SCYEC provides youth and young adults with meaningful, paid work experience, environmental education, and the opportunity to explore careers and develop work-readiness skills. Participating youth and young adults contribute to the community while completing environmental projects or working with various local nonprofit organizations. The Sonoma County Human Services Department has proudly administered SCYEC along with local partners and contracted youth provider agencies every summer since 2009.

**SCYEC Positively Impacts Youth & Young Adults**
In 2016, SCYEC met all of its identified short-term objectives for youth and young adults. Program highlights include:

### Increasing Work-Readiness Skills
- **100%** with skill deficits improved in at least one area.
- **90%** felt prepared for future employment or education.

### Building Positive Relationships with Adults & Peers
- **93%** enjoyed being part of the crew or enjoyed working with the other people at their individual placement.
- **79%** said that they had an adult in the program they could talk to about important decisions in their lives.

### Earning Money to Support Themselves & Their Family
Participants earned **$10.50 - $12.50** per hour.
- **73%** saved at least part of their earnings.

### Making Plans for the Future
- **98%** reported a post-summer plan for school or work.

### Fostering Environmental Awareness
- **95%** reported awareness of environmental issues.

### Youth Satisfaction with SCYEC
- **98%** reported overall satisfaction with SCYEC.

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“For more information about SCYEC, please contact Cristin Tuider at ctuider@schsd.org or 707.565.8504”

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**SCYEC Core Program Components**

**Employment & Development**
- Young people receive education and training to develop the core job skills needed to find and keep permanent employment.
- Young people receive career development opportunities.

**Environmental Stewardship & Community Service**
- Crews complete environmental and conservation-related projects, and learn about ecology and environmental issues.
- Projects help prevent flooding and fires, maintain and provide access to our local parks, sustain community gardens, and address safety issues on public trails.
- Individual placements support nonprofits and public agencies.

**Strategic Community Partnerships**
- SCYEC brings together a diverse group of agencies, nonprofits, and community groups.
- SCYEC leverages a broad array of public and private dollars.
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BACKGROUND

Program Overview

The Sonoma County Youth Ecology Corps (SCYEC) provides young people ages 16-24 with meaningful, paid work experience, environmental education, and the opportunity to explore careers and develop work-readiness skills. Youth and young adults contribute to their community while completing environmental and conservation-related projects or by working with local nonprofits. SCYEC brings together a diverse group of public agencies and community organizations in a unique program that is replicable and sustainable.

For eight consecutive years, the Sonoma County Human Services Department (HSD) has administered SCYEC in close partnership with:

- Sonoma County Workforce Investment Board
- Sonoma County Water Agency
- Sonoma County Office of Education
- New Ways to Work
- Five local nonprofits contracted by HSD to employ and supervise youth:
  - Conservation Corps North Bay
  - The Center for Social and Environmental Stewardship
  - Petaluma People Services Center
  - Social Advocates for Youth
  - West County Community Services

SCYEC began in 2009 as a summer jobs program for youth with the support of the American Recovery and Reinvestment Act (ARRA). In 2012, SCYEC was expanded into a year-round youth program. While this report focuses on the summer program, the Sonoma County Youth Education and Employments Services (YEES) Program provides year-round career preparation and work experience for youth and young adults in the community.
SCYEC has provided more than **1,500** job opportunities since its inception and funding has totaled almost **8 million dollars**. Youth and young adults are paid between $10.50 and $12.50 per hour, depending upon skill and experience, for eight weeks during the summer. While most youth and young adults work on crews completing ecology work and environmental restoration, some are assigned to an individual placement with a nonprofit or public agency. Youth and young adults gain valuable work experience and develop skills considered necessary by Sonoma County employers.

Although SCYEC is open to all Sonoma County 16-24 year olds, the program targets economically disadvantaged young people, especially those currently enrolled in Workforce Innovation and Opportunity Act (WIOA) programs, those receiving Temporary Assistance to Needy Families (TANF), and youth who have been in the foster care system. Funding source requirements and allocation amounts determine the number and types of participants served through SCYEC, with flexible dollars from investing hosts and donors allowing all Sonoma County young people to have access to the program.

SCYEC meets the criteria for a Tier 2 promising practice program on the Sonoma County Upstream Investments Portfolio, affirming the program’s strong foundation in evidence. **1** SCYEC has also received several awards: in 2014, SCYEC received a Challenge Award for innovation in county government by the California State Association of Counties (CSAC) and in 2015 SCYEC was named a Bright Idea by the Harvard Kennedy School Innovations in Government Program.

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**SCYEC Core Components**

**Youth Employment & Development**

- SCYEC provides meaningful summer jobs for young people.
- Participating youth and young adults are placed on a crew or in an individual placement.
- Young people receive education and training to develop the core job skills needed to find and keep permanent employment.
- Young people receive career development opportunities.

**Environmental Stewardship & Community Service**

- SCYEC provides valuable services to local public agencies, nonprofits, and the community.
- Crews complete environmental and conservation-related projects, and learn about ecology and the environment.
- Projects help prevent flooding and fires, maintain and provide access to our local parks, sustain community gardens, and address safety issues on public trails.
- Individual placements impact the community through the host organizations they work with.

**Strategic Community Partnerships**

- SCYEC brings together a diverse group of agencies, nonprofits, and community groups.
- SCYEC leverages a broad array of public and private dollars.

---

**1** Upstream Investments Portfolio, Tier 2. [http://upstreaminvestments.org/html/programs.htm](http://upstreaminvestments.org/html/programs.htm)
Report Overview

The 2016 summer program evaluation deepens the understanding of SCYEC’s impact on enrolled young people, the environment, and the community. The audience for this report includes: the Sonoma County Board of Supervisors, various departments within Sonoma County, youth program provider agencies, project host sites, and funders of youth employment and environmental stewardship programming. The information included in this report will be used to inform business practices and program design.

This report presents evaluation findings from the 2016 summer, including an assessment of the effectiveness of SCYEC in reaching its short-term goals (See Logic Model on Page 4).

Specifically, this report addresses the following key questions:

To what degree did SCYEC achieve anticipated outcomes for the 2016 summer program?

What lessons from the 2016 summer can be applied to future program design?
Needs

Youth Unemployment

In Sonoma County, young people ages 16-24 are faced with higher unemployment rates than adults. According to the most recent data from the U.S. Census Bureau, about 21% of Sonoma County youth ages 16-19 and 7% of Sonoma County young adults ages 20-24 are unemployed, compared to 5% of adults ages 25-64 in Sonoma County (See Figure 1).

The unemployment rate is particularly high among Sonoma County youth ages 16-19 – roughly three times as high as for young adults ages 20-24 and adults ages 25-64.

From 2014 to 2015, the unemployment rate for youth ages 16-19 increased slightly from 19% to 21%. In contrast, the unemployment rate for young adults ages 20-24 decreased from 11% to 7%. This is a reverse of the trends observed from 2013 to 2014.3

Figure 1: Unemployment Rates for Sonoma County Youth Ages 16-19 Remain High, While Rates for Those Ages 20-24 and 25-64 Have Decreased

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2 U.S. Census Bureau: American Community Survey. Employment Status 1-Year Estimates, 2005-2015. Please note: The most recent unemployment rates available for Sonoma County youth were from 2015; the 2016 youth unemployment rates are not yet available.

Youth Poverty Levels

Sonoma County young people ages 16-24 also face consistently higher poverty rates than adults ages 25-64. An estimated 18% of Sonoma County young people ages 16-24 are living in poverty, compared to 10% of adults ages 25-64 (Figure 2).^4

Research shows that youth in poverty are at risk for negative outcomes later in life. Compared to youth from “well off” families, impoverished youth are significantly less likely to complete high school, less likely to earn a high school diploma versus a GED, and less likely to enter or complete post-secondary education.^5

Figure 2: Poverty Rates for Sonoma County Young People Ages 16-24 are Consistently Higher Than for Adults Ages 25-64

Disconnected Youth

Data suggests that approximately 12% of Sonoma County young people ages 16-24 are classified as disconnected, meaning that they are not enrolled in school (full- or part-time) and not employed (full- or part-time). That equates to about 6,800 young people.^6

Sonoma County’s youth disconnection rate is about the same as the State of California and the nation as a whole, but it is slightly higher than the rates in comparable counties such as Napa (11%), San Mateo (10%), Santa Clara (10%), and Santa Cruz County (8%).^7

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Disconnected young people are at risk for many negative outcomes and are less likely to successfully transition to adulthood. Young people who are involved in the criminal justice system, live in a low-income family, are in foster care, and/or receive special education are at increased risk for becoming disconnected.8

Furthermore, youth disconnection rates vary considerably by region, gender, race, and ethnicity: Rural areas tend to have higher rates of youth disconnection than urban or suburban areas. Boys and young men are slightly more likely to be disconnected than girls and young women. Native American, Black, and Latino youth tend to have higher rates of disconnection than White and Asian youth.9

Environment & Community Needs
Locally, there is a seasonal demand for flood mitigation and stream restoration activities, creek clean-up and invasive species removal, fire abatement activities, maintenance and building of trails in local parks, restoration of wetlands, clean-up of open spaces, and support of sustainable community gardening projects. Also, parks and environmental organizations hope to inspire a new generation and diversify their workforce.

SCYEC addresses this need and provides young people with the opportunity to work on conservation and other projects throughout Sonoma County. The community is in need of a job-ready prospective workforce; SCYEC equips youth and young adults with work-readiness and other essential skills desired by local employers.

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Youth Participants

There were 82 youth and young adults hired during the 2016 summer; most worked on a crew completing outdoor ecology work. The majority of participating youth and young adults – about 66% – completed at least 140 program hours. About 72% of youth and young adults had a positive program outcome – defined as either completing 140+ program hours or leaving the program early to start a new job or return to school.

Youth were referred to SCYEC in a variety of ways. For instance, SonomaWORKS case managers referred youth and young adults from families receiving TANF. Youth program provider agencies actively recruited youth and young adults for SCYEC. Youth and young adults also applied to the program based on word-of-mouth or previous SCYEC experience. In 2016, about 55% of youth and young adults were new to SCYEC. About 37% of youth and young adults had participated in SCYEC for either 1 or 2 years in the past, and 9% of youth and young adults had participated in SCYEC for either 3 or 4 years.
The five nonprofit youth program provider agencies accepted interest forms and screened youth and young adults for the program. Youth and young adults were hired based on predetermined eligibility criteria, often based on funding requirements. Both funding availability and funding requirements dictate the total number of youth and young adults that can be served in the summer program. The 2016 SCYEC summer program included just over half the number of participants as in 2015; there were 82 youth and young adult participants in 2016, compared to 150 in 2015.

**Characteristics of Hired Youth & Young Adults**

Overall, most participating youth and young adults were male, between the ages of 16-21, and identified as Hispanic or Latino (See Figure 3); these findings are similar to past program years. However, while the majority of participating young people were ages 18-21 in 2015, the largest age group in 2016 was ages 16-17. While an estimated 36% of Sonoma County young people ages 16-24 identify as Hispanic or Latino, about half of the young people recruited by SCYEC identified as Hispanic or Latino.10

**Figure 3: Most Participants were Male, Ages 16-21, and Hispanic or Latino**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>70%</td>
<td></td>
<td>30%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age Group</th>
<th>16-17</th>
<th>18-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>48%</td>
<td>41%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Race or Ethnicity</th>
<th>Hispanic or Latino</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>50%</td>
<td>37%</td>
<td></td>
</tr>
</tbody>
</table>

Racial and ethnic groups not listed above included: African American or Black, Asian, Native American, Multiple, and Other – each represented 5% of participants or less.

Analyses by placement revealed a significant association between placement type and gender; three quarters of crew members identified as male, while the individual placements were split almost evenly between male and female participants. Individual placements were determined based on participants’ interests and needs.

**Past Work & School Experience**

SCYEC was the first job experience for approximately 31% of all participants, similar to the results in 2015. Of the 45 youth and young adults who were new to SCYEC in 2016, about 53% reported that they had not had a job prior to participating in the program.

Prior to the summer of 2016, most youth and young adults – 81% – were in school. Of those in school, about 77% were in high school, 12% were in college, and 5% were in a GED program. About 31% had held a part- or full-time job and 13% had dropped out of high school. About 7% of youth and young adults were neither in school nor working.

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Barriers

About 78% of participating youth and young adults identified at least one of the following barriers at program entry (See Figure 4), slightly higher than in 2015 (75%). About 33% of youth and young adults identified more than one of the following barriers. This information was used to help determine eligibility for various funding sources and does not necessarily include all presenting barriers for youth and young adults.

In 2016, more youth and young adults identified as having had an IEP or 504 Plan, TANF/SonomaWORKS benefits, history with the legal system, and being pregnant or parenting than in 2015. The percentage of young people who reported being in foster care (either in the past or present) was the only barrier that decreased from 2015.

