DOCUMENT RESUME

ED 363 691 CE 064 794

TITLE A Primer on Improving the Quality of Academic Enrichment in Summer Youth Employment Programs. 1993 Summer Beginnings. Focus: Young People.

INSTITUTION Brandeis Univ., Waltham, MA. Center for Human Resources.

SPONS AGENCY Ford Foundation, New York, N.Y.

PUB DATE 93

NOTE 49p.; Journal subtitle: Practical Lessons from Research and Program Experience.

PUB TYPE Collected Works - Serials (022) -- Reports - Descriptive (141)

JOURNAL CIT Youth Programs; spec iss Fall 1993

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS *Academic Education; Adolescents; Delivery Systems; Demonstration Programs; *Education Work Relationship; *Employment Potential; Guidelines; *High Risk Students; *Job Skills; Program Development; Secondary Education; *Summer Programs; Teaching Methods; Youth Programs

ABSTRACT

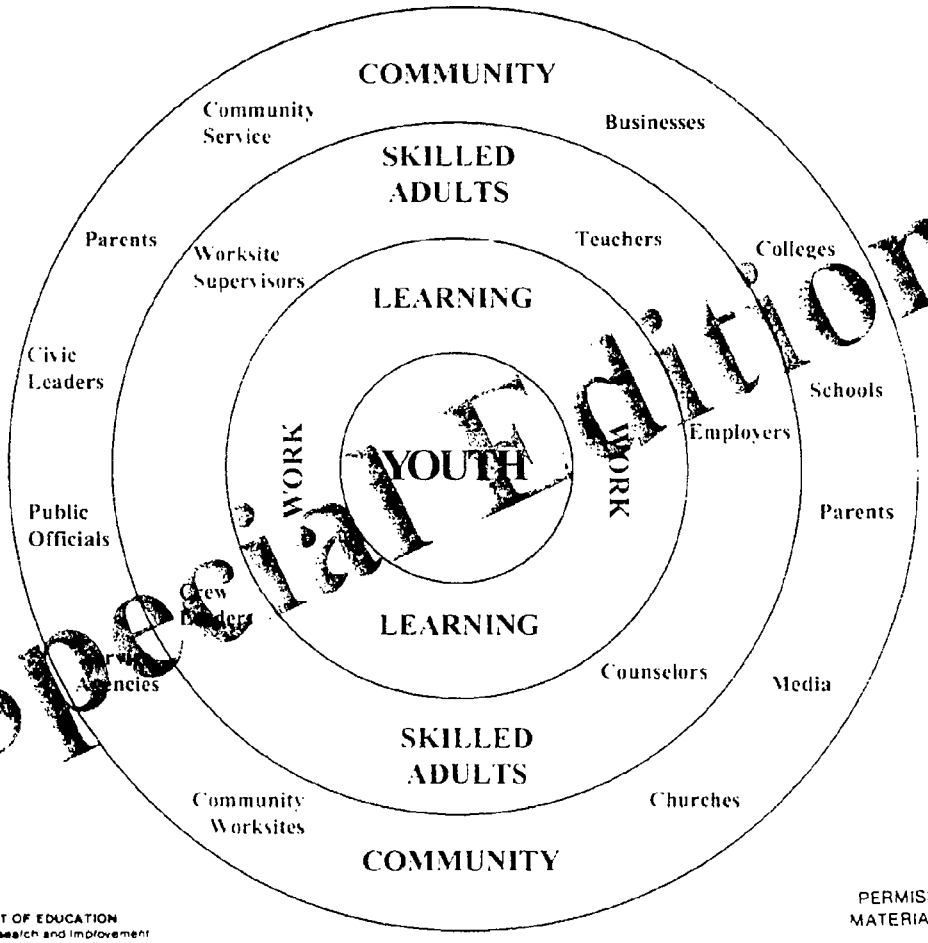
This primer is intended as a guide for the development and improvement of summer youth programs. The primer focuses on three common forms of summer academic enrichment strategies that combine work and learning: work-based learning strategies, classroom-based enrichment strategies, and summer jobs strategies. It includes information on the following: the key principles involved, the roles of the public schools, the community-based organizations, and employers, key principles guiding partnership development, and other standard components of summer academic enrichment. The guide also includes a short overview of 13 demonstration summer program sites, called Summer Beginnings. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

PRACTICAL LESSONS FROM RESEARCH AND PROGRAM EXPERIENCE

Youth Programs

ED 363 691



Special Edition

1993 Summer Beginnings
Focus: Young People

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

S P Curran

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A Primer on Improving the Quality of Academic Enrichment in Summer Youth Employment Programs

CE 064 114

BEST COPY AVAILABLE

NOTES ON THE SUMMER PRIMER

This special issue of Youth Programs presents the full version of what we see as "a work in progress." At the beginning of this past summer (May-June, 1993), Brandeis developed the *Primer on Improving the Quality of Academic Enrichment in Summer Youth Employment Programs* as a quick-turnaround document for the United States Department of Labor, Employment and Training Administration. Drawing on the best thinking and advice from a national workgroup of experienced employment and training practitioners, the goal of the Primer was designed to provide a *basic introduction* to the process of linking work and learning in the JTPA Summer Youth Employment and Training Program. In a short period of time, our goal (and that of the Department of Labor) was to cover the *essentials* of academic enrichment and to provide a starting point from which practitioners could advance to more sophisticated work and learning strategies.

A "Work in Progress"

We present the *Primer* here as a "work in progress" because we believe that it and the summer of 1993 are only the first steps in a long-term effort to build quality academic enrichment into the summer program and to strengthen the connections between summer and year-round work and learning activities. Through the Summer Beginnings demonstration (see page 43) and the experience of other practitioners across the country, we hope to learn much more about what is involved in creating quality academic enrichment programs and to integrate that knowledge in future "primers" and next summer's programs. In short, this is an evolving document that we hope to strengthen and improve over time.

The idea of a "work in progress" is also behind our decision to publish the *Primer* in *Youth Programs* now, at the end of the summer. While the *Primer* was distributed to practitioners through training sessions early in the summer, it is likely that few practitioners were able to take full advantage of it in planning this past summer's programs. By publishing the *Primer* now, we hope it will reach a broader audience and can be used to spur early thinking and planning for next year's Summer Youth Employment and Training Program.

Next Steps and Resources

We encourage you to take some time with the *Primer*. Pass it on to people within your organization and at other organizations and talk with them about goals and opportunities for academic enrichment. When you and they have a sense of "where you all are" and "where you want to go" with summer enrichment, you can begin to move on to more sophisticated information. Two other documents to consider in that process are *Getting Started: A Discussion of Issues and Resources on Summer Youth Enrichment* (from the Center for Remediation Design: 202-872-0776) and *A Field Guide for Improving Academic Enrichment in Work-Based and Classroom-Based Programs* (from the Center for Human Resources at Brandeis: 617-736-3770).

In This Issue - Fall 1993

Introduction 3
Summer Academic Enrichment: An Overview of Key Elements 7
Key Principles 9
Work-Based Learning Strategies 14
Classroom-Based Enrichment Strategies 22
Summer Jobs Strategies 29
The Roles of the Public Schools 32
The Roles of Community-Based Organizations 33
The Roles of Employers as Active Partners in Summer Academic Enrichment Strategies 34
Key Principles Guiding Partnership Development 35
Other Standard Components of Summer Academic Enrichment 39
Summer Beginnings: An Overview 43

Introduction

The Job Training Reform Amendments of 1992 provides employment and training practitioners with a unique opportunity to enhance the quality of the Summer Youth Employment and Training Program.

The legislation acknowledges that young people in the JTPA summer program need to enhance their basic academic skills, occupational skills, work maturity skills, and other skills such as those described in the report of the Secretary's Commission on Achieving Necessary Skills (SCANS).

"Academic enrichment" has become the watchword for the summer program.

This *Primer* has been developed to respond to a question that is being asked by policy makers, managers, and staff at JTPA Service Delivery Areas (SDAs).

"Now that we've been handed the *opportunity* to improve the summer youth program, what do we need to know?"

Who Should Read This Document?

This *Primer* is aimed at policy makers, administrators, managers, and staff members of JTPA Service Delivery Areas (SDAs). It addresses questions from those who will be called upon to implement "academic enrichment" programs for young people in the Summer Youth Employment and Training Programs (SYETP).

The *Primer* is a companion piece to *Getting Started: A Discussion of Issues and Resources on Summer Youth Enrichment*, a publication of the Center for Remediation Design in Washington, D.C. We recommend that readers of this *Primer* read *Getting Started*, especially for a more detailed discussion of the role of functional context instruction in summer youth enrichment programs.*

Why Has This *Primer* Been Written?

JTPA Summer Youth Employment and Training Programs need to tackle the academic deficits of summer program participants. We cannot ignore the facts that perhaps the most consistent defining characteristic of the young people served in SYETP is their lack of the basic skills necessary for "long-term employability."

Young people who can't read, write, or calculate are in trouble. Young people who are unable to solve problems are in trouble. Young people who can't think analytically or critically are in trouble.

These skills deficits directly contribute to the following, unacceptable national statistics:

- One in four young Americans fails to graduate from high school with his/her age-mates.
- 400,000 young people aged 16-19 dropped out of school during the 1989-1990 school year.
- In the next four years, 1,620,000 young Americans will fail to complete high school.
- Forty percent of JTPA-eligible out-of-school youths are school dropouts, a proportion nearly four times that of the youth population as a whole.
- In general, employment rates for young people 18-24 who completed high school run 45-60 percent higher than those for school dropouts.
- School dropouts are more likely to experience more frequent bouts of unemployment and have substantially lower annual and lifetime earnings than high school and college graduates.

From these statistics we can draw several conclusions that drive summer program design:

- Serving in-school young people in our summer programs is important, but those are not the only young people we need to serve. *Out-of-school youths* need academic enrichment too.
- A traditional summer *jobs* approach is not enough for most young people. *Education* must be an integral part of the summer program.
- *Skill-building* has to be a primary emphasis of the summer program — and it must address the needs of both in-school and out-of-school young people.
- If traditional public school education hasn't worked for many young people, the summer program should not rely upon traditional teaching methods. *Nontraditional instructional practices* must be used with special emphasis on *combining work and learning*.

SDAs have always served plenty of in-school teenagers in the summer program. But usually the summer program offered jobs only. Jobs are nice, but jobs are not enough.

We know that, without some sort of attractive summer educational intervention, many disadvantaged in-school youths experience learning losses during the summer. When they re-enter school in September, much of their initial class-work involves reviewing what they'd forgotten during the summer — in other words, "catching up."

Getting Started: A Discussion of Issues and Resources on Summer Youth Enrichment, is available from the Center for Remediation Design. To obtain a copy, please call the Center at (202) 872-0776.

SDAs cannot limit summer program activities for in-school youths to jobs only. Rather, SDAs should provide summer academic enrichment that will stem summer-time learning losses. In a short time, we can make serious progress in the improvement of the basic skills of disadvantaged youths.

But let's not stop with in-school youths. Let's look also at *out-of-school* youths.

The summer program can effectively serve young people who have left traditional schooling. We should not view out-of-school youths as an afterthought. Out-of-school youths can be a major target population. We must ask:

- Why did so many young people drop out of traditional public school?
- Could we, somehow, find a better way to teach them?
- Could we acknowledge that they have nontraditional learning styles?

If designed well, made attractive, and made nontraditional, summer academic enrichment programs can:

- enhance the basic skills of out-of-school young people who previously gave up on their public school educations;
- re-kindle an excitement for education among educationally-defeated young people;
- show out-of-school adolescents that they actually *can* learn if instruction occurs in the right setting and acknowledges their personal learning styles; and,
- return many young people who have been "turned off to education" to some form of educational intervention – the public schools, GED programs, or other alternative education programs that use nontraditional instructional techniques.

In other words, with good planning (and perhaps some luck), the summer program can become a vehicle for bringing about *learning gains* among young people for whom "success" was previously a foreign concept.

The purpose of this document, therefore, is to convey to summer program providers the essentials of designing and delivering high quality "summer academic enrichment" programs that benefit in-school and out-of-school young people.

WHAT IS ACADEMIC ENRICHMENT?

Academic enrichment is the new challenge for the JTPA system. Both the JTPA Reform Amendments of 1992 and well-established Department of Labor policy emphasize that the Summer Youth Employment and Training Program should provide a blend of work and learning aimed at basic skill enhancement. In reality, this is not a new challenge, but a continuing one. Summer enrichment and summer remediation have been required elements of the summer program since 1987. As a result, SDAs need to develop summer programs that are much more than just work experience.

In the past, SDAs were called upon to provide educational "remediation." When we say, "enrichment" we are talking not only about "remediation," but also about other educational experiences and interventions. "Academic enrichment" includes, but is not limited to "basic skills remediation."

"Academic Enrichment"
is a strategy for:

- maintaining and increasing young people's existing skill levels;
- adding new skills to young people repertoires; and,
- exposing young people to new experiences and new ideas.

Academic enrichment is most effective when it utilizes the principles of functional context instruction.

Functional Context Instruction
is the use of actual work-related or life-related materials and simulations to teach the applications of basic oral, reading, writing, computation, and reasoning skills to enable young people to use printed and written information to perform specific job and life tasks competently.

--from *Literacy at Work*
by Jorie Philippi

Academic enrichment has both immediate and long-range goals which are inter-related. Short-term, enrichment seeks to avoid summer learning loss and to strengthen cognitive skills development: reading, writing, math, basic scientific concepts, and to exercise critical thinking skills. Equally important is to fully engage the young person in learning by enabling him/her to begin to use and acquire knowledge to solve problems posed by challenging work or community undertakings. The bumper sticker for this enterprise reads: *Use Your Head and Your Hands.*

Within the context of achieving visible results, learning comes alive for young people, allowing them to engage directly in their own education with skilled adults — teachers or others who work with them. This "active learning," together with enhanced basic skills, provide the building blocks and dynamics for progress towards academic enrichment's long term goal: *establishing the habit of ongoing learning that will be necessary in tomorrow's workplace.*

Learning with adults in direct connection with work offers other opportunities for education and growth, such as understanding the value of teamwork for problem-solving and achievement, or learning how to get along with peers and supervisors alike in relation to getting the job done. Often called work maturity skills, these attainments are not reserved for the worksite only. They also encourage and facilitate academic enrichment by enabling the young person to be more fully available to and more successful in the learning enterprise.

For Whom? *All* young people will gain from academic enrichment when the responsible adults hold *high expectations* for their achievement, encourage their progress, and make learning come alive through enabling the learners to use their knowledge by connecting with the world around them. Young learners all bring energy, abilities, hopes and aspirations. They differ in attainment levels, learning styles, and extent of prior familiarity with the workplace.

- **The youth who is mastering high school** courses may feel at sea when confronted with the job market. For this young person, academic enrichment can be centered on use of work-related materials in the classroom. Classroom skills are taught with extra emphasis on how they can be transferred to the workplace. Sitting behind neat rows of desks and answering rote questions or filling in exams will not result in development of the active learning style required in the contemporary workplace. Program operators should try to bring about more learner-to-learner collaboration, more problem solving, more task-based skills development. Opening the classroom door to adults from the community is one way of making classroom work more directly relevant to the world of work. Improving the adult to student ratio, so that each student is well known to at least one instructor, is crucial. The old model of one adult lecturing to a classroom of twenty-five students is unlikely to inspire even succeeding youth to take a more active role in their own learning.

- **The youth who is struggling to make the grade** in high school will make real gains in the enrichment program that enables him/her to succeed at hands-on tasks. That achievement can reinforce and foster academic skills development when the young person makes the connection between what he/she is trying to learn and how it can be used. In conventional pedagogical terms, this process looks like remediation. It is, but with an added dimension: academic enrichment also means framing learning within the context of real challenges, real work, the real world, and thus engaging the student in problem solving, communication, critical thinking. These struggling learners are likely to significantly improve their grasp of cognitive skills when the ratio of students to adult is low enough to allow the instructor to know each young person and to engage each in thinking and problem-solving, in short to develop an active learning style.

- **For the out-of-school youth,** academic enrichment activities through work-based learning is the key to rediscovering a love of learning. Traditional remediation will achieve little (and may be counter-productive) because children who fail in school gain only a fear of learning. When work-based learning enables them to achieve, learning becomes attainable and the log jam is broken. Achievement spells freedom from fear of failure; youth will strive to learn. Once learning becomes attainable, learning will flourish in the work-based setting and can then be built upon through the kind of enrichment described above for learners who have been struggling to stay afloat academically.

