

Evaluation of the
2015 Pittsburgh
Learn & Earn

& Earn

Summer
Youth
Employment
Program



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ACKNOWLEDGEMENTS

The evaluation presented here was conducted and supported by a team of researchers from the University of Pittsburgh School of Education. The team is associated with the Department of Psychology in Education and the Center for Urban Education. Although the research team is responsible for the findings of the report that follows, we owe a great deal of gratitude to the Three Rivers Workforce Investment Board who worked closely with us throughout the research design and data collection processes. In addition, thank you to Pittsburgh Mayor William Peduto, Allegheny County Executive Rich Fitzgerald, and their teams. Their persistence and commitment to understanding and improving youth employment prospects in the Pittsburgh area is commendable.

Finally, we offer our respect and appreciation to the providers, employers, and youth who completed the surveys and who spent the summer working to improve youth employment in Pittsburgh.

Suggested Citation

Akiva, T., DeMand, A., Delale-O'Connor, L., Galletta Horner, C., McNamara, A., & Kehoe, S. (2015). *Evaluation of the 2015 Pittsburgh Learn and Earn Summer Youth Employment Program*. Pittsburgh, PA: University of Pittsburgh.



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Summary of Findings

THE LEARN AND EARN SUMMER YOUTH EMPLOYMENT PROGRAM is a summer employment and job training program for young adults ages 14-21 in the City of Pittsburgh and Allegheny County. In Summer 2015, Learn and Earn grew exponentially from the prior summer and served nearly 1,900 youth. A research team at the University of Pittsburgh School of Education conducted an evaluation to better understand the program from the perspective of participating youth and adults (providers and employers). Data were collected in waves, with three waves of youth surveys and two waves of adult surveys. In addition, the research team received data from youth program applications. Drawing from these data, this report addresses five main aspects of Learn and Earn, which are also chapter headings in this report:

- **Program participation**, including a summary of youth applicants, as well as a summary of participating youth and adults
- **Program satisfaction** for youth and adults both broadly and related to specific components of the summer program
- **Youth learning** associated with the program, as reported by both adults and youth themselves
- **Predicting successful experiences**; that is, estimating the relative impact of relevant factors for predicting youth and adult program satisfaction
- **Open-ended responses** about successes and challenges in the program, expressed by both youth and adults



Program Participants by the Numbers

15.7 Average age

Identified as African American **88%**

53% Male

Received food stamps **59%**

95% Currently students

Key Findings

Program Participation

- 1. The majority of Learn and Earn applicants identified as African American (86%) and are currently students.** In addition, the average age of the applicants was 15.8 years and the gender representation was slightly skewed toward males (53%). 57% of applicants indicated that they receive food stamps.
- 2. 1,839 youth enrolled in this year's Learn and Earn program, and the population of Learn and Earn participants was very similar to the applicant pool.** Average program participant age was 15.7 years. Eighty-eight percent of participants identified as African American, 53% were male, and most (95%) were currently students. More than half of youth indicated that they receive food stamps (59%).
- 3. Participating youth worked across 30 summer job providers and average hours worked varied by Tier.** Youth were placed in Tiers reflecting work experience levels. Tier 1 youth worked an average of 120 hours for an average total pay of \$870 (max 199 hours, \$1,439 max pay), Tier 2 an average of 122 hours for \$881 (185 max hours, \$1,735 max pay) and Tier 3 an average of 94 hours for \$800 (max 122 hours, \$1,033 max pay).

4. ***The majority of participating job supervisors were female (approx. 56%) and identified as White (approx. 60%).*** The majority of adults have worked at their current organization for more than 8 years; in addition, the majority reported more than five years of experience working with youth—this was true of employers as well as provider adults.
5. ***Approximately 90% of participants reside in communities with high poverty.*** Using geomapping data to illustrate the residency locations of participants, we are able to see that recruitment efforts were successful in reaching high-poverty neighborhoods in the area.

Program Satisfaction

6. ***The majority of youth were satisfied with their Learn and Earn experience across a variety of measures.*** Specifically, a range of 70%-83% of youth agreed or strongly agreed that they were satisfied with their summer job, learned new things from their summer job, felt their work made a difference, feel better prepared to find and succeed in a new job, and had an overall good experience in the program. Less than 8% of youth disagreed with these statements.
7. ***Youth program satisfaction differed by Tier.*** Youth program satisfaction demonstrates an increasing trend from Tier 1 to Tier 3. Program satisfaction did not differ by gender, age, race, or whether participants received food stamps.
8. ***Youth program satisfaction was highly correlated with adult support.*** Youth program satisfaction had high correlations with youth reports both of provider support and of supervisor support.
9. ***The majority of adults were satisfied with their Learn and Earn experience.*** Nearly all adults reported that they would participate in Learn and Earn again and would encourage similar organizations to participate. A majority of employers agreed that the summer experience prepared interns to succeed in future jobs and in school.
10. ***For adults, satisfaction varied across Learn and Earn components.*** Adults were generally highly satisfied with various individual aspects of the program and the support and processes associated with participating in the program. Adults reported relatively less satisfaction with the common work-readiness curriculum.

Youth Learning

11. ***The most common skills that adults reported that youth learned from Learn and Earn were: communication skills, responsibility, reporting to work on time, and accepting supervision.*** In addition, a sizable number of adult respondents indicated that youth learned to ask for help when they needed it and how to dress appropriately.
12. ***There were limited changes in youth outcomes across time***—There were slight changes on youth reported grit (which decreased), prosocial behavior, and agentic engagement.

Predicting Successful Experiences

- 13. Adult support strongly predicts program satisfaction for Learn and Earn participants.** In multiple regression analyses, both supervisor and employer support were strongly associated with youth satisfaction. Across research literature, positive youth-adult relationships are associated with high quality youth programming, and Learn and Earn is no exception. Home-work struggle—that is home factors making it difficult to get to work—also predicted satisfaction.
- 14. Adult provider and employer satisfaction was associated with clarity and preparation.** The more clarity and preparation providers and employers felt about their role mid-program, the more likely they were to be satisfied at the end of the program.

Open-ended Responses

- 15. Youth highlighted learning new skills, meeting new people including clients and peers, the populations they worked with—such as children—and receiving income as the primary highlights of their Learn and Earn experience.** In open-ended response questions, youth indicated responses in these four categories, some youth respondents also mentioned acceptance into the program, as well as specific job skills as the “highlight” of the experience.
- 16. Youth found interpersonal relationships, work environment, and specific tasks to be the primary challenges in the Learn and Earn program.** Less frequently, but worth noting, youth respondents to the open-ended questions cited exercising self-control, attitude management, and being on time to work as key challenges.
- 17. Adults indicated that the opportunity to enrich and assist youth in building their work experience was the most important aspect of Learn and Earn.** Additionally, watching youth grow across a number of parameters including social skills and communication was mentioned frequently by participating adults.
- 18. The most common program challenges indicated by adults related to youth professionalism and maturity, and the challenge of keeping youth engaged.** Some adults also indicated a desire for more instruction on how to successfully engage as employers or providers, and some wished the program length was longer.
- 19. Providers and employers also offered critical advice for program improvement—notably, earlier program notification, modification to the work readiness training, limiting the required paperwork from job providers, and improving the application process by perhaps involving an interview component.**

Introduction and Methodology

Introduction

There are thousands upon thousands of economically disadvantaged youths in Pittsburgh who want jobs but don't have the connections or resources to get them. We can provide that opportunity to them and their families, while building a job-training pipeline to the city's growing network of 21st Century employers."

Pittsburgh Mayor
William Peduto

Research suggests that engaging in paid employment is likely to have a positive influence on youth. This impact depends on several factors, notably the intensity and quality of the work experience.¹ Parents of working teens are overwhelmingly supportive, believing that teens who work gain valuable skills and are less likely to get into trouble.² In addition, research associates a range of positive benefits with teen work, particularly related to how youth value work and identity-related beliefs about youths' future aspirations.³

Despite their potential value for youth development, the availability of summer jobs for teens has decreased dramatically in recent years. Summer employment for youth in the U.S. remained relatively close to 50% from 1948-2000, then across the 2000s it took a steady, major drop to below 30%, where it has remained since.⁴ In addition, summer youth employment rates in the U.S. have been consistently lower for African American youth—the national rate was 19% in 2014.⁵

Citywide programs that provide for youth employment in the summer rapidly grew in cities across the U.S. in 2010-2015. These programs seem to work, although research into such innovations is young. A rigorous study was conducted of Chicago's 8-week summer program. This randomized control trial found that the program decreased violent crimes by 43%—and the effect was strongest several months after the summer program ended.⁶ This heartening finding, coupled with the extensive literature on the effects of youth employment on identity-related beliefs, suggests that a program like well-designed summer youth employment has great potential to positively affect youth participants.

Building from this understanding of youth employment, this evaluation focuses on better understanding Pittsburgh's summer youth employment initiative, Learn and Earn. The Learn and Earn Summer Youth Employment Program is a summer youth employment and job training program designed for youth ages 14-21 in the Pittsburgh metropolitan region. Learn and Earn seeks to provide youth in Pittsburgh and Allegheny County job experiences and training in a structured and supportive environment.

In summer 2015, the program served nearly 2,000 youth (N=1,839)—a significant expansion from the approximately 350 youth employed in summer 2014. The program divides youth opportunities into three Tiers, based on their previous work experience, and offers increasingly more professional opportunities across the Tiers. Tier 1 was for youth with little or no work experience and was designed to provide an initial work experience through service learning in the community.

¹ Zimmer-Gembeck, M. J., & Mortimer, J. T. (2006). Adolescent work, vocational development, and education. *Review of Educational Research*, 76, 537–566.

² Runyan, C. W., Schulman, M., Dal Santo, J., Bowling, J. M., & Agans, R. (2009). Attitudes and beliefs about adolescent work and workplace safety among parents of working adolescents. *Journal of Adolescent Health*, 44, 349–55.

³ Zimmer-Gembeck, M. J., & Mortimer, J. T. (2006). Adolescent work, vocational development, and education. *Review of Educational Research*, 76, 537–566.

⁴ Morisi, T. L. (2010). The early 2000s: A period of declining teen summer employment rates. *Monthly Labor Review*, 133, 23–35.; Sum, A., Khatiwada, I., McHugh, W., & Palma, S. (2013). The dismal state of the nation's teen summer job market, 2008-2012, and the employment outlook for the summer of 2013. Boston, MA: Center for Labor Market Studies at Northeastern University.

⁵ Bureau of Labor Statistics, U.S. Department of Labor. (2014). Employment and unemployment among youth-- Summer 2014. Retrieved from <http://www.bls.gov/news.release/pdf/youth.pdf>

⁶ Heller, S. B. (2014). Summer jobs reduce violence among disadvantaged youth. *Science*, 346, 1219–23.

Tier 2, for youth with some previous work experience, focused on supporting youth to deepen their work skills. Youth in Tier 3 (formerly the WorkReady Pittsburgh program) had significant prior work and/or leadership experience and engaged in advanced internships in a corporate setting. In Tiers 1 and 2, youth had the opportunity to work up to 25 hours per week and earn \$7.25 per hour. In Tier 3, youth worked up to 20 hours per week at their internship placement, earned \$8.50 per hour, and received weekly professional development.

As a program, Learn and Earn strives to provide youth with the opportunity to explore diverse career paths, gain valuable experience and work-readiness skills, and build professional relationships. Job placements range from interning with the police department and building community gardens, to helping develop video games, all with the goal of helping youth to be employment-ready.

Methodology

The Learn and Earn evaluation activities have been a collaborative and iterative process between the University of Pittsburgh (PITT) team and staff at Three River Workforce Investment Board (TRWIB). At the onset of the project, PITT and TRWIB met to discuss the execution of the evaluation, including evaluation goals, TRWIB's needs, and potential facilitators and limitations to the evaluation. PITT identified the primary research questions and then drew from the literature on youth employment (including programming similar to Learn and Earn) and youth development more broadly to identify evaluation measures for the youth participants, the providers, and the employers. Where survey measures were not already available, PITT drew from our background knowledge on youth development to develop measures to be used in the evaluation. Because part of the intent of the evaluation was to measure youth growth across the employment experience, PITT developed 3 waves of youth surveys. In addition, we employed 2 waves of surveys for employers and providers. All survey protocols were reviewed by

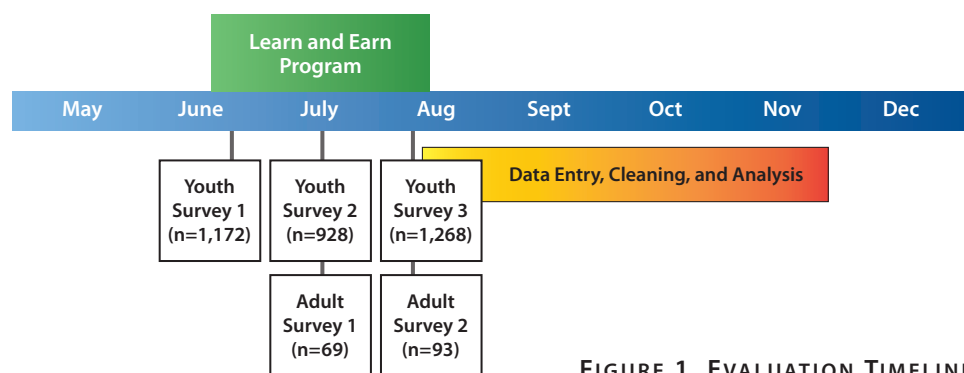


FIGURE 1. EVALUATION TIMELINE

A summary of research activities appears in Figure 1 and a summary of survey completion appears in Table 1. Youth completed paper surveys at 3 time points during their summer employment. Youth completed Survey 1 at the beginning of the program during readiness training at the end of June through early July; Survey 2 in mid-July; and Survey 3 during the beginning of August. The provider organization that each youth was assigned to during the program administered these surveys and gave completed surveys to TRWIB. Notably, to ensure completion, some of the organizations required youth to complete the surveys before they received their paychecks. Adults (providers and employers) primarily completed their two surveys online (96%), with Survey 1 completion occurring from the middle to end of July and Survey 2 completion occurring from the middle to

TABLE 1. SUMMARY OF SURVEY COMPLETION

	Y O U T H			A D U L T	
	Survey 1	Survey 2	Survey 3	Survey 1	Survey 2
Length	3 pages (34 Qs)	6 pages (54 Qs)	7 pages (81 Qs)	Up to 160 Qs ⁷	Up to 192 Qs ⁷
Date of admin.	End June/ early July	Mid July	Early Aug.	Mid-end July	Mid-end Aug.
Completion rate	64% (n=1,172)	51% (n=928)	73% (n=1,268)	63% (n=69)	73% (n=93)
# of youth ratings	–	–	–	6% (n=116)	11% (n=196)

Note: Qs=questions

end of August. TRWIB staff facilitated survey completion for those employers and providers who did not initially respond.

Provider and employer surveys (collectively referred to as adult surveys) were collected online at two time points using Qualtrics survey software. Staff at TRWIB conducted calls and sent emails to ensure the most surveys were collected from both groups.

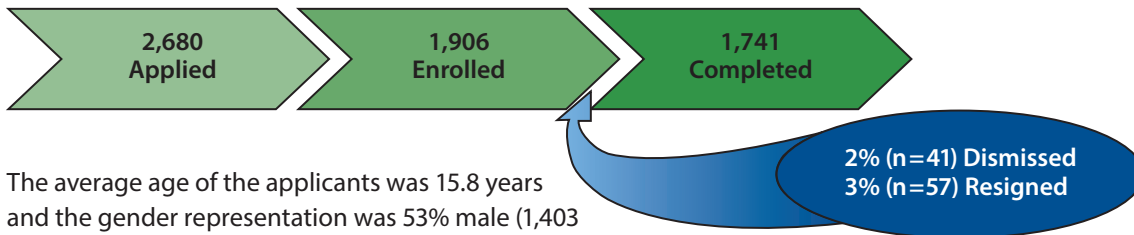
TRWIB collected youth data from the assigned organizations and provided the hard copy data to PITT (3,500 surveys in total). PITT research staff and support staff entered these data over a 3-month period (starting in August). We received a total of 3,468 surveys from youth participants. Notably, 605 youth successfully completed all three surveys. After the data was entered manually, PITT cleaned and prepared data for analysis. This process ensured that the responses that we received were valid and useable for the evaluation. After the data were prepared, we were able to use this to develop our preliminary report, which was submitted to TRWIB at the end of November.

⁷ The length of adult surveys differed based on the number of youth each adult worked with.

Program Participation

Youth Applications

The application data for the Learn and Earn summer youth employment program come from two sources: City and County applicants. The total number of youth applications that were eligible for participation that were received for analyses was 2,680.



The average age of the applicants was 15.8 years and the gender representation was 53% male (1,403 applications) and 47% female (1,248 applications).⁸ The overall sample identified as 86% African American, 7% White, 6% Multiracial, <2% Asian and American Indian/Alaskan Native with <2% identifying as Hispanic/Latino. The majority of applicants (93%) are currently students, 5% have completed high school (or GED), and 1% indicated having completed some post-secondary education. 78% of participants indicated that after the summer program that they would continue their high school education and 22% of youth reported that they would go on to college or other training.

About 65% of applicants were city residents (1,721 applications). On average, household income for applicants for the past 6 months was \$8,571 and average household size was 3.8 persons. Notably, 57% of applicants indicated that they receive food stamps and 2% of youth identified as being in foster care.

Roughly 14% of youth indicated that they applied to the Learn and Earn program last year, while 74% of youth indicated that they did not apply nor did they work during this time last year. 12% of youth reported that they worked last summer. Additionally, 13% of youth indicated that they had some type of previous work experience with 17.4 hours worked on average and \$7.25 was the median reported hourly wage.

Generally, County and City applicants shared similar demographics (see Table 2). Notably, County residents had significantly older applicants and had more female applicants.⁹

Work Preferences for Applicants

When they applied, youth were asked to indicate their preference for their placement according to the fields of work offered by the Learn and Earn program. Table 3 summarizes the percentage of responses as reported by youth applications. The most commonly requested work was in the field of Recreation Sports (19%), followed by Health care (12%), and Education, Business, and Human Services (8%).

⁸ This report used available data for youth enrolled, which is n=1,839.

⁹ To compare differences in City and County applicants we use independent samples t-tests: Age (M = 16 vs 15.7; t[1849] = -4.3, p <.001), Gender (M = 1.51 vs 1.56; t = -2.7, p = .008)

TABLE 2. DEMOGRAPHIC VARIABLES BY RESIDENCY

	City Residents (n=1721)	County Residents (n=959)	All Applicants (n=2680)
Age			
Mean (years)	15.7	16	15.8
Gender			
Male	51%	56%	53%
Female	49%	44%	47%
Race			
Black or African American	86%	85%	86%
White or Caucasian	7%	6%	7%
Multi-racial	6%	6%	6%
Other (including American Indian or Alaskan Native, Pacific Islander, or Asian)	<2%	3%	<2%
Hispanic/Latino/a			
Yes	2%	3%	<2%
No	92%	95%	95%
Do not wish to Disclose	6%	2%	4%
Education			
Currently a student	93%	94%	93%
Completed H.S./ GED	5%	5%	5%
Other (including some post secondary and did not complete H.S.)	2%	<2%	2%
Food Stamps			
Yes	58%	55%	57%
No	42%	45%	43%

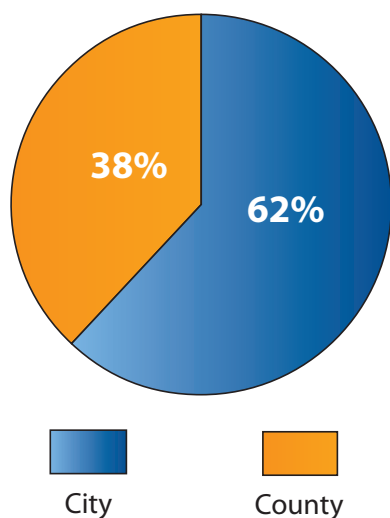


FIGURE 2. YOUTH PARTICIPANTS: CITY VS. COUNTY

Accepted Applicants

A total of 1,839 youth participated in this year’s Learn and Earn program; program capacity was limited and a lottery system was used to allocate available positions for youth (939 applicants were not able to participate in the program this year). Average program participant age was 15.7 years. Similar to the application demographics outlined above, 88% of youth identified as African American, 4% White, and 6% Multiracial; 2% indicated Hispanic/Latino ethnicity. The gender representation of the sample was the same as applicants (53% male) with most youth reporting a current student status (95%).

