



Youth Education & Employment Services

Sonoma County Youth Ecology Corps

2017 Evaluation Report



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EXECUTIVE SUMMARY

The Sonoma County Youth Ecology Corps (SCYEC) provides local youth and young adults with meaningful, paid work experience, environmental education, and the opportunity to explore careers and develop work-readiness skills. The Sonoma County Human Services Department has proudly administered SCYEC along with local partners and contracted youth provider agencies every summer since 2009. This report includes the results from the 2017 SCYEC summer program, the SCYEC fall crew, and the first six months of the new Career Pathways Program (CPP) pilot.



65+

Youth & Young Adults



1200+

Hours of Service to Community



20+

Agencies & Nonprofits

SCYEC Positively Impacts Youth & Young Adults

- ✓ **All 50** summer program crew members had a post-summer plan for education or work.
- ✓ Of the **eight** crew members in the first Career Pathways Program cohort:
 - **38%** are employed by the Sonoma County Water Agency (SCWA), making \$19.14/hr.
 - **25%** are participating in extended internships at the SCWA or Regional Parks.
 - **25%** are working at Conservation Corps North Bay, continuing career development.
- ✓ **88%** of summer program crew members and **100%** of CPP crew members agreed that they knew how to report a potential site hazard at program end.
- ✓ **84%** of summer and fall program crew members and **100%** of CPP crew members demonstrated consistently following safety procedures at program end.
- ✓ **83%** of summer and fall program crew members and **100%** of CPP crew members with skill deficits at program start showed improvement in at least one area at program end.

SCYEC Positively Impacts the Community & Environment

- ✓ Crew members removed almost **60,000** pounds of debris and invasive species; maintained over **52,000** feet of local streams; harvested **2,000** pounds of fresh produce; and more.

"I've decided to go back to school. I was encouraged by crew leader and members."

– Crew Member

"The crews are a resource that can handle important tasks in the park that we would not otherwise have the resources for."

– Project Host

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SCYEC Leadership Team

Susan Gorin

Sonoma County Supervisor
1st District

Mike Reilly

Sonoma County Supervisor
5th District (Retired)

Katie Greaves

Director, Employment and Training Division
Sonoma County Human Services Department

Karen Fies

Director
Sonoma County Human Services Department

Ann DuBay

Public Information Officer
Sonoma County Water Agency

Steve Trippe

President and Executive Director
New Ways to Work

Stephen Jackson

Director, Career Technical Education
Sonoma County Office of Education

Mike Thompson

Assistant General Manager
Sonoma County Water Agency

Special Thanks To

Sonoma County Human Services Department Staff

Jennifer Hayworth	Michelle Revecho
Amanda Gayda	Cristin Tuider

And the SCYEC Evaluation Workgroup Members

Report Prepared By

Sarah Lewis-Crow

Program Planning and Evaluation Analyst
Sonoma County Human Services Department
707.565.8509 or slewiscrow@schsd.org

Youth@Work in Our Community

www.scyec.org

A 21st Century Conservation Service Corps Member

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BACKGROUND

Program Overview

The Sonoma County Youth Education and Employment Services (YEES) program offers year-round career preparation and work experience opportunities to youth and young adults ages 16-24. The Workforce Innovation and Opportunity Act (WIOA) provides the framework for this program.

A key component of the YEES program is the Sonoma County Youth Ecology Corps (SCYEC), which offers valuable paid work experience to youth and young adults in the community, along with environmental education, and the opportunity to explore careers and develop work-readiness skills. Youth and young adults contribute to their local community while completing environmental and conservation-related projects. Since 2009, SCYEC has provided more than **1,600** job opportunities and funding has totaled over **8 million dollars**. In 2017, youth and young adults were paid between \$11.00-\$15.50 per hour, depending upon skill level, work assignment, and experience.

SCYEC brings together a diverse group of public agencies and community organizations in a unique program that is replicable and sustainable. SCYEC is recognized as a Tier 2 promising practice program on the Sonoma County Upstream Investments' Portfolio, affirming the program's strong foundation in evidence.* SCYEC also received a Challenge Award for innovation in county government by the California State Association of Counties (CSAC) in 2014 and SCYEC was named a Bright Idea by the Harvard Kennedy School Innovations in Government Program in 2015.

SCYEC Core Components

Youth Employment & Development

- SCYEC provides meaningful short- or long-term jobs for young people.
- Participating youth and young adults are placed on an ecology crew or in an individual internship.
- Young people receive education and training to develop the core job skills needed to find and keep permanent employment.

Environmental Stewardship & Community Service

- SCYEC provides valuable services to local public agencies, nonprofits, and the community.
- Crews and interns 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.

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.

*Sonoma County Upstream Investments' Portfolio, Tier 2. <http://upstreaminvestments.org/html/programs.htm>

Although SCYEC is open to all Sonoma County 16-24 year olds, the program targets economically disadvantaged young people, especially those enrolled in WIOA or receiving SonomaWORKS aid (Temporary Assistance for Needy Families [TANF]/CalWORKs), and youth or young adults 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 programs.

SCYEC Summer Program

SCYEC began in 2009 as a summer jobs program for youth with the support of the American Recovery and Reinvestment Act (ARRA). For nine consecutive years, the Sonoma County Human Services Department (HSD) has administered an SCYEC summer program 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*

In 2017, the eight-week SCYEC summer program focused on youth ages 16-18 whose families were currently receiving aid through SonomaWORKS (TANF/CalWORKs). The 2017 model included predominately crew work and aimed to recruit about 50 youth in the community.

SCYEC was expanded into a year-round youth program in 2012. While this report focuses on the summer program, some of the results from the 2017 fall crew are also included. Social Advocates for Youth (SAY) employed and supervised the youth and young adults on this 2017 fall crew.

SCYEC Career Pathways Program

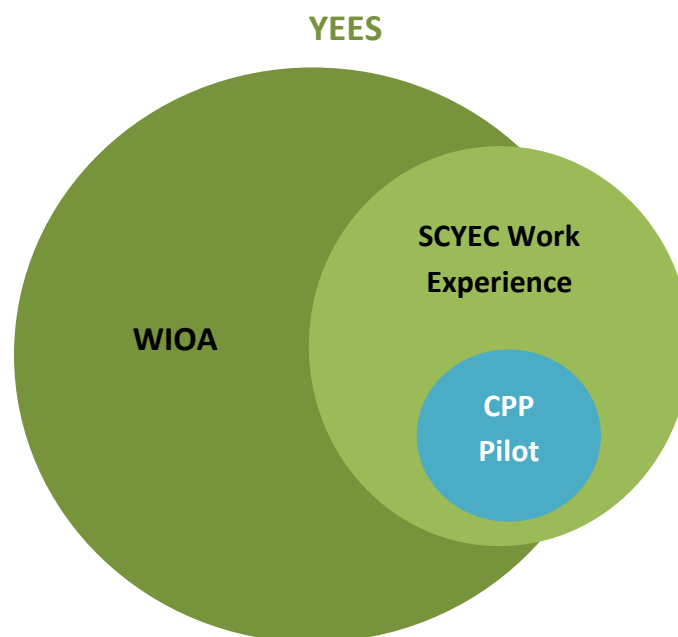
In July 2017, the Sonoma County Water Agency (SCWA) and HSD launched a new year-long career development program for a cohort of young adults ages 18-24. This pilot, named the Career Pathways Program (CPP), includes a combination of crew work, individual internships, networking, and career and educational support to help prepare young adults for a career in public works or county agencies. This program was designed to give young adults a more extended, in-depth crew work experience and an opportunity to get an internship in an area of career interest. The pilot also strives to help local government agencies develop the next generation of public employees.

For the first six months of the program, a cohort of eight young adults – who named themselves the “Pioneers” – had the opportunity to work on an ecology crew alongside a SCWA crew. A second cohort – the “Trailblazers” – began the program in January 2018, while the Pioneers moved on to the second six-month phase of the CPP: an internship at a participating local agency. For 2017-18, CPP internship opportunities were available with the following organizations:

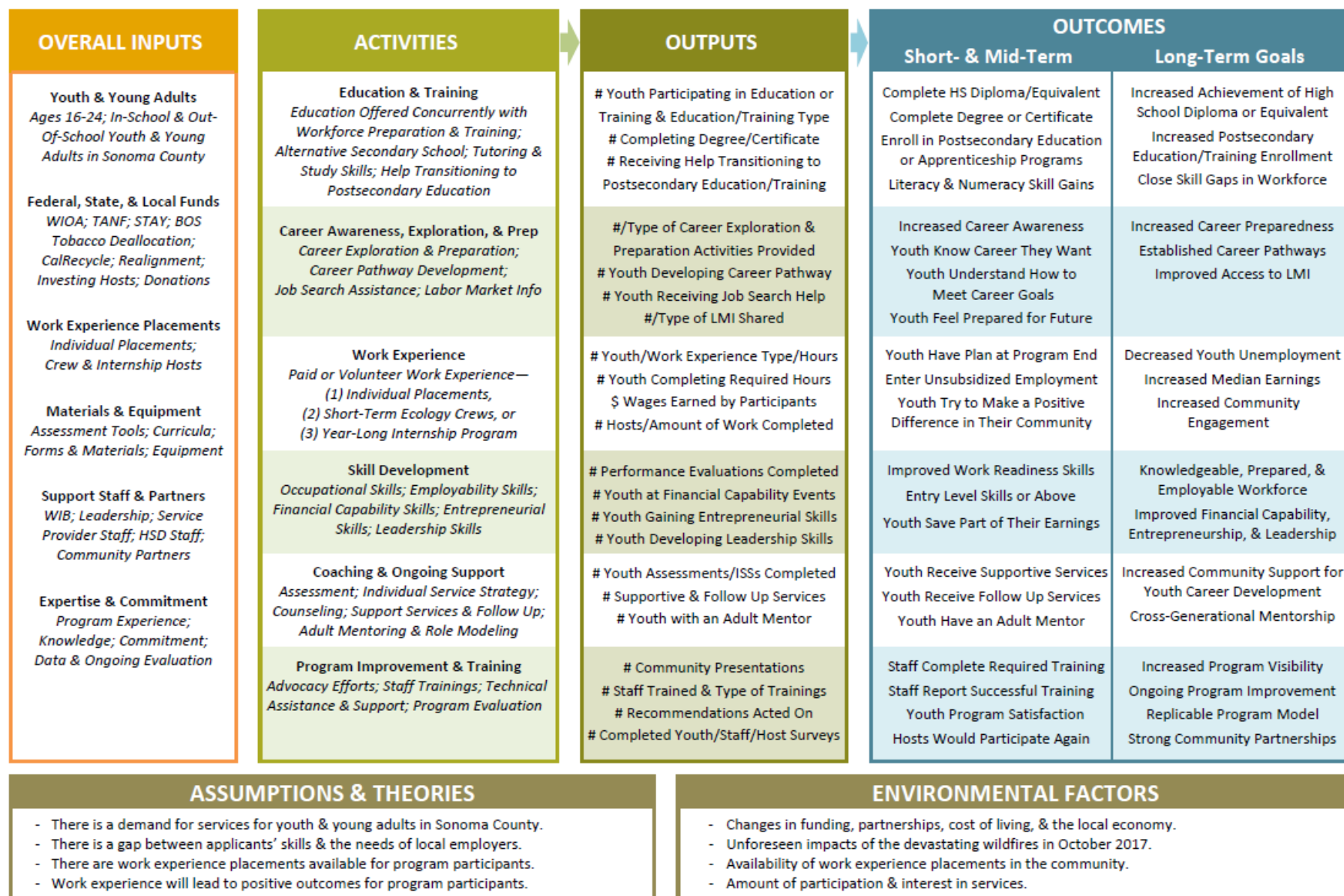
- Sonoma County Water Agency
- Sonoma County Regional Parks
- Sonoma County General Services – Fleet

Throughout the program, cohort members also receive assistance in developing their career pathway – a clear sequence of education, training, and services that helps youth and young adults gain essential skills and enter a specific occupation in alignment with the needs of the local economy. Conservation Corps North Bay (CCNB) employs, supervises, and supports each CPP cohort, in collaboration with other agencies. Following the program, youth and young adults who may need additional resources or support are referred to the local America’s Job Center of California (AJCC), Sonoma County Job Link.

