



Sonoma County Youth Ecology Corps
2012 Evaluation Report

January 8, 2013



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Visit SCYEC online at <http://youthecologycorps.org>, <http://www.youtube.com/scyec>, and [Facebook](#)



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EXECUTIVE SUMMARY

The Sonoma County Youth Ecology Corps (SCYEC) provides workforce training and ecosystem education to youth aged 14-24. The program began as a summer jobs program in 2009, and launched a year-round program in 2012. This evaluation focuses on the summer component of the SCYEC.

In 2012, 674 youth submitted an intake form for the Sonoma County Youth Ecology Corps summer jobs program before the deadline. Youth were then screened for eligibility. Due to limited funding only 224 youth were hired. These youth worked throughout Sonoma County on crews completing environmental restoration projects and in individualized placements at local organizations. In addition, youth participated in an Opportunity Fair where they networked with local employers, businesses, and educators.

The SCYEC achieved its anticipated short-term results for youth, the environment and the community. At the end of the summer youth improved their work skills, built relationships, earned income for their families, were aware of job safety, had plans for the future, and were satisfied with the program. In addition, youth had increases in environmental knowledge and collectively completed various ecology projects, including creek habitat restoration, trail maintenance, and trash/debris removal.

YOUTH

Youth were paid minimum wage or higher (up to 10\$ an hour) to work six to eight hours a day four days a week for eight weeks over the summer. Most of the youth used their income to support their family and themselves, and to also save for the future. For each skill area, an average of 92% of youth developed work skills that met or exceeded entry level at the conclusion of the program. The majority of youth understood the importance of safety both before and after the SCYEC. Overall, youth were satisfied with the SCYEC and 80% would like to return again.

ENVIRONMENT

Together, crew members worked on 75 different work sites throughout Sonoma County. Projects included stream maintenance, habitat restoration, trail maintenance, and trail/debris removal. Collectively, crews achieved the following results: maintained 11.6 miles of waterway and 11.6 miles of trail, cleared 10.3 acres of land, planted 246 plants, pruned 7339 plants, removed 10061 invasive plants, harvested 336 crops, and removed 545.2 cubic yards of debris or garbage.

COMMUNITY

Crew members and youth in individual placements supported their community through their work. Youth felt pride in contributing to the community, and project hosts acknowledged appreciation for youth's work.

INTRODUCTION

The Sonoma County Youth Ecology Corps (SCYEC) provides workforce training and ecosystem education to youth aged 14-24, while teaching environmental stewardship. The SCYEC began as a summer jobs program out of the American Recovery and Reinvestment Act in 2009. In 2012, the program was expanded to become a year-round program; however the majority of youth work in eight-week summer jobs program. 2012 marked the fourth summer of the SCYEC.

Youth are given the opportunity to work on crews completing outdoor ecology work and environmental restoration or in an individual placement providing administrative support. Over the summer, youth gain the skills needed to find and secure permanent employment in Sonoma County. The SCYEC is a unique collaboration of numerous county departments, nonprofits, and community groups.

While open to all Sonoma County 14-24 year olds, the program targets economically disadvantaged youth, especially those who are in the justice system, have a disability or an Individualized Education Plan (IEP), are pregnant or parenting, are a current or former foster youth, and/or are receiving CalWORKs.

The 2012 SCYEC Evaluation intends to measure the effectiveness of the SCYEC in reaching its short-term goals detailed on the logic model (page 10). The audience for the evaluation includes the Sonoma County Board of Supervisors, various Sonoma County departments, past and future youth providers, past and future funders, and past and future host sites. Information from the evaluation will inform future program design and business practices.

This evaluation addresses the following research questions:

1. Did the SCYEC achieve its anticipated short-term outcomes?
2. How does the 2012 SCYEC summer compare to previous summers?
3. What lessons can be learned from the 2012 summer program that can be applied to future program design?

2011 RECOMMENDATIONS

In the 2011 Evaluation Report, the Leadership Team made 11 recommendations related to the program design and evaluation. Below are the 11 recommendations and their outcome for the 2012 SCYEC summer.

PROGRAM DESIGN

Hours

2011 Recommendation: Increase the hours per day

2012 Status: Work day was extended to 6 hours per day.

Financial Literacy Education:

2011 Recommendation: Consider providing youth participants with financial literacy education early in the summer to enhance their skills for managing their SCYEC income.

2012 Status: Youth providers' decision to offer financial literacy prior to the Opportunity Fair.

Disparity by Gender:

2011 Recommendation: Identify and consider opportunities to ensure that males can achieve the same level of work skill development as females.

2012 Status: Disparity presented to youth providers and training on the work skills assessment provided. No disparities found in 2012 evaluation.

Disparity by Job Assignment:

2011 Recommendation: The SCYEC intentionally prioritizes crew work because it is a more effective strategy to promote environmental knowledge, opportunities for ecology work, and practice in teamwork. Continually assess the value of each individual placement related to the SCYEC goals and related to the needs of each youth.

2012 Status: Some youth are unable to work in crews, and thus must work in an individual placement. Youth's needs are assessed, and are placed in individual placement if it is the best fit for the youth's needs.

Fidelity to the Model:

2011 Recommendation: Develop policies and procedures and/or a manual to articulate the expected program activities. Monitor youth provider fidelity to the model during regular contract monitoring activities.

2012 Status: Policies and procedures were developed, and the SCYEC conducted regular contract monitoring activities.

EVALUATION

Work Skills Assessment:

2011 Recommendation: Continue to refine the training for and use of the worksite skills assessment. Consider investing in psychometric testing (perhaps with the assistance of a local university) to ensure that conclusions about youth skill development are accurate. Additionally, develop a mechanism to accurately assess the skill development of youth entering the SCYEC with more advanced skill sets.

2012 Status: In depth training given to youth providers to more accurately use the worksite skills assessment. The SCYEC did not invest in psychometric testing and has not developed a mechanism to accurately assess the skill development of youth entering the SCYEC with more advanced skills sets.

At-Risk Status:

2011 Recommendation: To understand whether the SCYEC is equally effective for at-risk youth and youth with no risk factors, collect the risk information for all youth.

2012 Status: Risk factors collected for all youth that applied to the SCYEC in 2012.

Environmental and Community Results:

2011 Recommendation: Identify ways to thoroughly and accurately measure and present information about the results and impacts for the environment and the community

2012 Status: Providers tracked the locations of creek restoration more carefully and a map displaying where the 2012 SCYEC youth worked is included.

Youth Future Plans:

2011 Recommendation: Develop a reliable method to understand youth's future plans. Develop methods to track youth for three to five years after their SCYEC experience.

2012 Status: Not developed. Youth self report anticipated future plans on pre and post program surveys.

Drop-Out Rates:

2011 Recommendation: Collect more information from youth who dropout to better understand their needs. Research dropout rates for similar youth employment programs to understand if the SCYEC rate is excellent, acceptable, or needs improvement. During this research, also identify other ways in which the SCYEC compares to similar youth employment programs as a way to identify opportunities for improvement.

2012 Status: More information collected on why youth dropped out. No data on attrition rates of similar youth employment programs.

Evaluation Data Quantity and Quality:

2011 Recommendation: Streamline the evaluation data collection to capture information once and collect only information that directly illustrates the logic model.

2012 Status: Data collection streamlined.

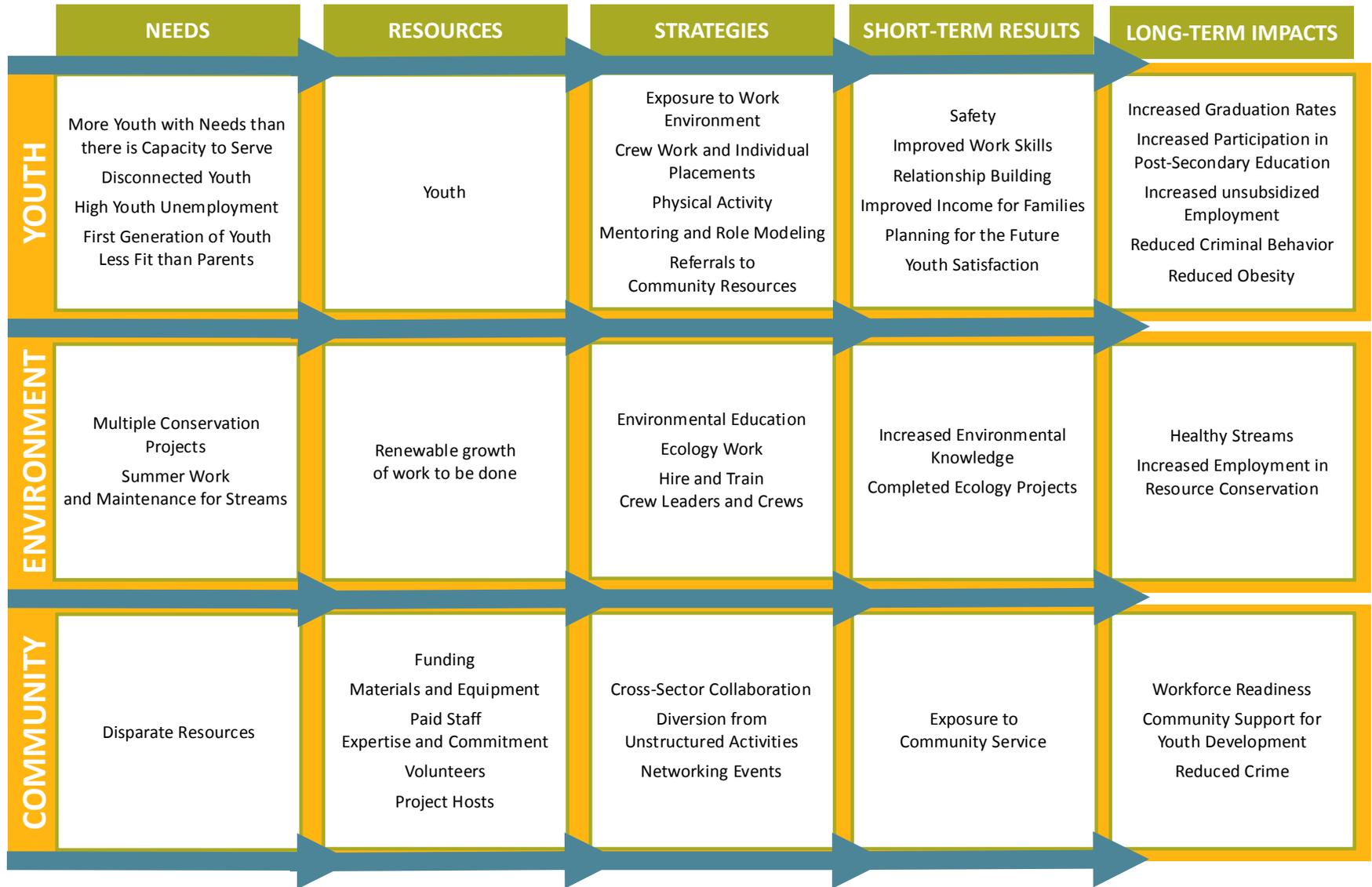
LITERATURE REVIEW

The 2012 SCYEC program design and evaluation continued to be informed by the literature review included in the 2011 evaluation report. This literature review identified five strategies that have shown to be the most effective in achieving results for youth employment programs. The strategies are as follows:

1. Career academics
2. Job search
3. Mentoring
4. Skill building
5. Characteristics of effective service providers

Research has demonstrated that these strategies lead to short-term impacts for youth, such as improved work readiness, improved academic attainment, positive impact on future education and career goals, leadership development, improved financial management, and youth appreciation. Please see the 2011 SCYEC Evaluation Report for the full literature review.

SCYEC LOGIC MODEL



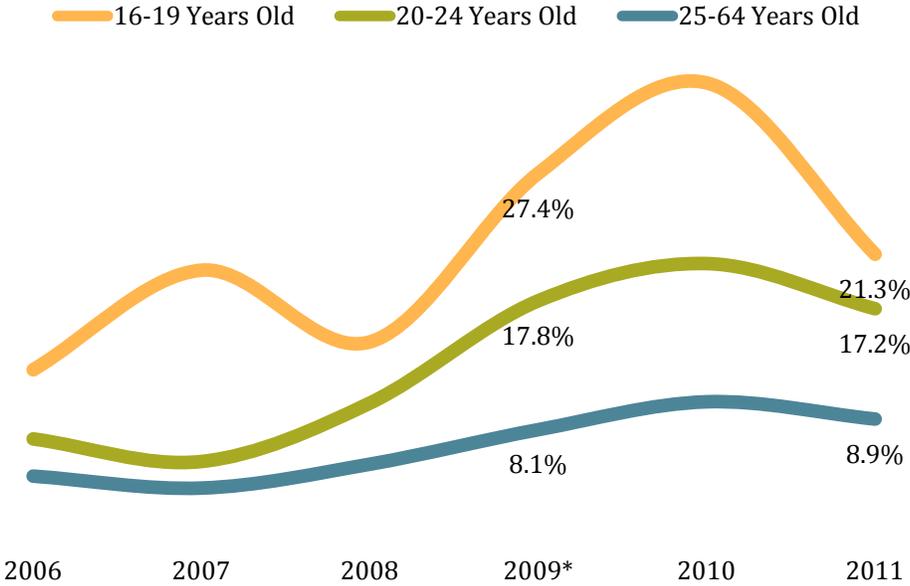
PROGRAM DESIGN

NEEDS

Youth Needs

In Sonoma County, youth ages 16-24 are faced with higher rates of poverty and unemployment than adults ages 25 and older. Monthly unemployment rates for Sonoma County by age are not available and 2012 figures are not yet released; however, data from the United States shows significantly higher rates of unemployment for youth than adults at the beginning of the summer (see graph in appendices on page 45). Although rates for both age groups have begun to decline since the peaks experienced during the recession, the differences between youth and adults are still significant. In 2011, 16.5% of youth ages 16-24 were living in poverty and 19.3% were unemployed, compared to 11.3% of adults living in poverty and 8.9% adults who were unemployed (U.S. Census). Additionally, 7.7% of youth ages 16-19 in 2011 were classified as disconnected, meaning they were not enrolled in school (full- or part-time) and were not employed (full- or part-time). Disconnected youth are at risk for many negative outcomes and are less likely to successfully transition to adulthood. Youth that are involved in the justice system, live in a low-income family, are in foster care, and/or receive specialized education, are at increased risk for becoming disconnected. (Hair 2009).

Sonoma County Annual Unemployment Rate by Age



* Denotes the inception of SCYEC

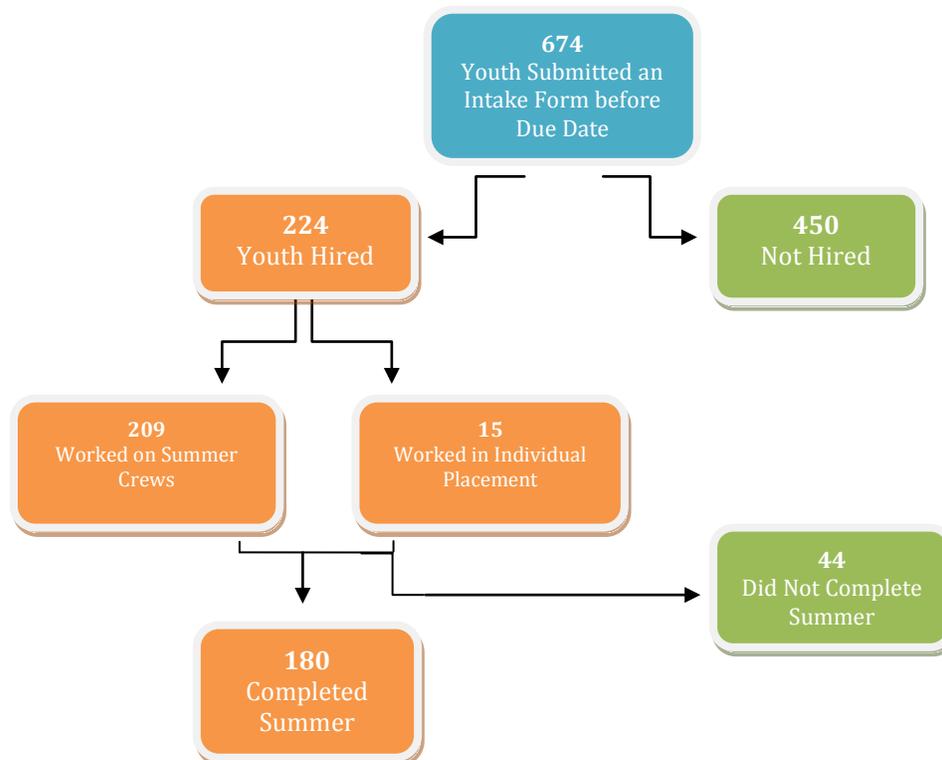
Environment and Community Needs

As a result of the recession, many community projects have been put on hold because of limited staffing hours and funding. The SCYEC addresses the community need for environmental stewardship, and provides youth with the opportunity to work on conservation projects throughout Sonoma County.

