

**DPS COMMUNITY SCHOOL
ACADEMIC ENRICHMENT PROGRAM
YOUTH EMPLOYMENT AND TRAINING
PROGRAM
SUMMER 1996**

Evaluation

by

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**ACADEMIC ENRICHMENT PROGRAM
1996 YOUTH EMPLOYMENT AND TRAINING PROGRAM
EVALUATION**

Introduction

The Mayor's Office of Employment and Training entered into an agreement with the Denver Public Schools' Community School program to provide academic enrichment services to youth participating in Denver's Summer Youth Employment and Training Program.

The 1996 Academic Enrichment Program began June 17 and ended Friday, July 12, 1996. The program operated from 8:00 a.m. to 12:30 p.m. Monday through Friday at three sites: Kunsmiller Middle School, Manual High School and Skinner Middle School.

The 1996 Summer Youth Employment and Training Program provided funding for 150 students to participate in the program. Participants were recruited through community-based organizations (CBOs): Denver Area Youth Services (DAYS), Curtis Park Community Center, and Servicios de la Raza.

Initial enrollment totaled 144 at the beginning of the program with Kunsmiller reporting 51, Manual 43, and Skinner 50. Of the 144 enrollments, 100 participants successfully completed the program. Of the 100 participants completing the program, 45 received academic credit.

The following evaluation of the 1996 Academic Enrichment Program is based on:

- 1) on-site observations of participants, teachers and administrators;
- 2) interviews of administrators, teachers and participants;
- 3) questionnaires completed by 19 staff members and 87 participants;
- 4) examination of randomly selected participant portfolios, resumes, job applications and career plans; and
- 5) review of attendance records and other requirements for receiving academic credit.

Observations

On site observations indicate that the program was efficient and well-managed. A pleasant, supportive environment was provided for the participants, who responded, for the most part, in a positive, respectful manner.

Interviews

One on one interviews were conducted with participants, teachers and administrators. The students were enthusiastic about the program. Their favorite program component was working on the computers. They enjoyed learning new skills that they believed would help them on their jobs. They also stated that time went by fast while working on the computers. The other component that they found valuable was learning to budget. Even students who did not like math liked learning how to deal with money and felt that it would make them more responsible.

All of the students interviewed stated that they would participate in the program even if they were not being paid or receiving academic credit. They all

also said that they would recommend this program to their friends. One student who had participated in the program the previous year indicated that she was getting much more out of it the second time.

The teachers were also generally enthusiastic about the program. The teachers felt that it was valuable for the students to learn these skills which would help them in their lives. Some of the teachers felt that there were alternative materials available which would be more appropriate for this group of students.

The administrators expressed disappointment with the low attendance in this year's program compared with previous years. They attributed that to the late approval for the funding which precluded conducting enrollments during the regular school year.

Survey of Participants

Eighty-seven participants were surveyed using questions similar to those used for the last three years. In evaluating the various components of the program, however, the questionnaire was changed to allow participants to "grade" these components from "A" to "F". These grades were then converted to ratings from 5 to 1. A rating of 3 is, therefore a C average.

Twenty-two participants interviewed were from Skinner, 39 were from Kunsmiller, and 26 were from Manual.

Forty-seven percent of the participants interviewed were 15 years old and 40% were 14 years old with only nine 16 year olds (9%) and three 17 year olds (3%).

Five of the students surveyed (6%) were in 8th grade; thirty (34%) in 9th grade; forty-one (47%) in 10th grade; while only nine (10%) were in 11th grade; and two (2%) in 12th grade.

Sixteen of the participants interviewed (18%) participated in the program last year.

When students were asked to give grades to the different components of the program, their ratings were generally very positive. Computers were given a 4.5 rating, resumes were given 4.4, job applications 4.3, portfolios 4.2, interviews 4.2, autobiography 4.1, budgeting 4.1, and writing 4.0. Only vocabulary with a 3.9 rating, and reading with a 3.8 rating, were below a 4.0 average (a grade of B).

Participants also were very positive about the program staff to whom they gave a rating of 4.6 (out of 5) for "shows respect for me and other students"; a rating of 4.6 for "cares about me and other students"; and a rating of 4.7 for "expects me and other students to work hard."

When asked if what they learned in this program would help them in school this coming year, 83% responded that they believed it would. Ninety-five percent (95%) believed it would help them get a job and be more independent and 90% believed that it would help them become a more responsible person.

It is notable that 94% of the participants indicated that they would recommend this program to their friends. The fact that the students are paid to be part of this program contributes significantly to their positive response to this question. However, 40% say that they would participate in this program even if

they were not paid and 65% would participate even if they were not eligible to receive academic credit.

When asked what one thing they would change about the program, 22 respondents indicated that they would not change anything. Twenty-one said that they would change the hours with 5 wanting more class time but another 16 wanting fewer hours, a later start time in the morning, or more breaks. Other suggestions included more interesting or varied activities (7), an increase in the pay or a bonus (6), providing or allowing food (5), and more group activities (2).

Survey of Staff Members

Nineteen staff members completed a questionnaire, 5 at Skinner, 7 at Kunsmiller, and 7 at Manual. The questionnaire consisted of 10 closed and open-ended items to gather information on preferences and perceptions from those who were responsible for delivery of the program.

Staff members were also asked to rate program components on a scale of 1 to 5 for their value to students. Ratings for the Choices materials were: Autobiography 4.5, Budget 4.4, Reading 4.3, Writing 4.3 and Vocabulary 3.8. Ratings for the other program components were: Computers 4.0, Portfolio 4.0, Interviews 4.0, Job Applications 4.0 and Resumes 3.7.

