

2007 Summer Jobs Campaign

The Summer Jobs Equation

Boston has a long history of providing summer jobs for urban teenagers. By blending private sector job commitments, city and state funds, and community-based placements, Boston is at the forefront of the nation in youth employment. During the summer of 2007, the City, the PIC, ABCD, and Youth Opportunity Boston provided a combined **9,378 jobs**. The PIC oversees the private sector component of the Mayor's summer jobs campaign.

2007 Boston Summer Jobs	
<u>Organization</u>	<u># Jobs</u>
PIC	4,283
Boston Youth Fund (City)	3,533
ABCD	1,087
Career Exploration (WIA)	248
Youth Opportunity (City)	<u>227</u>
Total	9,378

At its peak in 2001, the Boston summer effort provided about 11,000 jobs for teenagers, yet the number fell to 8,000 by 2004. This decline was largely due to a drastic reduction in federal funding for summer jobs and a recessionary reduction in retail hiring that squeezed teenagers out of this labor market. When retail hiring bounced back, the percentage of jobs going to teenagers remained at a historic low.

The 9,378 jobs generated by the 2007 Mayor's Summer Jobs Campaign represent an important accomplishment. There is no city in America that has a public/private summer jobs campaign of this scale. The Private Industry Council organizes the private sector component of the Mayor's summer jobs campaign, as well as a relatively small number of publicly funded, community based jobs and internships. Of the PIC total, 3,906 positions were private sector and 377 were funded with state and city dollars.

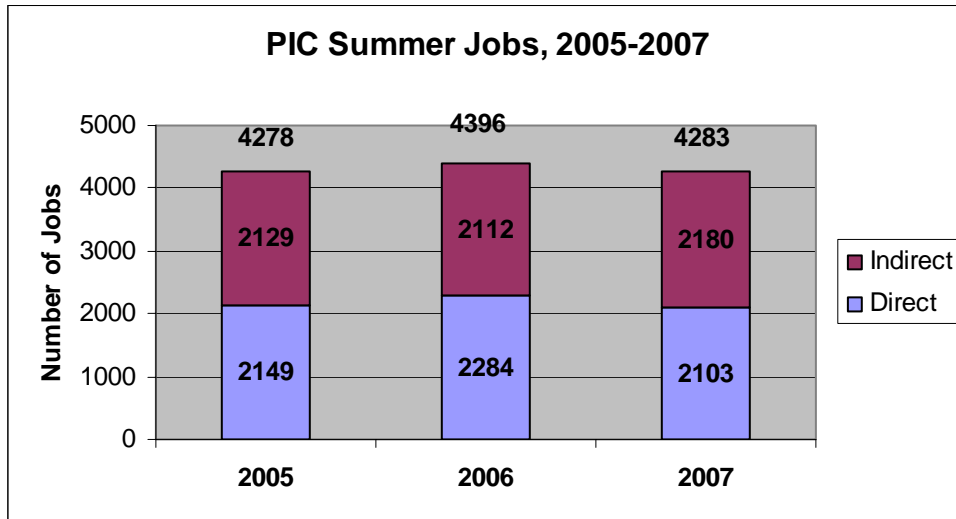
Why Summer Jobs Matter

A broad-based summer jobs effort is important for a city. Summer jobs keep young people in constructive settings and off the streets; they help local employers fill summer vacancies and meet real business needs; they diversify the workforce; and they help prepare the next generation of workers to succeed in the economy. The right mix of work skills and career aspiration inevitably motivates academic achievement. From a public policy perspective, we know that employment reduces the dropout rate and increases the college going rate.

Summer jobs are critical for the development and success of teenagers. Jobs teach students the habits of paid work – attendance and punctuality, speaking and listening, accepting direction and criticism, and problem solving and taking initiative. They also provide valuable connections to workplace supervisors. The Center for Labor Market Studies has shown that summer and senior year jobs increase the employment, earnings, and college-going rates of high school graduates.

