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ABSTRACT

A project examined the effectiveness of the Youth Career Development (YCD) Demonstration in facilitating the school-to-work transition of high school seniors. The evaluation involved a 1755-student test group and a 1684-student control group from 30 sites funded by six delivery agents (National Urban League, National Council of Negro Women, SER Jobs for Progress, the Recruitment and Training Program, the U.S. Employment Service, and the Women's Bureau of the Department of Labor). Approaches at these sites included activities to eliminate sex stereotyping; helping Hispanic, black, and other minority youth; use of institutional agencies to facilitate the school-to-work transition; and use of community- and neighborhood-based groups to accomplish the same task. Surveys to measure performance outcomes after a three-month followup period revealed that the school-to-work transition activities produced a statistically significant increase in abilities to find and hold jobs. While postprogram outcomes at the three-month period are modest, significant gains, probably adequate to justify costs, are realized by certain of the delivery agents and certain subgroups of the target population. (Related youth knowledge and development reports are available separately--see note.) (MN)

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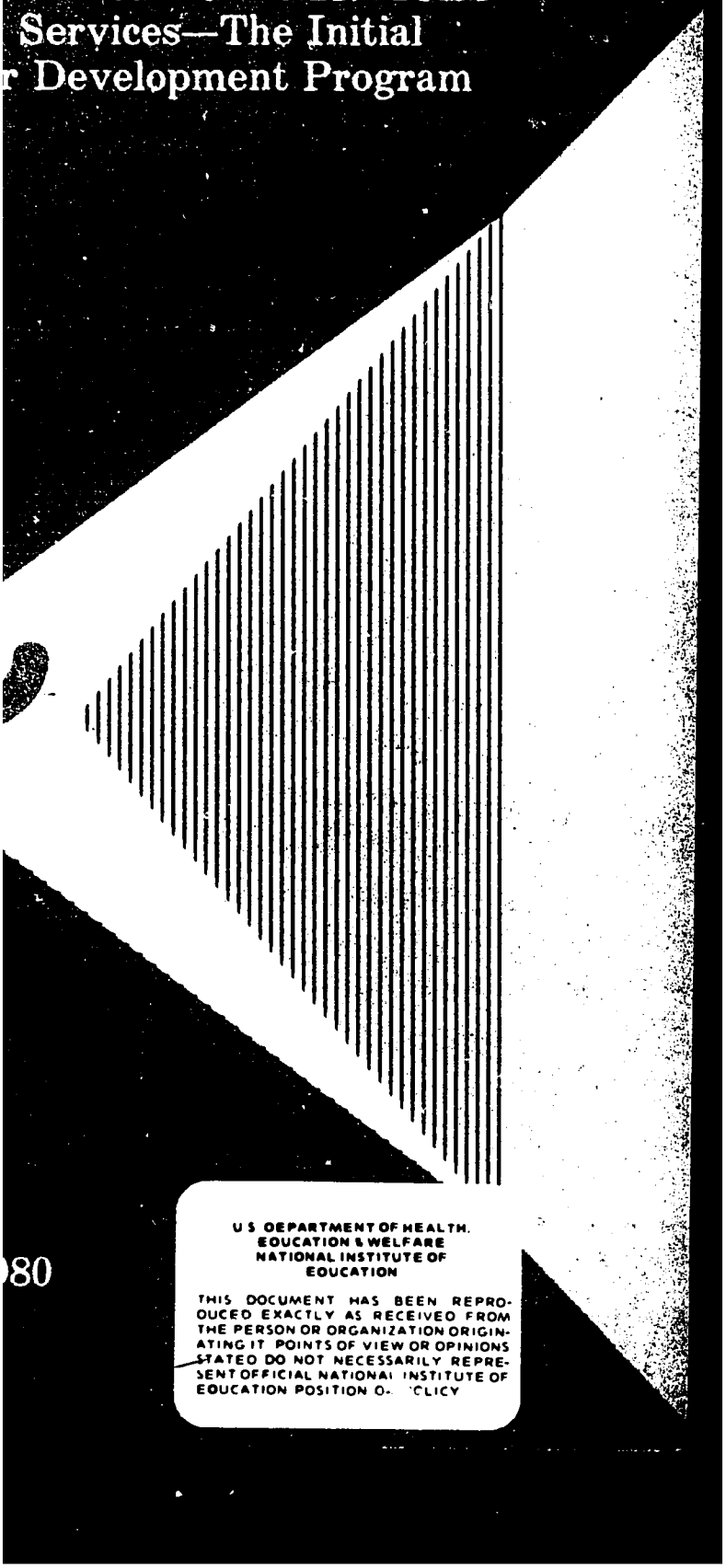

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U.S. Department of Labor
Ray Marshall, Secretary

Employment and Training Administration
Ernest G. Green, Assistant Secretary for
Employment and Training Administration
Office of Youth Programs

YOUTH KNOWLEDGE DEVELOPMENT REPORT 6.2

SCHOOL-TO-WORK TRANSITION SERVICES -- THE INITIAL FINDINGS OF THE YOUTH CAREER DEVELOPMENT PROGRAM

Educational Testing Service

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OVERVIEW

A large share of both graduates and dropouts leave school without adequate preparation for the world of work. Reading and computational deficits are significant and leave lasting scars. But many employers claim they could utilize youth, even those with limited academic skills, if they at least knew the rudiments of work force demands. There are a cluster of basic work skills which most youth acquire through exposure to family and friends, as well as periods of work experience part-time and during the summer. These skills include the ability to make career and job choices with some intelligence, to know where and how to look and apply for work, to be motivated and independent enough to enter the labor market and to understand the expectations of employers in regular jobs.

Research has documented unequivocably that youth with more knowledge of careers, with self-assurance and motivation, as well as realistic understanding of the damands of the workplace, are more likely to hold jobs as teenagers as well to have greater labor market success as young adults. Research has documented that the gaps in such basic skills for minorities and the poor begin even before high school and have a cumulative, interactive impact by limiting the chances of successful work experience during the teen years. Evaluations have documented the limited assistance provided during the school years help develop basic skills. Student counseling and placement activities are college oriented and spread too thinly; kilewise, cooperative education tends to serve the most advantaged youth who already have their career goals.

There are a cluster of services which could be, although they too rarely are, offered to teenagers, with the school the logical setting because almost all youth are in school at least to age 16. These "school-to-work" transition activities include job-search assistance which teaches methods of job hunting, motivational activities to build self-esteem and confidence, occupational information and efforts to overcome sex-stereotyping, career exploration through classroom instruction,worksite visits, lectures, and rotational work assignments, placement assistance, work-related counseling and follow-up on the job. These services, which go under many different names and have many different approaches, might be distinguished from in-school work experience which can also be transitional in intent and may be combined with transition services.

There are also a number of potential delivery agents for such activities. Within the schools, guidance counselors, cooperative and vocational education personnel, could all offer such services if they had adequate resources. Private employers in a few isolated cases have "adopted" schools; labor unions and apprentice-ship systems can do the same. The Employment Service at one time had placement personnel that worked at least part time in a

majority of the high schools in the country. Community and neighborhood groups and voluntary youth serving agencies are another alternative.

Finally, there are a number of different potential target groups for scarce services. Emphasis might be placed on young women to help them overcome sex stereotyping or on the disadvantaged and minorities to overcome the effects of discrimination and poverty. Alternatively, all youth in need of services mifht be reached by spreading resources more thinly. A fundamental issue is then the targeting and intensity of services.

The Youth Employment and Demonstration Projects Act of 1977 mandated the expansion of school-to-work transition services, making all youth eligible, and requiring that every work experience in-school be combined with counseling, occupational information, placement assistance and efforts to overcome sex stereotyping, while requiring that 22 percent of funds under Youth Employment and Training Programs be set aside for such services to in-school youth. However, YEDPA also mandated tests of the effectiveness of such services. The unfortunate truth is that we know very little about the impacts of these activities, the effectiveness of alternate delivery agents or the most appropriate target groups. Generally, these services on low cost and can be expected to have only a modest measurable effect. Because the tools to measure impacts are crude and because few careful experiments have been undertaken, effectiveness has not been documented.

Under YEDPA's discretionary authority there have been a number of tests to better measure the impact of transition services. There are multi-site experiments with job search assistance and vocational exploration. Statewide private nonprofit organizations have been established to offer a "non bureaucratic" approach to the delivery of services. There has been a test of saturation of transition services in a controlled and experimental high school. Apprenticeship in-school programs have been initiated in multiple sites. School-to-work transition programs have been developed through a competitively funded demonstration project involving CETA/school cooperation. Finally, structured experiments have been undertaken in multiple sites utilizing community and neighborhood groups and the Employment Service as delivery agents. Under all these demonstrations, careful research designs have been implemented to measure the impacts of services.

This report presents the preliminary findings from the Youth Career Development demonstration which seeks to measure the impact of school-to-work transition services as developed and implemented by six separate clusters of delivery agents in a total of 30 sites in the country. In Each site, a control and experimental group were tested upon entry into the program at the start of their senior year, upon completion of the program, and three months beyond the close of the academic year utilizing the instruments in the Standardized Assessment System which has been developed for YEOPA demonstration projects. The experimental groups consisted

of 1755 students and the control group 1684.

The six delivery agents for these projects varied in focus and approach. The sites operated under the direction of the National Council on Negro Women and the Women's Bureau stressed activities to help overcome sex stereotyping; the projects focused on a female target group. The sites operated by SER Jobs for Progress concentrated on Hispanic youth, while the National Urban League and the Recruitment and Training Program focused on minority, mostly black populations, including both males and females. The U.S. Employment Service represents the "institutional" approach in contrast to the other delivery agents which are community and neighborhood based groups. Generally, however, these sponsors operated within the same budgets and general parameters at the local level.

The findings reported in this analysis are extremely tentative. They apply to the first cohort of youth through projects which were, in some cases, established during the course of the school year with all the attendant implementation difficulties. The treatment group could, at most, get one school year of services compared with future cohorts in YCD who enter as juniors and may get two years of treatment.

The 3 month follow-up period comes immediately after the end of the summer before many of the youth will have settled down. An eight month follow-up is scheduled which will pick up the longer-term impacts. Finally, the analysis undertaken in this report represents only a small portion of that planned for the YCD. The analysis was prepared to get an initial sense of the results.

With these caveats, the preliminary findings might be summarized as follows:

1. There is evidence that the school-to-work transition activities produce a statistically significant increase in abilities to find and hold jobs. The Standardized Assessment System includes a battery of pre-/post psychometric measures. Experimentals gained relative to controls on vocational attitudes, job holding skills, work related attitudes, job seeking skills, job knowledge and in overcoming sex stereotypes about jobs. Only on the self-esteem measure did there seem to be no positive impact from participation.

2. The measured levels and gains on the psychometric instruments are statistically correlated with successful participation in the projects and positive outcomes at the three month follow-up point. Even though the measures are crude, they apparently discern real and important changes.

3. The post-program outcomes at the three-month point are modest. For every hundred entrants, 2 more of the experimentals than the controls are employed full-time, 2 more are employed in skilled or semi-skilled jobs, 4 more aspire to skilled jobs and 1 more is in-school or working. The outcomes are adjusted

for initial differentials. Although the differences are statistically significant it is questionable whether such gains would justify the outlays from a benefit-cost perspective. It remains to be seen whether the impacts will be greater at the eight month follow-up or whether they will be more significant once the projects have stabilized.

4. Significant gains, probably adequate to justify costs, are realized by certain of the delivery agents and certain subgroups of the target population. This suggests that with proper delivery and targeting transition services might prove an effective strategy.

This volume is one of the products of the "knowledge development" effort implemented under the mandate of the Youth Employment and Demonstration Projects Act of 1977. The knowledge development effort consists of hundreds of separate research, evaluation and demonstration activities which will result in literally thousands of written products. The activities have been structured from the outset so that each is self-standing but also interrelated with a host of other activities. The framework is presented in A Knowledge Development Plan for the Youth Employment and Demonstration Projects Act of 1977, A Knowledge Development Plan for the Youth Initiatives Fiscal 1979 and Completing the Youth Agenda: A Plan for Knowledge Development, and Dissemination and Application for Fiscal 1980.

Information is available or will be coming available from these various knowledge development efforts to help resolve an almost limitless array of issues. However, policy and practical application will usually require integration and synthesis from multiple products, which, in turn, depends on knowledge and availability of these products. A major shortcoming of past research, evaluation and demonstration activities has been the failure to organize and disseminate the products adequately to assure the full exploitation of the findings. The magnitude and structure of the youth knowledge development effort puts a premium on structured analysis and wide dissemination.

As part of its knowledge development mandate, therefore, the Office of Youth Programs of the Department of Labor will organize, publish and disseminate the written products of all major research, evaluation and demonstration activities supported directly by or mounted in conjunction with OYP knowledge development efforts. Some of the same products may also be published and disseminated through other channels, but they will be included in the structured series of Youth Knowledge Development Reports in order to facilitate access and integration.

The Youth Knowledge Development Reports, of which this is one, are divided into twelve broad categories:

1. Knowledge Development Framework: The products in this category are concerned with the structure of knowledge development activities, the assessment methodologies which are employed, the measurement instruments and their validation, the translation of knowledge into policy, and the strategy for dissemination of findings.

2. Research on Youth Employment and Employability Development: The products in this category represent analyses of existing data, presentation of findings from new data sources, special studies of dimensions of youth labor market problems, and policy issue assessments.

3. Program Evaluations: The products in this category include impact, process and benefit-cost evaluations of youth programs including the Summer Youth Employment Program, Job Corps, the Young Adult Conservation Corps, Youth Employment and Training Programs, Youth Community Conservation and Improvement Projects, and the Targeted Jobs Tax Credit.

4. Service and Participant Mix: The evaluations and demonstrations summarized in this category concern the matching of different types of youth with different service combinations. This involves experiments with work vs. work plus remediation vs. straight remediation as treatment options. It also includes attempts to mix disadvantaged and more affluent participants, as well as youth with older workers.

5. Education and Training Approaches: The products in this category present the findings of structured experiments to test the impact and effectiveness of various education and vocational training approaches including specific education methodologies for the disadvantaged, alternative education approaches and advanced career training.

6. Pre-Employment and Transition Services: The products in this category present the findings of structured experiments to test the impact and effectiveness of school-to-work transition activities, vocational exploration, job-search assistance and other efforts to better prepare youth for labor market success.

7. Youth Work Experience: The products in this category address the organization of work activities, their output, productive roles for youth, and the impacts of various employment approaches.

8. Implementation Issues: This category includes cross-cutting analyses of the practical lessons concerning "how-to-do-it." Issues such as learning curves, replication processes and programmatic "batting averages" will be addressed under this category, as well as the comparative advantages of alternative delivery agents.

9. Design and Organizational Alternatives: The products in this category represent assessments of demonstrations of alternative program and delivery arrangements such as consolidation, year-round preparation for summer programs, the use of incentives, and multi-year tracking of individuals.

10. Special Needs Groups: The products in this category present findings on the special problems of and the programmatic adaptations needed

for significant segments including minorities, young mothers, troubled youth, Indochinese refugees, and the handicapped.

11. Innovative Approaches: The products in this category present the findings of those activities designed to explore new approaches. The subjects covered include the Youth Incentive Entitlement Pilot Projects, private sector initiatives, the national youth service experiment, and energy initiatives in weatherization, low-head hydroelectric dam restoration, windpower, and the like.

12. Institutional Linkages: The products in this category include studies of institutional arrangements and linkages as well as assessments of demonstration activities to encourage such linkages with education, volunteer groups, drug abuse, and other youth serving agencies.

In each of these knowledge development categories, there will be a range of discrete demonstration, research and evaluation activities focused on different policy, program and analytical issues. In turn, each discrete knowledge development project may have a series of written products addressed to different dimensions of the issue. For instance, all experimental demonstration projects have both process and impact evaluations, frequently undertaken by different evaluation agents. Findings will be published as they become available so that there will usually be a series of reports as evidence accumulates. To organize these products, each publication is classified in one of the twelve broad knowledge development categories, described in terms of the more specific issue, activity or cluster of activities to which it is addressed, with an identifier of the product and what it represents relative to other products in the demonstrations. Hence, the multiple products under a knowledge development activity are closely interrelated and the activites in each broad cluster have significant interconnections.

This initial report on the Youth Career Development program should be assessed in conjunction with School-to-Work Transition Services--Process Analysis of the Youth Career Development Program which provides some insights into the statistical results in this volume. School-to-Work Transition Services--The Exemplary In-School Project Demonstration provides a less statistically oriented analysis of very similar projects launched as cooperative efforts between local education agencies and CETA prime sponsors. All of the products in the "pre-employment and transition services" category are related but particularly Vocational Exploration--Interim Findings and Background, and Job Search Assistance--Survey and Experimental Results. The methodologies and instruments applied in this analysis are described in The Standardized Assessment System in the "knowledge development framework" category. Finally, evaluation literature is summarized in Between Two Worlds--Youth Transition from School to Work and Employment and Training Programs for Youth--What Works Best For Whom? in the "research on youth employment employability development" category.

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Administrator
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TABLE OF CONTENTS

INTRODUCTION

This paper presents an initial examination of findings regarding the extent to which the Youth Career Development (YCD) has influenced the performance of high school seniors enrolled during the 1978-79 academic year.

Six delivery agents have been responsible for the conduct of that YEDPA funded program: the National Urban League, the National Council of Negro Women, SER Jobs for Progress, the Recruitment and Training Program, the Women's Bureau of the Department of Labor and the U.S. Employment Service. These agents had oversight and funding responsibility for a total of 30 sites throughout the country and for the collection of all data on which the evaluation study is based. Those data were obtained from YCD program participants and control group students on a longitudinal basis; beginning at the time of initial enrollment early in the high school senior year, again at the time of completion of high school (i.e., nominal completion of the program) and continuing for approximately three months beyond the close of the academic year.

Instruments used by the delivery agents for gathering the data utilized in the present analyses are contained in a Standardized Assessment System (SAS) devised for the U.S. Department of Labor's Office of Youth Programs and intended for use as a common "core" of assessment tools in evaluations of a variety demonstration program funded under YEDPA. A technical report has described the background and rationale for the choice of these instruments (The Standardized Assessment System, April 1980) that consists of: (a) a battery of seven vocationally-oriented scales used for pre and posttest gain score assessment over the course of program participation, designated as the psychometric battery; (b) two survey instruments, one used to measure performance outcomes (i.e., degree of "successful"

adjustment by participants) at program completion (Program Completion Survey), and the other measuring successes achieved at periods of 3 and 8 months following program completion (Follow-up Survey); (c) two instruments for measurement of participant characteristics--a short (20 item) wide-range measure of reading ability (STEP Reading Test) and a 49 item form containing largely demographic or status information about the participant at the time of program entry and at completion of the training program (The Individual Participant Profile).

Study Design

Measures of the SAS were applied for data gathering purposes to YCD participants and (where applicable) to comparable control groups of students from the same school systems as the participants. The overall design for an in-school program is summarized in Appendix O. Follow-up data used for the analyses presented here extend to the 3 month follow-up period.

Description of the Sample

The samples on which the present analyses are based consist of 1755 YCD high school senior participants and 1684 control group students who were pretested during the 1978-79 academic year. The total participant sample was composed of 37% males and 61% females of whom 62% were classified as Black, 20% Hispanic, 15% white, and 2% of other ethnic group membership (e.g., Asian, American Indian).* In terms of economic status, the largest proportion of the sample (49%) fell into the 70%

* Where totals for the categories of any variable do not add up to 100%. The discrepancies are based upon no response (blank) on the IPP form.

lower living standard income level (LLSIL) or lower, while the next largest proportion (23%) were classified as in the 71-85% LLSIL. Seventy-three percent (73%) of the participants were also classified as economically disadvantaged at the time of program entry. (See Table 1-A.)

In terms of previous jobs or job training for these students, 31% were reported to have been CETA participants prior to program entry and 62% to have held some form of employment. Of the group reporting prior employment, most of them (about 60%) had held jobs at the lower status occupational levels (e.g., low level service and operative level); as might be expected for a sample of high school seniors, economically disadvantaged or not. Their hourly wages were predominantly in the $2.50 to $3.00 an hour minimum wage range. Interestingly, a large proportion of these jobs held (about 74%) were reported as not based on payment of a subsidized wage.

