

How Do Summer Youth Employment Programs Improve Outcomes? And for Whom? Initial Results from a Pilot Survey

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Disclaimer: The views expressed here are those of the speaker and do not necessarily represent the views of the Federal Reserve Bank of Boston or the Federal Reserve System.



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Equally as important has been the close collaboration of each of the four intermediaries who implement the Boston SYEP. I would especially like to thank Mark Isenberg and Jessica Rosario of ABCD, Joe McLaughlin of the Boston PIC, Rashad Cope of YEE, and Freddie Velez and Mallory Jones of YOU. Without your good works and diligent reporting, none of this research would be possible.

Motivation: What is the rationale for SYEP?

Each year, the Boston SYEP relies on city, state, and private funding (\$10 million) to connect about 10,000 city teens with roughly 900 local employers



" Summer jobs offer our young people the opportunity to gain great experiences beyond the classroom. We are all in this together, and I'm asking private sector companies in Boston to join the City, already participating companies, non-profits and community-based organizations to make a commitment to this year's program. It's good for our youth; it's good for the businesses who hire our talented young people; and it's good for the City of Boston."

- Mayor Martin J. Walsh

Motivation: What is the rationale for SYEP?

Two rationales are often cited:

- To **increase youth labor market attachment** by providing youth with the tools and experience needed to navigate today's job market on their own.
 - Employer **expectations have risen** for work readiness, communication, and “soft” skills that are difficult for youth to demonstrate without work experience (Harrington and Snyder 2013).
 - SYEP **facilitate the transition from school to the labor force**, helping students apply academic concepts, learn work-related skills, and develop contacts with employers.
- To **reduce inequality of opportunity** across different racial, ethnic, and socioeconomic groups by increasing access to early employment experiences for disadvantaged youth.
 - Disadvantaged youth **face multiple obstacles in obtaining early work experiences**, being disproportionately located in neighborhoods with few job opportunities, failing schools, and high levels of crime that negatively affect their outcomes later in life (Chetty et al. 2016).
 - Early work experience—such as that provided by summer jobs—is widely believed to be an important tool for **enhancing the future employment prospects and earnings potential** of disadvantaged youth (Bailey 1995, Bishop 1996, Osterman 1995, Poczik, 1995).

Theory: How might SYEP improve youth outcomes?

Boosting employment through job readiness

- Through early work experience, youth have the opportunity to explore potential careers, develop relationships with adult mentors, and practice both work-related and soft skills.
- **Moderate levels of teen employment** during the school year (less than 15 or 20 hours per week) has been shown to have beneficial effects on future employment, particularly for disadvantaged youth with less access to job opportunities (Painter 2010; Ruhm 1997, Carr, Wright, & Brody 1996;).



Theory: How might SYEP improve youth outcomes?

Raising academic achievement through aspirations

- Greater exposure to employment gives youth **experiences that can shape their aspirations**, whether it be to complete high school, obtain career training, or attend college, potentially raising academic achievement (Duckworth et. al. 2007; Heckman 2008; Lillydahl 1990; Mortimer 2010).
- Work experience may also provide an **opportunity for teens to apply knowledge**, possibly increasing comprehension as well as motivation through practical applications.
- SYEP provides employment experience **during the summer months** when youth are often idle, creating fewer conflicts with time spent studying during the academic year.



Theory: How might SYEP improve youth outcomes?

Reducing criminal behavior through community engagement

- Employment provides youth with a set of **socially productive activities**, possibly decreasing the risk of exposure to, or participation in, violence and delinquent behavior (Wilson, 1996).
- Early work experience also enable youth to **develop a sense of agency, identity, and competency** necessary for adult roles and success (Nagaoka, Farrington, Ehrlich, & Heath, 2015).
- Most SYEP participants are **placed with nearby community-based organizations**, providing opportunities for youth to engage with their communities in a positive way.



Literature: What do we know about the impact of SYEP?

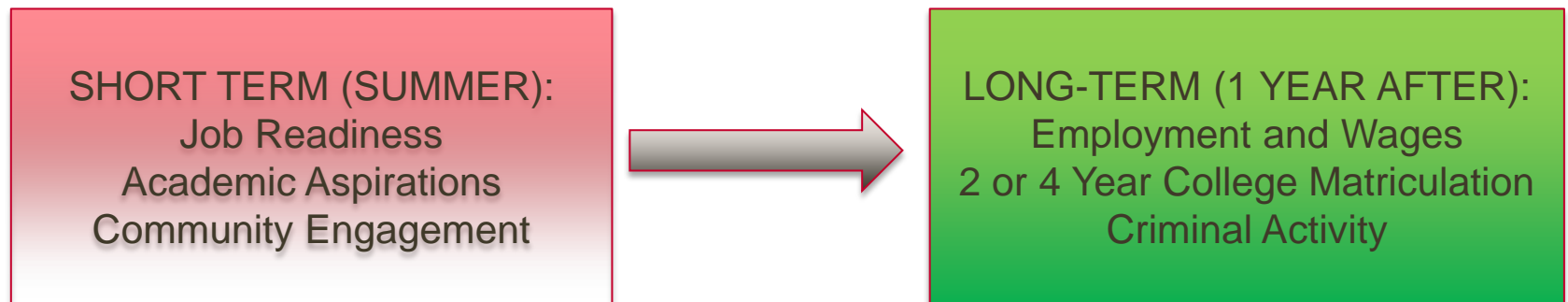
What have we learned so far?

