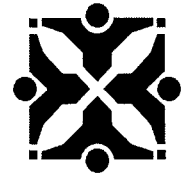


# City of Columbia

701 East Broadway, Columbia, Missouri 65201



**Agenda Item Number:** REP 14-15

**Department Source:** Parks and Recreation

**To:** City Council

**From:** City Manager & Staff

**Council Meeting Date:** 1/20/2015

**Re:** C.A.R.E. Program Report

## Documents Included With This Agenda Item

Council memo

**Supporting documentation includes:** C.A.R.E Program Report

## Executive Summary

After the Human Services Commission presentation at the December 15, 2014 Columbia City Council Work Session, a few council members had questions regarding the statistical analysis and benchmarks used in other programs. One of those programs was the Career Awareness Related Experience (C.A.R.E.) Program managed by the Columbia Parks & Recreation Department. Attached to this memo is a report for City Council on the C.A.R.E. Program that provides statistical data demonstrating various aspects of the program's successes, along with an overview of the program, history, testimonials, other statistical analyses, and related research studies.

## Discussion

The Career Awareness Related Experience (C.A.R.E.) Program began in 1982. It is a comprehensive program for Columbia's at-risk youth that provides:

- paid real-world, hands-on work experience
- mentoring
- career exploration, and
- life skills training

The C.A.R.E. Program works with at-risk 14- to 20-year-olds who live in the city of Columbia, Missouri and/or attend a Columbia, Missouri school. The goal for the program is for *"Columbia's youth to be ready to enter the workforce and become productive, self-sufficient citizens."*

The C.A.R.E. program, under the direction of the C.A.R.E. Supervisor Ron Schmidt, annually collects and analyzes statistical data for the program. This information is reported to the department at the end of each fiscal year. The Parks and Recreation Department has prepared the attached C.A.R.E. Program Report to provide statistical data and other related information for the City Council similar to what was provided in the Human Services Commission presentation at the December 15, 2014 City Council Work Session.

# City of Columbia

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A sampling of the report highlights are listed below.

## SUMMER PROGRAM - FISCAL YEAR 2014

- 469 applicants (record number of applicants)
- 183 were hired (39% of applicants hired)
- 183 trainees worked a total of 23,786 hours
- 166 (91%) successfully completed the program
- 29% of summer trainees were offered employment, with 71% accepting the job. Employment exit interviews with trainees indicate that those that did not accept post C.A.R.E. employment had other commitments, such as returning to school, going to college, or extra-curricular activities such as playing sports.

## SCHOOL YEAR PROGRAM - FISCAL YEAR 2014

- 43 school-year trainees worked 8,130 hours, with 65% successfully completing the program

## INDICATORS FROM TRAINEE POST-PROGRAM SURVEYS - FISCAL YEAR 2014

- 89% of trainees indicated that participating in the C.A.R.E. Program kept him/her away from bad influences and helped keep him/her out of trouble
- 74% of trainees indicated that participating in the C.A.R.E. Program lowered the level of stress in his/her family/household

## INDICATORS FROM TRAINEE PROGRAM PRE- AND POST-TESTS - FISCAL YEAR 2014

- 63% showed an improvement in feeling prepared to enter the “real world of work” (keeping a longer-term job)
- 52% of trainees showed an improvement in feeling confident in his/her ability to communicate with others in a job setting

## INDICATORS FROM WORK SITE MENTOR POST-PROGRAM SURVEYS - FISCAL YEAR 2014

- 98% of trainees showed an improvement in dressing appropriately for this workplace.
- 89% of trainees showed an improvement in being on time and ready for work at his/her scheduled time.

The attached C.A.R.E. Program report contains more in-depth information and comprehensive data for the City Council's information.

### **Fiscal Impact**

Short-Term Impact: N/A

Long-Term Impact: N/A

### **Vision, Strategic & Comprehensive Plan Impact**

Vision Impact: Health, Social Services and Affordable Housing

Strategic Plan Impact: Health, Safety and Wellbeing, Workforce

Comprehensive Plan Impact: Inter-Governmental Cooperation, Livable & Sustainable Communities

# City of Columbia

701 East Broadway, Columbia, Missouri 65201




## Suggested Council Action

Report for information only.

## Legislative History

None.

  
Department Approved

  
City Manager Approved



## SUPPORTING DOCUMENTS INCLUDED WITH THIS AGENDA ITEM ARE AS FOLLOWS:

C.A.R.E Program Report

# CARE

Career Awareness  
Related Experience



## What is C.A.R.E.?

The City of Columbia's Career Awareness Related Experience (C.A.R.E.) Program, which began in 1982, is a comprehensive program for Columbia's at-risk youth that provides:

- paid real-world, hands-on work experience,
- mentoring,
- career exploration, and
- life skills training

The C.A.R.E. Program works with at-risk 14- to 20-year-olds who live in the city of Columbia, Missouri and/or attend a Columbia, Missouri school.

## C.A.R.E.'s Goal

High-risk teenagers face many barriers to joining the labor force. C.A.R.E.'s goal is for *"Columbia's youth to be ready to enter the workforce and become productive, self-sufficient citizens."*

Lack of employment experience, positive adult role models, career exposure, and life skills training can lead to adolescents being unemployed and/or underemployed, which can lead to increased:

- truancy and high school dropout rates,
- emotional problems,
- crime,
- adolescent pregnancy,
- alcoholism/drug addiction, and
- dependence upon government assistance





Unemployment also impacts communities. Unemployed individuals are unable to contribute to public taxes, lowering a community's tax base. In addition, taxpayers incur higher spending to cover the social costs of welfare, healthcare, and incarceration. Clearly, communities as a whole also benefit significantly when their young people are prepared to become productive adults.