There was a particularly notable increase in the percentage of young people who had an IEP or 504 Plan – the rate increased to 37% from 12% in 2015. An IEP or Individualized Education Program is a written plan for a student who is eligible for special education. A 504 Plan involves special education accommodations, specifically what measures should be taken to allow a student to participate freely in public school.

In addition, there was a notable increase in the percentage of young people who received TANF/SonomaWORKS benefits – the rate increased to 35% from 20% in 2015. Of these youth and young adults, most received benefits as a dependent; only 1% of participants were an independent head of household receiving TANF/SonomaWORKS benefits.

Figure 4: Youth & Young Adults Faced A Number of Barriers

<table>
<thead>
<tr>
<th>Barriers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disability (IEP or 504)</td>
<td>37%</td>
</tr>
<tr>
<td>TANF/SonomaWORKS</td>
<td>35%</td>
</tr>
<tr>
<td>Legal System</td>
<td>28%</td>
</tr>
<tr>
<td>Foster Care System</td>
<td>16%</td>
</tr>
<tr>
<td>Pregnant/Parenting</td>
<td>9%</td>
</tr>
</tbody>
</table>

Note: This figure includes duplicate counts.
Funding
An estimated $539,042 was paid out to contracted youth program providers for SCYEC from June to August 2016. Twelve different local, state, and federal funding sources provided this support, as follows:

Local Funding Sources
Sonoma County Water Agency
Board of Supervisors Tobacco Deallocation
City of Santa Rosa Environmental Services
Sonoma County Regional Parks
Cal Recycle for Laguna Foundation
City of Santa Rosa Parks and Recreation
Sonoma County Fire and Emergency Services
Kaiser Permanente
Sonoma County Agriculture Preservation and Open Space District

State/Federal Funding Sources
Workforce Innovation & Opportunity Act (WIOA)
Temporary Assistance for Needy Families (TANF)
Services for Transitional Age Youth (STAY)

Participants had to meet specific eligibility requirements for enrollment through WIOA, TANF, and/or STAY funding. To qualify for WIOA, out of school youth had to be one or more of the following: a high school dropout (or at risk); subject to the justice system; homeless; a runaway; a current or former foster youth; pregnant or parenting; low-income; disabled; basic literacy skills deficient; an English language learner; or require additional assistance. In school youth had to be low-income and exhibit one or more of the barriers listed above. To qualify for TANF, participants had to be receiving TANF as either an adult or dependent. To qualify for STAY, participants had to be active in the foster care system or have been in foster care at age 16 or older and aged out of the system.
Youth Program Providers
The Human Services Department contracts with five local nonprofit agencies to deliver the Youth Employment and Education Services Program; SCYEC is the primary work experience component of this program. These youth program provider agencies recruit, employ, train, and supervise the participants and crew leaders, and also provide the participants with educational and career exploration support. The agencies include:

- Conservation Corps North Bay
- The Center for Social and Environmental Stewardship
- Petaluma People Services Center
- Social Advocates for Youth
- West County Community Services

Project Hosts
In 2016, there were 24 public and non-profit organization project hosts who provided participants with a healthy and safe environment, as well as meaningful work and learning opportunities at a variety of sites throughout Sonoma County. Of these project hosts, 12 hosted crews and 12 hosted individualized placements.

Project hosts, along with youth program provider agency staff, were responsible for orienting the participants and crew leaders to the job assignment and worksite, and following safety procedures (e.g., supplying water, providing a shaded area, and having safety gear). Some project hosts also provided training and assisted in identifying appropriate and relevant skill development. Several project hosts (identified by asterisks below) also invested in the program and contributed to the crew costs.

### Crew Placement Hosts
**County Agencies**
- Sonoma County Agriculture Preservation & Open Space District*
- Sonoma County Regional Parks*
- Sonoma County Water Agency*
- Sonoma County Fire & Emergency Services*

**City Agencies**
- City of Santa Rosa*
- City of Sebastopol

**Environmental Nonprofits**
- Laguna Foundation*
- Land Paths
- Petaluma Bounty
- Russian River Keepers
- Sonoma State University
- Stewards of the Coast and Redwoods

### Individual Placement Hosts
**Nonprofits**
- Boys & Girls Club of Sonoma Valley
- Boys & Girls Club of Marin & Petaluma
- Jack London State Historic Park
- La Luz Center
- Pets Lifeline
- Petaluma People Services Center
- Rohnert Park Animal Services
- Social Advocates for Youth (SAY)
  - SAY Ceres Café
  - SAY Dream Center
  - SAY Sunflower Community Garden
- Sonoma County 4-H
- Sonoma County Humane Society
- Sonoma Ecology Center
- Teen Services Sonoma

* Identifies investing project hosts
Strategies

Cross-Sector Collaboration

SCYEC is a partnership between a diverse group of county and community-based agencies and strives to deliver a program that is replicable and sustainable. The following agencies perform unique roles to ensure the success of SCYEC:

- Sonoma County Workforce Investment Board
- Sonoma County Human Services Department
- Sonoma County Water Agency
- Sonoma County Office of Education
- New Ways to Work
- Youth Program Provider Agencies
- Project Hosts

The Human Services Department provides the backbone support and oversight of SCYEC. The infrastructure is managed collaboratively through regular partner calls and meetings among the aforementioned agencies and the SCYEC Leadership Team. These meetings, designed to promote effective cross-agency partnerships, are instrumental to the success of the program. SCYEC leverages resources from multiple funding sources for maximum benefits. Project hosts and community partners provide an invaluable resource to SCYEC.

Crew Work

Youth program provider agencies hired the youth and young adults and placed them on a crew or in an individual placement (described below). Most participants (79%) worked on one of the 9 crews and completed outdoor ecology work. Crews were typically made up of six to eight people who were supervised by trained crew leaders. Generally, youth worked 5 to 8 hour workdays, 4 days per week. Each Friday, crew members participated in an unpaid education day. There were three types of crews:

<table>
<thead>
<tr>
<th>Crew</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry Level</td>
<td>Designed to provide crew members with valuable experience in order to build basic work readiness and job skills. This is often a first or second job for participants. The entry level crews are mainly comprised of 16-17 year olds, or 18-24 year olds who lack experience and are not yet ready for senior level crew work.</td>
</tr>
<tr>
<td>Senior Level</td>
<td>Designed for crew members with a more experienced skill set. These crews have higher levels of responsibility and use power tools in the field. Crew members must be at least 18 years old to serve on a senior level crew.</td>
</tr>
<tr>
<td>Extended &amp; Year-round*</td>
<td>Designed to extend the experience of older participants beyond the 8-week summer program. Exemplarily crew members are recommended and then interviewed by a panel. Funding restrictions limit the number of youth on extended and year-round crews.</td>
</tr>
</tbody>
</table>

*This evaluation report does not include data from the extended and year-round crews
Although the regular activities of a crew varied, a typical day on a crew was as follows:

- **Pick-up**: Occurred at a designated, consistent, and easy to access location. Crew members were expected to arrive within five minutes of a specified time.
- **Travel to worksite**: Crew leaders and crew members discussed the work of the day, the worksite, and the environmental impact of the work to be completed.
- **Tailgate**: Upon arriving at the worksite, crew leaders discussed any and all potential hazards at that worksite.
- **Environmental work**: Crews performed ecological restoration and environmental projects on behalf of a worksite host agency.
- **Breaks**: Crew members were allotted 10-minute breaks.
- **Lunch**: Crew members were allotted 30 minutes for lunch.
- **Drop-off**: Drop-off occurred at the same location as pick-up.

Crew members worked at a variety of worksites including Sonoma County creeks, trails, parks, and other public open spaces. The projects also varied, but included: waterway, trail and public lands maintenance; invasive plant and debris removal; fire abatement; and gardening or landscaping activities. (See Results for a summary of completed projects.)

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**Project Spotlight: Bounty Farm**

At Petaluma Bounty, a crew of four youth provided valuable support to Bounty Farm. Over the course of the summer, the crew constructed a functional shed, planted an estimated 600 plants, and harvested about 1,600 pounds of fresh vegetables.

The local community benefitted greatly from this crew’s work: the vegetables tended and harvested by the youth at Bounty Farm were made available to low income families.

In addition to increasing fresh food access, youth also learned about sustainable farming practices. Each week, the youth also engaged in formal educational sessions at Bounty Farm, learning about organic farming and the importance of environmental sustainability.

“The youth were introduced to a community project that is based in social equity and food access. They were able to feel that their work was benefiting their community in a real way. They learned about food production, nutrition, community engagement, and worked alongside a diverse group of community members.”

— Project Host
**Individual Placements**

Individual placements were assigned based on youth’s specific needs or interests. In 2016, about 21% of youth worked in an individual placement.

The types of individual placements varied: Many youth provided administrative support to local nonprofit organizations (e.g. filing, organizing, event planning, basic data management, and word processing). Some youth and young adults worked at agencies providing valuable services to clients such as foster youth and seniors. Some spent time caring for animals at local shelters. Others spent time learning hospitality skills (e.g. customer service, barista skills, food preparation) and creating healthy meals for individuals with acute health challenges such as cancer. Typically, participants worked 5 to 8 hour workdays, 4 days per week.

**Life Skills Curriculum**

Youth program provider agencies delivered life skills curriculum to participating youth. In 2016, four out of five agencies implemented the evidence-based Tackling the Tough Skills (TTS) curriculum to some degree. TTS is an interactive life skills curriculum that helps teens prepare for success in work and life. Specifically, TTS addresses the following topics: Attitude, Responsibility, Communication, Problem Solving, and Preparing for the Workplace.
Workplace Exposure

SCYEC is designed to provide youth with work experience so they can develop the necessary competencies for future employment. Youth received training prior to the start of the program, and continued to receive training on the job throughout the summer. Crew leaders also served as a role model for proper workplace behavior.

Crew leaders and worksite supervisors provided encouragement, mentoring, and guidance to youth and young adults, and evaluated them on their work readiness skills after their first week on the job and again at the end of the summer (See Results for more details). Youth in need of any additional support services were offered those services by the youth program provider agencies.

Education & Career Exploration Support

Youth program provider agencies offered education and career development support and enhancements in a variety of ways, including the weekly Friday education days. Some examples of these group and one-on-one supports have included career preparation workshops, guest speakers, employer tours, career interest assessments, and research projects.

Youth also had the opportunity to tour the Sonoma County Water Agency facilities. This workplace tour typically includes visiting the Sonoma County Water Agency operations center, as well as a trip to the Russian River to see the inflatable dam, fish ladders, and infiltration ponds.

Environmental Education

Crew members received hour-long environmental education lessons on various ecology topics throughout the summer. Although there was some variation in content, the core environmental education curriculum was developed by educators at the Sonoma County Water Agency.

Crew leaders imparted daily environmental lessons through mentoring and on-site training. Youth participants also gained additional environmental education through formal educational opportunities and informal relationships with various project hosts. Project hosts provided education on nature awareness, riparian habitat, cycles of the ecosystem, water and watersheds, and organic sustainable farming.
Project Spotlight: Sonoma State University

Over the course of about two weeks, an enthusiastic and hardworking crew at Sonoma State University (SSU) cleared the area around a native garden, maintained the garden path, and removed an estimated 1,000 square feet of blackberries and other invasive plants.

The native garden at SSU serves as an important educational tool. By helping to maintain the native garden, the crew enhanced environmental education opportunities for the community.

Throughout the project, youth and young adults gained a greater awareness of nature and learned about riparian habitats, water, and watersheds. Crew members also had the chance to tour the SSU campus and hear about programs and financial aid opportunities from university professionals.

“The youth group crew provides critical support in clearing invasive plants at Sonoma State University, advancing our long term restoration goals along the Copeland Creek Corridor.”
— Project Host

“Great and very professional lead and backup.”
— Project Host

Training Crew Leaders & Ecology Crews

Youth program provider agencies hired, trained, and supervised adult crew leaders. In 2016, program provider agencies hired 10 crew leaders. Crew leaders, project hosts, and worksite supervisors were responsible for the following:

- Ensuring the safety of the young people.
- Guaranteeing that each work project was completed successfully.
- Upholding high standards for workplace behavior.
- Modeling values and ethics.
- Creating a positive and fun experience for program participants.

Crew leaders received training from the hiring youth program provider agency, the Human Services Department, and the Sonoma County Water Agency. Crew leaders learned about the roles and responsibilities of their position, as well as the types of projects scheduled for the summer. They received training on outdoor hazards, tools, and wildlife, which gave them the knowledge to facilitate crew member learning. Crew leaders also learned how to administer participant surveys and complete performance evaluations to ensure that evaluation tools were completed accurately.
Crew members received training on tool safety, tool usage, hazard identification, and job skills both prior to and during work. Crew leaders and worksite supervisors provided an orientation to each worksite and familiarized youth with the project goals, job duties, and expectations.

**SCYEC Events**

**Kick-Off**
Each SCYEC summer program begins with a kick-off event with participants, crew leaders, youth program provider agencies, and project hosts. In June 2016, community leaders and local elected officials came to the kick-off to welcome, inspire, and prepare participating youth and young adults for the great work that they would be completing during the summer.

