

A Report on the Collaborative Evaluation of The STRIVE Career Path Project

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This report was written as a collaborative effort between STRIVE and Loyola University Chicago's Center for Urban Research and Learning (CURL). The research team included: Mary Jo Bartl, CURL Graduate Fellow; Dana Rivers, STRIVE Program Director; Christine George, CURL Faculty Fellow. In addition, Michael Rohrbeck, CURL Community Fellow and Janine Weiss-Northcutt, CURL Graduate Fellow, were instrumental in the initial development of this research project. Lisa Speicher, CURL Graduate Fellow, contributed editorial assistance in the writing of the final report. STRIVE staff, led by Executive Director Steven Redfield contributed input both in the development of the research plan and the analysis of the findings.

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EXECUTIVE SUMMARY

STRIVE (Support and Training Result in Valuable Employees) Chicago Employment Service, Inc., and the Loyola University Chicago's Center for Urban research and Learning (CURL) collaborated on a participatory evaluation of STRIVE's Career Path Project (CPP). STRIVE is a non-profit organization with a mission to help chronically unemployed, low-income adults enter the workforce and develop stable work histories. STRIVE's Career Project was created in 1994 to supplement STRIVE's basic services, job readiness training and job placement. The project was launched in 1994 to address the quandary experienced by many low-skilled people who enter the workforce: they need a job immediately, but can't qualify for high paying jobs nor afford school or training. Armed with this career and educational information, the Career Path Project has offered personalized planning and case-management services to its participants, called Associates, helping them to develop and carry out career paths.

The experiences of some Career Path Associates at STRIVE over the past four and a half years have shown that many have successfully placed themselves on a career path through participation in the project. However, others have unfortunately not made significant progress. The focus of this research project was to gain a clear understanding of the Associates' experiences and what factors might account for the differences.

STRIVE staff and CURL researchers jointly developed research questions. The STRIVE staff identified the issues to be researched and CURL developed the research methodology and conducted the research. Staff from CURL and STRIVE jointly analyzed the data. The research was gathered from three sources. A review was conducted of a representative sample (n=127) of CPP Associates' case files. The research team interviewed thirty Associates. In addition, information was gathered from meetings with STRIVE staff and STRIVE administrative data.

Among the researchers' key findings are the following:

- Career Path Project Associates enter the project with numerous social and economic barriers to employment that initially deterred them from tackling their educational goals.

- For just under half of the Associates STRIVE was their initial job training, placement and counseling experience.
- Associates have had a high regard for the Career Path Project's counseling. They particularly noted the importance of goal setting and planning and placed a very high value on learning how to strategize to reach goals.
- Associates have utilized the Project's staff to help them understand and negotiate inflexible public training, education and benefits systems.
- Those Associates with the most contact with CPP staff are more likely to overcome their barriers and meet their educational goals.
- Since 1998, Associates have been able to access *short-term, job specific* training programs, but are having a great deal of difficulty entering programs with longer term outcomes.
- Associates have often had difficulty moving from thinking about "jobs" to thinking about "careers" within growth industries.

Based on these observations, STRIVE has integrated new strategies for career advancement into its regular programming in three ways:

- Goal setting work now commences with the first week of the job readiness workshop, and is included in the tools used by the Placement Specialists in follow-up.
- STRIVE has been able to fund smaller caseloads. The more intensive counseling services that had only been available to be provided by the Career Path Counselors are now provided by STRIVE to all clients. STRIVE has also greatly upgraded its use of computerized case notes to better track client progress and to share information among staff people working with the same clients.
- STRIVE has taken advantage of the tight labor market to create new partnerships with employers who are willing to provide training for new entry-level hires, or to provide internships. There are now three companies who provide skill training to STRIVE graduates, getting them to \$8-\$10 an hour wages for their first job within 90 days.

INTRODUCTION

STRIVE and The Career Path Project

STRIVE (Support and Training Result in Valuable Employees) Chicago Employment Service, Inc., is a non-profit organization with a mission to help chronically unemployed, low-income adults enter the workforce and develop stable work histories. With a priority to serve public aid recipients, STRIVE provides training for success in the workplace through emphasizing personal responsibility, followed by lifetime support for employment needs. The program is modeled after STRIVE/ East Harlem Employment Service, which was founded in New York in 1985 and now places over 2,500 people a year. There are now over ten groups across the country that have adopted the STRIVE model and provide pre-employment training and placement services.

Long-term follow-up is a vital component in STRIVE's model. Program graduates receive placement assistance during their initial job search. Then, through on-going contact once graduates are employed, STRIVE staff work to help them stay on the job, advance or find better positions, or re-enter employment if they lose a job.

STRIVE's Career Project was created in 1994 to supplement these basic services. The project was launched in 1994 to address the quandary experienced by many low-skilled people who enter the workforce: they need an immediate job, but can't qualify for high paying jobs nor afford school or training. In spite of an upswing in the availability of employment opportunities for low income individuals, corporate downsizing, human resource consolidation and greater reliance on temporary to part-time employees has made it even more difficult for low-income people starting in entry-level jobs to advance to better positions.

In an effort to help people overcome these paradoxical barriers, STRIVE targeted five occupational sectors that had strong job growth for the Chicago area, required only one or two years of post high school training and paid at least \$18,000 a year and offered benefits. These occupations were in the fields of health care, retail management, secretarial work, accounting/bookkeeping and manufacturing. Selections were based on data from the U.S. Department of Labor, the Illinois Department of Commerce and Community Affairs and

research that had been conducted for the Mayor's Office of Employment and Training. STRIVE also assembled the information Associates would need to access education and training resources in their chosen fields. These resources include basic literacy through GED classes, vocational training programs and city college classes.

Armed with this career and educational information, the Career Path Project has offered personalized planning and case management services to its participants, called Associates, helping them to develop and carry out career plans. After graduating from STRIVE's four weeks readiness workshops, those who choose to work with career Path Counselors planned their ultimate career goals and established annual employment, as well as educational and job training benchmarks to achieve those goals.

Over 345 STRIVE workshop graduates have voluntarily joined the Career Path Project since 1994. Seventy percent of these clients have received welfare benefits and needed marketable skills and work experience in order to transition from welfare to work. Eighty-one of the Career Associates have worked while improving their skills and education. Forty-one Associates, of whom 55% were former welfare recipients, have reached an earnings benchmark of at least \$18,000 (150% of the poverty level for a family of three).

In the course of the Career Path Project, the type of training and education pursued by the Associates has varied. Yearly, the number of Associates completing short term, certificate-based occupational skills training programs has increased by 77% since 1996. Conversely, participation in literacy remediation and GED prep has declined during the same period by 29%. This may be a result of structural effects, however, as 1996 was the year welfare reform was implemented in Illinois. New rules imposed time limits and restricted educational and training activities. Since then, Associates have been directed away from building basic skills, scholastic skills, or long-term vocational skills. Instead, they are directed toward job specific skills that will give them rapid entry into the workplace. It is clear that the disparity between the increase in participation in short-term skills training and the decrease in academic remediation reflects welfare reform's 'Work First' mandate. Based upon these trends, the STRIVE/Loyola CURL evaluation team endeavored to learn how successfully the Career Path Project has helped Associates set goals to build skills in the wake of policy and program limitations.

The Research Project

Since January 1998, STRIVE has been involved in a collaborative project with Loyola University Chicago's Center for Urban Research and Learning (CURL). The experiences of some Career Path clients (called Associates) at STRIVE over the past four and a half years have already shown that the Career Path Associates successfully place themselves on a career path through participation in the project. However, others have unfortunately not made significant progress. The focus of this research project was to gain a clear understanding of the Associates' experiences and what factors might account for the differences.

In this research, we had two goals. First, we wanted to evaluate the effectiveness and efficiency of the Career Path Project's service delivery system. In particular, we wanted to understand which features of the Project were most instrumental in assisting STRIVE's Associates. Second, we wanted to investigate how factors in the external environment, including the laws, systems and funds available for workforce development, impacted the Associates' goal of building sustainable careers.

RESEARCH DESIGN AND METHODOLOGY

The evaluation team used two methods to collect data. First we randomly selected 127 Associates' case files to review. Second, we conducted in-depth phone interviews with 30 Associates who were randomly selected among the 127 Associates whose case files we had reviewed.

Case Review

The case files (paper) and computer data were rich sources of information. They included demographic information, work histories, and reading and math test scores. In addition, each case contained the documents utilized by the Associates and CPP staff to identify and plan the Associates' career and educational goals. Staff notes in the files included information on the course of the goals and the manner and content of each contact between the staff and Associates. In addition, the team also retrieved information on barriers faced by Associates in achieving goals and if the counseling function addressed these issues. While the case records were fairly

complete, we found that the record keeping in many didn't reveal if goals had been changed or reached. As a result, CPP staff and evaluation team members created a new data form that is now being utilized by staff. This form not only tracks those goal changes or attainments, but also compiles the micro-objectives or steps that many of the Associates accomplished to meet their goals. This is an excellent example of how a tool was designed through the participatory evaluation model and adapted by STRIVE to enhance the tracking success of CPP Associates (see Appendix 1). The screening instrument utilized by the research team can be found in Appendix 2.

Phone Interviews

From the sample of case files, the team selected a sub sample of Associates to participate in telephone interviews. The sample was selected randomly, but we over-sampled to ensure inclusion of inactive cases, since we correctly surmised they would be much more difficult to contact. See Appendix 3 for a comparison of the case reviews and phone interview samples.

