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**WayUP Sacramento**

**Summer at City Hall**

**Evaluation Report**

**Summer 2015**

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# I. Program Background

The Summer at City Hall (S@CH) program has been operating for six years, offering work readiness training and job placement to approximately 80 Sacramento high school age youth. The program represents a collaboration between the City of Sacramento, various school districts, and a combination of public and private employers. The 2015 S@CH season ran between June 15 and July 31, and included a comprehensive evaluation via a contract between the Nehemiah Foundation (representing the City) and LPC Consulting Associates, Inc. This report represents a summary of findings based on a combination of observations, interviews and focus group discussions, survey and assessment data collection, and analysis of qualitative and quantitative data.

The S@CH Program represents a unique collaboration between City government and school districts, where youth receive opportunities to develop skills and obtain experience in a variety of work placements. The youth who participated in the 2015 S@CH Program made the greatest gains in learning about local government and citizenship; workforce readiness; and communication. In addition, their work supervisors reported these youth met or exceeded expectations related to attitude toward work, and in a variety of 21st Century skills, like teamwork, flexibility, oral communication, and work ethic. Focus groups with youth as the program ended affirmed that they acquired skills in communication, professionalism, using public transportation, adapting to the work environment, and the value of networking. Internships, networking opportunities, financial literacy, field trips, and group work combined to provide a practical and personally enriching experience for 91 youth who would not have otherwise have these opportunities and experiences. This program reinforces the value of further education and introduces youth to civic engagement and the work place through meaningful work readiness experiences.

## Historical Description and Evolution of Summer at City Hall

Summer at City Hall (S@CH) began in 2010 as a response to the lack of positive summer experiences for youth in Sacramento, inspired by the work of long-time youth development advocate, Bina Lefkovitz. Her vision, along with the collaboration between Sacramento City Council Member Jay Schenirer (WayUp Sacramento) and Sacramento City Unified School District (SCSUD) culminated with the development of the first S@CH program in 2010. The program provides an enriching experience focusing on youth leadership and workplace skill development. It also represents an innovative collaboration between the City, multiple school districts, and employers from both the public and private sectors.

|  |  |
| --- | --- |
| **Year** | **# of Students** |
| 2010 | 30 |
| 2011 | Unknown |
| 2012 | 49 |
| 2013 | 71 |
| 2014 | 76 |
| **2015** | **91** |

The S@CH program targets students preparing for their junior and senior years of high school, and with the help of local school districts, recruits dozens of youth each school year. The application process requires that interested students complete an online application, which includes writing a resume, and a cover letter stating why they wish to participate in the program (encouraged but not required for admission). The program contributors (including the school districts, WayUp, and City staff) select students based on several factors: 1) student must live in Sacramento City limits or attend a high school within Sacramento City limits; 2) student must be 16 years of age or older upon the start date of the program; 3) student shows commitment and dedication to the program; 4) student expresses a desire to gain work experience; and 5) student must be enthusiastic and have a desire for personal growth. The intention is to provide students from all parts of the City with a comprehensive work readiness learning experience, complemented by actual work placements in a variety of positions.

Once selected, the program invites students to a three-hour orientation where they learn about the details of the program. City Hall hosts the daily 2.5-hour classroom sessions which are taught by credentialed high school teachers and city departments across Sacramento provide internship opportunities for 6 hours per week for 6 weeks.

In the months leading up to the summer program, staff from WayUp, the City of Sacramento, and SCUSD collaborate to develop learning objectives and the curriculum, along with securing city departments where students will intern and planning three field trips.

What started with a pilot cohort of 30 students and one instructor has grown to serve approximately 80 students each summer with three credentialed high school teachers, and three teacher aids.

## WayUp Sacramento

WayUp Sacramento is a local initiative (established in 2011) that links community health and education sectors in Sacramento, with a focus on geographically underserved populations, to support building a healthier community for youth and their families. WayUp Sacramento continues to provide curriculum development and support for the Summer at City Hall program, while actively pursuing funding and partnerships with private businesses like Bank of America and Wells Fargo. Additionally, WayUp Sacramento works with school district leadership to provide ongoing support and vision. Beginning with the 2015 S@CH season, WayUp Sacramento divested its fiduciary responsibility for managing the S@CH to the Nehemiah Foundation for staffing and contractual outsourcing (e.g., the evaluation contract).

# II. Current Program Description

Consistent with prior S@CH seasons, the 2015 program sought to serve a diverse group of male and female students, representing all City Council districts, multiple school districts, and a mix of racial and ethnic groups. This year S@CH focused on recruiting and working with students who would otherwise not have the opportunity to access this type of experiential learning. As the program has evolved, the goals and objectives, as well as the curriculum have continually added clarity and direction to better benefit the students, ensuring that they are prepared for the workplace and providing hands-on experience to reinforce lessons provided in a class setting, summarized below.

## Program Goals and Objectives

The overarching goals of the S@CH program are to: 1) provide youth with the opportunity to gain 21st century work skills; 2) foster interest and provide the tools to be civically engaged; and 3) create a voice for youth to address real city issues.

|  |
| --- |
| **Program Objectives:** |
| * *To have students learn about how local government operates;* * *To ignite student interest to be civically involved in making their community better;* * *To have students experience advocating for a change in their neighborhood and reflect on how advocacy skills can be used in their daily lives;* * *To have students complete a service project and reflect on the impact that project has on the student and the community; and* * *To have students explore and experience careers in city government, gain work experience and reflect on how this program impacts their course and college choices.* |
| **Desired Program Outcomes:** |
| * *Youth increase awareness and knowledge of how government works and its role in community;* * *Youth make connections to adults in city government and with community stakeholders;* * *Youth develop 21st century skills that will help them in school, life, and work;* * *Youth understand role of government in helping them make the community better;* * *Youth identify ways they can impact their community and act on them; and* * *Youth become inspired to become involved in their community.* |

S@CH combines classroom style instruction with a curriculum designed to enhance work readiness, field trips and work placement experience, as summarized below.

## Program Curriculum and Field Trips

During the 2015 S@CH program, students received six weeks of themed learning and the final seventh week focused on the advocacy project:

* 21st Century Workforce Development: In week 1, students received an introduction to the soft skills required in the modern workforce and information relating to professionalism.
* Active Citizenship: In week 2, students learned about necessary traits of effective community leaders, the rights of citizens (Bill of Rights), and the problems their communities currently face.
* Local Government: In week 3, students gained an understanding of the City of Sacramento government, discussed issues affecting Sacramento, and wrote a letter to their City Councilmember.
* Research and Advocacy: In week 4, students engaged in discussions about problem identification, ally/opponent/decision maker identification, and selected a topic to research for the duration of the program.
* Leadership: In week 5, students defined qualities of leadership, explored leadership in the context of communities, and developed a personal asset map.
* Financial Literacy and Goal Setting: In week 6, students learned how to develop a personal budget, explored college payment options, and designed a personal 5-year plan.
* Advocacy Project: In week 7, students focus on completing their advocacy projects that are specific to a Sacramento City District, which culminates in a mock Council presentation at graduation.