### **C.A.R.E.'s History**

A particularly stressful summer of youth violence and unrest in Columbia's central city, a high level of youth unemployment, and the untimely reduction in Federal youth employment programs compelled a group of community leaders to meet during the summer of 1981 to form a steering committee. Their goal was to learn about the violence and employment challenges facing the youth of Columbia and to make recommendations regarding what to do about it.

In 1982, this steering committee established a pilot program to provide meaningful employment for 150 low-income Columbia youth, ages 14 to 20. This program was initially funded by an appropriation from the City Council and a grant received from the Columbia Board of Education. The Columbia Parks and Recreation Department provided the facilities and staff to administer the program, which was named C.A.R.E., an acronym for Career Awareness Related Experience.

The C.A.R.E. Program was created because of the vision and efforts of this steering committee, which included several longtime Columbia Parks and Recreation employees, including the late Wynna Faye Elbert. C.A.R.E. began over 30 years ago for the same reason it is still needed today, which is for *"Columbia's youth to be ready to enter the workforce and become productive, self-sufficient citizens."*

Almeta Crayton, the City of Columbia's First Ward Council Representative from 1999 to 2008, was a big advocate of the Columbia Parks and Recreation Department and the C.A.R.E. Program in particular. From the Columbia Missourian in 2008: *"Crayton spends much of her time helping teenagers find jobs, especially during the summer. 'Real job training starts where they can get real jobs,' she said. 'That's how you get the fighting off the streets.'"* C.A.R.E.'s paid real-world, hands-on work experiences are the real jobs she was talking about.

At the end of each summer, work site mentors and C.A.R.E. job coaches may nominate their trainees for two separate awards. Job coaches choose one recipient for each award from his/her caseload. In the past, these two awards have been called the Outstanding C.A.R.E. Trainee Award and the Tenacious Spirit Award. Beginning in 2014, these two awards were renamed. The new names are the Wynna Faye Elbert Outstanding C.A.R.E. Trainee Award and the Almeta Crayton Tenacious Spirit Award in honor of these recently deceased City of Columbia leaders.

### **C.A.R.E. Programming**

- **Summer Program**

C.A.R.E.'s Summer Program is its original and largest program. C.A.R.E. offers an eight-week summer program in which approximately 185 14- to 20-year-old trainees are hired at minimum wage to work up to 20 hours per week at a variety of local work sites.





- Gallery (Summer)

The C.A.R.E. Gallery serves as a visual arts work site for the C.A.R.E. summer program. The C.A.R.E. Gallery Coordinator functions as the job coach, as well as the work site mentor.

Creative youth are given the opportunity to work as artists. Gallery trainees work with and learn from professional artists during this summer program. They participate in art activities designed to enhance their existing skills and knowledge. Gallery trainees learn about artistic techniques, a variety of media, and create their own artwork.

The Gallery is funded in part by the Missouri Arts Council and the City's Office of Cultural Affairs.

- Winter Program

C.A.R.E.'s Winter Program is its newest program. It is modeled after its successful summer program. C.A.R.E. offers a four-month winter program in which approximately fifty 16- to 20-year-old trainees are hired at minimum wage to work up to 15 hours per week at a variety of local work sites.

- Boone County Family Resources Year-Round Collaboration

C.A.R.E. partners with Boone County Family Resources (BCFR) to provide paid real-world, hands-on work experience, mentoring, career exploration, life skills training, resources for educational pursuits, resume building assistance, and individualized goal setting guidance for clients who have developmental disabilities and are at-risk for unemployment and underemployment. Participants in this program also receive specialized support at the work site.

Trainees may work up to 15 hours per week and earn minimum wage. Clients must be referred to the C.A.R.E. Program by BCFR, which provides most of the funding for the program.

- Missouri Option Program School-Year Partnership

The C.A.R.E. Program collaborates with Columbia Public Schools to provide the paid real-world, hands-on work experience, mentoring, and life skills training components for students who are enrolled in the Missouri Option Program. Missouri Option is designed to target students who have the capabilities to complete Missouri high school graduation requirements, but for a variety of reasons lack the credits needed to graduate with their class and are at-risk of leaving school without a high school diploma.

The C.A.R.E./Missouri Option partnership increases Columbia's graduation rate and reduces its truancy rate. Local Missouri Option Program students must be referred to the C.A.R.E. Program by their cooperating Missouri Option Program teacher, and may work up to 20 hours per week and earn minimum wage until they graduate.



