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

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I. Introduction

Since its inception in 2008, the Detroit Youth Employment Consortium (DYEC) has been working to fulfill is mission: "to develop a public-private partnership that expands sustainable, high-quality youth employment opportunities in the city of Detroit that promote positive youth development". In 2010, the Consortium helped coordinate its second summer of youth employment positions across the city of Detroit. Approximately 3,600 youth, ages 14 to 21 years, were employed though the Summer Youth Employment Program (SYEP). The youth were employed with urban forestry, health care, youth-serving programs, and in retail establishments.

The use of federal funding created some uncertainty for the implementation of this year's Summer Youth Employment Program. Youth employment was part of several congressional bills, many of which did not eventually pass. Additionally, Congress worked past the recess and into the summer in order to make a final decision. Once a decision was made, less funding was available than previously anticipated, resulting in less youth employment positions and program staff lay-offs. Nevertheless, as a cross-sector partnership of non-profit, private, governmental, and philanthropic entities, the Consortium was able to remain nimble and adapt to programmatic changes.

A. National Context of Youth Employment

The Bureau of Labor Statistics (BLS) documented employment and unemployment trends among youth during the summer of 2010. The youth labor force typically grows markedly between April and July each year, as high school and college students look for summer employment and as new graduates enter the labor market and begin looking for permanent employment. In the summer of 2010, the youth labor force grew by 2.4 million, or 11.5%, to a total of 22.9 million in July (BLS, 2010). However, the July 2010 labor force participation rate, which is the proportion of youth working or looking for work, was the lowest July on record, down to 60.5%. Many youth were simply not looking for work or pursued other opportunities due to the stagnant employment markets.

In July, 18.6 million 16- to 24-year-olds were employed, showing a slightly larger increase in youth employment as compared to 2009 (BLS, 2010). Yet, while July is typically the summertime peak of youth employment, the share of youth people who were employed in July was 48.9%, the lowest rate since records began being kept in 1948 (BLS, 2010). According to BLS (2010), "July 2010 marks the first time in the history of the series that less than half of all youth 16 to 24 years old were employed in that month . . . [and] reflects continued weak labor market conditions experienced during the recession that began in December 2007". The youth unemployment rate increased over the year to 19.1% in July 2010, again the highest July rate on record. Among major demographic groups, the unemployment rates for young men (20.5%), African Americans (33.4%), and Asians (21.6%) continued to increase while the rates for young women (17.5%), whites (16.2%), and Hispanics (22.1%) remained unchanged (BLS, 2010). Unemployment among youth could have a lasting impact on job prospects, including negative effects on future earnings, productivity, and employment opportunities. Continued education and summer employment programs are considered potential avenues for mitigating these negative consequences. College graduates experience the lowest rates of youth unemployment at 8% compared to the rate of 33% for youth without a high school diploma. Furthermore, many summer employment programs are being revamped to more closely mirror permanent employment positions (Sutton, 2010).

B.   Best Practice in Youth Employment

The University of Michigan – School of Social Work, Good Neighborhoods Technical Assistance Center compiled a literature review on youth employment programs, which highlights the evaluations of nine youth employment programs[1] to identify components of the programs that are considered best practices (Sanchez, 2010). These components tend to be associated with positive outcomes among youth, particularly in the areas of employment and education, but also in the areas of health and violence. These best practices also have important implications for the design and improvement of future programs.

The literature review identified the following components as youth employment best practices:

1.Integration of work and education
One of the major goals of youth employment programs is to build connections between work and education and help youth understand how one applies to the other. To do this, some programs incorporate work into the school year, rather than solely providing work experience during the summer. Close attention should be paid to the integration of work and education. Efforts should be made to help youth see the relevance of work to school and vice versa.

2.Meaningful work and learning
The definition of "meaningful work" often differs from program to program, or even among program staff, employers, and youth employees themselves. Across sites, "meaningfulness" has included exposing youth to career options, work readiness skills, and opportunities for youth to develop relationships with mentors and supervisors as well as develop responsibility, autonomy, and receive regular feedback about their performance (Curnan et al., 2010, in Sanchez, 2010).

3.Responsiveness to local needs
Thinking about future employment opportunities and about the ways in which youth could work to meet community needs can guide program planning and job placement. Responsiveness to local needs is a key to ensuring that employment programs are sustainable. Employers are likely to continue participating in employment programs if they perceive their participation as necessary for growth of their business. Youth are likely to participate if they perceive their work experience as providing them with skills needed to apply for a job in that area in the future. Efforts should be made to place youth in jobs where it is projected to be future work.

4.Use of comprehensive services
Comprehensive services are the range of services provided to youth by program staff to facilitate their transition to employment. Many of these services focus on reducing barriers to employment, including lack of literacy skills, criminal involvement, teen pregnancy, and lack of transportation (Belloti et al., 2010, in Sanchez, 2010). Although providing a variety of services may seem ideal, it is also important to note that many times programs serve large numbers of youth, and such services may either be too costly or time consuming. Youth employment programs should consider the costs and benefits of providing comprehensive services in relation to the program length and number of participants.

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[1] The programs reviewed in the paper are Job Corp, Career Academies, Youth Opportunity, Quantum Opportunities, Future Cents, Midcity Summer Youth Employment Program, 2009 American Recovery and Reinvestment Act Evaluation (Study 1), 2009 American Recovery and Reinvestment Act Evaluation (Study 2), and Center for Employment Training Program.

5.Length of time
There is some evidence suggesting that the length of time youth participate in employment programs affects youth outcomes. Results of a JOBSTART evaluation suggested that the impact earnings for those who substantially completed the program were higher than impact earnings of all the other groups (Cave, Bos, Doolittle, & Toussaint, 1993, in Sanchez, 2010). The majority of youth employment evaluations report the length of time youth participated in the program; however, results of how this time was associated with outcomes are often not reported. Some evaluations also report outcomes in time such as average hours worked per week post-program participation, but do not report results of outcomes associated with participation while enrolled in the program (Jackson et al., 2007, in Sanchez, 2010). Reports of staff working with youth employment programs also suggest that length of program is associated with the amount of services staff can provide. An evaluation of twenty 2009 ARRA youth employment sites found that staff were often unable to connect youth with services to reduce barriers to employment because the summer program's focus on work left no time for other services or referrals (Belloti et al., 2010, in Sanchez, 2010).

6.Developmentally appropriate activities
Employment and training programs that provide youth with developmentally appropriate activities are those that provide youth with opportunities to develop skills and have experiences in areas other than work and education.   Examples could include service learning projects, peer-focused projects, and activities that involved teamwork. While the major focus of youth employment programs is the transition to the workforce, youth are also developing in other areas associated with race/ethnicity, health, violence, their interests, and their outlooks of the future. These areas should not be neglected because they can affect youth employment.

7.Collaboration among youth and adults
Interactions with adults that youth perceive as collaborators have been associated with experiences of social support. Collaborative relationships form when youth are positively guided and mentored by adults that genuinely care about youth and are interested in providing youth with social support and support in skill development. Efforts should be taken to prevent merely supervisor-employee relationships because these can have negative outcomes for both youth and supervisors.

8.Participant feedback
The majority of the program evaluations did not report having asked participants for their suggestions on how to improve programming. However, some findings suggest that doing so can further engage participants in program activities. Furthermore, obtaining employer feedback can greatly inform the design of training materials and strengthen program-employer relationships. Youth should be viewed as assets and involved in multiple aspects of programming, not only viewed as recipients of program services. Their feedback can help improve programming and tailor activities to what youth perceive as meaningful.

9.Partnerships across sectors
Strengthening existing partnerships and creating new partnerships is a key to the success of employment programs. One of the ways that such partnerships benefit programs is in facilitating the job placement process, including developing strong recruitment strategies to reach out to existing employer contacts and to potential new employers (Belloti et al., 2010, in Sanchez, 2010). Strong connections between

organizations, job information systems, and job matching are key components of many employment programs' success.

10. Tracking systems
While tracking systems are often used to streamline outreach and recruitment as well as facilitate application practices, a large focus of tracking systems is in payroll processes. Many youth employment programs are switching from the traditional payment method of paper checks to a payroll debit card program (i.e., District Department of Employment Services' (DOES) Summer Youth Employment Program) In another example, youth employment sites in Phoenix and Maricopa County sent their projected expenditures to the city and county in advance of payrolls; projections were based on advice from leaders who had prior experience with summer youth employment programs (Curnan et al., 2010, in Sanchez, 2010). Building a strong employment infrastructure requires good tracking systems to facilitate programming and keep employers and employees returning to the program year after year.

11. Continuous improvement
The evaluation of four youth employment sites found that one of the ways in which these programs moved forward was by making timely, continuous improvements, including staff responding quickly to problems and finding solutions as well as evaluating the program and planning on ways to improve it. In addition, staff perceived mistakes and time constraints as opportunities to learn and improve (Curnan et al., 2010, in Sanchez, 2010). A positive outlook on problems and challenges leads to positive responses. Those who perceive problems as opportunities to learn and improve find ways to do so.

C.   About this Report

The remainder of this report presents and discusses findings from the 2010 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, City Connect Detroit, and the Detroit Youth Employment Consortium Advisory Committee.

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 287 employers using Survey Monkey, an Internet-based survey tool. The survey consisted of 22 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. Four email reminders were also sent out to all employers who had not yet completed the survey. UM-TAC staff also contacted employers without email address, administered the survey via telephone, and entered this data into the Survey Monkey protocol. This report reflects survey results with 177 employers having responded. The response rate of 61.7% is comparable to the response rate from the 2009 Employers Exit Survey.

Correspondingly, the purpose of the Youth Employees Exit 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 (including health and money habits), and overall satisfaction with the program. The Youth Employees Exit Survey was administered using Scantron surveys distributed toward the end of the summer. The survey consisted of 42 questions that included multiple choice and two open-ended responses at the end for young people to offer comments and suggestions. The final number of surveys completed and scanned was 997, for a response rate of 27.8%. Thus, the 2010 youth employee response rate is slightly higher than the 2009 response rate.

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 represent valid percents.

Demographics
- 49% of employers represented non-profit organizations, 24% represented for-profit businesses and organizations, and 11% represented government agencies.
- When asked to describe their main purpose, 24% of employers stated youth-serving programs; 12% stated sales or retail, 10% stated education; and 25% stated a purpose other than the choices provided. Other purposes included law firms, communications, pharmacies, property management, and school-based programs.
- 61% of employers hired between 1 and 5 youth this summer while 19% of employers hired between 6 and 10 youth. Furthermore, 73% of employers have employed youth in the past.
- 45% of employers agreed it was very easy to participate in the 2010 Detroit Summer Youth Employment Program while 41% of employers agreed it was somewhat easy to participate.

Orientation to the Work Setting
- 92% of employers provided youth with an orientation with over 85% of employers including the following orientation components: discussed work schedule (94.3%), talked about job responsibilities (92.4%), introduced youth to other staff (89.2%), gave a tour of the workplace (88.5%), and discussed dress code (86.6%).

Youth and Organization Outcomes
- The top three most important job skills the position passed on to youth were working with others as a team (80.6%), how to act at work (66.5%), and communication skills (46.5%).
- Employers cited the greatest benefits of employing youth as contributing to youth development (39.6%) and additional support for the organization or team (31.4%). The greatest challenges cited by employers included no challenges (21.0%), keeping youth on task (12.6%), assisting youth in developing a positive work ethic (12.0%), and other challenges (12.0%). Other challenges provided included time conflicts, attendance issues, providing training, and payroll issues.
- Employers believed the position helped prepare youth for future employment by introducing youth to a professional work environment (58.0%), helping youth learn to manage time and job expectations (55.6%), teaching the importance of team work (49.1%), and passing on work ethic (47.3%). Employers believed the position helped youth prepare academically by strengthening organizational and time management skills (59.4%), building problem-solving and critical thinking skills (56.4%), and reinforcing the importance of getting an education (46.1%).

Suggestions for Improvement and Future Participation
- When asked how the Detroit Summer Youth Employment Program can be improved, 44.9% of employers said start the program earlier in the summer, 44.3% said have a year-round employment program, 26.9% said increase the number of hours in the work week, 26.9% said provide information about the program earlier, and 26.9% said screen and interview youth prior to placement.
- While 70% of employers did not have plans to permanently hire youth, 73% agreed that they would consider hiring youth even if their salaries were not fully subsidized.
- 92% of employers would participate in the program again and 93% of employers would recommend to program to organizations or businesses similar to theirs.

III.   Data Highlights – Youth Employees Exit Survey

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

Demographics
- 75% of youth employees were between the ages of 15 and 18 years old; 61% of youth are female and 39% are male
- 93% of the employees are African American, 2.5% are Latino or Hispanic, and 1.5% are white.
- 68% of youth have worked for pay in the past, with jobs that included working with a family member (19.2%), babysitting and daycare (15.8%), and community programs (10.0%).
- 35.7% of youth employees reported usually getting mostly As and Bs in school with 33.7% reported getting mostly Bs and Cs. Furthermore, nearly 60% of youth reported spending between 1 and 5 hours a week on homework (1-2 hours, 19.0%; 2-3 hours, 21.3%, 3-5 hours, 17.4%).

Reflections on Summer Work Experience
- As part of the Detroit Summer Youth Employment Program, 21% of youth worked with a youth program for a community organization, 15% worked with seniors, 11% worked with a business, 9% worked with a community group or non-profit organization, and 9% worked with a school.
- 87.5% of youth said their employer provided an orientation for their assigned job duties with over 45% of youth stating that their orientation included the following components: talked about job responsibilities (51.4%), discussed the dress code (50.4%), introduced me to other staff members (48.3%), and gave me a tour of the workplace (46.6%).
- 86.0% of youth agreed with the statement "I felt safe when I was at my workplace" while 82.3% agreed with the statement "I learned how to do new things".
- If not working with the Detroit SYEP, 30.0% of youth employees stated they would be looking for another job, 15.4% stated they would be staying at home, and 15.0% stated they would be hanging out with friends.
- The top three most important job skills learned from the program were working with others as a team (58.2%), how to act at work (33.2%), and patience (27.7%).
- Youth cited that the program helped prepare them for future employment by helping me decide what kind of job I liked (45.3%) and helping me to understand what qualifications I need for my dream job/career (40.9%). Youth cited that the program helped prepare them academically by strengthening my organizational or time management skills (28.1%), helping me strengthen problem-solving and critical thinking skills (25.7%), and helping me decide to stay in school (23.8%).
- 77% of youth agreed that they would recommend the Detroit Summer Youth Employment Program to other youth.

Money, Education, and Health
- 26.7% of youth reported have a savings account, 17.9% reported having a checking account, and 15.8% reported having both types of accounts.
- 42.9% of youth reported that they almost always plan what they are going to spend money on while 39.5% reported that they sometimes plan what they are going to spend money on. Likewise, 26.1% of youth reported almost always saving on a regular basis while 47.3% reported sometimes saving on a regular basis.
- When asked what they did with the money they earned this summer, 34.2% saved it for something they really need, 31.5% spent it on something they really need, 20.8% spent it on something they wanted, but didn't really need, and 17.9% gave money earned to their family.

- When asked how often they felt they did a good job of managing their finances this summer, 43.4% of youth reported almost always and 44.3% of youth reported sometimes.
- 33.0% of youth expect to attend a four-year college and 32.5% expect to attend a graduate or professional school.
- 59.8% of youth describe themselves at about the right weight.
- 16.1% of youth reported not eating fruit in a 7-day period while 34.5% reported not eating a green salad in a 7-day period.
- In a 7-day period, 59.3% of youth reported exercising between 1 and 4 hours (1-2 hours, 31.4%; 3-4 hours, 27.9%). On an average week day, 45% of youth reported watching TV 2 to 3 hours and 17.9% reported watching TV more than five hours.
- 81.4% of youth reported seeing a doctor or nurse practitioner regularly and 86.3% are covered by some form of health insurance.

IV.   Employer Exit Survey Results

Figure 1: What type of organization do you represent?

- Non-profit organization — 49%
- For-profit organization — 24%
- Government agency — 11%
- School/university — 7%
- Church — 3%
- Other — 6%
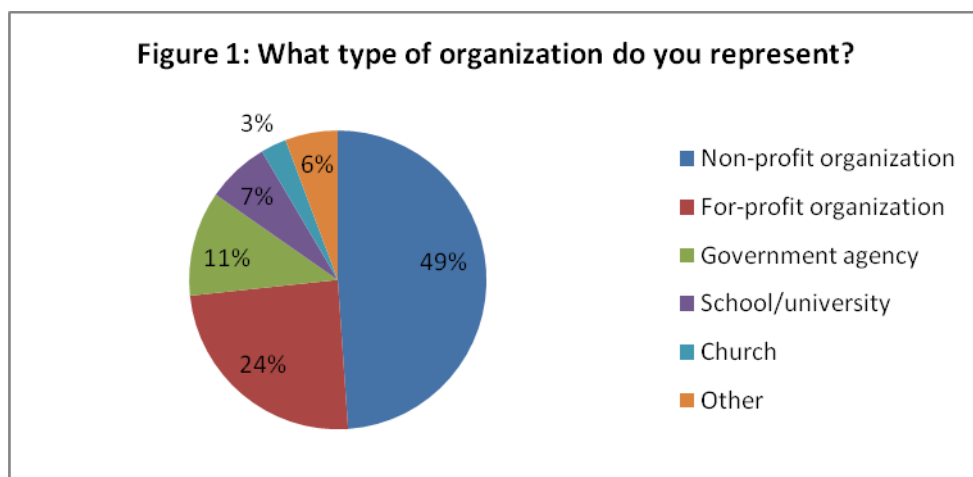
This year's program saw a significant increase in the number of government agencies participating as employment sites, rising from 4% in 2009 to 11% in 2010. The number of for-profit organizations participating also increased from 19% in 2009 to 24% in 2010. Other types of organizations represented included law offices, small businesses, Junior ROTC program, a fraternal organization, and an apartment complex.

Figure 2: What is the main purpose of your organization?

- Youth-serving programs — 24%
- Faith-based programs — 2%
- Law enforcement — 3%
- Education — 10%
- Community improvement or development — 7%
- Research or data collection — 0%
- Outdoor beautification — 1%
- Skilled trades — 1%
- Arts or culture — 4%
- Sales or retail — 12%
- Health — 4%
- Sports or recreation — 3%
- Childcare — 4%
- Other — 25%
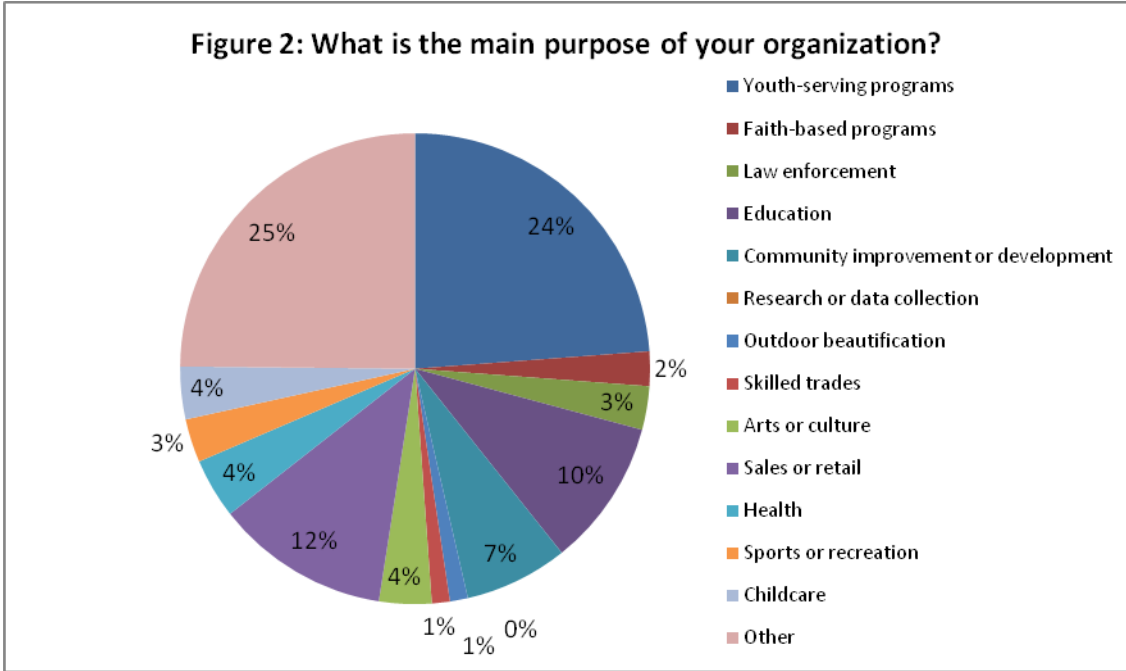
This year saw Skilled Trades added as an item choice. Sales and retail also saw significant increase, from 7.4% in 2009 to 11.6% in 2010. Other purposes cited included law, communications, providing direct and indirect services to the elderly, pharmacy, customer service, apartment management, community outreach and service, service industry, school-based programs, mental health services, city financial planning, real estate, auto dealership, human relations, concert venue, construction, business administration, vocational rehabilitation, and financial services.