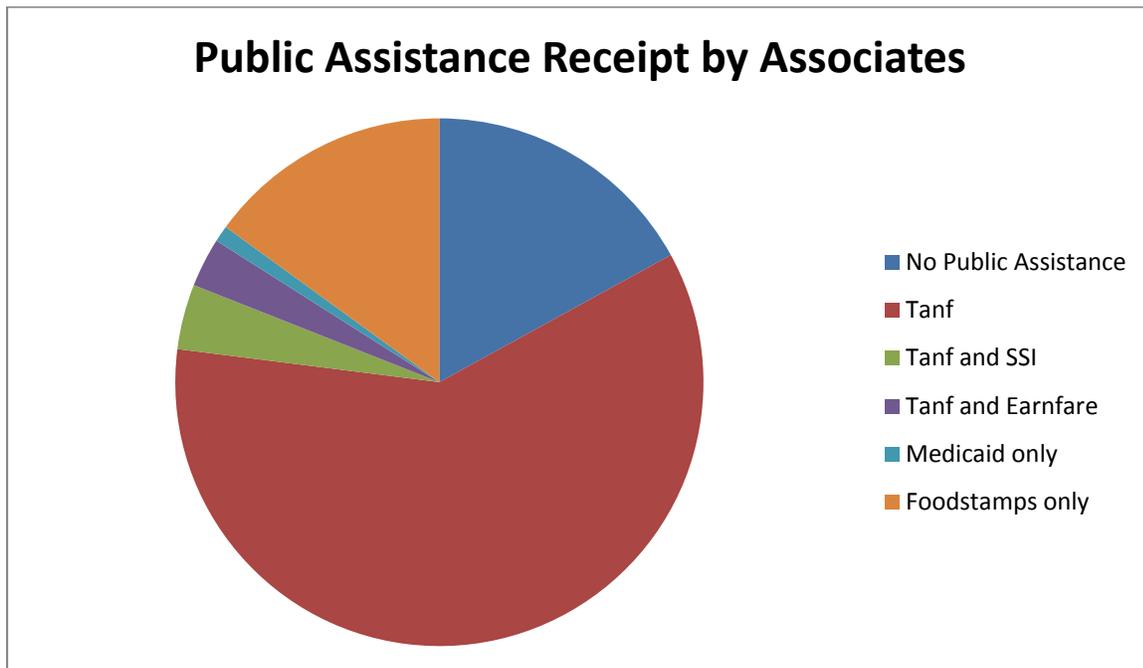
We ultimately contacted 68 Associates in order to conduct the 30 interviews, finding it very difficult to reach people by phone. Initially we had written each possible respondent a letter apprising him or her of our study. Twenty percent of those were returned as non-deliverable. In addition, a number of individuals had disconnected phone numbers, had listed a relative's phone, or had moved. In the review of the 127 case records, we had found that 48% of the Associates had had no contact with the CPP in the prior six months. We were therefore interested in why this was the case and over-sampled for inactive cases for our interviews. Even doing so, only 20% (6 cases) of those actually interviewed were inactive. When we discussed the issue with the CPP staff, they point out that many of the inactive cases that we could not reach moved frequently or in some cases might be homeless. In some cases, STRIVE had had no way to reach clients, and contacts were all initiated by the client. However, of those individuals we did reach, we had no refusals. Each phone interview session was scheduled to ensure that a staff member familiar with the Associate was available to introduce the interviewer) either a Loyola graduate student, faculty member, undergraduate or community fellow) to the possible respondent.

Each interviewer had a series of closed and open-ended questions (Appendix 4). Interviewers asked respondents about their career and educational goals and their involvement in training programs other than STRIVE. Associates answered questions about how CPP

counselors assisted them with goal attainment, barriers, job placement services and employment-related issues and the frequency of the communications between counselors and Associates. In addition, Associates rated different services, both within STRIVE and with other educational and employment programs that they had utilized or participated in.

FINDINGS¹

Demographic Profile of the Associates



A review of the case records reveals that the Career Path Associate was most likely to be an African American single woman.² She was anywhere from 19 to 58 years of age, with the average age of Associates being 36. She was likely to have one or two dependent children, although just over 10% of the Associates had four or more children. A sizable minority, almost 3 out of 10, had no dependent children at all. One in 5 Associates lived in Public Housing and 8 out of 10 received some form of public assistance³, such as TANF, SSI, Food Stamps, or

¹ The following data comes from the review of a sample of 127 case files, except when otherwise noted.

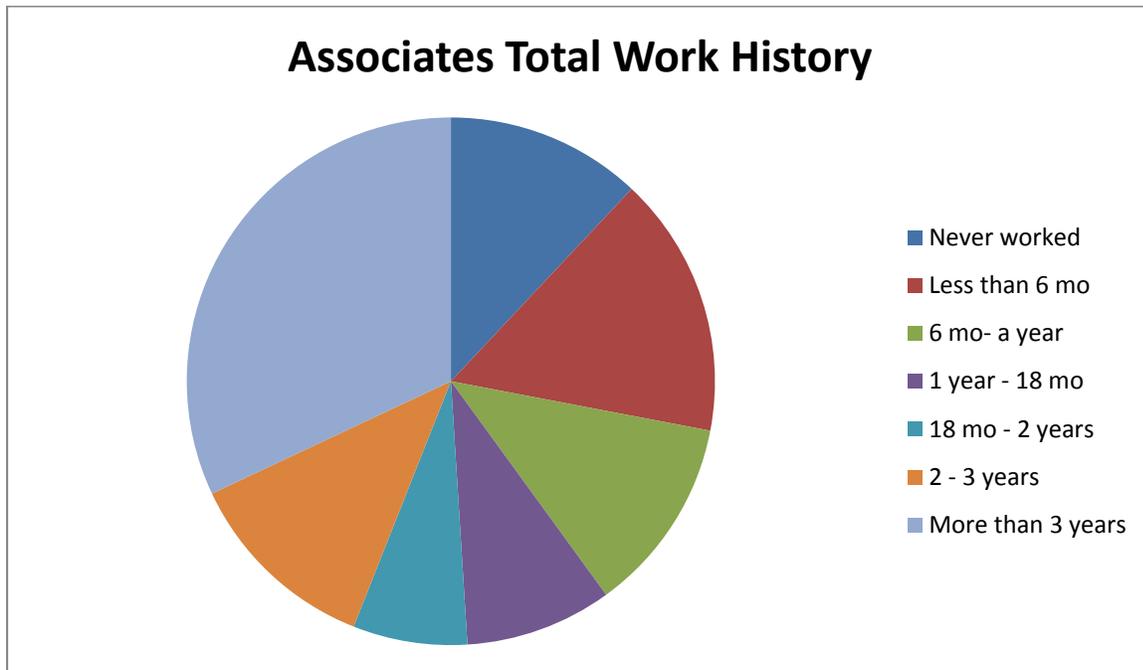
² There is little difference between the 15% that were men and the 85% who were women. Women were more likely to be custodial parents and men were more likely to be ex-offenders.

³ There was a 10% higher receipt of public assistance among this sample than among all the Associates.

Medicaid. Only 5 Associates were receiving or had previously received unemployment compensation.