S@CH and the participating school districts (Sacramento City, Natomas, and Twin Rivers) have an agreement that students who participate will receive five school credits toward graduation, upon completion of the summer program. The school credit component provides an additional incentive for youth to participate in the S@CH program, and reinforces the value of completing the program satisfactorily. The requirements for completion are: attending 31 (out of 34) sessions. Students also needed to adhere to the dress code and arrive on time for both class sessions and internships; violating either resulted in “one strike” (with an overall “three strikes and you are out” policy).

In addition to the curriculum, students made field trips corresponding to several weekly themes. This year, students conducted a cleanup of the South Side Park (active citizenship), visited the Corp Yard (local government), and went to the Crocker Art Museum (leadership).

## Job Placement through Student Internships

The S@CH program provided students with the opportunity to intern with a city department or an agency in Sacramento for 36 hours over the duration of the summer, and provided a stipend of $300. Students identified up to three fields of interest on their program applications to guide program staff in placing each of them into one of 42 different departments. Students chose from a variety of disciplines and departments, including the following areas (refer to Attachment 1: Data Tables for a full list of student placements):

|  |  |
| --- | --- |
| * Accounting Finance | * Marketing and Public Relations |
| * Animal Care | * Neighborhood Supports |
| * Computer Technology | * Office Management |
| * Convention and Visitors Service | * Parks and Recreation |
| * Economic and Small Business | * Politics and Public Policy |
| * Fine Arts and Crocker Art Museum | * Recycling and Solid Waste |
| * Fire Prevention | * Traffic and Transportation |
| * Law and Legal Affairs | * Utilities and Water Conservation |
| * Law Enforcement |  |

This wide variety of options permitted youth participants to examine careers in many fields, to apply what they learned in class, and to realize the expectations of the workplace, such as being on time, working in a team, proper workplace dress, and how to respond to and work with a supervisor.

## Summer at City Hall 2015 Staff and Contributors

Because of the program content and complexity, the S@CH program relies on a variety of staff members and contributors to coordinate and implement various components. The personnel resources for the 2015 S@CH program included:

* *WayUp Sacramento:* Provided curriculum development assistance and support for S@CH. Recently moved from Councilman Schenirer’s office to Nehemiah Community Reinvestment Foundation, WayUp Sacramento is the home to programs that support and reinforce the values of education. WayUp staff collaborated with neighborhood services staff to create a master work plan for the student internships, and prepared and trained returning youth students.
* *School Districts:* Three school districts participated in the 2015 S@CH season: Natomas Unified School District (NUSD), Sacramento Unified School District (SCUSD), and Twin Rivers Unified School District (TRUSD). These three districts serve students in the north, south, and central regions of the City. The three school districts not only provided support for student recruitment, but also contributed by paying a per student cost of $400, which covers the student stipend and administrative expenses. Throughout the summer, the districts provided support when student behavioral issues occurred and were the entities to decide when students should be removed from the program.
* *Representatives from the Neighborhood Services Department (NSD) City of Sacramento:* NSD served as the backbone agency maintaining all the administration aspects of the program and ensuring the progression of the program. The NSD scheduled the dates and times for the prospective student interviews during the application and selection process. Staff from NSD welcomed the youth at orientation, and assisted in placing students into their internships.
* *Internship sites and supervisors:* Offices across Sacramento provided internship opportunities to students. At each site, a representative adult supervised students throughout the duration of the 36-hour internship and provided support in various capacities.
* *Credentialed teachers from SCUSD:* Three teachers provided classroom lessons by following the program curriculum and adjusting the lessons to student need and timing. Two of the three teachers for 2015 were returning from prior S@CH seasons. They represented several disciplines, including the Foreign Language and Social Sciences departments.
* *Non-credentialed assistant teachers:* Three assistant teachers served as mentors and built one-on-one relationships with the students. While they were not involved directly in the teaching of the curriculum, they assisted in team building exercises and facilitated small group discussions with students.
* *Returning youth (RY) students:* Six students who previously matriculated through the S@CH program served as leaders to their peers. In addition to their own personal experiences as S@CH participants, these returning youth received training in youth development, emotional intelligence, facilitation, and mentorship by WayUp Sacramento prior to the start of the 2015 season. The returning youth provided a critical peer leadership component, and reinforced the lessons, values, and expectations of the program. They also represented peer role models for the participating high school age youth.
* *Youth Development Network (YDN):* Serving as a contractor for the 2015 year, YDN provided a camp experience for 43 S@CH participants. In total 47 youth participated in camp, including four returning youth members.

## Summer at City Hall 2015 Students

The 91 students who participated in and completed S@CH 2015 represented several school districts in Sacramento County, including Natomas Unified (NUSD, 22%), Sacramento City (SCUSD, 64%) and Twin Rivers Unified (TRUSD, 7%), and other districts (7%). Figure 1 presents the distribution of participating students from each district.

Figure Program Participation by District

The S@CH Program specifically recruits students entering their junior or senior year in high school. Therefore, almost all of the participating students were either sophomores (40%) or juniors (57%) at the time they submitted an application.

Detailed demographic information was not available for participants from districts, other than SCUSD which represented about 64 percent of the total 2015 S@CH cohort. The detailed characteristics of the SCUSD students are summarized in Figure 2.

Sacramento City Unified School District (SCUSD)

The majority of students participating in S@CH 2015 attended schools within SCUSD; 59 students represented 12 high school campuses in the district. Table 1 shows the distribution of students at each school within Sacramento City Unified.

Table 1 Sacramento City High Schools

|  |  |
| --- | --- |
| * American Legion (1) | * Rosemont (3) |
| * CK McClatchy (7) | * Sacramento Charter (15) |
| * George Washington Carver (2) | * Sacramento New Tech (2) |
| * Health Professions (1) | * School of Eng. & Science (2) |
| * John F. Kennedy (9) | * Sheldon (1) |
| * Luther Burbank (12) | * West Campus (3) |

SCUSD provided demographic information for students participating in the program (refer to

Figure 2). Of the SCSUD 2015 cohort, females comprised 68 percent of the population. Almost half (47%) of these students identified as African American, while 20 percent identified as Asian and 20 percent as Hispanic.

Figure 2 SCUSD Student Demographics

Natomas Unified (NUSD), Twin Rivers Unified (TRUSD), and Others

Within NUSD, 21 students represented five high school campuses, while six students represented one high school campus in TRUSD. Table 2 below presents the distribution of students from each high school.

