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Youth CareerConnect (YCC) Evaluation

Grantee Survey 2016-2017 School Year

February 21, 2017

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| According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a Office of Management and Budget (OMB) control number. The valid OMB control number for this information collection is 1291-0003. The time required to complete this collection of information is estimated to average 44 minutes, including the time to review instructions, search existing data resources, gather the data needed and complete and review the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to Molly Irwin at 202-693-5091 or [Irwin.Molly.E@DOL.gov](mailto:Irwin.Molly.E@DOL.gov) and reference the OMB Control Number 1291-0003. |

**INTRODUCTION**

Mathematica Policy Research and its research partner Social Policy Research Associates (SPR) are conducting an evaluation of the Youth CareerConnect (YCC) program on behalf of the U.S. Department of Labor (DOL). As part of the evaluation, we are asking YCC grantees to complete a short survey about their program. Participation is mandatory for anyone receiving a grant and will help DOL better understand how YCC programs function.

The survey covers several topics including your program structure, program features and support services and program curriculum. This evaluation will help us better understand the impact of YCC on participants’ education and employment outcomes as well as gain a better understanding of how YCC is implemented in programs across the country. Individual responses to this survey will not be attributed to specific individuals or organizations. Responses to this data collection will be used only for statistical purposes. The reports prepared from this information provided as part of this survey will be summarized across all YCC sites and individual forms will not be available to anyone outside the study team, except as required by law.

The survey should take between 30 to 60 minutes to complete depending on the complexity of your program. If there are questions you are not able to answer, please feel free to draw on the expertise and knowledge of others within your program. You may also want to refer to program documentation such as your budget, Memorandum of Understanding (MOUs) and course offerings. If you have any questions as you complete this questionnaire, please contact Lisbeth Goble at Mathematica Policy Research at 1‑312-994-1016 or [LGoble@mathematica-mpr.com](mailto:xxx@mathematica-mpr.com).

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| **INSTRUCTIONS:**  Prior to receiving this survey, you spoke with someone at Mathematica to confirm the program you should refer to while completing this survey. We have included that information below for your reference  **Name of organization awarded Youth CareerConnect (YCC) grant:**  [PREFILL RESPONSE FROM SCREENER]  **FOR QUESTIONS A1 and A2**, please answer questions about [PROGRAM NAME]  **FOR A3, A4 and Sections B through H**, please answer questions about [PROGRAM NAME] in [SCHOOL NAME] |

**A. STRUCTURE**

**These first questions will ask about the current program structure, including staffing, partnerships and finances for [PROGRAM NAME].**

A1. Think about all of the staff who worked for [Program Name] during the 2014-2015 school year. In the 2016-2017 school year, have the number of staff increased, decreased or stayed the same in the positions indicated below? Have you lost any key staff members in any of these positions? By key staff members we mean an individual that was integral to the program’s operation or performance reporting.

|  | MARK ONE PER ROW | MARK ONE PER ROW |
| --- | --- | --- |
|  | Number of staff change between SY 2014-2015 and SY 2016-2017 | Did key staff leave this position? |
| a. Program director | 1 □ Increase  2 □ Decrease  3 □ Stay same  d □ Don’t know  na □ N/A | 1 □ Yes  0 □ No  d □ Don’t know |
| b. Program coordinator | 1 □ Increase  2 □ Decrease  3 □ Stay same  d □ Don’t know  na □ N/A | 1 □ Yes  0 □ No  d □ Don’t know |
| c. Work-based learning coordinator | 1 □ Increase  2 □ Decrease  3 □ Stay same  d □ Don’t know  na □ N/A | 1 □ Yes  0 □ No  d □ Don’t know |
| d. Career-technical teacher | 1 □ Increase  2 □ Decrease  3 □ Stay same  d □ Don’t know  na □ N/A | 1 □ Yes  0 □ No  d □ Don’t know |
| e. Academic-only counselors | 1 □ Increase  2 □ Decrease  3 □ Stay same  d □ Don’t know  na □ N/A | 1 □ Yes  0 □ No  d □ Don’t know |
| f. Career-only counselors | 1 □ Increase  2 □ Decrease  3 □ Stay same  d □ Don’t know  na □ N/A | 1 □ Yes  0 □ No  d □ Don’t know |
| g. General counselors | 1 □ Increase  2 □ Decrease  3 □ Stay same  d □ Don’t know  na □ N/A | 1 □ Yes  0 □ No  d □ Don’t know |
| h. Data specialist | 1 □ Increase  2 □ Decrease  3 □ Stay same  d □ Don’t know  na □ N/A | 1 □ Yes  0 □ No  d □ Don’t know |
| i. Other job title *(specify):* | 1 □ Increase  2 □ Decrease  3 □ Stay same  d □ Don’t know | 1 □ Yes  0 □ No  d □ Don’t know |
| j. Other job title *(specify):* | 1 □ Increase  2 □ Decrease  3 □ Stay same  d □ Don’t know | 1 □ Yes  0 □ No  d □ Don’t know |
| k. Other job title *(specify):* | 1 □ Increase  2 □ Decrease  3 □ Stay same  d □ Don’t know | 1 □ Yes  0 □ No  d □ Don’t know |

A2. We would like to understand the different sources of financial and in-kind resources provided to [Program Name].