The 2016 event was held at Spring Lake Regional Park in Santa Rosa and included a lunch sponsored by Kaiser Permanente and catered by the Sonoma County Probation Camp.

**Job Link Workshop**
In 2016, SCYEC participants had the opportunity to attend a workshop hosted by Sonoma County Job Link. This workshop was intended to prepare youth to create a resume, talk about their skills and abilities, and be successful in a job interview.

**Bite of Reality/Smart Spending**
Many young people participated in a financial literacy workshop called Bite of Reality hosted by the Redwood Credit Union (RCU) in July 2016.

This 3-hour interactive program is designed to teach the participants about the financial realities of the real world. Attendees first learned how to write checks and utilize a transaction register. They then received a mock identity complete with career, income, and family information, and visited stations to “purchase” major goods and services (e.g. transportation, housing, food, child care). Financial counseling was available for those participants who spent outside their means.
Smart Spending in the Real World, another event offered by RCU, was an abridged version of the workshop offered for those young people who had already participated in Bite of Reality in previous years. In addition, Job Link staff gave a presentation on how to conduct a job search at a job fair for the youth and young adults attending the Smart Spending event.

**Opportunity Fair**

Participants attend an Opportunity Fair towards the end of each summer. In 2016, the Opportunity Fair was held at the Finley Center in Santa Rosa. This event gave participants the chance to meet with potential employers, learn about educational and employment opportunities, practice interview skills, and hear panelists speak about their job experiences. Participants browsed 32 exhibitor booths from a wide variety of organizations.

### 2016 Opportunity Fair Exhibitors

<table>
<thead>
<tr>
<th>Amy's Drive Thru</th>
<th>La Tortilla Factory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arby's</td>
<td>Mary’s Pizza Shack</td>
</tr>
<tr>
<td>ARS Roofing/The Lime Foundation</td>
<td>Nelson Staffing</td>
</tr>
<tr>
<td>Calistoga Chamber of Commerce</td>
<td>North Coast Builders Exchange</td>
</tr>
<tr>
<td>Cold Stone Creamery</td>
<td>Oliver’s Market</td>
</tr>
<tr>
<td>Communication Action Partnership</td>
<td>Redwood Credit Union</td>
</tr>
<tr>
<td>Conservation Corps North Bay</td>
<td>Santa Rosa Junior College</td>
</tr>
<tr>
<td>Double Tree</td>
<td>Small Business Development Center</td>
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<tr>
<td>Economic Development Board/Year of the Entrepreneur</td>
<td>Sonic</td>
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<tr>
<td>Epicenter</td>
<td>Sonoma County Office of Education</td>
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<tr>
<td>Get to Work</td>
<td>Sonoma Co. Water Agency</td>
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<tr>
<td>Goodwill Industries Redwood Empire</td>
<td>Sonoma State University Educational Opportunity Program</td>
</tr>
<tr>
<td>Job Link</td>
<td>Starbucks</td>
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<tr>
<td>Kaiser</td>
<td>Star Staffing</td>
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<tr>
<td>Labor Finders</td>
<td>Trades Introduction Program</td>
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<tr>
<td>Landcare</td>
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</tbody>
</table>

The Opportunity Fair provides a rewarding experience for not only the participating youth and young adults, but also the volunteers and exhibitors who attend. Local businesses and nonprofits get the chance to reach out to young people and promote their organizations.

“Very enthusiastic and social job seekers. We are impressed.”
— Exhibitor

“Just the target we are looking to reach.”
— Exhibitor

“I loved meeting the youth and learning about their passions and career goals.”
— Exhibitor
EVALUATION METHODS

Overview

The Planning, Research, Evaluation and Engagement (PREE) unit of the Sonoma County Human Services Department implemented this evaluation, including data entry, analysis, and reporting. The SCYEC Evaluation Workgroup and Leadership Team reviewed the findings and interpreted the results. SCYEC identified the following objectives as indicators of success in 2016:

- At least 80% of participants performing below work readiness levels at program start demonstrate improvement on one or more of those skills at program end.
- At least 80% of participants demonstrate following safety procedures at program end.
- At least 80% of participants know how to identify potential work hazards at program end.
- At least 80% of participants report having a post-summer plan at program end.
- At least 90% of participants report program satisfaction at program end.

Data Collection Tools & Procedures

<table>
<thead>
<tr>
<th>Tool</th>
<th>Data Collected</th>
<th>Administration Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest Form</td>
<td>Participant demographics, characteristics, and barriers.</td>
<td>Completed by all youth who were interested in participating in SCYEC.</td>
</tr>
<tr>
<td>Youth Information Form</td>
<td>Type of placement and program completion information.</td>
<td>Youth program provider agency staff completed form for each participant.</td>
</tr>
<tr>
<td>Pre/Post Survey</td>
<td>Environmental knowledge and attitudes, community attitudes, safety, relationships, plans for the future, physical activity, and level of satisfaction with the program.</td>
<td>Crew leaders or worksite supervisors administered the surveys to all participants at start of the program (before the first day of work) and in August at the end of the program.</td>
</tr>
<tr>
<td>Performance Evaluation</td>
<td>Participants’ level of work readiness on essential job skills</td>
<td>Crew leaders or supervisors completed at start and end for each participant.</td>
</tr>
<tr>
<td>Project Host Report</td>
<td>Work completed, impact of work, and SCYEC satisfaction.</td>
<td>Project hosts completed a report for each individual project.</td>
</tr>
<tr>
<td>Crew Leader Post Survey</td>
<td>Crew leader perceptions and the overall impact of program.</td>
<td>Crew leaders completed the surveys near the end of the program.</td>
</tr>
<tr>
<td>Event Feedback Surveys</td>
<td>Perceptions of Bite of Reality, Job Link workshop, and Opportunity Fair.</td>
<td>Participants completed surveys following each of the events.</td>
</tr>
</tbody>
</table>

These data collection instruments were developed specifically for the SCYEC evaluation. Pre/post surveys included some questions from existing research-validated surveys. Also, a sample of young people participated in one of two focus groups – one for crew members and one for youth in individual placements. (See Appendix for data collection protocols.)

Data Analyses

Only participants completing the program with data in each outcome area were included in the outcome data analyses. Analyses included descriptive statistics and inferential statistics to assess whether changes were statistically significant from the start to end of the summer.
RESULTS

Summary of Findings
In 2016, SCYEC achieved all of its identified short-term objectives for youth and young adults. Positive impacts on the environment and the community were observed.

Impact on Youth & Young Adults
This section describes the impacts on youth and young adults, including: Improved Work Skills, Proper Use of Safety Equipment and Knowledge of Safety, Building Relationships, Improved Income for Families, Planning for the Future, Physical Activity, Attitudes on the Environment, and Youth Satisfaction. Results for the Job Link workshop, Bite of Reality, and Opportunity Fair are also shown.

Improved Work Skills
Youth and young adults received supportive supervision and work experience designed to help them develop and demonstrate work-readiness skills throughout the summer. Feedback on job performance was provided informally and via performance evaluations. Crew leaders and worksite supervisors evaluated participants on work-readiness skills after one week on the job and again at the end of the summer using the following scale: 0 - Not Exposed, 1 - Training Level, 2 - Improving Towards Entry Level, 3 - Entry Level, and 4 - Exceeds Entry Level.

All participants were evaluated on eight core skills identified through a survey of Sonoma County businesses and employers, and these are the only skills included in the following analyses. Crew members were evaluated on four additional skills pertaining to working with others, awareness of safety hazards, and public interaction. Youth and young adults in individual placements were evaluated on one additional skill related to customer service work.

Note: Participating youth and young adults with a rating of “not exposed” or who did not complete at least 140 hours of the program were not included in these analyses.

Objective: At least 80% of participants performing below work readiness at start will demonstrate improvement on one or more of those skills at program end.

100% of participants with skill deficits at program start showed improvement in at least one area at program end.

11 The participant data analyses include those who completed the program and have matched pre and post data. Of the 82 participants, 54 (66%) completed at least 140 program hours. Of these youth and young adults, 48 had both pre and post survey data and 50 had both start and end performance evaluation data.

12 A total of 31 participants demonstrated skill levels below work readiness (ratings of either 1 - Training or 2 - Improving Towards Entry Level) on one or more items, and had start and end performance evaluations.
This objective was met. All 31 participating youth and young adults with skill deficits at the start demonstrated improvement in at least one skill by program end. In 2015, 88% showed improvement on one or more skills. Furthermore, skill gains were observed across the group:

**64%** performed at entry level or above on all eight core skills at program end, compared to 40% at the start – an **increase of 24 percentage points**.

The figure below illustrates the percentage of participating young people who demonstrated skill levels at entry level or above at the start and end of the program.

**Figure 5: Most Young People Demonstrated Work Skills at Entry Level or Above at both the Start & End of the Program**

Over half of participants were rated at entry level or above on each item at the first evaluation, and gains were observed on seven of the eight core skills. Improvements were also generally observed from program start to end during 2016. The mean scores across participating youth increased for all core skills, and there were statistically significant increases in all but one skill. 13

**Additional Skills Gained from SCYEC**

The large majority of participants reported SCYEC helped them with additional skills, in addition to the work readiness skills described above. On the post program survey, participants were asked whether they agreed SCYEC helped them learn or improve seven additional essential skills on a

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13 Paired Samples T-Test at a 99% confidence interval; p < 0.01.
scale from Strongly Disagree to Strongly Agree. Figure 6 shows the percentage reporting agreement (Strongly Agree or Agree) on each of these additional skills.

Figure 6: Young People Agreed SCYEC Helped Them Gain Additional Skills

This program helped me learn or improve how to...

<table>
<thead>
<tr>
<th>Skill</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work together with others or as a crew.</td>
<td>94%</td>
</tr>
<tr>
<td>Be prepared for future employment or education.</td>
<td>90%</td>
</tr>
<tr>
<td>Respect what other people think.</td>
<td>88%</td>
</tr>
<tr>
<td>Be on time.</td>
<td>86%</td>
</tr>
<tr>
<td>Take responsibility for my actions.</td>
<td>86%</td>
</tr>
<tr>
<td>Find resources/services.</td>
<td>86%</td>
</tr>
<tr>
<td>Ask questions if I don’t understand something.</td>
<td>83%</td>
</tr>
</tbody>
</table>

Skills Gained by Crew Leaders

Overall, 100% of crew leader survey respondents either Strongly Agreed or Agreed that serving as a crew leader was a valuable experience. Additionally, all crew leader survey respondents reported that they learned skills they can apply outside of SCYEC, particularly interpersonal skills, leadership abilities, and project management skills.

Following the end of the summer program, about 38% of crew leaders planned to attend college, 38% planned to work part-time, and 25% planned to work full-time. Jobs identified by crew leaders focused on the fields of education, community engagement, and the environment.

“[SCYEC] has helped me develop new skills that will carry on to my educational career and professional career.”
– Crew Leader

“By working as a crew leader I learned a lot about my educational and career goals.”
– Crew Leader
Proper Use of Safety Equipment & Knowledge of Safety

SCYEC prioritizes safety, especially for the young people working on crews. Understanding safety procedures and potential hazards is essential for those working with tools outside.

Objective: At least 80% of participants will demonstrate following safety procedures at program end.

94% of participants demonstrated consistently following safety procedures at entry level or above at program end.

This objective was met. Furthermore, there was a statistically significant increase in the percentage of youth performing at entry level or above by the end of the program, compared to the evaluation after one week on the job (74%), an increase of 20 percentage points.

Participants were also asked on the pre and post program survey to indicate whether they know how to report a site hazard if they see one on a scale from Strongly Disagree to Strongly Agree.

Objective: At least 80% of participants will agree they know how to report potential work hazards at program end.

83% of participants agreed that they knew how to report a potential site hazard at program end.

This objective was met. The majority of crew members also reported they know how to use personal safety gear and landscaping tools properly at program end:

93% reported that they know how to use personal safety gear.

90% reported that they know how to use landscaping tools properly.
Relationship Building

SCYEC helps youth build relationships with others, including their fellow crew members or co-workers, crew leaders or supervisors, and project hosts.

Participants reported very positive relationships with adults and peers at the start and end of the program, evidenced by pre and post survey responses as well as qualitative data.

93% reported they enjoyed being part of a crew or working with the people at their placement at program end.

For some young people, the relationships that they made during the summer program were their favorite part of SCYEC, as evidenced by the following quotes:

“Making new friends!”
– Youth Participant

“The bond acquired with my crew.”
– Youth Participant

“Working as a team and meeting new people.”
– Youth Participant

Crew leaders also provided valuable mentorship and support to young people:

79% of youth participants reported that they could talk to an adult at their placement about important decisions in their lives.

63% of youth participants said that their crew leader was a mentor.