When asked whether they thought this program would help the students 100 % believed it would "help them get a job," 84% answered that it would "help the students in school this year," 74% indicated it would "help them be more responsible," and 68% felt it would "help them be more independent."

In considering how the participants perceive the program staff members, the staff members felt that the students believe that the program staff "care about them" (78%), "respect them" (78%), and "expect them to work hard" 84%.

In estimating how many students would participate in the program without incentives, the average of the staff estimates were that 34% of the students would attend if they were not paid and 59% would attend if they were not given academic credit. (These estimates were very close to the students responses of 40% and 65% respectively. In addition, the estimates of staff by school were also very close to the responses of the students in those respective schools.)

Other bases for evaluating the Program

The PEWMS pre/post test contains eleven competencies. Each competency has criteria which must be demonstrated by the participant in order to pass the competency. These eleven competencies are: 1) job application, 2) resume, 3) attendance, 4) punctuality, 5) interviewing, 6) career planning, 7) labor market, 8) appearance, 9) getting along, 10) positive attitude, and 11) following instructions.

Of the 43 criteria, twenty-two had to be attained along with 72 hours of program participation in order to receive the elective academic credit toward graduation for Denver Public Schools (See Appendix).

One of the primary assessments of overall program effectiveness was the number of participants receiving elective credit for their efforts. Forty-five participants (45%) earned elective credit based on successfully demonstrating the

competencies, completing the required work, being punctual daily and participating in 72 hours of the program.

Fifty-two percent (52%) of the thirty-eight participants who completed the program at Kunsmiller received credit. Forty-eight percent (48%) of twenty-nine participants at Manual received credit and 33% of the thirty-three participants at Skinner received credit.

Overall Assessment of the Program

The data and information collected from official records, interviews, and observations indicate that overall, the program met all objectives this year. The success of the program is attributable to a combination of many things.

First, the program was planned, organized, and implemented by capable and concerned administrators and staff members.

The Career Choices Curriculum provided a clear focus and multiple activities for the participants which gave them a reason for learning. Further, the curriculum helped the participants discover new career interests, opportunities and abilities they did not know they had. The combination of the curriculum and the staff which provided expertise, support and personalized teaching strategies ensured personal and academic growth in all participants who completed the program.

Two factors contributing to the success of the program are the opportunity to earn elective credit towards graduation and to be paid. Both "pay-offs" seemed to be motivators and contribute to the teaching responsibility of the participants.

Other contributing factors to the program's success include the low

participant/staff ratio, the high expectations of staff for the participants, and the sense on the part of participants that staff respect and care about them.

Overall, the program was successful in meeting the individual, personal and academic needs of the 100 participants who completed the program. It was highly successful in meeting the academic needs of the 45 participants who received academic credit.

Recommendations

Based on the analysis of all data and information collected, the following recommendations are offered to make the program more effective in future years.

The first recommendation would be to make the program available to more participants through increased funding and expanded recruitment efforts. The program provides participants with necessary skills to be successful in employment, and in their future lives.

It is further recommended that the program be integrated into the regular school year in order for more participants to have access to the curriculum. This program would provide value for all young people in preparation for employment.

Eighteen (18%) of the students participated in the program in the prior year, however the curriculum remained the same. Some of these students reported getting more out of the program the second time through it; others reported that it was repetitive. If almost 20% of the participants are repeating the program, it is recommended that the program be evaluated to see whether it is appropriate to offer a second level or advanced curriculum for repeat participants.

The fact that this year's program was late being approved and funded caused some administrative problems. Earlier notice would provide adequate time for coordination with the community-based organizations, recruitment of qualified participants, orientation of participants, and preparation of new faculty and staff. It is recommended that there be more time between approval of funding and beginning of the program. It is further recommended that plans be developed for the afore-mentioned coordination, recruitment, orientation and preparation.

One of the sites did not have access to computers or copy machines. In addition, the participants' materials did not include all the required reading material. The necessary computers were obtained and delivered to the site, but the lack of copying ability meant that teachers had to read extensive material to the participants, instead of the students being able to read it for themselves. It is recommended that adequate equipment be available at each site and that the students have access to a complete set of materials.

It is recommended that the payment to students be tied directly to hours attended and work completed. If this program is designed to teach necessary job skills and behavior, it is important to have the incentives mirror the real world for which the participants are being prepared.

Although the Choices materials received acceptable ratings from both the students and staff, there were some comments about the availability of other materials that may be more relevant to the participants. It is recommended that these other materials be examined for their relevance to this audience.

Overall, this program seems to be valuable and effective. The recommendation of this evaluator is that the Academic Enrichment Program of the Youth Employment and Training Program be continued and expanded, if possible.

APPENDIX A
RESULTS OF STUDENT QUESTIONNAIRE

1996 Summer Academic Enrichment Program
Denver Community School

PARTICIPANT INTERVIEW QUESTIONS

Site: _____ Student's Age: _____ Student's Grade (entering Fall '96): _____

1. Did you participate in this program last year?

If yes, did you get more out of the program this year? Please explain:

2. On a grading scale of "A" to "F", please rate the following "Choices" materials:

____ Autobiography ____ Vocabulary ____ Budget ____ Reading ____ Writing

Please explain your ratings:

3. On a grading scale of "A" to "F", please rate the following program components:

____ Computers ____ Student Portfolio ____ Interviews ____ Resume ____ Job Application
____ Other (Please explain)

Please explain your ratings:

4. If you had the power to change only one thing about this program, what would it be and why?

5. On a grading scale from "A" to "F", please rate the program staff in the following areas:

Shows respect for me and other students:

Cares about me and other students:

Expects me and other students to work hard:

Please explain your answers:

6. Do you think that what you are learning in this program:

Will help you in school this coming year?