Figure 1: 2017 Youth Education and Employment (YEES) Program Overview



YEES Program Logic Model



Report Overview

The SCYEC program evaluation strives to enhance our understanding of SCYEC's impact on enrolled young people, the environment, and the local 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 for SCYEC, as well as future evaluation efforts. This report presents evaluation findings from the 2017 summer and fall, including an assessment of the effectiveness of the programs in reaching their short- and mid-term goals (See *Logic Model*, Page 4).

Specifically, this report addresses the following key questions:

- What are the current needs of youth and young adults in Sonoma County?
- To what degree did the 2017 YEES program achieve anticipated outcomes?
- What was the impact of the 2017 YEES program on youth and young adults?
- What was the impact of the 2017 YEES program on the community and environment?
- What lessons can be applied to future program design?

Youth & Young Adult Needs

Youth Unemployment

In Sonoma County, young people ages 16-24 are faced with higher unemployment rates than adults. According to 2012-2016 estimates from the U.S. Census Bureau, about **19%** of Sonoma County youth ages 16-19 and **10%** of Sonoma County young adults ages 20-24 are unemployed, compared to the 7% unemployment rate among all work age residents in Sonoma County.¹

Youth Poverty Levels

Sonoma County young people ages 16-24 also face consistently higher poverty rates than adults ages 25-64. An estimated **22%** of Sonoma County young people ages 16-24 are living in poverty, compared to 12% of adults ages 25-64.² Research shows that youth in poverty are at risk for negative outcomes later in life. Compared to youth from affluent families, youth who grow up in poverty 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.³

¹ U.S. Census Bureau: American Community Survey. Employment Status (S2301) 5-Year Estimates, 2012-2016. Please note: The most recent ACS unemployment rates available for Sonoma County youth and young adults is from 2016.

² U.S. Census Bureau: American Community Survey. Poverty Status in the Past Twelve Months by Sex by Age (B17001) 5-Year Estimates, 2012-2016. Please note: The most recent ACS poverty rates available are from 2016.

³ Elman, C., Wray, L.A., & Xi, J. (2014). Fundamental resource dis/advantages, youth health, and adult educational outcomes. *Social Science Research*, Volume 43, 108-126.

Disconnected Youth

Approximately **11%** of Sonoma County young people ages 16-24 are classified as disconnected, meaning that they are not currently enrolled in school (full- or part-time) nor employed (full- or part-time). That equates to about **6,000** young people in Sonoma County.

Sonoma County's youth disconnection rate is slightly lower than the rate for California (12%) and the nation as a whole (12%). Sonoma County's youth disconnection rate is about the same as the rates in the counties of Napa and Marin. However, Sonoma County's rate is slightly higher than the rates in comparable counties such as Santa Clara (9%), San Mateo (8%), and Santa Cruz County (8%).⁴

Research suggests that disconnected young people are at risk for 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.⁵ Youth disconnection rates vary 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.⁶

Environment & Community Needs

Locally, there continues to be 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. Following the devastating October 2017 wildfires, many local parks and public works agencies also face the responsibilities of cleaning-up and rebuilding.

In addition, local government agencies and environmental organizations hope to inspire a new generation of employees and diversify their workforce. Sonoma County employers anticipate a wave of retirements in the coming years, and are working to discover and develop new talent.

SCYEC helps to address these needs and provides young people with the opportunity to work in conservation, public works, and related projects throughout Sonoma County. The community is in need of a job-ready prospective workforce; SCYEC equips youth and young adults with essential skills desired by local employers and helps to prepare them for careers in these fields.

⁴ Measure of America of the Social Science Research Council. Disconnected Youth – Interactive Data Tool; Released March 2018. <http://www.measureofamerica.org/DYinteractive/>

⁵ Hair, E. C., et al. (2009). Youth who are “disconnected” and those who then reconnect: Assessing the influence of family, programs, peers and communities. Child Trends Research Brief No. 2009-37.

⁶ Measure of America of the Social Science Research Council. Promising Gains, Persistent Gaps: Youth Disconnection in America. 2017. <http://www.measureofamerica.org/youth-disconnection-2017/>

Resources

Funding

From June to December 2017, an estimated **\$449,000** was paid out to contracted youth program providers for the SCYEC summer program, the SCYEC fall crew, and the Career Pathways Program. **Ten** 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/General Fund
- Cal Recycle for Laguna Foundation
- Sonoma County Fire and Emergency Services
- Sonoma County Agriculture Preservation and Open Space District

State/Federal Funding Sources

- Workforce Innovation & Opportunity Act (WIOA)
- Temporary Assistance for Needy Families (TANF)
- Realignment (includes services for transitional age foster youth)

Youth met specific eligibility requirements for enrollment through WIOA, TANF, and/or Realignment funding. WIOA eligible out-of-school youth demonstrated one or more of the following barriers: dropping out of high school (or at risk); experience with the justice system; homelessness; running away from home; experience in foster care; being pregnant or parenting; low-income status; disability; basic literacy skills deficiency; English language limitations; or required 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 aid as a dependent. To qualify for Realignment funds, youth had to be active in the foster care system or have been in foster care at age 16+ and aged out of the system.

Youth Program Providers

The Human Services Department contracts with five local nonprofit agencies to recruit, employ, train, and supervise the crew members and crew leaders, and provide the youth with educational and career exploration support. These five 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

Crew Members

Overall, **67** youth and young adults participated in SCYEC programs throughout the summer and fall of 2017. Youth and young adults were referred to SCYEC programs in a variety of ways. Many crew members were recruited by the five participating program provider agencies, which accepted interest forms and screened youth and young adults for the program. Youth and young adults also applied to the program based on word-of-mouth or previous SCYEC experience. Some youth and young adults were also referred to SCYEC by SonomaWORKS (TANF/CalWORKs) case managers.

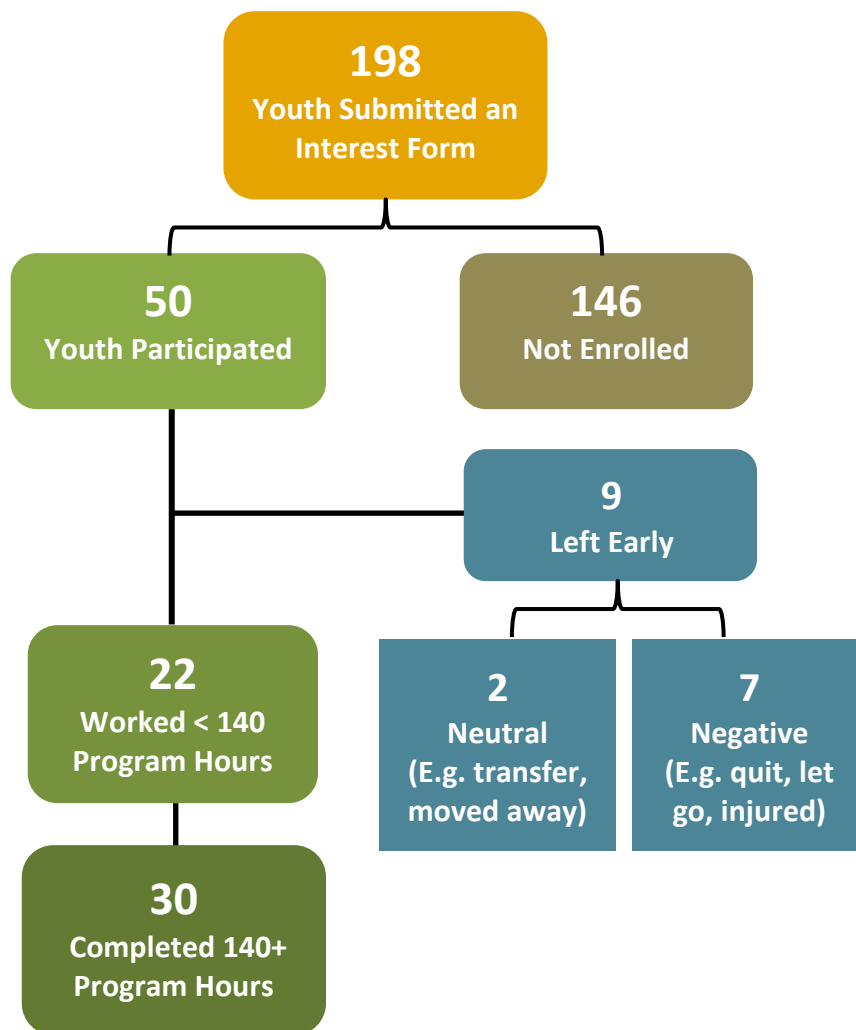
Predetermined eligibility criteria, funding availability, and funding requirements dictate the total number of youth and young adults that can be served in SCYEC programs. The number of youth and young adults participating in the SCYEC summer programs was lower in 2017 than in previous years; the SCYEC summer had 82 youth and young adults in 2016, and 150 youth and young adults in 2015.



SCYEC Summer Program

Overall, there were **50** youth and young adults hired during the eight-week 2017 summer program.⁷ About 146 youth and young adults initially expressed interest in SCYEC, but were not hired. The most common reasons why youth were *not* hired included: youth declining an interview or no longer being interested, youth not responding, or youth not meeting the eligibility requirements.

About **60%** of hired youth or young adults had a positive program outcome – defined as completing at least 140 paid program hours *or* leaving the program early to start a new job or return to school.



⁷ This number includes hired youth and young adults with attendance recorded for at least one SCYEC work week.

Characteristics of Hired Youth & Young Adults

Most youth and young adults participating in the 2017 summer program were male, between the ages of 16-18, and identified as Hispanic or Latino (See Figures 2 and 3); these findings are similar to the results from past years of the SCYEC summer program.

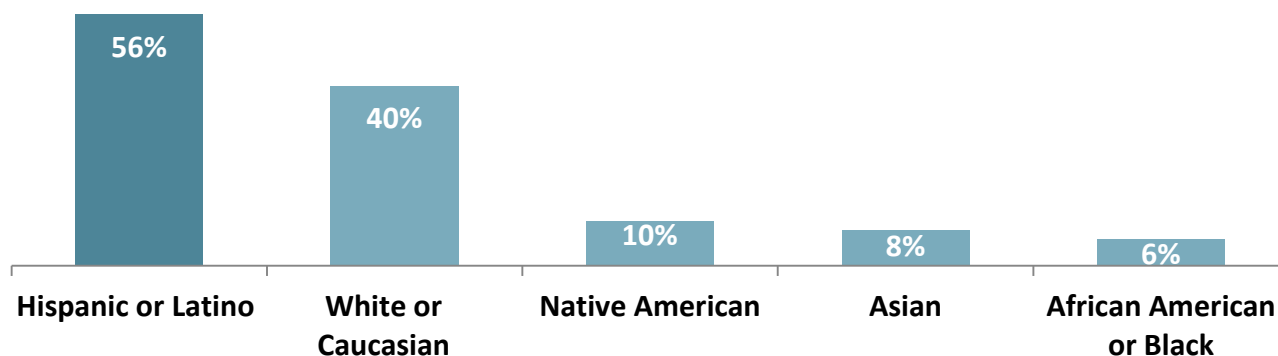
On average, participating youth and young adults in 2017 were slightly younger than participants in 2016. About 75% of hired youth and young adults were ages 16-18 in 2017, compared to 62% in 2016. This corresponds with the goal for the 2017 SCYEC summer program, to focus on a younger population of youth and young adults than in past years.

Figure 2: Most Summer Program Crew Members were Male, Ages 16-18



About 56% of hired youth and young adults in the summer program identified as Hispanic or Latino, higher than the percentage of Sonoma County residents who identify as Hispanic or Latino (26%).⁸

Figure 3: Over Half of Summer Program Crew Members Identified as Hispanic or Latino



Note: Youth and young adults were free to select more than one racial or ethnic group.

Past Work & School Experience

The 2017 summer program was the first job experience for approximately 38% of youth and young adults, similar to the results in 2016 (31%). Immediately prior to the summer of 2017, most hired youth

⁸ U.S. Census Bureau: American Community Survey. Comparative Demographic Estimates (CP05) 5-Year Estimates, 2012-2016. Please note: The most recent ACS demographic information available for Sonoma County is from 2016.