In addition to DOL funding, use Column A to mark the entities that provided funding and/or resources—either financial or in-kind—during the 2016-2017 school year and the funding or resource type.

In Column B, please indicate if the entity might provide resources after the grant period ends in 2018.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | MARK ONE PER ROW | | | | MARK ONE PER ROW | | |
|  | **A.** | | | | **B.** | | |
|  | **Did this entity provide resources during the  2016-2017 school year?** | | | | **Do you think this entity might provide resources after the grant ends?** | | |
|  | **IF YES, mark the type of funding.**  **IF NO/DON’T KNOW, skip to column B** | | | | YES | NO | DON’T KNOW |
| a. Private foundation | 1 □ YES | 2 □ Financial | 3 □ In-kind | d □ Don’t know | 1 □ | 0 □ | d □ |
| 0 □ NO  d □ DON’T KNOW | | | |
| b. State or local government (for example a grant from the state) | 1 □ YES | 2 □ Financial | 3 □ In-kind | d □ Don’t know | 1 □ | 0 □ | d □ |
| 0 □ NO  d □ DON’T KNOW | | | |
| c. Employers | 1 □ YES | 2 □ Financial | 3 □ In-kind | d □ Don’t know | 1 □ | 0 □ | d □ |
| 0 □ NO  d □ DON’T KNOW | | | |
| d. Institutes of higher education | 1 □ YES | 2 □ Financial | 3 □ In-kind | d □ Don’t know | 1 □ | 0 □ | d □ |
| 0 □ NO  d □ DON’T KNOW | | | |
| e. Some other organization *(specify)* | 1 □ YES | 2 □ Financial | 3 □ In-kind | d □ Don’t know | 1 □ | 0 □ | d □ |
|  | 0 □ NO  d □ DON’T KNOW | | | |
| f. No other entity provided funding or resources | 1 □ YES | 2 □ Financial | 3 □ In-kind | d □ Don’t know | 1 □ | 0 □ | d □ |
| 0 □ NO  d □ DON’T KNOW | | | |

A3. Please provide the following details for each type of partner to [Program Name in School Name].

If you have a key partner that is not captured in the table below, please list that partner in the “other” column.

The partnerships included below do not need to be exclusive to your YCC program, but should reflect the ones you consider to be critical to it.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | MARK ONE PER ROW | | | | |
|  | INSTITUTIONS OF HIGHER EDUCATION | EMPLOYERS | SUPPORTIVE SERVICE ORGANIZATION (for example YMCA or Boys and Girls Club) | WORKFORCE INVESTMENT BOARDS OR AMERICAN JOB CENTER (also known as One Stops) | OTHER PARTNER  *(specify)*  \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| a. In 2014-2015 you indicated you had the following number of partners. | FILL | FILL | FILL | FILL | FILL |
| b. In 2016-2017, did the number of partners increase, decrease or stay the same? | 1 □ Increase  2 □ Decrease  3 □ Stay the same  d □ Don’t know | 1 □ Increase  2 □ Decrease  3 □ Stay the same  d □ Don’t know | 1 □ Increase  2 □ Decrease  3 □ Stay the same  d □ Don’t know | 1 □ Increase  2 □ Decrease  3 □ Stay the same  d □ Don’t know | 1 □ Increase  2 □ Decrease  3 □ Stay the same  d □ Don’t know |
| c. On average, in 2016-2017 has the level of typical partner involvement been high, moderate, or low? | 1 □ High  2 □ Moderate  3 □ Low  d □ Don’t know | 1 □ High  2 □ Moderate  3 □ Low  d □ Don’t know | 1 □ High  2 □ Moderate  3 □ Low  d □ Don’t know | 1 □ High  2 □ Moderate  3 □ Low  d □ Don’t know | 1 □ High  2 □ Moderate  3 □ Low  d □ Don’t know |
| d. Since 2014-2015, have these partnerships gotten stronger, weaker or stayed the same? | 1 □ Stronger  2 □ Weaker  3 □ Stayed the same  d □ Don’t know | 1 □ Stronger  2 □ Weaker  3 □ Stayed the same  d □ Don’t know | 1 □ Stronger  2 □ Weaker  3 □ Stayed the same  d □ Don’t know | 1 □ Stronger  2 □ Weaker  3 □ Stayed the same  d □ Don’t know | 1 □ Stronger  2 □ Weaker  3 □ Stayed the same  d □ Don’t know |
| e. How many of your existing partners do you think will continue to work with you after the DOL grant ends? | | | | |  number  d □ Don’t know | | | | |  number  d □ Don’t know | | | | |  number  d □ Don’t know | | | | |  number  d □ Don’t know | | | | |  number  d □ Don’t know |