- Life Skills Program

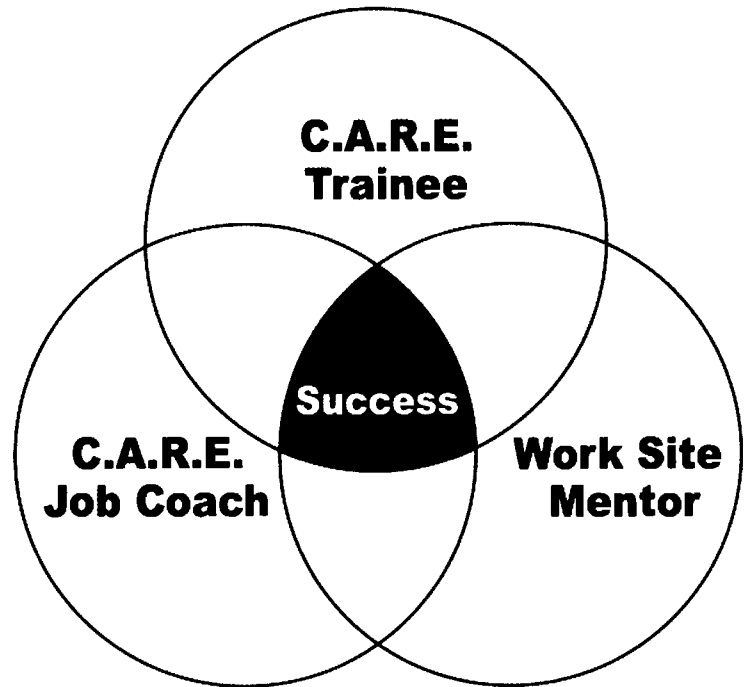
C.A.R.E. job coaches conduct the following two-hour life skills programs for their trainees:

- general workplace skills
- money management
- self-management
- preparing for transition

### How Does It All Work?

C.A.R.E. depends on partnerships with local businesses and agencies (work site partners) to provide work sites for the real-world, hands-on work experience for its 14- to 20-year-old trainees; however, 100% of the trainees' wages are paid by the City of Columbia through the Parks and Recreation Department. There is zero financial cost to the work site partners.

Work site partners are investing in our future by investing in our youth, while at the same time receiving free labor. The teenaged trainees gain valuable employment experience and life skills while earning a paycheck. C.A.R.E. is a win-win-win situation for the trainees, the work site partners, and the Columbia community as a whole.



Work site mentors are responsible for the:

- mentoring
- training
- explaining
- demonstrating
- daily supervising
- bi-weekly evaluating

...aspects of the paid real-world, hands-on work experience.

C.A.R.E. job coaches are responsible for:

- mentoring
- meeting with each trainee and work site mentor at the work site at least weekly (more if necessary)
- observing each trainee at the work site once a week at a minimum (more if needed)
- serving as an information/referral resource for trainees and parents
- life skills training
- communication between trainees, work site mentors, and the C.A.R.E. Office
- mediation between trainees and work site mentors when necessary



### **C.A.R.E. Bi-Weekly Evaluations**

Every two weeks, work site mentors evaluate each of their trainees on 11 different areas (see biweekly evaluation below). Trainees are rated as:

- almost always
- most of the time
- some of the time\*\*
- almost never\*\*

In addition, there is a place for:

- POSITIVE comments regarding the trainee
- \*\*CONSTRUCTIVE comments regarding the trainee

Any evaluation with \*\* will cause the C.A.R.E. job coach to automatically schedule an in-person conference with the work site mentor and trainee.

<b>C.A.R.E. Bi-Weekly Trainee Evaluation for:</b> _____	
<i>~(updated 8-20-2014)</i>	<b>Date of evaluation:</b> _____
<b>Anything with ** will cause the Job Coach to automatically follow-up with the Work Site Mentor and Trainee</b>	
<b>My Trainee:</b>	
1. <b>is on time and ready for work at his/her scheduled time:</b>	
<input type="checkbox"/> almost always <input type="checkbox"/> most of the time	<input type="checkbox"/> <b>some of the time**</b> <input type="checkbox"/> <b>almost never**</b>
2. <b>is in attendance when s/he is supposed to be or calls ahead if s/he won't be at work:</b>	
<input type="checkbox"/> almost always <input type="checkbox"/> most of the time	<input type="checkbox"/> <b>some of the time**</b> <input type="checkbox"/> <b>almost never**</b>
3. <b>dresses appropriately for this workplace:</b>	
<input type="checkbox"/> almost always <input type="checkbox"/> most of the time	<input type="checkbox"/> <b>some of the time**</b> <input type="checkbox"/> <b>almost never**</b>
4. <b>is able to follow verbal directions well:</b>	
<input type="checkbox"/> almost always <input type="checkbox"/> most of the time	<input type="checkbox"/> <b>some of the time**</b> <input type="checkbox"/> <b>almost never**</b>
5. <b>asks questions when s/he doesn't understand directions:</b>	
<input type="checkbox"/> almost always <input type="checkbox"/> most of the time	<input type="checkbox"/> <b>some of the time**</b> <input type="checkbox"/> <b>almost never**</b>
6. <b>works efficiently/doesn't waste time:</b>	
<input type="checkbox"/> almost always <input type="checkbox"/> most of the time	<input type="checkbox"/> <b>some of the time**</b> <input type="checkbox"/> <b>almost never**</b>
7. <b>is able to stay focused on a task and complete it:</b>	
<input type="checkbox"/> almost always <input type="checkbox"/> most of the time	<input type="checkbox"/> <b>some of the time**</b> <input type="checkbox"/> <b>almost never**</b>
8. <b>is an effective worker/completed work is of acceptable quality:</b>	
<input type="checkbox"/> almost always <input type="checkbox"/> most of the time	<input type="checkbox"/> <b>some of the time**</b> <input type="checkbox"/> <b>almost never**</b>
9. <b>takes initiative/is a self-starter:</b>	
<input type="checkbox"/> almost always <input type="checkbox"/> most of the time	<input type="checkbox"/> <b>some of the time**</b> <input type="checkbox"/> <b>almost never**</b>
10. <b>demonstrates motivation to become a better employee:</b>	
<input type="checkbox"/> almost always <input type="checkbox"/> most of the time	<input type="checkbox"/> <b>some of the time**</b> <input type="checkbox"/> <b>almost never**</b>
11. <b>speaks in a way so others hear and understand him/her:</b>	
<input type="checkbox"/> almost always <input type="checkbox"/> most of the time	<input type="checkbox"/> <b>some of the time**</b> <input type="checkbox"/> <b>almost never**</b>
<b>POSITIVE comments regarding the Trainee:</b>	
<b>**CONSTRUCTIVE comments regarding the Trainee:</b>	

