be improved for next year?*
The most prevalent comments included the following:
- Increase the number of hours in the work week (10-hour work week would be helpful)
 - Start program earlier in the summer
 - Provide information about the program earlier (i.e., 3-month lead time, have time to find and hire youth, provide more training, know ahead of time when funding will be received)
- Additional comments included:
- Make program requirements more explicit (i.e., student participation hours)
 - Provide training to youth before they are sent to the job site (work ethic, safe work practices)
 - Provide a list of topics to be aware of when working with youth, so these topics can be emphasized in orientation and supervision
 - Provide t-shirts as a dress code
 - Double the size of the program
 - Offer positions for college students at competitive salaries
 - Look into the possibility of having a year-round program
 - Provide stipends for food and beverages for meetings
 - Provide more pay
 - Include stipend for program expenses for the development of a special leadership/job development program for youth
 - Screen and interview youth prior to placement
 - Identify more work sites/supervisors to oversee youth daily
 - Equally distribute youth to identified work sites
- *Would you hire youth from the Good Neighborhoods Youth Employment Program again? If yes, why and what is the maximum number of youth you would be interested in hiring? If no, please explain why not.*

Of the 19 employers who responded, 100.0% (19) would hire youth from the Good Neighborhoods Youth Employment Program again. The maximum number of youth an organization would be interested in hiring range from 2 to 12, with many giving number in the range of 4 to 7.

Their reasons for hiring youth again included:

- The program provided useful introduction and skill set into the workplace
- Employing youth enabled program staff to do things they had been putting off
- It was rewarding to work with youth and help them understand what a job is all about
- The agency foresees developing a summer program specifically for youth employment, which would include on-site work duties, expanded employability training, and field trips
- It allows youth to be more productive in the summer and keeps youth off the streets
- It allows youth to have a positive impact on the community

Not all employers planned to expand the number of youth they employed through the GN program:

- One employer would hire a smaller number for the size of the agency
- Another would like to hire youth again, but would need all expenses (including pay) covered by the funder

Presentation of Data: Data Set #3, GN Youth Employment Program – Employers Survey

- A third employer would like to consider youth currently involved with agency programming, instead of hiring outside youth
- *What would your organization/business need to further support employment for youth?*
Table R summarizes the employers’ comments

TABLE R

Additional or continued funding	73.3% (11)
▪ General appeal of additional funding	▪ 45.5% (5)
▪ Stipends for transportation/Provision of transportation	▪ 18.2% (2)
▪ Funding for special youth programming	▪ 9.1% (1)
▪ More funding opportunities for youth (training in resume writing, employability skills)	▪ 9.1% (1)
▪ Secure ample funding to pay youth for services	▪ 18.2% (2)
Nothing	20.0% (3)
Get additional business community support	6.7% (1)
Provide lunches for youth	6.7% (1)
Offer a workshop on working with a group of youth	6.7% (1)
Make program information more accessible	6.7% (1)
Lengthen the program’s timeframe	6.7% (1)

Main Findings

I. Analysis by Gender, Neighborhood, GPA, and Previous Work Experience

The two youth employee data sets were compared by gender (male vs. female); neighborhood (comparison of 6 GN communities); grade point average (below 3.0 vs. above 3.0); and previous work experience (yes vs. no).

o *Good Neighborhoods Youth Employment Program (n=149)*

The data showed no real distinctions by gender or neighborhood. The one statistically significant finding by gender was that females were slightly more likely to feel that “the staff managing my work position were well-organized” (f=4.48 vs. m=4.08). The one statistically significant finding by neighborhood was on the outcome “I was able to spend some of the money I earned for things I really needed.” These responses ranges from a low average of 4.00 in Brightmoor and a higher average of 4.82 in Osborn and 4.75 in North End. All the other neighborhoods fell right around the average of 4.60.