- Previous research has demonstrated encouraging results in some cities including:
 - **Reduction in violent crime** in Chicago (Heller 2014)
 - **Improvements in school attendance and standardized test taking** in NYC (Schwartz et al. 2015, Leos-Urbel 2014).
- Yet other studies have found mixed results:
 - No positive impacts on **earnings** in NYC (Gelber et al. 2014)
 - A reduction in **employment** after the program in D.C. (Sachdev 2011).
- A key limitation of this work has been a **lack of information on the mechanisms** driving these improved outcomes and which program features serve to enhance **outcomes for particular groups**.

Literature: What do we know about the impact of SYEP?

What does this study add?

- Using survey data, we **measure improvement in short-term program outcomes** related to financial capability, job readiness, academic aspirations, and community engagement.
- We **disaggregate impacts by age, gender, and race** to focus on how SYEP impacts vary across different groups.
- Using administrative data, we will **link these self-reported short-term program impacts to long-term outcomes** such as employment and wages, academic performance, and court involvement.



- Our goal is to **better understand the mechanisms and program features that lead to improvements** in the long-term outcomes that policymakers increasingly seek to affect and whether the program has the potential to reduce inequality across groups.



Policy Context: The Boston SYEP

Eligibility and Random Assignment

- All City of Boston residents **aged 14 to 24** are eligible to apply to the program.
- Youth apply directly through one of the **four intermediaries** under contract with the City of Boston's Office of Workforce Development (ABCD, BPIC, YEE, and YOU).
- Two of the four intermediaries receive more applications than the number of SYEP jobs available and **randomly allocate spots in the program** to applicants by lottery (ABCD, YEE).
 - This provides a **robust control group** to compare outcomes with those who are randomly chosen to participate.
- We also compare outcomes for the other intermediaries to learn how the program affects those placed in **job matches** through the Boston PIC as well as **court-involved youth** served by YOU.



Policy Context: The Boston SYEP

Specific Program Features

- Students may be placed in either a **subsidized position** (e.g. with a local non-profit, CBO, or city agency) or a job with a **private-sector employer**.
- Youth are provided **20 hours of additional training** using a hands-on, competency based, work readiness curriculum developed by CommCorp.
 - Topics include understanding workplace safety, evaluating learning strengths and skills/interests, practicing soft skills, learning how to find and apply for jobs, and how to be successful in an interview.
 - Electives include financial capability, completing online applications, and drafting resumes.
- Students may participate in the program over **multiple summers**.



Boston SYEP Program Evaluation Plan

Phase I (Pilot)

- We measure changes in the survey responses **over the course of the summer**
- For individuals who were randomly selected to participate (treatments) and compare them to the outcomes of applicants who applied but were not randomly selected (controls).
- Using this approach, we aim to **answer the following research questions:**
 - Does the Boston SYEP **positively impact** job readiness skills, academic aspirations, and community engagement among participants?
 - Do these outcomes **vary for different demographic groups** by age, gender, race/ethnicity, and court-involvement?
 - Are the impacts on participants **significantly different from those of a control group?**



Data Collection and Sample Selection

Sample Selection

- Youth applying to either of the two intermediaries that conducted both a pre- and post-survey during the summer of 2015.
- **ABCD: School-aged population (N=4,235)** assigned to jobs using random assignment.
- **YOU: Court-involved youth (N=141)** no random assignment.

Positive Survey Response Bias

- Although nearly an identical **number** of youth responded, the **response rate** was much higher among youth selected by the SYEP lottery (66.9%) versus those not selected (21.8%).
- Although the control group was randomly selected, those who chose to respond to the post-survey were not, exhibiting **more positive characteristics** than the treatment group.
- This means that the data from the control group sets a **relatively high bar** for finding any positive impact of the Boston SYEP.

Response Rate and Demographics: Treatment vs. Control

	Treatment Group	Control Group
Total selected by random assignment	1186	3049
Total participated in program	991	3049
Total number with complete responses	663	664
Response rate	66.9%	21.8%
Percent in each category:		
Age		
14-18 years	88.2%	88.2%
19-21 years	11.6%	11.4%
22-24 years	0.2%	0.4%
Gender		
Female***	53.9%	65.2%
Male***	46.1%	34.8%
Race-Ethnic Group		
African American	51.5%	48.9%
Asian***	6.5%	12.0%
Hispanic***	36.1%	26.8%
White***	3.2%	9.2%
Other / two or more races	2.7%	3.1%
Living Situation		
Single parent family**	63.7%	57.6%
Two parent family***	29.4%	37.8%
Other relative	8.1%	10.7%
Other	6.3%	4.4%

Source: Author's calculations based on survey data provided by the City of Boston, Office of Workforce Development.

Note: *Indicates difference is statistically significant at the 10 percent level, ** at the 5 percent level, and*** at the 1 percent level.



Phase I Pilot Methodology

	Control Group Non-participants	Treatment Group Participants	Difference Across Groups (T-C)
Pre-Program	NA	25%	NA
Post-Program	30%	50%	+20pp
Difference Over Time (Post-survey – Pre-survey)		+25 pp	

(1) Change over time
for treatments.

(2) Difference between treatments
and control after the program ended.

- For the whole sample.
- By different age/gender/race groups.
- Controlling for all observed characteristics.