Household and family variables for Learn and Earn youth participants are comparable to the application data; the average household size was 3.9 persons with an average income from the past 6 months of \$8,568.¹⁰ More than half of youth indicated that they receive food stamps (59%). Less than 2% of youth are in foster care and 97% are U.S. citizens. 62% of accepted youth applied as City residents.

¹⁰ The median income value is \$6,750 (18% of youth reported \$0 family income).

The only statistically significant difference between County and City participants was that County participants were slightly older than City youth but this difference was small (less than half a year).¹¹

Job Placements

Youth were placed across 30 providers across the City of Pittsburgh and Allegheny County. The type of work youth were doing during their placement across fields ranged from working in local businesses to park conservation. A participant who was assigned to the Education field could be placed at the Boys and Girls Club and be responsible for supporting learning activities for the children who go to the program, or may work at Community College of Allegheny County (CCAC) and assist with the implementation of Science, Technology, Engineering, Art, Math (STEAM)-based projects by learning the curriculum and supporting program participants. A participant who is placed in the Marketing field may be provided the opportunity to assist with a new marketing campaign for a local non-profit or be involved in special event planning for an organization that they are working with.

Job placements were coded with job preferences for those with available data (n=2,225) using three categories to describe the “fit” (strong, moderate, low). Our results indicate that 47% of youth had a moderate to strong fit; however, this finding should be treated with caution, as it was often difficult to accurately categorize job sites.

Hours and Wages

The table below summarizes the hours worked and wages earned across Tiers. Youth were paid for participation in a Work Readiness training before the commencement of the program and for hours worked in Learn and Earn 2015.

TABLE 4. HOURS WORKED AND WAGES EARNED

		Tier 1	Tier 2	Tier 3
TRAINING	Avg. work readiness hours	11 hours	11 hours	16 hours
	Max. work readiness hours	12 hours	12 hours	20 hours
	Avg. work readiness wages	\$66	\$67	\$138
	Max. amt. made during training	\$72	\$72	\$170
WORK EXP.	Average hours worked	120 hours	122 hours	94 hours
	Maximum hours worked	199 hours	185 hours	122 hours
	Average total pay	\$870	\$881	\$800
	Maximum amount made	\$1,439	\$1,735	\$1,033

Note: Monetary values are rounded to the nearest dollar, n=1839.

TABLE 3. PERCENTAGE OF ENDORSEMENTS FOR JOB PREFERENCE ON APPLICATION

Recreation Sports	19%
Health care	12%
Education	8%
Business	8%
Human Services	8%
Arts	7%
Construction/Building	7%
Information Technology	6%
Public safety	5%
Engineering	4%
Science	4%
Legal/Law	3%
Marketing	3%
Finance/Banking	2%

¹¹ To compare demographic characteristics between City and County youth we used an independent samples t-test. (M = 15.6 vs 16; t[1849] = -2.7, p = .008)

Youth Characteristics by Tier

We examined demographic variables by Tier for youth who participated in the program. As shown in the table below, youth characteristics are generally comparable across Tiers (age, race, ethnicity and receiving food stamps). Not surprisingly, a greater number of youth in Tier 3 indicated that they completed high school or their GED (16%) than in the other two Tiers.

Another noteworthy difference is the gender spread between Tiers with female participation increasing with Tier (see Figure 3). We found a significant trend of gender across Tier, which predicts that males are 24% less likely to be in the higher Tiers than girls.

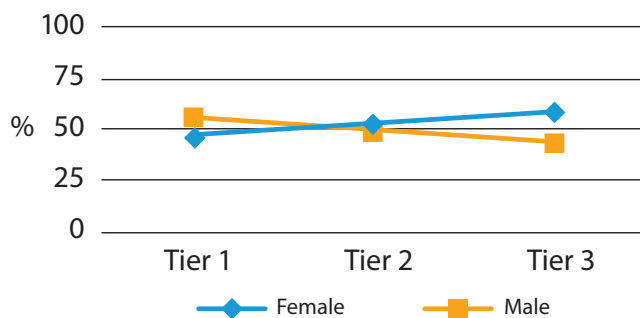


FIGURE 3. TIERS BY GENDER

We found a significant trend of gender across Tier, which predicts that males are 24% less likely to be in the higher Tiers than girls.

TABLE 5. YOUTH CHARACTERISTICS

	Tier 1 (n=1209)	Tier 2 (n=443)	Tier 3 (n=65)
Age			
Mean (years)	5.5	16	17.8
Gender			
Male	55%	48%	43%
Female	45%	52%	57%
Race			
Black or African American	89%	88%	83%
White or Caucasian	3%	6%	8%
Multi-racial	6%	5%	6%
Other (including American Indian or Alaskan Native, Pacific Islander, or Asian)	<2%	<2%	3%
Hispanic/Latino(a)			
Yes	2%	3%	3%
No	94%	92%	90%
Education			
Currently a student	95%	95%	84%
Completed H.S./ GED	3%	3%	16%
Other (including some post secondary and did not complete H.S.)	2%	2%	0%
Food Stamps			
Yes	61%	56%	56%
No	39%	44%	44%

¹² Calculated using an ordinal regression, $p = .001$.

Provider and Employer Characteristics

Provider and employer surveys at Wave 1 were completed by 68 participants, representing 19 provider organizations and approximately 15 employers.¹³ Wave 2 had 94 responses from employers/providers representing 22 organizations and approximately 20 employers.¹⁴ Demographic data for these adults is displayed in Table 6 categorized by whether the respondent identified as a provider, an employer, or both a provider and employer (these distinctions will be used throughout the report). 32 of the Wave 2 responses align with Wave 1 submissions (thus representing 12 organizations for which we have both pre and post data).

Respondents across both waves were majority female (see Figure 4) and primarily identified as White (Wave 1: 58%, Wave 2: 62%), or African American (Wave 1: 37%, Wave 2: 33%).

A range of ages were represented across role (provider or employer) in Learn and Earn. Employers were more likely to be 35 or older than providers or provider-employers. Interestingly, provider-employers have a greater number of younger employees; an opposite pattern to the other group of respondents.

When asked to indicate how long they have worked at their current organization, responses varied across the sample with the majority of respondents indicating that they worked over 8 years. There were no significant differences in work experience by role.

Figure 6 shows the number of years respondents indicated they had worked with youth. One might expect to see greater experience working with youth in the provider group (where working with youth is their job) than in the employer group; however, experience with youth did not vary by role. For every role, over 70% of respondents indicated having over 5 years of experience working with youth. Very few indicated no experience or less than one year of experience.

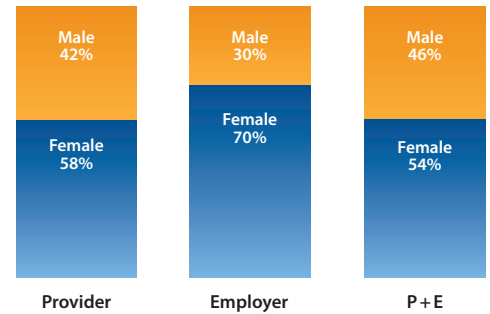


FIGURE 4. ADULTS BY GENDER

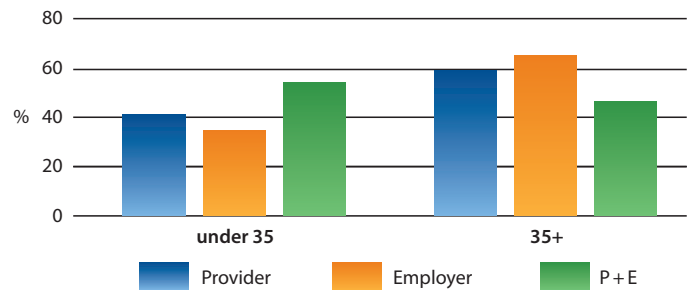


FIGURE 5. ADULTS BY AGE

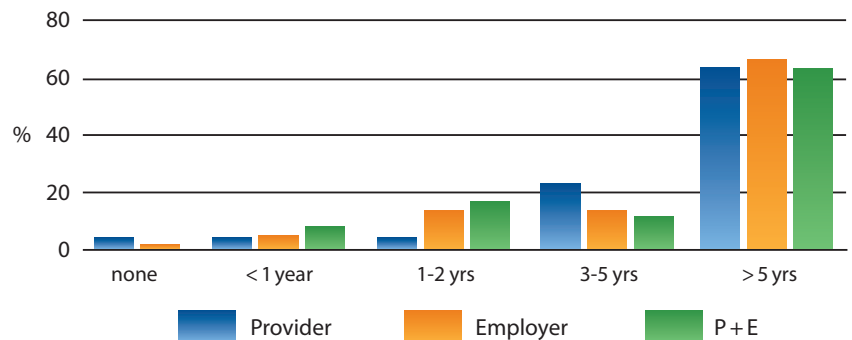


FIGURE 6. ADULTS BY AGE

¹³ Adult characteristics are shown for data from employer and provider surveys and do not represent adults that did not complete these surveys.

¹⁴ These are best estimates; it was not always clear what organization the respondent associated with.

TABLE 6. ADULT CHARACTERISTICS

	Wave 1			Wave 2		
	Provider (n=25)	Employer (n=35)	P-E (n=21)	Provider (n=25)	Employer (n=80)	P-E (n=41)
Work Experience						
Less than 1 year	38%	24%	24%	6%	18%	20%
1-2 years	0%	21%	33%	11%	21%	24%
3-5 years	13%	18%	19%	28%	18%	20%
5-8 years	0%	6%	10%	0%	12%	15%
More than 8 years	50%	32%	14%	56%	21%	22%
Age						
18-24 years old	13%	0%	27%	0%	10%	15%
25-34 years old	38%	30%	27%	40%	26%	36%
35-44 years old	25%	27%	14%	20%	21%	13%
45- 54 years old	13%	36%	18%	0%	28%	15%
55-64 years old	13%	6%	9%	8%	16%	18%
65-74 years old	0%	0%	5%	13%	0%	3%
Gender						
Male	38%	30%	13%	35%	31%	46%
Female	63%	70%	62%	65%	70%	51%
Genderqueer (<i>self-identified</i>)	0%	0%	5%	0%	0%	2%
Hispanic/Latino(a)						
Yes	0%	0%	0%	0%	0%	6%
No	100%	100%	100%	100%	100%	94%
Race						
Black or African American	50%	28%	32%	35%	23%	41%
White or Caucasian	50%	69%	55%	65%	73%	46%
American Indian or Alaskan Native	0%	0%	0%	0%	0%	0%
Asian	0%	0%	5%	0%	2%	3%
Pacific Islander	0%	0%	0%	0%	0%	0%
Multi-racial	0%	3%	0%	0%	2%	5%
Other	0%	0%	9%	0%	0%	5%

90% of Learn and Earn participants reside in high poverty neighborhoods. (see Figure 7)

¹⁵The map was created using ArcGIS v.10.3. Participant addresses were geocoded using the 2015 Allegheny County - Address Points layer file provided by the PA Geospatial Data Clearinghouse. Approximately 4% (n=78) of the participant addresses did not match due to missing addresses and discrepancies with the Allegheny County address point data.

¹⁶Poverty data is based on 2010 census data provided by PittsburghSNAP and the Southwestern PA Commission.

Map of Participants

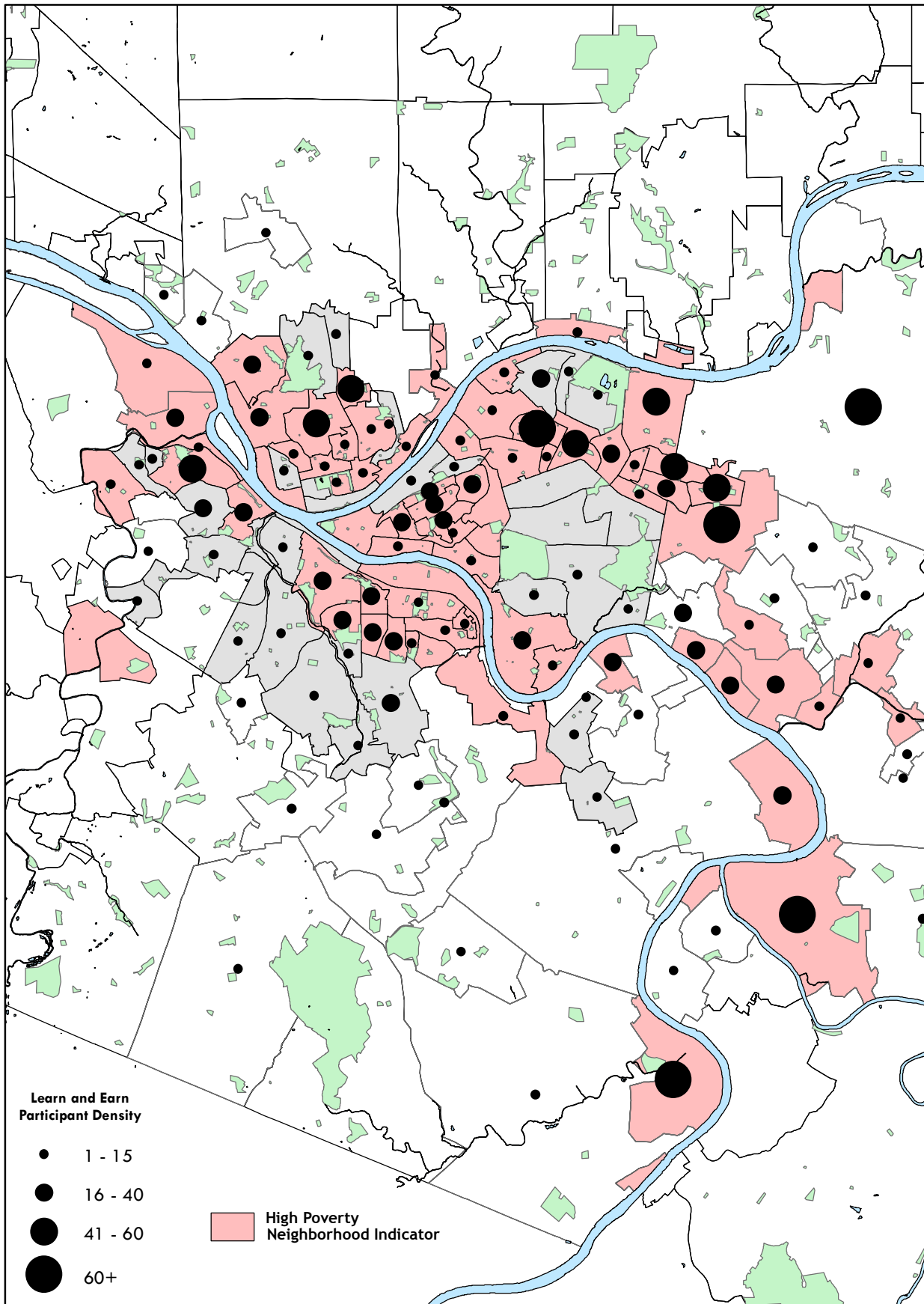


FIGURE 7. DENSITY MAP OF SUMMER 2015 PITTSBURGH LEARN AND EARN PARTICIPANTS

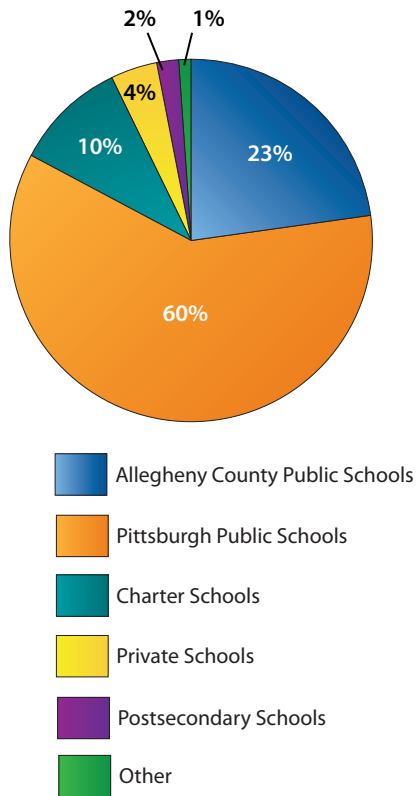


FIGURE 8. SCHOOLS ATTENDED

Figure 7 provides a density map of participation in Pittsburgh neighborhoods and surrounding Allegheny County municipalities.¹⁵ The map includes an indicator for “high-poverty neighborhoods”, which specifies communities in which 20% or more of the population lives below the poverty line.¹⁶ The map illustrates that the Learn and Earn program primarily drew participants from low-income communities. Within Allegheny County there are 130 municipalities, including the City of Pittsburgh. Twenty-three (17%) of those municipalities, including the City of Pittsburgh, are indicated in this map as being “high-poverty”.

Of the 1,760 participants included in this analysis, 1,109 (63%) resided within the City of Pittsburgh and 651 (37%) resided in surrounding Allegheny County communities. Approximately 1,577 (90%) participants resided in high-poverty communities, including the City of Pittsburgh. Approximately 72% of participants who were non-city residents resided in communities that are considered high-poverty. The program was successful in recruiting more than 60 participants from Clairton, Wilkinsburg and McKeesport. High-poverty municipalities that did not have participants include Trafford, Verona, West Elizabeth, Carnegie, and Coraopolis.

Within the City of Pittsburgh, 60% of neighborhoods are designated as high-poverty. Approximately 84% of the program participants resided in high-poverty neighborhoods in the city. The program was successful in recruiting more than 40 participants from Homewood North, East Hills, East Liberty, Perry South, Lincoln-Lemington-Belmar, Northview Heights, Sheraden, and Garfield. High-poverty neighborhoods that did not have participants included Central and North Oakland and the South Side Flats.¹⁷

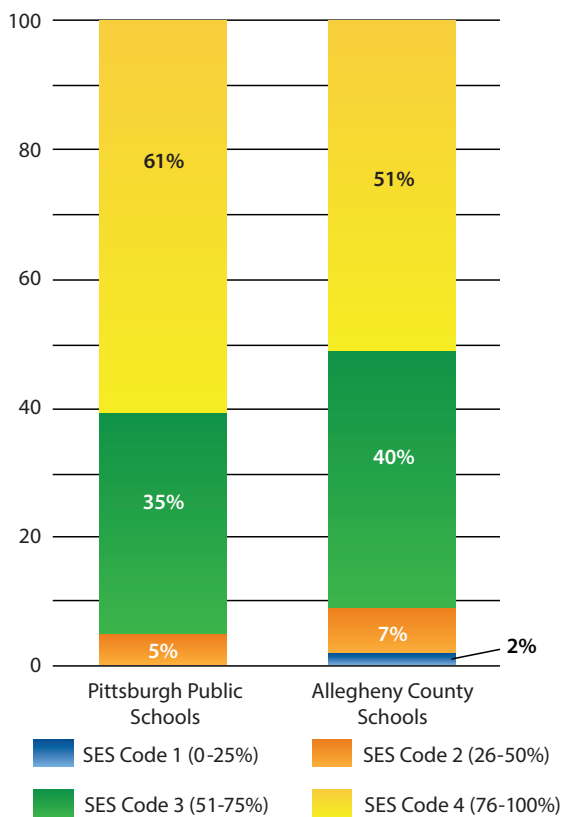


FIGURE 9. DISTRIBUTION OF PARTICIPANTS ACROSS SCHOOL SES CODES

Figure 8 shows the schools that Learn and Earn youth reported attending. The majority of participants (60%) reported that they attended a school in the Pittsburgh Public Schools district. Approximately 23% of participants attended a school in a surrounding Allegheny County school district.