There were more differences found in the Good Neighborhood Youth Employment Program surveys by GPA and previous work experience. Those with higher GPAs were more likely to report that “staff said something nice to me when I did something good (4.65 vs. 4.37),” to “enjoy my work experience (4.77 vs. 4.61),” to “feel safe when I was at my workplace (4.74 vs. 4.51),” to report “the work I was assigned to was meaningful (4.51 vs. 4.23),” that “there was adequate adult supervision of work activities (4.65 vs. 4.28),” that “I learned how to do new things (4.62 vs. 4.41),” and that “I made new friends by participating in this program (4.66 vs. 4.37).” Thus, from this data, it seems that those with higher GPAs had a more satisfactory experience overall—at least in these areas. Those that reported working for pay in the past were more likely to agree that “there was respect for cultural and racial diversity (4.60 vs. 4.25)” and that “I made new professional contacts through my work (4.46 vs. 4.00).”

o *Detroit Hispanic Development Corporation, G.O.O.D. Youth Council (n=40)*

In this group of participants, there were few meaningful distinctions by gender, GPA, or previous work experience, but the neighborhood differences were striking. Few had worked for pay in the past (only eight) and there was nothing statistically significant by this factor. The one statistically significant finding by GPA was that those with grade point averages higher than 3.0 were more likely to report “I was encouraged to learn new skills at my job (4.88 vs. 4.45).” The few significant findings by gender seemed to be largely driven by three participants that did not indicate whether they were male or female.

With respect to neighborhood, 16 youth lived in zip codes associated with Vernor, 21 lived in zip codes associated with Chadsey Condon, and 4 lived in zip codes that were not clearly one of these two areas. Those living in Vernor were more likely to report that “there was an adult in my workplace whom I felt comfortable talking to (4.62 vs. 4.36),” that “I enjoyed my work experience (4.88 vs. 4.40),” that “I was allowed to lead an activity (4.56 vs. 4.30),” that “staff challenged me to do my best (4.56 vs. 4.25),” that “I was encouraged to learn new skills at my job (4.81 vs. 4.40),” and that “there was respect for cultural and racial diversity (4.75 vs. 4.50).” Thus, from this data, it seems that young people associated with the Vernor neighborhood had a more satisfactory experience overall. The experience may be explained by the fact the many of the Vernor youth had been members of the DHDC G.O.O.D. Youth Council for about one year, while many of the Chadsey/Condon youth were new to the group.

II. Analysis of GN Employment position by gender

Positions youth held with the GN Youth Employment Program were coded and examined in relation to gender, age, ethnicity, and previous work experience. While there were no differences in job distribution by age, ethnicity, or previous work experience, gender differences were statistically significant. Table S summarizes the cross-tabulation data.

TABLE 5

		Job Type									
		Youth programs	Admin assistance	Mentoring /tutoring	Community developmt	Camp counselor	Outdoor and bldg maintenance	Arts	Hospitality	Day Care	Total
Gender											
Female	2	24	26	6	5	8	1	9	2	3	86
Male	5	15	6	8	8	4	10	1	4	1	62
Total	7	39	32	14	13	12	11	10	6	4	148

The distribution of jobs by gender is not the same as what would be expected by chance. The differences can be seen in the chart above and are described below.

- Females were more likely to be employed with youth programming
- Females were much more likely to be employed with administrative assistance
- Males and females were equally employed with mentoring/tutoring, community development, and as camp counselors
- Males were more likely to be employed with outdoor and building maintenance
- Females were more likely to be employed with the arts
- While the numbers were small, males were possibly more likely to be employed in hospitality
- While the numbers were small, females were possibly more likely to be employed in day care

Recommendations

- I. To sustain and improve quality and outcomes for youth employees
 - Develop a standardized job readiness training that all youth participate in prior to job placement
 - Train employers on how to involve and work with youth in their agencies/businesses
 - Collaborate with a local bank or financial institution to offer a free account and money management tips. Perhaps offer incentives for saving or keeping a budget
 - Offer options for documenting or improving hard skills, i.e. young person can type 40 words per minute or design Power Point presentations
 - Provide multiple opportunities for evaluation and reflection, both by a supervisor and of oneself
 - Consider offering special activities and programming outside of the work experience, such as guest speakers, an end of the summer celebration, or discounts for entertainment such as movies or bowling
- II. To reach scale and sustainability for employers
 - Help employers establish a diversified funding stream for youth employment
 - Have one or two partners provide specific, time intensive aspects (orientation training/job readiness, outreach materials, matching youth to employers, etc.) so that most employers can focus on providing supervision and meaningful work opportunities for youth
 - Think through a coordinated transportation strategy that will allow more youth to access employment sites
 - Cultivate a range of employment opportunities and options for youth that match interests, amount of experience, and workforce outlooks and monitor for gender biases in employment opportunities
- III. For future evaluations
 - Consider developing a coordinated and uniform evaluation process that can be used across youth employment programs, so that results can be compared and contrasted
 - Develop a follow-up survey to track the continued employment of youth with their summer site placement and/or using skills gained during the summer to obtain another job
 - Include survey items that would determine the program's impact on "negative" behaviors