Results: Pre vs. Post Survey Responses for the Treatment Group

What did teens learn over the summer?

- Significant improvements in many measures of financial capability, job readiness skills, future expectations, and attitudes towards community for participants pre- versus post.
- In many cases, the largest gains were observed for non-white teens and/or younger teens, suggesting that the program may have the capacity to reduce inequality across groups.

Pre- vs. Post-Survey Results: Financial Capability

The percent of participants who **have a bank account** increased significantly for both groups and ABCD participants appeared to gain some banking knowledge.

	ABCD N=663			YOU N=107		
	Pre	Post	Diff	Pre	Post	Diff
Do you have a bank account?						
Yes	32.8%	43.1%	10.3 ***	30.6%	40.7%	10.2 **
No	55.1%	51.9%	-3.1	63.9%	54.6%	-9.3 **
Don't know	12.1%	4.9%	-7.2 **	5.6%	3.7%	-1.9
If no, why don't you have a back account?						
I do not know how to open one	22.5%	17.8%	-4.7 **	31.7%	30.2%	-1.6
I do not want a bank account	11.4%	11.3%	-0.1	15.9%	18.9%	3.0
I usually cash my check and spend it	10.9%	18.2%	7.3 ***	9.5%	13.2%	3.7
I give my money to my parents	6.9%	10.5%	3.6 *	6.3%	7.5%	1.2
I save my money but not in the bank	36.3%	35.8%	-0.5	31.7%	41.5%	9.8
Other	12.0%	6.5%	-5.5 **	22.2%	13.2%	-9.0 *

Source: Author's calculations based on survey data provided by the City of Boston, Office of Workforce Development.

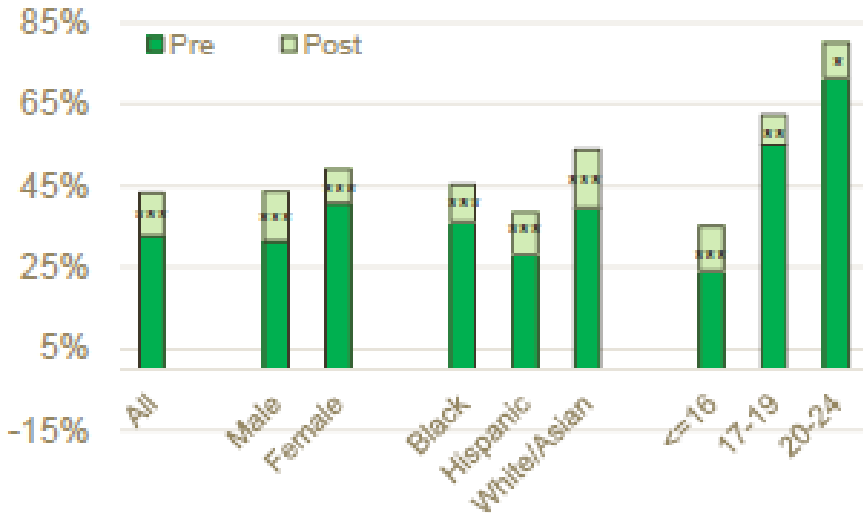
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Pre- vs. Post-Survey Results: Financial Capability

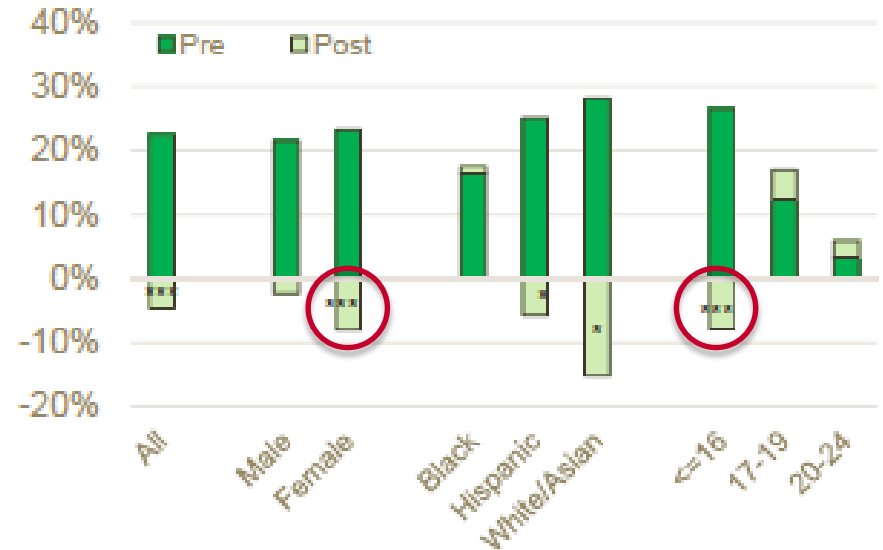
While all groups increased the likelihood of reporting they had a bank account, **females and younger teens** showed the largest improvements in knowing how to open an account.

Change in Financial Capability Pre vs. Post ABCD Participants

Has a bank account



Doesn't know how to open an account.



Source: Author's calculations based on survey data provided by the City of Boston, Office of Workforce Development.

Note: *Indicates difference is statistically significant at the 10 percent level, ** at the 5 percent level, and*** at the 1 percent level.