How To Do It? Effective instructors, like effective parents, coaches, and others who work with children, know how to draw out the abilities of the young learner and focus them on challenges that the youth can see and make sense of. Success requires time and frequent one-to-one contact with the learner.

Less widely understood is how to enable the young learner who is turned off to turn around. Particularly for the adolescent who has learned in the classroom only to fear failure, visible achievement through hands-on work is the key. The focus is on joint problem-solving by an adult and a small team of youth to get the work accomplished; the focus is not on the young person's academic short-comings — how much, how fast, or whether s he learns information

Why Combine Work and Learning?

Integrating work and learning is a critical component of an effective youth program that is designed to enhance basic skills. Both academic and vocational education research are beginning to point to the integration of work and learning as an effective and necessary strategy for building the skills of young people.

- Studies of vocational education students have found that when vocational education students took more rigorous academic courses, their basic skills gains were comparable to academic students.
- Other studies found solid gains in math skills w'hen taught as part of a vocational education program.
- Studies of "academy" programs in Philadelphia and California found improvements in school attainment, graduation rates, and post-high school employment.
- Cognitive scientists argue that virtually all cognitive skills — analyzing, synthesizing, problem-solving, etc. are best learned by most people in specific contexts that present a problem to be solved.

What Academic Enrichment Strategies Does This *Primer* Discuss?

This *Primer* will focus on three common forms of summer academic enrichment strategies that combine work and learning:

"Work-Based Learning" Strategies. In programs that use Work-Based Learning strategies, work and learning are totally integrated. Think of them as a mix of 100 percent work and 100 percent learning. Major learning activities take place consistently at the work-site — on projects involving crews of young people. During the summer, each crew may tackle several projects that require an array of skills.

"Classroom-Based Enrichment" Strategies. Young people in programs that use Classroom-Based Enrichment strategies participate in a mix of classroom learning and work experience aimed at conveying an array of important academic, occupational, and other important skills.

Major learning activities take place in the classroom *and* at the work-site. Indeed, through close communication between work-site supervisors and classroom instructors, work experience supplements classroom learning, and classroom activities convey work-oriented skills. This close communication between supervisor and instructor is a necessary element of functional context instruction in the SYETP.

"Summer Jobs" Strategies. Programs based on a Summer Jobs strategy place primary emphasis on work experience. They have a less intensive educational focus that varies from youth to youth and from work-site to work-site based upon the job tasks, work-site, and management orientation of the work-site.

At an ideal work-site, a participant's supervisor endeavors to train the young person in valuable skills, and to relate those skills to academic and other "real-world" applications. If the supervisor is willing to play this mentor trainer role, significant functional context learning can take place. However, the role of "supervisor as basic skills instructor" is not necessarily an expectation.

Most "enrichment" that occurs within this strategy occurs away from the work-site. SDA staff arrange for participants to attend short-term activities that broaden their horizons and expand the knowledge gained on the job. All participants attend some of these activities. Many of these supplemental activities are based upon specific requests solicited from a particular participant or participants.

Summer Academic Enrichment: Key Elements

Effective youth programs should be designed around the needs of the young people, not around the legislation or regulations.

The law should be used to support the youth, not the other way around. Although legislation and regulations are important considerations, they are only a starting point and should not limit your creativity. Legislation and regulations do not, by themselves, assure strong programming. Rather, effective program design and delivery will hinge far more on the information presented in other parts of this document.

On the other hand, we would be remiss if we did not summarize quickly what the Job Training Reform Amendments of 1992, and the U.S. Department of Labor Employment and Training Administration (USDOL ETA), say regarding initial guidelines for the 1993 Summer Youth Employment and Training Program.

With each statement drawn from the Amendments or from USDOL, we've "made a point." We've written it in **bold**. Each such point represents an ongoing theme that crops up throughout the balance of this document.

Overall Purpose of the Summer Youth Program

The legislation says that the purpose of the Summer Youth Employment and Training Program is to:

- enhance the basic educational skills of youth;
- encourage school completion or enrollment in supplementary or alternative school programs;
- provide eligible youth with exposure to the world of work; and,
- enhance the citizenship skills of youth.

The fact that educational issues are the first two items listed in the legislation's purpose for SYETP makes it clear that academic enrichment is a primary focus.

Program Goals and Objectives According to the Legislation

The legislation goes on to say that each Service Delivery Area (SDA) shall establish written program goals and objectives that shall be used for evaluating the effectiveness of summer programs. Such goals and objectives may include:

- improvement in school retention and completion;
- improvement in academic performance, including mathematics and reading comprehension;
- improvement in employability skills; and,
- demonstrated coordination with other community service organizations such as local educational agencies, law enforcement agencies, and drug and alcohol abuse prevention and treatment programs.

The fact that educational goals are the first two items listed in the legislation's statement of SYETP program goals and objectives reinforces the fact that academic enrichment has become the primary focus of the summer program.

Program Goals and Objectives According to USDOL's Subsequent Guidance

On top of the legislative mandate we add guidance from the U.S. Department of Labor in the "academic enrichment" arena. Among the goals of SYETP, ETA has established that SYETP should:

- ensure that youth have meaningful, well-supervised work experiences which:
  - ✓ demonstrate the value of work performed, to the individual and to the neighborhood or community;
  - ✓ ensure that the youths acquire basic work competencies and discipline, such as working and completing assignments as directed by overall leadership and front-line supervision; showing up for work regularly, on time, and with a positive attitude; working as a member of a team; demonstrating sound reasoning abilities; and exercising independent judgement; and,
  - ✓ reinforce the relationship between the skills acquired on the job and what is learned in an educational setting.
- ensure that enrollees are provided academic enrichment which, at a minimum, counteracts the erosion of basic educational skills associated with the summer months and, to the extent possible, increases the level of educational skills, particularly reading and mathematics.
- provide income for work to economically disadvantaged youth to benefit them, their families, and their communities.
- enhance the level and quality of public services provided to distressed neighborhoods and communities.

- use this summer's experience as a means to further enhance and enrich subsequent summer jobs programs in areas such as:
  - ✓ innovative educational components;
  - ✓ the relationship between success in the world of work and educational attainment; and,
  - ✓ providing year-around services to youth to preserve educational gains achieved during the summer.

The selection of USDOL's goals presented above again emphasizes the need for educational enrichment. But USDOL's goals go further. They talk about "meaningful" work experience, public service projects, and linking work and education. They also view this summer's program as an investment in future summer programs.

Target Population Served by the Program

The legislation states that an individual shall be eligible to participate in SYETP if s he:

- is age 14 through 21; and
- is economically-disadvantaged; or
- has been determined to meet the eligibility requirements for free meals under the National School Lunch Act during the most recent school year.

The age range and target population served by the program is broad enough so that SDAs must be prepared to offer a variety of academic enrichment options that are appropriate for young people at various learning levels and developmental stages.

Service Strategies for Which SYETP Funds May Be Expended

The legislation states that, in addition to administrative tasks, SYETP funds may be used for:

- basic and remedial education;
- institutional and on-the-job training;
- work experience programs;
- youth corps programs;
- employment counseling;
- occupational training;
- preparation for work;
- outreach and enrollment activities;
- employability assessment;
- job referral and placement;
- job search assistance and job club activities;
- activities under programs described in section 265(B);
- any other employment or job training activity that gives employment to eligible individuals or prepares and places the individuals into employment;
- supportive services necessary to enable such individuals to participate in the program.

We note also that USDOL ETA has introduced what it calls a "Key New Feature: Academic Enrichment." We quote from a "Training and Employment Guidance Letter" (April 1, 1993): "The President, the Congress, and the Secretary of Education have placed a high priority on enriching academic services to maintain and improve basic educational skills for all summer youth enrollees during the school vacation period(s)." Academic enrichment activities should typically include:

- assessment of the basic skills and supportive service needs of each participant;
- skill-based instruction in reading and math;
- curricula matched to the learning levels and interests of each individual participant;
- use of learning technology as an integral part of participant learning;
- not less than 90 hours of academic enrichment instruction during the period of participation, except where fewer or more hours are dictated by participant assessment; and,
- pre- and post-testing of participants' reading and math skill levels and gains, utilizing instruments appropriate to an individual's age.

The extensive array of supportable, academic enrichment activities found in the guidelines above sends a clear message to summer program providers — the U.S. Department of Labor is:

- **strongly emphasizing academic enrichment;**
- **providing local Service Delivery Areas with a tremendous amount of flexibility in defining their summer program enrichment strategies;**
- **encouraging creativity at the local level; and,**
- **encouraging accountability for academic interventions.**

In summary, SDAs should note that:

- You must develop academic enrichment interventions.
  - ✓ SYETP now has an educational focus.
- You have room to be creative.
  - ✓ You've been told the outcomes you must strive for, but not told how you must achieve them.
- You have room to meet local needs.
  - ✓ Now is the time to grasp the opportunity. Use it to the advantage of young people in your community!
- You must integrate work and learning activities.
  - ✓ Research and lessons from experience support this direction.

Key Principles

Several later chapters in this *Primer* are devoted to descriptions of three academic enrichment strategies that are appropriate for summer youth employment and training programs:

- work-based learning;
- classroom-based enrichment; and
- summer jobs strategies.

Each of these three approaches has its own unique aspects and target groups with which it is most effective.

However, before getting into the details of each specific strategy, let's look at the basic concepts that apply to all three strategies. In other words, let's take an SDA that recognizes the need to provide young people with some forms of summer academic enrichment, and let's answer the question, *"Where should we start?"*

The box on this page contains a list of the "keys to success." We have provided an inventory of fifteen "absolutes" — *basic principles that cross all three academic enrichment strategies.* This list should serve as a starting point. The principles we've set forth represent the up-front, generic "rules of the game" for summer academic enrichment. Each principle is discussed in more detail in the remainder of this chapter.

Summer program planners should review the list and the accompanying discussion, and use this information to stimulate discussions among the many folks who should be involved in summer program planning.

Principle #1: Extensive Planning is Crucial

The expanded role of the summer program and of the players in it calls for a formidable amount of planning that cannot be achieved through a last-minute effort.

First of all, summer enrichment is not an "add-on." Rather, it is a long-term strategy.

Although the planning time for the summer 1993 program is limited, SDAs should try not to think of the funds received this summer as being related only to this summer's program. Rather, SDAs should use these summer months as an opportunity to hire extra staff to do planning and to develop strategies that will be used in future summers.

15 KEYS TO SUCCESSFUL SUMMER ACADEMIC ENRICHMENT PROGRAMMING

1. **Extensive planning is crucial.**
2. **The design of a summer academic enrichment strategy should start with the characteristics of the youth it will serve.**
3. **Summer academic enrichment should be offered to both in-school and out-of-school young people.**
4. **Planners must decide what outcomes they seek.**
5. **"Remediation" and "enrichment" are different.**
6. **No one academic enrichment strategy will work with all summer participants.**
7. **Enrichment strategies should emphasize skill transfer through a combination of work and learning.**
8. **Teaching techniques for summer academic enrichment should differ from traditional school approaches.**
9. **Summer academic enrichment activities should use functional context instruction.**
10. **The summer learning setting should not feel like a traditional classroom environment.**
11. **Program designs must acknowledge that most participants are experiencing the changes and turmoil of adolescence.**
12. **Many summer participants will need support services and other community resources.**
13. **Summer academic enrichment should be linked with year-around efforts.**
14. **Effective summer academic enrichment programs require sophisticated inter-institutional partnerships.**
15. **An SDA that receives increased summer program funding should not assume that the numbers of participants served needs to increase proportionately.**

The fact is, SDAs can no longer "turn on the summer jobs machine" that they used in the past. They must now consider the intricacies of educational enrichment and instructional planning. Hand-in-hand with increased complexity is the need for more sophisticated training for adults who work with summer program participants. The message here is, "Plan, plan, and plan again!"

Principle #2: The Design of a Summer Academic Enrichment Strategy Should Start with the Characteristics of the Young People it Will Serve

Effective services don't start with the JTPA Amendments or their accompanying regulations. Rather, decisions that result in solid academic enrichment strategies start with two key questions:

- Who do we want to serve? and
- What are the common characteristics of the youth we want to serve?

The answers to these questions should guide subsequent decisions about the types of enrichment strategies an SDA will provide, and the support services necessary to supplement those programs. The answers will vary from one SDA to another and will affect each SDA's unique program design.

Principle #3: Summer Academic Enrichment Should Be Offered to Both In-School and Out-of-School Young People

There is little doubt that participation in summer academic enrichment activities will benefit in-school youths. Academic enrichment helps stem summer learning losses, maintains and enhances existing skills, and exposes youths to new skills and ideas.

But academic enrichment is not solely for in-school youths. Just because some young people are not in school does not mean that they don't need skills enrichment. Indeed, academic enrichment designed to enhance basic skills is even more important for out-of-school youths than for in-school youths because what JTPA offers may be out-of-school youths' last, best shot at any basic skills enhancement at all.

However, out-of-school youths may require significant modifications to program design elements such as recruitment, assessment, teaching strategies, and support services.

Principle #4: Planners Must Decide What Outcomes They Seek

The next planning phase asks the question, "What outcomes do we want young people in our academic enrichment programs to attain by the end of the summer?" The answer to this question will also guide choices of enrichment approaches and accompanying support services.

We note that summer program outcomes should be in the form of *skills to be attained in a real context.* Rather than defining expected learning outcomes that refer to skill levels in a vacuum (e.g., "increase reading one grade level"), summer program planners need to think in terms of skill levels relative to performance as specified within a real context (e.g., "Read the personnel manual from ACME Company, and explain what it means").

We note also that academic enrichment programs should focus on an *array* of skills such as those described in the SCANS report. These include "foundation skills" — basic skills (reading, writing, arithmetic, listening, and speaking); thinking skills (creative thinking, decision making, problem solving, mental visualization, knowing how to learn, and reasoning); and personal qualities (responsibility, self-esteem, sociability, self-management, and integrity/honesty). They also include "workplace competencies" — resource management, interpersonal skills, and the ability to use and understand information, systems, and technology.

We're not just talking about work maturity skills. Nor are we limiting efforts to traditional reading, writing, and math.

Principle #5: "Remediation" and "Enrichment" are Different

For years, educational "remediation" services have been included as part of the arsenal of many JTPA youth programs. In general, "remediation" involves learners gaining knowledge and skills that they lack but are expected to have, given their age range and grade level.

"Enrichment" is more than remediation. In brief, enrichment *includes* remediation focused on building skills. However, it *goes further*, to:

- expand and deepen knowledge and skills that the learner already possesses; and,
- focus on introducing young people to experiences that broaden their perspectives and enhance their lives.

Principle #6: No One Academic Enrichment Strategy Will Work with All Summer Participants

"One size does not fit all." SDAs will need to match each participant with an appropriate learning strategy and accompanying service mix that is based upon a comprehensive assessment of strengths, weaknesses, developmental stages, basic skills, other skills, and support service needs.

To the extent possible, program matches and interventions should be "customized" to fulfill each participant's personal needs. It is probable that SDAs will need to offer a selection of academic enrichment strategies based upon participants':

- ages, developmental stages, and maturity levels;
- educational history, academic skills and abilities, and learning styles;
- other skills;
- previous work history and levels of work maturity;
- extraneous life and family circumstances; and,
- needs for other support services.

However, regardless of which enrichment strategies are chosen, instruction will need to use nontraditional learning approaches that address the varied learning styles of summer participants. This is especially true for out-of-school youth for whom traditional instructional strategies have already proven ineffective.

We note also that:

- Participants with very low basic skill levels may need more intensive and personalized instruction, more support, and considerable encouragement.
- Participants with higher skills levels may need more sophisticated opportunities to work and progress on their own.

Principle #7: Enrichment Strategies Should Emphasize Skill Transfer Through a Combination of Work and Learning

As we improve our ability to use work as the vehicle for learning, programs must not get so focused on the *specific work content* that they forget to teach more generalized skills (e.g., students using a ruler to measure a pipe in a plumbing project should learn other ways in which measuring with a ruler is useful). Young people need to learn how to transfer and apply skills to many content areas in the work world and in life.