### **Challenges for Disadvantaged Minority Youth**

Minority low-income youth have the most challenging time finding employment and typically experience the lowest employment rates. In response to this societal problem, many youth employment programs, including the C.A.R.E. Program, have been developed to help prepare these particular young people for the demands of the workforce.

Studies indicate that acts of violence kill almost 150 people daily in the United States, and injure more than 6,000 – a level the Centers for Disease Control and Prevention call a public health crisis. Individuals ages 10 to 24 are twice as likely as adults to be victims or perpetrators of violence, and the problem is concentrated among disadvantaged minority youth. Joblessness has been identified by experts as one of the major causes of these racial violence disparities.



### **Risk Factors/Markers for Youth Violence**

Research has documented the magnitude of youth violence and the trends in that violence over time. However, what do we know about why young people become involved in violence? Why are some youths caught up in violence while others are not?

There is no simple answer to these questions, but scientists have identified a number of factors that put children and adolescents at-risk of violent behavior. A risk factor is anything that increases the probability that a young person will become violent. Low socioeconomic status/living in poverty and being raised in a single-parent household are two major risk factors for youth violence.

Race has long been considered a risk factor for the onset of violence, and it is included as a risk factor in most studies that use simple predictors of violence. The question is whether race predicts violence once other known risk factors are taken into account. Studies that have accounted for the effects of other known risk factors have typically found no significant effect of race on youth violence. Thus, race appears to be a risk marker rather than a risk factor. Race is a proxy for other known risk factors – living in poor, single-parent families, doing poorly at school, and being exposed to neighborhood disadvantage, gangs, violence, and crime. The evidence suggests that the link between race and violence is based largely on social and political distinctions rather than biological differences.

In the past few years, C.A.R.E. staff members have made a concerted effort to document more risk factors/makers of its trainees. The typical C.A.R.E. trainee is a non-white teenager who is living in a single-parent household and is receiving some type of public assistance due to their low- or no-income status. The average trainee is highly at-risk of being involved in some form of youth violence at some point in his/her adolescence.

<b>Program</b>	<b>Minority Race</b>	<b>Receiving Public Assistance</b>	<b>Single-Parent Household</b>
2013 Summer	78%	unknown	unknown
2014 Summer	68%	52%	unknown
2014-2015 Winter	83%	68%	50%



### **C.A.R.E. Data/Trends**

While the number of C.A.R.E. summer trainee applicants has continued to rise dramatically through the years, the number that was hired has stayed nearly constant, which unfortunately means the percentage of the need that was met has decreased substantially. On the other hand, the percentage of those who have successfully completed the program has improved quite a bit.

<b>Summers (Averages)</b>	<b># of Applicants (Demand)</b>	<b># Hired</b>	<b>% Hired (Demand Met)</b>	<b>% Successfully Completed</b>
2001 to 2007	311	182	59%	81%
2008 to 2014	423	184	44%	91%
Change	+ 36%	+ 1%	- 25%	+ 12%
<b>Summer</b>	<b># of Applicants (Demand)</b>	<b># Hired</b>	<b>% Hired (Demand Met)</b>	<b>% Successfully Completed</b>
2014	469*	183	39%*	91%
*notable	*highest on record		*lowest on record	

During the past fiscal year, C.A.R.E. partnered with 92 businesses and agencies to provide work sites for:

- 183 summer trainees working a total of 23,786 hours, with a 91% successful completion rate
- 43 school-year trainees for 8,130 hours, with 65% successfully completing the program
- 12 Boone County Family Resources trainees working a total of 3,685 hours, with a 100% successful completion rate

At the conclusion of the 2013 Summer Program, 36% summer trainees were offered employment with 87% accepting the job. At the end of last summer, 29% summer trainees were offered a job with 71% accepting. Employment exit interviews with trainees indicate that those that did not accept post C.A.R.E. employment had other commitments, such as returning to school, going to college, or extra-curricular activities such as playing sports.

### **C.A.R.E.'s Six Assessment Tools and 40 Benchmarks for Success**

Most governmental entities and social service agencies tend to focus on outputs ("what we do and who we reach"). While it is good to tell what services are being provided, who is being served, etc., it is much more important to focus on outcomes ("what difference we are making").