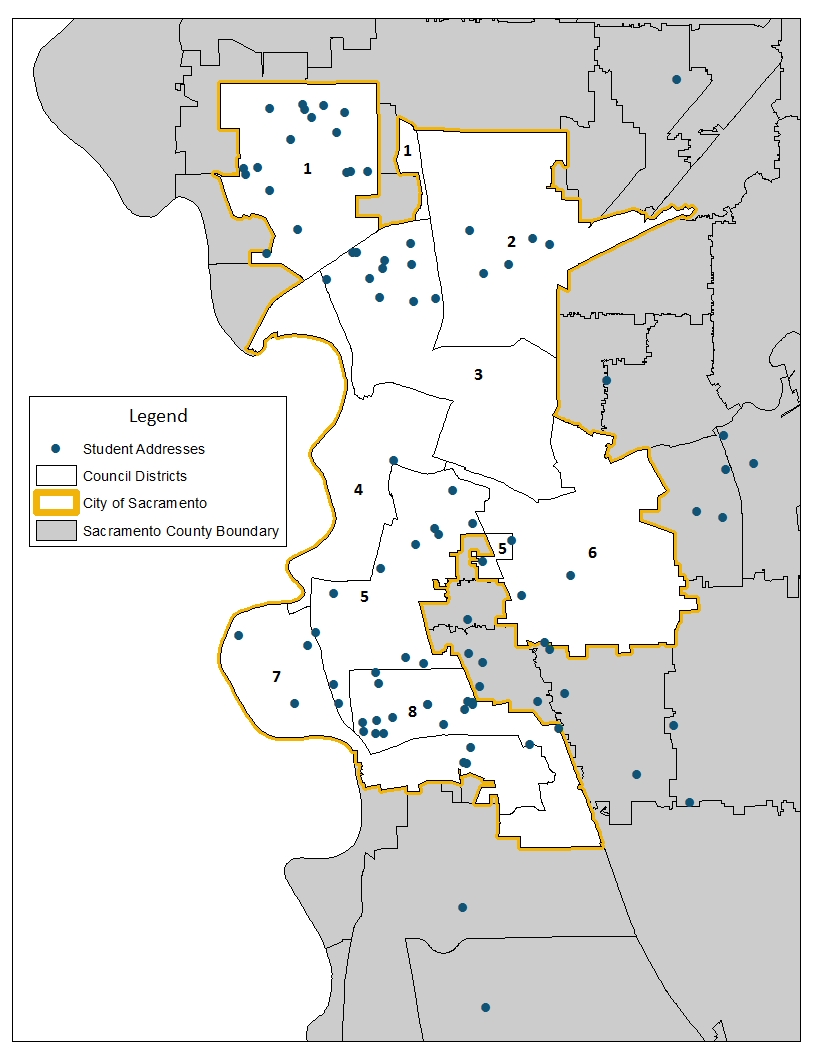
Table 2 Student Participation from Natomas, Twin Rivers, and Other High Schools

|  |  |  |
| --- | --- | --- |
| **NATOMAS UNIFIED** | **TWIN RIVERS UNIFIED** | **OTHER DISTRICTS** |
| * Discovery (3) | * Grant Union (6) | * Cosumnes Oaks (1) |
| * Inderkum (7) |  | * Eastside College Prep (1) |
| * Leroy Green Academy (1) |  | * Elinor Hickey (1) |
| * Natomas (4) |  | * Monterey Trail (1) |
| * NP3 Charter (6) |  | * Valley (2) |

Districts in the “Other” category included Elk Grove Unified School District and Sacramento County Office of Education. Six students represented five high schools in those districts.

Geographic Representation

Participating students represented 21 zip codes around Sacramento, adding to the high level of diversity of the students served this year. Students also represented each of the eight districts within the city of Sacramento. As depicted in Figure 3, both North and South Sacramento had a high density of student participation, while the central part of Sacramento (including the Downtown and Midtown neighborhoods) had a sparse representation.

Figure 3 Map of Participating Students

# III. Evaluation Methodology

2015 was the first year that the S@CH included an evaluation conducted by a third-party evaluation team, LPC Consulting Associates, Inc. The evaluation team met with the program coordinator and City Councilmember Schenirer and staff to discuss and select both evaluation methods and data collection plans. As a result of this meeting, the evaluation team submitted a summary evaluation work plan and scope of work which was included in the contract. The approach included a combination of quantitative and qualitative data, as well as tools used in the prior years and a newly created assessment tool to compare pre- and post-S@CH measures.

The 2015 Summer at City Hall evaluation consisted of several components:

* Student Self-Assessment
* Supervisor/Student Assessment
* Student Focus Groups
* Student Surveys
* Staff Focus Group
* Interview with the S@CH Coordinator

The evaluator created an Access database to store collected data and conducted quantitative analysis using SPSS statistical software. Copies of all data collection tools are included in Attachment A.

Some evaluation activities were not fully completed, in part due to unclear direction from the evaluation team and irregular communication between the evaluation team and the S@CH Coordinator. In addition, demographic data for youth participants was incomplete, because it was not included on the application form or registration information, and retrieval from individual school districts was only partially successful. The evaluation findings presented later in this report represent an analysis of data from the Student Self-Assessment, the Adult Assessment, Student Surveys, focus group and interview responses.

Student Self-Assessment

|  |  |
| --- | --- |
| I’m Doing Great | **4** |
| I’m Doing Well | **3** |
| This is OK for Me | **2** |
| I Need Support | **1** |
| I Don’t Know | **0** |

Through the classroom session and internships, students were exposed to vital skills, also known as 21st century skills. These 11 skills included: workforce readiness, communication, attitude, teamwork, local government and citizenship, research and advocacy, leadership, financial literacy, goal setting, program participation, and resourcefulness. In order to measure where students experienced growth, a needs assessment was administered at the beginning of the program and again at the end of the program. Students ranked their skills related to 11 categories on a scale from 1 to 4 (where 1 is low and 4 is high).

At the end of S@CH, program staff administered a paper survey and collected 81 matched pre- and post-surveys. The evaluator rounded numbers to the lower skill level number in instances where students wrote non-whole numbers. Additionally, instances where students wrote “5” were assigned a zero value.

Further, those who attended camp completed a third iteration of the needs assessment. Program staff asked students to respond to an online survey in exchange for a small incentive (coffee shop gift card). The third-party contractor did not administer the survey as planned at the conclusion of the camp experience, thus the evaluator administered the survey via an alternative method. Twenty students completed the assessment via SurveyGizmo, an online survey tool. It is important to note that two skill categories – program participation and resourcefulness – are not incorporated into the analysis due to an error in online survey administration.

Supervisor/Student Assessment

The initial evaluation design included having Internship supervisors’ complete assessments of students at the start of the program and again at the end. However, program staff received only three pre-assessments, which are not included in the analysis.