Principle #8: Teaching Techniques for Summer Academic Enrichment Should Differ from Traditional School Approaches

Most school dropouts and many in-school participants have experienced the frustration of having inadequate basic skills and struggling in traditional classroom activities:

- The experience of young dropouts and of in-school youths with poor basic skills has often been one of repeated failure.
- Dropping out and poor basic skills are also associated with a significant loss of self-esteem and self-confidence.
- Regardless of actual ability, dropouts and students at-risk tend to have lower self-assessments, possess lower occupational aspirations, and exhibit more pronounced rebelliousness and delinquent behavior.
- Low achieving students, in contrast to average or higher achievers, often do not believe that effort and achievement are linked.
- Among academically at-risk students and school-leavers, a lack of self-esteem manifests itself in an unwillingness to try things, social isolation, withdrawal from school-related activities, poor attendance, and hostile behavior.

The summer program should not cause young people to endure failure and frustration over and over again. It does not have to damage their self-esteem. Indeed, well-conceived summer enrichment strategies can "turn participants on" to learning.

Summer academic enrichment programs can take positive steps to tackle the issues of failure and low self-esteem:

- To the extent possible, learning activities should be individualized, and self-paced.
- Academic enrichment programs can demonstrate high expectations of participants, and support participants' efforts to fulfill those expectations.
- Academic enrichment strategies can incorporate vehicles through which participants experience regular successes and connect those successes to their own actions and efforts.

Principle #9: Summer Academic Enrichment Activities Should Use Functional Context Instruction

Educators have found that a learner will most readily acquire skills when s he is exposed to authentic uses of those skills in situations that are relevant to him/her.

This process of building a learner's basic academic skills through real experiences like work or life-related activities is known as *functional context instruction*. It is far more effective with many young people than are traditional approaches — "book learning" or drill-and-practice — in which basic academic skills are taught without a direct relationship for the purposeful ways in which those skills can be used.

In functional context instructional strategies,

- Real-life situations and real work applications are the teaching strategy.

- Learners have to know something, and must do something with what they know, before they are considered competent.
- Skills and knowledge are not learned in isolation from each other, nor are they learned apart from the content that gives them meaning.
- Learning is contextual, and learning is meaningful because of the context in which it is presented.

Principle #10: The Summer Learning Setting Should Not Feel Like a Traditional Classroom Environment

If young people are to be instructed in a classroom, its arrangement and environment should be different from a traditional school classroom. Young people should not walk into their learning setting and say, "Oh. This is just like school."

Of course, school classrooms aren't the only places young people learn. Academic enrichment can and should happen in other locations, most particularly work-sites.

Principle #11: Program Designs Must Acknowledge that Most Participants are Experiencing the Changes and Turmoil of Adolescence

Summer program participants are undergoing a set of psychological, emotional, vocational, and social development changes that are inherent parts of the journey through adolescence.

- As a developmental period, adolescence is characterized by change and, often, by confusion.
- Although adolescents appear to be rapidly gaining the physical maturity, independence, and mobility of adults, they are not adults.
- Most adolescents' emotional maturity and life experiences are too limited for them to develop the motivation, responsibility, and goal-directed behavior that can often be expected of an adult.
- Young people are in the midst of exploring and defining their own values, goals, and identities.
- Adolescence is also a period of experimentation with occupational vocational goals and choices.
  - ✓ The years from 16 to 25 have been called a "moratorium period" by one writer, who describes those years as a time of gradually increasing knowledge of the labor market, experimentation, and frequent job changes prior to settling down.
  - ✓ Generally, younger adolescents (approximately ages 14-17) are less knowledgeable about and less committed to the labor market and potential careers than their older peers.
  - ✓ As they mature (approximately ages 18-21), most young people become increasingly more realistic about the need for training and education to reach specific goals.
  - ✓ Older participants (approximately ages 18-21), are far more likely to be ready to make specific occupational choices than younger participants, and far less likely to be willing to become involved in a program that focuses solely on education.

Therefore, academic enrichment strategies can't be just watered-down versions of adult basic education strategies. Enrichment strategies must acknowledge that:

- Adolescents have different learning needs from adults.
- Older adolescents have different learning needs from younger adolescents.
- Each adolescent's learning needs are unique.
- Young people need to participate in "horizon broadening" activities.
- Young people need to observe and relate to adults who can model positive "adult behaviors."
- Young people need to connect how what they are learning is applied in the work world and in "real life."
- Young people need numerous hands-on experiences through which they can try out different roles, practice different behaviors, and observe others.
- Young people generally need programs that offer the chance to actively explore and experiment.
- Programs need to set up experiences which affirm and re-affirm participants' personal strengths.
- Program staff should be nurturing adults who can overcome participants' distrust of adults, and engage and mentor young people.
- Programs should incorporate activities that require and enhance teamwork.

Principle #12: Many Summer Participants Will Need Support Services and Other Community Resources

Many young people face multiple barriers to program participation and successful employment. Therefore, the potential for summer enrichment programs to maintain the active participation of these young people is directly related to those programs' capacity to provide personal and social supports.

Although not all participants will require all of the services listed below, a well-conceived summer program regardless of the enrichment strategies chosen needs to arrange for supports such as:

- transportation;
- food;
- clothing work clothes boots;
- shelter permanent and temporary;
- child care;
- medical, mental health, and dental care;
- drug alcohol abuse treatment and prevention;
- legal assistance;
- counseling;
- post-summer job placement assistance;
- post-summer educational placement assistance;
- other post-summer transition support;
- other post-summer options for out-of-school youths; and,
- mentorships.

Principle #13: Summer Academic Enrichment Should be Linked with Year-Round Efforts

The summer program can no longer be designed as if it were an island. It should not stand alone. Stand-alone efforts are only marginally effective for most young people.

For in-school youths, public schools need to be active partners who work with the SDA to develop smooth transitions from the pre-summer school year into the summer program, and from the summer program into the subsequent school year. School and summer program assessments and curricula need to be coordinated. Schools' information about students should flow to the summer program so that it can set up appropriate educational interventions for students. In turn, summer program outcomes should be communicated to the schools so that teachers can pick up skill-building where the summer program left off.

For out-of-school youths, the summer program can be a vehicle for "returning them to learning." An enjoyable and valuable summer learning experience can often be the key to having them consider returning to school or to alternative education programs. At the very least, they may improve their work maturity skills, gain transferrable occupational skills, and wish to re-enter the work-force with renewed energy.

Principle #14: Effective Summer Academic Enrichment Programs Require Sophisticated Partnerships

JTPA can't design or operate the summer program alone.

The evolution of the JTPA summer program from a relatively simple "jobs program" into a more complex "academic enrichment" effort requires SDAs to develop community-wide partnerships with multiple institutions and key individuals. It may be beneficial to involve a variety of players in many aspects of program planning and implementation. Among these are:

- the young people who will participate in the program;
- the public schools;
- community-based organizations;
- other government-supported human service institutions;
- community and grassroots organizations;
- employers;
- colleges and universities;
- labor unions; and,
- parents.

Later chapters in this *Primer* will address partnership-formation issues in more detail.

Principle #15: An SDA that Receives Increased Summer Program Funding Should Not Assume that the Number of Participants Served Needs to Increase Proportionately

The "numbers game" should no longer be a driving force behind summer programs. The idea is not to simply hire lots more kids while continuing to provide them with a mediocre summer experience. Rather, the emphasis is on *quality services and enhanced skills outcomes*. If the JTPA summer youth program is to *successfully* serve a variety of young people especially those deemed "at-risk" then we're talking about increased expenditures per participant.

Let's spend more money to plan our programs right and to develop strategies that will serve each young person more effectively. For example, we're talking about spending more money now to:

- plan and implement *attractive*, creative academic enrichment opportunities that will benefit youth not only this summer, but also in subsequent summers;
- develop curricula, based on functional context instruction principles, that can be used in future summer programs over the years;
- hire good staff, and develop and provide more intensive staff training and development opportunities;
- pay young people for their participation in program-sponsored educational activities; and,
- ensure small learner instructor ratios so that participants receive significant individualized attention.

Work-Based Learning Strategies

Summer academic enrichment programs using "work-based learning" strategies *totally* integrate work and academic learning. We might say that these programs consist of a mix of 100 percent work and 100 percent learning.

Major learning activities take place consistently on "real work" *projects* involving crews of approximately six young people per Crew Supervisor. Participants learn basic academic skills through work.

Facilitated by a Crew Supervisor and assisted by other able adults, crew members *research, plan, implement,* and *evaluate* essential aspects of a work project and its accompanying tasks. They learn by doing.

As crew members carry out their tasks, they exercise a variety of important skills and consider how each skill relates to:

- the project they are working on;
- academic subjects they have studied or should study;
- basic academic skills they have developed or should develop;
- interpersonal skills they will need;
- occupational skills needed in the labor market;
- transferrable marketable skills that cross occupations;
- other occupations that require the skills they are using and learning.

Throughout the summer, a crew may tackle several different projects and thereby acquire and review an array of useful, transferrable skills.

We note also that crews may not be able to start out with sophisticated projects. They may not start out as a team. They may need to begin with activities that enable them to develop team-work and other "foundation" skills. Once armed with those basics, crew members may be able to function well together and handle more challenging projects. As crews progress, expectations can be raised commensurately, and the degree of difficulty of projects and project tasks can increase.

Which Young People Are Best Served by Work-Based Learning Approaches?

There is a strong rationale for why work-based learning strategies require a low ratio of young people per supervisor (approximately 6 to 1). As the number of young people per adult supervisor increases, the effectiveness of the strategy decreases because its hallmarks are:

- *individual attention* and
- *a supportive, structured real work environment.*

Although nearly any young person can benefit from work-based learning strategies, the complexity of organizing such programs makes it unlikely that all summer participants can be involved in them.

SDAs that are considering development of a work-based learning strategy should ask themselves, "Which of the many young people we will serve this summer are *most* in need of personal attention and a structured environment?"

We recommend that SDAs consider focusing work-based learning resources on participants whose developmental needs and/or work and educational histories call for these two factors.

These include, but are not limited to:

Younger In-School Youths who:

- are between the ages of 14 and 16;
- lack work experience;
- are venturing into the world of work for the first time,
- are, because of their developmental stage, in need of a structured, well-defined, team building experience;
- need the chance for self-exploration and personal growth;
- have been assessed as having basic skills deficits;
- have not had successful experiences learning in a traditional classroom environment.

School Dropouts who:

- are between the ages of 16-19;
- lack work experience or successful work experiences;
- need skill-specific training;
- need to develop positive work maturity skills;
- require enhancement of their academic skills but have been turned off to group learning in a traditional classroom setting;
- would benefit from a structured, supportive environment:
  - ✓ through which they can absorb the knowledge necessary to survive in the world of work;
  - ✓ that can address issues of powerlessness, group and peer relationships, the need for successes, etc.

What Outcomes are Typically Sought from Work-based Learning?

By the time the summer program ends, participants in a well-conceived work-based learning program should have attained an array of skills based upon the projects in which they participate.

Regardless of project, participants should use (and hopefully absorb the value of) the following skills:

- ***Basic Academic Skills:***
  Every project should involve every crew member in numerous activities that require the use of applied reading, writing, and arithmetic.
- ***Thinking Skills:***
  Every project should require every crew member to regularly think creatively, make decisions, solve problems, and recognize the processes they used to do these functions.
- ***Personal Skills:***
  Through active participation in crew-work, participants should be actively called upon to demonstrate responsibility, self-management, integrity, sociability, and communication
- ***Interpersonal Skills:***
  Through work on a crew, participants should use skills such as teaching peers, serving others, leading, following, negotiating, and working well with people of different sexes and culturally diverse backgrounds.
- ***Specific Occupational Skills:***
  Depending upon the projects tackled by a particular crew, participants should learn an array of technical skills necessary to perform a specific job.
- ***Work Maturity Skills:***
  Participants should learn "what it means to work" by putting in a full day at work, doing "real work," and being held accountable for outcomes.
- ***Citizenship Skills:***
  Participants should learn about their rights and responsibilities as citizens of their community and their country.

In addition, the community or neighborhood in which participants live should benefit from the projects that participants complete. The community should feel that "our young people" did something positive and important — something to be valued. The participants should feel that they did something they can talk about and point to with pride.

What are Some Typical Examples of Work-Based Learning Projects?

Many types of projects can be carried out using a work-based learning approach. Opportunities abound. The rule here is, "creativity, creativity, and creativity." Some typical examples of work-based learning projects — both urban and rural — are:

- assembling playgrounds;
- implementing small-scale construction projects;
- conducting weatherization or insulation projects;
- painting and renovating public housing — interior, exterior, and grounds;
- planting community gardens;
- constructing trails in state parks;
- conducting erosion control projects in parks and at beaches;
- implementing land reclamation projects;
- leading "meals on wheels" projects;
- conducting projects that aid the elderly or the disabled;
- assisting with blood drives or inoculation programs;
- producing "youth theater" or videos dealing with issues such as substance abuse, violence, racism, gangs, staying in school, AIDS prevention, etc.
- developing neighborhood fairs or festivals;
- organizing voter registration drives; and,
- conducting projects that aid children and families.

Who are the Key Adults in Work-Based Learning Programs?

- ***Crew Supervisor:***
  This person is the key to the success of the work-based learning approach. S/he is lead facilitator of crew projects, supervisor of implementation, instructor, counselor, mentor, crew worker, and sometimes surrogate parent.
- ***Work-Site Coordinator:***
  This individual helps negotiate work projects, supervises Crew Supervisors, and provides logistical supports for all aspects of crew work.
- ***Project Sponsor:***
  This is usually an organization that collaborates with the Work-Site Coordinator and others to develop a valuable project that can be carried out by one or more crews and benefits the community.
- ***Coordinator for Work-Site Education:***
  This person documents eligibility of participants, handles record-keeping, reports to schools about

participant progress, works with crew leaders regarding outreach needs for additional learning, and arranges counseling and health care.

- ***Work/Learning Supervisor:***
  This individual supports crew leaders in planning and organizing work projects and their accompanying learning components.
- ***Special Interest Groups:***
  When a project is devised to benefit a "community," there will inevitably be different groups in that community whose involvement is crucial. They can help if involved, or can kill a project if left as outsiders.
- ***Project Specialists:***
  These people possess specific skills or resources not present among the Crew Supervisor or crew members. Project Specialists may be skilled trades-people (carpenter, general contractor) or have other specialized knowledge relevant to the project (geriatric specialist, blood drive organizer, community worker). They work with the crew as advisor, technical expert, and instructor.
- ***School/Parent/Agency Liaison:***
  This individual coordinates work-based learning activities with the schools to assure that what crew members are learning and doing is tied to year-around school learning. S he assures that parents play an active, supportive role in the work-based learning process. This person also coordinates with other professionals at various agencies who serve the crew member.

What are the Component Parts of a Typical Work-Based Learning Project?

Categories of activity that are involved in developing and implementing work projects at which work-based learning occurs include:

- **developing** a work project;
- **planning** the work project;
- **implementing** the work project; and,
- **evaluating** the work project.

Successful work-based learning projects are not ones in which the adults do the planning and supervising, and the young people just do the "grunt work." Rather, the young people are heavily involved in nearly all aspects of planning, implementation, and evaluation. Once a project has been identified, the young people research what it will take to do it, design it, carry it out, and help evaluate it.

The degree of difficulty of any project must be based heavily upon the skills possessed by crew members and the extent to which crew members have learned to operate as a team.

How Do Work-Based Learning Projects Get Developed?

The purpose of this first phase is to identify and negotiate the details of a project that will be carried out by a crew (or crews) of young people and that ultimately will provide a valuable service to the community.

Who is involved in this phase? The primary responsibilities for this phase fall to the:

- SDA's marketing staff;
- Project Sponsor;
- Work-Site Coordinator;
- Coordinator for Work-Site Education;
- Work Learning Supervisor;
- Special Interest Groups (Community Groups; and,
- Project Specialist.

They may solicit input from:

- Crew Supervisor;
- Crew Members; and,
- School Personnel.

What gets done during the project development phase? The first aspect of project development involves marketing activities. The SDA needs to solicit Project Sponsors. To carry out this phase:

- The SDA should develop a set of project criteria and marketing materials that will attract potential project sponsors.
- Project criteria might include concepts such as these:
  - ✓ A project must be able to be completed in the time available.
  - ✓ Expectations regarding project accomplishments must be made clear.
  - ✓ A project must enable young people to use and learn a variety of transferrable vocational and academic skills.
  - ✓ A project must result in a product or service that is of value to the community.
  - ✓ The community must be involved in project development.
  - ✓ A work plan must be devised that details how the project will be implemented in the available time, and what goals and learning objectives will be mastered in the process.
  - ✓ The work plan must be developed by the crew members, with facilitation by their Crew Supervisor and assistance from other key adults.