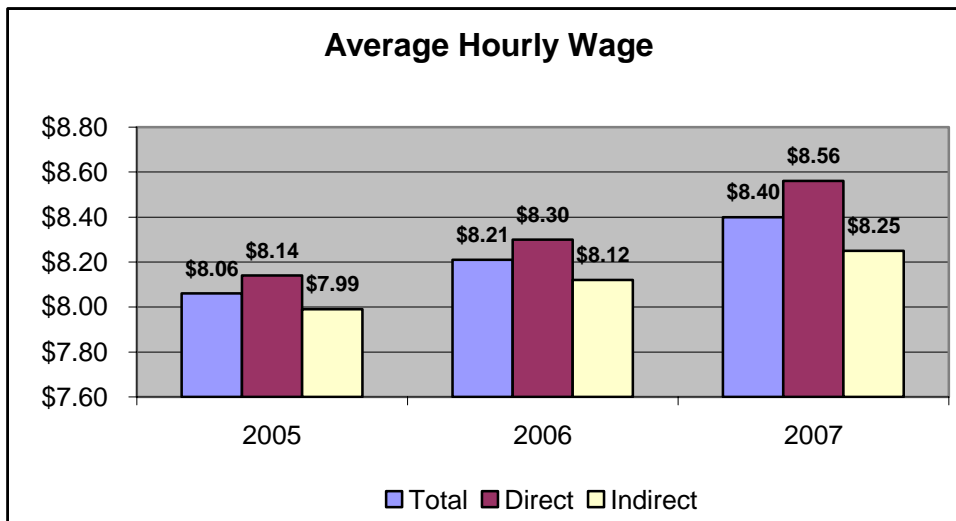
Increasingly, employers are looking to their high school employees as a source of talent and diversity. By providing internships, employers play an active role in teaching students about their industries and the jobs available with the appropriate education, training, and work experience. The PIC actively organizes these internships in coordinating the private sector component of the Mayor's summer jobs campaign.

2007 PIC Summer Jobs Summary



The total number of summer jobs for which the PIC accounts – 4,283 – has remained fairly steady over the past three summers, though it is considerably lower than the peak of more than 5,000 jobs in 2001. Overall, from 2006, there was a 3% decline in jobs, with an 8% decrease in the direct jobs. The number of indirect jobs rose by 3% from 2006.

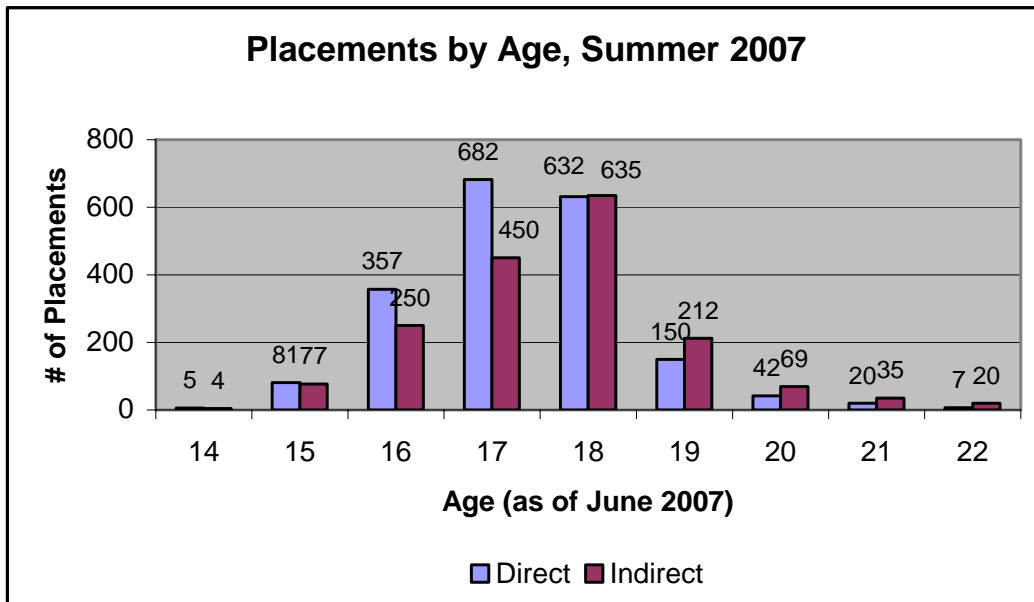
Direct placements are brokered by PIC staff; indirect placements are jobs that students obtain on their own, though often after participating PIC workshops. Because indirect placements are the result of PIC career specialists’ relationships with students and a summer phone survey, our reports may not include some students who worked this summer. Next summer, we aim to use the phone survey to obtain better estimates of employment, unemployment, and the reasons students did not work.