Work History

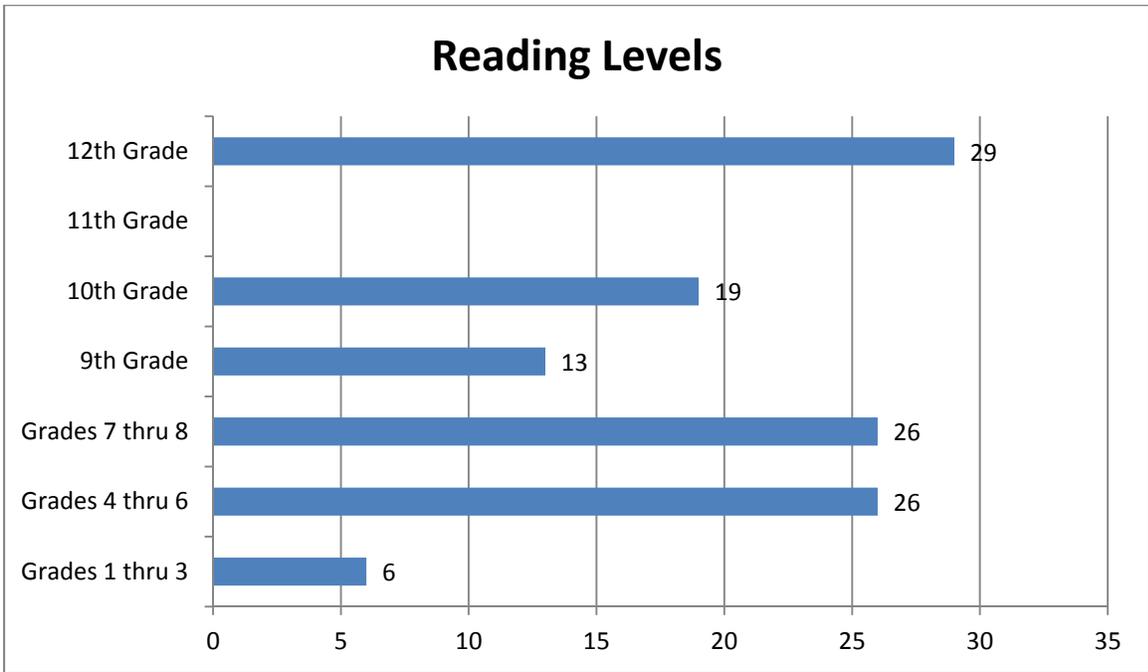
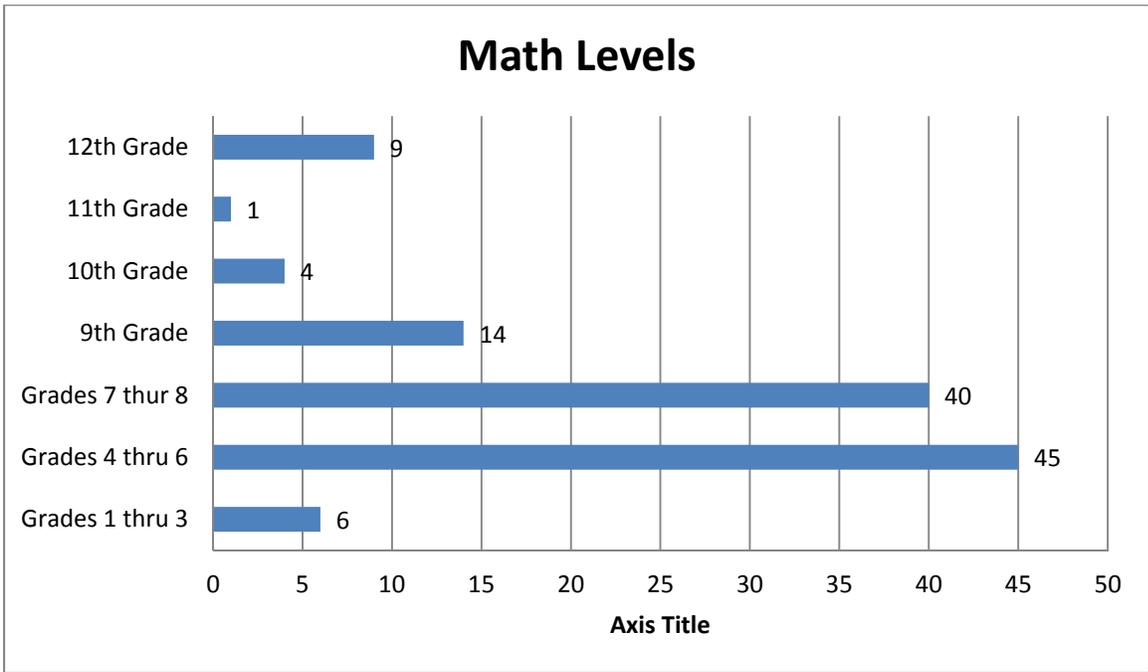
Most Associates had worked in the labor market in the past, with only 12% of the Associates having no work experience. Additionally, almost one-third of the Associates had more than 3 years of work experience.



Education

Just less than half (47%) had a High school diploma or a GED. Those Associates 40 years of age or older were the most likely to not have completed their secondary education. Most Associates' math levels were not high, the average math level being 7.6. However, reading levels were higher, with the average reading level being 9.7. Interestingly, older Associates had higher reading scores and comparable math scores than their younger Associates.⁴

⁴ The discrepancy between higher graduation rates and lower reading scores among the younger Associates perhaps reflects some of the problems with social promotion and other issues in Chicago schools during the past decade.



Previous Experiences at Training or Education Programs

We only had limited information on Associates participation in educational and training program prior to entry in the CPP. For the 76 Associates for which we have information, just over half had attempted some post-secondary training or education. Sixty-two percent of those received a certificate or a degree, with most receiving a certificate. These findings held true for the smaller sample of 30 Associates who we interviewed in some depth.

Participation in STRIVE's Programs

While half of the Associates had participated in post-secondary education, few had experiences with a job training and/or placement program. For the majority (87%) of the interviewed Associates, STRIVE was their first experience. Associates reported finding their way to STRIVE in three ways: referrals from community and public agencies, advice of friends and through information they gained through various advertisements.

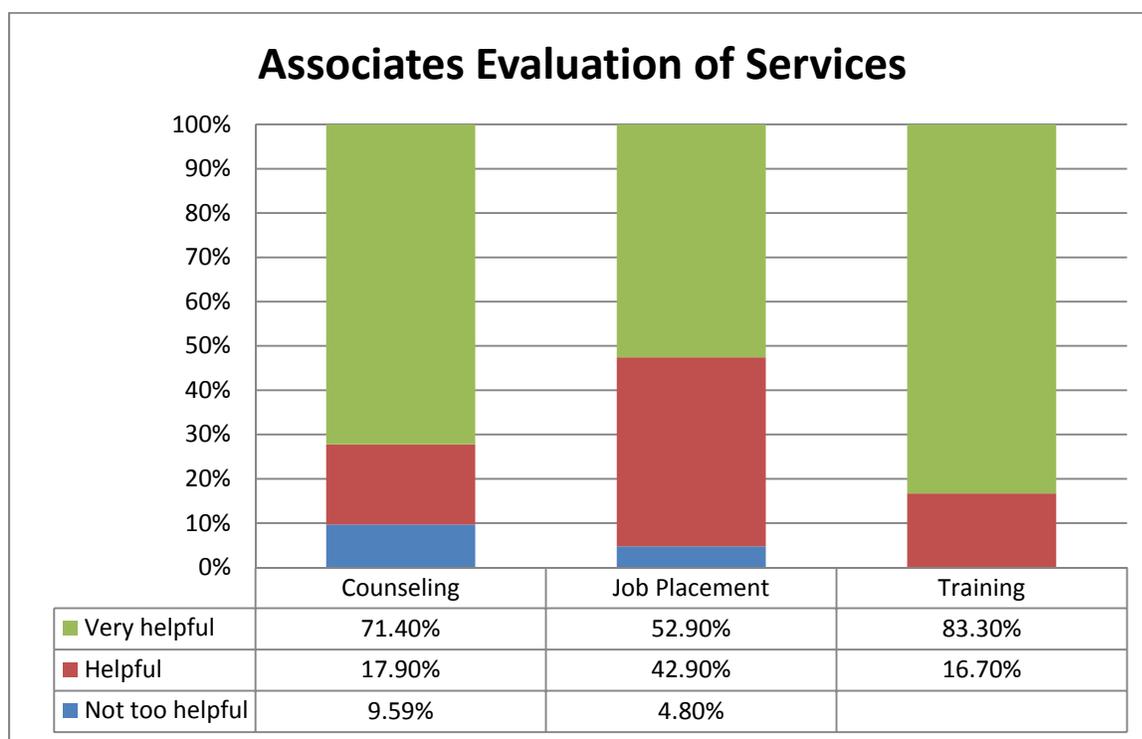
The individuals then heard about CPP during their participation in STRIVE's four-week job readiness program – a program that they rated highly. Even while concentrating on their educational and employment skills building within CPP, most also utilized STRIVE's job placement staff and pursued education and work. Only 30% were not seeking a position or already in the job market and concentrated on educational and skills building only.

After their initial sessions with counselors in which they set their goals, their contact with the organization varied, with some having almost weekly contact and others only occasionally being in touch. Those who were rarely in touch had assorted reasons for their inactivity, but still considered they were part of the program and assumed that they would use the CPP resources in the future.

Most of the contact between staff and Associates was staff initiated. One-third of the interviewed Associates reported initiating contact with CPP on a monthly basis on a broad range of issues from “just saying hello” to job and school referrals, to assistance with personal problems.

Associates' Use and Evaluation of CPP

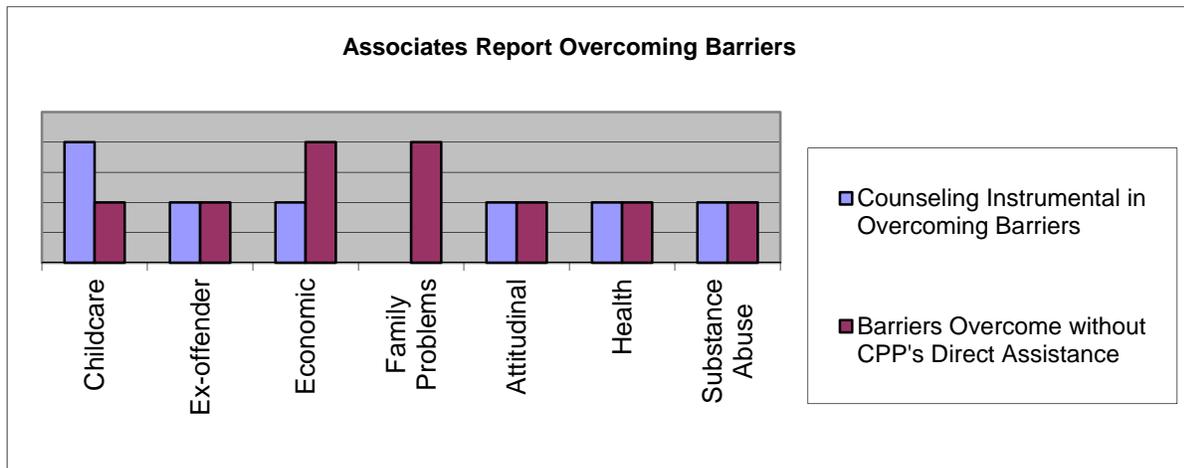
Interviewed Associates had a high regard for all the services that they received from CPP and other STRIVE staff. As can be seen below, the initial training that they received from STRIVE as well as the counseling and training they received from the CPP staff were highly valued. The Job Placement services were also valued, but given that the CPP program emphasized training and counseling services, it is not surprising that Associates put a lesser emphasis on these services.