- ✓ The work plan needs to include learning objectives that detail the basic academic skills, the life skills, and the specific occupational skills that participants will learn through their work on the project; ideally, functional context instructional approaches will be specified in this part of the work plan.
- ✓ A project must involve real work for real pay. Safety precautions must be discussed and implemented.
- ✓ Labor union rules must be observed.
- ✓ Child labor laws must be observed.
- ✓ Work-sites must be located where participants can get to them - by walking, public or SDA-provided transportation, or other reasonable means.
- ✓ Regular recognition and awards for crew members must be an integral part of the project.

- The SDA should market the benefits of its crew work initiative — offering community organizations the chance to tackle projects where the formidable labors of crew members are provided to organizations that can offer projects which fulfill "work-based learning" criteria
- The Work-Site Coordinator, backed by the SDA's strong marketing efforts, should solicit projects from community organizations or grassroots groups. (However, after several summers of successful operation of work-based learning projects, the need for marketing and solicitation may diminish. The youth crews' track record should generate requests for projects.).

Once a potential Project Sponsor has been identified, the SDA and the sponsor need to define the nature and scope of the project. To carry out this phase:

- The potential Project Sponsor suggests a project that will benefit the community, contribute to skills participants' should learn, and can be completed within appropriate time constraints.
- Details of the project are discussed and negotiated, often with input from the Crew Supervisor, crew members, Work-Site Education Coordinator, the Work Learning Supervisor, and others who will be involved in the project.
- The Project Sponsor, Work-Site Coordinator, and Work Learning Supervisor negotiate a written agreement that defines:
  - ✓ the project to be tackled;
  - ✓ the outcomes, services, and or work-products to be achieved within the time-line;
  - ✓ the quality indicators of "successful completion;"
  - ✓ the skills participants will learn through planning and implementation of the project;
  - ✓ the tools, materials, and resources that will be provided (by whom, how, and when) to support completion of the project;
  - ✓ the Project Specialists that will be involved -- and how their services will be assured;
  - ✓ details through which an end-of-project "completion ceremony" will be conducted so that the community and the work crew are acknowledged for their roles in the project;
  - ✓ how project completion and outcomes will be evaluated;
  - ✓ how crew members' learning gains will be evaluated; and,
  - ✓ other details that assure that all goals of all parties are met.

When a project agreement has been negotiated, the work planning phase can begin.

How Does a Project Work Plan Get Developed?

The purpose of this phase is to have young people on one or more crews hammer out the details by which they will implement and complete the work project. Young people will need to be actively involved in developing the project work plan.

Who is involved in this phase? The primary responsibilities for this phase fall to:

- the Crew Supervisor;
- Crew Members;
- the Work Learning Supervisor; and,
- the Coordinator for Work-Site Education.

They may be assisted by:
- Project Specialists;
- the Work-Site Coordinator;
- the Project Sponsor;
- Community Volunteers;
- Special Interest Groups Community Groups; and,
- School personnel.

What gets done during this phase? The Crew Supervisor and Work Learning Supervisor are the major adult players in this aspect of work-based learning. But it is the Crew Supervisor who plays the key role.

The Work Learning Supervisor works closely with the Crew Supervisor to figure out how work tasks can be translated into functional-context learning activities.

The Crew Supervisor *facilitates* crew members as *they* develop a comprehensive work plan that will guide all future actions and learning of the crew. Other adults may participate in advisory roles, but it is the young people who develop the work plan.

All involved parties work as partners to develop a plan incorporating the following concepts, elements, and principles:

- The project outcome is clearly defined.
- The work plan addresses work skills, performance objectives, basic academic skills, tools, special equipment, materials and assistance needed, safety precautions, special questions or comments, assignments of the crew, personal goals regarding work-site relationship, accomplishments, timetables, etc.
- The project is broken into major operational components.
- Each component has a "completion point" tied to it
- Each completion point has a series of operational steps defined "What steps need to be carried out to complete this component?"
- For each component point and its associated steps, an analysis is done of what resources and tasks will be involved and under what schedule:
  - ✓ tasks that must be completed by the crew as a whole;
  - ✓ crew members who will lead;
  - ✓ crew members who will "follow;"
  - ✓ specific tasks for each crew member;
  - ✓ tools, equipment, property, work clothing, safety instruction;
  - ✓ inclement weather assignments, transportation, food, support;
  - ✓ services, technical assistance, etc.; and,
  - ✓ other logistical issues.
- For each task and its associated steps, an analysis is done of what accompanying skills will be needed, and of how those skills will be conveyed and used.
- The Crew Supervisor and Work Learning Supervisor continue to work together assuring the work and learning are totally integrated. They communicate regularly with the Coordinator for Work-Site Education and other key adults.
- Task analysis is documented through the work plan, and accompanying academic and work maturity skills attainment is benchmarked.

How Does the Work Plan Get Implemented?

The purpose of this phase is to have young people on one or more crews carry out the project work plan, and from their experiences gain valuable, transferrable skills.

Who is involved in this phase? Primary responsibility for this phase falls to:

- Crew members;
- the Crew Supervisor; and,
- the Work Learning Supervisor.

They may be assisted by:

- Project Specialists;
- Work-Site Coordinator;
- Project Sponsor;
- Community Volunteers;
- Special Interest Groups Community Groups; and,
- the Coordinator for Work-Site Education.

What gets done during this phase? Project implementation represents the "heart" of work-based learning. A project should be implemented as per the work plan that has been created by the crew(s) — with the support and facilitation of the Crew Supervisor and Coordinator for Work-Site Education.

Young people learn through their work. Crew members are instructed, guided, cajoled, and mentored by the Work-Site Supervisor and the Project Specialists. By utilizing functional context instructional approaches, the Crew Supervisor and the Coordinator for Work-Site Education can ensure that work and learning are integrated and that the learning is meaningful and purposeful because it is a central part of the work being done.

As an example, let's look at the way in which a relatively experienced crew of older teenagers might begin the construction of a community garden. Crew members would be called upon to read information about how to plant and lay out a garden. They might be asked to summarize what they read in writing. They then might be called upon to answer questions orally -- demonstrating an understanding of the material that has been read. They might develop a set of directions for how the garden is to be planted — demonstrating the ability to think sequentially and develop a plan. Some crew members might be asked to supervise the planting -- using interpersonal and leadership skills. At each stage, the Crew Supervisor would identify the skills required for that stage, provide instruction in the context of the work task, critique the product, and guide the participants in improving the product as necessary.

Implementation of a typical work project incorporates a sequence of activities that include the following:

- When the project starts, the Crew Supervisor, crew members, and Project Specialist(s) develop the details of the work plan.
- Facilitated by the Crew Supervisor, and guided by the Project Specialist(s), crew members determine which crew members should work on which tasks and in what ways.
- The crew implements the project plan.
- The Crew Supervisor and Project Specialists provide ongoing instruction and guidance to crew members.
- As work progresses, crew members revise the plan and work assignments as needed.
- If major changes to instructional practices are called for, the Work-Site Supervisor and Coordinator for Work-Site Education communicate, then discuss their thoughts with crew members.
- As each aspect of the project progresses, crew members review what they are doing and what skills they are using, with instruction and support provided by the Crew Supervisor and Project Specialists.
- The Crew Supervisor and Project Specialists endeavor to relate work-based learning to academics and real-life issues.
- All of the above activities are coordinated with the Work Learning Supervisor and the Coordinator for Work-Site Education.

How Does a Work Project Get Evaluated?

The purpose of this phase is to determine, on an ongoing basis, to what extent work-based learning processes are succeeding, and whether both learning and project outcomes are being achieved.

Who is involved in this phase?

- Crew Supervisor;
- Crew Members;
- Work-Site Coordinator;
- Project Sponsor;
- Coordinator for Work-Site Education;
- Work Learning Supervisor;
- Community Volunteers;
- Project Specialists;
- Special Interest Groups and Community Groups; and,
- School and or education program personnel.

What gets done during this phase? Evaluation of work-based learning projects is an ongoing process. It involves measurement of learning gains among each crew member, and of project progress and completion.

How are crew members' learning gains evaluated? Evaluation of crew members begins with an initial (up-front) assessment of each participant's learning needs. This assessment often occurs through either an SDA-sponsored process or through the gathering of existing (and current) information from schools or alternative education programs.

This assessment lets all involved parties know where each young person is starting from and provides the information necessary to tailor an appropriate learning strategy. As the summer progresses, this initial assessment will serve as the basis or foundation against which later determinations of learning gains can be measured.

Evaluation of learning gains continues throughout the summer as information about individual participants' progress is gathered and interpreted. The project's work plan agreement should specify basic skills to be attained and practiced, as well as a more detailed benchmarking system upon which progress can be recorded for each participant.

Crew Supervisors observe and document crew members' attainment of:

- skills involved in carrying out each function;
- an understanding of the ways those skills were used on the work-site; and,
- an understanding of how those skills relate to the academic world, the task at hand, the work world in general, and the "world of life."

This documentation may take place:

- daily;
- weekly;
- on a task-by-task basis;
- on a component-completion basis; or
- on some other schedule that intermixes or is separate from the above.

A final evaluation should also be conducted. It should assess each crew member's mastery of important skills.

This information may be gathered with the help of school personnel. It should certainly be conveyed to each in-school participant's school so that summer learning may be coordinated with subsequent school activities.

BEST COPY AVAILABLE

If an in-school youth is receiving academic credit, the school system may dictate additional or other types of record keeping. We note, however, that it will probably not be possible to collect different information for each school. Rather, a well-conceived and executed "participant portfolio" could provide nearly any school with necessary information. Educators may need to be educated about this portfolio approach

How are project implementation and completion evaluated? The planning and implementation of each project needs to be evaluated. In doing so, SDAs need to consider both process and outcomes.

From the process standpoint, SDAs should ask questions such as:

- Did each project meet the appropriate "work and learning" criteria agreed upon with the Project Sponsor?
- Did the various players perform their expected functions?
- Were the details of agreements fulfilled?
- Were young people involved in each phase as intended?
- Did young people have the chance to use and learn a variety of skills?
- Were work and learning truly integrated?

From the project outcome standpoint, SDAs should ask questions such as:

- Was the project completed in a way that fulfilled the Project Sponsor's expectations regarding product, service, and level of quality? Why or why not?
- Was the project completed on schedule? Why or why not?
- Would the Project Sponsor seek help with a new project next summer? Why or why not?

Finally, at the end of each project, the project sponsor and the community need to give feedback to the crew regarding how well the project was completed. It is a good idea for there to be a ceremony of some sort at the completion of the project that documents service by the crew to the community.

What, In More Detail, Is the Role of the Crew Supervisor?

In work-based learning programs, Crew Supervisors are the SDA's key staff people with direct responsibility for working with crew members.

Crew Supervisors must be special people, recruited through a process that seeks qualified staff. "Qualified" doesn't necessarily mean "credentialed." A Crew Supervisor should have the capabilities described later in this section. We are not talking "cheap labor" here.

Recruitment of "qualified" Crew Supervisors will call for SDAs to conduct considerable outreach. Pay and benefits will need to be attractive.

We call for special people because, depending upon target population decisions made by the SDA, Crew Supervisors may have responsibility for some young people who are difficult to deal with and even more difficult to achieve valuable outcomes with. The typical Crew Supervisor may be working with:

- Young adolescents — 14 and 15 years old — who may demonstrate some of the challenging characteristics typical of that age group. (Some adults deem this "the monster age." Other adults may call young adolescents "aliens.").
- Older, school dropouts who also may exhibit behaviors that are difficult to cope with. They may have a history of failure in school and work. They may come from dysfunctional families. They may exhibit what "popular science" terms "behavioral disorders." They may face multiple barriers that must be overcome if they are to become productive members of society. Some will not be "easy kids to work with."

Regardless of target population, Crew Supervisors will undoubtedly experience moments when they want to "tear their hair out," and ask "Why did I ever agree to work with these kids?!?!" Despite their qualms about the tasks ahead, Crew Supervisors must be able to maintain positive attitudes, motivate crew members, and serve as positive role models.

The message here is that the Crew Supervisor job is not one for a novice. Crew Supervisors should (generally) *not* be:

- college students who merely seek a summer job but have no background or commitment to young people;
- individuals with little or no skills who got the job because they "knew somebody;" or,
- para-professionals who hope to use the summer program as a vehicle to "get their feet wet" with at-risk youth.

Rather, Crew Supervisors should possess a number of qualities that cannot be taught:

- the *love* of working with adolescents;
- patience and good listening skills; and,
- strong enthusiasm for working with and instructing young people.

In addition, Crew Supervisors should possess a number of important "hard" skills. Some of these skills may already exist among individuals recruited to serve as Crew Supervisors. Other skills may be conveyed through training. Regardless of where these "hard skills" derive from, an effective Crew Supervisor should possess the capacity to:

- apply knowledge about the developmental characteristics of young people to crew members and crew activities;
- translate this knowledge into tasks, behaviors, and activities;
- analyze the tasks and skills required to carry out and complete a work project;
- facilitate a group of youths through the processes of analyzing project work tasks, setting up a plan of action to complete the project, implementing the project, and evaluating implementation and completion of the project;
- determine how development and completion of the project will enhance the basic educational and specific occupational skills of participants;
- assure that project activities are consistently averaging out to the "100 percent work and 100 percent learning" rule;
- understand how reading and math skills apply to the labor market, and be able to teach young people those skills with lots of enthusiasm;
- facilitate participants' thinking skills leading to increased decision-making and problem-solving capabilities;
- facilitate participants' demonstration of personal responsibility, self esteem, integrity, and honesty;
- facilitate participants' growth in interpersonal skills (such as working together as a team, and working with people of different cultural and diverse backgrounds);
- explain, demonstrate, model, and teach constructively those skills youth participants need to learn.

An important factor is that, for many young people, the relationships that evolve through crew work serve as substitutes for family relationships (and, indeed, for gang relationships!). Many participants will need and should receive support from other crew members. But they receive primary guidance from their Crew Supervisor.

Work alone does not enable learning. Working on challenging tasks in an ongoing partnership with an experienced, trustworthy adult enables each young person to achieve and build the confidence that is a prerequisite for learning.

What is the Role of the Work-Site Coordinators?

Work-site Coordinators play an important role overseeing and supporting Crew Supervisors and crew members. Among their duties are to:

- conduct outreach to the community to identify work-sites and crew projects;
- negotiate with project sponsors to develop work-sites and crew projects;
- identify community groups that should be brought into the planning and oversight process and bring these people in;
- supervise the Crew Supervisors;
- assist the crew leader and the crew in the development of work plans;
- assure that tools, resources, specialists, and materials are supplied;
- assure that the work-project does not conflict with any union rules;
- assure that the work project does not conflict with child labor laws;
- assure that necessary safety rules and precautions are known and abided by;
- provide on-going technical assistance and support to the crew leader and the crew at the work-site so that all goals of the project can be attained;
- support efforts to evaluate and document work and learning; and,
- facilitate the sharing of information among parents, social workers, work-site sponsors, the community and other individuals involved in the support or provision of services to participants.

An effective Work-site Coordinator should possess not only a clear understanding of what Crew Supervisors do, but also should have skills in public relations, community organization, and negotiation. Because of the time-consuming nature of the tasks listed above:

- Work-site Coordinators should be responsible for overseeing a limited number of projects and Crew Supervisors; *or*

- Work-site Coordinators should have considerable help from an "Assistant Coordinator" or two; *or*
- The position as described above might have to be split into two positions.

What is the Role of the Project Sponsor?

The most effective Project Sponsors:

- understand what work-based learning is all about, and buy into it;
- provide a project that will benefit the community;
- pick a project that will also help the organization to successfully fulfill its own mission; organizational buy-in is strongest when self-interest is involved;
- invest considerable time in project planning and evaluation; and,
- are willing and able to provide resources — money, tools, equipment, materials, support staff, etc.

A Project Sponsor is usually a governmental, private-non-profit, or community grassroots *organization* that provides a service to the community (such as a park department, the local Boys and Girls Club, the Red Cross, a child care center, etc.).

We should note that, if the organization is a for-profit business, care must be taken to assure that the business is backing a project that will benefit the community and cannot result in any gains or profits for that business.