____ Yes ____ No

Will help you get a job and become more independent?

____ Yes ____ No

Will help you become a more responsible person?

____ Yes ____ No

Please explain your answers:

7. Would you participate in this program:

If you were not being paid?

____ Yes ____ No

If you were not eligible to receive high school credit?

____ Yes ____ No

8. Would you recommend this program to your friends?

____ Yes ____ No Please explain:

Academic Enrichment Program
1996 Summer Employment & Training Program
Results of Student Questionnaire

	Kunsmiller	Manual	Skinner	Combined
<u>Rate* Choices Materials:</u>				
Autobiography	4.1	3.7	4.4	4.1
Vocabulary	3.8	4.3	3.7	3.9
Budget	4.2	4.1	4.0	4.1
Reading	4.0	3.9	3.2	3.8
Writing	4.3	3.7	3.8	4.0
<u>Rate* Other Components:</u>				
Computers	4.8	4.2	4.2	4.5
Portfolio	4.3	4.1	4.2	4.2
Interviews	4.5	3.7	4.1	4.2
Resumes	4.5	4.3	4.3	4.4
Job App	4.5	4.3	4.1	4.3
<u>Rate* Teachers:</u>				
Respect us	4.8	4.4	4.6	4.6
Care about us	4.7	4.4	4.6	4.6
Expect us to work hard	4.7	4.5	4.6	4.6
<u>Agree Program Will Help:</u>				
In School	84%	85%	82%	83%
Get a Job	100%	93%	91%	95%
Be More Responsible	95%	85%	91%	90%
<u>Agree Would Attend:</u>				
If not paid	57%	19%	36%	40%
If not credit	88%	50%	45%	65%
<u>Would Recommend</u>	98%	89%	96%	94%
<u>Participated Prior Year</u>	20%	15%	18%	18%

*Ratings based on a scale of 1 to 5 with 5 the highest

**Academic Enrichment Program
1996 Summer Employment & Training Program
Comments from Students on Questionnaire**

If you participated in this program last year, did you get more out of the program this year?

- It was the same.
- Kind of the same.
- I learned a little bit more.
- Yes, but not the academic enrichment.
- We did more projects last year because there were more teachers.
- Yes, because we did more actual work. We filled out application and worked on resumes.
- I understood more this year
- Older & understood more.
- Yes, but not academic enrichment.
- Not really.
- Yes I did because of the different teachers. They were more real with us, for instance we had to be done with our work at a certain time.
- There was nothing different or I didn't get more or less out of this program.
- I got more out of it last year because it was more organized.
- Yes, Got more training.

Please explain your ratings of the Choices materials

- A - Autobiography we didn't do one. A-Vocabulary we did all of them. A-Budget it was fun to see how your future life will be. F-Reading we didn't read just the teachers. A - Writing we wrote a lot.
- Because they did not teach this.
- Because those felt like the right grades.
- The reason why I think I deserve these grades.
- Autobiography was fun, vocabulary is pretty boring, I like the budget, I really don't like reading, writing was fun.
- Everything was good and fun especially the budget.
- On the first three I gave myself an A because I think I did what I was supposed to do and tried my best. B on the last two because I rushed through it.
- I got an A in Autobiography and vocabulary because that is what I am good at. An A is because I did good on, B is because I had a couple mistakes, C because I didn't understand it.
- I didn't do so well.
- I thought it was all very good.
- Because I did not too good and not too bad.
- A is because I liked the way they were exploring. B well done.
- We didn't do an autobiography, vocabulary was good. I really enjoyed going through our budget. Writing was good, we did a lot of it.
- I gave it all an A grade because I think it was good for me.
- I did good.
- Some was fun and some was not.
- Because I did my work.
- Because it's half and half.

Academic Enrichment Program
1996 Summer Employment & Training Program
Comments on Student Questionnaire

Please explain your ratings of the Choices materials (continued)

- I didn't feel like I really understood this program but I still did the work.
- Did not like vocabulary and writing as well.
- Liked the budget, it was fun and interesting to
- Missed that portion (vocabulary) while absent.
- Reading material was boring: material didn't seem relevant to my life.
- I like writing.
- Learning formatting and how to write business letters. Learned proper pronunciation.
- Not here for this part (Budget).
- Not much reading.
- I learned a lot about the future, what I needed to look for, & why I need an education.
- I enjoy working with numbers & writing, the budgeting helped me understand math.
- I don't like vocabulary.
- Material was interesting, but I don't like reading.
- Too long to write.
- Reading somewhat hard to understand.
- Reading was hard.
- Enjoyed reading & writing portion.
- Where the interests are.
- Liked almost all of the exercises
- The autobiography was alright, but the vocabulary & the writing had too much writing work. We should have done it on the computers.
- The budget & reading was cool too but we should have done them on the computer too.
- I think I made a very good choice because I am very intelligent.
- Autobiography is a C because I can't write about myself. Vocabulary a B because it's cool. Budget is a C. Reading is a C. Writing is a B.
- I found that a lot can apply to my school work.
- Everything was over average.
- I learned a lot.