A major proportion of the sample who were pretested, and for whom IPP information was supplied, are reported to have remained enrolled for 60 hours or longer (i.e., approximately three-fourths of this sample). Distributions of some of the key variables discussed above for the total participant sample are presented in Table 2 for each service delivery agent.

Of the 1755 senior participants pretested, 59% were able to be posttested and 47% of the original sample were able to be located (who would also respond to the Program Follow-up Survey) three months after completion of the academic year.* Among the 833 participants followed-up

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* Appendices A through G provide sample sizes for a flow-through of instrument administration by participants and controls within delivery agent for all possible combinations of the 4 measures (IPP, Pretest, Posttest and three-month follow-up survey).

over a 3-month post-high school period, 24% indicated that they had obtained employment on a full-time basis and 34% indicated that they hold, or had held, part-time employment. Enrollment in some form of formal training was reported by 56% of these former participants, with 78% of that group engaged in such training on a part-time basis. The dominant educational or training settings in which these students were found (full-time or part-time) were college (65%) and post-secondary business or vocational/technical schools (10%).

Description of the Control Group

The total control group sample was composed of 38% males and 61% females of whom 57% were classified as Black, 21% Hispanic, 18% White, and 4% of other ethnic group membership. In terms of economic status, the largest population of the control group (41%) fell into the 70% lower living standard income level (LLSIL) or lower, while the next largest population (16%) were classified as in the 71-85% LLSIL. Thirteen percent (13%) of the controls were in the 86% or greater LLSIL category. Fifty-nine percent (59%) of the controls were also classfied as economically disadvantaged at the time of program entry. (See Table 1-B).

Regarding previous jobs or job training, 21% of the controls reported to have been CETA participants prior to program entry and 58% to have held some form of employment.

Of the 1684 controls pretested, 59% were posttested, and 38% were followed-up three months later.

TABLE 1-A

Summary of Participant Sample Composition by Service Delivery Agent

(In Percentages)*

Variable	USES	NUL	SER	WOMEN'S BUREAU	NCNW	RTP	TOTAL
Sex:							
M	40	50	41	00	42	40	37
F	60	46	57	99	56	59	61
Blank	0	4	2	1	2	1	2
Race:							
Black	63	78	5	67	66	85	62
White	20	19	2	27	8	12	15
Hispanic	13	2	92	00	23	0	20
Other (or not reported)	4	1	1	6	3	3	3
Economic Status:							
70% LLSIL	48	63	31	85	12	45	49
71-85% LLSIL	33	6	46	11	41	14	23
86% or more	6	5	7	1	12	24	9
Blank	13	26	16	3	35	17	19
Employment Prior to YCD:							
(Part-time or Full-time)	73	70	66	45	48	54	62
Blank	26	30	34	55	52	46	38
Previous CETA Participation:							
Yes	40	34	30	27	29	22	31
No	44	61	68	69	63	74	63
Blank	16	5	2	4	8	4	6

TABLE 1-B

Summary of Control Sample Composition by Service Delivery Agent

(In Percentages)*

Variable	USES	NUL	SER	WOMEN'S BUREAU	NCNW	RTP	TOTAL
Sex:							
M	41	47	44	0	36	41	38
F	59	51	54	99	63	58	61
Blank	0	2	2	1	1	1	1
Race:							
Black	57	83	5	27	70	72	57
White	27	16	3	71	22	19	18
Hispanic	12	1	89	0	4	2	21
Other (or not reported)	4	0	3	2	4	7	4
Economic Status:							
70% LLSIL	53	70	22	61	2	45	41
71-85% LLSIL	18	2	29	8	8	18	16
86% or more	5	1	18	22	2	25	13
Blank	24	27	31	9	88	12	30
Employment Prior to YCD:							
(Part-time or Full-time)	75	67	57	45	46	49	58
Blank	25	33	43	55	54	51	42
Previous CETA Participation:							
Yes	40	26	15	11	24	7	21
No	47	59	74	79	55	89	67
Blank	13	15	11	10	21	4	12

Data Analyses

The initial analysis of the YCD data is to cover only a portion of the more extensive analysis plan for YEDPA programs (The Standardized Assessment System, April 1980). Three analytical phases of that plan are undertaken here, in a limited way:

(1) Gain Score Analyses - of the SAS psychometric scales, to define the extent to which the program effected change in the behavioral constructs measured. This is based on contrasts between participant and control group performance for the total YCD sample and for pooled data from the project sites of each of the six delivery agents conducting YCD programs. An analysis of covariance design (ANCOVA) represents the primary approach to the analysis, with matching or equating variables consisting of level of reading ability and selected demographic characteristics drawn from the IPP.

(2) Identification of those tests measures which show relationships between outcome variables and gain from pre and post - Program related gains in test scores are relatively meaningless unless these gains can be shown in turn to be related to subsequent labor market status. This analysis addresses the question of which attitudinal and knowledge gains are important for future labor market performances. The four selected labor market related performances are (1) being employed full-time, (2) being employed in a skilled or semi-skilled job rather than an unskilled job, (3) aspiring to a skilled or semi-skilled job rather than an unskilled job and (4) relative involvement in a positive activity status, e.g., working full-time, going to school full-time, etc. It is anticipated that the results of this analysis will provide: (1) further validity information on the psychometric battery, and (2) policy information regarding

which attitudinal and knowledge areas should receive high priority when time and talent are being allocated within those YCD programs.

(3) Identification of subgroups or types of participants who showed the greatest and least test score gains - in an attempt to define the differentiating characteristics of those who were most significantly affected by the program when contrasted with those affected the least, (i.e., Is there a pattern of background or status variables that differentiates those who gain the most from YCD from those who gain the least?).

(4) Contrasts between participants and control group students by delivery agents on criterion performance measures - three months following high school completion, in order to determine the extent of program impact on vocational and social adjustments. This is based on adjusted mean comparisons between participant and control groups for key outcome variables. As is in gain score analysis, the adjusted means on the 3-month follow-up are corrected for possible pre-existing group differences in demographic variables. In an effort to provide results in a more interpretable format for the policy decision maker, selected outcomes are presented where possible both in terms of mean differences as well as probabilities of particular desired events occuring.

Psychometric Battery Gain Score Analysis

Interpretation

The analysis of gain scores is concerned with participant and control group comparison with respect to test score gains. Three analytical methods will be used to compare the gains made by the treatment and control groups. The first method is the analysis of covariance

(ANCOVA) which compares postest means, controlling for or adjusting for preexisting differences among the groups on pretest scores and demographic information. The variables from the IPP which were controlled in the ANCOVA approach were: (1) STEP Reading Test, (2) Sex, (3) Family Income level, (4) Advantaged/Disadvantaged, (5) Ethnic group membership, (6) Whether or not previously employed, (7) Wage per hour. The second method for estimating differential group gain is the analysis of variance of difference scores (ANOVA). The ANOVA approach makes only an adjustment for pre-existing group differences on the pretest score. The third method is known as standardized gain score analysis. The adjustments based on this method attempt to correct for possible differential group growth rates and/or preexisting demographic group differences. Although presentation of the results of all three analytical approaches represents an eclectic approach, we will emphasize the analysis of covariance (ANCOVA) results in our interpretation, since it has a stronger statistical basis than the other two methods.

It is possible that "dropouts" in the treatment group may systematically differ from "dropouts " in the control population. For example, the more employable individual may may be more likely to leave the program yielding a "negatively" selected participant sample with all the measures. In order to partially control for this, a dummy code was applied to all individuals in both the participant and control populations. Individuals were scored "1" if they had information on their IPP, pre and posttest scores and 3-month follow-up and those with just an IPP and 3-month follow-up were coded "0". The latter group would include a number of program dropouts. This "dummy" score was used in the ANCOVA as control variable along with the other demographics. As before, these ANCOVA's were run for delivery agents as well as for totals.

Appendix X presents the covariance adjusted effects. Inspection of these results are quite similar to those found in the "uncorrected" ANCOVAS presented in Appendices H-N. An additional analysis which can and should be done for a final report would be to run the so-called "Belson" ANCOVA model to see if there might be some interactions between program participation and demographics which haven't surfaced in either the above ANCOVAS or the participant-control comparisons by subgroups which have been run.

Another possible source of bias which has yet to be evaluated is the larger number of "non-responses" to the 3-month follow-up questions which were involved in the four criteria areas. Since we are making participant-control group comparisons, we have to assume that the non-respondents in the two groups have similar characteristics. Fortunately, this is a much weaker assumption than having to assume that the non-respondents have the same distributional characteristics as the respondents. Additional investigations of this possible source of bias would appear to be warranted.

For ease of comparison across measures and program sites, the ANCOVA results are presented as differences between adjusted posttest means, for participant and control groups, in terms of standard deviations. The term "adjusted posttest means" refers to estimates of the participant and control group posttest means, controlling for preexisting mean differences on the pretest as well as differences in demographic characteristics of the two groups. If there were truly random assignment and no systematic "drop out" pattern, the ANCOVA test of group differences on the adjusted posttest means would be approximately the same as a simple "t" test of the unadjusted posttest means.

The differences between adjusted posttest means are presented in terms of standard deviation units because it makes comparisons between gains on instruments having different numbers of items more interpretable. Without such standardization, a one item gain in favor of the participant group over the control on a ten item test is not, in general, the same as a one item gain on a forty item test. In the first case the gain may represent 20% of a standard deviation, while in the second case it may only represent 5% of a standard deviation.

Tables 2 through 8 present summary statistics for participant-control group comparisons from the ANCOVA. The reader will note that the first four columns present the pretest and posttest means and standard deviations for the participants. Column five is the participant adjusted posttest mean, for which the adjustment has been carried out by the analysis of covariance procedures. The difference between the participant adjusted posttest mean (Column 5) and the control group adjusted mean (Column 10), divided by the pooled standard deviation, yields the covariance adjusted effect in Column 11. Thus the first number in Column 11 of Table 2 is .142, indicating that the participants gained approximately 14% of a standard deviation more than the control group on the Vocational Attitudes Scale. Indication of whether this gain is statistically significant is shown by a "T" value in Column 15. The asterisked "T" values indicate that the gain is significant at the .05 level of statistical significance or greater. It should be kept in mind that statistical significance does depend on sample size and if the sample is sufficiently large, we will almost always reject the null hypothesis of no differential group gain. Therefore, gains in favor of the participant group (or control

group) of at least 10% of a standard deviation will be interpreted as being small but of some practical significance.

A negative sign accompanying the adjusted gain in Column 11 would indicate that the control group gained more than the participant group. The sign (positive or negative) in Column 11 indicates which group gained and the accompanying number indicates how much the gain is in terms of percentages of standard deviations.

Column 12, entitled "raw in", is an estimate of group gain based on the repeated measures design and is equivalent to the analysis of variance of difference scores. This estimate may differ somewhat from the ANCOVA (Column 11) estimate since it does not directly control for demographic differences among the groups. As in the case of the ANCOVA, the differential gain is presented in terms of standard deviation units. Similar to the ANCOVA result, the first number in Column 12 of Table 2 (.125) has a positive sign, indicating that the participant group gained approximately 12-13% of a standard deviation more than the control group on the Vocational Attitude instrument. In general, the ANOVA result will be quite similar to the ANCOVA if the participants and controls are relatively well matched with respect to the demographic characteristics.

Columns 13 and 14 are the results of standardized change score analysis and present partial correlations between group membership scores ("1" if participant, "0" if control) and pretest (Column 13) as well as posttest scores (Column 14). These partial correlations control for the same demographics as were used in the analysis of covariance. If there is a gain in favor of the participant group,

the pretest partial correlation in Column 13 should be less than the posttest partial correlation in Column 14. A negative sign accompanying the partial correlation in Column 13 indicates that when controlling for demographics, the control group member is likely to have a higher pretest score than the participant group member.

A positive sign at posttest (i.e., following intervention) indicates that members of the participant group, on the average, have higher posttest scores than the controls, and therefore the participant group gained more than the controls. These two columns are only of interest if they yield different conclusions than the ANCOVA results. If that is the case, one might have to entertain the notion that the two groups may be growing at different rates with respect to the knowledge being measured in the absence of intervention. In addition, it would be difficult to estimate how much gain is due to program intervention and how much is due to gains that would take place in the absence of intervention. Comparisons of the covariance adjusted gain in Column 11 with the results of Column 13 and 14 indicate, for the present data, that both methods generally lead to the same conclusions.

Changes in participant test performance between the time of entry into the YCD program and program completion, based on the 7 psychometric measures are seen in Table 2 for the combined sample of participants over all YCD sites. The remaining 6 tables summarize the gain score results separately for each of the 6 delivery agents.

From Table 2, the general conclusion regarding the effects of the

YCD Program for the entire sample is reasonably unequivocal. That is, when the participant and control groups are contrasted with regard to their test score changes, with reading skill and demographic characteristics controlled, a decided improvement (gain) is found for the YCD participant group. The T tests in column 15 show that the effect is a statistically significant one for 5 of the 7 measures of the psychometric battery (Vocational Attitude, Job Holding Skills, Work Related Attitudes Inventory, Job Seeking Skills, and Sex Sterotyping of Adult Occupations), with one of the measures (Job Knowledge) falling very slightly short of significance. Only one measure (Self Esteem) appears uninfluenced by program participation.

Somewhat larger in their proportion of gain achieved--as seen from the covariance adjusted effect of Column 11--are the measures of Job Seeking Skills and Sex Sterotyping of Adult Occupation, with changes of 17% and 24% of a standard deviation respectively between program entry and termination. It is also of interest to note that 3 of the 4 instruments on which the participant group gained more than 10% of a standard deviation over the control group are clearly attitudinal in content.

This overall effectiveness found for the program is, unfortunately, not displayed uniformly across the six deliverv agents and their local projects. There are major differences in the degree of effectiveness achieved for those six subgroups of sites as seen in Tables 3 through 8. Examination of T tests (Column 15) and mean gains based on covariance adjustments (Column 11) reveals major gains by participants in contrast to controls for those enrolled in programs conducted by:

(a) National Council of Negro Women (NCNW) - which appear in the form of positive (participant favored) gains for 6 of the 7 measures, of which statistically significant gains were

produced for the Job Holding Skills, Job Seeking Skills and Sex Stereotyping measures, and (b) Recruitment and Training Program (RTP) with statistically significant and covariance adjusted effects on all 7 measures of the psychometric battery.

A weaker tendency toward positive gain for participants is seen for the Urban League's program on a number of important measures. Although none quite reach a statistically significant level of change, there are small yet practical increases (10% of a standard deviation) in favor of the participants for Job Knowledge (10% of a standard deviation), Job Seeking Skills (12%), and Sex Sterotyping (12%).

The three remaining delivery agents (Tables 6, 7, and 8) show very spotty and inconsistent changes when participants and control groups are compared. For the most part, there is no statistically significant change evidenced by these 3 sets of project sites and without exception, where a few instances of significant change do occur, they are found to be in an unfavorable direction such that program participants gain less than control group students. This can be seen as follows for: (a) U.S. Employment Service-which shows a significant decline ($T = 2.20$; $p < .05$) in the participant adjusted mean for the Job Holding Skills measure in contrast to the control group adjusted mean, (b) Women's Bureau-with a highly significant decline on the Vocational Attitude Scale (i.e., some 32% of a standard deviation drop) by participants in contrast to controls and a distinct tendency toward decline on 4 of the remaining 6 psychometric battery scales, (c) SER-Jobs For Progress-which shows a significant relative decline for participants on Self Esteem, while simultaneously showing a gain in the Vocational Attitude Scale that falls just short of significance ($T = 1.93$; $p = .06$) but has a marked increase in the proportion of a standard deviation gained (21% in its covariance adjusted effect).

TABLE 2

ALL PROGRAMS COMBINED

	PARTICIPANTS N = 917					CONTROLS N = 864					EFFECTS				
	PRETEST		POSTTEST			PRETEST		POSTTEST			COVARIANCE ADJUSTED GAIN	RAW GAIN EFFECT	CHANGE EFFECTS R TX1	R TX2	T
	MEAN (1)	S.D. (2)	MEAN (3)	S.D. (4)	ADJ MEAN (5)	MEAN (6)	S.D. (7)	MEAN (8)	S.D. (9)	ADJ MEAN (10)	(11)	(12)	(13)	(14)	(15)
VOC ATT	21.390	4.270	22.461	4.200	22.492	21.377	4.028	21.923	4.275	21.891	0.142	0.125	0.01	0.08	3.73**
JOB KNOW	22.446	3.728	22.793	3.643	22.881	22.684	3.353	22.705	3.222	22.617	0.077	0.094	-0.02	0.04	1.92[1]
JOB HOLD	30.735	2.201	30.976	2.434	30.955	30.569	2.239	30.689	2.499	30.710	0.099	0.052	0.04	0.07	2.39*
WRAI	49.083	6.859	50.562	6.897	50.773	49.579	6.644	49.920	6.780	49.709	0.156	0.167	-0.02	0.07	4.52**
JOB SEEK	12.571	2.630	13.115	3.035	13.139	12.564	2.429	12.664	2.672	12.641	0.175	0.165	0.01	0.10	4.45**
SEX STER	45.821	8.353	47.483	8.434	47.406	44.907	8.142	45.113	8.413	45.390	0.239	0.199	0.07	0.16	6.47**
SELF EST	36.750	2.939	36.803	3.406	36.797	36.716	2.951	36.771	3.212	36.782	0.004	0.001	0.01	0.01	0.11
STEP	16.220	3.931				16.370	3.766								

*T significant at p = .05 confidence level
**T significant at p = .01 confidence level
[1]T just short of significance: p = .06 confidence level