To assure that a work-based learning project fulfills the goals of everyone involved, it is important that the Project Sponsor:

- understand the goals and objectives of work-based learning, and how a work project must tie in;
- sponsor a project that enables youths to use a variety of transferrable skills;
- clarify the outcomes that are sought from the project — the "end product" and its level of quality;
- grasp that a work project must result in a product or service that is of value to a community or neighborhood;
- play an active role in the design and implementation of the work project to insure that the needs of all parties are met;
- provide tools, equipment, materials and any technical assistance needed for the project;
- help arrange for Project Specialists to be brought in as needed;
- be flexible enough to react pro-actively to unexpected situations that might interfere with the completion of the project as per original plan; and,
- be able to provide unexpected support and or resources to a project so that the project can be completed.

Classroom-Based Enrichment Strategies

What Are "Classroom-Based" Enrichment Strategies?

Young people participating in "classroom-based enrichment" are involved in a mix of classroom learning and work experience. Major learning activities take place in the classroom and at the work-site. Through on-going communication between classroom instructors and work-site supervisors, work experience supplements classroom learning and classroom activities use work tasks as the context for basic academic skills instruction.

Typically, classroom-based enrichment strategies are developed and operated by a partnership that includes the SDA, public schools, employers, and human service institutions.

What are Outcomes Typically Sought from Classroom-Based Enrichment?

The primary outcome sought by classroom-based enrichment programs is that through a combination of classroom learning, based on functional context instructional principles, and real work that provides opportunities to use the skills learned in the classroom, each young person will:

- acquire a set of valuable, transferrable skills;
- raise his/her skill levels to where they should be given his/her age and grade; and,
- understand how these skills are transferrable to various parts of the world of work and to their lives in general.

The specific skills a young person might learn through participation in a classroom-based enrichment program are no different from those learned through work-based learning (see Chapter on Key Elements). The occupational skills learned in this type of summer enrichment program may be learned either in the classroom setting or at the work-site (or both).

Which Youths Benefit Most from Classroom-Based Enrichment?

Although classroom-based enrichment programs can be designed to serve nearly any summer participant, they are most effective with young people who:

PUBLIC POLICY SURVEY: IS IT TIME FOR AGE TARGETING IN FEDERAL LEGISLATION?

AN INITIATIVE OF THE LILLY ENDOWMENT AND BRANDEIS UNIVERSITY.

Brandeis University is conducting a survey as part of a project studying the public policy response to young adolescents. In the past few years, national commissions, study panels and advocacy groups have focussed attention on early adolescence. For the purpose of this survey, we consider early adolescence as a developmental stage, roughly encompassing ages 10 to 15. Researchers consider early adolescents to be a distinct group of young people with unique cognitive, physical, emotional and social needs. Support and early intervention at this age, according to advocates, is likely to yield long-term social benefits. Age targeting of this group for specific intervention (prevention and preparation) has been a recent focus of private philanthropy and selected state initiatives. However, neither the advantages nor the trade-offs of this approach from a public policy standpoint have been systematically investigated.

This survey seeks to gather information about how early adolescent needs are currently being addressed and whether or how the public policy response could be strengthened with regard to the needs and interests of this age group.

WE WOULD GREATLY APPRECIATE YOUR RESPONSE TO THE QUESTIONS ON THE FOLLOWING TWO PAGES. PLEASE RETURN THIS SURVEY TO:

Terry Grobe
The Center for Human Resources
Post Office Box 9110
60 Turner Street
Waltham, MA 02254-9110

Or you may FAX your response to us, at: (617) 736-3773.

How deeply has awareness and understanding of early adolescence and of age/stage differentiation infiltrated the following systems or communities?

	Very Much	Somewhat	Very Little	Not at All	Don't Know
Public Education	❑	❑	❑	❑	❑
Health	❑	❑	❑	❑	❑
Human Social Policy	❑	❑	❑	❑	❑
Employment and Training	❑	❑	❑	❑	❑
Federal Policy	❑	❑	❑	❑	❑
State Policy	❑	❑	❑	❑	❑
Local Communities	❑	❑	❑	❑	❑

If you indicated that a particular system or systems differentiate services by age, please cite good examples of "age sensitive" public policy or federal legislation on a separate sheet and attach to this form.

Based on your own experience and knowledge, to what extent do you agree or disagree with the following statements:

1. Federal funds made available to communities for youth issues in general (e.g. AIDS, drug abuse, teen pregnancy, job training, safety, health, recreation, etc.) result in adequate services for early adolescents (10-15 year olds).

❑strongly agree ❑agree ❑disagree ❑strongly disagree

2. Federal legislation enables communities to provide comprehensive programming (a coordinated mix of education, human services, and employability services) for this age group.

❑strongly agree ❑agree ❑disagree ❑strongly disagree

3. Do you feel that other age groups (e.g., elders or preschoolers) receive adequate support for comprehensive services?

❑Yes ❑No

4. Federal legislation/policy provides adequate support for technical assistance and training to help service providers upgrade service delivery to 10-15 year olds.

❑strongly agree ❑agree ❑disagree ❑strongly disagree

5. Systematic data collection and analysis within and across agencies is in place to document the needs of this age group and to identify "best practices."

❑strongly agree ❑agree ❑disagree ❑strongly disagree

If you see the need for more age/stage-sensitive public policy, which of the following federal interventions might be particularly promising?

1. Infusing age sensitive language into existing legislation.

❑very promising ❑promising ❑not promising

Please detach and return to the Center for Human Resources

2. Creating new youth legislation focusing on early adolescents.
❑very promising ❑promising ❑not promising

3. Mandating services to early adolescents within existing federal legislation.
❑very promising ❑promising ❑not promising

4. Building in technical assistance or capacity building activities at the federal level to create awareness and knowledge of best practices, strategies, materials, training, etc.
❑very promising ❑promising ❑not promising

5. Authorizing legislation which creates local planning infrastructure to broadly address youth needs (re: the Young Americans Act of 1991).
❑very promising ❑promising ❑not promising

6. Other (please explain on a separate sheet and attach.)

Which of the following issues should federal policy makers address in legislation to better meet the needs of early adolescents? Please choose five activities from the list below and rank order them from 1-5, with 1 being the most important:

_____ Education/School reform
_____ Community service leadership development
_____ Family-based services
_____ Partnership programs
_____ Mentoring programs
_____ Comprehensive programs which serve the whole child
_____ Employability development activities
_____ Higher education awareness programming
_____ Prevention programs (violence and other risk behaviors)

Please identify your affiliation from among the following:
❑National Advocacy Organization
❑National Youth-Serving Organization
❑National Youth Research Organization
❑Federal Agency
❑State Agency
❑Local Government
❑Local Youth Serving Organization
❑Private Philanthropy
❑Other (please specify:)_____

Are you aware of good examples of state legislation that targets early adolescents, that enables communities to provide comprehensive programming for early adolescents, or that provides adequate support for technical assistance to help service providers upgrade service delivery to 10-15 year olds? If so, please provide a brief citation/description.

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS SURVEY.

Please detach and return to the Center for Human Resources

No Postage
Necessary if Mailed
in the
United States

BUSINESS REPLY MAIL

FIRST CLASS PERMIT NUMBER 28324 BOSTON, MASSACHUSETTS

Postage will be paid by addressee

Brandeis University
Center for Human Resources
P.O Box 9110
60 Turner Street
Waltham, Massachusetts 02254-9110

- are 14 to 17 years old;
- are more "mature" and hence more adept at transferring skills and concepts from classroom to job (and vice-versa);
- have not already been so totally turned off to a group learning environment that they would reject even those classroom experiences that are unlike traditional learning; and,
- can manage the transportation logistics involved in attending multiple activities at several sites on any given day.

How Should Work and Classroom Time be Scheduled?

SDAs need to determine what percentage of a participant's total time in the summer program should be devoted to work and what percentage to instruction, keeping in mind that the more successfully you utilize functional context instruction to shape your summer program, the more successfully you can integrate the work and instruction components.

Once this question has been answered, the scheduling issue can be tackled. Some typical variations on the scheduling theme are:

- jobs in the morning and instruction in the afternoon;
- instruction in the morning and jobs in the afternoon;
- jobs every other week and instruction every other week;
- two weeks of instruction and two weeks of work;
- jobs three days a week and instruction two days a week; and,
- jobs two days a week and instruction three days a week.

We should note that in the process of developing this *Primer*, we discussed the scheduling issue with the administrators of several academic enrichment programs that are considered particularly effective. All stated that, after trying a goodly number of these combinations, they felt that the most effective was education in the morning and jobs in the afternoon. They suggested that this scheduling strategy:

- enabled subjects tackled in the classroom to be used and reinforced immediately at the work-site;
- avoided having learners sitting in uncomfortably hot classrooms on typical summer afternoons;
- allowed learners to participate in a variety of activities every day; and,
- enabled a "no class, no work" policy to be easily implemented.

However, all of these administrators suggested that program designers be as flexible as possible in designing work and learning schedules. They noted that the "one size fits all" approach, though simpler, often resulted in missed enrichment opportunities.

Who are the Key Adults Who Work with Young People in a Classroom-Based Enrichment Program?

- ***Classroom Instructors:*** individuals who teach basic and other skills in the classroom, and relate those skills to work-site activities and real-life situations.
- ***Counselor/Coordinators:*** individuals who help assure that participants are placed in appropriate jobs, assist with coordinating integration of work-site and classroom activities, and assist youths when problems arise.
- ***Work-site Supervisors:*** individuals who train and supervise each participant at the work-site, and in doing so link academics with job tasks.

What Criteria Should Guide both Classroom and Work-site Learning Activities?

We start with the fact that, in both classroom and work-site activities, instruction should:

- involve participants in active, hands-on activities;
- use functional-context, work-related, and life-related approaches;
- enable learners to discover knowledge instead of being spoon-fed;
- be driven by high expectations;
- offer high support;
- offer high content;
- be strongly interactive;
- be as individualized as possible;
- be somewhat mostly self-paced;
- maximize time on task; and,
- involve creative problem-solving.

These fundamental concepts should flow throughout the classroom and work-site activities described in the sections that follow.

Where Should Classrooms be Located?

Classrooms may be located in any number of locations, among them:

- community-based organizations;
- local colleges universities community colleges;
- public schools;
- work-sites;
- the SDA;
- churches; and,
- other locations.

However, the issue here really is not, "Who provides the classroom space?" These are the more important questions:

- Are classroom environments comfortable, conducive to learning, and different from traditional school classrooms?
- Are classrooms located in safe places that are accessible to the young people who must travel between home, classroom, and work-site?
- Are there classrooms that are handicapped-accessible?

What Types of Classroom-Based Instructional Strategies Might be Used in Classroom-Based Enrichment Programs?

When choosing instructional techniques that will be used in summer enrichment initiatives, the key rules are:

- Classroom-based enrichment should not be like regular school!
- Classroom size should be limited to about 15 participants per instructor.
- Instructors must be able to teach using a variety of non-traditional instructional strategies.
- Instruction must directly relate to, and be coordinated with, activities and skills used on the work-site.
- Skills deficits observed on the work-site must be addressed in the classroom.

A variety of non-traditional instructional strategies can offer valuable learning experiences for summer participants, when inter-mixed and tied to work-site activities.

Before assuming that one or more of the following approaches should be the basis for summer enrichment programming, SDAs should review the information that follows and consider the questions we raise.

Overview of Elements for Quality Youth Employment Competency Programs

Competency-based programs differ from traditional academic programs, in which the curriculum is defined in terms of discrete content areas, instructional time is set, and teachers lecture and then test students to determine how well they perform relative to each other. In competency-based training, the learning objectives are defined in terms of clearly defined skills, and progress is measured by participant's mastery of those skills. Instruction is self-paced and focuses on the specific skills that a participant needs to learn. Further, quality competency-based programs help participants see the connection between what they are learning and what is required on a job. According to "*Evaluating Youth Employment Competency Programs: A Technical Assistance Guide*" by SRI and Brandeis University there are nine characteristics of quality YEC programs:

- ***Well-specified outcomes.*** Competency-based training is structured around a set of concretely described skills or competencies that comprise the objectives of the program.
- ***Criterion-referenced assessment.*** Assessments in competency-based programs determine not how well a participant is performing relative to others but whether the participant can perform a skill at a pre-specified level of competency.
- ***Valid and reliable assessments.*** Assessments should be valid so that those who pass the test are truly able to perform the required skill, and assessments should be reliable so that repeated measurement of an individual's performance would yield the same conclusion about his or her level of competency.
- ***Tailored instruction.*** Each individual should work on the material that he or she has not yet mastered.
- ***Self-paced learning.*** Each participant should work at his or her own speed and be able to continue to work on the material until it is mastered.
- ***Instructional content geared to competencies.*** Instructional content should relate directly to the competencies that form the objectives of the training program.
- ***Emphasis on participant activities and active learning.*** The focus of the instruction should be on the activities that are performed by the participant, not on what the instructor says or does.
- ***Training in a functional context.*** Training should teach skills in a realistic, employment-oriented context, using examples and materials from the workplace and requiring participants to perform actual job-related tasks.
- ***Training for skill transfer and durability.*** Being able to perform the required skills at the end of the program is not enough; participants should be able to perform these skills outside the classroom, especially on the job. Instructional methods should promote the transferability and durability of skills.

The summer academic enrichment challenge offers a great opportunity to upgrade or design a high quality YEC system.

Computer-Assisted Instruction

Simply put, Computer-Assisted Instruction (CAI) is an approach through which participants work on computers for *part* of their academic instruction.

We expect that many SDAs will consider relying heavily upon CAI as the basis for their summer academic enrichment efforts. We also acknowledge that CAI certainly does have an important role to play.

However, program planners should be aware that, despite CAI's reputation as a "silver bullet," even in year-round programs, CAI usually results in only modest learning gains and is more commonly effective in improving basic skills than in improving other equally important, higher-order skills.

In year-round programs, CAI seems to be more effective than delivery of traditional instructional methods with reduced class size. CAI also seems more effective than the strategy of mainstreaming lower achievers with average or high achievers. However, the effects of tutoring, mastery learning, and cooperative learning are actually greater than those of CAI. (These other instructional strategies are described below.)

An SDA that is considering using CAI as its primary summer academic enrichment strategy should be aware that CAI cannot be used in a vacuum. Providing summer academic enrichment does not just mean scheduling computer time for summer participants. To use CAI successfully, these issues must be addressed:

- **Content Issues**
  - ✓ What academic outcomes do we want and for whom?
  - ✓ What skills are we trying to convey?
  - ✓ How will those skills be related to work tasks?
  - ✓ How can work tasks help determine CAI content?
- **Software Issues**
  - ✓ What software is being used and what is its purpose?
  - ✓ Does it really achieve that purpose?
  - ✓ Will it achieve our purposes for the summer program?
- **Instructor/Computer Issues**
  - ✓ What is the role of the (human) instructor?
  - ✓ What is the role of the computer?
  - ✓ Is the instructor comfortable with computer-based instruction?
  - ✓ Is the instructor well-trained in the use of computer-based instruction?
  - ✓ Has the instructor developed a plan that integrates computer-learning with other forms of learning?
  - ✓ Has the instructor developed a plan that integrates computer-learning with work-site tasks?
- **Learner/Computer Issues**
  - ✓ Do learners understand the roles of instructor and computer in their learning process?
  - ✓ Do learners understand the roles of computers in general, computer-based instruction, and their applicability to what is being done at their work-site?
  - ✓ Do learners understand how various computer-oriented skills may be transferred to the broader world of work and to specific occupations? (Students who don't grasp the transferability should probably not be participating in a classroom-based strategy.)
  - ✓ Are learners well supervised?
  - ✓ Are learners competent with the computer, keyboard, mouse, and other interactive vehicles?
  - ✓ Do learners feel comfortable with a computer terminal?
  - ✓ Do learners share a single computer with others or do they work alone at a computer?

Cooperative Learning Approaches

In classroom-based, cooperative learning situations, participants are given instruction in small groups of similar ability level. Once basic information has been provided, participants move on to work on tasks in mixed-ability teams.

A key expectation is that participants will learn from one another. For cooperative learning to be successful, group goals must be clear and individual accountability must be incorporated.

In year-round efforts, cooperative learning has been found to produce consistent positive effects in the areas of inter-group relations, acceptance of handicapped participants, race relations, and self-esteem. These are important outcomes to consider for the summer program, since employers want employees who work well with others and have a healthy sense of self-esteem.