Please explain your ratings of other program components

- They all get an "A" because we did all of them and it will help us in the future.
- Because this is what the teaching is based on.
- Because it seems like the right grade.
- I think I deserve these grades.
- Computers were very fun, the student portfolio was to much work, interviews were fun and so were the resume and application.
- Computers were the best but everything also was all right.
- A's because I did all of my work and tried my best, B because I didn't talk loud
- I did good and it's finished.
- Everything was well-organized and well done.
- Because I did not too good and not too bad.
- I like this program. Nice job.
- I really enjoyed all of above.

Academic Enrichment Program
1996 Summer Employment & Training Program
Comments on Student Questionnaire

Please explain your ratings of other program components (continued)

- I liked doing all these things.
- I did good on.
- Some was fun and some was not.
- Because I did my work.
- They were good.
- I didn't feel like I really understood this program but I still did the work.
- Good experience & practice for life.
- Interview is the most fun.
- Helps by giving real life experience. Prepares you for the real world. Student portfolio helps you to be organized.
- I enjoy working on computers. I liked learning to do the different things on the computer.
- It was fun to do. It is necessary for a job and I didn't know how to do them before.
- I enjoy working on computers and I am good at it. I enjoyed.
- Prepares you for the future & inspires you to learn more. I learned the basics & now I'm more interested.
- I like computers. I use computers more & I enjoy working with my hands.
- I did all of these things on the computer and I like working on the computer.
- Would have liked more time to proof read the resume before finishing. Would like the opportunity to correct it.
- Needed more time for student portfolio.
- The computers were cool. The student portfolio & the interview weren't all bad, the resume & job application had too much writing.
- I'm pretty good with computers. My portfolio is good, so is my resume & job application. My interviews pretty good.
- Computers is a B because I like them.
- Not much of these were researched.
- I can use this information for a job.
- Everything was very well.
- I would change the break.
- Didn't do too many interviews.
- OK My rating was average.
- They helped me a lot.
- I rated these ratings by the way the classes were.

If you had the power to change only one thing about this program, what would it be and why?

- I would change the fact that all we did was the work book and we should do other activities.
- The going to school
- I wouldn't change anything about it.
- The hours.
- Get more people.
- Everything is fine.

Academic Enrichment Program
1996 Summer Employment & Training Program
Comments on Student Questionnaire

If you had the power to change only one thing about this program, what would it be and why? (continued)

- On break let people go to McDonald's because they would have enough to go and come back.
- I wouldn't change anything.
- Nothing.
- More hands-on activities.
- The ability to eat lunch out.
- I will change the room.
- I would be in charge.
- Longer hours.
- The period of time we had to stay in class because it was too long.
- Lunch time. More money.
- Really nothing the staff was really nice.
- I would make it more fun.
- Off school ground so that we won't get bored.
- Time: start at 9-9:30.
- Nothing
- Later in day, too hard to wake up
- Would like to wear hats in class & during the program.
- More time in the computer room, to do a more thorough job on my resume.
- Nothing, I liked it all.
- Too early! Start at 10:00.
- Would rather read than have teachers explain material.
- More projects & speakers.
- Nothing. I like it the way it is.
- Have the program run throughout the summer, more speakers & field trips.
- I wish I had been told first that we had school before the job. I someone had explained how the school was going to operate & what we would learn, I would have been more interested in it.
- Nothing. It's fine the way it is and I like it.
- I wouldn't change anything; the hours are very structured. Teachers work well with us & are respectful.
- Serve food!
- More hours in class. I learned a lot and I always wanted to be here. I learned more than in a regular school.
- I would prefer to work in groups & discuss problems & situations.
- Nothing
- More passing time.
- Shorter class periods and more teachers like we had last year.
- The time that we start is too early!
- Nothing.
- Raise the wage.
- Make class more interesting.

Academic Enrichment Program
1996 Summer Employment & Training Program
Comments on Student Questionnaire

If you had the power to change only one thing about this program, what would it be and why? (continued)

- Some of the worksheets were too easy, would make it more challenging (reading).
- Nothing, liked it all.
- None, Like it the way it is.
- Did not like being penalized on time cards for being late like 3 minutes when 1 or 2 minutes late.
- Longer day and longer than 1 month.
- Too much writing, not enough outside activities.
- Start later than 8:00 am.
- Shorter classroom hours, boring.
- Hours, start later.
- No change
- Time: shorten class or have more activity.
- Time: too early, change it to 10 o'clock.
- Nothing
- Wouldn't change anything.
- Good enough.
- Calm down on the reading & writing. We do too much & it & it irritates people.
- To do more group activities.
- Getting bonus.
- I would change the work books and have us just learning about what we're going to do on the job.
- Getting a bonus.
- The teaching skills.
- These stupid books and teacher.
- The pay, because of the work.
- Mr. Taylor
- I would change the hours worked to 6 instead of 4.5 so that we get to learn more.
- The break time because we only get 10 minutes.
- I would change the writing because that's the boring part about it.
- Make it more interesting for everybody.
- Break time so we can have a long one.
- I would have all the kids 11-19 to work and I would pay them more.
- Nothing because everything in the program was OK.
- I would eliminate the people with bad attitudes and who caused trouble.
- I would not change anything about the program.
- Nothing
- I would make it fun. They would work but it would be fun.
- To have one break.
- It would be that they feed us because most of us don't have time to eat breakfast.
- I don't know what I'll change about the program.

Academic Enrichment Program
1996 Summer Employment & Training Program
Comments on Student Questionnaire

Please explain your ratings of staff.