Supervisors rated the students’ personal traits (such as attendance, level of professionalism, ability to listen, etc.) as well as 21st century skill sets. Supervisors completed 35 post-program assessments. Forms that did not include the name of the students were not included in the analysis.

Student Focus Groups

On July 30, 2015, the evaluation team conducted four focus groups with 26 student participants in total. The focus groups occurred on the day students presented their advocacy projects. Upon the completion of their presentations, students either participated in a focus group or completed a paper survey.

During the focus groups, the students discussed lessons learned, challenges, successes, and improvement strategies for the S@CH program. The evaluator compiled the notes from each focus group and analyzed the emerging themes.

Student Surveys

At the end of the program, 36 students completed a Youth Feedback Survey. Similar to the student focus groups, the survey aimed to gather opinions on the successes, challenges, likes, dislikes, and recommendations related to the program. The evaluator entered data into Microsoft Excel and completed a content analysis of the qualitative data.

Staff Focus Group

Finally, on August 4th, 2015, the evaluator conducted a focus group with seven program staff members, including teachers, the Sacramento City Unified Coordinator for Expanded Learning Programs, WayUp Program Manager, S@CH Coordinator, District One Parks and Youth Liaison, and a founder of S@CH. Participants discussed the successes and struggles of the cohort of students, in addition to overall program successes, challenges, and suggestions for improvement. The evaluator completed a content analysis of the findings.

# IV. Evaluation Outcomes

## Immediate Outcomes

Program Attendance

The 2015 S@CH program aimed to serve over 100 students. In all, 108 students were enrolled this summer; 91 students completed the program (84% of total program enrollment). Throughout the duration of the program, 17 students dropped out or were asked to leave. Nine students did not attend any of the S@CH sessions, suggesting that they accepted their spot but did not begin the program. Some of the reasons for students dropping out during the summer included: a death in the student’s family, lack of transportation, receiving four or more absences, bullying other students, disobedience issues, and walking off the work site.

Successfully completed the program

84%

Achieved perfect attendance

30%

The program expected students to arrive on time daily; if late, students received a tardy. Three tardies was equivalent to one absence and arriving 30 minutes late was equivalent to an absence. On average, students received less than one tardy throughout the program.

Among the students who completed the program, the average number of sessions each student attended was 33 (out of 34). In addition, 27 students (30%) achieved perfect attendance (i.e. attended all sessions and arrived on time). Overall, the high session attendance suggests that students were motivated to attend the S@CH program.

## Intermediate Outcomes

Student Needs Self-Assessment: Baseline Results

Students reported their familiarity and comfort associated with 11 skill sets. More than three quarters (81%) of students felt they were either doing great or well in terms of their attitude.

Figure 4 below shows how students ranked themselves for each of the 11 skills when they entered the S@CH program.

Figure 4 Student Rating of 21st Century Skills (N=81)

The four areas where students felt they required the most support were: 1) local government & citizenship; 2) research & advocacy; 3) workforce readiness; and 4) financial literacy. Interestingly, these rates allow for considerable improvement as a function of program participation and completion.

Student Needs Self-Assessment: Change Over Time

Overall, students showed significant change in all skill areas. Students achieved the greatest improvement in: 1) financial literacy; 2) research & advocacy; 3) local government & citizenship; and 4) workforce readiness. These changes align with the four areas that students identified in their pre-assessments as areas they felt they needed support. The area of least improvement was attitude, further supporting that the majority of students began the program with confidence that they exemplified an appropriate attitude.

Figure 5 shows the mean score of students pre-assessment in comparison to their post-assessment mean score.

Figure 5 Comparison of Pre- and Post-S@CH Self-Assessment Means (N=81)

In accordance with the desired outcomes of the program, students advanced skills that will help them in all aspects of life, particularly school and work.

Supervisor/Student Post-Assessment: Results

At the end of the program, internship supervisors rated students’ personal traits and 21st century skill sets in terms of their expectations (exceeding, meeting, or below). The majority of supervisors felt that students either exceeded or met their expectations in all personal trait categories (refer to Table 3 below). Specifically, in agreement with the students’ feelings that they exemplified appropriate attitudes, 97% of supervisors felt that students either met or exceeded their expectations in terms of attitude toward work.

Table 3 Supervisor Ranking of Student Personal Traits (N=35)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exceeds** | | **Meets** | |
| **Personal Traits** | **N** | **%** | **N** | **%** |
| Attitude toward work | 20 | 57% | 14 | 40% |
| Ability to listen | 19 | 54% | 15 | 43% |
| Productivity | 19 | 54% | 15 | 43% |
| Relations with coworkers | 19 | 56% | 15 | 44% |
| Reliability | 18 | 51% | 15 | 43% |
| Response to supervisors | 18 | 55% | 14 | 42% |
| Attendance | 18 | 53% | 15 | 44% |
| Level of professionalism | 17 | 50% | 15 | 44% |
| Appearance | 16 | 46% | 19 | 54% |

In terms of 21st century skills, over half of supervisors felt students exceeded expectations in the areas of teamwork and work ethic. Supervisors did not rank many students as failing to meet their expectations. However, more than half of supervisors noted that creativity, technology, and written communications were areas that were “Not Applicable” to their student interns. Consistently, students’ ranked themselves the highest in teamwork in their Self-Assessments and their supervisors rated them the highest in teamwork. Figure 6 below presents supervisor expectations by each skill set.

Figure 6. Supervisor Ranking of Students’ 21st Century Skills (N=35)

Key Findings: Student Focus Groups

The 26 students who participated in the focus groups overwhelmingly stated that they would recommend the program to their peers. They felt that the program builds confidence, as well as provides an opportunity to network, gain work experience, learn responsibility, and learn about local government.

Lessons Learned

The youth noted several significant lessons learned throughout the duration of the program: 1) communication skills; 2) how to go from being professional to casual; 3) how to use public transportation; 4) what work life feels like; and 5) the importance of networking. Several students mentioned that at the beginning of the program, they struggled to speak in public. However, by the end, they gained confidence and were able to speak clearly. The youth felt that the “flipping the switch” tool helped them learn the importance of switching from casual to professional, and how to apply that in the workplace. In addition, multiple students did not know how to utilize public transportation before the program, and upon the conclusion, were capable of doing so. Lastly, students thought that learning to build relationships and having the opportunity to network would help them in the future.

**SKILLS LEARNED**

**✔COMMUNICATION**

**✔PROFESSIONALISM**

**✔HOW TO USE PUBLIC TRANSIT**

**✔WORK ENVIRONMENT**

**✔IMPORTANCE OF NETWORKIN**G

Challenges

The advocacy project proved to be the biggest challenge from the students this summer. Several students mentioned that the lack of communication from instructors regarding the instructions for the project made it difficult to determine what to do. The lack of clarity created friction between group members. The youth felt that the time constraint for the project was also challenging.

