

Evaluation of 2018 Erie Summer Jobs and More Program

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I.0 Project Background

Erie Summer Jobs and More (JAM) program is a collaborative effort between Erie County, Erie County Gaming and Revenue Authority (ECGRA), the Erie Community Foundation (ECF), and other supportive individuals and organizations that have recognized the need to address employability issues for our disconnected youth population aged 16-21 years. The program provides job readiness training, career exploration, and employment opportunities for a disconnected youth population living in Erie County. To be eligible to participate in the program youth must:

- Demonstrate financial need with family income at or above 250% of federal poverty guideline
- Be 16-21 years old
- Reside in Erie County

This year the 2018 Erie Summer JAM program employed 183 youth with 49 employers throughout Erie County. The program was completed by 94.0% of youth and 90.0% of the surveyed employers were willing to recommend the program to others at the end of the 2018 Summer JAM program.

The specific goals for the 2018 Erie Summer JAM program included:

1. Increase program participation to 175 youth.
2. Deliver informational sessions for employers and participants earlier than what was done in the 2014 pilot (target date of April 1, 2018).
3. Increase and document employer input into program conception and administration.
4. Increase for-profit employers' participation up to 50%.
5. Evaluate participants to enhance job matching, based on participant interest and employer need.
6. Conduct youth participant and employer interviews to identify successes and challenges and develop mitigation strategies throughout the program.
7. Increase focus on work placement in STEM-related and local high priority occupations.

The Greater Erie Community Action Committee (GECAC) was the lead agency for the 2018 Summer JAM program. Keystone Research Corporation (KSRC) served as the external

evaluator for Summer JAM program since 2015. GECAC and Young Entrepreneur Society, Inc. (YES), contracted to implement the program and to carry out day-to-day operations, collaboratively managed and implemented 2018 Summer JAM program. Some key staff changes were implemented mid-program impacting the program implementation.

Evaluation plans, research design, data collection methods, and roles and responsibilities of those involved in Summer JAM program evaluation for the most part remained unchanged from the previous years. New to this evaluation year was implementation of process improvement day at the end of the program with all key stakeholders to understand program challenges and identify specific program changes to insure program improvements.

The assessment of the quality and effectiveness of the 2018 Erie Summer JAM program included both an outcome and process evaluation. The outcome evaluation assessed the program impact on youth with respect to the development of critical employment assets: life skills, career goals, awareness of occupational programs and education, and employment opportunities. As well, the outcome evaluation assessed the program impact on employers with respect to the program's ability to assist employers in meeting their training, employment, and hiring needs. In addition, the evaluation addressed program effectiveness with respect to:

- A number of youth enrolled in the program
- A number of youth completing the program
- A number of employers in the program
- Youth satisfaction with the program
- Employer satisfaction with the program
- Partners and staff satisfaction with the program

Demographic questions were also asked.

1.1 Summer JAM Program Core Components

Erie Summer JAM program has several core components that support outcomes for youth and employers participating in the program. These core components include:

- *Informational orientation sessions for potential employers and youth participants:* at these sessions information about available jobs, locations, placement potential, and required paperwork is shared.

- *Employer and youth application packets:* these packets contain required forms and employer or youth handbooks with pertinent program information.
- *Program website:* online information about Erie Summer JAM is available via careerstreeterie.com, GECAC's website, and Facebook.
- *Youth work readiness program:* this program provides youth with 20 hours of pre-employment soft-skills training in an area of accountability, understanding hierarchy, leadership and integrity, and professionalism, preparing youth to meet employers' expectations during their summer employment.
- *Employer meet and greet:* the final session of the youth work readiness program that provides opportunities for interested employers and youth to meet and discuss work expectations with their assigned workers.
- *Job placement/ matching:* youth are matched with employers based on the employer specifications, geographic proximity, and availability of reliable transportation for youth.
- *On-site work experience:* youth participate in 180-hour on-site work placement with their host employer, working 30 to 40 hours per week and receiving \$7.25/hour pay (minimum wage in PA as of January 1, 2015) for performed work.
- *Program staff support:* program staff work directly with youth and employees to provide communication, linkage, and job placements, as well as to troubleshoot and problem-solve any challenges that arise during program implementation.
- *Focus on STEM-related fields:* attention is paid and priority is given to the job placements that provide career exploration in STEM-related fields.

Sections below outline evaluation design and methodology, findings, conclusions and recommendations.

2.0 Evaluation Design and Methodology

This evaluation of the effectiveness and quality of the Erie Summer JAM program consisted of an outcome and process evaluation.

The outcome evaluation included two main components:

- Evaluation of youth outcomes
- Evaluation of employer outcomes

The process evaluation includes these four components:

- Evaluation of the quality of the overall program and its components
- Evaluation of the work readiness training program
- Evaluation of the work environment
- Process improvement training day with program key stakeholders

The indicators/instruments used, and methodology for gathering most of the data included the following:

Instrument/Indicators

The *2018 Summer JAM End-Program Youth Satisfaction Survey* (see Appendix A for the copy of the instrument) was administered to collect self-assessment data from 2018 program youth.

The *2018 Summer JAM Mid- and End-Program Employer Surveys* (see Appendix B for the copies of these instruments) were administered to collect self-assessment data from the 2018 program employers.

The *2018 Summer JAM Staff and Partner Survey* (see Appendix C for the copies of the instrument) were administered to collect self-assessment data from the 2018 staff and partners.

The 2018 Summer JAM process improvement training day used program *Value Stream Map (VSM)* and *Process Flow Map (PFM)*, as well as detailed analysis of past years feedback from all stakeholder groups (see Appendix D for copies of these materials).

Methodology

The program staff administered the *2018 Summer JAM End-Program Youth Satisfaction Survey* with the program youth during the week of August 6, 2018, the last week of program employment. The responses were collected utilizing hard-copies of the surveys and then were hand delivered to KSRC. Collected data were entered into excel documents and prepared for a transfer to SPSS, a statistical software for data analysis.

The program staff administered the *2018 Summer JAM Mid-Program and End-Program Employer Surveys*. With the youth work experience starting as early as June 18, 2018 for some of the employers, the mid-program employer survey was administered during the week of July 15, 2018. The end-program employer survey was administered during the week of August 10, 2018 with the youth work experience end date being scheduled for the same date. The responses were collected utilizing hard-copies of the surveys and then were hand delivered to KSRC. Data from both surveys were entered into excel documents and prepared for a transfer to SPSS, a statistical software, for data analysis.

KSRC administered the *2018 Summer JAM Staff and Partner Survey* on August 10, 2018 at the end of the youth employment placement. The survey was administered utilizing SurveyMonkey, an on-line survey platform. Each staff and partner were invited via email to complete the survey on-line. Data from the survey was exported into SPSS for data analysis.

2.1 Evaluation of Youth Outcomes

The evaluation of youth outcomes addressed youth program participation, level of youth interest and engagement, and development of youth critical employment areas.

2.1.1 Youth Program Participation

General Question: How many youth participants enrolled in and completed the Erie Summer JAM program?

Specific Question:

1. Has youth participation improved in 2018 vs. 2017?
2. Did the program achieve its 2018 youth participation goal of 175?

Instrument/Indicators

KSRC's 2017 Erie Summer JAM program evaluation report and 2018 program youth excel spreadsheet from GECAC.

Methodology

This year program data with respect to youth participation was collected and maintained by GECAC program staff. The data was submitted to KSRC in a form of an excel spreadsheet that included youth first and last names, zip code, phone number, high school, program employer, and program status. These data was compared to the youth data presented in the 2017 Erie Summer JAM evaluation report.

2.1.2 Level of Youth Interest and Engagement

General Question: To what extent are youth a) interested and b) engaged in Erie Summer JAM program?

Specific Question:

1. How do youth interest and engagement in the program this year compare to the interest and engagement in previous year?
2. How do employers assess youth program interest and engagement this year? Does their assessment of youth interest and engagement change mid- to end-program point?
3. How do staff and partners assess youth program interest this year?

For description of *instruments/indicators* and *methodology* used to answer these research questions, refer to the Section 2.0: Evaluation Design and Methodology.

2.1.3 Development of Youth Critical Employment Areas

General Question: To what extent were youth critical employment areas developed?

Specific Question:

1. How do youth assess their ability as employees with respect to the following areas:
 - Adhere to work policies
 - Carry out supervisors instructions
 - Work with minimal supervision
 - Cooperate with co-workers

- Follow safety regulations
 - Apply knowledge to work tasks
2. How do youth assess their ability to do the following areas:
 - Learn important life skills, i.e., time management, good work habits, etc.
 - Feel equipped for future work opportunities
 - Be motivated to achieve career goals
 - Learn about occupational programs that support employment efforts
 - Understand the importance of education for obtaining carrier
 3. How do program staff and partners assess the youth with respect to:
 - Improved employability
 - Exposure to future career paths
 - Increased employment opportunities

For description of *instruments/indicators* and *methodology* used to answer these research questions, refer to the Section 2.0: Evaluation Design and Methodology.

2.1.4 Program Ability to Meet Youth Employment Needs

General Question: To what extent does the program meet youth employment needs?

For description of *instruments/indicators* and *methodology* used to answer these research questions, refer to the Section 2.0: Evaluation Design and Methodology.

2.2 Evaluation of Employers Outcomes

Evaluation of the employer outcomes addresses employer program participation, likelihood of the employer to hire youth as a regular part- or full-time employee, program ability to meet employment needs and employer program commitment.

2.2.1 Employers Program Participation

General Question: How many employers participated in the Erie Summer JAM program?

Specific Question:

1. Has employer participation improved in 2018 vs. 2017?
2. Did the program achieve its employer participation goal of 50% for-profit organizations?

Instrument/Indicators

KSRC's 2017 Erie Summer JAM program evaluation report and 2018 program employers excel spreadsheet from GECAC.

Methodology

The 2018 program data with respect to employer participation was collected and maintained by GECAC program staff. The data was submitted to KSRC in a form of an excel spreadsheet that included information about employer name, contact first and last names, mailing address, contact phone number, location type, and type of organization. These data was compared to the employer data presented in the 2017 Erie Summer JAM evaluation report.

2.2.2 Employers Likelihood to Hire Youth for Regular Employment

General Question: How likely are employers to hire this year Erie Summer JAM youth for regular part- or full-time employment?

Specific Question:

1. Does the likelihood to hire youth change from mid- to end-program point?

For description of *instruments/indicators* and *methodology* used to answer these research questions, refer to the Section 2.0: Evaluation Design and Methodology.

2.2.3 Program Ability to Meet Employment Needs of Employers

General Question: To what extent does the program meet employment needs of the employers?

Specific Question:

1. Does the program ability to meet employment needs of the employers change from mid- to end-program point?

For description of *instruments/indicators* and *methodology* used to answer these research questions, refer to the Section 2.0: Evaluation Design and Methodology.

2.2.4 Employer Program Preparedness and Commitment

General Question: To what extent are the employers a) prepared for and b) committed to implement Erie Summer JAM program?

Specific Question:

1. Do employers have adequate preparation to take on the Summer JAM youth?
2. Do employers fulfill their responsibilities for the Summer JAM youth with respect to supervision and reporting?

For description of *instruments/indicators* and *methodology* used to answer these research questions, refer to the Section 2.0: Evaluation Design and Methodology.

2.3 Evaluation of Quality of the Overall Program and its Components

General Question: What is the overall quality of the Erie Summer JAM program?

Specific Questions:

1. What is the quality of the Erie Summer JAM program with respect to the following core components:
 - Informational orientation sessions for potential employers and youth participants
 - Employer and youth application packets
 - Program website
 - Youth work readiness program
 - Employer meet and greet
 - Job placement/matching
 - On-site work experience
 - Program staff support
 - Troubleshooting/problem solving when challenges are faced
 - Communication/linkage regarding job placement
 - Focus on STEM-related fields
2. What is the program recommendation rate? How does this rate compare across time and across program stakeholders?

For description of *instruments/indicators* and *methodology* used to answer these research questions, refer to the Section 2.0: Evaluation Design and Methodology.

2.4 Evaluation of Work Readiness Training Program

General Question: What is the overall quality of the program work readiness training?

Specific Questions:

1. What is the quality of the work readiness training with respect to the following core components:
 - Career assessment
 - Financial literacy and management
 - Guest speakers
 - Mock interviews
 - Personal care plan
2. To what extent do the youth display the following towards their work? Do these characteristics change overtime:
 - Accountability
 - Understanding hierarchy
 - Leadership and integrity
 - Professionalism
 - Good work habits
 - Safety

For description of *instruments/indicators* and *methodology* used to answer these research questions, refer to the Section 2.0: Evaluation Design and Methodology.

2.5 Evaluation of Work Environment

General Question: What is the overall quality of the work environment?

Specific Questions:

1. What is the quality of the work environment with respect to the following:
 - Welcoming and supportive environment

- On-the-job training
- Youth supervision and feedback
- Answering youth questions and concerns
- STEM-related work tasks

For description of *instruments/indicators* and *methodology* used to answer these research questions, refer to the Section 2.0: Evaluation Design and Methodology.

2.6 Suggestions for Program Improvement

General Question: In what ways can the program be improved?

For description of *instruments/indicators* and *methodology* used to answer these research questions, refer to the Section 2.0: Evaluation Design and Methodology.

2.6.1 Process Improvement Training Day

General Question: Describe your program experience?

Specifics:

KSRC provided consulting and training services for the Summer JAM 2018 to improve program operational processes. Following a preliminary review of the Summer JAM process, KSRC's process improvement team conducted:

- Review of past years data collected via surveys and focus groups to identify opportunities for process improvement and create preliminary value stream map (VSM)
- One-day consulting/training session across all staff and identified stakeholders to accomplish the following tasks:
 - Create common language and introduce set of tools/techniques for understanding and implementing a process transformation.
 - Map program VSM.
 - Map program workflow map (PFM) (the “current” state).
 - Identify opportunities for eliminating non-value added activities and waste within the process, which lead to unacceptable results and minimize effectiveness.
 - Assist the team in re-designing improved and streamlined processes (the “future” state).

- Work with the team to develop action plans for implementing measurable process transformations and improvements.
- Provide the tools for tracking performance measures over time.
- Help staff within an organization build their capacity to develop sustainable systems of operation.
- Provide an estimated 2 days of technical assistance, via email, phone, on-site visits, to assist the Summer JAM staff in their application of process improvement methodology to their work processes, which will help establish a climate of excellence and pathways to continuous quality improvement.

In our process improvement work, it is important to recognize that we do not come into an organization/program and use a detached, outside “expert” perspective to analyze work processes and recommend improvements—which is a “top-down” approach to organizational change. Rather, in our approach, we recognize that it is vital to create a culture of process improvement, which is more likely to take place under these conditions:

- Having organizational leadership fully committed and 100% supportive of the changes.
- Identifying the team (at all levels of the program operation, including clients and other stakeholders) and getting their commitment to map and develop realistic, but aggressive improvement action plans.
- Teaching and coaching staff that it is important for them to be open and willing to conduct work in a new and improved way.
- Getting staff to honestly communicate the “real processes” undertaken without fear of retribution.
- Having the teams provide the level of detail needed in process flow mapping.
- Determining from whose perspective a task is value-added or not (i.e., from the client’s perspective, the staff’s perspective, the funder’s perspective).
- Accessing the needed resources and further commitments for change efforts.
- Finding useful and easy-to implement performance measures to track over time.
- Determining ways to sustain the process improvements and momentum of change over time.
- Dispelling the assumption that improving work processes eliminates jobs, rather than freeing up and better utilizing an organization’s resources to accomplish goals and objectives.

3.0 Evaluation Findings

The evaluation data was gathered from several sources including program administrative data maintained by GECAC and survey data collected by the KSRC evaluation team. The results of the data collection as outlined in Section 2.0, including both qualitative and quantitative methods of analysis, are reported in the section below.

3.1 Youth Outcomes

The findings on youth outcomes include information on youth program participation, level of youth interest and engagement, and development of youth critical employment areas. In addition youth demographic information is presented.

3.1.1 Administrative Data: Youth Program Participation and Demographics

According to the administrative excel spreadsheet, as shown in Table 1, 183 youth met eligibility requirements, were selected for the program, and completed the work readiness program, and 151 youth were placed with participating employers. Out of 151 youth with employment placement, 142 youth completed the six-week summer employment program, which translates into a 94% program completion rate for 2018 as shown by Figure 1. This program completion rate for youth is an improvement from last year completion rate of 86.9% and comparable to the previous program years completion rates (see Table 1).