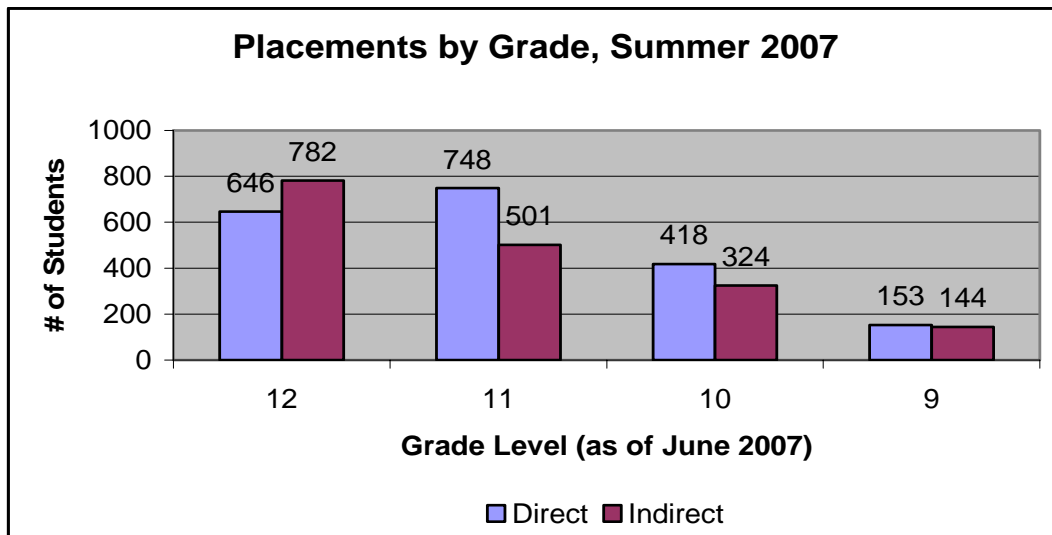
*Note: Averages are based on wages paid to students by employers, not sponsored jobs or stipended programs.

Wages for students have increased steadily since 2005. Students placed through the PIC (“direct placements”) earn more on an hourly basis than those who obtain jobs on their own: overall wages increased 19 cents per hour since 2006, while those of students in PIC-brokered direct placements rose 26 cents per hour, compared to an increase of 13 cents for indirect placements. The gap in average hourly wage between a direct and indirect placement increased from 18 to 31 cents per hour from 2006 to 2007.

Student Characteristics: Age and Grade Level

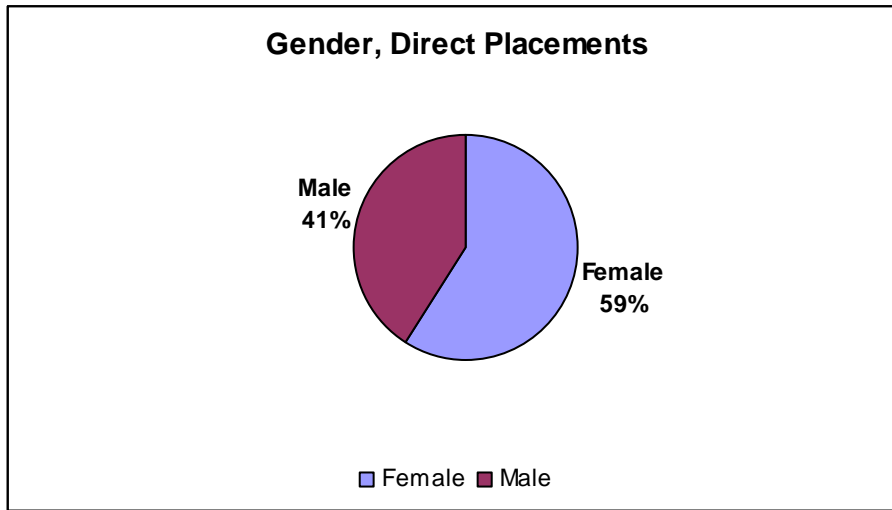


Two-thirds (67%) of PIC direct placements were 17 or 18 years old. The higher number of direct placements for 16 and 17 year-olds may suggest that these students were more likely to get a job through the PIC than on their own, while the older students are more likely to get jobs on their own. Increasingly, employers are setting hiring criteria based on age (usually 18) and prior work experience.