RESOURCES

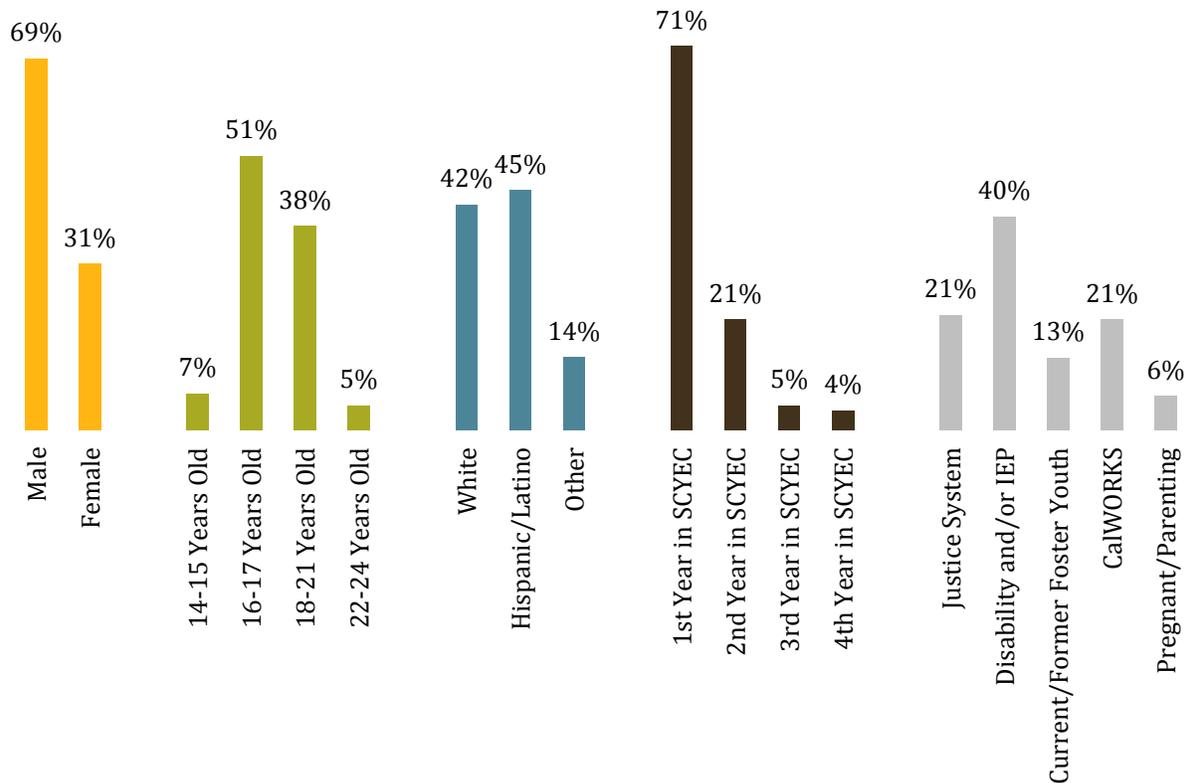
2012 Youth

Six non-profit organizations (hereafter called “youth providers”) accepted intake forms and screened youth for hire. Youth were hired based on predetermined eligibility criteria, often based on funder requirements. In 2012, the youth providers hired 224 youth to participate in the summer work program and 27 adults to work as crew leaders, supervising the youth. The majority (93%) of the youth worked on a crew completing outdoor ecology work, while the remaining youth worked in individual placements. In total, 180 youth completed the summer. The 44 youth that did not complete the summer had varied reasons including obtaining other employment (4), personal/family reasons (i.e. moving, having a baby, family illness) (12), being fired (9), violating probation (3), and not returning to work (8). The reasons for the other eight youth are unknown.



The youth that participated in the 2012 SCYEC summer program were demographically diverse, as illustrated by the following graph. Over two thirds of participants were male, and the majority of youth were 16-17 years old. Sixty-four (29%) youth had participated in the SCYEC prior to the 2012 summer. Most youth (77%) met the criteria for at least one target group (justice system, disability or IEP, foster youth, pregnant or parenting, or receiving CalWORKs), with the highest percentage of youth having a disability or individualized education plan (IEP).

2012 SCYEC Youth Demographics



Each demographic category was analyzed in relation to hiring status. There were no significant relationships between demographic groups related to hiring, except for age. However, this difference is a factor of the program design, whereby preference is given to older youth and 14-15 year olds are less likely to be hired. In addition, there were no statistically significant relationships between gender, age, ethnicity, placement type, or year in SCYEC related to completion of the summer. There were significant differences between some target groups associated with program completion. Youth in the justice system and current and/or former foster youth were more likely to not complete the summer.

Demographic categories were correlated to one another to ensure protection of unintended disparities and consistent delivery of services. Differences only existed across target groups. Females were more likely to be a pregnant or parenting youth and a current and/or former foster youth, and males were more likely to be involved in the justice system and have a disability or IEP.

Hispanic/Latino and white youth were more likely to have a disability or IEP than youth of other race/ethnicities. In addition, Hispanic/Latino youth were more likely to be pregnant or parenting, and youth of other ethnicities were more likely to be a current and/or former foster youth. Finally, justice system involvement increases with age, and 14-15 year olds were more likely to be in CalWORKs than older youth. It is likely that most of the relationships that exist are factors of the target groups themselves, rather than a result of the program design.

Funding

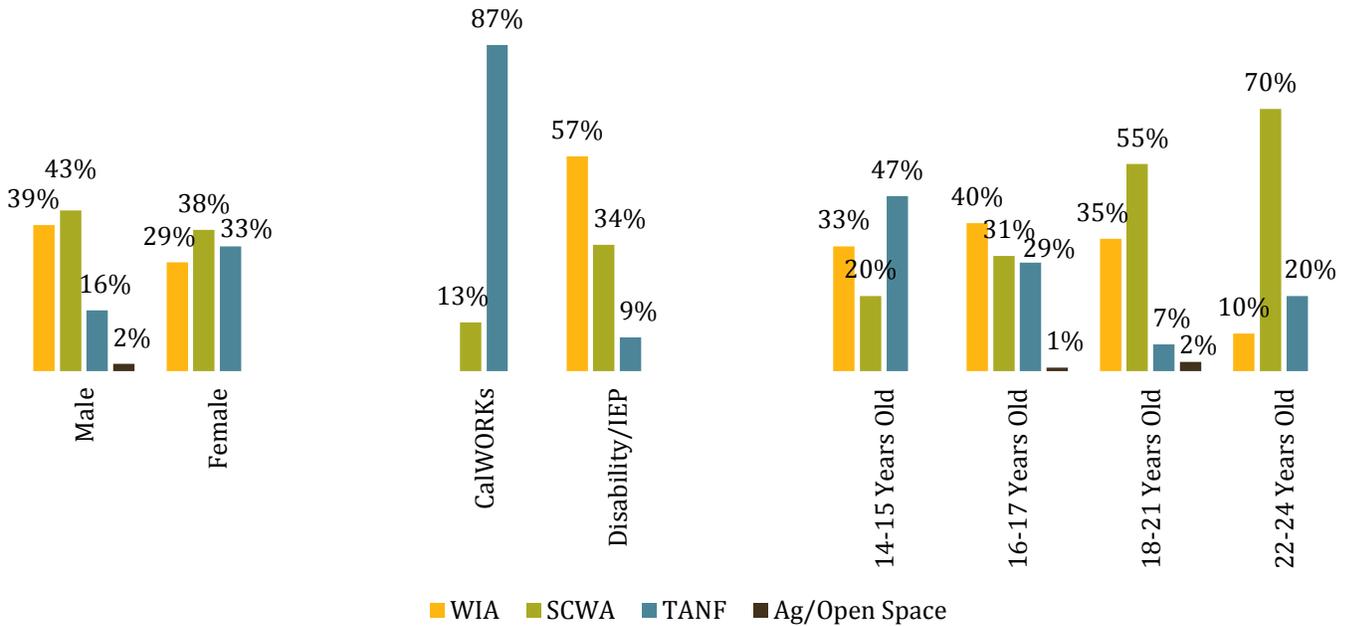
In 2012, five organizations provided \$783,087 for the SCYEC summer program. The 2012 expenditures were as follows:

- \$316,296 from the Water Agency to fund youth participation and fund the evaluation
- \$293,247 from the Workforce Investment Act (WIA) to fund youth participation
- \$146,270 from Temporary Assistance for Needy Families (TANF) to fund youth participation
- \$7,274 from the Sonoma County Fish and Wildlife Commission to fund youth participation
- \$20,000 from the Agricultural Preservation and Open Space District to fund youth participation

These organizations provide an additional \$471,233, combined, to support extended crews and year round crews for 2012/2013 fiscal year.

In 2012, the Sonoma County Water Agency funded the most youth (41%). The remaining youth were funded by WIA (36%), TANF (21%), and the Agricultural Preservation and Open Space District (1%). For WIA and TANF funding, youth had to meet specific eligibility requirements. The eligibility requirements for WIA are living in a low-income family or having experienced being homeless, a runaway, or a foster youth. Youth must also have at least one barrier to employment, such as being a high school dropout, being at risk of dropping out of high school, or having an Individualized Education Plan (IEP). To qualify for TANF, youth must currently be part of a family receiving CalWORKs. Sonoma County Water Agency prioritized funding to youth who participated in one or more of the SCWA community service days prior to the summer program. Youth were also required to be 16 years of age or older. There were no eligibility requirements for Ag/Open Space funding. The following graph details the significant differences in youth funded by each source.

2012 SCYEC Youth Demographics by Funder



Project Hosts

In 2012, 22 organizations, including governmental entities and non-profit organizations, hosted youth and provided meaningful work and learning opportunities at various job sites throughout Sonoma County. Six of the project host organizations offered individualized placements to youth, with the remaining providing crew members work at an outdoor job site.

Individual Placements

1. Boys and Girls Club
2. Earle Baum Center
3. Mentor Me Petaluma
4. On the Move/VOICES
5. Social Advocates for Youth
6. Stewards of the Coast and Redwoods

Crew Work

7. City of Cloverdale, Parks and Landscape Department
8. City of Healdsburg, Parks and Recreation Department
9. City of Rohnert Park
10. Cotati Creek Critters
11. Laguna de Santa Rosa Foundation
12. Land Paths
13. Petaluma Bounty

14. Russian Riverkeeper Stewardship Park
15. Sonoma County Water Agency
16. Sonoma County Agriculture Preservation and Open Space District
17. Sonoma County Regional Parks
18. Sonoma Land Trust
19. Sonoma State University, Field Stations and Nature Preserves
20. Sunflower Community Garden
21. The Center for Social and Environmental Stewardship, Native Plant Nursery
22. Town of Windsor, Parks Maintenance

Project hosts were responsible for following safety procedures (including supplying water, providing a shaded area, having safety gear, etc.), orienting youth to the job assignment and worksite, training youth, and assisting in identifying appropriate and relevant skill development.

STRATEGIES

Crew Work and Individual Placements

Youth providers hired youth and placed them onto a crew or into an individual placement. Most of the youth (209) worked on a crew and participated in outdoor ecology work. The crews were made up of six to eight youth who were supervised by trained crew leaders. Additionally, Sonoma County Water Agency employees provided training at Sonoma County Water Agency sites. There are three different crew types. The designations are as follows:

Entry Level Crew: Designed to provide crew members with valuable experience in order to advance to senior crews. Many times this is a first job for youth. These crews are comprised of 14-17 year olds and 18-24 year olds who lack experience and are not ready for senior crew work.

Senior Level Crew: Designed for crew members with more experienced skill sets. These crews have higher levels of responsibility and use power tools in the field. Crew members must be 18 years or older to be on the senior crew.

Extended and Year-round Crew: Designed to extend the experience of SCYEC youth past the 8-week summer program. Exemplarily crew members are recommended, and are then interviewed by a panel of SCYEC supporting agencies for hire.

Individualized placements were assigned based on youth's needs. Most individualized placements included administrative work such as filing, organizing, copying, inventory, event coordination, data entry, and other office duties. Some youth also worked with children in a daycare setting. Youth worked 6-8 hour workdays, for generally four days a week.

Exposure to a Work Environment

The SCYEC is designed to provide youth with work experience where they can develop the necessary competencies for future employment. In a survey of over 200 Sonoma County businesses

and employers, fifteen work skills were identified that Sonoma County employers felt necessary for youth to master prior to beginning work. Youth who can demonstrate these required skills, defined as Top Ten Skills Plus!, are awarded the Sonoma County Office of Education's "Work-Ready Certificate." During the summer, SCYEC youth were mentored and evaluated on eleven of these fifteen skills as well as two additional skills that address safety and appropriate interactions with the public. Skills 12 and 13 were added specifically for the SCYEC to address the critical need for safety and appropriate interactions in an outdoor work environment.

1. Demonstrates willingness to work
2. Demonstrates integrity
3. Demonstrates promptness
4. Avoids absenteeism
5. Avoids the use of language or comments that stereotype others
6. Maintains appropriate grooming and hygiene
7. Is respectful of the opinions and contributions of others
8. Takes responsibility for completing own work accurately
9. Demonstrates willingness and ability to learn
10. Works well with others as part of a team
11. Communicates in spoken and written English
12. Follows procedures established to promote safety on a consistent basis
13. Interacts appropriately with the public

In addition, youth in individual placements were also coached and mentored in an additional four skills:

14. Reads and understands written information
15. Has and applies computer skills
16. Demonstrates customer service skills
17. Uses and applies basic math

To measure progress toward attainment of these work skills, crew leaders and supervisors rated youth three times throughout the summer. See the appendix (page 46) for more information on the rubric used for skill assessment.

Environmental Education

Youth received environmental education lessons for one hour per week on various ecology topics. Sonoma County Water Agency employees and interns made field visits to each crew to provide the lessons. Although there was some variation in topics addressed, the core curriculum was developed by the Sonoma County Water Agency educators in conjunction with the interns delivering the lessons. In addition, crew leaders imparted daily lessons through mentoring and training.

Ecology Work

Throughout the course of the summer, crew members worked at 75 different work sites (see page 42 for a list of the worksites for the 2012 summer). The projects varied by worksite, but included stream maintenance, creek restoration, landscaping, and invasive plant removal among other tasks. Some assignments only required a day's worth of work to complete, while others lasted the entire eight weeks. Additionally, the number of crews at a worksite depended on the demand of the outdoor work, but generally only one crew was needed per site. The 2012 worksites were generally located at Sonoma County creeks, trails, parks, and beaches.

Hire and Train Crew Leaders and Crews

Youth providers hired 27 adults to act as crew leaders. Before the start of the summer, crew leaders were required to participate in a two-day training even if they had participated in past trainings. In the training, crew leaders learned about the roles and responsibilities of the position and the types of projects that they would be working on throughout the summer. In addition, crew leaders received training on outdoor hazards, tools, and wildlife, which gave them the knowledge to facilitate crew member learning during the summer. Crew leaders were also trained in administering performance evaluations. This training was essential in ensuring consistent ratings of youth performance across crew leaders.

Crew members received training prior to starting work for the summer, in addition to continuous on-the-job training regarding tool safety, environmental stewardship, and job skills. Worksite supervisors provided youth with an orientation to each worksite and familiarized youth with the job duties and expectations about performance, attitude, conduct, and appearance.