In recent years, C.A.R.E. staff have begun to proactively measure and report on outcomes, and not just outputs. C.A.R.E. primarily uses these six different methods of measurement to determine the effectiveness of its at-risk youth programming:

- program records
- work site mentor post-program surveys
- trainee pre- and post-tests
- trainee post-program surveys
- trainee's parent/guardian post-program surveys
- life skills training pre- and post-tests





These six assessment tools are used to measure the following 40 Benchmarks for Success:

**Activity:**

1. Paid real-world, hands-on work experience
2. Mentoring

**Output:**

Up to 200 hours of paid real-world, hands-on work experience for up to 225 at-risk youth

**Outcome:**

At the end of the program, trainees will be better prepared to enter the workforce and become productive, self-sufficient citizens

**Indicator(s):**

85% of trainees will successfully complete their up to 200 hours of paid real-world, hands-on work experience

**Method of Measurement:**

Program records

**Activity:**

1. Paid real-world, hands-on work experience
2. Mentoring

**Output:**

Up to 200 hours of paid real-world, hands-on work experience for up to 225 at-risk youth

**Outcome:**

At the end of the program, trainees will be better prepared to enter the workforce and become productive, self-sufficient citizens

**Indicator(s):**

- 20% of trainees will be offered additional paid hours out of the work site's own budget during the program
- 25% of trainees will be offered a paid position out of the work site's own budget after the program is completed
- 60% of trainees who were offered a paid position out of the work site's own budget after the program is completed will accept it
- 25% of trainees who were NOT offered a paid position out of the work site's own budget after the program is completed would have been offered one but there was not funding and/or a position available at that time

**Method of Measurement:**

Work site mentor post-program surveys

**Activity:**

1. Paid real-world, hands-on work experience
2. Mentoring

**Output:**

Up to 200 hours of paid real-world, hands-on work experience for up to 225 at-risk youth

**Outcome:**

At the end of the program, trainees will be better prepared to enter the workforce and become productive, self-sufficient citizens

**Indicator(s):**

- 50% of trainees will show an improvement in feeling prepared to enter the “real world of work” (keeping a longer-term job)
- 50% of trainees will show an improvement in feeling comfortable finding a longer-term job outside of C.A.R.E. on his/her own
- 45% of trainees will show an improvement in feeling confident in his/her ability to communicate with others in a job setting
- 45% of trainees will show an improvement in feeling sure of his/her work ability (ability to be a valuable employee)
- 40% of trainees will show an improvement in feeling s/he can get along well with others and to work as a team at a work site
- 35% of trainees will show an improvement in feeling confident that s/he knows what it is to be professional in the work place
- 30% of trainees will show an improvement in feeling confident in his/her ability to listen carefully and to follow directions in a work setting

**Method of Measurement:**

Trainee program pre- and post-tests

**Activity:**

1. Paid real-world, hands-on work experience
2. Mentoring

**Output:**

Up to 200 hours of paid real-world, hands-on work experience for up to 225 at-risk youth

**Outcome:**

At the end of the program, trainees will be better prepared to enter the workforce and become productive, self-sufficient citizens

**Indicator(s):**

- 90% of trainees will indicate that being a C.A.R.E. trainee allowed him/her to gain paid real-world, hands-on work experience and job skills
- 90% of trainees will indicate that being a C.A.R.E. trainee allowed him/her to be able to learn from his/her mistakes without the fear of being fired
- 90% of trainees will indicate that his/her family was proud of him/her and supportive of him/her for participating in the C.A.R.E. Program

- 90% of trainees will indicate that being a C.A.R.E. trainee allowed him/her to be around positive role models
- 80% of trainees will indicate that participating in the C.A.R.E. Program kept him/her away from bad influences and helped keep him/her out of trouble
- 70% of trainees will indicate that participating in the C.A.R.E. Program lowered the level of stress in his/her family/household

**Method of Measurement:**

Trainee post-program surveys

**Activity:**

1. Paid real-world, hands-on work experience
2. Mentoring

**Output:**

Up to 200 hours of paid real-world, hands-on work experience for up to 225 at-risk youth

**Outcome:**

At the end of the program, trainees will be better prepared to enter the workforce and become productive, self-sufficient citizens

**Indicator(s):**

- 90% of trainees will show an improvement in dressing appropriately for this work-place
- 90% of trainees will show an improvement in the ability to follow verbal directions
- 80% of trainees will show an improvement in being an effective worker/completing work that was of an acceptable quality
- 80% of trainees will show an improvement in speaking in a way so others heard and understood him/her
- 80% of trainees will show an improvement in asking questions when s/he did not understand directions
- 80% of trainees will show an improvement in being on time and ready for work at his/her scheduled time
- 80% of trainees will show an improvement in attending when s/he was supposed to be there or calling ahead if s/he would not be there
- 75% of trainees will show an improvement in being able to stay focused on a task and complete it
- 75% of trainees will show an improvement in demonstrating motivation to become a better employee
- 70% of trainees will show an improvement in taking initiative/being a self-starter
- 70% of trainees will show an improvement in working efficiently/not wasting time

**Method of Measurement:**

Work site mentor post-program surveys



**Activity:**

1. Paid real-world, hands-on work experience
2. Mentoring

**Output:**

Up to 200 hours of paid real-world, hands-on work experience for up to 225 at-risk youth

**Outcome:**

At the end of the program, trainees will be better prepared to enter the workforce and become productive, self-sufficient citizens

**Indicator(s):**

- 90% of trainees' parents/guardians will indicate that they were proud of and supportive of their child for participating in the C.A.R.E. Program
- 85% of trainees' parents/guardians will indicate that being in the C.A.R.E. Program allowed their child to gain paid real-world, hands-on work experience and job skills
- 85% of trainees' parents/guardians will indicate that being in the C.A.R.E. Program allowed their child to learn from their mistakes without the fear of being fired
- 85% of trainees' parents/guardians will indicate that being in the C.A.R.E. Program allowed their child to be around positive role models
- 80% of trainees' parents/guardians will indicate that participating in the C.A.R.E. Program kept their child away from bad influences and helped keep them out of trouble
- 70% of trainees' parents/guardians will indicate that participating in the C.A.R.E. Program lowered the level of stress in their family/household