We examined free/reduced lunch codes for surrounding districts and Pittsburgh Public Schools and assigned a code based on the proportion of students that were enrolled in the free/reduced lunch program.¹⁸ Figure 9 illustrates that more than 90% of participants who attended an Allegheny County school district attended a district in which more than half of the student population is enrolled in the federal lunch program. Notably, more than 60% of participants who attended a Pittsburgh Public School attended a school in which more than three-quarters of the student population was enrolled in the federal lunch program.

¹⁷Lack of participation from these neighborhoods may reflect a small population of youth who meet the eligibility requirements.

¹⁸Free/reduced lunch enrollment data was drawn from the Pennsylvania Department of Education 2013-2014 Food and Nutrition Division Building Data Report

Program Satisfaction

This section summarizes satisfaction with Learn and Earn as reported by youth, providers, and employers. We asked respondents about specific components of the program including the Learn and Earn process, work readiness training, and employer orientations. Working relationships during the program are also outlined. This section closes with youth experiences during Learn and Earn 2015.

Youth Satisfaction

We asked youth five questions at Wave 3 (at the end of the program) and 1,138 participants responded. As shown in the chart below, a large majority of youth strongly agreed or agreed with each of the statements. The fifth item was the highest rated, with 83% strongly agreeing or agreeing that they had an overall good experience. Disagreement is less than 8% for every item.

TABLE 7. YOUTH SATISFACTION ITEMS

Youth Satisfaction (Wave 3; n=1131)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I was satisfied with the job that I had during the summer.	3%	3%	17%	41%	36%
I learned new things from my summer job.	2%	5%	17%	56%	31%
I felt the work I did made a difference.	2%	4%	23%	40%	31%
I feel better prepared to find and succeed in a new job.	2%	4%	21%	40%	33%
Overall I had a good experience in the 2015 Pittsburgh Summer Youth Employment Program.	2%	2%	14%	39%	44%

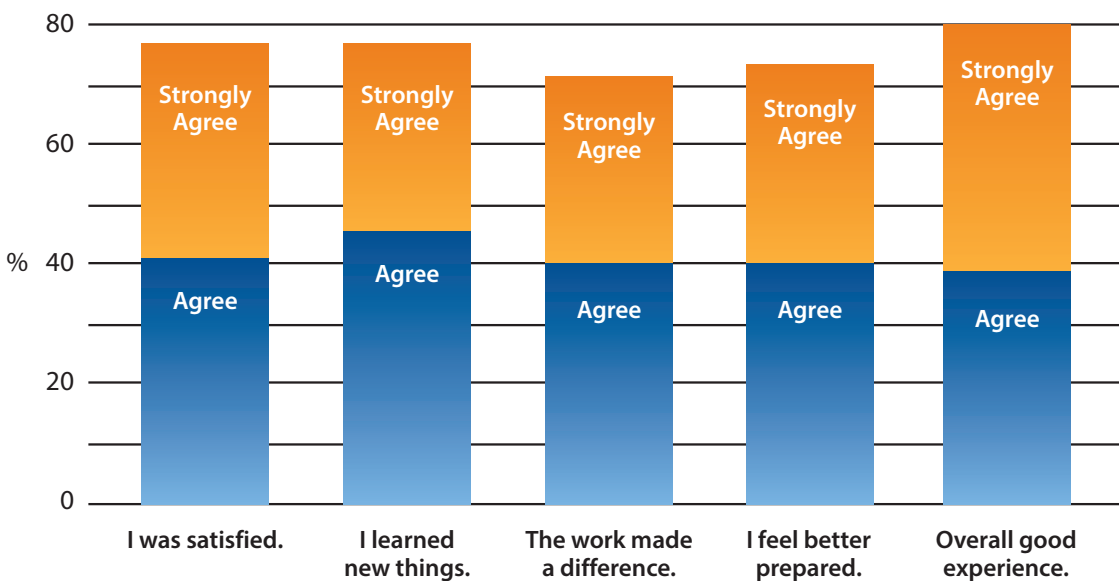


FIGURE 10. YOUTH SATISFACTION ITEMS

These five items form a single scale with high internal consistency ($\alpha = .89$). This scale theoretically contains less error than individual items, therefore we use this scale throughout the report to understand factors that contribute to satisfactory experiences. Using this program satisfaction scale, the average satisfaction across the full sample of youth was 4.03 on a 1 to 5 scale. A histogram for this scale appears below; again depicting that a large majority of youth participants expressed satisfaction or high satisfaction with the program.

Program satisfaction did not differ by gender, age, race, or whether participants received food stamps.

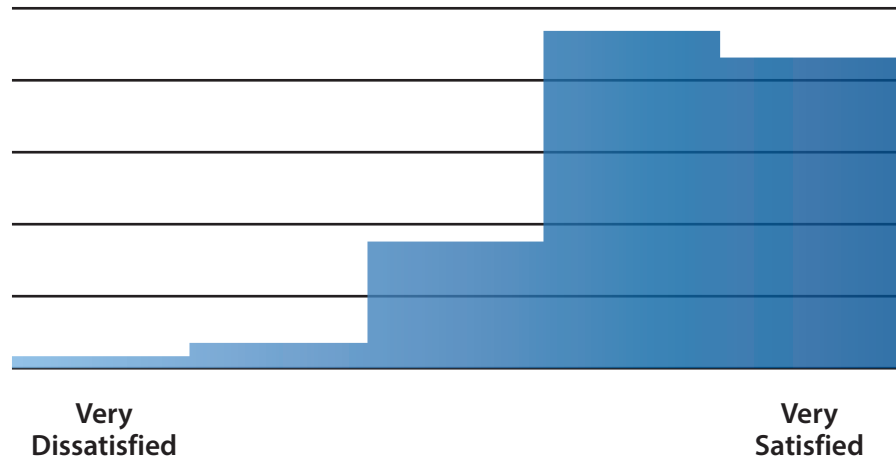


FIGURE 11. HISTOGRAM OF YOUTH SATISFACTION SCALE

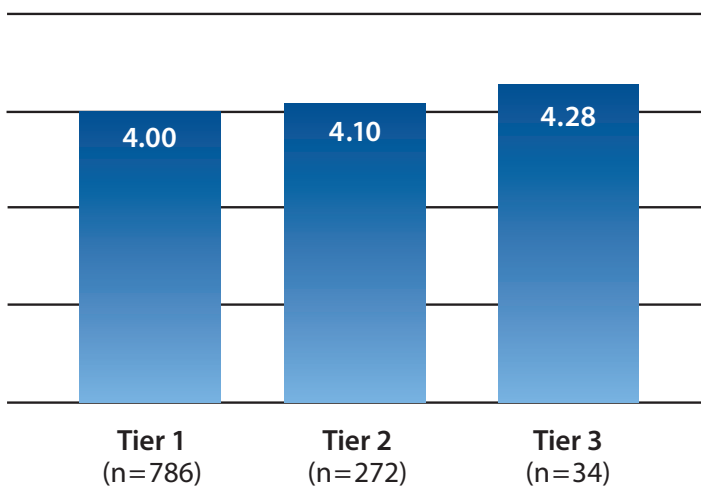


FIGURE 12. YOUTH SATISFACTION BY TIER

Program satisfaction differed by Tier, such that youth in higher Tiers (youth in more rigorous placements with more prior work experience) on average report higher satisfaction (see Figure 12). Tier 3 scores are significantly higher than Tier 1 scores and the increasing trend from Tier 1 to 3 is also statistically significant.¹⁹

Program satisfaction is highly correlated with adult support. We see large bivariate correlations with program satisfaction (wave 3) with youth-reported provider support and with supervisor support.²⁰ We investigate these statistical relationships more fully and compare the importance of adult support relative to other factors in the “Predicting Successful Experiences” section.

¹⁹To compare Tier 3 to Tier 1 program satisfaction we used an ANOVA with a contrast ($F [2,1089] = 3.45, p = .03$, Contrast $t[1089] = 2.07, p = .04$). We tested the significance of the increasing trend from Tier 1 to 3 using ordinary least squares regression: Standardized coefficient for Tier was .08 with $p = .01$ ($r^2 = .006$).

²⁰Youth-reported program satisfaction (Wave 3) and provider support (Wave 2) correlated at $r = .48^{***}$. Program satisfaction (Wave 3) correlated with supervisor support at $.44^{***}$ (Wave 2) and $r = .45^{***}$ (Wave 3).

Provider and Employer Satisfaction

For adult satisfaction we asked two questions both at Wave 1 (during the program) and Wave 2 (at the end of the program). As with youth satisfaction, we created a scale (in this case two items for each wave) to use for subsequent analyses, which reduces error and produces a more reliable estimate. The bar chart below shows averages for this scale for the three adult roles across two waves.

TABLE 8. ADULT SATISFACTION ITEMS

Adult satisfaction (across roles)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Wave 1 (n=67)					
I have been satisfied with the Summer Youth Employment Program.	0%	5%	18%	48%	30%
Overall I have had a good experience with the 2015 Pittsburgh Summer Youth Employment Program.	0%	3%	13%	46%	38%
Wave 2 (n=124)					
I was satisfied with the Summer Youth Employment Program.	2%	1%	15%	59%	23%
Overall I had a good experience with the 2015 Pittsburgh Summer Youth Employment Program.	2%	1%	11%	57%	30%

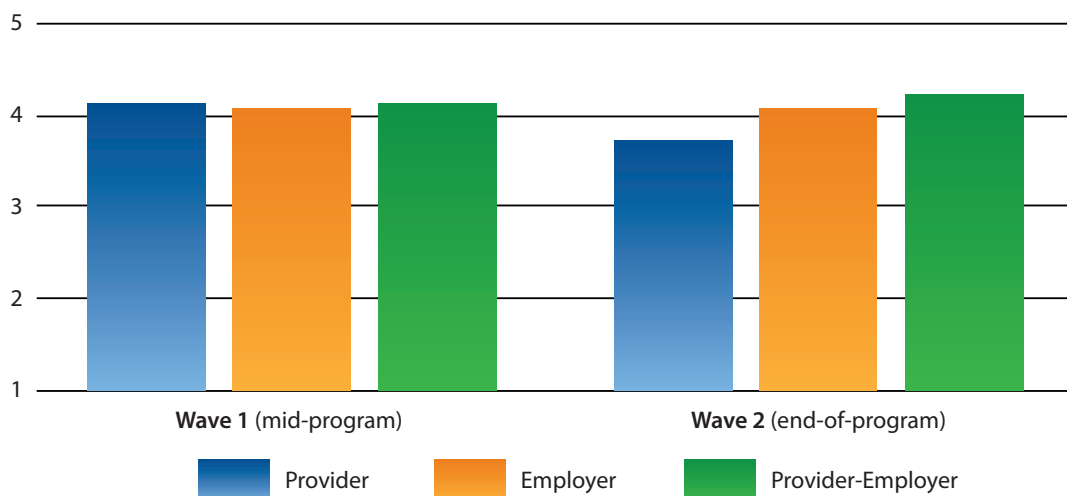


FIGURE 13. ADULT PROGRAM SATISFACTION BY ROLE

As seen in Figure 13, overall satisfaction was high. Satisfaction did not differ significantly across roles at Wave 1; however, it did at Wave 2. Specifically, providers' scores were significantly lower than employers or provider-employers.²¹ Although this is significant it appears to be a relatively small difference, and could be due to chance. Employers and provider-employers' scores did not significantly differ.

²¹To compare the Wave 2 adult satisfaction scores across roles, we used an ANOVA with a contrast between providers and the other two roles ($F[2, 120] = 4.16, p = .02$; Contrast $t[120] = 2.72, p = .01$)

Satisfaction increased by age with a correlation of $r = .29$ ($p = .001$). This is shown in Figure 14. We found no differences in satisfaction by gender.

As shown in Figure 15, at the end of the program (Wave 2), nearly all adults reported that they would participate in Learn and Earn again and would encourage similar organizations to participate. Of note, 100% of provider-employers indicated that they would participate again.

We asked employers and provider-employers (not providers who were not employers) three questions about hosting interns—whether they learned from the youth and how they believed the experience prepared youth for success in future jobs and in school. The response scale ranges from strongly disagree (1) to strongly agree (5). As depicted in the chart below, a majority of employers (including provider-employers) agreed that the summer experience prepared interns to succeed in future jobs and in school. Responses did not differ by role for the first and third item. For success in work, responses differed significantly by role: Provider-employers rated this item significantly higher than employers (means 4.20 vs 3.90).²²

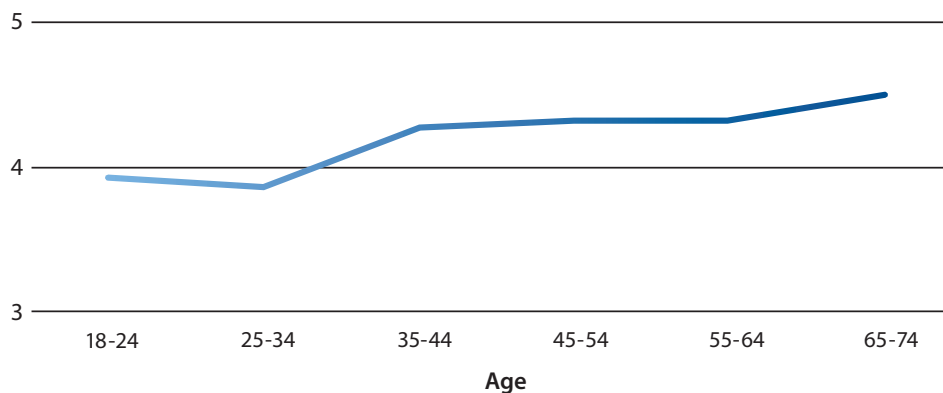


FIGURE 14. ADULT PROGRAM SATISFACTION BY AGE

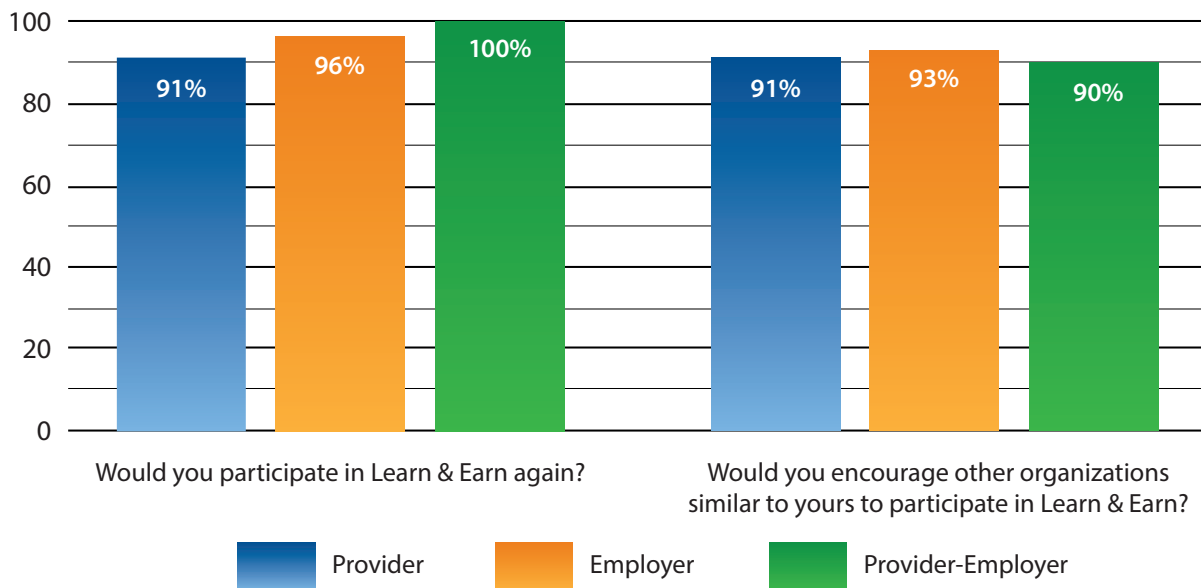


FIGURE 15. FUTURE PARTICIPATION AND RECOMMENDING TO OTHERS

²²To compare Employers and Provider-employers ratings about working with interns, we used an independent samples t-test: $t(96)=2.42$; $p=.02$

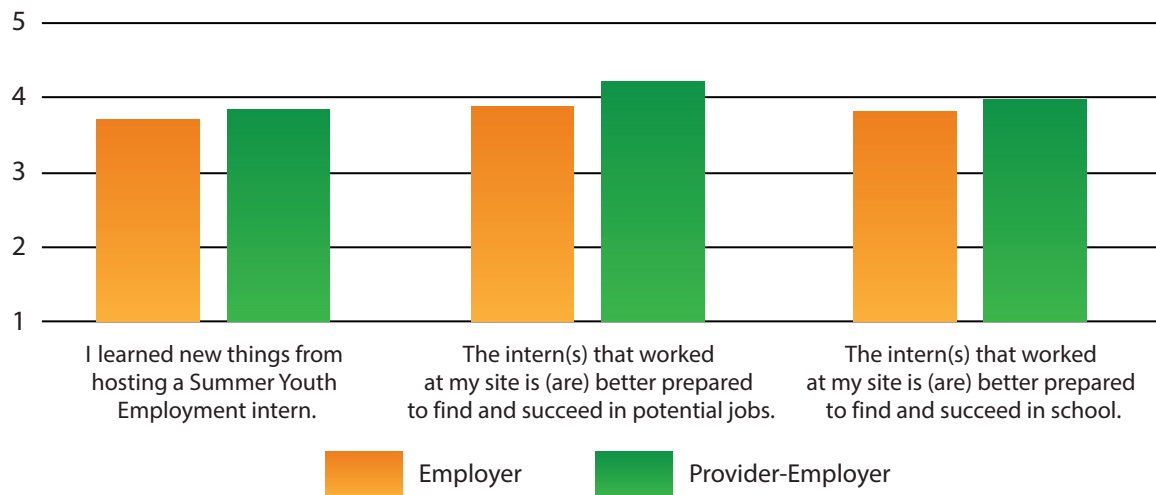


FIGURE 16. QUESTIONS ABOUT WORKING WITH INTERNS

Components of Learn and Earn

To offer a better understanding of the different aspects of the Learn and Earn program, in this section, we outline the data on the different components of the program. Here we discuss a range of components, from the opportunities adults (providers and employers) believed were offered to youth to the actual program processes in which providers had to engage to be part of the program. In addition, we discuss one key component—work readiness training—in greater depth, including the perspective of both adults and youth.

Relative Ratings of Components

Survey responses across adults from Wave 1 indicate that the various components of the program were successfully implemented in the first part of the program. These responses did not change over time as none of the Wave-1 versus Wave-2 differences are significant (comparing only respondents that completed both surveys, n=32). These ratings did not significantly differ by role with one exception discussed below, so we present combined numbers across adult roles.