The Effect of Counseling on Overcoming Barriers to Employment

Forty-six percent of the Associates in the case review had identified one or more barriers when entering the program. Economics barriers (e.g., lack of transportation money, clothing), lack of childcare, and attitudinal barriers were the three most mentioned barriers. Sixty percent of the respondents had only one barrier, and 27% had two barriers. Only a handful (12%) had more than two barriers. None reported more than four barriers.

Having one or more barriers was a factor in whether a CPP Associate was currently employed. Looking particularly at childcare, we found that individuals with no dependent children were more likely to be working than those who were custodial parents. It is for parents of pre-school children that childcare is an employment barrier. We found no difference in the employment rates of individuals without children and those individuals with school age children.



Taking a closer look at counseling we interviewed the 30 Associates on the effects of counseling on overcoming barriers. We found that 83% reported having barriers when they started with STRIVE, a sizeable increase from the 42% in the case reviews that was mentioned above. We believe that this discrepancy illustrates new knowledge and understanding that the Associates gained as they negotiated their career path.

Most of the barriers in the case record were only those that the Associate volunteered barriers, were willing to divulge existing barriers, or became aware of barriers as they began to pursue new educational and occupational goals. The shift of barriers lends credence to this surmise. In particular, Associates for the first time reported perceiving a lack of education and work experiences as barriers to their occupational goals. That is not surprising since as they become more involved in seeking out education and occupational advancement it is likely they develop a better understanding of the educational qualifications and work experiences needed to meet their goals.

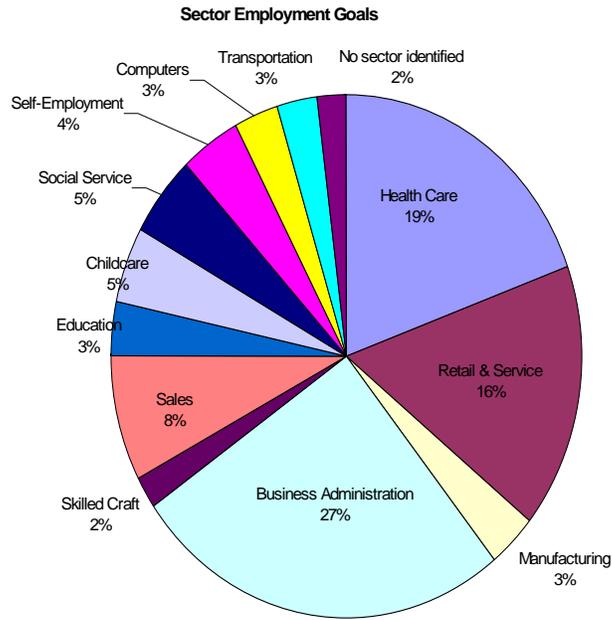
These Associates reported that counseling was instrumental in overcoming barriers. Most of the Associates interviewed reported progress in overcoming barriers. Half of the

Associates reported that the CPP counselor either directly or indirectly helped them work out problems that were keeping them from going to school or getting a better job. While counseling was identified as the most likely way of providing assistance, another area in which CPP played an important role in providing assistance was childcare. Looking at the chart above (“Associates Report Overcoming Barriers”), we can see that CPP information was especially crucial in Associates overcoming the childcare barrier.

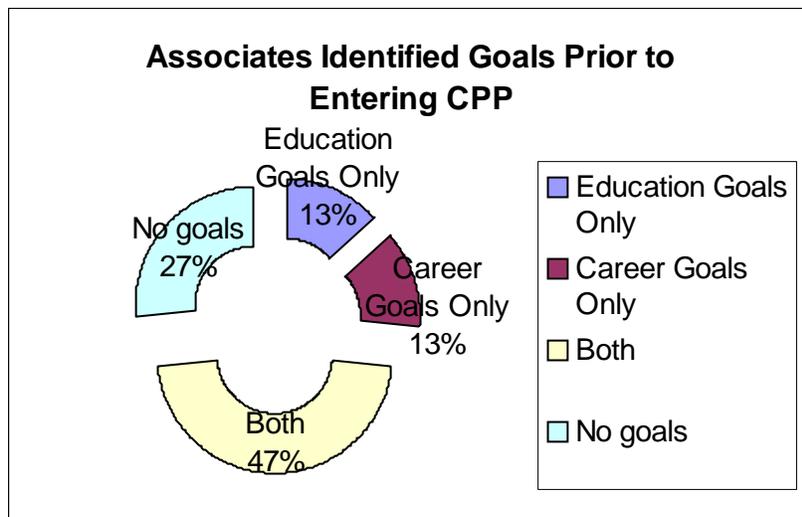
The Effects of Setting Employment and Educational Goals

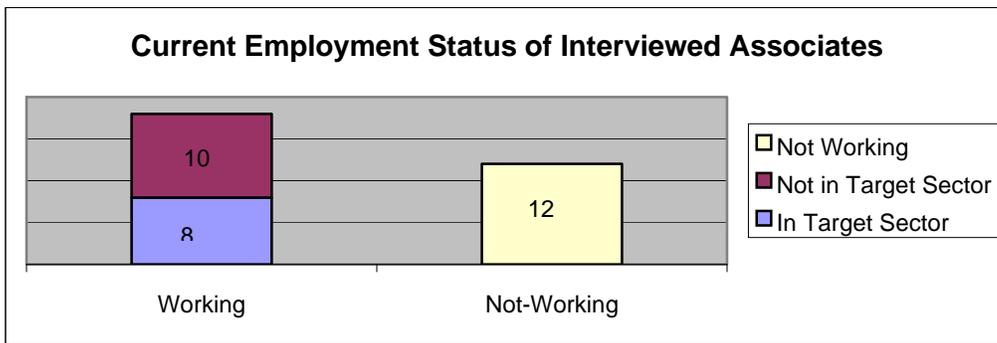
Eighty percent of the Associates interviewed reported that setting employment goals definitely helped them move ahead. We were especially interested in pursuing was the effect of the sectoral approach in employment goal setting.

We found that CPP had little influence in moving Associates to targeted sectoral goals if they already had an occupational goal in mind. As we can see in the chart below, the majority chose sector goals that were identified by STRIVE as upcoming and potentially providing upward mobility. But it is unclear on exactly what role the counseling had in directly steering individuals to these sectors. The majority of Associates already had a sector, or a particular job, in mind before they entered the program. Only eight of the 30 Associates interviewed had no set career goals before entering the program. Those eight did report that counseling had an impact in what sector they choose.



We found counseling very useful in setting educational goals as well. 60% of the Associates interviewed had clear educational goals before entering the program. All reported that goal setting helped them move ahead. It is hard to measure the direct outcome of the goal setting in terms of immediate employment – for such is not the immediate goal of CPP. Individuals did not report immediately finding positions in their sector, but rather they were slowly accumulating the educational skills and credentials needed to reach their goal. The majority of the CPP Associates were working, with nearly half already in their targeted sectors.



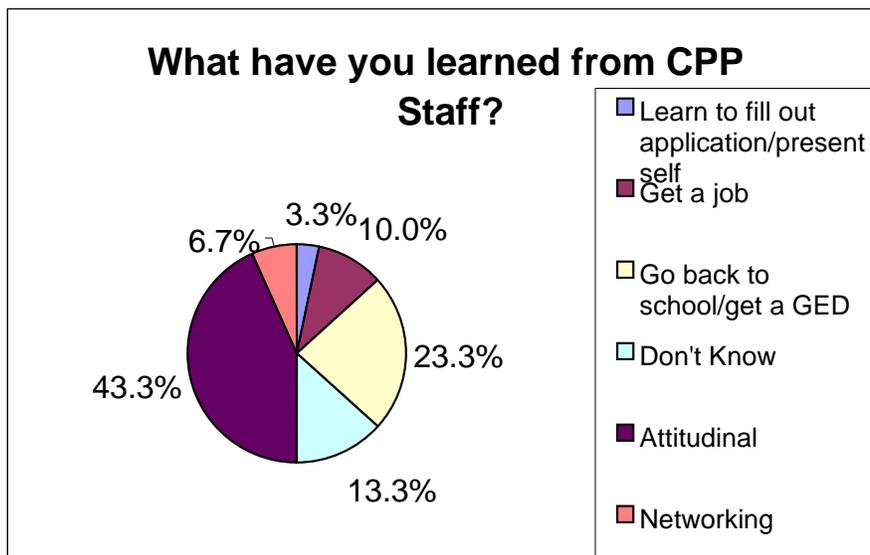


CPP Counseling Assistance Once Associates Found Employment or Education

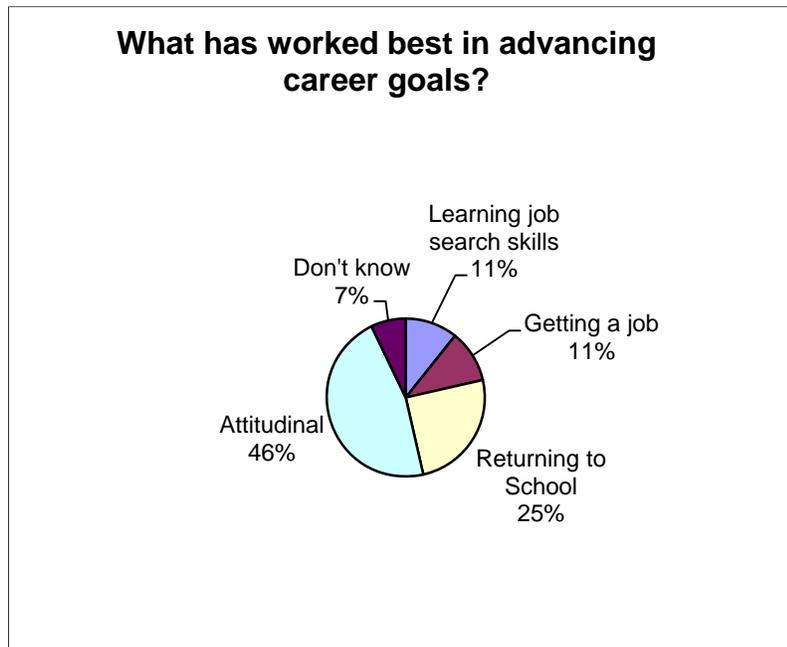
CPP counselors were of assistance to the working Associates not only with their educational and career strategies, but also with work place related issues. All but one of the working Associates reported that work related assistance was either very helpful or helpful to them.