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

- 1-5 youth — 61%
- 6-10 youth — 19%
- 11-15 youth — 4%
- 16-20 youth — 5%
- More than 20 youth — 11%
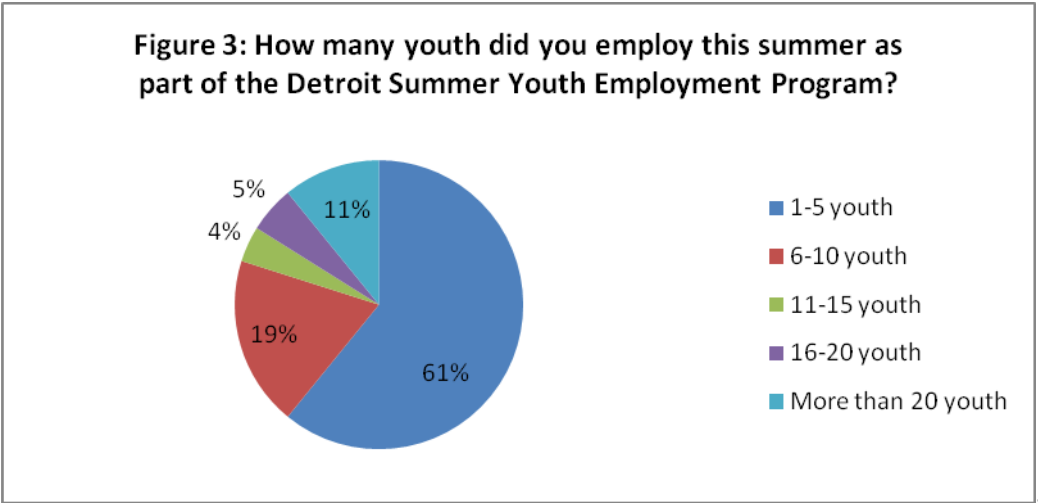
As compared to 2009, the 2010 Summer Youth Employment Program saw an increase in employers employing one to five youth (up to 60.9% from 43.0%) and a decrease in large employment sites hosting more than twenty youth (down to 10.9% from 24.3%).

Employer Exit Survey
University of Michigan – School of Social Work
Good Neighborhoods Technical Assistance Center
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Figure 4: Have you employed youth in the past?

No
27%

Yes
73%
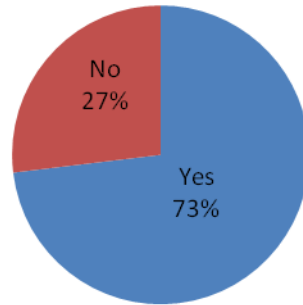
Figure 5: How easy was it to participate as an employer for the Detroit Summer Youth Employment Program?

Not easy
14%

Very easy
45%

Somewhat easy
41%

- Very easy
- Somewhat easy
- Not at all easy
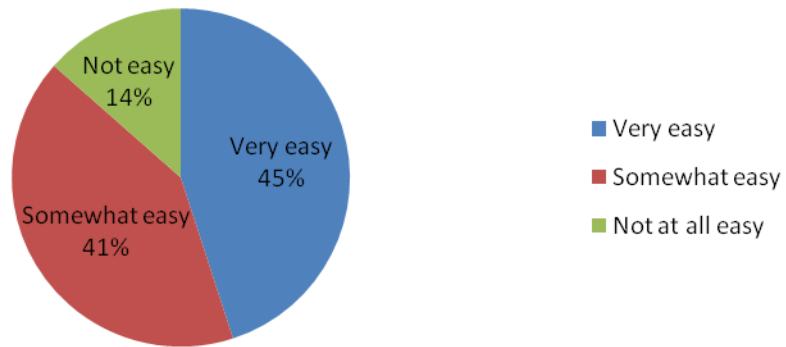
Figure 6: Which statement best reflects your point of view on hiring youth?

- 40.5 — I feel more comfortable hiring youth through an organized program
- 38.7 — I feel equally comfortable hiring youth through an organized program and recruiting and hiring youth on my own
- 20.8 — I feel more comfortable recruiting and hiring youth on my own
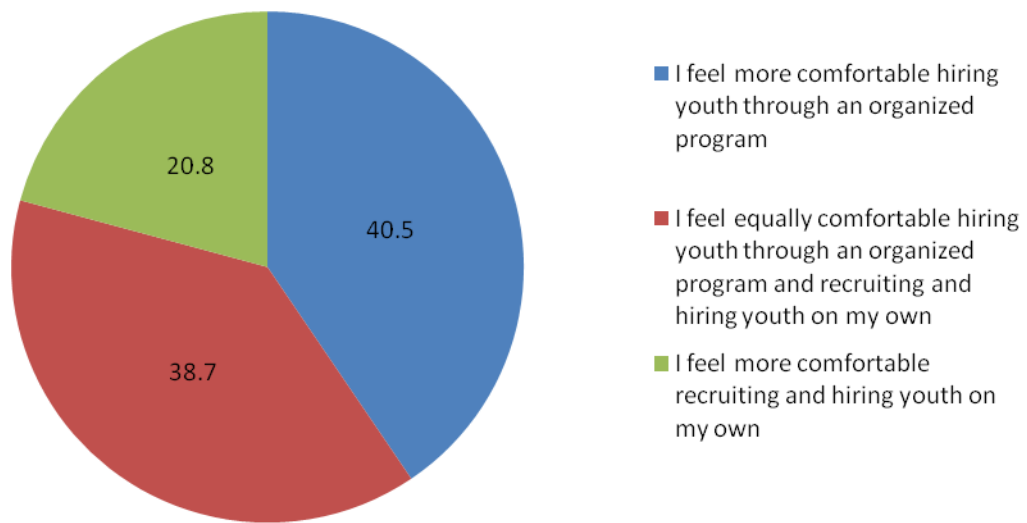
Figure 7: Did you provide an orientation to the specific position(s) youth were employed in?

- Yes 92%
- No 8%

Figure 8: If yes, what did your orientation include? Please check all that apply.

Legend:
- Gave tour of workplace
- Introduced youth to other staff
- Set up opportunity for youth to learn from another employee
- Connected youth with workers that could answer questions
- Talked about job responsibilities
- Discussed work schedule
- Discussed dress code
- Gave overview of equipment
- Trained youth on any skills needed to work effectively
- Other

Values: 88.5, 89.2, 75.2, 71.3, 92.4, 94.3, 86.6, 65, 77.7, 15.9

 Other orientation topics reported included providing youth with email accounts and mailboxes, focusing on goals and learning, discussing rules and timesheets, explaining targeted services and areas, learning about youth interests and schooling, discussing policies and procedures, providing workshops for career development and scholarships, engaging in weekly sessions on topics to help youth in the future, providing a broad overview of the community and past projects, providing 20 hours of training on retail services (tagging, loss prevention, stocking, etc.), providing tours of other locations related to work (campus, court, etc.), offering training on confidentiality and safety procedures for a health care institution, offering leadership, team work, and communication trainings, providing weekly life skills sessions, provided opportunity for youth to give feedback on their job assignments, and providing OSHA and sexual harassment training sessions.

Figure 9: What were the most important job skills the position(s) passed on to youth? Please select up to three (3) of the best answers.

Legend:
- Working with others as a team
- Computer skills
- Problem-solving
- Public speaking
- Accepting supervision
- How to act at work
- Financial management skills
- Importance of a career
- Patience
- Communication skills
- How to be organized
- None of the above
- Other

Values: 80.6, 17.6, 34.7, 9.4, 37.1, 66.5, 4.7, 17.1, 21.2, 46.5, 22.9, 0, 8.2
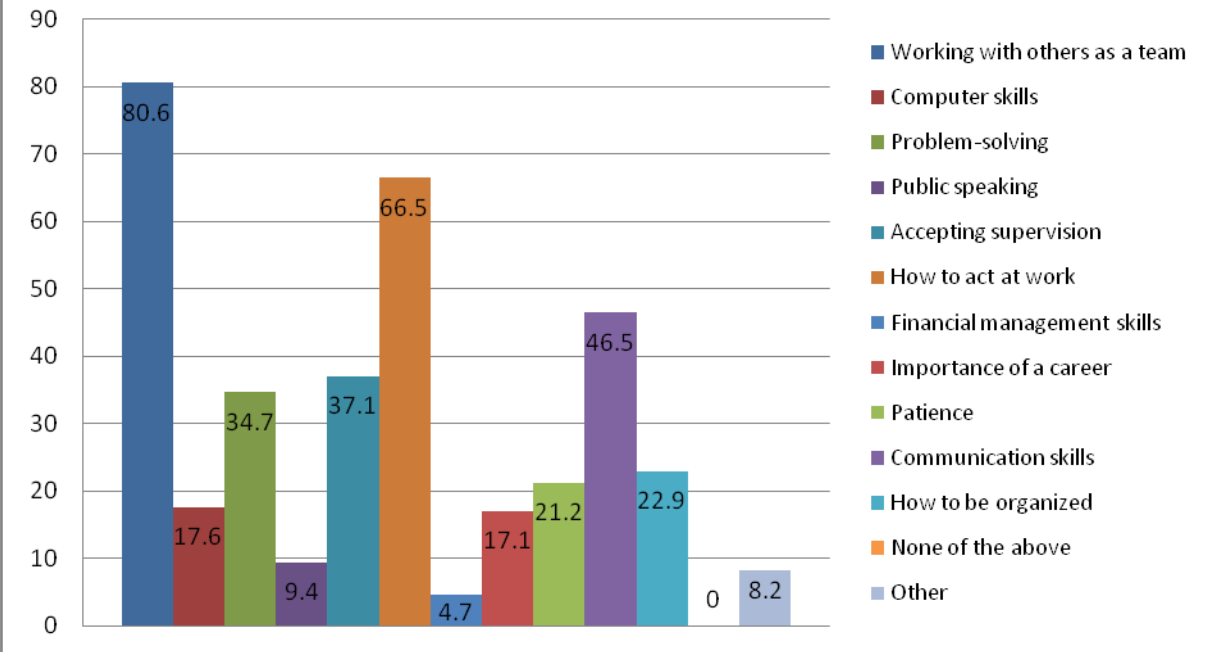
Other job skills reported included career exploration, conflict resolution and mediation, customer service/working with the public, retail skills (shipping, inventory, etc.), housekeeping, program coordination, entrepreneurship, quality and accuracy in the work product, working with personal disabilities to the best of one's ability, and licensure and certification.

Figure 10: What was the greatest benefit of employing youth? Please choose the one answer that best applies.

Legend:
- Additional support for the organization or team
- Willingness to work
- Watching youth develop their career choices
- Contributing to youth development
- Youth provided opinions about their experiences
- Learning how to incorporate youth into the workplace
- Same as hiring adults
- No benefit
- Other

Values: 31.4, 3, 17.2, 39.6, 0, 4.7, 0, 1.8, 2.4
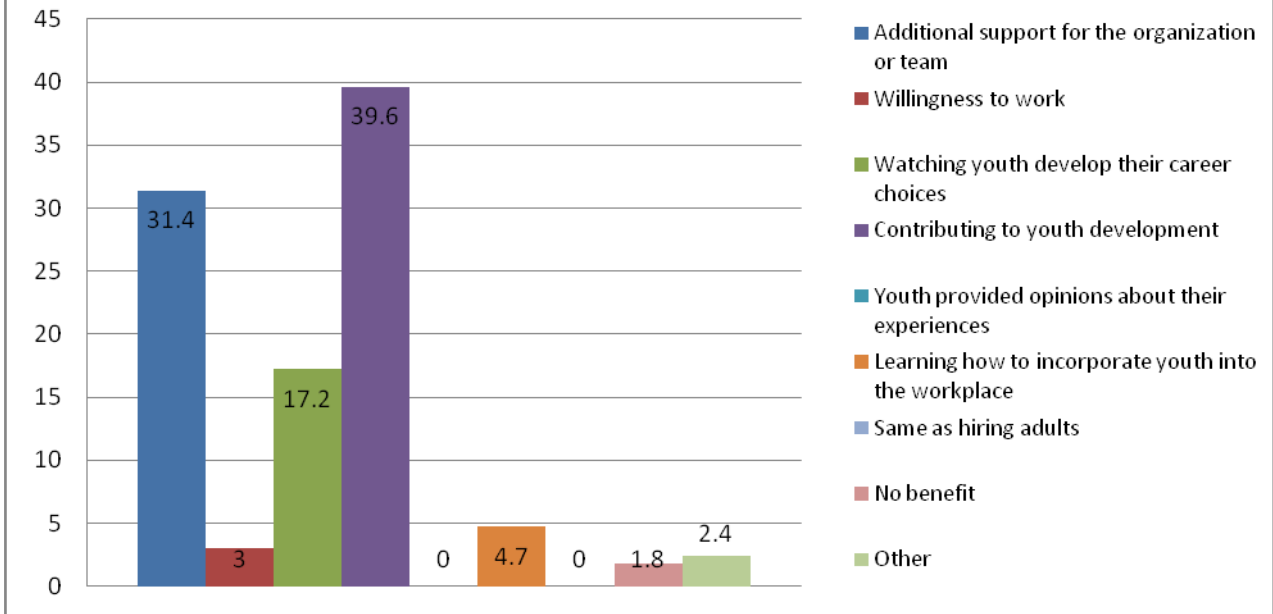
The 2010 Employer Exit Survey added a new choice to this question – contributing to youth development – which was the top response from employers.

Other benefits reported included taking the learning experience to other jobs and employment, engaging youth in the transformation and beautification of their neighborhood, and offering youth the opportunity to work in an established office environment.

Figure 11: What was the greatest challenge of employing youth? Please check the one answer that best applies.

Legend:
- Encouraging youth to be on time
- Keeping youth on task
- Handling lack of experience
- Finding common understanding of position's expectations
- Providing adult supervision
- Assisting youth in developing a positive work ethic
- Encouraging youth to use appropriate language and behavior
- Keeping youth motivated
- Handling lack of transportation
- Having enough time to provide additional training
- Finding dependable, committed youth
- No challenges
- Other

Values shown: 6.6, 12.6, 6, 3.6, 1.8, 12, 4.2, 4.8, 1.8, 7.2, 6.6, 21, 12

Other challenges reported included time conflicts with program schedule and work shift responsibilities, attendance issues, youth not taking the job seriously, providing training, not being able to choose employees, lack of organization on the part of the Summer Youth Employment Program, not being able to control the payroll issues that greatly affected youth performance after having worked hard and not properly have their payroll processed, encouraging youth to be on time and to notify their employer when they will not be at work, coordinating timesheets and check disbursement, good work ethics, having most of our kids rejected by Workforce Development after our program had started and finding a way to keep them in the program, using cell phones and texting during work hours, and making sure SYEP requirements were communicated properly to youth

Figure 12: How did your work site help prepare youth for future employment? Please select up to three of the best answers

Legend:
- Built computer and technology skills
- Helped youth learn to manage time and job expectations
- Built employment skills
- Helped youth create or improve a resume
- Passed on work ethic
- Introduced youth to a professional work environment
- Taught the importance of team work
- Build leadership skills
- Referred youth to potential jobs
- Offered exposure to possible career choices
- Other

Values: 9.5, 55.6, 17.8, 5.9, 47.3, 58, 49.1, 27.8, 8.3, 27.8, 4.1

Other responses included helping youth learn to stay focused, providing experience, introducing youth to construction trades (heating and cooling), supporting academic work, and reinforcing the importance of first impressions when meeting a supervisor.

Figure 13: How did your work site help prepare youth academically? Please select up to three of the best answers.
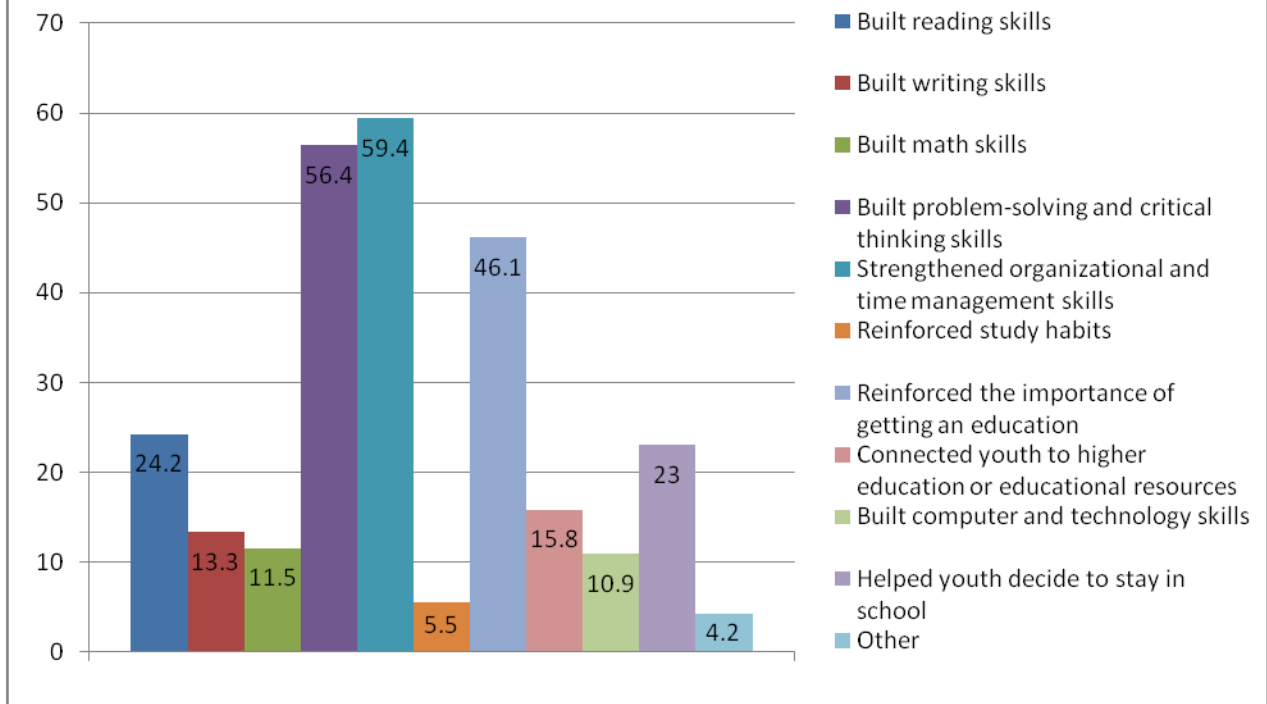
Other responses included helped develop research skills, taught record keeping, developed leadership skills, built communication skills, provided on-the-job training, teaching youth to follow instructions, and improved listening skills.