Pre- vs. Post-Survey Results: Job Readiness Skills

For both groups, there were large significant increases in the percent reporting they had a **resume**, had a **cover letter**, and had **practiced interviewing** with an adult.

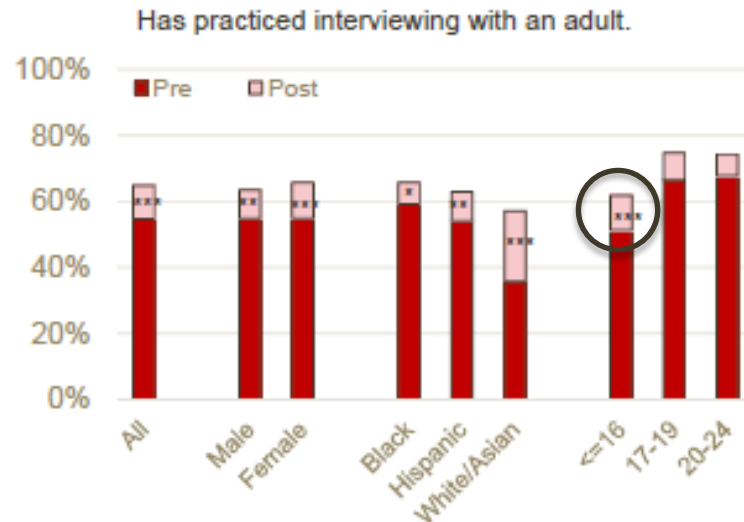
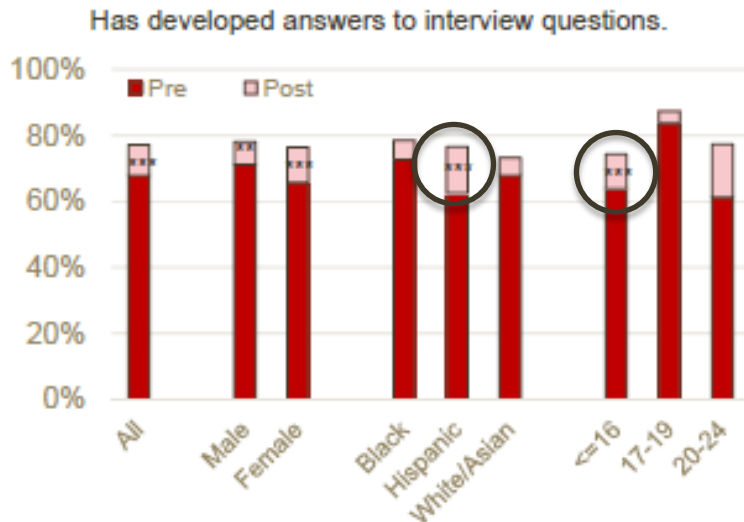
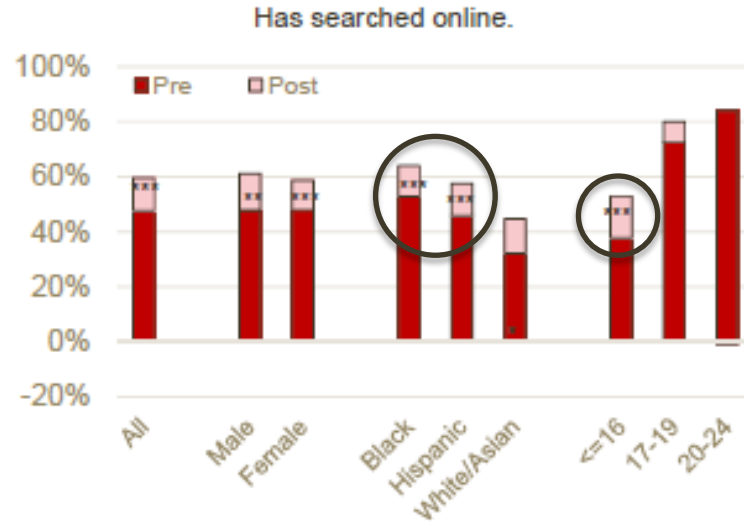
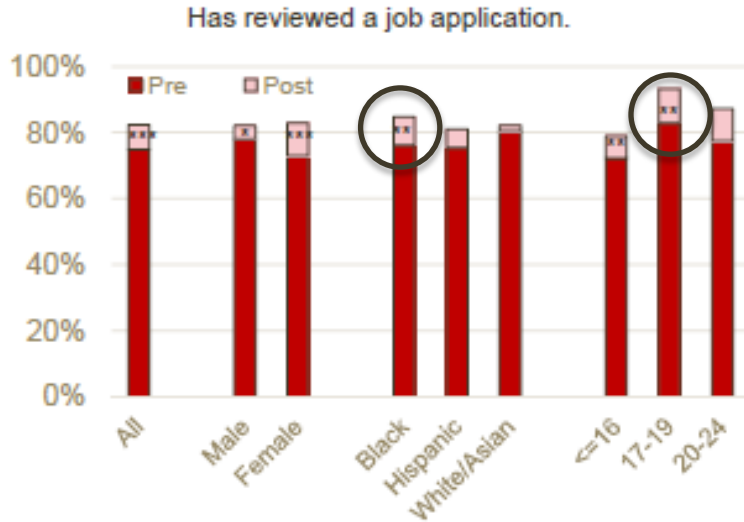
	ABCD N=663			YOU N=104		
	Pre	Post	Diff	Pre	Post	Diff
<u>Percent responding "Yes" to:</u>						
Have all key information to apply for a job	81.0%	88.2%	7.2 **	86.1%	88.9%	2.8
Have prepared a resume	40.9%	70.1%	29.3 ***	56.5%	63.9%	7.4 *
Have prepared a cover letter	23.4%	43.7%	20.4 ***	37.0%	50.9%	13.9 **
Have asked an adult to serve as a reference.	70.9%	74.5%	3.6	77.8%	72.2%	-5.6
Have reviewed at least one job application form	74.8%	82.4%	7.5 **	83.3%	83.3%	0.0
Have completely filled out at least one online job application form.	66.1%	70.9%	4.8 *	77.8%	75.9%	-1.9
Have searched for jobs online	47.7%	59.6%	11.9 ***	63.9%	70.4%	6.5
Have asked an adult for help in finding job opportunities	83.0%	84.6%	1.7	88.9%	82.4%	-6.5
Have developed answers to the usual interview questions	67.9%	77.1%	9.2 **	81.5%	82.4%	0.9
Have practiced my interviewing skills with an adult	54.8%	64.9%	10.1 ***	66.7%	74.1%	7.4 **
Have appropriate professional clothes for an interview.	85.1%	89.6%	4.5 *	87.0%	87.0%	0.0
Have made a plan for how to get to work every day	91.9%	92.5%	0.6	93.5%	89.8%	-3.7
Can pass a criminal background check	91.0%	91.9%	0.9	69.4%	75.9%	6.5
Can pass a drug test	91.7%	92.6%	0.9	62.0%	65.7%	3.7