“I feel like the youth in my group impacted me... It was a great experience to be able to help them grow and make decisions about their future.”
– Crew Leader

“I gain a lot of satisfaction out of both the projects we carry out and the youth that we get to help develop into positive and productive adults.”
– Crew Leader
Crew Leader Spotlight: Victor Jaimes

In 2013, Victor Jaimes applied to be a SCYEC crew member at Conservation Corps North Bay. At first, he was very nervous because he did not know what to expect. By the time his first day of work began, he was thrilled to get started. That summer, Victor worked with the Sonoma County Water Agency, removing vegetation and litter from Copeland Creek.

Today, Victor is 25 years old and a SCYEC crew leader with Social Advocates for Youth (SAY). He has successfully led four crews and feels happy about where he is now. In Victor’s own words: “SAY has had such a positive impact on me.”

Victor is grateful to everyone who has helped him get where his is today - from the supportive staff at SAY and those who mentored him in the field, to Victor’s good friend who recommended SCYEC in the first place.

Victor never expected to work with youth, but now he enjoys being a mentor and a friend to other young people in Sonoma County. Victor had a small social group growing up; as he says, “I lived a challenging childhood … and I always kept a small circle of people whom I would let into my life.” Today, Victor has broken that barrier and started to let others in; “I have learned so many skills from working with the SCYEC program – power tool skills, non-power tool skills, teamwork, and the biggest one of them all: making and meeting real friends.”

Improved Income for Families

SCYEC targets low-income youth in hopes of increasing their income and providing an experience that will allow them to secure future employment. Wages earned help the youth and young adults support themselves and their families while they gain valuable work experience.

Participants earned between $10.50 and $12.50 per hour, and those who worked the entire summer earned between $2,500 and $3,000. In the words of one young person who was homeless at the start of the program, earning a SCYEC paycheck helped to “change life around.”

SCYEC participants spent their earnings in a variety of ways. The most common use of earnings:

- 73% saved at least part of the money that they earned.
- 60% spent their earnings on household expenses.

“I can truly say I owe a lot to SCYEC. It changed my life, it made me realize what I want to do ... and that's to become a Park Ranger one day and continue being a supporter of SCYEC. Thank you SCYEC, you really changed my life!”
Participants also reported spending their money on clothes (52%), entertainment (50%), school expenses (29%), their car (27%), and court ordered payments/fines (13%). Youth and young adults who gave alternative responses mentioned caring for a child or giving earnings to a family member. Compared to 2015, a slightly higher percentage of participants saved their earnings.

In 2016, about a third of participating young people were independent from their parents. Among independent young people, about 50% reported spending their earnings on household expenses. The percentage was higher among youth and young adults who were still claimed by their parents – about 63% of dependent young people reported spending earnings on household expenses.

Planning for the Future

Through workforce training, mentoring, life skills lessons, and education and career exploration support, SCYEC hopes to instill participants with aspirations for the future.

Objective: At least 80% of participants will have a post-summer plan at program end.

98% of youth had a post-summer plan.

This objective was met. Participants reported their plans immediately following the summer on the post program survey: most youth and young adults – 85% – planned to attend school following the SCYEC summer program and about 67% planned to get either a part-time or full-time job. Over half of participating youth and young adults reported that SCYEC had an impact on their plans for the future, and mentioned that SCYEC provided information and opportunities relating to careers and education, work experience, and job preparation.

Awareness of Ecology-Related Careers

SCYEC also helped crew members become aware of jobs in an ecology-related field:

81% of crew members were aware of jobs and careers in environment or ecology-related fields at program end, compared to 63% at the start of the program, an increase of 18 percentage points.

Furthermore, 50% of participating youth and young adults (both on a crew and in individual placements) said they were interested in a career they learned about during the summer program.
Physical Activity
Crew members participating in SCYEC completed projects that often involved a lot of physical activity. The post survey asked crew members whether SCYEC helped them be more physically active on a scale from Strongly Disagree to Strongly Agree.

91% of crew members agreed SCYEC helped them be more physically active.

Attitudes on the Environment
Most crew members reported positive attitudes about the environment. Participants were asked questions about their awareness of environmental issues on the pre and post program surveys.

95% reported awareness of environmental issues at program end.

93% reported thinking about how their actions affect the environment.

88% of crew members reported enjoying being outdoors.

Qualitative data from program revealed that crew members also enjoyed seeing the impact of their work on the environment. For some youth, protecting the environment and spending time outside was their favorite part of SCYEC, as evidenced by the following quotes from youth:

“Working outside and being able to see what you have accomplished.”
– Youth Participant

“Being able to get outside and connect with nature.”
– Youth Participant

“Getting to be outdoors and helping endangered animals.”
– Youth Participant
Youth Satisfaction

Participant satisfaction rates were notably higher in 2016 than in previous years; the satisfaction rate increased from 87% in 2015 to 98% in 2016. Youth and young adults enjoyed many aspects of the program, including meeting and working with others, gaining work experience and life skills, earning a paycheck, working (especially outdoors), and helping the environment and community.

Objective: At least 90% of participants will report program satisfaction at program end.

98% reported that they were satisfied with SCYEC.

This objective was met. Almost all participating youth and young adults were satisfied with SCYEC overall. Only one youth was ambivalent, and no participants reported being dissatisfied.

Youth and young adults were also asked to rate their satisfaction with specific elements of SCYEC:

88% reported that they were satisfied with their placement.

83% said that they benefitted from the Friday education days.

Program suggestions were limited, but requests included: providing ice for water on hot days, additional activities and field trips, increased interactions with other SCYEC crews, more paid hours, more assistant crew leader positions, and more small group work on Friday education days.
Job Link Workshop Impact
Feedback from the Job Link resume and interview skill workshop was generally positive. About 95% of surveyed youth and young adults rated the workshop as either Good or Excellent. On a scale from Not at all Helpful to Very Helpful, all survey respondents rated the workshop as either Somewhat or Very Helpful in helping them prepare for getting a job (Figure 7).

Figure 7: Helpfulness of the Job Link Workshop
How helpful was this workshop in preparing you to get a job?

<table>
<thead>
<tr>
<th>Helpfulness</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Helpful</td>
<td>55%</td>
</tr>
<tr>
<td>Somewhat Helpful</td>
<td>45%</td>
</tr>
</tbody>
</table>

Following the Job Link workshop, most youth and young adults reported feeling at least somewhat prepared for their job search: All survey respondents reported that they felt either Somewhat or Very Prepared for a job interview. About 95% of respondents reported that they were either Somewhat or Very Prepared to write a resume. About 90% of respondents reported that they were either Somewhat or Very Prepared to talk about their skills and abilities.

Bite of Reality & Smart Spending Impact
The Bite of Reality and Smart Spending in the Real World workshops were designed to help youth and young adults learn about financial realities. About 93% of survey respondents rated the workshops as either Good or Excellent. The Bite of Reality workshop had particularly positive ratings.

Youth and young adults were asked whether they were likely to change their spending and saving habits as a result of the workshops on a scale from Strongly Disagree to Strongly Agree. The percentage of youth who Agreed or Strongly Agreed to each item is displayed on the next page (Figure 8).
Opportunity Fair Impact

The Opportunity Fair gave youth and young adults a chance to meet with potential employers and learn about educational, training, and employment opportunities, as well as practice their interview skills. About 94% of survey respondents rated the Opportunity Fair as either Good or Excellent.

Attendees completed a feedback survey that asked them to rate how helpful each component of the event was on a scale from Not at All Helpful to Very Helpful. Figure 9 presents the percentage of respondents reporting Somewhat or Very Helpful for each element of the Opportunity Fair.
Impact on the Environment

The following section describes SCYEC’s important impact on the environment in Sonoma County, including: Increased Environmental Knowledge, Environmental Benefits and Impacts, Completed Ecology Projects, and Positive Attitudes About the Environment.

Increased Environmental Knowledge

SCYEC increased youth and young adults’ knowledge about the environment through outdoor ecology work and environmental education. In addition to the hour-long environmental education lessons provided throughout the summer program, participating youth and young adults also learned about the environment from crew leaders and project hosts.

Project hosts taught crew members about the environment both formally and informally. Specific educational concepts varied by location and were related to the project type: nature awareness, riparian habitat, cycles of the ecosystem, water and watersheds, and organic sustainable farming. One project host also had an “ecology concept of the day.” The most common educational concepts taught in 2016 were environmental awareness and riparian habitats; all project hosts reported that they taught crew members about nature awareness and about two thirds of project hosts taught crew members about riparian habitats.

Environmental knowledge was measured by 8 true or false questions on the crew member pre program and post program surveys (See Appendix for questions). From the start to the end of the summer program, the percentage of youth and young adults who answered correctly increased for each of the environmental knowledge questions.
Environmental Benefits & Impacts

Project hosts identified many positive benefits for the environment, including:

- Removing invasive species and allowing native species to reclaim territory
- Providing wildlife habitat and migration routes for terrestrial and aquatic organisms
- Improving water quality, reducing erosion, and controlling storm flows
- Reducing fire hazards by removing potential fuel
- Lessening the effects of climate change on biodiversity

“Invasive plant removal allows for California native plant/animal species to better establish themselves which in turn provides greater diversity.”

– Project Host

“The crew was able to improve water quality and riparian health by removing ingestion and entanglement hazards for the fish, birds, and other wildlife that depend on the creeks.”

– Project Host

“Work conducted by crews in urban creeks and flood control channels creates habitat for fish and other animals. In addition, the work reduced the risk of creeks flooding during the winter. The 2016-17 water year was the wettest in recorded history, yet none of the creeks maintained by SCYEC crews flooded.”

– Project Host

“SCYEC is a perfect marriage: there’s work to be done, and people who need to learn work and life skills and earn a paycheck. Many of the projects we do on creeks would not normally be undertaken... but they are crucial for maintaining and enhancing the creeks and trails.”

– Project Host
Completed Ecology Projects
Crew members completed a variety of valuable ecology projects in 2016 and accomplished a substantial amount of work that benefitted both the environment and the local community.

Type of Projects Completed
The type of projects varied by worksite, but most included: waterway, public lands, and trail maintenance; invasive plant and debris removal; fire mitigation; and gardening or landscaping activities. Other crew projects included conservation, food production, and construction.

All reporting project hosts indicated that they would participate in SCYEC again. Crews provided valuable support to local agencies and nonprofits; the time and effort provided by SCYEC ecology crews enabled hosts to complete projects that would not otherwise have been completed.

“Our parks and our community are better for it.” — Project Host

“We were able to accomplish work that would not otherwise be done due to lack of staff time.” — Project Host
Work Completed by Ecology Crews in 2016

Highlights of the work completed by SCYEC ecology crews during the 8 week summer program are described below. Not all project hosts submitted a full report at the end of the summer, so the following accomplishments do not represent the full extent of the work completed during 2016:

**Protected Wildlife and Restored Public Lands (Ecological Restoration)**
- Removed 3,100 cubic yards of invasive species and weeds
- Cleared over 1,200 cubic yards of plant debris from over 4,000 linear feet of waterways
- Removed ivy from an estimated 180 trees along Santa Rosa creeks
- Removed 100+ pounds and 31 cubic yards of trash from 33,500 linear feet of creeks and trails
- Maintained 21 channel reaches – 40,468 feet – to reduce the risk of urban flooding
- Sampled water quality and temperature in one pond

**Enhanced Recreation on Public Lands**
- Maintained 25 trails at local parks and recreation areas
- Spread 180 cubic yards of woodchips and other mulch
- Moved 10 cubic yards of fill dirt
- Cut 4 log stairs for local trail
- Constructed 3 tent pads at Spring Lake Park
- Repaired 2 old split rail fences
- Built one water bar on a dirt road

**Protected Communities and Public Lands from the Devastating Effects of Wildfire**
- Removed 120 cubic yards of brush from local lands
- Cleared 83 cubic yards of trailside vegetation from over 9,600 linear feet of trails

**Enhanced Neighborhoods, Food Access, and Community Public Space**
- Planted 600 vegetables plants
- Harvested and distributed 1,600 pounds of fresh produce
- Constructed a 120 square foot shed at the Petaluma Bounty farm
- Installed 51 irrigation bags to keep trees watered
- Planted 12 native plants and trees
- Maintained 2 community playgrounds
Impact on the Community

This final section summarizes the community impact of the 2016 SCYEC summer program, including: Exposure to Community Service and Community Benefits and Impact.

Exposure to Community Service
Youth and young adults participating in SCYEC experienced what it is like to give back to their community. Crew members contributed to the community through environmental restoration, whereas individual placements had an impact through the organizations they assisted and the clients they served. The majority of participants – 94% – agreed that they try to make a positive difference in their community at program end, compared to just 75% at the start of the summer.