Opportunities for youth to work with others was the highest rated, with 89% at Wave 1 and 95% at Wave 2 rating this very successful or successful. Opportunities for youth to learn new skills was the next highly rated (93% very successful

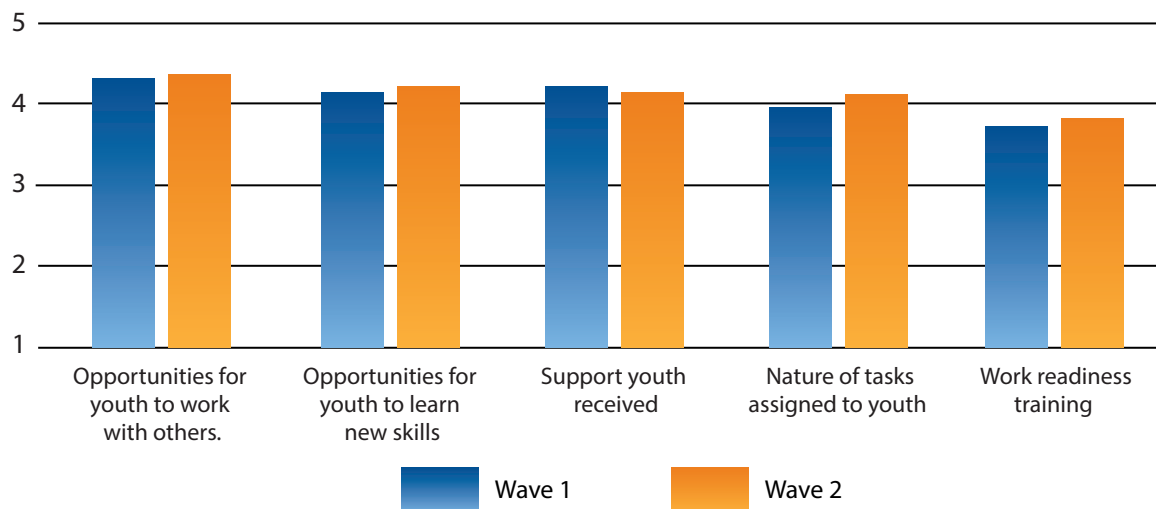
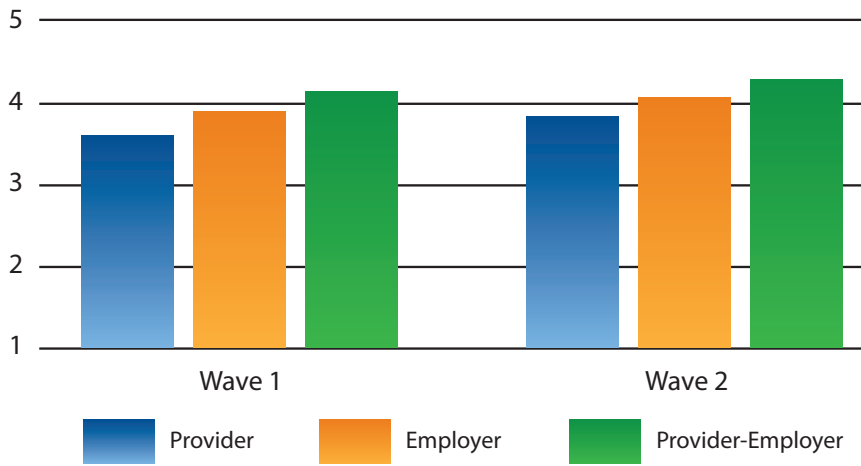


FIGURE 17. ADULT RATINGS OF COMPONENTS



or successful at Wave 2). Support youth received was also rated highly (92% very successful or successful at Wave 2) as was the nature of tasks assigned to youth (91% very successful or successful at Wave 2). The work readiness training was the lowest of the components rated; 76% of adults at Wave 1 and 73% at Wave 3 indicated their opinion that the work readiness training was successful or very successful. An additional 17% at Wave 1 and 21% at Wave 2 called this training “barely successful”, and 11% at Wave 1 and 5% at Wave 2 called it unsuccessful or very unsuccessful. We explore this further in the subsequent sections.

FIGURE 18. ADULT RATINGS OF SUCCESS OF TASKS ASSIGNED TO YOUTH

In only one case, ratings of components differed by adult role. As shown in the figure at right, ratings of the nature of tasks assigned to youth were highest for provider-employer and lowest for providers. These differences are not significant at Wave 1; however, with the larger sample at Wave 2, providers rated this significantly lower than the other two, and provider-employers significantly higher than the other two.

Learn and Earn Processes

We asked the following questions *only of providers* (including provider-employers) in order to address their experience of processes associated with Learn and Earn; that is, applying, contracting, and working with the WIB, the city, and the county.²³ In the figure below, good and excellent appear to the right of the zero line and poor and fair to the left. For each item except the work-readiness curriculum, a majority of responses indicated good or excellent. A handful of items received fair ratings in the 12-25% range. The switch to the common work-readiness curriculum was rated substantially lower than other items, with exactly half rating this positively (40% good and 10% excellent) and half negatively (33% fair and 17% poor). We investigate this issue further in the next section.

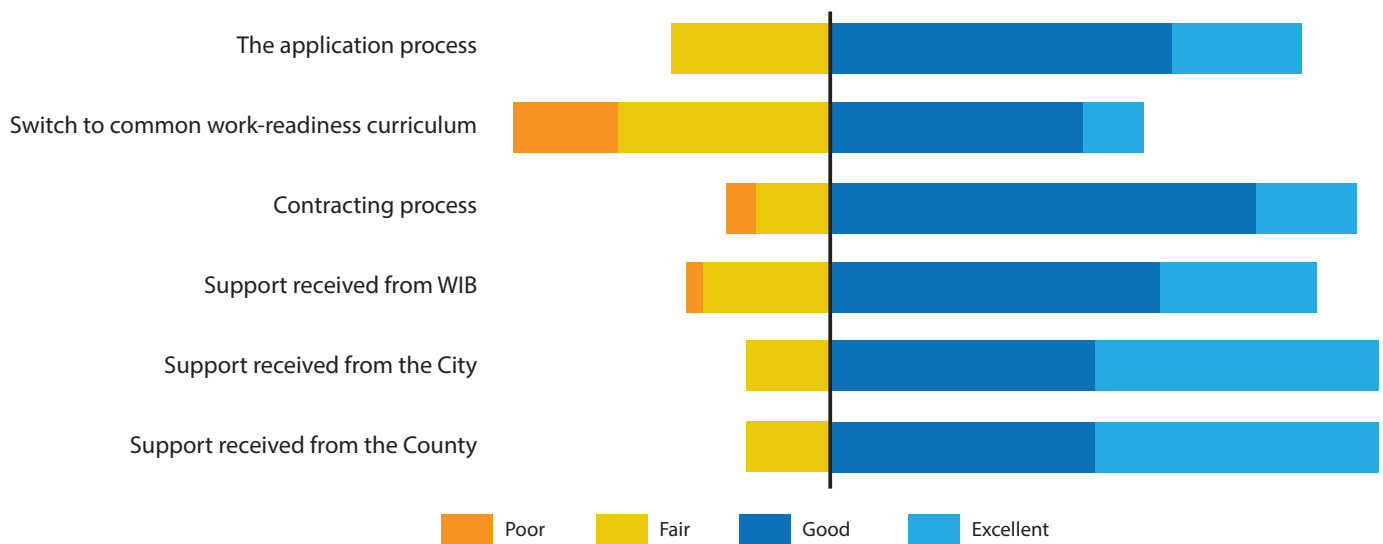


FIGURE 18. RELATIVE RATINGS OF L&E PROCESSES

²³We present processes in the tables as percentages of responses for each item, as a sizable number of respondents chose “N/A” for some items.

Work Readiness Training

As mentioned previously, the youth participants in Tiers 1 and 2 engaged in up to 12 hours of work readiness training curricula (designed by LUMA Institute) prior to starting their Learn and Earn employment. They received a common curricula focused on the soft skills associated with employment. Tier 3 youth engaged a maximum of 20 hours of training, focused on both soft skills and more site-specific training. Both adults and youth responded to questions about the successfulness of this training; youth further rated their satisfaction with this training as connected to both their summer employment, as well as their future work experiences.

As seen in the two previous sections, although many adults found the common work readiness component successful, many others rated it lower than other aspects of Learn and Earn. Below we present complete responses to the two questions directly about this training. Note that although responses did not significantly differ by role, this may be due to sample size limitations. Again, ratings did not significantly differ by wave.

TABLE 9. ADULT RATINGS OF THE WORK READINESS TRAINING

<i>How successful was the work readiness training?</i>	Very Unsuccessful	Unsuccessful	Barely Successful	Successful	Very Successful
Wave 1					
Provider (n=8)	11%	–	33%	56%	–
Employer (n=35)	6%	9%	12%	59%	15%
Provider-employer (n=23)	–	4%	17%	61%	17%
Wave 2					
Provider (n=5)	9%	–	17%	70%	4%
Employer (n=18)	2%	4%	18%	63%	14%
Provider-employer (n=10)	–	5%	29%	40%	26%
<i>How would you rate your experience with the switch to the common work-readiness curriculum?</i>	Poor	Fair	Good	Excellent	
Wave 2					
Provider (n=4)	25%	17%	58%	–	
Provider-employer (n=10)	13%	40%	33%	13%	

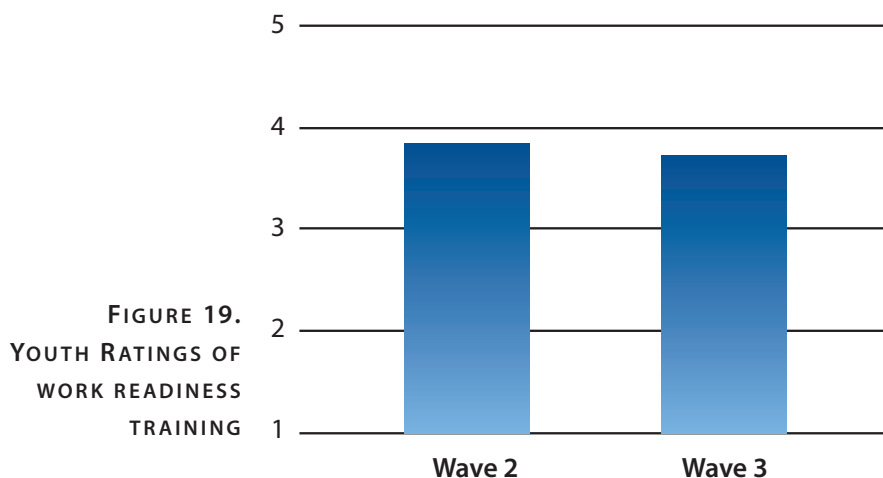
We also asked youth a set of questions about their satisfaction with career training at waves 2 and 3. Response options ranged from 1 (Strongly disagree) to 5 (Strongly agree). As seen in Table 10, a majority of youth agreed or strongly agreed with every items about career training. A substantial number of youth marked neutral, and relatively small numbers of youth disagreed with each statement.

TABLE 10. YOUTH RATINGS OF THE WORK READINESS TRAINING

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Wave 2					
I was satisfied with the career training I received prior to starting my summer job.	3%	3%	19%	49%	26%
The skills I learned in career training were important to the job I had this summer.	2%	6%	20%	49%	24%
I feel the career skills will help me in future jobs.	2%	4%	18%	43%	33%
I feel the career skills I learned will help me in school.	3%	8%	31%	38%	20%
Wave 3					
I was satisfied with the career training I received prior to starting my summer job.	3%	8%	31%	39%	20%
The skills I learned in career training were important to the job I had this summer.	3%	6%	26%	39%	26%
I feel the career skills will help me in future jobs.	3%	8%	33%	35%	22%
I feel the career skills I learned will help me in school.	2%	6%	26%	29%	28%

In each wave, these four items demonstrated high internal consistency²⁴ and subsequent analyses were conducted at the scale level.

As depicted in the bar chart at below, the average satisfaction with work readiness was 3.84 at Wave 2 and 3.74 at Wave 3. This decrease from Wave 2 to Wave 3 was small but statistically significant. This suggests that in Wave 2, during the middle of the summer, youth felt pretty well prepared but that by the end of their summer job, looking back they did not feel as prepared. This could be a normal reaction that reflects youth learning more about what jobs entailed. And/or it could be that they encountered more difficult tasks for which they felt less prepared as the summer progressed.



²⁴ Wave 2 $\alpha = .78$; Wave 3 $\alpha = .79$

Please note that these items (as well as the adult items) should *not* be considered as a direct reflection on the training curriculum provided by Luma Institute for at least three reasons. First, some of the questions ask generally about preparation. Second, particularly in the case of youth, we do not know for certain that youth understood the training we intended to refer to in the items. Third, these statistics do not account for implementation fidelity; i.e., the degree to which career training delivered at program sites aligned with the prepared curriculum.

Worksite Orientations

About three quarters of employers (76%, n=44) and provider-employers (73%, n=30) reported that they provided an orientation to their youth interns — separate from the provider-led work readiness training discussed previously. According to respondents, these orientations contained the following elements.

As shown in Table 11, both employers and provider-employers commonly gave tours, connected youth with other workers, and discussed job responsibilities. Employers more often trained youth on skills than did provider-employers. A smaller number, but still over half, set up learning opportunities, discussed equipment and discussed dress codes.

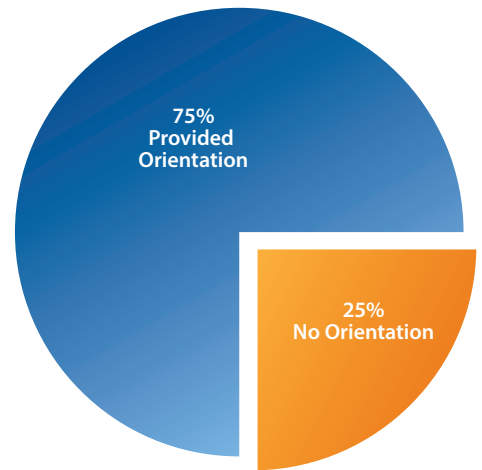


FIGURE 20.
WORKSITE ORIENTATIONS

TABLE 11. COMPONENTS OF WORKSITE ORIENTATIONS

	Employers	P-E
Gave a tour of the workplace	93%	93%
Connected youth with other workers that could answer questions	93%	97%
Talked about job responsibilities	93%	93%
Trained youth on skills they needed to do their job	91%	70%
Discussed work schedule	82%	87%
Introduced youth to other staff members	70%	67%
Set up the opportunity for youth to learn from another employee	68%	63%
Gave an overview of the equipment they would be using	64%	73%
Discussed dress code	59%	57%

Working Relationships

Relationships and both adult and peer support are critical components of the Learn and Earn experience. In particular, the program strives to connect youth to both a provider and an employer with whom they can both connect and learn more about employment both generally, as well as specific to particular fields. In Learn and Earn, this requires not only connection between youth and adults, but also some coordination between providers and employers. Existing research (discussed earlier in this report) points to the critical nature of supervisor supportiveness in the quality of youth employment experience. In this section, we outline the program data for adult and youth relationships and perceived supportiveness, as well as relationships and conflict with peers.

Adult-Youth Support

To assess support from adults, in the youth survey we used two modified versions of the perceived supervisory support scale²⁵ one to ask about supervisor support and one to ask about provider support. The only modifications were to the words used to describe the adults (provider or supervisor). Responses were on a 5-point scale from Strongly Disagree to Strongly Agree.

- My provider/supervisor appreciates extra effort from me.
- My provider/supervisor wants to know if I have any complaints.
- My provider/supervisor takes my best interests into account when he/she makes decisions that affect me.
- Help is available from my provider/supervisor when I have a problem.
- My provider/supervisor really cares about my well-being.
- If I did the best job possible, my provider/supervisor would be sure to notice.
- My provider/supervisor cares about my opinions.
- My provider/supervisor takes pride in my accomplishments.

In both cases, these items form a scale with high internal consistency. Scale means for all youth and by Tier are shown in the table below. Differences between waves were relatively minor, as were differences between ratings for supervisors versus providers. Differences between Tiers were also very small; Tier 3 youth report statistically significant greater supervisor support and provider support at Wave 2, but there was no difference at Wave 3. There were slight differences by gender where girls reported slightly greater supervisor support and provider support than boys.

TABLE 12. YOUTH-RATED ADULT SUPPORT

	Supervisor Support		Provider Support
	Wave 2	Wave 3	Wave 2
All	4.0 (.74)	3.8 (.80)	4.0 (.71)
Tier 1	3.9 (.72)	3.8 (.78)	3.9 (.72)
Tier 2	4.1 (.73)	3.9 (.83)	4.1 (.67)
Tier 3	4.3 (.71)	4.1 (.86)	4.1 (.86)

Peer Relations

In addition to adult-youth relationships, peer support is another component of the Learn and Earn experience.

At Waves 2 and 3, youth participants responded to 6 items indicating the level of peer support (3 items) and peer conflict (3 items) they experienced in their job placements. Items were on a 4-point scale (1=NO!, 2=no, 3=yes, 4=YES!) such that higher scores on peer support indicate a more supportive peer environment, whereas higher scores on peer conflict indicate an environment with more peer conflict.

²⁵Scale from Kottke & Sharafinski (1998). See Appendix A for more information about scale.

Both peer support and peer conflict increase significantly from Wave 2 to Wave 3 (see Figure 22). Support increased a small but significant amount. Conflict increased more substantially, from 1.83 to 2.06.²⁶

Figure 23 shows peer conflict and peer support by Tier. Both peer support and peer conflict differed significantly between Tiers: the higher the Tier, the higher the youth rated peer support and the lower they rated peer conflict.²⁷

These variables also differed by gender. On average, females rated peer support higher than males and males rated peer conflict more highly than females.²⁸

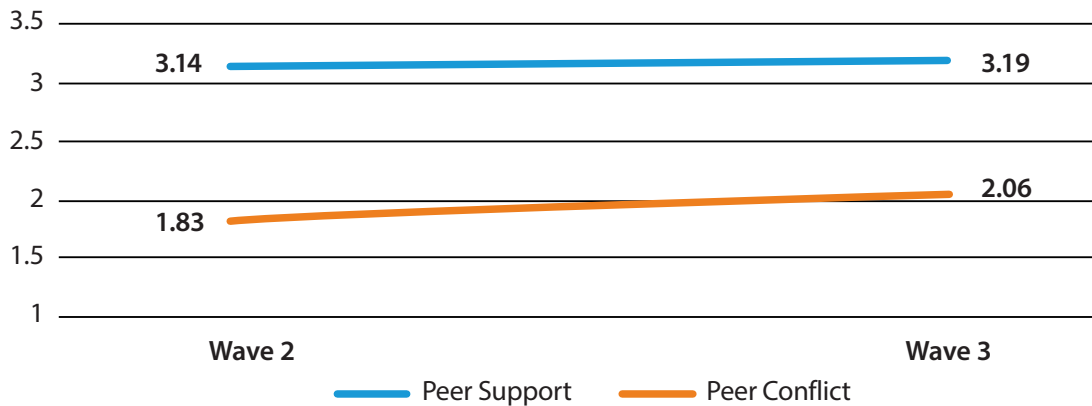


FIGURE 22. PEER SUPPORT AND PEER CONFLICT OVER TIME

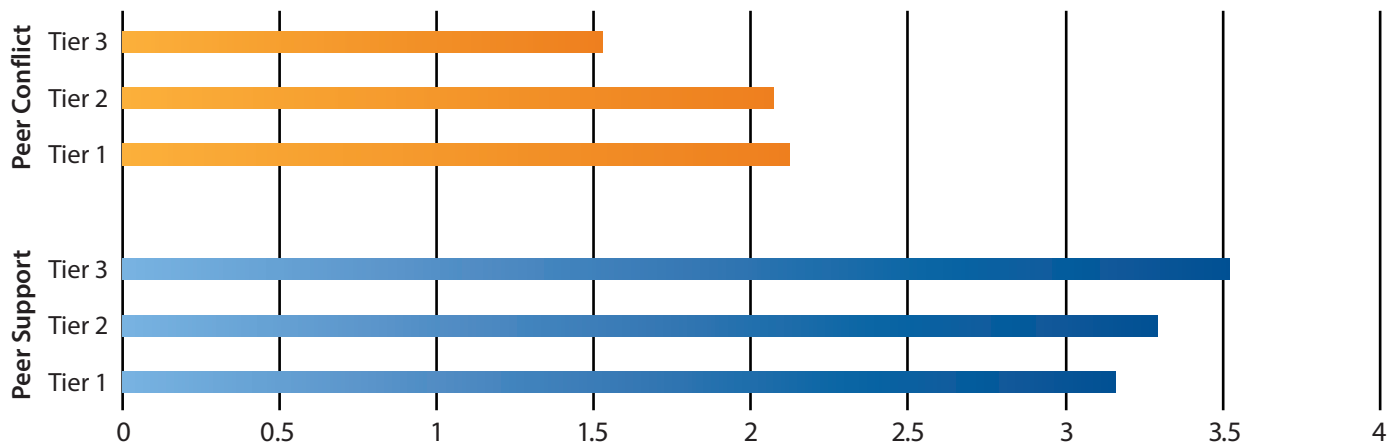


FIGURE 23. PEER SUPPORT AND PEER CONFLICT BY TIER

²⁶To compare the changes in Peer Support and Peer Conflict from Wave 2 to Wave 3, we used a paired samples t-test: $t(520) = -5.9, p < .001$

²⁷These differences were significant using both Wave 2 and Wave 3 data, using paired samples t-tests. For Peer Support, at Wave 2, Tier 3 ($M = 3.46$) was significantly higher than Tier 1 ($M = 3.09, p = .002$) and Tier 2 ($M = 3.13, p = .008$). At Wave 3, Tier 1 ($M = 3.16$) was significantly higher than Tier 2 ($M = 3.29, p = .019$) and Tier 3 ($M = 3.52, p = .032$). For Peer Conflict, at Wave 2, Tier 1 ($M = 1.99$) differed from Tier 2 ($M = 1.68, p < .001$) and Tier 3 ($M = 1.46, p = .001$). At Wave 3, Tier 3 ($M = 1.53$) differed from Tier 1 ($M = 2.12, p < .001$) and from Tier 2 ($M = 2.07, p = .018$).