However, we remind summer program planners that cooperative learning approaches should use functional context instructional techniques. Cooperative learning activities should center around work-based and life-materials, technology, and issues, and should be coordinated with work-site activities.

Tutoring

Tutoring involves instructors, paraprofessionals, or volunteers working one-on-one with learners. Well-designed tutoring efforts generate fairly consistent and impressive evidence of effectiveness with "at-risk" young people. Young people who need personal attention often thrive when tutored well.

Tutoring has proven to be an extremely effective way to increase math skills, word-recognition skills, and oral reading skills. It has also been shown to prevent participants from falling behind their peers, at least in the short term.

Of particular interest to employment and training practitioners is that, in programs using older participants to tutor younger participants, both tutors and tutees show significant increases in reading and math skills.

We emphasize that the summer program cannot just assign "tutors" to "tutees" without curricula or guidance. Tutoring will be far more effective if tutors are armed with work-based and life-based materials, technology, and situations. The tutor should help the tutee apply academic learning to the tutee's work and life situations.

Tutoring approaches should be coordinated with work-site activities.

Continuous Progress Approaches

In continuous progress programs, participants proceed through a specified hierarchy of skills, and move on to each new level based upon their individual readiness. Instruction is delivered to participants at the same skills levels.

Participants move at their own rates and are constantly grouped and regrouped, often across traditional school-defined grade levels. Participants are instructed by instructors (rather than using programmed or individualized materials) and careful records are kept of each learner's progress through the curriculum.

Continuous progress programs have demonstrated reasonably consistent, positive effects for at-risk youth in the areas of language, reading, and math skills. This approach does not yet show (clearly researched) proof that it brings about positive effects in higher order skills such as reading comprehension or math problem-solving (although it might).

Summer program designers might wish to use continuous progress strategies; but again, curricula should use work-based and real-life materials, technology, and situations.

Continuous progress approaches should be coordinated with work-site activities.

Video-Disk Instruction

Video-disk instruction is similar to computer-based instruction in technology. Participants respond to and manipulate instructional materials through video-disk presentations.

Because video-disk instruction is a relatively new concept, it has not yet been tested for *long-term* results. Like computer-assisted instruction, videodisc instruction has received somewhat mixed and incomplete reviews.

For example, an experimental group of fifth-grade at-risk students demonstrated significant writing gains after the first year of using videodisc instruction, and significant gains in writing, reading comprehension, and critical thinking after the second year. But no data are available for older youth.

It appears that the video-disk approach will continue to evolve as new programs, applications, and more advanced technology are developed.

SDAs considering using video-disk instruction in the summer program are reminded that, like CAI, it cannot stand alone. Video-disk instruction can be an effective part of a larger instructional strategy. If video-disks are used, they should relate to work and real life. They can supplement learning, but cannot be the total instructional strategy.

Mastery Learning

Mastery learning is a mode of delivery grounded in the theory that participants learn best if enabled to *master* a concept or lesson *prior to tackling additional material*. After a series of lessons, participants who achieve an established mastery level move on to new material, while others receive instruction designed to bring them up to the mastery level.

It is still unclear how effective a strategy mastery learning is in improving the achievement of at-risk participants.

We again stress that, if mastery learning approach is used in the summer program, what participants "master" is best taught in a work or real-life context.

Direct Instruction

Direct instruction emphasizes drill and practice. Participants are told explicitly how to accomplish tasks, are guided through each step, and get frequent feedback and assessment.

In some ways, direct instruction is contrary to the concept of "discovering learning concepts through activities or actions."

Direct instruction has shown some effectiveness with fundamental skills, but has been sharply criticized for its narrow focus.

Questions remain about whether direct instruction is an effective strategy in terms of applying what is learned to more independent tasks. In turn, there are

questions about the viability of using this approach if the aim is to impart many of the higher order and coping skills sought by employers.

We suggest that direct instruction should not be the primary strategy through which young people learn during the summer program.

However, it does have a specific function. It should be used when a skill is perhaps too complex for young people to immediately absorb that skill through learn-through-doing.

What Does it Take to be an Effective Classroom Instructor in a Classroom-Based Enrichment Program?

Classroom instructors should possess the following qualities, backgrounds, and/or skills:

- They enjoy young people and are interested in working with them.
- They know that some learners require nontraditional teaching styles.
- They do not operate a traditional classroom using extensive lectures, fast-paced blackboard notes, rote learning, or lots of memorization of facts.
- They have experience with, and are, adept at applying an array of "alternative," hands-on, teaching methods such as those described above – or others.
- They incorporate competency-based, self-paced individualized instruction into their teaching strategies whenever possible.
- They have strong organizational, planning, and facilitation skills.
- They are capable of being *flexible* – able to change what they planned to do so that it fits the needs of the young people they are teaching.
- They do not require all learners to move at the same pace.
- They do not test all learners on one subject at the same time.
- They are capable of showing young people how academics are applied to work and to other aspects of life.
- They can develop instruction based on products, materials, tools, technology that are used at work-sites or in real life situations.
- They can design classroom work tasks that emphasize how those tasks are used in participants' work settings.
- They can help participants understand how academic concepts can be transferred to various jobs and careers.
- They can model behaviors, thought processes, etc. that will be valuable to young people in the world of work and life.
- They can assist young people to discover information through applications and experimentation.

How Should Work-Sites be Chosen?

Work-sites should be chosen based upon a series of important factors, the most crucial of which are:

Location of the work-site:

- Is transportation going to be an issue for young people who need to travel from home or class to the work-site?
- Does the work-site need to be located close to the classroom site?
- Does the work-site need to be located near to young peoples' homes?
- Are work-sites handicapped-accessible for participants who need such arrangements?

Appropriateness and quality of jobs offered by the work-site:

- What outcomes do we desire for the young people we intend to serve with this type of approach?
- What types of occupational interests do these young people possess?
- What skills do we want young people to attain through their work experience?
- What types of jobs or occupations that young people can handle might fulfill these requirements?
- Will the work-site offer summer participants "real jobs" (not make-work) that use their time productively for a whole work day?
- Is the work-site willing to put participants into jobs that provide exposure to multiple skills?

Willingness and capacity of the work-site to integrate learning into the tasks each participant carries out as part of his/her job:

- Does the employer have an interest in training and educating young people?
- Will the employer spend time before the summer program begins to:
  - ✓ work with SDA staff and classroom instructors?
  - ✓ develop work plans and task analyses that delineate the basic and other skills participants will learn on their jobs?
  - ✓ delineate how these plans will be implemented?
- Will the employer commit to carrying out these plans?

- Will the employer provide classroom instructors with the products, materials, tools, and technology used at the work-site?
- Will the employer assist the classroom instructor in developing lessons that use these materials?
- Will the work-site allow its supervisors to spend the time necessary to coordinate work activities with classroom learning activities?

Environment at the work-site:
- What is the "environment" of the work-site? friendly, welcoming, supportive, nurturing, etc.?
- Are there some participants for whom the most appropriate work-site would be a community-based or other not-for-profit organization?
- Are there some participants for whom the most appropriate work-site would be a large, private, for-profit company?
- Are there some participants for whom the most appropriate work-site would be a small business?
- Are there some participants for whom the most appropriate work environment would be a crew created by the summer program?
- Will the work-site provide extra support to young people who struggle?
- Has the work-site taken steps to make its employees aware of "cultural gender racial diversity" issues, or is it willing to?
- Has the work-site taken steps to make employees who will deal with summer participants aware of "youth development" issues? Is it willing to?
- Are there some young people who are considered "handicapped," and therefore will need to be placed at a work-site that fulfills special requirements?
- Is the work-site handicapped-accessible? Is it in compliance (or actively moving toward compliance) with the Americans with Disabilities Act (ADA)?

Supervision at the work-site:
- Does the work-site supervisor have an interest in training, educating, and developing relationships with young people?
- Will the supervisor have realistic and high expectations of participants under his/her wing, and will s he hold participants to those expectations?
- Will the supervisor help participants to understand how basic academic skills, specific occupational skills, and other "employability" skills are used on their jobs?
- Will the supervisor help young people to understand how their jobs integrate with the whole organization?
- Will the supervisor work actively, enthusiastically, and regularly as a team member with classroom instructors and counselor coordinators?
- Does the supervisor model positive adult behaviors, thought processes, etc. that will be valuable to young people in the world of work and life?

How Can Work be Integrated with Classroom Learning in a Classroom-Based Enrichment Program?

Classroom experience must be linked to work experience. Work and learning activities are coordinated through a variety of means including:

Work-related and life-related classroom curricula:
- Instruction is based upon the concept of applying academics.
- Classroom-based instruction is *outcome-based* and outcomes sought are *skills-based.*
- Instructional materials are those actually used at work-sites or in real-life situations.
- Instructors use the same tools, products, manuals, materials, and technology in the classroom that are used on the work-site and in the world of wor n general.
- Instructors emphasize how concepts conveyed in the classroom are related to and transferrable to various other jobs and careers.
- When discussing work tasks with participants, work-site supervisors review what academic and other skills are needed to do those tasks well.
- Whenever possible, work-site supervisors design tasks that require participants to use transferrable skills.

Regular communication between the classroom instructor and the work-site supervisor:
- Instructors visit work sites as often as possible while kids are there preferably at least once every two weeks.
- Instructors and supervisors meet together regularly to share ideas, discuss problems, and communicate in general.
- Supervisors and instructors meet regularly to plan classroom instruction and work-site tasks that reinforce each other. Ideally, they meet for planning purposes for at least a few hours weekly.

Summer Jobs Strategies

What Are "Summer Jobs Strategies"?

Programs based on "Summer Jobs" strategies place primary emphasis on work experience. In contrast to the other two approaches described in this *Primer*, Summer Jobs strategies have a less formal educational focus that varies from youth to youth, and from work-site to work-site.

Most importantly, young people need to work in "good" summer jobs. The intensity of the educational experience will be based upon each youth's individual job tasks, the adeptness of his/her supervisor as an instructor, the nature of the work-site, and the management orientation of the work-site.

Participants' educational gains tend to occur through activities such as:

- improvement of work-maturity skills through work experience and solid supervision;
- enhancement of occupational skills through on-the-job instruction and well-supervised job tasks;
- informal polishing of academic and other basic skills through job experiences; and,
- participation in periodic activities designed to broaden participants' horizons and created in response to specific participant requests.

Which Young People Are Best Served by Summer Jobs Strategies?

Programs based upon a summer jobs strategy are *not* for *all* young people.

An SDA should not use summer jobs as a general dumping ground just because they are "what it knows how to do best."

Summer jobs strategies are most effective with young people who:

- are 16 through 21 years old;
- have a demonstrated understanding of work maturity skills;
- can fulfill work-site demands and expectations;
- can fulfill job skill requirements;
- already possess some sense of their job interests; and,
- are not seriously academically-deficient

What Goals and Outcomes Are Typically Sought from Summer Jobs Models?

Participants should always leave a summer jobs program with enhanced, transferrable skills in two areas:

- work-maturity skills; and,
- specific occupational skills.

In addition, summer jobs ought to offer opportunities to polish and practice citizenship skills as well as the range of SCANS skills. Finally, older participants should find that they have a better grasp of their future options (careers, post-secondary education, apprenticeships, etc.).

Who Are the Key Adults Involved with Participants in Summer Jobs Models?

- ***Work-Site Supervisors:***
  Individuals on the employer's payroll who train and supervise each participant at the work-site.
- ***Instructor/Coordinators:***
  Individuals on the SDA's payroll who monitor participants' job performance, deal with work-related problems, provide very basic counseling, link participants with support services, and identify and provide participants with enrichment activities that help build skills.

Where Should Work-Sites be Located?

When choosing work-sites, SDAs should consider where young people live and how they will get to work. Two key issues arise:

- Ideally, work-sites should be located within a reasonable proximity to young peoples' homes - - close enough for them to walk safely, or to access through affordable modes of public transportation.
- Some work-sites and transportation resources will need to be handicapped-accessible.

How Do We Gauge, in General, The Appropriateness of a Work-Site?

Before agreeing to use a job or work-site, SDAs should consider whether the site offers what young people really need. A number of important issues arise:

- Work-sites should provide experiences that enable young people to achieve the program's outcomes and the young peoples' goals.

- Work-sites should hold young people to the same high standards that would be expected from any employee. ("Thou shalt not arrive late." "Thou shalt put in a full day of work." Etc.) Unacceptable work behaviors should not be tolerated.
- Work-sites should provide jobs that are tied to the types of occupational interests participants possess.
- Work-sites should expose participants to materials, processes, tools, and technology that are congruent with those used by their and other industries.
- Work-sites should offer summer participants "real jobs" (not make-work) that use their time productively for a whole work day.
- Work-sites should be willing to put participants into jobs that provide exposure to multiple, transferrable skills.
- Work-sites should be at least open to the possibility of providing year-round jobs (full or part-time depending upon the participant's school status) for summer workers who perform well.

Since the summer program seriously strives to give participants not just jobs, but jobs that convey skills, the role of the employer may expand significantly over what was expected in the past. Therefore, several additional issues come in to play:

- Employers should have an interest in training and educating young people in transferrable skills.
- Employers should be willing to spend time before the summer program begins to develop work plans and task analyses that delineate the skills participants will learn on their jobs.
- Employers must commit to carrying out these plans.

What Should the Work-Site Environment be Like?

As is true with programs based upon classroom-based enrichment strategies, young people enrolled in programs based upon traditional summer jobs strategies will be affected in different ways by the environments they work in.

Lessons here are transferrable from other strategies. Rather than repeat the key points mentioned earlier in this publication, we suggest that the reader review the section titled, "Environment at the Work-site" found in the "Classroom-Based Enrichment" chapter.

What Should be the Role of the Work-Site Supervisor?

The work-site supervisor is especially important in Summer Jobs Models. The supervisor is each participant's primary teacher, trainer, and leader. The better prepared and more committed a supervisor is to the summer program, the more likely that a young person will gain enhanced skills over the summer. SDAs and employers should be clear that:

- The supervisor must be aware that the outcome s/he seeks with each young person involves skills attainment — work maturity, occupational, and others.
- Therefore, the supervisor's job involves more than supervising. It also incorporates training, educating, guiding, and mentoring.
- A supervisor should have an interest in training, educating, and developing relationships with young people.
- A supervisor should have realistic, but high, expectations of participants under his/her wing, and should hold participants to those expectations.
- A supervisor should be committed to teaching the young person an array of skills.
- A supervisor should help participants to understand how basic, occupational, and other skills are used on their jobs.
- A supervisor should help young people to understand how their jobs relate to the work of the whole organization.
- A supervisor should model behaviors, thought processes, etc. that will be valuable to young people in the world of work and life.
- If a supervisor is to be effective at the tasks above, s/he must be responsible for only a relatively small number of young people (especially if s/he has other duties in addition to summer program supervision).

What Information or Issues Should be Conveyed through an Orientation for Work-Sites and Work-Site Supervisors?

Since the work-site becomes the primary vehicle through which young people will enhance their skills, and since "youth-work" is rarely the primary activity of most employers, up-front training becomes a particular necessity.

A strong orientation for work-sites and work-site supervisors is highly recommended, as is ongoing technical assistance. The orientation should probably be provided by SDA and school staff -- particularly those involved in program and curriculum design.

Subjects to be covered in an orientation might include:

- Overall purpose mission of the summer program;
- Target population served by the program;
- Common characteristics of the target population;
- Goals of the summer program;
- Strategies upon which summer program activities are based;
- Program design (major and minor components);
- Roles and responsibilities of the work-site;
- Roles and responsibilities of work-site supervisors;
- Instructional skills and strategies;
- Roles of the Instructor Coordinator;
- Roles of other SDA staff with whom work-site staff will relate;
- Relationships (how activities will be coordinated among the players);
- Resources supporting what needs to be done;
- People to talk to when issues arise;
- Generic advice (do's and don'ts); and,
- Logistics and paperwork.

What Criteria Should Guide Work-Site Learning Activities?

When young people start their summer jobs, and throughout the duration of their summer work experience, they should be trained by their employer to carry out various tasks and conduct various functions.

Work-site training should:

- involve the participant in active, hands-on activities that involve guided applications of skills;
- relate work-tasks and concepts to academic concepts and life-related learning;
- explain how the participant's job fits into the employer's bigger picture;
- clarify the employer's expectations;
- be driven by high expectations;
- offer high support;
- offer high content;
- be strongly interactive;
- be as individualized as possible;
- be as self-paced and self-directed as possible; and,
- maximize time on task.