**A4. Please indicate the career focus of [Program Name in School Name] for the 2016-2017 school year.**

**MARK all that apply**

**mark major category only if subcategories are not appropriate**

1 □ Agriculture, Food & Natural resources

2 □ Agribusiness Systems

3 □ Animal Systems

4 □ Environmental Service Systems

5 □ Food Products & Processing Systems

6 □ Natural Resources Systems

7 □ Plant Systems

8 □ Power, Structural &Technical Systems

9 □ architecture & construction

10 □ Construction

11 □ Design/Pre-Construction

12 □ Maintenance/Operations

13 □ Arts, Audiovisual Technology & Communications

14 □ Audio Visual Technology & Film

15 □ Journalism & Broadcasting

16 □ Performing Arts

17 □ Printing Technology

18 □ Telecommunications

19 □ Visual Arts

20 □ business management & administration

21 □ Administrative Support

22 □ Business Information Management

23 □ General Management

24 □ Human Resources Management

25 □ Operations Management

26 □ education & training

27 □ Administration &Administrative Support

28 □ Professional Support Services

29 □ Teaching/Training

30 □ finance

31 □ Accounting

32 □ Banking Services

33 □ Business Finance

34 □ Insurance

35 □ Security & Investments

36 □ government & public administration

37 □ Foreign Service

38 □ Governance

39 □ National security

40 □ Planning

41 □ Public Management & Administration

42 □ Regulation

43 □ Revenue & Taxation

44 □ Health Sciences

45 □ Biotechnology Research & Development

46 □ Diagnostic Services

47 □ Health Informatics

48 □ Support Services

49 □ Therapeutic Services

50 □ Hospitality & Tourism

51 □ Lodging

52 □ Recreation, Amusements & Attractions

53 □ Restaurants & Food/Beverage Service

54 □ Travel & Tourism

55 □ Human services

56 □ Consumer Services

57 □ Counseling & Mental Health Services

58 □ Early Childhood Development & Services

59 □ Family & Community Services

60 □ Personal Care Services

61 □ Information Technology

62 □ Information Support & Services

63 □ Network Systems

64 □ Programming & Software Development

65 □ Web & Digital Communications

66 □ Law, public Safety, corrections & Security

67 □ Correction Services

68 □ Emergency & Fire Management Services

69 □ Law Enforcement Services

70 □ Legal Services

71 □ Security & Protective Services

72 □ Manufacturing

73 □ Health, Safety & Environmental Assurance

74 □ Logistics & Inventory Control

75 □ Maintenance, Installation & Repair

76 □ Manufacturing Production Process Dev.

77 □ Production

78 □ Quality Assurance

79 □ marketing

80 □ Marketing Communications

81 □ Marketing Management

82 □ Marketing Research

83 □ Merchandising

84 □ Professional Sales

85 □ Science, technology, engineering, & mathematics

86 □ Engineering & Technology

87 □ Science & Mathematics

88 □ transportation, distribution & logistics

89 □ Facility & Mobile Equipment Maintenance

90 □ Health, Safety & Environmental Management

91 □ Logistics Planning & Management Services

92 □ Sales & Service

93 □ Transportation Operations

94 □ Transportation Systems/Infrastructure Planning, Management & Regulation

95 □ Warehousing & Distribution Center Operations

96 □ other

97 □ Other *(specify)*

98 □ Other *(specify)*

99 □ Other *(specify)*

**B. PROGRAM FEATURES**

B1. For each activity or service listed below, please check if it was offered to students in the [Program Name in School Name] during the 2016-2017 school year in column A.

In column B, please check if the activity or service was offered for all, some, or none of the similar students not enrolled in the YCC program at the same school during the 2016-2017 school year. If all students in the school were enrolled in [Program Name], then please answer the questions about students in similar schools in the same district that were not in YCC. Please use this comparison in sections C through G.

Please indicate below whether you are comparing the YCC students to students in the same school, same district or if all students in the district were in the YCC program.