Cross-Sector Collaboration

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

1. Workforce Investment Board
2. Sonoma County Human Services Department
3. Sonoma County Water Agency
4. Sonoma County Office of Education
5. New Ways to Work
6. Youth Providers
 - a. Conservation Corps North Bay
 - b. Petaluma People Services Center
 - c. Social Advocates for Youth
 - d. Sonoma County Adult and Youth Development
 - e. The Center for Social and Environmental Stewardship
 - f. West County Community Services
7. Project Hosts

Networking Events

Towards the end of the summer, SCYEC participants attended an Opportunity Fair, which gave youth the chance to meet with potential employers, learn about educational opportunities, practice interview skills, and receive training on money management and other financial issues. At the event, youth browsed 29 exhibitor booths which included Hyatt, Exchange Bank, American Red Cross, Comcast, Job Link, Sonoma County Water Agency, etc. They also participated in 10-minute mock interviews and attended a financial workshop on bank accounts and building credit.

Career Assessment

Each youth is provided with a lifetime Kuder Navigation membership, an online career assessment and academic planning tool, and an orientation to this system. Kuder Navigation offers a wide range of features, and youth have the opportunity to complete a career interest assessment, explore occupations of interest, and determine what salary they need to live their preferred lifestyle. In addition to the search functions, users have the option of creating an electronic portfolio, which is a step-by-step process that guides youth through educational discovery and workforce preparation.

EVALUATION METHODS

To answer the research questions outlined in the introduction, the evaluation analyzes youth and project host data from program surveys. Youth completed three forms (intake form, pre-program survey, and post program survey) throughout the summer. All youth who applied to the SCYEC submitted an intake form. Only those who were hired completed the pre-program and post-program surveys. In addition, crew leaders and supervisors evaluated youth's work progress on three performance evaluations. Youth who were hired late or did not complete the summer did not have all of the forms and performance evaluations completed, and were excluded from analyses requiring matched pairs. The information collected per youth included demographics, perceived safety importance, environmental knowledge, spending allocations, educational goals, career interests, job placement, work site assignment, post program plans, and overall satisfaction (see page 43 for information collected on each form). Project hosts submitted a host site report at the end of the summer (see page 44 for information collected).

See page 52-56 for statistical analyses by demographic groups.

The Information Integration (I2) Division of the Sonoma County Human Services department implemented the evaluation. I2 conducted the data entry and analysis. The SCYEC Leadership Team and youth providers reviewed the analysis and provided interpretations and recommendations.

RESULTS

SHORT-TERM RESULTS FOR YOUTH

Improved Work Readiness Skills

Throughout the summer, youth received supportive supervision and work experience designed to help them develop and demonstrate work-readiness skills. Crew leaders then evaluated youth on these skills in June, July and August. The performance evaluations are repeated to ensure that SCYEC youth make progress towards development of entry-level job skills deemed necessary by Sonoma County businesses and employers. The skills measured are outlined on page 17 and were adopted from the Sonoma County Office of Education Work Readiness Certification process. Crew leaders and supervisors were trained to use the following rating scale on the performance evaluations. See the appendix (page 46) for the performance evaluation matrix which provides detailed instructions on how to complete the evaluation and example behaviors at each skill level.

Work Readiness Rating Scale

0 Not Exposed: Youth was not provided the opportunity to demonstrate this skill.

1 Training Level: Preparing to become work-ready. Needs practice and reminders.

2 Improving Toward Entry Level: Has become more work ready. Demonstrates skill with some reminders. Skill needs a bit more development.

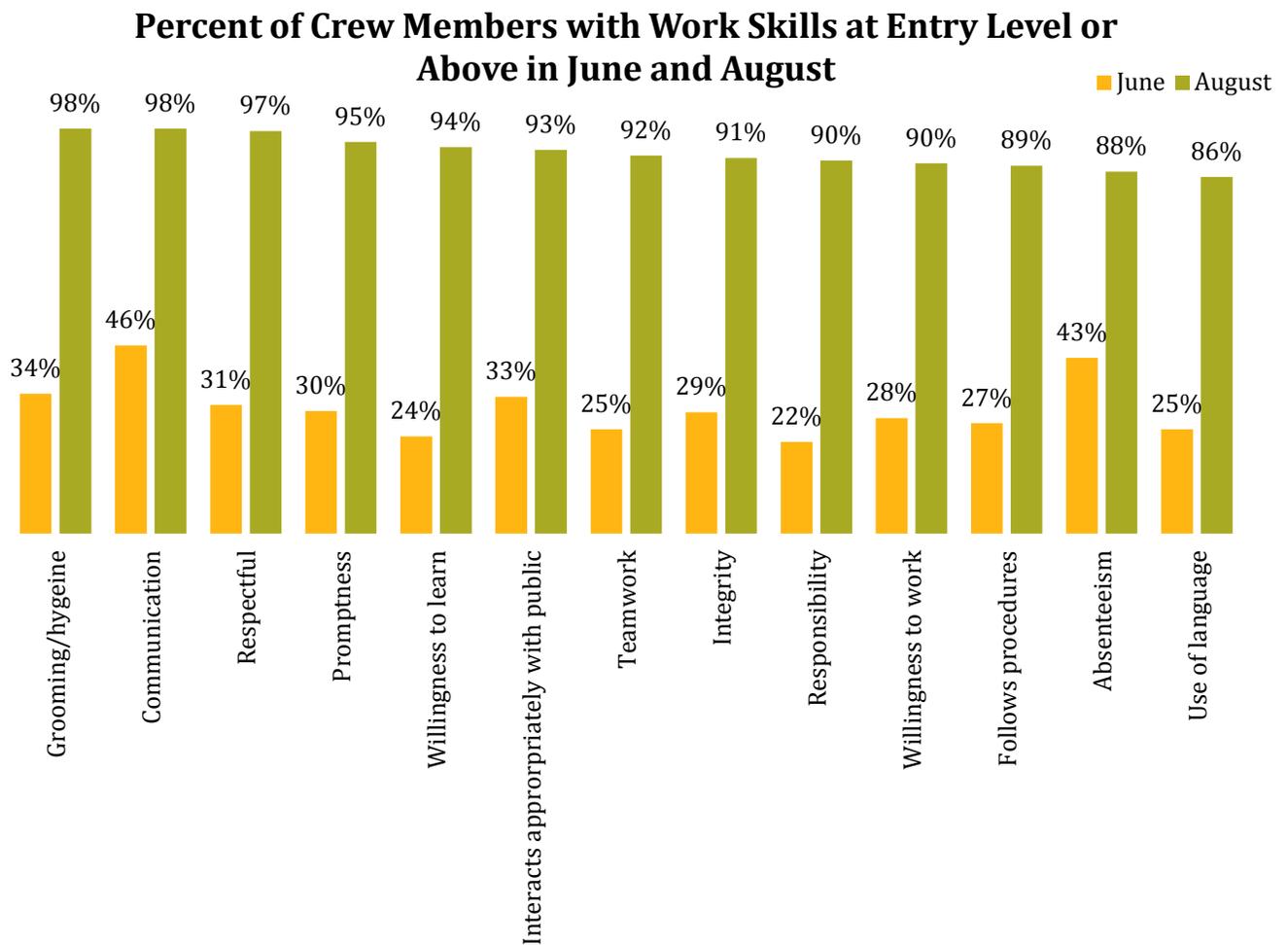
3 Entry Level: Work ready. Proficient. Demonstrates the skill most of the time. Rarely needs reminders. Meets and demonstrates the skills at a level equal to what is expected of any employee in a similar position.

4 Exceeds Entry Level: Exemplary. Demonstrates mastery of skills at a level above what is expected of any employee in a similar position. Demonstrates skills with no reminders and improved work quality when necessary. Identifies problems before they arise and makes adjustments accordingly. Helps others acquire the skill.

Youth are evaluated within five days of starting the SCYEC to identify baseline work readiness skills. All youth were evaluated on the first thirteen skills and youth in individual placements were evaluated on an additional four skills; analyses are limited to the first thirteen skills. In June, for the baseline evaluation, 15% of youth met criteria for entry level or exceeds entry level on all thirteen skills. The average percent of youth that met criteria for entry level or above on a given skill level in June was 33%. Meaning about 67% of youth were rated to have a skill level below entry level at the beginning of the summer for any particular skill. At the end of the program, looking at the same youth as in June, 71% had work skills at entry level or exceeds entry level for all thirteen skills, with an average of 92% having entry level or above work skills on a given skill. On average, youth improved nearly one and a half rating levels per skill. From June to August, there was a significant increase in the mean evaluation scores of youth for each of the thirteen skills. In August, the highest

percent of youth (98%) had skills at or above entry level for maintaining appropriate grooming and hygiene and communicating in spoken and written English. With 86% of youth at entry level or above, avoiding use of language or comments that stereotype others was the skill the fewest number of youth mastered.

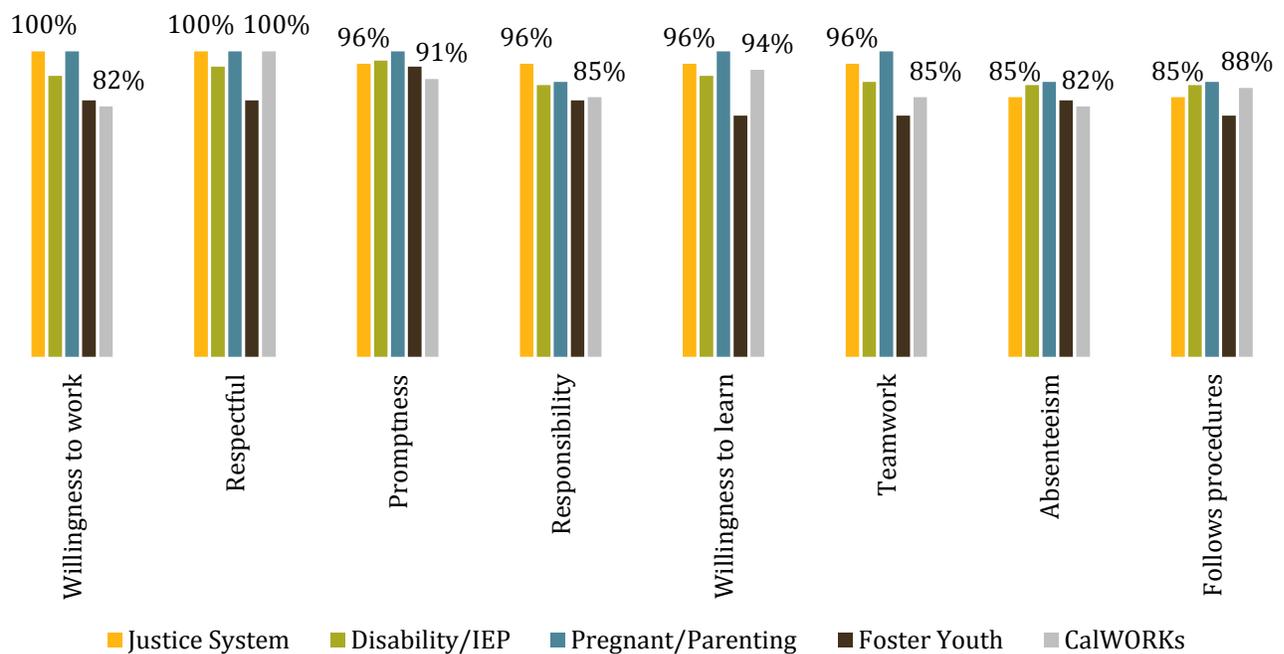
The mean evaluation scores of youth were correlated to previous SCYEC experience to determine if there was a relationship between previous work experience and work readiness. There was no difference between the evaluation scores of youth who had prior SCYEC experience and youth who had no prior SCYEC experience for any of the three evaluations. Additionally, there were no differences when experience was separated out by number of years in SCYEC.



To affirm that the SCYEC is meeting the needs of the target populations (justice system youth, youth with a disability/IEP, pregnant/parenting teens, foster youth, and youth in CalWORKs) analyses compared the work readiness skills of youth in each of these groups to youth who were not a

member of the group. No differences were found in work readiness improvement from June to August between youth in a target group and youth not in a target group. In looking at the percent of youth rated at entry level or above, the only significant difference existed between foster youth and non-foster youth. There was a smaller percent of foster youth that were evaluated at entry level or above in August for demonstrating a willingness and ability to learn and is respectful of the opinions and contributions of others, than non foster youth.

Percent of Target Groups with Work Skills at Entry Level or Above in August



The 2011 and the 2012 evaluation both found similar percentages of youth reaching entry level or exceeds entry level by the end of the summer. The 2011 SCYEC evaluation identified that females had a greater increase in nine of the basic skills from the first performance evaluation to the last evaluation than males; however, the only difference between genders in 2012 was in avoiding absenteeism, where females had greater increases in skill level from the June performance evaluation to the August performance evaluation. Data from youth timesheets showed no differences between the number of absences for females and males.

Increased Environmental Knowledge

The SCYEC seeks to increase youth knowledge about the environment through outdoor ecology work and environmental education lessons. College students hired by the Sonoma County Water

Agency are trained to provide environmental education lessons. They visited crews and individual placements for one hour a week to teach youth about environmental issues such as stream maintenance, creek restoration, wildlife, watershed, and the connection between water and energy. Youth also learned about the environment from their crew leaders, project hosts, and volunteers.

Environmental knowledge was measured using true and false questions on pre- and post-program surveys. Two versions of the test were administered to youth. The different questions were as follows:

Version 1

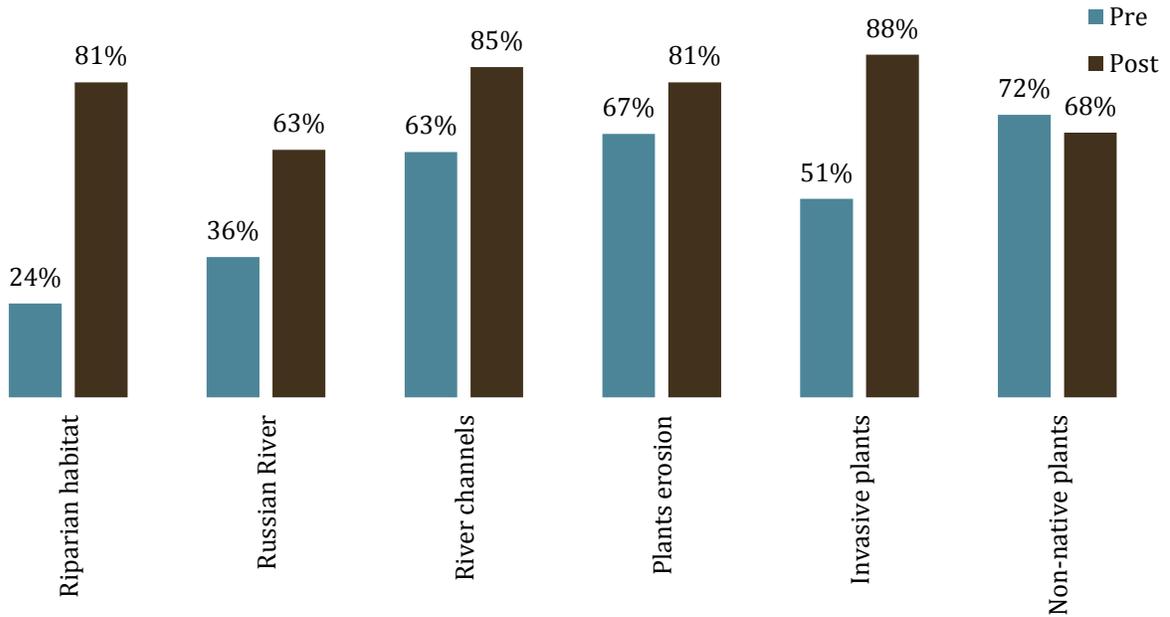
1. A riparian habitat is the area alongside a river, stream, or creek.
2. The Russian River is the only body of water in the Russian River watershed.
3. River channels do not change course over time.
4. Plants help prevent erosion from occurring alongside riverbanks.
5. Invasive plants only grow by streams.
6. All non-native plant species are bad.