How will the Integration of Work and Learning be Coordinated?

Summer academic enrichment programs based upon a summer jobs strategy usually employ one staff-person to serve as an "Instructor Coordinator" with a maximum of 25 participants. Preferably the number should be lower.

This individual is responsible for supporting the integration of work and learning among participants within his her charge. The Instructor/Coordinator:

- assists in negotiating work-sites and jobs, and matching participants to them;
- helps participants and their work-site supervisors to develop productive, trusting relationships;
- provides work-site supervisors with support and assistance regarding instructional strategies, tools, techniques, and materials;
- provides counseling and problem-solving support to participants, as needed;
- arranges for referrals to other services when participants require it;
- works with participants to identify areas where they want to be involved in additional enrichment activities; and,
- arranges for young people to participate in:
  - ✓ short-term, occupation-specific workshops or training seminars;
  - ✓ modest tutoring;
  - ✓ field trips or other short-term interventions; and,
  - ✓ other *ad hoc* or supplemental enrichment activities.

The Roles of Public Schools

SDAs cannot run the new summer program without the public schools. The school system should be an active partner in developing and implementing the SDA's summer academic enrichment strategies.

Partnership starts during the initial planning phase, carries on throughout project implementation, and continues as young people transition back to school or into other post-summer options.

We emphasize, however, that the terms "school involvement" or "school partnership" do not imply that SDAs should just hand over basic skills remediation monies to the public schools unconditionally. Some negotiation will be necessary. We stress the following points:

- SDAs should not automatically allow summer academic enrichment programs to simply continue traditional teaching strategies used during the regular school year. Summer academic enrichment does not mean traditional "summer school." It means combining work and learning.
- Summer monies can be used to stimulate changes in the ways that public school teachers and curriculum designers think and operate, both during the summer and during the regular school year.
- Functional context instruction and competency-based education can improve the quality of summer academic enrichment; this is a concept some educators already understand and value, so it can be a point of common ground in negotiations with schools -- negotiations for academic credit and for pro-rated tuition where appropriate.
- Using functional context instruction in the summer program can reinforce those schools that already use such instructional strategies, and can expose others to that approach so that they can begin to integrate functional context instruction during the regular school year.

Keeping the above caveats in mind, SDAs will benefit from carving out a major role for the public schools in summer program development and implementation. We suggest that SDA's be creative in defining school roles, using the concepts in the remainder of this chapter as a starting point.

During the up-front planning phase, public schools should be an active partner in the decision-making process regarding:

- which summer participants need to be enrolled in some sort of summer academic enrichment program;
- what outcomes will be sought from summer academic enrichment efforts;
- the development of functional context curricula that relate to specific work-site activity;
- the ultimate, in-depth design of each enrichment option that is chosen;
- instruction development (for young people);
- training design (for staff, employers, and other key adults);
- training school personnel in the use of active learning approaches and functional context instruction;
- how summer learning and the exchange of academic credit will be tied to and coordinated with year-round learning; and,
- how public school human resources and other resources can be used to strengthen the summer program i.e. pro-rated tuition.

During the early stages of implementation, public schools might:

- help the SDA determine which young people would best be served by each enrichment program offered;
- help the SDA recruit participants;
- provide the SDA with information about public school students who are chosen to participate in summer enrichment activities;
- administer some or all of the necessary testing;
- serve as a site to meet with and interview potential summer participants;
- share their existing assessment data with summer program planners; and,
- develop a link between the prior school year's learning and the summer program's academic enrichment.

During the summer enrichment experience, public schools might:

- provide access to computers and learning software;
- supply classroom space (if that space can be altered so that it does not have the aura of a traditional classroom);

- supply instructors (if those instructors are competent in nontraditional teaching techniques);
- supply curricula and other learning materials that:
  - ✓ are free from gender, cultural, and racial bias;
  - ✓ can relate directly to the world of work;
  - ✓ can support functional context learning;
- develop job-related basic skills curricula;
- provide guidance and career counseling support and resources;
- help provide ongoing assessments;
- supply financial support; and,
- provide other in-kind support.

As the summer program draws to a close, public schools might:

- help assess learning gains;
- provide summer program participants with academic or elective credit for participation in academic enrichment programs; and,
- implement post-summer links between the summer program and subsequent school-year activities.

The Roles of Community-Based Organizations

To sponsor the new summer program, SDAs need a range of partners beyond the schools. Given the array of characteristics and needs found among young people who will attend summer academic enrichment programs, SDAs must be prepared to link participants with a variety of community resources and services. This will be true regardless of which summer enrichment strategies an SDA utilizes.

One key area for community partnerships involves provision of support services.

Although not all participants will require all services, summer programs should arrange for supports such as:

- transportation;
- food;
- clothing, work clothes, and boots;
- shelter (permanent and temporary);
- child care;
- medical, mental health, and dental care;
- substance abuse prevention and treatment;
- legal assistance;
- counseling;
- post-summer job placement assistance;
- post-summer educational placement assistance;
- post-summer occupational training;
- other post-summer transition support;
- other post-summer options for out-of-school youths; and,
- mentorships.

Over the years, SDAs have almost always assigned summer line staff the responsibility for linking summer participants with other services. SDAs will need to do the same thing this summer.

However, for line staff to succeed at linking young people with the many services necessary, they need to be backed up by a group of youth-serving institution that have banded together through formal and informal interagency agreements in a way that:

- ensures that the broad selection of services commonly needed by young people are available to them when the young people need them; and,

- enables staff to know, in advance, what they can and cannot promise to participants.

Another key area involving community linkages is in the provision of jobs and work-sites that support academic enrichment. All three of the academic enrichment strategies described in this document require some support from other organizations. For example:

- "Work-based learning" strategies require projects that benefit a community while conveying important skills to summer participants. Projects are usually generated by community-based organizations, private-non-profit agencies, government agencies, and grassroots neighborhood groups.
- Community-based organizations, private non-profit, and government agencies often serve as work-sites for young people in both "classroom-based enrichment" and "summer jobs" programs.

The need for an array of resources that can be provided by community government institutions and groups dictates that SDAs will need to hammer out formal agreements that facilitate linkage of clients with the resources provided by those groups.

These agreements may require negotiations with new "partner" organizations, or perhaps the addition of new dimensions to existing agreements. Again, the call for partnerships.

The Roles of Employers

Again we say that SDAs can no longer go it alone. They need employers as partners.

Over the years, most SDAs have done a good job attracting the involvement and partnership of employers. What is *different* this year is the *role* that employers are being called upon to fulfill.

Summer youth employment programs have traditionally involved employers of various kinds in the provision of jobs. Some of the more sophisticated programs have developed formidable partnerships with employers to handle other needs or to provide other resources.

However, in many summer programs, the primary role of employers during the summer program was to make available jobs that provided participants with work experience period. Skill-building was not a major thrust.

Although SDAs certainly need employers to continue to provide jobs, jobs *alone* are no longer enough.

Now that academic enrichment and skill-building are mandates of the summer program, employer roles must be significantly expanded. For example:

- Work-sites must convey and reinforce positive work maturity skills. Young people should not be placed in jobs that teach them to "disrespect" work. Jobs must offer meaningful work. Participants should not be paid for just hanging out, for bad work behaviors, or for marking time at a work-site.
- Young people will need to enhance basic academic skills and specific occupational skills on their jobs.
- Work-sites, therefore, should become instructional sites to some degree based upon the enrichment strategies an SDA chooses, and willingness of employers to support this effort.
- Work-site supervisors, therefore, may need to take on the additional function of "instructor" – based, again, on the enrichment strategies an SDA chooses and the level of buy-in of the employer.

This new educational focus carries with it major ramifications for SDA planners and for employers. To help employers to handle these new demands, SDAs will need to forge new partnership agreements and expand employer supervisor orientations.

Key Principles Guiding Partnership Development

To set up smoothly-operating academic enrichment strategies that result in an array of valuable outcomes for summer participants, SDAs will need to develop *real* partnerships with the public schools, employers, community-based organizations, trade unions, and others.

By "real" partnerships, we mean a dynamic, coordinated *system* of work-sites, programs, support services, and interventions that are bound together by a network of formal agreements, commonly-agreed-upon procedures, joint planning, and shared resources.

SDAs *must* recognize that an interagency approach to summer programming presents a major challenge. It requires time, energy, and willingness to change familiar ways of doing business. Interagency partnerships are complex, often fragile initiatives.

As we embark on the question of how to develop effective partnerships, we note that the purpose of this *Primer* is *not* to explore, *in depth*, the many intricacies of partnership development. There are many publications that tackle the subject admirably and better than we could hope to do so here.

On the other hand, we do want the reader to be aware of some "absolutes" in the inter-institutional partnership-development process. Therefore, this all-too-brief chapter will present, in summary form, several key principles that drive partnership development.

"Brokering" is the First Step

The history of interagency partnerships shows that collaboration doesn't come about through magic. Groups of more than three organizations rarely work together effectively on their own. Certainly the JTPA summer youth program will require more than three organizations to work together.

The best interagency partnerships start with a "broker" — a person or small group that brings parties together and stimulates and molds collaborative agreements.

A broker spearheads the partnership effort, attracting organizations to come to a negotiating table until a permanent inter-organizational governance or management structure is in place. Often the broker is an individual whose vision, influence, and tenacity can make things happen.

On the other hand, some communities start with a small brokering group of agency leaders (rather than a single individual). Such groups convey the strong message that is not the unique idea of a lone visionary leader. They also provide a pool of leaders for continuity.

An SDA may have to find or create a broker — be it an individual or group — who will stimulate the partnerships necessary to support summer academic enrichment.

Perhaps the SDA Director will be the broker. Maybe the SDA's Summer Program Director will be the broker. Perhaps the director or chairperson of the Private Industry Council will play that role. Maybe the broker will be another community leader who thinks that summer academic enrichment is important — something to fight for. Perhaps the SDA will organize a group of brokers to back its summer academic enrichment efforts.

The broker will need to bring key institutional players to the table and get them started on the road toward designing an effective summer academic enrichment strategy. In doing so, these issues need to be considered:

- Since many agencies are unfamiliar with cross-sector collaboration, the specialized organizations involved must learn to adjust to ways of working that may be generally foreign to their own organizational cultures and structures. They must accommodate each other's ways of operating, learn how each other communicates, and together grope toward the definition of summer academic enrichment objectives that all partners can accept. They won't develop a common set of concepts and definitions without leadership.
- SDA line staff and managers, agency policy makers, school administrators, teachers, business executives, supervisors, and government administrators tend to start in very different places. They won't find a common middle ground without leadership.
- Assumptions underlying the language each organization speaks will need clarification and brokering. Government-funded agencies tend to care about regulations and performance standards, and each agency has a different set. Schools tend to talk process. Business tends to talk product. Others speak in other languages. They won't find a common set of assumptions without a broker stimulating those efforts.

- Then, because of differing institutional priorities, objectives, and habits, potential partners may arrive at decisions in different ways. Even seemingly trivial matters, such as the clothes people wear or how they spend their lunch hours, may loom large in a collaborative effort. As expected, there can be considerable difficulty convening leaders whose institutions have not previously worked together. They won't find a way through these issues and other conflicts without a broker to facilitate them.

Whether an individual or a small group, the best brokers are able to comfortably cross institutional lines. They can operate in several contexts, acting as trusted translators and diplomats. They should be capable of foregoing personal credit in favor of instilling a sense of ownership of the new system among potential partnership leaders.

In the early stages of summer program design, brokers need to use their official status or personal influence to reach other leaders in the community. Armed with a vision of what is possible, brokers proceed to build a collaborative team.

The Broker Transfers Tasks and Authority to Others

Partnerships are stimulated by a broker, but eventually the partners need to take control. A vision for the summer academic enrichment strategy is created with the leadership of a broker. Up-front policy decisions are made. But then, the nitty-gritty planning must take place.

Brokering strategies vary, but the most successful usually involve development of two or more planning groups:

- There must be a high-level "leadership planning group" with resources, the power to commit those resources, and the capacity to set policy.
- There will also need to be one or more task forces of line staff and middle managers to design the nitty-gritty aspects of the summer enrichment program while implementing the policies developed by the leaders planning group.

The amount and type of work these groups must tackle depends upon the scope of the summer strategy that is being developed.

The Right Players Need to be Involved in Strategic Planning from the Very Start

An interagency partnership supporting summer academic enrichment needs the involvement of, and blessings from, a variety of decision makers from organizations that control resources crucial to the success of summer participants. These include:

- **Upper-level policy makers**
  "The folks at the top" need to strongly endorse the mission of academic enrichment, agree to share risks and benefits equally, and direct those below them to support the effort. These top individuals might include:

  ✓ The mayor;
  ✓ The School Superintendent;
  ✓ CEOs of local businesses;
  ✓ Business Senior Vice Presidents;
  ✓ Business Vice Presidents;
  ✓ Agency Executive Directors and Board Chairs;
  ✓ Labor Union leaders;
  ✓ Leaders of organizations that serve as "project sponsors" for work-based learning projects; and,
  ✓ Other top-level leaders of involved institutions.

- **Secondary decision makers at the "upper management" and operational levels**
  These folks are "just below the top." Although their authority varies from place to place, they are generally responsible for leading implementation of projects or programs, overseeing the provision of services, and operating major departments or projects. They might include:

  ✓ Assistant School Superintendents;
  ✓ School Principals;
  ✓ Assistant Principals;
  ✓ School department heads chairpersons;
  ✓ Business Vice Presidents;
  ✓ Business Senior Managers;
  ✓ Agency Program Directors;
  ✓ Project sponsors; and,
  ✓ Labor union officials.

The Right Players Must be Involved in Designing and Implementing the Summer Academic Enrichment Strategy

A major reason why many interagency partnerships fail over the long term is that their planners assume that backing from the top automatically means success. False assumption!

In addition to the folks "at the top," interagency partnerships supporting summer academic enrichment *must* have the involvement of, and blessings from, the people who will be called upon to implement or support implementation of the summer program. These are usually middle managers and line staff such as:

- public school assistant principals, department heads, curriculum developers, and teachers;
- employer work-site department heads, managers, and work-site supervisors;
- labor union training officials;
- skilled trades-people;
- classroom teachers who use non-traditional instructional approaches;
- specialists in aspects of projects that crews of young people will tackle;
- crew supervisors;
- crew leaders; and,
- other line staff described in this Primer's chapters on summer academic enrichment strategies.

"Commitment" Must be a Driving Force

An SDA that wants to develop an effective summer academic enrichment strategy cannot develop *loose* commitments from other players. Formal commitments are crucial!

Fledgling collaborative efforts around the country that have experienced the greatest problems failed to secure strong support from all key players during their earliest days.

Conversely, partnerships that have enjoyed consistent success strove to garner and sustain commitment from the outset of planning. Even successful initiatives found it necessary to continue selling the partnership concept in order to hold the interest and maintain the active involvement of their influential leaders, middle managers, and line staff.

All these folks are busy people. They regularly have to choose among many competing priorities. The leaders are experts in delegating responsibilities in order to turn their attention elsewhere. The middle managers and line staff are usually stuck with far more than they can realistically do in the time available to them.

Why should any of these people choose to put their efforts into a partnership when they are faced with so many conflicting priorities?

The most effective partnerships recognize that each leader, manager, and line staff person will need to feel that he or she personally, or his/her organization, will benefit directly from involvement in the summer program. Strong SDAs start out marketing their vision for the summer program in the most positive and encouraging light possible. They continually reinforce the key points and benefits of summer academic enrichment so that nobody loses sight of the partnerships' fundamental purposes and essential elements. And they keep it up. Continuous marketing to new players is an important way to offset the turnover of key players.

"Ownership" Leads to Commitment

For summer academic enrichment strategies to succeed, involved institutions must have a sense of "ownership" for the delivery of the summer program and the outcomes derived from it.

SDAs must ask, "Are we helping our partner institutions to feel like our efforts are their efforts too?"

"Ownership" stems from involvement. To encourage other organizations to feel a sense of ownership for a summer enrichment initiative, SDAs should:

- involve players at all levels within those institutions;
- involve those institutional players from the very start of planning the academic enrichment strategy;
- make those institutions be major players in the implementation of the enrichment strategy;
- involve those institutional players in the evaluation of the summer academic enrichment strategy; and,
- incorporate input and opinions from those institutional players into future changes to academic enrichment strategies.

