

TABLE 4.—Percentage of terminees who have had schooling since leaving NYC, and the percentage of time out spent in school (activities included are: Full-time school and part-time school)

|                                                       | Percent of responses—Rate |          |       |           |       |
|-------------------------------------------------------|---------------------------|----------|-------|-----------|-------|
|                                                       | White                     | Nonwhite | Other | No answer | Total |
| N.....                                                | 579                       | 1,110    | 66    | 233       | 1,988 |
| Percent of time in school since termination from NYC: |                           |          |       |           |       |
| 1 to 24.....                                          | 4.49                      | 4.95     | 4.54  | 9.44      | 5.33  |
| 25 to 49.....                                         | 3.10                      | 4.77     | 3.03  | 5.57      | 4.32  |
| 50 to 74.....                                         | 3.62                      | 4.14     | 3.03  | 4.29      | 3.97  |
| 75 to 100.....                                        | 7.59                      | 11.08    |       | 8.15      | 9.35  |
| No schooling since NYC.....                           | 81.17                     | 75.04    | 89.39 | 72.53     | 77.01 |

Mr. HOWARD. We will also have a summary, because it is rather defective in terms of clarity, very frankly, in its present form. We will have both of those available for the committee.

In addition, with regard to the inschool program, we expect a progress report in April and June of next year, since this is a two-cycle analysis.

In addition to these outside contracted evaluations and the one I mentioned on the new programs, we have done evaluations with our own staff, and evaluations have been performed by the Manpower Administration evaluation staff.

We have, for example, conducted, last summer, an evaluation of the effectiveness of the summer program to ascertain whether enough attention was paid to the supportive counseling and the kinds of activities, or whether it was perceived of in the minds of local sponsors as just a paid work experience.

(The evaluation referred to follows:)

MARCH 21, 1967.

To: NYC field staff.

From: Jack Howard.

Subject: An analysis of the NYC summer program.

During the summer of 1966, the NYC evaluation staff made a number of on-site reviews of selected summer projects throughout the country. The results of their observations and findings are attached.

The analysis should be of value now as we give thought to planning summer components for 1967. On balance, it appears that most sponsors were successful in providing many hard-core disadvantaged students with adequate work assignments during the summer. The quality of supervision, the impact of the NYC summer projects on the local community, and public relations in general, all showed marked improvement over the previous summer program.

Unfortunately, the picture was not all bright. Counseling and remedial education were largely ineffectual or non-existent in many projects visited. This survey also suggests that the NYC summer program still is not an effective vehicle for attracting young dropouts back to school. Moreover, seasonal factors had an adverse effect on some sponsors' ability to maintain their authorized participation rate. In general, utilization of and coordination with other community resources and organizations could have been improved.

The attached should be read in light of your current plans to mount summer projects in the next few months so that our new summer projects can demonstrate a significant increase in the quality of services offered.

#### INTRODUCTION AND HIGHLIGHTS

The Neighborhood Youth Corps authorized a national program of work experience and occupational training this past summer directed toward helping the disadvantaged youth continue his schooling and develop to the fullest his