

enrollees. This supervisor was not given any more enrollees. There was some local resentment in Great Falls, Montana against emphasis placed on enrolling American-Indians, but this was found to be unjustified. Evaluators requested that the Decatur, Georgia project be monitored by Regional representatives for irregularities in enrollee assignments and the imbalance in overall racial composition.

In the overwhelming number of cases, the indications were that NYC was making impressive progress in integration of work-sites, but making less progress in maintaining racial balances in some projects. Uniracial projects were usually dictated by local sentiment and resistance to integration rather than by any failure on the part of sponsors to vigorously promote equal opportunity.

PART IV. POST-ENROLLMENT EXPERIENCE

The ultimate aim of the summer program was to influence enrollees to return to school, through the financial assistance, counseling and guidance they would be exposed to during the work-training period. Therefore, the value of the summer program must be judged in light of their successes in achieving this end. In view of that criteria, just how successful was the summer program?

The summer program was successful in influencing enrollees to continue their education. However, most of the projects were not successful in attracting dropouts, and only moderately successful in stimulating those enrolled to resume their education. Appendix IV gives complete termination data which contains some implications for NYC. These findings are discussed below.

Sponsors' ability to attract dropouts appears to have been a failure. Less than two percent of those sampled were former dropouts. There are a number of reasons for this lack of participation, but the most important is the fact that most of the sponsors were Boards of Education who either through inability, design or oversight, failed to concentrate their efforts on recruiting dropouts. Moreover, the results suggest that sponsors in some regions gave little or no emphasis to this particular pursuit. Two regions enrolled four percent enrollee-dropouts each, one region enrolled ten percent and the others enrolled absolutely none. Such disparity suggests a failure of communications, rather than a failure in recruitment efforts. Since the preponderance of sponsors were schools, not traditionally skilled in outreach methods, it is reasonable to assume that many did not make a concerted effort in this direction in the absence of very strong encouragement from NYC.

What about the dropouts enrolled in the program? As mentioned, only about two percent of the sample were former dropouts and the great majority left the program before its completion. For the small number who remained until the end, the evidence is that a large majority returned to school. The obvious implication is that the longer NYC has to work with dropouts, and treat the particular problems which initially causes them to abandon school, the greater the chances of success. It is also possible to conclude that in-school projects are not capable of retaining dropouts, even without the attendant discipline and regimentation (which many dropouts view negatively) of formal classroom study. The variables are so numerous, that conclusions are difficult to draw as to why this is so. However, some thought should be given to re-structuring and strengthening summer programs if they are to serve as vehicles to encourage dropouts to return to school. The sample evidence shows that an almost identical number of students return to school whether they complete the summer program or not.

PART V. SOME RECOMMENDATIONS

1. The summer program was and is presently oriented towards the in-school enrollees which is as it should be, since the emphasis is on continuing the enrollees' education. Nonetheless, if the purpose is also to persuade the dropout to resume his education, greater stress must be laid to seeking him out and exposing him to program elements suitable for this type of youth. The indications are that schools tend to remain isolated from YOC, NYC out-of-school projects, community organizations, etc., where there is reasonable expectation the dropout can be found. There seems to be an obvious need for clearer guidelines, predetermined allocations of job slots for dropouts, and established recruitment objectives regarding the enrollment of dropouts.

2. Supervisory, administrative and program resources are limited in many schools during the summer. Vacations and limited work assignments of staff all