Table 1: Youth Participation

	Number of Youth*			
	2018	2017	2016	2015
Applied for Program/Attended Information Orientation Sessions	n/a	242	219	278
Selected for Program/Met Eligibility Requirements	183	183	173	162
Funded through WIOA	n/a	n/a	15	n/a
Completed Work Readiness Training	183	183	173	153
Placed with Employer	151	183	173	142
Found Another Job/Quit	8	4	4	n/a
Terminated	1	17	4	n/a
Medical Leave	n/a	3	n/a	n/a
Completed Program	142	159	165	135
Program Completion Rate	94.0%	86.9%	95.4%	95.1%
KSRC Available Youth Data	183	242	171	140

*n/a indicates missing administrative data

Figure 1: Youth Program Completion (N=151)

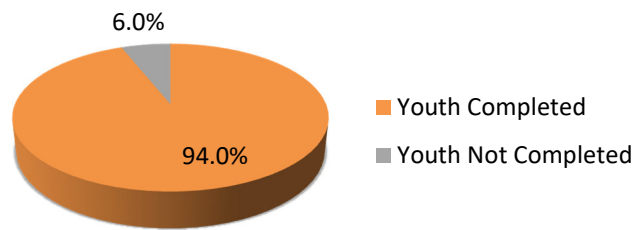
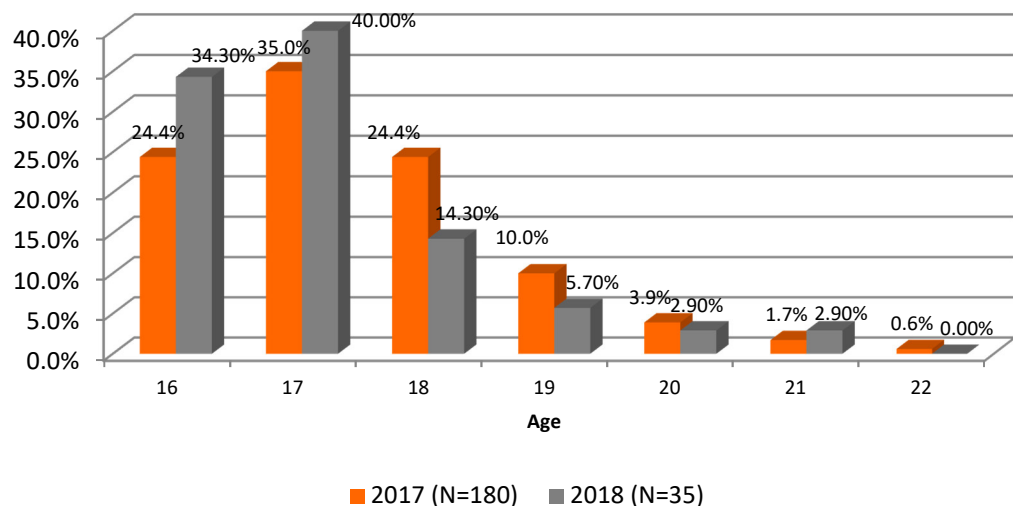


Figure 2 shows age information for youth and compares it to the age of 2017 youth. Because administrative data did not include age of the participating youth data about age from youth end-program survey was used. In both years, a majority of the youth was between the ages of 16-18. Average age for 2017 was 17.4 years old and for 2018 it was 17.1 years old.

Figure 2: Program Youth Age



With respect to location, as indicated in Table 2, majority of youth came from Erie, PA (69.0%). The rest of youth came from Albion (2.2%), Crawford (0.5%), Columbus (0.5%), Corry (12.6%), Cranesville (0.5%), Girard (0.5%), Harborcreek (1.6%), McKean (1.6%), North East (0.5%), Spartansburg (0.5%), Union City (7.7%), and Waterford (2.2%). Figure 3 shows distribution of 2018 youth between the county (31%) and Erie (69%) participants. Figure 4 shows percentages in the recruitment of the county youth in 2018 compared to 2017, with 23.3% of youth coming from the county areas in 2017 while 31% of youth came from the

county in 2018. The data indicates that program outreach to the county youth was more successful this year.

Table 2: Youth Location

Zip	Frequency	Percent
16401 - Albion	4	2.2%
16404 - Crawford	1	0.5%
16405 - Columbus	1	0.5%
16407 - Corry	23	12.6%
16410 - Cranesville	1	0.5%
16412 - Harborcreek	2	1.1%
16417 - Girard	1	0.5%
16421 - Harborcreek	1	0.5%
16426 - McKean	3	1.6%
16428 - North East	1	0.5%
16434 - Spartansburg	1	0.5%
16438 - Union City	14	7.7%
16441 - Waterford	4	2.2%
16501 - Erie	5	2.7%
16502 - Erie	8	4.4%
16503 - Erie	36	19.8%
16504 - Erie	12	6.6%
16505 - Erie	3	1.6%
16507 - Erie	21	11.5%
16508 - Erie	6	3.3%
16509 - Erie	4	2.2%
16510 - Erie	21	11.5%
16511 - Erie	9	4.9%
Total	182	100%

Figure 3: Youth Participants Location (N=182)

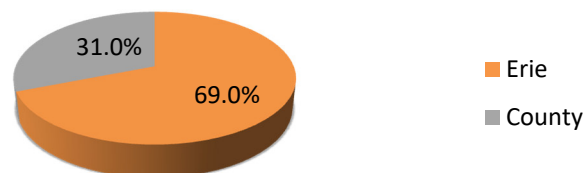


Figure 4: Program Youth Location 2018 vs. 2017

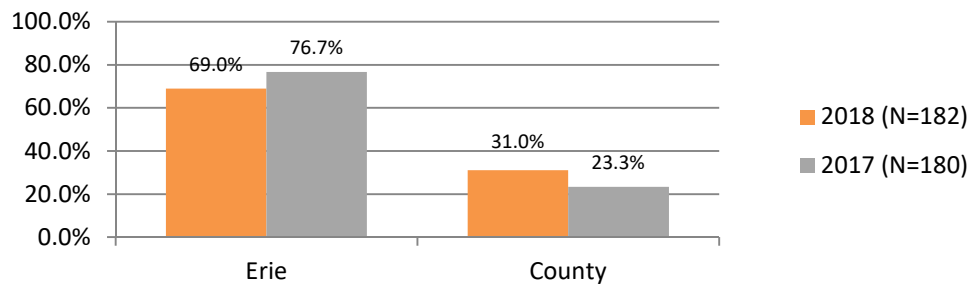
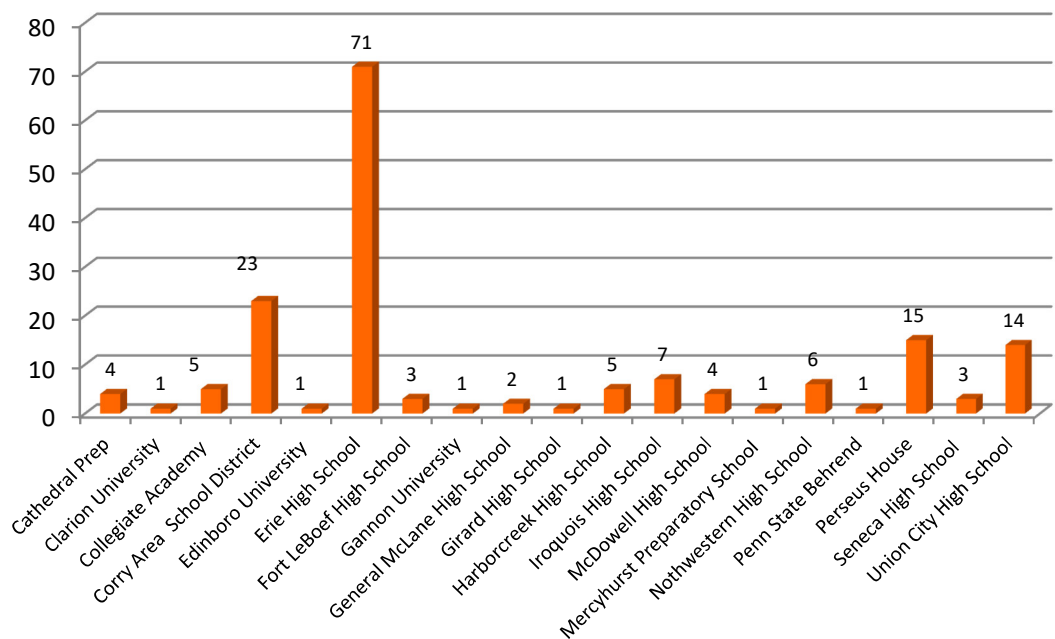


Figure 5 shows number of youth participants in various school as noted in their program application, i.e. in college, technical school, etc. Out of 183 youth 111 provide information about their school. Figure 5 provides frequency information about attended schools. The highest number of students went to Erie High School (71), followed by Corry Area School District (23), and then by Perseus House (15) and Union City High School (14). Only two or 1.8% of youth that responded to the questions about school indicated that they attended college. This indicates active program participation by high school students.

Figure 5: Program Youth Schools (N=169)



3.1.2 Survey Data: Youth Response Rate and Demographics

The data collected using *End of Program Youth Satisfaction Survey* produced response rate of 29.2% as indicated in Table 3. This response rate for 2018 is lower than in 2017, where 57.4% of the program participants responded to the *End of Program Youth Satisfaction Survey*.

Table 3: Response Rate: End of Program Youth Satisfaction Survey

	2018	2017	2016
Number of Surveys Distributed	120	176	171
Number of Surveys Collected	35	101	92
Response Rate	29.2%	57.4%	53.8%

The respondents' demographic information is presented in Tables 4-8. Typical survey respondent was a 17 year old African-American girl that attended high school.

Table 4: Respondent Age: End of Program Youth Satisfaction Survey

Age	Frequency	Percent
16	12	34.3%
17	14	40.0%
18	5	14.3%
19	2	5.7%
20	1	2.9%
21	1	2.9%
Total	35	100.0%

Table 5: Respondent Gender: End of Program Youth Satisfaction Survey

Gender	Frequency	Percent
Female	20	57.1%
Male	15	42.9%
Total	35	100.0%

Table 6: Respondent Race: End of Program Youth Satisfaction Survey

Race	Frequency	Percent
American-Indian or Alaskan Native	1	2.9%
Asian	2	5.9%
Black/African American	16	47.1%
White	11	32.4%
Other	4	11.8%
Total	34	100.0%

Table 7: Respondent Ethnicity: End of Program Youth Satisfaction Survey

Ethnicity	Frequency	Percent
Hispanic	3	9.1%
Non Hispanic	30	90.9%
Total	33	100.0%

Table 8: Respondent School: End of Program Youth Satisfaction Survey

School	Frequency	Percent
High School	27	79.4%
Technical School	2	5.9%
College	5	14.7%
Total	34	100.0%

3.1.3. Survey Data: Level of Youth Interest and Engagement

Table 9 shows perceptions of youth interest and engagement in the program by various stakeholders. Interest and engagement was measured on a scale from 1 (low) to 3 (high). Youth self-assessed their interest and engagement in this year program as mostly high with average score of 2.63 for interest, which is a comparable score to 2.64 in 2017; for engagement, the average score was 2.80, an increase from 2.76 in 2017. Employers also assessed youth interest and engagement in this year's program, with score of 2.27 for interest and 2.33 for engagement at the end of the program. Comparatively, employers rated both interest and engagement slightly lower than the youth. And, the staff and partners, who only rated youth interest, rated it relatively low at 1.00 compared to 2.66 in 2017.

Table 9: Mean Scores of Perceptions of Youth Interest and Engagement in the Program

	Interest*				Engagement*			
	n	2018	n	2017	n	2018	n	2017
Youth	35	2.63	100	2.64	35	2.80	99	2.76
Employers ¹	30	2.27	41	2.59	30	2.33	41	2.76
Staff and Partners	4	1.00	5	2.66		n/a		n/a

*Scores are measured on a scale 1-3, with 1=Low, 2=Average, and 3=High

¹ For Employer Survey: End-program feedback is used.

3.1.4 Survey Data: Development of Youth Critical Employment Areas

Table 10 shows perceptions of youth of their employee abilities in various work related areas. These abilities were measured on a scale of 1 (poor) to 4 (excellent). Youth self-assessed their abilities as an employee to be in a good to excellent range with average scores ranging from 3.57 to 3.66 for 2018. Comparing to the previous year, the average scores for every area

increased for 2018. The strongest area in 2018 was ‘cooperate with co-workers’ with a mean of 3.66, while the weakest area was ‘follow safety regulations’ with a score of 3.57.

Table 10: Youth Employee Abilities

	Means*	
	2018 (n=35)	2017 (n=101)
Adhere to Work Policies	3.60	3.38
Carry Out Supervisor’s Instructions	3.60	3.47
Work With Minimal Supervision	3.63	3.36
Cooperate with Co-workers	3.66	3.45
Follow Safety Regulations	3.57	3.48
Apply Knowledge to Tasks	3.60	3.46

*Scores are measured on a scale 1-4, with 1=Poor, 2=Fair, 3=Good, and 4=Excellent

Table 11 shows perceptions of youth with respect to their abilities to learn important life skills, i.e., time management, good work habits, etc.; feel equipped for future work opportunities; be motivated to achieve career goals’ learn about various occupational programs that support employment efforts; and understand the importance of education for obtaining career. These abilities were measured on a scale of 1 (strongly disagree) to 5 (strongly agree). Youth self-assessed their critical abilities to be stronger in 2018 compared to 2017, with average scores ranging from 4.27 to 4.60 for 2017 and from 4.49 to 4.69 for year 2018. The increase in scores shows continues improvement of youth outcomes over time.

Table 11: Youth Critical Abilities

	Means*	
	2018 (n=35)	2017 (n=100)
Learn Important Life Skills	4.49	4.43
Feel Equipped for Future Work Opportunities	4.69	4.47
Be More Motivated to Achieve Career Goals	4.63	4.47
Learn More About Occupational Programs	4.54	4.27
Understand the Importance of Education	4.60	4.60

*Scores are measured on a scale 1-5, with 1=Strongly Disagree, 2=Somewhat Disagree, 3=Neutral, 4=Somewhat Agree, and 5=Strongly Agree

Youth were asked to share their plans after conclusion of the 2018 Summer JAM program and were given an option to select more than one response to the question. Table 12 shows result for youth future plans, with the majority (68.6%) of participants were going back to high school. Many youth also had plans to pursue post-secondary education (28.6%) or to get a job (28.6%). None of the participants planned on joining the military.

Table 12: Youth Future Plan

School	Frequency	Percent (N=35)
Going Back to High School	24	68.6%
Pursuing Post-secondary Education	10	28.6%
Getting a Job	10	28.6%
Joining Military	0	0%

3.1.5 Survey Data: Program Ability to Meet Youth Employment Needs

Table 13 demonstrates youth perceptions about the Erie Summer JAM program's ability to meet their employment needs. It was measured on a scale from 1 (low) to 3 (high). Youth assessed program's ability to meet their needs as high, with average score of 2.77 for 2017 and 2.71 for 2018.

Table 13: Meeting Youth Employment Needs

	Means*	
	2018 (n=35)	2017 (n=99)
Meeting Youth Employment Needs	2.71	2.77

*Scores are measured on a scale 1-3, with 1=Low, 2=Average, and 3=High

3.2 Employer Outcomes

Evaluation of the employer outcomes addresses employer program participation, likelihood of the employer to hire youth as a regular part- or full-time employee, program ability to meet employment needs and employer program commitment.

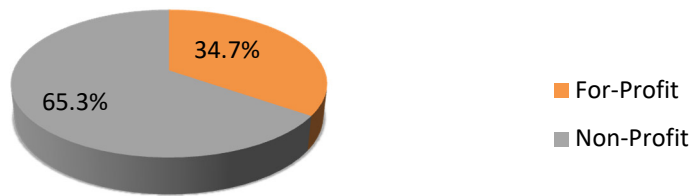
3.2.1 Administrative Data: Employer Program Participation and Demographics

According to administrative data, as shown in Table 14, 49 employers participated in 2018 Erie Summer JAM program. A total number of the for-profit organizations that participated in this year program were 17, representing 34.7% (see Figure 6) of the total employer pool, which was less than the 50% goal.

Table 14: Employer Participation

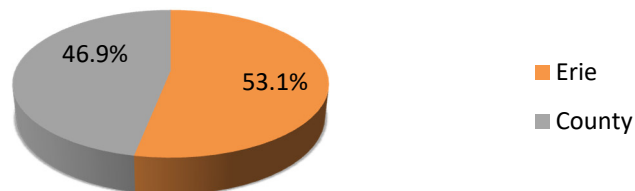
	Number of Employers	
	2018	2017
Overall Employers	49	43
Nonprofit Employers	32	24
For-profit Employers	17	19

Figure 6: Employer Organization Type: For-Profit vs. Non-Profit
(N=49)



In terms of location, Figure 7 shows that 46.9% of employers were located in the County to accommodate 23.3% of participating county youth providing sufficient employment options for them.

Figure 7: Employer Location (N=49)



3.2.2 Survey Data: Employers Response Rate and Demographics

The data collected in 2018 using *Mid-Program Employer Survey* and *End-Program Employer Survey* produced response rates of 71.4% and 61.2% respectively for each survey as indicated in Table 15. These response rates are lower than in 2017 but still considered to be good response rates. The partners and staff response rate was lower than last year, as presented in Table 16.