The Most Helpful Features of CPP Program

The interviewed Associated valued the assistance in strategizing how to get to a goal, the identification of resources and the motivational and personal support provide by the CPP counselors. The importance of motivational support was underscored when we asked Associates what worked best in pursuing their career goals.



Comments that Associates used in describing this support include learning determination, patience, and confidence (“I learned not to give up”. “to stay focused”, “to ask for support”, “to not listen to anyone putting me down”, and “to think about reaching my goals.”) And again, when those who reported that they had advanced in their career goals were asked what had worked best they also emphasized the role of attitudinal support.



The Importance of Contact

We found that those Associates who had more communication with CPP staff were most likely to have successfully overcome their barriers. Correlating the removal of barriers and length of time in CPP, we identified three patterns of outcomes: the Stationary group, individuals who continue to report the same barriers or outcomes; the Slow and Steady group, those who have successfully overcome barriers over time; and the Speedy group, individuals who in a relatively short period of time were able to overcome one or more barriers. The most important finding here is that, on average, those in the Speedy group had considerable more contact with STRIVE staff than did those in the Stationary or the Slow and Steady groups.

	The Stationary Group	The Slow and Steady Group	<i>The Speedy Group</i>
Average Communication ⁵	.4752	.4463	.7017

We found a similar positive relationship between contacts and successful attainment of educational goals. We identified three groups of Associates based on their responses to how close they were to their educational goals. These groups are Standing (those with little progress in meeting their educational goals); On-Time (those who appear to be progressing at a reasonable pace); and Hot Shot (those who have been in the program for less than twenty months and are close or very close to reaching their educational/training goals. The information below provides the average number of contacts per person, per month, for each group.

	Standing	On-time	Hot Shot
Average Communication	.45	.52	.67

This data show that those who are closest to reaching their educational/training goals in the shortest amount of time also had the most contact with STRIVE staff.

Who were the most Successful CPP Associates?

Among the 30 interviewed Associates, those who were not on Public Assistance were likely to have more contact with the CPP staff and have slightly more success in over-coming barriers and completing goals. However, with such a small sample, these trends were not statistically significant. We could find no other factor, such as reading levels, prior work history, school completion that could explain successful outcomes or increase contacts.

⁵ We were able to quantify all contacts between staff and CPP Associates using the case record notations of visits, letters, and phone communication. We then compared changes in the barriers reported by each interviewed Associate when they entered CPP to the barriers they reported at the time of the interview.

Use and Assessment of Public Agencies

At the initiation of this research project, we wanted to have a better understanding of Associates' awareness, usage, and experience with state and municipally provided employment-related services. In the case review, we found that few Associates had reported any involvement with public agencies other than the Illinois Department of Human Services (formerly the Department of Public Aid). We wanted to pursue this issue and asked the thirty Associates a number of questions about the use of public agencies. While just over half reported having some contact with public agencies, most of those after further analysis proved to be schools and colleges. Only 7 of the 30 reported having gone to a governmental agency for help in finding a job or a training program. We were especially interested in the Illinois Employment and Training Center, in which 4 Associates reported contact since this new program was attempting to provide a higher quality of public service than had previously been found. The findings are mixed. Of the four, only two reported being able to access the services that they were seeking. Compared to the results and evaluations of STRIVE and of other community programs, Associates' evaluation of the One stop services were lukewarm with two reporting the program "somewhat helpful," one "very helpful" and one "not too helpful." Only two of the four told us they would use the program again.

On the other hand, Associates seem to have a positive view of training and employment programs that they encountered as they participated in the Career Path Project. While most Associates reported little contact with other employment and training programs previous to their contact with STRIVE, this changed with their participation in STRIVE. Thirteen Associates (43%) reported having had some contact with an education and training program (other than STRIVE) since joining the Career Path Project, that helped them work toward their training and educational goals. All thirteen found these programs helpful. While CPP staff referred 40% of these individuals to these programs, the Associates also utilized friends CHA housing staff, and their own initiative to direct them to the rest of the programs. Eight Associates were currently attending one of these outside programs. Two of these were attending two programs simultaneously.

The Effects of Welfare Reform on CPP's Associates

In our discussion of barriers above, few Associates reported TANF policies as a barrier to developing their career and educational goals. This is not surprising. Many of the Associates were employed and sought to combine work and education to advance to their educational and occupational goals. However, an analysis of certain CPP trends led us to believe that TANF has had an effect in curtailing Associates participation in long term training programs. STRIVE administrative data show a dramatic decrease in participation by welfare recipients in CPP long term educational goal setting after the initiation of the first wide-spread, work-first requirements imposed in Illinois in 1996. According the STRIVE records there is a marked decrease in vocational education activity from, 44% of active Associates in 1995, down to 22% of after 1996.

DISCUSSION AND CONCLUSION

The evaluation findings have re-affirmed that the project's case management model, specifically the tracking and follow-up systems, are effective means to provide career development services. The case management model has been particularly effective at helping Associates overcome barriers that are interfering with short-term plans. With this stated, however, Career Path Associates have been slow to develop career ladders – that is, translating their training and education activities into skill building, and transferring these new skill sets to progressive work opportunities. This suggests that the program should reinforce its clients' understanding of specific industries and the difference between a series of jobs and a "career".

The Associates have attached less value to the identification of a career and educational goals and a higher value on the Project's assistance in strategizing *how to reach* a goal, how to identify the resources to get there and the motivational and personal support provided by the CPP counselors. In simplistic terms, the counselors function as guidance counselors. Career advancement models like the Career Path project are needed for low-income, under-educated adults to compensate for what high school guidance programs were designed, but failed to do for clients while in high school. Our research shows that Associates use the Career Path project as their conduit to training and education. In working with CPP clients, the counselor will make the appropriate referral for services, brokers the introduction and closely monitors the relationship as a third party. Associates receive assistance in negotiating systems that aren't particularly user friendly. In their counselors, they find a private ombudsman.

As with the public education system for primary and secondary learning, Career Path Associates have had similarly futile experiences attempting to access the adult workforce development systems. Their interactions with these entities left them disappointed with the level of services offered. By contrast, once they found their way to training programs, they usually did find the training to be useful.

Although our sample of Associates was small, discussion with them project's staff expanded our understanding of the issues the Associates reported with the Illinois Employment Training Centers (also called one-stops). As the staff reports, clients seldom use the state's one-stop job development centers because there aren't adequate staff resources to explain how to use the systems or to encourage regular use. There are few resources that address flexible skills building for working people.

Similarly, the Career Path Project's staff has encountered difficulty in placing Associates in education and training programs offered by the city college system. Classes are too often during the day. Traditional educational curricula for literacy and math skills are not job-related. The semester model of education seldom matches the realities of changing life demands and work schedules.

Since 1996, the Career Path project has had to adapt to finding different means in which to help clients access education and training. This is directly attributed to changes in public policy, with the aggressive imposition of time limits for welfare benefits and the movement to "work force". Before welfare reform, clients often used welfare as a stop-gap source of income while they attended full-time training. They alternated working to gain experience, with training programs to build their skills. This strategy – an appropriate and successful one for many – was no longer possible by 1996.

As the Associates and Career Counselors adapted to the changed environment, they substituted a narrow set of short-term training programs linked to specific jobs as one of their options. The Illinois Department of Human Services would approve clients to take programs of this nature while they would not approve longer-term education programs. These programs have shown a mixed result. To generalize, they seem to have produced a real boost in the Associate's immediate earning potential. Wages after training are from \$1/hour to \$6/hour better than clients obtain without training, a very positive and significant benefit. On the down side, programs such as these are available in very few fields, so there is not much chance to make career choices based on genuine interests or aptitudes. Second, the programs that do exist are generally restricted to a narrow group of "eligible" participants, such as welfare recipients on aid more than 30 months without a high school credential. Associates who do not fit the profiles cannot participate. And, as a public priorities change; we are not expecting to see these

programs remain over the long term. Third, these are usually one-time programs that do not feed into on-going educational opportunities for future advancement.