Appendix A – Survey Instruments

I. Good Neighborhoods Youth Employment Program – Youth Employees Survey

Information Sheet for Summer Employees

The Youth Development Commission is conducting an evaluation of the Good Neighborhoods Youth Employment Program (summer 2008). The purpose of this evaluation is to document how the project was carried out and how it can be improved upon in the future. As a result, you are being asked to complete a survey about your employment experience this summer.

Please give us your honest feedback so that the project can be improved, if necessary, for next year.

Instructions for completing the survey

- The survey will take about 15-20 minutes to complete
- You can decide not to complete the survey. If you decide not to complete the survey, it will not affect your ability to participate in the future
- You may skip questions you do not want to answer
- The information collected in this survey will be kept confidential. No one will see the surveys except for the evaluation team. Your name is not included on the survey.
- Do not write your name on the survey
- Once you have completed the survey, return it to the person designated to collect the survey

Thank you for completing this survey!

Good Neighborhoods Youth Employment Program
Summer Employee Survey

SECTION 1

Directions: For each questions listed below, please fill in the box with your answer

1. What is your age? years

2. What grade did you complete in June 2008? grade

3. What is your Grade Point Average (GPA)?

4. Are you male or female? male female

5. Which best describes your ethnicity:
 Black/African American
 Latino/Latina or Hispanic
 White/Caucasian
 Middle Eastern or Arabic
 Asian or Pacific Islander
 Native American or Native Alaskan
 Other (please list):

6. What is your home zip code?

7. Have you worked for pay in the past? Yes No

8. *If yes*, what type of work did you do before participating in the Good Neighborhoods Youth Employment Program?

9. With the Good Neighborhoods program, where did you work this summer and what did you do?

10. How did you find out about the Good Neighborhoods Youth Employment Program?

11. Was it easy to sign up for the Good Neighborhoods Program? Yes No

12. *If no*, what would have made signing up easier?

13. Did you receive job readiness training as part of your work experience? Yes No

If no, please continue to Question #14

If yes, please answer Questions 13a-13d

13(a). What did your training include? *Please check all that apply.*

- Exploring education and career options
- Identifying skills and aptitudes
- Conducting a job search
- Completing a job application
- Writing a resume
- Interviewing
- Developing your job skills
- Understanding your benefits, W-4, and taxes
- Understanding your paycheck
- Managing your finances
- Understanding checking and savings accounts
- Setting personal and professional goals

13(b). Was the training helpful in preparing you for your summer job? Yes No

13(c). Was the training helpful in preparing you for your future goals? Yes No

13(d). How could the training be improved?

14. Did you receive an orientation for your assigned job duties? Yes No

15. Did you feel prepared to handle your assigned job duties? Yes No

If no, what would have helped you feel more prepared?

SECTION 2

Directions: Please read the following statements and check (✓) one answer based on your experience with the Good Neighborhoods Youth Employment Program.