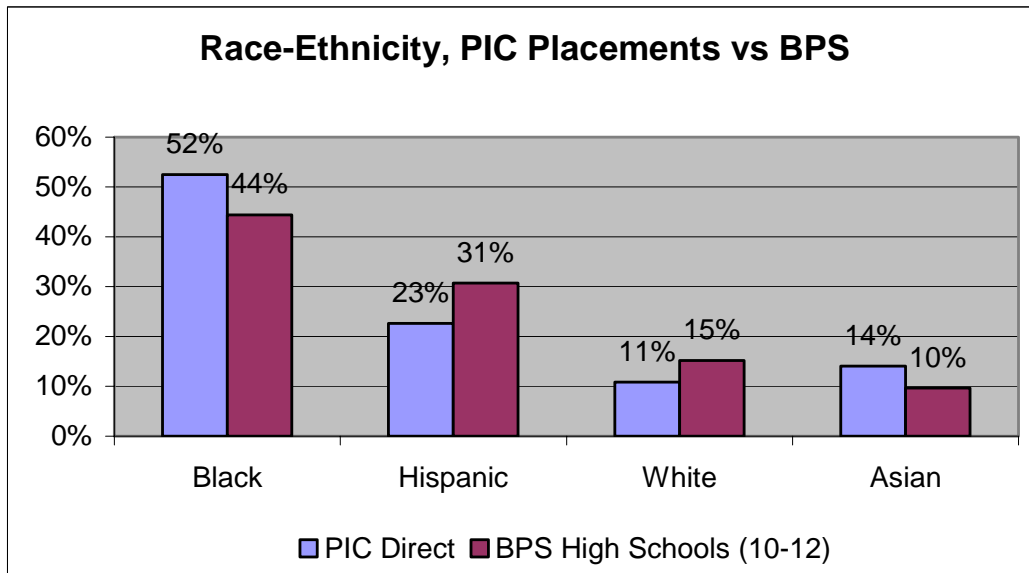


Of all the PIC placements, 72% were 11th and 12th graders. Students in the 10th and 11th grades appear more likely to get a job through the PIC than on their own. Students in the 12th grade were better able to find their own employment. This is a reflection of the age analysis above. Additionally, most PIC internship programs are targeted at students in the 11th and 12th grades. The insufficient number of jobs for younger students poses a challenge for our job brokering efforts.