Table 15: Response Rate: Mid- and End-Program Employer Survey

Time	2018 Mid	2018 End	2017 Mid	2017 End
Number of Surveys Distributed	49	49	43	43
Number of Surveys Collected	35	30	41	43
Response Rate	71.4%	61.2%	95.3%	100%

Table 16: Response Rate: Partners and Staff

Time	2018	2017
Number of Surveys Distributed	13	13
Number of Surveys Collected	4	6
Response Rate	37.8%	46.2%

As presented in Table 17 employers varied in size as measured by the number of employees in an organization from 1 to 1200 for the mid-program survey and from 1 to 5400 for the end-program survey.

Table 17: Employer Size: Mid- and End-Program Employer Survey

Time	n	Mean	Median	St. Dev.	Min	Max
Mid-program 2018	30	100.8	16.0	283.4	1	1200
End-program 2018	30	315.4	8.5	1049.5	1	5400

3.2.3 Survey Data: Employers Likelihood to Hire Youth for Regular Employment

Table 18 indicates employers' willingness to hire youth for regular full- or part-time employment. It was measured on a scale from 1 (not at all) to 3 (very). Employers were somewhat likely to hire youth for regular employment, with average score of 2.15 for mid-program, which was lower than last year, and 2.03 for end-program feedback. Based on this year data, employers' willingness to hire youth for regular employment slightly declined over the summer.

Table 18: Employer Likelihood to Hire Youth

	Means*			
	n	Mid	n	End
Likelihood to Hire Youth -2018	33	2.15	30	2.03
Likelihood to Hire Youth -2017	37	2.22	24	2.35

*Scores are measured on a scale 1-3, with 1=Not at all, 2=Somewhat, and 3=Very

3.2.4 Survey Data: Program Ability to Meet Employment Needs of Employers

Table 19 shows perceptions of employers and staff and partners related to whether or not employer needs were met. Program's ability to meet needs of the employers was measured on a scale from 1 (not at all) to 3 (very). In 2018 employers assessed program's ability to meet their needs at relatively high level, with average score of 2.71 for mid-program and 2.47 for end-program surveys. Staff and partners did not provide answers for this question.

Table 19: Meeting Employer Needs

	Means*	
	Employers	Staff and Partners
	Mid	End
Employment Needs Met-2018	2.71 (n=34)	2.47 (n=30)
Employment Needs Met-2017	2.88 (n=40)	2.73 (n=40)

*Scores are measured on a scale 1-4, with 1=Not at all, 2=Somewhat, 3=Very, and 4=Don't know

** Answers "Don't know" were omitted from calculation of mean

3.2.5 Survey Data: Employer Program Preparedness and Commitment

Table 20 shows staff and partners assessment of the level of employers' preparation to take on youth, as well as to fulfill their responsibilities with respect to supervision and reporting. It was measured on a scale from 1 (no) to 3 (yes). Due to a low response rate we were not able to collect data on staff and partner assessment of employer's preparedness level.

Table 20: Staff and Partners Assessment of Employers Preparedness Level

	Means*	
	2018 (n=4)	2017 (n=6)
To Take on Youth	n/a	2.50
To Supervise/Report	n/a	3.00

*Scores are measured on a scale 1-4, with 1=Not at all, 2=Somewhat, 3=Very, and 4=Don't know

** Answers "Don't know" were omitted from calculation of mean

Table 21 demonstrates employers' commitment with respect to implementing Erie Summer JAM program. According to both mid- and end-program surveys, employers exhibit high level of commitment to Erie Summer JAM program with the average of 2.91 for mid-program surveys, this average decreased to 2.70 for the end-program survey.

Table 21: Employer Commitment Level

	Means*	
	Mid	End
Commitment to Implement Summer JAM -2018	2.91 (n=34)	2.70 (n=30)
Commitment to Implement Summer JAM -2017	2.98 (n=41)	2.95 (n=40)

*Scores are measured on a scale 1-3, with 1=Not at all, 2=Somewhat, and 3=Very

3.3 Evaluation of Quality of the Overall Program and its Components

Table 22 shows comparison of overall program quality assessment across stakeholder groups. The overall program quality was measured on the scale of 1 (poor) to 4 (excellent). All stakeholders agreed that the overall quality of the program is in a desirable range between good and excellent from 3.07 for employers, 3.25 for staff and partners, and 3.40 for youth. The scores for youth remained the same while both employer and staff and partner scored decreased from 2017 to 2018.

Table 22: Overall Program Quality

Overall Program Quality*				
	n	2018	n	2017
Youth	35	3.40	100	3.40
Employers ¹	30	3.07	39	3.51
Staff and Partners	4	3.25	6	3.50

*Scores are measured on a scale 1-4, with 1=Poor, 2=Fair, 3=Good, and 4=Excellent

¹- For Employer Survey: End-program feedback is used.

Table 23 shows comparison of quality assessment for various program components across stakeholder groups. The quality of program components was measured on the scale 1 (poor) to 4 (excellent), but with an option of choosing “don’t know” answer. This year the scores for quality of program core components were relatively low for employers and staff and partners, the average scores ranging from 1.50 to 3.50 for staff and partners and 2.22 to 2.93 for employers. For staff and partners, job placement (1.50) scored the lowest, and the highest scored categories are youth work experience, program staff and troubleshooting (3.33). Employers scored work readiness (2.22) as the lowest program core component while program staff (2.93) was scored the highest. Average scores by youth ranged from 2.85 to 3.47, while some scores even increased such as troubleshooting (3.47), communication (3.41) and focus on STEM placements (3.24). When comparing the quality rating from youth, employers, and staff and partners it shows that the overall scores for the core components decreased from 2017. Most of the scores decreased notably, and this change could be due to a low response rate from all stakeholders.

Table 23: Quality of Program Core Components

	Means* ¹											
	Youth				Employers ²				Staff and Partners			
	n	2018	n	2017	n	2018	n	2017	n	2018	n	2017
Orientation Sessions	31	3.29	90	3.29	19	2.58	28	3.29	3	2.67	4	3.25
Youth Application Packet	33	3.15	96	3.05	-	-	-	-	3	2.67	5	2.80
Employer Application Packet	-	-	-	-	29	2.72	31	3.42	3	3.00	4	3.25
Program Website	20	2.85	75	2.99	13	2.62	17	3.47	3	2.67	4	2.75
Work Readiness Training	27	3.07	90	3.52	18	2.22	23	3.57	3	2.33	5	3.20
Employer Meet and Greet	32	3.28	91	3.54	22	2.32	26	3.65	3	2.33	3	3.33
Job Placement/Matching	34	3.35	97	3.41	29	2.45	35	3.46	2	1.50	5	3.00
Youth Work Experience	33	3.45	97	3.45	30	2.87	40	3.48	3	3.33	5	3.60
Program Staff	33	3.30	97	3.35	30	2.93	38	3.66	3	3.33	5	3.60
Troubleshooting	34	3.47	93	3.08	23	2.87	39	3.74	3	3.33	5	3.80
Communication	29	3.41	95	3.34	26	2.62	31	3.55	2	3.50	5	3.60
Focus on STEM-Placements	25	3.24	81	3.12	15	2.53	21	3.33	3	2.33	5	3.20

*Scores are measured on a scale 1-5, with 1=Poor, 2=Fair, 3=Good, 4=Excellent, and 5=Don't Know (DK)

¹- Means were calculated without "Don't Know" responses.

²- For Employer Survey: End-program feedback is used.

Table 24 shows program recommendation rates across stakeholders. Majority of program stakeholders were willing to recommend the program to others.

Table 24: Program Recommendation Rates

	Recommend			
	n	2018	n	2017
Youth	33	94.3%	95	96.8%
Employers ¹	30	90.0%	37	97.2%
Staff and Partners	4	100%	6	100%

¹- For Employer Survey: End-program feedback is used

3.4 Evaluation of Work Readiness Training Program

Table 25 shows the youth assessment of the critical components of work readiness program. The quality was measured on a scale 1 (poor) to 4 (excellent). The scores ranged from 3.00 for guest speakers to 3.43 for personal career plan in 2018. All of the scores decreased slightly from 2017 to 2018 except for personal career plan which increased to 3.43.

Table 25: Youth Assessment of Work Readiness Program

	Means*			
	n	2018	n	2017
Career Assessment	30	3.13	85	3.18
Financial Literacy and Management	29	3.03	82	3.09
Guest Speakers	28	3.00	85	3.22
Mock Interviews	25	3.12	81	3.41
Personal Career Plan	28	3.43	85	3.21

*Scores are measured on a scale 1-5, with 1=Poor, 2=Fair, 3=Good, 4=Excellent, and 5=Don't Know (DK)

¹- Means were calculated without "Don't Know" responses.

Table 26 shows the employers assessment of the effectiveness of training program with respect to reinforcing these work readiness traits: accountability, understanding hierarchy, leadership, integrity, professionalism, good work habits, and safety. The training effectiveness was measured on a scale 1 (poor) to 4 (excellent) with all scores averaging closer to the "good" category rather than "fair." The scores ranged from 2.66 for good work habits, at the end of this year program, to 3.26 for safety. Comparing scores from the previous year, all categories decreased from 2017 to 2018.

Table 26: Employer Assessment of Training Effectiveness

	Means *			
	n	2018 End	n	2017 End
Accountability	29	2.83	43	3.23
Understanding Hierarchy	29	3.21	43	3.30
Leadership and Integrity	29	2.90	43	3.19
Professionalism	29	2.86	43	3.07
Good Work Habits	28	2.66	43	3.12
Safety	27	3.26	42	3.38

*Scores are measured on a scale 1-4, with 1=Poor, 2=Fair, 3=Good, and 4=Excellent

3.5 Evaluation of Work Environment

The work environment, as shown in Table 27, was assessed by youth and employers on the following criteria: welcoming and supportive environment, on-the-job training, clear work expectations, youth supervision and feedback, answering youth questions and concerns, and STEM related work tasks. For the most part, in 2018 both youth and employers assessed the work environment favorably, with average scores ranging between 3.04 for employer assessment of 'youth supervision and feedback' and 3.56 for youth assessment of 'youth supervision and feedback.' The area of assessment that fell out of the good range when assessed by employers was 'STEM-related work tasks.'

Table 27: Quality of Work Environment

	Youth				Means *			
	n	2018	n	2017	n	2018 End	n	2017 End
Welcoming and Supportive Environment	35	3.54	96	3.29	29	3.41	41	3.59
On-the-job Training	35	3.43	100	3.29	29	3.14	40	3.33
Clear Work Expectations	35	3.51	100	3.30	29	3.21	41	3.32
Youth Supervision and Feedback	34	3.56	100	3.37	28	3.04	40	3.28
Answering Youth Questions and Concerns	35	3.54	99	3.37	29	3.31	41	3.41
STEM-Related Work Tasks	34	3.18	97	3.11	21	2.67	32	2.72

*Scores are measured on a scale 1-4, with 1=Poor, 2=Fair, 3=Good, and 4=Excellent

3.6 Program Improvement

KSRC provided consulting and training services for the Summer JAM 2018 to gather input from key stakeholders regarding the program's operational processes and to determine ways in which these processes can be streamlined and improved. This process improvement activity:

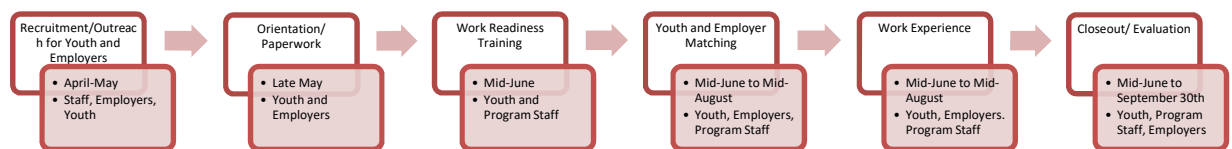
- Provided an overview of *lean thinking* as a framework for improving organizational processes
- Examined *value stream* and *process flow mapping* as a *lean tool* used to analyze processes and determine improvements
- Mapped Summer JAM processes and determined improvements.

A 1-day rapid improvement event was held on August 9, 2018, from 8:30 am – 3:30 pm. There were 17 participants, representing each of the stakeholder groups: youth, employers, program staff, and funders. While this was a good mix of stakeholder groups, a key individual who designed and implemented the majority of the operational processes was not in attendance. This hampered the group's ability to complete the process flow maps.

The PowerPoint used for the overview of lean thinking is in Appendix D. In addition, suggestions from previous years' surveys of employers, youth and program staff/partners were summarized, which provided additional input regarding operational processes that could be improved. This summary is in Appendix D as well.

The overarching value stream map, which shows the major operational processes from the beginning to the end of the summer program can be seen in Figure 8. This value stream map also delineates the approximate time for the process activity, along with the primary groups that participate in the activity. This map was developed in discussion with the participants, as an activity to help them understand the concept of value stream mapping.

Figure 8: Summer JAM Value Steam Map



As an element of this mapping process, the participants identified sub-processes, which would be the focus of the process flow mapping. While there can be multiple sub-processes embedded within each of the major steps of the value stream map, we focused on those sub-processes where there were particular issues that created challenges for the operation of Summer JAM. These problematic sub-processes and particular issues associated with them included:

- Outreach/recruitment of youth:** The information for Summer JAM opportunities for eligible youth was not widespread to the extent it should be. Participants mentioned that many eligible youth are not aware of the program. The process for outreach and recruitment has been haphazard with schools having different processes for informing students and having them apply. There is an issue regarding how many youth the program can accommodate.

The need is so great, not many youth can be served and there are a number of youth who participate year after year. This raises a policy concern with respect to who is eligible from year to year—i.e., should youth be allowed/prohibited from participation for more than one year?

- **Outreach/recruitment of employers:** Year after year the employer group has been pretty much the same and little has been done to do more outreach to bring on more of them. There was no clear process for doing additional outreach and recommendations were made regarding additional employer groups and social media to use a point of contact with potential employers. There is a need to have more employers in STEM areas, with opportunities for jobs related to STEM and/or that focus needs to be eliminated from the Summer JAM objectives. Some employers are not clear regarding their process for oversight of youth employees, documenting time worked, legal requirements, and ensuring that youth have a positive work experience. The process for employer outreach/recruitment was not well documented.
- **Orientation/paperwork for youth:** The informational sessions for youth, along with their parents, were held in multiple locations. There were issues with transportation for students, not only for the orientation, but for the work readiness training and work experience. It was recommended that Summer JAM obtain bus passes for the youth to ease the transportation burden. Another issue regarding the student paperwork is that some of it is repetitive for those students who participated in past years. Therefore, the completion of paperwork for repeat students should be streamlined and repetitive paperwork eliminated.
- **Orientation/paperwork for employers:** While employers were provided paperwork that delineated their responsibilities and legal obligations when employing youth, there were gaps in their knowledge and adherence to practices related to completion of time sheets, oversight of work and ensuring that the youth have a positive work experience.
- **Work readiness training:** There was considerable inconsistency with respect to the content and duration of the work readiness training for youth. As well, incorrect communication was sent to some youth regarding the location of their training. It was reported by a student participating in the process

improvement event that their work readiness training only consisted of 3.5 hours out of the required 40 hours; that the trainer showed up 2.5 hours late on the first day; and that the activities were not well executed. Other issues are related to the training's appropriateness for youth who have been in the program for more than one year. Comments indicated the need for training that is progressive with respect to what they are learning, rather than having the same content year after year. It is also important to ensure that youth have bank accounts set up, which will streamline the payroll process.

- **Youth and employer matching:** For the most part, there was no matching of youth to employer based on input from the youth's job interests and employers were not given an opportunity to interview and select youth for employment. Assignments were made by the Summer JAM administrator and based more on location and ability of the youth to get to work. Transportation still is a hindrance to a more robust matching process. And, the number of employers, their location, and types of job opportunities is limited and in past years there has not been a concerted effort to expand the employer list. In light of that, there is a need to do year-round planning for Summer JAM—not only for outreach to employers, but as well additional outreach to youth so that more eligible youth are aware of the program.
- **Work Experience:** The actual work experience varied considerably across all youth involved, with some having worthwhile learning opportunities and others less so. Again, some of this can be due to the compromised matching process. As well, the oversight by employers was not consistent, with persistent problems in accounting for time worked, which was important for the payroll process. Also, processing payroll is cumbersome because of the need for case managers to pick up time sheets (some of which were not completed correctly/appropriately) and the need to prepare and deliver checks rather than do direct deposit for everyone. The extent to which employers are familiar with the child labor laws was also questioned.
- **Closeout and evaluation:** There is no formal closeout for Summer JAM and recommendations were made with respect to issuing a certificate to the youth involved. Some issues with the evaluation are related to the administration of paper surveys. It would be more efficient if surveys of both youth and employers could be done electronically.

While this description of sub-processes and concerns, delineated in the context of the major steps in the value stream, provides some insight into ways to improve the operation of Summer JAM, it is critical that the current leadership take the next steps required to design and implement improvements.