**Method of Measurement:**

Trainee's parent/guardian post-program surveys

**Activity:**

Career Exploration

**Output:**

Up to 200 hours of paid real-world, hands-on work experience for up to 225 at-risk youth

**Outcome:**

At the end of the program, trainees will be better prepared to enter the workforce and become productive, self-sufficient citizens

**Indicator(s):**

100% of trainees will experience at least one type of career by participating in paid real-world, hands-on work experience

**Method of Measurement:**

Program records

**Activity:**

Life skills training (general workplace skills)

**Output:**

Up to two hours of life skills training for up to 225 at-risk youth

**Outcome:**

At the end of the program, trainees will be better prepared to enter the workforce and become productive, self-sufficient citizens

**Indicator(s):**

80% of trainees will show an improvement in knowledge

**Method of Measurement:**

Life skills training pre- and post-tests

**Activity:**

Life skills training (money management)

**Output:**

Up to two hours of life skills training for up to 225 at-risk youth

**Outcome:**

At the end of the program, trainees will be better prepared to enter the workforce and become productive, self-sufficient citizens

**Indicator(s):**

80% of trainees will show an improvement in knowledge

**Method of Measurement:**

Life skills training pre- and post-tests

**Activity:**

Life skills training (self-management)

**Output:**

Up to two hours of life skills training for up to 225 at-risk youth

**Outcome:**

At the end of the program, trainees will be better prepared to enter the workforce and become productive, self-sufficient citizens

**Indicator(s):**

80% of trainees will show an improvement in knowledge

**Method of Measurement:**

Life skills training pre- and post-tests

**Activity:**

Life skills training (preparing for transition)

**Output:**

Up to two hours of life skills training for up to 225 at-risk youth

**Outcome:**

At the end of the program, trainees will be better prepared to enter the workforce and become productive, self-sufficient citizens

**Indicator(s):**

80% of trainees will show an improvement in knowledge

**Method of Measurement:**

Life skills training pre- and post-tests

The following indicators were reported in Fiscal Year for 2014 for the Summer C.A.R.E. Program.

Indicator(s) from Program Records

- 81% of trainees successfully completed their up to 200 hours of paid real-world, hands-on work experience
- 100% of trainees experienced at least one type of career by participating in paid real-world, hands-on work experience

Indicator(s) from Work Site Mentor Post-Program Surveys

- 29% of trainees were offered a paid position out of the work site's own budget after the program was completed.
- 71% of trainees who were offered a paid position out of the work site's own budget after the program was completed did accept it

Indicator(s) from Trainee Program Pre- and Post-Tests

- 63% of trainees showed an improvement in feeling prepared to enter the "real world of work" (keeping a longer-term job)
- 56% of trainees showed an improvement in feeling comfortable finding a longer-term job outside of C.A.R.E. on his/her own
- 52% of trainees showed an improvement in feeling confident in his/her ability to communicate with others in a job setting
- 49% of trainees showed an improvement in feeling sure of his/her work ability (ability to be a valuable employee)
- 44% of trainees showed an improvement in feeling s/he can get along well with others and to work as a team at a work site
- 40% of trainees showed an improvement in feeling confident that s/he knows what it is to be professional in the work place



- 37% of trainees showed an improvement in feeling confident in his/her ability to listen carefully and to follow directions in a work setting

#### Indicator(s) from Trainee Post-Program Surveys

- 98% of trainees indicated that being a C.A.R.E. trainee allowed him/her to gain paid real-world hands-on work experience and job skills
- 98% of trainees indicated that being a C.A.R.E. trainee allowed him/her to be able to learn from his/her mistakes without the fear of being fired
- 97% of trainees indicated that his/her family was proud of him/her and supportive of him/her for participating in the C.A.R.E. Program
- 96% of trainees indicated that being a C.A.R.E. trainee allowed him/her to be around positive role models
- 89% of trainees indicated that participating in the C.A.R.E. Program kept him/her away from bad influences and helped keep him/her out of trouble
- 74% of trainees indicated that participating in the C.A.R.E. Program lowered the level of stress in his/her family/household



#### Indicator(s) from Work Site Mentor Post-Program Surveys

- 98% of trainees showed an improvement in dressing appropriately for this workplace
- 95% of trainees showed an improvement in the ability to follow verbal directions
- 90% of trainees showed an improvement in being an effective worker/completing work that was of an acceptable quality
- 89% of trainees showed an improvement in speaking in a way so others heard and understood him/her
- 89% of trainees showed an improvement in asking questions when s/he did not understand directions
- 89% of trainees showed an improvement in being on time and ready for work at his/her scheduled time
- 87% of trainees showed an improvement in attending when s/he was supposed to be there or calling ahead if s/he would not be there
- 84% of trainees showed an improvement in being able to stay focused on a task and complete it
- 79% of trainees showed an improvement in demonstrating motivation to become a better employee
- 78% of trainees showed an improvement in taking initiative/being a self-starter
- 75% of trainees showed an improvement in working efficiently/not wasting time

## **C.A.R.E. Works! Testimonials from Past Trainees**

- **Cherelle Woods**

- At the age of 15, was hired as a C.A.R.E. trainee and was placed at Randy's Frozen Custard (2007)
- Was hired by Randy's Frozen Custard out of their own budget until she was 21 years of age
- Was a C.A.R.E. job coach in 2014
- Has earned a B.S. degree from Columbia College in Human Services and Criminal Justice
- Currently is working on her Master's of Social Work degree at the University of Missouri-Columbia