²⁸Significant differences in youth-reported peer support were found using independent samples t-tests at Wave 2 (female $M = 3.17$ vs. male $M = 3.07, p = .011$). Significant differences in youth-reported peer conflict were found at both Waves: Males rated peer conflict more highly on average than females at Wave 2 ($M = 1.99$ vs. $1.78, p = .001$) and at Wave 3 ($M = 2.52$ vs. $2.25, p = .001$).

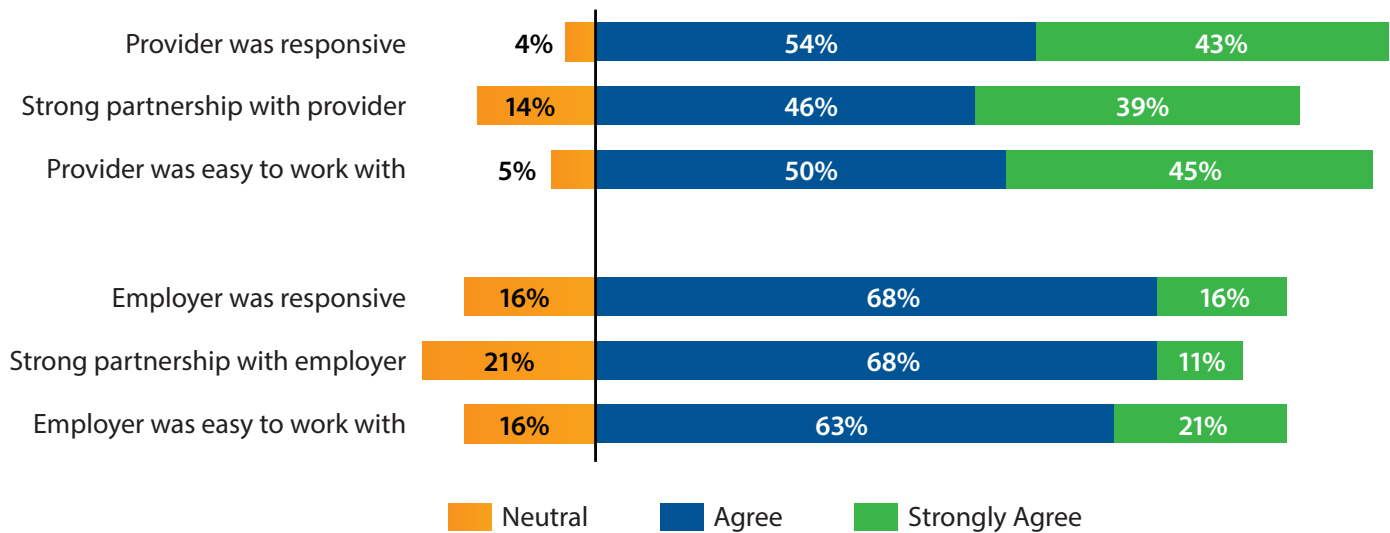


FIGURE 24. EMPLOYER RATINGS OF PROVIDERS AND PROVIDER RATINGS OF EMPLOYERS

Provider-Employer Relations

We asked providers how easy it was to work with employers and we asked employers how easy it was to work with providers. No respondent marked disagree or strongly disagree for any item. In both cases, the vast majority of respondents indicated agree or strongly agree for all items. To compare across the two groups, we created a scale with the three items ($\alpha = .90$). Employers were significantly more satisfied with providers than providers were with employers.²⁹ In Figure 24, this can be seen as much more green strongly agree in the top group of bars than in the bottom group.

Youth Experience

A fundamental part of understanding Learn and Earn is youth assessment of their experience of the program. To that end, across surveys, youth responded to items that gauged aspects of their experience, including their perception of opportunities on the job, the conveyance of workplace expectations, the types of work they value, and the positive challenges they experienced on the job.

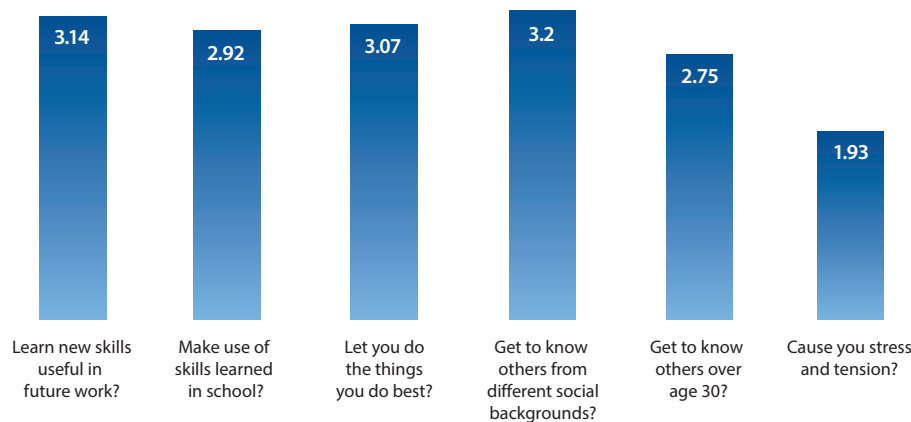


FIGURE 25. MEAN YOUTH RATINGS OF WORK OPPORTUNITIES

Work Opportunities in Learn and Earn

At Wave 2, youth participants rated six items that addressed their work opportunities and experiences with Learn and Earn. Responses were on a 1-4 scale (where 1=not at all, 2=a little, 3=some, and 4=a great deal) and items asked to what degree their experiences with the program gave them certain opportunities; the last asked to what degree their job caused stress and tension. The first figure shows overall average responses to each item; the second breaks this down by Tier.

²⁹To compare satisfaction of Provider-Employer relations, we used an independent samples t-test: ($M = 4.35$ vs 3.98 ; $t [73] = 2.45, p = .017$).

We found significant differences by Tier for three items. Youth in Tier 3 rated “Let you get to know people with very different social backgrounds from yours” and “Let you get to know people over age 30” significantly higher than other Tiers. For the item “Cause you stress and tension,” Tier 3 gave the lowest ratings, followed by Tier 2, then Tier 1.³⁰

Work Expectations

Youth also rated the clarity of expectations (How clear were the expectations at your summer workplace about the following?) and whether expectations were met (How well do you think you met the workplace expectations about the following?) for the following items:

- Being to the office on time
- What to wear to work
- Your expected behavior
- The work or tasks you needed to complete

Tier 3 youth rated “expectations met” significantly higher than Tier 1 youth on average.³¹ Females rated “expectations clear” and “expectations met” more highly than males.³²

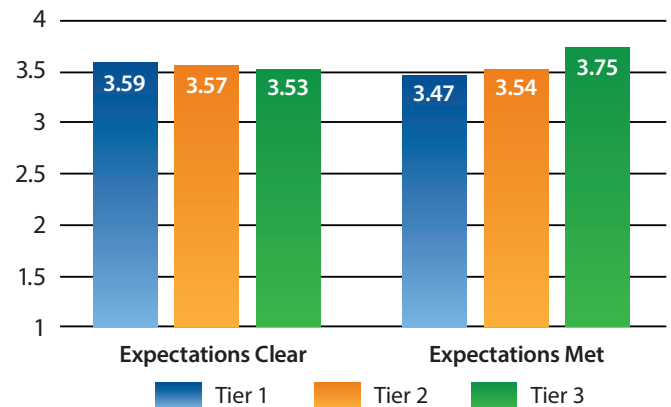


FIGURE 26. TIER DIFFERENCES IN EXPECTATIONS

Work Value

We ask youth at Wave 1 and Wave 3 about work value: “When seeking employment, some students just try to find part-time work and do not care very much about the kinds of jobs they get. Others look for certain things in a job. How important would each of the following be to you if you were seeking a part-time job after school or on weekends during this school year?” Youth rated the importance (from not at all important to very important) of the following items³³:

- Good pay.
- A steady job, with little chance of being laid off.
- Good chances of getting ahead.
- A chance to be helpful to others or useful to society.
- A chance to work with people rather than things.
- A chance to make my own decisions at work.
- A job where I have a lot of responsibility.
- A job that uses my skills and abilities.
- A chance to learn a lot of new things at work.

³⁰ For these analyses we used ANOVA with Bonferroni adjustment for post hoc comparisons. For “social backgrounds” item, Tier 3 rated higher than Tier 1 ($M = 3.51$ vs 3.15 , $p = .017$). For “over age 30” item, youth in Tier 1 rated it the lowest ($M = 2.66$), then Tier 2 ($M = 2.89$), with Tier 3 giving the highest rating (3.51). All were significantly different ($p = .006, .001, .002$). For “stress and tension” item, Tier 1 ($M = 2.00$) gave higher ratings than Tier 2 ($M = 1.75$), and Tier 3 ($M = 1.44$). All were significantly different ($p = .003, .002$).

³¹ This was tested using a one-way ANOVA: Tier 3 $M = 3.75$, Tier 1 $M = 3.47$; $p = .016$.

³² These were tested using independent samples t-tests. For whether expectations were clear: female $M = 3.64$, male $M = 3.53$, $p = .003$. For whether expectations were met: female $M = 3.42$; $p < .001$.

³³ Scale from Porfeli (2007). For more info about scale see Appendix A.

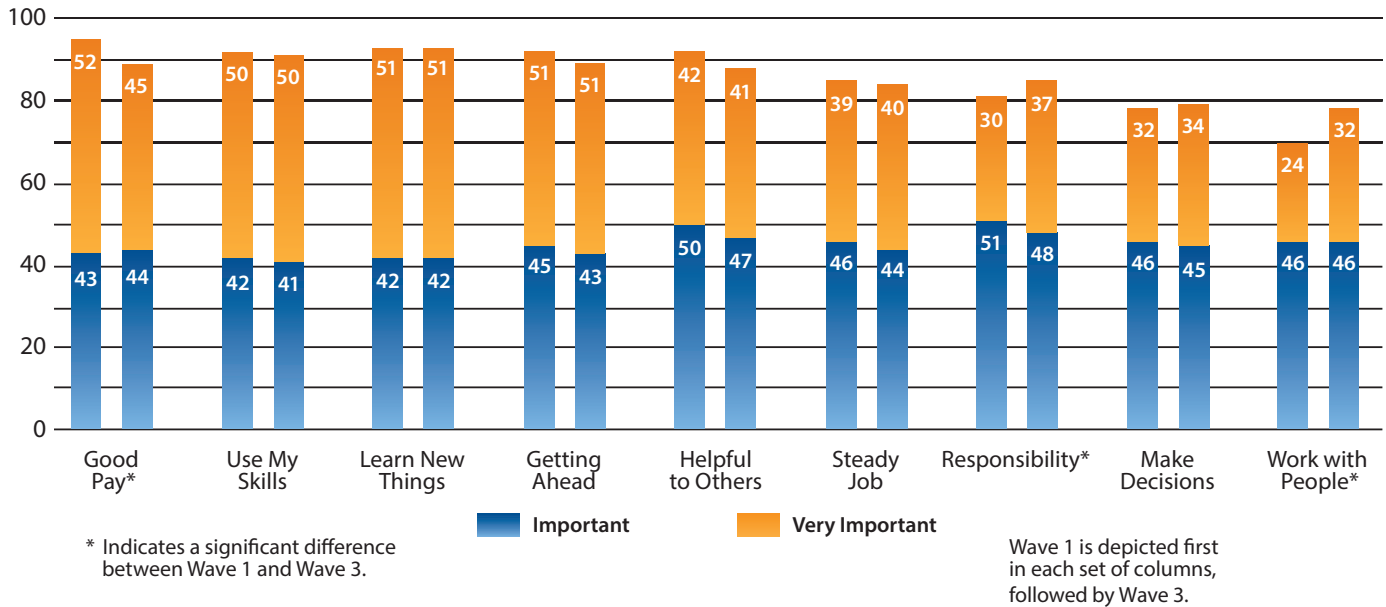


FIGURE 27. WORK VALUES IN PART-TIME JOBS AT WAVE 1 AND WAVE 3

In the overall sample at Wave 1 (See Figure 27), the top qualities that youth look for in their part-time jobs are for good pay ($M=3.45$), to use their skills and abilities ($M=3.42$), and to learn new things ($M=3.43$). Good pay is statistically significantly greater than all other reasons listed beyond the top three choices. In addition, “working with people rather than things” was statistically significantly lower than all other options.

After a summer of employment through the Learn and Earn program, youth seem to change their views about the reason that important to seeking a job. In the overall sample at Wave 3 (See Figure 2), the top three reasons to seek part-time work are to use their skills and abilities ($M=3.39$), to learn new things ($M=3.39$), and to get ahead ($M=3.33$). These top two choices (“using my skills and abilities” and “learning new things”) are statistically significantly greater than “earning good pay” ($M=3.32$), which participants said was most important at Wave 1. Furthermore, on average youth reported “good pay” statistically significantly less in Wave 3 than in Wave 1.

Thus, after Learn and Earn, earning good pay is no longer the top reason that youth seek part-time work. Also, a few particular work values increased at Wave 3. Youth reported, on average, significantly greater importance on having a job with responsibility (0.10 increase) and working with people not things (0.14 increase).

Good Challenge at Work

We asked youth about how they spent their time in the workplace, and whether or not they were engaged during their time there. Youth completed this scale, “Good challenge at work”, at both Waves 2 and 3.

- How often are you engaged in work-related tasks?
- How often are you sitting around or not engaged in work tasks? (R)
- How often are you bored? (R)
- How often do you have tasks at just the right challenge level (not too hard and not too easy?)
- How often are you working hard?

(R) items are reverse coded.

Overall, scores decreased slightly from wave 2 ($M = 3.83$) to Wave 3 ($M = 3.62, p < .001$). This may suggest that youth were more engaged near the beginning of the summer job than at the end. However, as displayed in Figure 28, this overall decrease was driven by decreases for Tier 1 and Tier 2; Youth in Tier 3 reported consistent good challenge at both time points. Good challenge at work differed between Tiers 1 and 2 differing significantly at both waves (ratings were higher for Tier 2).

In addition, females indicated higher levels of good challenge at work than males at both waves.³³

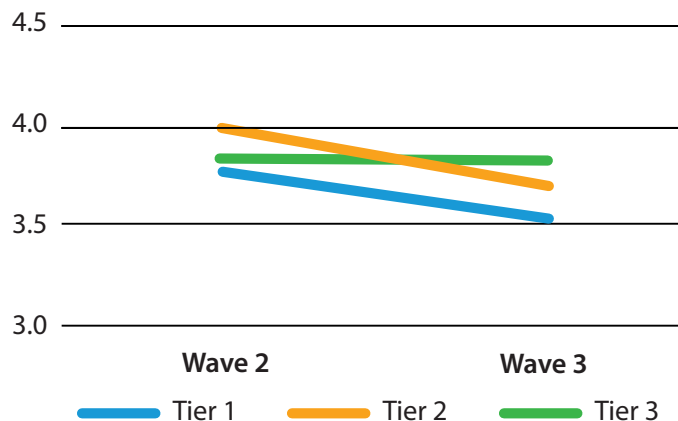


FIGURE 28. GOOD CHALLENGE BY TIER

³³This was calculated using an independent samples t -test, Wave 2: female $M = 3.92$, male $M = 3.78$; $t(885) = 2.9, p = .003$. Wave 3: female $M = 3.68$, male $M = 3.51$; $t(1034) = 3.5, p = .001$.

Youth Learning

In addition to how youth perceived the program, what they learned while participating in Learn and Earn offers critical insights. These data come from both adult assessment of youth learning of particular skills, as well as youth self-report on school engagement, agentic engagement, prosocial behavior, grit, and future career outlook.

TABLE 13. ADULT REPORTS OF YOUTH SKILL LEARNING

Respondents were asked, "Please select up to three"

Communication skills	53%
Being responsible	52%
Reporting to work on time	44%
Accepting supervision	42%
Asking for help when needed	36%
Dressing appropriately	32%
Problem-solving	25%
Completing tasks on time	25%
Importance of a career	22%
How to be organized	19%
Computer skills	19%
Public speaking	11%
Financial management	5%
Using numbers	3%
Being a team player	1%
Customer service	1%
Leadership	1%
Reading comprehension	1%

Adult reports about youth learning

As noted in an earlier section, adult respondents across roles believed that they had successfully or very successfully provided opportunities for youth to learn new skills (81% of employers, 100% of providers and employer-providers). We asked providers and employers to identify the skills they believe youth learned. Specifically, we provided the list of job skills shown in Table 13 and asked them to *select up to three answers* that apply. As we asked them only to select three, this should not be interpreted as a comprehensive reflection of skill obtained but as a relative list of the importance of skills adults believed youth learned. In other words, well over 53% of adults likely thought youth gained communication skills; however, 53% ranked it as one of the top three skills youth obtained.

The most common endorsed skills that were passed on to youth this summer include: Communication skills, being responsible, reporting to work on time, and Accepting supervision (42%).

In addition, we asked providers and employers to rate specific youth who they worked closely with during Learn and Earn 2015 on several factors (poor, fair, good, excellent):

- Good pay.
- Arriving to work on time
- Rarely missing a day of work
- Following directions
- Dressing in appropriate attire
- Respect for supervisors and workplace etiquette
- Being a team player
- Taking initiative
- Completing job tasks

Unfortunately, many adult survey respondents skipped this section and therefore we have very little data for these items. Adult surveys were collected at Wave 1 for 116 youth and 196 youth at Wave 2; we have both waves of data for 70 of these youth (3% of the entire youth sample).³⁴ We found no significant differences between Wave 1 and Wave 2 for any item.³⁵

³⁴Results were averaged for 8 youth that were rated by two adults rather than one.

³⁵We compared Wave 1 and 2 in two ways. First we compared items for all youth for whom ratings existed at each time point. We then used paired samples t-tests to compare each item for youth with both Waves of data. These findings should be treated with great caution as they represent such a small fraction of the youth sample.

Youth pre-post data

School engagement

We asked youth to answer five questions about their engagement in school, on a response scale from strongly disagree to strongly agree:³⁶

- Going to school is enjoyable
- Doing well in school is important for getting a good job
- My school work is important to my life
- My classes are interesting
- The things I am learning in school are important for later in life

As is typical with school engagement survey data, females had higher school engagement at both waves.³⁷

With the full sample, there was no significant difference found on average school engagement between pre and post data. However, as shown in Figure 29, this differed by Tier. Youth respondents in Tier 2 reported significantly higher school engagement at the end of the program than they did at the beginning of the program.³⁸

Grit

Grit is a characteristic related to perseverance and passion for long-term goals.³⁹ As shown in Figure 30, those in Tier 3 reported significantly higher grit ratings than Tiers 1 and 2 across both time points.⁴⁰

Surprisingly, grit scores significantly decreased from Wave 1 to Wave 3.⁴¹ This may be due to response-shift bias; that is, youth may understand the items differently at Wave 3, after having participated at their job site.