The 1-day rapid improvement event was limited with respect to the following:

- The current state of the sub-processes to be mapped was hampered because the individual who performed most of this work was not a participant in the 1-day event. Without this person in the room, others were limited as to their ability to know the process steps and any detail regarding work arounds, inefficiencies, etc.
- Without the level of detail required to do current state maps, the ability of the group to complete future state maps was compromised, as well. Hence, most of the comments regarding issues, waste in processes, etc. was based on a narrow level of experience as a representative of one of the stakeholder groups.

Regardless of these challenges in completing more detailed process improvement plans, it was clear from the 1-day event that to move forward with needed changes in the operational processes, the Summer JAM administrative staff will need to convene one or more work groups to design new systems of operation that will reduce and/or eliminate the issues that have been identified.

4.0 Conclusions and Recommendations

Across each of the areas of evaluation (i.e., youth outcomes, employer outcomes, program quality, quality of work readiness training, quality of work environment, and focus groups) the results from this year's evaluation have been positive, similar to the last year results. At times, the results were mixed indicating improvements in some areas and decline in others. The following highlights those areas of program strength, based on the 2018 evaluation of the Erie Summer JAM program: youth and employers both have high levels of participation, interest, engagement, and commitment in the program; youth improved their program outcomes; employer participation remained at the comparable level as last year; feedback indicated improvements are needed in these key areas: better communication/organization, more employment opportunities with more employers; more program hours, and better pay for youth.

More specifically, areas of program strength include:

- Youth program completion rate improved to 94.0% in 2018
- Number of county youth increased to 31.0% in 2018
- Youth critical abilities/outcomes: abilities to learn important life skills, i.e., time management, good work habits, etc.; feel equipped for future work opportunities; be motivated to achieve career goals' learn about various occupational programs that support employment efforts; and understand the importance of education for obtaining career (improvement over 2017, see Table 11 for details)
- Employer program commitment: 2.91 out of 3
- Program recommendation rates: youth – 94.3%, employers – 90.0%, and staff and partners – 100%

While there were many positive comments about the program, as expressed by each of the stakeholder groups, there are a number of areas where improvement can be made.

Areas that need improvement and additional work include:

- The number of youth placed with employers was 151 while 183 youth went through the training program (target goal is 175 youth)
- Process improvement day and qualitative feedback received from surveys indicated that multiple opportunities for program improvement exist

With respect to specific program goals for the 2018 Erie Summer JAM, some goals were met and some were not met, indicating the need for additional efforts in the future:

1. Increase program participation to 175 youth – MET (183 youth)
2. Deliver informational sessions for employers and participants earlier than what was done in the 2014 pilot (target date of April 1, 2018) – NOT MET (first orientation session was scheduled for April 24, 2018 see Appendix F for orientation schedule)
3. Increase and document employer input into program conception and administration – MET (see Section 3.6 of the report for employer input)
4. Increase for-profit employers' participation up to 50% - NOT MET (34.7%)
5. Evaluate participants to enhance job matching, based on participant interest and employer need – NOT MET (decline in 2018 'job placement/matching' scores as assessed by youth, employers, and staff/partners – see Table 23 for details)
6. Conduct youth participant and employer interviews to identify successes and challenges and develop mitigation strategies throughout the program – MET (youth and employer were included in process improvement day, see section 3.6 for details)
7. Increase focus on work placement in STEM-related and local high priority occupations – PARTIALLY MET (while youth indicated improvement in 'focus on STEM-placements,' employers and partners/staff indicated decrease in such focus, see Table 23 for details)

The following recommendations are presented for consideration:

Youth have a high level of engagement and employers have a high level of commitment to the program. It is important to capitalize on this interest and involve employers and youth in program development, including the work-readiness training program to a greater extent than currently is implemented. In fact, it is recommended to utilize Summer JAM youth as part of program staff team, assisting in program implementation.

It is necessary to recruit additional and new employers, particularly in the for-profit sector, to fulfill the employer participation goal for for-profit organizations to 50% of total employers.

It is important to insure continuity in program implementation from year to year by creating program manual and maintaining stable staffing to prevent program memory loss.

As a final note, a caveat about the evaluation effort is warranted. The evaluation results, as noted earlier, are positive for the most part. However, these results are based on the opinion/input from the stakeholders (i.e., youth, employers, and partners/staff). While this input is invaluable and provides some very worthwhile insight into what these stakeholders value and do not value about the program's design and operation, the evaluation design does not allow for the collection of data that would more objectively assess outcomes and program implementation. This is a weakness in the evaluation. However, it would not be recommended to implement a more rigorous evaluation design unless the program, itself, was expanded to include more intense work training and experiences of a longer duration. By increasing the "dosage" of the program, the likelihood of impact on the youth would be greater. Moreover, with more communication and time spent with employers regarding their responsibilities to mentor the youth, the outcomes for youth would likely be greater.

Appendix A: 2018 Summer JAM Youth End-Program Youth Satisfaction Survey
2018 Summer JAM Youth Half Year Follow-Up Youth Survey
2018 Summer JAM Youth One Year Follow-Up Youth Survey

County of Erie—2018 Summer Jobs and More (JAM) Program

End of Program Youth Satisfaction Survey

Your comments are very important to us. The information will help us evaluate the success of the Summer JAM program.

- A. What is your gender? ☐ Female ☐ Male
- B. What is your age? _____
- C. What school do you attend? ☐ High School ☐ Technical School ☐ College Specify: _____
- D. What is your race (please, choose one)?
☐ American Indian or Alaskan Native ☐ Asian ☐ Black or African American
☐ Native Hawaiian or Other Pacific Islander ☐ White ☐ Other
- E. What is your ethnicity? ☐ Hispanic or Latino ☐ Not Hispanic or Latino

1. What was your **overall assessment** of the quality of the **Summer JAM Program**?

- ☐ Poor ☐ Fair ☐ Good ☐ Excellent

2. Rate the quality of the following core components of the **Summer JAM Program**: (for any part of the program that you did not participate in/experience or have knowledge of, please mark "Don't Know (DK)."

Orientation sessions for potential employers and participants	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent	<input type="checkbox"/> DK
Youth Application Packet	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent	<input type="checkbox"/> DK
Website to host information about the program and to provide opportunities for interested parties to state their interest	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent	<input type="checkbox"/> DK
Training sessions with youth for improving career readiness, career exploration, and soft skills training	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent	<input type="checkbox"/> DK
Employer meet and greet	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent	<input type="checkbox"/> DK
Job placement/matching of youth with employers	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent	<input type="checkbox"/> DK
Youth on-site work experience	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent	<input type="checkbox"/> DK
Support of program staff	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent	<input type="checkbox"/> DK
Troubleshooting/problem-solving when challenges are faced	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent	<input type="checkbox"/> DK
Communication/linkages with employers for oversight of job placements	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent	<input type="checkbox"/> DK
Focus on work placement in STEM-related fields	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent	<input type="checkbox"/> DK
Comments to further explain your assessment:					

3. What did you consider to be the "best" part of the **Summer JAM Program**?

4. Rate the quality of the following core components of the **Work Readiness Program**: (for any part of the program that you did not participate in/experience or have knowledge of, please mark "Don't Know."

Career Assessment	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent	<input type="checkbox"/> Don't Know
Financial Literacy and Management	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent	<input type="checkbox"/> Don't Know
Guest Speakers	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent	<input type="checkbox"/> Don't Know
Mock Interviews	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent	<input type="checkbox"/> Don't Know
Personal Career Plan	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent	<input type="checkbox"/> Don't Know
Comments:					

County of Erie—2018 Summer Jobs and More (JAM) Program

5. How would you rate your **employer's** ability to provide the following supports **to you**?

Welcoming and supportive environment	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent
On-the-job training	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent
Clear work expectations	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent
Youth supervision and feedback	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent
Answering youth questions and concerns	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent
STEM related work tasks	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent
Other , specify:	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent
Comments:				

6. How would you rate your abilities as an **employee** in the **Summer JAM Program** with respect to the following:

Adhere to Work Policies	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent
Carry Out Supervisor's Instructions	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent
Work With Minimal Supervision	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent
Cooperate with Co-workers	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent
Follow Safety Regulations	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent
Apply Knowledge to Tasks	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent
Other , specify:	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent

7. Additional Questions:

How would you rate your level of interest in the Summer JAM Program ?	<input type="checkbox"/> Low	<input type="checkbox"/> Average	<input type="checkbox"/> High
How helpful was the Summer JAM Program in addressing your employment needs?	<input type="checkbox"/> Not at all	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Very
How engaged were you in the Summer JAM Program ?	<input type="checkbox"/> Not at all	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Very

8. My participation in the **Summer JAM Program** helped me:

Learn important life skills such as time management, good work habits, etc.	<input type="checkbox"/> Strongly Agree	<input type="checkbox"/> Somewhat Agree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Somewhat Disagree	<input type="checkbox"/> Strongly Disagree
Feel equipped for future work opportunities	<input type="checkbox"/> Strongly Agree	<input type="checkbox"/> Somewhat Agree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Somewhat Disagree	<input type="checkbox"/> Strongly Disagree
Be more motivated to achieve my career goals	<input type="checkbox"/> Strongly Agree	<input type="checkbox"/> Somewhat Agree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Somewhat Disagree	<input type="checkbox"/> Strongly Disagree
Learn more about occupational programs that support my employment efforts	<input type="checkbox"/> Strongly Agree	<input type="checkbox"/> Somewhat Agree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Somewhat Disagree	<input type="checkbox"/> Strongly Disagree
Understand the importance of education for obtaining a career	<input type="checkbox"/> Strongly Agree	<input type="checkbox"/> Somewhat Agree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Somewhat Disagree	<input type="checkbox"/> Strongly Disagree

9. After completing **2017 Summer JAM Program** do you (please check all that apply):

☐ Going back to high school
 ☐ Pursuing post-secondary education (ex. trade school, university, etc.)
 ☐ Getting a job
 ☐ Joining military

Other, please specify: _____

10. Would you recommend the **Summer JAM Program** to others?

☐ Yes, Why? _____
 ☐ No, Why? _____

11. In what ways can the **Summer JAM Program** be improved?

Thank You for taking this survey!

180-Days Follow-Up Youth Survey 1

Your comments are very important to us. The information will help us evaluate the success of the 2016 Summer JAM Program.

- A. What is your gender? ☐ Female ☐ Male
- B. What is your age? _____
- C. What school do you attend? _____
- D. What is your race (please, chose one)?
- ☐ American Indian or Alaskan Native ☐ Asian ☐ Black or African American
- ☐ Native Hawaiian or Other Pacific Islander ☐ White ☐ Other
- E. What is your ethnicity? ☐ Hispanic or Latino ☐ Not Hispanic or Latino

I. My participation in the **2018 Summer JAM Program** last year helped me:

Learn important life skills such as time management, good work habits, etc.	<input type="checkbox"/>	Strongly Agree	<input type="checkbox"/>	Somewhat Agree	<input type="checkbox"/>	Neutral	<input type="checkbox"/>	Somewhat Disagree	<input type="checkbox"/>	Strongly Disagree
Feel equipped for future work opportunities	<input type="checkbox"/>	Strongly Agree	<input type="checkbox"/>	Somewhat Agree	<input type="checkbox"/>	Neutral	<input type="checkbox"/>	Somewhat Disagree	<input type="checkbox"/>	Strongly Disagree
Be more motivated to achieve my career goals	<input type="checkbox"/>	Strongly Agree	<input type="checkbox"/>	Somewhat Agree	<input type="checkbox"/>	Neutral	<input type="checkbox"/>	Somewhat Disagree	<input type="checkbox"/>	Strongly Disagree
Learn more about occupational programs that support my employment efforts	<input type="checkbox"/>	Strongly Agree	<input type="checkbox"/>	Somewhat Agree	<input type="checkbox"/>	Neutral	<input type="checkbox"/>	Somewhat Disagree	<input type="checkbox"/>	Strongly Disagree
Understand the importance of education for obtaining a career	<input type="checkbox"/>	Strongly Agree	<input type="checkbox"/>	Somewhat Agree	<input type="checkbox"/>	Neutral	<input type="checkbox"/>	Somewhat Disagree	<input type="checkbox"/>	Strongly Disagree
Comments: _____										

2. Since completing **2017 Summer JAM Program** did you (please check all that apply):

- ☐ Went back to high school ☐ Went to post-secondary education (ex. trade school, university, etc.) ☐ Got a job ☐ Joined military
- Other, please specify: _____

Thank you for taking this survey!

One Year Follow-Up Youth Survey 1

Your comments are very important to us. The information will help us evaluate the success of the 2016 Summer JAM Program.

- A. What is your gender? ☐ Female ☐ Male
- B. What is your age? _____
- C. What school do you attend? _____
- D. What is your race (please, chose one)?
- ☐ American Indian or Alaskan Native ☐ Asian ☐ Black or African American
- ☐ Native Hawaiian or Other Pacific Islander ☐ White ☐ Other
- E. What is your ethnicity? ☐ Hispanic or Latino ☐ Not Hispanic or Latino

I. My participation in the **2018 Summer JAM Program** last year helped me:

Learn important life skills such as time management, good work habits, etc.	<input type="checkbox"/>	Strongly Agree	<input type="checkbox"/>	Somewhat Agree	<input type="checkbox"/>	Neutral	<input type="checkbox"/>	Somewhat Disagree	<input type="checkbox"/>	Strongly Disagree
Feel equipped for future work opportunities	<input type="checkbox"/>	Strongly Agree	<input type="checkbox"/>	Somewhat Agree	<input type="checkbox"/>	Neutral	<input type="checkbox"/>	Somewhat Disagree	<input type="checkbox"/>	Strongly Disagree
Be more motivated to achieve my career goals	<input type="checkbox"/>	Strongly Agree	<input type="checkbox"/>	Somewhat Agree	<input type="checkbox"/>	Neutral	<input type="checkbox"/>	Somewhat Disagree	<input type="checkbox"/>	Strongly Disagree
Learn more about occupational programs that support my employment efforts	<input type="checkbox"/>	Strongly Agree	<input type="checkbox"/>	Somewhat Agree	<input type="checkbox"/>	Neutral	<input type="checkbox"/>	Somewhat Disagree	<input type="checkbox"/>	Strongly Disagree
Understand the importance of education for obtaining a career	<input type="checkbox"/>	Strongly Agree	<input type="checkbox"/>	Somewhat Agree	<input type="checkbox"/>	Neutral	<input type="checkbox"/>	Somewhat Disagree	<input type="checkbox"/>	Strongly Disagree
Comments:										

2. Since completing **2017 Summer JAM Program** did you (please check all that apply):

- ☐ Went back to high school ☐ Went to post-secondary education (ex. trade school, university, etc.) ☐ Got a job ☐ Joined military
- Other, please specify: _____

Thank you for taking this survey!

Appendix B: 2018 Summer JAM Mid-Program Employer Survey
2018 Summer JAM End-Program Employer Survey

County of Erie—2018 Summer Jobs and More (JAM) Program Mid-Program Employer Survey

Your comments are very important to us. The information will help us evaluate the success of the Summer JAM Program. Thank you for your input.

Your Company/Organization Name: _____

1. What is your **overall assessment** of the quality of the **Summer JAM Program** so far?

☐ Poor ☐ Fair ☐ Good ☐ Excellent

2. What is your assessment of the quality of the following parts of the **Summer JAM Program** so far? (for any part of the program that you did not participate in or experience, please mark "Don't Know (DK)")

Orientation sessions for potential employers and participants	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent	<input type="checkbox"/> DK
Employer Application Packet	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent	<input type="checkbox"/> DK
Website to host information about the program and to provide opportunities for interested parties to state their interest	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent	<input type="checkbox"/> DK
Training sessions with youth for improving career readiness, career exploration, and soft skills training	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent	<input type="checkbox"/> DK
Employer meet and greet	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent	<input type="checkbox"/> DK
Job placement/matching of youth with employers	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent	<input type="checkbox"/> DK
Youth on-site work experience	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent	<input type="checkbox"/> DK
Support of program staff	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent	<input type="checkbox"/> DK
Troubleshooting/problem-solving when challenges are faced	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent	<input type="checkbox"/> DK
Communication/linkages with employers for oversight of job placements	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent	<input type="checkbox"/> DK
Focus on work placement in STEM-related fields	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent	<input type="checkbox"/> DK
Comments to further explain your assessment:					

3. What do you consider to be the "best" part of the **Summer JAM Program** so far? _____

4. In your experience, to what extent do the youth display the following towards their work so far:

Accountability	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent
Understanding hierarchy	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent
Leadership and integrity	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent
Professionalism (being on time, proper appearance, etc.)	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent
Good work habits	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent
Safety	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent
Other , specify:	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent
Comments:				

County of Erie—2018 Summer Jobs and More (JAM) Program

5. How would you rate your ability as an **employer** to provide the following supports to the youth so far?

Welcoming and supportive environment	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent
On-the-job training	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent
Clear work expectations	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent
Youth supervision and feedback	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent
Answering youth questions and concerns	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent
STEM related work tasks	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent
Other , specify:	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent
Comments:				

6. Additional Questions:

How would you rate the youth level of interest in the Summer JAM Program so far?	<input type="checkbox"/> Low	<input type="checkbox"/> Average	<input type="checkbox"/> High
How engaged are the youth in the Summer JAM Program so far?	<input type="checkbox"/> Not at all	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Very
How helpful is the Summer JAM Program in addressing your employment needs so far?	<input type="checkbox"/> Not at all	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Very
How committed is your company to the implementation of the Summer JAM Program so far?	<input type="checkbox"/> Not at all	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Very
How likely are you to hire a Summer JAM youth as a regular part-or full-time employee at the end of the program so far?	<input type="checkbox"/> Not at all	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Very

7. In what ways can the **Summer JAM Program** be improved so far?

8. Would you recommend the **Summer JAM Program** to others?

☐ Yes, Why? _____

☐ No, Why? _____

9. Additional comments:

10. Additional organizational questions:

Number of employees at your organization (if you don't know exact number, please estimate): _____

Organization type (please, choose one): ☐ For-profit ☐ Non-profit

**You play a critical role in preparing Erie County's youth for a successful future in school,
in the workforce, and in life — thank you!**

County of Erie—2018 Summer Jobs and More (JAM) Program

End-Program Employer Survey

Your comments are very important to us. The information will help us evaluate the success of the Summer JAM Program. Thank you for your input.