TABLE 3

NATIONAL COUNCIL OF NEGRO WOMEN

PARTICIPANTS N = 82					CONTROLS N = 108					EFFECTS				
PRETEST		POSTTEST			PRETEST		POSTTEST			COVARIANCE ADJUSTED GAIN	RAW GAIN EFFECT	CHANGE R TX1	EFFECTS R TX2	T
MEAN (1)	S.D. (2)	MEAN (3)	S.D. (4)	ADJ MEAN (5)	MEAN (6)	S.D. (7)	MEAN (8)	S.D. (9)	ADJ MEAN (10)	(11)	(12)	(13)	(14)	(15)
21.190	4.286	23.016	3.338	23.170	21.699	3.928	22.938	3.859	22.784	0.107	0.152	-0.08	0.01	0.94
22.573	3.088	23.695	2.726	23.720	23.056	2.718	23.352	2.736	23.327	0.144	0.293	-0.10	0.03	1.09
30.604	2.378	31.784	1.599	31.905	30.924	1.737	31.271	1.749	31.150	0.451	0.446	-0.09	0.19	3.51**
49.781	6.651	50.291	6.165	50.384	49.918	6.356	49.895	6.807	49.802	0.090	0.082	-0.02	0.04	0.91
12.963	2.197	14.634	2.371	14.634	13.009	2.470	13.139	2.374	13.139	0.630	0.655	-0.08	0.32	5.19**
46.985	7.753	50.297	6.833	50.166	46.671	8.884	46.371	8.638	46.502	0.474	0.450	0.02	0.25	4.54**
37.095	3.073	37.669	2.974	37.646	37.468	2.679	37.780	2.812	37.803	-0.054	0.091	-0.12	-0.09	-0.46
16.915	2.742				16.491	3.578								

nificant at p = .01 confidence level

TABLE 4

RECRUITMENT AND TRAINING PROGRAMS

PARTICIPANTS N = 135					CONTROLS N = 197					EFFECTS				
PRETEST		POSTTEST			PRETEST		POSTTEST			COVARIANCE ADJUSTED GAIN	RAW GAIN EFFECT	CHANGE EFFECTS R	R	
MEAN (1)	S.D. (2)	MEAN (3)	S.D. (4)	ADJ MEAN (5)	MEAN (6)	S.D. (7)	MEAN (8)	S.D. (9)	ADJ MEAN (10)	(11)	(12)	TX1 (13)	TX2 (14)	T (15)
21.271	3.996	22.438	4.639	22.648	21.487	3.922	20.568	4.752	20.358	0.468	0.482	0.01	0.25	5.10**
22.096	3.931	23.257	3.777	23.587	22.701	3.611	22.224	3.445	21.895	0.469	0.444	-0.03	0.24	5.14**
30.759	2.010	31.146	2.011	31.233	30.420	2.260	30.273	3.009	30.186	0.417	0.230	0.11	0.22	3.68**
49.293	6.998	51.237	7.027	51.670	49.644	6.720	49.350	7.185	48.917	0.387	0.320	0.04	0.23	4.76**
12.600	2.719	13.231	2.745	13.281	12.426	2.382	12.321	2.877	12.272	0.359	0.275	0.12	0.23	3.76**
45.346	8.321	48.329	8.481	48.351	44.718	7.848	43.699	9.237	43.877	0.505	0.496	0.07	0.27	5.34**
36.710	2.983	36.759	3.300	36.775	36.503	3.051	35.955	3.633	35.938	0.241	0.184	0.07	0.14	2.27*
16.769	4.056				17.841	3.093								

ficant at p = .05 confidence level
ficant at p = .01 confidence level

TABLE 5

NATIONAL URBAN LEAGUE

PARTICIPANTS N = 247					CONTROLS N = 144					EFFECTS				
PRETEST		POSTTEST			PRETEST		POSTTEST			COVARIANCE ADJUSTED	RAW GAIN	CHANGE R	EFFECTS R	
MEAN (1)	S.D. (2)	MEAN (3)	S.D. (4)	ADJ MEAN (5)	MEAN (6)	S.D. (7)	MEAN (8)	S.D. (9)	ADJ MEAN (10)	GAIN (11)	EFFECT (12)	TX1 (13)	TX2 (14)	T (15)
21.644	4.294	22.689	4.033	22.101	19.709	4.111	21.727	4.285	22.315	-0.052	-0.233	0.21	0.09	-0.63
22.437	4.219	22.648	3.680	22.590	22.243	3.619	22.174	3.755	22.231	0.097	0.073	-0.00	0.05	1.09
30.147	2.428	30.382	2.735	30.364	30.194	2.417	30.324	2.604	30.342	0.008	0.041	0.00	0.01	0.09
48.478	6.649	49.880	6.571	49.608	47.765	6.613	48.723	6.569	48.994	0.093	0.067	0.03	0.07	1.23
12.698	2.798	12.854	3.030	12.681	12.285	2.629	12.154	2.912	12.326	0.119	0.101	0.06	0.09	1.47
44.643	7.636	45.162	7.774	44.386	42.059	7.958	42.662	7.711	43.438	0.122	-0.011	0.14	0.13	1.34
36.255	3.122	36.306	3.743	36.329	36.228	3.156	36.343	3.587	36.321	0.002	-0.019	-0.02	-0.01	0.03
15.490	4.057				14.957	4.139								

TABLE 6

U.S. EMPLOYMENT SERVICE

PARTICIPANTS N = 138					CONTROLS N = 166					EFFECTS				
PRETEST		POSTTEST			PRETEST		POSTTEST			COVARIANCE ADJUSTED GAIN (11)	RAW GAIN EFFECT (12)	CHANGE R TX1 (13)	EFFECTS R TX2 (14)	T (15)
MEAN (1)	S.D. (2)	MEAN (3)	S.D. (4)	ADJ MEAN (5)	MEAN (6)	S.D. (7)	MEAN (8)	S.D. (9)	ADJ MEAN (10)					
0.778	4.015	21.656	4.875	22.014	21.480	3.926	22.104	4.152	21.745	0.060	0.060	-0.06	-0.00	0.71
2.309	3.412	21.701	4.345	21.863	22.608	3.067	22.819	2.892	22.657	-0.220	-0.239	0.00	-0.12	-2.20*
0.846	2.030	30.710	2.731	30.663	30.535	2.123	30.689	2.412	30.736	-0.028	-0.125	0.09	0.02	-0.28
8.525	6.471	48.837	7.280	49.246	49.388	7.113	49.756	7.108	49.347	-0.014	-0.008	-0.04	-0.04	-0.17
2.365	2.597	12.131	3.215	12.309	12.807	2.111	12.675	2.489	12.497	-0.066	-0.039	-0.07	-0.06	-0.70
5.156	8.377	45.382	7.648	45.435	44.733	7.292	45.058	7.281	45.005	0.058	-0.013	0.08	0.08	0.71
6.882	2.661	36.772	3.229	36.769	36.861	2.860	36.827	2.870	36.830	-0.020	-0.026	0.01	-0.01	-0.21
6.110	3.925				16.428	3.060								

icant at p = .05 confidence level

TABLE 7

WOMENS BUREAU

PARTICIPANTS N = 141					CONTROLS N = 92					EFFECTS				
PRETEST		POSTTEST			PRETEST		POSTTEST			COVARIANCE ADJUSTED	RAW GAIN	CHANGE EFFECTS R	R	
MEAN (1)	S.D. (2)	MEAN (3)	S.D. (4)	ADJ MEAN (5)	MEAN (6)	S.D. (7)	MEAN (8)	S.D. (9)	ADJ MEAN (10)	GAIN (11)	EFFECT (12)	TX1 (13)	TX2 (14)	T (15)
21.789	4.542	21.885	4.098	21.962	22.428	4.076	23.303	3.848	23.225	-0.318	-0.188	-0.10	-0.21	-3.03**
22.262	3.881	22.007	3.710	22.144	22.609	2.930	22.707	2.998	22.570	-0.127	-0.104	-0.04	-0.08	-1.12
31.106	2.213	30.952	2.725	30.911	31.164	1.948	31.408	1.664	31.449	-0.245	-0.186	-0.02	-0.11	-1.76
49.683	6.757	50.005	7.133	50.401	50.545	6.096	50.388	6.509	49.992	0.060	0.072	-0.09	-0.03	0.60
12.241	2.554	11.931	3.067	12.037	12.717	2.309	12.622	2.593	12.517	-0.170	-0.082	-0.08	-0.12	-1.49
48.659	9.393	51.076	8.929	51.030	47.985	8.298	50.050	7.525	50.095	0.114	0.041	0.01	0.06	1.14
36.930	2.700	36.952	3.130	36.681	36.336	2.903	36.835	2.919	37.105	-0.140	-0.164	0.07	-0.03	-1.07
15.422	4.491				15.560	4.546								

nificant at p = .01 confidence level

TABLE 8

SER JOBS FOR PROGRESS

PARTICIPANTS N = 173					CONTROLS N = 157					EFFECTS				
PRETEST		POSTTEST			PRETEST		POSTTEST			COVARIANCE ADJUSTED GAIN	RAW GAIN EFFECT	CHANGE EFFECTS R TX1	R TX2	T
MEAN (1)	S.D. (2)	MEAN (3)	S.D. (4)	ADJ MEAN (5)	MEAN (6)	S.D. (7)	MEAN (8)	S.D. (9)	ADJ MEAN (10)	(11)	(12)	(13)	(14)	(15)
21.379	4.343	22.988	3.775	22.944	21.833	3.786	22.089	3.744	22.133	0.215	0.346	-0.02	0.09	1.93[1]
22.931	3.099	23.711	2.679	23.392	22.936	3.618	23.223	2.987	23.542	-0.053	0.159	0.00	-0.02	-0.46
31.221	1.813	31.540	1.782	31.180	30.541	2.511	30.717	2.465	31.078	0.048	0.067	0.17	0.09	0.44
49.436	7.440	52.970	6.373	52.719	50.578	6.196	51.656	5.800	51.907	0.133	0.381	-0.03	0.05	1.27
12.618	2.543	14.360	2.572	13.807	12.338	2.573	13.242	2.427	13.795	0.005	0.031	0.03	0.01	0.08
45.542	8.127	48.676	8.635	46.793	44.924	7.971	45.542	8.006	47.425	-0.376	0.308	0.03	-0.02	-0.69
37.072	2.864	37.070	3.389	36.843	36.982	2.783	37.383	2.676	37.610	-0.253	-0.138	0.05	-0.09	-2.14*
17.381	3.118				16.049	3.846								

ficant at p = .05 confidence level

short of significance: p = .06 confidence level

Relationships Between Psychometric Gains and 3-month Follow-up Outcomes

Are test score gains as defined by the psychometric battery valid predictors of key short term labor market outcome variables? Assuming that test score gains in certain attitudinal and knowledge areas can be demonstrated to be related to labor market outcomes, policy makers at the program level can emphasize the development of skills and/or attitudinal changes in those more promising areas. Table 9 presents, for each delivery agent, the subset of the psychometric measures which demonstrated statistically significant relationships between pre-post gain and one or more of four outcome measures (column 1, 2, 3, and 4) from the 3-month follow-up questionnaire. Those four labor market outcome measures are (1) Presently working full-time or not, (2) Quality rating* of the job in which one is presently employed, and (3) Quality rating of job aspired to, and (4) positive activity status. The positive activity status is a three point scale where a score of two indicates one is working or going to school full time or doing both part time· a score of one indicates that one has worked full time and/or is working part time or going to school part time; and a score of "0" indicates none of the above activities.

Inspection of Table 9 indicates that with the exception of gains on Vocational Attitude for the Urban League, none of the pre to post gains in attitudinal and skill areas were related to whether one is working full-time. The number inside the parenthesis (.24 in this case)

*Appendix Q presents job groupings which are scaled on a 1-5 point status scale. "High Status" jobs indicated by scale points 3-5 tend to be semi-skilled (scale point 3) skilled (scale point 4) and professional (scale point 5).

Table 9

Relationships Between Test Score Gains and Selected 3-Month Follow-up Outcomes by Delivery Agent[1]

Delivery Agents	Presently Working Full-Time (1)	Quality Rating of Present Full-Time Job (2)	Quality Rating of Job Aspired to (3)	Employed, Full-time Going to School Full-time or Doing Both Part-time (4)
National Council on Negro Women		Vocational Attitude * (.30) Sex Stereotypes ** (.40)	Vocational Attitude * (.33) Sex Stereotypes ** (.32)	
Recruitment and Training Program		Job Holding ** (.18)	Sex Stereotypes ** (.21)	Vocational Attitude ** (.25) Job Knowledge ** (.25)
National Urban League	Vocational Attitude (.24)	Job Knowledge * (.22) Job Holding (.27) Self Esteem (.34)		Self Esteem (.22)
U.S. Employment Service		Job Knowledge (.23) Job Holding (.23) Job Seeking (.24) Self Esteem (.31)		
Women's Bureau		Vocational Attitude (.33) Job Holding (.33)	Work Relevant Attitudes (.29) Sex Stereotypes * (.22)	
SER		Vocational Attitude * (.16) Job Knowledge (.16) Work Relevant Attitudes * (.18) Sex Stereotypes (.27) Self Esteem (.37)	Job Knowledge (.20)	
Totals		Vocational Attitude * (.17) Job Knowledge (.14) Job Holding * (.20) Work Relevant Attitudes * (.09) Job Seeking * (.16) Sex Stereotypes * (.18) Self Esteem (.25)	Job Holding (.09) Sex Stereotypes (.09)	Vocational Attitude ** (.13) Job Knowledge (.14) Job Seeking ** (.12)

1 Part correlations between gain and the particular outcome are shown in parentheses.

* The delivery agent showed a positive differential mean gain over controls of .10 of a standard deviation or greater on this measure.

** The delivery agent showed a statistically significant differential mean gain over controls $\geq$ .10 of a standard deviation.

is a part correlation indicating the strength of the relationship between gains in the particular tested areas (Vocational Attitude) and whether or not one is working full-time 3 months after program completion.

When the quality of the present job is the criteria, gains on almost all the measures appear for one or more of the delivery agents as valid predictors. The more stable estimates of the importance of gains in specific attitudinal and skill areas are the part correlations for the total participant sample. It appears that gains in Self Esteem (.25), Job Holding Skills (.20), Sex Stereotypes (.18), and Vocational Attitudes (.17) are the more highly predictive of quality of employment. Of the remaining measures, the least useful predictor of quality of employment is the Work Relevant Attitudes Inventory (.09). When one looks at the relationship between gains in attitudes and skills and jobs "aspired" to, improvement in occupational sex role perceptions as measured by the Sex Stereotyping measure appears to be the best and most consistent predictor.

Inspection of the relationship between test score gains and positive activity status indicates that vocational attitudes, job knowledge, and job seeking skills are significantly related to positive activity status for the total YCD population. This index (positive activities) includes going to school, which in turn requires certain verbal abilities which are partially measured by the job knowledge and job seeking skills instruments.

It should be noted here that the fact that delivery agents show that gains by their participants may be related to desirable labor market outcomes does not necessarily imply that their particular program brought about significantly greater mean gains than were observed in the control

group. Because some individuals within a program gain, and their gain turn is related to a post program outcome, this does not necessarily mea that the program participants on the average gained more than their controls. For example, participants in the SER program who gained in jo knowledge are more likely to be employed in a higher level job than those who either did not gain or gained less. However, inspection of Column 11 in Table 8, the test score gains analysis, indicates that the SER participant adjusted mean gain is less than the controls. In order to include information on not only whether a particular delivery agent's participants' gains are related to desirable outcomes, but also whether that delivery agent succeeded in bringing about a positive mean increment relative to their control group, a one and two asterisk legend is used. One asterisk indicates that there was a program related mean gain of at least .10 of a standard deviation over that shown by the control group. If the gain of .10 of a standard deviation or greater is also statistically significant, two asterisks are placed on the associated tested attitude or skill.

Table 10 presents the relationship between gains on test scores and probabilities of: (1) being employed full-time, (2) being employed in a semi skilled or skilled job (if working full-time), (3) aspiring to a semi skilled or skilled job and (4) working full-time, or going to school full-time, or doing both part time. For each tested attitude or achievement area, participants are assigned to one of three groups according to their adjusted gains on each respective test score. The three groups are individuals who fall in the upper quartile (top 25% of the gainers), the middle group of gainers spanning the 26th to 74th

Table 10

PROBABILITIES OF DESIRED LABOR MARKET OUTCOMES OCCURING DEPENDING ON WHETHER A YCD PARTICIPANT IS A "BIG" GAINER, "AVERAGE" GAINER, OR "BELOW AVERAGE" GAINER ON EACH OF THE PSYCHOMETRIC INSTRUMENTS

SAB INSTRUMENT	PROB. OF FULL-TIME EMPLOYED (1)	PROB. OF PRESENT JOB BEING SEMI-SKILLED OR SKILLED (2)	PROB. OF ASPIRING TO SKILLED OR SEMI-SKILLED JOB (3)	PROB. OF WORKING OR GOING TO SCHOOL FULL-TIME OR DOING BOTH PART-TIME (4)
VOC. ATT.				
Upper Quartile (Q_1)	29	62	82	71
Middle ($Q_2 + Q_3$)	24	51	90	71
Lower (Q_4)	25	35	73	56
JOB KNOWLEDGE				
Upper Quartile (Q_1)	31	50	84	75
Middle ($Q_2 + Q_3$)	23	54	84	70
Lower (Q_4)	25	44	83	52
JOB HOLD SKILLS				
Upper Quartile (Q_1)	25	53	88	65
Middle ($Q_2 + Q_3$)	26	51	85	69
Lower (Q_4)	24	43	74	65
W R A I				
Upper Quartile (Q_1)	28	55	85	77
Middle ($Q_2 + Q_3$)	25	52	82	63
Lower (Q_4)	26	42	86	64
JOB SEEKING SKILLS				
Upper Quartile (Q_1)	22	54	89	71
Middle ($Q_2 + Q_3$)	28	55	79	70
Lower (Q_4)	25	38	89	58
SEX STEROTYPES				
Upper Quartile (Q_1)	24	58	86	70
Middle ($Q_2 + Q_3$)	27	51	85	67
Lower (Q_4)	23	40	77	64
SELF ESTEEM				
Upper Quartile (Q_1)	20	59	83	68
Middle ($Q_2 + Q_3$)	25	58	87	67
Lower (Q_4)	29	26	78	65

percentile, and the third group of "gainers" in the lower quartile. Columns 1-4 show the probabilities of the desired event occuring for a "typical" individual in each of the three groups of gainers.

The quartile groupings in Table 10 are based on percentile ranks according to gains adjusted for initial status. Raw gains would not yield gain scores independent of initial status, and thus would favor the low scoring pretesters. Unfortunately the metric of adjusted gains is not readily translatable into the raw score point scale. A gross approximation would be that an individual near the mean on the pretest, on the average, would need to gain at least .67 of a standard deviation to move into the upper quartile. Inspection of the probabilities associated with the top 25% of the test score gains indicates that for measures such as vocational attitudes and self esteem, an individual in the upper quartile of gainers could substantially increase his probability of having a higher skilled job than a person who was in the lower quartile with respect to gains. One interesting finding here is the reverse relationship between self esteem and the probability of being employed full-time. It would appear that gains in self esteem are negatively related to working full-time, yet appear to be positively related to getting the higher skilled jobs. This is an example of where increasing one's self esteem may lead to one rejecting low level "dead end" jobs, and thus the employment rate for idividuals with increased self esteem may be lower than those showing no positive change. In general, the results in terms of probabilities are consistent with the presentation in Table 9 of the correlation of gain on test scores and the four criteria.

In general, it may be concluded that gains in almost all tested skill and aptitude areas should be goals of the programs because of their apparent relationships (i.e., the gain scores) with one or more relevant employment behaviors. It would seem that special emphasis should be placed on attitudinal areas, in particular job holding skills, vocational attitude, self esteem and occupational sex stereotypes, because of their possible causal effect on quality of present and future employment. Job knowledge also emerges as a target for change since gains are related to positive activity status. The next section of this report suggests however, that program participation does not necessarily lead to positive gains in self esteem and/or sex role perceptions "across the board", but many such gains are manifested within certain subgroups of the population.

Who Gains?

Youth training programs may have a differential impact on youth depending on their abilities and previous environmental experiences. The question here is who seems to profit most, as measured by gains in work related attitudes and knowledge among the YCD youth. Table 11 shows the background characteristics and abilities of YCD participants who gained the most (as measured by the psychometric battery scores) for all programs combined. These gains are shown by each knowledge and attitudinal construct and are corrected for pretest score levels. This ANCOVA type of computation yields demographic correlates of gain which are independent of an individual's pretest score. The profiles of gains are shown within each column (tested area) and are interpreted as follows. Using the last column as an example, one would conclude that among those individuals

Table 11

SIGNIFICANT INDIVIDUAL CHARACTERISTICS WHICH PREDICT GAIN FOR EACH ATTITUDE AND KNOWLEDGE MEASURE[1]

Skill and Attitude Measures

Characteristics of Youth	Vocational Attitude	Job Knowledge	Job Holding Skills	Work Related Attitudes	Job Seeking Skills	Sex Sterotypes	Self Esteem
Reading Ability ---	Yes (b^*=.26)	Yes (b^*=.30)	Yes (b^*=.28)	Yes (b^*=.27)	Yes (b^*=.42)	Yes (b^*=.17)	Yes (b^*=.27)
Sex Male = "1" Female = "0"	-	-	Female (b^*=-.09)	-	-	Female (b^*=-.07)	Female (b^*=-.08)
Econstat "1" - "4" 4 = High	-	-	-	-	-	-	Low (b^*=-.08)
Advantaged = "1" Disadvantaged = "0"	-	-	-	-	-	Disadvantaged (b^*=-.06)	-
Ethnic white = "1" Other = "0"	-	-	-	-	non-white (b^*=-.08)	-	non-white (b^*=-.11)
Ever work Yes = "1" No = "0"	-	No (b^*=-.05)	-	-	-	-	-

[1] The Blank in a particular row and column indicates that the associated partial regression weight was not significant.

with the same self esteem level at pretest time, low economic status black women with higher reading scores are likely to gain the most. The second to last column indiciates that positive improvement with respect to sexual stereotypes is greater for disadvantaged females who have relatively high reading ability. The overall results of the analysis suggest that gain in every area requires at least some reading ability and this is a consistent finding regardless of whether we are talking about gains in knowledge or attitudinal change. For the most part, where there is a differential gain it is in favor of females whether disadvantaged, black, or both. The reader will note that with the exception of reading level, the effects of the demographic characteristics are relatively small (typically less than .10 of a standard deviation) even though they are statistically significant. With the exception of Sex Stereotypes and Self Esteem, one would have to conclude that in <u>most</u> of the measured attitudes and skills, the gains are pretty much across the board given equivalent reading levels.