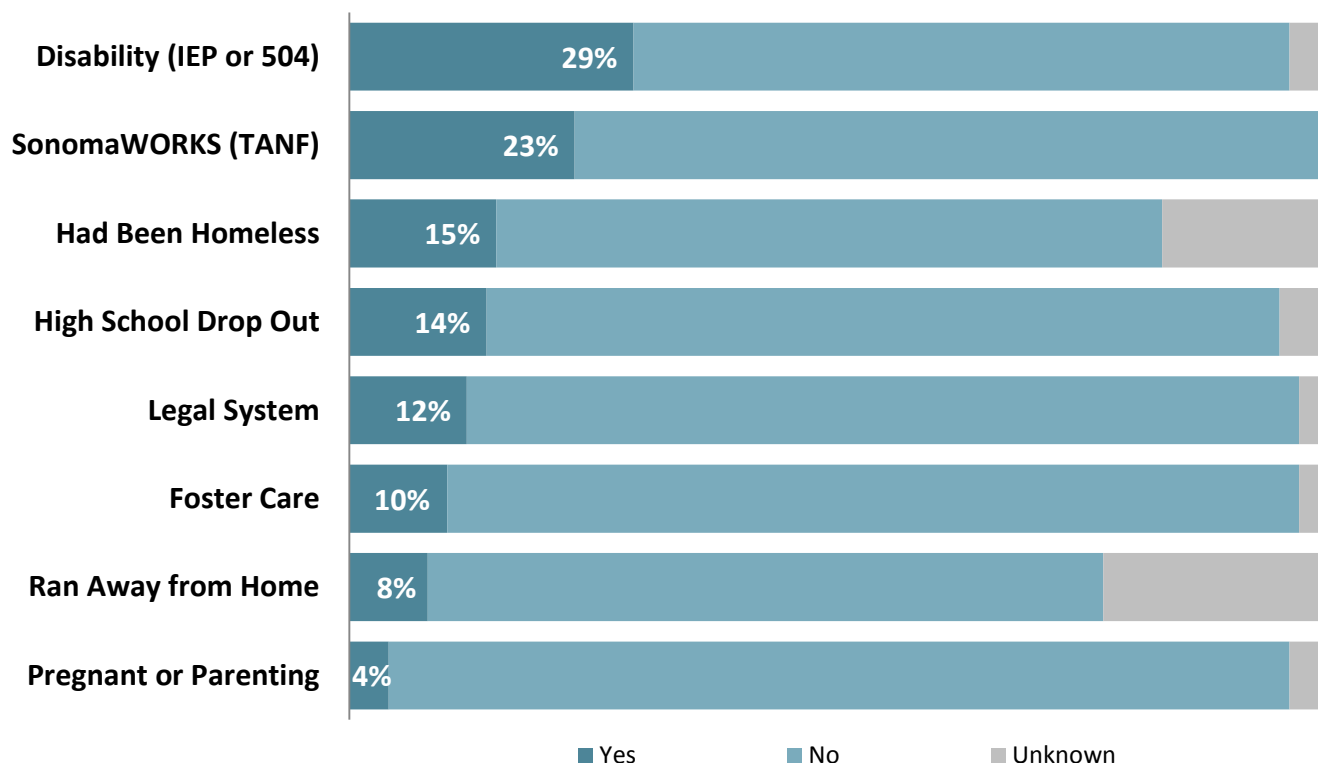
and young adults – 86% – were in school. Of those in school, about 90% were in high school and 10% were in college. About 35% of youth and young adults were working part-time or full-time prior to SCYEC. About 6% of youth and young adults were neither in school nor working, similar to in 2016.

Barriers

About 62% of participating youth and young adults identified at least one barrier at program entry (See Figure 4), a notably lower percentage than in 2016 (78%). About 28% of youth and young adults identified more than one barrier, similar to in 2016 (33%). This information was used to help determine eligibility for various funding sources and does not necessarily include all presenting barriers.

In 2017, fewer youth and young adults identified an IEP or 504 Plan,⁹ SonomaWORKS (TANF) benefits, history with the legal system, experience in the foster care system, and being pregnant or parenting than in 2016. The largest decreases from 2016 to 2017 were for the legal system (decreased from 28% to 12%) and SonomaWORKS (TANF/CalWORKs) benefits (decreased from 35% to 23%, despite the 2017 summer program’s efforts to recruit youth and young adults in SonomaWORKS). The questions regarding homelessness and running away from home were new to the 2017 SYEC interest form.

Figure 4: Summer Program Crew Members Faced a Variety of Barriers

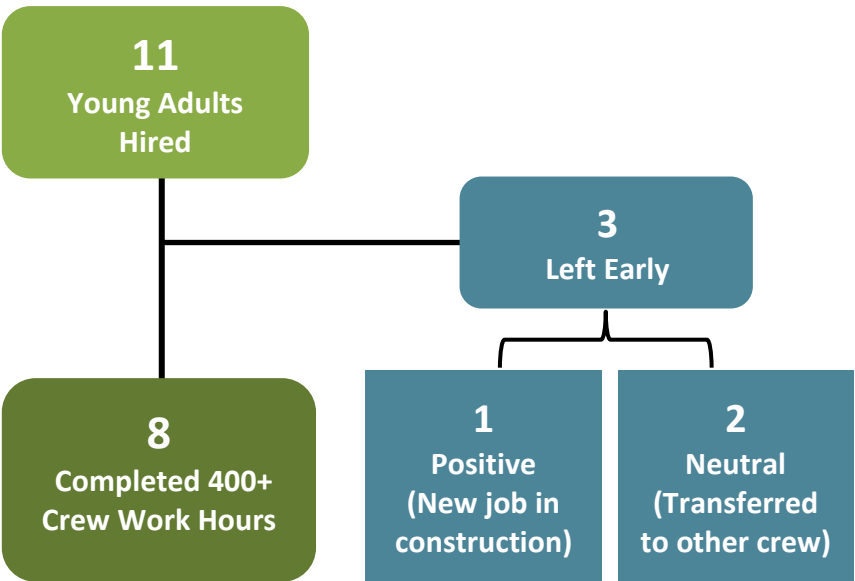


Note: Youth and young adults could select all barriers that applied.

⁹ Individualized Education Program (IEP) is a written plan for a student eligible for special education. A 504 Plan involves special education accommodations, specifically the measures taken for a student to participate freely in public school.

SCYEC Career Pathways Program (CPP)

A total of 11 crew members were hired for the first cohort of the CPP. Of the three crew members who left early, one left for a positive reason (started a new job in construction) and the other two left for a neutral reason (transferred to another crew). A total of 8 crew members completed the crew work element of the program. The CPP crew worked for twenty-four weeks throughout summer and fall of 2017, with a one week gap due to the wildfires. All 8 of these Pioneers completed at least 400 paid program hours and continued into internships. (See Page 40: *Where Are the CPP Pioneers Now?*).



Characteristics of Hired Youth & Young Adults

All of the young adults who completed the crew work element¹⁰ of the CPP identified as male and were between the ages of 19-24. Overall, the Pioneers were notably older than the youth and young adults who participated in the SCYEC summer program and SCYEC fall crew. (See Figure 5).

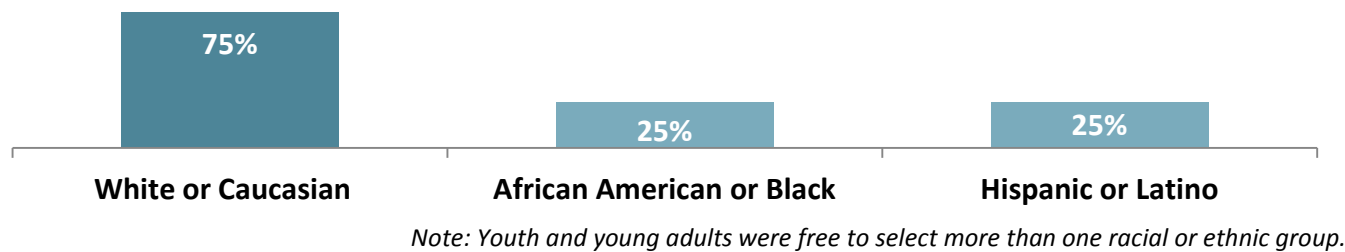
Figure 5: All Pioneer Crew Members Were Male & Ages 19-24



¹⁰ Only the 8 Pioneers who completed the ecology crew work element of the CPP were included in this analysis.

About 75% of the CPP Pioneer crew members identified as White or Caucasian, 25% identified as African American or Black, and 25% identified as Hispanic or Latino. (See Figure 6).

Figure 6: Three Quarters of CPP Crew Members Identified as White or Caucasian



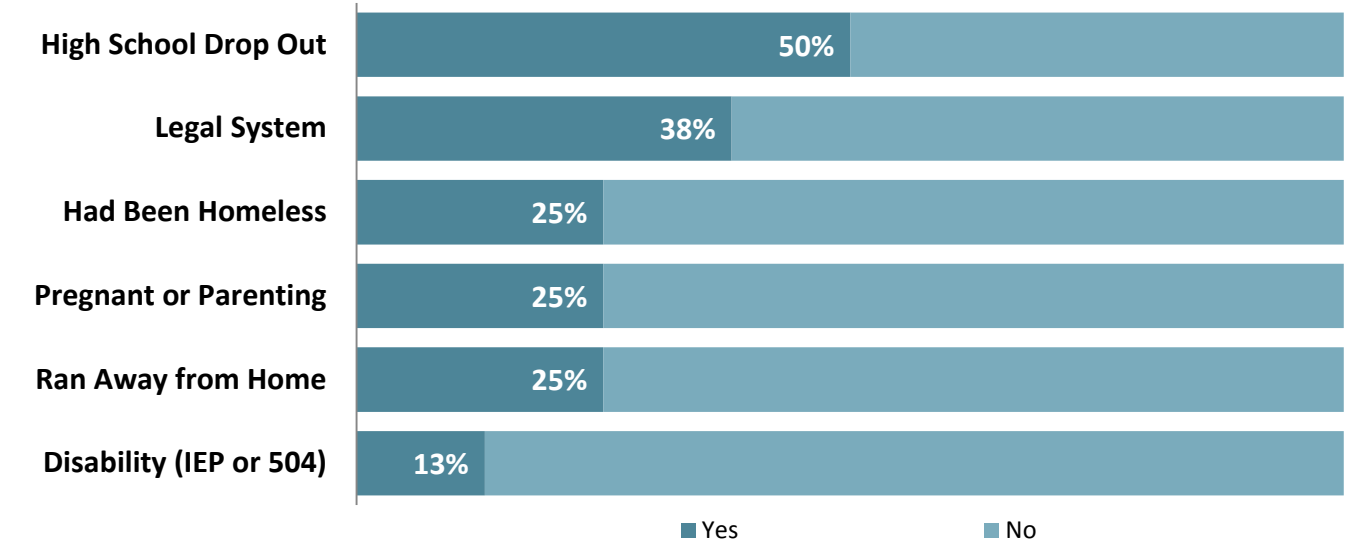
Past Work & School Experience

About 75% of the Pioneers reported that they had participated in SCYEC in the past. Immediately prior to starting the CPP, 25% of participating young adults were in school. Of those young adults in school, about 50% were in high school and 50% were in college. About 63% of the Pioneers had held part-time or full-time jobs prior to starting the CPP. About 38% were neither in school nor working.

Barriers

About 75% of participating young adults identified at least one of the following barriers at program entry (See Figure 7), a higher percentage than among SCYEC summer program crew members and fall crew members. About 38% of the young adults identified more than one of the following barriers. The most common barriers among the Pioneers were dropping out of high school (50%), followed by a history with the legal system (38%). No CPP Pioneer crew members had experienced foster care.

Figure 7: Half of CPP Crew Members Had Dropped Out of High School





Project Hosts

In 2017, there were **21** public and non-profit organization project hosts who provided crew members with safe, meaningful work opportunities throughout Sonoma County. Project hosts, along with youth program provider agency staff, were responsible for orienting crew members and crew leaders to the job assignment and worksite, and following safety procedures (e.g. supplying water, a shaded area, and safety gear). Some project hosts also provided training and assisted in identifying relevant skill development. Several project hosts also invested in the program and contributed to the crew costs.

City Agencies

City of Cloverdale
City of Healdsburg
City of Rohnert Park
City of Santa Rosa
City of Sebastopol

County Agencies

Sonoma County Agriculture Preservation & Open Space District*
Sonoma County Fire & Emergency Services*
Sonoma County Regional Parks*
Sonoma County Water Agency*

Nonprofits

Laguna Foundation*
Land Paths
Petaluma People Services Center - Bounty Farm
Russian River Keepers
Sonoma Ecology Center - Sugarloaf Ridge
Sonoma State University
Sonoma Resource Conservation District
Stewards of the Coast & Redwoods
The Center for Social & Environmental Stewardship
West County Community Services - Park Village

Parks & Recreation

Jack London State Historic Park
Monte Rio Parks & Recreation

** 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 Agencies

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

Crews are typically made up of six to eight youth and young adults who are supervised by trained crew leaders. Generally, youth and young adults work 5 to 8 hours per day. Each Friday, crew members participated in an unpaid education day. There are typically three levels of crews:

Crew	Description
Entry Level	Designed to provide crew members with valuable experience in order to build basic work readiness and job skills. This is often the crew members' first job. 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.
Senior Level	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.
Extended & Year-Round	Designed to extend the experience of older crew members beyond the eight-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.