Community Benefits & Impacts
Project hosts identified many positive benefits to the community, including:
- Reduced fire hazard and flood risk, and improved the balance of local ecosystems
- Cleaner, safer, more attractive, more accessible parks and trails
- Improved fresh food access for low income families
- Reduced potential for homeless encampments in sensitive riparian habitats
- Increased safety for underprivileged children and seniors
- Healthy, affordable lunches for individuals with serious health conditions
- Increased care for lost, stray, and unwanted pets

Project hosts also reported many benefits of SCYEC to their agency, in terms of materials, supplies, and the value of the participants’ time. Based on attendance records, youth and young adults participating in SCYEC in 2016 provided more than 10,000 hours of service to local agencies.
CONCLUSIONS

The SCYEC Summer Program Positively Impacts Participants

SCYEC provided over 80 youth and young adults, most of whom were at-risk, with a summer job and the opportunity to gain valuable work experience. As with previous summers, participants received supportive supervision and mentoring, and gained skills considered necessary for entry-level employment by local employers. Participants also received educational and career supports, learned about financial literacy at the Bite of Reality/Smart Spending in the Real World event, learned valuable skills in the Job Link workshop, and were exposed to potential employers and interview practice at the Opportunity Fair.

Data indicate the 2016 summer program had a positive impact on participating young people, as well as on crew leaders and project host agencies. The program achieved all of its short-term outcomes and objectives. Crew leaders felt the program was a valuable experience for them personally, and that it had a positive career-related impact. Project hosts greatly appreciated the assistance, as much of the work either would have not been completed or would have taken longer without the help of the SCYEC program participants.

SCYEC Benefitted the Environment & Community

Youth and young adults participating on crews completed a substantial amount of environmental restoration work, including: waterway, trail, and public lands maintenance; invasive plant and debris removal; and gardening or landscaping activities. This work benefitted both the environment and community members utilizing these areas, and resulted in: enhanced recreation on public lands; protected wildlife and restored public lands; protected communities from wildfire; and enhanced neighborhoods and community public space. Further, crew members gained environmental knowledge and awareness of environment or ecology-related careers.

Young people participating in individual placements were exposed to community service and created a positive impact by providing administrative support to nonprofits, preparing meals for individuals with serious health issues, increasing access to fresh vegetables, and caring for children and animals. Host agencies appreciated the increased program support and benefit to clients.

SCYEC Participants Had a Positive Experience

Participants, crew leaders, and project hosts reported very positive perceptions of and satisfaction with SCYEC. Participants especially enjoyed: developing relationships with others; completing the work and earning a paycheck; and gaining work experience and life skills. Crew leaders and project hosts enjoyed working with the young people and observing the positive impact of the program on both the young people and the community.
RECOMMENDATIONS & NEXT STEPS

A summary of the progress made on past program recommendations is presented below, as well as the 2016 program recommendations from members of the SCYEC Evaluation Workgroup:

Recommendations

Outreach & Recruitment

Past Recommendations
In prior years, the large majority of SCYEC participants were male and many were in-school youth. Implementation of WIOA, a major program funding source that began in July 2015, required a greater focus on out-of-school and disconnected youth and prompted a close examination of the existing SCYEC program model. It was recommended to identify additional strategies for reaching teenage girls and young women, out-of-school youth, and disconnected youth.

2016 Status
In 2016, 81% of participating youth and young adults were in-school and the percentage of female participants remained as low as in past years. Focus group participants – primarily young adults – provided recommendations for outreach to people their age, including: marketing at local high schools, foster care centers, job fairs, community events, clubs, movie theaters, and on social media. The young adults also expressed interest in more paid hours and a more consistent work schedule.

Outreach & Recruitment Recommendation I:
Ensure that eligible older, out-of-school, and disconnected youth and young adults – particularly teenage girls and young women – are referred to programs that match their specific interests, educational goals, and career development needs.

Outreach & Recruitment Recommendation II:
Review program design and conduct a deeper analysis of participating youth and young adults, to ensure that services fit the population’s needs.
Career Development

Past Recommendations
In the past, it was recommended to expand career development opportunities for youth and young adults. Suggestions included linking in-school youth with their college and career pathway hubs, getting out-of-school youth under age 18 back into school and on a career pathway, and connecting older out-of-school youth to education and on-the-job training opportunities available via Job Link.

2016 Status
Similar to past years, youth and young adults participated in career development activities and attended the Opportunity Fair. Youth also had the opportunity to visit Job Link and attend Job Link career development workshops that helped them write resumes and prepared them for interviews.

Career Development Recommendation:
Continue to identify and expand career development opportunities and pathways for youth and young adults, and strengthen ties to Sonoma County Job Link.

Training & Communication

Past Recommendations
Project hosts, participants, and crew leaders all benefit from increased communication about the program purpose and expectations. To ensure that the program is a meaningful and worthwhile experience for all involved, it was recommended to expand program trainings to include a more thorough discussion of the purpose of SCYEC, the job duties, program expectations, and standards.

The Human Services Department and youth program provider agencies agreed to provide on-going communication and support to projects hosts to ensure they have a clear understanding of program components, their roles, and responsibilities. In 2015, crew leaders received additional training about SCYEC and were provided with program fact cards for reference.

2016 Status
Similar to in 2015, crew leaders received training and fact cards, and project hosts had generally positive reports. Despite additional outreach by the Human Services Department before the program began, some hosts requested clearer communication prior to the program (especially for scheduling) and additional training on safety and how to effectively manage personnel situations.
**Training & Communication Recommendation:**

Continue to assist youth providers in improving communication, providing ongoing training and support to project hosts, and helping crew leaders and crew members share the SCYEC story.

---

**Evaluation**

**Past Recommendations**

The existing evaluation focuses solely on the summer portion of the SCYEC program, and does not include evaluation of the extended or year-round crews, or any follow-up with youth and young adults post-participation. It was recommended to evaluate the extended and year-round crews in order to gather information about the implementation and impact of these portions of the program.

**2016 Status**

The 2016 SCYEC evaluation focused again on the summer program. However, initial planning began for an evaluation of the larger WIOA Youth Employment and Education Services (YEES) program.

---

**Evaluation Recommendation:**

Develop an updated logic model, craft a comprehensive evaluation plan, and examine the implementation and impact of Sonoma County’s year-round WIOA Youth Employment and Education Services (YEES) Program.

---

**Next Steps**

**Focusing on TANF Youth**

Starting in 2017, the SCYEC summer program will focus on youth ages 16-18 whose families are currently receiving aid through TANF/SonomaWORKS. This new summer program model will include predominately crew work and aim to recruit an estimated 50 youth in the community.

This shift in focus is supported by evidence from 2016 SCYEC summer program: compared to past years, there was a higher percentage of younger youth and youth receiving TANF aid. The low rate of unemployment among young people ages 20-24 also suggests a decreased need for short term
work-readiness programs for young adults. Nevertheless, older, out-of-school, and disconnected youth who need to develop work-readiness skills or who are interested in ecology-related careers will be welcome to participate in SCYEC as a part of their career pathway.

**WIOA Implementation & Career Pathways**

President Barack Obama signed the Workforce Innovation and Opportunity Act (WIOA) into law on July 22, 2014 and the legislation was implemented on July 1, 2015. The Human Services Department, along with program partners, will continue to work together to develop strategies for engaging WIOA eligible participants. In addition, efforts are underway to strengthen Job Link services for young adults. A key element of this work is developing career pathways for youth: clear sequences of education, training, and services that help youth gain essential skills and enter a specific occupation in alignment with the needs of the local economy.

In 2017-18, the Sonoma County Water Agency, in partnership with the Human Services Department, intends to launch a Public Works Career Pathway Pilot program for a cohort of young adults ages 18-24. This year-long pilot program will include a combination of education, crew work, networking, and job shadowing to prepare young adults for a career in public works.

**Expansion of Evaluation**

The existing program evaluation has focused solely on the summer portion of SCYEC, and does not include assessment of the extended or year-round crews, or the larger WIOA Youth Employment and Education Services (YEES) program. In 2017, the evaluation will be expanded to examine the impact of the entire WIOA Youth Program – including the SCYEC summer program and the Public Works Career Pathway Pilot – on participating youth and young adults in Sonoma County.

**Program Replication**

The Youth Ecology Corps program has been successfully replicated in four California communities, as well as in Portland, Oregon. The second annual regional meeting was held in Sonoma County in October 2015 and, with increasing interest from other areas, SCYEC will continue to work with more communities that wish to establish ecology corps programs of their own.

**Expansion of Partnerships**

SCYEC has partnerships with public and non-profit entities that serve as investing project hosts, providing engaging projects and at least partial funding for the crew(s) working on their project(s). New projects are being identified (e.g., reducing fire fuel around properties in Sonoma County) that will continue to provide participants with work opportunities throughout the year.
APPENDICES

SCEYC Summer Program Profile ............................................................................................................. 43

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  Individual Placement Performance Evaluation Matrix ............................................................................. 61
## SCYEC Summer Program Profile
Youth, Project Hosts, & Funding for SCYEC from 2009 to 2016

<table>
<thead>
<tr>
<th>Year</th>
<th>Youth Ecology Crews</th>
<th>Youth Ind. Placements</th>
<th>Hosts</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>300</td>
<td>27</td>
<td>32</td>
<td>$1,400,000</td>
</tr>
<tr>
<td>2010</td>
<td>176</td>
<td>17</td>
<td>25</td>
<td>$850,000</td>
</tr>
<tr>
<td>2011</td>
<td>192</td>
<td>23</td>
<td>26</td>
<td>$973,595</td>
</tr>
<tr>
<td>2012</td>
<td>224</td>
<td>26</td>
<td>22</td>
<td>$783,087</td>
</tr>
<tr>
<td>2013</td>
<td>246</td>
<td>25</td>
<td>38</td>
<td>$775,794</td>
</tr>
<tr>
<td>2014</td>
<td>187</td>
<td>19</td>
<td>46</td>
<td>$1,149,743</td>
</tr>
<tr>
<td>2015</td>
<td>150</td>
<td>14</td>
<td>30</td>
<td>$1,330,572</td>
</tr>
<tr>
<td>2016</td>
<td>82</td>
<td>9</td>
<td>24</td>
<td>$539,042</td>
</tr>
</tbody>
</table>

### Funding Sources

- American Recovery and Reinvestment Act: Youth Allocation
- Sonoma County Water Agency: Flood Mitigation
- Kaiser Permanente
- Workforce Investment Act: Youth Allocation
- Sonoma County Water Agency: Flood Mitigation
- Temporary Assistance for Needy Families
- The Miranda Lux Foundation
- Sonoma County Ag & Open Space District
- Kaiser Permanente
- Workforce Innovation and Opportunity Act: Youth Allocation
- Sonoma County Water Agency: Temporary Assistance for Needy Families
- Services for Transitional Age Youth
- Parks Alliance
- Sonoma County Ag & Open Space District
- Kaiser Permanente

### Youth Agencies
- Center for Social & Environmental Stewardship
- Conservation Corps North Bay
- Petaluma People Services Center
- Social Advocates for Youth
- West County Community Services

### Partners
- New Ways to Work
- Sonoma County Human Services Department
- Sonoma County Office of Education
- Sonoma County Water Agency
- Workforce Investment Board
- Youth Council

---

1. The funding allocations reported for 2014 and 2015 reflect the entire SCYEC program, including the employment for extended and year-round crew members beyond the eight week summer program.

2. The 2016 funding total is based on the amount paid out to contracted youth program providers (Center, CCNB, PPSC, SAY, WCCS) for SCYEC from June 2016 to August 2016.

3. Conservation Corps North Bay joined SCYEC in the summer of 2012 and Sonoma County Adult and Youth Development discontinued participation after 2013.
DIRECTIONS: The purpose of this survey is to learn about your experience in SCYEC. Your answers will help us improve the program. We will not report your individual answers to the questions.

Please print neatly & fill in the bubbles completely:  Correct = ○  Incorrect = ✗ ✗ ✗

1. First Name ______________________________
2. Last Name ______________________________
3. Today’s Date _____________________________
4. Date of Birth (mm/dd/yy) __________________

5. EDUCATION/JOB STATUS BEFORE THIS SUMMER

Please tell us what you were doing before you started the program this summer.

<table>
<thead>
<tr>
<th>No</th>
<th>Yes</th>
<th>If yes, please indicate:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>High School</td>
</tr>
<tr>
<td>a. Were you going to school?</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>b. Were you working?</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>c. Were you doing something else?</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

6. WORKPLACE SAFETY

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree nor disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I know how to use personal safety gear properly.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>b. I know how to use handheld landscaping tools properly.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>c. I know how to report a site hazard if I see one.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>d. I received training on the proper use of equipment.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

7. THE ENVIRONMENT AND COMMUNITY

On this survey, environment refers to the place you live and all things that surround you including air, soil, water, plants, animals, buildings, roads, and pollution. And community refers to the area where you live or work.

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree nor disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I am aware of environmental issues.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>b. I think about how my actions affect the environment.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>c. I enjoy being outdoors.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>d. I try to make a positive difference in my community.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>
Please answer the following questions to the best of your ability.