1 □ School comparison used in column B

2 □ District comparison used in column B

3 □ All students in district in [Program Name] SKIP COLUMN B

|  | MARK ONE PER ROW | | | | MARK ONE PER ROW | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **During the 2016-2017 school was the activity…** | **A.  Offered for YCC students** | | | | **B.  Offered for non-YCC students** | | | | | |
| YES | NO | IN PROGRESS | DON’T KNOW | ALL / NEARLY ALL (MORE THAN 90%) | A LOT (50% - 89%) | SOME (25% - 49%) | FEW (LESS THAN 25%) | NONE | DON’T KNOW |
| **B1. Workforce-related Activities** |  |  |  |  |  |  |  |  |  |  |
| **Job Shadowing, Mentoring and Internships** |  |  |  |  |  |  |  |  |  |  |
| a. Brought in speakers to describe workplaces and careers | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
| b. Field trips to workplaces | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
| c. Attendance at conferences for trade associations or professional organizations | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
| d. Job shadowing for individual students | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
| e. Group job shadowing | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
| f. Individual mentor | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
| g. Group mentoring | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
| h. Paid internships | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
| i. Unpaid internships | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
| j. Required internships at a place of work | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
| k. Internships at a place of work, but not required | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
| l. Virtual internships | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
| **Job Search Preparation** |  |  |  |  |  |  |  |  |  |  |
| m. Mock interviews by industry professionals | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
| n. Resume writing workshops | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
| **Workforce Preparation** |  |  |  |  |  |  |  |  |  |  |
| o. Apprenticeship | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
| p. Skill badges | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
| q. Courses that lead to an industry-recognized credential | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
| r. Stackable credentials | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
| s. Preparation for a certification exam | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
| t. Connecting students to a training program | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
| u. Occupational skills training | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
| v. Work readiness assessment (for example, WorkKeys or other job skills assessment tools) | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
| w. Referral to programs at American Job Center (also known as One Stops) | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
| x. Career assessment/interest inventory | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
| **Leadership Development** |  |  |  |  |  |  |  |  |  |  |
| y. Peer-centered activities such as peer mentoring or tutoring | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
| z. Organizational and team work training | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
| aa. Training in decision-making and determining priorities | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
| bb. Citizenship training, including life skills such as parenting, work behavior, and budgeting of resources | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
| **Other Workforce Preparation Activities** |  |  |  |  |  |  |  |  |  |  |
| cc. Individual development plans | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
| dd. Community service learning | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
| ee. Other workforce or job related training *(specify)* | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
|  |  |  |  |  |  |  |  |  |  |  |
| **B2. Post-secondary Enrollment Activities** |  |  |  |  |  |  |  |  |  |  |
| **College Visits** |  |  |  |  |  |  |  |  |  |  |
| a. Campus visits to 2-year colleges | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
| b. Campus visits to 4-year colleges | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
| c. College faculty or representatives came to high school classes | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
| **Post-secondary Preparatory Coursework** |  |  |  |  |  |  |  |  |  |  |
| d. College entrance exams preparation courses | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
| e. Dual enrolled coursework | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
| f. AP coursework | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
| g. Courses articulate to a 2 or 4-year college program | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
| **Academic Support** |  |  |  |  |  |  |  |  |  |  |
| h. Individualized tutoring | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
| i. Homework assistance | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
| j. Developmental or special education | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
| k. Acceleration strategies to get lower-performing students up to speed by graduation | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
| **Post-secondary Financial Assistance** |  |  |  |  |  |  |  |  |  |  |
| l. Tuition or financial assistance | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
| m. Financial aid planning assistance | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
| n. Assistance with FAFSA completion | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
| **Other Post-secondary Preparation Activities** |  |  |  |  |  |  |  |  |  |  |
| o. Other post-secondary education preparation *(specify)* | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
|  |  |  |  |  |  |  |  |  |  |  |
| **B3. Support Services** |  |  |  |  |  |  |  |  |  |  |
| **Financial Support** |  |  |  |  |  |  |  |  |  |  |
| a. Costs related to credential attainment for individual participants, such as certification exam fees | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
| b. Fees associated with other tests or exams (for example SAT or ACT) | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
| c. School supplies | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
| d. Work clothes or uniforms | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
| e. Work-related equipment (for example, drafting tools, personal computer) | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
| f. Transportation | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
| g. Childcare | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
| h. Other dependent care (for example, elder care) | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
| **Health and Well-being Support** |  |  |  |  |  |  |  |  |  |  |
| i. Health care services/referrals | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
| j. Psychological counseling either in-house or as a referral | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
| **Support for Special Populations** |  |  |  |  |  |  |  |  |  |  |
| k. Services for English language learners | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
| l. Services for students with disabilities | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
| m. Services for students from low-income families | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
| n. Services for pregnant and parenting students | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
| o. Other support service *(specify)* | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ | d □ |
|  |  |  |  |  |  |  |  |  |  |  |

**C. SMALL LEARNING COMMUNITIES**

**G. WORK-BASED LEARNING**

C1. We are interested in the extent you think [Program Name in School Name] and the comparison program identified in section B offers the following to students during the 2016-2017 school year.

In column A please check if each of the statements applies to students in the [Program Name in School Name] during the 2016-2017 school year in the first column.

In column B, please answer for students not enrolled in the YCC program at the same school or district, using the same comparison you used in section B, during the 2016-2017 school year.

If all students in the district were in [Program Name], skip column B.

|  | MARK ONE PER ROW | | | | MARK ONE PER ROW | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **A.  Offered for YCC students** | | | | **B.  Offered for non-YCC students** | | | | |
| YES | NO | IN PROGRESS | DON’T KNOW | ALL OR NEARLY ALL (MORE THAN 90%) | A LOT (BETWEEN 50% AND 89%) | SOME (BETWEEN 25% AND 49%) | FEW (LESS THAN 25%) | DON’T KNOW |
| a. Students complete a capstone course that brings together knowledge learned | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | d □ |
| b. Project-based learning is used in courses | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | d □ |
| c. Students are scheduled to take classes together as a cohort at each grade level | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | d □ |
| d. Teachers are scheduled to work with a specific group of students | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | d □ |
| e. Teachers in a program have a regularly scheduled common planning period | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | d □ |
| f. Students attend a school-within-a-school | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | d □ |
| g. Students attend a separate small school | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | d □ |
| h. Students have a physical space that is only available to them | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | d □ |
| i. Other characteristics make for a small learning community *(specify)* | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 2 □ | 3 □ | 4 □ | d □ |
|  |  |  |  |  |  |  |  |  |  |

**D. INTEGRATED CURRICULUM**

**D. INTEGRATED CURRICULUM**

D1. We are interested in the extent you agree with the following statements about the curriculum for students in [Program Name in School Name] and the comparison program identified in section B during the 2016-2017 school year.