- All the teachers get an "A" because they showed me that they care about our future and they helped out a lot about explaining how your future will be by making certain choices.
- They were more into us than the work.
- I give them B's because that's the best grade I give.
- Because that is what I think they should get.
- I think the staff was excellent.
- I think this because they really do respect me.
- Because I try my best and I am good at being polite.
- I put these answers because the teachers are good.
- They did everything this says.
- The staff did a great job.
- No
- They were hard workers.
- They showed us a lot. I really enjoyed working with them.
- All staff was nice and caring.
- Because they do (expect me to work hard).
- Because they cared.
- Teachers wouldn't be here if they didn't care about students, after all, it is summer!
- Staff worked with me and talked me into staying in the program.
- Staff gives a lot of work & helps with problems.
- Encourage students.
- Staff pushes students to think about things. Staff gives students a chance to correct problems & gives you another chance.
- Staff is nice & caring, leads us the right way. I don't want to fail for myself & for the staff.
- The staff always helped us as we went along. The staff was willing to answer any kind of question.
- Teachers & staff are very helpful, concerned and nice people. Staff shows caring & concern.
- Staff showed concern right away when I was sick. I appreciate the caring.
- Teachers understand why kids are here & what special help they need. Staff takes time out to kids, go out of their way to talk to you & find out what is wrong.
- Staff acts respectful & caring, & concerned about me.
- Staff always help, come & talk to us, encourage us to do a good job.
- The staff is always there. They talk to us, they explain things.
- In a regular school if something happens only one person usually gets to tell their story. Here the staff listens to everyone.
- Staff has high expectations. They explain the work.
- Gave students a lot of attention.
- Was treated like an adult.
- Staff did a nice job and helped a lot.
- Some teachers made more of an effort to get to know me.

Academic Enrichment Program
1996 Summer Employment & Training Program
Comments on Student Questionnaire

Please explain your ratings of staff. (continued)

- The teachers really expect you to work. They do show respect except when you get on their nerves.
- Well when we first started the program they were pretty hard on us, then after that long as we did what was expected of us they cooled off.
- The teachers cared and pushed us a lot.
- Because sometimes it was lacking (caring).
- It was OK because when we ask someone for something the staff was there to answer.
- The teacher gave us the opportunity to learn more about ourselves.
- They did all the school like they should.
- Well I rate the program at a B. The staff was respectable to me and others.

Please explain your responses to how the program will help you in school, getting a job, or becoming more responsible.

- It won't help in school because we did nothing but the work book and that was nothing but our help in getting a job.
- There is nothing to explain.
- I learned a lot about getting a career and now I know how to get it.
- Because they taught us how to be responsible.
- Yes because what they try to teach you will help in the future.
- Because it gives me more knowledge on the job. I want to become and it told me what I had to do to become it.
- On Computers they make you do a resume.
- This program taught me about the real world.
- I learned a lot.
- It makes you a better person and responsible.
- Yes because it's helping me already.
- Because they showed how to be in a meeting and do resumes.
- What I have learned here has tied in with other classes I'm taking.
- Has shown me how to prepare for a job & do well.
- Learned about life situations: cost of housing, income necessary to sustain lifestyle.
- The program has helped me already because I learned about jobs and applications.
- This program has already helped me in my life.
- I have been in the program for three years I have learned a lot about my responsibilities, how to do business paper
- I learned how to take responsibility for myself, and for my job.
- It helped us learn job skills and it helped us to work by ourselves.
- This program taught me things that I didn't know. Mr. Carrera & Mrs. Cunningham worked hard with me & helped me
- I learned how to budget. I learned what I need to do for the future.
- I have had to get up early & go to work, & I have my own money.
- I learned a lot of things about jobs, what to do, how to be polite.
- We learn what is expected on the job by employers and what individuals should expect from their employers.

Academic Enrichment Program
1996 Summer Employment & Training Program
Comments on Student Questionnaire

Please explain your responses to how the program will help you in school, getting a job, or becoming more responsible. (continued)

- I learned how to manage money and to be responsible.
- Taught good reading, writing & math skills.
- Received good skills concerning, speaking, controlling a temper, business skills.
- Helped her to think about her future.
- It won't help me in school because it is a job class, but it may help me get a job because this is job training.
- Well for the school part if I can get up & come to the program, I can go to school.
- Yes a lot can be applied.
- Because of the training.
- It was kind of unorganized.
- Because that is what the program was about.
- Because it will.
- Because the program made me realize things about myself that I never knew that can help me through life.
- I answer these questions the way I did because I wanted to.

Would you recommend this program to your friends?

- It's fun and helps you out a lot at least it's a job and you get to work after also.
- Yes & No because they really did not teach us about the work. It was more like do it with our directions but Yes because it is a start.
- So they can learn something.
- So they could get high school credit.
- Because it is a pretty good program.
- Because I think they would have fun. But I don't think they would come.
- I would tell them that these is a good program and it will help you get a better job.
- This program shows you how hard it is to get a job.
- Most of my friends need HS credits and/or money.
- Nice program. Learn a lot. Helps you.
- Because if they need money.
- Because it shows you about jobs and you get paid.
- No. If you weren't getting paid I would not.
- Would get them off the streets and help them do better.
- This program needs to be more publicized. I recommend it to my friends.
- Some of my friends got into the program because I told them.
- Enjoyed class room and liked what was being taught.
- Friends would not come to school in the summer, also some would lose their temper with some teachers.
- Because it pays money.
- Because it is very educational.
- Because maybe they would want to do something like this.
- Because I would.
- The work is so hard.