The sense of sharing ownership can be developed from several sources:

- early involvement in planning;
- communication of high expectations;
- shared decision-making power; and,
- fulfillment of organizational needs.

Line staff and middle management must be sold on the interagency concept of academic enrichment. They must be invited — not told — to take part. Ownership is best instilled by assigning tasks according to preferences, and by giving managers and line staff opportunities to help create their job descriptions and to define issues they feel are important.

Leaders who "prepare the ground, plant the best seeds, and then water and fertilize their growth," produce successful gardens.

In turn, just as a teacher's high expectations motivate students' achievement, leaders should make it clear that all partners will be expected to become visibly committed to the joint effort. Partners are expected to enlist other partners, appoint capable staff from their own organizations, and demonstrate their personal involvement.

The Partnership Must Fulfill Organizational Needs

The fulfillment of organizational needs will inevitably prove to be the key reason why institutions will choose to take part in a collaborative effort backing a summer academic enrichment initiative.

When an institutional leader sees clearly that tangible benefits can be realized through energetic participation, s he will often make collaboration a priority.

On the other hand, when benefits to his her organization are vague or not regularly reinforced, participation in the summer program will be viewed as valueless. Leaders will be reluctant to participate wholeheartedly.

Besides understanding how being a partner in the summer program can meet their own organizational needs, partners need to see how the partnership meets the needs of the other partners — needs that sometimes are not immediately evident, or are misleading at first.

To avoid faulty communications, someone has to spell out clearly the central reasons for each partner's involvement. Without such mutual understanding, it will be difficult for partners to reach constructive compromises on issues over which there is disagreement.

In short, summer academic enrichment needs to be sold through self-interest. Partners need to see benefits to their own self-interest and the self-interest of their partners. Incentives have to be shaped for each prospective partner.

Partnerships Require Meticulous Planning

Virtually all of a partnership's major operational problems and successes will converge around the fundamental principles of sound planning.

Most problems, in fact, will be caused by poor planning.

Successes will result from effective planning — a clear vision, measurable objectives, solid implementation, structured communication, and regular evaluation.

Developing the partnerships necessary to support summer academic enrichment will take time ... and more time. Partners must expect a long haul before an array of summer enrichment resources can be constructed that regularly achieve the successes envisioned by their creators — with minimal headaches.

Underestimating the time needed to plan and to continue planning throughout implementation, will cause major problems later.

Too often, in the rush to produce a visible product, program planners fail to realize that, by devoting minimal time to up-front planning, they are committing themselves to spend inordinate amounts of time later coping with problems that could have been avoided.

Planners should play "devil's advocate" early in the planning process. Anticipating possible problems in advance helps in designing a system that will avoid them. Solving problems later is much more complex when they must be tackled within the constraints, structures, systems, and bureaucracy of an operating summer program.

Other Standard Components of Summer Academic Enrichment

This *Primer* focuses on summer *academic enrichment* strategies. It is not meant to be an all-encompassing guide to summer programs.

As the reader is aware, this document started its discussions as if the "right" young people were already enrolled in the "right" academic enrichment programs, and as if all other extraneous issues have been handled.

However, we cannot ignore that fact that academic enrichment efforts will not succeed without concerted efforts to:

- recruit appropriate young people for specific academic enrichment programs;
- obtain up-front assessment data about those young people;
- assign those young people to enrichment strategies that fulfill their developmental, academic, and other needs;
- support those young people as they participate in academic enrichment efforts;
- deal with non-JTPA issues faced by those young people;
- provide ongoing assessment throughout the summer; and,
- help those young people to make the transition from the summer program to subsequent "advancement" activities.

Therefore, in addition to the enrichment-focused activities described earlier in this *Primer*, we devote this all-too-short chapter to other key aspects or "components" of summer program design.

We reiterate that summer program planning cannot be a last-minute effort. There are many important issues to be "hashed out." Tough questions must be answered.

Planners need to consider a series of important questions when designing each component of the summer program.

Hence we offer a number of key categories and accompanying questions that should be asked during the summer program planning process.

Choosing Young People for Summer Enrichment Programs

The legislation states, "An individual shall be eligible to participate in the program if s he:

- is age 14 through 21; and
- is economically-disadvantaged; or
- has been determined to meet the eligibility requirements for free meals under the National School Lunch Act during the most recent school year."

Given that the total population fulfilling these criteria in any SDA is probably larger than an SDA's enrollment capacity, SDAs need to ask:

- Which "subgroups" from among the total eligible population will we serve in which summer enrichment programs?
- Do we define who we want to serve based on demographic qualities or skill levels or both?
- What objective criteria should we use when choosing who to enroll in each enrichment program from our many eligible applicants?
- As we do this, how will we be sensitive to equity and access issues?
- Will participation in enrichment activities be voluntary or required?

Recruitment of Participants

Once an SDA has determined whom it intends to serve in summer academic enrichment programs, it must determine how it will attract these youths to apply. The SDA will need to ask:

- Who should be the audiences of our outreach efforts?
- How should summer academic enrichment options be described -- verbally and in writing -- to each target audience?
- To whom should we address our marketing outreach efforts?
- Who should do this marketing/outreach work?
- What specific marketing outreach strategies should be used to attract eligible youths to apply for summer enrichment programs?
- Which organizations should be involved in outreach and recruitment?
- What roles should each organization play in outreach and recruitment?
- What do these organizations and their staffs need to know if they are to carry out the outreach recruitment functions effectively?
- What supports and materials should these organiza-

tions have and/or offer if they are to carry out the outreach/recruitment functions effectively?
- How will these organizations learn what they need to know to conduct the outreach/recruitment function, and how will this knowledge be delivered?
- How will questions from organizations conducting recruitment be handled?

Application Procedures

- Which organizations and staff should handle the summer academic enrichment oriented aspects of the application processes?
- How will staff at these organizations be trained?
- How will later questions from these organizations and their staffs be handled?
- How can applicants who need help applying be assisted with the process?
- What additional intake processes will be necessary if participants are to enter appropriate enrichment programs?
- What will be done to administer and respond to applications?
- How will applicants be notified that they are enrolled in a specific enrichment program?
- How will accepted applicants be notified about their next steps?
- How can these next steps be made "user friendly?"
- How will applicant questions be addressed?
- What logistics will be involved?

Enrichment Program Matching

In order to avoid matching "kids to slots" and begin matching need with appropriate service, SDAs must address the following questions:

- What will be the target group(s) for each summer academic enrichment program offered by the SDA?
- How will the SDA decide which participants will be matched with which academic enrichment program?
- Which participants should be enrolled in which academic enrichment program — criteria for entry and enrollment?
- Which information gathered during assessment and counseling will be used to match participants with appropriate academic enrichment programs?
- What processes will be used to assure appropriate program matches?
- Who will be involved in the decision-making?
- What logistics will be involved in setting up this matching process?

Orientation for Participants in Academic Enrichment Programs

Every young person who is enrolled in a summer academic enrichment program should receive an orientation to that program. Before orientations can be designed, SDAs need to answer "content" and "delivery" questions such as:

Content:

- What should be the standard content of orientations for all summer participants that focuses on academic enrichment in general?
- What should be the orientation content that focuses on the specialized enrichment strategies (work-based learning, classroom-based, summer jobs strategies)?

Delivery:

- What types of orientations and processes will be needed for all summer academic enrichment program participants?
- What will be the logistics for delivering standard and specialized information to summer academic enrichment participants?

Up-Front Assessment

Before designing an assessment process or choosing instruments, an SDA needs to consider what role(s) assessment should play:

- to predict potential participants' chances of success in a program?
- to screen potential participants in or out of programs?
- to diagnose or identify skill levels and needs of individual participants?
- to track progress through and across programs?
- to evaluate effectiveness of individual programs or interventions?
- to identify additional resources needed to address the needs of participants?

An SDA needs to consider what kinds of education-oriented information it needs from applicants — *up-front* — if it is to arrange appropriate summer enrichment placements. Summer program planners might wish to consider overriding questions such as:

- How will we know "where each young person is" academically and "skill-wise" when s/he starts with us?

- How will we know what type of educational interventions are "right" for each participant who needs academic enrichment support?
- How will we know what academic goals are achievable for each participant within the summer program's time constraints?

These questions translate, in turn, to the more detailed questions that follow:

Information gathered during the application process:
Some education-oriented information can be gathered during the initial application process. Questions such as the following arise:

- What education-oriented information should or can be gathered during the application process?
- What should the education-oriented phase of the application process look like?
- What information should be solicited from schools and alternative education programs?
- What information should be collected from applicants on the summer program's application form(s)?
- How can the up-front information process and form(s) be made "user friendly" for participants and educational institutions?
- How will this information be used?
- What logistics will be involved in the information-gathering process?
- How can the SDA insure that it doesn't duplicate prior information-gathering; but rather obtains information from whoever has it?

Information gathered through administration of tests and other instruments:
If participants are to be placed into appropriate academic enrichment options, SDAs will need to consider the use of formal instruments that might have been administered before, upon, or after program entry. These instruments might measure:

- reading level comprehension/application skills;
- writing capacity grammar/application skills;
- mathematics level comprehension/application skills;
- higher-order thinking skills;
- problem-solving skills;
- life skills;
- parenting skills;
- social interpersonal skills;
- leadership skills;
- pre-employment/work-maturity skills;
- occupational interests;
- specific occupational skills;
- vocational aptitudes; and,
- other skills.

SDAs need also to consider issues such as:

- Of the instruments we administer, which will be in the form of pre- and post-tests?
- What modes of performance-based testing can be utilized?
- How will we "benchmark" learning?
- To what extent might successful performance of work tasks be the tests?
- How will youths be involved in and oriented to the measurement process?
- How will participants be "put at ease" with the measurement process?
- Who will administer tests and other instruments, if any?
- When will testing/administration occur, if applicable?
- How will information gleaned from measurement processes be used?
- What logistics will be involved in the measurement process?

Other information that should be gathered up front:
Since testing is not the only form of assessment, SDAs need to consider:

- What other education-related, skills-based information must be gathered up front?
- How will it be gathered and by whom?
- When will it be gathered?
- How will information gleaned from this process be used?
- What logistics will be involved in the gathering of this information?

Interpretation of up-front information:
Once testing and other assessment procedures have been completed, SDAs need to consider:

- Who will interpret up-front assessment information?
- How will this information be used?
- What logistics will be involved in interpreting and using this information?

- Will assessment information be shared with involved institutions and/or with individuals who provide instruction or training? If so, how and what?

Service Strategy Development

- What elements will be present in each participant's service strategy?
- Who will develop an initial service strategy for each summer participant?
- What processes will be used to develop these service strategies?
- How will the strategy become a "living document" that is reviewed and revised throughout the summer program?
- What additional assessments will be conducted throughout the summer program that will contribute information to service strategy review, revision, and subsequent implementation?
- Who will be responsible for monitoring, revising, and overseeing ongoing implementation of each participant's service strategy?

Counseling

- What counseling will be called for to help participants use up-front and on-going information?
- What counseling will be offered to assist participants to develop their initial service strategies?
- What counseling will be offered to enable ongoing review and revision of service strategies?

Referrals to Other Services

- Which information gathered during up-front assessment and counseling will be used to match participants with appropriate non-JTPA services?
- How will assessment and linkage information be incorporated into each participant's service strategy?
- What vehicles, policies, and or linkages will enable JTPA staff to link participants with non-JTPA services?
- What processes will be used to assure appropriate referrals to and linkages with those services?
- Who will be involved in the decision-making?
- What logistics will be involved in setting up matching and linking process?
- Who will follow-up on summer participants to assure that they receive the services they need?

On-Going Counseling and Case Management

- What counseling and case management support should be offered to all summer participants?
- What criteria will be used to define what types, how often, and in what forms these supports will be provided?
- What program and administrative supports will be provided to line staff who, when providing such supports, discover a participant need that should be addressed?
- How will each participant's individual service strategy play an on-going role?
- What logistics are involved in providing on-going counseling and case management supports to participants?

On-Going Assessment

Before designing an on-going assessment process or choosing instruments, an SDA needs to consider what the role(s) of on-going assessment should be:

- To identify and monitor learning gains?
- To diagnose or identify ongoing needs of individual participants?
- To track progress through and across programs?
- To evaluate effectiveness of individual programs or interventions?
- To identify additional resources needed to address the needs of participants?
- To certify learning gains or skills attained?

Design and Logistical Issues

Summer program planners might wish to consider overriding questions such as:

- How will we know "where each young person is" now versus when s he started with us?
- What education and skill-based information should or can be gathered on an ongoing basis?
- How will we know whether the type of enrichment intervention we chose for each participant was the "right" one?
- How will we know whether the skills-based goals we set for each participant are actually going to be realistic and achievable within the summer program's time constraints?
- What modes of performance-based testing can be utilized?
- Who will administer ongoing assessments?
- When will ongoing assessments occur?
- What logistics will be involved in the ongoing information-gathering process?

End-of-Summer Transition Services

One of the four purposes of the Summer Youth Employment and Training Program is to "encourage school completion or enrollment in supplementary or alternative school programs." Toward that end, SDAs need to ensure that the transition back into school for in-school young people acknowledges the value of their summer experience, and that the learning gains made by out-of-school youth be used to open the doors to supplementary or alternative education for them.

Key questions about end-of-summer transition services are:

- What assessments will be done regarding participants' summer learning/skills gains?
- How will the information gleaned through end-of-summer assessments be coordinated with subsequent school activities for in-school youths?
  - ✓ For example, how will summer learning be connected with the school-based learning that recommences in September?
- How will the information gleaned through end-of-summer assessments be used to guide subsequent interventions for out-of-school youths?
  - ✓ For example, how will summer learning gains be used to encourage appropriate placements of out-of-school youths in alternative education programs that begin in September?
  - ✓ And, which summer participants will move into year-round JTPA youth programs?
- What work-related transition services will be provided to participants for whom there are no subsequent JTPA options when the summer program ends?
- What other year-round supports will be offered to minimize the chances that summer gains will dissolve over time?

SUMMER BEGINNINGS: AN OVERVIEW

In June of 1993, the Center for Human Resources at Brandeis University, in conjunction with the U.S. Department of Labor, announced the initiation of a new thirteen site summer demonstration program, called *Summer Beginnings*, focusing on new approaches to learning and preparation for work. *Summer Beginnings* is designed to pilot and document effective summer work and learning strategies for youth -- strategies that focus on work-based learning and learning-rich work. Through performance-based assessment, *Summer Beginnings* also seeks to improve the summer-to-school transition for young people, documenting their summer work and learning achievements and sharing them with the schools.

The major goal of *Summer Beginnings* is to introduce young people to learning in direct connection with work and to introduce concrete, "real world" applications of knowledge to classroom instruction, by combining work and learning. To accomplish this, *Summer Beginnings* focuses on two broad program strategies:

Work-based Learning Programs. Totally integrates work and learning, with the major learning activities taking place on the job. With the facilitation of a crew leader, a group of young people research, plan, implement, and evaluate all aspects of a project and its accompanying tasks.

Classroom-based Programs. Combines a mix of classroom learning with real work experience. Major learning activities take place in both the classroom and at the work-site. Work experience is designed to supplement classroom learning, and classroom activities are designed to convey work-oriented skills.

Summer Beginnings also enables communities to re-think their approaches to youth employment training and summer jobs programs. A major feature of *Summer Beginnings* is an active partnership between employers and schools so that classroom teachers will be better informed about the workplace and employers will be armed with strategies for helping young people to learn.

As *Summer Beginnings* moves into the fall, Brandeis will work with each site to prepare program and policy recommendations for improving the quality of programming for youth through a strong work and learning connection. In addition, Brandeis will assist sites in long-term planning and the building of partnerships with schools during the regular academic year. For more information on the *Summer Beginnings* program, contact Lisa LaCava at (617) 736-3770.

BEST COPY AVAILABLE

Youth Programs
A publication of the Center for Human Resources,
The Heller School, Brandeis University,
Waltham, Massachusetts

This issue of Youth Programs is published with the assistance of a grant from the Ford Foundation. The contents of this publication do not necessarily reflect the views or policies of the Ford Foundation, nor does mention of trade names, commercial products, or organizations imply endorsement of same by the Foundation.

Brandeis University
Center for Human Resources
The Heller School
60 Turner Street
Post Office Box 9110
Waltham, Massachusetts 02254-9110

Non-Profit
Organization
U.S. Postage
PAID
Permit No. 15731
Boston, MA