Your Company/Organization Name: _____

1. What is your **overall assessment** of the quality of the **Summer JAM Program**?

☐ Poor ☐ Fair ☐ Good ☐ Excellent

2. What is your assessment of the quality of the following parts of the **Summer JAM Program**? (for any part of the program that you did not participate in or experience, please mark “Don’t Know (DK)”) _____

Orientation sessions for potential employers and participants	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent	<input type="checkbox"/> DK
Employer Application Packet	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent	<input type="checkbox"/> DK
Website to host information about the program and to provide opportunities for interested parties to state their interest	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent	<input type="checkbox"/> DK
Training sessions with youth for improving career readiness, career exploration, and soft skills training	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent	<input type="checkbox"/> DK
Employer meet and greet	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent	<input type="checkbox"/> DK
Job placement/matching of youth with employers	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent	<input type="checkbox"/> DK
Youth on-site work experience	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent	<input type="checkbox"/> DK
Support of program staff	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent	<input type="checkbox"/> DK
Troubleshooting/problem-solving when challenges are faced	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent	<input type="checkbox"/> DK
Communication/linkages with employers for oversight of job placements	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent	<input type="checkbox"/> DK
Focus on work placement in STEM-related fields	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent	<input type="checkbox"/> DK
Comments to further explain your assessment:					

3. What do you consider to be the “best” part of the **Summer JAM Program**? _____

4. In your experience, to what extent do the youth display the following towards their work?

Accountability	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent
Understanding hierarchy	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent
Leadership and integrity	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent
Professionalism (being on time, proper appearance, etc.)	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent
Good work habits	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent
Safety	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent
Other , specify:	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent
Comments:				

County of Erie—2018 Summer Jobs and More (JAM) Program

5. How would you rate your ability as an **employer** to provide the following supports to the youth?

Welcoming and supportive environment	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent
On-the-job training	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent
Clear work expectations	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent
Youth supervision and feedback	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent
Answering youth questions and concerns	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent
STEM related work tasks	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent
Other , specify:	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent
Comments:				

6. Additional Questions:

How would you rate the youth level of interest in the Summer JAM Program ?	<input type="checkbox"/> Low	<input type="checkbox"/> Average	<input type="checkbox"/> High
How engaged are the youth in the Summer JAM Program ?	<input type="checkbox"/> Not at all	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Very
How helpful is the Summer JAM Program in addressing your employment needs?	<input type="checkbox"/> Not at all	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Very
How committed is your company to the implementation of the Summer JAM Program ?	<input type="checkbox"/> Not at all	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Very
How likely are you to hire a Summer JAM youth as a regular part-or full-time employee at the end of the program?	<input type="checkbox"/> Not at all	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Very

7. In what ways can the **Summer JAM Program** be improved?

8. Would you recommend the **Summer JAM Program** to others?

☐ Yes, Why? _____

☐ No, Why? _____

9. Would you consider making a contribution to the program? ☐ Yes ☐ No ☐ Maybe

10. Additional comments:

11. Additional organizational questions:

Number of employees at your organization (if you don't know exact number, please estimate): _____

Organization type (please, choose one): ☐ For-profit ☐ Non-profit

**You play a critical role in preparing Erie County's youth for a successful future in school,
in the workforce, and in life — thank you!**

Appendix C: 2018 Summer JAM Staff and Partner Survey



2018 Summer JAM Staff and Partner Survey

General Information and Instructions

Your comments are very important to us. Please take a moment to complete this survey.

This is a voluntary survey that will help improve and strengthen the program. There is no right or wrong answer. Please, choose an answer that best describes your experience.

Thank you for your input!



2018 Summer JAM Staff and Partner Survey

Overall Assessment

1. What is your overall assessment of the quality of the Summer JAM Program for the targeted youth in the County of Erie?

- ☐ Poor
- ☐ Fair
- ☐ Good
- ☐ Excellent



2018 Summer JAM Staff and Partner Survey

Assessment of Various Program

Elements

2. What is your assessment of the quality of the following parts of the Summer JAM Program: (for any part of the program that you did not participate in or experience, please mark "Don't Know.")

	Poor	Fair	Good	Excellent	Don't Know
Orientation sessions for potential employers and participants held throughout Erie County	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employer Application Packet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Youth Application Packet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Website to host information about the program and to provide opportunities for interested parties to state their interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training sessions with youth for improving career readiness, career exploration, and soft skills training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employer meet and greet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job placement/matching of youth with employers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Youth on-site work experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support of program staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Troubleshooting/problem-solving when challenges are faced	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication/linkages with employers for oversight of job placements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focus on work placement in STEM-related fields	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Comments to further explain your assessment:



2018 Summer JAM Staff and Partner Survey

Best Part of the

Program

4. What do you consider to be the "best" part of the Summer JAM Program?



2018 Summer JAM Staff and Partner Survey

Youth Outcomes

5. Did the Summer JAM Program provide the participating youth with: (For any goal of this program that you cannot assess, please mark "Don't Know.")

	Yes	Somewhat	No	Don't Know
Improved employability through job readiness training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exposure to future career paths through career exploration activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased employment opportunities through summer job placement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



2018 Summer JAM Staff and Partner Survey

Employer Outcomes

6. Did the employers participating in the Summer JAM Program: (For any goal of this program that you cannot assess, please mark "Don't Know.")

	Yes	Somewhat	No	Don't Know
Have their employment needs met	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have adequate preparation to take on the Summer JAM youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fulfill their responsibilities for the Summer JAM youth with respect to supervision and reporting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



2018 Summer JAM Staff and Partner Survey

Youth Interest

7. Overall, how would you rate the level of interest of participating youth in completing the Summer JAM Program? (If you have no direct knowledge of this, please mark "Don't Know.")

- ☐ High
- ☐ Average
- ☐ Low
- ☐ Don't Know



2018 Summer JAM Staff and Partner Survey

Employer Interest

8. Overall, how would you rate the level of interest of participating employers in providing quality job opportunities for disconnected youth in Erie County? (If you have no direct knowledge of this, please mark "Don't Know.")

- ☐ High
- ☐ Average
- ☐ Low
- ☐ Don't Know



2018 Summer JAM Staff and Partner Survey

Program Improvement

9. In what ways can the Summer JAM Program be improved?



2018 Summer JAM Staff and Partner Survey

Recommend Program to Others

10. Would you recommend the Summer JAM Program to targeted youth and employers to participate in this program?

- ☐ Yes
- ☐ No



2018 Summer JAM Staff and Partner Survey

Recommend Program to Others: Comments

11. Why would you recommend the Summer JAM Program?



2018 Summer JAM Staff and Partner Survey

Recommend Program to Others: Comments

12. Why would you not recommend the Summer JAM Program?



2018 Summer JAM Staff and Partner Survey

**Thank
You!**

Thank you for your time in completing this survey!

Appendix D: 2018 Summer JAM Process Improvement Day Event Flyer

Rapid Process Improvement Agenda

Rapid Process Improvement Book Flyer

Rapid Process Improvement Event PowerPoint

Waste in Service Organizations Handout

Waste in Service Organizations Combined File

You Get What You Design Diagnostic Tool

Value Stream Map Handout

2015 Summer JAM Value Stream Map Issues

2016 Summer JAM Value Stream Map Issues

2017 Summer JAM Value Stream Map Issues

2018 Summer JAM Process Improvement Day Feedback

**We want to hear from all Summer JAM participants:
Employers, Youth, Staff, and Funders**



We are conducting a rapid Summer JAM process improvement event to improve program experience for all participants.

In a group setting, we are asking you to participate in a rapid process improvement event that will inform program modifications and greatly improve the program experience for all participants.

During this 1-day event you will:

- *Learn process improvement technique that allows you to reduce waste and redesign process*
- *Redesign and improve Summer JAM program processes to better meet your needs*

Lunch is provided.

WHERE: GECAC
18 West 9th Street
Erie, PA 16501

WHEN: **August 9, 2018 at 8:30 AM-4:30 PM (includes ½ hr lunch)**

Reserve your spot today by emailing Ben Wilson at bwilson@gecac.org

Any questions will be answered by contacting either:

Tania Bogatova, Ph.D., Co-facilitator
KeyStone Research Corporation
3823 W. 12th St., Erie, PA 16505
Phone: (814) 836-9295 x 105
Email: taniab@ksrc.biz

Joyce A. Miller, Ph.D., Principal Facilitator
KeyStone Research Corporation
3823 W. 12th St., Erie, PA 16505
Phone: (814) 836-9295 x 131
Email: joycem@ksrc.biz



AGENDA



KeyStone Research Corporation (KSRC) Summer JAM Rapid Process Improvement Event

August 9, 2018, 8:30 am-4:30 pm

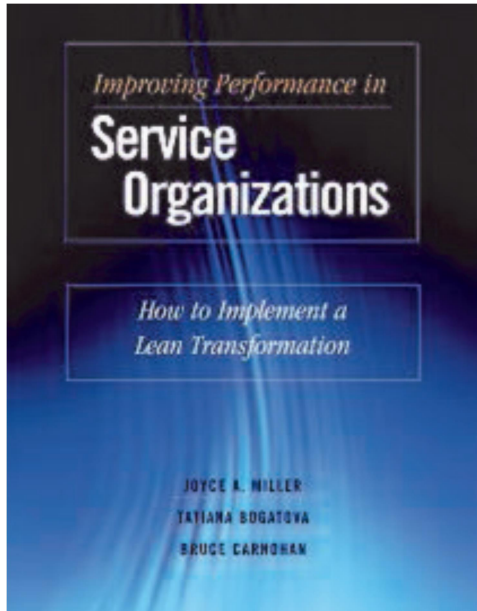
Facilitators: Joyce Miller, Ph.D. and Tania Bogatova, Ph.D.
joycem@ksrc.biz and taniab@ksrc.biz

Thursday, August 9, 2018	
8:30 am – 8:45 am	Welcome, Introductions and Overview of Day
8:45 am – 10:00 am	Introduction to Lean Thinking: <ul style="list-style-type: none">• Waste• Unacceptable Results• Value/Value Streams• Performance Measures
10:00 am – 10:15 am	Break
10:15 am – 11:30 am	Introduction to Lean Thinking: <ul style="list-style-type: none">• Value Stream and Process Flow Mapping• Root Cause Analysis• Generating Problem Solutions
11:30 am – 12:30 pm	Mapping the Summer JAM Value Stream
12:30 pm – 1:00 pm	Lunch
1:00 pm – 2:30 pm	Mapping the Summer JAM Process Flow Current State
2:30 pm – 2:45 pm	Break
2:45 pm – 4:15 pm	Future State Maps/Process Improvement Recommendations
4:15 pm – 4:30 pm	Closing and Next Steps

Lean Thinking for Process Improvement

IMPROVING PERFORMANCE IN SERVICE ORGANIZATIONS: HOW TO IMPLEMENT A LEAN TRANSFORMATION

Joyce A Miller, Tatiana Bogatova, Bruce Carnohan



Available now!

224 pages

978-0-19-061628-1

Paperback: \$38.95

Improving Performance in Service Organizations guides professionals through the application of lean concepts and methods in the service sector. Service organizations that undergo a lean transformation optimize the use of time and money associated with operations and ensure that scarce resources are allocated to the activities that produce the greatest value for clients served. By applying the lean concepts, methods, and tools introduced in this book and creating a culture of continuous improvement, service organizations can increase effectiveness and improve accountability for the funding they receive.

About the Authors:

Joyce Ann Miller is a sociologist specializing in evaluation research and social policy. She established KeyStone Research Corporation (KSRC) in 1980, and has over 30 years of experience in providing research and organizational development services to organizations in the service sector.

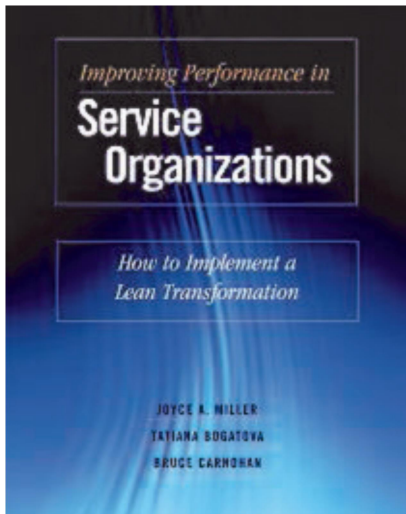
Tania Bogatova has over 15 years of experience in policy/program research, data analysis, and evaluation studies. Her educational background is in quantitative analysis and organizational learning and leadership.

Bruce Carnohan is a specialist in the marketing, training, and implementation of lean and Six Sigma tools with an Advanced Diploma in industrial management from Bristol Polytechnic, UK.

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Part I Overview. Introduction to Performance Improvement in Service Organizations

Chapter One. Improving Performance through a Lean Transformation

Chapter Two. Establishing a Context for Improving Organizational Performance

Part I. From Knowledge to Practice: Exercises

Part II Overview. Understanding Basic Concepts of Lean Thinking

Chapter Three. Value Streams, Wasteful Activities, and Unacceptable Results

Chapter Four. Performance Measures

Part II. From Knowledge to Practice: Exercises

Part III Overview. Using Lean Tools and Methods

Chapter Five. Value Stream and Process Flow Mapping

Chapter Six. Problem Solving to Identify Improvement Opportunities

Chapter Seven. Implementing Improvements and Tracking Results

Part III. From Knowledge to Practice: Exercises

Part IV Overview. Sustaining Improvements Overtime

Chapter Eight. Creating a Culture of Organizational Learning and Your Lean

Chapter Nine. Case Studies of Lean Transformations in Service Organizations

Part IV. From Knowledge to Practice: Exercises

Appendix A. Logic Models

Glossary

Resource Material

References

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Rapid Process Improvement Event: Summer JAM

Joyce A. Miller, Ph.D.

Tania Bogatova, MBA, Ph.D.

Principal Evaluators, Summer JAM



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What we will do:

- Provide an overview of *lean thinking* as a framework for improving organizational processes
- Examine *value stream* and *process flow mapping* as a *lean tool* used to analyze processes and determine improvements
- Map Summer JAM processes and determine improvements.



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What is lean thinking?

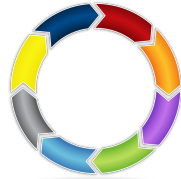
A framework for *problem solving* and *designing* organizational *processes* that focuses on delivering the most *value* to *clients* while consuming the *fewest* *resources*.

It provides a set of *concepts* and *methods* that enable organizations to identify and eliminate *waste* embedded in their organizational processes and strive for *performance excellence*.

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Transformation Steps

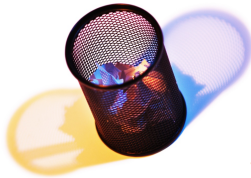
- *Identify focus—gather data from stakeholders*
- *Prepare for mapping—value stream and process flow*
- *Create current state maps and add critical data*
- *Prioritize process issues*
- *Conduct root cause analysis*
- *Map future state*
- *Determine and prioritize solutions*
- *Develop action plans*
- *Track changes over the long term*
- *Sustain improvements*
- *Start over from beginning*



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What is waste?

Waste is any activity that consumes resources but creates no value from the perspective of an organizational client.



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What are Unacceptable Results?