Figure 14: How comfortable were you in making referrals for your youth employee or employees?
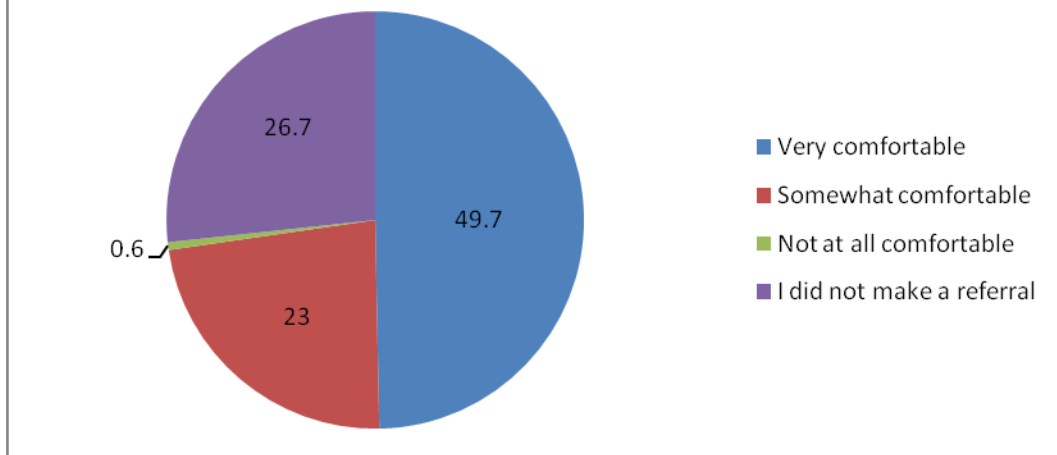
Figure 15: Which statement best reflects your point of view?

Legend:
- I had plenty of time to provide any extra support the youth employee needed
- I was willing to provide extra support to the youth employee, but felt inconvenienced by the amount of time it took
- I was willing to provide extra support to the youth employee, but had no time to do so
- I was unwilling to provide extra support to the youth employee

Values shown in pie chart: 64, 17.4, 14.9, 3.7

Figure 16: How should the Detroit Summer Youth Employment Program be improved for next year? Please check up to three (3) answers.

Legend:
- Increase the number of hours in work week
- Start program earlier in the summer
- Provide information about the program earlier
- Make program requirements more explicit
- Provide training to youth before they are sent to job site
- Provide list of topics to be aware of when working with youth
- Have a year-round employment program
- Provide stipends for food and beverages
- Provide higher youth wages
- Screen and interview youth prior to placement
- Improve placement with youth at his/her work site
- Identify more work sites
- Involve work sites more in the program
- Other

Values shown: 26.9, 44.9, 26.9, 12.6, 22.2, 5.4, 44.3, 9, 4.2, 26.9, 12.6, 3.6, 15, 22.2

The 2010 Employers Exit Survey added a choice to this survey item, "involve work sites more in the program" which garnered the support of 15% of respondents. As compared to the 2009 Exit Survey, this year saw a decrease in the number of employers suggesting "start the program earlier in the summer" (44.9% from 69.6%) and "provide information about the program earlier" (26.9% from 49.0%).

Many employers provided suggestions for improvement other than the choices listed. These suggestions have been organized by theme and are followed by illustrative comments.

- **Improve organization and administrative support of the Detroit Summer Youth Employment Program**
    - Once the program began there was a lack of communication between the work site supervisors and City Connect employees. It was very difficult to make contact with a program employee to resolve issues or to simply ask a question
    - Offer better timing and more open times for youth site coordinator visits
    - Better organization and timely response to concerns
    - Provide better administrative support to the worksite, more contact with employers and perhaps allow feedback more direct than a survey . . . I think that the employment sites should be part of some kind of task force to improve the way this program operates in the future.
    - Identifying a person or department that could provide straight answers was difficult. From student assignments to student check pick-up to management complaints, service agents were polite but unable to resolve issues

- **Improve screening and placement of youth**
  - Allow sites to pre-select youths and/or retain youths from previous year
  - Make available to all youth despite parents' income
  - Screening and matching interest in the position worked wonderful for our firm, I would continue to focus on that aspect as this motivates the student
- **Improve record keeping and payroll process**
  - Process payments on time and have a central location that is convenient for youth to pick up their checks
  - Provide the appropriate timesheets before the work week begins and pick them up the following Monday or allow them to be sent electronically. Also provide accurate information for the youth to get paid
  - Make sure records correct to avoid confusion
- **Provide job readiness training prior to employment**
  - Train youth on basis job skills, [such as] timeliness, calling in, and the importance of good attendance
- **Other suggestions**
  - Provide stipends for loyal grassroots worksites with limited funding but a large commitment to youth improvement and employability skills training
  - Allow youth to work the cash register
  - Provide worksites with more information
  - Better resources for team members
  - Conduct an Employer Orientation

Figure 17: Do you have plans to permanently hire the youth who worked for you this summer?

Yes 30%

No 70%
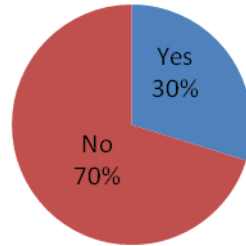
The percentage of employers reporting plans to permanently hire youth remained consistent, rising slightly from 29% in 2009.

Figure 18: Would you consider hiring young people even if their salaries were not fully subsidized?

No 27%

Yes 73%
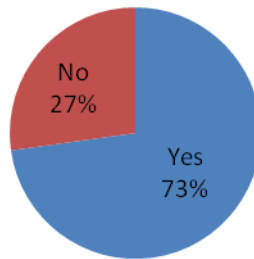
Figure 19: Would you participate in the Detroit Summer Youth Employment program again?

No
8%

Yes
92%
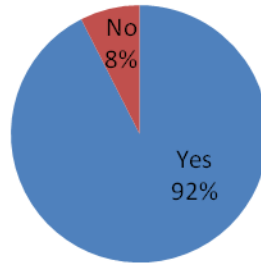
Figure 20: Would you encourage other organizations similar to yours to participate in the Detroit Summer Youth Employment program?

No
7%

Yes
93%
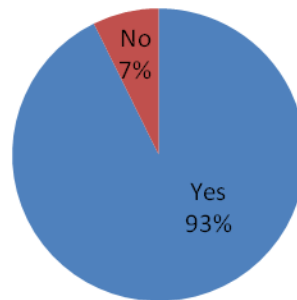
Table 1: What additional preparation, if any, did your business or organization have to undertake in order to provide youth with this employment opportunity?

44% of respondents answered this item

Recruitment
- My staff interviewed, screened, and placed all of our youth
- We had to recruit our own youth
- Making sure that the youth are properly interviewed and screened to ensure that they have an interest, first of all, in working, and secondly, working in a business setting with trained technical skills

Supervision/Assigning staff to work with youth
- When it became apparent that youth could not work self-sufficiently, we hired another manager to supervise them
- Our organization had to designate multiple officers in advance to work directly with the youth and to oversee their tasks and assignments
- We had to hire our own supervisory staff that had the requisite skills to guide our youth. That meant that we had to raise funds from an outside source in order to even have a program
- The youth were pared up with a team member at all time, so they would be supervised
- We designated one staff member to be the supervisor of the DSYEP youth. This person was responsible for assigning the youth to tasks, tracking their performance, and handling "issues".
- The supervisor has to coordinate the outline and order materials, supplies, and equipment for the 6-week work schedule

Orientation and training
- Provided guest speakers, mock interviews, field trips to community meetings and activities (NAACP and mayoral forums), leadership development curriculum, and conflict resolution and mediation skills training
- Additional skill training such as how to greet people, how to answer telephones, daily commitments, and future goals
- Went over resume development
- Provided a one-week training
- Food handling training at the Health Department
- The Mayor's office made our youth go through an orientation hosted by the Human Resources Department as well as the one we hosted and the on that City Connect hosted
- Finding time to squeeze in training for them at least twice a week

Placement
- Finding work sites
- I had to speak with Regional Managers, Human Resource, District Managers and Managers to find best store to place candidates at, so as to fit the needs of business and candidate for logistics

Payroll and timesheet issues
- We had to troubleshoot numerous payroll issues and provide supportive services for our youth because they didn't have checks when they were supposed to get them
- Picked up and dropped off time sheets

Budgeting
- Fundraising for the rest of the budget
- We had to seek funding after Workforce would not pay for all our students. We provided lunch everyday for each of our students
- Redesign the budget

Table 1 Continued

What additional preparation, if any, did your business or organization have to undertake in order to provide youth with this employment opportunity?

Programming
- Our organization had to have several meetings to ensure we would be able to participate in the program. We also had to move our program to numerous other sites because Cody High School work site closed early
- Work projects were rescheduled due to there not being a definite start date for the youth
- Several requirements/directions for the youth changed throughout the summer, therefore causing us to constantly make adjustments
- The youth came into our organization 1-2 weeks later than expected. This meant that we had already started programming without them and had to "double back" to orient and incorporate them

Staffing
- Adjustment in staff schedules to accommodate short days for youth
- We had to train supervisors
- We had to provide interpreters at our own expense. We are an agency but we do not have a funding source for our staff of educators for the deaf
- Our Department has to detail two additional active firefighters to assist with the Community Relations Division for the Youth Program

Other
- We rented office space to best house the youth activities
- Find organizations that are willing to hire youth once they graduate
- Get security clearances and badges
- Prepare work stations and space

Table 2: Any other suggestions or comments?

51% of respondents answered this item

Accolades for the program
- The program was well run and should be continued
- Great program for job experience and work ethic
- This work opportunity gave youth the opportunity to learn how to work with the public
- Program worked well, the youth worked out really well, hopefully other organizations will be available to employ youth so they can get the experience
- Youth were a joy to employ and many other employers were willing to hire them after graduation based on the skills
- We built great relationships with the youth that worked with us. We would love to have an opportunity to have youth work with us throughout the year. It was a great summer!
- It was very frustrating in the beginning but in the end it was a joy to work with the children. So much we hired two permanently.

Allow for greater involvement of and support for employers and work sites
- The organizations/companies hiring the youth receive some form of payment
- On-site coordinators should be provided some stipend or income for supervising youth especially for churches or organization with unpaid staff
- If uniform required by company, company should be reimbursed at cost

Table 2 Continued
Any other suggestions or comments?

Improve the selection and placement process
- Our preference would be to select the youth, but we were very happy with the youth we received this year
- Provide opportunity for sites to pre-select youths and/or retain youths from previous year
- The last two youth sent to [our work site] did not know math at all, basics such as 2 x 9; one could not read at all. We tried teach one and she was not willing to learn
- Not being able to pre-select the youth is the largest barrier to our employment program.
- During the summer of 2009, we were able to request the specific young people who we wanted to employ; this summer we had to take who we were given although we had requested specific youth. Can we go back to requesting specific young people and having them placed in our program? Another area of concern was in the recruitment process. . . A number of students were not called for an interview; however those who were called were often left dangling because no one called them back to let them know that they were not going to be placed.
- The placement process just needs to be smoother; we were receiving more youth than we could accommodate after we made the program aware
- We requested 10 students but . . . 6 of them did not show up. Most of them didn't remember having applied for the program and had other plans for the summer. It would have been great to know exactly how many students we were getting so we could have figured out how to best prepare for them and support their work
- Should know beforehand that we were going to have youth employees. It was very last minute.
- Place student where they have interest in the work site
- Continue to match their interest with the positions available to help keep their interest and motivation. This year was an extremely successful year!!

Improve payroll process
- Youth had difficulties getting time sheets in
- The payroll process was completely unorganized; some youth were paid for hours not worked and others were not paid for hours they did complete
- Timesheets would be brought on Thursdays at the end of the day when youth were already dismissed and then would expect them to be filled out and at the office by 10 am Friday when there was no youth here on Fridays. Very frustrating!
- The time sheet process needs to be ironed out a bit more. It was somewhat confusing between the two students. One was paid through our Agency payroll and one was paid through the Summer Employment program
- I suggest that additional staff be assigned to assist on days that payroll checks are administered
- Perhaps the site monitor can bring the youth's check vs. the youth having to spend several hours to pick up their individual check on their pay day
- Please communicate procedures for check distributions in writing to sites in a timely manner
- Recommending that DSYE timesheet procedure (pick up) is more structured. For example, contacting the sites and informing us if they are coming as well as when leadership changes we should be informed

Perform more screening of youth employees
- Do background checks to avoid placing young criminals or youth with bad behavior or addiction
- I had to dismiss one youth due to inappropriate behavior. Have a GPA standard for youth, offer to college-bound students and have youth that are eager to work and not just collect a paycheck
- I personally feel that the youth whom is chosen for the positions should be interviewed thoroughly before being hired

Table 2 Continued
Any other suggestions or comments?

Better communication
- Communication with work sites is the most important asset
- The biggest issue was locating the site managers to contact
- Timely planning and dissemination of information and changes
- I feel the program had a lot of loopholes and no communication with the host sites. Not sure I would participate again
- The site monitors should be more approachable
- Communication must improve between SYEP and employers for program to be effective

Consider program expansion
- You guys have ended year round work programs. Please consider stipends for organizations that provide year round youth programs where youth and their parents can attest to the youth's improvement
- Want to get more business so getting involved
- Provide more than two youth at each store
- Work experience should be longer with an opportunity to extend work experience through the year,
- Allow youth to start work earlier. Maybe even by June 1st on Saturdays for orientation and this would help them to assist in developing our summer program and help the youth to take more responsibility and begin to develop leadership abilities
- It was difficult for us to begin the program in mid-July. Late June would work better for our organization

Provide more training and orientation of youth employees
- Youth could have been better prepared professionally. Most of our students had not really attended an orientation and didn't seem to understand the process for timesheets etc.
- Youth should receive training before being sent to worksite
- Stress proper work behaviors and etiquette for youth employees before they are sent to work sites
- Handle orientation by site, not age; pay attention to the site requirements before sending kids to work
- It would be helpful if we could collaborate on an orientation in which the youth have the opportunity to meet their supervisors prior to working on site. Many youth were unaware of what was expected of them

Improve general organization and administration of the employment program
- We experienced constant turnover in site managers, youth were sent to the wrong facilities initially and there was inconsistency in payroll distribution sites
- Hard to contact people in the office, hard to complete tasks, pre-identified tool did not work. More organization needed at the program. Need more program monitors!
- Having the monitor actually visit the work sites to inform, engage and encourage the youth is important. My monitor simply showed up to pick up timesheets, and could not answer pertinent questions asked by myself and the youth about transportation and getting me copies of their work permits

Other suggestions or concerns
- Monitor students after the program
- Only would recommend if the program were improved
- Hopefully, by the next summer term, the summer youth employment program will be more organized and have the youths' best interest at heart. Too many youths were led to believe that they had jobs and went through the whole process expecting what they were told.

Figure 21: What was your summer job with the Detroit Summer Youth Employment Program? Check the one answer that best applies.
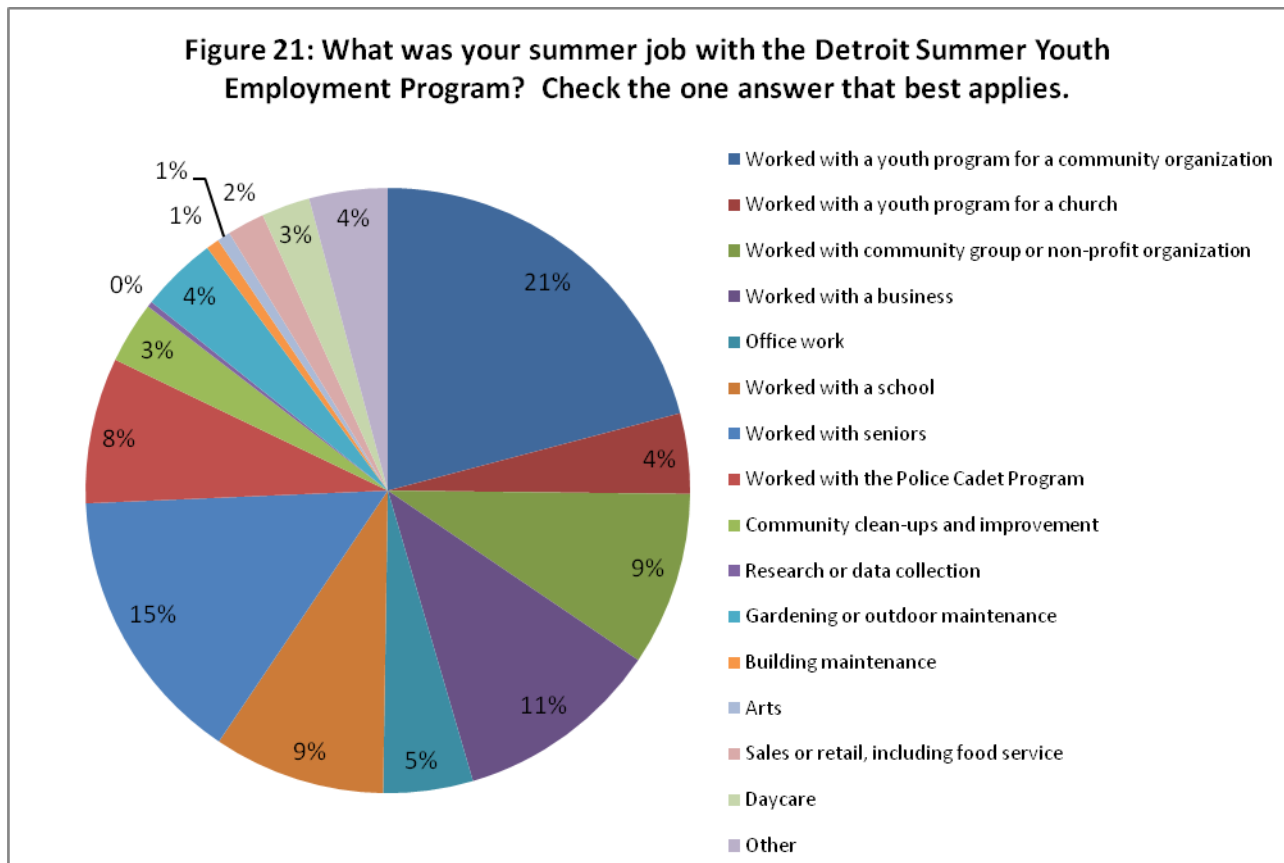
Based on last year's survey, several new categories were added to this item for the 2010 Youth Employee Exit Survey: Worked with a community group or nonprofit organization, worked with a school, and worked with seniors; all of these categories were highly ranked. Also notable were the decreases in the number of youth employed with church youth programs (4.3% from 12.1%), and community clean-up and improvement (3.3% from 14.3%), as well as the increase in the number of youth employed with businesses (11.0% from 6.2%)

Other jobs mentioned included parks and recreation (Belle Isle and Chene Park were specifically cited), Caribbean Mardi Gras, the Career Ready program and Y Career Wise, cleaning, cleaning horse stalls, working at the Detroit Zoo, working on the eastside of Detroit, Junior Fire Cadets, Henry Ford Hospital, working with the corrections system (police department, Wayne County jail, Sherriff Department, or youth corrections), line project, Mayor's Ambassadors, radio station, summer camp leader, urban youth and leadership development, vet, and watching cars all day.

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[2] Missing responses of 15% or more are noted following the graph.

Figure 22: Did your employer provide an orientation for your assigned job duties?

No
13%

Yes
87%

Figure 23: If yes, what did the orientation include? Check all answers that apply.

Legend:
- Gave me a tour of the workplace
- Introduced me to other staff members
- Set up the opportunity for me to learn from another employee
- Connected me with other workers that could answer any questions I had
- Talked about job responsibilities
- Discussed my work schedule
- Discussed the dress code
- Gave me an overview of the equipment I will be using
- Trained me on skills I needed to do my job
- Other

Values: 46.6, 48.3, 28.5, 32.7, 54.7, 51.4, 50.4, 32.8, 40.8, 0.9

Other orientation components cited included helping children learn.