In column A, please answer for students in the [Program Name in School Name] during the 2016-2017 school year.

In column B, please answer for students not enrolled in the YCC program at the same school or district, using the same comparison you used in section B and C, during the 2016-2017 school year.

If all students in the district were in [Program Name], skip column B.

|  | MARK ONE PER ROW | | | MARK ONE PER ROW | | |
| --- | --- | --- | --- | --- | --- | --- |
| **For the 2016-2017 school year, do you agree with the statement to the…** | **A.  Extent applies to  YCC students** | | | **B.  Extent applies to  non-YCC students** | | |
|  | agree | disagree | DON’T KNOW | Agree | disagree | Don’t know |
| **Standards and Assessments** |  |  |  |  |  |  |
| a. The academic curriculum was aligned to the state’s career and college ready standards | 1 □ | 2 □ | d □ | 1 □ | 2 □ | d □ |
| b. The curriculum and instructional materials in career-related classes were based on industry standards | 1 □ | 2 □ | d □ | 1 □ | 2 □ | d □ |
| c. Workplace skills were incorporated and assessed | 1 □ | 2 □ | d □ | 1 □ | 2 □ | d □ |
| d. There were multiple assessments that reflect practices in the career field | 1 □ | 2 □ | d □ | 1 □ | 2 □ | d □ |
| e. Competency-based assessments were offered | 1 □ | 2 □ | d □ | 1 □ | 2 □ | d □ |
| **Academic Courses** |  |  |  |  |  |  |
| f. Coursework reached high levels of English and math (that is, four years in each) | 1 □ | 2 □ | d □ | 1 □ | 2 □ | d □ |
| g. Graduates were expected to successfully complete the coursework needed to attend 4 year colleges | 1 □ | 2 □ | d □ | 1 □ | 2 □ | d □ |
| h. Graduates were expected to successfully complete the coursework needed to attend 2 year college or apprenticeship training programs | 1 □ | 2 □ | d □ | 1 □ | 2 □ | d □ |
| i. Flexibility was provided to students with special needs (for example, ELL, SPED, AP, and IB students) | 1 □ | 2 □ | d □ | 1 □ | 2 □ | d □ |
| **Career-Technical Courses** |  |  |  |  |  |  |
| j. There was a distinctive career theme integrated across all the years of the program | 1 □ | 2 □ | d □ | 1 □ | 2 □ | d □ |
| k. Students could demonstrate knowledge of a variety of careers and related educational requirements in the career field | 1 □ | 2 □ | d □ | 1 □ | 2 □ | d □ |
| l. Career and technical courses were sequenced in a manner that builds technical skills from one year to the next | 1 □ | 2 □ | d □ | 1 □ | 2 □ | d □ |
| m. The sequence of career and technical course enabled students to obtain skill certifications recognized by employers | 1 □ | 2 □ | d □ | 1 □ | 2 □ | d □ |
| n. Students took courses that help them enter a career ladder in a H-1B industry or occupation | 1 □ | 2 □ | d □ | 1 □ | 2 □ | d □ |
| **Curriculum Integration** |  |  |  |  |  |  |
| o. Students were shown how their academic subjects relate to each other and apply in the context of adult professional work. | 1 □ | 2 □ | d □ | 1 □ | 2 □ | d □ |
| p. Students engaged in projects requiring the application of skills from several courses (for example, a senior and/or capstone project) | 1 □ | 2 □ | d □ | 1 □ | 2 □ | d □ |
| q. Academic courses used examples related to the career theme | 1 □ | 2 □ | d □ | 1 □ | 2 □ | d □ |
| r. Career-focused classes also taught academic skill building | 1 □ | 2 □ | d □ | 1 □ | 2 □ | d □ |

**E. EMPLOYER ENGAGEMENT**

**E. EMPLOYER ENGAGEMENT**

E1. We are interested in the extent you agree with the following statements about employer partners with [Program Name in School Name] and the comparison program identified in section B during the 2016‑2017 school year.

In column A, please answer for employer partners working with [Program Name in School Name] during the 2016-2017 school year.

In column B, please answer for employer partners working with at the same school or district identified in sections B through D during the 2016-2017 school year.

If all students in the district were in [Program Name], skip column B.

For statements related to “Professional Development and Support”, we are interested in employers who partnered with the central office as well as those that partnered with [Program Name in School Name].