Analysis of Covariance Adjusted Effects at 3-month Follow-up

The participants and control group means were computed for each of a subset of items[1] on the 3-month program Follow-up Survey. The results of these comparisons are shown in Table 12 which presents the adjusted means and the covariance adjusted effects for all programs combined. Appendices H-M present the same comparisons within delivery agent. As in the previous analysis, the group means were adjusted for preexisting differences on reading scores and demographics. Inspection of the "T" values indicate that the participant and control groups differ significantly on items 13, 15, 25, 26, 47, and 53. Inspection of the sign of the adjusted effects associated with the significant "T's" suggest that program participants differ from control group members in that if they are presently a full-time employee they have: (1) a higher status level job, and (2) filled out more applications and had more interviews to get their first full-time job. Also they (the participants) are more likely to express confidence in their knowledge of a hypothetical job that they "might be looking for", and to report that they are more likely to buy things on credit than those in the control group.

It would appear that while participation in the YCD program did not significantly increase your chances of being a full-time employee 3-months after the program, (item 10), it (program participation) did increase the likelihood that you would have a "better" job (item 13). More discussion of this result follows in the next section. These preliminary results

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[1] Certain items were omitted from the analysis because they were inappropriate for the control group and/or preliminary data editing procedures suggested there were serious inconsistencies with the responses.

Table 12

ANALYSIS OF COVARIANCE ADJUSTED EFFECTS FOR PARTICIPANT AND CONTROL GROUP COMPARISONS ON 3-MONTH FOLLOW-UP

ITEM		PARTICIPANTS MEAN	S.D.	ADJ. MEAN	CONTROLS MEAN	S.D.	ADJ. MEAN	COVARIANCE ADJUSTED EFFECT	T
10	Working full-time now?	.246	.430	.255	.251	.434	.242	.031	.56
13	Job title?	2.388	.862	2.389	2.259	.892	2.258	.149	2.88**
15	Hours worked per week?	39.360	6.039	39.429	40.316	7.268	40.247	-.123	-2.30*
16	Number weeks on job?	9.315	5.616	9.524	9.310	5.688	9.102	.075	1.37
17	Hourly wage?	3.337	[illegible]	3.397	3.471	.944	3.411	-.017	-.40
25	Number applications for jobs?	2.874	[illegible]	2.913	2.561	3.471	2.521	.110	2.03*
26	Number of interviews?	1.497	2.017	1.482	1.225	1.486	1.240	.139	2.45*
29A	Number of raises?	.447	.738	.460	.457	.750	.444	.023	.41
31-35	Feelings about job?	10.894	2.373	10.935	11.048	2.254	11.007	-.031	-.56
38	Now in school or training?	.565	.496	.565	.565	.496	.565	-.001	-.02
41	Employed: Highest pay expected?	4.216	1.532	4.286	4.311	1.417	4.242	.030	.59
42	Employed: Six months plans?	1.596	.794	1.579	1.495	.846	1.512	.082	1.50
47	How much do you know about job?	2.335	.642	2.345	2.199	.676	2.189	.237	4.37**
51	How much do you give your family?	19.322	22.084	18.991	20.361	22.514	20.692	-.076	-1.44
52	How often do you save?	.946	.226	.950	.935	.247	.930	.085	1.55
53	Do you buy on credit?	1.123	.343	1.131	1.080	.285	1.073	.185	3.37**
55	Who is giving you a hard time?	13.427	.720	13.432	13.500	.709	13.494	-.087	-1.59
57	Important to keep out of trouble?	2.939	.245	2.938	2.930	.268	2.931	.027	.49
Activity Status[1]		1.273	.705	1.288	1.274	.715	1.259	.040	.75

1 A derived variable coded as follows:

0 = never worked full time or part time since leaving the program, and not going to school
1 = previously worked full, or worked part time since leaving the program, or going to school part time
2 = now working full time, or going to school full time, or doing both part time

suggest that the overall productivity of the participant group is increased more easily by improving their skill levels rather than increasing the total number employed. The fact that participants filled out significantly more applications and attended more interviews is consistent with what appears to be a greater tendency to aspire to, and to obtain higher status jobs. The fact that participants report that they feel that they know more about the job that they would like to have is suggestive that the program is increasing their confidence and knowledge of the world of work.

Table 13 presents participant and control group comparisons by delivery agent in terms of relative probabilities of: (1) being employed full-time, (2) being employed in a skilled or semi-skilled job rather than an unskilled job, (3) aspiring to a skilled or semi-skilled job rather than an unskilled job AND (4) being involved full-time in a positive activity. These participant and control group probabilities are adjusted for group differences in reading level and the previously specified demographics. Because of the ANCOVA adjusted dichotomous criterion variable, e.g., working vs not working, the usual statistical tests of significance of the resulting probabilities are not appropriate and thus not shown. This dichotomization of the follow-up outcomes allows one to report the strength of relationship between program participation and certain desired behaviors in terms of easily understood probabilities. For example, the entries for the National Urban League suggest that while the program participants are less likely to be working full-time three months after the program, those that are working are more likely to be in a skilled or semi-skilled job (P=.38) than those in the control group (P=.17). That is, out of every 100

TABLE 13

Participant-Control Group Comparisons with Respect to Selected 3-month Follow-up Outcomes by Delivery Agent

Delivery Agents	Outcome Probabilities[a]							
	Probability of being presently Employed Full-time		Probability of Present Job Being Skilled or Semi-Skilled		Probability that Job Aspired to is Skilled or Semi-Skilled		Probability of Working or Going to School Full Time or doing both Part Time	
	Partic	Control	Partic	Control	Partic	Control	Partic	Control
National Council of Negro Women	.13	.27	.61	.46	.80	.81	.80	.84
Recruitment and Training Program	.19	.14	.40	.38	.73	.66	.69	.68
National Urban League	.24	.28	.38	.17	.78	.74	.55	.48
U.S. Employment Service	.30	.32	.51	.40	.84	.80	.53	.69
Women's Bureau	.23	.15	.48	.30	.90	.66	.76	.39
SER	.37	.32	.58	.72	.92	.90	.78	.67
Totals	.26	.24	.51	.46	.82	.78	.67	.67

[a] Entries in this table are probabilities adjusted for pre-existing differences between groups and demographics.

participants who were in the program and subsequently working full time, 38 will be in skilled or semi-skilled jobs. Similarly, out of every 100 non-participants (control group members), only 17 will have jobs at comparable skill levels.

Inspection of Table 13 indicates that RTP and Women's Bureau have the better success rates on all four criteria. It is interesting to note that while SER participants are slightly more likely to be working full-time, they are the only delivery agent which shows a greater likelihood that their participants will be in low level jobs than comparable non-participants. The Women's Bureau probabilities are interesting in that they show the greatest discrepancy from the control group in their probabilities of aspiring to a skilled or semi-skilled job. It would appear that female participants are a good target group for improving job aspirational levels. Undoubtably, much of this improvement in job aspirations of Women's Bureau participants is due to changing their perception of sex roles. This result is consistent with the fact that women tend to gain more on the sex stereotype measure (see previous discussion on "who gains"). Also, the only measure on which the Women's Bureau participants gained more than .10 of a standard deviation was the sex stereotype measure.

In summary, the results in Table 13 show that participation in YCD programs leads to: (1) approximately a 2% gain in full-time employment, (2) a 2% increase in the number of people employed in skilled and semi-skilled jobs, (i.e., the product of .26 x .51 and .24 x .46), (3) a 4% increase in the number of people aspiring to skilled and semi-skilled jobs and (4) a 1% increase in those occupied working or going to school

full-time or doing both part time. Within delivery agent, there are considerable differences among the success rates with respect to these four criteria. At the top we have RTP and Women's Bureau and at the bottom we have National Council of Negro Women. One additional caution is in order here. It may well be that the criteria of placement in a full-time job within 3 months of program completion may have little to do with long-run program impact. In fact, placement in low level dead-end jobs, or in jobs where the working conditions are poor, may lead to heavy turnover rates when considered on a long term basis. Conversely, those individuals who will search for jobs in which they use skills acquired in their training and which offer real long term opportunities are going to be the more productive members of our society. Gay and Borus (1980), in their study of validiation of performance indicators for employment programs, present data suggesting that relatively immediate job placements without regard to the quality of placement may not be useful indicators of program effectiveness.

Table 14 presents a summary of program related gains in the test score areas (Columns 1 and 2), as well as a summary of program impacts on the three selected criteria areas from the 3-month Follow-up Survey (Columns 4 and 5). The entries in columns 1 and 2 are simple counts of the number of times the participant groups adjusted posttest mean scores were higher than the control group's adjusted posttest mean scores. The column 2 entries simply reflect the more stringent criterion that the participant gain must be at least 10% of a standard deviation greater than that of the control group. If a delivery agent's participant group gained more than the controls on all seven measures, then that delivery agent would have a score of seven in column 1.

Table 14

Indices of Merit and Rankings by Delivery Agent

Delivery Agent	Merit Indices of Test Gains[a]			Merit Indices for Follow-up[b]		
	Number of Positive Gains (1)	Number of Positive Gains ≥ .10 (2)	Rank Based on Column 2 (3)	Number of Positive Differences (4)	Number of Positive Differences ≥ .10 (5)	Rank Based on Column 5 (6)
U.S. Employment Service	2	0	6	2	2	2
National Urban League	6	3	3	3	2	2
Women's Bureau	2	1	5	4	4	1
National Council of Negro Women	6	5	2	1	1	3
SER	4	2	4	3	1	3
RTP	7	7	1	4	2	2

[a] Entries in Column 1 are simple counts of the number of times the participant adjusted post-test mean is higher than the control group's mean. The entries in Column 2 are counts of the number of times the participant adjusted post-test mean is at least .10 of a standard deviation greater than the control group's mean. Since there are seven measures, a perfect score would be seven.

[b] Entries in Column 4 are simple counts of the number of times the participant adjusted probabilities of (1) having a full time job, (2) having a skilled or semi-skilled job, and (3) aspiring to a skilled or semi-skilled job, and (4) working or going to school full time or doing both part time are greater than those of the control group. The entries in Column 5 require the participant probability to be at least .10 of a standard deviation greater than the control group. A perfect score here is 4.

Columns 4 and 5 are parallel counts for the four selected areas from the 3-month Follow-up. A score of four in column 4 for a particular delivery agent indicates that members of the participant group are more likely than the control group: (1) to have a full-time job, (2) to be working at a skilled or semi-skilled job, (3) to aspire to a skilled or semi-skilled job and (4) be occupied full-time in a positive activity. The column 5 entrees, as before, simply add the more stringent requirement that the participant group effect be at least .10 of a standard deviation.

Inspection of Table 14 indicates that, with the exception of RTP, delivery agent's performance in achieving pre to post gains gives little hint regarding how well they (the delivery agent) will do with respect to job placement, job quality, and job aspiration. This result is not unexpected since gains on the test scores were unrelated to whether or not one was working full-time (see e.g., Table 9).

The seeming lack of systematic relationships between participant mean gain on the test scores and quality of job placement and aspirational level may be due to (1) mean gains and correlation between gains and outcomes can be relatively independent,* (2) most of the participant mean gains were relatively small (with the exception of RTP), (3) the test battery

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* The correlation of test score gain with outcomes is the relationship between individuals changing their rank order from pretest to posttest and the relationship of this change in rankings to the outcomes. A mean level change from pretest to posttest could reflect the fact that everyone gained approximately the same amount and thus their rank orderings wouldn't change from pre to posttest. In such a case, there would be no correlations between test score gains and outcomes yet there would or could be a significant mean change from pre to posttest. This would be likely to occur if a delivery agent decided to "teach to the test." Then we would expect gains "across the board" but no changes in rank order, and thus no correlation between gain and positive outcomes.

does not measure vocational-technical skill levels, (4) community resistance to hiring minority youth in these age groups regardless of their training, and (5) three months is not a sufficient time lapse to evaluate impact of mean test score changes on labor market outcomes.

To test out the hypothesis in (4) above, the demographic profile of the individuals who (1) find work, (2) have skilled jobs, and (3) have high job aspirations and (4) involvement in "positive activities full time" were investigated. Inspection of significant partial regression weights associated with demographic variables suggests that:

(1) Those presently working differ from those not working in that they are more likely to be classified as advantaged rather than disadvantaged, have had previous employment, and are more likely to be males.

(2) Those working on the more highly skilled jobs are more likely to be participants of a YCD program, have higher reading levels, high economic status, and be females.

(3) Those aspiring to highly skilled jobs are likely to have higher reading levels.

(4) Those more likely to be engaged in full-time schooling or work were more likely to be of higher economic status white and have had a past work history.

In general, however, the prediction of the above four criteria from the demographics was relatively low. That is, the multiple correlations range from a low of R=.07 for aspirations to the middle thirties (R=.37) for quality of present job. It would appear that a good part of the variance in why certain delivery agents do better than others on the

3-month follow-up is relatively unexplained by program related score changes and demographics of the individuals. It would appear that both job placement and quality of job placement may depend to a great extent on (1) post program counseling and placement services and (2) community availability of jobs.

Table 15 presents additional participant control subgroup comparisons with respect to the our 3-month follow-up outcomes for the total YCD sample. Appendices R-W present the same results by delivery agent. The entries in the tables are probabilities of the four outcomes occurring, but which are not adjusted for preexisting group differences on demographics. It is interesting to note that while males in both participant as well as control groups are more likely to be working full-time then females, the females are more likely to have more highly skilled jobs if they are working. Similarly, both white participants and controls are more likely to be working then are non-whites. These unadjusted percentages yield much the same conclusions as the regression approach to identifying the demographics of individuals who do well on the four criterion areas.

TABLE 15

PARTICIPANT - CONTROL SUBGROUP COMPARISIONS

WITH RESPECT TO

SELECTED 3-MONTH FOLLOW-UP OUTCOMES

for

TOTAL YCD

(In Percentages)*

Variable	PARTICIPANTS				CONTROLS			
	Probability of Being Presently Employed Full-Time	Probability of Being Presently in Skilled or Semi-Skilled Job	Probability of Aspiring to Skilled or semi-Skilled Job	Probability of Being Employed Full-time, Going to School Full-time or Being Both Part-time	Probability of Being Presently Employed Full-Time	Probability of Being Presently in Skilled or Semi-Skilled Job	Probability of Aspiring to Skilled or semi-Skilled Job	Probability of Being Employed Full-time, Going to School Full-time or Being Both Part-time
SEX:								
M	.29	.38	.79	.70	.32	.35	.72	.76
F	.22	.64	.83	.61	.21	.58	.82	.61
RACE:								
Non-White	.23	.53	.81	.64	.24	.49	.78	.65
White	.35	.52	.88	.72	.29	.39	.81	.75
ECONOMIC STATUS:								
70% LLSIL	.25	.51	.81	.63	.18	.33	.74	.57
71-85% LLSIL	.27	.63	.84	.68	.18	.65	.84	.72
86% or more	.16	.36	.80	.67	.32	.50	.71	.76
EMPLOYMENT PRIOR TO YCD:								
Employment	.29	.51	.83	.66	.30	.50	.78	.71
No Prior Employment	.16	.61	.80	.60	.15	.37	.79	.58
PREVIOUS CETA PARTICIPATION:								
YES	.26	.55	.86	.64	.27	.61	.76	.65
NO	.24	.53	.82	.65	.24	.44	.79	.67
TOTALS	.25	.53	.81	.64	.25	.47	.78	.65

Conclusion

What have we learned from this preliminary analysis? We have learned in a modest way what seems to work, but we have little information on why some things worked and others did not. We have found that one delivery agent (RTP) improved the knowledge and attitudes measured by test scores and also demonstrated positive outcomes in the four selected criteria from the 3-month Follow-up. One agent (Women's Bureau) performed well on the 3-month Follow-up Four criteria areas but apparently did little in the way of changing measured attitudes and knowledge, with the exception of sex stereotyping. Others did fairly well in bringing about changes in the test scores but demonstrated mediocre performance on both the 3-month Follow-up criteria (e.g., National Council of Negro Women and National Urban League). The U.S. Employment Service was characterized by relatively uneven performance on the test score changes and the four 3-month Follow-up outcomes. SER participation increased the likelihood that you would have a full-time job but the jobs were more likely to be of a low skilled category. However, SER participants, like Women's Bureau, did perform well on the positive activity index.

With respect to the test measures themselves, additional evidence was gathered on their usefulness as a preliminary indicator of program success. That is, it was demonstrated that gains were significantly related to quality of employment, positive activity status, and to a lesser extent future job aspirations. They (the test score gains) were not related to whether or not one was full-time employed three months after the program completion. While it was demonstrated that pre-post test gains were related to quality of job placement, most delivery agents didn't appear to bring about mean gains of sufficient magnitude to significantly impact job placement.

It may be conjectured that certain urban communities are differentially capable with respect to supporting jobs for youth in either the low skilled categories and/or the semi-skilled categories. Delivery agents working in such communities could be expected to change test scores but the test score changes would be likely to have little impact on job placement criteria, especially after a 3-month post high school period. In such communities, one would have to bring about larger mean score changes than were generally observed (say about .5 of a standard deviation) before one could expect to overcome the local community resistance with respect to job placement. RTP was the only delivery agent which consistently showed gains of this magnitude.

It is further conjectured that the magnitude of gain must be in some sense proportionate to the availability of jobs to bring about the desired outcomes. That is, delivery agents in urban ghetto communities would have to bring about proportionately larger gains in order to bring about the same positive job placement outcomes as delivery agents in less resistant communities. The fact that our conclusions are based on participant-control group comparisons does not completely solve this problem in the sense that a particular community may only be physically able to accommodate 25% of the youth in full-time jobs, regardless of their attributes. In such a case, one would not expect that only three months after program completion the participants would have placements above the community's physical limits and/or above that of the control group. Conversely, communities that have the resources to enlarge the "employment pie" can absorb increased numbers of adequately trained youth and are thus more likely to show proportionately more positive outcomes.

APPENDICES A-G

Summary Frequencies on Flow-Through of Students Tested

	All Programs	USES	NUL	SER	Women's Bureau	NCNW	RTP
A. Participant Group	N	N	N	N	N	N	N
(1) Total pretested	1755	334	472	285	207	162	279
(2) Total pre- and posttested	1043	146	333	199	140	89	136
(3) Total pre- and posttested with IPP's	914	138	247	172	139	82	136
(4) Total pre- and posttested with IPP and Follow-up	581	110	81*	158	77	43	112
B. Control Group							
(1) Total pretested	1684	291	420	282	176	195	320
(2) Total pre- and posttested	991	166	248	167	100	113	197
(3) Total pre- and posttested with IPP's	863	166	144	156	92	57	197
(4) Total pre- and posttested with IPP and Follow-up	529	111	24*	140	32	51	171

*82 additional participant Follow-up Surveys and 49 additional control group Follow-Up surveys were not originally keypunched because of late arrival (after December 27). Will be added to NUL sample in analyses for later project report.

INSTRUCTIONS FOR APPENDICES A-G

The tables in appendices A-G are used in the following way. If one wanted to know how many U.S. Employment Service participants have pre and post-test measures, one would sum the numbers in the last column of appendix A for those rows that have a yes in the treatment column and yes's in the pre-test and post-test columns. Following this rule we find that there are 5 + 3 + 28 + 110 = 146 U.S. Employment Service participants with pre and post-test measures. Sample counts can be estimated for any combination of measures.