Although the regular activities of a crew varied, a typical day on a crew was as follows:

A Day in the Life of a SCYEC Crew Member



Crew members worked at a variety of worksites including Sonoma County creeks, trails, parks, and other public open spaces. The projects also varied, but some example included: waterway, trail and public lands maintenance; invasive plant and debris removal; fire abatement; and gardening or landscaping activities. (See *Results* on Page 23 for a summary of completed projects.)

Project Spotlight: City of Santa Rosa

During the summer, a crew of 9 youth worked with the City of Santa Rosa to care for local creeks, trails, and Sonoma County Water Agency (SCWA) facilities. Over the course of 26 days, the crew maintained over 45,000 linear feet of creeks (Santa Rosa Creek, Paulin Creek, Colgan Creek, Piner Creek, and others). The crew also removed over 25 cubic yards of debris and over 45 cubic yards of invasive privet, blackberry, and English ivy.

This work made a significant impact on the environment by maintaining the health of native species of plants and animals. Furthermore, the City of Santa Rosa said that the crew's work positively impacted the community by improving access to trails and reducing the amount of trash visible in local streams. Crew members' work even received thanks and praise from passing residents.

"The removal of trash in and along waterways by youth will greatly impact creek ecology and the overall health of the Santa Rosa Creek watershed. The removal of invasive plant species aids in the structure of the riparian canopy and under story to create an environment more advantageous to native plant and animal species."

**— Aaron Nunez,
City of Santa Rosa**

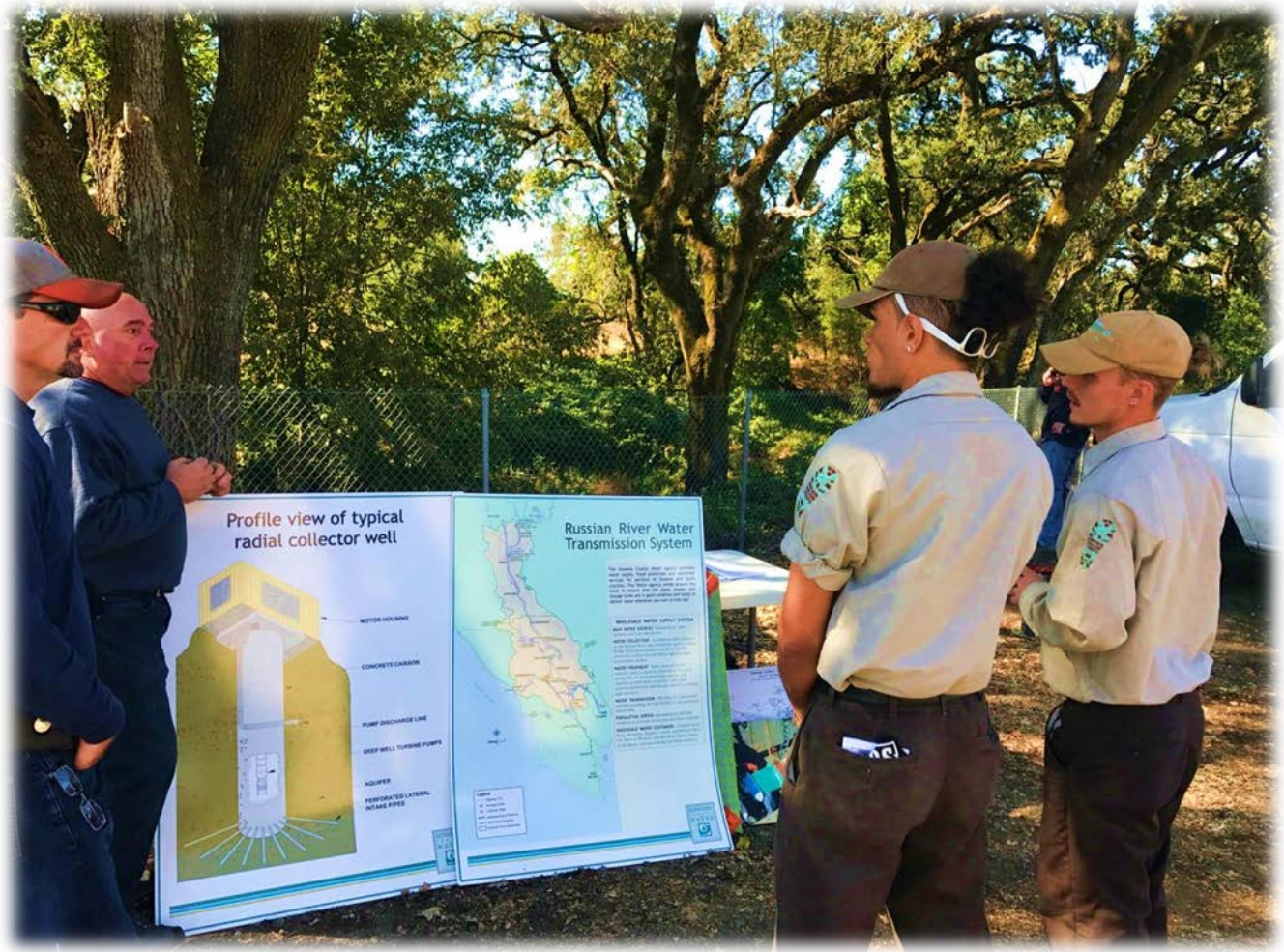
Life Skills Curriculum

Youth program providers deliver life skills curriculum to participating youth and young adults. Most agencies implement the evidence-based Tackling the Tough Skills (TTS) curriculum. TTS is an interactive life skills curriculum that helps youth and young adults prepare for success in work and life. TTS addresses: Attitude, Responsibility, Communication, Problem Solving, and Preparing for the Workplace.

Workplace Exposure

SCYEC is designed to provide youth and young adults with work experience so they can develop the necessary competencies for future employment. Youth and young adults receive training prior to the start of the program, and continue to receive training on the job throughout the summer. Crew leaders also serve 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* on Page 23 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 providers offer 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 and young adults in the summer program had the opportunity to tour the Sonoma County Water Agency facilities. This workplace tour typically includes visiting the operations center, as well as a trip to the Russian River to see the inflatable dam, fish ladders, and infiltration ponds.

Fall crew members took a tour of the Marine Mammal Center, which cares for sick or injured marine mammals. This field trip helped youth to understand the positive impact of cleaning up Sonoma County's creeks, thereby preventing trash from flowing out into the ocean and harming marine life.

Environmental Education

Crew leaders and worksite supervisors impart daily environmental lessons through mentoring and on-site training. Youth and young adults also gain additional environmental education through formal educational opportunities and informal relationships with various project hosts. Project hosts provide education on nature awareness, riparian habitat, cycles of the ecosystem, water and watersheds, organic sustainable farming, and other relevant topics.

Throughout the summer program, crew members received hour-long environmental education lessons on various ecology topics. Although the content varies to some degree, the core environmental education curriculum was developed and delivered by educators at the Sonoma County Water Agency.

Training Crew Leaders & Ecology Crews

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 responsibilities of their position, as well as the types of projects scheduled for the summer. They received training on topics such as outdoor hazards, tools, and wildlife, which gave them the knowledge to facilitate crew member learning. Crew leaders also learned how to administer crew member surveys and complete performance evaluations to ensure that evaluation tools were completed accurately.

Crew leaders, project hosts, and worksite supervisors were responsible for the following:

- Ensuring the **safety** of the youth and young adults.
- Guaranteeing that each work project was **completed successfully**.
- Upholding high standards for **workplace behavior** and modeling **values and ethics**.
- Creating a **positive and fun** experience for youth and young adults.



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

Summer Program Kick-Off

Each SCYEC summer program begins with a kick-off event with crew members, crew leaders, youth program provider agencies, and project hosts. The 2017 event was held in June at Spring Lake Regional Park in Santa Rosa. The event included a lunch sponsored by Kaiser Permanente and catered by the Sonoma County Probation Camp. Community leaders and local elected officials came to the kick-off event to welcome, inspire, and prepare participating youth and young adults for the great work that they would be completing during the summer program.

Opportunity Fair

Youth and young adults had the opportunity to attend an Opportunity Fair in July 2017. The 2017 Opportunity Fair was held at Sonoma County Job Link in Santa Rosa. This event gave crew members the chance to hear panelists speak about their job experiences, take a tour of Job Link's Resource Center, and practice interview skills in "mock-interviews." The Opportunity Fair provides a rewarding experience for not only the participating youth and young adults, but also the volunteers who attend.





Bite of Reality

The Redwood Credit Union (RCU) hosted a financial literacy workshop called Bite of Reality in July 2017. This 3-hour interactive program is designed to teach the crew members 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 then visited stations to “purchase” major goods and services (e.g. transportation, housing, food, child care). Financial counseling was available for those crew members who spent outside their means.

Sonoma County Water Agency Internship Fair

The Sonoma County Water Agency hosted an internship fair for CPP crew members in September 2017. This event gave crew members the opportunity to explore potential internship placements and meet with future worksite supervisors, helping them to plan for the internship phase of the program.

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 key indicators of success in 2017:

- 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

Tool	Data Collected	Administration Procedures
Attendance Data	Data on hours of work completed.	Attendance documented by crew leaders.
Interest Form	Participant demographics, characteristics, and barriers.	Completed by all youth who were interested in participating in SCYEC.
Required Youth Information Form	Type of placement and program completion information.	Youth program provider agency staff completed form for each participant.
Pre/Post Program Surveys	Environmental knowledge and attitudes, community attitudes, safety, relationships, plans for the future, physical activity, and level of satisfaction with the program.	Crew leaders or worksite supervisors administered the surveys to all participants at start of the program (before the first day of work) and at the end of the program (final week).
Performance Evaluation	Participants' level of work readiness on essential job skills.	Crew leaders or supervisors completed at start and end for each participant.
Post Project Host Report	Work completed, impact of work, and the hosts' satisfaction.	Project hosts completed a report for each individual project.
Crew Leader Post Survey	Crew leader perceptions and the overall impact of program.	Crew leaders completed the surveys near the end of the program.
Event Feedback Surveys	Perceptions of Bite of Reality, and Opportunity Fair events.	Participants completed surveys following each of the events.
Youth & Young Adult Focus Groups	In-depth feedback on program, including strengths or suggestions.	Participants included about 8-10 crew members, facilitated by HSD staff.

Data Analyses

Analyses of quantitative data include descriptive statistics and inferential statistics to assess whether changes were statistically significant from the start to end of the program. Qualitative data from crew member surveys were coded to determine key themes, and examples of quotes are included.

RESULTS

Impact on Youth & Young Adults

This section describes the impacts on crew members, including: *Improved Work Skills, Proper Use of Safety Equipment and Knowledge of Safety, Building Relationships, Improved Income for Families, Planning for the Future, Attitudes on the Environment, and Youth & Young Adult Satisfaction*. The results for the 2017 Bite of Reality workshop and the Opportunity Fair are also discussed.

Improved Work Skills¹¹

Crew members received supportive supervision and work experience designed to help them develop and demonstrate work-readiness skills throughout the program. Feedback on job performance was provided informally and via formal performance evaluations. Crew leaders evaluated crew members on work-readiness skills after one week on the job and again at the end of the program using the following scale: *0 - Not Exposed, 1 - Training Level, 2 - Improving Towards Entry Level, 3 - Entry Level, and 4 - Exceeds Entry Level*. Crew members were evaluated on up to sixteen important skills identified through national research and a survey of Sonoma County businesses and employers.

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.

Of summer and fall program crew members with skill deficits at program start showed improvement in at least one area at program end.¹²

100% Of CPP crew members with skill deficits at program start showed improvement in at least one area at program end.¹³

This objective was met. Summer program crew members and fall crew members also demonstrated an overall decrease in skill deficits; 48% had a skill deficit at the end of the eight-week program, compared to 74% at the start of the program – **an increase of 26 percentage points**. A skill deficit was defined as having a rating lower than 3 - *Entry Level*. Ratings of 0 - *Not Exposed* were not included.