I think one of the biggest challenges was teamwork. Especially in our group it was like so spread out and we were not working together as a team, in advocacy it was smaller, and not having that adult there to advise us but they helped on certain days but they were not there for every step. Because we are teens we do not really know what we are doing, they are just like, ‘Do this and figure it out and we will give you feedback.’

In addition to the advocacy project, students struggled with the early time of the program. Some students had difficulty in arriving on time, and would therefore be penalized. Students felt that unexpected or unavoidable personal situations should have been handled in a different manner. Several students felt that the program staff did not understand or take the time to find out why students were late or missing classes.

Likes and Dislikes

When asked what they enjoyed about the program, most students agreed that their favorite component was the internship. Students felt that the internship provided a unique opportunity to develop new skills and build meaningful relationships, as well as serving as work experience to put on their resumes. Additionally, students appreciated meeting their peers from other schools.



* Dress code
* Food
* Inconsistent rules
* Lack of staff support



* Relationship building
* Resume building
* Internships

*I like my internship that experience was really great. I did not have any work experience,* no internship experience, some volunteer but only around my church. It was a good experience to be on time, be responsible, public transportation. Be independent of myself and real world since we only have one more year.

The students mentioned a variety of program components that they disliked: 1) dress code (particularly enforcement methods); 2) food; 3) inconsistent program rules between the students and instructors; and 4) lack of support from the program staff. Specifically regarding the dress code, several students noted the inconsistent manner of enforcement and the strict repercussions of violating the code. For example:

*They need to be more specific. Also, need to mention that girls can wear pants. Also,* communication with RYs. I would ask youth leader, “can I wear this” and they said “yes”, but I would get in trouble by the teacher. Make sure they know what is allowed and what is not.

I asked a professional if open toed was a problem and my coworkers said it was not a problem. I got dress coded and they did not say anything about that in orientation.

Dress code shouldn’t be marked as a tardy or absence. I understand the dress code, but the thing is they stress that it is important to work environment. [They need to] make sure work attire fits in with the environment.

Students also experienced several instances on confusion and discrepancies related to other program rules:

What bothered me; they say we are treated like adults. But equality wasn’t equal. If you tell us not do something, I expect you to not do that as well. Like your phone. Don’t check your phone if you don’t want us to do that.

One thing that I did not like was two incidents where two people got fired. One person was fired on Monday and another yesterday, and the person fired on Monday did not get paid, but the one fired yesterday got paid.

At a certain point, the halfway point, you shouldn’t be getting people kicked out. Limit that. If it is a behavioral problem, do a referral.

Additionally, students expressed that they did not feel supported by or connected with the instructors.

Starting conversations, those are legitimate personal questions that people have time to answer and some people answer that in legitimate way, but all I see teachers, they ask but they don’t listen to responses.

They don’t take the time to get to know us. They distance themselves. The TAs get to know us. When we tell them something. RY ask how morning is going. No personal level with teachers. I know it is a work environment, but at the same time, make it comfortable. Goes back to communication.

Keep positive attitude, the teachers tell us all the time to have a positive attitude and then they do not.

Suggestions for Program Improvement

The students discussed several ideas for program improvement, including 1) increasing positive teacher-student interaction; 2) offering more college prep activities, 3) allotting more time to the advocacy project; 4) clearly advertising the classroom portion of the program; and 5) explaining the dress code better at the start of the program.

When we do activities or interactive icebreakers it would be fun to see the teachers participate, just the RYs do it. The teacher’s assistants would participate.

More positive feedback. Only one teacher only really helped us and said we were on the right track. It was so negative, so we would be up really high, excited, and then get really shot down.

Also we got a lot of information like the bank came and government in “College Q&A” but we should have more of that. We did a lot of stuff in the beginning, those games, more informational more of those not games. More college information and how to do resumes and jobs applications.

Key Findings: Post-Program Student Surveys

The majority of students (92%) responded that they would recommend S@CH to their peers. However, two respondents noted that they would not recommend the program. Ironically, one felt that having a summer job instead would be more worthwhile, while the other believed it was too similar to school.

InternshipsNetworkingBanking classesEnergizers/IcebreakersField tripsFoodGroup WorkSkill buildingLearning

FoodTrouble with other studentsClassesDress codeInstructorsPolo shirtsEarly start timePublic speakingProgram organization

***Students liked…***

***Students did not like…***

The survey asked students to consider what they learned from the classes, internships, and field trips. From the classes, the most noted lesson learned was how to be financially literate. In terms of internships, students learned about workplaces and how they operate, while self-awareness was the most mentioned lesson learned from the program field trips.

Students noted several challenges; however, the early start time of the program was the most frequently mentioned. Students also struggled with working in groups (particularly collaborating in difficult situations), public speaking, and transportation.

Students enjoyed the internship experience, as well as networking with their peers and future employers. Conversely, students did not enjoy the food and struggled to work with other students in the program.

Students made a variety of suggestions for the improving the program.

I suggest that they have more field trips to places in Sacramento that show the different work forces of the city.

I recommend to prepare for lessons in different interesting ways. Also, try to start the advocacy project earlier.

Choose people that will both benefit from their experience. And take it serious and respect that this is a place of business.

I would recommend that we spend more time on resumes and cover letter formatting.

Teachers should be more positive and understanding, I feel like some students had bad attitudes and disrespectful.

Key Findings: Staff Focus Group

Student Related Feedback

Participants noted that overall the majority of students were motivated and excited to be participating in the program this year. In terms of student needs, one participant noted that the students in this cohort of S@CH “*required a lot more love and attention*” than previous years. Participants noticed that students lacked basic workplace skills at the start of the program; however, during the course of the summer, noticeable change occurred in skill development and capacity.

On the last day at graduation, seeing the deliverance of what we emphasized and worked hard on, they portrayed all those skills. I was proud seeing that. They were so shy, and all of the sudden standing up for themselves.

Participants mentioned that the curriculum addressed the 21st century skill set well, but noted that the students would benefit from having additional opportunities for resume building and cover letter writing.

In terms of the strengths, participants observed that a portion of the students already possessed strong leadership skills, “*we definitely distinguished the leaders of the groups and in the classroom*”. Additionally, one participant felt one of this year’s assets was the diversity and representation of the students:

As far as geographic, spread across, and socioeconomic background. I think that is a major strength and asset of our young people.

The participants gave several examples of student growth this summer:

I feel like every student had some sort of experience connected with themselves, and understood their own power and had an opportunity to use it in the program. Some of the most powerful experiences the students had were personal, feeling like they had a community to connect to.