1. A watershed is an area of land that collects all of the rain and snow that falls within its boundaries and then drains into a body of water such as a creek, river, lake or ocean.  
   True  False  I don’t know

2. Water in the Russian River Watershed can be used for recreation, water supply in cities, habitat for wildlife and agriculture.  
   True  False  I don’t know

3. Activities such as logging or mining that occur in one section of a watershed impact only that section of the watershed.  
   True  False  I don’t know

4. Vegetation along the banks of a river or creek does not impact the health of the river or creek.  
   True  False  I don’t know

5. The area along the banks of a river or creek is called the Riparian area.  
   True  False  I don’t know

6. Plants and animals native to our region have coevolved and can be part of the same food web.  
   True  False  I don’t know

7. Only aquatic animals utilize rivers, creeks and lakes.  
   True  False  I don’t know

8. Salmon in the Russian River Watershed are on the Endangered Species List.  
   True  False  I don’t know

8. YOUR PROGRAM UNDERSTANDING

a. I understand what is expected of me in this program.

9. YOUR GOALS AND PLANS FOR THE FUTURE

Please tell us what your plans are immediately after this summer program ends.

a. Will you be going to school?  
   No  Yes  I don’t know  If yes, please indicate:  
   High School  GED Program  College
   Part-time  Full-time

b. Will you be working?  
   No  Yes  I don’t know

b. Will you be doing something else?  
   No  Yes  I don’t know  What? ____________________________________________

10. YOUR FUTURE CAREER

a. Are you aware of environmental/ecological jobs and careers?  
   No  Yes  I don’t know

b. Do you know what career you want in the future?  
   No  Yes  I don’t know

c. If yes, what career are you interested in? _______________________________________

   Strongly disagree  Disagree  Neither agree nor disagree  Agree  Strongly agree

   No  Yes  I don’t know

   Strongly disagree  Disagree  Neither agree nor disagree  Agree  Strongly agree

   No  Yes  I don’t know

   Strongly disagree  Disagree  Neither agree nor disagree  Agree  Strongly agree

   No  Yes  I don’t know
Sonoma County Youth Ecology Corps Work Experience

2016/17 INDIVIDUAL PLACEMENT PRE PROGRAM SURVEY

DIRECTIONS: The purpose of this survey is to learn about your experience in SCYEC. Your answers will help us improve the program. We will not report your individual answers to the questions.

Please print neatly & fill in the bubbles completely: Correct = ● Incorrect = ☒

1. First Name _______________________________  2. Last Name _______________________________
3. Today’s Date _______________________________  4. Date of Birth (mm/dd/yy) __________________

5. EDUCATION/JOB STATUS BEFORE THIS SUMMER
Please tell us what you were doing before you started the program this summer.

No     Yes
If yes, please indicate:

a. Were you going to school?
   High School   GED Program   College
   Part-time     Full-time

b. Were you working?
   O O

c. Were you doing something else?
   O O

6. WORKPLACE SAFETY

a. I know how to report a work hazard if I see one.
   Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree
   O O O O O

b. I received training on the proper use of equipment.
   O O O O O

7. THE COMMUNITY
Please tell us how much you agree with the following statement. On this survey, community refers to the area where you live or work.

a. I try to make a positive difference in my community.
   Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree
   O O O O O
8. YOUR PROGRAM UNDERSTANDING

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree nor disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

a. I understand what is expected of me in this program.

9. YOUR GOALS AND PLANS FOR THE FUTURE

*Please tell us what your plans are immediately after this summer program ends.*

<table>
<thead>
<tr>
<th>No</th>
<th>Yes</th>
<th>I don't know</th>
<th>If yes, please indicate:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>High School</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>Part-time</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Full-time</td>
</tr>
</tbody>
</table>

a. Will you be going to school?

b. Will you be working?

c. Will you be doing something else?

10. YOUR FUTURE CAREER

<table>
<thead>
<tr>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

b. *If yes, what career are you interested in?*

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree nor disagree</th>
<th>Agree</th>
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<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

c. I understand what I need to do to meet my career goals.

d. I understand what I need to do to meet my education goals.
DIRECTIONS: The purpose of this survey is to learn about your experience in SCYEC. Your answers will help us improve the program. We will not report your individual answers to the questions.

Please print neatly & fill in the bubbles completely:  
Correct =  ●  Incorrect =  X  √  ○  

1. First Name __________________________________  2. Last Name _______________________________

3. Today’s Date _______________________________ 4. Date of Birth (mm/dd/yy) ____________________

5. SUPERVISION
   a. Did you receive enough supervision in this program? No  Yes
      ○  ○
   b. If no, please explain: ________________________________________________
   c. Did your crew leader give you feedback to help you improve your job skills?  ○  ○
   d. Did you feel comfortable talking to your crew leader about questions or concerns?  ○  ○

6. WORKPLACE SAFETY
   a. Were you ever worried about your safety in this program?  No  Yes
      ○  ○
   b. If yes, were your safety worries addressed?  ○  ○
   c. Is there anything you want to tell us about safety? ________________________________

   d. I know how to use personal safety gear properly.  ○  ○  ○  ○  ○  ○
   e. I know how to use handheld landscaping tools properly.  ○  ○  ○  ○  ○  ○
   f. I know how to report a site hazard if I see one.  ○  ○  ○  ○  ○  ○
   g. I received training on the proper use of equipment.  ○  ○  ○  ○  ○  ○

7. WHAT YOU LEARNED
   This program helped me improve or learn how to:

   a. Ask questions if I don’t understand something.  ○  ○  ○  ○  ○  ○
   b. Be on time.  ○  ○  ○  ○  ○  ○
   c. Take responsibility for my actions.  ○  ○  ○  ○  ○  ○
   d. Work together as a crew.  ○  ○  ○  ○  ○  ○
   e. Respect what other people think.  ○  ○  ○  ○  ○  ○
   f. Find resources/services (like help with banking or job search).  ○  ○  ○  ○  ○  ○
   g. Be prepared for future employment or education.  ○  ○  ○  ○  ○  ○
8. YOUR RELATIONSHIPS IN THIS PROGRAM

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree nor disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I enjoyed being part of a crew.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>b. My crew leader was a mentor to me.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>c. I had an adult in this program I could talk to about important decisions in my life.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

9. THE MONEY YOU EARNED

a. How did you spend the money you earned? Check all that apply.

- Savings
- Personal Entertainment
- Clothes
- School (such as tuition, books)
- Something else. What? ________________________________
- Household expenses (such as food, bills, necessities, rent, phone)
- Car (such as car payments, gas, license, insurance, repairs)
- Court ordered payments or fines
- Donation/charity

10. THE ENVIRONMENT AND COMMUNITY

Please tell us how much you agree with the following statements.

On this survey, environment refers to the place you live and all things that surround you including air, soil, water, plants, animals, buildings, roads, and pollution. And community refers to the area where you live or work.

<table>
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<tr>
<td>a. I am aware of environmental issues.</td>
<td>O</td>
<td>O</td>
<td>O</td>
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<td>b. I think about how my actions affect the environment.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
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<tr>
<td>c. I enjoy being outdoors.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
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<tr>
<td>d. I try to make a positive difference in my community.</td>
<td>O</td>
<td>O</td>
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<td>O</td>
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</table>

Please answer the following questions to the best of your ability.

1. A watershed is an area of land that collects all of the rain and snow that falls within its boundaries and then drains into a body of water such as a creek, river, lake or ocean. True False I don’t know O O O

2. Water in the Russian River Watershed can be used for recreation, water supply in cities, habitat for wildlife and agriculture. True False I don’t know O O O

3. Activities such as logging or mining that occur in one section of a watershed impact only that section of the watershed. True False I don’t know O O O

4. Vegetation along the banks of a river or creek does not impact the health of the river or creek. True False I don’t know O O O

5. The area along the banks of a river or creek is called the Riparian area. True False I don’t know O O O

6. Plants and animals native to our region have coevolved and can be part of the same food web. True False I don’t know O O O

7. Only aquatic animals utilize rivers, creeks and lakes. True False I don’t know O O O

8. Salmon in the Russian River Watershed are on the Endangered Species List. True False I don’t know O O O
11. YOUR PHYSICAL ACTIVITY

a. This program helped me be more physically active.

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree nor disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
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</tr>
</tbody>
</table>

12. YOUR PROGRAM UNDERSTANDING

a. I understand what is expected of me in this program.

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree nor disagree</th>
<th>Agree</th>
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<td>O</td>
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</table>

13. YOUR GOALS AND PLANS FOR THE FUTURE

Please tell us your plans immediately after this program ends.

<table>
<thead>
<tr>
<th>No</th>
<th>Yes</th>
<th>I don't know</th>
<th>If yes, please indicate:</th>
</tr>
</thead>
<tbody>
<tr>
<td>----</td>
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</tr>
<tr>
<td></td>
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<td>High School</td>
<td>GED Program</td>
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<td></td>
<td>Part-time</td>
<td>Full-time</td>
</tr>
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</tr>
</tbody>
</table>

a. Will you be going to school?   O   O   O
b. Will you be working?          O   O   O
c. Will you be doing something else? O   O   O

<table>
<thead>
<tr>
<th>No</th>
<th>Yes</th>
<th>I don't know</th>
</tr>
</thead>
<tbody>
<tr>
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<thead>
<tr>
<th>No</th>
<th>Yes</th>
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</table>

   |    |     | College |
   |    |     |         |
   |    |     |         |
   |    |     |         |

   |    |     |           |
   |    |     |           |

   |    |     |           |
   |    |     |           |

e. If yes, please explain how: ____________________________________________

f. Did the program impact your plans for the future?
   O   O   O

e. If yes, please explain how: ____________________________________________

f. Would you like additional assistance with your future plans (such as one-on-one assistance or job/school resources)?
   O   O

14. YOUR FUTURE CAREER

a. Are you aware of environmental/ecological jobs and careers?
   O   O   O

b. Are you interested in pursuing a career you learned about in the program?
   O   O   O

c. Do you know what career you want in the future?
   O   O

d. If yes, did you receive help identifying the steps needed to get the career you want?
   O   O

e. If yes, what career are you interested in? ______________________________________

f. I understand what I need to do to meet my career goals.
   O   O   O   O   O   O
g. I understand what I need to do to meet my education goals.

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree nor disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>I don’t know my goals or I have met my goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

15. THE OPPORTUNITY FAIR

a. Please give an overall rating of the event.

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

How helpful were the following in helping you plan for your future?

<table>
<thead>
<tr>
<th>Very helpful</th>
<th>Somewhat helpful</th>
<th>Not at all helpful</th>
<th>Not Applicable (I didn’t participate in this)</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

b. The employer exhibitors (e.g., Oliver’s, Amy’s, Sonic)

c. The education/training exhibitors (e.g., SRJC, SSU, Job Link)

d. The mock interviews

e. The speaker

f. How did this event help you plan for your future?

________________________________________________________________________________________________________

________________________________________________________________________________________________________

16. YOUR SATISFACTION

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree nor disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

a. Overall, I was satisfied with this program.

b. Overall, I was satisfied with my job placement.

c. I benefitted from the Friday education days.

d. What was your favorite part about this program?

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

e. Do you have any suggestions to help make this program better?

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________
Sonoma County Youth Ecology Corps Work Experience
2016/17 INDIVIDUAL PLACEMENT POST PROGRAM SURVEY

DIRECTIONS: The purpose of this survey is to learn about your experience in SCYEC. Your answers will help us improve the program. We will not report your individual answers to the questions.

Please print neatly & fill in the bubbles completely: Correct = ☑  Incorrect = X ☑ ☑

1. First Name ______________________________  2. Last Name______________________________

3. Today’s Date ___________________________  4. Date of Birth (mm/dd/yy) __________________

5. SUPERVISION

a. Did you receive enough supervision in this program?  No Yes
b. If no, please explain: ____________________________________________________________________________
c. Did your supervisor give you feedback to help you improve your job skills?  No Yes
d. Did you feel comfortable talking to your supervisor about questions or concerns?  No Yes

6. WORKPLACE SAFETY

a. Were you ever worried about your safety in this program?  No Yes
b. If yes, were your safety worries addressed?  No Yes
c. Is there anything you want to tell us about safety in this program? ________________________________________________

d. I know how to report a work hazard if I see one.  Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree
  O        O        O        O        O

e. I received training on the proper use of equipment.  Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree
  O        O        O        O        O

7. WHAT YOU LEARNED

This program helped me improve or learn how to:

a. Ask questions if I don’t understand something.  Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree
  O        O        O        O        O
b. Be on time.  Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree
  O        O        O        O        O
c. Take responsibility for my actions.  Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree
  O        O        O        O        O
d. Work together with others.  Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree
  O        O        O        O        O
e. Respect what other people think.  Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree
  O        O        O        O        O
f. Find resources/services (like help with banking or job search).  Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree
  O        O        O        O        O
g. Be prepared for future employment or education.  Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree
  O        O        O        O        O
8. YOUR RELATIONSHIPS IN THIS PROGRAM

<table>
<thead>
<tr>
<th>Option</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree nor disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I enjoyed working with the people at my placement.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>b. My supervisor was a mentor to me.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>c. I had an adult in this program I could talk to about important decisions in my life.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

9. THE MONEY YOU EARNED

a. How did you spend the money you earned? *Check all that apply.*

- O Savings
- O Personal Entertainment
- O Clothes
- O School (such as tuition, books)
- O Something else. What? ____________________________________________________________

- O Household expenses (such as food, bills, necessities, rent, phone)
- O Car (such as car payments, gas, license, insurance, repairs)
- O Court ordered payments or fines
- O Donation/charity

10. THE COMMUNITY

*Please tell us how much you agree with the following statement. On this survey, community refers to the area where you live or work.*

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree nor disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I try to make a positive difference in my community.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

11. YOUR PROGRAM UNDERSTANDING

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree nor disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I understand what is expected of me in this program.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

12. YOUR GOALS AND PLANS FOR THE FUTURE

*Please tell us what your plans are immediately after this summer program ends.*

<table>
<thead>
<tr>
<th>No</th>
<th>Yes</th>
<th>I don’t know</th>
<th>If yes, please indicate:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>High School</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Part-time</td>
</tr>
<tr>
<td>a. Will you be going to school?</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>b. Will you be working?</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>c. Will you be doing something else?</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

What? ____________________________________________________________
### d. Did the program impact your plans for the future?