¹¹ Only crew members who a) completed minimum hours, and b) had both start and end performance evaluations are included in this analysis. This includes: 31 summer program crew members, 2 fall crew members, and 5 CPP crew members.

¹² A total of 23 summer/fall crew members demonstrated skill levels below work readiness (ratings of either 1 - Training or 2 - Improving Towards Entry Level) on one or more items at the start, and had start and end performance evaluations. One crew member demonstrated a skill deficit at the end of the program, but no skill deficit at the start of the program.

¹³ Only 1 CPP crew member demonstrated skill levels below work readiness (ratings of either 1 - Training or 2 - Improving Towards Entry Level) on one or more items at the start, and had start and end performance evaluations. One crew member demonstrated a skill deficit at the end of the program, but no skill deficit at the start of the program.

Figures 8 and 9 illustrate the percentage of crew members who demonstrated skill levels at 3 - *Entry Level* or 4 - *Exceeds Entry Level*, comparing the results from start and end performance evaluations.

Figure 8: Summer & Fall Crew Members Showed Improvement from Program Start to End



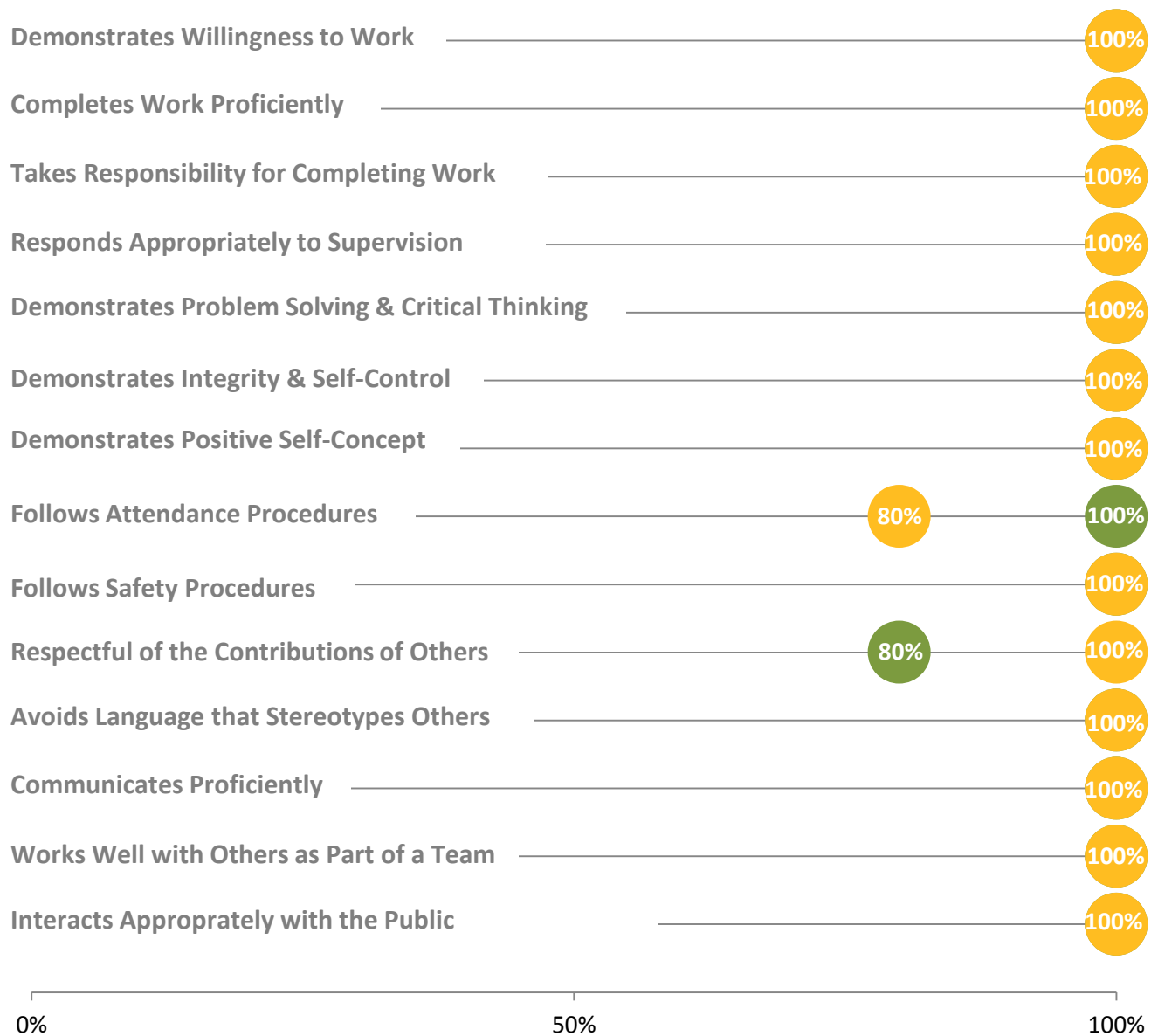
Overall, summer program crew members and fall crew members demonstrated increases in skill levels from the start to the end of the program (Figure 8). There was a statistically significant¹⁴ increase in the mean scores for two skills: *Works Well with Others as Part of a Team* and *Interacts Appropriately with the Public*. An interesting shift: In 2016, there was a slight decrease for *Follows Attendance Procedures* from the start to the end of the program, however there was a slight increase in 2017.

Please also note that *Responds Appropriately to Supervision*, *Demonstrates Problem Solving and Critical Thinking*, *Demonstrates Positive Self-Concept*, and *Communicates Proficiently* were not included in this analysis because 32% of the crew members were not evaluated on these particular skills.

¹⁴ Paired Samples T-Test; 99% confidence interval, p value < 0.01.

Compared to the skill levels of summer program crew members and fall crew members, CPP crew members tended to have notably higher skill levels (Figure 9). For most skills, all CPP crew members were rated at 3 - *Entry Level* or above. There were no statistically significant changes in mean scores.

Figure 9: CPP Crew Members Demonstrated High Skill Levels at Both Program Start & End



The two areas where there were changes in CPP crew members’ skill levels were *Follows Attendance Procedures* (slight increase) and *Respectful of the Contributions of Others* (slight decrease). However, please note that the number of CPP crew members included in this analysis was very small.¹¹ The high skill levels of CPP crew members may be attributed to several factors; CPP crew members tended to be older and more experienced than summer program crew members or fall crew members, three

quarters of CPP crew members had participated in SCYEC in the past, and applicants for the first cohort in the CPP pilot were expected to meet certain performance standards from the start.

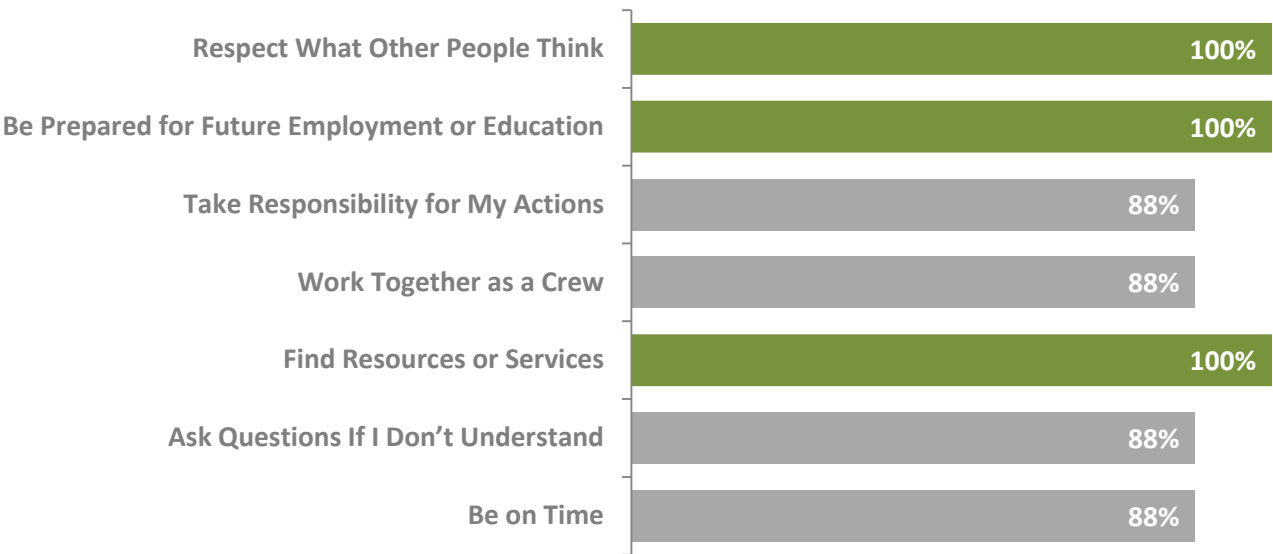
Additional Skills Gained from SCYEC

SCYEC also helped crew members with additional skills, in combination with the work readiness skills described above. Crew members were asked whether they agreed that SCYEC helped them learn or improve seven additional essential skills on a scale from *Strongly Disagree* to *Strongly Agree*. Figures 10 and 11 show the percentage of crew members who reported agreement (*Strongly Agree* or *Agree*).

Figure 10: Summer Program Crew Members Agreed SCYEC Helped Them Gain Additional Skills



Figure 11: CPP Crew Members Agreed SCYEC Helped Them Gain Additional Skills



Skills Gained by Summer Program Crew Leaders

Overall, **100%** of summer program crew leader survey respondents *Strongly Agreed* that serving as a crew leader was a valuable experience. Additionally, **all** summer program crew leader survey respondents reported that they learned skills they can apply outside of SCYEC.

Summer program crew leaders reported being proud of the growth demonstrated by the crew members on their crew, the work completed over the course of the summer, and the teamwork it took to accomplish it. Examples of quotes from the summer program crew leaders:

“What I am really proud of is the trail maintenance work my crew did.”
– Crew Leader

“Watching the crew of kids become a team of co-workers.”
– Crew Leader

Following the end of the summer program, about 20% of crew leaders planned to attend college and 80% planned to work. Jobs identified by crew leaders focused on human services and the environment.

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.

84% Of summer and fall program crew members demonstrated consistently following safety procedures (at *Entry Level* or above) at program end.

100% Of CPP crew members demonstrated consistently following safety procedures at program end.

This objective was met. Crew members were also asked to indicate whether they know how to report a safety hazard if they see one on a job site 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.

88% Of summer program crew members agreed that they knew how to report a potential site hazard at the end of the eight week program.

100% Of CPP crew members agreed that they knew how to report a potential site hazard at the end of the twenty-four week program.

This objective was met. The majority of crew members also reported they know how to use personal safety gear or personal protective equipment (PPE) properly at program end:

90% of summer program crew members reported that they know how to use personal safety gear.

100% of CPP crew members reported that they know how to use personal protective equipment.

Relationship Building

SCYEC helps youth and young adults build relationships with others, including their fellow crew members, crew leaders, worksite supervisors, and project hosts. Crew members reported positive relationships with adults and peers throughout the program, evidenced by pre and post survey responses as well as qualitative data.

88% of summer program crew members reported that they enjoyed being part of a crew.

100% of CPP crew members reported that they enjoyed being part of a crew.

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

84% of summer program crew members reported that they could talk to an adult at their placement about important decisions in their lives.

74% of summer program crew members said that their crew leader was a mentor.

75% of CPP crew members reported that they could talk to an adult at their placement about important decisions in their lives. The same percentage said that their crew leader was a mentor.

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

**"Being in a crew was my favorite part of this program."
– Crew Member**

**"My favorite part is when the whole crew works as a team and encourages each other to get the job done."
– Crew Member**

**"My favorite part of this program is that I learned how to work in a group and get to know new people."
– Crew Member**

**"Meeting people that now I consider as family."
– Crew Member**

Improved Income for Families

SCYEC targets low-income youth and young adults 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.

Summer crew members had the potential to earn up to approximately **\$2,500** over the course of the summer. Fall crew members had the opportunity to earn up to approximately **\$3,500** throughout the fall. CPP crew members had the potential to earn about **\$9,500 - \$11,500** during the summer and fall. SCYEC crew members spent their earnings in a variety of ways. The most common use of earnings among summer program crew members included:

65% of summer program crew members saved at least part of the money that they earned.

63% of summer program crew members spent their earnings on household expenses.

Summer program crew members also reported spending their money on clothes (58%), entertainment (54%), their cars (28%), school expenses (19%), and court ordered payments/fines (5%). When asked about the SCYEC summer program's impact on their future plans, several crew members mentioned an increase in their financial capability – particularly regarding budgeting and managing their earnings.