Figure 24: Please read the following statements and check one answer based on your experience with the Detroit Summer Youth Employment Program

Legend: Disagree / Neither agree nor disagree / Agree

Statement	Disagree	Neither agree nor disagree	Agree
There was an adult at my workplace I felt comfortable talking to	10.9	12.8	76.3
I felt safe when I was at my workplace	4.1	9.9	86
It was okay for me to make some mistakes at my job	12.6	25.4	62
I helped make decisions at my job	9.5	17	73.5
I was allowed to lead an activity	12.9	20.5	66.6
The work I was assigned to was meaningful	11.4	18.2	70.4
I learned how to do new things	7.9	9.8	82.3

Youth Employee Exit Survey
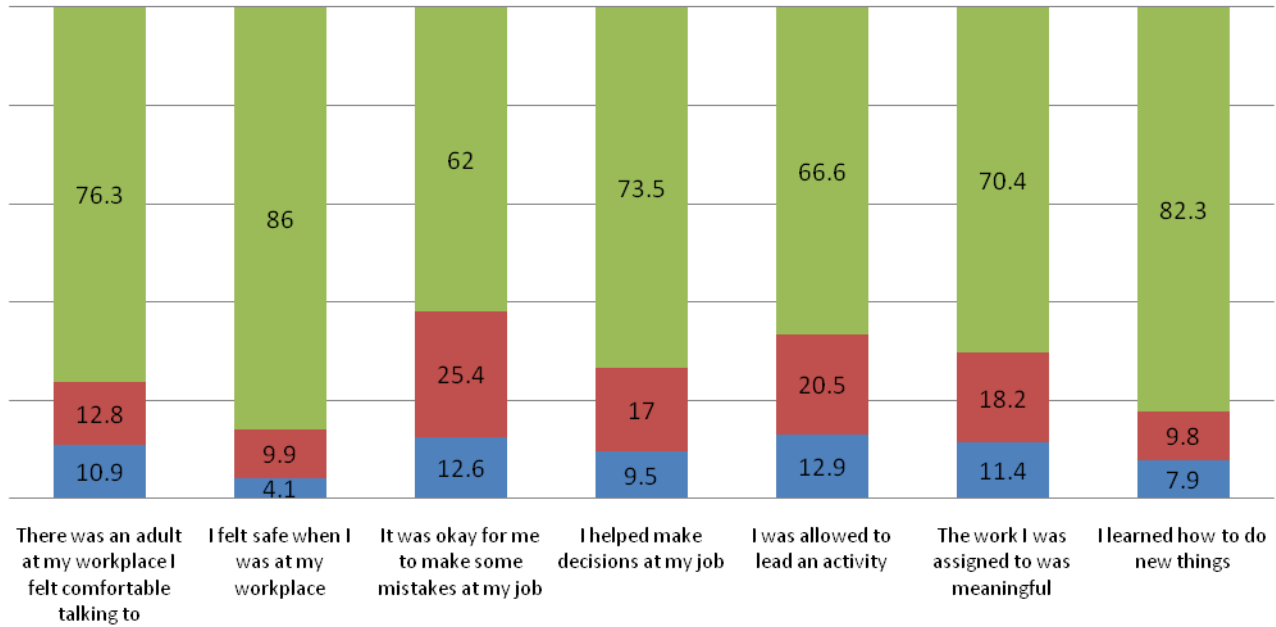
Figure 25: What do you think you would have been doing if you were not working with the Detroit Summer Youth Employment Program? Check the one answer that best applies.
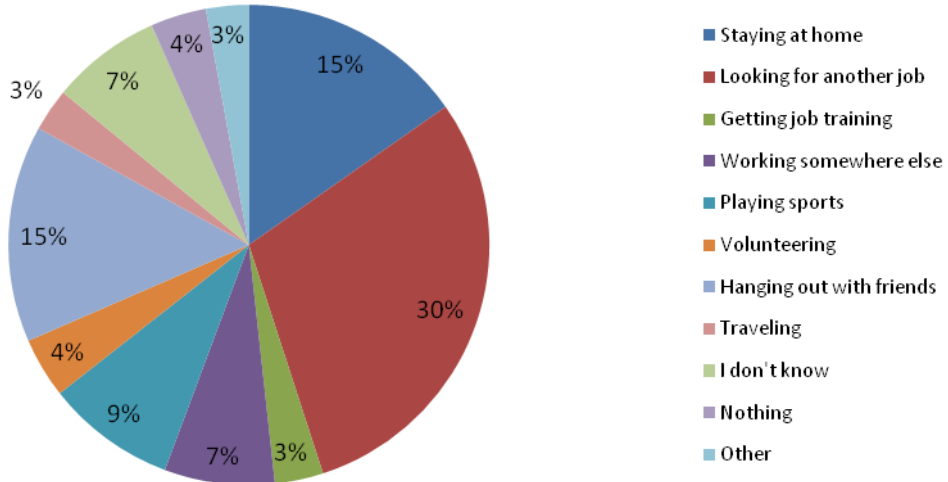
Other responses included AP summer homework, Cranbrook HUB program, dance, vocal, and guitar lessons, getting into school, getting ready for college, going to school/summer school, going out, in college, in trouble, making movies, modeling, sleeping, talking on the phone, starting my own business, taking care of business, a lot of things, and all of the above.

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

Figure 26: What are the most important job skills you learned from the program? Check up to 3 answers.

Legend:
- Working with others as a team
- Computer skills
- Problem-solving
- Public speaking
- Accepting supervision
- How to act at work
- Financial management skills
- Importance of a career
- Patience
- Communication skills
- How to be organized
- Other

Values: 58.2, 9, 15.7, 18.3, 13.6, 33.2, 17.9, 14.1, 27.7, 27, 18.8, 1.6
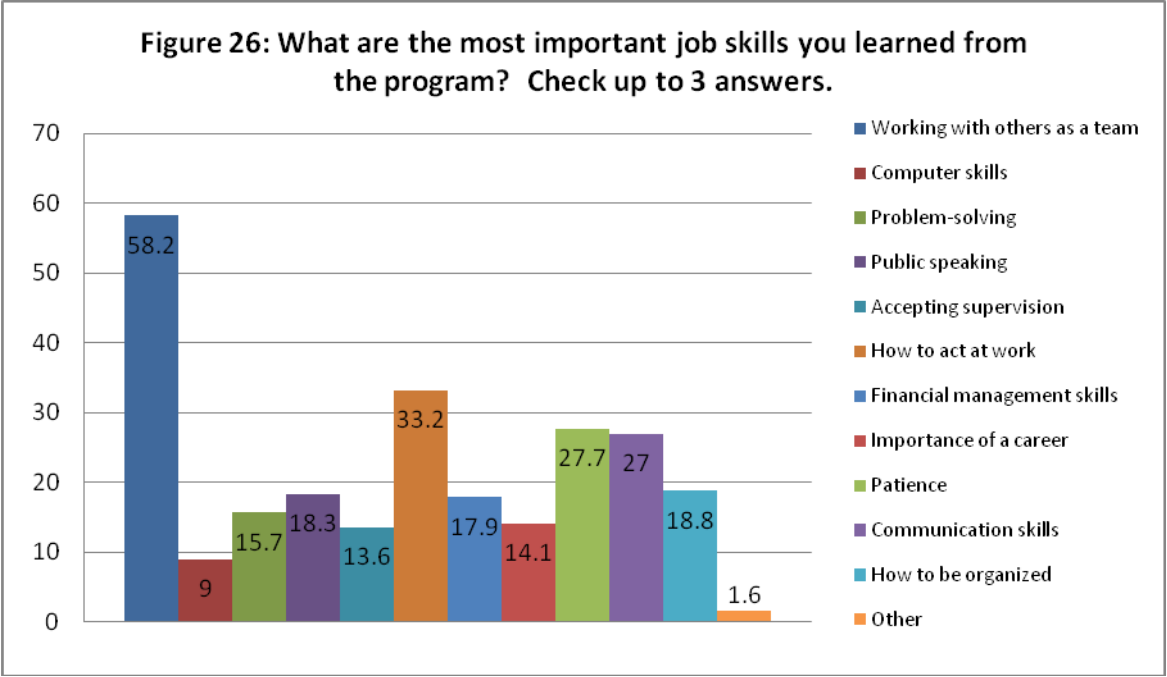
Other job skills learned included gardening (weeding and watering trees specifically mentioned), how to work with kids, how to work the phones, leadership, office work, shooting dice, nothing, and all of the above.

Figure 27: How did the program help you prepare for future employment? Check all answers that apply.

Legend:
- Helped me decide what kind of job I like
- Showed me how to search for jobs
- Showed me how to fill out a job application
- Helped me create a resume
- Prepared me for a job interview
- Referred me to potential jobs
- Helped me to understand what qualifications I need for me dream job
- Helped me arrange child care
- Did not help me prepare for employment
- Other

Values: 45.3, 18.4, 21.8, 20.6, 26.9, 15.2, 40.9, 8.2, 7.8, 2.3

Other responses included communication skills, determination, helped me learn patience, helped me with responsibility, something to add to a resume, and learned how to work with kids.

Figure 28: How did the program help you academically? Check all answers that apply.

- Helped me decide to stay in school — 23.8
- Helped me strengthen my reading skills — 16.9
- Helped me strengthen my writing skills — 17
- Helped me strengthen my math skills — 13.1
- Helped me strengthen problem-solving and critical thinking skills — 25.7
- Strengthened my organizational or time management skills — 28.1
- Reinforced positive study habits — 14.1
- Helped me have higher academic expectations for myself — 19.4
- Connected me to higher education or educational resources — 15.2
- Did not help me prepare academically — 15.2
- Other — 1.8

This year's survey included several new items for this question: helped me strengthen my writing skills, helped me strengthen problem-solving and critical thinking skills, strengthened my organizational or time management skills, and connected me to higher education or educational resources. Also notable was a decrease in the number of youth reporting that the program "connected me to higher education or educational resources", down 19.4% from 39.7%.

Other responses included going to give me credit hours, helped me with spelling, helped with learning to use computers, Miss X helped me a lot, learned to work with others, and hooping.

Figure 29: To what extent has the Detroit Summer Youth Employment Program changed your ideas about your future?

Not at all 7%

Not much 15%

A lot 38%

Somewhat 40%

Youth Employee Exit Survey
University of Michigan – School of Social Work
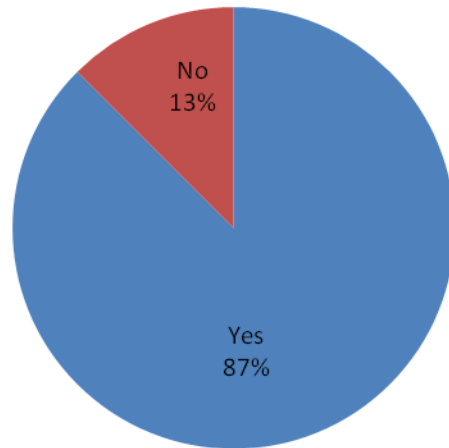Good Neighborhoods Technical Assistance Center
February 2011

Figure 30: If your ideas about your future have changed because of the program, how have they changed? Check all answers that apply.

Legend:
- I was thinking about quitting school but now I think I can stay in school
- I now think I can reach a higher level of education
- I now think I can get a better job
- I am now interested in a different type of job
- I now have more confidence about whatever I do
- I now plan to do more community service and volunteer work
- I now think I can be a leader in my community
- Other

Values shown: 5.9, 24.1, 26.9, 23.5, 28.6, 19.4, 19.9, 2

This year's Exit Survey added "I am now interested in a different type of job" as an item choice, which 23.5% of youth employees selected.

Other ideas cited included I didn't want to attend college, but now I do; I now have become a leader in my community; and my ideas haven't changed.

Figure 31: Looking back at your experience with the Detroit Summer Youth Employment Program, would you recommend the program to other youth who haven't participated in it before?

- Would recommend it
- Might recommend it
- Would not recommend it

2%
21%
77%
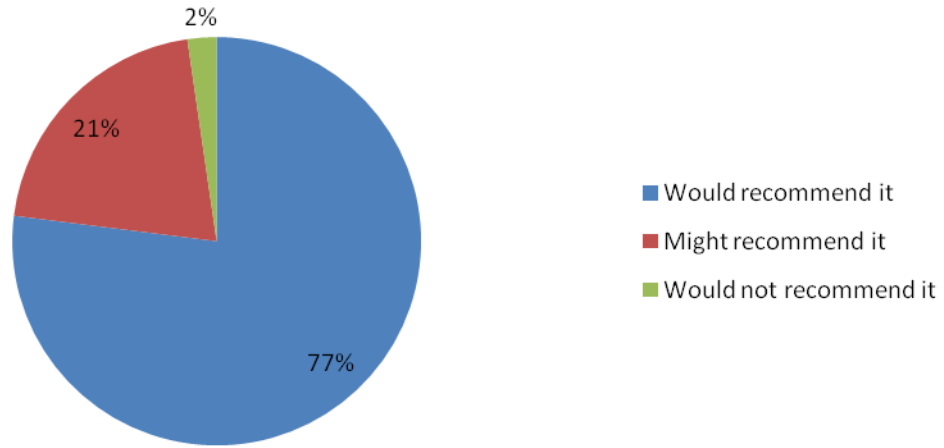
Figure 32: Do you have a bank account in your name?

- Yes, I have a checking account
- Yes, I have a savings account
- Yes, I have both a checking and savings account
- No, I do not have a bank account

17.9
39.6
26.7
15.8
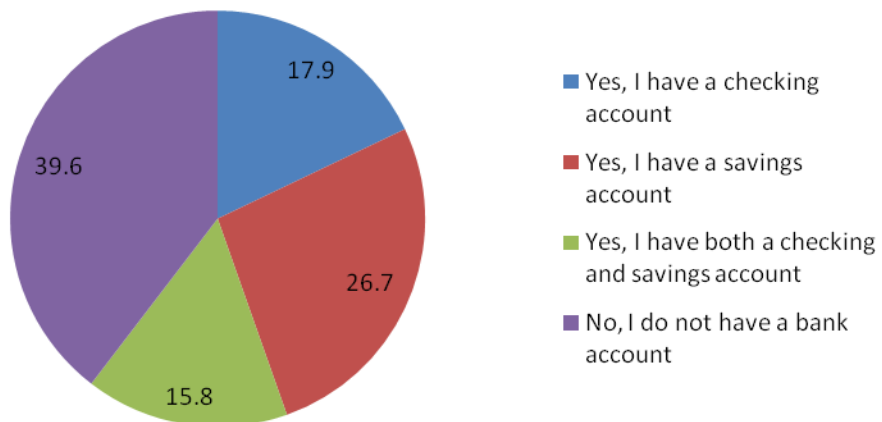
This question was new to this year's Youth Employee Exit Survey.

Figure 33: Do you feel comfortable writing out a check?

No
38%

Yes
62%
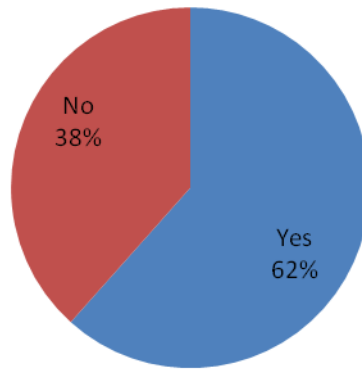
This question was new to this year's Youth Employee Exit Survey.

Figure 34: In the past year, how often have you planned what you are going to spend your money on?

Never
2%

Rarely
15%

Sometimes
40%

Almost always
43%
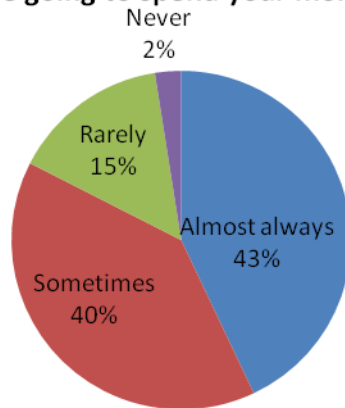
This question was new to this year's Youth Employee Exit Survey.

Figure 35: In the past year, how often have you saved on a regular basis?

This question was new to this year's Youth Employee Exit Survey.

Figure 36: What did you do with the money you earned this summer? Check all answers that apply.

Legend:
- Saved it for college
- Saved it for something I really need
- Spent it on something I really need
- Gave it to my family
- Spent it on my children
- Used it to pay off debt
- Used it to pay bills
- Spent it on something I want, but don't really need
- Other
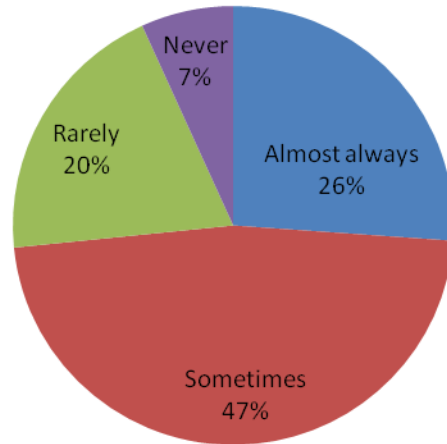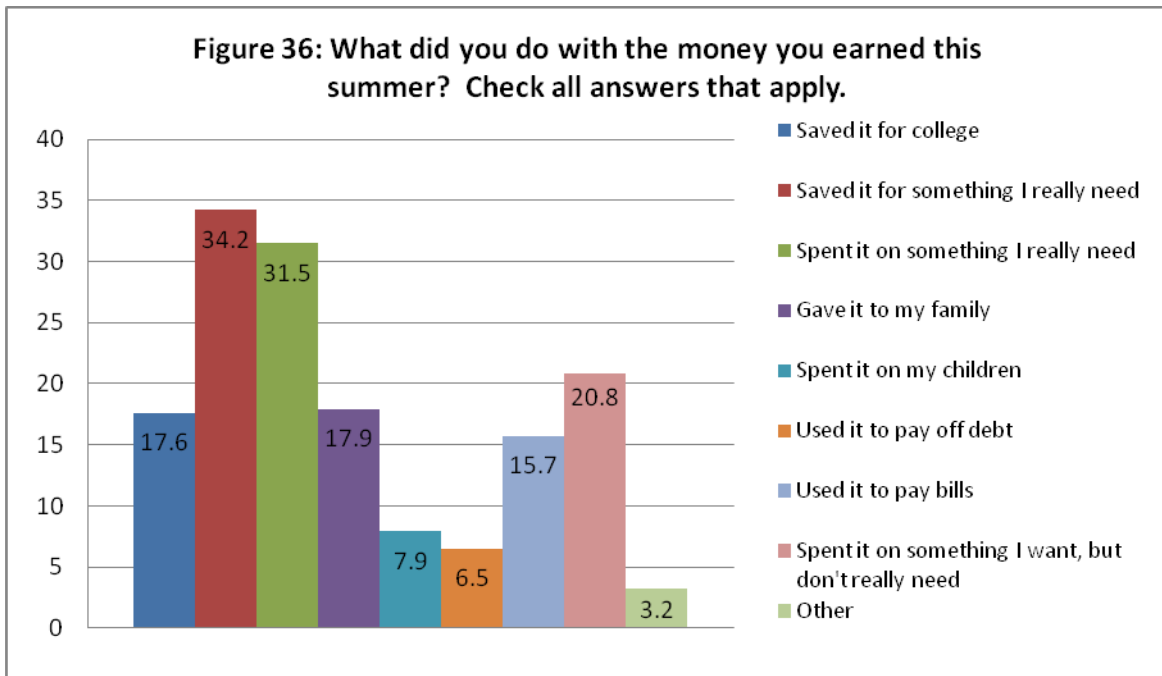
This year's survey added two new categories to this item: "spent it on my children" and "used it to pay bills".

Other responses included bought school clothes, bought school supplies, went shopping/bought clothes, spent it on a car, went to the movies, free college, saved or put it in the bank, paid senior dues, bought guitar lessons, spent it on dance training, saved some and spent some, saved for school clothes, saved for a car, used it for senior year, used it for driver's training, spent it on college needs, and went on trips.

Figure 37: This summer, how often did you feel that you did a good job managing your finances?

Never 3%

Rarely 9%

Almost always 44%

Sometimes 44%
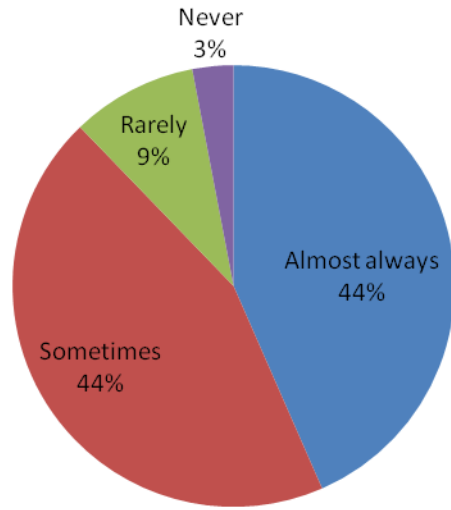
Table 3: What job would you like to be doing in 10 years?