Academic Enrichment Program
1996 Summer Employment & Training Program
Comments on Student Questionnaire

Would you recommend this program to your friends? (continued)

- No. I did not like it this year.
- So they could get the same thing I got out of the program.
- It is a good program.
- Be it a cool program.
- Because it's good for you.
- Hey, they just maybe like this program.
- Program will teach people how to act.
- Yes because they need the help and money.
- Yes because some of my friends need it to learn more about themselves.
- Because it was an alright program and I like it. Thank you.

APPENDIX B

RESULTS OF STAFF QUESTIONNAIRE

DENVER COMMUNITY SCHOOL
Summer Academic Enrichment Program

STAFF QUESTIONNAIRE

1. On a ratings scale of 1 to 5, with 1 being Poor and 5 being Excellent, please rate the following "Choices" materials in terms of their value to the students:

____ Autobiography ____ Vocabulary ____ Budget ____ Reading ____ Writing

Please explain your ratings:

2. Using the same ratings scale, please rate the following other program components in terms of their value to the students:

____ Computers ____ Student Portfolio ____ Interviews ____ Resume ____ Job Application

____ Other (Please explain):

Please explain your ratings:

3. What would you change about the program?

4. Do you think that this program:

Will help the students in school this year ____ Yes ____ No

Will help them get a job? ____ Yes ____ No

Will help them be more responsible? ____ Yes ____ No

Will help them be more independent? ____ Yes ____ No

5. What percentage of the students:

Would be in this program if they were not paid to attend?

Would be in this program if they were not eligible to receive high school credit?

6. Do you believe that the students in this program are expected to do more than those during the school year?
Please explain:

7. How helpful were the program materials (the "Choices" curriculum)?

____ Very helpful ____ Somewhat helpful ____ Not helpful

What changes would you make in the program materials?

8. Do you think that the students perceive that the program staff members:

Care about them?

Respect them?

Expect them to work hard?

Please explain your responses:

9. Is there anything else about the program that you would like to tell us?

**Academic Enrichment Program
1996 Summer Employment & Training Program
Results of Staff Questionnaire**

	Kunsmiller	Manual	Skinner	Combined
<u>Rate* Choices Materials:</u>				
Autobiography	4.9	4.0	4.0	4.5
Vocabulary	4.7	3.9	2.6	3.8
Budget	5.0	4.6	3.2	4.4
Reading	4.9	4.6	3.0	4.3
Writing	4.9	4.4	3.2	4.3
<u>Rate* other components:</u>				
Computers	5.0	3.0	4.0	4.0
Portfolio	4.6	3.7	3.3	4.0
Interviews	4.7	3.3	4.0	4.0
Resume	3.6	4.0	3.6	3.7
Applications	4.3	3.7	4.0	4.0
<u>Believe Program Will Help:</u>				
In School	80%	86%	100%	84%
Get a Job	100%	100%	100%	100%
Be More Responsible	100%	57%	71%	74%
Be More Independent	100%	57%	57%	68%
<u>Believe Students Would Attend:</u>				
If Not Paid	48%	22%	32%	34%
If Not Credit	73%	60%	40%	59%
<u>Students Feel Teachers:</u>				
Care about them	100%	57%	85%	78%
Respect them	100%	57%	85%	78%
Expect them to work hard	100%	57%	85%	84%

*Ratings based on a scale of 1 to 5 with 5 the highest

Academic Enrichment Program
1996 Summer Employment & Training Program
Comments on Staff Questionnaire

Please explain your ratings on the "Choices" materials in terms of their value to the students.

- Vocabulary was much too advanced for students. Practical related to self, jobs and needs would have been more appropriate.
- I would choose different material to cover the skills (vocabulary, reading, writing).
- Almost all of the students that I interviewed felt that this was of value. I feel that it would have been helpful for each student to have all of the books.
- From what I saw the students really enjoyed the autobiography and budget portion.
- Some of the vocabulary was unnecessary. They will never need to know any of the words. The rest was O.K.
- Vocabulary is vital toward all aspects of the program - learning and knowing terms related to work.
- Excellent program & materials!

Please explain your ratings of other program components in terms of their value to the students.

- All programs have a great value to all student's vision.
- Let them learn them (student portfolio & resume) in Junior years. They will never be in a position when either category would be needed.
- These are more practical and skills the students need to know.
- These are all great skills to learn and understand.
- All of these activities were real-life experiences for the students. They appreciate being trained to do these things.
- The students certainly enjoyed the time they were able to use on the computers, and familiarize themselves with word processing.
- Anything that will help students have a fighting chance on the job market - I say Bravo!!
- There was not enough time for computer literacy but the interviews took too long.
- Resume is a key toward ones job placement/interview.
- Great job skill training.

What would you change about the program?

- Expose more students to the program.
- Keep the schools and mayor's office involved only. Use Servicios as referral service, then schools follow through with skills. Servicios was non-instrumental in on-site lectures, discussion, but more of a listen and respond rather than fully knowing kids and program.
- That the students would have a text book to go along with the work books.
- Curriculum guides.
- Gear program more to the academics.
- Involve more average kids, don't just focus on at risk or low income.
- Open the program to all students regardless of need or risk; extend program into the summer; explain the program better; allow teachers to teach more creatively; allow for more speakers and field trips.
- Have the counselors prepare the students more before the academic enrichment portion so they realize there will be school first, before being placed at a job site.