**"The Bite of Reality [event] helped me learn how to budget money."
– Crew Member**

**"The program helped me to... make better decisions with my money."
– Crew Member**

**"Made me manage my money."
– Crew Member**

**"I have a better understanding of money."
– Crew Member**

The most common use of earnings among CPP crew members included:

100% of summer program crew members spent their earnings on household expenses.

63% of summer program crew members saved at least part of the money that they earned.

CPP crew members also reported spending their money on clothes (50%), entertainment (50%), and their cars (40%). Compared to the summer program crew members, CPP crew members were more likely to use their earnings for household expenses (such food, bills, necessities, rent, and phone costs). Unlike summer program crew members, no CPP crew members reported using their earnings to pay for school expenses nor court ordered payments/fines. It appears that the summer program crew members and CPP crew members tended to save their earnings at similar rates.

Planning for the Future

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

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

100% Of summer program crew members had a post-summer plan and a full cohort of eight CPP crew members transitioned into CPP internships.

This objective was met. All summer program crew members reported their plans immediately following the summer on the post program survey: the majority of crew members – 95% – planned to attend school following the SCYEC summer program and about 91% planned to get either a part-time or full-time job. About 42% of summer program crew members reported that SCYEC had an impact on their plans for the future, 28% said that the program did not impact their plans, and 30% were unsure.

Examples of comments from those summer program crew members who said that the program impacted their plans:

“I've decided to go back to school. I was encouraged by crew leader and members.”

– Crew Member

“Made me reaffirm my goals and point me on the right path.”

– Crew Member

Eight CPP crew members transitioned into internships following the six months of crew work. Six of the Pioneers became interns with the Sonoma County Water Agency, one became an intern at Sonoma County General Services, and one became an intern with Sonoma County Regional Parks.

Crew members also reported an awareness of jobs in ecology or public service fields:

84% of summer program crew members were aware of jobs and careers in environment or ecology-related fields at the end of the summer, compared to 68% at the start.

42% of summer program crew members reported being interested in pursuing a career that they learned about during the summer program.

75% of CPP crew members reported being aware of jobs and careers in ecology or public service at the end of six months of crew work.

Attitudes on the Environment

Most summer program crew members reported positive attitudes about the environment and the impact of their individual actions at the end of the eight week program:

91% of summer program crew members reported awareness of environmental issues.

86% of summer program crew members reported thinking about how their actions affect the environment and said that they enjoyed being outdoors.

For some summer program crew members, making an impact on the environment and learning about the environment were among youth and young adults' favorite parts of the program:

"Helping the environment."
– Crew Member

"Going to Armstrong Woods and learning more about the environment."
– Crew Member

"Making an impact on the environment."
– Crew Member

Attitudes on the environment were similar (if not even more positive) among CPP crew members:

100% of CPP crew members reported awareness of environmental issues.

88% of CPP crew members reported thinking about how their actions affect the environment.

Youth & Young Adult Satisfaction

Most crew member reported being satisfied with the SCYEC summer program, however the overall satisfaction percentage for the summer program fell slightly short of the target of 90%. Satisfaction among CPP crew members was very high. Youth and young adults enjoyed many aspects of the program, particularly meeting and getting to know new people, and working together as a team. Other areas that crew members enjoyed included working outside, earning a paycheck, seeing the impact of their crew's work, and participating in the various events and field trips.

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

86% Of summer program crew members reported program satisfaction.

100% Of CPP crew members reported satisfaction with their crew work experience.

This objective was met for the CPP, but not for the SCYEC summer program. Of the summer program crew members who said that they were less than satisfied with the program, the majority expressed feelings of ambivalence – only 2% of crew members reported being outright dissatisfied.

Summer program crew members were also asked to rate their satisfaction with specific elements:

90% of summer program crew members reported that they were satisfied with their job placement.

71% of summer program crew members said that they benefitted from the Friday education days.

Program suggestions were limited, but some key themes emerged. The most common suggestion from the summer program crew members' post program surveys and focus group was to increase the pay rate for crew members, as well as to count the time spent driving to and from the work sites as paid time. Similarly, some summer program crew members were interested in working more hours per week. Examples of specific quotes from crew members are as follows:

"I think if it was possible to get better pay that would improve the program."

– Crew Member

"Get paid for full drive time to location and back from location."

– Crew Member

"Better pay and more work."

– Crew Member

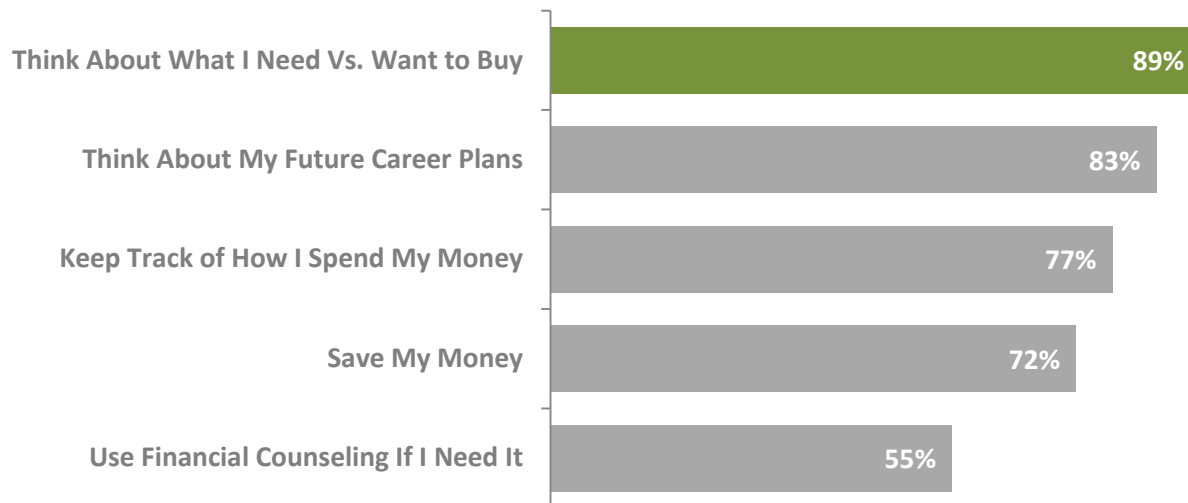
Suggestions from CPP crew members for improving the crew work element of the program were also limited. A couple of ideas were: a) to include more field education and b) to clarify communications and expectations around crew members' behavior while they are on the clock.



Bite of Reality Impact

The Bite of Reality workshop was designed to help youth and young adults learn about financial realities. About 84% of survey respondents rated the workshops as either *Good* or *Excellent*. Youth and young adults were also 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* (Figure 12).

Figure 12: Crew Members Agreed That Bite of Reality Improved Their Financial Capability



Opportunity Fair Impact

The 2017 Opportunity Fair gave summer program crew members a chance to hear from a panel of speakers, practice interview skills, and learn about the services provided by Sonoma County Job Link. Focus group respondents gave positive feedback regarding the event, particularly the mock interviews; youth and young adults appreciated the helpful tips and advice that they received from the volunteers on how to improve their interview skills. Focus group respondents also said that they were interested in going back to Sonoma County Job Link for additional assistance or on-the-job training.



Impact on the Environment

The following section describes SCYEC's important impact on the environment, including: *Increased Environmental Knowledge*, *Environmental Benefits and Impacts*, and *Completed Ecology Projects*.

Increased Environmental Knowledge

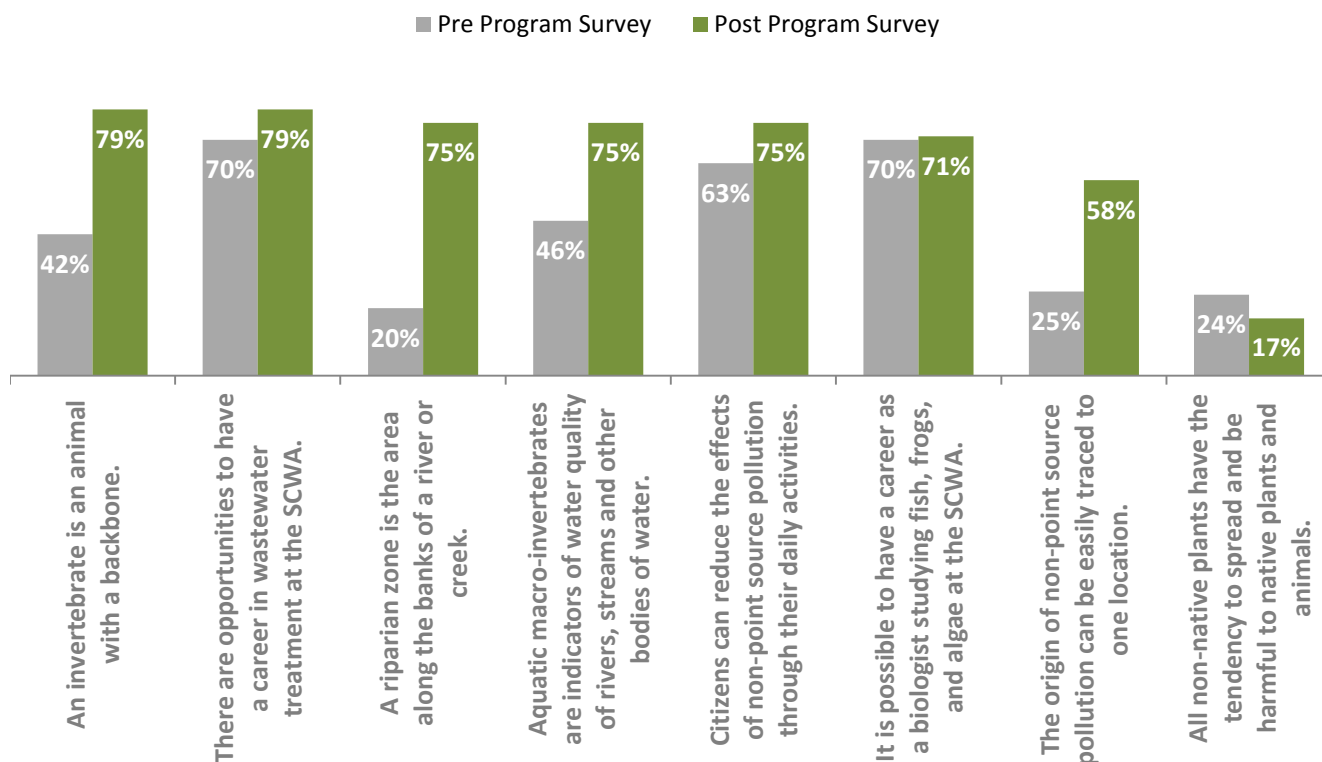
SCYEC increased youth and young adults' knowledge about the environment through outdoor ecology work and environmental education. In addition to the hour-long environmental education lessons provided throughout the summer program, participating youth and young adults also learned about the environment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



Environmental knowledge was measured by eight true or false questions on the crew member pre program and post program surveys. From the start to the end of the summer program, the percentage of crew members who answered correctly increased for seven out of eight questions (Figure 13). The one question where crew members remained unclear related to whether or not all non-native plants have the tendency to spread and be harmful to the environment.

Figure 13: Summer Program Crew Members Learned Important Lessons about the Environment



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
- Reduced potential for homeless encampments in sensitive riparian habitats

"The removal of trash in and along waterways by youth will greatly impact creek ecology and overall health of the Santa Rosa Creek watershed... Youth were able to...remove trash that had an extremely high potential to wash away in the coming rains and flow into the Laguna, then ultimately the Pacific Ocean."

– Project Host

"Fire fuel load reduction, prevention of homeless encampments in sensitive riparian habitats, improved habitat for native oak sapling and native riparian plants."

– Project Host

Completed Ecology Projects

Crew members completed a variety of valuable ecology projects in 2017 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 maintaining waterways, public lands, and trails; invasive plant and debris removal; fire mitigation; gardening and landscaping activities; water conservation, food production, and construction. About 95% of reporting project hosts indicated that they would participate in SCYEC again in the future. 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.

"The crews are a resource that can handle important tasks in the park that we would not otherwise have the resources for."

– Project Host

"The community was really happy to see the youth take such big pride working around the parks and playground structures."