***"The C.A.R.E. Program was very beneficial to me because it gave me a chance to seek out a job that typically would not have hired me, and a chance to prove that I am capable of being a great employee. Currently, I am a graduate assistant outreach coordinator at MU and I am in charge of twenty-five undergraduate peer educators. With that being said, I would not have been able to obtain such a position without the help of the C.A.R.E. Program." --Cherelle Woods***

- **Harmony Evans**

- Was a C.A.R.E. trainee in 2006
- Was a C.A.R.E. job coach from 2010 to 2013
- Has earned an Associate's degree from Moberly Area Community College
- At present, is the manager of Harmony's Treasure Box, a Columbia clothing store where the C.A.R.E. Program places trainees
- Currently is attending Columbia College

***"The C.A.R.E. Program is a great program. It was my first real job and helped prepare me for the workforce. It is a great asset to any young person and can teach them the things they need to know about working and how to be professional in the work force." -- Harmony Evans***

- **Dart Chapman**

- Was a C.A.R.E. trainee placed at the City of Columbia's Parks & Recreation Sports Turf Division in 2009
- From 2010 to present, he has been an athletic field maintenance worker for the Columbia Parks & Recreation Department

***"I learned something new every day with the C.A.R.E. Program. It opened those doors for me." -- Dart Chapman***



- Rodney Dixon

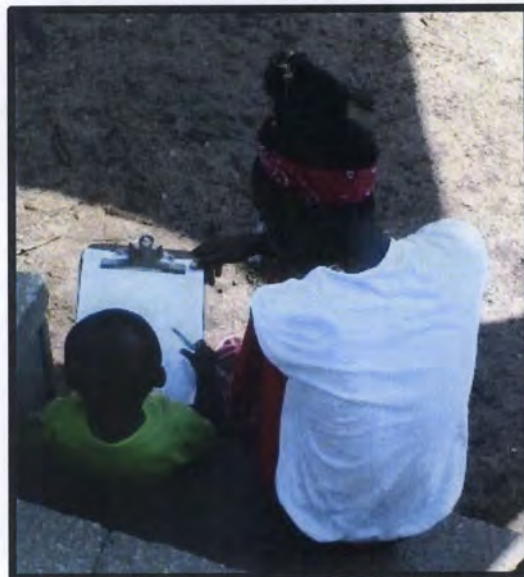
- Was a C.A.R.E. trainee in 2008
- Was a C.A.R.E. job coach in 2012
- Has earned an Associate's of Arts degree
- Was named the 2014 Boone County National Bank Employee of the Year
- As a Nathan Williams Diversity Scholarship winner at Boone County Bank, he takes on a variety of roles at the bank to learn every aspect of banking including working as a trainer, a customer service representative, and operations
- Will earn a B.S. degree in finance from Columbia College next year

*"For me, the C.A.R.E. Program gave me my first real break into the world of work. It established some connections I have kept to this day. And it was an awesome experience as a job coach; especially when I see old trainees at their new jobs or school and catch up with them." -- Rodney Dixon*

- Brandee Prince

- Was a C.A.R.E. trainee placed at the City of Columbia's Parks & Recreation Department in 2001 and 2002
- Currently is a front desk attendant for Columbia Parks and Recreation's Armory Sports Center

*"C.A.R.E. gave me the opportunity to work, meet new people, and gain experience. I have been working ever since. The C.A.R.E. Program was a foot in the door for me." -- Brandee Prince*





## **Employment/Mentoring Programs Work!**

12/4/2014 – journal “Science” – Sara Heller, (Assistant Criminology Professor, University of Pennsylvania)

A public summer jobs program for high school students from disadvantaged neighborhoods in Chicago reduced violent crime arrests by 43 percent over a 16-month period, according to a new study from the University of Chicago Crime Lab and the University of Pennsylvania. The randomized controlled trial is published in the journal “Science.”

This research comes as youth employment in the summer months, when teenagers are most likely to work, is near a 60-year low. The challenges facing minority and low-income youth are particularly stark; the 2010 employment rate for low-income black teens in Illinois was less than one-fourth the rate for higher-income white teens: 9 percent vs. 39 percent.



Study author Sara Heller noted that acts of violence kill almost 150 people daily in the United States, and injure more than 6,000 – a level the Centers for Disease Control and Prevention call a public health crisis. Individuals ages 10 to 24 are twice as likely as adults to be victims or perpetrators of violence, and the problem is concentrated among disadvantaged minority youth. Joblessness has been identified by experts as one of the major causes of these racial violence disparities.

Heller’s study evaluated the impact of Chicago’s One Summer Plus program, which offers eight weeks of part-time summer employment at Illinois minimum wage and an adult job mentor to help youth manage barriers to employment.

“There are opposing pieces of conventional wisdom on whether a program like this would work,” said Heller, who started the research while a doctoral fellow at the Crime Lab. “On one hand is the popular idea that ‘nothing stops a bullet like a job.’ On the other is a body of research on employment programs suggesting that only intensive and lengthy interventions can improve outcomes among disadvantaged youth – that one summer could never be enough.”