For statements related to “Workforce Preparation Activities”, we are only interested in employers that partnered with [Program Name in School Name].

|  | MARK ONE PER ROW | | | MARK ONE PER ROW | | |
| --- | --- | --- | --- | --- | --- | --- |
| **For the 2016-2017 school year, do you agree with the statement to the…** | **A.  Extent applies to  YCC students** | | | **B.  Extent applies to  non-YCC students** | | |
|  | agree | disagree | Don’t know | Agree | disagree | Don’t know |
| **Program Development and Support** |  |  |  |  |  |  |
| a. Helped define the program strategies and goals | 1 □ | 2 □ | d □ | 1 □ | 2 □ | d □ |
| b. Assisted with curriculum development and program design | 1 □ | 2 □ | d □ | 1 □ | 2 □ | d □ |
| c. Provided resources to support education/training | 1 □ | 2 □ | d □ | 1 □ | 2 □ | d □ |
| d. Actively participated on the program’s advisory board | 1 □ | 2 □ | d □ | 1 □ | 2 □ | d □ |
| e. Provided program leadership outside the advisory board | 1 □ | 2 □ | d □ | 1 □ | 2 □ | d □ |
| f. Served as an informal program advisor | 1 □ | 2 □ | d □ | 1 □ | 2 □ | d □ |
| g. Served as outside grader or reviewer of classroom projects | 1 □ | 2 □ | d □ | 1 □ | 2 □ | d □ |
| **Workforce Preparation Activities** |  |  |  |  |  |  |
| h. Provided students with mentors for at least one year | 1 □ | 2 □ | d □ | 1 □ | 2 □ | d □ |
| i. Provided students with mentors for less than one year | 1 □ | 2 □ | d □ | 1 □ | 2 □ | d □ |
| j. Provided field trips to employer’s worksite | 1 □ | 2 □ | d □ | 1 □ | 2 □ | d □ |
| k. Spoke at the school to describe career fields | 1 □ | 2 □ | d □ | 1 □ | 2 □ | d □ |
| l. Offered job shadowing opportunities | 1 □ | 2 □ | d □ | 1 □ | 2 □ | d □ |
| m. Provided project learning opportunities at the workplace | 1 □ | 2 □ | d □ | 1 □ | 2 □ | d □ |
| n. Provided paid internships | 1 □ | 2 □ | d □ | 1 □ | 2 □ | d □ |
| o. Provided unpaid internships | 1 □ | 2 □ | d □ | 1 □ | 2 □ | d □ |
| p. Provided registered apprenticeships or pre‑apprenticeships | 1 □ | 2 □ | d □ | 1 □ | 2 □ | d □ |
| q. Gave hiring preference to students who complete the YCC program | 1 □ | 2 □ | d □ | 1 □ | 2 □ | d □ |
| r. Engaged historically underrepresented populations such as females and minorities | 1 □ | 2 □ | d □ | 1 □ | 2 □ | d □ |

**F. WORK-BASED LEARNING**

**G. WORK-BASED LEARNING**

F1. We are interested in whether you agree with the following statements about the work-based learning skills students were taught in the [Program Name in School Name] and in the comparison program identified in sections B, C, and D during the 2016-2017 school year.

In column A, please answer for students in the [Program Name in School Name] during the 2016-2017 school year.

In column B, please answer for students not enrolled in the YCC program at the same school or district used in sections B through E during the 2016-2017 school year.

If all students in the district were in [Program Name], skip column B.

|  | MARK ONE PER ROW | | | MARK ONE PER ROW | | |
| --- | --- | --- | --- | --- | --- | --- |
| **For the 2016-2017 school year, do you agree with the statement to the …** | **A.  Extent applies to  YCC students** | | | **B.  Extent applies to  non-YCC students** | | |
|  | agree | disagree | Don’t know | Agree | disagree | Don’t know |
| **Workplace Behavioral Expectations** |  |  |  |  |  |  |
| a. About work expectations for attendance and the need to adhere to them. | 1 □ | 2 □ | d □ | 1 □ | 2 □ | d □ |
| b. About work expectations for punctuality and the need to adhere to them. | 1 □ | 2 □ | d □ | 1 □ | 2 □ | d □ |
| c. To dress appropriately for a position and duties. | 1 □ | 2 □ | d □ | 1 □ | 2 □ | d □ |
| **Workplace Culture and Communication** |  |  |  |  |  |  |
| d. To speak clearly and communicate effectively—verbally and non-verbally. | 1 □ | 2 □ | d □ | 1 □ | 2 □ | d □ |
| e. To accept direction, feedback, and constructive criticism with a positive attitude and use information to improve work performance. | 1 □ | 2 □ | d □ | 1 □ | 2 □ | d □ |
| f. To demonstrate understanding of workplace culture and policy. | 1 □ | 2 □ | d □ | 1 □ | 2 □ | d □ |
| g. To understand of the requirements for career pathways, such as what they need to do in order to attend a two- or four-year college or gain a certificate. | 1 □ | 2 □ | d □ | 1 □ | 2 □ | d □ |
| **Workplace Performance Expectations** |  |  |  |  |  |  |
| h. To participate fully in a task or project from initiation to completion. | 1 □ | 2 □ | d □ | 1 □ | 2 □ | d □ |
| i. To meet quality standards at work. | 1 □ | 2 □ | d □ | 1 □ | 2 □ | d □ |
| j. To exercise sound reasoning and analytical thinking to solve workplace problems | 1 □ | 2 □ | d □ | 1 □ | 2 □ | d □ |
| k. To relate positively with co-workers and work productively with individuals and in teams. | 1 □ | 2 □ | d □ | 1 □ | 2 □ | d □ |
| **Technical Skills** |  |  |  |  |  |  |
| l. To develop career-specific skills needed to enter the field. | 1 □ | 2 □ | d □ | 1 □ | 2 □ | d □ |
| m. To develop technological (for example, computer) skills. | 1 □ | 2 □ | d □ | 1 □ | 2 □ | d □ |