Version 2

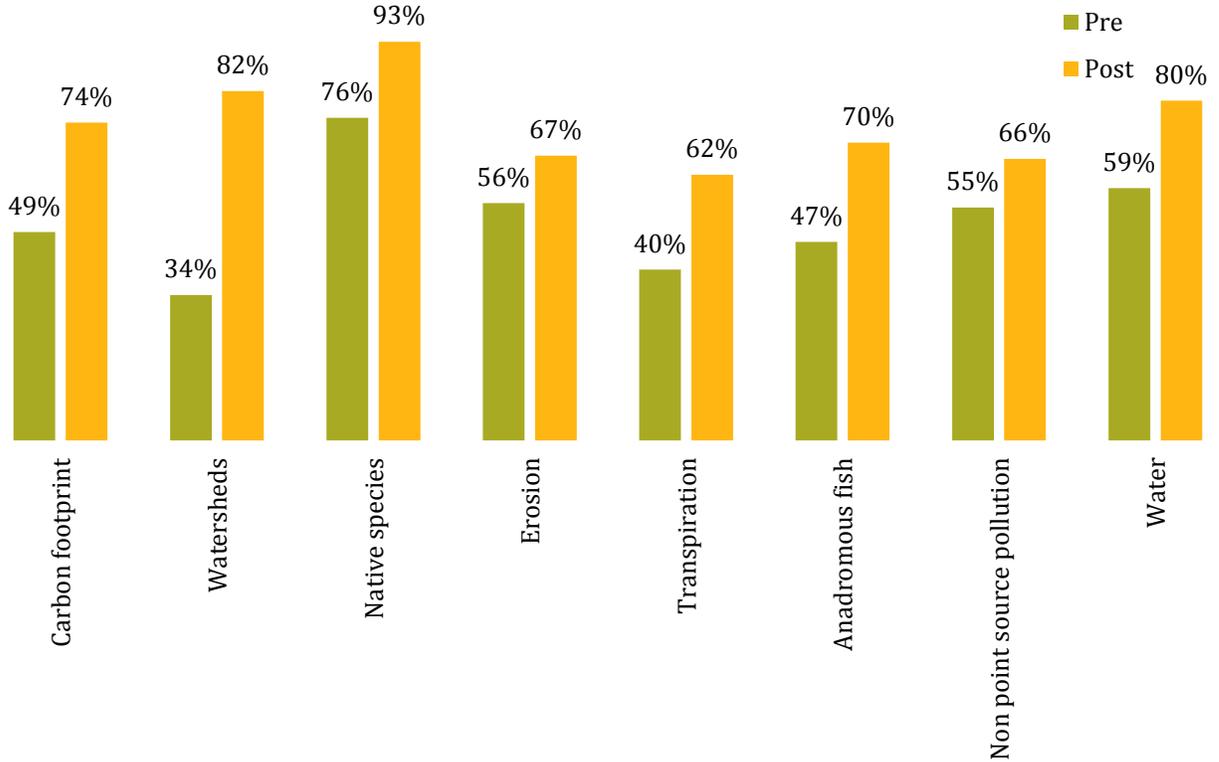
1. Your lunch has a carbon footprint.
2. Watersheds are buildings that store water.
3. We find only native species of plants in Sonoma County.
4. Erosion is good for water quality in a creek or stream.
5. Transpiration is evaporation through plants.
6. Salmon are anadromous fish.
7. Non point source pollution is when you know where the pollution is coming from.
8. Water is the only substance on Earth that is found naturally in three different forms.

Youth made significant improvements in all but three environmental education questions (question six on version 1 and questions four and seven on version 2). The graphs on the following page depict the percent of youth who answered each question correctly.

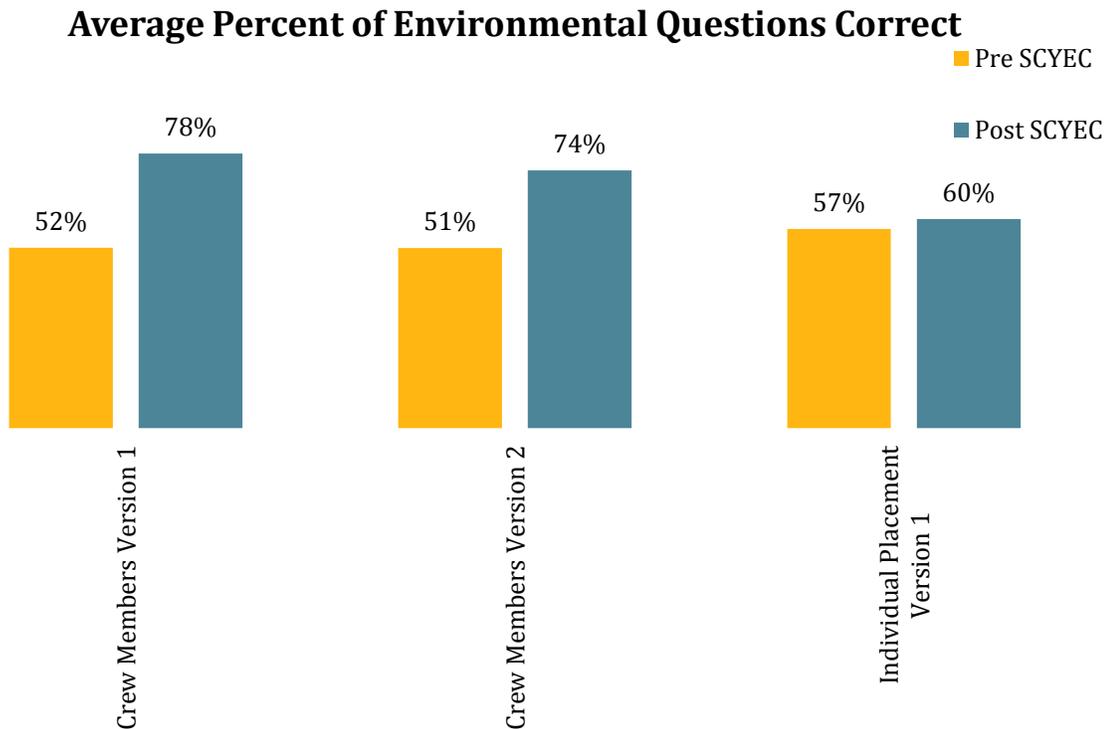
Environmental Questions Version 1 Percent Correct



Environmental Questions Version 2 Percent Correct



In both versions participants had significant increases in the percent of total correct answers from before the summer to after. After separating youth out by placement type, crew members maintained significant improvements; however there was not a significant difference in the pre- and post-SCYEC environmental education scores for youth in individual placements. It is likely that the reinforcement of environmental concepts by crew leaders and project hosts complemented the formal lessons provided by educators.



There was not a significant difference between pre- and post-test scores of youth with previous SCYEC experience and youth without. This was true for both question versions.

Additionally, there was no difference between the scores of youth who worked at a Sonoma County Water Agency site and youth who were placed with other project hosts.

Justice system youth had lower scores on the pre- and post-test for the second version than non-justice system youth. There were no other differences observed among target groups.

Relationship Building

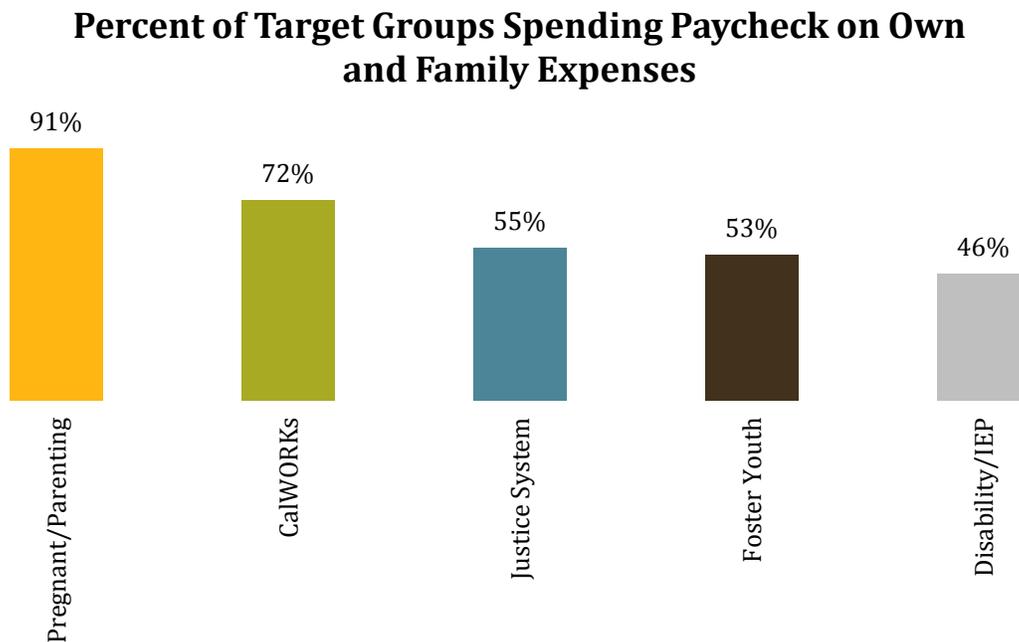
By working in crews with peers, the SCYEC hopes youth will learn teamwork skills. The program is designed so that each participant builds relationships with their fellow crew members and crew leader, as well as youth providers and project hosts. At the end of the summer, 54% of youth voiced that their favorite part of the SCYEC was making friends and being a part of a crew. In addition, the youth enjoyed the relationships they developed with their crew leaders, citing that their crew leader was someone they could count on and talk to.

Improved Income for Families

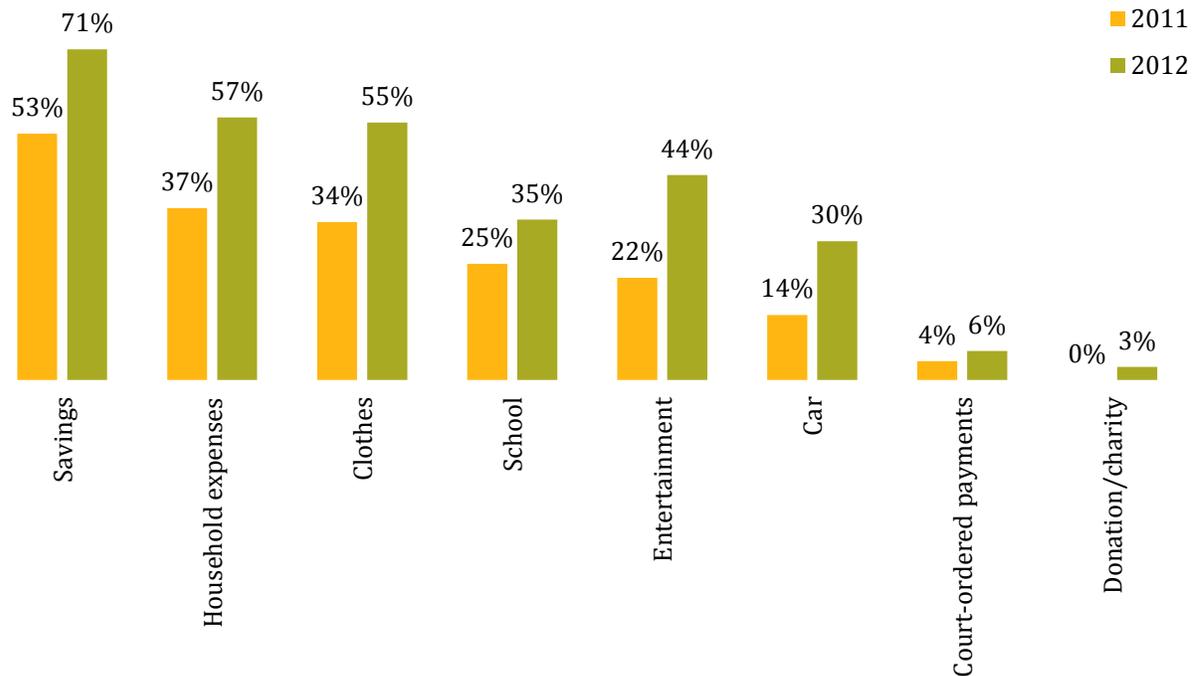
The SCYEC targets economically disadvantaged youth in hopes of increasing their income and providing them experience that will allow them to secure future employment. On the intake forms 60% of youth marked that they considered their family to be low-income. Most of the program funding goes toward youth wages and benefits, to help youth support themselves and their families while gaining valuable work experience. Youth who worked the entire summer made about \$1,500.

Based on self-reported post-program surveys, the highest percentage of youth (71%) said that they saved all or some of the money they earned in the SCYEC. This percentage is higher than in 2011, when only 53% of youth reported saving their money. In 2012, nearly all (94%) of youth said they had saved their money, used it to pay for their household expenses, and/or used it to pay for family expenses. The SCYEC is helping youth support themselves and their family, as well as allowing youth to prepare for the future. Forty-eight (27%) youth reported that one of the benefits of the SCYEC was the money, as it allowed them to pay bills and help their family.

There were significant differences for some of the target groups with regards to spending income on own household expenses and family household expenses. Youth with a Disability/IEP were less likely to spend their income on their own/family expenses, and pregnant/parenting youth and youth in CalWORKs were more likely to spend their income in these areas. The following graph illustrates the percent of youth in each target group that used their SCYEC money for their own or family expenses.



Youth Spending Habits in 2011 and 2012



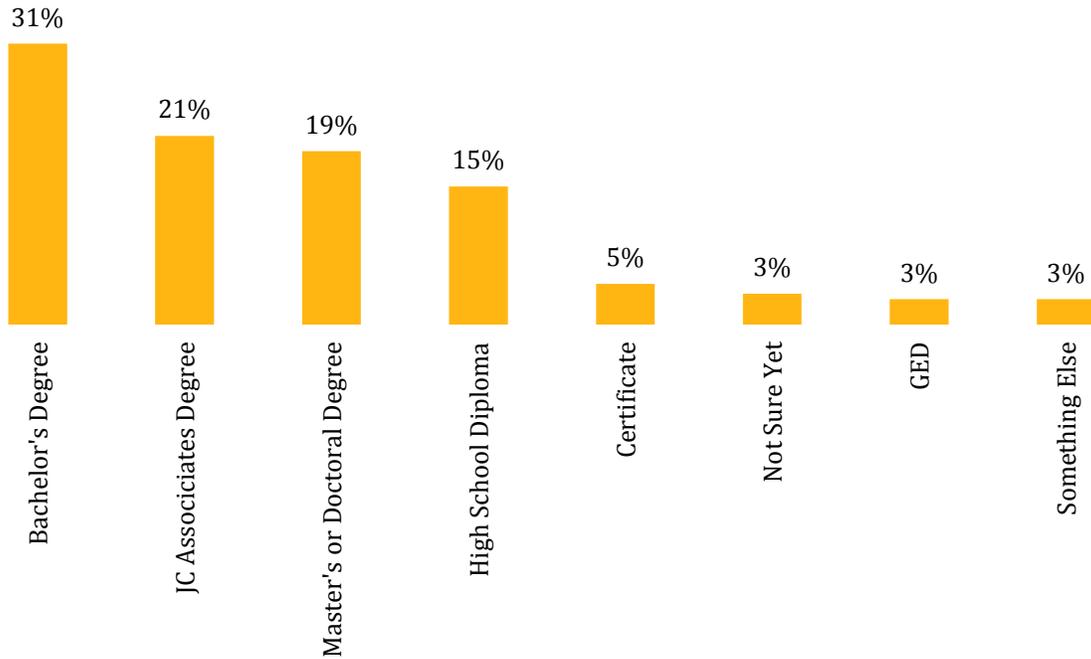
There were significant differences in spending habits by ethnicity, age, and previous SCYEC experience in 2011; however, these differences were not found in 2012. There were no differences between demographic groups related to saving money and family expenses. The only statistically significant difference between demographic groups related to other spending areas was for car payments (including gas, license, driver's education, and repairs). Older youth were more likely to spend their income on their car than younger youth, which makes sense since older youth are more likely to have their license and a car.