*Unacceptable Results (URs) are the **negative consequences** of the way work processes are designed and implemented. They are experienced by staff, clients, and/or other stakeholders, causing them to be dissatisfied or frustrated.*

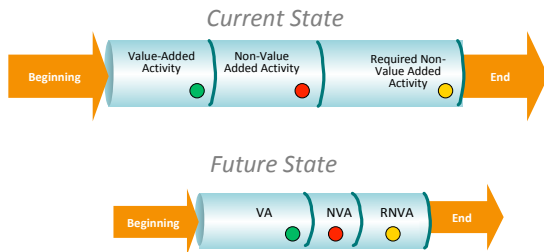
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Concept-Value

- **Value** is defined from the vantage point of the client (i.e., what the client needs).
- Types of work activities in process steps:
 - ❖ Value-added (VA) 
 - ❖ Non-value added (NVA) 
 - ❖ Required non-value added (RNVA) 

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Concept-Value Streams



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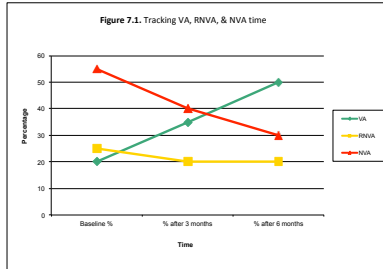
Typical Lean Performance Measures



- Time: Cycle Time, Value-Added Time, Nonvalue-Added Time, Wait Time, Elapsed Time
- Number of Errors
- Number of Process Steps
- Number of People
- Cost of Materials/Supplies/Labor
- Number of Clients

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Tracking Performance Measures

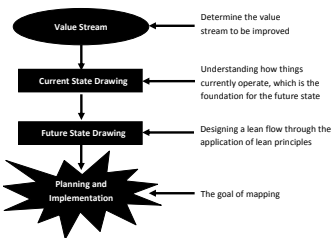


Source: Miller, J., Bogatova, T., and Carnohan, B. (2011). *Improving Performance in Service Organizations: How to Implement a Lean Transformation*, p. 113. Chicago, IL: Lyceum Books, Inc.

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Mapping the Value Stream

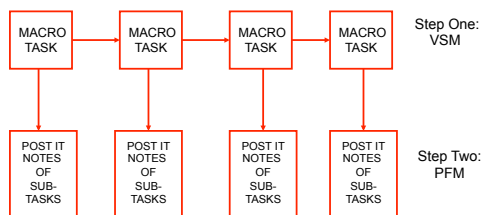
Figure 5.1. Using the value stream mapping tool



Source: Miller, J., Bogatova, T., and Carnohan, B. (2011). *Improving Performance in Service Organizations: How to Implement a Lean Transformation*, p. 68. Chicago, IL: Lyceum Books, Inc.

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Mapping a Work Process



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12

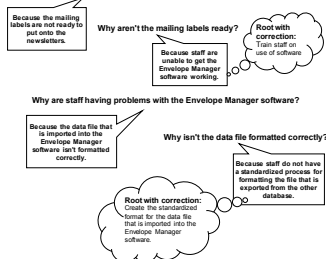
Mapping: Practical Tool for Lean Transformation



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Root Cause Analysis: 5-Whys

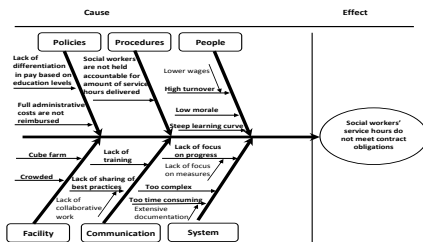
Issue: It takes too long to assemble the newsletter. Why?



Source: Miller, J., Bogatova, T., and Carnohan, B. (2011). *Improving Performance in Service Organizations: How to Implement a Lean Transformation*, p. 95. Chicago, IL: Lyceum Books, Inc.

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Root Cause Analysis: Fishbone Diagram Example



Source: Miller, J., Bogatova, T., and Carnohan, B. (2011). *Improving Performance in Service Organizations: How to Implement a Lean Transformation*, p. 97. Chicago, IL: Lyceum Books, Inc.

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Generating Problem Solutions--Brainstorming

- A method to solicit ideas from a team
- Organize ideas around common themes
- Ask these basic questions:
 - Is there a better way to design the process?
 - Can the root cause(s) be eliminated?
 - Can negative forces be minimized?
 - Can positive forces be strengthened?
 - Have all possible scenarios been explored?
 - Have others, such as technical experts, customers, clients, and so on, been involved to give their perspectives?



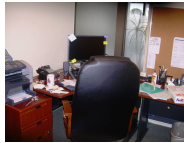
Source: Miller, J., Bogatova, T., and Carnohan, B. (2011). *Improving Performance in Service Organizations: How to Implement a Lean Transformation*, p. 98. Chicago, IL: Lyceum Books, Inc.

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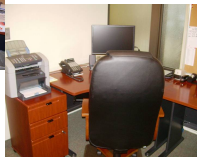
Lean Solutions: 5s

A set of systematic steps to organize a work environment:

- Sort
- Set in order
- Shine
- Standardize
- Sustain



← Unacceptable



Acceptable →

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Lean Solutions: Visual Controls and Management

- Simple signals that provide an immediate understanding of a situation or condition.
- They are efficient, self regulating, and worker managed.
- Examples: color-codes folders, good signage to direct people to areas, schedule or status boards



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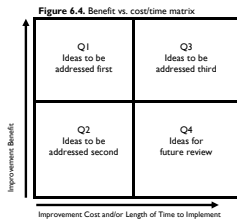
Lean Solutions: Workload Balancing



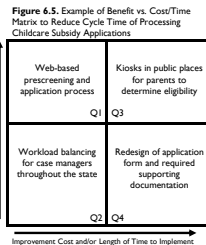
- Determine how long it takes to complete different units of work
- Determine amount of staff hours needed to complete work within a specified timeframe and allocate work across several staff, if necessary, so flow of work remains steady
- Schedule work so that an organization stays on track to meet performance goals

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Generating Problem Solutions— Benefit vs. Cost/Time Matrix



Source: Miller, J., Bogatova, T., and Carnohan, B. (2011). *Improving Performance in Service Organizations: How to Implement a Lean Transformation*, p. 99. Chicago, IL: Lyceum Books, Inc.



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Benefits

*As a means to ensure organizational sustainability and performance excellence, the **benefits** of a lean transformation include:*

- Releases resources trapped in a vicious cycle of wasted work efforts
- Optimizes use of time, money, and other scarce resources
- Taps into the latent energy and innovative ideas of personnel
- Enhances client service
- Increases organizational effectiveness and operational efficiency
- Establishes accountability



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Questions and Answers



- *What are the prioritized process improvements to be implemented for Summer JAM?*
- *What next steps will you take to make this happen?*
- *Other questions*

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For More Information

- *Joyce Ann Miller, Ph.D., joycem@ksrc.biz*
- *Tania Bogatova, MBA, Ph.D., taniab@ksrc.biz*

Miller, J., Bogatova, T., and Carnohan, B. (2011). *Improving Performance in Service Organizations: How to Implement a Lean Transformation*. Chicago, IL: Lyceum Books, Inc.

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Waste in Service Organizations

<i>Types of Waste</i>	<i>Definition & Examples</i>
Waiting	When individuals (staff and/or clients) cannot proceed with their work or next step of a process as they wait on other parts of the process to be completed:
Convolutd Pathways	When there are complicated pathways, with many twists and turn that people and/or material must travel through a value stream:
Rework	When a process is set up in a way that requires the same activity to be done more than once:
Information Deficits	When information is missing that is required for a work process to move forward:
Errors/Defects	When services are delivered and/or materials produced and rejected because of errors, mistakes, and/or poor quality:
Inefficient Work Stations	When a work station is set up in a way that requires more movement of an individual to complete a set of tasks:

Types of Waste	Definition & Examples
Extra Processing Steps	When there are numerous steps in a process that do not contribute to the delivery of a service or creation of materials:
Stockpiled Materials and Supplies	When more materials than needed are produced and maintained in inventory:
Excess Services and Materials	When an organization delivers more services and produces more materials than are needed by client:
Process Variation	When there are no standardized or defined work flow processes in place:
Resource Depletion	When an organization allocates critical resources (e.g., personnel, time, and money) to completing work activities that add no value to the service delivered or materials produced, thereby diverting these resources away from what is needed for value-added work activities:

Waste in Service Organizations

Types of Waste	Definition & Examples
Waiting	<p>When individuals (staff and/or clients) cannot proceed with their work or next step of a process as they wait on other parts of the process to be completed:</p> <ul style="list-style-type: none"> ▪ A patient waits in the lobby of a hospital to be escorted to an exam room. ▪ A supervisor waits for her assistant to compile some data, which is required for her to complete a report.
Convolutd Pathways	<p>When there are complicated pathways, with many twists and turn that people and/or material must travel through a value stream:</p> <ul style="list-style-type: none"> ▪ A contract requires signatures in a sequential order of multiple authorities, all of which are located throughout an organization's set of buildings, therefore the path followed is not sequential, but up and down/back and forth throughout the office grounds. ▪ An agency receives an application for service that is incomplete, requiring it to be sent back to the applicant to complete and resubmit.
Rework	<p>When a process is set up in a way that requires the same activity to be done more than once:</p> <ul style="list-style-type: none"> ▪ The data/information about the mailing address of a customer must be entered into an order database and then re-entered into a UPS database that is used by the organization for ground shipment because the databases are not linked and certain fields will not auto-populate. ▪ An agency uses paper files to hand count the number and type of services it delivers for a quarterly report, because its electronic database to record this information has an error in the way it does the counts.
Information Deficits	<p>When information is missing that is required for a work process to move forward:</p> <ul style="list-style-type: none"> ▪ An emergency room takes in patients that do not have a list of their medications, which requires the hospital staff to contact others to determine this information. ▪ An application form does not have complete and clear instructions about filling out the form, which results in many applications being received that are filled out incorrectly.
Errors/Defects	<p>When services are delivered and/or materials produced and rejected because of errors, mistakes, and/or poor quality:</p> <ul style="list-style-type: none"> ▪ An agency prints off 10,000 copies of a promotional flyer, only to find out later that there was an error on a critical date on the brochure, requiring it to be reprinted. ▪ A hospital pharmacy fills a prescription for a patient but gives the wrong dosage, resulting in the patient's death.
Inefficient Work Stations	<p>When a work station is set up in a way that requires more movement of an individual to complete a set of tasks:</p> <ul style="list-style-type: none"> ▪ An agency has a central filing room where all staff must go to retrieve a client's file to work on. ▪ A room set up to assemble a set of educational materials (e.g., books, CDs, flyers, and a tip sheet) into a box for mailing does not have materials in the correct order to placing in the box.

Types of Waste	Definition & Examples
Extra Processing Steps	<p>When there are numerous steps in a process that do not contribute to the delivery of a service or creation of materials:</p> <ul style="list-style-type: none"> ▪ A staff person completing an assignment for his/her supervisor keeps putting off completing it, then has to go back to the supervisor to clarify what needs to be done. ▪ An auditor for an organization that has a government contract reviews all of that organization's sub-contractor files to assure accuracy in documentation, rather than a representative sample of these contract files.
Stockpiled Materials and Supplies	<p>When more materials than needed are produced and maintained in inventory:</p> <ul style="list-style-type: none"> ▪ An organization buys bulk supplies and other material at the end of a fiscal year because the money has to be spent, not out of need. ▪ A final report is produced in 25 copies, although only 10 are needed for distribution, requiring the remaining copies to be stored.
Excess Services and Materials	<p>When an organization delivers more services and produces more materials than are needed by client:</p> <ul style="list-style-type: none"> ▪ An organization has a standard package of services it offers to its clients who are looking for work, even though at least half of the clients do not need the entire package. ▪ A hospital has the practice of ordering specialty consults for a patient who does not need that consult.
Process Variation	<p>When there are no standardized or defined work flow processes in place:</p> <ul style="list-style-type: none"> ▪ An organization's database has many open-ended fields that are completed by the data entry person, where the same items may be entered in different ways (e.g., person's name—some do first name, last name, others do last name, first name). ▪ Four staff within an agency review applications to determine eligibility for a service and one person has a set of criteria that are not as stringent as the other staff.
Resource Depletion	<p>When an organization allocates critical resources (e.g., personnel, time, and money) to completing work activities that add no value to the service delivered or materials produced, thereby diverting these resources away from what is needed for value-added work activities:</p> <ul style="list-style-type: none"> ▪ An organization's staff spend a considerable amount of time dealing with clients who are not eligible for a service (e.g., going through a denial process and handling grievances), thereby limiting the time they have to address the needs of eligible clients. ▪ A county government has only enough funds to cover the salary of 85% of its workforce, requiring the staff to go on unpaid leave for 1 day of each week, reducing the amount of time staff have to complete the work at hand.

Source: Miller, J., Bogatova, T., and Carnohan, B. (2011). *Improving Performance in Service Organizations: How to Implement a Lean Transformation*, p. 45. Chicago, IL: Lyceum Books, Inc.

Does Your Organization Experience Unacceptable Results?

Unacceptable Results (URs) are the negative consequences of the way work processes are designed and implemented that may be experienced by staff, clients, and/or other stakeholders, causing them to be dissatisfied and frustrated.

When these URs are prevalent in one or more of an organization's work processes, they negatively impact an organization's performance in accomplishing its goals and objectives.

However, URs represent **opportunities** for designing and implementing **improvements** to achieve high levels of performance and **exceptional results**.

Research-Based Categories of Unacceptable Results - FAQ WOES

- **F**low of Work ■ **A**dequacy of Resources ■ **Q**uality of Service/Product
 ■ **W**ork Load Balance ■ **O**rganization of Work Environment ■ **E**ffectiveness of Process ■ **S**andardization of Work

UNACCEPTABLE RESULTS - DIAGNOSTIC TOOL

Flow of Work

In a lean organization, the flow of work is triggered by client/customer needs. It is even and steady from the beginning of a process through the end, without extra processing steps, numerous starts and stops, or periods of extended wait time.

Does your organization experience ☒

- A lot of "churn" when making important decisions? ☐
- Too much "red tape" in work processes? ☐
- Staff being constantly interrupted when working? ☐
- Taking too long to deliver services to customers/clients? ... ☐
- Too many delays in getting work accomplished? ☐

Adequacy of Resources

In a work environment, there must be sufficient time, an adequate number of personnel, and required materials available (e.g., supplies and equipment) to complete work requirements, and meet client/customer needs.

Does your organization experience ☒

- Not enough supplies to complete projects? ☐
- Insufficient time to get all the work done? ☐
- Staff being overwhelmed with work piling up? ☐
- Equipment not being available to complete work? ☐

Quality of Service/Product

Organizations must design and implement processes with the expectation of providing high quality services and/or products, which meet the needs of clients/customers.

Does your organization experience ☒

- Services/products that do not meet quality standards? .. ☐
- Inconsistency in the quality of products/services? ☐
- The same mistakes being repeated? ☐
- Complaints about the quality of products/services? ☐
- Staff having to do "rework" because of errors/mistakes?.. ☐

UNACCEPTABLE RESULTS – DIAGNOSTIC TOOL (CONT'D)

Work Load Balance

The distribution of work across staff members or steps in a process must be equal and evenly balanced, otherwise there will be disruptions of the flow of work, resulting in both bottlenecks and extended wait time between steps in a process.

Does your organization experience ☒

- Some staff having more work to do than others? ☐
- “Bottlenecks” in work processes? ☐
- The “hurry up and wait” syndrome? ☐
- Work piling up in queues for long periods of time? ☐
- Delays in delivering products/services to clients? ☐

Organization of Work Environment

A work environment needs to be organized and clean, with items in their proper place so they can be retrieved without delay when needed and there are no safety hazards as a result of cluttered, unclean work spaces.

Does your organization experience ☒

- Staff being unable to find what they need to complete work? ☐
- Disorganized, cluttered, and/or unclean work spaces? ☐
- Supplies or equipment being lost or missing? ☐
- An unsafe work environment? ☐

Effectiveness of Process

Within a work environment, processes must be designed and implemented to accomplish their specific purpose and achieve results, as intended.

Does your organization experience ☒

- Too many “work arounds” in work processes? ☐
- A number of “dead ends” in work processes? ☐
- Processes that don’t do what they are designed to do?.. ☐
- No answers to questions about how to get work done?. ☐

Standardization of Work

Within an organization, when a work process is standardized there are explicit instructions as to the what, how, who, and when the steps of a process are implemented, which will result in consistency of service or product delivery.