<table>
<thead>
<tr>
<th></th>
<th>No</th>
<th>Yes</th>
<th>I don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

**e. If yes, please explain how:** ________________________________________________________________

---

### f. Would you like additional assistance with your future plans (such as one-on-one assistance or job/school resources)?

<table>
<thead>
<tr>
<th></th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

---

### 13. YOUR FUTURE CAREER

#### a. Are you aware of jobs and careers in the field you worked in this summer?

<table>
<thead>
<tr>
<th></th>
<th>No</th>
<th>Yes</th>
<th>I don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

#### b. Are you interested in pursuing a career you learned about in the program?

<table>
<thead>
<tr>
<th></th>
<th>No</th>
<th>Yes</th>
<th>I don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

#### c. Do you know what career you want in the future?

<table>
<thead>
<tr>
<th></th>
<th>No</th>
<th>Yes</th>
<th>I don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

**d. If yes, did you receive help identifying the steps needed to get the career you want?**

<table>
<thead>
<tr>
<th></th>
<th>No</th>
<th>Yes</th>
<th>I don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

**e. If yes, what career are you interested in?** __________________________________________________

### f. I understand what I need to do to meet my career goals.

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree nor disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>I don’t know my career goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

### g. I understand what I need to do to meet my education goals.

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree nor disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>I don’t know my goals or I have met my goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

---

### 14. THE OPPORTUNITY FAIR

#### a. Please give an overall rating of the event.

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

*How helpful were the following in helping you plan for your future?*

<table>
<thead>
<tr>
<th></th>
<th>Very helpful</th>
<th>Somewhat helpful</th>
<th>Not at all helpful</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. The employer exhibitors (e.g., Oliver’s, Amy’s, Sonic)</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>c. The education/training exhibitors (e.g., SRJC, SSU, Job Link)</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>d. The mock interviews</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>e. The speaker</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

**f. How did this event help you plan for your future?** ____________________________________________

______________________________________________________________________________________________
15. YOUR SATISFACTION

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree nor disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Overall, I was satisfied with this program.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>b. Overall, I was satisfied with my job placement.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>c. I benefitted from the Friday education days.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

d. What was your favorite part about this program? ___________________________________________________________
____________________________________________________________________________________________________


e. Do you have any suggestions to help make this program better? ________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
The purpose of this form is to measure youths’ work readiness skills. The matrix includes 13 skills, attitudes, and values essential for professional success. It provides examples of behaviors, attitudes and skills at each level of proficiency, for each skill. The purpose of the matrix is to help you identify the proficiency level of each participant on each work readiness skill.

For each participant, please complete at the start and end of the program, and halfway if requested by your Supervisor (refer to Evaluation Manual for completion dates).

DIRECTIONS:

- Provide one overall rating of the participant’s performance on each skill using the rating scale below by filling in the applicable bubble:

- Correct = ●
- Incorrect = ☒

- On the last page, list major strengths and areas needing improvement

- Return completed forms to your Supervisor

- Please answer thoughtfully and truthfully, and consult with your Supervisor if you have any questions

Work Readiness Rating Scale

<table>
<thead>
<tr>
<th>Rating</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - Not Exposed</td>
<td>Youth was not provided the opportunity to demonstrate this skill.</td>
</tr>
<tr>
<td>1 - Training Level</td>
<td>Preparing to become work-ready. Needs practice &amp; reminders. Skill needs to be developed.</td>
</tr>
<tr>
<td>2 - Improving Toward Entry Level</td>
<td>Has become more work ready. Demonstrates skill with some reminders. Skill needs a bit more development.</td>
</tr>
<tr>
<td>3 - Entry Level</td>
<td>Work ready. Proficient. Demonstrates the skill most of the time. Rarely needs reminders. Meets &amp; demonstrates the skills at a level equal to what is expected of any employee in a similar position.</td>
</tr>
<tr>
<td>4 - Exceeds Entry Level</td>
<td>Exemplary. Demonstrates mastery of skills at a level above what is expected of any employee in a similar position. Demonstrates skills with no reminders &amp; improves work quality when necessary. Identifies problems before they arise &amp; makes adjustments accordingly. Helps others acquire the skill.</td>
</tr>
</tbody>
</table>

Start        | Mid        | End        |
Assessment:  | O          | O          | O          |

Participant First Name _________________________________              Participant Last Name _________________________________             DOB ______________

Crew Leader Name _____________________________________________                                                                                          Today's Date ______________
<table>
<thead>
<tr>
<th>1. Demonstrates willingness to work</th>
<th>2. Demonstrates integrity</th>
<th>3. Completes work proficiently</th>
<th>4. Takes responsibility for completing own work</th>
</tr>
</thead>
<tbody>
<tr>
<td>0- Not Exposed</td>
<td>1- Training Level</td>
<td>2- Improving Toward Entry Level</td>
<td>3- Entry Level</td>
</tr>
<tr>
<td>- Often off task (e.g., talks to friends) instead of working</td>
<td>- When watched, is often engaged in productive work</td>
<td>- Is engaged in work most of the time (about 90%)</td>
<td>- Is engaged in work almost 100% of the time</td>
</tr>
<tr>
<td>- Takes a while to start work or change tasks (e.g., walks slowly)</td>
<td>- Occasionally asks for more work when finished with a task</td>
<td>- Moves between tasks readily, efficiently, quickly</td>
<td>- Offers help readily to others</td>
</tr>
<tr>
<td>- Doesn't ask for more work when finished with a task</td>
<td>- Leans on tools</td>
<td>- Occasionally takes initiative to start new tasks without being asked</td>
<td>- Is a self-starter and often takes initiative to start new tasks</td>
</tr>
<tr>
<td>- Waits for direction</td>
<td>- When watched, is often engaged in productive work</td>
<td>- Occasional takes initiative to start new tasks without being asked</td>
<td>- Before being asked, owns up to mistakes &amp; suggests solutions</td>
</tr>
<tr>
<td>- Tries to hide cell phone use</td>
<td>- When asked, admits to using cell phone or being off task</td>
<td>- Rarely uses cell phone</td>
<td>- Encourages others to take care of equipment &amp; work space</td>
</tr>
<tr>
<td>- Off task when crew leader is not directly supervising</td>
<td>- Goes back to work easily when asked</td>
<td>- Easily answers questions when asked, and doesn't hide anything</td>
<td>- Independently shows respect for equipment &amp; work space</td>
</tr>
<tr>
<td>- Makes excuses when questioned or encouraged to get back to work</td>
<td>- Shows respect for equipment &amp; work space when reminded</td>
<td>- Independently shows respect for equipment &amp; work space</td>
<td>- Independently shows respect for equipment &amp; work space</td>
</tr>
<tr>
<td>- Doesn't show respect for equipment or work space, or things belonging to others</td>
<td>- Demonstrates accuracy, thoroughness, &amp; orderliness in performance of work tasks</td>
<td>- Demonstrates accuracy, thoroughness, &amp; orderliness in performance of work tasks</td>
<td>- Performs work assignments with an exceptional degree of accuracy, thoroughness, &amp; orderliness</td>
</tr>
<tr>
<td>- Doesn't demonstrate accuracy, thoroughness &amp;/or orderliness in performance of work tasks</td>
<td>- May not complete expected amount of work in a timely fashion</td>
<td>- Completes work in a timely fashion &amp; generally avoids mistakes &amp; errors</td>
<td>- Frequently completes more than expected amount of work</td>
</tr>
<tr>
<td>- Doesn't complete expected amount of work in a timely fashion</td>
<td>- Work results sometimes contain mistakes &amp; errors</td>
<td>- Shows professional concern for quality &amp; timeliness of work</td>
<td>- Provides suggestions on how to improve efficiency of processes &amp; assists in implementing when appropriate</td>
</tr>
<tr>
<td>- Work often contains mistakes &amp; errors</td>
<td>- Checks own work quality without being asked</td>
<td>- Identifies &amp; fixes own mistakes</td>
<td>- Makes suggestions for improving the quality of the team's work</td>
</tr>
<tr>
<td>- Makes mistakes &amp; doesn't notice them</td>
<td>- Accepts responsibility for own mistakes when pointed out to them</td>
<td>- Completes almost all work or talks to crew leader if unable to finish tasks</td>
<td>- Encourages others to finish their work so the work of the team is complete &amp; accurate</td>
</tr>
<tr>
<td>- Provides excuses for mistakes or blames others</td>
<td>- Completes majority of work</td>
<td>- Seeks ways to improve</td>
<td>- Voluntarily helps others</td>
</tr>
<tr>
<td>- Doesn't complete work &amp; doesn't appear to care</td>
<td>- Wants to improve</td>
<td>- Helps others when asked</td>
<td></td>
</tr>
<tr>
<td>0- Not Exposed</td>
<td>1- Training Level</td>
<td>2- Improving Toward Entry Level</td>
<td>3- Entry Level</td>
</tr>
<tr>
<td>----------------</td>
<td>-------------------</td>
<td>-------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>5. Demonstrates promptness</td>
<td>• Often late</td>
<td>• Occasionally late</td>
<td>• Rarely, if at all, late</td>
</tr>
<tr>
<td># Late Arrivals ____</td>
<td>• Often extends breaks</td>
<td>• Occasionally extends breaks</td>
<td>• Not late without advance notification</td>
</tr>
<tr>
<td>OVERALL RATING</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

6. Follows attendance procedures

<table>
<thead>
<tr>
<th># Unexcused Absences ____</th>
</tr>
</thead>
<tbody>
<tr>
<td>OVERALL RATING</td>
</tr>
</tbody>
</table>

7. Avoids the use of language or comments that stereotype others

| OVERALL RATING | O | O | O | O |

8. Maintains appropriate grooming & hygiene

| OVERALL RATING | O | O | O | O |

2016/17 SCYEC CREW MEMBER PERFORMANCE EVALUATION MATRIX, Page 3 of 5
<table>
<thead>
<tr>
<th>9. Is respectful of the opinions &amp; contributions of others</th>
<th>0- Not Exposed</th>
<th>1- Training Level</th>
<th>2- Improving Toward Entry Level</th>
<th>3- Entry Level</th>
<th>4- Exceeds Entry Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makes fun of other people’s opinions</td>
<td>Makes value judgments about opinions that aren’t rude but are unhelpful to the overall team spirit (“No, that’s not a good idea.”)</td>
<td>Doesn’t judge or make fun of other people’s ideas (no eye rolling or gossip with others)</td>
<td>Engages in active listening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doesn’t try out other people’s ideas</td>
<td>Stops talking too much when asked</td>
<td>Tries out other people’s ideas</td>
<td>Encourages other people to suggest ideas &amp; share opinions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talks a lot and dominates conversations (doesn’t let others speak)</td>
<td>Occasionally interrupts others</td>
<td>Asks for other people’s opinions</td>
<td>Builds on other people’s ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interrupts others</td>
<td></td>
<td>Doesn’t interrupt others</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**OVERALL RATING**  O  O  O  O  O

<table>
<thead>
<tr>
<th>10. Works well with others as part of a team</th>
<th>0- Not Exposed</th>
<th>1- Training Level</th>
<th>2- Improving Toward Entry Level</th>
<th>3- Entry Level</th>
<th>4- Exceeds Entry Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Works alone -- does not want to work with others</td>
<td>Works with some people but not others</td>
<td>Works well with other people</td>
<td>Initiates interaction with others they may not know</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Often has a negative attitude</td>
<td>Usually has a positive attitude</td>
<td>Has a positive attitude</td>
<td>Invites others to work with them</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complains about others</td>
<td>Occasionally complains about others</td>
<td>Completes their own tasks &amp; then helps others</td>
<td>Recognizes other people’s strengths &amp; makes sure they work in ways that use their strengths</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does not accept help from others</td>
<td>Usually accepts help from others</td>
<td>Helps keep a positive team attitude</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**OVERALL RATING**  O  O  O  O  O