Another change in how Associates access training and education is, ironically, the upswing of the current labor market. For the past two years, it is very easy to find a job that pays above minimum wage. That reduces the incentive for people in the short term to enter and commit to training programs.

While CPP has found resources for Associates to build hard work skills, academic staff reports that preparation leading to credentials has been difficult for clients. Earning a GED has eluded all but a handful of participants, leaving a major barrier to their future education or job advancement. While STRIVE had anticipated that obtaining a GED would be limited to a small fraction of the Associates in the short term, even the modest expectations have not been realized. There seems to be a number of overlapping reasons for this that need to be looked into further. Surmises from staff include: the general level of preparation classes isn't very good; the logistics of getting to classes is a problem; it is hard for STRIVE graduates to stay focused on the GED goal for the length of time it takes to prepare; and once people are working, the credential doesn't seem relevant to them. It is now clear that most clients need their first year to adjust to working before they can begin thinking about school. This period of adjustment has slowed down progress for many of the Associates compared to our initial expectations.

Direction for the Future

STRIVE has taken a number of steps to integrate the best practices identified in this report into its operations as a whole. One of its goals from the beginning of the project has been to see what strategies from career advancement could be integrated into STRIVE's regular programming. STRIVE has accomplished this in three ways:

- ❑ STRIVE has expanded the goal setting work starting with the first week of the job readiness workshop, and continuing through the tools used in follow-up by the Placement Specialists.
- ❑ STRIVE has been able to fund smaller case loads, which has allowed for the more intensive counseling services for all clients of the nature provided by the Career Path Counselors. STRIVE has also greatly upgraded its use of computerized case notes to better track client progress and to share information among staff people working with the same clients.

- STRIVE have taken advantage of the tight labor market to create new partnerships with employers who are willing to provide training for their new entry-level hires, or to provide internships. Currently three companies provide skill training to our graduates, getting them to \$8 - \$10 an hour wages for their first job within 90 days.

In addition, STRIVE also intends for information from this report to contribute to a wide range of policy debates and inform workforce program designs beyond its organization. In particular, it wants to share with as wide an audience as possible the extent that its well-acknowledged outcomes have been the result of intensive goal setting and case management.

Appendices

Appendix 1

CAREER PATH MONTHLY ACTIVITY JOURNAL

Name: _____

Month of: _____

Career Goal: _____

Industry: _____

Has career goal changed? Yes No

Education Goal: _____

Is associate currently enrolled in training/education component? Yes No

Has associate completed training/education goal this month?
(If yes, list program and credential) Yes No

Is the associate currently employed? Yes No

Employer: _____

List associate's monthly objectives (action steps) for the month.

Monthly Objectives:

Accomplished:

Counselor's Notes:

Appendix 2

N/A=99

Insufficient information=88

Reviewer:_____

Case Survey Questionnaire

PART I: DEMOGRAPHICS

1. Case #:_____

2. Last Name:_____ First Name:_____ Middle Int:_____

3a. Date of Birth (mo/day/yr) :_____

3b. Gender: 1. Male 2. Female

4a. # of years of high school completed on entry into program:_____

4b. 1. HS Degree. 2. GED: 3. No degree

5a. Time (in months) in post secondary education_____

5b. Post secondary degree: 1. Certificate 2. Associate Degree 3. BA/BS 4. N/A 5. No degree

6a. Reading level: _____

6b. Math Level: _____

7a. Date first contact with Strive program:_____

7b. Date enrolled in Career Path Program:_____

8. Public Assistance Program (circle all that apply): 1. None 2. TANF (including old AFDC)
3. SSI 4. Medicaid 5. Food Stamps

9. Marital Status: 1. Single 2. Married 3. Separated 4. Divorced

10. Project Chance participant: 1. Yes 2. No

11. Ever Participated in Earnfare 1. Yes 2. No

12. CHA resident: 1. Yes 2. No

Appendix 2

13. # of dependent only children:_____

14. Age range: 14a. Oldest (yrs)_____ 14b.Youngest(yrs) _____

15. Date became unemployed: 1. Month/Year_____

16. Eligible for UI benefits: 1. Yes 2. No (if no answer 16b)

16b. Why? 1. Quit Job 2. Not enough wages 3. Job not covered 4. Fired for misconduct 5. No Prior work history 6. Other_____

17. Total work experience:

1. None 2. Less than 6 months 3. 6 months to a year 4. One year to 18 months

5. 18 months to 2 years 6. 2 to 3 years 7. More than 3 years

18. How many previous number of jobs? _____

19. How many total months of work while in program? _____

20. How many total jobs while in program? _____

21: First hourly wage: _____

22. Most recent hourly wage: _____

PART II: GOALS

23a. What work sector is individual seeking an occupation within: (circle all that apply)

1. Health 2 Retail 3. Manufacturing 4. Accountant/Book Keeping

5. Secretary/Administrative 6. Other:_____ 7. None identified

23b. Has this sector goal changed? 1. Yes 2. No

Appendix 2

(If no go to 23d. If yes, go to 23c)

23c. How many times did it change? _____

23d. Is individual now working in current target sector? 1. Yes 2. No

24a. What occupation (s) does individual hope to attain?

1. _____

2. _____

3. _____

4. _____

5. None Identified

24b. Has this goal changed? 1. Yes 2. No

(If no go to 24e. If yes, go to 24c)

24c. How many times did it change? _____

24d. What is current occupation goals?

1. _____

2. _____

3. _____

4. _____

5. None identified

24e. Is individual now working in current target occupation? 1. Yes 2. No

24f. In total, how many months working in target occupation: _____

Appendix 2

25a. Education/Training Goals:

1. _____

2. _____

3. _____

4. _____

5. None identified

25b. Has this goal(s) changed? 1. Yes 2. No

(If no go to 25e. If yes, go to 25c)

25c. How many times did it change? _____

25d. What is current educational/training goal (s)

1. _____

2. _____

3. _____

4. _____

5. None Identified

25e. Individual currently in education / training since joining program: 1. Yes 2. No

25f. What training has the individual completed?

1. GED 2. Associate Degree: 3. Certificate: 4. BA/BS 5. None completed.

25g. In total, how much time in education / training since began program? _____

Appendix 2

PART III: STAFF-PARTICIPANT COMMUNICATION

26a. Number of letters: _____

26b. Sector goals:_____ 26c.Occupations goals:_____ 26d Education
goals:_____

26e. Barriers:_____

27a: Number of phone calls: _____

27b. Sector goals:_____ 27c. Occupations goals:_____ 27d. Education
goals:_____

27e. Barriers:_____

28a: Number of in-person meeting: _____

28b. Sector goals:_____ 28c. Occupations goals: _____ 28d. Education
goals:_____

28e. Barriers:_____

29. Name of Career Path Counselor

1. SB

2. CG

3. PF

4.DR

PART IV: ADDRESSING BARRIERS:

(use list of barriers and write appropriate code on sheet.)

30a. Barrier 1_____

Appendix 2

30b. Addressed: 1. Yes 2. No 3. Insufficient Information

30c. If yes, was counseling instrumental? 1. yes 2. No 3. Insufficient Information

30d. If no: Why? (write in below)

31a. Barrier 2: _____

31b. Addressed: 1. Yes 2. No 3. Insufficient Information

31c. If yes, was counseling instrumental? 1. yes 2. No 3. Insufficient Information

31d. If no: Why? (write in below)

32a. Barrier 3: _____

32b. Addressed: 1. Yes 2. No 3. Insufficient Information

32c. If yes, was counseling instrumental? 1. Yes 2. No 3. Insufficient Information

32d. If no: Why? (write in below)

33a. Barrier 4: _____

Appendix 2

33b. Addressed: 1. Yes 2. No 3. Insufficient Information

33c. If yes, was counseling instrumental? 1. yes 2. No 3. Insufficient Information

33d. If no: Why (write in below)

PART V: PUBLIC EMPLOYMENT SYSTEM:

34. Was there any indication of contact with the state funded employment and employment and training system? (In files and/or from interviewing counselors)

1. Yes 2. No 3. Don't know

If yes, answer the following, if No or Don't know stop here:

35. JTPA 1. yes 2. no

35b: If yes: What was the usefulness of the encounter: Useful_____

Neutral_____ Negative_____

35c:

Explanation:_____

36a. Department of Employment Security. 1. yes 2. no

Appendix 2

36b: If yes: What was the usefulness of the encounter: Useful_____

Neutral_____ Negative_____

36c:

Explanation:_____

37a. MET 1. yes 2. no

37b: If yes: What was the usefulness of the encounter: Useful_____

Neutral_____ Negative_____

37c:

Explanation:_____

38a. Community College System 1. yes 2. no

38b. If yes: What was the usefulness of the encounter: Useful_____

Neutral_____ Negative_____

Appendix 2

38c:

Explanation: _____

Appendix 3

A Comparison of the Two Samples

Table 1
Assorted Variables

Variables	Case File Sample	Interview Sample
	N=127	N=30
Reading Level	9.7	9.7
Average Math Level	7.6	8.4
Average # of Children	1.5	1.27
Average # Years of Work	4.3	4.5
Average # of Previous Jobs	3.5	3.3
Average Months Worked While in CPP	7.9	8
Average Age	36	35
Average High School (Yrs)	3	3
Post-Secondary Training (Months)	1	1.4
Average Communication (Total)	12.6	16
% Receiving TANF	66.1	66.7
% Receiving SSI	4.1	0
% Receiving Medicaid	4.1	3.3
% Food Stamps	16.5	20
% No Public Assistance	16.5	20
% Single	81.3	89.1

As we can see above, both groups have similar reading and math levels, number of children, work history, previous job, months in CPP, age, years of high school, and months of post-secondary participation. The interviewed sample had a high level of communication, welfare receipt, and was more likely to be single.