719 out of 997 respondents completed this item, for a response rate of 72.1%. The top 10 professions are presented below with illustrative comments; see Appendix A for a full list of professions given.

Doctor – 88 responses, or 12.2%
- Doctor, medical doctor
- Pediatrician, OB/GYN, anesthesiologist, neurosurgeon, cardiologist, physician

Nurse – 68 responses, or 9.5%
- Nurse, RN
- Pediatric nurse, maternity nurse, neonatal nurse, CRNA

Lawyer – 58 responses, or 7.8%
- Lawyer, attorney
- Prosecuting attorney, patent lawyer, criminal defense attorney

Business owner or entrepreneur – 45 responses, or 6.3%
- Being my own manager, have my own business, make my own money
- Store owner

All other medical careers – 37 responses, or 5.1%
- Certified nursing assistant
- Physical therapist, respiratory technician, EMS, occupational therapist, pathology, surgical assistant, sports medicine, ultrasound technician, x-ray technician

Law enforcement – 32 responses, or 4.5%
- Police officer
- Parole officer, detective, homicide detective, FBI agent, US Marshall

Engineer – 28 responses, or 3.9%
- Engineer
- Civil engineer, mechanical engineer, electrical engineer, engineering machinist

I don't know – 22 responses, or 3.1%
- I don't know, not sure, undecided, N/A

Teacher or educator – 22 responses, or 3.1%
- Teacher,
- Kindergarten teacher, elementary teacher, music teacher, math teacher, college professor

Athletics – 21 responses, or 2.9%
- Professional athlete, NFL player, NBA player
- Coaching, personal trainer, sports management, sports agent, recreation department

Figure 38: Do you need to finish high school to get this kind of job?

No
14%

Yes
86%
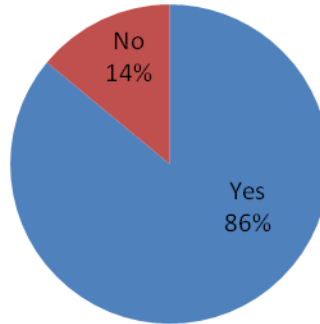
This year's Exit Survey shows a slight decrease in the number of youth responding that you need to finish high school to get the job they would like to be doing in ten years, down to 86.0% from 93.3%.

Figure 39: Do you need to finish college to get this kind of job?

No
20%

Yes
80%
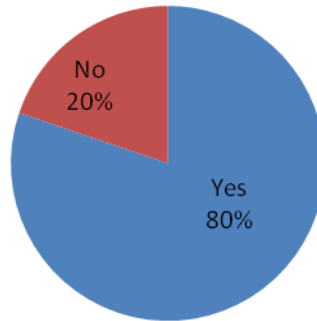
This year's Exit Survey also shows a slight decrease in the number of youth responding that you need to finish college to get the job they would like to be doing in ten years, down to 80.2% from 87.8%.

Figure 40: How much further do you expect to go in school?

Legend:
- Attend high school
- Obtain a GED
- Graduate from high school
- Attend a technical or vocational school after high school
- Receive training in the armed forces
- Attend a two-year junior or community college
- Attend a four-year college
- Attend a graduate or professional school or college

Pie chart values: 6%, 4%, 9%, 7%, 2%, 6%, 33%, 33%
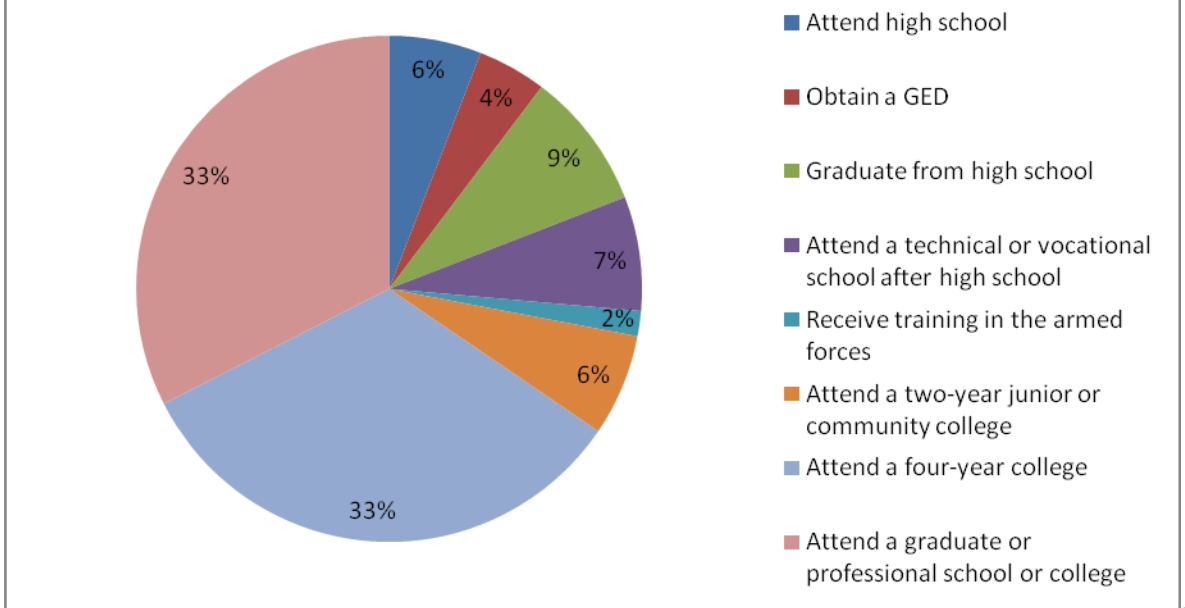
As compared to the 2009 Youth Employee Exit Survey, the number of youth reporting that they expect to attend a technical or vocational school after high school increased, rising to 7.3% from 3.3%. The number of youth reporting that they expect to attend a four-year college or attend a graduate or professional school remained constant.
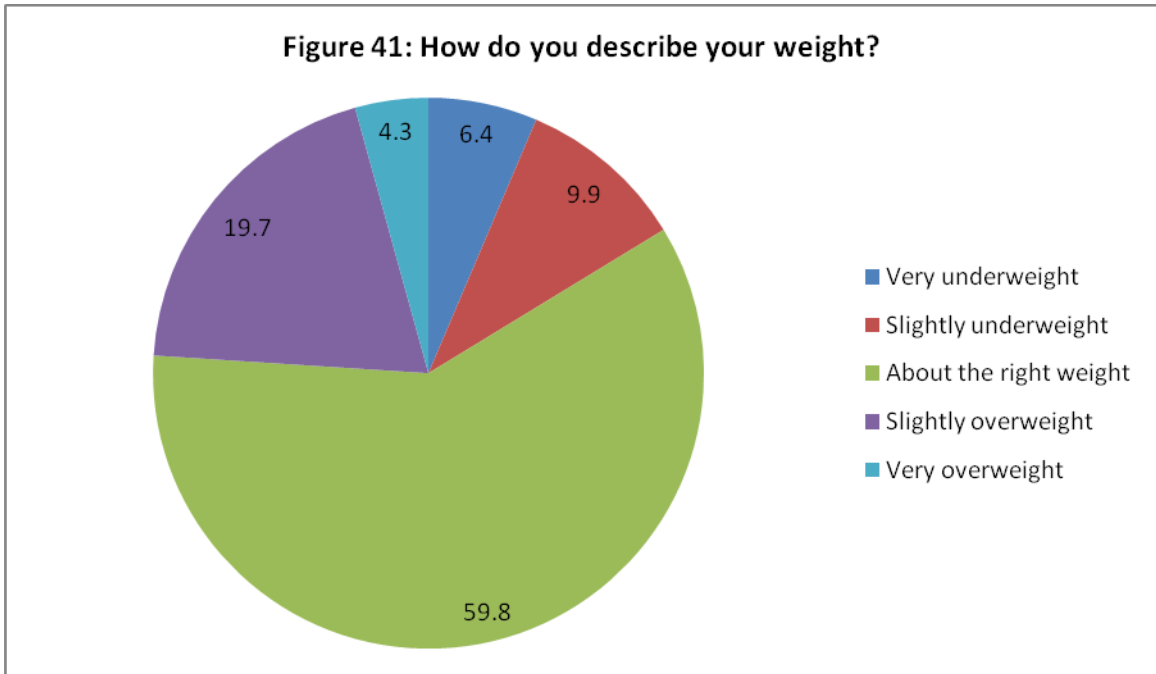
Figure 41: How do you describe your weight?

Very underweight: 6.4
Slightly underweight: 9.9
About the right weight: 59.8
Slightly overweight: 19.7
Very overweight: 4.3

This question was new to this year's Youth Employee Exit Survey.

Figure 42: During the past 7 days, how many times did you:

	Not at all during the past 7 days	1 to 3 times during the past 7 days	4 to 6 times during the past 7 days	1 to 2 times per day	3 or more times per day
Eat fruit?	16.1	31.9	29.2	11.2	11.6
Eat green salad?	34.5	34.6	14.5	10	6.4
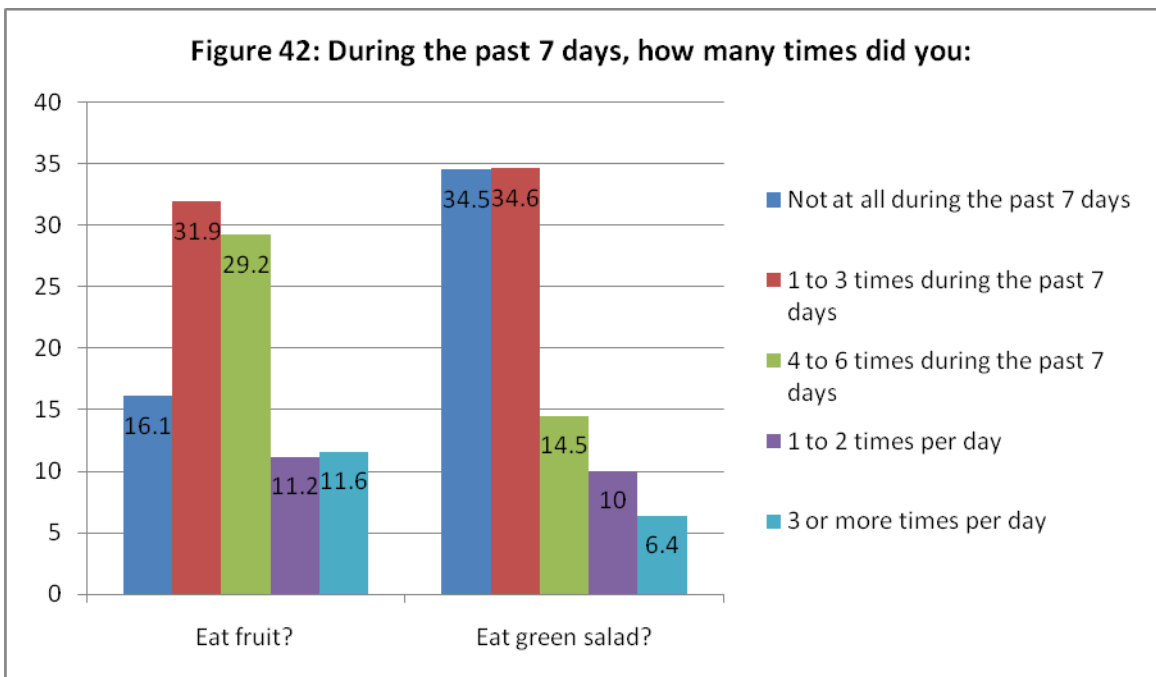
This question was new to this year's Youth Employee Exit Survey.

Figure 43: During the past 7 days, approximately how many hours did you spend exercising?

- 0 hours 15%
- 1 to 2 hours 31%
- 3 to 4 hours 28%
- 5 to 6 hours 12%
- 7 or more hours 14%
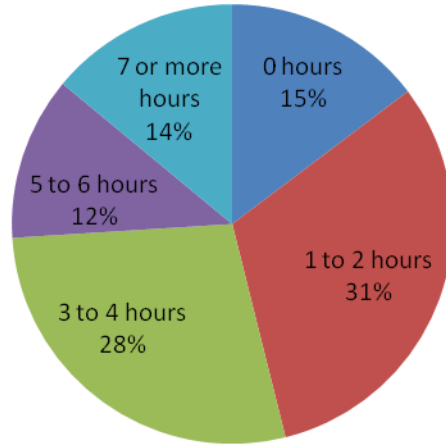
This question was new to this year's Youth Employee Exit Survey.

Figure 44: On an average week day, how many hours do you watch TV?

- 0 hours 9%
- 1 hour 14%
- 2 hours 22%
- 3 hours 23%
- 4 to 5 hours 14%
- More than 5 hours 18%
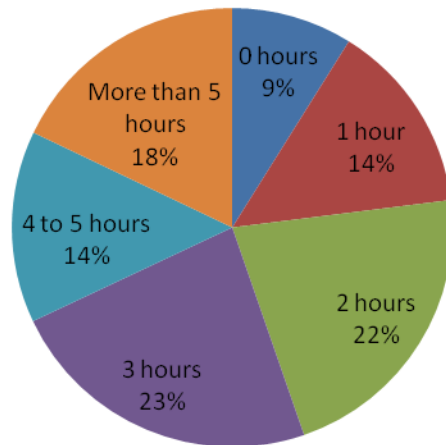
This question was new to this year's Youth Employee Exit Survey.

Figure 45: On an average week day, how many gours do you play video games, computer games, or use the computer recreationally?

- 0 hours — 21%
- 1 hour — 22%
- 2 hours — 22%
- 3 hours — 15%
- 4 to 5 hours — 8%
- More than 5 hours — 12%
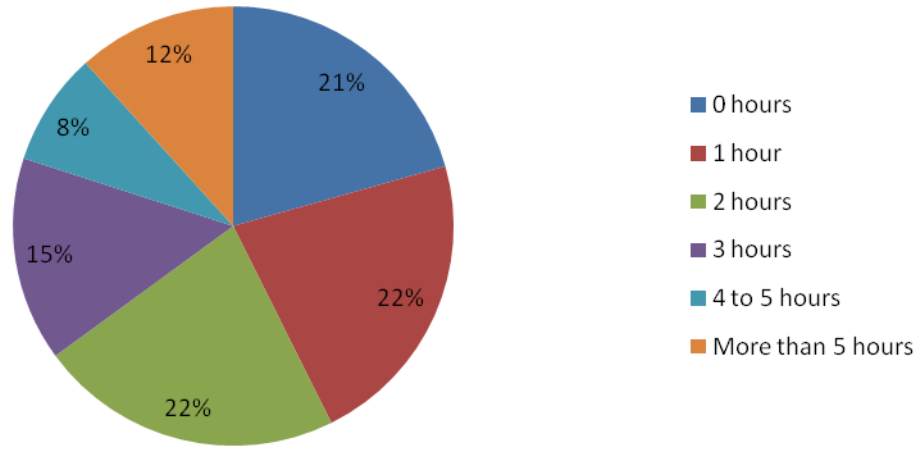
This question was new to this year's Youth Employee Exit Survey.

Figure 46: Do you see a doctor or nurse practitioner regularly for health check-ups?

- No — 19%
- Yes — 81%

This question was new to this year's Youth Employee Exit Survey.

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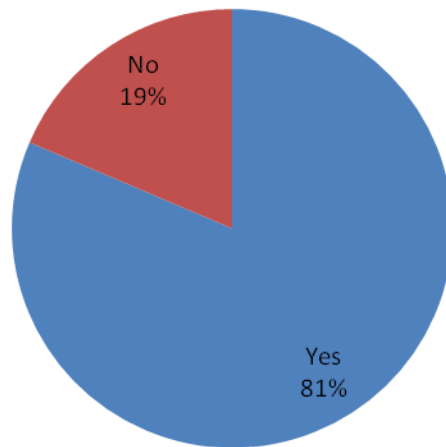
Figure 47: Do you have any chronic illnesses?

Yes
21%

No
79%
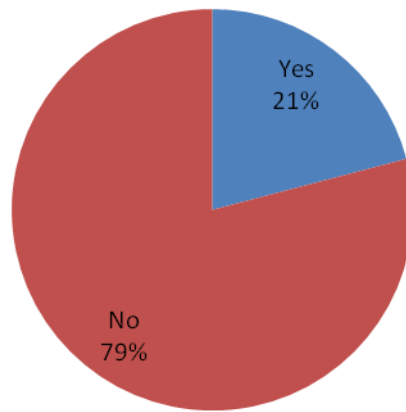
This question was new to this year's Youth Employee Exit Survey.

Figure 48: If yes, are you receiving the care you need to manage your chronic illness?

Yes
48%

No
52%
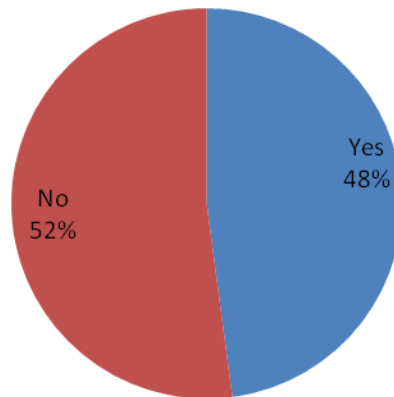
This question was new to this year's Youth Employee Exit Survey.

Youth who responded that they are not receiving the care they need to manage a chronic illness were asked to provide an explanation, which included "I just don't", "no health insurance", and "because I don't really get sick".

Figure 49: Do you have health insurance?

- Yes, I have my own health insurance
- Yes, I am covered by a parent's or guardian's health insurance
- No, I have no health insurance
- I don't know

38.2
48.1
7.4
6.2
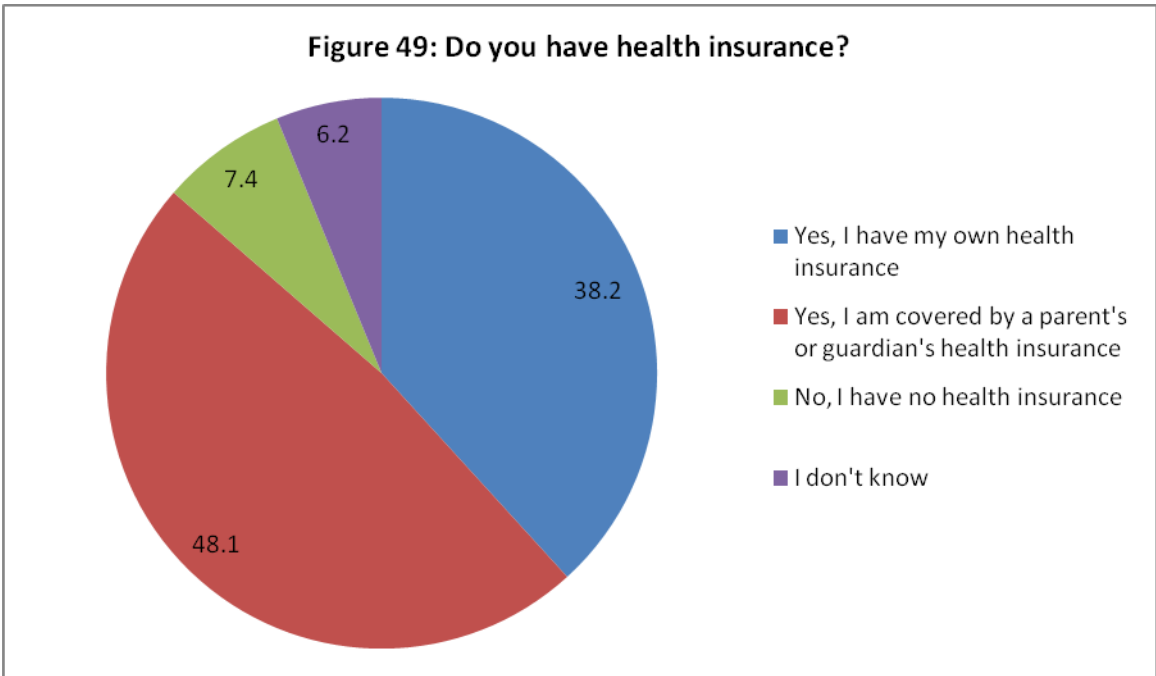
This question was new to this year's Youth Employee Exit Survey.
Please note that 16.4% of respondents did not complete this survey item.