Student Characteristics: Gender and Race-Ethnicity

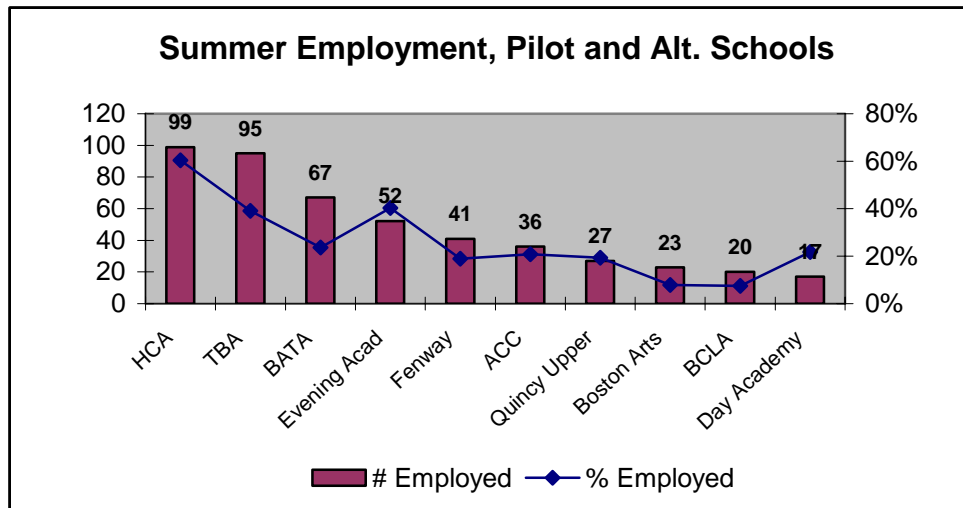
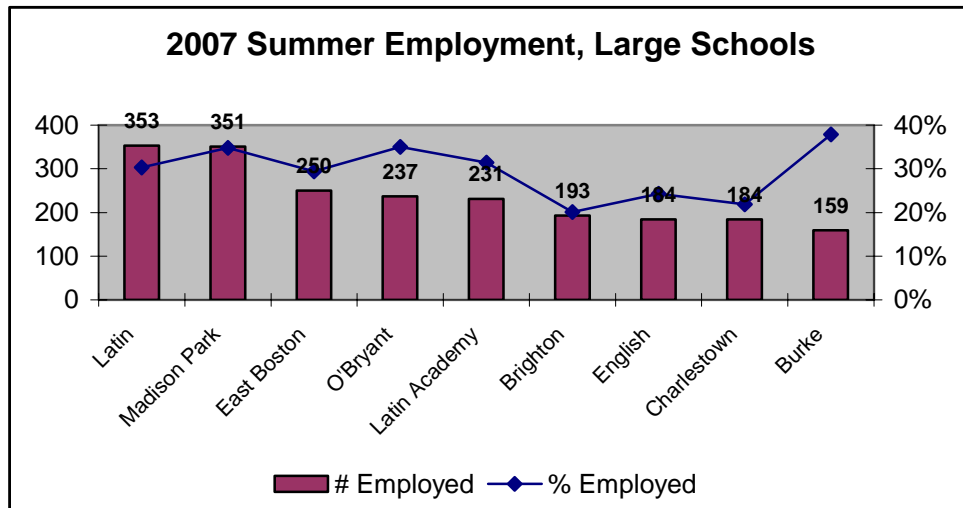
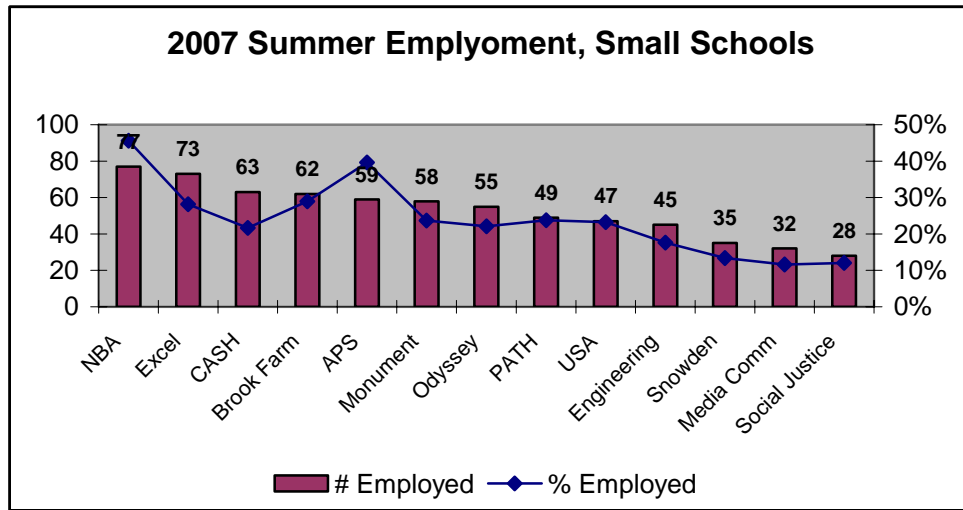


Males were underrepresented in PIC placements. Of the students for whom the PIC brokered jobs, 59% are female and 41% are male, similar to last summer. BPS students in grades 10-12 (excluding those who withdrew from school) are 53% female and 47% male.



Three-quarters (75%) of PIC placements were Black and Hispanic students. Black students comprise the majority of PIC-brokered placements (52%), followed by Hispanic students (23%), Asian students (14%), and White students (11%). When compared to the general population of BPS students in grades 10-12, Black and Asian students were overrepresented in PIC jobs, while Hispanic and White students were underrepresented.

Employment by Type of High School



Note: The placement numbers and the percentages employed is based on the number of students in grades 10-12, not including those who withdrew.

2007 Supervisor Survey Highlights

Overall the PIC's work with supervisors is strong and improving.

- 91% of supervisor respondents “agreed” (45.3%) or “strongly agreed” (45.9%) that they were satisfied with their summer experience, yet 86% said that they would be interested in supervising a student next summer, with 10% indicating that they were unsure.
- 12.2% of supervisors initiated contact with a student’s PIC career Specialist during the summer, up from 5.8% in the summer of 2006.
- 15.7% of supervisors encountered difficulties with their student employees this summer, down slightly from 18.6% last summer.
- When encountering difficulties with their students, supervisors were more likely to contact PIC staff – 53.9% in 2007, a substantial increase from 38.6% in 2006.
- When rating the work-based learning plan, 87.2% of supervisors indicated that the plan was helpful as a planning tool, and 93.9% found it to be helpful as an evaluation tool, up from 82.1% and 88.6%, respectively, in 2006.
- This year 82.9% of supervisors felt prepared to develop age- and skill- appropriate tasks for their students, down slightly from 86.5% last summer. Supervisors who attended a PIC supervisor training feel more prepared than those who do not, 86.7% versus 79%.

