

APPENDIX E

INTERVIEW PROTOCOL: ACADEMIC SERVICES

Public reporting burden for this collection of information is estimated to average 60 minutes per respondent, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information to Eileen Pederson, U.S. Department of Labor, Employment and Training Administration, Office of Policy Development and Evaluation, Room N-5641, 200 Constitution Avenue, NW, Washington, DC 20210. According to the Paperwork Reduction Act of 1995, an agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a valid OMB control number. The OMB control number for this information collection is xxxx-xxxx. Expiration Date xx/xx/20xx.

V. Academic Services

Name of site:

Site code:

Name of site visitor:

Date of site visit:

Name of respondent(s) and titles:

Staff Background (*gather from each staff member participating in session*)

Describe your background and role in the organization:

- Title
- # of years at YouthBuild
- Experience working with at-risk youth
- Similarity between own background and youths'
- Degree/credentials/certifications
- Role/s in the organization
- How do you balance responsibilities between these roles?
- Other

Overview

1. *How does the YouthBuild educational experience differ from traditional high school?*

2. *Other comments*

Summary of Academic Services

3. *What is the main goal of academic services?*

4. *Approximately what percentage of youth's time is spent in academic services training? (get percentage and describe)*

5. What types of academic services are available to youth? Check all that apply and describe.

	Description (if offered)*
<input type="checkbox"/>	GED prep and testing.
<input type="checkbox"/>	Basic skills remediation.
<input type="checkbox"/>	Classes towards achieving a high school diploma.
<input type="checkbox"/>	SAT tutoring and prep.
<input type="checkbox"/>	Independent study.
<input type="checkbox"/>	Academic tutoring.
<input type="checkbox"/>	Other, specify.

** In the description, be sure to include information about: description of services, duration, frequency, service delivery arrangements, etc.*

6. What services are available to support post-secondary education access and retention? Check all that apply and describe.

	Description (if offered)*
<input type="checkbox"/>	Workshops on filling out college applications and financial aid forms.
<input type="checkbox"/>	College classes at local colleges/universities.
<input type="checkbox"/>	Visits to local colleges/universities.
<input type="checkbox"/>	College counseling.
<input type="checkbox"/>	Direct financial support for college.
<input type="checkbox"/>	College supplies/materials.
<input type="checkbox"/>	Other, specify.

** In the description, be sure to include information about description of services, duration, frequency, service delivery arrangements, etc.*

7. Do you offer dual-enrollment opportunities with a local college/university? If yes, which college(s)/universities?

<input type="checkbox"/>	Yes, describe.
<input type="checkbox"/>	No.

8. Can youth earn college credit for their classes at YouthBuild?

<input type="checkbox"/>	Yes, describe.
<input type="checkbox"/>	No.

9. Other comments

Structure of Academic Services

10. How many teachers teach academic classes at YouthBuild?

11. What is the average class size for the academic classes?

12. What is the average teacher to student ratio?

13. If there is more than one teacher in a classroom, what is the differences in teachers' roles and to extent do they team-teach?

14. What is the schedule for academic services (e.g., hours, time of day)?

15. When are academic services offered in relation to other services?

(i.e., academic services alternate weekly/bi-weekly with vocational services, specific days, half day academics, half day construction training, etc.)

16. Are there requirements for how long youth need to receive academic services?

<input type="checkbox"/>	Yes, describe.
<input type="checkbox"/>	No.

17. Do academic teachers have other formal roles in the organization?

<input type="checkbox"/>	Yes, describe.
<input type="checkbox"/>	No.

18. Are youth grouped in the academic classes?

<input type="checkbox"/>	Yes. <ul style="list-style-type: none">• How do they group youth (e.g., by test scores, by age)?• Extent to which groups work on different things.
<input type="checkbox"/>	No

19. Have changes been made to the academic schedule or structure as a result of the study?

<input type="checkbox"/>	Yes. <ul style="list-style-type: none">• Explain changes.• Why were those changes were made?
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<input type="checkbox"/>	No
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20. Other comments

Content of Academic Services

21. How do you determine what academic services youth receive?

(Use of assessment results, the development of service plans, whether staff tailor academic services according to skill levels, etc)

22. What are youth learning in the following academic classes?

- English:
- Math:
- History:
- Science:
- Other:

23. What other topics are covered in academic classes?

24. What materials have staff found to be most helpful in teaching youth? Why?

25. What methods are used to teach and engage youth? Check all that apply and describe.

<input type="checkbox"/>	Worksheets.
<input type="checkbox"/>	Computer tutorials.
<input type="checkbox"/>	Project-based learning.
<input type="checkbox"/>	Role-play.
<input type="checkbox"/>	Lectures.
<input type="checkbox"/>	Large group discussions.
<input type="checkbox"/>	Small group discussions.
<input type="checkbox"/>	Independent work.
<input type="checkbox"/>	Other.

26. Other comments

27. Do you make use of peer-teaching methods?

<input type="checkbox"/>	Yes, describe the role of peer leaders in supporting youth in the classroom.
<input type="checkbox"/>	No.

28. What are the most effective strategies for engaging youth in their learning?

29. What methods are used to assess youth progress? Check all that apply and describe.

<input type="checkbox"/>	Academic tests.
<input type="checkbox"/>	Portfolios.
<input type="checkbox"/>	Observations.
<input type="checkbox"/>	Other.

30. How are youth assessed on their progress (e.g., what are youth assessed on, what tools are used and how the tools are used)?

31. How often are youth assessed on their academic progress?

32. Do youth receive stipends or incentives while they are enrolled in academic services?

<input type="checkbox"/>	Yes. Amount: <ul style="list-style-type: none">• Type of stipend.• Frequency. Specify if "other" frequency selected:• Rules for receiving stipends.
<input type="checkbox"/>	No.

33. Other comments

Outcomes

34. Do youth receive certificates upon completion of the program?

<input type="checkbox"/>	Yes. <ul style="list-style-type: none">• Which ones?<table border="1"><tr><td><input type="checkbox"/></td><td>Diplomas.</td></tr><tr><td><input type="checkbox"/></td><td>GED.</td></tr></table>	<input type="checkbox"/>	Diplomas.	<input type="checkbox"/>	GED.
<input type="checkbox"/>	Diplomas.				
<input type="checkbox"/>	GED.				

	<input type="checkbox"/>	Certificates. Specify
	<input type="checkbox"/>	Other. Specify
<input type="checkbox"/>	No.	

35. What are youth learning in academic classes that is difficult to measure?

36. What are the major educational challenges facing youth?

37. Other comments