Figure 50: Did your health insurance status change as a result of being employed this summer?

Yes
22%

No
78%
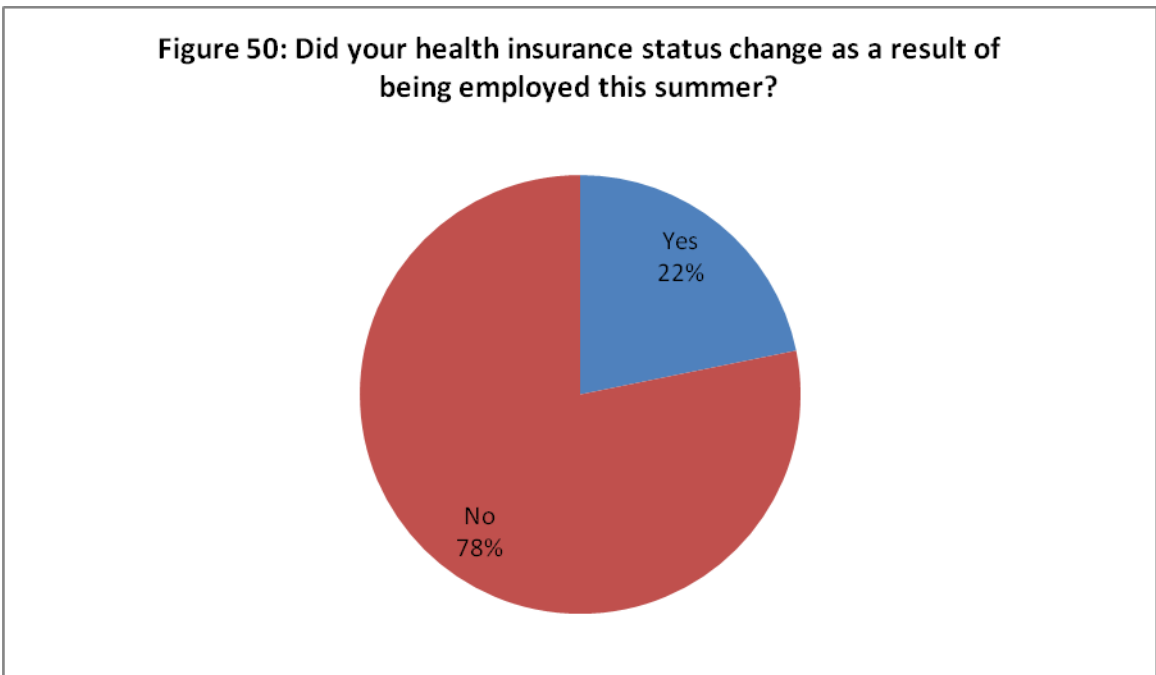
This question was new to this year's Youth Employee Exit Survey.
Please note that 21.9% of respondents did not complete this survey item.

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Figure 51: How old are you?
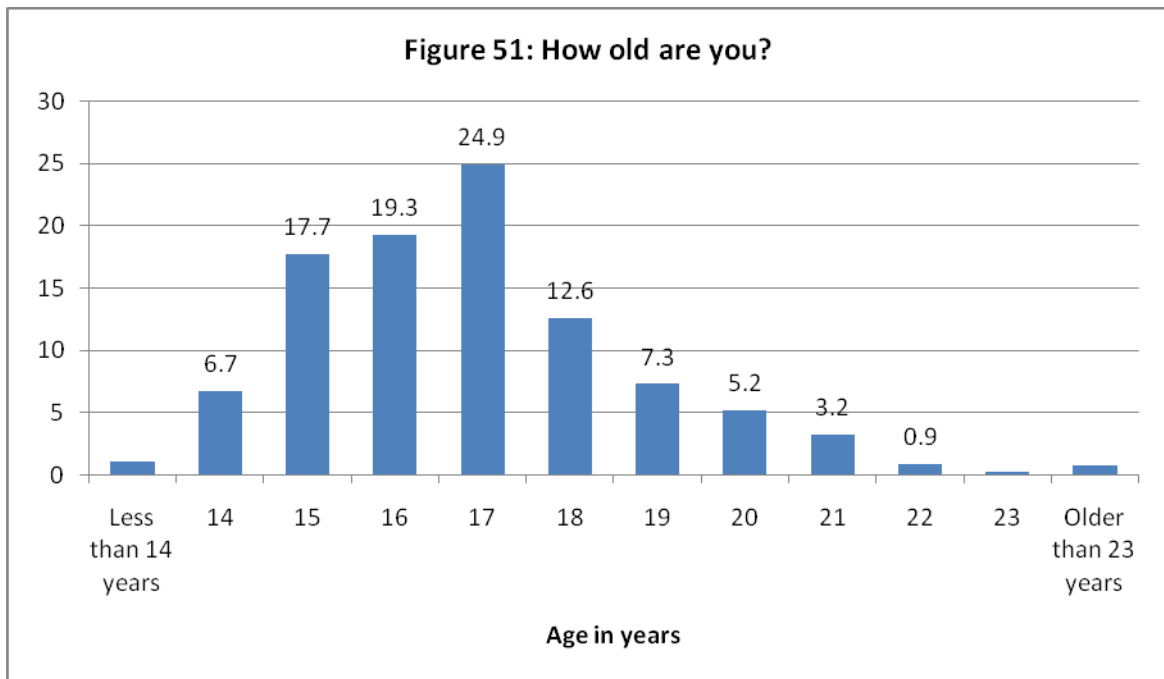
Responses of "less than 14 years" or "older than 23 years" are most likely errors in completing the survey.

Please note that 17.8% of respondents did not complete this survey item.

Figure 52: Gender
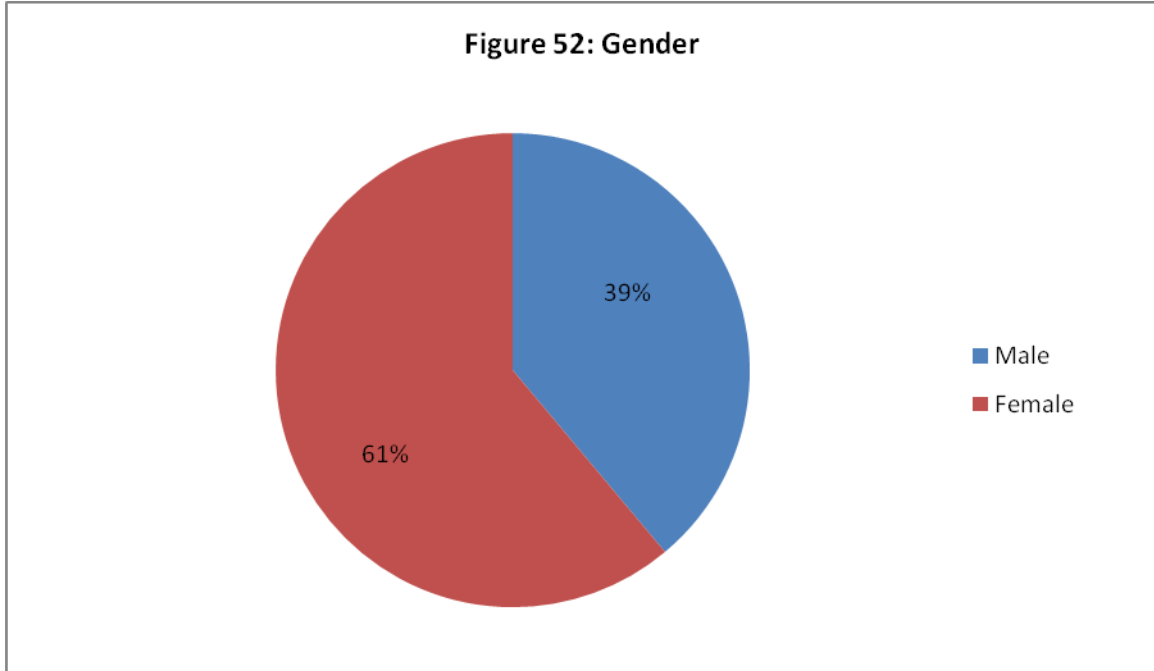
The numbers of females participating in the 2010 Detroit Summer Youth Employment Program increased slightly from 2009, rising to 61% from 54%.

Please note that 17.1% of respondents did not complete this survey item.

Figure 53: Which best describes your ethnicity?

2%

93%

- Black/African American
- Latino/Latina or Hispanic
- White/Caucasian
- Middle Eastern or Arabic
- Asian or Pacific Islander
- Native American or Native Alaskan
- Other
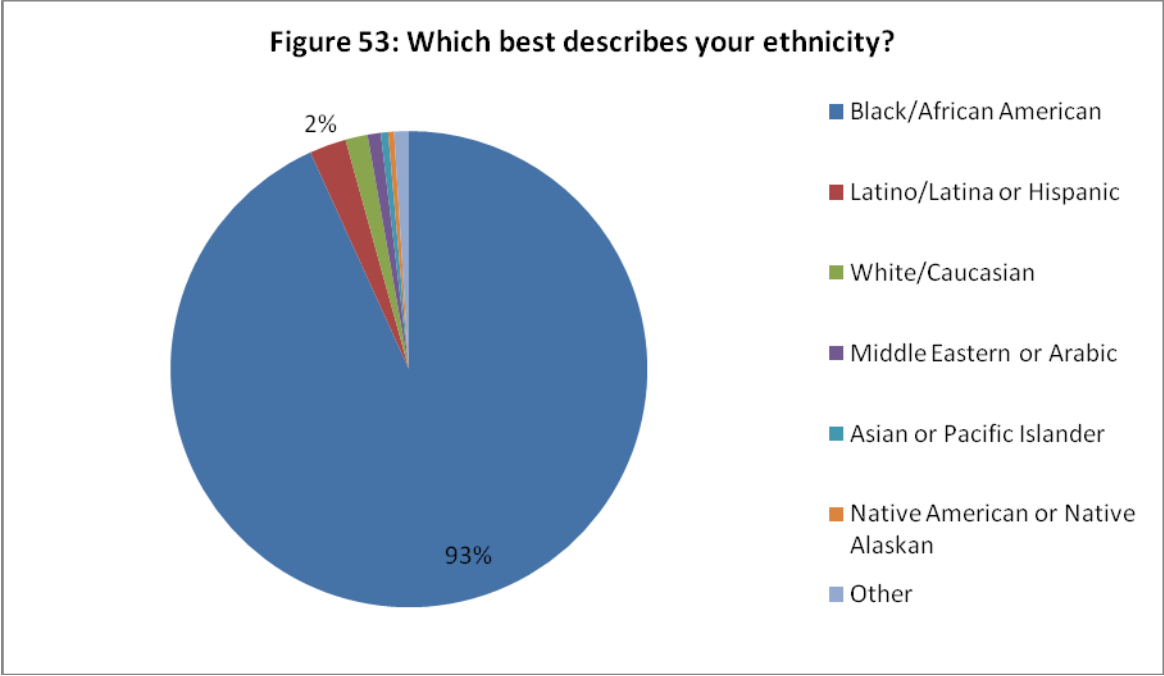
Other ethnicities cited included "black, Indian, and white" and "Russian and Hungarian".

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

Figure [...] zip code do you live in?
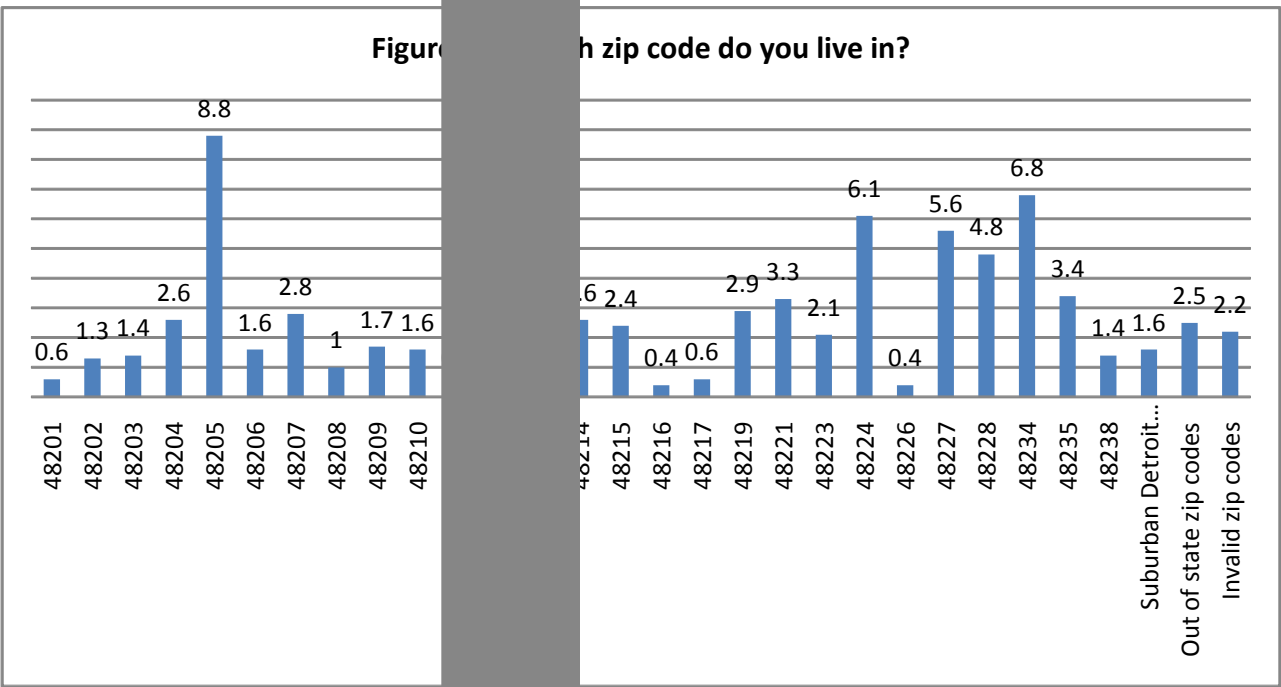
The United States Post Office website was used to look up all zip codes provided. Detroit, Highland Park, and Hamtramck zip codes are individually listed. Suburban Detroit zip codes were grouped together. Out of state zip codes are noted and grouped together (all represented Indiana zip code areas). Invalid zip codes, such as those with less than five digits or containing non-numerical symbols, have been noted and grouped together.

Figure 55: Have you worked for pay in the past?

No 32%

Yes 68%
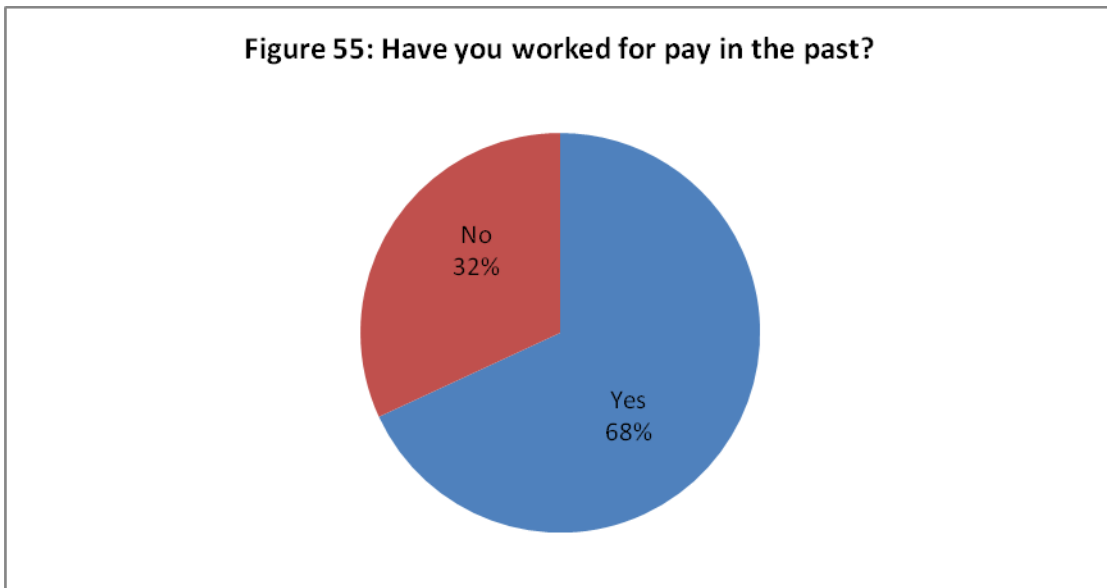
Please note that 20.2% of respondents did not complete this item.

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Figure 56: If yes, what type of work did you do before participating in the Detroit Summer Youth Employment Program? Check all answers that apply.

Legend:
- Working with a family member
- Trades
- Food service or retail
- Babysitting and day care
- Arts
- Office work/Admin asst
- Community program
- Church program
- Landscaping and outdoor work
- Hair and beauty salon
- Tutoring
- Other

Values shown: 19.2, 4, 9.4, 15.9, 4.7, 7.7, 11.9, 5.9, 7.7, 6.9, 3.3, 2.9

Other jobs mentioned included golf caddie, cleaning, coach, dance instructor, factory job, fire cadet, working with seniors, working at a hospital, newspaper vendor, parks and recreation, working at a nursing center, working at a pharmacy, police cadet, shipping and receiving, working at a summer camp, usher, and working on cars.

Figure 57: What grade will you be in school in September 2010?

Pie chart legend:
- 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade
- 1st year college
- 2nd year college
- 3rd year college
- 4th year college
- 5th year college
- Getting my GED
- Will not be in school

Chart values: 1%, 2%, 0%, 3%, 6%, 5%, 16%, 15%, 20%, 29%
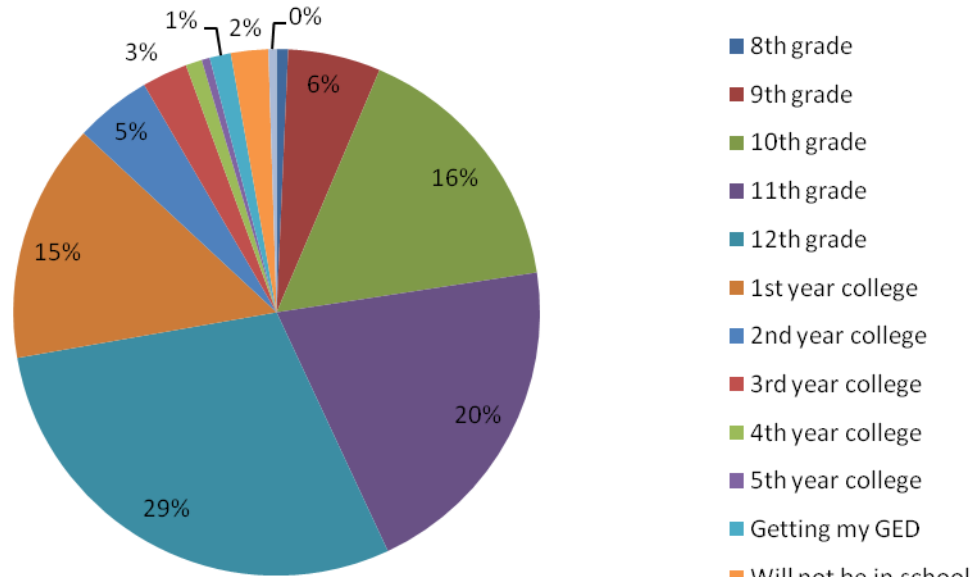
The number of youth reporting that they will be starting the 12th grade in September rose from 19.4% in 2009 to 29.2% in 2010. Other grades cited included in college, in college but not that soon, in college starting January 2011, dual enrollment and in college, and trade school.

Please note that 16.2% of respondents did not complete this item.

Figure 58: What grades do/did you usually get in school?