Planning for the Future

Through workforce training, mentoring, and educational lessons, the SCYEC hopes to instill youth with aspirations for the future. At the Opportunity Fair, which is coordinated by the Sonoma County Human Services Department, the Workforce Investment Board and the Sonoma County Office of Education, youth had the chance to meet and talk to future employers, educators, and business professionals in Sonoma County. This was a networking event held at the end of the summer program that also gave youth the opportunity to practice interview skills through mock interviews. Of the 180 youth that attended the Opportunity Fair, 84% completed a mock interview. Of those that then evaluated the event afterwards, 85% felt the mock interview was helpful.

Youth were asked about their educational plans before and after the summer. At the end of the SCYEC, 71% of youth stated that they wanted an Associate's degree (AA) or higher. When comparing goals before SCYEC to goals after, 53% of youth planned to get the same degree as before and 16% planned to get a higher degree. Youth's plans for school are illustrated in the following graph.

Educational Degree Desired After SCYEC



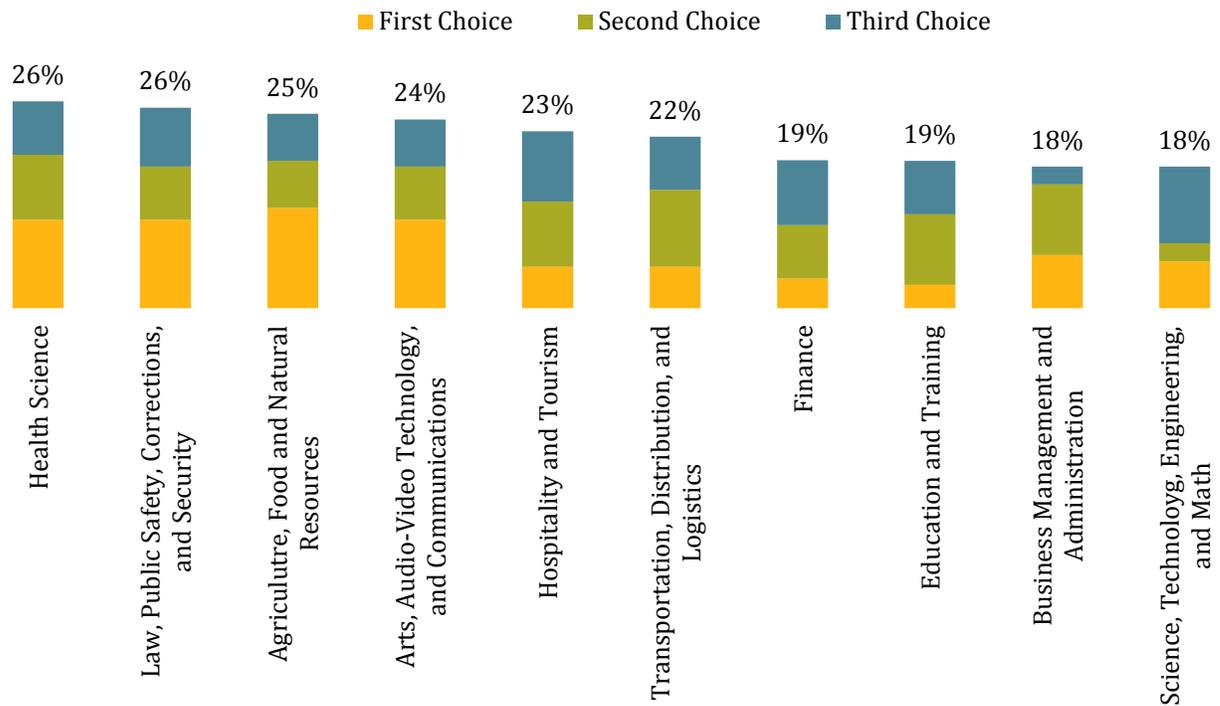
Youth are provided with a lifelong membership to Kuder Navigator, an online career exploration system hosted by the Sonoma County Office of Education. This membership allows them to complete career interests, skills confidence, and work values assessments. The career interest assessment is a short questionnaire that measures the youth's interests and aligns them with career clusters. The sixteen career clusters are as follows:

- | | |
|---|---|
| 1. Agriculture, Food, and Natural Resources | 9. Hospitality and Tourism |
| 2. Architecture and Construction | 10. Human Services |
| 3. Arts, Audio-Video Technology, and Communications | 11. Information Technology |
| 4. Business Management and Administration | 12. Law, Public Safety, Corrections, and Security |
| 5. Education and Training | 13. Manufacturing |
| 6. Finance | 14. Marketing |
| 7. Government and Public Administration | 15. Science, Technology, Engineering, and Math |
| 8. Health Science | 16. Transportation, Distribution, and Logistics |

59% of youth took the Kuder Career Interest Assessment. Of those youth, the highest percentage (12.8%) had a first choice of Agriculture, Food, and Natural Resources. There were no significant differences for first career choice among demographic groups. The only differences that existed for second and third choices were between males and females. Females were more likely to desire a career in health and human services, and males were more interested in a career in science, technology, engineering, and math and transportation, distribution, and logistics. The following

graph shows the percent of youth with a first, second, or third choice for each of the top 10 careers. The results are varied, showing youth in SCYEC have a range of career interests.

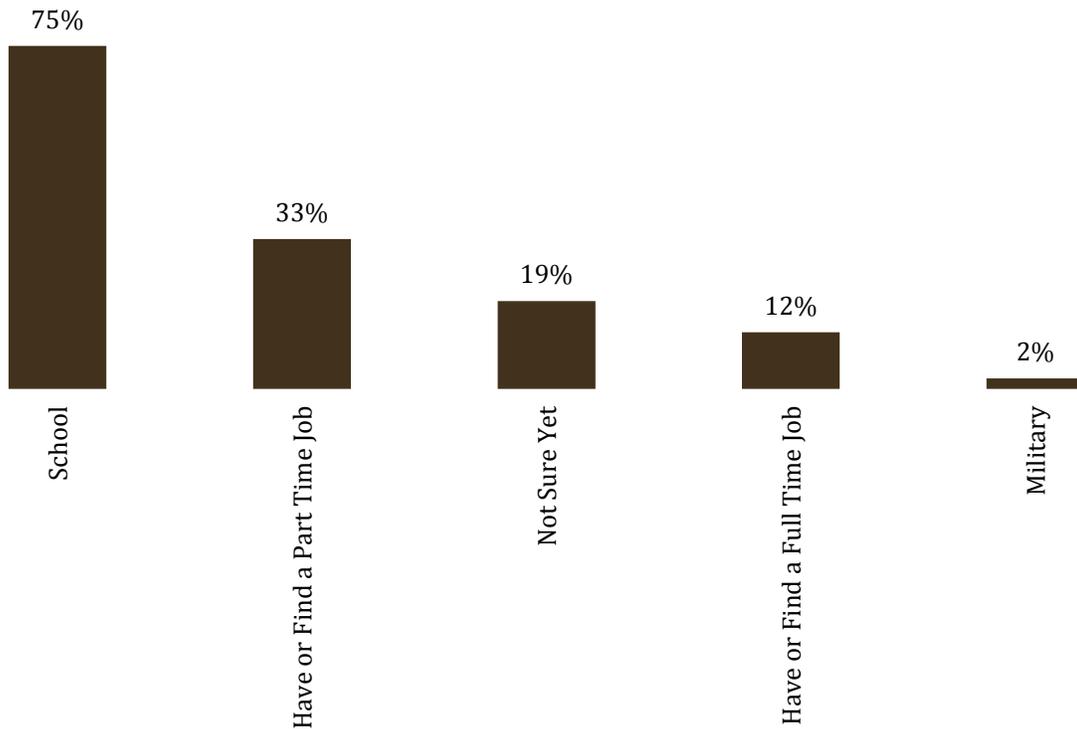
Youth's Top Three Career Interests



Additionally, youth answered questions on their career interests on pre and post program surveys. Youth had the option to select as many career fields as they wanted. 25% of youth were interested in a career in ecology and the environment. There was no difference in interest in ecology and the environment for placement type (crew versus individual placement).

Finally, youth submitted information on their plans immediately following the SCYEC. Two thirds of youth (75%) had plans to attend school (including GED preparation classes, high school, junior college, four year college, or vocational school). Most of the youth that planned to attend school were attending high school or junior college. Thirty-six percent of youth had plans to attend school and work, either part- or full-time, after SCYEC, an increase from 17% who had that plan prior to beginning the summer. Nearly 20% of youth were still unsure of their plans immediately following the conclusion of the program. The following chart illustrates youth's plans immediately following the SCYEC. Percents do not equal 100% because youth were invited to select more than one option.

Plans Immediately After SCYEC



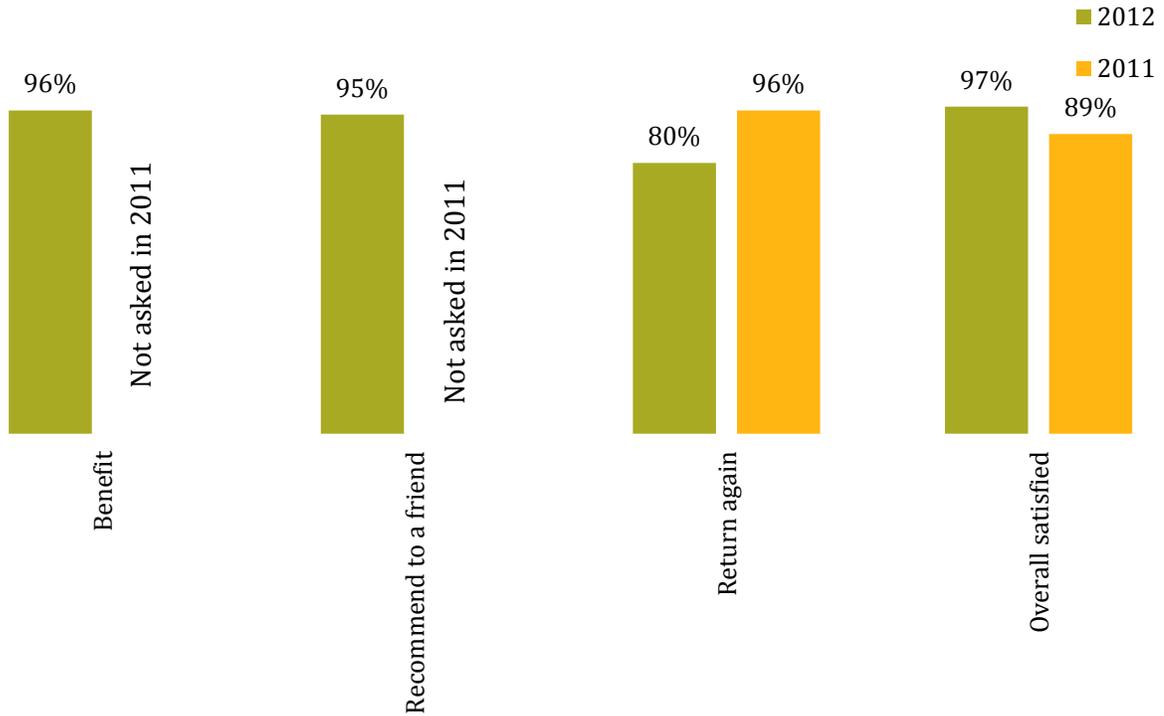
Youth Satisfaction

Before starting the program, youth were asked if they thought the SCYEC would be a benefit to them. Almost all (98%) of youth said that it would. Most reasons included getting work experience and getting paid.

Overall, youth seemed to enjoy the SCEYC, and felt that they benefited from the program. The benefits were similar to what youth expected prior to starting the program (work experience and money), but youth also enjoyed learning about the environment and working with peers. Moreover, 80% of youth stated they would return to SCYEC and 95% would recommend a friend join SCYEC. The following graph illustrates youth's satisfaction with the SCYEC.

Youth felt that the best part of the SCYEC was getting paid and making new friends. In addition, most youth felt that the SCYEC did not need any improvement. Youth that offered suggestions, generally discussed better organization, more money and/or hours, and better tools.

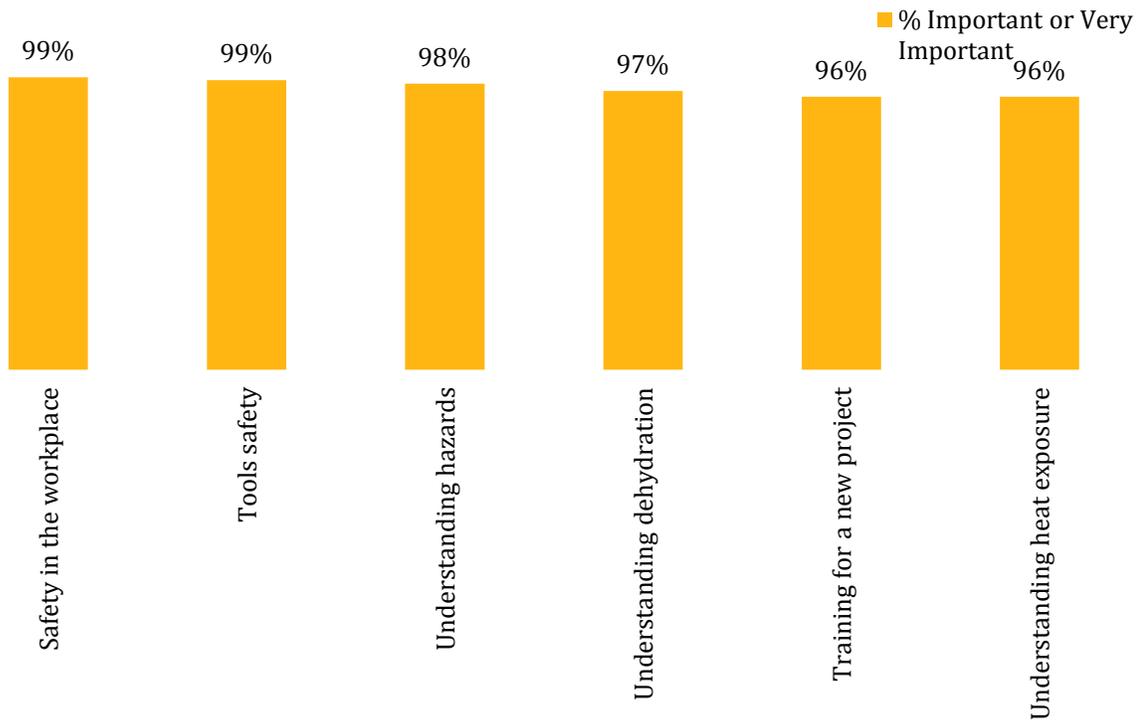
Youth Satisfaction with SCYEC in 2011 and 2012



Safety

A primary focus of the SCYEC is safety. When working outdoors with tools, it is necessary that youth have appropriate training and understand safety precautions. Before beginning the summer and after completion of the program, youth were asked to rate the importance of several safety issues. In both surveys, the majority of youth rated the safety issues as important or very important (98% on the pre-survey, and 97% on the post survey). Even before introducing tool safety and work place safety, youth recognize the importance of safety.