	No Opinion	Strongly Disagree	Disagree	Agree	Strongly agree
16. Staff said something nice to me when I did something good					
17. Rules about how to treat one another were properly enforced					
18. The staff managing my work position were well-organized					
19. I felt respected by the volunteers and staff here					
20. There was an adult at my workplace whom I felt comfortable talking to (especially if I was angry or needed help)					
21. I enjoyed my work experience					
22. I felt safe when I was at my workplace					
23. I received feedback on my performance at work					
24. It was okay for me to make mistakes at my job					
25. I had a chance to do things to help people in the community					
26. I helped make decisions at my job					
27. I felt like my opinion mattered					
28. I was allowed to lead an activity					
29. Staff challenged me to do my best					
30. I was encouraged to learn new skills at my job					
31. The work I was assigned to was meaningful					
32. There were opportunities to socialize with other youth and adults					
33. There was adequate adult supervision of work activities					
34. There was respect for cultural and racial diversity					
35. I learned things about people who are different from me					
36. I made new professional contacts through my work					

	No Opinion	Strongly Disagree	Disagree	Agree	Strongly agree
37. I learned how to do new things					
38. I made new friends by participating in this program					
39. I had a chance to do things that I do not get to do anywhere else					
40. I am better able to work with others now that I've participated in this project					
41. I was able to spend some of the money I earned for things I really needed					
42. I was able to save some of the money I earned					
43. This program helped me make decisions about future education goals					
44. This program helped me make decisions about future career goals					

SECTION 3

Directions: Please answer the following questions.

45. Identify three new things you learned by participating in the Good Neighborhoods Youth Employment Program.

46. What would you have been doing if you have not participated in this program?

47. How should the Good Neighborhoods Youth Employment Program be improved for next year?

48. Would you recommend this program to your friends? Yes No
Please explain why or why not.

THANK YOU!

II. Detroit Hispanic Development Corporation, G.O.O.D. Youth Council – Youth Employees Survey

Information Sheet for G.O.O.D. Employees

Good Neighborhoods is conducting an evaluation of the G.O.O.D. employment program. The purpose of this evaluation is to document how the project was carried out and how it can reach even more young people in the future. As a result, you are being asked to complete a survey about your employment experience with G.O.O.D.

Please give us your honest feedback so that the project can be improved, if necessary, and so that we can learn from your experiences and bring employment programs to more young people.

Instructions for completing the survey

- The survey will take about 15-20 minutes to complete
- You can decide not to complete the survey. If you decide not to complete the survey, it will not affect your ability to participate in the future
- You may skip questions you do not want to answer
- The information collected in this survey will be kept confidential. No one will see the surveys except for the evaluation team. Your name is not included on the survey.
- Do not write your name on the survey
- Once you have completed the survey, return it to the person designated to collect the survey

Thank you for completing this survey!

Good Neighborhoods Youth Employment Program
G.O.O.D. Employee Survey

SECTION 1

Directions: For each questions listed below, please fill in the box with your answer

1. What is your age? years

2. What grade did you complete in June 2008? grade

3. What is your Grade Point Average (GPA)?

4. Are you male or female? male female

5. Which best describes your ethnicity:
 Black/African American
 Latino/Latina or Hispanic
 White/Caucasian
 Middle Eastern or Arabic
 Asian or Pacific Islander
 Native American or Native Alaskan
 Other (please list):

6. What is your home zip code?

7. Have you worked for pay in the past? Yes No

8. *If yes*, what type of work did you do before participating in the G.O.O.D. program?

9. With G.O.O.D., where did you work and what did you do?

10. How did you find out about G.O.O.D.?

11. Was it easy to sign up for G.O.O.D.? Yes No

12. *If no*, what would have made signing up easier?

13. Did you receive job readiness training as part of your work experience? Yes No

If no, please continue to Question #14

If yes, please answer Questions 13a-13d

13(a). What did your training include? *Please check all that apply.*

- Exploring education and career options
- Identifying skills and aptitudes
- Conducting a job search
- Completing a job application
- Writing a resume
- Interviewing
- Developing your job skills
- Understanding your benefits, W-4, and taxes
- Understanding your paycheck
- Managing your finances
- Understanding checking and savings accounts
- Setting personal and professional goals

13(b). Was the training helpful in preparing you for your job? Yes No

13(c). Was the training helpful in preparing you for your future goals? Yes No

13(d). How could the training be improved?

14. Did you receive an orientation for your assigned job duties? Yes No

15. Did you feel prepared to handle your assigned job duties? Yes No

If no, what would have helped you feel more prepared?

SECTION 2

Directions: Please read the following statements and check (✓) one answer based on your experience with G.O.O.D.