APPENDIX A

YCO INSTRUMENT COUNTS

U.S. EMPLOYMENT SERVICE

TREATMENT	PRETEST	POSTTEST	IPP	FOLLOW-UP	# CASES
NO	NO	NO	NO	NO	1
NO	NO	NO	NO	YES	1
NO	NO	NO	YES	NO	0
NO	NO	NO	YES	YES	0
NO	NO	YES	NO	NO	0
NO	NO	YES	NO	YES	0
NO	NO	YES	YES	NO	24
NO	NO	YES	YES	YES	17
NO	YES	NO	NO	NO	54
NO	YES	NO	NO	YES	30
NO	YES	NO	YES	NO	38
NO	YES	NO	YES	YES	3
NO	YES	YES	NO	NO	0
NO	YES	YES	NO	YES	0
NO	YES	YES	YES	NO	55
NO	YES	YES	YES	YES	111
YES	NO	NO	NO	NO	0
YES	NO	NO	NO	YES	0
YES	NO	NO	YES	NO	2
YES	NO	NO	YES	YES	2
YES	NO	YES	NO	NO	1
YES	NO	YES	NO	YES	0
YES	NO	YES	YES	NO	1
YES	NO	YES	YES	YES	5
YES	YES	NO	NO	NO	75
YES	YES	NO	NO	YES	34
YES	YES	NO	YES	NO	44
YES	YES	NO	YES	YES	35
YES	YES	YES	NO	NO	5
YES	YES	YES	NO	YES	3
YES	YES	YES	YES	NO	28
YES	YES	YES	YES	YES	110

APPENDIX B

YCD INSTRUMENT COUNTS

NATIONAL URBAN LEAGUE

TREATMENT	PRETEST	POSTTEST	IPP	FOLLOW-UP	# CASES
NO	NO	NO	NO	NO	1
NO	NO	NO	NO	YES	0
NO	NO	NO	YES	NO	0
NO	NO	NO	YES	YES	0
NO	NO	YES	NO	NO	5
NO	NO	YES	NO	YES	0
NO	NO	YES	YES	NO	0
NO	NO	YES	YES	YES	0
NO	YES	NO	NO	NO	172
NO	YES	NO	NO	YES	0
NO	YES	NO	YES	NO	0
NO	YES	NO	YES	YES	0
NO	YES	YES	NO	NO	104
NO	YES	YES	NO	YES	0
NO	YES	YES	YES	NO	120
NO	YES	YES	YES	YES	24
YES	NO	NO	NO	NO	0
YES	NO	NO	NO	YES	0
YES	NO	NO	YES	NO	25
YES	NO	NO	YES	YES	0
YES	NO	YES	NO	NO	4
YES	NO	YES	NO	YES	0
YES	NO	YES	YES	NO	1
YES	NO	YES	YES	YES	2
YES	YES	NO	NO	NO	125
YES	YES	NO	NO	YES	0
YES	YES	NO	YES	NO	14
YES	YES	NO	YES	YES	0
YES	YES	YES	NO	NO	86
YES	YES	YES	NO	YES	0
YES	YES	YES	YES	NO	166
YES	YES	YES	YES	YES	81

APPENDIX C

YCD INSTRUMENT COUNTS

SER JOBS FOR PROGRESS

TREATMENT	PRETEST	POSTTEST	IPP	FOLLOW-UP	# CASES
NO	NO	NO	NO	NO	0
NO	NO	NO	NO	YES	0
NO	NO	NO	YES	NO	0
NO	NO	NO	YES	YES	1
NO	NO	YES	NO	NO	0
NO	NO	YES	NO	YES	0
NO	NO	YES	YES	NO	0
NO	NO	YES	YES	YES	17
NO	YES	NO	NO	NO	77
NO	YES	NO	NO	YES	4
NO	YES	NO	YES	NO	11
NO	YES	NO	YES	YES	23
NO	YES	YES	NO	NO	10
NO	YES	YES	NO	YES	1
NO	YES	YES	YES	NO	16
NO	YES	YES	YES	YES	140
YES	NO	NO	NO	NO	0
YES	NO	NO	NO	YES	4
YES	NO	NO	YES	NO	0
YES	NO	NO	YES	YES	0
YES	NO	YES	NO	NO	0
YES	NO	YES	NO	YES	0
YES	NO	YES	YES	NO	3
YES	NO	YES	YES	YES	4
YES	YES	NO	NO	NO	69
YES	YES	NO	NO	YES	2
YES	YES	NO	YES	NO	12
YES	YES	NO	YES	YES	3
YES	YES	YES	NO	NO	23
YES	YES	YES	NO	YES	4
YES	YES	YES	YES	NO	14
YES	YES	YES	YES	YES	158

APPENDIX D

YCD INSTRUMENT COUNTS

WOMENS BUREAU

TREATMENT	PRETEST	POSTTEST	IPP	FOLLOW-UP	# CASES
NO	NO	NO	NO	NO	0
NO	NO	NO	NO	YES	0
NO	NO	NO	YES	NO	0
NO	NO	NO	YES	YES	0
NO	NO	YES	NO	NO	2
NO	NO	YES	NO	YES	0
NO	NO	YES	YES	NO	1
NO	NO	YES	YES	YES	0
NO	YES	NO	NO	NO	66
NO	YES	NO	NO	YES	1
NO	YES	NO	YES	NO	5
NO	YES	NO	YES	YES	4
NO	YES	YES	NO	NO	8
NO	YES	YES	NO	YES	0
NO	YES	YES	YES	NO	60
NO	YES	YES	YES	YES	32
YES	NO	NO	NO	NO	0
YES	NO	NO	NO	YES	0
YES	NO	NO	YES	NO	1
YES	NO	NO	YES	YES	0
YES	NO	YES	NO	NO	1
YES	NO	YES	NO	YES	0
YES	NO	YES	YES	NO	0
YES	NO	YES	YES	YES	0
YES	YES	NO	NO	NO	44
YES	YES	NO	NO	YES	4
YES	YES	NO	YES	NO	5
YES	YES	NO	YES	YES	14
YES	YES	YES	NO	NO	1
YES	YES	YES	NO	YES	0
YES	YES	YES	YES	NO	62
YES	YES	YES	YES	YES	77

APPENDIX E

YCU INSTRUMENT COUNTS

NATIONAL COUNCIL OF NEGRO WOMEN

TREATMENT	PRETEST	POSTTEST	IPP	FOLLOW-UP	# CASES
NO	NO	NO	NO	NO	0
NO	NO	NO	NO	YES	0
NO	NO	NO	YES	NO	0
NO	NO	NO	YES	YES	0
NO	NO	YES	NO	NO	0
NO	NO	YES	NO	YES	0
NO	NO	YES	YES	NO	0
NO	NO	YES	YES	YES	0
NO	YES	NO	NO	NO	48
NO	YES	NO	NO	YES	4
NO	YES	NO	YES	NO	23
NO	YES	NO	YES	YES	7
NO	YES	YES	NO	NO	1
NO	YES	YES	NO	YES	4
NO	YES	YES	YES	NO	57
NO	YES	YES	YES	YES	51
YES	NO	NO	NO	NO	0
YES	NO	NO	NO	YES	1
YES	NO	NO	YES	NO	0
YES	NO	NO	YES	YES	0
YES	NO	YES	NO	NO	1
YES	NO	YES	NO	YES	1
YES	NO	YES	YES	NO	0
YES	NO	YES	YES	YES	0
YES	YES	NO	NO	NO	17
YES	YES	NO	NO	YES	10
YES	YES	NO	YES	NO	16
YES	YES	NO	YES	YES	30
YES	YES	YES	NO	NO	3
YES	YES	YES	NO	YES	4
YES	YES	YES	YES	NO	39
YES	YES	YES	YES	YES	43

APPENDIX F

YCD INSTRUMENT COUNTS

RECRUITMENT AND TRAINING PROGRAM

TREATMENT	PRETEST	POSTTEST	IPP	FOLLOW-UP	# CASES
NO	NO	NO	NO	NO	0
NO	NO	NO	NO	YES	0
NO	NO	NO	YES	NO	0
NO	NO	NO	YES	YES	0
NO	NO	YES	NO	NO	0
NO	NO	YES	NO	YES	0
NO	NO	YES	YES	NO	0
NO	NO	YES	YES	YES	0
NO	YES	NO	NO	NO	69
NO	YES	NO	NO	YES	4
NO	YES	NO	YES	NO	28
NO	YES	NO	YES	YES	22
NO	YES	YES	NO	NO	0
NO	YES	YES	NO	YES	0
NO	YES	YES	YES	NO	26
NO	YES	YES	YES	YES	171
YES	NO	NO	NO	NO	0
YES	NO	NO	NO	YES	0
YES	NO	NO	YES	NO	1
YES	NO	NO	YES	YES	0
YES	NO	YES	NO	NO	1
YES	NO	YES	NO	YES	0
YES	NO	YES	YES	NO	0
YES	NO	YES	YES	YES	5
YES	YES	NO	NO	NO	37
YES	YES	NO	NO	YES	14
YES	YES	NO	YES	NO	13
YES	YES	NO	YES	YES	79
YES	YES	YES	NO	NO	0
YES	YES	YES	NO	YES	0
YES	YES	YES	YES	NO	24
YES	YES	YES	YES	YES	112

APPENDIX G

YCD INSTRUMENT COUNTS

ALL PROGRAMS COMBINED

TREATMENT	PRETEST	POSTTEST	IPP	FOLLOW-UP	# CASES
NO	NO	NO	NO	NO	2
NO	NO	NO	NO	YES	1
NO	NO	NO	YES	NO	0
NO	NO	NO	YES	YES	1
NO	NO	YES	NO	NO	7
NO	NO	YES	NO	YES	0
NO	NO	YES	YES	NO	25
NO	NO	YES	YES	YES	34
NO	YES	NO	NO	NO	486
NO	YES	NO	NO	YES	43
NO	YES	NO	YES	NO	105
NO	YES	NO	YES	YES	59
NO	YES	YES	NO	NO	123
NO	YES	YES	NO	YES	5
NO	YES	YES	YES	NO	334
NO	YES	YES	YES	YES	529
YES	NO	NO	NO	NO	0
YES	NO	NO	NO	YES	5
YES	NO	NO	YES	NO	29
YES	NO	NO	YES	YES	2
YES	NO	YES	NO	NO	8
YES	NO	YES	NO	YES	1
YES	NO	YES	YES	NO	5
YES	NO	YES	YES	YES	16
YES	YES	NO	NO	NO	367
YES	YES	NO	NO	YES	64
YES	YES	NO	YES	NO	104
YES	YES	NO	YES	YES	161
YES	YES	YES	NO	NO	118
YES	YES	YES	NO	YES	11
YES	YES	YES	YES	NO	333
YES	YES	YES	YES	YES	581

APPENDICES H-N

APPENDIX H

U.S. EMPLOYMENT SERVICE

ANALYSIS OF COVARIANCE ADJUSTED EFFECTS FOR PARTICIPANT AND CONTROL GROUP COMPARISONS ON 3-MONTH FOLLOW-UP

	PARTICIPANTS			CONTROLS				
	MEAN	S.D.	ADJ. MEAN	MEAN	S.D.	ADJ. MEAN	COVARIANCE ADJUSTED EFFECT	T
WORKING FULL-TIME NOW?	0.290	0.454	0.300	0.325	0.468	0.316	-0.035	-0.29
JOB TITLE?	2.369	0.775	2.307	1.944	0.941	2.006	0.350	3.38**
HOURS WORKED PER WEEK?	39.943	4.077	39.801	40.222	5.779	40.364	-0.114	-0.94
NUMBER WEEKS ON JOB?	9.000	5.890	8.821	9.233	6.174	9.412	-0.099	-0.82
HOURLY WAGE?	3.318	0.524	3.253	3.654	1.072	3.719	-0.583	-5.49**
NUMBER APPLICATIONS FOR JOBS?	2.147	2.591	2.162	2.313	2.789	2.297	-0.050	-0.42
NUMBER OF INTERVIEWS?	1.000	1.134	0.944	1.241	1.103	1.297	-0.315	-2.72**
NUMBER OF RAISES?	0.528	0.866	0.511	0.559	0.811	0.576	-0.077	-0.69
FEELINGS ABOUT JOB?	11.307	2.416	11.362	11.309	2.185	11.254	0.047	0.39
NOW IN SCHOOL OR TRAINING?	0.447	0.497	0.449	0.529	0.499	0.527	-0.157	-1.29
EMPLOYED AT LEAST PAY EXPECTED?	4.186	2.026	4.173	4.302	1.654	4.316	-0.078	-0.77
EMPLOYED 6 MONTH PLANS?	1.552	0.913	1.519	1.468	0.856	1.500	0.023	0.21
HOW MUCH DO YOU KNOW ABOUT JOB?	2.409	0.645	2.398	2.354	0.656	2.363	0.055	0.45
HOW MUCH DO YOU LOVE YOUR FAMILY?	18.519	18.774	19.083	24.390	23.570	23.825	-0.224	-1.97*
HOW OFTEN DO YOU LEAVE?	0.930	0.255	0.925	0.900	0.300	0.905	0.069	0.58
DO YOU PAY CREDIT?	1.220	0.454	1.214	1.102	0.302	1.108	0.282	2.26*
WHO IS GIVING YOU A HARD TIME?	13.250	0.912	13.250	13.374	0.877	13.374	-0.140	-1.14
IMPORTANT TO KEEP OUT OF TROUBLE?	2.908	0.289	2.902	2.897	0.305	2.902	0.002	0.02
FUTURE JOB TITLE?	2.970	0.741	2.966	2.857	0.769	2.861	0.138	1.14
ACTIVITY STATUS (1)	1.207	0.723	1.207	1.453	0.636	1.453	-0.363	-3.00**

A DERIVED VARIABLE CODED AS FOLLOWS:
0 = NEVER WORKED FULL TIME OR PART TIME SINCE LEAVING THE PROGRAM, AND NOT GOING TO SCHOOL
1 = PREVIOUSLY WORKED FULL TIME, OR WORKED PART TIME SINCE LEAVING THE PROGRAM, OR GOING TO SCHOOL PART TIME
2 = NOW WORKING FULL TIME, OR GOING TO SCHOOL FULL TIME, OR DOING BOTH PART TIME

APPENDIX I

NATIONAL URBAN LEAGUE

YSIS OF COVARIANCE ADJUSTED EFFECTS FOR PARTICIPANT AND CONTROL GROUP COMPARISONS ON 3-MONTH FOLLOW-UP

	PARTICIPANTS			CONTROLS				
	MEAN	S.D.	ADJ. MEAN	MEAN	S.D.	ADJ. MEAN	COVARIANCE ADJUSTED EFFECT	T
ORKING FULL-TIME NOW?	0.272	0.445	0.236	0.250	0.433	0.286	-0.114	-0.47
OB TITLE?	2.048	0.785	2.170	1.667	0.943	1.544	0.725	3.99**
OURS WORKED PER WEEK?	42.143	11.369	40.946	40.000	0.0	41.196	-0.044	-0.05
UMBER WEEKS ON JOB?	9.309	5.511	8.913	2.667	0.471	3.062	1.956	5.60**
OURLY WAGE?	3.125	1.055	3.186	2.757	0.525	2.696	0.620	11.33**
UMBER APPLICATIONS FOR JOBS?	4.053	4.861	2.875	2.600	1.356	3.778	-0.291	-1.53
UMBER OF INTERVIEWS?	1.684	1.779	1.705	1.200	0.400	1.180	0.482	1.49
UMBER OF RAISES?	0.105	0.307	-0.077	0.400	0.800	0.582	-1.190	
EELINGS ABOUT JOB?	10.513	2.028	10.349	9.800	2.088	9.965	0.187	0.82
OW IN SCHOOL OR TRAINING?	0.452	0.498	0.442	0.333	0.471	0.343	0.204	0.82
MPLOYED: HIGHEST PAY EXPECTED?	3.701	1.080	3.694	3.537	0.585	3.544	0.180	0.47
MPLOYED: SIX MONTH PLANS?	1.697	0.717	1.542	2.000	0.0	2.155	-1.711	-4.51**
OW MUCH DO YOU KNOW ABOUT JOB?	2.407	0.653	2.425	2.333	0.699	2.315	0.163	0.63
OW MUCH DO YOU GIVE YOUR FAMILY?	33.846	28.181	31.516	40.000	10.000	42.330	-0.566	-1.73
OW OFTEN DO YOU SAVE?	1.000	0.0	1.000	1.000	0.0	1.000	0.0	0.0
O YOU BUY ON CREDIT?	1.156	0.363	1.161	1.048	0.213	1.043	0.407	1.47
HO IS GIVING YOU A HARD TIME?	13.479	0.781	13.466	13.875	0.331	13.879	-0.744	-2.29*
MPORTANT TO KEEP OUT OF TROUBLE?	2.910	0.286	2.909	3.000	0.0	3.002	-0.649	-1.50
UTURE JOB TITLE?	2.930	0.856	2.976	3.077	0.828	3.031	-0.065	-0.21
CTIVITY STATUS (1)	1.253	0.789	1.188	1.167	0.687	1.232	-0.060	-0.26

ERIVED VARIABLE CODED AS FOLLOWS:
0 = NEVER WORKED FULL TIME OR PART TIME SINCE LEAVING THE PROGRAM, AND NOT GOING TO SCHOOL
1 = PREVIOUSLY WORKED FULL TIME, OR WORKED PART TIME SINCE LEAVING THE PROGRAM, OR GOING TO SCHOOL PART TIME
2 = NOW WORKING FULL TIME, OR GOING TO SCHOOL FULL TIME, OR DOING BOTH PART TIME

APPENDIX J

SER JOBS FOR PROGRESS

LYSIS OF COVARIANCE ADJUSTED EFFECTS FOR PARTICIPANT AND CONTROL GROUP COMPARISONS ON 3-MONTH FOLLOW-UP

	PARTICIPANTS			CONTROLS				
	MEAN	S.D.	ADJ. MEAN	MEAN	S.D.	ADJ. MEAN	COVARIANCE ADJUSTED EFFECT	T
ORKING FULL-TIME NOW?	0.382	0.486	0.380	0.309	0.462	0.311	0.145	1.21
OB TITLE?	2.579	0.794	2.477	2.700	0.728	2.902	-0.428	-3.84**
OURS WORKED PER WEEK?	38.983	5.513	39.191	41.625	9.237	41.417	-0.302	-2.48*
UMBER WEEKS ON JOB?	9.000	5.502	8.643	9.500	5.025	9.857	-0.231	-1.87
OURLY WAGE?	3.416	0.580	3.569	3.639	1.040	3.486	0.103	1.11
UMBER APPLICATIONS FOR JOBS?	2.138	2.801	2.063	1.865	3.481	1.940	0.039	0.32
UMBER OF INTERVIEWS?	1.536	2.500	1.357	1.152	1.793	1.330	0.013	0.10
UMBER OF RAISES?	0.509	0.752	0.482	0.522	0.827	0.548	-0.084	-0.69
EELINGS ABOUT JOB?	11.056	2.635	11.083	11.243	2.195	11.216	-0.055	-0.44
OW IN SCHOOL OR TRAINING?	0.587	0.492	0.585	0.506	0.500	0.508	0.155	1.26
MPLOYED: HIGHEST PAY EXPECTED?	4.489	1.438	4.625	4.525	1.306	4.389	0.[illegible]	1.53
MPLOYED: SIX MONTH PLANS?	1.468	0.877	1.507	1.432	0.902	1.393	0.[illegible]	1.05
OW MUCH DO YOU KNOW ABOUT JOB?	2.301	0.636	2.333	2.073	0.698	2.041	0.4[illegible]	3.68**
OW MUCH DO YOU GIVE YOUR FAMILY?	25.091	22.563	25.725	23.416	22.245	22.781	0.131	1.09
OW OFTEN DO YOU SAVE?	0.891	0.311	0.907	0.949	0.220	0.933	-0.099	-.82
O YOU BUY ON CREDIT?	1.122	0.350	1.164	1.112	0.334	1.070	0.276	2.31*
HO IS GIVING YOU A HARD TIME?	13.572	0.563	13.591	13.549	0.788	13.531	0.088	.70
MPORTANT TO KEEP OUT OF TROUBLE?	2.928	0.283	2.909	2.910	0.326	2.928	-0.063	-0.[illegible]
UTURE JOB TITLE?	3.031	0.594	3.014	3.087	0.743	3.104	-0.135	-1.[illegible]
CTIVITY STATUS (1)	1.460	0.659	1.453	1.213	0.800	1.220	0.319	2.68**