Does your organization experience ☒

- No clearly defined process to complete work? ☐
- The “right hand” not knowing what the “left hand” is doing? ☐
- People getting the “runaround” when they ask questions? ☐
- Staff saying it is not their job when asked to do something? ☐
- A lot of chaos in the office? ☐
- A duplication of work effort? ☐

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Pennsylvania: 3823 West 12th St., Erie, PA 16505 (814) 836-9295 Ext. 131

Summer JAM Process Improvement Day – August 9, 2018 – Group Work

Value Stream Map: Summer JAM Program

Recruitment/ Outreach for Youth and Employers	Orientation/ Paperwork	Work Readiness Training	Youth and Employers Matching	Work	Close out/ Evaluation
April – Mid May <ul style="list-style-type: none"> • Staff • Employers • Youth 	Late May Informational Session <ul style="list-style-type: none"> • Students/Youth • Employers 	Mid June 1 week youth	Mid June – Mid August Employers & Youth	Mid June – Mid August 180 hour max	Mid June – Mid August September 30 th

Process Flow Maps: Summer JAM Program

Recruitment/ Outreach for Youth and Employers	Orientation/ Paperwork	Work Readiness Training	Youth and Employers Matching	Work - Payroll	Close out/ Evaluation
Make sure everyone gets the memo Q & A what do you want to do?	Youth: Contact EMTA to get busing Oct. design flyer	Day 1: Notify students about training Have students sign in	Erie – Update list of employer Attend job	Payroll 1- Receive orientation package has to be completed	

Summer JAM Process Improvement Day – August 9, 2018 – Group Work

Put info for schools Youth: Get the apps Contact guidance counselors at schools Put apps in schools Create flyer Put out flyer-school communities & youth centers Meet with guidance counselors at each school Send Rep. to each school & speak to students Follow up with	Create exciting flyer May – distribute flyers Post on social media Set-up orientation sites/places Meet w/ counselors Compile application packet for students Meet with students Compile application packet for students Meet with students Gather paperwork (W-9, etc.) <ul style="list-style-type: none"> If paperwork needs updated, get info 	Fill out paperwork – SS#, tax & forms, packet <ul style="list-style-type: none"> Bank account, direct deposit form How to properly alert you are not coming in (sickness? Etc) Appearance l=hierarch expectations accountability Role play Create soft skill template for week <ul style="list-style-type: none"> Receive soft skills training Location: school? Gannon? 	training secessions Complete job compatibility packet Conduct mock interviews with students Continue on with job training Ask students where they live and want to work Ask students about transportation and job interest	Direct deposit location work site, W4, Act 32 (PST code), Social Security copy If not complete back to counselor or program director contact for ? client Complete enter into system Driver License w/c class, Prg code, bank certification <ul style="list-style-type: none"> Void 	
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Summer JAM Process Improvement Day – August 9, 2018 – Group Work

students at each school	<ul style="list-style-type: none"> Where does confidential paperwork go? 	Usually a week		check of DD	
Create flyers		Pair students to practice	Place students at locations near them or requested by	Complete enter into system	
Send flyers home with students	Gather student contact info	Receive gift cards-job match?		2-Receive timesheet on day , ending day	
Put flyers in schools youth & community centers YMCAs	Go to Schools & meet with student body	Oscar nominated The Maggie Experience	Re-create student app with more details – example job interest & available transportation school attendance	Counselors verify hours, SS #	
Put apps in every school	Call/reach out to students personally	Received wrong letter		<ul style="list-style-type: none"> If not correct, contact ev ? for corrections 	
Employer: Word of mouth & meetings	Find sites that are logistically convenient	Mad long phone call	Review and compile large list of varied job employers		
Meet with organizations & employers	Have kids fill out ? net & career survey	Got no answer			
	Have list for what kids need to have Day 1 of orientation	Got info from Barbie			
		Showed up to random training			
Chamber meetings	Contact past JAM kids to give testimonials	Wait for Kevin approx., 2 ½ hours	Create job training	Forward to payroll, verify timesheet, SS #, add ?	

Summer JAM Process Improvement Day – August 9, 2018 – Group Work

<p>Create flyer</p> <p>Put out flyers to employers</p> <p>Create Pack</p> <p>Talk to Chamber have them be a sponsor</p> <p>Assist manufactures meet with them</p> <p>Meetings one on one employers</p> <p>Enroll</p>	<p>Conflict resolution</p> <p>In survey-ask ailments, allergies, work restrictions</p> <p>Employer: Create employer flyer</p> <p>Employer training – expectations, legally</p> <p>Entice employers to sign up via social media</p>	<p>Paperwork was received completed</p> <p>Got boring, barley explained paperwork #6</p> <p>20 minute break</p> <p>More paperwork. Please see post it #6</p> <p>Went home for day one</p> <p>Day two: more paperwork</p> <p>Poorly done mock interview</p> <p>Went home for the day</p>	<p>Group job training by student interest</p> <p>Create break out sessions about jobs in specific field interest</p> <p>Hold mock interviews in said field</p> <p>Meet with potential employers</p> <p>Examine student locations, job locations, and job compatibility</p>	<ul style="list-style-type: none"> If not complete or errors found back to counselor and DM? for corrections <p>Data entry into payroll system</p> <p>Print report for review prior to processing</p> <ul style="list-style-type: none"> If not correct fix error and reprint for 	
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Summer JAM Process Improvement Day – August 9, 2018 – Group Work

		<p>Day three! Wait for Kevin 1 ¾ ? hour</p> <p>Fill out exit paperwork same packet from day 1</p> <p>Received important gift card</p> <p>Went to Walmart to spend gift card</p> <p>Fast forward 2ish months</p> <p>Makes this chart</p> <p>The end</p>	<p>Help students with transportation issues</p> <p>Bussing, carpool, etc.</p> <p>Match students with employers</p>	<p>processing</p> <p>Finalize payroll upload payroll for DD? By Wed.</p> <p>Checks cut for clients not DD: mail Thurs. afternoon paystubs mail Thurs.</p> <p>Review Tues or Wed. from bank re: return review bank account info</p> <ul style="list-style-type: none"> If bank account is wrong review/ 	
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Summer JAM Process Improvement Day – August 9, 2018 – Group Work

				DM: if was DD process check	
				Distribute payroll summary to prg? For review verify ? people GD?	
				During orientation EE & ER ? explained how to complete timesheet	
				Counselor will contact ER to inform them the day they are coming to pick u[

Summer JAM Process Improvement Day – August 9, 2018 – Group Work

				<p>timesheet either Wed. or Thurs.</p> <p>? Counselors will pick up timesheet they verify students and signature</p> <p>When back in office counselors will review timesheet in detail</p> <p>After timesheet are corrected forward to P? by Friday by 3:00</p>	
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Summer JAM Process Improvement Day – August 9, 2018 – Group Work

				If error is identified counselors work with EE & ED to correct If another error is identified contact ER & EE by email or phone for corrections	
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Value Stream Map: Summer JAM Program 2015

Value Stream Steps	Identified issues related to these steps
Recruitment/ Outreach for Youth and Employers	<p>Employer: Need more employment partners and funds</p> <p>Employer: more jobs to more youth</p> <p>Employer: More youth on the work site needed</p> <p>Partner/Staff: More STEM related placements could be developed.</p> <p>Partner/Staff: Reach out to potential employers at least two months prior to start of program. Contact business associations (such as MBA) and seek to provide group presentations on the program.</p> <p>Partner staff: provide better wages to attract good candidates for short term staffing for the program</p> <p>Partner/Staff: need additional private funds for the program</p> <p>Partner/Staff: add more employers from STEM-related industries</p> <p>Students: More employers and greater range of jobs</p> <p>Students: get more youth to sign up for the program; add more youth that need help and funding</p> <p>Students: get out to others about this program—people did not know about it</p> <p>Students: more slots for more youth</p> <p>Students: start the program earlier</p>

	Students: call program participants more efficiently
Orientation/ Paperwork Completed	<p>Employer: First couple weeks seemed disorganized with information</p> <p>Employer: a lot of confusion at the beginning as to how and what things need to happen and disorganization</p> <p>Employer: Paperwork and pay scale worked out before youth start working</p> <p>Employer: Rules and regulations, expectations, need written set of guidelines.</p> <p>Employer: Need more communication/earlier next year.</p> <p>Employer: application process between Summer JAM and ESD was redundant for the students—filled out the same paperwork twice.</p> <p>Employer: I never knew there was a website for Summer JAM, nor employer meet and greet, work placement in STEM related fields...</p> <p>Employer: give employers an opportunity to interview and learn more about students ahead of time so they can prepare work that suits their background and skill level</p> <p>Employer: employers should be sent information via email with all the forms to complete</p> <p>Partner/Staff: I am not aware of a dedicated website for the program. Employer packet could be simplified—a bit heavy on the legal language</p> <p>Partner/Staff: Employer meet and greet could have been more formally organized</p> <p>Partner/Staff; Need better screening of youth regarding work interests at time of sign-up—e.g., provide an inventory based on available worksites to address this.</p>

	<p>Partner/Staff: provide coordinators with ID badges.</p> <p>Students: be more organized; better communication; have IDs</p> <p>Students: more organized with times working and making sure there is clear communication about getting paychecks</p> <p>Students: to be more respectful of the students</p>
Work Readiness Training	<p>Employer: Students need more soft skills training—e.g., need to know they should not use their cell phones during work time; need to know how important it is to commit to work each day for set hours, need better communication skills; more emphasis on making impressions and getting involved with the work environment</p> <p>Employer: Employers should be part of orientation for parents and youth</p> <p>Employer: students should receive more than 1 week of workforce training.</p> <p>Partner/Staff: More active role-play in the job readiness training; providing students with a FACT sheet of key employer expectations -- procedure to call in if sick, missing bus connections or being late; specific information on student work attire, including acceptable hair and nail length to be able to perform physical labor; appropriate attire and footwear on the job. Additionally, parents need to be informed that to ensure their child's success in the program they need to be committed to having their child report to work and not ask them to perform childcare duties at home.</p> <p>Students: make training shorter; limit time for the work readiness program—could be less than a week</p> <p>Students: provide food for the training program.</p> <p>Students: shorten training or no training for those who returned to the program</p>

	<p>Students; during the training make everyone sit closer and pay attention</p>
Youth and Employers Matching	<p>Employer: needs for interaction and involvement with employer when matching the right student with the position</p> <p>Employer: It is important for the program to understand other cultures and their customs to ensure that these differences are clearly communicated to the participating employer</p> <p>Employer: we were not able to have the student do work that was closer to his interests—if we were involved earlier in the process of ensuring a good match, this could have been avoided</p> <p>Employer: it is difficult to always find the best work site location for the youth participants</p> <p>Employer: More time needs to be spent to ensure the best possible match for the employer and the student</p> <p>Partner/Staff: Interview all students before placing with an employer</p> <p>Students: Ask students about what kind of job they want and see if the program can that job for them.</p> <p>Students: youth over 18 could be allowed to operate machinery and drive company vehicles if they have their license</p> <p>Students: easier jobs</p> <p>Students: by giving those who wanted a job the job they asked for; they see what kind of jobs we want to do</p> <p>Students: better job placement; we should be able to choose where we work</p>

<p>Youth Work with Employers</p>	<p>Employer: Need better pre-planning prior to hire—e.g., procedures on paychecks and timesheets, how many youth employed by each company, lunch time, etc.</p> <p>Employer: more communication between employers and program at start-up</p> <p>Employer: transportation for youth to workplace</p> <p>Employer: we had a youth that was a no-show and one that was moved to another employer</p> <p>Employer: we were not able to spend as much time with our student to provide feedback</p> <p>Employer: extend the students' time on the job. When their time ended, they wanted to work more</p> <p>Students: extend job period time; more work hours, more hours would be great; it could be longer; provide more hours; offer more than 180 hours; extend work hours;</p> <p>Students: higher pay; pay checks could be higher; pay rate can be increased; higher pay</p> <p>Students: supervisors should always keep us busy</p>
<p>Closing & Evaluation</p>	<p>Employer: How will Summer JAM be sustained over time? Is it replacing other programs or enhancing other programs? The community strategy is just as important as the yearly summer program</p> <p>Partner/Staff: Summer JAM needs to be a year round program with metrics in place so time is maximized for preparation, which will make the process even smoother</p> <p>Students; help youth find not only jobs for summer, but also for a school search</p>

Value Stream Map: Summer JAM Program 2016

Value Stream Steps	Identified issues related to these steps
Recruitment/ Outreach for Youth and Employers	<p>Employer: Get more students to take advantage of the Summer JAM program</p> <p>Employer: We requested 3-5 youth and only have 1 employee</p> <p>Employer: Need extra help with Summer JAM</p> <p>Employer: More communication at an earlier date</p> <p>Employer: Students should have to participate in mock interviews with employers</p> <p>Employer: Contacting the employees before the start of the program just so we know when things will happen</p> <p>Employer: Need more students</p> <p>Employer: More direction and background checks</p> <p>Employer: Screen youth a little better for willingness to work</p> <p>Employer: Start recruiting earlier</p> <p>Partner/Staff: There really are no STEM jobs. A push should be made to get STEM employers.</p> <p>Partner/Staff: More community outreach to reach a variety of employers throughout the year</p>
Orientation/Paper work	<p>Employer: Better planning and organization needed</p> <p>Employer: More structure with background checks, forms, etc.</p> <p>Employer: Thought it went well, I would like to attend the orientation for participants next year</p> <p>Partner/Staff: Orientation needs to be done differently. Difficult to keep attention of a room of 100. Need to implement small group activities to keep them engaged. Mixed media – YouTube clips on appropriate work behavior would show, not</p>

	<p>tell, students what is accepted. Staff should be utilized more in the sessions. Staff is professional and can help lead group activities.</p>
Work Readiness Training	<p>Employer: More funds in school training</p> <p>Employer: Supervisors need more interaction and pre-planning for their summer</p> <p>Employer: Encourage the students to be proactive and ask questions to learn more about the workplace</p> <p>Employer: Give workers an idea of a typical work day</p> <p>Employer: We feel that extra initial training might be helpful.</p> <p>Staff/Partner: I feel there should be a separate survey for youth after completing the training session in the first week. They were asked to complete a survey at the end of the program and a number of students said they couldn't remember the details of that week. Then have a separate survey for the work experience. Room for improvement on training session. For example, spent two complete days on mock interviews. That time could have been used better. The group could have been divided down into smaller groups with the various counselors leading the smaller groups. This would have been more efficient.</p> <p>Staff/Partner: The students DO need training, coaching, mentoring because for many, this is a first job and they do not have any idea about work expectations – punctuality, cell phone usage on job, employer communication.</p> <p>Staff/Partner: More job preparation</p>
Youth and Employee Matching	<p>Employer: Workers should be placed in field of interest</p> <p>Employer: It would be nice to know who we are getting early so we can determine the best job for the Summer JAM youth</p> <p>Employer: Screen applicants better for the positions that are offered</p> <p>Employer: Screen kids before placement to make sure they want the work being offered</p> <p>Partner/Staff: More career exploration. Tests were taken but no reviewed with the youth and they did not get their results. They were taken and not referred to. Students listed their areas of interest. Older students should be placed if possible in</p>

	<p>jobs that coordinate with their interests/possible career choices so they can see if that is an area they really want to pursue.</p> <p>Partner/Staff: More community outreach to reach a variety of employers throughout the year.</p>
Work	<p>Employer: Would like additional hours</p> <p>Employer: The students had many issues with work ethic. From skirting duties, hiding and using personal devices on work time despite repeated warnings/conversations.</p> <p>Employer: We found it difficult to have enough time to spend with the students daily. It's a very independent position.</p> <p>Employer: Very attentive in the beginning but we have not seen our worker in weeks. Very disappointing.</p> <p>Employer: It was very helpful having out employee doing this for the second year. Consistency is so important!</p> <p>Employer: We are unsure how to handle the students when they don't perform to a certain standard.</p> <p>Employer: We were not aware that there should be a STEM focus</p> <p>Employers: Supervisors need more interaction and pre-planning for their summer</p> <p>Employer: Electronic communication for submissions of time log and surveys, advance notice of meetings and activities</p> <p>Partner/Staff: Gannon University was an excellent employer. They offered sessions to the students every Monday morning on career development, resume making conflict resolution, etc....for each week. These sessions made an impact on the youth. This added component would be a great asset to each youth participant.</p> <p>Partner/Staff: Introduce job skills/soft skills to youth for appropriate job experience (ex. Procedure to call of sick, filling out applications, work ethics, attendance and timeliness.</p> <p>Student: Needs better structure. Too many fellow working the bare minimum or not at all, leaving certain workings with more than they can do. Timing of work schedule was bad, no flexibility. Paint wasn't ordered in time, in the meantime we used red, moldy pint. Everyone at the worksite is friendly, but much stress due to not getting enough done.</p>

	Student: The work is pretty difficult and would really want a raise. \$7.25 is just not enough.
Closing	<p>Employer: More counselors to achieve more direction and more communication</p> <p>Employer: Need more time to evaluate growth</p> <p>Employer: For future years we may just want 1-2 students as we have found that a larger group is more difficult to manage.</p> <p>Employer: Mix boys and girls</p> <p>Employer: Maybe follow up with students to review skills/maintaining and seeking employment when program is over</p> <p>Employer: Seek additional funding sources</p> <p>Employer: It is not clear to me if there are particular program goals or outcomes that we should be helping to meet. In general I think we are doing a great job in giving the participants experience in the work world, but if there are some measurable we can help hit, let us know.</p> <p>Partner/Staff: More funding and extended time frame.</p> <p>Partner/Staff: There should be an end of program celebration for the youth to come together to discuss their experiences. They can teach each other in ways that adults cannot. Further, they need to be recognized for their achievement and others should be acknowledged for things such as, perfect attendance, getting a job through the program, etc. There should be a several day wind-down after the jobs so the students can add the work experience to their resumes, review again how to interview for a job now that they have the Summer JAM experience, and engage again in interviewing and other job-related activities.</p> <p>Partner/Staff: Employers NEED to invest in Erie and the youth of Erie to make an impact on our community.</p> <p>Partner/Staff: Employers need clarity on dealing with issues that arise and calling in with difficulties. If the counselors/coordinator are not aware of issues until the end, then they cannot be addressed.</p> <p>Student: Will not be in again, too mentally, physically and emotionally draining</p> <p>Student: Communication with my JAM worker was somewhat difficult as far as obtaining our checks</p>