Academic Enrichment Program
1996 Summer Employment & Training Program
Comments on Staff Questionnaire

What would you change about the program? (Continued)

- Decide if this is academic training or prep for job entry.
- There should be at least one more week to get the kids on the computer.
- Maybe visits at job sites.
- Nothing
- Checklist for materials to be included in student folders should be provided early in program.
- More students
- Keep Servicios out of it.
- The students would be a little older.
- The "Choices" curriculum - I would choose a curriculum that's more "age-related" and "high interest."
- Open program to more students. This program is of great value and should be fully funded.
- We need to get more kids enrolled in this program, it is very valuable and more could benefit. If we get them early on we will be more successful and so will they in the years to come.
- Turn counseling over to a designated counselor in each school.
- Orientation about the Job Enrichment Program (i.e. expectations).
- Do not pay the students till the program is over.
- Have one work day during the class term.

Comments about whether the program helps students in school, to get a job, to be more responsible, or to be more independent.

- Hopefully.
- Responsible and Independent - maybe, if they had a good attitude.

Comments about whether students are expected to do more than during the school year.

- Yes, we deal more with the individual person and their skills to become a responsible adult.
- No, It's watered down less stressful (except for heat) and laid back.
- They are expected to work and learn. This is not harder than regular school, but condensed.
- Yes, because you have to think differently in a job situation than in school.
- Yes I do. The small class size & higher staff to student ratio allows for more one-on-one attention which makes students feel cared for and raises their expectations of themselves.
- The students are expected to do more only because the time frame is shorter than the regular school year.
- Yes! But when they rebel we need more leverage to fine & take credit.
- No. They seemed to do enough work.
- No. They did a lot.
- No. All subjects and activities are related to the work environment.
- Yes, because we have a tight schedule & they are getting paid.
- No. These are skills needed for their everyday lives.

Academic Enrichment Program
1996 Summer Employment & Training Program
Comments on Staff Questionnaire

What changes would you make in the program materials?

- There are better materials. Also, students must have own books to follow along with teacher.
- Shorten the book, so it's not repeating itself so much.
- It was hard working with the students on budgets when the students are so poorly prepared math wise. A basic course in math (review, for some) would be vital, not only for the students, as they further their education, but to be efficient with basic math functions in the workplace.
- More diversity.
- Update curriculum, provide more real-life stories and life skills activities.
- Update the material.
- Somewhat helpful for prep for job. None if for job training.
- Not as much esoteric vocabulary -- more down to earth.
- None.

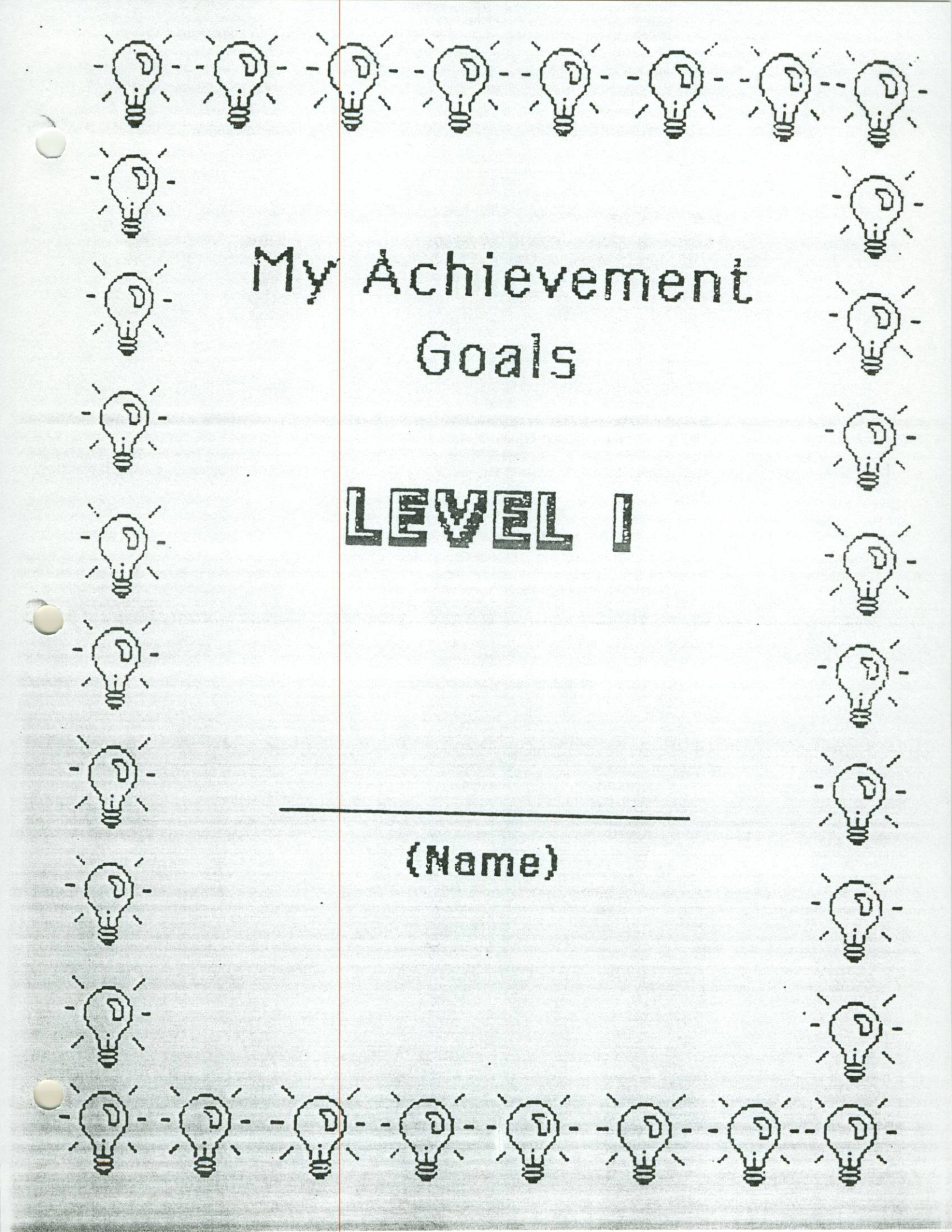
Explain whether you think that program staff care about the students, respect them and/or expect them to work hard.