Source: Author's calculations based on survey data provided by the City of Boston, Office of Workforce Development.

Note: *Indicates difference is statistically significant at the 10 percent level, ** at the 5 percent level, and*** at the 1 percent level.

Pre- vs. Post-Survey Results: Job Readiness Skills

Among ABCD participants, although nearly all demographic groups saw similar improvements, the biggest gains were observed for **non-white and younger teens**.



Pre- vs. Post-Survey Results: Future Plans and Aspirations

Among ABCD participants, there was an upward shift in **plans to work in the fall** and an increase in the percent **planning to attend a four year college or university**.

	ABCD N=663			YOU N=104		
	Pre	Post	Diff	Pre	Post	Diff
Do you plan to work in the fall?						
Plan to work in the fall	40.6%	48.0%	7.4 **	6.5%	11.1%	4.6
Do not plan to work in the fall	56.6%	49.0%	-7.5 **	5.6%	10.2%	4.6
Do you plan to enroll in an education or training program after high school?						
Yes	67.4%	70.3%	2.9	65.7%	63.9%	-1.9
No	4.8%	4.8%	0.0	7.4%	11.1%	3.7
Unsure/Undecided	21.0%	19.3%	-1.7	26.9%	25.0%	-1.9
If yes, share indicating that they plan to enroll in (check all that apply):						
Four year college or university	68.1%	73.0%	4.9 *	94.3%	92.8%	-1.5
Two year college	12.9%	12.4%	-0.5	27.1%	18.8%	-8.3 *
Attend a training program for a future career	9.5%	7.8%	-1.6	20.0%	20.3%	0.3
Go to technical/vocational school	4.2%	2.4%	-1.8	8.6%	11.6%	3.0
Join the military	3.1%	2.9%	-0.2	10.0%	2.9%	-7.1 *
Other	2.2%	1.5%	-0.7	10.0%	5.8%	-4.2

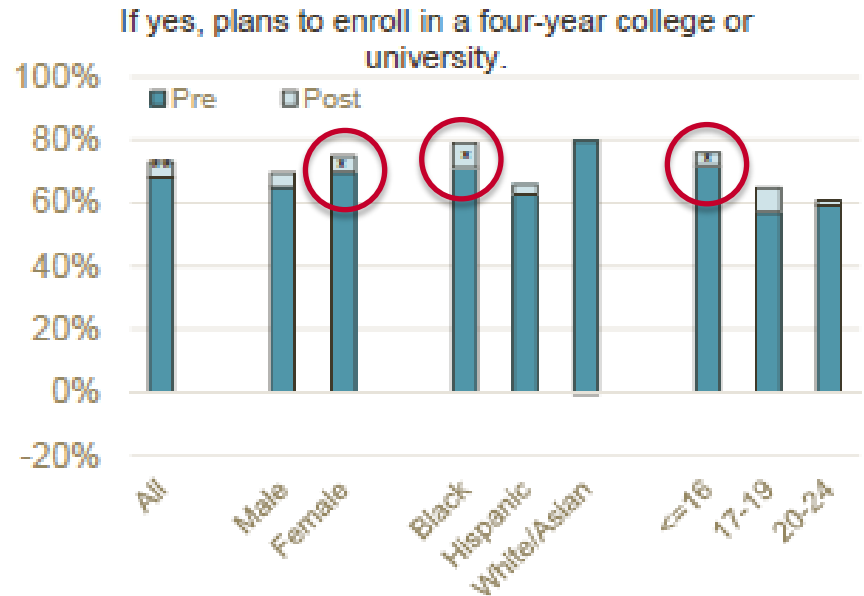
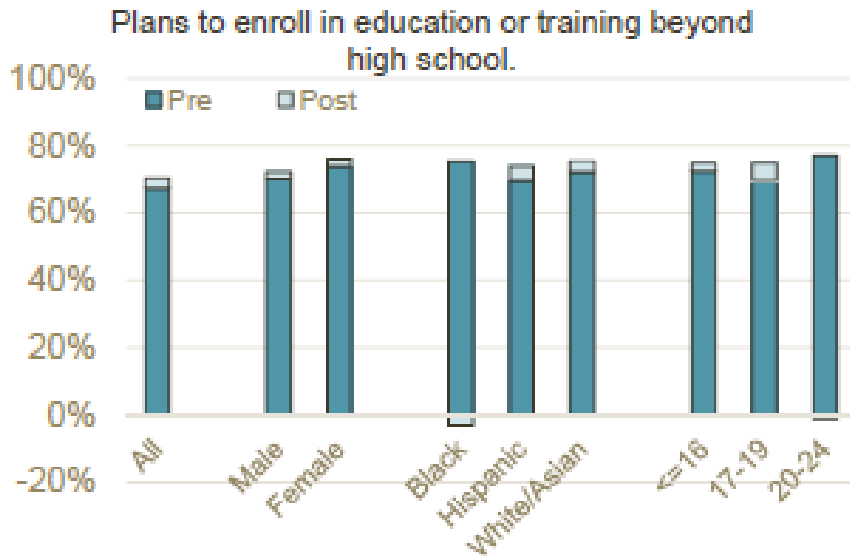
Source: Author's calculations based on survey data provided by the City of Boston, Office of Workforce Development.