Appendix 3

A Comparison of the Two Samples (continued)

Table 2
Percentage of Sample Selecting Various Sectors¹

Sector Goals	Case File Sample	Interview Sample
	N=127	N=30
Health	23.6	20
Retail	9.5	10
Manufacturing	4.0	6.7
Accounting	5.6	6.7
Secretary/Administration	26.2	40
Skilled Craft	2.4	6.7
Sales	9.5	0
Education	4.0	3.3
Child Care	5.6	3.3
Social Services	6.3	3.3
Service	10.3	3.3
Entrepreneur	4.8	6.7
Computers	4.0	3.3
Transportation	3.1	0
None	2.5	0

The sector goals chosen by individuals in each group are fairly similar. One major difference is Secretary/Administration: case file sample, 26.2%, and the interview sample, 40.0%. There are also minor differences in Sales, Social Services, and Transportation.

¹ The total is greater than 100% due to the selection of more than one sector goal by some Associates.

Appendix 3

A Comparison of the Two Samples (continued)

Table 3
Percentage of Sample Selecting Various Occupational Goals

Occupational Goals	Case File Sample	Interview Sample
	N=127	N=30
Secretary/Clerical	23.5	39.3
Business Owner	10.9	14.3
Accountant	2.5	3.6
Cashier	5.0	3.6
Food Service	3.4	3.6
Nurse	14.3	3.6
Social Services	4.2	0
Manager	4.2	0
Counselor	5.0	3.6
Healthcare Tech.	6.7	10.7
None	20.3	18.78

Most of the individuals in each sector chose similar goals. There is a noticeable difference between Secretary/Clerical and Nurse. Further minor differences between the samples are Social Services, Managers, and Healthcare Tech.

Appendix 3

A Comparison of the Two Samples (continued)

Table 4
Percentage of Sample Reporting Various Barriers to Employment and/or Training

Barriers	Case File Sample	Interview Sample
	N=127	N=30
Childcare	16.5	23.3
Ex-Offender	8.7	6.7
Clothing	10.2	3.3
Substance Abuse	7.1	10.0
Physical Health	4.7	13.3
Outstanding Loans	11.0	10.0
Personal Problems	8.7	6.7

Once again, the individuals in case files and interview samples reported similar barriers. However, there are noticeable differences between samples in the reports of childcare, clothing, and physical health barriers.

Appendix 4

Interview Questionnaire

STRIVE/CURL PARTICIPATORY EVALUATION PROJECT INTERVIEW OF CAREER PATH PROGRAM ASSOCIATES

PART 1: DEMOGRAPHICS

#1-12 should be filled in before the start of the interview. If any information is missing in the shaded box, please ask the associate any of the missing information. If all the information is filled in, the first interview question to the associate should be #13.

Case Number _____

1. A. Active B. Non-Active (circle one)

(If non-active, make sure to ask question #14)

2. Interviewer's Initials: _____

3. Client's Last Name: _____ First Name: _____

Middle Initial: _____

4. Date of birth (*mo/day/yr-write in*): _____

5. Gender: (*circle one*) 1. Male 2. Female

6. Marital Status (*circle one*) 1. Single 2. Married 3. Separated 4. Divorced

7. Highest grade completed in school: (*write in*) _____

8. a. Reading level: _____

b. Math level: _____

9. Data entered program? _____

10. Date entered Career Path Program? _____

Appendix 4

11. How did you first come to STRIVE? (*circle one*)

1. Referred by Public Aid/ Project Chance
2. Referred by Church
3. Referred by other community organization
4. Heard about it from a friend
5. Flyer/newspaper ad
6. Other: _____

12. We have noticed recently that we have not talked with you in awhile, why haven't you been taking advantage of the STRIVE services?

Interview beings here

13. I just want to ask you a few questions about yourself. First, why did you decide to come to STRIVE?

14. What Public Assistance Program are you currently receiving? (*circle all that apply*):

1. None
2. Public Aid/TANF
3. SSI
4. Medicaid

Appendix 4

5. Food Stamps
6. Earnfare
7. Don't know
8. Other _____

(If "None" go to #16)

15. Are you currently enrolled in Project Chance? (*circle one*) 1. Yes 2. No 3. Don't know

16. How many total years of work experience do you have?

(*yrs. Write in*) _____

17. Are you currently working? 1. Yes 2. No

18. If YES, What shift do you work?

1. 1st shift

2. 2nd shift

3. 3rd shift

4. 4th shift

19. Do you have children? 1. Yes 2. No

(If YES, go to question # 20, if NO go to question # 38)

20. If YES, How many? _____

Appendix 4

21. Do your child or children live with you? 1. Yes 2. No
22. What is the age of your youngest child? (yrs. *Write in*) _____
23. Do you have a child or children that are in school? 1. Yes 2. No
24. How do you handle child care for your child or children after school or when they are not in school?

25. Do you have a child or children that are not school age? 1. Yes 2. No
26. How do you handle child care for your child or children who are not school-age?

27. Is the place where your child receives childcare licensed? 1. Yes 2. No 3. Don't Know

28. How much money do you spend each month on childcare? _____

29. What is the name, if there is one, of the childcare services your child or children receive?

Appendix 4

30. How long has your child or children been receiving childcare from this place?

31. How did you find out about this service?

32. How many times have you changed childcare services? _____

33. Have you missed work, school, or a training program because you did not have anyone to care for your child or children? 1. Yes 2. No 3. Don't Know

34. What is one thing that you like most about your current or most recent childcare services?

35. What is one thing that you like the least about your current or most recent childcare services?

36. Did you have childcare for your child or children before coming to STRIVE?

1. Yes 2. No

Appendix 4

37. Has STRIVE helped you with childcare issues? 1. Yes 2. No

PART 2: PRE-CAREER PATH PROGRAM INFORMATION

38. Were you ever involved in other job training or placement programs before entering STRIVE? (circle one) 1. Yes 2. No 3. Don't Know

(If YES, go to question #39, if NO, go to question #40)

39. (IF YES) What programs? *(Write in programs):*

Interviewer: *“The next four questions will ask what services you receive at STRIVE and how helpful these services are. Please rate them on a scale from 1 to 3. With 1 being “Not too helpful.” 2 being “Somewhat helpful” and 3 being Very helpful”*

40. How helpful was the training you received at STRIVE? (circle one)

1. Not too helpful 2. Somewhat helpful 3. Very helpful

Appendix 4

(INTERVIEWER: Write comments from associate if offered)

41. Did you receive job placement services? (*circle one*) 1. Yes 2. No

(If YES go # 42, If No go to #43)

42. How helpful were the job placement services you received? (*circle one*)

1. Not too helpful 2. Somewhat helpful 3. Very helpful

(INTERVIEWER: Write comments from associate if offered)

43. Did you receive Career Path counseling? (*circle one*) 1. Yes 2. No

(If YES go to # 44, If NO go to # 45)

44. How helpful was the Career Path counseling you received? (*circle one*)

1. Not too helpful 2. Somewhat helpful 3. Very helpful

(INTERVIEWER: WRITE comments from associate if offered)

Appendix 4

PART 3: CAREER PATH PROGRAM SERVICE INFORMATION

45. Why were you interested in the Career Path Program? *(Write in)*

46. What are your current career goals? *(Write goal on lines provided below)* **Then ask:**
“How close are you to reaching each goal(s)? Please rate this by using a scale of 1 to 3 with (1) being “A long way to go”, (2) being “Somewhat close” and (3) being “Very close” (write number on lines provided below)

GOALS

RANK

_____	_____
_____	_____
_____	_____

47. Did you have any career goals before joining the Career Path Program?

(circle one) 1. Yes 2. No

(If YES, go to #48. If NO go #50)

Appendix 4

48. Did you change these goals before joining the program?

(circle one) 1. Yes 2. No

49. Are the goals different from the career goals you have now?

(circle one) 1. Yes 2. No

50. What are your current long term and/or short term educational goals? (Write goal(s) on lines provided below) **Then ask:** “How close are you to reaching each goal(s)? Please rate this by using a scale of 1 to 3 with (1) being “A long way to go”, (2) being “Somewhat close” and (3) “Very close” (write number on lines provided below)

GOALS

RANK

51. Did you have these or any educational goal(s) before joining the Career Path Program?

(circle one) 1. Yes 2. No

(If YES go to #52, If No go #53)

Appendix 4

52. Are the goal(s) different than the educational goals you have now?

(circle one) 1. Yes 2. No

53. How have the Career Path Program and counselors help you with your goal(s)?

(Write in) (Interviewer: If needed use as probes: How has CPP and counselors encouraged or assisted you with your goal(s)?)

54. Did setting goals as part of the Career Path program help you move ahead?

(circle one) 1. Yes 2. No

(INTERVIEWER: WRITE comments from associate if offered)

55. What problems or barriers have you experienced in pursuing your goals?

(Write in)

Appendix 4

56. Did the Career Path Program assist you with these problems or barriers?

(circle one) 1. Yes 2. No

(If YES go to #57, if NO go to #58)

57. *(If YES)* Using a scale of 1-3, with 1 being the least helpful and 3 being the most helpful, how helpful was the assistance Career Path Program gave you?