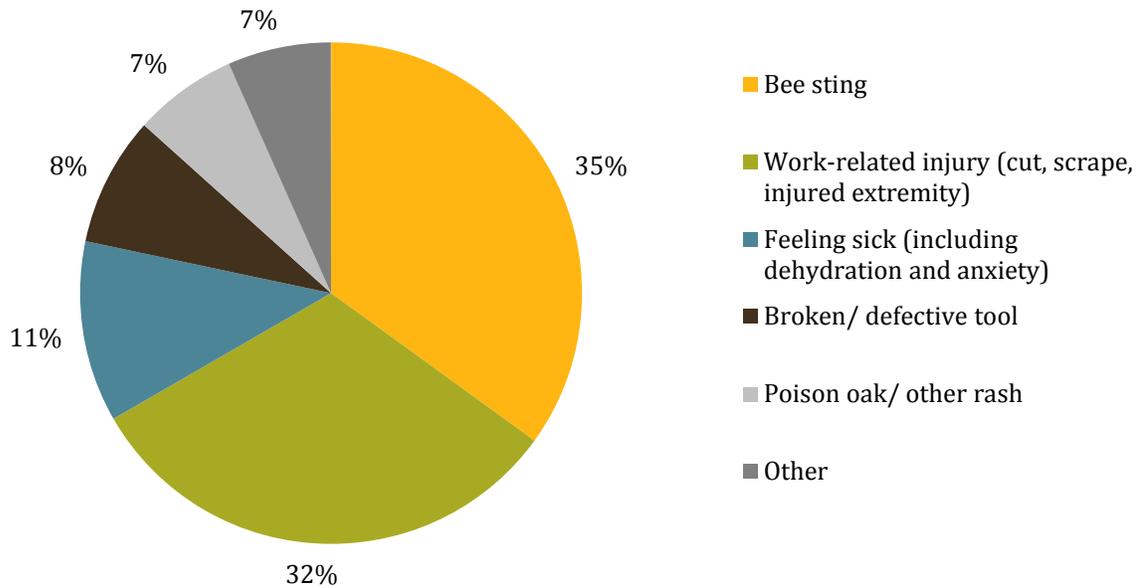
Youth Opinion about Safety Post SCYEC



Only 11% of youth had safety concerns before beginning the summer. The concerns were related to heat exposure, dehydration, allergies, and poison ivy. After the summer, 42% of those youth that had safety concerns felt their concerns were addressed. Despite some youth not feeling like their safety concerns were resolved, 98% of youth felt they received enough supervision this summer. The majority of youth reported that their fellow crew members took safety seriously and there was enough time to safely complete work, 93% and 98% respectively.

There were 56 safety incidents that occurred during the summer. The incidents were generally minor and only 10 youth went to an outpatient doctor or emergency room as a result of their incident. The majority of the safety incidents that occurred were bee stings (37%) or a work-related injury (34%) which includes on-the-job injuries incurred through improper tool use, improper safety procedures, natural hazards, etc. Some youth (3) had a previous injury that prevented them from completing some of their work; however since these incidents did not occur while a participant in the SCYEC, they are not accounted in the total safety incident number.

2012 On-the-Job Safety Incidents



SHORT-TERM RESULTS FOR ENVIRONMENT

Completed Ecology Projects

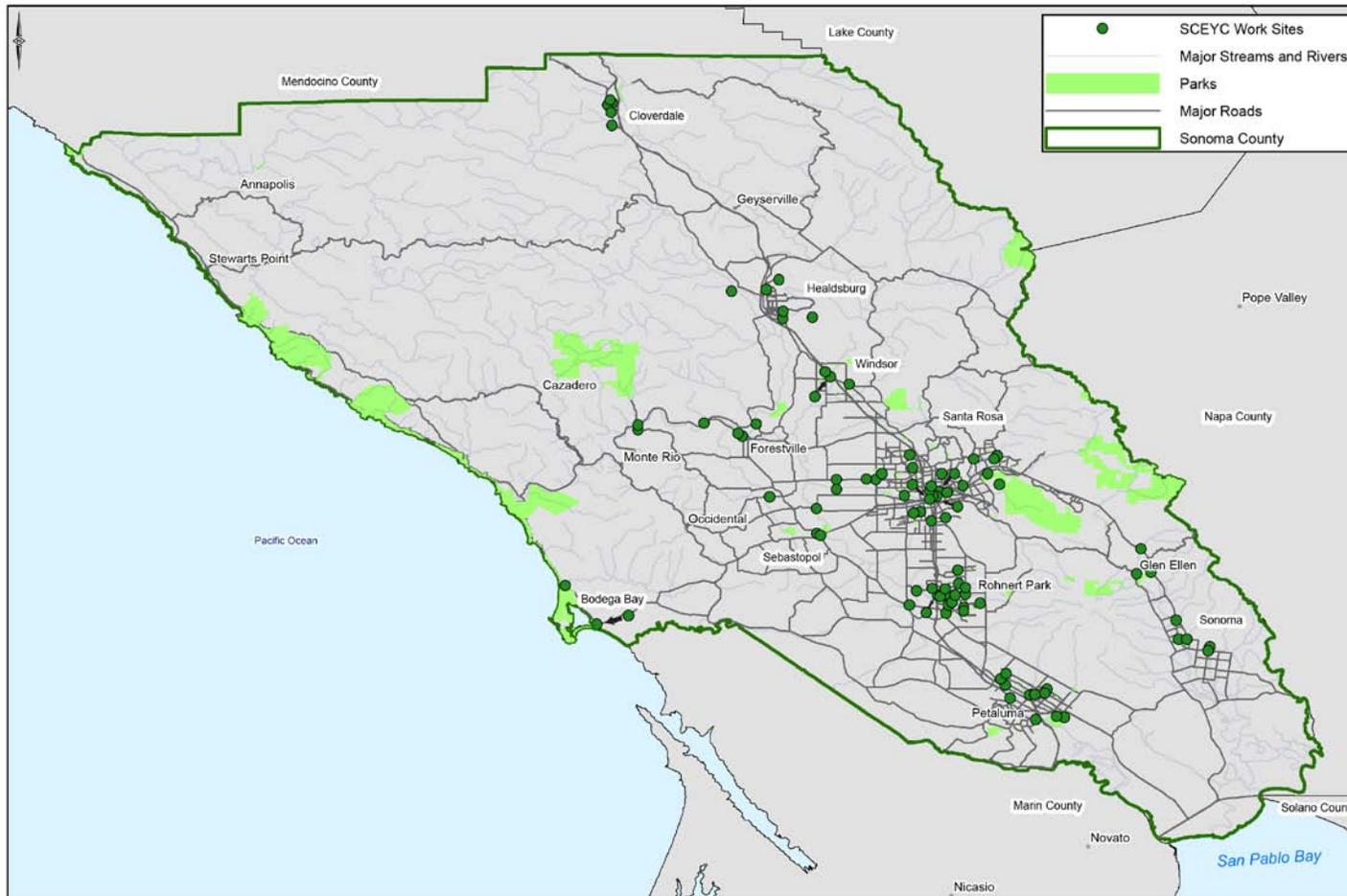
The type of project varied by worksite, but included creek restoration, landscaping, trash removal, trail maintenance, and invasive plant removal among other tasks. In 2012, crew members collectively accomplished the following throughout Sonoma County:

- Maintained 11.6 miles of waterway
- Maintained 11.6 miles of trail
- Cleared 10.3 acres of land
- Planted 246 plants
- Pruned 7339 plants
- Removed 10061 invasive plants, in addition to .395 acres of invasive plants
- Harvested 208 crops and 8 different vegetables twice a week
- Removed 545.2 cubic yards of debris or garbage

In addition, youth built steps and a retaining wall, spread 10 yards of mulch, limbed trees, refurbished tables, mapped 70 acres of land, and repaired three bridges. Crew members and project hosts were pleased with the work that was completed during the summer. Project hosts were appreciative of the work performed by crew members, and cite that the work that was done by SCYEC crews either wouldn't have otherwise been completed or would have taken up limited staff time to accomplish.

SCYEC Worksites

This map shows the location of the worksites for the 2012 summer. See page 42 for a list of all worksites.



Created by George Malachowski, HSD Information Integration Division, 707.565.5815, 4/24/12. Data Sources, SCYEC Database.

SHORT-TERM RESULTS FOR COMMUNITY

Exposure to Community Service

SCYEC youth experienced what it is like to give back to their community. Crew members saw their contributions to the community through environmental restoration, whereas youth in individual placements had an impact through the organizations they assisted and clients they served. After the program, youth voiced feeling pride in the work they accomplished. Additionally, project hosts acknowledged the impact the youth had on the community.

Before the summer, the Sonoma County Water Agency advertised community service days. Youth were encouraged to attend these events as an introduction to the SCYEC. The Sonoma County Water Agency hosted three community service days: October 29, 2011, February 25, 2012, and March 31, 2012. It was intended that those youth who participated in at least one community service day would be given special consideration by the youth agencies when hiring youth for Sonoma County Water Agency crews; however, there was low turnout and this requirement was dropped. Eleven youth that submitted an intake form for the 2012 summer had participated in at least one community service day. Of those youth, six were hired. The five that were not hired were either not interviewed (2), interviewed and determined to be ineligible (2), or placed on a backup crew (1). The community service days will be advertised more aggressively in 2013.

SUCCESS STORIES

"I liked being outside and doing what I can to make our community a better place to live."

"I learned how to handle a real job and will be ready for work after high school."

"SCYEC was a benefit to me because I got to learn about the environment"

"It taught me about wildlife in Sonoma County, gave me an employment history and had a positive effect on the world around us."

"SCYEC taught me great leadership skills and teamwork skills."

"I learned how to work part of a team. I learned new life skills and how to properly use tools. I want to try and become a crew leader next year."

"It helped me gain knowledge about my surroundings, experience. I learned a lot and set, as well as, accomplished goals. I also learned about ecology and made new professional "friends". I learned a lot and overall it helped me become a stronger, better person."

"SCYEC helped me achieve my goals. It also gave me the opportunity to contribute at home."

"The program helped me when I was in a really rough time and in the end I knew about more beneficial things than I did when I first came in. The job experience helps get you in a "get up and go" mood and helps you actually want to do your work instead of just knowing you need to. Plus, it's more to put on your resume for the future."

"The best part of SCYEC is knowing you've helped the environment and our natural habitat."

"The crews have a great attitude and get a lot of work done, work that may not have been done otherwise."

"This is an excellent way to provide skill sets and training with farm, produce, and nutrition."

"Crew members and leaders were hard-working, interested in learning more about the environment, willing to take on and learn for new challenges, and well-trained."

"They help complete projects that are not feasible at this time for staff to complete. We appreciate that this is a learning experience for them that they can pass along and educate to their peers."

"Now there are other young leaders in the community who can spread the work about a place where other youth like themselves can go and ask for help/support."

DISCUSSION

Over the years, the SCYEC has provided youth with valuable work experience. In 2012, the SCYEC continued to see improved results for youth, the community, and the environment. The eight weeks that the youth spent working throughout Sonoma County allowed them to develop work skills, build relationships, and contribute to the community. For many of the youth, the SCYEC is their first job. They have not been exposed to long work days or high expectations from supervisors; however, after completion of the summer, many youth come out of the program with competencies deemed desirable for entry-level employment by Sonoma County employers and businesses. At a time when jobs are rare and even harder to come by for teens and young adults, having some work experience and entry-level skills is highly advantageous.

The SCYEC is building job skills in youth and preparing them for future careers, while working outdoors on environmental restoration projects. The projects that the youth completed helped to maintain creeks, trails, and parks, and remove trash and debris, among other activities. In addition, youth were educated on environmental topics. Over the course of the summer, youth's knowledge of the environment increased. Many youth voiced an interest in working with the Sonoma County Water Agency in the future, and enjoyed the relationships they were able to develop with SCYEC project staff.

The strong commitment to the program that the SCYEC Leadership Team, funders, and program staff provide allows for the SCYEC experience to continue past the summer for some youth. In fact, this year 24 youth were selected to participate in three extended crews. Nine of those youth then continued on to one year round crew.

The SCYEC Leadership Team recognizes the importance of meeting youth's needs. Keeping that in mind, they want to prioritize jobs for youth in target groups, identify strategies to reduce youth drop-out, and continue to provide youth with a source of income and work experience. In 2012, the large majority of the youth that participated in the summer jobs program were a member of one of the five target groups. Members of these groups are at risk for being disconnected, defined as not attending school or being employed, which can in turn lead to many negative outcomes. An important aspect of the SCYEC is that the program provides jobs and opportunities to those most in need. Along with the other youth, members of the target groups had significant gains in work skills and environmental knowledge. The income that the youth received over the summer helped many youth pay bills, help their family, and save for their future. Pregnant and parenting teens were the most likely to spend their income on their own and family expenses. This summer marked the highest rate of drop-outs for the SCYEC; however, it is postulated that the SCYEC had a greater proportion of high-risk youth this year, who were more prone to dropping out. It is also hypothesized that the longer hours in 2012 may have been too much for some youth. In the future, the SCYEC will continue to work on meeting the needs of youth and providing them with essential work experience.

RECOMMENDATIONS

PROGRAM DESIGN

Community Service Days

Community service days were intended to be used as an eligibility requirement for Sonoma County Water Agency funding; however, there was low turnout to the events. The events are an important pre-screening tool because youth get experience working in creeks and understanding appropriate dress before ever being hired.

Recommendation: Advertise community service days more broadly and use as a prerequisite for hiring and funding decisions.

Drop-Out

Nearly 20% of youth hired did not complete the summer. Although there are some acceptable reasons for not finishing employment (i.e. family emergencies or finding other employment), the SCYEC wants to better understand the needs of those not completing the summer and how to meet those needs.

Recommendation: Identify ways to understand and meet the needs of youth who are at risk for dropping out.

EVALUATION

Safety

Safety is extremely important to the success of the SCYEC. Current survey questions measure youth's recognition of safety importance but do not relate the questions back to the youth.

Recommendation: Adapt safety questions to reflect the importance of safety to youth and how youth felt about how SCYEC handles their safety.

Environmental and Community Results

The SCYEC evaluation report accurately captures the impacts of the program on youth; however, there are limited measures of environmental and community impacts.

Recommendation: Measure and report impacts to youth, environment, and community in a more balanced way. Add additional measures of environmental and community impacts to better assess the SCYEC's success.

Work Skills Assessment

Youth with previous SCYEC experience and no SCYEC experience have statistically similar performance evaluations. It is hypothesized that youth with prior SCYEC experience should have

higher initial work skill ratings; however, this is not being captured by the current measure. In addition, crew leaders feel that they do not know the youth and their skills well enough the first week to give an accurate rating.

Recommendation: Research outcomes- and evidence-based work skills assessments for youth and select a measure that will most accurately measure youth's work skill improvement.

Recommendation: Conduct the first performance evaluation the second week of the program so crew leaders have a better opportunity to get to know the youth and are not just "guessing."

Career Pathways

The SCYEC wants to understand youth's long-term goals and see if crew work impacts interest in ecology and environmental careers. Many youth voice an interest in working at the Sonoma County Water Agency at some point throughout the summer; however, they do not select ecology and the environment as a career interest on their surveys. Youth may be overwhelmed by the amount of career choices on the survey and may also not understand the connection between career areas and specific jobs.

Recommendation: Narrow down career choices on surveys. Use established career clusters and provide job examples. Add an additional question about interest in ecology and the environment careers on the pre and post program surveys.

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APPENDICIES

WORKSITES

This list identifies the locations throughout Sonoma County, and into Marin, where youth completed crew work and individual placements over the summer.