- We make sure that the booklet is complete and all work covered.
- We worked hard and made them work hard, but we also got to know each other.
- They seem to think that "some" people are after them.
- The staff is chosen for their concern for students.
- Somewhat - most
- Most of the time.
- There were complaints that we expected too much writing.
- Many times teacher experiences were taught.
- Most of the time.

Is there anything else about the program that you would like to tell us?

- Implement computers throughout program rather than just a few assignments (i.e. resumes, cover letters, etc.)
- Students need to know more about this program and what is expected of them before they get involved.
- I truly believe the students now have skills they believe they can utilize and some of them who were not in school or not going to return now want to return to school and complete their education.
- Coordination & starting from the top organization.
- Good program.
- There needs to be a training day for staff.
- This program is needed for so many reasons.

APPENDIX C
PEWMS POST TEST

A decorative border of lightbulbs surrounds the central text. There are 8 lightbulbs in each of the four corners, and 8 lightbulbs along each of the four sides, for a total of 32 lightbulbs. Each lightbulb is a simple line drawing with a base and a bulb, with short lines radiating from the top to represent light.

My Achievement Goals

LEVEL I

(Name)

SCIENCE

LEVEL I

1. Observe at least three objects of interest for a minimum of 20 minutes each. Draw three or more pictures of what you observed and label as many parts as possible. Evaluate your pictures for accuracy, completeness, and clarity.
2. Do at least two science investigations with a partner. Write at least five sentences describing what your team needs to complete each investigation. Draw pictures, construct models or make charts describing what your team discovered. Evaluate your pictures, models, or charts for accuracy, completeness, clarity, and depth.
3. Do at least two science investigations on your own. Write at least five sentences describing what you need to complete each investigation. Draw pictures, construct models, or make charts describing what you discovered. Evaluate your pictures, models, or charts for accuracy, completeness, clarity, and depth.
4. Do at least two science experiments with a partner. Write at least five sentences describing what your team needs to complete each experiment. Determine one variable to study. Make a guess (hypothesis) about the outcome of each experiment. For each experiment, draw pictures, construct models, make a graph, or create a chart describing what your team discovered. Evaluate your pictures, models, graphs or charts for accuracy, completeness, clarity, and depth.
5. Do at least two science experiments on your own. Write at least five sentences describing what you need to complete each experiment. Decide one variable to study. Make a guess (hypothesis) about the outcome of each experiment. For each experiment, draw pictures, construct models, create a chart, or make a graph describing what you discovered. Evaluate your pictures, models, graphs, or charts for accuracy, completeness, clarity, and depth.

WRITING

LEVEL I

1. Make a cluster using at least ten phrases or pictures before writing.
2. For a fiction story, create at least one character and give that character at least one problem to solve.
For nonfiction writing, create at least three paragraphs. Each paragraph has a main idea and three or more supporting details.
For a poem, use at least four lines to describe at least one feeling, person, or thing.
3. After writing a first draft, make a minimum of nine changes. Mark these changes.
4. Underline possible misspelled or misused words. Mark each place where you, not the teacher, made the change.
5. Evaluate your writing using examples from the page or pages you wrote:
Did I describe at least one thing very clearly?
Could a typist read what I wrote?
Did I describe at least one thing accurately?

MUSIC

LEVEL I

1. The student will play four different notes using a musical instrument of choice. The student will evaluate this music for clarity, consistency, and precision.
2. The student will listen to four different music selections. The student will discuss the personal affect of each piece and hypothesize about each composer's intent. The student will develop three criteria for evaluating a musical selection.
3. The student will select a musical instrument of interest. The student will find the connection between this instrument and some part of American culture. Using at least two resources, the student will write at least two paragraphs, create a visual presentation, or make an audio tape about this instrument. The student will evaluate this project for clarity, accuracy, depth, and completeness.

DRAMA

LEVEL I

1. The student will observe at least one play. The student will team with at least one other student to develop three to five criteria for judging the play's success.
2. The student will read, at an independent level, a one to three act play written by an American author. The student will evaluate the play for clarity, depth, completeness, and consistency.
3. The student will play a favorite character from a book, TV show, movie, or singing group. The student can work with one or more students to create a one act scene and perform the scene before a small audience. The student will evaluate the scene for clarity, logic, accuracy, relevance, and consistency.
4. The student will provide behind the scenes help for a play written and directed by a classmate. The student and the play's director will evaluate the contribution for consistency and cooperation.

PHYSICAL EDUCATION

LEVEL I

1. Participate as part of a team in two class sports. Evaluate your performance for fairness, consistency, and precision. Pick two team mates to evaluate your contributions to the team.
2. Set goals in four physical fitness events. Record the results after each physical fitness experience. After one month, evaluate your goals for their fairness and logic. Evaluate your physical fitness results for consistency, accuracy, and depth.