– Project Host

Highlights of the Work Completed by Ecology Crews in 2017

Highlights of the work completed by SCYEC ecology crews during the summer and fall 2017 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:

Protected Wildlife and Restored Public Lands (Ecological Restoration)

- Maintained over 52,000 feet of local streams and waterways
- Removed 56,400 pounds and over 100 cubic yards of trash and debris
- Removed almost 3,300 pounds, 55 cubic yards, and 3 truckloads of invasive species
- Removed over 45 cubic yards of ivy removed from 130+ trees
- Removed an estimated 40 weed mats
- Stabilized 1 mile of stream bank with live stakes

Enhanced Recreation on Public Lands

- Maintained 31 miles of trails, 28 trailheads, and 2 miles of bike paths
- Spread 160+ cubic yards of mulch and moved 10+ cubic yards of dirt and rocks
- Constructed 1 large campsite at Spring Lake Regional Park

Protected Communities and Public Lands from the Devastating Effects of Wildfire

- Cleared a 1,000 foot long fire break, 30-40 feet wide
- Removed 200+ cubic yards of brush from local lands

Enhanced Neighborhoods, Food Access, and Community Public Space

- Planted 700 vegetable plants and harvested 2,000 pounds of fresh produce
- Planted over 1,200 native plants and trees
- Collected 300 carex and juncus plugs, and potted nearly 80 plants
- Cleaned nearly 90 bird boxes and sealed 2 picnic tables
- Rebuilt 1 farm stand



Impact on the Community

This final section summarizes the community impact of the 2017 SCYEC work experience programs, including: *Community Benefits and Impact* and *Exposure to Community Service*.

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

Project hosts also reported many benefits of SCYEC to their agency, in terms of materials, supplies, and the value of the crew members' time. Based on attendance records, youth and young adults participating in SCYEC in 2017 provided more than **12,000** hours of service to the community.

Exposure to Community Service

Youth and young adults participating in SCYEC experienced what it is like to give back to their community. Most crew members agreed that they try to make a difference in their community:

84% of summer program crew members agreed that they try to make a positive difference.

88% of CPP crew members agreed that they try to make a positive difference.

In the aftermath of the October 2017 wildfires, several CPP crew members also joined Conservation Corps North Bay's volunteer efforts, helping to unload the donations for local emergency shelters.



RECOMMENDATIONS & NEXT STEPS

Recommendations

Key stakeholders developed the following recommendations, based on the results of this report:

Increase Crew Members' Wages

The most common suggestion from crew members in 2017 was to increase SCYEC pay rates. This is an important consideration, especially given the high cost of living in Sonoma County at this time. SCYEC programs should strive to offer a living wage to crew members.

Sustain the SCYEC Summer Program

While the summer program is smaller than it was in the past, it is important to sustain the program and consider seeking additional funding from new, diverse sources. This program provides a valuable work experience opportunity to Sonoma County youth, particularly those who have not previously had a job.

Consider Ways to Expand the CPP

The early successes of the CPP suggest that the program has tremendous promise. Over the coming years, it will be important to continue to build and enhance the program. One vital element of this: to enhance outreach and marketing of the CPP to young women. Once the CPP becomes established, it may also be worthwhile to consider ways to expand the program to local employers in other fields. This expansion will require ongoing collaboration between HSD, the SCWA, Sonoma County General Services, Sonoma County Regional Parks, youth program providers, and other community partners.

Help Youth Transition into Meaningful Careers

Lastly, it is important to continue developing pathways to help youth transition into meaningful careers. This may include enhancing Friday education days or developing a common career development planning framework or tools that youth carry with them throughout their experience.

Next Steps

YEES and SCYEC leadership should consider the following next steps:

Address California Prevailing Wage Law

Given the implications of California Prevailing Wage law on SCYEC, it will be important to explore creative ways to modify the program and advocate for the continuation of SCYEC's work.

Continue Evaluation of Summer Program & CPP

Continued evaluation, particularly of the CPP pilot, are key to the continuous improvement of SCYEC. The 2018 Evaluation Report will feature the results from the 10th year of the SCYEC Summer Program (June to August) and the CPP (January to December). Evaluation modifications to consider include expanding the measures of success for youth (particularly the CPP crew members), evaluating CPP outcomes by cohort, and continuing to revisit program logic models.

Where Are the CPP Pioneers Now?

At the time that this report was released, the majority of the Pioneer cohort crew members had achieved positive program outcomes. Two of the crew members (25%) were offered the opportunity to participate in extended internships with the Sonoma County Water Agency and Sonoma County Regional Parks (ending in late 2018) and another two crew members (25%) continued to work with CCNB to further their career development. Three of the Pioneers (38%) were hired full-time by the Sonoma County Water Agency, earning \$19.14 per hour on a maintenance crew.



APPENDICES

Data Collection Tools

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Human Services Department
COUNTY OF SONOMA

Sonoma County Youth Ecology Corps Work Experience

2017/18 PRE PROGRAM SURVEY

DIRECTIONS: The purpose of this survey is to learn about your experience in SCYEC. Your answers will help us improve services for youth and young adults. 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:
			High School GED Program College
a. Were you going to school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
			Part-time Full-time
b. Were you working?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> <input type="radio"/>
c. Were you doing something else?	<input type="radio"/>	<input type="radio"/>	What? _____
			Yes, for: 1 Year 2 Years 3 or More Years
d. Have you participated in SCYEC before?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>

6. WORKPLACE SAFETY

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
a. I know how to use personal safety gear properly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I know how to use handheld landscaping tools properly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I know how to report a safety hazard if I see one.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I received training on the proper use of equipment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. THE ENVIRONMENT & 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.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
a. I am aware of environmental issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I think about how my actions affect the environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I enjoy being outdoors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I try to make a positive difference in my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	True	False	I Don't Know
1. All non-native plants have the tendency to spread & be harmful to native plants & animals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. A riparian zone is the area along the banks of a river or creek.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Aquatic macro-invertebrates are indicators of water quality of rivers, streams, & other bodies of water.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. An invertebrate is an animal with a backbone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The origin of non-point source pollution can be easily traced to one location.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Citizens can reduce the effects of non-point source pollution through their daily activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. It is possible to have a career in wastewater treatment at the Sonoma County Water Agency (SCWA).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. It is possible to have a career as a biologist studying fish, frogs, & algae at the SCWA.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. YOUR PROGRAM UNDERSTANDING

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
a. I understand what is expected of me in this program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. YOUR GOALS & PLANS FOR THE FUTURE

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

	No	Yes	I Don't Know	If yes, please indicate:		
				High School	GED Program	College
a. Will you be going to school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
				Part-time	Full-time	
b. Will you be working?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c. Will you be doing something else?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	What? _____		

10. YOUR FUTURE CAREER

	No	Yes	I Don't Know
a. Are you aware of environmental or ecological jobs and careers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Do you know what career you want in the future?	<input type="radio"/>	<input type="radio"/>	

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

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I don't know my career goals
d. I understand what I need to do to meet my career goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I don't know my goals or I have met my goals
e. I understand what I need to do to meet my education goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Sonoma County Youth Ecology Corps Work Experience

2017/18 POST PROGRAM SURVEY

DIRECTIONS: The purpose of this survey is to learn about your experience in SCYEC. Your answers will help us improve services for youth and young adults. 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. SUPERVISION

	No	Yes
a. Did you receive enough supervision in this program?	<input type="radio"/>	<input type="radio"/>
b. <i>If no, please explain:</i> _____		
c. Did your crew leader give you feedback to help you improve your job skills?	<input type="radio"/>	<input type="radio"/>
d. Did you feel comfortable talking to your crew leader about questions or concerns?	<input type="radio"/>	<input type="radio"/>

6. WORKPLACE SAFETY

	No	Yes
a. Were you ever worried about your safety in this program?	<input type="radio"/>	<input type="radio"/>
b. <i>If yes, were your safety worries addressed?</i>	<input type="radio"/>	<input type="radio"/>
c. Is there anything you want to tell us about safety? _____		

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
d. I know how to use personal safety gear properly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I know how to use handheld landscaping tools properly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I know how to report a safety hazard if I see one.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I received training on the proper use of equipment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. WHAT YOU LEARNED

This program helped me improve or learn how to:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
a. Ask questions if I don't understand something.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Be on time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Take responsibility for my actions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Work together as a crew.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Respect what other people think.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Find resources/services (like help with banking or job search).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Be prepared for future employment or education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. YOUR RELATIONSHIPS IN THIS PROGRAM

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
a. I enjoyed being part of a crew.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My crew leader was a mentor to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I had an adult in this program I could talk to about important decisions in my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. THE MONEY YOU EARNED

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

- | | |
|---|--|
| <input type="radio"/> Savings | <input type="radio"/> Household expenses (such as food, bills, necessities, rent, phone) |
| <input type="radio"/> Personal Entertainment | <input type="radio"/> Car (such as car payments, gas, license, insurance, repairs) |
| <input type="radio"/> Clothes | <input type="radio"/> Court ordered payments or fines |
| <input type="radio"/> School (such as tuition, books) | <input type="radio"/> Donation/charity |
| <input type="radio"/> Something else. What? _____ | |

10. THE ENVIRONMENT & 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.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
a. I am aware of environmental issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I think about how my actions affect the environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I enjoy being outdoors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I try to make a positive difference in my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	True	False	I Don't Know
1. All non-native plants have the tendency to spread & be harmful to native plants & animals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. A riparian zone is the area along the banks of a river or creek.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Aquatic macro-invertebrates are indicators of water quality of rivers, streams, & other bodies of water.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. An invertebrate is an animal with a backbone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The origin of non-point source pollution can be easily traced to one location.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Citizens can reduce the effects of non-point source pollution through their daily activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. It is possible to have a career in wastewater treatment at the Sonoma County Water Agency (SCWA).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. It is possible to have a career as a biologist studying fish, frogs, & algae at the SCWA.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. YOUR PHYSICAL ACTIVITY

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
a. This program helped me be more physically active.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. YOUR PROGRAM UNDERSTANDING

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
a. I understand what is expected of me in this program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. YOUR GOALS & PLANS FOR THE FUTURE

Please tell us your plans immediately after this program ends.

	No	Yes	I Don't Know	If yes, please indicate:		
				High School	GED Program	College
a. Will you be going to school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Will you be working?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Part-time <input type="radio"/>	Full-time <input type="radio"/>	
c. Will you be doing something else?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	What? _____		

	No	Yes	I Don't Know
d. Did the program impact your plans for the future?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. <u>If yes</u> , please explain how: _____			

	No	Yes
f. Would you like additional assistance with your future plans (such as one-on-one assistance or job/school resources)?	<input type="radio"/>	<input type="radio"/>

14. YOUR FUTURE CAREER

	No	Yes	I Don't Know
a. Are you aware of environmental or ecological jobs and careers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Are you interested in pursuing a career you learned about in the program?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Do you know what career you want in the future?	<input type="radio"/>	<input type="radio"/>	
d. <u>If yes</u> , did you receive help identifying the steps needed to get the career you want?	<input type="radio"/>	<input type="radio"/>	
e. <u>If yes</u> , what career are you interested in? _____			

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I don't know my career goals
f. I understand what I need to do to meet my career goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I don't know my goals or I have met my goals
g. I understand what I need to do to meet my education goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. YOUR SATISFACTION

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
a. Overall, I was satisfied with this program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Overall, I was satisfied with my job placement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I benefitted from the Friday education days.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

d. What was your favorite part of this program? _____

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



Sonoma County Youth Ecology Corps Work Experience 2017/18 PERFORMANCE EVALUATION MATRIX

The purpose of this performance evaluation matrix is to measure youth and young adults' work readiness skills. The matrix includes 16 skills, attitudes, and values essential for professional success. It provides *examples* of behaviors, attitudes, and skills at each level of proficiency, to help you identify the appropriate rating for each participant. Please complete this assessment for each participant at the start and end of their work experience, and mid-way if requested by your agency.

DIRECTIONS:

- Please write clearly and fill in the applicable bubbles completely: Correct = ● Incorrect = ✗ ☒ ⊖
- Provide **one overall rating** of the participant's performance on each skill using the rating scale below.
- On the last page, list participants' major strengths and areas for improvement.
- Please answer thoughtfully and truthfully, and consult with your supervisor if you have any questions. Return completed forms to your supervisor.