When they started advocacy project there were already relationships there and grew as process continued, solidified friendships for them. In some cases, some students couldn’t work with others, but some worked well. I think the students found other mentors around them, either in the program or at their site.

Compared to last year, their actual reach of what they’re trying to accomplish was much more realistic and trying to achieve their goals. Last year, was fun, but they were unrealistic goals.

While participants did observe growth among the students, challenges were also present throughout the summer. Primarily, students struggled with the advocacy project. In particular, one participant noted that the students were unsure of how to determine the next steps when issues arose. For example, making professional phone calls and not receiving a call back; students were unsure how to proceed. Additionally, some students struggled to effectively work with their peers in their groups. Issues with day-to-day concerns also arose (i.e. dress code violations, tardiness, absence, personal issues).

Despite the challenges, participants noted that the students were noticeably excited about Camp. Additionally, paychecks, internships, and guest speakers created excitement among students; “*they really liked the college speakers, to talk about college*”.

Program Related Feedback

In order to improve the curriculum, participants agreed that it would be beneficial to begin the advocacy project earlier. Several participants noted the need for additional research time in order to prepare for meetings with the council offices. Additionally, participants noted that the Wells Fargo week was a great addition to the curriculum; however, the delivery of the information could be improved:

My only concern, it was really dry and the students didn’t fully understand the benefit because it was so dry, it was a lot of lecture. I think the students were just tuned out. Subject matter was there, delivery was not. My suggestion, I teach economics, I have a variety of different projects/activities to get them engaged, hands on learning, so I would like to see adjustment on that. It is great to have them come in, but they’re not teachers. When they look at classroom and eyes are glazed over, need to readjust.

Maybe bring in college panel or bring in someone knowledgeable in respect of doing financial aid, or using computer. They were given confusing information. Although stories were fun and interesting, it wasn't what the students needed.

Participants felt that there was a missed opportunity to introduce the students to local government early on in the program.

I would like to see “Okay, here, – the first day even, or second even – this is how your city government works”. “Here are the people that work in these departments”. And actually see them. We had this last year, again kind of dry lecture. To actually come in and see what they do, and this is what they accomplish.

One participant noted that many government officials are away during the summer months, making it difficult to schedule sessions. Another participant suggested videotaping them ahead of time to work around summer schedules.

When asked about improving rapport between staff, participants noted that meeting prior to the program could be beneficial. Another mentioned that pre-work for all staff, including returning youth, should be done to prevent tension and miscommunication between staff and returning youth during the program.

One of the things is looking at analyzing, looking at social relationships, that fine line that we work with; empowering youth to advocate for themselves, as adults, making sure we allow young people to have a seat at table and have an authentic voice at the table. I know we want to encourage them to advocate for themselves, and what better place to do it. But ensure that they have the right tools, but to never diminish the voice that is coming in that aspect.

Throughout the 2015 program, supporting the students, dealing with the issues that arose, and an unclear program structure proved to be challenging:

For me it was more of, it was kind of like a small school. So, we needed counselors to deal with some of the social/emotional issues. To work with students outside of the classroom. Would have been nice to have disciplinary department. I felt that, we were kind of pulled in every direction. You never know what was going to happen each day. When they pop up, you're pulled in direction and classroom is left lacking.

Serious issues came up; we had suicide potential, different things like that. We have social workers on our staff to follow up with mental health professionals, but maybe looking at pooling additional resources, to have in place on consistent basis. That is difficult, we are stretched. Again, if we are intentional about recruiting young people to have that exposure these are the things that are needed.

I feel like adult communication can be improved; I know as a part of collaborative, it does get difficult. It does get confusing for those on ground every day, working with students and knowing who is who.

There was a lot of issues that came from organizational structure. As a teacher, we have a lot of autonomy in the classroom; we are in charge of students all day by ourselves. My classroom management is very dead on; if something I can’t deal with, I pass it on to next person in charge. We didn’t have that this year. It was very frustrating; a lot of it was frustration and challenging.

Suggestions for easing the challenges for next year included:

Clear organizational chart for who to go to when something arises.

Teaching social emotional learning skills, with more intentionality.

It would be cool if each student could have some sort of mentor relationship established that could continue back through school year.

I think, we've acknowledged the adult communication and us being on same page. Do we all have the same viewpoints, the purpose of program, how the program is going to be administered – there is that work that needs to be done there. I stand on the things in which we would hope for: our young people advocating for themselves in the appropriate manner.

All participants agreed that they would recommend the S@CH program to students next year. Participants felt that the experience is highly valuable and provides an opportunity for exposure to city government that otherwise would not be available. One participant said, “100% of students will take something away”.

*The impact and the choices they make are just so powerful that they don’t see it now. They’ll see* it 4-5 years from now. And realize, “wow this was such a powerful and impactful program”.

## Long-Term Outcomes

Post-Camp Survey: Results

Upon the conclusion of the WayUp Youth Leadership Camp, 44 students completed a post-survey, which assessed the lessons learned from the experience. The facilitator of the Leadership Camp, Youth Development Network, created and administered the survey and provided the evaluator with the raw results. Of the 91 students who participated in S@CH, 43 attended camp (or 47%).

**95%** *of students believe they have the ability to make positive change in their community.*

The goal of teaching students about their top five strengths is for them to become leaders not only at their schools, but also in their communities. Prior to participating in camp the majority of youth (84%) knew little to nothing about their top five strengths; however, the majority (84%) felt that they knew a lot and agreed (93%) that they would be able to lead with their newly discovered strengths by the end of the camp experience.

Post-Camp Student Self-Needs Assessments: Results

After attending camp, 20 students completed the Self-Needs Assessment for the final time. The survey asked students to reflect on their 21st century skills changed over the course of the program (from the start to the end of camp). Overall, students reported increases in all skill sets. Students experienced the most growth in their ability to communicate, which increased by 1.45. Figure 7 presents students’ pre-program average scores in comparison with post-camp average scores.

Figure 7 Comparison of Pre-Program and Post-Camp Self-Assessment Means (n=20)

Specifically, within the cohort of students who completed the Self-Needs Assessment three times over the course of the summer, significant growth occurred at each point in time in the students’ leadership skills. Figure 8 below portrays the change that the students reported.

Figure 8 Comparison of Pre- and Post-Camp Self-Assessment Means (n=20)

At the start of the program, students’ identified leadership skills as one of the top four areas that they felt they needed assistance. As expected, after completing S@CH, these students felt more confident with their skills than at the start of the program, and even more so after camp. At camp, students participated in several activities that focused on building leadership capacity, including a ropes course designed to push participants out of their comfort zone and realize their potential.