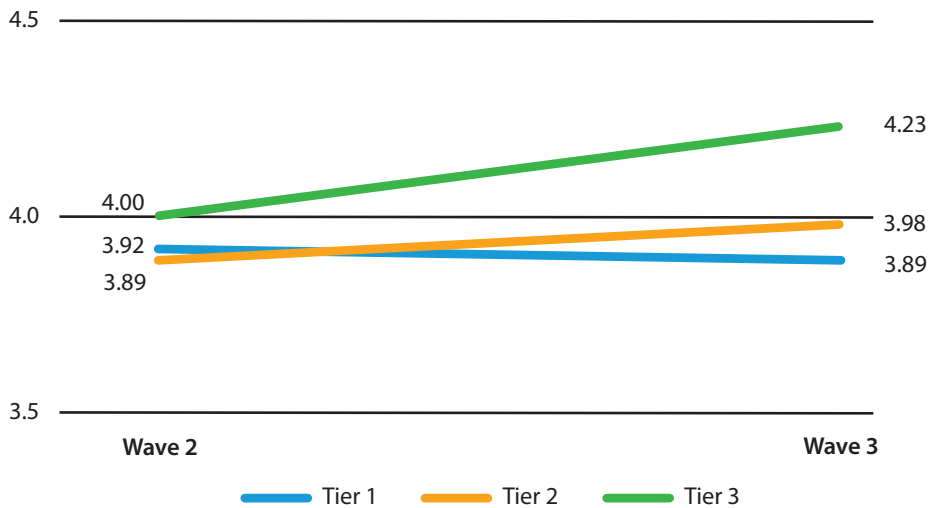


FIGURE 29.
SCHOOL ENGAGEMENT
PRE-TO-POST BY TIER.

³⁶Scale from Cohran, Wood, & Arneklev (1994); See appendix A for complete reference and scale information.

³⁷We used independent samples t-tests to calculate gender differences. Wave 1 means were 3.97 for females and 3.87 for males: $t(1247) = 2.9, p = .004$ Wave 3 means were 4.02 for females and 3.85 for males: $t(912) = 3.6, p < .001$

³⁸Tested using paired samples t-tests with only youth from that Tier selected: Tier 2 $p = .03$. For Tier 3 only 26 youth completed these items at both Waves and the pre-post difference was not significant (likely due to sample size limitations).

³⁹Scale from Duckworth & Quinn (2009). See Appendix A for more information about this scale.

⁴⁰At Wave 1, Tier 3 ($m = 4.10$) was significantly higher than Waves 1 ($m = 3.74$) and 2 ($m = 3.77$), $p = .001, p = .007$. At Wave 3, Tier 3 ($m = 4.07$) was significantly higher than Waves 1 ($m = 3.58$) and 2 ($m = 3.67$), $p < .001, p = .004$.

⁴¹Using paired samples t-test, grit scores decreased from 3.78 to 3.62: $t(741) = 6.10, p < .001$

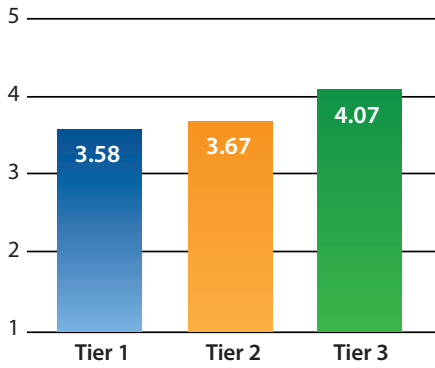


FIGURE 30. GRIT BY TIER

Prosocial (helping) Behavior

At Waves 1 and 3, we asked youth participants to answer five questions about their prosocial (helping) behaviors. Youth responded on a scale of 1 to 3 (1=not true, 2=somewhat true, 3=certainly true).⁴²

- I try to be nice to other people. I care about their feelings.
- I usually share with others, for example food, games, music
- I am helpful if some is hurt, upset, or feeling ill
- I am kind to younger children
- I often offer to help others (parents, teachers, children)

Overall, there was no significant difference on prosocial behavior between Waves 1 and 3. Females were higher on prosocial behavior at both Wave 1 and 3.⁴³ We also found significant differences by Tier such that youth in higher Tiers reported higher prosocial behaviors at both Waves (See Figure 31).⁴⁴

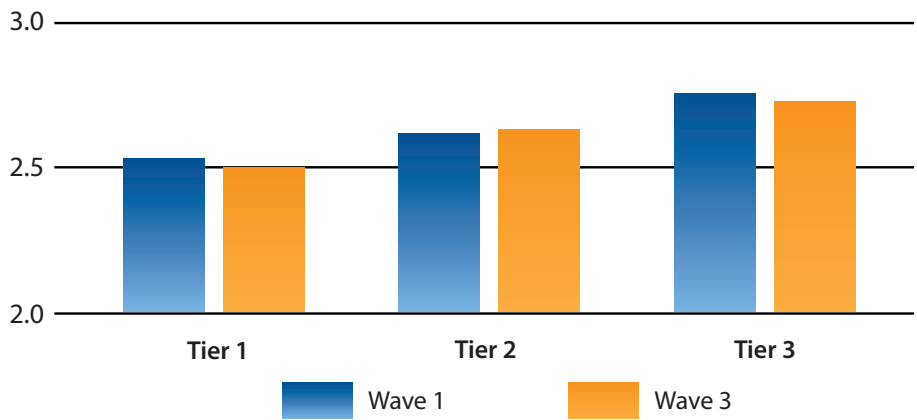


FIGURE 31. PROSOCIAL BEHAVIOR BY TIER

Agentic Engagement

Youth were asked questions about their perception of agentic engagement; which refers to the role of individuals in pursuing greater motivational support and achievement.⁴⁵ In the work place, this concept is concerned with how youth learn and also create a more motivationally supportive learning environment through their supervisors:

- I let my supervisor know what I need and want.
- In this job, I express my preferences and opinions.
- When I need something at this job, I ask my supervisor for it
- In this job, I ask questions to help me learn
- I let my supervisor know what I am interested in.

⁴²Scale from Goodman (1997). See Appendix A for more information about scale.

⁴³Independent samples t-tests were computed. Wave 1: female $M = 2.60$, male $M = 2.47$: $t(1246) = 5.7, p < .001$. Wave 3: Female $M = 2.60$, male $M = 2.46$: $t(895) = 4.7, p < .001$

⁴⁴ANOVA at Wave 1 and 3 showed significant difference between the Tiers, at $p < .01$ for both Waves.

⁴⁵Wave 2: $\alpha = .873$, Wave 3: $\alpha = .898$. Scale from Reeve & Tseng (2011), for more info see Appendix A.

We found no significant differences on agentic engagement between Waves 2 and 3 overall. There were significant differences by Tier at both Waves. At Wave 2, Tier 1 was significantly lower than Tier 2 and Tier 3.⁴⁶ At Wave 3, Tiers 1 and 2 were significantly lower than Tier 3.⁴⁷

Future Career Outlook

The table below, as reported by youth from their applications and surveys at Waves 1 and 3. We asked youth to identify what job they would like when they are 30 years old and coded their responses against the occupation categories used by the U.S. Bureau of Labor Statistics (December, 2014).

33% of youth reported an occupation in the same professional category from application to Wave 1 survey responses, whereas from Wave 1 to Wave 3, only 20% of youth reported the same category. We also looked into the percentage of responses across time points and found that in Wave 1 data 26% of youth did not submit an occupation and 39% of youth did so at Wave 3.

TABLE 14. JOBS YOUTH WOULD LIKE TO HAVE AT AGE 30

	Application (n=1165)	Survey 1 (n=655)	Survey 3 (n=475)
Architecture and Engineering Occupations	8%	4%	6%
Arts, Design, Entertainment, Sports, and Media Occupations	15%	21%	19%
Management, Business, and Finance Operations	8%	10%	12%
Community and Social Services Occupations	2%	+	3%
Computer and Mathematical Occupations	8%	2%	3%
Construction and Extraction Occupations	4%	4%	3%
Education, Training, and Library Occupations	4%	2%	3%
Food Prep and Serving Related Occupations	3%	2%	1%
Healthcare Practitioners and Technical Related Occupations	21%	25%	23%
Healthcare Support Occupations	+	+	2%
Installation, Maintenance, Repair Occupations	+	+	+
Legal	5%	5%	6%
Life, Physical, and Social Sciences	7%	5%	4%
Personal Care and Services Occupations	4%	4%	4%
Protective Service	1%	6%	4%
Public Admin	3%	+	+
Sales and Related	+	+	+
Transportation And Moving	+	+	+

+ Fewer than 1% of respondents

⁴⁶For these analyses we used ANOVA with Bonferroni adjustment for post hoc comparisons. Tier 1 vs Tier 2 ($M = 3.75$ vs 3.9 , $p = .017$), Tier 1 vs Tier 3 ($M = 3.75$ vs 4.13 , $p = .048$)

⁴⁷For these analyses we used ANOVA. Tier 3 vs Tier 1 ($M = 4.33$ vs 3.74 , $p < .001$), Tier 3 vs Tier 2 ($M = 4.33$ vs 3.86 ; $p = .006$)

Predicting Successful Experiences

In this section, we use regression analysis with the Learn and Earn data to make predictions about youth, employer, and provider satisfaction with the program. Understanding which factors best predict program satisfaction in the 2015 program can provide insight into how to structure the Learn and Earn program in future years in order to increase the quality of experience for participating youth.⁴⁸

Predicting Youth Satisfaction

A regression analysis is a statistical procedure that allows us to predict youths' satisfaction with the Learn and Earn program based on a variety of factors, such as demographic characteristics, Learn and Earn program structure, and adult support. For example, we might see that older youth are more satisfied or lower-SES are less satisfied with the program. Regression analysis will also allow us to understand the extent to which each factor explains the variation in program satisfaction—the more variation that is explained, the better the prediction.

Program factors and adult support predict program satisfaction of Learn and Earn participants.

For this analysis, we created three categories that could potentially predict program satisfaction. First, **demographic characteristics** include age, gender, and socioeconomic status as measured by participation in the Food Stamp program (a family of four must earn an annual income of less than \$31,600 to be eligible for Food Stamps, thus families receiving Food Stamps are be considered lower-SES for this analysis). Second, **program factors** relate to youths' experiences with the Learn and Earn program including reported struggles at home that prevent youth from getting to work, the Tier into which youth were placed, and the level of positive challenge youth perceived on the job. Third, adult support is the extent to which youth perceived support from their supervisors and providers.

We fit four regression models to determine which predictors in these categories were the best predictors of program satisfaction. These models are displayed as columns in Table 15. In Model 1, we fit a model with only *demographic characteristics* predicting job satisfaction and found that age, gender, and SES had no significant effect on program satisfaction. In Model 2, we added in *program factors* to the regression model and it explained 18% of the variance in job satisfaction. Results from this analysis indicate that struggles at home (home-work struggles) significantly decrease program satisfaction and being challenged on the job (good challenge at work) significantly increases program satisfaction. Finally, we added *adult support* into the regression model. This explained 13% more of the variance in program satisfaction than program factors and demographic characteristics (31% total variance explained). Results from this final regression show that perceived support from one's supervisor and provider significantly increases program satisfaction. Youth do not seem to distinguish between supervisors or providers—and both significantly predict satisfaction. This analysis also indicates that youth from lower-SES backgrounds are significantly more satisfied with Learn and Earn when controlling for adult support.

Taken together, these analyses show that program factors and adult support predict program satisfaction of Learn and Earn participants. This is encouraging as factors in these categories are malleable and can have direct implications for the implementation of the Learn and Earn program. The finding that supervisor

⁴⁸Although it would theoretically be possible to use multiple regression analysis to predict program completion, we were unable to do this due to lack of variance. That is, few youth enrolled but did not complete the program, so we were unable to conduct any useful analyses with program completion as the dependent variable.

support increases youth program satisfaction indicates that supervisor training could be an effective use of Learn and Earn resources. There is a rich body of literature indicating that positive youth-adult relationships are one of the most important aspects of high quality in youth programs. This includes scaffolding work experiences and supporting youth to work through developmentally appropriate challenges (related to the good challenge scale). These analyses suggest that supporting the adults who work directly with youth in the program is likely the most important way to affect youth satisfaction with the program.

Predicting Provider and Employer Satisfaction

We wanted to better understand what factors were important for provider and employer satisfaction. We combined provider and employer responses for these analyses. We found a significant correlation between age and satisfaction—where older participants in the program correlates with more satisfied ($r = .29^{***}$). Another significant correlation was found between years of experience and satisfaction ($r = .31^{***}$) and a smaller one between experience with youth and satisfaction (.18*). However, as with predicting youth satisfaction, multiple regression models will allow us to estimate the relative impact of these factors.

Table 15 shows three regression models used to predict employer and provider program satisfaction: first with adult demographic characteristics, then adding experience, and then adding program factors. Age is a significant predictor in the first model, however, this drops away when additional predictors are added to the models in 2 and 3. Experience with youth is a significant predictor of employer satisfaction in models 2 and 3. But the most striking finding is in Model 3: Clarity is the strongest predictor of adult program satisfaction.

TABLE 15. REGRESSION ANALYSES TO PREDICT YOUTH SATISFACTION

	Model 1: Demographic	Model 2: Add Program Factors	Model 3 & 4: Add Adult Support	
			Supervisor Support	Provider Support
Demographic				
Age	0.01	0.00	0.01	0.02
Gender	-0.01	0.05	0.08	0.10
SES	0.08	0.10	0.12*	0.11*
Program factors				
Home-Work Struggle		-0.15***	-0.12**	-0.10**
Tier		0.10	0.10	0.10
Good Challenge		0.40***	0.24***	0.21***
Adult support				
Supervisor			0.36***	0.21***
Provider				0.25***
N	1087	640	619	604
R-Squared	0%	18%	28%	31%

TABLE 16. REGRESSION ANALYSES TO PREDICT ADULT SATISFACTION

	Model 1: Demographic	Model 2: Add Experience	Model 3: Add Program Factors
Demographic			
Age	.30***	.18	.10
Gender	-.11	-.07	-.06
Experience			
Work Experience		.18	.05
Experience with Youth		.19*	.16*
Program factors			
Role			.11
Clarity and Preparation			.45***
N	113	113	109
R-Squared	10%	17%	36%

It appears that clarity and preparation is the strongest predictor of adults feeling like Learn and Earn was a satisfying experience.

Clarity and preparation is a scale made up of two items asked in Wave 1 and Wave 2 surveys: “How clear was your understanding of your responsibility before the start of Learn and Earn?” and “How prepared do you feel you were to work with youth in Learn and Earn?”.

Both preparation and clarity individual items are highly correlated with overall program satisfaction.⁴⁹ Wave 1 results indicated that respondents felt clear and very clear about their responsibilities for the program with providers reporting the highest clarity (100%), followed by provider-employers (73.9%) and employers (63.9%). Interestingly, the results look different for Wave 2 with more provider respondents reporting less clarity as the program continued. However, the majority of respondents still felt clear and very clear overall (providers: 68%, employers: 65%, and provider-employer: 63%).

For the second question in the preparation category, the results indicate that working with youth in Learn and Earn is not a concern as they all felt prepared or very prepared; providers (100%), employers (64%) and provider-employers (80%). This trend was somewhat stable across Wave 2 data with employers (86%) and provider-employers (86%) feeling similarly and providers slightly feeling less prepared overall (75%).

It appears that clarity and preparation is the strongest predictor of adults feeling like Learn and Earn was a satisfying experience.

⁴⁹r = .60, .54 respectively.

Open-Ended Responses

In this section we describe the open-ended results from the youth and adult surveys. In the first section we asked youth respondents questions about important experiences in the program and also challenges that they have encountered during their time in Learn and Earn 2015. For more detailed breakdowns of how responses were coded across questions please see Appendix B.

Youth Responses: Highlights and Challenges

Highlights: What was the most important part of the Learn and Earn program for you?

A total of 823 youth responded to the question above, asking what they thought was the most important part of their experiences in the Learn and Earn program at Wave 3 survey administration. We coded and grouped their answers into recurring themes. A complete list of these themes and their frequencies appears in Appendix B.

Twenty-one percent of the youth who responded indicated that **learning new skills** was the most important thing to them in the program. A youth response captures this idea: “the most important thing that happened to me in this program is being part of this program and learning new skills at my work place.” New skills included general transferable work-related skills and experience and also more specific job-related skills. Two percent of youth who responded to the open-ended questions identified having learned specific job-related tasks such as how to operate machinery or work on particular computer software as the most important highlight of their experience in the program.

The **ability to socialize** in the workplace emerged as the second most mentioned important experience that youth shared. Thirteen percent of the youth indicated their excitement with having met new people and made new friends during the program. One of the youth said that he/she “learned how to socialize with people” and another youth stated that “the most important thing that happened to me was that I got to meet a lot of great people that work there, people taught me different things at work.” A closely related and often mentioned aspect was the development and improvement of their social skills: 3% of youth said they learned such things as opening up to people and becoming more comfortable with speaking to different types of people. Learning how to successfully work and communicate within a team was also another factor deemed important by 4% of youth responders.

Some youth (12%) expressed that the **population they served** was the most important facet of their experience in the program. “The most important thing that happened to me was working with children”, one of the youth indicated. Another stated: “putting a smile on the clients’ face put a smile on my face”. Three percent of the youth respondents mentioned working for the community as the most important thing that happened to them.

Over 11% of youth indicated that **receiving income** was the most important part of their experience. One of the youth stated that “the most important thing was working so I could get paid” while another shared it gave them more spending power: “I learned a lot of new skills, and I got some extra money to spend.”

MOST IMPORTANT TO YOUTH

- Learning new skills
- Ability to socialize
- Population served
- Receiving income
- Having a job

Four percent of youth respondents indicated that **having a job** was the most important thing that happened to them in the program, while 3% also stated that it was important to them that they were gaining work experience and getting a glimpse of how a work environment functions. Two-percent specifically mentioned that specific skills they learned during their summer employment through Learn and Earn better prepared them for the future job market.

In addition, there were responses that did not receive as much broad endorsement as those discussed above, but remain noteworthy for programmatic understanding. Categories with less than 1% of youth responses are: the ability to network, having a positive relationship with the supervisor, being put in a leadership role, resolving problems on-site, assisting colleagues, the ability to manage time and become more prompt, reflecting on life lessons and fresh perspectives, and understanding expectations within the workplace. Receiving recognition, the ability to self-improve and exercise self-control in the face of difficult situations, being entrusted with responsibility and feeling responsible, working hard, and getting work done were all different responses that accounted for 1% to 2% of the overall sample size.

Fewer than 1% (or 9 youth) responded with overall satisfaction or overall importance of the program in answering this question. 4 youth indicated that the most important experience they had was when they were offered full time jobs beyond the length of this program as a result of their successful work with the sites.

FOR YOUTH – MOST CHALLENGING ASPECTS

- **Interpersonal relationships**
- **Working with colleagues**
- **Work environment**
- **Specific job experiences**

Challenges: What was the most challenging thing to you while you were in the Learn and Earn program?⁵⁰

The largest number of youth respondents (22%) said they did not face any challenges. Twenty percent, or 132 youth, mentioned that their most challenging experiences occurred in **interpersonal relationships**. Some youth stated working with kids was difficult at times, while others mentioned having had to work with angry callers. Additionally, some youth faced difficulties in working with other people, including **working with colleagues** and/or other people within the work environment. 15% of overall responders responded with an answer that fell into this category. One of the youth said that “a challenge I encountered in the program is talking to people I don’t know” while a few others mentioned more generally that “working with people” was challenging.