- Mostly As — 8%
- Mostly As and Bs — 36%
- Mostly Bs — 12%
- Mostly Bs and Cs — 34%
- Mostly Cs — 6%
- Mostly Cs and Ds — 3%
- Mostly Ds
- Mostly Ds and Fs
- Mostly Fs
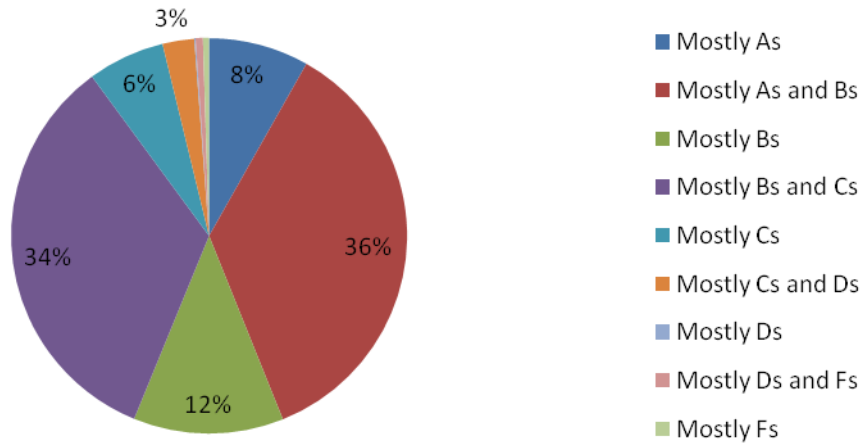
Please note that 18.5% of respondents did not complete this item.

Figure 59: In one week, how much time do/did you usually spend doing homework?

- 0 hours a week — 10%
- Less than 1 hour a week — 10%
- 1 hour a week — 8%
- 1-2 hours a week — 19%
- 2-3 hours a week — 21%
- 3-5 hours a week — 18%
- 5-10 hours a week — 10%
- More than 10 hours a week — 4%
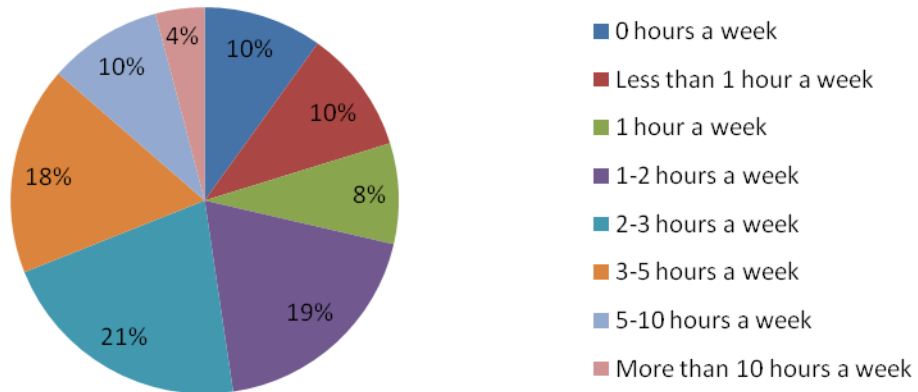
Please note that 25.1% of respondents did not complete this item.

Table 4: Share any job skills you would have liked to learn, but didn't.

324 out of 997 respondents completed this item, for a response rate of 32.5%. Themes developed from the responses are presented below with illustrative comments.

(Only the top themes are highlighted here; see Appendix B for a full list of responses)

None, nothing, I learned everything – 130 responses, or 40.1%
- I did everything, I learned all I think I needed to know, I learned everything I wanted to
- I learned all skills for the average job
- N/A, none, nothing

Computer skills – 27 responses, or 8.3%
- I would have liked to learn to work computers better, how to start up a web page, more about technology, operate Excel, data entry, web page design

Communication skills – 19 responses, or 5.9%
- Speaking skills, how to talk more to others, speaking in front of a crowd, public speaking

Child care skills – 14 responses, or 4.3%
- How to work with children, how to be patient with children, taking care of small children, babysitting

Other skills – 14 responses, or 4.3%
- Engineer, fire house job, I would love to learn about being a lawyer, social work
- How to prepare a party and events to help the community, I would like to do community work, I would like to learn more about drawing buildings
- Cleaning, knitting, painting

Job readiness skills – 13 responses, or 4.0%
- How to get a job, how to make a resume, how to prepare for an interview, time management, writing

Landscaping and agricultural skills – 13 responses, or 4.0%
- How to drive a lawn mower, how to plant and water trees, how to cut a tree with a chain saw
- More about landscaping in general

Medical skills – 12 responses, or 3.7%
- Being a doctor or nurse, work in the hospital, I want to learn CPR

Teamwork – 12 responses, or 3.7%
- How to solve problems with my crew members, I would have like to learn to work with more people, working better with others, getting along with others

Office skills – 11 responses, or 3.4%
- I would have liked to learn answering phones, typing, I would have liked to learn how to be a secretary, filing skills

Retail skills – 11 responses, or 3.4%
- Being a cashier, customer service, food service skills, how to run retail and sell
- I would have like to have more interactions with customers and taking orders

Table 5: In your opinion, what are the most important kinds of success a person can have? What are some ways that students help one another to be successful?

198 out of 354 respondents provided an example of the most important kinds of success a person can have, for a response rate of 20.8%. 213 out of 354 respondents provided ways that students help one another to be successful, for a response rate of 60.2%. Overall, the response rate for this question was 35.5%.
Themes developed from the responses are presented below with illustrative comments.
(The top five themes are highlighted here; see Appendix C for a full list of responses)

Part A: What are the most important kinds of success a person can have?

Have inner success – 17.7%, or 35 responses
- Be happy with themselves, being proud of yourself, being mentally content with yourself
- Have a fulfilling life, personal success, the most important success someone can have is the feeling of completion
- When you are comfortable with yourself and you feel good

Have a good job or career – 11.6%, or 23 responses
- A good job, the best type of success a person is working success
- Being in a career they like
- A nice well-paying job

Accomplish goals – 11.1%, or 22 responses
- Accomplishing their goals, achieving a goal
- Keeping high goals, strive for your goals

Have financial stability – 10.1%, or 20 responses
- Financial gain, financial success
- Money equals success, making a nice amount of money
- Success without debt

Be responsible for self – 9.1%, or 18 responses
- Self accomplishment, self success is the most important
- The most important success a person can have is to be independent, provide for yourself

Graduate high school – 9.1%, or 18 responses
- Complete school, making it out of high school, graduate from high school, finishing school
- Staying in school

Table 5 continued
In your opinion, what are the most important kinds of success a person can have? What are some ways that students help one another to be successful?

Part B: What are some ways that students help one another to be successful?

Help each other – 33.8%, or 72 responses
- Helping one another, help each other in any way
- Helping friends with their homework, start a study group to help each other out, helping each other with difficulties in school
- By showing them new things

Encourage each other – 27.2%, or 58 responses
- Be positive and supportive, telling them that they can be successful
- By encouraging each other, giving someone that extra push to continue and dream big, students help each other by motivating one another, students help one another with encouragement and sharing successful experiences
- Look out for one another, mentor one another

Be a leader – 10.3%, or 22 responses
- Being a good role model, students help one another by setting good examples
- Follow the right path, help them do the right thing
- Do your best with homework and complete it all

Have good communication skills – 8.0%, or 17 responses
- By asking questions, by listening well
- Talk to each other
- They need to be patient and learn how to communicate with others

Be friendly, respectful, honest – 8.0%, or 17 responses
- Be honest, be kind and understanding,
- By not fighting or saying mean things to each other, respecting each other
- Have good friendships

Work together – 7.5%, or 16 responses
- By working together, teamwork, work together as a team
- Hard work

Table 6: What are some ways that students hold one another back from being as successful as they could be?

351 out of 997 respondents completed this item, for a response rate of 35.2%. Themes developed from the responses are presented below with illustrative comments.

(Only the top five themes are highlighted here; see Appendix D for a full list of responses)

Putting each other down – 25.6%, or 90 responses
- By being rude to each other, by bringing each other down, by saying that someone can't do a certain job and downing them, by telling them they are not any good and they can't do this and can't do that
- By trying to discourage them, not looking out for each other, they pull them down physically and mentally
- People telling them that they are not going to be successful, speaking negative about each other and make them believe they will be nothing in life

Being a bad influence – 19.4%, or 68 responses
- Acting up such as smoking, drinking, fighting, etc., following bad influences, influencing each other in bad ways
- Being held under bad influence such as drugs, by joining gangs, drugs, fighting, encouraging smoking, drinking, unprotected sex, stealing, and cheating
- Setting bad examples

Using peer pressure – 17.1%, or 60 responses
- Peer pressure, by influencing them to do things they shouldn't, by talking them into doing bad things, have them do stuff they never did before
- Students hold one another back by pressure and trying to fit in with everyone else

I don't know – 8.0%, or 28 responses
- I don't know, I have no clue, none, N/A

Being a negative influence with school – 7.7%, or 27 responses
- By skipping and not doing your work, cutting school, dropping out of school
- By not paying attention in school, so they slow the process for others, distracting them from work, hanging out in the halls, let them copy their homework, trying to fool around with other students
- Making them think school is bad, not taking school work seriously, going out before doing homework, hanging out on school nights, not studying

Note: 32 responses (9.1%) included those that could not be understood or did not make sense given the context of the question. Many responses seemed to be giving examples of what students could do to not be held back from being successful.

Table 7: Share any additional comments you have about your job site or the summer employment program

265 out of 997 respondents completed this item, for a response rate of 26.6%. Themes developed from the responses are presented below with illustrative comments.

(The top five themes are highlighted here; see Appendix E for a full list of responses)

General praise – 44.5%, or 118 responses
- Cool, enjoyable, fun, good
- Great job, I had a great time at my site
- I enjoyed my summer job, I enjoyed the summer program, I like the program and appreciate the experience, it was an awesome program, it was a very encouraging job experience
- Love this program, worked 3 years in a row, and it is very organized and helpful

None, nothing – 18.9%, or 50 responses
- None, nothing, I don't have any, N/A

I enjoyed the people I worked with – 8.7%, or 23 responses
- I enjoyed my supervisor and my fellow cadets that I was working with, I really enjoyed the staff and children
- I loved working with the senior citizens, I never thought I would work with kids but it was good
- My supervisor was the best, my supervisors were wonderful and very mature

I would like to participate in the program again/work with the job site again – 7.9%, or 21 responses
- I had a great time at my job site and will be glad to do this again next year
- I liked it a lot and would like to do it next year, I look forward to coming back next year
- This is a great program and I would definitely do it again

I learned new things/I learned a lot – 5.3%, or 14 responses
- I learned new things, they helped me learn a lot of stuff I didn't know, I learned new life skills
- I learned a lot

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

Youth responses are compared by gender (*male and female*), age (*13-15, 16-18, 19 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

Given the respondents that answered the gender question, a similar proportion of males and females worked in each type of summer job. There was no difference of perception in orientation activities nor evidence of significant gender differences in site selection this year, although among the few youth that worked in a daycare setting, the majority was still female (14 vs. 3).

When answering what they would be doing if not in the summer program, males were more likely to respond getting job training (4.3% vs. 2.4%), working somewhere else (9.7% vs. 6.1%), or playing sports (14.8% vs. 4%). In contrast, females were more likely to respond volunteering (4.5% vs. 2.7%), staying home (17.1% vs. 12.8%), or "I do not know" (9.1% vs. 5.4%). In terms of general health and recreation, there were also gender differences. Males were more likely to say they spent more than five hours a week exercising during the past week (39.2 vs. 17.6). A majority of females spent an hour or less per week playing video games or other video recreation (50.1% vs. 31.2%) while males were more likely to report five or more hours a week in these activities (16.3% vs. 9.1%). The young men were almost twice as likely as young women to report not regularly seeing a doctor or nurse for checkups (26.3% vs. 13.6%). Males were also more likely to report not having health insurance (10.5% vs. 5.1%).

There were a few minor differences by gender regarding the job skills learned through the program. Males were more likely to note that they learned problem solving skills (21.1% vs. 12.7%) while females were more likely to say that they learned financial management skills (22.2% vs. 15.2%) and patience (32.7% vs. 24.8%). Both males and females equally agreed that the program helped change their ideas about the future. However, males were more likely to respond that the program specifically changed their ideas in that "I think I can stay in school (8.1% vs. 4.4%)," and "I can reach a higher level of education (29.2% vs. 22.2%)." Females were more likely to respond that after the program "I plan to do more community service (23% vs. 16.1%)".

Both males and females responded that they did a good job managing their finances. With respect to how they spent their summer earnings, females were more likely to say that they "spent it on something they really needed (38.4 % vs. 29.5%)" or "used it to pay bills (21% vs. 12.1%)".

Males were more likely to have worked for pay before (75% vs. 63.9%). Yet, the type of work in which each participated differed significantly. Males were likely to have previously worked with a family member (29.8% vs. 18%), in retail (7.5% vs. 3%), and doing landscaping or outdoor work (17.1% vs. 3.8%). Females were more likely to have previously worked in babysitting and daycare (25.1% vs. 8.1%) or at a hair and beauty salon (12.1% vs. 1.9%).

There continues to be gender differences in academic perceptions and achievement. Females were more likely to agree that "you need to finish high school to get the job you want (89.5% vs.82.6%)" and also that "you need to finish college to get the job you want (84.7% vs. 74.8%)." Females were more

likely to report getting grades of As and Bs (50.7% vs. 33.3%) and to report planning to stay in school to get a graduate or professional degree (39.9% vs. 22.7%).

B.   Age

The type of job or placement within the summer youth employment program continues to differ by age. Older youth (19 and over) were twice as likely to report working with a business or in sales/retail than younger age groups. These older youth were also more likely to report doing office work. The youngest youth (15 and under) were more than twice as likely to report working with seniors or the Police Cadet program. Younger youth (15 and under and 16-18) were more likely to work with a school than older youth. The 16-18 year old group was more likely to report doing community clean-up along with gardening and outdoor work. In addition, the oldest youth (19 and over) were more likely to report the details of what was included in their job orientations—noting that they were given a tour of the workplace, introduced to staff, had opportunities to learn from and connect to others, and talked about job responsibilities.

The response to what they would be doing if not in the program also continued to differ by age. The older youth (19 and over) were more likely to say "looking for another job (42.5%)," "getting job training (5.7%)," or "working somewhere else (10.4%)" and least likely to say "staying at home." The youngest youth (15 and under) were more likely to say "playing sports (14.6%)," "hanging out with friends (24.8%)," or "traveling (5.7%)" and least likely to say "volunteering".

In terms of preparation for future employment, younger participants (15 and younger and 16-18) were more likely to respond "yes" to basic tools, such as the program "showed me how to fill out a job application" or "helped me create a resume." In contrast, older youth (19 and older) were more likely to respond "yes" that the program "referred me to potential jobs." When asked how the program helped them academically, younger participants were more likely to say it helped strengthen their reading, writing, and math skills. For example, only 7.2% of youth 19 and older reported that the program "helped strengthen my reading skills" compared to 18.9% of 16-18 year olds and 23.4% of participants 15 and younger. Results for writing and math followed this same pattern. Older youth (19 and older) were more likely to report that the program changed their ideas in that they now "think I can get a better job." Generally, the older youth could recognize program benefits and continue to be most likely to report that they would recommend the program to others (92.8% for the 19+ group vs. 74% and 76% for the two younger age groups).

Regarding financial matters, youth older than 19 were more likely to have a checking account and to report spending their earnings "on my children," "to pay bills," or "to pay off debt." This older group was also nearly three times more likely to report not having health insurance (15% vs. 5% for younger participants). The middle age group (16-18) was more likely to report using their earnings to save for college. The youngest age group (15 and under) was more likely to report spending earnings "on something I don't really need," yet also reported feeling more comfortable writing out a check.

Life experience continues to be distinct. Among youth 19 and older, 84% had worked for pay before, with this group being three times more likely to have worked in food service or retail. The percentage with previous work experience was 71% for 16-18 year olds and 53% for youth 15 or younger.

Age was not a significant predictor of how participants perceived the importance of high school or college to get a desired job. However, age did continue to shape expectations of how much further participants thought they would go in school. The youngest respondents had more diverse responses with those 15 and under being more likely to report planning to just attend high school (7.6%), attend graduate school (41.4%), and consider training in the armed forces (2.5%). The oldest youth (19 and over) were more likely to report modest goals, such as planning to obtain a GED (5.8%) or attend a two-year college (14.5%).

C.   Academic Achievement

Grades received in school were not a significant factor in the type of job or placements that participants had. Higher achievers were somewhat more likely to report the details of orientation, particularly noting discussions of job responsibilities, work schedule, and dress code. In terms of positive youth development, higher achievers were more likely to agree that they helped make decisions on the job (78% of those receiving As and Bs agreed and 75% of those receiving Bs and Cs agreed, while 39% of those receiving Ds and Fs agreed) and were allowed to lead an activity (75% of those receiving As and Bs agreed and 64% of those receiving Bs and Cs agreed, while 32% of those receiving Ds and Fs agreed). In addition, those receiving poor grades (Ds and Fs) continue to feel less safe at the workplace.

In response to what they would be doing if not in the summer program, those with differing levels of academic achievement were distinct. The high achievers (making As and Bs or Bs and Cs) were more likely to say "looking for another job," "working somewhere else," or "traveling." Those receiving poor grades (Ds and Fs) were more likely to say "hanging out with friends" or "I do not know." There were no significant differences by achievement in reports of job skills, academic skills, how the program prepared participants for the future, or whether program changed ideas about the future. However, those with higher achievement (As and Bs and Bs and Cs) were more likely to report that they would recommend the program to others (82% and 76% respectively compared to 63% for those receiving Ds and Fs).

Examining financial topics, those receiving poor grades (Ds and Fs) were more likely to say that they never saved regularly (27% vs. 6% in the higher achieving groups) and never did a good job managing finances (13% vs. 3% and 2% in the higher achieving groups). In addition, those with higher academic achievement (As and Bs and Bs and Cs) were much more likely to report saving their earnings for college. The highest achievers (typically receiving As and Bs) were more likely to feel comfortable writing a check (68% said yes compared with 58% and 50%). There were no differences by academic achievement in the likelihood of ever having worked for pay before. However, those with higher academic achievement (As and Bs and Bs and Cs) were more likely to have previously worked in food service or retail.

Perceptions of the importance of college differed by academic achievement. Those with higher achievement (receiving As and Bs and Bs and Cs) were more likely to agree that "you need to finish college to get the job you want" (84% and 80% respectively compared to 53% among those receiving Ds and Fs). As would be expected, academic achievement influences how likely participants were to plan to go further in education. Those with poor grades (Ds and Fs) were more than twice as likely to report planning to obtain a GED, attend a two-year college, or receive training in the armed forces and half as likely to report planning to attend a four-year college or graduate school. Finally, those with poorer grades (Ds and Fs) were more likely to report spending an hour or less a week on homework.

VII.   Lessons and Implications

A.   Employers
- The SYEP involved a wide diversity of employers with nonprofit and for-profit entities continuing to be adequately represented and with a rise in government agencies participating. Continuing to broaden this mix of employers could be a key in sustaining the employment program in the future.
- With 64% of employers commenting that they had plenty of time to provide extra support the youth employee needed and with a majority of employers having employed youth in the past, it is clear that the employers are committed to the goals of the SYEP and the Consortium.
- Even with the continued economic downturn, 73% of employers would hire youth even if their salaries were not fully subsidized and 30% of employers had plans to hire youth permanently.
- Overall, the employers were satisfied with the program and would participate again.
- The Consortium has clearly developed a firm foundation of committed employers from which to continue developing the Detroit Summer Youth Employment Program.

B.   Youth Employees
- SYEP continued to be a positive opportunity for youth. They reported learning concrete job skills as well as feeling better prepared academically and for future employment. The SYEP helped youth decide what kind of job they like, understand the qualifications needed for their dream jobs, strengthen organizational and time management skills, strengthen problem-solving and critical thinking skills, and decide to stay in school. Youth also reported concrete results, from increased confidence and career exposure to thinking they now can get a better job or reach a higher level of education. Finding ways to monitor these outcomes and connect youth to support services to keep them moving toward long-term employability and personal development would be an important next step and challenge.
- With only 7% of youth reporting they would be working somewhere else if not employed with SYEP, the program is clearly a necessity for Detroit youth.