Bodega Bay

Doran Beach Park
Salmon Creek Beach

Cloverdale

City Library
City Park
Franklin Street
Furber Park
Rockpile

Forestville

Steelhead Beach
Sunset Beach

Glen Ellen

Arnold Drive
Bouverie Preserve
Calabazas Creek
Jacobs Ranch
Nuns Canyon Rd

Guerneville

Guerneville River Park
Russian River keepers Park

Healdsburg

Badger Park
Brack Rd
Healdsburg Community Center
Healdsburg Ridge Open Space Preserve
Healdsburg Water Carnival
Mirabel Infiltration Pond
Veterans Memorial Beach

Petaluma

Adobe Creek
Corona Creek
East Washington Creek
Mentor Me Petaluma
Petaluma Bounty Farm
Washington Creek

Rohnert Park/Cotati

Boys and Girls Club
Burton Recreation Center
Camino Colegio
City Hall
Copeland Creek
Crane Creek
Gossage Creek
Hinebaugh Creek
Honeybee Park
Laguna Creek
Rohnert Park Community Center
Rohnert Park Expressway
Sonoma State University

Santa Rosa

Austin Creek
Bayer Farms
Brush Creek
Carrillo Adobe
Earle Baum Center
Garfield Park Ave
Howarth Park
Kawana Springs
Laguna Foundation
Oak Knolls
Oak Lake Green Park
Olive Park
Paulin Creek

Pierson Creek

Piner Creek
Poppy Creek
Prince Memorial Greenway
Restorative Resources
Roseland Creek
Santa Rosa Creek
Social Advocates for Youth
Spring Lake
Steel Creek
Stewards of the Coast and Redwoods
Sunflower Garden
Tanglewood Park
VOICES

Sausalito

Fort Baker and Covallo Point

Sebastopol

Spirit Creek
West County Trail

Sonoma

Arnold Field/Park
Ernie Smith Park
Fairfield Osborne Preserve
Larsen Park
Maxwell Farms
Ragle Park

Windsor

Native Plant Nursery
Pleasant Oak Park
Riverfront River Park
Windsor Creek

YOUTH FORMS

Youth were asked to complete multiple forms throughout the summer for evaluation and tracking purposes. The following are the forms and information collected from youth:

Intake Form

Completed by all youth applying for a summer jobs position. The information collected is as follows:

- Name
- DOB
- Address
- SSN
- Gender
- Race/Ethnicity
- Veteran
- Participation in SCYEC in 2009, 2010, and/or 2011
- Participation in Sonoma County Water Agency community service days
- Youth target groups (Disability/IEP, Foster youth, CalWORKs, Pregnant and parent of a child, involved in the legal system)
- Homeless
- Runaway
- Food Stamps
- Over 18 years old and independent
- Low-income
- Living in court ordered placement
- On track for high school graduation
- Reading at an 8th grade level
- Passed the high school proficiency test (CAHSEE)
- Dropped out of high school
- School attendance problems
- Referred or suspended
- On the D and/or F list
- Had a substance abuse problem

Pre-Program Survey

Completed by all youth hired for the 2012 summer. The information collected is as follows:

- Name
- DOB
- Environmental knowledge questions
- Safety importance questions
- How do you think you will spend your income?
- How far do you plan to go in school?
- What career field do you hope to work in when out of school?
- Plans immediately after SCYEC
- Do you think SCYEC will be a benefit to you?

Post-Program Survey

Completed by all youth that completed the 2012 summer. The information collected is as follows:

- Name
- DOB
- Environmental knowledge questions
- Safety importance questions
- Did you receive enough supervision?
- Did your fellow crew members take safety seriously?

- Was there enough time to safely do your work
- Did your Crew Leader/Supervisor review your performance evaluation with you
- Was the performance evaluation useful in improving your job skills
- How did you spend the money you made this summer?
- How far do you plan to go in school?
- What career field do you hope to work in when out of school?
- Plans immediately after SCYEC
- Overall I was satisfied with SCYEC
- I would return to SCYEC
- I would recommend that a friend join SCYEC
- SCYEC was a benefit, why?
- Best part of SCYEC
- Suggestions about changes to make to SCYEC for next year

Performance Evaluation (Three times)

Completed by crew leaders and supervisors in June, July, and August for youth currently employed. The information collected is as follows:

- Name
- DOB
- Skill level assessed by supervisor/crew leader for 13 skills and additional 4 if in individual placement

PROJECT HOST FORMS

Project hosts were asked to document the work completed at their worksites over the summer.

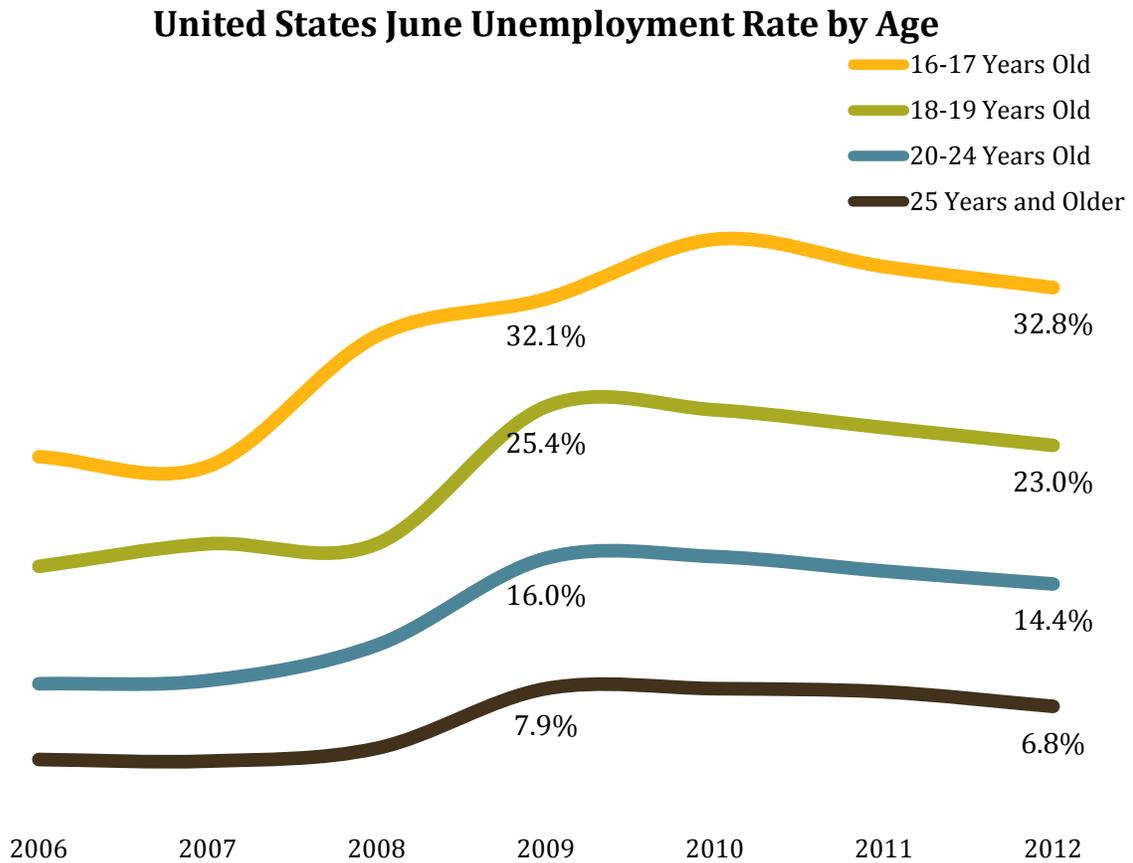
Project Host Report

Completed by project host sites at the end of the summer. The information collected is as follows:

- Organization
- Youth provider agency
- Type of assignment
- Project type
- Work completed
- Contributions
- Benefits/impacts for youth, environment and community
- Participate in SCYEC again
- What worked well?
- What could be improved for next year?

SUMMER UNEMPLOYMENT

Sonoma County monthly unemployment rates are unavailable by age. This graph shows national rates of unemployment in June by age (U.S. Bureau of Labor Statistics). It is likely that Sonoma County monthly breakdowns would have similar age discrepancies.



PERFORMANCE EVALUATION MATRIX

The performance evaluation matrix was developed for supervisors and crew leaders to use when evaluating youth's work skills throughout the summer. The matrix helps to ensure that all supervisors and crew leaders are evaluating youth's performance in the same manner.

DIRECTIONS: The Performance Evaluation has two purposes. First, it can be used as a tool to coach youth in their efforts to achieve entry level skills in each area. Second, it is used to document youth progression in their skill development over the summer. The worksite supervisor will complete a Performance Evaluation for each youth on three occasions during the summer. The Performance Evaluation documents youth skills in 13 (crew members) or 17 (individual placements) areas. The worksite supervisor assesses the youth to be at one of four skill levels: training, improving towards entry level, entry level, exceeds entry level. This MATRIX provides examples of each level of skill. This MATRIX can be used by worksite supervisors as a guide for how to assign each skill level. Worksite supervisors may observe other behaviors not listed here and should use their own judgment in assigning skill levels during each of the three summer evaluations. The worksite supervisors can and should consult with their provider agency for direction when there is uncertainty.

Skill	Examples of Training Level	Examples of Improving Toward Entry Level	Examples of Entry Level	Examples of Exceeds Entry Level
1. Demonstrates willingness to work	<ul style="list-style-type: none"> • Stops and doesn't ask for more work • Checks cell phone frequently • Talking to friends rather than working • Leaning on tools • Waiting for someone else • Waiting for direction • Doesn't ask questions 	<ul style="list-style-type: none"> • No longer checks cell phone • When watched is engaged in productive work • When finished with task doesn't ask for what's next • Doesn't anticipate next activity • Takes a while to get ready to work – when task changes (walks slowly) • Doesn't ask questions 	<ul style="list-style-type: none"> • Engaged in work most of the of the time (it would feel like about 90%) • Asks questions • Moves between tasks readily, efficiently, quickly • Occasionally takes initiative to start new tasks without being asked 	<ul style="list-style-type: none"> • Offers help readily • Self starter – shows initiative

This Matrix is a guide for worksite supervisors. See DIRECTIONS on page 46 for more information.

Skill	Examples of Training Level	Examples of Improving Toward Entry Level	Examples of Entry Level	Examples of Exceeds Entry Level
2. Demonstrates Integrity	<ul style="list-style-type: none"> • Hides cell phone use • Off task when crew leader not present or watching • When questioned or encouraged to get back to work, makes excuses • Does not show respect for equipment or site – or things belonging to others 	<ul style="list-style-type: none"> • When asked, admits using cell phone or being off task • Goes back to work easily when asked • Takes care of equipment and work space when reminded 	<ul style="list-style-type: none"> • Doesn't use cell phone • Easily answers questions when asked, doesn't hide anything • Independently shows respect for equipment and work space 	<ul style="list-style-type: none"> • Encourages others to take care of equipment and work space • Does the right thing when nobody is looking • Tells the truth even when it's hard • Before being asked, owns up to mistakes and suggests solutions
3. Demonstrates promptness	<ul style="list-style-type: none"> • Often late • Often extends breaks 	<ul style="list-style-type: none"> • Rarely late • Rarely extends breaks 	<ul style="list-style-type: none"> • If late, calls that day • Returns from breaks on time 	<ul style="list-style-type: none"> • Plans ahead for being late due to a conflict • Manages breaks around work needs
4. Avoids absenteeism	<ul style="list-style-type: none"> • Doesn't show up for work and doesn't call in • Doesn't offer an excuse when does come back • When questioned, excuse is lame 	<ul style="list-style-type: none"> • Rarely absent • When asked, has a reason 	<ul style="list-style-type: none"> • Not absent without notification • Reason for absenteeism is reasonable and acceptable (sick, doctor appointment, real family emergency) 	<ul style="list-style-type: none"> • Rarely or never absent • Doctors appointment are scheduled around work • Work is viewed as a priority for their time • If absence is necessary, it's not all day (they come back to work after the need to be absent -- for instance after a doctor's appointment)

This Matrix is a guide for worksite supervisors. See DIRECTIONS on page 46 for more information.

Skill	Examples of Training Level	Examples of Improving Toward Entry Level	Examples of Entry Level	Examples of Exceeds Entry Level
5. Avoids the use of language or comments that stereotype others	<ul style="list-style-type: none"> • Puts down others • Gossips • Makes derogatory comments • Comments detract from work time and work morale • Racist or sexist comments or jokes • Excessive foul language • Insensitive to negative reactions from others ("Oh dude, lighten up") • Doesn't stop when coached (doesn't generalize) 	<ul style="list-style-type: none"> • Occasionally makes an off-color joke or comment • Occasional foul language • Apologizes if asked to • Rarely puts down others for work quality 	<ul style="list-style-type: none"> • Does not intentionally make stereotyping comments • Never uses foul language • Notices response/reaction of others • Apologizes and quits if brought to their attention • Doesn't respond to other's inappropriate comments 	<ul style="list-style-type: none"> • Encourages others not to use stereotypical languages (acts as a leader in this area)
6. Maintains appropriate grooming and hygiene	<ul style="list-style-type: none"> • Clothes not worn properly for the workplace • Uses heavily scented products and resists requests not to • When asked to change, resists • Visible and/or offensive body piercings or tattoos and does not accept request to cover them 	<ul style="list-style-type: none"> • Only occasionally needs reminders about appropriate dress for the workplace • Readily, willingly covers tattoos or piercings if asked • Quits using heavily scented products when asked 	<ul style="list-style-type: none"> • Come to work as clean as possible • Does not wear scented products • Wears appropriate and required clothes for the work environment • Don't wear clothes that show the 3 Bs • No offensive tattoos or body piercings (offensive to the others you are with) 	<ul style="list-style-type: none"> • Makes suggestions to peers that are accepted by peers

This Matrix is a guide for worksite supervisors. See DIRECTIONS on page 46 for more information.

Skill	Examples of Training Level	Examples of Improving Toward Entry Level	Examples of Entry Level	Examples of Exceeds Entry Level
7. Is respectful of the opinions and contributions of others	<ul style="list-style-type: none"> • Talks a lot -- doesn't let other talk, dominates conversations • Interrupts • Quickly judges others' opinions • Does not try other people's ideas • Makes fun of others' opinions 	<ul style="list-style-type: none"> • Stops self when talking too much • Rarely interrupts • Makes value judgments about opinions that aren't rude but are unhelpful to the overall team spirit ("No, that's not a good idea.") 	<ul style="list-style-type: none"> • Does not interrupt • Tries other people's ideas • Does not make fun of other people's ideas (no eye rolling or gossip with others) • Asks for others' opinions 	<ul style="list-style-type: none"> • Active listening • Encourages other people to suggest ideas and opinions • Builds on others' ideas
8. Takes responsibility for completing own work accurately	<ul style="list-style-type: none"> • Makes mistakes and doesn't notice • Has excuses for mistakes when identified • Blames others • Doesn't get work done and doesn't care 	<ul style="list-style-type: none"> • Doesn't notice own mistakes but fixes when asked • Will accept responsibility for own mistakes when pointed out to them • Completes majority of work • Wants to improve 	<ul style="list-style-type: none"> • Checks own quality without being asked • Identifies and fixes own mistakes • Talks to crew leader if unable to complete tasks • Wants to and seeks ways to improve self • Helps others when asked 	<ul style="list-style-type: none"> • Makes suggestions for improving quality of team work • Encourages others to finish their work so the whole team is complete and accurate • Voluntarily helps others
9. Demonstrates willingness and ability to learn	<ul style="list-style-type: none"> • Does not ask questions • Is not curious about what can be learned on the job - - just putting in the time • Resists suggestions to do things differently 	<ul style="list-style-type: none"> • Sometimes asks questions • Shows some curiosity sometimes • Does things differently when asked 	<ul style="list-style-type: none"> • Asks questions • Shows curiosity • Cares about the impact of their work (impact of clean creek, impact of removing weeds, etc.) -- understands the "why" for the work • Seeks out better ways to do tasks 	<ul style="list-style-type: none"> • Seeks other (outside) sources for information that helps the work ("I was looking at this website") • Brings experiences from other parts of their life to the worksite • Learns from people other than their own crew leader/supervisor

This Matrix is a guide for worksite supervisors. See DIRECTIONS on page 46 for more information.

Skill	Examples of Training Level	Examples of Improving Toward Entry Level	Examples of Entry Level	Examples of Exceeds Entry Level
10. Works well with others as part of a team	<ul style="list-style-type: none"> • Works alone -- does not want to work with others • Negative attitude • Complains about others who don't pull their weight • Does not accept help from others 	<ul style="list-style-type: none"> • Works with some people but not others • Mostly a positive attitude (but some bad days) • Sometimes blames others • Usually accepts help from others 	<ul style="list-style-type: none"> • Positive attitude • Completes their own tasks in the team and then goes to help someone else • Works on tasks with other people • Knows and says the team goal • Helps keep the attitude positive 	<ul style="list-style-type: none"> • Initiates interaction with others they may not know • Invites others to work with them • Recognizes other's strengths and makes sure they work in ways that use their strengths
11. Follows procedures established to promote safety on a consistent basis	<ul style="list-style-type: none"> • Does not wear safety equipment and resists when asked • Does not use tools correctly and resists when asked • Does not know/remember safety rules • Misuses equipment • Acts in ways or takes risks that may threaten the safety of others 	<ul style="list-style-type: none"> • Wears safety equipment usually -- and when reminded • Uses tools correctly usually -- and when reminded • Knows most safety rules -- and is open to reminders if forgets • Begins to think about safety of themselves and others before beginning tasks 	<ul style="list-style-type: none"> • Always wears safety equipment without being asked • Looks for and points out safety hazards • Reports safety incidents • Thinks about safety -- does not jump into the work without safety in mind (takes the time to think about safety) • Uses equipment correctly to ensure safety • Knows the safety rules 	<ul style="list-style-type: none"> • Appropriately makes suggestions for improving the safety of the environment • Appropriately reminds the team to be safe (wear equipment, use equipment safely)

This Matrix is a guide for worksite supervisors. See DIRECTIONS on page 46 for more information.