Student job performance declined slightly, coincident with the layoff of several frontline PIC staff.

- Supervisors rated students in 11 competency areas: *appropriate dress, punctuality, attendance, interacting with coworkers, asking clarifying questions, accepting direction, following company protocols; taking initiative, using technology, overall productivity and attitude*. In 2007, overall student ratings decreased in all 11 competencies.
- “Taking initiative” was the weakest competency in both 2006 and 2007. In 2006 27.8% of respondents rated students’ ability to take initiative just “fair” or “poor.” In 2007, that percentage increased to 37.8% of respondents rating students as either “fair” or “poor” in this category.
- “Asking clarifying questions” was the second weakest competency for the second year in a row. In 2007, 24.6% of respondents rated students as either “fair” or “poor” in this category, up from 21.6% in 2006.
- From the 2006 to 2007, the percentage of respondents rating student dress as either “excellent” or “good” decreased from 87.3% to 83.4%.
- For the second year in a row, “attitude” received the highest ratings from supervisors. This year 85.9% of supervisors rated student attitude as either “good” or “excellent,” consistent with last year’s ratings.
- 88.5% of supervisors rated students as either “good” or “excellent” in accepting direction, the same as in 2006.

Student-Employee Performance Based on Supervisor Survey Results

		Excellent=1	Good= 2	Fair= 3	Poor= 4	N/A	Average
Appropriate Dress	2007	33.6%	49.8%	13.8%	2.4%	0.3%	1.85
	2006	37.3%	50.0%	11.4%	1.3%	0.0%	1.77
	Change	-3.7%	-0.2%	2.4%	1.1%	0.3%	0.08
Punctuality	2007	42.9%	37.8%	12.9%	6.0%	0.3%	1.82
	2006	45.4%	35.6%	13.4%	5.6%	0.0%	1.79
	Change	-2.5%	2.2%	-0.5%	0.4%	0.3%	0.03
Attendance	2007	48.3%	36.6%	9.6%	5.1%	0.3%	1.71
	2006	54.2%	28.4%	11.8%	5.6%	0.0%	1.69
	Change	-5.9%	8.2%	-2.2%	-0.5%	0.3%	0.02
Interacting with Coworkers	2007	38.1%	42.3%	15.6%	3.6%	0.3%	1.85
	2006	46.4%	36.6%	15.0%	2.0%	0.0%	1.73
	Change	-8.3%	5.7%	0.6%	1.6%	0.3%	0.12
Asking Clarifying Questions	2007	34.5%	40.2%	20.1%	4.5%	0.6%	1.95
	2006	37.3%	41.2%	17.0%	4.6%	0.0%	1.89
	Change	-2.8%	-1.0%	3.1%	-0.1%	0.6%	0.06
Accepting Direction	2007	45.0%	43.5%	8.7%	2.4%	0.3%	1.68
	2006	49.3%	39.2%	8.2%	3.3%	0.0%	1.65
	Change	-4.3%	4.3%	0.5%	-0.9%	0.3%	0.03
Following Company Protocols	2007	39.0%	48.9%	9.0%	1.8%	1.2%	1.73
	2006	46.4%	42.2%	8.2%	2.6%	0.7%	1.67
	Change	-7.4%	6.7%	0.8%	-0.8%	0.5%	0.06
Taking Initiative	2007	26.4%	35.1%	27.9%	9.9%	0.6%	2.21
	2006	34.4%	37.9%	21.6%	6.2%	0.3%	2.00
	Change	-8.0%	-2.8%	6.3%	3.7%	0.3%	0.21
Using Technology	2007	35.1%	45.0%	12.9%	2.7%	4.2%	1.82
	2006	44.4%	41.8%	8.8%	1.3%	3.6%	1.66
	Change	-9.3%	3.2%	4.1%	1.4%	0.6%	0.16
Overall Productivity	2007	39.0%	42.0%	13.8%	4.8%	0.3%	1.84
	2006	42.5%	39.2%	15.7%	2.6%	0.0%	1.78
	Change	-3.5%	2.8%	-1.9%	2.2%	0.3%	0.06
Attitude	2007	52.6%	33.3%	10.5%	3.3%	0.3%	1.64
	2006	56.2%	30.4%	10.5%	2.9%	0.0%	1.60
	Change	-3.6%	2.9%	0.0%	0.4%	0.3%	0.04

Sample Size: 2007 = 333 / 2006 = 306