	No Opinion	Strongly Disagree	Disagree	Agree	Strongly agree
16. Staff said something nice to me when I did something good					
17. Rules about how to treat one another were properly enforced					
18. The staff managing my work position were well-organized					
19. I felt respected by the volunteers and staff here					
20. There was an adult at my workplace whom I felt comfortable talking to (especially if I was angry or needed help)					
21. I enjoyed my work experience					
22. I felt safe when I was at my workplace					
23. I received feedback on my performance at work					
24. It was okay for me to make mistakes at my job					
25. I had a chance to do things to help people in the community					
26. I helped make decisions at my job					
27. I felt like my opinion mattered					
28. I was allowed to lead an activity					
29. Staff challenged me to do my best					
30. I was encouraged to learn new skills at my job					
31. The work I was assigned to was meaningful					
32. There were opportunities to socialize with other youth and adults					
33. There was adequate adult supervision of work activities					
34. There was respect for cultural and racial diversity					
35. I learned things about people who are different from me					
36. I made new professional contacts through my work					

	No Opinion	Strongly Disagree	Disagree	Agree	Strongly agree
37. I learned how to do new things					
38. I made new friends by participating in this program					
39. I had a chance to do things that I do not get to do anywhere else					
40. I am better able to work with others now that I've participated in this project					
41. I was able to spend some of the money I earned for things I really needed					
42. I was able to save some of the money I earned					
43. This program helped me make decisions about future education goals					
44. This program helped me make decisions about future career goals					

SECTION 3

Directions: Please answer the following questions.

45. Identify three new things you learned by participating in G.O.O.D.

46. What would you have been doing if you have not participated in this program?

47. How should G.O.O.D. be improved for next year?

48. Would you recommend this program to your friends? Why or why not?

THANK YOU!

III. Good Neighborhoods Youth Employment Program – Employers Survey

Summer Youth Employment Program Evaluation

This summer your business/organization was selected to serve as an employment site for an organization that received a grant through the Youth Development Commission's 2008 Good Neighborhoods Youth Employment Program. This grant program allowed organizations to provide summer training and employment experience to youth ages 14-17.

The Youth Development Commission is now conducting an evaluation of the 2008 Good Neighborhoods Youth Employment Program. The purpose of this evaluation is to examine this year's experience in order to develop a large-scale youth employment strategy for 2009.

Please help by completing this survey about your organization's experience this summer with employing young people. Your candid feedback is essential.

Instructions for completing the survey

- The survey will take about 10 minutes to complete.
- You can decide not to complete the survey. If you decide not to complete the survey, it will not affect your ability to participate in the future.
- You may skip questions you do not want to answer.
- The information collected will be kept confidential. No one will see the surveys except for the evaluation team. Your name is not included on the survey.
- Once you have completed the survey, place it in the envelope provided and return it to your Good Neighborhoods Youth Employment Program agency contact.
- If you have any questions or concerns, please contact Shuna Hayward at the Youth Development Commission, (313) 963-8916.

Thank you for completing this survey!

Good Neighborhoods Youth Employment Program
Employers Survey

SECTION 1

Directions: For each questions listed below, please fill in the box with your answer

1. What is the main purpose of your organization? *Select one item from each category.*

Type (one choice only)

- Non-profit
- For-profit
- Other _____

Primary Sector (may chose more than one if appropriate)

- Arts and culture
- Education
- Faith-based
- Health
- Outdoor Beautification
- Retail
- Sports and Recreation
- Youth-serving
- Other _____

2. How many youth did you employ this summer as part of the Good Neighborhoods Youth Employment Program?

youth

3. Have you employed youth in the past? Yes No

4. What types of positions did the youth hold with your agency/program/business this summer?

--

5. Was it easy to participate as an employer for the Good Neighborhoods Program? Yes No
Please explain what made participation easy or what could have made participation easier.