**G. CAREER AND ACADEMIC COUNSELING**

**F. CAREER AND ACADEMIC COUNSELING**

G1. We are interested in better understanding academic and career counseling in [Program Name in School Name] and for the comparison program used in sections B through F during the 2016-2017 school year. We use the term counselor/counseling to include counselors, advisors, and coaches.

In column A, please indicate the number of times students in the [Program Name in School Name] were required to meet each type of counselor during the 2016-2017 school year.

In column B, please indicate the number of times students not enrolled in the YCC program at the same school or district identified in sections B through F during the 2016-2017 school year.

If all students in the district were in [Program Name], skip column B.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Number of times students are required to meet with academic counselors, advisors, and coaches during the 2016-2017 school year | | | | | |
|  | A.  YCC students | | | B.  Non-YCC students | | |
|  | TIMES | DON’T KNOW | N/A | TIMES | DON’T KNOW | N/A |
| a. Academic Counselor whose duties are distinct from a career counselor’s duties | | | | | | d □ | NA □ | | | | | | d □ | NA □ |
| b. Career Counselor whose duties are district from an academic counselors duties | | | | | | d □ | NA □ | | | | | | d □ | NA □ |
| c. Counselor who fulfills both academic and career functions | | | | | | d □ | NA □ | | | | | | d □ | NA □ |

G2. For each type of counselor listed below, on average, how many students were assigned per counselor? That is, what was the student-to-counselor ratio?

In column A, please indicate student-to-counselor ratio in the [Program Name in School Name] for each type of counselor during the 2016-2017 school year.

In column B, please indicate students-to-counselor ratio for those not enrolled in the YCC program at the same school or district identified in sections B through F during the 2016-2017 school year.

If all students in the district were in [Program Name], skip column B

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Number of students assigned per counselor during the 2016-2017 school year | | | | | |
|  | A.  YCC students | | | B.  Non-YCC students | | |
|  | STUDENTS ASSIGNED PER COUNSELOR | DON’T KNOW | N/A | STUDENTS ASSIGNED PER COUNSELOR | DON’T KNOW | N/A |
| a. Academic counselor (whose duties are distinct from a career counselor’s duties) | | | | | | d □ | NA □ | | | | | | d □ | NA □ |
| b. Career counselor (whose duties are district from an academic counselors duties) | | | | | | d □ | NA □ | | | | | | d □ | NA □ |
| c. General counselor (who fulfills both academic and career functions) | | | | | | d □ | NA □ | | | | | | d □ | NA □ |

G3. Did any type of counselor in [Program Name in School Name] provide the following services during the 2016-2017 school year?

|  | MARK ONE PER ROW | | | | MARK ONE PER ROW | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Did counselors provide this service to?** | | | | | | | |
|  | **a.  ycc students** | | | | **b.  Non-ycc students** | | | |
|  | yes | no | IN PROGRESS | DON’T KNOW | yES | nO | IN PROGRESS | dON’T KNOW |
| **Identifying Educational and Career Goals** |  |  |  |  |  |  |  |  |
| a. Working with students to develop an Individual Development Plan (IDP) | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 0 □ | 2 □ | d □ |
| b. Reviewing and updating a student’s IDP | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 0 □ | 2 □ | d □ |
| c. Helping students identify viable educational and career goals | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 0 □ | 2 □ | d □ |
| d. Providing occupational information based on local labor market conditions | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 0 □ | 2 □ | d □ |
| e. Providing career interest inventories | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 0 □ | 2 □ | d □ |
| f. Assessing students ability to identify and obtain employment in chosen career | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 0 □ | 2 □ | d □ |
| **Educational and Career Goal Planning** |  |  |  |  |  |  |  |  |
| g. Assisting students to select courses to meet career and educational objectives | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 0 □ | 2 □ | d □ |
| h. Identifying work-based learning experiences to complement career aspirations | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 0 □ | 2 □ | d □ |
| i. Assisting students to select and apply to post-secondary education | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 0 □ | 2 □ | d □ |
| j. Assisting students to select and apply to post-secondary training opportunities | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 0 □ | 2 □ | d □ |
| k. Working with students to determine ways to finance post-secondary education or training | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 0 □ | 2 □ | d □ |
| l. Assisting students with resume preparation or interview skills | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 0 □ | 2 □ | d □ |
| m. Helping with job search and placement | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 0 □ | 2 □ | d □ |
| n. Facilitating a relationship with or identifying resources at the American Job Centers (AJCs) | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 0 □ | 2 □ | d □ |
| **Supporting Special Populations** |  |  |  |  |  |  |  |  |
| o. Providing for unique needs of students with physical or learning disabilities | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 0 □ | 2 □ | d □ |
| p. Providing for unique needs of English language learners | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 0 □ | 2 □ | d □ |
| q. Encouraging and supporting low-income and underrepresented students to enroll in the YCC program | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 0 □ | 2 □ | d □ |
| r. Other *(specify)* | 1 □ | 0 □ | 2 □ | d □ | 1 □ | 0 □ | 2 □ | d □ |
|  |  |  |  |  |  |  |  |  |