(circle one)

1. Not too helpful 2. Somewhat helpful 3. Very helpful

(INTERVIEWER: WRITE comments from associate if offered)

58. *(If NO)*, how did you deal with these problems or barriers? *(Write in)*

59. Were there any training/education programs at STRIVE that helped you work toward your training/educational goals? 1. Yes 2. No

(If YES, go to #60, if No go to #61)

60. How helpful were these programs? *(circle one)*

1. Not too helpful 2. Somewhat helpful 3. Very helpful

Appendix 4

(INTERVIEWER: WRITE comments from associate if offered)

61. Were there any programs outside of STRIVE that helped you work towards you training and educational goals? *(circle one)* 1. Yes 2. No

(If YES, go to #62, if No go to #68)

62. How helpful were these programs? *(circle one)*

1. Not too helpful 2. Somewhat helpful 3. Very helpful

(INTERVIEWER: WRITE comments from associate if offered)

63. Were you referred to these programs? 1. Yes 2. No

(If YES go to question #64, if NO go to #65)

64. How or by whom were you referred? *(Write in)*

(If needed use the following probes: CPP Counselor, media, family/friends ,community organization, job Service/unemployment office, employer, project chance/public aid, caseworker)

Appendix 4

65. How did you learn about these programs outside of STRIVE? (*Write in*)

66. Did the CPP staff help you in any way with the programs outside of STRIVE? (*circle one*)

1. Yes 2. No

(If YES go to #67, if NO go to #68)

67. (*If YES*), How did the CPP staff help you? (*Write in*)

68. Did you attend or are you currently attending any training/education programs? (*circle one*)

1. Yes, I did attend
2. Yes, I am currently attending
3. Yes, I am currently attending and have attended a program (both)
4. No, I neither attended nor am I currently attending

(IF NEITHER, SKIP TO #80)

69. In all, how many programs have you attended and/or are currently attending?

(Count all, Write in) _____

Appendix 4

70. Please tell me the names of the last three programs you attended.

(Interviewer: Please list in appropriate space on next page.)

Proceed To Next Page

	Name of Program #1 _____	Name of Program #2 _____	Name of Program #3 _____
71. What is your status in the program? Are you.....	1. Still Attending 2. Completed the program and received a certificate or degree 3. Completed the program but have not earned a certificate or degree 4. Dropped out 5. Currently on leave OR....	1. Still Attending 2. Completed the program and received a certificate or degree 3. Completed the program but have not earned a certificate or degree 4. Dropped out 5. Currently on leave OR....	1. Still Attending 2. Completed the program and received a certificate or degree 3. Completed the program but have not earned a certificate or degree 4. Dropped out 5. Currently on leave OR....

	6. Something else?	6. Something else?	6. Something else?
--	---------------------------	---------------------------	---------------------------

	Name of Program #1	Name of Program #2	Name of Program #3
	_____	_____	_____
72. Where did you go to attend this program?	1. City College 2. University 3. Mayor's Office of Employment & Training 4. Private Training 5. IL Employment &	1. City College 2. University 3. Mayor's Office of Employment & Training 4. Private Training 5. IL Employment &	1. City College 2. University 3. Mayor's Office of Employment & Training 4. Private Training 5. IL Employment &

	Training Centers (One-stops)	Training Centers (One-stops)	Training Centers (One-stops)
	6. Don't know 7. Other <hr/>	6. Don't know 7. Other <hr/>	6. Don't know 7. Other <hr/>
73. Were you referred by a Career Path Counselor?	(Circle one) 1. Yes 2. No	(Circle one) 1. Yes 2. No	(Circle one) 1. Yes 2. No
74. Did/does the program offer diploma, degree or certificate?	(Circle one) 1. Yes 2. No	(Circle one) 1. Yes 2. No	(Circle one) 1. Yes 2. No
75. Were/are there additional licensing or testing requirements?	(Circle one) 1. Yes 2. No	(Circle one) 1. Yes 2. No	(Circle one) 1. Yes 2. No
76. Did you receive a loan for the program?	(Circle one) 1. Yes 2. No	(Circle one) 1. Yes 2. No	(Circle one) 1. Yes 2. No

77. Did you receive a scholarship for the program?	(Circle one) 1. Yes 2. No	(Circle one) 1. Yes 2. No	(Circle one) 1. Yes 2. No
78. If you didn't complete the program mentioned above, why?	Explanation: _____ _____ _____ _____ _____	Explanation: _____ _____ _____ _____ _____	Explanation: _____ _____ _____ _____ _____

Interviewer: *(If some or all of the programs were successfully completed, ask the following question. If none were successfully completed, skip to #84)*

79. Did successful completion of the program(s) help you reach any of your career goals?
(circle one)

1. Yes 2. No

(Please explain:)

80. Was there any information about training and/or educational programs that you thought would be helpful, but was not offered by the Career Path Program counselors? *(circle one)*

1. Yes 2. No

(If YES go to question #81, If NO go to question #82)

81. *(If YES)* What information? *(Write in)*

82. If you could change one thing about how the Career Path Program counselors helped you, what would it be? *(Write in)*

83. Name three things you learned from working with the Career Path Program counselors. *(Write in)*

(1) _____

(2) _____

(3) _____

PART 4: EMPLOYMENT:

84. Has STRIVE assisted you in employment related issues in jobs you have held since being part of the program? (*circle one*) 1. Yes 2. No 3. N/A (Have held no jobs)

(If YES, continue to question #85 If NO, skip to question #86, If N/A skip to #89)

85. (If YES) On a scale of 1-3 with (1) being "Not too helpful", (2) being "Somewhat helpful" and 3 being "Very helpful," how helpful was this assistance?*(circle one)*

1. Not too helpful 2. Somewhat helpful 3. Very helpful

(INTERVIEWER: WRITE comments from associate if offered)

86. If you are currently working in a job obtained through STRIVE or have worked in a job obtained through STRIVE, how did the counselors assist you with your job?

(Interviewer: Use the following probes if needed: problem with supervisor, getting a raise or promotion)

87. Were there any other individuals or organizations outside of STRIVE that helped you with these employment issues? *(If needed use as probes, family members, `co-worker, friend, supervisor, union)*

88. Is your current job a union job? _____ *(Write in)*

PART 5: COUNSELOR/ASSOCIATE COMMUNICATION

89. How many times ***in an average month*** have you had contact with your Career Path Program counselor? *(Write in)* _____

90. ***(In an average month)*** How many times in person? *(Write in)* _____

91. ***(In an average month)*** How many times by telephone? *(Write in)* _____

92. ***(In an average month)*** How many times by mail? *(Write in)* _____

93. ***(In an average month)*** Have you ever called or stopped by to see your Career Path Program counselor on your own? *(circle one)* 1. Yes 2. No

(If YES go to question #94, If NO go to question #95)

94. **(IF YES)** About what? *(Write in)*

95. Did your counselor help you work out any problems that were keeping you from going to school or getting a better job? *(circle one)* 1. Yes 2. No

(If YES go to question #96, If NO go to question #97)

96. **(IF YES)** Please tell me the problem and how the counselor helped you. *(Write in)*

97. Would you be interested in getting a newsletter about Career Path Program activities, school information and what other associates are doing?

(circle one) 1. Yes 2. No

98. What has worked best for you in pursuing your career goals?

PART 6: WORKFORCE DEVELOPMENT SYSTEM

99. Have you ever received unemployment compensation benefits?

(circle one) 1. Yes 2. No

100. Have you ever gone to any government agency for help in finding a job or training program? *(circle one)* 1. Yes 2. No

(IF YES) go to question #101,

IF NO, THE INTERVIEW IS FINISHED. SKIP TO THE END)

Did these include.....

101. City Colleges? *(circle one)* 1. Yes 2. No

102. Illinois Employment & Training Center? (*circle one*) 1. Yes 2. No

103. Mayor's Office of Employment and Training? (*circle one*) 1. Yes 2. No

104. Illinois Department of Employment Security (*circle one*) 1. Yes 2. No

Proceed To Next Page

	City Colleges	Illinois Employment & Training Centers	Mayor’s Office of Employment & Training	State Unemployment Office
105. Were you able to access the services you were seeking?	(Circle one) 1. Yes 2. No			
106. How helpful were they. “Very Helpful,” “Somewhat Helpful,” or “Not too Helpful.”	(Circle one) 1. Very Helpful 2.Somewhat Helpful 3. Not too helpful	(Circle one) 1. Very Helpful 2.Somewhat Helpful 3. Not too helpful	(Circle one) 1. Very Helpful 2.Somewhat Helpful 3. Not too helpful	(Circle one) 1. Very Helpful 2.Somewhat Helpful 3. Not too helpful
107. Would you go back again?	(Circle one) 1. Yes 2. No			

Conclusion

All Interviews: *Read “Statement A” below at end of interview if their respondent has children living with them. Read “Statement B” if the respondent does not have children.*

Statement A

Those are all the questions we have for you today. However we'd like to call you back in a few days to talk a little more with you about childcare issues. Would this be okay?

What is the best time for us to call you?

What time of day is best for you Morning, afternoon or evening?

What would be the best time to call?

Clarify phone number

Thank you very much for your time and help!

We'll be talking to you soon!

Statement B

Those are all the questions we have for you today. Thank you so much for your time and help!

We really appreciate it! Have a nice day/evening!