ERIVED VARIABLE CODED AS FOLLOWS:
0 = NEVER WORKED FULL TIME OR PART TIME SINCE LEAVING THE PROGRAM, AND NOT GOING TO SCHOOL
1 = PREVIOUSLY WORKED FULL TIME, OR WORKED PART TIME SINCE LEAVING THE PROGRAM, OR GOING TO SCHOOL PART TIME
2 = NOW WORKING FULL TIME, OR GOING TO SCHOOL FULL TIME, OR DOING BOTH PART TIME

APPENDIX K

WOMEN'S BUREAU

LYSIS OF COVARIANCE ADJUSTED EFFECTS FOR PARTICIPANT AND CONTROL GROUP COMPARISONS ON 3-MONTH FOLLOW-UP

	PARTICIPANTS			CONTROLS				
	MEAN	S.D.	ADJ. MEAN	MEAN	S.D.	ADJ. MEAN	COVARIANCE ADJUSTED EFFECT	F
WORKING FULL-TIME NOW?	0.156	0.362	0.232	0.222	0.416	0.146	0.221	0.81
JOB TITLE?	2.286	0.795	2.176	1.875	0.599	1.984	0.275	4.92**
HOURS WORKED PER WEEK?	37.400	4.005	36.938	35.429	4.371	35.891	0.250	1.11
NUMBER WEEKS ON JOB?	9.364	3.445	10.365	14.286	6.776	13.284	-0.571	-5.90**
HOURLY WAGE?	3.310	0.579	3.398	3.000	0.661	2.912	0.784	3.29**
NUMBER APPLICATIONS FOR JOBS?	2.571	2.796	3.092	6.125	5.988	5.605	-0.572	-2.78**
NUMBER OF INTERVIEWS?	1.333	1.374	1.396	2.250	2.046	2.187	-0.463	-2.14*
NUMBER OF RAISES?	0.545	0.656	0.628	0.333	0.471	0.250	0.671	3.89**
FEELINGS ABOUT JOB?	10.948	2.086	10.409	10.000	1.871	10.539	-0.066	-0.19
NOW IN SCHOOL OR TRAINING?	0.612	0.437	0.719	0.441	0.497	0.334	0.782	2.91**
EMPLOYED: HIGHEST PAY EXPECTED?	3.408	1.486	3.969	3.400	0.655	3.240	0.681	1.93
EMPLOYED: SIX MONTH PLANS?	1.647	0.762	1.774	1.556	0.831	1.429	0.433	1.88
HOW MUCH DO YOU KNOW ABOUT JOB?	2.170	0.576	2.429	2.333	0.596	2.274	0.264	0.96
HOW MUCH DO YOU GIVE YOUR FAMILY?	10.787	16.856	10.394	8.958	20.915	9.351	0.055	0.22
HOW OFTEN DO YOU SAVE?	0.971	0.168	0.985	1.000	0.0	0.986	-0.002	-0.01
DO YOU BUY ON CREDIT?	1.126	0.332	1.144	1.086	0.280	1.068	0.245	0.84
WHO IS GIVING YOU A HARD TIME?	13.275	0.813	13.355	13.389	0.678	13.308	0.063	0.20
IMPORTANT TO KEEP OUT OF TROUBLE?	2.978	0.148	2.965	2.912	0.284	2.924	0.188	0.77
FUTURE JOB TITLE?	3.013	0.643	3.055	2.742	0.670	2.701	0.539	1.94
ACTIVITY STATUS (1)	1.222	0.711	1.483	1.194	0.810	0.933	0.723	2.89**

DERIVED VARIABLE CODED AS FOLLOWS:
0 = NEVER WORKED FULL TIME OR PART TIME SINCE LEAVING THE PROGRAM, AND NOT GOING TO SCHOOL
1 = PREVIOUSLY WORKED FULL TIME, OR WORKED PART TIME SINCE LEAVING THE PROGRAM, OR GOING TO SCHOOL PART TIME
2 = NOW WORKING FULL TIME, OR GOING TO SCHOOL FULL TIME, OR DOING BOTH PART TIME

APPENDIX L

NATIONAL COUNCIL OF NEGRO WOMEN

SIS OF COVARIANCE ADJUSTED EFFECTS FOR PARTICIPANT AND CONTROL GROUP COMPARISONS ON 3-MONTH FOLLOW-UP

	PARTICIPANTS			CONTROLS				
	MEAN	S.D.	ADJ. MEAN	MEAN	S.D.	ADJ. MEAN	COVARIANCE ADJUSTED EFFECT	T
KING FULL-TIME NOW?	0.113	0.316	0.124	0.286	0.452	0.274	-0.391	-1.92
TITLE?	2.571	0.904	2.669	2.214	0.860	2.117	0.625	4.09**
RS WORKED PER WEEK?	37.125	3.407	36.520	38.429	2.921	39.034	-0.794	-10.46**
BER WEEKS ON JOB?	6.000	4.637	6.168	8.200	3.655	8.032	-0.450	-2.49*
RLY WAGE?	3.666	0.806	3.773	3.071	0.317	2.964	1.443	
BER APPLICATIONS FOR JOBS?	2.425	2.497	2.403	1.750	2.165	1.972	0.185	
BER OF INTERVIEWS?	2.000	1.291	2.295	0.818	1.029	0.523	1.528	12.54**
BER OF RAISES?	0.125	0.331	0.128	0.077	0.266	0.073	0.184	1.18
LINGS ABOUT JOB?	10.816	2.208	11.357	10.825	1.943	10.286	0.516	3.86**
IN SCHOOL OR TRAINING?	0.750	0.433	0.735	0.722	0.448	0.738	-0.007	-0.09
LOYED: HIGHEST PAY EXPECTED?	4.265	1.529	4.334	3.796	0.963	3.728	0.486	5.21**
LOYED: SIX MONTH PLANS?	1.600	0.800	1.475	1.688	0.583	1.813	-0.489	-3.73**
MUCH DO YOU KNOW ABOUT JOB?	2.453	0.636	2.460	2.515	0.702	2.508	-0.072	-0.30
MUCH DO YOU GIVE YOUR FAMILY?	19.091	22.444	19.662	31.429	20.392	30.857	-0.523	-2.45*
OFTEN DO YOU SAVE?	1.000	0.0	1.000	1.000	0.0	1.000	0.0	
YOU BUY ON CREDIT?	1.015	0.121	1.016	1.042	0.200	1.040	-0.148	-0.82
IS GIVING YOU A HARD TIME?	13.726	0.530	13.707	13.828	0.378	13.846	-0.306	-1.45
ORTANT TO KEEP OUT OF TROUBLE?	2.958	0.201	2.971	3.000	0.0	2.987	-0.166	-0.53
AKE JOB TITLE?	2.944	0.756	2.986	3.000	0.568	2.958	0.042	0.18
IVITY STATUS (1)	1.181	0.585	1.217	1.393	0.646	1.356	-0.225	-1.08

IVED VARIABLE CODED AS FOLLOWS:
= NEVER WORKED FULL TIME OR PART TIME SINCE LEAVING THE PROGRAM, AND NOT GOING TO SCHOOL
= PREVIOUSLY WORKED FULL TIME, OR WORKED PART TIME SINCE LEAVING THE PROGRAM, OR GOING TO SCHOOL PART TIME
= NOW WORKING FULL TIME, OR GOING TO SCHOOL FULL TIME, OR DOING BOTH PART TIME

APPENDIX M

RECRUITMENT AND TRAINING PROGRAMS

ALYSIS OF COVARIANCE ADJUSTED EFFECTS FOR PARTICIPANT AND CONTROL GROUP COMPARISONS ON 3-MONTH FOLLOW-UP

	PARTICIPANTS			CONTROLS				
	MEAN	S.D.	ADJ. MEAN	MEAN	S.D.	ADJ. MEAN	COVARIANCE ADJUSTED EFFECT	T
WORKING FULL-TIME NOW?	0.182	0.386	0.193	0.147	0.354	0.136	0.153	1.49
JOB TITLE?	2.303	1.029	2.329	2.120	0.816	2.094	0.255	2.48*
HOURS WORKED PER WEEK?	38.690	3.131	38.733	40.455	7.305	40.411	-0.322	-3.00**
NUMBER WEEKS ON JOB?	11.036	5.949	11.089	8.889	5.301	8.835	0.401	4.03**
HOURLY WAGE?	3.281	0.590	3.290	3.354	0.626	3.345	-0.090	-1.25
NUMBER APPLICATIONS FOR JOBS?	4.424	4.793	4.257	3.652	2.913	3.820	0.113	1.37
NUMBER OF INTERVIEWS?	1.719	2.035	1.742	1.190	1.096	1.167	0.367	3.31**
NUMBER OF RAISES?	0.500	0.764	0.494	0.435	0.648	0.441	0.076	0.72
FEELINGS ABOUT JOB?	10.422	2.240	10.467	10.990	2.492	10.945	-0.202	-1.99*
NOW IN SCHOOL OR TRAINING?	0.586	0.492	0.595	0.640	0.480	0.632	-0.075	-0.74
EMPLOYED: HIGHEST PAY EXPECTED?	4.407	1.281	4.485	4.419	1.416	4.341	0.107	1.13
EMPLOYED: SIX MONTH PLANS?	1.740	0.658	1.713	1.471	0.848	1.497	0.286	2.90**
HOW MUCH DO YOU KNOW ABOUT JOB?	2.201	0.655	2.229	2.081	0.619	2.054	0.275	2.71**
HOW MUCH DO YOU GIVE YOUR FAMILY?	12.877	18.654	12.297	10.278	16.844	10.858	0.081	0.79
HOW OFTEN DO YOU SAVE?	0.953	0.212	0.953	0.897	0.305	0.896	0.219	2.14*
DO YOU BUY ON CREDIT?	1.085	0.279	1.087	1.049	0.243	1.047	0.151	1.46
WHO IS GIVING YOU A HARD TIME?	13.383	0.562	13.371	13.415	0.552	13.426	-0.097	-0.95
IMPORTANT TO KEEP OUT OF TROUBLE?	2.957	0.204	2.959	2.944	0.229	2.942	0.074	0.72
FUTURE JOB TITLE?	2.842	0.734	2.847	2.838	0.815	2.834	0.017	0.17
ACTIVITY STATUS (1)	1.233	0.700	1.251	1.203	0.658	1.185	0.098	1.00

DERIVED VARIABLE CODED AS FOLLOWS:
0 = NEVER WORKED FULL TIME OR PART TIME SINCE LEAVING THE PROGRAM, AND NOT GOING TO SCHOOL
1 = PREVIOUSLY WORKED FULL TIME, OR WORKED PART TIME SINCE LEAVING THE PROGRAM, OR GOING TO SCHOOL PART TIME
2 = NOW WORKING FULL TIME, OR GOING TO SCHOOL FULL TIME, OR DOING BOTH PART TIME

APPENDIX N

ALL PROGRAMS COMBINED

YSIS OF COVARIANCE ADJUSTED EFFECTS FOR PARTICIPANT AND CONTROL GROUP COMPARISONS ON 3-MONTH FOLLOW-UP

	PARTICIPANTS			CONTROLS				
	MEAN	S.D.	ADJ. MEAN	MEAN	S.D.	ADJ. MEAN	COVARIANCE ADJUSTED EFFECT	T
KING FULL-TIME NOW?	0.246	0.430	0.255	0.251	0.434	0.242	0.030	0.56
B TITLE?	2.388	0.862	2.389	2.259	0.892	2.258	0.149	2.88**
URS WORKED PER WEEK?	39.360	6.039	39.429	40.316	7.268	40.247	-0.123	-2.30*
BER WEEKS ON JOB?	9.315	5.616	9.524	9.310	5.688	9.101	0.075	1.37
UPLY WAGE?	3.337	0.675	3.397	3.471	0.944	3.411	-0.017	-0.40
BER APPLICATIONS FOR JOBS?	2.873	3.646	2.913	2.561	3.471	2.521	0.110	2.03*
BER OF INTERVIEWS?	1.497	2.017	1.482	1.225	1.486	1.240	0.139	2.45*
BER OF RAISES?	0.447	0.738	0.460	0.457	0.750	0.443	0.023	0.41
ELINGS ABOUT JOB?	10.894	2.373	10.935	11.048	2.254	11.007	-0.031	-0.56
N IN SCHOOL OR TRAINING?	0.565	0.496	0.565	0.565	0.496	0.565	-0.001	-0.02
PLOYED: HIGHEST PAY EXPECTED?	4.216	1.532	4.286	4.311	1.417	4.242	0.030	0.59
PLOYED: SIX MONTH PLANS?	1.596	0.794	1.579	1.495	0.846	1.512	0.082	1.50
MUCH DO YOU KNOW ABOUT JOB?	2.335	0.642	2.345	2.199	0.676	2.189	0.237	4.37**
MUCH DO YOU GIVE YOUR FAMILY?	19.322	22.084	18.991	20.361	22.513	20.692	-0.076	-1.44
OFTEN DO YOU SAVE?	0.946	0.226	0.950	0.935	0.247	0.930	0.085	1.55
YOU BUY ON CREDIT?	1.123	0.343	1.131	1.080	0.285	1.073	0.185	3.37**
C IS GIVING YOU A HARD TIME?	13.427	0.720	13.433	13.500	0.709	13.495	-0.087	-1.59
PORTANT TO KEEP OUT OF TROUBLE?	2.939	0.245	2.938	2.930	0.268	2.931	0.027	0.49
TURE JOB TITLE?	2.953	0.713	2.956	2.927	0.769	2.923	0.044	0.80
TIVITY STATUS (1)	1.273	0.705	1.288	1.274	0.715	1.259	0.040	0.75

ERIVED VARIABLE CODED AS FOLLOWS:
0 = NEVER WORKED FULL TIME OR PART TIME SINCE LEAVING THE PROGRAM, AND NOT GOING TO SCHOOL
1 = PREVIOUSLY WORKED FULL TIME, OR WORKED PART TIME SINCE LEAVING THE PROGRAM, OR GOING TO SCHOOL PART TIME
2 = NOW WORKING FULL TIME, OR GOING TO SCHOOL FULL TIME, OR DOING BOTH PART TIME

APPENDIX O

Sequence of Instrument Administration
for In-School or Summer-Only Programs

	During First Week of Program	At Exit From (or End of) Program	Three Months[3] After Exit From Program	Eight Months After Exit From Program
Those who remain in program for less than 10 program days	.Participant's Characteristics-(IPP) STEP Pretests	.Program Status-(IPP)	.Program Follow-Up Survey	.Program Follow-Up Survey
Those who remain in program for 10 or more program days, but less than 60 program hours	.Participant's Characteristics-(IPP) STEP Pretests	.Program Status-(IPP)[1] Posttests	.Program Follow-Up Survey	.Program Follow-Up Survey
Those who remain in program for 60 or more program hours	.Participant's Characteristics-(IPP) STEP	.Program Status-(IPP)[1] Posttests Program Completion	.Program Follow-Up Survey	.Program Follow-Up Survey
Control Group[4]	.Participant's Characteristics-(IPP) STEP Pretests	.Posttests[2] Control Group Status Survey[2]	.Control Group Follow-Up Survey	.Control Group Follow-Up Survey

[1]If you can determine when a participant will leave the program, test in last 2 weeks prior to leaving. If the youth leaves before testing has taken place, locate youth for testing and, if necessary, pay youth $5.00 to complete testing (this includes both the Posttests and the Program Completion Survey, if required).

[2]Date set in consultation with ETS staff.

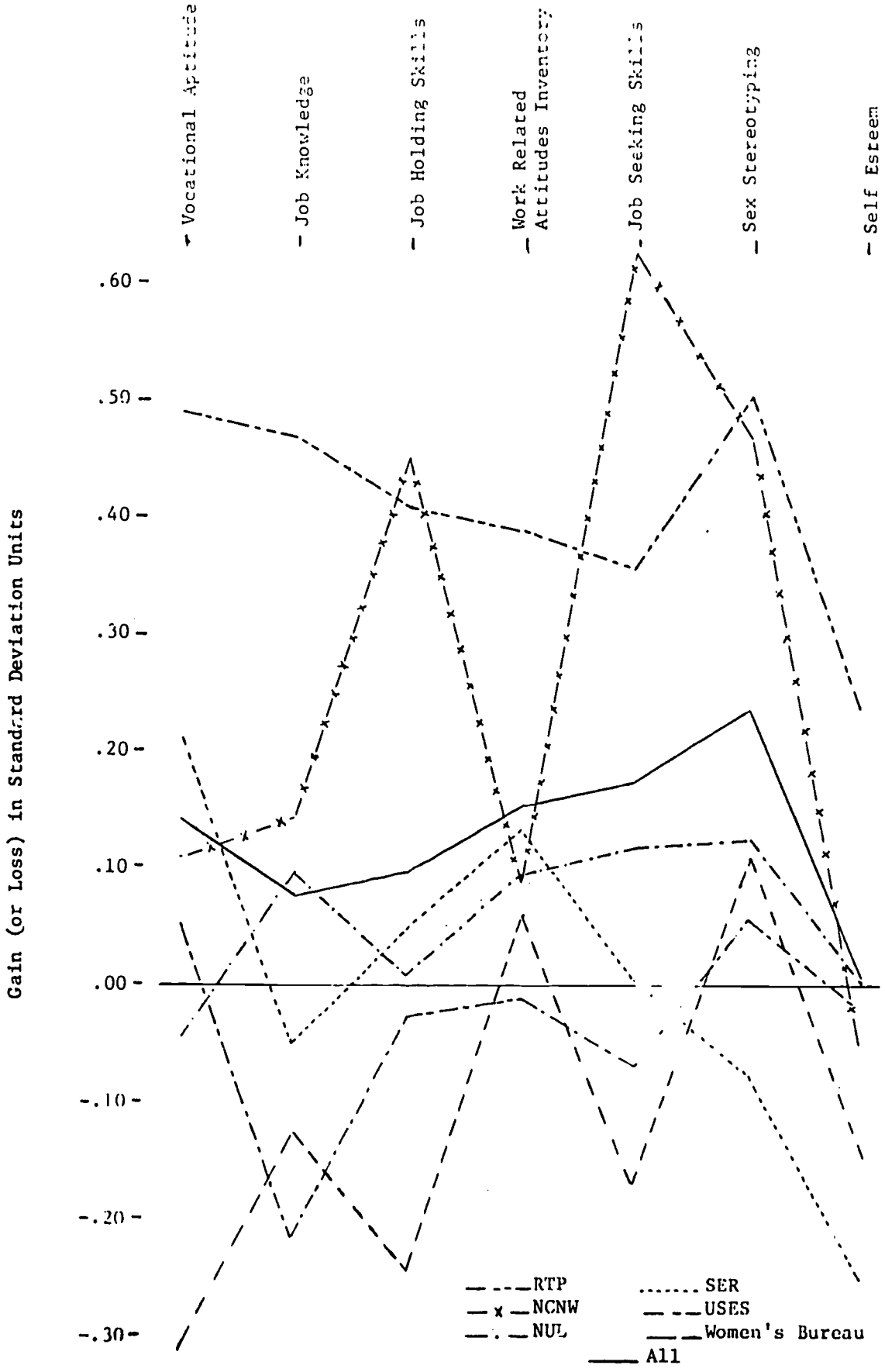
[3]Pay $5.00 to each youth who completes the 3 month Follow-Up Survey.

[4]If necessary, you may pay control group youth for participating in testing. $5.00 for Pretests, and $5.00 for Posttests and Control Group Status Survey.

NOTE: YCD Demonstration Project requires posttesting for any youth who has been in the program for 60 or more program hours.