WORK READINESS RATING SCALE:

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

Assessment: Start ☐ Mid ☐ End ☐

Crew Member First Name _____ Crew Member Last Name _____ DOB _____

Crew Leader Name _____ Today's Date _____

	0- Not Exposed	1- Training Level	2- Improving Toward Entry Level	3- Entry Level	4- Exceeds Entry Level
1. Demonstrates willingness to work		<ul style="list-style-type: none"> Often off task (e.g., talks to friends instead of working on task) Often takes a while to start work or move between tasks Waits for direction, does not ask for more work when finished with task 	<ul style="list-style-type: none"> Sometimes off task Occasionally takes a while to start work or move between tasks Occasionally asks for more work when finished with a task 	<ul style="list-style-type: none"> Is engaged in work most of the time (about 90%) Moves between tasks readily, efficiently, & quickly Occasionally takes initiative to start new tasks without being asked 	<ul style="list-style-type: none"> Is fully engaged in work Moves between tasks very readily, efficiently, & quickly Is a self-starter & often takes initiative to start new tasks Offers help readily to others
OVERALL RATING	O	O	O	O	O
2. Completes work proficiently		<ul style="list-style-type: none"> Does not demonstrate accuracy & thoroughness in work tasks Does not complete expected amount of work in a timely fashion Work contains mistakes 	<ul style="list-style-type: none"> Sometimes demonstrates accuracy & thoroughness in work tasks May not complete expected amount of work in a timely fashion Work sometimes contains mistakes 	<ul style="list-style-type: none"> Demonstrates accuracy & thoroughness in work tasks Completes expected amount of work in a timely fashion Generally avoids mistakes Shows professional concern for quality & timeliness of work 	<ul style="list-style-type: none"> Consistently performs work tasks with an exceptional degree of accuracy & thoroughness Frequently completes more than the expected amount of work in a timely fashion, with rare mistakes Provides suggestions on how to improve efficiency of processes
OVERALL RATING	O	O	O	O	O
3. Takes responsibility for completing work		<ul style="list-style-type: none"> Does not take responsibility for completing work Makes mistakes & does not notice Does not accept responsibility for mistakes, & often provides excuses or blames others 	<ul style="list-style-type: none"> Sometimes takes responsibility for completing work Does not always notice mistakes, but fixes mistakes when asked Accepts responsibility when mistakes are pointed out to them 	<ul style="list-style-type: none"> Takes responsibility for completing work, or talks to the crew leader if unable to finish tasks as expected Identifies & fixes mistakes Accepts responsibility for mistakes Helps others when asked 	<ul style="list-style-type: none"> Consistently takes responsibility & makes suggestions for improving the quality of work Consistently identifies & fixes mistakes, & encourages others to finish their work so the work of the team is complete & accurate Voluntarily helps others
OVERALL RATING	O	O	O	O	O
4. Responds appropriately to supervision		<ul style="list-style-type: none"> Reluctant to accept direction, feedback, & constructive criticism with a positive attitude Does not use feedback to improve work performance 	<ul style="list-style-type: none"> Sometimes accepts direction, feedback, & constructive criticism with a positive attitude Occasionally uses feedback to improve work performance 	<ul style="list-style-type: none"> Accepts direction, feedback, & constructive criticism with a positive attitude Uses feedback to improve work performance 	<ul style="list-style-type: none"> Consistently accepts direction, feedback, & constructive criticism with a positive attitude Uses feedback from supervisor to improve work performance Provides new & useful ideas
OVERALL RATING	O	O	O	O	O

	0- Not Exposed	1- Training Level	2- Improving Toward Entry Level	3- Entry Level	4- Exceeds Entry Level
5. Demonstrates problem solving & critical thinking skills		<ul style="list-style-type: none"> Does not use knowledge or information learned from the job Does not use sound reasoning 	<ul style="list-style-type: none"> Sometimes uses knowledge or information from the job to solve workplace problems Occasionally uses sound reasoning 	<ul style="list-style-type: none"> Uses knowledge or information from the job to solve problems Uses sound reasoning Shows initiative in improving skills 	<ul style="list-style-type: none"> Consistently applies knowledge or information from the job to solve workplace problems Consistently uses sound reasoning & identifies potential problems before they occur
OVERALL RATING	O	O	O	O	O
6. Demonstrates integrity & self-control		<ul style="list-style-type: none"> Tries to hide cell phone use Off task when crew leader is not directly supervising Makes excuses when questioned or encouraged to get back to work Does not respect the equipment, work space, or others' belongings 	<ul style="list-style-type: none"> When asked, admits to using cell phone or being off task Goes back to work & re-focuses on task when asked Shows respect for equipment & work space when reminded 	<ul style="list-style-type: none"> Rarely uses cell phone Stays on task & focused on work Independently shows respect for equipment & work space 	<ul style="list-style-type: none"> Before being asked, owns up to mistakes & suggests solutions Consistently stays on task & helps others focus on work Encourages others to take care of equipment & work space
OVERALL RATING	O	O	O	O	O
7. Demonstrates a positive self-concept (self-confidence & self-efficacy)		<ul style="list-style-type: none"> Does not demonstrate self-confidence & often doubts their ability to succeed Is not aware of own strengths, weaknesses, beliefs, biases, or how their words & actions impact others Does not take pride in work 	<ul style="list-style-type: none"> Occasionally demonstrates self-confidence, but does not always believe in their ability to succeed Sometimes demonstrates awareness of self Sometimes takes pride in work 	<ul style="list-style-type: none"> Demonstrates self-confidence & believes in their ability to succeed Maintains awareness of self Takes pride in work 	<ul style="list-style-type: none"> Consistently demonstrates self-confidence, believes in their ability to succeed, & encourages others to believe in themselves Maintains awareness of self & helps to coach others Takes pride in work & the notices the success of others
OVERALL RATING	O	O	O	O	O
8. Maintains appropriate workplace appearance		<ul style="list-style-type: none"> Wears inappropriate clothes for the workplace, & resists changing them Exhibits inadequate personal grooming or hygiene Resists covering up offensive tattoos or body piercings if asked Continues using heavily scented products if asked to stop 	<ul style="list-style-type: none"> Occasionally needs reminders about appropriate dress or grooming for the workplace Willingly covers offensive tattoos or body piercings if asked Quits using heavily scented products if asked 	<ul style="list-style-type: none"> Dresses appropriately & maintains appropriate workplace appearance Does not show offensive tattoos or body piercings 	N/A
OVERALL RATING	O	O	O	O	

	0- Not Exposed	1- Training Level	2- Improving Toward Entry Level	3- Entry Level	4- Exceeds Entry Level
9. Follows attendance procedures		<ul style="list-style-type: none"> Often late or absent, does not provide advance notice Often extends breaks When asked, the reason for lateness or absence is inadequate 	<ul style="list-style-type: none"> Occasionally late or absent, sometimes provides advance notice Occasionally extends breaks When asked, the reason for lateness or absence is usually acceptable (e.g., sick, doctor's appointment, family emergency) 	<ul style="list-style-type: none"> Rarely, if at all, late or absent; gives advance notice if need be Returns from breaks on time Reason for lateness or absence is acceptable (e.g., sick, doctor's appointment, family emergency) 	<ul style="list-style-type: none"> Plans ahead if needs to be late, or returns quickly if absent Manages breaks around work needs & returns on time Work is viewed as a high priority for their time
OVERALL RATING	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Follows safety procedures		<ul style="list-style-type: none"> Does not wear safety equipment & resists when reminded Does not use tools or equipment correctly & resists when asked Does not know or remember safety rules, dismisses safety reminders Takes risks or behaves in a way that threatens safety of self/others Does not report safety hazards 	<ul style="list-style-type: none"> Usually wears safety equipment & complies when reminded Usually uses tools or equipment correctly, complies when asked Knows most safety rules & is open to safety reminders Usually avoids risks & thinks about the safety of self/others Sometimes reports safety hazards 	<ul style="list-style-type: none"> Wears safety equipment without being asked Uses tools & equipment correctly Knows the safety rules Avoids risks & constantly thinks about the safety of self/others Reports safety hazards 	<ul style="list-style-type: none"> Consistently wears safety equipment without being asked Consistently uses tools & equipment correctly Avoids risks & makes helpful suggestions for improving safety Consistently reports safety hazards or incidents Reminds others about safety
OVERALL RATING	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Is respectful of the opinions & contributions of others		<ul style="list-style-type: none"> Gossips or makes fun of other people's opinions Dismisses other people's ideas Dominates conversations, does not let other people speak Interrupts others 	<ul style="list-style-type: none"> Occasionally makes value judgments about others' opinions that are unhelpful to the team spirit Sometimes considers other's ideas When asked, lets others speak Occasionally interrupts others 	<ul style="list-style-type: none"> Does not judge or make fun of other people's ideas (e.g., no eye rolling or gossiping with others) Considers other people's ideas Asks for other people's opinions Doesn't interrupt others 	<ul style="list-style-type: none"> Is consistently respectful of other people's opinions & contributions Engages in active listening Encourages other people to suggest ideas & share opinions Builds on other people's ideas
OVERALL RATING	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Avoids the use of language or comments that stereotype others		<ul style="list-style-type: none"> Makes derogatory or inappropriate comments/jokes Uses excessive foul language Insensitive to negative reactions 	<ul style="list-style-type: none"> Occasionally makes derogatory or inappropriate comments/jokes Occasionally uses foul language Apologizes when asked 	<ul style="list-style-type: none"> Does not intentionally make inappropriate comments Does not use foul language Notifies negative reactions from others & apologizes if necessary 	<ul style="list-style-type: none"> Demonstrates model behavior by not making derogatory or inappropriate comments, & does not use foul language Encourages others not to make derogatory, inappropriate, or stereotyping comments
OVERALL RATING	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	0- Not Exposed	1- Training Level	2- Improving Toward Entry Level	3- Entry Level	4- Exceeds Entry Level
13. Communicates proficiently		<ul style="list-style-type: none"> Does not speak clearly Does not communicate effectively (verbally & non-verbally) Does not listen attentively 	<ul style="list-style-type: none"> Usually speaks clearly Usually communicates effectively (verbally & non-verbally) Usually listens attentively 	<ul style="list-style-type: none"> Speaks clearly Communicates effectively (verbally & non-verbally) Listens attentively 	<ul style="list-style-type: none"> Consistently speaks clearly Consistently communicates effectively (verbally & non-verbally) Listens very attentively Effectively presents ideas to group
OVERALL RATING	O	O	O	O	O
14. Works well with others as part of a team		<ul style="list-style-type: none"> Usually works alone; does not want to work with others Does not contribute to group efforts Often has a negative attitude Does not accept help from others Complains about others 	<ul style="list-style-type: none"> Works with some people, not others Sometimes contributes to group efforts Usually has a positive attitude Usually accepts help from others Occasionally complains about others 	<ul style="list-style-type: none"> Works well with other people Contributes to group efforts Has a positive attitude & helps keep a positive team attitude Completes their own tasks & then provides help to others 	<ul style="list-style-type: none"> Works well & initiates interactions with others they may not know Consistently contributes to group efforts & demonstrates leadership Consistently has a positive attitude, helps keep a positive team attitude Provides help to others & recognizes other people's strengths
OVERALL RATING	O	O	O	O	O
15. Demonstrates effective customer service skills		<ul style="list-style-type: none"> Does not meet the customer or client's needs Communicates poorly with customers or clients Often gets frustrated with customers or clients 	<ul style="list-style-type: none"> Meets customer or client's needs Communicates adequately with customers or clients Occasionally gets frustrated with customers or clients 	<ul style="list-style-type: none"> Anticipates & meets customer or client's needs Communicates well with customers or clients Generally friendly & helpful to customers or clients 	<ul style="list-style-type: none"> Exceptional in anticipating & meeting customer or client needs Communicates extremely well with customers or clients Extremely friendly & helpful to customers or clients
OVERALL RATING	O	O	O	O	O
16. Interacts appropriately with the public		<ul style="list-style-type: none"> Usually ignores the public; does not smile nor make good eye contact Does not respond appropriately to questions from the public Makes inappropriate comments 	<ul style="list-style-type: none"> Starting to interact with the public; occasionally smiles, makes good eye contact Usually responds appropriately to questions from the public Rarely makes inappropriate comments 	<ul style="list-style-type: none"> Polite & respectful to the public; smiles, makes good eye contact Responds appropriately to questions from the public 	<ul style="list-style-type: none"> Consistently polite & respectful to the public, smiles, makes good eye contact, & acts as a good ambassador for the youth program Consistently responds appropriately to questions & impresses the public
OVERALL RATING	O	O	O	O	O

For each participant, please list major strengths and areas for improvement.

Strengths:

Areas for Improvement:

Crew Leader Signature

Date

Crew Member Signature

Date