**H. PROFESSIONAL DEVELOPMENT AND SUSTAINABILITY**

**J. PROFESSIONAL DEVELOPMENT**

H1. We are interested in the extent you agree with the following statements about the professional development activities offered to teachers and staff in the [Program Name in School Name] during the 2016-2017 school year.

For each of the statements listed below, please check if it applies to teachers and staff in the [Program Name in School Name] during the 2016-2017 school year in the first column.

In column B, please check if the statement applies to all, some, or none of the similar non-YCC teachers at the same school during the 2016-2017 school year.

If all teachers and staff in the school were part of the [Program Name], then please answer the questions about teachers and staff in similar schools in the same district that are not in YCC.

|  | MARK ONE PER ROW | | | MARK ONE PER ROW | | |
| --- | --- | --- | --- | --- | --- | --- |
|  | **A.  Offered to YCC teachers and staff** | | | **B.  Offered to non-YCC teachers and staff** | | |
|  | Agree | Disagree | Don’t know | Agree | Disagree | Don’t know |
| a. Professional development included time allocated specifically for professional learning for program staff, such as industry site-based residencies or internships. | 1 □ | 2 □ | d □ | 1 □ | 2 □ | d □ |
| b. Professional development included intensive staff training, such as individualized mentoring or focused coaching by master teachers and industry experts | 1 □ | 2 □ | d □ | 1 □ | 2 □ | d □ |
| c. Professional development enabled program staff to build professional networks or establish communities of practice with other teachers or partners. | 1 □ | 2 □ | d □ | 1 □ | 2 □ | d □ |
| d. Professional development focused on industry-based content. | 1 □ | 2 □ | d □ | 1 □ | 2 □ | d □ |
| e. Professional development focused on active learning opportunities that will transfer to effective teaching practices and curriculum. | 1 □ | 2 □ | d □ | 1 □ | 2 □ | d □ |
| f. Professional development activities are based on a formal curriculum | 1 □ | 2 □ | d □ | 1 □ | 2 □ | d □ |
| g. Professional development facilitators receive training prior to delivering the session | 1 □ | 2 □ | d □ | 1 □ | 2 □ | d □ |
| h. Professional development activities are assessed using exit surveys | 1 □ | 2 □ | d □ | 1 □ | 2 □ | d □ |

H2. We are interested in understanding [Program Name in School Name]’s sustainability plan.

How much planning has been done to sustain each of the following program components at [Program Name in Program School]?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | MARK ONE PER ROW | | | | |
|  | PLAN COMPLETE | PLAN PARTIALLY COMPLETE | PLAN NOT STARTED | NOT PLANNING TO OFFER AFTER YCC FUNDING ENDS | DON’T KNOW |
| a. Integrated curriculum | 1 □ | 2 □ | 3 □ | 4 □ | d □ |
| b. Employer engagement | 1 □ | 2 □ | 3 □ | 4 □ | d □ |
| c. Individualized academic counseling | 1 □ | 2 □ | 3 □ | 4 □ | d □ |
| d. Individualized career counseling | 1 □ | 2 □ | 3 □ | 4 □ | d □ |
| e. Work-based learning | 1 □ | 2 □ | 3 □ | 4 □ | d □ |
| f. Small community learning | 1 □ | 2 □ | 3 □ | 4 □ | d □ |
| g. Student access to industry-specific career tracks | 1 □ | 2 □ | 3 □ | 4 □ | d □ |
| h. Key staff positions | 1 □ | 2 □ | 3 □ | 4 □ | d □ |
| i. Program Advisory board | 1 □ | 2 □ | 3 □ | 4 □ | d □ |
| j. Pursuing additional funds to support the YCC program after the grant period ends | 1 □ | 2 □ | 3 □ | 4 □ | d □ |
| k. Other *(specify)* | 1 □ | 2 □ | 3 □ | 4 □ | d □ |
|  |  |  |  |  |  |
| l. Other *(specify)* | 1 □ | 2 □ | 3 □ | 4 □ | d □ |
|  |  |  |  |  |  |
| m. Other *(specify)* | 1 □ | 2 □ | 3 □ | 4 □ | d □ |
|  |  |  |  |  |  |

H3. Are there any components of the [Program Name] you know will not continue after the grant ends in 2018?

0 □ No

1 □ Yes *(specify)*

**Thank you for taking the time to complete this survey.**

Once your survey is complete, click the “Submit Form” box on the top right of the PDF (outlined in red below). This will submit your responses to the study team.

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