Value Stream Map: Summer JAM Program 2017

Value Stream Steps	Identified issues related to these steps
Recruitment/ Outreach for Youth and Employers	<p>Employer: I think planning stages with employer should start early.</p> <p>Employer: By trying to keep each and every student that does not have a job would recommend to get involved in the program.</p> <p>Employer: Having teachers/coaches in the schools able to speak to the program; encourage students to sign up.</p> <p>Employer: Take advantage of coaches and teachers to assist with recruitment and placement of students in the program.</p> <p>Employer: I believe there should be a stronger vetting process for both students and employers.</p> <p>Employer: Start process earlier.</p> <p>Employer: Start process early to know youth home and mental background.</p> <p>Employer: Start the process earlier with their counselors, advisors etc.</p> <p>Employer: Reach out to more schools in poorer communities and rural areas as well.</p> <p>Partner/Staff: The Summer JAM program needs more lead time. Having worked in the program, it needs to begin in February at the latest so that information can be distributed and adequate time for questions and incidentals from employers i.e. obtaining clearances, insurance policies, paperwork, etc.</p>

	<p>Partner/Staff: Increase the number of employers in areas outside the city of Erie Increase the number of students in areas outside the city of Erie. Increase the areas/sectors of businesses participating in the program.</p> <p>Students: There needs to be more companies.</p> <p>Students: Lack of expanding the program.</p> <p>Students: There needs to be someone personally going to each business.</p> <p>Students: More jobs.</p> <p>Students: start the program earlier</p> <p>Students: More worksites.</p> <p>Students: Talk to local businesses about the program and explain to them that you will give them workers, but you will pay them.</p>
Orientation/ Paperwork Completed	<p>Employer: Orientation implemented and proper introduction of youth/managers/owner</p> <p>Employer: Drug testing with 18 years old at least.</p> <p>Partner/Staff: We need to be more streamlined with our paperwork process at all levels (county, GECAC, employers, students).</p> <p>Partner/Staff: I believe use of PowerPoint presentations at the Open House and orientation may help.</p> <p>Students: Some improvement to the Summer JAM program would be to slow down and go about filling all the new workers info more clear.</p> <p>Students: They can improve on better interviews.</p>

	<p>Students: Talk to us better, with more respect and like we aren't street kids without manners.</p> <p>Students: Also, not rush through orientation.</p>
Work Readiness Training	<p>Employer: Maybe best to have an on the job training day to make sure participants know what they are getting into.</p> <p>Employer: More one on one with job coach to explain expectations.</p> <p>Employer: More training time with youth.</p> <p>Employer: Clarify the attendance policy upfront. Let them know it is real life work.</p> <p>Employer: Clearer definitions from GO College Program. Our students were gone for large stretches of time this year, so it was not as beneficial as other years.</p> <p>Employer: Provide basic skills in CETL-word, excel, outlook for the students.</p> <p>Employer: More human resource training, condense student week long training.</p> <p>Employer: Employer training/idea share among employers.</p> <p>Employer: More structured weekly training for youth.</p> <p>Employer: Longer youth training.</p> <p>Employer: Resume/interview training.</p> <p>Employer: Have crisis training for situations, week-long training should be condensed.</p> <p>Employer: Have supervisors in-depth training prior to students arriving. Training on time sheets & put an example at the top of it. Can there be incentives for any supervisors & coordinators. Diverse education for employers.</p>

	<p>Employers: Cell phones were an issue. Train how to fill out time sheets. High school students being prepared in school like a prerequisite class for the program. Resume writing class.</p> <p>Partner/Staff: Continue to increase the job training and soft skills aspect of the program.</p> <p>Partner/Staff: Soft skills should be addressed more clearly at the orientation. If the youth is in the program for a second year, their orientation should be different, not the same. Maybe focus more on developing a resume, job searching skills, etc....</p> <p>Partner/Staff: Soft skills week was a little chaotic. Needs to be better organized.</p> <p>Students: Build resumes during orientation for returning students</p>
Youth and Employers Matching	<p>Employer: All three students would have liked to have been given a list of participating agencies when filling out paperwork regarding where they would be placed for summer work.</p> <p>Employer: Meeting before youth start with Jam supervisor and employer supervisor.</p> <p>Employer: Register students earlier so employers can get to know them more and align the work with their individual skills/interests.</p> <p>Employer: Youth should be matched with employers or positions more consistent with their career goals.</p> <p>Employer: It would be good if students are placed in positions that closely relates to their studies or what they plan on doing/studying.</p> <p>Employer: Employers should conduct individual evaluations on youth and sit down with them for review.</p> <p>Employer: There were issues with placing a student/employee at the start of the program.</p>

	<p>Employer: I think we need to convey job type and expectations better. Employer: Potentially have a day before they are assigned to see if they like where they are placed.</p> <p>Employer: It would be very good if the program understands the youth's career goals and what they intend to study in college and match them with companies/opportunities closely related.</p> <p>Employer: Match students that are not in an educational setting with the work that will be completed. Employer: Identify students sooner so that work can be tailored to the student.</p> <p>Partner/Staff: Maybe the youth should meet the employer at the work site so the employee knows what to expect the first few days. Also, there should be clear guidelines as to what should be accomplished at this meeting.</p> <p>Students: I feel my employer should meet me before I started working. Students: People need to show up at the companies in person Students: Lack of placing people in the jobs that fits the person.</p> <p>Students: Making sure each business understands what we are there for. Students: give us an option of where we want to work</p>
Youth Work with Employers	<p>Employer: The only issue we have is absenteeism</p> <p>Employer: If the students have attendance issues, reporting in via a phone message is required.</p> <p>Employer: Need respect of authority</p> <p>Employer: Training time for us is an issue</p>

	<p>Employer: I was sent a youth worker last week with 1 day notice. Because we were only assigned 2 students to start with I have found other volunteers/workers to complete jobs that had been planned for Summer Jam. Now I am trying to find things for him to do. We need more notification time. Also, this student has medical issues that we should have been informed of before he started. He has a seizure condition that we were not aware of and could have put him at risk.</p> <p>Employer: I would only wish for a early start time.</p> <p>Employer: Pay the kids once a week!</p> <p>Employer: Pay the kids once a week.</p> <p>Employer: Higher pay.</p> <p>Employer: Increase their pay rate for the youth.</p> <p>Employer: We really need the students to get clearances and a physical to work with and around day camp. Can Summer Jam help with the cost?</p> <p>Employer: We did have to terminate one Summer Jam youth this year due to poor behavior.</p> <p>Employer: We had three separate JAMs at the GU RWC, so their attitudes towards their work varied. One participant was exceptional, while others struggled at the beginning of the summer, but met goals by the end of the summer.</p> <p>Employer: We hosted 3 Summer JAMs students. One participant was particularly exceptional and had better professionalism and work habits than the other two. However, this survey reflects the overall experience with them. The scores that are "Fair" are more of a reflection on the Summer JAM students/participants.</p> <p>Employer: Overall this year we certainly faced struggles with our assigned staff (Summer JAM members). For whatever reason a few of the kids just showed no effort in what they did and how they went about their job. We had major issues with folks showing up on time, wanting to leave early, taking many days off.</p>
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	<p>We had to terminate 3 of the individuals. Moving forward it would be my recommendation to let the kids know that if they intend to go on a vacation to not sign up for the program.</p> <p>Employer: Student missed a lot of days but called in to tell someone.</p> <p>Employer: Youth needs a lot of supervision.</p> <p>Employer: In the future, supervisors schedule should be taken into account, prior to being awarded a Summer Jam.</p> <p>Employer: Students need more supervision than ever don't always have the time for that.</p> <p>Employer: Students need to learn how to focus on directions. Need to learn about initiative.</p> <p>Employer: Allowed permanent employees to have more time to perform duties, strengthened the youth with the rigors of daily physical work and 40 hour work week.</p> <p>Employer: Longer working times.</p> <p>Employer: More hours and days please!</p> <p>Employer: Allowing the youth more hours to work.</p> <p>Employer: Free bus passes for the students.</p> <p>Employer: Free bus passes for summer.</p> <p>Employer: Time sheets are not properly filled in correctly or honestly.</p> <p>Students: I wish the pay was better.</p> <p>Students: Pay better.</p> <p>Students: Improve pay.</p> <p>Students: Better pay.</p> <p>Students: The pay could improve- even \$.50-1.00</p> <p>Students: Increase wages for returning workers</p>
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	<p>Students: Improve pay. Make the returners do something different.</p> <p>Students: More hours.</p> <p>Students: Let it be longer.</p> <p>Students: Hours should extend for those who have been in the program longer.</p> <p>Students: Care for employees (respect).</p> <p>Students: The companies need to take us seriously.</p> <p>Youth: Lack of care for employees.</p> <p>Students: Have direct deposit as an option</p>
Closing & Evaluation	<p>Employer: Closure at end of program for youth</p> <p>Partner/Staff: A wrap up meeting with the youth to evaluate their work. This could be done by the employer or the youth peer counselor.</p>

Communication:

Employer: Better communication between program and our business.

Employers: More visits from JAM staff/communication.

Employer: More communication in the beginning.

Employer: Better communication with the students. Expectations need to be met.

Employer: Better communication on the front end.

Youth: Sometimes they don't call you.

Youth: Needs to improve more in communication.

Youth: I believe the communication needs to improve.

Youth: Lack of communication.

Youth: Communication! Huge issue. Huge!

Youth: Improve communication.

Youth: Better Communication with the work place

Youth: Communicate better

Youth: Better communication.

Youth: Improve communication.

Other comments:

Partner/Staff: I also believe that there should be some type of benefit for youth who have successfully completed the program in previous years such as increased wages, extra hours, or a promotion to a better position.

Youth: Lack of organization.

Youth: Get youth involved in implementing summer JAM.

Value Stream Map: Summer JAM Program 2018

Value Stream Steps	Identified issues related to these steps
Recruitment/Outreach for Youth and Employers	<p>Employer: I would like to see this program offer a high pay rate for these students and weed out the ones that are not serious about having a professional experience</p> <p>Employer: Need communication prior to start of the program. Otherwise, our interaction with the coordinator is helpful</p> <p>Employer: Previous years, the JAM students had a connection and time with the Peer Counselor. The students we have is not getting the mentoring/counseling that I expected. And we do not have that connection for any troubleshooting we might have to do. Happily, problem free so far.</p>
Orientation/Paperwork Completed	Employer: Less paperwork
Work Readiness Training	
Youth and Employers Matching	Employer: If we could know earlier who our students are we could better align the work assignments with their backgrounds/interests
Youth Work with Employers	Employer: Thus far, the only concern we have encountered are horseplay from time to time; primarily when they think no one is around. In addition, we've had some concerns with consistency, quality of work and follow through. If they do not finish something in one day, they do not take initiative to pick up where they left off or check in. Those things are easy to resolve with gentle reminders.
Closing	

Appendix E: 2018 Summer JAM Reasons for Recommending Program and Suggestions for Improvement: Youth, Employers, Staff and Partners

Summer JAM 2018 – Youth Reasons for Recommending Program

- Because it is a nice, easy program and fun.
- It's an easy way to get experience.
- It's a good program for youth looking for their first job.
- It helps youth get ready for the work field.
- It makes it easier to find a first job.
- Because it's good for a first job.
- Gets you prepared for a job.
- Because it gives you good experience.
- It's easier to get a job and money for teens.
- Gives you a chance to work on your skills for the future.
- It helps you understand about regular jobs.
- It's a great program that gets us jobs we wouldn't be able to get otherwise.
- Because it provides good job experience.
- It's a great program for youth.
- It's a good program.
- Unclear about the tasks to be given.
- It is an easy way to get a job.
- Because you are guaranteed a job.
- Because it is a great way of obtaining and learning life skills such as time management.
- Good opportunity to gain experience.
- It's a good program and has great opportunities.
- Helps prepare you for a job.
- To learn and get employed.
- It's a great opportunity.
- Because summer JAM provides you with the opportunity to work but also provides you with skills.
- Good program for experience.
- It's a good program.
- It's a great way to learn about the job that you want.
- Because it pays better than minimum wage.

Summer JAM 2018 – Employer Reasons for Recommending Program

- It's a great opportunity for both employee and employer
- Good program for the youth, to get them thinking about a career and entering the work force.
- Making a difference in even one youth's life is so very important.
- It is a good program to help young people look at different careers and get a better skill set for working and keeping a job.
- The student was able to assist us with projects that we just did not have the time to get to
- Great program
- Giving the kids some positive work experience
- Absolutely! It has the potential to provide an invaluable experience to the youth of Erie County in the areas of career exploration, workforce and professional development and financial literacy.
- It serves an important need in this community for our youth and employers.
- Possible employment after The JAM program
- It helps the youth with money and learning skills
- good learning experience for students
- I frequently do recommend the program to others

Summer JAM 2018 – Staff and Partners' Reasons for Recommending Program

- The opportunity for youth to obtain job experience
- Giving the youth hope to a better future
- Employment experience and the mentoring that goes on between youth and adults.

Summer JAM 2018 - Youth Suggestions for Improvement

- Have a better orientation and make placements faster.
- Better organization
- Wider selection of work.
- Punctuality
- Turn time sheets in at the end of the week instead of the beginning.
- More organized.
- Have one universal time sheet.
- More money.
- Make the minimum wage a little higher.
- Focusing more in the important things.
- Get promoted based on engagement.
- Paychecks come in faster.
- The employees at GECAC really should be more on top of things.
- Pay bi-weekly
- More money.
- Extend program.
- Interaction with guest speakers.
- The week workshop in the beginning is very long and unnecessary.
- Raise the pay.
- More active in post-high school job placement.

Summer JAM 2018 – Employer Improvement Suggestions

- Last collection of hours should be after last week of work
- Put someone in charge that knows what they are doing.
- Better training on the front end of the program
- Communication
- Better training before placement
- Preparing for the program a little earlier than currently
- My student need more soft training skills.
- I will be submitting a document from our GECAC improvement workshop later this week that will have this information.
- Communication would be our only complaint, but that got better as the program went forward and David was great to work with.
- The steps being taken now will greatly improve our experience
- Matching the youth with work along with their line of expressed interest. --Check-in from summer jam rep with youth to see how they are doing
- More year-round support, funding from the city
- Provide a lot of notice about any future meetings.
- An interview process for the employer to see all applicants and select the most qualified. Student's employee would gain the understanding of how people are selected for jobs in the real world.
- More job coaches and more direction
- Employer more willing to teach these kids, not free labor.
- The Process Improvement Day was excellent; clear, concise communication
- Improved coordination/communication between the interested youth, the potential employers and the supervisor of the Summer Jam program.
- Increase the hours so the students can stay longer into the summer.
- Continue into the entire year.
- Parent-student day at job site, a little more presence from Summer Jam hierarchy in job site
- Make sure you line the student up with a job experience that fits the student
- Identify students earlier so that job assignments can be matched to their skills and interests.
- Finding youth that are able to stay on after program ends. After we put in effort to train them and they know what they are doing it would be great if we knew they could work after program ends. Sports interfere a lot with being able to work.
- Communication

Summer JAM 2018 – Staff and Partners Suggestions for Improvement

- Orientation for youth could be available motives if it was started early and attendance to all sessions becomes a requirement for involvement in the program. Employers need to understand that this is more than a job to help poor kids. It's an employment training experience. And the youth need to be coached with that attitude.

Appendix F: 2018 Summer JAM Orientation Schedule

ORIENTATION

YOUTH AGES 16-21



All interested students must attend orientation at their designated location:

April 24, 2018	5-7 pm	Girard High School Library 1135 Lake Street
April 25, 2018	5-7 pm	Union City High School Lecture Room 105 Concord Street
May 1, 2018	5-7 pm	Martin L. King Center 312 Chestnut Street
May 2, 2018	1-3 pm	GECAC 18 West 9 th Street
May 3, 2018	5-7 pm	Booker T. Washington Center 1720 Holland Street
May 8, 2018	5-7pm	McDowell High School Library 3580 West 38 th Street
May 9, 2018	5-7 pm	Northwestern High School 100 Harthan Way

YOUTH & PARENTS

Please bring completed:

- Proof of TANF Eligibility—If applicable (*SNAP benefits form or free/reduced lunch verification*)
- Working Papers Application (*if under age 18*)
- Two (2) forms of identification (*valid driver's license, birth certificate, valid school ID or social security card*)

IMPORTANT: Youth under the age of 18 must have a parent or legal guardian in attendance.



A Collaborative Effort of Community Partners

Erie's Public Schools does not endorse nor sponsor this activity or program.