--

6. Did you provide job readiness training as part of your work experience? Yes No
If yes, please answer Questions 6a. If no, please continue to Question #7

6(a). What did your training include? *Please check all that apply.*

- Exploring education and career options
- Identifying skills and aptitudes
- Conducting a job search
- Completing a job application
- Writing a resume
- Interviewing
- Developing job skills
- Understanding benefits, W-4, and taxes
- Understanding a paycheck
- Managing finances
- Understanding checking and savings accounts
- Setting personal and professional goals

7. Did you provide an orientation to the specific position(s) youth were employed in? Yes No

8. *If yes, what did your orientation include?*

SECTION 2

9. Were youth helpful in the day-to-day activities for your workplace? Yes No
Please explain

10. What were the benefits of employing youth?

11. What were the challenges of employing youth?

12. How should the Good Neighborhoods Youth Employment Program be improved for next year?

13. Would you hire youth from the Good Neighborhoods Youth Employment program again? Yes No
If yes, why and what is the maximum number of youth you would be interested in hiring? _____
If no, please explain why not.

14. What would your organization/business need to further support employment for youth?

THANK YOU!

Appendix B – Youth Development Domain

Appendix B
Survey Items categorized by Youth Development Domain

Domain	Survey Item	Percentage of GN Youth Employment Program youth employees agreeing that they experienced this condition at their summer job	Percentage of G.O.O.D. youth employees agreeing that they experienced this condition at their summer job
Opportunities for Belonging	• I felt respected by the volunteers and staff here	• 97.2%	• 95.0%
	• I felt like my opinion mattered	• 89.9%	• 90.0%
	• There were opportunities to socialize with other youth and adults	• 94.6%	• 97.4%
Opportunities for Skill Acquisition/ Building	• The staff managing my work experience were well-organized	• 92.6%	• 97.5%
	• I received feedback on my performance at work	• 93.2%	• 100.0%
	• I was allowed to lead an activity	• 79.6%	• 90.0%
	• I was encouraged to learn new skills at my job	• 94.0%	• 97.5%
	• There was adequate adult supervision of work activities	• 96.0%	• 95.0%
	• I made new professional contacts through my work	• 89.7%	• 95.0%
	• I learned how to do new things	• 97.3%	• Not included
• I had a chance to do things that I do not get to do anywhere else	• 84.5%	• Not included	
Opportunities for Contribution	• I had a chance to do things to help people in the community	• 94.0%	• 95.0%
	• I helped make decisions at my job	• 90.5%	• 100.0%
	• The work I was assigned to was meaningful	• 93.3%	• 94.9%
Positive Social Norms	• Rules about how to treat one another were properly enforced	• 94.6%	• 90.0%
	• I learned new things about people who are different from me	• 88.5%	• 97.5%
	• I am better able to work with others now that I've participated in this project	• 92.6%	• Not included
	• I was able to spend some of the money I earned on	• 97.3%	• Not included

Appendix A – Survey Instruments

	<ul style="list-style-type: none"> things I really needed I was able to save some of the money I earned 	<ul style="list-style-type: none"> 91.8% 	<ul style="list-style-type: none"> Not included
Supportive Relationships	<ul style="list-style-type: none"> Staff said something nice to me when I did something good It was okay for me to make mistakes at my job Staff challenged me to do my best I made new friends by participating in this program 	<ul style="list-style-type: none"> 98.7% 69.1% 92.5% 96.6% 	<ul style="list-style-type: none"> 97.5% 89.7% 92.5% Not included
Physical and Psychological Safety	<ul style="list-style-type: none"> I felt safe when I was at my workplace There was an adult at my workplace whom I felt comfortable talking to (especially if I was angry or needed help) There was respect for cultural and racial diversity 	<ul style="list-style-type: none"> 98.7% 92.6% 94.6% 	<ul style="list-style-type: none"> 100.0% 97.5% 97.5%
Preparation for Future Education and Employment	<ul style="list-style-type: none"> I enjoyed my work experience This program helped me make decisions about future education goals This program helped me make decisions about future career goals 	<ul style="list-style-type: none"> 100.0% 94.6% 96.0% 	<ul style="list-style-type: none"> 97.5% Not included Not included

Appendix C: Data Sets

Excel spreadsheets of data sets start on the next page and include the following three data sets:

- Good Neighborhoods Youth Employment Program youth employees' survey
- Detroit Hispanic Development Corporation, G.O.O.D. Youth Council youth employees' survey
- Good Neighborhoods Youth Employment Program employer's survey.