Seven percent (N=48) of the youth said the **work environment** was challenging. The majority of those responders (N=35) said working in the heat outside was one of the biggest challenges they encountered. One of the youth indicated he/she “would get headaches from being in the heat so I started bringing headache pills to work.”

Six percent of responders mentioned specific **job experiences** as having posed as the most challenging. Others (4%) indicated that demanding workloads they were assigned, including physically demanding ones, were the most challenging. Further, 4% of the youth said that specific job-related tasks like, “carrying trash” or doing “finance work” were challenging.

Other challenges that youth mentioned include: 4% had a difficult time exercising self-control and managing their attitudes within the work environment, while 3.63% had a challenging time with communicating with others in getting tasks done. Three percent mentioned having struggled to maintain promptness

⁵⁰ N=849

at work, and an equal amount (3%) mentioned challenges arising as they were trying to resolve arguments or problems at work. Less than 2% of responders mentioned having had challenges either working with their supervisors, getting bored at work, speaking in public, or with having committed a mistake on the job.

Adult Responses: Highlights and Challenges

Highlights: What do you think was the most important part of the Learn and Earn Experience?⁵¹

The most common response (38% of adult respondents) believed the most important thing was the **enriching opportunities** they were able to provide to youth through the Learn and Earn program. Enriching opportunities included teaching them important work skills and helping youth explore new work fields for future career prospects. Indeed, 7% of overall responders specifically expressed that teaching youth professionalism was what was most important to them.

Many youth coming into the Learn and Earn program did not have the opportunity to work prior to the program; it is likely that due to this lack of experience some youth faced a steep learning curve as they adopted soft skills and a professional demeanor. Almost 10% of the adult respondents expressed that watching those youth **improve and grow**, not only in work experience but also as maturing adults, was what mattered to them the most. One participant expressed “[The most important thing was the] opportunity for the young individuals to learn and grow as human beings.” Another described this as “the growth of young men and women’s character.”

Social skills and communication were mentioned repeatedly as specific skills youth needed improving on. Five percent of adult respondents stated that they believe teaching children the communication skills necessary for working efficiently with others within the work environment was the most important thing to them. In highlighting the importance of their role in having taught the youth these skills, an adult goes further to describe that it involved “teaching the children how to not only interact with people, but also teaching them the communication skills they need to have as they go forward in life.” Team building and collaboration, qualities highlighting the nature of the youth building relationship with other youth or colleagues, were described by 6% of respondents as factors deemed significant in their experiences during the program. Three percent of overall responders specifically mention youth’s building relationships with staff as being the most significant experience they’d witnessed during this program; a component one can consider a result of the successful cultivation of social and team building skills.

Five percent of adults expressed their appreciation in having received much needed **help** in getting work accomplished in their respective work environments from Learn and Earn youth. One respondent stated, “extra employees enable other full time employees to work on long term projects.”

Another aspect of the program that some adults felt was important to them is giving youth the opportunity to **earn income** (4%). An adult mentions that it was especially important that “students earned money in a safe environment,” indicating how the program operated as a safe source for both income and learning experiences in work skills and ethics.

HIGHLIGHTS FOR ADULTS

- **Provide enriching opportunities**
- **Watch youth improve and grow**
- **Building relationships**
- **Getting real help from youth**
- **Opportunity for youth to earn income**

⁵¹ N=85s

Although 2% (N=2) of adult respondents, mentioned having had negative experiences with some of their youth, 5% of adults expressed that they had an overall pleasant experience working with the youth. Additionally, 5% of the adult respondents have also stated that they were happy with the high level of dedication and hard work many of their youth demonstrated. Seven percent named specific youth within the program with whom they had an enjoyable time working. In describing how they felt about the overall experience, one adult respondent stated, “working with 16 youth from across the Allegheny was an exhilarating experience. In fact, it was the best part of the entire journey. Students presented to work ready to learn.”

FOR ADULTS – MOST CHALLENGING ASPECTS

- **Lack of professionalism**
- **Disengagement/boredom**
- **Age-appropriate tasks**
- **Insufficient resources**
- **Teaching youth how to communicate**

Challenges: What was the most challenging aspect of the Learn and Earn program?

Adults were asked about what the most challenging aspect of the program was to them to which they gave a wide range of responses. 88 adults responded to this question, and the largest group of responders belonged to the 16% who said the most challenging experience they had was with youth who lacked **professionalism**. This category included youth who would not dress appropriately, did not engage with their colleagues or clients, or who were inconsistent with attendance.

Twelve percent of the adult respondents felt that keeping youth engaged was the most challenging task. Youth **disengagement and boredom** occurred as a result of a variety of factors, including some sites not having had enough work for the youth on some days and the nature of some tasks, which youth might have found disinteresting or unchallenging. Another 9% of overall responders indicated that being given a group of too many youth at once was the biggest challenge for their site. One site that received up to 25 interns stated, “it was a major challenge to keep them focused.”

The **young age** of many of the youth proved to be a challenge by some adults. 11% of the adults expressed that youth assigned to them might have been too young. According to adult respondents, this was a challenge because they believed it was too difficult for them to grasp a mature understanding of professionalism and responsibility. Others had logistical difficulties with accommodating youth below the age of 18, including the limits on giving them certain age-appropriate tasks and tools to use. Along these lines, 6% had a difficult time finding age-appropriate and skill-level appropriate tasks to assign to their youth mainly due to age or lack of experience with job specific tasks.

Notably, 9% of adult respondents expressed that they struggled with operating the program at their sites due to having received **insufficient instructions and resources** to help them run the program. One of the respondents “wasn’t sure who to report to directly” while another adult expressed “[they] were confused at first because [they] were not given much info, if any, on how the whole program worked.” Five percent of adults also felt that the trainings provided to youth prior to their beginning work at the sites were insufficient.

Seven percent of adult respondents felt that helping youth learn **how to communicate**—one of the most important skills, as mentioned above—was the most challenging aspect of the mentoring experience for 7% of adults. According to one of the sites, some youth had a particularly hard time “leaving their shells”.

Six percent of adult respondents indicated they were **constrained by time** during the program, which had kept them from providing more one-on-one supervision

or completing all required tasks. Another 6% mentioned that they believed there was too much paper work required of both the administrators and the youth by this program.

Not all adults thought they had any major challenges as employers or supervisors in the Learn and Earn program. In fact, 5% of adults responded with “none” to this question.

Recommendations from Provider and Employers

In the final survey, we asked providers and provider-employers “**In general, do you have any advice for the Learn and Earn leadership to continue for future years?**” We coded and grouped these answers into meaningful themes to inform future programmatic changes.

For providers, by far the most common response was a call for **earlier notification about the program** (81%). Many respondents expressed confusion about the “who, what, when, and where.” Several also noted that they felt that the time they had to allocate to Learn and Earn at the beginning caused their other work duties to suffer. One respondent indicated that “improved communication regarding start times, contracts, and expectations” would improve the start of the program. Notably, one respondent mentioned that “it is difficult for non-profit agencies to front the money to pay for this program... understanding that you don’t get paid [until] a few months after the program ends” so by knowing a little more in advance, these problems may be alleviated.

In addition, providers had recommendations for the **work readiness training** (75%). In particular, providers had some ideas about when to do the training with some offering that they would do the “work readiness training in the high schools before they leave for the summer,” this would allow for the training to offer the opportunity to highlight “differences between the Learn and Earn program and their regular school experience” or to “spread out the trainings during the program... [so that] learning is ongoing” in order to “build off of existing knowledge.” Things that they would like to see covered more in this training include youth’s behaviors, “like putting their heads down, leaning against things, not paying attention...were things we had to address.” Others commented on the need for more coverage around “work ethics, business dress/etiquette... and career planning/mapping” and “practical workplace skills...to build off of in addition to the actual work.”

Almost half of provider-employers (48%) commented on the **amount of paperwork** that they had to complete during their time participating in Learn and Earn. For example, one suggested “if there is fund[s available], increase the administrative aspect of the program” because it is “... way too much to maintain youth and mountains of paperwork.”

A few respondents (25%) emphasized that **the application process** could be improved to ensure “better placements.” For example, one provider noted that perhaps an interview component could be included in the process so that “personalities... [can be] complementary to our staff.” Another respondent advised that “expectations and requirements be laid out... there would be better success.” One addition to the application process that was mentioned was to have a check in point between application and start date as “there are many different

ADULTS RECOMMENDATIONS

- **Earlier program notification**
- **Improved work readiness training for youth**
- **Reduction of paperwork**
- **Improved application process**
- **Greater collaboration**

aspects that pull the youth interns... many changed their minds, lost interest, or found employment elsewhere... we contacted 270 to get 115.”

Other responses weren't mentioned multiple times, but may be worth considering. One respondent calls for **more collaboration**, where "... government agencies should create formal partnerships with agency providers to maximize resources and improve work experience for youth," another states "involve providers more in the development of the timeline and intake process.... To help with start of program." And lastly, one respondent asked to have "results shared with this year's group... to help develop more ideas for next year."

Appendices

Appendix A: Survey Measures

Youth Survey

Agentic engagement

Source:	Adapted from Reeve, J., & Tseng, C. M. (2011). Agency as a fourth aspect of students' engagement during learning activities. <i>Contemporary Educational Psychology, 36</i> (4), 257-267.
Response scale:	Strongly disagree to strongly agree
Scale:	5 items, Wave 2: $\alpha = .873$, Wave 3: $\alpha = .898$
Items:	<ol style="list-style-type: none"> 1. I let my supervisor know what I need and want. 2. In this job, I express my preferences and opinions. 3. When I need something at this job, I ask my supervisor for it 4. In this job, I ask questions to help me learn. 5. I let my supervisor know what I am interested in
Data	Wave 1: n/a
(Mean [SD])	Wave 2: 3.8 (.8)
	Wave 3: 3.8 (.8)

Grit for children

Source:	Duckworth, A. L., & Quinn, P. D. (2009). Development and validation of the Short Grit Scale (GRIT-S). <i>Journal of personality assessment, 91</i> (2), 166-174.
Response scale:	Very much like me to Not like me at all
Scale:	8 items (1, 3, 4, 6, 7, 8), Wave 1 $\alpha = .663$, Wave 3 $\alpha = .635$
Items:	<ol style="list-style-type: none"> 1. New ideas and projects sometimes distract me from previous ones. (R) 2. Setbacks (delays and obstacles) don't discourage me. 3. I have been obsessed with a certain idea or project for a short time but later lost interest. (R) 4. I am a hard worker 5. I often set a goal but later choose to follow a different one. 6. I have difficulty keeping my focus on projects that take more than a few months to complete. (R) 7. I finish whatever I begin. 8. I am diligent (hard working and careful).
Data	Wave 1: 3.78 (.61)
(Mean [SD])	Wave 2: n/a
	Wave 3: 3.62 (.67)

Work Value

Source:	Porfeli, E. J. (2007). Work values system development during adolescence. <i>Journal of Vocational Behavior</i> , 70(1), 42-60.
Response scale:	Not at all important to Very important
Scale:	9 items, $\alpha = 0.419$
Items:	<ol style="list-style-type: none"> 1. Good pay. 2. A steady job, with little chance of being laid off. 3. Good chances of getting ahead. 4. A chance to be helpful to others or useful to society. 5. A chance to work with people rather than things. 6. A chance to make my own decisions at work. 7. A job where I have a lot of responsibility. 8. A job that uses my skills and abilities. 9. A chance to learn a lot of new things at work.
Data (Mean [SD])	Wave 1 Internal scale: 3.2 (.45), External scale: 3.3 (.5) Wave 2: n/a Wave 3 Internal scale: 3.2 (.57), External scale: 3.3 (.6)

Career Aspirations

Source:	Bozick, R., Lauff, E., & Wirt, J. (2007). Education Longitudinal Study of 2002 (ELS: 2002): A First Look at the Initial Postsecondary Experiences of the High School Sophomore Class of 2002. <i>National Center for Education Statistics</i> .
Response scale:	(for 2nd item): Not a college degree to Doctoral degree
Scale:	2 items
Items:	<ol style="list-style-type: none"> 1. Write in the name of the job or occupation that you expect or plan to have at age 30: _____ ..not planning to work at age 30 ...don't know 2. How much education do you think you need to get the job you expect or plan to have when you are 30 years old?

School Engagement

Source:	Cochran, J. K., Wood, P. B., & Arneklev, B. J. (1994). Is the religiosity-delinquency relationship spurious? A test of arousal and social control theories. <i>Journal of Research in Crime and Delinquency</i> , 31(1), 92-123.
Response scale:	Strongly disagree to Strongly agree
Scale:	5 items, Wave 1: $\alpha = .720$, Wave 3: $\alpha = .819$
Items:	<ol style="list-style-type: none"> 1. Going to school is enjoyable 2. Doing well in school is important for getting a good job 3. My school work is important to my life 4. My classes are interesting 5. The things I am learning in school are important for later in life
Data (Mean [SD])	Wave 1: 2.25 (.61) Wave 2: n/a Wave 3: 1.4 (.67)

Satisfaction with Learn and Earn

Source:	n/a
Response scale:	Strongly disagree to Strongly agree
Scale:	5 items (1, 2, 3), $\alpha = .716$
Items:	<ol style="list-style-type: none"> 1. I was satisfied with the job that I had during the summer 2. I learned new things from my summer job 3. I felt the work I did made a difference. 4. I feel better prepared to find and succeed in a new job. 5. Overall I had a good experience in the 2015 Pittsburgh Summer Youth Employment Program
Data	Wave 1: n/a
(Mean [SD])	Wave 2: n/a
	Wave 3: 4.1 (.77)

Provider training and facilitation

Source:	n/a
Response scale:	Strongly disagree to Strongly agree
Scale:	5 items, $\alpha = .89$
Items:	<ol style="list-style-type: none"> 1. I was satisfied with the career training I received prior to starting my summer job. 2. The skills I learned in career training were important to the job I had this summer. 3. I feel the career skills will help me in future jobs. 4. I feel the career skills I learned will help me in school. 5. Overall, the pre-job skills training was a valuable experience.
Data	Wave 1: n/a
(Mean [SD])	Wave 2: 3.88 (.74)
	Wave 3: 3.53 (.78)

Expectations

Source:	n/a
Response scale:	Very unclear to Very clear; Not well to Very well
Scale:	8 items, Expectations (2,3,4), $\alpha = .810$. Expectations met (2,3,4), $\alpha = .811$
Items:	<ol style="list-style-type: none"> 1. ... being to the office on time 2. ... what to wear to work 3. ... your expected behavior 4. ... the work or tasks you needed to complete
Data	Wave 1: n/a
(Mean [SD])	Wave 2: n/a
	Wave 3: Expectations: 3.6 (.6), Expectations Met: 3.5 (.6)

Work Orientation

Source:	Kirkpatrick Johnson, M. (2005). Family roles and work values: Processes of selection and change. <i>Journal of Marriage and Family</i> , 67(2), 352-369.
Response scale:	Never to Almost always, Not at all challenging to Very challenging (last item).
Scale:	6 items, $\alpha = 0.76$
Items:	<ol style="list-style-type: none"> 1. Do you have to think of new ways of doing things or solving problems on your job? 2. How often are you interested enough in your job to do more work than your job requires? 3. How often do you feel that your work is meaningful and important? 4. My job gives me a chance to learn a lot of new things 5. My job uses my skills and abilities 6. Overall how challenging do you consider your job?
Data	Wave 1: n/a
(Mean [SD])	Wave 2: 3.53 (.78)
	Wave 3: n/a

Good Challenge

Source:	n/a
Response scale:	All or most of the time to Almost never
Scale:	5 items, Wave 2 $\alpha = .649$, Wave 3 $\alpha = .659$
Items:	<ol style="list-style-type: none"> 1. How often are you engaged in work-related tasks? 2. How often are you sitting around or not engaged in work tasks? 3. How often are you bored? 4. How often do you have tasks at just the right challenge level (not too hard and not too easy)? 5. How often are you working hard?
Data	Wave 1: n/a
(Mean [SD])	Wave 2: 2.2 (.7)
	Wave 3: 2.42 (.78)

Open Ended

Source:	n/a
Response scale:	n/a
Scale:	n/a
Items:	<ol style="list-style-type: none"> 1. What was the most important thing that happened to you in the program? 2. What was a challenge you encountered in the program and how did you overcome it?
Data	Wave 1: n/a
(Mean [SD])	Wave 2: n/a
	Wave 3: n/a

Perceived Supervisory Support

Source:	Kottke, J. L., & Sharafinski, C. E. (1988). Measuring perceived supervisory and organizational support. <i>Educational and Psychological Measurement</i> , 48(4), 1075-1079.
Response scale:	Strongly disagree to Strongly agree
Scale:	8 items, Worksite supervisor (1, 3, 4, 5, 6, 7, 8), Wave 2 $\alpha = .79$, Wave 3 $\alpha = .94$. Provider support (1, 2, 4, 5, 6, 7, 8), $\alpha = .914$
Items:	<ol style="list-style-type: none"> 1. My supervisor appreciates extra effort from me. 2. My supervisor wants to know if I have any complaints. 3. My supervisor takes my best interests into account when he/she makes decisions that affect me. 4. Help is available from my supervisor when I have a problem. 5. My supervisor really cares about my well-being. 6. If I did the best job possible, my supervisor would be sure to notice. 7. My supervisor cares about my opinions. 8. My supervisor takes pride in my accomplishments.
Data	Wave 1: n/a
(Mean [SD])	Wave 2: Employer: 3.98 (.71), Provider: 4 (.71) Wave 3: Employer only: 3.81 (.8)

Peer Support

Source:	n/a
Response scale:	NO!, no, yes, YES!
Scale:	6 items, Peer Support (1, 2, 3) Wave 2: $\alpha = .82$, Wave 3: $\alpha = .86$, Peer Conflict (4,5,6) Wave 2: $\alpha = .90$, Wave 3: $\alpha = .92$.
Items:	<ol style="list-style-type: none"> 1. Other youth interns at my worksite are supportive to each other. 2. I help other youth interns out at my worksite. 3. The group of youth interns at my worksite are like a team. 4. The other youth interns at my worksite sometimes get me into trouble. 5. I don't work as hard because of the other youth interns at my worksite. 6. There has been conflict between the youth interns at my worksite.
Data	Wave 1: n/a
(Mean [SD])	Wave 2: Peer Support: 3.11 (.56), Peer Conflict: 1.9 (.79) Wave 3: Peer Support: 3.2 (.59), Peer Conflict: 2.1 (.9)

Home factors affecting work attendance

Source:	n/a
Response scale:	NO!, no, yes, YES!
Scale:	3 items
Items:	<ol style="list-style-type: none"> 1. It is sometimes hard for me to get to my job on time because of things at home. 2. I sometimes struggle to get out of the house in order to get to my job on time. 3. Things at home sometimes keep me from getting to my job on time.
Data	Wave 1: n/a
(Mean [SD])	Wave 2: 1.8 (.77) Wave 3: 1.9 (.87)

Attitudes towards work

Source:	Stern, D., Stone, J. R., Hopkins, C., & McMillion, M. (1990). Quality of students' work experience and orientation toward work. <i>Youth & Society</i> .
Response scale:	Not at all to A great deal
Scale:	6 items
Items:	<ol style="list-style-type: none"> 1. Use your skills and abilities — let you do the things you do best? 2. Teach you new skills that will be useful in your future work? 3. Make good use of special skills you learned in school? 4. Let you get to know people with social backgrounds very different from yours? 5. Let you get to know people over age 30? 6. Cause you stress and tension?
Data (Mean [SD])	Wave 1: n/a Wave 2: item 1: 3.14 (.81), item 2: 2.92 (.9), item 3: 3.1 (.86), item 4: 3.2 (.81), item 5: 2.75 (1.02), item 6: 1.93 (1.03) Wave 3: n/a

Strengths and Difficulties Questionnaire

Source:	Goodman R (1997) The Strengths and Difficulties Questionnaire: A Research Note. <i>Journal of Child Psychology and Psychiatry</i> , 38, 581-586.
Response scale:	Not true to Certainly true
Scale:	5 items, Wave 1: $\alpha = .726$, Wave 3: $\alpha = .813$
Items:	<ol style="list-style-type: none"> 1. I try to be nice to other people. I care about their feelings. 2. I usually share with others, for example food, games, music 3. I am helpful if someone is hurt, upset, or feeling ill 4. I am kind to younger children 5. I often offer to help others (parents, teachers, children)
Data (Mean [SD])	Wave 1: 2.53 (.41) Wave 2: n/a Wave 3: 2.54 (.45)

Adult survey

Workplace Expectations

Source:	N/A
Response scale:	Very Important to Unimportant
Scale:	8 items
Items:	<ol style="list-style-type: none"> 1. Arriving to work on time 2. Rarely missing a day of work 3. Following directions 4. Dressing in proper attire 5. Respect for supervisors and workplace etiquette 6. Being a team player 7. Taking initiative 8. Completing job tasks
Data	Wave 1: N/A
(Mean [SD])	Wave 2: N/A

Components of Learn and Earn

Source:	N/A
Response scale:	Very unsuccessful to very successful
Scale:	5 items
Items:	<ol style="list-style-type: none"> 1. The work readiness training 2. The support youth received 3. The nature of the task you assigned to youth 4. Opportunities provided for youth to learn new skills 5. Opportunities provided for youth to work with others
Data	Wave 1: item 1: 3.71 (.94), item 2: 4.2 (.66), item 3: 3.9 (.80), item 4: 4.13 (.80), item 5: 4.30 (.86)
(Mean [SD])	Wave 2: item 1 (3.83) (.85), item 2 4.2 (.73), item 3: 4.11 (.72), item 4: 4.2 (.68), item 5: 4.4 (.71)

Open-Ended Learn and Earn WAVE 1

Source:	N/A
Response scale:	Open-ended
Scale:	2 items
Items:	<p>What is the most important thing that has happened so far this summer in Learn and Earn (for you or the youth)?</p> <p>What is a challenge you have encountered in the program and how did you overcome it?</p>
Data	Wave 1: N/A
(Mean [SD])	Wave 2: N/A

Open-Ended Learn and Earn WAVE 2

Source:	N/A
Response scale:	Open-ended
Scale:	2 items
Items:	What was the most important thing that happened this summer in Learn and Earn? What was a challenge you encountered in the program and how did you overcome it?
Data (Mean [SD])	Wave 1: N/A Wave 2: N/A

What skills?