# V. Conclusions and Recommendations

The outcomes of the student self-assessment, taken together with findings from student focus groups and a staff focus group, suggest that students who completed the 2015 Summer at City Hall program achieved many successes. While the program successfully met its objectives, areas for program improvement arose throughout the summer. Upon completion of an analysis of all the available data, several overarching conclusions and recommendations for future programming emerged:

1. Program curriculum successfully addresses 21st century skill building. Overall, students increased their familiarity and comfort with 21st century skills from the beginning to the end of the program. Students reported the greatest increases in the areas they identified as needing support in at the start of the program.
2. A clear program structure and increased communication among program staff will alleviate confusion. Program staff agreed that the lack of a solid program structure caused tension throughout the summer. Defining roles and a chain of communication will help staff in identifying how to locate assistance when they need it.
3. Collect additional information at the start of the program, including demographics and grade point averages. In order to better show the diversity of the student cohort, it will be beneficial to collect student demographic data either from the districts represented or on the program application. Collecting information at the onset of the program will allow sufficient time to obtain missing information. Additionally, collecting grade point averages allows the potential to compare future averages for students who completed the program and may show changes in academic success.
4. Create a clear plan, including a timeline, for evaluation and confirm roles with all program partners to ensure all data is collected throughout the program. A clear road map of evaluation activities and continuous communication will assist in ensuring appropriate progress throughout the program.
5. Include interviews with internship supervisors into future evaluation plans. An informative addition to future evaluation could include the internship supervisors that students work directly with. Interviews of this nature could provide valuable feedback with respect to the workplace impact students are having and provide insight into how valuable the supervisors feel students are.
6. Utilize online tools to assist in and simply the data collection process. Due to the nature of the internship supervisors’ schedules, utilizing online survey tools may allow for an easier method of completion thus increasing response rate.

# Attachment 1: Data Tables

Table . List of Student Internship Placements

|  |  |
| --- | --- |
| **Internship Placements** | **Number of Students** |
| Animal Care | 4 |
| Bank of America | 4 |
| CDD - Code | 3 |
| Council District 1 | 5 |
| Council District 2 | 2 |
| Council District 3 | 1 |
| Council District 4 | 1 |
| Council District 5 | 2 |
| Council District 7 | 1 |
| Council District 8 | 1 |
| Crocker Art Museum | 2 |
| DOU - Logistics | 2 |
| Downtown Sacramento Partnership | 2 |
| DPR - Teen Services | 2 |
| DPW - Engineering Services | 2 |
| DPW - Parking Division | 3 |
| DPW - Recycling & Solid Waste | 2 |
| Economic Development Department | 1 |
| Fairytale Town - Admin | 2 |
| Fairytale Town - Groundkeeping | 1 |
| Human Resources | 1 |
| IT Department | 4 |
| NextEd | 1 |
| Office of Congresswoman Doris Matsui | 1 |
| Office of the City Attorney | 2 |
| Office of the City Clerk | 2 |
| Police Department | 4 |
| Police Department - Metro | 1 |
| Regional Transit | 13 |
| Revenue | 3 |
| Sacramento Hispanic Chambers of Commerce | 2 |
| Sacramento Tree Foundation | 2 |
| Sacramento Zoo | 2 |
| SCUSD | 2 |
| SETA | 1 |
| SHRA - Finance Department | 1 |
| SHRA - HCV Department | 2 |
| SHRA - PIO | 1 |
| SHRA - Public Housing | 1 |
| SHRA - Risk | 1 |
| Stockton Blvd. Partnership | 1 |
| Target Excellence | 4 |

Table 5 Student Needs Self-Assessment: Skill Areas Rated “OK” or “Need Support”

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Skill Set** | **ALL (N=81)** | **SCUSD (N=51)** | **NUSD (N=18)** | **TRUSD (N=6)** | **OTHER (N=6)** |
| Workforce Readiness | 53% | 53% | 56% | 67% | 33% |
| Communication | 32% | 24% | 50% | 33% | 50% |
| Attitude | 18% | 16% | 33% | 17% | 0% |
| Teamwork | 20% | 14% | 28% | 50% | 17% |
| Local Government & Citizenship | 69% | 66% | 67% | 67% | 100% |
| Research & Advocacy | 56% | 55% | 56% | 50% | 67% |
| Leadership | 38% | 31% | 50% | 50% | 50% |
| Financial Literacy | 48% | 43% | 50% | 83% | 50% |
| Goal Setting | 26% | 27% | 28% | 17% | 17% |
| Program Participation | 29% | 27% | 39% | 17% | 33% |
| Resourcefulness | 42% | 35% | 61% | 67% | 17% |

Table 6 Student Needs Self-Assessment: Average Change Over Time

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Skill Set** | **ALL**  **(N=81)** | **SCUSD (N=51)** | **NUSD (N=18)** | **TRUSD (N=6)** | **OTHER (N=6)** |
| Workforce Readiness | + 0.94 | + 0.86 | + 1.28 |  |  |
| Communication | + 0.68 | + 0.57 | + 0.94 |  | + 1.17 |
| Attitude | + 0.40 | + 0.29 | + 0.56 |  |  |
| Teamwork | + 0.51 | + 0.47 | + 0.72 |  |  |
| Local Government & Citizenship | + 0.91 | + 0.94 | + 1.00 |  | + 0.83 |
| Research & Advocacy | + 0.98 | + 0.82 | + 1.56 |  | + 0.83 |
| Leadership | + 0.48 | + 0.37 | + 0.83 |  | + 0.67 |
| Financial Literacy | + 1.12 | + 0.92 | + 1.72 | + 1.00 | + 1.17 |
| Goal Setting | + 0.63 | + 0.59 | + 0.72 |  | + 0.80 |
| Program Participation | + 0.59 | + 0.60 | + 0.67 |  |  |
| Resourcefulness | + 0.62 | + 0.53 | + 0.89 | + 0.67 |  |

Table 7 Supervisor/Student Post-Assessments (NUSD)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Natomas Unified School District (N=6)** | | | | | | |
|  | **Exceeds** | | **Meets** | | **N/A** | |
|  | **N** | **%** | **N** | **%** | **N** | **%** |
| **Personal Traits** |  |  |  |  |  |  |
| Reliability | 2 | 33% | 4 | 67% |  |  |
| Level of professionalism | 3 | 50% | 3 | 50% |  |  |
| Response to supervisors | 2 | 33% | 4 | 67% |  |  |
| Ability to listen | 2 | 33% | 4 | 67% |  |  |
| Productivity | 1 | 17% | 5 | 83% |  |  |
| Attendance | 3 | 50% | 3 | 50% |  |  |
| Attitude towards work | 3 | 50% | 3 | 50% |  |  |
| Relations with coworkers | 3 | 50% | 3 | 50% |  |  |
| Appearance | 2 | 33% | 4 | 67% |  |  |
| **21st Century Skills** |  |  |  |  |  |  |
| Problem Solving | 1 | 17% | 3 | 50% | 2 | 33% |
| Teamwork | 3 | 50% | 3 | 50% |  |  |
| Leadership |  |  | 3 | 50% | 3 | 50% |
| Work Ethic | 3 | 50% | 3 | 50% |  |  |
| Oral Communication | 2 | 33% | 4 | 67% |  |  |
| Diversity | 2 | 33% | 4 | 67% |  |  |
| Creativity | 1 | 17% | 3 | 50% | 2 | 33% |
| Social Responsibility | 3 | 50% | 3 | 50% |  |  |
| Written Communications | 0 | 0% | 4 | 67% | 2 | 33% |
| Technology | 0 | 0% | 4 | 67% | 2 | 33% |
| Flexibility | 3 | 50% | 3 | 50% |  |  |
| Self-Direction | 2 | 33% | 4 | 67% |  |  |