Skill	Examples of Training Level	Examples of Improving Toward Entry Level	Examples of Entry Level	Examples of Exceeds Entry Level
12. Communicates in spoken and written English	<ul style="list-style-type: none"> • Does not speak English well enough to demonstrate understanding of the work -- or to communicate questions • Does not seem to be trying to improve English 	<ul style="list-style-type: none"> • Is actively working to improve English and increase understanding • Concerned about communicating effectively to understand the work and others 	<ul style="list-style-type: none"> • Understands others and is understood • Asks questions when communication is unclear • Can discuss what is necessary to discuss • Understands instructions 	<ul style="list-style-type: none"> • Fluent in both written and spoken English • Uses English to communicate effectively
13. Interacts appropriately with the public	<ul style="list-style-type: none"> • Ignores the public • Makes inappropriate comments or body language 	<ul style="list-style-type: none"> • Shy -- but working to be able to respond appropriately to the public 	<ul style="list-style-type: none"> • Is polite and respectful to the public • Respond appropriately to questions • Smiles, makes good eye contact • Explains the work to the public when asked 	<ul style="list-style-type: none"> • A good ambassador for SCYEC on the worksite • After engaging with this youth, the public is impressed with SCYEC and with youth

STATISTICAL ANALYSIS

Youth completed three questionnaires and had three performance evaluations completed by a crew leader or supervisor. Items were analyzed by demographic groups to determine if youth in different demographic groups experienced SCYEC differently.

Question	Statistically Significant Differences by Demographic (p≤.03)									
	Gender	Age	Race	Job	Prior SCYEC	Justice System	IEP	Foster Youth	Parent	Cal WORKs
Demographics										
Gender	NA	No	No	No	No	Yes	Yes	Yes	Yes	No
Age	No	NA	No	No	No	Yes	No	No	No	Yes
Race/Ethnicity	No	No	NA	No	No	No	Yes	Yes	Yes	No
Job	No	No	No	NA	No	No	No	No	No	No
Prior SCYEC Experience	No	No	No	No	NA	No	No	No	No	No
Justice System	Yes	Yes	No	No	No	NA	No	No	No	No
IEP/Disability	Yes	No	Yes	No	No	No	NA	No	No	Yes
Foster Youth	Yes	No	Yes	No	No	No	No	NA	No	No
Pregnant/Parenting	Yes	No	Yes	No	No	No	No	No	NA	No
CalWORKs	No	Yes	No	No	No	No	Yes	No	No	NA
Selection and Completion										
Selected for program	No	Yes	No	NA	No	No	No	No	No	No
Completion of summer	No	No	No	No	No	Yes	No	Yes	No	No
Funder	No	Yes	Yes	No	No	No	Yes	No	No	Yes
Safety (177 youth who completed pre- and post-survey)										
Importance of safety in the workplace	No	No	No	No	No	No	No	No	No	No
Training for a new project is important	No	No	No	No	Yes	No	No	No	No	No
Importance of tools safety	No	No	No	No	No	No	No	No	No	No
Importance of understanding hazards in the workplace	No	No	No	No	No	No	No	No	No	No
Importance of understanding dehydration	No	No	No	No	No	No	No	No	No	No
Importance of receiving training before starting a project	No	No	No	No	No	No	No	No	No	No
Importance of understanding heat exposure	No	No	No	No	No	No	No	No	No	No
June Performance Evaluation (165 youth who had first assessment in June and last assessment in August)										
Demonstrates willingness to work	No	Yes	No	Yes	Yes	Yes	No	No	No	No
Demonstrates integrity	No	Yes	Yes	Yes	No	No	No	No	No	No

Question	Statistically Significant Differences by Demographic (p≤.03)									
	Gender	Age	Race	Job	Prior SCYEC	Justice System	IEP	Foster Youth	Parent	Cal WORKs
Demonstrates promptness	No	No	Yes	No	Yes	Yes	No	No	No	No
Avoids absenteeism	No	Yes	Yes	Yes	No	No	No	No	No	No
Avoids language that stereotype others	No	No	Yes	Yes	No	No	No	No	No	No
Maintains appropriate grooming and hygiene	No	Yes	Yes	Yes	No	No	No	No	No	No
Is respectful of the opinions of others	No	No	No	Yes	No	No	No	No	No	No
Takes responsibility for one work	No	Yes	No	Yes	No	Yes	No	No	No	No
Demonstrates willingness to learn	No	No	Yes	No	No	No	No	No	No	No
Works well with others as part of a team	No	No	Yes	No	Yes	No	No	No	No	No
Follows safety procedures	No	Yes	No	No	No	No	No	No	No	No
Communicates in spoken and written English	No	Yes	Yes	No	No	No	No	No	No	No
Interacts appropriately with the public	No	No	No	Yes	No	No	No	No	No	No
August Performance Evaluation (165 youth who had first assessment in June and last assessment in August)										
Demonstrates willingness to work	No	Yes	No	Yes	No	No	No	No	No	No
Demonstrates integrity	No	Yes	No	No	No	No	No	No	No	No
Demonstrates promptness	No	No	No	Yes	No	No	No	No	No	No
Avoids absenteeism	No	No	No	No	No	No	No	No	No	No
Avoids language that stereotype others	No	Yes	Yes	No	No	No	No	No	No	No
Maintains appropriate grooming and hygiene	No	Yes	No	Yes	No	No	No	No	No	No
Is respectful of the opinions of others	No	Yes	No	No	No	No	No	Yes	No	No
Takes responsibility for one work	No	Yes	No	No	No	No	No	No	No	No
Demonstrates willingness to learn	No	Yes	No	No	No	No	Yes	No	No	No
Works well with others as part of a team	No	Yes	No	No	No	No	No	No	No	No
Follows safety procedures	No	Yes	No	No	No	No	No	No	No	No
Communicates in spoken and written English	No	Yes	No	Yes	No	No	No	No	No	No
Interacts appropriately with the public	No	Yes	No	Yes	No	No	No	No	No	No
Change in Skills from First to Last Performance Evaluation (165 youth who had first assessment in June and last assessment in August)										
Demonstrates willingness to work	No	Yes	Yes	Yes	No	No	No	No	No	No
Demonstrates integrity	No	Yes	Yes	Yes	No	No	No	No	No	No
Demonstrates promptness	No	No	Yes	Yes	No	No	No	No	No	No
Avoids absenteeism	Yes	Yes	No	No	No	No	No	No	No	No
Avoids language that stereotype others	No	No	Yes	Yes	No	No	No	No	No	No

Question	Statistically Significant Differences by Demographic (p≤.03)									
	Gender	Age	Race	Job	Prior SCYEC	Justice System	IEP	Foster Youth	Parent	Cal WORKS
Maintains appropriate grooming and hygiene	No	Yes	Yes	Yes	No	No	No	No	No	No
Is respectful of the opinions of others	No	No	Yes	Yes	No	No	No	No	No	No
Takes responsibility for one work	No	Yes	No	Yes	No	No	No	No	No	No
Demonstrates willingness to learn	No	Yes	Yes	Yes	No	No	No	No	No	No
Works well with others as part of a team	No	Yes	No	Yes	No	No	No	No	No	No
Follows safety procedures	No	Yes	No	Yes	No	No	No	No	No	No
Communicates in spoken and written English	No	Yes	Yes	Yes	No	No	No	No	No	No
Interacts appropriately with the public	No	No	No	Yes	No	No	No	No	No	No
Environmental Education Pre Survey Version 1 (131 youth who took version 1 pre-survey and post-survey)										
A riparian habitat is the area alongside a river, stream, or creek	No	No	No	No	No	No	No	No	No	No
The Russian River is the only body of water in the Russian River watershed	No	No	No	No	No	No	No	No	No	No
River channels do not change course over time	No	No	No	No	No	No	No	No	No	No
Plants help prevent erosion from occurring along riverbanks	No	No	No	No	No	No	No	No	No	No
Invasive plants only grow by streams	No	No	No	No	No	No	No	No	No	No
All non-native plant species are bad	No	No	No	Yes	No	No	No	No	No	No
Total correct	No	No	No	No	No	No	No	No	No	No
Environmental Education Post Survey Version 1 (131 youth who took version 1 pre-survey and post-survey)										
A riparian habitat is the area alongside a river, stream, or creek	No	No	No	No	No	No	No	No	No	Yes
The Russian River is the only body of water in the Russian River watershed	No	Yes	No	No	No	No	Yes	No	No	No
River channels do not change course over time	No	No	No	No	No	No	No	No	No	No
Plants help prevent erosion from occurring along riverbanks	No	No	No	No	No	No	No	No	No	No
Invasive plants only grow by streams	No	No	No	No	No	No	No	No	No	No
All non-native plant species are bad	No	No	No	Yes	No	No	No	No	No	No
Total correct	No	No	No	Yes	No	No	No	No	No	No
Environmental Education Pre Survey Version 2 (45 youth who took version 2 pre-survey and post-survey)										
Your lunch has a carbon footprint	No	No	No	NA	No	No	No	No	No	No
Watersheds are buildings that store water	No	No	No	NA	No	No	No	No	No	No
We find only native species of plants in Sonoma County	No	No	No	NA	No	No	No	No	No	No
Erosion is good for water quality in a creek or stream	No	No	No	NA	No	No	No	No	No	No
Transpiration is evaporation through plants	No	No	No	NA	No	No	No	No	No	No
Salomon are anadromous fish	No	No	No	NA	No	Yes	No	No	No	No

Question	Statistically Significant Differences by Demographic (p≤.03)									
	Gender	Age	Race	Job	Prior SCYEC	Justice System	IEP	Foster Youth	Parent	Cal WORKs
Non point source pollution is when you know where the pollution is coming from	No	Yes	No	NA	No	No	No	No	No	No
Water is the only substance on Earth that is found naturally in three different forms	No		No	NA	No	No	No	Yes	No	No
Total correct	No	No	Yes	NA	No	No	No	No	No	No
Environmental Education Post Survey Version 2 (45 youth who took version 2 pre-survey and post-survey)										
Your lunch has a carbon footprint	No	No	No	NA	No	No	No	No	No	No
Watersheds are buildings that store water	No	No	No	NA	No	Yes	No	No	No	No
We find only native species of plants in Sonoma County	No	No	No	NA	No	No	Yes	No	No	No
Erosion is good for water quality in a creek or stream	No	No	No	NA	No	Yes	No	No	No	No
Transpiration is evaporation through plants	No	No	No	NA	No	No	No	No	No	Yes
Salomon are anadromous fish	No	No	No	NA	No	No	No	No	No	No
Non point source pollution is when you know where the pollution is coming from	No	No	No	NA	No	No	No	No	No	No
Water is the only substance on Earth that is found naturally in three different forms	No	No	No	NA	No	No	No	No	No	No
Total correct	No	No	No	NA	No	Yes	No	No	No	No
Spent Income On (177 youth who completed pre- and post-survey)										
Savings	No	No	No	No	No	No	No	No	No	Yes
Household/family expenses	No	No	No	No	No	No	Yes	No	Yes	Yes
Clothes	No	No	No	No	No	No	No	No	No	No
School	No	No	No	No	Yes	No	Yes	No	Yes	No
Entertainment	No	No	No	No	No	No	No	No	No	No
Car	No	Yes	No	No	No	No	No	Yes	No	No
Court ordered payments/fines	No	No	No	No	No	Yes	No	No	No	No
Donation/charity	No	No	No	No	No	No	No	No	No	Yes
Educational Attainment (177 youth who completed pre- and post-survey)										
Highest Degree Wanted	No	No	No	No	No	Yes	Yes	No	No	No
Career Field (133 youth who complete Kuder Career Interests Assessment)										
1 st choice career field	No	No	No	No	No	No	No	No	No	No
2 nd choice career field	Yes	No	No	No	No	No	No	No	No	No
3 rd choice career field	Yes	No	No	No	No	No	No	No	No	No

Question	Statistically Significant Differences by Demographic (p≤.03)									
	Gender	Age	Race	Job	Prior SCYEC	Justice System	IEP	Foster Youth	Parent	Cal WORKs
Plans Immediately Following SCYEC (177 youth who completed pre- and post-survey)										
School	Yes	No	No	No	No	Yes	No	No	No	No
Have or Find PT Job	Yes	No	No	No	No	No	No	No	No	No
Have or Find FT Job	No	Yes	No	No	No	No	No	No	Yes	No
Military	No	No	No	No	No	No	No	No	No	No
Not Sure Yet	Yes	No	No	No	No	Yes	No	No	No	No
Youth Satisfaction (177 youth who completed pre- and post-survey)										
Overall, I was satisfied with SCYEC	No	No	No	Yes	No	No	No	No	No	No
I would return to SCYEC again	No	No	No	No	No	No	No	No	No	No
I would recommend that a friend join SCYEC	No	No	Yes	No	No	No	No	No	No	No
SCYEC was a benefit	No	No	No	No	No	No	No	No	No	No

Notes

- Gender options were male or female
- Age categories are 14-15, 16-17, 18-21, and 22-24
- Race/ethnicity categories are White, Hispanic/Latino, and Other. Other includes African-American/Black, Native American, Asian, and Other
- Job assignments are individual placement or crew
- Prior SCYEC indicates whether or not a youth participated in SYCEC before
- Target groups are youth who have been involved in the justice system, have a disability/IEP, are a current or former foster youth, are pregnant and or parenting, and/or are in CalWORKs.

SCYEC SUMMER PROGRAM PROFILE

Information youth, project hosts, and investments for the SCYEC from 2009-2012.

2009	2010	2011	2012
<p>Youth 300 Hired 27 Ecology Crews 64 Individual Placements</p>	<p>Youth 176 Hired 17 Ecology Crews 51 Individual Placements</p>	<p>Youth 192 Hired 23 Ecology Crews 21 Individual Placements</p>	<p>Youth 224 Hired 26 Ecology Crews 15 Individual Placements</p>
<p>Project Hosts 32</p>	<p>Project Hosts 25</p>	<p>Project Hosts 26</p>	<p>Project Hosts 22</p>
<p>Investments \$1.4 million American Recovery and Reinvestment Act; <i>Workforce Investment Act: Summer Jobs</i> Sonoma County Water Agency; <i>Flood Mitigation</i> Kaiser Permanente</p>	<p>Investments \$850,000 American Recovery and Reinvestment Act: <i>TANF Emergency Contingency Funds</i> Workforce Investment Act: <i>Youth Allocation</i> Sonoma County Water Agency; <i>Flood Mitigation</i> Kaiser Permanente</p>	<p>Investments \$973,595 Workforce Investment Act: <i>Youth Allocation</i> Sonoma County Water Agency; <i>Flood Mitigation</i> Temporary Assistance to Needy Families Sonoma County Fish and Wildlife Commission The Miranda Lux Foundation Sonoma County Ag and Open Space District Kaiser Permanente</p>	<p>Investments \$783,087¹ Workforce Investment Act: <i>Youth Allocation</i> Sonoma County Water Agency; <i>Flood Mitigation</i> Temporary Assistance to Needy Families Sonoma County Fish and Wildlife Commission Sonoma County Ag and Open Space District Kaiser Permanente</p>

SCYEC Youth Agencies: Center for Social and Environmental Stewardship, Conservation Corps North Bay², Petaluma People Services Center, Social Advocates for Youth, Sonoma County Adult and Youth Development, West County Community Services

SCYEC Partners: New Ways to Work, Sonoma County Human Services Department, Sonoma County Office of Education, Sonoma County Water Agency, Workforce Investment Board

¹The SCYEC launched a year round program in 2012. The total allocation for the year-round SCYEC is \$1.3 million

²CCNB joined the SCYEC in the summer of 2012.