<table>
<thead>
<tr>
<th>11. Demonstrates awareness of safety hazards</th>
<th>0- Not Exposed</th>
<th>1- Training Level</th>
<th>2- Improving Toward Entry Level</th>
<th>3- Entry Level</th>
<th>4- Exceeds Entry Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not aware of safety hazards</td>
<td>Usually aware of safety hazards</td>
<td>Aware of safety hazards</td>
<td>Makes suggestions on how to avoid safety hazards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavior threatens safety of self &amp; others</td>
<td>Needs to be reminded by crew leader &amp; fellow crew members about safety hazards</td>
<td>Reports safety hazards or incidents to crew leader</td>
<td>Reminds crew members about safety hazards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does not report safety hazards</td>
<td>Sometimes reports safety hazards to crew leader</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**OVERALL RATING**  O  O  O  O  O

<table>
<thead>
<tr>
<th>12. Follows procedures established to promote safety on a consistent basis</th>
<th>0- Not Exposed</th>
<th>1- Training Level</th>
<th>2- Improving Toward Entry Level</th>
<th>3- Entry Level</th>
<th>4- Exceeds Entry Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doesn’t wear safety equipment &amp; resists when asked</td>
<td>Usually wears safety equipment -- &amp; does so when reminded</td>
<td>Wears safety equipment without being asked</td>
<td>Makes appropriate suggestions for improving the safety of the work environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doesn’t use tools and equipment correctly &amp; resists when asked</td>
<td>Usually uses tools and equipment correctly -- &amp; does so when reminded</td>
<td>Uses tools and equipment correctly</td>
<td>Appropriately reminds the team to be safe (wear protective equipment, use equipment safely)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doesn’t know/remember safety rules</td>
<td>Knows most safety rules -- &amp; is open to reminders</td>
<td>Knows the safety rules</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acts in ways or takes risks that may threaten their safety or that of others</td>
<td>Usually thinks about safety -- does not engage in work without safety in mind</td>
<td>Constantly thinks about safety</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**OVERALL RATING**  O  O  O  O  O
<table>
<thead>
<tr>
<th></th>
<th>0- Not Exposed</th>
<th>1- Training Level</th>
<th>2- Improving Toward Entry Level</th>
<th>3- Entry Level</th>
<th>4- Exceeds Entry Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Interacts</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>appropriately with</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>the public</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• Usually ignores the public</td>
<td>• Shy, but working to be able to respond appropriately to the public</td>
<td>• Polite &amp; respectful to the public</td>
<td>• Is a good ambassador for SCYEC at the worksite</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Makes inappropriate comments</td>
<td>• Rarely makes inappropriate comments or demonstrates inappropriate body language</td>
<td>• Responds appropriately to questions</td>
<td>• After engaging with this youth, the public is impressed with the youth and the program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Demonstrates inappropriate body language</td>
<td>• Explains the work to the public when asked</td>
<td>• Smiles, makes good eye contact</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**OVERALL RATING**

| 0 | 0 | 0 | 0 | 0 |

**Strengths:**

**Areas Needing Improvement:**

---

Crew Leader Signature ___________________________ Date

Participant Signature ___________________________ Date
The purpose of this form is to measure participants' work readiness skills. The matrix includes 10 skills, attitudes, and values essential for professional success. It provides examples of behaviors, attitudes and skills at each level of proficiency, for each skill. The purpose of the matrix is to help you identify the proficiency level of each participant on each work readiness skill.

For each participant, please complete at the start and end of the program (refer to Evaluation Manual for completion dates).

DIRECTIONS:
- Provide one overall rating of the participant's performance on each skill using the rating scale below by filling in the applicable bubble: Correct = ● Incorrect = ✗ ✓ ☐
- On the last page, list major strengths and areas needing improvement
- Return completed forms to your Supervisor or SCYEC Coordinator
- Please answer thoughtfully and truthfully, and contact an SCYEC Coordinator if you have any questions

Work Readiness Rating Scale

<table>
<thead>
<tr>
<th>Rating</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - Not Exposed</td>
<td>Youth was not provided the opportunity to demonstrate this skill.</td>
</tr>
<tr>
<td>1 - Training Level</td>
<td>Preparing to become work-ready. Needs practice &amp; reminders. Skill needs to be developed.</td>
</tr>
<tr>
<td>2 - Improving Toward Entry Level</td>
<td>Has become more work ready. Demonstrates skill with some reminders. Skill needs a bit more development.</td>
</tr>
<tr>
<td>3 - Entry Level</td>
<td>Work ready. Proficient. Demonstrates the skill most of the time. Rarely needs reminders. Meets &amp; demonstrates the skills at a level equal to what is expected of any employee in a similar position.</td>
</tr>
<tr>
<td>4 - Exceeds Entry Level</td>
<td>Exemplary. Demonstrates mastery of skills at a level above what is expected of any employee in a similar position. Demonstrates skills with no reminders &amp; improves work quality when necessary. Identifies problems before they arise &amp; makes adjustments accordingly. Helps others acquire the skill.</td>
</tr>
</tbody>
</table>

Assessment: O ○

Participant First Name ________________________________  Participant Last Name ________________________________  DOB __________

Supervisor’s Name ________________________________  Today’s Date __________
<table>
<thead>
<tr>
<th></th>
<th>0- Not Exposed</th>
<th>1- Training Level</th>
<th>2- Improving Toward Entry Level</th>
<th>3- Entry Level</th>
<th>4- Exceeds Entry Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates willingness to work</td>
<td></td>
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<tr>
<td>• Often off task (e.g., talks to friends) instead of working</td>
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<tr>
<td>• Takes a while to start work or change tasks (e.g., walks slowly)</td>
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<tr>
<td>• Doesn't ask for more work when finished with a task</td>
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<tr>
<td>• Leans on tools</td>
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<tr>
<td>• Waits for direction</td>
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<tr>
<td>2. Demonstrates integrity</td>
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<tr>
<td>• Tries to hide cell phone use</td>
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<tr>
<td>• Off task when crew leader is not directly supervising</td>
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<tr>
<td>• Makes excuses when questioned or encouraged to get back to work</td>
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<tr>
<td>• Doesn't show respect for equipment or work space, or things belonging to others</td>
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<tr>
<td>3. Completes work proficiently</td>
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<tr>
<td>• Doesn't demonstrate accuracy, thoroughness &amp;/or orderliness in performance of work tasks</td>
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<tr>
<td>• Doesn't complete expected amount of work in a timely fashion</td>
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<tr>
<td>• Work often contains mistakes &amp; errors</td>
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<tr>
<td>4. Takes responsibility for completing own work</td>
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<tr>
<td>• Makes mistakes &amp; doesn't notice them</td>
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<tr>
<td>• Provides excuses for mistakes or blames others</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>• Doesn't complete work &amp; doesn't appear to care</td>
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</tr>
<tr>
<td>OVERALL RATING</td>
<td>O</td>
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<td>OVERALL RATING</td>
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<tr>
<td>OVERALL RATING</td>
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<td>OVERALL RATING</td>
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<td>OVERALL RATING</td>
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<td></td>
</tr>
<tr>
<td>OVERALL RATING</td>
<td></td>
<td>O</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

2016/17 SCYEC INDIVIDUAL PLACEMENT PERFORMANCE EVALUATION MATRIX, Page 2 of 4
<table>
<thead>
<tr>
<th></th>
<th>0- Not Exposed</th>
<th>1- Training Level</th>
<th>2- Improving Toward Entry Level</th>
<th>3- Entry Level</th>
<th>4- Exceeds Entry Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Demonstrates promptness</td>
<td>• Often late</td>
<td>• Occasionally late</td>
<td>• Rarely, if at all, late</td>
<td>• Plans ahead if needs to be late</td>
<td></td>
</tr>
<tr>
<td># Late Arrivals ______</td>
<td>• Often extends breaks</td>
<td>• Occasionally extends breaks</td>
<td>• Not late without advance notification</td>
<td>• Manages breaks around work needs</td>
<td></td>
</tr>
<tr>
<td>OVERALL RATING</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>6. Follows attendance procedures</td>
<td>• Doesn't show up for work &amp; doesn't inform supervisor</td>
<td>• Occasionally absent</td>
<td>• Rarely, if at all, absent</td>
<td>• If absence is necessary, it is not all day (they return to work after absence)</td>
<td></td>
</tr>
<tr>
<td># Unexcused Absences ______</td>
<td>• Doesn't offer an excuse when returns to work</td>
<td>• Occasionally provides advance notification</td>
<td>• Not absent without advance notification</td>
<td>• Work is viewed as a priority for their time</td>
<td></td>
</tr>
<tr>
<td>When questioned, excuse is inadequate</td>
<td>• When asked, reason for absence is usually acceptable (e.g., sick, doctor's appointment, family emergency)</td>
<td>• Reason for absence is acceptable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OVERALL RATING</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>7. Avoids the use of language or comments that stereotype others</td>
<td>• Gossips</td>
<td>• Occasionally gossips or puts down others</td>
<td>• Doesn't intentionally make inappropriate comments</td>
<td>• Demonstrates model behavior of not making derogatory, stereotyping, or inappropriate comments, or using foul language</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Puts down others</td>
<td>• Occasionally makes inappropriate comments or jokes</td>
<td>• Doesn't use foul language</td>
<td>• Encourages others not to make derogatory, stereotyping, or inappropriate comments, or use foul language (acts as a leader in this area)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Makes derogatory comments</td>
<td>• Occasionally uses foul language</td>
<td>• Notices negative reactions from others</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Makes racist or sexist comments/jokes</td>
<td>• Apologizes when asked</td>
<td>• Doesn't respond to other people's inappropriate comments</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Uses excessive foul language</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Insensitive to negative reactions from others (&quot;Oh dude, lighten up&quot;)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Doesn't stop when coached</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OVERALL RATING</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>8. Maintains appropriate grooming &amp; hygiene</td>
<td>• Inadequate personal grooming or hygiene</td>
<td>• Occasionally needs reminders about appropriate dress or grooming for the workplace</td>
<td>• Wears appropriate &amp; required dress or grooming for the workplace</td>
<td>• Demonstrates model behavior of not making derogatory, stereotyping, or inappropriate comments, or using foul language</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Wears inappropriate clothes for the workplace, &amp; resists changing them</td>
<td>• Readily, willingly covers offensive tattoos or body piercings if asked</td>
<td>• Does not show offensive tattoos or body piercings</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Has visible &amp;/or offensive tattoos or body piercings &amp; resists covering them up if asked</td>
<td>• Quits using heavily scented products if asked</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Uses heavily scented products &amp; resists stopping use</td>
<td></td>
<td></td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>0- Not Exposed</td>
<td>1- Training Level</td>
<td>2- Improving Toward Entry Level</td>
<td>3- Entry Level</td>
<td>4- Exceeds Entry Level</td>
<td></td>
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<tr>
<td>----------------</td>
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<td>-------------------------------</td>
<td>----------------</td>
<td>-----------------------</td>
<td></td>
</tr>
<tr>
<td>9. Demonstrates customer service skills</td>
<td>• Fails to meet customer/client needs&lt;br&gt;• Communicates poorly with customers/clients&lt;br&gt;• Often gets frustrated with customers/clients</td>
<td>• Meets customer/client needs&lt;br&gt;• Communicates adequately with customer/client&lt;br&gt;• Occasionally gets frustrated with customers/clients</td>
<td>• Anticipates and meets customer/client needs&lt;br&gt;• Communicates well with customers/clients&lt;br&gt;• Friendly to customers/clients&lt;br&gt;• Helpful to customers/clients</td>
<td>• Exceptional in anticipating and meeting customer/client needs&lt;br&gt;• Communicates extremely well with customers/clients&lt;br&gt;• Extremely friendly and helpful to customers/clients</td>
<td></td>
</tr>
</tbody>
</table>

**OVERALL RATING**

| 0 | O | O | O | O |

10. Follows procedures established to promote safety on a consistent basis | • Doesn't use tools and equipment correctly & resists when asked<br>• Doesn't know/remember safety rules<br>• Acts in ways or takes risks that may threaten their safety or that of others | • Usually uses tools and equipment correctly -- & does so when reminded<br>• Knows most safety rules -- & is open to reminders<br>• Usually thinks about safety of themselves & others before beginning tasks | • Uses tools and equipment correctly<br>• Knows the safety rules<br>• Constantly thinks about safety -- does not engage in work without safety in mind | • Makes appropriate suggestions for improving the safety of the work environment<br>• Appropriately reminds others to be safe (wear protective equipment, use equipment safely) |

**OVERALL RATING**

| 0 | O | O | O | O |

**Strengths:**

**Areas Needing Improvement:**

---

**Supervisor Signature** _______________ **Date** ___________________

**Participant Signature** _______________ **Date** ___________________