Table 8 Supervisor/Student Post-Assessments (SCUSD)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sacramento City Unified School District (N=25)** | | | | | | | | |
|  | **Exceeds** | | **Meets** | | **Below** | | **N/A** | |
|  | **N** | **%** | **N** | **%** | **N** | **%** | **N** | **%** |
| **Personal Traits** |  |  |  |  |  |  |  |  |
| Reliability | 12 | 48% | 11 | 44% | 2 | 8% |  |  |
| Level of professionalism | 11 | 46% | 11 | 46% | 2 | 8% |  |  |
| Response to supervisors | 14 | 56% | 10 | 40% | 1 | 4% |  |  |
| Ability to listen | 14 | 56% | 10 | 40% | 1 | 4% |  |  |
| Productivity | 15 | 60% | 9 | 36% | 1 | 4% |  |  |
| Attendance | 12 | 50% | 11 | 46% | 1 | 4% |  |  |
| Attitude towards work | 13 | 52% | 11 | 44% | 1 | 4% |  |  |
| Relations with coworkers | 13 | 54% | 11 | 46% |  |  |  |  |
| Appearance | 12 | 48% | 13 | 52% |  |  |  |  |
| **21st Century Skills** |  |  |  |  |  |  |  |  |
| Problem Solving | 11 | 44% | 11 | 44% | 1 | 4% | 2 | 8% |
| Teamwork | 13 | 52% | 12 | 48% |  |  |  |  |
| Leadership | 10 | 40% | 11 | 44% | 1 | 4% | 3 | 12% |
| Work Ethic | 12 | 48% | 12 | 48% | 1 | 4% |  |  |
| Oral Communication | 9 | 36% | 14 | 56% | 2 | 8% |  |  |
| Diversity | 10 | 40% | 14 | 56% |  |  | 1 | 4% |
| Creativity | 6 | 24% | 6 | 24% |  |  | 13 | 52% |
| Social Responsibility | 10 | 40% | 13 | 52% | 1 | 4% | 1 | 4% |
| Written Communications | 3 | 12% | 8 | 32% |  |  | 14 | 56% |
| Technology | 4 | 16% | 7 | 28% |  |  | 14 | 56% |
| Flexibility | 9 | 36% | 15 | 60% | 1 | 4% |  |  |
| Self-Direction | 12 | 48% | 12 | 48% | 1 | 4% |  |  |

Table 9 Supervisor/Student Post-Assessments (TRUSD)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Twin Rivers Unified School District (N=2):** | | | | | | |
|  | **Exceeds** | | **Meets** | | **N/A** | |
|  | **N** | **%** | **N** | **%** | **N** | **%** |
| **Personal Traits** |  |  |  |  |  |  |
| Reliability | 2 | 100% | 0 | 0% |  |  |
| Level of professionalism | 2 | 100% | 0 | 0% |  |  |
| Response to supervisors | 1 | 100% | 0 | 0% |  |  |
| Ability to listen | 1 | 50% | 1 | 50% |  |  |
| Productivity | 1 | 50% | 1 | 50% |  |  |
| Attendance | 2 | 100% | 0 | 0% |  |  |
| Attitude towards work | 2 | 100% | 0 | 0% |  |  |
| Relations with coworkers | 1 | 50% | 1 | 50% |  |  |
| Appearance | 1 | 50% | 1 | 50% |  |  |
| **21st Century Skills** |  |  |  |  |  |  |
| Problem Solving | 1 | 50% | 1 | 50% |  |  |
| Teamwork | 2 | 100% |  |  |  |  |
| Leadership |  |  | 1 | 50% | 1 | 50% |
| Work Ethic | 2 | 100% |  |  |  |  |
| Oral Communication |  |  | 2 | 100% |  |  |
| Diversity |  |  | 2 | 100% |  |  |
| Creativity |  |  | 1 | 50% | 1 | 50% |
| Social Responsibility | 1 | 50% | 1 | 50% |  |  |
| Written Communications |  |  | 1 | 50% | 1 | 50% |
| Technology |  |  | 1 | 50% | 1 | 50% |
| Flexibility | 1 | 50% | 1 | 50% |  |  |
| Self-Direction | 1 | 50% | 1 | 50% |  |  |

Table 10 Supervisor/Student Post-Assessments (OTHER)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Other Districts (N=2)** | | | | | | |
|  | **Exceeds** | | **Meets** | | **N/A** | |
|  | **N** | **%** | **N** | **%** | **N** | **%** |
| **Personal Traits** |  |  |  |  |  |  |
| Reliability | 2 | 100% |  |  |  |  |
| Level of professionalism | 1 | 50% | 1 | 50% |  |  |
| Response to supervisors | 1 | 100% |  |  |  |  |
| Ability to listen | 2 | 100% |  |  |  |  |
| Productivity | 2 | 100% |  |  |  |  |
| Attendance | 1 | 50% | 1 | 50% |  |  |
| Attitude towards work | 2 | 100% |  |  |  |  |
| Relations with coworkers | 2 | 100% |  |  |  |  |
| Appearance | 1 | 50% | 1 | 50% |  |  |
| **21st Century Skills** |  |  |  |  |  |  |
| Problem Solving |  |  | 2 | 100% |  |  |
| Teamwork | 2 | 100% |  |  |  |  |
| Leadership | 1 | 50% |  |  | 1 | 50% |
| Work Ethic | 2 | 100% |  |  |  |  |
| Oral Communication | 1 | 50% | 1 | 50% |  |  |
| Diversity |  |  |  |  | 2 | 100% |
| Creativity | 1 | 50% |  |  | 1 | 50% |
| Social Responsibility |  |  | 1 | 50% | 1 | 50% |
| Written Communications |  |  |  |  | 2 | 100% |
| Technology | 1 | 50% |  |  | 1 | 50% |
| Flexibility |  |  | 2 | 100% |  |  |
| Self-Direction | 1 | 50% | 1 | 50% |  |  |

# Attachment 2: Student Self-Assessment Survey