C.   Logistics
- Employers and employees gave many suggestions as to logistical improvements that can be made to the program. Many of these improvements are manageable and should be considered in order to keep employers participating year after year and youth employees gaining the most they can from the experience

VIII.   Recommendations
1) *Get employers and employees involved* – Many employers and youth employees expressed the desire to be a part of planning the Detroit Summer Youth Employment Program. The Consortium may consider holding a symposium with employers and employees before and after each summer program to get direct feedback on programmatic changes and expectations. Another avenue may be a task force of employers and employees that help to organize the program.
2) *Make training and orientation standardized* – Many employers expressed the need for SYEP to provide more training before employment begins and cited having to provide a good deal of training and orientation to youth. Yet according to youth exit surveys, some basic orientation components

were not provided to (or recalled) by a majority of youth. The Consortium may consider developing a standardized set of training and orientation components that are provided to all youth, some of which SYEP provides and some of which the employer provides. A standardized assessment would also allow for better tracking of this issue over time.

3) *Streamline program administration* – Issues with the recruitment, application, communication, and payroll processes are the biggest complaint from employers and employees each year. In fact, it is reviewing these issues that lead some employers reconsider whether they would participate in the future. The Consortium must remain conscious of these administrative processes, make strategic changes, and have plans in place for dealing with complications as they arise. Providing real time information to employers is essential. More detailed questioning on these topics could also be included in future evaluations.

Over the last three years, the Detroit Youth Employment Consortium has built a strong record for providing employment opportunities for local young people. Through its partner organizations and committed leadership, the Consortium has been able to handle unpredictable funding streams and shifting public priorities to offer jobs and training for youth with few other options. There is clearly interest and growing capacity on the part of employers and youth employees. Although the future may be uncertain, the growing institutional memory that is being generated will make Detroit a model for offering summer youth employment. Hopefully this report will provide information that will assist the Consortium as it moves ahead.

IX.   References

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X. Appendixes

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

THEME	NUMBER OF RESPONSES	EXAMPLES
	Q18: What job would you like to be doing in 10 years?	
Doctor	88	Doctor, pediatrician, OB/GYN, anesthesiologist, neurosurgeon, cardiologist, foot doctor, physician
Nurse	68	Nurse, RN, pediatric nurse, maternity nurse, neonatal nurse, CRNA
Lawyer	56	Lawyer, attorney, prosecuting attorney, patent lawyer, criminal defense attorney
Business owner/entrepreneur	45	Being my own manager, have my own business, make my own money, store owner
All other medical careers (besides doctor and nurse)	37	Physical therapist, respiratory technician, certified nursing assistant, EMS, medical assistant, occupational therapist, pathology, surgical assistant, sports medicine, ultrasound technician, x-ray technician, something in the medical field
Law enforcement	32	Police officer, parole officer, detective, homicide detective, FBI agent, US Marshall
Engineer	28	Engineering, civil engineer, mechanical engineer, electrical engineer, engineering machinist
I don't know	22	I don't know, not sure, undecided, N/A
Teacher/educator	22	Teacher, kindergarten teacher, elementary teacher, music teacher, math teacher, college professor
Athletics	21	NFL player, NBA player, professional athlete, coaching, personal trainer, sports management, sports agent, recreation department
Arts, music, and dance	19	Artist, photographer, curator, music producer, rapper, sound engineer, professional dance choreography, dancer
Accountant	17	Accountant, accounting, starting my own accounting firm
Chef	17	Chef, baking, cooking, culinary arts, cooking as head chef at a fancy restaurant
Veterinarian	17	Veterinarian, veterinary medicine, working with animals, taking care of animals,
Computer science/ programming	16	Computer engineer, computer science, computer technician, computer programming
TV, film, radio, and theatre	15	Acting, broadcasting, news anchor, director, producer, making movies, radio and broadcast
Dentist/orthodontist	14	Dentist, orthodontist
Counseling	14	Child therapist, counseling, marriage counselor, psychologist, psychologist working with youth
Childcare/day care	13	Childcare, day care, day care owner, day care worker
Business administration	12	CEO, CFO of a green company, marketing executive, working in an office
Forensics	12	Forensic scientist, crime lab analyst, CSI

Social worker	12	Social worker, social worker with children, work for human services
Fashion and modeling	11	Fashion design, clothing line, model
Skilled trades	10	Carpenter, construction, building houses, mechanic
A good job	9	A good job, being successful, making money, have a good career
Architect and interior design	9	Architect, architectural engineering, interior architect, interior design
Student or in training	9	Still in school, in college, entering medical school, ending my studies in mortuary science, medical residency
Banking and finance	8	Banking, bank manager, business finance, financial analyst, financial manager, stocks
Other	8	Research chemist, custodian, government service, political scientist, real estate, working with the community, working in a plant, truck driver
Video game design, animation, and web design	8	Game designer, game tester, video game tech, animator, web design
Firefighter	7	Firefighter, fireman
Any kind of job	6	Working and doing something with my life, having a career, any kind, what I like
Automotive design	6	Automotive design, automotive mechanic, modifying cars, working on automobiles
Criminal justice and sociology	6	Criminal justice, sociology
Graphic design	6	Graphic design, drafting and design, graphic arts, graphic communication
Journalist and writer	6	Journalist, writer (books)
Sales and retail	6	CVS manager, working in a clothing store, Foot Locker, working in a restaurant
Agriculture and landscaping	5	Work for Greening of Detroit, farmer, urban forestry, landscaping
Pharmacist	5	Pharmacist
Armed services	4	Marines, military police
Event planning	4	Event planner, wedding planner
Hair stylist	4	Hair stylist, working with hair, salon
Judge	4	Judge
Responses that could not be understood or didn't make sense	4	
Working with kids	3	Working with kids
Dental hygienist	2	Dental hygienist, dental assistant
Mortician and undertaker	2	Mortician, undertaker

B.   Appendix B: Please share any job skills you would have liked to learn, but didn't

THEME	NUMBER OF RESPONSES	EXAMPLES
Q41: Please share any job skills you would have liked to learn, but didn't		
None, nothing, learned everything	130	I did everything, I learned all I think I needed to know, I learned all skills for the average job, I learned everything I wanted to, N/A, none, nothing
Computer skills	27	Computer skills, computer administration, how to start up a web page, more about technology, I would have liked to learn to work computers better, operate Excel, data entry, web page design
Communication skills	19	Communication skills, being patient, how to talk more to others, speaking skills, speaking in front of a crowd
Child care skills	14	How to work with children, how to be patient with children, daycare owner, help little kids, taking care of small children, babysitting
Other skills	14	Engineer, fire house job, how to prepare a party and events to help the community, I would have like being more hands on at work and staying busy all day, I would like to do community work, I would like to learn more about drawing buildings, I would love to learn about being a lawyer, cleaning, knitting, social work, painting
Job readiness skills	13	Being on time, how to get a job, how to make a resume, how to prepare for an interview, time management, writing
Landscaping and agriculture skills	13	How to drive a lawn mower, how to make trees, how to plant and water trees, how to cut a tree with a chain saw, more about landscaping in general, working outside
Medical skills	12	Being a doctor or nurse, I want to learn CPR, medical field, work in the hospital
Teamwork	12	How to solve problems with my crew members, I would have like to learn to work with more people, sharing and looking out for each other, working better with others, getting along with others, how to problem solve
Office skills	11	I'd like to learn to do office work, I would have like to learn answering phones, typing, I would have liked to learn how to be a secretary, filing skills
Retail skills	11	Being a cashier, customer service, food service skills, how to run retail and sell, I would have like to have more interactions with customers, and taking orders, working at a store
Any skills	9	Anything, everything, fun skills, good skills, I would have liked to learn more skills
Money management	9	How to manage my money better, how to make more money, how to set up a bank account
Life skills	8	Be aware of your surroundings, be respectful, learn how to be responsible, learn how to make good choices, organization, cooking, college applications
Responses that could not be understood or didn't make sense	8	
Skilled trades	8	Building, construction, how to unload trucks, how to work an electric saw, how to work at a plant, I would have liked to learn more construction skills
I don't know	7	I can't think of any, I don't know, I have no clue
Cosmetology skills	6	More about hair, working in a salon, cosmetology, doing hair and nails, hair styling
Business skills	5	I would like to learn how to be a supervisor, I would have like to learn about more tips on business and accounting, I would have liked to learn more of the business side of the organization I worked for

Leadership skills	5	Leadership, leadership skills
Working with seniors	5	How to take care of elderly, how to transport the elderly in a wheel chair, I would have liked to learn how to communicate better with the seniors, working with elderly people
Law enforcement skills	4	Being a police cadet, how to do a police report, criminal justice
Fashion design and modeling	3	Fashion designer (basic skills), modeling
Working with animals	2	How to examine an animal, I want to work with animals and they didn't have anything for that

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C. Appendix C: In your opinion, what are the most important kinds of success a person can have? What are some ways that students help one another to be successful?

THEME	NUMBER OF RESPONSES	EXAMPLES
Q42, part A: In your opinion, what are the most important kinds of success a person can have?		
Have inner success, be best you can, be happy with yourself	35	Be happy with themselves, being proud of yourself, have a fulfilling life, life success, being mentally content with yourself, patience is the most important thing that leads to success, personal success, self pride, the most important kind of success a person can have is realizing fully their strengths and abilities, the most important success someone can have is the feeling of completion, when you are comfortable with yourself and you feel good, personal happiness
Have a good job or career	23	A good job, a person would have career success, being in a career they like, nice well-paying job, the best type of success a person is working success, owning your own business, a great job
Accomplish goals	22	Accomplishing their goals, achieving a goal, achieving goals with integrity is the most important kind of success a person could have, achieving their goals and using their achievements to help others, keeping high goals, strive for your goals, to accomplish any goals they have, motivation
Have financial stability	20	Financial gain, financial success, money equals success, success without debt, wealthy, being in a place where they are secured with money, making a nice amount of money, managing money
Be responsible for self	18	Confidence, responsibility, self accomplishment, self success is the most important, the most important success a person can have is to be independent, the most success a person can have is providing for their self, stability, provide for yourself, be independent and self-employed
Graduate high school	18	Complete school, graduating, making it out of high school, graduate from high school, staying in school, finishing school
Get a proper education, study hard	17	Always allow your self to learn it will only make you better, an education, getting an education, educational success, well educated, proper knowledge, strong education
Attend college, graduate from college	16	Graduating from college, finish school, college education
All kinds of success are good	14	All kinds of success is great, any kind of success a person has is important, any kind of success that the person is comfortable with, most important success is measured by the person, people can be a success in many ways, there are different kinds of success for a person
Help others, work well with others	14	Good communication skills, I believe that you need to know how to work with others and you will gain people skills, in my opinion the most important thing is helping other people out, people skills, the most important kind of success a person can have is bring another person with me as I succeed, to help those in need, successful relationships, giving back to the communities
Responses that could not be understood or didn't make sense	14	
I don't know	7	I don't know

Other	7	Not in jail, read, good time skills, great personality, be well-rounded, leadership, health
Live out your dreams	6	Working hard and achieving your dreams, working at their dream job, to do something you want to do in life, knowing what they want in life
Be responsible for your family	5	Being able to support their family, the most important kinds of success a person can have . . . a balance with family and work, provide for your family
Be able to buy material items	3	Nice house, living in a house, car/transportation
Make the right decisions	2	Go further in life, to get strong education and use it right

Q42, part B: What are some ways that students help one another to be successful?		
THEME	*NUMBER OF RESPONSES*	*EXAMPLES*
Help each other	72	Helping one another, helping friends with their homework, by showing each other how to do thing that the other person can not do, by showing them new things, start a study group to help each other out, helping each other with difficulties in school, reading or math help, studying together every night, they can help each other learn about different things and show them new things that will help them, help each other in any way, sharing
Encourage each other, stay positive	58	Be positive and supportive, by encouraging each other, look out for one another, show students that they can do it and anything is possible, giving someone that extra push to continue and dream big, we can support each other, students help each other by motivating one another, students help one another with encouragement and sharing successful experiences, students can push each other to do better, telling them that they can be successful, mentor one another
Be a leader	22	Being a good role model, leading on the right path, follow the right path, help them do the right thing, by challenging those but not helping them, continue to push people to do what is right, students help one another by setting good examples, do your best with homework and complete it all
Be friendly, respectful, honest	17	Be honest, be kind and understanding, by not fighting or saying mean things to each other, respectful, respect other people, have a good friendship, respecting each other
Have good communication skills	17	By asking questions, communication skills, how to talk to others, talk to each other, they need to be patient and learn how to communicate with others, by listening well
Work together	16	By working together, teamwork, work together as a team, hard work
Responses that could not be understood or didn't make sense	14	
Give good advice	12	Encourage them with good advice, by giving each other good advice, give advice, recommendations, etc, positive feedback
Stay focused and help others stay focused	12	Stay focused and worry about you, to help each other stay on task, keeping high goals, determination, be confident, believe that you can achieve
Help others stay in school	11	Try to teach people how to better their education, we can help others by encouraging them to stay in school, I can help others pull their grades up, lead

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		them into going to school and getting good grades, make sure they going to school and help them get the acceptable resources, by telling them to go to class, helping them with study habits
I don't know	9	I don't know, I have no clue, it depends
Other	6	Staying alive, staying humble, learning to work with others, students help each other in learning how to save not spend, stay in church, some support from family
Eliminate peer pressure	3	Eliminate peer pressure, don't judge so much, dealing with the heat

D. Appendix D: What are some ways that students hold one another back from being as successful as they could be?

THEME	NUMBER OF RESPONSES	EXAMPLES
Q43: What are some ways that students hold one another back from being as successful as they could be?		
Putting each other down	90	By being rude to each other, belittling them, by bringing each other down, by saying that someone can't do a certain job and downing them, by telling them they are not any good and they can't do this and can't do that, by trying to discourage them, criticism and not encouraging them to do better, putting them down, making them feel low down, not looking out for each other, people telling them that they are not going to be successful, putting each other down, speaking negative about each other and make them believe they will be nothing in life, talking about each other, they pull them down physically and mentally
Being a bad influence	68	Acting up such as: smoking, drinking, fighting, etc., bad habits such as smoking stealing and so forth, bad influence, being held under bad influence such as drugs, by doing drugs, by joining gangs, drugs, fighting, following bad influences, helping them do bad things, influencing bad habits like drugs, partying, and alcohol, influencing each other in bad ways, influencing them to do the wrong thing, setting bad examples, you can be held back by friends or anyone that influences you negatively is a way to be kept from success, violence, encouraging smoking, drinking, unprotected sex, stealing, and cheating
Using peer pressure	60	Peer pressure, bribing them to do something else, by influencing them, by influencing them to do things they shouldn't, by talking them into doing bad things, have them do stuff they never did before, students hold one another back by pressure and trying to fit in with everyone else
Responses that could not be understood or didn't make sense	32	*Note: many responses seemed to be giving examples of what students could do to not be held back from being successful*
I don't know	28	I don't know, I have no clue, none, N/A
Being a negative influence with school	27	By skipping and not doing your work, cutting school, going out before doing homework, by not paying attention in school, so they slow the process for others, distracting them from work, dropping out of school, hanging out on school nights, hanging out in the halls, let them copy their homework, not going to school, not doing any work by in school, trying to fool around with other students, skipping class, making them think school is bad, playing in class, not studying, not taking school work seriously
Being negative, being disrespectful	25	Being negative, nasty attitude, having negative energy around one another, by being mad, negative attitude, they bring them down with misery, backstabbing, disrespect authority, not being positive, negative comments
Bullying and teasing	17	By making jokes about each other, name calling, starting arguments and fights, taunting them, teasing and smart comments, making unnecessary problems, picking on them, intimidation, attacking self esteem
Not supporting their decisions or helping them make wrong choices	16	By not supporting one another, by doing the wrong thing, encouraging them to do wrong, not giving good advice, not letting them know the right thing to do, they lead each other to make bad choices, when they do not encourage others to do better or where they watch each other go down the wrong path and do not try to stop that person and let them know the right thing to do, misleading them, by stopping someone from fulfilling their dream goal

Other	16	Antisocial, avoiding trouble but only avoiding for self, not sharing information, drama, having a child could slow you down, immaturity, listening skills, not taking risks, scared, so they don't do better than them, themselves, their past, not being sure/self confident, hopelessness
Playing, not being focused	13	Playing, playing and joking, playing and not being focused, playing around too much, wanting to have fun, silliness
Being a follower	9	Being a follower, hanging with the wrong crowd, follow negative people, following others, wrong crowd, being a follower and not a leader
Being jealous	9	Jealousy, envy
Being lazy	4	Being lazy, not trying hard enough, one way is the student makes no effort in improving themselves, laziness holds people back from being successful

E. Appendix E: Share any additional comments you have about your job site or the summer employment program

	Q44: Share any additional comments you have about your job site or the summer employment program	
Theme	Number of responses	Examples
General praise	118	Cool, enjoyable, fun, good, great job, I had a great time at my site, I enjoyed my summer job, I enjoyed the summer program, I had a great experience, I like the program and appreciate the experience, I just really liked my job, I liked it, I loved it, it was an awesome program, it was a very encouraging job experience, it was a great experience, and every child should experience it, it was wonderful, it's a great job to have for the summer, love this program, worked 3 years in a row, and it is very organized and helpful, very educational
None, nothing	50	None, nothing, I don't have any, N/A
I enjoyed the people I worked with	23	I enjoy spending time with my peers and seniors, I enjoyed my supervisor and my fellow cadets that I was working with, I loved working with the senior citizens, I never though I would work with kids but it was good, I really enjoyed the staff and children, my supervisor was the best, my supervisors were wonderful and very mature, very fun and generous people, my supervisors were awesome, I love my boss and co-workers
I would like to participate in the program/work at the job site again	21	I believe my job site is wonderful and I would like to work there again, I had a great time at my job site and will be glad to do this again next year, I liked it a lot and would like to do it next year, I look forward to coming back next year, This is a great program and I would definitely do it again
I learned new things/I learned a lot	14	I learned new things, I learned things that every child should witness, they helped me learn a lot of stuff I didn't know, I actually enjoy doing this because normally I am not an outdoor person, it has helped me learn new skills, I learned new life skills, I learned a lot
The program could be better	11	I think that the SYEP is a great program to be in because it gives your youth something to do but, at the same time, I feel that they can have better organizational skills, better activities, I wish the program was longer, better-looking uniforms, it wasn't what I wanted it to be, the site was ok, but the program was unorganized, they should have more assignments for the youth to do, I'm very mad because all 3 of my checks were short, they have to give people what they work for
I liked doing community work	9	I like my job I worked at belle isle and we helped better the park, I love the hands on work we did in the community, I love working with people who need help, I really enjoy the time I spend working with the community and getting their feedback on how much we can do to better Belle Island, it was fun to work with people and to help out our community, this job made me feel like I was improving the environment in Detroit, it was a great site and I made a difference there
The program helped me personally	8	It gave me a sense of independence, they changed me to be a more responsible person and outgoing person, it taught me a lot about communication and patience, it really helped me college-wise, it helped my math and English skills, it has helped me help out my family with money issues, learned new abilities and used my skills in math, English, and computers, I am wiser

Responses that could not be understood or didn't make sense	7	
I did not like my job site or the employment program	6	At Palmer Park it is very hot, with not that much of shade, didn't learn anything, I loved the idea of the summer employment program but I didn't care for my site, I would not want to work there any more because of my sexuality, it was boring
Other	6	I learned how to dress properly while going to a interview, my job sites were a mess but we came through and got the job done, some things didn't relate to jobs, stayed on us about being on time, we did a good job and my team really did what they could, just wish that I was able to have the job permanent
I don't know	5	I don't know, I have no clue
I made new friends	4	I had fun, met a lot of new people, and made close friends, I meet a lot of different people and made some new friends, meeting new people
I did not like the staff or my supervisor	3	I had a horrible boss – she taught me nothing, my supervisor had a attitude, need better supervisor
I got hired by my job site	2	Now I have a permanent position, they hired me in