Source:	Shanks, T., & McGee, K. (2010). Detroit summer youth employment program: Results of employer and youth employee exit surveys. Response Scale: Multiple response up to three answers
Response scale:	Multiple answer
Scale:	3 items
Items:	<ol style="list-style-type: none"> 1. Computer skills 2. Problem-solving 3. Public speaking 4. Accepting supervision 5. Financial management skills 6. Importance of a career 7. Communication skills 8. How to be organized 9. Reporting to work on time 10. Dressing appropriately for work 11. Completing assignments on time 12. Asking for help when they don't understand an assignment 13. Being responsible 14. Using numbers 15. Other _____
Data (Mean [SD])	Wave 1: N/A Wave 2: N/A

Preparation for Learn and Earn

Source:	Shanks, T., & McGee, K. (2010). Detroit summer youth employment program: Results of employer and youth employee exit surveys. Response Scale: Multiple response up to three answers
Response scale:	Not at all clear to very clear; Not at all prepared to very prepared
Scale:	2 items
Items:	<ol style="list-style-type: none"> 1. How clear was your understanding of your responsibilities before the start of Learn and Earn? 2. How prepared do you feel you were to work with youth in Learn and Earn?
Data (Mean [SD])	Wave 1: item 1: 3.09 (.80), item 2: 3.01 (.82) Wave 2: item 1: 2.83 (.85), item 2: 2.96 (.82)

Work Experience

Source:	Shanks, T., & McGee, K. (2010). Detroit summer youth employment program: Results of employer and youth employee exit surveys. Response Scale: Multiple response up to three answers
Response scale:	Less than 1 year; 1 to 2 years; 3 to 5 years; 5 to 8 years; More than 8 years
Scale:	1 items
Items:	How many years have your worked at your organization/business?
Data	Wave 1: N/A
(Mean [SD])	Wave 2: N/A

Youth Experience

Source:	Akiva, T. & Povich, K. T. (in press). Bring in the tech: The Digital Corps insert program for enhancing technology in youth programs. <i>Afterschool Matters</i> .
Response scale:	No experience to working with youth to more than 5 years; Very uncomfortable to very comfortable
Scale:	5 items
Items:	<ol style="list-style-type: none"> 1. Approximately how many years of experience do you have working with youth? How comfortable do you feel...? 2. Interacting with youth 3. Helping youth learn 4. Having conversations with teenagers 5. Helping youth with job tasks
Data	Wave 1: item 2: 4.79 (.41), item 3: 4.84 (.37), item 4: 4.73 (.48), item 5: 4.74 (.48)
(Mean [SD])	Wave 2: item 2: 3.76 (.53), item 3: 3.76 (.53), item 4: 3.73 (.54), item 5: 3.76 (.53)

Satisfaction with Learn and Earn (W1)

Source:	N/A
Response scale:	Strongly disagree to strongly agree
Scale:	2 items
Items:	<ol style="list-style-type: none"> 1. I have been satisfied with the Summer Youth Employment Program 2. Overall I have had a good experience working with the 2015 Pittsburgh Summer Youth Employment Program
Data	Wave 1: 4.22 (.77)
(Mean [SD])	

Satisfaction with Learn and Earn (W2)

Source:	N/A
Response scale:	Strongly disagree to strongly agree; Yes or no
Scale:	4 items
Items:	<ol style="list-style-type: none"> 1. I was satisfied with the Summer Youth Employment Program 2. Overall I had a good experience working with the 2015 Pittsburgh Summer Youth Employment Program 3. Would you participate in Learn and Earn again? 4. Would you encourage other organizations to participate in Learn and Earn?
Data	Wave 2: 4.2 (.72)
(Mean [SD])	

Rating of Youth Participants

Source:	N/A
Response scale:	Poor to excellent
Scale:	9 items
Items:	How many youth do you work closely with...Please rate each intern for each criteria <ol style="list-style-type: none"> 1. Name: _____ 2. Arriving to work on time 3. Rarely missing a day of work 4. Following directions 5. Dressing in proper attire 6. Respect for supervisors and workplace etiquette 7. Being a team player 8. Taking initiative 9. Completing job tasks
Data (Mean [SD])	Wave 1: item 2: 4.62 (.63), item 3: 4.54 (.64), item 4: 4.82 (.38), item 5: 4.41 (.82), item 6: 4.79 (.41), item 7: 4.74 (.44), item 8: 4.52 (.64), item 9: 4.78 (.44)

Demographic Info

Source:	N/A
Response scale:	N/A
Scale:	N/A
Items:	What is your age? <ol style="list-style-type: none"> 1. 18-24 years old 2. 25-34 years old 3. 35-44 years old 4. 45-54 years old 5. 55-64 years old 6. 65-74 years old 7. 75 years or older I identify my gender as <ol style="list-style-type: none"> 1. Male 2. Female 3. Trans* 4. _____

<p>Data (Mean [SD])</p>	<p>What is the highest degree or level of school you have completed?</p> <ol style="list-style-type: none"> 1. Less than high school 2. High school diploma or equivalent 3. Some college credits 4. Associated degree 5. Professional certificates 6. Bachelor's degree 7. Master's degree 8. Doctoral degree <p>How do you identify your race/ethnicity?</p> <ol style="list-style-type: none"> 1. Black or African American 2. White or Caucasian 3. American Indian or Alaskan Native 4. Asian 5. Pacific Islander or Hawaiian Native 6. Multi-racial 7. Other <p>Do you identify as Hispanic or Latino/a (Y/N)</p> <p>Wave 1: N/A</p>
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EMPLOYER ONLY

Basic Info

<p>Source: Response scale: Scale: Items: Data (Mean [SD])</p>	<p>N/A</p> <p>Fill in the blank</p> <p>4 items</p> <ol style="list-style-type: none"> 1. Job title 2. Job description 3. # of youth employed at organization 4. # of youth you personally work with <p>Wave 1: N/A</p>
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Learning in Program

Source:	N/A
Response scale:	Strongly disagree to Strongly agree
Scale:	3 items
Items:	<ol style="list-style-type: none"> 1. I learned new things from hosting a Summer Youth Employment intern 2. The intern(s) that worked at my site is (are) better prepared to find and succeed in potential new jobs. 3. The intern(s) that worked at my site is (are) better prepared to find and succeed at school.
Data	Wave 1: item 1: 3.95 (.58), item 2: 3.95 (.58), item 3: 3.95 (.49)
(Mean [SD])	Wave 2: item 1: 3.77 (.80), item 2: 4.02 (.63), item 3: 3.89 (.70)

Orientation

Source:	N/A
Response scale:	Yes/No; check all that apply
Scale:	10 items
Items:	<ol style="list-style-type: none"> 1. Did you provide an orientation to your youth interns (separate from the training led by provider organizations)? (Yes/No) (If yes, what did your orientation include? Please check all that apply) 2. Gave a tour of the workplace 3. Introduced youth to other staff members 4. Set up the opportunity for youth to learn from another employee 5. Connected youth with other workers that could answer any questions they had 6. Talked about job responsibilities 7. Discussed work schedule 8. Discussed the dress code 9. Gave an overview of the equipment they would be using 10. Trained youth on skills they needed to do their job
Data	Wave 1: item 1: 1.25 (.44)
(Mean [SD])	

Challenge

Source:	Shanks, T., & McGee, K. (2010). Detroit summer youth employment program: Results of employer and youth employee exit surveys. Response Scale: Multiple response up to three answers
Response scale:	Select two answers
Scale:	2 items
Items:	<ol style="list-style-type: none"> 1. Encouraging youth to be on time 2. Keeping youth on task 3. Lack of experience of the youth 4. Finding common understanding of expectations 5. Providing adult supervision 6. Assisting youth in developing a positive work ethic 7. Encouraging youth to use appropriate language and behavior 8. Keeping youth busy with things to do 9. Handling youth transportation issues 10. Providing additional job training during the summer 11. Finding dependable, committed youth 12. No challenges 13. Other _____
Data (Mean [SD])	Wave 1: N/A

Ease of Working with Provider

Source:	N/A
Response scale:	Strongly disagree to Strongly agree
Scale:	3 items
Items:	<ol style="list-style-type: none"> 1. The provider was responsive regarding the Learn and Earn program 2. There was a strong partnership between my business/organization and the provider organization regarding the Learn and Earn program 3. The provider was easy to work with
Data (Mean [SD])	Wave 1: item 1: 4.39 (.56), item 2: 4.25 (.69), item 3: 4.39 (.59)

PROVIDER ONLY

Basic Info

Source:	N/A
Response scale:	Fill in the blank
Scale:	4 items
Items:	<ol style="list-style-type: none">1. Job title2. Job description3. # of youth interns you serve at organization4. # of youth you personally work with
Data (Mean [SD])	Wave 1: N/A

Ease of Working with Employer

Source:	N/A
Response scale:	Strongly disagree to strongly agree
Scale:	3 items
Items:	<ol style="list-style-type: none">1. The employer was responsive regarding the Learn and Earn program2. There was a strong partnership between my provider organization and employer regarding the Learn and Earn program.3. The employer was easy to work with
Data (Mean [SD])	Wave 1: item 1: 4.00 (.58), item 2: 3.89 (.57), item 3: 4.05 (.62)

Experience with Learn and Earn

Source:	N/A
Response scale:	Poor to excellent; open-ended
Scale:	6 items
Items:	<ol style="list-style-type: none">1. The application process2. The switch to the common work-readiness curriculum3. The contracting process4. The support you receive from WIB if/when issues arise5. The support you receive from the City if/when issues arise6. The support you receive from the County if/when issues arise <p>Open-ended: In general, do you have any advice for the Learn and Earn leadership to continue for future years?</p>
Data (Mean [SD])	Wave 1: item 1: 3.45 (1.06), item 2: 3.14 (1.38), item 3: 3.48 (1.08), item 4: 3.62 (1.12), item 5: 3.90 (.99), item 6: 4.09 (1.13)

Appendix B: Open-ended response coding

Youth Survey Question:

What was the most important thing that happened to you in this program?

Code	Example	Freq.	Percent
Learning New Skills (Overall)	The most important thing that happened to me in the program is gaining so much experience and getting constructive criticism and feedback; it helped me enhance my knowledge and work skills.	200	21%
Socializing: making new friends, meeting new people	The most important thing was opening up and becoming more social with others, creating bonds.	126	13%
Working for population served	Learning how to work with the community more; being with the kids, working and seeing the smiles on their face.	119	12%
Income	When I got my check the first pay day.	110	11%
Having had exciting experiences	The most important thing to me in the program was making the outdoor classroom; the thing that happened to me that was most important to me was removing invasive species.	47	5%
Teamwork	I had to build a trail and being able to work with a team; learning to work with people from different backgrounds.	43	5%
Glad for getting the job/working	The most important thing that happened in the program was getting a job and work experience; the most important thing that happened to me was being able to work.	38	4%
Social Skills	I learned to get along better and be more social.	31	3%
Gaining work experience	I learned what a work environment is like.	28	3%
Serving the community	Cleaning up the community; taking care of the community.	25	3%
Professionalism: Learning to be a professional	I was able to learn about work ethics.	22	2%
Specific tasks	The most important thing is planting and getting weeds out; the most important thing that happened to me was how we did door to door knocking and how I actually got experience with it.	22	2%
Future Job Prep Skills	The work I got helped me learn more skills for the next job I get.	21	2%
Receiving Recognition	Being noticed for working hard at my job.	18	2%
Self-Improvement: personal improvement such as in attitude, temperament, managing anger, etc...	I feel like I got stronger and learned more; learning to cope with my anger management.	14	1%
Getting or feeling responsibility	The most important thing that happened to me in this program is responsibility; I gained more control over proper things to say/not to say as an adult.	14	1%
Communication Skills	I learned to take the time to sit down and understand what others say to me.	12	1%
Working Hard: The experience taught them to work hard; working hard pays off	Learning how to work hard.	10	1%
Overall satisfaction	The whole program was important to me.	9	1%
Getting work done	To focus on your work and don't play around.	8	1%
Exploring job fields/careers	Getting a chance to be in the work field that I may join in the near future.	8	1%
Networking	Networking with the adults at my work site.	6	1%
Positive relationship with supervisor	Helping my supervisors with their work.	6	<1%
Leadership	Being a leader and staying on task.	5	<1%

Code	Example	Freq.	Percent
Resolving problems: such as stopping fights	When kids were fighting and I had to break it up.	5	<1%
Helping/assisting colleagues	Helping the construction workers.	5	<1%
Time Management and Promptness	I learned how to manage my time wisely.	4	<1%
Turning into fulltime job	Got hired for full time after the program.	4	<1%
Learned fresh perspectives: Personal reflections	I learned that hard work pays off and I can't live off of minimum wage.	3	<1%
Understanding expectations	Learning the expectations your boss was expecting.	3	<1%

Youth Survey Question:

What was the most challenging thing that happened to you in this program?

Code	Example	Freq.	Percent
None	Wasn't challenging at all.	143	22%
Challenges with population served	Making sure that every kid was quiet at once; I was answering the phone and a rude lady called and was screaming at me for no reason and I handed the phone to my supervisor and she handled everything.	132	20%
Difficulty working with people/social skills/teamwork	Coming out of my shell; the challenge is dealing with bad people in a smart way.	96	15%
Work Environment (includes heat)	Learning how to work in nature.	48	7%
Specific job experience	We had to chop logs for the trail.	40	6%
Heat	It was a challenge when we always had to work in the sun.	35	5%
Large/demanding work load; physically demanding tasks	A problem I encountered was being overwhelmed with my spreadsheet; lifting all the dresser and furniture.	29	4%
With personal attitude/self-control	Always maintaining a positive attitude around the kids.	28	4%
Specific job related tasks	Cleaning for long periods of time; carrying trash with gloves and litter collections.	25	4%
Communication	Working with people and making sure we were all on the same page was a challenge.	24	4%
Promptness, difficulty getting up early, transportation	A challenge I encountered was being on time.	17	3%
Resolving arguments	Two kids started fighting and I broke it up.	17	3%
Supervisor	To like my boss for once.	11	2%
Boredom	We had lots of downtime; we thought of activity fillers to get us through the day.	7	<1%
Public Speaking	I'm really shy so talking on the microphone made me nervous but I just did it.	6	<1%
Specific mistake done at work	Setting the wrong time for orientations date and having to call each client back.	3	<1%

Adult Survey Question:

What was the most important thing that happened to you in this program?

Code	Example	Freq.	Percent
Opportunities for youth to learn about careers, get work experience	Providing youth with work readiness skills; the youth were given an opportunity to work and improve their skills.	36	38%
See youth grow, improve	I had the opportunity to watch the youth grow as young professionals this summer.	9	10%
Pleasant experience working with specific youth	My company got an opportunity to work with some amazing young adults.	7	7%
Improving and teaching youth professionalism	Teaching the youth new skills and how to behave in a professional office setting.	7	7%
Team building, collaboration	Youth Team Building; Youth developed positive relationships with other teen workers and students.	6	6%
Getting much needed help	The kids provided us with a valuable service and assisted in keeping our facility clean.	5	5%
Communication, social skills	Teaching the children how to not only interact with people, but also teaching them the communication skills they need to have as they go forward in life.	5	5%
High level of dedication, hard work demonstrated by youth, goals met	Hearing from many of the supervisors about the high level of work ethic, dedication, and responsibility that their intern possessed.	5	5%
Overall pleasant experience working with youth	Working with 16 youth from across the Allegheny was an exhilarating experience. In fact, it was the best part of the entire journey. Students presented to work ready to learn.	5	5%
Youth getting income	The students earned money in a safe environment.	4	4%
Youth building relationship with staff	Good relationship developed between the youth and our Building Supervisor.	3	3%
Negative experiences with some youth	The most important thing that happened was one of our students had to be excused from his duties because he was not completing tasks as requested.	2	2%

Adult Survey Question:

What was the greatest challenge you encountered during Learn and Earn?

Code	Example	Freq.	Percent
Youth not being professional (inappropriate dress, not calling off, etc.)	Some of the inappropriate behaviors among the youth; a teen who did not understand that this was a job and not a time to play, or pick and choose what he wanted or didn't want to do.	13	16%
Youth getting bored, challenge to keep them engaged	Some days were slow because we didn't have enough work for some of the youth.	10	12%
Youth too young	Participants were too young and did not have the interest in job activities.	9	11%
Not having enough instructions on how to run program	Wasn't sure who to report to directly; lack of upfront instruction.	7	9%
Group was too large/ too many youth at once	With 25 interns here, it was a major challenge to keep them focused.	7	9%
Youth learning to communicate	The challenge that was encountered in the program was the youth accepting constructive criticism and taking orders from their supervisors.	6	7%
Logistics	Limitations of the youth with various machinery in our plant - assigned tasks that did not involve the machinery; providing training to students who were replacements. It was hard to fit them into the training schedule.	6	7%
Not enough time	Time was a challenge for this program, but our staff pulled it together and put in the time necessary to complete all required tasks.	5	6%
Assigning age-appropriate and skill-appropriate tasks	A challenge was finding things for some of the students to do that fit their skill sets.	5	6%
Too much paper work for administrators or youth (e.g.: timesheets)	Entirely too much paperwork that could be avoided.	5	6%
Insufficient training	The trainings that the youth had did not fully prepare them to begin to work.	4	5%
None	Really no challenges.	4	5%



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