APPENDIX P

PROFILES OF PSYCHOMETRIC BATTERY
GAINS BY DELIVERY AGENT



APPENDIX Q

Occupational Status Scale Coding

Level 5
High Level Professional and Technical--(e.g., Physician, Dentist, Physical Scientist, Engineer, College or University Professor, Librarian, Pharmacist)

Level 4
Technical, Managerial and Administrative; Middle Level Professional--(e.g., Engineering and Science Technicans, Social and Welfare Worker, Nurse, Surveyor, Police Officer, Detective or Sheriff, Office Manager, Computer Programmer)

Level 3
Clerical, Crafts and Kindred--(e.g., Sales Clerk or Salesperson, Bank Teller, Brickmanson, Plumber, Welder, Bookkeeper, Secretary, Tool and Dye Maker, Tailor, Dental Assistant)

Level 2
Service Workers; Lower Level Crafts and Operatives--(e.g., Bottling and Canning Worker, Seamstress, Fork Lift Operator, Sailor and Deck Hand, Watchman, Waiter, Waitress, Factory Assemblers, Meat Cutters)

Level 1
Laborers and Low-Level Service Workers--(e.g., Freight Handler, Garbage Collector, Carwasher or Equipment Cleaner, Farm or General Laborers, Busboy, Dishwasher, Baggage Porter or Bellhop)

APPENDIX R

PARTICIPANT - CONTROL SUBGROUP COMPARISIONS

WITH RESPECT TO

SELECTED 3-MONTH FOLLOW-UP OUTCOMES

for

US EMPLOYMENT SERVICE

(In Percentages)*

	PARTICIPANTS				CONTROLS			
	Probability of Being Presently Employed Full-Time	Probability of Being Presently in Skilled or Semi-Skilled Job	Probability of Aspiring to Skilled or Semi-Skilled Job	Probability of Being Employed Full-time, Going to School Full-time or Being Both Part-time	Probability of Being Presently Employed Full-Time	Probability of Being Presently in Skilled or Semi-Skilled Job	Probability of Aspiring to Skilled or Semi-Skilled Job	Probability of Being Employed Full-time, Going to School Full-time or Being Both Part-time
e								
	.34	.47	.83	.52	.47	.11	.64	.80
	.26	.61	.86	.50	.24	.61	.84	.60
hite	.25	.56	.81	.47	.28	.30	.78	.67
	.41	.50	.96	.65	.41	.50	.83	.67
C STATUS:								
LSIL	.33	.37	.86	.51	.28	.18	.69	.66
LLSIL	.25	.73	.81	.44	.18	.33	.87	.53
more	.10	1.0	1.0	.60	.33	1.0	1.0	.67
ENT PRIOR D:								
ment	.29	.57	.84	.50	.33	.32	.79	.67
or ment	.30	.33	1.0	.58	.22	1.0	.75	.70
CETA IPATION:								
	.26	.60	.82	.44	.24	.42	.73	.61
	.32	.50	.87	.56	.42	.35	.85	.72
	.32	.49	.81	.51	.32	.33	.77	.62

in this table are probabilities which were not adjusted for pre-existing differences between groups and demographics.

APPENDIX S

PARTICIPANT - CONTROL SUBGROUP COMPARISONS

WITH RESPECT TO

SELECTED 3-MONTH FOLLOW-UP OUTCOMES

for

NATIONAL URBAN LEAGUE

(In Percentages)*

	PARTICIPANTS				CONTROLS			
	Probability of Being Presently Employed Full-Time	Probability of Being Presently in Skilled or Semi-Skilled Job	Probability of Aspiring to Skilled or Semi-Skilled Job	Probability of Being Employed Full-time, Going to School Full-time or Being Both Part-time	Probability of Being Presently Employed Full-Time	Probability of Being Presently in Skilled or Semi-Skilled Job	Probability of Aspiring to Skilled or Semi-Skilled Job	Probability of Being Employed Full-time, Going to School Full-time or Being Both Part-time
	.27	.10	.76	.69	.50	.40	.33	.70
	.28	.55	.75	.46	.07	0.0	.90	.29
White	.28	.33	.75	.59	.29	.33	.75	.43
e	0.0	—	1.0	0.0	0.0	—	1.0	.67
IC STATUS:								
LLSIL	.27	.39	.76	.58	.32	.33	.70	.37
5% LLSIL	.20	0.0	.60	.40	0.0	—	—	0.0
or more	.40	0.0	1.0	.80	—	—	—	—
MENT PRIOR CD:								
oyment	.29	.28	.76	.65	.28	.40	.67	.56
rior oyment	.18	.67	.73	.29	.17	0.0	1.0	.17
US CETA ICIPATION:								
ES	.25	.50	.94	.63	.33	1.0	1.0	.33
O	.29	.27	.69	.57	.23	0.0	.71	.46
	.27	.33	.75	.58	.25	.33	.71	.46

es in this table are probabilities which were not adjusted for pre-existing differences between groups and demographics.

APPENDIX T

PARTICIPANT - CONTROL SUBGROUP COMPARISIONS

WITH RESPECT TO

SELECTED 3-MONTH FOLLOW-UP OUTCOMES

for

SER-JOB FOR PROGRESS

(In Percentages)*

able	PARTICIPANTS				CONTROLS			
	Probability of Being Presently Employed Full-Time	Probability of Being Presently in Skilled or Semi-Skilled Job	Probability of Aspiring to Skilled or semi-Skilled Job	Probability of Being Employed Full-time, Going to School Full-time or Being Both Part-time	Probability of Being Presently Employed Full-Time	Probability of Being Presently in Skilled or Semi-Skilled Job	Probability of Aspiring to Skilled or semi-Skilled Job	Probability of Being Employed Full-time, Going to School Full-time or Being Both Part-time
	.42	.54	.88	.85	.28	.52	.85	.67
	.36	.82	.95	.73	.34	.90	.92	.60
:								
n-White	.38	.70	.93	.78	.32	.73	.89	.64
ite	.33	1.0	1.0	1.0	.17	1.0	.67	.33
OMIC STATUS:								
% LLSIL	.45	.81	.87	.84	.25	.78	.90	.44
-85% LLSIL	.37	.47	.95	.77	.25	.82	.90	.76
% or more	.27	0.0	1.0	.92	.52	.71	.85	.72
OYMENT PRIOR YCD:								
loyment	.42	.64	.94	.81	.44	.75	.89	.72
Prior loyment	.31	.87	.90	.71	.10	.67	.90	.49
EVIOUS CETA TICIPATION:								
YES	.43	.60	.89	.75	.59	.77	.85	.83
NO	.36	.75	.95	.80	.27	.74	.90	.59
S	.38	.71	.93	.77	.31	.75	.89	.64

ies in this table are probabilities which were not adjusted for pre-existing differences between groups and demographics.

APPENDIX U

PARTICIPANT - CONTROL SUBGROUP COMPARISIONS

WITH RESPECT TO

SELECTED 3-MONTH FOLLOW-UP OUTCOMES

for

WOMEN'S BUREAU

(In Percentages)*

	PARTICIPANTS				CONTROLS			
	Probability of Being Presently Employed Full-Time	Probability of Being Presently in Skilled or Semi-Skilled Job	Probability of Aspiring to Skilled or semi-Skilled Job	Probability of Being Employed Full-time, Going to School Full-time or Being Both Part-time	Probability of Being Presently Employed Full-Time	Probability of Being Presently in Skilled or Semi-Skilled Job	Probability of Aspiring to Skilled or semi-Skilled Job	Probability of Being Employed Full-time, Going to School Full-time or Being Both Part-time
	—	—	—	—	—	—	—	—
	.16	.50	.88	.56	.22	.13	.68	.58
hite	.08	.80	.92	.43	.31	.20	.47	.38
	.31	.33	.79	.83	.15	0.0	.88	.75
C STATUS:								
LSIL	.12	.67	.91	.53	0.0	—	.56	.11
% LLSIL	.33	0.0	.88	.70	0.0	—	1.0	0.0
r mors	.50	1.0	1.0	1.0	.32	0.0	.65	.90
ENT PRIOR ED:								
yment	.33	.36	.82	.82	.17	0.0	.86	.83
ior yment	.05	1.0	.92	.41	.28	.20	.53	.33
S CETA ICIPATION:								
S	.06	0.0	.86	.81	0.0	—	1.0	0.0
	.18	.54	.91	.53	.24	.13	.67	.54
	.17	.50	.88	.56	.24	.11	.66	.60

s in this table are probabilities which were not adjusted for pre-existing differences between groups and demographics.

APPENDIX V

PARTICIPANT - CONTROL SUBGROUP COMPARISIONS

WITH RESPECT TO

SELECTED 3-MONTH FOLLOW-UP OUTCOMES

for

NATIONAL COUNCIL OF NEGRO WOMEN

(In Percentages)*

	PARTICIPANTS				CONTROLS			
	Probability of Being Presently Employed Full-Time	Probability of Being Presently in Skilled or Semi-Skilled Job	Probability of Aspiring to Skilled or semi-Skilled Job	Probability of Being Employed Full-time, Going to School Full-time or Being Both Part-time	Probability of Being Presently Employed Full-Time	Probability of Being Presently in Skilled or Semi-Skilled Job	Probability of Aspiring to Skilled or semi-Skilled Job	Probability of Being Employed Full-time, Going to School Full-time or Being Both Part-time
ole								
	.15	.25	.81	.83	.42	.33	1.0	.85
	.08	1.0	.75	.79	.22	.38	.79	.76
White	.11	.57	.77	.82	.23	.27	.82	.78
e	—	—	—	—	.50	.50	1.0	.86
IC STATUS:								
LLSIL	.08	—	.71	.92	0.0	—	.67	1.0
5% LLSIL	.11	.50	.78	.80	0.0	—	.75	.50
or more	.14	1.0	.75	1.0	.50	0.0	1.0	.50
MENT PRIOR CD:								
oyment	.11	.33	.93	.75	.32	.44	.77	.84
rior oyment	.11	.75	.72	.84	.24	.20	.89	.73
S CETA CIPATION:								
s	.10	0.0	.88	.76	.18	.33	.57	.82
	.12	.80	.78	.86	.28	.44	.91	.81
	.10	.63	.80	.83	.25	.36	.87	.74

* in this table are probabilities which were not adjusted for pre-existing differences between groups and demographics.

APPENDIX W

PARTICIPANT - CONTROL SUBGROUP COMPARISIONS

WITH RESPECT TO

SELECTED 3-MONTH FOLLOW-UP OUTCOMES

for

RECRUITMENT AND TRAINING PROGRAM

(In Percentages)*

ıble	PARTICIPANTS				CONTROLS			
	Probability of Being Presently Employed Full-Time	Probability of Being Presently in Skilled or Semi-Skilled Job	Probability of Aspiring to Skilled or semi-Skilled Job	Probability of Being Employed Full-time, Going to School Full-time or Being Both Part-time	Probability of Being Presently Employed Full-Time	Probability of Being Presently in Skilled or Semi-Skilled Job	Probability of Aspiring to Skilled or semi-Skilled Job	Probability of Being Employed Full-time, Going to School Full-time or Being Both Part-time
	.23	.25	.70	.66	.23	.40	.62	.80
	.15	.47	.70	.62	.09	.20	.75	.63
:								
n-White	.17	.26	.68	.64	.12	.33	.67	.66
ite	.31	.80	.82	.63	.27	.30	.76	.85
OMIC STATUS:								
% LLSIL	.20	.42	.68	.69	.09	.13	.73	.64
-85% LLSIL	.28	.50	.70	.73	.13	.33	.73	.91
% or more	.11	.33	.69	.56	.22	.46	.60	.74
OYMENT PRIOR YCD:								
ployment	.20	.45	.71	.66	.16	.35	.68	.71
Prior ployment	.16	.23	.69	.61	.12	.25	.72	.70
IOUS CETA RTICIPATION:								
YES	.19	.60	.80	.77	.07	1.0	.80	.60
NO	.18	.33	.69	.63	.15	.26	.69	.71
LS	.17	.36	.68	.62	.15	.35	.71	.70

ries in this table are probabilities which were not adjusted for pre-existing differences between groups and demographics.

APPENDICES X-1 to X-7

Appendix X-1

U.S. EMPLOYMENT SERVICE

S OF COVARIANCE ADJUSTED EFFECTS FOR PARTICIPANT AND CONTROL GROUP COMPARISONS ON 3-MONTH FOLLOW-UP

WITH ADJUSTMENTS FOR BIAS

	PARTICIPANTS			CONTROLS				
	MEAN	S.D.	ADJ. MEAN	MEAN	S.D.	ADJ. MEAN	COVARIANCE ADJUSTED EFFECT	T
ING FULL-TIME NOW?	0.290	0.454	0.299	0.325	0.468	0.316	-0.037	-0.31
TITLE?	2.368	0.775	2.295	1.944	0.941	2.018	0.323	3.13**
QUALITY (0=LOW, 1=HIGH)	0.513	0.500	0.507	0.389	0.487	0.395	0.226	2.14*
S WORKED PER WEEK?	39.043	4.077	39.725	40.222	5.779	40.440	-0.145	-1.20
ER WEEKS ON JOB?	9.000	5.890	8.728	9.233	6.174	9.505	-0.129	-1.08
LY WAGE?	3.318	0.524	3.237	3.654	1.072	3.735	-0.624	-5.94**
ER APPLICATIONS FOR JOBS?	2.147	2.591	2.135	2.313	2.789	2.325	-0.071	-0.59
ER OF INTERVIEWS?	1.000	1.134	0.945	1.241	1.103	1.296	-0.314	-2.69**
ER OF RAISES?	0.523	0.946	0.508	0.559	0.811	0.579	-0.086	-0.76
LINGS ABOUT JOB?	11.307	2.416	11.372	11.309	2.185	11.243	0.056	0.46
IN SCHOOL OR TRAINING?	0.447	0.497	0.451	0.529	0.499	0.524	-0.147	-1.20
LOYED: HIGHEST PAY EXPECTED?	4.186	2.026	4.167	4.302	1.654	4.321	-0.004	-0.03
LOYED: SIX MONTH PLANS?	1.552	0.813	1.513	1.468	0.856	1.506	0.009	0.08
MUCH DO YOU KNOW ABOUT JOB?	2.408	0.645	2.403	2.364	0.656	2.358	0.069	0.56
MUCH DO YOU GIVE YOUR FAMILY?	18.519	18.774	19.376	24.390	23.570	23.532	-0.196	-1.73
OFTEN DO YOU SAVE?	0.930	0.255	0.927	0.900	0.300	0.904	0.083	0.69
OU BUY ON CREDIT?	1.220	0.454	1.212	1.102	0.302	1.110	0.270	2.15*
IS GIVING YOU A HARD TIME?	13.250	0.912	13.262	13.374	0.877	13.362	-0.113	-0.92
PORTANT TO KEEP OUT OF TROUBLE?	2.908	0.289	2.898	2.897	0.305	2.906	-0.025	-0.20
OF JOB TITLE?	2.970	0.741	2.960	2.857	0.769	2.867	0.122	1.00
OF JOB QUALITY (0=LOW, 1=HIGH	0.850	0.357	0.837	0.786	0.410	0.799	0.100	0.84
IVITY STATUS (1)	1.352	0.766	1.357	1.609	0.628	1.604	-0.354	-2.91**
IVITY STATUS (2) (RECODED)	0.531	0.499	0.532	0.688	0.464	0.686	-0.320	-2.63**

RIVED VARIABLE CODED AS FOLLOWS:
= NEVER WORKED FULL TIME OR PART TIME SINCE LEAVING THE PROGRAM, AND NOT GOING TO SCHOOL
= PREVIOUSLY WORKED FULL TIME, OR WORKED PART TIME SINCE LEAVING THE PROGRAM, OR GOING TO SCHOOL PART TIME
= NOW WORKING FULL TIME, OR GOING TO SCHOOL FULL TIME, OR DOING BOTH PART TIME

DING OF ACTIVITY STATUS (1):
= NO FULL TIME POSITIVE ACTIVITY NOW (SAME AS 0 + 1 ABOVE)
= FULL TIME POSITIVE ACTIVITY (SAME AS 2 ABOVE)

Appendix X-2

NATIONAL URBAN LEAGUE

'SIS OF COVARIANCE ADJUSTED EFFECTS FOR PARTICIPANT AND CONTROL GROUP COMPARISONS ON 3-MONTH FOLLOW-UP
WITH ADJUSTMENTS FOR BIAS

	PARTICIPANTS			CONTROLS				
	MEAN	S.D.	ADJ. MEAN	MEAN	S.D.	ADJ. MEAN	COVARIANCE ADJUSTED EFFECT	T
RKING FULL-TIME NOW?	0.272	0.445	0.238	0.250	0.433	0.284	-0.104	-0.43
B TITLE?	2.048	0.785	2.171	1.667	0.943	1.543	0.726	3.97**
B QUALITY (0=LOW, 1=HIGH)	0.368	0.482	0.379	0.182	0.386	0.171	0.479	1.85
URS WORKED PER WEEK?	42.143	11.369	40.959	40.000	0.0	41.183	-0.039	-0.04
MBER WEEKS ON JOB?	9.308	5.511	8.928	2.667	0.471	3.047	1.966	5.60**
URLY WAGE?	3.125	1.055	3.189	2.757	0.525	2.693	0.628	11.99**
MBER APPLICATIONS FOR JOBS?	4.053	4.861	2.877	2.600	1.356	3.776	-0.289	-1.51
MBER OF INTERVIEWS?	1.684	1.779	1.706	1.200	0.400	1.178	0.494	1.49
MBER OF RAISES?	0.105	0.307	-0.074	0.400	0.800	0.580	-1.182	1.49
ELINGS ABOUT JOB?	10.513	2.028	10.354	9.800	2.088	9.959	0.192	0.84
K IN SCHOOL OR TRAINING?	0.452	0.498	0.445	0.333	0.471	0.340	0.216	0.88
PLOYED: HIGHEST PAY EXPECTED?	3.701	1.080	3.693	3.537	0.585	3.546	0.176	0.46
PLOYED: SIX MONTH PLANS?	1.697	0.717	1.541	2.000	0.0	2.156	-1.714	-4.48**
W MUCH DO YOU KNOW ABOUT JOB?	2.497	0.653	2.434	2.333	0.699	2.307	0.188	0.75
W MUCH DO YOU GIVE YOUR FAMILY?	33.946	28.181	31.577	40.000	10.000	42.270	-0.560	-1.70
OFTEN DO YOU SAVE?	1.000	0.0	1.000	1.000	0.0	1.000	0.0	-1.70
YOU BUY ON CREDIT?	1.156	0.363	1.162	1.048	0.213	1.042	0.418	1.50
J IS GIVING YOU A HARD TIME?	13.470	0.701	13.478	13.875	0.331	13.867	-0.701	-2.24*
PORTANT TO KEEP OUT OF TROUBLE?	2.910	0.286	2.913	3.000	0.0	2.998	-0.595	-1.42
TURE JOB TITLE?	2.930	0.856	2.976	3.077	0.828	3.031	-0.066	-0.21
TURE JOB QUALITY (0=LOW, 1=HIGH	0.754	0.430	0.779	0.769	0.421	0.744	0.083	0.33
TIVITY STATUS (1)	1.361	0.815	1.336	1.292	0.735	1.317	0.025	0.11
TIVITY STATUS (2) (RECODED)	0.578	0.494	0.553	0.458	0.498	0.483	0.141	0.60

RIVED VARIABLE CODED AS FOLLOWS:
- NEVER WORKED FULL TIME OR PART TIME SINCE LEAVING THE PROGRAM, AND NOT GOING TO SCHOOL
- PREVIOUSLY WORKED FULL TIME, OR WORKED PART TIME SINCE LEAVING THE PROGRAM, OR GOING TO SCHOOL PART TIME
- NOW WORKING FULL TIME, OR GOING TO SCHOOL FULL TIME, OR DOING BOTH PART TIME

DING OF ACTIVITY STATUS (1):
- NO FULL TIME POSITIVE ACTIVITY NOW (SAME AS 0 + 1 ABOVE)
- FULL TIME POSITIVE ACTIVITY (SAME AS 2 ABOVE)