To find the answer, the study randomly assigned 1,634 students from 13 high-violence Chicago neighborhoods to one of three groups: summer jobs, summer jobs plus a social-emotional learning component, or a control group that did not participate in the interventions. Slots were limited by the available funding. Youth in the jobs-only group were offered 25 hours per week of paid employment. Youth in the job plus social-emotional learning group were paid for 15 hours of work and 10 hours of social-emotional learning that was based on cognitive behavioral therapy principles. The goal was to help youth understand and manage thoughts, emotions, and behavior that might interfere with employment. The remaining youth were not offered jobs through One Summer Plus, though they were free to pursue other jobs or summer activities provided by the city or local nonprofits.

Study participants were on average 16 years old and almost all were African American. More than 90 percent were eligible for free or reduced-price lunches (indicating a level of family poverty), and the students had about a C average in school. About 20 percent had been arrested, and about 20 percent had been victims of a crime by the start of the study. They lived in neighborhoods with an average unemployment rate of 19 percent and very high violent crime rates.

The youth were assigned a variety of jobs, including camp counselors, community garden workers, and office assistants for aldermen. They also were given job mentors – adults who helped them learn how to be successful employees and to navigate barriers to employment.

Both the jobs and the jobs plus social-emotional learning were equally effective in reducing violent crime arrests by about 43 percent, compared to the control group.

“The City of Chicago was courageous enough to put its One Summer Plus program to the test, and turns out that just eight weeks of summer programming decreases violent crime arrests by a huge amount for over a year after the job ends,” said Heller. “This is an incredibly encouraging finding.”

Heller noted that the decline occurred largely after the eight-week summer job program ended, indicating that the program did not just keep youth busier over the summer. It changed their behavior after the job had ended as well.

Previous youth employment programs have targeted young adults who have dropped out of school and are struggling to find jobs. However, intervening before the students drop out of school and helping them develop skills needed to be successful on the job, like impulse control and decision-making, might do more with less by focusing on prevention rather than remediation.

The results of this study show that when such an intervention is offered to students while they are still in school, it does not have to be lengthy or costly to change behavior. This is welcome news to Evelyn Diaz, commissioner of the Chicago Department of Family & Support Services. “Mayor Emanuel is deeply committed to making investments to keep our city’s youth safe, and the results we see from Chicago’s One Summer Plus program demonstrate that these investments are having real, positive impacts on the lives of individual youth.”

The results suggest that a low-cost public program can reap big benefits. Heller said the research offers one possible way to prevent violence among disadvantaged youngsters, and it is a strategy that other cities should consider. “It means adolescence isn’t too late” to change destructive behavior, Heller said. Robert Apel, a Rutgers University expert in the link between employment and crime agreed, saying the study results “are certainly encouraging, and worth close scrutiny.”

For Crime Lab researchers, this is another example of the power of using scientific evidence to inform programs and policy. “Violent crime is incredibly regressive in its impact – it takes the greatest toll on society’s most vulnerable,” said Roseanna Ander, executive director of the Crime Lab. “There is far too little policy and research attention as well as precious few resources focused on adolescents, especially those from disadvantaged neighborhoods who are really struggling.”

“The One Summer Plus evaluation builds on other encouraging recent study findings, including those carried out by the Crime Lab, which suggest it’s not too late to help young people, even those who face serious challenges and come from disadvantaged backgrounds,” Ander added. “But to be successful in helping these youth, we need to use data and evidence to really understand the key challenges they are facing, and to determine what the most effective intervention strategies are.”

The release of the study in one of the world’s leading scientific journals shows how much benefit can come from partnerships between researchers and practitioners. As Ander pointed out: “These new findings benefit not only Chicago, but every other city struggling to improve life outcomes for disadvantaged youth.”



6/19/2014 – Expanding Summer Employment Opportunities for Low-Income Youth

– Amy Ellen Schwartz (Professor of Public Policy, Education, and Economics and Director of the NYU Institute for Education and Social Policy) and Jacob Leos-Urbel (Associate Director, Gardner Center for Youth and their Communities)



In the U.S., youth employment rates have decreased dramatically over the past decade as the economy has faltered and the youth population has grown. Unemployment rates among youth are especially acute during the summer, as more teens attempt to temporarily enter into the labor force.

This policy memo offers a proposal to strengthen and expand work-related summer activities with the goal of fostering the skill development, education, and economic success of low-income youth. Summer jobs should be part of a broader strategy for poverty alleviation, with the potential to benefit disadvantaged youth in multiple ways.

In addition to providing work experience and an immediate income transfer to low-income youth, an emerging body of research also suggests that summer youth employment programs (SYEPs) can improve educational outcomes and social and emotional development, and decrease criminal and other negative behaviors.

A number of states and localities offer SYEPs on varying scales, although the availability of jobs fluctuates year to year. This policy memo proposes that the federal government make grants to state and local governments to work with local community-based organizations on the expansion of summer job programs. Targeting low-income youth ages sixteen to nineteen (enrolled in or graduated from high school), these expanded programs would provide employment and training to young people who currently face many barriers to entering the workforce.

Emerging evidence indicates that summer jobs can do more than put low-income youth to work, such as increase school attendance and improve school performance.

A study of a summer jobs program in Boston finds that, compared to a comparison group of eligible youth from the program waiting list, program participants were significantly more likely to reduce risky and violent behaviors, including the use of drugs and alcohol, physical fighting, damaging property, and threatening someone with a weapon. The program also created much-needed jobs for program participants, as just 27 percent of youth in the comparison group were able to find a summer job.

An evaluation of After School Matters – an after-school apprenticeship program for high school students during the school year in Chicago – found improvements in behavior, as well as social and emotional development.