Note: *Indicates difference is statistically significant at the 10 percent level, ** at the 5 percent level, and*** at the 1 percent level.

Pre- vs. Post-Survey Results: Future Plans and Aspirations

This increase in aspirations to attend a four-year college or university was most prevalent among **females, African-Americans, and younger teens.**

Change in Future Plans and Aspirations Pre vs. Post ABCD Participants



Source: Author's calculations based on survey data provided by the City of Boston, Office of Workforce Development.

Note: *Indicates difference is statistically significant at the 10 percent level, ** at the 5 percent level, and*** at the 1 percent level.

Pre- vs. Post-Survey Results: Community Engagement

There was significant improvement in attitudes regarding their **contributions**, how **connected** they feel towards others, and how **safe** they felt in their neighborhoods.

	ABCD N=663			YOU N=104				
	Pre	Post	Diff	Pre	Post	Diff		
In the past 30 days I have felt: That I have a lot to contribute to the groups to which I belong								
All of the time	31.9%	46.6%	14.7	***	32.4%	49.1%	16.7	***
Most of the time	34.2%	35.1%	0.9		39.8%	31.5%	-8.3	
Sometimes	23.4%	14.3%	-9.1		23.1%	12.0%	-11.1	
Never	5.0%	2.1%	-2.8		0.9%	2.8%	1.9	
Connected to people in my neighborhood								
All of the time	22.0%	36.8%	14.8	***	32.4%	41.7%	9.3	**
Most of the time	25.1%	27.0%	1.9		22.2%	22.2%	0.0	
Sometimes	34.5%	21.1%	-13.4		34.3%	23.1%	-11.1	
Never	14.1%	11.1%	-3.0		7.4%	8.3%	0.9	
Safe walking around in my neighborhood								
All of the time	42.9%	46.7%	3.8	*	40.7%	49.1%	8.3	**
Most of the time	30.4%	27.8%	-2.6		19.4%	23.1%	3.7	
Sometimes	22.8%	21.3%	-1.5		24.1%	19.4%	-4.6	
Never	1.7%	2.5%	0.8		6.5%	5.6%	-0.9	

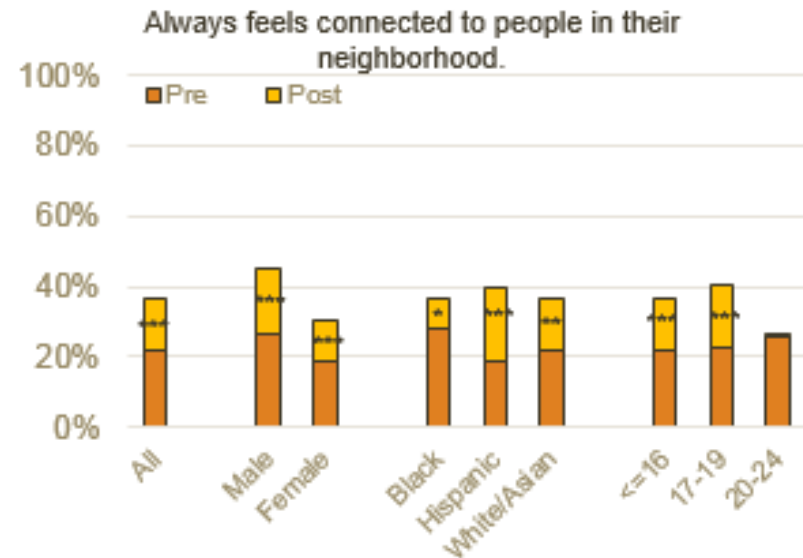
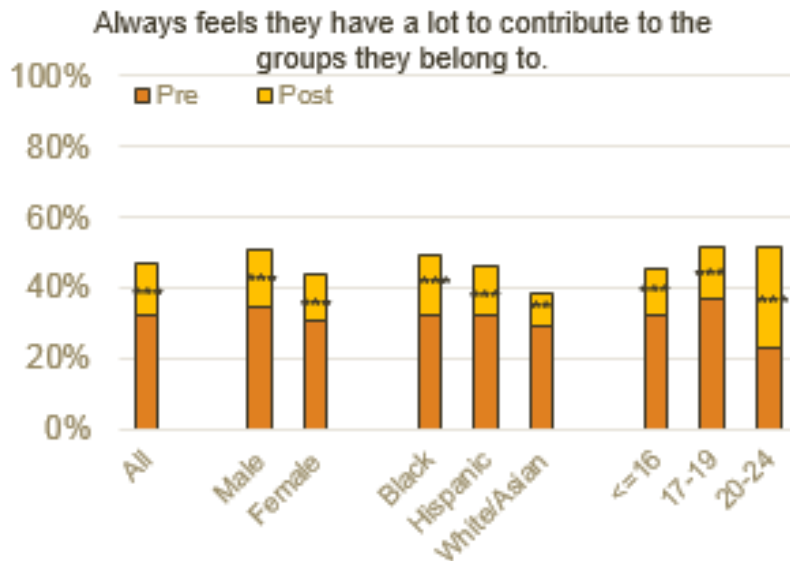
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Pre- vs. Post-Survey Results: Community Engagement