Appendix X-3

SER JOBS FOR PROGRESS

SIS OF COVARIANCE ADJUSTED EFFECTS FOR PARTICIPANT AND CONTROL GROUP COMPARISONS ON 3-MONTH FOLLOW-UP

WITH ADJUSTMENTS FOR BIAS

	PARTICIPANTS			CONTROLS				
	MEAN	S.D.	ADJ. MEAN	MEAN	S.D.	ADJ. MEAN	COVARIANCE ADJUSTED EFFECT	T
RKING FULL-TIME NOW?	0.382	0.486	0.366	0.309	0.462	0.324	0.089	0.73
B TITLE?	2.579	0.794	2.440	2.700	0.728	2.839	-0.525	-4.70**
B QUALITY (0=LOW, 1=HIGH)	0.671	0.470	0.583	0.634	0.482	0.722	-0.290	-2.69**
RS WORKED PER WEEK?	38.983	5.513	39.045	41.625	9.237	41.563	-0.341	-2.74**
[illegible] ON JOB?	9.000	5.502	8.630	9.500	5.025	9.870	-0.236	-1.86
[illegible]	3.416	0.580	3.545	3.639	1.040	3.509	0.045	0.47
ER APPLICATIONS FOR JOBS?	2.138	2.001	2.128	1.865	3.481	1.876	0.080	0.64
BER OF INTERVIEWS?	1.536	2.500	1.360	1.152	1.793	1.327	0.015	0.12
BER OF RAISES?	0.599	0.752	0.466	0.522	0.827	0.565	-0.125	-1.01
ELINGS ABOUT JOB?	11.056	2.635	11.107	11.243	2.195	11.192	-0.035	-0.28
IN SCHOOL OR TRAINING?	0.587	0.492	0.593	0.506	0.500	0.500	0.186	1.47
PLOYED: HIGHEST PAY EXPECTED?	4.499	1.438	4.612	4.525	1.306	4.403	0.153	1.32
PLOYED: SIX MONTH PLANS?	1.468	0.877	1.522	1.432	0.902	1.378	0.163	1.30
MUCH DO YOU KNOW ABOUT JOB?	2.391	0.636	2.343	2.073	0.698	2.030	0.469	3.85**
MUCH DO YOU GIVE YOUR FAMILY?	25.091	22.563	25.244	23.416	22.245	23.262	0.088	0.72
W OFTEN DO YOU SAVE?	0.891	0.311	0.903	0.949	0.220	0.937	-0.126	-1.01
YOU BUY ON CREDIT?	1.122	0.350	1.164	1.112	0.334	1.070	0.274	2.24*
IS GIVING YOU A HARD TIME?	13.572	0.563	13.573	13.549	0.788	13.548	0.037	0.33
PORTANT TO KEEP OUT OF TROUBLE?	2.928	0.283	2.904	2.910	0.376	2.933	-0.093	-0.75
URE JOB TITLE?	3.031	0.594	3.022	3.087	0.743	3.096	-0.111	-0.90
URE JOB QUALITY (0=LOW, 1=HIGH	0.923	0.266	0.918	0.890	0.313	0.895	0.078	0.62
IVITY STATUS (1)	1.708	0.627	1.691	1.410	0.845	1.427	0.358	2.87**
IVITY STATUS (2) (RECODED)	0.901	0.399	0.779	0.646	0.478	0.668	0.253	2.05*

RIVED VARIABLE CODED AS FOLLOWS:
= NEVER WORKED FULL TIME OR PART TIME SINCE LEAVING THE PROGRAM, AND NOT GOING TO SCHOOL
= PREVIOUSLY WORKED FULL TIME, OR WORKED PART TIME SINCE LEAVING THE PROGRAM, OR GOING TO SCHOOL PART TIME
= NOW WORKING FULL TIME, OR GOING TO SCHOOL FULL TIME, OR DOING BOTH PART TIME

DING OF ACTIVITY STATUS (1):
= NO FULL TIME POSITIVE ACTIVITY NOW (SAME AS 0 + 1 ABOVE)
= FULL TIME POSITIVE ACTIVITY (SAME AS 2 ABOVE)

Appendix X-4

WOMEN'S BUREAU

IS OF COVARIANCE ADJUSTED EFFECTS FOR PARTICIPANT AND CONTROL GROUP COMPARISONS ON 3-MONTH FOLLOW-UP

WITH ADJUSTMENTS FOR BIAS

	PARTICIPANTS			CONTROLS				
	MEAN	S.D.	ADJ. MEAN	MEAN	S.D.	ADJ. MEAN	COVARIANCE ADJUSTED EFFECT	T
KING FULL-TIME NOW?	0.156	0.362	0.226	0.222	0.416	0.152	0.191	0.69
TITLE?	2.286	0.795	2.199	1.875	0.599	1.962	0.341	9.38**
QUALITY (0=LOW, 1=HIGH)	0.429	0.495	0.483	0.357	0.479	0.302	0.372	1.41
RS WORKED PER WEEK?	37.400	4.005	36.619	35.429	4.371	36.210	0.098	0.64
EK WEEKS ON JOB?	9.364	3.445	10.368	14.286	6.776	13.281	-0.570	-5.83**
RLY WAGE?	3.310	0.579	3.388	3.000	0.661	2.922	0.750	3.14**
ER APPLICATIONS FOR JOBS?	2.571	2.796	3.179	6.125	5.908	5.517	-0.532	-2.61**
ER OF INTERVIEWS?	1.333	1.374	1.417	2.250	2.046	2.166	-0.438	-2.03*
ER OF RAISES?	0.545	0.656	0.621	0.333	0.471	0.258	0.644	3.72**
INGS ABOUT JOB?	10.948	2.086	10.421	10.000	1.871	10.527	-0.054	-0.14
IN SCHOOL OR TRAINING?	0.612	0.487	0.729	0.441	0.497	0.324	0.923	3.05**
AYED: HIGHEST PAY EXPECTED?	4.008	1.486	3.932	3.400	0.655	3.276	0.613	1.73
OYED: SIX MONTH PLANS?	1.647	0.762	1.782	1.556	0.831	1.421	0.453	1.95
HICH DO YOU KNOW ABOUT JOB?	2.370	0.576	2.421	2.333	0.596	2.203	0.234	0.85
MUCH DO YOU GIVE YOUR FAMILY?	10.787	16.856	10.450	8.958	20.915	9.295	0.061	0.24
OFTEN DO YOU SAVE?	0.971	0.168	0.982	1.000	0.0	0.987	-0.086	-0.19
OU BUY ON CREDIT?	1.126	0.332	1.154	1.086	0.280	1.058	0.314	1.08
IS GIVING YOU A HARD TIME?	13.275	0.813	13.348	13.389	0.678	13.316	0.044	0.14
RTANT TO KEEP OUT OF REGULAR?	2.978	0.148	2.970	2.912	0.284	2.919	0.234	0.96
E JOB TITLE?	3.013	0.643	3.074	2.742	0.670	2.682	0.597	2.16*
RE JOB QUALITY (0=LOW, 1=HIGH	0.880	0.325	0.900	0.677	0.467	0.657	0.614	2.34*
VITY STATUS (1)	1.400	0.757	1.692	1.333	0.850	1.041	0.810	3.37**
VITY STATUS (2) (RECODED)	0.567	0.496	0.757	0.583	0.493	0.393	0.735	2.97**

IVED VARIABLE CODED AS FOLLOWS:
= NEVER WORKED FULL TIME OR PART TIME SINCE LEAVING THE PROGRAM, AND NOT GOING TO SCHOOL
= PREVIOUSLY WORKED FULL TIME, OR WORKED PART TIME SINCE LEAVING THE PROGRAM, OR GOING TO SCHOOL PART TIME
= NOW WORKING FULL TIME, OR GOING TO SCHOOL FULL TIME, OR DOING BOTH PART TIME

ING OF ACTIVITY STATUS (1):
= NO FULL TIME POSITIVE ACTIVITY NOW (SAME AS 0 + 1 ABOVE)
= FULL TIME POSITIVE ACTIVITY (SAME AS 2 ABOVE)

Appendix X-5

NATIONAL COUNCIL OF NEGRO WOMEN

'SIS OF COVARIANCE ADJUSTED EFFECTS FOR PARTICIPANT AND CONTROL GROUP COMPARISONS ON 3-MONTH FOLLOW-UP

WITH ADJUSTMENTS FOR BIAS

	PARTICIPANTS			CONTROLS				
	MEAN	S.D.	ADJ. MEAN	MEAN	S.D.	ADJ. MEAN	COVARIANCE ADJUSTED EFFECT	T
ORKING FULL-TIME NOW?	0.113	0.316	0.133	0.286	0.452	0.265	-0.345	-1.64
JB TITLE?	2.571	0.904	2.673	2.214	0.860	2.113	0.635	4.04**
JB QUALITY (0=LOW, 1=HIGH)	0.571	0.495	0.610	0.500	0.500	0.462	0.297	1.49
OURS WORKED PER WEEK?	37.125	3.407	36.932	38.429	2.921	38.622	-0.534	1.49
UMBER WEEKS ON JOB?	6.000	4.637	5.986	8.200	3.655	8.214	-0.538	-2.96**
OURLY BASE?	3.666	0.806	3.747	3.071	0.317	2.990	1.350	-2.96**
UMBER APPLICATIONS FOR JOBS?	2.625	2.497	2.389	1.750	2.165	1.986	0.173	-2.96**
UMBER OF INTERVIEWS?	2.000	1.291	2.196	0.818	1.029	0.622	1.357	13.40**
UMBER OF RAISES?	0.125	0.331	0.117	0.077	0.266	0.084	0.111	0.69
EELINGS ABOUT JOB?	10.918	2.208	11.362	10.825	1.943	10.282	0.520	3.78**
K IN SCHOOL OR TRAINING?	0.750	0.433	0.714	0.722	0.448	0.758	-0.100	-0.56
MPLOYED: HIGHEST PAY EXPECTED?	4.265	1.529	4.237	3.796	0.963	3.825	0.331	4.91**
MPLOYED: SIX MONTH PLANS?	1.600	0.800	1.485	1.688	0.583	1.802	-0.458	-3.42**
OW MUCH DO YOU KNOW ABOUT JOB?	2.453	0.636	2.460	2.515	0.702	2.508	-0.072	-0.29
OW MUCH DO YOU GIVE YOUR FAMILY?	19.091	22.444	20.367	31.429	20.392	30.152	-0.457	-2.07*
OW OFTEN DO YOU SAVE?	1.000	0.0	1.000	1.000	0.0	1.000	0.0	-2.07*
YOU BUY ON CREDIT?	1.015	0.121	1.016	1.042	0.200	1.040	-0.149	-0.80
HO IS GIVING YOU A HARD TIME?	13.726	0.530	13.699	13.828	0.378	13.855	-0.344	-1.60
PORTANT TO KEEP OUT OF TROUPLE?	2.958	0.201	2.971	3.000	0.0	2.987	-0.164	-0.51
UTURE JOB TITLE?	2.944	0.756	3.008	3.000	0.568	2.936	0.109	0.48
UTURE JOB QUALITY (0=LOW, 1=HIGH	0.778	0.416	0.804	0.839	0.368	0.812	-0.021	-0.07
CTIVITY STATUS (1)	1.722	0.629	1.712	1.732	0.612	1.742	-0.048	-0.24
CTIVITY STATUS (2) (RECODED)	0.619	0.385	0.803	0.821	0.383	0.838	-0.093	-0.44

DERIVED VARIABLE CODED AS FOLLOWS:
0 = NEVER WORKED FULL TIME OR PART TIME SINCE LEAVING THE PROGRAM, AND NOT GOING TO SCHOOL
1 = PREVIOUSLY WORKED FULL TIME, OR WORKED PART TIME SINCE LEAVING THE PROGRAM, OR GOING TO SCHOOL PART TIME
2 = NOW WORKING FULL TIME, OR GOING TO SCHOOL FULL TIME, OR DOING BOTH PART TIME

CODING OF ACTIVITY STATUS (1):
0 = NO FULL TIME POSITIVE ACTIVITY NOW (SAME AS 0 + 1 ABOVE)
1 = FULL TIME POSITIVE ACTIVITY (SAME AS 2 ABOVE)

Appendix X-6

RECRUITMENT AND TRAINING PROGRAMS

YSIS OF COVARIANCE ADJUSTED EFFECTS FOR PARTICIPANT AND CONTROL GROUP COMPARISONS ON 3-MONTH FOLLOW-UP

WITH ADJUSTMENTS FOR BIAS

	-----PARTICIPANTS-----			-------CONTROLS-------				
	MEAN	S.D.	ADJ. MEAN	MEAN	S.D.	ADJ. MEAN	COVARIANCE ADJUSTED EFFECT	T
RKING FULL-TIME NOW?	0.182	0.386	0.185	0.147	0.354	0.144	0.113	1.02
B TITLE?	2.303	1.029	2.247	2.120	0.816	2.176	0.077	0.70
B QUALITY (0=LOW, 1=HIGH)	0.414	0.493	0.394	0.362	0.480	0.376	0.047	0.44
URS WORKED PER WEEK?	38.690	3.131	38.449	40.455	7.303	40.695	-0.430	-3.73**
MBER WEEKS ON JOB?	11.036	5.949	11.234	8.889	5.301	8.691	0.452	4.20**
URLY WAGE?	3.281	0.590	3.264	3.354	0.626	3.370	-0.174	-2.25*
MBER APPLICATIONS FOR JOBS?	4.424	4.793	4.524	3.652	2.913	3.553	0.252	2.88**
MBER OF INTERVIEWS?	1.719	2.035	1.874	1.190	1.096	1.035	0.536	4.55**
MBER OF RAISES?	0.500	0.764	0.489	0.435	0.648	0.445	0.062	0.55
ELINGS ABOUT JOB?	10.422	2.240	10.352	10.990	2.492	11.060	-0.299	-2.74**
% IN SCHOOL OR TRAINING?	0.586	0.492	0.627	0.640	0.480	0.600	0.055	0.50
PLOYED: HIGHEST PAY EXPECTED?	4.407	1.281	4.419	4.419	1.416	4.409	0.006	0.06
PLOYED: SIX MONTH PLANS?	1.740	0.658	1.749	1.471	0.848	1.462	0.381	3.60**
W MUCH DO YOU KNOW ABOUT JOB?	2.201	0.655	2.254	2.081	0.619	2.028	0.355	3.24**
W MUCH DO YOU GIVE YOUR FAMILY?	12.877	18.684	10.949	10.278	16.844	12.206	-0.071	-0.64
W OFTEN DO YOU SAVE?	0.953	0.212	0.955	0.897	0.305	0.894	0.235	2.12*
YOU BUY ON CREDIT?	1.085	0.279	1.084	1.049	0.243	1.050	0.133	1.18
D IS GIVING YOU A HARD TIME?	13.383	0.582	13.384	13.415	0.552	13.413	-0.051	-0.46
PORTANT TO KEEP OUT OF TROUBLE?	2.957	0.204	2.967	2.944	0.229	2.934	0.149	1.33
TURE JOB TITLE?	2.842	0.734	2.875	2.838	0.815	2.806	0.089	0.79
TURE JOB QUALITY (0=LOW, 1=HIGH	0.699	0.459	0.734	0.699	0.459	0.664	0.153	1.40
TIVITY STATUS (1)	1.497	0.749	1.558	1.578	0.717	1.517	0.056	0.52
TIVITY STATUS (2) (RECODED)	0.653	0.476	0.690	0.714	0.452	0.676	0.029	0.27

RIVED VARIABLE CODED AS FOLLOWS:
= NEVER WORKED FULL TIME OR PART TIME SINCE LEAVING THE PROGRAM, AND NOT GOING TO SCHOOL
= PREVIOUSLY WORKED FULL TIME, OR WORKED PART TIME SINCE LEAVING THE PROGRAM, OR GOING TO SCHOOL PART TIME
= NOW WORKING FULL TIME, OR GOING TO SCHOOL FULL TIME, OR DOING BOTH PART TIME

DING OF ACTIVITY STATUS (1):
= NO FULL TIME POSITIVE ACTIVITY NOW (SAME AS 0 + 1 ABOVE)
= FULL TIME POSITIVE ACTIVITY (SAME AS 2 ABOVE)

Appendix X-7

ALL PROGRAMS COMBINED

SIS OF COVARIANCE ADJUSTED EFFECTS FOR PARTICIPANT AND CONTROL GROUP COMPARISONS ON 3-MONTH FOLLOW-UP

WITH ADJUSTMENTS FOR BIAS

	PARTICIPANTS			CONTROLS				
	MEAN	S.D.	ADJ. MEAN	MEAN	S.D.	ADJ. MEAN	COVARIANCE ADJUSTED EFFECT	T
KING FULL-TIME NOW?	0.246	0.430	0.257	0.251	0.434	0.240	0.038	0.70
TITLE?	2.368	0.362	2.306	2.259	0.892	2.261	0.143	2.75**
QUALITY (0=LOW, 1=HIGH)	0.510	0.500	0.511	0.456	0.498	0.455	0.111	2.13*
RS WORKED PER WEEK?	39.360	6.039	39.407	40.316	7.268	40.269	-0.130	-2.40*
BER WEEKS ON JOB?	9.315	5.616	9.472	9.310	5.688	9.153	0.056	1.03
RLY WAGE?	3.337	0.675	3.394	3.471	0.944	3.414	-0.024	-0.55
BER APPLICATIONS FOR JOBS?	2.873	3.646	2.913	2.561	3.471	2.521	0.110	2.01*
BER OF INTERVIEWS?	1.497	2.017	1.488	1.225	1.496	1.234	0.145	2.54*
BER OF RAISES?	0.447	0.738	0.462	0.457	0.750	0.442	0.027	0.48
ELINGS ABOUT JOB?	10.894	2.373	10.933	11.048	2.254	11.009	-0.033	-0.60
IN SCHOOL OR TRAINING?	0.565	0.496	0.566	0.565	0.496	0.564	0.006	0.10
PLOYED: HIGHEST PAY EXPECTED?	4.216	1.532	4.281	4.311	1.417	4.247	0.023	0.44
PLOYED: SIX MONTH PLANS?	1.596	0.794	1.579	1.495	0.846	1.512	0.081	1.48
MUCH DO YOU KNOW ABOUT JOB?	2.335	0.642	2.347	2.199	0.676	2.187	0.242	4.43**
MUCH DO YOU GIVE YOUR FAMILY?	19.322	22.084	19.197	20.361	22.513	20.486	-0.058	-1.09
OFTEN DO YOU SAVE?	0.946	0.226	0.951	0.935	0.247	0.929	0.093	1.67
YOU BUY ON CREDIT?	1.123	0.343	1.131	1.090	0.285	1.073	0.186	3.36**
IS GIVING YOU A HARD TIME?	13.427	0.720	13.441	13.510	0.709	13.486	-0.064	-1.16
PORTANT TO KEEP OUT OF TROUBLE?	2.939	0.245	2.939	2.930	0.268	2.931	0.033	0.60
URE JOB TITLE?	2.953	0.713	2.960	2.927	0.769	2.919	0.056	1.01
URE JOB QUALITY (0=LOW, 1=HIGH	0.818	0.386	0.823	0.784	0.411	0.780	0.107	1.95
IVITY STATUS (1)	1.509	0.740	1.527	1.524	0.750	1.507	0.027	0.49
IVITY STATUS (2) (RECODED)	0.659	0.474	0.671	0.681	0.466	0.669	0.005	0.09

ERIVED VARIABLE CODED AS FOLLOWS:
0 = NEVER WORKED FULL TIME OR PART TIME SINCE LEAVING THE PROGRAM, AND NOT GOING TO SCHOOL
1 = PREVIOUSLY WORKED FULL TIME, OR WORKED PART TIME SINCE LEAVING THE PROGRAM, OR GOING TO SCHOOL PART TIME
2 = NOW WORKING FULL TIME, OR GOING TO SCHOOL FULL TIME, OR DOING BOTH PART TIME

CODING OF ACTIVITY STATUS (1):
0 = NO FULL TIME POSITIVE ACTIVITY NOW (SAME AS 0 + 1 ABOVE)
1 = FULL TIME POSITIVE ACTIVITY (SAME AS 2 ABOVE)