Improvements in the share of the share of teens who reported that they had a lot to contribute and were connected to their neighborhood were found **across all groups**.

Change in Community Engagement Pre vs. Post ABCD Participants



Source: Author's calculations based on survey data provided by the City of Boston, Office of Workforce Development.

Note: *Indicates difference is statistically significant at the 10 percent level, ** at the 5 percent level, and*** at the 1 percent level.



Results: Post Survey Responses for Treatments vs. Controls

Were the observed improvements due to the SYEP program?

- **Relative to the control group**, treatments were:
 - More likely to know how to open a bank account
 - Have a resume and cover letter
 - Plan on going to a four year college, and
 - Have positive attitudes towards their communities.

Survey Results for Treatments vs. Controls: Summer Employment Experiences

Those in the treatment group were far more likely to work, to work more hours, to work in community-based jobs, and to feel better prepared than to the control group.

	Treatments	Controls
<u>ALL RESPONDENTS:</u>		
Employment Rate	663	664
Percent employed this summer***	100.0%	26.4%
<u>WORKERS:</u>		
If worked, hours worked per week		
10 or less***	3.5%	10.9%
11 to 15***	1.7%	10.9%
16 to 20	12.3%	13.3%
21 to 25**	37.1%	26.6%
26+	37.3%	32.8%
If worked, daily work involved (check all that apply)		
Arts/theater/photography/media**	8.1%	16.1%
Day care/day camp***	56.0%	15.4%
Food services**	6.5%	13.3%
Technology/computer work**	6.6%	11.9%
Office work/administrative work	16.5%	17.5%
Outdoor/maintenance/conservation*	13.5%	8.4%
Peer leader	6.8%	4.9%
Tutor***	0.7%	4.2%
If worked, have someone to use as a job reference***	85.5%	76.2%
If worked, have someone they consider as a mentor***	67.7%	52.4%
If worked, feel better prepared to enter a new job***	92.5%	76.2%

Source: Author's calculations based on survey data provided by the City of Boston, Office of Workforce Development.

Notes: Standard errors are in parentheses.

Survey Results for Treatments vs. Controls: Financial Capability

Those in the treatment group were **5.1 percentage points more likely** to have a bank account but showed no significant differences in banking knowledge.

	All Groups Combined	"In-School" Youth: Age 14-18 Years			
		African American		Hispanic	
		Males	Females	Males	Females
<u>FINANCIAL CAPABILITY</u>					
Has a bank account	0.051 * (0.029)	-0.006 (0.067)	0.014 (0.056)	0.110 (0.082)	0.091 (0.067)
Does not know how to open an account	0.004 (0.019)	0.000 (0.043)	-0.026 (0.042)	0.079 (0.062)	0.033 (0.049)

Source: Author's calculations based on survey data provided by the City of Boston, Office of Workforce Development.

Note: *Indicates difference is statistically significant at the 10 percent level, ** at the 5 percent level, and*** at the 1 percent level.

All regressions also include controls for age, gender, race, two parent family and English as primary language.

Survey Results for Treatments vs. Controls: Job Readiness

Those in the treatment group outperformed the control group across **7 out of 11** job readiness measures with **larger impacts for African American and Hispanic males**.

	All Groups Combined	"In-School" Youth: Age 14-18 Years			
		African American		Hispanic	
		Males	Females	Males	Females
JOB READINESS					
Have all key information to apply for a job	0.094*** (0.021)	0.064 (0.053)	0.080** (0.042)	0.080 (0.057)	0.059 (0.055)
Have prepared a resume	0.245*** (0.027)	0.317*** (0.052)	0.187*** (0.055)	0.313*** (0.075)	0.238*** (0.071)
Have prepared a cover letter	0.217*** (0.028)	0.257*** (0.061)	0.230*** (0.055)	0.285*** (0.085)	0.204** (0.071)
Have asked an adult to serve as a reference.	-0.001 (0.027)	-0.016 (0.065)	-0.055 (0.052)	0.105 (0.074)	-0.056 (0.065)
Have reviewed at least one job application	0.039 (0.024)	-0.001 (0.053)	0.027 (0.044)	0.086 (0.071)	0.025 (0.057)
Have completed at least one online job app	-0.033 (0.028)	-0.003 (0.063)	-0.082 (0.052)	0.023 (0.078)	-0.090 (0.066)
Have searched for jobs online	0.025 (0.031)	0.152** (0.066)	-0.110** (0.057)	0.103 (0.090)	-0.018 (0.078)
Have asked an adult for help in finding a job	0.071*** (0.024)	0.041 (0.053)	0.026 (0.042)	0.135** (0.060)	0.068 (0.055)
Have developed answers to interview questions	0.069*** (0.026)	0.111* (0.062)	0.056 (0.051)	0.088 (0.071)	0.031 (0.062)
Have practiced my interviewing skills with an adult	0.064** (0.031)	0.118* (0.071)	0.074 (0.059)	0.069 (0.085)	0.012 (0.075)
Have appropriate professional clothes to wear	0.043** (0.020)	0.088** (0.044)	0.008 (0.034)	0.098* (0.055)	0.024 (0.042)

Survey Results for Treatments vs. Controls: Future Plans and Aspirations

While those in the treatment groups were **less likely to have a plan to work in the fall**, they were **more likely to aspire to attend a two- or four-year college after high school**, with larger impacts for **African-American and Hispanic females**..

	All Groups Combined	"In-School" Youth: Age 14-18 Years			
		African American		Hispanic	
		Males	Females	Males	Females
<u>FUTURE PLANS AND ACADEMIC ASPIRATIONS</u>					
Plan to work in the fall	-0.074** (0.030)	0.080 (0.070)	-0.076 (0.057)	-0.038 (0.086)	-0.204*** (0.063)
Plan to enroll in education or training program after high school	0.003 (0.017)	-0.002 (0.040)	0.017 (0.034)	-0.007 (0.048)	0.011 (0.039)
Plan to attend a four year college or university	0.110*** (0.081)	0.099 (0.065)	0.171*** (0.052)	-0.103 (0.084)	0.169** (0.066)
Plan to attend a two year college	0.062*** (0.019)	0.049 (0.041)	0.094*** (0.033)	0.117* (0.070)	0.018 (0.044)

Source: Author's calculations based on survey data provided by the City of Boston, Office of Workforce Development.

Note: *Indicates difference is statistically significant at the 10 percent level, ** at the 5 percent level, and*** at the 1 percent level.

All regressions also include controls for age, gender, race, two parent family and English as primary language.

Survey Results for Treatments vs. Controls: Community Engagement

Compared to other outcomes, the impact of the Boston SYEP on participants' attitudes towards their community was the most **striking across all demographic groups**.

	All Groups Combined	"In-School" Youth: Age 14-18 Years			
		African American		Hispanic	
		Males	Females	Males	Females
<u>COMMUNITY ENGAGEMENT</u>					
I have a lot to contribute to the groups I belong to (all of the time)	0.156*** (0.029)	0.180** (0.068)	0.132** (0.057)	0.173** (0.088)	0.128* (0.073)
Feel connected to people in my neighborhood (all of the time)	0.212*** (0.025)	0.260*** (0.059)	0.148*** (0.050)	0.251*** (0.084)	0.224*** (0.065)
Feel safe walking around my neighborhood (all of the time)	0.193*** (0.028)	0.200*** (0.066)	0.195*** (0.053)	0.260*** (0.078)	0.174** (0.070)

Source: Author's calculations based on survey data provided by the City of Boston, Office of Workforce Development.

Note: *Indicates difference is statistically significant at the 10 percent level, ** at the 5 percent level, and*** at the 1 percent level.

All regressions also include controls for age, gender, race, two parent family and English as primary language.

Conclusions and Next Steps

Conclusions

Key Findings of Phase I

- Relative to the control group, participants in the program **gained additional job readiness skills**, especially when it came to preparing resumes and cover letters and practicing for interviews.
 - Among those indicating plans to pursue higher education, participants were **more likely to raise their sights** toward enrolling in a four-year college.
 - Finally, all participants reported that they had **greatly improved their attitudes** towards their communities.
 - Despite the limitations of the current survey instrument and the sampling process, these trends are encouraging—particularly because **many of the largest gains were for non-white youth**.
- These short-term program outcomes may provide a look inside the “black box” to find some **clues as to how SYEPs affect teens** and in turn produce better labor market, academic, and criminal outcomes.

Next Steps

Phase II: Link to Administrative Data on Longer Term Outcomes

- It's unclear whether the self-reported improvements in job readiness, academic aspirations, and community engagement will result in increased **employment, greater academic achievement, or reductions in delinquent and criminal behavior** later on.
- And while the short-term benefits of the program are undeniably valuable, policymakers are **increasingly seeking to use the SYEP as a vehicle to help disadvantaged youth** long after their summer experiences.
- In the second phase of our evaluation, we are **linking the survey responses from phase I to administrative records** on employment, schooling, and criminal justice outcomes that track students for one to three years.
 - To **better articulate how SYEP affect teens** and in turn produce better labor market, academic, and behavioral outcomes (e.g. does increasing community engagement during the summer → decrease in criminal activity after the program ends).
 - To **help direct limited city resources** towards enhancing program features and helping the greatest number of youth.

Thank You!

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